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Parent Involvement: Behind-The-Wheel Guide Sample Lessons and Driving Procedures

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ABSTRACT

PARENT INVOLVEMENT:
BEHIND-THE-WHEEL GUIDE
Sample Lessons and Driving Procedures

by

David Elroy Kinnunen

March , 2000

Yearly, thousands of novice, young drivers are licensed and embark upon a driving career within the state of Washington. Many of these young drivers end up as statistics in collisions and collision related fatalities. This project report reviews the importance of parent involvement in education and supports the involvement by developing a parent and student handbook for home driving practice.

This behind the wheel handbook applies the element that is missing in most young driver's training programs, experience through additional practice time behind the wheel.

The current minimum standards for classroom and behind the wheel instruction in the state of Washington are thirty hours classroom and four hours driving. The benefits of a parent involvement driving program would be the increase of driving exposure and the needed experience for a lifetime of safe driving.

ACKNOWLEDGMENTS

I want to thank the Office of Superintendent of Public Instruction along with SPI's Support Services and the Traffic Safety Education Department for their knowledge and support in producing a document to be used throughout the state of Washington. Also my sincere gratitude to the Traffic Safety Education Department and print center at Educational Service District 112.

I would also like to acknowledge the Washington State Traffic Safety Education Parent Involvement Task Force, Central Washington University Safety Center, Washington Traffic Safety Education Association and the Washington Traffic Safety Commission for their contributions to the purpose and mission to traffic safety in Washington State.

May the *Behind-The-Wheel Guide: A guide for parents and students* be one step to visualizing “...a safe and efficient surface transportation system with no deaths or disabling injuries.” (Washington Traffic Safety Commission)

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“Driver educators face an enormous challenge. Within a relatively short period of time they must prepare novices to cope with an extremely complicated and inherently dangerous task—driving an automobile.”

William G. Anderson

Traffic Safety Problem

Yearly, thousands of 16 to 19 year old drivers are killed throughout the United States in vehicle related collisions. In 1998, 84 young drivers were killed on Washington State highways and byways. In 1996, Washington saw 75 teenagers killed and 12,036 injured in automobile incidents. Drivers between the ages of 15 and 19 years of age had collision rates twice as high as the rate for all drivers and when compared to fatalities, the teen rate was 1.6 times higher than that of all drivers. (Washington Traffic Safety Commission. 1996. p. 4) It is understood that the lack of behind-the-wheel experience and driver maturation is the leading cause of the young driver fatalities within Washington State and around the nation. (Research Agenda . . . 1994 p. 2)

Legislative Action

In the 1998-99 legislative session, Washington legislators brought this issue to the forefront as both House and Senate transportation committees debated novice driver enhancement issues. Introduced in the novice driver bill (E2SHB 1147) was the acknowledgment of the parental/guardian responsibility. This was the first legislative bill in decades to view traffic safety education as an educational force to be improved and enhanced as testified by the penned name, *novice driver enhancement bill*.

Although HB1147 did not pass into law, it did perpetuate legislative activity and laid the ground work for a subsequent Senate bill 6264 one year later. If passed, the Superintendent of Public Instruction, in consultation with the Department of Licensing, would be authorized to adopt rules for implementing 50 hours of parent/guardian involvement for participating in practice time behind-the-wheel for their new, young drivers. The research is inconclusive or nonexistent in traffic safety that parent involvement reduces collisions or fatalities of young drivers.

Parent Involvement

Current research in the area of parent involvement has produced strong predictors of positive correlation between parent involvement and its affecting student's skills and scores in the subjects studied. (Epstein and Sanders. (in press) p. 20)

Though incorporating a learning environment for home use is a worthwhile activity, Epstein promotes a general framework of partnerships which will produce more successful practices over several years.

Paraphrased below are the six components of a parent involvement/partnership program promoted by Epstein:

Type 1: Parenting - Assisting families with basic obligations of parenting skills and home conditions; **Type 2: Communicating** - Increasing the effectiveness of the school's basic obligations to communicate clearly about school programs and children's progress; **Type 3: Volunteering** - Improving the organization, work, and schedules to involve families as volunteers and audiences at the school or other locations. **Type 4: Learning**

at Home - Involving families with their children in learning activities at home.

Type 5: Decision Making - Including families in decision making, governance, and advocacy; and **Type 6: Collaborating with Community** - Coordination the work and resources of community groups and agencies to strengthen school programs and family practices. (Epstein J.L., Herrick S.C. & Coates L. 1996).

This project focuses upon Type 4 involvement as listed above. The benefits of a cooperative effort through partnerships will not be disputed in this document. Rather, this document will support one of the home to school partnerships describe in the earlier Epstein research.

It is worth mentioning that the Washington Traffic Safety Education Association and the Washington Traffic Safety Parent Involvement Task Force team produced parent involvement materials described above as Type 2. The *Parent Involvement Resource Guide and Parent Handbook*, provided, to the traffic safety teacher, initial letters of communication, parent night documentation, traffic safety evaluation forms, course completion documents, and other parent involvement resources such as a sample PowerPoint presentation for conducting a local parent night. The resource guide was distributed in hard copy and 3.5 computer disk for reproduction purposes. (WTSEA, 1996)

The next logical step would be to ascertain the validity of parent involvement and it's effect upon the novice driver. With no such research available and with pending legislation at hand to enact a home practice mandate, this project seemed timely in producing a behind-the-wheel guide for parents and guardians in the implementation of a

home novice driver practice program. With such a document in place and cooperation from traffic safety programs from around the state, a tracking device could be initiated to reveal the effectiveness of a parent involvement program upon the behavior of the new driver through the driver's records. This tracking device is a part of the current legislation ESSB 6264.

There are many variables that can effect the outcome of the young driver's performance. Driver behavior and maturation, traffic safety education content and it's delivery, and amount and quality of practice time behind-the-wheel. This project supplies the parent or guardian with detailed procedures, objectives, prerequisites, and listings of common errors to reinforce the guided practice delivered at home.

Delimitations and Limitations

The Parent Involvement: Behind-the-Wheel Guide was developed to be a resource to traffic safety education programs across Washington State. Although it is categorized, by Epstein's definitions, as a parent involvement Type 4 program, it is not meant to be an exhaustive work on all parent involvement activities in education. Research has not been compiled to show that parent involvement positively effects the driver's performance. It is, however, understood that driving exposure, experience, and a systematic approach to learning prepares a novice driver for the behaviors needed to perform the driving task. This *Behind-the-Wheel Guide* will be used within traffic safety education programs along with parent guided practice to, "...provide the students of the state with an improved quality traffic safety education program ..." (RCW 28A.220.010)

REVIEW OF RELATED LITERATURE

Historical Relevance

Over a decade ago Washington State produced a report developed from the data collected from traffic safety education (TSE) students and parents. The “Parental Views on Issues Related to Traffic Safety Education and The Licensing on Teenage Drivers” (Bloomfield and Plato, 1983) and the “Teenagers View of Traffic Safety Education and the Licensing Process” (Bloomfield 1984) was to determine the opinions of parents and their teenage drivers about their Traffic Safety Educational experience.

Extraneous factors were: safety belts, drinking and driving, probationary and restrictive licenses, and the involvement of parents in the driving process. Teenagers reported looking forward to the time when they can drive on the highways. A license provides them the freedom and mobility to work, and participate in after school athletics. Independence and family errands were also mentioned. At that time, teenagers supported the continuation of a traffic safety education program. There was outside assistance in the form of extra driving practice time from parents at home. Majority of subjects passed the Department of Licensing (DOL) test the first time and they did not support a restricted license from midnight to 5:00 A.M.

The results of both surveys revealed that: parents and students support the continuation of a traffic safety education course for 16-17 year old students, parents believe their teenager understands the highway rules and regulations as a result of the course, parents support a traffic safety course for all ages prior to receiving a driver's

license. There were over ten significant results the report mentioned. (Bloomfield & Plato, 1983).

I believe that the two perspectives (the Parent's View..." and the "Teenager's View...") were of great importance in understanding what the overall perception was to the Washington State Traffic Safety Education Program

Conversely, in the early 1980's a research project conducted in Dekalb, Georgia produced results that questioned the partnership of driver's education and it's effectiveness to reduce or adequately prepare young drivers for the driving task. (Mayhew, D. R. and Simpson, H. M. (1996).) Although the study was isolated and did not incorporate the attributes of TSE in the state of Washington, the driver education course, of the type studied, was not associated with reliable or significant decreases in crash involvement.

Some beneficial outcomes had been observed from advanced skill training although this may also address an age and maturity factor. (Mayhew, D.R., & Simpson, H.M. 1996)

Graduated Driver's Licensing

The report goes on to say that driver education and training might be able to provide the structure for acquiring the safe driving skills during a graduated driver licensing (GDL) program. In this type of program, younger drivers would have more restrictions when they first enter the licensing age. An unrestrictive license would be conditional and subject to the absence of citations and collisions. In their conclusion,

only a TSE course that has the support of the community and parents combined with a graduated licensing program would stand the test of life saving benefits to the young driver. (Mayhew, D.R. & Simpson, H.M. 1996).

This type of program is supported by the National Highway Traffic Safety Administration (NHTSA) and AAA Foundation. In this structured, young driver system, a beginning driver would have to prove themselves to be a competent driver through a multistage process before attaining an unrestricted license. Most GDL systems include multiple hours of parent involvement, between 15 and 50 hours. The involvement is usually signed off as completed and states that the applicant for licensing has completed the required amount of practice hours.

Much of the support for a GDL program and the validity of traffic safety education and any benefits to the young or novice driver has been in question since the Dekalb County project in the late 1970's and early 1980's. The results of the Dekalb project had been consistent with statistics and disappointing to the driver education community

As of 1998, states that have incorporated GDL have not always retained a TSE program as keeping with the recommendations of the Dekalb study. Although, we have seen states that have adopted a GDL program eliminate TSE from their young licensure requirements. This response leads us to believe that restrictions and parent involvement to be sufficient training.

In a report released by the Washington Traffic Safety Commission (WTSC) for the year 1996, Washington teens 15 to 19 years of age had a 23.5 % lower collision rate and a 34.9 % fatality rate than the national average. In the state of Washington, licensure for

under 18 years of age must be accompanied by a state approved TSE course consisting of a at least 30 hours of classroom time and 4 hours of behind-the-wheel integrated and offered concurrently. Such results, even though specific factors have not been identified, would seem to support Washington's traffic safety education program. After successful completion of these requirements a novice driver can be licensed at age 16. As of January 2000, Washington State does not have a GDL program in place, although legislation is considering a graduated licensing bill as of February of 2000. (SB 6264)

Incorporating a GDL program combined with a parent involvement portion and tracked by the Department of Licensing (DOL), would inundate the statistics with multiple variables. The benefits of parent involvement would then be substantiated. With legislative action would then be able to identify specific problem drivers and noneffective TSE delivery programs. The importance of isolating the parent involvement portion would also become supreme.

To support Mayhew, D.R. & Simpson, to have a strong, comprehensive Traffic Safety Program, parents (guardians) and traffic safety education must be involved together with a graduated licensed system to provide effective novice driver education as seen in this next report.

With the high traffic violations and death rate amongst youth, this project report condones the partnership of a TSE program and a GDL structure. It enhances the skill level and provides alternatives to the hit and miss techniques and social attitudes that get so many young drivers into irreversible situations. The National Highway Traffic Safety Administration agrees with this house report and supports improving and continuing

'driver education' along with a graduated licensing system. Their plan is to develop a cost-effective two stage driver education program that is an integral part of a graduated licensing system. The first stage would be to provide a educational program for basic car control and handling skills. The second would continue with more skills but also include enhanced decision making to reduce the high risk. This type of program would increase the role of the parent and other adults in the educating and training of novice drivers. (Research Agenda For An Improved ...1994).

Another area of needed support in traffic safety education are the policies and competencies needed to run an effective driver education program. American Driver and Traffic Safety Education Association promotes standardized guidelines for the betterment of TSE.

The revision of the Sixth National Conference guidelines on traffic safety called the, "Proceedings of the Sixth National Conference" was undertaken in 1988 and was renamed the "Policies and Guidelines of Traffic Safety Education". This report is descriptive in format and outlines procedures and guidelines for high school driver education programs, simulator systems, vehicle instruction, advanced driver education instruction, motorcycle safety, and teacher and coordinator qualifications. All who partake in 'teaching' Traffic Safety Education, in the State of Washington, must receive 12 credits in Traffic Safety Education to receive an endorsement. Teacher training undergone in the state of Washington does comply with the national recommendations. (Policies and Guidelines of Traffic Safety Education. 1990).

An informational, descriptive paper which pools data from the Vermont

Department of Education on parent involvement resources, Washington's 1992 Parent Involvement Survey and high schools that have parental support and have achieved some success in working with parents and communities. Objectives of a parent involvement program are outlined in this report. A program should increase effective communications and improve relationships between the school and parents. (Harvey, J. L. 1994).

A listing of parent involvement enablers are as follows:

- Enable parents to participate in learning experiences with their teenagers.
- Upgrade the driving knowledge and performance of both parents and students.
- Provide parent supervised practice which will result in a better prepared student driver.
- Promote better communication between parents and their teenagers which will result in better supervision of the licensed driver. (Harvey, J. L. 1994).

Driver Behavior

Many students enter a traffic safety program with certain characteristics. An instrument developed by the AAA Foundation measures the amount of risk a young driver has when engaging in the practice of driving.

This Scale type Instrument is designed to measure 7 key attitudes or behaviors commonly exhibited by young drivers. It takes approximately 15-20 minutes to administer the self-assessment tool. Using a Likert scale format, each driver would record how he/she feels about particular statements from the survey. The instrument would then indicate if the subject is a "high" risk driver or "low" risk driver. The purpose of this

instrument could be used in schools to assess the need of: individual counseling, proposed guided parent involvement assistance, comparing distinct groups of students to plan intervention programs, and evaluate existing programs to determine whether they effect key attitudes. Hard copy or computerized versions available. (Malfetti, J.L., Rose, P., KeKorp, & N. Basch, C. 1994).

With the above issues of risk and parent involvement, our next booklet gives new perspectives on how the community can support students programs and schools as we all learn together.

The *Partners in Safety* resource gives guidelines on how to create and motivate learning from a “grassroots” generated approach. Through the Goals 2000 legislature, the U.S. Government is offering to support states, communities and schools with grants. School districts, and individual schools are encouraged to apply for the Goal 2000 grants. \$105 million in funding 1994 and \$403 million in 1995. Focus is on how well are students learning? Critical areas : Teaching and learning Standards, opportunity to learn standards, use of technology, governance-management and accountability, parent and community support and involvement, making improvements system wide, promoting grassroots efforts, dropout prevention strategies, coordination with school-to-work programs, developing milestones and timelines. (U.S. Department of Education, 1995)

The *Partners in Safety* resource gives guidelines on how to create and motivate learning from a “grassroots” generated approach. This ‘hands on’ packet was written to help parents participate in a home practice program created to be in partnership with established traffic safety education programs.(Partners in Safety 1996).

This descriptive resource focused on attitudinal issues that effect drivers today. The *Partners in Safety* is seen as an excellent catalyst in promoting parent involvement. The program's objectives are to: promote additional driving practice that makes better drivers, enhance the driving safety awareness on novice drivers, encourage parents and teens to work together during and after the driver training process. Used for parent nights, along with an accompanying video to help parents see the vision of being a Partner in Safety.(Partners in Safety 1996).

Let us combine the issues at hand with practical exercises parents and students can do to help support the driver educational programs in our communities.

A program offered by Auto Testers and D.T. Thompson is an exercise program to help parents make the 'new driver' a safer driver. With a reemphasis of the fact that governments do not raise kids, people do. The author lets us know that without some type of formalized training new drivers are like kamikazes. Thompson explores the reasons new drivers are so vulnerable. He gives parents and new drivers tips on attitudes and ends the book with practice exercises (10 in all). Thompson also takes a look at the fact that for over 10 years no administration since 1984 has put driver training on its agenda. In a majority of the information gathered within the last 10 years (and especially in the most recent literature) parent involvement has been a major key to the instruction, maintenance, behavioral attitudes and safety of the young driver. Coupled with a strong, guided Traffic Safety Education Program, the young driver would seem to have a much better chance at reduced risk driving. An assessment of not only the student's attitude toward risk and driving needs to be scrutinized but also the quality of

the Traffic Safety Education/training the youthful driver receives. (Thompson, D.T., 1994).

In conclusion the current move is to continue the driver education/training with combining a state enforced graduated licensing program. When added members of the community are involved in the raising of this new driver the effects are multiplied in supporting the community as well as individuals for years to come, to say the least of the costs involved.

The project presented within this document (*Behind-the-Wheel Guide*, OSPI 2000) brings together, as in any partnership, the stakeholders who have the most to benefit and the most to lose from inactivity between school and home. This guide has been developed to be used in public school traffic safety programs to help foster parent involvement as a guided approach. It can also be used within commercial school programs where instruction is given in the guidance of parent involvement activities. Whether legislation recommends or mandates parent guided practice, the partnership between parent/guardian and student and positive experiential driving activities will help to promote a safer environment for all drivers.

METHODOLOGY

In 1998 the Office of the Superintendent of Public Instruction, Central Washington University, and Washington Traffic Education Association, met to further the influence of traffic safety education to incorporate school to home partnerships and develop a means to promote parent involvement guided practice.

Prior to this cooperative effort, Washington Traffic Safety Education Association produced the threefold *Parent Involvement Resource Guide*. The template type documents were to be used by the traffic safety education teacher and sent home during correspondence with parents and guardians. Included were: initial letters of communication, parent night documentation, traffic safety evaluation forms, course completion documents, and other parent involvement resources such as a sample PowerPoint presentation for conducting a local traffic safety education parent night.

After the distribution of this initial parent involvement document, the Office of the Superintendent of Public Instruction along with coordinating help from the Washington traffic safety regional coordinators, distributed surveys to assess the inclusion of the parent involvement documents through TSE programs throughout the state. Although representation of TSE programs were near 50 %, the 1998 survey produced behind the wheel data that promoted the need to produce a behind the wheel (BTW) document for home practice. From the 1998 survey when asked if schools provided guidelines for home practice, responses were as follows:

28%—used CWU’s model BTW lessons.

15%—used Mottola’s Partnership in Driver Excellence.

59%—said that they provide some type of guide for home use.

25%—mentioned producing a BTW parent guide.

Traffic Safety Task Force

A second Washington Traffic Safety Parent Involvement Task Force was developed representing a variety of community members who had expertise or interest in the development of a traffic safety education and parent involvement partnership. The task force consisted of representatives from: the Office of the Superintendent of Public Instruction, Central Washington University, regional traffic safety coordinators, school district traffic safety education coordinators and teachers, and a parent representative from Spokane, WA.

Methods

In 12 planning meetings from 1997 to 1999 taking place over a 3 year period, task force members presented and decided upon the type of parent involvement document (*Behind- the-Wheel Guide: Handbook for Parents and Students*), its format and content. The basic structure was to be a hands-on document that would be easy to read and use by parents with students enrolled in a traffic safety education program. For lesson content the Washington State Curriculum Guide was used as a template to provide continuity and support materials for both teacher and parent.

Throughout the 12 month working session, members divided responsibilities to eventually presented and submitted for inclusion into the document. As with previous documents developed by the Office of the Superintendent of Public Instruction (OSPI) and WTSEA, a motion to produce the handbook on CD ROM for wide spread usage and localization was agreed.

Distribution

Arrangements had to be made with OSPI for editing, printing, and distribution to public school traffic safety education programs throughout the state. Distribution and implementation will take place at the year 2000 Washington Traffic Safety Education Spring Conference.

SUMMARY

Conclusions

This document is one of many resources that will be used in the TSE programs in Washington State. The key will be in the implementation of this resource, not only by the TSE teachers, but by the parents whose responsibility and charge these novice drivers are ultimately accountable to.

The implementation must be made within the teacher training programs such as Central Washington's traffic safety education programs, off-site adjunct courses, conference workshops, and in state regional TSE institutes. Implementation must also be made from the high school programs to the homes of every enrolled student in traffic safety.

Partnership is not only a collective word to share responsibility of a goal or task, it is an efficient way to address the overwhelming inconsistency of training a novice driver for a lifetime of unforeseen risks in only thirty hours of classroom instruction and four hours behind the wheel training. This partnership is getting the help a teacher needs to instill the skills learned in class.

Recommendations

It is recommended that a the current research proposal to study traffic safety delivery systems, under the supervision of OSPI, include objectives and assessment instruments to assess the effectiveness of the *Behind-the-Wheel Guide*. Evaluations and

recommendations should then be submitted to the TSE Parent Involvement Task Force for further study.

The need for supplemental materials to this guide are already in the planning.

Digital recordings of the maneuvers and procedures could be used not only in the classroom but at home with parents and students when a skill or maneuver are not understood.

Behind-the-Wheel Guide

A Handbook for Parents and Students

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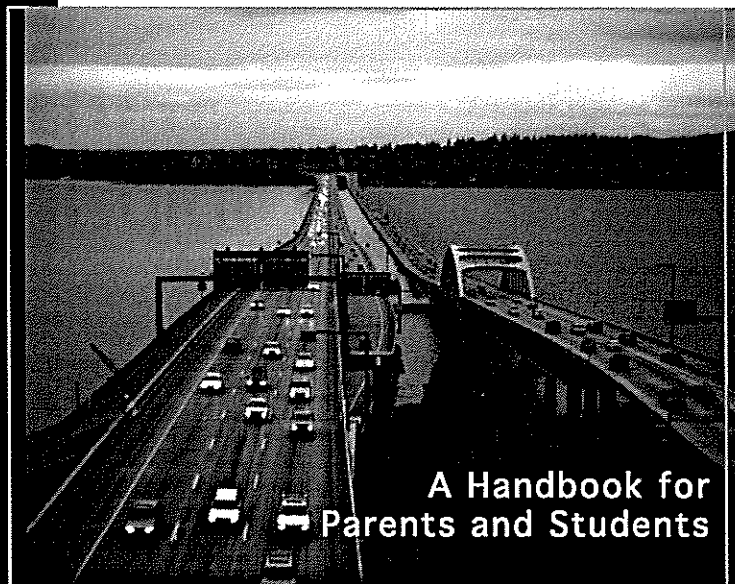
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February 2000

Behind-the-Wheel Guide



Sample lessons and driving procedures.
Original concept and format by Dr. Ron Hales,
Central Washington University Safety Center.
Prepared by Office of
Superintendent of Public Instruction,
Washington Traffic Safety Education Association,
and the Traffic Safety Education
Parent Involvement Task Force.

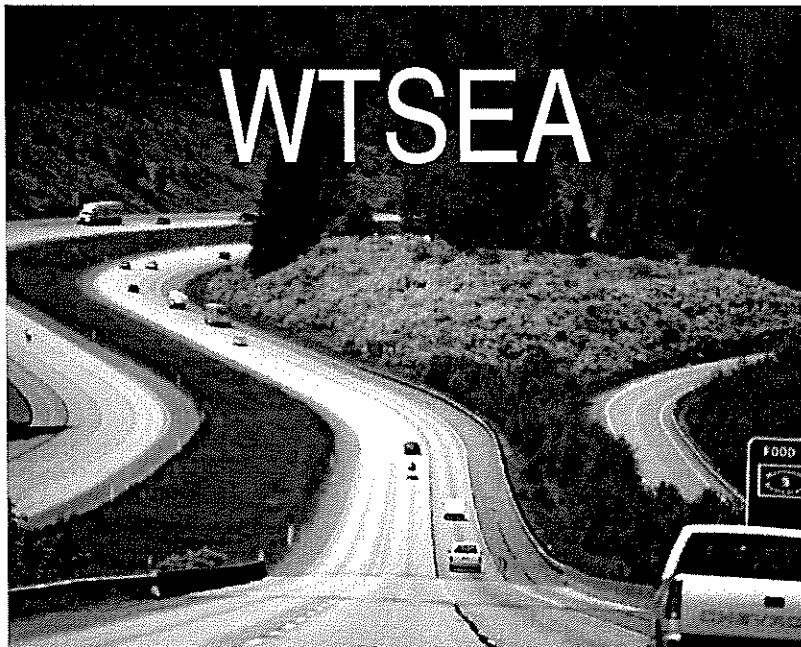
Original illustrations and layout by Blaine C. Wilson

Behind-the-Wheel Guide

Sample lessons and driving procedures
A handbook for parent and students



CWU



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This handbook was created for PC Windows and Macintosh platforms using PageMaker 6.5

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WTSEA would like to extend heartfelt thanks to Frederik Mottola and the National Institute for Driver Behavior. Many instructors, teachers, and members of WTSEA have attended Mr. Mottola's workshops and his teaching strategies have encouraged and supported our educational goals. You will find some of his ideas and strategies in this guide, and we applaud and thank Frederik Mottola for his contributions.

The WTSEA, Central Washington University Safety Center, and the Traffic Safety Education Parent Involvement Task Force emphasize the importance of partnerships between parent, student driver and the traffic safety education (TSE) teacher. This guide is not meant to replace the TSE teacher but to aid in helping you (the parent and student) have a more successful experience through guided practice.

If you need clarification about this guide, please contact your TSE teacher.

The Task Force members also thank Dr. Gary Bloomfield for his guidance and for the leadership he has provided to Washington State traffic safety education since 1972.

Our gratitude also goes out to Dr. Ron Hales whose original concept and material paved the way for this document. Throughout his career, Dr. Hales has provided excellence in teaching, knowledge, and consistency in developing and maintaining traffic safety education programs in Washington State. Thank you.

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List of Terms

ABS

Anti-lock braking system

BGE

Blind zone/glare elimination setting

BTW

Behind-the-wheel

DOL

Department of Licensing

CWU

Central Washington University

IPDE

Identify, predict, decide, execute

LANE POSITIONS

The three main positions are: 1) center of lane, 2) left side of center (3-6 inches from left of the center line), 3) right side of center (3-6 inches from right edge of the lane). For a complete view look to page 218.

LOS

Line-of-sight

OSPI

Office of Superintendent of Public Instruction

POT

Path-of-travel

SPACE AREAS

For simplicity of referring to areas around the vehicle a numbering system has been developed. Look to page 206.

TSE

Traffic safety education

WEA

Watch, evaluate, act

WTSEA

Washington Traffic Safety Education Association

* For further information on these terms proceed to the glossary

Student Driving Log

Recording your student driver's behind-the-wheel practice sessions will help you better assess and analyze your time spent together.

An example of how to use the student driving log follows:

Date	Driving Time (Duration)	BTW Lesson/ Skills Practiced	Driving Environment	Time of Day	Adult's Initials
12/21/99	30 minutes	Lesson 3-parking uphill	Rural county driving	9 AM	JH
12/29/99	30 minutes	Lesson 3-angle parking	Downtown parking lot	3 PM	JH
1/3/00	30 minutes	Lesson 4-lane changing	Downtown city driving	3 PM	JH
1/7/00	30 minutes	Lesson 4-following time	City, hwy, fwy driving	7 PM	JH
1/19/00	30 minutes	Lesson 6-freeways	Interstate fwy driving	11AM	JH

Your son/daughter's traffic safety education teacher may have her/his own log sheet.

Use the following pages for your own records.

Please make copies of the next blank student driving log pages.

Good luck.

Student Driving Log

Date	Driving Time (Duration)	BTW Lesson/ Skills Practiced	Driving Environment	Time of Day	Adult's Initials

Student Driving Log

Date	Driving Time (Duration)	BTW Lesson/ Skills Practiced	Driving Environment	Time of Day	Adult's Initials

Student Driving Log

Date	Driving Time (Duration)	BTW Lesson/ Skills Practiced	Driving Environment	Time of Day	Adult's Initials

Guided Practice

Everyone knows that PRACTICE is the key to developing a new skill into a sound habit. But simply handing over the keys and having a student “drive around” on family errands will not produce the desired habits. Could we create a skilled ice skater in the same way—hand over a pair of ice skates and direct a person to skate around the rink until he/she develops into an Olympic star? Guided practice is essential to developing good driving habits. In guided practice, special attention is paid to what, how, where, and when to practice. A team approach is employed in which the teacher, student, and parent/guardian work together in a coordinated effort. Each person has a specific role.

Role of the Teacher:

To teach the correct behavior/skill and the reason for it.

Role of the Student:

To be able, first, to describe and perform the correct procedure in proper sequence for each driving behavior/skill. Secondly, the student needs to be able to explain the reason why we do things the way we do. (For example, why we drive with our lights on in the day time.) The student will need to take responsibility for his/her own learning—to listen, study, memorize, and practice.

Role of the Parent:

To provide opportunities for the student to practice the desired skills correctly and enough times until the behavior becomes habitual.

This publication is designed to facilitate guided practice. By using this guide, students can practice the same skills taught by the teacher, and parents can check to make sure that practice is being performed correctly.

A Guide for the Parent

Throughout this guide, traffic safety education will be referred to as TSE and behind-the-wheel, which is the actual driving of the vehicle, will be referred to as BTW.

As a parent of a beginning driver, you play an important role before, during, and after your son/daughter has completed the TSE course. You are not expected to replace the TSE teacher, but rather to support, encourage, supplement, and assist in developing habits that will help your son or daughter enter the highway transportation system as a responsible driver. There are several ways that you and your student driver can help this process.

1. During the traffic safety education course:

- * Make yourself available. Set aside time for practice and discussion sessions with your student driver.
- * Provide a vehicle for practice sessions.
- * Set a good example when you drive.
- * Talk to your son or daughter and the TSE teacher regularly about how you can help.
- * Provide regular practice sessions following the suggestions for each lesson.
- * Respect your son/daughter's efforts and feelings; have a positive attitude.
- * Reinforce the skills taught by the TSE teacher.
- * Support your child's teacher. If differences of opinion occur, call or visit the TSE teacher for clarification.

2. After completing the traffic safety education course:

- * Provide a minimum of 50 hours of supervised practice BTW with your son or daughter.
- * Provide practice driving time at night and in inclement weather conditions.
- * Take your son or daughter to obtain a license only when you feel the student is ready.
- * Arrange for limited use of the family automobile.

We believe that all phases of the traffic safety education program are a team effort between the student driver, parent, and the TSE teacher. Because of this, we believe in maintaining an open line of communication.

Please feel free to contact the TSE teacher at any time you feel there is a need or you have a question.

The book is designed to help the parent through the various lessons to be practiced.

Most lessons will include an introductory page followed by a checklist of procedures the parent can use to keep track of skills learned. Note pages are provided for your use throughout each lesson.

Each lesson will include prerequisites and skills to be practiced. The prerequisites indicate which concepts have been covered in class, vehicle and/or simulation instruction and then are followed by a listing of skills to be learned during the practice sessions. Helpful hints are provided for most practice sessions to guide the parent through the specific skills to be learned by the student.

The guide then proceeds with the specific procedures for each skill to be learned. If there are questions in the performance or sequencing of the procedures please direct questions to your student's traffic safety teacher.

Objectives, driving environment and common errors are listed to help the parent and student understand the purpose of each skill to be learned, appropriate area to perform the skill and behaviors to look for when practicing the skills.

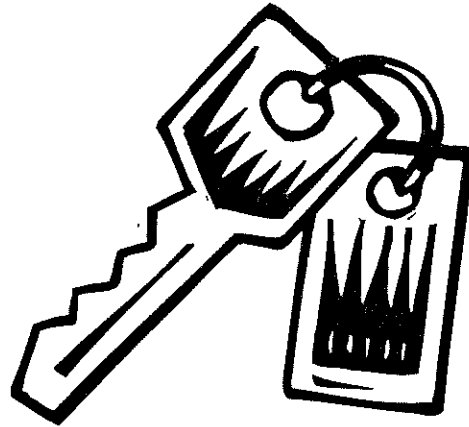
Many of the concepts will be new and unfamiliar to the parent/guardian. Because the information has been introduced in the classroom and then again during the BTW lesson, the student should be familiar with the lesson terminology and concepts. We suggest parents require the student to verbalize/describe the lesson procedures and explain why they are important. We want the student to become responsible and accountable for what he/she has learned.

The lessons are not intended to be practiced only once, but as many times as necessary until the student can perform the skills correctly without hesitation. We recommend at least two hours practice between each scheduled lesson. We wish you much success!

Pre-Drive Lesson

(off street)

Getting to Know Your Vehicle and Its Reference Points



Pre-Drive/Off Street

Title: Pre-Drive Lesson (Off Street)

Prerequisites:

1. Student is in the TSE course and has permit.
2. Classroom:
Module 1 includes vehicle entry; vehicle operating space; prestart; front, rear, and side referencing; “blind spots” (see glossary).
3. Simulation:
“Starting Right” program.

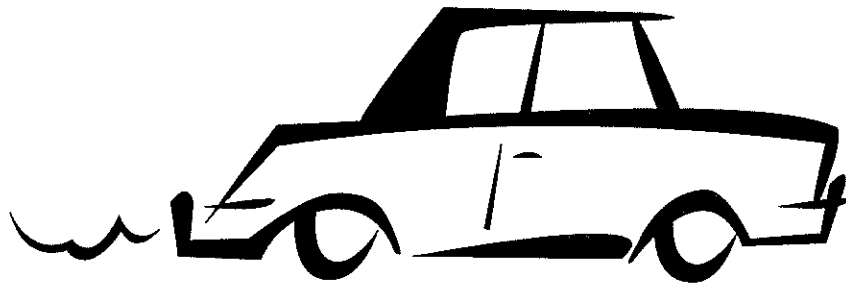
Skills to be Practiced:

- Vehicle familiarization.
- Preentry and inspection.
- Entry and prestart procedures.
- Front and rear visual referencing.
- Side visual referencing.
- Locating and operating gauges, controls, and switches.
- Mirror adjustments.
- Discovering blind spots.
- Vehicle maintenance checks.

NOTE: The student will be introduced to the vehicle used in the BTW lessons before actually driving. Use the Lesson 1 checklist to help the student become accustomed to the family vehicle in the same way.

BTW Lesson 1

Basic Control and
Introductory Tasks



Welcome to Lesson 1

In Lesson 1 your son/daughter will be practicing the fundamentals of starting the car and will, with practice, be able to operate all the controls and devices without any hesitation when directed to do so.

In this lesson your son/daughter should practice rear and side visual referencing while moving the vehicle forward and backward in a simple straight line and backing left and right with smooth starts and stops. At the end of the lesson, your son/daughter should be able to demonstrate that he/she can properly secure the vehicle.

The first lesson should take place in a parking lot or residential area with little traffic (a place where you are comfortable). This will give you an opportunity to observe how your student responds to your directions and enable you to control the car from the passenger seat.

Give all directions well in advance of when you expect your student to perform the maneuver. Be clear and calm. Be positive and give encouragement

Your student should be familiar enough to operate the vehicle controls without looking at them. In the car, ask your student to perform the cockpit drill. Review the vehicle familiarization worksheet with your student and ask your student to identify and adjust the vehicle control devices for you.

Focus on maintaining a steady speed and practice smooth starts and complete stops. Encourage early braking. This will help your student be comfortable and gain confidence.

BTW Lesson 1 Checklist

Preentry/Approach

Key in Hand _____
Approach Vehicle _____
Visual Check _____
Walk Around the Vehicle _____
Vehicle Maintenance Check _____
Loose Article Check _____

Entry/Prestart

Loose Articles Secured _____
Unlock Door _____
Close, Lock Door _____
Key in Ignition _____
Adjust Seat _____
Head Restraint _____
Mirror Adjustment _____
Safety Belts _____

Gauges/Controls, Switches

Locate Gauges _____
Locate/Operate Controls _____
Locate/Operate Switches _____

Starting Engine

Check Park Brake _____
Check Selector Lever "N" or "P" _____
Set Choke (if needed) _____
Heel on Floor/Brake _____
Start Engine _____
Release Key _____
Check Gauges _____
Headlights on 24 Hours _____
Adjust Accessories (if needed) _____

Vehicle in Motion

Foot on Brake _____
Shift to Drive _____
Release Park Brake _____
Check Traffic _____
(mirror, blind spot) _____
Signal _____
Visualize Target _____
Gentle Acceleration _____
Recheck Traffic _____
Cancel Signal _____

Stopping

Check Rear/Front _____
Set Reference and Target _____
Control Brake Pressure _____
(heel on floorboard) _____
Apply Brake Gradually _____
Use Visual Reference to Determine
Stopping Point _____

Securing and Leaving

Foot on Brake _____
Shift to Park (automatic) _____
Park Brake Set _____
Accessories Off _____
Ignition Off _____
Remove Key _____
Release Belts _____
Leave Vehicle _____
Doors Locked _____

Backing Straight

Foot on Brake _____
Reverse Gear _____
Proper Position _____
Scan and Visualize Target _____
Use Appropriate Motion _____
Decrease Speed to Stop _____
(keep looking back until stopped)

Backing Left/Right

Scan Area _____
Foot on Brake _____
Reverse Gear _____
Release Park Brake _____
Visual Target _____
Steering Control _____
Traffic Checks _____
Counter Steer to Center _____
Look to Target Until Stopped _____

Lateral Maneuver (turns)

Check Traffic Areas _____
Signal, Check Left or Right Rear _____
Adjust Speed and Target to Lane
Position _____
Steer to Travel Path _____
Adjust Speed to Traffic or Curb _____
Cancel Signal _____

NOTES

BTW Lesson 1

Title: Basic Control and Introductory Tasks

Prerequisites:

1. Student has completed pre-drive/off street.
2. Classroom:
Module 2 includes vehicle entry; vehicle operating space; prestart; starting; moving vehicle forward and backward; front, rear, and side referencing; backing left and right.
3. Simulation:
“Starting Right” program or film.

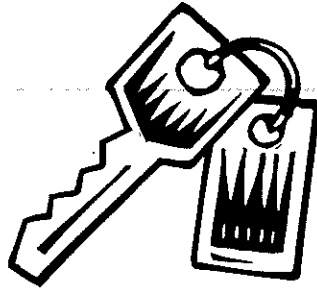
Skills to be Practiced:

- Preentry and inspection.
- Entry and prestart procedures.
- Backing straight and stopping.
- Identify gauges, controls, switches.
- Backing left and right.
- Starting the engine.
- Front and rear visual referencing.
- Placing vehicle in motion—forward.
- Side visual referencing.
- Off target/on target.
- Stopping the vehicle.
- Securing the vehicle.

BTW Lesson 1 Helpful Hints

1. Be sure to check your son/daughter's understanding of the specific tasks that will be practiced.
2. Have your son/daughter tell you about the preentry tasks and inspection of the vehicle and why it's important to perform such tasks.
3. Review the checklist to evaluate performance on specific tasks.
4. When backing or pulling forward to a designated area, have your son/daughter describe which reference points he/she is using to accomplish the maneuver.
5. Have your daughter/son describe a target and visually set one to determine if you are on or off target.
6. Securing the vehicle is an important step in the driving process. Watch that all the steps are done correctly.
7. Encourage your daughter/son to tell you the procedures involved in these maneuvers. This will help you to determine if he/she is mentally engaged in the driving process.
8. If necessary, the diagrams and procedures that accompany this lesson could be referred to for clarification. Use them only when the vehicle is stopped and in a parked position.

Preentry/Approach



1. **KEY IN HAND.**
(Be aware of possible carjackers.)
2. **APPROACH VEHICLE, BE AWARE OF SPACE AROUND VEHICLE.** (Objects under vehicle or in travel path.)
3. **MAKE VISUAL CHECK AROUND AND INSIDE THE VEHICLE.** (Look for loose articles.)
4. **WALK AROUND THE VEHICLE.**
(Look for fluid leaks, damaged tires, hood closed, etc.)
5. **MAKE MAINTENANCE CHECKS AS NEEDED.**
(Tire pressure, oil level, brake fluid, etc.)

Preentry/Approach

Objective

The student will walk around the vehicle and visually inspect for possible obstructions and mechanical problems without instructor assistance.

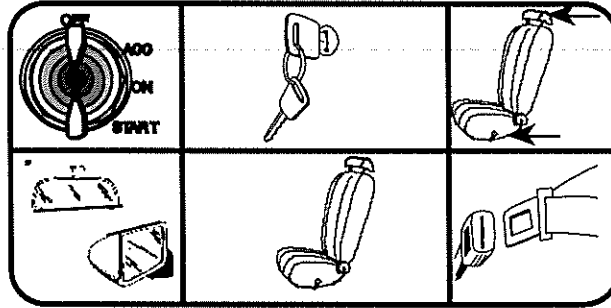
Driving Environment

- Off-street parking area.
- Low-volume residential area.

Common Errors

- Not walking around the vehicle.
- Visual checks not made.

Entry/Prestart



1. PLACE LOOSE ARTICLES IN SECURE AREA (trunk).
2. UNLOCK DOOR.
3. CLOSE AND LOCK DOOR.
4. PLACE KEY IN IGNITION SLOT.
5. ADJUST SEAT, HEAD RESTRAINT, AND STEERING WHEEL.
6. ADJUST INSIDE AND OUTSIDE MIRRORS.
(Able to check blind spots easily from driver's seat.)
7. FASTEN SAFETY BELTS.

Entry/Prestart

Objective

The student will perform all entry/prestart procedures at least once while seated in the car.

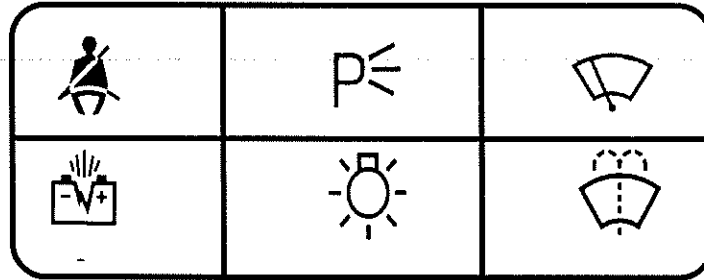
Driving Environment

- This task can be performed in an off-street area or low-volume area with minimal traffic.

Common Errors

- Procedures not in correct order.
- Door not locked.
- Safety belt not worn properly.
- Seat not adjusted properly.
- Mirrors not adjusted properly (leans and moves body for use).

Gauges, Controls, and Switches



1. LOCATE OPERATIONAL GAUGES
(fuel, oil pressure, speedometer, odometer, etc.).
2. LOCATE AND OPERATE CONTROLS
(foot brake, park brake, steering wheel, accelerator pedal, hazard lights, directional signal, horn, headlights, gear lever, etc.).
3. LOCATE AND OPERATE SWITCHES
(power door, window, etc.).

Use of Controls and Switches

Objective

While seated in the vehicle, the student will point to and/or operate relevant gauges, controls, and switches when requested with minimal assistance.

- Be able to operate without checking controls/switches.
- Be able to explain what is wrong and the correct action(s) to take for each warning light/gauge.

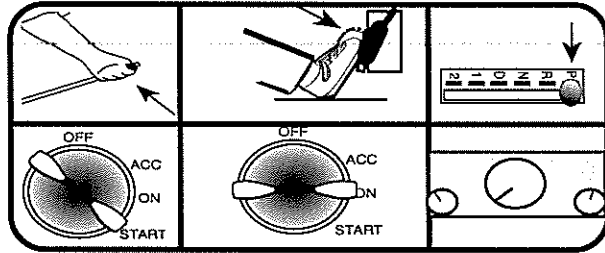
Driving Environment

- Behind-the-wheel of the vehicle in an off street parking area. (Parked in parking lot or driveway.)

Common Errors

- Not able to find and/or operate the control devices, gauges, or switches.
- Not using proper hand or foot position.
- Using central vision to locate gas, brake, signal, and steering wheel.

Starting Engine



1. CHECK THAT PARKING BRAKE IS FIRMLY SET.
2. HEEL ON FLOOR/FOOT ON BRAKE.
3. CHECK SELECTOR LEVER "N" OR "P."
4. SET AUTOMATIC CHOKE IF NEEDED
(fuel-injected engine not required).
5. START ENGINE (turn key, check gauges in "on"
position).
6. RELEASE KEY WHEN ENGINE IS STARTED.
7. RECHECK GAUGES.
8. TURN HEADLIGHTS ON 24 HOURS DAY OR NIGHT.
TURN ON ACCESSORIES AS NEEDED
(lights, wipers, defroster, etc.).

Starting Engine

Objective

While seated in the car, the student will start and turn off the engine at least twice without assistance.

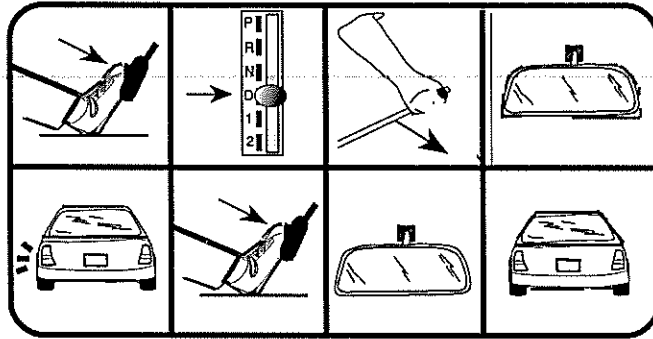
Driving Environment

- Low-volume residential area.
- Off-street parking area.

Common Errors

- Holding the key on too long while starting.
- Not holding the key on long enough.
- Heel not on the floor.
- Procedures not in order.
- Failing to check gauges.
- Failing to turn on necessary lights and gauges before getting under way.

Putting the Vehicle in Motion



1. PRESS THE FOOT BRAKE DOWN.
2. SHIFT GEAR SELECTOR LEVER TO DRIVE.
3. RELEASE PARKING BRAKE.
4. CHECK TRAFFIC IN INTENDED PATH AND TO SIDES.
5. PERFORM MIRROR CHECK AND BLIND SPOT CHECK.
6. SIGNAL WHEN CLEAR.
7. VISUALLY TARGET YOUR INTENDED PATH.
8. MOVE FOOT TO ACCELERATOR PRESSING GENTLY.
9. RECHECK TRAFFIC.
10. CANCEL SIGNAL.

Putting the Vehicle in Motion

Objective

When directed to do so and with minimal assistance, the student will place the vehicle in motion (smoothly) three times.

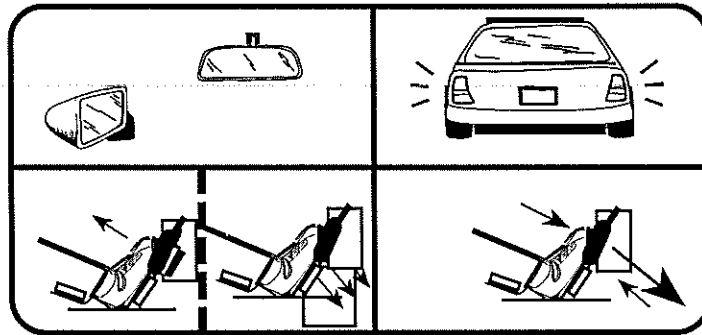
Driving Environment

- Off-street parking area.
- Low-volume residential area.

Common Errors

- Heel of foot not on the floor while braking or accelerating.
- Order of procedures not followed.
- Heavy and uneven acceleration.
- Not visually targeting (position 1).
- Not checking blind areas (spots and mirrors).
- Failing to signal/late signal.

Stopping



1. CHECK MIRROR FOR REAR AREA.
2. VISUALLY SET REFERENCE AND TARGET AREA.
3. CONTROL BRAKE PRESSURE
(heel of foot on floorboard).
4. APPLY BRAKE GRADUALLY
(graphics show smooth braking by easing up on brake before stopping vehicle).
5. USE VISUAL REFERENCE TO DETERMINE STOPPING POINT
(front or side).

Stopping

Objective

While directed to do so and with minimal assistance, the student will stop smoothly three times using proper braking and visual referencing procedures.

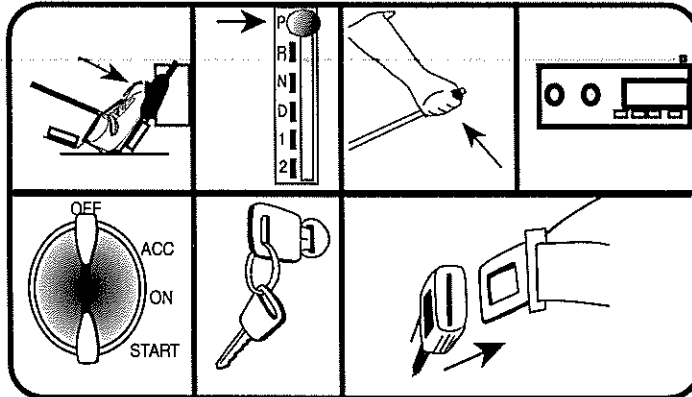
Driving Environment

- Off-street area.
- Low-volume residential area.

Common Errors

- Heel not on floor.
- Braking too hard/jerky stop.
- Failing to check rear area in mirror.
- Procedures out of sequence.

Securing and Leaving Vehicle



1. HOLD BRAKE DOWN FIRMLY WITH RIGHT FOOT.
2. SHIFT TO PARK OR FIRST GEAR.
3. SET PARKING BRAKE.
4. SHUT OFF ACCESSORIES.
5. TURN OFF IGNITION AND REMOVE KEY.
6. RELEASE SAFETY BELTS.
7. CHECK REAR AND LEFT REAR AREAS (4 AND 6), EXIT, AND LOCK DOORS.

Securing and Leaving Vehicle

Objective

When directed to do so and with minimal assistance, the student will secure and leave the vehicle following proper procedures.

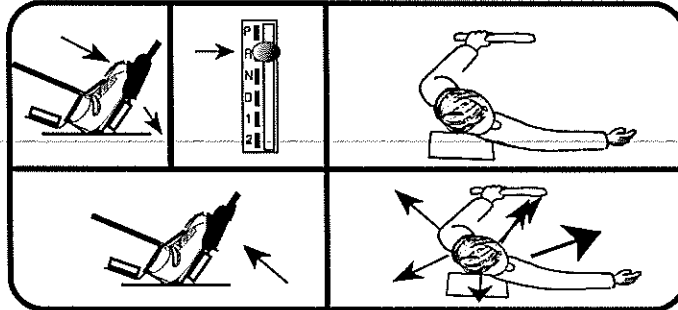
Driving Environment

- Off-street area.
- Low-volume residential area.

Common Errors

- Failure to check traffic.
- Not taking keys from the ignition.
- Procedures not in sequence.
- Failure to set park brake.
- Failure to turn off lights and accessories.

Backing Straight



1. HOLD BRAKE DOWN AND SHIFT TO REVERSE, RELEASE PARK BRAKE.
2. SCAN THE AREA, LOOK OVER RIGHT SHOULDER, SEARCH PATH OF TRAVEL AND TO THE FRONT. PLACE RIGHT ARM ON SEAT FOR STRAIGHT BACKING.
3. PLACE LEFT HAND AT TOP OF STEERING WHEEL (12 o'clock).
4. VISUALLY TARGET REFERENCE POINT TO THE REAR AREA (6).
5. DECREASE BRAKE PRESSURE AND SMOOTHLY MOVE VEHICLE FROM STOPPED POSITION.
6. CHECK TRAFFIC, AREAS LEFT REAR, RIGHT REAR AND REAR (4-5-6).
7. ACCELERATE GRADUALLY, LOOK AT TARGET, KEEP LOOKING BACK UNTIL STOPPED.

Backing Straight

Objective

While directed to do so and with minimal errors, the student will back the car straight toward a specific target at least three times using proper moving and stopping procedures.

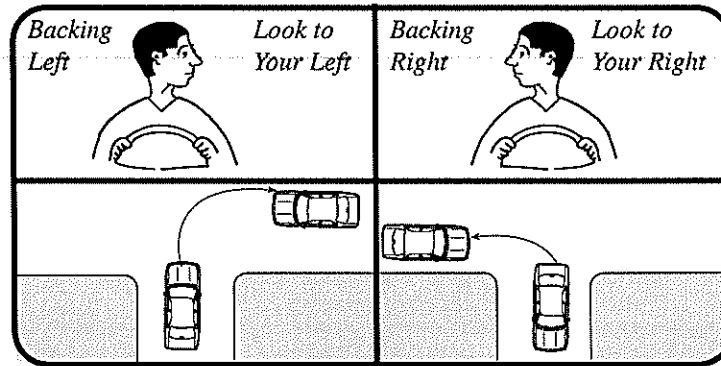
Driving Environment

- Off-street parking area.
- Low-volume residential area.

Common Errors

- Speed control too fast or too slow.
- Not looking back until vehicle is stopped.
- Not targeting visually will result in:
 - Path of travel not constant.
 - Incorrect steering techniques.
- Not checking rear areas left rear, rear, right rear (4-5-6).
- Improper body position.

Backing Left and Right



1. SCAN AREA (MIRROR CHECK, BLIND SPOT CHECK) AND USE CORRECT SIGNAL.
2. DEPRESS BRAKE, SHIFT TO REVERSE.
3. PLACE BOTH HANDS NEAR TOP OF STEERING WHEEL.
4. TARGET AREA TO REAR.
5. DECREASE PRESSURE ON BRAKE.
6. STEER DIRECTION TOWARD TARGET.
7. CHECK TRAFFIC.
8. COUNTERSTEER TO CENTER POSITION.
9. CONTINUE TO TARGET AREA UNTIL STOPPED.

Backing Left and Right

Objective

When directed to do so and with minimal assistance, the student will back left or right into or out of a parking area at least two times while maintaining proper speed control and path of travel.

Driving Environment

- Off-street parking lot.
- Low-volume residential area.

Common Errors

- Speed is too fast or slow.
- Does not visually target center of rear area (6) which will result in:
 - Poor lane position.
 - Failure to countersteer.
 - Overcorrects the steering.
 - Turns the wrong direction.
- Fails to recheck the front of the vehicle.

NOTES

BTW Lesson 2

Basic Control
Maneuvering in Limited Space



Introduction to Lesson 2

In Lesson 2, your student will be practicing right-hand and left-hand turns, moving into and away from the curb and turnabouts, and using referencing points to judge vehicle placement on the roadway. Your student should be able to tell you what the signs, signals, and pavement markings mean.

Your student should practice pulling into and away from the curb using reference points for vehicle placement. Turnabouts should be practiced in a residential area with plenty of driveways and alleys.

BTW Lesson 2 Checklist

Left Turns

Traffic Check _____
Signal _____
Check Area 6 _____
Lane Position 2 _____
Reduce Speed _____
Scan/Target _____
Recheck Traffic _____
Reference Points _____
(before, during, after
turn)
Steering Control _____
(while turning and un-
winding)
Target Ahead _____
Lane Position 1 _____

Lateral Move From Curb

Traffic Check 4 and 6 _
(left rear and rear)
Signal, Check 4 _____
(left rear)
Accelerate _____
Target Lane Position ___
Steer _____
Cancel Signal _____

Right Turns

Traffic Check _____
Signal _____
Check Area 6 _____
Lane Position 3 _____
Reduce Speed _____
Scan/Target _____
Use Reference Points _
(for best turn position)
Speed Control _____
Steering Control _____
(while turning and un-
winding)
Target Ahead _____
(to nearest available lane)
Lane Position 1 _____

Lateral Move to Curb

Check Intended Path _
Check 6 and 5 _____
(rear and right rear)
Signal, Check 5 _____
(right rear)
Reduce Speed _____
Steer to Target _____
Use 0-6" Reference ___
Stop and Secure _____

Speed Adjustments

Maintain Constant Speed _
Adjust to Conditions
Accelerator Use _____
Brake Use _____
Speedometer Checks ____
Legal Limits _____

Lane Control

Proper Hand Position _____
Visual Target 20-30 Sec. _
Lead Time Scan 12-15 Sec.
Gradual Steering _____
Use of Lane Positions ____
Adjusts as Needed _____

Turnabout Left

Check Area 6 (rear),
Signal _____
Signal and Turn Left Into
Alley _____
Move Past Sidewalk and
Stop With Wheels
Straight _____
Check Traffic: Areas 4,5, 6
(left rear, right rear, and
rear)
Shift to R _____
Use Visual Reference _____
Steer to Right and Back Into
Lane Position 3 Straighten
Wheels, Target Until
Stopped _____
Shift to D, Signal Left ____
Move to Lane Position 1 _
Alley Turnabout Right
Check Area 6 (rear), Signal

Stop Past Alley _____
Use Visual Reference _____
Check Traffic: Areas 4-6 _
(left rear, right rear and rear)
Shift to R _____
Back Into Alley, Check Area2
(left front) from Lane Posi-
tion 3 Straighten Wheels,
Stop _____
Shift to D, Signal Left ____
Check Traffic _____
Turn Left Into Nearest lane
Move to Lane Position 1 _

Y Turnabout

Move to Right Shoulder and
Stop _____
Recheck Traffic , Signal Left

Visually Target Left Curb _
Move Slowly, Steer Quickly
Toward Front Curb _____
Stop With Wheels Straight
Recheck Traffic, Visually
Target Rear _____
Curb While Backing to Rear
Curb _____
Steer Left, Stop and Re-
check
Traffic _____
Clear the Area, Move For-
ward Into Lane Position 1 _

BTW Lesson 2

Title: Basic Control and Maneuvering in Limited Space

Prerequisites:

1. Complete BTW lesson 1.
2. Classroom:
Module 2 includes signs, signals, markings, turns, intersections, approach and leaving the curb, backing into and out of alleys, Watch, Evaluate and Act (WEA) space management.
3. Simulation:
Any of the following programs: In's and Out's of Turns, Managing Intersection Maneuvers, IPDE Strategy.

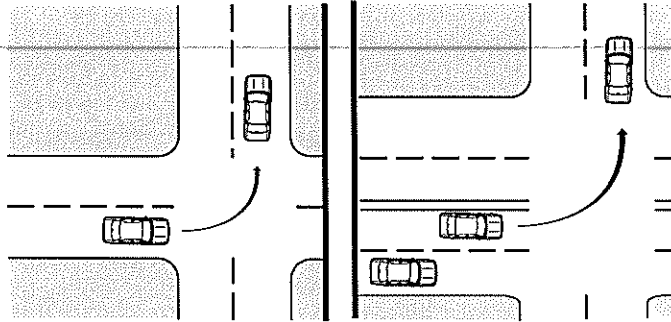
Skills to be Practiced:

- Lane positioning (see appendix).
- Reference points/zone control.
- Speed and lane adjustment.
- Cover brake.
- Left turns.
- Right turns.
- Lateral move from curb.
- Lateral move to the curb.
- Alley turnabout—left side.
- Alley turnabout—right side.
- Y turnabout.

BTW Lesson 2 Helpful Hints

1. Check your son/daughter's understanding of the specific tasks that will be practiced. Go over the rules of the road in the driver's guide. Reference the procedure sheet that accompanies this material.
2. Have your son/daughter tell you about the importance of performing each of these tasks.
3. Review the checklist to evaluate performance on specific tasks.
4. When backing or moving to the curb or to a designated area, have your son/daughter describe which reference points she/he is using to accomplish the maneuver.
5. Have your daughter/son describe lane positions and how to determine which lane position she/he is in.
6. Starting and securing all the operations and procedures of the vehicle are important steps in the driving process. Watch that all the steps are done correctly and in proper sequence.
7. Encourage your daughter/son to tell you the procedures involved in these maneuvers. This will help you to determine if she/he is mentally engaged in the driving process.
8. Check your son/daughter's eyes to see that they are looking in the correct direction and at the important features of the driving scene.

Left Turns



1. SIGNAL INTENTION TO TURN.
2. MOVE TO LANE POSITION 2.
3. CHECK MIRROR AND REDUCE SPEED.
4. SCAN INTERSECTION.
5. RECHECK TRAFFIC, GLANCE RIGHT AND AT INTENDED POINT OF TRAVEL.
6. BEGIN TURNING NEAR STREET CENTER.
7. UNWIND AND ACCELERATE, TARGET PATH OF TRAVEL.
8. MOVE TO LANE POSITION 1.

Left Turns

Objective

As directed and with minimal assistance, the student will follow proper procedures and perform three left turns.

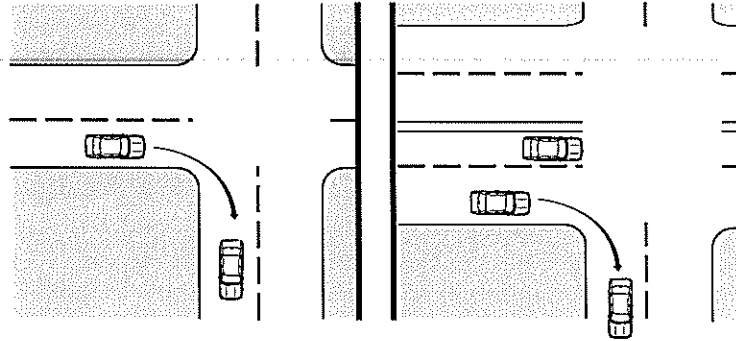
Driving Environment

- Low-volume residential area.
- Controlled and uncontrolled intersections.
- Wide streets—some with pavement markings.

Common Errors

- Speed control.
- Improper use of hand-over-hand steering.
- Late steering recovery.
- Late signal and/or tracking errors.
- Confusion regarding right-of-way.
- Forgetting to make visual checks.
- Improper lane selection.
- Turning too early or too late.
- Not using turning reference points.
- Not targeting.

Right Turns



1. SIGNAL INTENTION TO TURN.
2. MOVE TO LANE POSITION 3 (NEAREST CURB).
3. CHECK MIRRORS AND REDUCE SPEED.
4. SCAN INTERSECTION.
5. RECHECK TRAFFIC, GLANCE LEFT, AND TARGET NEW INTENDED PATH OF TRAVEL.
6. TURN AS FRONT IS EVEN WITH BEND OF CURB.
7. UNWIND AND ACCELERATE, LOOKING WELL AHEAD.
8. MOVE INTO NEAREST LANE.

Right Turns

Objective

As directed and with minimal assistance, the student will follow proper procedures and perform three right turns.

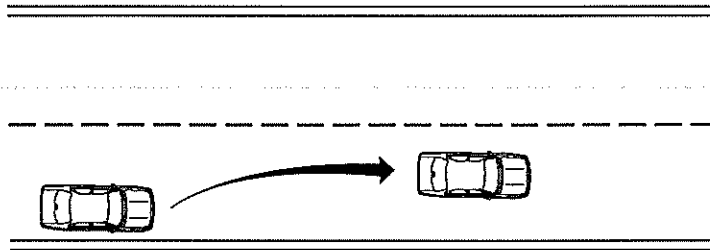
Driving Environment

- Low-volume residential area.
- Controlled and uncontrolled intersections.
- Wide streets—some with pavement markings.

Common Errors

- Speed control.
- Improper use of hand-over-hand steering.
- Late steering recovery.
- Late signal and/or tracking errors.
- Not moving to the right side of lane.
- Confusion regarding right-of-way.
- Forgetting to make visual checks.
- Improper lane selection.
- Improper targeting.

Lateral Maneuver—Away From Curb



1. CHECK TRAFFIC IN AREAS LEFT REAR AND REAR (4 and 6) AND PATH OF TRAVEL (POT).
2. SIGNAL, CHECK LEFT REAR (AREA 4).
3. ACCELERATE, TARGETING TO LANE POSITION 1.
4. STEER TO TRAVEL PATH.
5. ACCELERATE TO SPEED OF TRAFFIC.
6. CANCEL SIGNAL.

Lateral Maneuver—Away From Curb

Objective

When directed and without assistance, the student will follow proper procedures and move the car at least three times from a right side stopped position into the traffic lane.

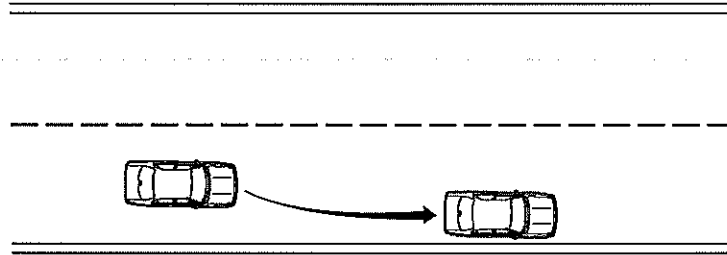
Driving Environment

- Off-street area or low-volume residential area with minimal traffic.
- As the student gains experience, perform the maneuver in moderate and heavy traffic.

Common Errors

- Not following procedures.
- Blind spot checks in wrong area.
- Failure to check blind area.
- Poor speed control.
- Failure to signal or cancel signal.

Lateral Maneuver—Move to Curb



1. CHECK INTENDED PATH AND TRAFFIC IN AREAS RIGHT REAR AND REAR (5, 6).
2. SIGNAL, CHECK RIGHT REAR (area 5).
3. APPLY BRAKE PRESSURE; TARGET CENTER OF INTENDED PATH (lane position 3).
4. REDUCE SPEED WHILE MOVING TO CURB, USE 3-6 INCH REFERENCE.
5. STOP AND SECURE CAR.

Lateral Maneuver—Move to Curb

Objective

When directed and without assistance, the student will follow all procedures and move the car at least three times from lane position 1 to lane position 3 using 3-6 inch reference points.

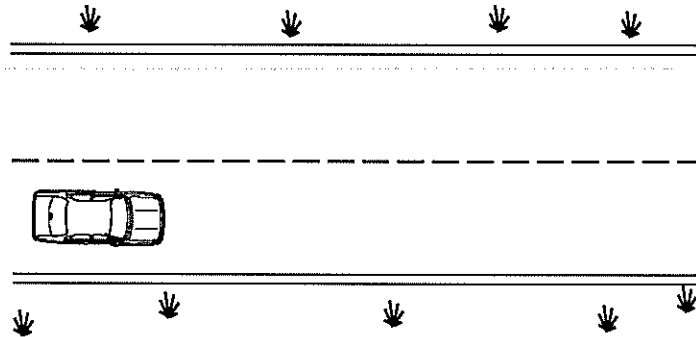
Driving Environment

- This task can be performed in an off-street area or low-volume area with minimal traffic.
- As the student progresses, this can be performed in moderate and heavy city traffic.

Common Errors

- Procedures not in correct order.
- Not using 3-6 inch reference points when visually targeting.
- Too fast or slow.
- Forgetting to check right rear area (5).
- Improper targeting (aiming at curblines without central vision).
- Reducing speed too early and not signaling.
- Steering while checking blind spot.
- Leaning/turning head too far to check blind spot.
- Not using mirrors.

Speed Adjustments



1. MAINTAIN CONSTANT SPEED WITH OPEN SPACE AREAS.
2. MAKE ACCELERATOR AND BRAKE CHANGES FOR CLOSED OR CHANGING SPACE AREAS.
3. ADJUST SPEED TO FLOW OF TRAFFIC AND CONDITIONS.
4. MAKE OCCASIONAL SPEEDOMETER CHECKS.

Speed Adjustments

Objective

While driving in light volume to complex traffic, the student will maintain a constant speed and make adjustments according to changing traffic conditions.

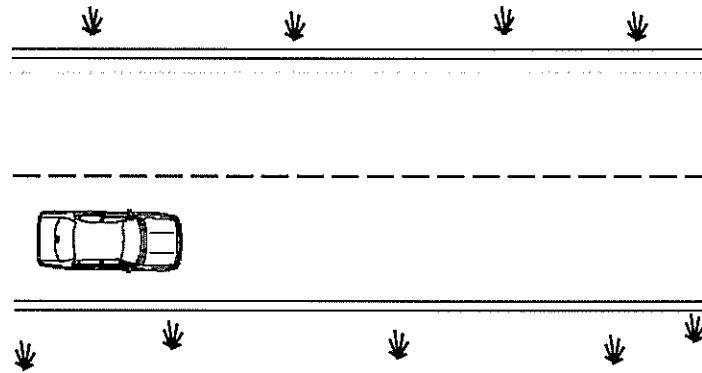
Driving Environment

- Low-volume residential areas.
- Various road conditions of moderate to heavy traffic.

Common Errors

- Inconsistent speed.
- Speed too fast.
- Speed too slow.
- Improper foot position on accelerator.
- Improper lane position and/or control.
- Staring at speedometer versus quick glances.
- Failing to adjust speed for hills, curves, etc.

Lane Control



1. POSITION BOTH HANDS AT *3/9 OR 8/4.
 2. VISUALLY TARGET PATH OF TRAVEL 20-30 SECONDS AHEAD.
 3. KEEP EYES MOVING SCANNING AND SEARCHING 12-15 SECONDS AHEAD.
 4. MAKE GRADUAL STEERING CORRECTIONS.
 5. PLACE VEHICLE IN PROPER LANE POSITION BY USING CENTRAL VISION FOR TARGETING AND FRINGE VISION FOR REFERENCE POINTS.
- * 3/9 AND 8/4 REFER TO THE NUMBERS ON THE FACE OF A CLOCK. YOUR HAND POSITION SHOULD BE IN THE SAME PLACE AS THE RESPECTIVE CLOCK NUMBERS.

Lane Control

Objective

The student will maintain the car in proper lane positions (1-3) while driving straight and turning on various types of roads and intersections.

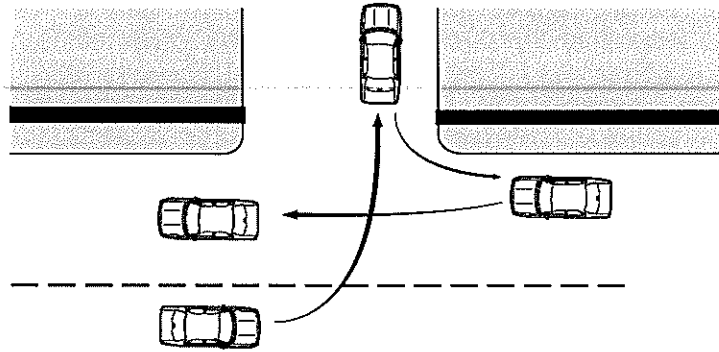
Driving Environment

- Low-volume residential areas to complex traffic and multiple lane roads.

Common Errors

- Improper hand position on the wheel.
- Not targeting 20-30 seconds ahead and searching 12-15 seconds for traffic conditions.
- Abrupt or repeated steering corrections.
- Over- or understeering actions.
- Fixed stare.
- Drifting.
- Not using eyes properly.
- Inability to maintain a given lane position (1-3).

Alley Turnabout—Left Side



1. CHECK REAR (6), SIGNAL LEFT, AND TURN INTO DRIVEWAY.
2. MOVE PAST SIDEWALK AND STOP WITH WHEELS STRAIGHT.
3. CHECK LEFT REAR, RIGHT REAR, AND REAR (4-6) AND SHIFT TO REVERSE, STOPPING AT LEGAL STOPPING LOCATION AND CHECK FOR CLEAR TRAFFIC.
4. VISUALLY TARGET NEAREST LANE.
5. STEER RIGHT AND MOVE INTO PARKING LANE (POSITION 3).
6. CHECK LEFT FRONT (2) WHILE STEERING.
7. STRAIGHTEN WHEELS, TARGET UNTIL STOPPED.
8. SHIFT TO DRIVE AND MAKE LATERAL MANEUVER INTO LANE POSITION 1.

Alley Turnabout—Left Side

Objective

When directed and with minimal assistance, the student will follow proper procedures and perform left side alley turnabout at least twice.

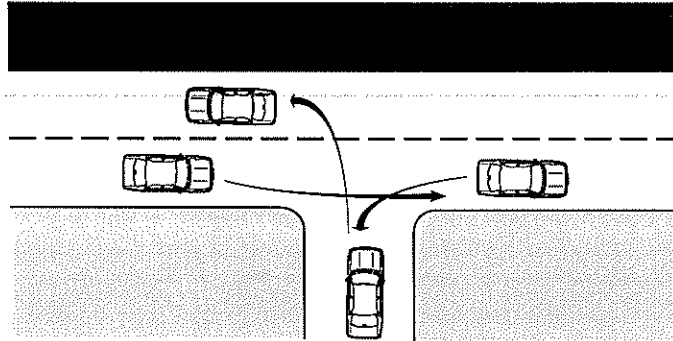
Driving Environment

- Low-volume residential areas.
- Areas with and without sidewalks.
- Wide streets.
- Adequate number of alleys available.
- Adequate and limited line of sight.

Common Errors

- Improper lane position in the alley.
- Improper steering while backing.
- Fails to stop before entering the street.
- Improper targeting.
- Backs into the wrong lane.
- Speed too fast.
- Fails to check left front area (2) when turning.
- Fails to keep looking in the rear area (6) until the car is stopped.
- Too wide or too short on turn.
- Fails to stop and yield to approaching traffic/pedestrians.

Alley Turnabout—Right Side



1. CHECK THE REAR AREA, (6) SIGNAL, MAKE A LATERAL MANEUVER TO THE RIGHT, AND STOP JUST PAST ALLEY.
2. RECHECK THE REAR AREA (6) FOR TRAFFIC, SHIFT TO REVERSE.
3. SCAN AND USE VISUAL REFERENCES FOR TARGETING AND BACKING.
4. RECHECK LEFT FRONT AREA (2) WHILE STEERING SHARPLY RIGHT.
5. STRAIGHTEN WHEELS AND STOP WHEN CLEAR OF THE STREET.
6. SHIFT TO DRIVE AND SIGNAL LEFT.
7. MAKE LEGAL STOP AND CHECK FOR OPENING IN TRAFFIC.
8. TURN LEFT AND MOVE INTO LANE POSITION 1.

Alley Turnabout—Right Side

Objective

When directed and with minimal assistance, the student will execute a right side alley turnabout at least twice.

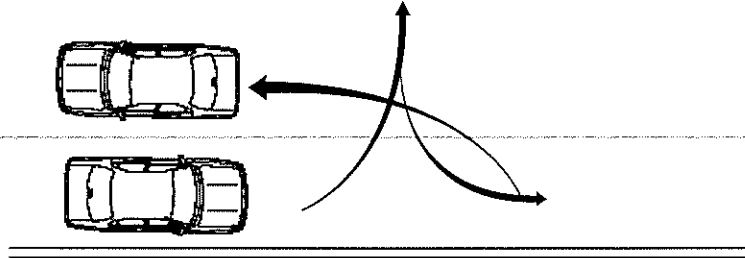
Driving Environment

- Low-volume residential area.
- Wide streets with or without sidewalks.
- Adequate number of alleys.
- Various types of line-of-sight limits.

Common Errors

- Not making blind area checks while approaching the curb.
- Fails to check rear area (6) for traffic.
- Not using reference points for turning.
- Improper steering techniques.
- Speed too fast.
- Not checking left front (2).
- Not centered in the alley.
- Fails to keep looking back until stopped.
- Forgets to shift to drive before leaving.
- Forgets to stop at legal stopping location.
- Not targeting correctly.

Y Turnabout



1. PERFORM A LATERAL MANEUVER TO THE RIGHT SHOULDER AND STOP.
2. RECHECK TRAFFIC, SIGNAL LEFT.
3. VISUALLY TARGET LEFT CURB.
4. MOVE SLOWLY, STEERING SHARPLY TOWARD THE LEFT.
5. JUST PRIOR TO REACHING THE CURB TURN WHEELS SHARPLY TO THE RIGHT AND STOP (use front alignment reference).
6. SHIFT TO REVERSE AND CHECK TRAFFIC.
7. VISUALLY TARGET TO REAR, BACK TOWARD OPPOSITE SIDE OF STREET, STEERING SHARPLY TO THE RIGHT.
8. JUST BEFORE REACHING OPPOSITE CURB, STEER SHARPLY LEFT AND STOP.
9. CLEAR AREA, SHIFT TO DRIVE, MOVE FORWARD INTO LANE POSITION 1.

Y Turnabout

Objective

When directed and with minimal assistance, the student will demonstrate at least twice the proper procedures for a Y turnabout.

Driving Environment

- Low-volume residential area.
- Narrow streets or dead end roads.
- Adequate visibility available.

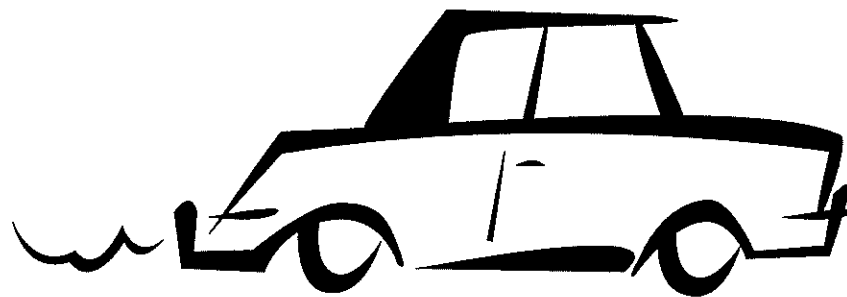
Common Errors

- Speed control.
- Not checking traffic.
- Not using front reference points.
- Dry steering.
- Improper steering control.
- Improper wheel position.
- Not signaling.
- Not checking traffic.
- Not targeting to rear when backing.
- Confusing gas/brake, steering, or shifting coordination.

NOTES

BTW Lesson 3

Basic Control



Introduction to Lesson 3

In this lesson, your student should be aware of the space it takes to operate a vehicle and where the vehicle is in relation to other vehicles and objects. Your student will practice uphill, downhill, angle, and perpendicular parking.

To practice uphill and downhill parking, it is best to find a residential area with low volumes of traffic with different inclines.

Angle and perpendicular parking should be practiced in a parking lot with emphasis on moving into and out of the parking space from both the left-hand and right-hand side of the driveway. Particular emphases should be placed on using reference points for vehicle placement and checking all areas for traffic.

BTW Lesson 3 Checklist

Uphill Parking

Check Intended Path ____
Check Traffic Areas 5 and 6 ____
(right rear and rear)
Signal, Check Area 5(right rear) _____
Use Reference Points ____
Stop 6-8" From Curb ____
Shift to Neutral _____
Roll Back, Turn Wheel ____
Secure Vehicle _____
Check Traffic Area 4 and 6 (left rear and rear)
Signal, Check Area 4(left rear)
Move Vehicle Into Lane ____
Steering and Speed Control

Downhill Parking

Check Intended Path _____
Check Traffic Areas 5 and 6 _____
(right rear and rear)
Signal, Check Area 5 (right rear) _____
Use Reference Points ____
Stop 6-8" From Curb ____
Speed Control Neutral ____
Turn Wheels Right _____
Stopped Position _____
Secure Vehicle _____
Shift to Reverse _____
Back Vehicle _____
Check Traffic Area 4 and 6 _____
(left rear and rear)
Shift to Drive _____
Signal, Check Area 4 (left rear)
Move Vehicle Into Lane ____
Steering and Speed Control

Angle Parking Entering

Check Intended Path ____
 Check Traffic Area 6(rear)
 Signal and Reduce Speed
 Target Path of Travel ___
 Uses Visual Reference ___
 Steering/Speed Control _
 Check Areas 2 and 5 ____
 (left front and right rear)
 Position Center of Lane _
 Stopping Position _____

Angle Parking Leaving

Traffic Check _____
 Back Slowly _____
 Recheck Traffic _____
 Speed Control _____
 Steering Control _____
 Visual Reference _____
 Back to Lane Position 1 _
 Look in Area 6 (rear) Until
 Stopped _____
 Shift to D, Proceed _____

Perpendicular Parking Entering

Check Intended Path ____
 Check Traffic Area 6(rear)
 Target Path of Travel ___
 Move to Position 4 _____
 Signal _____
 Use Visual Reference ____
 Steering Control _____
 Check Areas 2 and 5 ____
 (left front and right rear)
 Speed Control _____
 Center of Lane _____
 Stopping Position _____

Perpendicular Parking Leaving

Traffic Check Areas 4, 5, 6
 (left rear, right rear and
 rear)
 Back Slowly _____
 Recheck Traffic _____
 Speed Control _____
 Visual Reference for Turning
 Steering Control _____
 Back Into Lane Position 1
 Look in Area 6 (rear) Until
 Stopped _____
 Shift to D, Proceed _____

BTW Lesson 3

Title: Basic Control

Prerequisites:

1. Completed BTW Lesson 2
2. Classroom:
Module 3 includes managing space, parking, and space areas between vehicles and other hazardous intersections. It also includes reduced-risk parking up and downhill and angle and perpendicular parking.
3. Simulation:
Search and Identify and Anticipate Hazards and/or Decide and Act, Backing, Turnabouts and Parking.

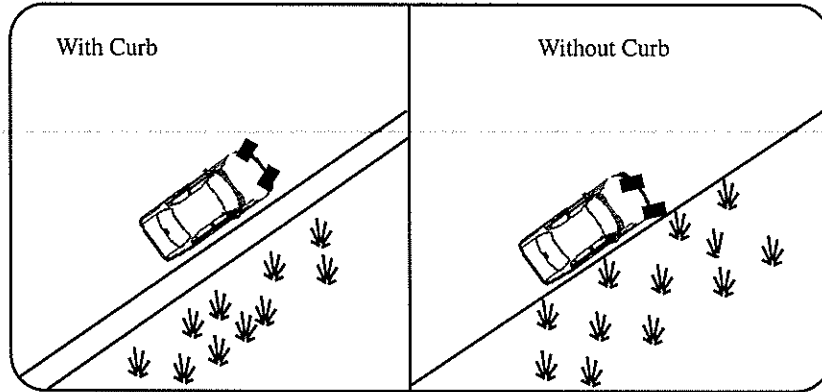
Skills to be Practiced:

- Uphill parking.
- Downhill parking.
- Reference points.
- Speed control.
- Angle parking.
- Perpendicular parking.
- Space management.

BTW Lesson 3 Helpful Hints

1. Be sure to check your son/daughter's understanding of the specific tasks that will be practiced. Reference the procedure sheet that accompanies this material.
2. Preread about the different parking maneuvers and discuss where on your drive route they can be practiced.
3. Review the checklist to evaluate performance on specific tasks.
4. Our parking maneuvers are set up to be used with reference points. Go over the reference points needed for the parking maneuvers.
5. Checking the vehicle's "space" areas is an important step to driving defensively. Continual traffic checks are needed when maneuvering into parking areas.
6. Encourage your daughter/son to tell you the procedures involved in these maneuvers. This will help you to determine if she/he is mentally engaged in the driving process.

Parking Uphill



1. CHECK INTENDED PATH AND TRAFFIC IN THE RIGHT REAR AND REAR AREAS (5 and 6).
2. SIGNAL, CHECK RIGHT REAR AREA (5).
3. MANEUVER TO THE CURB USE REFERENCE POINTS FOR 3-6" TARGET LANE POSITION NUMBER 3.
4. STOP AND SHIFT TO NEUTRAL.
5. RELEASE SLIGHT BRAKE PRESSURE AND TURN WHEELS FULL LEFT WITH A CURB AND RIGHT WITHOUT CURB (let vehicle slowly roll until touching curb).
6. SECURE VEHICLE.
7. WHEN LEAVING, CHECK TRAFFIC, SIGNAL CHECK LEFT REAR AREA (4).
8. VISUALLY TARGET AND MOVE INTO TRAFFIC.

Parking Uphill

Objective

When directed and with minimal assistance, the student will follow proper procedures and park uphill at least twice.

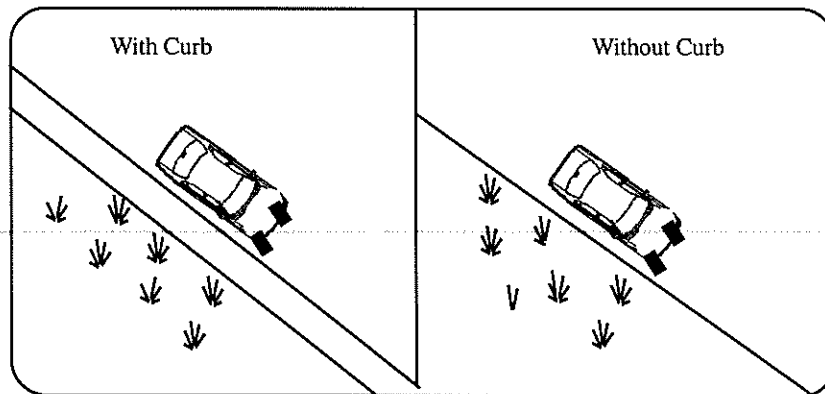
Driving Environment

- Low-volume residential area.
- Hills progressing from slight to steep inclines.
- Streets with and without curbs.
- Adequate sight distance.
- Three to four blocks of space for repeated practice.

Common Errors

- Not using reference points properly.
- Forgets to check right rear and left rear areas (4 and 5).
- Improper wheel direction.
- Uses dry steering.
- Speed too fast while backing.
- Fails to shift to neutral.
- Not setting brake before shifting.
- Aiming at curb/poor targeting.

Parking Downhill



1. CHECK INTENDED PATH AND TRAFFIC IN AREAS 5 AND 6 (right rear and rear) AND TARGET LANE POSITION 3.
2. SIGNAL, CHECK RIGHT REAR AREA (5).
3. USE REFERENCE POINTS FOR 3-6".
4. MOVE TO CURB AND STOP.
5. LET VEHICLE CREEP FORWARD WHILE TURNING WHEELS SHARPLY RIGHT UNTIL TIRE TOUCHES CURB/SHOULDER.
6. SET PARKING BRAKE AND SHIFT TO PARK.
7. WHEN LEAVING, SHIFT TO REVERSE, RELEASE PARK BRAKE, CHECK TRAFFIC, EASE BACK AND STRAIGHTEN WHEELS.
8. SHIFT TO DRIVE, SIGNAL AND CHECK LEFT REAR AREA (4).
9. VISUALLY TARGET AND MOVE INTO TRAFFIC.

Parking Downhill

Objective

When directed and with minimal assistance, the student will follow proper procedures and park downhill at least twice.

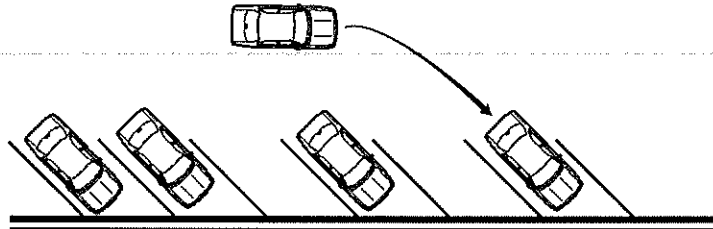
Driving Environment

- Low-volume residential area.
- Hills progressing from slight to steep declines.
- Streets with and without curbs.
- Adequate sight distance.
- Three to four blocks of space for repeated practice.

Common Errors

- Not using reference points.
- Failure to check left rear and rear areas (4 and 6).
- Too far from curb.
- Speed too fast.
- Allows right front tire to strike the curb.
- Forgets to shift to reverse for backing.
- Dry steering.
- Not looking back while backing.
- Forget to shift back into drive.
- Aiming at curb/poor targeting.

Angle Parking—Entering



1. VISUALLY TARGET INTENDED PATH.
2. CHECK REAR AREA (6) FOR TRAFFIC.
3. SIGNAL, MOVE INTO POSITION 2, AND REDUCE SPEED.
4. USE FRONT LIMITATION REFERENCE POINTS, TURN WHEEL QUICKLY, TARGET CENTER OF PATH (refer to diagram).
5. CONTROL SPEED, CHECKING AREAS FOR CLEARANCE.
6. POSITION IN CENTER OF SPACE.
7. STRAIGHTEN WHEELS.
8. STOP THE VEHICLE BY USING REFERENCE POINTS.
9. SECURE VEHICLE.

Angle Parking—Entering

Objective

When directed and with minimal assistance, the student will demonstrate proper procedures while entering angle parking twice to the right and twice to the left.

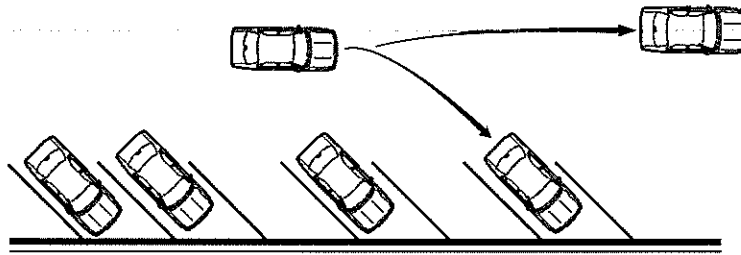
Driving Environment

- Any off-street marked parking areas.
- Spaces for parking left and right.
- Angle parking spaces in complex urban traffic areas.

Common Errors

- Failure to signal.
- Not moving to lane position number 2.
- Speed too fast.
- Tires strike the curb/bumper over line.
- Not using reference points.
- Not checking left front and right rear areas (2-5).
- Poor targeting.
- Not securing vehicle correctly.

Angle Parking—Leaving



1. CHECK TRAFFIC IN LEFT REAR, RIGHT REAR, AND REAR AREAS (4-6).
2. SHIFT TO REVERSE, BACK SLOWLY.
3. RECHECK TRAFFIC.
4. USE REFERENCE POINTS TO DETERMINE WHEN TO STEER (bumpers even).
5. BACK INTO LANE POSITION 1.
6. CHECK AREAS AROUND VEHICLE.
7. CONTINUE LOOKING IN REAR AREA (6) UNTIL STOPPED.
8. SHIFT TO DRIVE, MOVE FORWARD.

Angle Parking—Leaving

Objective

When directed and with minimal assistance, the student will demonstrate proper procedures while leaving angle parking twice to the right and twice to the left.

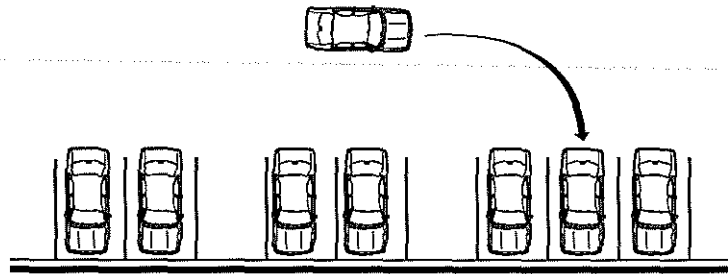
Driving Environment

- Any off-street marked parking areas.
- Spaces for parking left and right.
- Parking spaces in a complex urban traffic areas.

Common Errors

- Not checking left front and right rear areas (2-5).
- Not looking in rear area (6) while backing.
- Speed too fast.
- Steering errors.
- Not using reference points.
- Only using mirrors while backing.

Perpendicular Parking—Entering



1. VISUALLY TARGET PARKING SPACE.
2. CHECK TRAFFIC IN REAR AREA (6).
3. MOVE TO LANE POSITION 2.
4. SIGNAL AND USE VISUAL FRONT LIMITATION REFERENCE POINT FOR ENTERING PARKING SPACE.
5. STEER SHARPLY WHILE PROCEEDING SLOWLY.
6. CHECK AREAS FOR CLEARANCE.
7. STRAIGHTEN WHEEL WHEN CENTERED.
8. VISUALLY TARGET AND USE VISUAL REFERENCE FOR FRONT POSITION.
9. SECURE VEHICLE.

Perpendicular Parking—Entering

Objective

When directed and with minimal assistance, the student will demonstrate at least two times proper procedures while approaching and entering perpendicular parking spaces from the right and left side.

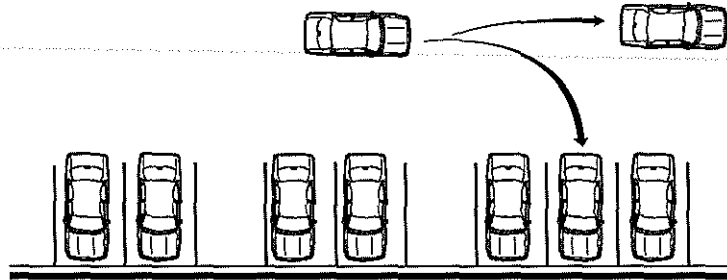
Driving Environment

- Off-street areas where perpendicular parking spaces are available and marked.
- Space for parking right and left.

Common Errors

- Failure to signal upon approach.
- Not moving to lane position 2.
- Speed too fast.
- Not steering quickly enough.
- Not using reference points for entering or leaving.
- Not checking areas to front or rear.
- Not targeting.
- Not securing vehicle correctly.

Perpendicular Parking—Leaving



1. TRAFFIC CHECK IN LEFT REAR, RIGHT REAR, AND REAR AREAS (4-6).
2. SHIFT TO REVERSE, BACK SLOWLY.
3. RECHECK TRAFFIC.
4. USE VISUAL REFERENCE FOR TURNING (bumpers even).
5. BACK INTO LANE POSITION 1 WHILE CHECKING AREAS.
6. CHECK REAR AREA (6) UNTIL STOPPED.
7. SHIFT TO DRIVE, MOVE FORWARD.

Perpendicular Parking—Leaving

Objective

When directed and with minimal assistance, the student will demonstrate proper procedures at least twice while leaving perpendicular parking spaces both to the right and left.

Driving Environment

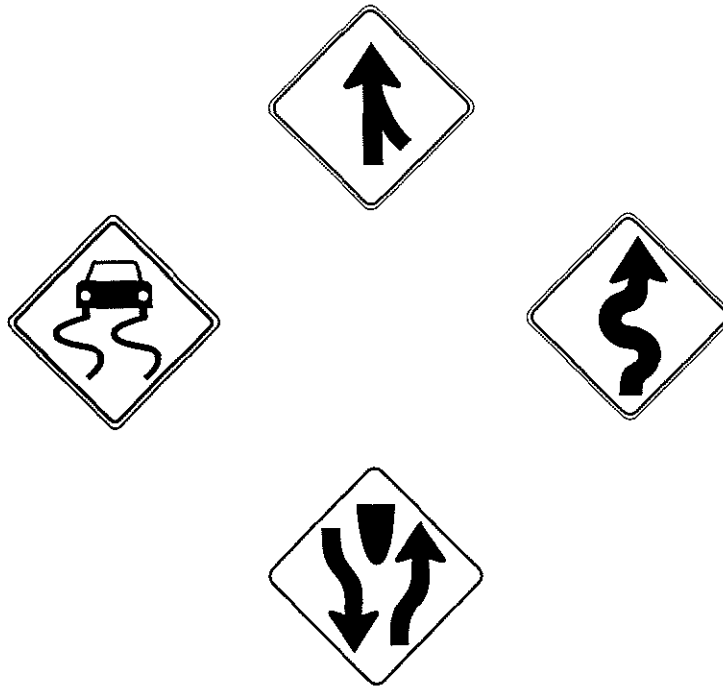
- Off-street areas where perpendicular parking spaces are available and marked.
- Spaces for parking left and right.

Common Errors

- Not steering sharply enough.
- Not checking front and rear areas.
- Failure to use reference points for space management.
- Not checking areas for traffic and other vehicles.
- Speed too fast.
- Not looking behind while backing or until stopped.

BTW Lesson 4

Basic Control/Traffic Mix



Introduction to Lesson 4

In this lesson, pick a residential area for your student to practice basic maneuvers, including right-hand and left-hand turns, lane changes, and following time. As your student progresses, you should move from light to moderate traffic areas. Special attention should be given to following time and space management in all traffic environments. Students should use the concept of targeting to identify potential problems that could affect the control of their line of sight, path of travel (LOS-POT).

Your student will begin the task of practicing parallel parking in Lesson 4. Choose a low-volume parking lot or residential area for this maneuver. Repeat the lesson as many times as it takes for your student to develop smoothness and consistency when doing this parking maneuver.

BTW Lesson 4 Checklist

<p>Parallel Parking (Entering)</p> <p>Visual Target Area 6 (rear) _____</p> <p>Appropriate Blind Spot Check _____</p> <p>Signal and Check Area 5 _____</p> <p>Reference Points _____</p> <p>Stopped Position, Bumpers _____</p> <p>Area 6 (rear) Check _____</p> <p>Reverse, Back Slowly _____</p> <p>Steering Control: Right, Straight, Left _____</p> <p>Speed Control _____</p> <p>Center Vehicle _____</p>	<p>Right/Left Turns</p> <p>Visual Target POT _____</p> <p>Check Area 6 (rear) _____</p> <p>Check Area 4 or 5 (left rear or right rear) _____</p> <p>Lane Position 2 or 3 _____</p> <p>Speed Control _____</p> <p>Visual Scan _____</p> <p>Recheck Traffic _____</p> <p>Steering Control Using Front Limitation Reference Points _____</p> <p>Target New POT and Unwind As Needed _____</p> <p>Move to Nearest Lane and Move to Lane Position 1 _____</p>
<p>Parallel Parking (Leaving)</p> <p>Visually Target and Back Up _____</p> <p>Wheels Turned Left _____</p> <p>Shift to Drive _____</p> <p>Mirror, Area 4 (left rear) Check _____</p> <p>Signal _____</p> <p>Area 4 and 5 Check _____ (left rear and right rear)</p> <p>Arm Signal _____</p> <p>Check Area 3 and 4 _____ (right front and left rear)</p> <p>Move Into Traffic _____</p> <p>Target POT _____</p> <p>Move to Lane Position 1 _____</p>	<p>Lane Changing</p> <p>Traffic Check and Targets POT _____</p> <p>Signal and Check Area 4 or 5 _____ (left rear or right rear)</p> <p>Target POT _____</p> <p>Steering Control to New Lane _____</p> <p>Proper Lane Position _____</p> <p>Speed Control _____</p>
<p>Scanning Skills</p> <p>Target 20-30 Seconds _____</p> <p>12-15 Second Minimum _____</p> <p>Keep Eyes Moving _____</p> <p>Identify Controls, Users, _____ Conditions _____</p> <p>Check Mirrors _____</p>	<p>Following Time</p> <p>Select Spot _____</p> <p>Count From First Vehicle to Own Vehicle _____</p> <p>Adjust Speed _____</p>

BTW Lesson 4

Title: Basic Control/Traffic Mix

Prerequisites:

1. Complete BTW Lesson 3
2. Classroom:
Module 3 includes managing intersections, left and right turns, parallel parking, lane changing in a low to moderate traffic flow environment.
3. Simulation:
Search, identify, anticipate, IPDE strategy, decide and act.

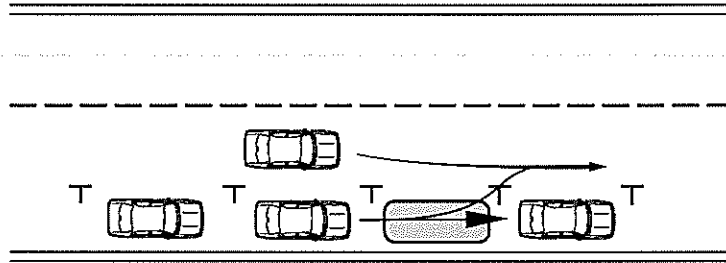
Skills to be Practiced:

- Parallel parking.
- Reference points.
- POT and LOS.
- Managing space and visibility.
- Changing lanes.
- Following distance.
- Left and right turns.

BTW Lesson 4 Helpful Hints

1. Choose a driving area that has a low volume of traffic.
2. Left turns will be easier at first because there are less sight restrictions to the left side.
3. Review the checklist to evaluate performance on specific tasks.
4. Continue to practice turns, giving less instruction as the skills enhance.
5. Checking the vehicle's "space" area is an important step to driving defensively. Continual traffic checks are needed when maneuvering into your new travel paths.
6. Encourage your daughter/son to tell you the procedures involved in these maneuvers. This will help you to determine if she/he is mentally engaged in the driving process.
7. Work on getting into the correct lane positions when entering and when exiting a turn.
8. Provide opportunity for the use of reference points during the parking process. This will facilitate the learning process if used correctly.

Parallel Parking—Entering



1. VISUALLY TARGET, SIGNAL FOR A LATERAL MANEUVER TO THE RIGHT, CHECK TRAFFIC IN REAR (6), STOP 2-3 FEET FROM FRONT CAR, LINE UP REAR BUMPERS USING VISUAL REFERENCE.
2. CHECK REAR AREA (area 6), SHIFT TO REVERSE.
3. BACK SLOWLY, TURN FULL RIGHT.
4. STRAIGHTEN WHEEL USING VISUAL REFERENCES.
5. TURN WHEELS SHARP LEFT AS BUMPERS ARE EVEN.
6. STRAIGHTEN WHEELS WHILE BACKING, VISUAL TARGET AREA TO THE REAR (area 6) LOOKING OVER THE SHOULDER.
7. STOP, SHIFT TO DRIVE, MOVE FORWARD TO CENTER THE CAR.

Parallel Parking—Entering

Objective

When directed and with minimal assistance, the student will approach and enter parallel parking spaces at least three times.

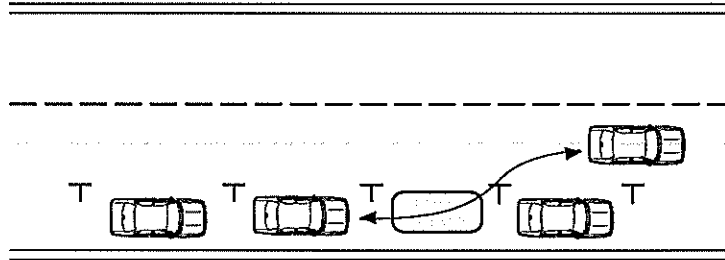
Driving Environment

- Light and complex city traffic.
- Initial parking can be practiced in a parking lot or a residential low-volume area.

Common Errors

- Not checking area 6 (rear).
- Late signaling on approach.
- Not using reference points for judging distance and car placement.
- Speed too fast.
- Not using reference points and/or side mirror.
- Not shifting to “drive” after backing up.
- Not shifting to “reverse” after stopping.
- Not targeting.

Parallel Parking—Leaving



1. SHIFT TO REVERSE AND TAKE THE BACKING POSITION.
2. VISUALLY TARGET TO THE REAR, BACK SLOWLY, AND STOP USING REFERENCE POINTS (turn wheels to the left before stopping).
3. SHIFT TO DRIVE GEAR.
4. CHECK MIRRORS.
5. SIGNAL AND CHECK RIGHT REAR AREA (5).
6. USE ARM SIGNAL (if signals are blocked).
7. CHECK RIGHT FRONT AND LEFT REAR (areas 3 and 4).
8. VISUALLY TARGET AND STEER FULL LEFT.
9. STRAIGHTEN WHEELS WHEN THE RIGHT FRONT MIRROR IS EVEN WITH THE BACK BUMPER OF THE FRONT CAR.
10. PROCEED INTO LANE POSITION 1.

Parallel Parking—Leaving

Objective

When directed and while following proper procedures, the student will leave parallel parking space at least three times with little or no cues.

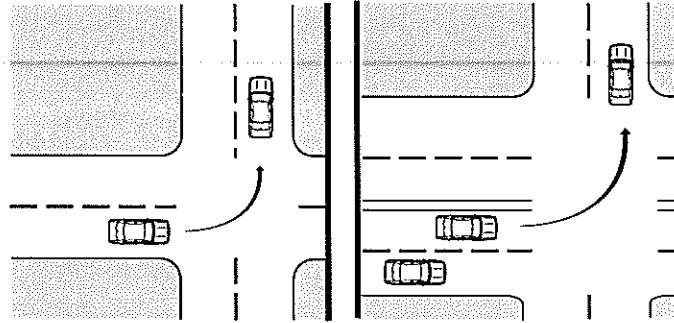
Driving Environment

- Light to complex city traffic.
- Initial parking can be practiced in a parking lot or a residential low-volume area.

Common Errors

- Not making area checks.
- Not steering fast enough.
- Failed to shift to “drive” after backing up.
- No arm signal if required.
- Not checking right front and left rear areas (3 and 4).
- Trying to exit without first backing up.

Left Turns



1. VISUALLY TARGET POT, SIGNAL INTENTION TO TURN.
2. CHECK REAR AREA (6), CHECK LEFT REAR AREA (4).
3. REDUCE SPEED, MOVE TO LANE POSITION 2.
4. SCAN INTERSECTION AND SPEED CONTROL.
5. RECHECK TRAFFIC, GLANCE RIGHT.
6. STEERING CONTROL USING FRONT LIMITATION REFERENCE POINTS.
7. TARGET NEW POT AND UNWIND AS NEEDED.
8. MOVE TO POSITION 1 IN NEAREST LANE.

Left Turns

Objective

As directed and following proper procedures, the student will perform three left turns with minimal assistance.

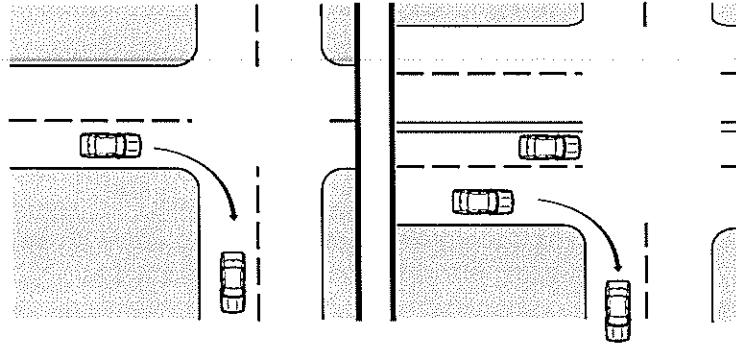
Driving Environment

- Low-volume residential area.
- Controlled and uncontrolled intersections.
- Wide streets—some with pavement markings.

Common Errors

- Speed control.
- Improper use of hand-over-hand steering.
- Late steering recovery.
- Late signal and/or tracking errors.
- Confusion regarding right-of-way.
- Forgetting to make visual checks.
- Improper lane selection.
- Turning too early or too late.
- Not using turning reference points.
- Not targeting.

Right Turns



1. VISUALLY TARGET POT, SIGNAL INTENTION TO TURN.
2. CHECK REAR AREA (6), CHECK RIGHT REAR AREA (5).
3. REDUCE SPEED, MOVE TO LANE POSITION 3.
4. SCAN INTERSECTION AND SPEED CONTROL.
5. RECHECK TRAFFIC, GLANCE LEFT AND INTO INTENDED POT.
6. STEERING CONTROL USING FRONT LIMITATION REFERENCE POINTS.
7. TARGET NEW POT AND UNWIND AS NEEDED.
8. MOVE TO POSITION 1 IN NEAREST LANE.

Right Turns

Objective

As directed and following proper procedures, the student will perform three right turns with minimal teacher assistance.

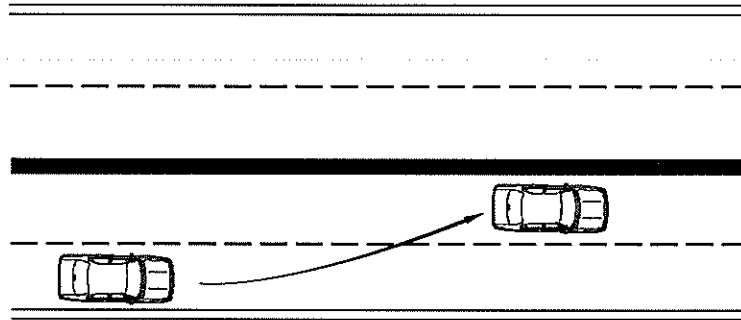
Driving Environment

- Low-volume residential area.
- Controlled and uncontrolled intersections.
- Wide streets—some with pavement markings.

Common Errors

- Speed control.
- Improper use of hand-over-hand steering.
- Late steering recovery.
- Late signal and/or tracking errors.
- Not moving to the right side of lane.
- Confusion regarding right-of-way.
- Forgetting to make visual checks.
- Improper lane selection.
- Improper targeting.

Lane Changing



1. VISUALLY CHECK TRAFFIC AND TARGET POT.
2. SIGNAL AND CHECK LEFT REAR OR RIGHT REAR AREAS (4 or 5).
3. TARGET INTENDED POT.
4. STEERING CONTROL TO NEW LANE.
5. PROPER LANE POSITION.
6. PROPER SPEED CONTROL.

Lane Changing

Objective

When directed and following the correct procedures, the student will demonstrate proper space, gap, speed, POT, and communication selection while performing two left and two right lane change maneuvers without cues.

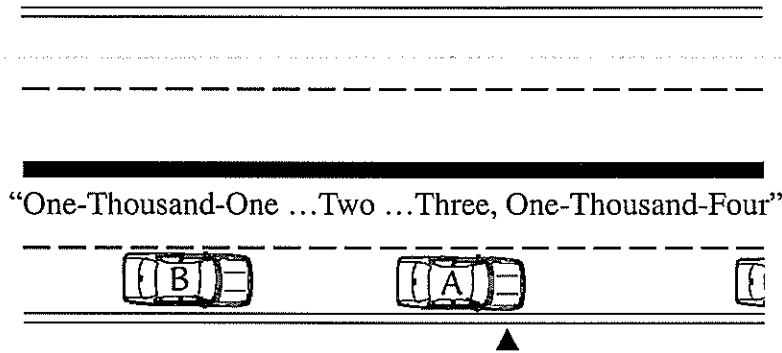
Driving Environment

- Light to heavy city traffic.
- Multiple lane roads.
- Moderate speed limits.
- Lane markings and traffic-controlled intersections.

Common Errors

- Not targeting POT.
- Making lane changes in intersections.
- Forgetting to check left rear or right rear (areas 4 or 5).
- Turning the wheel while making blind spot checks.
- Too much steering input.
- No adequate gap or space while changing lanes.
- Procedures out of order.
- Not signaling/cancelling signal.
- Unnecessary slowing.
- Not checking mirrors.

Following Time



1. SELECT FIXED SPOT ON OR NEAR ROADWAY . . .
2. WHEN FRONT VEHICLE (A) PASSES SPOT, COUNT ONE-THOUSAND-ONE, ONE-THOUSAND-TWO, ETC.
3. CAR B SHOULD NOT REACH THE SAME SPOT BEFORE 4 SECONDS.
4. IF TOO CLOSE, GRADUALLY REDUCE SPEED.
5. WITH BAD ROAD CONDITIONS, INCREASE TIME TO 5-6 SECONDS.

Following Time

Objective

While driving and with minimal assistance, the student will demonstrate a minimum 4 second following time at 30 mph or less throughout BTW Lessons 3-9.

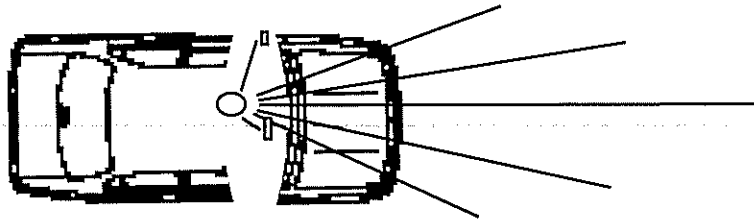
Driving Environment

- Light to complex city traffic.
- Multiple lane roadways.
- Rural two lane highways/and limited access highways.
- Areas with traffic control devices.

Common Errors

- Not targeting far enough ahead.
- Counting too fast.
- Not adjusting speed or position to maintain proper following time.

Scanning Skills



1. VISUALLY TARGET 20-30 SECONDS ON OPEN HIGHWAY.
2. SCAN 12-15 SECONDS AHEAD FOR HAZARDS.
3. VISUALLY SEARCH FROM SIDE TO SIDE, LOOKING FOR HAZARDS THAT COULD AFFECT SPEED OR POSITION.
4. DON'T FIXATE ON OBJECT FOR MORE THAN 2 SECONDS.
5. LOOK FOR HIGHWAY USERS, TRAFFIC CONTROLS, AND ROADWAY CONDITIONS.
6. CHECK THE REAR ZONE (AREA 6) BEFORE SLOWING, STOPPING, TURNING, AND WHEN ENTERING INTERSECTIONS.
7. SCAN EVERY INTERSECTION; LOOK 45° LEFT, FORWARD, AND 45° RIGHT (when stopped, look 90°).
8. SCAN INSTRUMENTS AND GAUGES.

Scanning Skills

Objective

While driving and with minimal assistance, the student will demonstrate proper visual scanning skills at each on-street lesson.

Driving Environment

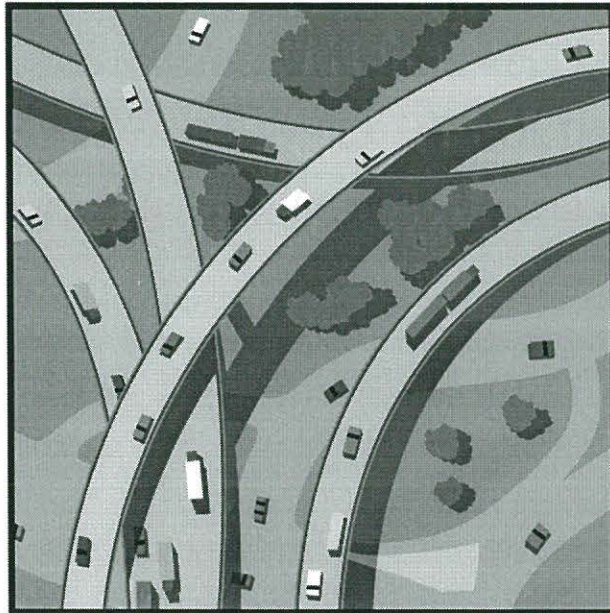
- Residential, low-volume areas to complex city and freeway traffic.
- Rural, two-lane traffic.

Common Errors

- Not looking at least one block or 12 seconds ahead.
- Not visually targeting through turns and other basic maneuvers.
- Not checking mirrors when speed or position is to change or has changed.
- Not making occasional checks of the instrument panel.
- Not identifying traffic controls, highway users, and roadway conditions 12-15 seconds ahead.
- Not scanning intersections.
- Fixed stare/tunnel vision.
- Drifting while scanning off target.

BTW Lesson 5

Traffic Flow



Introduction to Lesson 5

Driving situations become more complex in this lesson. This lesson will include rural roadways, passing and being passed, railroad crossings, and curves and hills.

It is important that your student practice lane and speed control when approaching hills, curves, and other situations where hazards need to be identified. Your student should practice passing other cars that are going under the speed limit as well as procedures for being passed. Visual scanning and targeting skills are important on this drive since your student will need to identify open and closed areas and make speed adjustments when needed. Students will need to practice the proper following distance in order to adjust to other vehicles. Other adjustments will be made for weather conditions and traffic control signs.

BTW Lesson 5 Checklist

Following Time

Select Fixed Object _____
Count Time From Vehicle
Ahead to Own Vehicle ____
Adjust Speed _____

Scanning Skills

Target 20-30 Seconds ____
12-15 Second Minimum ____
Keep Eyes Moving
Identify Traffic Controls,
Other Users and
Roadway Conditions _____
Check Mirrors _____

Speed Adjustments

Maintain Constant Speed ____
Adjust to Conditions
 accelerator use _____
 brake use _____
Speedometer Checks ____
Legal Limits _____

Lane Control

Proper Hand Position _____
Visual Target 20-30 Sec ____
Lead Time Scan 12-15 sec
Gradual Steering _____
Use of Lane Positions ____
Adjust as Needed _____

Passing

Check Ahead 20-30 Sec.
Check Area 6 (rear) ____
Signal _____
Check Area 4 (left rear) ____
Change Lanes _____
Cancel Signal, Target ____
Accelerate _____
Signal _____
Check Area 6 (rear)
Check(headlights) ____
Check Area 5 (right rear)
Change Lanes _____
Cancel Signal, Adjust Speed

Being Passed

Check Ahead (area 1) ____
Check Rear (areas 6 and 4)
Speed Adjustment ____
Lane Position _____
Awareness of Conflicts ____

BTW LESSON 5

Title: Traffic Flow

Prerequisites:

1. Complete BTW Lesson 4.
2. Classroom:
Module 4 includes mixing with traffic on rural roadways, passing and being passed, visual referencing and space management, approaching railroad crossings and curves and hills.
3. Simulation:
“Rural Roadways” and “Space Cushions” simulation program. “The Margin of Safety” 16mm film.

Skills to be Practiced:

- Proper following time.
- Visual targeting 20-30 seconds.
- Scanning skills.
- Passing vehicles.
- Being passed.
- Speed and lane positioning.
- Roadside emergency stops.

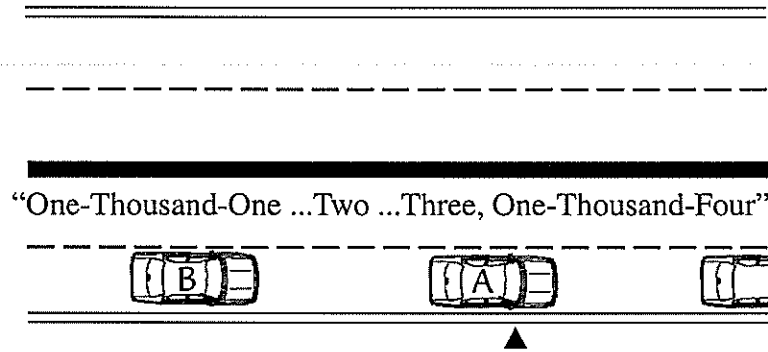
BTW 5 Helpful Hints

1. Defensive driving is an important part of what we do. But actively seeking out information is of primary importance. Far too often we scan incorrectly the areas near and around travel paths or we fail to see potential problems.

Commentary driving will help the student practice scanning skills while also providing verbal feedback to the parent.

2. Remember that mirrors relay only a small area of information to you. You must check blind spot areas by turning your head and looking.
3. Quiz your student on the following concepts before the lesson and then demonstrate during the lesson: targetting, visual lead time (distance), scanning, blind spot checks, mirror checks, and intersection checks.
4. Continual traffic checks are needed when maneuvering into limited space areas. Monitor the student to ensure the traffic checks are being made.
5. Certain reference points can help when aligning your vehicle at intersections in order to get the best sight line. Review these reference points and vehicle positions.

Following Time



1. SELECT FIXED SPOT ON OR NEAR ROADWAY ▲ .
2. WHEN FRONT VEHICLE (A) PASSES SPOT ▲ ,
COUNT ONE-THOUSAND-ONE, ONE-THOUSAND-TWO, ETC.
3. CAR (B) SHOULD NOT REACH THE SAME SPOT ▲
BEFORE 4 SECONDS.
4. IF TOO CLOSE, GRADUALLY REDUCE SPEED.
5. WITH BAD ROAD CONDITIONS, INCREASE TIME
TO 5-6 SECONDS.

Following Time

Objective

While driving and with minimal assistance, the student will demonstrate a minimum 4 second following time throughout BTW Lessons 3-9.

Driving Environment

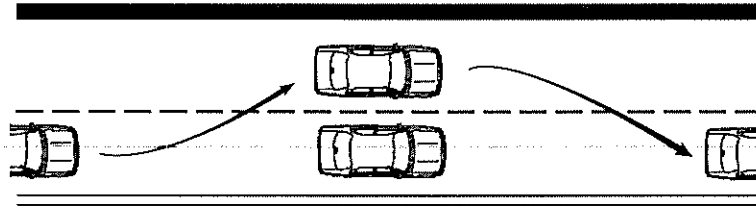
- Light-to-complex city traffic.
- Multiple lane roadways.
- Rural two-lane highways.
- Areas with traffic control devices.

Common Errors

- Not targeting correctly the intended travel path (12-15 seconds).
- Counting too fast.
- Not adjusting speed or position to maintain proper following time.
- Confusion over when to begin or to finish counting.

Passing

Is the Pass: SAFE, LEGAL, NECESSARY?



1. DETERMINE IF PASSING IS NECESSARY.
2. LOOK AHEAD 20-30 SECONDS FOR POSSIBLE CONFLICTS.
3. CHECK MIRRORS FOR FOLLOWING VEHICLES (AREA 6).
4. SIGNAL FOR LEFT LANE CHANGE AND BEGIN ACCELERATING.
5. CHECK LEFT REAR AREA (4) FOR OTHER VEHICLES.
6. CHANGE LANES AND REACH "POINT OF DECISION."
7. OVERTAKE VEHICLE 10-15 MPH FASTER THAN VEHICLE BEING PASSED.
8. SIGNAL AND CHECK RIGHT REAR AREA (4), MAKE RIGHT LANE CHANGE WHEN BOTH HEADLIGHTS ARE VISIBLE IN THE REARVIEW MIRROR.
9. CHECK RIGHT REAR AREA (5).
10. CANCEL SIGNAL, RESUME SAFE AND LEGAL SPEED.

Passing

Objective

When directed or as the opportunity occurs and with minimal assistance, the student will demonstrate proper procedures while passing another vehicle at least twice.

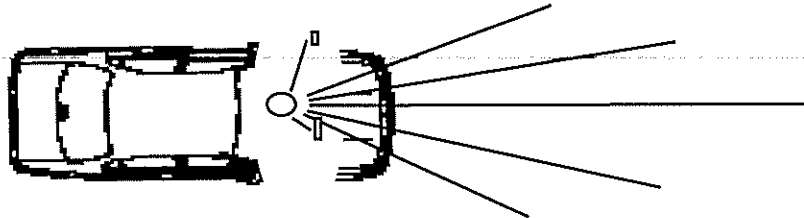
Driving Environment

- Two-lane rural highway.
- Multiple-lane roads with moderate to high speeds.
- Freeway roads.

Common Errors

- Not looking 20-30 seconds ahead.
- Speed too slow while passing.
- Forgets to cancel signal after changing lanes.
- Moves back to the right lane before seeing both headlights in the mirror.
- Failure to signal, check mirrors, or make blind spot checks.
- The student does not determine the risk vs. gain.
- The student accelerates too soon before lane changing.
- Infringes upon following time with vehicle being passed.
- Failure to reevaluate passing maneuver at point of decision.
- Failure to return to safe and legal speed.

Scanning Skills



1. VISUALLY TARGET 20-30 SECONDS AHEAD ON OPEN HIGHWAY.
2. SCAN 12-15 SECONDS AHEAD FOR HAZARDS.
3. VISUALLY SEARCH FROM SIDE TO SIDE, LOOKING FOR HAZARDS THAT COULD ENTER INTENDED PATH OF TRAVEL.
4. DON'T FIXATE ON OBJECTS FOR MORE THAN 2 SECONDS; MAKE A RETURN GLANCE TO PATH OF TRAVEL AFTER EVERY VISUAL CHECK.
5. CHECK SPEEDOMETER AND INSTRUMENT PANEL.
6. LOOK FOR OTHER HIGHWAY USERS, TRAFFIC CONTROLS, AND ROADWAY CONDITIONS.
7. LOOK FOR CHANGES IN YOUR LINE OF SIGHT AND PATH OF TRAVEL (LOS-POT).
8. CHECK MIRRORS BEFORE/AFTER SLOWING, TURNING, AND ENTERING INTERSECTIONS EVERY 5-8 SECONDS AND WHEN A ZONE CHANGE OCCURS.

Scanning Skills

Objective

While driving and with minimal assistance, the student will demonstrate proper visual scanning skills throughout each on-street lesson.

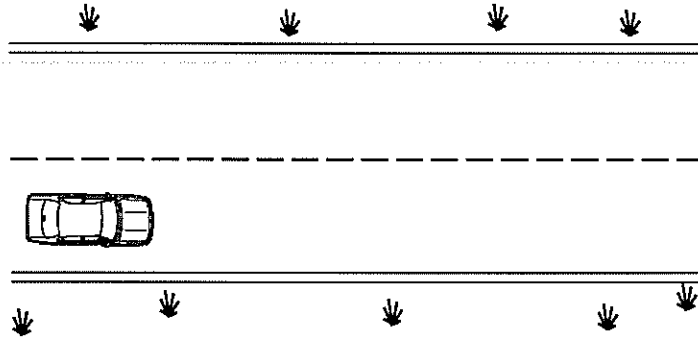
Driving Environment

- Residential, low-volume areas to complex city and freeway traffic.
- Rural two-lane traffic.

Common Errors

- Not looking at least one block or 12 seconds ahead.
- Not visually targeting through turns and other basic maneuvers.
- Not checking mirrors when speed or position is to change or has changed.
- Not making occasional checks of the instrument panel.
- Not identifying controls, users, and roadway conditions 12-15 seconds ahead.
- Novice drivers tend to look at items without actually perceiving their importance.
- Fixed stare (tunnel vision).
- Not scanning intersections.

Speed Control



1. MAINTAIN CONSTANT SPEED WITH OPEN SPACE AREAS AROUND THE VEHICLE.
2. MAKE ACCELERATOR AND BRAKE CHANGES FOR CLOSED OR CHANGING SPACE AREAS.
3. ADJUST SPEED TO THE FLOW OF TRAFFIC AND CONDITIONS.
4. MAKE OCCASIONAL SPEEDOMETER CHECKS.

Speed Control

Objective

While driving in light volume to complex traffic, the student will maintain a constant and safe speed according to changing traffic conditions.

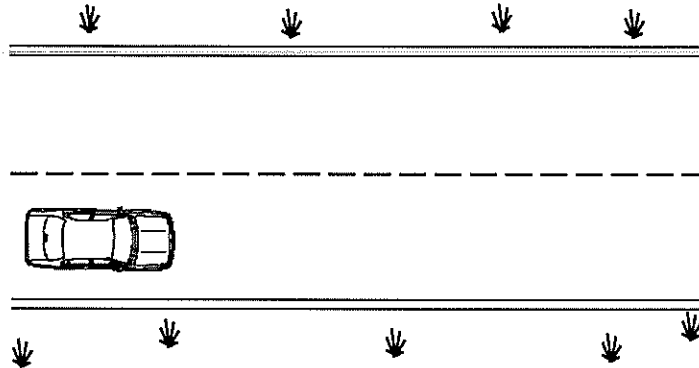
Driving Environment

- Low-volume residential areas.
- Various road conditions of moderate to heavy traffic.

Common Errors

- Inconsistent speed.
- Speed too fast.
- Speed too slow.
- Improper foot position on accelerator.
- Staring at speedometer vs. quick glances.
- Failing to adjust speed for hills and curves.

Lane Control



1. POSITION BOTH HANDS AT 3/9 OR 8/4.
2. VISUALLY TARGET PATH OF TRAVEL 20-30 SECONDS AHEAD (targeting area).
3. KEEP EYES MOVING, SCANNING AND SEARCHING 12-15 SECONDS AHEAD.
4. MAKE GRADUAL STEERING CORRECTIONS.
5. PLACE VEHICLE IN PROPER LANE POSITION BY USING CENTRAL VISION FOR TARGETING AND FRINGE VISION FOR REFERENCE POINTS.

Lane Control

Objective

The student will maintain the vehicle in proper lane positions (1-5) while driving straight and turning at various types of roadways and intersections.

Driving Environment

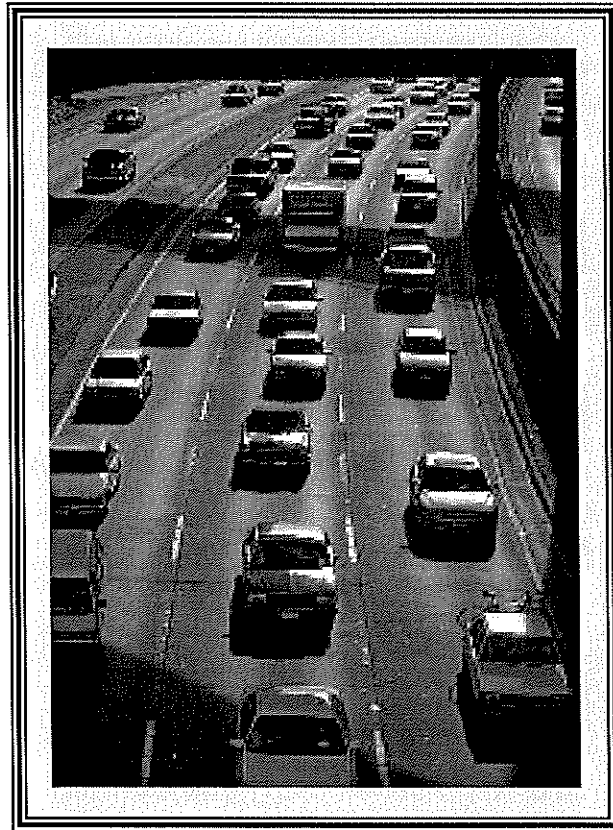
- Low-volume residential areas to complex traffic and multiple lane roads.

Common Errors

- Improper hand position on the wheel.
- Not targeting 20-30 seconds ahead and searching 12-15 seconds for traffic conditions.
- Abrupt or repeated steering corrections.
- Over- or understeering actions.
- Incorrect lane positions.
- Tendency to drift while scanning off target.

BTW Lesson 6

Traffic Flow/Freeways



Introduction to Lesson 6

In this lesson, your student will be practicing merging onto and exiting from the freeway; passing and being passed; managing time, space and visibility; and using scanning skills.

Your student should practice entering and exiting on various types of freeway interchanges. The key is to enter the flow of traffic and maintain speed until your student gets off the freeway at the exit ramp.

When driving on the freeway, have your son/daughter drive at the speed of the traffic flow. If the traffic flow is going too fast, drive in the right lane to eliminate anxiety.

It is important that your son/daughter master the task of entering and exiting the freeway efficiently and comfortably before moving on to lane changing and overtaking on the freeway.

Once you are comfortable with your son/daughter's progress entering and exiting the freeway, it is time for your young driver to practice lane changes, passing, and being passed.

Scanning is the key to success in practicing this lesson. Your son/daughter will need to be aware of conditions ahead, behind, and beside his/her vehicle at all times.

It is important for your novice driver to scan way ahead (20 to 30 seconds) to be aware of the immediate path of travel his/her vehicle will be occupying.

Make sure your son/daughter is continually checking his/her mirrors and blind spot areas. Check behind and beside the driver's vehicle before moving back into the original lane of travel he/she was previously driving in.

Good space management is another essential key. Maintaining a following time of at least 4 seconds is of primary importance at high speed. Attention should also be paid to keeping the side and rear space areas open.

BTW Lesson 6 Checklist

Merging:

Check Traffic Ahead and Behind _____

Locate Gap _____

Signal _____

Accelerate _____

Recheck Traffic _____

Merge and Adjust Speed _____

Cancel Signal _____

Adjust Speed and Following Time _____

Lane Changes/Overtaking:

Traffic Check and Target POT _____

Signal and Check Areas 4 or 5 (left rear or right rear) _____

Target New POT _____

Steering Control to New Lane _____

Proper Lane Position _____

Speed Control _____

Exiting:

Select Proper Lane _____

Check Traffic in Area 6 (rear) _____

Signal _____

Check Area 5 (right rear) _____

Move Into Lane _____

Speed Control _____

Cancel Signal _____

BTW Lesson 6

Title: Traffic Flow/Freeways

Prerequisites:

1. Complete BTW Lesson 5
2. Classroom:
Module 5 relates to high-speed multi-lane merging, lane changing, overtaking, exiting, space management, and area control.
3. Simulation:
Limited Access Highway or other related programs.
This includes the freeway driving Gaining Expressway Confidence 16 mm film.

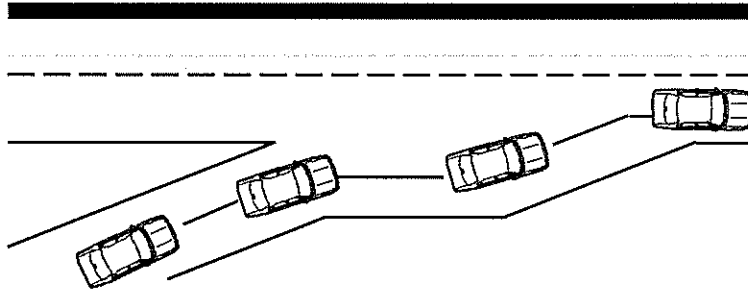
Skills to be Practiced:

- Merging onto a freeway.
- Exiting from freeway.
- Managing time, space, visibility.
- Passing.
- Being passed.
- Scanning skills.
- Lane control.
- Lane changing.

BTW Lesson 6 Helpful Hints

1. Check your student's understanding of the specific task that will be practiced. Reference the procedure sheet that accompanies this guide.
2. This practice session will place more responsibility on the student driving with minimal assistance from you.
3. Have predetermined destinations set in advance. Have a plan of various places that you need to go (e.g., grocery store, bank, post office, clothing store). This will require that the driver make decisions regarding the most efficient route to take.
4. You may use the checklist (proceeding page) as a guide to evaluate performance.
5. Emphasize positive performances to build confidence.
6. Encourage commentary driving throughout the drive.
7. The student should be asked to demonstrate reference points for vehicle positioning. Also, visual targeting 20-30 seconds in advance and using line of sight and path of travel need to be practiced.
8. Practice sign recognition and navigation skills by directing the student to take you to destinations by following the freeway guide signs. ("Take me north to Seattle ...Now take me south to Portland.")
9. Begin with straight entrance ramps on diamond interchanges and then proceed to more complex interchanges such as cloverleaf/weave lanes.

Merging Onto Freeway



1. CHECK TRAFFIC AHEAD AND BEHIND.
2. CHECK REAR AND LEFT REAR AREAS (6 and 4).
3. LOCATE GAP AND SIGNAL.
4. ACCELERATE AND RECHECK TRAFFIC.
5. MERGE AND ADJUST SPEED.
6. CANCEL SIGNAL, CHECK REARVIEW MIRROR.
7. TARGET AHEAD, ESTABLISH A PROPER FOLLOWING TIME.

Merging Onto Freeway

Objective

When directed and with minimal assistance, the student will perform proper procedures at least two times for merging into traffic.

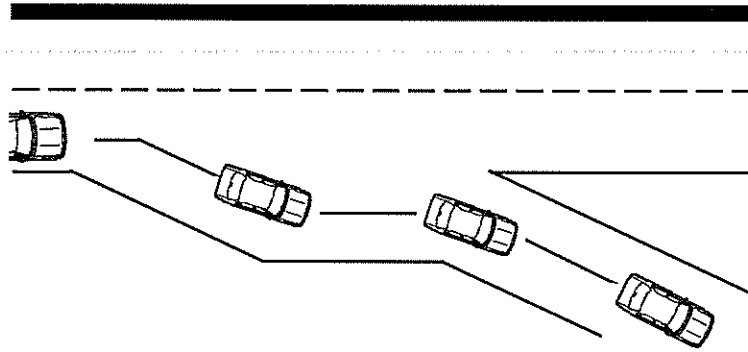
Driving Environment

- A variety of freeway entrance ramps (diamond, cloverleaf, trumpet, etc.).
- Weave lane entrances.
- Freeway rest areas.

Common Errors

- Speed too slow.
- Poor judgment of space and gaps in traffic.
- Failure to signal or cancel signal.
- Not performing blind spot checks in right rear area (5).
- Jerky, abrupt, or excessive steering.
- Crossing the solid white line/merging too early.
- Not maintaining awareness ahead and behind while locating a gap.
- Drifting while making visual checks.

Exiting Freeway



1. VISUALLY TARGET AND SELECT PROPER LANE FOR EXITING.
2. VISUALLY CHECK REAR AREA (6).
3. SIGNAL, CHECK RIGHT REAR AREA (5), AND MOVE INTO DECELERATION LANE.
4. MAINTAIN SPEED UNTIL OFF THE FREEWAY IF THERE IS SUFFICIENT SPACE.
5. REDUCE TO POSTED SPEED AFTER ENTERING DECELERATION LANE/ EXIT RAMP.
6. CANCEL SIGNAL.
7. ADJUST SPEED AND POSITION IN PREPARATION FOR STOPPING AND/OR ENTERING ANOTHER ROADWAY.

Exiting Freeway

Objective

When directed and with minimal assistance, the student will perform proper procedures for exiting from the freeway at least twice.

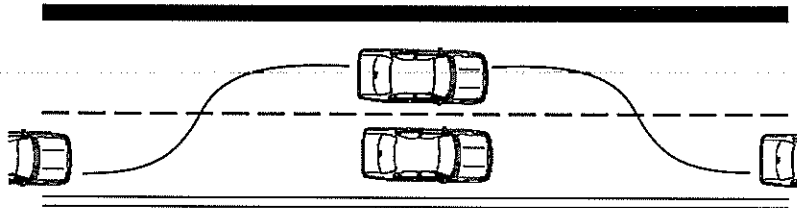
Driving Environment

- Exit ramps from freeways.

Common Errors

- Reducing speed too soon.
- Not checking rear and right rear areas (6 and 5).
- Braking on the freeway when not necessary.
- Not visually targeting to identify exit area in advance.
- Velocitation (the sensation that you are going slower than you really are).
- Not checking speedometer.

Lane Changing/Overtaking



1. CHECK TRAFFIC AHEAD, BEHIND, AND IN THE INTENDED PATH OF TRAVEL.
2. SIGNAL AND CHECK BLIND SPOT IN DIRECTION OF LANE CHANGE.
3. TARGET NEW PATH OF TRAVEL.
4. STEER SLIGHTLY TO MOVE INTO NEW LANE WHILE MAINTAINING SPEED.
5. CANCEL SIGNAL.
6. ESTABLISH SAFE LANE POSITION, SPEED, AND FOLLOWING TIME.
7. IF OVERTAKING AND RETURNING TO ORIGINAL LANE, PROCEED AHEAD UNTIL BOTH HEADLIGHTS ARE VISIBLE IN THE REARVIEW MIRROR, THEN:
8. CHECK MIRRORS, SIGNAL AND CHECK BLIND SPOT. EXECUTE LANE CHANGE AS DESCRIBED ABOVE.

Passing

Objective

When directed or as the opportunity occurs and with minimal assistance, the student will demonstrate proper procedures while lane changing or overtaking another vehicle at least three times.

Driving Environment

- Limited access roadways: freeways, expressways, divided highways.

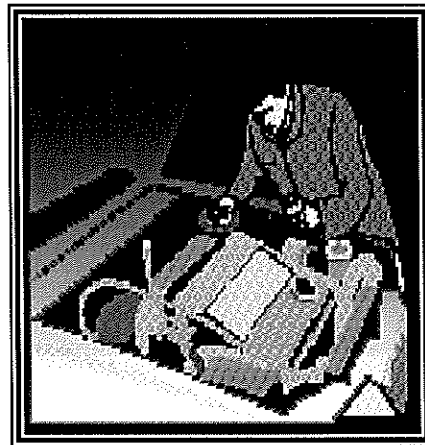
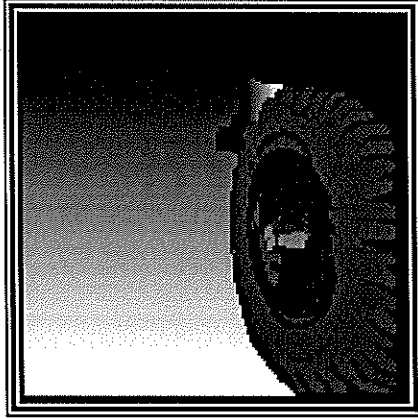
Common Errors

- Not looking 20-30 seconds ahead.
- Speed too slow while overtaking.
- Forgets to cancel signal after changing lanes.
- Moves back to lane before seeing both headlights in the rearview mirror.
- Failure to make blind spot checks.
- Turning the wheel while making blind spot checks.
- Jerky, abrupt, or excessive steering.
- Not aware of other vehicles moving into the same lane you are in.

NOTES

BTW Lesson 7

Emergency Procedures



Introduction to Lesson 7

During this lesson, your student will be exposed to several emergency situations that could happen while driving a vehicle. Emergency situations are one of the most difficult lessons for parents to practice with their students and should be practiced in a parking lot or low-volume residential area.

The following emergency situations should be discussed at length along with the actions required to alleviate the situation should it happen: engine failure, headlight failure, brake failure, stuck accelerator, off-road recovery, head-on collision threat, loss of forward vision (hood pops up), threshold braking, and fire under the hood.

BTW Lesson 7 Checklist

Engine Failure

Shift to Neutral _____
Restart Engine _____
Shift to Drive _____
Visual Check _____
Accelerate to Clear Intersection _____
If Engine Fails to Start, Steer to Safe Area _____
Stop and Secure Car _____

Headlight Failure

Press Dimmer Switch _____
Turn Indicator _____
Hazard Light _____
Check Traffic _____
Reduce Speed and Use Markings to Guide _____
Move Off Road _____
Secure Vehicle _____

Brake Failure

Pump Brake _____
Shift to Lower Gear _____
Use Parking Brake Without Locking _____
Look for Way Out _____
Secure Vehicle _____

Stuck Accelerator

Visually Check Areas 6
(rear) and 1 (front) ____
Turn Off Ignition _____
Shift to Neutral _____
Visually Targets _____
Reduce Speed _____
Move to Safe Area ____
Secure Vehicle _____

Off-Road Recovery

Steering Control _____
Reduce Speed _____
Slight Brake _____
Straddle Road _____
Select Return _____
Traffic Check
Area 4 (left rear) ____
Signal _____
Sharp Steer Left ____
Countersteer Right ____
Cancel Signal _____
Adjust Speed _____

**Head-On Collision
Threat**

Find Escape Route ____
3-9 Hand Position
(gripping firmly)
Steer and Countersteer
Reduce Speed _____

**Loss of Forward
Vision**

Look Out Window _____
Look Under Hood _____
Check Traffic Behind _
Move Off Road _____
Secure Vehicle _____
Emergency Flashers __

Threshold Brake

Check Area 6 (rear)
and 1 (front) _____
Brake Pressure
to Near Lockup _____
Heel on Floor _____
Modulate Pressure
With Toes _____
Repeat as Needed ____
Steer to Open Lane __

BTW LESSON 7

**THIS IS AN OPTIONAL LESSON
Parent/Guardian May Choose Not to Practice**

Title: Emergency Procedures

Prerequisites:

1. Complete BTW Lesson 8.
2. Classroom:
Module 7, vehicle maintenance, avoiding and minimizing impact, and vehicle malfunctioning
3. Simulation:
Crash Avoidance II Program and Handling Emergencies and Crash Avoidance 16 mm film.

Skills to be understood which Might Not Be Practiced:

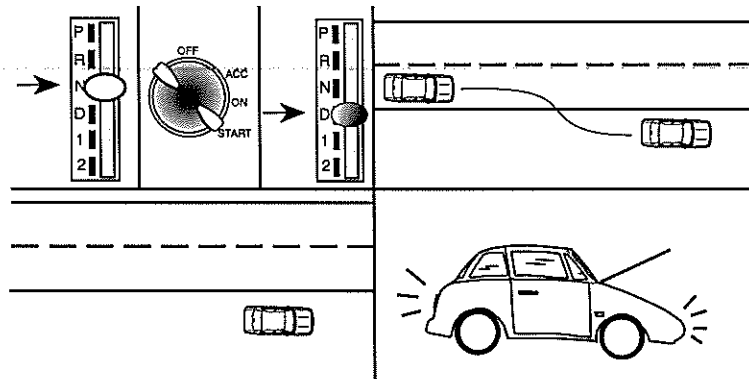
- Engine failure.
- Headlight failure.
- Brake failure.
- Stuck accelerator.
- Off-road recovery.
- Tire blow out/flat.
- Threshold braking.
- Activation of ABS.

The procedures in this lesson are of a complex nature. To practice these lessons may put the driver, parent, and other vehicle users in a high-risk situation. If you feel that you must practice these, please use an empty parking lot clear of vehicle and pedestrian traffic.

BTW 7 Helpful Hints

1. Choose a practice area that will be out of the way of other vehicles.
2. Go over the procedures before attempting them in the car.
3. Adult passenger should be ready at any time to assist if needed.
4. You may use a checklist from the preceding page as a guide to evaluate performance.
5. Be sure to emphasize positive performances to build confidence.
6. Provide opportunities for the student to practice multiple times to habituate skill.
7. If necessary, the diagrams and procedures could be referenced as clarification. Use them only when the car is stopped in a parked position.
8. Encourage commentary driving throughout the drive.

Engine Failure



1. SHIFT TO NEUTRAL (AVOID BRAKING).
2. RESTART ENGINE.
3. SHIFT TO DRIVE.
4. MAKE VISUAL CHECKS.
5. ACCELERATE TO CLEAR INTERSECTION.
6. IF ENGINE WILL NOT START, STEER TO SAFE AREA.
7. STOP AND SECURE CAR, THEN TURN ON FLASHERS.

Engine Failure

Objective

When directed and with minimal assistance, the student will perform proper procedures for assimilated engine failure at least twice.

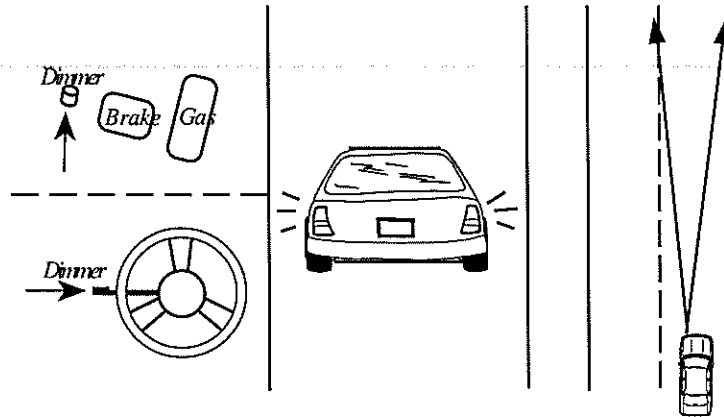
Driving Environment

- Off-street parking lot.
- Low-volume residential area.
- Conditions of good visibility.

Common Errors

- Looking down while shifting and restarting.
- Attempting to restart without shifting to neutral.
- Improper hand position while shifting.
- Braking/slowing prematurely.
- Not maintaining steering control.

Headlight Failure



1. PRESS DIMMER SWITCH FOR DOUBLE CHECK.
2. TURN ON TURN INDICATORS OR HAZARD LIGHTS.
3. RECHECK TRAFFIC AND REDUCE SPEED.
4. USE CENTER OR SIDE-LANE MARKINGS TO STEER OFF ROADWAY TO A STOP.

Headlight Failure

Objective

When directed and with minimal assistance, the student will perform proper procedures for a headlight failure at least twice.

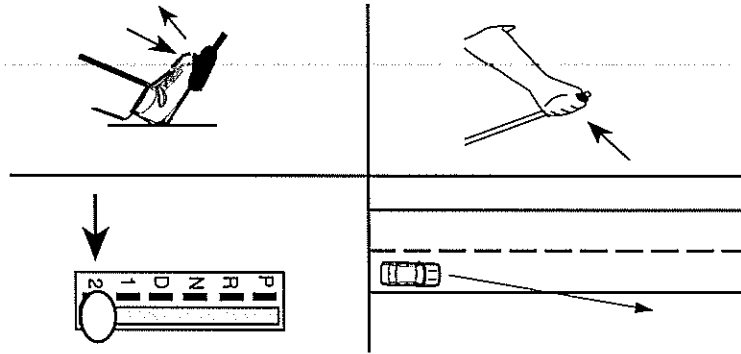
Driving Environment

- Off-street parking lot.
- Low-volume residential area.
- Night time with conditions of poor visibility.

Common Errors

- Fails to press dimmer switch.
- Takes eyes off path of travel longer than 1 second.
- Forgets to turn on hazard lights or directional signals.
- Unable to operate dimmer switch, hazard light switch, etc., without looking at them.

Brake Failure



1. PUMP BRAKE PEDAL RAPIDLY.
2. SHIFT TO LOWEST GEAR POSSIBLE (according to speed).
3. APPLY PARKING BRAKE WITHOUT LOCKING.
4. LOOK FOR A SAFE PLACE TO GO.
5. MOVE TO SAFE AREA, STOP AND SECURE CAR.

Brake Failure

Objective

When directed and with minimal assistance, the student will perform procedures for a simulated brake failure at least twice.

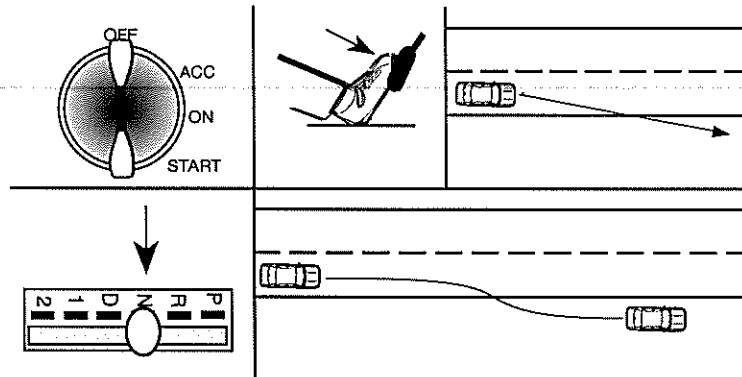
Driving Environment

- Off-street parking lot.
- Low-volume residential area.

Common Errors

- Takes eyes off path of travel longer than 1 second.
- Applies brake too fast/hard, locks brake.
- Forgets to shift to a lower gear.
- Fails to apply brake release while activating E-brake.

Stuck Accelerator



1. CHECK FRONT AND REAR AREAS (1-6).
2. TURN OFF IGNITION AND SHIFT TO NEUTRAL.
3. VISUALLY TARGET OPEN AREA FOR ESCAPE.
4. REDUCE SPEED.
5. MOVE TO SAFE AREA, STOP AND SECURE VEHICLE.

Stuck Accelerator

Objective

When directed and with minimal assistance, the student will perform proper procedures for a simulated stuck accelerator at least twice.

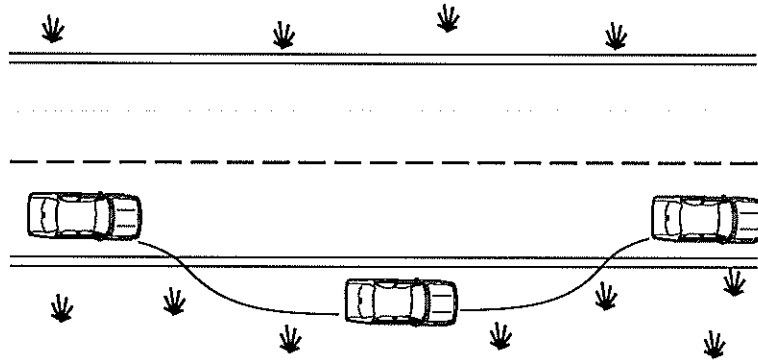
Driving Environment

- Off-street parking lot.
- Low-volume residential area.

Common Errors

- Wrong hand position while shifting to neutral.
- Takes eyes off path of travel longer than 1 second.
- Fails to dislodge accelerator pedal.
- Tries to restart engine instead of turning off.
- Fails to check traffic behind.

Off-Road Recovery



1. HOLD STEERING WHEEL FIRMLY AND STEER STRAIGHT.
2. LET UP ON ACCELERATOR AND BRAKE GENTLY TO 5-10 MPH.
3. POSITION VEHICLE SO IT STRADDLES PAVEMENT EDGE.
4. SELECT LEVEL SPOT FOR RETURN.
5. CHECK LEFT REAR AREA (4).
6. SIGNAL AND STEER SHARPLY TO LEFT.
7. COUNTERSTEER WHEN RIGHT FRONT TIRE TOUCHES PAVEMENT.
8. CANCEL SIGNAL AND MOVE AHEAD.

Off-Road Recovery

Objective

When directed and with minimal assistance, the student will perform proper procedures for off-road recovery at least twice.

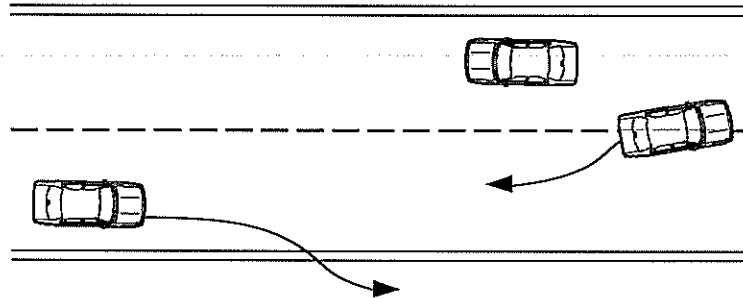
Driving Environment

- Off-street parking lot with drop off shoulder area.
- Adequate space for recovery without reducing speeds below 25 mph.

Common Errors

- First reaction is to steer sharp or brake hard.
- Not firm control of steering wheel.
- Braking too hard on loose gravel.
- Not steering sharp left for reentry.
- Late in counter steering.
- Forgets to check traffic prior to reentry.
- Fails to make blind spot check.

Head-On Collision Threat



1. VISUALLY TARGET OPEN AREA AND FIND ESCAPE.
2. GRIP STEERING WHEEL FIRMLY.
3. USING 3-9 OR 4-8 STEER CAR TO OPEN AREA.
4. COUNTERSTEER AND THEN MOVE WHEEL TO *CENTER STEER*.
5. REDUCE SPEED USING CONTROLLED BRAKING.

Head-On Collision Threat

Objective

When directed and without assistance, the student will perform at least three times proper procedures for avoiding a simulated head-on collision threat.

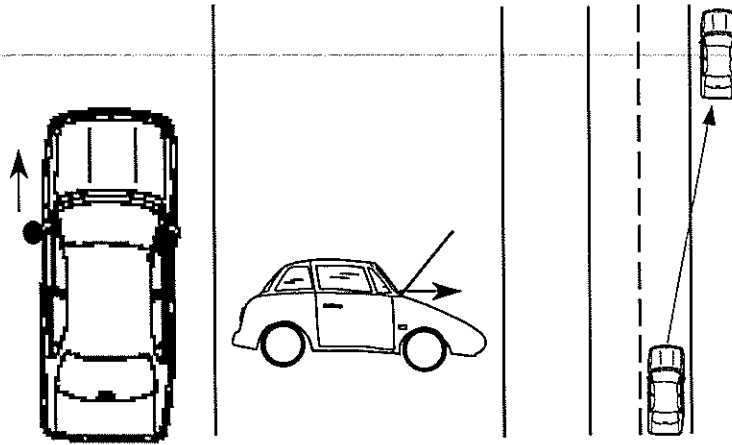
Driving Environment

- Off-street parking area or driving range at least 200' x 200'.

Common Errors

- Selects wrong escape path.
- Uses hand-over-hand instead of 3-9 or 4-8 steering.
- Loses grip on steering wheel.
- Takes eyes off path of travel.
- Locks wheels.

Loss of Forward Vision



1. ROLL DOWN WINDOW LOOKING OUT AND/OR AROUND HOOD.
2. LEAN DOWN LOOKING BETWEEN DASH AND HOOD.
3. VISUALLY TARGET FOR OPEN AREA.
4. CHECK REAR AND RIGHT REAR (areas 5 and 6), SIGNAL, AND STEER OFF ROADWAY TO OPEN AREA.
5. STOP AND SECURE CAR.

Loss of Forward Vision

Objective

When directed and with minimal assistance, the student will perform proper procedures for a simulated loss of forward vision situation at least twice.

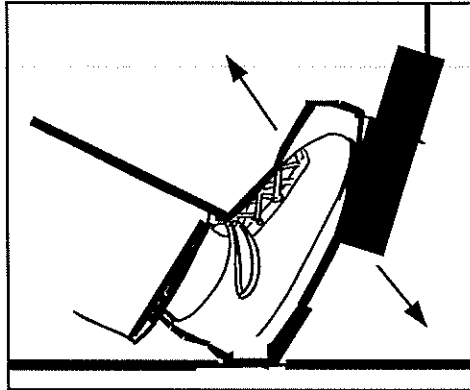
Driving Environment

- Off-street parking lot.
- Low-volume residential area.
- Good visibility.

Common Errors

- Loss of steering control while looking between the dash and hood.
- Not anticipating the need for windshield wipers.
- Forgetting to roll down window before attempting to look.

Threshold Brake



1. CHECK FRONT AND REAR AREAS (1 and 6).
2. WITH HEEL ON FLOOR, APPLY PRESSURE TO NEAR LOCKUP USING TOES.
3. MODULATE PRESSURE WITH TOES UP AND DOWN 1-2 PERCENT AS NEEDED.
4. REPEAT BRAKING AND TOE MODULATION AS NEEDED.
5. STEER TO OPEN AREAS AS NEEDED.

Threshold Brake

Objective

When directed the student will bring the car to a quick stop at least twice while maintaining control using the threshold braking technique.

Driving Environment

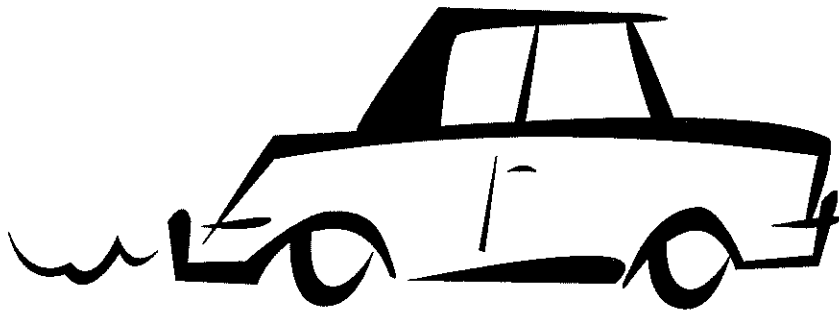
- Residential area.
- Very little traffic.
- Good visibility in the front and rear.

Common Errors

- Not checking rear area.
- Locking brakes.
- Releasing brake pressure when moderately lifting heel off floor.

BTW Lesson 8

Destination Drive



Introduction to Lesson 8

In Lesson 8, your student will be driving to destinations preset by both of you. Your son/daughter should be able to demonstrate to you how to navigate through town to certain destinations safely and legally. You may want to make use of a city map first and plan your route. Then, in time, have the student driver plan a route incorporating many of the city's landmarks.

BTW Lesson 8 Checklist

The objective of the destination drive is to have the student perform mental tasks and driving maneuvers as she/he moves from the start to end of a destination. The student will be able to demonstrate her/his ability to make timely decisions and apply safe and best practices in controlling her/himself and the vehicle.

For this reason, the BTW checklist needs to be developed by the teacher/parent to reflect the student's mental and physical skills during this destination drive. Determine a route evaluation that most efficiently allows the student to complete the lesson.

Use the other checklists in this guide as a model when you

NOTES

BTW Lesson 8

Title: Destination Drive

Prerequisites:

1. Completed BTW Lesson 1 through 6.
2. Classroom:
Module 6 includes complex traffic, lane changing, lane selection, intersections, following, being followed, merging and entering traffic, parking and maneuvering in limited spaces, destination driving.
3. Simulation:
Destination Driving, and Dealing With Distractions
16 mm film.

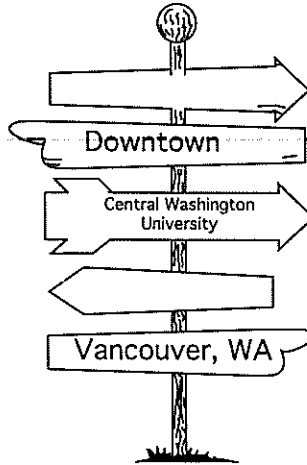
Skills to be Practiced

- Destination driving.
- Lane changing.
- Intersections.
- Leaving and entering traffic.
- Following time.
- Commentary driving.
- Space management.
- Parallel parking.
- Reference points.
- Angle parking and perpendicular parking.
- LOT/POT (line of sight/path of travel).

BTW 8 Helpful Hints

1. Be sure to check your son/daughter's understanding of the specific tasks that will be practiced.
2. This practice session will place more responsibility on your son/daughter to drive with minimal verbal assistance from you.
3. Have predetermined destinations set in advance. Plan to go to various places that will require the driver to make decisions regarding the most efficient route to take (e.g., grocery store, bank, post office, clothing store).
4. You may create your own checklist from earlier drive lesson examples as a guide to evaluate the performance.
5. Emphasize positive performances to build confidence in your son/daughter.
6. Provide opportunities for the student to practice basic maneuvers throughout the drive: parallel parking, angle parking, perpendicular parking, hill parking, backing, and turnabouts.
7. If mistakes are made, give assistance but be sure to give the opportunity for more practice.
8. Encourage commentary driving throughout the practice.
9. The student should be asked to demonstrate reference points for vehicle positioning when parking. Visual targeting 20-30 seconds in advance while being aware of line of sight/path of travel restrictions should be practiced.

Destination Drive 8



1. PREPARE CAR FOR DEPARTURE.
2. DRIVE TO DESIGNATED DESTINATION USING MOST DIRECT AND EFFICIENT ROUTE.
3. WATCH, EVALUATE, AND ACT FOR REDUCED RISK DRIVING.
4. PERFORM MANEUVERS AS DIRECTED.
5. MANAGE SPACE, TIME, AND VISIBILITY.
6. STOP AND SECURE CAR.
7. ON COMPLETION OF THE DRIVE, SECURE VEHICLE AND REVIEW PERFORMANCE.

Destination Drive

Objective

When directed the student will drive the vehicle to the designated destination while using the WEA process for reduced risk driving.

Driving Environment

- Light to complex city traffic.
- Controlled and uncontrolled intersections.
- One-way streets.
- Areas for various parking maneuvers.
- Various destinations as planned.

Common Errors

- Knowledge of most efficient route.
- Location of planned destination.
- Not using reference points for parking.
- Not following learned procedures.

NOTES

20 horizontal lines for notes.

BTW Evaluation



Remember, the road test is a culmination review and analysis of what your student has learned while driving behind the wheel. The teaching of behind-the-wheel procedures and skills should cover much more information than what can be included on an evaluation test.

Evaluation: Road Test

On the next few pages are examples of road tests. Some are familiar and others may be new to you. Choose one of the score sheets and review what will be assessed. Upon completion of the test discuss the student's performance and provide feedback when needed. Retake the test using a different format. The practice will lessen anxiety and help prepare for the test administered by the Department of Licensing.

1. Select a route that includes all of the tasks on the score sheet. Check with the TSE teacher for suggestions on a possible route.
2. Review the purpose of this drive. The student will be given the opportunity to perform tasks that will be similar to those required for the DOL exam.
3. Tell the student that he/she is to drive straight unless given the direction to turn.
4. The student should be informed that you are there to evaluate and not teach. Any task that is not performed correctly will be reviewed at the end of the drive. Time should be provided later for additional practice if needed.
5. Direct the student to prepare for the drive.
6. Direct the student to drive along the selected route. Evaluate the performance using a score sheet or one provided by the TSE teacher.
7. Be prepared to prompt or provide assistance if there is a hazard that is creating risk and the driver is not aware of it. But try to minimize the prompts and only use if necessary. Comments on good performance may help if the student seems to be nervous.
8. Upon completion of the route, the car should be returned to the starting point where a review of the test can take place. Review the tasks that were not performed well and that need more practice.
9. Tally up points to determine the score.

Road Test

Title: Road Test

Prerequisites:

1. Completion of all modules and drive lessons
2. Classroom:
Module 8 and successful completion of all in-car drives
1-8 as taught by the TSE teacher.
3. Simulation:
Crash Avoidance II

Skills to be Evaluated:

- Destination driving.
- Lane changing.
- Intersections.
- Leaving and entering traffic.
- Following time.
- Commentary driving.
- Space management.
- Parallel parking.
- Reference points.
- Angle parking.
- LOS/POT.

Road Test Score Sheet 1

(guides refer to literature by Frederik Mottola)

3 POINTS EACH

SCORE _____

___Basic Skill Technique (guide 3)

___Accelerating ___Braking ___Steering ___Shifting

___Reference Point Usage (guide 5)

___Targets ___Target Area ___Targeting Path (guide 9)

___Target Area to Target Area Searching (guide 12)

___LOS/POT detection (12 seconds, or more, ahead) (guide 14)

___Identifying Open/Closed Zones (guide 14)

___Searching Intersections (left, front, right zones) (guide 17)

___Searching Into Curves and Over Hills (guide 25)

___Lane Position Usage (guide 21)

___Straight - with left and right zone changes

___Curves - approach, apex, exit positions

___Rear Zone Control (unstable, closed, open) (guide 18)

___Inside mirror (moving, stops, turns)

___Outside mirrors ___convex mirrors(danger zone)

___Over the shoulder checks ___tailgater ___pacer

___charger

___Following Time/Space (guide 26)

___Closure rate on approach ___moving at same speed

___When stopped, see tires ___before moving delay 2 seconds

___Communication and Courtesy (guide 16)

___Timing ___Technique ___Commitment

___A--Alert Switch

___B--Before Acting Check Other Zones

___C--Create Time/Space Management

___Commentary Driving

___Start with OK speeds and position ___LOS/POT zone change

___Say and use ABCs to Zone Control

___Repeat Process

Road Test Score Sheet 2

STARTING	4	LANE TRAVEL	4
Danger Potential		Danger Potential	
STOP SIGNS/TRAFFIC LIGHTS	4	Congestion Potential	2
Danger Potential		FOLLOWING	4
Congestion Potential	2	Danger Potential	
BACKING	4	Congestion Potential	2
Danger Potential		PASSING	4
Lack of Skill	2	Danger Potential	
PARALLEL PARKING	4	Congestion Potential	2
Danger Potential		RIGHT OF WAY	4
Congestion Potential	2	Danger Potential	
Lack of Skill	2	Congestion Potential	2
PARK/START ON HILL	4	LEFT TURNS	6
Danger Potential		Danger Potential	
Congestion Potential	2	Congestion Potential	3
Lack of Skill	2	Lack of Skill	3
TRAFFIC CONTROL DEVICES	4	RIGHT TURNS	6
Danger Potential		Danger Potential	
Congestion Potential	2	Congestion Potential	3
TRAFFIC SIGNAL LIGHTS	4	Lack of Skill	3
Danger Potential		GENERAL DRIVING	4
Congestion Potential	2	PERFORMANCE	
MECHANICAL OPERATION	4	Danger Potential	
Danger Potential		Congestion Potential	2
Lack of Skill	2		

REASON FOR DISQUALIFICATION:

VIOLATION

STUDENT

ACCIDENT

PARENT/GUARDIAN

COMMENTS:

Add up all points missed and subtract from 100.

Score 1. _____ 2. _____ 3. _____

Areas of needed practice _____

Road Test Score Sheet 3

1. _____ GET DRIVER-VEHICLE READINESS.
2. _____ MAKE SMOOTH, GRADUAL STOPS.
3. _____ USE REFERENCE POINTS TO KNOW EXACTLY WHERE YOUR CAR IS POSITIONED.
4. _____ BEFORE PUTTING YOUR FOOT ON THE GAS PEDAL, SEE THAT THE TARGETING PATH IS CLEAR.
5. _____ VISUALIZE WHERE THE VEHICLE WILL BE 12-15 SECONDS BEFORE IT ARRIVES THERE.
6. _____ BECOME ALERTED TO CHANGES TO LOS/POT.
7. _____ WHEN YOUR LOS/POT BECOMES RESTRICTED, REDUCE YOUR SPEED.
8. _____ GET DRIVER-VEHICLE READY.
9. _____ ADJUST SPEED AND POSITION TO KEEP EMPTY SPACE TO THE SIDE.
10. _____ BEFORE ENTERING ANY INTERSECTION, CHECK THAT THE LEFT, FRONT, AND RIGHT ZONES ARE CLEAR.
11. _____ WHEN YOUR FOOT GOES ON THE BRAKE, CHECK THE REARVIEW MIRROR.
12. _____ BEFORE MOVING YOUR VEHICLE TO EITHER SIDE, CHECK YOUR BLIND SPOTS.
13. _____ KEEP FOUR SECONDS OF FOLLOWING TIME FROM THE FRONT VEHICLE
14. _____ WHEN STOPPED BEHIND A VEHICLE, SEE ITS REAR TIRES TOUCHING THE ROAD.
15. _____ REDUCE STRESS BY BEING COURTEOUS WHILE DRIVING, RATHER THAN COMPETITIVE.

Road Test Score Sheet 4

(guides refer to literature by Frederik Mottola) SCORE _____

___ Precision Turns (guide 6)

___ side position ___ searching intersection
___ forward position ___ looking into turns

___ Approach to Intersections (guide 17)

___ see open/closed zones ___ check rear zones
___ searching left, front, right ___ lane position/speed control
___ staggered, legal safety stop

___ Timing Arrival for Open Zones (guide 20, 28)

___ traffic lights ___ stopped traffic ___ side zones

___ Left Turn at Green Lights (guide 20)

___ rear ___ gap ___ path ___ light

___ Precision Lane Change (guide 22)

___ evaluate zones and blind spots ___ move to* lp2 or lp3
___ make final blind spot check ___ enter new lane in lp2 or lp3

___ Approach to Curves (guide 25)

___ see curve in target area ___ left curve:* lp3, lp1, lp1
___ check all zones for los/pots ___ identify types of tailgaters

___ Getting On/Off Highways (guide 34)

___ slowest speed on entrance ramp
___ evaluate gap to enter highway
___ effective speed on acceleration lane
___ getting off: plan ahead, test brakes

___ Perpendicular Parking (guide 23)

___ side position ___ forward position
___ 45 degree target, go forward
___ evaluate alignment to space
___ back to pivot point, turn wheel

___ Hill Stops and Starts (guide 23)

___ Parallel Parking (guide 29)

* lp refers to lane position

NOTES

NOTES

Glossary

Act

The last step of the WEA system of driving that occurs as the driver makes lane position, speed control, and communication adjustments.

Angle parking

Process of using reference points to position a vehicle diagonally to the curb with the bumper 0-3 inches from the curb.

Anti-lock brakes

A braking system that allows for steering and braking without losing vehicle balance.

Commentary driving

Using two or three words, the student verbally identifies other highway users, road conditions, and traffic controls that could affect speed or position in the projected path of travel at least one block ahead in the city or 12-15 seconds on the highway.

Controlled braking

A technique for applying brake pressure to slow or stop the vehicle without locking the wheels.

Covering the brake

Putting the foot just above the brake pedal, ready to apply pressure if needed.

Decide

The third step of the IPDE process in which the driver selects the best action(s) as well as when and where to take them to avoid conflicts and reduce risk.

Destination driving

The process of giving the student a specific location he/she will drive to, without assistance, using the most direct, efficient, and safe route.

Dry steering

Turning the steering wheel without moving the vehicle. Prematurely wears out steering, front suspension, and tires.

Evaluate

To examine and judge carefully: the second step in the WEA system in which drivers evaluate options before acting.

Evasive or bump-to-bump steering

Emergency steering technique used to quickly steer around an object in your path. Without removing hands from the steering wheel, turn the wheel so that the wrists touch each other, then turn the wheel in the opposite direction until the wrists touch again. Return the wheel to center position.

Execute

The fourth step of the IPDE process in which a driver performs proper vehicle control responses by steering, making speed adjustments, etc.

Following time

Time recommended to follow another vehicle in the intended path of travel. Pick out an object near the road surface. When the vehicle ahead passes that object, start counting "one thousand-one," "one thousand-two," etc., until the front of your car reaches that point. For speeds under 30 mph, the minimum time with good road conditions is 2 seconds. For speeds above 30 mph, maintain 4 seconds (more for adverse conditions) of following time.

Hand-over-hand steering

Method of turning the steering wheel in which one hand crosses over the other as each releases to provide smooth, consistent steering wheel movement.

Hand position

Placement of the hands at 9 and 3 (or 8 and 4) o'clock for best balance.

Identify

The first step of the process in which a driver looks for real or potential hazards that could affect speed or position.

IPDE

A process of space management using the steps of identifying, predicting, deciding, and executing.

Lane change

Moving the vehicle from one lane to another using proper space management procedures.

Lane position

Location of the vehicle within the confines of the lane of traffic. The three positions are: 1) center of lane, 2) left side of center (3-6 inches from left of the center line), 3) right side of center (3-6 inches from right edge of the lane).

Limited use

Determining the use and restricted use of the family vehicle for the novice driver. Usually involves a written contract to be signed by both student and parent.

Loose articles

Items in the car that could become flying objects in a collision if hard braking (threshold) is required to avoid a collision.

LOS

Line of sight. The distance you can see ahead in the direction you are looking.

Parallel parking

Parking where the vehicle lines up parallel or going the same direction as the curb. When parallel parking, the vehicle must be within 12 inches of the curb.

Perpendicular parking

Parking the vehicle at a right angle (to a curb or parking stripe) using visual reference points for entering and leaving.

Predict

The second step of the IPDE process in which the driver, after identifying a hazard, predicts what might happen.

Pump brake

A rapid up and down movement of the brake pedal for use only if the brake system has failed (to regain brake pressure, not a braking technique).

Point of decision

The driver of the passing vehicle has entered the passing lane and is in the left rear zone of the vehicle being passed. At this point the driver of the passing vehicle has better visibility and has time to reevaluate and make a decision whether to complete the pass or abort it.

POT

Path of travel. The space your vehicle will occupy as you travel.

Reference points

Positions (points of reference) of the vehicle that assist the driver in determining when to start turning, vehicle limitations, or where the vehicle is actually located.

Search/Scan

Keep the eyes moving from 12-15 seconds in target area to side to side, rearview mirror and the instrument panel, to the target area.

Slide-hand/push-pull steering

Turning the steering wheel with a sliding hand movement. Provides best control since the hands do not have to leave the wheel and the arms are not crossed.

Space

Area around the vehicle.

Space areas

Designated positions around the car to identify relationships to the environment or objects. The driver must consciously be aware of changing areas.

Staggered stop

Stopping when the white line disappears visually under the hood. This allows extra space for left-turning vehicles.

Stopping position

Stopping behind a vehicle in a position that allows you to see its rear tires touching the pavement

Threshold braking

Moving the right foot from the accelerator in order to brake as rapidly as possible and then squeeze the brake without having the tires skid.

Thrust acceleration

To quickly push down on the accelerator pedal to increase speed to avoid a collision. Used instead of braking or steering.

Trail braking

Slight braking pressure that does not change the speed, but maintains balance and control while turning.

Turnabouts

The process of turning into or out of an alley or driveway using reference points for best positioning.

Watching

The first step of WEA system of space management that allows a driver to look for high-risk situations and gain information.

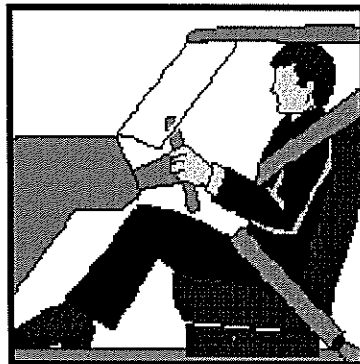
WEA

A space management system which includes the process steps of watching, evaluating, acting.

Diagrams

These Diagram pages include information of technological changes, vehicle engineering, current research information, new and less well-known techniques and strategies. The engineering advancements that have taken place in recent years are described and shown with the rationale of why they are mentioned and taught. If you have questions, please feel free to ask your TSE teacher.

Air Bags and Seat Placement



With the advent of the air bag and its deployment at about 200 mph, it is imperative that the driver and passenger be at least 11 to 12 inches away from the steering wheel or dashboard.

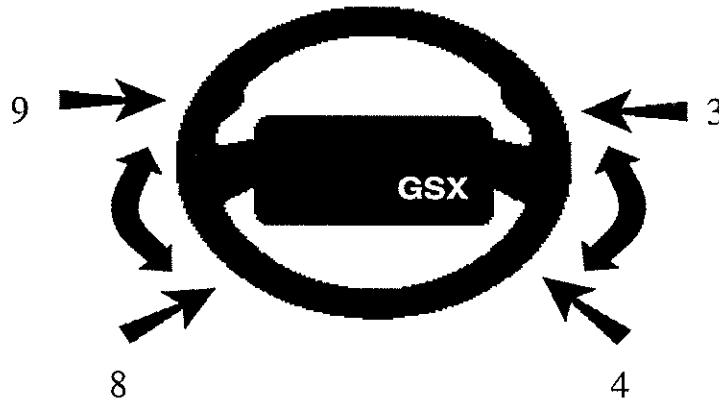
Remember that your seat has adjustments for the seat movement and the back placement and many steering wheels come with a tilt option. For those who have difficulty in reaching the pedals, extensions are available for better foot placement and control.

Air Bags and Steering Wheels

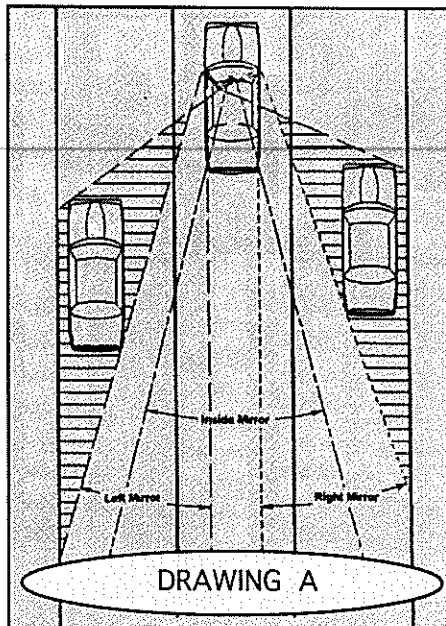
With the development of the air bag, much has changed in how we think of safety in automobiles. This safety device must be approached with knowledge and respect.

Consider our hand placement on the steering wheel. "10 and 2" is no longer the standard operating procedure. Air bags deploy at around 200 mph. Anything in the way of the deploying bag will be propelled, injured, or broken. The air bag is used to soften the ride-down effect of the body before it comes to a stop. If hands and arms are covering the steering wheel at the time of deployment, the chances are you will be injured.

The alternative is to train yourself to grasp the steering wheel between "9 and 3" and "8 and 4," with the thumbs lightly resting on the face or side of the steering wheel.



Outside Mirror Placement

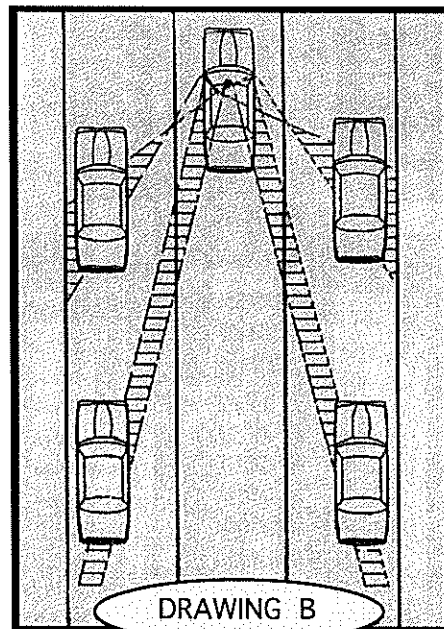


Drawing A shows the field of vision of both the inside and outside mirrors. Notice that the blind zones to the left and right are able to conceal a vehicle which counts for the high number of lane change/merge crashes.

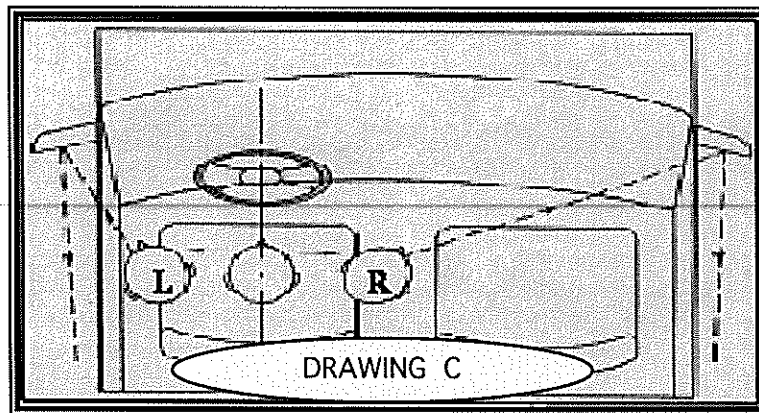
New "BGE" Mirror Placement

Drawing B shows the blind zones greatly reduced to the left and the right and provides the driver with an enhanced mirror view, thus nearly eliminating the blind spots.

This setting of the mirrors is called the "blindzone/glare eliminating setting (BGE)."



The New BGE Setting



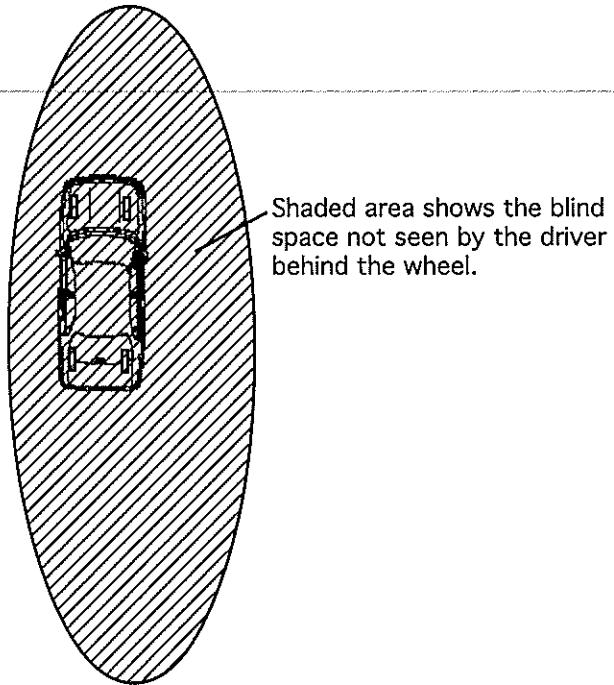
The new BGE setting requires you to widen your usual mirror placement about 15 degrees. This setting not only lessens your blind spot area and lets you see more with your mirrors, but also eliminates the night glare of the headlights of the vehicle following you.

To set the outside left mirror to the new BGE setting, simply place your head against the side window as seen in Drawing C. Then set the mirror to see the side of the car as you would normally see it. To set the outside right mirror, position your head in the middle of the car and adjust the right mirror as you normally would see it.

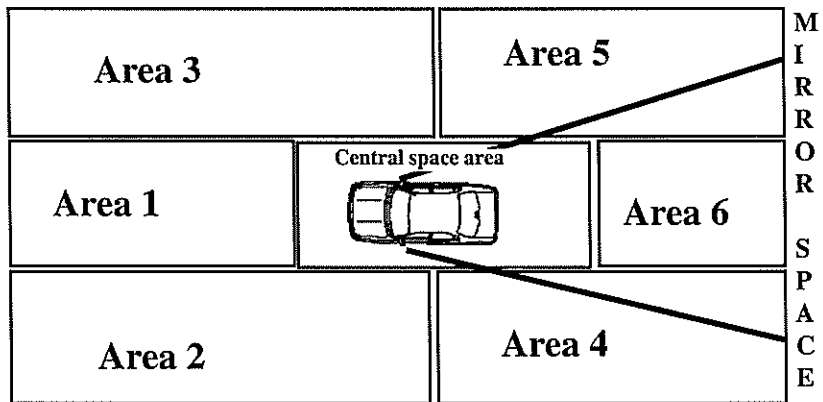
It will take time to overcome your previous habits and accept the new way, but it will happen. Perseverance will reward you with a new dimension in driving which will enhance your safety and comfort.

Adapted from *A Simple Way To Prevent Blind Zone Accidents*,
George Platzer, consulting engineer and SAE member.

Vehicle Operating Space and the Car's "Footprint"

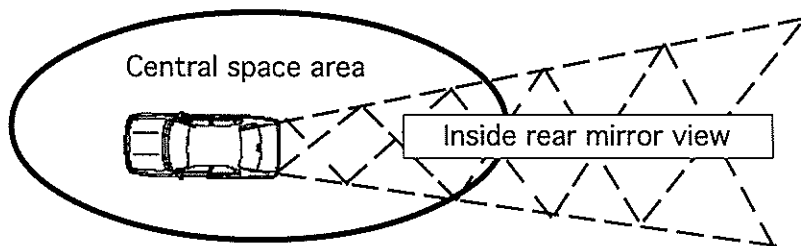
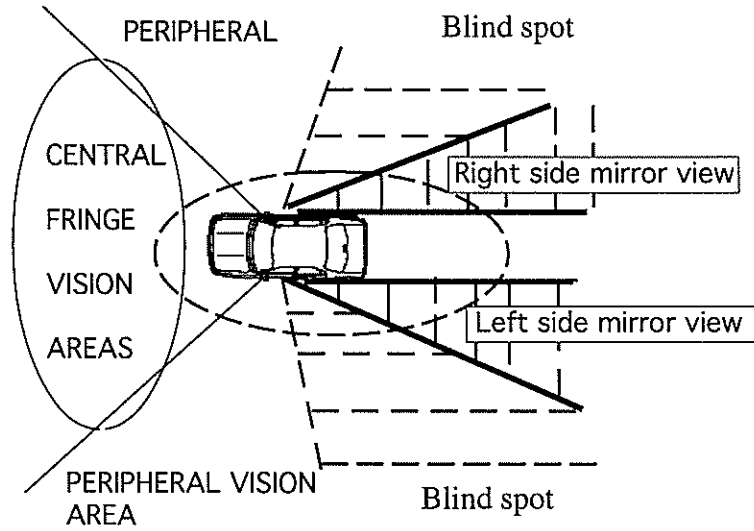


SPACE AREAS



Vision and Scanning

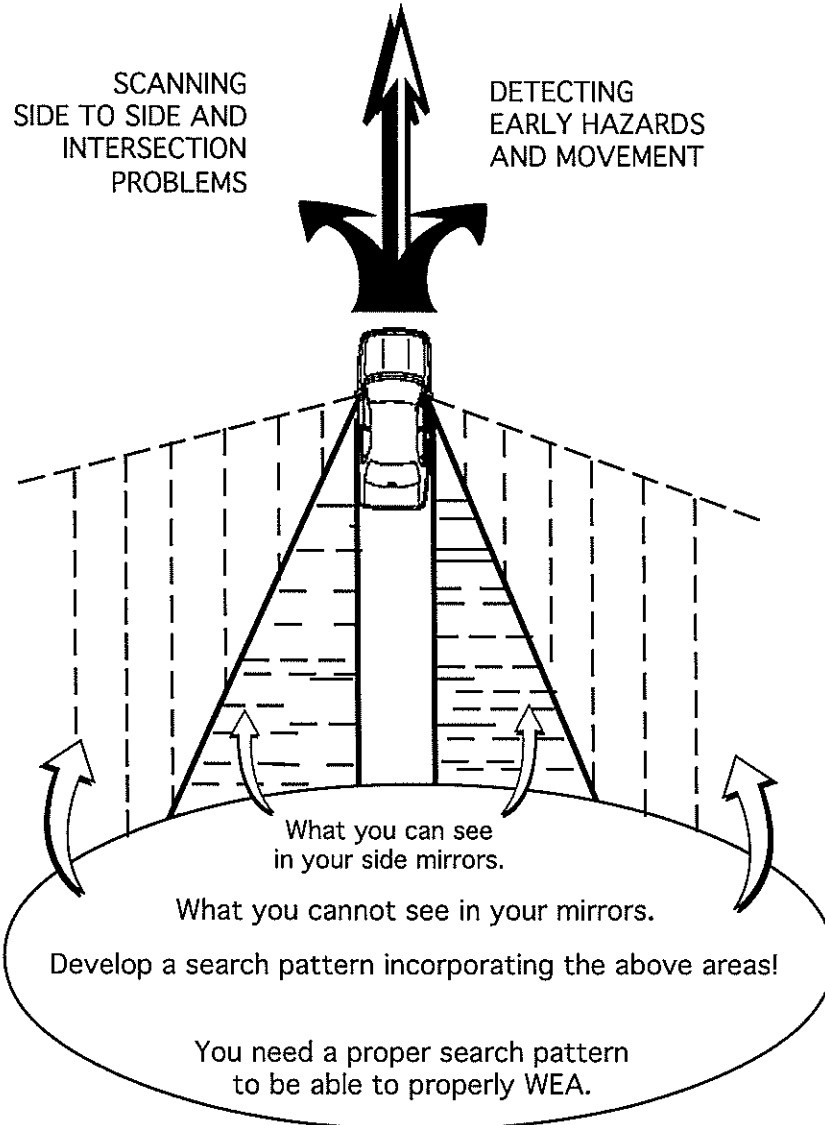
Mirror spaces and blind spots (traditional mirror setting)



Vision and Scanning

TARGET
20-30 SECONDS
AHEAD

VISUAL LEAD TIME/DISTANCE
12-15 SECONDS AHEAD



The WEA Way!

WEA

Space management system which includes the process steps of Watch, evaluate, act (WEA).

Watch

Look for High-Risk Situations

- Search and scan
- Time to perceive hazards
- Keep stable eye movement
- Sight line and travel path
- Get larger view of roadway

Gain Information

- Space management
- Look for changing areas
- Look for open areas
- Look for closed areas

Evaluate

Recognize High-Risk Situations

- Potential and critical hazards
- Collision potential
- Intersections
- Curvatures
- Speed

Decision Making

- Prevent high-risk situations
 - Sight line and travel path
 - Lane position
 - Time space
 - Space control
- Control high-risk situations
 - Open sight line and travel path
 - Motion control (controlled-threshold braking, progressive acceleration)
- Steering control
 - Hand over hand
 - Evasive action
 - Shuffle/slide hand

Act

Speed Changes in Response

- To danger
- To traffic conditions
- To roadway conditions
- To vehicle balance

Lane Position Changes in Response

- To danger
- To traffic conditions
- To roadway conditions
- To vehicle balance

Space Control in Response

- To danger
- To traffic conditions
- To roadway conditions
- To vehicle balance

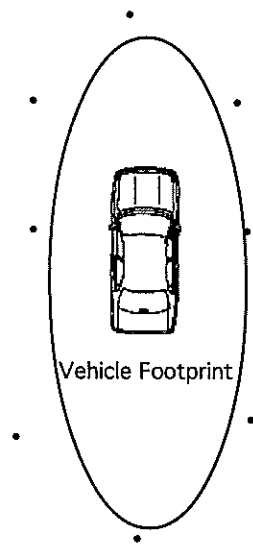
NOTES

Reference Points

The “footprint” below shows us that we cannot see every spot around the vehicle. We need help to maneuver the vehicle within this “blind” area.

Maneuvers such as parking, stopping, backing, and lane position can be done more accurately and safely when using reference points. In the next few pages, diagrams and short descriptions will help you to identify these points of reference and provide rationale on where to use them.

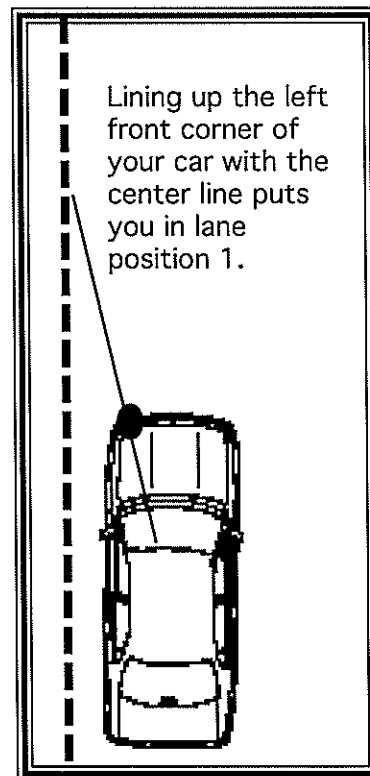
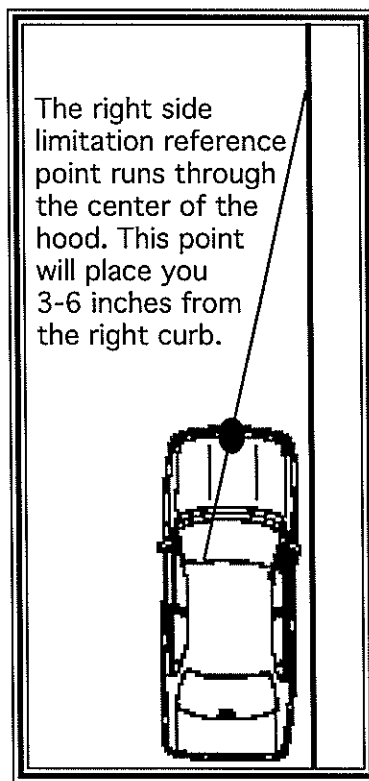
Reference points are points of the vehicle that assist the driver in determining when to start turning, vehicle limitations, or where the vehicle is actually located.



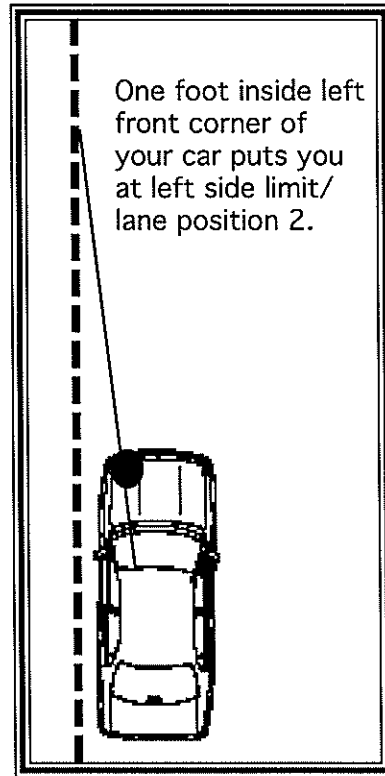
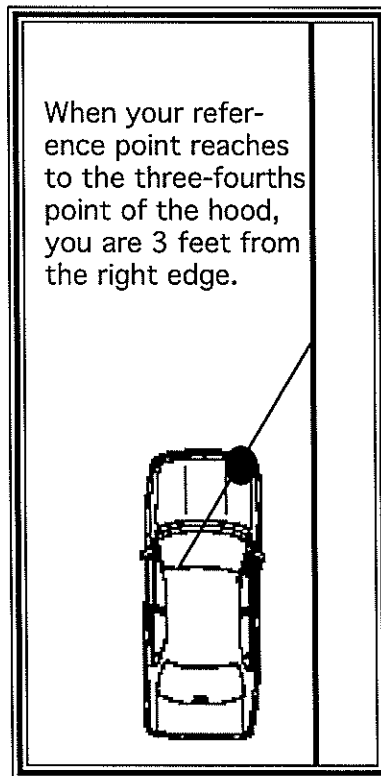
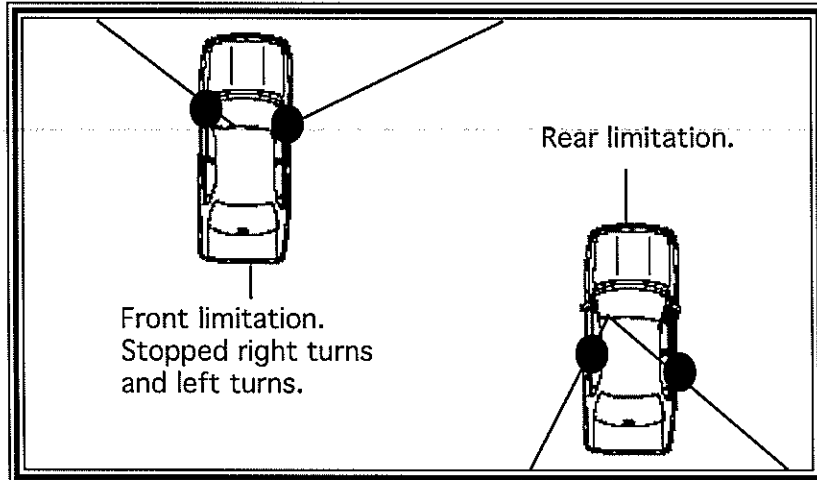
It is essential that the new driver recognize that there is a “footprint” space around the vehicle that one cannot see from behind the steering wheel. This “footprint” makes it almost impossible to maneuver the vehicle within this blind space with any assurance of accuracy. Unless one uses some sort of reference guide, the only option is trial and error. We propose using reference points when maneuvering within this area.

Reference Points

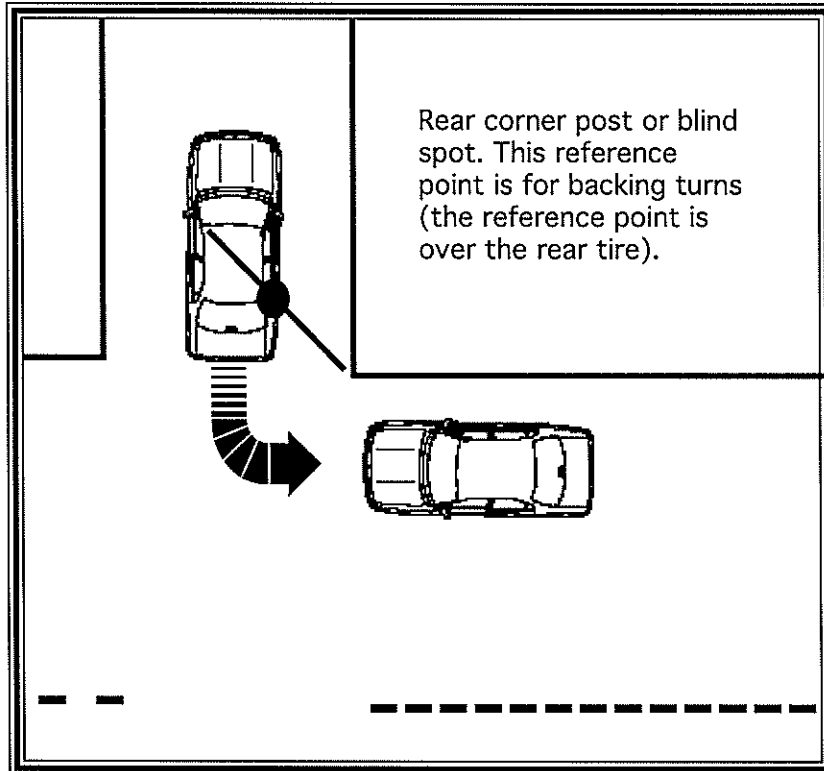
A guide to finding reference points on your vehicle.



Reference Points

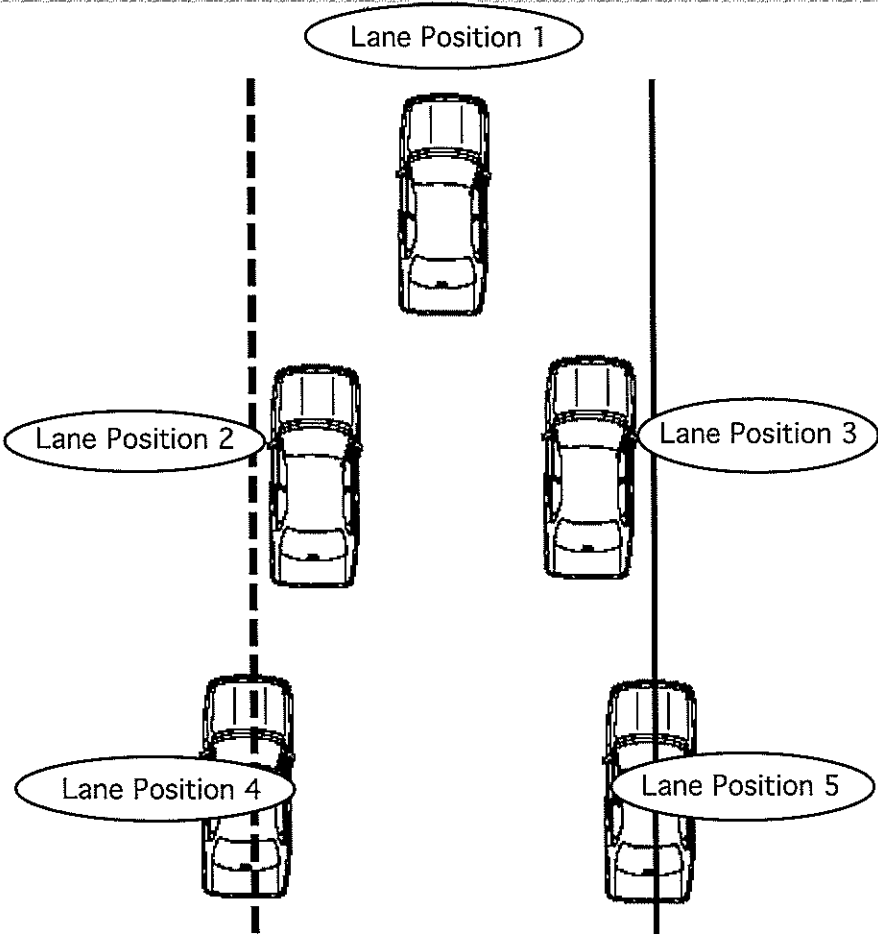


Reference Points



Reference points can help to determine when it is time to turn in a backing maneuver. Once turned, reference points can also help the driver determine vehicle position on the side street.

Lane Positions

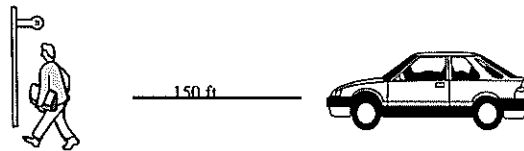


Night Driving

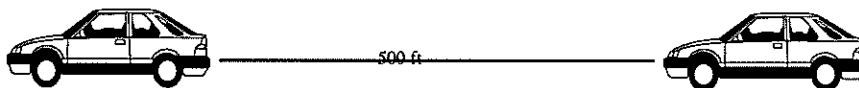
By law, you must use your lights one-half hour after sunset until one-half hour before sunrise and at any other time you cannot see clearly without them. When you are driving at night your vision is reduced and driving conditions and behavior must change to allow for the differences in the environment.

Dawn and dusk are two high-risk times to drive a vehicle. The problems of seeing contrasting colors and images is due to reduced visibility. Use your headlights on low beam and make sure others see you.

Since average low beam headlights provide safe vision for only



150 feet, you are overdriving your headlights if you are going at a speed that does not let you stop within the distance your headlights illuminate.



When approaching another vehicle you must dim your bright lights when you are within 500 feet.

Night Driving

The teen driver encounters many-high risk factors when driving at night. In *Teen's Nighttime Risk Factors* by Fred Mottola, seven factors are identified and should be discussed between parent and young driver. Below are the seven factors and salient points are:

1. Less visibility—roadway lighting or lack of lighting, full moon or new moon, depth perception alteration, physiological changes.
2. Social setting—alcohol and other drugs, frolics, joy riding.
3. Driver distractions—passengers, games, peer pressure.
4. Change in temperature—colder air, surface freezes, moisture on surface.
5. Driver fatigue—biological clock, not alert, and slow reactions.
6. Driver's emotional balloon—day's activities, risk acceptance higher.
7. Vehicle dynamics—low tire pressure can effect response, number of occupants changes axes balance.

Nighttime driving tips

- Plan your trip before you leave.
- Keep your attention on your driving.
- Keep your eyes moving.
- Use the night setting for your inside rearview mirror when lights blind you from behind.
- Increase your following time to at least 4 seconds of space.
- Never wear sunglasses at night.
- Keep instrument panel dim and dome light off.
- Keep the windshield and headlights clean.
- Use headlights at night (not parking lights).
- Your eyes need more time to respond to images along your path of travel. Decrease your speed and always have an escape path available.

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