



Overview of Non-Traditional Driver Education Programs

Developed by the American Driver and Traffic Safety Education Association
In cooperation with the National Highway Traffic Safety Administration



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Introduction

This report identifies agencies or entities that offer non-traditional driver education programs. The document is not intended to be all-inclusive of programs available. The agency or entity name is at the top of the page, followed by an overview and purpose of the organization. A list of products supplied by the organization follows with a description of the product and if the programs are advertised as a driver education program, supplement to a driver education program, supplement for all drivers, or used for parent/guardian involvement. The description of the product also indicates whether the product is free of charge or if there is a fee for the product. The organization and product descriptions were, for the most part, obtained from the organizational websites which are listed in Appendix B of this document.

In an attempt to determine the usefulness of this material we have compared the content of this material to the 2006 American Driver and Traffic Safety Education Association (ADTSEA) Driver Education Standards, which were developed in cooperation with the National Highway Traffic Safety Administration. The ADTSEA standards relate to a complete driver education knowledge and skills program, ideally taken over a 45-hour classroom segment and 10 hours of behind-the-wheel training. States, school districts, private companies, and other users of the products contained in this document must evaluate how effective these products will be in fulfilling the related ADTSEA standard indicated in this report. Products that “support all ADTSEA standards” partially or fully meet all the standard requirements. Again, users must evaluate the extent to which standard elements are met. The applicable ADTSEA standard (e.g., ADTSEA c.1.0) is listed for each product for reference purposes. The ADTSEA standards are listed in Appendix A and are grouped as follows:

- **Novice Driver Preparation Segment I Classroom Standards**
There are 45 standards identified. C 2.0 identifies classroom standard 2.0.
- **Novice Driver Preparation Segment I In-Car Standards**
There are 12 standards identified. IC 2.0 identifies in-car standard 2.0.
- **Novice Driver Preparation Segment II Classroom Standards**
There are 3 standards identified. C.II 2.0 identifies classroom standard 2.0.
- **Novice Driver Preparation Segment II In-car Standards**
There are 4 standards identified. IC.II 2.0 identifies in-car standard 2.0.

These codes will follow each of the identified products listed for each company.

Organizations

AAA Foundation for Traffic Safety

I. Overview

“The AAA Foundation for Traffic Safety is dedicated to saving lives and reducing injuries on the roads. It is a not-for-profit, publicly-supported charitable, educational and research organization. Since 1947, the Foundation has funded over [135] research projects designed to discover the causes of traffic crashes, prevent them, and minimize injuries when they do occur.” This research has been used to “develop dozens of focused, high-impact educational materials for drivers, pedestrians, bicyclists and other road users.”

“The broad range of research and educational materials are used at many levels.... Automobile clubs, driving schools, corporations, and other organizations use educational materials to teach adults how to drive more responsibly. School districts use their materials to teach children about vehicle, bicycle, and pedestrian safety and our teen-oriented materials are used in many high school driver education programs.” Source: http://www.aaafoundation.org/about_us/

The AAA Foundation for Traffic Safety has been deeply involved in traffic safety issues for children.

II. Purpose

“The AAA Foundation for Traffic Safety’s mission is to identify problems, foster research that seeks solutions, and disseminate information and educational materials that promote good traffic safety practices.” Source: AAA Web site.

III. Products

Brochures

The following brochures can be used as a supplement to driver education programs or as a supplement for all drivers. The brochures are free of charge.

- **Over the Edge and Back** – ADTSEA C 40.0
“*Over the Edge and Back* is a brochure that explains the actions necessary to recover your vehicle safely when one of its tires drops off a raised pavement edge onto the road's shoulder. This is a potentially deadly situation if the driver panics or takes the wrong immediate actions. *Over the Edge and Back* details the proper actions to take in various pavement edge drop-off scenarios.” Source: <http://www.aaafoundation.org/products/index.cfm?button=free>
- **Distractions in Everyday Driving** – ADTSEA C 33.0
“You deal with distractions every time you are behind the wheel, but do you let them get the best of you or do you have the discipline to ignore them? *Distractions in Everyday Driving* covers both the obvious and not so obvious distractions that can get a driver into trouble or even a crash. Tips and best practices are covered to help all drivers manage the multitude of distractions that our society and technology have made commonplace.” Source: <http://www.aaafoundation.org/products/index.cfm?button=free>
- **How to Avoid Headlight Glare** – ADTSEA C 34.0
“Need some bright ideas? The Foundation's "Glare" brochure outlines specific steps you can take to combat the problem of headlight glare during night driving. Topics include useful pointers to minimize glare caused by other vehicles.” Source: <http://www.aaafoundation.org/products/index.cfm?button=free>

- **Road Rage: How to Avoid Aggressive Driving** – ADTSEA C 33.0
 “How can you avoid engaging an aggressive driver? What behaviors make other drivers really angry? This short 8-page pamphlet outlines what you can do to steer clear of aggressive driving incidents. Contains some of the most valuable information you'll need to survive on today's highways.” Source: <http://www.aaafoundation.org/products/index.cfm?button=free>
- **How to Avoid Drowsy Driving** – ADTSEA C 33.0
 “Explains how to stay alert while driving and when to get off the road. Dispels common myths about driving tired, such as the perception that you are able to predict when you will fall asleep. Contains checklists of danger signals for drowsy drivers and symptoms of sleep disorders.” Source: <http://www.aaafoundation.org/products/index.cfm?button=free>

Videos

The following videos can be used as a supplement to driver education programs. The videos can be purchased through AAA Foundation for Traffic Safety.

- **Driver ZED – Interactive CD** – ADTSEA C 17.0
 “An aggressive tailgater. A busy highway work zone. A child chasing a ball into the street. These are just a few of the many situations in which a bad decision— or indecision—can lead to tragic consequences. Driver- ZED 3.0, an engaging, innovative, and entertaining DVD helps teens learn how to identify and manage these types of risks. . . . Featuring live-action video, Driver-ZED puts teens to the test in 100 highway, city, country, and work zone scenarios. Most novice drivers would need about two years of actual driving to acquire these valuable experiences. The program features over 25 animated tips on important driving topics, such as zero tolerance laws and night driving.” Source: <http://www.aaafoundation.org/pdf/catalog2006.pdf>
- **Driver Education DVD Volume I** – ADTSEA C 15.0, C 17.0, C 22.0 – C 26.0
 “Learn active scanning techniques, how to reduce the risks of sharing the road, how to follow others at safe distances, and how to merge onto a multilane highway smoothly and decisively, handling weave lanes and exits all in one package. This compilation DVD contains the four titles, *Using Your Eyes Effectively*, *Managing Space and Time for Safe Driving*, *Sharing the Road*, and *Freeway Driving*, which are all specifically recommended by the American Driver and Traffic Safety Education Association’s (ADTSEA) model education curriculum.” Source: <http://www.aaafoundation.org/pdf/catalog2006.pdf>

- **Driver Education DVD Volume II – ADTSEA C 34.0 and C 35.0
Driving in Bad Weather**
“Newscast-style presentation dramatizes the blinding effects of fog, dust, smoke, rain, snow, and ice. Stresses the need to choose safe speeds for adverse weather conditions and explains when it is best to get off the road. Video includes tips on vehicle maintenance that can help drivers prepare for bad weather.”
Source: <http://www.aafts.org/pdf/catalog2006.pdf>
- **Signs, Signals and Markings – ADTSEA C 2.0**
“Describes the underlying rules and logic behind traffic control signs, signals, and lane markings, and the importance of obeying signs to drive safely.” Source: <http://www.aafts.org/pdf/catalog2006.pdf>

The following videos can be used as supplements to driver education programs and as supplements for all drivers. The videos can be purchased through AAA Foundation for Traffic Safety.

- **Breaking the Accident Chain of Events – ADTSEA C 16.0**
“Dramatizes through vignettes the chain of events leading to a traffic crash. Emphasizes the need to be a responsible driver by staying alert, being decisive, and being polite and reasonable in traffic.” Source: <http://www.aafts.org/pdf/catalog2006.pdf>
- **Dangerous Crossings: A Second Thought – ADTSEA C 39.0**
“Dramatic real-life footage shows what can happen when drivers fail to yield at railroad crossings. Testimonials from people involved in railroad crossing tragedies reinforce the consequences of this risky behavior. The police version (#414) contains four minutes of additional footage with special information for law enforcement officials on promoting railroad crossing safety.” Source: <http://www.aafts.org/pdf/catalog2006.pdf>
- **Freeway Driving – ADTSEA C 23.0, C 26.0 and C 28.0**
“Freeways demand quicker thinking than conventional roadways. This video shows how to merge onto a multilane highway smoothly and decisively, how to handle weave lanes (lanes used as both entrance and exit lanes), and how to exit.” Source: <http://www.aafts.org/pdf/catalog2006.pdf>
- **Getting Safely Past the Orange Barrels – ADTSEA C 19.0 and C 21.0**
“Promotes cooperation in protecting the lives of highway construction workers. Shows what construction signs, signals, and markings mean and how to adjust driving when passing through road construction areas.” Source: <http://www.aafts.org/pdf/catalog2006.pdf>
- **Just Another Saturday Night – ADTSEA C 31.0 and C 32.0**
“Follow-up to the Foundation’s classic video, *Just Another Friday Night*. A night of revelry turns tragic when a popular college-bound student takes the wheel after several drinks. Dramatizes the events and decisions leading up to a drunk driving tragedy. Courtroom dialogue encourages further discussion about the personal and legal consequences of drinking and driving. Updated look and characters make this video a must-have for anyone.” Source: <http://www.aafts.org/pdf/catalog2006.pdf>
- **Managing Space and Time for Safe Driving – ADTSEA C 15.0, C 16.0 and C 17.0**
“Illustrates how good drivers continually adjust their speed and position to maintain a safe space cushion in traffic. Emphasizes the importance of safe following distances and active scanning to stay alert to what is going on ahead, to the side, and behind.” Source: <http://www.aafts.org/pdf/catalog2006.pdf>

- **Night Driving** – ADTSEA C 21.0 and C 35.0
 “Demonstrates how darkness limits drivers’ vision. Includes tips to keep your car in shape for night driving. Discusses the biggest problems drivers experience at night and how they must adjust their driving habits.” Source: <http://www.aafts.org/pdf/catalog2006.pdf>
- **Preventing Road Rage: Anger Management for Drivers** – ADTSEA C 33.0
 “Violent angry driving, or ‘road rage,’ is a major public concern. This educational video teaches viewers how to avoid offending other drivers, manage their own anger, and disengage from an angry encounter. *Preventing Road Rage* is illustrated with exciting footage of on-the-road encounters between angry drivers and personal anecdotes from real people who have reformed themselves by practicing anger management techniques demonstrated in the program.” Source: <http://www.aafts.org/pdf/catalog2006.pdf>
- **Semi-Conscious — Driving in the Real World** – ADTSEA C 37.0
 “Four teenagers demonstrate basic tips for sharing the road with trucks, using music to reinforce their message. Entertaining as well as informative, this video is popular in driver education classes.” Source: <http://www.aafts.org/pdf/catalog2006.pdf>
- **Sharing the Road** – ADTSEA C 37.0
 “Helps motorists understand the special concerns and dangers faced by pedestrians, truck drivers, motorcyclists, bicyclists, and ambulance drivers. Presents specific tips on how to reduce the risks of sharing the road.” Source: <http://www.aafts.org/pdf/catalog2006.pdf>
- **Unlocking the Mystery of Antilock Brakes** – ADTSEA C 11.0
 “A private eye is working late one night and hears a crash — was it the brakes? Learn how to use antilock brakes properly and how vehicles equipped with them handle differently from those with conventional brakes.” Source: <http://www.aafts.org/pdf/catalog2006.pdf>
- **Using Your Eyes Effectively** – ADTSEA C 12.0, C 16.0 and C 17.0
 “Demonstrates effective scanning techniques for safe driving. Learn how to gather information through central and peripheral vision, and where to concentrate attention on the roadway. Also covers the effects of alcohol on a driver’s visual perception. Spanish version available.” Source: <http://www.aafts.org/pdf/catalog2006.pdf>

I. Overview

AAA is a 50-million-member North American nonprofit automobile lobby group, service organization, and seller of vehicle insurance. Its national headquarters is in Heathrow, Florida. It provides emergency road services, notary services, auto registration, travel publications, vehicle insurance, and travel planning, including airline tickets, hotel room reservations, rental cars, package vacations, and cruises.

II. Purpose

“Nearly 100 years have passed, but from its inception, AAA has dedicated itself to the future of vehicle motor transportation through support of adequate highways and elimination of burdensome taxes and restrictions.”

Source: <http://www.aaatidewater.com/news/about.php>

AAA's Traffic Safety Programs have played an important role in the communities they serve, helping to protect and save lives of drivers, passengers, bicyclists, and pedestrians of all ages. Its goal is to help motorists become safe, conscientious drivers.

III. Products

Curriculum Support Material

The following curriculum support material can be used as a driver education program. The curriculum support material can be purchased through AAA Traffic Safety.

- **Licensed to Learn** (includes DVD) – Supports all ADTSEA standards
 “Research shows that ‘learning-by-doing’ can assist in reducing auto crashes during a new driver’s first few years on the road. AAA’s *Licensed to Learn* (LTL) helps your students become familiar with what it’s like to drive even before they get behind the wheel. Combining 30+ hours of interactive classroom instruction using DVD technology with up to 10 hours of behind-the-wheel training, plus 50 hours of self-study and adult supervised practice sessions,” AAA has developed the ideal tool for teaching safe driving practices. Source:
http://partner.aaa.biz/portal/binary/com.epicentric.contentmanagement.servlet.ContentDeliveryServlet/AAABiz/auto/traffic_safety/files/dt_catalog.pdf

Licensed to Learn includes:

- **Instructor Guide**

This instructor guide includes the following three core elements:

1. Syllabus — Booklet describes *Licensed to Learn* contents and application. Program curriculum is composed of six units:
 - Unit 1 — Introduction
 - Unit 2 — Basic Control
 - Unit 3 — Safe Driving Practices
 - Unit 4 — Driving Environment
 - Unit 5 — Driving Emergencies
 - Unit 6 — Driver and Vehicle
2. In-Car Sessions — Booklet contains 13 in-car sessions representing up to 10 training hours.
3. Classroom Sessions — Contains 28 classroom session guides or lesson plans.

- **Classroom DVD**
“This 30+ hour classroom component uses DVD technology to provide up to four hours of highly interactive video instruction and 365 discussion frames. The two-disk set contains specific driving situations recreated to examine consequences of unsafe driving. Additionally, interactive learning activities are used to prompt student discussions of various driving situations and behaviors.” Source: http://partner.aaa.biz/portal/binary/com.epicentric.contentmanagement.servlet.ContentDeliveryServlet/AAABiz/auto/traffic_safety/files/dt_catalog.pdf

The following curriculum support material can be used as supplements to driver education programs and can be purchased through AAA Traffic Safety.

- **How to Drive** – Supports all ADTSEA standards
“A driver’s license comes with an enormous amount of responsibility. You can prepare your students for the road ahead with... AAA’s *How to Drive*. ... Emphasizing defensive driving and risk reduction, this manual benefits both new and experienced drivers.... Everything your students need to know about driving in today’s mobile society can be found in this manual. Based on the principles of managing visibility, time, and space, the content reflects the latest concepts in driver safety and is the definitive handbook for new drivers.” Source: http://www.aaa.biz/automotive/DriverTraining/10_08/files/dt_catalog.pdf
- **Responsible Driving (includes DVD)** – Supports all ADTSEA standards
“Teaching your students to become safe, responsible drivers requires a combination of knowledge, skill, and attitude. This classroom-tested curriculum can help you prepare your students to manage the risks and responsibilities of driving. Packed with valuable information from graduated drivers licensing and zero-tolerance laws to vehicle maintenance, this curriculum provides the information you need to educate your students to become safe, responsible motorists.” Also included with the Responsible Driving curriculum is a basic and intermediate driving concepts DVD. “The high-impact, 95-minute video gives your students a first-hand look at the importance of risk management driving.” Source: http://www.aaa.biz/automotive/DriverTraining/10_08/files/dt_catalog.pdf

The following curriculum support material can be used for parent/guardian involvement and as a supplement to driver education programs. The curriculum support material can be purchased through AAA Traffic Safety.

- **Teaching Your Teens to Drive (includes DVD)** – Supports all ADTSEA standards
“Helping teens become safe, knowledgeable drivers takes time, patience and proven tools. AAA’s Teaching Your Teens to Drive program comes complete with an illustrated in-car handbook, and a live-action 60-minute video that parents can use to support supervised driving or that instructors may incorporate into any driver education course.” Source:
http://www.aaa.biz/automotive/DriverTraining/10_08/files/dt_catalog.pdf

The Century Council

I. Overview

The Century Council was founded in 1991 and funded by distillers. It is a national, independent, not-for-profit organization dedicated to fighting drunk driving and underage drinking. Headquartered in Arlington, Virginia, the council develops and implements innovative programs and public awareness campaigns and promotes action through strategic partnerships. An independent national advisory board comprised of distinguished leaders in education, medicine, government, business and other relevant disciplines assist in the development of programs and policies. “The Century Council promotes responsible decision-making regarding drinking or non-drinking of beverage alcohol and discourages all forms of irresponsible consumption through education, communications, research, law enforcement, and other programs.” Source: <http://www.centurycouncil.org/node/22>

II. Purpose

The Century Council believes that collective action brings about lasting change. It works with all members of the community – law enforcement, public officials, educators, parents, and students – in their fight against drunk driving and underage drinking.

“In order to accomplish [its] mission, the Century Council [continually] develops initiatives to reach out to different audiences, from middle school youth to adults.” The Century Council concentrates its efforts in the following areas:

- “reducing drunk driving through research, the development of effective strategies, tactics and programs, and promoting state and federal legislation designed to encourage swift identification, certain punishment, and effective treatment of drunk driving offenders;
- “educating middle school through college students, their parents, teachers, and adult caregivers about the importance of making responsible decisions regarding beverage alcohol and the dangers of underage drinking.” Source: <http://www.centurycouncil.org/see-our-work>

III. Products

Initiatives to Stop Underage Drinking and Drunk Driving

The following initiatives can be used for parent/guardian involvement. The initiatives are free of charge.

- **Brandon Tells His Story** – ADTSEA C 31.0 and C 32.0
“*Brandon Tells His Story* features Brandon Silveria, a permanently disabled man who crashed his car after drinking at age 17. Brandon and his father, Tony, tour America's high schools to educate students - over three million to date - about the dangers and consequences of drunk driving and underage drinking. In addition to the lecture program, their lifesaving message reaches thousands more students with a half-hour video and accompanying classroom activity guide that brings Brandon's story to high schools across the country.” Source: <http://www.centurycouncil.org/stop-underage-drinking/initiatives/brandontellshistory>
- **B4UDrink Educator** – ADTSEA C 31.0
“The B4UDrink Educator is a... program [that] educates the user about how alcohol consumption affects an individual's blood alcohol concentration (BAC) level. The program allows users to calculate their BAC level[s] based on gender, weight, and the type and number of drinks consumed.” B4UDrink is available as an interactive Virtual Bar online or as a simple program accessible via your mobile device.

“The Virtual Bar also provides users with drinking and driving laws by state, information about the effects of alcohol at various BAC levels, how food impacts BAC levels, and the facts about how alcohol affects everyone differently.” Source: <http://www.b4udrink.org/about/>

Delmar Cengage Learning

I. Overview

“Since 1945, Delmar Cengage Learning has been serving the needs of lifelong learning customers from academic institutions to corporations, government, and individuals.

“Delmar Cengage Learning has access to resources that can be combined and customized to provide tailored solutions for both educational and professional markets.

“[They] take a multi-channel approach to develop strong relationships with customers to change the way that products and services are developed and delivered for education and training. From working with proprietary career colleges, community colleges and universities to consulting with professional associations, local, [S]tate, and [F]ederal [G]overnment agencies as well as leading professionals, Delmar Cengage Learning develops total learning solutions that meet both the requirements of instructors and the needs of students.”

Source: <http://www.delmarlearning.com/about/index.aspx>

Delmar Cengage Learning can provide learning solutions to boost your career, augment your curriculum, improve your training courses or help you master new skills. It has a wide variety of innovative learning solutions such as books, software, videos, and online training material, including custom-built technology solutions.

II. Purpose

“Delmar Cengage Learning’s mission is to be the leading provider of skills-based learning solutions and services for educational institutions, businesses, and professionals in the career education, health care, and trades and technology markets. [It] strive[s] to be a vertically integrated, multi-channel, lifelong-learning solutions provider.” Source: <http://www.delmarlearning.com/about/mission.aspx>

III. Products

Curriculum Support Materials

The following material can be used for driver education programs. The material can be purchased from Delmar Cengage Learning.

- **License to Drive, Second Edition: Alliance for Safe Driving** – Supports all ADTSEA classroom standards
“*License to Drive, 2E* provides an easy-to-use learning solution for your entire [d]river’s [e]ducation program. Written for today’s new drivers, it covers all major driver education issues, with an emphasis on safety and defensive driving. The focus is on practical solutions to everyday situations, with thoughtful coverage of such subjects as driving under the influence, sharing the road, challenging driving conditions, and aggressive driving. Thought-provoking scenarios and evaluation questions in each chapter engage the reader, and provide a wealth of material to encourage active classroom learning. The entire text has been revised to reflect the most up-to-date driving regulations. Each component of *License to Drive, 2E* may be used individually, or to complement the other elements[.]” Source: <http://cengagesites.com/academic/?site=4388&SecID=850>

License to Drive, 2E provides all instructor resources to teach your class and engage students. It is an integrated driver’s education system with 7 easy-to-use components. State-specific DMV links provide

online access to up-to-date information. All major driving methods are covered, including SIPDE, Smith System, and IPDE.

Included with the *License to Drive* textbook are:

- **CD-ROM**
Provides the instructor with time-saving tools to easily prepare and teach lessons, create tests, and engage students. The CD-ROM includes:
 - Answer key to the workbook;
 - Computerized test bank;
 - Electronic copy of the Instructor’s Manual;
 - Game shell with student activities;
 - PowerPoint files; and
 - Transparency masters.

- **DVD**
“Over 3 1/2 hours of classroom instructional video correlated directly to the text! You can play the videos sequentially or jump to specific topics, easily starting and stopping or skipping ahead using the DVD’s menus and sub-menus. The DVD has broadcast-quality video, CD-quality audio, and is more durable than the VHS format. DVD is closed captioned.”

- **“Student Workbook**
“Provides an excellent source for daily classroom activities. It contains illustrations, word-searches, crosswords, multiple-choice questions, in addition to critical thinking and research questions. Answer key is provided on the CD-ROM and in the printed Instructor Manual.”

- **“Instructor’s Manual**
Robust 224-page teacher reference including all student workbook answers and transparency masters.” Source: <http://cengagesites.com/academic/?site=4388&SecID=852>

Insurance Institute for Highway Safety

I. Overview

“The Insurance Institute for Highway Safety (IIHS) is a nonprofit research and communications organization funded by auto insurers. For decades the Insurance Institute for Highway Safety has been a leader in finding out what works and doesn't work to prevent motor vehicle crashes in the first place and reduce injuries in the crashes that still occur. The [i]nstitute's research focuses on countermeasures aimed at all three factors in motor vehicle crashes (human, vehicular, and environmental) and on interventions that can occur before, during, and after crashes to reduce losses.

“In 1992 the Vehicle Research Center (VRC) was opened. This center, which includes a state-of-the-art crash test facility, is the focus of most of the [i]nstitute's vehicle-related research. The [i]nstitute's affiliate organization, the Highway Loss Data Institute, gathers, processes, and publishes data on the ways in which insurance losses vary among different kinds of vehicles.” Source: <http://www.iihs.org/about.html>

II. Purpose

IIHS is dedicated to reducing the losses — deaths, injuries, and property damage — from crashes on the Nation's highways.

III. Products

Brochures

The following brochures can be used for parent/guardian involvement or to supplement a driver education program. The brochures are free of charge.

- **Beginning Teenage Drivers – ADTSEA C 1.0**
Facts about young drivers and the licensing programs that protect them while learning to drive.
- **Graduated Driver Licensing: Questions and Answers – ADTSEA C 2.0**
Answers your questions about graduated driver licensing, including what it is and the restrictions imposed.

Videos

The following videos can be used for to supplement a driver education program or supplement all drivers. The videos can be purchased through the Insurance Institute for Highway Safety.

- **Understanding Car Crashes: When Physics Meets Biology – ADTSEA C 1.0**
“Why do some car crashes produce only minor injuries? How can a single crash of a car into a wall involve three separate collisions? Griff Jones, award-winning science teacher, returns to the Insurance Institute for Highway Safety's Vehicle Research Center to answer these questions and to examine the laws of nature that determine what happens to the human body in a crash.

“Jones reviews levels of organization in the body and explains how body cavities house and protect major internal organs. Through creative experiments, he explores how the third collision can cause injuries to organs. He introduces the concepts of stress and strain. He demonstrates how shockwaves can damage tissue and what happens at the cellular level.

“Tools from the field of injury biomechanics, like biofidelic crash test dummies, help doctors and engineers determine what works to reduce injuries and deaths in crashes. The key to preventing injuries

in any type of crash, whether it's in a race car or a family sedan, is to reduce forces on occupants. Extending impact time, keeping the occupant compartment intact, and tying occupants to the compartment are what keep people safe in car crashes when physics meets biology.” Source: <http://www.iihs.org/videos/default.html>

- **Understanding Car Crashes: It's Basic Physics** – ADTSEA C 1.0

What happens to vehicles and their occupants in crashes is determined by science. "You can't argue with the laws of physics," says Griff Jones, award-winning high school physics teacher who goes behind the scenes at the Institute's Vehicle Research Center to explore the basic science behind car crashes. Using a series of vehicle maneuvers on a test track plus filmed results of vehicle crash tests, Jones explains in anything but lecture style the concept of inertia, the relationship between crash forces and inertia, momentum and impulse, and a lot more.

- **Young Drivers: The High Risk Years** – ADTSEA C 1.0

Crash rates for young beginning drivers are much higher than for older drivers. This video includes 16 year-olds telling why they want their driver's licenses and what driving means to them. Parents of teenagers who died in crashes tell how the tragedies happened and how their families have been affected.

The focus is on ways to reduce the crashes by limiting higher risk driving by beginning 16 year-olds. Graduated licensing laws on the books in most states are helping to do this, but parents should introduce their own restrictions — limit the hours teenagers are allowed to drive unsupervised and limit passengers (especially other teens) in the car with a teenage driver. Parents also have to make sure the beginning drivers in their families get plenty of supervision behind the wheel. These measures can save lives while teenagers learn to drive and become more mature.

- **Reducing Your Risk in the Crash** – ADTSEA C 36.0

The best way to reduce the risks is to make sure everyone in the vehicle is effectively restrained. This video uses test footage of what happens during crashes to show how to get the most from occupant restraints. For example, it shows how to buckle up properly and why you should sit back from the steering wheel and airbag.

- **Sober Thoughts on Drinking and Driving** – ADTSEA C 31.0 and C 32.0

People are becoming more responsible about how they use alcohol in relation to driving. Still, there's plenty of alcohol-impaired driving left. Too many people are dying. This video focuses on a range of effective measures to reduce the problem.

National Institute for Driver Behavior

I. Overview

The National Institute for Driver Behavior is an organization dedicated to providing driver risk prevention education. It maintains that education is an essential component in the formula for crash reduction. There is a need to have clearly defined criteria for driver behavior for all drivers so that they can, over a period of time, acquire and internalize a style of low-risk driving.

II. Purpose

Three of the five main points of the National Institute for Driver Behavior's mission statement are:

1) **“To provide lifetime learning opportunities for developing lifelong habits for risk prevention.**

Risk management is necessary throughout life, beginning with early exposure to play and recreational activities — to adult recreational and workplace activities — to senior citizen activities. The objective of the [i]nstitute is to provide children with a decision making structure that will have transferable values which can be applied to driving attitudes and driving behavioral patterns. Making good driving decisions requires a structure that can be formulated into unconscious behavioral values and patterns that provide automatic low-risk performance. There are many behaviors one can learn from early life experiences which can be and should be applied to late life performance.”

2) **“To help drivers acquire preventive behavior habits to manage risk - to reduce, avoid or eliminate risk.**

Drivers make most of their decisions on an unconscious level based upon an inner set of values as to what actions are acceptable or unacceptable. With preventive behavior habits a driver will automatically process information and execute decisions that result in low risk and high gain. Without a well-designed structure for acquiring preventive behavior, habitual performance can occur with higher risk than one is aware of. It is the intent of the Institute to provide multiple opportunities during one's lifetime to discover and acquire a set of values that can generate automatic preventive behavior.”

3) **“To identify and develop standards for low risk driver performance habits.**

The Institute has formulated very precise behavioral patterns that drivers should perform. Such behavioral patterns would include specific actions such as: searching intersections to the left, front, and right zones; keeping four seconds following time; turning the head before turning the steering wheel; target area searching, and evaluating the targeting path for changes resulting in line-of-sight restrictions and/or path-of-travel closures.” Source: <http://www.nidb.org/>

III. Products

Books

The following books can be used to supplement driver education programs and for parent/guardian involvement. The materials can be purchased from the National Institute for Driver Behavior.

- **Partnership for Expert Driving: Teen, Parent, Teacher (CD-Rom Included)** – ADTSEA C 1.0, C 17.0, C 21.0 and C 45.0

“The book... in its 7th edition, has been cited as the most effective blueprint for helping teen drivers acquire low-risk driving habits. It is the basis of the National Institute for Driver Behavior’s Driver Risk Prevention Curriculum, which is the model for several of the States that are leaders in developing effective driver training programs.”Source:

<http://www.elitedriving.net/elitemp/onlineresources/zonecontrol.html>

“The program is structured into ten lessons that serve as a blueprint for perceptual development of key behavioral patterns. It is organized with simple-to-complex building blocks allowing the teen to get consistent, repetitive, and appropriate practice.” Source:

http://skidmonster.com/catalog/product_info.php?products_id=82&osCsid=666e0ec8b3485afea673f67b8694ba61

- **CD-Rom** – ADTSEA IC 2.0, IC 3.0, and IC 4.0

“Interactive Lessons prepare the teen for in-car. For correct responses, positive feedback is given. New situations build upon previously learned key behaviors. For an incorrect response, the teen is able to go back to view the situation until a correct response is understood. Movie clips and photos provide opportunities to make space management, risk-reduction decisions.” Source:

http://skidmonster.com/catalog/product_info.php?products_id=87&osCsid=b9e55ee18f17301ada61af1f3ff1ec05

- **Your Car Is a Monster: Ten Habits Will Keep It Caged!** – ADTSEA C 4.0, C 14.0, C 17.0, C 21.0, C 34.0 and C 36.0

“To effectively develop low-risk driver behavioral patterns into life-enduring habits requires a well-designed educational plan, a dedicated and knowledgeable educator, and an informed and highly motivated learner. The purpose of this book is to provide an educational plan that can be used as a blueprint by the teacher to provide the teen with details of specific actions that need to be performed repeatedly, over a period of time, so that habits will form. In order to provide the teen with ample opportunity for guided practice, this book brings the parent into the educational plan. This book is designed to promote good driving habits and behaviors that will last a lifetime of driving.”

“Ten model driver behavioral patterns that can be practiced into habit are explained and illustrated in full color. These ten habits will keep the monster within the car from breaking out of its cage. We all drive by habits. Most of the time habits are caught by chance, and it is usually the bad habits that are caught without any effort. It is easy to fall into the habit of following vehicles too closely, but it takes a well devised plan to help drivers acquire new model habits. This book helps drivers build one habit at a time while structuring perceptual and decision-making skills around the principles of the Zone Control Driving System. A driver with these ten habits has a built-in insurance policy for protection against wrongful actions.” Source: Source:

<http://www.elitedriving.net/elitemp/onlineresources/zonecontrol.html>

Curriculum

The following curriculum can be used as a driver education program or to supplement a driver education program. The curriculum can be purchased from the National Institute for Driver Behavior.

- **NIDB Driver Risk Prevention Curriculum** – ADTSEA Segment I IC 2.0 – IC 7.0

This curriculum is based upon the Partnership for Driver Excellence: Student Parent Teacher book and the Zone Control System. Activities are developed for student involvement in the classroom for the major purpose of preparing students to have a mind set for successful performance of driver behavioral patterns during in-vehicle sessions.

This curriculum explains and illustrates ten driver behavioral patterns that can be practiced into habit. These ten habits will keep the monster within the car from breaking out of its cage. The ten empowering driving habits are listed below. These habits are noted in the appropriate places throughout this curriculum.

The major outcome of this curriculum is to help students achieve low risk driving behaviors that can serve them for a lifetime of crash-free driving. To achieve this end, the curriculum is organized to present “key behavioral patterns” in a simple-to-complex manner.

This two-CD set includes:

- Curriculum and Resources
- Route Plans
- Movies Plus – Advantages of NIDB Curriculum
- Module 1 Movies – 1 & 4 Targeting Intro, Route Planning, Targeting-Vision, Steering PEP Rally
- Module 2 Movies – Route Planning 2, Precision Left Turns, Precision Right Turns, Reference Points Problem Solving, Reference Point Practice, Turning-Searching Intersections
- Module 3 Movies – Route Planning 3, LOS-POT Blockage, LOS-POT Intro, Rear Reference Point
- Module 4 Movies – Route Planning 4, ABC’s of Zone Control, Target Area to T. Area, Zone Control Tree
- Module 5 Movies – Communications, Evaluate Rear Conditions, First Car at Red, Rear Zone Conditions, Rear Zone Intro, Scanning Intersections, Three Potential Stops, Three...Car in Front
- Module 6 Movies – Backing into Space, Search 45 Degrees
- Module 7 Movies – Car in Circle, Evaluate Driveline, Following Space Intro, Hill Approach, Keeping 4 Seconds, Measuring a Gap, Measuring Following Distance, Searching into Curves, Traffic Cues
- Module 8 Movies – Skid Monster News Clips
- Module 9 Movies – 4 Seconds on Highway, 4 Seconds in NYC
- Module 10 Movies – Habit Development, Reducing Backing Risk, Stopping Demonstration

Driver Enhancement Equipment

The following driver enhancement equipment can be used to supplement driver education programs. The materials can be purchased from the National Institute for Driver Behavior.

- **The Skid Monster** – ADTSEA Segment I IC 11.0
“The Skid Monster was created to provide drivers with a safe, effective way to learn how important it is to keep the car in control to prevent it from becoming a monster. And, when it does become a monster to give the driver skills necessary to take corrective actions during the very small window of opportunity that may be available.” http://www.skidmonster.com/about_1.html

The Skid Monster is “a powerful tool for prevention education.” It “replaces the rear tires of a front-wheel drive car with two sets of castoring wheels that are bolted to the rear tire lugs. While the car may be traveling only 15 mph, the castoring wheels simulate driving four times that speed! The Skid Monster can simulate what happens when speed is too fast for road conditions or for traffic situations. The Skid Monster can handle just like a normal car until the instructor flips a switch to release the casters, and then the car, if it is mismanaged, becomes a MONSTER. The idea is to show how easy it is to keep the car in control as compared to getting it back in control once it becomes a monster.” Source:

http://www.driving-school.com/skid_training.php “An analogy can be made to having a wild animal secured in a confined area and the ease and prediction of managing its existence, as compared to the animal having escaped its restraints and the difficulties and the unknowns of getting it back in control.” Source: http://www.t-wheels.com/skid_monster.html

There is a Skid Monster Coach’s In-Car Guide that is used to teach trainers. “The In-Car Guide contains two dozen lessons that can be taught to any driver, from the novice to the driver of an emergency vehicle. Each lesson helps the driver to learn and apply different driving behaviors, such as the concept of targeting to help drivers learn how to effectively use vision to lead the car with their eyes.” http://www.skidmonster.co.za/index.php?option=com_content&task=view&id=22&Itemid=30

The National Road Safety Foundation, Inc.

I. Overview

The National Road Safety Foundation, Inc. is a nonprofit charitable organization that produces documentaries, educational programs, and public service campaigns for broadcast and use in safety, educational, and enforcement programs. NRSF offers its productions free of charge. “About one million copies of the Foundation’s films and public service campaigns have been distributed to educational, enforcement, judicial, traffic safety, health, substance abuse prevention, youth and grass roots related agencies, as well as to corporations, the armed forces, [F]ederal, [S]tate and local government agencies.” Source: <http://www.nationalroadsafety.org/page.php?id=1>

II. Purpose

The NSRF is dedicated to reducing accidents, death and disability on our nation’s highways by promoting safe driving habits through greater public awareness.

III. Products

Videos

The following videos can be used to supplement driver education programs and for parent/guardian involvement. The videos are free of charge.

- **A Documentary on Traumatic Brain Injury – ADTSEA C 1.13**
 - The Other Breakfast Club

- **Recognizing the Drowsy Driver Films (Includes Discussion Guide and PowerPoint Presentation) – ADTSEA C 33.0**
 - A Father’s Loss
 - Breakin’ Nite

- **Drinking and Driving Program (Includes Discussion Guide) – ADTSEA C 31.0**
 - The Aftermath
 - Sex, Lies and Profits

- **Driver Proficiency Program (Includes Discussion Guide)**
 - It Wasn’t My Fault – ADTSEA C 16.0
 - Breakin’ Nite – ADTSEA C 33.0
 - Let Him Pass – ADTSEA C 26.0
 - Backing Up – ADTSEA C 14.0
 - Planning a Trip – ADTSEA C 42.0
 - Rain – ADTSEA C 34.0 and C 35.0
 - Snow – ADTSEA C 34.0 and C 35.0
 - Windshield – ADTSEA C 34.0 and C 35.0
 - Fog – ADTSEA C 34.0 and C 35.0
 - Ice – ADTSEA C 34.0 and C 35.0

- **Drowsy Driving Program (Includes Discussion Guide and PowerPoint) – ADTSEA C 33.0**
 - Almost Home (Includes the following videos: Rusty’s Regret, Maggie’s Law, Kevin’s Dad, Tom and Jane)
- **Speed and Aggression Program (Includes Discussion Guide and PowerPoint)**
 - LOV2XLR8 – ADTSEA C 16.0
 - One Second in Time – ADTSEA C 16.0
 - Cage the Rage – ADTSEA C 33.0

Books

The following book can be used to supplement driver education programs and for parent/guardian involvement. The book is free of charge.

- **Flesh, Metal[,] & Glass – ADTSEA C 1.0 and C 45.0**
 “A beautiful new 130-page Manual for Life in Transit. Like no other safety text you’ve ever seen, “Flesh, Metal & Glass” is factual AND fun! Primary safety issues, driver proficiency and responsible behaviors are compelling and easy to read. You’ll pick it up again and again. Full-color, more pictures and less text. Ticker tape factoids, Web site listings, chapter tabs and easy reference make “Flesh, Metal & Glass” a perfect resource for new drivers, their parents, adults, educators, law enforcement, safety professionals and the communities you serve.” Source: <http://www.nationalroadsafety.org/page.php?id=17>

National Safety Council

I. Overview

The National Safety Council engages organizations and individuals through its leadership and efforts in research, education and advocacy. It is a membership organization and primary national resource on industry trends. Its 55,000 member companies, representing 8.5 million employees, turn to the NSC for professional development and strategies to advance safety as a core value.

“The NSC’s strategic priorities are based on scientific research that allows us to better define and understand issues and trends in unintentional injuries and injury-deaths, and develop programs to address these trends and ultimately save lives.

“The NSC works at a local level through its nationwide network of 39 state and regional chapters that invites members and the public to more fully engage in industry-specific injury prevention issues. Chapters identify safety needs of particular interest to their areas and deliver community-based programs and services, trainings, conferences, workshops and consultations, and serve as a local voice for safety advocacy.

“The NSC was founded in 1913 and formally recognized as a safety leader by an Act of Congress in 1953 that granted a Congressional Charter to the National Safety Council. [It is] a 501(c)(3) nonprofit organization and the only major national entity dedicated to safety of people in all aspects of their lives: at work, on the roads and in homes and communities. “ Source: <http://www.centralohiosafety.com/national-safety-council>

II. Purpose

The National Safety Council saves lives by preventing injuries and deaths at work, in homes and communities, and on the roads, through leadership, research, education, and advocacy.

III. Products

Videos

The following video can be used to supplement driver education programs and for parent/guardian involvement. The video can be purchased from the National Safety Council.

- **Diana’s Last Message** – ADTSEA C 36.0
A 10-minute video dramatically drives home the point that safety belts and air bags save lives.

Programs

The following program can be used for parent/guardian involvement. The program can be purchased from the National Safety Council.

- **Alive at 25 Parent Program** – ADTSEA C 1.0 and C 45.0
“To properly prepare teens to drive, parents must have a clear understanding of the risks they face. That’s why the National Safety Council developed the Alive at 25 Parent Program.” The 3-hour course identifies those risks and helps “parents reinforce basic driving skills and good decision-making to help teens become safe, responsible, and defensive drivers.” Source:
http://www.nsc.org/products_training/Products/MotorVehicleSafety/Pages/Aliveat25ParentProgram.aspx

This innovative program gets parents involved in training their teens to drive safely and responsibly by:

- “Encourag[ing] parent/teen partnership throughout the entire process, from learning to drive through independent driving.
- “Offer[ing] practical solutions so parents can take responsibility to reduce the unique risks and hazards teen drivers face.
- “Help[ing] parents understand teens’ need for defensive driver training.
- “Examin[ing] how to approach Graduated Driver Licensing (GDL) laws, in addition to those related to safety belts, speeding, and alcohol and drugs.
- “Provid[ing] a recommended example of an effective Parent/Teen Driver Contract and discussing the importance of how parents and teens can use it to manage their driving experience.” Source:
http://www.nsc.org/products_training/Products/MotorVehicleSafety/Pages/Aliveat25ParentProgram.aspx

The Complete Parent Kit includes a 16-page booklet which guides participants through the Alive at 25 Parent Program training and includes learning activities, discussion questions, statistics, checklists, and certificate of completion, a cling-on window decal, plus a 68-page *Family Guide to Teen Driver Safety* offering further assistance to families in understanding and managing the journey from beginner to independent teen driver.

Companies

Advance Auto Parts

I. Overview

Advance Auto Parts is a retailer of automotive replacement parts and accessories. It has over 3,400 stores and more than 49,000 well-equipped team members in the business to help you get the right part and find the best answers to all your repair questions.

II. Purpose

Advance Auto Parts' mission is to "inspire and build the self-confidence and success of every team member, serve their customers "better than anyone else and help them succeed," and "grow the business and profitability with integrity."

III. Products

Brochures

The following brochures can be used for parent/guardian involvement and as a supplement to driver education programs. The brochures are free of charge.

- **911 Kit** – ADTSEA C 44.0
How to assemble a roadside emergency kit. Provides what to pack, equipment you will need and safety tips for assembling a roadside emergency kit.
- **Adjusting Mirrors** – ADTSEA C 4.0
Learn how to use your vehicle's mirrors effectively. Provides step-by-step instructions, practical advice and safety tips for adjusting your mirrors.
- **Avoid Deer** – ADTSEA C 16.0
You can minimize the risk of deer collisions. Provides information on what to look for and driving and safety tips to prevent collisions with deer.
- **Crash Safety** – ADTSEA C 44.0
Why you should prepare for an accident and how to do it right. Provides step-by-step instructions, safety tips and what you will need if you are in an accident.
- **Rain Safety** – ADTSEA C 35.0
Safety tips and driving techniques to keep you out of trouble in the rain. Provides step-by-step instructions, safety and quick tips for driving in the rain.
- **Rush Hour** – ADTSEA C 15.0 and 16.0
How to drive safely in extreme traffic. Provides step-by-step instructions, safety and quick tips for driving in rush hour.
- **Safety Check** – ADTSEA C 4.0
Why you should perform a vehicle safety check and how to do-it-yourself. Provides step-by-step instructions, equipment you will need and safety tips for performing a vehicle safety check.
- **Smart Signs** – ADTSEA C 2.0

New road signs that will make driving safer are on the horizon. Provides information on the future of safety, technology updates and safety information.

- **Snow Driving** – ADTSEA C 34.0
How to drive safely on snow and ice. Provides practical advice, safety and quick tips for driving on snow and ice.
- **Teen Drivers** – ADTSEA C 45.0
Is your teenage driver ready for the road? Provides step-by-step instructions, practical advice and safety tips for teen drivers.
- **Winter Driving** – ADTSEA C 34.0
A checklist for winter driving emergencies. Provides step-by-step instructions, equipment you will need and safety tips for winter driving.

U-Haul

I. Overview

“U-Haul is North America's largest do-it-yourself moving and storage operator.” It rents its “distinctive orange and white U-Haul trucks and trailers, as well as offer self-storage rooms through a network of nearly 1,450 company-operated moving centers and approximately 14,500 independent U-Haul dealers. U-Haul serves more than 11 million do-it-yourself household moving customers annually.” Its “primary service objective is to provide better products and services to more people at a lower cost.” Source: <http://www.uhaul.com/about/>

II. Purpose

“Th[e] company was founded on the fundamental philosophy that “the division of use and specialization of ownership” are good for both our customers and the environment.” It believes the “primary responsibility of U-Haul is to develop products and services to help people move and store their household and commercial goods in an economically, environmentally and socially responsible manner.”

U-Haul truck sharing services have continually promoted sustainable transportation to meet the needs of residential mobility that is an integral part of human rights and is critical to local economic and human development.

III. Products

Handbook

The following handbook can be used for a driver education program, to supplement a driver education program or to supplement all drivers. The handbook is free of charge.

- **Policies and Guidelines for a Safe Trailering Driver Education Standard**

The central purpose of this publication is to provide basic, practical trailering information and guidelines for beginning drivers and first-time trailer/towing customers. The handbook provides information for conducting a trailering program in a classroom setting, as well as an on-site lab where the driver can practice. People who tow a trailer only occasionally would benefit from a review of the information contained in these guidelines.

The guidelines are adaptable to adult education, college-level courses and teacher training, as well as for high school driver education programs. They may be used as suggestions for state (provincial) departments of education, colleges and universities, local school systems and other organizations which share the leadership responsibility for traffic safety education.

This is an enhanced program designed for skilled drivers who plan to tow other vehicles, as an advanced skill activity it was not included in the ADTSEA Standards.

Insurance Companies

Allstate Insurance Corporation

I. Overview

“The Allstate Corporation is a publicly held personal insurer. A Fortune 100 company, with \$130 billion in total assets, Allstate sells 13 major lines of insurance, including auto, property, life and commercial. Allstate also offers retirement and investment products and banking services. Allstate is widely known through the ‘You're In Good Hands With Allstate’ slogan. Allstate was founded in 1931 and became a publicly traded company in 1993.” Source:

http://www.everyinsurancecompany.com/listing/allstate_insurance_agents_allstate_company_locations_hours_job_listings_phone_numbers_claims.html et al.

II. Purpose

Allstate’s shared vision is its roadmap to realizing its full potential. It leverages Allstate's strengths and past success while identifying the requirements for future success. They are the *Good Hands*: The company helps people “realize their hopes and dreams through products and services designed to protect them from life's uncertainties and to prepare them for the future.” Its strategic vision is to “reinvent protection and retirement for the consumer.” Its corporate goal is to grow the value of its company for its customers, its associates, its shareholders, its communities and society.

III. Products

Web-Based Programs

The following Web-based program can be used for parent/guardian involvement or as a supplement to driver education programs. The Web-based program is free of charge.

- **Teen Safe Driving Program** – ADTSEA C 45.0

This Web-based program is a five-point action plan, which helps protect teen drivers and parents from the dangers of the road. It includes videos and media that can be viewed online. The program consists of five points of action including:

1. **Interactive Parent-Teen Driving Contract**

“It is an easy way to talk to your teen about safe driving. This interactive experience offers statistics and advice from experts and other parents. The Allstate Parent-Teen Driving Contract can help you and your teen agree upon driving rules and the consequences of breaking them.”

2. **Prepare Your Teen Driver**

“In a recent survey, 3 out of 4 teens said their parents are the biggest influence over how they drive. Not driving while on your cell phone, obeying traffic laws, and wearing a seatbelt are easy ways to lead by example.”

3. **Be a Safe Driving Advocate**

“Keep your teen safe on the road by learning about Graduated Drivers Licensing (GDL) laws in your state, helping make those laws stronger, and educating yourself with the latest driving statistics.”

4. Get Your Teen Involved – ADTSEA C 1.0

“A knowledgeable teenager is a responsible one. They can view videos about the impact of teen driving deaths on www.allstateteendriver.com or learn all about the gravity of the teen driving epidemic at www.keepthedrive.com.

5. Protect Yourself – ADTSEA C 43.0

“Before your teen gets behind the wheel, you should consider updating your insurance policy. Talk with an Allstate Agent today to help you make sure you have the coverage that's right for you.”

Source: <http://allstateteendriver.com/>

Brochures

The following brochures can be used for parent/guardian involvement. The brochures are free of charge.

- **Under Your Influence: How to Protect Your Teen Driver – ADTSEA C 1.0 and C 3.0**
Explains the teen driver epidemic and how motor vehicle crashes are the leading cause of death for teens in America today, provides the findings of a recently conducted national survey of parents of teen drivers and provides suggestions on how parents can protect their teen driver and play an active role in their teen's life.
- **Drive to Succeed: How to Make Your Teen's Supervised Driving Practice Count – ADTSEA C 45.0**
Designed to supplement parents teen driver education curriculum, this brochure offers valuable information, advice and a lesson plan for parents to use to help their teen gain valuable driving experience.

Supplemental Resources

The following parent-teen driving contract can be used for parent/guardian involvement. The parent-teen driving contract is free of charge.

- **Parent-Teen Driving Contract – ADTSEA C 45.0**
As a way to get started, The Allstate Foundation and Allstate have created the Parent-Teen Driving Contract. It can help parents outline their teen's key driving responsibilities, decide on the consequences associated when those responsibilities aren't met and define their role in helping their teen succeed.

American Family Insurance

I. Overview

American Family Insurance is a private mutual company that focuses on property, casualty and auto insurance, but also offers commercial insurance, life, health, and homeowners coverage, as well as investment and retirement-planning products. For more than 80 years, it has made it its business to give its customers peace of mind by making their insurance experience easy and convenient.

II. Purpose

Its mission is to be the most trusted and valued service-driven insurance company. Its commitment is to be fair, helpful and caring, and to provide ease and convenience when working with it. It strives to provide industry-leading service, an exceptional claims experience and products that build long-term relationships.

III. Products

Technology Device

The following technology device can be used for parent/guardian involvement. The device is free for automobile insurance customers of American Family Insurance.

- **The Teen Safe Driver Program** – ADTSEA C 1.0 and C 45.0

“The program uses innovative technology and parent feedback to help teens become safer drivers. As a result, the program can help dramatically reduce risky teen driving behavior.

“On average the Teen Safe Driver Program reduces risky driver behavior by 70% according to an independent review by the University of Iowa.

“A small audio/video recording device is installed behind the rearview mirror of the car driven by your teen. When triggered by erratic vehicle movements, such as extreme braking, acceleration, cornering or a collision, the device provides a video clip of what occurred the 10 seconds before and after the event. The recorded event is sent wirelessly to analysts, where it is reviewed and scored and coaching tips are offered. Each week parents and teens are encouraged to review and discuss the results, which they access through a secure Web site.” Source: <http://www.amfam.com/learn-and-plan/resources/teen-safe-driver-program.asp>

The program also provides Web-based videos, giving examples of the audio and video recordings of the Teen Safe Driver Program.

Country Financial

I. Overview

For more than 80 years, it has been helping people balance their need to protect what people have with the people's desire to build for the future.

It serves about 1 million households and businesses throughout the United States. It helps people protect what they have, save for a comfortable future and achieve financial security with insurance and financial products.

II. Purpose

Country Financial's "management team leads by example. The commitment to serving customers and meeting their financial security needs runs throughout [its] team of experts, which include

Country Financial representatives, financial planners, claims representatives[,] and customer service representatives." Source: http://www.careerbuilder.com/Jobs/Company/C8G5806K97LGSHR08XT/Country-Financial/?cbsid=4d8c3db6855b4c31a9a0f3e1c0885f13-328981055-wu-6&&ns_siteid=ns_us_g_Country_Financial_man_&cbRecursionCnt=1

III. Products

Videos

The following video can be used for parent/guardian involvement or to supplement a driver education program. The video is free of charge.

- **Just Drive** – ADTSEA C 1.0 and C 45.0

Just Drive is an 8-minute DVD that encourages viewers to get rid of everyday distractions from their vehicles and instead, just drive. Education is one of the most effective ways to help young drivers be aware of any kind of distraction, from talking on the cell phone, texting, eating, or changing the radio station. This DVD encourages your teen to be aware of the dangers of driving distractions.

Progressive Insurance

I. Overview

“Progressive has been in business since 1937 and currently is one of the largest auto insurance groups in the United States. They have more than 10 million policies in force, and growth continues as more people choose them for their vehicle insurance needs.” Source: <http://www.progressive.com/progressive-insurance/products-brands.aspx>

“The Progressive Corporation contributes annually to The Progressive Insurance Foundation,” which provides “financial support to the Insurance Institute for Highway Safety (IIHS) to further its work in reducing the human trauma and economic costs of auto accidents” and “matches funds to eligible 501(c)(3) charitable organizations to which Progressive employees contribute.” Source: <http://www.progressive.com/progressive-insurance/foundation.aspx>

II. Purpose

“Progressive's vision is to reduce the human trauma and economic costs associated with automobile accidents. [They] do this by providing their customers with services designed to help them get their lives back in order again as quickly as possible.” Source: <http://www.progressive.com/progressive-insurance/core-values.aspx>

III. Products

Web-Based Information

The following Web-based information can be used to supplement driver education programs and for parent/guardian involvement. The information is free of charge.

- **Cell Phone Safety** – ADTSEA C 33.0
Though we don't recommend it, if you must use your cell phone while you're behind the wheel, follow these cell phone driving safety tips.
- **Road Rage Quiz** – ADTSEA C 33.0
Many people experience some level of road rage while they drive. Are you an aggressive driver? Take this quiz to find out.
- **Drinking & Driving** – ADTSEA C 31.0
These driving safety tips can help you intervene before someone drives drunk.
- **Safety Equipment** – ADTSEA C 36.0
Get the facts on seat belts, air bags and head restraints to make sure you're properly protected every time you hit the road.
- **Teen Driving** – ADTSEA C 45.0
Teen drivers have the highest fatal crash risk of any age group. Find out why — and how you can pass driving safety tips on to your teen.
- **Car Accident Tips** – ADTSEA C 44.0

These driving safety tips can help ease your stress if you're involved in a car accident.

- **Emergency Kit Checklist** – ADTSEA C 44.0

Make sure you have the right driving safety items in your car before you have a roadside emergency.

- **Winter Driving** – ADTSEA C 35.0

Winter brings treacherous driving conditions, and ice storms can present more severe driving conditions than even major snowstorms. Find out how to navigate the roads in these conditions.

State Farm and the Children's Hospital of Philadelphia

I. Overview

State Farm

“State Farm was founded in 1922 by retired farmer and insurance salesman George Jacob "G.J." Mecherle. . . . Today, State Farm insures more cars than any other insurer in North America. [It is] the leading U.S. home insurer. More than 17,000 agents and 68,000 employees serve over 75 million policies in the United States and Canada. [It] also provide[s] our customers with a wide array of financial products and services to help them manage today and prepare for tomorrow.” Source: http://www.statefarm.com/about/about_story.asp

Children's Hospital of Philadelphia

“Since its start in 1855 as the nation's first hospital devoted exclusively to caring for children, The Children's Hospital of Philadelphia [CHOP] has been the birthplace for many dramatic firsts in pediatric medicine. The Hospital has fostered medical discoveries and innovations that have improved pediatric healthcare and saved countless children's lives.” Source: <http://www.chop.edu/about/>

“Today, The Children's Hospital of Philadelphia is one of the leading pediatric hospitals and research facilities in the world. Our 150 years of innovation and service to our patients, their families and our community reflect an ongoing commitment to exceptional patient care, training new generations of pediatric healthcare providers and pioneering significant research initiatives.” Source: <http://www.chop.edu/>

II. Purpose

State Farm

State Farm's mission is to help people manage the risks of everyday life, recover from the unexpected, and realize their dreams.

Children's Hospital of Philadelphia

“The Children's Hospital of Philadelphia, the oldest hospital in the United States dedicated exclusively to pediatrics, strives to be the world leader in the advancement of healthcare for children by integrating excellent patient care, innovative research and quality professional education into all of its programs.” Source: <http://www.chop.edu/about/our-history/mission-and-history.html>

III. Products

Resources

The following resource can be used to supplement a driver education program or for parent/guardian involvement. The resource is free of charge.

- **Keeping Young Drivers Safe** – ADTSEA C 1.0 and C 45.0

The Keeping Young Drivers Safe Web site is based on research from an alliance of CHOP, the University of Pennsylvania, and State Farm Insurance Companies. These institutions have joined together to reduce death and injury from young driver-related crashes through scientific research and outreach. “The alliance has formed a multidisciplinary Young Driver Research Initiative (YDRI) Expert Panel. Its findings were published in a special 11-article supplement called *The Science of Safe Driving Among Adolescents* in the June 2006 issue of *Injury Prevention*.” “In early 2006, the alliance conducted the first National Young Driver Survey to learn how teens perceive and experience driving. The survey's weighted data represent 10.2 million 9th through 11th graders in the United States. The collected results are published in *Driving:*

Through the Eyes of Teens.” Source:

http://www.research.chop.edu/programs/injury/about_cirp/images/Young_Drivers.pdf

The Young Drivers Research Initiative is a project carried out by researchers and outreach professionals at the Center for Injury Research and Prevention at CHOP.

The research alliance continues to create up-to-date educational material for parents, schools and community groups. Their research and educational materials are regularly refined based on the latest science and feedback from end users.

The following fact sheets are available on the Web site:

- **Teaching Teens to be Safe, Smart Passengers** – ADTSEA C 36.0
More than half of teens who die in crashes are passengers. Parents can help avoid a family tragedy by helping their teens become safe passengers.
- **3 Ways Parents Can Help Their Teens** – ADTSEA C 45.0
Parents often don't know how to teach their teens to drive. Here are three practical tips.
- **Driving Practice Log** – ADTSEA C 45.0
Teens require more than 50 hours of supervised driving before going out on the road alone. Use this handy tool to keep track weekly of how many hours you and your teen have driven together.
- **10 Things People Don't Know About Teen Driving** – ADTSEA C 31.0 and C 33.0
Did you know that being awake for 18 hours equals a blood alcohol concentration (BAC) level of .08 grams per deciliter -- which is legally drunk?
- **Risk Factors** – ADTSEA C 1.0 and C 45.0
Parents and teens must both understand crash risk factors for new drivers. Here are the facts.

Simulator Companies

Doron Precision Systems, Inc.

I. Overview

Doron Precision Systems, Inc., has been a leader in simulation systems since 1973. It became the first company to develop and produce complete driving simulation systems, including hardware, computer software and audiovisual software. More than 25,000 driving simulators have been delivered in 60 countries across the globe and over 10 million drivers have been successfully trained on its systems.

II. Purpose

“Doron’s mission is to provide customers with complete simulation systems for the best value possible. [Its] systems must either substantially reduce their customers’ operating costs or have a significant effect in increasing their profits.

“The company utilizes a ‘total system concept’ as a cornerstone of its philosophy. A Doron simulation system is defined by Doron as a set of components, including hardware, computer software, audiovisual software, installation, training and support services functioning together for the defined outcome: customer satisfaction.”
Source: http://www.doronprecision.com/press_releases/january1_2008.html

III. Products

Driving Simulator Systems

The following systems can be used for driver education programs, a supplement to driver education programs and a supplement for all drivers. The systems can be purchased from Doron Precision Systems, Inc.

- **400 Car Series** – ADTSEA C 17.0, C 18.0, C 19.0, C 21.0, C 32.0, C 34.0 and C 36.0

“The 400 Series features a true-to-life automobile dash with speedometer, tachometer, fuel and temperature gauges. It is proven effective in developing perceptual/cognitive skills, scanning techniques, mirror usage critical cue recognition, decision making skills, and crash avoidance strategies. It has been proven effective in demonstrating the effects of speed, road surface conditions (dry, wet, snow, ice), and alcohol on stopping distances and complex driving situations.

“The 400 series is a multiple position system that is expandable up to 24 cabs which creates a high trainee/instructor ratio. It provides superior hands-on training/assessment while achieving Specific Training Objectives (STO). The energy-efficient 400 Series requires only a single 20 amp 120V circuit.”

The 400 series features an “unsurpassed audiovisual curriculum with images produced in true wide screen anamorphic format – images are correct – not stretched or distorted.” The Driver Analyzer “feature allows instructors to further develop complex cognitive and perceptual skills.” It “enables instructors to demonstrate the impact of various factors including speed, road grade, road weather conditions[,] and varying BAC levels and their effect on [the] operator’s ability to stop [his or her] vehicle.” Source: <http://www.doronprecision.com/novice.html>

Doron’s library of 27 real-life audiovisual programs supports ADTSEA minimum standards for in-car performance.

Raydon Corporation

I. Overview

Raydon Corporation is a leader in innovative simulation training products and solutions.

It is the “top provider of convoy trainers to the United States Armed Services, and the largest domestic commercial source of novice driver trainers. The company was established in 1988 in Daytona Beach, Florida by Ray Hockney (retired), and current owners Don Ariel and Dave Donovan. In 18 years Raydon has grown from three to 300 employees in executive, administrative, engineering, manufacturing, hardware and software design, and advanced technology capacities.” Source: http://hotjobs.yahoo.com/careers-725882-Raydon_Corp

“Disruptive technology sets Raydon's trainers apart from the competition. Driving down the cost per training seat has allowed Raydon to advance their training technology to include the latest innovations available today including technology such as:

- “CAV-T (Combined Arms Virtual Training), affordable networked mounted, dismounted, and air support forces in a single virtual environment with accurate, geo-specific detail,
- “Head-Mounted-Displays (HMDs) that provide users the spherical, 360-degree field of view essential to the recognition, assessment, and response skills that protect and enable warfighters, and
- “Table-Top trainers with the same database views and Methods of Virtual Instruction (MOVI) as our highest maximum skills trainers. These table-top versions provide the training required to master computer-based interactive skills before engaging team exercises as well as portability and economy.” Source: <http://www.careerbuilder.com/Jobs/Company/C8F4Q86WWF2LDWK5QY1/Raydon-Corporation/>

“The Commercial Division of Raydon was established in 1995 with the development of the Raydon Virtual Driver (RVD), an interactive driving simulation system. Interactive simulation can be used to teach, assess, and reinforce positive driving habits for all types of drivers:

- Novice Drivers
- Corporate Fleet Drivers
- Experienced Drivers
- Assessment and Awareness” Source: <http://www.raydon.com/commercial.html>

II. Purpose

Raydon “strives to bring affordable simulation training solutions to a variety of audiences: corporate, government, education and military. In an effort to forward this philosophy, Raydon both sells and rents its trainers, making its advanced training available as a full-service contract.” Source: <http://www.careerbuilder.com/JobSeeker/Companies/CompanyDetails.aspx?HHName=RaydonCorporation>

III. Products

The following curriculum can be used for a driver education program, to supplement a driver education program or to supplement all drivers. The curriculum can be purchased through the Raydon Corporation.

- **STREETReady** - Supports all ADTSEA Driving Task Standards

“In 2001, Raydon partnered with the American Driver and Traffic Safety Education Association (ADTSEA) to develop STREETReady, a national driver education curriculum. Secondary school systems are seeing a direct benefit in both safety and cost from utilizing a RVD as part of their driver education and training curricula. The RVD provides students with an active learning environment with unlimited flexibility in which they can excel at becoming skilled and responsible highway users.” Source: <http://www.raydon.com/commercial.html>

The STREETReady curriculum, which adheres to the ADTSEA Standards for In-Car Performance and consists of the following 12 lessons:

- ADTSEA C 2.0 – C 30.0

1. Getting Ready to Drive
2. Developing Visual Processes
3. Developing Searching Skills
4. Searching for Signs, Signals & Markings
5. Evaluating to Minimize Risk
6. Executing Effective Speed & Position Adjustments
7. Managing Intersections
8. Managing Turns at Intersections
9. Managing Curves and Hills
10. Managing Time & Space Intervals
11. Responding to Vehicle Failures
12. Assessing Driver Performance & Awareness

“The STREETReady curriculum reflects essential aspects of vehicle operation. In addition, many of the more detailed concepts that are often presented in non-simulation information regarding separation distances, collision avoidance, risk avoidance, and the dangers of driving while impaired by drugs or alcohol are reinforced in the simulation lessons.” Source: http://www.driverinteractive.com/teen_program/

- **Virtual Defensive Driving Course – ADTSEA Segment II C.II 1.0 – C.II 3.0**

“In 2003, Raydon expanded its focus to include the driver improvement segment of the marketplace and developed the Virtual Defensive Driving Course bringing the first authorized driving improvement course in the nation to life in simulation.” Source: <http://www.raydon.com/commercial.html>

“Virtual DDC provides the same course content as the [National Safety Council’s Defensive Driving Course], but in an engaging and interactive environment only simulation can offer. The Virtual DDC curriculum reflects essential aspects of safe vehicle operation and allows drivers to gain knowledge and experience in dealing with driving situations.” Source: <http://www.freshgreenlight.com/DefensiveDriving.html>

Simulator Systems International (SSI)

I. Overview

“Simulator Systems International (SSI) has been an innovative leader in the novice driver training and testing arena, as well as the rehabilitation and assessment market since 1976. Over the past 30+ years in business, [it has] installed thousands of driving simulators throughout the United States and around the world.” Source: http://ideasonlineusa.com/About_Us.html

II. Purpose

“[Its] philosophy and the backbone of their success is simple, [it] strive[s] to offer [its] clients more for less.” Source: http://ideasonlineusa.com/About_Us.html

III. Products

Curriculum

The following curriculum can be used for a driver education program, to supplement a driver education program or to supplement all drivers. The curriculum can be purchased through Simulator Systems International.

- **Simulation Software and Hardware – ADTSEA C 2.0 – C 30.0**

“SSI’s interactive curriculum is comprised of 28 chapters, with over 240 driving scenarios and almost 450 exercises. It’s designed to utilize a building block approach, which requires the student to master each lesson before moving on to the next. It also enables the instructor to build his/her own lesson plan by selecting the lessons he/she wishes to integrate into the program. Every chapter includes multiple chapter lessons, providing a number of possible driving scenarios and exercises for the student. The chapters incorporate pre-tests and chapter tests to reinforce the material taught within each lesson. If a student is driving recklessly (for example, if he/she is speeding excessively or driving off the road), the exercise is terminated and the student fails the lesson. Documentation of poor performance is recorded for the instructor. The student must retake the lesson in order to achieve a passing score.” Source: <http://www.ridesafe.kr/>

SSI offers a full range of driving simulators. The entire product line integrates robust hardware, innovative software, and lifelike graphics to provide the most complete and cost-effective driving simulators available.

Vehicle Manufacturers

Ford Motor Company

I. Overview

Ford Fund supports not-for-profit organizations in three major areas: innovation and education, community development and American legacy, and auto-related safety education.

“Through ...active involvement, [Ford Motor Company Fund & Community Services seeks] to build relationships with organizations that have a well-defined sense of purpose, a demonstrated commitment to maximizing available resources and a reputation for meeting objectives and delivering high-quality programs and services. Ford Motor Company Fund & Community Services places priority on supporting organizations that promote diversity and inclusion.” Source: http://www.ford.com/doc/ford_fund_2005_annual_report.pdf

II. Purpose

Ford Motor Companies mission is “One Ford: One Team, One Plan, One Goal.”

“One Team - People working together as a lean, global enterprise for automotive leadership, as measured by: customer, employee, dealer, investor, supplier, union/council, and community satisfaction.

One Plan – Aggressively restructure to operate profitably at the current demand and changing model mix, accelerate development of new products our customers want and value, finance our plan and improve our balance sheet, work together effectively as one team.

One Goal – An exciting viable Ford delivering profitable growth for all.” Source: <http://retailindustry.about.com/od/retailbestpractices/ig/Company-Mission-Statements/Ford-Motor-Mission-Statement.htm>

III. Products

Programs

The following program can be used to supplement driver education programs and for parent/guardian involvement. The materials are free of charge.

- **Driving Skills For Life** – ADTSEA Segment I IC. 3.0, IC. 4.0 and IC. 11.0
Ford takes the safety of new drivers very seriously. To help new drivers become safe drivers, Ford has joined with the Governors Highway Safety Association to create Driving Skills for Life.

With help from a panel of safety experts, Ford identified four skill areas—hazard recognition, vehicle handling, space management and speed management. Deficiency in these areas is responsible for the majority of teen traffic crashes, the leading killer of teens.

To help teen drivers improve their safe driving skills in these four areas, it created Driving Skills for Life. To support this program, it developed a multiyear educational campaign aimed at teens, parents and the driver education community. Educational material created for Driving Skills for Life include brochures, videos, interactive Web features, courses and workshops, community activities, public service announcements, and exhibits at conventions and conferences

Toyota

I. Overview

Toyota is a multinational corporation headquartered in Japan, and the world's largest automaker. Toyota employs approximately 316,000 people worldwide. In addition to manufacturing automobiles, Toyota provides financial services through its division Toyota Financial Services and also builds robots. “Today, Toyota is one of the top-selling brands in America and we are committed to continuous improvement in everything we do, along with breakthrough products for the future.” Source: http://www.toyota.com/about/our_business/our_history/

II. Purpose

Toyota’s mission is to attract and attain customers with high-valued products and services and the most satisfying ownership experience in America and to be the most successful and respected car company in America.

III. Products

Programs

The following program can be used to supplement a driver education program or for parent/guardian involvement. The program is free of charge.

- **Toyota Driving Expectations** – ADTSEA Segment II C.II 1.0 – C.II 3.0, Segment II IC. II 2.0 and IC. II 4.0

“Toyota Driving Expectations is a free-of-charge, four-hour program aimed at helping teens and their parents develop the safe driving habits that will best prepare them to handle the challenges existing on today’s roads. Each program puts teens behind the wheel on multiple defensive driving courses and into the classroom for related instruction.” Source:

<http://www.toyotadrivingexpectations.com/EIM.TMS2372.Web/Download/Toyota%20Driving%20Expectations%20Frequently%20Asked%20Questions.pdf>. “It is designed to empower and educate teens and parents about driving and road safety through a unique combination of interactive hands on sessions and simulated defensive driving exercises.” Source:

<http://www.toyotadrivingexpectations.com/EIM.TMS2372.Web/Home/Home.aspx>. “Toyota Driving Expectations also offers parents insight into some of the problems facing teen drivers and assists them in becoming a model of safe driving behavior for their loved ones.” Source:

<http://www.toyotadrivingexpectations.com/EIM.TMS2372.Web/Help/FAQs.aspx>

“The goal of Toyota Driving Expectations is to proactively take America's driving youth through a safe driving experience. The course does more than inform, it takes teens the next step beyond driver's education and introduces "real world" obstacles, conditions and distractions in a safe and controlled driving environment. Another unique feature of the program is the inclusion of the parents, which allows them to gain valuable insight into the challenges facing teen drivers today.” Source:

<http://www.toyota.com/about/philanthropy/safety/driving-expectations.html>

“Since 2004, Toyota Driving Expectations events have been held in various cities across the country, and to date, more than 12,000 parents and teens have benefited from this defensive driving experience.

“Most driving courses offer teens the opportunity to get behind the wheel and drive in everyday conditions. Toyota Driving Expectations goes beyond what is taught in typical driver training classes by emphasizing safety through car control techniques, preparing teens for different challenging on-road scenarios.” Source:

<https://www.toyotadrivingexpectations.com/EIM.TMS2372.Web//Help/FAQs.aspx?SessionKey=0570b74VxUzMIUcrDJTubc%2BtEVK4%2BWUQWQomqGiKyqNALx5P5nIRpQnU9ZKb7tDDm8d1htmhaifiNSDK960GFQ72Q0ziPP4%2BXIK8DHLtqsHWQgqvWk8zmcYdwGJbzQ8gQS7n4YjYPwxB7FE2L2RBN5qcXmCei0g2NYUwf6ey2ZQABLKv%2FYH36TsGKs1nLRr2aqWbCezMHvs5Wimz1kFPBxurWo0eeUaZh0OGgb0ZCUsDxuLAliDyQG7S7RikMLo8MxMSvPgH9WKdQhx3zFKPBOWpfYhz8wC%2F4mn2HJ23Wv84siB0RRS5LI2I%2F7dF1XZlhVTSiuuGfpdVXA97RR%2F31ZpqxYyF1u%2BR0chvSPJXgnlo0hsYJkBEkI4LV3%2BKgcn%2FMD6jVkkKUQa%2FBokoRRK7m29fWb%2FcHx8ozZpse1HeAjQWyfmJWfYdGywCEyafGel1NmtNIAQLEejGjT%2BLZfTt1MXA9ly8LnibTEx3W6xP856fDPB8WqQqn6dhvtHAPe7rIDCMgwDZd4IstMLuiTHzqxy94uF8T9CIN1TzSly36Mm0KsuvvmFj0RicHn719JDOBKQJzW7rPZP9WOqvrFHxbn8DXGdg%3D%3D&panel=divFAQ1>

“Teens learn:

- “Avoidance techniques and ways to best keep their eyes on the road
- “How to engage an anti-lock braking system on both dry and wet surfaces
- “That basic distractions and everyday activities, such as drinking water from a bottle or cell phone texting, when performed behind the wheel, can have unexpected, hazardous effects

“Parents learn:

- “To work through some of their own unsafe driving habits
- “Modeling of proper driving habits
- “The importance of clarifying and enforcing the rules of responsible driving with teens

“The curriculum for Toyota Driving Expectations was developed in partnership with multiple organizations committed to safe driving, including the National Safety Council and Fast Lane Driving School, as well as from direct teen and parent feedback at three highly successful pilot programs.

“Participating teenagers must be between the ages of 15-19 and have a valid driver's license or learner's permit. It is recommended that teens attending the event have at least 30 hours of driving experience to gain the most from Toyota Driving Expectations.” Source:

<https://www.toyotadrivingexpectations.com/EIM.TMS2372.Web//Help/FAQs.aspx?SessionKey=0570b74VxUzMIUcrDJTubc%2BtEVK4%2BWUQWQomqGiKyqNALx5P5nIRpQnU9ZKb7tDDm8d1htmhaifiNSDK960GFQ72Q0ziPP4%2BXIK8DHLtqsHWQgqvWk8zmcYdwGJbzQ8gQS7n4YjYPwxB7FE2L2RBN5qcXmCei0g2NYUwf6ey2ZQABLKv%2FYH36TsGKs1nLRr2aqWbCezMHvs5Wimz1kFPBxurWo0eeUaZh0OGgb0ZCUsDxuLAliDyQG7S7RikMLo8MxMSvPgH9WKdQhx3zFKPBOWpfYhz8wC%2F4mn2HJ23Wv84siB0RRS5LI2I%2F7dF1XZlhVTSiuuGfpdVXA97RR%2F31ZpqxYyF1u%2BR0chvSPJXgnlo0hsYJkBEkI4LV3%2BKgcn%2FMD6jVkkKUQa%2FBokoRRK7m29fWb%2FcHx8ozZpse1HeAjQWyfmJWfYdGywCEyafGel1NmtNIAQLEejGjT%2BLZfTt1MXA9ly8LnibTEx3W6xP856fDPB8WqQqn6dhvtHAPe7rIDCMgwDZd4IstMLuiTHzqxy94uF8T9CIN1TzSly36Mm0KsuvvmFj0RicHn719JDOBKQJzW7rPZP9WOqvrFHxbn8DXGdg%3D%3D&panel=divFAQ1>

Appendix A

American Driver and Traffic Safety Education Association Driver Education Standards

**Traffic Safety Education
Life Long Learning Process
Driver Education Standards**

**Restricted Licensure Qualification
Classroom and In-car**

Segment I

**Unrestricted Licensure Qualification
Classroom and In-car**

Segment II

Prepared by

American Driver and Traffic Safety Education Association
Curriculum and Standards Committee

Approved by

ADTSEA Executive Committee

2006

American Driver and Traffic Safety Education Association National Curriculum Standards

Driving is a complex task and takes time to learn. Motor vehicle crashes are the leading cause of death for teenagers. Novice drivers are inexperienced and immature which are two factors contributing to teenage drivers being over-represented in traffic crashes. There is no simple solution to reducing the crash involvement of the novice and experienced driver. In many cases crashes are not caused by lack of knowledge of basic traffic laws, or the lack of basic vehicle handling skills. The issue is more complex. The problem appears to be more a function of the developmental characteristics of youth, taking unnecessary risks, lack of respect for mortality, and the influence of peer pressure and environment. Novice drivers have limited experience, questionable driver attitude, misrepresent risk acceptance, and display a lack of judgment in critical situations. The consequence is the increased probability of unsafe driving behaviors that can result in a traffic crash with injuries or death to the driver or the passenger in the motor vehicle. In 1993, NHTSA convened a panel of national experts in traffic safety to identify research for training programs designed to reduce young driver risk taking and heighten the decision making skills. In 1994, NHTSA was requested by Congress to review novice driver education and recommend procedures for improving the training of drivers. The report documented NHTSA efforts in the novice driver education program. It discussed why novice driver education may not be as effective as it promises. The report documents the arguments for an improved program as an important part of the graduated licensing system. The report identifies four areas that may contribute to a successful restructuring of novice driver education as an integral part of the licensing system.

In 1999, an effort to identify a driver development program for lifetime learning was established to determine the needs of a comprehensive instructional program. A review of the current documents is being completed and an outline of the lifetime learning program was accomplished. Five specific training periods were identified for driver development to include prelicensing, graduated licensing, and continuing licensing programs. Pre-licensing includes traffic safety education in the school, home, and public information areas. This phase also includes driver education and training efforts in the public and private sectors designed to prepare a driver for licensing. Graduated licensing includes parent training and driver education and training efforts by the public and private sectors that move beyond the pre-licensing efforts. Continuing licensing includes required, personal, and specialized training imposed by the court system, business, government, and the insurance industry to qualify for continued or additional licensing requirements or discounts.

In 2005, NHTSA developed a set of guidelines for testing the effectiveness of driver education standards and curriculum. This material represents the best practices developed by an ADTSEA Curriculum Standards Committee in October, 2005. These standards will be reflected in future curriculum materials supported, sponsored and approved by this professional organization representing traffic safety instructors across North America.

The role of the driver educator is not limited to pre-licensing efforts in the public and private sector. This role will need to be expanded to provide services for lifetime learning components. ADTSEA will play a role in helping to identify the specific needs to accomplish the task of preparing a novice driver within the recommended graduated licensing guidelines.

Assumptions

- There is a need to eliminate the 30 classroom hours and six in-car hours minimum standard for driver education.
- The need for concurrent learning experiences outweighs the difficulties in scheduling for concurrent activities. A higher set of standards needs to be encouraged and developed.
- A sequence of activities needs to be created that allows an integrated approach of information delivery and acquisition to skill development which leads to effective habit formation.
- Instructor training must be designed to make use of new materials. Requirements, incentives and motivation methods must be developed to encourage teacher training.
- Driver education is the beginning effort and should encourage a need for on-going education.
- Administrative efforts would be developed to support driver education efforts. Those administrative efforts would encourage initiation, implementation and maintenance of driver education programs.
- A process needs to be developed to perform the task of developing updated materials and encourage program maintenance.
- The responsibilities of stakeholders and partners of traffic safety education would be well defined.

- Information, descriptions, analysis, and guided experiences will result in desirable performances and behaviors. That multi-segment program development will lead to better driver performance and behavior.
- The driver is to be educated prior to entering the Segment I program, during the Segment II program, and continue with periodic public information and performance enhancement.

Classroom Performances Concurrent Phase One

Goals

A novice driver is a person who is able to:

- Demonstrate a working knowledge of rules, regulations and procedures of operating an automobile;
- Use visual search skills to obtain correct information and make reduced-risk decisions for effective speed and position adjustments;
- Interact with other users within the Highway Transportation System by adjusting speed, space, and communications to avoid conflicts and reduce risk;
- Demonstrate balanced vehicle movement through steering, braking, and accelerating in a precise and timely manner throughout a variety of adverse conditions;
- Recognize vehicle technology systems and explain the benefit of braking, traction, intelligent handling and stability systems.
- Confirm the need to protect oneself and others through using active and passive vehicle occupant protection systems;
- Display knowledge of responsible actions in regard to physical and psychological conditions affecting driver performance; and
- Extend supervised practice with licensed parent or guardian to develop precision in the use of skills, processes, habits and responsibilities.

Skill evaluation for each driver should indicate progression for:

- Positioning a vehicle:
 - ✓ Based on visual referencing skills, dividing attention, space management,
- Procedures and sequencing for vehicle operational skill:
 - ✓ Based on predrive checks, driver readiness procedures, vehicle control skills, vehicle maneuvering, vehicle position and/or speed selection, and vehicle balance.
- Processing traffic and vehicle information into appropriate speed and position selection:
 - ✓ Based on visual search skills, dividing attention, and space management as measured by vehicle speed, roadway position, driver commentary, and appropriate communication.
- Precision movements for maintaining vehicle control and balance in expected and unexpected situations:
 - ✓ Based on vehicle speed control, dividing attention, vehicle balance, collision avoidance, response to mechanical failures, and traction loss prevention, detection, and control.
- Extend supervised practice with licensed parent or guardian:
 - ✓ Based on delivery of parent guide and completion of Program Skills Log.

Novice Driver Preparation Segment I Classroom Standards

While participating in the state approved driver education 45 hour classroom program comprised of not less than 22 sessions of 120 minute training segments, the participating student should:

- C 1.0 become aware of program goals through a student/parent orientation.
- C 2.0 recognize and comply with the rules of the road based on state and local requirements.
- C 3.0 recognize and illustrate vehicle operating space needed for reduced-risk operation.
- C 4.0 understand and practice processes and procedures for getting ready to drive a vehicle.
- C 5.0 develop and practice a procedure for starting a vehicle.
- C 6.0 develop and practice a procedure for securing a vehicle.
- C 7.0 list and explain basic concepts related to vision control needed to operate a vehicle.
- C 8.0 list and explain basic motion control techniques needed to operate a vehicle while maintaining suspension balance.
- C 9.0 list and demonstrate the four basic techniques related to steering control needed to operate a vehicle.
- C 10.0 identify and practice use of communication techniques, courtesy and respect in regard to other roadway users.
- C 11.0 identify methods for stopping a vehicle in motion.
- C 12.0 develop vehicle reference points to know where the vehicle is positioned to the roadway.
- C 13.0 recognize, understand, determine meaning, and relate roadway conditions, signs, signals, and pavement markings to reduced-risk driving decisions.
- C 14.0 understand procedures and processes for basic vehicle maneuvering tasks as listed.
- C 15.0 discover how visual skills and mental perception lead to reduced-risk driving decisions.
- C 16.0 should select, maintain, and adjust speed to reduce risk of collision and in compliance with rules of the road.
- C 17.0 review and apply the principles of a space management system (SEE) to reduced-risk vehicle operation making appropriate communication, speed and lane position adjustments.
- C 18.0 demonstrate and practice basic maneuvers vehicle for reduced-risk operation.
- C 19.0 develop procedures and practice techniques for reduced-risk lane changes in a variety of lane change situations.
- C 20.0 develop procedures and practice techniques for reduced-risk perpendicular, angle and parallel parking.
- C 21.0 develop procedures and practice techniques for reduced-risk speed management.
- C 22.0 identify and comply with roadway and traffic flow situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
- C 23.0 identify and comply with space management situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
- C 24.0 identify and comply with intersection entry situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
- C 25.0 identify and comply with curve entry/apex/exit situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
- C 26.0 identify and comply with planned passing situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
- C 27.0 identify and comply with roadway and traffic flow situations on limited access roadways and roadways without limited access at speeds above 55 m.p.h.
- C 28.0 identify and comply with space management situations on limited access roadways and roadways without limited access at speeds above 55 m.p.h.
- C 29.0 identify and comply with merging, speed control, lane selection, and exiting situations on limited access roadways at speeds above 55 m.p.h.
- C 30.0 identify and comply with gap selection, communication, speed control, and lane selection during passing situations on limited access roadways at speeds above 55 m.p.h.
- C 31.0 identify the high risk effects of alcohol and others drugs on personality and driver performance.
- C 32.0 recognize legal responsibility to not use chemicals that affect ability to use a vehicle safely and refuse riding with others that are using chemicals that can affect driver attention and performance.

- C 33.0 recognize, compensate, or enhance driver fitness to aid reduced-risk driver performance.
- C 34.0 recognize adverse weather conditions as visibility and traction problems and adjust speed to meet the ability to steer and stop the vehicle within the limits of the conditions as presented.
- C 35.0 adverse weather conditions as a visibility and traction problem and the affect on space management skills in regard to speed and position adjustments.
- C 36.0 value the use of occupant protection as a crash prevention and loss prevention tool for reduced-risk driver performance.
- C 37.0 recognize and respond to other motorized vehicles that may have different weight, speed, and visibility problems.
- C 38.0 recognize and respond to other non-motorized vehicles that may have different weight, speed, and visibility problems.
- C 39.0 recognize and respond to channelized/tracked vehicles that may have different weight, speed, and visibility problems.
- C 40.0 recognize and respond to vehicle malfunctions in a reduced-risk manner.
- C 41.0 understand and relate how the roadway system is managed by police and state agencies to help deal with emergencies and vehicle malfunctions.
- C 42.0 perform map reading and trip planning exercises that lead to an in-car activity or a future family trip
- C 43.0 recognize problems and make wise consumer choices in purchasing insurance or an automobile.
- C 44.0 understand future operator responsibilities in regard to licensing and attending to a crash scene situation.
- C 45.0 attend the student/parent debriefing.

Novice Driver Preparation Segment I In-car Standards

While participating in the state approved driver education eight hour segment I in-car training program comprised of not less than 16 sessions of 30 minute training segments, the participating student should demonstrate proficiency of the following tasks in 16 planned instructional routes.

- IC. 1.0. Preparations to Operate Vehicle.** The student recognizes the visible space around the vehicle, the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle, identifies the location of alert and warning symbol lights, understands the operation of vehicle control and safety devices, and investigates vehicle balance concepts when braking accelerating, and steering.
- IC. 2.0. Judgment of Vehicle to Roadway Position.** The student recognizes and analyzes the standard and personal vehicle guides or reference points relationship to roadway position and vehicle placement.
- IC. 3.0. Visualization of Intended Travel Path.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.
- IC. 4.0. Searching Intended Travel Path.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.
- IC. 5.0. Speed Control.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of The Selected State Vehicle Law, lane changing, turnabouts and parking.
- IC. 6.0. Lane Position Selection.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.
- IC. 7.0. Rear Zone Searching and Control.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of rules of the road, lane changing, turnabouts and parking.

- IC. 8.0. Following Time and Space.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.
- IC. 9.0. Communication and Courtesy.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.
- IC. 10.0. Using Three Steps to Problem-Solving.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.
- IC. 11.0. Responses to Emergency Situations.** The student appraises inclement and extreme weather conditions and formulates predictions on vehicular and driver limitations before developing and executing responses; investigates roadway and vehicle technology, including occupant protection, to develop an understanding of the related uses and crash and injury protections; demonstrates proper use of occupant protection devices; and utilizes map reading and route planning techniques to avoid adverse driving conditions.
The student assesses vehicle operation and malfunctions to eliminate or prevent related problems by securing scheduled and unscheduled maintenance or repairs; understands vehicle braking systems and utilizes proper braking techniques in favorable and unfavorable vehicular, weather, and roadway conditions; understands vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making, and problem-solving skills to respond appropriately.
- IC. 12.0. Driver Assessment.** The student enrolled in a certified driver education program should be able to successfully demonstrate the key core behavioral patterns while performing the recommended procedures on a designated assessment route.

Novice Driver Preparation Segment II Classroom Standards

While participating in the state approved driver education 8 hour segment II classroom program comprised of not less than 8 sessions of 60 minute training segments, the participating student should:

- C.II. 1.0. Mental and Risk Perceptual Awareness.** The student:
- develops an understanding of the effects of negative reinforcement on driving behavior,
 - recognizes the role of driver fitness, mental preparedness, and the effects of alcohol and other drugs, and
 - develops essential knowledge and skills for reduced-risk performances in preventing and avoiding collision threats.
- C.II. 2.0. Driver Fitness Tasks.** The student recognizes the role of driver fitness, mental preparedness, and the effects of alcohol and other drugs on reduced-risk driver performances.
- C.II. 3.0. Avoiding Collision Threats.** The student develops essential knowledge and skills for reduced-risk performances in preventing and avoiding collision threats.
The student is expected to relate to effects of momentum, gravity, and inertia in personal driving situations, list and identify the purpose of modern vehicle technology for reducing the collision effects of driver error, and relate the concepts of vehicle understeer and vehicle oversteer to traction loss.

Novice Driver Preparation Segment II In-car Standards

While participating in the state approved driver education two hour segment II in-car training program comprised of not less than 4 sessions of 30 minute training segments, the participating student should demonstrate proficiency of the personal driving system and strategies in 4 planned assessment routes.

- IC.II. 1.0. **Commentary Driving Assessment.**** The student is expected to use a driving system to search for changes to path of travel and line of sight, identify high risk situations, evaluate methods to reduce driver risk in identified situations, evaluate divided attention tasks needed, explain consequences associated driver behaviors and collision factors, and execute appropriate speed and position adjustments accompanied by appropriate communication.
- IC.II. 2.0 **SEE System Training.**** The student is expected to use a driving system to search for changes to path of travel and line of sight, identify high risk situations, evaluate methods to reduce driver risk in identified situations, evaluate divided attention tasks needed, explain consequences associated driver behaviors and collision factors, and execute appropriate speed and position adjustments accompanied by appropriate communication .
- IC.II. 3.0 **Commentary Space Management Assessment.**** The student is expected to use a driving system to identify restrictions to the path of travel, identify restrictions to the line of sight, and execute appropriate speed and position adjustments, while checking space to the rear.
- IC.II. 4.0 **Advanced Collision Avoidance Actions (Off-Road Application).**** The student is expected to identify steering actions used to avoid collisions and minimize impact, identify speed control techniques used to avoid collisions and minimize impact, and identify driver strategies related to using new vehicle technologies effectively.
The student is expected to relate to effects of momentum, gravity, and inertia in personal driving situations, list and identify the purpose of modern vehicle technology for reducing the collision effects of driver error, and relate the concepts of vehicle understeer and vehicle oversteer to traction loss.

Essential Knowledge and Skills for Driver and Traffic Safety Education

Driver and Traffic Safety Education: Classroom Segment I

- (A) **General Requirements.** Driver education is a required prerequisite to qualify for a driver permit between 14 years 6 months and before age 17 dependent on state licensing requirements.
- (B) **Introduction.** State regulated driver and traffic safety education provides the foundation for students, assisted by parents/mentors, to begin the lifelong learning process of reduced risk driving practices. Students acquire essential knowledge, skills, and experiences to perform reduced risk driving in varying traffic environments. Satisfactory completion of the driver and traffic safety education course qualifies the student to continue the graduated driver licensing process.
- (C) **Responsibilities.** Teachers manage student efforts to meet or exceed minimum competency standards through a classroom instruction that includes student-centered activities, modeling, knowledge assessment, skill assessment, guided observation, and parental involvement. Concurrent and integrated operation of classroom and in-car instruction is required for student knowledge and skill development.
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(D) Classroom Segment I Knowledge and Skills.

Classroom Module One: Preparing To Operate a Vehicle.

The student develops an understanding of local school regulations and requirements. The student formulates knowledge of state and local rules and regulations required to satisfactorily complete the driver and traffic safety education program requirements. The student recognizes the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle, and identifies the location of dashboard alert and warning symbol lights. The student recognizes the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle. The student develops procedures and processes for starting and securing the vehicle. NOTE: Subsequent to successful enrollment in the local driver and traffic safety education course, the student is eligible to start the supervised instruction portion of the graduated driver licensing process.

C 1.0 Student should become aware of program goals through a student/parent orientation.

- 1.1 Conduct introductions
- 1.2 State purpose of Orientation Session
- 1.3 Explain the Driver Education Program
- 1.4 Identify the Graduated Driver Licensing (GDL) Requirements and Responsibilities
- 1.5 Complete Course Registration Forms
- 1.6 Explain Course Requirements, Policy, Rules and Documentation for successful completion
- 1.7 Identify Student Classroom Rules
- 1.8 Identify Student In-car Rules
- 1.9 Explain In-car Driving Plan and Routes
 - 1.9.1 Use of controlled substances
 - 1.9.2 Use of prescription and over the counter medicines
- 1.10 Discuss driving with temporary and permanent disabilities.
- 1.11 Explain Program, Student, Parent and Teacher Partnership and Responsibilities.
- 1.12 Explain the need for maintaining communications
- 1.13 Identify Injury Risk for Teens.
- 1.14 Introduce reduced-risk driving goals.

C 2.0 Student should recognize and comply with the rules of the road based on state and local requirements.

- 2.1. Signs, Signals, and Markings
- 2.2. Legal Stops and Restricted Speeds
- 2.3. Pedestrian Rights and Duties
- 2.4. Safety Responsibility Law
- 2.5. Speed Regulations
- 2.6. Alcohol and Other Drugs
- 2.7. Driver Handbook References

C 3.0 Student should recognize and illustrate vehicle operating space needed for reduced-risk operation.

- 3.1 Identify Visual line of sight limitations to the front of the vehicle
- 3.2 Identify Visual line of sight limitations to the rear of the vehicle
- 3.3 Identify Visual line of sight limitations to the right side of the vehicle
- 3.4 Identify Visual line of sight limitations to the left side of the vehicle
- 3.5 Identify Length and width of vehicle
- 3.6 Identify Size of vehicle tire patches
- 3.7 Adjust Rear and side view mirror settings
 - 3.7.1 Identify traditional mirror settings used for some vehicles
 - 3.7.2 Identify blindzone and glare elimination (BGE) mirror settings and use

C 4.0 Student should understand and practice processes and procedures for getting ready to drive a vehicle.

- 4.1. Understand mental and physical well-being
- 4.2. Manage emotions
- 4.3. Protect others
- 4.4. Check outside and inside the vehicle before opening vehicle door
- 4.5. Lock doors after entry
- 4.6. Make vehicle adjustments
 - 4.7.1 Head restraints
 - 4.7.2 Seat
 - 4.7.3 Rear and side view mirrors
 - 4.7.4 Safety restraints
 - 4.7.5 Steering wheel
- 4.7. Understand gauges, electronics, and accessories
 - 4.8.1. Alert and warning symbols and locations
 - 4.8.2. Vehicle control devices
 - 4.8.3. Safety, communication, comfort, and convenience devices
 - 4.8.4. Purpose and use of vehicle's owner's manual;
 - 4.8.5. Routine vehicle checks.

C 5.0 Student should develop and practice a procedure for starting a vehicle.

- 5.1. Check and ensure that the parking brake is set
- 5.2. Secure the foot brake pedal
- 5.3. Select appropriate gear for starting vehicle
- 5.4. Recognize alert lights and symbols for safety accessories
- 5.5. Operate ignition starting device
- 5.6. Select and operate appropriate vehicle accessories

5.7. Recognize warning lights and symbols for engine or system accessories

C 6.0 Student should develop and practice a procedure for securing a vehicle.

- 6.1. Stop the vehicle in a safe and legal position.
- 6.2. Set parking brake as required by state statute and owner's manual.
- 6.3. Shift into appropriate gear before removing foot from brake.
- 6.4. Turn off appropriate accessories prior to turning off ignition and removing key.
- 6.5. Visually check traffic flow before opening door.
- 6.6. Lock doors and/or secure available alarm system.

Classroom Module Two: Understanding Vehicle Control Needs.

The student understands the basic concepts of vision control, understands techniques for slowing and stopping, becomes familiar with basic steering techniques, and analyzes the standard and personal vehicle markers for reference points. The student develops targeting skills, understands path of travel concepts, and investigates vehicle balance concepts when braking, accelerating, and steering. The student identifies a driver control sequence of vision control, motion control, then steering control and use of courtesy and respect in regard to other roadway users.

C 7.0 Student should list and explain basic concepts related to vision control needed to operate a vehicle.

- 7.1. Identify vision and mental perception requirements
 - 7.1.1. Three basic visual fields
 - 7.1.2. Compare visual skills to mental perception
 - 7.1.3. Techniques to improve visual skills
 - 7.1.4. Techniques to improve mental perception of traffic events
 - 7.1.5. Overcoming visual deficiencies
- 7.2. Visually identify open space to enter prior to moving foot from brake to accelerator
- 7.3. Targeted line of sight
- 7.4. Target to end of the path of travel
- 7.5. Reference vehicle to path of travel
- 7.6. Maintain an open line of sight
- 7.7. Develop Searching skills based on dividing visual and mental attention between two or more tasks

C 8.0 Student should list and explain basic motion control techniques needed to operate a vehicle while maintaining suspension balance.

- 8.1. Recognize how Speed affects vehicle direction
- 8.2. Place the vehicle into motion smoothly
 - 8.2.1. Changing vehicle load—side to side (vehicle roll)
 - 8.2.1.1. Steering movements
 - 8.2.1.2. Brake and steering combinations
 - 8.2.2. Changing vehicle load—front to rear (vehicle pitch)
 - 8.2.2.1. Releasing brake suddenly
 - 8.2.2.2. Covering accelerator downhill
 - 8.2.2.3. Light accelerator pressure
 - 8.2.2.4. Progressive accelerator pressure
 - 8.2.2.5. Thrust accelerator pressure
 - 8.2.2.6. Excessive acceleration affects balance
 - 8.2.3. Changing vehicle load—rear to front (vehicle pitch)
 - 8.2.3.1. Releasing accelerator
 - 8.2.3.2. Covering brake uphill
 - 8.2.3.3. Controlled braking (Squeeze on)
 - 8.2.3.4. Threshold braking (Firm pressure prior to lockup)
 - 8.2.3.5. Trailing brake (Squeeze off)
 - 8.2.3.6. Excessive deceleration affects balance
 - 8.2.4. Changing vehicle load—pivot around center of gravity (vehicle yaw)
 - 8.2.4.1. Sudden braking inputs create traction loss
 - 8.2.4.2. Sudden acceleration inputs create traction loss
 - 8.2.4.3. Sudden steering inputs create traction loss

- 8.3. Identify how Safety belts maintain seating position
- 8.4. Identify how the Dead pedal allows driver to feel roll, pitch, and yaw characteristics

C 9.0 Student should list and demonstrate the four basic techniques related to steering control needed to operate a vehicle.

- 9.1. Hand to hand steer (Push/Pull)
 - 9.1.1. Hand position (9-3, 8-4)
 - 9.1.2. Precision maneuvers
 - 9.1.3. Steering through curves
 - 9.1.4. Intersection turning
 - 9.1.5. Lane change
 - 9.1.6. Front traction loss control (understeer)
- 9.2. Hand over hand steer
 - 9.2.1. Hand position (9-3; 8-4)
 - 9.2.2. Left or right side of wheel used
 - 9.2.3. Limited line of sight on entry causing speed under 15 mph
 - 9.2.4. Tight turning efforts (alley way, parking lots, etc.)
 - 9.2.5. Perpendicular and parallel parking
 - 9.2.6. Rear traction loss (oversteer)
- 9.3. Limited evasive steer
 - 9.3.1. Hand position (9-3)
 - 9.3.2. Maximum steering inputs are 180 degrees
 - 9.3.2.1. Input to move front of vehicle
 - 9.3.2.2. Input to move rear of vehicle
 - 9.3.2.3. Input to center vehicle in lane
- 9.4. One-hand steering
 - 9.4.1. Hand Position (12)
 - 9.4.1.1. Backing vehicle
 - 9.4.1.2. Hand moves in direction of intended vehicle movement
 - 9.4.2. Hand Position (6)
 - 9.4.2.1. Backing vehicle
 - 9.4.2.2. Hand moves in direction of intended trailer movement
 - 9.4.3. Hand Position (9 or 3, 8 or 4)
 - 9.4.3.1. Using vehicle controls with right or left hand
 - 9.4.3.2. Using gear shifting device with right hand

C 10.0 The student should identify and practice use of communication techniques, courtesy and respect in regard to other roadway users.

- 10.1. Identify Technique
 - 10.1.1. Use of turn signal light before turning right or left
 - 10.1.2. Use of lane change device to signal moving to another lateral position
 - 10.1.3. Use of headlights on at all times to increase visibility to others
 - 10.1.4. Use of horn to make others aware of your presence
 - 10.1.5. Tap of brake lights to warn rear traffic of a slowdown or stop in the traffic flow
 - 10.1.6. Use of vehicle speed and position to communicate the driver's intention
 - 10.1.7. Use of hand signals to establish eye contact with other roadway users

- 10.2. Identify Timing.
 - 10.2.1. Engage signal light for a minimum of five seconds prior to moving to provide time for the communication to be sent, received and acted upon
 - 10.2.2. Communicate early for control of a safe path of travel
- 10.3. Identify Commitment
 - 10.3.1. Identify messages are acknowledged by others

C 11.0 The student should identify methods for stopping a vehicle in motion.

- 11.1. Search effectively ahead of the vehicle to determine braking needs
- 11.2. Use controlled braking efficiently with heel of foot on floorboard
- 11.3. Check rear zone/space prior to braking
- 11.4. Apply a firm squeezing braking force at the beginning of the braking process
- 11.5. Bring the vehicle to a smooth stop
- 11.6. Recognize that too much braking action affects vehicle body pitch toward the front
- 11.7. Ease pressure off brake during last two seconds of braking to ease pitch of vehicle
- 11.8. Check the rear zone/space before, during and after braking actions
- 11.9. Effective use of ABS braking

C 12.0 The student should develop vehicle reference points to know where the vehicle is positioned to the roadway.

- 12.1. Identify Right Side of Vehicle References
 - 12.1.1. Determine when the vehicle is positioned within 3-6 inches of the curb or a lane line
 - 12.1.2. Determine when the vehicle is positioned within 2-3 feet of the curb or a lane line
 - 12.1.3. Determine when the vehicle is positioned within 5-8 feet of the curb or a lane line
- 12.2. Identify Left Side of Vehicle References
 - 12.2.1. Determine when the vehicle is positioned within 3-6 inches of the curb or a lane line
 - 12.2.2. Determine when the vehicle is positioned within 2-3 feet of the curb or a lane line
 - 12.2.3. Determine when the vehicle is positioned within 5-8 feet of the curb or a lane line
- 12.3. Identify Front of Vehicle References
 - 12.3.1. Determine when the front bumper is positioned even with the stop line or curb edge
- 12.4. Identify Rear of Vehicle References
 - 12.4.1. Determine when the rear bumper is positioned even with a line
- 12.5. Identify Front Turning Point of Vehicle
 - 12.5.1. Determine where on the road the front is positioned for turning left
 - 12.5.2. Determine where on the road the front is positioned for turning right
- 12.6. Identify Rear Turning Point of Vehicle
 - 12.6.1. Determine where on the road the rear is positioned for turning left
 - 12.6.2. Determine where on the road the rear is positioned for turning right
- 12.7. Visualization of Intended Travel Path
 - 12.7.1. Identify Target
 - 12.7.1.1. Identify an object or area that appears in the center and at the end of your intended travel path
 - 12.7.2. Identify Target Area
 - 12.7.2.1. Identify the traffic problems and elements in and near the target area
 - 12.7.2.2. Locate your target area, evaluate the Line of Sight or Path-of-Travel conditions and determine best approach speed and lane position
 - 12.7.3. Identify Targeting Path
 - 12.7.3.1. Evaluate the target area, while developing an image of your targeting path

- 12.7.3.2. Identify elements that can change or modify the intended travel path
- 12.7.3.3. Determine risks associated with maintaining the intended path of travel
- 12.8. Rules of the Road
 - 12.8.1. Yield right of way
 - 12.8.2. Intersection
 - 12.8.2.1. Approach
 - 12.8.2.2. Stop position (when required)
 - 12.8.2.2.1. Stop Line, or if none
 - 12.8.2.2.2. Crosswalk line, or if none
 - 12.8.2.2.3. Crosswalk, or if none
 - 12.8.2.2.4. Edge of roadway or curb line
 - 12.8.2.2.5. Proceed with caution or yield to traffic flow
 - 12.8.2.3. Entry without affecting traffic flow
 - 12.8.2.3.1. Estimate time needed to cross
 - 12.8.2.3.2. Estimate time needed to turn left
 - 12.8.2.3.3. Estimate time needed to turn right

Classroom Module Three: Introducing Traffic Entry Skills.

The student recognizes and responds to meaning of signs, signals, and markings. The student should understand and use procedures for processing information for intersection approach, making precision right and left turns, making lateral maneuvers on and off the roadway, and backing the vehicle. The student is introduced to a space management system (SEE) for developing critical thinking, decision-making, and problem-solving skills to operate the vehicle and performs basic maneuvers in a controlled risk environments.

C 13.0 The student should recognize, understand, determine meaning, and relate roadway conditions, signs, signals, and pavement markings to reduced-risk driving decisions.

- 13.1. Identify Roadway Characteristics
 - 13.1.1. Recognize Intersection Types
 - 13.1.1.1. Unguarded
 - 13.1.1.2. Guarded by sign or signal
 - 13.1.1.3. Crossroad with through road
 - 13.1.1.4. Crossroad without through road
 - 13.1.1.5. Highway-railroad grade crossing
 - 13.1.1.6. T- and Y-style
 - 13.1.1.7. Traffic circle/round-about
 - 13.1.2. Recognize Traffic Calming Devices
 - 13.1.3. Recognize Surface Conditions
 - 13.1.4. Recognize Slope and Grade
 - 13.1.5. Recognize Traction (adhesion) Potential
 - 13.1.6. Recognize Highway Conditions
 - 13.1.6.1. Roadway
 - 13.1.6.2. Shoulder
 - 13.1.6.3. Off-road areas
 - 13.1.7. Recognize Lane Controls
- 13.2. Identify Signs and Signals
 - 13.2.1. Recognize Meaning
 - 13.2.1.1. Shapes
 - 13.2.1.2. Color

- 13.2.1.3. Symbols
- 13.2.1.4. Legend/Message
- 13.2.2. Recognize Locations
- 13.2.3. Recognize Legal controls
 - 13.2.3.1. Stop
 - 13.2.3.2. Yield
 - 13.2.3.3. Traffic Flow
 - 13.2.3.4. Regulations
- 13.3. Identify Pavement Markings/Symbols
 - 13.3.1. Recognize Meaning
 - 13.3.1.1. Color
 - 13.3.1.1.1. Yellow.
 - 13.3.1.1.2. White.
 - 13.3.1.1.3. Red.
 - 13.3.1.1.4. Blue.
 - 13.3.1.1.5. Black
 - 13.3.1.2. Line Markings
 - 13.3.1.2.1. Dashed
 - 13.3.1.2.2. Solid
 - 13.3.1.2.3. Striped
 - 13.3.1.2.4. Curb markings
 - 13.3.2. Recognize Location
 - 13.3.3. Recognize Legal controls
 - 13.3.3.1. Passing
 - 13.3.3.2. Crosswalk
 - 13.3.3.3. Lane Storage
 - 13.3.3.4. Turn Position

C 14.0 The student should understand procedures and processes for basic vehicle maneuvering tasks as listed.

- 14.1. Identify Procedural steps
 - 14.1.1. Evaluate Intersection Approach
 - 14.1.1.1. See and respond to open/closed space/zones
 - 14.1.1.2. Check and respond to rear space/zone conditions
 - 14.1.1.3. Establish and maintain proper lane usage and speed control
 - 14.1.1.4. Search left, front, and right spaces/zones for line of sight or path of travel changes
 - 14.1.1.5. Find open spaces/zones before entering
 - 14.1.1.6. Use staggered, legal, and safety stop when applicable;
 - 14.1.1.7. See condition of a traffic signal;
 - 14.1.1.8. Adjust speed to arrive at a green light
 - 14.1.1.8.1. See closed front space/zone
 - 14.1.1.8.2. Adjust speed to reduce closure rate and to arrive in an open space/zone
 - 14.1.1.8.3. Adjust speed to have at least one open side space/zone
 - 14.1.2. Evaluate Precision Left Turns
 - 14.1.3. Evaluate Precision Right Turns
 - 14.1.4. Evaluate moving To/from the Curb
 - 14.1.5. Evaluate Backing

- 14.1.5.1. Straight
- 14.1.5.2. Around corner
- 14.1.5.3. Lateral lane change to the left or right
- 14.2. Identify Driver information processing
 - 14.2.1. Understand Vision and mental perception requirements
 - 14.2.2. Understand Value of directed experience/practice
- 14.3. Space management system introduction (S.E.E.)
 - 14.3.1. Understand conditions for Searching
 - 14.3.1.1. Changes to path of travel
 - 14.3.1.2. Changes to the line of sight
 - 14.3.1.3. Changes in road surface and condition
 - 14.3.2. Understand situations for Evaluating
 - 14.3.2.1. Alternative paths of travel
 - 14.3.2.2. Appropriate position
 - 14.3.2.3. Appropriate speed
 - 14.3.2.4. Appropriate communication
 - 14.3.3. Understand skills needed to Execute decisions
 - 14.3.3.1. Speed changes
 - 14.3.3.2. Position changes
 - 14.3.3.3. Communication needs
- 14.4. Describe Rules of Road
 - 14.4.1. Identify Yielding right of way
 - 14.4.2. Identify Signal use
 - 14.4.3. Lane position rules at intersections
 - 14.4.4. Intersection rules
 - 14.4.5. Signs, signals, and markings rules
 - 14.4.6. Backing rules

Classroom Module Four: Introducing Intersection Skills and negotiating curves and hills.

The student utilizes visual and mental processing skills for critical thinking, decision-making, and problem-solving skills in controlled risk environments. The student should understand principles for targeting, path of travel, searching, and speed control when approaching a variety of controlled and uncontrolled intersections and limited risk curves and hills.

C 15.0 The student should discover how visual skills and mental perception lead to reduced-risk driving decisions.

- 15.1. Recognize need to Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks
 - 15.1.1. Move focal vision from travel path to another location and back to travel path
 - 15.1.2. Move focal vision within ½ second time frames
 - 15.1.3. Share attention more than one time to allow brain to perceive information
- 15.2. Identify Target Area Searching
 - 15.2.1. Search to target area 15 to 20 seconds ahead, evaluate its conditions and determine entry speed and position
 - 15.2.2. Search for Line-of-Sight or Path-of-Travel changes affecting approach to target area
 - 15.2.3. Approach target area, while continually re-evaluating risks in the immediate 4-6 second travel path

- 15.2.4. Approach the target area, search for a new target area and new travel path 15 to 20 seconds ahead
- 15.3. Know How to Judge Space in Seconds
 - 15.3.1. Visualize the space vehicle will occupy at least 15-20 seconds ahead
 - 15.3.2. Search 15-20 seconds ahead, continually evaluating the 4-6 second immediate path
 - 15.3.3. Speed and/or lane position adjustments may be required when the target area cannot be seen
- 15.4. Identify Changes to Line of Sight or Path-of-Travel
 - 15.4.1. Evaluate modification in the ability to see or maintain a travel path
 - 15.4.2. Identify When Line of Sight or Path-of-Travel change are recognized, the need to evaluate other zones/spaces for speed and lane adjustments
- 15.5. Identify Open, Closed or Changing Zones/Spaces
 - 15.5.1. Identify the intended travel path for open, closed or changing conditions
 - 15.5.2. Evaluate open, closed or changing conditions for speed and position adjustments
- 15.6. Search Intersections
 - 15.6.1. Search for open zones/space to the left, front and right, when approaching an intersection including highway-rail grade crossings
 - 15.6.2. Evaluate closed or changing zones/spaces and make necessary speed and/or lane position adjustments, when approaching an intersection
 - 15.6.3. Search for open zones/spaces to the left, front and right, before entering an intersection
- 15.7. Search Into Curves and Over Hills
 - 15.7.1. Search the line of sight and path of travel through the curve or over the hill crest for closed or changing conditions
 - 15.7.2. Evaluate the line of sight or path of travel for appropriate speed and position adjustments, before entering a curve or a hill crest

C 16.0 The student should select, maintain, and adjust speed to reduce risk of collision and in compliance with rules of the road.

- 16.1. Select safe speed
 - 16.1.1. Determine travel speed based upon driver, vehicle, legal, roadway, and environmental limitations
 - 16.1.2. Determine speed adjustment needed for reduced risk
 - 16.3.3. Adjust speed to meet unposted residential (35) and unposted rural speed (55) limitations as based on state regulations
 - 16.1.3. Check gauges, mirrors, and evaluate line of sight or path of travel conditions
- 16.2. Recognize Changes in Line of Sight or Path of Travel
 - 16.2.1. Avoid using acceleration into a closed or changing zone/space
 - 16.2.2. Recognize a closed zone/space (such as a red light or stopped traffic), adjust speed to arrive at an open zone/space
 - 16.2.3. When ability to see a line of sight or path of travel is reduced, adjust speed to maintain or establish an open zone/space

Classroom Module Five: Space Management and Vehicle Control Skills in Moderate Risk Environments.

The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in moderate risk environments including basic vehicle control, space management, lane changing, turnabouts, and parking. Students should determine the reduced risk turn around procedure for the speed, traffic flow and restrictions to line of sight and/or path of travel.

C17.0 The student should review and apply the principles of a space management system (SEE) to reduced-risk vehicle operation making appropriate communication, speed and lane position adjustments.

- 17.1. Divide attention between path of travel and other tasks
- 17.2. Use an orderly visual search process
- 17.3. Control of space to front
- 17.4. Use rear and side view mirrors effectively
- 17.5. Maintain separation to sides and rear
- 17.6. Communicate presence/intentions
- 17.7. Manage intersections effectively
- 17.8. Practice Commentary response
 - 17.8.1. Identify Speed and position adjustment development
 - 17.8.2. Identify Reference points for maneuvers
 - 17.8.3. Identify Rear space/zone view conditions
- 17.9. Identify blind zones for different vehicles

C 18.0 The student should demonstrate and practice basic maneuvers vehicle for reduced-risk operation.

- 18.1. Identify Divided attention Tasks
- 18.2. Intersection Maneuvers
- 18.3. Identify Procedures for Backing in a Straight Line
- 18.4. Identify Procedures for Backing Around a Corner
- 18.5. Determine Turning Around Options
 - 18.5.1. Identify space management considerations
 - 18.5.1.1. Communication
 - 18.5.1.2. Procedures
 - 18.5.1.3. Position to curb
 - 18.5.1.4. Speed control
 - 18.5.1.5. Steering control
 - 18.5.1.6. Vision control
 - 18.5.2. Identify when it is safer to go around the block
 - 18.5.3. Identify safe behaviors for turning around in a parking lot
 - 18.5.4. Identify procedures for a two-point turnaround with entry into a roadway or driveway on the left or by backing around a corner to the right
 - 18.5.4.1. Signal
 - 18.5.4.2. Forward position reference
 - 18.5.4.3. Evaluate alignment to space
 - 18.5.4.4. Back to a pivot point
 - 18.5.4.5. Steering control
 - 18.5.4.6. Target center of vehicle or space to the rear
 - 18.5.4.7. Speed control
 - 18.5.4.8. Straighten vehicle to lane position
 - 18.5.4.9. Rear limitation reference

- 18.5.4.10. Cancel signal?
- 18.5.5. Identify procedures for an intersection U-turn
 - 18.5.5.1. Using proper forward position
 - 18.5.5.2. Using minimum space to go forward
 - 18.5.5.3. Evaluating alignment to space
 - 18.5.5.4. Backing to pivot point
 - 18.5.5.5. Turning steering wheel
 - 18.5.5.6. Visually targeting center of vehicle or space to the rear
 - 18.5.5.7. Straightening vehicle to lane position
 - 18.5.5.8. Using rear limitation reference
- 18.5.6. Identify procedures for a three-point turnabout in a low risk roadway environment
 - 18.5.6.1. Using proper forward position
 - 18.5.6.2. Using minimum space to go forward
 - 18.5.6.3. Evaluating alignment to space
 - 18.5.6.4. Back to pivot point
 - 18.5.6.5. Turning steering wheel
 - 18.5.6.6. Visually targeting center of vehicle or space to the rear
 - 18.5.6.7. Straightening vehicle to lane position
 - 18.5.6.8. Using rear limitation reference
- 18.5.7. Cul-de-sac or circular drive turnabout
- 18.6. Rules of the Road Review
 - 18.6.1. Turnabouts
 - 18.6.2. Speed
 - 18.6.3. Lane change
 - 18.6.4. Parking/leaving vehicle

C 19.0 The student should develop procedures and practice techniques for reduced-risk lane changes in a variety of lane change situations.

- 19.1. Identify Space management requirements
 - 19.1.1. Identify Divide attention conditions
 - 19.1.2. Identify Communication techniques
 - 19.1.3. Determine Speed and lane position adjustments
- 19.2. Identify lane change Procedures
 - 19.2.1. Evaluate space/zones and side view mirror blind zones
 - 19.2.1.1. Check side view mirror blind zone
 - 19.2.1.2. Check BGE side view mirror view
 - 19.2.2. Move to the left side of lane for left lane change
 - 19.2.3. Move to right side of lane for right lane change
 - 19.2.4. Check side view mirror blind zone
 - 19.2.4.1. Check side view mirror blind zone
 - 19.2.4.2. Check BGE side view mirror view
 - 19.2.5. Decide best lane position for conditions
- 19.3. Lane Position
- 19.4. Speed control
- 19.5. Steering control
- 19.6. Identify Vehicle blind zones and truck no zones

C 20.0 The student should develop procedures and practice techniques for reduced-risk perpendicular, angle and parallel parking.

- 20.1. Entry
 - 20.1.1. Space management applications
 - 20.1.2. Dividing attention between tasks
 - 20.1.3. Communication
 - 20.1.4. Procedures
 - 20.1.4.1. Positioning/Reference Points
 - 20.1.4.2. Vision control
 - 20.1.4.3. Speed control
 - 20.1.4.4. Steering control
 - 20.1.4.5. Forward
 - 20.1.4.6. Reverse
- 20.2. Exit
 - 20.2.1. Space management applications
 - 20.2.2. Communication
 - 20.2.3. Procedures
 - 20.2.3.1. Positioning/Reference Points
 - 20.2.3.2. Vision control
 - 20.2.3.3. Speed control
 - 20.2.3.4. Steering control
 - 20.2.3.5. Forward
 - 20.2.3.6. Reverse

C 21.0 The student should develop procedures and practice techniques for reduced-risk speed management.

- 21.1. Visibility
- 21.2. Dividing Attention
- 21.3. Traffic controls
- 21.4. Road condition
- 21.5. Vehicle condition
- 21.6. Space to front/rear
- 21.7. Other roadway users
- 21.8. Vehicle dynamics
- 21.9. Speed differentials

Classroom Module Six: Developing Traffic Flow and Space Management Skills at Speeds Below 55 m.p.h.

The student will utilize space management techniques and visual skills needed for gap assessment at intersections, following or being followed by other vehicles, entering and exiting curves, traveling on multi-lane roadways, and passing or being passed on multiple lane roadways at speeds up to 55 m.p.h. The student recognizes the visible space around the vehicle, develops targeting skills, understands path of travel concepts, and investigates vehicle balance concepts when braking, accelerating, and steering. The student identifies communication techniques, use of courtesy and respect in regard to other roadway users, stopping and slowing the vehicle, and develop personal vehicle reference points.

C 22.0 The student should identify and comply with roadway and traffic flow situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.

- 22.1. Dividing attention between tasks
- 22.2. Non-motorized highway users

- 22.3. Following and being followed
- 22.4. Entering and exiting curves
- 22.5. Traffic flow to each side of vehicle
- 22.6. Multiple use and reversible lanes
- 22.7. Oncoming traffic gap selection
- 22.8. Crossing traffic gap selection
- 22.9. Multiple lane passing
- 22.10. Vehicle blind zones and truck no zones

C 23.0 The student should identify and comply with space management situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.

- 23.1. Identify techniques to Control space around the vehicle
- 23.2. Understand the need to Divide attention between tasks
- 23.3. Identify Appropriate mirror use
- 23.4. Recognize vehicle blind zones and truck no zones
- 23.5. Maintain separation to sides and rear
- 23.6. Communicate presence/intentions
- 23.7. Describe Multiple lane use and reversible lanes
- 23.8. Describe procedures for approaching and exiting a curve
- 23.9. Perform Commentary responses
 - 23.9.1. Speed and position changes development
 - 23.9.2. Rear space/zone response development
- 23.10. Know Rules of the Road
 - 23.10.1. right of way
 - 23.10.2. Passing

C 24.0 The student should identify and comply with intersection entry situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.

- 24.1. Space management applications
- 24.2. Dividing attention between tasks
- 24.3. Unique signs, signals, and markings
- 24.4. Communication
- 24.5. Types of intersections
- 24.6. Level of traffic flow congestion
- 24.7. Identify number of usable lanes
- 24.8. Procedures
- 24.9. Lane position
- 24.10. Speed control
- 24.11. Steering control

C 25.0 The student should identify and comply with curve entry/apex/exit situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.

- 25.1. Space management applications
- 25.2. Dividing attention between tasks
- 25.3. Communication
- 25.4. Unique signs, signals, and markings
- 25.5. Procedures
- 25.6. Lane position
- 25.7. Speed control

25.8. Steering control

C 26.0 The student should identify and comply with planned passing situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.

- 26.1. Space management
- 26.2. Communication
- 26.3. Procedures
- 26.4. Lane position
- 26.5. Speed control
- 26.6. Steering control
- 26.7. Stopping distance
- 26.8. Abort considerations
- 26.9. Passing/being passed

Module Seven: Dealing with Complex Environments at Speeds Above 55 m.p.h..

The student will utilize space management techniques and visual skills needed for gap assessment at intersections, following or being followed by other vehicles, entering and exiting curves, traveling on multi-lane roadways, and passing or being passed on multiple lane roadways at speeds above 55 m.p.h. The student recognizes the visible space around the vehicle, develops targeting skills, understands path of travel concepts, and investigates vehicle balance concepts when braking, accelerating, and steering. The student identifies communication techniques, use of courtesy and respect in regard to other drivers, stopping and slowing the vehicle, and develop the judgment of vehicle to the roadway through standard and personal vehicle references at speeds above 55 m.p.h.

C 27.0 The student should identify and comply with roadway and traffic flow situations on limited access roadways and roadways without limited access at speeds above 55 m.p.h.

- 27.1. Non-motorized highway restrictions
- 27.2. Sharing the roadway
 - 27.2.1. With other motorized highway users
 - 27.2.2. With domestic and wildlife
 - 27.2.3. With other driver behavior
- 27.3. Divided attention tasks
- 27.4. Vehicle size and activity
- 27.5. Following and being followed
- 27.6. Approach to Curves
 - 27.6.1. See curve in target area
 - 27.6.2. Check all zones for options
 - 27.6.3. Establish effective speed control
 - 27.6.4. Left curve approach
 - 27.6.5. Right curve approach
- 27.7. Entering and exiting limited access highways
 - 27.7.1. Unique signs, signals, and markings
 - 27.7.2. Communication
 - 27.7.3. Types of interchanges
 - 27.7.4. Level of traffic flow congestion
 - 27.7.5. Identify number of usable lanes
- 27.8. Multiple use and reversible lanes
- 27.9. Traffic flow to each side of vehicle
- 27.10. Vehicle blind zones and truck no zones

- 27.11. Oncoming traffic gap selection
 - 27.11.1. Crossing traffic gap selection
 - 27.11.2. Two-lane and Multi-lane passing

C 28.0 The student should identify and comply with space management situations on limited access roadways and roadways without limited access at speeds above 55 m.p.h.

- 28.1. Control of space around vehicle
- 28.2. Dividing attention tasks
- 28.3. Appropriate mirror use
- 28.4. Vehicle blind zones and truck no zones
- 28.5. Maintain separation to sides and rear
- 28.6. Communicating presence/intentions
- 28.7. Effective management of merge/exit maneuvers
- 28.8. Commentary responses
 - 28.8.1. Speed and position adjustment assessment
 - 28.8.2. Rear space/zone observance assessment
- 28.9. Rules of the Road
 - 28.9.1. Merging rules
 - 28.9.2. Passing rules
 - 28.9.3. Use of traffic flow control devices
 - 28.9.4. Flashers
 - 28.9.5. Lights
 - 28.9.6. Towing

C 29.0 The student should identify and comply with merging, speed control, lane selection, and exiting situations on limited access roadways at speeds above 55 m.p.h.

- 29.1. Communication
- 29.2. Space management
- 29.3. Dividing attention tasks
- 29.4. Gap selection
- 29.5. Vehicle blind zones and truck no zones
- 29.6. Closure rate
- 29.7. Speed control
 - 29.7.1. Slowest speed on entrance ramp for maximum searching time and options
 - 29.7.2. Effective speed on acceleration lane
 - 29.7.3. Getting off
 - 29.7.3.1. Plan ahead
 - 29.7.3.2. Test brakes
 - 29.7.3.3. Flat curves
- 29.8. Lane position

C 30.0 The student should identify and comply with gap selection, communication, speed control, and lane selection during passing situations on limited access roadways at speeds above 55 m.p.h.

- 30.1. Procedures
- 30.2. Limited access highway advantages/disadvantages
- 30.3. Passing on right side of vehicles
- 30.4. Space management
- 30.5. Divided attention tasks

- 30.5.1. Identify tailgater problems for speed and lane position adjustments
- 30.5.2. Evaluate gain versus risk prior to attempting passing maneuver
- 30.5.3. Check all zones for line of sight and/or path of travel conditions
- 30.6. Vehicle blind zones and truck no zones
- 30.7. Communication
- 30.8. Speed control
- 30.9. Steering control
- 30.10. Stopping ability limited
- 30.11. Abort considerations
- 30.12. Being passed consideration

Classroom Module Eight: Factors Affecting Driver Performance.

The student recognizes the significant effects of alcohol and other drugs, fatigue, and emotions on the driving task. The student identifies alcohol and other drugs, distractions, anger management, fatigue, and emotions as major factors in fatal motor vehicle crashes for individuals between 15 and 24 years of age. The student recognizes alcohol use among youth can spiral into a series of problems including poor driving performance, poor academic achievement, disruption of classroom learning, family life, as well as delinquency or other problems with society and unlawful behaviors. The student recognizes fatigue as a major problem for youthful drivers due to all the school-related activities, lack of structured sleep cycles, and late night activities. The student develops a plan to deal with other drivers, errors, and anger. Anger management is a key element to preventing road rage issues recognizing that emotions and violent reactions of youth, as well as society in general, have been well documented during the past few years. The student recognizes that personal distractions, as well as, external and internal vehicle distractions can cause inattention to task and, therefore, injury and physical damage crashes.

C 31.0 The student should identify the high risk effects of alcohol and others drugs on personality and driver performance.

- 31.1. Recognizing alcohol and other drugs effect on teens
- 31.2. Teen risk factors for alcohol and other drugs use/abuse
- 31.3. Limiting risk of driving with others that are intoxicated
- 31.4. The effect of alcohol and other drugs on driver performance
- 31.5. Advertisement/ peer pressure to use alcohol and other drugs
- 31.6. Chemical use/abuse rules and regulations
 - 31.6.1. Laws concerning alcohol and other drug abuse
 - 31.6.2. Zero Tolerance rules and regulations
 - 31.6.3. Penalties associated with alcohol and other drug abuse

C 32.0 The student should recognize legal responsibility to not use chemicals that affect ability to use a vehicle safely and refuse riding with others that are using chemicals that can affect driver attention and performance.

- 32.1. “Just say no” message
- 32.2. Refusal skills
- 32.3. Peer intervention skills
- 32.4. Community resources
- 32.5. Parental support

C 33.0 The student should recognize, compensate, or enhance driver fitness to aid reduced-risk driver performance.

- 33.1. Driver Distractions
 - 33.1.1. Definitions
 - 33.1.2. Affect on new drivers
 - 33.1.3. Outside vehicle distractions
 - 33.1.3.1. Limitations to vehicle path of travel
 - 33.1.3.2. Signs, signals, and markings
 - 33.1.3.3. Other users
 - 33.1.4. Inside vehicle distractions
 - 33.1.4.1. Passengers
 - 33.1.4.2. Electronics
 - 33.1.4.3. Dashboards controls
- 33.2. Dividing attention
 - 33.2.1. Vision needs
 - 33.2.2. Mental awareness
- 33.3. Temporary impairments
 - 33.3.1. Fractured bones
 - 33.3.2. Acute illness
 - 33.3.3. Fatigue
- 33.4. Long term disabilities
 - 33.4.1. Muscle paralysis
 - 33.4.2. Missing limbs
 - 33.4.3. Chronic illness
 - 33.4.4. Mental disabilities
- 33.5. Fatigue and sleep deprivation
- 33.6. Driver aggression and response
- 33.7. Driver motivation

Classroom Module Nine: Dealing with Adverse Conditions.

The student appraises inclement and extreme weather conditions and formulates predictions on vehicular and driver limitations before developing and executing responses; investigates roadway and vehicle technology, including occupant protection, to develop an understanding of the related uses and crash and injury protections; demonstrates proper use of occupant protection devices; and utilizes route planning techniques to avoid adverse driving conditions.

C 34.0 The student should recognize adverse weather conditions as visibility and traction problems and adjust speed to meet the ability to steer and stop the vehicle within the limits of the conditions as presented.

- 34.1. Identify Changing weather conditions
 - 34.1.1. Understand what can go wrong
 - 34.1.2. Prevention techniques
 - 34.1.3. Problem recognition
 - 34.1.3.1. rain
 - 34.1.3.2. storms
 - 34.1.3.3. snow
 - 34.1.3.4. winds, etc.
 - 34.1.4. Vehicle control
- 34.2. Changing visibility conditions
 - 34.2.1. What can go wrong

- 34.2.2. Prevention techniques
- 34.2.3. Problem recognition
 - 34.2.3.1. glare
 - 34.2.3.2. low light
 - 34.2.3.3. fog
 - 34.2.3.4. blizzard effects, etc.
- 34.2.4. Vehicle control
- 34.3. Changing traction conditions.
 - 34.3.1. What can go wrong
 - 34.3.2. Prevention techniques
 - 34.3.3. Problem recognition
 - 34.3.3.1. traction loss to front tires
 - 34.3.3.2. traction loss to rear tires, etc.
 - 34.3.4. Vehicle control
- 34.4. Traffic flow situations under limited conditions of visibility/traction.
- 34.5. Intersection management under limited conditions of visibility/traction.
 - 34.5.1. Traffic flow to each side of vehicle
 - 34.5.2. Oncoming traffic gap selection
 - 34.5.3. Crossing traffic gap selection
- 34.6. Multiple-lane choices and usage under limiting conditions
- 34.7. Responding to non-motorized highway users

C35.0 The student should recognize adverse weather conditions as a visibility and traction problem and the affect on space management skills in regard to speed and position adjustments.

- 35.1. Control of space around vehicle
- 35.2. Dividing attention tasks
- 35.3. Appropriate mirror use
- 35.4. Maintain separation to sides and rear
- 35.5. Communicating presence/intentions
- 35.6. Effective management of limited visibility/traction
- 35.7. S.E.E. Commentary assessment
- 35.8. Rules of the Road
 - 35.8.1. Maintaining visibility laws
 - 35.8.2. Occupant protection laws
 - 35.8.3. Use of electronic devices
 - 35.8.4. Flasher usage
 - 35.8.5. Headlight usage

C 36.0 The student should value the use of occupant protection as a crash prevention and loss prevention tool for reduced-risk driver performance.

- 36.1. Occupant protection knowledge
 - 36.1.1. Active restraints
 - 36.1.2. Passive restraints
 - 36.1.3. Active Passive Integration
 - 36.1.4. Frontal crash protection
 - 36.1.4.1. First generation supplemental restraints
 - 36.1.4.2. Second generation supplemental restraints
 - 36.1.4.3. Third generation supplemental restraints
 - 36.1.5. Side impact protection

- 36.1.6. Rear impact protection
- 36.2. Occupant use and misuse
 - 36.2.1. Myths
 - 36.2.2. Lap belt adjustments
 - 36.2.3. Shoulder restraint adjustments
 - 36.2.4. Legal requirements
- 36.3. Protecting children
 - 36.3.1. Age and seat requirements
 - 36.3.2. Weight and seat requirements
 - 36.3.3. Proper seat placement
 - 36.3.4. Legal requirements
- 36.4. Vehicle control
 - 36.4.1. Seat belt adjustments
 - 36.4.2. Airbag and steering control
 - 36.4.3. Active Passive Integration Assist
 - 36.4.4. Rear impact

Classroom Module Ten: Other Roadway Users.

The student understands vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making, and problem-solving skills to respond appropriately. Tractor-trailer combinations and trains are recognized as dangerous vehicles in the vehicle, truck, and train interaction at intersections and in high speed areas.

C 37.0 The student should recognize and respond to other motorized vehicles that may have different weight, speed, and visibility problems.

- 37.1. Tractor and trailer combinations
 - 37.1.1. Single trailer combinations
 - 37.1.2. Double trailer combinations
 - 37.1.3. Triple trailer combinations
 - 37.1.4. Visibility issues
 - 37.1.5. Passing issues
 - 37.1.6. Wind blast issues
 - 37.1.7. Space needs when turning
 - 37.1.8. Passenger vehicle interaction
- 37.2. Delivery vans and trucks
- 37.3. Motorcycles and mopeds
 - 37.3.1. Size and speed
 - 37.3.2. Visibility issues
 - 37.3.3. Lane position issues
- 37.4. Construction vehicles
- 37.5. Farm vehicles
- 37.6. Snowmobiles and ATV units
- 37.7. Speed issues
 - 37.7.1. Different travel speeds
 - 37.7.2. Maintaining momentum on hills
 - 37.7.3. Sudden slow downs

C 38.0 The student should recognize and respond to other non-motorized vehicles that may have different weight, speed, and visibility problems.

- 38.1. Pedalcycles
- 38.2. Personalized transport
 - 38.2.1. Skates/Rollerblades
 - 38.2.2. Skateboards
 - 38.2.3. Horses
 - 38.2.4. Others
- 38.3. Horse drawn equipment
- 38.4. Pedestrians

C 39.0 The student should recognize and respond to channelized/tracked vehicles that may have different weight, speed, and visibility problems.

- 39.1. Freight trains
- 39.2. High speed passenger trains
- 39.3. Electric/cable cars
- 39.4. Trolley cars

Classroom Module Eleven: Responding to Vehicle Malfunctions and Crashes.

The student assesses vehicle operation and malfunctions to eliminate or prevent related vehicle or weather-related problems. The student understands vehicle braking and technology systems and utilizes proper braking techniques in favorable and unfavorable vehicular, weather, and roadway conditions. The student understands vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making, and problem-solving skills to respond appropriately. The student recognizes responsibilities associated with crashes regardless of causal factors.

C 40.0 The student should recognize and respond to vehicle malfunctions in a reduced-risk manner.

- 40.1. Dashboard electronic malfunctions
 - 40.1.1. Alert lights and symbols
 - 40.1.2. Warning lights and symbols
- 40.2. Fuel and ignition system malfunctions
- 40.3. Lights and signal malfunctions
- 40.4. Steering and suspension malfunctions
 - 40.4.1. Off-road recovery
 - 40.4.2. Understeer/oversteer recognition and correction
 - 40.4.3. Intelligent stability and handling systems (ISHS, ESP, ESC)
- 40.5. Tires, traction loss recognition and control
 - 40.5.1. Blowouts
 - 40.5.2. Understeer/oversteer recognition and correction
 - 40.5.3. Intelligent stability and handling systems (ISHS, ESP, ESC)
- 40.6. Braking system malfunctions
 - 40.6.1. Antilock braking systems (ABS)
 - 40.6.2. Understeer/oversteer recognition and correction
 - 40.6.3. Intelligent stability and handling systems (ISHS, ESP, ESC)
- 40.7. Active passive integrated approach (APAI) systems
- 40.8. Vehicle load and weight transfer
 - 40.8.1. Effect on balance
 - 40.8.2. Forces of impact
 - 40.8.3. Traction, gravity, inertia, momentum

- 40.8.4. Tire condition/air pressure
- 40.8.5. ABS (two-wheel/four-wheel)
- 40.8.1. Intelligent stability and handling systems (ISHS, ESP, ESC)

C 41.0 The student should understand and relate how the roadway system is managed by police and state agencies to help deal with emergencies and vehicle malfunctions.

- 41.1. Law enforcement agencies
 - 41.1.1. State enforcement agencies
 - 41.1.2. County enforcement agencies
 - 41.1.3. Local enforcement agencies
- 41.2. Emergency response agencies..
 - 41.2.1. Getting help
 - 41.2.2. Types of emergency response
- 41.3. Rules of Road
 - 41.3.1. Responsibilities at crash scene
 - 41.3.2. Reporting crashes
 - 41.3.3. Financial responsibility

Classroom Module Twelve: Making Informed Consumer Choices.

The student synthesizes information and applies strategies to prepare a trip plan, develop a driving route, select motor vehicles and purchase insurance, take appropriate actions at crash scene, protect the environment, and prepare for future participation in the graduated licensing system. Completing driver education is just the start of a learning process concerning traffic safety and making reduced risk driver decisions. The student will recognize that traffic safety is a part of a life-long learning process.

C 42.0 The student should perform map reading and trip planning exercises that lead to an in-car activity or a future family trip

- 42. 1. Map reading
 - 42.1.1. Paper and atlas formats
 - 42.1.2. Digital and GPS formats
 - 42.1.3. Mapquest or maps.com formats
- 42. 2. Destination Driving exercise
 - 42.2.1. Plan an in-car driving route
 - 42.2.1.1. Mark turns
 - 42.2.1.2. Controlled intersections
 - 42.2.1.3. Speed
 - 42.2.2. Planning a family trip driving route

C 43.0 The student should recognize problems and make wise consumer choices in purchasing insurance or an automobile.

- 43.1. Insurance
 - 43.1.1. Types
 - 43.1.2. Needs
 - 43.1.3. Financial responsibility
- 43.2. Purchasing vehicles
 - 43.2.1. New vehicle costs
 - 43.2.2. Used vehicle costs
 - 43.2.3. Vehicle selection
 - 43.2.3.1. Type

- 43.2.3.2. Size
- 43.2.3.3. Utility
- 43.2.3.4. Safety features

C 44.0 The student should understand future operator responsibilities in regard to licensing and attending to a crash scene situation.

- 44.1. Local licensing laws
 - 44.1.1. Vehicle
 - 44.1.2. Driver
- 44.2. Crash scene
 - 44.2.1. Driver responsibilities
 - 44.2.2. Getting help
- 44.3. Crash reporting

C 45.0 Student/Parent debriefing.

- 45.1. Review program driver skill log requirements
- 45.2. Evaluation of destination driving route
- 45.3. Review licensing requirements
- 45.4. Student responsibilities
- 45.5. Media advertising
- 45.6. Use of natural resources
- 45.7. Parent responsibilities
- 45.8. Making safe vehicle choices

Essential Knowledge and Skills for Driver and Traffic Safety Education

Segment One Driver and Traffic Safety Education: In-car Skills

- (D) General Requirements.** Driver education in-car instruction is a required prerequisite to qualify for a driver permit between 14 years 6 months and before age 17 dependent on state licensing requirements.
- (E) Introduction.** State regulated driver and traffic safety education provides the foundation for students, assisted by parents/mentors, to begin the lifelong learning process of reduced risk driving practices. Students acquire essential knowledge, skills, and experiences to perform reduced risk driving in varying traffic environments. Satisfactory completion of the driver and traffic safety education course qualifies the student to continue the graduated driver licensing process.
- (F) Responsibilities.** Teachers assist and guide students to meet or exceed minimum competency standards through in-car instruction that includes modeling, knowledge assessment, skill assessment, guided observation, and parental involvement. Concurrent and integrated operation of classroom and in-car instruction is required for student knowledge and skill development.
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(G) In-car knowledge and skills.

In-car Segment One: Preparing To Operate a Vehicle.

The student develops an understanding of local school regulations and requirements. The student formulates knowledge of rules and regulations required to satisfactorily complete the driver and traffic safety education program. The student recognizes the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle, identifies the location of alert and warning symbol lights, understands the operation of vehicle control and safety devices, investigates vehicle balance concepts, and analyzes the standard vehicle reference points relationship to roadway position and vehicle placement.

IC 1.0. Preparations to Operate Vehicle. The student recognizes the visible space around the vehicle, the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle, identifies the location of alert and warning symbol lights, understands the operation of vehicle control and safety devices, and investigates vehicle balance concepts when braking accelerating, and steering.

1. 1. **Vehicle Operating Space.** The student is expected to:
 - 1.1.1. recognize the visual limitation to the front of the vehicle;
 - 1.1.2. recognize the visual limitation to the rear of the vehicle;
 - 1.1.3. recognize the visual limitation the right side of the vehicle;
 - 1.1.4. recognize the visual limitation to the left side of the vehicle;
 - 1.1.5. measure the length and width of the vehicle;
 - 1.1.6. draw and measure the size of the vehicle tire patches;
 - 1.1.7. draw and demonstrate the limited visual view in the rear view mirror;
 - 1.1.8. draw and demonstrate the traditional mirror view settings for the rear and side view mirrors; and
 - 1.1.9. draw and demonstrate the blind-zone and glare elimination (BGE) settings for the rear and side view mirrors.
1. 2. **Getting Ready to Drive.** The student is expected to:
 - 1.2.1. prepare physically and mentally to use vehicle;
 - 1.2.2. approach the vehicle with awareness;
 - 1.2.3. check outside and inside of vehicle before opening the door;
 - 1.2.4. lock doors;

- 1.2.5. adjust head restraints, seat position, mirrors, safety restraints, steering wheel position;
- 1.2.6. check all occupants for safety belt use; and
- 1.2.7. be able to demonstrate effective meaning and usage of all gauges.
- 1. 3. **Starting the Vehicle.** The student is expected to:
 - 1.3.1. place or check that parking brake in set position;
 - 1.3.2. select proper gear for starting;
 - 1.3.3. secure foot brake pedal;
 - 1.3.4. recognize alert lights for safety accessories;
 - 1.3.5. demonstrate proper use of ignition starting device;
 - 1.3.6. demonstrate ability to select and use appropriate accessories;
 - 1.3.7. give an example of a warning light for engine or system accessories;
 - 1.3.8. make appropriate gear selection for movement; and
 - 1.3.9. put headlights on - day and night.
- 1. 4. **Placing Vehicle in Motion.** The student is expected to:
 - 1.4.1. visually identify open space to enter before moving foot from brake to gas;
 - 1.4.2. communicates to other users;
 - 1.4.3. places the vehicle into motion smoothly; and
 - 1.4.4. recognize that too much acceleration affects vehicle body pitch toward the rear.
- 1. 5. **Stopping Vehicle in Motion.** The student is expected to:
 - 1.5.1. search effectively ahead of the vehicle to determine braking needs;
 - 1.5.2. use controlled braking efficiently with heel of foot on floorboard;
 - 1.5.3. check rear zone/space prior to braking;
 - 1.5.4. apply a firm squeezing braking force at the beginning of the braking process;
 - 1.5.5. bring the vehicle to a smooth stop by squeezing off brake;
 - 1.5.6. recognizes that too much braking action affects vehicle body pitch toward the front;
 - 1.5.7. ease pressure off brake during last two seconds of braking to ease pitch of vehicle;
 - 1.5.8. check the rear zone/space before, during and after braking actions; and
 - 1.5.9. demonstrate effective use of maximum ABS braking.
- 1. 6. **Steering.** The student is expected to:
 - 1.6.1. turn head and visually target in the direction of intended path of travel prior to turning;
 - 1.6.2. use a target, sightline, transition point, and path of travel to determine steering entry and return;
 - 1.6.3. use a balanced hand position on the wheel;
 - 1.6.4. recognizes that too much steering affects vehicle body roll towards the opposite side of vehicle;
 - 1.6.5. use the Hand-Over-Hand or Hand-to-Hand (Turning), Hand-To-Hand (Curvatures), One Hand (Reverse), or Evasive Action (Avoidance) methods effectively; and
 - 1.6.6. visually check the rear view mirror, side view mirrors and mirror blind-zone areas.
- 1. 7. **Securing the Vehicle.** The student is expected to:
 - 1.7.1. stop the vehicle in a safe and legal position;
 - 1.7.2. set the parking brake as required by state statute and owner's manual;
 - 1.7.3. shift into appropriate gear before removing foot from brake;
 - 1.7.4. turn off appropriate accessories prior to turning off ignition and removing key;

- 1.7.5. visually check traffic flow before opening door; and
- 1.7.6. lock doors and/or secure any alarm system.

IC 2.0. Judgment of Vehicle to Roadway Position. The student recognizes and analyzes the standard and personal vehicle guides or reference points relationship to roadway position and vehicle placement.

- 2. 1. **Right Side of Vehicle.** The student is expected to:
 - 2.1.1. determine when the vehicle is positioned within 3-6 inches of the curb or a lane line;
 - 2.1.2. determine when the vehicle is positioned within 2-3 feet of the curb or a lane line; and
 - 2.1.3. determine when the vehicle is positioned within 5-8 feet of the curb or a lane line.
- 2. 2. **Left Side of Vehicle.** The student is expected to:
 - 2.2.1. determine when the vehicle is positioned within 3-6 inches of the curb or a lane line;
 - 2.2.2. determine when the vehicle is positioned within 2-3 feet of the curb or a lane line; and
 - 2.2.3. determine when the vehicle is positioned within 5-8 feet of the curb or a lane line.
- 2. 3. **Front of Vehicle.** The student is expected to:
 - 2.3.1. determine when the front bumper is positioned even with the stop line or curb line.
- 2. 4. **Rear of Vehicle.** The student is expected to:
 - 2.4.1. determine when the rear bumper is positioned even with a line.
- 2. 5. **Front Turning Point of Vehicle.** The student is expected to:
 - 2.5.1. determine where on the road the front is positioned for turning left; and
 - 2.5.2. determine where on the road the front is positioned for turning right.
- 2. 6. **Rear Turning Point of Vehicle.** The student is expected to:
 - 2.6.1. determine where on the road the rear is positioned for turning left; and
 - 2.6.2. determine where on the road the rear is positioned for turning right.
- 2. 7. **Application of Principles.** The student is expected to:
 - 2.7.1. demonstrate vehicle placement within typical lane space positions; and
 - 2.7.2. demonstrate vehicle placement within lane space when backing and turning.

In-car Segment Two: Introducing Traffic Entry and Intersection Approach Skills.

The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.

IC. 3.0. Visualization of Intended Travel Path. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.

- 3. 1. **Target.** The student is expected to:
 - 3.1.1. identify an object or area that appears in the center and at the end of your intended path of travel.
- 3. 2. **Target Area.** The student is expected to:
 - 3.2.1. identify the traffic problems and elements in and near the target area; and
 - 3.2.2. locate your target area, evaluate the line of sight or path-of-travel conditions and determine best approach speed and lane position.
- 3. 3. **Targeting Path.** The student is expected to:
 - 3.3.1. evaluate the target area, while developing an image of your targeting path;
 - 3.3.2. identify elements that can change or modify the intended travel path; and
 - 3.3.3. determine risks associated with maintaining the intended path of travel.

IC. 4.0. Searching Intended Travel Path. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.

4. 1. **Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks.** The student is expected to:
 - 4.1.1. move focal vision from travel path to another location and back to travel path;
 - 4.1.2. move focal vision within ½ second time frames; and
 - 4.1.3. share attention more than one time to allow brain to perceive information.
4. 2. **Target Area to Searching Areas.** The student is expected to:
 - 4.2.1. search to the target area 15 to 20 seconds ahead to evaluate its conditions and determine entry speed and position.
 - 4.2.2. search for Line of Sight or Path-of-Travel changes that can or will affect the approach to the target area.
 - 4.2.3. approaching the target area, continually re-evaluate risks in immediate 4-6 second travel path.
 - 4.2.4. as you approach the target area, search for your new target area and new travel path that is 15 to 20 seconds ahead.
4. 3. **Know How to Judge Space in Seconds.** The student is expected to:
 - 4.3.1. visualize the space your vehicle will occupy at least 15-20 seconds ahead;
 - 4.3.2. search 15-20 seconds ahead, continually evaluating the 4-6 second immediate path; and
 - 4.3.3. speed and/or lane position adjustments may be required when the search areas cannot be maintained.
4. 4. **Detect Changes to Line of Sight or Path-of-Travel.** The student is expected to:
 - 4.4.1. evaluate modification in the ability to see or maintain a travel path; and
 - 4.4.2. recognize a Line of Sight or Path-of-Travel change, then evaluate other zones/spaces for speed and lane adjustments.
4. 5. **Identify Open, Closed or Changing Zones/Spaces.** The student is expected to:
 - 4.5.1. identify the intended travel path for open, closed or changing conditions; and
 - 4.5.2. evaluate open, closed or changing conditions for speed and position adjustments.
4. 6. **Searching Intersections.** The student is expected to:
 - 4.6.1. search for open zones/space to the left, front and right, when approaching an intersection;
 - 4.6.2. evaluate closed or changing zones/spaces and make necessary speed and/or lane position adjustments, when approaching an intersection; and
 - 4.6.3. search for open zones/spaces to the left, front and right, before entering an intersection.
4. 7. **Searching Into Curves and Over Hills.** The student is expected to:
 - 4.7.1. search the line of sight and path of travel through the curve or over the hill crest for the possible closed or changing status of your path of travel, when the target area is a curve or a hill crest; and
 - 4.7.2. evaluate the LOS-POT for appropriate speed and position adjustments, before entering a curve or a hill crest.

In-car Segment Three: Developing Visual and Mental Perception for Vehicle Control Tasks.

The student utilizes critical thinking, divided attention, decision-making, and problem-solving skills to operate the vehicle and perform precision maneuvers in controlled risk, limited risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of rules of the road, lane changing, turnabouts and parking.

IC. 5.0. Speed Control. The student utilizes critical thinking, divided attention, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, limited risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of rules of the road, lane changing, turnabouts and parking.

5. 1. **Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks.** The student is expected to:
 - 5.1.1. move focal vision from travel path to another location and back to travel path;
 - 5.1.2. move focal vision within ½ second time frames; and
 - 5.1.3. share attention more than one time to allow brain to perceive information.
5. 2. **Selection For Ongoing Conditions.** The student is expected to:
 - 5.2.1. travel speed should be based upon driver, vehicle, legal, roadway, and environmental limitations; and
 - 5.2.2. constant adjustments to speed are based on driver processing information, based on limitations.
5. 3. **After Seeing Changes in Line of Sight or Path of Travel.** The student is expected to:
 - 5.3.1. avoid using acceleration into a closed or changing zone/space;
 - 5.3.2. recognizing a closed zone/space (a red light or stopped traffic), adjust speed to arrive as the zone/space opens; and
 - 5.3.3. when your ability to see a line of sight or path of travel is reduced, adjust speed to maintain or establish an open zone/space.
5. 4. **After Seeing a Speed Limit Sign.** The student is expected to:
 - 5.4.1. recognize it as a cue to check vehicle gauges, mirrors, and evaluate line of sight or path of travel conditions; and
 - 5.4.2. adjust speed to meet driver, vehicle, legal, roadway, and environmental limitations.

IC. 6.0. Lane Position Selection. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.

6. 1. **Lane Position.** The student is expected to:
 - 6.1.1. select the appropriate lane for space management, legal requirements, and destination.
6. 2. **Lane position usage while driving straight ahead.** The student is expected to:
 - 6.2.1. select a lane position to give best separation from closed or changing zones/space; and
 - 6.2.2. demonstrate ability to place vehicle in appropriate lane position.
6. 3. **Lane position usage while parking.** The student is expected to:
 - 6.3.1. select a lane position to give best separation from closed or changing zones/space; and
 - 6.3.2. demonstrate ability to place vehicle in appropriate lane position.
6. 4. **Lane position usage while turning around.** The student is expected to:
 - 6.4.1. select a lane position to give best separation from closed or changing zones/space; and
 - 6.4.2. demonstrate ability to place vehicle in appropriate lane position.
6. 5. **Lane position usage while approaching curves and hill crests.** The student is expected to:
 - 6.5.1. establish the appropriate lane position on approach;
 - 6.5.2. establish the appropriate lane position on apex; and
 - 6.5.3. establish the appropriate lane position on exiting.
6. 6. **Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks.** The student is expected to:

- 6.6.1. move focal vision from travel path to another location and back to travel path;
- 6.6.2. move focal vision within ½ second time frames; and
- 6.6.3. share attention more than one time to allow brain to perceive information.

IC. 7.0. Rear Zone Searching and Control. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of rules of the road, lane changing, turnabouts and parking.

- 7. 1. **Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks.** The student is expected to:
 - 7.1.1. move focal vision from travel path to another location and back to travel path;
 - 7.1.2. move focal vision within ½ second time frames; and
 - 7.1.3. share attention more than one time to allow brain to perceive information.
- 7. 2. **Inside Rearview Mirror Usage.** The student is expected to:
 - 7.2.1. search to the rear after seeing a change to your line of sight or path of travel;
 - 7.2.2. search to the rear before and after making a turn or a stop;
 - 7.2.3. search to the rear before and after making speed adjustment; and
 - 7.2.4. search to the rear before and after making lane position adjustment.
- 7. 3. **Outside Side View Mirrors and Mirror Blind Zone Checks.** The student is expected to:
 - 7.3.1. check the side view mirror before adjusting a lane position in that direction;
 - 7.3.2. visually check mirror blind zone after side view mirror use (traditional setting), before moving the steering wheel; and
 - 7.3.3. check the side view mirror (BGE) before adjusting a lane position in that direction.
- 7. 4. **Evaluate Condition to the Rear.** The student is expected to:
 - 7.4.1. determine if the rear zone/space is an open, closed, or changing condition; and
 - 7.4.2. when a tailgater is closing or changing the rear zone/space, determine the appropriate speed or lane adjustment needed.

IC. 8.0. Following Time and Space. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.

- 8. 1. **Closure Rate on Approach.** The student is expected to:
 - 8.1.1. approach the vehicle in front gradually, avoiding a fast closure rate.
- 8. 2. **Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks.** The student is expected to:
 - 8.2.1. move focal vision from travel path to another location and back to travel path;
 - 8.2.2. move focal vision within ½ second time frames; and
 - 8.2.3. share attention more than one time to allow brain to perceive information.
- 8. 3. **Moving at Same Speed - Maintaining Four Second Interval.** The student is expected to:
 - 8.3.1. when following another vehicle, work to maintain four seconds of time and space; and
 - 8.3.2. adjust speed or lane position if four seconds of time is difficult to maintain.
- 8. 4. **When Stopping Behind Vehicles.** The student is expected to:
 - 8.4.1. when stopped behind a vehicle, be able to see the rear tires touching the pavement ahead to keep a minimum of fifteen feet of space; and
 - 8.4.2. when stopped behind a vehicle without visibility to the rear, be able to see the driver in the side view mirror.

8. 5. Delay Start Before Moving. The student is expected to:
 - 8.5.1. after the vehicle in front begins to move, delay your movement for two seconds to open the front zone/space.

IC. 9.0. Communication and Courtesy. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.

9. 1. **Technique.** The student is expected to:
 - 9.1.1. use turn signal light on before turning right or left;
 - 9.1.2. use lane change signal rather than turn signal appropriate for moving to another lateral position;
 - 9.1.3. use headlights on at all times to increase visibility;
 - 9.1.4. use horn to make others aware of your presence;
 - 9.1.5. tap brake lights to warn rear traffic of a slowdown or stop in the traffic flow;
 - 9.1.6. use vehicle speed and position could communicate the driver's intention; and
 - 9.1.7. use hand signals should be used to establish eye contact with other roadway users.
9. 2. **Timing.** The student is expected to:
 - 9.2.1. put signal light on at least five seconds prior to moving since communication requires time to be sent, received and acted upon; and
 - 9.2.2. communicate early so that your safe path of travel can best be controlled.
9. 3. **Commitment.** The student is expected to:
 - 9.3.1. make sure your messages are acknowledged by others.

IC. 10.0. Using Three Steps to Problem-Solving. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, selected sections of the rules of the road, lane changing, turnabouts and parking.

10. 1. **Search for a change to your line-of-sight and/or to your path-of-travel.** The student is expected to:
 - 10.1.1. look for what may no longer make your intended path-of-travel available or safe.
10. 2. **Evaluate your other zones/spaces for risk.** The student is expected to:
 - 10.2.1. look for related information;
 - 10.2.2. look for alternate path of travel; and
 - 10.2.3. get all information before acting.
10. 3. **Execute an Adjustment.** The student is expected to:
 - 10.3.1. get the best
 - 10.3.1.1. speed control;
 - 10.3.1.2. lane position; and
 - 10.3.1.3. communication for the conditions.
10. 4. **Use a Practice Commentary.** The student is expected to:
 - 10.4.1. develop the procedures to a process and into habit;
 - 10.4.2. start with an appropriate speed and lane position for limitations and conditions;
 - 10.4.3. look for line of sight or path of travel zone/space changes;
 - 10.4.4. explain and demonstrate the three steps to control the zone/space change;
 - 10.4.5. develop the process for 10-15 minutes at a time as a rear seat occupant/observer; and
 - 10.4.6. repeat the process for 3-5 minutes at a time as a driver.

In-car Segment Four: Factors Affecting Driver Performance.

The student recognizes the significant effects of alcohol and other drugs, fatigue, and emotions on the driving task. The student identifies alcohol, fatigue, and emotions as major factors in fatal motor vehicle crashes for individuals between 15 and 24 years of age. The student recognizes alcohol use among youth can spiral into a series of problems including poor driving performance and unlawful behaviors. The student recognizes fatigue as a major problem for youthful drivers due to all the school-related activities, lack of structured sleep cycles, and late night activities. The student develops a plan to deal with other drivers, errors, and anger. Anger management is a key element to preventing road rage issues recognizing that emotions and violent reactions of youth, as well as society in general, have been well documented during the past few years.

The student appraises inclement and extreme weather conditions and formulates predictions on vehicular and driver limitations before developing and executing responses; investigates roadway and vehicle technology, including occupant protection, to develop an understanding of the related uses and crash and injury protections; demonstrates proper use of occupant protection devices; and utilizes map reading and route planning techniques to avoid adverse driving conditions. The student assesses vehicle operation and malfunctions to eliminate or prevent related problems by securing scheduled and unscheduled maintenance or repairs; understands vehicle braking systems and utilizes proper braking techniques in favorable and unfavorable vehicular, weather, and roadway conditions; understands vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making, and problem-solving skills to respond appropriately.

IC. 11.0. Responses to Emergency Situations. The student appraises inclement and extreme weather conditions and formulates predictions on vehicular and driver limitations before developing and executing responses; investigates roadway and vehicle technology, including occupant protection, to develop an understanding of the related uses and crash and injury protections; demonstrates proper use of occupant protection devices; and utilizes map reading and route planning techniques to avoid adverse driving conditions. The student assesses vehicle operation and malfunctions to eliminate or prevent related problems by securing scheduled and unscheduled maintenance or repairs; understands vehicle braking systems and utilizes proper braking techniques in favorable and unfavorable vehicular, weather, and roadway conditions; understands vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making, and problem-solving skills to respond appropriately.

11. 1. **Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks.** The student is expected to:
 - 11.1.1. move focal vision from travel path to another location and back to travel path;
 - 11.1.2. move focal vision within ½ second time frames; and
 - 11.1.3. share attention more than one time to allow brain to perceive information.
11. 2. **Identify and Respond to Vehicle Failures.** The student is expected to:
 - 11.2.1. demonstrate ability to recognize engine failure and respond with appropriate actions;
 - 11.2.2. demonstrate ability to recognize brake failure and respond with appropriate actions; and
 - 11.2.3. demonstrate ability to recognize tire pressure failure and respond with appropriate actions.
11. 3. **Identify and Respond to Environmental Conditions.** The student is expected to:
 - 11.3.1. demonstrate ability to recognize traction loss and respond with appropriate actions;
 - 11.3.2. demonstrate ability to recognize when tires drop off pavement and respond with appropriate actions;
 - 11.3.3. demonstrate ability to recognize sudden POT restrictions and respond with appropriate actions; and
 - 11.3.4. demonstrate ability to recognize sudden LOS restrictions and respond with appropriate actions.

In-car Segment Five: Assessment of Driver Performance.

The student is assessed based on vehicle operation, understands vehicle braking systems and utilizes proper braking techniques in favorable and unfavorable vehicular, weather, and roadway conditions; understands vehicle performance and potential conflicts other motorized and non-motorized roadway users present and applies critical-thinking, decision-making, and problem-solving skills to respond appropriately.

IC. 12.0. The student enrolled in a certified driver education program should be able to successfully demonstrate the key core behavioral patterns while performing the following procedures.

12. 1. **Divide Focal and Mental Attention Between Intended Travel Path and Other Tasks.** The student is expected to:
 - 12.1.1. move focal vision from travel path to another location and back to travel path;
 - 12.1.2. move focal vision within ½ second time frames; and
 - 12.1.3. share attention more than one time to allow brain to perceive information.
12. 2. **Precision Turns.** The student is expected to:
 - 12.2.1. demonstrate and explain a proper side position;
 - 12.2.2. demonstrate and explain the forward position;
 - 12.2.3. search intersections left, front, and right to ascertain open zones/spaces; and
 - 12.2.4. look into the turn before turning the steering wheel.
12. 3. **Approach to Intersections.** The student is expected to:
 - 12.3.1. see and respond to open/closed zones;
 - 12.3.2. check and respond to rear zone conditions;
 - 12.3.3. establish and maintain proper lane usage and speed control;
 - 12.3.4. search left, front, and right zones for LOS-POT changes, get open zones before entering; and
 - 12.3.5. demonstrate and use staggered, legal, and safety stop when applicable.
12. 4. **Timing Arrival for Open Zone.** The student is expected to:
 - 12.4.1. see condition of traffic light; adjust speed to arrive at a green light;
 - 12.4.2. see closed front zone; adjust speed to reduce closure rate and to arrive in an open zone; and
 - 12.4.3. adjust speed to have at least one open side zone.
12. 5. **Precision Lane Change.** The student is expected to:
 - 12.5.1. evaluate zones and mirror blind spots;
 - 12.5.2. move to LP2 (Lane Position 2, the left side of lane) for left lane change;
 - 12.5.3. move to LP3 (right side of lane) for right lane change;
 - 12.5.4. make final mirror blind spot check;
 - 12.5.5. enter new lane in LP2 or LP3; and
 - 12.5.6. decide on best lane position for conditions
12. 6. **Approach to Curves.** The student is expected to:
 - 12.6.1. see curve in target area;
 - 12.6.2. check all zones for options;
 - 12.6.3. establish effective speed control;
 - 12.6.4. left curve approach LP3 if right zone is open, apex LP1, exit LP1; and
 - 12.6.5. right curve approach LP2 if left zone is open, apex LP3, exit LP1.
12. 7. **Passing/Being Passed.** The student is expected to:
 - 12.7.1. identify tailgater problems for speed and lane position adjustments;
 - 12.7.2. evaluate gain versus risk prior to attempting passing maneuver;
 - 12.7.3. check all zones for LOS-POT conditions; and
 - 12.7.4. control speed and lane position.

- 12. 8. **Getting On/Off Highways.** The student is expected to:
 - 12.8.1. slowest speed on entrance ramp for maximum searching time and options;
 - 12.8.2. evaluate gap to enter;
 - 12.8.3. effective speed on acceleration lane; and
 - 12.8.4. getting off: plan ahead, test brakes.
- 12. 9. **Backing Techniques.** The student is expected to:
 - 12.9.1. effective searching prior to and while backing;
 - 12.9.2. effective use of brake for speed control; and
 - 12.9.3. effective steering technique.
- 12. 10. **Parking Techniques.** The student is expected to:
 - 12.10.1. establish side position;
 - 12.10.2. demonstrate proper forward position;
 - 12.10.3. use minimum space to go forward;
 - 12.10.4. evaluate alignment to space;
 - 12.10.5. back to pivot point, turn wheel;
 - 12.10.6. visually target center of vehicle or space to the rear; and
 - 12.10.7. straighten tires, demonstrate rear limitation reference.
- 12. 11. **Turnaround Techniques.** The student is expected to:
 - 12.11.1. establish side position;
 - 12.11.2. demonstrate proper forward position;
 - 12.11.3. use minimum space to go forward;
 - 12.11.4. evaluate alignment to space;
 - 12.11.5. back to pivot point, turn wheel;
 - 12.11.6. visually target center of vehicle or space to the rear; and
 - 12.11.7. straighten tires, demonstrate rear limitation reference.
- 12. 12. **Responding to Emergency Situations.** The student is expected to:
 - 12.12.1. use vision control, motion control, and steering control sequences;
 - 12.12.2. recognize and respond to adverse conditions that change vehicle traction;
 - 12.12.3. recognize front wheel traction loss;
 - 12.12.4. recognize rear wheel traction loss;
 - 12.12.5. demonstrate appropriate controlled brake, trail brake, threshold brake, and antilock brake use; and
 - 12.12.6. recognize and respond to vehicle mechanical failures.

Environment Risk Relationships

Risk Level	Instructor	Speed	External Distractions	Traffic Volume	Roadway Limitations
Controlled	Assumes 100% of space management responsibilities	Less than 30 mph	External distractions controlled by instructor	Little to minimal cross traffic volume	Single lane residential or suburban style marked and unmarked with controlled and uncontrolled intersections
Low	Assumes 90% of space management responsibilities	Less than 45 mph	External distractions are minimal	Minimal to low cross traffic and opposing traffic	Multi-lane, one and two way flow, traffic signals simple curve and hill approaches
Moderate	Assumes 50% of space management responsibilities	Less than 55 mph	External distractions are evident and consistent to front and rear	High volume opposing traffic with low volume of cross or entry traffic, urban areas	Limited access, multi-lane, rural curves and hill approaches, moderate controlled urban one and two way streets Light weather and visibility conditions.
Complex	Assumes 25% of space management responsibilities. Assesses student space management	Varying speeds up to speed limits	External distractions are numerous and inconsistent to front and rear	High volume opposing, cross , entry and exit flows. Mix of drivers using variance of speed and lane position adjustments	Limited access, multi-lane, rural curves and hill approaches, moderate controlled urban one and two way streets. Varying road surfaces, visibility, and weather conditions

Essential Knowledge and Skills for Driver and Traffic Safety Education

Driver and Traffic Safety Education: Classroom Segment II

- (H) General Requirements.** This course is a required prerequisite to obtain a Selected State Driver License at ages between 16 years and before age 18.
- (I) Introduction.** Selected state driver and traffic safety education provides the foundation for students, assisted by parents/mentors, to continue the lifelong learning process of reduced risk driving practices, keeping mentally and physically fit, while acquiring essential knowledge, skills, and experiences to understand and perform reduced risk driving in varying traffic environments..
- (J) Responsibilities.** Teachers help students meet or exceed minimum competency standards through a combination of classroom and in-car instruction that includes modeling, knowledge assessment, skill assessment, guided observation, and support continued parental involvement.
-

Classroom Segment II knowledge and skills.

Classroom Module One: Mental and Perceptual Awareness. The student develops an understanding of the effects of negative reinforcement on driving behavior. The student recognizes the role of driver fitness, mental preparedness, and the effects of alcohol and other drugs. The student develops essential knowledge and skills for reduced-risk performances in preventing and avoiding collision threats. NOTE: Subsequent to successful enrollment in the local driver and traffic safety education course, the student is eligible to start the unrestricted licensing portion of the graduated driver licensing process.

C.II. 1.0. Mental and Perceptual Awareness

- 1.1 Dealing with Negative Reinforcement: The student is expected to:
- ✓ identify the effects of media on driver risk-taking.
 - ✓ relate how peers have affected their driver performance.
 - ✓ identify other driver behaviors that reinforce poor driving performances.
- 1.2 Developing Risk Awareness : The student is expected to:
- ✓ identify high risk situations.
 - ✓ identify methods to reduce driver risk in identified situations.
 - ✓ identify consequences associated driver behaviors and collision factors.
- 1.3 Making Effective Decisions: The student is expected to:
- ✓ identify driver errors contributing to collisions.
 - ✓ identify consequences associated high-risk driver behavior and vehicle operation.
 - ✓ identify driver actions to reduce severity of or avoid a collision.
- 1.4 Using a Space Management System: The student is expected to:
- ✓ identify three steps of the space management system employed.
 - ✓ relate how searching skills are developed for reduced-risk performance.
 - ✓ relate how evaluation skills are developed for reduced-risk performance.
 - ✓ explain hoe to execute speed and position adjustments with effective communication.
 - ✓ develop a plan to work with No-zone concepts.

Module Two: Driver Fitness Tasks.

The student recognizes the role of driver fitness, mental preparedness, and the effects of alcohol and other drugs on reduced-risk driver performances .

C.II. 2.0. Driver Fitness Tasks

- 2.1 Fatigue Factors: The student is expected to:
- ✓ identify factors that may lead to driver fatigue.
 - ✓ relate fatigue to risk awareness and effective decision-making.
 - ✓ relate fatigue to other driver physical limitations.
- 2.2 Role of Emotions: The student is expected to:
- ✓ identify emotions which may affect driving performance
 - ✓ relate emotional factors to driving performance
 - ✓ recognize how emotions may play a role in driver attention to task.
- 2.3 Distracted Driving
- ✓ identify driver distractions as a vision and mental problem
 - ✓ identify driver distractions as a vision and mental problem
 - ✓ identify factors in the vehicle that can cause distractions
 - ✓ identify factors outside the vehicle that can cause distractions
 - ✓ identify personal factors that can cause distractions
 - ✓ deal with distractions by;
 - Move focal vision from travel path to another location and back to travel path.
 - Move focal vision within ½ second time frames.
 - Share attention more than one time to allow brain to perceive information.
- 2.4 Aggressive Driving Factors: The student is expected to:
- ✓ identify factors that may lead to road rage.
 - ✓ relate emotions to other driver emotional limitations.
 - ✓ relate emotions to risk awareness and effective decision-making.
- 2.5 Substance Abuse Factors: The student is expected to:
- ✓ recognize the impact of zero tolerance laws.
 - ✓ relate youthful alcohol collision risk involvement to adult alcohol collision risk involvement.
 - ✓ identify the impact of blood alcohol concentrations (BAC) of less than .08% to .10% on driver risk awareness and decision-making.
 - ✓ relate the psychological effects of alcohol on driving task.
 - ✓ relate the physiological effects of alcohol on the driving task.
 - ✓ develop a plan to avoid alcohol and other drug related driving

Module Three: Avoiding Collision Threats.

The student develops essential knowledge and skills for reduced-risk performances in preventing and avoiding collision threats.

C.II. 3.0 Avoiding Collision Threats

- 3.1 Driver Actions: The student is expected to:

- ✓ identify space management practices which may reduce risk and allow time for decision-making.
 - ✓ identify steering actions used to avoid collisions and minimize impact.
 - ✓ identify speed control techniques used to avoid collisions and minimize impact.
 - ✓ identify driver strategies related to using new vehicle technologies effectively.
- 3.2 Knowing the Vehicle : The student is expected to:
- ✓ relate vehicle limitations associated with different vehicle types.
 - ✓ relate how tire pressures and traction affect vehicle control.
 - ✓ relate how a vehicle is designed to fit the style of use.
 - ✓ relate how crash test results can influence purchase and driver performances.
 - ✓ relate
- 3.3 Vehicle Actions : The student is expected to:
- ✓ relate to effects of momentum , gravity, and inertia in personal driving situations.
 - ✓ list and identify the purpose of new vehicle technology for reducing the collision effects of driver error.
 - ✓ relate the concepts of vehicle understeer and vehicle oversteer to traction loss.
- 3.4 Environmental Factors: The student is expected to:
- ✓ identify weather related conditions which lead to a need for greater risk awareness and better decision-making.
 - ✓ identify distracting situations which lead to a need for greater risk awareness and better decision-making.

Essential Knowledge and Skills for Driver and Traffic Safety Education

Driver and Traffic Safety Education: In-car Segment II

(K) General Requirements. This course is a required prerequisite to obtain a Selected State Driver License at ages between 16 years and before age 18.

(L) Introduction. Selected state driver and traffic safety education provides the foundation for students, assisted by parents/mentors, to continue the lifelong learning process of reduced risk driving practices, keeping mentally and physically fit while acquiring essential knowledge, skills, and experiences to understand and perform reduced risk driving in varying traffic environments..

(M) Responsibilities. Teachers help students meet or exceed minimum competency standards through a combination of classroom and in-car instruction that includes modeling, knowledge assessment, skill assessment, guided observation, and support continued parental involvement.

(N) Segment II In-car knowledge and skills.

Segment II In-car training.

The student develops an understanding of the effects of negative reinforcement on driving behavior. The student recognizes the role of driver fitness, mental preparedness, and the effects of alcohol and other drugs. The student develops essential knowledge and skills for reduced-risk performances in preventing and avoiding collision threats. NOTE: Subsequent to successful enrollment in the local driver and traffic safety education course, the student is eligible to start the unrestricted licensing portion of the graduated driver licensing process.

IC.II 1.0 Commentary Driving Assessment. The student is expected to:

- ✓ search for changes to path of travel and line of sight
- ✓ identify high risk situations
- ✓ evaluate methods to reduce driver risk in identified situations.
- ✓ Evaluate divided attention tasks needed.
- ✓ explain consequences associated driver behaviors and collision factors
- ✓ execute appropriate speed and position adjustments accompanied by appropriate communication
- ✓

IC.II 2.0 SEE System Training. The student is expected to:

- ✓ search for changes to path of travel and line of sight
- ✓ identify high risk situations
- ✓ evaluate methods to reduce driver risk in identified situations.
- ✓ evaluate divided attention tasks needed.
- ✓ explain consequences associated driver behaviors and collision factors
- ✓ execute appropriate speed and position adjustments accompanied by appropriate communication .

IC.II 3.0 Commentary Space Management Assessment. The student is expected to:

- ✓ identify restrictions to the path of travel.
- ✓ identify restrictions to the line of sight.

- ✓ execute appropriate speed and position adjustments, while checking space to the rear.

IC.II. 4.0 Advanced Collision Avoidance Actions (Off-Road Application).

4.1. Driver Actions. The student is expected to:

- ✓ identify steering actions used to avoid collisions and minimize impact.
- ✓ identify speed control techniques used to avoid collisions and minimize impact.
- ✓ identify driver strategies related to using new vehicle technologies effectively.

4.2. Vehicle Actions. The student is expected to:

- ✓ relate to effects of momentum , gravity, and inertia in personal driving situations.
- ✓ list and identify the purpose of new vehicle technology for reducing the collision effects of driver error.
- ✓ relate the concepts of vehicle understeer and vehicle oversteer to traction loss.

Scope and Sequence of Activities:

Time frames	Segment I Classroom	Virtual Interactive Simulation	Segment I In-car	Segment II Classroom	Segment II In-car
Time Period One	C. 1.0				
	C. 2.0				
	C. 3.0				
	C. 4.0				
	C. 5.0				
Period Two	C. 6.0				
	C. 7.0	VIS. 1.0			
	C. 8.0		IC. 1.0		
	C. 9.0	VIS. 2.0			
	C. 10.0		IC. 2.0		
Period Three	C. 11.0	VIS. 3.0			
	C. 12.0		IC. 2.0		
	C. 13.0	VIS. 4.0			
	C. 14.0		IC. 3.0		
	C. 15.0	VIS. 5.0			
Period Four	C. 16.0		IC. 4.0		
	C. 17.0	VIS. 6.0			
	C. 18.0		IC. 5.0		
	C. 19.0	VIS. 7.0			
	C. 20.0		IC. 6.0		
Period Five	C. 21.0	VIS. 8.0			
	C. 22.0		IC. 7.0		
	C. 23.0	VIS. 9.0			
	C. 24.0		IC. 8.0		
	C. 25.0	VIS. 10.0			
Period Six	C. 26.0		IC. 9.0		
	C. 27.0				
	C. 28.0		IC. 7.0		
	C. 29.0				

	C. 30.0		IC. 8.0		
Period Seven	C. 31.0				
	C. 32.0		IC. 9.0		
	C. 33.0				
	C. 34.0		IC. 10.0		
	C. 35.0				
Period Eight	C. 36.0		IC. 10.0		
	C. 37.0				
	C. 38.0		IC. 11.0		
	C. 39.0				
	C. 40.0		IC. 12.0		
Period Nine	C. 41.0				
	C. 42.0		makeup		
	C. 43.0				
	C. 44.0		makeup		
	C. 45.0				

Time Period for State Licensing with Parent Practice and Novice Driver Experience

Seg. II Period One		VIS. 11.0		C. II. 1.0	
				C. II. 1.0	IC. II. 1.0
		VIS. 12.0		C. II. 1.0	
				C. II. 2.0	IC. II. 2.0
		VIS. 13.0		C. II. 2.0	
Seg. II Period Two				C. II. 2.0	IC. II. 3.0
		VIS. 14.0		C. II. 3.0	
				C. II. 3.0	IC. II. 4.0
					IC. II. 4.0

Appendix B

Contact List

Organizations

AAA Foundation for Traffic Safety

607 14th Street NW.
Suite 201
Washington, DC 20005
Phone: 202-638-5944
Fax: 202-638-5943
E-mail: info@aaafoundation.org
Web site: www.aaafoundation.org

AAA

Public Affairs MS 72
1000 AAA Drive
Heathrow, FL 32746
E-mail: publicaffairs@national.aaa.com
Web site: www.aaaexchange.com

The Century Council

2345 Crystal Drive
Suite 910
Arlington, VA 22202
Phone: 202-637-0077
Web site: www.centurycouncil.org

Delmar Cengage Learning

PO Box 6904
Florence, KY 40122-6904
Phone: 800-354-9706
Fax: 800-487-8488
E-mail: esales@cengage.com
Web site: www.cengage.com/delmar/

Insurance Institute for Highway Safety

1005 N. Glebe Road
Suite 800
Arlington, VA 22201
Phone: 703-247-1500
Fax: 703-247-1588
Web site: www.iihs.org

National Institute for Driver Behavior

P.O. Box 98
Cheshire, CT 06410
Phone: 203-272-9391
Fax: 203-528-3590
Web site: www.nidb.org

The National Road Safety Foundation, Inc.

18 East 50th Street
New York, NY 10022
Phone: 866-SAFEPATH
E-mail: nrsf@nationalroadsafety.org
Web site: www.nationalroadsafety.org

National Safety Council

1121 Spring Lake Drive
Itasca, IL 60143-3201
Toll Free: 800-621-7615
Phone: 630-285-1121
Fax: 630-285-1315
E-mail: info@nsc.org
Web site: www.nsc.org

Companies

Advance Auto Parts

Store Support Center
5008 Airport Road
Roanoke, VA 24012
Phone: 877-ADVANCE
Web site: www.advanceautoparts.com

U-Haul

2727 North Central Ave.
Phoenix, AZ 85004
Phone: 800-528-0361
Fax: 602-263-6772
E-mail: publicrelations@uhaul.com
Web site: www.uhaul.com

On-Line Companies

Advanced Car Control Techniques

Phone: 800-862-3277

E-mail: clinics@carcontrol.com

Web site: www.carcontrol.com

Insurance Companies

Allstate Insurance Company

PO Box 12055

1819 Electric Road, SW.

Roanoke, VA 24018

Phone: 800-255-7828

Web site: www.allstate.com

American Family Insurance

6000 American Pkwy.

Madison, WI 53783-0001

Toll Free: 800-MYAMFAM

Phone: 608-249-2111

Web site: www.amfam.com

Country Financial

1701 N Towanda Ave.

Bloomington, IL 61701-2057]

Phone: 888-211-2555

Web site: www.countryfinancial.com

Progressive Insurance

6300 Wilson Mills Road

Mayfield Village, Ohio 44143

Phone: 800-PROGRESSIVE

Web site: www.progressive.com

State Farm

One State Farm Plaza

Bloomington, IL 61710

Phone: 877-734-2265

Web site: www.statefarm.com

The Children's Hospital of Philadelphia

34th Street and Civic Center Boulevard

Philadelphia, PA 19104-4399

Phone: 215-590-1000

Web site: www.chop.edu

Simulator Companies

Doron Precision Systems, Inc.

P. O. Box 400

Binghamton, NY 13902-0400

Phone: 607-772-1610

Fax: 607-772-6760

Web site: www.doronprecision.com

Raydon Corporation

210 Fentress Blvd

Daytona Beach, FL 32114

Phone: 386-267-2936

Fax: 386-271-2283

Web site: www.raydon.com

Simulator Systems International

11130 East 56th Street

Tulsa, OK 74146

Toll Free: 800-843-4764

Phone: 918-250-4500

Fax: 918-250-4502

Web site: www.simulatorsystems.com

Vehicle Manufacturers

Ford Motor Company

P.O. Box 6248

Dearborn, MI 48126

Phone: 800-392-3673

Web site: www.ford.com

Toyota

19001 South Western Ave.

Dept. WC11

Torrance, CA 90501

Phone: 800-331-4331

Fax: 310-468-7814

Web site: www.toyota.com

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**National Highway Traffic Safety
Administration**

