


# Orientation

Behind-the-Wheel Theory Course  
Introduction and Overview




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## Welcome!

This course will:

- ▶ Help prepare you to become a behind-the-wheel driver education instructor
- ▶ Be able to help novice drivers develop vehicle operational skills

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## Review of Part I

- ▶ Gained an understanding of teaching and learning process.
- ▶ Knowledge, skills and attitudes necessary to teach.
- ▶ Four steps of teaching and learning.
- ▶ Domains of learning.
- ▶ Use and modify a lesson plan.
- ▶ Different types of questioning techniques.
- ▶ How to handle student responses and interact with students.

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## Review of Part II, if applicable

- ▶ Became a classroom instructor.
- ▶ Practiced presenting content from a driver education lesson plan.
- ▶ Learned strategies for classroom and time management.
- ▶ Learned how to assess and evaluate students.


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## Purpose of Course

- ▶ To train individuals to become professional instructors in driver education.
- ▶ Prepare the prospective driver educator to conduct activities, which will develop vehicle operational skills for the novice driver.

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## Objectives of the Course

Upon successful completion of this **course**, the IC will be able to:

- ▶ Develop and conduct learning activities to meet objectives for developing performances and behavior as identified in an approved Driver Education Curriculum.
- ▶ Identify resource materials for use in the driver education laboratory setting.
- ▶ Utilize and edit lesson plans for on-street instruction.
- ▶ Utilize or modify a route plan based on a behind-the-wheel lesson plan.
- ▶ Describe how to give directions that are simple and understandable.


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## Objectives of the Course cont.


- ▶ Describe when it may be necessary for the instructor to manage and take control of the vehicle.
- ▶ Demonstrate command and control.
- ▶ Understand and demonstrate in-vehicle teaching techniques.
- ▶ Demonstrate the various coaching techniques.
- ▶ Identify and describe the various types of in-vehicle evaluations.
- ▶ Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen and parents.

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## Course Completion Requirements


- ▶ Full attendance of the course is mandatory.
- ▶ Planned activities
- ▶ Group discussions
- ▶ Questions and answers
- ▶ Pass Module quizzes with 80% or greater.
- ▶ Conduct two on-road evaluations.
- ▶ Pass End-of-Course knowledge test with 80% or greater.

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## Agenda


- ▶ **Module 1** – Lesson Plans for In-vehicle Instruction
- ▶ **Module 2** – Managing the Mobile Classroom
- ▶ **Module 3** – In-vehicle Teaching Techniques
- ▶ **Module 4** – Driver Evaluation
- ▶ **Module 5** – Command and Control of the Mobile Classroom
- ▶ **Module 6** – Putting it All Together and Practice Teaching

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## Agenda


- ▶ **Module 7** – Peer Teaching Driving Route Demonstrations
- ▶ **Module 8** – Coordination Between BTW and Classroom
- ▶ **Module 9** – On-Board Technologies
- ▶ **Module 10** – BTW Course Wrap-Up
- ▶ **Module 11** – BTW Knowledge Test
- ▶ **Addendum Module C** – Driving Ranges and Driving Simulators

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## Module Summary


- ▶ The information that was presented in this module is essential for understanding the purpose and objectives of the behind-the-wheel theory course and the course requirements.

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## Questions?

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# Module 1

## Lesson Plans for In-vehicle Instruction




## Purpose of the Module

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- ▶ To give you an understanding of the in-vehicle instruction lesson plan structure.

Module 1

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## Module Sections

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This module will cover three topics:

- ▶ Lesson plan format
- ▶ Different driving environments
- ▶ On-street route development



Module 1

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## Module Objectives

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- ▶ By the end of this Module, you will be able to:
  - Modify and utilize lesson plans for on-street instruction, based on lesson plan objectives.
  - Describe the five different driving environments.
  - Modify and utilize on-street driving routes for all environments and for evaluation.
  - Describe the importance of planning for night driving in driver education.

Module 1

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## The Cover Page of Each Lesson Plan

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- ▶ Overall goals or objectives.
- ▶ Required entry level for the lesson.
- ▶ Resources needed.
- ▶ Assignments or reading for the lesson.

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## In-vehicle Lesson Plan Format and its Various Components

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- ▶ Instructional objective.
- ▶ Learning activities.
- ▶ Learning activities for observers, if applicable.
- ▶ Anticipated problems.
- ▶ Method of evaluation.
- ▶ Materials, equipment and resources needed.

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### In-vehicle Lesson Plan Format and its Various Components

- ▶ A copy of the route attached to the lesson plan.
- ▶ Typed and written in manner that is easy to follow.

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Learning Activity

## Activity #1: BTW Lesson Plan


Review sample BTW lesson plan and go into detail on components and importance of each in the lesson plan.

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### Off-Street Lessons


- ▶ Those driving skills needed before driving in the various on-street environments.
  - Parking lots
  - Multiple-vehicle driving ranges



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### Off-Street Lessons: Driving Range



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### Off-Street Lessons: Driving Range



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### Off-Street Lessons: Parking Lot



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Learning Activity

## Activity #2: Off-Street Parking or Driving Range Diagram

Show an off-street parking or driving range diagram and review features to utilize.

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## Off-Street Tasks that Can be Performed

- ▶ Pre-start procedures.
  - Outside vehicle checks
    - Tires
    - Lights
    - Debris
    - Damage
    - Fluids




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## Off-Street Tasks that Can be Performed

- ▶ Pre-start procedures.
  - Inside vehicle checks and adjustments
    - Items secured
    - Phone off
    - Gas gauge
    - Lock doors
    - Adjust head restraint, seat position, steering wheel
    - Seat belt
    - Adjust mirrors
    - Ignition
    - Headlights
    - E-brake or parking brake



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## Example of Vehicle Checks

- ▶ LSMILE
- ▶ Lock doors
- ▶ Seat belt, seat, steering wheel
- ▶ Mirrors
- ▶ Ignition
- ▶ Lights
- ▶ E-brake or parking brake

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## Off-Street Tasks that Can be Performed

- ▶ Ignition procedures.
- ▶ Preparing to move.
- ▶ Stopping procedures.
- ▶ Tracking forward and backwards.
- ▶ Lane change procedures.
- ▶ Left and right turn procedures.
- ▶ Three-point turnabouts.
- ▶ Angle and perpendicular parking.
- ▶ Parallel parking.
- ▶ Responding to driver errors and vehicle failures.




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## The Five Different Driving environments

1. Low-speed, light traffic (i.e. residential)
2. Moderate speed, light traffic (i.e. open highway/rural)
3. Moderate speed, dense traffic (i.e. suburban/urban/ business district)
4. High speed, moderate and heavy traffic (i.e. expressway)
5. Night driving

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## Low-Speed, Light Traffic (residential) environment Description

- ▶ Minimal traffic.
- ▶ Low speeds (5-25mph)
- ▶ Traffic controls consist mainly of pavement markings and signs.
- ▶ Two-way and one-way streets.
- ▶ Open and blind intersections.


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## Low-Speed, Light Traffic (residential) Objectives

Suggested maneuvers or skills include:

- ▶ Entering/leaving the flow of traffic.
- ▶ Negotiation intersections.
- ▶ Identifying traffic controls.
- ▶ Eye habits and practices
- ▶ Interacting with other users.
- ▶ Negotiating turnabouts
- ▶ Negotiating roundabouts/traffic circles
- ▶ Parking on uphill/downhill grades.
- ▶ Yielding/right-of-way




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## Low-Speed, Light Traffic (residential) Learning Sets

- ▶ Lane change maneuvers (entering/leaving traffic)
- ▶ Negotiating intersections
- ▶ Single stops/double stops or safety stops/blind intersections
- ▶ Two-way/one-way streets
- ▶ Left and right turns
- ▶ Negotiating two-point turnabouts
- ▶ Negotiating three-point turnabouts




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## Low-Speed, Light Traffic (residential) Anticipated Problems

- ▶ Failing to check blind spot on lane changes.
- ▶ Failing to check mirror at least once each block.
- ▶ Improper lane position for intersection maneuvers (one-way and two-way streets).
- ▶ Failing to stop properly.
- ▶ Failing to stop for pedestrians.




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## Low-Speed, Light Traffic (residential) Anticipated Problems

- ▶ Waiting to turn left with wheels pointed left.
- ▶ Failing to search two-three times properly.
- ▶ Failing to sight through turns.
- ▶ Failing to follow curb radius on right turns.
- ▶ Dry steering turnabouts.
- ▶ Failing to recognize and obey signs, signals and pavement markings.




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## Low-Speed, Light Traffic (residential) Learning Activities

- ▶ Check licenses or permits, as applicable.
- ▶ Introduction to the lesson (environment and objectives).
- ▶ Introduce learning activities for observers.
- ▶ End of lesson summarize students strong/weak points.



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Learning Activity

## Activity #3: Components of Low Speed, Light Traffic (Residential Driving)

Identify the main components and watch a video of residential driving. Relate the discussions to what was shown in the video.


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# Low Speed Light Traffic

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### Moderate-Speed, Light Traffic (Open highway) Description

- ▶ Variable speeds (35-55).
- ▶ Moderate traffic.
- ▶ Variable sight distance.
- ▶ Various traffic controls.
- ▶ Multiple lanes.
- ▶ Shopping centers.




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### Moderate-Speed, Light Traffic (Rural) Description

- ▶ Variable speeds (35-55).
- ▶ Moderate traffic.
- ▶ Variable lane widths.
- ▶ Hill and curves.
- ▶ Limited space.
- ▶ Limited sight distance.
- ▶ Limited pavement markings and traffic controls.




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### Moderate-Speed, Light Traffic (Open highway/Rural) Objectives

Suggested maneuvers or skills include:

- ▶ Vehicle control.
- ▶ Sight distance.
- ▶ Identifying traffic controls.
- ▶ Lane selections and positioning
- ▶ Gap selection.
- ▶ Communicating
- ▶ Moving lane changes.
- ▶ Negotiating shopping centers.




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### Moderate-Speed, Light Traffic (Open highway/Rural) Anticipated Problems

- ▶ Improper speed control.
- ▶ Entering curves too fast.
- ▶ Failing to scan ahead.
- ▶ Dropping off the roadway and onto the shoulder.
- ▶ Failing to use mirrors.
- ▶ Failing to identify traffic controls.
- ▶ Improper lane positioning.



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Learning Activity

## Activity #4: Components of Moderate Speed, Light Traffic (Open Highway/Rural) Environment

Identify the main components and watch a video of open highway/rural environment. Relate the discussions to what was shown in the video.


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# Moderate Speed Light Traffic

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### Moderate-Speed, Dense Traffic (Suburban/Urban/Business) Description

- ▶ Maximum number of users.
- ▶ Reduced speeds (25-35mph).
- ▶ Multiple traffic lanes and intersections.
- ▶ Complex intersections.
- ▶ Limited space and visibility.
- ▶ One-way/two-way streets.
- ▶ Alleyways.
- ▶ Multiple traffic control devices.
- ▶ Parking garages.




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### Moderate-Speed, Dense Traffic (Suburban/Urban/Business) Objectives

Suggested maneuvers or skills include:

- ▶ Systematic search patterns.
- ▶ Visual search and identification.
- ▶ Interacting with a large number of users.
- ▶ Negotiating a variety of intersections.
- ▶ Designated turn lanes
- ▶ Roundabouts
- ▶ Using parking garages.




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### Moderate-Speed, Dense Traffic (Suburban/Urban/Business) Objectives

Suggested maneuvers or skills include:

- ▶ Maintaining space.
- ▶ Timing.
- ▶ Selecting path of travel.
- ▶ Communicating.
- ▶ Parallel parking/Angle parking/Perpendicular parking.
- ▶ Backing.
- ▶ Responding to traffic control devices.




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### Moderate-Speed, Dense Traffic (Suburban/Urban/Business) Anticipated Problems

- ▶ Improper lane change procedures.
- ▶ Improper lane selection or path of travel.
- ▶ Failing to search ahead and at intersections.
- ▶ Failing to scan through turns.
- ▶ Speed control.
- ▶ Not communicating.
- ▶ Failure to respond to traffic control devices.
- ▶ Failing to stop for pedestrians.
- ▶ Improper lane changes procedures.



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Learning Activity

## Activity #5: Components of Moderate Speed, Dense Traffic (Suburban/Urban/Business District) Environment

Identify the main components and watch a video of suburban/urban environment. Relate the discussions to what was shown in the video.


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# Moderate Speed Dense Traffic

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## High-Speed, Moderate & Heavy Traffic (Expressway) Description

- ▶ High speeds (55-70mph)
- ▶ Divided by some barrier.
- ▶ Moderate to high volume of traffic
- ▶ Variety of exchanges.
- ▶ Limited access.




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## High-Speed, Moderate & Heavy Traffic (Expressway) Objectives

Suggested maneuvers or skills include:

- ▶ Entering and exiting.
- ▶ Interacting with other users.
- ▶ Identifying critical areas.
- ▶ Sign usage.
- ▶ Speed control.
- ▶ Steering control.
- ▶ Passing without exceeding the speed limit.



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## High-Speed, Moderate & Heavy Traffic (Expressway) Anticipated Problems

- ▶ Fluctuation in speed.
- ▶ Poorly paced lane changes.
- ▶ Improper use of exit and entrance ramps.
- ▶ Improper lane change procedures.
- ▶ Failure to scan well in advance.



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Learning Activity

## Activity #6: Components of High Speed, Moderate and Heavy Traffic (Expressway)

Identify the main components and watch a video of expressway environment. Relate the discussions to what was shown in the video.

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# High Speed Moderate-Heavy Traffic

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## Night Driving

- › Should be included in driver education instruction if possible.
- › Characteristics are the same as other environments but with significantly reduced visibility.

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Slide 1-45

## Objectives for Night Driving

- › Preparing to drive (clean windshield).
- › Searching and evaluating with the use of headlights.
- › Speed control and tracking
- › Reducing the risks at night with high/low beam use and speed control.

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Learning Activity

## Activity #7: Components of Night Driving

Identify the main components and watch a video of night driving.  
Relate the discussions to what was shown in the video.


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# Night Driving

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## Guidelines for On-Street Route Development

- › Work from the simple to the more complex environments.
- › Must start and end at a set location, preferably the driving school.
- › Characteristics of the environment must match with the objectives in the lesson plan.




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## Guidelines for On-Street Route Development

- ▶ Every on-street route must allow for:
  - An introduction.
  - A demonstration of skills.
  - Repetitious practice.
  - Assessments.
- ▶ The instructor must be very familiar with the routes. The routes will be pre-planned and utilized for all courses.



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## Guidelines for On-Street Route Development

- ▶ Each route must contain:
  - Ideally twenty to thirty instructional minutes per student.
  - Time for directions.
  - Static and dynamic situations.
  - Simple to complex situations

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## Steps for Setting Up a Route


- ▶ Get a large map for the area you want the route(s).
- ▶ If not familiar with the area, try to find help.
- ▶ Lay out a route on the map.
  - Start at the driving school.
  - Fill in the places for the desired maneuvers.

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## Steps for Setting Up a Route

- ▶ Drive the potential route several times.
  - Look for locations for the maneuvers you could not locate on a map.
- ▶ Repeat until you have a complete route.
- ▶ Make a final tour of the route and note where you would give the driver directions.



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## Steps for Setting Up a Route

- ▶ Make a list of the environments on the route.
  - For each environment give:
    - the type of maneuver
    - the location
    - the point at which the directions are to be given; and
    - the directions to be given to the driver

Examples:


- At the next traffic light turn right.
- Continue on George Street.
- At the next intersection turn left.

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## Steps for Setting Up a Route

- ▶ Takes one to two days to set up a route.
- ▶ No minimum or maximum length for the route.
- ▶ Must meet the objectives of the behind-the-wheel lesson plan.
- ▶ Can modify the route for efficiency.
- ▶ Have an alternate route in case of construction or traffic jams.
- ▶ Considerable planning is required if meeting students at their home or other designated points.



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Learning Activity

## Activity #8: Developing Routes

Using a local map or google maps practice designing a route.

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STW Activity

## Behind-the-Wheel Activity

Take page 1-17 with you to the vehicle when conducting the behind-the-wheel activity.

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### Activity Purpose

- ▶ The purpose of the behind-the-wheel activity is to give you practice learning the driving routes for your teaching assignments.

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### Activity Objectives

By the end of this activity, you will be able to:

- ▶ Utilize pre-planned on-street driving route(s) to conduct behind-the-wheel lesson (s).
- ▶ Utilize sample in-vehicle lesson plan(s) to conduct behind-the-wheel lesson(s).
- ▶ Describe the different driving environments.

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### Specific Activities

You will perform the following activities in the vehicle:

- ▶ Practice driving pre-planned routes for your teaching assignments in this course.

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### Materials Needed


- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ The Behind-the-Wheel Activity page from your participant workbook

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## Module Summary

- ▶ With the conclusion of this Module, you will be able to:
  - Modify and utilize lesson plans for on-street instruction.
  - Describe the five different driving environments.
  - Modify and utilize on-street driving routes for all environments and for evaluation.
  - Describe the importance of planning for night driving in driver education


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Learning Activity

## Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

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## Questions and Answers

- ▶ List the five driving environments.
- ▶ Describe the objectives for the low speed, light traffic (residential) driving environment.
- ▶ List the objectives for the night driving environment.
- ▶ Describe the characteristics of the high speed, moderate and heavy traffic (expressway) environment.

Module 1 ANSTSE

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## Questions?

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Module 1 ANSTSE

# Module 2


## Managing the Mobile Classroom



## Purpose of the Module

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- ▶ To teach you how to manage the behind-the-wheel portion of a driver education class through:
  - proper procedures for giving directions,
  - how to use instructor mirrors;
  - dealing with challenges during in-vehicle instruction,
  - when to change drivers; and
  - observer responsibilities.


Module 2 PW page 2-2 

## Module Sections

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This module will cover five topics:


- ▶ Preparing to drive
- ▶ Giving directions
- ▶ How to use instructor mirrors during in-vehicle training
- ▶ Challenges to in-vehicle training
- ▶ Changing drivers and observer responsibilities

Module 2 PW page 2-2 

## Module Objectives

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- ▶ By the end of this Module, you will be able to:
  - Describe the vehicle and occupant safety checks necessary in preparing for a lesson.
  - Describe how to give directions that are simple and understandable.
  - Demonstrate how to utilize instructor mirrors.
  - Address learning/physical challenges during in-vehicle training.
  - Explain how to manage multiple tasks while conducting behind-the-wheel instruction and manage distractions.
  - Describe proper locations to change drivers on street.
  - Describe the proper driver rotation process.

Module 2 PW page 2-2 

## Procedures for Teaching an In-vehicle Lesson

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- 1. Check the student's permit/license, if required.**
  - ▶ Is the license/permit valid?
  - ▶ What are the restrictions?
  - ▶ When does it expire?
  - ▶ Address issues on student health/medical form.

Module 5 PW page 2-3 

## Procedures for Teaching an In-vehicle Lesson

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- 2. Select a first driver based either on skill level or student rotation, if applicable.**
  - ▶ Is the student capable of driving the vehicle to the desired environment?

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Slide 2-7

## Procedures for Teaching an In-vehicle Lesson

**3. Begin the in-vehicle lesson procedure with a lesson overview while standing outside the vehicle.**

- State the lesson objectives (relate to classroom lesson).
- Provide quick review of session.
- Type of traffic environment.
- General description of route.
- Explain the benefits of the lesson.
- Explain observer activities sheets.

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## Procedures for Teaching an In-vehicle Lesson

**4. Seated in the proper position to instruct the lesson.**

- ▶ Body should be positioned towards driver.
- ▶ Right leg should be able to reach instructors pedal.
- ▶ Left hand should be used as a brace or to take emergency action.

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**? Question**

## Explain the importance of the instructor's seating position?

Module 5 ANSTSE

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## Procedures for Teaching an In-vehicle Lesson

**5. Check the dual instructor brake before beginning the lesson.**

- ▶ Is the safety pin disengaged?
- ▶ Is the cable in good condition?
- ▶ When the vehicle is moving will it stop the vehicle?

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## Procedures for Teaching an In-vehicle Lesson

**6. If the vehicle has a center pull emergency brake does it work?**

- ▶ Used only as a back up to the instructors brake.
- ▶ Can cause rear wheel lock if used improperly.

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## Procedures for Teaching an In-vehicle Lesson

**7. Set the instructor's mirrors.**

- ▶ Make sure they will not block driver's vision.
- ▶ Eye check mirror should be placed on the windshield where the instructor can see the student's eye movements.

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## Guidelines for Giving Directions

- ▶ Always begin the lesson with a lesson overview and a general description of the route.
- ▶ Directions influence the drivers performance and evaluation results by:
  - What is said to the driver.
  - How it is said.
  - Where or when it is said.

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PW page 2-5

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## Guidelines for Giving Directions

- ▶ Write out the directions to negotiate a route.
- ▶ Verbalize directions slowly.
- ▶ Talk loudly.
- ▶ Identify where/when directions should be given.

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PW page 2-5

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## Guidelines for Giving Directions

Directions must be:


- ▶ Short and concise.
  - Avoid giving directions for two maneuvers at the same time.
- ▶ Easy to state and remember.
- ▶ Easy to understand and follow.
- ▶ Consistent, stated in the same form

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PW page 2-5

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## Guidelines for Giving Directions

- ▶ Consciously plan the directions.
- ▶ Select a safe time and location.
- ▶ Get the drivers attention.
- ▶ Check for understanding once the directions are given.




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## Techniques to Ensure the Driver Will Follow Directions

- ▶ Anticipate which drivers may have or are going to have problems. Such as:
  - Searching
  - Steering too much or too little
  - Braking too much or not enough
  - Accelerating too much or not enough
  - Prematurely performing the directions
  - Delaying in performing the direction



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PW page 2-6

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## Techniques to Ensure the Driver Will Follow Directions

- ▶ Remind the students to listen carefully to the directions.
- ▶ Repeat the directions.
- ▶ Students may be nervous and may have difficulties in determining left from right when receiving directions.
- ▶ When giving direction you can also point in the direction you want the student to turn.

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## Guidelines for Giving Directions

- ▶ Never give more than two directions at one time. Break it down in 1 or 2 segments as you drive
- ▶ Directions should be stated in two parts.
  - First, say "Where" you want the maneuver done, then, say "What" you want the driver to do.


1. At the traffic signal
2. Turn right

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## Guidelines for Giving Directions


- ▶ Use specific terms when giving directions.
  - Avoid using street names
- ▶ You may use highway markers.
  - State the route number.
  - State the direction of travel (North, South, West, East) only if needed.
  - State the major city in either direction.

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## Guidelines for Giving Directions


- ▶ Use designations such as:
  - Next intersection
  - Next major intersection
  - Next controlled intersection
  - First crossroad
  - Next stop sign
  - Next traffic signal
  - Second traffic signal
  - Following street
  - End of road

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## Guidelines for Giving Directions


- ▶ Directions should be started with a prepositional phrase such as:
  - "At the..." (Where the location is visible)
  - "Go to the ..." (When the location is visible)
  - "Continue to the ..." (When the location is not visible)

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Slide 2-23

## Guidelines for Giving Directions


- ▶ Avoid double -meaning or confusing words such as:
  - Right - say correct
  - Straight - say ahead or forward
  - Red light - traffic signal
  - Slang - for the action you want: "step on it, OK."
  - Improper phrases: "right hand turn," "left hand turn."
  - Curve vs a Turn

Module 2 PW page 2-7 

Slide 2-24

## Guidelines for Giving Directions


- ▶ Talk loudly and clearly to the driver.
- ▶ Talk at a normal talking rate.
- ▶ Pause between the "where/when" and the "what" components.
- ▶ If you have a long distance to go, use a standard phrase such as "continue ahead until I give you further directions."

Module 2 PW page 2-7 

Slide 2-25

## When/Where to Give Directions

- ▶ Use a location that is easy to remember.
- ▶ Physical landmarks that don't change.
- ▶ Give the direction as soon as the driver has completed the last direction.
- ▶ Time directions to coordinate with the needed action.



Module 2 PW page 2-7 ANSTSE

Slide 2-26

## When/Where to Give Directions

- ▶ Give well in advance.
- ▶ May be necessary to repeat the direction.
- ▶ Know the route and area of instruction well.
- ▶ Have a plan B if a turn is missed or needs to be aborted.

Module 2 PW page 2-7 ANSTSE

Slide 2-27

## When/Where to Give Directions


- ▶ Use a cue that is obvious and will not change over time.
- ▶ Avoid giving directions when the driver:
  - Is busy performing a maneuver.
  - Needs to be attentive to environment or traffic conditions.

Module 2 PW page 2-7 ANSTSE

Slide 2-28

## When/Where to Give Directions

- ▶ Factors to consider where giving directions.
  - The terrain (hills, curves, etc.)
  - Roadway configuration (curves, bridges)
  - Existing hazards that reduce visibility
  - The speed of the vehicle
  - The volume and speed of other traffic
  - Roadway signs and signals
  - Types of roadway and environments
  - Sightlines



Module 2 PW page 2-7 ANSTSE

Slide 2-29

## Summary of Giving Directions

- ▶ The same for every driver.
- ▶ Short/concise.
- ▶ Easy to state and remember.
- ▶ Easy to understand and follow.
- ▶ Same style and similar content.
- ▶ "Where" first, then "what".
- ▶ Given clearly and early.
- ▶ Timed for repeat if necessary.
- ▶ Timed so not to overload the driver.

Module 2 PW page 2-8 ANSTSE

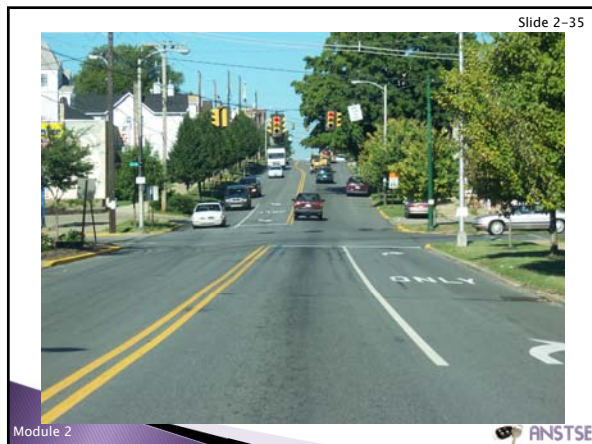
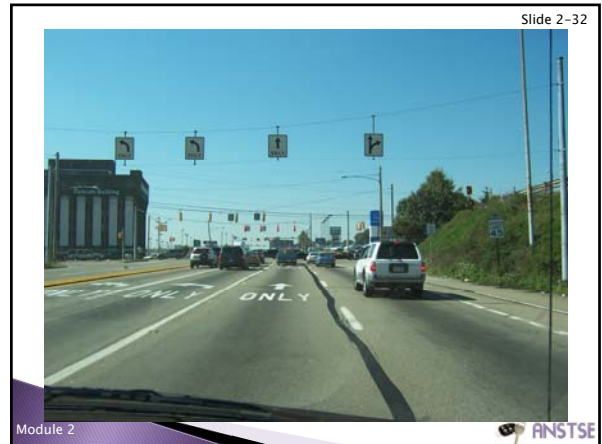
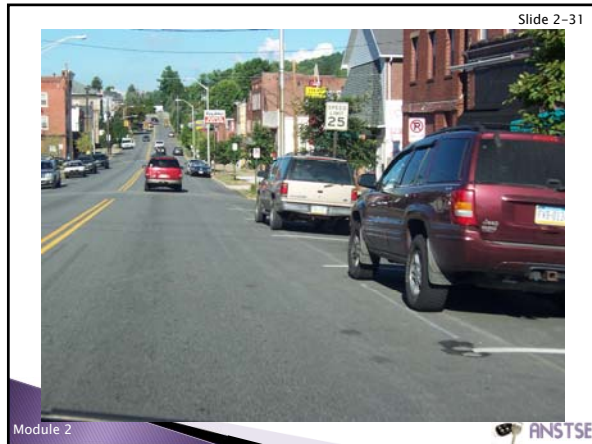
Slide 2-30

☞ Learning Activity

## Activity #1: Giving Directions

Review slides and demonstrate how to give directions for the various scenarios.

Module 2 PW page 2-8 ANSTSE



Slide 2-36

### Instructor's Rearview Mirror


- ▶ Fastened on the inside of the windshield with suction cups.
- ▶ Positioned so that the instructor can see to the rear of the vehicle with a quick glance.

Module 2 PW page 2-10 ANSTSE

Slide 2-37

## Instructor's Eye Mirror


- ▶ Typically a 2 ½" by 6" flat mirror.
- ▶ Flat mirror glass used.
- ▶ Choose one of good quality with a suction base and a swivel joint which allows for degrees of rotation.

Module 2 PW page 2-11 

Slide 2-38

## Instructor's Eye Mirror


- ▶ Fastened to the windshield in a position where the instructor can see the student's eye movements.
- ▶ Allows the instructor to see at a glance where the student is looking and where the student is searching and tracking.

Module 2 PW page 2-11 

Slide 2-39

## Instructor's Eye Mirror


- ▶ Easily detects:
  - A fixed stare
  - Failure to check blind spots before moving to a new lane
  - Failure to check to the rear before slowing down
- ▶ Allows the instructor to coach the student until the correct habits are in place.
- ▶ The mirror should be a flat mirror.

Module 2 PW page 2-11 

Slide 2-40

## Instructor's Eye Mirror


- ▶ Ideally should be positioned low on the windshield to not block the driver's sightline.
- ▶ But high enough that the driver's hands on the wheel will not obstruct the instructor's view.
- ▶ Typically placed on or slightly left of the center of the windshield.

Module 2 PW page 2-11 

Slide 2-41

## Instructor's Eye Mirror


- ▶ Windshield must be clean to ensure the suction is sufficient.
- ▶ The mirror may need to be reattached twice a year.

Module 2 PW page 2-11 

Slide 2-42

## Steps to Place and Use Instructor's Eye Mirror

- ▶ Properly adjust the instructor's seat.
- ▶ Place on the windshield where you can see the student's eye movements.
- ▶ Observe the student's eye movements.
- ▶ Tell the student where to look to see properly.

Module 2 PW page 2-12 

Slide 2-43

Learning Activity

## Activity #2: Using Instructor Rearview and Eye Mirrors

Determine where to place and practice securing instructor rearview and eye mirrors.

Module 2 PW page 2-12 ANSTSE

Slide 2-44

## Relationship and Referral of the Driver Rehabilitation Specialist

- ▶ Driver education schools and instructors should have a relationship with their local Driver Rehabilitation Specialist(s).
- ▶ These specialists are properly trained to assist persons with disabilities in learning to drive.

Module 2 PW page 2-13 ANSTSE

Slide 2-45

## Relationship and Referral of the Driver Rehabilitation Specialist

- ▶ In consultation with the parent(s), the student should be referred to a qualified Driver Rehabilitation Specialist.
  - Never deny a person training because of a disability.
  - Do not try to teach a student with certain types of disabilities that you are not qualified to teach.
  - Personally facilitate the referral of the person to a qualified Driver Rehabilitation Specialist.

Module 2 PW page 2-13 ANSTSE

Slide 2-46

## Addressing Learning/Physical Challenges During In-vehicle Training

- ▶ Some students may have different types of learning, cognitive or physical disabilities. Some disabilities may not be as apparent as others.

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Slide 2-47

## Addressing Learning/Physical Challenges During In-vehicle Training

- ▶ Learning disabilities: Are more common, such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), Autism/Asperger's and dyslexia.
  - Use diagrams and visuals prior to driving to explain maneuvers.
  - Make instructions clear and specific.
  - Be patient and consistent.

Module 2 PW page 2-13 ANSTSE

Slide 2-48

## Addressing Learning/Physical Challenges During In-vehicle Training


- ▶ Cognitive disabilities: when a person has greater difficulty with one or more types of mental tasks than the average person.
  - They can occur from tumors, strokes, head injuries, infections, etc.
  - Notice any type of difficulties to mentally process tasks such as the driving task.

Module 2 PW page 2-13 ANSTSE

Slide 2-49

## Addressing Learning/Physical Challenges During In-vehicle Training


- ▶ Physical disabilities: when a person has the lack of adequate power or strength than the average person.
  - Notice any difference in gait or walk.
  - Instructor should be very aware of any limp or difference in limbs.
  - Causes could be stroke at birth, Cerebral Palsy, amputation, spinal cord injury, etc.
  - For persons with minor physical disabilities: During the in-vehicle instruction pedal extenders or other adaptive devices may need to be used.

Module 2 PW page 2-13 

Slide 2-50

## The Americans with Disabilities Act


- ▶ Requires that services should be available to everyone, even those with disabilities.
- ▶ As an instructor you should perform to your fullest ability to assist in providing driver education to an individual with disabilities.

Module 2 PW page 2-14 

Slide 2-51

## The Americans with Disabilities Act


- ▶ To provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.
- ▶ Higher level disabilities should be referred to a driver rehabilitation specialist.
- ▶ The driver education instructor should assist in coordinating and assisting with this referral.

Module 2 PW page 2-14 

Slide 2-52

## Learn to Manage Multiple Tasks While Conducting In-vehicle Training


- ▶ To supervise student instruction.
- ▶ Maintain control of the instructional vehicle.
- ▶ Maintain situational awareness.
- ▶ Coordinate instruction of the driving route.
- ▶ Engage the student observers in the back seat during the driving lesson.

Module 2 PW page 2-14 

Slide 2-53

## Managing Multiple Tasks While Conducting In-Vehicle Training


- ▶ Lesson and car prepared and routes established.
- ▶ Preview the lesson to be taught with your students.
- ▶ Turn off your cell phone and put away.
- ▶ Envision yourself as the driver to maintain vehicle control.

Module 2 PW page 2-14 

Slide 2-54

## Managing Distractions While Conducting In-vehicle Training


- ▶ Manage the distractions inside and outside of a vehicle.
- ▶ Be alert to potential distractions to prepare the students driving.

Module 2 PW page 2-15 

Slide 2-55

## Managing Distractions While Conducting In-vehicle Training


- ▶ Pre-plan your lesson and driving routes.
- ▶ Drive the driving route prior to the lesson during the time period you will be teaching.
- ▶ Alert students of potential distractions that may occur and possible countermeasures.

Module 2 PW page 2-15 

Slide 2-56

## Managing Distractions While Conducting In-vehicle Training


- ▶ Placing non-essential student materials out of passenger compartment.
- ▶ Set ground rules for the students.
- ▶ Make sure electronic components are turned off and stored away.
- ▶ Conversation is focused on driving.
- ▶ Practice distraction reducing strategies with your students.

Module 2 PW page 2-15 

Slide 2-57

## Inform Observer of Responsibilities


- ▶ Inform observers what they should be doing.
- ▶ Make sure they have a clear understanding of their responsibilities before the lesson.
- ▶ Observers should be active while in the vehicle and observe the student driver.
- ▶ Check flow of traffic before allowing them to exit vehicle.

Module 2 PW page 2-16 

Slide 2-58

## Driver Rotation


- ▶ Identify a time to change drivers.
  - Ideally allow 20 – 30 minutes for each student, no more than 90 minutes
- ▶ Identify a safe location for changing drivers.
  - Parking lots are the easiest and safest.
- ▶ Identify how to position students.
  - Depending on environment, students with better road skill should drive first.

Module 2 PW page 2-16 


Slide 2-59

## Changing Drivers

- ▶ Choose a safe location and include in the pre-planned route.
- ▶ Use public parking areas.
- ▶ Be certain it is a safe area with limited traffic.
- ▶ Have a good sight distance ahead and behind.
- ▶ Pull completely off the roadway (parking lot is the best).
- ▶ If beside the roadway, the backseat passengers should enter/exit from passenger side if possible.


Module 2 PW page 2-17 

Slide 2-60

 **STW Activity**

## Behind-the-Wheel Activity


Take this section with you to the vehicle when conducting the behind-the-wheel activity.

Module 2 PW page 2-18 

Slide 2-61

## Activity Purpose

- ▶ The purpose of the behind-the-wheel activity is to manage the mobile classroom and give directions.


Module 2 PW page 2-18 

Slide 2-62

## Activity Objectives

By the end of this activity, you will be able to:

- ▶ Conduct the vehicle and occupant safety checks.
- ▶ Give directions that are understandable.
- ▶ Demonstrate how to utilize instructor rearview and eye mirrors.
- ▶ Demonstrate how to manage multiple tasks and distractions.
- ▶ Demonstrate how to change drivers on street and engaging observers.


Module 2 PW page 2-18 

Slide 2-63

## Specific Activities

The following activities should be completed:


- ▶ Using an on-street route and lesson plans developed by the instructor you will practice:
  - driving the route;
  - managing the mobile classroom and
  - giving directions for the route.

Module 2 PW page 2-18 

Slide 2-64

## Materials Needed


- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ The Behind-the-Wheel Activity page from your participant workbook

Module 2 PW page 2-18 


Slide 2-65

## Module Summary

- ▶ With the conclusion of this Module, you should be able to:
  - Describe the vehicle and occupant safety checks necessary in preparing for a lesson.
  - Describe how to give directions that are simple and understandable.
  - Demonstrate how to utilize instructor mirrors.
  - Explain how to manage multiple tasks while conducting behind-the-wheel instruction and manage distractions.
  - Describe proper locations to change drivers on street.
  - Describe the proper driver rotation process.


Module 2 PW page 2-19 

Slide 2-66

 Learning Activity

## Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.


Module 2 PW page 2-20 



Slide 2-67

## Questions and Answers


- ▶ Describe what words should not be used when giving directions.
- ▶ What guidelines should be followed when determining when/where to give directions?
- ▶ Describe the driver rotation process.

Module 2 

Slide 2-68

## Questions?

?

Module 2 

# Module 3

## In-Vehicle Teaching Techniques (Coaching and Correcting)

ANSTSE

Slide 3-2

## Purpose of the Module

- ▶ To teach the necessary steps for conducting an in-vehicle lesson.

Module 3 PW page 3-2 ANSTSE

Slide 3-3

## Module Sections

This module will cover five topics:

- ▶ In-vehicle teaching techniques
- ▶ Commentary teaching and driving
- ▶ Engaging the non-driving student
- ▶ Coaching the driver
- ▶ Evaluating or summarizing an in-vehicle lesson

Module 3 PW page 3-2 ANSTSE

Slide 3-4

## Module Objectives

- ▶ By the end of this Module, you will be able to:
  - Demonstrate the various teaching techniques that can be used in the vehicle to enable learning.
  - Demonstrate how to utilize commentary teaching.
  - Demonstrate how to engage the non-driving student.
  - Demonstrate coaching techniques and features of a good coach.
  - Demonstrate questioning techniques for in-vehicle teaching.

Module 3 PW page 3-2 ANSTSE

Slide 3-5

## Module Objectives

- Demonstrate how to visually search the roadway ahead and check eye movements of the novice driver.
- Demonstrate how to summarize the lesson when finished.

Module 3 PW page 3-2 ANSTSE

Slide 3-6

## The Value of Questions


- ▶ Heighten student's involvement.
- ▶ Give opportunity to quickly apply knowledge.
- ▶ Help in the retention of information being learned.
- ▶ Allow students to learn from each other.
- ▶ Evaluate how well students are grasping the information.
- ▶ Evaluate how well the instructor is coaching.
- ▶ Monitor and adjust teaching accordingly.

Module 3 PW page 3-3 ANSTSE

Slide 3-7

## How to Establish Good Questions


- ▶ **Questions should:**
  - Follow the interest of the student.
  - Start broadly and then increasingly focus on detail.
  - Only ask one question at a time.
  - Be clear and concise.
  - Use open questions which require thought and are non-judgmental.

Module 3 PW page 3-3 

Slide 3-8

## How to Establish Good Questions


- ▶ **Questions can and should:**
  - Focus on the senses, emotions, attitudes, goals and motives as well as cognitive factors.
  - Relate current experience to prior experience.

Module 3 PW page 3-3 

Slide 3-9

## Examples of Coaching Questions


- ▶ What is your main concern today?
- ▶ What do you want to do next?
- ▶ Have you done this before?
- ▶ How did it go?
- ▶ What do you need to know to do this?
- ▶ What do you need to particularly watch out for in this situation?
- ▶ What can you hear/see/feel?

Module 3 PW page 3-4 

Slide 3-10

## Examples of Coaching Questions


- ▶ What are you feeling at this moment?
- ▶ How are you going to deal with this?
- ▶ Where are you looking?
- ▶ What did you actually do?
- ▶ How did you feel in the situation?
- ▶ What did you do well?
- ▶ What could you do in the future to avoid such a situation?
- ▶ What would make it easier for you to do this?

Module 3 PW page 3-4 

Slide 3-11

? Question


## What are some typical instructions used in training?

Module 3 PW page 3-5 

Slide 3-12

## Questioning Techniques for In-vehicle Teaching

- ▶ **Open vs. closed questions**
  - Open questions begin with why, how, when, who, etc.
    - How (nervous) do you feel?
  - Closed questions are yes or no.
    - Do you feel nervous?

Module 3 PW page 3-5 

Slide 3-13

### Questioning Techniques for In-vehicle Teaching

- ▶ **Non-judgment vs. judgment questions**
  - Example for judgmental: Why did you drive so fast?
  - Example for non-judgmental: What factors did you take into account before deciding for this speed?

Module 3 PW page 3-5

Slide 3-14

### Questioning Techniques for In-vehicle Teaching

- ▶ **Questions on sense and body-awareness vs. intellectual questions**
  - Sensory questions can lead to greater awareness of comfort, stress, nerves and excitement.
  - On a scale from 1-10, how stressed are you now? What could you do to reduce stress for let's say one point only?

Module 3 PW page 3-5

Slide 3-15

### Questioning Techniques for In-vehicle Teaching

- ▶ **Coaching questions vs. questioning development**
  - The answer is up to the student.
    - How stressed do you feel when you enter a roundabout?
  - In question developing the learning content is clear right from the beginning but will be elaborated by asking.
    - What does this traffic sign mean?

Module 3 PW page 3-5

Slide 3-16

### Questioning Techniques for In-vehicle Teaching

- ▶ **Questions on internal subject vs. questions on external facts**

Internal	What signs are there when you are getting tired?
External	What is written in the law about fatigue?

Module 3 PW page 3-5

Slide 3-17

? Question

## What is the effect of these questions on the student?

## Can these questions be used as easily as instructions for in-vehicle training?

Module 3 PW page 3-6

Slide 3-18

Learning Activity

## Activity #1: Questioning Techniques for In-vehicle Teaching


Convert the questions from a closed question into an open question for example.

Module 3 PW page 3-6

Slide 3-19

## Tips for Active Listening


- ▶ Listening is an important skill for instructors.
- ▶ Look at the student when they are talking.
- ▶ Light nodding and friendly facial gestures are useful.
- ▶ Do not try to finish off someone's sentence.
- ▶ Do not try to cut off the person when he/she is talking.

Module 3 PW page 3-7 

Slide 3-20

## Reflecting Back


- ▶ Ensures nothing is lost in the questioning and listening process.
- ▶ Used for summarizing the student's words.

Module 3 PW page 3-7 

Slide 3-21

## How to Reflect Back


- ▶ An instructor could say: "So is it fair to say that your main concern today is to gain more experience turning left at intersections?"
  - Shows you are listening.
  - Can help structure their thoughts.

Module 3 PW page 3-7 

Slide 3-22

## Commentary Teaching Techniques


- ▶ Instructor verbalizes the conditions and maneuver, executed in short bursts, one to two minutes at a time.
- ▶ Familiarizes students with what they are expected to do.
- ▶ Verbalizes both perceptual and psychomotor skills.

Module 3 PW page 3-8 

Slide 3-23

## Student Driver and Observer Commentary Techniques


- ▶ Student verbalizes the conditions and their responses.
  - Used after the instructor commentaries.
  - Helps to evaluate students.
  - Demonstrates student awareness, perception, thought processes, etc.
  - Student reads traffic safety picture out loud.
  - Aids in student retention.

Module 3 PW page 3-8 

Slide 3-24

## Both Commentary Teaching and Student Driver Commentary

- ▶ Very important components to the in-vehicle training process.
  - Helps to create interaction.
  - Helps students to understand what they need to do.
  - Provides sequential steps.
  - Aids in retention.
  - Reinforces visual skills.

Module 3 PW page 3-8 

Slide 3-25

Learning Activity

# Activity #2: Commentary Teaching

Describe the steps for the maneuver and practice commentary teaching using the pictures on the next slides.

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Slide 3-26

Module 3 ANSTSE

Slide 3-27

Module 3 ANSTSE

Slide 3-28

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Slide 3-30

## Engaging the Non-Driving Students


- ▶ All students need to be active participants.
- ▶ When one student is driving the other student(s) must be observing and critiquing.
- ▶ Instructors should monitor all the students all the time.
- ▶ Observing students can also be used to provide feedback.

Module 3 PW page 3-10 ANSTSE

Slide 3-31

## Engaging the Non-Driving Students

- ▶ Have them rate the performance of the student driver using an instructor made form.
- ▶ Have them imagine they are driving and analyze the differences between what they would do and what the student driver actually does.


Module 3 PW page 3-10 

Slide 3-32

## Engaging the Non-Driving Students

Have the student observer:


- ▶ Use commentary driving/ student commentary.
- ▶ Monitor the student driver's use of mirrors, obedience of traffic laws, speed control, etc.
- ▶ Ask questions related to the driving environment and the lesson objectives.
- ▶ Ask the same questions as the driver.

Module 3 PW page 3-10 

Slide 3-33

## Coaching


- ▶ The instructor and student form a partnership.
- ▶ Encourages the learner to:
  - be him/herself,
  - identify goals,
  - reflect on their experience, and
  - develop strategies to meet their driving goals in the future.

Module 3 PW page 3-11 

Slide 3-34

## Coaching


- ▶ Designed to develop the awareness and responsibility of the person being coached, which is important in encouraging safe driving.

Module 3 PW page 3-11 

Slide 3-35

## Coaching


- ▶ Driving involves constant decision-making and continual need to make the right choices. To make the right choices in traffic, a student requires:
  - Self-awareness.
  - Awareness of inner and outer factors.
  - A sense of responsibility and consequences.
  - Self-confidence.

Module 3 PW page 3-11 

Slide 3-36

## Features of a Good Coach

- ▶ Allow the student to develop skills through their own practice with guidance and feedback.
- ▶ Ignore the small things and focus on shared learning.
- ▶ Avoid being an expert unless a safety risk.
- ▶ Once objectives have been met, allow the new driver to make navigation and route decisions.

Module 3 PW page 3-12 

Slide 3-37

## Features of a Good Coach

- ▶ **Aware of student's abilities, limitations and frustrations.**
- ▶ **See their role as a mentor.**
- ▶ **Believe that safe driving skills are developed through practice and experience.**
- ▶ **Provide driving experiences that promote improvement from lesson to lesson.**

Module 3 PW page 3-12 ANSTSE

Slide 3-38

Learning Activity

## Activity #3: Coaching Your Peers

Have instructor candidates coach their peers through an activity.

Module 3 PW page 3-13 ANSTSE

Slide 3-39

## The Importance of Coaching the Student While Driving to Enable Learning

- ▶ **Identify a driver's mistakes.**
- ▶ **Provide possible comment to build confidence.**
- ▶ **Explain how to correct the mistake, so that driver success can be achieved.**

Module 3 PW page 3-14 ANSTSE

Slide 3-40

## How Coaching By Correction is an Effective Way of Enabling Learning

- ▶ **Identify the driver mistakes.**
- ▶ **Immediate feedback should be given once the mistake is identified.**
  - Pull over safely.
  - Give the driver another opportunity as soon as possible.

Module 3 PW page 3-14 ANSTSE

Slide 3-41

## Coaching By Correction

- ▶ **Use constructive criticism, never use harsh criticisms.**
- ▶ **Never simply tell them that they have done it wrong.**
- ▶ **Always tell them "how" to do it better next time.**
- ▶ **Try to find something positive to say.**

Module 3 PW page 3-14 ANSTSE

Slide 3-42

## Coaching By Correction

- ▶ **Point out the problem in a positive way and let the student try again.**
- ▶ **Commend the student for the progress, but point out where the remaining deficiencies lie.**
- ▶ **Avoid over coaching.**


Module 3 PW page 3-14 ANSTSE



Slide 3-43

## Positive Reinforcement

- ▶ Reinforces the positive behavior.
- ▶ When a student has been doing poorly and performs with a positive behavior, reinforce that positive behavior.
- ▶ Tell students they have done well when they have performed well.


Module 3 PW page 3-15 

Slide 3-44

## Both Critical Components

Both “coaching by correction” and “positive reinforcement” are critical components to the training process.


- ▶ Coaching is an integral part of the training process.
- ▶ Coaching should occur throughout the training process.

Module 3 PW page 3-15 

Slide 3-45

## Leading the Student into an Active Role


- ▶ Lead the student out of the role of a passive learner and into the role of an active learner.
- ▶ The more active a person is involved in the learning process, the more awareness.


Module 3 PW page 3-15 

Slide 3-46

## Visual Search Habits and Eye Movement of Driver

1. Develop a regular search and scanning pattern.
2. Maintain a 12-15 second path of travel.
3. Use a left, center, right search pattern.
4. Regular rear view mirror checks.
5. Head checks need to be made.
6. Scan eye check mirror.





Module 3 PW page 3-16 

Slide 3-47

## Situational Awareness

- ▶ Vehicle movement
- ▶ Weather conditions
- ▶ Roadway and condition changes
- ▶ Emergency vehicles
- ▶ Pedestrian activities
- ▶ In-vehicle student interactions
- ▶ Other roadway users or situations that might arise




Module 3 PW page 3-17 

Slide 3-48

## Identifying and Meeting Goals


- ▶ Goals must fit the needs of traffic safety.
- ▶ Goals could be the overall goal, “what do I hope to achieve as a result of the training?”
- ▶ The student should fully accept the goals.

Module 3 PW page 3-18 

Slide 3-49

## Identifying and Meeting Goals


- ▶ Goals should meet the needs of the student and address concerns from previous lessons.
- ▶ Encourage the student to identify their own goals.


Module 3 PW page 3-18 

Slide 3-50

## Raising Awareness

- ▶ A high state of awareness is required for driving.
  - Awareness of the outside world
  - Self-awareness
- ▶ To be able to drive safely, you have to be aware of these inner and outer worlds.




Module 3 PW page 3-19 

Slide 3-51

## Raising Awareness


- ▶ Done primarily through questioning.
- ▶ Questions raise awareness in the form of feedback.

Module 3 PW page 3-19 

Slide 3-52

## Raising Responsibility


- ▶ Safe drivers are responsible drivers.
- ▶ The student should feel responsible for their own learning.
- ▶ Students should be given responsibility right from the beginning.

Module 3 PW page C-19 

Slide 3-53

## Raising Self-Acceptance


- ▶ Low self-acceptance is a typical trait of teens.
- ▶ Feelings of inadequacy can lead to compensation in the form of risky behavior.
- ▶ Low self-acceptance in teens often breeds anxiety and dependence or nervousness.
- ▶ If the student feels responsible for the learning process, they recognize the instructor as a partner.

Module 3 PW page 3-19 

Slide 3-54

## Raising Awareness Through Senses and Emotions


- ▶ Driving is not just a rational process.
- ▶ People inevitably bring in their lives and emotions into the car with them.
- ▶ Young drivers going through emotional period as they develop into adults and start to experience new freedom.
- ▶ Important to prepare novice drivers for feelings and emotions during solo driving.

Module 3 PW page 3-20 

Slide 3-55

## Raising Awareness Through Senses and Emotions


- ▶ Can only be developed if the learner recognizes physical sensations and emotions.
- ▶ Being encouraged to learn for oneself is considered to have a longer-term impact on learning.

Module 3 PW page 3-20 

Slide 3-56

## Raising Awareness Through Senses and Emotions


- ▶ Do not discuss personal issues, such as boyfriends/ girlfriends, relationships, how a student looks today, etc.
- ▶ These are catalysts for a sexual harassment issue.
- ▶ Make sure not to discuss other students.
- ▶ Conversation should be kept on a professional level.

Module 3 PW page 3-20 

Slide 3-57

## Addressing Internal Obstacles


- ▶ Any form of interference inside a person which disrupts the learning process and ability to meet a goal.

Module 3 PW page 3-20 

Slide 3-58

## Addressing Internal Obstacles


- ▶ Concern that the student has from a previous lesson.
- ▶ The student is unlikely to focus fully on the new goals.
- ▶ A typical question at the beginning of each lesson could be: "What is your main concern today?"

Module 3 PW page 3-20 

Slide 3-59

## Building on Prior Knowledge and Experience


- ▶ Learning is about connecting new elements with old elements.
- ▶ Students bring to driver training a wealth of experience from life and often from driving itself.
  - Driven before
  - Observed parents drive
  - Rode a bicycle
  - Been a pedestrian

Module 3 PW page 3-21 

Slide 3-60

## Building on Prior Knowledge and Experience


- ▶ The driver training process provides experiences, but they must be built on and structured in a process of reflection to ensure what has been learned is sustainable in the future.

Module 3 PW page 3-21 

Slide 3-61

## Authentic, Neutral and Non-Judgmental Communication


- ▶ The instructor should be genuinely interested in the world of the student.
- ▶ Instructors have a range of techniques to help students feel that they are being listened to and treated seriously. Including:
  - Repeating sentences
  - Rephrasing and repeating the main ideas
  - Looking at the person
  - Facing them (when you can) rather than standing beside them


Module 3 PW page 3-22 

Slide 3-62

## Authentic, Neutral and Non-Judgmental Communication

- ▶ The instructor needs to be non-judgmental with the student.
- ▶ Direct criticism or blame invokes defensiveness and tension which puts a strain on the relationship and encourages the student to close up.




Module 3 PW page 3-22 

Slide 3-63

## Authentic, Neutral and Non-Judgmental Communication

- ▶ Instructors should avoid only focusing on errors and establishing their authority in pointing them out. To avoid direct criticism:
  - Don't tell the student they have done something wrong. Ask non-judgmental questions.
  - Focus on the situation and not the driver's behavior.
  - Focus on the positives.


Module 3 PW page 3-22 

Slide 3-64

## The Importance of Summarizing the Lesson

Summarize each student's driving performance.


- ▶ Ask the students to assess their driving.
- ▶ Begin with the positives.
- ▶ Constructively correct negatives.
- ▶ End with positives.
- ▶ Suggest improvements.
- ▶ Discuss what will be done in the next lesson.

Module 3 PW page 3-23 

Slide 3-65

## The Importance of Summarizing the Lesson


- ▶ Immediately record the student's performance using an anecdotal record.
- ▶ Brief the parent or guardian when possible on how well the student is doing and what they need to practice more on.

Module 3 PW page 3-23 

Slide 3-66

## Module Summary

- ▶ With the conclusion of this Module, you should be able to:
  - Demonstrate the various teaching techniques that can be used in the vehicle to enable learning.
  - Demonstrate how to utilize commentary teaching.
  - Demonstrate how to engage the non-driving student.
  - Demonstrate coaching techniques and features of a good coach.

Module 3 PW page 3-24 

Slide 3-67

## Module Summary

- **Demonstrate questioning techniques for in-vehicle teaching.**
- **Demonstrate how to visually search the roadway ahead and check eye movements of the novice driver.**
- **Demonstrate how to summarize the lesson when finished.**

Module 3 PW page 3-24 ANSTSE

Slide 3-68

Learning Activity

## Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 3 PW page 3-25 ANSTSE

Slide 3-69

## Questions and Answers

- ▶ **What is commentary driving and give examples?**
- ▶ **What is meant by coaching by correction?**
- ▶ **Describe questioning techniques used during in-vehicle training.**
- ▶ **What should be stated when summarizing an in-vehicle lesson?**

Module 3 ANSTSE

Slide 3-70

## Questions?

?

Module 3 ANSTSE

# Module 4

## Driver Evaluation

ANSTSE

Slide 4-2

## Purpose of the Module

- ▶ To be able to evaluate a driver when teaching BTW lessons.

Module 4 PW page 4-2 ANSTSE

Slide 4-3

## Module Sections

This module will cover three topics:

- ▶ Types and characteristics of in-vehicle evaluation
- ▶ How to evaluate the driver
- ▶ Providing feedback to the driver

Module 4 PW page 4-2 ANSTSE

Slide 4-4

## Module Objectives

- ▶ By the end of this Module, you will be able to:
  - Describe the various types of in-vehicle evaluation.
  - Describe acceptable criteria for rating a driver's performance.
  - Describe how evaluation takes place and what can be evaluated in the vehicle.
  - Demonstrate how to provide feedback on the driver's performance.

Module 4 PW page 4-2 ANSTSE

Slide 4-5

## Types of In-vehicle Evaluation

1. Initial evaluation: what is the student bringing to this lesson, what have they retained/incorporated from the last lesson?
2. On-going evaluation each time a driver drives.
3. Guided self-evaluation by the student.
4. Summative evaluation at the end of the in-vehicle phase.

Module 4 PW page 4-2 ANSTSE

Slide 4-6

## Characteristics of Initial Evaluation


- ▶ Determine what the student has learned up to that point.
- ▶ Look at previous BTW lesson evaluations.
- ▶ Ask the student what they are having difficulties with.
- ▶ Ask short questions to gauge their understanding.

Module 4 PW page 4-3 ANSTSE

Slide 4-7

## Characteristics of the On-Going Evaluation


- ▶ Occurs each time a driver drives.
- ▶ Requires immediate and appropriate feedback from the instructor.
- ▶ Instructors must specifically identify the “mistakes” a driver makes.

Module 4 PW page 4-4 

Slide 4-8

## Characteristics of the On-Going Evaluation


- ▶ Mistakes must be corrected.
  - through use of words.
  - through use of visual aids.
  - through the use of demonstration.
- ▶ Provide praise and other positive re-enforcements when necessary.
- ▶ Written on the individual driver’s in-vehicle record.

Module 4 PW page 4-4 

Slide 4-9

## Characteristics of Guided Self-Evaluation by the Student


- ▶ Formal attempt to evaluate their own driving performance.
- ▶ Ensure that students recognize their responsibility for continual self-appraisal during the years of future driving.
- ▶ Students will evaluate their own performance after driving established route.
- ▶ Can take the form of brief commentaries which include their most important actions.

Module 4 PW page 4-5 

Slide 4-10

## Characteristics of Guided Self-Evaluation by the Student


- ▶ Share with the students (parents) skills they need to practice with their parents before the next lesson.
- ▶ Have the students record their evaluation for further assessment by the instructor and student.
- ▶ Instructor should avoid imposing their own evaluation before allowing students to do so.

Module 4 PW page 4-5 

Slide 4-11

## Characteristics of Summative Evaluation


- ▶ Evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark.
- ▶ Cumulative evaluations used to measure student growth after instruction.
- ▶ Include a clear alignment between assessment, curriculum, and instruction.
- ▶ Includes end of unit in-vehicle evaluations and course grades.

Module 4 PW page 4-5 

Slide 4-12

## Measurements Obtained When Evaluating Drivers

- ▶ The driver’s skills at maneuvering the car.
- ▶ The driver’s speed choices.
- ▶ The driver’s ability to understand the information presented by the roadway (signs, lines, traffic lights).
- ▶ The driver’s understanding of the rules of the road.

Module 4 PW page 4-6 

Slide 4-13

## Measurements Obtained When Evaluating Drivers

- ▶ The driver's ability to see, identify & interact with other road users.
- ▶ The driver's searching skills and their ability to identify and avoid situations that are likely to produce a collision.
- ▶ The driver's management of space and time.

Module 4 PW page 4-6 ANSTSE

Slide 4-14

## What Evaluations Can Determine?

- ▶ Where this student is on the learning progression.
- ▶ What the next step in the learning process is for this student.
- ▶ If the lesson is achieving the intended learning outcomes. If not, what is the cause and what might remediate this?
- ▶ Identify the cause, leading to the weakness and focus on correcting that behavior.
- ▶ Which drivers are most successful in responding to hazardous traffic situations.
- ▶ The driver's strengths and weaknesses based on positive feedback to meet their goals.

Module 4 PW page 4-7 ANSTSE

Slide 4-15

Learning Activity

## Activity #1: Types and Characteristics of In-vehicle Evaluation

Fill in the correct answer for each question on types and characteristics of in-vehicle evaluation

Module 4 PW page 4-8 ANSTSE

Slide 4-16

## Identifying a Driver's Performance Reliably

- ▶ Identify objectives and content that will influence a driver's behaviors.
- ▶ Be completely familiar with the objectives and the behaviors the student will demonstrate during the lesson.
- ▶ Identify what driver's do and how they control the car.
- ▶ Set criteria for acceptable performance as established in the lesson plan objectives.
- ▶ Prescribe a rating method/route.
- ▶ Evaluate the driver while driving.

Module 4 PW page 4-9 ANSTSE

Slide 4-17

## What to Do When Evaluating the Driver

- ▶ Observe the driver behaviors closely and carefully.
- ▶ Observe the change in traffic situations and conditions.
- ▶ Rate the driver after the performance.
- ▶ Record the rating in writing.

Module 4 PW page 4-9 ANSTSE

Slide 4-18

## The Process for Driver Evaluation

- ▶ Create an evaluation route which will present environments & situations to be evaluated.
- ▶ Direct the driver over the route.
- ▶ Observe the road environment & all other road users.
- ▶ Anticipate potential issues on the roadway well in advance.
- ▶ Observe the vehicle behavior.

Module 4 PW page 4-10 ANSTSE



Slide 4-19

## The Process for Driver Evaluation


- ▶ Assess what information the driver is acquiring & when they are getting it & compare this to the information they need to acquire to drive safely.
- ▶ Assess how successful the driver is in their making decisions and the consistency of this process.
- ▶ Assess the effectiveness of the driver in implementing the decisions.
- ▶ Ensure the safe operation of the vehicle at all times.
- ▶ Record the observations.

Module 4 PW page 4-10

Slide 4-20

## Various Factors that Influence a Driver's Performance

- ▶ Existing risks
- ▶ Potential risks
- ▶ Environmental conditions
- ▶ Traffic volume
- ▶ The type of roadway
- ▶ The speed of traffic



Module 4 PW page 4-11

Slide 4-21

## Factors that Influence Objectivity of Evaluations


- ▶ Giving the directions as planned
- ▶ Rating the driver's performance on what was observed
- ▶ Avoid any pet peeves that you may have
- ▶ Avoid any critical comments during the evaluation process

Module 4 PW page 4-12

Slide 4-22

## Driver Actions to Evaluate

- ▶ **Searching** – is the student driver searching ahead, to the sides and behind and making frequent eye movements?
- ▶ **Speed control** – is the student driver obeying the speed limit, driving at a speed suitable for conditions, slowing down and speeding up at the correct times?





Module 4 PW page 4-13

Slide 4-23

## Driver Actions to Evaluate

- ▶ **Direction Control** – is the student driver in the proper lane position, selecting the correct lane, maneuvering turns and curves correctly and using proper lane change procedures, keeping the vehicle in balance?
- ▶ **Timing and Space Control** – is the student driver using proper gap selection, using the proper following distance and maintaining proper space ahead, to the sides and behind?





Module 4 PW page 4-13

Slide 4-24

## How Drivers Can Take Actions

- ▶ Gradual or smooth.
- ▶ Anticipate or make an early response.
- ▶ Delay or make a late response.
- ▶ NO RESPONSE AT ALL
- ▶ Sudden, abrupt or spontaneous response.
- ▶ Erratic responses either incidentally or continually.




Module 4 PW page 4-13

Slide 4-25

## The Cause of Driver Actions

- ▶ The time/distance available to judge.
- ▶ Time/distance available to take the action once the decision to act has occurred.
- ▶ The number of tasks that must be performed.




Module 4 ANSTSE

PW page 4-14

Slide 4-26

## Internal Factors

- ▶ What the driver knows (about reading the roadway information & where & how to get this information)
- ▶ The ability to look for other road users
- ▶ The ability to acquire & prioritize information
- ▶ The ability to acquire information sufficiently early to allow time for decision making and implementation.
- ▶ Internal distractors
- ▶ Risk perception
- ▶ Risk acceptance



Module 4 ANSTSE

PW page 4-14

Slide 4-27

## External Factors

- ▶ The quantity of information available
- ▶ The quality of the information available
- ▶ The complexity of the environment
- ▶ External distractors

Module 4 ANSTSE

PW page 4-14

Slide 4-28

## Acceptable Criteria for Rating a Driver's Performance

- ▶ Decreasing risk by searching, adjusting speed or direction.
- ▶ Not causing another driver to change speed and/or direction.
- ▶ Reporting what was observed about the driver's behaviors.
- ▶ Complying with traffic laws.

Module 4 ANSTSE

PW page 4-15

Slide 4-29

## Unacceptable Criteria for Rating a Driver's Performance

- ▶ You "feel comfortable."
- ▶ The driver does what you do.
- ▶ You become frightened.
- ▶ You compare one driver to another driver. Would you feel comfortable with the student driving towards you in another vehicle?

Module 4 ANSTSE

PW page 4-15

Slide 4-30

Learning Activity

## Activity #2: How to Evaluate the Driver

Fill in the correct answer for each question on how to evaluate the driver.


Module 4 ANSTSE

PW page 4-16

Slide 4-31

## Providing Feedback to a Driver


- ▶ Be done in a systematic way related to the objectives of the lesson/environment.
- ▶ Relate to judgment and/or performance in searching, speed control, direction control, and timing/decision-making skills.
- ▶ Be done immediately if mistakes are being made, such as:
  - Wrong actions or inactions.
  - Wrong judgments or decisions.

Module 4 PW page 4-17 

Slide 4-32


## Providing Feedback to a Driver

- ▶ Communicated in a clear & concise manner
- ▶ Remedial suggestions relevant to the driver's abilities should be outlined
- ▶ Provide reasons why this individual would find it helpful to work to implement these suggestions.


Module 4 PW page 4-17 

Slide 4-33


## Record Keeping



- ▶ Keep records of the driving performance of each student during each in-vehicle period.
- ▶ Should indicate the:
  - lesson objectives
  - the content practiced
  - an evaluation of the student's performance and progress
  - suggestions for what should be covered in subsequent practice periods.
- ▶ An accurate record of the student's past performance encourages the instructor to design each in-vehicle practice in relation to needed skills and objectives.


Module 4 PW page 4-18 

Slide 4-34

 BTW Activity

## Behind-the-Wheel Activity


**Take this section with you to the vehicle when conducting the behind-the-wheel activity.**

Module 4 PW page 4-19 

Slide 4-35

## Activity Purpose

- ▶ **To demonstrate teaching techniques, coaching the driver, providing commentary and practice evaluating a driver when teaching BTW lessons.**


Module 4 PW page 4-19 

Slide 4-36

## Activity Objectives

**By the end of this activity, you will be able to demonstrate:**

- The various teaching techniques.
- Coaching techniques.
- Questioning techniques for in-vehicle.
- How to visually search the roadway.
- How to summarize the lesson.
- The various types of in-vehicle evaluation.
- How, when or where to provide feedback to the driver's performance.
- How to fill out information on an evaluation form.


Module 4 PW page 4-19 

Slide 4-37

## Specific Activities

You will perform the following activities in the vehicle:


- ▶ Role play by providing directions and commentary teaching.
- ▶ Practice various coaching techniques.
- ▶ Practice how to visually search the roadway.
- ▶ Engage observers.
- ▶ Summarize lesson.
- ▶ Practice providing feedback.
- ▶ Practice filling out evaluation form.

Module 4 PW page 4-19 

Slide 4-38

## Materials Needed


- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ Evaluation forms
- ▶ The Behind-the-Wheel Activity page from your participant workbook

Module 4 PW page 4-19 


Slide 4-39

## Module Summary

- ▶ With the conclusion of this Module, you should be able to:
  - Describe the various types of in-vehicle evaluation.
  - Describe acceptable criteria for rating a driver's performance.
  - Describe how evaluation takes place and what can be evaluated in the vehicle.
  - Describe how to provide feedback on the driver's performance.


Module 4 PW page 4-20 

Slide 4-40

 Learning Activity

## Module Review Activity: Key Words Matchup


Complete the Activity in the Participant Workbook.

Module 4 PW page 4-21 

Slide 4-41

## Questions and Answers


- ▶ Name the types of in-vehicle evaluation.
- ▶ What measurements can be obtained when evaluating drivers?
- ▶ How can you identify a driver's performance reliably?
- ▶ What factors will influence the objectivity of evaluations?

Module 4 PW page 4-21 

Slide 4-42

## Questions?

# ?

Module 4 PW page 4-21 

# Module 5

Command and Control of the Mobile Classroom

ANSTSE

Slide 5-2

## Purpose of the Module

- ▶ To help you understand:
  - the proper instructor seating position,
  - when and how to take control of the vehicle during in-vehicle instruction,
  - how to utilize dual-brakes, and
  - what to do in an emergency or collision.

Module 5 PW page 5-2 ANSTSE

Slide 5-3

## Module Sections

This module will cover three topics:

- ▶ Managing and taking control of the vehicle
- ▶ Utilizing equipment in the vehicle
- ▶ What to do in case of collisions.

Module 5 PW page 5-2 ANSTSE

Slide 5-4

## Module Objectives

- ▶ By the end of this Module, you will be able to:
  - Demonstrate the proper instructor seating position.
  - Demonstrate when and how to manage and take control of the vehicle.
  - Demonstrate how to utilize dual-brakes.
  - Explain what to do in an emergency or collision.

Module 5 PW page 5-2 ANSTSE

Slide 5-5

## The Importance of Instructor Seating Position

- ▶ Relaxed position but alert.
- ▶ Left hand in position of immediate access to the steering wheel.
- ▶ Foot positioned ready to use the dual brake.

Module 5 PW page 5-3 ANSTSE

Slide 5-6

Learning Activity

## Activity #1: Demonstrating Proper Seating Position


Demonstrate using chairs or in the vehicle the proper seating position to the instructor candidates.


Module 5 PW page 5-3 ANSTSE

Slide 5-7

## Ways of Managing and Controlling the Vehicle

- ▶ Use of verbal commands.
- ▶ Use of controls during the first lesson.
  - Dual brake use
  - Steering assistance if needed
  - Gear selector lever




Module 5 PW page 5-4 

Slide 5-8

## Ways of Managing and Controlling the Vehicle


- ▶ Use of the steering wheel.
  - Left hand should be in a position of immediate access.
  - Adjust the steering wheel if the situation presents a threat.

Module 5 PW page 5-4 

Slide 5-9

## Ways of Managing and Controlling the Vehicle


- ▶ Using the dual instructors brake.
  - Do not let it become a student's crutch.
  - Firm pressure with ball of foot.
  - Use when a situation may become a threat to you or other roadway users.

Module 5 PW page 5-4 

Slide 5-10

## Ways of Managing and Controlling the Vehicle


- ▶ Using the gear selector lever.
  - Left hand in position to reach gear selector lever.
  - Shift to "neutral" in situations where engine is over revving or acceleration is more than braking power.

Module 5 PW page 5-4 

Slide 5-11

## Ways of Managing and Controlling the Vehicle


- ▶ Using the center-pull parking brake.
  - Can be used as a back-up to instructor brake.
  - Should limit its use due to possible rear-wheel lock-up.
  - Thumb should depress button when using.

Module 5 PW page 5-4 

Slide 5-12

## Recognizing and Taking Appropriate Action When Drivers Cannot Perform


- ▶ You can tell when a student is not understanding the lesson if the student:
  - Seems confused or frustrated
  - Is asking a lot of questions
  - Doesn't feel comfortable performing a maneuver

Module 5 PW page 5-5 

Slide 5-13

## Recognizing and Taking Appropriate Action When Drivers Cannot Perform


- ▶ What to do when a student is not understanding the tasks:
  - Explain the material in a different manner.
  - Break down the steps to the procedure.
  - Take over control for part of the maneuver such as braking and see if that helps.
  - Go back to a simpler maneuver or less complex maneuver and review.

Module 5 PW page 5-5 

Slide 5-14

## Student Issues


- ▶ Nervousness
  - Take each step slowly and clearly
  - When you introduce a new topic or skills many students will freeze up or become overloaded
  - Back up and review, go back to basics

Module 5 PW page 5-6 

Slide 5-15

## Student Issues


- ▶ Crying
  - Result of frustration
  - Try not to push too far
- ▶ Know it all
  - Ask a lot of questions

Module 5 PW page 5-6 

Slide 5-16

## Student Issues


- ▶ Lack of confidence
  - Focus on what the student does well in the beginning
  - As they gain skill you can critique their skills or challenge them more

Module 5 PW page 5-6 

Slide 5-17

## Student Issues


- ▶ Doesn't listen or follow directions
  - Maintain safety at all times
  - Do not yell at the student
  - May have to use dual instructor brake if student continues (i.e. speed)
  - When possible talk to parents regarding student behavior

Module 5 PW page 5-6 

Slide 5-18

## How to Use a Dual Brake During in-vehicle Instruction


- ▶ Properly installed and operates smoothly.
- ▶ Practice applying the brake while the vehicle is operated at varying speeds.
- ▶ Should only be used to control the driving situation.
- ▶ Verbal commands should be used first.
- ▶ When necessary use the dual brake.

Module 5 PW page 5-7 

Slide 5-19

## How to Use a Dual Brake During in-vehicle Instruction

- ▶ Do not place your foot over or on the dual control brake.
- ▶ Maintain an instructional position in the car.
- ▶ Should be rarely used as it will cause the student to become dependent on it.


Module 5 PW page 5-7 

Slide 5-20

## What to Do in an Emergency or Collision

Follow procedures of your program. Example procedures may include:

1. Stop immediately.
2. Protect and control the scene.
3. Aid the injured (if qualified, otherwise call for help)
4. Record witnesses' names and addresses
5. If necessary, call 911 or proper authorities.
6. Exchange information/reporting


Module 5 PW page 5-8 

Slide 5-21

## What to Do in an Emergency or Collision

Take these additional steps after a collision:


1. Make a sketch of the collision scene
2. Take a photograph
3. Record such facts as time, date, location, weather and driving conditions
4. Note the name of the hospital to which any injured persons were taken

Module 5 PW page 5-8 

Slide 5-22

## What to Do in an Emergency or Collision


6. Note the name and the identification number of the police officer at the collision scene
7. Notify the program manager and follow procedures by your program administrator.
8. Follow jurisdictional requirements for emergencies.

Module 5 PW page 5-8 


Slide 5-23

## What to Do in an Emergency or Collision

- ▶ Give police the facts.
- ▶ Provide honest, accurate facts and never argue about who was to blame.
- ▶ Do not admit fault.
- ▶ Stay at the scene until all information has been recorded.
- ▶ Produce proof of financial responsibility.
- ▶ Notify appropriate insurance agent promptly.


Module 5 PW page 5-8 

Slide 5-24

 **STW Activity**

# Behind-the-Wheel Activity

Take this section with you to the vehicle when conducting the behind-the-wheel activity.


Module 5 PW page 5-9 



Slide 5-25

## Activity Purpose

- ▶ The purpose of the behind-the-wheel activity is to give you practice in a parking lot and on the road managing and taking control of the vehicle.


Module 5 PW page 5-9 

Slide 5-26

## Activity Objectives

By the end of this activity, you will demonstrate how to:

- ▶ Use proper instructor seating and hand positions.
- ▶ Use verbal commands to maintain control.
- ▶ Take physical control of the vehicle.


Module 5 PW page 5-9 

Slide 5-27

## Specific Activities

The following activities should be completed in the vehicle:

- ▶ Proper instructor seating and hand position.
- ▶ How to manage risks during BTW instruction.
- ▶ How to anticipate student errors and use verbal commands to take and maintain control of the vehicle.
- ▶ How to take physical control of the vehicle.


Module 5 PW page 5-9 

Slide 5-28

## Specific Activities

Practice these techniques during:


- ▶ backing,
- ▶ parking lot driving,
- ▶ turns,
- ▶ lane changes,
- ▶ residential driving and
- ▶ roadway driving under 45 mph.

Module 5 PW page 5-9 

Slide 5-29

## Materials Needed


- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ The Behind-the-Wheel Activity page from your participant workbook

Module 5 PW page 5-9 

Slide 5-30

## Module Summary

- ▶ With the conclusion of this Module, you should be able to:
  - Demonstrate the proper instructor seating position.
  - Demonstrate when and how to manage and take control of the vehicle.
  - Demonstrate how to utilize dual-brakes.
  - Explain what to do in an emergency or collision.

Module 5 PW page 5-10 

Slide 5-31

Learning Activity

# Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 5 PW page 5-11 ANSTSE

Slide 5-32

## Questions and Answers

- › Describe ways that the instructor can take control of the vehicle.
- › Describe how to use instructor mirrors during in-vehicle instruction.

Module 5 ANSTSE

Slide 5-33


## Questions?

# ?

Module 5 ANSTSE

# Module 6

Putting it All Together and Practice Teaching




Slide 6-2

## Purpose of the Module

- ▶ To put together all of the information you have learned in the previous modules and demonstrate your understanding of the content.
- ▶ You will be given the opportunity to modify and utilize lesson plans for in-vehicle peer teaching and practice proper procedures for giving directions.

Module 6 PW page 6-2




Slide 6-3


## Module Sections

This module will cover four topics:

- ▶ Overview of Part III
- ▶ The peer teaching assignments
- ▶ Modifying lesson plans
- ▶ BTW practice



Module 6 PW page 6-2




Slide 6-4

## Module Objectives

- ▶ By the end of this Module, you will be able to:
  - modify and utilize lesson plans for each of the different driving environments as described in Module 1.
  - Modify and utilize a 20-30 minute driving route(s) in the immediate area based on the driving environments as described in Module 1.
  - Practice delivering in-vehicle lesson(s).

Module 6 PW page 6-2




Slide 6-5

## Lesson Plans for In-vehicle Instruction

- ▶ Introduced in-vehicle lesson plan format
- ▶ The five driving environments:
  1. Low speed, light traffic
  2. Moderate speed, light traffic
  3. Moderate speed, dense traffic
  4. High speed, moderate & heavy traffic
  5. Night driving
- ▶ Guidelines for how to develop an on street route

Module 6 PW page 6-3




Slide 6-6

## Managing the Mobile Classroom

- ▶ Procedures for teaching an in-vehicle lesson
- ▶ Guidelines for giving directions during the in-vehicle instruction
- ▶ How to use instructor mirrors during in-vehicle instruction
- ▶ Challenges to in-vehicle instruction (managing multiple tasks, distractions and learning/physical challenges)
- ▶ Changing drivers
- ▶ Observer responsibilities


Module 6 PW page 6-3



Slide 6-7

## In-vehicle Teaching Techniques


- ▶ Commentary teaching
- ▶ Student driver and observer commentary
- ▶ Coaching the driver by correction and positive reinforcement
- ▶ Engaging the non-driving students
- ▶ Visually searching the roadway and eye movement of driver
- ▶ Evaluating and summarizing an in-vehicle lesson

Module 6 PW page 6-3 

Slide 6-8

## Driver Evaluation


- ▶ Types and characteristics of in-vehicle evaluation
- ▶ How to evaluate the driver
- ▶ Various factors that influence a driver's performance
- ▶ Driver actions to evaluate
- ▶ Criteria for rating a driver's performance
- ▶ Providing feedback to the driver
- ▶ Record keeping

Module 6 PW page 6-3 

Slide 6-9

## Command Control of the Vehicle


- ▶ How to manage and take control of the vehicle
- ▶ How to utilize a dual brake in the vehicle
- ▶ What to do in case of a collision

Module 6 PW page 6-3 

Slide 6-10

## The 20-30 Minute Peer Teaching Assignments


- ▶ Assigned driving route(s) to teach
- ▶ Develop lesson plans and routes for each of the five driving environments
- ▶ Evaluated on at least two of the five driving environments
- ▶ May be performed in a group
- ▶ 20 - 30 minutes

Module 6 PW page 6-4 

Slide 6-11

## How You Will Be Graded


- ▶ Using the on-street lesson evaluation form
- ▶ Evaluate your in-vehicle teaching performance.
- ▶ Each evaluation assigned points and will be given a score based on a point system.

Module 6 PW page 6-4 

Slide 6-12

## Lesson Plan Format

- ▶ The cover page of the lesson plan shall include:
  - Presenters name, date of lesson, and title of lesson.
  - Prior lessons that should have been taught before presenting the lesson.
  - Overall lesson goal(s) for the lesson.
  - Visuals/equipment
  - Any assignments for the lesson.

Module 6 PW page 6-5 

Slide 6-13

## Lesson Plan Format

- ▶ Each page following the cover page shall include:
  - Prerequisites and classroom objectives related to the in-vehicle lesson
  - Instructional objectives
  - Content based on the instructional objective
  - Learning activities that will be used during the lesson
  - Problem area(s)
  - Evaluation/Questions

Module 6 PW page 6-5

Slide 6-14

## Lesson Plan Format

- ▶ Final copy of lesson plan before presenting must be typed.
- ▶ Lesson plans must be turned in before presenting and will be assigned points.

Module 6 PW page 6-5

Slide 6-15

BTW Activity

## Behind-the-Wheel Activity 1

Take page 6-6 with you to the vehicle when conducting the behind-the-wheel activity.

Module 6 PW page 6-6

Slide 6-16

## Activity Purpose

- ▶ To give you an understanding of how a behind-the-wheel lesson is conducted by having your trainer model the instruction.

Module 6 PW page 6-6

Slide 6-17

## Activity Objectives

By the end of this activity, you will be able to:


- ▶ Describe how a BTW lesson is conducted.

Module 6 PW page 6-6

Slide 6-18

## Specific Activities

- ▶ Trainer will model/demonstrate how to conduct fundamental activities in an off-street parking area utilizing one or more of the behind-the-wheel lesson plans.




Module 6 PW page 6-6

Slide 6-19

## Specific Activities

The following activities should be completed in the vehicle:


- ▶ Trainer will model/demonstrate how to conduct behind-the-wheel lesson(s) to the instructor candidates utilizing one or more of the behind-the-wheel lesson plans.
  - Model how to introduce the lesson.
  - Model how to conduct the lesson.
  - Model how to summarize the lesson.

Module 6 PW page 6-6 


Slide 6-20

## Materials Needed

- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ The Behind-the-Wheel Activity page from your participant workbook


Module 6 PW page 6-6 

Slide 6-21

 BTW Activity

## Behind-the-Wheel Activity 2


Take this section with you to the vehicle when conducting the behind-the-wheel activity.

Module 6 PW page 6-7 

Slide 6-22

## Activity Purpose

- ▶ The purpose of the behind-the-wheel activity is to demonstrate your understanding of how to conduct behind-the-wheel lesson(s) in the vehicle.


Module 6 PW page 6-7 

Slide 6-23

## Activity Objectives

By the end of this activity, you will be able to:


- ▶ Demonstrate the proper instructor seating position.
- ▶ Utilize a lesson plan and driving route for conducting on-street instruction.
- ▶ Conduct the vehicle and occupant safety checks.
- ▶ Give directions that are understandable.
- ▶ Demonstrate how to utilize instructor mirrors.
- ▶ Demonstrate how to manage multiple tasks and distractions.

Module 6 PW page 6-7 

Slide 6-24

## Activity Objectives


- ▶ Demonstrate how to change drivers on street
- ▶ Demonstrate how to engage observers.
- ▶ Demonstrate the various teaching techniques that can be used in the car to enable learning.
- ▶ Demonstrate coaching techniques and features of a good coach.
- ▶ Demonstrate questioning techniques for in-vehicle teaching.
- ▶ Demonstrate how to visually search the roadway ahead and check eye movement of driver.

Module 6 PW page 6-7 

Slide 6-25

## Activity Objectives

- ▶ Demonstrate how to manage and take control.
- ▶ Demonstrate how to utilize dual-brakes.
- ▶ Demonstrate how to summarize the lesson.
- ▶ Utilize and demonstrate the various types of in-vehicle evaluation.
- ▶ Fill out and record information on an evaluation form.


Module 6 PW page 6-7 

Slide 6-26

## Specific Activities

The following activities should be completed in the vehicle:


- ▶ Practice conducting BTW lesson(s) utilizing one or more of the BTW lesson plans.
  - driving the route;
  - managing the mobile classroom and
  - giving directions for the route.

Module 6 PW page 6-8 

Slide 6-27

## Materials Needed


- ▶ Clipboard
- ▶ Pens / pencils
- ▶ Sample driving route(s)
- ▶ Sample lesson plan(s)
- ▶ The Behind-the-Wheel Activity page from your participant workbook

Module 6 PW page 6-8 

Slide 6-28

## Module Summary


- ▶ With the conclusion of this Module, you should be able to:
  - Modify and utilize lesson plans for each of the different driving environments as described in Module 1.
  - Modify and utilize a 20-30 minute driving route(s) in the immediate area based on the driving environments as described in Module 1.
  - Practice delivering in-vehicle lesson(s).

Module 6 PW page 6-9 

Slide 6-29

## Questions and Answers


- ▶ Describe the in-vehicle teaching assignment.
- ▶ Describe the standard lesson plan format.

Module 6 ANSTSE 

Slide 6-30


## Questions?

?

Module 6 ANSTSE 

# Module 8

## Coordination Between Behind-the-Wheel Instruction and Classroom




## Purpose of the Module

Slide 8-2

- ▶ To identify how to integrate behind-the-wheel and classroom instruction through communication and coordination.

Module 8

PW page 8-2



## Module Sections


Slide 8-3

This module will cover two topics:

- ▶ Coordinating and communicating with the classroom instructor.
- ▶ Transitioning and relating classroom content to behind-the-wheel instruction.

Module 8

PW page 8-2




## Module Objectives

Slide 8-4

- ▶ By the end of this Module, you will be able to:
  - Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
  - Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon the state or jurisdiction approved teen driver education curriculum.
  - Describe the educational benefit of a concurrent and integrated driver education program.

Module 8

PW page 8-2




## Module Objectives

Slide 8-5

- Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
- Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

Module 8

PW page 8-2




## Coordinating Lessons with the Classroom Instructor

Slide 8-6

- ▶ The behind-the-wheel instructor should coordinate BTW lessons with the classroom instructor.
- ▶ Classroom, BTW, observation time and laboratory instruction should be concurrent, no break between phases and integrated.

Module 8

PW page 8-4







Slide 8-7

## Methods of Communicating with the Classroom Instructor

- ▶ Planned meetings
- ▶ Student driving records
- ▶ Classroom instructor participate in BTW observations
- ▶ BTW instructor participate in classroom observations



PW page 8-4

Module 8 


Slide 8-8

Learning Activity

## Activity #1: Create a Wall Chart

Create a wall chart with different elements found in both the classroom and in-vehicle portions of the course demonstrating the purpose of each phase.

PW page 8-5

Module 8 


Slide 8-9

Learning Activity

## Activity #2: Discussion on Tools to Connect instructors of Different Phases

Discuss what are the tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens?


PW page 8-5

Module 8 


Slide 8-10

## Transitioning and Relating Classroom Content to BTW Instruction

- ▶ Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson.
- ▶ Similar questions will be used in class discussions, BTW lessons, and observer activities.



PW page 8-6


Module 8 

Slide 8-11

Question

## Why is it important to connect the classroom with the in-vehicle lesson and develop a concurrent and integrated program?

PW page 8-6


Module 8 

Slide 8-12

## Transitioning and Relating Classroom Content to BTW Instruction

- ▶ Questions will pertain to:
  - classroom content
  - key words
  - text book content
  - videos
  - state driving manual

PW page 8-6

Module 8 

Slide 8-13


Learning Activity

## Activity #3: Common Vocabulary

Participate in a class discussion regarding the need for a common vocabulary. Share a concept from the classroom that needs to be shared during the in-vehicle lesson.

Module 8

PW page 8-7



Slide 8-14


Learning Activity

## Activity #4 Curriculum Flow Chart

Review a curriculum flow chart and identify the flow of concepts through the driver education program.

Module 8

PW page 8-7




Slide 8-15

## Module Summary

- ▶ With the conclusion of this Module, you should be able to:
  - Describe the purpose of classroom instruction and the BTW lessons in a driver education program.
  - Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors based upon the state or jurisdiction approved teen driver education curriculum.
  - Describe the educational benefit of a concurrent and integrated driver education program.

Module 8

PW page 8-8




Slide 8-16

## Module Summary

- ▶ By the end of this Module, you should be able to:
  - Identify how to coordinate BTW lessons with the classroom content using a curriculum flow chart to insure a program is concurrent and integrated.
  - Demonstrate the methods for communicating and connecting with the classroom instructor, BTW instructor, teen, and parents.

Module 8

PW page 8-8



Slide 8-17


Learning Activity

## Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module 8

PW page 8-9




Slide 8-18

## Questions and Answers


- ▶ What methods can you use to communicate with the behind-the-wheel instructor?
- ▶ How can you transition and relate to behind-the-wheel instruction in the classroom setting?

Module 8




Slide 8-19

# Questions?




Module 8



# Module 9


## On-board Technologies



Slide 9-2

## Purpose of the Module


- ▶ To give the student a better understanding of on-board technologies.



**BACKING ASSIST**  
AN EXTRA SET OF EYES

[www.MyCarDoesWhat.org](http://www.MyCarDoesWhat.org)

PW page 9-2




Slide 9-3

## Module Sections


This module will cover one topic:

- ▶ The role and use of on-board technologies



[www.MyCarDoesWhat.org](http://www.MyCarDoesWhat.org)


PW page 9-2



Slide 9-4


## Module Objectives

- ▶ By the end of this Module, you will be able to:
  - Describe the role and use of on-board technologies in behind-the-wheel instruction.




[www.MyCarDoesWhat.org](http://www.MyCarDoesWhat.org)

PW page 9-2




Slide 9-5

 Learning Activity

# Activity #1: Discussion on On-Board Technologies

Definition of on-board technologies and discussion on the various types.

PW page 9-3




Slide 9-6

## On-Board Technologies

- ▶ Technologies for in-vehicle training, such as cameras and GPS systems.
- ▶ Some are factory installed while others are available as aftermarket items.
- ▶ Some are passive and require no driver intervention while others must be actively enabled or disabled by the driver.
- ▶ None should add to the driver's task load or distractibility.


PW page 9-3



Slide 9-7

## What are On-Board Technologies?

- ▶ Computer and electronic technology in your vehicle, including emergency warning systems, GPS navigation, integrated cell phones, wireless safety communications, automatic driving assistance systems and vehicle tracking.



[www.MyCarDoesWhat.org](http://www.MyCarDoesWhat.org)

Module 9 ANSTSE

Slide 9-8

## What are On-Board Technologies?

- ▶ Many new technological advances in vehicle integrity available in vehicles.
- ▶ Vehicle telematics has been changing very rapidly over the past few years.
- ▶ Emerging technologies include vehicle to vehicle (V2V) and vehicle to infrastructure (V2I).

Module 9 ANSTSE

Slide 9-9

## Current Technologies for In-Vehicle Training

- ▶ Cameras that can be used to record:
  - student driving performance including eye use
  - the driving scene
  - instructor activities to evaluate their teaching skills

Module 9 ANSTSE

Slide 9-10

## Current Technologies for In-Vehicle Training

- ▶ **GPS systems** – used to assist with driving route and giving directions.
- ▶ **Tracking devices** – used to monitor/evaluate student’s driving.
- ▶ **Electronic Score sheets** – used for evaluation/assessment and lesson/progress/performance tracking.

Module 9 ANSTSE

Slide 9-11

Learning Activity


# Activity #2: Using Vehicle Technology in Driver Education

Discuss how to use the different types of technology in the in-vehicle training.

Module 9 ANSTSE

## New Technology in Vehicles

- ▶ Adaptive Cruise Control
- ▶ Adaptive Headlights
- ▶ Anti-Lock Braking System
- ▶ Automatic Emergency Braking
- ▶ Automatic Parallel Parking
- ▶ Automatic Reverse Braking
- ▶ Back-up Camera
- ▶ Back-up Warning
- ▶ Bicycle Detection
- ▶ Blind Spot Monitor
- ▶ Brake Assist
- ▶ Curve Speed Warning
- ▶ Drowsiness Alert
- ▶ Electronic Stability Control
- ▶ Forward Collision Warning
- ▶ High Speed Alert




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Module 9 ANSTSE

## New Technology in Vehicles

- ▶ Hill Descent Assist
- ▶ Hill Start Assist
- ▶ Lane Departure Warning
- ▶ Lane Keeping Assist
- ▶ Left Turn Crash Avoidance
- ▶ Obstacle Detection
- ▶ Parking Sensors
- ▶ Pedestrian Detection
- ▶ Push Button Start
- ▶ Rear Cross Traffic Alert
- ▶ Sideview Camera
- ▶ Temperature Warning
- ▶ Tire Pressure Monitoring System
- ▶ Traction Control




[www.MyCarDoesWhat.org](http://www.MyCarDoesWhat.org)


PW page 9-5



Slide 9-14


## New Technology in Vehicles

- ▶ Instructors must be aware of this vehicle technology when teaching in-vehicle instruction.
- ▶ Any technologies available in your driver education vehicle should be covered in your lesson plan.



[www.MyCarDoesWhat.org](http://www.MyCarDoesWhat.org)

PW page C-16




Slide 9-15

Learning Activity

## Activity #3: New Technologies in Vehicles

Provide a list of new technologies in vehicles that you have observed or read about.


PW page C-16



Slide 9-16


## Module Summary

- ▶ With the conclusion of this Module, you should be able to:
  - Describe the role and use of on-board technologies in behind-the-wheel instruction.



[www.MyCarDoesWhat.org](http://www.MyCarDoesWhat.org)

PW page 9-6




Slide 9-17

Learning Activity

## Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.


PW page 9-7



Slide 9-18


## Questions and Answers

- ▶ What are on-board technologies and how to utilize it in behind-the-wheel training?




Slide 9-19

# Questions?




Module 9



# Module C

## Driving Ranges and Driving Simulators




Slide C-2

## Purpose of the Module

- ▶ To give the student a better understanding of how driving ranges and driving simulators can enhance a driver education program.
- ▶ For more specific information on how to teach utilizing these program enhancements, you will need to seek further training.

Module C PW page C-2




Slide C-3

## Module Sections

This module will cover two topics:

- ▶ Driving ranges
- ▶ Driving simulators

Module C PW page C-2




Slide C-4

## Module Objectives

- ▶ By the end of this Module, you will be able to:
  - Describe the role and use of driving simulators in behind-the-wheel-instruction.
  - Describe the role and use of driving ranges or off-street practice areas in behind-the-wheel-instruction.

Module C PW page C-2




Slide C-5

## Driving Simulators

- ▶ Designed to reproduce, with varying degrees of realism the experience of driving a motor vehicle within a realistic road and traffic environment.

Module C PW page C-3




Slide C-6

## Driving Simulators

- ▶ Visual displays range from desktop computer screens to 360-degree curved screens.
- ▶ Motion reproduction of varying qualities.
- ▶ Typically available in a wide range of configurations with costs that vary.

Module C PW page C-3





Slide C-7

## Categories of Driving Simulators Based on Quality

- ▶ Low quality
- ▶ Medium-quality
- ▶ High quality

Module C PW page C-3

Slide C-8

## What Simulation Can Offer

- ▶ A repetitive sequence in a protected environment.
- ▶ Judgment and decision making abilities.
- ▶ The instructor can observe student responses under simulated conditions.

Module C PW page C-4

Slide C-9

## Purpose of Driving Simulation

- ▶ Liaison between classroom and in-vehicle instruction.
- ▶ Provides additional knowledge.
- ▶ Provides a variety of learning experiences.
- ▶ Learning in a protected environment.

Module C PW page C-4

Slide C-10

## Skills Built Using Driving Simulators

- ▶ Basic visual skills and abilities.
- ▶ Basic perceptual skills and abilities.
- ▶ Judgment and decision-making abilities.
- ▶ Appropriate responses to situations of increased risk.
- ▶ Procedural and vehicle handling skills.

Module C PW page C-4

Slide C-11

Learning Activity

## Activity #1: Driving Skills Enhanced through Simulation

Discuss the role of driving simulation and driving skills that are enhanced through this technique.

Module C PW page C-4

Slide C-12

## Suitability of Different Visual Systems

Driving skills	180-degree FOV screens with 1:1 graphic-to-optic ratio plus blind spots	120-degree FOV screens with graphic compression of 180 degrees and no blind spots
Speed control	Yes	Yes (Speed perception decreases as field of view narrows [3])
Brake reactions	Yes	Yes
Lane keeping	Yes	Yes
Turns at Y intersections	Yes	Yes
Proceeding straight through intersections	Yes	Not recommended
Lane changes (with shoulder checks)	Yes	No
Turns (with shoulder checks)	Yes	No
Expressway merges (with shoulder checks)	Yes	No

Module C PW page C-5

Slide C-13

## Different Types of Simulators

- ▶ Interactive driving simulator
- ▶ Simulated driving
- ▶ Virtual reality

Module C PW page C-6 ANSTSE

Slide C-14

## Interactive Driving Simulator

- ▶ Drivers directly control the movement of their vehicles.
- ▶ Events can be programmed to occur that can train or test a driver's ability to perform safely.

Module C PW page C-6 ANSTSE

Slide C-15

## Interactive Driving Simulator

- ▶ Can measure driver performance and behavior with precision and reliability.
- ▶ Makes it possible to develop standardized scenarios with high-risk traffic situations.

Module C PW page C-6 ANSTSE

Slide C-16

## Simulated Driving

- ▶ Visual media like videos and games that reproduce aspects of the driving experience and require the performance of tasks similar to real life driving.

Module C PW page C-6 ANSTSE

Slide C-17

## Virtual Reality

- ▶ Simulates real or imaginary worlds through visual displays, sounds and sometimes tactile feedback.

Module C PW page C-6 ANSTSE

Slide C-18

## Immersion


- ▶ The extent to which the driver's external sensory inputs are occupied with the driving task vs. any external distraction.
  - Example: A 180-degree visual configuration is more immersive than a single monitor desk-top simulator.

Module C PW page C-7 ANSTSE

Slide C-19

## Presence


- ▶ The measure of the degree to which we feel we are in or part of an environment.
  - Immersion and presence are related but different. The difference is that immersion is the cause or the process and presence is the effect or the result.

Module C PW page C-7 

Slide C-20

## Immersion and Presence


- ▶ Driving simulators that produce a more immersive environment, through more realistic and comprehensive sensory outputs, have a greater likelihood of producing the presence that is critical learning.

Module C PW page C-7 


Slide C-21

## Guidelines to Ensure Students Know What to Expect

- ▶ Instructor must know and understand how to operate driving simulators.
- ▶ Instructors should organize the driving simulation lesson into an introduction, the actual driving simulation video and a good summary.
- ▶ Student orientation to equipment and assessment.
- ▶ Student orientation to instructional programs.
- ▶ Expectation of student performance in-vehicle.
- ▶ Evaluation of student performance in driving simulation.


Module C PW page C-8 

Slide C-22

 Learning Activity

## Activity #2: Driving Simulation Demo


Participate as a student in many driving simulation lessons.

Module C PW page C-8 

Slide C-23

## Methods of Evaluating Students


- ▶ Based on instructor observation and computerized scoring system.
- ▶ Written or verbal testing based on the simulation.
- ▶ Commentary driving during the simulation.
- ▶ Simulation clips with response sheets.

Module C PW page C-9 

Slide C-24

## Limitations of Driving Simulators

- ▶ Absence of kinetic feedback.
- ▶ Limited visual field
- ▶ Possible negative transfer of learning when errors or omissions are not identified and corrected.

Module C PW page C-9 

Slide C-25

## Converting Simulation into BTW Hours


- ▶ Generally accepted time ratio is 4:1.
- ▶ Driving simulation can be used as a part of classroom instruction.
- ▶ Maximum two hours substitution time allowed.

Module C PW page C-9

Slide C-26

## Driving Ranges and Instruction

- ▶ Driving range – a defined roadway course closed to public traffic and allowing for the recreation of various basic driving scenarios.
- ▶ Driving range instruction – use of a closed course to instruct drivers.



Module C PW page C-10

Slide C-27

## Types of Driving Ranges

1. Dedicated, specially designed and built traffic mix facility.
2. Temporary, off-street exercise range that is most likely a parking lot.

Module C PW page C-10

Slide C-28

## Advantages of Driving Ranges

- ▶ Repetitive experiences in a controlled environment.
- ▶ More driving experience per hour of supervision/guidance.
- ▶ Individual student differences.
- ▶ A low risk in-vehicle experience.



Module C PW page C-10

Slide C-29

Learning Activity

## Activity #3: Advantages of the Driving Range

Discussion on the advantages of utilizing the driving range program as an enhancement to in-vehicle instruction.

Module C PW page C-10

Slide C-30

## Basic Equipment Needed to Operate a Driving Range

- ▶ Additional vehicles.
- ▶ Communication system.
- ▶ Vehicle identification.
- ▶ Storage.
- ▶ Signs, signals, markings, cones
- ▶ Control tower
- ▶ Vehicle remote controls for ignition and braking
- ▶ Skid pad or skid simulation equipment
- ▶ Landscaping for hills, various road chambers and surfaces



Module C PW page C-11

Slide C-31

## Other Driving Range Considerations

- ▶ Teaching stations protected from the elements.
- ▶ Safety considerations of the students, instructors, and of the vehicles.
- ▶ Types of basic skill exercises:
  - Starting and stopping
  - Lateral maneuvers
  - Traffic mix
  - Left/right turns
  - Vision/steering skills
  - Parking exercises
  - Passing lanes
  - Backing exercises
  - Various types of intersections

Module C ANSTSE

Slide C-32

## Driving Range Safety Rules

- ▶ Avoid contact with the vehicle when giving directions.
- ▶ Stand well away from the vehicle.
- ▶ Do not approach the vehicle unless it is in neutral and the parking brake is set.
- ▶ Do not stand directly in front or in the rear of a vehicle.
- ▶ Be prepared to move at any time.

Module C ANSTSE

Slide C-33

## Driving Range Safety Rules


- ▶ Always keep the driver in sight, and make sure that you stay where the driver can see you.
- ▶ If the driver cannot hear your directions, have them turn the engine off.
- ▶ Never allow the driver to do anything dangerous.
- ▶ Do not allow them to exit the vehicle without maintaining 3 points of contact on the vehicle.

Module C ANSTSE

Slide C-34

## Converting Driving Range Time to BTW Time

- ▶ Generally accepted time ratio is 2:1 (two hours of range instruction is equivalent to one hour of on-street instruction).
- ▶ Maximum two hours substitution time allowed.



Module C ANSTSE

Slide C-35

## Other Activities a Driving Range May be Used For

- ▶ Public driver improvement programs.
- ▶ Motorcycle operator courses.
- ▶ Private driver training.
- ▶ School functions.

Module C ANSTSE

Slide C-36

## Summary of Program Enhancements


- ▶ Can add to the learning environment.
- ▶ Each enhancement has its strengths weaknesses.
- ▶ Some may have a high initial cost.
- ▶ May reduce instructional costs over time.

Module C ANSTSE

Slide C-37

## Module Summary

- ▶ With the conclusion of this Module, you should be able to:
  - Describe the role and use of driving simulators in behind-the-wheel-instruction.
  - Describe the role and use of driving ranges or off-street practice areas in behind-the-wheel-instruction.


Module C PW page C-15 

Slide C-38

Learning Activity

## Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

Module C PW page C-16 

Slide C-39

## Questions and Answers

- ▶ What are some of the advantages of incorporating range exercises into a driver education program?
- ▶ What are some of the driving simulators strong points?
- ▶ What is the purpose of driving simulation?

Module C ANSTSE

Slide C-40

## Questions?

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Module C ANSTSE