New York State
Department of Motor Vehicles

PRE-LICENSING COURSE INSTRUCTOR'S MANUAL

A Syllabus Prepared by the New York State Department of Motor Vehicles

MV-277 (8/13)

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FOREWORD

The goals of New York State's comprehensive statewide highway safety program are to prevent motor vehicle crashes, save lives, and reduce the severity of injuries suffered in crashes. Enforcement of the Vehicle and Traffic Law in conjunction with public information and education continue to be the cornerstones of New York's highway safety program.

The Department of Motor Vehicles uses the Pre-licensing Course curriculum as one means to address these goals, and is committed to educating new drivers by providing them with information to help them drive safely. For many students, the DMV Pre-licensing Course provides their only opportunity to be personally instructed about the New York State Vehicle and Traffic Law, the basic "rules of the road", safe driving principles, defensive driving techniques, and information about the effects of alcohol, drugs, and drowsiness on driving.

By actively participating in, and completing, this Pre-licensing Course, students will learn safe driving skills and have the potential to improve their driving behavior by learning to share the road courteously and safely. This may reduce the higher incidence of traffic violations and crashes incurred by new drivers, thus decreasing the risks for all users of the state's roadways.

There are places in the manual where the instructor and participants are directed to other sources (including websites) for the most current information. It is strongly suggested that the instructor make use of these references as this will help provide the most up-to-date information to the participants.

Much information about safety, forms, and licensing requirements can be found at the Department of Motor Vehicles website www.dmv.ny.gov and at the Governor's Traffic Safety Committee website www.safeny.ny.gov. Please visit both sites for additional information to enhance your lectures. As an instructor of the NYS DMV Pre-licensing Course, you can have a significant positive impact on the driving habits of our state's future drivers.

PRE-LICENSING COURSE OVERVIEW

MISSION STATEMENT

The Pre-licensing Course educates New York State's new drivers by promoting safe, courteous, defensive and alcohol/drug-free driving.

OVERALL OBJECTIVES

The objectives of the Pre-licensing Course are to:

- Define and recognize driving as a mental, physical and social task that involves the interaction of the operator, the environment and the vehicles.
- Recognize the importance of protecting motor vehicle occupants from possible injury or death by using all occupant protection devices.
- Teach the rules-of-the-road, emphasizing those that promote safe driving.
- Identify factors such as fatigue, alcohol, and other drugs that can impair a driver's ability to operate a motor vehicle.
- Recognize dangerous drivers and driving situations and learn how to react safely.
- Understand the influence a driver's state of mind can have on their behavior, and how this affects their actions while driving.

MANUAL OVERVIEW

The Pre-licensing Course Instructor's Manual represents four hours of instruction. It is designed in such a way that the first three units can be presented in two hours. The last three units can also be presented in two hours.

The Manual contains several appendices that may be helpful to the instructor:

1. A Knowledge Test which is strongly recommended to be administered to students at the end of the course, as a learning tool and summary activity;

2. Tips to help instructors prepare for and conduct classes;

3. Procedures to use when filling out and maintaining required records;

4. NYS Vehicle and Traffic Law and Department of Motor Vehicles' regulations which govern the Course;

The Pre-licensing Course is designed to provide the information necessary for safe driving. It is not to help prospective drivers pass the road test. Students should ask for this kind of information when they make their road test appointments. Using the Pre-licensing Course to provide information on how to take a road test is unacceptable.

This Instructor's Manual is structured to insure that the course is uniformly offered across the state while allowing each instructor flexibility in their individual presentations. It's designed to provide instructors with ways to achieve course objectives. We hope you find it helpful and easy to use.

HOW TO USE THE INSTRUCTOR'S MANUAL

EACH OF THE SIX (6) UNITS OF THE MANUAL CONTAINS THE FOLLOWING SECTIONS TO ASSIST THE INSTRUCTOR THROUGH THE CURRICULUM:

Overview

The Overview is a brief synopsis, including objectives, of the unit. It is intended as a "guide" and not to be used word-for-word as your introduction to each unit.

Instructor Objectives

The Instructor's Objectives are designed to help instructors plan their presentation. Instructors should attempt to meet all of them. Instructors should strive to have students meet these objectives regardless of the activities and exercises used by the instructor.

Student Objectives

Student Objectives are knowledge and behaviorally based. Instructors should encourage students to participate in the classroom discussions and activities as evidence of student involvement and learning.

Session Content

Background material (i.e., Unit Content) related to the objectives appears below the Student Objective. Instructors should include some, if not all, of this information in their lesson. Please read this section prior to planning or conducting a class.

Activities

The Activity, or Activities, included in each session relate to the Student Objective and Unit Content on the preceding page. Instructors may use these activities or choose their own that support the specific objective and unit content. To promote student participation in the class, instructors should continually ask questions. Instructors may use the questions listed or use their own that support the unit's objectives and content.

Videos/Films

Films and videos may be used when appropriate. Media should be selected so the content supports the topic being discussed. Total film time should not exceed one hour.

Note: References in this manual to using a chalkboard are intended as suggestions only. Instructors are permitted and encouraged to use alternate visual aids, such as magnetic boards and computer-generated displays.

UNIT I: INTRODUCTION TO THE PRE-LICENSING COURSE

OVERVIEW

The purpose of the Pre-licensing Course is to help the new driver:

- become aware of a driver's responsibilities,
- understand the "rules-of-the-road",
- use safe driving concepts and crash avoidance techniques,
- understand why it's necessary to use occupant protection devices to protect themselves and their passengers from possible injury,
- recognize the risk of driving when sleepy (fatigued) or under the influence of alcohol or other drugs.

INSTRUCTOR OBJECTIVES

The instructor shall:

1. Establish a positive learning environment,
2. Welcome students and make everyone feel comfortable,
3. Describe course procedures and general housekeeping details, including location of rest rooms and emergency exits
4. Invite and encourage student participation,
5. Present the rationale and mission of the course,
6. Describe the overall content of the course.

UNIT I: INTRODUCTION TO THE PRE-LICENSING COURSE

STUDENT OBJECTIVE

The students will be welcomed to the class, receive classroom orientation information, and become actively involved in the discussion format of the Prelicensing Course.

SESSION CONTENT

We will conduct class by using a discussion format which follows these general guidelines:

- We'll respect other's opinions and pay attention when another is talking.
- Only one person will speak at a time.
- Everyone will have a chance to talk or ask questions, if time allows.
- Raise your hand and be called on before talking to avoid interrupting others.
- Look at the person you're speaking to.

A discussion format allows us to hear what everyone in the class believes about driving and sharing the highways with other drivers, a variety of vehicles and pedestrians. It also allows us to discover what beliefs we have in common with one another and discuss if those beliefs are consistent with safe driving practices.

To make it easier for us to relax and get to know one another, we'll use name tags throughout the class.

Please make every effort to keep an open mind and not be judgmental during the classroom activities and discussions. Remember, each of us is entitled to our own opinions and often we can learn from one another.

Finally, you'll inform them of what they must do to successfully get a Pre-licensing Course Completion Certificate, MV-278.

UNIT I: INTRODUCTION TO THE PRE-LICENSING COURSE

ACTIVITIES

The Instructor:

- Give a general welcome to the students.
- Introduce yourself to the students. Wear a prominently displayed name tag and/or put your name on a chalkboard, whiteboard or flipchart.
- Give out name tags or name tents with marking pens to the students. Students write their first name, or name that they would like to be called during the course.
- Discuss “housekeeping” information such as identifying the location of the restroom, emergency exits, telephones, food areas and any other important information.
- Present the general requirements and procedures for the class, including the length of the class, break times, and dismissal times. Mention that the course completion certificates will be issued at the completion of the course.
- Explain why students need to be involved in the class and participate in the classroom exercises throughout the course.
- Explain how a “discussion” format works, and that you will be asking questions.
- Have everyone get acquainted by asking some of the questions listed below:
  - What is your name?
  - Where are you from?
  - How much driving experience have you had so far?
  - What kind of vehicle(s) have you driven?
  - If you could have any vehicle you wanted, what kind do you see yourself driving?

UNIT I: INTRODUCTION TO THE PRE-LICENSING COURSE

STUDENT OBJECTIVE

The students will receive information about the Pre-licensing Course Completion Certificate (MV-278), and will be provided with an overview of certain topics that are required by law to be taught in the Pre-licensing Course.

SESSION CONTENT

The Pre-licensing Course Completion Certificate (MV-278) will be given to the student at the completion of the course. This certificate is needed when scheduling a road test. A valid MV-278 must be presented along with a Learner Permit to the Department of Motor Vehicles when the student appears for the road test. The MV-278 certificate is valid for one year from the date of issuance. It is not renewable. If lost, a duplicate MV-278 can be obtained from the school the student attended.

The sections of the law included below reflect the topics that must be covered in this course (these sections of law are included in Appendix E).

Vehicle and Traffic Law, Section 502(4) (a), (b), (c), (c-1), (c-2), (d), (e), (f), (g), (h).

4. Examinations. (a) (i) Upon submission of an application for a driver's license, the applicant shall be required to take and pass a test, or submit evidence of passage of a test, with respect to the laws relating to traffic, the laws relating to driving while ability is impaired and while intoxicated, under the overpowering influence of "Road Rage", or "Work Zone Safety" awareness as defined by the commissioner, the law relating to exercising due care to avoid colliding with a parked, stopped or standing authorized emergency vehicle or hazard vehicle pursuant to section eleven hundred forty-four-a of this chapter, the ability to read and comprehend traffic signs and symbols and such other matters as the commissioner may prescribe, and to satisfactorily complete a course prescribed by the commissioner of not less than four hours and not more than five hours, consisting of classroom driver training and highway safety instruction or the equivalent thereof. Such test shall include at least seven written questions concerning the effects of consumption of alcohol or drugs on the ability of a person to operate a motor vehicle and the legal and financial consequences resulting from violations of section eleven hundred ninety-two of this chapter, prohibiting the operation of a motor vehicle while under the influence of alcohol or drugs. Such test shall include one or more written questions concerning the devastating effects of "Road Rage" on the ability of a person to operate a motor vehicle and the legal and financial consequences resulting from assaulting, threatening or interfering with the lawful conduct of another person legally using the roadway. Such test shall include one or more questions concerning the potential dangers to persons and equipment resulting from the unsafe operation of a motor vehicle in a work zone. Such test may include one or more questions concerning the law for exercising due care to avoid colliding with a parked, stopped or standing authorized emergency vehicle or hazard vehicle pursuant to section eleven hundred forty-four-a of this chapter. Such test shall be administered by the

commissioner. The commissioner shall cause the applicant to take a vision test and a test for color blindness. Upon passage of the vision test, the application may be accepted and the application fee shall be payable.

(ii) The commissioner shall promulgate rules and regulations establishing eligibility standards for the taking and passing of knowledge tests in other than written form.

(b) Upon successful completion of the requirements set forth in paragraph (a) of this subdivision which shall include an alcohol and drug education component as described in paragraph (c) of this subdivision, a "Road Rage" awareness component as described in paragraph (c-1) of this subdivision and a "Work Zone Safety" awareness component as described in paragraph (c-2) of this subdivision, the commissioner shall cause the applicant to take a road test in a representative vehicle of a type prescribed by the commissioner which shall be appropriate to the type of license for which application is made, except that the commissioner may waive the road test requirements for certain classes of applicants. The commissioner shall have the power to establish a program to allow persons other than employees of the department to conduct road tests in representative vehicles when such tests are required for applicants to obtain a class A, B or C license. If she chooses to do so, she shall set forth her reasons in writing and conduct a public hearing on the matter. She shall only establish such a program after holding the public hearing.

(c) Alcohol and drug education component. The commissioner shall provide in the pre-licensing course, set forth in paragraph (b) of this subdivision a mandatory component in alcohol and drug education of not less than two hours as a prerequisite for obtaining a license to operate a motor vehicle. The purpose of the component is to educate prospective licensees on the effects that ingestion of alcohol and other drugs have on a person's ability to operate a motor vehicle. The commissioner shall establish a curriculum for the alcohol and drug education component which shall include but not be limited to: instruction describing the hazards of driving while impaired or intoxicated; the penalties for alcohol related motor vehicle violations including sanctions set forth in the penal law that apply to homicides and assaults arising out of the operation of a motor vehicle while intoxicated and those sanctions set forth in the vehicle and traffic law relating to driving while intoxicated; and the medical, biological and physiological effects of the consumption of alcohol and their impact on the operation of a motor vehicle.

(c-1) "Road Rage" awareness component. The commissioner shall provide in the pre-licensing course, set forth in paragraph (b) of this subdivision a mandatory component in "Road Rage" awareness education as a prerequisite for obtaining a license to operate a motor vehicle. The purpose of the component is to educate prospective licensees on the effects that the development and expression of "Road Rage", as defined by the commissioner, have on a person's ability to operate a motor vehicle. The commissioner shall establish a curriculum for the "Road Rage" component which shall include but not be limited to: instruction describing the hazards of driving and exiting the vehicle while under the influence of "Road Rage"; the penalties for "Road Rage"-related motor vehicle or other violations including sanctions set forth in the penal law that apply to homicides and assaults arising out of the operation of a motor vehicle while expressing "Road Rage", and any sanctions set forth in law relating to driving while under the influence of “Road Rage"; and the medical, biological and physiological effects of the development and expression of "Road Rage", and their impact on the operation of a motor vehicle. The commissioner is charged with the responsibility for defining the term "Road Rage", as used in this paragraph, in consultation with law enforcement personnel, medicalprofessionals, representatives of the court system, highway safety officials, and any other group that the commissioner believes can contribute to a comprehensive statement of the issue.

(c-2) "Work Zone Safety" awareness component. (i) The commissioner shall provide in the pre-licensing course, set forth in paragraph (b) of this subdivision, a mandatory component in "Work Zone Safety" awareness education as a prerequisite for obtaining a license to operate a motor vehicle. The purpose of the component is to educate prospective licensees on the potential dangers to construction workers, construction equipment operators and operators of motor vehicles in a highway work zone. For the purposes of this paragraph, the term "work zone" shall include "work area" as defined by section one hundred sixty of this chapter, and "restricted highway" as authorized in section sixteen hundred twenty-five of this chapter.

(ii) The commissioner shall establish a curriculum for the "Work Zone Safety" component which shall include but not be limited to: instruction describing the potential hazards of driving through a work zone, whether or not work, maintenance or other related construction is being undertaken therein, and information on the provisions of law relating to driving within a work zone and sanctions for violations of such provisions, including speeding in a work zone.

(iii) In developing such curriculum, the commissioner shall consult with the commissioner of transportation, the superintendent of the state police, representatives of the highway construction industry, representatives of highway construction workers, highway safety officials, and any other group that the commissioner believes can contribute to a comprehensive presentation of the issue.

(d) The commissioner shall make available for distribution upon registration at each location where the pre-licensing course will be given, instructional handbooks outlining the content of the entire curriculum of the pre-licensing course including the information required to be included in the course pursuant to paragraphs (c), (c-1) and (c-2) of this subdivision. The commissioner shall also provide for the additional training of the instructors necessary for the competent instruction of the alcohol and drug education and "Road Rage" awareness and "Work Zone Safety" awareness subject matters of the pre-licensing course.

(e) The commissioner shall make available to each applicant for a commercial driver's license instructional handbooks outlining the requirements necessary to qualify for such license, and containing a discussion of the offenses which will result in disqualification from operating a commercial motor vehicle as defined in section five hundred one-a of this chapter. Such handbooks shall be available in both English and Spanish language versions.

(f) The commissioner shall promulgate such rules and regulations as are necessary to carry out the provisions of this section.

(g) The commissioner may, in his discretion, waive the requirement for passage of a test with respect to the laws relating to traffic, the laws relating to driving while ability is impaired and while intoxicated and the ability to read and comprehend traffic signs and symbols, and the requirement for completion of the course set forth in paragraph (a) of this subdivision for applicants who hold a valid or renewable driver's license issued by another jurisdiction or the United States government.

(h) Course completion certificate fee. The fee for a course completion certificate provided by the department to an entity that is approved by the commissioner to offer the pre-licensing course, required by this subdivision, for issuance by such entity to students upon their completion of such pre-licensing course shall be one dollar. Such fee shall be paid by such entity and shall not be charged to a person who takes the course in any manner.

UNIT I: INTRODUCTION TO THE PRE-LICENSING COURSE

ACTIVITIES

- Describe the Pre-licensing Course Completion Certificate (MV-278).
- Read excerpts of Vehicle and Traffic Law, Section 502(4).
- Describe the learning strategies to be used in the class, such as large and small group discussions, activities, brief lectures, charts, printed materials, audio visual materials, homework and others.
- Distribute a course outline to the students, write it on chalkboard, whiteboard or display it on a flipchart or poster.
- Explain and discuss the topics listed on the course outline.
- Ask students if there are any other topics that they would like to see covered.
- If choosing to use a pretest, use it now and explain why.
- Ask students:
  - What have you heard about the pre-licensing course?
  - What do you think will happen in the course?
  - What are you hoping to learn?

UNIT I: INTRODUCTION TO THE PRE-LICENSING COURSE

STUDENT OBJECTIVE

The students accept the mission of the Pre-licensing Course, identify the major topics of the course, and list at least three goals.

SESSION CONTENT

The mission of the Pre-licensing Course is as follows:

The Pre-licensing Course is a program designed to educate New York State's new drivers by promoting safe, courteous, defensive, and alcohol/drug free driving.

The Course Goals are as follows:

- To reduce injuries, crashes, traffic violations and property damage.
- To help students become responsible drivers.
- To learn about the dangers of fatigue, distractions, alcohol and other drugs on driving ability.
- To develop a positive attitude toward safe and defensive driving.
- To encourage and promote safety belt and child safety seat use.
- To learn how to fit safely into the transportation system with other highway users.
- To familiarize students with the "rules-of-the-road."
- To teach new drivers to show courtesy to others when they are driving.

It is not unusual that students have different expectations for this course. However, it is important that, working together, course goals are met.

UNIT I: INTRODUCTION TO THE PRE-LICENSING COURSE

ACTIVITIES

- Distribute the Mission Statement to class, write on chalkboard, whiteboard or flipchart or display it where everyone can see it.

- Have students offer ideas and list their responses on the board or flipchart for the following questions:

  - Why are you here?

  - Why does New York State require new drivers to participate in a pre-licensing course?

  - How do you feel you can benefit from this course?

  - Do you understand and can you agree with the Mission Statement?

  - What do you think we will be discussing during this course?

  - What do you see as the major themes in the course?

  - Why are alcohol, drugs and driving such a major component of the course?

  - How does fatigue or drowsiness affect your driving?

  - Why is it important to know the “rules-of-the-road”?

  - How can distractions affect your driving?

UNIT I: INTRODUCTION TO THE PRE-LICENSING COURSE

STUDENT OBJECTIVE

The students will gain an understanding of the rules for Learner Permit holders and the probationary period for new drivers.

SESSION CONTENT

Rules for Learner Permit Holders

A learner permit holder may never drive:

- Unless accompanied by a supervising driver at least age 21 who has a license valid for operating the vehicle you are driving.
- In a DMV road test area.
- On any street within a park in New York City, or any bridge or tunnel under the jurisdiction of the Triborough Bridge and Tunnel Authority.
- On the Cross County, Hutchinson River, Saw Mill River, or Taconic State parkways in Westchester County.
- Refer students to Drivers Manual for regional restrictions in their area.

Probationary Period for Newly Licensed Drivers

- Any driver's license, including a license obtained after a revocation, is considered probationary for six months following the date of issuance. This does not include class DJ or MJ or limited class DJ or MJ licenses. Refer to the section titled "Limitations on Junior Drivers" on page 72 of this manual for information about this topic.
- While on probation, a conviction for the following will result in the license being suspended for 60 days:
  - speeding;
  - reckless driving;
  - following too closely;
  - participating in a speed contest;
  - use of mobile telephone (such as a cellular phone);
  - use of portable electronic device (such as a smartphone, GPS or MP3 player); or
  - two other traffic violations

  When the suspension ends, there will be a second six month probation period.
- A conviction for one of the above violations, or two other moving violations during this second probation period, will result in the license being revoked for at least six months. When the revocation ends, the motorist will have to serve a six month probation period.

In addition to the penalties listed, a motorist may be subject to a Driver Responsibility Assessment. The DRA is imposed when a motorist:

- accumulates six or more points on their driving record within an 18 month period, and/or
- is convicted of any alcohol or drug-related driving offense, or
- refuses to submit to a chemical test.

This will be covered in more detail in Unit V.

ACTIVITIES

- Questions to ask:
  - What happens after a 60 day suspension of a probationary license?
  - Name some areas where permit holders may not drive.

UNIT II: THE TASK OF DRIVING WITHIN THE HIGHWAY TRANSPORTATION SYSTEM

OVERVIEW

Being a safe driver begins with an understanding of the Vehicle and Traffic Law. Drivers cannot act as isolated individuals on our highways. Drivers share the road with other vehicles and pedestrians.

The purpose of the Highway Transportation System (HTS) is to move goods and people efficiently, economically and safely. Efforts are continually being made to improve the System by modifying its individual components:

- the environment
- the vehicle
- the driver.

- The environment has been improved by standardization of traffic controls and laws, and by the construction of limited access highways.

- Vehicles have more safety devices, which lessen the risk of injury and death.

- Improved licensing procedures, driver safety programs, and stricter legislation for chronic offenders have all been designed to help the driver.

- HOWEVER, the driver still remains the most important component of the Highway Transportation System.

INSTRUCTOR OBJECTIVES

The instructor shall:

1. Question the students on why they drive and why others drive.

2. Discuss how driving is a social task.

3. Lead an activity on the Highway Transportation System and its components.

4. Diagram and discuss safe driver characteristics.

UNIT II: THE TASK OF DRIVING WITHIN THE HIGHWAY TRANSPORTATION SYSTEM

STUDENT OBJECTIVE

The students will discuss two reasons why driving can be considered a social activity.

SESSION CONTENT

Any activity involving the interaction of two or more people can be referred to as a social activity. These activities are usually governed by written or unwritten rules designed to protect everyone. Ice skating is a social activity in the entertainment system; driving is a social activity in the highway transportation system.

For example, to ice skate, one needs the proper equipment (skates), the proper environment (a large flat area of ice), and skaters (people with the know-how to operate in the system). To drive, you need the same three basic parts: the equipment (vehicle), the environment (roads, etc.), and the drivers (people with the know-how to operate in the system).

Social activities are based on trust: trust that others know the rules as you do, and that everyone will follow the rules. No person is expected to use poor equipment that may damage the ice or road and cause another to fall or crash. If another skater or driver does not know, understand, or follow the accepted rules of behavior in that system, crashes may occur.

In skating as well as in driving, the following rules of behavior apply:

- Maintain a comfortable space around yourself. (Don't violate my space!)
- Avoid collisions, (Don't endanger me or damage my property!)
- Signal your intentions. (Let me know before you cross my path, especially if you will interfere with my "right of way!")

UNIT II: THE TASK OF DRIVING WITHIN THE HIGHWAY TRANSPORTATION SYSTEM

ACTIVITIES

- Have students form two groups and stand against opposite sides of the room, facing each other. Have them walk towards each other. Have them note common courtesies or conflicts as students pass one another with or without colliding.

- Select a few students and ask them to leave the room and re-enter a few seconds later. Ask the rest of the class to note the absence of colliding as they exit and enter the room. Ask why didn't people bump into each other.

- Ask the following questions:

  - Is driving a social activity? Why?

  - What would it be like to use the roads without rules?

  - Are there rules for the social activity of driving? What are they? Where are they recorded?

UNIT II: THE TASK OF DRIVING WITHIN THE HIGHWAY TRANSPORTATION SYSTEM

STUDENT OBJECTIVE

The students will identify the three basic parts of the Highway Transportation System (HTS), and

1. identify several components of each part,
2. discuss the interrelation of the parts,
3. determine if each part is controllable or uncontrollable.

SESSION CONTENT

There are many parts to each component of the HTS. The environment is composed of the road, the weather, other motor vehicles, bicycles, pedestrians, surrounding obstacles, visibility and lighting conditions. Vehicles differ by type, age and condition. Drivers also vary in many ways, such as age, sex and fitness levels. While no driver can control weather or the actions of other drivers, each driver can control his or her own behavior.

Driving is based on trust and being able to predict the actions of others. A person trusts that their car will perform as planned, the road will be in good shape, the weather will be manageable and other drivers will drive safely. A sudden failure of one vehicle, a change in the weather or traffic density, or the failure of a driver to obey traffic laws, can greatly increase the likelihood of a collision.

The most important part of the HTS is you, the driver. Drivers are responsible for over 90 percent of all collisions, while the other parts of the HTS are responsible for the remainder. The driver is the least predictable component. However, he or she is the only component that can react to changing conditions.

NOTE: Instructors should highlight the role played by others in the HTS. This includes pedestrians, especially children, the elderly, and those physically or hearing impaired.

UNIT II: THE TASK OF DRIVING WITHIN THE HIGHWAY TRANSPORTATION SYSTEM

ACTIVITIES

- Divide the class into 3 groups (a large class can be divided into 6 groups). Groups will be assigned one traffic component, and will identify as many parts of the HTS as possible. Group recorders will write down their responses and present them to the class.

- Show the class a model of the traffic system represented by a circle divided into three unlabeled parts. Use student responses to label the diagram.

- Ask the following questions:

  - What are the three basic parts of the HTS?

  - Which part is the least predictable?

  - Which part of the HTS is most important? Why?

  - Which part of the HTS is the most difficult to control? Why?

  - How does the driver affect the other parts of the HTS?

  - Which part of the HTS causes the most crashes?

  - Which part of the HTS is best able to compensate for changes in the other parts?

UNIT II: THE TASK OF DRIVING WITHIN THE HIGHWAY TRANSPORTATION SYSTEM

STUDENT OBJECTIVE

The students will understand and discuss the characteristics of a safe driver.

SESSION CONTENT

To be a safe driver, each motorist must have the following characteristics:

Physical fitness - the ability to use their body to operate the vehicle.

Mental fitness - the ability to properly react to the information drivers receive from their senses.

Driving skills - developed by behind-the-wheel experience.

Knowledge - continually acquiring information a driver can use to safely operate a vehicle.

Good driving habits - combinations of skillful driving actions a driver has practiced so frequently that they have become second nature, and are performed automatically.

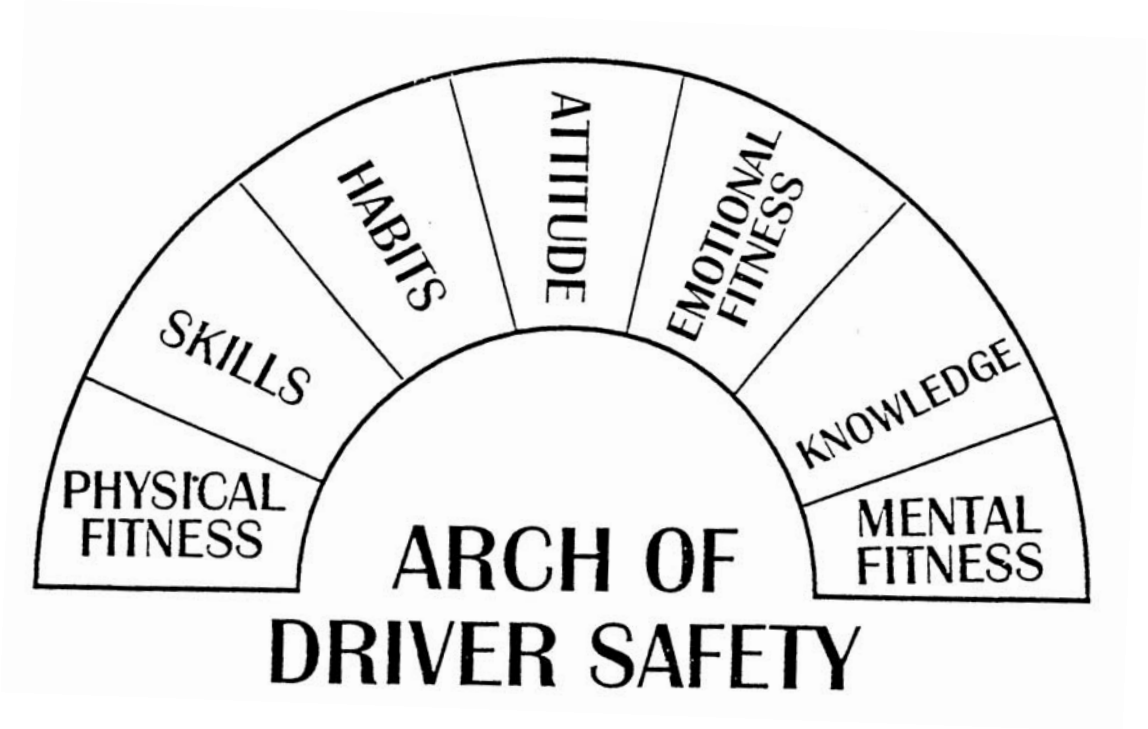
Emotional fitness - the ability to control the effects of one's feelings on driver performance.

Courteous attitude - being considerate of others and not driving in an aggressive or reckless manner.

UNIT II: THE TASK OF DRIVING WITHIN THE HIGHWAY TRANSPORTATION SYSTEM

ACTIVITIES

- Draw the arch on a chalkboard, whiteboard or post it on a flipchart. Fill in arch and discuss each characteristic.
- Ask the following questions:
  - What does it take to be a safe driver?
  - What does “impaired driving” mean?
  - How do our habits affect our driving?
  - What does it mean to be physically fit to drive?
    ...emotionally fit to drive?
  - Can you be emotionally fit to drive sometimes and not at other times? Explain.
  - What are some skills a person must have to drive safely?
  - How does a driver’s attitude affect his or her driving?



UNIT III: DRIVER HABITS AND SKILLS

OVERVIEW

Safe driving is dependent upon learning good skills and practicing good habits. A driving habit is an action taken regularly. An example of this is wearing a safety belt. A driving skill is the ability to use your knowledge effectively and readily. An example of a good driving skill is practicing the “three-second” rule to maintain a safe distance while following behind another vehicle.

INSTRUCTOR OBJECTIVES

The instructor shall discuss:

1. Defensive driving, blind spots, and the importance of always wearing safety belts.
2. The five steps of the “Space Cushion System” of driving, and communicating with other drivers.
3. The decision making process.
4. The rules of the road, and sharing the road with other highway users.
5. The correct procedures for driving in intersections, making turns, and changing lanes.
6. Driving on expressways, one-way streets, and backing a vehicle.
7. Proper driving techniques when passing a vehicle or being passed, and how to react to a school bus in operation.
8. Traffic signs, traffic lights, pavement markings, and traffic officers.
9. Work zone safety, the hazards that may be encountered, and strategies for driving safely through the work zone.
10. Poor driving behaviors and how to avoid them.
11. Reaction time, stopping distance, and covering the brake.
12. Hydroplaning and recovering from a skid.
13. How to safely share the road with other highway users.
14. The dangers associated with sleepiness and fatigue when driving, and ways to maintain attention and awareness while driving.
15. Requirements of the safety belt law, common myths, and child safety seat use.
16. Hazards of large vehicles and how to share the road safely with them.
17. Requirements of the laws regarding use of cell phones and handheld electronic devices, and other driving distractions.

UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

The students will define and discuss defensive driving and blind spots.

SESSION CONTENT

Defensive driving may be defined as driving to prevent crashes, driving carefully, making allowances for other drivers and allowing for changes in the highway environment.

Crash prevention and crash avoidance are achieved by:

1. Using your senses and developing good perceptual skills,
2. Making correct decisions and acting accordingly,
3. Driving carefully to minimize errors,
4. Making allowances for the lack of skills or bad attitudes of other drivers,
5. Allowing for changing weather and road conditions or the actions of pedestrians and other drivers,
6. Conceding the right of way when necessary to prevent a crash,
7. Recognizing a crash-producing situation far enough in advance to prevent it,
8. Wearing a seat belt at all times, to keep the driver behind the wheel in order to control the vehicle.

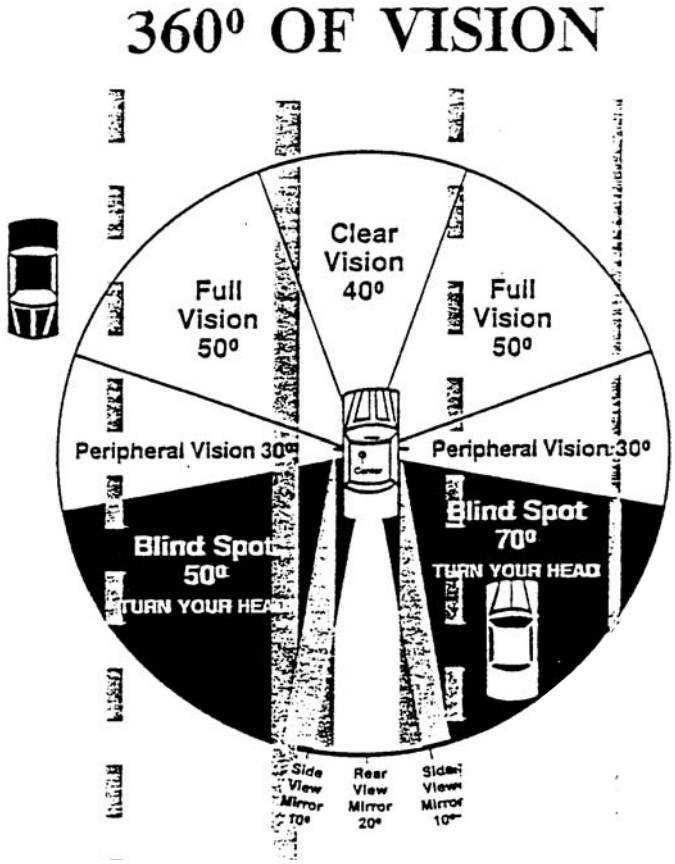
To act appropriately in a given situation, the driver must first see the hazard. Sometimes, however, a driver's vision is blocked or impaired causing a blind spot. When using side and rearview mirrors, two very significant blind spots for drivers occur on the left and right sides of the vehicle in the area of the vehicle's rear quarter. A driver must turn his or her head in order to make sure there is nothing in the blind spot before moving the vehicle. All mirrors have blind spots.

Seeing a hazardous situation is not enough if there is no recognition or perception that the objects, or situations pose a threat. Perception, then, is understanding the implications of what is seen.

UNIT III: DRIVER HABITS AND SKILLS

ACTIVITIES

- Conduct a discussion about defensive driving and what this means to the driver.
- Move a pencil close to the eye (within an inch or two; not the sharpened end!) to show how a large blind spot can be created by a small object.
- Questions to ask:
  - Are actions of other drivers predictable?
  - A key component of defensive driving is avoidance. What are some examples of defensive driving behavior?
  - What is a blind spot?
  - Could a bicyclist, motorcyclist or pedestrian be hidden in the blind spot? Could a van, a bus or a tractor trailer?
  - What is the difference between seeing something and perceiving it as a risk?



UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

Students will list and describe the five steps of "Space Cushion System" of driving and describe at least three ways for drivers to communicate with other highway users.

SESSION CONTENT

All drivers need to use their vision to see the traffic scene, and to search for any conflicts or potential collisions. Drivers must see not merely what they expect to see, but what is actually there. For example, crashes between two-wheeled vehicles and cars are often due to the driver not "seeing" the motorcyclist or bicyclist. Another example is an automobile driver who travels over a railroad crossing every day without ever seeing a train; eventually the driver may stop looking for a train. The defensive driver is always prepared for something unexpected to happen.

One system of defensive driving advocates maintaining a cushion of space between your vehicle and other roadway users. The "space cushion system" of driving follows these five steps:

1. Look far ahead and be alert to potential hazards (If visibility is less than ideal, you may need to slow down to allow yourself more reaction time and stopping distance. For example, on a clear day you might be able to see ¼ mile (1320 feet) ahead, whereas on a foggy day you might see only 100 feet ahead).
2. Get the big picture (see everything on both sides of the highway).
3. Keep your eyes moving (use scanning techniques).
4. Leave yourself an out (plan where you will steer or leave room to stop).
5. Make sure other highway users see you (always use directional signals when changing lanes or turning and use eye contact when possible).

Practicing these steps and maintaining a safe following distance will give you the space and time you need to react to any emergency situation.

By communicating your intentions to others, you can let them know what you plan to do. You can communicate your intentions to other highway users in many ways. The most common device to signal other drivers is the directional signals. You can use your horn in a potential emergency situation. By using these devices, you communicate with other drivers, thus making your own moves more predictable. You can also use hand signals, lane positioning of your vehicle, headlights and eye contact to communicate with others. In addition, slow-moving or disabled vehicles may use emergency flashers (also known as hazard lights or four-way flashers) to warn other drivers.

Obeying traffic laws about signaling is a way of making your own actions more predictable so that other drivers can better anticipate your intentions. Many vehicles today have daytime running lights. If your vehicle does not have daytime running lights you may choose to use your headlights during daylight hours to make your vehicle more obvious to other highway users. Be careful to avoid doing anything that may confuse or misinform others.

ACTIVITIES

- Relate driver communication to how we communicate in other social activities.
- Discuss ways drivers communicate with other highway users.
- Questions to ask:
  - What does “space cushion driving” mean?
  - What are the five steps of “space cushion driving”?
  - What assumptions do we make from other drivers’ cues?
  - Are they valid assumptions?
  - List other highway users.
  - How can you influence the behavior of other highway users?
  - How does proper or improper communication affect the predictability of driver actions?

UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

Students will discuss how decisions are made and describe the SEE℠ strategy.

SESSION CONTENT

Drivers can improve their decision making with the Motorcycle Safety Foundation's SEE℠ strategy, a three-step process used to help analyze the surroundings, anticipate potential problems, and make appropriate judgments, applying them correctly in varied driving situations.

- **S**earch
- **E**valuate
- **E**xecute

Search

Search aggressively ahead, to the sides, and behind, to identify factors that could cause increased risks and avoid potential hazards even before they arise. How assertively you search, and how much time and space you have, can eliminate or reduce dangerous situations. Searching provides valuable information to help you make good driving decisions. Check your mirrors frequently and use head checks to monitor blind spots. Focus even more on finding potential escape routes in or around intersections (especially intersections with limited visibility), shopping areas and school or construction zones.

Search for factors such as:

- **Oncoming traffic** that may turn left in front of you
- **Traffic** coming from the left and the right
- **Traffic** approaching from behind
- **Hazardous** road conditions

Be especially alert in areas with limited visibility. Visually busy surroundings could hide you from others.

Evaluate

Think about how hazards can interact to create risks for you. Anticipate potential problems and have a plan to reduce risks. Evaluate potential problems and make plans in your mind to deal with things that might happen. Don't think of evaluating as 'guessing', think of it as 'reading' the situation to minimize risks of collisions.

Some hazards to watch for are:

- **Road and surface characteristics** – potholes, guardrails, bridges, location of telephone poles, streetlights and trees
- **Traffic control devices** – Look for traffic signals, including regulatory signs, warning signs and pavement markings, to help you evaluate circumstances ahead
- **Other Vehicles and pedestrians** – Other vehicles and pedestrians may move into your path and increase the likelihood of a crash

Execute

Carry out your decision to minimize risks.

To create more space and minimize harm from any hazard:

- **Communicate** your presence and your intentions with directional signals, lights and/or horn
- **Adjust your speed** by accelerating, stopping, or slowing
- **Adjust your position** and/or direction by changing lanes if necessary

An example of SEE℠:

A motorist sees a bicyclist traveling on the same side of the road and going in the same direction. Knowing that bicyclists may swerve into the roadway to avoid hazards, the driver scans the surroundings, gets ready to brake if necessary, and moves to the left portion of the lane or changes lanes as a precaution.

Remind the students:
Driving requires your full attention.

ACTIVITIES

- To demonstrate decision-making, toss a plastic golf ball to a student. Then toss 5 to 6 plastic golf balls to a student. This demonstrates the difference between simple reaction and complex reaction.
- Facing the class, demonstrate proper eye movement (scanning).
- Questions to ask:
  - How are decisions made?
  - Why are some decisions harder to make than others?
  - What are the steps in the SEE℠ process? Discuss each one.
  - What would happen if you drove with your eyes fixed just on the car ahead of you?
  - Where should you be looking while driving?
  - What special hazards can you expect when approaching a driveway in a residential neighborhood? a driveway in the country? a business area?
  - What do drivers do that interfere with their driving?
  - Can you spot drivers who are doing these other activities? How?

UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

The students will begin to identify and discuss some of the basic rules of the road.

SESSION CONTENT

Here are the right-of-way rules:

1. A driver approaching an intersection must yield the right of way to traffic already lawfully using the intersection.

2. If a driver approaching from the opposite direction reaches an intersection at about the same time you do, the driver turning left must yield to approaching traffic going straight or turning right.

3. At intersections not controlled by signs or signals, or where two or more drivers stop at STOP signs at the same time and they are at right angles to one another, the driver on the left must yield the right of way to the driver on the right.

4. A vehicle entering a roadway from a driveway, alley, private road or any other place that is not a roadway must stop and yield the right of way to traffic on the roadway, and to pedestrians.

5. Drivers must yield to pedestrians who are legally using marked or unmarked crosswalks.

6. A driver may not enter an intersection if the traffic ahead is backed up and it is impossible to get all the way through the intersection. The driver should wait until traffic ahead clears, to avoid blocking the intersection.

7. A driver entering a traffic circle, sometimes called a rotary, must yield the right of way to drivers already in the circle.

8. Drivers must pull over and stop for an emergency vehicle, even if it is approaching from the opposite direction.

9. Drivers must stop their vehicle before reaching a school bus displaying red “cross-over” lights, and may proceed only when signaled by a police officer or the school bus driver, or until the bus resumes motion, or the “cross-over” lights are turned off.

ACTIVITIES

- Diagram an intersection on the chalkboard, whiteboard or use another visual aid such as a magnetic board with cars to demonstrate right of way.
- Diagram a school bus on the road, and discuss where other drivers are to stop.
- Questions to ask:
  - You are stopped at a stop sign, and you plan to go straight through the intersection. A driver on the intersecting road has stopped at a stop sign on your right, and is also going to go straight. Who must yield the right of way?
  - You are coming out of a parking lot, and you plan to turn right onto the street. A vehicle is approaching from your left. Who must stop and wait?
  - You are stopped at a red light. A pedestrian steps into the crosswalk, and then the light turns green. Do you have to wait for the pedestrian to cross?
  - If two drivers enter an intersection from opposite directions at the same time, one going straight, the other turning left, which must yield the right of way?
  - If you enter an intersection to make a left turn, but oncoming traffic prevents you from making the turn right away, what should you do?
  - What must you do if you are entering a road from a driveway?
  - You are facing a green light, but traffic on the other side of the intersection would keep you from going all the way through the intersection. May you enter the intersection?
  - Does a vehicle about to enter a traffic circle or rotary have the right of way over vehicles already in the circle?
  - What should you do if you hear a siren nearby, but you can't see where the emergency vehicle is?

UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

Students will identify and discuss the driving procedures to follow regarding intersections, turns, and lane changes.

SESSION CONTENT

The majority of crashes occur at intersections. Some drivers do not know or may not practice safe driving habits/skills at intersections. Below are some important rules to know and follow.

1. Stop signs and red lights. Drivers must come to a full stop before entering a crosswalk, and yield the right of way to vehicles and pedestrians in the intersection. Proceed only when it is both safe and legal.

2. Right turn on red. If right on red is not permitted, a sign stating that will be located on the right side of the road; sometimes an additional sign is next to the traffic light. When turning right on red is permitted, drivers who make a right turn on red must stop completely and follow the rules stated in #1.

3. Arrow traffic light. The arrow designates lane position; the color tells a driver what to do.

4. Lane positioning. Vehicle placement puts you in a position to execute a maneuver and helps communicate your intentions to others. For example, if you're going to make a left turn from a one-way street, you are to position your vehicle in the furthest left lane. When making a right turn, ideally, you should place your vehicle three to five feet from the right curb.

5. Left turn from a middle lane. Many roads now have a middle lane, which is to be used for making a left turn. This lane was created to enable traffic to continue unimpeded, by permitting a driver to place the vehicle in the middle lane while waiting for a gap in traffic to make a left turn.

Remind the students:

Lane changing requires the use of signals and a turn of your head to check the blind spots. Also, when turning, expand your scanning for pedestrians, bicyclists, or other potential hazards about to cross or enter your path.

UNIT III: DRIVER HABITS AND SKILLS

ACTIVITIES

- Ask the students to list the different steps for making a turn.
- Draw an intersection on the chalkboard or whiteboard and discuss the different types of turns with the class.
- Draw a 4-lane road and ask students how they should make lane changes.
- Questions to ask:
  - How do you make a proper left turn?
  - What is the correct way to make a right turn when facing a red light?
  - When waiting at a traffic light with a left arrow facing you, what are you to do?
  - When the light turns green with a red left arrow facing you, what are you to do?
  - Where should you position your car for a left turn on a two-lane road? a four-lane road? a road with a center lane?
  - When making a lane change, list other highway users who could be hidden from view because of the blind spot.
  - How far before a turn must you signal?
  - When preparing for a right turn, should you stay as close to the center of the lane as possible?
  - Where should you position your vehicle when preparing to make a left turn from a two-way roadway into a one-way roadway?

UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

Students will identify and discuss driving on an expressway, a one-way street and backing a vehicle.

SESSION CONTENT

An expressway entrance ramp is typically used for accelerating to the proper speed, unless there is a stop sign, yield sign or traffic light on the ramp. After entering the expressway, you must execute a proper lane change to blend in with traffic.

It's important that you allow enough space between your vehicle and other vehicles when entering or exiting a highway, or when changing lanes. Under ideal conditions, you should merge only when you can maintain a space cushion of at least 2 seconds between your vehicle and the vehicle in front of you, AND at least 2 second between your vehicle and the vehicle behind you. In other than ideal conditions, such as heavy rain or snow, you will need to allow additional space between you and the other vehicles.

Exit ramps are used for slowing down. Unless the exit ramp is short, do not apply the brakes while still on the expressway. Once you are on the exit ramp, slow down.

Most drivers spend the least amount of their driving time on one-way streets. Identifying them is essential. Besides the "one-way" sign, other indicators that you're on a one-way street are the presence of regulations signs facing you on the left, and parked cars on both sides of the street all facing the same way.

To back up a vehicle safely, you need to shift into reverse, turn your head and look directly in the path the car will travel, and turn the steering wheel in the direction you want the vehicle to go. Glancing to the side and into the mirrors is helpful to assure that there is nothing in your way. Other vehicle equipment may also be helpful, i.e. rearview cameras and sensors. However, these should not replace turning your head to look in the direction you are traveling.

ACTIVITIES

- Ask students how they should:

  1. Properly use expressways,

  2. Back up a vehicle,

  3. Use/recognize one-way streets.

- Diagram an intersection or use a magnetic board with cars to properly demonstrate the correct way to use entrance and exit ramps on expressways.

- Incorporate discussion on driving techniques with the SEE℠ technique of decision making.

- Questions to ask:

  - What is the proper way to exit and enter an expressway?

  - Which way do you move the steering wheel of a car if you want to back up to the right?

UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

Students will understand how to pass other vehicles, be passed by other vehicles, and react to a school bus in operation.

SESSION CONTENT

When passing other vehicles or changing lanes to avoid hazards, do so with caution and only when necessary. You may not exceed the speed limit to pass another vehicle. Use directional or hand signals, as the law requires, at least 100 feet before making a lane change. Never pass a vehicle which has stopped at a crosswalk to allow a pedestrian to cross.

Passing on the Left: The left lane is usually used for passing other vehicles. That's why it is often called the "passing lane." However, you may **NOT** pass a vehicle on the left if:

* Your lane has a solid yellow center line.
* You cannot safely return to the right lane before reaching a solid yellow center line for the right lane.
* You cannot safely return to the right lane before any approaching vehicle comes within 200 feet of you.
* You are approaching a curve or the crest of a hill on a two-way road and cannot see around or over it.
* You are within 100 feet of a railroad crossing a bridge, tunnel or viaduct on a two-way roadway.
* Passing will interfere with oncoming traffic.

Passing on the Right: You should usually pass other vehicles on the left, but passing on the right is allowed in certain situations. You **MAY pass** on the right:

* When a vehicle ahead is making a left turn.

* When you are driving on a one-way road that is marked for two or more lanes or is wide enough for two or more lanes, and passing is not restricted by signs.

Being Passed: If another vehicle passes you on the left, slow down slightly and stay to the right. When the vehicle has safely passed and is well ahead of you, resume your normal speed. If you find that many vehicles are passing you on the right, you should move into the "slower" right lane and allow them to pass you on the left.

School Buses: When a school bus stops and flashes its red light(s), traffic approaching from either direction must stop before reaching the bus. You should stop at least 20 feet away from the bus. You must stop for a school bus even if it is on the opposite side of a divided highway.

ACTIVITIES

- Questions to ask:
  - In most situations, on which side should you pass another vehicle going in the same direction?
  - What should you do before passing another vehicle?
  - What should you see in your rear view mirror before attempting to return to the right lane after passing a vehicle on the left?
  - In what situations may you pass a vehicle on the right?
  - When may you pass a vehicle stopped at a crosswalk to allow a pedestrian to cross?
  - What action should you take when another vehicle passes you on the left?
  - What do flashing red lights on a school bus mean?

UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

Students will know and recognize traffic signs.

SESSION CONTENT

Signs

Traffic signs tell you about traffic rules, special hazards, where you are, how to get where you're going and where services are available. The color of traffic signs gives clues to the type of information they provide:

1. STOP Sign (Red, with white letters.) Come to a full stop, yield the right of way to vehicles and pedestrians in or approaching the intersection. Go when it is safe. You must come to a stop before the stop line, if there is one.

2. YIELD Signs (Red and white, with red letters). Slow down as you approach the intersection. Prepare to stop and yield the right of way to vehicles and pedestrians in or approaching the intersection. You must come to a full stop at a YIELD sign if traffic conditions require it. Approach with caution and be prepared to stop: otherwise, proceed with care.

3. REGULATION Signs (White, with black and/or red letters or symbols.) These signs give you information about rules for traffic direction, lane use, turning, speed, parking, and other special requirements.

4. WARNING Signs (Yellow, with black letters or symbols.) You are approaching an especially hazardous location or a place where there is a special rule. Be especially cautious when you see a warning sign.

5. RAILROAD CROSSING (Yellow with black letters "RR" and "X" symbol.) There is a railroad crossing ahead. You should use caution, and you may have to stop. Most buses and some trucks must stop at railroad crossings.

6. WORK AREA Signs (Orange, with black letters or symbols.) People are working on or near the roadway, and traffic may be controlled by a flag person. A work area speed limit of 35 MPH may be posted.

ACTIVITIES

- Questions to ask:
  - What is the usual color of a warning sign?
  - What color is a destination sign?
  - What must you do at a STOP sign?
  - What color is a railroad warning sign?

UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

Students will discuss and understand the meaning of various traffic lights.

SESSION CONTENT

Traffic Signals

Traffic lights are usually red, yellow and green from top to bottom, or left to right. At some intersections, there are single red, yellow or green lights. Some traffic lights are steady, others flash. Some are circular, and some are arrows. Here is what various traffic lights mean:

STEADY RED: Stop. Do not go until the light is green.

Unless prohibited, you may make a:

- right turn on red, or
- left turn on red ONLY from a one-way street to another one-way street.

Before you make any turn on red, you must come to a full stop and yield the right of way to oncoming traffic and pedestrians.

You may not make a turn at a red light if there is a NO TURN ON RED sign posted, or if another sign, signal or pavement marking prohibits the turn. Also, turning on a red light is not allowed in New York City unless a sign is posted permitting it. The driver of a school bus carrying pupils may not turn on any red light. Always watch for pedestrians in the crosswalks when turning on red.

FLASHING RED: Means the same as a STOP sign: Stop, yield the right of way, and go when it is safe.

RED ARROW: Do not go in the direction of the arrow until the red arrow goes out and a green light or arrow goes on. A right or left on red turn is not permitted at a red arrow.

STEADY YELLOW: The light is changing from green to red. Be ready to stop.

FLASHING YELLOW: Drive with caution.

YELLOW ARROW: The protection of a green arrow is ending. Be prepared to stop.

STEADY GREEN: Go, but yield the right of way to other traffic.

GREEN ARROW: You may go in the direction of the arrow, but you must yield the right of way to other traffic at the intersection as required by law.

Note: State law requires that if the traffic lights or controls are out of service or malfunctioning when you approach an intersection, you must come to a stop as you would for a stop sign. You must then proceed according to the rules of right of way, unless you are directed to proceed by a traffic officer.

ACTIVITIES

- Questions to ask:

  - What would you do when facing each of the following:

    (1) a steady yellow light
    (2) a flashing yellow light
    (3) a steady red light with a green arrow pointing left
    (4) a flashing red light

UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

Students will know and recognize pavement markings and traffic officers.

Pavement Markings

Lines and symbols on the roadway divide lanes and tell you when you may pass other vehicles or change lanes, which lanes to use for turns, and where you must stop for signs or traffic signals.

Single broken line: You may pass other vehicles or change lanes if you can do so safely and not interfere with traffic.

Solid line with broken line: If you're on the side with the solid line, you may not pass other vehicles or cross the line except to make a left turn into a driveway. If you're on the side with the broken line, you may pass if it is safe to do so, and will not interfere with traffic.

Double solid lines: You may not pass, or change lanes

Single solid line: You may pass other vehicles or change lanes, but you should do so only if obstructions in the road make it necessary, or traffic conditions require it.

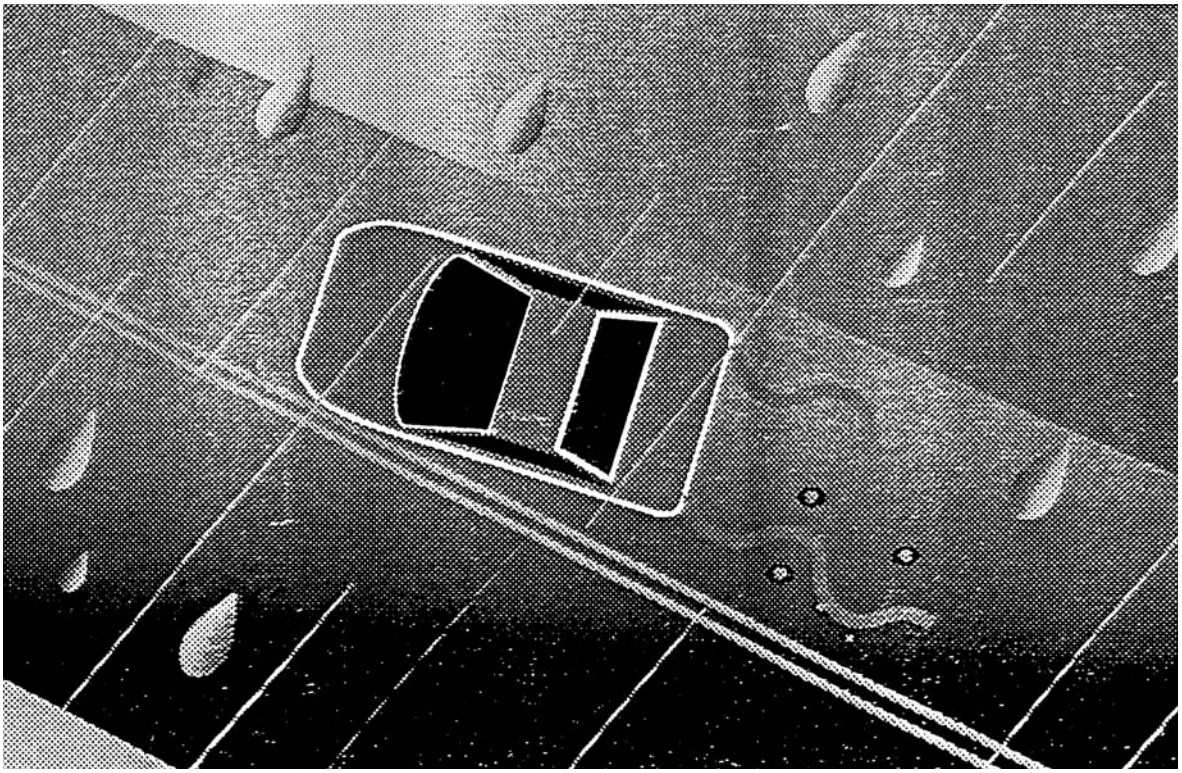
Stop and Crosswalk Lines: When required to stop because of a sign or light, you must stop before reaching the stop line, if there is one, or the crosswalk.

Traffic Officers

Directions given by traffic officers take precedence over signs, signals or pavement markings. Among those authorized to direct traffic are police officers, peace officers (such as on-duty auxiliary or fire police), and highway work area flag persons.

ACTIVITIES

- Questions to ask:
  - What does it mean if an edge line slants in toward the center of the road?
  - What do each of these types of lines mean: single broken, single solid, double solid, solid and broken together?
  - If an intersection has crosswalk lines but no STOP line, where would you stop for a red light at that intersection?
  - What type of pavement marking is used to show you which lane you must use for a turn?
  - Which of the following must you obey over the other three: steady red light, flashing red light, STOP sign, police officer?



UNIT III: DRIVER HABITS AND SKILLS

WORK ZONE SAFETY

STUDENT OBJECTIVE

Students will be able to define a work zone and be able to identify the hazards a highway work zone presents. Students will be able to discuss strategies for driving safely through a work zone

SESSION CONTENT

Work zone is defined in the Vehicle and Traffic Law (Section 160) as, "That part of the highway being used or occupied for the conduct of highway work, within which workers, vehicles, equipment, materials, supplies, excavations or other obstructions are present."

Some facts about road work zones:

- As states and the federal government focus on rebuilding/refurbishing the highway system in the post-interstate era, more work zones will be set up each year; more work zones mean more risk of accidents and deaths (1,181 people died nationally in work zones in the year 2002, per NHTSA)
- The most common crash in a highway work zone is the rear-end collision (Federal Highway Administration)
- Speeding ticket fines are doubled in work zones
- Enforcement of traffic laws in work zones is maintained 24 hours a day; work zone speed limits are enforced even when no work is underway
- Traffic enforcement is enhanced in work zones because of all the potential risks and dangers

Driving situations that a motorist may encounter as a result of the establishment of a work zone:

- Lack of shoulder and/or median areas that usually serve as a buffer
- Lanes reduced in width
- Lanes merging and subsequently reduced in number
- Speed reduction
- Changing lane patterns
- Detours to unfamiliar routes
- Large construction or maintenance vehicles to the side of the road that may obstruct vision
- Highway workers standing and working near traffic
- Slow moving construction vehicles
- Drivers slowing to reduce speed and/or merging at the last possible moment
- Aggressive drivers disregarding the work zone restrictions
- Drivers not using common sense in the work zone area
- Some work zones are mobile, such as line painting and road patching operations. These zones move along the highway until the work is completed. Obey the signs until you have passed the one that states you have left the work zone.

UNIT III: DRIVER HABITS AND SKILLS

WORK ZONE SAFETY

Some suggestions for driving safely through a work zone:

- Diamond shaped orange warning signs are posted in advance of work zone areas. Pay attention to these signs!
- A "flagger ahead" warning sign may be posted as you approach the work zone. Obey the flagger's directions; a flagger has the same authority as a regulatory sign, so you can be ticketed for disobeying his/her directions
- When you see flashing arrow panels or "lane closed ahead" signs, merge as soon as possible
- Slow down as soon as the signs tell you to
- The most common crash in the highway work zone is the rear end collision, so leave plenty of space between you and the car in front of you (the 2 second rule would be best)
- Stay calm and expect the unexpected
- Observe all posted signs until you see the one that states you have left the work zone
- If you already know of the existence of a work zone, you may want to plan an alternative route

Source: U.S. Department of Transportation, Federal Highway Administration

ACTIVITIES

- Ask students to relate any dangerous experiences they have had driving through a work zone either as a passenger or student driver. What made the situation dangerous? How could the danger be reduced or eliminated?

- Distribute DMV Driver's Manuals. Refer students to the section of Chapter 4 (Traffic Controls) labeled Work Area Signs. Have students read the short section and note the shape and symbols used in work zone signs.

- Verbally quiz the class on the color and shape of work zone signs. Give an example of the type of message one might see on a work zone sign.

UNIT III: DRIVER HABITS AND SKILLS

DISTRACTED DRIVING

STUDENT OBJECTIVE

Students will list and describe poor behaviors that drivers engage in, and discuss the importance of avoiding them while driving.

SESSION CONTENT

Driving is a complex mental task that deserves your full attention. However, most drivers frequently devote part of their attention to other things while driving, such as eating, talking on the telephone, listening to music and discussions with passengers. It is dangerous to treat the driving task too casually.

If you drive at 55 miles per hour, your vehicle is traveling at 81.4 feet per second. To divert your attention for only a few seconds (to look at a text message, dial a telephone number, rummage through your wallet for toll money, etc.) results in your vehicle traveling hundreds of feet while your attention is elsewhere; this distance could easily be more than the length of a football field.

A driver's primary task is to safely operate the motor vehicle - this requires the driver's full attention. Drivers should avoid or at least minimize other activities while driving. With preparation and common sense, you can plan ahead and avoid unnecessary activities while driving and avoid a crash.

1. Before you drive, prepare yourself by having toll money available, a cassette tape, CD, or other media already loaded, GPS already programmed, sunglasses at your fingertips, etc.

2. Use optional equipment and accessories only when necessary. Some car sound systems and GPS devices can be confusing, and using them while driving can be very distracting.

3. Delegate some activities. If you have a passenger in the vehicle with you, have him or her:

   - change the radio/CD;
   - adjust climate control;
   - review map or navigational system;
   - use the cell phone or handheld electronic device.

   Remember: If the driver must use a cell phone, the driver is required to use a hands-free device.

4. Pull off the road to rummage through your CDs, chase a bee out of the car, read a map, etc.

5. Even drinking, eating, and smoking can distract your attention while driving. It's generally safer to avoid these activities while driving.

6. Postpone or delay the activity. The driving scene changes every few seconds. Don't change your radio station at an intersection, or in "tight" driving situations. Wait for a low risk situation, such as while waiting at a traffic light, or when traffic is minimal.

7. Practice good visual habits. Don't look at passengers when talking to them. Glance quickly at the radio when changing stations.

8. Keep a clear head and focus on your surroundings. Don't daydream while driving. Replaying an argument in your mind or trying to make an important personal decision while driving is dangerous.

ACTIVITIES

- Ask students what activities they've observed other drivers doing; list them on chalkboard, whiteboard or flipchart.

- Understanding distraction:

  1. Time a student typing a short text message such as "I'll have the car back by 9." Record the time.
  2. Repeat the above exercise, but this time disrupt the student while they are still texting. Record the time. Take the time texting, plus 1 ½ seconds (reaction time), then multiply the number of seconds by 59 (as in feet per second). This identifies how far they would have travelled.

  - Discuss how performing even a brief task like this text message could distract their attention from driving?

NOTE TO THE INSTRUCTOR: By performing this demonstration of Distraction with your students, you'll be able to show the students exactly how much of their attention can be drawn away from driving, and how far they may travel during that time. Further, by discussing how even "simple" tasks like texting can cause significant lapses in their attention to the road and the driving environment, this will help illustrate how dangerous texting (or other activities) while driving can be.

Helpful Links:

www.distraction.gov

www.safeny.ny.gov/phon-ndx.htm

STUDENT OBJECTIVE

Students will understand reaction time, reaction distance, stopping distance, and covering the brake.

UNIT III: DRIVER HABITS AND SKILLS

SESSION CONTENT

All drivers need to determine a safe following distance between vehicles. The best way to determine this distance is to stay at least two seconds behind the car immediately ahead. The formula of one car length for each ten miles per hour of speed is sometimes used to define a safe following distance. However, some people have a difficult time judging distances accurately while in a moving vehicle. These formulas apply on dry pavement under good driving conditions. You may need to double or triple your following distance if you are driving in rain, or other adverse conditions.

To practice the two-second rule, choose a stationary object on or alongside the road. When the rear bumper of the vehicle ahead of you reaches the object, begin to count "one thousand one, one thousand two." If you complete counting to "one-thousand two" before passing the stationary object, your following distance is adequate.

Reaction Time: The time it takes to recognize a situation (perception time), decide on an action, and begin to take the action.

Perception Distance: This is the distance your vehicle travels from the time your eyes see a hazard until your brain recognizes it. The perception time for an alert driver is about 3/4 second; in this time, a vehicle traveling at 55 mph will travel 60 feet.

Reaction Distance: The distance traveled from the time your brain tells your foot to move from the accelerator until your foot is actually pushing the brake pedal. An alert driver will take about 3/4 second to react, traveling another 60 feet at 55 mph.

Reaction time of an alert driver will be about 1½ seconds, during which a vehicle moving at 55 mph will travel 120 feet.

Stopping Distance = *Perception Distance* + *Reaction Distance* + *Braking Distance*

Braking Distance: The distance it takes to stop once the brakes are put on. This distance varies with speed, type and condition of vehicle, and road conditions. A typical car traveling at 55 mph on a dry road would take about 140 feet to stop.

Stopping Distance includes the number of feet the vehicle travels during reaction time (before you hit the brakes), plus how many feet it actually takes to stop the car. In the example above for an alert driver on dry roads, the Stopping Distance is about 260 feet. At 65 mph, the stopping distance would be about 340 feet, nearly the length of a football field.

Remember to keep your eyes moving as you drive and glance to either side every few seconds to help shorten stopping distance.

The practice of covering the brake is accomplished by placing your foot just above the brake pedal. This is done to shorten one's reaction time, which might be necessary in situations such as approaching children playing near the road or approaching a stale green light. A stale green light is one that is green when you first see it, and may turn to caution (yellow) at any time.

Speeding influences vision, stopping distance, and crash survival as:

- peripheral vision decreases
- stopping distance increases
- the force of impact increases
- chances of survival decrease

ACTIVITIES

- Hold a dollar bill vertically. Have student hold their thumb and index finger 1/4 inch apart below the bill. Release bill without warning. Student attempts to grasp it as soon as it is released; most people fail to grasp it.
- Have students list situations where covering the brake is beneficial.
- Questions to ask:
  - What is reaction time?
  - What is reaction distance?
  - What is stopping distance?
  - What is braking distance?
  - What habits can you develop that can help decrease your stopping distance?
  - What are the benefits of covering the brake?
  - Explain the two-second rule.

UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

Students will understand and explain hydroplaning, how to prevent it, and how to handle a skid.

SESSION CONTENT

Roads are at their slickest during the first five to ten minutes of a rainfall. This occurs because the water mixes with surface dirt and oil to form a slippery film, greatly reducing the ability of your tires to grip the road. At speeds as low as 35 mph, the tires of a vehicle will begin to skim along the wet surface of the road, much like a water-skier zipping across the surface of a lake. The tires may completely lose contact with the road and be riding on a thin film of water. This is called hydroplaning. Hydroplaning is very dangerous because it severely limits your ability to control your car. Good tires with deep tread help prevent hydroplaning. To reduce the chance of hydroplaning always have properly inflated tires, reduce speed by about one-third when driving on wet roadways, and avoid driving through standing water.

To avoid skids, brake early, carefully, and gently on roads that are wet, snowy or icy. You should always be aware of what type of brakes the vehicle you are driving is equipped with. Many cars now come equipped with an anti-lock braking system (ABS). A driver should not pump the brakes when the car has ABS; the brakes in cars with ABS automatically pump themselves. You must use steady, firm brake pressure if you are in a skid. If your vehicle does not have ABS, pump your brakes in slow steady strokes when in a skid. Allow the wheels to keep rolling. If they start to lock up, ease off the brake pedal. As you slow down, you may also want to shift into a lower gear.

Although front-wheel drive and four-wheel drive vehicles generally handle better than rear-wheel drive vehicles in ice and snow, they do not have flawless traction and skids can occur without warning. The best approaches to recover from a skid are the same for both front- and rear-wheel drive vehicles.

If your *rear wheels* start to skid:

- Turn the steering wheel in the direction the vehicle is trying to go. If your rear wheels are sliding left, steer left. If they're sliding right, steer right.
- If your rear wheels start sliding the other way as you recover, ease the steering wheel toward that side. You might have to steer left and right a few times to get your vehicle completely under control.
- If your vehicle has ABS, keep your foot on the brake pedal with even pressure.
- If your vehicle does not have ABS, pump the pedal gently, pumping more rapidly only as your car slows down. Braking hard with non-anti-lock brakes will make the skid worse.

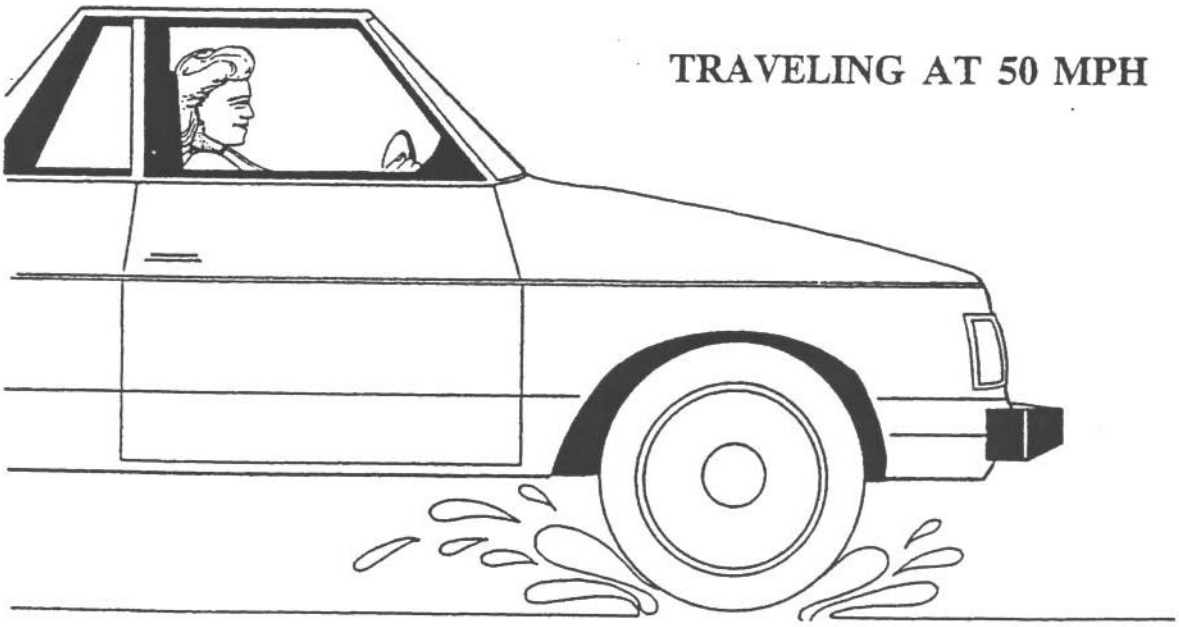
If your *front wheels* start to skid:

- Take your foot off the accelerator and shift to neutral or push in the clutch, but do not immediately try to steer.
- As the wheels skid sideways they will slow the vehicle and traction will return. As it does, steer in the direction you want to go. Then put the transmission in drive or release the clutch, and accelerate gently.

Note: When sleet, freezing rain and snow start to fall, remember that bridges, ramps and overpasses are likely to freeze first, and that slippery spots may remain after road crews have cleared the highways.

ACTIVITIES

- Diagram a wheel on the chalkboard or whiteboard and illustrate how hydroplaning occurs.
- Diagram a car on the chalkboard or whiteboard and demonstrate how the wheels are to be turned if in a skid.
- Questions:
  - What is hydroplaning?
  - What do you do if you get into a skid?
  - When the temperature drops, what parts of the roadways may freeze first?



UNIT III: DRIVER HABITS AND SKILL

STUDENT OBJECTIVE

Students will describe other highway users and how to safely share the road with them.

SESSION CONTENT

Pedestrians are the highway users most at risk. Be especially watchful when making a right turn; pedestrians legally crossing at intersections always have the right of way. Of all pedestrians, children are the least predictable and hardest to see. Take extra care to look out for children, especially near schools, bus stops, playgrounds, parks, and behind parked cars on the road.

Bicyclists and moped users have the right to share the road with vehicles, traveling in the same direction. Like pedestrians, bicyclists are difficult to spot and have little protection. Approach bicyclists with extreme caution. Give them room and perhaps slow down when passing; air pressure from a quickly passing vehicle can throw a bicyclist off balance. You must yield the right of way to a bicyclist.

Motorcyclists also share problems faced by bicyclists: lower visibility, less stability and less protection. It is often hard to judge how far away a motorcycle is or how fast it is going. Many car and motorcycle crashes occur when the car driver turns left in front of a motorcyclist after misjudging the cyclist's speed or distance and how long it will take the motorcyclist to brake. A motorcyclist has the right to the full use of a lane and may change position within a lane to get a clearer view of traffic and avoid hazards.

Farm vehicles, construction equipment and vehicles drawn by animals must display the official slow-moving vehicle emblem of New York State at the rear of the vehicle. Use caution when approaching a slow-moving vehicle and be sure it is safe before passing.

Horseback riders are to ride single file near the right curb or road edge. The law requires you to use care when approaching a horse; it is illegal to sound your horn when approaching or passing a horse.

Large vehicles, such as tractor trailers, buses and large trucks, should not be followed so closely that the driver can't see you in the rearview mirrors, or your view of the road ahead is blocked. It takes longer to pass a big truck or bus on level pavement than it does to pass another car. When going downhill, a large vehicle is likely to go faster, requiring even more time for you to pass it. However, large vehicles may be easier to pass when going uphill, where they lose speed. Pay close attention to a large vehicle's turn signals. Trucks and buses may make wide right turns, leaving an open space to their right. To avoid a crash, don't pass a truck or bus on the right if there is a possibility it might turn right. If a truck is backing into a loading area and blocking the roadway, wait until the driver backs off the road before proceeding. Leave space when you stop at a light or sign behind a truck or bus, especially when facing uphill; it may roll back slightly when starting.

Disabled vehicles can be a hazard. You may encounter one on any roadway, often where and when you least expect them. Disabled vehicles will often have their emergency flashers on, to warn other traffic of the potential hazards.

ACTIVITIES

- Direct students who seek more information on bicycles to read brochures such as "Sharing the Road Safely" (C-77), available at motor vehicle offices and on DMV's website.

- Students can be put into groups of three to four and given five minutes to discuss and list the various special problems associated with sharing the road with others.

- Discuss importance of sharing the road and share examples of common child cyclist injury situations.

- Discuss in-line skaters often using roadways and the potential hazards. For more information about in-line skating, direct students to read the "Sharing the Road Safely" (C-77) brochure.

- Questions to ask:

  - Name some others who share the road with automobiles. Put their response on a chalkboard, whiteboard or flipchart, then ask them...

  - What special hazards do they present?

UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

The students will discuss and understand the dangers associated with fatigue and sleepiness.

SESSION CONTENT

Temporary impairments, such as those caused by illness, injury, distractions, and alcohol or other drugs, can be extremely detrimental to driving. However, the danger produced by driver sleepiness is far greater than is generally recognized.

The likelihood of falling asleep at the wheel is more common than most people realize. One out of five drivers admits to falling asleep at the wheel at least once. Many other sleepy drivers who deny falling asleep at the wheel may, nonetheless, have had microsleeps while driving. (Microsleep occurs when a drowsy driver is overtaken by involuntary "naps" that last four to five seconds.) The NHTSA estimates that 100,000 reported crashes annually are the result of drowsiness.

Many drivers don't realize that they have no voluntary control over whether they fall asleep. They also don't realize that they cannot predict when they are about to fall asleep. In a test situation, nearly 80% of drivers thought that they could predict when they were about to fall asleep behind the wheel; they were proven wrong. The mistaken idea that a motorist can predict when he or she is about to fall asleep creates a false sense of security in the sleepy driver.

Even if the sleepy driver does not actually fall asleep, driving ability is seriously impaired by sleepiness in the following ways:

1. Visual misperception: The driver misinterprets what he or she sees on the road.
2. Increased reaction time: The driver responds more slowly to changing road or vehicle conditions.
3. Decreased attention span and reduced information processing: The driver has difficulty concentrating on the road and vehicle conditions and has a diminished ability to process that information to make appropriate driver decisions.
4. Diminished judgment: The driver has an increased likelihood of making decisions based on poor judgment, such as attempting risky maneuvers like passing other vehicles without fully surveying the situation.
5. Impaired problem-solving ability: The driver has less ability to get out of dangerous situations.
6. Decreased ability to control the vehicle : The driver may tend to have less control of the vehicle, such as allowing it to drift from lane to lane.

ACTIVITIES

- Ask for examples of drivers they know of who have fallen asleep while driving.
- Questions to ask:
  - Do you know anyone who has fallen asleep while driving? What happened?
  - Have you ever fallen asleep when you didn't even know you were tired? ---In school? ---watching television? ---doing homework? When did you realize that you'd been sleeping? How long were you asleep?

UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

Students will list three ways to avoid sleepiness before driving and three ways to maintain a high attention and awareness level while driving.

SESSION CONTENT

STAYING AWAKE -- Before you drive:

- Be realistic -- rather than trying to cover a long distance in one shot, plan on stopping for a short rest or an overnight stay.

- Avoid alcohol and other drugs -- even one drink will make a slightly tired person more drowsy. Avoid medicines, such as allergy pills, that induce drowsiness.

- Travel rested -- get plenty of rest before your trip.

- Respect your body clock -- if you drive when you normally sleep, you're fighting your body's natural rhythm. Avoid this, or make plans to rest along the way.

STAYING AWAKE -- On the road:

- Nap -- a short rest may be an effective remedy to sleepiness. Find a safe place such as a lit parking lot of an open restaurant or store, or a designated "rest stop."

- Stay stimulated -- listen to the radio (a talk show may keep you more alert than music), open a window, chew gum.

- Share the ride -- a travel partner can keep you awake with conversation and give you a break from driving.

- Take a walk -- get out at a rest stop just to take a quick walk to the rest room or stroll around for five minutes. Even a short break is helpful.

- Drink caffeine -- but remember that the effects begin to wear off in an hour or so.

- Recognize the warning signs -- if your eyes get droopy, your head nods down, your sight begins to diminish, your attention to the driving tasks wanders, or you can't stop yawning, you are at risk.

- Deterioration of your driving -- if you drift back and forth in your driving lane, inadvertently tailgate other vehicles, or misread traffic signs, you are at risk.

More information about fatigued driving can be found in the "Drowsy Driving Awareness Fact Sheet" and other publications available on the Governor's Traffic Safety Committee website at www.safeny.com.

ACTIVITIES

- Ask for examples of ways to avoid sleepiness prior to driving.
- Ask for examples of ways to stay alert and fresh while driving.
- Questions to ask:
  - What causes driver sleepiness?
  - What causes driver inattention?
  - If you were going to go on a 400-mile vacation in two days, what should you do to avoid sleepiness and fatigue before you drive?
  - How can you prepare yourself to avoid sleepiness and inattention while driving?

UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

The students will understand the requirements of the New York State safety belt law (Vehicle & Traffic Law 1229-c) and the rationale for having the law.

SESSION CONTENT

Around the world, more than 40 countries and provinces have enacted mandatory seat belt laws. Statistics on Australia, one of the first to institute such a law in 1970, show that 95 percent of people regularly wear safety belts. Sweden and Great Britain have 90-95 percent seat belt use. Fatalities dropped by about 50 percent in these countries.

New York State law requires that all drivers and front seat passengers of motor vehicles operated in New York State (including those registered elsewhere) must wear safety belts. Children under age four must ride in federally approved child safety seats; however, if the child weighs more than 40 pounds, s/he may ride in a booster seat with a lap shoulder belt. Children who are age 4 or older, but under age 8, must ride in a child restraint system appropriate to the child's height and weight. All back seat passengers under 16 must be properly restrained, either in a child restraint system or with a seat belt. Special needs safety seats are available for children with conditions that make regular safety seats unsuitable. Parents may contact a health care provider or hospital for information about obtaining one of these.

The law, in effect since January 1, 1985, carries a fine of up to $50 for the driver and front seat passengers over 16 and a fine of not less than $25 nor more than $100 to the driver for passengers under 16 for non-compliance. In addition, seeing that safety belts are in good working order is now a part of the annual inspection of automobiles registered in New York State.

When used correctly, child safety seats are 71% effective in reducing fatalities, 67% effective in reducing the need for hospitalization, and 50% effective in preventing minor injuries. Do not position an infant so it faces the front of the vehicle. Infant seats are designed to face the rear of the vehicle. Do not place a rear-facing infant seat in the front seat of a vehicle equipped with a passenger side air bag. Review the instructions in the owner's manual before securing a seat in a car with automatic seat belts.

Drivers may be issued summonses if they or any of their passengers under 16 do not obey the law. Passengers age 16 and older may be ticketed if they do not comply. Furthermore, a jury could reduce the amount of recovery in any lawsuit for injuries and losses an individual incurred in a crash where the person was not wearing a safety belt.

Certain vehicles are exempt from the safety belt law. These include taxis, liveries, and all 1964 and older model vehicles and buses. School bus drivers have been required to wear safety belts since 1969; all new school buses must be equipped with passenger belts. Local school districts decide if using safety belts by passengers is to be voluntary or mandatory.

Belt systems are designed to contact the strongest part of the person's body, the hips and shoulders, to avoid crushing fragile internal organs.

- The lap belt must be worn as low as possible, not up on the soft, vulnerable abdomen.

- Shoulder belts should be worn over the shoulder. Tucking the belt under the arm closest to the door could cause the rib cage to be crushed during impact, affecting the heart and lungs.

- Belts reduce the effects of crash forces by spreading these forces over a large area of the body. This is why belts and harness straps are wide and should not be used when twisted or rolled.

ACTIVITIES

- Distribute copies of New York State's safety belt law.
- Explain the importance of proper use of safety belts using appropriate literature.
- Review statistics which illustrate the reduction in death and injury resulting from safety belt use.
- Questions to ask:
  - What do you think about New York's safety belt law?
  - Is the safety belt law a good idea?
  - What are the benefits of wearing safety belts?
  - Who in the automobile is responsible for wearing safety belts, the driver or passenger? Who is ticketed?
  - Do you know anyone who refuses to wear belts? What are their reasons for not wearing them? Are these reasons valid?

UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

The students will identify at least three common myths about safety belt and child safety seats use.

SESSION CONTENT

Nearly all of the states have mandatory safety belt laws. Safety belt use in those states has risen to 79% or more. These states have also seen a significant decline in automobile fatalities and injuries. Some of the reasons safety belts work are:

1. They keep occupants in the car; it's five times more dangerous to be ejected.

2. They keep children from moving about in the vehicle and, thereby, being a distraction to the driver.

3. They prevent rear passengers from being thrown against the front seat occupants and each other.

4. They prevent front seat occupants from colliding with the dashboard or windshield (the "second collision").

5. They keep the driver in the seat behind the wheel so he or she is in a better position to control the automobile.

Common myths or excuses for avoiding safety belt and child safety seats use are not valid. For example:

1. Safety belts are unnecessary for short trips or low speeds.

   Not true. Eighty percent of all crashes occur at speeds of less than 50 miles per hour. Three out of four fatal crashes occur within 25 miles of home.

2. Safety belts are uncomfortable.

   Adjustments can be made by automobile dealers or auto body shops. Certain accessories make it easier for those who have problems. These include extenders, comfort clips, and locking slips. Motorists should consult their owner's manual for information on how to properly adjust their safety belts and child safety seats.

3. A person may be trapped in a car in cases of submersion in water or fire.

   You are better off wearing a safety belt at all times in a car. With the safety belt on, you are more likely to be unhurt, alert and capable of escaping quickly. Although less than one-half of one percent of all injury-producing crashes involve fire or submersion, wearing a safety belt may keep you from being knocked unconscious, thereby increasing your chances of getting out of a burning or submerged car.

ACTIVITIES

- Questions to ask:
  - Do you know anyone who has been “saved by the belt?”
  - Can you explain some common misunderstandings or myths about safety belt use?
  - Now, what do you think of the safety belt law?
  - What is considered the “second collision”?

UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

The students will be able to identify the hazards presented by large vehicles, their unique circumstances and how to share the road safely with them.

SESSION CONTENT

In more than 60% of all fatal crashes involving autos and big trucks, police report that the auto driver rather than the truck driver contributed to the cause of the crash. Because trucks are so much bigger and heavier than cars, four out of five times the driver of the car, not the truck, is killed in a fatal car-truck crash. However, many of these crashes could be avoided if motorists knew about truck (and bus) limitations, and how to steer clear of unsafe situations involving large vehicles.

Remember trucks and buses are not simply big cars. The bigger they are:

- The bigger their blind spots
- The longer it takes them to stop,
- The more room they need to maneuver,
- The longer it takes an auto to pass them.

Blind Spots

Unlike cars, trucks and buses have deep blind spots directly behind them. Trucks also have much larger blind spots on both sides than cars do. Tractors with long hoods may also have a blind spot of up to 20 feet directly in front of the vehicle.

- **Rear Blind Spots**
  If you stay in the rear blind spot of a large vehicle, you increase the possibility of an accident. The truck or bus driver cannot see your auto, and your view of the traffic will be cut off.

- **Side Blind Spots**
  Trucks and buses have much larger blind spots on both sides than cars do. If you drive in these blind spots for any length of time, you can't be seen by the truck driver. Even if the truck driver knows you are there, remaining alongside a large vehicle may hamper the driver's ability to evade a dangerous situation.

Stopping Distance

Large vehicles, especially tractor-trailers, take considerably longer to stop than a car traveling at the same speed. The difference comes primarily from brake lag, which is unique to trucks. Air brakes, which transmit braking power from the tractor to the trailer, are subject to a lag that can add many feet to stopping distance. A good strategy is to leave plenty of space between your car and the truck. If you are driving in front of a truck, indicate your intention to turn or change lanes early. Avoid sudden moves.

UNIT III: DRIVER HABITS AND SKILLS

Maneuverability

Large vehicles are not designed to be as maneuverable as cars. They take longer to stop and to accelerate, and because of their size, they often need to swing wide to make their turns.

You can reduce the likelihood of a collision with a large vehicle if you:

- Don't cut abruptly in front of a large vehicle. If exiting, take a few extra seconds to slow down and exit behind it. If passing, don't pull in front of the truck unless you can see the entire front of the truck in your rear view mirror.

- Don't linger beside a truck because you may not be visible to the driver in the wide area he needs for maneuvering a turn.

- Pay close attention to a large vehicle's turn signals. Because trucks and buses make wide right turns, they need to swing to the left before turning right -- make sure you know which way the vehicle is turning by observing turn signals.

Passing

Passing a large vehicle, especially a combination vehicle, takes longer and requires more space than passing a car. On a two-way road, leave yourself more time and space when passing a large vehicle. Make sure you can see the entire front of the truck before returning to this lane after passing.

Remember that on an upgrade or steep hill, a truck usually loses speed. Get the big picture: look far ahead when driving; know in advance when you are approaching an incline so that you are prepared to pass any large vehicle ahead of you. When going downhill, a large vehicle is likely to go faster, requiring more time for you to pass.

Backing Up

Never pass close behind a large vehicle that is backing up. Often a truck driver has no choice but to temporarily block a road to back into a loading area. Be patient! It is far better to wait until the truck has completed its backing maneuver than to try to pass. If you try to pass in this situation, it is likely that you will enter one of the truck's blind spots, thus making you invisible to the truck driver and increasing the chance of a crash.

Approaching a Truck or Bus

Don't underestimate the size and speed of an approaching tractor-trailer or other large vehicle. Because of their size, they will often appear to be traveling at a slower speed than they really are. When driving on an undivided highway, it is best to move as far to the right as possible, as soon as possible, to avoid a sideswipe from an approaching tractor-trailer or other large vehicle. Remember that the truck will often reach you sooner than you expect!

Stopping Behind a Truck or Bus

Always leave space when you stop behind a truck or bus at a traffic light or stop sign, especially when facing uphill. The truck or bus may roll back slightly when starting.

ACTIVITIES

- Questions to be asked:

  - How do the blind spots surrounding a large commercial vehicle differ from the blind spots surrounding a car?

  - How does the stopping distance of a large vehicle with air brakes compare with the stopping distance of a car?

  - After passing a large vehicle, what should you be sure of before returning to the lane in which the large vehicle is traveling?

  - What is the best strategy to follow when approaching a large vehicle that is backing up into a loading area?

UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

The students will learn and discuss the requirements of the New York State laws regarding cell phone use (Vehicle & Traffic Law §1225-c) and use of a portable electronic device while driving (Vehicle & Traffic Law section §1225-d, which includes the text messaging ban), and be able to list other driving distractions.

SESSION CONTENT

The danger associated with the use of cell phones or portable electronic devices while driving is an important issue in traffic safety. According to the National Highway Safety Administration (NHTSA), at any given moment, 1 out of 10 motorists in the U.S. is using a phone while driving.

New York was the first state to enact a law that bans the use of hand-held cell phones while driving. This law also includes use of any portable electronic device which includes but is not limited to:

- any hand-held mobile telephone (a wireless telephone device);
- personal digital assistant;
- handheld device with mobile data access, (a.k.a. “smart phone”);
- laptop computer;
- pager;
- broadband personal communication device;
- two-way messaging device;
- electronic game; or
- portable computing device.

The statute defines “using” as holding a mobile telephone to or in the immediate proximity of the user’s ear and holding a portable electronic device for any type of use such as viewing, taking or transmitting images, playing games or composing, sending reading, viewing, accessing, browsing, transmitting, saving or retrieving e-mail, text messaging, or other electronic data.

Texting and related uses of portable electronic devices is one of the most frequent causes of distracted driving and has become a dangerous epidemic on our highways. **Simply put, distracted driving kills.** Distraction occurs any time you take your eyes off the road, your hands off the steering wheel, or divert your attention from the business of driving. These actions distract you from your primary task at hand which is driving. Texting is the most alarming distraction because it involves taking your hands off the wheel, taking your eyes off the road and taking your mind off of driving.
An amendment to the law was recently added (October 2013) and now includes all of the following:

- No person shall operate a motor vehicle upon a public highway while using a mobile phone while the vehicle is in motion
- A person holding a mobile phone in the immediately proximity of his or her ear is presumed to be engaging in a call
- Holding a portable electronic device in a conspicuous manner while driving is presumed to be using such device
- Does not apply to calling an emergency response operator in a case of an emergency situation, such as police, fire department etc., and
- Does not apply to emergency personnel
- A violation of this part is a traffic infraction and punishable by a fine and 5 points on your driver license record

- ➢ Conviction of a first time offense of this violation is a traffic infraction and punishable by a fine of not less than $50 (fifty dollars) nor more than $150 (one hundred fifty dollars); multiple offenses committed within 18 months are punishable by a fine ranging from $50 to $400.

The law defines the following:

- ➢ (a) "A portable electronic device" is any hand-held mobile telephone (a wireless telephone device) personal digital assistant, handheld device with mobile data access, laptop computer, pager, broadband personal communication device, two-way messaging device, electronic game, or portable computing device
- ➢ (b) "Using" means holding a mobile telephone to or in the immediate proximity of the user's ear and holding a portable electronic device for any type of use such as viewing, taking or transmitting images, playing games or composing, sending reading, viewing, accessing, browsing, transmitting, saving or retrieving e-mail, text messaging, or other electronic data

As of 2011 police report inattention and distraction, including but not limited to cell phone use, were factors in about 10% of all New York fatal crashes and 22% of crashes involving injury.

Remember that much information can be found at the following websites:
Department of Motor Vehicles: www.dmv.ny.gov
Governor's Traffic Safety Committee: www.safeny.ny.gov

ACTIVITIES

- Show examples of a cell phone and a hands-free cell phone. Show the difference between the two.
- Bring in articles from the local newspaper about collisions that involve drivers that were distracted by use of a cell phone or other factors.
- Identify a situation where it would be legal to use a cell phone while driving.
- Make a list by asking students to name ways drivers can be distracted.

QUESTIONS FOR DISCUSSION

- Have you been in a car where the driver was talking on a cell phone, was texting, or was **using other portable electronic devices**? Using a GPS? How did you feel while the conversation was going on?
- Is the ban on portable electronic devices use while driving a good idea? Why? Why not?
- Does anyone know the consequences for using portable electronic devices (including cell phones or smart phones) while driving?
- What percentage of cell phone owners uses them while driving?
- Has your attention ever been diverted from a task you were trying to do? What happened as a result?

UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

OVERVIEW

The actions of drivers are responsible for most of the risks we face in the HTS. Those actions relate mostly to the state of mind of the driver. Perceptions, values, life pressures, life styles, etc., influence our decision making and actions when we use streets and highways.

Feelings and attitudes influence our driving behavior. Fatigue, or the use of alcohol or other drugs, can alter those factors in such a way that our actions may not be easily predicted. We need to be aware of our feelings and attitudes, and the ways they can affect our actions while driving.

Most of our driving experiences will likely be acceptable and uneventful, as long as each driver acts in a responsible way. However, the dynamics of dealing with our own internal forces, combined with those of other highway users can lead to many potential risks. We each have a personal challenge and responsibility to be mentally prepared to handle the risks of driving.

INSTRUCTOR OBJECTIVES

The instructor shall:

1. Lead discussion about the various mental factors that comprise our feelings and attitudes, and how they influence our decisions and actions as drivers.

2. Discuss the influence of fatigue and the use of alcohol and other drugs on the mental task of driving.

3. Identify and discuss the types of risks involved in driving decisions, and the potential outcome of those decisions.

UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

STUDENT OBJECTIVE

The students will identify at least three examples of feelings, and explain how these feelings can affect our actions while driving.

SESSION CONTENT

Feelings are a basic part of our daily experience. Each of us has a variety of feelings every day, and sometimes we have more than one feeling at the same time. Feelings are generally a short term experience. However, they can vary in duration and intensity depending on the circumstances.

Though we do not always openly express the feelings we have, they do influence the way we think and behave. For example, if one driver does something to make another driver angry, there may be a temptation to retaliate. If a person is unusually happy about something, there is a high likelihood of being distracted to the point of ignoring the driving task. We need to become aware of the ways that feelings come into play while we drive. There could be serious consequences if we allow our feelings to command the way we drive.

Certain things can accentuate or subdue our feelings, leading us to overreact or underreact to a situation. Things happening around us may make us more excitable or may distract us. For example, consuming alcohol reduces our inhibitions, which compels some people to show their feelings.

Dealing with feelings is an important component of the mental task of driving, even before we get on the road. It is important to recognize when a feeling, or feelings, may be acted out and negatively influence our actions as drivers. There are ways to deal with those feelings before they lead to irresponsible actions.

UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

ACTIVITIES

- Poll the class for a definition of feelings. List examples on chalkboard or whiteboard.

- Questions to ask:

  - What is a feeling?
  - What are some examples of feelings?
  - What situations can accentuate feelings? Lessen feelings?
  - Can using alcohol or other drugs affect our feelings? Give examples.
  - In what ways can feelings positively or negatively affect the way we act? As drivers and pedestrians?

- As a fun learning activity, distribute a copy of the feelings described at the end of the next session.

- Questions to ask:

  - Identify those feelings that would most likely affect our driving in a negative way. In a positive way.

  - Can any of these feelings potentially affect our actions in both a negative and a positive way?

  - Do any of these pictures identify feelings that you have had while driving? How did those feelings affect you?

  - Lead discussion about what can be done to avoid allowing our feelings to contribute to risks in the HTS.

- Questions to ask:

  - Are there ways to know when our feelings might become a problem with our driving?

  - How can we keep that from happening?

UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

STUDENT OBJECTIVE

The students will identify examples of attitudes, and discuss how they influence our actions as drivers.

SESSION CONTENT

Our feelings are continuously changing. We can experience happiness, anger, frustration, fear, anxiety, and a variety of other feelings in the same day. Attitudes, on the other hand, are much more constant. They provide us with a sense of mental balance and perspective, hopefully helping to keep our feelings under control.

Attitudes are a part of what we believe and value. They help us make sense of the world around us, and influence the way we act. A person who believes drinking and driving is wrong will do whatever possible to avoid making that mistake. That attitude may also influence the way they deal with friends who run the risk of drinking and driving. Some persons have a “don’t care” attitude about the safety of other drivers. This person will likely behave on the streets and highways in ways that pose risks to all of us.

In most instances, we share similar attitudes about safe driving with other drivers. The majority of us generally believe that there are real possibilities of getting hurt, so we trust that most drivers will act in a way to avoid that outcome. There are others that have a very different attitude about the same possibility of getting hurt. They believe “it can’t happen to me, it only happens to others.” Even when they do have a crash, that attitude may be so strong that they will insist that someone else is at fault. Sometimes having an attitude different from others can put a great deal of pressure on a person to act against what they believe is right. If all your friends are doing something you disagree with, they may work very hard to pressure you to go against what you believe and join in.

Our attitudes filter the way we view things. If a person lacks the proper attitude, the mental picture they get about a situation may lead them to misinterpret information and take inappropriate action. A driver lacking a proper attitude about obeying rules might approach a yellow traffic light and see it as a need to accelerate rather than the intended warning to prepare to stop.

It is important to become aware of our attitudes as well as the positive and negative influence they can have on our actions on the road.

ACTIVITIES

- Poll the class for examples of attitudes. List examples on chalkboard or whiteboard.
- Questions to ask:
  - What is an attitude?
  - Are feelings and attitudes connected in any way?
  - In what ways do feelings and attitudes differ?
- Discuss how attitudes can affect the way we act.
- Questions to ask:
  - Do attitudes affect the way we view and understand things?

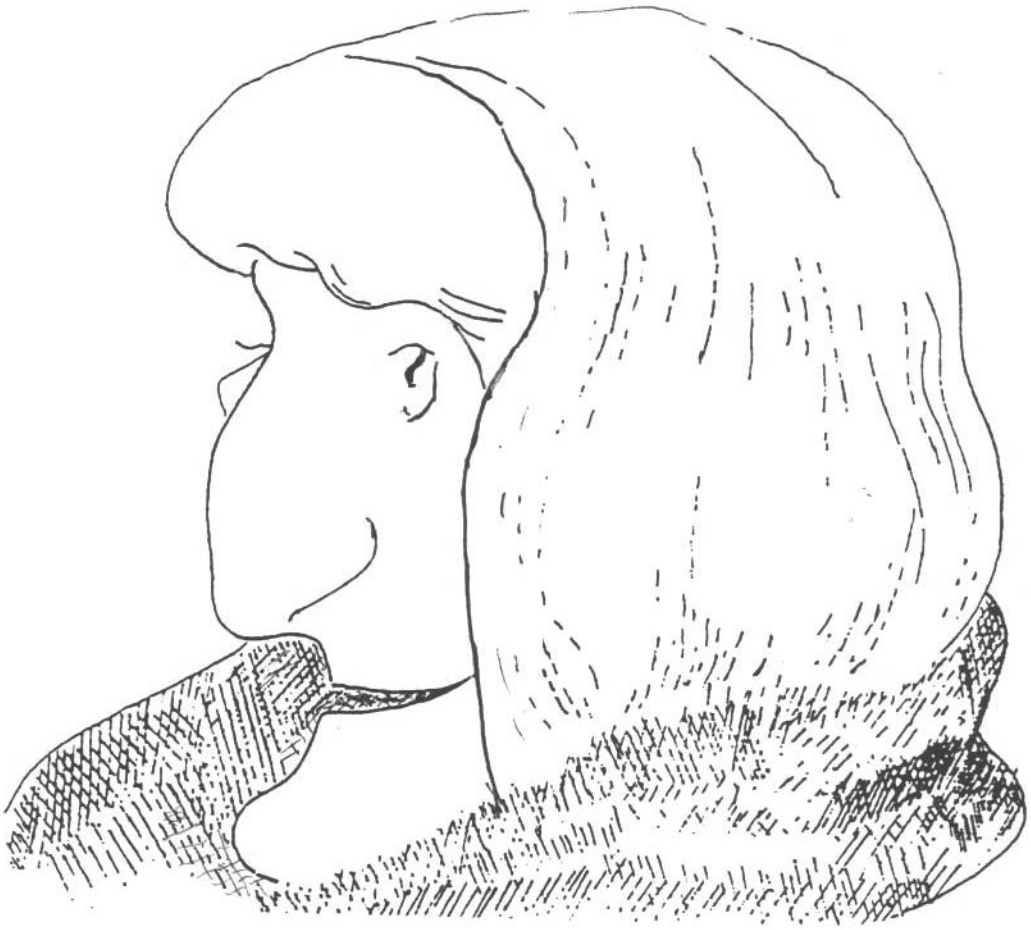
Suggestion: Following initial discussion, allow each student to briefly view the "two face" picture on the next page. Ask who saw an old woman, and who saw a young woman.

What do our different interpretations of this picture tell us?

- Referring to the student-generated list of attitudes, in what ways can these attitudes influence our actions?
- What are some positive and negative outcomes of interacting with people who have attitudes similar to our own? Interacting with people with different attitudes?
- Can the attitudes of friends put pressure on us to act in ways contrary to our own attitude about something? How should we react?
- Can we tell when someone else needs to adjust their attitude about driving?
- Are there ways we can know that we need to adjust our own attitude about driving?
- Can we change other people's attitudes? Can we change our own attitudes?

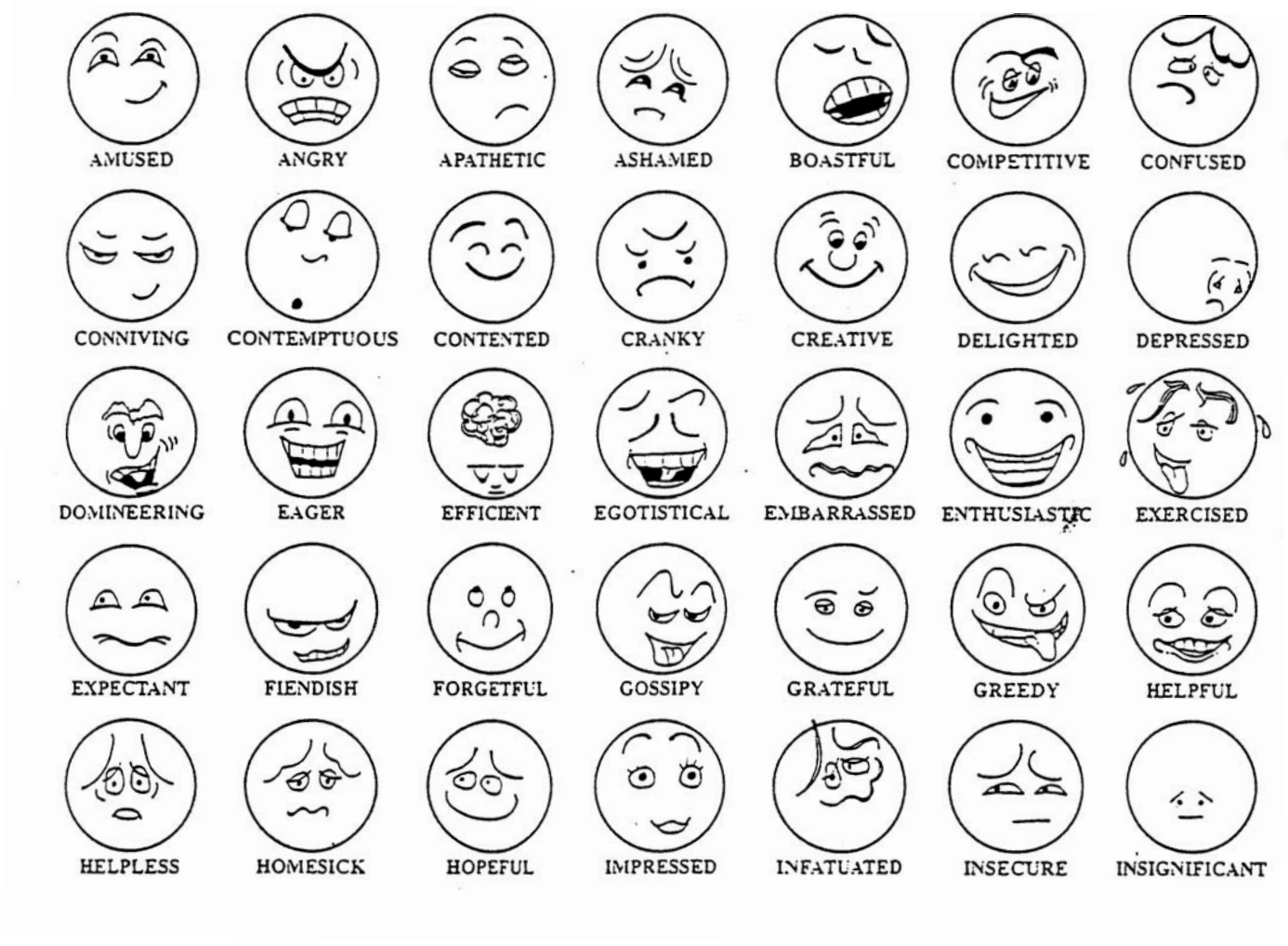
UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

What do you see in this picture?



UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

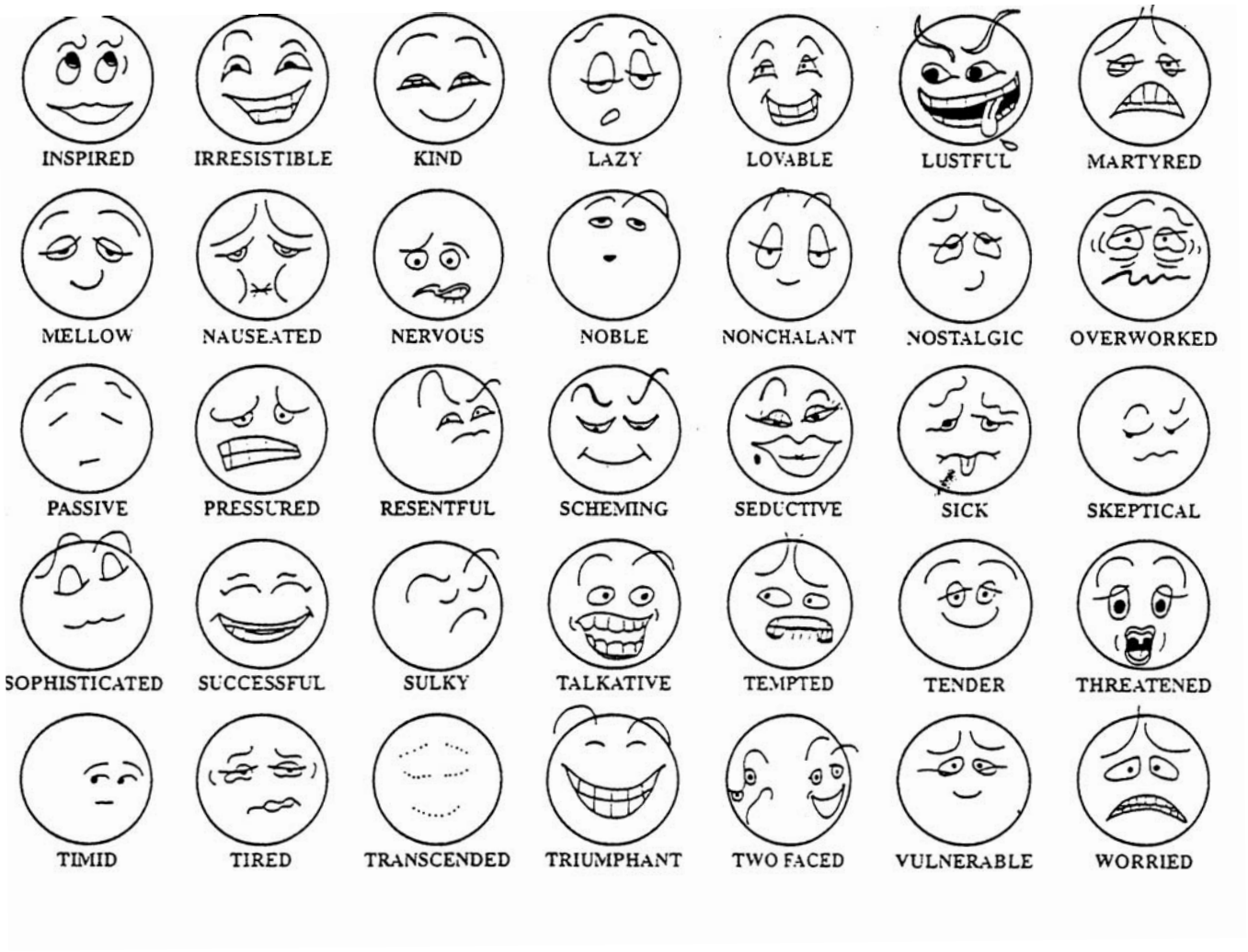
Expressions of Various Feelings



NOTE: While not a complete listing of feelings that one could possess, these 70 different expressions can help in a discussion about feelings.

UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

Expressions of Various Feelings (continued)



NOTE: Instructors are encouraged to ask the class for other expressions of feelings.

UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

STUDENT OBJECTIVE

The students will define calculated risk and impulsive risk.

SESSION CONTENT

A risk is the chance of suffering some kind of loss, damage, or injury when we do things, regardless of what might be gained by what we do. Most of the things we do involve some degree of risk. This is particularly true of our activities while we function in the HTS. We can categorize risks into two categories, impulsive risks and calculated risks.

Impulsive risks generally occur when a driver acts hastily and without much thought about the consequences. Accelerating through a yellow light as it's about to turn to red is an example of impulsive risk taking. It is doubtful that the driver in that situation will give much thought to anything other than beating the light. The result of this impulsive behavior is unpredictable. Other drivers at the scene will have little opportunity to evaluate the situation in time for adjustments they might have to make.

Calculated risks are much different. The driver acts only after sizing up a situation. A person traveling on a snowy day decides to continue driving at a certain speed after considering the many conditions related to the weather. This person made a calculated choice to drive at a certain speed to reach a destination on time in spite of the hazards. The chance of a mishap remains, and may actually increase. However, the situation is less likely to get out of control than with the impulsive driver, because the driver gains an awareness of what the situation demands and is better prepared to make a change if needed.

There is no way to completely avoid risk. However, being impulsive seldom leads to appropriate actions. It only leads the driver to take actions with unpredictable outcomes. It is important to be continuously vigilant in surveying the driving situation to avoid or reduce risks. This will optimize the chances of successfully operating in the HTS.

UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

ACTIVITIES

- Ask the students to define risk.

  Suggestion: Using ideas offered by the students, agree to one definition and write that definition on the chalkboard or whiteboard.

- Discuss how feelings and attitudes relate to the kinds of risks we take.

- Questions to ask:

  - What non-driving risks do you take during the course of a normal day?
  - What are some risks taken by people while they drive?
  - Are all risks the same? In what ways do they differ?
  - How would you define calculated risk? Impulsive risks?
  - In what ways are they different?
  - In what ways do our feelings and attitudes relate to calculated and impulsive risks?

  Suggestion: You may want to use information, lists, or handouts from the presentation about feelings and emotions to encourage discussion.

UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

STUDENT OBJECTIVE

The students will learn about the Graduated Driver Licensing law and special limitations placed upon junior drivers (drivers under the age of 18 without a driver education MV-285 Student Certification of Completion). Please note: the information in this section pertains to 16- and 17-year-old drivers.

SESSION CONTENT

Junior Drivers and Graduated Driver Licensing

Young driver statistics:

- Motor vehicle crashes are the leading cause of death for young drivers (drivers ages 16-24).
- Drivers ages 16-24 are overrepresented in crashes; **10%** of the licensed drivers in New York are ages 16-24, but **20%** of the drivers involved in fatal and personal injury (F&PI) crashes in 2008 were in this age group.
- The younger the driver, the more likely he or she is to crash. Crash rates of 16 year-old drivers are three times that of 17 year-old drivers, five times that of 18 year-old drivers, and fifteen times that of 20-24 year-old drivers.

Key risk factors for teens:

- Immaturity;
- Inexperience and lack of driving skills;
- Judgment and decision making ability is not fully developed;
- Risky driving behaviors (speeding, distracted driving, impaired driving).

"Driver Inattention/Distraction"(13%), "Unsafe speed" (13%), "Failure to Yield Right of Way" (11%), "Following Too Closely" (11%) and "Driver Inexperience" (5%) were the most frequently cited contributing factors for drivers ages 16-24 involved in fatal and personal injury crashes in New York State in 2008.
Source: Institute for Traffic Safety Management & Research

To address these issues, the Graduated Driver Licensing law (GDL) was developed. GDL gradually introduces young drivers to unrestricted driving privileges through three stages: junior permit, junior license, and senior (unrestricted) license. Each stage includes specific components and restrictions, and requires junior drivers to meet certain standards before advancing to the next stage. Most states, as well as the District of Columbia and Puerto Rico have some form of three-stage GDL system.
Source: **National Highway Traffic Safety Administration**

UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

The Graduated Driver Licensing law took effect in New York State on September 1, 2003. On February 22, 2010 significant changes were made to New York's GDL in order to strengthen the law and closely align the provisions of the law with nationally recommended standards.

General restrictions apply for all junior permit and junior license holders (junior drivers). There are also specific regional restrictions in place for junior drivers depending on the area in New York State he/she is **driving**. These rules pertain to the time of day the junior driver is allowed to drive, when a supervising driver is required, and who may act as a supervising driver.

More than any other reason young people are involved in crashes because they are inexperienced or lack the awareness of other drivers. They are unable to identify risk or improperly react to hazards when behind the wheel. High prevalence of contributing factors like speed and distracted driving increase the problem by giving young drivers less time to react. Examples:

- **They know that the sharp turn ahead means you should slow down but they don't account for the road surface being slippery or dangerous in adverse conditions. They don't have the experience to identify that the conditions present a high risk.**

- **Many inexperienced drivers will overcorrect or oversteer when presented with a hazardous situation**.

We use the word "crash" rather than "accident" when referring to these events because accident implies an event beyond the driver's control, however many of the events involving young drivers result from completely avoidable factors like the ones mentioned above.

By imposing both general and **regional restrictions** for young drivers, GDL addresses the most hazardous driving situations. Limits on nighttime driving and passengers, and a supervised driving requirement which includes 15 hours of driving after sunset, are all methods for allowing young drivers to gain experience in a safe and controlled environment before experiencing these high risk situations on their own.

- **Nighttime driving is especially risky for young, inexperienced drivers, with the most severe junior driver involved crashes occurring after 9pm. Reduced visibility and increased glare add to the challenges faced by inexperienced drivers emphasizing the importance of gaining experience after dark under proper supervision (15 hours of supervised driving after sunset). Failure to follow the GDL nighttime restriction could expose a young driver to significant risk, beyond the possibility of sanctions on the license.**
- **Passengers are one of the most dangerous forms of distractions for teen drivers. With each passenger the likelihood of being involved in a fatal or personal injury crash goes up significantly. With two or more passengers the risk can be as much as three times greater than when driving alone. Research indicates that crash risk is increased when passengers are of a similar age as the young driver, particularly male peers. Young drivers should understand the importance of being "good passengers" when they are riding in a vehicle. They should make every effort to stay quiet and not distract the driver.**

UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

- **Driving is like any other activity that has to be learned. It takes years of practice before a person has gained experience and becomes comfortable behind the wheel. The following are all examples of other activities that require practice before they are mastered:**

  ◇ *Swimming – "Did you learn to swim by jumping in the deep end?"*
  ◇ *Sports (Baseball/Football) -- "Could you win the big game without practice?"*
  ◇ *Video Games – "Could you beat "the boss" if you didn't know the buttons?"*
  ◇ *Theater – "Would you skip right to opening night without rehearsing?"*
  ◇ *Final Exams – "Would you take your final exam at the beginning of the year?"*
  ◇ *Musical Instrument – "Could you just pick up an (instrument) and play it well?"*

The 50 hours of supervised driving with 15 hours required at night (after sunset) is a way for young drivers to experience a variety of situations under the supervision of a parent or guardian, and learn how to correctly respond to these situations.

General Restrictions for Junior Drivers

- Parental consent is required for clients applying for a junior permit or junior license (Class DJ or MJ) ***unless*** the driver is 18.
- A junior driver must have **six months** of **valid permit status*** from the date the permit is issued to the date of the road test.
  **Any time period in which the junior permit has been suspended or revoked shall not be counted in determining the length of time that the junior permit has been valid.*
- When supervision is required under the law, the only passenger allowed in the front seat is the supervising driver.
- A junior driver cannot operate a vehicle with more than ***one passenger*** under the age of 21 **unless** the passengers are members of the junior driver's immediate family **or** if the supervising driver is the junior driver's licensed parent, guardian, person "in loco parentis," driver education teacher, or driving school instructor.
- The junior driver and every passenger must wear a **seat belt**; one seat belt per person. All children under age four must ride in **federally-approved child safety seats**.
- When a junior permit holder takes the road test they must present to the license examiner a completed ***Certification of Supervised Driving*** (form MV-262). With this statement, the junior driver's parent or guardian certifies that the junior driver has completed at least **50 hours of practice** with a **proper supervising driver**, with at least **15 hours at night** (after sunset).

Please note, junior permit holders ***may not*** drive:

- ***At any time*** on any street within a park in New York City, or any bridge or tunnel under the jurisdiction of the Triborough Bridge and Tunnel Authority.
- ***At any time*** on the Cross County, Hutchinson River, Saw Mill River or Taconic State Parkways in Westchester County.
- ***At any time*** in a DMV road test area.
- ***At any time*** without a **proper supervising driver** or in violation of the restrictions specific to the **geographical region** the junior permit holder is driving in.

Penalties for Traffic Violations as a Junior Driver

A junior permit, junior license, or privileges will be ***suspended for 60 days*** if a junior driver is convicted of one serious traffic violation or two other violations that were committed while holding a junior permit or junior license.

A junior permit, junior license, or privileges will be ***revoked for 60 days*** if a junior driver is convicted of one serious traffic violation or two other violations within the first six months after a permit, license or privileges are restored after a suspension or revocation.

A "serious traffic violation" is generally a violation that carries three or more **driver violation points**. Some examples are:

- speeding;
- reckless driving;
- following too closely;
- participating in a speed contest;
- use of mobile telephone (such as a cellular phone);
- use of portable eletronic device (such as a smartphone, GPS or MP3 player); or
- two other traffic violations.

ACTIVITIES

- Print **forms** and **geographical restrictions** as reference material/handouts.
- List on a chalkboard, flip chart or white board the risk factors for young drivers.
- What are some risky behaviors you have seen drivers engage in?
- How would you respond if you were riding in a car with a driver who was engaging in risky behavior (speeding, reckless driving, impaired driving)?
- What is the difference between a crash and an accident?
- What is the nighttime driving restriction for the area of the state the junior drivers in the class will be driving in? Why is nighttime driving more risky than driving in the daytime?
- Why is the passenger restriction important? What does it mean to be a "good passenger?"
- Why is supervised practice driving important?
- How many hours of supervised driving are required before you can take your road test? Who can certify these hours have been completed? How many hours must be completed at night (after sunset)?
- How many months of valid permit status are required before a junior driver can schedule a road test?
- How many non-family passengers are allowed in a car driven by a junior license holder?
- What is considered a "serious traffic violation?"

Helpful Links:

www.dmv.ny.gov/youngerdriver

http://dmv.ny.gov/youngerdriver/map.htm

http://dmv.ny.gov/dmvfaqs.htm#carseat

http://dmv.ny.gov/license.htm#points

http://www.nhtsa.gov

UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

STUDENT OBJECTIVE

Students will be able to identify road rage and explain the effects that the expression of road rage has on a person's ability to operate a motor vehicle.

SESSION CONTENT

Road rage definition:

Road rage is an emotional state of anger or hostility, resulting from an incident involving the use of a motor vehicle, which escalates into violent criminal acts, or threats or attempts of violent acts. Road rage may include provocative behavior intended to intimidate or harass others or instill fear in them.

Aggressive driving is not road rage. However, aggressive driving can escalate into road rage. Aggressive driving generally involves traffic infractions (such as speeding or passing a stop sign) while road rage generally involves crimes.

Road Rage contributes to violent and dangerous driving conditions.

The following behaviors constitute road rage:

- Driver behaviors -- yelling, cursing, excessive horn honking, rude or obscene gestures and threats which may lead to:
- Vehicular actions -- cutting off, extremely close tailgating, blocking maneuvers, pursuing or chasing, running another vehicle off the road, deliberate ramming or bumping of another vehicle which may lead to:
- Actions outside the vehicle -- exiting the vehicle to threaten, frighten, attack, fight and hurt another motorist, pedestrian, cyclist etc.

ACTIVITIES

- Have students explain the differences between aggressive driving behavior and road rage behavior.
- List on the chalkboard, whiteboard or flip chart the behaviors that constitute road rage behavior.
- Have students explain how road rage behavior contributes to a dangerous driving environment.

STUDENT OBJECTIVE

Students will be able to identify strategies for avoiding road rage.

SESSION CONTENT

Tips to avoid becoming a target of road rage behavior:

- Don't make obscene gestures
- Don't abuse your horn
- Don't block the passing lane
- Don't block the right-hand turn lane
- Don't tailgate
- Don't stop in the road to have a chat with another driver or a pedestrian
- Use signals when switching lanes
- Don't take other driver's mistakes personally
- Avoid eye contact with the driver trying to engage you
- Smile, be courteous, and avoid conflict at all costs
- Do not exit the vehicle to argue with or otherwise engage another motorist or pedestrian

(Source-AAA Foundation for Traffic Safety)

ACTIVITIES

Have students discuss personal experiences with road rage behavior and how they managed to avoid becoming engaged as targets or victims. List strategies for avoiding road rage.

UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

STUDENT OBJECTIVE

Students will be able to describe some of the medical, biological and physiological effects of the development and expression of aggressive behavior and road rage, and identify strategies for reducing stress.

SESSION CONTENT

Aggressive drivers:

- Under stress, aggressive drivers have different physical reactions than other drivers; they respond to a stressful situation with physiological responses associated with hostility. (Source: Applied Psychophysiology and Biofeedback)
- People who tend to engage in aggressive or hostile acts when driving are more affected by mood than other drivers. Being in a bad mood appears to have an adverse effect on driving behavior and this effect appears to be most pronounced among unsafe drivers. *(Source: AAA Foundation study)*

Average drivers:

- Blood pressure rises among average drivers experiencing the emotion of rage
- Facial muscles tighten while experiencing anger or rage

The average driver can reduce road rage potential by reducing stress while driving.

Suggestions for reducing stress:

- Leave yourself plenty of time to get to your destination
- Listen to soothing music in your car
- Make sure your car is regularly serviced and in good condition
- Make your vehicle a more comfortable place, if possible

(Source: AAA Foundation for Traffic Safety)

ACTIVITIES

What works for you? Have the group discuss how they manage to reduce stress while driving. List ideas and suggestions for reducing stress.
Discuss the biological and physiological changes that may occur as a result of the development of rage or hostile behavior.

UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

STUDENT OBJECTIVE

Students will be able to explain that road rage can lead to felony charges and convictions which carry prison sentences under the Penal Law and revocation of their driver license under the Vehicle and Traffic Law.

SESSION CONTENT

For the driving behaviors that we have associated with road rage, the following charges and penalties could result:

Under the Vehicle and Traffic Law
Reckless Driving
Section 1212 of the V&T -- "…driving which unreasonably interferes with the free and proper use of the public highway, or unreasonably endangers users of the public highway." Reckless Driving is a misdemeanor and carries a penalty of 5 points.

Under the Penal Law
Criminally negligent homicide
Section 125.10 of Penal Law -- "A person is guilty of criminally negligent homicide, when with criminal negligence, he causes the death of another person." (In the case of road rage this would result through the use of a motor vehicle)
This is a class E felony. Maximum sentence is 1 1/3 to 4 years imprisonment.

Assault in the first degree
Section 120.10 of the Penal Law -- "A person is guilty of assault in the first degree when
1. with intent to cause serious physical injury to another person, he causes such injury to such person or to a third person by means of a deadly weapon or a dangerous instrument (in this case a motor vehicle) or
3. under circumstances evincing a depraved indifference to human life, he recklessly engages in conduct which creates a grave risk of death to another person, and thereby causes serious physical injury to another person."
This is a class B violent felony. Maximum sentence is 25 years imprisonment.

A person could also be charged with Assault in the second degree, Section 120.05 of the Penal Law or Assault in the third degree, Section 120.00 of the Penal Law.
Assault in the second degree is a class D violent felony with a maximum sentence of 7 years imprisonment.
Assault in the third degree is a class A misdemeanor with a maximum sentence of 1 year imprisonment.

Manslaughter in the first degree
Section 125.20 of the Penal Law -- ”A person is guilty of manslaughter in the first degree when, with intent to cause serious physical injury to another person, he causes the death of such person or of a third person."
This is a class B violent felony. The maximum sentence is 25 years imprisonment.

Manslaughter in the second degree
Section 125.15 of the Penal Law-A person is guilty of manslaughter in the second degree when, "He recklessly causes the death of another person."
This is a class C felony. The maximum sentence is 15 years imprisonment.

For the felony convictions listed here, a fine of up to $5,000 may be levied in addition to the term of imprisonment. A felony conviction also carries a mandatory surcharge and victim assistance fee of $210.

THE VEHICLE AND TRAFFIC LAW SECTION 510 (2) also requires the revocation of the driver's license of anyone convicted of a homicide or assault arising out of the operation of a motor vehicle (or motorcycle) or criminal negligence in the operation of a motor vehicle resulting in death, whether the conviction was had in this state or elsewhere.

ACTIVITIES

A handout with the possible convictions and penalties resulting from driving under the influence of road rage would facilitate the discussion of this topic.

The class should be asked to discuss why such driving behavior could be determined to be criminal behavior and not just a traffic infraction.

UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

STUDENT OBJECTIVE

The students will identify and discuss how fatigue and use of alcohol and other drugs can influence feelings and attitudes.

SESSION CONTENT

Fatigue and the use of alcohol or other drugs reduces the ability of a person to safely perform the mental task of driving. They reduce the person's ability to concentrate and increase the effect of feelings and attitudes.

Two of the more immediate effects of drinking alcohol are loss of judgment and lowering of inhibitions. This happens even after consuming small amounts. Inhibitions keep feelings in check. As those inhibitions fail, feelings have a more pronounced influence on how we act. A person will get angry more quickly and to a greater extent, or allow a celebration of the moment to dominate the attention needed for driving. The expression of our attitudes can surface inappropriately, or become distorted. Any situation like that can lead to unpredictable and painful results.

Alcohol is the most widely available and used drug. There are a wide variety of other drugs that can influence our feelings and the way we think. There are sedatives, stimulants, and hallucinogens; over-the-counter, prescription, and illicit drugs. They each have the potential to influence the degree of risk that feelings and attitudes can have on driving behavior.

Fatigue and sleepiness are more of a risk than most people realize. They not only pose the danger for a driver to lapse into sleep while at the wheel; they can lead to confusion and inappropriate expressions of feeling. A tired person might deviate from normal driving behavior with untimely agitation, outbursts, panic, etc. Acting out these emotions while driving a vehicle could put this person, and others sharing the road at the time, in danger.

UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

ACTIVITIES

- Ask the students for examples of how consuming alcohol can affect the influence of feelings and attitudes on driving behavior.
- Discuss the role that using drugs can have on our actions as drivers.
- Questions to ask:
  - Does alcohol affect the influence of feelings and attitudes on a driver's actions? In what ways? What kind of driving behavior would you expect?
  - Are you aware of any drug, other than alcohol, that can alter our feelings and attitudes? List examples.
  - Will that effect change our actions as drivers negatively? Positively?
  - What drugs might a person take that could influence how feelings and attitudes affect their driving? In what ways?
  - Ask the students to identify and discuss how fatigue can alter our feelings and attitudes in a way that can influence driving.
  - In what ways has fatigue affected you in performing activities required in your daily routine?
  - In what ways were your feelings and attitudes affected?
  - How would that same experience influence your actions as a driver?
  - Have you observed similar effects in others?
  - How would the combination of fatigue with alcohol or drug use alter the influence of feelings and attitudes on our driving behavior?

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

OVERVIEW

Death and injury associated with drinking and driving is a national tragedy. It's the number one contributor to the highway death toll, claiming thousands of victims every year.

Police records show that about half of all motor vehicle-related deaths involve alcohol; a driver, a passenger or someone else, such as a pedestrian, had been drinking. In most cases, these deaths are the result of someone who was drinking and driving. Nationally, over 17,000 motor vehicle-related deaths occur each year because of alcohol, and hundreds of thousands of people are injured.

INSTRUCTOR OBJECTIVES:

The instructor shall:

1. Provide a rationale for this unit.
2. Discuss the reasons why some people drink alcohol or use drugs.
3. List why some people drive after drinking alcohol or using drugs.
4. List the possible health effects caused by drinking alcohol.
5. Calculate Blood Alcohol Concentration (BAC).
6. Discuss chemical testing and implied consent.
7. Explain the Driver Responsibility Assessment (DRA).
8. Discuss the Zero Tolerance law.
9. Present the law regarding drinking, drug use and driving.
10. Discuss Leandra's Law.
11. Discuss penalties and the cost related to drinking, drug use and driving.
12. Discuss how alcohol and other drugs impair drivers, including synergism.
13. Discuss responsible decision-making about alcohol and other drugs.
14. Discuss alternatives to driving while impaired by alcohol or drugs.

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

STUDENT OBJECTIVE

The student will define the words “alcohol” and “drug.”

SESSION CONTENT

Alcohol is an odorless, colorless, mind altering (depressant) drug, which, when in beverage form, is contained primarily in beer, wine and distilled spirits. Generally, the amount of alcohol in beverages is as follows:

- Beer: 3.2% to 5% alcohol
- Wine coolers: 4% to 8% alcohol
- Malt liquor: 5% to 10% alcohol
- Wine: 10% to 16% alcohol
- Distilled spirits: 39% to 50% alcohol

These amounts could be greater or less depending upon the product. Most beverages containing alcohol, though typically not beer or wine, have the alcoholic proof (percentage of alcohol times two) stated on the label. For example, 80 proof liquor contains 40 percent alcohol.

Drugs come in liquid, powder, and tablet form in various strengths for countless purposes (refer to Common Drugs and Their Effects, Appendix F). A drug, broadly speaking, is any substance that, when absorbed into the body, alters normal bodily function.

ACTIVITIES

- Ask students to write the first word that comes to mind when they hear the word “drug”; lead class into discussion of alcohol as a drug.
- Ask students to define a drug. Emphasize that alcohol is a drug, which produces specific physical effects. Ask what are prescription and nonprescription drugs.
- Have students take test at the end of Unit V now, then go over the answers when the unit is finished.

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

STUDENT OBJECTIVE

The students will be able to describe why some people drink alcohol or consume other drugs, and then drive.

SESSION CONTENT

The following are just a few of the reasons why people drink or use drugs and drive:

1. believe risk is minimal
2. feel that “crashes only happen to others”
3. no concern for others; “I don’t care” attitude
4. should be okay if driving only a short distance
5. believe that being extra careful should compensate
6. self-destructive attitude
7. perception that alcohol and/or drugs actually enhance abilities
8. show-off attitude; “I can do it when others can’t”
9. use a minimal amount of alcohol in order to mask a drug high; this improves chances of avoiding detection at potential sobriety checkpoints
10. judgment impaired by substance
11. many drugs, including alcohol, are addictive
12. problem drinkers have developed a tolerance

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

ACTIVITIES

- Have students write three reasons why people drink or take drugs; poll class for answers.
- Discuss difference between using and misusing alcohol or other drugs.
- Explain that you are not trying to teach how to drink, use drugs, or to practice abstinence, but rather how to make low-risk decisions on drinking and drug use.
- Discuss the legal drinking age in New York State.
- Discuss the types of alcoholic beverages that some people drink.
- List on chalkboard the reasons people use to explain why they drink/take drugs and drive.

NOTE: Avoid using the phrase “drunk driver.” Use the phrase “legally intoxicated driver” or “drinking driver” or “drugged driver.”

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

STUDENT OBJECTIVE

The students will identify and discuss at least five physical and five psychological effects caused by drinking alcohol and using drugs.

SESSION CONTENT

Alcohol-impaired drivers may display the following characteristics:

1. mild neurosis, or anxieties and phobias
2. low tolerance of tension and frustration
3. reduced inhibitions and greater risk taking
4. immaturity
5. enhanced emotions
6. inhibition of the decision making process

The physical and psychological impairments caused by consuming one and one half to two ounces of alcohol (two beers, two glasses of wine, two shots distilled spirits) in an hour may be the following:

1. peripheral vision decreases
2. eye reaction decreases
3. visual acuity decreased by an amount comparable to wearing dark glasses at night
4. recovery time from headlight glare is longer, from 7 to 32 seconds depending upon the individual
5. complex reaction time decreases from 15 to 25 percent
6. judgment as to distance and speed is less accurate
7. attention to details is lacking
8. driver talks more
9. a false increase in self-confidence
10. the moral code may be temporarily decreased
11. double vision occurs
12. blurring of vision occurs
13. nystagmus (rapid involuntary oscillation of the eyes) occurs
14. night vision impaired
15. impairment of stereopsis (three-dimensional vision)
16. visual hallucinations occur
17. dizziness occurs
18. total potential driving impairment is 25 to 49 percent
19. feelings of sleepiness and fatigue enhanced

Many drugs, such as depressants, have effects very similar to alcohol (refer to Common Drugs and Their Effects, in Appendix F).

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

ACTIVITIES

- Use chalkboard or whiteboard to list physical and psychological effects of using alcohol or drugs.
- What physical effects do alcohol and/or drugs have on people?
- Have entire class discuss the following questions:
  - What will reduce the effects of alcohol/drugs? Cold shower? Coffee? Time? An alternate drug?
  - Would the character of the class change if alcohol were served, or drugs were passed around?
  - How does fatigue or sleepiness alter the effects of alcohol?

Note: Alcohol also impairs pedestrians; their behavior is often unpredictable. Be particularly attentive after sporting events and near taverns.

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

STUDENT OBJECTIVE

The students will compute Blood Alcohol Concentration (BAC).

SESSION CONTENT

Accurately measuring a person's Blood Alcohol Concentration (BAC) is achieved by administering a blood test, urine test, saliva test or breath test. Individuals can roughly calculate their own BAC by knowing the following facts:

- An average drink (12 ounces of beer, 5 ounces of wine, 1 ounce of distilled spirits) will produce a BAC of .020 percent in a 160-pound person (.030 percent in a 110-pound person, .015 percent in a 220-pound person).

- Once the alcohol is in the bloodstream, all people, regardless of weight, will metabolize or burn up from .015 percent to .020 percent alcohol in approximately one hour (about one drink for a 160-pound person). This can decrease with the onset of middle age.

- Alcohol takes from approximately one-quarter to three-quarters of an hour to permeate the stomach wall and enter the bloodstream.

+

Here is an example of the BAC of a 160-pound person who begins drinking at 5:00pm:

BEVERAGE	BAC/DRINK	TIME
12 ounces of beer	.02%	5:00-5:10pm
12 ounces of beer	+.02%	5:10-5:25pm
12 ounces of beer	+.02%	5:25-5:40pm
12 ounces of beer	+.02%	5:40-5:55pm

Approximate blood alcohol concentration at 6:00 equals .08 percent minus approximately .01 percent that was metabolized, and perhaps .01 percent still in stomach. Therefore, BAC is approximately .06 percent.

Approximate BAC at 6:30pm equals .08 percent minus approximately .02 percent metabolized. Therefore, BAC is approximately .06 percent.

Approximate BAC at 7:00pm equals .08 percent minus approximately .03 percent metabolized. Therefore, BAC is still approximately .05 percent.

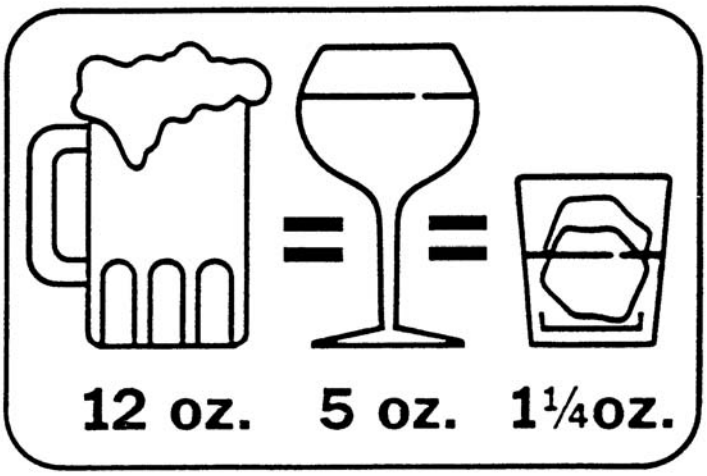
NOTE: These are estimates. There can be errors in estimating BAC. It is possible to have two people of equal weight with equal food amounts in their stomachs to have BACs that differ by .02 percent.

NOTE: Zero tolerance is defined as any measurable amount (.02 and above) of alcohol in the blood, breath or urine of a driver.

ACTIVITIES

- Have students compute their own BAC after having consumed three beers in one hour, using their body weight.
- Have students discuss why even small amounts of alcohol impair driving abilities.
- Ask what “zero tolerance while driving” means.
- Ask how we can recognize (i.e., driving behaviors) when a person may be driving with a BAC of .08 or higher.

  Turning with a wide radius
  Straddling the center of the road or lane markers
  Almost striking other objects or vehicles
  Weaving
  Driving on other than the designated roadway
  Swerving
  Slow driving (more than 10 mph below limit)
  Stopping without cause in traffic
  Following too closely
  Drifting
  Braking erratically
  Driving into opposing traffic signals
  Turning abruptly or illegally
  Accelerating or decelerating rapidly
  Driving with headlights off
  Driving at excessive speeds
  Windows are open in very cold weather
  Failure to use turn signals when making a turn or changing lanes



UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

STUDENT OBJECTIVE

The students will become familiar with information from Section 1194 of the Vehicle & Traffic Law regarding chemical testing and implied consent.

SESSION CONTENT

Chemical tests use blood, breath, urine or saliva to measure the alcohol and/or drug content of a person's blood. When a motorist is arrested for an alcohol or drug-related violation, the police officer may request that he or she submit to a chemical test. Under New York's "Implied Consent" law, any motorist who drives in this state is considered to have already given consent for this test.

The penalties for refusing a chemical test are in addition to penalties imposed after conviction of the alcohol or drug related traffic violation. If a motorist refuses to take the chemical test after being arrested, his or her license will be suspended at the court arraignment. The fact that the chemical test was refused may be introduced in court when the motorist is tried on the alcohol or drug-related charge. A separate, DMV hearing will be held to determine whether the chemical test was refused. If the hearing confirms that the test was refused, the motorist's license will be revoked even if he or she is found not guilty of the alcohol or other drug-related violation. In addition to the license revocation, the motorist will be required to pay a civil penalty as well as a driver responsibility assessment.

The court will also order a screening to determine whether treatment for alcoholism or substance abuse is required.

Specific information about sanctions and penalties for chemical test refusal may be found in Chapters 2 and 9 of the Driver's Manual.

ACTIVITIES

Questions to ask:

- What is a chemical test used to measure?
- Name some things that affect your Blood Alcohol Content (BAC)
- What is the BAC level in NY as evidence of intoxication?
- Name some methods to measure BAC
- What happens to a motorist who is found not guilty of an alcohol violation, but refused the chemical test?

STUDENT OBJECTIVE

The students will understand the Driver Responsibility Assessment (DRA).

SESSION CONTENT

DRA General Information

Effective November 18, 2004, new sections, 503(4) and 1199, were added to the Vehicle and Traffic Law to impose a Driver Responsibility Assessment (DRA) following convictions for certain traffic violations.

This assessment is in addition to any fines, fees, penalties or surcharges that are already collected by the courts. DMV (not the courts) is responsible for collecting this assessment from motorists.

The DRA is imposed in the following circumstances:

- When a motorist is convicted of any alcohol or drug-related driving offense or of a refusal to submit to a chemical test that does not arise out of the same incident as the conviction. The assessment is $250 each year for three years.

- The DMV assigns points for conviction of some traffic violations. When a motorist accumulates six or more points on their driving record within an 18-month period, the assessment is $100 each year for three years, plus $25 for each additional point accumulated during that 18-month period.

Completing a point reduction course will not reduce the number of points for the purposes of the DRA.

DRA Suspension

If a DRA remains unpaid for a period of 45 days, driving privileges are suspended. The suspension will only be cleared upon receipt of payment.

ACTIVITIES

Discuss the impact of the DRA. Illustrate with a timeline showing 18 months before and after the conviction.

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

STUDENT OBJECTIVE

The students will be able to explain the Zero Tolerance law.

SESSION CONTENT

In November, 1996, Section 1192-a of the Vehicle and Traffic Law was added to establish the Zero Tolerance offense.

What is the "Zero Tolerance" law?

This law makes it illegal for a driver under age 21 to have consumed any alcohol. A police officer may temporarily detain you to request or administer a chemical test to determine your Blood Alcohol Content (BAC). If your BAC is .02 to .07 percent, you will be notified to appear at a DMV hearing. If the judge's finding supports the charge, the penalty is a 6-month license suspension, a $125 civil penalty, and a $100 suspension termination fee. Each additional offense will result in your license being revoked for at least one year or until age 21, whichever is longer, plus a $125 civil penalty, and a $100 license re-application fee.

NOTE: If your BAC is .05 percent or greater, the police may charge you with driving while ability impaired (DWAI) or driving while intoxicated (DWI), and may prosecute your arrest in criminal court.

§ 1192-a. Operating a motor vehicle after having consumed alcohol; under the age of twenty-one; per se.

No person under the age of twenty-one shall operate a motor vehicle after having consumed alcohol as defined in this section. For purposes of this section, a person under the age of twenty-one is deemed to have consumed alcohol only if such person has .02 of one per centum or more but not more than .07 of one per centum by weight of alcohol in the person's blood, as shown by chemical analysis of such person's blood, breath, urine or saliva, made pursuant to the provisions of section eleven hundred ninety-four of this article. Any person who operates a motor vehicle in violation of this section, and who is not charged with a violation of any subdivision of section eleven hundred ninety-two of this article arising out of the same incident shall be referred to the department for action in accordance with the provisions of section eleven hundred ninety-four-a of this article. Except as otherwise provided in subdivision five of section eleven hundred ninety-two of this article, this section shall not apply to a person who operates a commercial motor vehicle. Notwithstanding any provision of law to the contrary, a finding that a person under the age of twenty-one operated a motor vehicle after having consumed alcohol in violation of this section is not a judgment of conviction for a crime or any other offense.

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

The Zero Tolerance law will have a direct effect on drivers under the age of 21.

Here are the major provisions of the Zero Tolerance law:

1. It is illegal for a person under age 21 to operate a vehicle with a Blood Alcohol Concentration (BAC) of .02 - .07%.
2. Violators must appear at a DMV hearing. If the youth is found to have committed the offense, the license is suspended for six months.
3. In addition to a license suspension, the violator must pay a $125 civil penalty and a $100 suspension termination fee before license reissuance.
4. If the youth refuses to submit to a chemical test, a DMV hearing is scheduled. If the police officer had grounds for the chemical test request, the penalties are:
   * $300 civil penalty,
   * one-year license revocation, and
   * license reapplication fee.
5. Penalties for second or subsequent offenses are:
   * consumed alcohol = six-month license revocation
   * chemical test refusal = one-year revocation or license loss to age 21, whichever is longer
6. Violation remains on youth's record for three years or until age 21, whichever is longer.
7. A finding that a youth aged 16-20 drove after consuming alcohol is considered an administrative violation and not a criminal conviction.

ACTIVITIES

- Use chalkboard or whiteboard to list the various parts of the Zero Tolerance law.
- Questions to ask:
  - Why do you think New York State passed such a law?
  - What percentage of drivers age 16 to 21 who are killed in motor vehicle crashes test positive for alcohol? (answer: nearly 50% in 1995)

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

STUDENT OBJECTIVE

The students will be able to explain Leandra's Law.

SESSION CONTENT

Section 1192 of the NYS Vehicle and Traffic Law provides penalties when a person drives while intoxicated or while his or her ability is impaired by drugs or a combination of drugs and alcohol. In December, 2009, the Vehicle and Traffic Law, as well as NYS Penal and Executive laws, were amended to include increased penalties for a motorist who is in violation of these laws when a child 15 years of age or less is a passenger in the vehicle. This established "Leandra's Law", named in honor of 11-year old Leandra Rosado, who was killed in an automobile crash in October, 2009 in a vehicle driven by the intoxicated mother of her friend.

What is "Leandra's Law"?

While all persons who drive while intoxicated pose a danger to others, the person who knowingly chooses to drive under the influence of alcohol or drugs with children in the car has made a conscious decision to put those children at risk of harm or death. An adult can take steps to avoid riding with an impaired driver. But a child may not have that choice, particularly when the driver is a parent or guardian.

This amendment to Section 1192 created a new aggravated driving while intoxicated offense for a person who operates a vehicle while intoxicated by alcohol, impaired by drugs, or a combination of both ***while a child who is 15 years of age or less is a passenger in the vehicle.*** This is a class E felony (maximum sentence of up to four years). Effective 12/18/2009, a person convicted of aggravated DWI must install and maintain an ignition interlock device. The applicable Penal Law penalties are increased by one felony class level if the operator causes the death of, or serious physical injury to, such child. In addition, beginning in August, 2010, all individuals convicted of misdemeanor offenses (§1192 (2) and (3)) will be required to install and maintain an ignition interlock device.

Here are the major provisions of Leandra's Law:

1. It is a crime to drive while intoxicated with a child in the vehicle who is 15 years of age or less *(Child in Vehicle)*.
2. A law enforcement officer must note when a child or person other than the offender has been killed or suffered serious physical injury; or when a *Child in Vehicle* is present in the vehicle at the time of the arrest, and, when the operator of the vehicle is the parent, guardian, or custodian of such child, to make an appropriate report to the Department of Social Services.
3. Aggravated driving while intoxicated with a *Child in Vehicle* is a class E felony (maximum sentence of up to four years). In addition to any fine or imprisonment for this conviction, the court shall also sentence such person to probation or conditional discharge, a condition of which shall be the installation and maintenance of an ignition interlock device on any vehicle he or she owns or operates, for a period of at least six months. *Any person charged with aggravated driving while intoxicated with a child would be prohibited from receiving a reduced charge to a non-criminal violation*.

4. Penal Law was amended to ensure that persons convicted under Vehicle and Traffic law of driving while intoxicated and aggravated driving while intoxicated may be sentenced to the full range of penalties currently allowed for a misdemeanor or class E felony and must, additionally, be sentenced to a period of probation or conditional discharge in order to ensure the use and monitoring of ignition interlock devices.

5. Penal Law regarding vehicular assault in the first degree, a class D felony (maximum sentence up to seven years), was amended to include a person who commits the crime of vehicular assault in the second degree and causes serious physical injury to a *Child in Vehicle*.

6. Penal Law regarding aggravated vehicular assault, a class C felony (maximum sentence up to 15 years), was amended to include a person who commits the crime of vehicular assault in the second degree and engages in reckless driving and causes serious physical injury to a *Child in Vehicle*.

7. Penal Law regarding vehicular manslaughter in the first degree, a class C felony (maximum sentence up to 15 years), was amended to include a person who commits the crime of vehicular manslaughter in the second degree and causes the death of a *Child in Vehicle*.

8. Penal Law regarding aggravated vehicular homicide, a class B felony (maximum sentence up to 25 years), was amended to include a person who commits the crime of vehicular manslaughter, engages in reckless driving and causes the death of a *Child in Vehicle*.

9. Executive Law was amended to require a person who is released on parole or conditional release, following a conviction for the above-mentioned Penal Law violations or a conviction for aggravated driving while intoxicated with a *Child in Vehicle*, to install and maintain an ignition interlock device as a condition of that release.

ACTIVITIES

- Use chalkboard or whiteboard to list the various parts of Leandra's Law..
- Discuss the likelihood of having passengers in the vehicle who are age 15 or younger, and then the consequences of drinking and driving with those passengers in the vehicle.

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

STUDENT OBJECTIVE

Students will be able to explain the New York State Vehicle and Traffic Law regarding operation of a motor vehicle while under the influence of alcohol or drugs.

SESSION CONTENT

Section 1192 of the Vehicle and Traffic Law is very explicit in relation to drinking and driving, and the penalties are quite severe. A BAC of greater than .05 percent but not more than .07 percent can be relevant evidence to determine alcohol impairment. A BAC of greater than .07 percent but less than .08 percent can be primary evidence in determining whether the ability to operate a motor vehicle was impaired. Driving a motor vehicle with a blood alcohol concentration (BAC) of .08 percent or greater is prima facie evidence of intoxication.

NYS Vehicle and Traffic Law §1192.
Operating a motor vehicle while under the influence of alcohol or drugs

1. Driving while ability impaired. No person shall operate a motor vehicle while the person's ability to operate such vehicle is impaired by the consumption of alcohol.

2. Driving while intoxicated; per se. No person shall operate a motor vehicle while such person has .08 of one per centum or more by weight of alcohol in the person's blood as shown by chemical analysis of such person's blood, breath, urine or saliva, made pursuant to the provisions of section eleven hundred ninety-four of this article.

2-a(a). Aggravated driving while intoxicated. Per se. No person shall operate a motor vehicle while such person has .18 of one per centum or more by weight of alcohol in the person's blood as shown by chemical analysis of such person's blood, breath, urine or saliva, made pursuant to the provisions of section eleven hundred ninety-four of this article.

2-a(b). Aggravated driving while intoxicated. With a child. No person shall operate a motor vehicle in violation of subdivision two, three, four or four-a of this section while a child who is fifteen years of age or less is a passenger in such motor vehicle.

3. Driving while intoxicated. No person shall operate a motor vehicle while in an intoxicated condition.

4. Driving while ability impaired by drugs. No person shall operate a motor vehicle while the person's ability to operate such a motor vehicle is impaired by the use of a drug as defined in this chapter.

4-a. Driving while ability impaired by the combined influence of drugs or of alcohol and any drug or drugs. No person shall operate a motor vehicle while the person's ability to operate such a motor vehicle is impaired by the combined influence of drugs or of alcohol and any drug or drugs.

5. Commercial motor vehicles; per se – level I. Notwithstanding the provisions of section eleven hundred ninety-five of this article, no person shall operate a commercial motor vehicle while such person has .04 of one per centum or more but not more than .06 of one per centum by weight of alcohol in the person's blood as shown by chemical analysis of such person's blood, breath, urine or saliva, made pursuant to the provisions of section eleven hundred ninety-four of this article; provided, however, nothing contained in this subdivision shall prohibit the imposition of a charge of a violation of subdivision one of this section, or of section eleven hundred ninety-two-a of this article where a person under the age of twenty-one operates a commercial motor vehicle where a chemical analysis of such person's blood, breath, urine or saliva, made pursuant to the provisions of section eleven hundred ninety-four of this article, indicates that such operator has .02 of one per centum or more but less than .04 of one per centum by weight of alcohol in such operator's blood.

6. Commercial motor vehicles; per se – level II. Notwithstanding the provisions of section eleven hundred ninety-five of this article, no person shall operate a commercial motor vehicle while such person has more than .06 of one per centum but less than .08 of one per centum by weight of alcohol in the person's blood as shown by chemical analysis of such person's blood, breath, urine or saliva, made pursuant to the provisions of section eleven hundred ninety-four of this article; provided, however, nothing contained in this subdivision shall prohibit the imposition of a charge of a violation of subdivision one of this section.

Sanctions cited are as follows:

DWAI

1192(1) - Suspension for 90 days (if under 21, revocation for one year*). Second offense within 5 years (conviction date to violation date), revocation for 6 months (if under 21, revocation for one year or until age 21, whichever is longer)*.

DWI; per se.

1192(2) - Revocation for 6 months (if under 21, revocation for one year*). Second offense of 1192(2), (3), (4), or (4-a) within 10 years (conviction date to violation date), revocation for 1 year. (if under 21, revocation for one year or until age 21, whichever is longer)**

Aggravated DWI; per se and with a child.

1192(2-a) - Revocation for 1 year (all ages). Second offense of 1192(2-a), with a prior conviction of 1192(2), (2-a), (3), (4) or (4-a) within 10 years, revocation for 18 months (if under 21, revocation for 18 months or until age 21, whichever is longer). Second offense of 1192(2), (3), (4), or (4-a) with a prior conviction for 1192(2-a) within 10 years, revocation for 18 months**.

DWI (Not necessary for BAC to be .08%--known as "common law DWI"))

1192(3) - Revocation for 6 months (if under 21, revocation for one year or until age 21, whichever is longer)*. Second offense of 1192(2), (3), (4), or (4-a) within 10 years (conviction date to violation date), revocation for 1 year (if under 21, revocation for one year or until age 21, whichever is longer). Second offense of 1192(3) with a prior conviction for 1192(2-a) within 10 years, revocation for 18 months**.

DWAI - Drugs

1192(4) - Revocation for 6 months (if under 21, revocation for one year or until age 21, whichever is longer)*. Second offense of 1192(2), (3), (4), or (4-a) within 10 years (conviction date to violation date), revocation for 1 year (if under 21, revocation for one year or until age 21, whichever is longer). Second offense of 1192(4) with a prior conviction for 1192(2-a) within 10 years, revocation for 18 months**.

DWAI - Combined Drugs or of Drugs and Alcohol

1192(4-a) - Revocation for 6 months (if under 21, revocation for one year or until age 21, whichever is longer)*. Second offense of 1192(2), (3), (4), or (4-a) within 10 years (conviction date to violation date), revocation for 1 year (if under 21, revocation for one year or until age 21, whichever is longer). Second offense of 1192(4-a), with a prior conviction for 1192(2-a) within 10 years, revocation for 18 months**

Under 21

* A court must issue a minimum one-year revocation for a first offense of any violation of 1192 if the motorist is under 21 at the time of the offense, or is adjudicated as a youthful offender.

** If under 21 and the prior conviction is for 1192(2-a), aggravated DWI, revocation is for 18 months or until age 21, whichever is longer.

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

Why are penalties for drinking and driving so strict?

Drinking and driving is a hazardous combination. Consider these facts:

- One third of the fatalities in NYS involve impaired or intoxicated drivers and pedestrians,
- With increased Blood Alcohol Content (BAC), crash risk increases sharply. A driver with a BAC of 0.08 is four times as likely to cause a crash as a driver who has not been drinking, while a driver with a BAC of 0.16 is 25 times as likely to do so.
- Young drinking drivers are at the highest risk of all. Drivers 20 years old or younger are almost three times as likely to be involved in alcohol related fatal crashes than other drivers.

How much can I drink before it affects my driving ability?

Any amount of drinking will begin to affect your judgment and coordination,, and reduce your ability to judge distances, speeds and angles. The degree of impairment depends on four basic factors:

- The amount you drink.
- Whether you've eaten before or while drinking (food slows absorption).
- Your body weight.
- The length of time spent drinking.

No one should consume alcohol and drive. Everyone's safe driving ability deteriorates after drinking. Some people, especially young drivers, lose their driving skills even more quickly. This is why New York State law makes it illegal for any driver or passenger to possess an alcoholic beverage with intent to consume (commonly called the "open container" law).
It is also illegal to purchase an alcoholic beverage if you are under 21 years old.

What is the quickest way to sober up?

The only way to reduce your BAC after drinking is to wait for your body to metabolize (eliminate) the alcohol – and that takes several hours. Your body metabolizes about one drink each hour. Coffee will not sober you up. Neither will a walk or a cold shower. They may make you feel more awake, but you will be just as impaired and it will be just as dangerous for you to drive.

Are license penalties the same for all age groups?

No. If you are under 21 your driver license will be revoked for one year if you are convicted of any alcohol-related offense that occurred in New York State, or in any other state or a province of Canada. If you commit a second such offense while you are under 21, your license will be revoked for at least one year or until you are 21, whichever is longer.

If you enroll in the Drinking Driver Program (DDP) and receive a conditional license, your license will remain in conditional status for the original full period of revocation.

Your driver license or privilege of applying for a license will also be suspended if you are found guilty of using a New York State Driver License or Non-Driver Identification Card as proof of age to illegally purchase alcoholic beverages.

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

What will happen to me if I am stopped by the police?

If you are stopped by a police officer who believes you are under the influence of alcohol or drugs, you may be required to take a "field sobriety test" which may include a breath-screening test for the presence of alcohol. If you are arrested, you will be asked to take a "chemical test" for BAC. You may also be fingerprinted.

Driving While Intoxicated (DWI) is a crime. If you are convicted, you will face a substantial fine, a mandatory surcharge, license revocation, higher insurance premiums, and a possible jail sentence.

What will happen if I refuse to take the chemical test?

If you refuse a chemical test for BAC (Blood Alcohol Content), your license will be suspended at arraignment in court, and revoked for at least one year (18 months for a commercial driver) at a Department of Motor Vehicles hearing. If you are age 21 or over, and you have a second refusal within five years of a previous refusal or alcohol conviction, your license is revoked for 18 months (permanent for a commercial driver).

If you are under age 21, and you have a second refusal within five years of a previous refusal or alcohol conviction, your license is revoked for one year or until age 21, whichever is longer.

You will also be subject to a civil penalty of $500 (second offense, $750). A driver under 21 years old who refuses to take a chemical test under the Zero Tolerance Law is subject to a 1-year license revocation and a $125 civil penalty. The penalties and fines for refusing to submit to a chemical test are separate from, and in addition to, the penalties and fines for alcohol or drug-related convictions.

ACTIVITIES

- See latest edition of Vehicle and Traffic Law, Sections 1192-1195 and Sections 510 and 511, for current law. Instructor should always obtain most current information from the NYS DMV web site.
- Discuss the DWI and DWAI laws. DMV publication C-39, You and the Drinking Driving Laws, can be used to illustrate the fines, jail sentences and license actions that may result from convictions of drinking and driving. Have students discuss the costs.
- Discuss what New York has done to reduce collisions caused by drinking drivers.
- Discuss suspension and revocation periods that go along with the conviction.

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

STUDENT OBJECTIVE

Students will discuss and be able to explain the New York State Penal Law regarding alcohol/drug related motor vehicle violations

SESSION CONTENT

In addition to the penalties for alcohol and drug related violations of the NYS Vehicle and Traffic Law, there are penalties set forth in the NYS Penal Law relating to driving while intoxicated or impaired by drugs.

Vehicular assault in the second degree

Section 120.03 of the Penal Law

A person is guilty of vehicular assault in the second degree when, with criminal negligence, he/she causes serious physical injury to another person, and causes such serious physical injury by operation of a vehicle in violation of Vehicle and Traffic Law §1192 subdivisions (2) driving while intoxicated, per se, (3) driving while intoxicated, 4) driving while ability impaired by drugs, or (4-a) driving while ability impaired by the combined influence of drugs or of alcohol and drugs.

Vehicular assault in the second degree is a class E felony; maximum sentence is up to 4 years.

Vehicular assault in the first degree

Section 120.04 of the Penal Law

A person is guilty of vehicular assault in the first degree when he/she commits the crime of vehicular assault in the second degree (above) and does so while knowing that his/her license or privilege to drive is suspended or revoked based on a conviction of any violation of Vehicle and Traffic Law §1192, a refusal to submit to a chemical test as per §1194, or (due to Leandra's Law) while a child 15 years of age or less is a passenger in the vehicle and the child sustains serious physical injury. (This also extends to out-of-state license suspensions/revocations that are based upon convictions that, if committed in NY, would be violations of §1192 or §1194.)

Vehicular assault in the first degree is a class D felony; maximum sentence is up to 7 years.

Aggravated vehicular assault

Section 120.04-a of the Penal Law

A person is guilty of aggravated vehicular assault when he/she engages in reckless driving as defined in §1212 of the Vehicle and Traffic Law (driving or using any vehicle in a manner which unreasonably interferes with the free and proper use of the public highway, or unreasonably endangers users of the public highway) and commits the crime of vehicular assault in the second degree while either:

(1) operating a motor vehicle with a 0.18 or greater blood alcohol content (BAC);
(2) knowing that his/her license or privilege to drive is suspended or revoked based on a conviction of any violation of Vehicle and Traffic Law §1192, or a refusal to submit to a chemical test as per §1194. (This also extends to out-of-state license suspensions/ revocations that are based upon convictions that, if committed in NY, would be violations of §1192 or §1194.);

(3) having a previous conviction for violating §1192 within the preceding ten years. (This also extends to out-of-state convictions that, if committed in NY, would be violations of §1192.); or
(4) causes serious physical injury to one other person; or
(5) has previously been convicted of violating any provision of this article or article one hundred twenty-five of the Penal Law involving the operation of a motor vehicle, or was convicted in any other state or jurisdiction of an offense involving the operation of a motor vehicle which, if committed in NY, would constitute such a violation; or
(6) commits such crime while operating a motor vehicle while a child who is 15 years of age or less is a passenger in such vehicle and causes serious physical injury to such child.

If the person operating the motor vehicle caused serious physical injury or injuries while unlawfully intoxicated or impaired by the use of alcohol or a drug, or by the combined influence of drugs or of alcohol and any drug or drugs, then it will be presumed that the person operated the motor vehicle in a manner that caused such serious physical injury or injuries, as required by this section and section 120.03 of this article.

Aggravated vehicular assault is a class C felony; maximum sentence is up to 15 years.

Criminally negligent homicide

Section 125.10 of the Penal Law

A person is guilty of criminally negligent homicide when, with criminal negligence, he causes the death of another person.

Criminally negligent homicide is a class E felony; maximum sentence is up to 4 years.

Vehicular manslaughter in the second degree

Section 125.12 of the Penal Law

A person is guilty of vehicular manslaughter in the second degree when he:
(1) commits the crime of criminally negligent homicide and either
(2) causes the death of such other person by operation of a vehicle in violation of subdivision two, three or four of section eleven hundred ninety-two of the vehicle and traffic law…
(3) causes the death of such other person by operation of a motor vehicle with a gross vehicle weight rating of more than eighteen thousand pounds which contains flammable gas, radioactive materials or explosives in violation of subdivision one of section eleven hundred ninety-two of the vehicle and traffic law, and such flammable gas, radioactive materials or e explosives is the cause of such death… or by operation of an all terrain vehicle as defined in paragraph (a) of subdivision one of section twenty-two hundred eighty-one of the vehicle and traffic law in violation of subdivision two, three, or four of section eleven hundred ninety-two of the vehicle and traffic law.

Vehicular manslaughter in the second degree is a class D felony; maximum sentence is up to 7 years.

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

Vehicular manslaughter in the first degree

Section 125.13 of the Penal Law

A person is guilty of vehicular manslaughter in the first degree when he:

(1) commits the crime of vehicular manslaughter in the second degree and
(2) commits such crime while knowing or having reason to know that:
(a) his license or his privilege of operating a motor vehicle in another state or his privilege of obtaining a license to operate a motor vehicle in another state is suspended or revoked and such suspension or revocation is based upon a conviction in such other state for an offense which would, if committed in NY, constitute a violation of any of the provisions of section eleven hundred ninety-two of the vehicle and traffic law; or

(b) his license or his privilege of operating a motor vehicle in the state or his privilege of obtaining a license issued by the commissioner of motor vehicles is suspended or revoked and such suspension or revocation is based upon either a refusal to submit to a chemical test pursuant to section eleven hundred ninety-four of the vehicle and traffic law or following a conviction for a violation of any of the provisions of section eleven hundred ninety-two of the vehicle and traffic law.
(3) has previously been convicted of violating any of the provisions of §1192 of the Vehicle and Traffic Law within the ten preceding years; a violation in any other state or jurisdiction for an offense which, if committed in New York, would constitute a violation of §1192, shall be treated as a violation of such law.
(4) causes the death of more than one other person
(5) has previously been convicted of violating any provision of this article or article 120 of this title involving the operation of a motor vehicle, or was convicted in any other state or jurisdiction of an offense involving the operation of a motor vehicle which, if committed in New York, would constitute a violation of this article or article 120; or
(6) commits such crime while operating a motor vehicle while a child who is fifteen years of age or less is a passenger in such motor vehicle and causes the death of such child.

If it is established that the person operating such motor vehicle caused such death or deaths while unlawfully intoxicated or impaired by the use of alcohol or drugs or of alcohol and any drug or drugs, then there shall be a rebuttable presumption that, as a result of such intoxication or impairment, such person operated the motor vehicle in a manner that caused such death or deaths, as required by this section and §125.12 of this article.

Vehicular manslaughter in the first degree is a class C felony; maximum sentence is up to 15 years.

Aggravated vehicular homicide

Section 125.14 of the Penal Law

A person is guilty of aggravated vehicular homicide when he or she engages in reckless driving as defined by section 1212 of the vehicle and traffic law, and commits the crime of vehicular manslaughter in the second degree as defined in section 125.12 of the Penal Law, while:

(1) operating a motor vehicle with a 0.18 or greater blood alcohol content (BAC);
(2) knowing that his/her license or privilege to drive is suspended or revoked based on a conviction of any violation of Vehicle and Traffic Law §1192, or a refusal to submit to a chemical test as per §1194. (This also extends to out-of-state license suspensions/revocations that are based upon convictions that, if committed in NY, would be violations of §1192 or §1194.);
(3) having a previous conviction for violating §1192 within the preceding ten years. (This also extends to out-of-state convictions that, if committed in NY, would be violations of §1192.);
(4) causes the death of more than one other person;
(5) causes the death of one person and the serious physical injury of at least one other person;

(6) has previously been convicted of violating any provision of this article or article one hundred twenty of the Penal Law involving the operation of a motor vehicle, or was convicted in any other state or jurisdiction of an offense involving the operation of a motor vehicle which, if committed in NY, would constitute such a violation.; or
(7) operating a motor vehicle while a child who is fifteen years of age or less is a passenger in such vehicle and causes the death of such child.

If the person operating the motor vehicle caused such death or deaths while unlawfully intoxicated or impaired by the use of alcohol or a drug, or by the combined influence of drugs or of alcohol and any drug or drugs, then it will be presumed that the person operated the motor vehicle in a manner that caused such death or deaths, as required by this section and section 125.12 of this article.

Aggravated vehicular homicide is a class B felony; maximum sentence is up to 25 years.

Driving while intoxicated offenses

Section 60.36 of the Penal Law

This section was added to the Penal Law to clarify that when a court is imposing a sentence for a violation of misdemeanor or felony DWI and, as a condition of the sentence, orders the installation and maintenance of an ignition interlock device, the court *may* impose any other penalty authorized pursuant to §1193 of the VTL (fine, imprisonment, license revocation).

Driving while intoxicated or aggravated driving while intoxicated offenses

Section 60.21 of the Penal Law

When a person is to be sentenced for misdemeanor or felony DWI, Penal Law §60.21 was added so that the court *may* sentence such person to a period of imprisonment as authorized by law, and *shall* sentence such person to a period of probation or conditional discharge pursuant to §65.00 of the Penal Law and *shall* order the installation and maintenance of an ignition interlock device. Such period of probation or conditional discharge shall run consecutively to any period of imprisonment and shall commence immediately upon such person's release from imprisonment.

Related Executive Law Amendment (2009)

Section 259-c of the Executive Law

Subdivision 15-a was added to provide that, where a person is serving a sentence for Vehicular Assault, Vehicular Manslaughter, Aggravated Vehicular Assault or Aggravated Vehicular Manslaughter, or for felony DWI, if such person is released on parole or conditional release, such person shall be required to install and maintain an ignition interlock device in any motor vehicle owned or operated by such person during the term of such parole or conditional release. Furthermore, the Parole Board may not authorize the operation of a motor vehicle by any person whose license or privilege to operate is revoked pursuant to law.

ACTIVITIES

The class should discuss the penalties arising from conviction of these Penal Laws.

A handout listing the convictions and associated penalties would facilitate the discussion of this topic.

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

STUDENT OBJECTIVE

The students will be able to discuss the high risks of using other drugs.

SESSION CONTENT

Alcohol is the most widely used drug in the world. However, there are many other drugs that alter perception. There are over 200 herbal drugs, over 100,000 over-the-counter drugs, over 20,000 prescription drugs and approximately 500 illicit drugs. Prescriptions of depressants are the most common tranquilizer (sedative-relaxant), Darvon is the most common narcotic (pain killer). The most widely used illegal drugs are:

1. marijuana
2. cocaine/crack
3. heroin
4. opium
5. psilocybin (PCP)
6. LSD
7. ecstasy

The definition of a drug is any substance taken that will produce a change or create a desired effect. The classes of drugs are stimulants, depressants, hallucinogens, narcotics and tranquilizers. They may impair judgment, slow reflexes and hamper eye-hand coordination. Marijuana is a distinct category and has properties and effects similar to depressants and stimulants.

Some types of depressants are valium, alcohol, barbiturates, narcotics and tranquilizers. The effects of depressants are difficulty in concentration, drowsiness and extreme relaxation.

The major types of hallucinogens are LSD, Peyote, ecstasy, and PCP. Hallucinogens have the effects of altering the perception of reality and causing disorientation.

Some types of stimulants are nicotine, caffeine, cocaine (crack), and amphetamines. The effects are irritability, lack of concentration, and an overestimation of abilities.

Drugs which are prescribed for pain, anxiety, blood pressure, heart disease and colds may cause drowsiness. Check with your pharmacist and/or physician.

Some over-the-counter drugs may be as dangerous as prescription and illegal drugs. For example, antihistamine contained in many cold remedies, cough medicines, allergy medications and decongestant may cause drowsiness. It is most important to read the precautions on the labels of all substances prior to using them, especially if you intend to drive.

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

"Potentiation" or "Synergism" are terms used to describe the combined effect of two drugs that interact differently than the sum of their individual effects. The combined effect is often unpredictable.

Tolerance is the body's ability to withstand the effects of certain drugs. As a result, the user must take greater amounts to sustain a predictable "high."

(NOTE: See "Common Drugs and Their Effects" in Appendix F)

ACTIVITIES

- Discuss warning labels on over-the-counter drugs.
- Ask the following questions and have students respond:
  - What kinds of drugs can be obtained over-the-counter?
  - Which may be harmful?
  - What category, (stimulant, depressant, or hallucinogen) is alcohol? Marijuana?
  - What are some other drugs people use?
  - Have you ever seen a warning label on an over-the-counter medication? What did it say?
  - Which of these drugs could affect your driving ability: marijuana, a cold remedy, a tranquilizer?
  - If you are taking a non-prescription drug, what should you do before driving?
  - How can alcohol used with drugs be especially dangerous -- synergism?
  - What is tolerance, and how is it developed?

NOTE: Do not moralize or be overly negative.

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

STUDENT OBJECTIVE

The students will identify the need to make wise decisions daily regarding all aspects of safe driving and conclude that learning to drive is a lifelong task.

SESSION CONTENT

The decision to drink and subsequently to drive is based on two variables: THE INDIVIDUAL and THE SITUATION. Each of these variables has two categories: low risk and high risk. Simply put, a LOW RISK PERSON, in a LOW RISK SITUATION can make the decision to drink moderately; a HIGH-RISK PERSON, in a HIGH-RISK SITUATION should decide not to drink.

The decision to drive should be made ONLY when one's ability and judgment is not impaired by alcohol or other drugs. Note that there has been no "safe" level of consumption established for substances such as marijuana or cocaine.

DECISION MATRIX

INDIVIDUALS

PEOPLE WHO ARE LOW RISK:

- are in good physical health
- have no emotional disorders
- have no history of alcohol-related problems or of alcoholism in their family
- are not under stress

PEOPLE WHO ARE HIGH RISK:

- have certain physical disorders, of which they may not even be aware
- are experiencing emotional stress or disorder
- are from a family with a history of alcohol-related problems or drug addiction
- have a sensitivity to alcohol
- are women who are pregnant

Particular at-risk population are: CHILDREN, ADOLESCENTS AND THE ELDERLY.

UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

SITUATIONS

SITUATIONS THAT ARE LOW RISK:

- a "safe environment," where little judgment or physical coordination is or will be required
- where the quantity used is small enough not to cause intoxication or impairment. (There is no established safe level of consumption for substances such as marijuana or cocaine.)

SITUATIONS THAT ARE HIGH RISK:

- where judgment and physical coordination are critical
- where use averages more than two standard drinks
- when the quantity consumed is sufficient to cause impairment (BAC reaches .02 percent or greater)
- a time of unusual stress or emotional upheaval
- when taking medication, such as sedatives, psychoactive drugs, tranquilizers or antihistamine

ACTIVITIES

- Introduce "Decision Matrix." Break students into four groups and have each group answer one of the following questions:

  - Why is driving a high-risk situation?
  - Are there times or situations when the best decision is not to drink at all?
  - What are some other high-risk situations that we face in our lives?
  - How can you deal with peer pressure aimed at trying to force you to drink or use other drugs?
  - What are options to drinking and driving?

- Have students develop workable alternatives to driving, such as:

  1. taking a cab
  2. having someone else drive
  3. calling a family member or a friend
  4. making plans to sleep over
  5. taking public transportation
  6. making sure you don't ride with someone who has been drinking

- At this point, review and discuss the test questions and answers with the class. Emphasize how their answers may have changed now that they have completed the unit.

Discussion Questionnaire About Alcohol

Read each statement carefully. If you believe that the statement is TRUE, circle the letter "T." If you believe the statement is FALSE, circle the letter "F." Discuss the answers as a class.

1. T F Alcohol is a drug.
2. T F Alcohol in any quantity will damage organs in the human body.
3. T F All alcoholic beverages are equally strong.
4. T F You'll get more impaired or intoxicated on vodka or gin or rum than on the same amount of whiskey.
5. T F Drunkenness and alcoholism are the same thing.
6. T F There are certain symptoms to warn people that their drinking can be leading to alcoholism.
7. T F Alcohol is a food.
8. T F In the body, alcohol is digested just as food is.
9. T F Alcoholic beverages can be fattening.
10. T F Switching drinks will make you more impaired or intoxicated than staying with one kind of alcoholic beverage.
11. T F Liquor taken straight will affect you faster than liquor mixed with water or soda in a highball.
12. T F One drink doesn't affect driving performance.
13. T F Everyone's body reacts the same way to the same amount of alcohol.
14. T F Most legal drinking/driving limits are unrealistic.
15. T F You can sober up quickly by drinking black coffee and dousing your head in cold water.
16. T F Because it is a stimulant, one drink tends to make a driver more alert.
17. T F Alcohol is the main traffic problem.
18. T F A good host never lets a guest's glass get empty.
19. T F If the parents don't drink, the children won't drink.
20. T F The time to teach kids about drinking is when they reach the legal drinking age.

UNIT VI: COURSE RECAP

OVERVIEW

In a short time, your students will become licensed drivers in New York State. Driving will provide them with new pleasures if undertaken responsibly and maturely.

However, if they do not accept responsibility for their actions, their driving experience can be unpleasant, dangerous, and costly. As drivers, we must understand the human and physical limitations imposed by the system.

The habits and attitudes of students will determine whether they become and remain safe, responsible, and sensible drivers.

INSTRUCTOR OBJECTIVES

The instructor shall:

1. Review major parts of the course.
2. Discuss responsibilities of the driver.
3. Teach that learning to drive is a continuous task.

OPTION: A PRE-LICENSING KNOWLEDGE TEST MAY BE ADMINISTERED AS A LEARNING TOOL AND SUMMARY ACTIVITY

PRE-LICENSING KNOWLEDGE TEST PROCEDURES

The Pre-licensing Knowledge Test is no longer a requirement of the course. Instructors may continue to use the test as a learning tool.

Administering the Test

At the end of the pre-licensing course, instructors may administer a 25 question "Pre-licensing Knowledge Test" to all participants.

If you offer the pre-licensing course in a language other than English or Spanish, you and/or your instructor may translate the test into that language. Please check your school's application to verify that you continue to have the ability to offer the course in the language(s) identified.

You and/or the instructor may read the test to students who are not able to read it themselves. You must arrange to do this so that it does not disturb the rest of the students taking the test.

Developing the Test

Each provider and/or each instructor may make up a 25-question test from the list of 170 questions in the Appendix of the Manual.

PRE-LICENSING KNOWLEDGE TEST

Section A.

1. The most important "sense" in driving is:

   a. Hearing
   b. Touch
   c. Sight

2. Understanding the highway transportation system helps us realize that:

   a. The environment never changes
   b. People have the most ability to reduce risk in driving
   c. Driving at the speed limit is always safe

3. The major cause of motor vehicle collisions is:

   a. Poor road conditions
   b. Weather conditions
   c. Driver errors

4. What is the most important part of the highway transportation system?

   a. The vehicle, because we can't go anywhere without it
   b. The environment, because most accidents are caused by weather conditions or poor roads
   c. The driver, because all choices and decisions about driving are made by the driver

5. The Pre-licensing Course is:

   a. All the education anyone will need to drive safely
   b. Just a beginning to what each driver will need to learn about becoming a safe driver
   c. Used to reduce your car insurance

Section B.

1. A flashing red traffic light tells you to:

   a. Slow down before entering
   b. Stop before entering
   c. Wait for the green light

2. You should allow an extra cushion of space:

   a. When following a station wagon
   b. When following a passenger car
   c. When following drivers whose view to the rear is blocked

3. The law:

   a. Says who has the right of way
   b. Says who must yield the right of way
   c. Says nothing about the right of way

4. If drivers want to see cars in their "blind spot", they should:

   a. Check in the inside rearview mirror
   b. Check in the outside rearview mirror
   c. Check over-the-shoulder

5. Make room for cars entering the freeway by:

   a. Moving over a lane if there is no one next to you
   b. Slowing down
   c. Maintaining your speed and position

6. When passing another car, you have enough room to return to the driving lane:

   a. When the driver you just passed signals you over
   b. When you look over your shoulder and see the car is behind you
   c. When you can see both headlights in the rearview mirror

7. If it feels as if your tires have lost contact with the surface of the road, you should:

   a. Slowly ease your foot off the gas pedal
   b. Slow down by shifting to the lower gear
   c. Slow down by pumping the brakes quickly and firmly

8. To make a right turn off of a four-lane highway, you may turn from:

a. The lane to the right of the center of the road
b. The lane nearest the curb or edge of the roadway
c. Either lane depending on oncoming traffic

9. The best way to keep from hydroplaning is to:

a. Drive at a constant speed
b. Apply the brakes firmly
c. Keep your speed down

10. You should allow for an extra cushion space when following large vehicles because:

a. You need the extra room to see around the vehicle and to the sides
b. Other drivers tend to pull behind large vehicles before they try to pass them
c. If you follow to closely, you will get caught in the vehicle's slipstream

11. Anytime you merge with other traffic, you need a gap of at least:

a. 8 seconds
b. 6 seconds
c. 4 seconds

12. If you have a sudden tire blow out

a. Stay off the brakes
b. Apply the brakes firmly
c. Pump the brakes

13. When a school bus is stopped on your side of the road with its red lights flashing, you must:

a. Slow to 10 mph
b. Stop until the lights stop flashing
c. Change lanes and pass cautiously

14. If the road is slippery, you should keep a following distance that is:

a. A normal distance from the car ahead
b. Closer to the car ahead than normal
c. Farther from the car ahead than normal

15. A green arrow on a traffic light means:

a. You can turn in that direction
b. You may not turn in that direction
c. You can turn in that direction after you come to a complete stop

16. You are entering a freeway. You should check traffic on the freeway by:

a. Using the inside mirror
b. Using both the inside and outside mirrors
c. Using the side mirror and glancing over your shoulder

17. When driving in fog, snow or heavy rain use:

a. Low beams
b. High beams
c. Parking lights only

18. If bad weather makes it hard for you to see, you should:

a. Speed up to get off the road quickly
b. Increase your following distance
c. Drive in the lane closest to oncoming traffic

19. The speed limit posted on a road is 55 mph. On a wet road:

a. Maintain a 55 mph speed
b. Drive 5-10 mph under the limit
c. Drive 20-25 mph under the limit

20. You are going on a 400 mile trip. You should plan a rest stop every:

a. 2 hours
b. 3 hours
c. 4 hours

21. You have to yield to a pedestrian:

a. Only when the pedestrian is in the crosswalk
b. Only if the traffic lights are in the pedestrian's favor
c. Always, even if the pedestrian is not obeying traffic controls

22. Before you enter an intersection, you should look:

a. Left
b. Left, right, and left again
c. Right

23. Use your headlights on rainy, snowy, or foggy days:

a. To see the road ahead
b. So others can see you
c. To warn others of bad conditions

24. If you are being followed too closely on a two-lane road:

a. Speed up to increase the distance from the car behind
b. Apply your brakes to slow down, then resume speed
c. Reduce speed slowly to encourage the tailgate to drive around you

25. One vehicle that is required to stop for railroad crossings is:

a. A cattle truck
b. A dairy truck
c. A school bus

26. A red arrow on a traffic light means:

a. You may turn in that direction
b. You cannot turn in that direction
c. You may turn in that direction after you come to a complete stop

27. What common seeing error do new drivers often make?

a. Check mirrors too frequently
b. Look too far down the road
c. Look at the road right in front of the car

28. What is the rule for checking your car mirrors?

a. Check several times a minute
b. Check the outside mirror more than the inside mirror
c. Check more often on freeways than in cities

29. When you change lanes:

a. Glance over your shoulder in the direction you plan to move
b. Look in the left side mirror
c. Look into the rear view mirror

30. In order to avoid last-minute braking or sudden turns, you should look down the road:

a. 2-5 seconds ahead of your vehicle
b. 5-10 seconds ahead of your vehicle
c. 10-15 seconds ahead of your vehicle

31. Which of the following road surfaces freezes first?

a. A bridge
b. An intersection
c. A tunnel

32. Large trucks are most likely to lose speed:

a. On long gradual curves
b. Going up long or steep hills
c. Going down long gradual hills

33. It is very foggy. You should slow down and:

a. Put your lights on high beam
b. Put your lights on low beam
c. Put your emergency flashers on

34. You must yield the right of way to an emergency vehicle by:

a. Pulling off the road, or as near to the right as possible
b. Moving into the right lane and driving slowly until it has passed
c. Speed up to clear traffic

35. If you should have a green light, but the path ahead is blocked, you should:

a. Stay out of the intersection until traffic clears
b. Enter the intersection and wait
c. Turn left and find another route

36. If you do not have an anti-lock braking system, (or automatic braking system) the quickest way to stop is to:

a. Apply the brakes as hard as possible without locking them
b. Push the brake pedal hard in a quick pumping action
c Push the brake pedal and apply the emergency brake

37. If your car begins to skid out of control:

a. Pump the brakes
b. Apply the brakes lightly
c. Stay off the brakes

38. When you come to a flashing yellow light you must:

a. Stop before crossing
b. Wait for the green light
c. Proceed with caution and be prepared to slow down or stop

39. When looking ahead, a driver should:

a. Look at the middle of the road
b. Look directly in front of the car
c. Scan from side to side

40. If the driver of an oncoming vehicle fails to lower their high beams:

a. Look toward the center of the roadway
b. Look toward the right side of the road
c. Look straight ahead

41. The best reason to look well down the road when driving is:

a. To be alert to potential hazards
b. Because it takes 1/4 mile to stop completely
c. Because it helps you keep up with traffic

42. If you are planning to turn at an intersection, start signaling:

a. A few seconds before applying the brake
b. 1 block away
c. Just before the intersection

43. Pavement will generally be most slippery:

a. For the first few minutes after it starts to rain
b. After it has been raining for a few hours
c. After it has stopped raining

44. You should allow for an extra cushion of space, when following:

a. A passenger vehicle
b. A station wagon
c. A motorcycle

45. Whenever you change lanes you need at least:

a. 2-second gap between vehicles
b. 4-second gap between vehicles
c. 8-second gap between vehicles

46. A yield sign means you should:

a. Come to a full stop and check both ways
b. Slow down and give way to traffic on the road you are entering or crossing, and be prepared to stop if necessary
c. Keep a steady speed and check both ways

47. At night, you should dim your high beam lights for an oncoming car whenever you:

a. Come within a half mile
b. See the vehicle
c. Are within 100 feet

48. When you are leaving the freeway, do not slow down until:

a. Just before the exit
b. You move into the next lane
c. You are at the end of the exit lane

49. Under normal conditions, you need to keep a following distance of at least:

a. 1/2 second
b. 1 second
c. 2 seconds

50. If you are overtaking a bicycle and an oncoming car is approaching:

a. Give room to the vehicle even if it means moving closer to the bicycle
b. Speed up to pass the bike before the car comes
c. Decrease speed and allow the oncoming car to pass, then you may pass the bicycle

51. To help avoid being hit from the rear by another driver when preparing to turn, you should:

a. Keep parking lights on at all times
b. Signal well before you turn
c. Check your rearview mirror often

52. A solid double yellow line in the center of the roadway:

a. Means passing is not permitted for vehicles traveling in either direction
b. Must not be crossed to make a left turn
c. Must not be crossed to enter a private driveway

53. Pedestrians using a guide dog or carrying a white cane must be:

a. Given absolute right of way
b. Given the right of way at corners only
c. Told when to cross the street

54. Children under the age of 4 years old:

a. May be secured in a safety seat at the parent's discretion
b. Must be secured in an approved safety seat always
c. Must be secured in an approved safety seat only when driving on freeways

55. A solid yellow line next to a dashed or broken yellow line means that:

a. Vehicle in both directions may pass
b. Vehicles with a dashed line may pass
c. Vehicles with a solid line may pass

56. You must look for bicycles in your lane because they:

a. Must ride facing oncoming traffic
b. Are harder to see than cars
c. Have the right of way

57. A yellow lane marking separates:

a. Traffic lanes on one-way streets
b. Bicycles from regular traffic
c. Vehicles going in opposite directions

58. Lap and shoulder belts in combination:

a. May keep an accident from happening
b. Are safer than either alone
c. Are only safe as either alone

59. Orange colored signs and flags can mean be alert for:

a. Changed traffic patterns
b. Speed zones
c. Carpool lanes

60. If you see orange construction signs and cones on a freeway, you must:

a. Slow down because the road ends
b. Be prepared for workers and equipment
c. Change lanes and maintain speed

61. If you're driving and you find that nothing seems to help you stay awake:

a. Increase your speed to get away from the other vehicles
b. Move over to the right lane and continue driving
c. Pull off the highway at the first rest stop

62. Drivers turning left must yield to:

a. Oncoming cars
b. Overtaking cars
c. No cars

63. Emergency flashers show a vehicle:

a. Is carrying children to and from school
b. Should be given the right of way
c. Is stopped or moving very slowly

64. Passing on the shoulder is against the law:

a. Unless it is paved
b. Unless turning right
c. Always

65. When coming to an intersection your vehicle must stop:

a. After crossing the crosswalk
b. Out far enough to see cross traffic
c. Before the crosswalk

66. When you come to a stop sign, you must:

a. Slow down, and stop if necessary
b. Stop only if other vehicles are present
c. Come to complete stop

67. On a two lane road, if you have to drive so slowly that you slow down other cars:

a. Let them pass by pulling off the road for a moment where it is safe
b. Stay at your speed
c. Slow down

68. A red and white triangle sign at an intersection means:

a. Look both ways as you cross the intersection
b. Always come to a full stop at the intersection
c. Slow down and be prepared to stop if necessary

69. A rectangular-shaped sign is a:

a. School crossing sign
b. Railroad crossing sign
c. Speed limit sign

70. A diamond-shaped sign is a:

a. Road hazard sign
b. Interstate route sign
c. School crossing sign

71. A blind person legally has the right of way when crossing the street when he is:

a. Led by a seeing-eye dog, or using a white or metallic cane
b. Helped by another person
c. Wearing dark-colored glasses

72. Which of the following must you obey over the other two:

a. A steady red light
b. A policeman
c. A stop sign

73. What does it mean when a school bus is stopped and its red lights are flashing:

a. You may not pass while the red lights are flashing
b. You may pass if you are facing the front of the bus
c. You may pass if it is on the other side of a divided highway

74. As you near an intersection, the traffic light changes from the green to yellow. Your best action would be:

a. Speed up to beat the red light
b. Apply the brakes sharply to stop
c. Be prepared to stop before the intersection

75. You are waiting in the intersection to complete a left turn. You should:

a. Signal and keep your wheels turned to the left
b. Signal and keep your wheels straight
c. Flash your headlights so the driver will let you get through

76. You may cross a single solid white line in the highway:

a. Whenever you want to
b. Whenever traffic conditions require
c. Only to turn into a driveway

77. What does a flashing yellow light mean:

a. Merging traffic
b. Proceed with caution
c. Pedestrian crossing

78. Night driving is dangerous because:

a. Some traffic signs are less visible at night
b. More vehicles are on the road at night
c. The distance we can see ahead is reduced

79. Minimum speed signs are designed to:

a. Keep traffic flowing smoothly
b. Show current local road conditions
c. Test future traffic signal needs

80. An intersection has a stop sign, crosswalk, but no stop line. You must stop:

a. Before the crosswalk
b. Where you think the stop line would be
c. With your front wheels in the line

81. A bicyclist differs from a motorist in that he isn't required to:

a. Signal all turns
b. Follow all traffic control signs
c. Insure his vehicle

82. You come to an intersection which has a flashing red light. You should:

a. Come to a full stop, then go when safe to do so
b. Stop only if cars are already in the intersection
c. Go through the intersection slowly

83. The driver's left arm and hand are extended downward. This hand signal means that the driver plans to:

a. Turn left
b. Turn right
c. Stop

84. The driver's left hand and arm are extended upward. This hand signal means that the driver plans to:

a. Turn left
b. Turn right
c. Come to a stop

85. You may not cross a single broken white (or yellow) line:

a. When to do so would interfere with traffic
b. When turning left into a driveway
c. When passing to the right on a one-way street

86. Which of the following statements applies to all driving emergency situations:

a. Your first reaction is the best reaction
b. Think before you act
c. Apply your brakes immediately

87. When you want to make a right turn, your car must be:

a. Near the center of the street
b. Close to the left side of the street
c. Close to the right side of the street

88. Your car starts to skid on a slippery road. You should:

a. Brake quickly and keep the wheel straight
b. Lock your brakes until you come to a full stop
c. Steer in the direction you want the front wheels to go

89. Expressways have expressway entrance lanes (acceleration lanes) so that drivers can:

a. Stop at the end to wait for a traffic opening
b. Reach the proper speed before blending with traffic
c. Test the pickup of their cars

90. You want to turn left at an intersection. The light is green but oncoming traffic is heavy. You should:

a. Wait at the crosswalk for traffic to clear
b. Wait in the center of the intersection for traffic to clear
c. Take the right of way since you have the light

91. You must yield the right of way to an approaching vehicle when you are:

a. Already in an intersection
b. Going straight ahead
c. Turning left

92. When you drive in heavy fog during daylight hours you should drive with your:

a. Parking lights on
b. Headlights on low beam
c. Headlights on high beam

93. The car behind you begins to pass you. You should:

a. Maintain your speed so traffic will flow smoothly
b. Slow down slightly and stay in your lane
c. Blow your horn to allow him to pass

94. When you want to overtake and pass another vehicle you should:

a. Change lanes quickly so the other driver will see you
b. Signal and pass when safe to do so
c. Stay close behind so you need less time to pass

95. A safe speed to drive your car:

a. Is the posted speed limit
b. Is less than the posted speed limit
c. Depends on the weather and road characteristics and conditions

96. You come to an intersection which is blocked by other traffic. You should:

a. Go slowly until the traffic ahead moves
b. Get as close as possible to the other car
c. Stay out of the intersection until you can pass through

97. When the road is marked with a solid yellow line and a broken yellow line on your side you may pass:

a. Only in an emergency
b. If traffic is clear
c. Only at an intersection

98. You drive along a street and hear a siren. You cannot immediately see the emergency vehicle. You should:

a. Keep driving until you see the vehicle
b. Pull to the curb until you are sure it's not on your street
c. Slow down but don't stop until you see it

99. In general, you should pass vehicles going in the same direction as you are going:

a. On the right
b. On the left
c. Only if the other driver signals it is safe

100. In which of the following situations is passing always forbidden:

a. The vehicle ahead is making a left turn
b. When a pedestrian is in a crosswalk
c. The vehicle ahead is going to park parallel to the curb

101. You want to turn at the next intersection. You should begin to use your turn signal:

a. When you reach the intersection
b. At least 100 feet before the turn
c. As soon as you see cars behind you

102. A motorist should know that a bicyclist operating on a roadway must:

a. Ride on the extreme right side of the road
b. Ride on the side of the road facing traffic
c. Ride on the side of the road with the least traffic

103. Seat belts can be most effective as injury preventive devices when they are worn by:

a. Passengers when they are on a long drive
b. All occupants of a car being driven on an expressway
c. Passengers and the driver whenever they are in the car

104. When you get ready to leave an expressway, you should begin to use your turn signal:

a. Just as you get to the exit lane
b. Once you are in the exit lane
c. Before you reach the exit lane

105. If a tire blows out, the proper thing to do is:

a. Hold the steering wheel firmly, and ease up on the gas
b. Apply the brakes then shift into neutral
c. Shift into neutral then apply the brakes

106. After you have passed a car you should return to the right lane when you:

a. See the front bumper of the other car in your mirror
b. Have put your turn signal on
c. See the other car's headlights come on

107. When attempting to stop on a slippery road, the best action to take is to:

a. Apply the brakes quickly and firmly
b. Apply the brakes in slow, steady strokes
c. Shift into neutral, do not use the brakes

108. On long trips you can prevent drowsiness by:

a. Turning on your car radio
b. Stopping at regular intervals for a rest
c. Moving your eyes from side to side as you drive

109. When you drive at night you can reduce the problem of glare from the headlights of an approaching car by:

a. Looking to the lower right side of your lane
b. Looking at a spot on the lower edge of the steering wheel
c. Wearing glasses with lightly tinted lenses

110. You are driving in the middle lane on a three-lane expressway. A car begins to pass you on the right. The actions of that driver are:

a. Wrong because he's passing you in your blind spot
b. OK as long as he does it on a limited access highway
c. OK if no signs forbid passing on the right

111. You are making a left turn from a two-way street into a one-way street. When you have completed the turn your car should be:

a. In the center of the street
b. In the left lane of the street
c. In the lane with the least traffic

112. You are getting on a highway which has a very short entrance lane. The safest way for you to enter the flow of traffic would be to:

a. Use as much ramp as possible to get up to cruising speed
b. Wait for a large gap in traffic then speed up quickly
c. Get up to cruising speed gradually so other cars will see you

113. What should you do when you are going to enter a roadway from a private road:

a. Blow your horn to warn cars you are entering the roadway
b. Drive out fast to merge smoothly with the traffic
c. Yield the right of way to pedestrians and roadway traffic

114. To make good judgments in traffic, you need to first:

a. Know how to stop quickly
b. Watch for vehicles first, then pedestrians
c. Scan ahead

115. When you are being followed too closely, it is usually best to:

a. Move closer to the car ahead
b. Move to the right portion of the lane
c. Drop back farther from the car ahead

116. Car/Motorcycle collisions are most common:

a. On freeways
b. At intersections
c. When the motorcycle rider is speeding

117. Making eye contact with a driver at an intersection:

a. Is a sure sign that the driver will probably yield
b. Confuses them
c. Does not mean that the driver sees you

118.. “Space cushion driving" means:

a. Having a vehicle equipped with air bags
b. Wearing seat belts to cushion our impact in a collision
c. Keeping space between you and other vehicles

119. The two second rule is as follows:

a. How long it takes the average driver to react
b. A good guide for keeping a safe distance from the vehicle in front
c. How fast it takes the brain to translate messages from the eyes

120. Signaling to other drivers is:

a. A means of communications
b. Asking permission
c. Both of the above

121. When driving on a highway, how long does it take the average driver to react to a situation:

a. 3/4 of a second
b. 2 seconds
c. 1/4 of a second

Section C.

1. The best way to drive defensively is to:

a. Know your vehicle
b. Be attentive to the driving task
c. Study the Vehicle and Traffic Law

2. How we feel and deal with our emotional problems is a good predictor of:

a. Our collision risk
b. How well we maintain our vehicles
c. Our tendency to drive over the speed limit

3. Which of the following sentences is an attitude statement?

a. "I'm really happy about the good news."
b. "I believe drinking and driving is dangerous."
c. "I'm sorry."

4. A habit is also known as one of the following:

a. A strong feeling
b. Automatic behavior
c. A dangerous attitude

5. If we had to give a good driving tip to someone for reducing risk, the best tip would be as follows:

a. Always know the road on which you are driving
b. Be aware of your emotional state
c. Always drive five miles per hour under the speed limit

6. If you are angry or excited, you should:

a. Go for a drive to forget your problems
b. Give yourself time to cool off
c. Control your emotions while driving

Section D.

1. Your body gets rid of:

   a. Three (alcoholic) drinks an hour
   b. Two (alcoholic) drinks an hour
   c. One (alcoholic) drink an hour

2. One of the first driving abilities to be affected by alcohol is your:

   a. Coordination
   b. Skill
   c. Judgment

3. The amount of alcohol in a 1 1/2 oz. shot of 80 proof liquor is equal to:

   a. One 12 oz. can of regular beer
   b. Two 12 oz. cans of regular beer
   c. Three 12 oz. cans of regular beer

4. What is the only thing that will sober you up?

   a. Fresh air
   b. Coffee
   c. Time

5. How many alcoholic drinks does it take to affect your driving?

   a. One drink
   b. Two drinks
   c. Three drinks

6. If you are charged for driving while ability impaired (DWAI) or driving while intoxicated(DWI), and refuse to take a breath test:

   a. You will lose your license
   b. You will receive an additional fine, but not lose your license
   c. You will not be allowed to post bail

7. Driving under the influence of any drug which makes you drive unsafely is:

   a. Permitted if it is prescribed by a doctor
   b. Against the law
   c. Permitted if it is a diet pill or cold medicine

8. It is against the law to have an unsealed or open alcoholic beverage container in your vehicle, except:

   a. In the trunk
   b. On the back seat
   c. In the glove compartment

9. Under "Implied Consent" laws, anyone who operates a motor vehicle on a public highway agrees to take a chemical test:

   a. If reasonable probability exists
   b. On advice of an attorney
   c. If an accident has occurred

10. Most drugs taken for headaches, colds, hay fever, allergy or to calm nerves can:

   a. Make a person drowsy
   b. Affect your driving
   c. Both of the above

11. What does alcohol do to your driving skills and judgment:

   a. It harms both driving skills and judgment
   b. It helps driving skills but harms your judgment
   c. It has no effect on judgment but it harms driving skills

12. What kinds of drugs, other than alcohol, can affect your driving ability:

   a. Marijuana
   b. An allergy medicine
   c. Both of these choices

13. What effect might alcohol and another drug have when combined in your blood:

   a. Increase the effects of both
   b. Reduce the effects of the drug or medicine
   c. Reduce the effects of the alcohol

14. Blood alcohol concentration (BAC) depends mostly on the amount of alcohol you consume and:

   a. Your body weight
   b. Your age
   c. How much you eat before drinking

15. How do the following compare in the amount of alcohol they contain: 12 ounces of beer, one ounce of 80 proof liquor, four ounces of 24 proof wine:

   a. All three contain about the same amount of pure alcohol
   b. The liquor has the greatest alcohol content
   c. The beer has the lowest alcohol content

16. What happens to your driver's license if you refuse to take a chemical test (breath or blood):

   a. Your driver's license will be taken away
   b. You cannot be arrested for drunk driving
   c. There is no evidence to find you guilty of drunk driving

17. What are the consequences that can result from driving under the influence of alcohol or other drugs:

    a. A mandatory fine
    b. Driver license revocation
    c. Both of these choices

18. What is the only effective way to reduce your blood alcohol concentration (BAC):

    a. Exercising
    b. Allow your body time to get rid of alcohol
    c. Drinking coffee

19. Drinking alcohol and driving is:

    a. The number one traffic safety problem
    b. A minor traffic safety problem
    c. Safe if you only have a few drinks

20. A driver who is taking a non-prescription drug should:

    a. Read the labels on the drug before driving
    b. Drink alcohol instead
    c. Continue to drive

21. Which of the following does alcohol affect:

    a. Judgment of distances
    b. Recovery from headlight glare
    c. Both of these choices

22. Drinking coffee after drinking alcohol:

    a. Has no effect on blood alcohol concentration
    b. Cancels the effect of the alcohol
    c. Decreases blood alcohol concentration

23. The human body can get rid of the alcohol in 12 ounces of beer in about:

    a. One hour
    b. Five minutes
    c. Five hours

24. A chemical test is used to measure:

    a. Blood alcohol concentration
    b. Reaction time
    c. Vision

25. Which of the following statements about BAC (Blood Alcohol Concentration) is/are true?

    a. BAC is the percentage of alcohol in your body
    b. A BAC of .08% is equal to being legally intoxicated
    c. Both of these choices

26. Which of the following influence the effects of alcohol?

    a. The body weight of an individual
    b. How much time passes between drinks
    c. Both of these choices

27. In this state, what BAC (Blood Alcohol Concentration) is equal to being intoxicated?

    a. 0.05%
    b. 0.02%
    c. 0.08%

28. What effect does drinking alcohol and taking a prescription drug or over-the-counter medicine have?

    a. The medication reduces the effect of the alcohol
    b. The combination could multiply the effects of the alcohol
    c. No effect, they are different substances

29. If you drink alcohol socially, what helps insure safe driving?

    a. Drink coffee before driving
    b. Ride home with a friend who has not been drinking
    c. Stop drinking one-half hour before driving

30. Which of the following is true - people driving under the influence of alcohol are:

    a. Every driver's problem whether they drink or not
    b. A police enforcement problem only
    c. Only a problem to those who drink

31. Which of the following statements about BAC (Blood Alcohol Concentration) is false?

    a. The "Breathalyzer" test measures a person's BAC
    b. BAC levels are not reduced by a person's physical fitness
    c. Drinking coffee, exercise, or a cold shower will lower your BAC

32. Alcohol is medically classified as a:

    a. Stimulant
    b. Depressant
    c. Nutritional food

33. Driving while intoxicated in New York State occurs when the blood alcohol level reaches at least:

a. .05%
b. .08%
c. .15%

34. When comparing a 12 oz. can of beer with a 4 oz. glass of wine, which of the following is correct?

a. 4 oz. of wine contains more alcohol than 12 oz. of beer
b. 12 oz. of beer contains more alcohol than 4 oz. of wine
c. Both contain about the same amount of alcohol

35. Which is true?

a. Mixing drugs can have a dangerous and unpredictable result
b. A couple of drinks improves our driving ability
c. Both of the above

36. Alcohol is a factor in approximately what percentage of traffic deaths?

a. 10%
b. 25%
c. 50%

37. Which of the following does not influence the effects of alcohol?

a. Amount of food in the stomach
b. The body weight of the individual
c. The height of the individual

38. The time it takes the body of the average person to metabolize (get rid of) the alcohol found in two bottles of beer (each 12 oz.) is approximately:

a. 4 hours
b. 2 hours
c. 1 hour

COURSE GUIDELINES

Classrooms must:

(1) be clean, comfortable (conducive to learning) and easily accessible to students with disabilities;

(2) seat a minimum of 10 and a maximum of 36 students comfortably. Each student must have a chair;

(3) have adequate heating and/or ventilation appropriate for the season;

(4) have adequate lighting;

(5) have shades or drapes to darken the room when audiovisual equipment is being used;

(6) have rest room facilities easily accessible to students, including those with disabilities;

(7) be free from any visible and/or audible distractions; and

(8) be inspected and approved before conducting any pre-licensing classes.

Equipment

(1) **Chalkboard, Whiteboard or Flipcharts:** minimum size for a ten-student classroom is 2' x 3'; a larger board or charts are required for a larger capacity room. All students must be able to see the board or charts without difficulty.

(2) **Audiovisual Equipment:** must be suitable for presenting materials appropriate to the pre-licensing course. This could be a projector screen (or suitable wall space), slide projector, VCR or DVD player, computer monitor, or other audiovisual device. Classrooms exceeding 300 square feet should have a screen of not less than 19 diagonal inches.

The instructor should eliminate all sources of distraction while using visual aids. For example, it may be necessary to put up a partition to keep noise from penetrating the classroom. A telephone may have to be disconnected when a class is in session, or a flashing neon sign may have to be turned off.

Advertising

Advertising for the Prelicensing Course, which is also known as the "Five-Hour Course," must not indicate a class time of less than 5 hours. This applies to all advertising, whether in print (including newspapers, magazines, telephone directories, flyers, brochures, etc.), or electronic (i.e. on the internet or via email), or any other media.

Student Inquiries

Pre-licensing course providers should tell people who inquire about the pre-licensing course, the cost, how and when to make payments, class hours, registration time, instruction time, date(s) of class, language of instruction, registration procedures, and any other pertinent information.

Students who do not speak the language in which the course is being given should be encouraged to seek a pre-licensing class in their primary language. If this is not possible, it is recommended that the student bring a translator. Prior permission from the school administrator may be required. We suggest that another student not be a translator.

Allocating Class Time

The pre-licensing course must contain four hours of instruction time, NOT to include registration, breaks and administration/tests. Vehicle and Traffic Law mandates that a minimum of two hours of the instruction time must be spent on alcohol and drug education.

The four-hour instructional time requirement for the pre-licensing course may be met in a variety of ways. For example, a two-day course schedule consisting of two hours each session (plus a ten minute break) is acceptable, as well as a four-day schedule consisting of four one-hour sessions (no break time required).

A student must complete the entire course within 30 days of starting. The MV-278 certificate must reflect the date of completion.

Instructor Preparation

The success of this program depends greatly on your efforts. As the instructor, you have a great deal of influence on course content and activities. By presenting all of the material and focusing on the Student Objectives of each session, you will be helping your students to become safer, more effective drivers.

Before conducting any classes, read and become familiar with the course manual. You should:

- Review the Instructor and Student Objectives.
- Study the content, and visit www.dmv.ny.gov for additional and up-to-date information.
- Review the activities and questions for each lesson; make sure you fully understand how the content relates to the objectives and questions.
- Determine in advance and obtain all of the resources you will need for your instruction.
- PREPARE A LESSON PLAN OR OUTLINE TO GUIDE YOUR PRESENTATION!

Lesson Plans

A lesson plan is a written document that guides the instructor through all phases of instruction. Making and using a lesson plan accomplishes the following:

* Helps standardize instruction.
* Insures complete coverage of the subject matter.
* Gives the instructor confidence.
* Helps the instructor adhere to a time schedule.
* Helps the instructor organize the presentation of subject matter and use of media aids.

A lesson plan typically contains the following information for each unit of instruction:

Title: The title is a short heading that indicates the subject of the lesson. It should be a short clear statement which gives a mental picture of the subject matter to be presented.

Objectives: The objectives give a picture of what you desire to accomplish during instruction of this particular unit. It is a list of statements that points out the behavior expected of instructors or students.

Materials: A list of instructional materials assists with the preparation and presentation of a lesson. It can include models, handouts, graphs, charts, films, videos or any other aids the instructor plans to use as part of instruction. The instructor uses this list to make certain that materials needed for teaching the lesson are in place and in good condition before the presentation begins. The list also reminds the instructor to prepare a clear and concise procedure (activity) to effectively use the materials during instruction.

Introduction: An introduction provides a brief picture of what will be covered in a specific lesson or unit. It directs the students' attention and helps them understand why they need to learn the subject matter. An outline or a few brief sentences that stress key words and ideas is the preferred approach. The introduction is the initial opportunity for the instructor to motivate the students. It should be delivered with positive emphasis and conviction.

Content: It is recommended that you outline or highlight important points of your content. It should be unnecessary to script your entire presentation.

Activities: Classroom activities are initiated by the instructor to help bind the student and instructor to a mutual course of action. They describe the methods and procedures for getting the students involved and keeping them on topic through the entire lesson. Students respond best to activities that are simple and enjoyable, and at a pace that allows them to work smoothly and comfortably to accomplish the learning objectives.

Conclusion: A few key sentences should be said to wrap up each unit. This helps to insure that the lesson that was given was understood.

Test or Evaluation Instrument: Tests are used to determine if subject matter is being understood, and as a method of teaching. There are at least two ways to test students: the instructor may ask thought-provoking questions or administer a written test.

Conducting the Program

To a large extent, the success of the program will depend on the dedication and motivation of the instructor. The instructor, therefore, must be fully aware of the impact his/her actions and attitudes have on learning. The instructor's actions and attitudes can create an exciting and productive learning environment or a boring, even hostile environment in which little or no learning occurs. There is no magic formula for creating an excellent instructor. However, if instructors conscientiously adhere to the following lists of do's and don'ts, the chances of having a quality program are increased.

Do:

* read over all of the content and instructor guidelines before instructing;
* have all materials, local modifications, etc., available and documented before instructing;
* encourage all students to work on any exercises provided;
* encourage discussion (related to topics you want to discuss) by acknowledging and rewarding students' attempts at participation;
* instruct students to turn off or mute cell phones and electronic devices.

Don't:

* be the only one to talk;
* ramble or get off the subject;
* be a "know-it-all";
* berate or otherwise embarrass students who give wrong answers (try to find some value in their response and lead them to the correct answer; at least show that you appreciate their making an attempt).

Encouraging Participation:

This manual is designed to encourage the student to become a participant in the course rather than an observer of the instructor. LECTURING OR RECITING IS NOT A SATISFACTORY WAY TO PRESENT THIS COURSE. Several techniques for encouraging and facilitating active student participation are outlined below. Instructors may use these and other techniques, including the use of eye contact. Eventually they will become a part of the instructor's "style". At the very least, the techniques serve as a reminder that the pre-licensing class is designed to have the participants assume an active role in their learning.

Open-Ended Questioning: Instructors should phrase a question so that the student is encouraged to answer with a relatively broad response rather than a single word. This approach tends to widen student-instructor contact. A closed question, on the other hand, restricts or unnecessarily limits communication. An example of an open-ended question is "What is it like riding with a driver who has been drinking excessively?" instead of "Did you ever ride with a drunk driver?"

Clarification: This technique is used to simplify what was said by using different words. When a student offers a jumbled version of a response, the instructor can use this technique to extract a clear message. For example, if a student indicates he or she is attending the class "to learn about safety, drunk drivers and not tailgating," an instructor may reply: "Good. Defensive driving techniques and learning about the dangers of drinking and driving are two important reasons for attending this class." This practice helps the instructor keep the class properly focused while acknowledging the student's contributions.

Reflection: Reflection is the technique of restating a student's feelings. The instructor summarizes the student's emotional reaction, thus helping everyone to appreciate the student's response. For example, if a student said, "My friend was bombed and I could feel my palms sweating as he weaved down the road," you might reply, "You were very frightened."

Silence: It is not unusual for instructors to dread any pause in verbal communication. Several seconds of silence is sometimes awkward. When properly used, however, it can encourage students to speak up or continue speaking. Instructors should not interrupt or speak too quickly. Give the class a chance to respond to your questions; don't answer your own questions.

Small Group Activities: Participants can learn from each other. In small groups, participants solve a problem or determine a course of action.

Case Studies: In case studies, students are presented with a situation and asked to analyze it. In their analysis, they identify what went wrong and what could have been done differently. In doing this, participants also identify and discuss the very objectives being taught.

Humor: Humor in the classroom serves the purpose of relaxing the class and generating a feeling that the students will not be intimidated. It helps the students become more receptive and makes the subject material more palatable. However, care must be exercised to avoid using excessive humor. The danger in using excessive humor is that the line between education and entertainment will be crossed, resulting in the loss of credibility of the material. Also, humor should not be used to hurt feelings.

Selecting Instructional Materials

Instructional materials should always be previewed by the instructor. Some questions to consider in selecting these materials include:

(1) Does the material fit into an overall program plan; does it fill a specific need in the plan?
(2) Is it appropriate for the age and level of understanding of the group with whom it will be used?
(3) Does it present social or economic situations that have relevance for the target group?
(4) Are styles, language, and settings reasonably current?
(5) Does factually-oriented material present current and accurate information?
(6) Does material on controversial topics present a balanced view of the issues?
(7) Does the material promote positive attitudes, values, and assumption of personal responsibility for making decisions?
(8) Does the material avoid:

* moralizing?
* scare tactics?
* explicit instruction in the techniques of drug abuse?
* promoting racial, ethnic, or sexist discrimination?
* ridiculing or condemning alcoholics or drug addicts?

As an instructor, you are not required to present every fact contained in the course manual. You are, however, expected to provide instruction based on the objectives.

Media Usage

Films, film strips, video cassettes and other media can enhance your presentation and assist in reaching the desired objectives. Instructors should be guided by the following principles when selecting audiovisual materials:

* Limit yourself to not more than 60 minutes (25% of the instruction time) for the entire class.
* Review materials before using, to assure applicability.
* Have room and equipment set up prior to class.
* Materials should be pertinent and up-to-date.
* Introduce all films and discuss each after viewing.

How to Request Assistance

Further information about the Pre-licensing Course may be obtained by contacting the Department of Motor Vehicles, Driver Training Programs, 6 Empire State Plaza, Room 412, Albany, New York 12228 or at (518) 473-7746.

ADMINISTRATIVE DUTIES FOR PRE-LICENSING

Student Learner Permit

The learner permit must be acquired prior to attending a pre-licensing class because:

(1) The class is most successful when the student has some driving experience. S/He cannot legally get the experience before obtaining a permit (except in Driver Education).
(2) The learner permit is the only acceptable form of identification.

There may be an exception to this rule. A person may attend class without a permit as long as s/he is not issued a completion certificate. Note that this does not mean s/he must be permitted to sit in, but this would be at the discretion of the school administrator. The person may be charged for attendance and a receipt must be issued. If proof of attendance is necessary, some form (i.e., a letter on the school's letterhead) may be issued.

All Learner Permits are to be examined by the instructor or the school's registration designee.

Any alteration or suspicious permit should be reported to your nearest DMV office.

MV-278: Pre-Licensing Class Completion Certificate

Instructors are to follow the instructions stated on the cover of Classroom Completion Certificates (CR 7.8). All spaces or fields on the MV-278 must be completed. If a field does not apply (i.e., high schools do not have a driving school number), enter "N.A." for "not applicable" or put an "X" in the box.

Each student must sign this form on the day of the class on which it will be issued. The MV-278 is to be signed in the presence of either the instructor or the school employee who is completing the form.

The instructor may never sign the form prior to the beginning of the class, whether it is filled in or not. A date stamp is suggested to prevent alteration. If a date stamp is not available, the month should be written in, not the month's number (i.e., February 4, 2011, not 2/4/11). No alteration is permitted.

It is essential that the Prelicensing Course, and issuance of the Prelicensing Course Completion Certificates, be in compliance with these guidelines and course requirements. Failure to do so could result in the instructor and/or course provider losing the approval to conduct the course, and consequences such as fines and sanctions.

ADMINISTRATIVE DUTIES FOR PRE-LICENSING

MV-278.5N: Roster Sheet

On the day of the class, each Roster Sheet must be signed by the instructor on the line immediately following the name of the last student. Duplicate MV-278s should also be listed on the roster sheet.

All information required on the roster sheet form must be filled in except in Driver Education classes where permits are not required.

Review and Maintenance of Records

A records check of a school's pre-licensing program shall consist of a review of the following:

I. MV-278: Classroom Training Completion Certificates

   A. Correctly completed booklets from the previous 12 months

   B. Current booklets

      1. Stored securely

      2. Not pre-signed

2. MV-278.5N: Roster and Control

   A. Accurately compares to MV-278 certificates

   B. Information properly entered

3. MV-278.6: Request for Approval and Signature Authorization

4. MV-147: License to Operate a Driving School

PART 7 OF THE COMMISSIONER'S REGULATIONS OF NEW YORK STATE

PRE-LICENSING CLASSROOM DRIVER TRAINING AND HIGHWAY SAFETY INSTRUCTION

(Statutory authority: Vehicle and Traffic Law, Sections 215, 508(4))

Sec.
7.1 Introduction
7.2 Definitions
7.3 Drivers' school instructor's certificate (Form MV-524)
7.4 Issuance of licenses
7.5 Procedure for licensing of new drivers
7.6 Classroom and class size
7.7 Course content and presentation
7.8 Course completion certificate (Form MV-278)
7.9 Required records
7.10 Seminars
7.11 Penalties

Section 7.1 Introduction. Section 502 of the Vehicle and Traffic Law permits the Commissioner of Motor Vehicles to require proof of satisfactory completion of not less than four hours and not more than five hours of classroom driver training and highway safety instruction, or the equivalent thereof, prior to the issuance of a license. (Amended 8/21/96)

7.2 Definitions. For the purpose of this Part, the following terms shall have the following meanings:

(a) New driver. Every person who makes application for an original driving license, except a person for whom the requirement of a road test prior to issuance of such license is waived in accordance with Part 8 of this Title. (Amended 8/1/82)

(b) Approved school. The Department of Motor Vehicles or any person, agency, licensed driving school, or municipality which is approved by the commissioner, or an accredited secondary school or college which is approved by the Commissioner of Education for the purpose of conducting a course of classroom driver training and highway safety or participation in a research study program required by the commissioner for the issuance of a license to a new driver. (Amended 8/1/82)

(c) Approved course. A classroom training course in driver training and highway safety, conducted by an approved school, or by participation in a research study program which meets standards established by the commissioner.

(d) Qualified instructor. A person who has been issued a driver education instructor's certificate (Form MV-283) or a drivers' school instructor's certificate (Form MV-524) endorsed for classroom instruction, or a designee approved by the commissioner.

(e) Course completion certificate (Form MV-278). A certificate provided by the Department of Motor Vehicles and issued by an approved school which indicates that the person named thereon completed an approved course or has participated in a research study program within the past year. A student certificate (Form MV-285), issued upon the successful completion of an approved high school or college driver education course, completed within the past two years, shall be acceptable in lieu of a course completion certificate.

(f) Research study program. A research study program shall be an experimental alternative to the three-hour prelicensing course provided for in this regulation. Such programs may consist of varying types and lengths of training and education established by the

commissioner or may act as a control in the experimental environment. Such alternatives shall be established and evaluated by the commissioner. In addition, such program will function as a method of measuring the continuing effectiveness of the prelicensing program and for making such changes as would be necessary to ensure the greatest possible program effectiveness in terms of new driver safety and education.

7.3 Drivers' school instructor's certificate (Form MV-524).

(a) Such certificates (MV-524) shall be issued only to persons who meet the qualifications established by the commissioner for instructors in driver training and highway safety and for participation in research study programs. Driving records of MV-524 and MV-283 holders will be subject to periodic review by the commissioner.

(b) A drivers' school instructor's certificate endorsed for classroom instruction will be issued to applicants upon their presenting evidence of successful completion of an approved advanced program in teaching techniques and methodology, and upon completion of one year's experience as an actual in-car driver instructor; or upon presentation of proof that the holder possesses other background experience determined to be acceptable by the commissioner. This advanced program evidence will consist of a college transcript, college course completion certificate, or a similar document (an applicant who does not meet these requirements or who wishes to teach in-car only may still be eligible for a drivers' school instructor's certificate endorsed for in-car instruction).

(c) No instructor will teach the prelicensing program or research study program in a licensed driver's school unless such instructor possesses a current MV-524 certificate endorsed for classroom instruction. A person who holds an MV-283 certificate, and who applies for an MV-524 certificate, will be exempt from the requirement of completing the advanced course.

(d) REPEALED 3/12/97

7.4 Issuance of licenses. No license shall be issued to a new driver unless such driver has submitted proof of completion of an approved course or has submitted proof of participation in a research study program.

7.5 Procedure for licensing of new drivers.

(a) Except for a student who is enrolling in an approved high school or college driver education course, a new driver shall not be enrolled in a prelicensing course unless he presents a valid learner permit. However, a valid learner permit shall not be required to be presented prior to enrollment in a prelicensing course or in a research study program if the student is an inmate of a correctional facility. An inmate of a correctional facility will, however, be required to enroll in the prelicensing course or in a research study program upon receipt of a valid learner permit. (Amended 8/1/82).

(b) Upon completion of an approved course, the course completion certificate shall be issued to the student by the school that conducted the course.

(c) No road test appointment shall be made for a new driver unless he presents a valid course completion certificate to the Department of Motor Vehicles. This provision may be waived by a motor vehicle district director, a county clerk, or a person designated by such district director or county clerk, except that in no case shall a road test be given until a current course completion certificate is submitted.

7.6 Classroom and class size.

(a) An approved school must provide a classroom which is clean, adequately lighted, heated and ventilated and free from any visible and/or audible distractions. Adequate toilet facilities must be available to all students. Such classroom must have adequate seating facilities for the maximum number of students enrolled in any such course with no classroom having a seating capacity of less than 10 students. The classroom must be equipped with adequate chalkboards or flipcharts which are clearly visible from all seating areas and with all other equipment necessary for adequate presentation of materials required by the commissioner.

(b) In no case shall any class contain more than 36 enrolled students.

(c) An approved classroom may be shared by more than one approved school.

(d) Upon request, schools shall furnish the Department of Motor Vehicles, and the Education Department, with class dates and names of instructors. (Amended 3/12/97)

(e) An approved school must obtain permission from the Department of Motor Vehicles before it can move an approved classroom from one location to another location.

7.7 Course content and presentation.

(a) An approved course must consist of not less than four hours and not more than five hours of instruction. The course or research study program shall be given in accordance with a syllabus provided by the Department of Motor Vehicles and must be taught by a qualified instructor in a manner acceptable to the commissioner. If a language other than English is used in the course, any advertising must contain this fact. (Amended 8/21/96)

(b) All prelicensing and research study programs are subject to routine evaluation visits by Department of Motor Vehicles specialists in prelicensing and driver improvement programs. Any violations or irregularities with respect to instructor qualifications, instructional quality, adherence to syllabus or facilities may result in a penalty as prescribed in section 7.11 of this Part. Instructor class presentation will be rated on a satisfactory or unsatisfactory basis by these department specialists. Two consecutive unsatisfactory classroom presentations may result in a penalty as prescribed in section 7.11 of this Part. In instances involving MV-283 holders teaching in a continuing education prelicensing program or research study program, the Department of Motor Vehicles may notify the Education Department of any determination of the instructor's unsatisfactory classroom presentation. Any refusal or denial by an approved school or its employee, agent or representative to allow a Department of Motor Vehicles' specialist in prelicensing and driver improvement programs, to make a routine evaluation visit to the prelicensing or research study program class when such class is or is about to be in session may be cause for a penalty as prescribed in section 7.11 of this Part. (Amended 3/12/97)

7.8 Course completion certificate (Form MV-278).

(a) Drivers' schools and other approved agencies must obtain MV-278 certificates from the local Department of Motor Vehicles district office. The person(s) responsible for the secondary driver education program and/or the continuing education prelicensing program must obtain MV-278 certificates from the State Education Department. Course completion certificates shall be issued only to those schools that have qualified instructors. (Amended 3/12/97)

(b) The instructor(s) who conducts the prelicensing program or research study program must sign the course completion certificate. The certificate shall not be signed by the instructor

prior to conducting the pre-licensing course or issued by the instructor until after the completion of the prelicensing course or research study program and must bear the completion date. The month must be spelled out in complete or abbreviated form but may not be written numerically. (Amended 8/1/82)

(c) Except as hereinafter provided in this section, upon completion of an approved course, the original of a course completion certificate completed by the school shall be issued to the student. The duplicate copy of such certificate shall be retained by the school for a period of one year from the date of issuance.

(d) If the approved school is a high school or college providing an approved driver education course, a course completion certificate may be issued to the student when, in the opinion of the instructor, that material which is required to be given in an approved course has been taught to the student even though the driver education course has not been completed.

(e) A duplicate course completion certificate may be issued by the school to the student only when the original certificate has been lost, stolen, mutilated or destroyed. No duplicate course completion certificate may be issued later than one year after the issuance of the original. The duplicate certificate will expire on the expiration date of the original which it is replacing. A duplicate MV-278 certificate must be signed by the instructor or school owner or director of continuing education or principal of the school providing the instruction.

(f) The local district office must be notified immediately upon the drivers' schools' loss or theft of any MV-278 certificates; the respective Education Department Office must be notified immediately upon the loss or theft of any MV-278 certificates by secondary driver education and continuing education programs. Identification numbers of the lost MV-278 certificates must be forwarded to the department.

(g) In the event a prelicensing program or research study program is discontinued, all remaining MV-278 certificates must be accounted for and returned to a department district office or the Education Department. (Amended 8/1/82)

7.9 Required records. Each approved school shall maintain a record on a form or forms prescribed by the commissioner of all students who have completed the approved course. Such records shall be available for one year for inspection by the Department of Motor Vehicles.

7.10 REPEALED 3/12/97

7.10 Seminars. Remedial or instructional seminars may be required for course providers and/or instructors when significant changes affecting either the curriculum or the administration of the course are made. Failure to attend any of the required seminars, after notification to do so, may result in a penalty as prescribed in section 7.11 of this Part. (Amended and renumbered 3/12/97)

7.11 Penalties. Failure to meet Department of Motor Vehicles and/or Education Department standards, including misuse of certificates, may result in a temporary or permanent withdrawal of school and/or instructor approval and/or removal of all course completion certificates (MV-278). If within 10 days of the imposition of such penalty, the commissioner receives a written request for a hearing from the school or instructor involved, the commissioner shall cause a hearing to be held. If such request for a hearing be made, the penalty shall be stayed pending completion of the hearing. If certification is withdrawn, training may be required as a prerequisite for recertification. (Renumbered 3/12/97)

VEHICLE & TRAFFIC LAW

TITLE V
ARTICLE 19
LICENSING OF DRIVERS

§ 502. Requirements for licensing. 1. Application for license. Application for a driver`s license shall be made to the commissioner. The fee prescribed by law may be submitted with such application. The applicant shall furnish such proof of identity, age, and fitness as may be required by the commissioner. The commissioner may also provide that the application procedure shall include the taking of a photo image or images of the applicant in accordance with rules and regulations prescribed by the commissioner. In addition, the commissioner also shall require that the applicant provide his or her social security number and provide space on the application so that the applicant may register in the New York State organ and tissue donor registry under section forty-three hundred ten of the public health law. In addition, an applicant for a commercial driver`s license who will operate a commercial motor vehicle in interstate commerce shall certify that such applicant meets the requirements to operate a commercial motor vehicle, as set forth in public law 99-570, title XII, and title 49 of the code of federal regulations, and all regulations promulgated by the United States secretary of transportation under the hazardous materials transportation act. Upon a determination that the holder of a commercial driver`s license has made any false statement, with respect to the application for such license, the commissioner shall revoke such license.

2. Age. (a) An applicant for a class A license or for a commercial driver`s license which contains an H or an X endorsement or which is valid for operation in interstate commerce shall be at least twenty-one years of age.

(b) Except as provided in paragraph (a) of this subdivision an applicant for a class B, C or E license shall be at least eighteen years of age.

(c) An applicant for a class D or M license shall be at least eighteen years of age, except that an application shall be accepted if the applicant is at least seventeen years of age and submits acceptable proof of successful completion of a driver education course, approved by the state education department and the commissioner.

(d) An applicant for a class DJ or MJ license shall be at least sixteen years of age and such applicant must submit written consent to the issuance of such license by the applicant`s parent or guardian. Upon receipt of withdrawal of such consent, any class DJ or MJ license, learner`s permit or license application shall be cancelled. No class DJ or MJ license or limited class DJ or MJ license shall be issued unless the applicant presents, at the time of the road test administered pursuant to paragraph (b) of subdivision four of section five hundred two of this article, a written certification by the applicant's parent or guardian that such applicant has operated a motor vehicle for no less than twenty hours under the immediate supervision of a person as authorized pursuant to subparagraph (ii) of paragraph (a) or paragraph (b) of subdivision five of section five hundred one of this article, a driver education teacher pursuant to section eight hundred six-a of the education law or a driving school instructor pursuant to subdivision seven-a of section three hundred ninety-four of this chapter.

3. Application for learner`s permit. An application for a learner`s permit shall be included in the application for a license. A learner`s permit shall be issued in such form as the commissioner shall determine but shall not be issued unless the applicant has successfully passed the vision test required

by this section and the test set forth in paragraph (a) of subdivision four of this section with respect to laws relating to traffic and ability to read and comprehend traffic signs and symbols and has satisfactorily completed any course required pursuant to paragraph (a) of subdivision four of this section. Upon acceptance of an application for a learner`s permit the commissioner shall provide the applicant with a driver`s manual which includes but is not limited to the laws relating to traffic, the laws relating to and physiological effects of driving while ability impaired and driving while intoxicated, explanations of traffic signs and symbols and such other matters as the commissioner may prescribe.

4. Examinations. (a) (i) Upon submission of an application for a driver's license, the applicant shall be required to take and pass a test, or submit evidence of passage of a test, with respect to the laws relating to traffic, the laws relating to driving while ability is impaired and while intoxicated under the overpowering influence of "Road Rage", or "Work Zone Safety" awareness as defined by the commissioner, the ability to read and comprehend traffic signs and symbols and such other matters as the commissioner may prescribe, and to satisfactorily complete a course prescribed by the commissioner of not less than four hours and not more than five hours, consisting of classroom driver training and highway safety instruction or the equivalent thereof. Such test shall include at least seven written questions concerning the effects of consumption of alcohol or drugs on the ability of a person to operate a motor vehicle and the legal and financial consequences resulting from violations of section eleven hundred ninety-two of this chapter, prohibiting the operation of a motor vehicle while under the influence of alcohol or drugs. Such test shall include one or more written questions concerning the devastating effects of "Road Rage" on the ability of a person to operate a motor vehicle and the legal and financial consequences resulting from assaulting, threatening or interfering with the lawful conduct of another person legally using the roadway. Such test shall include one or more questions concerning the potential dangers to persons and equipment resulting from the unsafe operation of a motor vehicle in a work zone. Such test shall be administered by the commissioner. The commissioner shall cause the applicant to take a vision test and a test for color blindness. Upon passage of the vision test, the application may be accepted and the application fee shall be payable.

(ii) The commissioner shall promulgate rules and regulations establishing eligibility standards for the taking and passing of knowledge tests in other than written form.

(b) Upon successful completion of the requirements set forth in paragraph (a) of this subdivision which shall include an alcohol and drug education component as described in paragraph (c) of this subdivision, a "Road Rage" awareness component as described in paragraph (c-1) of this subdivision and a "Work Zone Safety" awareness component as described in paragraph (c-2) of this subdivision, the commissioner shall cause the applicant to take a road test in a representative vehicle of a type prescribed by the commissioner which shall be appropriate to the type of license for which application is made, except that the commissioner may waive the road test requirements for certain classes of applicants. The commissioner shall have the power to establish a program to allow persons other than employees of the department to conduct road tests in representative vehicles when such tests are required for applicants to obtain a class A, B or C license. If she chooses to do so, she shall set forth her reasons in writing and conduct a public hearing on the matter. She shall only establish such a program after holding the public hearing.

(c) Alcohol and drug education component. The commissioner shall provide in the pre-licensing course, set forth in paragraph (b) of this subdivision a mandatory component in alcohol and drug education of not less than two hours as a prerequisite for obtaining a license to operate a motor vehicle. The purpose of the component is to educate prospective licensees on the effects that ingestion of alcohol and other drugs have on a person`s ability to operate a motor vehicle. The commissioner shall establish a curriculum for the alcohol and drug education component which shall include but not be limited to: instruction describing the hazards of driving while impaired or intoxicated; the penalties for alcohol related motor vehicle violations including sanctions set forth in the penal law that apply to homicides and assaults arising out of the

operation of a motor vehicle while intoxicated and those sanctions set forth in the vehicle and traffic law relating to driving while intoxicated; and the medical, biological and physiological effects of the consumption of alcohol and their impact on the operation of a motor vehicle.

(c-1) "Road Rage" awareness component. The commissioner shall provide in the pre-licensing course, set forth in paragraph (b) of this subdivision a mandatory component in "Road Rage" awareness education as a prerequisite for obtaining a license to operate a motor vehicle. The purpose of the component is to educate prospective licensees on the effects that the development and expression of "Road Rage", as defined by the commissioner, have on a person`s ability to operate a motor vehicle. The commissioner shall establish a curriculum for the "Road Rage" component which shall include but not be limited to: instruction describing the hazards of driving and exiting the vehicle while under the influence of "Road Rage"; the penalties for "Road Rage"-related motor vehicle or other violations including sanctions set forth in the penal law that apply to homicides and assaults arising out of the operation of a motor vehicle while expressing "Road Rage", and any sanctions set forth in law relating to driving while under the influence of "Road Rage"; and the medical, biological and physiological effects of the development and expression of "Road Rage", and their impact on the operation of a motor vehicle. The commissioner is charged with the responsibility for defining the term "Road Rage", as used in this paragraph, in consultation with law enforcement personnel, medical professionals, representatives of the court system, highway safety officials, and any other group that the commissioner believes can contribute to a comprehensive statement of the issue.

(c-2) "Work Zone Safety" awareness component. (i) The commissioner shall provide in the pre-licensing course, set forth in paragraph (b) of this subdivision, a mandatory component in “Work Zone Safety” awareness education as a prerequisite for obtaining a license to operate a motor vehicle. The purpose of the component is to educate prospective licensees on the potential dangers to construction workers, construction equipment operators and operators of motor vehicles in a highway work zone. For the purposes of this paragraph, the term “work zone” shall include “work area” as defined by section one hundred sixty of this chapter, and “restricted highway” as authorized in section sixteen hundred twenty-five of this chapter.

(ii) The commissioner shall establish a curriculum for the “Work Zone Safety” component which shall include but not be limited to: instruction describing the potential hazards of driving through a work zone, whether or not work, maintenance or other related construction is being undertaken therein, and information on the provisions of law relating to driving within a work zone and sanctions for violations of such provisions, including speeding in a work zone.

(iii) In developing such curriculum, the commissioner shall consult with the commissioner of transportation, the superintendent of the state police, representatives of the highway construction industry, representatives of highway construction workers, highway safety officials, and any other group that the commissioner believes can contribute to a comprehensive presentation of the issue.

(d) The commissioner shall make available for distribution upon registration at each location where the pre-licensing course will be given, instructional handbooks outlining the content of the entire curriculum of the pre-licensing course including the information required to be included in the course pursuant to paragraphs (c), (c-1) and (c-2) of this subdivision. The commissioner shall also provide for the additional training of the instructors necessary for the competent instruction of the alcohol and drug education and "Road Rage" awareness and “Work Zone Safety” awareness subject matters of the pre-licensing course.

(e) The commissioner shall make available to each applicant for a commercial driver`s license instructional handbooks outlining the requirements necessary to qualify for such

license, and containing a discussion of the offenses which will result in disqualification from operating a commercial motor vehicle as defined in section five hundred one-a of this chapter. Such handbooks shall be available in both English and Spanish language versions.

f) The commissioner shall promulgate such rules and regulations as are necessary to carry out the provisions of this section.

(g) The commissioner may, in his discretion, waive the requirement for passage of a test with respect to the laws relating to traffic, the laws relating to driving while ability is impaired and while intoxicated and the ability to read and comprehend traffic signs and symbols, and the requirement for completion of the course set forth in paragraph (a) of this subdivision for applicants who hold a valid or renewable driver`s license issued by another jurisdiction or the United States government.

5. Issuance of license. (a) Upon successful completion of the requirements set forth in subdivision four of this section, and upon payment of the fee prescribed by law, the commissioner shall issue an appropriate license to the applicant, except that the commissioner may refuse to issue such license

(i) if the applicant is the holder of a currently valid or renewable license to drive issued by another state or foreign country unless the applicant surrenders such license, or

(ii) if such issuance would be inconsistent with the provisions of section five hundred sixteen of this chapter.

(c) The commissioner shall not issue a commercial driver`s license to a person while such person would be subject to disqualification from operating a commercial motor vehicle for any cause set forth in the commercial motor vehicle safety act of nineteen hundred eighty-six, public law 99-570, title XII and regulations promulgated thereunder. In addition, the commissioner shall suspend a commercial driver's license for the period of time in which such driver is determined to constitute an imminent hazard and is disqualified pursuant to 49 C.F.R. 383.52.

6. Renewal of license. (a) A license issued pursuant to subdivision five of this section shall be valid until the expiration date contained thereon, unless such license is suspended, revoked or cancelled. Such license may be renewed by submission of an application for renewal, the fee prescribed by law, proofs of prior licensing, fitness and acceptable vision prescribed by the commissioner, the applicant`s social security number, and if required by the commissioner a photo image of the applicant in such numbers and form as the commissioner shall prescribe. In addition, an applicant for renewal of a license containing a hazardous material endorsement shall pass an examination to retain such endorsement. A renewal of such license shall be issued by the commissioner upon approval of such application, except that no such license shall be issued if its issuance would be inconsistent with the provisions of section five hundred sixteen of this chapter, and except that the commissioner may refuse to renew such license if the applicant is the holder of a currently valid or renewable license to drive issued by another state or foreign country unless the applicant surrenders such license.

(b) Time for renewal. A renewal license may only be issued if an application for such license is filed within two years from the date of expiration of the prior license. Such application may be filed prior to the expiration of the license being renewed for a period of time as provided by regulation of the commissioner.

7. Compliance with selective service act required. (a) All persons who are at least eighteen years of age but less than twenty-six years of age who apply to the commissioner for a learnerpermit, driver's license, renewal of license, or non-driver's identification card, shall either: (i) be in compliance with the requirements of the military selective service act as provided for pursuant to 50 U.S.C. App 451 et. seq., as amended, or (ii) consent to permit the commissioner to forward such information as is required to register such individual with the selective service system, if such individual must be registered pursuant to such act.

(b) The commissioner shall forward in an electronic format the necessary personal information required for registration of such individuals specified in paragraph (a) of this subdivision with the selective service system. Such individual's application to the commissioner for a learner permit, driver's license, renewal of license or non-drivers' identification card shall serve as an indication that the applicant has already registered with the military selective service act or that such individual is authorizing the commissioner to forward to the selective service system the necessary information for such selective service registration. The commissioner shall notify such applicants on the application form that any application for a learner's permit, driver's license, renewal of license or non-driver's identification card shall serve as consent to be registered with the selective service system, if so required by federal law.

COMMON DRUGS AND THEIR EFFECTS

Substances: Category and Name	**Examples of *Commercial* and Street Names**	**How Administered**	*Intoxication Effects* / Potential Health Consequences
Cannabinoids			*euphoria, slowed thinking and reaction time, confusion, impaired balance and coordination*/cough, frequent respiratory infections; impaired memory and learning; increased heart rate, anxiety; panic attacks; tolerance, addiction
hashish	boom, chronic, gangster, hash, hash oil, hemp	swallowed, smoked	
marijuana	blunt, dope, ganja, grass, herb, joints, Mary Jane, pot, reefer, sinsemilla, skunk, weed	swallowed, smoked	
Depressants			*reduced anxiety; feeling of well-being; lowered inhibitions; slowed pulse and breathing; lowered blood pressure; poor concentration*/fatigue; confusion; impaired coordination, memory, judgment; addiction; respiratory depression and arrest; death *also for Alcohol -- Impaired psychomotor coordination; impaired judgment, Heart and Liver damage, death from overdose possible, high accident risk when driving a car; addiction for those at risk* *also, for barbiturates—sedation, drowsiness/* depression, unusual excitement, fever, irritability, poor judgment, slurred speech, dizziness, life-threatening withdrawal *for benzodiazepines—sedation, drowsiness/* dizziness *for flunitrazepam*—visual and gastro-intestinal disturbances, urinary retention, memory loss for the time under the drug's effects *for GHB*—drowsiness, nausea/ vomiting, headache, loss of consciousness, loss of reflexes, seizures, coma, death *for methaqualone—euphoria/* depression, poor reflexes, slurred speech, coma
alcohol	*Beer, Wine, Liquor, Booze, Hooch, Juice, Brewski's*	oral consumption	
barbiturates	*Amytal, Nembutal, Seconal, Phenobarbital:* barbs, reds, red birds, phennies, tooies, yellows, yellow jackets	injected, swallowed	
benzodiazepines (other than flunitrazepam)	Ativan, Halcion, Librium, Valium, Xanax: *candy, downers, sleeping pills, tranks*	swallowed, injected	
flunitrazepam	Rohypnol: forget-me pill, Mexican Valium, R2, Roche, roofies, roofinol, rope, rophies	swallowed, snorted	
GHB	gamma-hydroxybutyrate: G, Georgia home boy, grievous bodily harm, liquid ecstasy	swallowed	
methaqualone	Quaalude, Sopor, Parest: ludes, mandrex, quad, quay	injected, swallowed	
Dissociative Anesthetics			*increased heart rate and blood pressure, impaired motor function/memory loss; numbness; nausea/vomiting* *Also, for ketamine—at high doses, delirium, depression, respiratory depression and arrest* *for PCP and analogs—possible decrease in blood pressure and heart rate, panic, aggression, violence/*loss of appetite, depression
ketamine	Ketalar SV: cat Valiums, K, Special K, vitamin K	injected, snorted, smoked	
PCP and analogs	phencyclidine; angel dust, boat, hog, love boat, peace pill	injected, swallowed, smoked	
Hallucinogens			*altered states of perception and feeling; nausea; persisting perception disorder (flashbacks)* *Also for LSD and mescaline—increased body temperature, heart rate, blood pressure; loss of appetite, sleeplessness, numbness, weakness, tremors* *for LSD—persistent mental disorders* *for for psilocybin—nervousness, paranoia*
LSD	lysergic acid diethylamide: acid, blotter, boomers, cubes, microdot, yellow sunshines	swallowed, absorbed through mouth tissues	
mescaline	buttons, cactus, mesc, peyote	swallowed, smoked	
psilocybin	magic mushroom, purple passion, shrooms	swallowed	

COMMON DRUGS AND THEIR EFFECTS

Substances: Category and Name	Examples of *Commercial* and Street Names	How Administered	*Intoxication Effects* / Potential Health Consequences
Opioids and Morphine Derivatives			*pain relief, euphoria, drowsiness/*nausea, constipation, confusion, sedation, respiratory depression and arrest, tolerance, addiction, unconsciousness, coma, death *Also, for codeine—less analgesia, sedation, and respiratory depression than morphine* *for heroin—staggering gait*
codeine	Empirin with Codeine, Fiorinal with Codeine, Robitussin A-C, Tylenol with Codeine: Captain Cody, schoolboy; (with glutethimide) doors & fours, loads, pancakes and syrup	injected, swallowed	
fentanyl and fentanyl analogs	Actiq, Duragesic, Sublimaze: Apache, China girl, China white, dance fever, friend, goodfella, jackpot, murder 8, TNT, Tango and Cash	injected, smoked, snorted	
heroin	diacetyl-morphine: brown sugar, dope, H, horse, junk, skag, skunk, smack, white horse	injected, smoked, snorted	
morphine	Roxanol, Duramorph: M, Miss Emma, monkey, white stuff	injected, swallowed, smoked	
opium	laudanum, paregoric: big O, black stuff, block, gum, hop	swallowed, smoked	
oxycodone HCL	Oxycontin: Oxy, O.C., killer	swallowed, snorted, injected	
hydrocodone bitartrate, acetaminophen	Vicodin: vike, Watson-387	swallowed	
Stimulants			*increased heart rate, blood pressure, metabolism; feelings of exhilaration, energy, increased mental alertness/*rapid or irregular heart beat; reduced appetite, weight loss, heart failure, nervousness, insomnia *Also, for amphetamine—rapid breathing/* tremor, loss of coordination; irritability, anxiousness, restlessness, delirium, panic, paranoia, impulsive behavior, aggressiveness, tolerance, addiction, psychosis *for cocaine—increased temperature/*chest pain, respiratory failure, nausea, abdominal pain, strokes, seizures, headaches, malnutrition, panic attacks *for MDMA—mild hallucinogenic effects, increased tactile sensitivity, empathic feelings/*impaired memory and learning, hyperthermia, cardiac toxicity, renal failure, liver toxicity *for methamphetamine—aggression, violence, psychotic behavior/*memory loss, cardiac and neurological damage; impaired memory and learning, tolerance, addiction *for nicotine*—additional effects attributable to tobacco exposure; adverse pregnancy outcomes; chronic lung disease, cardiovascular disease, stroke, cancer, tolerance, addiction
amphetamine	Biphetamine, Dexedrine: bennies, black beauties, crosses, hearts, LA turnaround, speed, truck drivers, uppers	injected, swallowed, smoked, snorted	
cocaine	Cocaine hydrochloride: blow, bump, C, candy, Charlie, coke, crack, flake, rock, snow, toot	injected, smoked, snorted	
MDMA (methylenedioxy-methamphetamine)	Adam, clarity, ecstasy, Eve, lover's speed, peace, STP, X, XTC	swallowed	
methamphetamine	Desoxyn: chalk, crank, crystal, fire, glass, go fast, ice, meth, speed	injected, swallowed, smoked, snorted	
methylphenidate (safe and effective for treatment of ADHD)	Ritalin: JIF, MPH, R-ball, Skippy, the smart drug, vitamin R	injected, swallowed, snorted	
nicotine	cigarettes, cigars, smokeless tobacco, snuff, spit tobacco, bidis, chew	smoked, snorted, taken in snuff and spit tobacco	

COMMON DRUGS AND THEIR EFFECTS

Substances: Category and Name	**Examples of *Commercial* and Street Names**	**How Administered**	*Intoxication Effects* / Potential Health Consequences
Other Compounds			*no intoxication effects/*hypertension, blood clotting and cholesterol changes, liver cysts and cancer, kidney cancer, hostility and aggression, acne; in adolescents, premature stoppage of growth; in males, prostate cancer, reduced sperm production, shrunken testicles, breast enlargement; in females, menstrual irregularities, development of beard and other masculine characteristics
anabolic steroids	Anadrol, Oxandrin, Durabolin, Depo-Testosterone, Equipoise: roids, juice	injected, swallowed, applied to skin	
Dextromethorphan (DXM)	Found in some cough and cold medications; Robotripping, Robo, Triple C	swallowed	*Dissociative effects, distorted visual perceptions to complete dissociative effects/* for effects at higher doses see 'dissociative anesthetics'
inhalants	Solvents (paint thinners, gasoline, glues), gases (butane, propane, aerosol propellants, nitrous oxide), nitrites (isoamyl, isobutyl, cyclohexyl): laughing gas, poppers, snappers, whippets	inhaled through nose or mouth	*stimulation, loss of inhibition; headache; nausea or vomiting; slurred speech, loss of motor coordination; wheezing/* unconsciousness, cramps, weight loss, muscle weakness, depression, memory impairment, damage to cardiovascular and nervous systems, sudden death