



**Department of
Motor Vehicles**

**STUDY GUIDE
FOR THE WRITTEN TEST
FOR DRIVING SCHOOL
INSTRUCTOR
APPLICANTS**

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Study Guide

Introduction

Safe driving by new drivers depends on many factors. These include:

- high-quality lessons from knowledgeable, skilled and committed instructors,
- personal characteristics such as responsibility, alertness, sobriety and caution,
- continued learning from post-licensing driving experience.

The driving instructor plays a major role. To be well equipped to deliver high-quality instruction, s/he needs:

- to be physically and temperamentally suited to teaching driving,
- to be knowledgeable and skilled,
- to continually develop his/her abilities with on-going experience,
- to be well supervised by the driving school.

In an effort to ensure high-quality instruction to driving students, the Department of Motor Vehicles (DMV) sets requirements for instructor background, training and performance. These requirements can be found in DMV's Commissioner's Regulations, Part 76. One of these requirements includes completing a course in teaching techniques and methodology, commonly referred to as the Basic 30-Hour Course. This course has been revised, and when implemented new instructors will be required to complete 21 classroom hours and 9 or more supervised in-car hours. The main focus of the course is on preparing the new instructor to teach the student to drive safely.

New instructors must also pass a number of tests, including a written test. The passing grade for the test is 80. To assist individuals who want to become driving school instructors in studying for the required written test, this *Study Guide for the Written Test for Driving School Instructor Applicants* has been prepared.

The *Study Guide* includes material on the main ideas in the revised Basic 30-Hour Course, and serves as a supplement to that document. Instructor applicants should use the *Study Guide* to prepare for the written test, and do not need to complete the Basic 30-Hour course first.

The written test also includes questions based on Commissioner's Regulations, Part 76 and the Driver's Manual. Therefore, instructor applicants preparing for the instructor written test should be familiar with the contents of those documents, as well. We also recommend that test takers read and study a driver education textbook before taking the written test.

This *Study Guide* consists of two parts:

PART 1: WHAT DRIVING STUDENTS NEED TO LEARN:

- I. Laws
- II. Concepts
- III. Driving Tasks
- IV. Additional Information that can help students understand and master skills and maneuvers
- V. The Road Test And Licensing

PART 2: COMPONENTS OF TRAINING (IN-CAR INSTRUCTION - THE MAIN COMPONENTS OF TRAINING, AND THEIR INTERACTION):

- I. The Student
- II. The Instructor
- III. The Instructional Process

Teaching driving is a complex task, with various elements intertwined. Since some information belongs in more than one category, there is some redundancy in this *Study Guide*.

6. Natural Laws
Always Operate

Natural laws cannot be overcome.
Knowledgeable drivers can anticipate the outcomes of the operation of natural laws, and can act to prevent undesired developments.

Examples:

- Preventive:
 - Slow down when approaching a hillcrest, before reaching the downgrade.
 - Slow down before entering a curve.
 - Wear a safety belt.

- Corrective:
 - In a skid, immediately remove the foot from the accelerator, and refrain from braking.
 - If necessary to stop quickly on a dry road, shift to a lower gear.

B. PEOPLE-MADE LAWS

Some people-made laws are an attempt to help drivers deal with natural laws.

Examples:

- Speed limits - Force of impact, gravity, friction

- Reduced speed on curves - Centrifugal force

- Occupant restraint laws - Force of impact, inertia

II. CONCEPTS

A. THE HIGHWAY TRANSPORTATION SYSTEM CONSISTS OF ENVIRONMENT, VEHICLE, AND DRIVER.

1. Environment: road, signs, roadside structures, trees, weather, light conditions, traffic, etc.
2. Vehicle and its parts: accelerator, brakes, tires, lights, windshield wipers, mirrors, safety belts, heating and cooling system, etc.
3. Driver: driving experience, knowledge, habits, skills, personality, emotions, vision, hearing, degree of sobriety, drug influence, height and weight, physical and mental condition, etc.

Only the driver makes and implements decisions. S/He must know enough and be sufficiently alert, observant, skilled, and in good enough condition to make correct decisions and implement them well, so as to complete a trip safely. The driver also is responsible for the condition of the vehicle, and must consider environmental factors and adjust to them in order to travel safely between two places.

B. RISK

Risk Factors Not Controllable

Some risk factors are not controllable. Generally, environmental factors cannot be controlled by the highway user, and some vehicular factors can be only partly controlled.

Examples:

- A wet bridge freezes more quickly on a cold day than the rest of the road.
- Windshield wipers, even in good condition, may operate poorly when long exposed to freezing rain.
- A tire blowout can occur at any time.
- Other drivers are not always sober.

C. RISK MANAGEMENT

There are many and various risks in the Highway Transportation System. There are correspondingly many ways to manage those risks.

1. Preventive

Examples:

- Regular vehicle maintenance

Routine care and servicing minimize wear to automobile parts, help prevent breakdowns on the roadway, help to prevent failures which might cause accidents, and improve handling which may help in emergencies.

Maintaining the car in sound operating condition through routine care and servicing should include attention to:

- Battery & electrical system
- Braking system
- Car's interior & exterior
- Cooling system
- Drive train
- Exhaust system
- Lights
- Oil level
- Steering & suspension systems
- Tires & wheels
- Windshield, windows & mirrors
- Windshield wipers

Tires should be rotated every 5,000 miles to ensure even wear. Under-inflation shortens the life of a tire. A bald tire skids more easily, and has an increased probability for blowout or punctures. Steering is more difficult with under-inflated tires.

➤ Driving Behaviors

Driving behaviors can prevent risk factors from leading to emergencies or even accidents.

<u>Goal</u>	<u>Behavior</u>
Maintain a safe following distance	Use two-second rule
Be ready to slow/stop the vehicle	Cover the brake
Identify potential problems	Scan and use mirrors
Communication	Signal
Avoid skid	Avoid slippery road areas; drive slowly
Pass safely	Pass only: when there is enough space in front of and behind the vehicle ahead; when oncoming traffic permits; when road markings and signs are appropriate
Occupant protection	All vehicle occupants use safety belts
Crash avoidance	SIPDE (see below)
	Adjust speed or change lanes when being tailgated

2. Remedial

Examples:

- Slowing the vehicle after brake failure.
- Handling a skid Remove foot from accelerator, and steer

Note: Risk management and other concepts should be taught together with the skills and/or maneuvers they are related to.

D. SEE

Drivers can improve their decision making with the Motorcycle Safety Foundation's SEESM 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.

- ◆ Search
- ◆ Evaluate
- ◆ Execute

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 SEESM:

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.**

III. DRIVING TASKS

SKILLS AND MANEUVERS

Students should be taught to perform the following tasks safely and lawfully, in various environments.

PRE-OPERATIVE PROCEDURES AND BASIC CONTROLS

Observation
Systems and controls
Pre-operative actions
Starting the engine
Shifting and acceleration
Steering and turning
Speed control
Downshifting
Stopping and braking

NORMAL DRIVING MANEUVERS

Following
Passing
Entering traffic
Leaving traffic
Lane usage and lane changing
Parking
Negotiating intersections
Negotiating traffic circles
Backing
Turnabouts

EMERGENCIES AND NIGHT DRIVING

Skid control
Reacting to emergency situations
Night driving

ROLE OF DRIVING ENVIRONMENTS

Urban and suburban (residential and commercial areas)
Highway
Freeway
Various road surfaces

Other important driving situations include:*

Driving in normal situations

- off-street areas
- railroad crossings
- on bridges
- through tunnels
- at toll plazas

Driving in adverse conditions

- various road surfaces
- wet surfaces
- sand-covered roadways
- road shoulders
- obstructions and barricades
- snow and ice
- limited visibility due to weather

*Instructors are expected to know about these situations, and to be able to teach them to students if time and interest are present.

Details on the skills/maneuvers in this section are not provided. Including them here would make this document so large that it would be inconvenient to use. A driver education textbook should be used to fill in the details.

A. PREOPERATIVE PROCEDURES AND BASIC CONTROLS

Safe operation of a vehicle begins with observation. Through observation, the driver learns what is going on inside and outside the vehicle. The driver uses this information in making pre-driving and driving decisions.

Before starting the engine, the student must find the best seating position, and learn to adjust the driver's seat, mirrors, headrest, etc. Loose objects must be secured, so they do not fly around in case of a sudden stop or collision.

The student must learn and rely on basic techniques and skills needed for starting and controlling a vehicle safely. This part of the instruction gives the student the sense of how various adjustments of the controls affect the motion of the vehicle, and why this is so important when mixing with other traffic on the roadways.

1. Observation Outside the vehicle, the student must learn to check around the vehicle for hazards, making sure tires are properly inflated, windshield and lights are clean, etc.

Inside the vehicle before starting the engine, observation continues; and it continues throughout the driving until safely parking the vehicle and turning off the engine.

Inside the still stationary vehicle, the student must become sufficiently familiar with the locations and functions of the various systems and controls to be able to use them while driving and maintaining attention to the driving environment at the same time.

General Visual Observation
Auditory Observation
Olfactory Observation
Traffic Observation
Observation Of Traffic Control
Vehicle Observation

Learning Problems

- ♦ Constant eye movement
- ♦ Looking well ahead

2. Pre-operative Actions In the first lesson, the student needs to learn and practice pre-operative actions that reduce risks while driving.

- a. Outside the Vehicle:
 - ♦ Make certain there is a clear path of travel.
 - ♦ Check condition of the vehicle (for example, tires, lights).
- b. Inside the Vehicle:
 - ♦ Secure loose items.
 - ♦ Fasten and adjust all safety devices/equipment.

Each vehicle has unique positioning of gauges and controls. The new driver must become familiar with vehicle systems and controls before moving the vehicle.

Comfort Controls	Air-conditioning, seat position, controls, etc.
Movement Controls	Steering wheel, accelerator pedal, etc.
Visibility and Protective Controls	Sun visors, mirrors, safety belts, etc.
Information Controls	Fuel gauge, temperature gauge, etc.

Adjust driver's seat position and headrest.

Learning Problems

- ♦ Tension and apprehension
- ♦ Improper seating position

3. Starting the Engine

Place key in ignition. Turn key clockwise. Release key immediately after engine starts. Let engine idle 15-20 seconds before putting the vehicle in motion.

Learning Problems

- ♦ Releasing the key too soon or too late

B. MOVING THE VEHICLE

1. The Role of Driving Environments The basic procedures and skills learned by the student will be used in a variety of driving environments. The unique characteristics of each of those environments present different demands and offer different experiences for the student.

In learning a skill or maneuver, it is important that the student also learn what to do if various environmental or situational factors were present. The instructor should: alert the student to the environmental characteristics and their demands on the driver; show the student how to handle them; and provide practice opportunities whenever possible.

Examples:

➤ Environmental factors:

- ♦ Rain
- ♦ Sand
- ♦ Dusk
- ♦ Snow
- ♦ Ice
- ♦ Fog
- ♦ No traffic control device
- ♦ Uphill/downhill
- ♦ Narrow street
- ♦ Curvy road
- ♦ Road construction
- ♦ Potholes
- ♦ Toll plaza

➤ Situational factors:

- ♦ Emergency vehicle
- ♦ Hood opens
- ♦ Brake failure
- ♦ Stuck accelerator
- ♦ Cyclist
- ♦ Flat tire
- ♦ Rush hour
- ♦ Pedestrian

2. Basic Controls

The following tasks are a continuous part of driving and require the student to think ahead to anticipate required actions:

- ♦ Shifting and acceleration
- ♦ Steering and turning
- ♦ Speed control
- ♦ Downshifting
- ♦ Stopping and braking

After starting the engine, the student moves the vehicle. The student learns the basic controls one at a time, but must apply several together in the first actual maneuver that is executed - pulling away from the curb. Downshifting, stopping and braking often are not necessary when pulling away from the curb, but these skills are used later in the same lesson.

When moving the vehicle, the student uses the SEE steps. S/He continues to observe (scan) the environment and the gauges inside the vehicle. Using the information learned from observation, s/he also evaluates and executes, at first with considerable guidance from the instructor, later more dependently. Various skills are needed for correct performance of the basic controls.

Examples:

- Steering and Turning The student learns to position the vehicle by steering and turning.
Positioning hands, and moving them while steering and turning
Steering on straight roadways
Preparing to turn by slowing and positioning the vehicle
Selecting correct lane to enter for right or left turn
Coordinating steering, speed control, and observation while turning

Learning Problems

- ◆ Maintaining direction on straight roadways
 - ◆ Maintaining lane position
 - ◆ Coordinating steering, speed control and surveillance when turning
 - ◆ Left turns onto one-way streets
 - ◆ Estimating whether turn can be completed safely
-
- Stopping and Braking Factors Considerations in whether, when and where to brake/stop, and in execution.
Vehicle - Worn brakes and/or tires may increase the space needed for stopping the vehicle.
Environment - Road conditions, weather and traffic.
Speed - The space needed for stopping increases with the speed of the vehicle.
Location - Stopping/braking in certain locations may be illegal and/or dangerous (for example, in "No Stopping" zones; on a freeway; in an intersection).

3. Normal Maneuvers

The normal maneuvers are taught after the student demonstrates a good mastery - not necessarily perfect mastery - of the pre-operative actions and the basic controls.

Examples:

- Following

Establishing and maintaining proper following distance is essential in avoiding crashes. Drivers should maintain enough distance from the vehicle ahead to make sudden and dramatic maneuvers unnecessary in avoiding a mishap.

Safe following distance can be established and maintained by:

- ◆ Normal separation distance - two, three, four second rule.
- ◆ Increasing separation distance.
- ◆ Adjusting speed.
- ◆ Observing the roadway ahead.

- Passing on Two and Three-Lane Roadways

The student should know the procedures, hazards, and laws pertaining to the parts of passing on two-lane and three-lane roadways:

- ◆ Deciding to pass
- ◆ Preparing to pass
- ◆ Initiating a pass
- ◆ Passing a vehicle
- ◆ Returning to the driving lane after passing

Learning Problems

- ♦ Prolonged precautionary check to side and rear
 - ♦ Reluctance to pass a moving vehicle
 - ♦ Judging the available passing time or distance
 - ♦ Judging the gap ahead of the vehicle being passed
 - ♦ Freezing at the wheel
- Entering Traffic - Each time a driver enters a roadway from a curb or driveway there is a risk of a crash with other vehicles already on the roadway. The student must master risk management techniques for:
- ♦ Entering traffic from the roadside.
 - ♦ Leaving parallel parking spaces.
 - ♦ Moving into traffic from angular or perpendicular parking.

Learning Problems

- ♦ Assessing the suitability of the gap in traffic
 - ♦ Entering traffic from a tight parallel parking space
 - ♦ Recognition of surface conditions and entering angle
- Leaving Traffic - When deciding to leave traffic, a driver must aim for an appropriate space, and must adjust speed - with minimal interference to other vehicles. The student must learn to safely:
- ♦ Select a suitable place to leave the roadway.
 - ♦ Leave the roadway.

Learning Problems

- ♦ Reluctance to leave the roadway
 - ♦ Physical appearance of shoulders
 - ♦ Selecting a safe speed to leave the roadway
- Lane Usage and Lane Changing - Changing from one lane of traffic to another increases the risks of crash. The student should learn to:
- ♦ Use multiple lane roadways.
 - ♦ Prepare for a lane change. (Observation, signaling)
 - ♦ Maneuver into the other lane.

Learning Problems

- ♦ Coordination of surveillance and steering activities
- ♦ Estimating closing rate and distance of following vehicles in other lanes
- ♦ Smooth continuous movement

4. More Normal Maneuvers in Different Driving Environments

- ♦ Parking
- ♦ Negotiating intersections
- ♦ Negotiating traffic circles
- ♦ Backing
- ♦ Turnabouts

The more advanced maneuvers also rely on the correct performance of the pre-operative actions and basic controls.

Perceptual and Coordination Skills In parking, backing and negotiating turnabouts, the safe rearward motion of the vehicle requires perceptual and coordination skills that are not required in the simpler driving tasks. Often, these maneuvers must be performed in a limited time and space due to moving traffic and/or vehicles parked in the area.

Examples:

- Parking - Drivers should be able to identify suitable parking spaces and be able to move into them with minimum risk. The student must learn to do this for each of the following:
 - ◆ Parallel parking
 - ◆ Angle parking
 - ◆ Parking on hills
 - ◆ Perpendicular parking
 - ◆ Procedures to be followed after parking

Learning Problems

- ◆ Selecting large enough parking space
 - ◆ Positioning the car
 - ◆ Steering and speed control while parking
 - ◆ Inadequate observation
 - ◆ Distribution of attention
- Negotiating Intersections - Because of the concentration of traffic activity and mix of traffic flow, intersections are particularly high-risk areas. In an intersection, traffic moves in different directions, traffic signals change and pedestrians enter and leave. The student must learn to deal with the changing elements legally and safely while proceeding into, through and out of the intersection without tying up traffic. The student must master the several steps:
 - ◆ Approaching Intersections
 - ◆ Proceeding through intersections.
 - ◆ Estimating when it is safe to proceed.
 - ◆ Coordinating speed and directional control.

Learning Problems

- ◆ Noting/responding to traffic controls
 - ◆ Determining time and space for turn at intersection
 - ◆ Positioning the car in the intersection for turn
 - ◆ Problems related to steering/turning
- Negotiating Traffic Circles - Traffic circles are characterized by vehicles entering, changing lanes and exiting. The student must learn to find the correct space and time to enter, to keep moving so as not to tie up traffic, and simultaneously to position the vehicle so as to be able to exit safely at the desired place. In negotiating traffic circles, the essential actions are:
 - ◆ Preparing to enter/exit the traffic circle.
 - ◆ Selecting the proper lane and observing the path of other vehicles.
 - ◆ Coordinating observation, steering, and speed control.

Learning Problems

- ◆ Coordinating surveillance, steering, and speed control activities
 - ◆ Lane selection
- Backing - Backing a vehicle presents some special risks and can be a dangerous maneuver. It is important for the student to know the hazards, procedures, and laws pertaining to backing.
- ◆ Backing restrictions.
 - ◆ Visual checking before backing.
 - ◆ Body and head position for backing.
 - ◆ Coordinating the accelerator, brake, and steering while backing.
 - ◆ Stopping while backing.

Learning Problems

- ◆ Speed control
 - ◆ Steering corrections
 - ◆ Using mirrors
 - ◆ Centering the car in the backward path
- Turnabouts - Some driving situations require reversing the direction of the vehicle without the opportunity to follow a continuous forward path. These maneuvers - turnabouts - pose certain risks and require special procedures to complete correctly.
- ◆ U-Turns
 - ◆ U-Turns - middle of the block, wide street
 - ◆ U-Turns - urban intersections, divided highways
 - ◆ U-Turns - residential or narrow street intersections
 - ◆ Three-point turns
 - ◆ Two-point turns - using a driveway

Learning Problems

- ◆ Selecting the correct turn
- ◆ Estimating available room for turn
- ◆ Coordinating speed and steering
- ◆ Over-concentration on one activity
- ◆ Obstructing traffic

5. Emergency Situations

An emergency situation may occur despite a driver's conscientious efforts to operate safely. If a crash seems imminent, there are still ways to avoid or minimize the consequences of a crash.

Examples:

- On-Road Evasive Action - On-road evasive action is appropriate when a crash can be prevented without leaving the road.
- ◆ Search for a safe space on the roadway.
 - ◆ Reduce speed and stop if necessary.
 - ◆ Maintain control of the vehicle and use the horn to warn others.

- Off-Road Evasive Action - Sometimes it is necessary to leave the road in order to prevent a crash.
 - ◆ Look to the right for a safe exit from the roadway.
 - ◆ If a crash with something is unavoidable, select an object that will “give” when struck and that is low risk.
 - ◆ Slow the vehicle as much as possible.
 - ◆ Maintain control of steering and braking.

- Off-Road Recovery - It may be necessary to make an off-road recovery after evasive maneuvers have been taken.
 - ◆ Maintain a firm grip on the steering wheel.
 - ◆ Turn the wheels back on the roadway.
 - ◆ Be prepared to turn the wheels in the opposite direction once back on the pavement.

- Hit from Behind - If about to be hit from behind by an overtaking vehicle with no possible evasive action, a driver should:
 - ◆ Warn passengers.
 - ◆ Remove foot from accelerator.
 - ◆ Lower body to the right for protection.
 - ◆ Sound the horn to warn others ahead.

- Side Collision - The best way to avoid a crash with a vehicle approaching from the side is to be very watchful for vehicles and cross traffic. When a driver observes another vehicle on a side crash course, try one of the following:
 - ◆ Slow down or stop.
 - ◆ Accelerate to get out of the way.
 - ◆ Turn away from the approaching vehicle, possibly by moving off the road.

- Pedestrian, Cyclist, Animal - If necessary to take emergency action to avoid striking a pedestrian, cyclist, or animal:
 - ◆ Blow the horn.
 - ◆ Redirect the vehicle if a clear path exists.
 - ◆ Apply brakes as needed.

Learning Problems

- ◆ Overcoming reluctance to leave the roadway
 - ◆ Improper braking
 - ◆ Maintaining control - not panicking
 - ◆ Over-concentration on steering
-
- Night Driving - Darkness reduces visibility, which in turn makes driving more hazardous. Slowing down improves hazard perception, which in turn can prevent a crash.
 - Skid Control - The likelihood of skids depends greatly on environmental conditions and tire condition. Characteristics of the road surface can tell a driver if there is a high risk for a skid. Even in unfavorable conditions, drivers often can prevent skids. When they do occur, the driver's correct immediate action may still prevent a crash. The student should learn to prevent and correct skidding conditions, drive slowly and avoid fast braking and sharp turning.

To emerge from a skid, remove foot from accelerator, and steer in the direction the vehicle should move. Avoid braking on a slippery road surface.

IV. ADDITIONAL INFORMATION

STOPPING DISTANCE

Information needed for teaching about stopping distance:

Perception time and distance: Time used in identifying a hazard, predicting what its results may be, deciding to stop, and the distance the vehicle travels in this time.

This varies with the attentiveness of the driver, whether the hazard is stationary or moving, the complexity of the driving situation, light and visibility, the condition of the driver (sobriety, alertness, degree of fatigue...) and the vehicle's speed.

In the table below, estimated perception distance is included in reaction distance.

Reaction time and distance: Time used in reacting (that is, in removing the foot from the accelerator, moving it to the brake, and stepping on the brake pedal), and the distance the vehicle travels in this time. Reaction time varies with the condition of the driver - $\frac{3}{4}$ second is average. The distance traveled during reaction time varies with the vehicle's speed.

Braking time and distance: Time between stepping on the brake pedal and the vehicle reaching a stopped condition, and the distance the vehicle travels in this time.

Stopping distance: Distance traveled from the beginning of perception time to the point at which the vehicle stops.

Some averages:

<u>SPEED OF TRAVEL</u> (miles per hour/feet per second)	<u>REACTION DISTANCE</u> (feet)*	+	<u>BRAKING DISTANCE</u> (feet)	=	<u>STOPPING DISTANCE</u> (feet)
20/30	44		25		69
30/44	66		57		123
40/60	88		101		189
50/75	110		158		268
60/88	132		227		359
70/105	154		310		464

*Includes perception distance

V. THE ROAD TEST AND LICENSING

A. LEARNER'S PERMIT

Valid for up to five years, expires on the applicant's birthday. Valid for two road tests, plus two more for additional payment. Costs depend on type of license desired and birth date of applicant.

B. SCHEDULING THE CLASS D/DJ ROAD TEST

When to schedule: Ideally, the road test should be scheduled when the applicant and the instructor agree that the applicant is competent to drive safely in various conditions. However, the applicant may request a road test at any time, and the driving school may assist with scheduling even if the instructor does not consider the applicant to be sufficiently skilled. Applicants under 18 years of age are required to have 50 hours of supervised driving by the day of the road test.

For those applicants who are required to have the 50 hours of supervised driving, they must present an MV-262 form (Certification of 50 Hours of Supervised Driving) at the road test.

In some seasons and locations, there may be up to an eight-week wait for a road test. To avoid a long wait, appointments may be scheduled before applicants are ready, in the expectation that they will be ready by the time of the road test.

How to schedule: An appointment may be scheduled for the applicant by the driving school by calling either the Road Test Scheduling System at 518-402-2100 or using the Internet at <https://roadtest.dmv.ny.gov/default.asp>

If necessary to cancel, this should be done 72 hours or longer before the scheduled road test date. Cancellation may be done by telephone or on the Internet at the aforementioned address.

Documents that are needed for taking a Class D/DJ road test are:

- o MV-278 (Pre-licensing Course Completion Certificate) or MV-285 (Driver Education Student Completion Certificate);
- o Photo learner's permit
- o MV-262 (Certification of 50 Hours of Supervised Driving) for DJ or MJ permit holders.

If the motorist is applying for a driver license to operate either a motorcycle (Class M/MJ License) or commercial motor vehicle (Commercial Driver License or CDL), please check DMV's website at <https://dmv.ny.gov/schedule-road-test> for current information.

C. RULES AT THE ROAD TEST

Instructor and applicant should be on time, or risk the appointment being rescheduled.

If an instructor brings more than one applicant to the road test, the group should arrive earlier than the appointed time, to allow for "turnaround" time between tests to change applicants and examiners.

On arrival at the road test line, the test vehicle should be driven to the end of the line. The instructor should wait with the vehicle and the applicant(s).

The instructor and the applicant(s) should follow the instructions of the examiner.

The required paperwork for instructor and each applicant should be ready for the examiner's inspection.

Once the examiner receives the paperwork and addresses the applicant, the instructor should step aside and not engage in the conversation unless asked to by the examiner.

The instructor may not ride with the applicant during the test.

The instructor should not:

- o Call examiners by their first names or nicknames, as this may give the incorrect impression of a less-than-professional relationship.
- o Express to the examiner an opinion of the applicant's driving ability.
- o Give driving instructions at the site.
- o Solicit or accept other customers at the road test site.

D. THE CLASS D/DJ ROAD TEST

The applicant's skills are tested and scored on:

Turning	Parallel parking
Observation	U Turns
Judgment	Rules of the road

The examiner does not try to trick the applicant.

Applicants usually are informed at the end of the road test whether they passed or failed.

PASSES the test - The examiner prints a temporary license receipt. This receipt, along with their permit, serves as their temporary license. This temporary license is valid for 90 days.

NOTE: An applicant who has a MV-285 (Driver Education Student Completion Certificate) should surrender it to the examiner so that the license may be issued as a Class D license with full driving privileges when the applicant is 17 years old.

FAILS the test, first time - The examiner will discuss the reasons for the failure with the applicant. The applicant will receive a printed receipt with examiner comments pertaining to areas needing improvement, and the learner's permit will be returned. The applicant may schedule another appointment when ready.

FAILS the test, second time - Same as above except that the individual must pay a \$10 fee for two more road test appointments. The permit still remains valid until its expiration date.

In some circumstances, the examiner may keep all of the applicant's documents and not disclose the results of the test. This may occur when verification of I.D., appointment, documentation, etc. by the district office is necessary. If this occurs, the examiner will explain to the applicant what to do. This is not unusual, so there is no reason for the instructor or the student to be concerned.

E. LICENSE

When the applicant passes the road test, a printed receipt will be issued, which along with their permit, becomes a temporary license for 90 days.

The permanent photo license is mailed to the applicant within six weeks after s/he passes the road test. There is no need to go to the DMV office again. The license (except for certain junior licenses*) is considered “probationary” for the first six months.

During the probation period, the license will be suspended for 60 days upon conviction for one violation of speeding, reckless driving or tailgating. It will also be suspended for 60 days upon conviction for any two other moving traffic violations during the probation period, and for 90 days upon conviction for driving while ability impaired by alcohol or drugs (DWAI).

When the suspension ends, a new six-month probation period begins. During the second probationary period, the license will be revoked for at least six months upon conviction for any one of the single violations listed above or any two other moving violations.

If an applicant is under 18½ when applying for a permit, the permit or license will expire at age 21. DMV will mail a new photo permit or license to the individual when s/he reaches age 21.

*All junior drivers (16 and 17 year olds) are now governed by the rules of the Graduated Driver License law (GDL). The GDL law provides for a 6-month waiting period (starting when the learner permit is issued) before these drivers can take their road tests for their driver license.

PART 2. COMPONENTS OF TRAINING

The student, instructor, and instructional process are the main components of training.

Training students to drive is a specialized type of education. Usually, the instructor works with students one-to-one. Each student's needs are different. This means the instructor must be flexible enough to work with students who have various levels of information, misinformation, skills, motivations and understanding of driving tasks.

There are an infinite number of instructional situations. For the student to learn, it is important that the in-car instructor pay particular attention to the learning needs and strengths of that student, know the instructor roles and behaviors that promote learning, and use instructional processes that will offer the individual student the most appropriate learning situations and information.

I. THE STUDENT

The individual student is the focus of in-car instruction. The instructor must always keep in mind the needs and challenges of the particular student. Instructional techniques should be adjusted accordingly.

Each student enters training with a number of personal characteristics that affect learning.

A. SHARED CHARACTERISTICS

Each person is unique; yet adult and teenaged learners have some characteristics in common. It is conservatively estimated that it takes a minimum of 12 to 20 hours for the average beginner, under ideal conditions, to learn to drive properly. This is time spent with an instructor and does not include "practice time". Some driver training organizations suggest 15 to 25 hours of training, depending upon the student's personal requirements and the geographic area. Those students living in the northern part of the United States and Canada, who have to cope with the problems of driving on ice and snow, may take longer to learn.

1. Adults

Adults and teenagers learn best when training:

- ✓ involves them in the training and evaluation process,
- ✓ applies their own personal experiences, and
- ✓ relates to their individual need and interest to learn or achieve something.

The more a learning experience simulates or approaches the real thing, the greater the chances of the student internalizing and mastering a task or concept.

Mature adults may have a more difficult time learning because their:

- ✓ eyesight is usually not as sharp;
- ✓ hearing may be impaired;
- ✓ reflexes aren't as quick, causing slower reaction time;
- ✓ muscles and joints are tighter.

They may need more reassurance than young learners. For example:

- "Everyone is afraid to learn new things. You're afraid only because this is new to you. I'll be coaching you as to what to do, when to do it, why, and how to do it. And - I have a brake on my side of the car."
- "There's nothing you can do that I haven't seen before."

The instructor may share some of his/her own past apprehensions - preferably about something that the student has already mastered.

- "There are some bad drivers out there, but they look worse to you because you're only half-watching and you don't yet have good control of the car. In your lessons you'll learn what to watch for, how to read other drivers, and how to anticipate their actions. You'll then know how to avoid problems, so the other drivers won't seem as scary to you."
- "Let's not worry about a test that you're not yet ready for. By the time you are ready for your test, you'll know how to do everything you need to do to be a good driver."

Share success stories regarding other students (never use names), etc.

- | | |
|----------------------------|--|
| 2. Effects of Inexperience | The new driver's inexperience makes the driving task more challenging: <ul style="list-style-type: none">✓ Unsure of self or unrealistically confident.✓ Lacks proficiency in handling a vehicle.✓ Unfamiliar with laws/rules.✓ Has limited judgment of driving situations. |
|----------------------------|--|

B. DIFFERENCES

- | | |
|-----------------------------|---|
| 1. Reasons For Learning | Often the circumstances prompting mature adults to learn to drive are stressful, such as ill husband or wife; recently widowed; moved to suburbs - public transportation not available; children (who used to drive them around) have left home.

The various reasons for taking lessons are an important factor in the student's motivation to learn. For some, a driver's license represents a new necessity. They take lessons for the purpose of passing the road test and acquiring the license. The instructor has an opportunity to help the student think beyond the immediate benefit of passing a road test to see the long-term benefit/advantage of learning safe driving skills. |
| 2. Personal Characteristics | Personal characteristics such as nervousness, attention span, patience, impulsiveness, serenity, intelligence level, physical stamina, state of health, reflexes, etc., affect the student's learning. The instructor should study the student, and use appropriate teaching techniques that are best suited to that particular student. |
| 3. Driving Background | Students enter training with varied exposure to driving, as participants and/or observers. Their different background and skill levels require the driving instructor to plan and deliver lessons to suit the needs of the individual student. |

4. Learning Styles

There are three basic styles of learning:

- ✓ Verbal (auditory) - understands oral instruction best.
- ✓ Visual - understands instruction best when it is presented via a diagram, picture, etc.
- ✓ Experiential (kinesthetic) - understands instruction best by actually doing it, or simulating an actual experience

C. SPECIAL CHALLENGES

Some students present special challenges. The instructor must be sufficiently informed and skilled to adjust the teaching approach accordingly. In some cases it is unsafe or otherwise inappropriate to continue driving lessons; and either a lesson should be stopped and/or lessons should be discontinued altogether.

Some common challenges are:

1. Alcohol/Other Drugs

A student may be under the influence of alcohol or another drug. Do not allow a student to drive after having consumed alcohol or other drugs which may impair his/her driving ability. Inform the school owner of all occurrences involving alcohol/other drugs.

A student may present the smell of alcohol on the breath, slow or slurred speech, staring, difficulty in comprehension, slow response to questions, conversation with people who are not actually present, inappropriate laughter, weeping, aggression, physical imbalance. The student's vision or hearing may not be as sharp as usual; his/her control of arms or legs may be poor.

If this happens before the lesson starts, cancel the lesson, using an inoffensive excuse, such as, "I'm sorry, something unexpected has happened, and I can't give you your lesson today. Please call me so we can reschedule."

At the next meeting with the student, the instructor or the school owner should:

- ✓ inform the student about the effects of alcohol on driving.
- ✓ tell the student that s/he may not drive the school vehicle after drinking alcohol or consuming other consciousness-impairing drugs.
- ✓ offer the student:
 - ♦ printed additional information about alcohol.
 - ♦ the address of a local alcoholism clinic or guidance on contacting AA.
 - ♦ an opportunity to schedule another driving lesson, with the understanding that s/he will not drink any alcohol that day before the lesson.

If the presence of alcohol/other drugs is not noticed until the lesson is in progress, either end the lesson, using an inoffensive excuse, or use the rest of the lesson to describe, explain and demonstrate various skills, rather than allow the student to drive. In the next meeting with the student, proceed as above.

2. Physically Challenged

A student may have different length limbs, missing limbs, paralyzed parts of the body, etc.

Physically challenged students may require special devices or attention. They may need to learn compensatory skills.

If the student has difficulty mastering the skills needed to drive safely because his/her body parts are absent or do not function normally, refer the person to a diagnostic center.

3. Slow Learning

Some students have difficulty learning. They may require more time, patience, and planning than most others to reach their goals.

Try to determine why the student is learning slowly. Adjust teaching methods accordingly. Then be patient.

If the student does not show significant progress after 2 to 3 times the amount of time it takes most students to learn the earliest skills, admit that you are not succeeding in teaching the person, and suggest trying a different instructor or a diagnostic center. Present both options for the student's consideration. Inform the school owner before and after the discussion with the student.

If you are the next instructor, and the situation continues, suggest trying a diagnostic center to determine what the problem is and how to handle it.

4. Language

A language barrier may interfere with the communication needed for a student to properly understand concepts and tasks.

Choose simple words to convey information.

- ✓ If using slang words, explain them.
- ✓ Diminish reliance on written cues.
For example, emphasize color and shape of signs.
- ✓ Explain words that relate primarily to the driving task.
- ✓ Present a chart or diagram or model or picture.
- ✓ Use the same words each time to refer to the same thing.

Example:

- Stay with one word from each group:
seat belt, safety belt, restraint; manual shift, standard transmission, stick shift.

Try role-playing for concepts that are not grasped through oral explanation. Give information in advance to help someone who is too slow in reading informational signs.

If the instructor does not succeed in overcoming the language challenge, an interpreter may be needed.

5. Emotions

A student may be angry, upset, elated, sad, etc. Concentration and performance of driving tasks may be impaired. The instructor should help the student identify the emotion and remove it from the driving situation

Discuss with the student the emotion and/or the situation that caused it.
Role-play with the student the situation that caused the emotion.
Discuss with the student the possible effects of the emotion on the driving task.

If, after ten minutes or so, the student's performance continues to be impaired by emotion, end the lesson with a gentle explanation.
Schedule the next lesson together with the student. Drop the student off at a familiar place.

6. Vision

A student may have vision deficiencies.

The student should always wear corrective lenses if s/he has them.

Color-blindness - teach the standard positions of various traffic light colors.

Limited peripheral vision - teach the student to turn his/her head and to use side-view mirrors frequently to check the environment. Have the school vehicle equipped with an especially large rearview mirror.

Deficient distance-vision - emphasize driving slowly enough to be able to stop in time to avoid hitting an object ahead. (This applies to all students, but a person with deficient distance-vision may have to drive more slowly than others.)

Emphasize the importance of checking blind spots.

7. Hearing

A student may hear poorly, with or without a hearing aid.

The student who has a hearing aid should always use it when driving.

Emphasize visual scanning.

8. Psychiatric Conditions

A student may have extreme moods; see, hear or smell what actually is not there; think others are hostile and trying to harm him/her.

Do not allow a student to drive in this impaired condition. Inform the driving school owner of all such incidents as soon as possible.

Cancel the lesson before it starts, using an inoffensive excuse, such as, "I'm sorry, something unexpected has happened, and I can't give you your lesson today. Please call me so we can reschedule." Then tell the school owner.

If the aberrant behavior is not noticed until the lesson is in progress, end the lesson, using an inoffensive excuse. If that is not possible, use the rest of the lesson to describe, explain and demonstrate various skills, rather than have the student drive. (Describe the situation to the school owner as soon as possible after the lesson.)

Try to get the student to a person who may be able to protect him/her from harm, or drop him/her off at the usual place.

9. Direction Problems

A student may confuse right and left.

Have the student practice walking towards signs, and turning in the directions shown in the signs.

Have the student identify directions in a mirror. Emphasize the importance of turning the head to check direction.

For backing, have the student practice a lot.

10. Sleepiness

A driver may fall asleep for some seconds without realizing it. In that time, s/he does not control the vehicle.

A person who does not get enough sleep builds up a sleep debt. This can be reduced only by getting sleep in excess of the person's basic daily need.

Consuming caffeine can provide a temporary boost in alertness, but this lasts for only a brief period. Blowing cold air on the face, blasting the radio or getting out to walk around may make the person feel alert for a time, but the sleepiness overtakes his/her alertness, and the driver has brief microsleeps or prolonged involuntary sleep.

Danger signs for drowsy drivers:

Danger signs warn of impending sleep. These signs should be taken to mean that the person is about to fall asleep without further warning:

- ✓ Eyelids feel heavy, as if they are about to close, or they do close.
- ✓ Eyes appear to go out of focus involuntarily.
- ✓ Can't stop yawning.
- ✓ Mind wanders and the person has disconnected thoughts.
- ✓ Doesn't remember driving the last few miles or passing landmarks or exit markers that you passed.
- ✓ Drifts back and forth between traffic lanes, or drifts toward the shoulder or guardrail, and has to keep correcting to get the car back into the original traffic lane.
- ✓ Inadvertently tailgate other vehicles.
- ✓ Misses traffic signs or other directional signs.

A driver who experiences these warning signs should pull off the road, let someone else drive, and/or arrange to take a nap before continuing to drive.

Steps that can be taken to help drive alert, arrive alive:

- ✓ Start any trip by getting an adequate amount of sleep the night before.
- ✓ Plan to drive during hours of maximum alertness.
- ✓ Avoid driving during the hours of greatest sleepiness. Take a break in the mid-afternoon and find a place to sleep late at night, especially from midnight to 7 a.m.
- ✓ Avoid consuming alcohol.
- ✓ Avoid taking medications that tend to increase or mask sleepiness, unless these have been prescribed because of medical necessity, or postpone the trip.
- ✓ Take a break every two hours or every 100 miles; during the break, stretch, take a walk, and get some exercise before resuming driving.
- ✓ The passenger in the front seat should remain awake; the driver and passenger should talk frequently. (83% of drivers experiencing a sleepiness-related crash had no passenger and were traveling alone).
- ✓ If there is no passenger, play the radio or a tape to help maintain alertness; singing along may help.
- ✓ Keep the car well ventilated, windows open or air conditioner turned on.

The last four steps may help keep the driver alert, but these steps won't keep him/her awake if the urge to sleep is great enough.

II. THE INSTRUCTOR

A. INSTRUCTOR'S ROLES

An instructor should be able to assume several roles at various times during contact with a student.

1. Facilitator

A facilitator of a student's learning, that is, someone who is sensitive and attentive to the learning needs and interests of the student, and tolerant of various levels of achievement and progress.

2. Expert or Resource

An "expert" or "resource" in training as well as traffic safety. Each student deserves a knowledgeable and skillful instructor.

3. Role Model

A role model that students can use as an example. Instructors must practice what they teach.

4. Custodian

A custodian of each student's well-being while in the vehicle. An instructor should never allow any student to be exposed to unreasonable risk of harm during a lesson.

B. ETHICS

The link between instructor and student is based on trust. That trust relates directly to the instructor performing the job with the highest possible professional and ethical standards.

Basically, an instructor must be free of improper motive for instructional behavior, be impartial and honest when dealing with the student, and provide the best service possible to the student.

C. PERSONAL BEHAVIORS

An instructor's personal behaviors can also be a factor in the quality of instruction. They can contribute positively, or be detrimental.

The manner of speaking and otherwise communicating to a student must be positive and professional - no cursing, no physical crowding, no smoking.

Cursing and language that might be interpreted as harassment must not occur. The student's personal space requirements must be respected. Smoking during an in-car lesson is a distraction, and can affect vision and possibly aggravate health conditions. Therefore, there should be no smoking during in-car lessons.

1. Focus

The only concerns that should be exhibited while instructing a student are those related directly to the performance and behaviors of that student. There may not be expressions of bias or prejudice toward any group/groups of people, or about any other students past or present.

2. Calm

The actions of students or others, or carryovers from other life situations, might result in a loss of temper or other inappropriate instructor behavior. For the student's well-being and the quality of the learning environment, the instructor must keep calm.

3. Positive

All the instructor's attention and behaviors should be positive, energetic, and focused on helping the student. Students sense an instructor's interest and motivation. This can play an important part in the student's motivation.

D. IMAGE

An instructor's appearance, personal demeanor and habits should always project a professional and positive image.

E. WHAT THE INSTRUCTOR CONTRIBUTES TO THE LESSON

1. Excellent mastery of the driving skill/maneuver s/he is teaching.
2. Recognition of the driving skill parts.
3. Relations of the driving skill to other driving skills.
4. Relation of the driving skill to traffic safety concepts, and associated information.
5. Knowledge, imagination, creativity, ingenuity, humor, sensitivity.
6. Weaves concepts and information together with practical skill learning, in ways that help the particular student to learn.
7. Role model for the student to emulate.
8. Success Orientation
A cooperative and success-oriented learning situation enhances the likelihood of student learning. The student needs to feel safe and positive about lessons. A negative or critical learning climate slows learning.

F. TRAINING

New driving school instructors are required to pass a 30-hour course in order to teach behind-the-wheel.

The Course equips the beginning driving instructor with the rudiments needed to teach concepts, present information and provide instruction in basic skills essential for long-term safe driving. Some students may see passing the road test as the sole or primary aim of driving lessons. The instructor must be guided by the longer-range aim, and the student must be apprised of this at the outset.

In-car instructor training should include:

1. The trainee should observe several veteran instructors, in order to see different teaching styles.
2. The trainee should observe various lessons; that is, first lesson with one student, second lesson with another student, etc., in order to observe the different needs presented by different students.
3. The trainee should observe lessons with foreign students - language can sometimes be a barrier - to see how a seasoned instructor would communicate.
4. After observing a lesson, the trainee should have an opportunity to discuss it with the veteran instructor.
5. After observing experienced instructors as above, the trainee should be supervised by an experienced instructor while applying what s/he has learned with real students.

III. THE INSTRUCTIONAL PROCESS

The instructional process is what happens between the student and the instructor, which leads to student learning. The process is guided by principles that the instructor applies in order to achieve a productive interaction with the student. The student is a full participant in the learning process, but the instructor is the expert, so it is the instructor's responsibility to apply educational principles appropriately in order to achieve the desired goal - a new driver who is well prepared to drive safely.

A. FIRST MEETING

The process begins during the first meeting between the instructor and the student.

1. First Greeting

First greetings should be:

Positive	Polite	Informative
Friendly	Cheerful	Include instructor's name
Brief	Sincere	Outside the vehicle

Example:

- Instructor arrives at student's address five minutes before the lesson is scheduled to start. When the student appears, walk toward the student, extend right hand to him/her, and say, "Hello, I'm (name), your driving instructor from (name of driving school). Are you (student's name)? I'm pleased to meet you."

2. First Impression

From the first moment, the student observes and judges the instructor's:

- a. Condition
 - appearance
 - personal cleanliness
 - clothing cleanliness and appropriateness
 - appearance and condition of training vehicle (The instructional vehicle is an extension of the instructor. The vehicle should be clean and neat and in good working condition.)
 - punctuality
 - sobriety
- b. Behavioral Basics
 - language and tone of voice
 - alertness
 - poise
- c. Behavior to Student
 - ability to put the student at ease
 - courtesy
 - attentiveness to communications and to needs of the student and other people
 - use of humor

The student's need for personal space must be considered at all times. The instructor must be guided by the physical space the student establishes for him/herself. Physical touching is to be avoided except when absolutely necessary or appropriate, such as shaking hands.

d. Teaching
preparedness
"take charge attitude"
teaching techniques
competence

e. Other
Some characteristics that may be significant to the student are out of the instructor's control at the time of the first meeting with the student. That makes it more important for the instructor to concentrate on the behaviors and characteristics that s/he can control.

3. Exchanging Information
The student and instructor get acquainted by exchanging information.

a. The Student's Need for Information
Information is an essential ingredient in the student's development of comfort with and respect for the instructor. These, in turn, increase the instructor's value to the student as a resource in learning to drive.

Information that contributes to the student's respect for the instructor relates to the instructor's knowledge, experience, and ability to communicate explanations and instructions so they are useful to the student.

The student should receive information about: the purpose and scope of in-car lessons; the basic procedure and format for each lesson; and the instructor's expectations.

The instructor will use the dual controls as necessary to prevent a crash, or in an emergency. When the dual controls are used, the instructor must explain to the student what happened..

The student gathers information about the instructor largely through observation, statements made by the instructor, the instructor's answers to questions, conversations, and from other students.

b. Information Gathering by the Instructor
To plan and deliver useful lessons, the instructor needs information about the student.

The information needed by the instructor in the first meeting is:

- ✓ Physical or handicapping conditions which may affect driving
- ✓ Medications which would affect driving
- ✓ Is the student bi-lingual?
- ✓ Driving experience (how long? which vehicles?)
- ✓ Previous attempts to learn to drive
- ✓ Number of previous learner's permits
- ✓ The kind of vehicle the student will drive
- ✓ The student's expectations
- ✓ The student's personal space needs

The instructor collects information about the student largely through observation, statements made by the student, the student's answers to questions, and through conversation. The instructor does not discuss one student with another student.

B. PARTS OF A LESSON

Each lesson is composed of a number of parts, organized in a standard sequence. Following the correct sequence enables the instructor and the student to focus on the skills, maneuvers, concepts and other information that the student is trying to learn. The sequence of the lesson is:

1. Greeting
Instructor and student (re-)establish their contact.
2. Overview
At the beginning of the lesson, the instructor briefly tells the student what to expect in the lesson. This is based on the plan that the instructor prepared earlier, and reinforces the preview given at the end of the last lesson. The overview includes a statement of the specific learning objectives. From this step on, the student is encouraged to ask questions at any time during the lesson.
3. Review of Last Lesson
The instructor reminds the student what was done and what was accomplished in the last lesson - or asks the student to recall this. The student demonstrates the last skill or maneuver learned.
4. Assessment
The instructor continually assesses the student's performance. Based on this, the instructor decides when to continue practicing the same maneuver, and when to begin learning another.

The student is ready to begin learning a new skill or maneuver when s/he:
 - ✓ knows the components of the maneuver being practiced;
 - ✓ understands how the components function together; and
 - ✓ executes the maneuver properly, even if not perfectly.
5. Introducing New Skill/Maneuver
When introducing a new skill/maneuver to be learned, the instructor explains how this new skill/maneuver fits into the overall goal of learning to drive safely.
6. Demonstrating a Skill
Certain skills/procedures are best taught by demonstration. Successful learning sometimes depends on an instructor's ability to explain and demonstrate the skills used to control a vehicle.
 - ✓ Planning and preparation are essential. The instructor must know if and when a skill needs to be demonstrated, then plan and prepare for each step in sequence. More complicated skills may need to be divided into more than one demonstration.
 - ✓ An explanation of the procedure should precede the demonstration. The instructor explains a new skill/maneuver before demonstrating (or while demonstrating) each step slowly for the first time.
 - ✓ The demonstration should follow the plan step-by-step in sequence, with the instructor slowly performing the procedure first, while describing each step. After the explanation and instructor demonstration, the student should be asked for an explanation in his/her own words.

In demonstrating a new skill/maneuver, the instructor describes it in detail. This is a type of commentary driving, which the instructor continues when the student demonstrates the new skill/maneuver. The instructor encourages the student to take over the commentary driving as soon as the student is comfortable doing so, and to expand it to include attention to the environment and the vehicle as well as the skill/maneuver.

7. Teaching Concepts

The student who understands traffic safety concepts is better equipped to apply newly learned skills in a variety of new situations.

The quality and timing of the instructor's explanation and demonstration of traffic safety concepts are factors in the student's understanding of how and why tasks are performed in certain ways.

Mostly, related concepts are explained before or after the student demonstrates the maneuver, rather than while s/he is doing so.

- ✓ Some concepts are more difficult to understand than others, and must be broken down into small components.
- ✓ The instructor should clearly explain the concept, giving concrete examples as much as possible and associating the concept with the student's prior knowledge or experience. Demonstration of the relative skill or maneuver should accompany or immediately follow the explanation. The student should have an opportunity to identify and discuss any special terminology.
- ✓ Even if all driving situations could be imagined, there would not be time to teach the student about every relevant factor and situation. However, the driving instructor should be well-informed, and adroit enough to identify many risk factors and instruct about them by weaving them in with the skills and maneuvers and concepts that the student is learning.
- ✓ Students should be given the opportunity to explain how the newly learned concept applies in various driving situations.
- ✓ Concepts can come alive for the student through instructor questions.

Examples:

- In which maneuvers is (concept or information) especially important to know?
- What natural laws (or people-made laws) are important in (name of skill or maneuver)?
- What are some natural laws? How do they affect your driving?

Centrifugal force	Gravity	Kinetic energy
Force of impact	Inertia	Momentum
		Friction

- What are some people-made laws/rules? Why are they needed?

Speed limits	Safety belt use	Right of way
Use of lights	Condition of tires	Observe traffic control devices

a. Risk Management

Risk management is a concept that is relevant to every skill and maneuver. Additionally, other concepts and laws should be taught together with the specific skills and maneuvers to which they are most relevant.

For example, the concept of Space Cushion Driving encompasses visual techniques and vehicle positioning skills for achieving a safe distance from other vehicles. These should be taught together with the two-second rule, which the student can later use in every driving situation.

b. Laws

With the various skills and maneuvers, the student should also learn the natural and people-made laws and concepts which address the "why's" of the skills/maneuvers being learned.

8. Practice

The student practices the new skill/maneuver several times. If more practice is needed, the additional practice should include repetition of skills/maneuvers learned earlier, to provide variety and a sense of accomplishment supervised by an experienced licensed driver.

The instructor may encourage the student to practice learned skills on his/her own after the lesson, supervised by an experienced licensed driver.

Commentary Driving

Commentary driving helps to keep attention focused, and it is a form of feedback to the student. The instructor introduces commentary driving as soon as the student has a rudimentary mastery of the new maneuver. While the student practices, the instructor describes what is happening inside and outside the vehicle.

9. Feedback

As the student demonstrates and practices, the instructor continually observes, diagnoses, and gives verbal feedback, to encourage the student and to provide guidance on how to improve the performance. The instructor may also take brief notes.

- ✓ Tell students how they are doing.
- ✓ Reinforce the importance of intermediary tasks/goals.
- ✓ Keep long-term goals in the picture and in perspective.

Student Errors

Students make mistakes as they learn new skills. A mistake handled constructively by the instructor can contribute to the student's learning.

- ✓ The instructor tells the student near the beginning of the first lesson that the instructor may manually assist at any time.
- ✓ The instructor keeps alert in order to anticipate student errors and prevent those that might have serious consequences.
- ✓ At the first opportunity after the error, identify for the student what s/he did well. Then describe the error. Before the student tries the skill again, the instructor ascertains that the student knows what was wrong and how to do it right.

10. Summary

Near the end of a lesson, or before moving on to another step or another skill/maneuver, the instructor summarizes what was just learned. By mentioning the difference in the student's competence before and at the end of the lesson, the summary can give the student a sense of accomplishment. It also reinforces the learning.

The summary is an opportunity for the student to comment on the just-completed lesson and/or to ask questions. This can provide needed clarification for the student and feedback for the instructor.

The summary offers a few minutes for winding down, giving the student satisfying closure to the lesson experience and contributing to a smooth transition to other activities.

11. Preview Next Lesson

This is the time to confirm the next appointment. The instructor tells the student what the focus will be in the next session. The preview helps both student and instructor.

Knowing what to expect reduces the fear that the student may have about the next lesson.

Having some information about the next lesson can contribute to a sense of progress, and to the student's looking forward to the next lesson.

If the student has questions or objections to the instructor's plan, they can be addressed at this time.

Both student and instructor become committed to the plan. This is an added stimulus for the instructor to prepare for the next lesson.

12. Planning

Planning can help the instructor focus the lesson appropriately for the individual student. It also can help both the instructor and the student make the best use of the lesson time. It also indicates to the student that the instructor respects the student's desire or need to learn to drive.

After the initial assessment, the instructor must work on keeping the student focused on activities that relate to observable and measurable tasks. This requires setting goals and formulating a plan of action.

Lesson Plan

A lesson plan should specify to the instructor what to do and where, when and how to do it (for example, the best location for the lesson, anecdotes that will be meaningful to the particular in-car student, audio/visual aids). The instructor may even wish to include notes on what the student-driver did in the previous lesson, if mentioning this to the student may help this student to learn. After a lesson, and considering the student's performance, the instructor prepares the written plan for the next lesson.

The instructor's plan must also include follow-up assessment of the student's mastery of a skill. This should be done first in the same lesson during which the student first learned the skill, and also in the following lesson, before introducing another skill. The instructor's recall about the student is used as a basis for selecting the correct approach for that student in the next lesson. The pace of earlier learning, that student's physical characteristics which may constitute a need for "extras" - this and other relevant information will be considerations in the instructor's plan for the next lesson.

Discuss the plan with the student at or near the beginning of the lesson.

See sample lesson plan on next page.

SAMPLE LESSON PLAN

Student-Driver: Seymour Rhodes Date: _____

Lesson # _____ Location: 1-4 at curb side; 5-6 at Main Street RR crossing

Topic: Negotiating RR crossing

Objective: Students will learn about hazards of negotiating RR crossing and will demonstrate safe crossing of the tracks.

Materials: Driver's Manual, RR crossing diagrams, clipboard, Textbook references

<u>WHAT SHOULD BE LEARNED:</u>	<u>WHAT STUDENT AND INSTRUCTOR WILL DO:</u>
1. Hazards of RR crossings	1. Tell student about hazards, and discuss.
2. About this lesson	2. Preview this lesson and its purpose.
3. Types of RR crossings, signs, signals and markings	3. Discuss each, making sure student understands meanings and locations.
4. Use of SEE and commentary driving	4. Review SEE principles. <ul style="list-style-type: none"> ◆ Tell student to use SEE process and to narrate approach to RR crossing. ◆ Advise student of lesson route.
5. When it's safe to cross	5. While driving, student will describe location and meaning of signs, signals and markings. <p>Instructor assists as needed:</p> <ul style="list-style-type: none"> ◆ Student will slow before reaching the crossing to scan and listen. ◆ Instructor will scan and keep "ready position." ◆ If stop needed, should be 15+ feet from tracks. ◆ Allow student to cross only when vehicles in front have cleared and no train is coming.
6. Proper crossing technique	6. Monitor student's speed, and advise if correction is needed. <ul style="list-style-type: none"> ◆ Do not allow student to stop on tracks or attempt to cross when not safe.

Notes: Advise student about what to do if stalled or stuck on tracks.

C. PRINCIPLES - GENERAL

1. Observation
The instructor's constant and close attention to the student's statements and actions is essential for providing useful feedback and for taking over control of the vehicle if necessary. An instructor must always be in the "ready position", right foot on the floor close to the brake and left arm in a position to easily reach the steering wheel.
2. Individualization
Everything the instructor does must be planned and implemented to be useful for each individual student. For example: one student may usually need some repetition of an explanation, while other students may not.
3. Timing
The instructor's explanations, statements, demonstrations, directives and instructions must be timed so the student has enough time to hear and grasp what is meant, and then do what is indicated. For example a student should be informed at least a block in advance about an expected turning maneuver. There should not be so much time between instruction and action that the student forgets the instruction before applying it.

While the student is necessarily focusing on the practice of a new skill/maneuver and the driving environment, explanations from the instructor may distract rather than assist.
4. Sequence
Simple maneuvers must be taught first, complex ones later. Also, start each lesson with previously learned skills, then introduce new skills.
5. Location
The street location of the lesson must be chosen so it promotes learning, or at least does not cause unnecessary problems. For beginners, avoid difficult locations and high speeds until control can be demonstrated at lower speeds and in less demanding road and traffic conditions. The first lesson should be located in a low-traffic area, where the student will have exposure to one-way and two-way streets, and various signs and signals.
6. Communication
Give close attention to communications from the student, both verbal and non-verbal.

Use words which the student understands, and explain simply the meanings of necessary new words.

Words with more than one meaning, such as "right" (meaning the direction of a turn, or correct) may be confusing. Be sure the student understands the intended meaning.

Avoid words to which the student is likely to respond emotionally, because of cultural or personal experience. Avoid politically incorrect words.

Give the student the information s/he needs and can grasp, for the learning task at hand - not more, not less. Too much information or instruction at once can be as problematic as insufficient instruction.

Speak loudly enough so the student hears the first time, but not louder.

Non-Verbal: As instructors get non-verbal messages from students, so do students get messages from instructors' posture and movements, and from what instructors do not say. Counter-productive feelings (for example, boredom, impatience, frustration) may be unwittingly expressed without speaking. Instructors' alertness to their own non-verbal communications is essential.

Visual Aids: Visual aids are used to support verbal communications. Visual aids are especially important for hearing impaired or language-deficient students.

The student may learn more easily and/or more quickly if the instructor uses pictures, diagrams, models, charts, etc., in addition to verbal explanations and descriptions. At least one such device should be used in every in-car lesson.

Some concepts may be more readily grasped if the instructor shows a picture.

Some situations cannot be demonstrated, but they can be shown by use of models.

Using visual aids adds variety to the lesson, which may raise a student's attention level.

Some materials that should be available for use in all lessons are: a small chalkboard, chalk, a clipboard, paper and pens, and a few small model vehicles. Instructors can add other items if they think they will be helpful.

7. Pacing

The student should proceed to the next step after demonstrating a good and growing mastery of the present step. A student should be able to demonstrate competence several times, but does not have to be perfect.

8. Feedback

The instructor gives feedback to reinforce the student's correct actions, to correct errors, and to contribute to the student's motivation towards further efforts to succeed.

Often, a single sentence or even a gesture immediately after the student performs well is enough to communicate approval.

When a student makes a mistake, the instructor's feedback should start with identification of what was done correctly, then proceed to pointing out the mistake. The instructor should give another explanation and/or demonstration, if needed. Then the student should explain and demonstrate, to show that s/he understands what is being discussed, before practicing the skill/maneuver again.

Students should be encouraged to evaluate their own performance during in-car lessons, and also while practicing skills and maneuvers between lessons.

D. DIAGNOSTIC-PRESCRIPTIVE APPROACH

The diagnostic-prescriptive approach is named for its emphasis on two components: 1) assessing (diagnosing) the student's abilities and needs through continuous observation of the student's performance, and 2) determining next steps to facilitate the student's progress (prescribe).

The instructor uses this approach as a mental checklist, to ensure that essential elements of the training are all present in lessons. The approach consists of several parts:

1. Diagnosis (assessment of the student's abilities and needs)

In the first lesson, before planning how to teach the individual beginning student, the instructor collects and evaluates information about the student's readiness for training, including:

- ✓ Experiences with driving
- ✓ Reasons for taking lessons
- ✓ Present skills
- ✓ Student's own assessment of skills
- ✓ Temperament
- ✓ Special needs

2. Prescription (Planning)

Using the information received from the student, the instructor prescribes (plans) and presents first skills and concepts in ways that are relevant for the student.

3. Flexible implementation of plans

Based on the student's performance, the instructor continues to diagnose and prescribe, adjusts the instructional plan, and delivers feedback and new instruction in ways that are useful for this student.

4. Assessment continues throughout the lesson, during each new step.

This means staying alert constantly during the lesson, and picking up clues that indicate the student's levels of skills and needs.

5. Student Errors

When the student makes an error, the instructor diagnoses the reason(s). Further instruction must be based on this diagnosis.

- ✓ If the student does not grasp what the instructor is trying to teach, it may be that the instructor is giving too much information at once. Divide the information into parts, and offer one part at a time.
- ✓ If a student error is due to lack of proficiency, the instructor first makes sure the student understands what is wanted, then allows plenty of time for practice during the lesson.
- ✓ If a student makes a mistake due to stress, the instructor tries to lower the student's stress level. Some ways to reduce stress are: reassure the student that there is nothing unusual about the error and that the student is capable of correct performance; tell an anecdote; have the student breathe deeply for a minute or so; etc. Continue when the student is ready to continue.
- ✓ If the student repeats the same error several times, it may be that the instructor's guidance is incomplete, unclear or misunderstood. The instructor should try different words, and maybe demonstrate the skill again slowly. If the same errors continue to recur, the instructor should ask the student to explain the problem, then try different approaches.

SUMMARY

The summary is based on the assessment (diagnosis) of the student's last skill performance, and it completes a circle with the earlier diagnosis. It is followed again by planning, etc. If the summary is at the end of the lesson, this is what the student takes away with him/her, and maybe uses as guidance between lessons. Therefore, the end-of-lesson summary is useful for giving guidance regarding the next lesson.