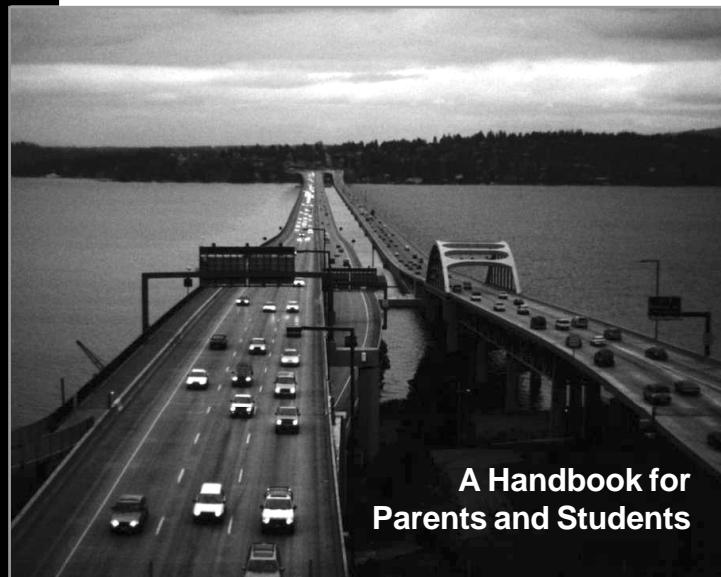


Behind-the-Wheel Guide



Behind-the-Wheel Guide

A Handbook for Parents and Students

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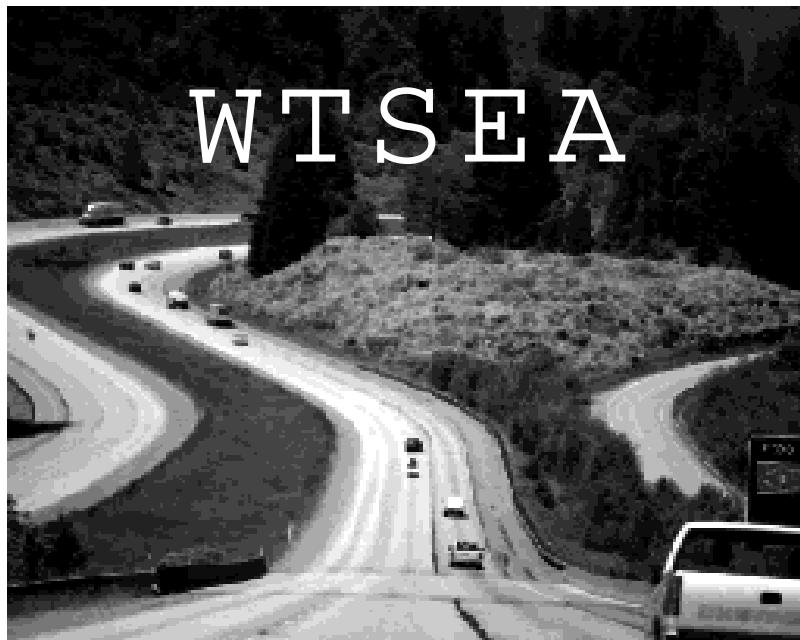
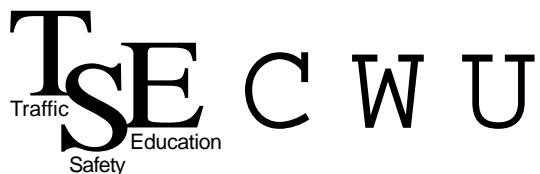
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February 2000

Behind-the-Wheel Guide

Sample lessons and driving procedures
A handbook for parents and students



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

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

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

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

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

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List of Terms

ABS

Anti-lock braking system

BGE

Blind zone/glare elimination setting

BTW

Behind-the-wheel

IPDE

Identify, predict, decide, execute

LANE POSITIONS

The five lane positions are pictured on page 218. The three main positions are lane position 1 (center of lane), lane position 2 (left side [3-6]), and lane position 3 (right side [3-6]).

LOS

Line-of-sight

POT

Path-of-travel

SPACE AREAS

Designated numbered positions around the car that identify relationships to the environment or objects. See diagram on page 206. In this guide, space areas are referenced in parentheses.

TSE

Traffic safety education

WEA

Watch, evaluate, act

* For further information on these terms proceed to the glossary

Student Driving Log

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

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

An example of how to use the student driving log follows:
Your son/daughter's (student's) traffic safety education teacher may have her/his own log sheet.

Use the following pages for your own records.

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

Student Driving Log

Student Driving Log

Student Driving Log

Guided Practice

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

Role of the Teacher:

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

Role of the Student:

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

Role of the Parent:

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

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

A Guide for the Parent

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

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

1. During the traffic safety education course:

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

2. After completing the traffic safety education course:

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

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

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

The purpose of this guide is to help parents help their students with BTW lessons.

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

Each lesson will include prerequisites and skills to be practiced. The prerequisites indicate which concepts have been covered in class, vehicle, and/or simulation instruction and are followed by a listing of skills to be practiced and learned. Most of the lessons have helpful hints for the parent to use when working with the student driver.

The next segment of each lesson lists specific procedures for each skill to be learned. Please direct questions about performing the procedures or the sequence of the procedures to your student's TSE teacher.

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

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

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

NOTES
