Behind-the-Wheel Instruction Guide

For driver educators teaching new teen drivers

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The uniqueness of the in-car setting demands special consideration. Teaching someone to drive in a vehicle that moves at relatively high speeds through a dangerous and sometimes unpredictable environment is unlike any other educational setting. A distinct approach to teaching is required. Many teaching methods appropriate for use in the ordinary classroom are not suitable for "a classroom on wheels."

In-Car Instruction: Methods and Content - A Manual for Teachers of Driver and Traffic Safety Education by William G. Anderson, Teachers College, Columbia University, 1968.

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Introduction

This guidebook was developed as a resource for behind-the-wheel instruction and evaluation of beginning drivers. Driver education can significantly improve and develop skills and safe driving habits to reduce crash risk for young drivers. In-car lessons with structured learning and guided practice help students acquire and demonstrate legal, safe, responsible driving competence and habits.

The Traffic Education Unit in the Health Enhancement and Safety Division of the Montana Office of Public Instruction excerpted and adapted this guide from the *Instructor's Guide of the 2017 Model Training Curriculum for the Teaching Task Instructor Preparation Program* with permission from the Association of National Stakeholders in Traffic Safety Education (ANSTSE). It was developed by the Highway Safety Services, LLC and Teacher Training Working Group at ANSTSE in cooperation with the National Highway Traffic Safety Administration. The 1,237-page curriculum is available at http://www.anstse.info/Instructor%20Training%20Materials.html.

Preparing for In-Car Instruction

In-car lessons should reflect local driving environments and the rules of the road. The success of behind-the-wheel instruction will depend on the completeness and accuracy of the route plans and lesson objectives. A concurrent, integrated plan of instruction and in-car lessons gives students practice with lessons recently taught in the classroom.

Long delays between classroom instruction and behind-the-wheel instruction will require additional time in the car to review classroom instruction. It is also important to have procedures, techniques, and route selections clearly written to avoid potential legal issues. Program administrators should have copies of the routes and lesson plans on file.

Tips for Successful In-Car Instruction

- Select a drive route appropriate to the individual lesson objectives and student-driver's ability. Be prepared with an alternate route in case of detours or other traffic problems.
- At the beginning of each drive, make sure the student driver and back-seat observer(s) understand the lesson objectives; do a quick review of the preceding session.
- Check to make sure each student is issued a traffic education permit (TEP) that stays in the vehicle during drives.
- Be calm and patient, but be alert at all times. Do not become distracted from the instructional task. The teacher must maintain the highest level of care at all times to ensure the safe operation of the vehicle.
- Headlights must be on at all times. Mirrors should be adjusted for each driver's use.
- Sit so the instructor's left hand can be quickly placed on the steering wheel, if necessary.
- Never leave students unsupervised in a vehicle with the motor running.

- As with any instructional setting, food and beverages should not be consumed in the vehicle. Some instructors put all student cell phones and hand-held devices in the trunk during the BTW instruction.
- Read the traffic environment ahead, to the sides and behind while observing the student driver's behavior and ask the student to verbalize the need to change direction or speed.
- When giving directions, first provide students with the path of travel and then state the action to take. For instance: "At the second intersection, prepare to turn left."
- Give directions four to six seconds before the maneuver and always check mirrors before giving directions. The novice driver will take more time to process information than an experienced driver.
- Avoid the use of terms with possible double meanings. Instead of saying "right" to indicate a correct response to a question, say "that's correct." It may be helpful to point in the direction you want the student to go.
- Demonstrate what and how to do something to save time. Demonstrations may be as simple as assisting with steering, using the instructor brake, using a drawing or magnetic board, or as elaborate as changing seat positions and actually demonstrating the appropriate actions.
- For each new maneuver, coach the novice driver through two or three practice trials, then allow practice without specific assistance or direction.
- If a mistake is made, have the student repeat the maneuver and verbally coach him/her, step by step, through the process.
- If a lengthy discussion or explanation is needed, move to a safe place to stop and park the vehicle. Use a legal parking area or parking lot. Do not park or stand on the roadway shoulder or impede traffic flow.
- Never allow a novice driver to drive "blindly" into a dangerous situation. Take control or give specific directions prior to entering the high risk driving area. Ensuring student safety is the teacher's foremost concern.
- Involve the student driver in the evaluation of his/her performance. Complete the Student Driving Log on the back of the TEP immediately after each drive. It is very important to maintain accurate records for each student.
- Driver education programs offering the required six hours of in-car instruction will need to schedule 12 half-hour lessons. Adapt and adjust the in-car lessons to accommodate longer drives, additional time, and to involve student observers in the lesson.

Section 1 - Planning for In-vehicle Instruction

Each Behind-the-Wheel (BTW) lesson plan shall include content for the instructional objective, learning activities, anticipated problems, goal setting, and method of evaluation. After the instructional objectives, attach a copy of the route to the lesson plan.

Identifying, Setting and Meeting Goals

1. Goals must fit the needs of traffic safety.
2. Goals could be the overall goal: *What do I hope to achieve as a result of the training?* or specific goals within each lesson.
3. The student should fully accept the goals and ensure the student subscribes to the basic goals of training (safe, social and environmentally conscious driving).
4. It is important that the goals meet the needs of the student and addresses concerns from previous lessons before moving onto the next step in the training process.
5. The instructor should encourage the student to identify their own goals, within the limits laid down by the training program and the law.

Teaching Responsibility

1. Safe drivers are responsible drivers. This sense of responsibility can be developed in the driver training process if the student is empowered to make decisions, choices, identify their own goals, etc.
2. The student should not immediately make decisions, which could have serious highway safety implications, but the student should feel responsible for their own learning.
3. Students should be given responsibility right from the beginning of the training to get them accustomed to making decisions and choices on their own.

Building on Past Experiences

Building on prior experience is another important principle to incorporate into driver training and to help set goals.

1. Learning is about connecting new elements with old elements and prior experience or building blocks on existing blocks.
2. Students bring to driver training a wealth of experience from life and often from driving itself. Many will have driven before and all will have had the opportunity since childhood to observe their parents and others drive. Most students have ridden a bicycle and all have been, and still are, pedestrians.
3. The driver training process provides essential behind-the-wheel experiences that must be built upon and structured in a process of reflection. This ensures that safe driving skills become habitual and lasting.

On-Street Route Development

Always work from *simple* to more *complex* environments. The characteristics of the environment should match the objectives in the lesson plan.

Every on-street route should have:

- An introduction
- A demonstration of skills
- Repetitious practice
- Instructor familiarity with the routes
- Twenty to thirty (20-30) instructional minutes per student
- Time for directions
- Static and dynamic situations
- Simple to complex situations
- Assessments and evaluation

Changing Drivers

Allow 20-30 minutes for each student to drive. Choose a safe location to change drivers such as a public area with limited traffic and good sight distance ahead and behind.

Directions

Before giving directions, consciously plan the directions, get the driver's attention, and check for correct follow-through as the directions are given. To avoid driver confusion, write down directions when planning and negotiating a route. Verbalize directions that maximize listening and following the direction. To lessen driver overload, identify where and when directions will be given.

Directions are more effectively followed when they are:

- Short and concise
    - As few as possible.
    - Given clearly and early.
    - When possible, avoid giving directions for two maneuvers at the same time.
- Easy to state and remember
    - In a way that is natural for you.
    - Easy for you and the driver to remember.
    - "Where" first, then "what".
    - Timed for repeating, if necessary.
- Easy to understand and follow
    - Stated as commands, not requests.
    - Precisely what the driver is to do.
    - In common language, not slang.

- Directions must be consistent
    - Don't change style to avoid repetition.
    - Directions for similar situations should be stated in the same form.

Giving Effective Directions

To ensure the driver follows your directions properly, anticipate when the driver may have problems. Remind students to listen carefully to the directions and then repeat your directions back to you. Give directions the same way to every driver, unless a student is not catching on or is slow to respond.

Time your directions so the driver is not overloaded. Anticipate which drivers might have problems, such as:

- Not searching, scanning the road ahead.
- Steering too much or too little.
- Braking too much or not enough.
- Accelerating too much or not enough.
- Performing a direction prematurely.
- Performing a direction too slowly or not at all.

Enhance attention and comprehension of directions:

- Remind drivers to listen carefully to the directions. You may have to repeat often.
- Students may be nervous and have difficulty determining left from right when receiving directions.
- When giving directions, use simple gestures to point in the direction you want the student to turn, slow down or brake.
- Never give more than two directions at one time. Some student drivers may become confused with multiple directions. Break it down into segments as you drive.

Directions should be stated in two parts:

- First, say ***where*** you want the maneuver done.
- Then say ***what*** you want the driver to do.

Directions should be started with a prepositional phrase such as:

- "At the …" (where the location is visible).
- "Go to the …" (when the location is visible).
- "Continue to the …" (when the location is not visible).

Use designations such as:

- Next intersection
- Next major intersection
- Next controlled intersection
- First crossroad
- Next stop sign

- Next traffic signal
- Second traffic signal
- Following street
- End of road

Avoid using street names, because:

- The location of street names may vary.
- Street signs may not be there at all.
- Street signs are small and hard to identify.

You can use well-marked highway or interstate route markers:

- State the route number.
- State the direction of travel (north, south, west, east) only if needed.
- State the major city in either direction.

Use specific terms when giving directions. Avoid double-meaning or confusing words such as:

- Right: say “correct” instead.
- Straight: say “ahead” or “forward”.
- Red light: say “traffic signal”.
- Don’t use slang for the action you want: “step on it”.
- Improper phrases: “right *hand* turn,” “left *hand* turn”; say “right turn”.
- Example: Say “road *curves* ahead,” instead of the “road *turns* ahead”.

How directions are given can impact a driver’s performance:

- Talk loudly and clearly to the driver.
- Talk at a normal talking rate – not too fast or too slow.
- Pause between the “where/when” and the “what” components of the directions.
- If you have a long distance to go, use a standard phrase such as “continue ahead until I give you further directions.”

When and where to give directions:

- Use a location that is easy to remember and physical landmarks that don’t change.
- Give the direction as soon as the driver has completed the tasks associated with your last direction, if the next action is to follow immediately.
- Depending on the distance to be traveled, time your directions to coordinate with the needed action.

Use a location that gives the driver enough *time* and *distance* to prepare to follow the direction.

- Given well in advance.
- Driver may not hear or understand the direction.
- May be necessary to repeat the direction.
- Know the route and area of instruction well. Have a plan B if a turn is missed or needs to be changed. The plan B will allow easy access back to the planned route.
- Use a cue that is obvious and will not change over time.

- Avoid giving directions when the driver:
    - Is busy performing a maneuver.
    - Needs to be attentive to environment or traffic conditions.

Discuss the “where” factors that need to be considered:

- The terrain and roadway configuration (hills, curves, bridges, etc.)
- Existing hazards that reduce visibility
- The speed of the vehicle
- The volume and speed of other traffic
- Roadway signs and signals
- Types of roadway and environments
- Sightlines – Line of Sight (LOS)
- Path of Travel (POT)

In-Car Lessons: Objectives, Environmental and Suggested Sequence

The following in-car lessons are included in the Montana Teen Driver Curriculum Standards and are suggested for integration with the Montana Teen Driver Education and Training Curriculum published by the Montana Office of Public Instruction. The following pages include 12 drives for the Behind-the-Wheel portion of a state-approved driver education course in Montana.

IN-CAR LESSONS: Objectives, Environment, and Suggested Sequence

Program requirement: Six hours behind-the-wheel on no less than six days and up to 12 hours of observation. Develop objective-based route plans and use lesson plans that maximize student-centered learning. These 12, half-hour drives can be combined to meet the required minimum of six hours behind-the-wheel. Integrate with the Curriculum Modules indicated in each Drive.

Drive 1: Start, Steer, and Stop

Environment: ***Parking lot***
Modules 2.2 Basic Control and 5.3 Protecting Occupants

Preparing to drive
Orientation to controls/adjustments
All occupants buckled up
Starting the vehicle
Steering wheel control
Putting the vehicle into motion
Managing speed control
On/off targeting (vision control):
- Turn head before turning steering wheel

Tracking on a straight path
Stopping smoothly with controlled braking
Stopping quickly with threshold braking
Securing and exiting the vehicle

Drive 2: Intersections and Turns

Environment: ***Low speed, low-risk traffic***
Module 2.3 Traffic Control and Laws

Locating reference points
Selecting lane and position
Searching intersections
Responding to signs, signals, and markings
Selecting gaps and entering intersections:
- Turning right from a stop and while moving
- Turning left from a stop and while moving

Backing on a straight path
Backing while turning
Eye searching, habits and practices:
- checking mirrors every 6-8 seconds
- checking over the shoulder
- looking left, right, straight ahead and left again
- looking through turns

Drive 3: Yield, Search LOS/POT

Environment: ***Low-risk traffic***
Modules 3.1 Vision and 3.2 Managing Time and Space

Responding to traffic signs, signals, and markings:
- Yielding right of way
- Selecting where to stop

Searching to the front
Evaluating sight distance
Approaching and recognizing intersection types
Searching intersections
Identifying LOS/POT restrictions
Controlling space to the front:
- Judging distance in seconds
- Establishing following time

Selecting lane and position
Selecting gaps and entering intersections
Changing lanes
Reading instruments

Drive 4: Find, Solve, Control

Environment: ***Moderate traffic***
Modules 3.1 Vision and 3.3 Mixing with Traffic

Evaluating target path and sight distance
Visual searching and identifying hazards
Responding to LOS/POT conditions
Selecting lane positions
Applying speed control
Stopping with vehicle in front
Using staggered stops for space management
Delaying moving for two seconds
Identifying open/closed zones
Using share lanes

Drive 5: Turnabouts and Parking

Environment: Low-risk traffic
Module 3.4 Sharing the Road

Selecting and performing turnabout options:
- Mid-block U-turn
- Intersection U-turn
- Two-point turn, right and left
- Three-point turn

Parking: angle, forward perpendicular, parallel

Drive 6: Manage Space and Stops

Environment: ***Low to moderate traffic and speeds, parking lot; Module 3.5 Limited Spaces***

Space management
Backing into perpendicular parking
Backing into an alley or driveway
Making legal stops and staggered stops
Responding to signs, signals, markings
Practice commentary driving

Drive 7: Curves and Hills

Environment: ***Moderate speeds and traffic***
Modules 4.1 Natural Laws and 4.2 Curves and Hills

Space management

Searching for curves in target area
- Adjusting for best speed
- Adjusting for best lane position

Searching through curves

Driving through curves
- Approach
- Visual search
- Speed control/trail braking
- Lane position
- Managing vehicle balance

Driving up and down hills
- Selecting best lane position
- Maintaining speed control
- Stopping and starting on a hill
- Parking on uphill and downhill grades

Drive 8: Complex Traffic and Speed

Environment: Complex with increased speeds and traffic
Module 4.3 Urban Driving

Space management

Using systematic search patterns

Identifying critical areas

Interacting with other users

Recognizing rear zone changes

Controlling rear zone

Keeping 3-4 second space between your vehicle and others

Navigating one-way streets

Communication and courtesy

Drive 9: Passing

Environment: ***Moderate speeds and traffic***
Module 4.4 Rural and Highway Driving

Space management

Sharing the road with other users

Gap selection

Passing and being passed on two-lane roads

Practicing anti-lock system braking (ABS) when available

Drive 10: Lane Changing

Environment: ***Complex with increased speeds and traffic***
Module 5.1 Adverse Conditions and 5.2 Emergencies

Space management

Using systematic search patterns

Identifying critical areas

Interacting with other users

Entering, merging, lane changing and exiting limited access highways

Handling emergency situations (simulated if trained)

Drive 11: Manage Zones

Environment: ***Complex with increased speeds and traffic***
Practice legal and safe driving skills

Space management
Managing zones
Sharing the road with other users
Communication and courtesy
Driving at night (when available)
Railway grade crossing
Ten good driving habits review

Drive 12: Assess Skills & Final Drive

Skills assessment
If the program is CDTP-certified* the road test can be given by the instructor

** The Cooperative Driver Testing Program (CDTP), in cooperation with the Motor Vehicle Division of the Department of Justice, allows trained and certified traffic education instructors to administer the driver license knowledge exam and issue learner licenses to students. CDTP-certified instructors may also give the road test.*

Summary of Best Practices for In-Car Lessons

- Start out slow in low-risk traffic and develop route plans for your lessons.
- Encourage students and parents/guardians to practice the driving skills they are learning in class.
- Have a cell-phone policy. Some teachers put all students' cell phones in the trunk during drives.
- Use commentary driving to enhance the learning process and good driving habits.
- Consider using an in-car camera.

Section 2 – Managing Students in the Mobile Classroom

Coaching

Coaching is a method where the instructor and student form a partnership in which the instructor—through observation, questioning and feedback—encourages the learner to be him/herself, identify goals, reflect on their experience, and develop strategies to meet their driving goals in the future.

Coaching by correction is correcting students' mistakes with constructive criticism. In-vehicle instructors should not only identify mistakes made, but provide positive comments and explain to the driver how to correct the mistake.

Good coaches:

- Allow the student to develop skills through their own practice and experience with guidance and feedback.
- Ignore the small things unless they are a clear safety risk.
- Avoid being an expert and focus on the shared learning environment.
- See their role as a mentor.
- Should be aware of their students' abilities, limitations and frustrations. If the student is frustrated or overloaded, he should be able to opt out of the activity. This helps build trust. Then he can come back to the activity when he is mentally capable.
- Believe that safe driving skills are developed through practice and experience.
- Provide driving experiences that promote improvement from lesson one to the final drive.

Once all instructional objectives have been accomplished allow the new driver to make navigation and route decisions (usually occurs after the six hours of instruction).

Constructive Criticism

Immediate feedback should be given when a driving mistake occurs.

- Safely pull over. Explain the mistake either by way of diagram or verbally, and how it can be corrected.
- Give the driver another opportunity as soon as possible and have student repeat as necessary to build comfort level.

Correcting a student's mistakes constructively:

- Never use harsh or demeaning criticisms.
- Never simply tell him/her that they have done it wrong.
- Ask non-judgmental questions about things that went wrong, such as "What do you think happened back there?"

- Focus on the situation and not the driver's behavior. Try to focus on the specific behavior or situation that was a problem rather than directing a criticism at the driver's ability to drive.
- Always tell her/him *how* to do it better next time.
- When providing constructive criticism, the instructor should commend the student for the progress he or she is making, but point out where the remaining deficiencies lie.
- Avoid over-coaching. Let students make mistakes as long as they are not dangerous.

Positive Reinforcement

- Emphasize the positive. Always point out what the student is doing well.
- Reinforce positive behavior with positive statements ("good job, etc.), so the student will continue to perform the correct behavior or action.
- When a student's performance is deficient, the instructor should point out the problem in a positive, encouraging way and let the student try again.

Both "coaching by correction" and "positive reinforcement" are critical components of the training process.

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

Raising Awareness through Senses and Emotions

Being encouraged to learn for oneself, based on emotional, physical and intellectual experiences is considered to have a longer-term impact on learning and well-being than more instruction-based teaching techniques. Driving is not just a rational process. People inevitably bring their lives and emotions into the car with them and it is a highly physical activity.

Young drivers are going through a very emotional period in their late teens as they develop into adults and start to experience new freedom. Coaching on an emotional and physical level is important to prepare novice drivers for the feelings they will need to manage in a wide variety of potentially risky situations, especially when they begin solo driving.

Self-awareness is an important characteristic of a good driver and can only be developed if the learner recognizes physical sensations and emotions. Instructors can set a good example and create a supportive environment for learning.

- Make sure not to discuss other students.
- Do not discuss personal issues, such as boyfriends/girlfriends, relationships, how a student looks today, etc. These topics lean toward sexual harassment. All conversation should be kept on a professional level.
- Be sensitive to students' emotional health and address any concerns before driving.

Addressing Internal Obstacles

1. Internal obstacles are any form of interference inside a person which disrupts the learning process and ability to meet a goal.

2. An internal obstacle to an effective driving lesson could be a concern that the student has from a previous lesson. If this concern is not addressed and the instructor continues with the curriculum the student is unlikely to focus fully on the new goals.
3. A typical coaching question at the beginning of each lesson could be: “What is your main concern today?”

Leading the Student into an Active Role

The big challenge of coaching is to lead the student out of the role of a *passive* learner and into the role of an *active* learner. The more active the student is in the learning process, the more likely they are to develop and maintain skills, not just during training, but also when driving.

Active Questioning

Effective, active questioning is a valuable teaching skill for all instructors.

- Questions should follow the interest of the student and use their words.
- Questions should start broadly and then increasingly focus on detail.
- The instructor should only ask one question at a time.
- Effective questions are clear and concise.
- Use open questions (what, when, where, who, how, etc.) which require attention and critical thinking, and are non-judgmental.
- Questions can and should focus on the senses (seeing, hearing, touching, etc.), emotions (moods, feelings), attitudes (opinions, values), goals and motives as well as cognitive factors (knowledge, habits).
- Questions can relate current experience to prior experience.

Some basic examples of coaching questions in the context of in-vehicle driver training:

- *What is your main concern today?*
- *What do you want to do next?*
- *Have you done this before?*
- *How did it go?*
- *What do you need to know to do this?*
- *What do you need to particularly watch out for in this situation?*
- *What can you hear/see/feel?*
- *What are you feeling at this moment?*
- *How are you going to deal with this?*
- *Where are you looking?*
- *What did you actually do?*
- *How did you feel in the situation?*
- *What did you do well?*
- *What could you do in the future to avoid such a situation?*
- *What would make it easier for you to do this?*

Open vs. closed questions. Closed questions are answered with yes or no, either/or, etc. Open questions begin with why, how, when, who, etc.

- Example for closed: *Do you feel nervous?*
- Example for open: *How (nervous) do you feel?*

Non-judgmental vs. judgmental questions

- Example for judgmental: *Why did you drive so fast?*
- Example for non-judgmental: *What factors did you take into account before deciding on this speed?*

Questions on sense and body-awareness vs. intellectual questions. Sensory questions can lead to greater awareness of comfort, stress, nerves, and excitement.

- Example: *On a scale from 1-10, how stressed are you now?*
- *What could you do to reduce stress for, let's say, one point only?*

Coaching questions vs. questioning development. In coaching questions, the answer is up to the student. In questioning development, the learning content is already clear right from the beginning, but will be elaborated by asking in order to activate the student.

- Example for questioning development: *What does this traffic sign mean?*
- Example for a coaching question: *How stressed do you feel when you enter a roundabout?*

Questions on internal subject (e.g. feelings, beliefs, self-evaluation, etc.) vs. questions on external facts (e.g. traffic rules, driving techniques, risk perception).

- Example for internal question: *How do you know when you are getting tired?*
- Example for external question: *What is written in the law about fatigue?*

ACTIVE LISTENING

When the student is responsible for decision-making in driver education, the instructor has to listen to make sure the student's needs are being met. This makes **active listening** an important skill for instructors.

Some tips for active listening include:

- Maintaining eye contact. Look at the student when she is talking.
- Light nodding and friendly facial gestures are useful if the student is shy and needs encouragement.
- Do not try to finish someone's sentence.
- Do not interrupt the person when he is talking, even if you think you have understood the essence of what he is saying.

Reflecting back is an important method to acknowledge and ensure that nothing is lost in the questioning and listening process.

- Summarizing a student's words, an instructor might respond: *So is it fair to say that your main concern today is to gain more experience turning left at intersections?*
- This shows you are listening and that the student's input is being appreciated and allows both of you to establish that you are on the same page.
- Reflecting back summarizes the student's words and decreases misunderstandings and enhances the learning process.

Recognizing and Taking Appropriate Actions when Drivers Cannot Perform

You can tell when a student is not understanding the lesson if he:

- Seems confused or frustrated.
- Asks a lot of questions.
- Doesn't feel comfortable performing a maneuver.

What to do when a student is not understanding the tasks:

- Explain the material in a different manner.
- Break down the steps to the procedure.
- Take over control of part of the maneuver such as braking and see if that helps.
- When a student seems overwhelmed, go back to a simpler maneuver or less complex maneuver and review.

It is possible that a student will just be doing something dangerous or wrong.

- There may not be a lot of discussion.
- Instruct the student on what to do.

The student should know that her learning and safety is the instructor's highest priority.
The student may express the following issues while in the vehicle:

- Nervousness
    - Take each step slowly and clearly.
    - When you introduce a new topic or skills, many students will freeze up or become overloaded.
    - Back up and review, go back to the basics.
- Crying
    - Result of frustration or fear.
    - Try not to push too hard.
- Know it all
    - Ask a lot of questions.
    - In this way the student realizes what they don't know.
- Lack of confidence
    - Focus on what the student does well in the beginning.
    - As he gains skill you can critique his skills or challenge them more.

- Doesn’t listen or follow directions
  - It is important to maintain safety at all times.
  - Do not yell at student.
  - May have to use dual instructor brake if student disregards directions (i.e. speed) (see Section 4).
  - When possible talk to parents regarding student behavior.
  - Remind student about rules and consequences if noncompliant.

Section 3 – In-Vehicle Teaching Techniques

Anticipated Problems and Common Errors

Learning includes making mistakes. Driving practice can be engaging while developing important skills. Anticipate which drivers may have problems such as:

- Not searching appropriately.
- Steering too much or too little.
- Braking too much or not enough.
- Accelerating too much or not enough.
- Prematurely performing the directions.
- Delay in performing the direction.

Here are some common driving errors in varied traffic environments:

Low speed, light traffic *(i.e., residential)*

- Failing to check blind spot on lane changes.
- Failing to check mirror at least once each block.
- Improper lane position for intersection maneuvers (one-way and two-way streets).
- Failing to stop properly.
- Failing to stop for pedestrians.
- Waiting to turn left with wheels pointed left (wheels should be straight to avoid cross traffic if hit from rear).
- Failing to search two-three times properly.
- Failing to look through turns.
- Failing to follow curb radius on right turns.
- Dry steering turnabouts.
- Failing to recognize and obey signs, signals, and pavement markings.

Moderate speed, light traffic *(i.e., open highway and rural)*

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

Moderate speed, dense traffic *(i.e., suburban, urban, business district)*

- Improper lane change procedures.
- Improper lane selection or path of travel.
- Failing to search ahead and at intersections.
- Failing to scan through turns.
- Not controlling speed.
- Not communicating.

- Failure to respond to traffic control devices.
- Failing to stop for pedestrians.
- Improper lane change procedures.

High speed, moderate/heavy traffic *(i.e. expressway, freeway, highway)*

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

Night Driving

Night driving is one driving condition that should be included in driver education instruction if possible. Characteristics are the same as those with other routes, but with significantly reduced visibility.

Objectives for night driving:

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

Night driving environments should progress from lighter to heavier traffic areas.

Commentary Teaching: Teacher, Student Driver and Observer

Teacher Commentary

The instructor verbalizes the conditions (restrictions to line of sight, increasing traffic, etc.) and maneuver (speed control or lane position), executed in short bursts, one to two minutes at a time. Commentary teaching is used in the initial part of training or when teaching any new procedure. It verbalizes both perceptual and psychomotor skills.

Both commentary teaching and student commentary are important components to the in-vehicle training process.

- Aids interaction and cooperation.
- Helps students understand what they need to do.
- Provides sequential steps.
- Aids in retention of information taught.
- Reinforces visual perceptual skills.

Student Driver Commentary

The student verbalizes the conditions (restrictions to line of sight, increasing traffic, etc.) and their responses.

- Used after instructor commentaries.
- Helps to evaluate students and aids in their retention by having them verbalize what they are doing and the condition of the roadway.
- Helps the instructor become aware of what the student is thinking and how they plan to respond to the traffic condition.
- Students identify conditions that would cause a change in speed or direction (perception).
- Students can recite selected procedures and read the traffic picture aloud. Examples:
  - *Fresh & stale lights*
  - *Open zone/closed zone*
  - *Brake early, roll up slow*
  - *Tires on pavement*
  - *Gear before steer*
  - *Lefts have no rights - yield to oncoming traffic*
  - *Never trust a signal*
  - *Thru for me or thru for them – intersection right of way*
  - *Ped crossing – no one's home or Right peds, Front peds, Left peds*

Engaging the Observers in the Back Seat (Non-Driving Students)

All students need to be active participants during in-vehicle training.

- When one student is driving, the other student(s) should observe and critique (without distracting the driver, of course).
- Instructors should monitor all the students all the time.
- Observing students can also provide feedback when appropriate.
- Activities can be developed for back-seat observers to keep them busy. Some examples of observer activities include:
  - Have student observers quietly rate the performance of the student driver using an instructor-made form.
  - Have student observers imagine they are driving and analyze the differences between what they would do and what the student driver actually does.
  - Have the student observer use commentary driving/student commentary (to add to what they are seeing and would do, but not distract the student driver).
  - Ask student observers to monitor the student driver's use of mirrors, obedience of traffic laws, speed control, etc.
  - Ask student observers questions related to the driving environment and the lesson objectives.
  - Ask the observer the same questions as the driver.

Teaching Visual Searching Habits and Driver Eye Movement

- Develop a regular search and scanning pattern.
- Maintain a 12-15 second path of travel.
- Keep eyes moving. Use a left, center, right search pattern every 6-8 seconds. Consider a triangle shape with apex 12-15 seconds ahead.
- Rear view mirror checks should be made on a regular basis. Instructor can touch the mirror as a reminder.
- Head checks need to be made in the direction of a planned vehicle movement prior to changing the path of travel to be certain the new path is clear of obstacles in the area around the vehicle, which are called “blind spots.”
- Scan eye check mirror to make sure the student is scanning the roadway ahead and to the sides as well.
- When parked, encourage the driver to open the driver-side door with the right hand to ensure over-the-shoulder checking for cyclists, pedestrians and other traffic they could inadvertently hit with the open vehicle door.

Using the Instructor Mirror

An instructor eye mirror allows the instructor to see at a glance where the student is looking and where the student is searching and tracking. A fixed stare, failure to check blind spots before moving to a new lane, failure to check to the rear before slowing down, etc. are easily detected, allowing the instructor to coach the student until the correct habits are in place.

In a passenger vehicle, the eye mirror is typically placed low and slightly left of the windshield centerline. Use a small amount of glycerin to spread a thin layer on the suction cup of the mirror to help adhere to the windshield.

Situational Awareness

The instructor must be alert to environmental and social situations the student driver will need to respond to for safe control of the vehicle:

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

Summarizing and Evaluating Each Drive

- Summarize each student's driving performance at the end of each drive.
  - Ask the students to assess their driving.
  - Begin with the positives.
  - Constructively correct negatives.
  - End with positives.
  - Suggest improvements.
  - Discuss what will be done in the next lesson.

- Immediately record the student's performance.

- Brief the parent or guardian when possible on how well the student is doing and what skills need more practice.

Section 4 - Managing and Taking Control of the Vehicle (or when to use the instructor brake)

Explain the process to the novice driver for managing and taking control of the vehicle, if needed.

1. Use of verbal commands.

2. Use of controls during the lesson. Should be explained prior to starting the lesson.
    - Dual brake use.
    - Steering assistance, if needed.
    - Gear selector lever.

3. Taking control of the vehicle using the **steering wheel**.
    - Left hand should be in a position of immediate access to the steering wheel.
    - Adjust the steering wheel if the situation presents a threat.

4. Taking control of the vehicle using the **dual instructor's brake**.
    - Do not let dual brake become a student's crutch.
    - Apply firm pressure with ball of foot.
    - Use when a situation may become a threat to you or other roadway users.
    - **The dual control brake should be used <u>rarely</u> as it will cause the student to become dependent on the instructor's actions.**

5. Taking control of the vehicle using the **gear selector lever**.
    - Left hand in position to reach gear selector lever.
    - Shift to "neutral" in situations where engine is over revving or acceleration is more than braking power.

6. Taking control of the vehicle using the **center-pull parking brake**.
    - Can be used as a back-up to instructor brake.
    - Should limit its use due to possible rear-wheel lock-up.
    - Thumb should depress button when using.

Do not turn off the ignition while the vehicle is moving to demonstrate vehicle emergencies. This is unsafe.

What to Do in an Emergency or Collision

Follow the procedures of your program. Example procedures may include:

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

WINTER DRIVING TIPS FROM THE MT DEPT OF TRANSPORTATION:
http://www.mdt.mt.gov/visionzero/people/winterdriving.shtml

Section 5 - Driver Evaluation

Evaluations can influence learning in positive ways and help teachers identify students' strengths as well as gaps in understanding. Use performance assessments to identify and develop the students' abilities to prepare for the complex demands of driving.

Evaluations can consistently:

- Determine where this student is on the learning progression.
- Identify what the next step in the learning process is for this student.
- Determine if the learning process in the lesson is achieving the intended learning outcomes for the lesson. If not, what is the cause and what might remediate this?
- Identify the basic root cause leading to weak skills, and focus on correcting that behavior.
- Determine which drivers are most successful in responding to hazardous traffic situations.
- Identify the driver's strengths and weaknesses based on positive feedback to meet their goals.

Four Types of In-vehicle Evaluation

1. Initial evaluation.
2. On-going evaluation each time a driver drives.
3. Guided self-evaluation.
4. Summative evaluation at the end of the in-vehicle phase.

Characteristics of **on-going** evaluation:

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

Mistakes must be corrected through use of:

- words
- visual aids (traffic boards and diagrams)
- demonstration

Instructors should also provide appropriate praise and other positive re-enforcements when necessary. Evaluations should be written on the individual driver's in-vehicle record as a progress report and for grading purposes.

Measurements obtained when evaluating drivers include:

1. Skill at maneuvering the car.
2. Speed choices.
3. Understanding the information presented by the roadway (signs, lines, traffic lights)
4. Understanding of the rules of the road.

5. Ability to see, identify and interact with other road users (vehicles, pedestrians, bicycles, etc.).
6. Searching skills and their ability to identify and avoid situations that are likely to produce a collision.
7. Management of space and time (space cushion, position of vehicle in the lane, using vehicle position to communicate with other road users).

When recording a driver's performance reliably, you must identify objectives and content that will influence a driver's behaviors.

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

When evaluating a driver, you must:

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

The Process for Driver Evaluation on the Road

If necessary, create an evaluation route which will present environments and situations that allows the evaluator to make accurate assessments of the aspects of driving to be evaluated.

- Direct the driver over the route.
- Observe the road environment and all other road users.
- Anticipate potential issues on the roadway well in advance.
- Observe the vehicle behavior.
- Assess what information the driver is acquiring and when they are getting it (use of an eye mirror is extremely helpful) and compare this to the information they need to acquire to drive safely.
- Assess how successful the driver is in their making decisions and the consistency of this process.
- Assess the effectiveness of the driver in implementing the decisions.
- Ensure the safe operation of the vehicle at all times.
- Record the observations.

Guided Self Evaluation

It is important that students engage in rigorous and accurate self-appraisal of their own performance. One key point here is for the instructor to avoid imposing their evaluation before allowing students to provide their own evaluation. The self-evaluation can take the form of brief commentaries which include their most important actions at the end of the drive.

Factors that Influence a Driver's Performance

Existing risks, potential risks, environmental conditions, traffic volume, the type of roadway, and the speed of traffic are all potential factors influencing a driver's performance.

When evaluating a driver there are four driver actions to evaluate:

1. **Searching** – is the student driver using a space management system; searching ahead, to the sides and behind and making frequent eye movements?
2. **Speed Control** – is the student driver obeying the speed limit, driving at a speed suitable for conditions and the environment, slowing down and speeding up at the correct times?
3. **Direction Control** – is the student driver in the proper lane position, selecting the correct lane, maneuvering turns and curves correctly and using proper lane change procedures, keeping the vehicle in balance?
4. **Timing and Space Control** - is the student driver using proper gap selection, using the proper following distance and maintaining proper space ahead, to the sides and behind?

Drivers commonly respond in one or more of these six ways:

1. Gradual or smooth.
2. Anticipate or make an early response.
3. Delay or make a late response.
4. No response at all.
5. Sudden, abrupt or spontaneous response.
6. Erratic responses, either incidentally or continually.

Actions can be caused by several key factors, which will directly influence the difficulty of performing certain driving tasks. Those key factors are:

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

Driver actions are the result of the decisions the driver makes. These decisions are influenced by internal and external factors.

Some **internal** factors are:

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

Some **external** factors are:

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

Evaluating the Learning Driver

There are several ways of determining whether or not the driver's performance in a particular environment is acceptable or unacceptable.

Acceptable criteria for rating driver performance includes:

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

Criteria must be based on state law, proper procedures, time/space management, search habits and student's growth and improvement.

Unacceptable criteria for rating driver performance includes:

- You "feel comfortable."
- The driver does what you do.
- You become frightened.
- You compare one driver to another driver.

When evaluating a driver's performance, feedback you provide should:

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

The observations from the evaluation should be communicated to the driver in a clear and concise manner. Suggestions relevant to the driver's abilities should be outlined with some reasons why this individual would find it helpful to work to implement these suggestions.

Share with the students (parents) verbally and in writing those skills that they will need to practice with their parents before the next lesson with the instructor.

Record Keeping

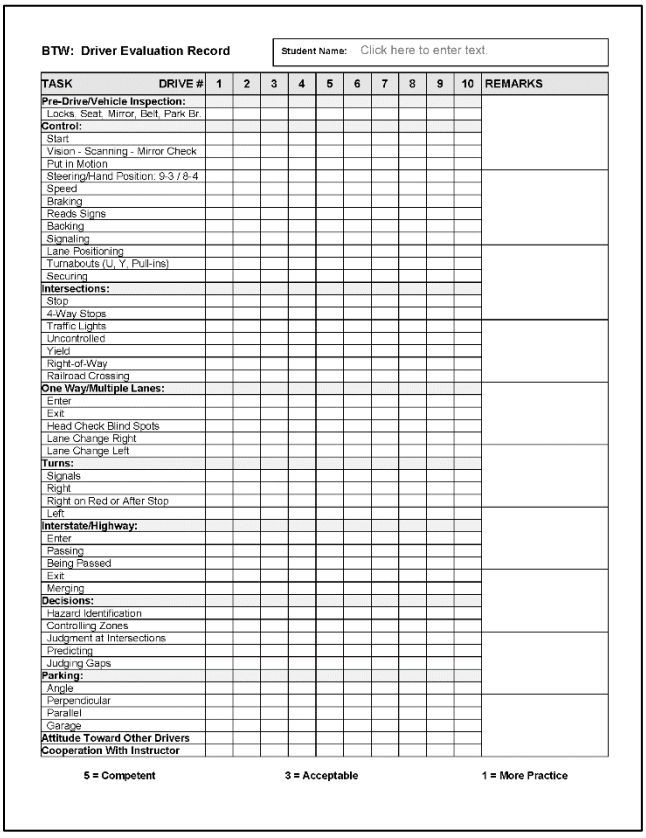
School districts should keep all original attendance records, test scores, drive schedules, and other traffic education documents for at least five (5) years. Forms and reports entered into the OPI's Traffic Education Data & Reporting System (TEDRS) are officially documented and retained for a longer period of time.

In addition to submitting the required forms and reports to the Montana Office of Public Instruction, it is important to keep accurate records of the driving performance of each student during each in-vehicle period. This ensures continuity and keeps instructors and students on track.

Student evaluation records should indicate lesson objectives and content practiced. Evaluate the student's performance and progress, and suggest the needed skills that need more practice in subsequent drives. Refer to **Appendix 2 Skills Evaluation Test** and **Appendix 3 Pre-Drive Checklist** for the list of driving skills included in the six hours of behind-the-wheel, in-traffic instruction required for successful completion of state-approved traffic education in Montana.

The BTW Driver Evaluation Record is printed on the back of the Traffic Education Permit (TEP) used by traffic education teachers to drive with their students.

A downloadable version of this form is included in the Montana Teen Driver Curriculum and available at http://opi.mt.gov/DriverEd, as are the forms in Appendix 2 and 3.



BTW: Driver Evaluation Record Student Name: Click here to enter text.

TASK DRIVE #	1	2	3	4	5	6	7	8	9	10	REMARKS
Pre-Drive/Vehicle Inspection:											
Locks, Seat, Mirror, Belt, Park Br.											
Control:											
Start											
Vision - Scanning - Mirror Check											
Put in Motion											
Steering/Hand Position: 9-3 / 8-4											
Speed											
Braking											
Reads Signs											
Backing											
Signaling											
Lane Positioning											
Turnabouts (U, Y, Pull-ins)											
Securing											
Intersections:											
Stop											
4-Way Stops											
Traffic Lights											
Uncontrolled											
Yield											
Right-of-Way											
Railroad Crossing											
One Way/Multiple Lanes:											
Enter											
Exit											
Head Check Blind Spots											
Lane Change Right											
Lane Change Left											
Turns:											
Signals											
Right											
Right on Red or After Stop											
Left											
Interstate/Highway:											
Enter											
Passing											
Being Passed											
Exit											
Merging											
Decisions:											
Hazard Identification											
Controlling Zones											
Judgment at Intersections											
Predicting											
Judging Gaps											
Parking:											
Angle											
Perpendicular											
Parallel											
Garage											
Attitude Toward Other Drivers											
Cooperation With Instructor											

5 = Competent **3 = Acceptable** **1 = More Practice**

Summary:
Behind-the-Wheel Teaching and Learning

Section 1 - Lesson Plans for In-Vehicle Instruction

Each instructional objective shall include content for the instructional objective, learning activities, anticipated problems and method of evaluation. After the instructional objectives a copy of the route will be attached to the lesson plan.

On-Street Route Development

- Always work from the simple to the more complex environments.
- The characteristics of the environment should match the objectives in the lesson plan.
- Every on-street route should allow for:
  - An introduction.
  - A demonstration of skills.
  - Repetitious practice (specify the number of repetitions).
  - Assessments.
- The instructor should be very familiar with the routes.
- Each route should contain:
  - Twenty to thirty instructional minutes per student.
  - Time for directions.
  - Static and dynamic situations.
  - Simple to complex situations in different driving environments

Changing Drivers

Allow twenty to thirty minutes for each student to drive. Choose a safe location to change drivers such as a public area with limited traffic and a good sight distance ahead and behind.

Guidelines for Giving Directions

- Write directions to negotiate a route, which will minimize misunderstanding.
- Verbalize directions, which maximize hearing and understanding of the direction.
- Identify where/when directions should be given that minimize driver overload.
- Directions should be short and concise, use key words, easy to state and remember, easy to understand and follow, and consistent.

How you give directions is critical in the driver's performance. Make sure you talk loudly and clearly and pause between the "where/when" and the "what" components of the directions. You should be sitting in a manner to take control of the vehicle by sitting in a relaxed but alert position, with your left hand positioned in immediate access to the steering wheel and gear selector lever, with your foot positioned ready to use the dual brake.

Section 2 – Managing the Mobile Classroom

Effective questioning and active listening are important components of the in-vehicle training process. Commentary teaching is when the instructor verbalizes the lesson and conditions to help familiarize the students with what they are expected to do and the condition of the roadway.

Student commentary is when the student verbalizes what they see and the actions they need to take to safely navigate through traffic, intersections, roadway signage, signals and markings, and the driving environment.

These methods help create interaction and help students to understand what they need to do. Commentary teaching should be utilized in short sessions. It is not meant to be used for long periods of time.

Section 3 – In Vehicle Teaching Techniques

Coaching the Driver

- **Coaching** is a method where the instructor and student form a partnership in which the instructor, through observation, questioning and feedback, encourages the learner to be him/herself, identify goals, reflect on their experience and develop strategies to meet their driving goals in the future.
- **Coaching by correction** is correcting student's mistakes with constructive criticism. In-vehicle instructors should not only identify mistakes made, but provide positive comments and explaining to the driver how to correct the mistake.
- **Positive reinforcement** is telling them they have done a good job and rewards the student for positive behavior.
- Coaching is designed to develop the awareness and responsibility of the person being coached. These are all vital components in encouraging safe driving.

Leading the Learner into an Active Role

- It is important to lead the learner into an active role. The more active the student is in the learning process, the more likely they are to develop and maintain skills not just during training, but also when driving.
- Project positive personality traits to students. Demonstrate respect and empathy for learners as growing, developing and feeling human beings.

Section 4 - Managing and Taking Control of the Vehicle (or when to use the instructor brake)

- Use verbal commands.
- Use vehicle controls during the lesson:
    - Dual brake.
    - Steering assistance, if needed.
    - Gears selector lever.

The instructor can take control of the vehicle by means of:

- The steering wheel—if the situation presents a threat.
- The dual instructors brake—use when a situation becomes a threat to you or other roadway users.
- The gear selector lever—use in situations where engine is over revving or acceleration is more than braking power.
    - The center-pull parking brake—used as a back up to instructor brake, limit use due to rear-wheel lock up.

Section 5 - Driver Evaluation

Types of in-vehicle evaluation:

1. Initial evaluation.
2. On-going evaluation each time a driver drives.
3. Guided self-evaluation.
4. End of unit or course (summative) evaluation at the end of the in-vehicle phase.

Measurements obtained when evaluating drivers:

- The driver's skills at maneuvering the car can be measured.
- The driver's ability to identify and avoid situations that are likely to produce a collision.

Evaluations can consistently:

- Determine which drivers are most successful in responding to hazardous traffic situations.
- Identify the driver's strengths and weaknesses.

Driver actions to evaluate:

- Analyze the driver's strong and weak points.
- Searching, speed control, direction control and timing.

How to provide feedback to the driver:

- Do in a systematic way.
- Relate to judgment and/or performance in searching, speed control, direction control, timing and decision-making skills.
- Give immediately if mistakes are being made.

Appendix 1
Professional Educators of Montana Code of Ethics

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior.

Principle I. Commitment to Students and Families. The ethical educator:

A. Makes the well-being of students the foundation of all decisions and actions.
B. Promotes a spirit of inquiry, creativity, and high expectations.
C. Assures just and equitable treatment of every student.
D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical or illegal practice of any person.
E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
F. Respects the roles, responsibilities and rights, of students, parents and guardians.
G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

Principle II. Commitment to the Profession. The ethical educator:

A. Fulfills professional obligations with diligence and integrity.
B. Demonstrates continued professional growth, collaboration and accountability.
C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
D. Contributes to the development of the profession's body of knowledge.
E. Manages information, including data, with honesty.
F. Teaches without distortion, bias, or prejudice.
G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

A. Models the principles of citizenship in a democratic society.
B. Understands and respects diversity.
C. Protects the civil and human rights of students and colleagues.
D. Assumes responsibility for personal actions.
E. Demonstrates good stewardship of public resources.
F. Exemplifies a positive, active role in school-community relations.
G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

Adopted by the Certification Standards and Practices Advisory Council, Montana Board of Education, July 13, 2016

Appendix 2
Skills Evaluation Test

SKILLS EVALUATION

Student's Name_____ **Date**_____
Instructor_____ **School** _____

Pre-Drive Procedures	☐
Starting Procedures	☐
Securing Procedures	☐

Intersections	1	2	3	4	5	6	7
Searches Intersection	☐	☐	☐	☐	☐	☐	☐
Speed Control	☐	☐	☐	☐	☐	☐	☐
Staggered, Legal, Safety Stop	☐	☐	☐	☐	☐	☐	☐
Rear Zone Check	☐	☐	☐	☐	☐	☐	☐
Right-of-Way	☐	☐	☐	☐	☐	☐	☐
Gap Selection	☐	☐	☐	☐	☐	☐	☐

Lane Change	**L**	**L**	**R**	**R**
Mirror Checks	☐	☐	☐	☐
Signals	☐	☐	☐	☐
Lane Position	☐	☐	☐	☐
Mirror/Blind Checks	☐	☐	☐	☐
Selects Safe Gap	☐	☐	☐	☐
Smooth Lane Change	☐	☐	☐	☐
Speed Control	☐	☐	☐	☐
Following Dist.	☐	☐	☐	☐
Cancels Signal	☐	☐	☐	☐
Checks Rear Zone	☐	☐	☐	☐

Turns	**Left** 1	2	3	4	**Right** 1	2	3	4
Signals 3-5 sec. Min.	☐	☐	☐	☐	☐	☐	☐	☐
Searches Intersection	☐	☐	☐	☐	☐	☐	☐	☐
Mirror Checks	☐	☐	☐	☐	☐	☐	☐	☐
Side Position Ref.Pt.	☐	☐	☐	☐	☐	☐	☐	☐
Controls Speed	☐	☐	☐	☐	☐	☐	☐	☐
Staggered, Legal, Safety Stop	☐	☐	☐	☐	☐	☐	☐	☐
Forward Position Ref.Pt.	☐	☐	☐	☐	☐	☐	☐	☐
Gap Selection	☐	☐	☐	☐	☐	☐	☐	☐
Right-of-Way	☐	☐	☐	☐	☐	☐	☐	☐
Looks into Turns While Turning	☐	☐	☐	☐	☐	☐	☐	☐
Enters Correct Lane	☐	☐	☐	☐	☐	☐	☐	☐
Exit - Checks Rear Zone	☐	☐	☐	☐	☐	☐	☐	☐

Parking	**Angle**	**Parallel**	**Perpendicular** Forward/Backing	
Space to Side	☐	☐	☐	☐
Signals	☐	☐	☐	☐
Checks Traffic	☐	☐	☐	☐
Reference Pt. Usage	☐	☐	☐	☐
Vision Control	☐	☐	☐	☐
Speed Control	☐	☐	☐	☐
Steering Control	☐	☐	☐	☐
Secures Vehicle	☐	☐	☐	☐

Good Driving Habits	1	2	3	4	5	6	7
Following Distance	☐	☐	☐	☐	☐	☐	☐
Courteous ☐	Communication ☐						

Curves	**L**	**L**	**R**	**R**
Entering - Adj. Speed if Needed	☐	☐	☐	☐
Looks Thru Curve	☐	☐	☐	☐
Best LP - Approach	☐	☐	☐	☐
Apex LP	☐	☐	☐	☐
Maintains Balance	☐	☐	☐	☐
Exit LP	☐	☐	☐	☐
Exit Speed	☐	☐	☐	☐

Freeway/Highway	
Enter – Speed Control	☐
Evaluates Traffic	☐
Selects Safe Gap	☐
Signals	☐
Accelerates/Merge	☐
Cancels Signal	☐
Following Distance	☐
Exit – Signals	☐
Speed Control	☐
Lane Position	☐
Cancels Signal	☐

Automatic Fail	
Instructor Intervenes	☐
Traffic Sign or Signal Violation	☐
Speeding	☐
Strikes Object	☐
Dangerous Maneuver	☐
Lane Violation	☐
Law Violation	☐

Passing Score = ___ or fewer errors

Score = _____

Pass_____
Fail_____

Appendix 3
Pre-Drive Checklist

Driver:	
Observer:	
Route Plan/Lesson:	
Date:	**Time:**

PRE-DRIVE CHECKLIST	
DRIVER READINESS	
	Alert, focused and calm
APPROACHING THE VEHICLE	
	Tires
	Fluids - on ground near vehicle
	Glass – windows & windshield clear
	Lights
	Check inside - look in back seat
	Stow gear in trunk
ENTERING THE VEHICLE	
	Lock doors
	Seat adjust
	Mirrors adjust
	Seat belts on – driver & all passengers
	Ignition
	-- Foot on brake to start
	-- Warning lights
	-- Fuel level
	-- Temperature
	-- Oil pressure
	Lights on
	Accessories: wipers, ventilation, radio/music, etc.
READY TO DRIVE	
	Foot on brake
	Shift to drive or reverse
	Parking brake released
	See a clear path before moving
	Signal intentions
	Release foot brake and go

Driver:	
Observer:	
Route Plan/Lesson:	
Date:	**Time:**

PRE-DRIVE CHECKLIST	
DRIVER READINESS	
	Alert, focused and calm
APPROACHING THE VEHICLE	
	Tires
	Fluids - on ground near vehicle
	Glass – windows & windshield clear
	Lights
	Check inside - look in back seat
	Stow gear in trunk
ENTERING THE VEHICLE	
	Lock doors
	Seat adjust
	Mirrors adjust
	Seat belts on – driver & all passengers
	Ignition
	-- Foot on brake to start
	-- Warning lights
	-- Fuel level
	-- Temperature
	-- Oil pressure
	Lights on
	Accessories: wipers, ventilation, radio/music, etc.
READY TO DRIVE	
	Foot on brake
	Shift to drive or reverse
	Parking brake released
	See a clear path before moving
	Signal intentions
	Release foot brake and go