American Driver and Traffic Safety Education Association Novice Driver Education Curriculum Standards

Classroom and In-Car

Prepared by
American Driver and Traffic Safety Education Association Curriculum and Standards Committee
Table of Contents

Segment I ............................................................................................................................... 2
  Classroom Standards ........................................................................................................... 4
  In-Car Standards ............................................................................................................... 7
Segment II ..................................................................................................................................46
  Classroom Standards ........................................................................................................... 47
  In-Car Standards ............................................................................................................... 49
Segment I

Classroom and In-Car Standards
Driving is a complex task and takes time to learn. Motor vehicle crashes are the leading cause of death for teenagers. Novice drivers are inexperienced and immature which are two factors contributing to teenage drivers being over-represented in traffic crashes. There is no simple solution to reducing the crash involvement of the novice and experienced driver. In many cases crashes are not caused by lack of knowledge of basic traffic laws, or the lack of basic vehicle handling skills. The issue is more complex. The problem appears to be more a function of the developmental characteristics of youth, taking unnecessary risks, lack of respect for mortality, and the influence of peer pressure and environment. Novice drivers have limited experience, questionable driver attitude, misrepresent risk acceptance, and display a lack of judgment in critical situations. The consequence is the increased probability of unsafe driving behaviors that can result in a traffic crash with injuries or death to the driver or the passenger(s) in the motor vehicle.

In 1993, the National Highway Traffic Safety Administration (NHTSA) convened a panel of national experts in traffic safety to identify research for training programs designed to reduce young driver risk taking and heighten the decision making skills. In 1994, NHTSA was requested by Congress to review novice driver education and recommend procedures for improving the training of drivers. The report documented NHTSA efforts in the novice driver education program. It discussed why novice driver education may not be as effective as it promises. The report documents the arguments for an improved program as an important part of the graduated licensing system. The report identifies four areas that may contribute to a successful restructuring of novice driver education as an integral part of the licensing system.

In 1999, an effort to identify a driver development program for lifetime learning was established to determine the needs of a comprehensive instructional program. A review of the current documents was completed and an outline of the lifetime learning program was accomplished. Three specific training periods were identified for driver development to include pre-licensing, graduated licensing, and continuing licensing programs. Pre-licensing includes traffic safety education in the school, home, and public information areas. This phase also includes driver education and training efforts in the public and private sectors designed to prepare a driver for licensing. Graduated licensing includes parent training and driver education and training efforts by the public and private sectors that move beyond the pre-licensing efforts. Continuing licensing includes required, personal, and specialized training imposed by the court system, business, government, and the insurance industry to qualify for continued or additional licensing requirements or discounts.

In 2009, the National Driver Education Standards (NDES) were developed by representatives from the driver education professional community with assistance from NHTSA to define the future of driver education and assist in improving the delivery of driver education programs nationally. The American Driver and Traffic Safety Education Association (ADTSEA) curriculum standards, as well as the Driving School Association of the Americas (DSAA) curriculum standards are referenced in the Administrative Standards as Attachments E and F.

The role of the driver educator is not limited to pre-licensing efforts in the public and private sector. This role will need to be expanded to provide services for lifetime learning components. ADTSEA will continue to play a role in identifying the specific needs to accomplish the task of preparing a novice driver.
Classroom Performances

Goals

A novice driver is a person who is able to:

• Demonstrate a working knowledge of rules, regulations and procedures of operating an automobile;
• Use visual search skills to obtain correct information and make managed-risk decisions for effective speed and position adjustments;
• Interact with other users within the Highway Transportation System by adjusting speed, space, and communications to avoid conflicts and reduce risk;
• Demonstrate balanced vehicle movement through steering, braking, and accelerating in a precise and timely manner throughout a variety of adverse conditions;
• Recognize vehicle technology systems and explain the benefit of braking, traction, intelligent handling and stability systems.
• Confirm the need to protect oneself and others through using active and passive vehicle occupant protection systems;
• Display knowledge of responsible actions in regard to physical and psychological conditions affecting driver performance; and
• Extend supervised practice with licensed parent or guardian to develop precision in the use of skills, processes, habits and responsibilities.

Skill evaluation for each driver will indicate progression for:

• Positioning a vehicle:
  ✓ Based on visual referencing skills, dividing attention, space management,
• Procedures and sequencing for vehicle operational skill:
  ✓ Based on pre-drive checks, driver readiness procedures, vehicle control skills, vehicle maneuvering, vehicle position and/or speed selection, and vehicle balance.
• Processing traffic and vehicle information into appropriate speed and position selection:
  ✓ Based on visual search skills, dividing attention, and space management as measured by vehicle speed, roadway position, driver commentary, and appropriate communication.
• Precision movements for maintaining vehicle control and balance in expected and unexpected situations:
  ✓ Based on vehicle speed control, dividing attention, vehicle balance, collision avoidance, response to mechanical failures, and traction loss prevention, detection, and control.
• Extend supervised practice with licensed parent or guardian:
  ✓ Based on delivery of parent guide and completion of Program Skills Log.
**Classroom Standards for Novice Driver Education**

The student will participate in the state approved driver education 45-hour classroom program comprised of not less than 22.5 sessions of 120-minute training segments.

**C 1.0 Classroom Standard One: Preparing to Operate a Vehicle.**
The student will:
1.1 become aware of program goals through a student/parent orientation.
1.2 recognize and comply with the rules of the road based on state and local requirements.
1.3 recognize and illustrate vehicle operating space needed for managed-risk operation.
1.4 understand and practice processes and procedures for getting ready to drive a vehicle.
1.5 recognize the value of occupant protection as a crash prevention and loss prevention tool for managed-risk driver performance.
1.6 develop and practice a procedure for starting a vehicle.
1.7 develop and practice a procedure for securing a vehicle.
1.8 attend the student/parent debriefing at the conclusion of the course and complete the requirements of the GDL.

**C 2.0 Classroom Standard Two: Understanding Vehicle Control Needs.**
The student will:
2.1 explain and apply basic concepts related to vision control needed to operate a vehicle.
2.2 explain and apply basic motion control techniques needed to operate a vehicle while maintaining suspension balance.
2.3 explain and apply the four basic techniques related to steering control needed to operate a vehicle.
2.4 identify and practice use of communication techniques, courtesy and respect in regard to other roadway users.
2.5 identify and practice methods for stopping a vehicle in motion.
2.6 develop vehicle reference points to know where the vehicle is positioned to the roadway.

**C 3.0 Classroom Standard Three: Introducing Traffic Entry Skills.**
The student will:
3.1 recognize, understand, determine meaning, and relate roadway conditions, signs, signals, and pavement markings to managed-risk driving decisions.
3.2 understand procedures and processes for basic vehicle maneuvering tasks as listed.

**C 4.0 Classroom Standard Four: Introducing Intersection Skills and Negotiating Curves and Hills.**
The student will:
4.1 discover how visual skills and mental perception lead to managed-risk driving decisions.
4.2 select, maintain, and adjust speed to reduce risk of collision and in compliance with rules of the road.

**C 5.0 Classroom Standard Five: Space Management and Vehicle Control Skills in Moderate Risk Environments.**
The student will:
5.1 review and apply the principles of a space management system (i.e. SEE) to managed-risk vehicle operation making appropriate communication, speed and lane position adjustments.
5.2 demonstrate and practice basic vehicle maneuvers for managed-risk operation and identify and respond to divided attention tasks.
5.3 develop procedures and practice techniques for managed-risk lane changes in a variety of lane change situations.
5.4 develop procedures and practice techniques for managed-risk perpendicular, angle and parallel parking.
5.5 develop procedures and practice techniques for managed-risk speed management.

**C 6.0 Classroom Standard Six: Developing Traffic Flow and Space Management Skills at Speeds Below 55 m.p.h.**
The student will recognize and respond to:
6.1. roadway and traffic flow situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
6.2. space management situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
6.3. intersection entry situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
6.4. curve entry/apex/exit situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
6.5. planned passing situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.

C 7.0 Classroom Standard Seven: Developing Traffic Flow and Space Management Skills at Maximum Highway Speeds
The student will recognize and respond to:
7.1. roadway and traffic flow situations on limited access roadways and roadways without limited access at maximum highway speeds.
7.2. space management situations on limited access roadways and roadways without limited access at maximum highway speeds.
7.3. merging, speed control, lane selection, and exiting situations on limited access roadways at maximum highway speeds.
7.4. gap selection, communication, speed control, and lane selection during passing situations on limited access roadways at maximum highway speeds.

C 8.0 Classroom Standard Eight: Factors Affecting Driver Performance.
The student will:
8.1. identify the high risk effects of alcohol and other drugs, including prescription drugs on personality and driver performance.
8.2. recognize legal responsibility to not use alcohol and other drugs that affect ability to use a vehicle safely and develop strategies for other means of safe transportation.
8.3. understand the need for driver fitness to aid managed-risk driver performance and recognize that external and internal vehicle distractions, fatigue, and aggression may result in injury and physical damage crashes.
8.4. understand the impact of temporary impairments and long-term disabilities and the strategies to compensate and enhance for managed-risk driver performance.

C 9.0 Classroom Standard Nine: Managing Adverse Conditions.
The student will:
9.1. recognize how adverse weather conditions can impact or effect visibility and traction and respond by adjusting speed to meet the ability to steer and stop the vehicle within the limits of the conditions as presented.
9.2. recognize how adverse weather conditions creates visibility and traction problems and the effect on space management skills in regard to speed and position adjustments.

C 10.0 Classroom Standard Ten: Other Roadway Users.
The student will:
10.1. recognize the characteristics and limitations of other motorized vehicles that may have different weight, speed, and visibility problems and respond with appropriate space management principles.
10.2. recognize the characteristics and limitations of non-motorized vehicles and pedestrians that may have different speed and visibility problems and respond with appropriate space management principles.
10.3. recognize the characteristics and limitations of tracked vehicles (trains and trolleys) that may have different weight, speed, and visibility problems and respond with appropriate space management principles.

C 11.0 Classroom Standard Eleven: Responding to Emergencies, Vehicle Malfunctions and Crashes.
The student will:
11.1. recognize and respond to vehicle malfunctions in a managed-risk manner, understand vehicle braking and technology systems and utilize proper braking techniques.
11.2. recognize and understand the operation of current and emerging vehicle technologies.
11.3. understand and relate how the roadway system is managed by police and state agencies to help deal with emergencies and vehicle malfunctions.
11.4. recognize the responsibilities for attending to a crash scene situation.

The student will:
12.1. perform map reading and trip planning exercises using current and emerging technology that lead to an in-car activity or a future family trip.
12.2. recognize problems and make wise consumer choices in purchasing insurance or an automobile.
12.3. understand future operator responsibilities in regard to licensing.
12.4. understand techniques for safely towing a boat or trailer or driving a special vehicle.
12.5. understand the impact vehicles have on the environment and strategies to reduce the carbon footprint.

In-car Standards for Novice Driver Education

While participating in the state approved driver education 10 hour in-car training program and 12 hours of observation comprised of not less than 20 sessions of 30-minute training segments, the participating student will demonstrate proficiency of the following tasks in 20 planned instructional routes.

IC. 1.0. In-car Standard One: Preparing to Operate a Vehicle.
1.1 Preparations to Operate Vehicle. The student will recognize the visible space around the vehicle, the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle, identify the location of alert and warning symbol lights, understand the operation of vehicle control and safety devices, and investigate vehicle balance concepts when braking, accelerating, and steering.
1.2 Judgment of Vehicle to Roadway Position. The student will recognize and analyze the standard and personal vehicle guides or reference points relationship to roadway position and vehicle placement.

The student will utilize critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments. Topics include:
2.1. Visualization of Intended Travel Path
2.2 Searching Intended Travel Path

The student will utilize critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, and apply the state vehicle law and rules of the road. Topics include:
3.1 Speed Control
3.2 Lane Position Selection
3.3 Rear Zone Searching and Control
3.4 Following Time and Space
3.5 Communication and Courtesy
3.6 Using Three Steps to Problem-Solving (i.e. SEE)
3.7 Use a Practice Commentary

IC. 4.0. In-car Standard Four: Responding to Emergency Situations.
4.1 Divide Focal and Mental Attention Between Intended Target, Travel Path and Other Tasks. The student will utilize critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.
4.2 **Identify, Assess and Respond to Vehicle Emergencies.** The student will describe appropriate ways to prevent having a vehicle emergency and identify, assess and respond to vehicle emergencies, including engine failure, brake failure and tire pressure failure.

4.3 **Identify, Assess and Respond to Environmental Conditions.** The student will describe appropriate ways to prevent having an environmental emergency and identify, assess and respond to environmental conditions, including traction loss, vehicle tires dropping off the pavement, line of sight loss situations and loss of path travel situations.

**IC. 5.0. In-car Standard Five: Assessment of Driver Performance.**

**5.1. Driver Assessment.** The student enrolled in a certified driver education program will be able to successfully demonstrate the key core behavioral patterns while performing the recommended procedures on a designated assessment route.

### Relationship between Classroom and In-Car Standards

The following table describes how the classroom standards relate to the in-car standards.

<table>
<thead>
<tr>
<th>Classroom Standard</th>
<th>In-Car Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 1.0 Classroom Standard One: Preparing To Operate a Vehicle.</td>
<td>IC. 1.0. In-car Standard One: Preparing to Operate a Vehicle.</td>
</tr>
<tr>
<td>C 2.0 Classroom Standard Two: Understanding Vehicle Control Needs.</td>
<td>1.1 Preparations to Operate Vehicle.</td>
</tr>
<tr>
<td></td>
<td>1.2 Judgment of Vehicle to Roadway Position.</td>
</tr>
<tr>
<td>C 4.0 Classroom Standard Four: Introducing Intersection Skills and Negotiating Curves and Hills.</td>
<td>2.1 Visualization of Intended Travel Path</td>
</tr>
<tr>
<td></td>
<td>2.2 Searching Intended Travel Path</td>
</tr>
<tr>
<td>C 6.0 Classroom Standard Six: Developing Traffic Flow and Space Management Skills at Speeds Below 55 m.p.h.</td>
<td>3.1 Speed Control</td>
</tr>
<tr>
<td>C 7.0 Classroom Standard Seven: Developing Traffic Flow and Space Management Skills at Maximum Highway Speeds</td>
<td>3.2 Lane Position Selection</td>
</tr>
<tr>
<td>C 10.0 Classroom Standard Ten: Other Roadway Users.</td>
<td>3.3 Rear Zone Searching and Control</td>
</tr>
<tr>
<td></td>
<td>3.4 Communication and Courtesy</td>
</tr>
<tr>
<td>C 9.0 Classroom Standard Nine: Dealing with Adverse Conditions.</td>
<td>3.5 Using Three Steps to Problem-Solving (i.e. SEE)</td>
</tr>
<tr>
<td>C 11.0 Classroom Standard Eleven: Responding to Emergencies, Vehicle Malfunctions and Crashes.</td>
<td>IC. 4.0. In-car Standard Four: Responding to Emergency Situations.</td>
</tr>
<tr>
<td></td>
<td>4.1 Divide Focal and Mental Attention Between</td>
</tr>
<tr>
<td></td>
<td>4.2 Identify, Assess and Respond to Vehicle Emergencies.</td>
</tr>
<tr>
<td></td>
<td>4.3 Identify, Assess and Respond to Environmental Conditions.</td>
</tr>
</tbody>
</table>
Essential Knowledge and Skills for Driver and Traffic Safety Education

Driver and Traffic Safety Education: Classroom

(A) General Requirements. Driver education is generally a required prerequisite to qualify for a driver permit between 14 years 6 months and before age 17 dependent on state licensing requirements.

(B) Introduction. State regulated driver and traffic safety education provides the foundation for students, assisted by parents/mentors, to begin the lifelong learning process of managed risk driving practices. Students acquire essential knowledge, skills, and experiences to perform managed risk driving in varying traffic environments. Satisfactory completion of the driver and traffic safety education course qualifies the student to continue the graduated driver licensing process.

(C) Responsibilities. Teachers manage student efforts to meet or exceed minimum competency standards through a classroom instruction that includes student-centered activities, modeling, knowledge assessment, skill assessment, guided observation, and parental involvement. Concurrent and integrated operation of classroom and in-car instruction is required for student knowledge and skill development.

(D) Classroom Knowledge and Skills.

C 1.0 Classroom Standard One: Preparing to Operate a Vehicle.

The student will:
1.1 become aware of program goals through a student/parent orientation.
1.2 recognize and comply with the rules of the road based on state and local requirements.
1.3 recognize and illustrate vehicle operating space needed for managed-risk operation.
1.4 understand and practice processes and procedures for getting ready to drive a vehicle.
1.5 recognize the value of occupant protection as a crash prevention and loss prevention tool for managed-risk driver performance
1.6 develop and practice a procedure for starting a vehicle.
1.7 develop and practice a procedure for securing a vehicle.
1.8 attend the student/parent debriefing at the conclusion of the course and complete the requirements of the GDL.

This standard relates to Standard IC 1.0.

The following details explain the content standards listed above.

C 1.1 Student will become aware of program goals through a student/parent orientation.
   1.1.1 Conduct introductions
   1.1.2 State purpose of orientation session
   1.1.3 Explain the driver education program
   1.1.4 Identify the Graduated Driver Licensing (GDL) requirements and responsibilities
   1.1.5 Complete course registration forms
   1.1.6 Explain course requirements, policy, rules and documentation for successful completion
   1.1.7 Identify student classroom rules
   1.1.8 Identify student in-car rules
   1.1.9 Explain in-car driving plan and routes
   1.1.10 Discuss driving with temporary impairment and permanent disabilities.
       a. Use of controlled substances
b. Use of prescription and over the counter medicines

1.1.11 Explain program, student, parent and teacher partnership and responsibilities.
1.1.12 Explain the need for maintaining communications
1.1.13 Identify injury risk for teens.
1.1.14 Introduce managed-risk driving goals.

C 1.2 Student will recognize and comply with the rules of the road based on state and local requirements.
1.2.1 Signs, signals, and markings
1.2.2 Legal stops and restricted speeds
1.2.3 Pedestrian and bicyclists rights and duties
1.2.4 Safety responsibility law
1.2.5 Speed regulations
1.2.6 Alcohol, other drugs and prescription drugs
1.2.7 Driver handbook references

C 1.3 Student will recognize and illustrate vehicle operating space needed for managed-risk operation.
1.3.1 Identify visual limitations to the front, rear and sides of the vehicle
1.3.2 Identify the length and width of the vehicle’s blind zone
1.3.3 Identify size of vehicle tire patches
1.3.4 Adjust rear and side view mirror settings
   a. Identify traditional mirror settings used for some vehicles
   b. Identify blind zones and the use of enhanced mirror settings

C 1.4 Student will understand and practice processes and procedures for getting ready to drive a vehicle.
1.4.1 Understand mental and physical well-being
1.4.2 Manage emotions
1.4.3 Protect others by using provided safety equipment
1.4.4 Check outside and inside the vehicle before opening vehicle door
1.4.5 Lock doors after entry
1.4.6 Make vehicle adjustments
   a. Head restraints
   b. Seat
   c. Rear and side view mirrors
   d. Safety restraints
   e. Steering wheel
   f. Pedals
1.4.7 Understand gauges, electronics, and accessories
1.4.8 Alert and warning symbols and locations
1.4.9 Vehicle control devices
1.4.10 Safety, communication, comfort, and convenience devices
1.4.11 Purpose and use of vehicle’s owner’s manual;
1.4.12 Routine vehicle checks.
1.4.13 Tire safety
   a. Tire pressure
   b. Tread depth
   c. Wear and damage

C 1.5 The student will recognize the value of occupant protection as a crash prevention and loss
prevention tool for managed-risk driver performance.

1.5.1 Occupant protection knowledge
   a. Active restraints
   b. Passive restraints
   c. Active passive integration
   d. Frontal crash protection
      i. First generation supplemental restraints
      ii. Second generation supplemental restraints
      iii. Third generation supplemental restraints
   e. Side impact protection
   f. Rear impact protection

1.5.2 Occupant use and misuse
   a. Myths
   b. Lap belt adjustments
   c. Shoulder restraint adjustments
   d. Legal requirements

1.5.3 Protecting children
   a. Age and seat requirements
   b. Weight and seat requirements
   c. Proper seat placement
   d. Legal requirements

1.5.4 Vehicle control
   a. Seat belt adjustments
   b. Airbag and steering control
   c. Active passive integration assist (APIA)
   d. Rear impact

C 1.6 Student will develop and practice a procedure for starting a vehicle.
   1.6.1 Check and ensure that the parking brake is set
   1.6.2 Depress the foot brake pedal
   1.6.3 Select appropriate gear for starting vehicle
   1.6.4 Recognize alert lights and symbols for safety accessories
   1.6.5 Operate ignition starting device
   1.6.6 Select and operate appropriate vehicle accessories
   1.6.7 Recognize warning lights and symbols for engine or system accessories

C 1.7 Student will develop and practice a procedure for securing a vehicle.
   1.7.1 Stop the vehicle in a safe and legal location and keep your foot on the brake.
   1.7.2 Set parking brake as required by state statute and owner’s manual.
   1.7.3 Shift into appropriate gear before removing foot from brake.
   1.7.4 Turn off appropriate accessories prior to turning off ignition and removing key.
   1.7.5 Visually check traffic flow before opening door.
   1.7.6 Lock doors and/or secure available alarm system.

C 1.8 Student will attend the student/parent debriefing at the conclusion of the course and complete the requirements of the GDL.
   1.8.1 Review program driver skill log requirements
   1.8.3 Evaluation of destination driving route
   1.8.4 Review licensing requirements
1.8.4 Student responsibilities
1.8.5 Media advertising
1.8.6 Use of natural resources
1.8.7 Parent responsibilities
1.8.8 Making safe vehicle choices


The student will:
2.1 explain and apply basic concepts related to vision control needed to operate a vehicle.
2.2 explain and apply basic motion control techniques needed to operate a vehicle while maintaining suspension balance.
2.3 explain and apply the four basic techniques related to steering control needed to operate a vehicle.
2.4 identify and practice use of communication techniques, courtesy and respect in regard to other roadway users.
2.5 identify and practice methods for stopping a vehicle in motion.
2.6 develop vehicle reference points to know where the vehicle is positioned to the roadway.

This standard relates to Standard IC 1.0.

The following details explain the content standards listed above.

C 2.1 Student will explain and apply basic concepts related to vision control needed to operate a vehicle.

2.1.1 Identify vision and mental perception requirements:
   a. Three basic visual fields (central, fringe or focal, peripheral) and how they are used in the driving task
   b. Compare visual skills to mental perception
   c. Techniques to improve visual skills
   d. Techniques to improve mental perception of traffic events
   e. Overcoming visual deficiencies
2.1.2 Visually identify open space to enter prior to moving foot from brake to accelerator
2.1.3 Targeted line of sight
2.1.4 Target to end of the path of travel
2.1.5 Reference vehicle to path of travel
2.1.6 Maintain an open line of sight 20-30 seconds ahead
2.1.7 Develop searching skills based on dividing visual and mental attention between two or more tasks

C 2.2 Student will explain and apply basic motion control techniques needed to operate a vehicle while maintaining suspension balance.

2.2.1 Recognize how speed affects vehicle direction
2.2.2 Place the vehicle into motion smoothly
   a. Changing vehicle load—side to side (vehicle roll)
      i. Steering movements
      ii. Brake and steering combinations
b. Changing vehicle load—front to rear (vehicle pitch)
   i. Releasing brake suddenly
   ii. Covering accelerator downhill
   iii. Light accelerator pressure
   iv. Progressive accelerator pressure
   v. Thrust accelerator pressure
   vi. Excessive acceleration affects balance

c. Changing vehicle load—rear to front (vehicle pitch)
   i. Releasing accelerator
   ii. Covering brake uphill
   iii. Controlled braking (Squeeze on)
   iv. Threshold braking (Firm pressure prior to lockup)
   v. Trailing brake (Squeeze off)
   vi. Excessive deceleration affects balance

d. Changing vehicle load—pivot around center of gravity (vehicle yaw)
   i. Sudden braking inputs create traction loss
   ii. Sudden acceleration inputs create traction loss
   iii. Sudden steering inputs create traction loss

2.2.3 Identify how safety belts maintain seating position and in-contact with the steering wheel
2.2.4 Identify how the dead pedal allows driver to feel roll, pitch, and yaw characteristics

C 2.3 Student will explain and apply the four basic techniques related to steering control needed to operate a vehicle.

2.3.1 Hand-to-hand steer (Push/Pull)
   a. Hand position (9-3, 8-4)
   b. Precision maneuvers
   c. Steering through curves
   d. Intersection turning
   e. Lane change
   f. Front traction loss control (understeer)

2.3.2 Hand-over-hand steer
   a. Hand position (9-3, 8-4)
   b. Left or right side of wheel used
   c. Limited line of sight on entry causing speed under 15 mph
   d. Tight turning efforts (alley way, parking lots, etc.)
   e. Perpendicular and parallel parking
   f. Rear traction loss (oversteer)

2.3.3 Limited evasive steer
   a. Hand position (9-3)
   b. Maximum steering inputs are 180 degrees
      i. Input to move front of vehicle
      ii. Input to move rear of vehicle
      iii. Input to center vehicle in lane

2.3.4 One-hand steering
   a. Hand Position (12)
      i. Backing vehicle
      ii. Hand moves in direction of intended vehicle movement
   b. Hand Position (6)
      i. Backing vehicle
ii. Hand moves in direction of intended trailer movement
c. Hand Position (9 or 3, 8 or 4)
   i. Using vehicle controls with right or left hand
   ii. Using gear shifting device with right hand

C 2.4 The student will identify and practice use of communication techniques, courtesy and respect in regard to other roadway users.

2.4.1 Identify Technique
   a. Use of turn signal light before turning right or left
   b. Use of lane change device to signal moving to another lateral position
   c. Use of headlights on at all times to increase visibility to others
   d. Use of horn to make others aware of your presence
   e. Tap of brake lights to warn rear traffic of a slowdown or stop in the traffic flow
   f. Use of vehicle speed and position to communicate the driver’s intention

2.4.2 Identify Timing.
   a. Engage signal light for a minimum of five seconds prior to moving to provide time for the communication to be sent, received and acted upon
   b. Communicate early for control of a safe path of travel

2.4.3 Identify Commitment
   a. Identify messages are acknowledged by others

C 2.5 The student will identify and practice methods for stopping a vehicle in motion.

2.5.1 Search effectively ahead of the vehicle to determine braking needs
2.5.2 Check rear zone/space prior to braking
2.5.3 Use controlled braking efficiently with heel of foot on floorboard
2.5.4 Apply a firm squeezing braking force at the beginning of the braking process
2.5.5 Bring the vehicle to a smooth stop
2.5.6 Recognize that too much braking action affects vehicle body pitch toward the front
2.5.7 Ease pressure off brake during last two seconds of braking to ease pitch of vehicle
2.5.8 Check the rear zone/space before, during and after braking actions
2.5.9 Effective use of ABS braking

C 2.6 The student will develop vehicle reference points to know where the vehicle is positioned to the roadway.

2.6.1 Identify Right Side of Vehicle References
   a. Determine when the vehicle is positioned within 3-6 inches of the curb or a lane line
   b. Determine when the vehicle is positioned within 2-3 feet of the curb or a lane line
   c. Determine when the vehicle is positioned within 5-8 feet of the curb or a lane line

2.6.2 Identify Left Side of Vehicle References
   a. Determine when the vehicle is positioned within 3-6 inches of the curb or a lane line
   b. Determine when the vehicle is positioned within 2-3 feet of the curb or a lane line
   c. Determine when the vehicle is positioned within 5-8 feet of the curb or a lane line

2.6.3 Identify Front of Vehicle References
   a. Determine when the front bumper is positioned even with the stop line or curb edge

2.6.4 Identify Rear of Vehicle References
   a. Determine when the rear bumper is positioned even with a line

2.6.5 Identify Front Turning Point of Vehicle
   a. Determine where on the road the front is positioned for turning left
   b. Determine where on the road the front is positioned for turning right
2.6.6 Identify Rear Turning Point of Vehicle
   a. Determine where on the road the rear is positioned for backing left
   b. Determine where on the road the rear is positioned for backing right

2.6.7 Visualization of Intended Travel Path
   a. Identify Target
      i. Identify a stationary object or area that appears in the center and at the end of your intended travel path
   b. Identify Target Area
      i. Identify the traffic problems and elements in and near the target area
      ii. Locate your target area, evaluate the line of sight or path of travel conditions and determine best approach speed and lane position
   c. Identify Targeting Path
      i. Evaluate the target area, while developing an image of your targeting path
      ii. Identify elements that can change or modify the intended travel path
      iii. Determine risks associated with maintaining the intended path of travel

2.6.8 Rules of the Road
   a. Yield right of way
   b. Intersection
      i. Approach
      ii. Stop position (when required)
         - Stop Line, or if none
         - Crosswalk line, or if none
         - Crosswalk, or if none
         - Edge of roadway or curb line
         - Proceed with caution or yield to traffic flow
      iii. Entry without affecting traffic flow
         - Estimate time needed to cross
         - Estimate time needed to turn left
         - Estimate time needed to turn right


The student will:
3.1. recognize, understand, determine meaning, and relate roadway conditions, signs, signals, and
pavement markings to managed-risk driving decisions.
3.2. understand procedures and processes for basic vehicle maneuvering tasks as listed.

This standard relates to Standard IC 2.0.

The following details explain the content standards listed above.

C 3.1 The student will recognize, understand, determine meaning, and relate roadway conditions, signs, signals, and pavement markings to managed-risk driving decisions. (For a complete listing of all signs, signals, pavement markings refer to your state’s motor vehicle code.)

3.1.1 Identify roadway characteristics
   a. Recognize intersection types
      i. Unguarded
      ii. Guarded by sign or signal
      iii. Crossroad with through road
      iv. Crossroad without through road
      v. Highway-railroad grade crossing
      vi. T- and Y-style
      vii. Traffic circle/round-about
   b. Recognize traffic calming devices
   c. Recognize surface conditions
   d. Recognize slope and grade
   e. Recognize traction (adhesion/grip) potential
   f. Recognize highway conditions
      i. Roadway
      ii. Shoulder
      iii. Off-road areas
   g. Recognize lane controls

3.1.2 Identify signs and signals
   a. Recognize Meaning
      i. Shapes
      ii. Color
      iii. Symbols
      iv. Legend/message
   b. Recognize locations
   c. Recognize legal controls
      i. Stop
      ii. Yield
      iii. Traffic Flow
      iv. Regulations

3.1.3 Identify pavement markings/symbols
   a. Recognize meaning
      i. Color
         – Yellow
         – White
         – Red
         – Blue
         – Green
      ii. Line Markings
3.1.4 Recognize location
   a. Recognize legal controls
      i. Passing
      ii. Crosswalk
      iii. Lane storage
      iv. Turn position

C 3.2 The student will understand procedures and processes for basic vehicle maneuvering tasks as listed.
   3.2.1 Identify and apply procedural steps
      a. Intersection approach
         i. See and respond to open/closed space/zones
         ii. Check and respond to rear space/zone conditions
         iii. Establish and maintain proper lane usage and speed control
         iv. Search left, front, and right spaces/zones for line of sight or path of travel changes
         v. Find open spaces/zones before entering
         vi. Use staggered, legal, and safety stop when applicable;
         vii. See condition of a traffic signal;
         viii. Adjust speed to arrive at a green light
               - See closed front space/zone
               - Adjust speed to reduce closure rate and to arrive in an open space/zone
               - Adjust speed to have at least one open side space/zone
      b. Precision left turns
      c. Precision right turns
      d. Moving to/from the curb
      e. Backing
         i. Straight
         ii. Around corner
         iii. Lateral lane change to the left or right
      3.2.2 Identify and apply driver information processing
         a. Understand vision and mental perception requirements
         b. Understand value of directed experience/practice
      3.2.3 Introduction of the space management system (i.e. SEE)
         a. Understand conditions for searching
            i. Changes to path of travel
            ii. Changes to the line of sight
            iii. Changes in road surface and condition
         b. Understand situations for evaluating
            i. Alternative paths of travel
            ii. Appropriate position
            iii. Appropriate speed
            iv. Appropriate communication
         c. Understand skills needed to execute decisions
            i. Speed changes
            ii. Position changes
iii. Communication needs

3.2.4 Describe rules of the road
   a. Identify yielding right of way
   b. Identify signal use
   c. Lane position rules at intersections
   d. Intersection rules
   e. Signs, signals, and markings rules
   f. Backing rules

C 4.0 Classroom Standard Four: Introducing Intersection Skills and Negotiating Curves and Hills.

The student will:
4.1. discover how visual skills and mental perception lead to managed-risk driving decisions.
4.2. select, maintain, and adjust speed to reduce risk of collision and in compliance with rules of the road.

This standard relates to Standard IC 2.0.

The following details explain the content standards listed above.

C 4.1 The student will discover how visual skills and mental perception lead to managed-risk driving decisions.

4.1.1 Recognize need to divide focal and mental attention between intended target, travel path and other tasks
   a. Move focal vision from target area to another location and back to target area
   b. Move focal vision within ½ second time frames
   c. Use active searching to allow brain to perceive information

4.1.2 Identify target area searching
   a. Search to target area, evaluate its conditions and determine entry speed and position
   b. Search for line of sight or path of travel changes affecting approach to target area
   c. Approach target area, while continually re-evaluating risks in the immediate 4-6 second travel path
   d. Approach the target area, search for a new target area and new travel path

4.1.3 Know how to judge space in seconds
   a. Visualize the space vehicle will occupy at least 15-20 seconds ahead
   b. Search 15-20 seconds ahead, continually evaluating the 4-6 second immediate path
   c. Speed and/or lane position adjustments may be required when the target area cannot be seen

4.1.4 Identify changes to line of sight or path of travel
   a. Evaluate modification in the ability to see or maintain a travel path
   b. Identify when line of sight or path of travel change are recognized, the need to evaluate other zones/spaces for speed and lane adjustments

4.1.5 Identify open, closed or changing zones/spaces
   a. Identify the intended travel path for open, closed or changing conditions
   b. Evaluate open, closed or changing conditions for speed and position adjustments

4.1.6 Search intersections
   a. Search for open zones/spaces to the left, front and right, when approaching an intersection including highway-rail grade crossings
b. Evaluate closed or changing zones/spaces and make necessary speed and/or lane position adjustments, when approaching an intersection  
c. Search for open zones/spaces to the left, front and right, before entering an intersection

4.1.7 Search into curves and over hills
   a. Search the line of sight and path of travel through the curve or over the hill crest for closed or changing conditions
   b. Evaluate the line of sight or path of travel for appropriate speed and position adjustments, before entering a curve or a hill crest

C 4.2 The student will select, maintain, and adjust speed to reduce risk of collision and in compliance with rules of the road.

4.2.1 Select safe speed
   a. Determine travel speed based upon driver, vehicle, legal, roadway, and environmental limitations
   b. Determine speed adjustment needed for managed risk
   c. Adjust speed to meet unposted residential (35) and unposted rural speed (55) limitations as based on state regulations
   d. Check gauges, mirrors, and evaluate line of sight or path of travel conditions

4.2.2 Recognize changes in line of sight or path of travel
   a. Avoid using acceleration into a closed or changing zone/space
   b. Recognize a closed zone/space (such as a red light or stopped traffic), adjust speed to arrive at an open zone/space
   c. When ability to see a line of sight or path of travel is reduced, adjust speed to maintain or establish an open zone/space

C 5.0 Classroom Standard Five: Space Management and Vehicle Control Skills in Moderate Risk Environments.

The student will:
5.1. review and apply the principles of a space management system (i.e. SEE) to managed-risk vehicle operation making appropriate communication, speed and lane position adjustments.
5.2. demonstrate and practice basic vehicle maneuvers for managed-risk operation and identify and respond to divided attention tasks.
5.3. develop procedures and practice techniques for managed-risk lane changes in a variety of lane change situations.
5.4. develop procedures and practice techniques for managed-risk perpendicular, angle and parallel parking.
5.5. develop procedures and practice techniques for managed-risk speed management.

This standard relates to Standard IC 3.0.

The following details explain the content standards listed above.

C 5.1 The student will review and apply the principles of a space management system (i.e. SEE) to managed-risk vehicle operation making appropriate communication, speed and lane position adjustments.

5.1.1 Divide attention between path of travel and other tasks
5.1.2 Use an orderly visual search process
5.1.3 Control of space to front
5.1.4 Use rear and side view mirrors effectively
5.1.5 Maintain separation to sides and rear
5.1.6 Communicate presence/intentions
5.1.7 Manage intersections effectively
5.1.8 Practice commentary response
   a. Identify speed and position adjustment development
   b. Identify reference points for maneuvers
   c. Identify rear space/zone view conditions
5.1.9 Identify blind zones for different vehicles

C 5.2 The student will demonstrate and practice basic vehicle maneuvers for managed-risk operation.
5.2.1 Identify divided attention tasks
5.2.2 Intersection maneuvers
5.2.3 Identify procedures for backing in a straight line
5.2.4 Identify procedures for backing around a corner
5.2.5 Determine lowest risk turn around options
   a. Identify space management considerations
      i. Communication
      ii. Procedures
      iii. Position to curb
      iv. Speed control
      v. Steering control
      vi. Vision control
   b. Identify when it is safer to go around the block
   c. Identify safe behaviors for turning around in a parking lot
   d. Identify procedures for a turnabout with entry into a roadway or driveway on the left or by backing around a corner to the right
      i. Signal
      ii. Forward position reference
      iii. Evaluate alignment to space
      iv. Back to a pivot point
      v. Steering control
      vi. Target center of vehicle or space to the rear
      vii. Speed control
      viii. Straighten vehicle to lane position
      ix. Rear limitation reference
      x. Cancel signal
   e. Identify procedures for an intersection U-turn
      i. Determine if and where legal
      ii. Using proper forward position
      iii. Using minimum space to go forward
      iv. Evaluating alignment to space
      v. Backing to pivot point
      vi. Turning steering wheel
      vii. Visually targeting center of vehicle or space to the rear
      viii. Straightening vehicle to lane position
      ix. Using rear limitation reference
f. Identify procedures for a three-point (y-turn) turnabout in a low risk roadway environment
   i. Using proper forward position
   ii. Using minimum space to go forward
   iii. Evaluating alignment to space
   iv. Back to pivot point
   v. Turning steering wheel
   vi. Visually targeting center of vehicle or space to the rear
   vii. Straightening vehicle to lane position
   viii. Using rear limitation reference
g. Cul-de-sac or circular drive turnabout

C 5.3 The student will develop procedures and practice techniques for managed-risk lane changes in a variety of lane change situations.
   5.3.1 Identify space management requirements
      a. Determine the need for a lane change
      b. Identify divided attention conditions
      c. Identify communication techniques
      d. Determine speed and lane position adjustments
   5.3.2 Develop procedures and practice lane change techniques
      a. Evaluate space/zones and side view mirror blind zones
         i. Check side view mirror blind zone
         ii. Check enhanced side view mirror view
      b. Move to the left side of lane for left lane change
      c. Move to right side of lane for right lane change
      d. Check side view mirror blind zone
         i. Check side view mirror blind zone
         ii. Check enhanced side view mirror view
      e. Decide best lane position for conditions
   5.3.3 Lane Position
   5.3.4 Speed control
   5.3.5 Steering control
   5.3.6 Identify vehicle blind zones and truck no zones

C 5.4 The student will develop procedures and practice techniques for managed-risk perpendicular, angle and parallel parking.
   5.4.1 Entering a parking space
      a. Space management applications
      b. Dividing attention between tasks
      c. Communication
      d. Procedures
         i. Positioning/reference points
         ii. Vision control
         iii. Speed control
         iv. Steering control
5.4.2 Exiting a parking space
    a. Space management applications
    b. Communication
    c. Procedures
       i. Positioning/Reference Points
       ii. Vision control
       iii. Speed control
       iv. Steering control
    v. Forward
    vi. Reverse

C 5.5 The student will develop procedures and practice techniques for managed-risk speed management.

5.5.1 Visibility
5.5.2 Dividing attention
5.5.3 Traffic controls
5.5.4 Road condition
5.5.5 Vehicle condition
5.5.6 Space to front/rear
5.5.7 Other roadway users
5.5.8 Traffic flow
5.5.9 Vehicle dynamics
5.5.10 Speed differentials

C 6.0 Classroom Standard Six: Developing Traffic Flow and Space Management Skills at Speeds Below 55 m.p.h.

The student will recognize and respond to:
6.1. roadway and traffic flow situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
6.2. space management situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
6.3. intersection entry situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
6.4. curve entry/apex/exit situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
6.5. planned passing situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.

This standard relates to Standard IC 3.0.

The following details explain the content standards listed above.

C 6.1 The student will identify and comply with roadway and traffic flow situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
   6.1.1 Dividing attention between tasks
   6.1.2 Non-motorized highway users
   6.1.3 Following and being followed
   6.1.4 Entering and exiting curves
   6.1.5 Traffic flow to each side of vehicle
   6.1.6 Multiple use and reversible lanes
   6.1.7 Oncoming traffic gap selection
   6.1.8 Crossing traffic gap selection
   6.1.9 Multiple lane passing
   6.1.10 Vehicle blind zones and truck no zones

C 6.2 The student will identify and comply with space management situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
   6.2.1 Identify techniques to control space around the vehicle
   6.2.2 Understand the need to divide attention between tasks
   6.2.3 Identify appropriate mirror use
   6.2.4 Recognize vehicle blind zones and truck no zones
   6.2.5 Maintain separation to sides and rear
   6.2.6 Communicate presence/intentions
   6.2.7 Describe multiple lane use and reversible lanes
   6.2.8 Describe procedures for approaching and exiting a curve
   6.2.9 Perform commentary responses
      a. Speed and position changes development
      b. Rear space/zone response development

C 6.3 The student will identify and comply with intersection entry situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
   6.3.1 Space management applications
   6.3.2 Dividing attention between tasks
   6.3.3 Unique signs, signals, and markings
   6.3.4 Communication
   6.3.5 Types of intersections
   6.3.6 Level of traffic flow congestion
   6.3.7 Identify number of usable lanes
   6.3.8 Procedures
   6.3.9 Lane position
   6.3.10 Speed control
6.3.11 Steering control

C 6.4 The student will identify and comply with curve entry/apex/exit situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
  6.4.1 Space management applications
  6.4.2 Dividing attention between tasks
  6.4.3 Communication
  6.4.4 Unique signs, signals, and markings
  6.4.5 Procedures
  6.4.6 Lane position
  6.4.7 Speed control
  6.4.8 Steering control
  6.4.9 Apply transition point concepts

C 6.5 The student will identify and comply with planned passing situations on limited access roadways and roadways without limited access at speeds up to 55 m.p.h.
  6.5.1 Space management applications
  6.5.2 Dividing attention between tasks
  6.5.3 Communication
  6.5.4 Procedures
  6.5.5 Lane position
  6.5.6 Speed control
  6.5.7 Steering control
  6.5.8 Stopping distance
  6.5.9 Abort considerations
  6.5.10 Passing/being passed

C 7.0 Classroom Standard Seven: Dealing with Complex Environments at Maximum Highway Speeds.

The student will recognize and respond to:
7.1 roadway and traffic flow situations on limited access roadways and roadways without limited access at maximum highway speeds.
7.2 space management situations on limited access roadways and roadways without limited access at maximum highway speeds.
7.3 merging, speed control, lane selection, and exiting situations on limited access roadways at maximum highway speeds.
7.4 gap selection, communication, speed control, and lane selection during passing situations on limited access roadways at maximum highway speeds.
This standard relates to Standard IC 3.0.

The following details explain the content standards listed above.

C 7.1 The student will identify and comply with roadway and traffic flow situations on limited access roadways and roadways without limited access at maximum highway speeds.

7.1.1 Non-motorized highway restrictions
7.1.2 Sharing the roadway
   a. With other motorized highway users
   b. With other drivers
   c. With emergency vehicles
   d. With domestic and wildlife
7.1.3 Divided attention tasks
7.1.4 Vehicle size and movement
7.1.5 Following and being followed
7.1.6 Approach to curves
   a. See curve in target area
   b. Check all zones for options
   c. Establish effective speed control
   d. Left curve approach
   e. Right curve approach
7.1.7 Entering and exiting limited access highways
   a. Unique signs, signals, and markings
   b. Communication
   c. Types of interchanges
   d. Level of traffic flow congestion
   e. Identify number of usable lanes
7.1.8 Multiple use and reversible lanes
7.1.9 Traffic flow to each side of vehicle
7.1.10 Vehicle blind zones and truck no zones
7.1.11 Oncoming traffic gap selection
   a. Crossing traffic gap selection
   b. Two-lane and multi-lane passing

C 7.2 The student will identify and comply with space management situations on limited access roadways and roadways without limited access at maximum highway speeds.

7.2.1 Control of space around vehicle
7.2.2 Dividing attention tasks
7.2.3 Appropriate mirror use
7.2.4 Vehicle blind zones and truck no zones
7.2.5 Maintain separation to sides and rear
7.2.6 Communicating presence/intentions
7.2.7 Effective management of merge/exit maneuvers
7.2.8 Commentary responses
   a. Speed and position adjustment assessment
   b. Rear space(zone observance assessment
7.2.9 Rules of the Road
   a. Merging rules
b. Passing rules
c. Use of traffic flow control devices
d. Flashers
e. Vehicle lights
f. Towing

C 7.3 The student will identify and comply with merging, speed control, lane selection, and exiting situations on limited access roadways at maximum highway speeds.

7.3.1 Communication
7.3.2 Space management
7.3.3 Dividing attention tasks
7.3.4 Gap selection
7.3.5 Vehicle blind zones and truck no zones
7.3.6 Closure rate
7.3.7 Speed control
   a. Slowest speed on entrance ramp for maximum searching time and options
   b. Effective speed on acceleration lane
   c. Getting off
      i. Plan ahead
      ii. Test brakes
      iii. Flat curves
7.3.8 Lane selection and position

C 7.4 The student will identify and comply with gap selection, communication, speed control, and lane selection during passing situations on limited access roadways at maximum highway speeds.

7.4.1 Procedures
7.4.2 Limited access highway advantages/disadvantages
7.4.3 Passing/overtaking on right side of vehicles
7.4.4 Space management
7.4.5 Divided attention tasks
   a. Identify tailgater problems for speed and lane position adjustments
   b. Evaluate gain versus risk prior to attempting passing maneuver
   c. Check all zones for line of sight and/or path of travel conditions
7.4.6 Vehicle blind zones and truck no zones
7.4.7 Communication
7.4.8 Speed control
7.4.9 Steering control
7.4.10 Stopping ability limited
7.4.11 Abort considerations
7.4.12 Passing/being passed considerations

C 8.0 Classroom Standard Eight: Factors Affecting Driver Performance.

The student will:
8.1. identify the high risk effects of alcohol and others drugs, including prescription drugs on personality and driver performance.
8.2. recognize legal responsibility to not use alcohol and other drugs that affect the ability to use a vehicle safely and develop strategies for other means of safe transportation.
8.3. understand the need for driver fitness to aid managed-risk driver performance and recognize that external and internal vehicle distractions, fatigue, and aggression that can cause inattention to task and may result in injury and physical damage crashes.

8.4. understand the impact of temporary impairments and long-term disabilities and the strategies to compensate and enhance for managed-risk driver performance.

The following details explain the content standards listed above.

C 8.1 The student will identify the high risk effects of alcohol and others drugs, including prescription drugs on personality and driver performance.

8.1.1 Recognizing alcohol and other drugs, including prescription drugs effect on teens
8.1.2 Teen risk factors for alcohol and other drugs, including prescription drug use/abuse
8.1.3 Limiting risk of driving with others that are intoxicated
8.1.4 The effect of alcohol and other drugs, including prescription drugs on driver performance
8.1.5 Advertisement/ peer pressure to use alcohol and other drugs
8.1.6 Alcohol and other drug use/abuse rules and regulations
   a. Laws concerning alcohol and other drug abuse
   b. Zero tolerance rules and regulations
   c. Penalties associated with alcohol and other drug abuse

C 8.2 The student will recognize legal responsibility to not use alcohol and other drugs that affect the ability to use a vehicle safely and develop strategies for other means of safe transportation.

8.2.1 “Just say no” message
8.2.2 Refusal skills
8.2.3 Peer intervention skills
8.2.4 Community resources
8.2.5 Parental support

C 8.3 The student will understand the need for driver fitness to aid managed-risk driver performance and recognize that external and internal vehicle distractions, fatigue and aggression may result in injury and physical damage crashes.

8.3.1 Driver Distractions
   a. Definitions
   b. Effect on new drivers
   c. Outside vehicle distractions
      i. Limitations to vehicle path of travel
      ii. Signs, signals, and markings
      iii. Other users
   d. Inside vehicle distractions
      i. Passengers
      ii. Electronics
      iii. Dashboards controls

8.3.2 Dividing attention
   a. Vision needs
   b. Mental awareness

8.3.4 Fatigue and sleep deprivation
8.3.5 Driver aggression and response
8.3.6 Driver motivation
C 8.4 The student will understand the impact of temporary impairments and long-term disabilities and the strategies to compensate and enhance for managed-risk driver performance.

8.4.1 Temporary impairments (i.e. sprains, fractured bones, acute illness, etc.)
8.4.2 Long term disabilities (i.e. paralysis, missing limbs, chronic illness, mental disabilities, etc.)

C 9.0 Classroom Standard Nine: Managing Adverse Conditions.

The student will:
9.1. recognize how adverse weather conditions can impact or effect as visibility and traction problems and respond by adjusting speed to meet the ability to steer and stop the vehicle within the limits of the conditions as presented.
9.2. recognize how adverse weather conditions creates as a visibility and traction problems and the effect on space management skills in regard to speed and position adjustments.

This standard relates to Standard IC 4.0.

The following details explain the content standards listed above.

C 9.1 The student will recognize how adverse weather conditions can impact or affect visibility and traction problems and respond by adjusting speed to meet the driver’s ability to steer and stop the vehicle within the limits of the conditions as presented.

9.1.1 Identify changing weather conditions
   a. Understand what can go wrong
   b. Prevention techniques
   c. Problem recognition
      i. rain
      ii. storms
      iii. snow
      iv. winds, etc.
   d. Vehicle control
9.1.2 Changing visibility conditions
   a. What can go wrong
   b. Prevention techniques
   c. Problem recognition
      i. glare
      ii. low light
      iii. fog
      iv. blizzard effects, etc.
   d. Vehicle control
9.1.3 Changing traction conditions.
   a. What can go wrong
   b. Prevention techniques
   c. Problem recognition
      i. Traction loss to front tires
      ii. Traction loss to rear tires, etc.
   d. Vehicle control
9.1.4 Traffic flow situations under limited conditions of visibility/traction.
9.1.5 Intersection management under limited conditions of visibility/traction.
   a. Traffic flow to each side of vehicle
   b. Oncoming traffic gap selection
   c. Crossing traffic gap selection
9.1.6 Multiple-lane choices and usage under limiting conditions
9.1.7 Responding to non-motorized highway users

C 9.2 The student will recognize how adverse weather conditions creates visibility and traction problems and the effect on space management skills in regard to speed and position adjustments.
   9.2.1 Control of space around vehicle
   9.2.2 Dividing attention tasks
   9.2.3 Appropriate mirror use
   9.2.4 Maintain separation to sides and rear
   9.2.5 Communicating presence/intentions
   9.2.6 Effective management of limited visibility/traction
   9.2.7 SEE commentary assessment
   9.2.8 Rules of the Road
   a. Maintaining visibility laws
   b. Occupant protection laws
   c. Use of electronic devices
   d. Emergency flasher usage
   e. Headlight usage

C 10.0 Classroom Standard Ten: Other Roadway Users.

The student will:
10.1 recognize the characteristics and limitations of and respond to other motorized vehicles that may have different weight, speed, and visibility problems and respond with appropriate space management principles.
10.2 recognize the characteristics and limitations of non-motorized vehicles and pedestrians that may have different speed and visibility problems and respond with appropriate space management principles.
10.3 recognize the characteristics and limitations of tracked vehicles (trains and trolleys) that may have different weight, speed, and visibility problems and respond with appropriate space management principles.

This standard relates to Standard IC 3.0.
The following details explain the content standards listed above.

C 10.1 The student will recognize the characteristics and limitations of other motorized vehicles that may have different weight, speed, and visibility problems and respond with appropriate space management principles.

10.1.1 Tractor and trailer combinations
   a. Single trailer combinations
   b. Double trailer combinations
   c. Triple trailer combinations
   d. Visibility issues
   e. Passing issues
   f. Wind blast issues
   g. Space needs when turning
   h. Passenger vehicle interaction

10.1.2 Car and trailer combination
   a. Passing issues
   b. Wind blast issues
   c. Space needs when turning
   d. Passenger vehicle interaction
   e. Visibility issues

10.1.3 Delivery vans and trucks

10.1.4 Motorcycles and mopeds
   a. Size and speed
   b. Visibility issues
   c. Lane position issues

10.1.5 Construction vehicles and work zones

10.1.6 Farm vehicles

10.1.7 Funeral processions

10.1.8 Snowmobiles and ATV units

10.1.9 Speed issues
   a. Different travel speeds
   b. Maintaining momentum on hills
   c. Acceleration/deceleration

C 10.2 The student will recognize the characteristics and limitations of non-motorized vehicles and pedestrians that may have different speed, and visibility problems and respond with appropriate space management principles.

10.2.1 Pedal cycles and bicycles

10.2.2 Personalized transport
   a. Skates/rollerblades
   b. Skateboards
   c. Horses
   d. Others

10.2.3 Horse drawn equipment

10.2.4 Pedestrians

C 10.3 The student will recognize the characteristics and limitations of tracked vehicles (trains and trolleys) that may have different weight, speed, and visibility problems and respond with appropriate space management principles.
10.3.1 Freight trains
10.3.2 High speed passenger trains
10.3.3 Electric/cable cars
10.3.4 Trolley cars

C 11.0 Classroom Standard Eleven: Responding to Emergencies, Vehicle Malfunctions and Crashes.

The student will:
11.1 recognize and respond to vehicle malfunctions in a managed-risk manner, understand vehicle braking and technology systems and utilize proper braking techniques.
11.2 recognize and understand the operation of current and emerging vehicle technologies.
11.3 understand and relate how the roadway system is managed by police and state agencies to help assist with emergencies, crashes and vehicle malfunctions.
11.4 recognize the responsibilities for attending to a crash scene situation.

This standard relates to Standard IC 4.0.

The following details explain the content standards listed above.

C 11.1 The student will recognize and respond to vehicle malfunctions in a managed-risk manner, understand vehicle braking and technology systems and utilize proper braking techniques.

11.1.1 Dashboard electronic malfunctions
   a. Alert lights and symbols
   b. Warning lights and symbols
11.1.2 Fuel and ignition system malfunctions
11.1.3 Lights and signal malfunctions
11.1.4 Steering and suspension malfunctions
   a. Off-road recovery
   b. Understeer/oversteer recognition and correction
   c. Intelligent stability and handling systems (ISHS, ESP, ESC)
11.1.5 Tires, traction loss recognition and control
   a. Blowouts
   b. Understeer/oversteer recognition and correction
   c. Intelligent stability and handling systems (ISHS, ESP, ESC)
11.1.6 Braking system malfunctions
   a. Antilock braking systems (ABS)
   b. Understeer/oversteer recognition and correction
   c. Intelligent stability and handling systems (ISHS, ESP, ESC)
11.1.7 Active passive integrated approach (APIA) systems
11.1.8 Vehicle load and weight transfer
   a. Effect on balance
   b. Forces of impact
   c. Traction, gravity, inertia, momentum
   d. Tire condition/air pressure
   e. ABS (two-wheel/four-wheel)
11.1.9 Intelligent stability and handling systems (ISHS, ESP, ESC)
C 11.2 The student will recognize and understand the operation of current and emerging vehicle technologies.
   11.2.1 All-wheel drive
   11.2.2 Antilock brakes (ABS)
   11.2.3 Electronic stability control (ESC)
   11.2.4 Telematics (i.e. OnStar)
   11.2.5 Tire pressure monitoring
   11.2.6 Active head restraints
   11.2.7 Adaptive cruise control
   11.2.8 Adaptive headlights
   11.2.9 Advanced airbags and safety belt pretensions
   11.3.0 Fatigue warning devices
   11.3.1 Forward collision warning systems
   11.3.2 Lane departure warning systems
   11.3.3 Park assist and back over prevention
   11.3.4 Side view assist

C 11.3 The student will understand and relate how the roadway system is managed by police and state agencies to help assist with emergencies, crashes and vehicle malfunctions.
   11.3.1 Law enforcement agencies
      a. State enforcement agencies
      b. County enforcement agencies
      c. Local enforcement agencies
   11.3.2 Emergency response agencies
      a. Getting help
      b. Types of emergency response
   11.3.3 Rules of Road
      a. Financial responsibility
      b. Move over law

11.4 The student will recognize the responsibilities for attending to a crash scene situation.
   11.4.1 Responsibilities at a crash scene
   11.4.2 Getting help
   11.4.3 Reporting crashes


The student will:
12.1. perform map reading and trip planning exercises using current and emerging technology that lead to an in-car activity or a future family trip.
12.2. make wise consumer choices in purchasing insurance or an automobile.
12.3. understand future operator responsibilities in regard to licensing.
12.4. understand techniques for safely towing a boat or trailer or driving a special vehicle.
12.5. understand the impact vehicles have on the environment and strategies to reduce the carbon footprint.

The following details explain the content standards listed above.
C 12.1 The student will perform map reading and trip planning exercises using current and emerging technology that lead to an in-car activity or a future family trip.
   12.1.1 Map reading
   a. Paper and atlas formats
   b. Digital and GPS formats
   c. Online map formats
   12.1.2 Destination driving exercise
   a. Plan an in-car driving route
      i. Mark turns
      ii. Controlled intersections
      iii. Speed
   b. Planning a family trip driving route

C 12.2 The student will recognize problems and make wise consumer choices in purchasing insurance or an automobile.
   12.2.1 Insurance
   a. Types
   b. Needs
   c. Safety and financial responsibility (see state law)
   12.2.2 Purchasing vehicles
   a. New vehicle costs
   b. Used vehicle costs
   c. Vehicle selection
      i. Type
      ii. Size
      iii. Utility
      iv. Safety features

C 12.3 The student will understand future operator responsibilities in regard to licensing.
   12.3.1 Local licensing laws
   a. Driver
   b. Vehicle

C 12.4 The student will understand techniques for safely towing a boat or trailer or driving a special vehicle.
   12.4.1 Towing a boat or trailer and driving special vehicles
   a. Skills required for safely towing a boat or trailer
   b. Techniques required to back a trailer successfully
   c. Basic equipment needed
   d. Connecting a trailer to a vehicle
   e. Loading a trailer

C 12.5 The student will understand the impact vehicles have on the environment and strategies to reduce the carbon footprint.
   12.5.1 Fuel-efficient vehicles
   12.5.2 Fuel-saving driving habits
   a. Keep track of your gas mileage
   b. Control your speed
c. Warm the engine
d. Lighten the load
e. Reduce idling
f. Reduce drag

12.5.3 Alternative fuels

12.5.4 Recycling
a. Motor oil
b. Used cars and parts
Essential Knowledge and Skills for Driver and Traffic Safety Education

Driver and Traffic Safety Education: In-car Skills

(E) General Requirements. Driver education in-car instruction is generally a required prerequisite to qualify for a driver permit between 14 years 6 months and before age 17 dependent on state licensing requirements.

(F) Introduction. State regulated driver and traffic safety education provides the foundation for students, assisted by parents/mentors, to begin the lifelong learning process of managed risk driving practices. Students acquire essential knowledge, skills, and experiences to perform managed risk driving in varying traffic environments. Satisfactory completion of the driver and traffic safety education course qualifies the student to continue the graduated driver licensing process.

(G) Responsibilities. Teachers assist and guide students to meet or exceed minimum competency standards through in-car instruction that includes modeling, knowledge assessment, skill assessment, guided observation, and parental involvement. Concurrent and integrated operation of classroom and in-car instruction is required for student knowledge and skill development.

(H) In-car knowledge and skills.

IC 1.0 In-car Standard One: Preparing to Operate a Vehicle.

1.1 Preparations to Operate Vehicle. The student will recognize the visible space around the vehicle, the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle, identifies the location of alert and warning symbol lights, understands the operation of vehicle control and safety devices, and investigates vehicle balance concepts when braking, accelerating, and steering.

1.2 Judgment of Vehicle to Roadway Position. The student will recognize and analyze the standard and personal vehicle guides or reference points relationship to roadway position and vehicle placement.

This standard relates to Standard C 1.0 and C 2.0.

The following details explain the content standards listed above.

IC 1.1 Preparations to Operate Vehicle. The student recognizes the visible space around the vehicle, the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle, identifies the location of alert and warning symbol lights, understands the operation of vehicle control and safety devices, and investigates vehicle balance concepts when braking, accelerating, and steering.

1.1.1 Vehicle Operating Space. The student will:
   a. Identify the visual limitation to the front of the vehicle;
   b. Identify the visual limitation to the rear of the vehicle;
   c. Identify the visual limitation the right side of the vehicle;
   d. Identify the visual limitation to the left side of the vehicle;
   e. Measure the length and width of the vehicle;
   f. Draw and measure the size of the vehicle tire patches;
   g. Demonstrate the limited visual view in the rear view mirror;
   h. Demonstrate the traditional mirror view settings for the rear and side view mirrors; and
   i. Demonstrate and apply the enhanced mirror settings for the rear and side view mirrors.
1.1.2 Getting Ready to Drive. The student will:
   a. Prepare physically and mentally to use vehicle;
   b. Approach the vehicle with awareness;
   c. Check outside and inside of vehicle before opening the door;
   d. Lock doors;
   e. Adjust head restraints, seat position, mirrors, safety restraints, steering wheel position;
   f. Check all occupants for safety belt use; and
   g. Be able to demonstrate effective meaning and usage of all gauges.

1.1.3 Starting the Vehicle. The student will:
   a. Place or check that parking brake is in set position, as required by state statute and owner’s manual;
   b. Select proper gear for starting;
   c. Secure foot brake pedal;
   d. Recognize alert lights for safety accessories;
   e. Demonstrate proper use of ignition starting device;
   f. Demonstrate ability to select and use appropriate accessories;
   g. Give an example of a warning light for engine or system accessories;
   h. Make appropriate gear selection for movement; and
   i. Put headlights on - day and night.

1.1.4 Placing Vehicle in Motion. The student will:
   a. Visually identify open space to enter before moving foot from brake to accelerator;
   b. Communicate to other users;
   c. Place the vehicle into motion smoothly; and
   d. Recognize that too much acceleration affects vehicle body pitch toward the rear.

1.1.5 Stopping Vehicle in Motion. The student will:
   a. Search effectively ahead of the vehicle to determine braking needs;
   b. Use controlled braking efficiently with heel of foot on floorboard;
   c. Check rear zone/space prior to braking;
   d. Apply a firm squeezing braking force at the beginning of the braking process;
   e. Bring the vehicle to a smooth stop by squeezing off brake;
   f. Recognize that too much braking action affects vehicle body pitch toward the front;
   g. Ease pressure off brake during last two seconds of braking to ease pitch of vehicle;
   h. Check the rear zone/space before, during and after braking actions; and
   i. Demonstrate effective use of maximum ABS braking.

1.1.6 Steering. The student will:
   a. Turn head and visually target in the direction of intended path of travel prior to turning;
   b. Use a target, sightline, transition point, and path of travel to determine steering entry and return;
   c. Use a balanced hand position on the wheel (9-3 or 8-4);
   d. Recognize that too much speed and steering affects vehicle body roll towards the opposite side of vehicle;
   e. Use the hand-over-hand or hand-to-hand (turning), hand-to-hand (curvatures), one hand (reverse), or evasive action (avoidance) methods effectively; and
   f. Visually check the rear view mirror, side view mirrors and mirror blind-zone areas.

Page 36 of 55
1.1.7 Securing the Vehicle. The student will:
   a. Stop the vehicle in a safe and legal position;
   b. Set the parking brake as required by state statute and owner’s manual;
   c. Shift into appropriate gear before removing foot from brake;
   d. Turn off appropriate accessories prior to turning off ignition and removing key;
   e. Visually check traffic flow before opening door; and
   f. Lock doors and/or secure any alarm system.

IC 1.2. Judgment of Vehicle to Roadway Position. The student recognizes and analyzes the standard and personal vehicle guides or reference points relationship to roadway position and vehicle placement.

1.2.1 Right Side of Vehicle. The student will:
   a. Determine when the vehicle is positioned within 3-6 inches of the curb or a lane line;
   b. Determine when the vehicle is positioned within 2-3 feet of the curb or a lane line; and
   c. Determine when the vehicle is positioned within 5-8 feet of the curb or a lane line.

1.2.2 Left Side of Vehicle. The student will:
   a. Determine when the vehicle is positioned within 3-6 inches of the curb or a lane line;
   b. Determine when the vehicle is positioned within 2-3 feet of the curb or a lane line; and
   c. Determine when the vehicle is positioned within 5-8 feet of the curb or a lane line.

1.2.3 Front of Vehicle. The student will:
   a. Determine when the front bumper is positioned even with the stop line or curb line.

1.2.4 Rear of Vehicle. The student will:
   a. Determine when the rear bumper is positioned even with a line.

1.2.5 Front Turning Point of Vehicle. The student will:
   a. Determine where on the road the front is positioned for turning left; and
   b. Determine where on the road the front is positioned for turning right.

1.2.6 Rear Turning Point of Vehicle. The student will:
   a. Determine where on the road the rear is positioned for backing left; and
   b. Determine where on the road the rear is positioned for backing right.

1.2.7 Application of Principles. The student will:
   a. Demonstrate vehicle placement within typical lane space positions; and
   b. Demonstrate vehicle placement within lane space when backing and turning.

IC 2.0 In-car Standard Two: Introducing Traffic Entry and Intersection Approach Skills.

Page 37 of 55
The student will utilize critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments. Topics include:

**2.1 Visualization of Intended Travel Path**

**2.2. Searching Intended Travel Path**

*This standard relates to Standard C 3.0 and C 4.0.*

The following details explain the content standards listed above.

**IC. 2.1. Visualization of Intended Travel Path.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.

- **2.1.1 Target.** The student will:
  - a. Identify a stationary object or area that appears in the center and at the end of your intended path of travel.

- **2.1.2 Target Area.** The student will:
  - a. Locate your target area and evaluate the line of sight or path of travel conditions
  - b. Identify the traffic problems and elements in and near the target area; and determine best approach speed and lane position.

- **2.1.3 Targeting Path.** The student will:
  - a. Evaluate the target area, while developing an image of your targeting path;
  - b. Identify elements that can change or modify the intended travel path; and
  - c. Determine risks associated with maintaining the intended path of travel.

**IC. 2.2 Searching Intended Travel Path.** The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.

- **2.2.1 Divide Focal and Mental Attention Between Intended Target, Travel Path and Other Tasks.** The student will:
  - a. Move focal vision from target area to another location and back to target area;
  - b. Move focal vision within ½ second time frames; and
  - c. Use active searching to allow the brain to perceive information.

- **2.2.2 Target Area to Searching Areas.** The student will:
  - a. Search to the target area to evaluate its conditions and determine entry speed and position.
  - b. Search for line of sight or path of travel changes in your 15 to 20 second area that can or will affect the approach to the target area.
  - c. Approaching the target area, continually re-evaluate risks in immediate 4-6 second travel path.
  - d. As you approach the target area, search for your new target area and new travel path.

- **2.2.3 Know How to Judge Space in Seconds.** The student will:
  - a. Visualize the space your vehicle will occupy at least 15-20 seconds ahead;
  - b. Search to the target area, search15-20 seconds ahead, and continually evaluate the 4-6 second immediate path; and
c. Make speed and/or lane position adjustments when the search areas cannot be maintained.

2.2.4 Detect Changes to Line of Sight or Path of Travel. The student will:
   a. Evaluate modification in the ability to see or maintain a travel path; and
   b. Recognize a line of sight or path of travel change, then evaluate other zones/spaces for speed and lane adjustments.

2.2.5 Identify Open, Closed or Changing Zones/Spaces. The student will:
   a. Identify the intended travel path for open, closed or changing conditions; and
   b. Evaluate open, closed or changing conditions for speed and position adjustments.

2.2.6 Searching Intersections. The student will:
   a. Search for open zones/space to the left, front and right, when approaching an intersection (every intersection is a zone change);
   b. Evaluate closed or changing zones/spaces and make necessary speed and/or lane position adjustments, when approaching an intersection; and
   c. Search for open zones/spaces to the left, front and right, before entering an intersection.

2.2.7 Searching Into Curves and Over Hill Crest. The student will:
   a. Search the line of sight and path of travel through the curve or over the hill crest for possible closed or changing status of your path of travel, when the target area is a curve or a hill crest; and
   b. Evaluate the line of sight, path of travel for appropriate speed and position adjustments, before entering a curve or a hill crest.

IC 3.0 In-car Standard Three: Developing Visual and Mental Perception for Vehicle Control Tasks.

The student will utilize critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk, low risk, moderate risk, and complex risk environments including basic vehicle control, space management, and apply the state vehicle law and rules of the road.

Topics include:
3.1 Speed Control
3.2 Lane Position Selection
3.3 Rear Zone Searching and Control
3.4 Following Time and Space
3.5 Communication and Courtesy
3.6 Using Three Steps to Problem-Solving (i.e. SEE)
3.7 Use a Practice Commentary

This standard relates to Standard C 5.0, C 6.0, C 7.0 and C 10.0.

The following details explain the content standards listed above.

IC. 3.1 Speed Control.
3.1.1 Divide Focal and Mental Attention Between Intended Target, Travel Path and Other Tasks. The student will:
a. Move focal vision from target area to another location and back to target area;
b. Move focal vision within ½ second time frames;
c. Use active searching to allow brain to perceive information.

3.1.2 Selection for Ongoing Conditions. The student will:
a. Select travel speeds based upon driver, vehicle, legal, roadway, and environmental limitations;
b. Make speed adjustments based on driver processing information, and limitations.

3.1.3 After Seeing Changes in Line of Sight or Path of Travel. The student will:
a. Recognize a closed zone/space (a red light or stopped traffic), adjust speed to arrive as the zone/space opens;
b. Avoid using acceleration into a closed or changing zone/space;
c. Adjust speed to maintain or establish an open zone/space when your ability to see a line of sight or path of travel is reduced.

3.1.4 After Seeing a Speed Limit Sign. The student will:
a. Check speedometer, mirrors, and evaluate line of sight or path of travel conditions; and
b. Adjust speed to meet driver, vehicle, legal, roadway, and environmental limitations.

IC. 3.2 Lane Position Selection.

3.2.1 Divide Focal and Mental Attention Between Intended Target, Travel Path and Other Tasks. The student will:
a. Move focal vision from target area to another location and back to the target area;
b. Move focal vision within ½ second time frames; and
c. Use active searching to allow brain to perceive information.

3.2.2 Lane Position. The student will:
a. Select the appropriate lane for space management, legal requirements, and destination.

3.2.2 Lane position usage while driving straight ahead. The student will:
a. Select a lane position to give best separation from closed or changing zones/space; and
b. Demonstrate ability to place vehicle in appropriate lane position.

3.2.3 Lane position usage while parking. The student will:
a. Select a lane position to give best separation from closed or changing zones/space; and
b. Demonstrate ability to place vehicle in appropriate lane position.

3.2.4 Lane position usage while turning around. The student will:
a. Select a lane position to give best separation from closed or changing zones/space; and
b. Demonstrate ability to place vehicle in appropriate lane position.

3.2.5 Lane position usage while approaching curves and hill crests. The student will:
a. Establish the appropriate lane position on approach;
b. Establish the appropriate lane position in apex of a curve; and
c. Establish the appropriate lane position on exiting.

IC. 3.3 Rear Zone Searching and Control.

3.3.1 Divide Focal and Mental Attention Between Intended Target, Travel Path and Other Tasks. The student will:
a. Move focal vision from target area to another location and back to target area;
b. Move focal vision within ½ second time frames; and
c. Use active searching to allow brain to perceive information.

3.3.2 Inside Rearview Mirror Usage. The student will:
a. Search to the rear after seeing a change to your line of sight or path of travel;
b. Search to the rear before and after making a turn or a stop;
c. Search to the rear before and after making speed adjustment; and
d. Search to the rear before and after making lane position adjustment.

3.3.3 Outside Side View Mirrors and Mirror Blind Zone Checks. The student will:
   a. Check the side view mirror before adjusting a lane position in that direction;
   b. Visually check mirror blind zone after side view mirror use (traditional setting), before
      moving the steering wheel; and
   c. Check the side view mirror before adjusting a lane position in that direction.

3.3.4 Evaluate Condition to the Rear. The student will:
   a. Determine if the rear zone/space is an open, closed, or changing condition; and
   b. Determine the appropriate speed or lane adjustment needed when a tailgater is closing or
      changing the rear zone/space.

IC. 3.4 Following Time and Space.

3.4.1 Divide Focal and Mental Attention Between Intended Target, Travel Path and Other
Tasks. The student will:
   a. Move focal vision from target area to another location and back to target area;
   b. Move focal vision within ½ second time frames; and
   c. Use active searching to allow brain to perceive information.

3.4.2 Closure Rate on Approach. The student will:
   a. Approach the vehicle in front gradually, avoiding a fast closure rate.

3.4.3 Moving at Same Speed - Maintaining Four Second Interval. The student will:
   a. Work to maintain four seconds of time and space when following another vehicle,
   b. Adjust speed or lane position if four seconds of time is difficult to maintain.

3.4.4 When Stopping Behind Vehicles. The student will:
   a. When stopped behind a vehicle, be able to see the rear tires touching the pavement ahead
   b. When stopped behind a vehicle without visibility to the rear, be able to see the driver ahead
      in their side view mirror (no-zone).

3.4.5 Delay Start Before Moving. The student will:
   a. Delay forward movement for two seconds to open the front zone/space after the vehicle in
      front begins to move.

IC. 3.5 Communication and Courtesy.

3.5.1 Technique. The student will:
   a. Use turn signal light before turning right or left;
   b. Use lane change signal rather than turn signal appropriate for moving to another lateral
      position;
   c. Use headlights on at all times to increase visibility;
   d. Use horn to make others aware of your presence;
   e. Tap brake lights to warn rear traffic of a slowdown or stop in the traffic flow;
   f. Use vehicle speed and position could communicate the driver’s intention; and

3.5.2 Timing. The student will:
   a. Put signal light on at least five seconds prior to moving since communication requires time
      to be sent, received and acted upon (see state law);
   b. Communicate early so that your safe path of travel can best be controlled.

3.5.3 Commitment. The student will:
   a. Make sure messages are acknowledged by others.

IC. 3.6 Using Three Steps to Problem-Solving (i.e. SEE).

3.6.1 Search for a change to your line of sight and/or to your path of travel. The student will:
   a. Search for restrictions to your intended path of travel
3.6.2 Evaluate your other zones/spaces for risk. The student will:
   a. Search related zones;
   b. Look for alternate path of travel; and
   c. Evaluate all information before executing.

3.6.3Execute an Adjustment. The student will:
   a. Get the best
      i. Speed control;
      ii. Lane position; and
      iii. Communication for the conditions.

IC. 3.7 Use a Practice Commentary. The student will:
   a. State the zone condition, look for line of sight or path of travel zone/space changes;
   b. State the actions you will take in terms of speed, lane position and communication
   c. Develop the process for brief periods of time as a rear seat occupant/observer; and
   d. Repeat the process for brief periods of time for the driver.

IC 4.0 In-car Standard Four: Responding to Emergency Situations.

4.1 Divide Focal and Mental Attention Between Intended Target, Travel Path and Other Tasks. The student will utilize critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments.

4.2 Identify, Assess and Respond to Vehicle Emergencies. The student will describe appropriate ways to prevent having a vehicle emergency and identify, assess and respond to vehicle emergencies, including engine failure, brake failure and tire pressure failure.

4.3 Identify, Assess and Respond to Environmental Conditions. The student will describe appropriate ways to prevent having an environmental emergency and identify, assess and respond to environmental conditions, including traction loss, vehicle tires dropping off the pavement, line of sight loss situations and loss of path travel situations.

This standard relates to Standard C 9.0 and C 11.0.

The following details explain the content standards listed above.

IC. 4.1 Divide Focal and Mental Attention Between Intended Target, Travel Path and Other Tasks. The student utilizes critical thinking, decision-making, and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments. The student will:
   a. Move focal vision from target area to another location and back to target area;
   b. Move focal vision within ½ second time frames; and
   c. Use active searching to allow brain to perceive information.

IC. 4.2 Identify and respond to vehicles emergencies. The student will:
   a. Describe appropriate ways to prevent having a vehicle emergency.
   b. Identify, assess, and respond to engine failure.
   c. Identify, assess, and respond to brake failure.
   d. Identify, assess, and respond to tire pressure failure.
IC. 4.3 Identify and respond to environmental conditions. The student will:
   a. Describe appropriate ways to prevent having an environmental emergency.
   b. Identify, assess, and respond to traction loss.
   c. Identify, assess, and respond to vehicle tires dropping off the pavement.
   d. Identify, assess, and respond to line of sight loss situations.
   e. Identify, assess, and respond to loss of path of travel situations.

IC 5.0 In-car Standard Five: Assessment of Driver Performance.

5.1. Driver Assessment. The student enrolled in a certified driver education program will be able to successfully demonstrate the key core behavioral patterns while performing the recommended procedures on a designated assessment route.

This standard relates to Standard C 1.0 – C 7.0 and C 9.0 – C 11.0.

The following details explain the content standards listed above.

IC. 5.1 The student enrolled in a certified driver education program will be able to successfully demonstrate the key core behavioral patterns while performing the following procedures.

5.1.1 Divide Focal and Mental Attention Between Intended Target, Travel Path and Other Tasks. The student will:
   a. Move focal vision from target area to another location and back to target area;
   b. Move focal vision within ½ second time frames; and
   c. Use active searching to allow brain to perceive information.

5.1.2 Precision Turns. The student will:
   a. Demonstrate and explain a proper side position;
   b. Demonstrate and explain the forward position;
   c. Search intersections left, front, and right to ascertain open zones/spaces; and
   d. Look into the turn before turning the steering wheel.

5.1.3 Approach to Intersections. The student will:
   a. See and respond to open/closed zones;
   b. Check and respond to rear zone conditions;
   c. Establish and maintain proper lane usage and speed control;
   d. Search left, front, and right zones for changes, get open zones before entering; and
   e. Demonstrate and use staggered, legal, and safety stop when applicable.

5.1.4 Timing Arrival for Open Zone. The student will:
   a. See condition of traffic light; adjust speed to arrive at a green light;
   b. See closed front zone; adjust speed to reduce closure rate and to arrive in an open zone; and
   c. Adjust speed to have at least one open side zone.

5.1.5 Precision Lane Change. The student will:
   a. Evaluate zones and mirror blind spots;
   b. Move to lane position 2, the left side of lane for left lane change;
   c. Move to lane position 3, the right side of lane for right lane change;
   d. Make final mirror blind spot check;
   e. Enter new lane in lane position 2 or lane position 3; and
   f. Decide on best lane position for conditions.

5.1.6 Approach to Hill Crest and Curves. The student will:
a. See hill or curve in target area;
b. Check all zones for options;
c. Establish effective speed control;
d. Best lane position for approaching the hill crest
e. Select best lane position for left curve approach, lane position 3 if right zone is open, apex lane position 1, exit lane position 1; and
f. Select best lane position for right curve approach, lane position 2 if left zone is open, apex lane position 3, exit lane position 1.

5.1.7 Passing/Being Passed. The student will:
   a. Identify tailgater problems for speed and lane position adjustments;
   b. Evaluate gain versus risk prior to attempting passing maneuver;
   c. Check all zones for conditions; and
   d. Control speed and lane position.

5.1.8 Getting On/Off Limited Access Highways. The student will:
   a. Slowest speed on entrance ramp for maximum searching time and options;
   b. Evaluate gap to enter;
   c. Effective speed on acceleration lane; and
   d. Getting off: plan ahead, test brakes.

5.1.9 Backing Techniques. The student will:
   a. Effective searching prior to and while backing;
   b. Effective use of brake for speed control; and
   c. Effective steering technique.

5.1.10 Parking Techniques. The student will:
   a. Establish side position;
   b. Demonstrate proper forward position;
   c. Use minimum space to go forward;
   d. Evaluate alignment to space;
   e. Back to pivot point, turn wheel;
   f. Visually target center of vehicle or space to the rear; and
   g. Straighten tires, demonstrate rear limitation reference.

5.1.11 Turnabout Techniques. The student will:
   a. Establish side position;
   b. Demonstrate proper forward position;
   c. Use minimum space to go forward;
   d. Evaluate alignment to space;
   e. Back to pivot point, turn wheel;
   f. Visually target center of vehicle or space to the rear; and
   g. Straighten tires, demonstrate rear limitation reference.

5.1.12 Responding to Emergency Situations. The student will:
   a. Use vision control, motion control, and steering control sequences;
   b. Recognize and respond to adverse conditions that change vehicle traction;
   c. Recognize front wheel traction loss;
   d. Recognize rear wheel traction loss;
   e. Demonstrate appropriate controlled brake, trail brake, threshold brake, and antilock brake use; and
   f. Recognize and respond to vehicle mechanical failures.
Segment II
Classroom and In-Car Standards
In 2005, NHTSA developed a set of guidelines for testing the effectiveness of driver education standards and curriculum. This material represents the best practices developed by an ADTSEA Curriculum Standards Committee in October, 2005. These standards will be reflected in future curriculum materials supported, sponsored and approved by this professional organization representing traffic safety instructors across North America.

The role of the driver educator is not limited to pre-licensing efforts in the public and private sector. This role will need to be expanded to provide services for lifetime learning components. ADTSEA will play a role in helping to identify the specific needs to accomplish the task of preparing a novice driver within the recommended graduated licensing guidelines.

**Classroom Performances Concurrent Phase One**

**Goals**

A novice driver is a person who is able to:
- Demonstrate a working knowledge of rules, regulations and procedures of operating an automobile;
- Use visual search skills to obtain correct information and make reduced-risk decisions for effective speed and position adjustments;
- Interact with other users within the Highway Transportation System by adjusting speed, space, and communications to avoid conflicts and reduce risk;
- Demonstrate balanced vehicle movement through steering, braking, and accelerating in a precise and timely manner throughout a variety of adverse conditions;
- Recognize vehicle technology systems and explain the benefit of braking, traction, intelligent handling and stability systems.
- Confirm the need to protect oneself and others through using active and passive vehicle occupant protection systems;
- Display knowledge of responsible actions in regard to physical and psychological conditions affecting driver performance; and
- Extend supervised practice with licensed parent or guardian to develop precision in the use of skills, processes, habits and responsibilities.

Skill evaluation for each driver should indicate progression for:
- Positioning a vehicle:
  - Based on visual referencing skills, dividing attention, space management,
- Procedures and sequencing for vehicle operational skill:
  - Based on pre-drive checks, driver readiness procedures, vehicle control skills, vehicle maneuvering, vehicle position and/or speed selection, and vehicle balance.
- Processing traffic and vehicle information into appropriate speed and position selection:
  - Based on visual search skills, dividing attention, and space management as measured by vehicle speed, roadway position, driver commentary, and appropriate communication.
- Precision movements for maintaining vehicle control and balance in expected and unexpected situations:
  - Based on vehicle speed control, dividing attention, vehicle balance, collision avoidance, response to mechanical failures, and traction loss prevention, detection, and control.
- Extend supervised practice with licensed parent or guardian:
  - Based on delivery of parent guide and completion of Program Skills Log.
Novice Driver Preparation Segment II Classroom Standards

While participating in the state approved driver education 8-hour segment II classroom program comprised of not less than 8 sessions of 60-minute training segments, the participating student should:

C.II. 1.0. Mental and Risk Perceptual Awareness. The student:
- develops an understanding of the effects of negative reinforcement on driving behavior,
- recognizes the role of driver fitness, mental preparedness, and the effects of alcohol and other drugs, and
- develops essential knowledge and skills for reduced-risk performances in preventing and avoiding collision threats.

C.II. 2.0. Driver Fitness Tasks. The student recognizes the role of driver fitness, mental preparedness, and the effects of alcohol and other drugs on reduced-risk driver performances.

C.II. 3.0. Avoiding Collision Threats. The student develops essential knowledge and skills for reduced-risk performances in preventing and avoiding collision threats.
The student is expected to relate to effects of momentum, gravity, and inertia in personal driving situations, list and identify the purpose of modern vehicle technology for reducing the collision effects of driver error, and relate the concepts of vehicle understeer and vehicle oversteer to traction loss.
Novice Driver Preparation Segment II In-car Standards

While participating in the state approved driver education two-hour segment II in-car training program comprised of not less than 4 sessions of 30-minute training segments, the participating student should demonstrate proficiency of the personal driving system and strategies in 4 planned assessment routes.

IC.II. 1.0. **Commentary Driving Assessment.** The student is expected to use a driving system to search for changes to path of travel and line of sight, identify high risk situations, evaluate methods to reduce driver risk in identified situations, evaluate divided attention tasks needed, explain consequences associated with driver behaviors and collision factors, and execute appropriate speed and position adjustments accompanied by appropriate communication.

IC.II. 2.0 **SEE System Training.** The student is expected to use a driving system to search for changes to path of travel and line of sight, identify high risk situations, evaluate methods to reduce driver risk in identified situations, evaluate divided attention tasks needed, explain consequences associated with driver behaviors and collision factors, and execute appropriate speed and position adjustments accompanied by appropriate communication.

IC.II. 3.0 **Commentary Space Management Assessment.** The student is expected to use a driving system to identify restrictions to the path of travel, identify restrictions to the line of sight, and execute appropriate speed and position adjustments, while checking space to the rear.

IC.II. 4.0 **Advanced Collision Avoidance Actions (Off-Road Application).** The student is expected to identify steering actions used to avoid collisions and minimize impact, identify speed control techniques used to avoid collisions and minimize impact, and identify driver strategies related to using new vehicle technologies effectively. The student is expected to tolerate to effects of momentum, gravity, and inertia in personal driving situations, list and identify the purpose of modern vehicle technology for reducing the collision effects of driver error, and relate the concepts of vehicle understeer and vehicle oversteer to traction loss.
Essential Knowledge and Skills for Driver and Traffic Safety Education

Driver and Traffic Safety Education: Classroom and In-Car Segment II

General Requirements. This course is a required prerequisite to obtain a Selected State Driver License at ages between 16 years and before age 18.

Introduction. Selected state driver and traffic safety education provides the foundation for students, assisted by parents/mentors, to continue the lifelong learning process of reduced risk driving practices, keeping mentally and physically fit, while acquiring essential knowledge, skills, and experiences to understand and perform reduced risk driving in varying traffic environments.

Responsibilities. Teachers help students meet or exceed minimum competency standards through a combination of classroom and in-car instruction that includes modeling, knowledge assessment, skill assessment, guided observation, and support continued parental involvement.

Classroom Segment II knowledge and skills.

Classroom Module One: Mental and Perceptual Awareness. The student develops an understanding of the effects of negative reinforcement on driving behavior. The student recognizes the role of driver fitness, mental preparedness, and the effects of alcohol and other drugs. The student develops essential knowledge and skills for reduced-risk performances in preventing and avoiding collision threats. NOTE: Subsequent to successful enrollment in the local driver and traffic safety education course, the student is eligible to start the unrestricted licensing portion of the graduated driver licensing process.

C.II. 1.0. Mental and Perceptual Awareness

1.1 Dealing with Negative Reinforcement: The student is expected to:
  ✓ identify the effects of media on driver risk-taking.
  ✓ relate how peers have affected their driver performance.
  ✓ identify other driver behaviors that reinforce poor driving performances.

1.2 Developing Risk Awareness: The student is expected to:
  ✓ identify high risk situations.
  ✓ identify methods to reduce driver risk in identified situations.
  ✓ identify consequences associated driver behaviors and collision factors.

1.3 Making Effective Decisions: The student is expected to:
  ✓ identify driver errors contributing to collisions.
  ✓ identify consequences associated high-risk driver behavior and vehicle operation.
  ✓ identify driver actions to reduce severity of or avoid a collision.

1.4 Using a Space Management System: The student is expected to:
  ✓ identify three steps of the space management system employed.
  ✓ relate how searching skills are developed for reduced-risk performance.
  ✓ relate how evaluation skills are developed for reduced-risk performance.
✓ explain how to execute speed and position adjustments with effective communication.
✓ develop a plan to work with No-zone concepts.

Module Two: Driver Fitness Tasks.

The student recognizes the role of driver fitness, mental preparedness, and the effects of alcohol and other drugs on reduced-risk driver performances.

C.II. 2.0. Driver Fitness Tasks

2.1 Fatigue Factors: The student is expected to:
✓ identify factors that may lead to driver fatigue.
✓ relate fatigue to risk awareness and effective decision-making.
✓ relate fatigue to other driver physical limitations.

2.2 Role of Emotions: The student is expected to:
✓ identify emotions which may affect driving performance
✓ relate emotional factors to driving performance
✓ recognize how emotions may play a role in driver attention to task.

2.3 Distracted Driving
✓ identify driver distractions as a vision and mental problem
✓ identify driver distractions as a vision and mental problem
✓ identify factors in the vehicle that can cause distractions
✓ identify factors outside the vehicle that can cause distractions
✓ identify personal factors that can cause distractions
✓ deal with distractions by:
  . Move focal vision from travel path to another location and back to travel path.
  . Move focal vision within ½ second time frames.
  . Share attention more than one time to allow brain to perceive information.

2.4 Aggressive Driving Factors: The student is expected to:
✓ identify factors that may lead to road rage.
✓ relate emotions to other driver emotional limitations.
✓ relate emotions to risk awareness and effective decision-making.

2.5 Substance Abuse Factors: The student is expected to:
✓ recognize the impact of zero tolerance laws.
✓ relate youthful alcohol collision risk involvement to adult alcohol collision risk involvement.
✓ identify the impact of blood alcohol concentrations (BAC) of less than .08% to .10% on driver risk awareness and decision-making.
✓ relate the psychological effects of alcohol on driving task.
✓ relate the physiological effects of alcohol on the driving task.
✓ develop a plan to avoid alcohol and other drug related driving
Module Three: Avoiding Collision Threats.

The student develops essential knowledge and skills for reduced-risk performances in preventing and avoiding collision threats.

C.II. 3.0 Avoiding Collision Threats

3.1 Driver Actions: The student is expected to:
✓ identify space management practices which may reduce risk and allow time for decision-making.
✓ identify steering actions used to avoid collisions and minimize impact.
✓ identify speed control techniques used to avoid collisions and minimize impact.
✓ identify driver strategies related to using new vehicle technologies effectively.

3.2 Knowing the Vehicle: The student is expected to:
✓ relate vehicle limitations associated with different vehicle types.
✓ relate how tire pressures and traction affect vehicle control.
✓ relate how a vehicle is designed to fit the style of use.
✓ relate how crash test results can influence purchase and driver performances.
✓ relate

3.3 Vehicle Actions: The student is expected to:
✓ relate to effects of momentum, gravity, and inertia in personal driving situations.
✓ list and identify the purpose of new vehicle technology for reducing the collision effects of driver error.
✓ relate the concepts of vehicle understeer and vehicle oversteer to traction loss.

3.4 Environmental Factors: The student is expected to:
✓ identify weather related conditions which lead to a need for greater risk awareness and better decision-making.
✓ identify distracting situations which lead to a need for greater risk awareness and better decision-making.
Segment II In-car knowledge and skills.

Segment II In-car training.

The student develops an understanding of the effects of negative reinforcement on driving behavior. The student recognizes the role of driver fitness, mental preparedness, and the effects of alcohol and other drugs. The student develops essential knowledge and skills for reduced-risk performances in preventing and avoiding collision threats. NOTE: Subsequent to successful enrollment in the local driver and traffic safety education course, the student is eligible to start the unrestricted licensing portion of the graduated driver licensing process.

IC.II 1.0 Commentary Driving Assessment. The student is expected to:

✓ search for changes to path of travel and line of sight
✓ identify high risk situations
✓ evaluate methods to reduce driver risk in identified situations.
✓ Evaluate divided attention tasks needed.
✓ explain consequences associated driver behaviors and collision factors
✓ execute appropriate speed and position adjustments accompanied by appropriate communication

IC.II 2.0 SEE System Training. The student is expected to:

✓ search for changes to path of travel and line of sight
✓ identify high risk situations
✓ evaluate methods to reduce driver risk in identified situations.
✓ evaluate divided attention tasks needed.
✓ explain consequences associated driver behaviors and collision factors
✓ execute appropriate speed and position adjustments accompanied by appropriate communication

IC.II 3.0 Commentary Space Management Assessment. The student is expected to:

✓ identify restrictions to the path of travel.
✓ identify restrictions to the line of sight.
✓ execute appropriate speed and position adjustments, while checking space to the rear.

IC.II. 4.0 Advanced Collision Avoidance Actions (Off-Road Application).

4.1. Driver Actions. The student is expected to:

✓ identify steering actions used to avoid collisions and minimize impact.
✓ identify speed control techniques used to avoid collisions and minimize impact.
✓ identify driver strategies related to using new vehicle technologies effectively.

4.2. Vehicle Actions. The student is expected to:

✓ relate to effects of momentum, gravity, and inertia in personal driving situations.
✓ list and identify the purpose of new vehicle technology for reducing the collision effects of driver error.
✓ relate the concepts of vehicle understeer and vehicle oversteer to traction loss.

Scope and Sequence of Activities:
### Time Period for State Licensing with Parent Practice and Novice Driver Experience

<table>
<thead>
<tr>
<th>Seg. II Period One</th>
<th>VIS. 11.0</th>
<th>C. II. 1.0</th>
<th>IC. II. 1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VIS. 12.0</td>
<td>C. II. 1.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VIS. 13.0</td>
<td>C. II. 2.0</td>
<td>IC. II. 2.0</td>
</tr>
<tr>
<td>Seg. II Period Two</td>
<td></td>
<td>C. II. 2.0</td>
<td>IC. II. 3.0</td>
</tr>
<tr>
<td></td>
<td>VIS. 14.0</td>
<td>C. II. 3.0</td>
<td>IC. II. 4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. II. 3.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IC. II. 4.0</td>
</tr>
</tbody>
</table>