

The Chronicle of the American Driver and Traffic Safety Education Association

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The Chronicle of the American Driver and Traffic Safety Education Association is published quarterly in cooperation with the Indiana University of Pennsylvania Highway Safety Center.

Publishing Information

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The Chronicle Editorial Deadlines

Winter '03 Issue Dec. 1, 2002
Spring '03 Issue Mar. 1, 2003
Summer '03 Issue June 1, 2003
Fall '03 Issue Sept. 1, 2003

Publication Guidelines

Articles submitted for The Chronicle are subject to peer review and should conform to the American Psychological Association style. The basic reference for style is 1983 Publication Manual of the American Psychological Association (3rd ed.). Authors are responsible for adherence to style. Two copies of typed manuscript or a Word for Mac 6.0 file are required for peer review. Articles may be reprinted with credits to the author and The Chronicle of ADTSEA.

Printing Information

This publication is prepared using PageMaker 6.5.2 and printed by Speedy Print, Waite Park, MN.

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Change

Allen Robinson, Ph.D. CEO ADTSEA

On several occasions, I have talked about "change" in Traffic Safety. As you know, "change" occurs in many arenas. I have observed that many of you have made significant changes in your driver education curriculum. I applaud you for making these improvements.

An easier example of change that we have all experienced is with the type of visual aids we use in our classroom. We no longer use 16mm films and, in many cases, are no longer using VCR tapes. We have transitioned to the use of CD's (compact disks) and will soon be using DVD's (digital video disk) in our classroom.



Allen Robinson, Ph.D.

At the ADTSEA office we are experimenting with DVD technology for our classrooms. We have a new DVD that promotes the ADTSEA annual conference in Charlotte, North Carolina July 26-30, 2003 and the NSSP Conference in Salt Lake City, Utah July 16-20, 2003. Both of these conferences will be a great experience for all who attend. You will see this DVD when you attend your state conference.

In addition, staff have developed DVDs for use in our teacher preparation program. All three classes in the teacher credentialing program are now on DVD. These DVDs include video tapes, power point presentations, fact sheets and short tips for the teachable moment. This drastically changes the type of presentation we can use in teaching new teachers. This same approach can be used in the driver education classroom. You will soon see these used in presentations made in your state by ADTSEA.

In addition to technology improvements, we have also undergone changes in our staffing responsibility at the Highway Safety Center, Indiana University of Pennsylvania. Since 1994, I have been the CEO of ADTSEA. During the past two and one half years, I have not been responsible for the day to day operations of association business. Effective immediately, I will resume full responsibility for the daily operations of ADTSEA.

I want to thank all of you for your continued support of your association. I sincerely ask that you continue this support of your association and help promote the improvement of driver education.

Greetings from Georgia y'all!

Kal Kelliher, President

The spring state conferences are in full swing, with many completed by now. I look forward to attending some of them. I was especially excited about the 50th annual Wisconsin DTSEA conference. Now, it is true that most people do not typically plan to go north in the spring. However, some of y'all may recall I am from Wisconsin originally. To be able to attend and celebrate their 50th is a special treat. My last conference there was in 1977, which also was the year ADTSEA met in Milwaukee. In addition, the S.E. Region ADTSEA conference seems to get better every year. If you are looking for something to do at the end of next February, keep us in mind. You are always welcome.



Kal Kelliher

As we get into spring we approach the prom and graduation season. History and concern to not repeat the traffic tragedies of the past find a heightened sense of awareness in the schools and the community for the message we preach all year long. Continue your efforts and support the others including NSSP. We have a better chance of being heard in a larger choir or when using a louder microphone. A traffic fatality is always hard to take.

My seventeen year-old daughter and her school just lost a classmate. My daughter went all through school with the young man and his twin brother. He was an unbelted victim of two other kids racing down the main road in our suburban community. The crash site memorials, the services, and the overwhelming grief that each of us has seen before was played out again. It is never easy.

However, I also know that there are many told and untold success stories out there. We hear from the students and even their parents who come back to thank us. They come back because what we do made a difference at a crucial moment in time. Be assured there are more of those than we will ever know. The tragedies and the "thank yous" compel me to work harder to improve my program and myself.

I am grateful for the opportunity to attend conferences that help me meet those goals. I am looking forward to the ADTSEA conference in Charlotte, North Carolina. The program is set. The host committee has gone all out to ensure you will have a good time. There really is something special about southern hospitality. The conference is an excellent opportunity to learn, share, grow and improve while experiencing fun and fellowship. Our students deserve it and so do you. Keep up the good work!

Editor's Notes

John W. Palmer, Ph.D.



This "Chronicle" is the third since I took over the editorship of this publication and a few observations are in order. On the pleasant surprise side of the ledger ample submissions of material have come my way to fill the publication with worthwhile material. Thank you to those who have and will continue to submit material for publication consideration.

This publication can only be as valuable as we collectively make it. Please do not hesitate to send me your ideas, items you believe our readers would benefit from, your response to issues raised by previously published information, and of course your original works whether they be opinion or research based. Do not worry about achieving perfection in your writing. Just do your best. The Editor will do the rest.

In an effort to get a discussion started on the topic of standards for driver education programs conducted within a graduated drivers license setting, I have included a brief survey of readers opinions on what they believe to be best practices in scheduling classroom and laboratory driver education instruction. I hope you take the time to reflect on the questions raised by the survey and that you will send me your responses via e-mail or snail mail.

I also hope you will find my editorial which appears on page 12 thought provoking.

Beyond the Norm with Instructor Preparation: Hands-On Experiences

W.E. Van Tassel and M.E. Dennis Safety Education Program, Texas A&M University,
M.P. Manser HumanFirst Program, University of Minnesota

Note: This article is the final in a series of three articles which address instructors' acquisition and use of driving-related experiences to enhance their students' learning. The first discussed special topics, and the second addressed observational experiences. This final segment focuses on exciting, hands-on activities which instructors can experience and then share with their students.

Being physically involved is perhaps the most effective and enjoyable method of learning. Whether the task is painting, sewing or tennis, acquiring skill and information through active participation can result in memorable experiences which can be shared with others.

Driver education instructors can take advantage of this to become more effective in their struggle to prepare safe drivers. As instructors broaden their experiences involving driving, their ability to impart meaningful lessons to their students increases substantially. Following are activities that might support instructors as they seek to capture and maintain their students' interest.

Human Performance Measurement

Many opportunities exist for instructors to experience measurement activities traditionally performed for research or law enforcement functions, including:

Measurement of Visual Performance- depth perception, useful field of view, color vision, glare recovery (Kline, 2001; Dennis, 1995);

Blood Alcohol Level Measurement- evidential breath testers (Ex. Intoxilyzer), portable breath testers, breath alcohol ignition interlock devices, passive alcohol detectors, hand-held breath testers (Harding, 1996; Dubowski, 1992);

Field Sobriety Tests- standard tests administered to suspected impaired drivers: walk and turn, one-leg stand and analysis of eye response (National Highway Traffic Safety Administration, 2003).

Students would likely be quite interested to hear about their instructor's having undergone field sobriety tests, regardless that it was under simulated and sober conditions!

Traffic Safety Research

Transportation researchers study a wide range of human behavior behind the wheel. Particular driving groups are studied as well, including seniors, young drivers and long-haul truck drivers. Instructors can become

involved in transportation research by assisting in the following:

Surveys- actual on-street recording of safety belt compliance and traffic offences;

Research Studies- driving on closed courses and on-road segments, and laboratory experiments;

Driving Simulation- computerized simulated driving systems such as that operated by organizations such as the Texas Transportation Institute, University of Minnesota, University of Michigan and other research institutions ("Simulating Driving Behavior," 2002).

Young drivers (and experienced drivers as well) are always interested in hearing about participation in driving-related research. Also, as teenagers are interested in technology, instructors' recounting of experiences with a driving simulator is sure to be of interest to their students.

Demonstrations

It is great to be able to respond with "OK!" when presented with the challenge of "show me." Here are several quick and easy demonstrations that are highly informative and persuasive:

Braking Performance demo of how higher speeds affect braking distances

Rollover Crashes- use of the "Rollover Convincer," a device that spins the cab of a pickup truck, to demonstrate the effectiveness of safety belts (Rollover Convincer, 1999).

It is hard not to be convinced to wear one's safety belt after having watched a dummy driver be thrown from a "rolling" vehicle, especially when the dummy lands at the observers' feet!

Technology

As mentioned earlier, teenagers generally have a strong interest in technology and are quite comfortable using computers in learning situations. Several opportunities to take advantage

of students' penchant for technologies exist:

Computer Software- software designed to assist new drivers in learning rules of the road, in making decisions and in practicing "driving," (License To Drive, 1995);

Internet Sites- websites devoted to novice drivers (DriveHomeSafe.com, 2003; Teen Driving.com, 2003).

One benefit of these resources is that the instructor can easily control the depth of exposure on the students' part. Instructors can either offer relatively quick demonstrations or use them in assignments for students to complete (Ex. Have students give reports on new driver-related websites).

Behind-the-Wheel Activities

What instructors might enjoy most is actually getting behind the wheel and learning new skills. Most instructors are very safe drivers, but for many there may be substantial opportunity to broaden their behind-the-wheel skill repertoire, such as:

Slow Speed Driving Skills- backing, use of visual reference points and targeting, slalom maneuvers;

Emergency Techniques- slide the gearshift into neutral, cover driver's eyes to simulate hood flying up, changing a "flat" tire (all performed under controlled circumstances);

Advanced Skill Training- understeer and oversteer skid control and recovery, threshold braking techniques, emergency lane changes, off-road recovery techniques (Bondurant, 2002; Mottola, 2003).

These are some of the most exciting driving events to experience; new drivers would undoubtedly be interested in hearing about these adventures.

A variety of easy-to-access sources exists for instructors to obtain information about hands-on opportunities such as these, including: state and local law enforcement agencies; local university safety

(Hands-on continued on page 9)

Suggestions for the Improvement of Driver Education

By Warren P. Quensel, Assistant Professor Emeritus Illinois State University

Based on the non-fatal collision reports of the last twenty years, there has been little if any progress in the preparation of teenage drivers. The potential of driver education has never been fully realized because of inadequate time standards, teacher training programs, administrative policies, and program financing. Driver education can live up to its potential if state and national leaders can agree on realistic goals and the plans for achieving such goals. Then, they can establish annual priorities and make judicious use of available resources.

A Relevant & Measurable Curriculum

In 1957, Leon Brody of the NYU Safety Center published a report on the "Teaching of Perceptual Skills. Two years later, Fletcher Platt of the Ford Motor Company published the OPERATIONAL ANALYSIS OF TRAFFIC SAFETY. This included a theoretical model of driving. From then on, most of the traffic safety research and program developments were based on a study of driving rather than on an analysis of traffic accidents for their causes. During the sixties, a more important study for driver education was conducted by C.E. Schlesinger and M.A. Safren. They developed a comprehensive driving task model, which specified the major driver tasks, the critical skills to perform these tasks, and some objective ways of measuring these skills. Their research became the basis for the so called IPDE process.

In 1969, the National Highway Traffic Safety Administration (NHTSA) contracted with HUMMRO for a driver task analysis study. The lists of specific task descriptions were published in 1970, and led to the development of a Safe Performance Curriculum. An evaluation of this curriculum was conducted in the DeKalb County School System of Decatur, Georgia from 1977 to 1983. It was concluded that there was no significant difference in the state crash records of the students who completed the new curriculum when compared with the reported crashes of students from a control group. Unfortunately, it is known that a significant number of traffic collisions are never reported to a state agency.

NHTSA also funded curriculum projects in a few states. One of these was a project conducted in Illinois from 1972 to 1976. Instructional materials were developed and field-tested in over fifty high schools. At the end of the project, Eric Van Fleet conducted an evaluation of the project for his doctoral dissertation at Michigan State University. He used a validated self-reporting questionnaire to survey all the

seniors in twenty-four schools. The students who completed the new performance based curriculum were found to have a significant reduction in collisions when compared with students who completed courses that used the traditional textbook.

During the eighties, many states upgraded their state curriculum guides based on the two decades of driver task analysis studies. There are now curriculum guides that provide the opportunity for more effective driver education programs. Now, there is a need for improved instructional standards.

Adequate Instructional Standards

The minimum instructional time standards of thirty hours classroom and six hours BTW instruction were set in 1949 at a national conference held in West Virginia. The leaders present also recommended that students receive two hours of supervised practice in the family automobile for each hour of BTW instruction in the school training automobile. During the late fifties, research was conducted for the development of time standards for those laboratory programs that included simulators and/or multiple-car ranges. It is unfortunate that the criterion used was the ability of the students to pass the state road tests.

So, these very old standards were inadequate when established, and they are certainly inadequate now. Research projects now need to be conducted that will determine adequate minimum time standards for all types of courses. Such projects should measure how much time students need to achieve those objectives that have been derived from driver task analysis studies. The amount of properly structured back seat observation time needs to be included. This is because students do not need to be BTW to practice perceptual skills and the analysis of situations for indicating the proper responses.

The most effective programs of instruction need to be organized and scheduled in accordance with the accepted principles of learning rather than administrative expediency. The length of practice periods and the span of time over which the course is scheduled are important factors to consider. Studies show that shorter and more frequent lessons provided over an adequate period of time are more effective than a few lengthy lessons given over a shorter span of time. It is known too that properly spaced lessons are best for the acquisition and retention of information. Lengthy laboratory practice periods often use up much

nervous energy, which can be very exhausting for beginners. So, minimum time standards for such factors should be a part of administrative policies.

Evaluation and Research

It is difficult to evaluate the effectiveness of driver education when there is little, if any, objective data being collected at the local or state levels. The problem with state and national statistics is that there is no way to determine what program, or combination of programs, account for any increases or decreases in collisions. Was the change due to the improved engineering, enforcement, education, or emergency medical service programs? At the local level, an ongoing evaluation plan should be conducted to measure student achievement of program objectives and program effectiveness for reducing collisions.

Student achievement assessments should include a comprehensive on-road situational test that has been validated. The school program effectiveness is evaluated by surveying and assessing the driving records of all licensed senior students. Actually, the best sources of information on driving experiences are the drivers.

A Driver Experience Survey form has been developed and utilized successfully in a number of high schools. The form contains questions related to training, licensing, suggestions for course improvement, and driving experiences as a licensed driver. It is best administered two or three weeks before the end of the school year. A sample questionnaire is available from the author.

Summary

A relevant and measurable driver education curriculum has been developed that is based on two decades of driver task analysis studies. What is needed now are improved program standards. Most driver education program standards are over forty years old, and they must be upgraded if teenage drivers are to have adequate preparation for such a hazardous task. A few model programs will need to be conducted so standards can be based on true research findings. Once adequate standards are determined, state and national leaders will need to promote the necessary changes.

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Need for New Traffic Education Instructors in Montana School Districts

David C. Huff, Montana Office of Public Instruction

This study answered the question, "How many traffic education (TE) instructors must be trained over the next 10 years to meet the TE job market demand for qualified TE instructors in Montana?" Data from an instructor retirement and attrition survey conducted at the 2000 Montana Traffic Education Association/Office of Public Instruction annual conference and workshop was evaluated. In addition, a survey was conducted with the Montana high school principals to determine the existing shortage in TE instructors. The portion of newly trained TE instructors who were not employed in Montana TE programs was determined by comparing enrollment in TE instructor preparation coursework to high school TE program instructor records. These investigations along with other information available from the Montana Office of Public Instruction (MOPI) provided data to determine that 184 new TE instructors need to be trained.

Background of the Study

The availability of qualified teachers is both a national and a state concern. An Educational Resources Information Center (ERIC) digest conclusion echoes a variety of national reports on the topic. "While the supply of teachers has grown over the past 10 years, the projected demand for teachers indicates that the supply must continue to increase over the next decade. The demand for new teachers may vary by district, depending on local population growth, immigration rates, teacher retirements and attrition, and teaching salaries offered" (Yasin, 1999, paragraph 15).

General Research Design

This study reviewed available information and gathered additional data through a survey to high school principals and TE coordinators to answer the question, "How many TE instructors must be trained over the next 10 years to meet the job market demand for TE instructors in Montana?" The formula used to answer this question used the following design. The Attrition (TE attrition) + C-Market (current not-filled TE job market) = the F-Market (future TE job Market for new instructors). There is a portion of newly trained TE instructors who do not enter the TE job market and remain not employed in TE (Portion-NE). To compensate for the Portion-NE, a multiplier (NE-Multiplier) is calculated to adjust the F-Market. The final step is, F-Market x NE-Multiplier = ASQ (answer to the study question). The formula posited several additional

questions. The additional questions that needed to be answered are listed below, along with the design, population, sampling procedure and size, and variables to be studied.

Determining Attrition

How many TE instructors will terminate their services as TE instructors due to retirement or other reasons over the next 10 years? What is the attrition? To determine the attrition, a survey of TE instructors conducted at the 2000 annual MTEA/MOPI conference and workshops was analyzed. Knowing how many TE instructors are leaving the TE job market, attrition, is necessary to know how many new TE instructors must be trained. The annual MTEA/MOPI conference is held in April. As discussed in chapter one of this study, it was reasonable to assume the attendees of this conference were a representative sample of the approximately 331 TE instructors currently employed in Montana TE programs.

The survey was handed to all 142 conference attendees at a meal function. Verbal instructions were provided to supplement the written instructions on the survey. After the meal, 115 completed surveys were collected. A copy of the survey and the raw data are included in appendix B. The survey asked a variety of questions relative to the management interests of the MOPI. Three of the questions were germane to determining the attrition.

Most TE instructors teach TE as part of their general teaching responsibilities, or as a part-time, after-school job (MOPI, 2001). This fact partially explains why a significant number of TE instructors who retire from teaching continue to teach TE part-time during their retirement. It is, therefore, not enough to know how many TE instructors are going to retire from teaching, because significant numbers who retire from teaching do not stop teaching TE. There are also those who do not retire, but stop teaching TE and teach other subjects.

Data analysis

Finding attrition from the MTEA/MOPI conference survey involved using data gathered on three questions: TE instructors who plan to retire from teaching (Retirees); TE instructors who plan to keep on teaching TE after they retire from teaching (Keepers); and, TE instructors who will not retire from teaching, but do plan to stop teaching TE (Stoppers). The responses to each of the three questions were reported in year categories: 1 - 2 years; 3 - 4 years; 5 - 6 years; and 7 - 10 years. The formula

used and applied in each year category is: Retirees - Keepers + Stoppers = Attrition.

Determining TE Job Market Demand

Is there a current surplus or shortage of TE instructors in Montana? What is the C-Market? Finding out how many additional TE instructors over the present supply are currently needed in the TE job market (C-Market) is necessary to determine how many TE instructors need to be trained, or to answer the study question (ASQ). To answer the C-Market question, a survey of all Montana high schools eligible to offer an approved TE program (165 public high school districts and 10 non-public high schools accredited by the Montana Board of Public Education) was conducted to determine the number of surplus TE instructors, or shortage of TE instructors in a community (the local C-Market).

A four-question survey was developed and pre-tested. In the pre-test, a draft survey was sent to three principals who then returned the survey to the MOPI. Each of the three principals were then called and interviewed to ensure the answers they provided to the survey accurately matched the information the survey intended to gather. Minor changes to language and the order of the questions were made as a result of the pre-test. The survey instrument is available from the author.

In May of 2001, a survey pre-notice announcing the survey was sent to the high schools. The pre-notice was included with the annual MOPI mailing of TE program application forms. The pre-notice informed the schools that about a week later they would receive the survey, and the notice explained briefly the purpose of the survey. Approximately a week and a half later on May 17, the surveys were mailed to the schools. An instructive and explanatory memo accompanied the survey and requested the completed survey be returned by May 25. In the middle of June, a second notice was sent to the schools that had not yet responded. These schools were asked to return the survey by June 26.

In August, the remaining schools were given a personal call and the survey completed over the phone. A script was developed and the survey was carefully read and verbal responses noted.

The survey asked four questions and requested the name and address of the high school district and the name and telephone number of the person completing the survey.

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was included on the form to explain the purpose of the survey and the intended use of the data. Instructions were provided on how to complete the questions and return the survey to the MOPI.

Three of the four questions asked provided data necessary to complete this study. Since the author of this study is also the MOPI director of TE programs, the author elected to include an additional question for MOPI management purposes.

The management question was first on the survey and asked if the responding district currently offered an approved TE program. As it turned out, this question provided important context for understanding the remainder of the survey question responses.

Question two asked how many TE instructors the district employed as TE instructors if they offered a TE program. This number was used to determine the number of instructors currently employed.

Question three was asked to discover how many new TE instructors the districts would employ within the next year if additional TE instructors were available. This was the first of two elements necessary to obtain the statewide C-Market. The second element was obtained by question four that asked if the district knew of any additional TE-qualified instructors in the community who were not currently employed, but would teach TE if a job was available.

Data analysis

The C-Market for each responding district was determined by subtracting the fourth element of the survey, excess TE instructors in a community, from the third element, number of instructors they would employ if qualified TE instructors were available. This resulted in both negative and positive local C-Market numbers depending on the need for, or surplus of, qualified TE instructors in a community. The positive and negative local C-Markets were then added to find the statewide C-Market.

Determining Newly Trained TE Instructors Who Don't Teach TE What portion of the teachers MSUN is currently training for TE instruction does not enter the TE job market? What is the Portion-NE (portion not employed)? Once the C-Market is known, there is still one other piece of information necessary to know how many new TE instructors need to be trained and qualified.

There is usually a portion of newly trained instructors who, for whatever reason, do not take employment in Montana TE programs (Portion-NE). If MSUN is going to train sufficient new TE instructors to fill the TE job market

demand, they must train more than the future job market (F-Market) demand — a number of qualified instructors to accommodate the Portion-NE. Once the Portion-NE is known it can be added to the F-Market to find the ASQ. However, it is mathematically quicker to calculate a multiplier (NE-Multiplier) to adjust the F-Market than to first calculate the Portion-NE and then add it to the F-Market. This study used the NE-Multiplier as described below.

The names of students qualified to teach TE during the past three years by MSUN's TE preparation coursework were compared to the MOPI files of the local TE programs. A list of the individuals who successfully completed the qualifying coursework (Traffic Education I and Traffic Education II) was obtained from MSUN School of Education for 1999, 2000, and 2001. These names were then compared to the local TE program applications that list the TE instructors employed in Montana. The NE-Multiplier was obtained by adding one to the portion, or percentage of newly trained instructors who did not enter the TE instructor job market by fall 2001.

General Findings

At this point, the study had obtained the necessary elements to answer the study question (ASQ). However, several calculations had to first be performed. The attrition obtained in the MTEA/MOPI conference survey was based on a sample. The year categories, used in the survey, gave the study a means of determining how many of the new instructors would need to be trained in what years over the next 10 years. To extrapolate the sample attrition (S-Attrition) to the general population, it was first converted to a proportion by dividing the S-Attrition frequency by the survey sample population.

The population attrition (P-Attrition) frequency was then calculated by multiplying the employed TE instructor population, as reported on the high school principal survey question two, by the S-Attrition proportion. These attrition calculations were done for each of the year categories of the sample survey.

Next, the F-Market (future TE job market demand) had to be calculated for each of the year categories. Adding the statewide C-Market obtained in the high school principal survey to the P-Attrition frequency obtained the F-Market. However, this function was only performed on the 1-2 year category, and the total 1-10 year category. To do so for the other categories would have over-represented the current shortage (C-Market).

For the categorical years between three and 10, the Attrition and the F-Market were the same. Processing the following formula for each of the year categories completed the analysis: ASQ

= F-Market x NE-Multiplier.

Research Findings

The question of this study is, "How many TE instructors must be trained over the next 10 years to meet the TE job market demand for qualified driver education instructors in Montana?" The answer is 183.9 (see Table 1).

**Table 1
Ten-Year TE Instructor Training Needs**

Formula Elements	%	Current No. of Instructors
Instructors		
Adjusted NE-Multiplier		
Current Instructors		331.00
Retirees	59.13%	195.72
Keepers	40.00%	132.40
Stoppers	11.30%	37.42
Attrition	30.43%	100.74
C-Market		28.00
F-Market		128.74
NE-Multiplier	1.43	1.25
ASQ	183.91	160.92

How many TE instructors will terminate their services as TE instructors due to retirement or other reasons over the next 10 years? There are currently 331 TE instructors working. There will be attrition of 101 instructors due to retirement or other reasons. Is there a current surplus or shortage of TE instructors in Montana (C-Market)? The TE instructor shortage is currently 28. What portion of the teachers MSUN is currently training for TE instruction does not enter the TE job market (Portion-NE)? The portion that does not obtain a TE job is 42.86 percent. This results in the NE-Multiplier shown in Table 1 of 1.43.

Summary, Conclusions, and Recommendations

In order to ensure there is a sufficient number of trained TE instructors available to teach novice driver education in Montana, those responsible for planning and offering appropriate coursework need to know how many new TE instructors need to be trained over the next 10 years. This study answered the question, "How many TE instructors must be trained over the next 10 years to meet the TE job market demand for qualified driver education instructors in Montana?" The study has indicated that 184 new instructors need to be trained.

Three additional questions were asked to answer the study question. What will be the TE instructor attrition over the next 10 years? That answer is 101.

Is there a current surplus or shortage of TE instructors in Montana? There is currently a shortage of 28 instructors.

What portion of the instructors MSUN is currently training for TE instruction does not enter the TE job market? The study indicated 43 percent do not enter the job market.

Data from an instructor retirement and attrition survey conducted at the 2000 Montana Traffic Education Association/Office of Public Instruction annual conference and workshop was evaluated. In addition, a survey was conducted with all 175 eligible Montana high school principals or TE coordinators to

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The results are neither alarming nor discouraging. Rumors circulated that approximately 85 percent of the TE instructors nationally would retire within the next 10 years. The figure for Montana is a smaller 30 percent, or 101 of the current 331 positions. While that is still a significant turnover in the TE workforce, replacing them is manageable.

The study also found a current TE instructor shortage of 28. That brings the 10-year need due to shortage and attrition up to 129. According to the data, approximately 43 percent of new instructors are not obtaining a TE teaching position, so that means MSUN will need to train not just 129, but 184 new instructors over the next 10 years. This breaks down to 18.4 new TE instructors per year, if averaged.

Looking at the data by category, however, reveals a less balanced situation. Figure 1 indicates two bulges of training needs. The first two years indicate a training need of 81, and the last category, 7-10 years, indicates a training need of 74. One obvious reason for the larger number needed in the first two years is the present shortage, or C-Market of 28. An obvious reason for the bulge in the 7-10 year period is that it covers four years instead of two; however, the data still indicates a larger number of needed instructors per year for the last period than the two middle periods.

The adjusted data and projections may be liberal. This possibility exists due to the manner this study calculated the NE-Multiplier. This process examined the names of the new TE instructors MSUN trained during the last three years and then compared them to the names that schools submitted to the MOPI as employed TE instructors. Figure 2 reveals a correlation between the time since training and the portion of the class obtaining employment in TE.

Approximately 75 percent of those trained more than a year earlier obtained a TE job. More than 75 percent of those trained less than six months earlier have not yet found a TE job. This leads one to assume that it takes about a year for most newly trained TE instructors to land a TE job. If this assumption is true, then we could

a need for 161 newly trained TE instructors over the next 10 years, 23 fewer than the initial calculation of 184. The MSUN currently limits their TE training classes to 20 students. If this lowered NE-Multiplier reflects a more accurate approach to the needs, and if MSUN fills all its classes over the next 10 years, then continuing to plan on

training 20 new TE instructors per year will ultimately result in a modest surplus of TE instructors. However, it is optimistic to believe that all classes will fill. Therefore, this adjusted approach indicates a possible buffer, should there be several classes over the next 10 years that do not fill to the 20-student limit.

Another interesting observation is the high number of instructors who will retire, but continue teaching TE after they retire from their other teaching activities. These instructors account for approximately two-thirds of the retiring instructors. This is a significant number of instructors, 132 in fact. This may have an affect on attrition later on, and should be watched. It will also be prudent for schools to be aware of this fact, and to realize that the supply of TE instructors is dependent upon allowing these retirees to continue to teach TE if they wish.

Contact Information

This brief report based on Mr. Huff Masters Thesis you may contact Mr. Huff at the Montana Office of Public Instruction, PO Box 202501, Helena, MT, 59620-2501, email dhuff@state.mt.us

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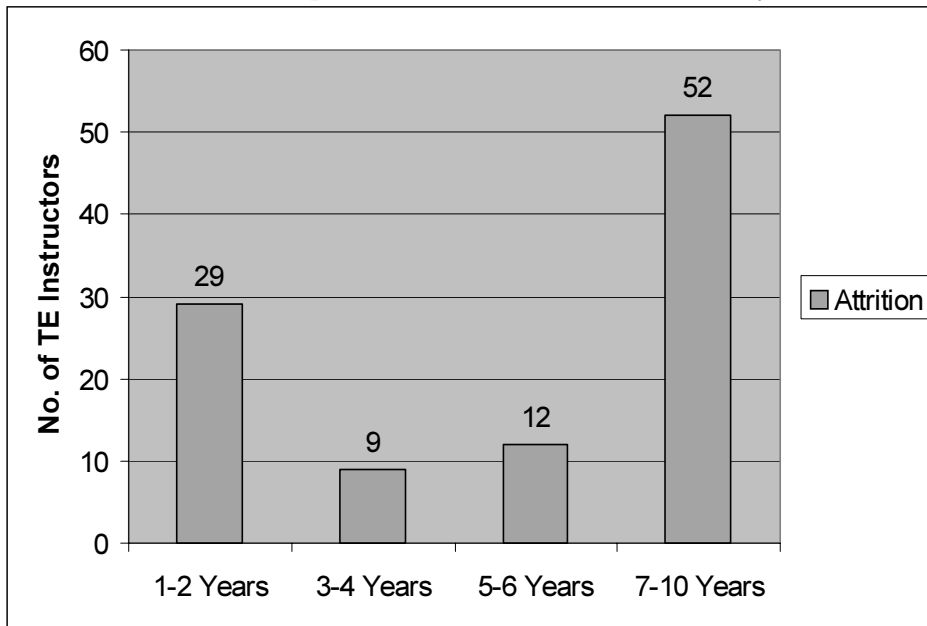


Figure 1 Attrition by year category

further adjust the findings of this study by modifying the NE-Multiplier to 1.25, down from 1.43 (see Table 1).

Table 1 provides an adjusted look at the data with the NE-Multiplier changed to 1.25. These calculations indicate

will retire, but continue teaching TE after they retire from their other teaching activities. These instructors account for approximately two-thirds of the retiring instructors. This is a significant number of instructors, 132 in fact. This may have an affect on attrition later on, and should be

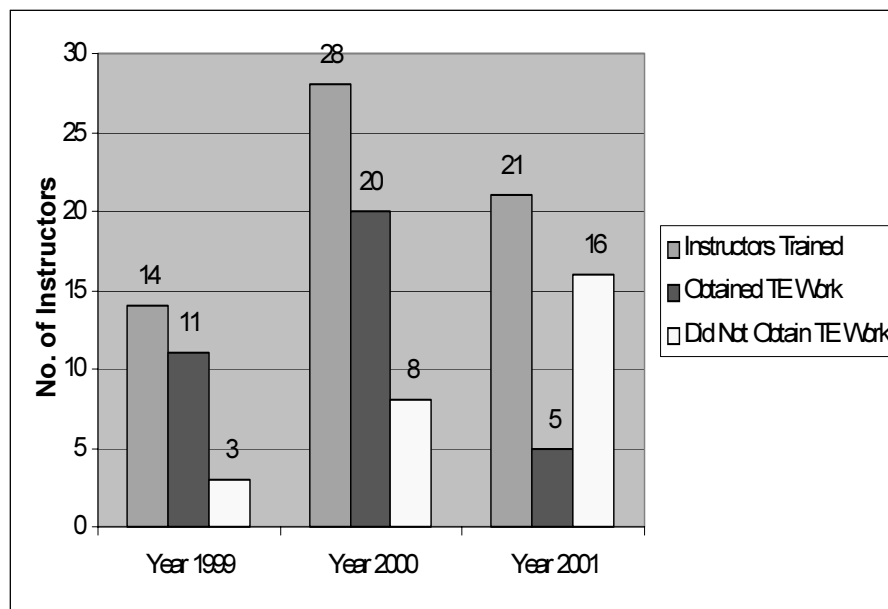


Figure 2. TE instructors trained.



(MTOPI from page 7)

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ARE HANDS-FREE PHONE'S SAFER FOR DRIVERS THAN THEIR HAND-HELD COUNTERPARTS?

According to University of Utah researchers, motorists are more accident-prone and slower to react when they talk on cellular telephones—even hands-free models—because "inattention blindness" makes the drivers less able to process visual information. <http://www.utah.edu/unews/releases/03/jan/cellphone.html>

AP ARTICAL ON GDL

A must read for driver educators. You can obtain a copy online at <<http://www.nsc.org>> <http://www.nsc.org>

DRINKING, RIDING, AND PREVENTION: A FOCUS GROUP STUDY

A National Highway Traffic Safety Administration report assesses motorcyclists' attitudes and beliefs about drinking and riding, with special emphasis on obtaining rider opinions on what strategies would be most effective to curb drinking and riding. <http://www.nhtsa.dot.gov/people/injury/pedbimot/motorcycle/DrinkRidePrevent/index.htm>

HIGHWAY PATROL REPORT SUMMARIZES DATA ON DRIVER DISTRACTIONS AND INATTENTION

Traffic collision data suggest that using electronic devices while driving may increase the risk of a collision; however, the actual magnitude of this risk is uncertain, according to a report produced by the California Highway Patrol. <http://www.chp.ca.gov/pdf/CellphoneLegRpt.pdf>

Kentucky's GDL Evaluated

A report on the effectiveness of Kentucky's graduated driver license system can be found at: www.kytc.state.ky.us/drlc/images/GDLPolicyBrief.pdf

Welcome New Corporate Members

Members of ADTSEA need to welcome the following new corporate members to the ADTSEA family:

Cingular Wireless:

Cingular Wireless is the second largest wireless company in the U.S. and is dedicated to providing customers with wireless technology designed to enrich their lives. A leader in mobile voice and data communications, Cingular is a wireless company determined to promote the individual to a new level and to create a personal relationship with each of its customers. With the help of ADTSEA, Cingular developed a distracted driving educational program for use in schools. Learn more at www.be-sensible.com/

Inflexion, Inc.:

Inflexion™ is a pioneer in delivering scientifically based solutions to consumers and clinicians in critical areas of health education, prevention and disease management. Inflexion™ develops innovative, time-effective, behavioral health interventions that change lives, conserve costs and represent the life work of its founder, [Dr. Simon Budman](#). Using interactive multimedia and Internet technologies that guarantee user involvement, Inflexion™ brings efficiencies and new treatment options to all aspects of health. **Crash Site™: Impaired Driving Prevention Program for High School Students** is an interactive program designed to help high school students develop the knowledge, attitudes, and skills to prevent driving under the influence of alcohol and/or marijuana. Visit at www.inflexion.com/

Interactive Driving Systems, Inc.:

Associated with the National Institute for Driver Behavior, this company offers driver education products and programs developed by national driver education innovator and 2002 Kaywood Award recipient Frederik R. Mottola. Visit Interactive Driving Systems at www.nidb.org/

Roush Industries:

Roush Industries is a full service engineering company, headquartered in the Detroit suburb of Livonia, Michigan. Roush employs approximately 2,000 people, and operates over 50 facilities in the United States, Mexico and Great Britain. Although primarily known for providing engineering, management, and prototype services to the transportation industry, Roush has developed a significant role in providing engineering and manufacturing for the electronics, sports equipment, and motorsports industries. Visit Roush at www.roushind.com/

Tell-My-Mom.com:

Tell-My-Mom.com is a program to allow concerned parents to gain insightful information about their teen's driving behavior. By placing our bumper sticker on your car, other drivers now have an easy way to give you feedback about your child. Utilizing this information, concerned parents can talk with their teen to correct poor driving skills and perhaps save their lives. Visit this web site at www.tell-my-mom.com/

A Brief Review of: HIGH AND MIGHTY – SUVs:

submitted by
Curtis D. Hanson, Business Manager
Iowa Association of Safety Education

The High and Mighty SUVs: The World's Most Dangerous Vehicles And How They Got That Way", by Keith Bradsher is a book that should be of interest to all driver education teachers. If the author is correct we will see an increase in teen auto deaths as the first wave of SUVs grow old and become affordable to teen drivers. The book begs the question: Should we include more information about how the handling characteristics of SUVs and Pickups differ from cars in driver education curriculums?

Bradsher, Keith. HIGH AND MIGHTY – SUVs: The World's Most Dangerous Vehicles And How They Got That Way. New York: Public Affairs, 2002

KEITH BRADSHER was the Detroit bureau chief of *The New York Times* from 1996 to 2001, during which time he won the George Polk Award and was a finalist for the Pulitzer Prize. He is a graduate of the University of North Carolina at Chapel Hill and Princeton University, and has been a *Times* reporter since 1989. He is currently the paper's Hong Kong bureau chief. www.publicaffairsbooks.com/books/hig.html

(Hands-on from page 3)

programs; high performance driving schools; traffic safety research institutions and the Internet. Information about upcoming hands-on driving events can be obtained from any of these sources. Most likely, your interest and participation will be very welcome.

The goal of this series of articles is to present suggestions for instructors to broaden their driving-related experiences. The articles in no way present a comprehensive list of events to observe and participate in; they are meant instead to stir instructors to gain "story-worthy" experiences to share with their students.

Hopefully, instructors can use these ideas to enlarge their repertoire of experiences so that they can capture and

maintain their students' interest and attention. If instructors can better connect with their new drivers in training, the potential benefits could be long-lasting and impactful, resulting in safer and more conscientious new drivers.

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Carfax Web Site Reviewed by R.L. Warren, Kenosha Unified Schools Retired

http://www.carfax.com/cfm/Teen_Safety_Home.cfm

This web site has a mix of news articles on the effects of poor decisions and driving, along with Teen Safety tips. Also included are sections on Buying a Safe Used Car; Help Stop Red Light Running; Rules and Regulations (comparison state by state); and Helpful Tips. I did not see many references to alcohol or drug usage and driving. I thought the site could have better links to the major Traffic Safety sites in the nation.

DRIVER ATTRIBUTES AND REAR-END CRASH INVOLVEMENT PROPENSITY

A National Highway Traffic Safety Administration report examines the relationship between drivers' attributes and their role in rear-end crashes. ><http://www-nrd.nhtsa.dot.gov/pdf/nrd-30/NCSA/Rpts/2003/809-540.pdf>

HYBRID VS. HYDROGEN VEHICLES: WHICH TYPE IS "GREENER"?

According to a Massachusetts Institute of Technology study, hydrogen-powered cars may not perform better than hybrid diesel-electric vehicles, in terms of energy use and greenhouse gas emissions, until after 2020. <http://web.mit.edu/newsoffice/tt/2003/mar05/hydrogen.html>

DISTRACTED DRIVING THE NEW YORK EXPERIENCE

A report on the latest research on the impact of New York's hands free cellphone law can be found at www.institute.org

STUDY FINDS RUBBERNECKING AND DRIVER FATIGUE AMONG LEADING CAUSES OF DRIVER DISTRACTION

Rubbernecking, driver fatigue, and looking at scenery are some of the leading causes of distraction-related traffic crashes, according to a study conducted by Virginia Commonwealth University. <http://www.vcu.edu/uns/Releases/2003/march/030703b.html>

SAFETY BELT USE IN 2002 - DEMOGRAPHIC CHARACTERISTICS

Results of the National Highway Traffic Safety Administration's most recent National Occupant Protection Use Survey - a probability-based observational survey of safety belt use in the United States - are now available. <http://www.nhtsa.dot.gov/people/injury/airbags/demographic03-03/demographic.htm>

The Insurance Educator Reviewers Needed

Please consider exploring the web site at www.ief.org and then writing a brief review of the site. The review does not have to be long. For an example of a web site review see R.L. Warren's review of the Carfaxweb site in the adjacent column.

Some Things to Consider with thanks to Warren Quensil

Good habits are hard to acquire but easy to live with. Bad habits are easy to acquire but hard to live with. When you choose a habit, you also choose its end result.

Research indicates that mental rehearsal is an effective technique for becoming proficient in a skill over a minimum period of time. It consists of getting a picture of certain movements and procedures well established in the mind. The use of mental rehearsal can take place during backseat observation time.

A primary objective of driver education is that students are able to make wise and responsible traffic decisions on their own. If learners act only on other persons' decisions, they do not learn how to make their own decisions.

AAA Advertisement



RED LIGHT RUNNING-A REVIEW OF TRENDS, STRATEGIES, AND POLICY

The Texas Transportation Institute has released a report that assesses factors affecting red light running; reviews state- and nationwide red light running trends; and evaluates the effectiveness of strategies to deal with the problem, including engineering countermeasures, automated enforcement, and educational and awareness programs. The report also includes a series of policy recommendations. <http://tti.tamu.edu/cts/reports/cts-02.pdf>

IMPACT OF RED LIGHT CAMERA ENFORCEMENT ON CRASH EXPERIENCE

TRB's National Cooperative Highway Research Program Synthesis 310, Impact of Red Light Camera Enforcement on Crash Experience-A Synthesis of Highway Practice, notes that red light running automated enforcement seemingly can be an effective safety countermeasure; however, the report goes on to indicate that currently there is insufficient empirical evidence based on statistically rigorous experimental design to make a conclusive statement. http://gulliver.trb.org/publications/nchrp/nchrp_syn_310.pdf

NATIONAL SURVEY OF DRINKING AND DRIVING: SUMMARY REPORT

Since 1991, the National Highway Traffic Safety Administration has conducted a nationally representative telephone survey every two years to measure the status of attitudes, knowledge, and behavior of the general driving-age public about drinking and

driving. Results of the most recent survey indicate that despite the public's continued concern about drinking and driving, progress in a number of key areas has slowed. http://www.nhtsa.dot.gov/people/injury/alcohol/drinking_driving03/Volume%20I%20031203/Default.htm

NATIONAL SURVEY OF DISTRACTED AND DROWSY DRIVING ATTITUDES AND BEHAVIOR 2002

The National Highway Traffic Safety Administration has issued a report that presents the findings from a national survey covering general driving characteristics and road use; distracted driving behaviors, including wireless phone use; and characteristics of drowsy driving behavior. http://www.nhtsa.dot.gov/people/injury/drowsy_driving1/distracted03/DISTRACTEDFINALFINDINGS%20REPORT.pdf

Can Educators be Lifesavers?

by John W. Palmer, Editor

Last month I had the opportunity to attend the 20th annual "Lifesavers Conference (Lifesavers)". How many of you remember when Lifesavers was going to be a one time event? Now twenty years later it has become the country's largest (2000+ attendees this year) gathering of people interested in reducing motor vehicle deaths and injuries.

The first Lifesavers had a healthy mix of educators, engineers, enforcement personnel, civil servants, and a newly emergent group health care workers interested in traffic safety. Over time fewer and fewer educators and engineers attended Lifesavers and these primary prevention specialist were being replaced with more and more

enforcement and health care workers. About ten years ago when another Lifesavers was held in Chicago about 1000 people were in attendance and the engineers were gone and educator's numbers had dropped dramatically. At this years Lifesavers event you could count on two hands the number of educators among the 2000 plus attendees.

What accounts for the virtual non existence of educators at Lifesavers? It certainly is not the result of clear and compelling evidence that education and educators should have no role in traffic safety. My guess is the absence of educators at Lifesavers reflects a political reality. The preference or bias toward laws and their enforcement reflects the Midas rule: He/she who has the gold makes the rules.

Since the federal and state agencies that have the gold come from the enforcement community, it is not surprising that both education and engineering have declined as so-called lifesavers in the traffic safety arena. But with a decade or more of little or no progress in reducing traffic safety losses, we may have reached a point where a reliance on voluntary compliance and enforcement of traffic laws to make further progress in saving lives will make no difference.

An emergence of education as a lifesaver in our nation's effort to improve motor vehicle safety is over due. As educators we need to claim our rightful place among the lifesavers in the struggle for traffic safety. One way to claim our place is to lead in defining the best practices for delivery of driver education in an era of graduated driver licensing systems.

Please take the time to make your opinions know by completing the survey appearing in the "News and Views" portion of this publication.

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ADTSEA numbers its' Corporate Members among its' most valuable assets. Our relationship is one in which the Association and the individual Corporate Members seek to provide counsel, assistance, and service to one another whenever possible. Additionally, the Corporate Members make financial contributions without which the Association would be far less effective.

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