

**Traffic Safety Education  
Life Long Learning Process**

**Driver Development Outcomes**

**Restricted Licensure Qualification**

**Segment I**

**Unrestricted Licensure Qualification**

**Segment II**

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## A Comprehensive Plan to Provide an Effective Educational Component for Graduated Licensing Efforts

- Ensuring novice drivers and mentors would work together as a team in practicing risk reduction driving strategies as a component of the life-long driver development process.
- Institute a competency based training and assessment process for drivers moving from a restricted licensing stage to an unrestricted licensing stage.
- Ensuring that novice drivers are trained to recognize risk and potential consequences in order to make reduced-risk choices.
- Ensuring that novice drivers make choices to eliminate alcohol or other drug use while using a motor vehicle.
- Ensuring that novice drivers will use occupant protection as a crash countermeasure.
- Ensuring that novice drivers are capable of using anger management skills to avoid aggressive driving.
- Ensuring that novice drivers are capable of recognizing fatigue factors that contribute to crashes.

*Ensuring That Trained Novice Drivers And Mentors Would Work As A Team In Practicing Risk Reduction Driving Strategies As A Component Of The Life-long Driver Development Process.*

## **Background**

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Newly licensed drivers with less than a year's experience have the high crash rate in relation to other drivers with more experience. A lack of driving experience and a tendency toward risk-taking contribute to sobering crash statistics for young drivers. Graduated licensing efforts have an opportunity to provide the experiences needed for the young driver for entry into this mobile society and continue as a component of the driver development process.

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## **Strategies for Implementation**

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Initiate a restricted licensing and educational program that prepares the novice driver and mentor to develop safe driving skills, habits, and performances. Initiate an unrestricted licensing and educational program that prepares the novice driver and mentor to demonstrate reduced-risk decision-making skills as part of the life-long driver development process.

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Train driver educators to work with mentors and novice drivers in developing guided learning experiences that encourages life-long driver development processes.

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Develop and implement a competency-based curriculum that encourages knowledge transfer, skill enhancement, habit formation, and reduced-risk driver performances geared to educator, mentor, and novice driver cooperative efforts in a life-long driver development process.

*Institute A Competency-based Training And Assessment Process For Drivers Moving From A Restricted Licensing Stage To An Unrestricted Licensing Stage.*

## **Background**

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Newly licensed drivers with limited experiences have the high crash rate in relation to other drivers with more experience. Limited driving experience and high risk-taking contribute to sobering crash statistics for young drivers. Restricted and unrestricted licensing efforts have an opportunity to provide the guided experiences and need for reduced-risk choices for entry into this mobile society in graduated steps synchronized with educational experiences.

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## **Strategies for Implementation**

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Initiate a model education and training program for novice drivers in two states. Fund a program to develop, field test, evaluate, and enhance using the pilot test results an improved competency-based training program.

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Train driver educators to work with mentors and novice drivers in developing guided learning experiences for basic skills, habits, and performances in preparation for the restricted phase and guided learning experiences for reduced-risk decision-making skills prior to the unrestricted phase.

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Develop and implement a competency-based curriculum that encourages knowledge transfer, skill enhancement, and habit formation geared to educator, mentor, and novice driver cooperative efforts to encourage life-long driver development.

*Ensuring That Novice Drivers Are Trained To Recognize Risk And Potential Consequences In Order To Make Reduced-risk Choices.*

## **Background**

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A lack of driving experience and a tendency toward risk-taking contribute to sobering crash statistics for young drivers. In light of these facts, it is altogether reasonable and fair to target young drivers for safety measures that are tailored to address their driving behavior. Graduated licensing efforts have an opportunity to provide the experiences necessary for the young driver's entry into this complex and mobile society.

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## **Strategies for Implementation**

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Initiate a two-phase education and licensing program that prepares the novice driver and mentor to practice safe driving skills, habits, and performances in the restricted phase and build upon the experiences with concepts of reduced-risk performance prior to gaining an unrestricted license.

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Train driver educators to work with mentors and novice drivers in developing guided learning experiences to introduce reduced-risk performance concepts in the restricted phase and develop the reduced-risk performance concepts prior to entering the unrestricted phase.

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Develop and implement a two part competency-based curriculum that encourages knowledge transfer, skill enhancement, and habit formation in the initial phase and reduced-risk performance in the second phase that is geared to educator, mentor, and novice driver cooperative efforts.

## **Background**

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Numerous statistics are generated on the various issues associated with alcohol and driving. The numbers and percentages are often staggeringly large, especially in drivers from 16 to 34 years of age. Among all traffic safety issues, impaired driving has perhaps the highest profile, and combating it has been vigorously pursued for decades in the public and private sectors. Despite all these efforts, impaired driving remains a highly difficult issue.

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## **Strategies for Implementation**

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Initiate curriculum processes that promote choices and law obedience to eliminate alcohol and other drug use while using a motor vehicle for the novice driver under age 21.

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Train driver educators to work with mentors and novice drivers in promoting choices that do not include using alcohol while using a motor vehicle in training for restricted licensing. Past practices included responsible use of alcoholic beverages and targeted the blood alcohol concentration as an appropriate measurement tool for using alcohol while driving an automobile. Past practices may be useful for discussion of reduced-risk choices prior to unrestricted licensure.

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Develop and implement a competency-based curriculum that encourages knowledge transfer to promote the elimination of alcohol and other drugs while using an automobile for novice drivers under age 21.

## **Background**

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The use of occupant restraint systems is a well-documented success as a safety practice. Although current usage rates are close to 70%, the young driver has a very low usage rate. The NHTSA estimates that 7,000 lives were saved between 1983 and 1987 because of seat belt use. It is essential that we increase seat belt use by young drivers.

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## **Strategies for Implementation**

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Initiate the development of a model curriculum program with testing and evaluation in three to five urban areas to work in combination with enforcement strategies. The model curriculum would be incorporated into the reduced-risk driving strategies designed to be delivered prior to the unrestricted licensing program.

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Train driver educators to work with mentors and novice drivers in developing guided learning experiences that incorporate voluntary occupant protection usage as a reduced-risk driving strategy.

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Develop and implement a competency-based curriculum that encourages reduced-risk decision-making as a voluntary occupant restraint usage strategy geared to educator, mentor, and novice driver cooperative efforts

## **Background**

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Though there have always been aggressive drivers, incidences of aggressive driving leading to crashes are becoming more prevalent. Aggressive driving manifests itself as combinations of speeding, recklessness, and challenging others making it a dangerous highway behavior. Uncontrolled anger (rage), excessive speeding, frequent lane changing, running red lights, close following, passing on shoulders, shouting or gesturing, and congestion stress are among the causes and manifestations of aggressive driving.

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## **Strategies for Implementation**

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Initiate the development of a model curriculum program with testing and evaluation in three to five urban areas to work in combination with enforcement strategies. The model curriculum would be incorporated into the reduced-risk driving strategies designed to be delivered prior to the unrestricted licensing program.

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Train driver educators to work with mentors and novice drivers in developing guided learning experiences that incorporate aggressive behavior management as a reduced-risk driving strategy.

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Develop and implement a competency-based curriculum that encourages reduced-risk decision-making as an anger management strategy geared to educator, mentor, and novice driver cooperative efforts

*Ensuring That Novice Drivers Are Capable Of Recognizing Fatigue Factors That Contribute To Crashes.*

## **Background**

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The rate of fatal crashes during the night considerably exceeds the daytime rate. More than half of all fatal crashes occur at night. The night driver may be fatigued, reduced visual stimulus affects alertness, and overall visibility is reduced. The monotony of travel and other influences can produce drowsiness or fatigue at any time.

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## **Strategies for Implementation**

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Initiate the development of a model curriculum program with testing and evaluation in three to five rural areas to work in combination with enforcement strategies. The model curriculum would be incorporated into the reduced-risk driving strategies designed to be delivered prior to the unrestricted licensing program.

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Train driver educators to work with mentors and novice drivers in developing guided learning experiences that incorporate fatigue management as a reduced-risk driving strategy.

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Develop and implement a competency-based curriculum that encourages reduced-risk decision-making as a fatigue management strategy geared to educator, mentor, and novice driver cooperative efforts