

Unit 3: The Driving Task and Environment In Car Resources

<u>Session 9 BTW: Adverse Driving Conditions</u>	1
<u>Session 10 BTW: Physical and Emotional Preparedness</u>	10
<u>Session 11 BTW: Distracted Driving</u>	16
<u>Session 12 BTW: Impaired Driving</u>	21
<u>Unit 3 BTW Checklist</u>	25

SESSION 9 BTW – ADVERSE DRIVING CONDITIONS

Topics Addressed:

- Identify adverse lighting and weather conditions and the potential impact they pose when driving
- Procedures and practices that will assist in responding to and maintaining control when driving in adverse lighting and weather conditions

Description of Suggested Driving Route:

Any traffic environment that affords situations to practice on-going skills with added discussion on how changing weather and light conditions could impact driving in that area

Supporting Topics for Discussion:

- How to pull off the road safely and use appropriate lighting to be seen by other drivers
- Importance of wiping all outside lighting on the car, clearing the windshield and windows
- How to use defrosters
- How to reduce the visibility risks associated with the following conditions:
 - Sun glare
 - Dawn and dusk
 - Driving at night
 - On-coming vehicle lights/other vehicle lights behind you
 - Overdriving headlights
 - Fog
 - Rain
 - Snow
 - Smoke/sandstorms
- Driving safely in rain, snow, and icy conditions
- Avoiding hydroplaning
- Avoiding high water
- Rocking vehicle in the snow
- Driving safely on the following:
 - Gravel roads
 - Leaves
 - Construction areas

- Steering in skids
- Brake with and without anti-lock brake system (ABS)
- Perform an off-road recovery
- Engage in evasive steering techniques

Fundamental Driving Skills:

- Night driving hazards
- Inclement weather hazards
 - Tips for driving in rain, snow, and fog
- Tips for driving at night and in low lighting
- Exercises that involve manipulation situations
- Exercises that involve recall situations
- Exercises that involve discrimination situations
- Exercises that involve problem solving situations

Supporting Learning Activities:

- ***Activities for the Student Driver while Behind the Wheel:***
 - [Instructor's Checklist for Driver's Performance](#)
- ***Activities for the Student Observers:***
 - [Instructor's Checklist for Observer's Participation](#)
 - [Activity 9.1](#)
 - [Activity 9.2](#)
 - [Activity 9.3](#)

Supporting Activities for Parents/Guardians to Complete with Their Student Driver:

- Associated Sections of Children's Hospital of Philadelphia "*TeenDrivingPlan*" Practice Guide
- Associated National Safety Council "*DriveitHome*" Pointers for Parents

Assessment Tools:

- On-going Evaluation Sheet
- Student Card Rating Score 5-4-3-2-1
- Skill/Observation Scores
- Ask observers to watch for 2 skill strengths and 2 skill weaknesses that each driver might improve on

SESSION 9 BTW SKILLS AND ACTIVITIES - ADVERSE DRIVING CONDITIONS

<i>Instructor's Checklist of Driver's Performance - check off the characteristics reviewed and demonstrated on various routes.</i>	
	Driver safely drives at night using safe following distances in various lighting, weather and traffic conditions
	Driver explains challenges associated with night driving related to issues associated with pedestrians, broken down vehicles, shadows, "over-driving" headlights, animals, and glare from lights
	Driver explains hazards/challenges associated when driving at night in city, rural, suburban and residential areas
	Driver explains and demonstrates safe following distances and SIPDE considerations when driving in: rain, snow, ice, slush, and wind
	Driver explains various dangers/adjustments needed when driving in: snow, rain, wind, and fog (speed considerations, wipers, lights, other vehicles and lane positions)
	Driver and passengers explain and demonstrate proper safety considerations/actions used in the following situations: loss of brakes, accelerator pinned down, and hood flies up, rear or front tire blow out and/or skidding
	Driver and passengers explain proper actions, steps and equipment needed when dealing with vehicle breakdown and vehicular collisions

Instructor's Checklist for Observer's Participation - discuss and review the following topics with the observers in the vehicle.

	Discuss how the night mirror adjustment tab on the rearview mirror works and the benefits
	Explain the use of sun visors and discuss tinted window laws
	Check out the windshield wipers and discuss the positioning of the wipers when parking before an ice storm. Check the rubber blades for wear and tear
	What's the difference between summer wipers and winter wipers? Determine the benefits of changing summer wipers over to winter wipers before the weather changes. Examine the winter rubber coat/cover on the wipers to ensure that they are not worn
	Review tips for removing snow and ice from the vehicle
	Complete Activity 9.1
	Complete Activity 9.2
	Complete Activity 9.3

Activity 9.1

Questions for backseat observer discussion:

- 1. Explain how to use the SIPDE process to manage risks in situations involving poor visibility.**
- 2. What are some ways to make yourself more visible at dawn and dusk?**
- 3. How do you adjust your mirror for high beams from tailgaters?**
- 4. What procedures should you use when encountering oncoming vehicles with high beam glare?**

Activity 9.2

Questions for backseat observer discussion:

1. What is hydroplaning and what happens to traction during rain and snow?
2. What can you do to avoid hydroplaning?
3. Once you are in a hydroplaning situation, what procedures need to be taken to correct the situation?
4. How might you control your vehicle in windy conditions?
5. What are some steps to take to maintain control and visibility during winter driving?
6. Share some of the terms you have heard when it comes to driving in adverse weather.

What do these words mean to you?

- black ice
- over or understeering when skidding
- controlled braking
- ABS
- glare recovery
- moth syndrome
- overdriving your headlights
- turn around don't drown
- alternate street parking
- crowned roads
- flat roads
- banked roads

Activity 9.3

While observing in-vehicle, discuss the following with your instructor:

Tires and traction

- 1. Explain how traction controls your vehicle**
- 2. Describe the importance of tread and proper inflation in maximizing tractions**
- 3. Name three factors that can reduce traction**

Using your headlights

- 1. Provide situations where you would use low-beam headlights**
- 2. Provide situations where you would use high beam headlights**
- 3. Provide situations where you would use flashers**

SESSION 10 BTW – PHYSICAL AND EMOTIONAL PREPAREDNESS

Topics Addressed:

- Identify emotions and the potential impact they may have on driving
- Potential consequences for driving emotionally
- Strategies to address the mental and physical aspects of emotions to help ensure safe driving

Description of Suggested Driving Route:

Any traffic environment that affords situations to practice on-going skills with added discussion on how driving while emotionally or physically impaired could impact driving in that area

Supporting Topics for Discussion:

- Self-talk
- Positive emotions
- Negative emotions
- Extreme emotions
- Optimal health
- “Good” mental and physical health
- “Poor” mental and physical health
- Aggressive driving
- Depression
- Stress
- Anger
- Self-control
- Road rage
- Risk-taking
- High risk
- Calculated risk
- Impulsive risk
- Financial consequences

Fundamental Driving Skills:

- Continue working on driving skills and situations in various driving environments/routes
- Review your day at school and see how those events might influence the decisions you make while driving

- Problem solving situations
- Identify emotions which may affect driving performance and relate these emotional factors to driving performance
- Recognize how emotions may play a role in a driver's attention to task
- Discuss how your state of mind in a given situation could affect your driving (ex. late for school or work)

Supporting Learning Activities:

- **Activities for the Student Driver while Behind the Wheel:**
 - [Instructor's Checklist for Driver's Performance](#)
- **Activities for the Student Observers:**
 - [Instructor's Checklist for Observer's Participation](#)
 - [Activity 10.1](#)
 - [Activity 10.2](#)

Supporting Activities for Parents/Guardians to Complete with Their Student Driver:

- Associated Sections of Children's Hospital of Philadelphia "*TeenDrivingPlan*" Practice Guide
- Associated National Safety Council "*DriveitHome*" Pointers for Parents

Assessment Tools:

- On-going Evaluation Sheet
- Student Card Rating Score 5-4-3-2-1
- Skill/Observation Scores
- Ask observers to watch for 2 skill strengths and 2 skill weaknesses that each driver might improve on

SESSION 10 BTW SKILLS AND ACTIVITIES - PHYSICAL AND EMOTIONAL PREPAREDNESS

<i>Instructor's Checklist of Driver's Performance - check off the characteristics reviewed and demonstrated on various routes.</i>	
	Driver and passengers explain which risk-taking tendencies are correct or self-centered and/or calculated vs. impulsive
	Driver explains and demonstrates proper problem solving in various: environmental/weather related traffic situations
	Driver and passengers explain and execute importance of positive vs. negative internal talk during rush hour and stressful commuting situations
	Driver and passengers explain and execute proper coping strategies when driving in moments of stress, anxiety and/or frustration with drivers and traffic
	Explain and demonstrate benefits of mental rehearsal, visual imagery and repetition on improving driving skills in various driving environments/routes
	Explain challenges associated with various driver's perceptions and assumptions in relation to own perceptions and assumptions

<i>Instructor's Checklist for Observer's Participation - discuss and review the following topics with the observers in the vehicle.</i>	
	Discuss some of the extreme emotions which teenagers have and how these emotions can affect performance
	Explain denial and how this type of thinking can affect driving
	Complete Activity 10.1

	Complete Activity 10.2
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Activity 10.1

What do you think? Do people drive as they live?

- Obeys laws or pushes the limits
- Complains about actions of other people
- Yells at other drivers or blows horn unnecessarily
- Waits in line without getting angry
- Is always in a hurry, rushes everyone else
- Is considerate of others who make mistakes
- Loses temper often and quickly
- Quickly admits own mistakes
- Usually very calm and relaxed
- Is flexible or not flexible

Discuss three techniques that a driver can use to cope with their emotions.

- 1.
- 2.
- 3.

List 5 steps that might help a driver make a responsible decision.

- 1.
- 2.
- 3.
- 4.
- 5.

Describe how peer influence and peer pressure might affect a person's driving decisions.

Activity 10.2

- **Who might be affected when extreme emotions are exhibited by you as a driver or by others who are driving and interacting with you? What defense can you employ to keep you and your vehicle safe?**
- **Based on life in general, does time of day have any effect on a driver's emotions? How might time management help?**
- **Discuss if you are going to drive when you are sick, tired, upset, excited and how you will be able to tell if your feelings are extreme to the degree that you shouldn't be driving.**
- **Identify the effects of media on driver risk-taking.**
- **Relate how peers can affect driver performance.**
- **Identify other driver behaviors that reinforce poor driving performances.**

SESSION 11 BTW –DISTRACTED DRIVING

Topics Addressed:

- Identify and discuss distractions that can impact driving
- Identify practices and procedures to avoid driving distractions
- Explore the potential for distractions to contribute to collisions

Description of Suggested Driving Route:

Any traffic environment that affords situations to practice on-going skills with added discussion on how driving while emotionally or physically impaired could impact driving in that area

Supporting Topics for Discussion:

- Distraction
- Inattention
- Inside distractions
- Outside distractions
- Physical distractions
- Visual distractions
- Mental distractions
- Rubbernecking
- Text messaging
- Audio and navigation systems
- Risk-taking

Fundamental Driving Skills:

Muscle Memory - Repetition - Mental Rehearsal

Continue working on driving skills and situations in various driving environments/routes

In-vehicle discussion:

- 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 - move focal vision from travel path to another location and back to travel path/move focal vision within ½ second time frames
- Share/divide attention to understand how a driver needs to allow the brain to perceive information

Supporting Learning Activities:

- **Activities for the Student Driver while Behind the Wheel:**
 - [Instructor's Checklist for Driver's Performance](#)
- **Activities for the Student Observers:**
 - [Instructor's Checklist for Observer's Participation](#)
 - Have students watch for, and count drivers on cell phones for a 10-minute time period
 - [Activity 11.1](#)

Supporting Activities for Parents/Guardians to Complete with Their Student Driver:

- Associated Sections of Children's Hospital of Philadelphia "*TeenDrivingPlan*" Practice Guide
- Associated National Safety Council "*DriveItHome*" Pointers for Parents

Assessment Tools:

- On-going Evaluation Sheet
- Student Card Rating Score 5-4-3-2-1
- Skill/Observation Scores
- Ask observers to watch for 2 skill strengths and 2 skill weaknesses that each driver might improve on

SESSION 11 BTW SKILLS AND ACTIVITIES – AVOIDING DISTRACTED DRIVING

<i>Instructor's Checklist of Driver's Performance - check off the characteristics reviewed and demonstrated on various routes.</i>	
	Turn off cell phone before driving and explain safe actions driver and passenger make that eliminate cell phone use and other distractions
	Students identify distractions when driving in traffic: mental distractions, physical distractions, emotional distractions, and visual distractions and strategies to combat these distractions
	Explain dangers and considerations needed with GPS or navigation systems, passengers, music/playlists, eating, drinking, shaving, or applying makeup in a vehicle
	Students demonstrate improvement using mental rehearsal & repetition techniques associated with individual driving skills during various environments, routes and situations

<i>Instructor's Checklist for Observer's Participation - discuss and review the following topics with the observers in the vehicle.</i>	
	Identify friends who may distract you while driving
	Relate fatigue to other driver physical limitations
	Discuss feelings about driving with unrestrained pets roaming inside the vehicle
	List things that could happen pulling out of a fast food restaurant
	Review plans on how to handle situations where phone calls, texts come in while driving
	Identify factors that may lead to driver fatigue
	Relate fatigue to risk awareness and effective decision-making

Complete Activity 11.1

Activity 11.1

Below is a list of potential driver distractions. Each observer should add one distraction to the list and then choose from auditory (A), biomechanical (B), cognitive (C), or visual (V) categories that best fits the distraction.

- | | | | | |
|--|---|---|---|---|
| 1. a flashy billboard | — | — | — | — |
| 2. sending a text message | — | — | — | — |
| 3. daydreaming | — | — | — | — |
| 4. turning on the radio | — | — | — | — |
| 5. a person honking the horn | — | — | — | — |
| 6. adjusting a navigational system | — | — | — | — |
| 7. a cell phone ringing | — | — | — | — |
| 8. thinking about your work schedule | — | — | — | — |
| 9. having an emotional conversation | — | — | — | — |
| 10. eating a fast food sandwich | — | — | — | — |
| 11. turning on the windshield wipers | — | — | — | — |
| 12. highway hypnosis | — | — | — | — |
| 13. a large billboard | — | — | — | — |
| 14. a vehicle backfiring | — | — | — | — |
| 15. high beams from another vehicle | — | — | — | — |
| 16. a passenger singing | — | — | — | — |
| 17. a disabled vehicle on the side of the road | — | — | — | — |
| 18. looking for something in the glove compartment | — | — | — | — |

SESSION 12 BTW – IMPAIRED DRIVING

Topics Addressed:

- What constitutes impaired driving
- How alcohol enters and exits the bloodstream
- The potential consequences of impaired driving

Description of Suggested Driving Route:

Intermediate to high traffic risk environment - urban, rural, residential, business district, and complex interstate areas

Supporting Topics for Discussion:

- 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% - .10% on driver risk awareness and decision-making
- Relate the psychological effects of alcohol on the driving task to reckless driving and social responsibility
- Relate the physiological effects of alcohol on the driving task to reckless driving and social responsibility
- Develop a plan to avoid alcohol and other drug-related driving
- Discuss the most common signs of drunk driving

Fundamental Driving Skills

- Continue working on driving skills and situations in various driving environments/routes

Supporting Learning Activities:

- **Activities for the Student Driver While Behind the Wheel:**
 - [Instructor's Checklist for Driver's Performance](#)
- **Activities for the Student Observers:**
 - [Instructor's Checklist for Observer's Participation](#)
 - [Activity 12.1](#)

Supporting Activities for Parents/Guardians to Complete with Their Student Driver:

- Associated Sections of Children’s Hospital of Philadelphia “*TeenDrivingPlan*” Practice Guide
- Associated National Safety Council “*DriveitHome*” Pointers for Parents

Assessment Tools:

- On-going Evaluation Sheet
- Student Card Rating Score 5-4-3-2-1
- Skill/Observation Scores
- Ask observers to watch for 2 skill strengths and 2 skill weaknesses that each driver might improve on
- **Unit Grade** - Total Sessions 9-12 Score Sheets
 - Key: 25 x 4 = 100%, 20 x 4 = 80%, 15 x 4 = 60%, 10 x 4 = 40%
- [Unit 3 Evaluation Checklist](#)

SESSION 12 BTW SKILLS AND ACTIVITIES – IMPAIRED DRIVING

<i>Instructor's Checklist of Driver's Performance - check off the characteristics reviewed and demonstrated on various routes.</i>	
	Identify various hazards drivers face when drugs and/or alcohol are consumed
	Identify and execute traffic situations that arise when an oncoming driver is intoxicated
	Explain, identify and navigate various highway transportation system situations and signs that indicate dangerous situations: yellow and white lines on entrance and exit ramps, GO BACK, WRONG WAY, or DO NOT ENTER signs, and rumble strips on the sides and center of roadways
	Explain and demonstrate understanding of NYS blood alcohol concentration (BAC) laws relating to individuals over the age of 21: .06 -.07% BAC and .08% and above in NYS
	Explain NYS BAC laws affecting individuals under the age of 21: Zero-Tolerance Law
	Explain Leandra's Law components/consequences: each child (15 years or younger) in vehicle of intoxicated driver is a felony AND increased criminal charges of driver that kills an individual with a BAC over .18%
	Explain DWI laws for commercial driver's licenses (CDLs)
	Continued progress of driving skills in various driving environments/routes and situations
	Uses impairment goggles and/or eye patch while sitting behind the wheel of the vehicle – explain challenges and dangers Associated with impaired driver vision and abilities

Instructor's Checklist for Observer's Participation - discuss and review the following topics with the observers in the vehicle.

	Use a quiz to review the Leandra's Law
	Use a quiz to review zero-tolerance laws
	Debate what's being done in schools to inform others about the zero tolerance laws and consequences regarding drinking and drugs in young drivers lives.
	Formulate a plan that can be followed if one finds themselves in a position where either they or a designated driver might be under the influence. Discuss what they may need to do to get themselves and/or their vehicle home. Are they willing to make this decision?
	Estimate what it would cost to leave your vehicle in a safe spot vs. driving home and running the risk of a collision, DWAI, or DWI
	Discuss if it would be the end of the world if they found themselves in a situation where they needed to call a parent to help them out. Would they be willing to take their punishment rather than drive under the influence?
	Review the cost of DWI and/or DWAI and what implied consent requirement entails
	Complete Activity 12.1

Activity 12.1

While observing in-vehicle, discuss the following with your instructor: Questions for backseat observer discussion:

- 1. Explain how alcohol affects the mental and physical abilities needed for driving safely.**
- 2. Discuss myths and truths about the use of alcohol.**
- 3. Review procedures when approaching a Stop DWI roadside sobriety checkpoint.**
- 4. Explain the difference between over-the-counter medicine and prescription medicine.**
- 5. Describe traffic laws governing the use of alcohol and driving.**
- 6. Explain the implied consent law.**
- 7. Describe important points of the zero-tolerance law and levels of impairment.**
- 8. What are some of the obvious signs of impairment from alcohol?**
- 9. Explain what actions a driver should take when stopped by a police officer.**
- 10. What are some ways that you might convince a driver not to drive after drinking alcohol?**

UNIT 3
(Sessions 9-12)

BTW SKILLS – ASSESSMENT CHECKLIST

Assess the characteristics reviewed on various routes using 5-4-3-2-1 (5=Excellent to 1=Poor)

Adverse Driving Conditions	
	Explains hazards/challenges associated with night driving related to issues associated with pedestrians, broken down vehicles, shadows, “over-driving” headlights, animals, and glare from lights in city, rural, suburban, and residential areas
	Explains various dangers/adjustments needed - safe following distances, and SIPDE considerations when driving in snow, rain, wind, and fog (speed considerations, wipers, lights, other vehicles and lane positions)
	Driver and passengers explain and demonstrate proper safety considerations/actions used in the following situations - loss of brakes, accelerator pinned down, and hood flies up, rear or front tire blow out and/or skidding
Physical and Emotional Preparedness	
	Driver and passengers explain which risk-taking tendencies are correct or self-centered and/or calculated vs. impulsive
	Driver and passengers explain and execute proper coping strategies when driving in moments of stress, anxiety and/or frustration with other drivers and traffic
	Explains challenges associated with various driver’s perceptions and assumptions in relation to own perceptions and assumptions
Distracted Driving	
	Turns off cell phone before driving and explains safe actions that eliminate cell phone use and other distractions
	Identifies distractions when driving in traffic - mental distractions, physical distractions, emotional distractions, visual distractions and strategies to combat these
	Explains dangers and considerations needed with GPS or navigation systems, passengers, music/playlists, eating, drinking, shaving, or applying makeup in a vehicle

Impaired Driving	
	Explains, identifies and navigates various highway transportation system (HTS) situations and signs that indicate dangerous situations - yellow and white lines on entrance and exit ramps, GO BACK, WRONG WAY, or DO NOT ENTER signs, and rumble strips on the sides and center of roadways
	Explains the NYS BAC (blood alcohol concentration) laws affecting individuals under the age of 21 – zero-tolerance law
	Identifies various hazards drivers face when drugs and/or alcohol are consumed
	Overall Assessment of Driving Skills to Date 5-4-3-2-1 (5=Excellent to 1=Poor)
NOTES	