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Novice Teen Driver Education and Training Administrative Standards



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Novice Teen Driver Education and Training Standards

Forward

A driver's license represents considerable freedom to a young person. Parents, too, may eagerly look forward to the additional help that a teen driver provides to an American household. In addition, mobility is an important factor for today's teens as well as a key factor in the economic and social growth of our country. Teens view this mobility as evidence of becoming adults. Unfortunately, these freedoms and conveniences come at a high price, which continues to be paid via traffic-related fatalities, life-altering injuries, and economic costs. Crashes continue to be the leading cause of death among American teens, accounting for more than one third of all deaths of 16- to 19-year-olds. The crash rate is greatest among 16-year-olds, who have the most limited driving experience and an immaturity that often results in risk-taking behind the wheel.¹ This segment of new drivers has been over-represented in U.S. crash statistics since tracking began and continues this distinction in current driving population demographics. The social costs of these senseless tragedies are immeasurable.

While the value of novice teen driver training and education has long been a subject of debate among researchers,² educators, and others in the transportation and traffic safety community, it continues to be the primary introduction to the driving task for American teens. McKnight³ (1985) writes, "...it is clearly something of a distortion to attribute accidents to driver education just because it leads to driving. Any group of people that drive will have accidents. By agreeing to license them, society accepts that risk. Driver education is simply a means of achieving a socially accepted goal." Enhancing consistency and providing guidance to States seeking to improve the novice teen driver education and training experience was the goal of the Working Group as it convened to craft the Novice Teen Driver Education and Training Administrative Standards.

The implementation of the resulting standards is a first step and is intended to assist driver education and training professionals in providing the administrative framework to teach novice teen drivers the skills and transfer the knowledge necessary to perform as safe and competent drivers, thereby contributing to the reduction of crashes, fatalities, and injuries. The Working Group deliberated, considered the current evidence, and reached consensus on the material that follows. It reflects the collective knowledge and experience of both research and practice in driver education and training today. This document represents a collaborative process by public, private professional, parental, government, nonprofit, and research organizations to identify and

¹ NHTSA & the Insurance Institute for Highway Safety. (2006, September). Beginning Teenage Drivers. Report No. DOT HS 810 651. Washington, DC: National Highway Traffic Safety Administration.
<http://www.nhtsa.dot.gov/people/injury/NewDriver/BeginDrivers/index.htm>

² Mayhew, D. R., & Simpson, H. M. (1996) *Effectiveness and role of driver education and training in a graduated licensing system*. Ottawa: Traffic Injury Research Foundation. Available at: <http://www.drivers.com/article/305/>. See also: Mayhew, D. R., Simpson, H. M., Williams, A. F., & Ferguson, S. A. (1998). Effectiveness and role of driver education and training in a graduated licensing system. *Journal of Public Health Policy* 19, 51-67.

³ McKnight, A. J. (1985). Driver education - when? In *Young driver accidents: In search of solutions, Proceedings of an International Symposium*, D.R. Mayhew, H. M. Simpson, & A. C. Donelson (Eds.), 109-115. Ottawa: Traffic Injury Research Foundation of Canada. Cited in Mayhew & Simpson, 1996.

develop standards for an ideal State driver education and training program. This document is a **starting point**, and the Working Group recognizes that in some standard areas there is insufficient research and data to determine the ideal standard. In these instances, the standards represent the highest level of expert design upon which the Working Group could agree.

Much like the initiation and evolution of best graduated driver licensing (GDL) practices, these driver education and training administrative standards must be accompanied by a commitment for ongoing funding and research to test, refine, and redefine the best practices for the ideal State driver education and training program. The next step should include consensus curriculum content standards and benchmarks.

Preamble

The Novice Teen Driver Education and Training Administrative Standards set forth in this document serve to guide all novice teen driver education and training programs in States striving to provide quality, consistent driver education and training. While noting that administering education standards and policies are a State's right, these standards were created to serve as an anchor for State policies on driver education and training with the following understandings:

- The goal of driver education and training is to transfer knowledge, develop skills, and enhance the disposition of the teen, so he/she can perform as a safe and competent driver, thereby contributing to the reduction of crashes, fatalities, and injuries.
- Driver education and training should be an integral part of the GDL system.
- Driver development should be a lifelong learning process.
- Driver education and training should be a phased education process.
- Driver education and training standards should help an organization be successful in administering and/or providing quality and uniform driver education and training, consistent with the latest advances in methodology, subject matter, and technology.
- Any standard promulgated for driver education and training must be supported with a communication strategy for all stakeholders.

Background

These standards were developed by representatives from the driver education professional community with assistance from NHTSA. The approach to developing these standards was as follows:

- Review a cross-section of State-level driver education and training standards, curriculum content, and delivery requirements to determine how they can help shape national standards of oversight, delivery, monitoring, and evaluation of State and local driver education and training programs. Research, review, and compare driver education and training-related documents from the following stakeholder organizations:
 - NHTSA;
 - American Driver and Traffic Safety Education Association (ADTSEA);
 - AAA Foundation for Traffic Safety; and
 - Driving School Association of the Americas (DSAA).
- Identify differences in the approaches currently used by States and other programs to determine what modifications are needed to ensure uniformity and acceptance by public and private driver education and training programs.
- Assemble a Working Group consisting of program administrators and driver education and training specialists, both public and private, as well as other stakeholders, to develop draft standards, guidelines, monitoring and evaluation approaches, and oversight techniques.
- Devise standards and guidelines for overseeing public and private driver education and training programs to ensure program quality upon delivery, including monitoring and evaluation recommendations.
- Present the Working Group material at a national conference on driver education and training attended by key driver education and training providers from State government driver education and training administrators and private entities. Ensure conference attendees have the opportunity to comment and provide feedback on the draft standards; discuss implementation strategy development; and recommend mechanisms for update, change, and follow-through on the maintenance of the standards.

The Working Group determined that standards should be established for the following topic areas:

- Program Administration;
- Education/Training;
- Instructor Qualification;
- Parent/Guardian Involvement; and
- Coordination with Driver Licensing.

The comments from conference attendees were considered by the Working Group and were included where appropriate. Standards for each topic area are presented on the following pages.

Dedication

The organizations involved in creating these National Standards acknowledged the exemplary contributions of one of the authors, Mr. John Harvey. Of all those involved in the development of the following National Standards, John Harvey embodies the collective effort of all those who have toiled to elevate the status and effectiveness of driver education. John has labored mightily for more than 40 years in numerous states and at the national level to make young drivers safe, as he does now as the Driver Education Program Manager in Oregon. He has inspired us to put aside differences, work together and find common ground, for the sake of the nation's youth. We are thankful for his leadership and for this we dedicate these national standards to "Harv."

1.0 Program Administration

All entities delivering driver education and training should be treated fairly and equitably, meet the same quality standards, and have equitable access to State driver education and training resources.

Most States may have a multitude of public and private novice teen driver education and training programs. Each State may have different administrative and provisional structures. Alternative delivery (e.g., online, parent-taught, and correspondence) programs can be either public or private, may not have a physical location, and are subject to varying requirements set forth by the State.

1.1. Management, Leadership, and Administration

Each State should:

1.1.1 have a single agency, or coordinated agencies, informed by an advisory board of stakeholders and charged with overseeing all novice teen driver education and training programs. That agency should have authority and responsibility for the implementation, monitoring, evaluation, and enforcement of these standards. This agency should also be charged with developing and executing communication strategies to inform parents and the public about driver education and training issues. In addition, the agency should inform providers in a timely fashion about changes to laws, regulations, and procedures.

1.1.2 carefully choose a State agency that is best suited and ideally not a direct provider of driver education to administer a statewide education and training program that can provide needed and appropriate regulatory environment, oversight, monitoring, evaluation, review and approval processes, professional development, and all other administrative actions that make available a quality driver education and training program to all age-eligible residents.

1.1.3 have a full-time, funded State administrator for driver education and training. This individual should meet or exceed the qualifications and training required by the State for a novice teen driver education and training instructor and/or school owner or possesses equivalent experience or qualifications. This administrator should be an employee of the agency that has oversight of driver education and training.

1.1.4 have standardized monitoring, evaluation/auditing, and oversight procedures to ensure that every driver education and training program uses a curriculum with written goals and objectives.

1.1.5 have a program renewal process to ensure that curriculum material and procedures are current.

1.1.6 adopt an instructor certification renewal process.

- 1.1.7 approve driver education and training programs that conform to applicable State and national standards.
- 1.1.8 deny or revoke approval of driver education and training programs that do not conform to applicable State and national standards.
- 1.1.9 ensure that programs reflect multicultural education principles and are free of bias.
- 1.1.10 administer applications for licensing of driver education and training instructors, including owner/operators of public and private providers.
- 1.1.11 develop and execute monitoring, evaluation, and auditing procedures to ensure standards are met by public and private providers.
- 1.1.12 adopt goals, objectives, and outcomes for learning.
- 1.1.13 develop criteria to assess and approve programs, curricula, and provider effectiveness. Financial and/or administrative sanctions for non-compliance with the State application and approval processes and/or standards should be provided to all applicants and provide remediation opportunities to driver education and training programs when sanctions are issued.
- 1.1.14 establish and maintain a conflict resolution system for disputes between the State agency and local driver education and training programs.
- 1.1.15 require, provide, or ensure the availability of ongoing professional development for instructors to include updates in best education and training methods and material.
- 1.1.16 require all public and private driver education and training providers to report program data to the designated State agency so that periodic evaluations of the State's driver education and training programs can be completed and made available to the public.
- 1.1.17 ensure that student information submitted to the agency or used by the agency remains confidential, as required by applicable State and Federal regulations.
- 1.1.18 ensure that all novice teen driver education and training programs, instructors, and associated staff possess necessary operating licenses and credentials required by the State.
- 1.1.19 ensure that each driver education and training provider has an identified person to administer day-to-day operations, including responsibility for the maintenance of student records and filing of reports with the State in accordance with State regulations.
- 1.1.20 ensure that all materials, equipment, and vehicles are safe and in proper condition to conduct quality, effective driver education and training.

1.1.21 refer to a general standard for online education such as those established by the North American Council for Online Learning in the absence of national standards specific to the delivery of online driver education or online teacher preparation.

1.1.22 ensure that the instruction of novice teen drivers is completed using concurrent and integrated classroom and in-car instruction where the bulk of the classroom instruction occurs close in time to the in-car instruction to ensure the maximum transfer of skills.

2.0 Education/Training

2.1 Each State should:

2.1.1 have driver education and training that meets or exceeds current nationally accepted content standards and benchmarks.

2.1.2 approve curricula that are based on nationally recognized standards such as ADTSEA and DSAA – Attachments E and F. Each State retains authority in determining what curricula meet its State standards. Other resources include AAA⁴ and NIDB.⁵

2.1.3 regulate the use of simulation and driving ranges.

2.1.4 require an approved end-of-course knowledge and skill assessment examination based on the stated goals and objectives to graduate from the driver education and training program.

2.1.5 require a course provider to conduct valid post-course evaluations of driver education and training programs to be completed by the students and/or parent for the purpose of improving the effectiveness of the program (a resource for help in conducting these evaluations is the AAA Foundation for Traffic Safety⁶).

2.1.6 require core driver educational hours that focus on the driving task and safe driving practices sufficient to meet the criteria established by the end-of-course examination. To enable States to select the appropriate guidelines for contact hours to meet the desired outcomes, the following instructional time should be:

- First stage education:
 - Minimum of 45 hours of classroom/theory;
 - Minimum of 10 hours of behind the wheel instruction;
 - 10 hours in-car observation;
- Second stage education;

⁴ Lonero, L., Clinton, K., Brock, J., Wilde, G., Laurie, I., & Black, D. (1995). Novice Driver Model Curriculum Guidelines. Washington, DC: AAA Foundation for Traffic Safety. .
<http://www.aaafoundation.org/resources/index.cfm?button=lonaro>

⁵ Mottola, F. R. (n.d.). Standards for a Risk Management Program. Chesire, CT: National Institute for Driver Behavior. <http://www.nidb.org/>

⁶ Clinton, K., & Lonero, L. (2006, October). Evaluating Driver Education Programs: Comprehensive Guidelines Washington, DC: AAA Foundation for Traffic Safety.
<http://www.aaafoundation.org/pdf/EvaluatingDriverEducationProgramsGuidelines.pdf>

- Minimum of 10 hours; and
- The in-car instruction can be enhanced with simulation or driving range instruction.

2.1.7 require distributive learning.

3.0 Instructor Qualifications

3.1 Each State should:

3.1.1 require the following prerequisites for instructors receiving certification and recertification:

- a) possession of a valid driver's license, as recognized by the State.
- b) have an acceptable driving record as determined by the State.
- c) pass a Federal and State criminal background check.
- d) meet health or physical requirements as determined by the State.
- e) achieve a minimum academic education requirement as determined by the State.
- f) meet a minimum age requirement as determined by the State.

3.1.2 require instructors to complete approved standardized instructor training that applies to instructors and teachers in all public and private driver education and training programs. This preparation should include a course of study that is no less than 120 hours of preparatory time. (See Attachment B, Instructor Qualifications Statement)

3.1.3 require instructors to receive training in accepted best practices in course delivery and evaluations using various delivery modalities.

3.1.4 require that an instructor pass a State-approved practical and/or written exam (e.g., Praxis II, National Teacher Certification Program [available at www.ADTSEA.org]).

3.1.5 require annual continuing education and professional development hours for instructors.

3.1.6 require an annual driving record review for instructors.

4.0 Parent Involvement

4.1 Each State should:

4.1.1 require the parent of a teen driver education and training student to attend a parent seminar, pre-course, or the initial session of the teen's driver education and training course. This session should outline the parent's responsibility and opportunity to reduce his or her teen's crash risk in several ways, including modeling safe driving behavior. Information conveyed to the parent in this session should include, but not be limited to, the following known best practices of GDL and parental involvement:

- a) Manage the novice driver's learning-to-drive experience to determine the readiness of the teen to begin the process, and supervise the teen's driving so that the parent can better determine the teen's readiness to advance to the next licensing stage and assume broader driving privileges;
- b) Supervise an extended learner permit period of at least six months that provides at least weekly opportunities for the novice driver to accumulate a minimum of 50 hours of supervised practice driving in a wide variety of increasingly challenging circumstances. Hours of supervised practice driving required in GDL should not be reduced by a novice driver's participation in other driver education and training programs, nor should any other activity be considered a substitute.
- c) Supervise an extended intermediate license period that temporarily restricts driving unsupervised with teen passengers and during nighttime hours until the State's GDL requirements have been met **and** the parent determines the teen's readiness to drive unsupervised in these high risk conditions; and
- d) Negotiate and adopt a written agreement between the teen and parent that reflects the expectations of both teen and parent and clearly defines the restrictions, privileges, rules, and consequences that will serve as the basis for the teen to earn and for the parent to grant progressively broader driving privileges.

4.1.2 require a parent to complete a debriefing with the driver training instructor to inform the parent of the progress and proficiency of the teen driver. This final session should include a reminder that it is the parent who must ultimately determine the teen's readiness to obtain a license with full driving privileges and of the parent's responsibility and important role in helping the teen to become a safe driver.

5.0 Coordination With Driver Licensing

5.1 Each State should:

5.1.1 have a formal system for communication and collaboration between the State driver education and training agency and the State driver licensing authority. This system should allow sharing of information between driver education and training program/course administrators and the State's driver licensing authority.

5.1.2 have a GDL system that includes, incorporates, or integrates driver education and training. Completion of driver education and training should not reduce the time requirements in the GDL process.

5.1.3 provide information and education on novice teen driving requirements and restrictions to judges, courts, and law enforcement officials charged with adjudicating or enforcing GDL laws.

5.1.4 ensure that sanctions for noncompliance with GDL requirements by novice teen drivers are developed and enforced uniformly.

5.1.5 require a parent to submit State-specified documentation that certifies completion of required supervised hours in a manner that reduces the possibility of fraudulent entries.

5.1.6 ensure that State licensing tests are empirically based and reflect performance competencies of the standards-based driver education and training program outlined in the previous sections of this document.

5.1.7 develop and implement a valid and reliable driver's knowledge and skills test that assesses factors associated with the novice teen driver's ability to reduce driving risks.

Attachments

This section of the document includes the following attachments:

- Attachment A – Definitions of Key Terms, page 15
- Attachment B - Instructor Qualifications Statement, page 19
- Attachment C - The Working Group, page 23
- Attachment D – Working Conference Attendees Biographies, page 24
- Attachment E – ADTSEA Curriculum Standards, page 34
- Attachment F – DSAA Curriculum Standards, page 82

Attachment A – Definitions of Key Terms

Administrator – *manager (affairs, a government, etc.); having executive charge of.*

Advanced driving skill program – *an additional driving program designed to promote safe driving skills outside of the novice training.*

Alternative delivery – *delivery of the theory portion of driver education using channels other than the traditional classroom, such as Internet-based, correspondence-based, and parent-taught.*

Behind-the-wheel – *actual instructional driving time during which the novice teen driver drives on streets and highways, and is guided by an instructor in the front passenger seat. Observation is not included in behind-the-wheel time.*

Certification – *to award a certificate to a person attesting to the completion of a course of study or the passing of a qualifying examination.*

Classroom content – *that part of the driver education and training program that imparts the knowledge, theory, principles, laws, rules, best practices, and related curriculum content through student-centered activities, lecture, media, programmed instruction, independent study, correspondence, and other effective techniques.*

Classroom setting – *the delivery of the classroom portion of the curriculum is not limited to a traditional physical location, but includes the services of a professional instructor/facilitator in a variety of physical, real-time, online, and video settings. It may include home-based and parent-taught or parent-facilitated venues in which case the services of a professional instructor may or may not be required depending on State law. It does not include observation time or behind-the-wheel instruction.*

Concurrent instruction – *the practice of using in-vehicle, classroom, simulation, and driving range-based teaching methods simultaneously.*

Confidential – *spoken, written, acted upon, etc., in strict privacy.*

Consistent – *agreeing or accordant; compatible; not self-contradictory; constantly adhering to the same principles, course, form, etc.*

Content – *the subject matter taught in driver education and training.*

Correspondence-based driver education – *a driver education program in which the classroom/theory portion is completed by the student at the student's home location and at the student's personal pace.*

Credential(s) – *evidence of authority, status, rights, entitlement to privileges, or the like, usually in written form.*

Curriculum – *the overall program of instruction, including classroom, behind-the-wheel, observation, simulation, or driving range instruction. Generally required to be approved by the State in which the program is delivered.*

Distributive learning – where the acquisition of knowledge and skills is spread over a longer period of days and weeks with fewer hours of instruction in a day, as opposed to fewer days and weeks, but more daily hours of instruction resulting in the same amount of hours.

Driving log – a written record of supervised motor vehicle operation time maintained by the student and authenticated by the parent/driving supervisor.

Driving range – a defined roadway course closed to public traffic and allowing for the re-creation of various basic driving scenarios, used for driver training.

Driving range instruction – use of a closed course to instruct novice teen drivers.

Evaluate (evaluation) – to examine and judge carefully; appraise, usually applied to students throughout their driver and education and training program.

Graduated driver licensing (GDL) – a State-run and enforced system under which novice teen driver privileges are granted in phases to restrict beginners' initial experience behind the wheel to lower-risk situations. The restrictions gradually are lifted, as experience is gained so novice teen drivers are more experienced and mature when they get their full, unrestricted licenses.

Immediately sequential – occurring within 72 hours of the first phase.

In-car instruction – consists of behind-the-wheel training and observation training time.

In-vehicle assessment techniques – approach used by an instructor to monitor and objectively measure student vehicle operation and safe driving behaviors.

Instruction techniques – approach used by an instructor to transmit information to students.

Instructor – the person who delivers the curriculum; includes certified classroom and behind-the-wheel instructors.

Intermediate permit – the mid-phase driving permit in the GDL system.

Knowledge – the fact or state of knowing; the perception of fact or truth; clear and certain mental apprehension; acquaintance with facts, truths, or principles, as from study or investigation.

Learner permit – the initial driving permit in the GDL system.

Licensing (for novice teen drivers) – formal permission from a governmental authority to operate a motor vehicle on public roadway.

Licensing (for driving schools) – formal permission from a governmental or other constituted authority to operate a driving school.

Lifelong learning – the ongoing formal and informal acquisition of knowledge or skills.

Measure – to ascertain the extent, dimensions, quantity, capacity, etc., of, especially by comparison with a standard; to judge or appraise by comparison with something or someone else.

Monitoring, evaluation/auditing– *recording, regulating, or controlling a process or system.*

Multistage driver education – *a system where combined phases of classroom/theory and behind-the-wheel instruction are delivered at different times to enhance learning. That is, a portion of the required classroom and behind-the-wheel instruction is completed, then the parent conducts supervised driving for a specified time or amount, then the novice teen driver returns for the remaining classroom and behind-the-wheel instruction.*

Novice teen driver – *any teen who falls under the jurisdiction of the State’s GDL system.*

Novice teen driver education and training – *classroom instruction and supervised driving practice with instructors, training material, and procedures to reduce risk-taking and improve safety decision-making for these drivers.*

Observation time – *instructional time whereby novice teen drivers observe a behind-the-wheel lesson and receive perceptual practice in how to manage time and space for risk reduction outcomes.*

Online – *a driver education program in which the classroom/theory portion is delivered via the Internet.*

Parent - *a parent, guardian or other mentor responsible for managing a novice teen driver’s learning-to-drive experience*

Parent-taught driver education – *a system whereby parents/guardians are authorized to be their novice teen drivers’ driving instructors and able to perform either or both the classroom and behind-the-wheel instruction responsibilities.*

Phased education – *the incremental introduction of concepts, skills, and techniques based on the acquisition of foundational knowledge.*

Private driving school – *a driver education program that is delivered by a business entity.*

Professional development – *the ongoing acquisition of knowledge, skills, and awareness of new or emerging issues by driving instructors, generally required as a condition of certification as an instructor by a State.*

Program – *the full scope of delivery of novice teen driver education, including both classroom/theory and behind-the-wheel instruction.*

Provider – *the legal entity (“private” or “public”) that offers a driver education program.*

Public driving school – *a driver education program that is delivered by a political subdivision of the State.*

Report – *to give or render a formal account or statement of.*

Second-stage driver education and training – *education and training that occurs after formal driver education and training is completed. This can include classroom and/or behind the wheel and is conducted under the supervision of a qualified driver education and training instructor.*

Simulation – *using interactive computer programs which imitate real or imaginary driving scenarios. Often used to create events that would normally be impossible, difficult, or dangerous to the novice teen driver (www.learning.ac.nz/mod/glossary/view.php).*

Simulator – *a replica of basic vehicle controls and instruments that allows student response to driving situations. An electromechanical device designed to represent the driver's compartment of the automobile and with the use of films, video programs, or computer-generated multimedia attempts to develop judgment, decision-making skills, behavior response, and manipulative skills essential in learning to drive.*

Skill – *the ability, coming from one's knowledge, practice, aptitude, etc., to do something well; competent excellence in performance.*

Standard – *something considered by an authority or by general consent as a basis of comparison; an approved model; a rule or principle that is used as a basis for judgment.*

Standardized – *to bring to or make of an established standard size, weight, quality, strength, or the like.*

Theory – *while "theory" specifically refers to the general principles of the body of knowledge related to driving, including the ideal set of facts, principles and circumstances for driving, it is sometimes used as a substitute for "classroom" when referring to driver education - as in "...the classroom or theory portion of driver education."*

Attachment B - Instructor Qualifications Statement

Quality instructor training is the backbone of quality driver education and training; therefore it is an important component for helping to produce a safe teen driver.

1.1 Instructors should be required to complete approved standardized instructor training that applies to instructors/teachers in all public and private driver education and training programs. This preparation should include a course of study that is no less than 120 hours of preparatory time.

1.2 Courses to prepare instructor/teachers should include both theory and laboratory education. The following competencies for classroom and in-car instruction should be achieved:

- Ability to recognize and explain the general nature of the drivers' task within the highway transportation system and the consequences of system failures;
- Ability to apply risk management skills to the task of driving as a driver or passenger;
- Ability to apply and explain the principles of perception to risk management when operating a motor vehicle;
- Ability to apply and explain the techniques for managing risk when operating a motor vehicle over pre-selected on- and off-street activities;
- Ability to recognize and identify physical, social, and psychological influences that can affect motor vehicle operator performance;
- Ability to demonstrate concepts and generalizations that enable one to make objective decisions regarding the:
 - ✓ use of alcoholic beverages and drugs;
 - ✓ use of occupant restraints and protective devices;
 - ✓ consequences of speed selection;
 - ✓ consequences of fatigue, drowsy driving, and road rage;
 - ✓ environmental factors that influence the decision-making process;
 - ✓ use of visual skills to obtain appropriate information to make reduced-risk decisions in low, moderate, and high risk driving environments;
 - ✓ management of time, space, and visibility when operating a motor vehicle;
 - ✓ interaction with other roadway users in a positive manner;
 - ✓ demonstration of balanced vehicle movement;
 - ✓ additional skills practice with parents/guardians/mentors;
 - ✓ identification of laws, rules, and regulations that govern the smooth movement of traffic;
 - ✓ use of current methodologies for providing classroom instruction in driver education including organization, classroom management, and technologies; and

- ✓ use of current methodologies for providing in-car instruction in driver education including route development, giving directions, positive evaluation feedback, and evaluating driver performance;
- Ability to identify and support rules and regulations governing a State's GDL program;
- Ability to demonstrate knowledge of the State-specific rules of the road;
- Ability to demonstrate vehicle operation and control from the right passenger position;
- Ability to provide oral instruction;
- Ability to develop training routes;
- Ability to develop task breakdown explanations;
- Ability to conduct performance assessments and evaluations; and
- Ability to contact first aid resources in the event of an emergency.

1.3 Each State should require that courses offered to fulfill instructor preparatory requirements include the following outline and topics:

1.3.1 Driver task analysis: a course that is designed as a prerequisite to provide instructors with the content knowledge and skills necessary to teach driver education and to attain established instructor competencies. These suggested topics are a minimum and may be expanded:

- ✓ Preparing for State-administered written examination;
- ✓ The task of the driver in the highway transportation system (HTS);
- ✓ Personal factors influencing operator performance;
- ✓ Motor vehicles laws, regulations, and their application;
- ✓ Managing risk within the HTS;
- ✓ Sensory perception and performance of the driving task;
- ✓ Improving driver performance;
- ✓ Motor vehicle performance capabilities and maintenance;
- ✓ Legal and moral obligations relative to using the HTS;
- ✓ Trip-planning;
- ✓ Student learning styles;
- ✓ Instructional technique and pedagogy;
- ✓ Student evaluation and management;
- ✓ Instructor/ student-centered activities; and
- ✓ Preliminary driver performance audit.

1.3.2 Vehicle operational and instructional skills: a course that is designed to provide instructors with the knowledge and skills necessary to successfully conduct in-car instruction, provide a safe learning environment while doing so, and evaluate new driver performance.

- ✓ Risk management principles in driving situations;
- ✓ Factors that influence learning and habit development;
- ✓ Standards for driver performance;
- ✓ Laboratory learning environments;
- ✓ Planning and preparing for instructional performances and outcomes;
- ✓ Planning vehicle operational experiences;
- ✓ Planning off-street laboratory experiences;
- ✓ Planning on-street laboratory experiences;
- ✓ Techniques for student performance assessment;
- ✓ Involving mentors in the learning process;
- ✓ Local curriculum and program needs; and
- ✓ Crash avoidance.

1.3.3 Classroom knowledge: a course designed to provide the instructor with the knowledge and skills necessary to provide quality student centered classroom instruction, successfully manage the classroom, and provide for appropriate student evaluation and assessment.

- ✓ Course introduction, scheduling and grading;
- ✓ Risk management principles in all driving situations;
- ✓ Influencing learning and habit development;
- ✓ Standards of driver performance;
- ✓ Classroom learning environments;
- ✓ Planning for classroom experiences;
- ✓ Planning for computer-assisted instruction;
- ✓ Instructor characteristics and techniques;
- ✓ Planning for simulation-based instruction;
- ✓ Assessment of student performances;
- ✓ Course assessments;
- ✓ Planning for local curriculum and program needs;
- ✓ Classroom lesson plan development;
- ✓ Classroom lesson presentation; and

- ✓ Knowledge of State rules of the road, driver licensing, and penalties for improper driver behavior.

Attachment C - The Working Group

Bud Chauncy, Owner, First Class Driving School, Bossier City, LA; Past President, Driving School Association of the Americas (DSAA)

Troy Costales, Governor's Representative and Director, Oregon DOT, Traffic Safety Division

Barbara Harsha, Executive Director, Governor's Highway Safety Association (GHSA)

John Harvey, Program Manager, Driver Education, Oregon DOT, Traffic Safety Division; Past Chairman of the Board, Driver Education and Training Administrators (DETA)

David Huff, Director, Montana Office of Public Instruction, Traffic Education Program/Driver Education; Chairman of the Board, DETA

John Kennedy, Group Vice President, National Safety Council

Kevin Lewis, Vice President of Driver Programs, American Association of Motor Vehicle Administrators (AAMVA)

Dan Mayhew, Senior Vice President, Traffic Injury Research Foundation

Jim Nichols, Highway Safety Researcher

Debbie Prudhomme, Owner, Training Wheels Driver Education, Maple Grove, MN; Central Vice President, DSAA

Kevin Quinlan– National Transportation Safety Board (NTSB)

Marshal Rafael – NTSB

Allen Robinson – Chief Executive Officer, American Driver and Traffic Safety Educator Association (ADTSEA)

John Svensson, President, Training & Research Institute of Advanced Driver Development (TRIADD); President, DSAA

William Van Tassel, Manager of Driver Training Operations, AAA

Attachment D – Working Group and Conference Attendees Bios

Walter J. Barta consults on matters of driver training and assessment and develops and manages driver education programming for the Driver Performance Group. He has worked as a product manager for CAA Alberta, one of the largest driving schools in North America. In that capacity he developed and administered Novice, Fleet, Problem and Aging driver programming throughout western Canada. He also administered the impaired-driving programs in Alberta and has been conducting research on new approaches to driver assessment.

Barbara E. Brody, M.ED., has been in the driver and traffic safety field for over 30 years. Brody is currently a full-time driver education teacher at Peoples Academy in Morrisville, Vermont. She has been a State consultant for the Vermont Department of Education, a faculty member at Saint Cloud State University Highway Safety Center, proprietor of a private driving school, and associate principal of a grade 7-12 high school. She is a past recipient of an “Outstanding Teacher of the Year Award” given annually by school districts. She has presented at national and State-level workshops on parent involvement, teen drowsy driving, and recently on “How Students Learn Using Student Learning Projects.” She is a past president of the Vermont Driver and Traffic Safety Association, past president of ADTSEA, and currently is serving as vice president of the New England Driver and Traffic Safety Association and a member of the Vermont Driver and Traffic Safety Curriculum Team.

Charles “Bud” Chauncy owns and operates a professional driving school in Bossier City, Louisiana. He is certified by the Department of Public Safety to teach both classroom and behind-the-wheel training, and has over 20,000 hours of behind-the-wheel training experience. He is also certified by the Office of Motor Vehicles to administer third-party road skills tests. He has been trained as a NHTSA passenger safety expert, Operation Lifesaver presenter, Louisiana Tech driver rehabilitation specialist, and a NSC instructor. He is currently president of First Class Driving School, president of the Driving School Association of Louisiana, and past president of DSAA.

Bill Combs is executive director of the Driver Education & Training Administrators, is a Maryland-certified driver education instructor associated with the driver education programs at Montgomery County Community College. He was formerly project director of the National Safety Council’s Teen Driver Safety Project (2001-2005) that included the 2002 Chatam Symposium documenting the science of GDL, and then the 2005 publication of the NSC’s Family Guide to Teen Driver Safety. He was manager of public affairs at NHTSA from 1996 to 2001. Combs is active in various national, State, and local task forces developing programs, curricula, evaluations, and legislation for driver education, GDL, and teen driver safety.

Richard P. Compton, Ph.D., is the Director of the Office of Behavioral Safety Research, Research and Program Development, Traffic Injury Control, at the National Highway Traffic Safety Administration, U.S. Department of Transportation. He joined NHTSA over 30 years ago as a Research Psychologist in the Office of Research and Development. Over the years he has directed and authored numerous research studies in the areas of alcohol and drug impaired driving, occupant protection, young drivers, older drivers, and speeding and other unsafe driving actions, especially the evaluation of new technology, sanctions, enforcement and public information and education. He has conducted evaluations of national, state and local traffic

safety programs to determine their effectiveness. He is a member of the American Psychological Association and the Human Factors Society. He is on the Executive Board of the International Council on Alcohol, Drugs and Traffic Safety. He is also a member of the Transportation Research Board's Committee on Alcohol, Other Drugs and Transportation, Committee on Operator Education and Regulation, and the Subcommittee on Young Drivers, Strategic Highway Research Program Safety Technical Coordinating Committee, as well as the Executive Board of the National Safety Council's Committee on Alcohol and Other Drugs.

Troy E. Costales has more than 20 years experience in Transportation Safety as a member of the executive management team of the Oregon Department of Transportation. He served five terms as a member of the board of the Governors Highway Safety Association. He is currently a member of the American Association of State Highway and Transportation Officials Standing Committee on Highway Safety. He served as the chairman of ODOT's Diversity Council for two years. He is a member of the Transportation Safety Management Committee and the NCHRP Panel 17-18 for the Transportation Research Board. He is the task group chairman for the AASHTO Strategic Highway Safety Plan initiative, a member of the TRB Committee for the Study of Traffic Safety Lessons from Benchmark Nations, a member of the 2008 Indiana Impaired Driving Assessment (January 27 – February 1), 2006 Kansas Impaired Driving Assessment (chair), 2005 Massachusetts Impaired Driving Assessment (chair), 2004 Nevada Impaired Driving Assessment, and 2000 Maryland Impaired Driving Assessment (chair) in cooperation with NHTSA. He is a member of the International Association of Chiefs of Police's Drug Evaluation and Classification Program Technical Advisory Panel. He has received many awards including "Administrator of the Year" in 2000 by the Oregon Traffic Safety Education Association. He was a member of the USDOT-sponsored international scanning trip "Managing and Organizing Highway Safety" that visited Sweden, the Netherlands, Germany, and Britain. He was a team member for the revisions to the NHTSA Impaired Driving program management course.

Patty Ellison-Potter, Ph.D., manages the young driver research areas at NHTSA, including graduated driver licensing, driver education, and risk-taking behaviors. As a Research Psychologist, She has worked for NHTSA's Office of Behavioral Safety Research for approximately 12 years. Most of her research has focused on aggressive driving and young drivers, but she has also managed research in Occupant Protection, Emergency Medical Services, and Impaired Driving. Current research focuses on driver education and GDL components.

Sharon R. Fife, (nee Postigo), is president of a family-owned business in operation since 1952. She supervises programs for basic teen driver education, and adult/juvenile driver improvement. She also teaches owner/manager preparation programs in conjunction with Ohio Department of Public Safety and is involved in various instructor training programs (ADTSEA, AAA-Licensed to Learn, ODPS) and traffic safety associations such as DSAA, where she is currently executive vice president).

Wendy C. Forbes oversees driver education in the Ohio Traffic Safety Office of the Department of Public Safety. These programs include teen novice driver education, CDL schools, and remedial and disability schools. These programs require licensing, educating, investigating complaints, and inspecting new prospective schools. She started her career as an Ohio State

Highway Patrol driver's examiner, was promoted to an administrative position in the division, was promoted to driver training manager in the Ohio Traffic Safety Office.

Robert Foss, Ph.D., is director of the Center for the Study of Young Drivers and senior research scientist at the University of North Carolina Highway Safety Research Center. He and his colleagues have been studying young-driver crash risks since 1994. They have developed and evaluated a number of programs and policy approaches to reduce young-driver crashes and have assisted numerous States in designing and implementing graduated driver licensing systems. He is the founding chairman of the Transportation Research Board subcommittee on young drivers.

Philip R. Fujawa is an educational consultant at the Office of Safety and Driver Education, Division of Program Support, New Hampshire Department of Education; adjunct professor for Keene State College's driver education intro and methods courses; a New Hampshire "Driver Education Teacher of the Year" recipient, and president of the Driver Education Teachers Association. He is a member of the Driver Education Curriculum Development Team for the State's first curriculum published in September 1991. In 2005, he began implementing a three-year program to observe and evaluate all New Hampshire driver educators conducting classroom and behind-the-wheel instruction and their programs, organized and began conducting professional development workshops monthly for driver educators based on needs observed while observing instruction.

Jerry L. Gaines, M.A., serves on the board of directors of the California Association for Safety Education (CASE). He is past president of CASE and chairs its governmental relations committee. He is retired from a Los Angeles suburban school district where he coordinated the district's driver education/training program. He served on the American Driver and Traffic Safety Education board of directors for six years, leading in the effort to pass the State's GDL law, the Brady-Jared Teen Driver Safety Act. He is a coauthor of a workbook included in the Pearson Publishing's Drive Right program.

Carol Hardin, M. Ed., worked for 35 years in the Fairfax County, Virginia, Public Schools (FCPS) as a classroom teacher, curriculum resource specialist, administrator, supervisor for driver and traffic safety classroom and in-car education, and as an FCPS coordinator for the Virginia Standards of Learning and Student Accountability Office. She was a consultant for the Virginia Department of Education helping write the State's driver and traffic safety curriculum guide, as well as consulting for the U.S. Department of Health and Human Services for driver and traffic safety education. She served as the president of the Virginia Association for Driver and Traffic Safety, secretary and president of the Southeast Region of the American Driver and Traffic Safety Education Association (ADTSEA), and was on the ADTSEA board of directors.

John Harvey is the program manager of Driver Education in the Transportation Safety Division of the Oregon Department of Transportation in Salem. He helped create the Oregon Risk Prevention Curriculum used in five States. In 2005, he was awarded ADTSEA's Richard Kaywood Award for his significant national and international contribution to traffic safety education. He recently completed four years as the president of the Association of State Supervisors of Safety and Driver Education, recently reorganized and renamed the Driver Education and Training Administrators (DETA).

Stanley Lewis Henderson is a member of the Indiana Department of Education and Indiana State University Rider Education Program, as well as a former committee member of the Indiana Department of Education. He is a member of the Coalition for Indiana Graduated Driver License and the Traffic Safety Education Association, the Indiana Driver Education Association, and the American Driver and Traffic Safety Education Association. He was a member of the Indiana Department of Education’s Motorcycle Safety Advisory Committee.

Rick Hernandez has worked in high-tech management as well as Internet technology since 1994. Prior to co-founding I DRIVE SAFELY in 1998, He led the IT division for Dawson Information Quest, a subsidiary of British firm Dawson Holdings, a billion-dollar publishing company. Since founding I DRIVE SAFELY, he has advocated at the legislative level for high standards in alternative delivery methods of instruction within the driver training industry. He has established working relationships with State motor vehicle and education agencies across the country, and has been call upon by both legislative committees and State agencies as a resource in the development of statutory and regulatory language relating to alternative delivery methods of instruction in driver education. He serves as a charter member and executive officer of the National Association of Driving Safety Educators, a nonprofit association that advocates for the adoption of high-quality standards and course effectiveness within the alternative delivery method driver training industry. He received his bachelor’s degree from California State University San Marcos.

David C. Huff, M.S., directs traffic education programs for the Montana Office of Public Instruction. He administers two distinctly different driver education/training programs—the teen novice driver education program and Montana DRIVE, a user-fee-funded, advanced behind-the-wheel crash-avoidance training for licensed drivers. His background includes statewide management in pupil transportation and adult basic education. He is presently chairman of DETA.

Lynne Judd is the administrator of the Division of Motor Vehicles, Wisconsin Department of Transportation, responsible for all driver and vehicle services, as well as motor carrier and auto/truck dealer regulation. She serves on the board of directors of AAMVA International, currently as its secretary, and is a member of the AASHTO Standing Committee on Highway Traffic Safety.

Kathy Kelly is manager of Commercial Licensing Policy at the California Department of Motor Vehicles. This section has policy and oversight responsibility for the commercial driver license program, driver education and training standards, commercial driving schools, and traffic violator schools. She is presently a co-chair of the team established to reduce young-driver fatalities under California’s State Highway Safety Implementation Plan.

J. Peter Kissinger has over 35 years of experience in transportation safety. He has been president and CEO of the AAA Foundation for Traffic Safety since May 2002. He has 10 years experience with the Civil Engineering Research Foundation, where he managed “Innovation Centers” that evaluated new technologies for the public works and transportation community, and 8 years as the managing director of the National Transportation Safety Board. Previously, he served as a transportation safety specialist with the NTSB, conducting evaluations of transportation safety programs, and was an operations research analyst with the U.S. Coast Guard, where he evaluated proposed Federal safety standards and managed a research and

development program. An engineering graduate of the U.S. Coast Guard Academy, he has master's degree in operations research from George Washington University.

Terry Lee Kline, Ed. D., is an associate professor at Eastern Kentucky University since August 1997 and is program coordinator for the ECU Traffic Safety Institute since July 2007. He is project director for Kentucky Transportation Cabinet Contracts for the Kentucky Motorcycle Program, State Traffic School. He has developed curriculum for highway-railroad grade crossings, elementary bicycle education, junior high school traffic safety, secondary alcohol and driver education, adult commercial driver skill enhancement, and adult alcohol education programs. He has been the editor of *The Chronicle of ADTSEA* and *ADTSEA News and Views*, a refereed national journal for traffic safety education. He has served as editor for State associations in Kentucky, Pennsylvania, Washington, and Texas. Publications include more than 40 articles on related driver and traffic safety issues, contributions to several national magazines and the Encyclopedia of Education concerning driver and traffic safety education.

Chuck Lehning is a teacher and certified driver education instructor who retired with 30 years of service. For the past 14 years, he has been director of operations for Jordan Driving School, Inc. He oversees the Charlotte-Mecklenburg Schools contract that teaches driver education to over 10,000 students per year. He is president-elect of ADTSEA.

Kevin R. Lewis is the director of Driver Programs for the American Association of Motor Vehicle Administrators (AAMVA) and is responsible for the overall operation of the driver program area in the AAMVA Programs Division. He is also responsible for the development, coordination, monitoring, and disseminating of information for driver licensing, driver improvement, traffic safety, and financial responsibility.

Larry Lonero is a Northport Associates partner with primary responsibility for road safety R&D. He is an internationally recognized expert on the driving task and methods of influencing road user behavior. Prior to becoming a consultant he held senior government positions in safety research and program development. As a consultant, he has led major driver R&D projects and safety strategy implementation including the AAA Foundation project to develop guidelines for evaluation of driver education, which he is currently helping implement across multiple jurisdictions. He is an expert witness in driver factors for civil litigation. He is a judge for the *Automotive News* PACE Awards for automotive innovation and a consultant to the WHO/World Bank's road safety initiatives. He is a member of the TRB Committee on Operator Education and Regulation, the American Evaluation Association, and ADTSEA.

Dan Mayhew, M.A., is senior vice president with the Traffic Injury Research Foundation of Canada. Since joining the foundation in 1980, he has conducted research in the areas of driver licensing and improvement systems; motorcycle safety; young-driver accident prevention; senior drivers; motor vehicle accident data systems; driver competency and experience; commercial vehicle driver licensing; driver education and training; enforcement; fuel-efficient driving; and alcohol, drugs and traffic safety.

Kathleen J. McHale, M.S. Ed., is the director of driver training programs for the New York State Department of Motor Vehicles. As such, she is responsible for a number of programs, including the Office for the Younger Driver, the Office for the Older Driver, the Motorcycle Training Program, the Point and Insurance Reduction Program (the State's defensive driving

course), the Internet Point and Insurance Reduction Program, the 5-Hour Pre-licensing Course, and the Drinking Driver Program. Kathy participated in the work group that delivered a report on Driver Education Availability and Curriculum Enhancement to New York's Governor and Legislature in December 2008. She is currently developing strategies to implement the report recommendations as well as serving on the State's Task Force on Impaired Driving.

Brian M. McLaughlin is Senior Associate Administrator for Traffic Injury Control at the National Highway Traffic Safety Administration. Joining the Department in 1979 as a Presidential Management Intern, he has thirty years experience dealing with highway and traffic safety issues and policy. He has served in a variety of executive, behavioral, regulatory, policy and administrative positions in the National Highway Traffic Safety Administration, the Federal Highway Administration and the Federal Motor Carrier Safety Administration. He assumed his current duties responsible for the development of NHTSA behavioral safety programs in May 2003.

Jeffrey P. Michael, Ed.D., is Associate Administrator for Research and Program Development at the National Highway Traffic Safety Administration with responsibility for the development of programs to increase seat belt use, decrease impaired driving, and improve the safety of motorcyclists, bicyclists, pedestrians and older drivers. Previously he served as Director of the Impaired Driving and Occupant Protection Office, with responsibility for developing and promoting programs to reduce alcohol and drug-impaired driving and increase the use of safety belts and child safety seats. During his tenure, he also served as Chief of the agency's Emergency Medical Services Division, where he supported the national EMS system by developing and maintaining consensus guidelines for educating emergency medical technicians and improving EMS operations. He has served in the Federal government for twenty years.

Kathy Moffat, a former teacher, has served as president of local PTA organizations, the Orange USD Legislative Coalition, Toastmasters, and the Orange YMCA Board of Directors. She is a graduate of Leadership Orange, and past director of that leadership development program for the Orange Chamber of Commerce. She is currently PTA council scholarship chair, and vice president for community concerns for the California State PTA. She is also a member of the State PTA's Legislation and Legislation Action Committees. She served as Orange County PTA vice president for legislation, vice president for education, and vice president for community concerns. On the State PTA Board of Managers, she has been a member of the Advocacy Team for four years, serving as health advocate and community concerns advocate. Prior to that, she was an education commissioner for two terms

Frederik R. Mottola, Professor Emeritus, is a traffic-safety educator, scientist, inventor, and author. He is executive director of the National Institute for Driver Behavior. He is the creator of the Reference Points method for vehicle placement, targeting for visual skill development, the Zone Control System, for space-management habit development and many other techniques commonly found in risk-reduction curricula. He has developed and conducted crash-reducing programs for corporations, municipalities, police, military, emergency vehicle operators, and traffic safety educators, on local, national, and international levels. He has written several books, videos, CD-ROMs, and interactive computer programs to help drivers gain perceptual skills to reduce risk.

Fred Nagao is the education compliance officer of Hawaii's Department of Transportation and Department of Education. He oversees the monitoring of the driver education program for teen novice driver education for the past 8 years. His background includes 35 years of teaching for the Department of Education, of which 30 years was spent in driver education. He is currently the secretary-treasurer of ADTSEA.

Thomas A. Opalka, B.S., directs Arizona's driver education programs for the Arizona Motor Vehicle Division. The programs include the State's traffic survival school, which is designed to improve the safety and habits of drivers required to attend the course, and professional driver training schools that train and educate drivers for a fee. He also works in conjunction with the Arizona Department of Education in monitoring the State's high school driver education programs. In addition to being a former United States Army officer, he has extensive experience in project and personnel management.

John W. Palmer has primary scholarly, curricular, and research interests in the field of driver and traffic safety education. As a former high school driver educator in Kenosha, Wisconsin, and Park Ridge, Illinois, and as a university professor, he has pursued numerous projects designed to improve the quality and effectiveness of high school driver education. As a researcher, he has evaluated the effectiveness of a variety of approaches to educating drivers, and as a public policy analysis and advocate, he has extensive experience with the process of legislative and administrative rule making.

Jeff Payne, CEO, has over 20 years of experience in the automotive and motorsports world, beginning his racing career at age 17. By age 21, he was driving competitively in Europe and Japan, driving with some of the top drivers in the world, including Michael Schumacher, Mika Hakkinen, and David Coulthard. When he wasn't driving, he was operating his own exclusive driving school that catered to an elite clientele. His list of students has included celebrities such as Tom Cruise, Charlie Sheen, Walter Payton, Jon Bon Jovi, and Emilio Estevez; and national organizations such as the PGA Tour, Hilton Hotels, the Walt Disney Company, McDonalds, and the United States Air Force. Throughout his career, he has trained thousands of students in a variety of driving programs including performance driving, defensive driving, and anti-terrorist training, along with teen-related driver education programs.

Debbie Prudhomme has operated a driving school, Training Wheels Driver Education, in the Minneapolis/Saint Paul metro area and east central Minnesota since 1996. She founded the Association for Professional Driving Instruction of Minnesota in 1997 and has served as an advocate for the driving school industry since then. She also has been a board member of the Driving School Association of the Americas since 2002, and currently serves as secretary and legislative coordinator for the organization. In addition to her vocation of traffic safety education, she is currently working on her master's degree in theology and serves her local Catholic parish as director of religious education.

Dale O. Ritzel, Ph. D., is director and professor emeritus of the Safety Center at Southern Illinois University Carbondale (SIUC). In his 41 years teaching at SIUC (he still teaches two to four Web-based, distance-learning courses per semester) he was a university administrator, directed the driver education teacher preparation program, and was involved in research activities. He is a coauthor of the latest edition of *Responsible Driving* driver education textbook for driver education students. He has published over 150 articles on traffic safety and

occupational safety and health issues. He is current president-elect of the Illinois High School and College Driver Education Association.

Gabriel R. Roberson has directed legislative affairs for the Driving School Association of California, Inc., since 1986. He is responsible for the introduction of legislation in the California Legislature adopted by the board of directors of the association that occurs almost annually. Prior to his retirement in 1985, following a 30-year career with GTE (now Verizon Communications), he was the chief lobbyist for General Telephone Company of California. Since September 2006, he has served as vice chair of the California Strategic Highway Safety Plan, Challenge Area 6: Reduce Young Driver Fatalities.

Dr. Allen Robinson has been an educator for over 30 years. He has a Ph.D. from Michigan State University, where his studies centered on curriculum development and instructor training. He began his career as a driver education teacher in Wheaton, Illinois. He developed a train-the-trainer program for the American Association of Motor Vehicle Administrators to train trainers of State commercial driver license examiners in the proper implementation of State licensing programs. These programs are conducted regionally to certify State license examiner trainers. In 1994, the Board of Directors selected the Highway Safety Center at IUP to provide management services for ADTSEA. Dr. Robinson provides the management services and is the CEO of ADTSEA. Under a cooperative agreement with NHTSA, Dr. Robinson provides consulting service to States initiating improvements in driver education programs and to support State efforts for graduated driver licensing for new drivers. Dr. Robinson is a professor in the Department of Physical Education, Safety and Health at Indiana University of Pennsylvania.

Nina Jo Saint is a manager for the Texas Education Agency, Driver Training Division. She oversees the approval and compliance of three different driver education/training programs — driving safety (defensive driving) courses; drug and alcohol driving awareness programs; and teen and adult novice driver education programs. In addition, she is the administrator for the Texas Model Curriculum for Driver Education Classroom and In-Car Instruction, teacher preparation programs, and TXDOT grants for defensive driving instructor workshops and middle school traffic safety prevention curriculum (6th-8th grades). Her background includes over 30 years in education with over 25 years in driver education/training.

J. Barry Schrenk is president and owner of Taggart's Driving School, which provides teenage driver education programs at eight Taggart classroom locations, for approximately 20 independent schools and several school districts in Georgia. Taggart's Driving School also provides licensed DUI/risk reduction programs and driver improvement programs, and an online 30-hour Driver Education Program in partnership with the American Safety Council and AAA Automobile Club South. He is also a registered lobbyist with the State of Georgia for over 25 years and has assisted members of the Georgia General Assembly with numerous bills regarding driver licensing, traffic safety, and graduated licensing. He purchased Taggart's Driving School in 1976 and previously served for four years as assistant director of motor vehicles in New Jersey.

Gary Scott has a bachelor's degree in education and a master's degree in administration from the University of Kansas. He is executive director of the Kansas Driver Safety Education Association, and a past president of ADTSEA. He has been teaching since 1972 in Australia and Kansas.

Connie Sessoms Jr. is the Charlotte Mecklenburg Schools (CMS) education specialist and directs all phases of the driver education program for CMS, the 22nd largest school district in the country with 135,000 students served annually. Of that number, 15,000 will learn to drive through the driver education program this year. Sessoms is a member of the board of directors of ADTSEA and is also the president-elect of the North Carolina Driver and Traffic Safety Education Association. He is also a member of the North Carolina Unintentional Death Subcommittee, a subcommittee of the Governor's Highway Task Force. One of his degrees from Appalachian State University is in driver education and traffic safety. He has worked in this field for 33 years.

Jean Thatcher Shope, M. S. P. H., Ph. D., is research professor and associate director at the University of Michigan Transportation Research Institute, research professor in the Department of Health Behavior and Health Education at the University of Michigan School of Public Health, and director of the UM Center for Injury Prevention Among Youth. Her research has involved school health education, adolescent substance use, adolescent and young adult driving, at-risk drinking, drink/driving, and graduated driver licensing.

Christine Sicinski is a consulting highway safety specialist whose clients include government agencies and corporations. She previously worked for NHTSA, where she led the Impaired Driving Division's screening and brief intervention programs as well as its medication-impaired-driving efforts. Sicinski started her career in highway safety as the interim director of a community traffic safety program in 1998.

Karen Sprattler is a nationally recognized highway safety professional who has worked in the field for more than 20 years. She has experience working in four levels of government, nonprofit leadership, and private consulting. She has evaluated, developed, managed, and advocated for various traffic safety policies, programs, and countermeasures in her work with the Minnesota Department of Public Safety, NHTSA and Mothers Against Drunk Driving. She formed Sprattler Group to assist government and private sector clients in developing strategic responses to highway safety concerns through program, research, and policy solutions.

John Svensson is president of the Driving School Association of the Americas (DSAA). A driving school owner and road safety consultant, he has been actively involved in road safety since 1970 and his credentials encompass virtually all vehicle classifications and instructor qualifications. His expertise in road safety has been widely sought by organizations throughout North America and abroad, providing training and consulting services to governments, agencies, and corporations in Australia, Hong Kong, Japan, United Kingdom, Germany, the United States, and Canada.

Barry Thayer retired from the Danbury, Connecticut, public school system after 40 years in the music department. He was head of the driver education department at Danbury High School from 1985 to 2003. In 2003, he opened Thayer Driver Education Center, which now has a main office in Danbury and branch offices in New Milford and in New Fairfield High School. He has been an active member of ADTSEA since 1987 and is serving his second term on the North East Board of Directors, and is also a member of the board of directors of the New England Traffic and Safety Education Association.

William E. Van Tassel, Ph. D., oversees driver training programs for the AAA National Office. He is responsible for the development, implementation and evaluation of driving safety programs for drivers of all ages. His research interests include advanced driver training, the psychology of driving, and the effects of alcohol on driving ability. He has been quoted in *The New York Times* and *USA Today* on driver training and safety issues, and races sports cars as a hobby.

Vanessa C. Wigand is the principal specialist for health education, physical education, driver education, and athletics for the Virginia Department of Education. She is responsible for establishing a standardized program of driver education for public, private, and commercial schools in the Commonwealth of Virginia. She presently is the immediate past chairman of DETA.

Shannon Woods is the current president of the California Association for Safety Education. She is a driver education classroom teacher at River City High School in West Sacramento where she has built up the program. She also is a member of the American Driver Traffic Safety Education Association and on the board as a regional representative.

Fred Wright is CEO of the Driver Training Group, the parent company of SWERVE Driver Training and SWERVE Fleet Training. Since taking the helm in 2004, he has guided the company from a “cardboard box desk” start-up to a leader in the driver education field with 30 classrooms throughout the Puget Sound region and over 75 employees. The Driver Training Group’s mission—and Fred’s personal passion—is to change the way people drive. The Driver Training Group, based in Redmond, Washington, has experienced 2,600 percent growth since 2005 and expects to grow 100 percent in 2009. SWERVE Driver Training has trained thousands of teen drivers, preparing them not just for their license exams but a lifetime of collision-free driving.

James B. Wright, M. A., manages the driver licensing/driver education program at NHTSA. This program provides support to the States and national organizations to ensure that drivers are properly trained and legitimately licensed. It covers a range of issues and programs involving new, problem, and foreign drivers. He has worked at NHTSA for almost 30 years, primarily involved in impaired driving/underage drinking, young drivers and driver licensing. Life before NHTSA included work as a juvenile probation officer and high school teacher and coach.

We would like to gratefully acknowledge the editorial assistance of Elizabeth Shepard.

Elizabeth Weaver Shepard, M. Ed., has over 32 years experience in the field of traffic safety. She has developed traffic safety curricula for administrators, students, and instructors in both motorcycle safety education and driver and traffic safety education. She is retired from the Idaho Department of Education where she had responsibility for providing services for public and commercial driver education programs. Currently, she is a traffic safety education consultant and a coauthor of the newest edition of the textbook *Drive Right*.