

The Chronicle of the American Driver and Traffic Safety Education Association

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Accomplishments and Hope Dr. Allen Robinson, CEO

The year 2005 promises to have many opportunities for driver education and ADTSEA. I hope your new year has started on a positive note. In this article I want to mention a few exciting activities for 2005 and report accomplishments from 2004.



Allen Robinson

There are several major federal initiatives that we expect to see finalized early in 2005.

The first is a report from the National Transportation Safety Board (NTSB) on Driver Education and Training. This report is expected in February and will be extremely important to all of us in driver education. It would be inappropriate for me to speculate on the contents of this report. I am hopeful it will provide initiatives to improve driver education.

The congress will have to pass legislation that re-authorizes TEA-21. These are the monies that fund all highway safety activities. Congress has demonstrated interest and concern for driver education and we hope they will continue to do so.

ADTSEA staff and officers will be leading a workshop at the Life Savors Conference in Charlotte, North Carolina, March 13-15, 2005. The topic is Teen Fatalities: Is Driver Education the solution. We must effectively communicate the purpose of driver education, what driver education can accomplish and what driver education alone can not accomplish. As I have reported several times, it is extremely difficult to prove teen fatality reduction when comparing an experimental group of trained drivers with a control group of untrained drivers. However, we have
(Robbie continued on page 14)

The Numbers Add Up Elizabeth Weaver Shepard, President

Some days I am mystified about what the media is reporting about teen drivers and driver education. Researchers are most often quoted with their negative viewpoint with eye-popping statements from students describing their training experience.



Elizabeth Weaver Shepard

If we could create our own headlines, what would we want the nation to read? My mind went a little crazy as I pondered this possibility. Since I work within a state educational agency, my thoughts focused on the possibility of driver education receiving the national focus and financial support generated by the No Child Left Behind act? What if President Bush said:

In a constantly changing world that is demanding increasingly complex skills from drivers, teen drivers are literally being left behind. Although education is primarily a state and local responsibility, the federal government is partly at fault for tolerating the abysmal teen driver statistics.

Today I am announcing my administration's effort to meet the needs of every teenage driver by assuring that no teen driver will be left behind. The No Teen Driver Left Behind (NTDLB) initiative will:

- put special emphasis on determining what educational programs and practices have been proven effective through rigorous scientific research.

- aligning teen driver licensing knowledge and skill assessments with driver education assessments.

- lay the ground work to require driver education in
(continued on page 12 under Beth)

Editor's Notes



As this column is being written Honolulu looks more and more inviting. The radio announcer just said those dreaded words every northern climate resident dreads to hear: Stead to falling temperatures throughout the day with tonight's low close to -20 with tomorrow's high -8. It does not look like the temperature will break zero for the next three days. But none of us need an excuse to travel to Honolulu and from one family's (The Scott's see page 12 of "News & Views") point of view every member of our family can benefit from the ADTSEA conference experience.

Well if President Beth can dream why can't we all dream that money is not a consideration and as Past President Gary writes we "Can Do It Anyway". Perhaps if the much anticipated National Transportation Safety Board report calls attention to the need for improved driver education Beth's dreams will become a reality, but until then the debate goes on. Each time there is a cluster of teenage driving related death the news media rediscover the problems associated with teenage drivers. Owen Crabb's exchange with the "Washington Post" writers (see page 2 of "News & Views")

An Analysis of Risk and Young Drivers

By Maurice E. Dennis, Ph.D., Director Center for Alcohol Studies
Texas A&M University

Several basic areas will be addressed in this paper:

- Are young drivers at greater risk of traffic crashes than adults?
- What are reasons for risk taking by young drivers?
- How can society influence or reduce risk taking by young drivers?

Greater traffic crash risk for young drivers.

Analysis of both state and national data reveal that age is a factor in traffic crashes. (Texas Department of Public Safety 2002 and National Safety Council, 2003) For example, Texas data reveals that

are:

1. Lack of experience – Motor vehicle operation is not an innate task. Knowledge and skill must be gained, understood, and practiced. This was vividly brought home to me on a recent trip to Scotland when I drove a rented vehicle there for eight days. Although I had been driving in the U.S. for over 40 years, operating a vehicle whose steering wheel is on the opposite side on very narrow, poorly marked roadways, while constantly having to remember to stay on the left side of the road, was a great challenge. While I

coupled with low levels of driving experience, research reveals that 16-20 year old drivers are at great risk at even relatively low blood alcohol concentration, Zador, et al, 2000 (see Table 2).

3. Propensity for risk taking – Youth is a time of natural inquiry and desire for challenge. Having fun is often equated with doing something involving risk. Driving fast, failure to wear safety belts, following too closely, passing in unsafe conditions, etc. are all much more likely when drivers are young. The lack of driving experience previously discussed may prevent young drivers from

Table 1

Age and Driving Risk in Texas			
Age	% of Licensed Drivers	% of Crashes	Representation
15	0.4	0.3	-25%
16	1.0	2.8	+180%
17	1.3	3.3	+154%
18-20	5.2	10.9	+110%
21-26	11.7	16.3	+39%
27-36	21.9	22.5	+3%
37-46	22.3	18.0	-19%
47-56	16.5	10.9	-34%

16 year old drivers are at the most risk of traffic crashes. Table 1 illustrates that risk declines progressively beyond age 16 and actually is less than would be expected by percent of population in the 37 and over age group. Overall, U.S. data reveals a similar picture.

Reasons for greater youth traffic crash involvement.

Given that young people tend to have better eye sight, reflexes and overall physical condition than older people, the reasons for their greater crash involvement must go beyond physiology. Four prime possibilities

did markedly improve by the eighth day, I still made mistakes which increased the risk of an accident. Novice drivers face many similar problems because of their inexperience. While graduated learning programs have helped to add driving experience time, many young drivers still only have minimal behind the wheel experience prior to complete solo efforts.

2. Alcohol – A related area which has caused problems for young people is consumption of alcohol before or during driving. When lack of drinking experience is

recognizing the risk of such driving behavior. The belief that they are invincible and have better physical abilities than older drivers may also be a factor.

4. Night driving – While night driving involves more risk for drivers of all ages, young drivers are especially in danger of traffic accidents. Many young people's training has primarily (or exclusively) been during daylight hours, while many social activities of interest to teenagers are at night. A compounding factor beyond increased visual difficulty at night is fatigue. Many young



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drivers do not begin their evening until 10 p.m. or later and do not return home until 2-3 a.m. In addition to fatigue and sleepiness, young drivers are more likely to encounter intoxicated drivers in the 12 midnight to 2 a.m. time than earlier in the evening.

Influencing risk taking by young drivers

While no single program will serve to inoculate young drivers against risk, several means can be taken which have potential:

- Curfews – These measures as part of graduated licensing or other programs have been shown to provide a measure of success as such restrictions have been shown to reduce nighttime crashes (IIHS, 2004). Few young drivers really need to be on the road late at night.

- Increased penalties for violations and crashes. Removal of driving privileges or fines (if highly publicized) may prevent young drivers from conscious risk taking behavior.

- Zero alcohol tolerance and prohibition of alcohol use prior to age 21. Both of these means have been shown to work. Reductions in fatal crashes have been shown to result after implementation of these measures. (See Figure 1)

- Driver education – This seems to be an obvious countermeasure, but has lost favor in recent years. One of many possible reasons for this is that many driver education programs have not focused upon areas specific to risky behavior in ways designed to alter such behavior.

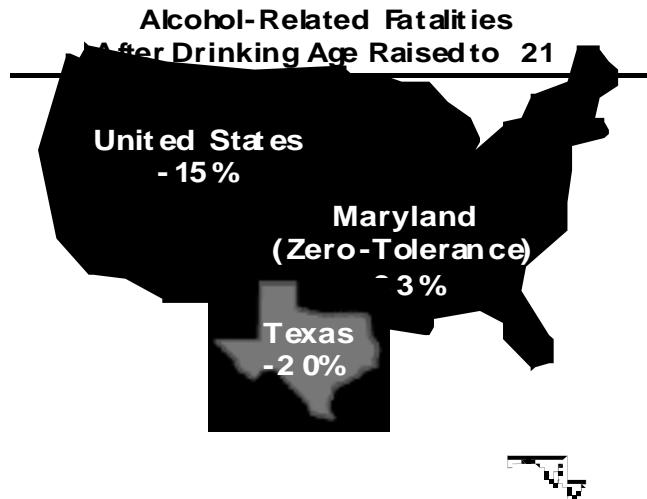
Areas upon which driver education should focus include:

- Vehicle handling beyond the basics of making left and right turns, parallel parking, etc. must

Table 2

BAC & Risk of Death			
AGE	BAC		
	.020- .049	.080 - .099	.150 +
16-20	M - 5 F - 3	M - 52 F - 15	M - 15,560 F - 738
21-34	3	13	572
35+	3	11	382

Figure 1



be taught and stressed.

- Perceptual skill development to identify risky situations well before having to deal with them.

- Alcohol and other drug education which focuses on their effect on driving ability and reasons why young drivers are at greater risk than older drivers.

- Understanding the dynamics of crashes by explaining basic physics can help to further use of safety belts and lessen speed. This is important as drivers and passengers age 17-19 are less likely to wear safety belts (NHTSA, 2003). The role of distractions and inattention to the driving task with emphasis on the type of things most involving young drivers should be a major emphasis of all driver education

program. Areas such as radio adjustment, eating or drinking, cell phone use, talking to passengers, etc. should all be covered.

- The causes of aggressive driving and road rage should be explained with discussions on reasons young drivers may be involved.

Things which may trigger aggressive driving or road rage include:

- A driver traveling slowly in a passing lane
- Tailgating
- Theft of a parking place
- Playing a radio/CD too loudly

Young male drivers have been shown to be particularly susceptible to such actions by other drivers (AAA, 1997).

None of these areas, taken alone, (Risk on page 10)

Expanding Oregon's Driver Education Program is a Key Action in the Oregon Transportation Safety Action Plan (TSAP)

John L. Harvey Program Manager, Driver Education, ODOT-TSD

The following are excerpts from the 2004 Oregon Transportation Safety Action Plan. The Plan was recommended for approval by the Oregon Transportation Safety Committee on May 11, 2004. The Plan was formally adopted by the Oregon Transportation Commission on July 14, 2004.

Background

The Oregon Transportation Safety Action Plan envisions a future where Oregon's transportation-related death and injury rate continues to decline. During the last 20 years, Oregon's traffic death rate has fallen dramatically. The year 1972 marked Oregon's highest traffic death toll when 737 persons died in motor vehicle crashes in Oregon, amounting to 4.8 people killed per 100 million vehicle miles traveled. By 1983, the statewide traffic death rate was nearly cut in half to 2.7 deaths per 100 million vehicle miles traveled. In 2002, 436 reported traffic fatalities occurred and Oregon's highway death rate continued to fall to 1.26 people killed per 100 million vehicle miles traveled, or about 15% below the national average for the first time in forty years.

Meanwhile, deaths related to other transportation modes have fallen only slightly. Oregon's significant reduction in transportation-related deaths and injuries largely resulted from a public outcry that too many people were dying needlessly, and from citizen demands for tougher laws and more effective programs. Consequently, stricter laws, coupled with aggressive education and public information efforts, have increased safety awareness and encouraged changes in driving behavior. Oregonians have shown a growing

confidence in the safety of their transportation system.

While Oregon's progress has been significant, traffic crashes are still the leading cause of death for persons under age 35. In 2002:

- Alcohol and/or other drugs were involved in 45.6 percent of the fatal motor vehicle crashes in Oregon.
- Safety restraints were not used by the fatal victim in 50 percent of the fatal motor vehicle crashes in Oregon in 2002.
- Speed contributed to 51.6 percent of the fatal motor vehicle crashes in Oregon.
- Drivers less than 21 years of age accounted for 18.47% of the drivers involved in fatal and injury crashes, yet comprised only 8% of the driving population.

Moderate reductions in Oregon's highway death toll can be continued through current programs, but a more concentrated effort will prevent many crashes and save a significant number of lives and dollars. This renewed Oregon Transportation Safety Action Plan will help strengthen the focus of our efforts to the factors contributing to the most transportation-related fatalities and injuries and will encourage safety programs and practices that address other significant safety problems. These problems include the rising death toll for pedestrians and roadside workers, secondary crashes occurring on our urban freeways, inadequate emergency response services, and conflicts between motor vehicles and other travel modes.

In developing the original Oregon Transportation Plan (OTP) in 1992, the state Transportation Commission established broad, long-range goals, policies, and actions that will help

develop an efficient, effective, and safe integrated transportation system for Oregon during the next 20-40 years. The original 1995 Oregon Transportation Safety Action Plan (OTSAP) is one of several more specific plans that further define the OTP's near-term goals and actions.

This renewed OTSAP encourages the development of partnerships among state and local governments, community groups, businesses, and the media to achieve a safer transportation system. With a shared commitment, the actions in the plan can be effectively implemented.

As with the original, this renewed Oregon Transportation Safety Action Plan is a living document that gives direction to our efforts and guides investment decisions. As the actions this renewed plan recommends are implemented, we will learn more about which programs are most effective and we will make increasingly better decisions.

The sixty nine actions in the renewed OTSAP were chosen by the Oregon Transportation Safety Committee after thorough consideration of the crash data and information provided by more than 150 transportation safety experts who presented their views on the most troubling problems and promising solutions. These actions are organized by the framework provided in the OTP.

Nine actions that respond to the factors that contribute to the most transportation-related deaths and injuries—impaired driving, not using safety restraints, speed, and inexperience—were identified as key actions which should be implemented by the year 2014. The key actions and the transportation safety problems they address are

(continued on page 6)

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presented in chart below.

Key Action-Driver Education

driver and traffic safety education programs.

- Establish a definition of what a

should encourage quality and compel adherence to program standards.

Oregon Transportation Safety Action Plan —Key Actions.

Action Number	OTSAP Action	Factor in Crashes
2	Traffic law enforcement training	Speed, Occupant Protection, DUII
1	Traffic law enforcement strategy	Speed, Occupant Protection, DUII
4	Judicial training	Speed, Occupant Protection, DUII
8	Transportation safety public Information/education program	Speed, Occupant Protection, DUII
10	Expand driver education in Oregon Drivers	Speed, Occupant Protection, DUII, Young
16	Improve ODOT ability to allocate resources, to the highest priority safety needs Rural Roads	Single Vehicle Run-off, Speed, DUII
26	Develop an effective and integrated EMS system	
37	Revise driving under the influence of DUII intoxicants (DUII) statutes	DUII
50	Continue public education efforts aimed at increasing proper use of safety belts and Child restraint systems	Occupant Protection

-Identify and promote strategies that establish a driver and traffic safety education system.

This system should promote life long driver learning, and foster a commitment to improve driver performance

The sixty nine actions can be considered Oregon’s transportation safety agenda for the next twenty years. Driver education is highlighted as a one of the nine key actions—Driver education will be given highest priority for implementation by the year 2010. In implementing these key actions, consideration should be given to those geographical areas with the greatest needs, based, in part, on an analysis of transportation crash data.

OTSAP ACTION 10 – Expand Driver Education in Oregon

Improve and expand the delivery system for driver education in Oregon. Consider the following in designing a model program:

- Consider legislation to make driver education mandatory for new drivers under age 18
- Evaluate the possibility of funding the increased cost of providing this additional training by raising learning permit fees.
- If feasible, by the year 2015 extend this requirement to all persons seeking their first driver license.
- Establish new and improved standards to support quality

model driver is in terms of knowledge, skill, behavior and habits. Once the definition is established, design a curriculum that is aligned with the expectations of a model driver. The curricula should address content, methods, and student assessments.

- Establish standards for teacher preparation programs that fully prepare instructors to model and teach the knowledge, skill behavior and habits needed. These standards should include requirements for ongoing professional development.
- Evaluate the possibility of establishing a licensing process that measures driver readiness as defined by the model driver, and employs a process that facilitates the safety means to merge the learning driver into mainstream driving.
- Establish program standards that apply to every driver education/training program/school.
- Develop oversight and management standards that hold the driver education system accountable. These standards

throughout the driver’s life span.

- Create partnerships to support driver education.
- Identify and promote best practices for teaching and learning among and between parents, educators, students and other citizens.

What are we doing now?

Last year, approximately 10,400 students took driver education through the public schools, and approximately 4,000 students took driver education through a private vendor. At this time, ODOT currently provides driver education expense reimbursement of up to \$150 per qualified student. Public schools, community colleges, and Educational Service Districts may submit a reimbursement request annually. An Advisory Committee meets quarterly to provide the program director with recommendations related to driver education issues. A model parent involvement resource guide has been developed.

What more needs to happen?

- Public support, funding, and
- inclusion of private providers
- Agreement should be reached on the majority of issues under consideration
- Implement consistent, statewide

(continued on page 8)

Preventing Impaired Driving through College-Based Free Ride Home Programs

E.E. Floyd-Bann, W.E. Van Tassel and M.E. Dennis

Texas A&M University

Unfortunately, driving after consuming alcohol continues throughout the U.S. In 2003, NHTSA estimates that 17,013 people lost their lives in alcohol-related crashes (NHTSA, 2003). While progress has been made over the past few years, in recent years the rate of decline has slowed or even reversed (IIHS, 2002). This confirms the need to use new approaches to prevent this violent crime.

One new approach involves college-based free ride home programs. While free ride/tow home programs have existed for some time, basing this type of program from a university is a relatively new concept. One such program has been operating at Texas A&M University for six years.

Its founder, Jeff Shiefelbein, was convicted of DWI in 1997. After completing his sentencing, which included attending a victim impact panel hosted by MADD, he decided to take action. In his words, his goal was "to start the best designated driver program in the country" (MADD, 1999; CARPOOL, 2004). He formed CARPOOL, which stands for Caring Aggies are Protecting Over Our Lives (Texas A&M students are affectionately known as "Aggies").

The Program

CARPOOL's mission is to "facilitate a safe and reliable commuting environment...by providing free, non-judgmental rides home to intoxicated students and/or students rendered incapable of transportation due to other circumstances" (CARPOOL, 2004). It does so by providing free rides home to its patrons throughout the community surrounding the university. The program transports people only to their homes; it will not

drop patrons at the next bar down the street.

The university is representative of many throughout the country in that there are many students who choose to consume alcohol. Reduced parental oversight, peer pressure and relatively low responsibility levels combine to result in a situation that results in relatively high alcohol consumption levels. Indeed, many college students under age 21 state that alcohol is readily available. Certainly there exists a need to prevent impaired driving in this environment.

How CARPOOL Works

CARPOOL selects student volunteers who apply to join the organization, which is officially recognized by the university. Each new member then undergoes thorough training before participating in actual operations. CARPOOL operates three nights each week during the Fall and Spring semesters. Table 1 shows CARPOOL's normal days and hours of operation.

Days of the Operation	WeekHours of
Thursday	10pm – 3am
Friday	10pm – 3am
Saturday	10pm – 3am

The typical patron either calls the CARPOOL hotline or walks up to CARPOOL personnel, which are strategically located next to areas where multiple bars and restaurants are grouped together. The organization's personnel all wear bright green shirts, which make them easily identifiable, even by those who have consumed alcohol. Next, the

CARPOOL contact will obtain the patron's first name, the number in the party and the desired drop-off location, information which is logged for record-keeping purposes.

Presently or immediately a team of drivers will arrive to transport the waiting patrons. Each team consists of two CARPOOL personnel, one male and one female. These members remain in constant contact with the CARPOOL communications team via cell phones. The teams are generally dispatched from the organization's headquarters or while returning from a drop-off. CARPOOL personnel also receive training to handle complicated situations, such as an ill or rowdy patron. Provisions are in place to contact law enforcement or medical personnel as needed.

As a recognized student organization, CARPOOL must be financially self-supporting. To date the organization has successfully supported its operations through fundraising and sponsorships. Once each year CARPOOL hosts a banquet, inviting many potential supporters to attend and contribute through direct donations or by participating in a silent auction. In addition, the organization reduces its expenses through the donations of several regular sponsors, including:

- Hotel rooms for use as operations headquarters
- Rental vehicles to transport its patrons
- Meals to feed the CARPOOL personnel
- Cell phones for mobile communications.

To promote the organization among potential patrons, CARPOOL uses a variety of marketing tactics, including: (continued on next page)



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- Contests to persuade students to save CARPOOL's phone number in their cell phones
- Wearing CARPOOL's signature bright green shirts
- Advertisements placed in the student newspaper
- Bright green business cards placed in bars and restaurants.

Organizational Impact

By any measure, CARPOOL has been successful in accomplishing its mission of preventing impaired driving. Its efforts have had powerful protective impact on the local community. First, CARPOOL enjoys a solid and positive relationship with local law enforcement. The community police recognize that CARPOOL actively prevents impaired driving by providing safe rides home and enthusiastically supports its continued operation. Second, the organization has the respect of the university. In fact, the university is so supportive of CARPOOL that it places the organization's phone number on the back of each student's identification card.

Third, CARPOOL personnel have found that involvement with the organization impresses potential employers. Its applied activities allow its personnel to acquire valuable experience that goes well beyond that gained in the classroom. Fourth, CARPOOL has helped spread its operational model to five additional universities, expanding its impact to other communities. Lastly, over the past six years, CARPOOL has gotten 59,651 people home safely, preventing uncountable instances of impaired driving.

In its community, CARPOOL represents students' first choice and last opportunity to get home safely, without putting themselves and others at risk.

Perhaps driver training instructors can use information in

this article to discuss preventing impaired driving and in presenting opportunities for direct participation in such efforts in the future.

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standards for the driver education curriculum and the driver education instructor

- Practical, available & affordable instructor training
- Develop a database to track Master Trainer activity as they provide training for front line teachers throughout the state
- DMV examiners must be exposed to the same "Fundamentals of Traffic Safety" as driving instructors

What are the benefits of doing more?

A reduction in fatal and injury crashes for 16 & 17 year olds. This age group account for 6% of the fatal & injury crashes in the state. In 2000, there were 2,099 injury and fatal collisions among 16 & 17 year olds, with an economic cost of \$117 million dollars per year. In 2002, 436 people were killed and 28,348 injured in traffic crashes in Oregon with an economic impact of \$1,948,000,000 or \$569 per person. By training all new drivers' lives will be saved and

losses will be reduced.

How will we measure progress?

- By establishing a task force that meets regularly and is given the resources to lay out the framework
- Track whether or not the rate of fatal & injury crashes is being reduced.

How much will it cost?

- Instructor training: 200 per year @ \$1,000 each
- Ongoing curriculum development
- Student training costs: 45,000 teens @ \$400 each (45+8+8)

What legislative, administrative rule or organizational changes are required?

- Reimbursement to qualified commercial driving schools
- Mandatory DE with minimum competency requirements
- Hold providers accountable for student learning
- Require driver training for drivers of all ages seeking a license for the first time
- Raise learner permit fees
- Require assessments and training for at-risk drivers

The complete Transportation Safety Action Plan (TSAP) document can be found at the following web site. <http://www.odot.state.or.us/transafety/TSAP.htm>.

SLEEP-RELATED CRASHES ON SECTIONS OF DIFFERENT ROAD TYPES IN THE UK (1995-2001)

- http://trb.org/news/blurp_detail.asp?id=4320

The United Kingdom Department for Transport has released a report that examines sleep-related crashes. According to the report for the roads examined, 25% of all crashes that caused death or serious injury were sleep-related; 85% of drivers causing sleep-related crashes were men; and while road crashes occur mostly on Fridays in Great Britain, sleep-related crashes occurred mostly on Mondays.

Do It Anyway

Gary J. Bloomfield, Ph.D.

Past ADTSEA President and Richard Kaywood Award Recipient

The other day I was cleaning out stuff. One needs to do that occasionally. But I must admit that pitching and shredding files brought back a lot of memories. In fact, at times, I thought I was throwing out a part of me along with my history. I have been retired now for six years but it is still hard to throw away books, resources, accomplishments, victories, ideas, and experiences even though some materials were dated 1965. It is amazing how attached you become to things and stuff that you no longer have any use for. I am sure, like many, I often found myself identified with my job and occupation. We are what we do for a living and so when I began throwing out files from my past it was not an easy task. A major part of my life was being shredded and destroyed. I had to stop several times and spread the task out over several days.

One of the books that I was contemplating whether or not to throw out is titled Anyway – The Paradoxical Commandments by Kent Keith. I found myself reading the text again and wanted to share with you this fine resource. I believe it still has relevance today as we try to find personal meaning in a world that often doesn't make much sense.

With all that is happening today in the world, in our country, at our jobs, our homes, our families, friends and neighbors, it is tough to find purpose and meaning in life without becoming pessimistic and skeptical.

The book does not focus on popular symbols of success like wealth, power, and fame. Instead it focuses on meaning; the meaning you can get from caring about others, doing good, being honest, thinking big, fighting for underdogs, building, helping others and giving the world the best you've got. The author

states, "each action we take can be enough, in and of itself, whether anything else follows from it". The book focuses on ten paradoxical commandments in trying to search for meaning in a difficult world. A "paradox" is an idea that is contrary to popular opinion, something that seems to contradict common sense and yet is true.

I remember when times at the state education agency were challenging. In my 27 years I must confess there were a few. I often told the story that when I began working at the state education agency I was six feet six inches tall. When I retired I was 5 feet 5 inches tall. Over the years I was taken down a peg or two. But, thanks to my readings a supporting wife and a good staff I found strength to keep going.

Today, Traffic Safety Education teachers and the overall discipline have been hurt. Yes, from a financial situation but also as an educational discipline. Today, we keep hoping and waiting for someone at our state or national level, or some power broker to step in and save the high school traffic safety education program. Traffic Safety Education like all of public education has been modified because of decisions made by state and national policy makers. Parental choice on where a student takes a traffic safety education course falls right in line with parental choice on where and how parents want their children to be educated.

The choices for where and how a child receives their education are many. Public tax dollars are being used to help fund other forms of education and no longer are a direct line to only public school education. There are fewer dollars to go around unless the public wants to vote for more taxes and I do not see that

happening anytime soon. Second, unless it is part of the statewide assessment for high school graduation, the traffic safety education discipline will not be regarded as important or relevant no matter how valuable we think traffic safety education is to the education of teenagers.

This is not a new phenomenon for traffic safety education. Issues surrounding the value and costs associated with high school driver education have been with the program since its inception in the earlier 1960's.

So, how do we as traffic educators keep going and trying to make sense of out of this crazy world. This is where the text Anyway can help. So here are the paradoxical commandments.

"People are illogical,
unreasonable and self-centered.
Work with them anyway. "

"If you do good, people will
accuse you of selfish ulterior
motives.
Do good anyway."

"If you are successful, you will win
false friends and true enemies.
Succeed anyway."

"The good you do today will be
forgotten tomorrow.
Do good Anyway."

"Honesty and frankness make you
vulnerable.
Be honest and frank anyway."

"The biggest men and women with
the biggest ideas can be shot
down by the smallest men and
women with the smallest minds.
Think big anyway"

(continued on page 10)

(from page 9)

"People favor underdogs but follow only top dogs.
Fight for a few underdogs anyway."

"What you spend years building may be destroyed overnight.
Build Anyway."

"People really need help but may attack you if you do help them.
Help them anyway."

"Give the world the best you have and you'll get kicked in the teeth.
Give the world the best you have anyway."

Certainly the desire to be appreciated in your work is normal. But don't expect any applause. People don't always remember to applaud. If you crave applause, your happiness depends on the whims of others. By contrast, the meaning and satisfaction that you receive when you help others will always be yours, whether or not anybody else applauds. This is not sainthood, it is keeping your sanity. It is about the fact that applause and recognition do not provide as much meaning as caring and helping others. You should not stop caring and helping others just because others don't seem to appreciate you and what you teach.

Traffic Safety Education is a course of instruction that cares about what happens to students on the highway and helps them to become responsible drivers and good citizens of the road. We need that in our society now. Traffic Safety education teachers do incredible work but don't expect any applause. You need to keep going knowing that what you do has meaning and brings you satisfaction. As teachers you can and are making a positive difference in a student's life. Teachers and coaches are mentors to young people and they watch your every move and how you react to

different questions and situations.

We live in an age-segregated society where there aren't enough relationships between youth and adults. As traffic safety education teachers you can change that by listening, teaching, encouraging, and celebrating accomplishments. Young people are trying to find their niche in life and what they are called to do. As adults working with youth you can make a huge difference by giving time, wisdom, and hope to the young people. Traffic Safety Education is a course that gives young people hope and helps them avoid major pitfalls not only on the roadways but also in life.

As traffic safety education teachers we need to remind ourselves to stay focused on what is meaningful and less focus on success. Continue to pitch in to help and not worry about who gets the credit. When this happens people will live their values and follow their hearts, and do the work they were born to do, even if it does not lead to power and wealth and prestige. So keep going and be proud of what you do for our future leaders and follow your heart. Quit waiting for recognition and approval. Quit waiting for someone else or some organization to sing the praises of traffic safety education. Put your heart and soul back into the program and go do what is necessary. If traffic safety education is truly your passion then "do it anyway" and do it with dignity, class and style.

Well, I have given you a lot of "stuff". As for the text Anyway, I think I will keep it in my library for a little longer. I just may have to refer to it again when things get a little crazy and don't make much sense.

(Risk from page 4)

will produce risk reduction by young drivers. However, if a combination of these is used with a well qualified and teacher, a measure of success is possible. Young people can be shown that driving can be enjoyable

and safe.

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DAYTIME RUNNING LIGHTS

- http://trb.org/news/blurb_detail.asp?id=4328

According to a report released by the European Commission, the implementation of daytime running lights could save 1,000 to 3,000 lives each year, which translates into a reduction in Europe,s annual roadway fatality rate of between 2.5 to 7.5%.

SAFETY IMPACTS OF DIFFERENTIAL SPEED LIMITS ON RURAL INTERSTATES

- http://trb.org/news/blurb_detail.asp?id=4437

A U.S. Federal Highway Administration TechBrief describes a long-term study that investigated the effect of uniform car and truck speed limits and differential car and truck speed limits on vehicle speeds and crashes on rural interstates.

Road crashes the leading killer of teens but poll finds Canadians not concerned

Ottawa, October 21, 2004 - The majority of Canadian drivers are not concerned about young driver safety, despite the fact that road crashes are the leading cause of death among young people, according to the findings from the Road Safety Monitor (RSM) released today by the Traffic Injury Research Foundation (TIRF).

In a survey of more than 1,200 Canadian drivers, TIRF found that less than one quarter (24%) of respondents believe that young drivers are a serious or extremely serious problem. This is despite the fact that road crashes remain the leading cause of death among young adults.

While Canadians seem relatively unconcerned about collisions involving young drivers, they are disproportionately worried about young drivers' use of alcohol and drugs -- the vast majority (84%) expressed serious concern about this problem. This is certainly a legitimate concern but research has clearly shown that there are many other reasons why young people crash -- they are at risk because of their inexperience and, in some cases, their risk-taking. There is a misconception that alcohol and drug use is about the only threat to young drivers' safety.

"The public's belief that impairment is the most serious safety issue for young drivers contrasts with its complacency towards other serious threats posed by inexperience and risky driving," says Dr. Doug Beirness, Vice President of Research, TIRF. "Parents should be as concerned about these dangers as they are about alcohol or drug use. We must learn how to diminish risk-taking and equip young drivers with the skills that will mitigate their lack of experience."

Young drivers are overrepresented in road crashes, says Beirness, making up 13% of licensed drivers, but accounting for 25% of all driver deaths and injuries. Among Canadian drivers polled, those ages 16 to 19 do the least amount of driving, yet more than one third (38%) admit to engaging in risky driving behaviours, and nearly all (93%) drive in excess of the speed limit. This compares to 18% and 30% of adults polled.

When it comes to policies to reduce young driver crashes, the survey found that the majority (84%) of Canadian drivers support mandatory driver education. More than half (62%) support the concept of requiring new drivers to hold a learner's permit for a minimum of twelve months, and just over half (53%) agree with improving licensing tests to ensure young drivers have the safety skills they need.

Support for measures to reduce young driver crashes varies by region, with favourable support most likely in provinces where similar legislation currently exists. For example, requiring young drivers to hold a learner's permit for a year finds the greatest support (67%) in Quebec, which introduced the policy several years ago. This measure has least support (55%) in British Columbia, where it was only recently adopted.

Other interesting survey findings include:

- * Young drivers express the least amount of concern about road safety; those 25 years and over express the most;
- * Despite different driving challenges, there are no differences between urban and rural drivers' concerns about road safety issues;
- * Respondents from Atlantic Canada and Quebec are more concerned with alcohol and drug use among young drivers and their ability to stay alert while driving;
- * Respondents from Ontario and B.C. are more concerned with street racing and driving around for fun; and
- * Support for implementing measures to reduce young driver crashes increases with age, with older drivers more likely to support the move than younger drivers.

Toyota Canada Inc. is one of the primary sponsors of this research. Other primary sponsors of the RSM include Transport Canada, the Brewers of Canada and The Railway Association of Canada. Additional support comes from the Canada Safety Council.

For a complete copy of the RSM, as well as a backgrounder on young drivers, entitled Deaths and Injuries to Young Canadians from Road Crashes, visit www.trafficinjuryresearch.com.

(Beth from page 2)

every state, for every teen driver that wants to obtain a driver's license.

help new and current driver education teachers strengthen skills and gain new ones in effective driver education and training techniques.

provide training for every police officer about the importance of citing teen drivers when they are stopped for violating traffic laws.

include accountability for parent and mentor provided the teen driver practice.

The Departments of Transportation (DOT) and Education (ED) have set aside funds (\$35 million), from existing FY 05 appropriations, to lay the ground work for an expanded NTDLB during the next four years. As a result of this initiative the road to getting a driver's license will be paved with new and higher standards. These standards will be upheld by well prepared professionals, parents, and significant adults in the teenage driver's lives.

The ED will be requesting authorization for expending \$500 million in fiscal years 2006-2010. Under NTDLB a minimum of \$420 million will be available each year for the next four years for state grants to help new and current driver education teachers strengthen skills and gain new ones in effective driver education and training techniques. NTDLB recognizes that a prepared teacher knows what to teach, how to teach and has command of the driver education subject matter being taught.

Parents will be an integral part of a teen driver's preparation for a driver's license under NTDLB. Parent's and other adult mentors will be held accountability for providing the teen driver's with adequate practice. To help parents and mentors \$85 million will be spent each year to ensure parents are prepared and ready to provide additional quality practice after formal driver education is completed.

The DOT will be requesting an annual \$315 million authorization to provide training for every police officer and court official. The police training will be about the importance of citing teen drivers when to they are stopped for violating traffic laws. The court training will focus on the importance of upholding the law and making teen drivers accountable for their poor driving habits that endanger the public will take a much higher priority as a result of this training. Every sitting judge in every courthouse in the country should be accountable to the public for decisions that allow teen drivers to escape any penalty for the traffic ticket they received.

I could have kept on going but hopefully this fictional account of a Presidential initiative will generate a little dreaming about the possibilities. As a member of ADTSEA, lets continue to dream big, expect positive outcomes, and don't forget to carry a big stick.

As we begin a new year let's take to heart the adage: "You've got to be careful if you don't know where you're going, because you might not get there." - Yogi Berra

Editors Notes from page 2

points out that quality driver education is not a high priority in most places in north America. Owen

correctly identifies that there is not evidence that graduated driver licensing systems do not produce better drivers. Perhaps Owen read the "LA Times" article that David Huff calls to our attention on page 3 and 4 of "News & Views" or perhaps Owen just knew intuitively that all graduated driving license systems can achieve is a delay in licensure and not better drivers.

Each time the media "discovers" the teenage driving problem some people call for improving driver education, some people call for it's elimination, and some call for restrictions on teenage drivers. With less and less 16 & 17 year olds getting drivers licenses according to the Federal Highway Administration (see page 4 of "News & Views") GDL based restrictions appear to be working to reduce exposure to crash risks. But how far can this approach be taken? Outside of a few large urban areas automobiles remain the primary mode of transportation and don't we as a society want to prepare drivers consistent with best educational practice?

The answer to the first question is the restrictive approach can not go much farther and this means we need to move ahead to prepare drivers using best educational practices. Knipple, Van Tassell and Manser believe this and they have shared their thoughts in their articles in "News & Views". David Huff's and Ray Ochs' email exchange (page 13 of "News & Views") demonstrates their belief in advocacy for best practices. John Harvey and the Oregon DOT believe it and they are taking a note from Mother Theresa (this is what my wife told me), or was that Dr. Bloomfield citing Kent Keith they are "Doing it Anyway"

Please follow the lead of all the contributors to our publications and do not be afraid of rejection, yes some material is rejected, just start or keep "Doing It" because we can make a difference.

From the 2004 human factors and ergonomics society 48th Annual Meeting

Listed alphabetically by first author:

Janet I. Creaser, Monica N. Lees, and Cale White. **THE EFFECT OF INSIGHT AND ERROR-BASED FEEDBACK ON YOUNG DRIVERS' FOLLOWING BEHAVIOR AND CONFIDENCE**

Abstract: Young drivers are known to perform less than ideally in a number of traffic contexts. Behavior feedback is critical for the development of safe driving skills. Forty-two young drivers aged 18 to 20 were randomly assigned to three training conditions: an insight and error training condition, an error only training condition, or a control condition. Participants in the training conditions drove simulated trials in which a lead vehicle braked suddenly in front of them. The insight + error group received verbal performance feedback, while the error only group did not. The insight + error group showed a significant increase in time headway by the end of training. However, the increase was not significant in the followup drive one week later. Overall driver confidence was also not affected by the training. Results suggest that the combination of insight and error-based feedback modulates behavior over short time periods, but may not be sufficient for the adoption of safe behaviors over longer time periods.

Frank A. Drews, Monisha Pasupathi, and David L. Strayer. **PASSENGER AND CELL - PHONE CONVERSATIONS IN SIMULATED DRIVING.**

Abstract: Previous work on use of cell phones while driving compared cell phone conversations while driving with driving only conditions. This study investigated how conversing on a cell phone differs from conversing with a passenger. Participants conversed about close-call situations they experienced. We compared how well drivers followed

task instructions when driving only, when driving and conversing on a cell phone, and when driving and conversing with a passenger. The results show that the number of driving errors was highest in the cell-phone condition. Analyzing the conversations we found that in passenger conversations more references were made to traffic and more turn taking followed those references than in cell phone conversations. The results show that passenger conversations differ from cell phone conversations because the surrounding traffic becomes a topic of the conversation, helping driver and passenger to share situation awareness, and mitigating the potential effects of conversation on driving.

Donald L. Fisher, Vinod Narayanaan, Anuj Pradhan, and Alexander Pollatse. **Using Eye Movements in Driving Simulators to Evaluate Effects of PC-Based Risk Awareness Training.**

Abstract: Novice drivers have a fatality rate that is ten times higher than the most experienced group of drivers. The primary reason for this is the novice drivers' inability to predict the risks that appear in the roadway ahead. No driver education programs currently exist which teach risk awareness skills to novice drivers across a number of different scenarios. Such a program was developed and then evaluated in two experiments. In the first, 24 novice drivers completed a PC-based risk awareness training program which displayed plan views of 10 different risky scenarios. In the second, the risk awareness of these 24 trained novice drivers and an additional 24 untrained novice drivers was evaluated in an advanced driving simulator using measures of their eye movements. The set of PC

trained novice drivers were more likely to recognize risks on the driving simulator, both in those scenarios studied in training and those not seen previously.

Lisandra Garay, Donald L. Fisher, Kathleen L. Hancock. **EFFECTS OF DRIVING EXPERIENCE AND LIGHTING CONDITION ON DRIVING PERFORMANCE.**

Novice drivers have a fatality rate that is ten times higher than the most experienced group of drivers. Poor visual scanning skills have been identified as a primary cause of these fatalities. Such skills may be particularly compromised during the night. The purpose of this study is to determine how visual scanning skills are affected by lighting conditions and driving experience. Using a head mounted eye tracker, drivers' scanning skills were evaluated on a simulator. The results show that novice drivers are less likely to scan for risks than experienced drivers in both the daytime and nighttime conditions and both novice and experienced drivers are less likely to scan for risks in the nighttime than they are in the daytime. Moreover, novice drivers are scanning the risky areas less than 50 percent of the time during daytime conditions, suggesting a need for risk prediction training during both daytime and nighttime conditions.

David L. Strayer, Joel M. Cooper and Frank A. Drews. **WHAT DO DRIVERS FAIL TO SEE WHEN CONVERSING ON A CELL PHONE?**

Abstract: Our research examined the effects of hands-free cell phone conversations on simulated driving. We found that even when participants looked directly at objects in the driving environment, they were

(more on page 15)

(Robbie from page 2)

demonstrated significant reduction in crashes when comparing a trained group of drivers with untrained drivers. Studies have demonstrated a 14% reduction in crashes. When combining driver education with a complete graduated driver license program, we can expect significant improvement in teen statistics.

The evaluation of driver education is important to all of us in driver education, traffic safety and the general public. The AAA Foundation for Traffic Safety has initiated a project to describe Driver Education Evaluation Guidelines. An advisory group will assist Northport Associates in this effort. John Harvey from Oregon and I will serve on this advisory panel. We hope this activity will be presented at the annual conference in Honolulu.

A project has been initiated with NHTSA to develop curriculum material for driver education titled, "Reducing the Influence of Distractions on the Driving Task". This is being developed by ADTSEA staff and members. This product will be available at the annual conference.

In cooperation with the American Association of Motor Vehicles (AAMVA), the Federal Motor Carrier Safety Administration (FMCSA) and ADTSEA staff, we have developed a model training curriculum for "Teaching Students About Sharing the Road with Commercial Motor Vehicles". These materials are now available on our web page and will be distributed by FMCSA.

We are in the process of updating the ADTSEA curriculum. This update will include information on new technology, new content for sharing the road and distracted driving. We will also convert all the static visuals to dynamic visuals. This means the still picture

transparencies will be changed to digital motion illustrations. They will be compressed and available on CD and DVD. Those attending the ADTSEA conference in Honolulu will be given a copy of these new materials.

ADTSEA will complete a National Overview of Driver Education in 2005. This project will provide a clear understanding of the extent to which driver education is available throughout the country, who has responsibility for delivering driver education and what are the future goals of driver education. Many of you will be asked to assist with this project.

To better plan national program activities and to stimulate positive growth in driver education, it is necessary to define the status of driver education in the United States. An overview of driver education will provide a description of: what is taught in driver education; if driver education is available to drivers of licensing age in either public or commercial schools in each state; how the state driver education program is managed; how driver education relates to the licensing process and how driver education is tied to the state GDL program.

Plans are now being finalized for the NSSP conference in Jackson, Mississippi. The dates are July 6th - July 3, 2005 at Millsaps College in Jackson. Registration information is available on the web page and has been mailed to NSSP school members.

A draft program has been completed for the ADTSEA conference in Honolulu. The dates are July 31 - August 3, 2005. The theme of the conference is "Highway Safety: Priority 1.0". The goal is to reduce highway fatalities to one death per million miles traveled by 2008. This is a goal of the National Highway Traffic Safety Administration, (NHTSA), the Governors Highway Safety

Association, (GHSA) and others. The goal was adopted at our annual conference in Portland.

Interest in the 2005 conference is high: Members have already reserved half of the blocked rooms at the Renaissance Ilikai Waikiki Hotel. You need to make your room reservations soon to guarantee room availability. You can call 800-245-4524 and request the ADTSEA rate. This number is available beginning at 6:00 a.m. Hawaii time. See you in Honolulu.

The Teacher of the Year program continues for 2005 using the same procedures as 2004. This information is available on the ADTSEA website and also in this publication. Dr. Terry Kline is chairing this activity in 2005. I urge you to nominate your state teacher of the year for this award. We certainly appreciate the financial assistance of the American Automobile Association in their support of this important recognition of driver education teachers. I hope you all have an exciting year and thanks for your continued support.

SAFETY OF U-TURNS AT UNSIGNALIZED MEDIAN OPENINGS

- http://trb.org/news/blurb_detail.asp?id=4184

TRB's National Cooperative Highway Research Program (NCHRP) Report 524: Safety of U-Turns at Unsignalized Median Openings includes recommended guidelines for locating and designing unsignalized median openings, and a methodology for comparing the relative safety performance of different designs.



(from page 13)

less likely to create a durable memory of those objects if they were conversing on a cell phone. Moreover, this pattern was obtained for objects of both high- and low-relevance, suggesting that very little semantic analysis of the objects occurs outside the restricted focus of attention. These data support the inattention blindness interpretation in which the disruptive effects of cell phone conversations on driving are due in large part to the diversion of attention from driving to the phone conversation. We suggest that even when participants are directing their gaze at objects in the driving environment that they may fail to "see" them when they are on the phone because attention is directed elsewhere.

Tuan Q. Tran, Elizabeth T. Cady, Brian M. Friel, and Renee F. Slick.
USING A DRIVING SIMULATOR TO TRAIN TEENS SWERVING STRATEGIES TO REDUCE VEHICLE COLLISIONS.

Abstract: Traditionally, teens are taught procedures to use during hazardous situations (e.g., when encountering an obstacle and needing to swerve around it). In most driver education programs these procedures are taught through lecture; however, this has not proven to be effective. This study will utilize a similar lecture on the skill of avoiding obstacles, and teens will then train in a high-fidelity driving simulator. Participants will be divided into three training groups: (1) Swerving Practice, in which teens practice steering in scenarios that require swerving, (2) Situation Recognition, in which teens react to the same scenarios, but respond only with a button press, and (3) No Practice, in which participants read verbal descriptions of the same scenarios. Participants will then be tested in scenarios requiring swerving maneuvers. It is expected

that teens in the Swerving Practice condition will yield the fastest reaction times and the fewest errors.

Other recent publications

Hartos JL, Beck KH, Simons-Morton BG (2004). **Parents' intended limits on adolescents approaching unsupervised driving.** JOURNAL OF ADOLESCENT RESEARCH, 19 (5): 591-606 SEP 2004

Abstract: The purpose of this study was to determine the extent to which parents intend to place driving limits on adolescents approaching unsupervised driving. A total of 658 parents and their 16-year-old adolescents were recruited from a local Maryland Motor Vehicle Administration site as adolescents successfully tested for provisional licenses. Parents completed written surveys about parent-adolescent relations and anticipated adolescent unsupervised driving. The results indicated that parents reported high levels of intended limits on adolescents unsupervised driving, especially for trip conditions (e.g., getting permission) when compared with risk conditions (e.g., at night). Almost one third of parents reported completing driving agreements. Overall, intended driving limits and completed driving agreements were more likely when parents reported high levels of parental monitoring (2 times more likely), discussion of driving rules (2 to 4 times more likely), risk perception (2 times more likely), and vehicle access (2 to 3 times more likely). Completed driving agreements were not related to intended driving limits.

Katila, Ari; Keskinen, Esko; Hatakka, Mika; Laapotti, Sirkku,
Does increased confidence among novice drivers imply a decrease in safety? The effects of skid training on slippery road

accidents. Accident; Analysis And Prevention, Volume 36, Issue 4, July 2004, Pages 543-550. (<http://www.sciencedirect.com/science/article/B6WVB-4C83PBX-1BS/2/ae95a33fecfd650aa0e43dcb288da12c3>) Abstract: Finnish driver training was renewed in 1990 with the inclusion of a compulsory skid training course in the curriculum. The study evaluated the renewal's effect on accidents in slippery road conditions. A questionnaire was sent by mail to 41,000 novice drivers who were randomly selected from the official register of driving licences. It included questions on driving exposure and the accidents the drivers had been involved in during 6–18 months following licensing. The rate of return was 74.7%. Half of the drivers had received their licence in 1989 and had, therefore, not received any skid training. The other half had received their licence in 1990 after the introduction of the skid training course. The results showed no effects of the renewal on slippery road accidents for either male or female drivers. Another questionnaire was sent to 1300 old and new curriculum drivers immediately after licensing and a second time 1/2–1 year later, both with questions about skills, worries and perceived risks regarding driving in slippery conditions. The new curriculum drivers showed higher confidence in their skills and they were less afraid to drive in slippery conditions than the old curriculum drivers. This increase in confidence as a result of skid training is discussed. It is argued that high confidence in one's personal skills does not necessarily imply negative safety. The crucial factor is how these skills are used, and for what purpose.

Masten, Scott V. and Chapman, Eric A. (2004). **The effectiveness of home-study driver education compared to classroom**

(next page)

instruction: the impact on student knowledge and attitudes. Traffic Injury Prevention. Volume 5, Issue 2, June 2004, Pages 117-121.

Abstract: **PROBLEM:** Home-study driver education programs exist in several states, but none have been scientifically evaluated to determine if such courses are as effective as classroom courses for teaching driver education. **METHOD:** Over 1,300 students were randomly assigned to classroom instruction, or CD ROM, workbook, or Internet/workbook home-study courses and compared on proctored exit examination knowledge and attitude scores, and written knowledge test outcomes. **RESULTS:** Few differences were found on exit examination knowledge and attitude scores, but they tended to favor the CD and Internet/workbook home-study courses over the classroom or workbook courses. Differences favoring the classroom on written knowledge test outcomes likely reflect a bias in classroom courses toward teaching test-specific material. **DISCUSSION:** The findings present no compelling evidence that home-study courses are less effective than classroom courses for teaching driver education. **IMPACT ON INDUSTRY:** The findings could result in more widespread use of home-study courses. Also, the use of low-cost home-study courses as the first course of a two-stage driver education and training system could make integrating such programs with graduated driver licensing more feasible and acceptable to the public.

Page Y, Ouimet, MC, Cuny S. (2004). **An evaluation of the effectiveness of the supervised driver-training system in france.** Annu Proc Assoc Adv Automot Med. 2004; 48:131-45.

ABSTRACT: This paper presents an evaluation of the effectiveness of the French Apprentissage Anticipe de la Conduite (AAC), which is an optional initial driver training that seeks to reduce accident risk by novice drivers. The effectiveness of the AAC is estimated using a Case-Control study (521 Cases and 624 Controls) and the adjusted Odds ratio (AAC versus regular) from a multivariate logistic regression. Thirteen risk factors are retained as explanatory variables in the regression. An Odds ratio of 0.9 indicates a non-significant reduction in accident involvement of AAC participants in the two years following the acquisition of their driver's license. The discussion addresses the possible reasons underlying the lack of result, e.g. an absence of varied experience during the AAC period and possible undesirable effects under supervision such as a partial delegation of responsibility for driving tasks by the young driver to the supervisor. Our recommendations include that AAC be integrated into a gradual licensing scheme, and should focus on the gradual acquisition of various driving experiences (in terms of variety of driving situations).

SSI Add

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2005 NSSP Conference Jackson, Mississippi July 6th - July 3, 2005



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The Closer You Look, The More You'll Like

While you can't learn everything about Millsaps on its website http://www.millsaps.edu/get_to_know/ We hope you can get a strong sense of who we are and what Millsaps is about. Whether you take a visual tour or a virtual tour of our campus, review the history of our 110 year old institution or want to explore what's up in Jackson, more than 13,000 alumni know that Millsaps is a great place to learn, grow, and come back to.

The



are eager to host NSSP in the summer of 05. See you in Mississippi.

49th Annual Conference "Highway Safety: Priority 1.0" July 31, 2005 - August 3, 2005 Renaissance Ilikai Waikiki Hotel

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NEWS and VIEWS

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January, 2005

Volume 11 Number 1

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2005 "TEACHER OF THE YEAR" AWARD NOMINATIONS OPEN

Selection Committee
Terry L. Kline, Ed.D, Chair

The 2005 Teacher of the Year (TOY) awards are a tribute honoring outstanding state teachers with the selection committee voting on a finalist. The enclosed documents are for your use in nominating a teacher recognized in your state or region for their outstanding service to the education process. Please share the attached documents with your state or region president or others members responsible for promoting this activity. All nominations that meet the criteria for ADTSEA's Teacher of the Year will automatically be invited to the 2005 ADTSEA Conference in Honolulu , Hawaii . The state or region TOY candidate's conference registration will be paid by ADTSEA.

The form, Nomination for ADTSEA Teacher of the Year, serves as a "cover sheet" for your nominee's application. The document, Criteria for ADTSEA Teacher of the Year, outlines what a region, state or local driver education association and candidate needs to do to apply for the award. You should note that ADTSEA would accept only one nomination from each state or region. The criteria document also lists the membership and teaching experience requirements. If the nominee is not already a member of ADTSEA they can be eligible for this award if a membership form and dues payment accompany the nomination form.

The nomination form, portfolio, 10 minute classroom videotaped lesson segment, 10 minute in-car videotaped lesson segment, and written essays need to be submitted to the TOY Selection Committee chairperson by May 23, 2005. Each nominee will be invited to meet with the TOY Selection Committee for a question and answer interview during the ADTSEA Conference time period. The committee will select a Teacher of the Year based on the interview process, nominee's portfolio, essay questions, and classroom/in-car videotaped teaching lessons. An interview time period and question bank will be sent to the nominee by June 30, 2005.

All nominees will be recognized at the first general session and the ADTSEA Teacher of the Year Award presentation will take place at the Wednesday Luncheon sponsored by the National AAA organization. The National American Automobile Association will provide a stipend for the recognized Teacher of the Year in addition to the ADTSEA Conference Registration sponsorship. All state and region TOY candidates will be honored during the 49th ADTSEA Conference with special recognition throughout the conference activities.

The region, state, or local association selecting a nominee is expected to provide that financial support for travel and attendance for the ADTSEA conference in Honolulu , Hawaii . State, regional, and local associations should support this national effort to recognize outstanding traffic safety educators and the quality programs conducted in their individual state and region.

Please feel free to contact me if you have questions or concerns.

Terry L. Kline, Ed.D, 1216 Parkview Way, Richmond , KY 40475 PHONE: 859-358-6567 Email: Terry.Kline@eku.edu or terryandhilde.kline@adelphia.net

INSTRUCTIONS FOR NOMINATIONS FOR ADTSEA TEACHER OF THE YEAR SEE

...a membership communication forum for the American Driver and Traffic Safety Education Association...



Development of Novice DE/ Development Curriculum

Page 2

EXECUTIVE SUMMARY

Novice drivers continue to have a higher level of crash involvement than more-experienced drivers, with the consequence that there is ongoing interest in the development and implementation of effective road safety measures for this group. To influence and direct evidence-based practice in this popular area, the Australian Transport Safety Bureau (ATSB) commissioned the development of a best-practice driver education/development program for Australian novice drivers with about 6 months of solo driving experience. The ATSB retained the authors to research and prepare a model novice driver curriculum program based on best road safety practice and contemporary psychological and educational theory. The authors were also required to develop specifications for a large-scale, crash based trial of this program in a suitable Australian jurisdiction.

This report provides an outline of the Novice Driver Coaching Program curriculum, together with a rationale for the content, orientation and emphases of the program.

To access download of complete report go to: <http://www.atsb.gov.au/road/res-exec/cr222ex.cfm> ROAD SAFETY

Driver Education Deregulation

Memo 29 November 2004

TO: Fredrick Kunkle and Elizabeth Williamson of the Washington Post (see next page for an abstract of the article and other reactions)

From: Owen Crabb, Driver Education Specialist, Maryland Department of Education (recently retired), Baltimore, MD ocrabb@aol.com

Subject: Response to 22 November 2004 Report

Many thanks for continuing the Washington Post's tradition of keeping the difficult issue of novice driver education programs in the public eye. Your Monday article gives some insight into the problem represented by the lack of a coordinated "driver learning system" for our youth.

In working with and watching driver education programs for 30 years with the Maryland Department of Education, I applaud what the Post and others continue to do to improve driver education. With the benefit of some perspective, I have concluded

we are witnessing a deregulation of these programs much like our airlines are struggling through. Everyone readily relates to the contortions our airlines are going through. But, the public has spoken loud and clear – they want inexpensive, on time, and safe public transportation in the air. But with quality driver education programs, the public is not so clear. Because for those who have had it both ways (driver education with and without quality), they know quality driver education and good driving are not easy, quick, and cheap.

First, the problem. To its credit, the Insurance Institute for Highway Safety has done this nation a real service in creating, promoting, and supporting graduated driver licensing programs. Dr. Allan Williams is the international expert in GDL programs. And they do work. As long as young drivers are "managed" through restrictions within graduated driver licensing programs (e.g. restricted driving, parents as good role models who provide supervision, and limiting peer passengers), these young drivers have fewer crashes. But, after those restrictions are lifted, as when the young driver reaches the age of 18, these demonstrated benefits vanish. There is no evidence yet showing graduated driver licensing programs produce better drivers in the "out years" of adulthood. And the same is true with driver education. There is no conclusive proof that driver education produces better drivers in the "out years." And the same is true with drug ed, sex ed, and other behavioral related disciplines. Be it driving or any other behavior modification program, changing behavior is a tough nut to crack.

So, what has happened to driver education programs since 1978 (the same year airlines were deregulated)? Much of driver education offered in 1978 was in a high school (regulated and supervised). Driving schools represented the smaller portion of the market. Over the ensuing years, states like Maryland shifted driver education from high schools to driving schools. Because, at the same time, school systems were being pressed harder and harder to demonstrate student performance increases in other areas. No Child Left Behind is the most recent example and one worth noting. Today, Maryland high schools are improving by the day as a result of this focused ongoing school improvement initiative. You do hear complaints, but they almost always revolve around funding. The fact is, independent student

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(from page 2)

assessments do drive instruction and improve student achievement.

Page 3

How has driver education fared in the private sector on the student assessment front? It is not a pretty picture. Today, individual driving schools are left to their own devices to assess student performance. Your article highlights some of the shortcomings with that approach. And when it comes to Maryland's state licensing assessment – we are generally talking about an off-street test that has parallel parking as its centerpiece. When you visit the Maryland Motor Vehicle Administration Headquarters in Glen Burnie and watch "the driving test" in action, it is almost surreal. To think that the parallel parking test drives a good deal of valuable instruction and assessment time when it has no relationship to safe driving – well, you will have to draw your own conclusions.

What is a next step to increasing the number of quality driver education programs? I say increase, because finding quality driver education programs in our metro area is getting difficult. The next stimulus for rebuilding might come in January when the National Transportation Safety Board is scheduled to release its national report on driver education programs. My hunch is it will highlight the shortcomings you have cited and more (hopefully with a minimum of "finger pointing").

And then it's hoped the Board will issue some positive recommendations to help communities improve. For example, would it not make sense to let young aspiring drivers qualify through a rigorous individual performance assessment via organizations such as Baltimore's Sylvan Learning Centers. Sylvan has experience with driving instruction and assessment in the British Isles. Plus

they are at the center of creating and providing coursework and certifying teacher applicants.

And we haven't even talked of online offerings, which are arriving. But make no mistake about it, if our public doesn't care to make the distinction between quality driver education programs geared to improved driving ability and those providers who masquerade as such, neither will anybody else.

Meanwhile, they're still parallel parking in Glen Burnie.

Safety Experts Doubt Benefits Of Driver's Ed; Lots of Practice With Parent Seen as Surest Way to Learn; Fredrick Kunkle and Elizabeth Williamson. The Washington Post. Washington, D.C.: Nov 22, 2004. pg. A.01

Abstract (Document Summary)

Maryland, Virginia and the District have adopted what is known as graduated driver's licenses, which phase in driving privileges, for young people. The jurisdictions, however, vary in their approaches to driver's education.

Virginia continues to offer driver's education in public schools and mandates that beginning drivers younger than 19 complete driver's education. The state also requires that private driving schools give students nearly twice as ...
...full article available for purchase at

<http://forums.washingtonpost.com/>

If you just want to review some reactions to the article go to the "advanced search" option under start on the left of:
<http://forums.washingtonpost.com/wpforums/messages/>.
Enter "driver education" and zip you're taken to 8 response clusters (print/read only).

Something to ponder

an email from David Huff, Montana

This article (December 2, 2004, **Licenses Take a Back Seat** As high schools cut driver's education, fewer teens are getting behind the wheel. Nerves and costly private lessons also factor in the trend.) begs the question I raised in an ADTSEA session on GDL research, "Is the GDL really providing a superior and safer way for kids to learn to drive, so that they crash less, or is it simply getting more kids off the highway, and therefore less crashes?"

As traffic educators, we must continue to support policy that reduces teen crashes. Therefore adopting and refining GDL laws should be one of our priorities. But we must not stop there. We must, as educators, continue to seek better training. And we must continue to seek policy changes that provide for a better "learning" experience for those who need to learn to drive. We must not assume that lower crash rates during the GDL era mean we have done our job as educators. This article provides good suspicion that lower crash rates are, at least in part, due to lower numbers of teens driving. If this is true, we also cannot make the assumption that GDL is the solution to the teen driving

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Page 4 problem. That is akin to cutting off your hand because the arthritis is so bad in your fingers, and then calling it a cure for arthritis.

Some facts cited by the article include:

* Only 43% of all 16- and 17-year-old Americans were licensed in 2002, the last year for which statistics were available, according to the Federal Highway Administration and U.S. Census Bureau. In 1992, that figure was nearly 52%.

* In California, teens are even less likely to be driving.—Slightly less than 27% — about 1 in 4 — of the state's 16- and 17-year-olds were licensed last year, a figure that has been sliding since at least 1978, when it was 50.1%.

* Only about half the states provide any funding for driver's ed in high school, and in nearly all of those states, school district participation is voluntary

* In the place of funded DE, states in the 1990s began adopting graduated licensing, which sharply increased the time and financial commitment in getting a license while restricting driving privileges for those younger than 18.

U.S population 16 to 17 years old
1982: 7,773,000
1992: 6,757,000
2002: 8,157,000
16 to 17 years old with driver's license
1982: 4,177,000
1992: 3,500,000
2002: 3,497,328

Sources: U.S. Census; Federal Highway Administration

FOR ALL YOU LEXOPHILES

A bicycle can't stand alone because it is two-tired.

A backward poet writes inverse.

A chicken crossing the road is poultry in motion.

If you don't pay your exorcist you get repossessed. (more on page 11)

Clues to a Stale Green Light

John Knipple, CA

In reviewing several texts and websites on the subject of Stale Green Traffic Signals, I did not find any one site or reference that had all the clues or approach sequences. My goal in this article is to compile clues in priority order, and to provide an appropriate approach procedure. This is especially important when considering all the efforts to prevent "red light runners."

The basic rule is to consider all traffic signals "stale green" when first noticed until further information can be gathered. A stale green traffic signal is defined as one about to change to yellow. Most references suggest that drivers "prepare to stop." This would include checking mirrors, looking left, then center, then right, and "covering" or stepping on the brake. In the real world most drivers seem to speed up, hoping to make it through the intersection on green or at least on yellow.

Learning to time traffic signals is not a matter of luck or fate. Nor is it impossible to do because of some grizzly scheme by traffic engineers. There are definite clues and patterns that all drivers can easily learn. It is helpful to consider three categories of clues: Early Clues, Moderate Clues and Critical Clues.

The Early Clues usually mean there are 20 or more seconds of green light remaining and drivers may be able to easily make the light unless they are more than 20 seconds from the light. Notice that distance is not mentioned, only time. This is because speed influences the time from the light, and it may be difficult to estimate horizontal distance directly to the front.

The Moderate Clues usually mean there are 10 to 20 seconds of green light remaining. Most green signals last from 30 to 45 seconds, so at least 20 seconds of green light has already been used. Drivers who consistently look ahead two or more traffic lights are likely aware of the time the light has been green. Again, we need to be able to estimate our time, not our distance, from the intersection.

The Critical Clues are where drivers can reduce crashes. In this category the green light will last less than 10 seconds, and one of the clues indicates the light will last only two seconds. These are the only clues where many drivers actually do what many references suggest: slow

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down, cover or apply the brake pedal.

Page 5 Early Clues are:

1. Green when first seen. (The signal was blocked from view by hills, curves, large trucks, SUVs or trees.)
2. The left turn lane signal is green and so is the through signal.
3. The pedestrian signal shows "Walk," or is green or white.
4. There are only a few vehicles waiting on the cross street.
5. The traffic ahead is still clustered and below the speed limit.
6. Pedestrians have barely stepped into the cross street. (This clue is VERY helpful even when there is a pedestrian signal.)

Moderate Clues are:

1. The pedestrian signal shows "DON'T WALK" or shows red.
2. Several vehicles are waiting on the cross street.
3. Pedestrians are waiting to cross the street.
4. Traffic flow ahead has thinned out and is moving at the speed limit.
5. The left turn lane light is red and the lane is empty or has less than 3 vehicles waiting.

Critical Clues are:

1. The left turn lane is full of cars. (This is a good clue to teach students to identify as they approach the intersection; this is also critical in deciding whether or not to continue through the light as these vehicles block drivers' views of each other.)
2. The oncoming traffic as well as traffic flow ahead has thinned out. (This also is a good clue to teach students so they will look to the sides as they approach the intersection.)
3. Pedestrians have finished crossing the side street. (This is a good clue to teach students so they will look to the sides as they approach an intersection.)
4. Drivers WITHOUT A TURN LIGHT are making their left turn after having waited and yielded to all oncoming traffic.
5. There is a lot of cross traffic waiting for their turn. (This is a good clue to teach students so they will look to the sides as they approach an intersection.)
6. There are several pedestrians waiting to cross. (This is a good clue to teach students so they will look to the sides as they approach the intersection.)

The approach sequence to the Early Clues is to check for tailgaters and to estimate the time to

reach the intersection. Covering the brake is recommended only during the last four center lines before the stop line near the crosswalk. Should the light change to yellow while traveling near the last four centerlines, drivers should stop. If the light should change while driving near the stop line, drivers should continue.

The approach sequence to the Moderate Clues is the same as the Early Clues. Here the estimated time to reach the intersection is critical. It is suggested that drivers not only cover the brake but also tap the brake pedal once or twice to alert any drivers behind. Tailgaters become a threat here. So do large vehicles because of their longer stopping distances.

The approach sequence to the Critical Clues is very different. Drivers MUST flash the brake lights. Drivers MUST check left, center, and right TWICE BEFORE REACHING the stop line for any cross traffic moving toward an open lane. One hand should be ready to use the horn so cross traffic can be warned in case a driver actually runs the red light. The driver should NEVER try to pass through the yellow light if the left turn lane is full, BLOCKING EACH DRIVER'S VISION of others. Estimated time to reach the intersection is critical. If a driver's estimated time to arrive is longer than the estimated time of remaining green signal, the driver should begin to slow early to avoid panic braking.

Intersection crashes could be prevented (in a perfect world) if each and every driver was trained to look to the left, to the center, and to the right before moving into any intersection. This kind of training begins in the classroom and with the parents as partners in the training process. Visual training is crucial to the classroom since there is precious little time in the car. In-car lessons are for polishing the procedures taught and practiced in class and in simulation. This may even be extended to parental involvement by having new drivers practice the visual skills while riding as a passenger. Our task is to develop drivers who are visually alert and thinking about what they see. Our task is not to simply teach someone how to manipulate machinery, but to ensure that each student makes informed decisions at signalized intersections so risks can be effectively managed.

One website had a suggestion to solve the problem of side impacts caused by red light runners—to change the traffic signal sequence. Over 50 percent of all traffic signals let the protected

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left turn traffic proceed on a green arrow before the straight-through traffic is allowed to go. This lets the left turn traffic be exposed to side-impact collisions that can maim and kill. If ALL left turn traffic followed the SAME rules at ALL intersections of YIELDING TO ALL CLOSE ONCOMING TRAFFIC, the problem of red light runners would be drastically reduced since the left turners could actually see if someone is running the red light. The cross traffic would be exposed to less risk since any crash from the left turners running their own red light would be at a much slower speed.

**Front, Rear, and All Wheel Drive:
A Comparison of the
Advantages and Disadvantages of the
Basic Drivetrain Layouts**

Van Tassel, W.E. and Manser, M.P.

Front Wheel Drive, Rear Wheel Drive and All Wheel Drive- with all these options, how does a car buyer make a choice? Since the 1980s, front wheel drive (FWD) vehicles have ruled the marketplace. Witness the popularity of the Ford Taurus, the Toyota Camry and the Honda Accord. These and similar vehicles helped forge the popularity of FWD. But over the past few years, all wheel drive (AWD) vehicles, such as Subaru and some Audis, have increased in popularity. Even more recently the market has seen a resurgence of the traditional rear wheel drive (RWD) layout. Chrysler's return to RWD with its bold new 300 sedans and wagons is evidence of this new direction.

Is all this drivetrain layout stuff just marketing? Does the drivetrain layout really make a difference to the driver? This article is designed to take a closer look at the three main drivetrain layouts available today: FWD, RWD and AWD. It is hoped that this document will help instructors inform their students about modern drivetrain layouts.

Rear Wheel Drive

Since the beginning of the automobile, RWD has been the standard for millions of vehicles. The traditional RWD drivetrain layout consists of an engine in the front of the vehicle, a transmission behind the engine, a tubular driveshaft extending from the rear of the transmission to the differential located between the rear wheels, and an axle extending to each wheel. In this layout, only the two rear wheels receive drive power from the engine. There exist several advantages to this layout. The

first is a favorable weight distribution (Bondurant & Blakemore, 1998). The static weight distribution, essential the weight of the front and rear of the automobile expressed as a percentage, is theoretically optimally distributed when 50% of the vehicle's weight is in the front and the balance is in the rear. RWD is the drivetrain layout that most often comes closest to achieving this degree of balance. Such a distribution tends to facilitate more even front and rear tire wear compared to FWD and the good balance promotes relatively quick response to driver steering inputs, compared to the other layouts.

RWD also offers the benefit of good forward traction in dry conditions. In any vehicle, weight will shift rearward upon acceleration. The extra weight in the rear due to the differential and driveshaft further presses down on the rear tires, making their contact patches even larger upon acceleration and thus affording greater traction. This is one reason most high performance cars and racing cars use RWD.

RWD vehicles also tend to understeer less than FWD or AWD vehicles. Recall that understeer (front wheel) skids occur when the front tires lose traction before the rear tires, resulting in loss of steering control and wider turns than desired (Scotti, 1995). This consequence could be viewed as either negative, since some drivers detest understeer, or viewed as positive due to the inherent safety benefits, in terms of merely having to lift off the accelerator or apply the brakes to reduce understeer.

There are some drawbacks to the RWD layout. Perhaps countering RWD's traction advantage in dry conditions is its tendency to afford less traction in slick conditions, compared to other layouts. RWD vehicles are also more expensive to manufacture, and thus generally cost new car buyers a bit more.

Front Wheel Drive

The drivetrain layout of a FWD vehicle is such that the engine, transmission and differential are all located in the front of the vehicle. In the mid-1980s, Chrysler experienced enormous growth in sales of FWD vehicles. One reason for this is that FWD vehicles are less expensive to manufacture. Chrysler and other manufacturers determined that by combining all drivetrain components together (engine, transmission and differential) at one end of the vehicle, substantial

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manufacturing cost savings would be realized. Thus, FWD vehicles tend to be less expensive than RWD or AWD vehicles.

A benefit of FWD vehicles is that they can provide very good traction in slick conditions (Shields, 2004). The reason being that approximately 2/3rds of a FWD vehicle's weight (engine, etc.) is over the front drive wheels, pressing the front tires down onto the pavement and enhancing traction (Bondurant & Blakemore, 1998). Interior room is also enhanced in FWDs. Think about the "hump" that runs down the middle of RWD vehicles. This hump provides room for the driveshaft extending to the rear. Since FWD vehicles have no driveshaft, this space can then be used for passenger space rather than drivetrain components.

FWD vehicles do have drawbacks. You may have heard that "FWD vehicles have the best traction." While this might be true for slick conditions, it is not the case in dry conditions. Due to the portion of weight on the front tires and the front tires being responsible for both propulsion and directional control, FWD vehicles' ultimate traction is generally less than RWD vehicles. In addition, as the vehicle rocks backward upon acceleration weight transfers away from the drive wheels, limiting acceleration. This can result in "torque steer" upon hard acceleration, where the vehicle tends to pull left or right as steering input is reduced due weight shifting away from the front of the vehicle. The small number of true FWD sports cars lends support to FWD's limitations in performance (Karasa, 2001).

Another drawback is the double duty is required of the front tires, in that they must both steer and propel the vehicle. This has two consequences. First, the front tires tend to wear much more quickly than the rear tires. In fact, the rear tires on FWD vehicles are basically just dragged around by the front of the vehicle and don't do much, relative to the load placed on the front tires. Overall tire wear combined (front and back) might be similar to that of a RWD vehicle, the front tires will need replacing much sooner. Second, since the front tires must both steer and propel the vehicle, they can more easily be overloaded, resulting in loss of traction (Bentley, 1998). This can again result in an understeer (front wheel) skid, with its previously described perceived benefits and drawbacks.

All Wheel Drive

Growing in popularity over at least the last 10

years is AWD. The appeal? Fantastic traction! Indeed, FWD and RWD cannot compare with the enhanced traction afforded by AWD. Basically a hybrid of FWD and RWD components, AWD vehicles are propelled by both the front and rear wheels.

Before going further, the "all wheel drive" versus "four wheel drive" issue should be addressed. While there are many ways these terms could be defined and differentiated, the best description these authors have discovered is as follows. Four wheel drive (4WD) generally requires the driver to activate a system, via a button, lever or locking hubs, to direct power to all four wheels. For AWD systems to drive all four wheels requires nothing of the driver; such systems are completely computer controlled, seamlessly allocating power away from the tires with the least traction and to the tires that have the most traction.

In fact, many AWD vehicles' default delivery system powers only the front wheels, transferring power to the rear wheels only when the front wheels begin to lose traction. Because the end result of both 4WD and AWD layouts is basically the same- delivery of drive power to all four wheels- they shall be combined for convenience in this paper, using the term all wheel drive.

Onboard computers in AWD vehicles constantly evaluate each wheel's turning speed. If one wheel starts to spin faster than others, the computer assumes that wheel has lost some traction, reduces power to that wheel and directs more power to the wheels with greater traction. This transfer of power is performed very quickly, smoothly and is nearly impossible for the driver to detect. The net result is that overall traction resulting from AWD is outstanding. Especially in rain, ice and snow, AWD vehicles can provide substantial peace of mind.

A drawback to AWD is that to power the rear wheels, these vehicles require a driveshaft extending from the transmission to the rear differential, resulting in slightly less interior passenger room. Also, the AWD components add more weight, with total weight generally exceeding that of FWD and RWD vehicles. The result is that fuel economy decreases somewhat as the engine uses more fuel to propel the additional weight. The added components also serve to raise manufacturing costs and thus costs

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to consumers.

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Static weight distribution lies somewhere between FWD and RWD. Since AWD vehicles have two differentials, tire wear can be slightly accelerated compared to RWD. AWD vehicles also tend to understeer more than RWD vehicles, but somewhat less than FWD vehicles.

Each drivetrain layout has particular advantages and disadvantages that may or may not be important to all drivers. The table below provides a summary of the relative advantages and disadvantages of each drivetrain layout.

Despite the dynamic differences among FWD, RWD and AWD vehicles, modern technology has become somewhat of an equalizer. The main technological factor serving to reduce differences among the layouts is "dynamic stability control," perhaps better known as "anti-skid" systems. Designed to help drivers prevent loss of control, these systems use computers to finely control the speed of each wheel. If the system detects an initial loss of traction that could result in excessive yaw (turning about the vertical axis) and thus a skid, it will quickly adjust individual wheel speeds to reduce the likelihood of loss of control. Thus, for vehicles equipped with dynamic stability control, the drivetrain layout has become a reduced factor of importance. Over time, anti-skid systems will likely become less

expensive and more widely available, similar to the progressive implementation of ABS and airbags.

Drivers today have more vehicles, technologies and safety systems from which to choose than ever before. As new drivers learn more about the specific influences of FWD, RWD and AWD on vehicle performance, they will be that much better prepared to make sound vehicle decisions for the rest of their driving careers.

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Drivetrain Layout	Pros	Cons
FWD	Good traction in slick conditions Easy on rear tires More understeer Cheaper to manufacture More interior room	Torque steer Hard on front tires More understeer Poor weight distribution
RWD	Good weight distribution More even tire wear Less understeer More responsive Good dry traction	More costly to manufacture Poor traction in slick conditions Less understeer
AWD	Great traction in all conditions Fair weight distribution More understeer	More costly to manufacture Heavier Tire wear can be accelerated More understeer



Project Ignition is back!

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Project Ignition recognizes that students are instrumental in helping with the long-term safety of teen drivers in their communities.

Project Ignition focuses on a very important issue affecting young people across the United States, and is an outstanding service-learning opportunity for students in grades 9 to 12. The program, just ending its first year and starting its second, has attracted nationwide attention.

Visit www.sfprojectignition.com to learn more about Project Ignition, sponsored by State Farm® and the National Youth Leadership Council. Finalists for year one and instructions for applying for a \$2,000 grant for year two will be available about mid-January.

FLORIDA COMPANY OFFERS NATIONWIDE PROGRAM TO ENCOURAGE SAFER TEEN DRIVING

TEEN ARRIVE ALIVE, a Bradenton, Florida based company, offers a nationwide program designed to encourage safe driving by teens – and reward them for doing so. Rob Berry, a partner in the company that originated the "1-800 How's My Driving?" program for the commercial transportation market, is the founder of Teen Arrive Alive.

"When our call center advised me they were receiving an increasing number of calls from parents asking about a similar decal-based program for teen drivers, it demonstrated to me that there was a true need for such a program," said Berry. "I was shocked when I learned of the tragic number of young lives lost each year in motor vehicle crashes. I saw the huge reduction in accidents when commercial fleets participated in our program. People's driving habits change when they are no longer driving anonymously and there is no logical reason why we shouldn't see similar results with teen drivers." Insurance studies of companies participating in the commercial decal-based driver monitoring program have shown accident reductions as high as 58 percent.

"We offer innovative tools that allow parents to hold their teens accountable for the way they drive," Berry said. "Parents can't address their teen's dangerous driving if they don't know it is occurring. With Teen Arrive Alive, parents are much more likely to have the information they need to counsel their teen on the importance of driving safely."

An important distinction of Teen Arrive Alive

compared to other teen driver monitoring companies is their rewards program that encourages teens to continue safe and responsible driving. Teens earn rewards points for each month they do not receive a negative report on their driving. These points qualify them for periodic drawings where they can win prizes such as food or clothing gift certificates, DVDs, music CDs, video gaming equipment, computers, concert tickets, amusement park tickets...even a college scholarship or a new car.

Another unique feature is the way in which a parent is immediately notified of a new report on their teen's decal. A parent can select up to three places to receive notifications, such as e-mail, home phone, cell phone, etc., and they will be able to hear a recording of the actual call that was placed. This also helps control prank calls, as the parent can determine whether or not the report is valid. Callers are encouraged to leave their contact information, so the parent may call them if they want more details regarding the driving behavior the caller witnessed. To encourage immediate driving behavior modification, at the parent's discretion, the teen may receive a hands-free ring tone message of a report having been made on their decal.

Teen Arrive Alive also offers a GPS cell phone program. It gives parents the opportunity to know where their teen is and what speed they are traveling. Parents can retrieve this information by calling the Teen Arrive Alive secure locator line or by logging onto the web where they access a map displaying the location, direction and speed at which their teen is traveling.

To extend their influence beyond the classroom, ADTSEA members can now bring this service with cutting-edge technology to their students. Once registered as a Marketing Organization, the only thing member schools need to do is to assist in introducing the service to the parents. The actual sign up by parents will be handled via the Teen Arrive Alive website so members have no paperwork or payment hassles. In addition a school will receive 10% commission for each one of their students signed up for the Teen Arrive Alive service. To find out more about the program please visit the website at www.TeenArriveAlive.com or to sign up your school, email Dan Mishler at danm@TeenArriveAlive.com.



DRIVING WITH ALZHEIMER'S A WRONG TURN

People with mild Alzheimer's disease make more mistakes on a

driving test than older people with no cognitive problems, according to a University of Iowa study published in the Sept. 14 issue of *Neurology*.

People with Alzheimer's were more likely to make driving errors during a route-following task than people without Alzheimer's. For example, more than 70 percent of the people with Alzheimer's made at least one wrong turn while following the route, while about 20 percent of those without Alzheimer's made at least one wrong turn. Also, nearly 70 percent of those with Alzheimer's made two or more safety errors, such as erratic steering or going onto the shoulder, while following the route, compared to about 20 percent of those without Alzheimer's.

People with Alzheimer's who were familiar with the area of town where the test was conducted did not get lost during the test, although those with Alzheimer's who were unfamiliar with the area were likely to get lost during the test.

The study concludes that driver's license testing should include a test for memory and attention skills, and that motor vehicle departments could restrict the licenses of people with mild dementia to driving only in familiar neighborhoods. The study also suggests that some people with mild Alzheimer's make no errors and remain fit and competent drivers who should be allowed to continue to drive.



Flashing beacons can help drivers avoid deer

Page 11

Many of us know this scene: you round a curve on a rural road and suddenly see several deer crossing ahead of you. In 2002, five people were killed in deer-vehicle crashes in Minnesota, and more than 5,500 hits were reported. A new research report just published by Mn/DOT describes a promising new approach that one day could help reduce these numbers.

Deer Avoidance: The Assessment of Real World Enhanced Deer Signage in a Virtual Environment explains the results of a study completed by Curtis Hammond and Michael Wade of the **Division of Kinesiology** at the University of Minnesota Twin Cities campus.

The researchers set out to evaluate the performance of a new type of warning sign for deer crossing areas that uses flashing lights triggered by motion detectors to warn motorists when deer are present. A prototype system was field tested by the **Minnesota Department of Transportation** in 2001, but it was not possible to gather detailed information on driver response in the field.

Hammond and Wade used a driving simulator to duplicate a stretch of Highway 23 near Marshall, Minnesota, the actual location of the new motion-detection technology. The study explored three types of signage designed to reduce the number of deer-vehicle crashes: standard signage, new prototype signage with a beacon that flashes when deer are present, and the new signage without the beacon flashing.

The researchers found that the prototype flashing sign did appear to reduce driver speed. They also noted that drivers reduced their speed more consistently at each successive flashing sign than they did when approaching standard signs or prototype signs with the flashing beacons switched off.

Bob Weinholzer, state programs administrator for Mn/DOT, says the report seems to confirm the feeling of many transportation workers in the field: standard deer signage is ineffective. Perhaps drivers get accustomed to the signs, or maybe too many are posted—for whatever reasons, the signs just don't seem to work. Another recently completed study shows the same thing, he said. This project, by the **Michigan Office of Highway Safety Planning**, analyzed data from 1998–2000 in one rural county and found no benefit from standard deer signage.

Weinholzer is hopeful for the future of the flashing-beacon technology. At the Marshall test site, 21 beacons were installed along a mile-long section where about 50 deer were killed every year. The signs were powered by batteries that were supposed to last two to three weeks, but with the tremendous number of deer crossings they only lasted two to three days, Weinholzer said.

Hammond and Wade's report is available on the Mn/DOT Web site at www.lrrb.gen.mn.us/pdf/200413.pdf.

KIDS AT THE CROSSROADS: A NATIONAL SURVEY OF PHYSICAL ENVIRONMENT AND MOTORIST BEHAVIOR AT INTERSECTIONS IN SCHOOL ZONES

- http://trb.org/news/blurb_detail.asp?id=4214

The National SAFE KIDS Campaign and FedEx Express have released an observational study that examines conditions at signalized intersections near elementary and middle schools.

SAFETY BELT USE IN 2003: DEMOGRAPHIC CHARACTERISTICS

- http://trb.org/news/blurb_detail.asp?id=4341

The U.S. National Highway Traffic Safety Administration's National Center for Statistics and Analysis has released the demographics of safety belt use from the 2003 National Occupant Protection Use Survey (NOPUS), with particular emphasis on results that evaluate aspects of the 2003 Click It or Ticket campaign to raise safety belt use nationwide.

(From Page 4)

He often broke into song because he couldn't find the key.

He had a photographic memory which was never developed.

Marathon runners with bad footwear suffer the agony of defeat.

Those who jump off a Paris bridge are in Seine.



The Scott Family's ADTSEA Conference Experiences

Page 12 **Dad Gary,** I am in awe at the knowledgeable and professionalism members of our ADTSEA membership. Each year, since 1997, my family has taken our vacation driving to the conference. Each time I have learned many things that have helped me in my teaching of driver education. Just as importantly, I have learned or gained information that helps me in my personal life. The ADTSEA group is a special friendship for my family. I am impressed by the way Robbie, Marty Rossini, John Palmer and others can focus their attention on serving ADTSEA and still deal with family illnesses and other issues. The conferences have been so beneficial to our family in so many ways that it is difficult to list all of them in an article. We are in the process of saving our coins to go to an ADTSEA conference via air travel for the first time. This is a quandary Mark Lee of Minnesota and his family faces too. Yet, the money we spend for our ADTSEA trips is well worth the benefits we reap for driver education teaching and our own personal gains.

Daughter Jessica,

When I was first approached with the idea of writing a piece for ADTSEA's newsletter I was at a loss as to where to begin. I have traveled to ADTSEA's national conference each year since 1997, and have many memories from each trip.

As a sophomore in college, the value of all the driving time spent in reaching each destination is much more appreciated than when it first began. Every summer I was fortunate enough to travel across America, literally, and learn about this great country. Even though at times I dreaded the thought of driving, sometimes more than 5,000 miles, with my parents, sister and brother. When I look back each trip gave us valuable time together that many families do not have the opportunity to experience.

I have seen such amazing and historic sites as the Statue of Liberty, Custer's Last Stand, Mount Rushmore, Crazy Horse, a southern plantation, Mount St. Helen's, and the list could go on and on. Not only have I seen many awesome sites, but valuable friendships have developed as well. Each summer I look forward to spending time with the friends we have made, seeing familiar faces, and meeting new members of the extended ADTSEA family.

I am saving my money and looking forward to this year's conference in Hawaii. I would encourage

anyone who has the ability to travel to an ADTSEA national conference to do so, it will be the experience of a lifetime.

Son Drew,

My family has been going to ADTSEA Conferences since I was 7 years old (that was in 1997). On the way to the St Cloud Conference we went to Mt Rushmore, Crazy Horse and Pipestone, Minnesota. Our Springfield trip in 1998 took us through Hannibal, Missouri home of Mark Twain and to a Springfield Capitols baseball game. In 1999 we saw the San Diego Padres play plus we saw the Grand Canyon on the way to ADTSEA. On the trip in 2000 we visited the sight of the Little Big Horn Battle and Yellowstone National Park. Plus we saw the Billings minor league baseball team play. That is where George Brett a KC Royals Hall of Famer played. We went to New York City in 2001 and toured the World Trade Center in late July just a short time before the fateful 9/11 events in our country's history. This trip also took us to Fenway Park. We saw the Red Sox play and then visited the Baseball Hall of Fame in Cooperstown, New York. In 2002 we did not travel as we helped my Dad get ready for the Conference in Overland Park, Kansas. In 2003 we went to Charlotte and saw Civil War Mansions, Graceland and a Civil Rights Museum in Memphis. The Portland Conference took us to Mt Saint Helens and waterfalls and baseball games in Boise, Idaho and Portland, Oregon. Plus we visited my Mom's Cousin Chris Hein and ate at his restaurant the Old Spaghetti Factory. We are now getting ready to go to Honolulu and visit our friend Jan Meeker at the 2005 Conference.

A Review Wanted for Teen Driver

A Family Guide to Teen Driver Safety

Published by the National Safety Council

The National Safety Council in the first edition of Teen Driver has invited us to help with the next edition of their new publication. Your editor would like to hear what ADTSEAns think of this new publication and ask you to share your thoughts concerning it with both the National Safety Council and ADTSEAns.

The National Safety Council asks that you direct suggests and comments to: Teen Driver Safety Programs, National Safety Council, 1025 Connecticut Ave. N.W., Suite 1200, Washington D.C. or via e-mail TeenDriverSafety@nsc.org.



Letter to the Editor

Good research and reporting in the **Page 13** summer issue of the Chronicle on the "Driver Education Knowledge Instrumentation" (page 3) and "News & Views...Knowledge Test" (page 6). It is the later, which I am addressing with this letter.

It may seem like "nit-picking", but isn't that the very difference between being an average driver and a "a safe and effective driver", as described on page 4 of "News & Views"? Dr. xxx's test seems to often make the assumption that the "vehicle has a mind of its own and the "driver" is just along for the ride. A case in point is question 9; response 9c; "a vehicle entering the circle shall yield right-of-way to any vehicle already in the circle".

Vehicles are incapable of yielding; but drivers are; as taught in Driver Education not Vehicle Education. Similarly the error re-appears in questions 7, 17, 18, 19. Also question 14 and its response is ambiguous. The driver responses for "turning or stopping" are not the same. I am of the impression that the subjectivity of measurement in feet, i.e. as in "c" the following distance of a driver of one car length per 10 "miles per hour" was replaced thirty years ago with the objectivity of time in seconds. Thus response 14 (A) becomes "2-3 seconds...".

I like the direction of the study. If I were still involved with the preparation of secondary school driver education teachers in New York State (retired 1985), I would use an updated version as a pre-post test in Teacher Preparation,

Richard D. Ellis, Ed.D. Director, Driving and Alcohol Studies Program

An E-mail Exchange Between Readers

Hi David,

I met you some time ago (with Dr. Terry Kline). I just wanted to drop you a quick note about what you said in the recent The Chronicle issue (page 15). I think you are spot on. Driver education curricula could use a boost toward the principles of learning, particularly those related to brain-based learning. I hope you can influence that direction as ADTSEA continues to improve its processes and practices. As you may know I'm helping the Motorcycle Safety Foundation with some of its curriculum efforts, and we're incorporating the principles of safety, adult and accelerated learning (brain-based learning), and motor skills development

as best we can (We're calling this the principles of SAM!). (I'll attach a primer we use in elements of our training that outlines some key points about brain-based learning. It is a summary of some quotes from texts on the subject.)

Best Regards,

Ray Ochs

rochs@msf-usa.org

Ray,

Thanks for the information and nice comments. I look forward to reading the primer.

You might also be interested to know that our Montana Department of Transportation has funded a teen research project that will be administered by the Western Transportation Institute of the Montana State University. We will take 400 teens, 6 months to a year after completing a Montana driver education program (no changes to the driver ed.) and will place 200 randomly into a control group and 200 will receive a one day training workshop which my office will administer.

The workshop curriculum is being designed by Fred Mottola to measure the 10 habits he has developed (which we are treating as the behaviors of a model driver), prioritized in relation to the frequency of causes for crashes with 15 & 16 year old teens in Montana. The teens will be put behind the wheel of a vehicle, including vehicles equipped with the skid monster, and their skills and behaviors will be noted. They will then receive a short classroom and longer BTW remediation. At the end of the day they will receive a post assessment and a tailored prescription to teen and parent developed for each student.

The 400 teens will be tracked for 4 years gathering formal and informal information about their driving. Fred is including strategies to implement what is known about the teen brain. It will not be focused on controlling the vehicle as many advanced schools do, but it will be focused on the teen and their control of themselves.

This project is generating significant interest. This is a simple, but interesting step in a long process needed to re-strategize driver education. It will take many great minds and efforts to bring driver ed into the latest and best educational technologies available today.

There have been many strong and courageous people (including the leaders of ADTSEA) who have keep that dream alive during

(continued on page 14)



(continued from page 13)

Page 14

of driver ed. I'm optimistic we are at the crack of a new dawn. Optimism begets hope and hope begets more courageous acts.

Thanks again. —Dave Huff
dhuff@state.mt.us

Health Journal

The Best Health Books... Teenage Brains...

by Tara Parker-Pope

November 30th, 2004 "Wall Street Journal" p. D1

"The Primal Teen" by Barbara Strauch

Few books have surprised me more than this fascinating look into the brains of teenagers. For years, teens' erratic and sometimes bizarre behavior has been written off to hormonal changes. Ms Strauch lays out the emerging science showing that a teen brain experiences its own growth spurt that may help explain why the teen years can be so

tumultuous.

Perhaps a reader will find time to take a look at "The Primal Teen" and write a review for this publication?

Fewer Young Drivers Die

October 15, 2004 - A recent report shows that fewer young drivers died in car crashes in 2003 than the year before. However, this figure is still high compared to the number of fatalities among young drivers in 1993.

The rise in fatalities from 1993 to 2003 among drivers aged 15 to 20 is likely related to an increase in miles traveled. More motorists are dying but people on average are covering more ground, which explains why the nation's death rate per vehicle miles traveled has fallen steadily over the decade. Source: <http://www.aida.org/article.asp?id=25561&cat=Dealers>

ADTSEA CONFERENCE PRESENTORS

If you wish to present at the ADTSEA conference, please complete the following information:

Preferred Division Meeting

- | | |
|------------------|--------------------|
| Secondary | Judy Ode |
| Administration | David Kinnunen |
| Higher Education | Stan Henderson |
| Research | Dr. Michael Manser |
| Bishop | James Gibb |

Topic (name of your presentation) _____

Length (amount of time you are requesting) _____

Summary (short narrative describing your presentation which should include; why this topic is important; benefits of this topic to conference attendees; topical outline; conclusions). _____

The ADTSEA office will forward this to the division chairperson. The chairperson will contact you if your presentation is selected.

Name: _____

Phone: _____

Email: _____

Conference Dates: _____

NOTE: All ADTSEA members/driver education teachers who wish to present are required to register for the conference. Please email your completed form to Allen Robinson, arrobin@iup.edu.

If you have any questions, please feel free to contact us at 800-896-7703.



INSTRUCTIONS FOR NOMINATIONS TEACHER OF THE YEAR

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The applicant should have and review the following three documents. They are available from the ADTSEA's state contact person, state supervisors, and association presidents and on the web.

- o Nomination for Teacher of the Year Award (Nomination Form)
- o Criteria for Teacher of the Year Award
- o Copy of Letter to State Affiliate Contact

Region, State, or Local association along with applicant must complete the Nomination form for ADTSEA Teacher of the Year Award and send to committee chair by June 6, 2005. The application must be signed by an officer (president, vice president or secretary) of the region, state/local driver education Association.

For more information, please call Terry Kline at 859-358-6567 or email Terry.Kline@eku.edu .

**CRITERIA FOR
"TEACHER OF THE YEAR" AWARD**
(THIS NOMINATION FORM MAY BE COMPLETED
BY EITHER THE REGION, STATE, OR LOCAL
ASSOCIATION AND THE CANDIDATE)

A state, region, or local association may forward one statewide nomination for "Teacher of the Year" based on the following criteria:

NOMINATION OF CANDIDATE

- o Has been a member of ADTSEA or has submitted a membership application and payment of dues with this application form.
- o Has been a member of a region, state, and/ or local driver education association for at least five years.
- o Has been an active driver education teacher for at least seven years and currently teaching driver education.
- o Be nominated by a region, state, and/or local driver education association.
- o Complete an ADTSEA Teacher of the Year Application Form.
- o Provide a portfolio of your contributions and involvement in Driver and Traffic Safety Education.

PORTFOLIO should be **submitted by June 6, 2005** and shall include:

- o A current vitae/resume
- o Letters of recommendations from: Students, Parents, Supervisors, Colleagues and others you feel pertinent
- o Special honors or commendations
- o How and why you got involved in Driver and Traffic Safety Education

Portfolio may also include evidence of any of the following:

- o Innovative teaching concepts or techniques
- o Lesson plans
- o Curriculum development
- o Classroom or BTW activities
- o Involvement in Local, State or National Professional organizations (including committees, boards, office held)
- o Legislative activities
- o Task Forces
- o Mentoring
- o Peer teaching
- o Professional presentations
- o Parent Involvement
- o Community Involvement
- o Other group affiliations/involvement

ESSAYS may be word processed or a video narrative providing answers to the following questions. Answer these questions as fully as you wish. Please use double space if word processing is used.

- o Describe what you see as the future of Driver Education/ Traffic Safety. Include the strengths and weaknesses of Driver Education.
- o What do you consider the most powerful aspect of your program in regard to students and parents?
- o What type of assessment do you use to determine if your program goals have been achieved and how do you promote then achievements?

CLASSROOM LESSON shall be videotaped to include 10 minutes of any active classroom lesson during the past year.

- o Include lead-in by candidate to explain lesson objective and relationship to an in-car lesson.

(continued on next page)



Page 16 o Include trailer by candidate to indicate the assessment strategy used for lesson objective.

o Classroom and in-car lesson do not have to be directly related

IN-CAR LESSON shall be videotaped to include 10 minutes of any active in-car lesson during the past year.

o Include lead-in by candidate to explain lesson objective and relationship to a classroom session.

o Include trailer by candidate to indicate the assessment strategy used for lesson objective.

o Classroom and in-car lesson do not have to be directly related.

TOY Committee Interview is designed to have committee become familiar with candidates and ask questions about their portfolio, lesson preparations, and professional goals

- o Question bank will be provided
- o 30 minute time period
- o Scheduled on Sunday, Monday, and Tuesday of Conference

First Step is to complete the application for the ADTSEA Teacher of the Year Award.

APPLICATION FOR ADTSEA TEACHER OF THE YEAR AWARD (NOMINATION FORM)

Nominee's Name: _____

Home Address: _____

Work Address: _____

Nominee's Phone Numbers:
Work: _____ Home: _____
E-mail Address: _____

Employer: _____

Supervisor: _____

Address: _____

Number of years of ADTSEA membership _____

Joining ADTSEA for the first time? _____

Number of years of regional state and /or local driver education association membership: _____

Number of years of being an active driver education teacher: _____

Name of region state and/or local driver education association making this nomination:

Name and office of region state and/or local driver education association officer signing this form for the above association (president, vice president or secretary):

Association Officer's Name: _____
Current Office Held: _____

Home Address: _____

OFFICER'S PHONE NUMBERS:
Work: _____ Home: _____

E-mail Address: _____

Work Address: _____

SIGNATURES

I wish to be considered for the ADTSEA Teacher of the Year Award. This completed form and the attached materials are my responses to the criteria.

Nominee: _____
Date: _____

The region state/local ADTSEA driver education association listed on page 1 nominates this applicant for the ADTSEA Teacher of the Year Award.

Signature of State Association Officer:

Date: _____