

The Chronicle for Driver Education Professionals

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A View From the CEO's Chair

Dr. Allen Robinson, Ph.D.

As you read *The Chronicle for Driver Education Professionals*, I hope you enjoy the new format. The Chronicle now has three issues and is devoted to the driver education professional rather than a strict research publication. The Board of Directors believe this is more in tune with the needs of our members.

It is important for us to share information on best teaching practices and our successes in teaching driver education. *The Chronicle* will continue to report research findings as they relate to improving driver education programs.

In the past, we struggled to obtain a sufficient number of quality research articles to publish. We don't have that problem with this new format. I encourage you to submit articles describing what you do in driver education and how you structure learning activities to meet student needs. This is your Chronicle and will become better as you contribute your ideas.

Carol Hardin, Program Chair for the 52nd annual Conference to be held in Fort Worth, Texas at the Hilton has done a superb job of developing an exciting program.

She is assisted with the Division Chairs as they put the program content together. Melvin Johnson and the Texas Host Committee have provided a list of activities for spouses, and the host activity Monday evening should not be missed. Information on all of these plans are included in this issue.

ADTSEA staff have been working on NHTSA projects to enhance the delivery of driver education. Workshops are being conducted with driver education teacher trainers to update them on the latest technology and content available for today's teachers. A seminar has been conducted with State Supervisors of Driver Education to determine how to best deliver driver education and how to monitor driver education programs state wide.

The ADTSEA content and delivery standards that can be found on our web page have been an important element of both of these programs. There are some successes in program management, but not enough. As you know, state funds for driver education or program management are difficult to get. There are at least 17 states that have

full time state administrators of driver education. In most cases they have limited funds, but are working diligently to provide quality oversight to driver education programs in their states.

The NHTSA has been working on new Program Guidelines for Driver Education. This replaces the previous Driver Education Standard that was issued in 1968—check date. ADTSEA and others have provided public comment on these guidelines, but to date, nothing has been released by NHTSA. We need these guidelines to help provide a greater emphasis to driver education and the monitoring of state driver education efforts. WE have been promised this new guideline will be released soon.

NHTSA is also sponsoring a National Conference on Driver Education to be conducted in 2008. This Conference is to develop standards for content and delivery of driver education upon which all stakeholders can agree. While this may be an impossible task, the greater problem will be supporting these results with management directives and financial incentives from either the national or state

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A Message From the President

Gary Scott

As time draws nearer to our annual conference date in Fort Worth, Texas, I begin to realize once again how quickly time goes when we are trying to attain goals or objectives. We hear all the time about the number of deaths from HIV, cancer or other sources that affects a great number of people. Often this causes a great increase in research and funding to help eliminate these deaths. With traffic collisions killing 50,000 annually; even with safer car and road

designs, we as a culture tend to accept this form of death.

Traffic collisions, as I was told back in 1965 when I took driver education is the number one most preventable cause of deaths in the United States. This leading cause of death and disabilities needs to be given a priority in our country. As a side benefit the cost of medical and automobile insurance could be lowered for everyone if we would focus more national resources on traffic collision reduction. In addition

to the improved traffic technology, the public must be made aware of the importance of driver education programs for beginning drivers AND refresher courses for the veteran drivers.

Let's work together on getting this message heard. Driver Education skills are the on class skills that the majority of people use every day of their lives. We can not over emphasize the importance of a good driver training course in today's society.



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levels of government. If there is not improved and stronger encouragement from the federal government, then improving driver education is much more difficult.

During the coming year, ADTSEA will be developing fact sheets on specific topics to support the driver education teacher. A few examples are: enhanced mirror settings; hand position for better control of the car; critical decision making; perceptual skills to improve driver awareness; new car technology; how to evaluate the driver education student and others. Your ideas for topics to be included would be helpful. If you have a fact sheet that could be distributed to driver education teachers, please contact me.

I look forward to seeing many of you at various regional and state conferences in the months ahead and hope you will join us at the annual conference in Fort Worth, Texas.

It will be interesting to see how the highway safety community responds to the research on GDL reported by the LA Times.

<http://www.latimes.com/news/opinion/la-op-males27jan27.0.1585526.story?track=ntothtml>

Contributed by David Huff, Montana Department of

Perhaps those who posited that the GDL merely delayed the dangerous job of learning to drive were closer to the mark. Whatever the outcome, I believe this gives driver educators/trainer advocates a window to stress the importance of the nation actually following through on the NTSB recommendation that NHTSA and US Department of Education investigate and validate best educational/training practices. (see article below my signature block for the LA Times article)

Several conversations at the Transportation Research Board meeting in DC I held this past month revealed a strong bias among lead researchers on driver "training" over driver "education". They felt training had some value but education didn't. When I asked if ground school had

value for a pilot learning to fly, one researcher indicated "No". My inquiry into their thinking revealed that "education" is classroom talking head/lecture stuff and training is activity, traditionally BTW that allows the practice and refinement of skill. When asked, they agreed that "activities" such as Fred Mottola is recommending and which Fred calls PEPs (Physical Equivalent Practice), where classroom time is dedicated to these activities that simulate various behaviors involved in driving a car, would qualify as "training" not "education". This leads me to two "aha" moments for us to consider:

We need to use more "activity" in classroom and embed needed knowledge into the skill geared activities. We know this

intuitively, but resist change. Researchers believe the data suggests there is more value to it.

We need to understand the importance of our choice of words. While "educators" realize that education involves both education and training, others investigating the teen driver situation have disaggregated the learning process and defined them into "education" and "training". They respect training and do not respect education. Conversely, classically trained educators have less respect for training and more respect for education as education involves a higher order of comprehension and skill. Educators make a distinction and "train" chimps, horses, dogs, etc., but educate humans. So goes the challenges we face.

From the Los Angeles Times January 27, 2008 by Mike Males Wrong way for teen drivers California's strict law on licenses may not be making the roads safer

Is California's teen-driver law — the nation's strictest and touted by safety experts as a national model — really hazardous for the state's teen drivers?

The latest statistics from the federal Fatality Analysis Reporting System show that the traffic-death rates among California drivers ages 16 to 21 who were subjected to the 1998 teen-driver law are 8% higher

than among comparable drivers who got their licenses before the law went into effect.

A study published in the National Safety Council's Journal of Safety Research, it found, that California's graduated licensing law was associated with fewer fatalities among 16-year-old drivers (down 20% through 2005). But that

reduction was more than offset by the increased death rate — up 24% — of 18-year-olds, whose driving records researchers have neglected to study. The latest figures also indicate higher-than-expected fatalities among drivers aged 19, 20 and 21 who were licensed under the new law. The death rates of 17-year-olds changed little.

The Future of Driver Education Survey Results – Preliminary Themes

By Dale O. Ritzel, Ph.D. Director Emeritus, Safety Center

Southern Illinois University

1. *If you had to describe the role of driver education in the larger picture of highway safety efforts in the USA today, what would you describe the role of driver education?*

1. Basic introduction to the complex Highway Transportation System and today's driving world.

2. The potential role would provide a strong foundation for young drivers to formulate safe driving habits and to prepare them for their eventual responsibility to be safe drivers.

3. Driver education today must resolve the issues of behavior and attitude that are not being addressed at home.

4. Driver education must increase three-fold or more the skills of vision, hazard recognition, and perception before allowing student to practice in a driver education car and/or at home.

2. *What are the important values (worth, desirability, importance, quality) of driver education in the USA today?*

1. The important values of driver education in the USA today are safety, attitude, quality, and worth, communication, and prevention.

2. The value of driver education to help students evaluate their perception of risk against the real risk of driving and how they can choose to be safer drivers. Teens need to be aware of the real consequences if people do not act in prudent manner. Driving can expand their mobility and allow opportunities if they know how to handle the vehicle.

3. The worth of driver education today is still the same: economic, social, freedom from injury and death.

4. Driver education saves lives and helps young people consider the consequences of their choices.

3. *What are the topics being taught in driver education that need to be de-emphasized? Indicate topics and what teaching situations there should be less emphasis.*

1. Car maintenance
2. parallel parking
3. buying a vehicle
4. insurance
5. trip planning/map reading
6. use of manual transmission
7. changing a tire
8. organ donation
9. alcohol, drugs and driving
10. laws of nature
11. rules of the road

4. *What are the topics being taught in driver education today that need to have greater emphasis? Indicate topics and what teaching situations there should have greater emphasis.*

1. decision making
2. risk management
3. time and space management/control
4. dealing with distractions
5. adverse weather conditions
6. perception
7. emergency evasive driving
8. technology
9. natural laws and vehicle balance
10. more on-street

5. *Are there new models of delivery of driver education that we should develop and/or explore that will offer us promise for an enlightened future for driver education (please list and describe any new approaches, new learning tools, etc, that would be a part of this/these new models):*

1. Stop teaching. Use what is called Ownership Learning. Start coaching. Forget the textbooks. Allow the students to teach themselves and come to their own conclusions. Understand how the 21st century teen thinks, processes information and learns, and base

teaching methods and techniques on it. Students should own the learning! Teachers should own the teaching! Teachers are responsible for guidelines, pathways and structure for learning to take place. Education has become so proscriptive that we have taken away the responsibility of learning. Students need to make responsible choices to improve themselves. They need to understand the consequences of their actions.

2. Return to being incorporated into students "educational" experiences i.e. K-12. Give the students more classroom time and more lab time in conjunction with Graduated Licensing System. Granted, students do not need to be rocket scientists to be licensed, but clearly society rushes too many kids into adult situations i.e. driving without fully preparing them and without fully and completely monitoring their progress and performance. A graduated system where kids meet Tier requirements as apprentice, novice, journeyman, and driver status or something to that effect. In that model, students would get the opportunity to do some bookwork, apply it to real life situations, then return and do it all over again to fine-tune skills and validate previous instruction.

3. Any model driver education program should start with the skills students are expected to walk away with on completion of the program. Once these skills are established, then the best way to make sure they are acquired can be expressed. For example, the basic information that is known about sleep deprivation could be conveyed in print or online instruction. This should then be reinforced by a competent instructor in a classroom setting. The method of acquiring the skills could be as

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varied as there are school settings and student. Classroom, simulation, range, on-road instruction blended with new and emerging technologies on the internet. Done right, parents can become an integral part of this total program experience. And finally, a comprehensive evaluation of each student should be part of a complete program.

4. There is no question that the internet is the future. The classroom portion of driver education lends itself to this model. I have seen several courses that, with a combination of text, film clips, photographs, etc. that result in far better retention than the classroom.

5. A semester long class either in the high school setting or from a private provider. Follow up with an advanced course in the senior year or even as an 18-20 year old. Build a plan/curriculum to aid in the retention of knowledge not as we see today in the memorizing just enough to get by / to pass the written and skills tests.

6. Return to integrated classroom and BTW. This is not new, but it has been lost by many, if not most programs. Focus the classroom on teaching BTW skills through role playing, activities that simulate driving, computerized simulations, and more. The BTW then provides an opportunity for the student to demonstrate the knowledge and behaviors learned in the classroom. Use psychometrics to identify teens prone to distractions, poor visual skills, hazardous risk taking, and other propensities for risky driving. Tailor the classroom and BTW to build on teen strengths, and to overcome weaknesses. Use specifically designed WEB resources and tools to supplement training at home, that tie in with the tailored needs of the student. Instructors need initial and ongoing professional development to ensure their skills to meet

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program objectives. Minimum hours and days should be revisited for optimum learning to the level that research indicates is sufficient.

7. The increased use of technology in teaching is vital to stepping up the quality of instruction. We need to become much more proficient in this regard. One might consider using laptop computer for in-car observation activities for passenger students. While one driver is driving the other student is doing reviews and computer generated work. This could be a complete day of activities that could take kids out of the regular classroom setting.

6. Describe in a few sentences what you would define as a model driver (what behaviors/skills indicate a person will be a consistently safe driver in the highway transportation system):

1. A model driver practices good driving habits including visual skills, risk management, attitude adjustment, following distances (4 seconds) reducing risk, and avoiding driving while distracted (fatigued, under the influence, eating, using cell phones, etc.).

2. A student who will never drive any vehicle on a highway at a speed greater than is reasonable or prudent for weather, visibility, the traffic on, and width of the highway, and in no way at a speed which endangers the safety of persons or property.

3. A learner should be able to drive in a variety of experiences understanding all the rules of the road, proper lane position, speed control and communications. The learner should be able to demonstrate these skills in different driving environments, weather conditions and road conditions. A learner should be able to demonstrate the ability to control skids including on/off road recovery. A learner should be able to show that he/she has the proper attitude

and behaviors that need to be present as a safe driver. This includes always wearing seatbelts in all vehicles, no involvement with drugs, and no involvement in any behavioral situations in the community or school.

4. A model driver has respect and understanding of the limitations of vehicles, drivers and roadways. A model driver exhibits a positive attitude toward the responsibilities of being a participant in the highway transportation system, respects the laws governing the HTS and recognizes driving is a privilege. A model driver knows driving requires many skills and he/she needs refreshers/new teaching to keep some of these skills at a high degree of effectiveness.

5. A driver who understands the vulnerability of being a human - affected by all the negatives and the daily pressures to the detriment of their driving performance. Despite pressures to do otherwise, a driver who unselfishly moves along the roadway system in a safe and legal manner.

6. A model driver would be a person that was conscientious about being behind the wheel. Someone that gives his full attention to driving. Incorporates responsibility and caring for other drivers on the road, while watching for others that are irresponsible.

7. A driver that realizes that driving is not a "Half time" job. Attention must be paid at all times to what is going on around them. A good driver would be someone looking ahead and anticipating what is to come. A driver that knows their skills should be worked on and kept up to date, that extends courtesy to those around them, and that tries to obey the law and not push the limits.

8. A driver who has a healthy concern for the other driver, who uses proper visual skills and information-processing and decision

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making and does not let them become destructive decisions, who knows how and when to have command over the manipulation of a vehicle in both good and bad weather and not just during the daylight hours but also at night and who wants to be a good driver but works at being a good driver.

9. A model driver is able to manage space, perceive and plan for potential risks in the driving environment. A model driver demonstrates mastery of vehicle control skills. A model driver maintains the vehicle balance. A model driver has mastery of all traffic laws, signs and signals. A model driver demonstrates a high level of courtesy towards other users of the highway transportation system. The model driver is committed to being a life long safe driver.

7. *From the model driver that you described above, please indicate how you believe the driver education profession should be teaching such a model driver.*

1. DE should be more comprehensive and be more closely linked to "risks" as opposed to learning how to be "mobile"

2. This model driver should be taught with teachers who are updated in the new classes of driver education and training. The teachers must have strong initial and ongoing professional development.

3. More hands on experience and decision making must be taught in the classroom to better prepare the beginning driver for actual driving experiences.

4. By going to experts who understand how teens think, process information and learn in the "real world." That means going to people OUTSIDE driver education, which clearly has not been done.

5. By having organized curriculums and being structured to build skill upon skill, learning upon learning, so the students will be able

to have fun in learning. Basically, one should realize that one is teaching students for life.

6. Driver Education should be a semester long course in all high schools across the nation. National rules of the road should be consistent to produce safe drivers. If a student does not show proficiency behind-the-wheel, additional coursework, remediation should be provided similar to reading, writing, and math.

7. The standard for successful completion of this program would be as varied as the blend of traditional and new technology based instruction allows. And again, the standard would be based on acquired skills and not time expended.

8. Based upon instructor, computer, and psychometric assessments build an individually tailored curriculum that involves an integrated combination of classroom focused on risk managing on-street skills, simulations, student activities, WEB based supplemental "homework", and actual on-street training. The instructors must have initial and ongoing professional development. The process needs to be monitored and evaluated to ensure the teacher is teaching what is designed, and the student is getting what is designed. The student is not released until an established mastery level is achieved.

9. First we must model and expect high standards. The curriculum should focus on perceptions/visual skills. There must be more physical equivalent practice of space management and positive habits. Concepts must be taught in classroom and assessed in the car, with feedback and recommendations for parent practice.

10. Lengthen the time in the education process. Let Driver Education be looked at like math, English, and science. Put Driver

Education back into the school day. Put the emphasis on the ongoing learning and evaluation stages throughout life not just one time as a young teen.

8. *In the following table please indicate the best driving skills/outcomes that a beginning driver should have and what driver education instruction should take place in developing these driving skills/outcomes, and how do we effectively evaluate these driving skills/outcomes.*

Driving skills/outcomes of the model driver:

- Time and space management
- Assessing actions of others and review of various risk situations and the proper way to respond.
- Speed and brake control
- Risk factors
- Assessing roadway conditions
- Responding to driving emergencies
- Receive and process information from driving environment and make good decisions
- Minimizing risk
- Driving in adverse weather conditions
- Hazard identification and actions to take linked to attitude and behavior
- Knowledge of and ability to minimize/eliminate distractions

Driver Education instruction needed to achieve driving outcomes:

- Videos, driving simulation, on-street
- Videos, role playing, driving simulation, on-street.

- Videos, driving simulation, on-street

- Use videos, role playing, driving simulation the focuses upon perceived risk. A thorough discussion of the varied risks one will encounter in driving.

- Requiring a variety of conditions be practiced during on-street instruction.

- Videos, driving simulation, on-street
- Videos, ownership learning, driving simulation

- On-street, Videos, Web.

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Review of distracted driving situations.

Assessing the outcomes

Knowledge acquisition in the classroom, and on-street

Taking more time to observe what the student is doing on-street

Knowledge acquisition in the classroom, and on-street

Knowledge acquisition in the classroom, and on-street

Knowledge acquisition in the classroom, and on-street

How often does beginning driver make non-destructive decisions

Knowledge acquisition in the classroom, and on-street.

Respond appropriately when situations arise while on-street

Assessment of various scenarios and observe beginning driver as they deal with distractions while driving.

9. *What other new learning/teaching models and research do you think that driver education needs to consider in developing new curricula and programming?*

1. New computer technology that puts students in situations/experiences that they could realistically face. Give them options to choose with level of risk answers.

2. Involve the parents as active not passive partners in the education. One part of making this work is to score the parents' participation as part of the student's grade. This requires rethinking what we do for "parent nights" and what we consider homework. Have the parents observe their son/daughter driving with the driver education teacher.

3. Utilize the concepts of Ownership Learning where the teacher is "coaching" (not teaching) based on how 21st century teens think, process information and learn. The current DE researchers and administrators and teachers have not understood this very well, and continue to put band-aids on failed teaching methods, techniques, textbooks and

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curricula. Put another way, it is time to talk to "real world" experts who not only understand teens, but shape their and supervisors of the teens' best interest. They need to be confident enough and have a parent's support system which allows them to do the right action and expect it out of their child. Doing it right and reinforcing is the best track.

10. As a result of a new model of driver education, should we explore the following:

a. having a flexible number of minimum days that driver education should be taught,

Yes – 65% No – 35%

b. having a maximum number of hours each day that classroom should be taught:

Yes– 82.7% No – 17.3%

c. having a maximum number of hours each day that on-street instruction should be taught:

Yes– 85.2% No – 14.8%

d.. having a minimum number of hours for on-street instruction that is more flexible than the standard 6 hours:

Yes– 61.6% No– 38.4%

e. having a minimum number of hours for classroom instruction that is more flexible than the standard 30 hours:

Yes– 61.6% No – 38.4%

11. *What role does the parent have in the high school driver education program?*

1. Parents are role models, coaches, and supervisors of the teens' best interest. They need to be confident enough and have a parent's support system which allows them to do the right action and expect it out of their child. Doing it right and reinforcing is the best track.

2. The role of the parent can be very important. Parents who choose to be involved have better drivers. Parents need to assist the teacher with various practice skills and insist on obeying the rules and follow through with consequences or some other type of discipline. Some parents just want their kid to get the license and don't want to be involved.

3. Parents should be involved in all phases with awareness and support during the initial training. Initial training should be done by professional programs only with parent phases built in the graduated system. Parent lesson plans given to them by their child's professional program personnel with a minimum spelled out in the graduated system leaving the professional program the option to request the parent to do more if their child requires more and they are required to sign off at the next step of the graduated system.

4. THE MODEL for their offspring. If driver education is going to work, the parents have to be good driving models and encourage their child to follow up with the proper procedures of good driving.

5. HUGE! Parents play a role in all of education. The DE teachers must involve the parents in the process and hold them accountable for student practice time. They should all receive a refresher course from their child's driver education teacher while the child is enrolled, so we are all on the same page.

6. Parental role needs to be carefully defined for instructors and parents. The GDL has brought confusion. Teachers should teach, and parents should supervise the teens additional practice driving. Parents will know if they feel safe and if the teen is performing carelessly and with disregard for the law. Parents should have opportunity to give this feedback to the teacher. Teachers should give guidance and information, parents should set additional limits and

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consequences (above limits of the law) that are appropriate for the teen, and the parent and teen should agree on these in a signed parent-teen driving contract before completion of driver education, and as a requirement for completion of driver education.

12. What amount of time should parents spend with their beginning driver before they should be able to solo alone in a motor vehicle?

1. 50 hours or more
2. 100 hours or more

13. How can the driver education teacher best optimize the parents' role in the beginning drivers' skill development?

1. Have clearly defined roles for the teacher and parent and student where one establishes convenient and effective ways to communicate. Parent, student, and teacher working together. Require a formal meeting with all parties prior to the beginning of instruction where responsibilities are determined, where the entire driver education program is presented, where the graduated licensing program in the state is discussed, and where printed information and driving tips are presented for their family practice session.

2. Require a parent to ride with the child and driver education on first or second lesson plus one of the last lessons. This way the parent can see what is being taught so they can re-emphasize necessary points while they are with their child.

3. Have ongoing communications with parents about their child's driving via email, Web site, personal conversations, voice mail, or mailed comments/information.

4. Provide the parents with online/written teacher's driving lessons with suggestions for route, activities, etc. that the parent can do

to build upon those skills/lessons taught by the teacher.

5. Assign at home activity sheets during the driver education course which involve the parents and have them sign off on them before being returned to teacher.

14. How do driver education teachers most effectively communicate with and motivate parents to participate in working with and motivating their beginning drivers to drive safely and efficiently?

1. Meet with parents at the beginning of driver education program. Provide the parent with the pre-established communication options, and how to use them. Communication methods must be varied to accommodate the various ability and convenience needs of the parents.

2. Provide well planned and delivered tools for the parents that provide the information and options that research has shown to be effective.

3. Communicate and nurture the team approach. Teachers must value and seek the parent's contributions, even when it may be less than hoped. Parents do not want their teens to die, and when provided good communication tools, good information, and proven options, the parent will do what parents do...nurture, assist, and protect their young. Teachers need training to change their teaching to effectively accommodate this new partnership and to believe it will be worthwhile.

4. Bi-weekly progress reports requiring parent signatures, having really relevant parent nights, giving parents full access to communication with you beyond regular school conference periods, rewards and thank you letters to the parents, more positive than negative phone calls home.

5. Approach the entire process as a partnership, encourage parents to ride along with the instructor and

the student. They need to hear what the instructor is saying to the student, what is being emphasized, and observe techniques to teach the student. Rational: they will drive with the student many more hours than the instructor will; needs some tools and can re-enforce what the instructor has taught.

6. Require them to become a partner in the process. Put emphasis on the state rules. Attend and participate in classes, meetings and BTW lesson reviews. Fill in logs and return to the instructor.

7. Monitor the students driving log to see if the student is getting regular and appropriate driving practice.

15. How can the driver education teacher best motivate parents to engage appropriate restrictions on their teen's early driving experiences?

1. Teacher should have to help the parents realize the value of their teens. They should not assume because they are good students and good children that they will not act out by themselves or in the presence of the peers. Coaching by the parents of how to be a more prudent driver by the example and the participation in the child's life. It is more of a relational issue as much or more as knowledge and vehicle control. What we did as teens growing up are not necessarily what the current teen ought to do because society has change.

2. Supply the parents with information and articles of interest concerning the level of risk that novice drivers bring to the highways.

3. Use the contract model. It is a business model approach where economic impacts (family and society) are to be recognized.

4. Give them a parent/teen contract (that they can modify) that spells out the responsibilities and consequences of various actions on the part of their teen. Such as grades

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and proper maintenance of the car as well as use of drugs and alcohol and traffic tickets and crashes. Encourage the use of a "stair-step" approach that gives the student more freedom as experience is gained and responsibility by the student is demonstrated. The students are usually acceptable to this approach, but they need a "light at the end of the tunnel".

5. In the parent involvement meeting they need to show the changing responsibilities of the parent in relation to laws, insurance and liability. They also need to understand the risks that are inherent to young drivers.

16. The Graduated Driver License (GDL) concept has been introduced into many states in the USA. What role does driver education have in the GDL program?

1. Driver education gives a bigger picture to the system. More information and better thought out answers are necessary. Driver education provides students with the necessary information they need to be a safe driver.

2. Provides a solid base for the development of skills and attitudes.

3. They go hand in hand to increase skills, add experience, and cut down on crashes for youth by enforcing laws.

4. Huge. Driver education should be a part of all GDL programs, including where driver education is part of a segment 2 component of GDL.

5. Driver education can initiate, provide structure, guidance and options for the supervision parent role in GDL. This driver education/GDL partnership, if done right will help parents understand how the law helps and stimulate a stronger buy-in to the process, as well as give them tools to enforce GDL in the home. This is important because without parent enforcement of GDL

provisions, it will not have the full desired effect. Law enforcement will not be able to provide the level of enforcement needed without parental support.

17. How can driver education enhance the GDL program?

1. Provide levels of competence before moving on to the next level.

2. By utilizing the program and put materials in the hands of parents explaining the GDL program in your state. Promote the program as a positive and not just a bunch of rules that stop a parent's child from doing whatever they want behind the wheel.

3. Driver education professional can give a professional perspective to inexperienced drivers which their parents may not be able to offer.

4. By driver education being a mandatory part of the GDL program. Not stopping with initial training, but being a part of each phase of the GDL.

5. Driver education can educate parents, students, law enforcement and the community at large in regards to GDL.

6. In all reality GDL should enhance driver education. Students should spend more hours in a classroom and BTW in a driver education course than with their parents for GDL.

7. In more progressive states the Driver Education teachers can help politicians establish GDL guidelines based upon years of instruction, understanding teens, and observing models across the country that are working.

18. Today, if we had to "invent" driver education for the first time, what would it include, how would it be conducted, who should be involved, etc.

1. Recognition of importance/value from all involved: law enforcement, safety groups,

companies requiring driving, vehicle industry, parents, educators, government, society in general, and insurance agencies. A course that includes - field trips, hands on learning, takes into account attitude, teen learning, the capacity of the teen brain in making judgmental decisions, learning theories and new proven techniques in teaching, behind the wheel training, simulation for driving strategies too dangerous to do for all behind the wheel, recognizing individual learning differences and styles, flexibility for delivery of classroom hours, parental training and involvement at every phase, good staff development strategies for teacher training, good training and training programs for new teachers, monitoring of all programs for effectiveness and to ensure they are following guidelines.

2. Multiple instructions over a 12-16 week time, utilizing interdisciplinary units taught by a variety of teachers, community members and professionals with BTW instruction at least 10 hours over a 16 week instruction time with at least 40 hours of home practice where guided lessons are taught and assessed. Simulation can be done as part of the classroom time utilizing computer generated situations. Night time driving and vehicle control should be part of the BTW lessons. Students would come back after a year and take refresher course that should be offered every five years of driving.

3. It should include a team made up of certified professional educators, state examiners, law enforcement personnel, and parents. Significant input could also come from insurance providers, auto dealers, loaning institutions, mechanics, and any other community resources available.

4. Start with a comprehensive traffic safety curriculum in the
(continued on page 10)

(from page 9)

elementary schools. The traffic safety curriculum would be part of school health curriculum. Start basic knowledge of traffic laws at this level and Driver education would then be part of the higher skill sets. Have realistic measures of success of a person who completes driver education. Realize that it should start early and be stimulated by parent example and support by community prudence toward driving safely.

5. It would include basic skills taught on a multi-car range, highway skills developed on public streets and highways, and an emergency evasive component taught on a multi-car range. Classroom would focus on attitude and decision making. Parents would sign a contract to provide a minimum amount of BTW practice time before the end of the driver ed. course. The course would be spread out over a minimum of 10 weeks and would be conducted during the school day even if conducted by outside contractors (this would reduce the schedule conflicts and the parents' insistence that the course be concluded as quickly as possible). Driver education would be fully funded through license plate fees. Only those schools, teachers and parents willing to agree to all aspects of the driver education program would be eligible for funding. Those students not taking driver education would be required to wait one full year longer than driver education students to be eligible for a license.

6. It would be designed and promoted multi-jurisdictional with a coalition of traffic safety and parent organizations. It would involve ongoing research and assessment to provide a structure to improve and refine the standards, program requirements, teacher requirements and student achievement and safety. Teachers would receive initial

preparation in pedagogy and domain (traffic education) specific instructional techniques as well as content knowledge. It would be delivered in the most convenient tax supported medium, so that the most number of eligible students can access it—the public school system; which could allow for private business to subcontract delivery, but which requires the private business to meet all teacher and program standards. It would be treated as a public health issue, not simply a process to access the “right” to drive. It would incorporate the ideas illustrated in the answers to related questions above. The program length, hours, etc. would be individually tailored and delivered, but in a social group context, since safe driving is a social group behavior. It would incorporate the best educational techniques and tools available. It would initially focus on driving, and not a host of other related, but not safe driving specific topics. It would be a phased education, building upon skills and knowledge at appropriate intervals, and coordinated with a phased licensing process, not too dissimilar to the present GDL. It would include classroom geared toward BTW knowledge and skills, educational technologies to leverage the classroom and BTW time, it would include a variety of assessments that provide indications of attitude, knowledge, and skill in driving, and in subsets of skills needed to drive safely (i.e., visual scanning, distractibility, inattention; multi-tasking, etc.). Classroom and BTW training would be integrated and spread out over a period of time that allows for assimilation of complex skills and habits. It would team with parents for supervision of driving practice.

7. The most important concern in the new driver education should be the training of highly qualified and skilled teachers.

19. *What is the future of DE in the USA?*

1. The trend is commercialization of driver education. Government needs to have good safeguards in place for the public so it is not a factory but a meaningful learning activity. State funded programs are losing their ability to keep monies from being used by government for other uses. The delivery system has been reduced or eliminated for other priorities with the states that are depending primarily on commercial schools.

2. Without an emphasis from government and a steady, secure funding source, it will eventually be relegated to the parents to teach their kids how to drive and only the wealthiest families will be able to afford private driver education lessons.

3. There is no future given its current path of obsolescence, retreat, defensiveness, lack of understanding the “real world”, and the total inability to articulate what it is supposed to do and then figuring out how to do it. It will not change unless new thinking is allowed from professionals who understand teens in the “real world”, not from the myriad “academic studies” that have little bearing on real world solutions or real world ways and means to reach and help teens do things.

4. In today's world the new drivers need every possible experience before they enter the roadway. Government must begin supporting all these possible education areas & in order to do this it is necessary that Driver Education return to the schools where more positive programs can be implemented. This is where Driver Education needs to go and without new money, more hours of instruction, and better ideas we are in a no win situation.

(Continued on page 11)



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5. Unless we change to a brain based approach, include much more visual material, and believe that driving is more than the physical aspect of driving the car, we are doomed and so are our students. We must change the driving behavior of our students well beyond the first year or two. Too much emphasis is placed upon reducing the first year crash experience. We must deal with the first 15 years as much or more than the first 15 months of licensure.

6. The future is a rough road of moving from a broken system to a time that has sufficient public support to result in public policy that embraces the models and best practices described in answers above. It will require a significant change in attitude by those in driver education who have become accustomed to doing whatever they think best. We will need to rebuild our higher education infrastructure to support teacher preparation and research in driver education. We will need to explore and validate best practices, and then seek and find support to change state standards and processes to embrace those best practices. It will take a commitment by strong leaders to stay the course of conflict and controversy until we, as a society and a discipline reach the "tipping point" where the forward movement becomes self-sustaining.

7. Driver Education seems to be heading toward private driving schools with very minimal requirements.

8. The future is dependent on how we demonstrate our ability to improve driver behavior and reduce violation, crashes, injuries and fatalities. We must improve curricula and have consistent outcomes across the country. When we can do this we will have a very promising future.

9. The quality has to increase. The instructor must be better prepared and educated. The time has to be longer and the emphasis on quick, easy and convenient has to change to life-long maintenance and improvements with a higher level of outcomes.

20. *What do we dream for driver education in the USA?*

1. Every school district supports a program; but not necessarily during normal school hours; good parent involvement program; funding available through the government.

2. That every person completes a driver education training prior to licensing regardless of the age they get their first license.

3. Greater use of computer technology in producing situations that students will generally face as new novice drivers on our highways. We can only show so many situations in their limited amount of hours in our set program. It could be an additional course or added to the presently designed course, but it would have to enhance their abilities. Experience is the obvious area that the novice driver is lacking. Great reactions can only get the novice driver out of some situations.

4. A fully funded, high quality program that, while not mandated, will have so many built in incentives for participation, and so many disincentives for non-participation, that it would be almost universal.

5. We dream of driver education that is supported as part of a driver preparation and maintenance system that results in a culture where safe drivers are the norm; risk prevention behaviors are employed, and traffic safety is a core societal value.

6. We dream of expanding the driver education teacher preparation programs throughout the USA. Put the emphasis on quality teaching performance using modern teaching technology, driving task analysis,

brain related research, and performance outcomes.

7. Driver Education should not be an event in a person's life. It should begin early on and the delivery system needs to occur over a much longer period of time with parents and professionals both involved.

Outcomes from Strategic Planning Sessions, 2007 Conference

Please review the following workshop notes from sessions held during our 2007 conference. The three tables (Legislative, Training, and Membership) reflect priority voting where each participant had a finite number of dollars to spend to show their priorities for action.

It's important that we continue to put forward our best thoughts and ideas for the future of ADTSEA. If you have the opportunity, please talk with other members of the traffic safety community.

Where do they think we need to be in the future? What should our focus be? Please send Carol Hardin (cdhardin4cats@netscape.net) your thoughts as well as those of your colleagues. We will continue to form the 21st vision, goal statements, work plans, and measurement tools for ADTSEA as well as how we will be a part of making this focus a reality.

LEGISLATIVE

- Governors Highway Safety Council
- Choose a specific topic to foster a relationship with legislators to promote traffic safety. Bring importance and urgency to the message.
- Hire a lobbyist
- Representation with Lifesavers Conference
- Legislative attendance
- Build more connections with NHTSA, NTSB, DOT, DOE

(more on page 12)

LEGISLATIVE

# 1	# 2	# 3
\$885	\$480	
Hire a lobbyist (NEA?) • Seek regional representation and or state representation	Uni formed driver education standards from all the states • G DL / ages • C lassroom curriculum • B TW	Governors Highway Safety Council • R epresentation • S upport
Representative to influence governor		Support from representative/ governors to “push” uniformity

- Can we or is it possible to have a driver education course and outcomes equal in all 50 states?
- Legislative attendance
- Promote mandatory training for all ages
- Same GDL licensing process and structure
- Delivery system of training
- Keep legislators informed of issues / Student letters
- Traffic safety instruction for any new driver regardless of age
- Invite more government officials to the conference (Federal, legislative, executive, state)

TRAINING

- New courses
- Train the trainer
- Unified standards for teachers, trainers, students
- Develop online training
- Instructor workshops available online
- Increase the university and college offerings master level courses
- Improve convention training programs

TRAINING

# 1	# 2	# 3
\$795	\$175	\$150
Develop / increase online training for teachers, parents, trainers	Improve convention / regional training programs	Train the trainer • Increase pool of trainers in each region • University or DPI certified

- Mentors / specialty trainings more often
- Lifelong learning process (cradle to grave)
- Seatbelt awareness – PSAs, local TV / radio
- How to use the media
- Practical, realistic training based on common situations not idealized

MEMBERSHIP

- Membership representation from all states
- Home state promotion – ADTSEA activities
- Increase corporate members
- Publicize (recruit, solicit) the organization nationwide
- Education based on regional in-service offerings
- Ways new members can become involved
- Expand the promotion of ADTSEA to Canada
- Bring a guest to a conference and get a reward; Incentive to bring a new member in (free ADTSEA conference fee)
- Support from legislative, DOT/ DOE agencies
- Mentoring programs

- Encourage participation throughout the year
- Promote staff growth and support
- Increased cooperation between commercial (private, professional) and public school driver education – reach out
- Do more to make new members feel comfortable with mission and role of the association
- Incorporate driver ed with driver training
- 1 time reduced conference fee

GOALS FOR 2008 Submitted by Past Presidents, July 2007

1. Attract, support & develop the best teaching corps of traffic safety educators.
2. Utilize Regional & State professional opportunities.
3. Create powerful partnerships with parent, community & national organizations.
4. Supporting and collaborating research in Driver Education.
5. Restructuring the organization based on historical information to look into the future to include legacy planning.

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MEMBERSHIP

Membership / Rep from all states	Increase corporate membership	Communicate the benefits of membership DE activities
\$445	\$280	\$700
ACTION / HOW	ACTION / HOW	ACTION / HOW
<ul style="list-style-type: none"> Promotion at state conferences Bring a colleague (\$2 for 1) Obtain state instructors' list – Send packet Follow up 1st time conference attendees with ADTSEA packet 	<ul style="list-style-type: none"> Inquire of current corporate – who else? Chronicle spotlight 2-3 conference calls – corporate council 	<ul style="list-style-type: none"> Promotion at state conferences Non-affiliate state mailing

Exit Tickets (comments)

One thing I liked today was ...

- The amount of work in developing the strategic planning process for the meeting
- Meaningful work
- Working with past presidents
- The opportunity for personal input
- Meeting new people
- The process was thorough and efficient
- Breaking down what we need in terms of membership, legislative, and training
- Networking with colleagues
- Group work
- New exercise of obtaining consensus
- Group work – not all by myself
- Collaboration and consensus
- Collaboration among members, especially working with people that I did not know
- The opportunity to see the work being done to improve the organization and to meet other members

- The invitation of ideas and inclusion of opinions
- There were a variety of people involved in the process
- A voice
- New ideas that were shared
- Consensus concepts
- Working with Terry Kline
- Well organized approach to address this multi-task meeting
- The opportunity to address and brainstorm on the “what” (goals) and the “how” (tactics)
- Breaking down of what of the important items
- Variety of people in attendance
- Membership participating to help in the decision making activities
- Getting input (support) from others than the board members
- Working together
- Enthusiasm and support
- Cooperation and interaction
- Being invited / It was an honor.
- Being invited

One thing I would change and how I would change it would be:

- Is to have a separate meeting room for past presidents

- We need to revisit the mission and vision statement
- Working with past presidents
- I am not always comfortable with large groups working on complex problems. Maybe smaller groups concentrating on one thing would be better for me.
- To have been given the opportunity to have been non-directed input into the planning and evaluation of ADTSEA
- I would (cannot read word) more time for open discussion of the topics
- Give packets to attendees ahead of time so they would look before and not be so rushed
- Narrow the initial focus
- More information before I came and a better understanding of our beginning assignment – my non-understanding
- Membership – talking more to my colleagues about becoming a member and also mailing reminders
- Put past presidents in another room. It was hard to hear due to their conversations

(continued page 15 middle column)

HOT TOPICS

Curriculum / Standards	Public Relations / Advocacy	Research
K – 12 Materials	Public Relations – to disseminate information to those outside ADTSEA	
Parent Involvement		



Sending our kids out into traffic, Oops, I had an accident.

There will be some big changes for teen driver licensing in the near future, and what will eventually pass in the legislature will likely center on restrictions and a penalty structure for violators, the easiest and cheapest deterrents.

The proposed restrictions will lessen the teen's exposure to hazards by limiting their driving by curfew, limiting occupants in the car, prohibiting cell phone use and seatbelt enforcement. One proposal is that a restricted "Junior License" be issued and that police may hold the license until parents are notified and appear at the violation/crash location.

Parental responsibility for teen/novice driver preparation will become more clearly defined and structured and the teen drivers' "guided experience" will require many more hours of parent-supervised driving. What comes around in terms of public-supported education, training and evaluation seems to be of lower priority to the

Bob Green, SurvivetheDrive folks on the DMV-guided task force.

Of course, if the teens and their parents have to drive together more, there will be less time that the teens will drive independently, and that alone will reduce the violation/crash rate for that age group, good job. What isn't published as widely is that with parental instruction and fewer teens getting their license until 18 (when the restrictions and parental requirements are lifted) the violation/crash rate for those over 18 has been going up. Chronological age may not be a good criteria. Maybe everyone's driving behavior could use some improvement. This perpetuated level of highway crash unintentional violence is catastrophic; 40,000 fatalities a year (U.S.) times four decades!

Oops!, I had an accident. Time will tell, unfortunate for those whose experience is troublesome, damaging or tragic. Parental instruction doesn't suffice for training surgeons or airline pilots, learning quadratic equations or to play the

piano; our daily toll of traffic crashes poses a much greater health risk, check the stats. Virtually every crash is an error, every injury and fatality is a person. Shouldn't everyone that has ever crashed have passed the DMV Driver's Test? The test really doesn't test enough and is not a deterrent. A DMV official recently stated that the department "doesn't have the resources". We're spending it on insurance, health care and funerals otherwise. (40,000 x \$6,000/funeral=\$240 million x 40 years?)

What is likely missing is to effectively motivate, demonstrate and develop preventative attitudes by offering a personal message to these adolescent students. When they're in school may be the only time we have their attendance and participation in the public teaching/learning process. That is under-represented in the legislative effort.

I hope the parents are good teachers before they send their kids out into traffic.

The Power of Advertising

Edgar Moser, M.S. Driver's Education Teacher Salem High School in Salem, Virginia

Ever notice how commercials are getting more and more creative? I'm not just talking about the Super-Bowl ones that can cost a half million dollars, and use all sorts of gimmicks to catch our eye, but even just the regular ever day commercials seem to be more imaginative and innovation than they use to be. Ever notice a billboard because it grabs your attention with a slogan, a pretty face, or bright colors? I actually saw a "first" the other day in the realm of advertising as I pulled up to a stop light. The truck beside me had a sign on the back of the truck that changed every few seconds, giving the surrounding drivers and "passer byers" a total of three different signs to see. You know the type of sign I am talking about, one that sort of

"clicks" then it looks like a Venetian blind changing to the next scene. I have seen these types of signs before but never moving on a truck. I am not so sure that this was a good idea especially since the truck may actually distract someone who is following it, but fortunately I was sitting still at a traffic light, so I was ok by the altering advertising.

As a driver's education teacher and a sponsor of a safe driving club at Salem High School in Salem, Virginia, I try to use all the above mentioned things to help make the point to be a safe teen driver. And I do this in a relatively inexpensive way and without leaving the confines of the school. In our "Lookin' Out" safe driving club we wanted to get the point across about being a safe

driver but found that posters and banners are somewhat limited in that they must stay in the same place all day and obviously cannot record feedback from those who view them either. So we decided to have moving billboards that is using students to advertise our messages. We have several different t-shirts, some bright in color, like lime green, and some with very eye-catching words. One of our shirts has on the front of it the words: The #1 Killer of Teens Doesn't Have a Trigger..... Then on the back it has a huge picture and the words: It Has a Steering Wheel! Of course the picture is of a large black steering wheel with the further admonitions below it to:

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(from page 14)
SLOW DOWN, BUCKLE UP, PAY ATTENTION!

The idea was to make the shirt a bright orange so with the bright green being worn one week and the bright orange the next, we hopefully have accomplished our goals of: being colorful; being imaginative; using pretty (or handsome) faces to grab attention and these colorful, attractive, billboards are moving throughout the school all day. They change location at least every 50 minutes and can you imagine the impact of these "billboards" or "message boards" that are directly in front of certain students for the entire period to be read over and over or to prompt or provoke young drivers to responsible action? These thought provoking message boards are hopefully reminding our entire student body for 7 full hours to think about their actions behind the wheel. Often a teen sees a commercial on television or hears a message on the radio and he simply turns it off or tunes it out. But with the reminder being displayed on a fellow student's back and being placed in view of 20 to 30 students as they sit in an English or Math class for 50 minutes, (some schools an hour and a half if they are on block scheduling) the message stand a much better chance to last or "stick" in the minds of teens and not soon be forgotten.

Another idea for a shirt could be: SAFE DRIVING..... IS NO ACCIDENT! And then have a picture to go with this slogan. Really the ideas to put on the shirts are numerous and limited only to the imagination of the club members or sponsor who helps them. The shirts can even be seasonal or to help emphasize a big school event. It seems students are always wearing t-shirts to express themselves, some comical some serious, but either way, teens enjoy t-shirts with a message, because they often want feedback or expect someone to say

something about their shirt, that's why they wear it! So why not give this idea a try? And remember all this advertising can be done without saying a word, yet prompting plenty of response. Remember, the power of advertising is strong and its effect can be long lasting, maybe even life changing. That's worth the price of a t-shirt don't you think?

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- You know we would like to have had more time to perform the tasks – but a sense of urgency is sometimes good
- To choose one of these projects and make it happen as opposed to trying everything and becoming overwhelmed
- Not all people learn in the same way – having instructions in writing might work better for some
- How can we get input from all members not just invited ones?
- I would like to have read the materials prior to meeting
- Give some of the work items to the attendees in advance for advance consideration
- Allow more time to address this very important mission
- Round table separate event
- Go the full 2 hours – it's that important
- More time devoted to this
- More of an intro explaining what areas or topics of long range planning (membership, legislation, training)
- Encourage each state to provide local and national involvement / Keep members engaged through the website
- Look for funding – special for promotion / regional reps visit state conferences – requirement.
- Concerted efforts between ADTSEA and the states
- Knowing the goal and structure in advance
- To have the reading material ahead of time

One question I have is ...

- When will we have a deliverable

product?

- Can we come up with a statement that is meaningful?
- Where do we go from here? How do I stay involved?
- When is this going to happen? Good breakdown.
- Where or who will receive today's efforts?
- How is this going to be used? What is my role in this session?
- How can we help the national organization carry out the mission statement?
- Thank you for the invitation.
- Where will the funding come from?
- Because this was done in a short time today, how do we know some important part may have been overlooked?
- Others should have a chance at this time
- Will we know of the plans/results of today's results?
- Where will we get the funds to get things started?
- How can we build a budget using the vote method? Some things are linked to specific revenues.
- When will we hear the results of this great meeting?
- How will we use this information? Can/will we apply it? Keep focus on execution.
- Is there going to be a yearly update? When is this going to happen?
- Have we begun to consider long-range housing, administration, staffing, daily ops of ADTSEA? Not that change is wanted but what are options/preferences we'd like to have?
- What is the most achievable and valuable change for a growing group?
- How can we go on spreading the excitement of driver education and saving lives to government?
- What are we going to do next?
- When are these to be initiated?
- Can we be invited in the future?

Passenger Restrictions in Graduated Driver Licensing Programs

Traffic Tech – Technology Transfer Series

Number 337 December 2007 **U.S. Department of Transportation** 1200 New Jersey Avenue SE., Washington, DC 20590 National Highway Traffic Safety Administration

There is greatly increased crash risk when teenage drivers transport passengers, and the more passengers, the greater the risk. Risk increases with one, two, or three or more passengers, such that when there are multiple passengers in the vehicle, crash risk is 3 to 5 times greater than when driving alone. Passenger presence is associated with increased crash risk for both male and female teen drivers; risk is greater for younger teens age 16 and 17 than for older teen drivers. The increased risk with passengers has been found for all types of crashes: property damage, nonfatal injury, and fatal. NHTSA contracted with Preusser Research Group (PRG) to evaluate the passenger restriction components of several graduated driver licensing (GDL) laws on safe driving practices, and teen crashes and fatalities. PRG also assessed compliance with and enforcement of the passenger restriction of a GDL law among teen drivers, parents of teen drivers, and law enforcement personnel.

Crash Analyses

Selected study States were California, Massachusetts, and Virginia. Each State was paired with a matching comparison State (Arizona for California, Connecticut for Massachusetts, and Maryland for Virginia) to help control for confounding variables. Time series analyses were run on crash data from these States. The crash analyses support the contention that passenger restrictions reduce crashes among 16-year-old drivers. Increases in other types of crashes or an increase in overall injuries does not appear

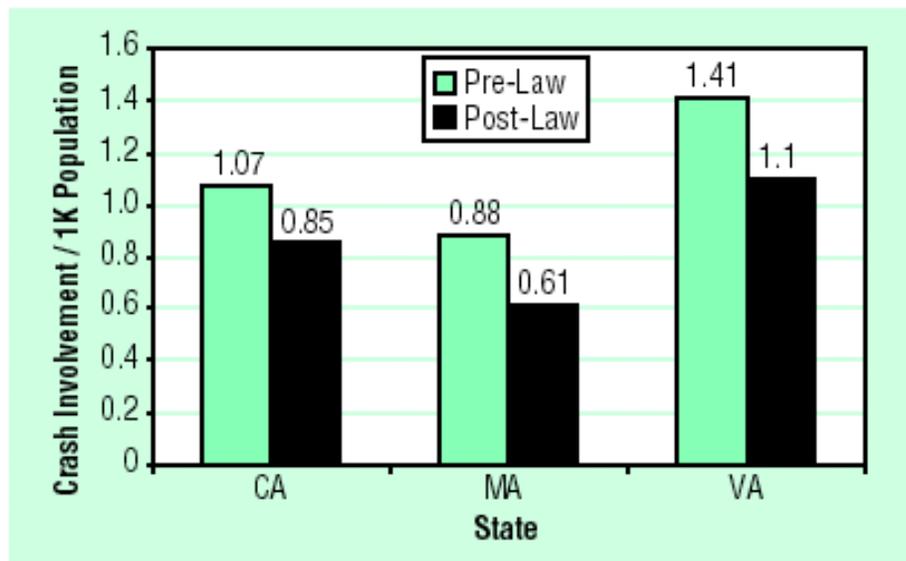
to offset this decrease. Results indicate that in California there are, on average, 740 fewer 16-year-old drivers involved in crashes each year. In Massachusetts, the average annual reduction is 173 and in Virginia it is 454. Further analyses revealed that the decreased teen crash rates were not part of a larger trend of decreasing crash rates among all drivers, and that injury crashes involving more than one passenger under 18 in two of the States (MA and VA) actually decreased among 16-year-old drivers.

Focus Groups

Nine focus groups were conducted in each of the three States for this study (California, Massachusetts, and Virginia) with teen drivers,

crashes and injuries among newly licensed teen drivers. As a result, many parents imposed some rules and restrictions, allowing their newly licensed sons or daughters to drive under certain circumstances. Usually they imposed a curfew, and often a passenger restriction. A surprisingly large number of the participating families had written parent/teen behavioral contracts regulating driving for a period of time after licensure. Many parents had ambivalent attitudes towards GDL. Most recognized the need for such laws, but many felt the laws were unfair to their own children because they perceived their children as responsible and capable drivers. Some parents liked the GDL laws because they would have imposed

Figure 1. Crash Involvement/1K Population for 16-Year-Old Drivers



parents of teen drivers, and law enforcement officers.

Parents

Nearly all parents recognized that teen passengers increase the risk of

restrictions anyway, and the law saved them the trouble of negotiating restrictions with their teen drivers. All parents were aware (continued on page 17)



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that there were curfew and passenger restrictions, although many were unsure or mistaken about the details of their State's law. The perceived benefits of the passenger restrictions were that they reduce distractions and Passenger Restrictions in Graduated Driver Licensing Programs

eliminate peer pressure to engage in risky driving behavior. Two major criticisms of passenger restrictions included the fact that they were not routinely enforced by law enforcement and parents felt that many of their children's friends paid no attention to it. Few parents believed that the teen passenger restrictions are vigorously enforced, even in Massachusetts, where non-compliance is a primary violation. Usually, parents restricted their teens from carrying passengers whom they do not know or particular friends they had reason to believe would be a bad influence, but many permitted their children to violate the law when they felt the risk was acceptable. Very few parents monitored their children's compliance with the State's legal passenger restrictions.

Teens

Teens generally agreed that driving with teen passengers in the car increases the risk of crashes and injured. While most teens did not like having parentally imposed rules and restrictions on their driving, most teens had some rules and restrictions, and were resigned to accepting them. Teens were more knowledgeable about the GDL laws in their State than parents were, but many had misconceptions (e.g., timeframes for nighttime restrictions, length of time passenger restrictions are in effect, etc.). While acknowledging the benefits of teen passenger restrictions, teens expressed more objections than parents did (e.g., inconvenient,

wasteful of gasoline, etc.). Compared to parents, teens were somewhat more likely to believe that police were enforcing the passenger restriction, but most perceived the likelihood of getting a ticket as very low. Some teens knew that non-compliance was a secondary violation in their State, but many did not. Most teens knew that many of their friends violated the restriction all the time and had never been ticketed for it. Very few teens complied with the passenger restriction all of the time. Some violated the restriction with their parents' permission and others avoided situations where their parents would know about it. Some attempted to avoid tickets by not carrying passengers in view of police at school and obeying traffic laws to avoid being stopped.

Law Enforcement

Police in all three States acknowledged that carrying teen passengers increases the risk of crashes and injury among young drivers. Generally, police officers were in favor of GDL and felt that the passenger restriction is more important than the curfew from a highway safety viewpoint. All the participating law enforcement agencies had outreach programs to educate new teen drivers and parent groups on safe driving practices, including the passenger restriction. Police in all three States said that their State's teen passenger restrictions were difficult to enforce. Although noncompliance with the passenger restriction is a primary violation in Massachusetts, police make few primary stops because it is difficult to judge the age of occupants in a moving vehicle. Even after a stop for another violation, passenger restriction citations are difficult because a registry check is required to determine if the driver has been licensed less than six months, and passengers are not required to produce identification

without probable cause (MA only). Virginia traffic patrol officers reported that they cite every passenger restriction violation they can when making a stop. While Virginia officers can determine whether the driver is restricted from information shown on the license, they have some difficulty in determining the age and relationship of the passengers before writing a citation. Officers complained about the sibling exemption. California officers had no complaints about difficulties in writing passenger restriction citations after making a stop because restricted licenses are clearly marked and exceptions require prior authorization by the DMV. Police in all States recognized that outside of the traffic enforcement units, few officers wrote many passenger restriction citations. Other officers had higher priorities and, when making traffic stops, usually only wrote tickets for the stopping violations. Factors that discouraged law enforcement officers from citing violations include sympathy for the violators and lenient treatment of juvenile violators by the courts. None of the departments have conducted any special emphasis patrols or training on passenger restrictions, although the Fairfax County, Virginia, police do have special traffic enforcement patrols around schools in the fall and spring.

To order *Passenger Restrictions in Graduated Driver Licensing Programs* (50 pages plus appendices) prepared by Preusser Research Group, write to the Office of Behavioral Safety Research, NHTSA, NTI-130, 1200 New Jersey Avenue SE., Washington, DC 20590, fax 202-366-7096, or download from www.nhtsa.dot.gov. Patty Ellison-Potter, Ph.D., was the Task Order Manager for this project. 1200 New Jersey Avenue SE., NTI-130 Washington, DC 20590



A Field Test of Rational Speed Limits

Traffic Tech – Technology Transfer Series Number 338 December 2007

U.S. Department of Transportation 1200 New Jersey Avenue SE., Washington, DC 20590
National Highway Traffic Safety Administration

In an effort to address restoring credibility to speed limits, the National Highway Traffic Safety Administration and the Federal Highway Administration (FHWA) have jointly undertaken tests of speed limits. These speed limits have been established by a formal engineering review that starts with the 85th percentile speed of free flowing traffic. However, these speed limits could be set as low as the 50th percentile speed based on access, pedestrian activity, crash history, and other factors. Speed limits so set are referred to as “rational speed limits.” The overall objective of these tests is to determine whether speed limits so set, when combined with well publicized and targeted enforcement, result in greater compliance, more-uniform speeds, and improved safety. This approach of setting speed limits is based on work showing the 85th percentile to be an acceptable limit from a safety perspective, as well as the assumption that most motorists will select a safe speed on their own when given the opportunity.

This report presents the evaluation results from the first of six projects being conducted jointly by NHTSA and FHWA on the demonstration and evaluation of rational speed limits. The evaluation was conducted by an independent contractor (Westat, Inc.). Following data collection and engineering analyses, the speed limits on various portions of a demonstration road in Gulfport, Mississippi (a 7.5-mile segment of U.S. Route 49), were raised 5,

10 or 15 mph at selected sites, creating five speed zones (35, 40, 45, 50, 60 mph). The increases in limits were accompanied by public information and education, and stricter enforcement of the raised limits. Data on speeds, crashes, citations and enforcement hours were collected in both Gulfport and a comparison community prior to and quarterly during the one-year demonstration period.

Findings

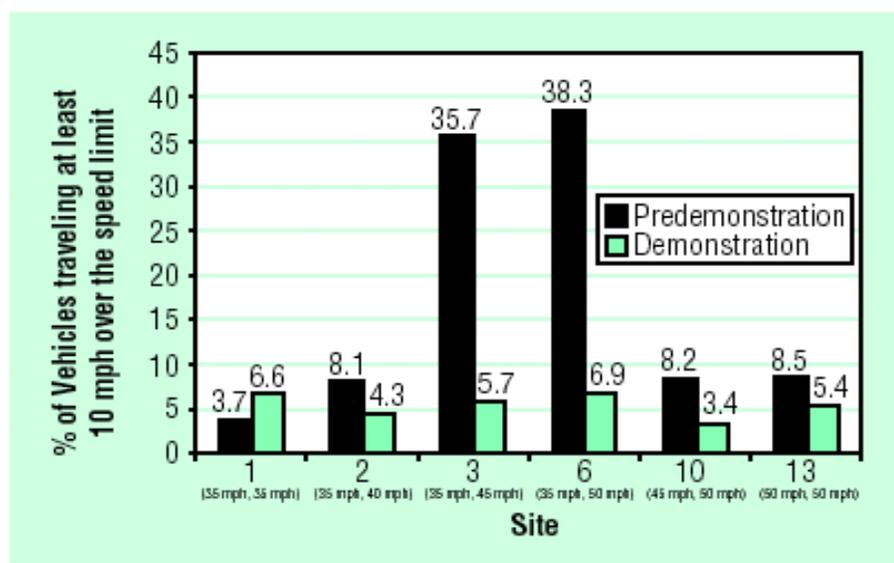
Figure 1 shows the improvement in speed limit compliance following introduction of rational limits in the demonstration community. The black bars depict the proportion of drivers exceeding the limit by 10 mph or more at each of 6 representative speed measurement locations along U.S. Route 49 during the baseline period prior to the introduction of rational limits. The grey bars depict the proportion

exceeding the limit during the period rational limits were implemented. This figure shows that compliance with the newly introduced rational speed limits was better than compliance with the prior limits (except for site 1, where the speed limit was unchanged).

Figure 2 shows the comparable data for 10 mph+ over the speed limit for the comparison community. Note that compliance with the limit was mostly unchanged or somewhat worse during the equivalent periods. It is also noteworthy that total crashes increased in a comparison community where no rational limits were imposed (see Figure 4). This provides some support to the view that the rational limits did not have a negative impact on safety since no corresponding increase was found in the demonstration community.

(continued on next page)

Figure 1. DEMONSTRATION COMMUNITY: Percent of Vehicles Traveling at Least 10 mph Over the Speed Limit



(from page 18)

However, it is not possible to determine the effect of rational speed limits on crashes from this limited amount of data.

Figure 3 shows that total crashes and speed-related crashes decreased in the demonstration year, reversing a 3-year upward trend. Nevertheless, this should be interpreted with caution because compared with the prior 3 years, both speed-related and total crashes were somewhat higher during the demonstration. Further evaluation studies (currently ongoing in 6 other communities) are required to determine the overall safety effect. However, these findings suggest that rational limits can be implemented without compromising safety.

For a copy of *Field Test of the Impact of Setting and Enforcing Rational Speed Limits* (38 pages plus appendices), write to the Office of Behavioral Safety Research, NHTSA, NTI-130, 1200 New Jersey Avenue SE., Washington DC 20590, send a fax to 202-366-7096, or download from <http://www.nhtsa.dot.gov>. Paul J. Tremont, Ph.D., was the project officer.

Figure 2. COMPARISON COMMUNITY: Percent of Vehicles Traveling at Least 10 mph Over the Speed Limit

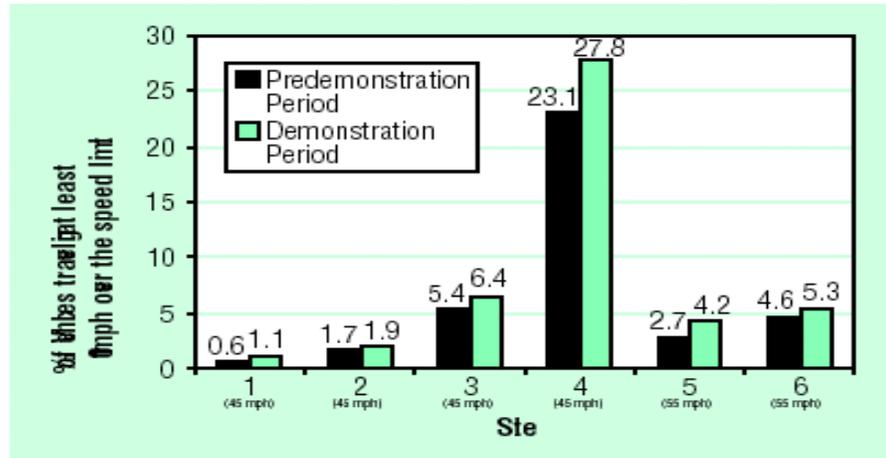


Figure 3. DEMONSTRATION COMMUNITY: Speed-Related and Total Crashes

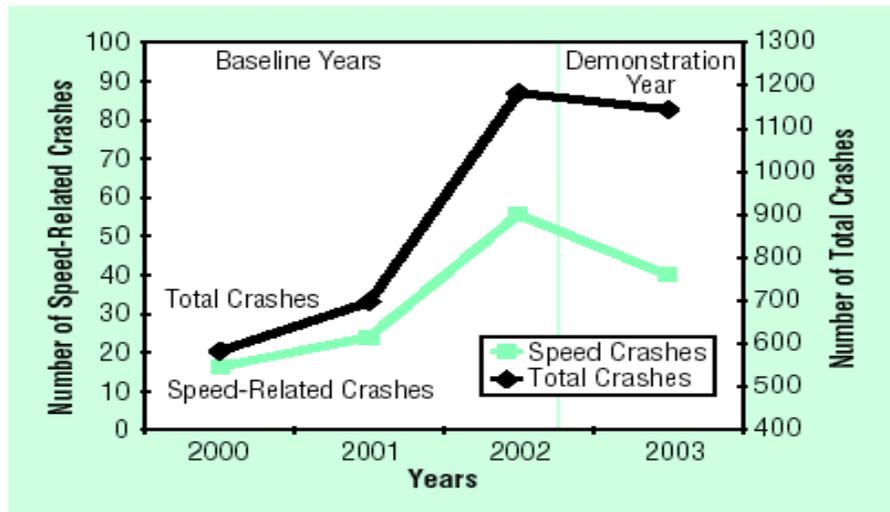
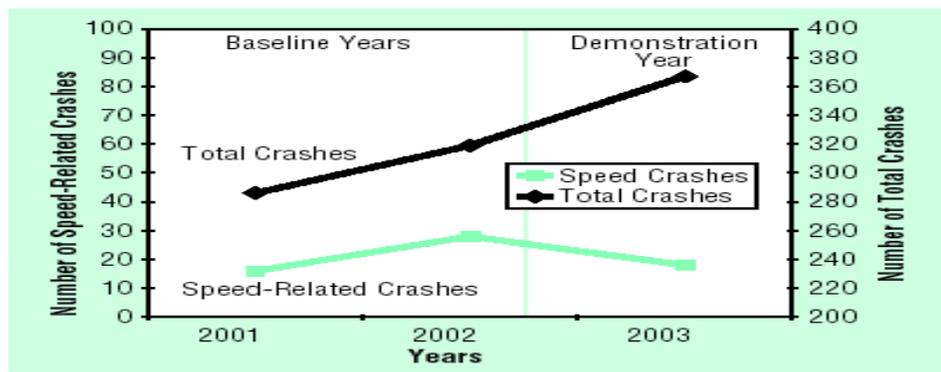


Figure 4. COMPARISON COMMUNITY: Speed-Related and Total Crashes



Texas Drug and Alcohol Driving Awareness Program Reduces Chance of Future Alcohol Related Violations for Young Drivers

Mr. Richard Darnell and Dr. Maurice E. Dennis, Texas A&M University

Introduction

Repeated analysis of the driving records of young drivers has demonstrated that they are at greater risk of alcohol related fatal motor vehicle crashes than older drivers (Zador, 2000).

Young drivers are inexperienced both at drinking and at driving. The potential for harm is multiplied when these two activities are combined. Currently, all U.S. states have 'zero tolerance' laws. In most states, it is illegal for persons over 21 to have a BAC of .02 g/dL or greater. In 45 states, it is illegal for persons over 21 to drive with a BAC of .08 g/dL or higher (National Highway Traffic Safety Administration, 2006a). Texas has an even more stringent standard for drivers under 21; any detectable amount of alcohol is illegal. Young drivers in violation of this standard face license suspension and other sanctions (National Highway Traffic Safety Administration, 2006b).

The purpose of this study was to examine the efficacy of TDADAP in relation to alcohol-related offenses among young drivers. The efficacy of TDADAP has not been previously examined. For this study, data on TDADAP participants was analyzed in an effort to investigate the effectiveness of the voluntary, prevention-based alcohol and drug education program by examining the relationship(s) between individuals who have participated in the TDADAP program and subsequent alcohol-related offenses.

This study sought to compare post-instruction alcohol related driving records of young drivers (age 16-20) who had and had not completed the TDADAP. Offenses examined included DWI, DUI, ALR, MIP, and PI.

Participants in this study who received the TDADAP training were students in pre-license programs for young beginning drivers. Study participants who did not receive training were students in pre-license programs for young beginning drivers which did not utilize TDADAP as part of their curriculum. All training was administered and taught in commercial driving schools in Texas. The data summarized and provided by a commercial provider of driver education courses. This provider had not conducted a formal analysis of the data.

In an effort to examine the efficacy of TDADAP, the various data elements were studied and compared. In addition to a basic statistical analysis and comparison of offenses within and between the two groups, the following were also examined: the number of convictions in the test and control groups, gender as it relates to convictions, and time between convictions. The interval between license date, TDADAP completion date, and conviction date was studied and expanded to include multiple convictions. Both gender and age comparisons of crashes within and between the test and control groups were studied.

As provided, the data is quantitative in nature. Descriptive statistical analysis was used to highlight areas where more study would be appropriate. Correlations between program participation and the number of convictions, when compared to the control group, were investigated through inferential techniques. Chi-square analysis was used to test for statistical significance. Two-sided t-tests were performed for multiple software versions 9.1.3 (SAS, 2004). There was no direct contact with the

participants and no personal identifying information associated with the data was included. The Texas laws and implications related to these offenses are explained in detail as part of a 65-minute module of the 6-hour TDADAP course.

The test group (TDADAP completed) had 5601 driving records and the control group (not TDADAP completed) had 5945 driving records.

Findings:

Based on the examination of statistical analysis of the test and control group data, findings indicate that TDADAP participation did in fact influence subsequent alcohol related traffic convictions. The test group's TDADAP participants had a frequency of conviction that was lower than expected while the control group participants that did not take part in the TDADAP program had a higher than expected frequency of conviction.

Conclusion:

The stated purpose of TDADAP is "To help drivers make responsible decisions about the use of alcohol or drugs, especially as they relate to operating a motor vehicle" (TDADAP, 2007). Based on the examination and statistical analysis of the test and control group data, findings indicate that TDADAP participation did in fact positively influence subsequent alcohol-related convictions. When adjusted for group size, participants who did not receive TDADAP instruction had 53% more conviction than the TDADAP participants. Promising results came from findings associated with TDADAP participation and the total number of alcohol-related offenses attributed to a group, the number of ALR

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D.E. Teacher Licensure Candidate Examines the Public Image of D.E

Carl Adolphson, Teacher Licensure Candidate at St. Cloud State University

I've found that most people have a comment to make about their driver education experience. Some comments are positive, but most are downright embarrassing to our profession. Most people remember their experience because earning the right to drive is a life changing step that most people don't forget. As family, friends, and colleagues started to learn that I will soon become a driver education instructor, they began to share their personal stories. I've heard about behind the wheel instructors reading the paper or falling asleep during a behind the wheel lesson.

As far as the classroom portion of the training, I've heard comments about outdated videos, boring book work, study hall, and nap time. I find it disheartening that I hear a lot more negative than positive experiences. One person told me the only thing they can think of when they think about drivers training is the scene (from page 20)

offenses, MIP offenses, PI offenses and DUI/DWI offenses attributed to a group.

It is important to note that this study relates only to the TDADAP and it is unknown if other DADAP's based on the original curriculum have similar results.

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SAS, 2004. Statistical Application Software (SAS) v.9.1, SAS Institute, Cary, NC.

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with the behind the wheel lesson from the movie Borat: Cultural Learnings of America for Make Benefit Glorious Nation of Kazakstan. That is not a very good image for our profession, and the behind the wheel instructor of 32 years in the documentary has rightfully filed a lawsuit because of the crass comedy. What can be done to change the negative perception of driver training programs and instructors, and what has happened to form this opinion? Has anything changed for the better, and has the image improved in the minds of this generation of students?

Is the driver education community doing what needs to be done to be effective and improve? Out of curiosity I surveyed close to fifty individuals about their driver education experience, and even though the results must be taken with a grain of salt, because I surveyed such a small number of

people, the results were still interesting. One of the questions I asked was: Do you feel driver education instructors take their job seriously? I had them rate the question on a scale of 1-5 with five being very serious. Respondents age 16-18 had an average rating of 4.8, while respondents age 25-35 had an average of 3.7 meaning they didn't think their instructors were as professional. The 16-18 year old students have a higher regard for their instructors today than students 7-10 years ago. I found it interesting that students age 16-18 had a more professional image of their driver instructor.

With comprehensive instructor training programs, states adopting a graduated licensing systems, and improvements in teaching methods being used in driver education can continue to replace negative views of the driver education with positive views base on positive experiences.

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Some Reflections on Teaching Driver Education

Greg Brown, Century Driving School, Michigan

Walking and Chewing Gum at the Same Time

One of the topics covered in a presentation at the Traffic Safety Summit was the comparison of deliberate and automatized tasks. These two ideas directly relate to our jobs as educators. A deliberate task is one in which we use conscious thought to complete, like adding a long list of numbers. An automatized task (my spell check does not recognize this as a real word, it was delivered in the presentation) is one in which we do without thinking or concentration, like tying our shoelaces. Some tasks in our life may start off as a deliberate task, but as we do them more and more, they become an automatized task. For a five year old, trying to tie shoelaces would start as a deliberate task, but after practice, would change to an automatized task. The contrasts between these two tasks may appear in different facets of our jobs.

When we are teaching brand new drivers in segment one, our goal is to convert the basic fundamentals of driving from deliberate tasks to automatized tasks. As the student drives their fifty hours with their parents, and then continues in their personal driving career, more and more of the driving tasks will become automatized. The whole driving experience never becomes completely automatized, though. The driver always has to be "in the loop". Driving defensively to protect oneself from other drivers and adverse conditions is the prime example of tasks that will always be deliberate. In segment one, tasks that we are looking to convert from deliberate to automatized in segment one may include, but are not limited to:

1. Starting the engine without screeching the engine.
2. Operating the turn signal without looking down.

3. Tracking down the road
4. Handling the steering wheel on our turns.
5. Not confusing the pedals, smooth acceleration and braking.
6. Steps to a lane change, head-checking every time out of habit.
7. Traffic checks at intersections. (more advanced)
8. Ranking right of ways at an intersection. (more advanced)

When we choose a habit, we also choose its results. It is imperative to teach these fundamentals correctly. The habits the students learn in Segment I will be the method they use to drive the rest of their lives. The new drivers will perform these functions correctly or incorrectly, without thinking about it, for the rest of their driving career based on what they have learned in driver's education. Sometimes these habits are formed before the students even start driver's education. Sometimes it seems tougher to change these bad habits than to create good ones. We must have the students practicing the correct method from the start.

Another area that the automatized vs. deliberate effects drivers is with those who choose to multi-task on the road. We know that driving, especially defensive driving, is a deliberate task. So much of what we do while we drive is automatized that some drivers treat the whole task as automatized, and then choose to engage in other deliberate tasks while driving. Of course the biggest offender on the roads right now is the deliberate task of holding a conversation on the cell phone. It is not the hands-on or hands-off that makes the difference. These people are engaged in conversation and the conscious thought is focused on carrying on a conversation. We can only do one deliberate task at a time. Talking on the phone and driving at the same time is an accident

(collision) waiting to happen. The problem is that after we achieve successful driving is that we tend to write it off as an automatized task. Our students must understand that they must not attempt these two deliberate tasks at the same time. We must be defensive drivers. Using the terms deliberate and automatized in our classrooms could hopefully help convey this point more thoroughly.

We're not Driving in This, Are We?

The snow has come, and so have the fun times for driver educators. Some of us only do the job as a supplement to school income, but others of us are out trying to teach classes during these winter months. As if our jobs were not already challenging enough, we now have slippery roads for the novice drivers to learn on. Let's look at some of the ins and outs of teaching during the winter months.

The first challenge is deciding if you are even going to hold class on a day where the snow does not want to quit falling. It can be a balancing act. One of the reasons the parents chose this class is so their student could get some experience on bad roads. At the same time, we do not want to expose ourselves to outrageous risks, either. I usually describe the conditions in three categories: 1. You live in Michigan, it snows five months a year, get in the car, let's go. It is snowing, but besides the cold and a little visibility issue, the driving really is not effected. 2. Our instructors are willing to go today, but if this is too much for you, then you may reschedule. There is still plenty of traffic on the roads, but there are a few more crashes than usual, and occasionally you feel a little sliding action. 3. Everyone should be staying off the roads. If there is a

(more on next page)

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formal warning from the weather station or the sheriff's office, then we are not driving, and classes are cancelled. Drawing the line between 2 and 3 can be a tough call. Some times the choice is made for you. If you hold your classes out of a public school, and they close for the day, then you are not getting in the building to hold classes. You may still be able to do your drives. Concerning school closings, there is a big difference between running buses at 7:00 am and driving on the roads at 4:00 pm. We all know how Michigan weather goes. Projected flurries can turn into 6 or 8 inches, and the storm of the century may never materialize. (Sorry, I do not loan out my crystal ball.) Sometimes we look at it on an hour-by-hour basis. We want to train the students, but safety is the ultimate decider. You can always make up a class later. A smashed car or life is much harder to replace.

Communication with the class is the big key. We need to talk to the parents and the students the first night of class. Make sure you have day-time contact numbers. This is our system for handling bad weather situations. This is what time our company decides if we are canceling drives and classes. This is what time we call you. This is how we will handle make up drives and classes. Covering your scenarios ahead of time can save a lot of chaos in the office.

Do you know who plows the parking lot you are in? They may need special accommodations from you for your cars on snow days. This is a good call to make

before the snow ever starts flying. It is tough to start a drive when your car is buried.

So we have decided to try to drive. Car maintenance is the first issue. Allow extra time to clean your car off before a drive, especially if it has been left outside for the entire snowy weekend. Of course we have our hats, gloves and boots in case we end up in a snow bank.

Prepping the student for the drive is the key. Talk about what you are going to do differently. If we start to slide, take your foot off the pedals and look ahead where you want to end up. We are especially scanning the road surface. We are coming into our turns even slower. We are identifying bridges and underpasses for a different looking surface. We are leaving more space and utilizing coasting. **SPACE IS EVERYTHING!** If your parking lot allows, practice some braking and turning before going on to the actual roadway.

Once on the road adjust your route accordingly. The goal of this drive is not to master downtown or the freeway, it is to learn to handle the car in the snow. Avoid what you know to be bad hills and curves. Avoid areas that you know are going to become congested because of the weather. Adjust the timing of your route to match what you are able to do. Stay relaxed. Before a drive, I practice saying to myself in a calm voice, "take your foot off the brake". Any harsh commands from us will result in sudden reactions from the student. That is not what we want. Teach the student to identify other vehicles that are having trouble. Watch for

vehicles moving by intersections but their tires are not. They can't control their final stop position. Identify vehicles that are driving too fast or following too close. Learn how to work around snowplows. There are more pedestrians in the street because the sidewalks are not clean. Do not leave yourself in a position to depend on your brakes. Enter the parking lots especially slow.

This is why learning in the winter is better for students. They have to follow the proper fundamentals of handling a car. They have to slow to ten miles an hour and then coast into a turn. If they do not do this on snow, they are immediately penalized with a slide. They have to do all of their braking early, and leave just a tap for the end. Again, they are immediately penalized with a slide if they do not. On dry roads, we sound like a broken record pounding these fundamentals, but the student will continue to enter intersections too fast because they do not feel the "real penalty". They might have every one leaning forward or side ways a little, or they might get a bad grade on a sheet of paper they'll never look at again, but they do not feel that complete loss of control. Then when winter comes they immediately run into trouble. Driver education in the winter goes against traditional thinking, but it does have many advantages.

AAA Says Auto Crashes Cost...

\$164.2 Billion a year or \$1,051 per person. Cambridge Systematics Inc. conducted the study for the AAA.







