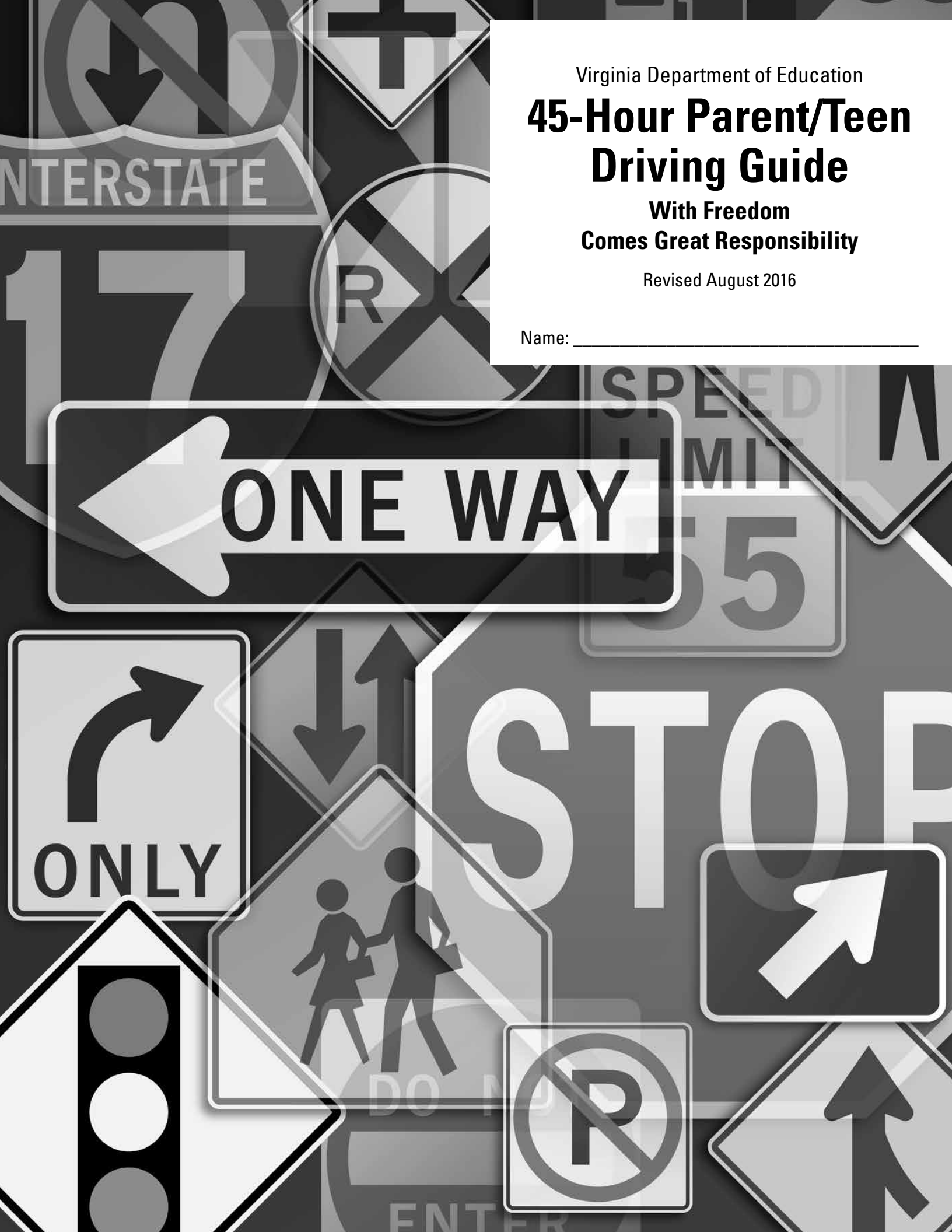

Virginia Department of Education

45-Hour Parent/Teen Driving Guide

With Freedom Comes Great Responsibility

Revised August 2016

Name: _____

45-Hour Parent/Teen Driving Guide

With Freedom Comes Great Responsibility

http://www.doe.virginia.gov/instruction/driver_education/parent_teen_driving_guide.pdf

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Parenting the Driving Experience

Your child has reached an important milestone; A LEARNER'S PERMIT. It is our hope that acquiring mature driving skills and judgment will be a rewarding experience for you and your teenager. With your involvement, it can also be a safe experience. This 45-hour parent/teen driving handbook provides suggestions for in-car lessons to help you guide your child in making this step to adulthood more successful for both of you.

How do you teach a 16-year-old not to be a 16-year-old behind the wheel of an automobile? Unfortunately, there is no magic formula to prepare your teenager for the responsibilities of driving. Driver education at its best is a team effort involving schools, communities, students, and families.

Cars do not crash; people crash them. The driver, especially the young driver, continues to be a weak link in automotive safety. Motor vehicle injuries account for more years of productive life lost by students than all other causes. In addition, hospitalization and rehabilitation costs, lost time from school, and other costs associated with long-term injuries create substantial emotional, physical, and financial problems for students, schools, and their families.

To address traffic crashes involving teenagers, action was taken by the Virginia General Assembly to require parents, foster parents, or guardians to certify that their children have driven motor vehicles for at least 45 hours, **15 of which must be after sunset,** before they are eligible for a provisional driver's license.

The ability to move a car skillfully is not the same thing as the ability to drive safely. Steering the vehicle is a relatively simple skill that most people can master in a short period of time. Driving is a complex psychomotor task requiring mastery of various performance skills. It requires processing and accurately evaluating risks in the driving environment, developing appropriate responses to minimize risks, and gaining experience to predict what action others may take.

This technical assistance guide provides you with a systematic approach to guide your child towards remaining collision-free in both low- and high-risk driving environments. The suggested lessons in this guide follow

a sequential learning pattern that progresses from the parking lot to neighborhoods, to light traffic, to rural highways, to expressways and then to city driving. Each lesson provides you with an estimated amount of time the student will need to achieve mastery; however, because students have different abilities and learning styles you need to spend as much time as necessary to allow your child to master the skills before moving on to the next lesson.

Periodically, you will be asked to evaluate your child's skills. Place "S" for satisfactory or "NP" for needs practice for the tasks listed after each session. Please also record these sessions on the 45-hour driving log located at the end of the booklet. Give the completed log to your child's in-car instructor/school to document the 45 hours of practice driving. This log must be completed prior to issuance of the 180-day provisional license.

Research shows that in order to remain collision-free, parents must model safe driving behaviors and invest in meaningful guided practice over a long period of time to turn these skills into good driving habits!

If neither parent has a valid driver's license, a friend or relative can conduct the guided practice sessions. Because parents and guardians play such a significant role in the development of safe driving habits, parents should remain involved in the learning process as observers in the car during the guided practice sessions. Knowing your child is a skilled, safety-conscious driver will give you peace of mind in years to come.

In addition to sharpening your driving skills, it is our hope the guided-practice sessions presented in this guide will provide your child with a solid foundation to develop safe, collision-free driving habits that will last a lifetime. At the end of this technical assistance guide is a 45-hour log to help you keep track and document your driving time together.

The Juvenile Licensing Process Effective July 1, 2016

To reduce young driver crashes in Virginia and to save lives, the General Assembly enacted a graduated driver licensing process.

Eligibility for a learner's permit and a provisional driver's license

- Students may apply for a learner's permit if they are at least **15 years and six months of age.**
- Students who fail the DMV knowledge test three times must subsequently complete a classroom driver education course or an eight-hour driver's manual class before being eligible to take the test a fourth time.
- Students may apply for a driver's license when they become **16 years and three months of age.**
- Students **must hold a learner's permit for nine months,** or until the learner's permit holder turns 18 (whichever comes first).
- A learner's permit allows the holder to practice driving with a licensed driver at least 21 years of age or a licensed family member at least 18 years of age.
- Students younger than 18 must have their parents, foster parents, or guardians certify that they have **driven a motor vehicle for at least 45 hours, at least 15 of which were after sunset.**
- Students younger than 18 must successfully **complete a state-approved driver education program.**
- The in-car teacher will administer the road test. If the student successfully passes the test, meets all the licensing requirements, and the school receives written permission from the parent to license the child, **the school will issue the student a 180-Day Temporary Provisional Driver's License, which serves as a valid Virginia driver's license when accompanied by a learner's permit.**

Graduated licensing restrictions for a learner's permit and provisional driver's license

Virginia law:

- Prohibits driving with more than one non-family passenger less than 21 years old until the holder has held a provisional license for one year. After the first year, the holder of a provisional license may operate a motor vehicle with up to three non-family passengers who are less than 21 years old when (i) the holder is driving to or from a school-sponsored activity, or (ii) a licensed driver who is at least 21 years old is occupying the seat beside the driver, or (iii) in cases of emergency.
- Restricts licensed drivers younger than 18 years old from **operating a vehicle between midnight and 4 a.m.,** except when driving (i) to and from work; (ii) when accompanied by a parent or person in loco parentis, or by a spouse who is 18 years old or older; (iii) to or from an activity that is supervised by an adult and is sponsored by a school or by a civic, religious, or public organization; (iv) in cases of emergency when responding to fire or some other emergency as a volunteer firefighter or rescue worker.
- **Prohibits drivers under age 18 from using cell phones or wireless communication devices while driving,** regardless of hand-held or hands-free, except in a driver emergency and/or the vehicle is lawfully parked or stopped.
- Requires passengers younger than 18 years of age who are occupying the front or rear seats of a vehicle to use safety belts.
- Requires drivers younger than 20 years of age to **attend a driver improvement clinic if convicted of a demerit point offense (moving violation), or a seat belt or a child safety seat violation.**

The Parents' Role in the Juvenile Licensing Process

The family, not the school, is in the best position to have a sustained effect on minimizing risks faced by inexperienced drivers and encouraging responsible behavior. Parents must:

- Grant DMV permission to issue your child a learner's permit and a driver's license.
- Grant the school permission to enroll your child in the in-car phase of driver education.
- Provide your child with at least 45 hours of guided practice, 15 of which must be after sunset.
- Sign the 45-Hour log and the 180-Day
- Temporary Provisional Driver's License form, and provide your driver's license number or DMV-issued ID number.
- Determine when your child is ready to drive unchaperoned.
- Suspend your child's driving privileges if he or she is not demonstrating responsible behavior.
- Notify your insurance agent when your child receives a 180-Day Temporary Provisional Driver's License.
- Continue to monitor your child's driving after receipt of a provisional license, reinforce safety belt use and limit or prohibit passengers and other driving distractions.
- Establish zero tolerance rules for cell phone use and text messaging while driving.
- Model safe driving behaviors.

Parent Requirement in Planning District 8:

- The Code of Virginia (§ 22.1-205) requires students and their parents living in Planning District 8 which includes the counties of Arlington, Fairfax, Loudoun and Prince William, and the cities of Alexandria, Fairfax, Falls Church, Manassas and Manassas Park, to participate in a 90-minute parent/teen presentation.
- As the 90-minute parent/teen component has been added to the classroom driver education course, the accountability for the implementation, delivery, and documentation of successful completion of this legislative requirement rests with your child's classroom driver education teacher.

Parenting Tips for In-Car Guided Practice Sessions

Parental reinforcement of basic driving skills and good decision making will lead to safe driving habits that will last a lifetime.

- Enjoy your time together. Have fun! This is a great "bonding" opportunity. Focus on the driving task and leave family issues at home.
- When you drive, set a good example to model. Always wear your safety belt. Try to correct any unsafe driving habits that you may have acquired; such as rolling through stop signs, accelerating through yellow lights, exceeding the speed limit, etc.
- In a parking lot, practice steering the car with your left hand from the passenger seat.
- If you have a car with a parking brake between the seats, practice stopping the car by depressing the release button and raising the parking brake.
- To prepare yourself to regain control of the vehicle in the event your child panics and accelerates too much, practice shifting the transmission from drive to neutral from the passenger seat.

- Adjust the mirror on the passenger's sun visor so you can use it as a rearview mirror. If the right outside mirror is properly adjusted to reduce blind spot and glare, you can also use that mirror to monitor traffic to the rear from the passenger seat.

- Keep instructions simple and concise. First direct where to go, and then state the action to take (e.g., "At the next intersection, turn right.")

- Check mirrors, and the space to the sides and ahead of the vehicle before giving directions.

- Check to make sure your child has a learner's permit, vehicle registration card, and insurance information with him or her when operating a vehicle.

- Explain the objectives of the lesson and review what was learned in the previous lessons.

- If possible, the initial guided practice sessions should begin in a car with automatic transmission so your child can focus on mastering basic vehicle control maneuvers.

- Select driving environments that complement the lesson objectives and the novice driver's ability. Start in parking lots and progress to quiet neighborhoods. Stay in a safe, low-risk driving environment as long as needed and, in the beginning, practice driving routes that are familiar to your child.

- Feedback should be precise and immediate.

- If a mistake is made, repeat the maneuver taking the driver step by step through the process, and then allow practice without any assistance.

- Be patient, calm, and alert at all times. Make positive remarks frequently.

- Have short, well-planned practice sessions. Thirty minutes is the optimum learning period for beginning drivers. The first 30 minutes of each one-hour session should be used to introduce and practice the new skills. Assess the child's understanding of the lesson objectives during the second half of the session. Set high standards and evaluate each driving session together.

- Emphasize driving with a large anticipation zone by looking at least 20 seconds ahead. To determine 20 seconds ahead, pick a stationary object in front of the vehicle and count how long it takes to reach the object. This will allow time to identify an escape route if needed or an alternate path of travel.

- Play the "what if game"; what if a car suddenly changes lanes, stops, turns, etc.

- Encourage commentary driving! This is the most valuable tool you have for checking how your child is processing the driving environment. Ask your child to "read the traffic picture aloud" describing anything that may affect your path of travel. For example, when your child changes speed, your child may say: "red light, check mirror, ease foot off accelerator and begin braking." Actually, you should hear "check mirror and ease off accelerator" a lot!

- Reinforce that a green light means one must search the intersection before proceeding.

- Encourage your child not to panic when approached by an emergency vehicle and to focus on looking for a safe area to pull over.

- Discuss the rules for passing a stopped school bus with flashing lights.

- Encourage your novice driver to plan their route to avoid making a difficult left turn.

- There is a lot to learn in each lesson, so your child may need extra time to attain adequate skill proficiency. Mastery at each level is important before moving on to the next lesson.

- If possible, integrate night driving into each area of instruction.

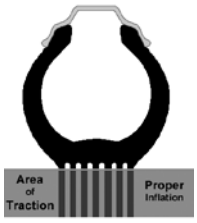
Driving in the 21st Century

Improvements in vehicle and highway design have increased highway safety. Many new cars are equipped with safety features that dictate basic vehicle control procedures. Drivers must understand these new technologies and the need for basic vehicle maintenance.

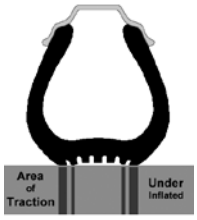
Tires, wheels, brakes, shock absorbers, drive train, steering and suspension systems function together to provide a safe, comfortable ride and good gas mileage.

Tires

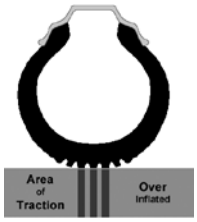
Properly inflated tires are critical to vehicle control and good gas mileage. Tires should be inflated to the vehicle manufacturer's recommended pressure printed on the vehicle's door placard or in the owner's manual, not the maximum limit listed on the tire sidewall. Under-inflated tires flex too much and build up heat, which can lead to blowouts or the tread separating and peeling off.



The actual size of the tire patch in contact with the road is about the size of a dollar bill. These four dollar bill size patches of rubber in contact with the road surface allow the vehicle to respond to acceleration, braking, and steering.

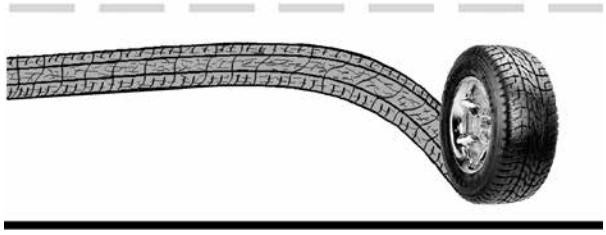


With this narrow margin of safety, it is important to check tire pressure at least once a month. Proper tire tread reduces traction loss on wet surfaces by channeling water through the tread. Minimum tire tread depth can be measured by placing a penny in the tread, and if the tread does not reach the top of Lincoln's head, driving in wet weather is very dangerous. Properly maintained tires improve the steering, stopping, traction, and load-carrying capability of your vehicle.



Tire Pressure Monitoring Systems (TPRS)

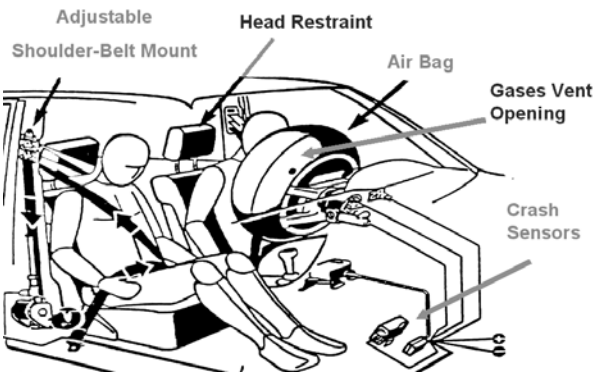
A tire pressure monitoring sensor is mounted directly on the wheels or tires and continually monitors the pressure inside the tires. If the pressure falls 25% below or above the required inflation, a warning is sent via radio frequency from the tire-mounted transmitter to the driver.



Changing traction conditions

Traction or adhesion is the grip the tires have on the road surface, which allows the vehicle to start, stop, and/or change directions. As speed increases, traction between the tires and the road decreases. Road surface conditions that decrease the level of traction are ice, snow or frost, wet surfaces or standing water, mud or wet leaves, uneven surfaces, sand, gravel, and curves. Speed should be reduced in such conditions.

Driver and Front Passenger Air Bags are designed to inflate in a frontal impact. Drivers should sit at least 10 inches from the air bag because it inflates to six or seven inches in size at speeds up to 200 mph. If you can, tilt the steering wheel to point the air bags at your chest, not your face. Always wear a safety belt and secure children in the rear seat. To reduce forearm and hand injuries, place hands on the lower half of the steering wheel, with knuckles on the outside and thumbs along the inside of the rim of the wheel.



Side Impact Air Bags are designed to protect the torso and head in side impact collisions. Care should be taken not to sit too close to the door or to lean towards the air bag.

Seat Belts

Approximately 45% of vehicle occupants killed in crashes were not wearing seat belts. Seat belts save lives and prevent injuries. Buckling up not only dramatically increases your chances of surviving a crash, it also helps to prevent internal injuries by spreading the force of a collision across the pelvis (hips) and upper chest, which are two of the human body's strongest areas. A seat belt is specifically designed to protect the brain and prevent spinal cord injuries. Did you know that if your vehicle is traveling at 50 mph, hits an object and comes to an abrupt stop, inertia will continue moving your body at the same speed in the same direction? In this situation, you will either be held in the seat by a seat belt; or if unbelted, your body will be slammed into the steering wheel, hit something else, or go flying face-first through the windshield at 50 mph. It only takes a few seconds to buckle up, and with coaching from parents it will quickly become a habit.

Brakes

Brakes play a vital role in your family's safety when on the road. Brake pads or shoes provide stopping power for your vehicle and should be in good working order. Refer to the owner's manual for recommended maintenance tips for your brakes.

Anti-lock Braking System (ABS)

Cars with anti-lock braking systems automatically check the system when the car is started. The anti-lock brake system symbol will light up momentarily if the system is functioning properly. To safely stop and maintain steering control in an ABS-equipped vehicle, one must use firm brake pressure and maintain this pressure on the brake pedal even if you feel the pedal pulsating or hear a grinding noise. The ABS system rapidly engages the brakes up to 15 times a second to avoid lockup and allows your wheels to keep rolling. Rolling wheels allow you to steer—you cannot change direction if your wheels are sliding. You and your child should practice engaging the ABS system in a vacant parking lot before having to use this crash-avoidance technology in a real emergency.

Backup Camera

A rear view camera shows a simple video feed from a camera mounted on the rear of a vehicle. Some systems also have overlay distance and trajectory lines to help the driver judge vehicle position. The back-up camera's field of vision is directly behind the vehicle, and is at least 10 feet wide and 20 feet in length. Families touched by tragic back-over accidents, especially those involving children, have pushed hard to require back-up cameras in all vehicles by 2018.

Electronic Stability Control (ESC) is a computerized technology that improves the safety of a vehicle's stability by detecting and minimizing skids. When ESC detects loss of steering control, it automatically applies the brakes to help "steer" the vehicle in the direction the driver intended to go. Braking is automatically applied to individual wheels, such as the outer front wheel to counter oversteer or the inner rear wheel to counter understeer. Some ESC systems also reduce engine power until control is regained. ESC does not improve a vehicle's cornering performance, but it does help minimize the loss of control. ESC incorporates yaw rate control into the anti-lock braking system (ABS). Yaw is a rotation around the vertical axis,(i.e., spinning left or right). Anti-lock brakes enable ESC to brake individual wheels. Many ESC systems also incorporate a traction control system (TCS or ASR), which senses drive-wheel slip under acceleration, and individually brakes the slipping wheel or wheels and/or reduces excess engine power until control is regained. Electronic stability control, however, achieves a different purpose than ABS or Traction Control.

Traction Control Systems

Traction control systems monitor any difference in rotational speed between the wheels. This differential in wheel rotation may occur on uneven or slippery surfaces. When the system is activated, an automated combination of brake and/or engine speed comes into play to provide controlled acceleration and tire traction.

Blind Spot Monitoring Technologies

A blind spot monitor is a detection device that is usually mounted on the side view mirror or near the rear bumper. When one of these detectors notices another vehicle is too close, it warns the driver by flashing a light or making an audible sound. In advanced systems, the car will even steer itself into a safety zone.

Adaptive/Active/Autonomous/Intelligent Cruise Control

This technology helps the driver maintain a safe following distance by slowing down or speeding up the vehicle automatically. Adaptive cruise control uses a radar sensor to lock onto the vehicle in front of your vehicle, and an onboard computer will calculate the distance and relative speed to the vehicle ahead. When the space in front changes, the system will automatically send a message to apply brakes or accelerate back to the previously set speed.

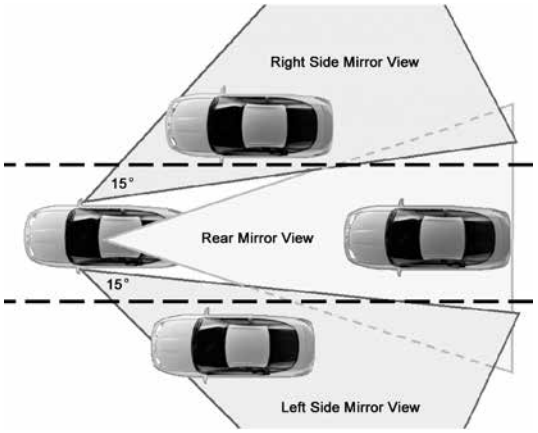
Lane Departure Warning System

A lane departure warning system uses a camera, usually mounted as part of the rear view mirror mounting block, to warn a driver when the vehicle begins to move out of its lane if a turn signal is not on in that direction.

Then there is also technology called the lane keeping system, that steers the car away from the lane markings. These systems rely on visible lane markings (not faded or covered with snow), and helps to prevent collisions caused by drowsy or distracted drivers.

Contemporary Mirror Setting (BGE)

Adjust the inside rear view mirror so that it frames the entire rear window and becomes the primary mirror for viewing what's behind the vehicle. Adjust side mirrors to reduce the blind spot and headlight glare from the rear. Adjust the left side mirror by leaning your head slightly towards the left side window, and set the left mirror so that the driver can barely see the side of the car. To adjust the right side mirror, lean to the right over the center console, and set the right mirror so the driver can barely see this side of the car. This side mirror setting reduces the overlap between the inside and side view mirrors and **allows the driver to monitor the lanes next to the vehicle.**

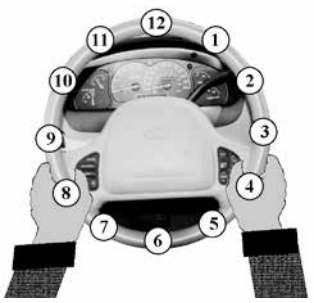


Steering Control

Due to changes in steering ratios and effort needed to turn the wheel, smooth, controlled steering requires a balanced hand position on the lower half of the steering wheel.

Hand Position

Placing the left hand at the 8 o'clock position, and the right hand at the 4 o'clock position improves the driver's stability by lowering the body's center of gravity, and reduces unintended and excessive steering wheel movement which is a primary cause of young driver fatalities. This more natural seating position also helps the driver to keep both hands on the wheel and reduces back pain often associated with driving for long periods of time.



Steering—Push-Pull-Slide Steering

This steering technique keeps both hands on the wheel at all times and reduces excessive steering wheel movement. In the event of a frontal crash with a vehicle equipped with an air bag, this steering method also reduces the chance of injury to the arms and face because the arms do not cross over the steering wheel where the air bag is housed.

To push/pull steer:

- the right hand begins at 4 o'clock and the left hand begins at 8 o'clock;
- to make a right turn, push the steering wheel with the left hand from the 8 o'clock position to the 10 o'clock position. Slide the right hand to the 2 o'clock position, and pull the steering wheel to the 4 o'clock position.
- reverse this process to make a left turn.

To straighten the vehicle, allow the steering wheel to slide through the hands until the vehicle's wheels move to the straight-ahead position. At very low speeds, the driver may need to turn the steering wheel to assist the wheels to return to the straight ahead position.

Tips for Driving in Adverse Conditions

Driver Inattention

Driver intention is a primary cause of crashes. Distractions, such as interacting with passengers, talking on the phone, text messaging, or adjusting the audio system, are especially dangerous for young drivers. Limit distractions by pulling off the road to perform activities not related to the driving task.

Drowsy Driving

Fatigue or drowsy driving severely limits your reaction time and decision-making ability, and is caused by lack of sleep, the body's circadian rhythm, and/or driving for long periods of time. Circadian rhythm is the body's natural "downtime," which for most people is between 1 and 5 p.m. and around your normal bedtime. Drowsy driving is a form of impaired driving that negatively affects a person's ability to drive safely.

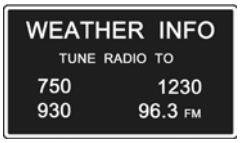
To avoid drowsy driving, take scheduled breaks, keep the vehicle cool, and be aware of your "downtime." Drowsy driving is a serious problem for sixteen to 24-year-olds who comprise 14 percent of all drivers, but are involved in 50 percent of crashes caused by driving while fatigued.

Glare

Sources of glare include headlights of oncoming or following vehicles, misaligned headlights, improperly loaded vehicles, a dirty windshield, paper on the dashboard, facing the sun at dusk or dawn, snow-covered landscapes, and traditional versus contemporary side mirror settings. To combat glare, wear sunglasses during the day only, adjust sun visor as needed, keep windows clean, reduce speed, and look to the right-hand side of the road when meeting a vehicle with high beam headlights on.

Fog

During foggy conditions, reduce speed, use low beams, windshield wipers, and defroster/defogger and flashers if needed. Look for a safe area to pull off the road.



Reduced Visibility Due to Heavy Smoke, Rain or Snow

When driving in low visibility conditions, slow down, turn on windshield wipers; and make gentle steering, accelerating, or braking actions. Be alert for stopped vehicles on the highway, and be prepared for wind gusts or strong steady crosswinds. Turn on the radio to monitor weather and road conditions, and if possible, leave the highway.

Low Water Crossing

Nearly half of all flash flood fatalities are vehicle related. In severe rainstorms watch for flooding at bridges and low areas. Driving too fast through low water will cause the vehicle to hydroplane and lose contact with the road surface.

Hot or Cold Temperatures

Hot or cold temperatures place demands on tires, radiator coolant, hoses, connections, and drive belts and increase driving risks. Check these items prior to and after driving during these conditions.

Strong Wind Conditions

Strong wind conditions on bridges, through mountain passes and ravines, and when being passed by large trucks cause significant problems for drivers. Reduce speed, check traffic, be prepared to steer windward, and counter steer in the direction you want the vehicle to go.

Types of Collisions

Driver error is the primary cause of collisions. These include:

- Speed/reckless driving
- Distracted, drowsy, drunk/drugged driving
- Following too closely
- Disobeying traffic signs or signal
- Poor skills, weather, vehicle failure, road design, night driving and road obstructions also contribute to collisions.

Head-On Collisions

These collisions have higher rate of fatalities than other collisions and are more likely to occur on two-lane highways, narrow lanes, curved roads, and in construction zones.

Rear-End Collisions are one of the most common types of multiple-vehicle collisions. Tailgaters cause many rear-end collisions. Adverse conditions such as dense fog or smoke, heavy rain, and snow also increase risks to motorists because some drivers stop their vehicles while still on the highway.

Side-Impact Collisions

Most vehicles are not well-equipped to withstand a side impact. If your vehicle is in danger of being hit, your best option is to accelerate out of danger if the way ahead is clear rather than apply brakes.

Sessions 1 and 2: Getting Ready, Starting, Placing the Vehicle in Motion, and Stopping

Sessions 1 and 2 will introduce your child to the instrument panel, vehicle controls, and mirror blind zones. Please invest at least 2 hours to develop these skills. You will need the owner's manual, a measuring tape, cones, plastic cups or chalk to use in these and future lessons.

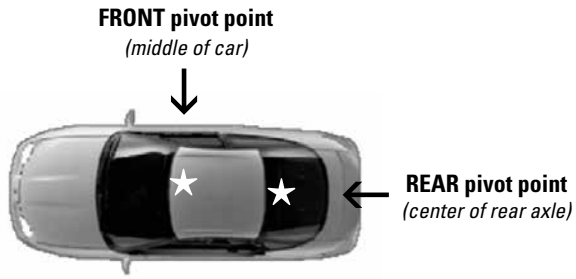
Begin in a large, level parking lot free of obstacles. Use the checklist at the end of Sessions 1 and 2 to help organize your lessons, assess learning and your child's driving skills.

- Show your child how to check tire pressure, engine oil, antifreeze, and other fluid levels.
- Prior to entering the vehicle, teach your child to check for fluid leaks, broken glass, objects behind the vehicle, etc.
- Enter the vehicle and review interior controls. Turn on the ignition switch and discuss functions of the warning lights, gauges, and accessories. Ask your child to operate and explain all controls, and to simulate monitoring the path ahead while operating the controls.
- Discuss how proper seating position is essential for optimizing control of the vehicle. Your child should be taught to sit with his or her back firmly against the seat with at least 10 inches between the steering wheel and his/her chest. The steering wheel should be positioned so the air bag points towards the driver's chest. The top of the steering wheel should not be higher than the top of the driver's shoulders.
- Adjust the seat so the heel of the foot maintains contact with the floor when pivoting the foot between the brake and accelerator pedals. Short drivers may need a seat cushion or pedal extenders to sit at least 10 inches from the air bag.
- Adjust the head restraint to align with the center of the back of the driver's head.
- Adjust the inside mirror so that it frames the entire rear window and explain how it is the primary mirror for viewing traffic behind the vehicle. Adjust side mirrors to see the lanes next to your vehicle and to reduce headlight glare at night from the drivers behind you.
- Seat belts must be worn properly to prevent injuries. Place the lap portion of the seat belt low and snug across the hips. The shoulder portion should be worn snug across the chest away from the neck and face. Improper use may cause injuries.
- Practice starting the vehicle and adjusting the sound system, temperature, and other accessories.
- With the right foot firmly on the brake, and parking brake engaged, have your child start the vehicle, shift through the gears, and explain when each gear is used.
- If the vehicle does not have daylight running lights, turn on the low-beam headlights.
- Have your child continue pressing the brake pedal, release parking brake and shift to Drive.

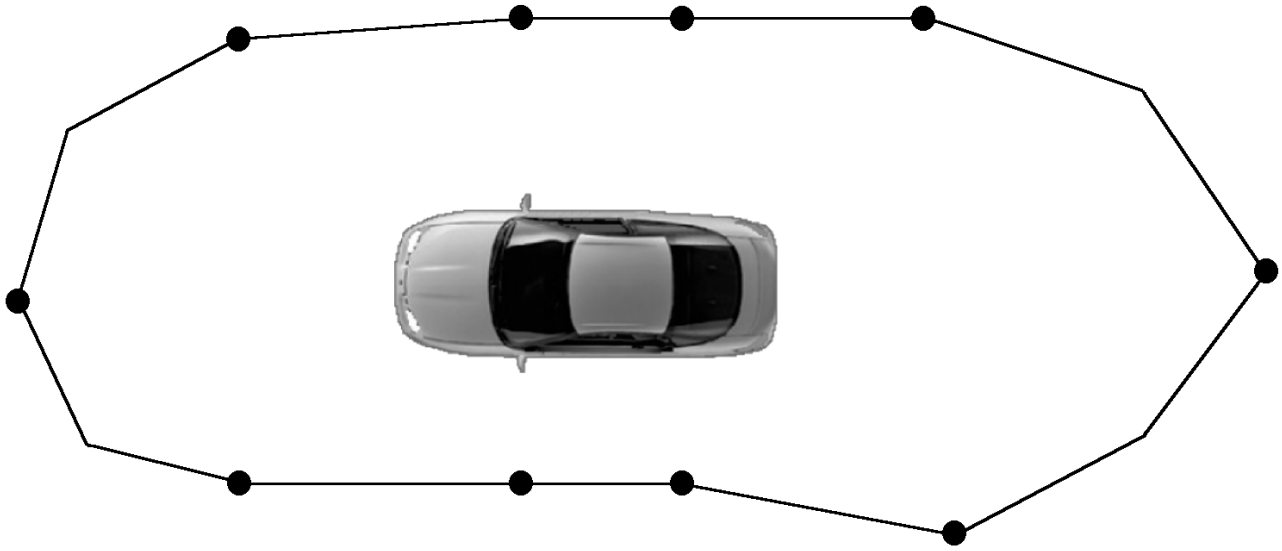
Now, tell your child to release brake pressure and with no acceleration move the vehicle towards an object or area (target) in the parking lot. Explain smooth accelerating and braking. Describe braking as using "medium hard" pressure at first, followed by softer brake pressure until your vehicle gently rolls to a stop at the designated point.

Practice smooth accelerating, braking and steering. Ask your child to drive around the perimeter of the lot and focus on maintaining a constant speed and push-pull-slide steering. Also when you coach your child say "slow" until the vehicle comes to a stop. Once you have developed this skill into a habit, progress to saying "slow to a stop". Use the command "stop" only when you need your child to make a hard, emergency stop. These practice maneuvers also simulate slowing and turning at an intersection or curve. Using commentary driving, at an intersection, ask your child to say "clear left, clear right, clear left, clear ahead" from a stop, followed by "clear left, clear right, clear ahead" while moving. Make sure your child signals and checks mirrors and blind zones prior to changing

speed, position or direction. Focus on continuous and smooth steering wheel movements into the turn, and returning (sliding) the wheel through the hands in the opposite direction using smooth continuous movements while maintaining the vehicle in the proper position in the lane. Discuss the vehicle's forward pivot point for right and left turns, which on most cars is even with the driver's seat. Coach your child to focus on looking at and steering towards a target ahead of the vehicle in the center of the intended path of travel.



The following exercise will illustrate the large area around the vehicle that the driver cannot see while sitting in the driver's seat. While your child is sitting in the driver's seat with the engine off, get out of the car and stand close to the front bumper facing your child. Begin taking steps backward and ask your child to tap the horn when he or she can see your feet. Place a cone, cup or mark this spot with chalk. This is the pavement area in front of the vehicle that cannot be seen from the driver's seat. Now ask the driver to look over the right shoulder, and repeat this process to the rear of the vehicle. Walk backwards from the passenger doors on the left and right sides of the vehicle and mark the areas to the side that are visible to the driver. Ask your child to measure and record these distances on the illustration below.



Checklist for Sessions 1 - 2

Area around the vehicle that the driver cannot see (record distance in feet)

_____ Distance in front of the vehicle that the driver cannot see
_____ Distance to the rear of the vehicle that the driver cannot see
_____ Distance to the left side of the vehicle that the driver cannot see
_____ Distance to the right side of the vehicle that the driver cannot see

Place "S" for satisfactory or "NP" for needs practice for the following tasks:

Getting Ready to Drive

_____ Approaches the vehicle with awareness; checks tires, fluid leaks, etc.
_____ Locks doors and checks all occupants for safety belt use
_____ Adjusts head restraints, seat position, steering wheel position
_____ Checks to see if parking brake is set
_____ Adjusts mirrors to reduce blind spots and puts on safety belt
_____ Identifies vehicle controls (refer to owner's manual for explanation)

Starting the Vehicle

_____ Checks the parking brake
_____ Pivots heel and places foot securely on brake pedal
_____ Selects proper gear
_____ Demonstrates proficient use of ignition switch or starting device
_____ Demonstrates ability to select and use appropriate accessories
_____ Starts the vehicle and makes appropriate gear selection for movement
_____ Puts headlights on day and night to increase safety

Placing Vehicle in Motion

_____ Visually identifies open space and target before moving foot from brake to gas
_____ Looks well ahead of the vehicle at the target to identify the path of travel
_____ Communicates with other users
_____ Puts the vehicle in motion smoothly and uses commentary driving

Stopping Vehicle in Motion

_____ Searches ahead of the vehicle to determine deceleration or braking needs
_____ Checks rear zone space prior to braking
_____ Uses controlled braking efficiently with heel of foot on floorboard
_____ Applies adequate force at the beginning of the braking process
_____ Eases off brake pressure during the last second of braking to reduce vehicle pitch
_____ Brings the vehicle to a smooth stop
_____ Checks the rear zone space before, during, and after braking

Steering

_____ Uses a balanced 8 and 4 hand position on the steering wheel
_____ Uses push-pull-slide steering method effectively
_____ Turns head and visually checks target area prior to turning
_____ Visually checks the rear/side view mirrors and mirror blind areas

Securing the Vehicle

_____ Sets parking brake; shifts into appropriate gear before removing foot from brake
_____ Turns off appropriate accessories prior to turning off ignition and removing key
_____ Visually checks traffic flow before opening door
_____ Locks doors and activates alarm system if the vehicle is equipped with this device

I certify that _____ has spent at least two hours practicing the above tasks.

Parent/Guardian's signature _____ Date _____

Sessions 3-5: Stopping and Steering, Knowing Where You Are

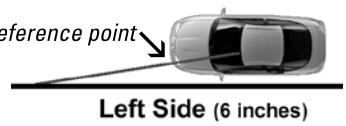
Sessions 3-5 focus on learning the correct procedures for moving, stopping and steering the vehicle at different speeds and using reference points. Invest at least 3 hours learning/practicing these skills, and measure your child's progress using the checklist provided on the next page. Begin in a large, level parking lot that is free of obstacles. Place cones or other "targets" at selected locations on the lot.

Have your child practice stopping and steering around the perimeter of the lot at 10 and 15 mph. Using commentary driving, have your child verbalize the critical elements of smooth push-pull-slide steering and stops. Coach your child to ease off the accelerator or use the brake to reduce speed before entering a curve, and to use slight acceleration (to overcome inertia) and "pull" the vehicle out of the curve. Practice these skills using a figure eight pattern. Novice drivers have a tendency to overuse the brake and under use the accelerator to control speed, so coach your child to only use the brake to reduce speed quickly.

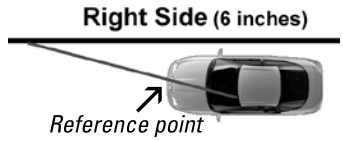
Ask your child to move the vehicle to specified targets in the parking lot at 10 and 15 mph. Discuss smooth acceleration, proper speed, and smooth stops. Explain to your child that easing pressure off the brake just before stopping results in smoother stops by balancing the vehicle's weight from the front to the rear. Practice normal smooth stops and hard smooth stops at low and higher speeds.

Reference Points: To know exactly where the vehicle is positioned on the roadway, and to be able to perform a task successfully every time, your child must learn how to align some part of the vehicle with points a reference point. Have your child practice establishing left, right, and front reference points 8 or 10 times during each session.

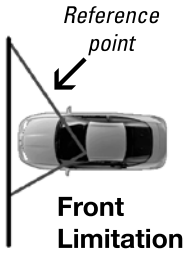
Left-Side Reference Point: To teach your child to align the vehicle 3-6 inches from a pavement line or curb on the driver's side of the vehicle, the driver should stop when the line or curb appears to intersect a point located about one foot from the left edge of the hood of the car. After stopping the vehicle, the student should place it in park, set the parking brake, turn off the engine, and get out of the vehicle to check whether the vehicle is in the desired position. If it is not, your child should adjust vehicle position and determine the position of the "personal" reference point. The vehicle, seating position, height of the driver, etc., may require slight adjustments.



Right-Side Reference Point: To align the vehicle 3-6 inches from a pavement line or curb on the passenger's side of the vehicle, the driver should stop when the pavement line appears to intersect the center of hood. The student should get out of the vehicle to check whether the tires are 3-6 inches from the line, and make adjustments as needed.



Front Reference Point: To align the front bumper 3-6 inches from a pavement line or curb, the driver should stop when the line appears under the passenger side mirror. Ask your child to get out of the vehicle to check to see whether the front bumper is 3-6 inches from the pavement line or curb. If needed, adjust vehicle position and evaluate the side mirror reference point.



Checklist for Sessions 3 - 5

During session 5, parents should begin evaluating whether the driver can perform the following tasks in an efficient sequence without any coaching. Your child should also be able to explain why each step is performed.

Check if behavior is a habit

_____ Approaches the vehicle with awareness, checks, tires, fluid leaks, etc.
_____ Locks doors and checks all occupants for safety belt use
_____ Makes proper adjustments
_____ Identifies and operates all controls
_____ Follows steps to put vehicle in motion
_____ Properly secures the vehicle

Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

Moving the vehicle – check if this behavior is automatic

_____ Uses commentary driving
_____ Places heel on the floor and accelerates smoothly
_____ Uses a balanced 8 and 4 hand position on the steering wheel
_____ Looks well ahead of the vehicle at the target to identify the path of travel
_____ Maintains lane position
_____ Exhibits smooth push-pull-slide steering
_____ Checks inside rearview mirror before braking and stops smoothly

Maintaining speeds

_____ 10 mph
_____ 15 mph
_____ Demonstrates hard and soft braking for a smooth stop at various speeds

Using reference points

_____ Aligns the vehicle 3 – 6 inches from a line or curb on the driver's side of the vehicle
_____ Aligns the vehicle 3 – 6 inches from a line of curb on passenger's side of vehicle
_____ Stops with the front bumper 3 – 6 inches from a pavement line or curb

I certify that _____ has spent at least three hours practicing the above tasks.

Parent/Guardian's signature _____ Date _____

Sessions 6 and 7: Backing

Many novice driver crashes are backing crashes. Backing from one target to another allows your child to practice seeing, steering, and speed control skills with the vehicle in reverse gear. Have your child repeat the tasks listed in sessions 3 – 5 with the vehicle in reverse gear at idle or slow speeds. Switch places with your child to demonstrate each backing task.

One-Hand Steering
Movement of the steering wheel with one hand is recommended only for backing maneuvers that do not require full left or right turns. Backing and steering with one hand requires shifting one's hips and seating position so the driver's head can be turned to see the target. Explain to your child that one loses depth perception when using the mirrors to guide the vehicle when backing. Sharp turns while backing may require use of both hands. Since it is more difficult to maintain vehicle control when the vehicle is moving in reverse, emphasize always backing at slow speeds. **Reverse is a more powerful gear than drive, so coach your child to use the accelerator pedal carefully, if at all.**

To practice backing the vehicle in a straight line, have your child:

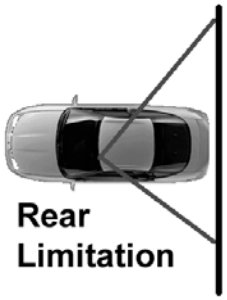
- check all areas behind the vehicle before entering and while backing;
- pivot the heel, place the right foot on the brake, and shift to reverse;

- grasp the steering wheel at 12 o'clock with the left hand;
- look over right shoulder through the back window; use the brake and accelerator effectively for speed control;
- coach your child to make frequent quick checks to the front to monitor vehicle position; and stop at a designated line.

To practice backing and turning the vehicle, have your child:

- grasp the steering wheel at 12 o'clock with the right hand if turning to the left, or with the left hand if turning to the right;
- look in the direction you are moving through the rear, side, and back windows;
- Keep speed slow;
- Remind your child that when backing and turning the front of the vehicle is moving in the opposite direction; and
- Coach your child to make frequent quick checks to the front and sides to monitor vehicle position.

Rear Bumper Reference Points:
To align the rear bumper 3-6 inches from a line or curb, the driver should stop when the line or curb appears near the middle of the rear right window when looking over the right shoulder. After stopping, have your child get out of the car to see whether the rear bumper is 3-6 inches from the designated line. If necessary, adjust the vehicle's position as needed, and re-establish the rear side window reference point from the inside of the car.



When backing around a corner to the left, the driver looks over the left shoulder and begins turning when the corner of the turn aligns with the rear left tire. If a lot of steering is necessary, the driver may need to use hand-over-hand steering. When backing around a corner to the right, the driver looks over the right shoulder and begins turning wheels when your right tire aligns with the corner of the turn. Coach your child to monitor the front of the vehicle when backing and turning.

Checklist for Sessions 6 - 7

Check if this behavior is a habit

_____ Approaches the vehicle with awareness
_____ Enters the vehicle and makes appropriate checks and adjustments
_____ Identifies controls
_____ Prepares to drive
_____ Follows procedural steps to put vehicle in motion
_____ Controls speed
_____ Uses commentary driving

Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

Backing straight

_____ Checks all areas around the vehicle prior to putting it in reverse and while backing
_____ Pivots foot to brake pedal and shifts to reverse
_____ Grasps steering wheel at 12 o'clock with left hand
_____ Looks through the back window and targets path of travel
_____ Uses accelerator and brake effectively for speed control
_____ Demonstrates effective steering technique
_____ Makes frequent quick checks to the front
_____ Stops with rear bumper 3-6 inches from a designated line using reference points
_____ Stops the vehicle completely before turning back around to face the front of the car

Backing and turning

_____ Searches all areas prior to putting the vehicle in reverse and while backing
_____ Demonstrates effective one-hand and push-pull-slide steering techniques
_____ Searches path of travel and looks at target through rear, side, and back windows
_____ Keeps speed slow using idle speed or slight acceleration
_____ Makes frequent quick checks to the front and sides opposite the direction of the turn
_____ Stops at the rear tire pivot point prior to turning
_____ Steers toward the target gradually
_____ Looks to the rear, checks front and stops at designated line
_____ Stops the vehicle completely before turning around

Securing the Vehicle

_____ Properly secures the vehicle

I certify that _____ has spent at least two hours practicing the above tasks.

Parent/Guardian's signature _____ Date _____

Sessions 8-10: Turning, Lane Position, and Visual Skills

Sessions 8 – 10 require knowledge of signs, signals, pavement markings, right of way rules, and speed limits. Review the Virginia Driver's Manual ***(www.dmvnow.com/drivers/#manual.html)*** to prepare for these sessions.

During these three sessions, in a parking lot, practice 10-15 right and left turns into parking spaces and at intersections from stopped and moving positions. Left turns should be "squared" and right turns should be "rounded." Emphasize proper signals, mirror checks, side-position reference points, speed and steering control, and the need to look ahead of the vehicle at a selected target in the center of the path of travel. Encourage your child to search the driving environment and not to fixate on any one thing. Prior to progressing to driving in a quiet neighborhood, your child should be able to demonstrate the ability to move and stop the vehicle smoothly, maintain a given speed, and steer with reasonable precision. Once your child has mastered these skills, begin practicing right and left turns in a residential area.

When turning out of a parking lot, help your child maintain proper lane position by asking him or her to identify a target 15 and 20 seconds ahead of the vehicle (approximately one block). Using commentary driving, ask your child to explain what he or she sees (potential risk) and the proper reaction to it. This will enhance awareness of signs and pavement markings, and help your child develop visual search and risk identification skills. If the road has pavement markings, tell your child not to look down at the lines when trying to "center the vehicle." Looking at the pavement directly in front of the vehicle will often cause the vehicle to "drift" in the lane. Drivers steer in the direction they look, and any eye motion away from the target in the center of the path of travel 10 – 20 seconds ahead of the vehicle should be a quick glance. Coach your child to always search far ahead of the vehicle and not focus on anything at the sides of the path of travel.

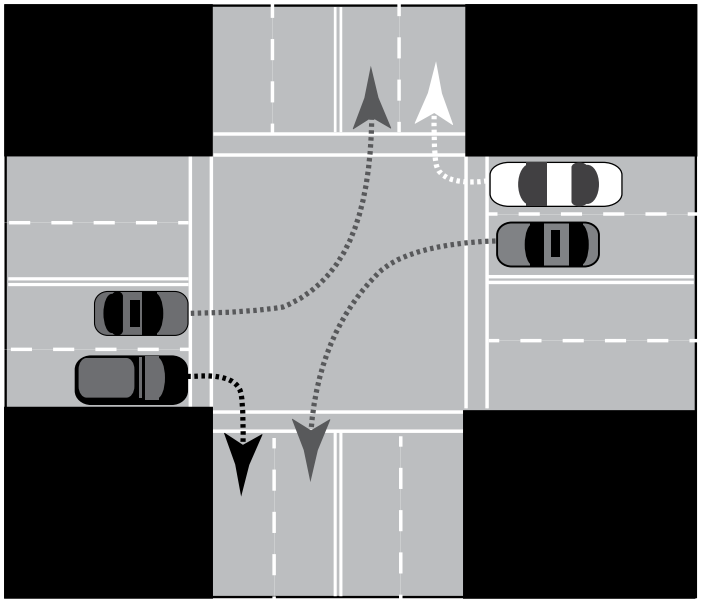
Using commentary driving while approaching an intersection, your child should describe:

- how to search all areas of the intersection for vehicles, pedestrians, traffic controls, etc.;
- how to check traffic to the rear, putting on turn signal 4 seconds before turning;
- who must yield at a signal-controlled intersection, identifying who has the green light; and
- how to select the best lane and lane position and yield to pedestrians and other vehicles.

Right Turns From A Stop

The steps are the same whether turning onto a one-way or two-way street.

- Position the vehicle 3 feet from the curb (any closer the rear tire may hit curb).
- Stop with the front bumper even with the stop line or curb line. Wheels should be angled slightly to the right.
- Search intersection to the right, front, left, and back to the right and yield to traffic in the intersection.
- Select a large gap in traffic, avoid hesitation, and look at the target in the center of the path of travel.



- **Selecting a gap in traffic is a very difficult skill for most novice drivers and requires a lot of practice!** Coach the novice driver to look down at the approaching vehicle's tires when trying to judge the distance and speed of the approaching vehicle. Using commentary driving, ask your child to identify the vehicle that they will be pulling in front of or behind.

- Using push-pull-slide steering, begin to turn the steering wheel when the vehicle's right-side mirror appears to be aligned with curb.

- Select a target that is 15-20 seconds ahead in the center of the closest open lane, accelerate gradually, and allow the steering wheel to recover by letting it slide through the hands.

NOTE: Right of way is a gift.
You do not have it unless someone gives it to you.

Left turns on two-way streets from a stop

- Position the vehicle 3-6 inches from the yellow line or median in the middle of the road.

- Stop with wheels pointed straight ahead behind the stop line, pedestrian crosswalk, or before entering an intersection.

- Search the intersection to the left, front, right, and back to the left. Look for vehicles making a right turn on red.

- Select a gap, avoid hesitation, pull straight forward towards the middle of the intersection.

- Use the yellow line as the target. Yield to oncoming traffic and turn when the front bumper appears to be even with the yellow line. Turn into the travel lane closest to the yellow line or median.

- Mid-way through the turn, allow the steering wheel to slide through the hands until front wheels are straight.

- Select a new target 15-20 seconds ahead in the center of the path of travel and continue accelerating gradually to travel speed.

Invest time practicing left turns, and make sure your child understands right-of-way rules to avoid conflicts and to determine adequate gap to safely cross the pathway of the approaching vehicles. Poorly executed left turns result in t-bone crashes and consequently are very dangerous maneuvers for novice drivers.

Checklist for Sessions 8-10

Check if behavior is a habit

_____ Approaches the vehicle with awareness
_____ Enters the vehicle and makes appropriate checks and adjustments
_____ Identifies controls
_____ Prepares to drive
_____ Follows procedural steps to put vehicle in motion
_____ Checks mirrors frequently
_____ Uses commentary driving
_____ Properly secures vehicle

Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

Vehicle position for right and left turns

_____ Selects the best lane and lane position; understands the correct path of travel
_____ Uses proper signals
_____ Positions vehicle 3 feet from the curb for a right turn
_____ Stops with the front bumper even with curb or behind stop line
_____ Angles wheels slightly to the right when stopped at curb for a right turn
_____ Uses side view mirror even with curb as reference point to begin right turn
_____ Positions the vehicle 3-6 inches from the center line to prepare for a left turn
_____ Uses front bumper even with yellow line as reference point to begin the left turn
_____ Establishes a target in path of travel
_____ Selects gap and avoids hesitation
_____ Controls speed
_____ Uses proper push-pull-slide steering techniques
_____ Turns into the closest open travel lane

Visual skills

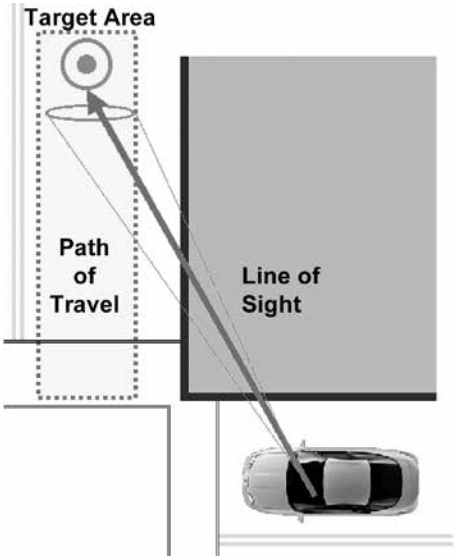
_____ Looks 15-20 seconds ahead of the vehicle
_____ Selects and looks at target in the center of the path of travel
_____ Recognizes signs by their shape well in advance
_____ Understands meaning of yellow and white pavement markings
_____ Understands meaning of solid and broken pavement markings
_____ Recognizes a green arrow, left turn only, yellow flashing light or arrow, and no left turn signs
_____ Searches all areas of the intersection identifying open, closed and changing areas
_____ Judges speed of approaching traffic and has good gap selection
_____ Yields to pedestrians and oncoming traffic
_____ Checks mirrors before slowing or stopping

I certify that _____ has spent at least three hours practicing the above tasks.

Parent/Guardian's signature _____ Date _____

Sessions 11-13: Searching Intended Path of Travel

In a residential area, or, if ready, on roads with light traffic, continue working on basic visual skills, negotiating curves, and right and left turns. Practice using reference points, judging space in seconds, identifying a target, and searching the target area and path of travel. Ask your child to comment prior to changing speed or position.



Novice drivers have the tendency to monitor the road immediately in front of the vehicle. **The target** is an area or object that is located 15-20 seconds ahead of the vehicle, in the center of the path of travel, and is what the driver steers toward. It can be a car a block ahead, a traffic signal, a crest of a hill, etc. To practice this skill, use commentary driving for two to three minutes, and have your child identify targets. Having a target helps the new driver to:

- visualize the space the vehicle will be occupying;
- look far ahead to begin a search to identify risks;
- improve steering accuracy.

The **SEEiT** system: **S**earch, **E**valuate, and **E**xecute **i**n **T**ime, is a simple space management system your child can use to minimize or control driving risks. When **Searching** the path of travel, the new driver should look for open, changing, and closed areas. An example of an open area is a roadway with no others road users. Examples of a closed area would be a stop sign, stopped traffic, red light, pedestrians etc. Examples of a changing area would be a car pulling out of a driveway, a yellow light, a left-turning vehicle, a bicyclist, etc. Ask your child to use commentary driving to identify and **Evaluate** changing or closed space when approaching intersections, and then demonstrate how to **Execute** a speed or position change **in Time** to reduce and manage risk.

You can steer around a risk in much less time than it takes to brake and stop to avoid colliding into the risk. The distance needed for steering is much shorter than the distance for stopping. Coach the new driver to look for an open space that can be used as an "escape route" and not at what he/she is trying to avoid. We steer in the direction we look. If your child is skilled at creating space, he/she will not crash.

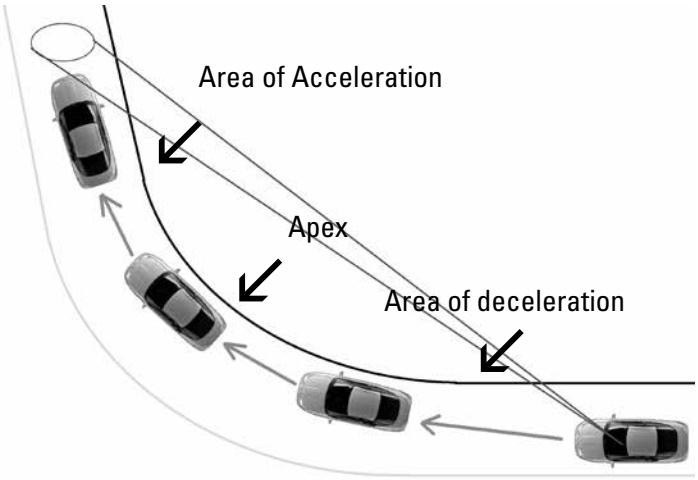
Judging Space in Seconds—When traveling at 25 to 30 mph, looking 12 to 15 seconds ahead translates into about one city block. This is the targeting area in front of the vehicle that the driver must monitor. Stopping zones at this speed are 4 to 8 seconds ahead, and the following distance should be 3 to 4 seconds. To calculate space in seconds, have the new driver select a fixed object, count one-one thousand, two-one thousand, etc., until the driver reaches the object. Ask your child to practice judging space in seconds at different speeds, and discuss escape routes and stopping distances.

A two-second interval at speeds under 35 mph provides the driver time to steer and brake out of problem situations.

A three-second interval at speeds under 45 mph on a dry surface provides the driver time to steer and brake out of problem areas.

A four-second interval at speeds under 70 mph on a dry surface provides the driver time to steer and brake out of problems.

Target



Coaching your child to control a vehicle through a curve.

- On approach, position the vehicle in the lane to try to establish a sightline to the apex and exit of the curve. At the apex, coach the new driver to begin applying light acceleration to pull the car out of the curve. Observe warning sign speed which is calculated based on the angle and bank of the curve.

- Reduce speed (inertia) before entering the curve, and slowly reduce the pressure on the brake until reaching the apex (middle of the curve).

The vehicle's speed, weight, and the sharpness and bank of the curve affect vehicle control. Traction loss when entering a curve is often caused by excessive speed, braking, or steering. Front tire traction loss is referred to as "understeer," causes the vehicle to "plow" straight ahead and the vehicle will not respond to steering input. "Oversteer" is when the rear tire loses traction and the rear of the vehicle slides from one side to the other and occurs when the rear tires try to lead (fishtailing).

Vehicle balance refers to the distribution of the vehicle's weight on all four tires. Ideal balance and tire patch size is only reached when the vehicle is motionless. As soon as acceleration, deceleration, steering, or a combination of these actions occur, vehicle balance and the distribution of vehicle weight on the tires changes. However, when the vehicle is traveling at a constant speed, and the suspension is set on center, steering and traction control is considered to be in balance.

Pitch, Roll and Yaw

Vehicles operate in three dimensions centered on the vehicle's center of gravity – longitudinal, vertical and horizontal axes. The vehicle will experience pitch, roll or yaw usually as the result of the suspension reacting to turns, acceleration and road conditions.

Changing vehicle balance from side to side (roll)

Steering and road design can affect a vehicle's side-to-side balance. Example: steering to the right shifts the vehicle weight to the left.

Changing vehicle balance from front to rear (backward pitch)

Acceleration causes the weight or center of mass to transfer toward the rear tires of the vehicle. More rapid acceleration will result in greater weight transfer, and reduced front tire traction.

Changing vehicle balance from rear to front (forward pitch)

When brakes are applied, weight or center of mass is transferred toward the front of the vehicle. If braking is hard, there is a noticeable drop of the hood and reduced rear tire traction.

Changing the vehicle's rear load to the right or left (yaw)

Sudden steering, braking, slippery road surface or a right or left elevation of the highway can affect vehicle balance and result in the loss of rear tire traction. When the vehicle losses traction to the rear, the vehicle may slide to the left or right and rotate around its center of gravity.

Checklist for Sessions 11-13

Check if behavior is a habit

_____ Approaches the vehicle with awareness
_____ Enters the vehicle and makes appropriate checks and adjustments
_____ Uses proper signals
_____ Checks mirrors before slowing or stopping
_____ Controls speed
_____ Maintains and adjusts speed to flow of traffic
_____ Uses commentary driving

Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

Searching the Intended Path of Travel

Target

_____ Identifies an object or area in the center of the intended path of travel
_____ Identifies and adjusts speed at entrance, apex and exit of curve

Space Management

_____ Searches the space the vehicle will occupy at least 15-20 seconds ahead
_____ Continually evaluates the immediate 4-8 second travel path
_____ Adjusts speed and/or position to maintain open space
_____ Maintains a 3-4 second following interval at all times (space cushion)

Identifies Open, Closed or Changing Spaces

_____ Identifies the intended travel path as open, closed or changing, and adjusts speed and position as needed

Searches Intersections

_____ Searches for open zones/space to the left, front, and right when approaching and entering an intersection
_____ Identifies closed or changing zones/spaces and makes necessary speed and/or lane adjustments
_____ Stops in proper position; stops completely; tires are motionless
_____ Yields; understands right-of-way rules
_____ Comments prior to changing vehicle speed or position

Curves

_____ Positions the vehicle to increase line of sight
_____ Slows to the speed posted on the warning sign before entering curve
_____ Slowly lightens pressure on the brake until reaching the middle of the curve
_____ Applies light acceleration to pull the car out of the curve

Securing the Vehicle

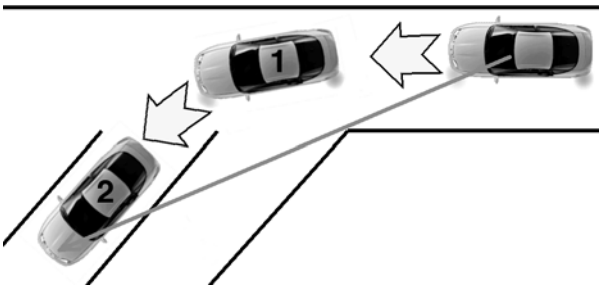
_____ Properly secures vehicle

I certify that _____ has spent at least three hours practicing the above tasks.

Parent/Guardian's signature _____ Date _____

Sessions 14-16: Parking

Sessions 14-16 focus on learning the correct procedures for angle, perpendicular, and parallel parking using reference points and commentary driving. Begin Session 14 in a large, level parking lot free of obstacles. During each session have your child practice angle, perpendicular, and parallel parking on the right and the left 8-10 times.



Angle Parking Steps

- Signal intention and position the vehicle 3-4 feet from the space in which the vehicle will be parked.
- Move forward until the side view mirror appears to be aligned with the first stall pavement line.
- Using slow controlled speed, visually target the middle of the parking space and turn the wheel rapidly.
- Steer toward the target in the center of the space and begin straightening the wheels and stop when the front bumper is 3-6 inches from the curb or end of the space.
- If you have a choice, parking on the left gives you more room to maneuver and a better view of traffic when you have to back out of the space.

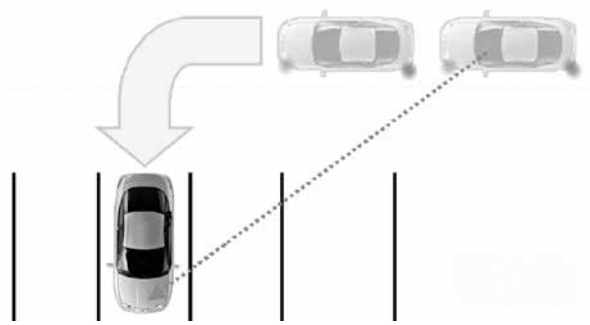
Exiting an Angle Parking Space

- Place foot on brake, signal in the direction you will turn steering wheel, shift to Reverse, look over your shoulder and search path of travel.
- Back straight back until your vehicle's front bumper is even with the back bumper of the vehicle located on the turning side, and slowly begin turning the steering wheel in the direction you want the rear to go.
- Monitor your front bumper on the opposite side of the direction you are turning.
- When your front bumper clears the back of the vehicle by several feet, stop, and shift to Drive.

Perpendicular Parking Steps (parking at a 90-degree angle)

- Signal intention and position the vehicle 5-6 feet away from the space.
- Move forward until the side view mirror appears to be aligned with the first pavement line.
- Turn the wheel rapidly left or right while controlling speed.
- Steer towards a target in the center of the space and straighten the wheels.
- Position the front bumper 3-6 inches from the curb or end of the space.

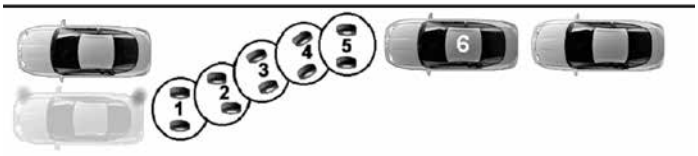
Exiting a Perpendicular Space



- Place foot on brake, signal intention, shift to reverse, and look through the rear window.
- Back until your bumper is even with the bumper of the vehicle located on the turning side, and begin turning the steering wheel in the direction you want the rear to go.
- Monitor your front bumper on the opposite side of the direction you are turning.
- When your front bumper clears the back of the vehicle by several feet, stop, and shift to Drive, and establish a target in your intended path of travel.

Parallel Parking Steps (parking on the right)

- Signal that you are stopping and turning.
- Stop 2-3 feet parallel to the car in front with your rear right tire even with the other vehicle's back bumper.
- Shift to Reverse. Check traffic behind, and back slowly steering sharply to the right.
- Stop when the side view mirror is in line with the rear bumper of the vehicle you are parking behind or when you can see the right tire of the car behind you in your side view mirror.
- Back slowly until your front bumper clears the back bumper of the vehicle you are parking behind.
- Continue backing slowly while steering rapidly to the left using quick glances to the front and the rear of the vehicle until the vehicle's wheels are straight.
- Center vehicle in space. Wheels should be 6-12 inches from the curb.



Exiting a Parallel Parking Space

- Brake, shift to Reverse, and back as near as possible to the vehicle behind you.
- Check traffic, signal, and shift to Drive.
- Move forward slowly while steering rapidly out of the space.
- Begin straightening wheels when your vehicle's front seat is even with the back bumper of the car in front, look at the target in the center of your path of travel, and accelerate.

Parking on a Hill

When parking uphill or downhill, coach your child to place the vehicle in REVERSE or FIRST gear for manual transmissions, and PARK for automatic transmissions, and make sure the parking brake is properly engaged. To further ensure that the vehicle does not roll into traffic, turn the front wheels:

- towards the curb **when parking downhill;**
- towards the road edge **when parking uphill without a curb;** and
- away from the curb **when parking uphill with a curb.**

Checklist for Sessions 14-16

Check if behavior is a habit

_____ Approaches the vehicle with awareness
_____ Enters the vehicle and makes appropriate checks and adjustments
_____ Checks mirrors before slowing or stopping
_____ Avoids hesitation
_____ Uses commentary driving

Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

Angle Parking

_____ Signals intention
_____ Approaches space at proper distance 3-4 feet
_____ Aligns the vehicle side view mirror of the vehicle with the reference point
_____ Controls speed and monitors all four corners of the vehicle
_____ Selects target to center the vehicle in the space
_____ Controls speed and steers towards the target
_____ Positions the front bumper 3-6 inches from the curb or end of the space

Exiting Angle Parking Space

_____ Signals intention
_____ Aligns the vehicle with the reference point before turning the steering wheel
_____ Controls speed and monitors the path of travel
_____ Steers into closest lane after the front tire clears the back of the parked vehicle

Perpendicular Parking

_____ Signals intention
_____ Establishes proper distance (5-6 feet) from parked vehicle
_____ Uses reference point to begin turn
_____ Controls speed and steers to target in center of space
_____ Centers vehicle in the space
_____ Positions the front bumper 3-6 inches from the curb or the end of the space

Exiting a Perpendicular Parking Space

_____ Signals intention and aligns vehicle with the proper reference point before turning the steering wheel
_____ Controls speed and monitors all four corners of the vehicle and path of travel
_____ Steers into proper lane after the front tire clears the back of the parked vehicle

Parallel Parking (on the right)

_____ Signal intention and stop the vehicle 2-3 feet parallel to the car in front
_____ Shift to Reverse
_____ Steer sharply right until side view mirror is even with rear bumper of other vehicle
_____ Stop and straighten wheels
_____ Back straight until vehicle's front bumper is even with back bumper of other vehicle
_____ Continues moving back while steering sharply left
_____ Center vehicle in parking space, 6-12 inches from the curb

Exiting Parallel Parking Space

_____ Backs as near as possible to the vehicle which is parked behind the space
_____ Checks traffic, signals, and shifts to Drive
_____ Controls speed and steers out of the space
_____ Straightens wheels gradually when front seat aligns with the back bumper of vehicle in front

I certify that _____ has spent at least three hours practicing the above tasks.

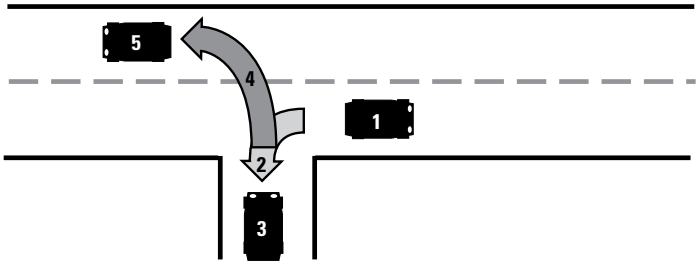
Parent/Guardian's signature _____ Date _____

Sessions 17 and 18: Turnabouts

Sessions 17 and 18 will focus on recognizing the different types of turnabouts and selecting the appropriate type of turnabout for a given situation. Review previous lesson objectives and the driver's manual section on turnabouts. Begin Sessions 17 and 18 in a large, level parking lot free of obstacles. Practice 2-point, 3-point, and U-turns in a parking lot. Progress to a lightly traveled residential area, and practice visual search skills, turns and each turnabout at least 10 times.

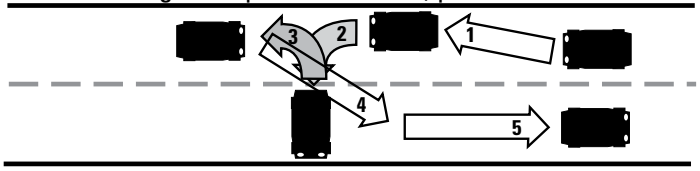
The easiest and safest way to change directions is to drive around the block. If that is not an option, practice changing directions using the following turnabouts:

Two-point turnabouts requires the driver to head into, or back into, a driveway on the same side or on the other side of the roadway to reverse direction. The safest way to execute a 2-point turnabout is by backing into a driveway on the same side of the street.



Three-point turnabouts are an option if no driveway is available, traffic is light, and the available space prevents a U-turn.

- To begin a 3-point turnabout, position the vehicle

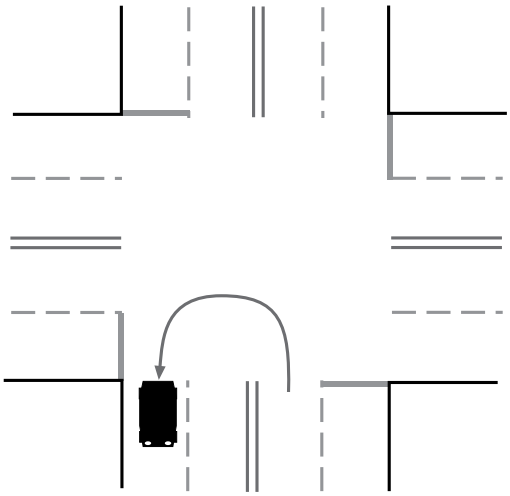


next to the curb on the right.

- When safe, move forward while turning the wheel sharply to the left towards the opposite side of the road. Stop approximately a foot from the curb.
- Shift to Reverse. Check traffic and back slowly turning the wheel rapidly to the right until your front bumper is in the center of the road.
- Shift to Drive, target the center of your path of travel and accelerate.

U-turns are very dangerous because you cross the paths of multiple lanes of traffic, and they are not allowed at all intersections.

- On a two-way multiple-lane highway, the driver begins the U-turn in the left lane closest to the center line or median.
- The driver completes the turn in the lane furthest to the right in the opposite flow of traffic.
- Target the center of your path of travel and accelerate to the appropriate speed.



Checklist for Sessions 17-18

Check if behavior is a habit

_____ Approaches the vehicle with awareness
_____ Enters the vehicle and makes appropriate checks and adjustments
_____ Checks mirrors before slowing or stopping
_____ Maintains a safe following distance at all times (space cushion to front)
_____ Uses commentary driving
_____ Properly secures vehicle

Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

Approach to Intersections

_____ Identifies and responds appropriately by changing, speed or position to open/closed space areas
_____ Checks and manages rear space conditions
_____ Establishes and maintains proper lane usage and speed control
_____ Searches left, front, and right zones for line of sight or path of travel changes, and identifies open spaces before entering intersection
_____ Safely stops when necessary

Turnabouts

_____ Selects the appropriate type of turnabout for a given situation
_____ Searches for signs prohibiting U-turns and left turns
_____ Demonstrates and explains the proper starting position
_____ Demonstrates and explains the proper forward position
_____ Searches left, front, and right to determine open spaces
_____ Uses proper signals
_____ Controls speed
_____ Looks through the turn at target before turning the steering wheel
_____ Identifies a target at the end of the turnabout in the path of travel
_____ Avoids hesitation
_____ Successfully executes several 2-point turns
_____ Successfully executes several 3-point turns
_____ Successfully executes U-turns

Visual Skills

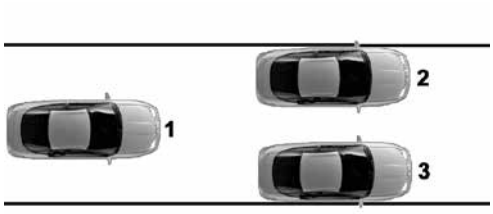
_____ Looks well ahead of the vehicle
_____ Identifies open space
_____ Searches for sign prohibiting left turn or U-turn
_____ Checks mirrors before slowing or stopping
_____ Judges adequate gap in traffic prior to executing maneuver

I certify that _____ has spent at least two hours practicing the above tasks.

Parent/Guardian's signature _____ Date _____

Sessions 19-21: Multiple Lane Roadways

Sessions 19-21 focus on **lane position, lane changing, following distance, and mirror blind zones.** If possible, choose a time when the four-lane roadway on which you select to practice has minimal traffic, such as during early morning hours on Saturday or Sunday.



There are several **lane position choices** a driver can make without changing lanes. Practice driving in lane position 1, 2 and 3 several times during each session.

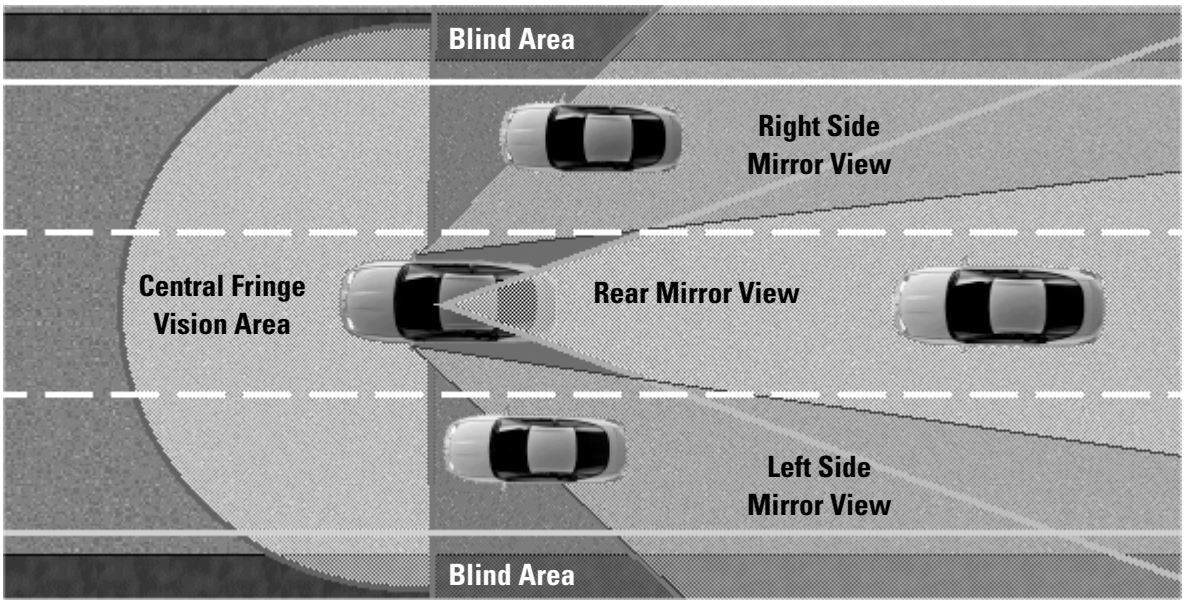
Position 1: The vehicle is centered in the lane and is the lane position most often used.

Position 2: The vehicle is 6-12 inches from the lane line on the driver's side. This is the lane position used for a left turn, as it allows for a margin of safety on the right side of the vehicle.

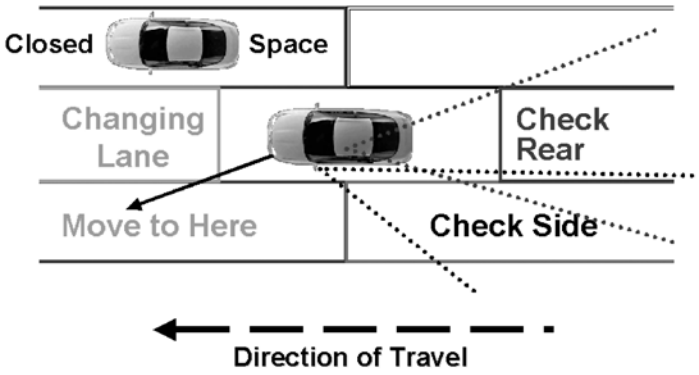
Position 3: The vehicle is 6-12 inches from the passenger-side pavement line or curb, and this lane position is the best position to approach a hill or curve.

The space in front of the vehicle is the space over which you have the most control. Maintaining at least a 3 to 4 second margin of space between your vehicle and the vehicle ahead provides the driver with visibility, time, and space to avoid frontal crashes, and allows you time to steer or brake out of dangerous situations at moderate speeds. Coach your child to accelerate or decelerate when the 3 to 4 second gap increases or decreases. This will also help the novice driver maintain and/or travel at the speed of the flow of traffic. When stopping behind another vehicle, coach your child to stop in a position that allows your child to see the rear tires of the car in front. This provides the driver with a space cushion if hit from behind, and better sight distance to monitor the area ahead.

Mirror blind zone - As a bike rider, before making a turn or changing lanes, your child was taught to check over his/her shoulder in the area next to and behind the bike to make sure there are no cars. As a driver, coach your child to monitor the area to the rear using the inside mirror, to the sides using side view mirrors, and to check the blind zone by glancing quickly over the shoulder in the area in the outer fringe of the driver's peripheral field of vision. Coach the driver to look out of the front side windows, not the rear side windows, when checking the mirror blind zone areas. New drivers have a tendency to move the steering wheel in the same direction that they move their head. Coach your child to focus on not moving the steering wheel when making the head check.



Checking traffic for a lane change



Changing lanes - Ask your child why one would need to change lanes. Answers may include: to avoid an obstacle in your lane; to make a turn; exit the road; park; or to pass another vehicle. Emphasize that passing another vehicle on a two-lane, two-way roadway with limited line of sight is extremely dangerous and often unnecessary.

Practice changing lanes 15-20 times during these three sessions. Steps to safely change lanes:

- using mirrors check traffic flow to rear and sides for appropriate gap;
- signal intentions by placing gentle pressure on the turn signal lever;
- recheck traffic flow to the rear, sides, and front; steady hands and make a quick glance in the mirror blind spot area;
- maintain speed or accelerate slightly before and during the lane change;
- make a gradual move into the lane (front and rear tires should glide almost simultaneously across 3-5 broken pavement lines);
- regain space around the vehicle and adjust following distance as needed.

Right turns are always made from the right turn lane(s) or the travel lane closest to the right and end in the closest open lane. Review right turn procedures on page__

Left turns are a high risk maneuver for novice drivers. New drivers have difficulty judging the speed and distance of multiple lanes of oncoming traffic. Practice judging oncoming vehicles' space in seconds.

- To judge the speed, and distance of the approaching vehicle, tell your child to look down at the vehicle's tires in contact with the road and not at the body of the car. When making a left turn from a two-way four-lane street, begin and end the turn in the lane closest to the yellow line. Novice drivers also have difficulty identifying protected and unprotected intersections, determining who must yield, and identifying vehicles turning right on red.
- A protected left turn is one made from a turn lane marked with an arrow, accompanied by a left-turn traffic signal and the oncoming traffic has a red light. An unprotected left turn is an intersection without a traffic signal and no turn arrow.
- Using commentary driving ask your child to explain the traffic controls at each intersection and demonstrate awareness of who has the green and red lights.

Passing and being passed - Ask your child what the legal responsibilities are for the passing driver and the driver being passed. Using commentary driving, have your child practice the following steps for safe passing:

- position your vehicle a safe distance behind the vehicle to be passed;
- check mirrors and oncoming traffic;
- check ahead making sure you have plenty of space before you try to pass;
- signal intentions, recheck mirrors and blind, zones;
- accelerate to an appropriate speed making sure your child does not exceed the posted speed limit;
- monitor front and rear space and using the rearview mirror look for the front of the car being passed;
- signal intentions; and when you see the front of the car, change lanes, cancel signal, and maintain speed.

NOTE: Help drivers safely pass you.
This is not a good time to become competitive!

Checklist for Sessions 19-21

Check if behavior is a habit

_____ Approaches the vehicle with awareness
_____ Enters the vehicle and makes appropriate checks and adjustments
_____ Checks mirrors before slowing or stopping
_____ Maintains an adequate following distance
_____ Uses proper signals
_____ Controls speed

Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

Lane Change/Passing

_____ Using mirrors checks traffic flow behind and to the sides
_____ Signals intention
_____ Rechecks traffic flow to the rear and sides using mirrors to confirm an adequate gap
_____ Checks blind zones by turning head to look over shoulder
_____ Avoids hesitation
_____ Maintains speed or accelerates slightly before and during the lane change
_____ Moves gradually into the lane (wheels cross 3-5 broken lines)
_____ Checks rearview mirror and identifies the front of car being passed to safely return to lane
_____ Adjusts following distance as needed and regains space around the vehicle

Vehicle Position – Right/Left Turns

_____ Selects the best lane and lane position
_____ Positions the vehicle correctly for a right turn – lane position 3
_____ Stops the vehicle with the front bumper even with curb line, crosswalk or behind stop line
_____ Angles wheels slightly to the right before stopping at the curb line for a right turn
_____ Keeps wheels straight and positions vehicle 3-6 inches from the center of the road to prepare for a left turn – lane position 2
_____ Maintains at least a 3-second space cushion in front of the vehicle at all times
_____ Recognizes and adjusts position and/or speed when being tailgated

Visual Skills/ Commentary Driving

_____ Looks and searches well ahead of the vehicle
_____ Looks at a target towards the end of the turn
_____ Recognizes regulatory and warning signs by shape and explains meaning
_____ Understands the meaning of yellow and white pavement markings
_____ Understands the meaning of solid and broken pavement markings
_____ Searches all corners of the intersection
_____ Selects a target in the center of the path of travel
_____ Judges gap in traffic
_____ Identifies protected and unprotected intersections
_____ Can explain each position and appropriate reference points
_____ Monitors other highway users

I certify that _____ has spent at least three hours practicing the above tasks.

Parent/Guardian's signature _____ Date _____

Sessions 22-24: City Driving

Sessions 22-24 focus on driving on urban roadways. During these three sessions have your child explain the importance of searching ahead, lane position, covering the brake, and the hazards associated with parked cars, traffic congestion, and distractions.

Decision making is the most important skill used in driving. Drivers make 50-60 decisions per mile in city traffic. To make good decisions, drivers need visibility, space, time, and adequate traction to cross, turn, and pass. Have your child focus on controlling speed and maximizing space around the vehicle, especially to the front. This will enhance visibility, space, time, and traction in this congested high risk driving environment.
There is a very small margin for driver error in city driving. Emphasize that effective searching and driver alertness skills are essential when driving in this environment.

Have your child identify **city driving hazards.** Examples of city driving hazards include:

- parked cars, cars entering or exiting parking spaces, doors opening, etc.;
- delivery trucks, drivers racing to and from the trucks, stopping suddenly, etc.;
- buses, loading and unloading passengers;
- blind alleys, cars or bicyclists darting out of alleys;
- pedestrians moving to and from office buildings or stores, crossing streets, etc.;
- limited sight distance;
- more intersections spaced at shorter intervals;
- aggressive, impatient drivers competing for lane space or parking spaces; and
- stop and go traffic flow.

Ask your child to identify a hazard, coach him/her to cover the brake to be prepared to stop or slow suddenly, and identify an alternative path of travel. Covering the brake involves taking your foot off the accelerator and holding it over the brake pedal. Remind your child not to rest the foot on the brake pedal. This is called riding the brake, and will both confuse other drivers and add unnecessary wear to the brakes. Identifying an alternate path of travel allows the driver to steer into an open space and avoid a hazard.

Lane position and lane selection - have your child select the lane position that provides the greatest amount of space between the vehicle and a potential hazard. Ask your child to identify the least congested lane. On a three-lane roadway, the middle lane usually has the smoothest flow of traffic. Hazards in the right lane include stopped buses, parked cars, bicyclists, etc. Hazards in the left lane include vehicles waiting to make a left turn, oncoming vehicles crossing over the center line, etc.

The dangers of changing lanes in city traffic include:

- limited space;
- intersections spaced at shorter intervals;
- cars pulling into or out of parking spaces;
- stop and go traffic flow;
- pedestrians;
- oncoming drivers drifting over the center line.

During these sessions, ask your child to use commentary driving to identify potential risks 15-20 seconds ahead of the vehicle.

Distractions while driving can be deadly, especially for young drivers. Ask your child to give examples of driving distractions. Typical driving distractions include:

- texting, dialing or talking on the phone;
- selecting music;
- passengers or pets;
- setting, looking at the GPS, or reading a road map;
- eating, drinking, smoking;
- searching for an item in a purse, glove compartment, backpack, etc.;
- having book bags slide off the seat or carrying other unrestrained items in your car;
- engaging in intense or emotional conversations;
- putting on makeup or looking at yourself in the mirror;
- driving an unfamiliar vehicle without first adjusting the mirrors and seat, selecting entertainment options, locating the lights, windshield wipers, or other vehicle controls.

In heavy traffic, coach your child to actively search the traffic scene for potential risks, to avoid distracting activities, not to fixate on any one thing, and to focus on keeping as much space as possible around the vehicle at all times.

Checklist for Sessions 22-24

Check if behavior is a habit

_____ Approaches the vehicle with awareness
_____ Enters the vehicle and makes appropriate checks and adjustments
_____ Checks mirrors before slowing or stopping
_____ Covers the brake when necessary
_____ Maintains at least a 3-4 second space cushion at all times
_____ Minimizes distractions

Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

Approach to Intersections

_____ Identifies and selects correct lane position
_____ Checks and correctly responds to tailgaters
_____ Establishes and maintains proper lane usage and speed control
_____ Stops safely when necessary
_____ Adjusts speed to arrive in an open zone (e.g., green light)

City Driving

_____ Turns into the correct lane
_____ Searches and evaluates potential hazards
_____ Selects appropriate lane position
_____ Covers the brake
_____ Maintains a margin of safety
_____ Looks for pedestrians and monitors parked cars
_____ Identifies alternate paths of travel

Visual Skills/ Commentary Driving

_____ Looks well ahead of the vehicle
_____ Recognizes signs by shape and color
_____ Understands the meaning of pavement markings
_____ Identifies potential risks at least 15 - 20 seconds ahead of the vehicle
_____ Looks into turns and selects a target in the center of the path of travel
_____ Judges gap in traffic
_____ Uses proper signals
_____ Avoids hesitation
_____ Controls speed

I certify that _____ has spent at least three hours practicing the above tasks.

Parent/Guardian's signature _____ Date _____

Sessions 25-28: Expressways

Sessions 25-28 focus on higher risk driving environments. Traffic flow on expressways can be heavy and at times unpredictable at speeds up to 70 mph. Expressways are limited-access highways because they have certain locations, called interchanges, where a driver can enter and exit. Expressways have a relatively low frequency of crashes, but when a collision does occur injuries are severe because of the higher speed.

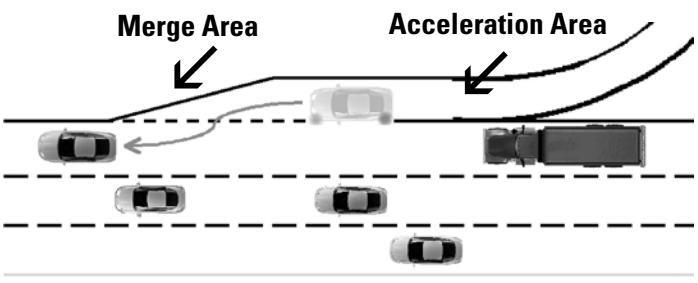
Please make sure your child understands the different kinds of expressway interchanges, signs, signals, lane markings, speed limits, and the importance of maintaining a 20 second visual lead.

Entering an expressway

Expressway entrances have three areas: the entrance ramp, the acceleration lane, and the merge area. The entrance ramp gives the driver time to search the expressway for gaps in traffic and evaluate speed and available space before entering. Entrance ramps may be uphill, downhill, or level with the expressway. Each of these roadway conditions presents a different challenge for the driver when searching for gaps in the traffic flow on the expressway. Using commentary driving, have your child practice entering and exiting the expressway several times during each session.

Steps for entering the expressway:

- Have your child tell you the ramp speed and explain warning signs;
- On the entrance ramp, ask your child to begin searching for gaps or open spaces in the traffic flow on the expressway;



- In the acceleration lane, tell your child to continue monitoring the traffic for open spaces, signal to indicate a desire to enter the expressway, and adjust speed to the flow of traffic on the expressway;
- In the merge area enter the gap in the flow of traffic;
- Cancel the signal;
- Establish space in front and around your vehicle and select a new target.

Steps for exiting the expressway:

- Make sure your child knows the exit number and identifies it well in advance;
- Move into the lane closest to the exit;
- Monitor traffic to the rear and encourage your child not to reduce speed on the expressway;
- Signal intentions to exit 4-6 seconds in advance of the ramp;
- Enter the exit ramp,(first broken line) tap brakes and rapidly begin reducing speed;
- Continue decelerating to the posted speed limit before entering the curve on the ramp.
- Continue decelerating and make sure your child is prepared to stop or yield at the end of the ramp.

Expressway Driving Tips

- Adjust the vehicle position and speed to align with road and weather conditions.
- Maintain a minimum 4-second following interval when merging onto the expressway, changing lanes, and exiting the expressway.
- Use minimal steering inputs at higher speeds to change lanes, enter, or exit the expressway;

excessive steering can easily lead to a loss of control at higher speeds.

- Make room for vehicles entering the expressway from an entrance ramp by moving out of the lane next to the merging area if it is safe to do so.
- Move over one lane at a time when moving across multiple lanes.
- Be alert for crosswinds when driving on bridges or through open mountain passes.
- When another driver tailgates, increase your 4-second following interval and, if possible, change lanes.
- When driving for a long period of time, be aware of a condition known as "highway hypnosis", which is driving in a dulled, drowsy, trance-like condition.
- Determine if the exit is on the right or left side of the expressway by the position of the exit number on the sign.

Route Numbering

- Most routes are one- and two-digit numbers.
- North-South routes have odd numbers.
- East-West routes have even numbers.
- The greater the even number, the farther north the road is in the United States.
- The greater the odd number, the farther east the road is in the United States.
- Exit numbers correlate with mile marker numbers.

Alternate routes are usually three-digit numbers, with the last two numbers designating the main two-digit route.

- If the first digit is even, the alternate route is a loop that goes around a city.
- If the first digit is odd, the alternate route goes into a city.

Checklist for Sessions 25-28

Check if behavior is a habit

_____ Approaches the vehicle with awareness
_____ Enters the vehicle and makes appropriate checks and adjustments
_____ Checks mirrors before slowing or stopping
_____ Uses commentary driving
_____ Secures vehicle properly

Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

Entering the Expressway

_____ Checks for ramp speed and warning signs
_____ Maintains safe approach speed on entrance ramp to maximize search time and options
_____ Evaluates gap prior to entering
_____ Uses turn signal
_____ Reaches the speed of the expressway traffic on the acceleration lane

In the Merge Lane

_____ Maintains speed/acceleration
_____ Checks front, rear, and left rear areas around the vehicle
_____ Identifies gap/space

Entering the Flow of Traffic

_____ Merges into lane position
_____ Cancels signal
_____ Establishes space around vehicle and new target in path of travel

On the Expressway

_____ Selects proper lane and lane position
_____ Maintains at least a 4-second space cushion at all times
_____ Searches 20-30 seconds ahead of the vehicle
_____ Adjusts speed for weather and traffic conditions

Exiting

_____ Know your exit number and identify it well in advance
_____ Checks traffic behind and signals well in advance
_____ Does not decelerate on the expressway
_____ Moves into the lane closest to the exit
_____ Reduces speed on the exit ramp
_____ Prepares to stop or yield at end of ramp

I certify that _____ has spent at least four hours practicing the above tasks.

Parent/Guardian's signature _____ Date _____

Sessions 29-30: Crash Avoidance

Sessions 29 and 30 focus on crash avoidance skills that incorporate vision, steering, and vehicle braking techniques. Conduct the following drills in a large, level parking lot free of obstacles. Place cones or other "targets" at selected locations on the lot. The new driver will practice compensating for side to side, front to rear, and rear to front vehicle weight shifts that affect vehicle balance and performance.

Straight-line braking drill.

Once your child reaches 15-20 mph, tell your child to stop in the shortest distance possible. Sudden braking causes the vehicle load to shift from the rear to the front wheels. If the brakes lock, coach your child to release just enough pressure to get the wheels rolling again. Once they are rolling again, have the novice driver reapply brake pressure. If the vehicle is equipped with anti-lock brakes and goes into the hard braking mode, coach your child to maintain pressure on the brake pedal even if the pedal pulsates or makes a grinding sound. Practice this drill several times.

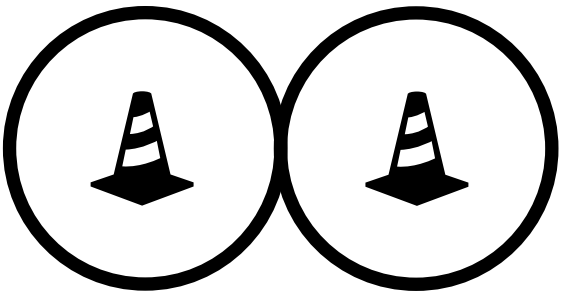
Braking in a curve.

In an area free of obstacles, set up a series of cones or other markers to simulate a curve in the roadway. To maintain vehicle control, ask your child to decrease the vehicle's speed prior to entering the curve, visually target the exit point, and to accelerate midway through the curve. Now have your child approach the curve without reducing speed, and coach the driver to try to regain vehicle balance. Do this exercise several times to reinforce the importance of reducing speed before entering a curve.

Progress to having your child approach the curve without slowing and tell your child to stop abruptly in the middle of the curve. This will cause the weight of the vehicle to transfer to the front tire on the outside of the curve, and that front tire may slide (under-steer). If the tire begins to slide, coach your child to release a slight amount of brake pressure to get the tires to roll to regain steering control. With limited weight on the inside rear tire, this tire may also lose traction. If this occurs, ask your child to look in the direction he or she wants the vehicle to go and steer in that direction. Mastery of emergency braking while turning and maintaining vehicle balance and control requires a lot of practice.

Hydroplaning.

This happens when a film of water collects between the tires and the road surface and can occur at slow speeds depending on tire pressure, tire tread, angle of the turn, and water depth. Simulating hydroplaning can be done on a rainy day in a large parking lot free of obstacles. Using cones or another object, have your child "draw" a figure eight around the objects at a very slow speed. Have the novice driver increase speed gradually to the point of hydroplaning. When this occurs, coach your child to reduce speed to gain tire traction and to look and steer in the direction he or she wants the vehicle to travel.



Off-road recovery.

Unfortunately, running off the roadway is a frequent cause of fatal crashes for novice drivers in Virginia. With practice, proper off-road recovery is not a difficult skill to learn.

Locate a straight section of roadway with no traffic and a gravel, dirt, or grass shoulder that is even with the road surface. Do not practice this skill on a road that drops off at the edge or has potholes or obstacles on the shoulder. The novice driver can easily lose control and do serious damage to the tires, wheels, or underside of your vehicle. Even at slow speeds, dirt or loose gravel can reduce traction causing the vehicle to slide or skid. At a slow speed, ask the new driver to leave the roadway, and to:

- get both wheels off the pavement and steer the vehicle parallel to the roadway;
- take foot off the accelerator pedal and DO NOT brake; and
- check traffic and ease back on the roadway at a SLOW speed.

NOTE: If you run off the road, stay off the road until you slow down and can safely get back on the paved surface. One way to practice "staying off the road" is to have your novice driver drive on the rumble strip for a period of time.

Checklist for Sessions 29-30

Check if behavior is a habit

_____ Approaches the vehicle with awareness
_____ Enters the vehicle and makes appropriate checks and adjustments
_____ Checks mirrors before slowing or stopping
_____ Avoids hesitation when performing tasks
_____ Controls speed

Place "S" for satisfactory or "NP" for "Needs Practice" for the following tasks:

Straight line braking

_____ Stops immediately on command
_____ Adjusts brake pressure to avoid wheel lockup
_____ Maintains brake pressure during ABS hard-braking mode
_____ Stops vehicle safely in the shortest distance possible

Braking in a curve

_____ Adjusts speed prior to entering the curve
_____ Enters curve without reducing speed and regains control of vehicle
_____ Performs controlled stop in the middle of the curve

Hydroplaning

_____ Reduces speed, looks and steers in the direction he or she wants to go

Off-road recovery

_____ Remains off-road to establish maximum vehicle control
_____ Eases vehicle onto the paved surface

I certify that _____ has spent at least two hours practicing the above tasks.

Parent/Guardian's signature _____ Date _____

Sessions 31-45: Driving After Sunset

Driving after sunset presents a new set of challenges. The obvious challenges are reduced visibility and glare. Therefore, the first routes you select for your child to drive after sunset should be on low-volume roadways that the new driver has practiced driving on during daylight. **Use previous lessons to guide your lesson planning for the 15 hours of night driving.**

Vision is severely limited at night. The vehicle's short, narrow headlight beams limit the driver's view of the area ahead, and the off-road area to the sides may not be visible at all. In addition, the new driver will find it difficult to determine the size, speed, color, and distance of objects. Coach your child to try to look ahead at the outer fringes of his or her headlight beams to get the best view possible of potential dangers ahead and to the sides of the vehicle. Emphasize the need to reduce speed and to increase following distance. Dirt on the headlight lenses can reduce their effectiveness by as much as 75%.

Avoid using a light inside the car because this will also greatly reduce your night vision.

Overdriving your headlights

Overdriving your headlights occurs when the vehicle's stopping distance is greater than the area illuminated by the headlights. To determine whether you are "overdriving your headlights," have your child select an object the moment the headlights pick it up, and count off 6 seconds. If the object is still ahead of the vehicle, you are driving at a safe speed. If you have passed it, you are driving too fast. Remind your child that posted speed limits are calculated for daylight driving and are often too fast for nighttime conditions.

Blinded by the headlights of oncoming cars

Coach your child to look to the right-hand side of the lane and to make brief, frequent glances at the target ahead keeping the oncoming cars in the corner of the driver's vision.

Glare recovery

Glare recovery is the time it takes your eyes to adjust after being blinded by bright lights. Oncoming traffic is the primary source of glare when driving at night. Glare is also caused by

the headlights of cars behind you and a dirty windshield. Adjust your rear view mirror to the "night" setting and side view mirrors to reduce glare. Dirt on glass will reflect rays of light, either from the sun or headlights, and add to glare.

Your child will receive additional traffic safety information during the driver education course. Examples of information your child will receive includes (but is not limited to):

- Motor vehicle section of the Code of Virginia;
- Communication with other drivers;
- Handling emergencies;
- Alcohol and other drugs;
- Vehicle Maintenance;
- Driving "green";
- Responsibilities and costs of vehicle ownership;
- Pulling a trailer;
- Driving in a variety of environments and weather conditions.

Parent/Teen Driving Agreement

Family rules for driving are important for your child's safety. Parent/Teen Driving Agreements put your family's rules in writing to clearly set expectations and consequences. We have included a Parent/Teen Driving Agreement, No Underage Drinking and Driving Agreement, and Safety Belt Use Agreement for your consideration.

45-Hour Driving Log

The 45-Hour Driving Log, at the end of this guide, should be used to document and keep track of driving time. Virginia law requires a total of at least 45 hours of driving time, 15 of which must be after sunset.

Parent/Teen Driving Agreement

The intent of this agreement is to avoid any misunderstandings concerning our family driving rules. Together we will agree to vehicle use and operation rules, and the consequences for breaking any of these rules.

Financial responsibilities - determine what percentage each person will be responsible for:

Vehicle costs	**Teen**	**Parent**
Fuel costs	_____	_____
Maintenance costs	_____	_____
Taxes and registration fees	_____	_____
Monthly insurance costs	_____	_____
Total costs:	_____	_____

Vehicle Maintenance - determine the teen's responsibility for each of the following:

Check fluids: _____

Check tire pressure: _____

Clean vehicle: _____

Consequences for:

Ticket: _____

Safety Belt Violation: _____

Crash: _____

Curfew Violation: _____

Failure to provide destination or time of return: _____

School achievement:

Agreement: _____

Consequences: _____

Passenger Restriction:

Agreement: _____

Consequences: _____

Cell phone/messaging:

Agreement: _____

Consequences: _____

Allowing others to drive the vehicle:

Agreement: _____

Consequences: _____

Other: _____

Agreement: _____

Consequences: _____

Other: _____

Agreement: _____

Consequences: _____

Other: _____

Agreement: _____

Consequences: _____

This agreement may be amended at any time.

_____ _____

Teen Driver Date Parent/Guardian Date

You, Your Teen Driver, and Alcohol

Be Concerned About Underage Drinking

Underage drinking has been shown to damage normal brain development, destroy brain cells, and, for some, can lead to alcoholism. Alcohol impairs motor coordination, impulse control, memory, judgment, and decision-making. Underage drinking puts youth at risk for school failure, criminal justice involvement, risky sexual activity, illicit drug use, and interpersonal violence, including rape and sexual violence.

Alcohol is especially dangerous when driving is involved. 85% of teens in high school who report drinking and driving also say they binge drank, or had 5 or more alcoholic drinks within a couple of hours. ***Teen drivers are three times more likely than more experienced drivers to be in fatal crashes and young drivers ages 16-20 are 17 times more likely to die in a crash when they have a blood alcohol concentration of .08%, than when they have not been drinking.***

Parents Are the Key to Good Decision Making Related to Drinking and Driving

Research has shown that young people are less likely to drink when parents are involved in their lives and have close relationships with them. Adolescents are less likely to drink and have alcohol related problems when their parents set clear rules and expectations about drinking, have good parent-child communication, and discipline consistently. Parents' drinking behaviors and favorable attitudes about drinking may influence adolescents to initiate and continue alcohol use. Conversely, parents who exhibit DUI behaviors may promote youth drinking and DUI behaviors. Parental permissiveness is positively and consistently associated with drinking and negative drinking consequences as youth transition to college or adulthood.

Furthermore, supervised alcohol use or early age alcohol use does not reduce the development of adolescent alcohol problems; in fact, adult supervised settings for alcohol use, intended to minimize harm, actually result in higher levels of harmful alcohol consequences. Parental involvement, however, with a focus on monitoring and restricting what new drivers are allowed to do – e.g. through creating, signing and following through upon parent-teen driving agreements – has been shown to prevent drinking and driving. A sample agreement concerning family expectations related to drinking and driving is included in this manual.

Be Mindful of Friends, Social Media, and Siblings

There is no doubt that drinking is largely driven by sociability, and that peer pressure can be central and integral to the majority of drinking experiences. Peers and older siblings or friends often supply alcohol to underage drinkers; drinking teens often select peers that also drink, and postings on social media may further promote alcohol use.

Have the Conversation With Your Teen About Drinking and Driving

Teens who do not receive a message that their parents find under-age drinking completely unacceptable are 5 times more likely to drink than teens who do. Often, parents feel uncomfortable talking to their teens about underage drinking because they drank as teens. MADD offers the following sample dialogue in response to teen's questions about a parent's adolescent drinking, *"I did have a drink when I was younger. However, we did not know as much as we know now about the risks of alcohol. If I had known then, I would have done things differently. This is why I am talking to you about it. I want you to be safe, healthy, and happy."*

Dialogue with teens is essential to afford them the resources and skills to make good decisions; counter erroneous thinking that, for example, after drinking they are "not that drunk" and, as such, that the risks and potential consequences of driving will not be significant; overcome the fear of calling you or trusting adults to get a safe ride home; and accept the social consequences of refusing to get in car with drinking friends or family. MADD offers a free Power of Parents Handbook at ***www.madd.org/underage-drinking/the-power-of-parents***. The handbook touches on the issues mentioned above and provides extensive information and suggestions to support positive parenting conversations with youth about alcohol use.

Parent/Teen Agreement on No Underage Drinking and Driving

I have had a conversation with my parent(s) about drugs and alcohol and understand their expectations.

I understand that alcohol use may damage my brain and that it increases the likelihood of:

- Damage to car;
- Damage to other property;
- Personal injury—minor or lasting;
- Death;
- Being charged with purchasing, having, or drinking alcohol underage;
- Being charged with driving while under the influence;
- Fines;
- Car insurance rates going up to unaffordable rates;
- Reduced college and career options;
- License revocation; and
- Jail time.

I promise that I will respect laws about drugs and alcohol. This means:

___ I will drive only when I am alcohol and drug free.
___ I will never allow any alcohol or illegal drugs in the car.
___ I will not ride in a car with a driver who has had any amount of alcohol.
___ I will call my parents or another responsible adult if I need a safe ride home.

Agreement Violations

___ Drove after drinking or using drugs.
___ Allowed alcohol or illegal drugs in the car.
___ Rode with a drinking driver.

Consequences

No driving for _____ months.

Other: _____

Driver Pledge

I agree to follow the aforementioned rules and restrictions. I understand that my parents will impose penalties, including removal of my driving privileges, if I violate this agreement. I also understand that my driving privileges may be increased as I gain experience and demonstrate that I am a safe and responsible driver.

Driver_____ Date _____

Teen's Signature

Parent Pledge

I also agree to drive safely and be an excellent role model.

Parent_____ Date_____

Parent or Guardian's Signature

Parent_____ Date_____

Parent or Guardian's Signature

You, Your Teen Driver and Safety Belt Use

Be a role model by always wearing your safety belt. Have regular conservations about the dangers and consequences of non-safety belt use. The use of safety belts is the single most effective means of reducing fatal and nonfatal injuries in motor vehicle crashes. Teens have a higher fatality rate in motor vehicles crashes than any other age group. The majority of teens involved in fatal crashes were unbuckled.

Don't let your teen become a statistic!

Help them understand why safety belt use is important. Set consequences for non-compliance.

Parent-Teen Seat Belt Safety Agreement

This safety belt agreement, which covers the operation of the family vehicle and all other passenger vehicles I drive or ride in includes the following:

I Understand the Following: (teen must initial to confirm agreement)

_____ Motor vehicle crashes are the leading cause of death for teens of all ages.

_____ Wearing a safety belt is the most effective action I can take to protect myself in the event of a crash.

_____ Wearing a safety belt is required by law and I will follow all traffic safety laws.

Seat Belt Safety Rules: (teen must initial to confirm agreement)

_____ I will wear my safety belt at all times and in all seats (including the back seat) when driving or riding in a passenger vehicle.

_____ I will require that all passengers wear their safety belts.

Driving is a privilege, not a right, and it can be suspended.
Failure to follow the Safety Belt Agreement will result in the loss of driving privileges for a minimum of one week.

Driver _____ Date _____

Teen's Signature

As a role model, I also pledge to wear my safety belt at all times and have all passengers do the same.

Parent _____ Date _____

Parent or Guardian's Signature

Please photocopy log sheets as necessary.

45-Hour Driving Log

Each row and column must be completed and skills must align with the competencies outlined in the guide. Parent signature certifying time, skills and tasks completed must appear on each line.

Date	Sessions/ Page Number(s)/Concepts	Total Minutes Driven	Total Mileage	Night Driving Minutes	Parent/Guardian Signature/Comments

I certify that _____ has completed 45 hours of guided practice, 15 of which were after sunset. It is illegal for anyone to give false information in connection with obtaining a driver's license. This certification is considered part of the driver's license application, and anyone who certifies to a false statement may be prosecuted. I hereby certify that the statements made and the information submitted by me regarding this certification are true and correct.

_____ _____ _____

Parent'/Foster Parent/Guardian's signature *Date* *Parent/Gaurdian's Driver's License or DMV-issued identification number*

Please photocopy log sheets as necessary.

45-Hour Driving Log

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_____ _____ _____

Parent'/Foster Parent/Guardian's signature *Date* *Parent/Gaurdian's Driver's License or DMV-issued identification number*

Parents Can Take Control of Technology

Cell Phone Applications to Limit Distracted Driving

Cell phones put friends, family, cameras, email, and even the Internet at our fingertips 24 hours a day. They also represent one of the biggest risks to new teen drivers because of the distraction that they can cause. Fortunately, there are many applications available for cell phones that provide protection from distracted driving by offering a variety of services such as texting-auto response, GPS-activated text/call shutdown, automatic call forwarding to voicemail, and more. Below is a list of some, and by no means all, of the top reviewed applications for combating distracted driving.

Note: The Virginia Department of Education does not endorse any of the following applications nor do they guarantee a driver's safety by using these applications.

Name/Web Address	Price	Features
AT&TIt®CanWait *www.itcanwait.com/apps-and-tools*	Free	• Silences incoming text alerts • Sends auto reply letting sender know you are driving
Bzzy *www.bzzyapp.com*	Free	• Offers a basic test message auto-reply service when manually activated
Drive Safe.ly *www.drivesafe.ly*	Free	• Reads emails and texts aloud in real time • One-touch activation • Customizable automatic text response options • Bluetooth/radio transmitter compatible
Cell Control *www.cellcontrol.com*	Free	• Eliminates interaction with mobile devices when driving
Live2Txt *www.live2text.com*	Free	• Blocks incoming texts and calls while driving • Alerts sender with customized message
AT&T Drive Mode *www.att.com*	Free	• Auto responds to texts with a message when you are driving • Silences alerts
Textlimit *www.textlimit.com*	$24.99 per year	• Limits capabilities of the cell phone while the phone is in motion • 911 calls will always work • Phone can be located any time
Drive Tab *www.quiet-zone.com*	$149	• Provides parental control • Password protected • Monitors vehicle operator behaviors

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