

Snapshot of ANSTSE's BTW Teaching and Learning Theories

Part 1

Jo Ellen Suter and Tim Beckham

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Module 2

Managing the Mobile Classroom

Workshop Objectives

- ▶ By the end of today, you will be able to:
 - Describe how to give directions that are simple and understandable.
 - Demonstrate how to utilize instructor mirrors.
 - Explain how to manage multiple tasks while conducting behind-the-wheel instruction and manage distractions.
 - Demonstrate the various teaching techniques that can be used in the vehicle to enable learning.
 - Demonstrate how to utilize commentary teaching.

Workshop Objectives

- Demonstrate how to engage the non-driving student.
- Demonstrate coaching techniques and features of a good coach.
- Demonstrate questioning techniques for in-vehicle teaching.
- Demonstrate how to visually search the roadway ahead and check eye movements of the novice driver.
- Demonstrate how to summarize the lesson when finished.

Guidelines for Giving Directions

- ▶ Always begin the lesson with a lesson overview and a general description of the route.
- ▶ Directions influence the drivers performance and evaluation results by:
 - What is said to the driver.
 - How it is said.
 - Where or when it is said.

Guidelines for Giving Directions

- ▶ Write out the directions to negotiate a route.
- ▶ Verbalize directions slowly.
- ▶ Talk loudly.
- ▶ Identify where/when directions should be given.

Guidelines for Giving Directions

Directions must be:

- ▶ Concise.
 - Avoid giving directions for two maneuvers at the same time.
- ▶ Easy to state and remember.
- ▶ Easy to understand and follow.
- ▶ Consistent, stated in the same form

Guidelines for Giving Directions

- ▶ Consciously plan the directions.
- ▶ Select a safe time and location.
- ▶ Get the drivers attention.
- ▶ Check for understanding once the directions are given.



Techniques to Ensure the Driver Will Follow Directions

- ▶ Repeat the directions.
- ▶ Students may be nervous and may have difficulties in determining left from right when receiving directions.
- ▶ When giving direction you can also point in the direction you want the student to turn.

Guidelines for Giving Directions

- ▶ Never give more than two directions at one time. Break it down in 1 or 2 segments as you drive
- ▶ Directions should be stated in two parts.
 - First, say “Where” you want the maneuver done, then, say “What” you want the driver to do.

1. At the traffic signal
2. Turn right

Guidelines for Giving Directions

- ▶ Use specific terms when giving directions.
 - Avoid using street names
- ▶ Use designations such as:
 - Next intersection
 - Following street
 - End of road

Guidelines for Giving Directions

- ▶ Directions should be started with a prepositional phrase such as:
 - “At the...” (Where the location is visible)
 - “Go to the ...” (When the location is visible)
 - “Continue to the ...” (When the location is not visible)

Guidelines for Giving Directions

- ▶ Avoid double –meaning or confusing words such as:
 - Right – say correct



Avoid Double-meaning Words “Right?”

Guidelines for Giving Directions

- ▶ Avoid double –meaning or confusing words such as:
 - Right – say correct
 - Red light – traffic signal
 - Slang – for the action you want: “step on it, OK.”
 - Improper phrases: “right hand turn,” “left hand turn.”
 - Curve vs a Turn

Guidelines for Giving Directions

- ▶ Talk loudly and clearly to the driver.
- ▶ Talk at a normal talking rate.
- ▶ Pause between the “where/when” and the “what” components.
- ▶ If you have a long distance to go, use a standard phrase such as “continue ahead until I give you further directions.”

When/Where to Give Directions

- ▶ Use a location that is easy to remember.
- ▶ Physical landmarks that don't change.
- ▶ Give the direction as soon as the driver has completed the last direction.
- ▶ Time directions to coordinate with the needed action.



When/Where to Give Directions

- ▶ Give well in advance.
- ▶ May be necessary to repeat the direction.
- ▶ Know the route and area of instruction well.
- ▶ Have a plan B if a turn is missed or needs to be aborted.

When/Where to Give Directions

- ▶ Use a cue that is obvious and will not change over time.
- ▶ Avoid giving directions when the driver:
 - Is busy performing a maneuver.
 - Needs to be attentive to environment or traffic conditions.

When/Where to Give Directions

- ▶ Factors to consider where giving directions.
 - The terrain (hills, curves, etc.)
 - Roadway configuration (curves, bridges)
 - Existing hazards that reduce visibility
 - The speed of the vehicle
 - The volume and speed of other traffic
 - Roadway signs and signals
 - Types of roadway and environments
 - Sightlines



Giving Directions

Putting them together

Summary of Giving Directions

- ▶ The same for every driver.
- ▶ Concise.
- ▶ Easy to state and remember.
- ▶ Easy to understand and follow.
- ▶ Same style and similar content.
- ▶ “Where” first, then “what”.
- ▶ Given clearly and early.
- ▶ Timed for repeat if necessary.
- ▶ Timed so not to overload the driver.



Learning Activity

Activity #1: Giving Directions

Review slides and demonstrate how to give directions for the various scenarios.













Instructor's Eye Mirror

- ▶ Fastened to the windshield in a position where the instructor can see the student's eye movements and doesn't block the student's or instructor's line of sight.
- ▶ Allows the instructor to see at a glance where the student is looking and where the student is searching and tracking.

Instructor's Eye Mirror

- ▶ Easily detects:
 - A fixed stare
 - Failure to check blind spots before moving to a new lane
 - Failure to check to the rear before slowing down
- ▶ Allows the instructor to coach the student until the correct habits are in place.
- ▶ The mirror should be a flat mirror.

Learn to Manage Multiple Tasks While Conducting In-vehicle Training

- ▶ To supervise student instruction.
- ▶ Maintain control of the instructional vehicle.
- ▶ Maintain situational awareness.
- ▶ Coordinate instruction of the driving route.
- ▶ Engage the student observers in the back seat during the driving lesson.

Managing Multiple Tasks While Conducting In-Vehicle Training

- ▶ Lesson and car prepared and routes established.
- ▶ Preview the lesson to be taught with your students.
- ▶ Turn off your cell phone and put away.
- ▶ Envision yourself as the driver to maintain vehicle control.

Managing Distractions While Conducting In-vehicle Training

- ▶ Manage the distractions inside and outside of a vehicle.
- ▶ Be alert to potential distractions to prepare the students driving.

Managing Distractions While Conducting In-vehicle Training

- ▶ Pre-plan your lesson and driving routes.
- ▶ Drive the driving route prior to the lesson during the time period you will be teaching.
- ▶ Alert students of potential distractions that may occur and possible countermeasures.

Managing Distractions While Conducting In-vehicle Training

- ▶ Placing non-essential student materials out of passenger compartment.
- ▶ Set ground rules for the students.
- ▶ Make sure electronic components are turned off and stored away.
- ▶ Conversation is focused on driving.
- ▶ Practice distraction reducing strategies with your students.

Module 3

In-Vehicle Teaching Techniques (Coaching and Correcting)



Module Sections

This module will cover five topics:

- ▶ In-vehicle teaching techniques
- ▶ Commentary teaching and driving
- ▶ Engaging the non-driving student
- ▶ Coaching the driver
- ▶ Evaluating or summarizing an in-vehicle lesson

The Value of Questions

- ▶ Heighten student's involvement.
- ▶ Give opportunity to quickly apply knowledge.
- ▶ Help in the retention of information being learned.
- ▶ Allow students to learn from each other.
- ▶ Evaluate how well students are grasping the information.
- ▶ Evaluate how well the instructor is coaching.
- ▶ Monitor and adjust teaching accordingly.

How to Establish Good Questions

- ▶ Questions should:
 - Follow the interest of the student.
 - Start broadly and then increasingly focus on detail.
 - Only ask one question at a time.
 - Be clear and concise.
 - Use open questions which require thought and are non-judgmental.

Snapshot of ANSTSE's BTW Teaching and Learning Theories

Part 2

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Questioning Techniques for In-vehicle Teaching

- ▶ **Open vs. closed questions**
 - Open questions begin with why, how, when, who, etc.
 - How (nervous) do you feel?
 - Closed questions are yes or no.
 - Do you feel nervous?

Questioning Techniques for In-vehicle Teaching

- ▶ **Non-judgment vs. judgment questions**
 - Example for judgmental: Why did you drive so fast?
 - Example for non-judgmental: What factors did you take into account before deciding for this speed?

Questioning Techniques for In-vehicle Teaching

- ▶ **Coaching questions vs. questioning development**
 - The answer is up to the student.
 - How stressed do you feel when you enter a roundabout?
 - In question developing the learning content is clear right from the beginning but will be elaborated by asking.
 - What does this traffic sign mean?



Learning Activity

Activity #1: Questioning Techniques for In- vehicle Teaching

Convert the questions from a closed question into an open question for example.



Tips for Active Listening

- ▶ Listening is an important skill for instructors.
- ▶ Light nodding and friendly facial gestures are useful.
- ▶ Do not try to finish off someone's sentence.
- ▶ Do not try to cut off the person when he/she is talking.

Reflecting Back

- ▶ Ensures nothing is lost in the questioning and listening process.
- ▶ Used for summarizing the student's words.

How to Reflect Back

- ▶ An instructor could say: “So is it fair to say that your main concern today is to gain more experience turning left at intersections?”
 - Shows you are listening.
 - Can help structure their thoughts.

Commentary Teaching

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Commentary Teaching Techniques

- ▶ Instructor verbalizes the conditions and maneuver, executed in short bursts, one to two minutes at a time.
- ▶ Familiarizes students with what they are expected to do.
- ▶ Verbalizes both perceptual and psychomotor skills.

Student Driver and Observer Commentary Techniques

- ▶ Student verbalizes the conditions and their responses.
 - Used after the instructor commentaries.
 - Helps to evaluate students.
 - Demonstrates student awareness, perception, thought processes, etc.
 - Student reads traffic safety picture out loud.
 - Aids in student retention.

Both Commentary Teaching and Student Driver Commentary

- ▶ Very important components to the in-vehicle training process.
 - Helps to create interaction.
 - Helps students to understand what they need to do.
 - Provides sequential steps.
 - Aids in retention.
 - Reinforces visual skills.



Learning Activity

Activity #2: Commentary Teaching

Describe the steps for the maneuver and practice commentary teaching using the pictures on the next slides.











Engaging the Non-Driving Students

- ▶ All students need to be active participants.
- ▶ When one student is driving the other student(s) must be observing and critiquing.
- ▶ Instructors should monitor all the students all the time.
- ▶ Observing students can also be used to provide feedback.

Engaging the Non-Driving Students

Have the student observer:

- ▶ Use commentary driving/ student commentary.
- ▶ Monitor the student driver's use of mirrors, obedience of traffic laws, speed control, etc.
- ▶ Ask questions related to the driving environment and the lesson objectives.
- ▶ Ask the same questions as the driver.

Using Questions to Engage All Learners



Coaching

- ▶ The instructor and student form a partnership.
- ▶ Encourages the learner to:
 - be him/herself,
 - identify goals,
 - reflect on their experience, and
 - develop strategies to meet their driving goals in the future.

Coaching

- ▶ Designed to develop the awareness and responsibility of the person being coached, which is important in encouraging safe driving.

Coaching

- ▶ Driving involves constant decision-making and continual need to make the right choices. To make the right choices in traffic, a student requires:
 - Self-awareness.
 - Awareness of inner and outer factors.
 - A sense of responsibility and consequences.
 - Self-confidence.

Features of a Good Coach

- ▶ Allow the student to develop skills through their own practice with guidance and feedback.
- ▶ Ignore the small things and focus on shared learning.
- ▶ Avoid being an expert unless a safety risk.
- ▶ Once objectives have been met, allow the new driver to make navigation and route decisions.

Features of a Good Coach

- ▶ Aware of student's abilities, limitations and frustrations.
- ▶ See their role as a mentor.
- ▶ Believe that safe driving skills are developed through practice and experience.
- ▶ Provide driving experiences that promote improvement from lesson to lesson.



Learning Activity

Activity #3: Coaching Your Peers

Have instructor candidates coach their peers through an activity.



The Importance of Coaching the Student While Driving to Enable Learning

- ▶ Identify a driver's mistakes.
- ▶ Provide possible comment to build confidence.
- ▶ Explain how to correct the mistake, so that driver success can be achieved.

How Coaching By Correction is an Effective Way of Enabling Learning

- ▶ Identify the driver mistakes.
- ▶ Immediate feedback should be given once the mistake is identified.
 - Pull over safely.
 - Give the driver another opportunity as soon as possible.

Coaching By Correction

- ▶ Use constructive criticism, never use harsh criticisms.
- ▶ Never simply tell them that they have done it wrong.
- ▶ Always tell them “how” to do it better next time.
- ▶ Try to find something positive to say.

Coaching By Correction

- ▶ Point out the problem in a positive way and let the student try again.
- ▶ Commend the student for the progress, but point out where the remaining deficiencies lie.
- ▶ Avoid over coaching.

Positive Reinforcement

- ▶ Reinforces the positive behavior.
- ▶ When a student has been doing poorly and performs with a positive behavior, reinforce that positive behavior.
- ▶ Tell students they have done well when they have performed well.

Both Critical Components

Both “coaching by correction” and “positive reinforcement” are critical components to the training process.

- ▶ Coaching is an integral part of the training process.
- ▶ Coaching should occur throughout the training process.

Leading the Student into an Active Role

- ▶ Lead the student out of the role of a passive learner and into the role of an active learner.
- ▶ The more active a person is involved in the learning process, the more awareness.

Visual Search Habits and Eye Movement of Driver

1. Develop a regular search and scanning pattern.
2. Maintain a 12–15 second path of travel.
3. Use a left, center, right search pattern.
4. Regular rear view mirror checks.
5. Head checks need to be made.
6. Scan eye check mirror.



Situational Awareness

- ▶ Vehicle movement
- ▶ Weather conditions
- ▶ Roadway and condition changes
- ▶ Emergency vehicles
- ▶ Pedestrian activities
- ▶ In-vehicle student interactions
- ▶ Other roadway users or situations that might arise



Raising Awareness

- ▶ A high state of awareness is required for driving.
 - Awareness of the outside world
 - Self-awareness
- ▶ To be able to drive safely, you have to be aware of these inner and outer worlds.



Raising Awareness

- ▶ Done primarily through questioning.
- ▶ Questions raise awareness in the form of feedback.

Raising Responsibility

- ▶ Safe drivers are responsible drivers.
- ▶ The student should feel responsible for their own learning.
- ▶ Students should be given responsibility right from the beginning.

Raising Self-Acceptance

- ▶ Low self-acceptance is a typical trait of teens.
- ▶ Feelings of inadequacy can lead to compensation in the form of risky behavior.
- ▶ Low self-acceptance in teens often breeds anxiety and dependence or nervousness.
- ▶ If the student feels responsible for the learning process, they recognize the instructor as a partner.

Raising Awareness Through Senses and Emotions

- ▶ Driving is not just a rational process.
- ▶ People inevitably bring in their lives and emotions into the car with them.
- ▶ Young drivers going through emotional period as they develop into adults and start to experience new freedom.
- ▶ Important to prepare novice drivers for feelings and emotions during solo driving.

Raising Awareness Through Senses and Emotions

- ▶ Can only be developed if the learner recognizes physical sensations and emotions.
- ▶ Being encouraged to learn for oneself is considered to have a longer-term impact on learning.

Raising Awareness Through Senses and Emotions

- ▶ Do not discuss personal issues, such as boyfriends/ girlfriends, relationships, how a student looks today, etc.
- ▶ These are catalysts for a sexual harassment issue.
- ▶ Make sure not to discuss other students.
- ▶ Conversation should be kept on a professional level.

Addressing Internal Obstacles

- ▶ Any form of interference inside a person which disrupts the learning process and ability to meet a goal.

Addressing Internal Obstacles

- ▶ Concern that the student has from a previous lesson.
- ▶ The student is unlikely to focus fully on the new goals.
- ▶ A typical question at the beginning of each lesson could be: “What is your main concern today?”

Building on Prior Knowledge and Experience

- ▶ Learning is about connecting new elements with old elements.
- ▶ Students bring to driver training a wealth of experience from life and often from driving itself.
 - Driven before
 - Observed parents drive
 - Rode a bicycle
 - Been a pedestrian

Building on Prior Knowledge and Experience

- ▶ The driver training process provides experiences, but they must be built on and structured in a process of reflection to ensure what has been learned is sustainable in the future.

Authentic, Neutral and Non-Judgmental Communication

- ▶ The instructor should be genuinely interested in the world of the student.
- ▶ Instructors have a range of techniques to help students feel that they are being listened to and treated seriously. Including:
 - Repeating sentences
 - Rephrasing and repeating the main ideas
 - Looking at the person
 - Facing them (when you can) rather than standing beside them

Authentic, Neutral and Non-Judgmental Communication

- ▶ The instructor needs to be non-judgmental with the student.
- ▶ Direct criticism or blame invokes defensiveness and tension which puts a strain on the relationship and encourages the student to close up.



Authentic, Neutral and Non-Judgmental Communication

- ▶ Instructors should avoid only focusing on errors and establishing their authority in pointing them out. To avoid direct criticism:
 - Don't tell the student they have done something wrong. Ask non-judgmental questions.
 - Focus on the situation and not the driver's behavior.
 - Focus on the positives.

The Importance of Summarizing the Lesson

Summarize each student's driving performance.

- ▶ Ask the students to assess their driving.
- ▶ Begin with the positives.
- ▶ Constructively correct negatives.
- ▶ End with positives.
- ▶ Suggest improvements.
- ▶ Discuss what will be done in the next lesson.

The Importance of Summarizing the Lesson

- ▶ Immediately record the student's performance using an anecdotal record.
- ▶ Brief the parent or guardian when possible on how well the student is doing and what they need to practice more on.

Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Demonstrate the various teaching techniques that can be used in the vehicle to enable learning.
 - Demonstrate how to utilize commentary teaching.
 - Demonstrate how to engage the non-driving student.
 - Demonstrate coaching techniques and features of a good coach.

Module Summary

- Demonstrate questioning techniques for in-vehicle teaching.
- Demonstrate how to visually search the roadway ahead and check eye movements of the novice driver.
- Demonstrate how to summarize the lesson when finished.



Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.

PW page 3-25

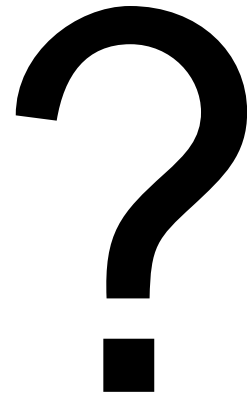


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Questions and Answers

- ▶ What is commentary driving and give examples?
- ▶ What is meant by coaching by correction?
- ▶ Describe questioning techniques used during in-vehicle training.
- ▶ What should be stated when summarizing an in-vehicle lesson?

Questions?



Snapshot of ANSTSE's BTW Teaching and Learning Theories

Part 3

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Workshop Objectives

- ▶ By the end of today, you will be able to:
 - Describe the various types of in-vehicle evaluation.
 - Describe acceptable criteria for rating a driver's performance.
 - Describe how evaluation takes place and what can be evaluated in the vehicle.
 - Demonstrate how to provide feedback on the driver's performance.

Workshop Objectives

- Demonstrate the proper instructor seating position.
- Demonstrate when and how to manage and take control of the vehicle.
- Identify how to coordinate BTW lessons with the classroom content.
- Describe the purpose and need for a shared vocabulary and common concepts between classroom and BTW instructors.

Module 4

Driver Evaluation

Purpose of the Module

- ▶ To be able to evaluate a driver when teaching BTW lessons.

Module Sections

This module will cover three topics:

- ▶ Types and characteristics of in-vehicle evaluation
- ▶ How to evaluate the driver
- ▶ Providing feedback to the driver

Types of In-vehicle Evaluation

1. Initial evaluation: what is the student bringing to this lesson, what have they retained/incorporated from the last lesson?
2. On-going evaluation each time a driver drives.
3. Guided self-evaluation by the student.
4. Summative evaluation at the end of the in-vehicle phase.

Characteristics of Initial Evaluation

- ▶ Determine what the student has learned up to that point.
- ▶ Look at previous BTW lesson evaluations.
- ▶ Ask the student what they are having difficulties with.
- ▶ Ask short questions to gauge their understanding.

Characteristics of the On-Going Evaluation

- ▶ Occurs each time a driver drives.
- ▶ Requires immediate and appropriate feedback from the instructor.
- ▶ Instructors must specifically identify the “mistakes” a driver makes.

Characteristics of the On-Going Evaluation

- ▶ Mistakes must be corrected.
 - through use of words.
 - through use of visual aids.
 - through the use of demonstration.
- ▶ Provide praise and other positive re-enforcements when necessary.
- ▶ Written on the individual driver's in-vehicle record.

Characteristics of Guided Evaluation by the Student

Self–

- ▶ Formal attempt to evaluate their own driving performance.
- ▶ Ensure that students recognize their responsibility for continual self–appraisal during the years of future driving.
- ▶ Students will evaluate their own performance after driving established route.
- ▶ Can take the form of brief commentaries which include their most important actions.

Characteristics of Guided Self-Evaluation by the Student

- ▶ Share with the students (parents) skills they need to practice with their parents before the next lesson.
- ▶ Have the students record their evaluation for further assessment by the instructor and student.
- ▶ Instructor should avoid imposing their own evaluation before allowing students to do so.

Characteristics of Summative Evaluation

- ▶ Evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark.
- ▶ Cumulative evaluations used to measure student growth after instruction.
- ▶ Include a clear alignment between assessment, curriculum, and instruction.
- ▶ Includes end of unit in-vehicle evaluations and course grades.

Measurements Obtained When Evaluating Drivers

- ▶ The driver's skills at maneuvering the car.
- ▶ The driver's speed choices.
- ▶ The driver's ability to understand the information presented by the roadway (signs, lines, traffic lights).
- ▶ The driver's understanding of the rules of the road.

Measurements Obtained When Evaluating Drivers

- ▶ The driver's ability to see, identify & interact with other road users.
- ▶ The driver's searching skills and their ability to identify and avoid situations that are likely to produce a collision.
- ▶ The driver's management of space and time.

What Evaluations Can Determine?

- ▶ Where this student is on the learning progression.
- ▶ What the next step in the learning process is for this student.
- ▶ If the lesson is achieving the intended learning outcomes. If not, what is the cause and what might remediate this?
- ▶ Identify the cause, leading to the weakness and focus on correcting that behavior.
- ▶ Which drivers are most successful in responding to hazardous traffic situations.
- ▶ The driver's strengths and weaknesses based on positive feedback to meet their goals.



Learning Activity

Activity #1: Types and Characteristics of In-vehicle Evaluation

Fill in the correct answer for each question on types and characteristics of in-vehicle evaluation



Identifying a Driver's Performance Reliably

- ▶ Identify objectives and content that will influence a driver's behaviors.
- ▶ Be completely familiar with the objectives and the behaviors the student will demonstrate during the lesson.
- ▶ Identify what driver's do and how they control the car.
- ▶ Set criteria for acceptable performance as established in the lesson plan objectives.
- ▶ Prescribe a rating method/route.
- ▶ Evaluate the driver while driving.

What to Do When Evaluating the Driver

- ▶ Observe the driver behaviors closely and carefully.
- ▶ Observe the change in traffic situations and conditions.
- ▶ Rate the driver after the performance.
- ▶ Record the rating in writing.

The Process for Driver Evaluation

- ▶ Create an evaluation route which will present environments & situations to be evaluated.
- ▶ Direct the driver over the route.
- ▶ Observe the road environment & all other road users.
- ▶ Anticipate potential issues on the roadway well in advance.
- ▶ Observe the vehicle behavior.

The Process for Driver Evaluation

- ▶ Assess what information the driver is acquiring & when they are getting it & compare this to the information they need to acquire to drive safely.
- ▶ Assess how successful the driver is in their making decisions and the consistency of this process.
- ▶ Assess the effectiveness of the driver in implementing the decisions.
- ▶ Ensure the safe operation of the vehicle at all times.
- ▶ Record the observations.

Various Factors that Influence a Driver's Performance

- ▶ Existing risks
- ▶ Potential risks
- ▶ Environmental conditions
- ▶ Traffic volume
- ▶ The type of roadway
- ▶ The speed of traffic



Factors that Influence Objectivity of Evaluations

- ▶ Giving the directions as planned
- ▶ Rating the driver's performance on what was observed
- ▶ Avoid any pet peeves that you may have
- ▶ Avoid any critical comments during the evaluation process

Driver Actions to Evaluate

- ▶ **Searching** – is the student driver searching ahead, to the sides and behind and making frequent eye movements?
- ▶ **Speed control** – is the student driver obeying the speed limit, driving at a speed suitable for conditions, slowing down and speeding up at the correct times?



Driver Actions to Evaluate

- ▶ **Direction Control** – is the student driver in the proper lane position, selecting the correct lane, maneuvering turns and curves correctly and using proper lane change procedures, keeping the vehicle in balance?
- ▶ **Timing and Space Control** – is the student driver using proper gap selection, using the proper following distance and maintaining proper space ahead, to the sides and behind?



How Drivers Can Take Actions

- ▶ Gradual or smooth.
- ▶ Anticipate or make an early response.
- ▶ Delay or make a late response.
- ▶ NO RESPONSE AT ALL
- ▶ Sudden, abrupt or spontaneous response.
- ▶ Erratic responses either incidentally or continually.



The Cause of Driver Actions

- ▶ The time/distance available to judge.
- ▶ Time/distance available to take the action once the decision to act has occurred.
- ▶ The number of tasks that must be performed.



Internal Factors

- ▶ What the driver knows (about reading the roadway information & where & how to get this information)
- ▶ The ability to look for other road users
- ▶ The ability to acquire & prioritize information
- ▶ The ability to acquire information sufficiently early to allow time for decision making and implementation.
- ▶ Internal distractors
- ▶ Risk perception
- ▶ Risk acceptance



External Factors

- ▶ The quantity of information available
- ▶ The quality of the information available
- ▶ The complexity of the environment
- ▶ External distractors

Acceptable Criteria for Rating a Driver's Performance

- ▶ Decreasing risk by searching, adjusting speed or direction.
- ▶ Not causing another driver to change speed and/or direction.
- ▶ Reporting what was observed about the driver's behaviors.
- ▶ Complying with traffic laws.

Unacceptable Criteria for Rating a Driver's Performance

- ▶ You “feel comfortable.”
- ▶ The driver does what you do.
- ▶ You become frightened.
- ▶ You compare one driver to another driver.
Would you feel comfortable with the student driving towards you in another vehicle?



Learning Activity

Activity #2: How to Evaluate the Driver

Fill in the correct answer for each question on how to evaluate the driver.



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Part 4

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Providing Feedback to a Driver

- ▶ Be done in a systematic way related to the objectives of the lesson/environment.
- ▶ Relate to judgment and/or performance in searching, speed control, direction control, and timing/decision-making skills.
- ▶ Be done immediately if mistakes are being made, such as:
 - Wrong actions or inactions.
 - Wrong judgments or decisions.

Providing Feedback to a Driver

- ▶ Communicated in a clear & concise manner
- ▶ Remedial suggestions relevant to the driver's abilities should be outlined
- ▶ Provide reasons why this individual would find it helpful to work to implement these suggestions.



De "Brief"

Watch the clip and observe what the instructor covers.

Observe if anything is missed?



Record Keeping

- ▶ Keep records of the driving performance of each student during each in-vehicle period.
- ▶ Should indicate the:
 - lesson objectives
 - the content practiced
 - an evaluation of the student's performance and progress
 - suggestions for what should be covered in subsequent practice periods.
- ▶ An accurate record of the student's past performance encourages the instructor to design each in-vehicle practice in relation to needed skills and objectives.



Module Summary

- ▶ With the conclusion of this Module, you should be able to:
 - Describe the various types of in-vehicle evaluation.
 - Describe acceptable criteria for rating a driver's performance.
 - Describe how evaluation takes place and what can be evaluated in the vehicle.
 - Describe how to provide feedback on the driver's performance.



Learning Activity

Module Review Activity: Key Words Matchup

Complete the Activity in the Participant Workbook.



The Importance of Instructor Seating Position

- ▶ Relaxed position but alert.
- ▶ Left hand in position of immediate access to the steering wheel.
- ▶ Foot positioned ready to use the dual brake.



Learning Activity

Activity #1: Demonstrating Proper Seating Position

Demonstrate using chairs or in the vehicle the proper seating position to the instructor candidates.



Ways of Managing and Controlling the Vehicle

- ▶ Use of verbal commands.
- ▶ Use of controls during the first lesson.
 - Dual brake use
 - Steering assistance if needed
 - Gear selector lever



Ways of Managing and Controlling the Vehicle

- ▶ Use of the steering wheel.
 - Left hand should be in a position of immediate access.
 - Adjust the steering wheel if the situation presents a threat.

Ways of Managing and Controlling the Vehicle

- ▶ Using the dual instructor's brake.
 - Do not let it become a student's crutch.
 - Firm pressure with ball of foot.
 - Use when a situation may become a threat to you or other roadway users.

Ways of Managing and Controlling the Vehicle

- ▶ Using the gear selector lever.
 - Left hand in position to reach gear selector lever.
 - Shift to “neutral” in situations where engine is over revving or acceleration is more than braking power.

Ways of Managing and Controlling the Vehicle

- ▶ Using the center-pull parking brake.
 - Can be used as a back-up to instructor brake.
 - Should limit its use due to possible rear-wheel lock-up.
 - Thumb should depress button when using.

Recognizing and Taking Appropriate Action When Drivers Cannot Perform

- ▶ You can tell when a student is not understanding the lesson if the student:
 - Seems confused or frustrated
 - Is asking a lot of questions
 - Doesn't feel comfortable performing a maneuver

Recognizing and Taking Appropriate Action When Drivers Cannot Perform

- ▶ What to do when a student is not understanding the tasks:
 - Explain the material in a different manner.
 - Break down the steps to the procedure.
 - Take over control for part of the maneuver such as braking and see if that helps.
 - Go back to a simpler maneuver or less complex maneuver and review.

Student Issues

- ▶ Nervousness
 - Take each step slowly and clearly
 - When you introduce a new topic or skills many students will freeze up or become overloaded
 - Back up and review, go back to basics

Student Issues

- ▶ Crying
 - Result of frustration
 - Try not to push too far

- ▶ Know it all
 - Ask a lot of questions

Student Issues

- ▶ Lack of confidence
 - Focus on what the student does well in the beginning
 - As they gain skill you can critique their skills or challenge them more

Student Issues

- ▶ Doesn't listen or follow directions
 - Maintain safety at all times
 - Do not yell at the student
 - May have to use dual instructor brake if student continues (i.e. speed)
 - When possible talk to parents regarding student behavior

Coordinating Lessons with the Classroom Instructor

- ▶ The behind-the-wheel instructor should coordinate BTW lessons with the BTW instructors.
- ▶ Classroom, BTW, observation time and laboratory instruction should be concurrent, no break between phases and integrated.

Methods of Communicating with the Classroom Instructor

- ▶ Planned meetings
- ▶ Student driving records
- ▶ Classroom instructor participate in BTW observations
- ▶ BTW instructor participate in classroom observations



**Learning Activity**

Activity #1: Create a Wall Chart

Create a wall chart with different elements found in both the classroom and in-vehicle portions of the course demonstrating the purpose of each phase.

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**Learning Activity**

Activity #2: Discussion on Tools to Connect instructors of Different Phases

Discuss what are the tools instructors need to connect with each other for the different phases of the course and how to use them to communicate with other instructors, parents, and teens?

PW page 8-5



Transitioning and Relating Classroom Content to BTW Instruction

- ▶ Classroom Instructors and BTW Instructors will create, maintain, and use a list of questions specific to each BTW lesson.
- ▶ Similar questions will be used in class discussions, BTW lessons, and observer activities.





Why is it important to connect the classroom with the in-vehicle lesson and develop a concurrent and integrated program?



Transitioning and Relating Classroom Content to BTW Instruction

- ▶ Questions will pertain to:
 - classroom content
 - key words
 - text book content
 - videos
 - state driving manual

**Learning Activity**

Activity #3: Common Vocabulary

Participate in a class discussion regarding the need for a common vocabulary. Share a concept from the classroom that needs to be shared during the in-vehicle lesson.

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**Learning Activity**

Activity #4

Curriculum Flow

Chart

Review a curriculum flow chart and identify the flow of concepts through the driver education program.

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Questions?

