

**BTW Workshop**  
**ANSTSE Teacher Training Curriculum**  
Rich Hanson and Tim Beckham

Put in chat:  
What city are you from and  
school you work for?

# Association of National Stakeholders in Traffic Safety Education (ANSTSE)



- ▶ Made up of volunteers representing National Organizations involved in teen traffic safety.
- ▶ Identify and support areas of common ground for the improvement of traffic safety education in America.
- ▶ Developed the Novice Teen Driver Education and Training Administrative Standards (NTDETAS).

Visit [www.anstse.info](http://www.anstse.info) for driver education resources and to learn more!



# ANSTSE Members



American  
Automobile  
Association  
(AAA)



The Association  
for Driver  
Rehabilitation  
Specialist  
(ADED)



American Association  
of Motor Vehicle  
Administrators  
(AAMVA)



American Driver and  
Traffic Safety  
Education Association  
(ADTSEA)



Driver Education  
and Training  
Administrators  
(DETA)



Driving  
School  
Association of  
the Americas  
(DSAA)

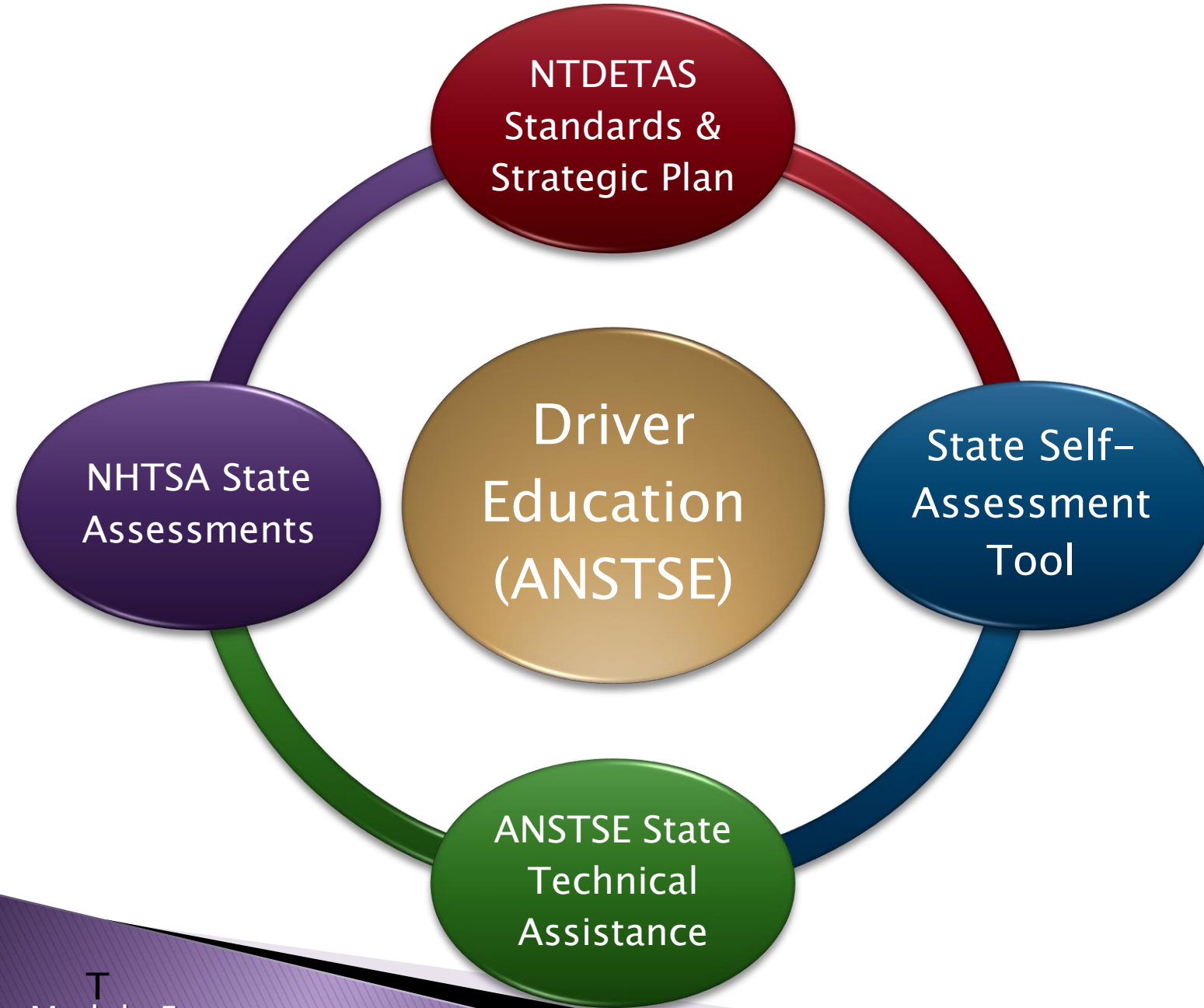


Governors  
Highway  
Safety  
Association  
(GHSA)



Transportation  
Research Board  
(TRB)

# NHTSA's Support for Driver Education



# Objectives

- ▶ You will learn the importance of:
  - Instructor readiness and demeanor
  - Giving directions
  - Command and control
  - Coaching using questions
  - Evaluation
  - Connecting BTW with the classroom
  - Parallel parking



# Before You Start, Be Prepared

- ▶ Check the car
- ▶ Figure out who goes first
- ▶ Set the tone



## Pre-entry Approach



# Procedures for Teaching an In-vehicle Lesson

Begin the in-vehicle lesson procedure with a lesson overview while standing outside the vehicle.

- State the lesson objectives (relate to classroom lesson)
- Provide quick review of session
- Type of traffic environment
- General description of route
- Explain the benefits of the lesson
- Explain observer activities sheets



Instructor: Alright, so, welcome today um Josh and Kylie.

## Brief Lesson Introduction

Watch the clip and observe what the instructor covers.

Observe if anything is missed?



Put in chat:  
Why is the instructor seating  
position so important?

# Procedures for Teaching an In-vehicle Lesson

Seated in the proper position to instruct the lesson

- ▶ Body should be positioned to observe student and driving environment
- ▶ Right foot should be able to reach instructor's pedal quickly and easily
- ▶ Left hand should be empty in case of an emergency

# Guidelines for Giving Directions

- ▶ Verbalize directions slowly
- ▶ Talk clearly
- ▶ 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



# Guidelines for Giving Directions

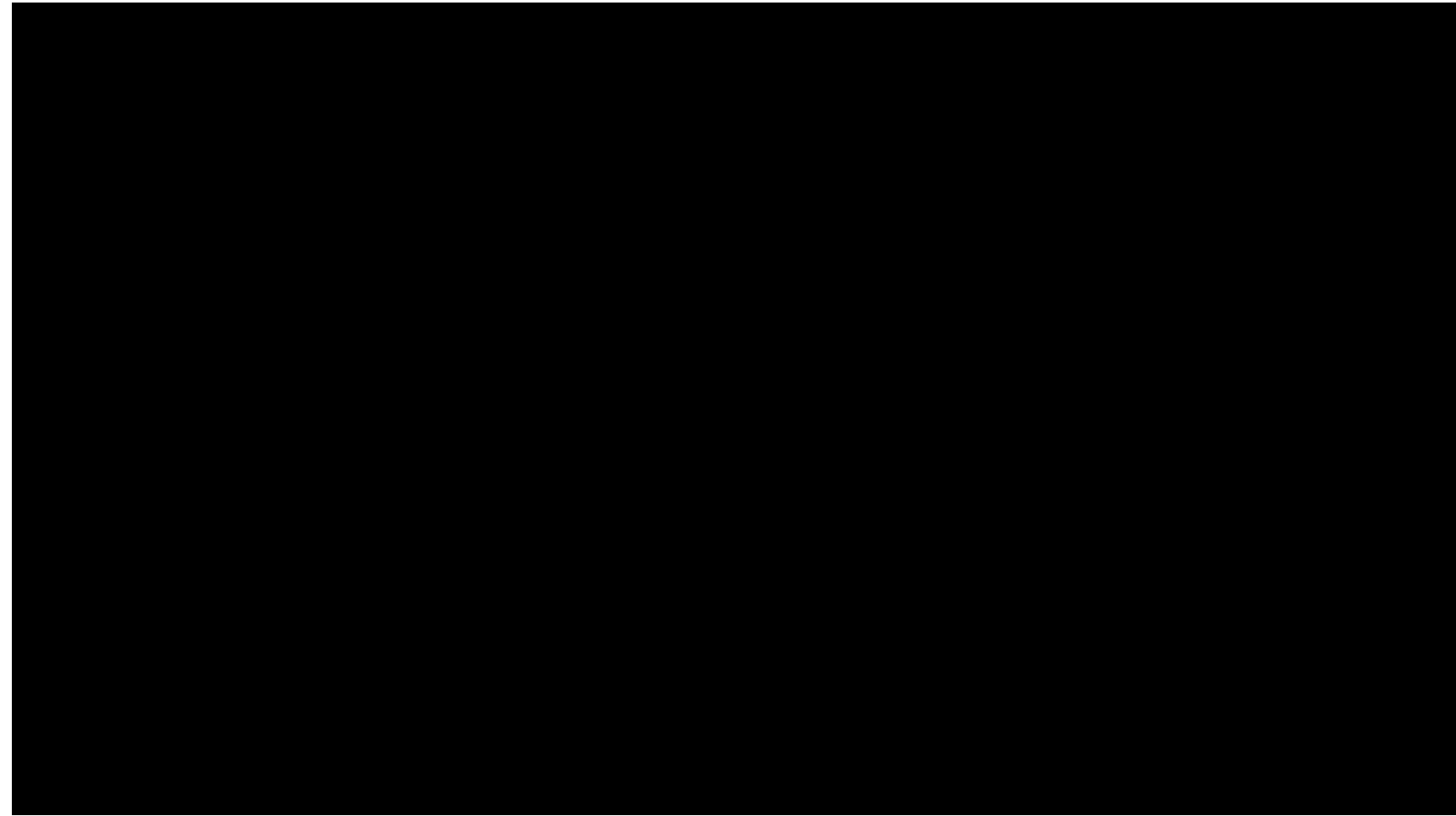
- ▶ Use specific terms when giving directions
  - Avoid using street names, why? Put in chat
- ▶ You may use highway markers (on later drives)
  - State the route number
  - State the direction of travel (North, South, West, East) only if needed
  - State the major city in either direction

# 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
  - Straight – say ahead or forward
  - 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
- ▶ Do not be stern or yell
- ▶ 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”

# 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

Put in chat:  
Why are questions so important  
for the driver and observing  
student?

# 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

# How to Establish Good Questions

- ▶ Questions can and should:
  - Focus on the senses, emotions, attitudes, goals and motives as well as cognitive factors
  - Relate current experience to prior experience



# Examples of Coaching Questions

- ▶ Have you done this before?
- ▶ How did it go?
- ▶ What do you need to know to do this?
- ▶ What do you need to particularly watch out for in this situation?
- ▶ What can you hear/see/feel?

# Examples of Coaching Questions

- ▶ Where are you looking?
- ▶ What should you do? (In relation to lane position, speed, and searching)
- ▶ How did you do?
- ▶ What could you do in the future to avoid such a situation?
- ▶ What improvements do you need to make before next drive?

Put in chat:

What is a frequent question you ask a student?



# Questioning Techniques for In-vehicle Teaching

- ▶ **Open vs. closed questions**
  - Open questions begin with why, how, when, who, etc.
    - What would you do if your right front zone is closed?
  - Closed questions are yes or no
    - Is your front zone open?

# Questioning Techniques for In-vehicle Teaching

- ▶ **Non-judgment vs. judgment questions**
  - Example for judgmental: How could you miss the stop sign?
  - Example for non-judgmental: Why do you think so many students miss that stop sign?

# Questioning Techniques for In-vehicle Teaching

- ▶ **Coaching questions vs. questioning development**
  - The answer is up to the student
    - How should you approach and enter a roundabout?
  - In question developing the learning content is clear right from the beginning but will be elaborated by asking
    - What signs are there when we approach a roundabout?

# Questioning Techniques for In-vehicle Teaching

- ▶ **Questions on internal subject vs. questions on external facts**

Internal	How do you know you are getting tired?
External	What is written in the law about fatigue?



# Tips for Active Listening

- ▶ **Listening is an important skill for instructors**
  - What I heard you say...
- ▶ Look at the student when they are talking (not while driving)
- ▶ 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

Put in chat:  
How do you engage the  
observing student?



# Engaging the Non-Driving Students

- ▶ All students need to be active participants
- ▶ When one student is driving the other student(s) must be observing the driving environment and be ready to answer questions
- ▶ Instructors should monitor all the students
- ▶ 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 (worksheet)
- ▶ Ask questions related to the driving environment and the lesson objectives
- ▶ Ask the same questions as the driver

# Commentary Teaching

# Coaching

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

# 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

- ▶ 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 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 purposeful practice and experience
- ▶ Provide driving experiences that promote improvement from lesson to lesson

# The Importance of Coaching the Student While Driving to Enable Learning

- ▶ Identify a driver's mistakes
- ▶ Provide possible comments or questions 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 and what they did well
- ▶ Immediate feedback should be given once the mistake or correct performance is identified
  - If needed pull over and discuss
  - 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, don't try to, DO 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 what they need to practice before the next drive
- ▶ 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

**Put in chat:**  
**Give examples of specific  
positive reinforcement?**



# 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

## Using Questions to Engage All Learners

# 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



**Put in chat:**  
**Why is it important that  
evaluation be done throughout  
the lesson?**



# Characteristics of the On-Going Evaluation

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

# What Evaluations Can Determine?

- ▶ 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 remedy 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

# 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
- ▶ Evaluate the driver while driving



## De "Brief"

Watch the clip and observe what the instructor covers.

Observe if anything is missed?



# 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

Giving Directions

**Putting them together**

# 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?



# 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

# 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
  - 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 (release lever open)

# 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 less complex maneuver and review
  - DO NOT get upset, frustrated, and impatient



# Student Issues

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

# How to Use a Dual Brake During in-vehicle Instruction

- ▶ Check instructor brake before each lesson
- ▶ Verbal commands should be used first
- ▶ Should only be used as a last option
- ▶ When necessary, use the dual brake (clue, coach, take over)

# COMMAND AND CONTROL



**Put in chat:**

**How many times have you had  
to completely take over the  
vehicle?**



# Parallel Parking

- ▶ 3 feet away
- ▶ Stop where rear bumper is lined up with front car's rear bumper
- ▶ Move to 45-degree angle
- ▶ Back straight
- ▶ Turn all the way at front reference point
- ▶ Center yourself
- ▶ Video

# Coordinating Lessons with the Classroom Instructor

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

**Put in chat:**

**What do you do to collaborate  
with BTW and classroom  
instructor?**



# Methods of Communicating with the Classroom Instructor

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





# 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

