



Parent-Teen Homework Assignments

INTRODUCTION TO HOMEWORK ASSIGNMENTS & ACTIVITIES

KEYS to... Becoming a Safe Driver

Purpose of Homework Assignments

Teen driving is deeply rooted in the American and Montana culture, but, unfortunately, driving is an even more high-risk activity for teenagers than it is for adults. The purpose of Parent-Teen Homework Assignments is for families to ensure that teenagers show the knowledge, skill, and behaviors for safe driving.

ROLE FOR PARENTS: Parents have a very important role to play in encouraging & ensuring safe teen driving. Your influence is stronger, more immediate, & longer-lasting than all other influences. Your role in the Parent-Teen Homework Assignments is to assess your teenager's knowledge, skills, & behaviors related to safe driving.

ROLE FOR TEENS: Teens need to fully explain to your parents the concepts & show them the procedures that you have learned in driver education so that your parents can easily follow along. Your role in the Parent-Teen Homework Assignments is to show your parents your knowledge, skills, and behaviors for safe driving.

Overview of Homework Assignments

Parents & teenagers need to work together to complete all Parent-Teen Homework Assignments. Completing homework assignments may take some time & energy, but the experience will be worth it and the safety impact will be long-lasting!

Set-up for Homework Assignments: There are 5 Parent-Teen Homework Assignments. Each homework assignment has an **Information Sheet** (in the same format as this Introduction) and an **Assignment Sheet** that cover two or three safe driving topics and four or five family activities.

Completing Homework Assignments: For each of the 5 Parent-Teen Homework Assignments, parents & teenagers need to: (1) Read over the **Information Sheet** provided, (2) fully & thoroughly perform the parent-teen activities listed on the **Assignment Sheet**, & (3) complete the **Assignment Sheet** and turn it in to your driver education class for credit. Each homework assignment will include all the information that parents need to effectively participate in the activities.

Grading Homework Assignments: After completing activities, parents will rate teenagers' progress on the **Assignment Sheet**. Grading will be based ONLY on the completion of the activities, not on the actual ratings for teen progress. Thus, all comments, whether they seem good, bad, or indifferent, are welcomed & needed. Such information is important for tracking student progress & providing you with feedback on ways to improve.

Remember, patience is not only a virtue, it is necessary! Driving in traffic is very serious business. As your family completes the homework assignments & the required supervised practice required by the state of Montana, remember to **REMAIN PATIENT WITH EACH OTHER!** This is a new experience for both of parents & teens!

Information for: Learning to Be a Safe Driver

What is Safe Driving?

Safe driving means being able to safely navigate roadways & safely interact with other roadway users.

You are not alone!

The purpose of our public roadway system is to manage the flow or movement of traffic. Traffic is anything—vehicles, pedestrians, & even ridden or herded animals—that uses the public roadways for purposes of travel.

Driving on public roadways

Driving on public roadways with other traffic is more than just knowing how to operate a vehicle! It requires knowing how to apply the rules of the road & to share the public roadways with other roadway users.

Safe driving

Safe driving is more than being able to operate a vehicle.

How Do You Learn to be a Safe Driver?

Learning to be a safe driver begins with knowledge & skill acquisition & then grows through experience.

Safe driving

Safe driving is a result of **competence**. Competence is being qualified or having the ability to perform in a specific role. Competence is a result of knowledge & skill acquisition & extensive practice or experience, all related to a target outcome—in this case, the target outcome is **SAFE DRIVING**.

Knowledge & skill acquisition

Driver education courses provide the technical information, knowledge, & skills that are necessary to understand how to be a competent, safe driver. But, knowledge & skill acquisition are not sufficient to create competent, safe drivers—it is **ONLY THE BEGINNING**.

It means being able to safely navigate the public roadways while safely interacting with other roadway users.

To increase driver safety, graduated driver licensing (GDL) policies, driver education, & families must actively promote positive attitudes & safe driving behaviors in all new drivers.

Experience

Competence grows through extensive experience & the extent to which an individual can learn in, & adapt to, varying situations. GDL policies provide the extended time period for supervised practice driving, but parents must provide the supervised practice & ensure that teen driving competence grows.

Information for: Phases of and Activities for Becoming a Competent, Safe Driver

Phases for Becoming a Competent, Safe Driver

There are several phases involved in learning to drive before anyone reaches “competent” status.

“Competent” status

- ♦ Learning any complex behavior that requires skilled performance—such as safe driving—happens in phases.
- ♦ Think about really competent people in different fields such as mechanics, surgeons, & skiers. For example, a surgeon must first learn the “book” information, then watch other surgeons operate, then be watched by other surgeons as they operate, then perform low-risk operations independently, & only after showing success will they be able to do complex operations independently.
- ♦ Safe drivers go through similar phases: learning knowledge & skills in driver education, watching & having supervised practice with mentors, gaining independent driving experience under lower-risk conditions, & then obtaining a full privilege license.

Performing driving behaviors correctly a couple of times does not mean competence! Competence means always performing driving behaviors correctly in many different kinds of driving situations.

Phases for learning to drive

No one becomes a competent, safe driver overnight! The phases for becoming a competent, safe driver (see the handout, Understanding the Road to Safe Driving, that accompanies this Introduction) include the following:

- ♦ **Novice (beginner)**: Shows weak driving skills, must use full concentration, & is easily distracted
- ♦ **Nearing Proficient (advanced beginner)**: Shows inconsistent performance & must use conscious effort
- ♦ **Proficient (nearing competent)**: Shows more consistent performance, but still uses conscious effort
- ♦ **Competent**: Shows consistent performance & behavior is largely automatic

Activities for Becoming a Competent, Safe Driver

Parent-Teen Homework Assignments will have activities related to safe driving knowledge, skills, and practice.

The ONLY ROAD to competent driving is time & practice

- ♦ **Time:** It is clear that “mastering” any highly complex behavior that requires skilled performance—such as safe driving—takes a substantial investment of time. No exceptions to this rule have yet to be discovered!
- ♦ **Practice:** Practice is not just about the time spent, it is about the level of practice that is deliberate & guided. Practice MUST (a) include varying levels & degrees of knowledge & skills in varying situations, (b) include the identification of any errors & ways to remedy the errors, and (c) be guided by ONE main goal. That goal for both teenagers & parents needs to be safe driving—not independence, status, or reduced dependence for transportation.

Types of activities within homework assignments

- ♦ The 5 Parent-Teen Homework Assignments will have a combination of activities that may include (a) a **family discussion**, in which teenagers & parents talk about a safety topic, (b) a **family exercise**, in which parents & teenagers use a handout or follow other specific instructions, (c) a **vehicle-related activity**, in which a vehicle is needed but there is no driving involved, and/or (d) a **driving activity**, in which parents & teenagers drive around in the vehicle & gather safety information.
- ♦ The progression of activities within each homework assignment follows the line of thinking that when learning you should first show knowledge and skill in controlled situations and then practice in structured and/or semi-structured situations.

The role of supervised practice

- ♦ There are significant risks associated with teenage practice driving because practice requires exposure to varying driving situations & teenagers do not easily adapt to new driving situations.
- ♦ Therefore, it is necessary to have an experienced person there with teenagers during practice to (a) guide them through new situations and (b) identify any errors in driving attitudes or behaviors & help correct them before unsafe habits become “automatic.”
- ♦ Montana requires 50 hours (including 10 hours at night) so keep a **Schedule for Supervised Driving** (see this handout accompanying this Introduction) to keep track of hours.

Assess teens’ safe driving

- ♦ The homework assignments and activities will allow families to assess teens’ knowledge, skills, and behaviors related to a range of

Becoming a competent driver is a long process, not a goal that can be achieved in weeks or months. It usually takes a year or more of independent driving to get to this level.

safe driving behaviors. See the list of these safe driving behaviors on the **Keep Track of Teen Driver Progress** handout (which accompanies this Introduction) and use this handout to keep track of progress!

Family Activities to Increase Teen Driver Safety: For Now and In the Future

Families should complete parent-teen homework assignments, talk about driver safety OFTEN, and set expectations for driver safety EARLY.

Each of the 5 Parent-Teen Homework Assignments will have this section of information that will do the following:

- ◆ List the types of activities covered in the Assignment Sheet.
- ◆ List topics that parents & teenagers should talk about now & periodically in the future.
- ◆ Suggest that families MAKE CLEAR certain safe driving expectations and set probable consequences for violating those safe driving expectations.

Understand the Road to Safe Driving



Phases for Learning to Drive	DESCRIPTION						
	GDL Phase	Knowledge	Skill	Performance	Adaptability	Distractions	Supervised Practice
Novice (Beginner)	Driver's Education & supervised practice	Shows weak knowledge retrieval related to safely navigating roadways & interacting with other roadway users	Shows weak driving skills in safely navigating roadways & interacting with other roadway users	Shows very inconsistent driver performance in safely navigating roadways & interacting with other roadway users	Must use full concentration to safely navigate roadways & interact with other roadway users	Is easily distracted by both internal & external distractions	<p>Practice is the only way to eventually gain mastery. It takes years of regular driving to become a competent driver.</p> <p>Meanwhile, novices MUST have regular supervised practice in order to assess progress toward safe driving & have any mistakes corrected before they become unsafe habits.</p>
Nearing Proficient (Advanced Beginner)	Supervised practice & restricted independent driving	Shows improved knowledge retrieval related to safely navigating roadways & interacting with other roadway users	Shows improved driving skills in safely navigating roadways & interacting with other roadway users	Shows inconsistent driver performance in safely navigating roadways & interacting with other roadway users	Uses conscious effort to safely navigate roadways & interact with other roadway users	Is easily distracted by both internal & external distractions	<p>Practice is the only way to eventually gain mastery. It takes years of regular driving to become a competent driver.</p> <p>Meanwhile, supervised practice is necessary in order to assess progress toward safe driving & have any mistakes corrected before they become unsafe habits.</p>
Proficient (Nearing competent)	Restricted independent driving & full privilege license	Shows adequate knowledge retrieval related to safely navigating roadways & interacting with other roadway users	Shows adequate driving skills in safely navigating roadways & interacting with other roadway users	Shows more consistent driver performance in safely navigating roadways & interacting with other roadway users	Uses conscious effort to safely navigate roadways & interact with other roadway users	Can be distracted by both internal & external distractions	<p>Practice is the only way to eventually gain mastery. It takes years of regular driving to become a competent driver.</p> <p>Periodically "spot check" to make sure that safe driving behaviors are maintained & unsafe driving behaviors are extinguished.</p>

Competent	Full privilege license	<i>Shows strong knowledge retrieval related to safely navigating roadways & interacting with other roadway users</i>	<i>Shows strong driving skills in safely navigating roadways & interacting with other roadway users</i>	<i>Shows consistent driver performance in safely navigating roadways & interacting with other roadway users</i>	<i>Behaviors to safely navigate roadways & interact with other roadway users are automatic</i>	<i>Less likely to be distracted by both internal & external distractions</i>	<i>Practice is the only way to eventually gain mastery. It takes years of regular driving to become a competent driver.</i> <i>Periodically “spot check” to make sure that safe driving behaviors are maintained & unsafe driving behaviors are extinguished.</i>
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Keep Track of Teen Driver Progress

Directions: Rate teen driver safety knowledge, skill, performance, & adaptability to date for the following safe driving behaviors.

Repeat this assessment every 2 months to track teen safe driving progress. Use the following rating system:

0 = not enough information to judge at this time ~ 1 = needs improvement ~ 2 = fair ~ 3 = good

SAFE DRIVING BEHAVIORS	Date	Knowledge	Skill	Performance	Adaptability
		Knows the information related to how & why	Has the ability to use knowledge & maneuver the vehicle	Safely navigates roadways & interacts with roadway users	Performs well in various situations & under various conditions
Remember, performing a behavior correctly a couple of times does not mean competence! Competence means always performing the behavior correctly in many different kinds of driving situations.					
Prepared: Adjusts seat, steering wheel, & mirrors, & wears seat belt					
Positive attitude: Is a courteous driver					
Follows laws: Always follows traffic laws & traffic control devices. Wears seat belt, stays within the speed limit, determines right-of-way, never drives after using alcohol or other drugs, etc.					
Starts & stops: "Smooth" starts & stops					
Steering control: "Smooth" steering					
Vision control: Constantly searches driving environment (mirrors & head turning) looking for signs, vehicles, pedestrians, bicyclists, etc.					
Blindspots: Checks "blindspots" by looking over the shoulder before turning or changing lanes					
Speed control: Stays within the speed limit & chooses a speed that is appropriate for traffic conditions, weather conditions, road conditions, etc.					
Attention: Constantly monitors lane position, speed control, & mirrors					
Communication: Uses turn signals when turning or changing lanes					
Intersections: Looks ahead to intersections to determine what is there even before getting there					
Right-of-Way: Watches for right-of-way situations & determines appropriate rules					
Turns: Signals, searches, & keeps speeds fluid through the turn. The left turn is a wide, sweeping turn at a fairly regular speed. The right turn is a tighter, slower turn.					
Gap Selection: Chooses an appropriate "gap" when entering traffic or entering or turning onto another street.					
Accelerates/Merges: Smoothly gets up or down to the appropriate speed while maintaining lane position. On highways, uses the on/off ramps to help build or decrease speed.					

Following Distance: Keeps a safe following distance based on speed, weather conditions, traffic conditions, road conditions, etc.				
Night Driving: Slows & constantly searches the driving environment when driving under low light or dark conditions				
Wet conditions: Slows & constantly searches the driving environment when driving under wet or icy conditions				



Schedule for Supervised Driving

K.E.Y.S. Remember, the purpose of supervised practice driving is to advance teenager's competence in safe driving by exposing them to varying driving situations & having any driver errors identified & corrected before they become unsafe habits. Also remember, Montana requires all teenagers to get 50 hours of supervised practice driving (at least 10 hours at night). If each supervised practice driving session lasts about 30 minutes, & you can complete 2 supervised practice sessions each week, then it will take you 50 weeks or about 12 months to complete them all. You should log supervised practice time so you can keep track. Teenagers will show the most improvement during the first 12 months & 2000 miles of driving.

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** Contact your teenager's driver education instructor if you would like more of these handouts to keep track of supervised practice driving*



Schedule for Supervised Driving

K.E.Y.S. Remember, the purpose of supervised practice driving is to advance teenager's competence in safe driving by exposing them to varying driving situations & having any driver errors identified & corrected before they become unsafe habits. Also remember, Montana requires all teenagers to get 50 hours of supervised practice driving (at least 10 hours at night). If each supervised practice driving session lasts about 30 minutes, & you can complete 2 supervised practice sessions each week, then it will take you 50 weeks or about 12 months to complete them all. You should log supervised practice time so you can keep track. Teenagers will show the most improvement during the first 12 months & 2000 miles of driving.

Date	Conditions & Skills (e.g., night driving, turns)
List the date. You can also list the time you started the supervised driving session.	<p>Write in the “goals” for each supervised practice driving session.</p> <p>The goals should include (1) the driving conditions (e.g., daytime, clear weather, type of road, route taken) & (2) the Safe Driving Behaviors (from the list on Keep Track of Driver Progress handout)</p>

- Contact your teenager's driver education instructor if you would like more of these handouts to keep track of supervised practice driving



Parent-Teen Homework Assignments to Increase Driver Safety

INFORMATION SHEET FOR HOMEWORK ASSIGNMENT #1

KEYS to... Safety Precautions & Safety Equipment

Purpose

To increase the safety of everyone involved, families should ensure that teenagers have safety knowledge, skills, & behaviors related to Safety Equipment & Safety Precautions.

- **Goal for Parent:** Make it clear to your teenager that you expect her/him to be a safe driver. For Activity #1, assess your teenager's knowledge, skills, & behaviors related to safety equipment & safety precautions.
- **Goal for Teen:** Fully explain to your parents the concepts & show them the procedures that you have learned in driver education. For Activity #1, show your parents that you have the knowledge, skills, & behaviors for safety equipment & safety precautions.

Instructions

Completing activities may take some time & energy, but the safety impact will be long-lasting!

- **TOGETHER:** Parents & teenagers need to: (1) read over this Information Sheet, (2) fully & thoroughly perform the parent-teen activities listed on the Assignment Sheet for Homework Assignment #1, & (3) complete the Assignment Sheet for Homework Assignment #1 & turn it in to your driver education class.
- As your family completes the activities, remember to REMAIN PATIENT with each other! This is a new experience for both parents & teenagers!

Information for Homework Assignment #1: Safety Precautions

Box A: Be Prepared For Emergencies

You never know when you will have an emergency situation, so be prepared.

Key precautions

1. Keep a first aid kit in the vehicle.
2. Keep reflective triangles in the vehicle.
3. Keep a cell phone in the vehicle.

Jump starting your vehicle

1. Place 2 vehicles close together but not touching & turn off the ignitions of both vehicles.
2. Connect the positive & negative jumper cable ends in this sequence (cable ends must not touch each other!): 1) Positive terminal of good battery; 2) positive terminal of dead battery; 3) negative terminal of good battery; & 4) attach other negative cable end to a bolt or other metal part of the vehicle with the dead battery. DO NOT connect anything to the negative terminal of the dead battery for safety purposes!
3. Check the cable connections & then start the engine of the vehicle with the good battery.
4. Attempt to start the vehicle with the dead battery. If it does not start, do not crank the starter for longer than 20 seconds; you could damage the starter. Wait 2 minutes, check the cable connections, & then attempt to start the vehicle again.
5. Once the vehicle starts, disconnect the jumper cables in the reverse order from the way you connected them.

Changing a flat tire

1. Turn on your hazard lights & find a safe level place. Make sure your vehicle is on flat, hard ground, far from moving traffic. Keep driving on the flat tire on the side of the road until you find a safe place to stop.
2. Set the parking brake & block the front & rear of the tire diagonally opposite the tire you are changing.
3. Get out the spare & jack.
4. Loosen the lug nuts about 1/2 turn.
5. Jack the vehicle up so the flat tire is one to two inches off the ground.

6. Remove the lug nuts (keep them nearby!).
7. Take off the bad tire & put on the spare.
8. Put the lug nuts back on & tighten them by hand.
9. Partly lower the vehicle so that the new tire is firmly touching the ground.
10. With the lug wrench, tighten the lug nuts completely.
11. Lower the vehicle all the way & remove the jack. Unblock the diagonal tire, & put everything back.

Information for Homework Assignment #1: Safety Equipment

Box B: Use Vehicle Safety Equipment Correctly

Safety equipment in the vehicle is designed to help reduce the risk for crash and/or the severity of injury.

Correct use of seat belts

Seat belts keep you & your passengers inside the vehicle where you are the safest & keep you from hitting objects or passengers inside the vehicle.

1. Wear the lap belt snug across your pelvis (not your stomach).
2. Wear the shoulder strap from your shoulder (not your neck) to your hip (do NOT put the strap behind you).

Correct driver position, especially with airbags

Airbags inflate at a rate of up to 200 mph in less than half a second.

1. Move your seat as far back as you can while still being able to comfortably reach the gas & brake pedals.
2. Scoot back in the seat until your bottom is in the crease & your back is flush.
3. Tilt the steering wheel downward so the airbag is aimed at your chest & NOT at your head or neck.
4. Adjust your hands on the steering wheel using one of the ‘balanced hand positions.’
5. Make sure you are at least 10 inches from the airbag. If needed, you can recline the seatback or raise your seating height to achieve the extra distance.

DO NOT place children less than age 12 in a front seat with an airbag.

Correct use of mirrors

When mirrors are adjusted incorrectly, tunnel vision & blind spots are worse. ***Tunnel vision*** is the limited or narrow view you have when using your mirrors & ***blind spots*** are the places to the left-rear & right-rear of the vehicle which cannot be seen when looking in the mirrors.

1. When you first get in the vehicle, adjust your seat & then adjust the mirrors.
2. Center the inside rearview mirror so that you can see out of the whole back window.
3. Adjust the side-view mirrors to the point where you can just see the side of your vehicle on the inside edge of

the mirror.

Always turn your head for a “quick check” to make sure the road is clear before turning or changing lanes.

Family Activities to Increase Teen Driver Safety: For Now & in the Future

Families should complete parent-teen homework assignments to assess teen knowledge and practice of driver safety.

For Homework Assignment #1, teenagers will show parents how to do the following:

- ♦ Complete the following tasks—check & put air in the tires, change a tire, jump start the engine, & put fuel in the vehicle
- ♦ Position the following devices—the seat, yourself, the steering wheel, the mirrors, & the seat belt
- ♦ Use the following controls—windshield wipers, windshield cleaner, wiper blade conditions, fuel gauge, turn signals, hazard lights, ignition, gear shifter, brake pedal, air flow, gas pedal, back-up lights, & emergency or hand brake

Families should talk about driver safety OFTEN.

Parents & teenagers should discuss the following:

- The importance of driver & all passengers of a vehicle using seat belts
- The importance of all occupants of a vehicle being far enough from air bags
- The importance of knowing emergency procedures

Families should set expectations for driver safety EARLY.

MAKE CLEAR that teenagers are expected to:

- Wear seat belt as driver or passenger
- Have all passengers wear seat belts

MAKE CLEAR that teenagers who violate safety expectations will:

- Lose driving privileges for _____ (write in amount of time)
- Other: _____ (write in what & amount of time)



Parent-Teen Homework Assignments to Increase Driver Safety

ASSIGNMENT SHEET FOR HOMEWORK ASSIGNMENT #1

Safety Equipment & Precautions

Date:**Student:****Parent:****Phone number:****Instructions**

Together, parent & teenager need to: (1) read over the information provided in the Information Sheet for Homework Assignment #1, (2) fully & thoroughly perform the parent-teen activities listed in this Assignment Sheet, & (3) complete this Assignment Sheet & turn it in to your driver education class.

- **Materials needed:** Parent, teenager, this assignment sheet, pencil or pen, vehicle, & something to use as a blindfold.
- **Time needed:** Each activity can take 10-30 minutes & can be done separately, at different times.
- **Directions:** After completing each activity, check (❑) the box to show that it was completed & then parent rates teenager's performance as "good," "fair," or "needs improvement." No matter what the rating, please list comments about teenager's performance to help us keep track.
- **Grading:** Grading of Assignment #1 is based ONLY on completing the activities, not on the actual ratings for teen progress. Thus, a "needs improvement" rating will not lower your teenager's grade. This information is important for tracking student progress & providing you with feedback for ways to improve.

❑	Activities for Safety Precautions (Use information from Box A on the Information Sheet)	Rating (❑)			Comments
		Good	Fair	NI = needs improvement	
❑	Vehicle-Related Activity: Vehicle Tasks. Teenager (1) tells parent how to go about doing the following tasks while (2) physically locating & taking out the necessary equipment & materials for the tasks, & (3) performing the tasks.				
❑	Change a tire (something to block tires with, jack, lug nut wrench, spare tire, lug nuts). You can opt to simulate the experience by getting out all of the needed equipment & "pretending" to do it.	❑	❑	❑	
❑	Jump start the engine (jumper cables, vehicle battery, positive/negative battery terminals, position of positive/negative clamps on good/bad batteries). Simulate the experience by getting out all of the needed equipment & "pretending" to do it BUT DO NOT HOOK UP CABLES TO VEHICLE BATTERIES.	❑	❑	❑	
❑	Check the oil (guidelines in the owner's manual for checking the oil, dipstick, oil cap, dipstick reading)	❑	❑	❑	
❑	Check other fluids (guidelines in the owner's manual for checking the steering, brake, transmission, & windshield fluids)	❑	❑	❑	
❑	Go to an air station & put air in the tires (air pressure guidelines in the owner's manual, tire pressure gauge, air stems)	❑	❑	❑	
❑	Go to a fuel station & put the correct fuel in the vehicle (fuel tank cover, fuel tank cap)	❑	❑	❑	

<input checked="" type="checkbox"/>	<i>Activities for Safety Equipment (Use information from Box B on the Information Sheet)</i>	<i>Rating (□)</i> <i>NI = needs improvement</i>			<i>Comments</i>
<input checked="" type="checkbox"/>	<i>Vehicle-Related Activity: Vehicle Adjustments.</i> Teenager sits in the front seat & (1) positions the following devices while (2) telling parent what they are doing & why. Parent checks accuracy of teen's information from Box B on the Information Sheet	<i>Good</i>	<i>Fair</i>	<i>NI</i>	<i>Comments</i>
<input type="checkbox"/>	<i>Seat positioning</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Yourself in the seat</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Steering wheel</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Mirrors</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Seat belt</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	<i>Vehicle-Related Activity: Vehicle Controls.</i> Teen puts the key in the ignition in the "on" position (but doesn't start the engine) & then teen (1) physically locates the following controls, (2) tells parent what controls are for/when they are used, & (3) shows parent how to turn controls on/off	<i>Good</i>	<i>Fair</i>	<i>NI</i>	<i>Comments</i>
<input type="checkbox"/>	<i>Windshield wipers (check condition by cleaning windshield)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Windshield cleaner</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Headlight low & high beam</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Fuel gauge</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Right turn signal</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Left turn signal</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Hazard lights</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Ignition</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Gear shifter</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Back-up lights</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Brake pedal</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Gas pedal</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Air conditioner</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Heat</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Vent</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Front window defroster</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Back window defroster</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Emergency or hand brake</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	<i>Family Exercise: Rapid Fire Commands.</i> With teenager in the driver seat, parent quickly names vehicle controls in succession (e.g., "brake pedal, right turn signal, headlight low beam," etc.) & teenager quickly locates each as it is said. Parent repeats this process, mixing up the	<i>Good</i>	<i>Fair</i>	<i>NI</i>	<i>Comments</i>

	order, until teenager "masters" the activity. Afterwards, see how well teenager does when blindfolded!				
<input type="checkbox"/>	Sighted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Blindfolded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Parent-Teen Homework Assignments to Increase Driver Safety

INFORMATION SHEET FOR HOMEWORK ASSIGNMENT #2

KEYS to... Traffic Laws & Courteous Driving

Purpose

To increase the safety of everyone involved, families should ensure that teenagers have the safety knowledge, skills, & behaviors related to Traffic Laws & Courteous Driving.

- ♦ **Goal for Parent:** Make it clear to your teenager that you expect her/him to be a safe driver. For Activity #2, assess your teenager's knowledge, skills, & behaviors related to traffic laws & courteous driving.
- ♦ **Goal for Teen:** Fully explain to your parents the concepts & show them the procedures that you have learned in driver education. For Activity #2, show your parents that you have the knowledge, skills, & behaviors for traffic laws & courteous driving.

Instructions

Completing activities may take some time & energy, but the safety impact will be long-lasting!

- ♦ **TOGETHER:** Parents & teenagers need to: (1) read over this Information Sheet, (2) fully & thoroughly perform the parent-teen activities listed on the Assignment Sheet for Homework Assignment Sheet #2, & (3) complete the Assignment Sheet for Homework Assignment #2 & turn it in to your driver education class.
- ♦ As your family completes the activities, remember to REMAIN PATIENT with each other! This is a new experience for both parents & teenagers!

Information for Homework Assignment#2: Traffic Laws

Box A: Obey Signals, Signs, & Lines

Traffic signals, signs, & lines tell drivers what to do & what not to do in the traffic environment.

Signals = respond accordingly

RED means stop; **YELLOW** means slow down & proceed with caution; **GREEN** means go if it is safe.

Regulatory signs = red or white = must do

- ♦ **Stop Signs** = come to a full stop (before the sign or white stop line, not after).
- ♦ **Speed Limit Signs** = maximum or minimum legal speed allowed for ideal conditions.
- ♦ **Lane Use Signs** = which lanes you can use & for what purposes (turn, straight, etc.).
- ♦ **Yield Signs** = slow down & yield the right-of way to traffic and/or pedestrians.
- ♦ **Do Not Enter Signs** = prevent drivers from going the wrong way.

Warning signs = yellow or orange = slow down

- ♦ **Railroad Crossing Signs** =slow down & watch for approaching trains.
- ♦ **Work Area Signs** = slow down & watch for construction sites & maintenance or emergency operations.

Box B: Obey Driver Behavior Laws

Traffic laws establish orderly patterns of driver behavior to increase EVERYONE'S safety in the traffic environment.

Know right-of-way rules

- ♦ At crosswalks, always yield to pedestrians.
- ♦ At intersections with no traffic controls, yield to vehicles coming from the right.
- ♦ When turning left, yield to oncoming traffic.
- ♦ At 4-way stops, the car reaching the intersection first goes first.
- ♦ Yield the right-of-way to emergency vehicles (e.g., police, ambulance) with sirens and/or lights.

Use seat belts

- ♦ In a crash, seat belts keep you & your passengers inside the vehicle where you are the safest & also keep you from hitting objects or passengers inside the vehicle.

Obey speed limits

- ♦ As speed increases, crash risk increases & crash severity increases.
- ♦ As speed increases, distances necessary to safely follow & stop increase, while the amount of time available to detect & react to unexpected events shortens.
- ♦ Vehicles are more difficult to maneuver at higher speeds. Steering safely around curves or objects is more difficult. Errors such as

Information signs = blue, green, or brown

Pavement lines = yellow or white, solid or broken, & symbols and/or words

- ♦ **Yellow** = separates traffic traveling in opposite directions
- ♦ **White** = separates traffic traveling in same direction
- ♦ **Solid** = do not cross
- ♦ **Broken** = may cross if safe to do so
- ♦ **Symbols or words** = which lanes you can use & for what purposes (e.g., arrows, ‘right turn only’ written on road)

turning too quickly or braking too sharply can result in an out-of-control vehicle.

- ♦ Driving on high-speed roads increases the likelihood of drivers engaging in aggressive driving behaviors such as tailgating & weaving in & out of traffic.

Never drive under the influence of alcohol or other drugs

- ♦ Drinking any amount of alcohol reduces eye & hand coordination, slows reflexes, blurs vision, & most importantly, impairs judgment.
- ♦ Driving after drinking any amount of alcohol increases the risk of a crash or injury. The more alcohol, the more risk. The risk is even greater for teens because they are inexperienced drivers & inexperienced drinkers.

Information for Homework Assignment #2: Courteous Driving

Box C: Be an Effective Communicator

Roadways are shared by many, including other motorists, cyclists, & pedestrians. Make the traffic environment safer by communicating your intentions.

Communicating with signal lights

Signal lights are used to communicate your intentions to enter or exit traffic, turn, or switch lanes. Turn on signal lights at least 4 seconds prior to turning or changing lanes. Turn off signal lights when you have completed your turn or lane change.

Communicating with brake lights

Tapping your brake lights prior to slowing down can communicate your intentions to slow or stop shortly. This is especially important if the vehicle behind you is too close or going too fast.

Communicating with lane position

The location of your vehicle in your lane can help communicate your intentions to other road users. If you are planning to turn or merge left, in addition to using your turn signal, you should position your car towards the left side of your lane. The same goes for turning or merging right by positioning your car toward the right side of your lane. If you are staying in your lane, you should remain centered in the lane.

Communicating with horn usage

The purpose of the horn is to make your presence known to others that may not be paying attention. Courteous horn usage means using it sparingly & only when necessary. When necessary, tap the horn lightly to get others’ attention. Long sustained blasts communicate hostility, anger, or aggression.

Communicating with headlights

You should always use your headlights day & night to make your vehicle more visible to other roadway users. You should especially have your headlights on when your windshield wipers are on. You can also flash your headlights to alert oncoming vehicles of dangerous situations (e.g., a stalled car or wreck).

Box D: Be a Patient Driver

Aggressive driving is very risky, whether you are doing it yourself or someone else is. It can cause crashes—or worse!

What is “aggressive driving”?

It is the operation of a motor vehicle in an unsafe & hostile manner without regard for others. Some examples include speeding, tailgating, weaving through traffic, cutting off other vehicles, or going through red lights & stop signs.

When does aggressive driving happen?

For some, aggressive driving is a habit. For others, it often happens when a driver is frustrated, impatient, or irritable. If impeded or challenged, aggressive drivers sometimes escalate their behavior into **road rage**. This makes it all the more important to avoid aggressive driving & aggressive drivers.

How do you avoid becoming an aggressive driver?

Develop an attitude of patience. Allow plenty of time to reach your destination on schedule. Alter your schedule to avoid driving when roads are most congested. If you are running late, call ahead so you can relax. Do not drive if you are angry, upset, or overly tired. When driving, relax, sit comfortably in your seat, ease your grip on the steering wheel, & do not clench your teeth. Give others the benefit of the doubt. Be polite, courteous, & forgiving.

What should you do if confronted by an aggressive driver?

If you come across an aggressive driver, stay calm & relaxed. Make every attempt to get out of the way. Do not escalate the situation. Do not make eye contact or respond with grimaces, words, or gestures. Ignore any harassing gestures. You can report aggressive drivers to authorities by providing a vehicle & driver description, license plate number, location, & direction of travel. **You can call 911 on your cell phone but pull over first!**

Family Activities to Increase Teen Driver Safety: For Now and In the Future

Families should complete parent-teen homework assignments to assess teen knowledge and practice of driver safety.

For Homework Assignment #2, teenagers will discuss with parents:

- ♦ The meanings of various signals & signs, and the importance of being a courteous driver
- ♦ The correct use of signal lights, brake lights, & lane positions for courtesy & communication

Families should talk about driver safety OFTEN.

Parents & teenagers should discuss the following:

The importance of always obeying traffic laws

- The importance of obeying all traffic control devices (signals, signs, & lines)
- The importance of using seat belts for driver & all passengers
- The importance of driving within the speed limits
- The risks related to using alcohol or other drugs & driving OR riding with a driver who used alcohol/drugs
- The importance of calling home if you cannot get home safely (Parent will arrange a safe ride home)

The importance of being a courteous driver

- The importance of communicating with other road users
- The risks related to aggressive driving & road rage
- The need for a patient driving attitude

Families should set expectations for driver safety EARLY.

MAKE CLEAR that teenagers are expected to:

Obey all traffic laws, including:

- Obey all traffic control devices (signals, signs, & lines)
- Wear seatbelt as driver & have all passengers wear seat belts
- Drive within posted speed limits
- Never use alcohol or other drugs
- Never ride with a driver who has used alcohol or other drugs
- Call home if you cannot get home safely

Be a courteous driver, including:

- Use signal lights, brake lights, & lane position for communication
- Never show aggressive driving or respond to other's aggressive driving

MAKE CLEAR that teens who violate safety expectations will:

- Lose driving privileges for _____ (write in amount of time)
- Other: _____ (write in what & amount of time)



Parent-Teen Homework Assignments to Increase Driver Safety

ASSIGNMENT SHEET FOR HOMEWORK ASSIGNMENT #2

Traffic Laws & Courteous Driving

Date:

Student:

Parent:

Phone number:

Instructions

Together, parent & teenager need to: (1) read over the Information Sheet for Homework Assignment #2, (2) fully & thoroughly perform the parent-teen activities listed on this Assignment Sheet, & (3) complete this Assignment Sheet & turn it in to your driver education class.

- **Materials needed:** Parent, teenager, this assignment sheet, *Do You Know Your Signs* handout, pencil or pen, & vehicle.
- **Time needed:** Each activity can take 10-30 minutes & can be done separately, at different times.
- **Directions:** After completing each activity, check () the box to show that it was completed & then parent rates teenager's performance as "good," "fair," or "needs improvement." No matter what the rating, please list comments about teenager's performance to help us keep track.
- **Grading:** Grading of Homework Assignment #2 is based ONLY on completing the activities, not on the actual ratings for teen progress. Thus, a "needs improvement" rating will not lower your teenager's grade. This information is important for tracking student progress & we providing you with feedback for ways to improve.
- **Driving Activities:** For the activities that involve driving, parent should drive so teenager can focus on the activity & write down answers. If teenager drives, parent will need to write down the answers that teenager gives.

<input checked="" type="checkbox"/>	Activities for Traffic Laws (Use info from Boxes A & B on the Information Sheet)	Rating (<input type="checkbox"/>) NI = Needs Improvement			
<input checked="" type="checkbox"/>	Family Exercise: Do You Know Your Signs? Using the <i>Do You Know Your Signs</i> handout, parent points to signs or calls out numbers & teenager reports each of the following. (The answers are on the back of the handout.)	Good	Fair	NI	Comments
<input type="checkbox"/>	What the shape & color of the sign means (by the category of sign--regulatory, warning, or informational)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<input type="checkbox"/>	What the specific sign means	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Driving Activity: Signs. Parent drives a predetermined route while teenager sits in the front passenger seat & teenager (1) points out & counts examples of the following & (2) writes down examples of the following.	Good	Fair	NI	Comments
<input type="checkbox"/>	Regulatory signs Count (use hash marks): Examples (write down the ones you saw):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Warning signs (includes railroad & construction signs) Count (use hash marks): Examples (write down the ones you saw):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Informational signs Count (use hash marks): Examples (write down the ones you saw):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Family Discussion: Traffic Laws. Teen tells parent about each of the following. Parent checks accuracy of teen's information from Boxes A & B on the Information Sheet	Good	Fair	NI	Comments
<input type="checkbox"/>	The various right-of-way rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	The importance of seat belt use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	The importance of obeying speed limits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	The risks related to using alcohol or other drugs & driving OR riding with a driver who used alcohol or drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<input checked="" type="checkbox"/>	Activities for Courteous Driving (Use info from Boxes C & D on the Information Sheet)	Rating (✓) NI = Needs Improvement		
<input checked="" type="checkbox"/>	Family Discussion: Courteous Driving. Teen tells parent about each of the following. Parent checks accuracy of teen's information from Boxes C & D on the Information Sheet	Good	Fair	NI
<input type="checkbox"/>	The importance of being a courteous driver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	The problems with aggressive driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	How to communicate with other road users using: signal lights, brake lights, lane positions, & horn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Driving Activity: Driver Communication. Parent drives a predetermined route while teenager sits in the front passenger seat OR park in a busy parking lot or near a busy intersection & teenager (1) points out & counts examples of the following & (2) writes down examples of the following.	Good	Fair	NI
<input type="checkbox"/>	Other drivers communicating with signal lights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<u>Correct Use</u> Count (use hash marks): Examples (write down the ones you saw):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<u>Incorrect Use</u> Count (use hash marks): Examples (write down the ones you saw):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Other drivers communicating with brake lights</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<u>Correct Use</u> Count (use hash marks): Examples (write down the ones you saw):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<u>Incorrect Use</u> Count (use hash marks): Examples (write down the ones you saw):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>Other drivers communicating with lane position</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<u>Correct Use</u> Count (use hash marks): Examples (write down the ones you saw):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<u>Incorrect Use</u> Count (use hash marks): Examples (write down the ones you saw):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Parent-Teen Homework Assignments to Increase Driver Safety

INFORMATION SHEET FOR HOMEWORK ASSIGNMENT #3

KEYS to... Vision, Balance, & Judgment

Purpose

To increase the safety of everyone involved, families should ensure that teenagers have the safety knowledge, skills, & behaviors related to Vision, Balance, & Judgment.

- ♦ **Goal for Parent:** Make it clear to your teenager that you expect her/him to be a safe driver. For Activity #3, assess your teenager's knowledge, skills, & behaviors related to vision, balance, & judgment.
- ♦ **Goal for Teen:** Fully explain to your parents the concepts & show them the procedures that you have learned in driver education. For Activity #3, show your parents that you have the knowledge, skills, & behaviors for vision, balance, & judgment.

Instructions

Completing activities may take some time & energy, but the safety impact will be long-lasting!

- ♦ **TOGETHER:** Parents & teenagers need to: (1) read over this Information Sheet, (2) fully & thoroughly perform the parent-teen activities listed on the Assignment Sheet for Homework Assignment #3, & (3) complete the Assignment Sheet for Homework Assignment #3 & turn it in to your driver education class.
- ♦ **As your family completes the activities, remember to REMAIN PATIENT with each other! This is a new experience for both parents & teenagers!**

Information for Homework Assignment #3: Vision & Balance

Box A: Use Your Vision Effectively

Box B: Keep Your Vehicle in Balance

Safe driving includes constantly searching your path-of-travel for any changes.

Vision—look into the future

- ♦ See a clear path (i.e., make sure line-of-sight & path-of-travel are clear) before putting the car in motion.
- ♦ ALWAYS turn your head to look for traffic & obstacles before turning the steering wheel.
- ♦ When driving, (1) **project your vision as far ahead as possible**, (2) select a stationary object or target in the center of the path you want to travel, & (3) steer toward it.

Search for changes in your path-of-travel

- ♦ To search effectively, you need to know where to look, what to look for, & what to do when you find changes.
- ♦ **Where to look:** Use your **central, side/fringe, & peripheral vision** to systematically search throughout your intended path-of-travel & the surrounding area.
- ♦ **What to look for:** Make sure your line-of-sight & path-of-travel are clear.
- ♦ **What to do when you find changes:** Once you become aware of changes in your line-of-sight or path-of-travel, make safe choices for **speed control and/or lane position**.

Use your mirrors & check your blind spots

- ♦ Always uses your mirrors & check your blind spots under the following conditions: when your foot goes on the brake; before & after changing lane positions; before & after changing lanes; before & after turning; when backing up; and when stopped in traffic.
- ♦ **Frequently check your mirrors throughout driving to be aware of your surroundings.**

Information for Homework Assignment #3: Judgment

Box C: Choose Your Speed & Lane Position Wisely

Safe driving includes making smooth starts, steering motions, & stops.

Keep your vehicle in balance

- ♦ Jerky starts & stops signal to other road users that there are problems with the vehicle or with the driver.
- ♦ To help keep your vehicle in balance, keep the heel of your right foot on the floorboard to where your toes can easily reach gas or brake pedal.
- ♦ Use the toes of your driving foot (not your whole foot) to apply pressure to the brake or gas pedal.
- ♦ Pivot using your heel to move from one to the other.

Make smooth starts

- ♦ To make smooth starts, ease your foot off the brake & let the vehicle begin to roll on its own.
- ♦ Then apply steadily increasing pressure to the gas pedal.
- ♦ Once you are at speed, readjust pedal pressure to maintain it.

Make smooth motions in steering

- ♦ To make smooth steering motions, turn your head in direction of your intended movement or path-of-travel before turning the steering wheel.
- ♦ Then turn steering wheel with a smooth motion toward the target.

Make smooth stops

- ♦ To make smooth stops, ease your foot off the gas pedal & let the vehicle begin to slow on its own.
- ♦ Then apply steadily increasing pressure to the brake pedal.
- ♦ Close in on vehicles gradually.
- ♦ Stop far enough behind a vehicle to see its rear tires touching the pavement.

Any abrupt changes in balance—starting, steering, or stopping—can result in reduced vehicle control or an out-of-control vehicle.

Box D: Choose Your Next Move Wisely

Safe drivers need to be able to determine the best speed & lane positions for driving conditions.

3 speed control options

1. *Keep the same speed*

2. *Decrease speed*

3. *Increase speed*

- ♦ The choice of your speed can help you safely maneuver through or around obstacles in your path-of-travel
- ♦ If you choose to "decrease speed," you can do so by easing your foot off the gas pedal & **covering the brake** OR by easing your foot off the gas & **applying the brake**
- ♦ When in doubt, slow down!

Problems with driving too fast for conditions

- ♦ Crash risk & crash severity increase as speed increases.
- ♦ It is more difficult to safely maneuver a vehicle at higher speeds.
- ♦ It is more difficult to steer safely around curves or objects at higher speeds.
- ♦ Small errors in judgment such as oversteering or braking too sharply can result in an out-of-control vehicle.
- ♦ Distances necessary to safely follow & stop are increased at higher speeds.
- ♦ The amount of time available to detect & to react to unexpected events is shortened at higher speeds.
- ♦ At higher speeds, drivers should keep longer distances between vehicles & look farther ahead for changes in your line-of-sight or path-of-travel.

3 lane position options

1. *Middle of your lane (lane position 1)*



2. *Left of your lane (lane position 2)*

3. *Right of your lane (lane position 3)*

- ♦ The choice of the location of your vehicle in your lane can help you safely maneuver through or around obstacles in your line-of-sight and path-of-travel

Safe drivers need to be able to make accurate judgments to safely navigate roadways & interact with roadway users.

Gap Selection

- ♦ When turning or changing lanes, drivers must determine if there is enough space to maneuver.
- ♦ Only make a move when there is enough space to not only begin, but to complete the maneuver.

Intersections

- ♦ When approaching an intersection, search your intended path-of-travel. Look for traffic lights, signs, cross traffic, pedestrians, etc.
- ♦ Before braking, look in the rearview mirror to identify any problems behind you, such as vehicles being too close
- ♦ When reaching the intersection, search to the left, straight, to the right, & then in whichever direction you plan to travel
- ♦ If you are turning, only make a move when there is an open path to enter.

Approaching curves & hills

- ♦ Once you see a curve/hillcrest in your intended path-of-travel, check your mirrors for potential problems around you.
- ♦ Reduce your speed to get the best speed control depending on the degree of curve/hillcrest.
- ♦ Stay to the right of your lane in case an oncoming vehicle crosses the middle line.
- ♦ Search through the curve/hillcrest for vehicles, pedestrians, signs, etc.
- ♦ Once on the other side, check your mirrors & evaluate your new intended path-of-travel.

Remember, any abrupt changes in steering, speed control, and/or lane position can result in an out-of-control vehicle.

Skid control

- ♦ Keep your eyes focused on where you want the vehicle to go.
- ♦ Ease your foot off pedals—no brake or gas!
- ♦ Steer in the direction to make the front of the vehicle point towards the intended path-of-travel.

Family Activities to Increase Teen Driver Safety: For Now and In the Future

Families should complete parent-teen homework assignments to assess teen knowledge and practice of driver safety.

For Homework Assignment #3, teenagers will talk to parents about how to do the following:

- ♦ Determine visual searches for changes in your line-of-sight or path-of-travel
- ♦ Determine choice of speed control options & lane position for driving conditions

Families should talk about driver safety OFTEN.

Parents & teenagers should discuss the following:

- The importance of vision, balance, & judgment for safe driving
- The dangers of driving at high speeds

Families need to supervise driving under high-risk conditions OFTEN.

- Teenagers should have extensive supervised practice on high-speed roads before they are allowed to drive at high speeds on their own

Families should set expectations for driver safety EARLY.

MAKE CLEAR that teenagers are expected to:

- Obey all traffic laws & signs, including speed limits
- Never put yourself or others at risk by driving too fast for conditions

MAKE CLEAR that teenagers who violate safety expectations will:

- Lose driving privileges for _____
(write in amount of time)

- Once licensed, teenagers should have extensive independent experience driving in low-risk conditions—at lower speeds—before they drive at high speeds

Other: _____ (write in what & amount of time)



Parent-Teen Homework Assignments to Increase Driver Safety

ASSIGNMENT SHEET FOR HOMEWORK ASSIGNMENT #3

Vision, Balance, & Judgment

Date:

Student:

Parent:

Phone number:

Instructions

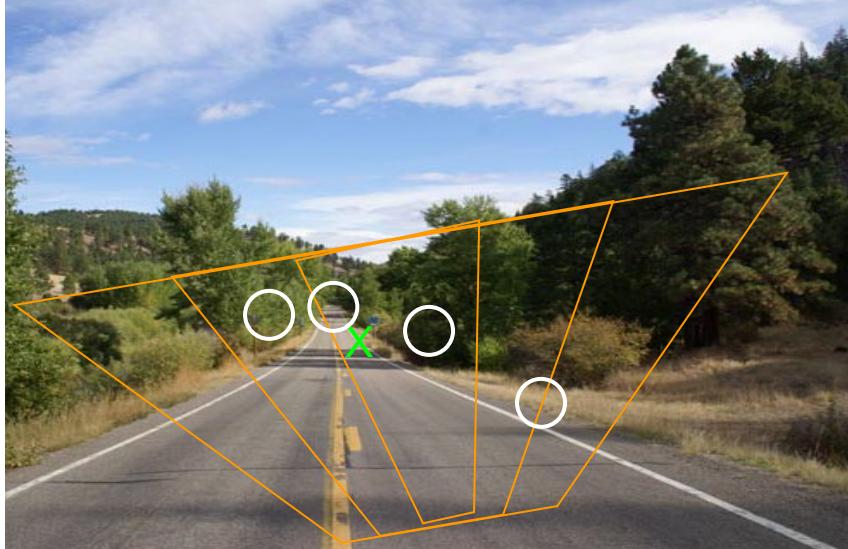
Together, parent & teenager need to: (1) read over the *Information Sheet for Homework Assignment #3*, (2) fully & thoroughly perform the parent-teen activities listed on this *Assignment Sheet*, & (3) complete this *Assignment Sheet* & turn it in to your driver education class.

- Materials needed:** Parent, teenager, this assignment sheet, the *Driving Pictures* handout, pencil or pen, & vehicle.
- Time needed:** Each activity can take 10-30 minutes & can be done separately, at different times.
- Directions:** After completing each activity, check () the box to show that it was completed & then parent rates teenager's performance as "good," "fair," or "needs improvement." No matter what the rating, please list comments about teenager's performance to help us keep track.
- Grading:** Grading of Homework Assignment #3 is based ONLY on completing the activities, not on the actual ratings for teen progress. Thus, a "needs improvement" rating will not lower your teenager's grade. This information is important for tracking student progress & providing you with feedback for ways to improve.
- Driving Activities:** For the activities that involve driving, parent should drive so teenager can focus on the activity & write down answers. If teenager drives, parent will need to write down the answers that teenager gives.

<input checked="" type="checkbox"/>	<i>Activities for Vision, Balance, & Judgment (Use info from Boxes A-D on the Information Sheet)</i>	<i>Rating (<input checked="" type="checkbox"/>)</i>			<i>NI = Needs Improvement</i>
		<i>Good</i>	<i>Fair</i>	<i>NI</i>	
<input checked="" type="checkbox"/>	<i>Family Discussion: Vision, Balance, & Judgment.</i> Teenager tells parent about each of the following. Parent checks accuracy of teen's information from Boxes A-D on the Information Sheet				<i>Comments</i>
<input type="checkbox"/>	<i>The importance of vision, balance, & judgment in safe driving</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>The importance of searching the intended path-of-travel</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>The 3 options for speed control</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>The risks of driving too fast for conditions</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>The 3 options for lane position</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>How to approach intersections</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<i>How to approach & drive through curves/hill crests</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<input type="checkbox"/>	Conditions that lead to an out-of-control vehicle & how to steer through a skid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Family Exercise: Driving Pictures. Using the Driving Pictures handout, parent & teenager do each of the following for each picture.	Good	Fair	Not Evaluated	<i>Comments</i>
<input type="checkbox"/>	Determine the "target" for driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Determine vision ranges for driving—central, side/fringe, & peripheral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Determine all potential issues related to line-of-sight or path-of-travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Determine the 3 most immediate issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	For those 3 issues, determine the appropriate speed control option (keep the same speed, decrease speed—either cover brake or apply brake, or increase speed) & lane position (middle/lane position 1, left/lane position 2, or right/lane position 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Driving Activity: Curves, Hillcrests, & Intersections. Parent drives a predetermined route while teenager sits in the front passenger seat & teenagers (1) points out & (2) writes down any issues with line-of-sight or path-of-travel for the following.	Good	Fair	Not Evaluated	<i>Comments</i>
<input type="checkbox"/>	Curves or hillcrests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Issues for the first curve or hillcrest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Issues for the second curve or hillcrest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Intersections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Issues for the first intersection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Issues for the second intersection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Driving Activity: Speed Control & Lane Position. Parent drives a predetermined route while teenager sits in the front passenger seat OR park in a busy parking lot or near an intersection & teenager (1) points out & (2) writes down examples of the following.	Good	Fair	Not Evaluated	<i>Comments</i>
<input type="checkbox"/>	Other drivers using speed control options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	<p><u>Correct Use:</u> Examples (write down the ones you saw):</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><u>Incorrect Use:</u> Examples (write down the ones you saw):</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<p>Other drivers using lane position options</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><u>Correct Use:</u> Examples (write down the ones you saw):</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><u>Incorrect Use:</u> Examples (write down the ones you saw):</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>Driving Situation. For each picture, (1) put an 'X' on the "target" you would use for driving, (2) draw in the driver's central, side/fringe, & peripheral vision ranges, & (3) circle all the possible issues with line-of-sight & path-of-travel.</p> 	<p>Evaluation. For each picture, (1) list 3 issues for driving in the scene, & then list (2) the best speed control option & (3) the best lane position option for each.</p> <p>Issue 1: View cut off from hill up ahead</p> <p>Issue 2: Animals could dart out on the road</p> <p>Issue 3: Narrow, soft shoulders</p> <p>Speed control option: Keep the same speed but prepare to brake if necessary</p> <p>Lane position option: 1</p>
	<p>Issue 1:</p> <p>Issue 2:</p> <p>Issue 3:</p>



Issue 3:

Speed control option:

Lane position option:



Issue 1:

Issue 2:

Issue 3:

Speed control option:

Lane position option:

Driving Situation. For each picture, (1) put an "X" on the "target" you would use for driving, (2) draw in the driver's central, side/fringe, & peripheral vision ranges, & (3) circle all the possible issues with line-of-sight & path-of-travel.

Evaluation. For each picture, (1) list 3 issues for driving in the scene, & then list (2) the best speed control option & (3) the best lane position option for each.



Issue 1:

Issue 2:

Issue 3:

Speed control option:

Lane position option:



Issue 1:

Issue 2:

Issue 3:

Speed control option:

Lane position option:



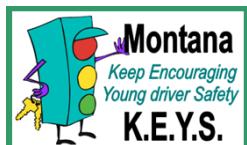
Issue 1:

Issue 2:

Issue 3:

Speed control option:

Lane position option:



Parent-Teen Homework Assignments to Increase Driver Safety

INFORMATION SHEET FOR HOMEWORK ASSIGNMENT #4

KEYS to... Adverse Driving Conditions

Purpose

To increase the safety of everyone involved, families should ensure that teenagers have the safety knowledge, skills, & behaviors related to Adverse Driving Conditions.

- ♦ **Goal for Parent:** Make it clear to your teenager that you expect her/him to be a safe driver. For Activity #4, assess your teenager's knowledge, skills, & behaviors related to adverse driving conditions.
- ♦ **Goal for Teen:** Fully explain to your parents the concepts & show them the procedures that you have learned in driver education. For Activity #4, show your parents that you have the knowledge, skills, & behaviors for adverse driving conditions.

Instructions

Completing activities may take some time & energy, but the safety impact will be long-lasting!

- ♦ **TOGETHER:** Parents & teenagers need to: (1) read over this Information Sheet, (2) fully & thoroughly perform the parent-teen activities listed on the Assignment Sheet for Homework Assignment #4t, & (3) complete the Assignment Sheet for Homework Assignment #4 & turn it in to your driver education class.
- ♦ **As your family completes the activities, remember to REMAIN PATIENT with each other! This is a new experience for both**

parents & teenagers!

Information for Homework Assignment #4: Adverse Weather Conditions

Box A: Drive Cautiously in Adverse Weather

Because of their inexperience, teen drivers are at high risk for weather-related crashes.

Risks associated with adverse weather conditions

- ♦ Rain, snow, & ice make it more difficult to start, stop, or turn, especially when the temperature is close to freezing (29-32° F)
- ♦ On wet roads, maneuvers taken at normal “dry pavement” speeds can throw the vehicle out of control.
- ♦ Even small amounts of precipitation make roads slippery. “Black ice”— patches of road that look wet but are actually icy—can be especially dangerous.
- ♦ Rain, fog, & sun glare make it more difficult to see, detect hazards, & be seen by other drivers.
- ♦ In all adverse weather conditions, safe following & stopping distances increase dramatically.
- ♦ The most common weather-related factor in teen crashes is rain.

Tips for driving in snow, sleet, or icy conditions

- ♦ Drive with your headlights on so others may identify you easier.
- ♦ Wear sunglasses to reduce the glare off of ice or snow.
- ♦ Slowly put the vehicle in motion.
- ♦ Slow down earlier before entering a curve or turning.
- ♦ Keep at least 3 times the normal driving distance from other vehicles.
- ♦ Signal your intentions (e.g., to turn) to other roadway users sooner.
- ♦ Expect delays at lights & intersections.
- ♦ Remember that bridges, overpasses, & underpasses freeze first.
- ♦ Watch for “black ice,” which is the thin coating of ice that forms in shaded spots, creating a slippery surface that may be hard to see.
- ♦ SLOW DOWN & be more attentive!

Teenagers should have extensive supervised practice in adverse weather conditions before they are allowed to drive in them on their own.

Box B: Be Ready for Wintry Conditions

It is important to keep your vehicle ready for wintry conditions.

Get your car ready for wintry conditions

- ♦ Check your car’s battery, antifreeze, wipers, windshield washer fluid, ignition system, thermostat, lights, emergency lights, exhaust system, heater, brakes, defroster, & oil
- ♦ Make sure your tires have adequate tread & air pressure.
- ♦ Keep your fuel tank at least half full to avoid fuel line freeze-up.
- ♦ Let your car warm up for 5 minutes (any longer just wastes fuel), but not in an enclosed area such as garage.
- ♦ Keep the following in your car: a windshield scraper & small broom for ice & snow removal; gloves; blankets; a flashlight with extra batteries; booster cables; small sack of sand or kitty litter for traction (or use bird seed—it helps with traction, it melts ice/snow because it is salty, & it feeds the birds when you leave it behind!); & a cell phone for emergencies.

If caught in a blizzard (or your vehicle dies)

- ♦ Turn on your hazard lights.
- ♦ Do not search for assistance unless help is visible within 100 yards.
- ♦ Run your engine & heater to keep warm for about 10 minutes each hour.
- ♦ Open a downwind window slightly for ventilation & to prevent carbon monoxide poisoning.
- ♦ Keep the exhaust pipe clear of anything (snow, mud, etc.).

Information for Activity #4: More Adverse Driving Conditions

Box C: Drive Cautiously at Dawn, Dusk, & Night

Box D: Understand Driving Challenges for Conditions

Because they lack experience, teenagers are at high-risk for crashes in “dark” conditions.

Risks associated with driving at dawn, dusk, or night

- Visibility is reduced & people & things look different & are harder to see & to identify.
- Distances & speeds are harder to judge.
- Changes in temperature causes dew, wetness, & black ice.
- There may be too much lighting in urban/busy areas (street lights, headlights, neon signs, etc.) & too little in rural areas.
- More unsafe & impaired drivers are on the roads at night.
- Crashes at night are much more likely to involve high speeds & end in serious injury or death.
- The risk of being in a fatal crash is highest for teens between 9 p.m. & 6 a.m. because of reduced visibility, higher speeds, drowsiness, or lack of attention.

Tips for driving at dawn, dusk, or night

- Turn on your headlights. Use high beams when there are no oncoming vehicles or vehicles ahead of you.
- To help keep from “fixating” on objects, keep your eyes moving (even more so than during the day).
- When searching your intended path-of-travel, look beyond headlights, & look for the unexpected such as curves, turns, animals, vehicles without headlights on, etc.
- Be aware that animals are more active around roadways at dawn & dusk.
- Glance to the right to avoid the glare of headlights of oncoming cars.
- Help others to pass safely by slowing & moving to the right of your lane when it is safe for the vehicle to pass.

Teenagers should have extensive supervised practice in dawn, dusk, & nighttime driving conditions before they are allowed to drive at night on their own.

Because they lack experience, teenagers may not respond well to various challenging driving conditions.

Risks associated with various road & traffic conditions

- The road itself—no painted lines on the road, no street lights, no shoulders for stopping, narrow shoulders, steep drop-off on side of road
- Traffic conditions—high-speed traffic, stopped traffic, slowing traffic, oncoming traffic
- Other roadway users—pedestrians, motorcyclists, bicyclists, animals
- Obstructions to line-of-sight or path-of-travel—trees on the side of road, buildings on side of road, parked vehicles, construction areas

Tips for driving in adverse weather, light, road & traffic conditions

- **Drive with your headlights on so others may identify you easier.**
- **Slow down!**
- **Pay attention & keep your eyes searching!**
- **Remember, any abrupt changes in steering, speed control, or lane position can result in reduced vehicle control or an out-of-control vehicle.**

Risks associated with driving with teen passengers

- The likelihood of risk-taking behaviors such as speeding, tailgating, or weaving in & out of traffic is increased with teen passengers.
- Teen passengers may unintentionally encourage teen drivers to speed, show off, play loud music, or not pay enough attention to driving.
- Teen passengers may persuade or challenge teen drivers to do risky things, including running red lights or racing other vehicles.
- Teen passengers may directly interfere with driving such as grabbing the steering wheel.
- Teen crash rates are lowest with no teen passengers, increase with one teen passenger, & are MUCH greater with two or more teen passengers.
- For teens, crashes are 11 times more likely when driving at night with teen passengers than driving during the daytime without any passengers.

Family Activities to Increase Teen Driver Safety: For Now and In the Future

Families should complete parent-teen homework assignments to assess teen knowledge and practice of driver safety.

For Homework Assignment #4, teenagers will talk to parents about how to do the following:

- Identify various risk conditions & options for speed control & lane position

Families should talk about driver safety OFTEN.

Parents & teenagers should discuss the following:

- The risks related to driving in adverse weather conditions
- The risks related to driving in dawn/dusk/nighttime conditions
- The risks related to various road & traffic conditions
- The risk related to driving with teen passengers

Families should supervise driving under high-risk conditions OFTEN.

- Teenagers should have extensive supervised practice in adverse driving conditions before they drive in them on their own
 - Adverse weather conditions
 - Dawn, dusk, or night driving conditions

Families should set expectations for driver safety EARLY.

MAKE CLEAR that teenagers are expected to:

- Never put yourself or others at increased risk by making unnecessary trips in adverse weather
- Pay attention while driving at dawn, dusk, or night
- Pay attention while driving with teen passengers
- Call home if you cannot get home safely (Parent will arrange a safe ride home)

MAKE CLEAR that teenagers who violate safety expectations will:

<ul style="list-style-type: none"><input type="radio"/> Various road & traffic conditions<input type="checkbox"/> Once licensed, teenagers should have extensive experience driving in low-risk conditions—fair weather conditions, daylight driving, NO PASSENGERS, & fair road & traffic conditions—before they drive under adverse driving conditions	<ul style="list-style-type: none"><input type="checkbox"/> Lose driving privileges for _____ (write in amount of time)<input type="checkbox"/> Other: _____ (write in what & amount of time)
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Parent-Teen Homework Assignments to Increase Driver Safety

ASSIGNMENT SHEET FOR HOMEWORK ASSIGNMENT #4

Adverse Driving Conditions

Date:

Student:

Parent:

Phone number:

Instructions

Together, parent & teenager need to: (1) read over the *Information Sheet* for Homework Assignment #4, (2) fully & thoroughly perform the parent-teen activities listed on this *Assignment Sheet*, & (3) complete this *Assignment Sheet* & turn it in to your driver education class.

- **Materials needed:** Parent, teenager, this assignment sheet, the *Driving Pictures* handout, pencil or pen, & vehicle.
- **Time needed:** Each activity can take 10-30 minutes & can be done separately, at different times.
- **Directions:** After completing each activity, check (☑) the box to show that it was completed & then parent rates teenager's performance as "good," "fair," or "needs improvement." No matter what the rating, please list comments about teenager's performance to help us keep track.
- **Grading:** Grading of Homework Assignment #4 is based ONLY on completing the activities, not on the actual ratings for teen progress. Thus, a "needs improvement" rating will not lower your teenager's grade. This information is important for tracking student progress & providing you with feedback for ways to improve.
- **Driving Activities:** For the activities that involve driving, parent should drive so teenager can focus on the activity & write down answers. If teenager drives, parent will need to write down the answers that teenager gives.

<input checked="" type="checkbox"/>	Activities for Adverse Driving Conditions (Use info from Boxes A-D on the <i>Information Sheet</i>)	Rating (☑) NI = Needs Improvement			
<input checked="" type="checkbox"/>	Family Discussion: Adverse Driving Conditions. Teenager tells parent about each of the following. Parent checks accuracy of teen's information from Boxes A & B on the <i>Information Sheet</i>	Good	Fair	NI	Comments
<input type="checkbox"/>	The risks related to driving in adverse weather conditions & ways to reduce them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	The risks related to driving in nighttime conditions & ways to reduce them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	The risks related to various road & traffic conditions & ways to reduce them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	The risks related to driving with teen passengers & ways to reduce them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Family Exercise: Driving Pictures. Using the <i>Driving Pictures</i> handout, parent & teenager do each of the following for each picture.	Good	Fair	NI	Comments
<input type="checkbox"/>	Number all driving conditions found in pictures. Note: Not all 29 conditions will be found on each picture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Determine the 3 most problematic driving conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	For those 3 conditions, determine the appropriate speed control option (keep the same speed, decrease speed—either cover brake or apply brake, or increase speed) & lane position (middle/lane position 1, left/lane position 2, or right/lane position 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Family Exercise: Vehicle Safety Kits. Together, parent & teenager do each of the following.	Good	Fair	NI	Comments
<input type="checkbox"/>	Put together "kits" for each family vehicle that include: first aid kit; reflective triangles; air pressure gauge; windshield scraper; small broom for ice & snow removal; gloves; blankets; water & snacks; a flashlight with extra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	batteries; small sack of sand, kitty litter, or bird seed for traction; emergency phone numbers (tow truck, etc); & a cell phone.				
<input type="checkbox"/>	Make sure each vehicle has an owner's manual (you can get one online or at a dealership), a jack, the correct lug wrench, something to block tires with, an aired-up spare tire, & jumper cables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Driving Activity: Driving Conditions. Parent drives several predetermined routes while teenager sits in the front passenger seat & teenager (1) points out & (2) writes down the numbers for the 29 driving conditions from the list below that are found on those routes. Note: not all driving conditions will be found on all trips.	Good	Fair	NI	<i>Comments</i>
<input type="checkbox"/>	To school List conditions (write down the numbers):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Back from school List conditions (write down the numbers):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	To grocery store or other store List conditions (write down the numbers):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Back from grocery store or other store List conditions (write down the numbers):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	To friend's or family member's house List conditions (write down the numbers):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Back from friend's or family member's house List conditions (write down the numbers):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	To entertainment place List conditions (write down the numbers):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Back from entertainment place List conditions (write down the numbers):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Driving Conditions	Time of day	Road conditions	Traffic conditions	Obstructions to sight
<p>Note: not all driving conditions will be used for all trips</p> <ol style="list-style-type: none"> 1. early in morning 2. bright sun/glare 3. late in afternoon 4. nighttime 5. rain 6. snow/ice on road 7. black ice possible 		<ol style="list-style-type: none"> 8. intersection 9. hill crest 10. curve in road 11. no street lights 12. no painted lane lines 13. overpasses or bridges unusable or unforgiving shoulders 14. steep dropoffs on side of road 	<ol style="list-style-type: none"> 15. tailgating 16. heavy traffic 17. oncoming traffic 18. pedestrians 19. motorcyclists 20. bicyclists 21. animals 	<ol style="list-style-type: none"> 22. windows fogged 23. scenery 24. trees on side of road 25. buildings on side of road 26. parked vehicles 27. construction area 28. reduced visibility for other reasons

Driving Conditions	Driving Situation. Using the 29 driving condition to the left, number all the driving conditions that you can find in each picture. Write the numbers for the conditions you find directly on the conditions in each picture. Note: Not all numbered conditions will be found on each picture.	Evaluation. For each picture, (1) list the 3 most problem conditions & then the best (1) speed control option & (2) lane position option.
<p><u>Time of day</u></p> <ol style="list-style-type: none"> 1. early in morning 2. bright sun/glare 3. late in afternoon 4. nighttime <p><u>Weather conditions</u></p> <ol style="list-style-type: none"> 5. rain 6. snow/ice on road 7. black ice <p><u>Road conditions</u></p> <ol style="list-style-type: none"> 8. intersection 9. hill crest 10. curve in road 11. no street lights 12. no painted lane lines 13. overpasses or bridges 14. unusable or unforgiving shoulders 15. steep dropoffs on side of road <p><u>Traffic conditions</u></p> <ol style="list-style-type: none"> 16. tailgating 17. heavy traffic 18. oncoming traffic 19. pedestrians 20. motorcyclists 21. bicyclists 22. animals <p><u>Obstructions to sight</u></p> <ol style="list-style-type: none"> 23. windows fogged 24. scenery 25. trees on side of road 26. buildings on side of road 27. parked vehicles 28. construction area 29. reduced visibility for other reasons 		<p>Condition 1:</p> <p>Pedestrians</p> <p>Condition 2:</p> <p>Limited vision by curve/hill in road</p> <p>Condition 3:</p> <p>Parked cars</p> <p>Speed control option: Slow/stop with foot on brake</p> <p>Lane control option: 1</p> <p>Photo courtesy of AAA Foundation for Traffic Safety</p>
		<p>Condition 1:</p> <p>Condition 2:</p> <p>Condition 3:</p> <p>Speed control option:</p> <p>Lane control option:</p>
		<p>Condition 1:</p> <p>Condition 2:</p>



<p>Driving Conditions</p>	<p>Driving Situation. Using the 29 driving condition to the left, number all the driving conditions that you can find in each picture. Write the numbers for the conditions you find directly on the conditions in each picture. Note: Not all numbered conditions will be found on each picture.</p>	<p>Evaluation. For each picture, (1) list the 3 most problem conditions & then the best (1) speed control option & (2) lane position option.</p>
<p><u>Time of day</u></p> <ol style="list-style-type: none"> 1. early in morning 2. bright sun/glare 3. late in afternoon 4. nighttime <p><u>Weather conditions</u></p> <ol style="list-style-type: none"> 5. rain 6. snow/ice on road 7. black ice <p><u>Road conditions</u></p> <ol style="list-style-type: none"> 8. intersection 9. hill crest 10. curve in road 11. no street lights 12. no painted lane lines 13. overpasses or bridges (black ice) 14. unusable or unforgiving shoulders 15. steep dropoffs on side of road <p><u>Traffic conditions</u></p> <ol style="list-style-type: none"> 16. tailgating 17. heavy traffic 18. oncoming traffic 19. pedestrians 20. motorcyclists 21. bicyclists 22. animals <p><u>Obstructions to sight</u></p> <ol style="list-style-type: none"> 23. windows fogged 		<p>Condition 1:</p> <p>Condition 2:</p> <p>Condition 3:</p> <p>Speed control option:</p> <p>Lane control option:</p> <p><small>Photo courtesy of AAA Foundation for Traffic Safety</small></p>
		<p>Condition 1:</p> <p>Condition 2:</p> <p>:</p> <p>Condition 3:</p>
		<p>Speed control option:</p> <p>Lane control option:</p>

<p>24. scenery 25. trees on side of road 26. buildings on side of road 27. parked vehicles 28. construction area 29. reduced visibility for other reasons</p>		<p>Condition 1: Condition 2: Condition 3: <i>Speed control option:</i> <i>Lane control option:</i></p>
<p>Driving Conditions</p>	<p>Driving Situation. Using the 29 driving condition to the left, number all the driving conditions that you can find in each picture. Write the numbers for the conditions you find directly on the conditions in each picture. Note: Not all numbered conditions will be found on each picture.</p>	<p>Evaluation. For each picture, (1) list the 3 most problem conditions & then the best (1) speed control option & (2) lane position option.</p>
<p><u>Time of day</u> 1. early in morning 2. bright sun/glare 3. late in afternoon 4. nighttime</p> <p><u>Weather conditions</u> 5. rain 6. snow/ice on road 7. black ice</p> <p><u>Road conditions</u> 8. intersection 9. hill crest 10. curve in road 11. no street lights 12. no painted lane lines 13. overpasses or bridges (black ice) 14. unusable or unforgiving shoulders 15. steep dropoffs on side of road</p> <p><u>Traffic conditions</u> 16. tailgating 17. heavy traffic 18. oncoming traffic 19. pedestrians 20. motorcyclists 21. bicyclists 22. animals</p> <p><u>Obstructions to sight</u></p>		<p>Condition 1: Condition 2: Condition 3: <i>Speed control option:</i> <i>Lane control option:</i></p>
		<p>Condition 1: Condition 2: Condition 3: <i>Speed control option:</i> <i>Lane control option:</i></p>

<p>23. windows fogged 24. scenery 25. trees on side of road 26. buildings on side of road 27. parked vehicles 28. construction area 29. reduced visibility for other reasons</p>		<p>Condition 1: Condition 2: Condition 3: Speed control option: Lane control option: <small>Photo courtesy of AAA Foundation for Traffic Safety</small></p>
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Parent-Teen Homework Assignments to Increase Driver Safety

INFORMATION SHEET FOR HOMEWORK ASSIGNMENT #5

KEYS to... Continued Safe Driving & Supervised Practice

Purpose

To increase the safety of everyone involved, families should ensure that teenagers have the safety knowledge, skills, & behaviors related to Continued Safe Driving & Supervised Practice.

- ◆ **Goal for Parent:** Make it clear to your teenager that you expect her/him to be a safe driver. For Activity #5, prepare to assess your teenager's knowledge, skills, & behaviors related to continued safe driving & supervised practice.
- ◆ **Goal for Teen:** Show your parents that you are committed to being a safe driver. For Activity #5, let your parents know that you have the knowledge, skills, & behaviors for continued safe driving & supervised practice.

Instructions

Completing activities may take some time & energy, but the safety impact will be long-lasting!

- ◆ **TOGETHER:** Parents & teenagers need to: (1) read over this Information Sheet, (2) fully & thoroughly perform the parent-teen activities listed on the Assignment Sheet for Homework Assignment #5, & (3) complete the Assignment Sheet for Homework Assignment #5 & turn it in to your driver education class.
- ◆ As your family completes the activities, remember to REMAIN PATIENT with each other! This is a new experience for both parents & teenagers!

Information for Homework Assignment #5: Continued Safe Driving

Box A: Never Perform Unsafe Driving Behaviors

Risky, distracted, & drowsy driving behaviors put a driver & those around at increased risk for crash or injury.

Risky driving

- ◆ Teenage drivers are more likely to perform risky driving behaviors than older drivers. This may be because they do not appreciate the risks, they are not paying attention, or they are just acting their age.
- ◆ **The most common risky driving behaviors performed by teens include:** running a red light, disobeying a stop sign, speeding in residential or school zones, driving 10-19 miles

Box B: Teens Can Increase Driver Safety

The goal of safe driving is to safely navigate roadways & safely interact with other roadway users.

Understand the phases of safe driving

- ◆ Novice → Nearing Proficient → Proficient → Advanced (see the handout, *Understand the Road to Safe Driving*, from Parent Night).
- ◆ Performing a driving behavior correctly a couple of times does not mean competence! Competence means always performing correctly in many different driving situations.

per hour over the speed limit, weaving through slower traffic, changing lanes without signaling, pulling out into traffic without enough space between cars, eating, talking on phone, horsing around with passengers, & playing the radio so loud that they cannot hear horns or sirens.

Distracted Driving

- ♦ Teenage drivers are more easily distracted than older drivers.
- ♦ Because of their inexperience, teenagers do not react as well when they suddenly become aware of danger.
- ♦ **The most common distractions for teens include:** teen passengers, cell phones, intense moods, eating in the vehicle, & changing tapes, CDs, or radio stations.

Drowsy Driving

- ♦ Teens need 9 to 10 hours of sleep each night to be rested (more sleep than adults need).
- ♦ Most teenagers actually get less sleep due to the demands of school, extracurricular activities, work, & developmental changes.
- ♦ Teenagers usually drive during the times when they could be most sleepy—at night, early in the morning, or during mid-afternoon.

- ♦ The ONLY WAY to move from one phase to the next is time & practice.

Understand the risks of unsafe driving

- ♦ You can get tickets.
- ♦ You can make your car insurance rates go up.
- ♦ You can lose your license or driving privileges.
- ♦ You can unnecessarily increase risk of crash.
- ♦ You can seriously injure or kill yourself, your passengers, pedestrians, bicyclists, or those in other cars.

Do what it takes to be a safe driver

- ♦ Obey all traffic laws & signs, including speed limits.
- ♦ Always wear your seat belt & require passengers to wear theirs.
- ♦ Never drive after any amount of alcohol/other drug use or ride with a driver who has used any amount of alcohol/other drugs.
- ♦ Never perform risky driving behaviors, such as tailgating or cutting off others.
- ♦ Avoid distracting activities while driving, such as playing around with passengers, changing the radio stations or CDs, or talking/texting on a cell phone.
- ♦ Never drive when angry, upset, or overly tired.

Information for Homework Assignment #5: Continued Supervised Practice

Box C: The Road Ahead: 50+ Hours of Supervised Practice

Knowledge & skill acquisition is not enough to produce safe drivers. Supervised practice is essential to competent, safe driving.

Graduated Driver Licensing (GDL)

Driver education is the beginning of the process of learning to drive—acquiring technical knowledge & skill. But teens need many, many hours of practice to become competent, safe drivers. Montana GDL laws require parents to provide their teens with a minimum of 50 hours of practice driving (at least 10 hrs at night) before they are eligible for a restricted license. Many teenagers may require even more practice.

Who?

Practice with teen & parent only in the vehicle. And, remember 3 things: (1) Remain calm & focused; (2) Making mistakes is part of learning; & (3) Practice driving is serious, but should also be interesting & engaging.

What?

Practice the driving skills that your teenager has learned in driver education & are listed for you in the handout, **Keep Track of Driver Progress**. Make a schedule for the week & set “goals” for each supervised practice session. The “goals” should be to practice one or more of the safe driving behaviors in various driving conditions. Begin with basic skills such as turning, parking, & backing up. Then, practice more complex skills such as changing lanes & merging.

When?

In the beginning, practice in daylight & good weather. As your teen’s skills increase, gradually expose your teen to different driving conditions, including a variety of roads, weather, & times of day.

Where?

In the beginning, practice in safe, low-risk driving conditions. Start out in empty parking lots or remote roads. As your teen’s skills increase, progress to quiet neighborhood streets & later to busier roads & highways.

Why?

Learning to drive requires responsibility & dedication from both parents & teenagers. New drivers need a lot of practice to gain enough experience to handle **daily driving hazards & unexpected situations**. Maintain a driving log with dates, driving behaviors, & time elapsed during supervised practice (see the handout, **Schedule for Supervised Driving**) so that you can keep track of Montana requirements (at least 50 hours of supervised practice) & so that you can keep track of teen’s progress toward becoming a safe driver!

Box D: Parents Can Increase Driver Safety

Parents have a substantial opportunity to influence & ensure safe teen driving.

Understand the phases of safe driving

- ♦ Novice → Nearing Proficient → Proficient → Advanced (see the handout, **Understand the Road to Safe Driving**, from Parent Night).
- ♦ Performing a driving behavior correctly a couple of times does not mean competence! Competence means always performing the behavior correctly in many different kinds of driving situations.
- ♦ **The ONLY WAY to move from one phase to the next is time & practice.**

Supervise your teen’s driving regularly

- ♦ Teenagers need to be exposed to varying driving situations but they do not easily adapt to new situations so an experienced person needs to guide them through.
- ♦ Teenagers need any errors in driving attitudes or behaviors identified & corrected by an experienced driver before unsafe habits become over-learned or “automatic.”
- ♦ Certain conditions are especially high-risk for teenagers including dawn/dusk/nighttime driving, high speeds, passengers, & adverse weather, traffic, & road conditions. Supervise teenager’s driving under high-risk conditions to ensure that they are able to handle them before allowing independent driving under these conditions.

Set rules for safe driving

- ♦ **Do not assume that teenagers are safe drivers; require them to be.**
- ♦ Talk about safe driving often, set rules for driver safety, & set consequences for violations of rules.
- ♦ Always know where your teenager is going, who they will be with, & when they will return.
- ♦ Follow through with consequences for violations of safe driving rules. Consequences should relate to loss of driving privileges.

Family Activities to Increase Teen Driver Safety: For Now and In the Future

Families should complete parent-teen activities to assess teen knowledge and practice of driver safety.

For Homework Assignment #5, families will do the following:

- ♦ Discuss & agree to safety expectations for teen driving, rate teenager’s progress to date for safe driving behaviors , and make a weekly schedule for supervised practice driving that includes goals for each session

Families should talk about driver safety OFTEN

Parents & teenagers should discuss the following:

- The importance of obeying all traffic laws
- The risks related to risky driving
- The risks related to distracted driving
- The risks related to drowsy driving

Families should set expectations for safe driving NOW

MAKE CLEAR that teenagers are expected to:

- Obey all traffic laws**, including traffic control devices, seat belt use, posted speed limits, & no alcohol or drug use
- Never take unnecessary risks while driving**
 - Never perform risky driving behaviors

- The phases of becoming a competent, safe driver
- The purpose of graduated driver licensing (GDL) laws
- The need for supervised practice driving

Reduce distractions while driving from passengers, radio/CDs, cell phone, eating, etc.

Never drive when angry, upset, or overly tired

MAKE CLEAR that teenagers who violate safety expectations will:

Lose driving privileges for _____ (write in amount of time)

Other: _____ (write in what & amount of time)



Parent-Teen Homework Assignments to Increase Driver Safety

ASSIGNMENT SHEET FOR HOMEWORK ASSIGNMENT #5

Continued Safe Driving & Supervised Practice

Date: _____

Student: _____

Parent: _____

Instructions

Together, parent & teenager need to: (1) read over the *Information Sheet for Homework Assignment #5*, (2) fully & thoroughly perform the parent-teen activities listed in this *Assignment Sheet*, & (3) complete this *Assignment Sheet* & turn it in to your driver education class.

- ♦ **Materials needed:** Parent, teenager, this homework assignment sheet, *Parent-Teen Agreement for Safe Driving Expectations* handout, *Keep Track of Driver Progress* handout, *Schedule for Supervised Practice* handout, & pencil or pen.
- ♦ **Time needed:** Each activity can take 10-30 minutes & can be done separately, at different times.
- ♦ **Directions:** After completing each activity, check (☑) the box to show that it was completed & then parent rates teenager's performance as "good," "fair," or "needs improvement." No matter what the rating, please list comments about teenager's performance to help us keep track.
- ♦ **Grading:** Grading of Homework Assignment #5 is based ONLY on completing the activities, not on the actual ratings for teen progress or comments for the activities. Thus, a "needs improvement" rating will not lower your teenager's grade. This information is important for tracking student progress & providing you with feedback for ways to improve.

<input checked="" type="checkbox"/> Activities for Continued Safe Driving (Use information from Boxes A & B on the Information Sheet)	Rating (☑) NI = Needs Improvement			
<input checked="" type="checkbox"/> Family Discussion: Unsafe Driving. Teenager tells parent about each of the following. Parent checks accuracy of teen's information from Boxes A & B on the Information Sheet	Good	Fair	NI	Comments
<input type="checkbox"/> Types of unsafe driving including risky driving, distracted driving, & drowsy driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> The risks of unsafe driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> The ways teenagers can increase driver safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<input type="checkbox"/>	<i>The ways parents can increase driver safety</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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<input checked="" type="checkbox"/>	<i>Family Exercise: Parent-Teen Agreement for Safe Driving Expectations.</i> Together, parent & teenager complete the <i>Parent-Teen Agreement for Safe Driving Expectations</i> handout. (1) Check the boxes for the safety topics you discuss & the rules you expect to be followed. (2) Discuss and write in fair consequences for the example violations. (3) Initial to show that you understand & accept these safe driving expectations.
<input type="checkbox"/>	<i>Complete Discussion section</i>
	Comments:
<input type="checkbox"/>	<i>Complete Rules section</i>
	Comments:
<input type="checkbox"/>	<i>Complete Example Violations & Consequences section</i>
	Comments:
<input type="checkbox"/>	<i>Initial Agreement</i>
	Comments:

<input checked="" type="checkbox"/>	<i>Activities for Continued Supervised Practice</i> (Use information from Boxes C & D on the Information Sheet)
<input checked="" type="checkbox"/>	<i>Family Exercise: Keep Track of Driver Progress.</i> Together, parent & teenager assess teenager's current status for safe driving. (1) Think about teenager's driving up to this point (<u>do not</u> drive around for this exercise, just use what you know up to this point). (2) Discuss and rate each item for teenager's driver safety knowledge, skill, performance, & adaptability. (The rating system includes '0 = not enough information to judge at this time,' so if you don't know, then use this answer.) (3) Repeat this assessment every two months to assess teen's progress.
<input type="checkbox"/>	<i>Rate Knowledge</i>
	Comments:
<input type="checkbox"/>	<i>Rate Skill</i>
	Comments:
<input type="checkbox"/>	<i>Rate Driving Performance</i>
	Comments:
<input type="checkbox"/>	<i>Rate Adaptability</i>
	Comments:
<input checked="" type="checkbox"/>	<i>Family Exercise: Schedule for Supervised Driving.</i> Together, parent & teenager determine a supervised practice driving schedule for the next week. (1) List at least 2 dates for practice driving & the "goals" for those sessions. (Goals should include which safe driving behaviors will be focused on from the <i>Keep Track of Driver Progress</i> handout & under what conditions.)
<input type="checkbox"/>	<i>Determine dates for supervised practice for the next week</i>
	Comments:

<input type="checkbox"/>	<i>Determine goals (conditions & skills) for those supervised practice sessions</i>	Comments:
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Parent-Teen Agreement for Safe Driving Expectations

Remember, safe driving means being able to safely navigate roadways & safely interact with other roadway users.

These expectations are meant to increase EVERYONE'S SAFETY!

SAFE DRIVING TOPICS	Discussion	Rules	Example Violations & Consequences	
	Knows & understands the information related to safety	Expectations for safely navigating roadways & interacting with other roadway users	Common violations	Fair consequences determined together by parent & teen
Traffic Laws	<ul style="list-style-type: none"> <input type="checkbox"/> The importance of obeying all traffic laws (including seat belt use & driving within posted speed limits) & traffic control devices (signals, signs, & lines) 	<ul style="list-style-type: none"> <input type="checkbox"/> Obey all traffic laws <input type="checkbox"/> Obey all traffic control devices (signals, signs, & lines) <input type="checkbox"/> Wear seat belt as driver or passenger <input type="checkbox"/> Have all passengers wear seat belts <input type="checkbox"/> Drive within posted speed limits 	<ul style="list-style-type: none"> <input type="checkbox"/> Teen did not make all passengers wear seat belts 	<ul style="list-style-type: none"> <input type="checkbox"/> Lose driving privileges for _____ (write in amount of time) <input type="checkbox"/> Other _____ (write in what & amount of time)
Alcohol & Other Drugs	<ul style="list-style-type: none"> <input type="checkbox"/> The risks related to using alcohol or other drugs & driving 	<ul style="list-style-type: none"> <input type="checkbox"/> Never use alcohol or other drugs & drive <input type="checkbox"/> Never ride with a driver who is driving after alcohol or drug use <input type="checkbox"/> Call home if you cannot get home safely (Parent will arrange a safe ride home) 	<ul style="list-style-type: none"> <input type="checkbox"/> Teen rode with someone who had been drinking 	<ul style="list-style-type: none"> <input type="checkbox"/> Lose driving privileges for _____ (write in amount of time) <input type="checkbox"/> Other _____ (write in what & amount of time)
Courteous Driving	<ul style="list-style-type: none"> <input type="checkbox"/> The importance of being a courteous driver, including the need to communicate with other road users & to have a patient driving attitude 	<ul style="list-style-type: none"> <input type="checkbox"/> Use signal lights, brake lights, & lane position for communication <input type="checkbox"/> Have a patient driving attitude <input type="checkbox"/> Never show aggressive driving or road rage <input type="checkbox"/> Never respond to other's aggressive driving or road rage 	<ul style="list-style-type: none"> <input type="checkbox"/> Teen got a ticket for aggressive driving 	<ul style="list-style-type: none"> <input type="checkbox"/> Lose driving privileges for _____ (write in amount of time) <input type="checkbox"/> Other _____ (write in what & amount of time)
Vision, Balance, & Judgment	<ul style="list-style-type: none"> <input type="checkbox"/> The importance of vision, balance, & judgment for safe driving <input type="checkbox"/> The dangers of driving at high speeds 	<ul style="list-style-type: none"> <input type="checkbox"/> Never put yourself or others at risk by driving too fast for conditions <input type="checkbox"/> Teenagers should have extensive supervised practice on high-speed roads before they are allowed to drive at high speeds on their own <input type="checkbox"/> Once licensed, teenagers should have extensive independent experience driving in low-risk conditions—at lower speeds—before they drive at high speeds 	<ul style="list-style-type: none"> <input type="checkbox"/> Teen got a ticket for speeding 10mph over the speed limit 	<ul style="list-style-type: none"> <input type="checkbox"/> Lose driving privileges for _____ (write in amount of time) <input type="checkbox"/> Other _____ (write in what & amount of time)
Driving Conditions	<ul style="list-style-type: none"> <input type="checkbox"/> The risks related to driving in adverse weather conditions <input type="checkbox"/> The risks related to driving in dawn/dusk/night conditions <input type="checkbox"/> The risks related to various road & traffic conditions <input type="checkbox"/> The risks related to driving with teen passengers 	<ul style="list-style-type: none"> <input type="checkbox"/> Never put yourself or others at increased risk by making unnecessary trips in adverse weather <input type="checkbox"/> Pay even more attention while driving at dawn/dusk/night and/or with teen passengers <input type="checkbox"/> Teenagers should have extensive supervised practice in adverse weather, dusk/dawn/nighttime, road, & traffic conditions before they are allowed to drive in them on their own <input type="checkbox"/> Once licensed, teenagers should have extensive independent experience driving in low-risk conditions—fair weather conditions, daylight driving, NO PASSENGERS, & fair road & traffic conditions—before they drive under adverse driving conditions 	<ul style="list-style-type: none"> <input type="checkbox"/> Teen made an unnecessary trip under unsafe circumstances (adverse weather, road, or traffic conditions) 	<ul style="list-style-type: none"> <input type="checkbox"/> Lose driving privileges for _____ (write in amount of time) <input type="checkbox"/> Other _____ (write in what & amount of time)

Unsafe Driving	<input type="checkbox"/> <i>The risks related to unsafe driving, including risky driving, distracted driving, drowsy driving, & driving when angry, upset, or overly tired</i>	<input type="checkbox"/> <i>Never take unnecessary risks while driving</i> <input type="checkbox"/> <i>Never perform risky driving behaviors</i> <input type="checkbox"/> <i>Reduce distractions while driving from passengers, radio/CDs, cell phone, eating, etc.</i> <input type="checkbox"/> <i>Never drive when angry, upset, or overly tired</i>	<input type="checkbox"/> <i>Teen drove while talking or texting on the cell phone</i>	<input type="checkbox"/> <i>Lose driving privileges for _____ (write in amount of time)</i> <input type="checkbox"/> <i>Other _____ (write in what & amount of time)</i>
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We understand & agree to abide by & enforce these expectations for safe driving. Parent Initials: _____ Teen Initials: _____ Date: _____



Keep Track of Driver Progress

Directions: Rate teen driver safety knowledge, skill, performance, & adaptability to date for the following safe driving behaviors.

Repeat this assessment every 2 months to track teen safe driving progress. Use the following rating system:

0 = not enough information to judge at this time ~ 1 = needs improvement ~ 2 = fair ~ 3 = good

SAFE DRIVING BEHAVIORS	Date	Knowledge	Skill	Performance	Adaptability
		Knows the information related to how & why	Has the ability to use knowledge & maneuver the vehicle	Safely navigates roadways & interacts with roadway users	Performs well in various situations & under various conditions
Remember, performing a behavior correctly a couple of times does not mean competence! Competence means always performing the behavior correctly in many different kinds of driving situations.					
Prepared: Adjusts seat, steering wheel, & mirrors, & wears seat belt					
Positive attitude: Is a courteous driver					
Follows laws: Always follows traffic laws & traffic control devices. Wears seat belt, stays within the speed limit, determines right-of-way, never drives after using alcohol or other drugs, etc.					
Starts & stops: "Smooth" starts & stops					
Steering control: "Smooth" steering					
Vision control: Constantly searches driving environment (mirrors & head turning) looking for signs, vehicles, pedestrians, bicyclists, etc.					
Blindspots: Checks "blindspots" by looking over the shoulder before turning or changing lanes					
Speed control: Stays within the speed limit & chooses a speed that is appropriate for traffic conditions, weather conditions, road conditions, etc.					
Attention: Constantly monitors lane position, speed control, & mirrors					
Communication: Uses turn signals when turning or changing lanes					
Intersections: Looks ahead to intersections to determine what is there even before getting there					
Right-of-Way: Watches for right-of-way situations & determines appropriate rules					
Turns: Signals, searches, & keeps speeds fluid through the turn. The left turn is a wide, sweeping turn at a fairly regular speed. The right turn is a tighter, slower turn.					
Gap Selection: Chooses an appropriate "gap" when entering traffic or entering or turning onto another street.					
Accelerates/Merges: Smoothly gets up or down to the appropriate speed while maintaining lane position. On highways, uses the on/off ramps to help build or decrease speed.					

Following Distance: Keeps a safe following distance based on speed, weather conditions, traffic conditions, road conditions, etc.				
Night Driving: Slows & constantly searches the driving environment when driving under low light or dark conditions				
Wet conditions: Slows & constantly searches the driving environment when driving under wet or icy conditions				

* Contact your teenager's driver education instructor if you would like more of these handouts to assess teenage driving



Schedule for Supervised Driving

K.E.Y.S. Remember, the purpose of supervised practice driving is to advance teenager's competence in safe driving by exposing them to varying driving situations & having any driver errors identified & corrected before they become unsafe habits. Also remember, Montana requires all teenagers to get 50 hours of supervised practice driving (at least 10 hours at night). If each supervised practice driving session lasts about 30 minutes, & you can complete 2 supervised practice sessions each week, then it will take you 50 weeks or about 12 months to complete them all. You should log supervised practice time so you can keep track. Teenagers will show the most improvement during the first 12 months & 2000 miles of driving.



** Contact your teenager's driver education instructor if you would like more of these handouts to keep track of supervised practice driving*