Modification of the New York State Prelicensing Course Curriculum Through Motivation and Teaching Strategies to Help the Learning Disabled Student be Successful in Drivers Training

Kristin D. Exsteen
Lynn University

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MODIFICATION OF THE NEW YORK STATE PRELICENSING COURSE CURRICULUM THROUGH MOTIVATION AND TEACHING STRATEGIES TO HELP THE LEARNING DISABLED STUDENT BE SUCCESSFUL IN DRIVERS TRAINING

A graduate project submitted in partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION

to the faculty of the department of EDUCATION
at
Lynn University
Boca Raton, Florida

by
Kristin D. Exsteen
May 1996
ACKNOWLEDGEMENT

Family and Friends,

The unique bond between a person and their family stands apart from all others. Momma, Peter, Dad, Jeff, Grams, and Popa: The love and respect I have for each and everyone of you can never be equaled, measured, or replaced.

One of the many phases of growing up is learning how to deal with people entering and leaving your life for one reason or another. Some are easily forgotten, casual acquaintances, or the one’s who will leave a tremendous lasting impression by touching your heart. Trish, Diana, and Kim: Thanks for all your help. All three of you have “saved” me more than once.

Dr. Warshaw, your wisdom and guidance is like no others. Thanks for all your help!

MAG, I’m not quite sure what I have done to deserve such dedication and friendship, but I do know I am lucky to have it! Thanks for always listening and caring.

Lastly, my best friend and husband, Shaun, I love you so very much. Thanks for the encouragement (and money) to finish my degree. I must close with, “Scum, you are next!”

All my love and respect,
Kristin
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Chapter 1

Statement of the Problem

No matter if they teach math, science, or drivers education, all educators have the same goal—students must learn. It is essential to give students the most thorough information possible without losing their interest and going beyond their ability. In realizing this goal, educators should be open to various learning styles, philosophies, and techniques. By doing so, teachers increase the amount of information that can be presented, which allows for new, creative teaching ideas. If students learn, educators are successful. In drivers training, success is not measured in quite the same way. Students can be taught how to be safe and drive defensively. Accidents occur, however, regardless of whether the driver is in control or not.

Learning disabled students have difficulties in many areas. They may feel overwhelmed in one specific area or in a variety of areas. As an instructor for drivers education for learning disabled students, some of these students cannot stay focused while operating a motor vehicle. The challenges shown in Table 1 are difficult and sometimes impossible for learning disabled students to overcome.

Driver training programs are basically the same from state to state. Attendance at a 5 Hour Prelicensing Course is mandatory in New York State before students are allowed to take a road test. The course highlights various topics including safety, defensive driving, alcohol and
drug awareness, and seat belt use; driver risks are covered, in depth, throughout the course. There is a criterion-referenced test for all subjects covered given at the end of class.

The researcher has been using the prelicensing course curriculum, which is a suggested guideline created by the New York State Department of Motor Vehicles, which is goal oriented. The student's goal is to obtain a license. Anxiety plays a hazardous role in learning to drive. There is no place on the road for a nervous driver. Problems or frustrations need to be left at the curb before entering an automobile. For a learning disabled student, this is more challenging.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Non-Attentiveness</td>
<td>sightseeing, uneasiness, and daydreaming</td>
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<td>Communication</td>
<td>direct and indirect</td>
</tr>
<tr>
<td>Judgment</td>
<td>competence</td>
</tr>
<tr>
<td>Coordination</td>
<td>lefts/rights</td>
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<tr>
<td>Memory skills</td>
<td>forgetfulness</td>
</tr>
<tr>
<td>Impulsive</td>
<td>making decisions with little or no thought or not enough information</td>
</tr>
<tr>
<td>Poor sense of direction</td>
<td>map skills</td>
</tr>
<tr>
<td>Easily frustrated when in what seems like a difficult situation</td>
<td>traffic jam</td>
</tr>
<tr>
<td>General anxiety</td>
<td>frustration</td>
</tr>
<tr>
<td>Symbol learning</td>
<td>signs</td>
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<tr>
<td>Organization</td>
<td>order</td>
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</table>
For students to become competent drivers, it is essential to make sure they are motivated to learn the material, as well as have a genuine interest. Driving a motor vehicle is something most individuals want to achieve, but learning disabled students are not as eager to learn to drive. An explanation of my curriculum, which is designed specifically for the learning disabled student, will uncover the reasons.

The problem to be investigated in this study is how drivers' training instructors can use specific strategies to help the learning disabled student to be motivated and to achieve success in drivers' training. The New York State 5 Hour Prelicensing Course curriculum must be modified for learning disabled students. It is the researcher's contention that variety of teaching strategies will help learning disabled students become more successful in their drivers' training program.

This researcher has found that many new drivers learn how to drive from their parents and/or friends. The majority of these good intentioned people unintentionally pass on bad and unsafe habits without realizing that they are failing to adapt to the student's individual needs. Parents of learning disabled students want their children to succeed. It is crucial for the student to be ready, comfortable, and have the desire to drive themselves before they can be successful.

It is relatively easy not to be motivated when a person has spent years surrounded by people who thought an individual was never going to succeed. The locus of control, according to William Bender (1995), is
defined as the perception of control over one's fate. "Internally oriented persons believe that their own actions exert a major influence over their own fate, whereas externally oriented persons believe that factors outside their own influence control their fate" (Bender, 1995, p. 185). Learning disabled students must understand that, inevitably, their own behavior controls their own fate.

The following issues and problems will be addressed in the modification of the curriculum for the learning disabled new driver:

1. The behavior of a learning disabled student may cause them to make more driver errors.

2. Motivation plays a key role in how learning disabled student attempt to cope with a major situation.

3. Learning disabled drivers may not retain enough safe driving concepts to lower the risk factors involved in motor vehicle operation.

4. The importance of discussing alcohol and drug use as it relates to new drivers.

According to Stevens (1995), "The number one confidence builder is success. Achievements that make students proud of themselves create a sense of accomplishment and satisfaction. The good feeling that comes from that success makes them eager to try again" (p. 34). Like Stevens, the researcher feels that confidence and motivation go hand and hand. Success can build confidence.
Chapter 2

Review of the Literature

Due to numerous budget cuts in government and education, a multitude of school districts are eliminating their driver education programs. It is rare that states have lengthy, mandatory driver education classes that new drivers must attend. Understanding the need for adequate education for learning disabled and non-disabled new drivers before getting in the drivers seat is critical.

The purpose of this study is to find ways to motivate and educate the learning disabled new driver by using various teaching strategies. This hopefully will lead to a higher rate of success on the highway.

Prelicensing Course Law

It is essential for driving instructors to fully understand the prelicensing course rules and regulations before they begin instruction. New York State has several guidelines to follow before an instructor can allow a student to register for the course.

"Section 502 of the Vehicle and Traffic Law permits the Commissioner of Motor Vehicles to require proof of satisfactory completion of five hours of classroom driver training and highway safety instruction, or the equivalent thereof, prior to the issuance of a license (Amended 10/01/87)" (Prelicensing Course Instructor's Manual, 1996, p. D-1).

From the same prelicensing course instructor's manual: "Every person who makes application for an original driving license, except a person for
whom the requirement of a road test prior to issuance of such license is waived in accordance with Part 8 of this Title (Amended 8/1/82)."

A course completion certificate (MV-278) must be issued to all students upon successful completion of the course:

"A certificate provided by the Department of Motor Vehicles and issued by an approved school which indicates that the person named thereon completed an approved course or has participated in a research study program within the past year. A student certificate (Form MV-285), issued upon the successful completion of an approved high school or college driver education course, completed within the past two years, shall be acceptable in lieu of a course completion certificate". (Prelicensing Course Instructor's Manual 1996, p. D-2).

An instructor must be state certified and meet the qualifications established by the commissioner. An approved advanced program in teaching techniques and methodology, one year experience as an actual in-car instructor, and proof that the instructor's background experience is acceptable. All are necessary before certification.

The classroom size and setting is critical for easy, effective learning.

"An approved school must provide a classroom which is clean, adequately lighted, heated and ventilated and free from any visible and/or audible distractions. Adequate toilet facilities must be available to all students. Such classrooms must have adequate seating facilities for the maximum number of students enrolled in any such course with no classroom having a seating capacity of less than 10 students. The classroom must be equipped with adequate chalkboards or flip charts which are clearly visible from all seating areas and with all other equipment necessary for adequate presentation of materials required by the commissioner" (Prelicensing Course Instructor's Manual, 1996, p. D-3).
After successful completion of the course, a certificate is presented to the student.

"The Classroom Training Certificate (MV-278) will be given to you at the completion of the course. You must present a current MV-278 along with a Learner Permit to the Department of Motor Vehicles when you appear for or schedule your road test. The MV-278 certificate is valid for one year from the Date of Issuance. It is not renewable. If lost, duplicate MV-278s can be obtained from the school the student attended" (The Prelicensing Course Instructor's Manual, 1996, p. 4).

Learning Disabilities and the Law

From 1975 to 1980, government administrators decided that children who did poorly on their school report card could be identified as learning disabled. Congress, in 1975, passed the PL 94-142, The Education of All Handicapped Children Act, which guaranteed that all handicapped children and youths, have the right to a free and appropriate public education (Salend, p.19, 1994). Public Law 94-142 became effective in 1977. This law affected school curriculum and the schools' overall way of operating. In the 1977 Federal Register, The U.S. Office of Education 1977, (as cited in Bender, 1995), a revised definition of a specific learning disability is as follows:

"'Specific learning disability' means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia" (p. 18).
After this definition was in place, problems still continued with defining learning disabilities. A definition by the National Joint Council on Learning Disabilities was developed by a group of specialists. "The council included representation from the American Speech-Language Hearing Association, the Council for Learning Disabilities, the International Reading Association, the Association for Children with Learning Disabilities, the Division for Children with Communication Disorders, and the Orton Dyslexia Society" (Bender, 1995, p. 19). They thought there were several problems with the Federal Registers definition. The National Joint Council on Learning Disabilities (as cited by Bender, 1995) definition is as follows:

"Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient, or inappropriate instruction) they are not the result of those conditions or influences" (p. 19).

Modifications in 1987 were made by the Interagency Committee on Learning Disabilities. The addition included social skills to the list of disabilities. The National Joint Council on Learning Disabilities then
refused to endorse the concept of social skills as a learning disability (Bender, 1995, p.19).

Congress passed the Individuals with Disabilities Education Act (IDEA) (Public Law 101-476) in October 1990. This act includes using disabilities, instead of handicaps, and individuals, rather then children in its terminology (Lerner, 1993, p.44). Autism and traumatic brain injury are new categories included in the definition. "IDEA is considered civil rights legislation which guarantees education to individuals with disabilities. This law (and its first version in PL 94-142) profoundly altered educational practices that had earlier led to neglect and substandard treatment of individuals with individuals" (Lerner, 1993, p.9). The definition of specific learning disabilities according to IDEA, adopted from the 1968 report to Congress of the National Advisory Committee on the Handicapped, is as follows:

"The term 'children with specific learning disabilities' means those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage (p.9)."
Under the IDEA, students from 3 to 21 years of age are eligible for services (Brinkerhoff, 1993, p.42). Laws regarding learning disabilities are constantly being revised. This will help guarantee that the laws are current with the educational population for which they were written. According to the U.S. Department of Education (1991), the number of students with learning disabilities has steadily increased each year from 1976 to 1990. With the rising number of learning disabled students, it leads one to believe that curricula must change to accommodate the learning disabled student.

**Challenges**

It is important to understand the labels or categories that pertain to special education. They are best described in Table 2, created by Kathleen M. McCoy. "The basic categories are mentally retarded (MR), emotionally disturbed (ED), learning disabled (LD), visually impaired (VI), hearing impaired (HI), crippled and other health impaired (COHI), speech and language disordered, severely-multiply handicapped (SMH), and gifted (McCoy, 1995, p. 26).

Bender's insight on learning disabilities is broad. The classroom can be a difficult situation for a learning disabled student. According to Bender, (1995), the challenge is:

"A child or adolescent with a learning disability is a child who has difficulty in some facet of academic or behavioral functioning that
# Table 2: Major Categories of Disability

<table>
<thead>
<tr>
<th>Label</th>
<th>Acronym</th>
<th>Definition</th>
<th>Estimated Prevalence in Childhood</th>
<th>Educational Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentally Retarded/ Mentally Handicapped</td>
<td>MR/MH</td>
<td>A significantly subaverage general intellectual functioning existing concurrently with defects in adaptive behavior and manifested during developmental period. General term. IQ range: 75–below 20 (Grossman, 1983, p. 1)</td>
<td>3% of total population</td>
<td></td>
</tr>
<tr>
<td>Educable Mentally Retarded/ Educable Mentally Handicapped</td>
<td>EMR/ EMH</td>
<td>IQ range: 75–50</td>
<td>2.5% of total population</td>
<td>2nd to 5th grade achievement in academic areas  Social adjustment permitting partial or total self-support</td>
</tr>
<tr>
<td>Trainable Mentally Retarded/ Trainable Mentally Handicapped</td>
<td>TMR/ TMH</td>
<td>IQ range: 49–20</td>
<td>0.3% of total population</td>
<td>Learning primarily in areas of self-help; limited academic achievement  Social adjustment generally limited to home and surrounding area</td>
</tr>
<tr>
<td>Custodial/ Profoundly Retarded</td>
<td>PMR/ PMH</td>
<td>IQ range: below 20</td>
<td>0.2% of total population</td>
<td>Usually unable to achieve even sufficient skills to care for basic needs  Usually requires total care for duration of life (Chinn, Drew, &amp; Logan, 1979)</td>
</tr>
<tr>
<td>Emotionally Disturbed/ Behavior Disordered</td>
<td>ED/BD</td>
<td>Extreme and chronic behavior that deviates from social or cultural norms. Average IQ: 90 (Heward &amp; Orlansky, 1992)</td>
<td>2% (OSE) range: 0.1%–30%</td>
<td>Underachievement in reading and math  Social adjustment relative to demands of environment</td>
</tr>
<tr>
<td>Learning Disabled</td>
<td>LD</td>
<td>A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in incomplete ability to listen, think, speak, read, write, spell, or do math calculations. In-</td>
<td>1.8% (OSE) range: 3%–20%</td>
<td>Underachievement in reading and math  Social adjustment relative to demands of environment</td>
</tr>
<tr>
<td>Category</td>
<td>Visual Description</td>
<td>Academic Status</td>
<td>Social Status</td>
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<td>--------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>Visually Impaired/VI/VH Blind</td>
<td>Correct visual acuity of 20/200 or less in the better eye or a visual field of no more than 20° in the better eye (Kirk, Gallagher, &amp; Anastasow, 1993)</td>
<td>Less than 0.1% VI; 1 in 3,000 Blind (academic range normally distributed; social behavior normal range)</td>
<td>Academic range similar to normal population</td>
<td></td>
</tr>
<tr>
<td>Visually Impaired Low Vision</td>
<td>Correct visual acuity of 20/70 or less in the better eye or the visual field subtends an angle no greater than 140° (Kirk et al., 1993)</td>
<td>1 in 500 partially sighted</td>
<td>Social behavior similar to normal population</td>
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<td>Hearing Impaired/Blind</td>
<td>Hearing loss so severe or begins at birth or before 2 to 3 years of age so it precludes normal spontaneous development of spoken language (Heward &amp; Orlansky, 1992)</td>
<td>0.1% HI; 0.08% Deaf</td>
<td>Educational retardation of 3 to 4 years</td>
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<tr>
<td>Hearing Impaired/Deaf</td>
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<td>Social maturity expected to be below normal</td>
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<td>Partially Sighted/Low Vision</td>
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<tr>
<td>Crippled and Other Health Impaired/Physically Impaired</td>
<td>Broad category of individuals who are alike in not being average in physical ability (Telford &amp; Sawrey, 1981)</td>
<td>0.5%-1% PI</td>
<td>Educational achievement as varied as normal population Social adjustment as varied as normal population</td>
<td></td>
</tr>
<tr>
<td>Speech and Language Disordered/Communication Disordered</td>
<td>Communication disorders occur whenever speech interferes with communication, calls undue attention to itself, or causes the speaker to take remedial measures. In addition, problems can exist in language processing and production, and social perception. (Wilg &amp; Semel, 1976)</td>
<td>10%</td>
<td>Educational achievement will vary with the nature and degree of severity Social adjustment will vary with the nature and degree of severity</td>
<td></td>
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</table>

is not related to any other disability. Often, these students perform very well, or acceptably well, in certain academic areas, while in others their performance is very low. This type of problem is very frustrating for the students, particularly at the middle school grades and upper grades as the peer group assumes more importance (p. 5).

A challenge in drivers education is realizing the risk factors. The American Automobile Association states, "Risk is real and it is always present--this is without question the most significant fact that drivers must take into account whenever they get behind the wheel" (1993).

Speeding is a risk the majority of Americans encounter in their driving career.

Understanding speed and safe driving is critical for a new driver. Any awareness or reality-based information is helpful. According to USA Today, in December, 1995, President Clinton signed the National Highway System Bill that allows states to determine their own speed limits. This is a first since 1974. Some states will raise the limit as high as 75 miles per hour, 20 miles more than the 55 mile an hour limit originally imposed (Table 3).

There are some disadvantages to increasing the speed limit. "Some studies show that higher speed limits could increase driving-related fatalities by 6,000 a year, and add $20 billion in insurance, medical, and related costs " (USA Today, 1995, p.2A). An increase may have a positive as well as a negative impact on the economy. James Healey, et. al, (1995)
### Comparing speed limits in 50 states

<table>
<thead>
<tr>
<th>State</th>
<th>Current</th>
<th>Proposal or new law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>65</td>
<td>75 mph on interstates, 65 mph on county roads; planned</td>
</tr>
<tr>
<td>Alaska</td>
<td>65</td>
<td>No immediate change planned</td>
</tr>
<tr>
<td>Arizona</td>
<td>65</td>
<td>Increase to 70 mph on rural stretches</td>
</tr>
<tr>
<td>Arkansas</td>
<td>65</td>
<td>No immediate change planned</td>
</tr>
<tr>
<td>California</td>
<td>65</td>
<td>70 mph on interstates; 65 mph on other highways; next year</td>
</tr>
<tr>
<td>Colorado</td>
<td>65</td>
<td>January bill making limit 75 mph expected to pass</td>
</tr>
<tr>
<td>Connecticut</td>
<td>65</td>
<td>No immediate change planned</td>
</tr>
<tr>
<td>Delaware</td>
<td>55</td>
<td>No immediate change planned</td>
</tr>
<tr>
<td>Florida</td>
<td>65</td>
<td>No change planned</td>
</tr>
<tr>
<td>Georgia</td>
<td>55</td>
<td>No change planned</td>
</tr>
<tr>
<td>Hawaii</td>
<td>55</td>
<td>No change planned</td>
</tr>
<tr>
<td>Idaho</td>
<td>65</td>
<td>No immediate change planned</td>
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<tr>
<td>Illinois</td>
<td>65</td>
<td>No immediate change planned</td>
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<tr>
<td>Indiana</td>
<td>65</td>
<td>No change planned</td>
</tr>
<tr>
<td>Iowa</td>
<td>65</td>
<td>No change planned</td>
</tr>
<tr>
<td>Kansas</td>
<td>65</td>
<td>75 mph on interstates, 65 mph on two-lane highways; planned</td>
</tr>
<tr>
<td>Kentucky</td>
<td>65</td>
<td>No change planned</td>
</tr>
<tr>
<td>Louisiana</td>
<td>65</td>
<td>No change planned</td>
</tr>
<tr>
<td>Maine</td>
<td>65</td>
<td>No change planned</td>
</tr>
<tr>
<td>Maryland</td>
<td>65</td>
<td>No immediate change planned</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>65</td>
<td>Increase planned</td>
</tr>
<tr>
<td>Michigan</td>
<td>65</td>
<td>Considering 75 mph on rural highways, 65 mph in urban areas; planned</td>
</tr>
<tr>
<td>Minnesota</td>
<td>65</td>
<td>No change planned</td>
</tr>
<tr>
<td>Mississippi</td>
<td>65</td>
<td>No change planned</td>
</tr>
<tr>
<td>Missouri</td>
<td>65</td>
<td>70 mph on four-lane divided roads; 65 mph on non-divided planned</td>
</tr>
<tr>
<td>Montana</td>
<td>65</td>
<td>No limit during day; 65 mph on interstates (65 elsewhere) at night</td>
</tr>
<tr>
<td>Nebraska</td>
<td>65</td>
<td>Proposals for 70 or 75 mph on rural interstates; planned</td>
</tr>
<tr>
<td>Nevada</td>
<td>55</td>
<td>Increase to 75 mph</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>65</td>
<td>May raise some urban, interstates stretches to 65 mph</td>
</tr>
<tr>
<td>New Jersey</td>
<td>55</td>
<td>No changes planned</td>
</tr>
<tr>
<td>New Mexico</td>
<td>65</td>
<td>Likely to consider increase to 75 mph</td>
</tr>
<tr>
<td>New York</td>
<td>65</td>
<td>No change planned</td>
</tr>
<tr>
<td>North Carolina</td>
<td>65</td>
<td>No immediate change planned</td>
</tr>
<tr>
<td>North Dakota</td>
<td>65</td>
<td>No immediate change planned</td>
</tr>
<tr>
<td>Ohio</td>
<td>65</td>
<td>No immediate change planned</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>65</td>
<td>Becomes 70 mph on interstates, 65 mph on other highways Dec. 15</td>
</tr>
<tr>
<td>Oregon</td>
<td>65</td>
<td>Legislation planned for February may increase to 75 mph</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>65</td>
<td>No change planned</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>55</td>
<td>No change planned</td>
</tr>
<tr>
<td>South Carolina</td>
<td>65</td>
<td>No immediate change planned</td>
</tr>
<tr>
<td>South Dakota</td>
<td>65</td>
<td>Plan major legislation may raise to 75 mph; proposed</td>
</tr>
<tr>
<td>Tennessee</td>
<td>65</td>
<td>No immediate change planned</td>
</tr>
<tr>
<td>Texas</td>
<td>65</td>
<td>Considering proposal to raise to 70 mph</td>
</tr>
<tr>
<td>Utah</td>
<td>65</td>
<td>Legislature expected to raise to 70 mph in January</td>
</tr>
<tr>
<td>Vermont</td>
<td>65</td>
<td>No change planned</td>
</tr>
<tr>
<td>Virginia</td>
<td>65</td>
<td>No change expected</td>
</tr>
<tr>
<td>West Virginia</td>
<td>65</td>
<td>No immediate change planned</td>
</tr>
<tr>
<td>Washington</td>
<td>65</td>
<td>Increase likely, although not higher than 70 mph</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>65</td>
<td>No immediate change planned</td>
</tr>
<tr>
<td>Wyoming</td>
<td>65</td>
<td>Becomes 75 mph on interstates, 65 mph on others Dec. 3</td>
</tr>
</tbody>
</table>

*Note: In some states, the speed limit is 55 mph on urban interstates and state highways. Source: The Associated Press*

(taken from Jones, D. Nov. 30, 1995. Speeding. USA Today. p. 2A)
in the article, "The Price of Driving Fast," outlines some of the advantages and disadvantages of an increased speed limit. If a car is moving at a faster rate, it is certain that drivers will arrive at their destination quicker. He states, "Many of the USA's 4.6 million truck drivers, who are usually paid by the mile, could be in for a 17% pay raise. Most earn 20 cents to 25 cents per mile, but under federal law they can drive only 10 consecutive hours before taking an eight-hour break." Motorists have an idealistic view of cars and race tracks. Some might find the increase in speed to be thrilling and love the idea of speed on an open highway.

Consumer advocate Donald Pevsner states the automobile insurance companies income is worth $114 billion a year. They will definitely be at a loss because they increase insurance rates to drivers with speeding tickets. State Farm, according to USA Today, is the USA's largest auto insurer. State Farm believes "...higher speed limits will boost insurance premiums for motorists in some states when the data on auto accidents, injuries and fatalities from faster driving accumulate" (USA Today, 1995, p.2A). Revenue is a key issue when discussing speeding tickets. Many municipalities are going to lose the revenue that speeding tickets create. "In Texas alone, there are 1,500 states troopers writing 525,000 tickets a year. A ticket for going 70 in a 55 mile per hour zone costs $64 in Colorado and $112 in Florida" (USA Today, 1995, p.2A). From my experience teaching young drivers, they believe that using a radar detector is the easy way to break the law and not get caught. This enables
manufacturers to sell about 2 million radar detectors a year (USA Today, 1995, p.2A). The increased speed limit in 1987 did not seem to affect sales and, according to the RADAR company, they are not anticipating a decline now. The tire industry, too, might develop a high speed performance tire, which will add an increase in their tire sales.

The 50 states must decide on what their speed limit is going to be. Almost all 50 states now have a 65 mile per hour speed limit. The hazards must be mentioned to new drivers, so they will be able to make logical driving decisions.

Achievement-Motivation Theory

According to John Atkinson (1990), Achievement-Motivation Theory is a cognitive theory used to help explain behavior. He is concerned with the way students learn and has developed an Achievement-Motivation Theory. The main question is, "Why do persons of similar aptitude often achieve in dramatically different ways?" There are people who require more motivation to achieve than do others. This leads them to believe that achievement is the main focus or goal in their lives. Some actually organize their lifestyle, time, and talents to fulfill achievement. Atkinson's hierarchy states that to approach an achievement goal there needs to be three factors: the need for achievement or the motive for success, the probability of success, and the incentive value of success. If the fear of failure is added, there is a tendency to avoid failure. Three other factors include: the motive to avoid failure, the probability of
failure, and the incentive value of failure. From the two approaches above, it seems that the motive for success deals with pride in achievement, and the motive to avoid failure deals with experiencing embarrassment when faced with failure. According to Atkinson's theory, "the strength of a person's motivation to strive for a particular goal is determined by the relative strengths of the tendency to approach the task and the tendency to avoid failure" (Good and Brophy, 1990, p. 370).

Atkinson and Litwin (1960) stated "...people high in resultant achievement motivation are much more likely to choose tasks of intermediate difficulty than are subjects low in resultant achievement motivation" (Good and Brophy, 1990, p. 370).

Weiner (1972) also researched achievement-motivation theory. Weiner points out "...for subjects low in resultant achievement-motivation, all achievement tasks are somewhat aversive and elicit fear" (Ibid, 1990, p.371). Weiner states some effects of success/failure on motivation to continue with a given activity:

1. "Motivation is enhanced following failure among individuals high in resultant achievement motivation (they want to do better)
2. Motivation is inhibited following failure among individuals low in resultant achievement motivation (they are 'turned off')
3. Motivation is decreased following success among individuals high in resultant achievement motivation (they have proven their skills and have no need to continue to do so)
4. Motivation is enhanced following success among individuals low in resultant achievement motivation (they are relieved to find that they are successful and want to continue with this safe, rewarding activity)" (p. 371).

Alschuler, Tabor, and McIntyre (1971) suggest beginning by:

"...giving students assignments that are both 'doable' and linked to personal involvement, so that success or failure will have real meaning. Task definitions such as 'finish my history project' that suggest a dull, 'have to do it' orientation should be replaced with goal statements that reflect personal interest and commitment (I want to give a better class presentation then I did last time—to hold everyone's attention and even teach the teacher something new)" (Good and Brophy, 1990, p. 372).

It is critical for an educator to be effective in understanding motivational strategies for any area of study.

"Teachers can maximize their students' achievement motivation by keeping criticism constructive and minimizing reasons for fearing failure, by helping the students to set challenging but realistic goals and to take pleasure in reaching those goals, and by offering incentives for good effort and performance" (Good and Brophy, 1990, p. 371).

Behavior Management

According to the textbook, Strategies for Managing Behavior Problems in the Classroom, (Kerr and Nelson, 1989) evaluating intervention programs involves many complex decisions:

Should you continue with an intervention, discard it, or modify it? Is the pupil ready to move on to more complex skills or to less restrictive settings or does he/she need more training at their current skill level and
in the present setting? (p. 65) If a student is unable to stay on task for short 10-20 minute activities, it is questionable if he/she would be able to stay focused behind the wheel.

In order for a teacher to be effective, he or she needs a system for monitoring progress through the class (effective meaning-making sure students are progressing successfully, rapidly, and motivated).

Charts, graphs, and tokens are workable, if a teacher has the time to be totally accurate. As educators, we feel that "praise" dealing with subjects with regards to specific students are essential. When a student acts out in the classroom, learning becomes more difficult, if not impossible for others. Positive interventions need to be implemented to have successful and effective classroom behavioral management.

Strategies

Comprehension and expression of language play a vital role in learning to drive. Language use is important. It is crucial, as a teacher, to understand that some learning disabled students might misunderstand certain questions. When a learning disabled student must take a pass/fail knowledge test, the wording of the questions is critical.

Strichart and Mangrum II (1993), offer specific study strategies for students with disabilities. Their book, *Teaching Study Strategies to Students with Learning Disabilities*, contains ready to use materials,
worksheets, teaching plans, and resources that would benefit the middle
to high school years, which is where 16 year old new drivers fall.

Effective learning strategies for the learning disabled student
require teachers to make accommodations in their curriculum. Alley and
Deshler (1979); Deshler, et al. (1984), (as cited in Strichart and Mangrum
ll, 1993), developed an array of learning strategy that would be beneficial
for a learning disabled student in high school. One of the strategies was
the acronym RAPS. Acronyms are a quick learning strategy to help with
learning when appropriate. The acronym below represents a learning
strategy, in reading:

"R: read the paragraph silently;  A: ask questions about the content
of the paragraph and supporting detail in the paragraph;
P: paraphrase the paragraph;  S: Summarize briefly the content of the
paragraph before moving on to the next" (Ibid, 1984). This will enhance
the students' desire to remember and hopefully they will be able to apply
this technique when necessary. Heaton and O'Shea (1995) also developed
mnemonic strategies. A mnemonic device is a way to facilitate memory
recall. In both studies, the use of a mnemonic helps with the retention of
information.

When selecting instructional materials, an educator should make
sure that the material is appropriate for the setting in which it is going
to be used. The New York State Department of Motor Vehicles, in the
creation of their prelicensing course guide, developed some questions to

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be considered in the instructor's material selection. The questions are:

1. Does the material fit into an overall program plan; does it fill a specific need in the plan?

2. Is it appropriate for the age and level of understanding of the group with whom it will be used?

3. Does it present social or economic situations that have relevance for the target group?

4. Are styles, language, and settings reasonably current?

5. Does factually oriented material present current and accurate information?

6. Does material on controversial topics present a balanced view of the issues?

7. Does the material promote positive attitudes, values, and assumptions of personal responsibility for making decisions?

8. Does the material avoid:
   * moralizing?
   * scare tactics?
   * explicit instruction in the techniques of drug abuse?
   * promoting racial, ethnic, or sexist discrimination?
   * ridiculing or condemning alcoholics or drug addicts?


A difficult distinction to make could be between learning disabled
and environmentally disadvantaged students. Herrick (1973), states that: "...some scholars have argued that this distinction need not be made at all since students who are culturally deprived need many of the same types of educational modifications as children with learning disabilities" (p. 83). To receive special services in the public system, documentation of having learning disabilities is needed.

Succeeding Against the Odds, How the Learning Disabled Can Realize Their Promise, by Sally L. Smith (1991), offers several positive teaching strategies to use in classroom situations. The motivation of learning disabled students has a critical effect on how successful they will be on the highway. Smith discusses how to deal with the challenges facing learning disabled students. Smith states how family tensions, responsibility, strategies for success, and learning by doing are essential for learning disabled students being successful.

According to Eileen Simpson, author of Reversals: A Personal Account of Victory Over Dyslexia (1979), different observations that she discovered throughout her life, she considered to be a mysterious ailment. That ailment was later named dyslexia. "Dyslexia is a brain disorder that scrambles words and letters into visual indecipherability" (p.vi). Thinking back on her life, some behaviors she remembered could be related to dyslexia: slow to talk, mispronunciations, added letters in inappropriate places, and left out some syllables while transposing others.
Numerous students who come to the prelicensing course struggle to read. An instructor must be aware of what dyslexia is and know different strategies that can be used to accommodate the student.

Success is important for any student, learning disabled or not. Suzanne Stevens (1995) notes that capturing attention, holding attention, and building confidence leads to success. These three areas are critical ones for an instructor to master.

Attention Deficit Hyperactivity Disorder

"Most instructors struggle to teach when they have a student who is out of their seat during most of the lesson. How do you deal with a student who is ADHD? It is important for the student to be able to transform their external physical hyperactivity into internal mental motion -- and, by internalizing their outer activity level, they should be able to gain control over it" (Armstrong, 1996, p.34).

Parents

Parents' attitudes towards their children who are learning disabled are important to their children's success. According to Bryan and Bryan, 1983 (cited in Bender, 1995), "First, parents have lower academic expectations of these children than they have for non disabled siblings" (p.156). Bryan also states that parents expect their learning disabled child to have less desired behaviors than their other children. Martin, Brady, and Kotarba (1992) state that "Some evidence has suggested that
the presence of children with disabilities in the family may restrict the social life of the parents" (Bender, 1995, p.156). Bryan and Bryan (1983) also state that: "Some research suggests that parents tend to be somewhat more directive with students who are learning disabled than with students without disabilities" (Ibid, p.156).

According to Salend (1994), "motivation is an important aspect of learning, listening, and following directions" (p. 281). All three are essential to safe driving. Learning disabled students might have had negative experiences in the past which, in turn, would be the answer to their lack of motivation. Motivation and success go hand-and-hand.
It is crucial for a new driver to learn as much as possible about every aspect of driver behavior, risk, defensive driving, alcohol, and drugs. For the learning disabled student, certain strategies and/or techniques lead them to a better understanding of what learning actually is, as well as how students learn. The researcher felt that before listing specific strategies, it is essential to understand basic learning. Robert Mills Gagne (1977) has written many books on the learning process of human beings. As human learning is complex, Gagne concentrated on learned human capabilities and identified five major domains. Lefrancois (1991) agrees with Gagne about the five domains. These are intellectual skills, verbal information, attitudes, motor skills, and cognitive strategies (Good and Brophy, 1990, p.132).

First, intellectual skills which include the effects of classical conditioning and more complex outcomes, such as the learning of discriminations, rules, and concepts (Lefrancois, 1991). Discrimination is telling the difference between variations in some particular object or property (Gagne, 1977). This can be said to be the responding and detecting of differences in physical stimuli. Discrimination can be taught by using the rules of contiguity, feedback, and repetition. An example could be teaching students in school the discrimination between "b" and
"p". Another way would be to place two objects side by side or to have one sound followed by another (Good and Brophy, 1990, p.136).

Concept learning also involves both differences and similarities, though it is mainly concerned with similarities. Concept learning is again divided into two parts--concrete and defined concepts. Concrete concepts are those "capabilities for recognizing that stimuli belong to a class that share one or more attributes" (Ibid, 1990, p.136). For example, students can determine red color or a round shape. They will be able to identify objects that are red even if they are different shape (stop sign). Defined concepts are based on formal definitions. The ways of teaching these concepts would be by first teaching the definitions and then presenting examples of these definitions. As we can see, concepts are a very important part of our everyday life and enhance how we view the world.

Cognitive strategies are, according to Gagne, "the skills by means of which learners regulate their own internal processes of attending, learning, remembering, and thinking" (Good and Brophy, 1990, p.138). These strategies are the procedures that are used in learning, problem solving, and remembering. All of which are essential to driving. Gagne believes that cognitive strategies cannot be taught directly or even through guided discovery methods (Good and Brophy, 1990, p. 139). He feels that teachers can develop these strategies by making students think creatively or solve novel problems in class. This is where specific teaching strategies will enable the student to have a better understanding
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of what is necessary for successful drivers training.

"Verbal information is nothing more or less complicated than what is described as knowledge" (Lefrancois, 1991, p. 117). Verbal information can be expressed as a sentence, a phrase, or a way of communicating information to the students. It is learned during our lives and is something that we can retain so that it is immediately available. Verbal information also has three principle functions. The first is that verbal information is frequently required for the acquisition of other verbal information. Second, it is required for every day conversation and can be used immediately (i.e. names of objects, their relationships, uses and meanings are all a part of verbal information). The third principle is that verbal information makes thinking possible (p. 118). Verbal information is very important in every day learning, but can be made more meaningful with the use of visual aids. Visual aids will be an example of what is being communicated.

The fourth domain that Gagne discusses is attitude. This behavior can be described as a positive or negative predisposition that has important motivational concepts and can be described as an internal state that influences our personal actions and choices (Good and Brophy, 1990, p. 132). Attitudes are not easy behaviors to teach as they are a personal/emotional reaction. And when they are taught, they are only taught incidentally. Another method that Gagne says is an effective way of teaching attitudes is through imitative learning in the class. Although
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it may seem easy to change an attitude, this is not so. Attitudes are pervasive and powerful predispositions to think and act in a certain way (Lefrancois, 1991, 119).

The fifth and final domain deals with motor skills, which is said to be the controlled muscular movement of our bodies. A few examples of motor skills would be writing, typing, driving, walking, and driving (Lefrancois, 1991, p. 119). It seems that any movement our body makes is a motor skill and, as we progress through life, these skills are improved and become more defined. Some of these motor skills can be taught through appropriate verbal or demonstration instructions. An example would be teaching someone how to turn the steering wheel of a car. These can both be taught through verbal or demonstration instruction. Reinforcement is a great way to help in the development of this skill and to determine how well or how rapidly this skill will be developed. Reinforcement is a great way to develop many skills not just motor skills and, therefore, should be practiced by all teaching professionals. Understanding human learning allows for a more knowledgeable approach to which teaching strategies will be successful for a specific learning disability. Understanding basic learning made it easier for the researcher to creatively develop several strategies.
Learning Strategies

Learning disabled students are confronted by numerous barriers that can circumvent their educational goals. A learning disabled student's disability is a permanent disorder that affects his or her ability to retain, process, and express information. But each learning disabled individual is different. Not all students who struggle to master basic skills or have difficulty with academics are learning disabled. Students, learning disabled or not, are individuals and must be taught as such. As a driving instructor, I feel the knowledge of the brain and how it works will give the instructor a creative way to answer questions and explain the importance of a non-alcohol, non drug environment if an individual is planning to get in the driver's seat. In driving and in life in general, every person is unique.

The methods chosen help with the new driver's ability to achieve and succeed safely in their everyday driving. Teachers should make sure before they choose a specific strategy that the student will be able to understand how the strategy works. In Table 4, there is an explanation of teaching tips that the teacher should remember. The researcher used Table 4 as a guideline when creating the revised 5 hour course for learning disabled students. The researcher feels that the key ingredient in helping students to become effective, efficient strategy users is the teacher.
Table 4: Teaching Tips

1. Choose a strategy that matches a task or setting demand for students.

2. Assess the students' current level of strategy use and teach a strategy that is needed to increase their level of performance.

3. Have students set goals about what they intend to learn and how they will use the strategy.

4. Describe the strategy, give examples, and discuss its applications.

5. Model the strategy for the students. Verbalize your own thinking and problem solving, including ways you monitor, make corrections, and adjust your task approach and completion.

6. Make sure students can confidently name and explain the strategy.

7. Give sufficient practice of the strategy with materials that are controlled for level of difficulty before expecting use of the strategy in advanced materials.

8. Have students practice the strategy in materials from classes in which they are placed for instruction.

9. Make sure students give examples and actually practice the strategy in various settings in school, at home, and in the community.

(taken from Victoria P. Day and Linda K. Elksnin, 1994, "Promoting Strategic Learning" Intervention in School and Clinic, p. 266.)
Teachers also need to be able to modify instruction during a lesson if need be. The 5 hour course required several modifications for the learning disabled student. The teachers excitement, enthusiasm, and desire to have students learn play a vital role in if the student actually does learn. Teachers of learning disabled students must not forget that learning disabled students have difficulty accepting criticism, tolerating frustration, attempting challenges, acting maturely, controlling anxiety, establishing self confidence, and processing information. When the instructor helps students in any one of the above areas, then the students are on their way to driving success. But it is important to understand that learning disabled students may become overly dependent upon their instructor.

Classroom

It is important that any classroom be conducive to learning. Teacher preparation and a suitable environment are critical in helping learning disabled students overcome their challenges. The classroom rules must be posted in front of the room. "Some research suggests that kids with ADHD do better in environments that are active, self-paced, and hands-on (McGuinness, 1995) (Armstrong, 1996, p. 35). The desks should be in a circle to allow eye contact and direct conversation among students. It's critical when setting up a classroom to think of all the students you might be instructing. An attention deficit disorder child would most likely prefer desks that are not in the traditional straight-rows: "...a child who'd
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had a terrible time in a traditional straight-rows-of-desks environment--but who was indistinguishable from his "normal" peers in hands-on, project based classroom activities" (Ibid, 1996, p. 35). The class size should not exceed 7-10 students. The smaller class size allows for better conversation and fewer distractions. Teachers of students with learning disabilities need to instruct information in such a way that the student will best be able to use it. Unfortunately, teachers are rarely trained or have the time to individualize lessons or to print everything on the chalkboard.

With all these factors in mind, the researcher was able to create drivers training strategies that benefited the learning disabled student.

Curriculum

The New York State Department of Motor Vehicles, Division of Traffic Safety Services, provides driving schools with a Prelicensing Course Instructors Manual. The manual is used as a guideline to help instructors create their own prelicensing class. All the information in the manual is not discussed during the prelicensing course, but the main objectives are covered to meet the mission statement: "The Prelicensing Course educates New York State's new drivers by promoting safe, courteous, defensive and alcohol/drug-free driving" (Prelicensing Course Instructor's Manual, 1996, p. iii). The manual does not include strategies for learning disabled students. It is geared mainly for the regular classroom student.
At the beginning of the course, after personal introductions, a discussion on likes and dislikes about driving was the icebreaker. Students discussed what they liked and disliked about other drivers. This allowed common ideas, open discussion, and a chance to find out what is important to the students. This allowed for a smooth beginning without conflict.

Accommodations

According to the researcher, accommodations provided by faculty for learning disabled students are critical to helping the students success rate. Since numerous colleges and universities are adhering to the Americans with Disabilities Act and making accommodations for the learning disabled students, why shouldn't a private classroom instructor also try and accommodate?

Ron Nelson and Benjamin Lignugaris/Kraft developed a chart entitled, "Surveys and Descriptions of Learning-Disabilities Programs in Postsecondary Settings," which listed instructional accommodations provided by colleges, faculty, and administration, plus results and recommendations. The article concentrated on postsecondary education for students with learning disabilities. This article led the researcher to ask why can't these accommodations help students in New York State that have disabilities. The researcher decided to offer the same accommodations during the knowledge test at the end of the course.
"Articles reviewed referred specifically to programs or discussed the need for programs for learning disabled students (or other commonly used classification labels, such as dyslexia) at community colleges or traditional 4-year higher education settings and were published following the enactment of Section 504 of the Rehabilitation Act of 1973" (p. 247).

Several accommodations were provided by faculty to be used by the instructor of the prelicensing program. Some accommodations are as follows:

<table>
<thead>
<tr>
<th>College or University</th>
<th>Accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Wright State University</td>
<td>Proctors for exams</td>
</tr>
<tr>
<td>program for LD students: 3 LD students (2 male, 1 female)</td>
<td></td>
</tr>
<tr>
<td>*Project Achieve at Southern Illinois University at Carbondale: In 1981, 46 students were in program.</td>
<td>Oral administration of tests</td>
</tr>
<tr>
<td>*Pennsylvania State University Program for LD students. 12 students: 7 male, 5 female</td>
<td>Extended exam period</td>
</tr>
<tr>
<td>*Directors of college LD programs listed in a number of national college directories</td>
<td>Alternative test procedures: untimed tests</td>
</tr>
<tr>
<td>*100 faculty at a northeastern university; 65% of sample responded.</td>
<td>Proctors, Alternative form of exams Extra time to complete tests Oral responses to exams Take exams in separate rooms</td>
</tr>
</tbody>
</table>
*107 faculty at a Northwestern college; 76% of sample responded.

*223 graduate and professional schools (32% of sample responded)
132 graduate schools
46 law schools
28 dental schools
17 medical schools

*3 Minnesota Community Colleges serving 150 students with learning disabilities:
-Rochester Community College
-Metropolitan Community College
-Normandale Community College

*8 college LD programs:
-College of the Ozarks
-Kingsborough Community College
-Barat College
-Metropolitan State College
-Curry College
-Southern Illinois University at Carbondale
-Westminster College
-Wright State University

Copies of lecture notes
Exams include:
extra time
oral instead of written

Extra time on exams
Oral vs. written exams

Copies of lecture notes

The variety of selections as well as the repeat responses show a need for accommodations to be utilized. Because the prelicensing course is a one five-hour session, some of the accommodations offered by the colleges and universities would not apply. All of the above accommodations will be available during the prelicensing course.
Co-Teaching

"Although the isolation of the teaching profession long has been recognized and has often been commented upon (Barth, 1990; Lortie, 1975), for the past three decades educators also have been intrigued with the possibilities created by two teachers' sharing one classroom" (Cook and Friend, 1995, p. 1). Would the achievement of success increase if there were two instructors to help the students? "Much of the current literature on co-teaching as it relates to special education consists of educators' detailed anecdotal accounts of successful co-teaching programs and experiences" (e.g., Adams and Cessna, 1991; Howell, 1991; White and White, 1992; Cook and Friend, 1995, p. 1). The researcher felt this would be excellent in a learning disabled classroom.

To clarify what is meant by co-teaching, Cook and Friends' definition is "...two or more professionals delivering substantive instruction to a diverse, or blended, group of students in a single physical space" (p. 2). To reiterate, would two instructors be beneficial to learning? After reading the rationale proposed by Cook and Friend, (1995), the researcher believes it would be a sound approach. Their rationale for co-teaching is as follows:

1. Increase instructional options for all students
2. Improve program intensity and continuity
3. Reduce stigma for students with special needs
4. Increase support for teachers and related service specialists" (Cook and Friend, 1995, p. 3).

All of these approaches to co-teaching are critical for the researcher to use when instructing in a co-teaching classroom.

Reading

A study in Research Quarterly (Stedman and Kaestle, 1987) (as cited in Liberman, 1988), concluded "...20 percent of the adult population, or some 35 million people in our country, have difficulties with simple reading tasks like following directions on a medicine bottle, reading product labels, traffic signs, street names, bus schedules, report cards of their children" (Liberman, 1988, p. 1).

Numerous students who attend the Prelicensing Course Class struggle to read. This results in the student feeling uncomfortable, which makes their desire to participate in activities that entail reading or writing minimal. Teaching strategies to help the disabled reader are important to know for all classroom instructors.

Making a distinction between the learning disabled and the environmentally disadvantaged student could be difficult. Herrick (1973) states that "...some scholars have argued that this distinction need not be made at all since students who are culturally deprived need many of the same types of educational modifications as children with learning disabilities" (Bender, 1995, p.83). This is true in the aspect of modifications being needed. The instructor must again be prepared with
accommodating strategies.

"The following suggestions highlight many teaching techniques and ideas that have been successfully used with severely disabled readers in classroom as well as in clinical settings" (Ngandu, 1980, p.4). Kathleen Ngandu listed 50 different strategies to help dyslexic and severe reading disorder students. The researcher chose what she believed to be the nine best strategies to implement during the curriculum modification. Those strategies being:

1. "Maintain a sense of humor. Laughter can facilitate many learning situations.

2. Integrate all aspects of communication in your program, including reading, speaking, listening, thinking, and writing. These abilities naturally accompany each other in our daily lives.

3. Some children will require extrinsic motivation beyond the verbal praise level.

4. Teach children to set purposes for their reading rather than reading without thinking. This active involvement with print will stimulate retention of information.

5. Help your students learn to categorize. This ability to organize words, information, and ideas in specific categories will facilitate comprehension.

6. Be satisfied if your student reads one page well, although most of your other normal children read three and four pages in the same
amount of time. Quality, not quantity, is important.

7. Don't make comparisons between students with a severe reading disability and average children in an attempt to encourage the lower performance children to improve. This practice generally is self-defeating, as the poor readers feel discouraged, rather than motivated to try harder.

8. Occasionally give students test questions before, rather than after, they read a specified selection. This way they will have a clearly defined focus for their reading, rather than trying to remember everything they encounter.

9. Provide alternative activities, so that students have options from which to select their tasks. When students feel they have no alternatives, pressure may build to the explosion point. This is especially true with secondary students" (Ngandu, 1980, p.4).

Ngandu also states that during her experience working with dyslexic students, she has never encountered any students, elementary or secondary, who did not respond favorably to the above instruction. I believe that teachers should have a success oriented viewpoint and with planned instruction will help improve the students reading abilities. If a student struggles to read left to right, one can cover the words with an index card or hold a ruler under what they are reading. This would help enforce the left to right process.
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Basically, what this researcher is trying to do is to tie together the learning disabled student and the teacher. Information is given to them and the learning disabled student does not have the ability to process it. The job of the teacher of the learning disabled is to teach the student to learn. Trying to decide a student's achievement level, is difficult. The students fail to learn because they do not efficiently utilize their cognitive ability, therefore, the teachers have difficulty on assessing the student's ability.

Remembering Information

Directionality is a major problem for most learning disabled students. Their ability to process information quickly and effectively is hampered. It is vital to create a plan of action to help with the decision making process when one is behind the wheel. When driving, it is essential to remember the differences of left and right. Here is where the learning disabled student may struggle. Smith (1991), suggests several strategies to help learning disabled students remember their directions. A few of Smith's suggestions that the researcher used are:

"* Remember which hand you use to pick up a pencil and visualize that action when you must identify left or right
* Look at the ring on your right hand before following the direction to make a right turn
* Put a mark on your left thumb” (Smith, 1991, p. 262).
As well as remembering your left and right, Smith (1991), also suggests several strategies for remembering information. The strategies that the researcher felt would best benefit the learning disabled student were used in the researchers modified curriculum. The strategies used are:

"* Fix a piece of information in your mind by visualizing pictures
* Say it out loud. If that doesn't work, try walking as you say it out loud. If that doesn't work, type it or tell somebody else in conversation what you have been studying and what you want to remember
* Put rhythm or music to facts that you want to remember
* Organize facts into categories. Then you have to store away only a few categories, and you can remember the facts in each category by association" (Smith, 1991, p. 265).

Behavior Management

Educators as well as those associated with the field of education have numerous concerns and complaints about the profession; however, one perennial worry that does not diminish is that of behavior management in one's classroom. Many ideologies on how a classroom should be conducted with regard to behavior problems are present in literature. Although, research shows that tangible and edible rewards are not necessarily as beneficial as simply creating an "engaging curriculum and a caring atmosphere" (Brandt, 1995, p. 13); It is this aspect that the researcher used to stimulate the students to want to acquire knowledge.

Many educators feel by rewarding a student with some type of prize it better influences the child to complete his or her assignment. However,
the researcher agreed with Brandt’s reports that this type of reinforcement inadvertently manipulates the child. It is reported that rewards simply "destroy the potential for real learning" (Brandt, 1995, p. 13). Educators need to engage in a different form of rewards for students in the classroom.

Teachers are unaware that when rewards are offered to students this may be detrimental. Brandt notes that "rewards are most damaging to interest when the task is already intrinsically motivating" (Brandt, 1995, p. 13). When teachers present students with interesting material, rewards are not needed for influence to complete the assignment. In drivers training, the researcher believes that hands-on, real to life situations make interesting material. Research with regarding to social psychology shows "that the more you reward someone for doing something, the less interest that person will tend to have in whatever he or she was rewarded to do" (Brandt, 1995, p. 14). Therefore, teachers must create a classroom conducive to students’ interest. This will create students who want to complete assigned work.

A teachers day-to-day schedule is demanding. A need to stay on-task is crucial to accomplish the large variety of activities. The most complex and time consuming task is dealing with the management of students behavior. This is necessary to facilitate students’ learning.

Classroom behavior management is aimed at preventing or even reducing the occurrence of behaviors that interfere with the learning
process. The researcher believes it would be more effective if the curriculum was designed to address the students' deficiencies.

Students who consistently break rules of conduct, whose inappropriate behaviors repeatedly disrupt classroom order, or who fail to correct their undesired behavior when exposed to the teacher's available disciplinary measures should be assessed with respect to desired social and academic survival skills, and their deficits in these areas should be remediated through appropriate curricular interventions (Kerr and Nelson, 1989, p. 136).

Reinforcement is also critical to learning. The researcher showed positive reinforcement by having a student respond to a question asked, one of the co-teachers was near the student for support and encouragement. A simple touch on the shoulder when walking by seemed to help one student to stay on task. Interacting with the students, made the students feel like the teachers really understood what the student was trying to say.

How the researcher showed that they are dissatisfied with a student's behavior was to look away, move to another part of the room ignore, or call on another student.

Along with Wolery, Bailey, and Sugai (1988) (as cited in Kerr and Nelson, 1989), the researcher believed that for praise to be effective, praise should:
1. be genuine, spontaneous, and warm;
2. specifically describe the desired behavior;
3. be used with all pupils, even those with large repertoires of undesirable behaviors (i.e., find some behavior to praise in every student);
4. avoid disrupting ongoing appropriate pupil behavior;
5. be varied in delivery and not overused so that it becomes meaningless (Kerr, M.M & Nelson, C. M., 1989, p.148).

All of which were implemented throughout the entire 5 hour course.

There are numerous strategies one may utilize in the classroom to control students' behaviors. Many management plans deal with aspects—positive and negative reinforcement. Although these behavioral management models may be beneficial as well as effective, research suggests these models manipulate students. Thus, educators need to become more creative in introducing curriculum material. Students should want to learn and acquire knowledge without rewards, bribes and punishments.

Strategies

The researchers' experience teaching learning disabled students drivers training allows her to say that a change is needed in instructors' strategies. It is important to include experiential learning in a teaching program. Scenarios can be done with different automobile situations and the student should identify the most potentially dangerous ones. It is
vital to include hands on investigation of the automobile. Learning by doing is one of the oldest educational techniques.

A multi-modal approach to drivers training that is designed for the learning disabled student as well as the attention deficit disorder student is important. The researcher chose to use:

- cooperative teaching
- group travel activities (learning centers)
- enlarged print activities
- questions before the videos
- car visit
- poll dealing with how you lose your license.

Attention Deficit Disorder

Attention deficit disorder, "...increases the complexity of the teaching process because the attention problems result in gaps in learning, different processing styles, and behaviors that interfere with learning and academic performance" (Rooney, 1993, p. 1).

Some examples that the researcher felt were important were included in the curriculum modification. Those examples are:

"1. Be systematic to minimize judgment and organizational demands.
2. Be simple and dependable.
3. Be manipulative (active involvement).
4. Build the necessary base of information (not activate prior knowledge).
5. Identify missing skills.
6. Force conceptual understanding or recognition of instructional needs.
7. Be concrete and visual.
8. Provide advance organization so multiple passes through material is not required.
9. Help break down processes into manageable units.
10. Guide the learning process.
11. Force attention to critical detail.
12. Result in review systems consisting of the critical pieces of information.
13. Accommodate nonlinear or associational styles of thinking.

Following the above interventions, which are both cognitive and behavioral characteristics, might make learning easier for the attention deficit disorder student.

Armstrong offers a few approaches to help a student in school or at home with ADHD. The researcher chose 3 approaches that would be helpful in the drivers training classroom. They are:

Cognitive: "Use focusing and attention training techniques (for example, meditation and visualization), self-talk skills, biofeedback training, organizational strategies, attributional skills (including the
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ability to attribute success to personal effort), and higher order problem solving" (Armstrong, 1996, p. 36).

Emotional: "Use self-esteem building strategies; provide positive roles models and positive images of the future; employ values classification; offer individual psychotherapy; and identify talents, strengths and abilities" (Ibid, 1996, p. 36).

Behavioral: "Use personal contracting; immediate feedback; natural and logical consequences; and consistent rules, routines, and transitions" (Ibid, 1996, p. 36).

All of the above approaches the researcher believes helped with keeping the attention deficit disorder student on-task for the 5 hour period of time they needed before attempting a drivers license.

Attention

In general, a lot of students struggle to pay attention to one subject for five consecutive hours. It is important for teachers to facilitate attention skills. This researcher explained the importance of paying attention. The co-teachers roamed the classroom to check if students were staying on task. They tried to eliminate the outside distractions. Lastly, it is vital for the co-teachers to enunciate the important points they were trying to make.
Mnemonic

Heaton and O'Shea (1995) developed a mnemonic strategy, called "STRATEGY," which helped the researcher to develop her own mnemonic strategies. Simply follow the steps and you can generate retention aids for students' academic and behavioral tasks. Their strategy steps are:

S - Start by choosing a learning or behavior outcome.
T - Task analyze it.
R - Rearrange the wording of the steps.
A - Ask if you can make a word from the first letters.
T - Try to find a word that relates to the task.
E - Examine possible synonyms to get the first letter.
G - Get creative!
Y - Yes, you can make your own strategies. (p. 34)

Heaton and O'Shea's breakdown of each step states that the key to the first step is to link the strategy to the appropriate activity--considering whether students' learning or behaviors can be aided more efficiently and effectively through mnemonics. Step 2 involves breaking down the learning or behavior outcome into small steps and to sequence each step. Step 3 involves trying to make a word out of the steps that will help in retention. Step 4 involves checking to see if you can spell a word, even if you have to rearrange the words. Step 5 focuses on matching the words to the expected outcome. Step 6 warns to make sure chosen vocabulary is
suitable for your students' strengths and needs. Step 7 emphasizes that the more creative you are, the less time it takes for the student to catch on. Step 8, advises using simple materials to embellish strategies. Make sure you use a bold letter for the first letter so the student easily sees the acronym.

When we first learn something, it is stored in our short term memory. If we do nothing with it, it is forgotten. The researcher found that learning disabled students do not organize their material when it comes to recall. Helping with organization will enable the learning disabled student to manage their difficulties.

The researcher followed Alder (1988) (as cited in Strichart and Mangrum II, 1993), suggestions that a number of things must be done if mnemonic devices are going to be successful. Each suggestion was taken into consideration before allowing the students to simply create a mnemonic. "Teachers of students with learning disabilities must ensure that their students do the following when using mnemonic devices:

* Pay attention.
* Divide what is to be remembered into manageable chunks.
* Structure the material.
* Study the material when in a good frame of mind.
* Review the material.
* Use imagination.
* Have fun" (Strichart and Mangrum II, 1993, p. 11).
Achievement-Motivation Theory

To relate achievement-motivation to academics, students high in achievement-motivation tend to do well on school tasks (Slavin, 1991, p. 329). However, it is unclear which precedes the other: Does high achievement-motivation lead to success in school, or does success in school, which could be due to ability or numerous other factors, lead to high achievement-motivation (Slavin, 1991, p. 329)? To respond to the above question, they interrelate; success craves the desire for more success. This also leads to students who will not experience success in achievement settings. In such settings, students will lose motivation to succeed and might turn their interests towards other things.

Based on Atkinson's examples, one can use his achievement-motivation theory in numerous ways involving teaching students. The researcher feels playing darts helps explain the achievement-motivation theory. The student may stand anywhere from one foot to twenty feet from a target. Presumably, the greatest probably of success would be at one foot mark and the lowest probability of success would be at the twenty foot mark. The further away from the dart board that one stands, the incentive value for success is supposed to increase and the incentive value for failure is suppose to decrease. An unsuccessful toss from twenty feet would be "unlucky." This works the same when a shot from three feet will only be a minor accomplishment; but if someone were to
miss the target at three feet, he/she might be embarrassed. This teaching strategy was played with new drivers to teach them ways to creatively learn road signs.

The most important motivation for educational psychology is achievement-motivation (McClelland and Atkinson, 1948), --the generalized tendency to strive for success and to choose goal-oriented, success/failure activities (Slavin, 1991, p. 329). Basically, achievement motivated students do want and expect to succeed in whatever they are doing. If they fail, they try twice as hard at what they did to achieve success. Atkinson believes that individuals may be motivated to achieve in either of two ways: to seek success or avoid failure. He found that some people actually were more motivated to avoid failure than to seek success. He calls them "failure avoiders," Others were definitely more motivated to seek success then avoid failure "success seekers" (Slavin, 1991, p. 330).

This whole concept can lead back to the dart game, in which failure avoiders will most likely stand closer to the target, and success seekers will probably choose an area in the middle. Success seekers' motivations are increased following failure. Failure avoiders decrease their efforts following failure (Weiner, 1972) (Slavin, 1991, p. 330).

An example in Educational Psychology (1991) for Atkinson's theory to relate to teachers and students by having the knowledge that it is common for failure avoiders to choose impossibly difficult or ridiculously
easy tasks for themselves. Reading is an example. The student may want to read the driver's manual; yet if they are told that the manual might be too difficult, they may choose to read an easy driving pamphlet. The student is simply doing his/her best to maintain a positive self-image in a situation that they find difficult. Persons of similar aptitude often achieve in dramatically different ways.

Test Taking

At the end of the prelicensing course, there was a knowledge test given to each student. As of April 1996, it will be mandatory that students pass a knowledge test to pass the prelicensing course. The typical learning disabled student does not test well. Besides having unlimited time to take tests, some specific strategies were posted for the learning disabled students to reference while test taking. These strategies were:

1. Scan the whole test; do the part that is the easiest.
2. Work through the test, reading each question or math problem. Do only those you are sure you know. Put a check by those you think you know and a question mark by those you don't know.
3. Working from the front or the back of the test, do all the ones you think you know. Try several methods of remembering:
   a. Visualized the answer.
   b. Picture yourself looking for the answer in the book.
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c. See the teacher standing in front of the class giving the answer.

d. Close your eyes and write the answer that comes to mind.

4. Go back to the questions you don't know. Use the memory methods listed above. If none of these work, do the following:
   a. Eliminate the answers you know are wrong.
   b. While relaxing, take three deep breaths and write or circle the answer you feel is right (Vitale, 1982, p.65).

Students who have difficulty in word retrieval and memory problems struggle with test taking. Tests should not be fill-in-the-blank. Multiple choice tests make the answers to questions easier to identify. New York State does use a multiple choice knowledge test at the end of the 5 hour course. The researcher feels that simply because you, as a student, are able to understand material as it is presented, does not necessarily mean you will be able to retrieve the material when needed.

This researcher believes that learning disabled students may struggle to pass the written knowledge test at the end of the course. Test anxiety, problems reading questions, inability to follow directions, and inability to pick out the main points of information to study may be troublesome. Once the student passes the knowledge test, he/she is able to try for a driver's license.
"Students who have difficulty remembering information typically do very poorly on tests, because all forms of tests require that students remember information in order to respond appropriately" (Strichart and Mangrum II, 1993, p. 8).
Chapter 4
Analysis of Data

The purpose of this research project was to revise the New York State Prelicensing Course curriculum for the learning disabled student. The following is an account of the process that took place over one 5 hour session.

Unit 1: Introduction to the Prelicensing Course

Before the students arrived, the desks were positioned in a circle. The co-teaching instructors names were on the marker board, along with the name of the class, and the date. All teaching materials were in place and the instructors were eager to begin.

Welcome

The students arrived and completed the sign-in process. Name tags were issued and seats were taken. Once all the students were in attendance, personal introductions then took place. Each student was asked their name, how much driving experience they have had, their likes about driving, and their dislikes about other drivers. The likes and dislikes were written on the board, to be used throughout the class. The above questions were designed as an icebreaker to help with beginning class discussions.

Some examples the students gave about what they liked about other
Drivers were:
- "The signals that they use, so I know where they are going."
- "Having all the signs around so you can tell where to go."
- "When they flag you on so you can go. That is courtesy driving."

Some examples the students gave about what they disliked about other drivers were:
- "The ones who drink always cause the accidents."
- "When people beep at you to hurry you up, like there is a fire they have to get to."
- "The ones that drive so close to you, tailgaters."

The responses were written on the board to be discussed throughout the class.

Classroom Orientation

An explanation of where the restrooms are located, emergency exits, smoking areas, telephones, and food areas were fully discussed. The classroom rules were posted in the front of the room. As a group, the rules were read and decided that there were not any that were unreasonable, and the majority said that they could abide by them. The co-teachers mentioned that at the end of class, a knowledge test will be given. The instruction was paced slow to ensure the students are getting the information, which in turn should ensure a high rate of success. When an educator has a classroom that consists of several students with special needs, there are times when it can be difficult making sure that
all their individual needs are met, as well as making sure all the important information is covered.

Some of the procedures used during the class helped expedite effective learning. Many of the procedures involved:

* co-teaching
* mnemonic
* strategies or techniques used throughout course
* group discussions
* charts
* outlines
* overheads
* games
* car visits
* enlarged print activities
* questions before video
* poll dealing with how you lose your license
* group travel activities (learning centers)

Every hands-on activity was explained specifically and completely. (See Appendix C)

**Major Topics of the Course**

A discussion arose about why the students have to take the prelicensing course. Some of the students responses were:

- "New York State makes us to make money."
"My mom said I could not get my license without it."

"To get a drivers license, and drive safely."

"Learn about driving."

"Help with what will prepare us for the highway."

This led to what the course is going to cover.

According to the prelicensing course guide, the course is designed to help new drivers:

- become aware of a driver's responsibilities
- understand the rules of the road
- use safe driving concepts and crash avoidance techniques
- understand why it is necessary to use occupant protection devices to protect themselves and their passengers from possible injury
- recognize the risk of driving when sleepy (fatigued) or under the influence of alcohol or other drugs (Prelicensing Course Instructors Manual, 1996, p. 1).

The outline is on a flip chart in the corner of the room, which follows the large print outline the students have in front of them.

Unit II: The Task of Driving within the Highway Transportation System

An introduction to this section was given. Every section in the prelicensing course manual will not be listed. I chose to only include the sections that involved using a specific teaching strategy. I chose to do
this because some of the information in the manual is explained better through basic discussion.

Social Activity

There was an explanation of what social activities are and examples were discussed. Students were asked to write down their favorite activity on different colored construction paper and then they were collected. The co-teachers also included an activity. One of the co-teachers read the sheets out loud and a discussion on each was given. The main point was to decide if the activities were social or not.

This was a great activity because the co-teachers were able to get a better understanding of the student. When you are only with a student for one 5 hour period, it is difficult to fully understand what they are like outside the classroom. Driving does not involve sitting behind a desk and listening to instruction. When the student is behind the wheel, their need to socialize with others must be put on hold. Driving is a social activity. However, no one seemed to mention that in their social activity choices.

Then everyone in the class, including the co-teachers, were each allowed to make rules for the road. For example: We have a highway system with no rules. It is up to the class to develop the rules of the road. We categorized the rules by importance, safety, and traffic flow. The students were excellent at categorizing the rules. After we went on to another section, students were still bringing up responses that they gave to this activity.
Highway Transportation System

We began with a discussion of the highway transportation system. The activity involved dividing into groups and each had one of the 3 components of the highway transportation system. The students' job was to write on index cards as many parts of the highway transportation system as possible. Each group had a specified color index card. The auto was blue, the driver was red, and the environment was yellow.

Then, their responses were taped on the board under each part. Reasons behind each response were given and several key questions were asked to ensure learning. The reasons related to real life situations. By color coding the cards, it made it easier for the students to identify each component. Even though the students are working in cooperative learning groups, it is essential to remember that it is important to emphasize independent work within the group.

Unit III: Driver Habits and Skills

Throughout Unit III, some of the activities did not require a specific strategy that differs from the suggestions given in the New York State manual. However, all the information in the manual was fully covered.

Blind Spot

This involved an outside hands-on car activity. Each student took turns being in a moving automobile and a parked car. The student in the drivers seat of the parked car was told to extend their arm outside the window. The moving car, slowly pulled up along the left side of the parked
car. When the student in the parked car could no longer see the moving car in their side mirror, they were to put down their arm. Each student participated.

Ways for Drivers to Communicate with Other Drivers

Several answers were written on cards before the students arrived. The students were each given 6 cards and they had to pick the ones that were ways to communicate with other drivers.

Rules of the Road

This activity involved showing specific driving situations on a magnetic highway board. Road signs, traffic lines, pedestrians, other cars, and traffic lights were all part of the teaching of the rules of the road.

The students explained what was happening in each situation. Plus the students had to identify the most potentially dangerous situation.

Backing a Vehicle

The learning disabled student struggles to integrate several things at once. An example being: backing up. The key to backing up a vehicle is to turn the wheel the way you would like the backed of the vehicle to go. The students were not following what was being taught. An impromptu strategy was then implemented. A way to remember information is to organize facts into categories. For example, we categorized what to do when backing up. We began with starting the car and concluded with driving on the road. The list that was compiled, was written on the board
for further review.

Traffic Signs

According to McClelland and Atkinson (1948), (as cited by Slavin, 1991, p. 329), the general tendency to strive for success and to choose goal-oriented, success/failure activities is the most important motivation for educational psychology.

To follow the achievement-motivation theory explained in the previous chapters, the co-teachers developed a "Sign Dart Game" to teach traffic signs and help with achievement-motivation (Figure 1).

The game involved throwing darts at a dart board with traffic signs replace the usually dart board numbers. The student throws darts at the board and tries to hit the sign that matches the one that is being described.

The majority of students were "failure avoiders" (See Atkinson Theory). Some, as the activity progressed, started to become "success seekers".

Traffic Lights

The researcher's experience in teaching private in-car driving lessons, states that several learning disabled students who failed their road test because they made a "left on red", meaning a left turn was made at a red traffic light. This is an automatic failure on your road test. Several students were asked why they made such a mistake. Their responses ranged from being confused or nervous to, "You can make a right
Figure 1

SIGN DART GAME

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- STOP
- DETOUR
- SCHOOL
- WRONG WAY
- DO NOT ENTER
- RR
- YIELD
The responses gave the co-teachers ideas to include remembering information techniques in the prelicensing course. Some techniques were:
- if making a right, and you are right handed, pretend you are picking up your pencil before you turn
- always wear a ring on your right hand or
- simply place an L or R on the dash board of the car.

The students easily understood what the different colors of a traffic light meant so there was minimal discussion in that area.

Traffic Officers

A poll was taken on how you can lose your license. Three of the students mentioned speeding, while the other two said tickets. When the students were asked if they knew any other reasons, very few did.

The co-teachers and the students each provided examples. The students were surprised that they could lose their license if they let it expire. One student stated, "You mean it is not for life?"

This activity really was not strategy oriented. The reason the poll was taken was because the researcher has found, that from teaching learning disabled students to drive, that they rarely know how they can lose their license. The researcher felt it is vital for the learning disabled students to understand how they may lose their license if they are planning to drive.
Each student had to explain how to get from the classroom to their location. The reason for doing this activity was to help the students with some memory techniques. One student said to the researcher that "...there is nothing more frustrating then when you can't find a place you have been to a million times." This led into our map skills activity.

Map

Reading a map may be difficult for a learning disabled student. Having a map as a visual aid for students to look at, helps the student plan their journey. An example of the map used is in Figure 2. The students were each given an area on the map to study. Then the students were to plan the shortest way to get to their destination from where they were.

Unit IV: Feelings, Attitudes, and Taking Risks

Feelings

Some examples of feelings were taken from the Prelicensing Course Manual (1996), Figure 3. The feelings were proven to be helpful when the students developed a “Feeling” mnemonic that expressed their feeling when other drivers do something they do or do not like. The mnemonic that was created was:
More Maps

Road maps and weather maps are two more important types of maps you need to know how to interpret.

A road map shows the major highways and the secondary roads for a geographical area. The major highways are identified with dark lines and secondary roads are identified with light lines. Both types of roads have symbols showing the number or name of the highway or road. Road maps are used to show how to get from one place to another. Here is a sample road map.

(taken from Teaching Study Strategies to Students with Learning Disabilities. Strichart and Mangrum II, 1993, p. 234)
Figure 3: Expressions of Various Feelings

(taken from the New York State Department of Motor Vehicles Prelicensing Course Instructors Manual, 1996, p. 60-61)
<table>
<thead>
<tr>
<th>INSPIRED</th>
<th>IRRESISTIBLE</th>
<th>KIND</th>
<th>LAZY</th>
<th>LOVABLE</th>
<th>LUSTFUL</th>
<th>MARTYRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>MELLOW</td>
<td>NAUSEATED</td>
<td>NERVOUS</td>
<td>NOBLE</td>
<td>NONCHALANT</td>
<td>NOSTALGIC</td>
<td>OVERWORKED</td>
</tr>
<tr>
<td>PASSIVE</td>
<td>PRESSURED</td>
<td>RESENTFUL</td>
<td>SCHERLING</td>
<td>SEDUCTIVE</td>
<td>SICK</td>
<td>SKEPTICAL</td>
</tr>
<tr>
<td>HISTICATED</td>
<td>SUCCESSFUL</td>
<td>SULKY</td>
<td>TALKATIVE</td>
<td>TEMPTED</td>
<td>TENDER</td>
<td>THREATENED</td>
</tr>
<tr>
<td>TIMID</td>
<td>TIRED</td>
<td>TRANSCENDED</td>
<td>TRIUMPHANT</td>
<td>TWO FACED</td>
<td>VULNERABLE</td>
<td>WORRIED</td>
</tr>
</tbody>
</table>
What Do You See In This Picture?

The researcher chose this activity to help explain to the students that things are not always as they seem. The co-teachers walked around the room and one held up the picture of the lovely lady (Figure 4). The students were asked to cover their own paper and not to speak or ask any questions until the activity was over.

The co-teachers asked four specific questions. The questions were:
1. What color is the hair?
2. What is around the neck?
3. How old? (must respond with a number)
4. Size of the mouth? (must respond: Small, Medium, or Large)

When the questions were asked and answered, the co-teachers asked the students to share their responses. Each student responded to question
Figure 4: What do you see in this picture?

(taken from the New York State Department of Motor Vehicles Prelicensing Course Instructor's Manual, 1996, p. 66)
#1 before going on to #2. The students laughed and couldn't believe some of the responses. The students were quite inquisitive and were anxious to know why they were doing this activity. The answers to some of the questions the students gave were similar. White was the average color of the hair. A fur was the average answer for what is around the neck. The average age was 55 and the average mouth size was large. Only one student thought that they saw two women in the picture but thought that could not be possible.

After listening to their responses, the researcher asked the students to explain why they believed they were asked to do this activity. Their responses basically were to see "if we knew anything." One student said,"...to confuse us."

The co-teachers then explained the purpose of the activity. The purpose was that things are not always what they seem. Sometimes you can look once and see nothing but look again and there is a car. It is important to see the big picture.

Unit V: Alcohol, Other Drugs and Driving

Alcohol and Drugs

Statistics are given to general students that take the 5 hour course. The co-teachers decided to try this with the learning disabled students.

"Alcohol and other drug use among adolescents is widespread and has remained stable at high levels since 1975. Marijuana
remains the most commonly used drug, followed by stimulants, inhalants, hallucinogens, sedatives, and tranquilizers (Johnston, O'Malley, and Bachman, 1986). The average age at which alcohol consumption begins is 12 years, 5 months, and 23% of young people between ages of 12 and 18 have a serious drinking problem" (Horton, 1985) (Putnam, 1995, p.8).

Using statistics was unsuccessful. This was not of any interest to the learning disabled students. The mnemonic, Feelings, was such a success with the students, they requested to do a mnemonic for alcohol. The mnemonic used was Alcohol. The responses were:

A  Abuse
L  Lose life
C  Court
O  Overdose
H  High
O  Obnoxious
L  Liability

Each element of the mnemonic lead to a discussion that covered every bit of information they needed to know and being creative at the same time. At the end of this lesson, not one student could remember a statistic but all could explain the mnemonic.
Drinking and Driving Risks

Rather than dictate the risks and hazards of drinking and driving, the co-teachers decided to use the video, "Just Another Friday Night," as a guide for showing the students what could happen if you drink and drive.

This activity involved a video and role playing. The students were each assigned a character in the video. The video shows a young man who is on trial for killing 8 of his friends while driving drunk. You see the young man in court and the judge is contemplating what to do with the situation. The viewer then sees what actually happened.

The students were each given a character in the video to follow.

- Student #1 Johnny Miller (young man on trial)
- Student #2 Johnny's lawyer
- Student #3 Prosecutor
- Student #4 A member of the jury
- Student #5 Judge
- Co-teacher Family member of one of the dead friends

The students job was to support their character in the video. They were allowed to take notes. However, they were to be absolutely silent and not distract anyone.

Once the video was over, the co-teacher wrote 4 questions on the marker board. The questions were:

1. If you are sending Johnny to jail, how long will he be there? Why?
2. If Johnny is going to do community service, what type and how long?
3. If taking Johnny's drivers license away, how long? What should be done if caught driving without a license?

4. Johnny needs a constant reminder. What type do you think would be appropriate and why?

   The students had to respond to the questions with answers they would expect their character to agree with. The students had a great time being creative and came up with numerous correct answers. The student who was the judge took everyone's requests into consideration before giving the final verdict. The students learned about what could happen if they drink and drive. Some did not realize how many risks were involved in simply having a "couple of drinks."

   **Unit VI: Course Recap**

**Test Taking**

   To conclude, a knowledge test was given (see Appendix D). One student requested that the questions be read out loud, which was done by one of the co-teachers. The students were given as much time as they needed. A separate room was made available in case it was needed for those students easily distracted. The students were allowed to use the outline they were given. Some test taking strategies were explained before the test was distributed. The strategies were also placed on a poster board in front of the classroom. The strategies that were
discussed and posted were:

- Scan entire test
- Visualize the answer
- Use memory methods
- Eliminate all possible wrong answers.

The researcher chose to only include these four strategies because the researcher felt that they would benefit the types of questions that were on the multiple choice knowledge test.
Interview Responses

At the end of the class, the co-teachers met with the students individually, to ask specific questions regarding their thoughts of the course (see Appendix A & B). The majority of the responses were similar. One student (student #3) did not seem eager to answer any questions. To get more than a yes/no response was time consuming and difficult. When the co-teacher asked student #3 to give a little more detail with his response, #3 answered with a simple, "It's been 5 hours, I'm all thought out."

All the students liked the course, and only one found the course to be difficult. When the co-teacher asked why, the response was, "Too much information and too little time."

The students all agreed that the knowledge test was fair and all the information on the test was covered, in depth, during the course.

One student (student #2) struggled to read. She particularly liked the large print hand-outs and having two instructors available for assistance.

Some students commented on what they felt they enjoyed the most from the course. Those responses being:

- hands-on activities
- car visit
- extra time, they did not feel rushed
- the instructors
- having an outline to follow
- map reading
- mnemonic

The events that the student did not like were:

- one video
- highway statistics
- length of the course, too long.

The student were given the questions before the videos. This did not prove successful and I will eliminate this because the students seemed to be concentrating on making sure they have answered the questions instead of focusing on the video. Perhaps it might be better to try to read the questions to the students before the video, or list the main points on the board instead of having a question and answer activity after the video. This is the main area in which the co-teachers must improve.

None of the students said that they found the material too easy. Four students made reference to liking the large print hand-outs and having driving situations posted in the front of the room.

The video, "Just Another Friday Night," was a favorite activity among four of the students. The students enjoyed being able to create the role of their own character.

Some of the material covered, students already knew. They read it in the drivers manual before they got their permit.
Chapter 5

Results

Information that is meaningful to students is easier for them to remember than information that is not meaningful (Strichart and Mangrum II, 1993, p. 12). As stated in the introduction, the researcher was interested in seeing if specific strategies help the learning disabled student retain information. Overall the modification of the New York State Prelicensing Course Curriculum for the learning disabled student proved to be a success.

All the material in the manual was covered completely. However, some items were taught through specific teaching strategies. How the researcher chose what needed to be taught through specific teaching strategies was to ask what information is the most critical to remember? Through experience, the researcher is confident that she can choose what information might become difficult for the learning disabled student, to learn. She is also confident that she can develop strategies to help with the learning. After teaching the prelicensing course numerous times to numerous learning disabled students without modifications, the researcher felt strongly that modifications were needed for this population.

The researcher is pleased with the decision made in the beginning to keep the classes that are using learning disabled strategies small in
disabled students who were not taught with modification. The results showed that 2 students receiving modification scored 100%. The greatest number of questions that were answered incorrectly were 5. For the learning disabled students taught without modifications, the results showed that the highest score was 15 correct responses out of the 25 questions answered. The same material was taught for both classes, the only difference was, specific teaching strategies aimed at the learning disabled student.

The questions most often missed will need to get analyzed and either rewritten or eliminated.
Conclusion

There were several strategies that were used throughout the course. As an instructor, the researcher felt the students were cooperative, focused, and on-task throughout the 5 hours. Because of the specific strategies, positive reinforcement, and the interaction between teachers and students, the learning disabled student had a good chance of succeeding on the knowledge test.

"Despite nationwide efforts to provide educational services for learning disabled students, 36 percent age 16 and above (one in three) drop out before graduating from high school. Special educators note that a substantial number of learning disabled students leave school before attaining the age of 16. Of the number of learning disabled students who do graduate, a small percentage (17 percent) go on to postsecondary education or training. Along with emotionally disturbed, mentally retarded, and multihandicapped students, learning disabled students are less likely to attend postsecondary schools after high school graduation" (Postsecondary Education Planning Commission, 1991, p.8). To the researcher, the above statistics warrant a need for a modified driving curriculum for learning disabled students. Since learning disabled students are less likely to attend college, chances are they would be in need of a job. Several areas of the country do not offer public transportation. A drivers license would be critical for a learning disabled student to get to work. The statistics are enough to allocate a need for
help for the learning disabled driving population. That need must include the modification of all driver training handbooks, in all states, so that the learning disabled students can have a greater chance of success.
Follow-Up

Approximately 2 months after taking the course a follow-up call was made to each student. It was learned that 3 out of the 5 students successfully passed their drivers test and currently hold a New York State drivers license. The other 2 students have not as yet had time or opportunity to attempt a road test.

The reason the researcher made the follow-up calls stemmed from curiosity. Since the researcher had frequently mentioned the importance of retaining information, she wanted to see if the students had remembered many of the things taught. The students that were phoned, recalled several of the strategies and all mentioned the mnemonic strategy. The students were surprised and very pleased to hear from one of the co-teachers.

The two students that did not have their drivers license as of yet, requested the researcher's phone number so they could inform her when they did successfully pass the driver's license test. Their confidence that they will pass was wonderful.

In the future, the researcher hopes to develop a course that is dedicated to in-car instruction, as well as, the in-classroom training. It is essential that all the drivers on today's highways are safe, smart, and sensible.
Appendix A

Interview Guide

1. Did you like the class today?
   If yes, what did you like?
   If no, what did you dislike?

2. Was there any of the material you found difficult?
   If yes, what parts were difficult?

3. Did you find any of the material too easy?
   If yes, what parts were easy?

4. Did you find that everything that was on the knowledge test was covered in class?
   If not, what was lacking?

5. Was the material covered intellectually challenging to you?

6. How did you feel about the handouts?
   Readable?
   Easy to comprehend?
   If not which ones?

7. What did you think about the teaching strategies?
   (Break down each strategy into its own question)
   Which strategy did you like most? Why?
   Which strategy did you like least? Why?

8. How do you think the videos related to the topic of discussion?

9. Was any of the material that was covered material you already knew?
If so, what?

10. What driving information would you like to see covered during the course?

11. Was there any material that you would of liked the instructor to have elaborated on?

12. In what way did the instructor provide an environment that supported and encouraged student dialogue and questioning?
   - instructor speak clearly?
   - knowledgeable in the driving area?
   - make sure everyone was participating in the group activities?
   - provide all the materials that you needed to complete group activities?

13. How did you feel about the classroom?
   - proper lighting
   - enough space to work without distracting others?
   - room free from outside distractions?
   - seating arrangement?

14. What did you like most about the class?

15. What did you like least about the class?

16. Any additional comments...

This is just an interview guide and the questions are subject to change. New questions will be developed from the responses of others. This guide will elicit some feedback and help with the continual development of up-to-date ideas and strategies.
Consent Form For Interview

I agree to be interviewed by Kristin Exsteen, masters student, Varying Exceptionalities, Lynn University, Boca Raton, Florida, as part of her masters thesis Modification of the New York State Prelicensing Course Curriculum through motivation and teaching strategies to help the learning disabled student be successful in drivers training.

I am aware that confidentiality will be maintained and that no participant will be identified by name in any write-up or publication.

I give Kristin Exsteen the right to use direct quotes from my interview in her write-up or publication of this study.

I understand that any interpretive findings will be made available to me for any comments that I may have as part of a member check at the end of the study.

I understand that I am receiving no reimbursement for participating in this study.

I give my permission for my interview to be tape recorded.

________________________________________
Signature                      Date
Overall Strategies

The following overall strategies for learning disabled students were used for no specific lesson but throughout the entire 5 hour session.

- Instructor must understand basic learning first before they can develop strategies
- Teaching tips
- Suitable environment for learning
- Desk arrangement
- Open discussion
- Outline
- Copy of lecture notes
- Co-teaching
- Reading
  - sense of humor
  - integrate all aspects of communication
  - motivation
  - purpose
  - categorization
  - quality not quantity
  - alternative activities
- Remembering information
  - visualization
- sound it out loud
- rhythm
- categorize
- Behavior Management
- Praise
  - genuine
  - attending
  - standing near
  - touching
  - looking at
  - interacting
- Dissatisfied with students behavior
  - look away
  - move to another part of the room
  - ignore
  - call an another student
- Enlarged print activities
- Attention Deficit Disorder
  - minimize judgment
  - simple
  - active involvement
  - build the necessary base of information
  - identify missing skills
- force conceptual understanding
- be concrete and visual
- advance organization
- breakdown processes
- guide the learning process
- force attention to critical detail
- review
- accommodate styles of thinking
- guide memory storage and practice specific retrieval in a study system

Specific Strategies

The following units contain specific strategies that were used to teach learning disabled students. These strategies are identified by asterisks (*) and are placed at the end of each activity.
5 Hour Course Knowledge Test

1. What is the most important part of the highway transportation system?
   a. The vehicle, because we can't go anywhere without it
   b. The environment, because most accidents are caused by weather conditions or poor roads
   c. The driver, because all choices and decisions about driving are made by the driver

2. The prelicensing Course is:
   a. All the education anyone will need to drive safely
   b. Just a beginning to what each driver will need to learn about becoming a safe driver
   c. Used to reduce your car insurance

3. A flashing red traffic light tells you to:
   a. Slow down before entering
   b. Stop before entering
   c. Wait for the green light

4. If drivers want to see cars in their "blind spot", they should:
   a. Check in the inside rearview mirror
   b. Check in the outside rearview mirror
   c. Check over-the-shoulder

5. When a school bus is stopped on your side of the road with its red lights flashing, you must:
   a. Slow to 10 mph
   b. Stop until the lights stop flashing
   c. Change lanes and pass cautiously
6. When driving in fog, snow or heavy rain use:
   a. Low beams
   b. High beams
   c. Parking lights only

7. A green arrow on a traffic light means:
   a. You can turn in that direction
   b. You may not turn in that direction
   c. You can turn in that direction after you come to a complete stop

8. You have to yield to a pedestrian:
   a. Only when the pedestrian is in the crosswalk
   b. Only if the traffic lights are in the pedestrian's favor
   c. Always, even if the pedestrian is not obeying traffic controls

9. Before you enter an intersection, you should look:
   a. Left
   b. Left, right and left again
   c. Right

10. A red arrow on a traffic light means:
    a. You may turn in that direction
    b. You cannot turn in that direction
    c. You may turn in that direction after come to a complete stop

11. When you come to a flashing yellow light you must:
    a. Stop before crossing
    b. Wait for the green light
    c. Proceed with caution and be prepared to slow down or stop

12. A solid double yellow line in the center of the roadway:
    a. Means passing is not permitted for vehicles traveling in either direction
    b. Must not be crossed to make a left turn
    c. Must not be crossed to enter a private driveway
13. A yield sign means you should:
   a. Come to a full stop and check both ways
   b. Slow down and give way to traffic on the road you are entering or crossing, and be prepared to stop if necessary
   c. Keep a steady speed and check both ways

14. Seat belts can be most effective as injury preventive devices when they are worn by:
   a. Passengers when they are on a long drive
   b. All occupants of a car being driven on an expressway
   c. Passengers and the driver whenever they are in the car

15. Children under the age of 4 years old:
   a. May be secured in a safety seat at the parent’s discretion
   b. Must be secured in an approved safety seat always
   c. Must be secured in an approved safety seat only when driving on freeways

16. The best way for a driver to keep driving risk at a low level is to:
   a. Know your vehicle
   b. Be attentive to the driving task
   c. Study the Vehicle and Traffic Law

17. If you are angry or excited, you should:
   a. Go for a drive to forget your problems
   b. Give yourself time to cool off
   c. Control your emotions while driving

18. Your body gets rid of:
   a. Three (alcoholic) drinks an hour
   b. Two (alcoholic) drinks an hour
   c. One (alcoholic) drink an hour

19. What is the only thing that will sober you up?
   a. Fresh air
   b. Coffee
   c. Time
20. What kinds of drugs, other than alcohol, can affect your driving ability:
   a. Marijuana
   b. An allergy medicine
   c. Both of these choices

21. Drinking alcohol and driving is:
   a. The number one traffic safety problem
   b. A minor traffic safety problem
   c. Safe if you only have a few drinks

22. If you drink alcohol socially, what helps insure safe driving?
   a. Drink coffee before driving
   b. Ride home with a friend who has not been drinking
   c. Stop drinking one-half hour before driving

23. Which of the following is true - people driving under the influence of alcohol are:
   a. Every driver's problem whether they drink or not
   b. A police enforcement problem only
   c. Only a problem to those who drink

24. Which is true?
   a. Mixing drugs can have a dangerous and unpredictable result
   b. A couple of drinks improves our driving ability
   c. Both of the above

25. Which of the following does not influence the effects of alcohol?
   a. Amount of food in the stomach
   b. The body weight of the individual
   c. The height of the individual
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ADDENDUM
Modified New York State Prelicensing Course

Instructor's Manual For Learning Disabled Students
Overall Strategies

The following overall strategies for learning disabled students were used for no specific lesson but throughout the entire 5 hour session.

- Instructor must understand basic learning first before they can develop strategies
- Teaching tips
- Suitable environment for learning
- Desk arrangement
- Open discussion
- Outline
- Copy of lecture notes
- Co-teaching
- Reading
  - sense of humor
  - integrate all aspects of communication
  - motivation
  - purpose
  - categorization
- Quality not quantity
- Alternative activities
- Remembering information
- Visualization
- sound it out loud
- rhythm
- categorize
- Behavior Management
- Praise
  - genuine
  - attending
  - standing near
  - touching
  - looking at
  - interacting
- Dissatisfied with students behavior
  - look away
  - move to another part of the room
  - ignore
  - call another student
- Enlarged print activities
- Attention Deficit Disorder
  - minimize judgment
  - simple
  - active involvement
  - build the necessary base of information
  - identify missing skills
-force conceptual understanding
-be concrete and visual
-advance organization
-breakdown processes
-guide the learning process
-force attention to critical detail
-review
-accommodate styles of thinking
-guide memory storage and practice specific retrieval in a study system

Specific Strategies

The following units contain specific strategies that were used to teach learning disabled students. These strategies are identified by asterisks (*) and are placed at the end of each activity.
UNIT I: INTRODUCTION TO THE PRELICENSING COURSE

OVERVIEW

The purpose of the Prelicensing Course is to help the new driver:

- become aware of a driver's responsibilities,
- understand the "rules-of-the-road",
- use safe driving concepts and crash avoidance techniques,
- understand why it's necessary to use occupant protection devices to protect themselves and their passengers from possible injury,
- recognize the risk of driving when sleepy (fatigued) or under the influence of alcohol or other drugs.

INSTRUCTOR OBJECTIVES

The instructor shall:

1. Establish a positive learning environment,
2. Welcome students and make everyone feel comfortable,
3. Describe course procedures and general housekeeping details,
4. Invite and encourage student participation,
5. Present the rationale and mission of the course,
6. Describe the overall content of the course.
SESSION CONTENT

We will conduct class by using a discussion format which follows these general guidelines:

- We'll all pay attention when another is talking.
- Only one person will speak at a time.
- Everyone will have a chance to talk or ask questions, if time allows.
- Raise your hand and be called on before talking to avoid interrupting others.
- Look at the person you're speaking to.

A discussion format allows us to hear what everyone in the class believes about driving and sharing the highways with other drivers, a variety of vehicles and pedestrians. It also allows us to discover what beliefs we have in common with one another. By using information from a number of people, we get the most complete, and most believable, information possible about safe driving.

To make it easier for us to relax and get to know one another, we'll use name tags throughout the class.

Please make every effort to keep an open mind and not be judgmental during the classroom activities and discussions. Remember each of us is entitled to our own opinions. There are no wrong answers to discussion questions, and there are no silly questions.

Note: You'll explain where the restrooms are located and how to exit the building in case of an emergency. Finally, you'll inform them of what they must do to successfully get a Prelicensing Course Completion Certificate, MV-278. (i.e., complete the course and pass a knowledge test)
UNIT I: INTRODUCTION TO THE PRELICENSING COURSE

ACTIVITIES

The Instructor:

* Give a general welcome to the students.

* Introduce herself or himself to the students. She or he also wears a prominently displayed name tag and/or puts their name on a chalkboard or flipchart.

* Give out name tags or name tents with marking pens to the students. Students write their first name, or name that they would like to be called during the course.

* Discuss “housekeeping” information such as identifying the location of the restroom, emergency exits, telephones, food areas and any other important information.

* Explain why students need to be involved in the class and participate in the classroom exercises throughout the course.

* Explain how a “discussion” format works. She or he asks questions.

* Have everyone get acquainted by asking some of the questions listed below:

  - What is your name?

  - Where are you from?

  - How much driving experience have you had so far?

  - What kind of vehicle have you driven?

  - If you could have any vehicle you wanted, what kind do you see yourself driving?

* Name tags
* Personal introductions
* Likes/Dislikes about driving
UNIT I: INTRODUCTION TO THE PRELICENSING COURSE

STUDENT OBJECTIVE

The students will receive classroom orientation information, and indicate an understanding of prelicensing regulations and completion information.

SESSION CONTENT

Vehicle and Traffic Law, Section 502(4)a, b and c, is below:

4. Examinations. (a)...the applicant shall be required to take and pass a test, or submit evidence of passage of a test, with respect to the laws relating to traffic, the laws relating to driving while ability is impaired and while intoxicated, the ability to read and comprehend traffic signs and symbols and such other matters as the commissioner may prescribe, and to satisfactorily complete a course prescribed by the commissioner of not less than four hours and not more than five hours, consisting of classroom driver training and highway safety instruction or the equivalent thereof...The commissioner shall cause the applicant to take a vision test and a test for color blindness...

(b) Upon successful completion of the requirements set forth in paragraph (a) of this subdivision which shall include an alcohol and drug education component as described in paragraph (c) of this subdivision, the commissioner shall cause applicant to take a road test in a representative vehicle of a type prescribed by the commissioner...The commissioner may waive the road test requirements for certain classes of applicants.

(c) Alcohol and drug education component. The commissioner shall provide in the prelicensing course, set forth in paragraph (b) of this subdivision a mandatory component in alcohol and drug education of not less than two hours... The commissioner shall establish a curriculum for the alcohol and drug education component which shall include but not be limited to: instruction describing the hazards of driving while impaired or intoxicated; the penalties for alcohol-related motor vehicle violations including sanctions set forth in the penal law that apply to homicides and assaults arising out of the operation of a motor vehicle while intoxicated and those sanctions set forth in the vehicle and traffic law relating to driving while intoxicated; and the medical, biological and physiological effects of the consumption of alcohol and their impact on the operation of a motor vehicle.

The Classroom Training Completion Certificate (MV-278) will be given to you at the completion of the course. You must present a current MV-278 along with a Learner Permit to the Department of Motor Vehicles when you appear for or schedule your road test. The MV-278 certificate is valid for one year from the Date of Issuance. It is not renewable. If lost, duplicate MV-278s can be obtained from the school the student attended.
UNIT I: INTRODUCTION TO THE PRELICENSING COURSE

ACTIVITIES

* Read excerpts of Vehicle and Traffic Law, Section 502(4).

* Present the general requirements and procedures for the class, including the length of the class, knowledge test requirement, break times, dismissal times, and an explanation of when the course completion certificates will be issued.

* Describe the learning strategies to be used in the class, such as large and small group discussions, activities, brief lectures, charts, printed materials, audio visual materials, homework and others.

* Distribute a course outline to the students, write it on chalkboard or display a flipchart or poster.

* Explain and discuss the topics listed on the course outline.

* Ask students if there are any other topics that they would like to see covered.

* If choosing to use a pretest, use it now and explain why.

* Describe the Classroom Training Completion Certificate (MV-278).

* Ask students:
  - What have you heard about the prelicensing course?
  - What do you think will happen in the course?
  - What are you hoping to learn?

* Rules posted in large print in front of room
* Explanation of strategies
* Explain the importance of paying attention
UNIT I: INTRODUCTION TO THE PRELICENSING COURSE

STUDENT OBJECTIVE

The students accept the Mission of the Prelicensing Course, identify the major topics of the course, and list at least three goals.

SESSION CONTENT

The Mission of the Prelicensing Course is as follows:

The Prelicensing Course is a program designed to educate New York State's new drivers by promoting safe, courteous, defensive, and alcohol/drug free driving.

The Course Goals are as follows:

- To reduce injuries, crashes, traffic violations and property damage.
- To help students become responsible drivers.
- To learn about the dangers of fatigue, alcohol and other drugs on driving.
- To develop a positive attitude toward safe and defensive driving.
- To encourage and promote safety belt and child safety seat use.
- To learn how to fit safely into the transportation system with other highway users.
- To familiarize students with the "rules-of-the-road."

It is not unusual that students have different expectations for this course. However, it is important that, working together, course goals are met.
UNIT I: INTRODUCTION TO THE PRELICENSING COURSE

ACTIVITIES

* Distribute the Mission Statement to class, write on chalkboard or display it where everyone can see it.

* Distribute a course outline to the class, write on chalkboard or display it where everyone can see it.

* Have students offer ideas and list their responses on the board or flipchart for the following questions:

  - Why are you here?
  - Why does New York State require new drivers to participate in a prelicensing course?
  - How do you feel you can benefit from this course?
  - Can you accept the Mission Statement?
  - What do you think we will be discussing during this course?
  - What do you see as the major themes in the course?
  - Why are alcohol, drugs and driving such a major component of the course?
  - How does fatigue or drowsiness affect your driving?
  - Why is it important to know the "rules-of-the-road"?

* Why taking course
* Outline on flip chart and as a handout
UNIT II: THE TASK OF DRIVING WITHIN THE HIGHWAY TRANSPORTATION SYSTEM

OVERVIEW

Being a safe driver begins with an understanding of the Vehicle and Traffic Law. Drivers cannot act as isolated individuals on our highways.

The purpose of the Highway Transportation System (HTS) is to move goods and people efficiently, economically and safely. Efforts are continually being made to improve the System by modifying its individual components: the environment, the vehicle and the driver.

- The environment has been improved by standardization of traffic controls and laws, and by the construction of limited access highways.

- Vehicles have more safety devices, which lessen the risk of injury and death.

- Improved licensing procedures, driver safety programs, and stricter legislation for chronic offenders have all been designed to help the driver.

- HOWEVER, the driver still remains the most important component of the Highway Transportation System.

INSTRUCTOR OBJECTIVES

The instructor shall:

1. Question the students on why they drive and why others drive,

2. Discuss how driving is a social task,

3. Lead an activity on the Highway Transportation System and its components,

4. Diagram and discuss safe driver characteristics.
SESSION CONTENT

Any activity involving the interaction of two or more people can be referred to as a social activity. These activities are usually governed by written or unwritten rules designed to protect everyone. Ice skating is a social activity in the entertainment system; driving is a social activity in the highway transportation system.

For example, to ice skate, one needs the proper equipment (skates), the proper environment (a large flat area of ice), and skaters (people with the know-how to operate in the system). To drive, you need the same three basic parts: the equipment (vehicle), the environment (roads, etc.), and the drivers (people with the know-how to operate in the system).

Social activities are based on trust: trust that others know the rules as you do, and that everyone will follow the rules. No person is expected to use poor equipment that may damage the ice or road and cause another to fall or crash. If another skater or driver does not know, understand, or follow the accepted rules of behavior in that system, crashes may occur.

In skating as well as in driving, the following rules of behavior apply:

- Maintain a comfortable space around yourself. (Don't violate my space!)

- Avoid collisions. (Don't endanger me or damage my property!)

- Signal your intentions. (Let me know before you cross my path, especially if you will interfere with my "right-of-way!")
UNIT II: THE TASK OF DRIVING WITHIN THE HIGHWAY TRANSPORTATION SYSTEM

ACTIVITIES

* Have students form two groups and stand against opposite sides of room facing each other. Have them walk towards each other. Have them note common courtesies or conflicts as students pass one another with or without colliding.

* Select a few students and ask them to leave the room and reenter a few seconds later. Ask the rest of the class to note the absence of colliding as they exit and enter the room. Ask why didn't people bump into each other.

* Ask the following questions:

  - Is driving a social activity? Why?
  - What would it be like to use the roads without rules?
  - Are there rules for the social activity of driving? What are they? Where are they recorded?

* Examples discussed
* Colored paper activity
* Categorized rules of the road
SESSION CONTENT

There are many parts to each component of the HTS. The environment is composed of the road, the weather, other motor vehicles, bicycles, pedestrians, surrounding obstacles, visibility and lighting conditions. Vehicles differ by type, age and condition. Drivers also vary in many ways, such as age, sex and fitness levels. While no driver can control weather or the actions of other drivers, each driver can control his or her own behavior.

Driving is based on trust and being able to predict the actions of others. A person trusts that their car will perform as planned, the road will be in good shape, the weather will be manageable and other drivers will drive safely. A sudden failure of one vehicle, a change in the weather or traffic density, or the failure of a driver to obey traffic laws, can greatly increase the likelihood of a collision.

The most important part of the HTS is you, the driver. Drivers are responsible for over 90 percent of all collisions, while the other parts of the HTS are responsible for the remainder. The driver is the least predictable component. However, he or she is the only component that can react to changing conditions.

NOTE: Instructors should highlight the role played by pedestrians in the HTS. Although the problem is larger in urban areas, pedestrian injuries occur in all geographic areas. 30% of the traffic hospitalizations and fatalities in New York State are suffered by pedestrians and bicyclists.
UNIT II: THE TASK OF DRIVING WITHIN THE HIGHWAY TRANSPORTATION SYSTEM

ACTIVITIES

* Divide the class into 3 groups (a large class can be divided into 6 groups). Groups will be assigned one traffic component, and will identify as many parts of the HTS as possible. Group recorders will write down their responses and present them to the class.

* Show the class a model of the traffic system represented by a circle divided into three unlabeled parts. Use student responses to label the diagram.

* Ask the following questions:
  - What are the three basic parts of the HTS?
  - Which part is the least predictable?
  - Which part of the HTS is most important? Why?
  - Which part of the HTS is the most difficult to control? Why?
  - How does the driver affect the other parts of the HTS?
  - Which part of the HTS causes the most crashes?
  - Which part of the HTS is best able to compensate for changes in the other parts?

* Categorization
* Index card activity
* Cooperative learning
To be a safe driver, each motorist must have the following characteristics:

**Physical fitness**, or the ability to use their body to operate the vehicle.

**Mental fitness**, or the ability to properly react to the information drivers receive from their senses.

**Driving skills** that develop by behind-the-wheel experience.

**Knowledge**, or continually acquiring information a driver can use to safely operate a vehicle.

**Good Driving Habits**, or combinations of skillful driving actions a driver learns to perform repeatedly, almost unconsciously.

**Emotional fitness**, or the ability to control the effects of one's feelings on driver performance.

**Attitude**, or one's whole approach to life which is often reflected in the way that person drives.
UNIT II: THE TASK OF DRIVING WITHIN THE HIGHWAY TRANSPORTATION SYSTEM

ACTIVITIES

* Draw the arch on a chalkboard or post it on a chart. Fill in arch and discuss each characteristic.

* Ask the following questions:
  - What does it take to be a safe driver?
  - What does "impaired driving" mean?
  - How do our habits affect our driving?
  - What does it mean to be physically fit to drive?
  - Emotionally fit to drive?
  - Can you be emotionally fit to drive sometimes and not at other times? Explain.
  - What are some skills a person must have to drive safely?
  - How does a driver's attitude affect his or her driving?

ARCH OF DRIVER SAFETY

* No change of strategy needed
UNIT II: THE TASK OF DRIVING WITHIN THE HIGHWAY TRANSPORTATION SYSTEM
UNIT III: DRIVER HABITS AND SKILLS

OVERVIEW

Safe driving is dependent upon learning good skills and practicing good habits. A driving habit is an action taken regularly. An example of this would be wearing a safety belt. A driving skill is the ability to use your knowledge effectively and readily. An example of a good driving skill is practicing the “two-second” rule while following behind another vehicle.

INSTRUCTOR OBJECTIVES

The instructor shall discuss:

1. The development of safe habits and skills emphasizing the safety belts,
2. The “rules-of-the-road,”
3. How decision-making breaks down,
4. Sharing the road with other highway users,
5. Driving on one-way streets, expressways, and at intersections,
6. The correct procedure for making turns and changing lanes,
7. Traffic lights and pavement markings and traffic signs,
8. The dangers associated with sleepiness and fatigue in relation to driving.
SESSION CONTENT

Defensive driving may be defined as driving to prevent crashes, driving carefully, making allowances for other drivers and allowing for changes in the highway environment.

Crash prevention and crash avoidance are achieved by:

1. Using your senses and developing good perceptual skills,
2. Making correct decisions and acting accordingly,
3. Driving carefully to minimize intentional errors,
4. Making allowances for the lack of skills or bad attitudes of other drivers,
5. Allowing for changing weather and road conditions or the actions of pedestrians and other drivers,
6. Conceding the right-of-way when necessary to prevent a crash,
7. Recognizing a crash-producing situation far enough in advance to prevent it.

To act appropriately in a given situation, the driver must first see the hazard. Sometimes, however, a driver's vision is blocked or impaired causing a blind spot. Two very significant blind spots for drivers occur on the left and right sides of the vehicle in the area of the vehicle's rear quarter, when using side and rearview mirrors. A driver must usually turn his or her head in order to make sure there is nothing in the blind spot before moving the vehicle. All mirrors have blind spots.

Seeing a hazardous situation is not enough if there is no recognition or perception that the objects, or situations pose a threat. Perception, then, is understanding the implications of what is seen.
ACTIVITIES

- Conduct a discussion about defensive driving and what this means to the driver.

- Move a pencil close to the eye (within an inch or two; not the sharpened end) to show how a large blind spot can be created by a small object.

Questions to ask:

- Are actions of other drivers predictable?

- One objective of defensive driving is to avoid being in a situation in which you must rely on your safety belts to save you. What do we mean by a defensive driver?

- What is a blind spot?

- Could a bicyclist, motorcyclist or pedestrian be hidden in the blind spot? Could a van, a bus or a tractor trailer?

- What is the difference between seeing something and perceiving it as a risk?

360° OF VISION

* Outside hands-on car activity
SESSION CONTENT

All drivers need to use their vision to see the traffic scene, and to search for any conflicts or potential collisions. Drivers must see not merely what they want to see, but what actually exists. For example, crashes between two-wheeled vehicles and cars are often due to the driver not seeing the motorcyclist or bicyclist. Another example is an automobile driver who may travel over a railroad crossing daily without ever seeing a train; eventually they may stop looking for them. Familiarity breeds complacency. The defensive driver always expects the worst.

One system of defensive driving advocates maintaining a cushion of space between your vehicle and other roadway users. The “space cushion system” of driving follows these five steps:

1. **Look far ahead and be alert** to potential hazards.
2. **Get the big picture** (see everything on both sides of the highway).
3. **Keep your eyes moving** (use scanning techniques).
4. **Leave yourself an out** (plan where you will steer or leave room to stop).
5. Make sure other highway users **see you** (signal others and use eye contact).

Practicing these steps and maintaining a safe following distance will give you the space and time you need to react to any emergency situation.

By communicating your intentions to others, you can let them know what you plan to do. You can communicate your intentions to other highway users in many ways. Two of the more common are the horn and the directional signals. By using these devices, you communicate with other drivers, thus making your own moves more predictable. You can also use hand signals, lane positioning of your vehicle headlights and eye contact to communicate with others.

Obeying traffic laws about signaling is a way of making your own actions more predictable. By doing things out of the ordinary—such as using your headlights during daylight hours—you can make your presence known to other highway users by calling attention to your vehicle. However, you should be careful to avoid doing anything that may confuse or misinform others.
UNIT III: DRIVER HABITS AND SKILLS

ACTIVITIES

* Relate driver communication to how we communicate in other social activities.

* Discuss ways drivers communicate with other highway users.

* Questions to ask:
  - What does "space cushion driving" mean?
  - What are the five steps of "space cushion driving"?
  - What assumptions do we make from other driver's "cues"?
  - Are they valid assumptions?
  - List other highway users.
  - How can you influence the behavior of other highway users?
  - How does proper or improper communication affect the predictability of driver actions?

Video/Film

* Managing Space and Time For Safe Driving

* Choosing correct card activity
SESSION CONTENT

Here are the right-of-way rules:

1. A driver approaching an intersection must yield right-of-way to traffic already lawfully using the intersection.

2. If a driver approaching from the opposite direction reaches an intersection at about the same time you do, the driver turning left must yield to approaching traffic going straight or turning right.

3. At intersections not controlled by signs or signals, or where two or more drivers stop at STOP signs at the same time and they are at right angles to one another, the driver on the left must yield right-of-way to the driver on the right.

4. A vehicle entering a roadway from a driveway, alley, private road or any other place that is not a roadway must stop and yield right-of-way to traffic on the roadway, and to pedestrians.

5. Drivers must yield to pedestrians legally using marked or unmarked crosswalks.

6. You may not enter an intersection if traffic is backed up in front of you and you cannot get all the way through the intersection. Wait until traffic ahead clears, so you don’t block the intersection.

7. A driver entering a traffic circle, sometimes called a rotary, must yield the right-of-way to drivers already in the circle.

8. Drivers must pull over and stop for an emergency vehicle even if it is coming towards you in the opposite lane.

9. Drivers must stop their vehicle before reaching a school bus displaying red “cross-over” lights, and may proceed only when signaled by a police officer or driver, or until bus resumes motion, or the “cross-over” lights are turned off.
ACTIVITIES

- Diagram an intersection on the chalkboard.
- Diagram a school bus on the road, and discuss where other drivers are to stop.
- Questions to ask:

  - You are stopped at a stop sign, and you plan to go straight through the intersection. A driver on the intersecting road has stopped at a stop sign on your right, and is also going to go straight. Who must yield the right-of-way?

  - You are coming out of a parking lot, and you plan to turn right onto the street. A vehicle is approaching from your left. Who must stop and wait?

  - You are stopped at a red light. A pedestrian steps into the crosswalk, and then the light turns green. Do you have to wait for the pedestrian to cross?

  - If two drivers enter an intersection from opposite directions at the same time, one going straight, the other turning left, which must yield the right-of-way?

  - If you enter an intersection to make a left turn, but oncoming traffic prevents you from making the turn right away, what should you do?

  - What must you do if you are entering a road from a driveway?

  - You are facing a green light, but traffic on the other side of the intersection would keep you from going all the way through the intersection. May you enter the intersection?

  - Does a vehicle about to enter a traffic circle or rotary have right-of-way over vehicles already in the circle?

  - What should you do if you hear a siren nearby, but you can’t see where the emergency vehicle is?

  - How far before a turn must you signal?

  - When preparing for a right turn, should you stay as close to the center of the lane as possible?

  - Where should you position your vehicle when preparing to make a left turn from a two-way roadway into a one-way roadway?

* Magnetic highway board
SESSION CONTENT

You make thousands of decisions daily. Many are relatively unimportant. (Do I watch Channel 3 or Channel 12 on television tonight?) and some are very important (Which job should I take?). Driving involves the decision-making process. Driving requires you to make six to ten different decisions every minute.

Decisions are made in one of two different ways. One way is intuitive, which means doing what your “gut” tells you. The second way is deductive, meaning reaching a conclusion by reasoning.

Driving is 99 percent deductive reasoning, and follows a step-by-step process: Identify, Predict, Decide and Execute. It’s called the “IPDE” process.

1. “Identifying” is gathering information through the senses. Searching for clues, gathering data and accumulating facts in relation to driving is the way we identify.

2. “Predicting” or analyzing the scene. You make predictions based on knowledge, experience and the information you have gathered.

3. “Decide” what is the best action for you to take. You need to choose the safest option.

4. “Execute” or act upon your decision.

Example of IPDE:

A motorist spots a bicyclist traveling on his/her side of the road who is going in the same direction. Knowing that bicyclists may swerve into the roadway to avoid hazards, the driver decides to move his/her car to the left portion of the lane as a precaution.

REMEMBER, DRIVING DESERVES YOUR FULL ATTENTION.
UNIT III: DRIVER HABITS AND SKILLS

ACTIVITIES

- To demonstrate decision-making, toss a plastic golf ball to a student. Then toss 5 to 6 plastic golf balls to a student. This demonstrates the difference between simple reaction and complex reaction.

- Facing the class, demonstrate proper eye movement (scanning).

- Questions to ask:
  - How are decisions made?
  - Why are some decisions harder to make than others?
  - What are the steps in the IPDE process? Discuss each one.
  - What would happen if you drove with your eyes fixed just on the car ahead of you?
  - Where should you be looking while driving?
  - What special hazards can you expect when approaching a driveway in a residential neighborhood? a driveway in the country?
  - What do drivers do that interfere with their driving?
  - Can you spot drivers who are doing these other activities? How?

* No change of strategy needed
STUDENT OBJECTIVE

Students will discuss the driving procedures to follow regarding intersections, turns, and lane changes.

SESSION CONTENT

The majority of crashes occur at intersections. Often, drivers do not know or aren’t willing to practice safe driving habits/skills at intersections. Below are some important skills to learn.

1. **Stop signs and red lights.** Drivers must come to a full stop before entering a crosswalk and yield the right-of-way to vehicles and pedestrians in the intersection. Go only when it is both safe and legal.

2. **Right turns on red.** If it is not permitted, a sign is to be located on the right side of the road; sometimes an additional sign is next to the traffic light. Drivers who make a right turn on red must stop completely and follow the rules stated above.

3. **Arrow traffic light.** The arrow designates lane position; the color tells a driver what to do.

4. **Lane positioning.** Vehicle placement both puts you in a position to execute any maneuver and helps communicate to others your intentions. For example, if you’re going to make a left turn from a one-way street, you are to position your vehicle in the furthest left lane. When making a right turn, ideally, you strive to place your vehicle three to five feet from the curb.

5. **Left turn from a middle lane.** Some roads now have a middle lane, which is to be used for making a left turn. This lane was created to enable traffic to continue unimpeded, by permitting a driver to place the vehicle in the middle lane while waiting for a gap in traffic to make a left turn.

**REMINDER:** LANE CHANGING REQUIRES THE USE OF SIGNALS AND A TURN OF THE HEAD TO CHECK THE BLIND SPOTS. ALSO, WHEN TURNING, EXPAND YOUR SCANNING FOR PEDESTRIANS ABOUT TO CROSS OR ENTER YOUR PATH.
ACTIVITIES

* Ask the students to list the different steps for making a turn.

* Draw an intersection on the chalkboard and discuss the different types of turns with the class.

* Draw a 4-lane road and ask students how they should make lane changes.

* Questions to ask:
  - How do you make a proper left turn?
  - What is the correct way to make a right turn when facing a red light?
  - When waiting at a traffic light with a left arrow facing you that is red, what are you to do?
  - When the light turns green with a red left arrow facing you, what are you to do?
  - Where should you position your car for a left turn on a two-lane road? a four-lane road? a road with a center lane?
  - When making a lane change, list other highway users who could be hidden from view because of the blind spot.

* Magnetic highway board
UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

Students will discuss driving on an expressway, a one-way street and backing a vehicle.

SESSION CONTENT

An expressway entrance ramp is typically (unless there is a stop or yield sign or traffic light on the ramp) for accelerating to the proper speed. After entering the expressway, you are to execute a proper lane change to blend in with traffic.

Exit ramps are for slowing down. Unless the exit ramp is short, do not apply the brakes while still on the expressway. Once you are on the exit ramp, slow down.

Most drivers spend the least amount of their driving time on one-way streets. Identifying them is essential. Besides the “one-way” sign, other indicators that you’re on a one-way street are the presence of regulations signs facing you on the left, and parked cars on both sides of the street all facing the same way.

To back up a vehicle safely, you need to shift into reverse, look directly in the direction the car will travel, and turn the steering wheel in the direction you want the vehicle to go. Glancing to the side and into the mirrors is helpful to assure that there is nothing in your way.
UNIT III: DRIVER HABITS AND SKILLS

ACTIVITIES

* Ask students how they should:

1. Properly use expressways,

2. Back up a vehicle,

3. Use/recognize one-way streets,

* Diagram an intersection or use a magnetic board with cars to properly demonstrate the correct way to entrance and exit ramps on expressways.

* Incorporate discussion on driving techniques with the IPDE technique of decision making.

* Questions to ask:

- What is the proper way to exit and enter an expressway?

- Which way do you move the steering wheel of a car if you want to back up to the right?

* Categorization
SESSION CONTENT

When passing other vehicles or changing lanes to avoid hazards, do so with caution and only when necessary. You may not exceed the speed limit to pass another vehicle. Please use directional or hand signals, as the law requires, at least 100 feet before making a lane change. You may never pass a vehicle which has stopped at a crosswalk to allow a pedestrian to cross.

Passing on the Left: The left lane is usually used for passing other vehicles. That’s why it is often called the “passing lane.” However, you may not pass a vehicle on the left if:

*Your lane has a solid yellow center line.
*You cannot safely return to the right lane before reaching a solid yellow center line for the right lane.
*You cannot safely return to the right lane before any approaching vehicle comes within 200 feet of you.
*You are approaching a curve or the crest of a hill on a two-way road and cannot see around or over it.
*You are within 100 feet of a railroad crossing a bridge, tunnel or viaduct on a two-way roadway.
*Passing will interfere with oncoming traffic.

Passing on the Right: You should usually pass other vehicles on the left, but passing on the right is allowed in certain situations. You may pass on the right:

*When a vehicle ahead is making a left turn.
*When you are driving on a one-way road that is marked for two or more lanes or is wide enough for two or more lanes, and passing is not restricted by signs.
**Being Passed:** If another vehicle passes you on the left, slow down slightly and keep to the right. When the vehicle has safely passed and is well ahead of you, resume your normal speed. If you find that many vehicles are passing you on the right, you should move into the "slower" right lane and allow them to pass you on the left.

**School Buses:** When a school bus stops and flashes its red light(s), traffic approaching from either direction must stop before reaching the bus. You should stop at least 20 feet away from the bus. You must stop for a school bus even if it is on the opposite side of a divided highway.

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**ACTIVITIES**

**Questions to ask:**

- In most situations, on which side should you pass another vehicle going in the same direction?

- What should you do before passing another vehicle?

- What should you see in your rear view mirror before attempting to return to the right lane after passing a vehicle on the left?

- In what situations may you pass a vehicle on the right?

- When may you pass a vehicle stopped at a crosswalk to allow a pedestrian to cross?

- What action should you take when another vehicle passes you on the left?

What do flashing red lights on a school bus mean?

* No change in strategy needed
SESSION CONTENT

Signs
Traffic signs tell you about traffic rules, special hazards, where you are, how to get where you’re going and where services are available. The color of traffic signs gives clues to the type of information they provide:

1. **STOP Sign** (Red, with white letters.) Come to a full stop, yield the right-of-way to vehicles and pedestrians in or approaching the intersection. Go when it is safe. You must come to a stop before the stop line, if there is one.

2. **YIELD Signs** (Red and white, with red letters). Slow down as you approach the intersection. Prepare to stop and yield the right-of-way to vehicles and pedestrians in or approaching the intersection. You must come to a full stop at a YIELD sign if traffic conditions require it.

3. **REGULATION Signs** (White, with black and/or red letters or symbols.) Give you information about rules for traffic direction, lane use, turning, speed, parking, and other special requirements.

4. **WARNING Signs** (Yellow, with black letters or symbols.) You are approaching an especially hazardous location or a place where there is a special rule. Be especially cautious when you see a warning sign.

5. **RAILROAD CROSSING** (Yellow with black letters “RR” and “X” symbol.) There is a railroad crossing ahead. You should use caution, and you may have to stop. Most buses and some trucks must stop at railroad crossings.

6. **WORK AREA Signs** (Orange, with black letters or symbols.) People are working on or near the roadway, and traffic may be controlled by a flag person. A work area speed limit of 35 MPH may be posted.
UNIT III: DRIVER HABITS AND SKILLS

ACTIVITIES

Questions to ask:

- What is the usual color of a warning sign?
- What color is a destination sign?
- What must you do at a STOP sign?
- What color is a railroad warning sign?

* Achievement-motivation Theory
Sign Dart Game
Traffic lights are usually red, yellow and green from top to bottom, or left to right. At some intersections, there are single red, yellow or green lights. Some traffic lights are steady, others flash. Some are circular, and some are arrows. Here is what various traffic lights mean:

**STEADY RED**: Stop. Do not go until the light is green. You may make a right turn at a steady red light after coming to a full stop and yielding the right-of-way to oncoming traffic and pedestrians. You may make a left turn at a steady red light when turning from a one-way road into another one-way road after coming to a full stop and yielding the right-of-way to oncoming traffic and pedestrians.

You may not make a turn at a red light if there is a NO TURN ON RED sign posted, or another sign, signal or pavement marking prohibits the turn. Also, turning on a red light is not allowed in New York City unless a sign is posted permitting it. The driver of a school bus carrying pupils may not turn right on any red light. Always watch for pedestrians in the crosswalks when turning on red.

**FLASHING RED**: Means the same as a STOP sign: Stop, yield the right-of-way, and go when it is safe.

**RED ARROW**: Do not go in the direction of the arrow until the red arrow goes out and a green light or arrow goes on. A right or left on red turn is not permitted at a red arrow.

**STEADY YELLOW**: The light is changing from green to red. Be ready to stop.

**FLASHING YELLOW**: Drive with caution.

**YELLOW ARROW**: The protection of a green arrow is ending. Be prepared to stop.

**STEADY GREEN**: Go, but yield the right-of-way to other traffic.

**GREEN ARROW**: You may go in the direction of the arrow, but you must yield the right-of-way to other traffic at the intersection as required by law.
ACTIVITIES

Questions to ask:

- What would you do when facing each of the following:

(1) a steady yellow light
(2) a flashing yellow light
(3) a steady red light with a green arrow pointing left
(4) a flashing red light

* Remembering information techniques
UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

Students will know and recognize pavement markings and traffic officers.

Pavement Markings

Lines and symbols on the roadway divide lanes and tell you when you may pass other vehicles or change lanes, which lanes to use for turns, and where you must stop for signs or traffic signals.

Single broken line: You may pass other vehicles or change lanes if you can do so safely and not interfere with traffic.

Solid line with broken line: If you’re on the side with the solid line, you may not pass other vehicles or cross the line except to make a left turn into a driveway. If you’re on the side with the broken line, you may pass if it is safe to do so, and will not interfere with traffic.

Double solid lines: You may not pass, or change lanes

Single solid line: You may pass other vehicles or change lanes, but you should do so only if obstructions in the road make it necessary, or traffic conditions require it.

Stop and Crosswalk Lines: When required to stop because of a sign or light, you must stop before reaching the stop line, if there is one, or the crosswalk.

Traffic Officers

Directions given by traffic officers take precedence over signs, signals or pavement markings. Among those authorized to direct traffic are police officers, peace officers such as on-duty auxiliary or fire police, and highway work area flag persons.
UNIT III: DRIVER HABITS AND SKILLS

STUDENT ACTIVITIES

Questions to ask:

- What does it mean if an edge line slants in toward the center of the road?

- What do each of these types of lines mean: single broken, single solid, double solid, solid and broken together?

- If an intersection has crosswalk lines but no STOP line, where would you stop for a red light at that intersection?

- What type of pavement marking is used to show you which lane you must use for a turn?

- Which of the following must you obey over the other three: steady red light, flashing red light, STOP sign, police officer?
SESSION CONTENT

Driving is a complex mental task that deserves your full attention. However, most drivers frequently devote part of their attention to other things while driving, such as eating, talking on the telephone, listening to music and discussions with passengers. It is dangerous to treat the driving task too casually.

If you drive at 55 miles per hour, your vehicle is traveling at 87.4 feet per second. To divert your attention for only a few seconds (to look for a cassette tape, or dial a telephone number, or rummage through your wallet for toll money, for instance) results in your vehicle traveling hundreds of feet while your attention is elsewhere.

Many cars come equipped with cigarette lighters, cup holders, radios, cassettes, CD players, reading lights, and other accessories. Ideally, drivers should not engage in other activities while driving. However, with preparation and common sense, you can do other tasks while keeping the chance of being in a crash low.

1. Before you drive, prepare yourself by having toll money available, a cassette tape already loaded, sunglasses at your fingertips, etc.

2. Choose optional equipment and accessories carefully. Some car radios, telephones and "CBs" are confusing to operate; some accessories create clutter and are distracting.

3. Delegate some activities. If you have a passenger in the vehicle with you, have him or her dial the telephone, or change the cassette.
4. Pull off the road to rummage through your cassettes, or chase a bee out of the car, or read a map.

5. Avoid certain activities. Smoking, drinking hot beverages, reaching down to the floor and other activities are dangerous.

6. Postpone or delay the activity. The driving scene changes every few seconds. Don't change your radio station at an intersection, or in "tight" driving situations. Wait for a low risk situation, such as while waiting at a traffic light, or when traffic is minimal.

7. Practice good seeing habits. Don't look at passengers when talking to them. Glance quickly at the radio when changing stations.

8. Keep a clear head. Don't daydream while driving. Replaying an argument in your mind or trying to make an important personal decision while driving is dangerous.

**ACTIVITIES**

- Ask students what activities they've observed other drivers doing; list them on chalkboard or flipchart.

- Questions to ask:
  - What things should you take care of before you start to drive to minimize driving risks?
  - How can you reduce the chance of being involved in a crash if you needed to talk on a cellular telephone? Find money for tolls? Search for sunglasses?

* No change in strategy needed
SESSION CONTENT

All drivers need to determine a safe following distance between vehicles. The best way to determine this distance is to stay at least two seconds behind the car immediately ahead. The formula of one car length for each ten miles per hour of speed is sometimes used to define a safe following distance. However, some people have a difficult time judging distances accurately while in a moving vehicle. These formulas apply on dry pavement under good driving conditions. You may need to double or triple your following distance if you are driving in rain, or other adverse conditions.

To practice the two second rule, first choose a stationary object on or alongside the road. When the rear bumper of the vehicle ahead reaches the object, begin to count “one thousand one, one thousand two.” If you complete counting to two before passing the stationary object, your following distance is adequate.

Stopping distance consists of reaction distance and braking distance. Reaction distance is the distance traveled during the time a driver sees the hazard and reacts to it by braking. Braking distance is the distance traveled from the time braking begins until the vehicle comes to a stop. Proper searching and seeing habits can help shorten stopping distance.

A person’s normal reaction time is .75 seconds when that person must react to something that surprises him/her. This is called complex reaction time.

The practice of covering the brake is accomplished by placing your foot just above the brake pedal. This is done to shorten one’s reaction time, which might be necessary in situations such as approaching children playing near the road or approaching a stale green light. A stale green light is one that is green when you first see it, and may turn to caution (yellow) at any time.

Speeding influences vision, stopping distance, and crash survival as:

1. Peripheral vision decreases
2. Stopping distance increases
3. The force of impact increases
4. Chances of survival decrease
UNIT III: DRIVER HABITS AND SKILLS

ACTIVITIES

* Hold a dollar bill vertically. Have student hold their thumb and index finger 1/4 inch apart below the bill. Release bill without warning. Student attempts to grasp it as soon as it is released; most people fail to grasp it.

* Have students list situations where covering the brake is beneficial.

* Questions to ask:
  - What is reaction time?
  - What is reaction distance?
  - What is stopping distance?
  - What is braking distance?
  - How can searching and seeing habits influence stopping distance?
  - What are examples of good searching and seeing habits?
  - What are the benefits of covering the brake?
  - How does covering the brake aid the driver in a potential crash situation?
  - Explain the two second rule.

Videos/Films

* The Smart Brake System

* No change in strategy needed
UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

Students will describe hydroplaning, how to prevent it, and how to handle a skid.

SESSION CONTENT

During the first 5 to 10 minutes of a rainfall, the roads are at their slickest. This occurs because the water mixes with surface dirt and oil to form a slippery film. This film greatly reduces the ability of your tires to grip the road. At speeds as low as 35 mph, the tires of a vehicle will begin to skim along the wet surface of the road, much like a water-skier zipping across the surface of a lake. The car may completely lose contact with the road and be moving on a thin film of water. This is called hydroplaning. Hydroplaning is very dangerous because it severely limits your ability to control your car. To reduce the chance of hydroplaning, reduce speed by about one-third when driving on wet roadways.

The best approach to recover from a skid is the same for both front and rear-wheel drive vehicles. If your rear wheels start to skid:

- Ease off the gas.
- Turn the steering wheel in the direction you want the front wheels to go.
- Don’t hit the brakes, it will just make the skid worse.
- If your rear wheels start sliding the other way as you recover, ease the steering wheel toward that side. You might have to steer left and right a few times to get your vehicle completely under control.

If your front wheels skid:

- Take your foot off the gas and shift to neutral, but don’t try to steer immediately.
- As the wheels skid sideways, they will slow the vehicle and traction will return. As it does, steer in the direction you want to go. Then put the transmission in “drive” or release the clutch, and accelerate gently.
To avoid skids, brake carefully and gently on snow or ice. "Squeeze" your brakes in slow, steady strokes. Allow the wheels to keep rolling. If they start to lock up, ease off the brake pedal. As you slow down, you may also want to shift into a lower gear. When sleet, freezing rain or snow start to fall, remember that bridges, ramps, and overpasses are likely to freeze first. Also be aware that slippery spots may still remain after road crews have cleared the highways.

**NOTE:** Some cars now come equipped with an anti-lock braking system (ABS). Drivers should not pump the brakes when the car has ABS; the brakes in cars with ABS automatically pump themselves. You must use steady, firm brake pressure if you are in a skid.

* No change in strategy needed
UNIT III: DRIVER HABITS AND SKILL

**STUDENT OBJECTIVE**

Students will describe other highway users and how to safely share the road with them.

**SESSION CONTENT**

Pedestrians are the highway users most at risk. Be especially watchful when making a right turn; i.e., pedestrians legally crossing at intersections always have the right-of-way. Children are the least predictable and hardest to see pedestrians. Take extra care to look out for children, especially near schools, bus stops, playgrounds, parks, and behind parked cars on the road.

Bicyclists and moped users have the right to share the road, traveling in the same direction as vehicles. Like pedestrians, bicyclists are difficult to spot and have little protection. Approach bicyclists with extreme caution. Give them room and perhaps slow down when passing; air pressure from a quickly passing vehicle can throw a bicyclist off balance. You must yield the right-of-way to a bicyclist.

Motorcyclists also share problems faced by bicyclists: lower visibility, and less stability and protection. It is often hard to judge how far away a motorcycle is or how fast it is going. Many car and motorcycle crashes occur when the car driver turns left in front of a motorcyclist after misjudging the cyclist's speed or distance. A motorcyclist has the right to the full use of a lane and may change position within a lane to get a clearer view of traffic and avoid hazards.

Farm vehicles, construction equipment and vehicles drawn by animals must display on the rear the slow moving vehicle emblem. Use caution when approaching a slow moving vehicle and be sure it is safe before passing.

Horseback riders are to ride single file near the right curb or road edge. The law requires you to use care when approaching a horse; it is illegal to sound your horn when approaching or passing a horse.

Large vehicles, such as tractor trailers, buses and large trucks, should not be followed so closely that its driver can't see you in their rearview mirrors, or your view of the road ahead is blocked. It takes longer to pass a big truck or bus on level pavement than it does to pass another car. When going downhill, a large vehicle is likely to go faster, requiring even more time for you to pass it. However, large vehicles may be easier to pass when going uphill, where they lose speed. Pay close attention to a large vehicle's turn signals. Trucks and buses may make wide right turns, leaving an open space to their right. To avoid a crash, don't pass a truck or bus on the right if there is a possibility it might turn right. If a truck is backing into a loading area and blocking the roadway, wait until the driver backs off the road before proceeding. Leave space when you stop at a light or sign behind a truck or bus, especially when facing uphill; it may roll back slightly when starting.
UNIT III: DRIVER HABITS AND SKILLS

ACTIVITIES

* Direct students who seek more information on bicycles to read brochures such as "Bicycling in New York," available at motor vehicle offices.

* Students can be put into groups of three to four and given five minutes to discuss and list the various special problems associated with sharing the road with others.

* Discuss importance of sharing the road and share examples of common child cyclist injury situations.

* Discuss in-line skaters often using roadways and the potential hazards.

* Questions to ask:
  - Name some others who share the road with automobiles. Put their response on a chalkboard or flipchart, then ask them...
  - What special hazards do they present?

TRAVELING AT 50 MPH

* No change in strategy needed
SESSION CONTENT

Temporary impairments, such as those caused by illness, injury, distractions, and alcohol or other drugs, can be extremely detrimental to driving. However, the dangers produced by driver sleepiness is far greater than is generally recognized. Approximately one out of every two fatal motor vehicle crashes on the New York State Thruway is caused by a sleepy driver.

The likelihood of falling asleep at the wheel is more common than most people realize. One out of five drivers admits to falling asleep at the wheel at least once. Many other sleepy drivers who deny falling asleep at the wheel may, nonetheless, have had microsleeps while driving. (Microsleep occurs when a drowsy driver is overtaken by involuntary "naps" that last four to five seconds.)

Many drivers don't realize that they have no voluntary control over whether they fall asleep. They also don't realize that they cannot predict when they are about to fall asleep. In a test situation, nearly 80% of drivers thought that they could predict when they were about to fall asleep behind the wheel; they were proven wrong. The mistaken idea that a motorist can predict when he or she is about to fall asleep creates a false sense of security in the sleepy driver.

Even if the sleepy driver does not actually fall asleep, driving ability is seriously impaired by sleepiness in the following ways:

1. Visual misperception: The driver misinterprets what he or she sees on the road.

2. Increased reaction time: The driver responds more slowly to changing road or vehicle conditions.

3. Decreased attention span and reduced information processing: The driver has difficulty concentrating on the road and vehicle conditions and has a diminished ability to process that information to make appropriate driver decisions.
UNIT III: DRIVER HABITS AND SKILLS

4. **Diminished judgment:** The driver has an increased likelihood of making decisions based on poor judgment, such as attempting risky maneuvers like passing other vehicles without fully surveying the situation.

5. **Impaired problem-solving ability:** The driver has less ability to get out of dangerous situations.

6. **Decreased vehicle control:** The driver has a greater tendency to poorly control the vehicle, such as allowing it to drift from lane to lane.

**ACTIVITIES**

* Ask for examples of drivers they know of who have fallen asleep while driving.

* Questions to ask:

  - Do you know anyone who has fallen asleep while driving? What happened?

  - Have you ever fallen asleep when you didn't even know you were tired? —In school? —Watching television? —Doing homework? When did you realize that you'd been sleeping? How long were you asleep?

* Scenarios
* Motivation to respond
* Large bold print on handouts
* Categorizing information
* Purpose for each activity was given
SESSION CONTENT

STAYING AWAKE -- Before you drive:

- Be realistic -- rather than trying to cover a long distance in one shot, plan on stopping for a short rest or an overnight stay.

- Avoid alcohol and other drugs -- even one drink will make a slightly tired person more drowsy. Avoid medicines, such as allergy pills, that induce drowsiness.

- Travel rested -- get plenty of rest the day before.

- Respect your body clock -- if you drive when you normally sleep, you're fighting your body's natural rhythm. Avoid this, or make plans to rest along the way.

STAYING AWAKE -- On the road:

- Nap -- a short rest may be an effective remedy to sleepiness. Find a safe place such as a lit parking lot of an open restaurant or store, or a designated "rest stop."

- Stay stimulated -- listen to the radio (a talk show will keep you more alert than music), open a window, chew gum.

- Share the ride -- a travel partner can keep you awake with conversation and give you a break from driving.

- Take a walk -- get out at a rest stop just to take a quick walk to the rest room or stroll around for five minutes. Even a short break is helpful.

- Drink caffeine -- but remember that the effects begin to wear off in an hour or so.
UNIT III: DRIVER HABITS AND SKILLS

- Recognize the warning signs -- if your eyes get droopy, your head nods down, your sight begins to diminish, your attention to the driving tasks wanders, or you can’t stop yawning, you are at risk.

- Deterioration of your driving -- if you drift back and forth in your driving lane, inadvertently tailgate other vehicles, or misread traffic signs, you are at risk.

ACTIVITIES

- Ask for examples of ways to avoid sleepiness prior to driving.
- Ask for examples of ways to stay alert and fresh while driving.
- Questions to ask:
  - What causes driver sleepiness?
  - What causes driver inattention?
  - If you were going to go on a 400-mile vacation in two days, what should you do to avoid sleepiness and fatigue before you drive?
  - How can you prepare yourself to avoid sleepiness and inattention while driving?

* Attention techniques
UNIT III: DRIVER HABITS AND SKILLS

STUDENT OBJECTIVE

The students will explain the requirements of the New York State safety belt law and the rationale for having the law.

SESSION CONTENT

Around the world, more than 40 countries and provinces have enacted mandatory seat belt laws. Statistics on Australia, one of the first to institute such a law in 1970, show that 95 percent of people regularly wear safety belts. Sweden and Great Britain have 90-95 percent seat belt use. Fatalities dropped by about 50 percent in these countries.

New York State law requires that all drivers and front seat passengers of motor vehicles operated in New York State (including those registered elsewhere) must wear safety belts. Children under age four must ride in federally approved child safety restraints. The law, in effect since January 1, 1985, carries a fine of up to $50 for non-compliance. In addition, seeing that safety belts are in good working order is now a part of the annual inspection of automobiles registered in New York State.

When used correctly, child safety seats are 71% effective in reducing fatalities, 67% effective in reducing the need for hospitalization, 50% effective in preventing minor injuries. Do not position an infant so it faces the front of the vehicle. Infant seats are designed to face the rear of the vehicle. Do not place a rear-facing infant seat in the front seat of a vehicle equipped with a passenger side air bag. Review the instructions in the owner's manual before securing a seat in a car with automatic seat belts.

Drivers may be issued summonses if they or any of their passengers under 16 do not obey the law. Passengers age 16 and older may be ticketed if they do not comply. Furthermore, a jury could reduce the amount of recovery in any lawsuit for injuries and losses an individual incurred in a crash where the person was not wearing a safety belt.

Certain vehicles are exempt from the safety belt law. These include taxis, liveries, all 1964 and older model vehicles and buses. School bus drivers have been required to wear safety belts since 1969; all new school buses must be equipped with passenger belts. Local school districts decide if using safety belts by passengers is to be voluntary or mandatory.
UNIT III: DRIVER HABITS AND SKILLS

Belt systems are designed to contact the strongest part of the person’s body, the hips and shoulders, to avoid crushing fragile internal organs. This is why:

- The lap belt must be worn as low as possible, not up on the soft, vulnerable abdomen;

- Shoulder belts should be worn over the shoulder. Tucking the belt under the arm closest to the door could cause the rib cage to be crushed during impact, affecting the heart and lungs.

- Belts reduce the effects of crash forces by spreading these forces over a large area of the body. This is why belts and harness straps are wide and should not be used when twisted or rolled.

ACTIVITIES

* Distribute copies of New York State’s safety belt law.
* Explain the importance of proper use of safety belts using appropriate literature.
* Review statistics which illustrate the reduction in death and injury resulting from safety belt use.
* Questions to ask:
  - What do you think about New York’s safety belt law?
  - Is the safety belt law a good idea?
  - What are the benefits of wearing safety belts?
  - Who in the automobile is responsible for wearing safety belts, the driver or passenger?
  - Do you know anyone who refuses to wear belts? What are their reasons for not wearing them? Are these reasons valid?

* Video
* Flip chart
* Questions before video
* Seat belt demonstration
STUDENT OBJECTIVE

The students will identify at least four common myths about safety belt and child safety seats use.

SESSION CONTENT

Nearly all of the states have mandatory safety belt laws. Safety belt use in those states has risen from approximately 15 percent to 60 percent or more. These states have also seen a significant decline in automobile fatalities and injuries. Some of the reasons safety belts work are:

1. They keep occupants in the car; it's five times more dangerous to be ejected.
2. They keep children from moving about in the vehicle and, thereby, being a distraction to the driver.
3. They prevent rear passengers from being thrown against the front seat passengers and each other.
4. They prevent front passengers from colliding with the dashboard or windshield (the second collision).
5. They keep the driver in the seat behind the wheel; he or she is in a better position to control the automobile.

Common excuses for avoiding safety belt and child safety seats use are not valid. For example:

1. Safety belts are unnecessary for short trips or low speeds.

   Not true. Eighty percent of all crashes occur at speeds of less than 50 miles per hour. Three out of four fatal crashes occur within 25 miles of home.

2. Safety belts are uncomfortable.

   Adjustments can be made by automobile dealers or auto body shops. Certain accessories make it easier for those who have problems. These include extenders, comfort clips, and locking slips. Motorists should consult their owner's manual for information on how to properly adjust their safety belts and child safety seats.
UNIT III: DRIVER HABITS AND SKILLS

3. A person may be trapped in a car in cases of submersion in water or fire. You are better off wearing a safety belt at all times in a car. With the safety belt on, you are more likely to be unhurt, alert and capable of escaping quickly. Although less than one-half of one percent of all injury-producing crashes involve fire or submersion, wearing a safety belt may keep you from being knocked unconscious, thereby increasing your chances of getting out of a burning or submerged car.

ACTIVITIES
- Questions to ask:
  - Do you know anyone who has been "saved by the belt?"
  - Can you explain some common misunderstandings or myths about safety belt use?
  - Now, what do you think of the safety belt law?
  - What is considered the second collision?

Videos/Films
- ABC TV Special
- Air Bags Now
- Dynamics of a Crash
- The Egg PSA
- Headache
- The New Room to Live
- The Pumpkin
- Redi's Cover The Safety Belt
- Ride of Your Life
- Safety Belts: For Dummies or For People
- Vince and Larry 21 Spots
- The Winning Combination

* No change in strategy needed
UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

OVERVIEW

The actions of drivers are responsible for most of the risks we face in the HTS. Those actions relate mostly to the state of mind of the driver. Perceptions, values, life pressures, life styles, etc., influence our decision making and actions when we use streets and highways.

Feelings and attitudes influence our driving behavior. Fatigue, or the use of alcohol or other drugs, can alter those factors in such a way that our actions may not be easily predicted. We need to be aware of our feelings and attitudes, and the ways they can affect our actions while driving.

Most of our driving experiences will likely be acceptable and uneventful, as long as each driver acts in a responsible way. However, the dynamics of dealing with our own internal forces, combined with other highway users can provide many potential risks. We each have a personal challenge and responsibility to be mentally prepared to handle the risks of driving.

INSTRUCTOR OBJECTIVES

The instructor shall:

1. Lead discussion about the various mental factors that comprise our feelings and attitudes, and how they influence our decisions and actions as drivers.

2. Discuss the influence of fatigue and the use of alcohol and other drugs on the mental task of driving.

3. Identify and discuss the types of risks involved in driving decisions, and the ways that trust is an important function of making those decisions.
UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

STUDENT OBJECTIVE

The students will identify at least three examples of feelings, and explain how these feelings can affect our actions while driving.

SESSION CONTENT

Feelings are a basic part of our daily experience. Each of us has a variety of feelings every day, sometimes having more than one feeling at the same time. Feelings are generally a short term thing. However, they can vary in duration and intensity depending on the circumstances.

Though we do not always openly express the feelings we have, they do influence the way we think and behave. For example, if one driver does something to make another driver angry, there may be a temptation to retaliate. If a person is unusually happy about something, there is a high likelihood of being distracted to the point of ignoring the driving task. We need to become aware of the ways that feelings come into play while we drive. There could be serious consequences if we allow our feelings to command the way we drive.

Certain things can accentuate or subdue our feelings, leading us to overreact or underreact to a situation. Things happening around us may make us more excitable or may distract us. For example, consuming alcohol reduces our inhibitions, which compels some people to show their feelings.

Dealing with feelings is an important component of the mental task of driving, even before we get on the road. It is important to recognize when a feeling, or feelings, may be acted out and negatively influencing our actions as drivers. There are ways to deal with those feelings before they lead to irresponsible actions.
UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

ACTIVITIES

* Poll the class for a definition of feelings. List examples on chalkboard.

* Questions to ask:
  - What is a feeling?
  - What are some examples of feelings?
  - What situations can accentuate feelings? Lessen feelings?
  - Can using alcohol or other drugs affect our feelings? Give examples.
  - In what ways can feelings positively or negatively affect the way we act? As drivers and pedestrians?

* As a fun learning activity, distribute a copy of the feelings described at the end of the next session.

* Questions to ask:
  - Identify those feelings that would most likely affect our driving in a negative way. In a positive way.

  - Can any of these feelings potentially affect our actions in both a negative and a positive way?

  - Do any of these pictures identify feelings that you have had while driving? How did those feelings affect you?

* Lead discussion about what can be done to avoid allowing our feelings to contribute to risks in the HTS.

* Questions to ask:
  - Are there ways to know when our feelings might become a problem with our driving?
  - How can we keep that from happening?

Videos/Films

* Final Factor

* Feelings Mnemonic
* Overheads
Our feelings are continuously changing. We can experience happiness, anger, frustration, fear, anxiety, and a variety of other feelings in the same day. Attitudes, on the other hand, are much more constant. They provide us with a sense of mental balance and perspective, hopefully helping to keep our feelings under control.

Attitudes are a part of what we believe and value. They help us make sense of the world around us, and influence the way we act. A person who believes drinking and driving is wrong will do whatever possible to avoid making that mistake. That attitude may also influence the way they deal with friends who run the risk of drinking and driving. Some persons have a "don't care" attitude about the safety of other drivers. This person will likely behave on the streets and highways in ways that pose risks to all of us.

In most instances, we share similar attitudes about safe driving with other drivers. The majority of us generally believe that there are real possibilities of getting hurt, so we trust that most drivers will act in a way to avoid that outcome. There are others that have a very different attitude about the same possibility of getting hurt. They believe "it can't happen to me, it only happens to others." Even when they do have a crash, that attitude may be so strong that they will insist that someone else is at fault. Sometimes having an attitude different from others can put a great deal of pressure on a person to act against what they believe is right. If all your friends are doing something you disagree with, they may work very hard to pressure you to agree with them and join in.

Our attitudes filter the way we view things. If a person lacks the proper attitude, the mental picture they get about a situation may lead them to misinterpret information and take inappropriate action. A driver lacking a proper attitude about obeying rules might approach a yellow traffic light and see it as a need to accelerate rather than the intended warning to prepare to stop.

It is important to become aware of our attitudes as well as the positive and negative influence they can have on our actions on the road.
UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

ACTIVITIES

* Poll the class for examples of attitudes. List examples on chalkboard.

  Questions to ask:
  - What is an attitude?
  - Are feelings and attitudes connected in any way?
  - In what ways do feelings and attitudes differ?

* Discuss how attitudes can affect the way we act.

  Questions to ask:
  - Do attitudes affect the way we view and understand things?

  Suggestion: Following initial discussion, allow each student to briefly view the “two face” picture at the end of the unit. Ask who saw an old woman, and who saw a young woman.

  What do our different interpretations of this picture tell us?

  Referring to the student-generated list of attitudes, in what ways can these attitudes influence our actions?

  What are some positive and negative outcomes of interacting with people who have attitudes similar to our own? Interacting with people with different attitudes?

  Can the attitudes of friends put pressure on us to act in ways contrary to our own attitude about something? How should we react?

  Can we tell when someone else needs to adjust their attitude about driving?

  Are there ways we can know that we need to adjust our own attitude about driving?

  Can we change other people's attitudes? Can we change our own attitudes?

* No change in strategy needed
**UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS**

Expressions of Various Feelings

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<th>ASHAMED</th>
<th>BOASTFUL</th>
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<td>INFATUATED</td>
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**NOTE:** While not a complete listing of feelings that one could possess, these 70 different expressions can help in a discussion about feelings.
UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

Expressions of Various Feelings (continued)

NOTE: Instructors are encouraged to ask the class for other expressions of feelings.
UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

STUDENT OBJECTIVE
The students will define calculated risk and impulsive risk.

SESSION CONTENT

A risk is the chance of suffering some kind of loss, damage, or injury when we do things, regardless of what might be gained by what we do. Most of the things we do involve some degree of risk. This is particularly true of our activities while we function in the HTS. We can categorize risks into two categories, impulsive risks and calculated risks.

Impulsive risks generally occur when a driver acts hastily and without much thought about the consequences. Accelerating through a yellow light as it's about to turn to red is an example of impulsive risk taking. It is doubtful that the driver in that situation will give much thought to anything other than beating the light. The result of this impulsive behavior is unpredictable. Other drivers at the scene will have little opportunity to evaluate the situation in time for adjustments they might have to make.

Calculated risks are much different. The driver acts only after sizing up a situation. A person traveling on a snowy day decides to continue driving at a certain speed after considering the many conditions related to the weather. This person made a calculated choice to drive at a certain speed to reach a destination on time in spite of the hazards. The chance of a mishap remains, and may actually increase. However, the situation is less likely to get out of control than with the impulsive driver. Here, the driver gains an awareness of what the situation demands and is better prepared to make a change if needed.

There is no way to completely avoid risk. However, being impulsive seldom leads to appropriate actions. It only leads the driver to take actions with unpredictable outcomes. It is important to be continuously vigilant in surveying the driving situation to avoid or reduce risks. This will optimize the chances of successfully operating in the HTS.
UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

ACTIVITIES

* Ask the students to define risk.

Suggestion: Using ideas offered by the students, agree to one definition and write that definition on the chalkboard.

* Discuss how feelings and attitudes relate to the kinds of risks we take.

* Questions to ask:

  - What non-driving risks do you take during the course of a normal day?
  - What are some risks taken by people while they drive?
  - Are all risks the same? In what ways do they differ?
  - How would you define calculated risk? Impulsive risks?
  - In what ways are they different?
  - In what ways do our feelings and attitudes relate to calculated and impulsive risks?

Suggestion: The instructor may want to use information, lists, or handouts from the presentation about feelings and emotions to encourage discussion.

* No change in strategy needed
UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

STUDENT OBJECTIVE

The students will identify and discuss how fatigue and use of alcohol and other drugs can influence feelings and attitudes.

SESSION CONTENT

Fatigue and the use of alcohol or other drugs reduce the ability of a person to safely perform the mental task of driving. They reduce ability to concentrate and increase the effect of feelings and attitudes.

One of the more immediate effects of drinking alcohol is a lowering of inhibitions. This happens even after consuming small amounts. Inhibitions keep feelings in check. As those inhibitions fail, feelings have a more pronounced influence on how we act. A person will get angry more quickly and to a greater extent, or allow a celebration of the moment to dominate the attention needed for driving. The expression of our attitudes can surface inappropriately, or become distorted. Any situation like that can lead to unpredictable and painful results.

Alcohol is the most widely available and used drug. There are a wide variety of other drugs that can influence our feelings and the way we think. There are sedatives, stimulants, and hallucinogens; over-the-counter, prescription, and illicit drugs. They each have the potential to influence the degree of risk that feelings and attitudes can have on driving behavior.

Fatigue and sleepiness are more of a risk than most people realize. They not only pose the danger for a driver to lapse into sleep while at the wheel, they can lead to confusion and inappropriate expressions of feeling. A tired person might deviate from normal driving behavior with untimely agitation, outbursts, panic, etc. Acting out these emotions while driving a vehicle could put this person, and others sharing the road at the time, in danger.
UNIT IV: FEELINGS, ATTITUDES, AND TAKING RISKS

ACTIVITIES

* Ask the students for examples of how consuming alcohol can affect the influence of feelings and attitudes on driving behavior.

* Discuss the role that using drugs can have on our actions as drivers.

* Questions to ask:

  - Does alcohol affect the influence of feelings and attitudes on a driver's actions? In what ways? What kind of driving behavior would you expect?

  - Are you aware of any drug, other than alcohol, that can alter our feelings and attitudes? List examples.

  - Will that effect change our actions as drivers negatively? Positively?

  - What drugs might a person take that could influence how feelings and attitudes affect their driving? In what ways?

  - Ask the students to identify and discuss how fatigue can alter our feelings and attitudes in a way that can influence driving.

  - In what ways has fatigue affected you in performing activities required in your daily routine?

  - In what ways were your feelings and attitudes affected?

  - How would that same experience influence your actions as a driver?

  - Have you observed similar effects in others?

  - How would the combination of fatigue with alcohol or drug use alter the influence of feelings and attitudes on our driving behavior?

* Lovely lady activity
What do you see in this picture?
OVERVIEW

Death and injury associated with drinking and driving is a national tragedy. It's the number one contribution to the highway death toll, claiming thousands of victims every year.

Police records show that about half of all motor vehicle-related deaths involve alcohol; a driver, a passenger or someone else, such as a pedestrian, had been drinking. In most cases, these deaths are the result of someone who was drinking and driving. Nationally, over 20,000 motor vehicle-related deaths occur each year because of alcohol, and hundreds of thousands of people are injured.

INSTRUCTOR OBJECTIVES:

The instructor shall:

1. Provide a rationale for this unit.
2. Discuss the reasons why some people drink alcohol or use drugs.
3. List why some people drive after drinking alcohol or using drugs.
4. List the possible health effects caused by drinking alcohol.
5. Calculate Blood Alcohol Concentration (BAC).
6. Present the law regarding drinking, drug use and driving.
7. Discuss penalties and the cost related to drinking, drug use and driving.
8. Discuss how alcohol and other drugs impair drivers, including synergism.
9. Discuss responsible decision-making about alcohol and other drugs.
10. Discuss alternatives to driving while impaired by alcohol or drugs.
UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

STUDENT OBJECTIVE

The student will define the words "alcohol" and "drug."

SESSION CONTENT

Alcohol is an odorless, colorless, mind altering (depressant) drug, which, when in beverage form, is contained primarily in beer, wine and distilled spirits. Generally, the amount of alcohol in beverages is as follows:

* Beer: 3.2% to 5% alcohol
* Wine coolers: 4% to 8% alcohol
* Malt liquor: 5% to 10% alcohol
* Wine: 10% to 16% alcohol
* Distilled spirits: 39% to 50% alcohol

These amounts could be greater or less depending upon the product. Most beverages containing alcohol, except beer, have the alcoholic proof (percentage of alcohol times two) stated on the label. For example, 80 proof liquor contains 40 percent alcohol.

Drugs come in liquid, powder, and tablet form in various strengths for countless purposes (refer to Common Drugs: Symptoms of Abuse in Appendix). A drug is any substance which produces a desired change.
UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

ACTIVITIES

• Ask students to write the first word that comes to mind when they hear the word "drug". Lead class into discussion of alcohol as a drug.

• Ask students to define a drug. Emphasize that alcohol is a drug, which produces specific physical effects. Ask what are prescription and nonprescription drugs.

• Have students take test at the end of Unit V, then go over the answers when finished with this unit.

Videos/Films (The following are appropriate throughout Unit V)

• ABC TV Special
• The Aftermath
• Drunk and Deadly
• DWI Decision
• Epidemic: Deadliest Weapon
• Friday Night Live
• Gamma Gamma PSI
• Just Another Friday Night
• Kevin's Story
• Sentenced For Life
• Under The Influence
• Until I Get Caught
• Victim's Cry

* Alcohol Mnemonic
UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

STUDENT OBJECTIVE

The students will be able to describe why some people drink alcohol or consume other drugs, and then drive.

SESSION CONTENT

The following are just a few of the reasons why people drink or use drugs and drive:

1. believe risk is minimal
2. feel that "crashes only happen to other"
3. no concern for other; "I don't care" attitude
4. should be okay if driving only a short distance
5. believe that being extra careful should compensate
6. self-destructive attitude
7. perception that alcohol and/or drugs actually enhance abilities
8. show-off attitude; "I can do it when others can't"
9. use a minimal amount of alcohol in order to mask a drug high; this improves chances of avoiding detection at potential sobriety checkpoints
10. judgment impaired by substance
11. many drugs, including alcohol, are addictive
12. problem drinkers have developed a tolerance
UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

ACTIVITIES

* Have students write three reasons why people drink or take drugs; poll class for answers.

* Discuss difference between using and misusing alcohol or other drugs.

* Explain that you are not trying to teach how to drink, use drugs, or to practice abstinence, but rather how to make low-risk decisions on drinking and drug use.

* Discuss the legal drinking age in New York State.

* Discuss the types of alcoholic beverages that some people drink.

* List on chalkboard the reasons people use to explain why they drink/take drugs and drive?

NOTE: Avoid using the phrase “drunk driver.” Use the phrase “legally intoxicated driver” or “drinking driver” or “drugged driver.”

* Video
* Role-playing
Alcohol-impaired drivers may display the following characteristics:

1. mild neurosis, or anxieties and phobias  
2. low tolerance of tension and frustration  
3. reduced inhibitions and greater risk taking  
4. immaturity  
5. enhanced emotions  
6. inhibition of the decision making process

The impairments caused by consuming one and one half to two ounces of alcohol (two beers, two glasses of wine, two shots distilled spirits) in an hour are the following:

<table>
<thead>
<tr>
<th>Physical</th>
<th>Psychological</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.* peripheral vision decreases</td>
<td>#10. the moral code is temporarily decreased</td>
</tr>
<tr>
<td>2.* eye reaction decreases</td>
<td>#11. diplopia (double vision) occurs</td>
</tr>
<tr>
<td>3.* visual acuity decreased by an amount comparable to wearing dark glasses at night</td>
<td>#12. blurring of vision occurs</td>
</tr>
<tr>
<td>4.* recovery time from headlight glare is longer, from 7 to 32 seconds depending upon the individual</td>
<td>#13. nystagmus (rapid involuntary oscillation of the eyes) occurs</td>
</tr>
<tr>
<td>5.* complex reaction time decreases from 15 to 25 percent</td>
<td>#14. night vision impaired</td>
</tr>
<tr>
<td>6.# judgment as to distance and speed is less accurate</td>
<td>#15. impairment of stereopsis (three-dimensional vision)</td>
</tr>
<tr>
<td>7.# attention to details is lacking</td>
<td>#16. visual hallucinations occur</td>
</tr>
<tr>
<td>8.# driver talks more</td>
<td>#17. dizziness occurs</td>
</tr>
<tr>
<td>9.# a false increase in self-confidence</td>
<td>#18. total potential driving impairment is 25 to 49 percent</td>
</tr>
<tr>
<td>10.# the moral code is temporarily decreased</td>
<td>#19. feelings of sleepiness and fatigue enhanced</td>
</tr>
</tbody>
</table>

Many drugs, such as depressants, have effects very similar to alcohol (refer to Common Drugs: Symptoms of Abuse in Appendix).
UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

ACTIVITIES

* Use chalkboard to list physical and psychological effects of using alcohol or drugs.

* Have students define tolerance. What is it and how is it developed?

* What physical effects do alcohol and/or drugs have on people?

* Have entire class discuss the following questions:
  - Would the character of the class change if alcohol were served, or drugs were passed around?
  - How can alcohol used with drugs be especially dangerous -- synergism?
  - How does fatigue or sleepiness alter the effects of alcohol?

Note: Alcohol also impairs pedestrians; their behavior is often unpredictable. Be particularly attentive after sporting events and near taverns.

* No change in activity needed
SESSION CONTENT

Accurately measuring a person's Blood Alcohol Concentration (BAC) is achieved by administering a blood test, urine test, saliva test or breath test. Individuals can roughly calculate their own BAC by knowing the following facts:

* An average drink (12 ounces of beer, 4 ounces of wine, 1 ounce of distilled spirits) will produce a BAC of .020 percent in a 160-pound person (.030 percent in a 110-pound person, .015 percent in a 220-pound person).

* Once the alcohol is in the bloodstream, all people, regardless of weight, will metabolize or burn up from .015 percent to .020 percent alcohol in approximately one hour (about one drink for a 160-pound person). This can decrease with the onset of middle age.

* Alcohol takes from approximately one-quarter to three-quarters of an hour to permeate the stomach wall and enter the bloodstream.

Here is an example of the BAC of a 160-pound person who begins drinking at 5:00pm:

<table>
<thead>
<tr>
<th>BEVERAGE</th>
<th>BAC/DRINK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 ounces of beer</td>
<td>.02%</td>
<td>5:00-5:10pm</td>
</tr>
<tr>
<td>12 ounces of beer</td>
<td>+.02%</td>
<td>5:10-5:25pm</td>
</tr>
<tr>
<td>12 ounces of beer</td>
<td>+.02%</td>
<td>5:25-5:40pm</td>
</tr>
<tr>
<td>12 ounces of beer</td>
<td>+.02%</td>
<td>5:40-5:55pm</td>
</tr>
</tbody>
</table>

Approximate blood alcohol concentration at 6:00 equals .08 percent minus approximately .01 percent that was metabolized, and perhaps .01 percent still in stomach. Therefore, BAC is approximately .06 percent.

Approximate BAC at 6:30pm equals .08 percent minus approximately .02 percent metabolized. Therefore, BAC is approximately .06 percent.

Approximate BAC at 7:00pm equals .08 percent minus approximately .03 percent metabolized. Therefore, BAC is still approximately .05 percent.

NOTE: These are estimates. There can be errors in estimating BAC. It is possible to have two people of equal weight with equal food amounts in their stomachs to have BACs that differ by .02 percent.

NOTE: Zero tolerance is defined as any measurable amount (.02 and above) of alcohol in the blood, breath or urine of a driver.
ACTIVITIES

* Have students compute their own BAC after having consumed three beers in one hour, using their body weight.

* Have students discuss why even small amounts of alcohol impair driving abilities.

* Ask what “zero tolerance while driving” means.

* Ask how we can recognize (i.e., behaviors) when a person may be driving with a BAC of .10 or higher.

    Turning with a wide radius
    Straddling the center of the road or lane markers
    Almost striking other objects or vehicles
    Weaving
    Driving on other than the designated roadway
    Swerving
    Slow driving (more than 10 mph below limit)
    Stopping without cause in traffic
    Following too closely
    Drifting
    Braking erratically
    Driving into opposing traffic signals
    Turning abruptly or illegally
    Accelerating or decelerating rapidly
    Driving with headlights off
    Driving at excessive speeds
    Windows are open in very cold weather
    Failure to use turn signals when making a turn or changing lanes

* No change in Activity needed

12 oz.  5 oz.  1 1/4 oz.

ALL ARE EQUAL IN ALCOHOL CONTENT
SESSION CONTENT

Section 1192 of the Vehicle and Traffic Law is very explicit in relation to drinking and driving, and the penalties are quite severe. A BAC of greater than .05 percent but not more than .07 percent can be relevant evidence to determine alcohol impairment. A BAC of greater than .07 percent but less than .10 percent can be primary evidence in determining whether the ability to operate a motor vehicle was impaired. Driving a motor vehicle with a blood alcohol concentration (BAC) of .10 percent or greater is prima facie evidence of intoxication.

Article 31
Alcohol and Drug-Related Offenses and Procedures Applicable Thereto

§1192. Operating a motor vehicle while under the influence of alcohol or drugs.

1. Driving while ability impaired. No person shall operate a motor vehicle while the person's ability to operate such motor vehicle is impaired by the consumption of alcohol.

2. Driving while intoxicated: per se. No person shall operate a motor vehicle while such person has .10 of one per centum or more by weight of alcohol in the person's blood as shown by chemical analysis of such person's blood, breath, urine or saliva, made pursuant to the provisions of section eleven hundred ninety-four of this article.

3. Driving while intoxicated. No person shall operate a motor vehicle while in an intoxicated condition.

4. Driving while ability impaired by drugs. No person shall operate a motor vehicle while the person's ability to operate such a motor vehicle is impaired by the use of a drug as defined in this chapter.

5. Commercial motor vehicles: per se - level I. Notwithstanding the provisions of sections eleven hundred ninety-five of this article, no person shall operate a commercial motor vehicle while such person has .04 of one per centum or more but not more than .07 of one per centum by weight of alcohol in the person's blood, breath, urine or saliva, made pursuant to the provisions of section eleven hundred ninety-four of this article; provided, however, nothing contained in this subdivision shall prohibit the imposition of a charge of a violation of subdivision one of this section.
UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

ACTIVITIES

* See latest edition of Vehicle and Traffic Law sections 1192-1195 and 511 for current law.

* Discuss the DWI and DWAI laws.

* Have students discuss the costs.

* Discuss what New York has done to reduce collisions caused by drinking drivers.

* Discuss suspension and revocation periods that go along with the conviction.

** DWAI

1192.1 - Suspension; 90 days. Second offense in 5 years (conviction date to violation date) - Revocation; 6 months.

** DWI 10%

1192.2 - Revocation; 6 months. Second offense of 1192-2, 3 or 4 in 10 years (conviction date to violation date) - Revocation; 1 year.

** DWI

(Not necessary for BAC to be .10%)

1192.3 - Revocation; 6 months. Second offense of 1192-2, 3 or 4 in 10 years (conviction date to violation date) - Revocation; 1 year.

** DWAI - Drugs

1192.4 - Revocation; 6 months. Second offense of 1192-2, 3 or 4 in 10 years (conviction date to violation date) - Revocation; 1 year.

Under 21

A court must issue a one (1) year revocation for a first offense of any violation of 1192 if the motorist is under 21 or is adjudicated as a youthful offender. However, if the offense is a second offense of any violation of 1192 or 1194 (chemical test refusal), the motorist’s license must be revoked for one (1) year or until the age of 21, whichever is longer.

* Video
SESSION CONTENT

Alcohol is the most widely used drug in the world. However, there are many other drugs that alter perception. There are over 200 herbal drugs, over 100,000 over-the-counter drugs, over 20,000 prescription drugs and approximately 500 illicit drugs. Prescriptions of depressants are the most common tranquilizer (sedative-relaxant), Darvon is the most common narcotic (pain killer). The most widely used illegal drugs are:

1. marijuana
2. cocaine/crack
3. heroin
4. opium
5. psilocybin (PCB)
6. LSD

The definition of a drug is any substance taken that will produce a change or create a desired effect. The classes of drugs are stimulants, depressants, hallucinogens, narcotics and tranquilizers. They may impair judgment, slow reflexes and hamper eye-hand coordination. Marijuana is a distinct category and has properties and effects similar to depressants and stimulants.

Some types of depressants are valium, alcohol, barbiturates, narcotics and tranquilizers. The effects of depressants are difficulty in concentration, drowsiness and extreme relaxation.

The major types of hallucinogens are LSD, Peyote, and PCB. Hallucinogens have the effects of altering the perception of reality and causing disorientation.

Some types of stimulants are nicotine, caffeine, cocaine (crack), and amphetamines. The effects are irritability, lack of concentration, and an overestimation of abilities.

Drugs which are prescribed for pain, anxiety, blood pressure, heart disease and colds may cause drowsiness. Check with your pharmacist and/or physician.

Some over-the-counter drugs may be as dangerous as prescription and illegal drugs. For example, antihistamines contained in many cold remedies, cough medicines, allergy medications and decongestants may cause drowsiness. It is most important to read the precautions on the labels of all substances prior to using them, especially if you intend to drive.
UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

Potentiation or Synergism are terms used to describe the combined effect of two drugs that interact differently than the sum of their individual effects; the effect is often unpredictable.

Tolerance is a state associated with certain drugs where the user must take greater amounts to sustain a predictable “high.”

(NOTE: See “Common Drugs: Symptoms of Abuse” in Appendix)

**ACTIVITIES**

- Discuss warning labels on over-the-counter drugs.
- Ask the following questions and have students respond:
  - What kind of drugs can be obtained over-the-counter?
  - Which may be harmful?
  - What category, stimulant, depressant, or hallucinogen is alcohol? Marijuana?
  - What are some other drugs people use?
  - Have you ever seen a warning label on an over-the-counter medication? What did it say?
  - Which of these drugs could affect your driving ability: marijuana, a cold remedy, a tranquilizer?
  - If you are taking a non-prescription drug, what should you do before driving?
  - What is a likely effect of taking another drug while drinking alcoholic beverages?

**NOTE:** Do not moralize or be overly negative.

* Video
The decision to drink and subsequently to drive is based on two variables: THE INDIVIDUAL and THE SITUATION. Each of these variables has two categories: low risk and high risk. Simply put, a LOW RISK PERSON, in a LOW-RISK SITUATION can make the decision to drink; a HIGH-RISK PERSON, in a HIGH-RISK SITUATION should decide not to drink.

The decision to drive should be made ONLY when one's ability and judgment is not impaired by alcohol or other drugs. Note that there has been no “safe” level or consumption established for substances such as marijuana or cocaine.

DECISION MATRIX

PERSONS

WHO ARE LOW RISK:
* are in good physical health
* have no emotional disorders
* have no history of alcohol-related problems or of alcoholism in their family
* are not under stress

WHO ARE HIGH RISK:
* have certain physical disorder
* are experiencing emotional stress or disorder
* are from a family with a history of alcohol-related problems or drug addiction
* have a sensitivity to alcohol
* are women who are pregnant

A particular at-risk population are: CHILDREN, ADOLESCENTS AND THE ELDERLY.
UNIT V: ALCOHOL, OTHER DRUGS AND DRIVING

SITUATIONS

THAT ARE LOW RISK:

* a "safe environment," where no judgment or physical coordination is or will be required
* where the quantity used is small enough not to cause intoxication or impairment. (There is no established safe level of consumption for substances such as marijuana or cocaine.)

THAT ARE HIGH RISK:

* where judgment and physical coordination are critical
* where use averages more than two standard drinks
* when the quantity consumed is sufficient to cause impairment (BAC reaches .02 percent or greater)
* at a time of unusual stress or emotional upheaval
* when taking medication, such as sedatives, psychoactive drugs, tranquilizers or antihistamines

ACTIVITIES

* Introduce “Decision Matrix.” Break students into four groups and have each group answer one of the following questions:

  - Why is driving a high-risk situation?
  - Are there times or situations when the best decision is not to drink at all?
  - What are some other high-risk situations that we face in our lives?
  - How can you deal with peer pressure aimed at trying to force you to drink or use other drugs?
  - What are options to drinking and driving?

* Have students develop workable alternatives to driving, such as:

  1. taking a cab
  2. having someone else drive
  3. calling a family member or a friend
  4. making plans to sleep over
  5. taking public transportation
  6. making sure you don’t ride with someone who has been drinking

* Administer the questionnaire on the following page and discuss the questions and answers with the class.
Questionnaire About Alcohol

Read each statement carefully. If you believe that the statement is TRUE, circle the letter “T.” If you believe the statement is FALSE, circle the letter “F.”

1. T F Alcohol is a drug.
2. T F Alcohol in any quantity will damage organs in the human body.
3. T F All alcoholic beverages are equally strong.
4. T F You'll get more impaired or intoxicated on vodka or gin or rum than on the same amount of whiskey.
5. T F Drunkenness and alcoholism are the same thing.
6. T F There are certain symptoms to warn people that their drinking can be leading to alcoholism.
7. T F Alcohol is a food.
8. T F In the body, alcohol is digested just as food is.
9. T F Alcoholic beverages can be fattening.
10. T F Switching drinks will make you more impaired or intoxicated than staying with one kind of alcoholic beverage.
11. T F Liquor taken straight will affect you faster than liquor mixed with water or soda in a highball.
12. T F One drink doesn't affect driving performance.
13. T F Everyone's body reacts the same way to the same amount of alcohol.
14. T F Most legal drinking/driving limits are unrealistic.
15. T F You can sober up quickly by drinking black coffee and dousing your head in cold water.
16. T F Because it is a stimulant, one drink tends to make a driver more alert.
17. T F Alcohol is the main traffic problem.
18. T F A good host never lets a guest's glass get empty.
19. T F If the parents don't drink, the children won't drink.
20. T F The time to teach kids about drinking is when they reach the legal drinking age.
UNIT VI: COURSE RECAP

OVERVIEW

In a short time, your students will become licensed drivers in New York State. Driving will provide them with new pleasures if undertaken responsibly and maturely.

However, if they do not accept responsibility for their actions, their driving experience can be unpleasant, dangerous, and costly. As drivers, we must understand the human and physical limitations imposed by the system.

The habits and attitudes of students will determine whether they become and remain safe, responsible, and sensible drivers.

INSTRUCTOR OBJECTIVES

The instructor shall:

1. Review major parts of the course.
2. Discuss responsibilities of the driver.
3. Teach that learning to drive is a continuous task.

STUDENT ACTIVITIES

* Divide class into small groups. Have each group list/describe what they recall about a specific topic (i.e., safety belts, the Highway Transportation System, driving skills and habits, etc.), then have a group leader present their findings.

* Discuss the important concepts from the prelicensing course; ask each student one thing that they've learned.

* Give an assignment to do on the way home, such as trying to spot an impaired driver, practice the two-second rule, or wear your safety belt.

* Emphasize that the need to learn more about driving is very important; this class is only a beginning.

ADMINISTER A PRELICENSING KNOWLEDGE TEST

* Test taking techniques
Submitted by Kristin Exsteen
May 1996