



**Lesson Objectives Only**

***Partnership for***  
***EXPERT Driving***

**Teacher • Teen • Parent**

**7th Edition**

**F R E D E R I K R . M O T T O L A**

# C O N T E N T S

PAGE	
<i>i</i>	<b>Introduction:</b> Zone Control Repetitions Develop Teen Brain Power
1	How to use program: Teacher, Teen, Parent
2-3	<b>Lesson One Objectives,</b> Key Behaviors, Instructor's In-Car Guide 1
4-5	Student Centered In-Car Activities for Instructor's Use, Lesson 1
6	Suggestions for Parent/Mentor
7	Parent-Teen Practice Guides Lesson 1
8-9	<b>Lesson Two Objectives,</b> Key Behaviors, Instructor's In-Car Guide 2
10-11	Student Centered In-Car Activities for Instructor's Use, Lesson 2
12	Advantages of Learning Reference Points
13	Parent-Teen Practice Guides Lesson 2
14-15	<b>Lesson Three Objectives,</b> Key Behaviors, Instructor's In-Car Guide 3
16-17	Student Centered In-Car Activities for Instructor's Use, Lesson 3
18	Help the Teen become an EXPERT Driver
19	Parent-Teen Practice Guides Lesson 3
20-21	<b>Lesson Four Objectives,</b> Key Behaviors, Instructor's In-Car Guide 4
22-23	Student Centered In-Car Activities for Instructor's Use, Lesson 4
24	Zone Control EXPERT Driving System
25	Parent-Teen Practice Guides Lesson 4
26-27	<b>Lesson Five Objectives,</b> Key Behaviors, Instructor's In-Car Guide 5
28-29	Student Centered In-Car Activities for Instructor's Use, Lesson 5
30	Take that Stick of Dynamite out of your trunk!
31	Parent-Teen Practice Guides Lesson 5
32-33	<b>Lesson Six Objectives,</b> Key Behaviors, Instructor's In-Car Guide 6
34-35	Student Centered In-Car Activities for Instructor's Use, Lesson 6
36	See Red Light as Closed Front Zone
37	Parent-Teen Practice Guides Lesson 6
38-39	<b>Lesson Seven Objectives,</b> Key Behaviors, Instructor's In-Car Guide 7
40-41	Student Centered In-Car Activities for Instructor's Use, Lesson 7
42	Four-Seconds Following Time Puts You in Control
43	Parent-Teen Practice Guides Lesson 7
44-45	<b>Lesson Eight Objectives,</b> Key Behaviors, Instructor's In-Car Guide 8
46-47	Student Centered In-Car Activities for Instructor's Use, Lesson 8
48	Timing Side Zones
49	Parent-Teen Practice Guides Lesson 8
50-51	<b>Lesson Nine Objectives,</b> Key Behaviors, Instructor's In-Car Guide 9
52-53	Student Centered In-Car Activities for Instructor's Use, Lesson 9
54	Three Stages of Car Control
55	Parent-Teen Practice Guides Lesson 9
56-57	<b>Lesson Ten Objectives,</b> Key Behaviors, Instructor's In-Car Guide 10
58	GUIDE A: Performance of Behaviors Inventory
59	GUIDE B: Performance of Procedures Inventory
60	Student Centered In-Car Activities for Instructor's Use, Lesson 10
61	Limited Access Highways
62	Parent-Teen Practice Guides Lesson 10
Back Cover	GUIDE C: Performance of Ten Habits Inventory

## OBJECTIVES for LESSON One

- This lesson sets the standard for how well the teen will have command of vision and the control forces of the vehicle: the brake, the steering wheel, and the accelerator.
- **The teen should perform and explain each step of all Guides accurately without hesitation. The teen is to become familiar with the operating controls of the car before each driving session and until all actions are spontaneous and smooth.**
- The teen should also demonstrate consistency in moving and stopping the car smoothly, with precision.
- The teen must continue to use the Guides from this lesson until the behavioral patterns are performed routinely.
- This lesson provides the teen with the first development of visual behavioral patterns by learning how to use the targeting concepts. “Targeting” and the use of “Transition Pegs” are very important “tools” that, once learned, will be essential in the development of perceptual skills that can prevent many of the “I didn’t see it” type of crashes.

### THE DRIVING SETTING

This lesson should take place in a **Parking Lot** to provide ample opportunity for the teen to learn by repetition without having interruptions from traffic.

## Key Behavioral Pattern Applications

### Makes Smooth Stops

A smooth braking action requires a partial release of braking pressure before the vehicle comes to a complete stop. This requires “curling” the toes back to release some of the braking pressure so that the pitch of the vehicle will be level at the moment of total stop.

### Inching and Creeping Speed Control

Inching the car means to have the car move as slowly as possible by releasing very little braking pressure. The car should move only one inch at a time. Speed is controlled with the brake. Inching speed is used for parallel parking. Creeping the car means to release all brake pressure, while holding the foot over the brake pedal (covering the brake). The car will move at a walking pace by the idle speed of the engine.

### Smooth Acceleration

Allow idle speed to place the car in motion by taking the foot off the brake. Then when acceleration is applied the movement is smooth.

### Use of steering wheel

- Hands should be in the 9-3, or 8-4 position
- Knuckles and thumbs stay on the outside of wheel
- Hand-to-hand steering for slight steering
- Hand-over-hand for greater steering inputs

### Target with Central Vision

Central vision is a narrow cone of clear visibility which allows one to make identifications. See the target to the environment with central vision.

### See Vehicle with Fringe Vision

Fringe vision surrounds the central vision. While looking straight ahead we are able to see with our upper, lower and side fringe vision. See the target to the steering wheel with fringe vision.

### Driving On Target

Driving on target involves the accurate use of vision and car placement in relationship to where you want the car to go. A target is a fixed object that appears in the center of the path you intend to drive. To select a target, first decide where you want the vehicle to travel, then aim for an object in the center of that path.

### Recovery of Steering

Recovery of the steering wheel is the action taken to return the tires to the straight position. A novice driver will have best control when the recovery is made by turning the wheel back to the straight position. The use of transition pegs will “tell” the driver when to straighten the tires.

### Transition Peg Introduction

A transition peg is used for recovery of the steering wheel. While making a right turn, begin straightening the tires when the rearview mirror appears aligned with the target. When making a left turn, begin recovery as the driver’s side windshield post becomes aligned with the target.

### Turn Head before Steering

Develop the habit of turning your head in the direction of intended movement before turning the steering wheel. This will best allow the eyes to lead the car.

## OBJECTIVES for LESSON Two

- The teen should demonstrate precision maneuvering of the car, within 3-6 inches of accuracy, for each of the reference points described in this lesson.
- The teen should be able to position the car accurately three consecutive times for each reference point. Once reference points are understood, the teen will apply them, along with the concept of targeting, to enter traffic flows and to make precision turns.
- The teen should demonstrate the ability to make precision left and right turns from a stopped and from a moving position. Each step of a turn shall be executed with accuracy. He should be able to demonstrate each step when asked to do so.
- Emphasis is placed on the individual behaviors that go into making a turn rather than to merely be concerned with the outcome of the turn.
- Of the seventeen behaviors listed on Guide 6B for making Precision Turns, only three or four behaviors should be selected for evaluation during each turn. Help the teen perfect them. When performance is consistent for those three or four, then select another group to focus on.

## THE DRIVING SETTING

Guides 5 and 6 activities should take place in a parking lot to provide ample time for the teen to consciously learn each step of making a turn without the interference from traffic. Once he understands the reference points for the turns, then have him use them while driving on street.

## Key Behavioral Pattern Applications

### Use of Reference Points

A reference point is to see from the driver's seat some part of the vehicle as it relates to some part of the roadway to know where the vehicle is actually positioned. Reference points serve as a guide to overcome the optical illusion a driver encounters.

### Side Position RP for Turns

For Right Turns, the side position should be 3 feet away from the curb. The curb will look like it is in the middle of the right half of the vehicle. For Left Turns, the center line should appear approximately one foot in from the edge of the left fender.

### Forward Position RP for Turns

For Right Turns, the forward position will be when the front bumper is even with the curb line. For Left Turns, it is when you are able to see to your target without your line-of-vision cutting across the curb line. Steering should begin at the forward reference.

### Use of Signal Lights

Signal at least 5 seconds before making the turn. Be aware of others that may enter your path.

### Legal and Smooth Stops

The legal stop, in obedience to a stop sign, is to come to a complete stop before going past the stop line. Release slight braking pressure during the last two seconds to bring the front pitch of the car slowly up to a level position.

### Target Usage for Turns

Before turning, pick a stationary target that will be in the center of your travel path when the turn is completed.

### Search Intersection, L, F, R

Search the left, the front, and the right zones to see if each will be open before entering the intersection. When it is not immediately open, identify when there will be a safe gap or hole to enter.

### Look into turn before steering

Turn your head to see your target before you turn the steering wheel. When you cannot see a target with your head turned, you will be able to see a clear path to travel. And, as the turn progresses the target will come into view.

### Steering and Recovery

Be able to demonstrate hand-over-hand and hand-to-hand steering for both the turn and the recovery of the steering wheel to the straight position.

### Use of Transition Pegs

Use a transition peg for recovery of the steering wheel. While making a right turn, begin straightening the tires when the rearview mirror appears aligned with the target. When making a left turn, begin recovery as the driver's side windshield post becomes aligned with the target. See the mirror and the windshield post with fringe vision while looking at the target with central vision.

# Lesson 3

3

## OBJECTIVES for LESSON Three

- The teen will be given the opportunity to position the vehicle accurately within a travel lane and to use the concept of targeting to identify potential and/or actual problems that affect the control of the targeting path.
- The teen should be able to describe the changes to his LOS-POT while operating in various traffic situations and classify what he sees as having, or not having, an effect upon the LOS (line-of-sight) and upon the POT (path-of-travel) of the vehicle's movement.
- Have the teen see how various subtle conditions affect, or can affect, the Line-Of-Sight, and/or Path-Of-Travel the vehicle will be taking. It is important that you help the teen see the elements that create LOS-POT blockages by calling his attention to them at least 15 seconds ahead.
- Use Guide 10 to aid you in your detection of them. Little things that we normally take for granted as not being a risk can very quickly turn into a dangerous situation. Every crash that has occurred was most likely a mismanagement of an LOS-POT blockage by the driver.
- This lesson begins the use of the Zone Control System, which is a very powerful method for the teen to learn how to detect and manage driving risk. The more repetitions of finding LOS-POT blockages the teen experiences, the better the brain will develop a network of lightening-fast perceptual skills.

## THE DRIVING SETTING

Begin with a simple environment and continue to increase the complexity. Use residential roadways, rural two and four lanes, and State highways (not Expressways) with two to four lanes. An off-street area should be used for Backing Introduction. For Driveway/Intersection Turnabouts use a variety of driveways and roadways as your State law permits.

## Key Behavioral Pattern Applications

### Tracking Into Curves

- **Target on Approach to Curve**

A target is seen straight ahead in the center of the path you intend the car to take.

- **No Target Into Apex of Curve**

You do not want to use targets as you are traveling towards the apex of the curve.

- **Use Central Vision into Curve**

As the car gets closer to the curve, and it is time to select a new target, look through the curve with central vision until you see another straight-away for a new target.

- **Use Fringe Vision To See Reference Points**

Fringe vision enables you to see reference points to determine position of the vehicle into the curve.

- **Select Target After Curve**

Your central vision enables you to look through the curve for problems and a new targeting path.

### Searching to Target Area

See if your target area is open or closed.

### Evaluating Target Path

The "targeting path" is the space you expect the vehicle will travel to arrive into the target area.

### Identifying LOS's

Identify Line-Of-Sight Blockages (LOS) caused by the Environment and by other Vehicles.

### Identifying POT's

Identify Path-Of-Travel Blockages (POT) caused by the Environment and by other Traffic.

### Target Usage While Backing

Use a target while backing in the same manner as you do when going forward.

### Vision Usage While Backing

Look over your right shoulder to see your targeting path. And, when backing a high profile vehicle, like an SUV, you need to check the inside and both outside mirrors continually as well as looking over your right shoulder. The mirrors will detect items that you may not be able to see while merely looking over your shoulder.

### Steering While Backing

When backing, turn the steering wheel from the top down in the direction you want the back of the car to go. When backing and turning, use two hands on the steering wheel. When backing straight, hold the steering wheel with the left hand at the 12 position.

### Reference Points for Backing

The driver, when looking over his left shoulder, will see the line appear in the middle of the rear side window.

### Use of Pivot Point

To clear an object while backing and turning, use the Pivot Point, which is the corner post of the rear window. When an object is at the "pivot point" you can begin to turn and clear the object.

### Turnabouts and Risk Assessment

Consider the choices to make a turnabout that will result in the least amount of risk.

# Lesson 4

## 4

### OBJECTIVES for LESSON Four

- The teen will learn how to be mentally ahead of the vehicle by at least 15 seconds and how to control the four-second danger zone. If drivers involved in crashes had 1 additional second prior to the crash, 80% of the crashes could have been reduced in severity or avoided altogether.
- During this lesson we are giving the teen training on how to have 4 seconds to avoid risky situations. The last opportunity to control a situation, to avoid being victimized by it, occurs during the final 4 seconds before approaching it.
- The teen's performance can only be as good as your expectations from her. Demand that she controls the 4-second danger zone. In order to control the 4-second danger zone, the teen must **FIND** a problem and **SOLVE** it while 15 seconds away. In order to **FIND** a problem the teen needs to know where to search and what to search for, and do it on a habitual level. And, that is what this lesson is all about.
- The teen should be able to recognize zone changes that affect her Line-Of-Sight and/or Path-Of-Travel. She should also be able to classify a zone as **open or closed**. This lesson gives an opportunity to apply the three steps of the Zone Control System.

### THE DRIVING SETTING

Use residential roadways, rural two and four lanes, urban areas, and state highways with two to six lanes of traffic. As always, begin in the least complex roadway and traffic situations. As performance becomes consistently acceptable, increase the complexity of roadways.

## Key Behavioral Pattern Applications

### Identifying LOS-POT in front zone

- Be able to FIND LOS-POT Blockages that create closed front zones in the Target Area, or 15 seconds ahead.
- SOLVE it in the 15 second range.
- CONTROL it at the four-second Danger Zone.

### Identifying LOS-POT in left/right zone

Be able to FIND and SOLVE LOS-POT Blockages that create closed left-front or closed right-front zones at least 15 seconds ahead. And, CONTROL them at the four-second Danger Zone

### Know & apply ABCs of Zone Control

Use the steps that are listed in Guide 14 until they become habitually performed.

### Know & apply five speed control options

Consider the five choices for various situations.

### Know & apply five lane positions

Make deliberate choices for where to position the vehicle in the lane. One of the five lane positions is usually the best, and one of the positions is usually most dangerous. Select the best choice consciously until sensitivity to lane placement becomes habit.

### Be able to judge distance in seconds

1. Take A Guess for 15 seconds ahead - note marker
2. Count Off By Seconds until you reach the marker
3. See How Accurate Your Guess Was
4. Redo At Different Speeds

### Use Three Searching Ranges

#### • FIND LOS-POT in Target Area

The first searching range is to the target area to get an overall view of the condition of your "destination" — the target area.

#### • SOLVE LOS-POT in 15 Second Range

The second range is 15 seconds ahead of your car to give you an opportunity to make the best space management decisions.

#### • CONTROL 4 Second Danger Zone

The third range is the 4 second immediate path the car is ready to occupy. This is the 4-second Danger Zone.

### Evaluate targetting path: open/closed

A closed front zone exists when any of the following three conditions are present:

- You cannot see at least 15 seconds ahead (Closed LOS).
- You do not have at least 15 seconds of available path-of-travel (Closed POT).
- You do not have at least 4 seconds of following time when traveling behind another vehicle (Closed LOS-POT).

### Know & apply Key steps to Angle Parking

- Side position for angle parking
- Forward position for angle parking
- Target usage for angle parking
- Searching while backing out of space
- Steering while backing out of space

# Lesson 5

## OBJECTIVES for LESSON Five

- A major objective of this lesson is to prepare the teen to safely approach and travel through intersections.
- Each year over 30 per cent of all crashes occur at intersections, and at least a third of those are rear-end crashes. This lesson places emphasis on approaching intersections and rear zone control.
- The teen should demonstrate an awareness of how to control space while stopping in a traffic situation. To demonstrate awareness, one needs to see the closed POT and respond to it in a manner that is consistent with our space management principles.
- Most often the stop in traffic will occur at intersections. Therefore, each red traffic light, or each stop sign that is approached gives an opportunity to demonstrate space control. Many fatal highway rear-end crashes can be avoided with the timely detection of a rear zone condition and effective use of communications.

## THE DRIVING SETTING

Use residential roadways, rural two and four lanes, urban areas, and State highways with two to six lanes of traffic. As always, begin in the least complex roadway and traffic situations. As performance becomes consistently acceptable, increase the complexity of roadways.

5

## Key Behavioral Pattern Applications

### Effective sending of communication

Communication must take place early enough for others to receive and act upon the signals sent.

### Responding to communication

When you effectively receive communications from others your actions should follow the principles of Zone Control.

### Getting commitment from others

Anytime you are attempting to communicate with others you must not assume that your intentions are known until you get a commitment. To get a commitment is to receive a message from others that they acknowledge you.

### Being courteous

So much stress creeps into our lives unnecessarily. One way to minimize stress is to eliminate some of the competitive situations that occur while driving. If you set your goal to strive for at least one or two situations each day when you can be courteous to others, it can put you into a win-win situation. You help someone, which in turn gives you a good feeling, as compared to trying to compete with someone and losing. Spread some goodwill; be courteous!

### See intersections in target area as zone change

Manage the LOS-POT blockages before entering the intersection. Control the rear zone on approach. Search left, front, right zones (45 degree angle while approaching, 90 degree angle when stopped) before entering.

### Time arrival into open zone

Reduce speed to give the light time to change to green.

### Locate and apply PONR before Intersection

The Point-Of-No-Return (PONR) is the last opportunity you have to stop the car without entering the intersection. The car will be 2 seconds away from the intersection.

### Apply appropriate stop: Staggered, Legal, Safety

- **Staggered Stop** is stopping or preparing to stop, so that you can see the stop line to the front of your car. This gives turning trucks and buses clearance from your car.
- **Legal Stop**, front of car is even with the stop line.
- **Safety Stop**, front of car is at curb line to best see traffic.

### Stopped with vehicle in front - See Tires

With a stopped car in front, stop where you can see it's rear tires touching the pavement. This will give you an escape path, if needed, to get around it.

### Awareness and Control of rear zone

- **Open Rear Zone** No one closer than two seconds, and at least 12 seconds visual sight line.
- **Closed Rear Zone** You do not have an open zone.
- **Unstable Rear Zone** An open or closed zone that has the potential to become worse.

### See "Sand Barrels" to rear

The more stopped cars to your rear, the less risk of injury from a rear impact. The stopped rear vehicles act as sand barrels (like the yellow ones seen at some highway exits) to absorb the force of impact.

### Use Mirrors

As your foot goes onto the brake pedal, your eyes should go to the rear view mirror. Check the mirrors after seeing a zone change and before and after stopping, turning, lane changing.

### Check mirror's blind spots

Even with side view mirrors there is a blind area where another vehicle alongside you may not be detected. Three ways to compensate for the mirror's blind areas are by: Convex Mirror checks, Over-the-shoulder checks, Move the head forward while checking the outside mirrors.

### Recognize rear zone conditions

- **Open Rear Zone** is with no one closer than two seconds, and at least 12 seconds visual sight line.
- **Closed Rear Zone**, you do not have an open zone.
- **Unstable Rear Zone** is an open or closed zone that has the potential to become worse.

### Control of rear zone

When you recognize which type of situation you have to the rear — open, closed, or unstable — and you detect the condition at least 12 seconds before you need to stop, you will have many options to control the rear zone.

# Lesson 6

## OBJECTIVES for LESSON Six

- With the skyrocket price of gasoline, conservation of fuel is a benefit to all. One of the major objectives of this lesson is the management of space and avoiding unnecessary acceleration. Timing of traffic lights gives the driver an opportunity to save fuel and to demonstrate effective space management.
- The teen should demonstrate the ability to see a red traffic light early enough to be able to reduce speed gradually for several seconds. This gives the red light time to change to green and eliminates the need to stop. The most gas-consuming phase of driving is putting the vehicle into motion from a stopped position.
- Every traffic light that one can avoid stopping at results in fuel conservation as well as reducing the risk of rear end crashes. Always get control of the rear zone when stopping.
- The teen should be able to verbally state when an LOS-POT change is detected. This is the "A" step of the Zone Control System. She is not expected to see all zone changes.
- Once she does "see" and verbalize the zone change, she should perform the "B" step by checking at least one other zone and stating its condition. She does not need to verbalize the "C" step; she should take the actions necessary to get the best speed control, lane position and communication to create the best space management.

## THE DRIVING SETTING

Use residential roadways, rural two and four lanes, urban areas, and State highways with two to six lanes of traffic. For practice of Guide 23 use an off-street training area. Use an available parking space or mark a 10 by 18 foot area with traffic cones or carton boxes to represent a parking space. After practice, use a parking space with cars to both sides. If only one car is available to park next to, let it be on the passenger side.

6

## Key Behavioral Pattern Applications

### See Traffic Light in Target Area

When checking the condition of the target area, look for status of the traffic light. What color and for how long?

### See red lights as closed zones

As soon as the red light is detected, make an attempt to arrive into a green traffic light with no stopped traffic.

### Adjust speed to arrive into green lights

Each car stopped at the red light will add one second to the time it takes for the last car to move. If there are six cars stopped at the light, it will take six seconds after the light changes before the car ahead of you will be able to move.

### Left Turns at Green Traffic Lights

1. Waiting to make a left turn at a green traffic light, with oncoming traffic, is a high risk rear zone exposure.
2. **Get 1/4 Into Intersection (unless your state law prohibits waiting in the intersection).** *You must never enter the intersection unless you are certain that you will be able to make the turn.* The only opening to make a left turn, without a turn arrow, may occur when the green light changes to yellow. If you make the commitment to enter the intersection, you must continually make the **four checks** to find the safest opportunity to make the turn and clear the intersection.

### Left turn at green light - 4 checks

1. **Check REAR For Unstable Zone** caused by fast closing traffic and continue the monitoring until "sand barrels" are there
2. **Look For A GAP To Enter** in the traffic flow
3. **See An Open Turning PATH** that you want to enter
4. **See The LIGHT Change** When you see the green light changing to yellow, look to see if oncoming traffic is stopping and be ready to complete your turn without delay.

### Using ABC's of Zone Control effectively

**A. Alert Switch On:** FIND conditions when your LOS-POT has blockages that prevent you from seeing something that may occupy the space where you intended to put your vehicle. Or, something prevents you from maintaining the speed or lane position en route to your target area.

**B. Before Acting:** SOLVE the blockage:

- **Check Rear Zone.** See what actions are needed to control the rear zone while braking.
- **Check Opposite the zone change.** See if the zone is open; look for related information.
- **Check for an Alternate Path.** If the space you intended to occupy is no longer available, it is good to know where you can safely put the car as an alternative path of travel.

**C. Create Time/Space Management:** SOLVE the blockage by getting the best choice of Speed Control, Lane Positioning, and Communication.

### Evaluate need for lane changing

Consider the reason for making a lane change. Avoid unnecessary lane changes

### Move by lane positions

Use the least amount of space. When entering from the right, enter LP3. When entering from the left, enter LP2.

### Time arrival into open zones

Get the best opening of the lane to be entered and attempt to arrive into an open side zone.

### Key steps for backing into space

Reduce your risk and liability. When you back in you only need to control a static parking space. But, when you back out of a space, you need to control the whole dynamic parking lot that is always changing, which is difficult to do.

# Lesson 7

## OBJECTIVES for LESSON Seven

- This lesson presents life-saving behavioral patterns to help a teen avoid the major cause of single vehicle fatalities: when a teen drives with excessive speed into a curve and loses control of the vehicle. No other vehicle is involved. The teen makes a wrong decision that cannot be undone.
- This lesson helps the teen respond effectively to laws, signs, signals and marking, and to learn what makes speed excessive on an approach to a curve. The teen learns how to reduce speed while there is still adequate time before entering the curve to maintain car control. Use of vision, lane positioning and speed control are practiced.
- This lesson provides practice in how to keep 4 seconds of following time. With four seconds of following time the teen will have control over the actions the vehicle ahead takes and eliminate being surprised and victimized by it.
- Teen drivers have a tendency to get distracted easily. When a teen is distracted, and the car ahead makes a sudden braking action, it is a combination for disaster. Keeping four seconds of space is essential for any driver, especially a teen. And, it provides time to make very valuable adjustments.
- The use of Practice Commentary demonstrates the ability to use the ABC steps of Zone Control to identify and solve LOS-POT problems. The teen should acquire familiarization with the practice commentary in order to be proficient in practicing the ABC steps without the use of the guide from this lesson.

## THE DRIVING SETTING

Use residential roadways, rural two and four lanes, urban areas, and State highways with two to six lanes of traffic.

7

## Key Behavioral Pattern Applications

### Respond to stop/yield signs

There are two behaviors at a stop sign: to come to a complete stop and to effectively search to be certain the intersection will be clear before entering.

### Respond to traffic signals

- **Point-Of-No-Return** While approaching a green light, be prepared for the light to change to yellow. The point of no return is that point at which you are not able to stop without entering the intersection (two seconds away).
- **Yellow Changing Lights** The purpose of a yellow light is to clear the intersection. By knowing where your point of no return is, you'll be able to make your best decision as you see the light changing.
- **Green Lt, Search Intersection** Do not expect that a green light will prevent other drivers from coming into your path. Always search the left, front and right zones before entering an intersection.

### Demonstrate right of way laws

- Must yield to pedestrians at all times, especially when a pedestrian is at or in the crosswalk with no traffic light.
- When turning left, you must yield to oncoming traffic.
- Drivers on a minor road yield to vehicles on a main road.
- On two equal roads, drivers coming from the left must yield to vehicles coming at the same time from the right.
- At at 4-way stop sign, the driver reaching the intersection first gets to go first. When arrival is equal, the driver on the left yields to car on right.

### Respond to pavement markings

**Yellow lines** separate opposite traffic flows.  
**White lines** separate traffic moving in the same direction.  
**Solid lines** generally mean you should not cross.  
**Broken lines** mean it is permissible to cross.

### See and respond to curves in target areas

The initial detection of a curve is seen in your target area.

### Test Tire-Road Grip

Before entering the curve when roads are wet from rain, dew, snow, ice, apply the brakes to test the tire-road grip. If the tires slide, reduce speed before entering the curve.

### Look for Oncoming Traffic-Get Best Lane Position

Become aware of the positioning of oncoming traffic. If there are no oncoming vehicles, the **approach into a right curve** could be lane position two. If there is oncoming traffic, take lane position one. **For a left curve**, if the right-front zone is open the approach begins in lane position three. If closed, take lane position one.

### Look Into Curve - See 4 Seconds of Road

Look into the curve by turning your head before you turn the steering wheel. If you cannot see at least four seconds of road while entering the curve, your speed is too fast. Reduce speed immediately. If speed reduction is needed do it before getting to the apex. Attempt to see if your exiting path is open. For right or left curves, exit in lane position one.

### Evaluate POT at hillcrest--Be Curious!

Approach a hillcrest in lane position one. Search over the crest to see if you have an open POT. Look for the option of moving into lane position three if there is a problem caused by oncoming traffic in the left-front zone.

### Adjust Closure Rate to front vehicle

Closure rate is how fast you gain on the car in front. When you find yourself gaining on the car ahead, evaluate why.

### Keep four seconds of time

When traveling behind another vehicle, try to keep at least four seconds of following time/space. This will give you independence from the actions of the vehicles ahead.

### Use practice commentary effectively

- A. Verbalize when you Find one LOS-POT blockage.
- B. State the condition of the Other Zones you check.
- C. Then, take actions. Practice for ten minutes at a time.

# Lesson 8

## OBJECTIVES for LESSON Eight

- The Timing of Side Zones is more difficult for the driver than the timing of traffic lights. The more success the teen had in using Zone Control and timing traffic lights, the easier it will be to time side zones.
- This lesson becomes a test situation for the teen to see how well space is being managed. When there are inconsistent or wrongful actions, go back to previous guides to work more on those building blocks.
- This lesson provides opportunity to go back to all previous guides and take inventory of which weak areas need additional practice.

## THE DRIVING SETTING

Use residential roadways, rural two and four lanes, urban areas, and State highways with two to six lanes of traffic. For Guide 29 begin by using an off-street area, such as a parking lot with an upgrade. Then use lightly traveled roadways with upgrades where it will be safe to move to the side of the road.

For Guide 30 start in a parking lot. Set up a parking space that measures six feet wide by twenty-four feet long. If you have traffic cones and pole extensions available, use them. The pole extensions should be as high as a car. Or, you can use a stack of carton boxes to represent the rear corners of the front parked car. Once the teen performs successfully, use one car (the front car) in an on-street residential area; then use two cars. After consistency is achieved with two cars in a lightly traveled area, you can use urban streets with heavier traffic flows.

## Key Behavioral Pattern Applications

### 8

#### Identify Fixed Side Zone Change

A fixed zone change is an LOS-POT blockage that is not moving, is not likely to move before you reach its location, or is moving at no faster than a jogging pace. A parked car, a construction site, and a jogger are examples of a fixed side zone change. A jogger, or a pedestrian, because of the slow predictable speed they travel, are treated the same as a “fixed” zone change.

#### Identify Moving Side Zone Changes

A moving side zone change has three commonly occurring conditions: it will be an oncoming vehicle, it will be a vehicle that you are passing, or it will be a vehicle that is passing you. You are able to manage space in relation to the moving side zone by changing your speed to alter the location where you pass each other.

#### Time Left Zone with Fixed Right Zone

To time the left zone—which is the moving zone change—you will pass the moving car and the fixed parked car separately.

#### Time Right Zone with Fixed Left Zone

To time the right zone—which would be a moving right-front zone—you would need to change your speed to arrive alongside each zone change, the fixed and the moving, at separate times.

#### Improve Lane Position Away from Zone Change

Take a lane position that will give you the best separation from the zone change.

#### With Closed Left and Right Zones, Reduce Speed

With both a closed left-front and a closed right-front zone you have no option to move away from either zone change. Your only option is to take a braking action. The habit of reducing speed when a closed left and right zone is present will give you more time to evaluate the situation and increase your control.

#### Making Lane Change, Time Open Side Zone

When making a lane change evaluate the side zone condition where you will be entering the new lane. Avoid moving into a closed zone. For example, when making a lane change from the left lane into the right lane avoid entering the right lane where there may be a parked vehicle to your right. When making a lane change from the right lane to the left lane, avoid moving into the lane where there may be oncoming or stopped traffic.

#### While Passing, Time Open Side Zone

While passing, try to avoid passing the vehicle at a time when it is passing a fixed or moving zone change.

#### Communicate for Best Control

When a fixed or moving side zone is not stable—use an effective communication technique in a timely manner to stabilize the situation.

#### Get Best Speed Control

Select the best of the five speed choices.

#### Set the EXPERT Driving Standard

Set the standard to have the teen keep at least one of the side zones always open. And, when that is not possible then put into effect the best selections of the 17 EXPERT Actions.

# Lesson 9

## OBJECTIVES for LESSON Nine

- This lesson explores three high risk situations: driving at night, passing other vehicles and coping with vehicle failures.
- In order for the teen to be successful in this lesson it is necessary that the behavioral patterns from all the previous lessons be performed successfully and consistently so that they become habit.
- Night driving for the teen creates additional problems. Due to visibility limitations, driver drowsiness, passenger distractions, and aimless “cruising”, passing on two-lane roadways at night contains a very high risk. There very seldom are situations where there is opportunity for the training vehicle to pass another vehicle. However, simulated passing situations, **as presented in the Coaching Tips on pages 52-53**, will give the teen ample practice to develop the key behavioral patterns for passing safely.
- The teen is presented with simulated vehicle failures and roadway problems that divides ones attention between the driving environment and problem solving.

## THE DRIVING SETTING

Nighttime conditions should exist for this lesson. Pay attention to whether there is a full moon or a new moon. Illumination from a full moon is totally different from the reduced light created with a new moon. Use all types of roadways. For Guide 32 begin by using four-lane highways with two lanes going in the same direction. Limited access highways may then be used. However, refer to Guide 34 “Getting On and Off Highways” first. After skills are developed use open secondary highways with two to six lanes of traffic. For Guide 33 begin each of the problems at speeds of only 10 m.p.h in a vacant parking lot.

## Key Behavioral Pattern Applications

### Night Driving: Vehicle Readiness

Properly functioning lights are essential during nighttime driving. Acquire the habit of checking your car's lights each night before driving.

### Night Driving: Driver Readiness

- To see effectively at night, avoid exposure to the sun's rays and wear sun glasses during the day.
- At night, you are more likely to be fatigued, which could cause eye fixations.

### Night Driving: Environmental Problems

- Illumination is reduced when there is a new moon as compared to a full moon. Be aware of the difference.
- Rural roadways may offer no street lighting, making you more dependent upon your headlights.
- Urban areas have distracting neon signs that could prevent you from seeing traffic lights and other vehicles.
- Change in temperature and early morning dew can result in "black ice" on freezing road surface.

### Searching at Night

- Look at least 15 seconds beyond range of headlights.
- Look To Target Area For Clues that will tell you if it is open or closed. Evaluate your targeting path.
- Use High Beams when: no cars are passing; no vehicles are ahead; there are no oncoming cars; not in the city.
- Glance To Right to avoid glare from oncoming cars.
- Look For Cars Without Headlights entering from gas stations and other illuminated parking areas.
- See Curves and Intersections Early (in your target area), to know what decisions you will need to make.
- Look for Pedestrian Locations. Use association skills to anticipate where pedestrians may enter your path.

### Being Passed: Tailgater Type

You can know what to expect from a tailgater ready to pass you if you know which type it is. The "charger" will pass you very quickly at the first opportunity. The "one pacer" will take more time to decide to pass and to execute the pass. The "habitual" tailgater may never attempt to pass you.

### Select passing location—Adjust LP and Space

Look ahead to your target area to see what opportunities there will be for someone to pass you. Select the best opportunity for one to pass you. When you want to be passed, moving into lane position three will communicate that message and give additional space to separate from the side of your car. The driver that passed may suddenly make a speed reduction, forcing you to brake to avoid a crash. The best habit is to reduce your speed for you to control your following space.

### Passing: Evaluations of Risk

There are seldom opportunities for a driver education student to practice passing other vehicles. Therefore, we need to create simulated passing situations.

### Responding to problems:

Nighttime environmental problems.  
Drowsy driving conditions and how to prevent them.  
Distracted driving events and how to prevent them.  
Looking for an unfamiliar location.  
Coping with a brake failure.  
Engine stall results in loss of power steering.  
How to cope with a tire blowout.  
How to prevent vehicle rollovers.  
How to prevent and correct skids.

# Lesson 10

## OBJECTIVES for LESSON Ten

The teen is given the opportunity to practice getting on and off limited access highways. While driving on the highway, the following guides should be used: 12, 13, 14, 16, 18, 19, 21, 22, 24, 25, 26, 27, 31, 32, 33, 35. As the teen learns all of the behavioral patterns in these guides over the duration of this program, this lesson puts them into a different environment with higher speeds, which becomes a good testing situation for how well developed the behaviors are on a habitual level.

This lesson should be used over several practice sessions until all Behaviors, Procedures and the Ten Habits are well on their way to consistently successful performance. When you find areas that are weak, go back to the guide in which those behaviors were presented and give more concentrated practice to help the teen improve.

## THE DRIVING SETTING

Use limited access highways such as: interstate highways, freeways, turnpikes, and parkways. In addition, practice should take place on all types of roadways in all types of environments.

## Key Behavioral Pattern Applications

### Getting On the Limited Access Highway

#### On-Ramp Behavior

- 1. Check The Rear Zone:** When planning to get onto a limited access highway, be aware of the status of the rear zone. When there is a closed rear zone, go slower to avoid abrupt stops.
- 2. Keep 4 Seconds of Space:** With a car in front, keep 4 or more seconds of space for independent action.
- 3. Slow On Ramp Speed:** A slower ramp speed gives you more time to find a gap or hole, and it prevents a slowdown or stop while in the acceleration lane.

#### On Acceleration Lane

- 4. Search For Gap To Enter:** With a slower speed on the ramp, you have more time to find a gap to enter.
- 5. Blind Spot Checks:** If your vehicle has a convex mirror attached to the outside, it will show vehicles not seen in existing outside mirrors. Without a suitable convex mirror, a head movement check is needed.
- 6. Signal Light On:** Put your left signal light on, much like making a left lane change.
- 7. Accelerate Briskly:** Once a gap is found, accelerate rapidly to enter the traffic flow at highway speed.

#### Highway Entry

- 8. Precision Lane Entry:** Use precision lane positioning to occupy the least amount of lane space while entering.
- 9. Mirror Checks:** Immediately after entering, check the mirrors to update the rear zone status.

### Getting Off the Highway

- 1. Plan 12 Seconds For Exit:** Plan for your exit as early as possible. You should have all the problems associated with exiting solved at least 12 seconds before the exit.
- 2. Get Rear Zone Status:** Once your exit is located, evaluate the condition of your rear zone.
- 3. Communicate:** Use of signal lights and/or a tap on the brake pedal can alert rear traffic that you are exiting.
- 4. Change Lanes, If Needed:** Use correct precision lane changing techniques if lane changing is necessary.
- 5. Test Brakes Before Exit:** While in the deceleration lane, before committed to the exit ramp, apply brakes to test them. If there is a problem, you can stay on the highway.
- 6. Controlled Braking:** Use constant pressure for controlled braking. Reduce speed to expect a tight curve on exit ramp.

### Evaluation of 10 Model Driving Habits:

#### 1. Establish Driver-Vehicle Readiness

- Driver Fitness, Butt in seat, Safety Belts On
- Doors Locked, Windows Up
- Headlights On during daytime

#### 2. See Path Before Putting the Car in Motion

- See the targeting path you intend to use is clear
- Turn head in direction of intended movement before turning wheel.

#### 3. Keep the Car in Balance

- Make smooth and effective starts, stops and steering
- Use transition pegs for effective transfer of braking, acceleration and steering forces

#### 4. Use Reference Points

- Know within 3-6 inches where your car is positioned
- Know where the sides, front and rear of the car are in relation to the intersection

#### 5. Do the Zone Control LOS-POT Searching

- Search to the Target Area • Evaluate Travel Path for LOS-POT blockage
- FIND** LOS-POT blockage • Check other related zones

#### 6. Turn Decisions into Zone Controlled Actions

- SOLVE** LOS-POT blockages 12 -15 seconds away.
- Gain **CONTROL** of: speed, lane positioning, communication
- Re-evaluate LOS-POT at 4-second Danger Zone
- Be prepared to make adjustments at the 4-second Danger Zone
- Know your Stopping Distance and your PONR

#### 7. Search Left, Front, Right Zones before Intersections

- Identify LOS blockage
- Check that the left, front and right zones are clear
- When you see a red light, or stopped traffic, reduce speed to time your arrival into an open zone

#### 8. Get Rear Zone Control

- When your foot goes on the brake, check the rear zone
- Before moving to a side, check mirrors and blind spots
- When backing, check over right shoulder and check all mirrors continuously

#### 9. Get Control With a Vehicle in Front

- When approaching a vehicle, close in gradually
- When traveling at same speed, keep 4 seconds following space
- Stop behind vehicles to see rear tires touching the road

#### 10. Interact Courteously With Others

- Empower yourself and reduce stress by being courteous, rather than competitive, while driving
- Send and receive communications in a timely manner

## Lessons and Guide Titles

1	Guide 1: <b>Getting Ready To Drive</b> Guide 2: <b>Starting Engine, Orientation to Controls</b>	Guide 3: <b>Moving and Stopping Smoothly</b> Guide 4: <b>On-Target, Off-Target</b>
2	Guide 5: <b>Reference Point Discoveries</b> Guide 6A & 6B: <b>Entering Traffic &amp; Precision Turns</b>	Guide 7: <b>Reading Instruments and Gauges</b> Guide 8: <b>Before Exiting the Car</b>
3	Guide 9: <b>Control of Tracking and Targeting Path</b> Guide 10: <b>Introduction to LOS-POT Blockages</b>	Guide 11A: <b>Backing Introduction</b> Guide 11B: <b>Turnabouts, Driveway-Intersection</b>
4	Guide 12: <b>Searching Target Area to Target Area</b> Guide 13: <b>Recognition of LOS-POTs, Open/Closed Zones</b>	Guide 14: <b>Introduction to the Zone Control System</b> Guide 15: <b>Forward and Angle Parking</b>
5	Guide 16: <b>Communication Options</b> Guide 17: <b>Approaching Intersections</b>	Guide 18: <b>Rear Zone Control</b> Guide 19: <b>Stopping In Traffic</b>
6	Guide 20: <b>Traffic Lights: Timing and Turning Left</b> Guide 21: <b>Using the ABC's of Zone Control</b>	Guide 22: <b>Lane Change With Precision</b> Guide 23: <b>Backing Between Cars, Perpendicular Parking</b>
7	Guide 24: <b>Responding to Laws, Signs, Signals, Markings</b> Guide 25: <b>Approaching Curves and Hillcrests</b>	Guide 26: <b>Following Other Vehicles</b> Guide 27: <b>Practice Commentary</b>
8	Guide 28: <b>Timing Side Zones</b> Guide 29: <b>Hill Stops and Starts</b>	Guide 30: <b>Parallel Parking</b>
9	Guide 31: <b>Night Driving Conditions</b> Guide 32: <b>Being Passed and Passing</b>	Guide 33: <b>Responding to Problems</b>
10	Guide 35A: <b>Behaviors Inventory</b> Guide 35B: <b>Procedures Inventory</b>	Guide 35C: <b>Ten Habits Inventory</b>

***“This is not your father’s Driver Education!”***

## Guides Provide a Blueprint for **EXPERT** Driving Habits

The Guides are like a blueprint that provides precise steps necessary for the development of Expert driving habits that will last a lifetime. Each Guide provides an opportunity to build upon behavioral patterns that were learned in earlier Guides, and to perform them with different applications. The Guides are structured from the simple to the complex to aid in habit development. A behavioral pattern is presented in one Guide, then applied to different situations in several other Guides.

Recent brain research has found that repetition of single actions (behaviors) develops a powerful network of glial cells and neurons in the brain that can give the teen the ability to perform better, even with little driving experience, than the ordinary driver who may have many years of experience. It is the structure of the repetitions that gives the teen the “right” experience within a short period of time. The teens learn and practice into habit the techniques that expert drivers are characterized by.

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