

INTRODUCTION

Zone Control Repetitions Develop Teen Brain Power

Developing low-risk driver behavioral patterns into life-enduring habits requires a well-designed educational plan, a dedicated and knowledgeable educator, and an informed and highly motivated learner. The purpose of these Guides is to present an educational plan that can be used as a blueprint for the teacher to provide the teen with details of specific actions that need to be performed repeatedly, over a period of time, so that habits will form. In order for the teen to have ample opportunity for guided practice, this booklet brings the parent into the educational plan. The parent is expected to provide the teen with an opportunity to practice the many behavioral patterns that are presented in the driver education program that promote EXPERT driving habits and behaviors that will last a lifetime of driving.

What If We Were Teaching How to Play the Piano?

If we were teaching the teen to play the piano, we would need to have them learn how to read sheet music, beginning with a few notes. They would then practice and practice, playing only a few notes, until the brain



becomes wired to have the fingers respond within the blink of an eye upon reading the note. The more practice, the stronger the network within the central nervous system gets developed, and the quicker the eye-finger movement will become.

The Power of the Zone Control System

Using the Zone Control EXPERT Driving System is like playing notes from the sheet music. Once learned, it will play exactly the same way every time. The Zone Control System provides principles that give a driver a set of standards for knowing what is the expected outcome for any situation. Classifying traffic situations into open or closed zones makes it easy for a driver to know what to do once a zone is detected as closed. For example, if we teach

a red traffic light as a closed front zone, then the actions we take for a red traffic light would be exactly the same as the actions to be taken for any closed front zone—when there is construction causing traffic to back up, that is also a closed front zone. And, when we apply the principles of Zone Control that state, *when you have a closed front zone, reduce your speed to attempt an arrival into an open zone; and check your rear zone to determine whether it is “open”, “closed”, or “unstable”*, we are getting the same repetitions from different situations. It is those repetitions that will build lasting networks within the brain to know exactly how to respond to any “closed front zone.” In adolescence, with proper repetitions, glial cells and myelin are produced within auditory and visual processing regions of the brain. This is the best opportunity for the brain to develop its sensory network of neurons to heighten the perceptual skills—seeing something, and in a flash knowing its meaning.

It is Important that Parents Give Teens the Proper Practice

It is important that the parent help the teen to practice the same behaviors that are presented in the program so that the repetitions increase. Imagine how ineffective it would be for the teen to sit at the piano and practice a totally different method, one that contradicts the actions that were previously learned. Inappropriate practice would be more disruptive than constructive.

This program is designed so that teacher, teen, and parent are all reading and practicing the same “notes”. Soon the teen’s performance will become smooth and consistent as she responds to traffic situations harmoniously within the blink of an eye.

In this book, for ease of reading, rather than use a neuter gender we equally use both genders by referring to him or he in some situations and to her or she in other situations.