



THE Keystone

CTSP

&

Novice Driver Safety Educators

Issue 1 Volume 2 -2021

Newsletter

NDSP Published in PA Educational Leadership Journal

12th Annual PA

SWPBIS Evaluation Report Executive Summary

CTSP /SPO

Perceptual Driving Curriculum Training Seminar

Made Possible Through a Grant From:



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Keystone CTSP
& Novice Driver Safety Educators
Newsletter

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Volume 2 Issue 1

Hello to all. With the end of the historic and eventful 2020, we hope you all are well. Due to the obvious events of the past year we all have been forced into modifications in the everyday work routine. Many challenges were met by creative solutions and while not all of the results are perfect, most have been able to adapt and carry on providing education and public service.

The Novice Driver Statewide Program has been renewed for this grant year, and we continue building on the objectives of our initial grant by instituting new goals and activities as well as building on and promoting previous endeavors.

We are continuing the study of the focused aspects of the Perceptual Driving Program when combined with School-Wide Positive Behavioral Interventions and Supports (SWPBIS). New schools are planned to be added to the research along with training students of participating schools in data collection procedures. Level-2 supports utilizing driving simulator will be investigated. We will also continue to provide education resource materials to CTSP liaisons with the addition of the final components of the *Your Teen Driver* Mentor Driver sessions. These will present a variety of practice behind-the-wheel driving skills, lessons and information in to develop perceptual skills in varieties of driving environments. When used in combination of the previously released lessons, a collection of tutorials is available to use as presentation and seminar material by CTSP and teachers. Another module of the PA Enhanced Driver Education Program is also being updated and will be made available. The *Stop-Think-Go Decision Making Process* segment has been a part of that curriculum for many years. It contains aspects of behavioral education with objectives and activities designed to demonstrate positive decision-making methods.

Welcome Teachers!

You may have also noticed the addition of “Novice Driver Safety Educators” to the newsletter banner. The four issues that we published last year were released to the list of approximately 300 PA public school driver ed instructors. Part of our purpose is to form and maintain a network of communication and collaboration between PA public school driver education teachers and CTSP personnel to support mutual undertakings in novice driver and mentor education.

CTSP offices have previously received a cross-referenced listing of public school instructors in their service regions. Instructors will shortly be receiving the corresponding contact list for other driver ed teachers and CTSP associates.

As always, questions, notes and contributions of topics for this newsletter are welcome from everyone.



NDSP Survey Published In PEL Journal

The *Pennsylvania Educational Leadership (PEL) Journal* is a peer-reviewed publication that is circulated twice per year by the of the Pennsylvania Association for Supervision and Curriculum Development (PASCD). Subject areas speak to various points of interests involving Pennsylvania educators. The articles range from various analyses, narratives, research, and reviews.

The latest Fall/Winter issue of *PEL Journal* contains the analysis of a survey spearheaded by the 2019-2020 NDSP. The survey was a primary activity of the program grant. Initiated over the summer of 2019 with the cooperation of the PDE Office of School Safety Education, the survey and subsequent results updated previous studies to examine the current climate of driver education in Pennsylvania to assist in planning. This survey has previously been presented by the NDSP grant team at the PennDOT Fall Communications Conference, and is included in the NDSP Comprehensive Report.



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Kathleen Ammerman (4th-year PhD candidate in School Psychology) was primary author on the article "A Survey of Driver Education Practices in Pennsylvania" which appeared in the 2020 Fall / Winter issue of *Pennsylvania Education Leadership*. Ms. Ammerman's co-authors included Mr. Kevin Wolford (IUP Institute for Rural Health and Safety), Dr. Louis Pesci (Kinesiology, Health, and Sport Science and IUP Institute for Rural Health and Safety), and Dr. Timothy Runge (Educational and School Psychology). The article summarized data from a state-wide survey of driver education instructors regarding their professional qualifications and training, professional development activities, and curricula and instruction used to teach novice drivers. This article is part of a larger, multi-year grant funded by the Pennsylvania Department of Transportation in collaboration with the Pennsylvania Department of Education to improve the quality of novice driver education and increase behavioral outcomes (i.e., cell phone use; seat belt use) among teen drivers.*

* <https://pascd.org/>

Cover: [PEL](#)



12th Annual PA SWPBIS Evaluation Report Executive Summary

Timothy J. Runge, PhD, NCSP, BCBA

School-Wide Positive Behavioral Interventions and Supports (SWPBIS) is a multi-tiered system of support that is characterized by systematic assessment of student behavioral and mental health, preventative core mental and behavioral health curricula, and tailored interventions for those with strategic or intensive needs. SWPBIS includes three tiers of assessment, instruction, and intervention based on identified student needs. These include:

Primary tiered services – assessment and instructional practices provided to all students to prevent or minimize barriers to learning while concurrently promoting mental and behavioral health for all students.

Secondary-tiered services – mental and behavioral support layered on top of the primary-tiered services; often needed by approximately 5-10% of students

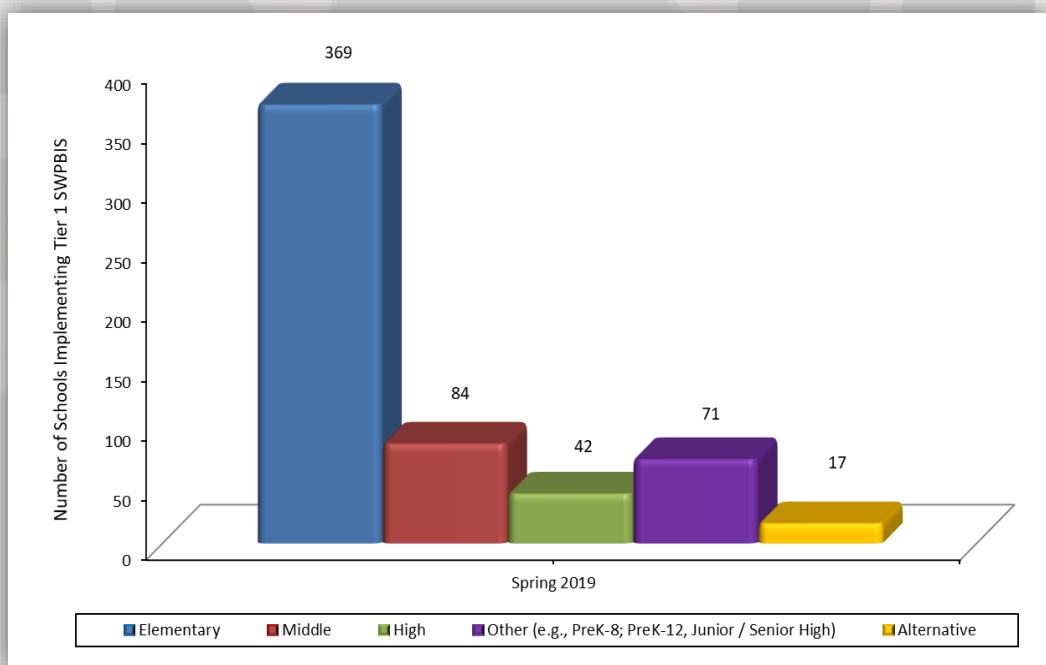
Tertiary-tiered services – mental and behavioral support layered on top of secondary-tiered services; often needed by approximately 3 - 5% of students

Figure 1 provides a cross-sectional review of the number of Pennsylvania Positive Behavior Support (PAPBS) Network schools implementing tier 1 SWPBIS each spring since 2007. The number of schools achieving full implementation of tier 1 SWPBIS has steadily grown since spring 2007. Spring 2019 is the high-water mark for implementation, with 583 schools reaching this goal.

In the spring of 2019, the largest proportion of schools implementing tier 1 SWPBIS were at the elementary level (63.3%; $n = 369$), a finding that is consistent with national data. Middle schools accounted for the second largest proportion of schools implementing tier 1 SWPBIS, with 84 (14.4%) achieving this goal. Forty-two high schools achieved full implementation of tier 1 SWPBIS. See Figure 2.

Figure 1

Cross Sectional Count of Combined Cohort Schools Primary-Tier SWPBIS Implementation Fidelity 2007-2019



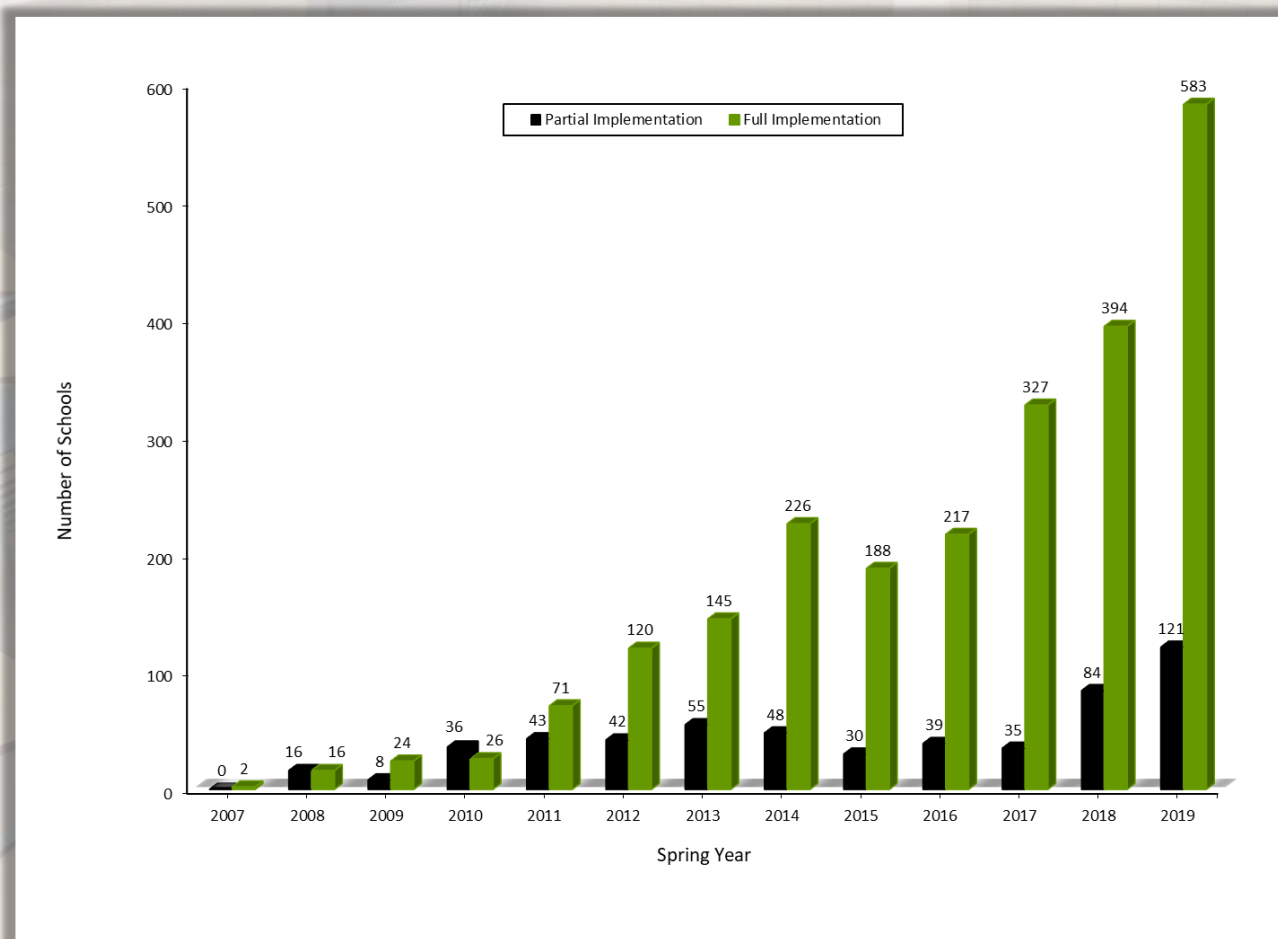


Figure 2 *Number of Schools Implementing Tier 1 SWPBIS by Building Type in Spring 2019*

Note. SWPBIS = School-Wide Positive Behavioral Interventions and Supports

The 42 high schools implementing SWPBIS provide opportunities for us to embed evidence-based driver education curricula and a token economy system – a hallmark of SWPBIS – to increase safe driving behavior of novice drivers. Specifically, this provides an opportunity for us to expand the pilot work around increase safe driving behaviors that was initiated in the 2019-2020 academic year. Be on the look-out for results of that pilot and opportunities to engage these high schools in expansion of this work.

CTSP Resource Training Seminar



On Wednesday, January 20, 2021, the first of several online seminars was presented by the Novice Driver Statewide Program to Keystone CTSP personnel. As an objective of our grant, we are offering informational training in the resources materials that were modified, revised and created as a components of the NDSP grant. The first tutorial will introduce the seven segments of the Perceptual Driving Program that is used as the approved PDE Enhanced Driver Education Curriculum. Participants will be informed of the purpose and rationale behind this curriculum, and the behavioral and instructional objectives for each part. Vital information aspects, updated data tables, video and source links, as well as containing exercises to help develop perceptual awareness while driving.

The remaining seminars will include the release of the complete Mentor Driver/Novice Driver, finishing up with the Stop-Think-Go Decision Making Process Module and SWPBIS.


Zoom meeting invitations and reminders were sent to those on the CTSP and SPO contact list. Also participating were members of the HSO and John Kashatus of the PDE Office of School Safety Education.

Be Ready, Be Safe, Be Responsible

NOVICE DRIVER STATEWIDE PROGRAM RESOURCE TRAINING

CTSP Personnel Training
Using the Materials provided by the NDSP Grant

- Perceptual Driving Program
- Mentor Driving Resources
- Aspects of SWPBIS and Driver Education



pennsylvania DEPARTMENT OF TRANSPORTATION
IUPUI Institute for Rural Health & Safety

PROVIDE EDUCATION, RESOURCES AND BACKGROUND OF PROVEN, DATA DRIVEN BEHAVIORAL EDUCATION AND DRIVER EDUCATION METHODS AND MATERIAL TO CTSP PERSONNEL AS PER NDSP GRANT (2019-2020 & 2021) HSO SEC.9, ITEMS 1 & 5 1 & 5.


Rationale and Purpose

COMPOSED OF THREE SEGMENTS:

- Perceptual Driving
- Mentor / Parent Driver
- SWPBIS (School-Wide Positive Behavior Interventions & Supports)

PERCEPTUAL DRIVING

"The Perceptual Driving Program establishes a foundation for selective seeing, evaluating, and responding to selective traffic scenes. Once this process is learned, the beginning driver will then be able to apply it to various traffic environments and situations."
"The program is designed to teach drivers selective visual skills for greater car control and seeing."
PA Enhanced Driver Education Program Guide (p.105)





The Perceptual Driving Program

Perception and Driving Strategies for Different Environments
Module III of the Pennsylvania Enhanced Driver Education Program

Session One Objectives Improving Perceptual Skills

- Identify** those parts of the Highway Transportation System (HTS) that must be quickly perceived
- Define** perception as a mental process that is selective and can be improved
- Define** the concept "Projected Path of Travel"
- Identify** the three general habits for improving perception of the HTS events
- List** the eye habits for vehicle control and selective scanning of the traffic scene; they can state at least three errors drivers make when not using good scanning habits.

Introduction and Rationale

A-Session 1 Part 1A

[Session 1 Part 1A](#)

- Goals
- Statistics
- Links

Perception

A-Session 1 Part 1B

[A-Session 1 Part 1B](#)

- Highway Transportation System
- Nature of Perception

Habits to Improve Perception

A-Session 1 Part 1C

[A-Session 1 Part 1C](#)

A1- Part 1

A-1A-Introduction and Rationale

- Goals,
- Statistics,
- Links

A-1B-Perception

- HTS,
- Nature of Perception

A-1C-Habits to Improve Perception

Distracted Driving and Cell Phones



BE READY, BE SAFE, BE RESPONSIBLE

A-1 Part 2

Distracted Driving and Cell Phones

- Driving Goal
- Driving Task
- Distractions and Perception

Session 1 Part 2



OCCUPANT PROTECTION FROM INJURY
RESTRAINT SYSTEMS
SEAT BELTS, AIRBAGS

Occupant Protection from Injury

- Restraint Systems
- Seat Belts, Airbags

CTSP Resource Training Seminar

Keystone CTSP



SESSION TWO

SIGNS, SIGNALS, PAVEMENT MARKINGS

- A clue and cue to all of these conditions are: SIGNS, SIGNALS & Pavement MARKINGS
- These are your eyes and guide to the roadway ahead.
- There are over 1100 types of signs on the road today, but don't be intimidated, they are simplified by shape, and color and symbol.
- You've been exposed to recognizing symbols for years...

Session 2

IDENTIFY SIGNS, SIGNALS, AND LANE MARKINGS

Session Two Objectives Identifying Traffic Controls

- REGULATORY SIGNS by color, shape, and symbol
- WARNING SIGNS by color, shape, and symbol
- GUIDE SIGNS by color, shape, symbol, and numbering
- CONSTRUCTION SIGNS by color, shape, and symbol
- Various TRAFFIC LIGHT SIGNALS and meanings
- Various LANE MARKINGS and meanings

Session 2

7. When exposed to a HTS situation on a screen for five seconds or less, drivers can identify the signs, signals and pavement markings and the responsibilities for the driver and other highway users.

Traffic Control Exercises

Signs, Signals, Markings

- ### B-Session 2
- Signs, Signals, Pavement Markings
 - Identification Exercises

SESSION THREE

C-Session 3 A Identifying Highway Conditions

Session Three Objectives

Define	Define an area of less space
Identify	Identify static highway conditions that affect space
Identify	Identify dynamic traffic conditions that affect space
Define	Define less sight distance and view to the sides
Identify	Identify static highway conditions that affect visibility
Identify	Identify dynamic traffic conditions that affect visibility
Identify	Identify clues to hidden side roads
Define	Define an area of less traction
Identify	Identify roadway conditions that affect traction
Identify	Identify Surface materials that affect traction

Identifying Highway Conditions

C-Session 3A

C Session 3A

- Space
- Sight
- Conditions
- Visibility
- Traction

Identifying Highway Conditions

C-Session 3B IHC Slides & Videos Questions

Session 3B IHC

- ### C-Session 3
- Session 3 A Identifying Highway Conditions
- Space
 - Sight
 - Road Condition
 - Visibility
 - Traction
- Session 3B
- Slides & Videos

CTSP Resource Training Seminar



Session Four
Identifying Vehicle Clues and Other Users

D-Session 4
Identifying Vehicle Clues and Other Users

Session Four Objectives	
Identify	Vehicle condition and performance clues to better predict the actions of other drivers
Identify	Clues to changes in vehicle movement
Identify	Drivers clues to predict probable actions
Identify	Motorcyclist clues in regard to probable actions
Identify	Bicyclist clues in regard to probable actions
Identify	Pedestrian clues in regard to probable actions

Identifying User Actions

D-Session 4 A

Session 4 A

- Vehicle Condition & Performance
- Movement
- Probable Actions
- Cyclists
- Pedestrian

Identifying Vehicle Clues and Other Users

D-Session 4B
Slides OU 1,2,3,4,

D-Session 4B

- Perception Slides & Videos
- Other User Questions

Identifying Vehicle Clues and Other Users

D-Session 4C
Videos OU 6,7,8

D-Session 4 C

- Perception Slides & Videos
- Other User Questions

- | | | |
|--|--|--|
| <p><u>D-Session 4 A</u></p> <ul style="list-style-type: none"> • Vehicle Condition & Performance • Movement • Cyclists, Pedestrians | <p><u>D-Session 4B</u></p> <ul style="list-style-type: none"> • Perception Slides • Other User Questions | <p><u>D-Session 4C</u></p> <ul style="list-style-type: none"> • Other User Videos • Other User Questions |
|--|--|--|

SESSION 5

ALL GROUPS

Session Objectives
1. Identify vehicle condition and performance clues to better predict the actions of other drivers;
2. Identify clues to changes in vehicle movement;
3. Identify driver clues that enable one to predict their probable actions;
4. Identify motorcyclist clues in regard to their probable actions;
5. Identify bicyclist clues in regard to their probable actions; and
6. Identify pedestrian clues in regard to their probable actions.

Identifying All Groups

E-Session 5 All Groups-Static Slides

Session 5

- Static Slides
- Questions

Identifying All Groups

E-Session 5B All Groups Videos

- Videos & Questions

- | | |
|---|--|
| <p><u>5A All Groups</u></p> <ul style="list-style-type: none"> • Static Slides & Questions | <p><u>5B All Groups</u></p> <ul style="list-style-type: none"> • Videos & Questions |
|---|--|

CTSP Resource Training Seminar



SESSION SIX
IDENTIFYING CONFLICT PROBABILITIES

F-Session 6
Identifying Conflict Probabilities

Session Six Objectives

- Identify the three parts of the projected path of travel
- Measuring following distance with time
- Measuring stopping distance with time
- Measuring sight distance with time
- Identifying probable errors of other users
- Identify a high or low probability of conflict
- Identify a potential conflict can occur and how much of your space it might occupy

Identifying Conflict Probabilities

F-Session 6A-Following Distance

Session 6 A

Path of Travel
• Following Distance Videos

Identifying Conflict Probabilities

F-Session 6B-Stopping Distance & Visual Lead

Session 6B

Path of Travel
• Stopping Distance
• Visual Lead & Line of Sight Videos

Identifying Conflict Probabilities

F-Session 6C Errors, Conflict Case Studies

Session 6 C

Path of Travel
• Identify Probable Errors
• Evaluate Conflict Properties
• Case Studies

- F-6A Following Distance**
- Path of Travel
 - Following Distance

- F-6B Stopping Distance & Visual Lead**
- Stopping Distance
 - Visual Lead Videos

- F-6C Errors, Conflict Case Studies**
- Identify Probable Errors
 - Evaluate Conflict Properties
 - Case Studies

SESSION SEVEN
RESPONDING TO PROBLEM SITUATIONS

G-Session 7
Responding to Problem Situations

Session Seven Objectives

- Analyze the space around one's vehicle
- Identify driver actions
- Identifying factors that require a speed adjustment
- Identify a safe path of travel
- Identify one's intentions to other highway users
- Demonstrate the decision making process

Identifying Highway Conditions

G-Session 7 A

Session 7 A

- Decision Making
- Plans of Action
- Maintaining Space-video
- Timing Driving Actions-video

Identifying Highway Conditions

G-Session 7 B

Session 7 B

- Speed Adjustments for Conditions
- Path of Travel
- Communication
- Response Case Studies

- Session 7A**
Identifying Highway Conditions
- Decision Making
 - Plans of Action
 - Maintaining Space
 - Timing Driving Actions

- Session 7B**
- Speed Adjustments
 - Path of Travel
 - Communication
 - Response Case Studies



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