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R-3/23/10

Undergraduate Distance Education Review Form

Required for all courses taught by distance education for more than one-third of teaching contact hours.

Existing and Special Topics Course

Course: HPED 252 Introduction to the Driving Task  
Instructor(s) of Record: Dr. Louis J. Pesci  
Phone: 724-357-3979 Email: lpesci@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1 – A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Louis Pesci has taught HPED 252 Introduction to the Driving Task content at IUP since 2000. He has also taught the core of courses, HPED 251 Foundations of Safety and Emergency Health Care, HPED353 Driver Education Program Management and HPED354 Application of Driver Education Instructional Modes since coming to IUP in 2000. The listed courses represent the certification requirements for safety/driver education teacher preparation program offered at IUP.

Prior to attending a scheduled IUP Moodle Workshop, Dr. Pesci developed an on-line driver education curriculum, Driver Task Analysis, for the American Driver and Traffic Safety Education Association (ADTSEA) using the Moodle teaching platform. In the Fall of 2008, Dr. Pesci presented the ADTSEA Driver Task Analysis on-line Course in Charlotte, NC to various university-level-driver educators and public school educators. In the summer and fall semesters of 2009, Dr. Pesci incorporated the IUP Moodle teaching platform into course content of HPED 251, HPED 252, HPED 353 and HPED 354.

2. How will each objective in the course be met using distance education technologies?

HPED 252 Introduction to the Driving Task will be conducted as a hybrid on-line course. Specifically, students will be required to meet at the IUP Main Campus for the first day of class to receive course information. Students will also be required to meet on the IUP Main Campus during the last days of the course to fulfill hands-on training.

Objective 1 – Students will be able to identify the characteristics of the highway transportation system in the United States.

How objective 1 will be met – The readings for this course will cover a broad range of topics and theories that include the basic definitions used to describe the transportation system in the United States. There will be assigned materials and readings that relate to the importance of studying the driving task. Students will be required to analyze collision reports and submit electronically critiques of their findings. Related websites and web based readings on driver education and current states driving laws will be introduced to enhance student's interests and motivation.

Objective 2 – Students will be able to identify Pennsylvania motor vehicle laws, regulations, and

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Liberal Studies

these applications.

How objective 2 will be met –Students will be required to examine the Pennsylvania graduated driver licensing system through a variety of readings posted on-line. The instructor will post a variety of examples of how graduated licensing systems differ from state to state and the requirements for driver education teacher certification. Additional readings along with discussion boards/chat rooms will be used to answer questions and generate discussions pertaining to specific rules of road.

Objective 3 - Students will be able to demonstrate vehicle familiarization and basic vehicle control procedures.

How objective 3 will be met – Because of the labs attached to this course students will be required to meet at the IUP main campus on a specific day scheduled by the instructor to fulfill this objective. Prior to this on-site meeting students will be assigned on-line readings supported by videos demonstrating the vehicle familiarization and basic vehicle control techniques. Hands-on application for this objective will be taught on the IUP South Campus multiple-car driving range and behind-the-wheel lessons in Indiana, PA.

Objective 4 – Students will be able to identify and analyze perceptual driving strategies.

How objective 4 will be met – Students will be given multiple on-line reading assignments pertaining to theories and perceptual techniques. Perceptual on-line quizzes will test a student's ability to recognize traffic control devices, pavement markings, highway conditions, other users and predicting/evaluating static and dynamic traffic scenes.

Objective 5 - Students will identify natural laws affecting vehicle and operator performance.

How objective 5 will be met – Students will watch on-line videos and will be given selected readings on vehicle technology from internet sites. Chat rooms and discussion boards will be utilized to create discussions pertaining to items that can influence driver operator performance.

Objective 6 -Students will demonstrate driving in adverse conditions and advanced vehicle control tasks.

How objective 6 will be met – Students will be given on-line reading assignments supported by on-line videos describing vehicle control. As described in objective three, students will be required to meet at the IUP main campus on a selected day to complete this objective. The IUP South Campus multiple-car driving range will be utilized to demonstrate skid and evasive maneuvers.

Objective 7 – Students will be able to identify vehicle malfunctions and collisions reporting laws.

How objective 7 will be met – Students will be required to watch several on-line videos pertaining to vehicle malfunctions. Required readings will consist of materials posted on the American Driver and Traffic Safety Education Association web site and links to the Pennsylvania Vehicle Codes. Discussion boards and chat rooms will be used to generate on-line discussions.

3. How will instructor-student and student-student, if applicable, interaction take place?

Instructor-student and student-student interaction will be available through the on-line software in the form of chat rooms, discussion boards, assignments, and e-mail. Assignments and self-test will give the students an opportunity to provide and demonstrate their knowledge of content. Students will be able to discuss assignments and test result results with the instructor as needed throughout the duration of the course. Students will also have the opportunity to interact face-to-to face with the instructor on meetings days where students are required to be on site for hands-on training.

4. How will student achievement be evaluated?

Students will be required in each unit to take on-line unit quizzes. Students will be required to submit critiqued collision articles throughout the course. Students will be required to submit a variety of journal reflections based of selected traffic safety related topics. Students will be required to conduct a stop sign/traffic survey in their demographic area. Results from this survey will be submitted electronically through IUP Moodle. A final exam will be administered on-line during final exam week as scheduled by the university.

5. How will academic honesty for tests and assignments be addressed?

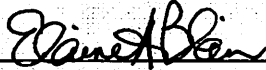
Evaluation methods will consist of quizzes, exams, discussion boards and emails to avoid academic dishonesty. The IUP Moodle software provides several functions to help the instructor prevent academic dishonesty. All assignments submitted electronically are controlled by the instructors through the use of date and time specific functions provided by IUP Moodle. Exams will be timed and a random selection feature can be used to select questions from a question bank. This ensures that students are getting different questions randomly on a specific exam.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor-developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

**Step Two: Departmental/Dean Approval**

**Recommendation:** Positive (the objectives of this course can be met via distance education)

Negative

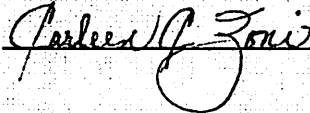


3/22/2010

Signature of Department Designee

Date

**Endorsed:**



3-22-2010

Date

*Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level sections.*

**Step Three: University-wide Undergraduate Curriculum Committee Approval**

**Recommendation:** Positive (the objectives of this course can be met via distance education)

Negative

\_\_\_\_\_  
Signature of Committee Co-Chair

\_\_\_\_\_  
Date

*Forward form and supporting materials to the Provost within 30 calendar days after received by committee.*

**Step Three: Provost Approval**

**Approved as a Distance Education Course**

**Rejected as a Distance Education Course**

\_\_\_\_\_  
Signature of Provost

\_\_\_\_\_  
Date

*Forward form and supporting materials to Associate Provost.*

**Syllabus on File**

Indiana University of PA  
Highway Safety Center  
HPED 252 – Introduction to the Driving Task

3 Credits  
3 Lecture hours

Course Description:

This course provides an in-depth thorough treatment of operating a motor vehicle competently in all major variations and under most conditions encountered within the traffic environment. A competent operator is considered to be one who performs the total driving task knowledgeably, skillfully, and desirably (with respect to the behavioral characteristics}; demonstrating full understanding and application of identification, prediction, decision and execution process. This course does not deal with preparation for teaching the driving task; rather it is prerequisite thereto, being designed specifically for producing the kind of driver a driver educator should be.

Upon completion of this course, the student should be able to:

1. Recognize the influence of physical, mental, emotional and attitudinal factors on driving performance and develop desirable response patterns for these limitations.
2. Recognize and demonstrate desirable concerns for other highway transportation system users.
3. Identify and describe the highway transportation system and its components.
4. Demonstrate sound judgments based on application of the identification, prediction, decision and execution process.
5. Recognize, describe and effectively adjust to visual impediments.
6. Recognize, accept and cooperate with the various inhabitants of the highway transportation system.
7. Recognize, identify and cope proficiently with the essential driving tasks.
8. Demonstrate sound judgment n dealing with special and emergency situations and identify and apply all legal requirements relevant to the highway transportation systems.

Evaluation Outline

- Classroom – 60%
  - Test one – 20%
  - Test two – 20%
  - Test Three – 20%

Participation n class is important. Your contributions will be considered in final grading for borderline grades. Classroom attendance is up to the discretion of the student. Please remember

that your participation in class will have a direct bearing on your classroom grade. Laboratory attendance is a necessity in that you cannot make up any labs that you miss.

- Laboratory -40%
  - Simulation – 10%
  - Driving Range – 10%
  - Behind-the-Wheel – 20%

Grading Scale: 100%-90% - A, 89%-80% - B, 79%-70% - C, 69%-60% - D, 59% and below -F

Required Texts:

Kaywood, Richard, et al. DRIVE RIGHT. Glenview, Illinois: Scott, Foresman and Company, 1982

Pennsylvania Department of Transportation. PENNSYLVANIA MANUAL FOR DRIVERS. Harrisburg, January, 1980

Supplementary Texts:

Commonwealth of Pennsylvania. PENNSYLVANIA CONSOLIDATED STATUTES - TITLE 75 .L VEHICLES. Harrisburg, 1980.

<u>DATE</u>	<u>UNITS OF INSTRUCTION</u>
September 7	Course Introduction Unit I - The Highway Transportation System 1: 2-12
September 12	Unit I (Cont.) Unit II - Pennsylvania's Motor Vehicle Laws, Regulations, and Their Application 1:1 - 1:11, 15:3 - 15:8, 15:13 - 15:19, 31:1 - 33:14, 33:19 - 33:23
September 14	Unit II (Cont.)
September 19	Unit II (Cont.) Unit III - Vehicle Familiarization 1: 14-32
September 21	Unit III (Cont.)
September 26	Unit III (Cont.)
September 28	Unit IV - Basic Control Tasks 1: 76-92
October 3	Unit IV - (Cont.)

October 5	Unit IV - (Cont.)
October 10	Review for Exam
October 12	Exam (Units I - IV)
October 17	Unit V - Perception and Driving Strategies 54-72, 94-110, 130-143, 148-170, 172-194, 196-217
October 19	Unit V (Cont.)
October 24	Unit V (Cont.)
October 26	Unit V (Cont.)
October 31	Unit V (Cont.)
November 2	Unit V (Cont.)
November 7	Exam Review
November 9	Exam (Unit V)
November 14	Unit VI - Natural Laws Affecting Vehicle and Operator Performance 1: 112-127
November 16	Unit VI (Cont.)
November 21	Unit VII - Adverse Conditions 1: 220-237
November 28	Unit VIII -Advanced Control Tasks 240-258 57-63
November 30	Unit VIII (Cont.)
December 5	Unit IX - Driver Fitness 1: 262-281, 284-302
December 7	Unit IX (Cont.)
December 12	Unit IX (Cont.)
December 14	Unit X – The Vehicle and Driver Responsibility 1: 304-317, 320-337, 340-353



# IUP Moodle On-line Syllabus

**Indiana University of Pennsylvania  
HP 252 – Introduction to the Driving Task  
Summer Session 2010**

Instructor: Dr. Louis Pesci, [lpesci@iup.edu](mailto:lpesci@iup.edu), 724-357-3979

3 Credits, 3 Lecture hours

Class Time/Laboratory Time: June 14 – June 19, 2010

June 14 - Meeting in the R&P Building simulation room (1 - 4:30)

June 18 - Meeting in the R&P Building simulation room (8 - 4:30)

Course Description:

This course provides an in-depth thorough treatment of operating a motor vehicle competently in all major variations and under most conditions encountered within the traffic environment. A competent operator is considered to be one who performs the total driving task knowledgeably, skillfully, and desirably (with respect to the behavioral characteristics); demonstrating full understanding and application of identification, prediction, decision and execution process. This course does not deal with preparation for teaching the driving task; rather it is prerequisite thereto, being designed specifically for producing the kind of driver a driver educator should be.

Upon completion of this course, the student should be able to:

1. Recognize the influence of physical, mental, emotional and attitudinal factors on driving performance and develop desirable response patterns for these limitations.
2. Recognize and demonstrate desirable concerns for other highway transportation system users.
3. Identify and describe the highway transportation system and its components.
4. Demonstrate sound judgments based on application of the identification, prediction, decision and execution process.
5. Recognize, describe and effectively adjust to visual impediments.
6. Recognize, accept and cooperate with the various inhabitants of the highway transportation system.
7. Recognize, identify and cope proficiently with the essential driving tasks.
8. Demonstrate sound judgment n dealing with special and emergency situations and identify and apply all legal requirements relevant to the highway transportation systems.

Course Assessment:

Final Exam (Units 1-10).....	117 points
Assignments – Articles and Intersection Survey (25 pts each).....	50 points
Moodle assignments.....	10 points each

Grading Scale: 100%-90% - A, 89%-80% - B, 79%-70% - C, 69%-60% - D, 59% and below -F

IUP Moodle and textbooks:

Because IUP Moodle is being used for this course, notes and required readings are listed electronically. It is your responsibility to check the IUP Moodle HPED 252 site for upcoming events, quizzes and assignments. Assignments and quizzes are time/date specific and late submissions are not allowed. Quizzes and assignments that are not turned in during the allotted time frame are counted as zeros. IUP Moodle will be discussed during the first day of class.

The following is a list of supplemental reading material you can purchase using your favorite text-book site or at the IUP Book Store:

Scott Foresman, Drive Right, Teachers Edition, 10<sup>th</sup> or 11th edition.

Pennsylvania Department of Transportation, Pennsylvania Driver's Manual, most recent edition. (This is free at any Pennsylvania Driver Testing Center)

### Class Assignments:

There will be two primary class assignments to be turned in to the instructor. Both assignments are to be done independently. Identically turned in assignments will be graded as fails for both parties. One assignment will be an intersection survey, which is explained on IUP Moodle. This assignment will be submitted electronically the last day of class. The second assignment will be to prepare a small file of traffic crash articles from any local newspaper with a brief description of what you believe to be the contributing factors to the collision. There should be a minimum of twenty articles.

### Class Assignment Formats:

*Intersection survey (25pts)* – You must use the intersection survey sheet. This assignment will be covered the first day the class meets. Please pay close attention to IUP Moodle when this assignment is due.

Break down of points: -5 not on correct sheet  
-5 Name missing or other content on front sheet  
Will not be accepted late - grade zero.

*Collision Articles (25pts)* – Collect 20 traffic crash articles from local newspapers or web sites.

1. Name, course number, title, year, semester, must all be on the title page.
2. Each article must be critiqued and numbered.
3. Each article must be critiqued in sentence form. Each critique must be a minimum of six sentences describing the collision. Questions that can be answered:
  - a. What were the current roadway conditions?
  - b. What was the main cause of the collision?
  - c. Who do you believe made the error that caused the collision?
  - d. What were contributing factors that caused the collision to have greater consequences?
  - e. Was the collision caused by mechanical error or human error?
  - f. If human error what did the driver do wrong?
  - g. Where there any environmental conditions that helped cause this collision and enhance the severity?
  - h. Were seatbelts being worn and did the vehicles airbags deploy?
4. Breakdown of grading will be as follows:
  - a. Each article with the critique is worth 1pt. Missing articles, articles present but not critiqued, critique not longer than six sentences, critique not typed – 1pt deduction

### Course Requirements:

- Attendance during chat rooms, conference calls, and laboratory session is required.
- Participation in chat rooms and discussion boards is important and critical. Grading participation is very subjective and will be considered in determining borderline grades.
- You must have a valid driver's license. Driver's license must be shown before the lab session begins.

### Preparing for the first day of class:

To prepare for the first day of class it is recommended that you practice using IUP Moodle by exploring the HPED252 icons listed under Moodle. You will notice that some content areas contain video footage. You can view the videos at any time and as many times as you wish. It is important to pay close attention to the right margin of the IUP Moodle main page. All assignments, quizzes and updates are listed in this column. Check it daily for updates and upcoming events.

### June 14, 2009 - Monday

1:00pm – 4:30pm

#### Unit 1 - Course Introduction/books/Information cards/assignments

IUP Moodle – Detailed instructions will be given on how IUP Moodle works.

- Logging onto IUP Moodle – it is critical to access IUP Moodle ASAP – any problems with accessing the site you will need to contact IT support immediately.
- Use of videos – FireFox or Explorer
- Participants activity reports – IUP Moodle records your activity
- Chat rooms
- Attaching files for assignments
- PowerPoints – use of embedded links
- Discussion boards
- Teleconference calls – in some cases it will be necessary to dial in to a conference call. You will be given a phone number and pin to access the conference call.
- Different style of assignments – linking to files outside of IUP Moodle
  - Driver Task within the HTS
  - Fact Sheet: PA Young Driver's Legislation (GDL)

#### Unit 2 – Introducing Operator and Vehicle Control Tasks

Break/Meet in back parking lot – introduction/location to the IUP Driving Range

- Introduction to Range
- Vehicle Familiarization
- Mirror Adjustment
- Vehicle Operation Space Demo
- Pre-ignition, ignition and shut down procedures

Your first assignment is to access IUP Moodle. The Perceptual driving content and quizzes are open and can be taken at any time. These are not timed quizzes. There are both static and dynamic scenes for you to view. They will take some time to complete and will be discussed during tomorrow's chat room.

### June 15, 2009 - Tuesday

Assignment – The perceptual driving quizzes. This style of quiz is open and not timed.

IUP Moodle Chat room (12:00-1:00pm) – Prior to this chat room you will need to preview Unit 3 and complete the Perceptual Program quizzes on-line.

#### Unit 3 – Space Management System

Perceptual Program – Traffic Controls, Highway Conditions, Other Users

Perceptual Programs – How many are there?

#### Unit 4 – Basic Maneuvering Tasks

Unit 5 – Risk Reducing Strategies for High Speed, Multi-Lane Expressways

June 16, 2009 - Wednesday

Assignment Due - You are required to submit five of your collision articles with write-ups. Check IUP Moodle for this assignment.

Assignment Due - Intersection Survey – what are the numbers? Check IUP Moodle for this assignment.

IUP Moodle Chat Room (12:00-1:00) – During this chat room we will discuss the Unit 5 and Unit 6. Special attention will be given to the intersection survey. Make sure you have completed this assignment and submitted on IUP Moodle. The stats will be posted on a discussion board for viewing.

Teleconference call – (8pm – 9pm) – you will be emailed a number and pin to access. Unit 6 will be discussed during this call. This conference call is not limited to Unit 6. Concerns or questions pertaining to course materials can be discussed.

Unit 6 – Personal Factors Influencing Operator Performance

Unit 7 – Environmental Conditions That Affect Safe Vehicle Operation

June 17, 2009 - Thursday

IUP Moodle Chat Room (8:00pm – 9pm) – Prior to this chat room you will need to preview Unit 8, 9, and 10. Remember to watch the videos embedded in these units. Videos will help support the materials for Friday's labs.

Unit 8 – Vehicle Malfunctions and Functions, and Collision Reporting

Unit 9 – CMVs

Unit 10 - Distractions

Dry/Skid Maneuvers

June 18, 2009 – Friday – Class meets at the R&P Building (8am – 4:30)

Driving Range

- Left and Right turns with push pull steering technique/Moving Lane Changes
- Parking – T, 2pt, 3pt, Angle, Perpendicular
- Tracking forwards and backwards with lane changes - - Reference points

Introduction to simulation – Turns/steering

- Stopping Distances – Driver Analyzer/Stopping in Time Stopping Distances

Review of GPS maps and coordinates – how is this tool/technology used in driver education?

group 1 - On-Street Lesson – Residential Area, open highway and expressway/lunch

group 2 - On-Street Lesson – Residential Area, open highway and expressway/lunch

Simulation film – Unlimited access highways

Driving Range

- Expressway
- Emergency Failures – Engine Stall, Brake Failure

Driving Range

- Evasive Maneuvers Emergency Procedures (Dry Exercises)

- Skid Maneuvers
- Emergency Procedures (Wet Exercises)

June 19, 2009 – Saturday

Chat room (8:00am -9:00am) – During this chat room we will discuss your collision articles and the final exam.

You will be required to submit your collection of twenty articles with write-ups on this day. Please check IUP Moodle for assignment directions and time parameters.

Final Exam is open. Remember the exam is timed.

# SAMPLE MODULE

People

Participants

Activities

- Assignments
- Forums
- Quizzes
- Resources

Search Forums

Go

Advanced search

Administration

- Turn editing on
- Settings
- Grades
- Outcomes
- Groups
- Backup
- Restore
- Import
- Reports
- Questions
- Files
- Profile

My courses

- Fall 2009 HPED 251 001
- Fall 2009 HPED 252 A01
- Summer 2009 HPED 252 A01
- Summer 2009 HPED 253 001
- Summer 2009 HPED 254 A01

Topic outline

News forum

Welcome to the On-Line Theory Driver Education Program. It is designed to provide the student with the basic knowledge and skills necessary to operate an automobile. It is an introduction to the task of the driver within the highway transportation system with emphasis on risk perception and management in the decision-making process.

You will be required to read the content listed in each unit as the course proceeds through the semester.

Each unit has been designed with content, assignments, discussions boards and unit exams. In some content files you will notice videos. Videos support the content and can viewed as many times as needed. With dial-up connection videos may not run as well or download. High speed connection is recommended for viewing the videos

Assignments will be submitted according to the date determined for each individual assignment. Pay close attention to when assignments are due. You complete an assignment by typing your answer into the box below the assignment question

Course Methodology - The time it takes to complete a unit depends on content, specific assignments and chat rooms. Each unit will open on specific dates. At the end of each unit, unit quizzes will be administered. Quizzes will be scored as you answer each question. Quizzes will open and close on specific times/dates.

HPED 252 Course Syllabus

News forum

Intersection Survey Assignment

In order to view the videos it is recommended that you use Internet Explorer. Other browsers may not allow you to view the videos.

Have a question or concern post it

1 Unit 1: Introduction to Novice Driver Responsibilities and the Licensing System

Unit 1 is designed to introduce you to the structure, goals, policies and procedures of this driver education program.

You will also learn about Pennsylvania's licensing system requirements.

The responsibilities of collision-free and violation-free driving will also be introduced.

You will navigate the lessons by clicking on each topic, reading through it and watching videos if applicable, then continuing on to each assignment and a unit exam. Some topic pages will have lists, others will have more expounded upon information and narrative. Its important to read through everything as it will all mesh together.

Latest News

Add a new topic... (No news has been posted yet)

Upcoming Events

Unit 4 Quiz Sunday, 11 October, 08:00 AM - 11:55 PM

Unit 5 Quiz Sunday, 18 October, 08:00 AM - 11:55 PM

Should Marijuana be legalized? Sunday, 18 October

Go to calendar... New Event...

Recent Activity

Activity since Wednesday, 30 September 2009, 12:21 PM

Full report of recent activity.

Nothing new since your last login





Section	Name	Quiz closes	Attempts
1	Unit 1 Quiz	Tuesday, 22 September 2009, 11:00 PM	Attempts: 15
2	Unit 2 Quiz	Tuesday, 22 September 2009, 11:55 PM	Attempts: 16
3	Traffic Control Quiz	Wednesday, 23 September 2009, 11:55 PM	Attempts: 23
	Highway Condition Quiz	Wednesday, 30 September 2009, 11:55 PM	Attempts: 38
	Other User Quiz	Wednesday, 30 September 2009, 11:55 PM	Attempts: 45
	Unit 3 Quiz	Wednesday, 30 September 2009, 11:55 PM	Attempts: 25
4	Unit 4 Quiz	Sunday, 11 October 2009, 11:55 PM	
5	Unit 5 Quiz	Sunday, 18 October 2009, 11:55 PM	
6	Unit 6 Quiz	Sunday, 25 October 2009, 11:55 PM	
7	Unit 7 Quiz	Sunday, 15 November 2009, 11:55 PM	
8	Unit 8 Quiz	Monday, 30 November 2009, 11:55 PM	
9	Unit 9 Quiz	Sunday, 13 December 2009, 11:55 PM	
10	Unit 10 Quiz	Sunday, 13 December 2009, 11:55 PM	

Moodle Docs for this page

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Risk management

Read Chapters 1-3, 6 & 7 in Drive Right

Unit 1 Quiz

2

### Unit 2: Introducing Operator and Vehicle Control Tasks In a Controlled Environment

Unit 2 will introduce you, the student, to the location and operation of vehicle information, control devices and routine checks and adjustments to be made prior to and after entering the vehicle.

Movement of a motor vehicle, stopping, vehicle operating space, use of signals, speed, intersection maneuvers, and right-of-way, will be reviewed and analyzed.

Continue reading through each content page in this unit

- Occupant restraint
- Vehicle Operating Space
- Pre-entry and preparing to drive check lists
- Operational and vehicle control devices
- Mirror settings
- Safety, communication, comfort, and convenience devices
- Preparing to drive and starting the engine
- Steering wheel control
- Moving to and away from a curb
- Backing procedures
- Securing the vehicle for parking
- Roadway signs
- Pavement markings and traffic signals

Read chapters 1-3, 6 & 7 in Drive Right

Unit 2 Quiz

3

### Unit Three: Space Management System

Unit 3 will introduce you, the operator, with procedures and information for a low risk driving environment. Basic vehicle maneuvering tasks will include using procedural steps, driver information processing and an introduction to the space

to: [https://www.illustrations.com](#)

## Occupant restraint

### Safety Restraints

For most people the term "occupant protection" refers to safety belts, child restraints or driver and passenger side air bags. In the context of this lesson, the term "occupant protection" is much more inclusive, incorporating technological advances in vehicle integrity in the event of a crash and response capability.

### Adults and Teens

#### Safety belt

1. Snug lap belt after fastening across hips
2. Adjust center post mounting for height if vehicle is so equipped
3. Shoulder belt over top of shoulder and across chest to distribute force in event of crash; check frequently for snug fit
4. Keep seat back in upright position to avoid sliding out of the seat in frontal crash

#### Head restraints

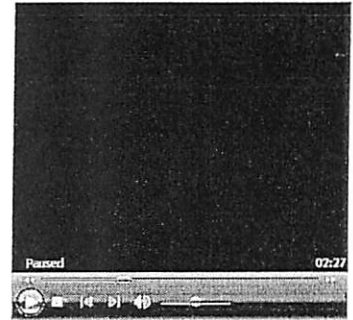
- Proper adjustment - high enough to make contact with your head.
- Seat position - adjusted so that you are at least 10 inches from the steering wheel.

#### Air bags/dash and steering wheel

- No passenger under 12 years of age in front seat
- Protects against head and chest injuries
- Has a high speed of inflation
- Driver should adjust seat for minimum 10-inch clearance between chest and steering wheel
- Raise seat (no power seat - use wedge-shaped cushion), adjust steering wheel downward, if possible, to direct air bag at chest instead of face

#### Children and Youth

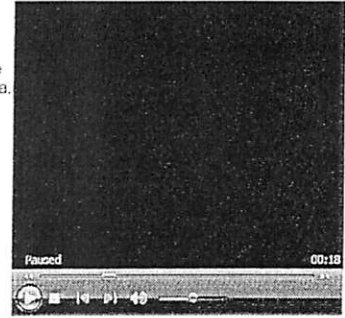
- Children 12 and under are safest riding in the back seat.
- Infants are safest riding in rear facing safety seats until they are at least 12 months old and 20 pounds.
- Children at least 1-year-old, weighing 20-40 pounds, and can no longer ride rearfacing can ride in forward facing child safety seats.
- Children over 40 pounds should be correctly secured in belt positioning boosters or other appropriate child restraints (until around age 8).
- Any seat must be installed and used according to the manufacturer's Instructions and vehicle owner's manual.





## Vehicle operating space

Vehicle operating space is the area around your vehicle that you cannot see due to the structural design of the vehicle. An example maybe a small child or a retaining wall that is not visible to the driver because of vehicle door height. In other words a drivers field of vision stops where glass and metal meet. Drivers may back into an area and strike an object such as stump or a concrete block. Imagine that you lay a bicycle flat on the ground next to front bumper of parked vehicle. The driver nor the passengers would be able to see the bicycle. The vehicle operating space can be demonstrated quite easily and will give you a better understanding of this area.



Last modified: Friday, 10 June 2009, 10:53 AM

Moodle Docs for this page

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## Pre-entry and preparing to drive check lists

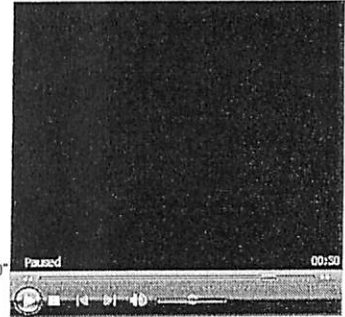
Watch the following video on pre-entry checks, then review these procedures below and practice them with your parent/mentor.

### Pre-entry checks include:

1. Check outside of vehicle
2. Check for small children and pets
3. Approach driver's door from front
4. Unlock and enter quickly so as to not be hit by traffic to the rear.

### Preparing to drive

1. Lock doors
2. Place key in ignition
3. Adjust seat for best control, (top of steering wheel should be no higher than the top of the driver's shoulders) There should be 10" between the driver's body and the bottom of the steering wheel, (use a wedge seat cushion and/or pedal extensions for maximum field of view)
4. Adjust inside and outside mirrors for maximum field of view. This means outside mirrors should be adjusted to reduce blind spots. After the seat is adjusted, and you are seated in an upright position, you should lean your head to the left about five inches and adjust the left mirror so that the rear fender is just visible on the right edge of the mirror, about a half inch from the bottom. To adjust the right mirror, you should be seated in an upright position, with your head to the right about five inches, and adjust the right mirror so that the rear fender is just visible on the left edge of the mirror about half an inch up from the bottom.
5. Fasten and adjust safety belt and make sure all passengers buckle up
6. Adjust head restraints to a level even with your head.



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## Operational and vehicle control devices

Regardless of whether your hands grip the wheel in a balanced position on the upper or lower half of the wheel, before one hand releases the wheel to adjust any information, comfort or control device, the hand not performing the action should be moved to the 7-8 or 4-5 o'clock position. It is critical to remember that when operating any vehicle control, comfort, or communication device that your attention must not be diverted from the path of travel for more than an instant. Controls perform the same function in each vehicle. However, location and characteristics vary from one type of vehicle to another.

### Parking Brake

This brake is sometimes mistakenly referred to as an emergency brake. The primary purpose of the parking brake is to hold a vehicle in place when it is parked and to protect the transmission. The parking brake may be either a foot operated pedal located to the far left side of your position, a hand-operated lever located to the right of the steering column or to the right of you on the floor or center console. To set a foot-operated parking brake, push down firmly on the pedal. Depending on the vehicle, one of two methods is used to release the brake. In some vehicles push down on the pedal until a click is heard and then release the pedal. In other vehicles a brake release lever is located above the foot pedal on the under side of the dashboard. To set a floor or console mounted parking brake simply pull back firmly on the lever. To release the brake, press down the button located on the top of the lever with your thumb and lower the lever. In a vehicle with an automatic transmission, the gear selector is located either on the steering column or on a console located between the front seats. In a vehicle with a manual transmission, the gear selector is located on the center console, on the floor to the right of you.

### Steering column

In some vehicles the angle of the steering wheel is controlled by a lever located on the left or right side of the steering column. Other vehicles permit you to change the angle of the steering wheel by adjusting the steering column. An adjustment lever located on the bottom side of the steering column, permits you to raise or lower the steering column to achieve a better steering wheel angle. When you are properly seated, the top of the steering wheel should be no higher than the top of your shoulder. The steering wheel is always turned in the direction you want the vehicle to move, whether moving forward or in reverse. However, the amount of steering input and energy needed will vary according to the type of steering, whether movement is to the front or rear, number of turns lock to lock, power assist and speed of travel.

### Steering wheel adjustment

In some vehicles the angle of the steering wheel is controlled by a lever located on the left or right side of the steering column. Other vehicles permit you to change the angle of the steering wheel by adjusting the steering column. An adjustment lever located on the bottom side of the steering column, permits you to raise or lower the steering column to achieve a better steering wheel angle. When the driver is properly seated, the top of the steering wheel should be no higher than the top of your shoulder.

### Gear selector

In a vehicle with an automatic transmission, the gear selector is located either on the steering column or on a console located between the front seats. In a vehicle with a manual transmission, the gear selector is located on the center console, on the floor to the right of you, or in older vehicles on the right side of the steering column.

# Mirror settings

## Mirror Usage

Any time speed or position adjustments are necessary, location, size and speed of any vehicles to the sides and/or rear must be considered. It is equally important to remember that while a vehicle is in motion, mirror usage is intended to assist in detection and not in gathering detail. As indicated previously, you cannot afford to divert attention from the path ahead for more than a second at a time. Three quick mirror checks can answer the following questions: Are there vehicles present? If yes, where are they located? If yes, what is the size and relative speed?

## When stopping

Anytime you prepare to stop, eyes should go to the rear view mirror. Flash the brake lights to alert any following driver. Direct attention to the rear view mirror until two cars or a truck have stopped behind the vehicle. A quick check of the mirror and allowance for extra space ahead increases the ability to steer out of the lane if it becomes apparent that a vehicle closing from the rear is traveling too fast to stop in time.

## When turning

When a turn is anticipated, mirrors should be checked before any change of speed or position is made to enable assessment and control of rear and side space. An assessment of space to the rear should be made as soon as the turn is completed and the space to the front has been reassessed.

## Checking mirror blind areas

Regular side view mirrors, even when angled out an additional 12 to 16 degrees, do not provide sufficient information to safely make a movement to the side without first making a mirror blind spot check. A mirror blind spot check involves making a quick eye movement to the left or right in the direction of intended vehicle movement. A partial solution to the problem of restricted vision to the left and right is the use of convex mirrors such as those found on the right outside of newer model cars. Due to their rounded surface, convex mirrors provide a much wider view. A problem associated with such mirrors, however, is that objects are much closer than they appear to be when viewed in the mirror.

## Adjustment

Adjustment of the mirrors can be done inside and outside in vehicles equipped with remote controlled outside mirrors. These controls may be located on the left side of the dash, your side arm rest, or center console. However, no matter how the mirrors are adjusted, there are areas that cannot be seen and require that you turn your head to check prior to making a move to the left or right.

With Traditional Mirror Settings the outside mirrors are set so that the back edge of the vehicle can be seen. This limits your visibility to the sides of vehicle.

With Enhanced Mirror Settings there are definite advantages. For example, when using traditional mirror settings:

1. Turning to look can be uncomfortable and unsafe in multiple lanes
2. Takes less time to look in the mirror than to turn your head
3. Glancing in mirror leaves forward visual area in peripheral vision
4. Mirror blind zones can be incorporated in searching process

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### Gaining information from three visual areas

There are three basic ways in which you can gain information through the eyes. The focal vision area is used to read and identify distinct objects. It is often measured by determining visual acuity through an eye chart. It is the basis for the visual lead, targeting and searching tasks in driving. The central vision area describes the fringe area around the focal area that is used to judge depth and position. It is measured in testing through object identification and depth perception fields. It also gives support information to the focus vision and is used for determining standard visual references in driving, relative position in space, time and movement into space/time. The peripheral vision is conical in shape around the other vision fields. Its function is to notice changes in color and object movement. Peripheral vision is strongly affected by fatigue, drugs and speed. It often gives you an initial warning of a changing or closed space area. An example of the three visual information fields can be given by identifying a problem coming toward a vehicle from the side. You will first recognize that something is moving toward the vehicle and then possibly see the type of vehicle (large/small truck or large/small car). The driver will then focus toward the vehicle to identify color, make, year, etc.

### Establishing visual lead

As a novice driver, you will need to develop a visual lead in order to keep steering reversals to a minimum. With very little free play in new vehicle steering mechanisms, it becomes critical to limit wheel movements to the left and right of the path of travel. Keeping eye focus farther away from the vehicle will allow you to take more time to make decisions. A visual lead is an area 20 to 30 seconds from the front of the vehicle. Various driver systems have methods designed to keep eye focus centered in the path of travel at a distance that is 20-30 seconds away from vehicle. This task is critical to gaining as much information as possible from the driving scene. Good searching sets up good sightlines and good peripheral fields for seeing changes and identifying alternate paths of travel.

### Search process

An organized searching process will need to start from the visual lead area. Eye focus movements from the path of travel in an organized pattern describes a visual search process. The search for traffic flow information and potential risk situations is the function of a visual search process.

### Line of sight

This is the ability to see the center of your path of travel. This can be blocked by a curve, hill, bush, building, vehicle, etc. Your ability to have an unrestricted line of sight is a visual basis for speed and steering adjustments. An interrupted line of sight means changes in speed and position are necessary for reestablishing a clear line of sight to your path of travel. The video demonstrates a clear sight line and a 30 second visual lead.

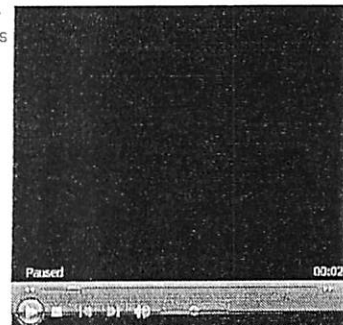
### Path of travel

Selecting the path of travel is a combination of line of sight, standard visual references, and guided experiences. Learning about your path of travel and alternate paths of travel is critical for driver performance.

### As speed increases:

The ability of peripheral vision to detect the motion of other objects is affected by the speed and movement of your vehicle. Minor changes to car position occur in shorter time frames, causing significant or exaggerated vehicle movements.

The vision adjustment needed is to Lengthen or increase visual lead which



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# Space Management Concepts

## Space management system

To this point, searching skills have been used to assess the position of the vehicle in relation to fixed or moving objects. Further attention has been directed to the limitations of most drivers' visual search patterns as a result of learned behaviors. This content will emphasize where to search, how to search, when to search and what to search for.

Emphasis should be placed on the importance of using central and fringe vision while adjusting to objects in or near the path of travel. Communication between drivers, how to group elements by category, and how to gather information more efficiently when driving are also a focus in this section.

To be effective, a space management system must be easy to use and apply to all highway situations.

The purpose of this lesson is to help you understand how you can control risk to the front by adjusting lane position by timing your arrival at a given point, by placement of the vehicle when stopping and by controlling speed. Further, by identifying an alternate route of travel 8 to 12 seconds in advance, closure on your projected path of travel need not cause an emergency.

- **Driver requirements** - You need visibility, space and time to perform all maneuvers in traffic whether crossing, turning, passing or adjusting speed and/or position.
- **Vehicle requirements** - When you perform any maneuvers with the vehicle, you must have the time to do it, the space to perform and adequate traction to make the maneuver.
- **Search for objects or conditions** - Look for other roadway users or conditions in or adjacent to the projected path of travel that could increase the level of risk.
- **Evaluate the projected path ahead for alternate paths of travel** - Check to sides and rear for speed and lane position options.
- **Execute appropriate adjustment(s)** - Change speed, change position and/or communicate.
- **Visual search process** - This is the first space management skill you must develop in an effective visual search.
- **Where to search** - This involves moving the eyes from the instrument panel and mirrors, to 20 to 30 seconds ahead.
- **When to search** - involves timing and direction of the search pattern. When to search requires consciously looking to determine conditions all around the vehicle before initiating any maneuver.
- **How to search** - involves looking in a systematic pattern of far ahead to near, as well as to the left, right and rear of the vehicle and making efficient use of both central and fringe vision.

Always concentrate on your path of travel with quick glances to other areas.

- **Searching 20 - 30 seconds ahead** - By searching ahead 20 to 30 seconds and identifying objects that could require a change in speed or direction 12 to 15 seconds ahead and possible alternative paths 8 to 12 seconds in advance, you have more time and space to exercise options.
- **Searching 4 - 8 seconds ahead** - The 4 seconds ahead represents your following distance and the 8 seconds provides a safe stopping zone under most conditions.

**What to search for requires forethought and planning** - To be effective when searching the highway and traffic scene, you must look for specific categories of information.

- **Roadway characteristics** - Road and lane width, lane markings, roadway surface, shoulder condition and slope, curb type and height, hills and curves, intersections and interchanges, areas of limited visibility, location and type of structures adjacent to the roadway.
- **Signs, signals and markings** - Warning, regulatory, directional and informational.
- **Motorized vehicles** - Cars, trucks, tractor-trailers, buses, motor homes, motorcycles, construction vehicles/farm tractors and other slow moving equipment and horse drawn equipment.

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# Perceptual program rationale

## Perception and driving strategies for different environments

This unit is designed to teach drivers a selective visual skills for greater car control and seeing. Controlling the speed and position of the vehicle and communicating the driver's intentions to other users is dependent upon the driver's perceptual skills. Complex and constantly changing driving environments require a constant awareness on the part of the driver, and many times, a driver is required to make critical decisions in a very limited time span. This unit will enable drivers to practice the decision-making process in the classroom, the driver education vehicle, and in the parent's car, so that when they are on their own, they will hopefully make the correct decisions.

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.

## Rationale

The role of the driver in the highway transportation system (HTS) is primarily that of processing information and making decisions. Competent drivers do not just operate and guide vehicles; they are involved in a complex and constant process of perceiving and deciding how best to control the speed and position of their vehicles in one traffic situation after another. Fortunately, most traffic situations to be encountered are routine and easy to deal with. However, every now and then a rather complex traffic problem arises which drivers must cope with in a very limited amount of time. And, it is the failure of drivers to respond properly to such problem situations that lead to most collisions. Therefore, the development of traffic problem solving skills is a basic requirement of safe driving.

The Defensive Driving Course, the Smith System for Expert Seeing, and the Identify, Predict, Decide and Execute (IPDE) and Search Evaluate Execute (SEE) process have been introduced piecemeal into high school driver education programs. Now, for the first time, the best ideas from these programs have been integrated into one comprehensive and coherent program of instruction. Perceptual driving best describes such a program and students, administrators, and parents better understand it. Also, the development of thinking skills and problem solving has become a high priority in the educational reform movement. Therefore, the teaching of problem solving skills in driver education can make a significant contribution to the general objective of high schools as well as traffic safety.

In addition to the driver's mental skills or processes, the unit introduces the five basic requirements that are needed for the safe control of a motor vehicle. Then, they are applied and reinforced during succeeding sessions. These five basic concepts are traction, space, time, visibility, and the path of travel.

- Adequate Traction -- Without traction, vehicle movement and control would not be possible. Traction is required for accelerating, decelerating, and steering. A driver must constantly assess the traction demands of his or her vehicle.
- Adequate Space -- An adequate margin of space gives drivers plenty of time to react to the changing conditions. It also gives them better visibility. As a result, they rarely need to make sudden stops or swerving actions. Space is needed for crossing, joining, turning, and any other maneuver. Space needed, will vary with the speed being traveled.
- Adequate Time -- The driver must assess the time needed for driver control actions, vehicle responses, maneuvers, and processing information. The use of timing is extremely important for avoiding hazards.
- Adequate Visibility -- How well a driver can guide his or her car along a pathway depends on visibility and how well the eyes are being used. Changes in visibility must be perceived and responded to.
- Path of Travel -- The path of travel is that strip of roadway, wide enough and long enough, to permit the safe forward movement of your car. This concept serves as the basic point of reference for all perceptions and evaluations.

The HTS is complex, because it is made up of many parts or elements. These many different parts interact with each other, which result in a variety of traffic situations or problems.

The HTS is also complex because of the many changes that constantly take place in the highway and traffic conditions. Highways are of different widths and have a few different road surfaces. There can be increases or decreases in traction and visibility. Traffic conditions are changing because of the numbers and kinds of vehicles present as well as the variations in speed.

Here is a brief overview of what drivers must perceive quickly in the complex HTS.

#### **Own Motor Vehicle**

Each has its own set of handling characteristics, (steering, accelerating, braking, suspension) and a number of accessories. They vary in width, length, and height. A number of engine sizes, transmissions, safety devices and other options are available.

#### **Highways**

There are almost four million miles of highways linking together all parts of our country. They range from multilane freeways to dirt roads. As perceptive drivers, we must identify all roadway conditions in advance and make proper allowances.

#### **Unrelated Events**

Many unrelated events can distract the driver from observing the more important occurrences affecting the path of travel. A driver's attention should be given to such events only when traffic is light.

#### **Traffic Controls**

Any complex system must have a set of controls if it is to be operated safely and efficiently. A variety of signs, signals, and markings are provided to regulate, warn and guide traffic. These are evaluated and changed, so we must keep up-to-date.

#### **Other Users**

Almost everyone uses the HTS - as passengers, drivers, pedestrians, joggers or bicyclists. There are over 160 million persons licensed to drive. Each has different goals and personal traits. There are more than 170 million registered motor vehicles of varying size, performance capability, kind and condition.

As you can see, the HTS is truly a dynamic and complex system. As a result, driving involves the constant observation and analysis of many things in the traffic scene. You must also realize that as a driver, you will have only a limited amount of time to perceive these events.

Unfortunately, many drivers have collisions because they have not learned how to use their eyes in an efficient manner. Nor do they know what to search for in an orderly way. Their perceptual skills are just not good enough for today's traffic problems.

## ature of Perception

Perception is an ongoing process that involves a number of mental operations such as associating, comparing and matching. It can be done skillfully or haphazardly.

### Involves our Senses and Brain

Awareness is the first step in the process of perception. We can't identify something of which we are not aware. To become aware of something means we must not only observe it, we must also give attention to it. A driver is usually aware of traffic controls such as stop signs, traffic lights, and posted speed signs and they are easily identified. Traffic controls that are not so easily identified are warning signs. Drivers see the warning sign, but they do not identify it. We become aware of things through our senses.

The senses bring information to the brain about what is happening around us. The brain then processes the information. The primary senses in driving, that bring information to the brain for processing are: sight, feel, hear, and smell.

Incoming information (data or input) is changed into something meaningful. Then we say, "Oh, now I see," or "I understand," or "Now I know what you mean." So, it is the mind that does the seeing or perceiving. For example, we become aware of a four legged and hairy animal through our senses. If the tail is wagging, we then identify the dog as friendly.

To be a safe driver, you must not only be able to observe things quickly, you must also be able to identify or recognize what was observed.

### Takes Time - Must be Selective Process

Our eyes and other senses can send more information to the brain than the brain can attend to in a moment. You can only identify and process one thing at a time. Those items that are familiar can be identified rather quickly versus something that is not familiar will take longer to identify and process. Identifying something is done with two parts of your vision. The one part is peripheral-vision and the second part is central vision. The latter is no more than 10 degrees of your vision and you primarily use this part to identify and read. The first part is peripheral and this is your field of vision on either side of central vision. What you see with this vision is size, color and movement. Many times something seen in this vision will cause you to direct your central vision at the object. It takes the mind time to process the incoming information-to organize it, classify it and make it meaningful. In a moving vehicle, time is limited. Therefore, our perception of the traffic scene must be a selective process. We must choose what we will attend to and perceive.

### Can be Improved with Directed Practice

We perceive in order to learn, but we can also learn to improve the perceptual process itself. Powers of observation develop as they are trained and used in a directed way. No matter how well we think we can perceive, perceptions improve with training and practice.

### Factors Affecting Perception

Even an expert has problems if the body is not kept in good physical condition. Health, fatigue, drugs and emotions affect perceptions. What our mind selects to process at a given moment depends on our goals or what is important to us.

### The Path of Travel Concept

The act of driving consists of controlling and guiding a car safely from one place to another along a selected pathway, with other traffic, on a complex network of highways. This path of travel is that strip of roadway that is wide enough and long enough to permit the safe forward movement of the automobile. When conditions permit, the projected path of travel should be 20 to 30 seconds in front. The safe driver is one who selects and maintains a clear path of travel at all times. To do this requires the perception of those events

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## **Habits for Improving Perception**

There are three habits that will help you improve your ability to perceive traffic events. They will form the basis for practice in other sessions. As a young person, you may already do well at perceiving things around you. Our goal is to help you improve that skill.

### **Use Efficient Eye Habits**

Your actions in traffic are mostly the result of two factors: how you use your eyes and the meaning you take from what you see. Eye habits give you confidence; they will help you reduce mental and physical strain.

### **Use a Systematic Search Pattern**

When there are many things to observe, it is best to deal with them in a few meaningful groups. This aids in the selection process and helps ensure that you do not overlook important clues. We will classify all things into three major groups. We will search first for Traffic Controls, second for Highway Conditions and third for Other Users. The reason that traffic controls are first, they are well located, easy to identify and universal meaning. If we are mentally "set" for something, we require less time to perceive it, and we tend to stay alert. Where and what to look for.

### **Search for Conflict Situations**

Your projected path of travel is the basic point of reference in the selection of what to perceive as well as for the guidance of your vehicle. Your primary search must be for those hazards or other user movements that could result in a conflict within your path of travel. Anything not related to your path of travel should be passed over quickly. Then, you will not be distracted from perceiving the critical events. A key question you should start asking yourself is: "Will my travel path be clear for 20 to 30 seconds ahead?"

### **Know Where to Look and What to Look for**

These three habits for improving perceptions will result in your knowing what to look for - the real key to the selection process. This is because you will develop a mental "set" for observing what's important. As you practice these habits, it will help to ask yourself three questions: "What is it?" "Where is it?" and "What is it doing?"

### **Eye Habits for Vehicle Control**

I will provide you with some guidelines for improving your eye habits for vehicle control. Remember these when you practice in the training car. First, let's consider how best to use your eyes for vehicle control. They are basic to the development of effective scanning habits.

### **Picture Intended Path of Travel**

You need to define a safe path of travel toward which to steer. Therefore, you should get a good picture in your mind of where you intend to go. Imagine a pathway the width of your vehicle, stretching out ahead of you. It should be wide enough and long enough to permit the safe movement of your car.

### **Look Down Middle of Path**

Guide your vehicle along an imaginary line down the middle of your intended path of travel. We tend to steer where we look. Thus, drivers who use the right edge of the roadway or the centerline as a main point of reference, usually end up with poor lane positioning and low-aim steering. You can use these as a quick reference for your lane position, but you should always get your eyes back to the center of the path.

Source: <http://www.fhwa.dot.gov/1994/02/01/01.htm>

## Look Far Ahead

Have a visual lead of at least twenty to thirty seconds when conditions permit it. You need space and time for controlling your vehicle and for making decisions. Poor Eye Habits lead to these common errors:

- Making wide swings on right turns. . . Cutting left turns;
- Sitting on edge of seat. . . Making hard stops or turns;
- Not maintaining a consistent lane position. Steering is erratic at higher speeds;
- Boxed in behind large or slow-moving vehicles;
- Not noticing traffic tie-ups in advance; and
- Frequently encountering unpleasant surprises.

## Important Teaching Points

New drivers have a tendency to look only a short distance in front of the vehicle. In fact, new drivers will attempt to get as close as possible to the steering wheel because they want to see what is immediately in front of the vehicle. This is a good clue of their short sight distance. It is all right to check the lane position of the vehicle by aligning a reference part of the vehicle with the right lane line, but this is only a quick check and not to continuously focus on this reference point. When going through a curve, a driver will have a tendency to focus their eyes close to the car, and the eyes should be looking through the curve as much as possible. A quick lane position check can be done with the lane line, but the eyes need to get back to the projected path of travel. A student walking in the hallway with their eyes down will suddenly flinch when another person suddenly appears in their short sight distance; a driver with a short sight distance will also flinch with the steering wheel when a large vehicle, such as a truck, suddenly comes into their short sight distance. At low speeds of 20 to 25 mph, this is not so noticeable, but as the speed increases, 30 mph or greater, the short sight distance will play havoc in controlling the vehicle's lane position.

Remember that for most drivers, their eyes will fail them in sudden emergencies, e.g., when entering a curve too fast, their sight distance will shrink and their eyes will focus on the inside of the curve. When attempting to avoid a collision, their eyes will stare at the collision and not look through it. When encountering a sudden rear wheel skid, their sight distance will shrink and their eyes will focus immediately on the front of the car, making it more difficult to recover from a skid. All of these failures result in a greater risk of having a collision or losing control of the vehicle.

## Searching Habits for Identification

To the eye habits for guiding your car, we will add the searching habits for identification. Searching is the ability to observe the whole traffic scene in a very short time. We can focus our attention on only one thing at a time for perceiving, but we can shift our eyes quickly from one event to another.

Constant searching helps prevent both fixed and blank stares; it also reduces fatigue and helps us resist the many distractions.

## Search the Scene Ahead and to Sides

This is the first visual habit to improve your identification skills. Look up and down your travel path. When behind cars, look over and around them to the second and third vehicles ahead. When behind trucks, move to one side of the lane for a better view ahead. The key is to search out as far as possible and to identify those clues that enable the driver to make safe and efficient decisions. Search from side to side by moving your eyes from the center of the intended path to other areas and back again. Make these quick looks. At night, look at the far edge of the lighted area rather than the center of such area. Use special search patterns at intersections, interchanges, and areas of less space or visibility.

## Search the Road Surface

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## Introduction to Session

In this session, you will begin the development of the habit - a Systematic Search Pattern. Remember, this habit requires you to classify all the HTS events into three groups: (1) Traffic Controls, (2) Highway Conditions, and (3) Other Users

The first group will practice searching for are Traffic Controls. Knowing what the traffic controls mean isn't enough. In a moving auto, you must be able to identify traffic controls well in advance and then respond properly.

In session two, you will be expected to be able to demonstrate the following:

1. Identify the various regulatory signs and their respective meanings;
2. Identify the various warning signs and their respective meanings;
3. Identify the various guide signs and their respective meanings;
4. Identify the various construction signs and their respective meanings;
5. Identify the various traffic signals and their respective meanings; and
6. Identify the various lane markings and their respective meanings

### Regulatory Signs

General meaning - Regulatory signs inform a driver what must be done or what cannot be done. Drivers who fail to follow these directions are breaking a traffic law and can be cited.

#### Colors and Shapes

Background colors are red or white. Three of the shapes shown have one specific meaning and deal primarily with the right-of-way.

- Red, eight-sided stop sign
- Red, triangular yield sign
- Red circle with white bar

The red, rectangular sign with the words "Wrong Way" may be used with or without the "Do Not Enter" sign. Most other regulatory signs are white and have a vertical rectangular shape. These include turning restriction, lane use, speed limit, parking, and pedestrian restriction signs. (Some may be square.)

#### Warning Signs

General meaning - These signs warn a driver what to expect just ahead, such as roadway conditions, traffic or roadway changes. They should also trigger a visual search and perhaps a speed and position selection by the driver. Once again emphasize to read the symbols from the bottom up.

#### Color and Shapes

Warning signs are yellow and usually diamond shaped such as in the illustration. There are four other shapes, each with a specific meaning.

## Preview Traffic Control Quiz

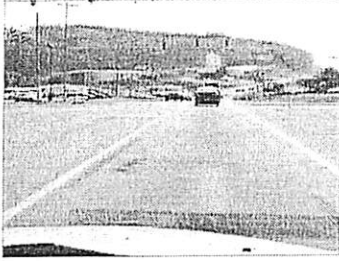
Start again

Note: This quiz is not currently available to your students

1

Marks: 1

Is the traffic light ahead red?



Answer:

True

False

2

Marks: 1

Is the traffic light for the left turn lane only green?

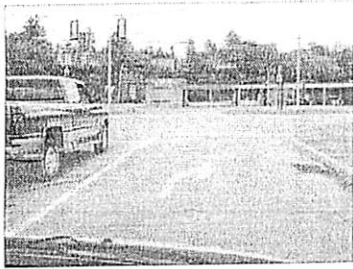


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15 <sup>1/2</sup>

Marks: 1



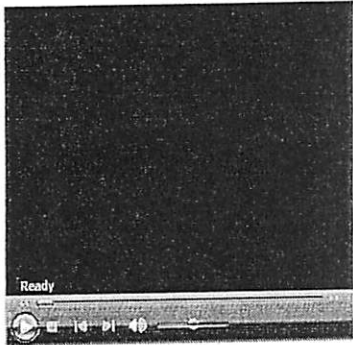
The traffic light is green?

Answer:  True  
 False

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Marks: 1

The road ahead is dividing?



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