NDSP & IRHS Driver Proficiency Workshop
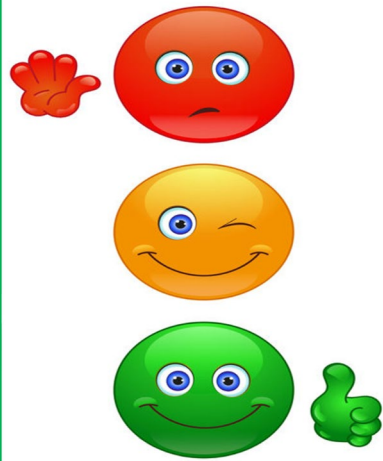
STOP, THINK and GO
Decision Making Process

Driver Proficiency and Perceptual Driving Program

STOP-THINK & GO Decision-Making Process

• **a risk management process that is designed to help young drivers (Worzbyt, 1989, 1991, 1996) to:**

• **increase** their **awareness** of **risk**;

• **measure risk** to themselves, others, and property;

• **judge** whether **to accept** the **risk**; and

• **act safely** in **response** to **risk.**

• Recognizing that **familiarity, simplicity, and usability** are three conditions that **enhance learning**, the STOP- THINK & GO Decision-Making Process was fashioned after a traffic signal light.

Most young people are familiar with traffic signal lights and understand their practical application**.**

Be Ready, Be Safe, Be Responsible
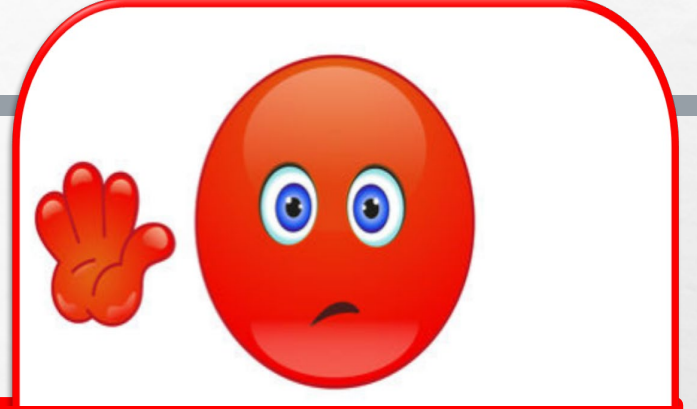
Drivers are first instructed to **STOP** and clarify (verbalize) their driving goal and problem. In this model, the driving goal is the same for most driving situations: "To reach my destination safely."

The driving problem is related to the goal and is written as a question to be solved: "What must I do to reach my driving destination safely?"

Drivers are then instructed to proceed with caution to **THINK** of potential risk factors and dangers related to the specific driving situation in question.

Risk factors are grouped into four categories. They are:

(1) human,

(2) vehicle safety & performance,

(3) highway conditions, and
(4) other highway users.

■ Lastly, drivers are to **GO** with choice(s) that will help them to achieve their driving goal safely. Driving choices that pass through all three filters (Right, Reality, and Responsibility) are deemed acceptable choices which will pose minimal risks to those affected by the decision.

Be Ready, Be Safe, Be Responsible

CHOICES

STOP-THINK-GO

Right
(Consider Risk Factors)

- Is this choice right?
- How will it affect-
  - Drivers, Others, and property?

Reality
(Measure the Risk)

- How do I know this choice is right?
- What evidence do I have?

Responsibility
(Judge Risk)

Am I:
- Risking more than I can afford to lose?
- Risking a lot for a little

- Do I feel comfortable with the choice?
- Will this choice help me get there safely?

Figure 2.2 Three Filters - Right, Reality and Responsibility

3 R's Choices
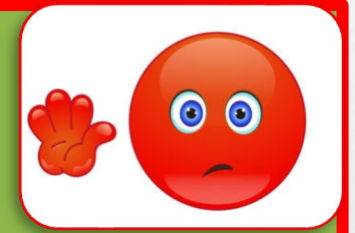
Be Ready, Be Safe, Be Responsible

Practice

The STOP- THINK & GO Decision-Making Process provides young drivers with an opportunity to apply, in classroom settings and behind-the-wheel training, what they know and understand about safe and responsible driving. What follows is a case situation (figure 2.3) and discussion of how to implement the STOP- THINK & GO Decision-Making Process using the worksheet in figure 2.4.

A Driving Dilemma

You are in your motor vehicle (standard brakes) descending a moderate grade, snow covered, two-lane secondary road. A single vehicle is following you at approximately one car length. There are no additional vehicles in site. The posted speed for this stretch of road is 35 mph. As you round a curve in the road, you see a STOP sign approximately 300 feet in front of you.

Be Ready, Be Safe, Be Responsible

STOP	Decision Making Worksheet
A. State driving goal:	
B. State driving problem:	
THINK	
A. Identify potential risk factors and dangers:	
B. Identify driving choices (address risk factors and dangers):	
a. Choice:	
b. Choice:	
C. Filter your choices:	
a. Right Filter (Consider Risk Factors)	
i. Is this choice right (legal, ethical, and moral)?	
ii. How will this choice affect the drivers, others, and property?	
b. Reality Filter (Measure Risk)	
i. How do I know this choice is Right?	
ii. What evidence do I have?	
c. Responsibility Filter (Judge Risk)	
i. Am I risking more than I can afford to lose?	
ii. Am I risking a lot for a little?	
iii. Do I feel comfortable with this choice?	
iv. Will this choice help me get there safely?	
GO	
A. State your selected driving choices:	
B. Explain how this action will meet your driving goal.	

STOP

- First step is **STOP** and state the driver's goal and problem.
  - Goal is- "To get from where I am to where I want to be safely".

This goal statement also assumes responsibility for the safety of one's passengers and other highway users.

Driver's problem is always the flip side of the goal posed as a question to be answered.

- Problem is- "What must I do to get from where I am to where I want to be safely?"

Because most driver goal and problem statements can be presented similarly and consistently, young drivers should encounter little difficulty stating their driving goal and problem (question).

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Figure 2.4 Stop-Think & Go Decision-Making Process Worksheet

Processing the Dilemma

THINK

THINK

Moving to the second step of decision-making, students are to:

• identify (name) the risk factors and dangers in the case (figure 2.3).

Awareness of hazards and dangers in driving situations is the key to risk management. The risk factor categories presented earlier in this unit can help students identify potential risks (observable and hidden). These categories are human risk factors, vehicle risk factors, highway condition risk factors, and risk factors associated with other roadway users.

Some specific risk factors and dangers present in A Driving Dilemma (figure 2.3) are as follows:

Risk Factors	Dangers
Snow covered road	Loss of control of vehicle due to poor traction resulting in harm to driver, vehicle and other roadway users.
Moderate road grade	Loss of control due to increased speed going downhill coupled with poor traction. Result: harm to driver, vehicle, and other roadway users.
Curve in road	Loss of control brought on by the previous risk factors and gravitational forces in navigating a curve. Dangers: same as above.

Be Ready, Be Safe, Be Responsible

GO. The third and final step of the S-T &G Decision-Making Process is to GO with the safest course of action.

- If students judge Option 3 to be risk acceptable, they are free to implement it with due care.

- During this step of the process, students are to restate their driving goal and problem and then describe, in detail, how they will implement this driving action in achieving their goal.

Once the STOP - THINK & GO Decision-Making Process is understood by students, they can learn to execute the process quickly with quality results. They must first STOP and state the driving goal and problem and then THINK of choices to filter that will address the driving risks. When filtering their choices, they must ask themselves three questions:

1.Right Filter

   a.Is this choice a Right thing to do (help/hurt)?

2.Reality Filter

   a.Where is my evidence?

3.Responsibility Filter

   a.Do I feel comfortable with this choice in safely resolving the driving dilemma?
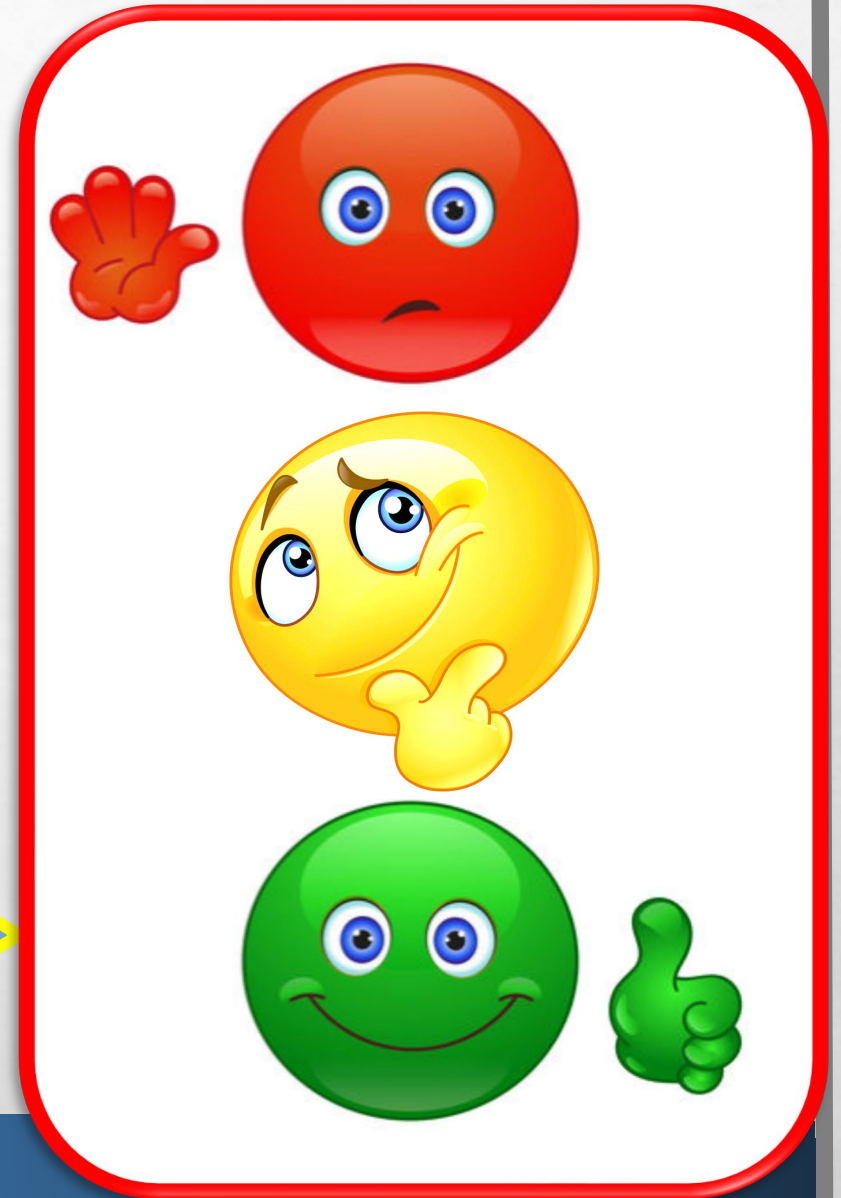
Lastly, they GO with a 3 R's choice and execute it in a safe and caring manner.

Be Ready, Be Safe, Be Responsible

Student Module

Figure 2.1 STOP - THINK & GO Decision-Making Model

- Today you will learn how to make safe and responsible driving decisions using a traffic signal light model—STOP, THINK, AND GO

- This decision-making model will help you to process complex driving situations leaving you with safe driving options to process in response to their driving challenges.

- We will be using a case study titled "The Crash" and the "Decision Making Worksheet"
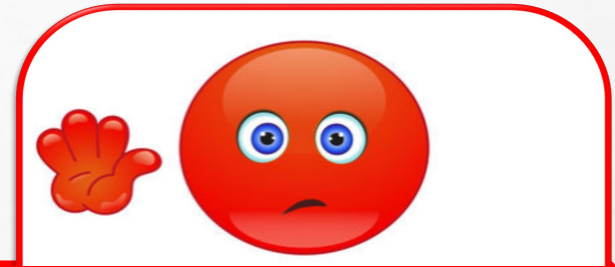
STOP-THINK-GO

Be Ready, Be Safe, Be Responsible

STOP	Decision Making Worksheet
A. State driving goal:	
B. State driving problem:	
THINK	
A. Identify potential risk factors and dangers:	
B. Identify driving choices (address risk factors and dangers):	
a. Choice:	
b. Choice:	
C. Filter your choices:	
a. Right Filter (Consider Risk Factors)	
i. Is this choice right (legal, ethical, and moral)?	
ii. How will this choice affect the drivers, others, and property?	
b. Reality Filter (Measure Risk)	
i. How do I know this choice is Right?	
ii. What evidence do I have?	
c. Responsibility Filter (Judge Risk)	
i. Am I risking more than I can afford to lose?	
ii. Am I risking a lot for a little?	
iii. Do I feel comfortable with this choice?	
iv. Will this choice help me get there safely?	
GO	
A. State your selected driving choices:	
B. Explain how this action will meet your driving goal.	

Scenario

"The Crash"

WANTING TO SPEND MORE TIME WITH HER PARENTS AND FRIENDS DURING SPRING BREAK, SUSAN LEAVES COLLEGE AFTER HER LAST CLASS AT 4:00 P.M. ON A FRIDAY AFTERNOON TO BEGIN HER 300-MILE DRIVE HOME.

BY 5:30P.M., THE SKY DARKENS, AND A LIGHT RAIN BEGINS TO FALL. THE TWO-LANE ROAD IS NOW DARK, AND VISIBILITY IS POOR. BY 9:00P.M., SUSAN IS ONLY 10 MINUTES FROM HOME. CONSUMED WITH THOUGHTS OF EXCITEMENT AND PLANS FOR THE COMING DAYS, SUSAN IS OVERCOME BY FEAR AS HER CAR, SEEMING TO HAVE A MIND OF ITS OWN, DRIFTS OFF THE ROAD, STRIKES A DITCH, AND FLIPS ONTO THE ROOF. ALTHOUGH INJURED, SUSAN SURVIVES.

STOP

Summarize the Situation
A.) State the Driving Goal
B.) State the Driving Problem

STOP	Decision Making Worksheet
A. State driving goal:	
B. State driving problem:	

Be Ready, Be Safe, Be Responsible

THINK: A. Identify the risk factors and dangers in this driving situation.

- Risk factors =   aspects of this case situation that could cause injury, death, or property damage

- For each risk factor, there are potential dangers.

- Multiple risk factors create multiple dangers.

Be Ready, Be Safe, Be Responsible

THINK: A. Identify the risk factors and dangers in this driving situation.

Possible Risk Factors

- Visibility
- Traction
- Speed
- Fatigue
- Distraction

Possible Dangers

- Wet roads and darkness reduce visibility
- Wet roads decrease traction and increase the possibility of hydroplaning.
- Speed on wet roads reduces traction and increasing the potential for hydroplaning.
- Tired drivers lack concentration
- Susan was distracted by her thoughts (vacation planning)

These collective risk factors and dangers increase the potential for loss of vehicle control.

STOP-**THINK**-**GO**

THINK: B. Identify driving choices that address the risk factors and dangers

Be Ready, Be Safe, Be Responsible

THINK

A. Identify potential risk factors and dangers:

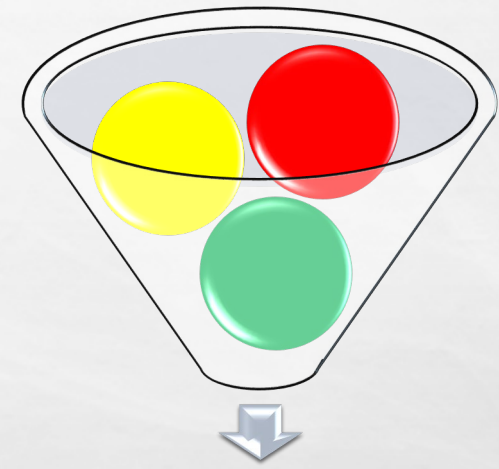*These collective risk factors and dangers increase the potential for loss of vehicle control.*

Be Ready, Be Safe, Be Responsible

DECISION MAKING PROCESS

PA ENHANCED DRIVING GUIDE

B

Student Instructional Model:
B:
Practice ST&G-"The Crash"

THINK

B. Identify driving choices (address risk factors and dangers):	
a. Choice:	
b. Choice:	

These collective risk factors and dangers increase the potential for loss of vehicle control.

Be Ready, Be Safe, Be Responsible

C. Filter Your Choices

a. The Right Filter

b. The Reality Filter

c. The Responsibility Filter

STOP-THINK-GO

Be Ready, Be Safe, Be Responsible

CHOICES

Right, Reality, & Responsibility

Right (Consider Risk Factors)

- Is this choice right?
- How will it affect-
  - Drivers, Others, and property?

Consider Risk Factors

Reality (Measure the Risk)

- How do I know this choice is right?
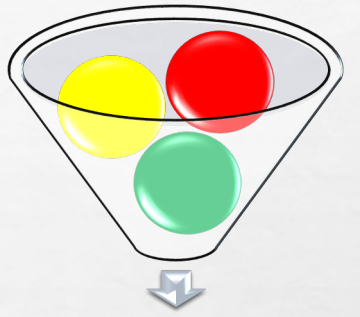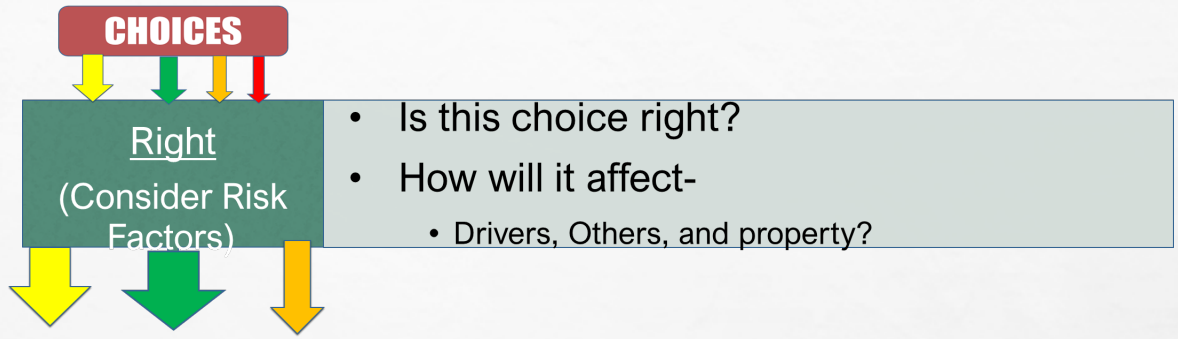- What evidence do I have?

Measure Risk

Responsibility (Judge Risk)

Am I:
- Risking more than I can afford to lose?
- Risking a lot for a little

- Do I feel comfortable with the choice?
- Will this choice help me get there safely?

Figure 2.2 Three Filters - Right, Reality and Responsibility

3 R's Choices

Be Ready, Be Safe, Be Responsible

CHOICES

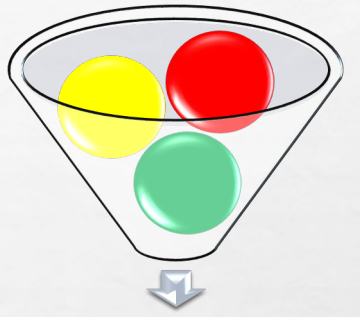**Right**
(Consider Risk Factors)

- Is this choice right?
- How will it affect-
  - Drivers, Others, and property?

a. The Right Filter

i. Is this choice Right (legal, ethical, moral)?

ii. How will this choice effect the driver, others, and property?

Be Ready, Be Safe, Be Responsible

THINK

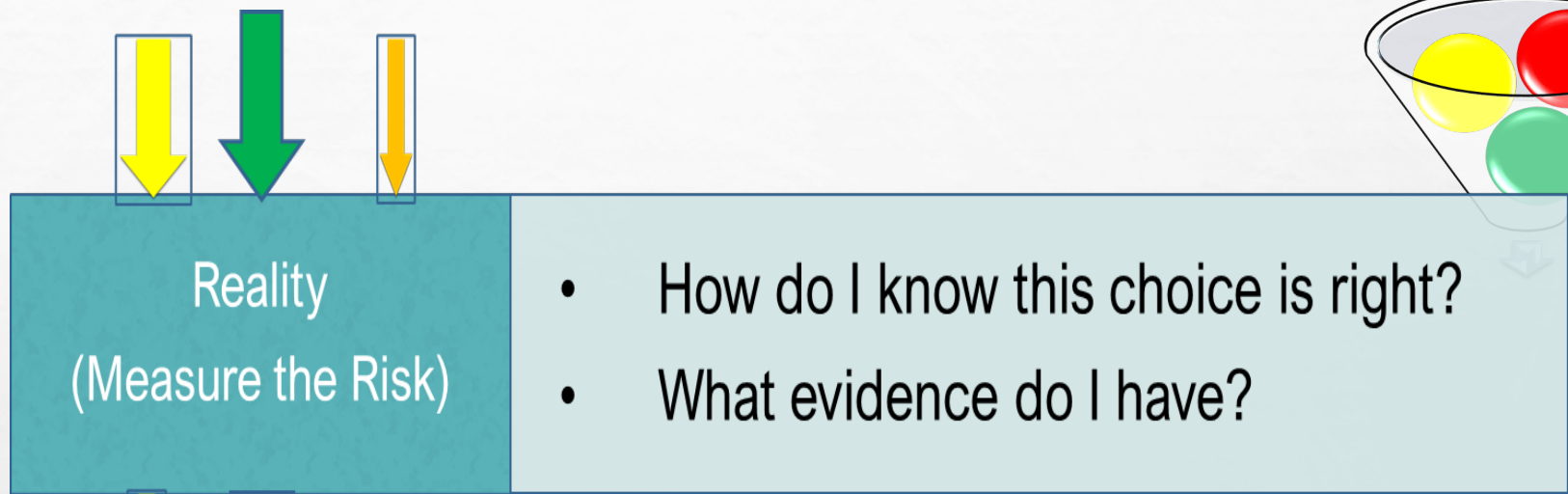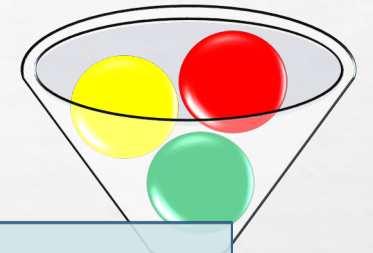**Responsibility (Judge Risk)**

Am I:

- Risking more than I can afford to lose?
- Risking a lot for a little

- Do I feel comfortable with the choice?
- Will this choice help me get there safely?

3 R's Choices

| C. Filter your choices:	
a. Right Filter (Consider Risk Factors)	
i. Is this choice right (legal, ethical, and moral)?	
ii. How will this choice affect the drivers, others, and property?	

Be Ready, Be Safe, Be Responsible

Reality
(Measure the Risk)

- How do I know this choice is right?
- What evidence do I have?

b. The Reality Filter

Measure the Risk:

i. How do I know this choice is Right?

ii. Where is my evidence?

Be Ready, Be Safe, Be Responsible

STOP-THINK-GO

Responsibility (Judge Risk)

Am I:
- Risking more than I can afford to lose?
- Risking a lot for a little

- Do I feel comfortable with the choice?
- Will this choice help me get there safely?

THINK

3 R's Choices

b. Reality Filter (Measure Risk)	
i. How do I know this choice is Right?	
ii. What evidence do I have?	

Be Ready, Be Safe, Be Responsible

Responsibility (Judge Risk)

Am I:
- Risking more than I can afford to lose?
- Risking a lot for a little

- Do I feel comfortable with the choice?
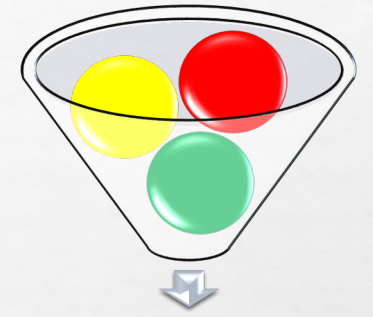- Will this choice help me get there safely?

3 R's Choices
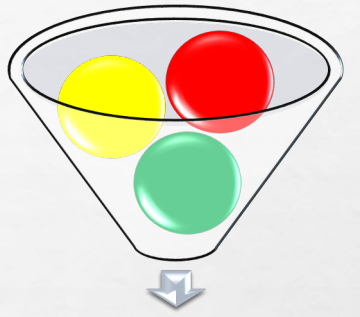
c. The Responsibility Filter

Judge the Risk
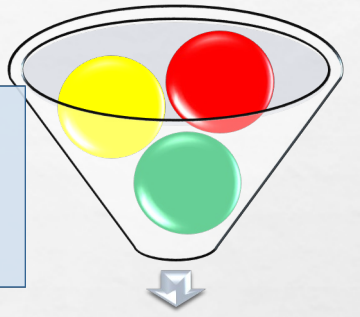
   i. Am I risking more than I can afford to lose?

   ii. Am I risking a lot for a little?

   iii. Do I feel comfortable with this choice?

   iv. Will this choice help me get there safely?

Be Ready, Be Safe, Be Responsible

Responsibility
(Judge Risk)

Am I:
- Risking more than I can afford to lose?
- Risking a lot for a little

- Do I feel comfortable with the choice?
- Will this choice help me get there safely?

3 R's Choices

THINK

c. Responsibility Filter (Judge Risk)	
i. Am I risking more than I can afford to lose?	
ii. Am I risking a lot for a little?	
iii. Do I feel comfortable with this choice?	
iv. Will this choice help me get there safely?	

Be Ready, Be Safe, Be Responsible

GO

A. State your selected driving choice(s)

B. Explain how this choice will meet the driving goal.

Be Ready, Be Safe, Be Responsible

GO	
A. State your selected driving choices:	
B. Explain how this action will meet your driving goal.	

Be Ready, Be Safe, Be Responsible

Next:
Move on to the student activities. They may be used as stand-alone lessons , as a unit, or included as introductions to Perceptual Modules.

STOP-THINK-GO

Be Ready, Be Safe, Be Responsible