

Chapter 0

Parent Orientation

Overview

Content Notes & Background Information

NDRPC 2014

Parent Orientation - Overview

Approximate time required to complete this chapter: 1 hour prior to or on the first class session. Add time as needed to conduct and collect late registrations, distribute materials, schedule in-car lessons, or facilitate additional activities.

Program Mission Statement: It is our mission to help learners achieve low-risk driving behaviors and habits that will serve them throughout their lifetime and lead to a driving future that is free of crashes.

Classroom Concepts

- 0.1 Provider Standards and Requirements
- 0.2 Expectations Before and After Getting a License
- 0.3 Partners in Learning
- 0.4 Driving Updates and Rationales: What's New?

Model Habits

- Good Driving Habit #1 - Driver Vehicle Readiness Skills

In-Car Performance

- 0.2 Driver Fitness/Readiness
- 0.3 Guided Practice
- 0.4 Mirror Adjustments and Blindspots
- 0.4 Use of the Steering Wheel
- 0.4 Introduction to Reference Points

Required Equipment, Lesson Resources, and Support Materials:

- ♦ NDRPC 2014 DVD Interface, computer, projector, screen, and speakers
- ♦ Parent and Learner Sign-in Sheets, Attendance Contract, Parent/Teen Vehicle Use Contracts, and any documentation related to course scheduling, and policies or procedures as identified by each provider.
- ♦ Chapter 0 Lesson Plans and Activity Directions and Overview Notes
- ♦ NDRPC 2014 Playbooks (hard copies)
- ♦ The North Dakota Parent Guide to Teen Driving booklets (Driving Logs are included)
- ♦ North Dakota Noncommercial Drivers License Manual
- ♦ Simulated steering wheels
- ♦ Ticket in the Door 1.4

Optional Materials:

- ♦ Ten Habits Keep the Monster Caged! Using the Dynamics of Zone Control
- ♦ Partnership for EXPERT Driving 7th ed. IN-CAR Guides
- ♦ Course Syllabus and Assignment Calendar

Learner Assignments for this Chapter

- Read Playbook Chapter 1
- Complete Ticket in the Door 1.4
- Parent/Teen Vehicle Use Contract - formal or informal. However, families may choose to use the formal contract provided in the Playbook.

Method of Assessment Used for this Session

- Questions and Participation

Classroom Objectives

0.1 Provider Standards and Requirements

The learner and parent will understand the rules for the driver education program and be introduced to what an Approved Driver Education course includes.

0.2 Expectations Before and After Getting a License: It's About Life, Not a License

The learner and parent will be able to describe some of the risks associated with driving under the influence of alcohol, drugs, or various distractions. They will begin to discuss terms of a formal or informal Parent/Teen Vehicle Use Agreement.

0.3 Partners in Learning for Successful Habit Development

The learner and parent will review course materials. Each will gain an understanding of the requirements for guided practice, GDL laws, and their personal roles and responsibilities in the learning process.

0.4 Driving Updates and Rationales: What's New?

The learner and parent will be able to demonstrate 9&3 and 8&4 hand positions, and hand-over-hand and push-pull steering techniques; demonstrate seating position needed for making modern mirror adjustments; and be able to see the basic relationship between a reference point (1) that aligns with a place on ground (2), and shows a vehicle's actual position (3), and is seen from the perspective of driver and passenger seats (4) as illustrated.

In-Car Objectives

0.2 Driver Fitness/Readiness

Learners and Parents: Each will demonstrate the ability to eliminate risks associated with personal driver impairment by mutually agreeing to terms of a formal or informal Parent/Teen Vehicle Use Agreement, which will include never driving when under the influence of drugs or alcohol or while talking or texting on a mobile device.

0.3 Guided Practice

Parents: As a part of the driver education course and as partners in their learner's learning, parents will demonstrate the ability to provide their teen driver a minimum of 5 hours of guided practice as part of the class, using one or more of the resources provided and course performance standards.

0.4 Mirror Adjustments and Blindspots, Use of the Steering Wheel, Introduction to Reference Points

Learners and Parents: Each will be able to use proper seating position to adjust the inside and outside rear-view mirrors using modern mirror settings. They will be able to demonstrate how to hold the steering wheel at the 9&3 and 8&4 positions, as well as use hand-over-hand and push-pull steering techniques and explain the advantages of each. They will begin to see how reference points are used from the driver and passenger seats to know where the front and sides of the car are positioned on the roadway.

Parent Orientation - Content Notes

0.1 Provider Standards and Requirements – Course Introduction

Each family will understand the rules for the driver education program and be introduced to what an Approved Driver Education course includes.

See your employer for specific program policies, standards, and requirements. Make it a point to become familiar with those requirements. At the conclusion of this session, learners and parents should be able to access and retrieve resource materials related to course rules, expectations, and provider policies and procedures.

Instruction Permit Required: Learners must have a valid permit by the first night of class.

To receive a permit they must:

- ♦ Be at least 14 years old
- ♦ Provide a signature from parent or guardian at Driver License Office if new driver is younger than 18
- ♦ Provide proof of identity and address
- ♦ Pass vision and knowledge tests
- ♦ Pay the required fees

See North Dakota Noncommercial Drivers License Manual or website:

<http://www.dot.nd.gov/divisions/driverslicense/docs/noncommercial-dl-manual-class-d.pdf> for full requirements and fees

Permit Limitations:

- ♦ Permit is valid for 12 months
- ♦ Learners must carry the permit whenever they are driving
- ♦ Learner must have a licensed driver at least 18 years old seated beside them; this passenger must have three years driving experience for the practice to count towards the 50 hour requirement
- ♦ They must hold a valid permit for 12 months and be at least 15 years of age before applying for an ND Driver Class D Operator License

Minimum Requirements for Successful Course Completion

To complete an approved Traffic Safety Education course successfully and receive an approved certificate of completion, a course participant shall:

1. Attend, actively participate in, and complete a minimum of 30 hours of classroom instruction using an approved curriculum.
2. Complete and submit each course assignment.
3. Achieve a passing grade.
4. Demonstrate the ability to operate a motor vehicle safely and effectively in traffic by achieving a passing score on all BTW evaluations. Complete a minimum of 6 hours of driving and 6 hours of observation.

Reasonable Cause for Expulsion from Course

Individuals shall be counseled out of a Driver Education course if they:

1. Behave in a manner (words, attitudes, or actions) that is deemed detrimental to the normal progression of the course; or
2. Attempt to purposely maneuver the training vehicle in a manner that puts vehicle occupants or other highway users at risk; or
3. Demonstrate an inability to comprehend chapters of instruction only after all avenues of aid have failed.

0.2 Expectations Before and After Getting a License: It's About Life, Not a License

By the end of this section, teens and their parents should be able to describe some of the risks associated with driving under the influence of alcohol, drugs, or various distractions. They will begin to discuss and agree to abide by terms of a formal or informal Parent/Teen Vehicle Use Agreement.

The leading cause of unintentional death for individuals ages 5-24 is car crashes. For those between the ages of 25-65, traffic collisions are the second leading cause of death. (Center for Disease Control 2009) During this session some of the most common risks associated with collisions and injury in the US Highway Transportation System will be discussed. Special emphasis is placed on driving under the influence of drugs or alcohol and distractions caused by cell phone use and peers, simply because they are culturally common and extremely high-risk behaviors.



Given the ease of access to alcohol and other drugs for even very young teens, medical marijuana laws, and the widespread use of cell phones while driving, it is appropriate to provide an avenue for open discussion between parents and learners about these risky behaviors.

To that end, the playbook page includes a QR code and web address for **Foundation for a Drug-Free World**: <http://www.drugfreeworld.org/#/interactive> and five very short videos. The first two PSA clips are provided by Drug-Free World Interactive. The first of those is directed to parents and is designed to get them thinking and talking to their teens. The second is directed to teens and challenges “peer” influences. A third video deals with cell phone use (short Today Show segment), and a fourth describes the risks associated with teen passengers (an ODOT-produced PSA - it is low resolution, but has a great message).



The last PSA in this section was gleaned from **The National Highway Transportation Safety Administration (NHTSA)**, which has gone to great lengths to bring attention to the need for parent/teen driving contracts. They have a wealth of resources and statistics.

<http://www.nhtsa.gov/Driving+Safety/Teen+Drivers/Teen+Drivers+Education/Teen+Drivers+-+Parents+&+Teens>

They suggest seven general rules and provide rationale for each. They are included in this document as background information. It is not expected that instructors share the entirety of the information with learners or parents as a part of this session. However, printing handouts from their website would put beneficial information in their hands.



Parents: Model low-risk driving behaviors when you drive.

Teach responsible driving behaviors from the start. Your children learn by watching you, even before they begin to drive. Model safe driving behavior every time you drive. **Set the Standards.** Spell out the rules and set the consequences. Talk to your teen about safety issues and the rules you are setting. Explain each of your rules and the consequences for breaking it. Write up a contract with your teen driver to make sure they drive by the rules and drive as safely as possible.

Rule No. 1: Alcohol and other drugs: Absolutely none

Teen drivers (ages 15-20) are at far greater risk of death in crashes where alcohol is present. These are staggering statistics: In 2007, almost one-third of teen drivers who were killed in crashes had a positive BAC of .01 or higher at the time of the crash, even though it is illegal in all states for anyone under the age of 21 to drive with any trace of alcohol in their system. On average over the last five years, one-fourth of the deaths in motor vehicle traffic crashes occurred when a teen driver had a BAC of .01 or higher. The consequences are grim. If your teenager is lucky enough to survive a crash, they will have to face the consequences of breaking the law. That includes a trip to jail, the loss of their driver's license, and dozens of other expenses including attorney fees, court costs, and other fines. They will also stand to lose academic eligibility, college acceptance, scholarship awards, and more.

Rule No. 2: Safety belts: Always Buckle Up!

Teens buckle up far less frequently than adults do. The very first thing you can do is set the right example for your children by buckling yourself up every time you get in the car. When your teen is ready to drive, remind them that whether they are driving across town or just around the neighborhood, wearing safety belts is the absolute best way to protect themselves and their passengers from severe injury or even death in the event of a crash. Wearing a safety belt is free, but not wearing it could cost a life. Despite efforts aimed at increasing belt use among teens, observed safety belt use among teens and young adults (16 to 24 years old) stood at 76 percent in 2006 – the lowest of any age group. In 2007 alone, 4,540 teenagers aged 16 to 20 years old were killed in motor vehicle crashes, and more than half (2,502) were not wearing their safety belts at the time of the crash. We don't know what the outcome would have been for those 2,502 teens had they buckled up, but statistics tell us that in that same year, 72 percent of the passenger vehicle occupants involved in fatal crashes who were wearing their safety belts survived the crash. Most of the deaths in crashes involving young drivers are the young drivers themselves and their passengers.

Rule No. 3: Cell phone/texting: No talking or texting while driving

Talking on a cell phone while driving slows down the reaction time of even the most experienced driver – making it the same as that of a 70-year-old*. Can you imagine the impact it will have on your teenager? And texting while driving is a serious risk for teen drivers as well, forcing them to take their eyes and at least one hand off the steering wheel. **Distracted drivers can kill or be killed.** Driving distractions like talking on a cell phone or texting while driving are an even greater threat for teens than for others. In 2006, among drivers 15 and older involved in fatal crashes, 15- to 17-year olds had the highest percentage of distracted drivers. Talk to your teen drivers about the risks of talking, texting, and other distractions, and set clear expectations about driving habits.

Rule No. 4: Curfew: Have the Car in the Driveway by 10 p.m.

Talk to your teen driver about when you expect them to have the car back in the driveway. The reason for setting a “home-by” rule is to protect your kids by keeping them from driving during the high-risk nighttime hours. In 2006, 75 percent of all fatal nighttime crashes involving 16 year-old drivers happened between 6 pm and midnight.

Rule No. 5: Passengers: No more than one at all times

Most teens are susceptible to peer pressure, which can lead to risk-taking. In a survey completed by the Allstate Foundation, almost half of the teens polled said they had been distracted by their passengers. And almost half also said they drive more safely without their friends in the car. **The more, the scarier.** Research shows that the risk of a fatal crash goes up in direct relation to the number of teenagers in the car.

Rule No. 6: Graduated Drivers License – Follow the state's GDL law

Chances are good that you live in one of the 46 states or the District of Columbia that has adopted a three-stage Graduated Driver's License law. Make sure you and your teenage driver know and understand the law, before they get behind the wheel. Young, inexperienced drivers, particularly 16- to 17-year-olds, die too often in fatal crashes, in large part because of immaturity and inexperience. Three-stage GDL laws reduce these factors by reducing high-risk exposure for young drivers. Analysis shows GDL laws have helped reduce crashes for this age group – anywhere between 20 and 40 percent. Keep your child alive by insisting they follow the GDL rules.

Rule No. 7: Parental Responsibility: Set your house rules and consequences

Never forget that more than 5,000 teens (15 – 20 years old) are killed in crashes on our roadways every year. Talk to your young drivers about their driving before and after they have their permit or license. Set the rules for driving and explain the consequences of breaking the rules. In fact, your house rules can be tougher than the GDL laws, based on your assessment of your teen. Be accountable; make them accountable. Remind them that driving is a privilege that can be easily revoked. Keep an open dialog with your young driver and make your rules and consequences crystal clear. Talk often and stick to your own rules.

Purpose for and content of a parent-teen vehicle use contract:

Parents play a pivotal role in helping their teens learn to lower risk as much as possible. They can do this by modeling good habits themselves, by providing ample practice time while their teens are learning, and by setting clear expectations for behavior once those teens have earned the privilege of driving on their own. A parent-teen driving agreement or contract is an excellent way to establish and record those expectations.

0.3 Partners in Learning for Successful Habit Development

The value of low-risk habits, resources, and texts to help learn, practice, and master low-risk driving behaviors, and the principles of guided practice and graduated licensing laws will take place in this section. The learners and parents will be able to explain his/her responsibility in the learning process for the development of effective low-risk driving habits.

Curriculum Resources:

NDRPC Playbook 2013

North Dakota Noncommercial Drivers License Manual - GDL information, rules of the road, etc.

The North Dakota Parent Guide to Teen Driving - Drive logs, GDL information, driving techniques, procedures, etc.

Parent/Teen Vehicle Use Contract - formal or informal

Optional resource: "Ten Habits Keep the Monster Caged! Using the Dynamics of Zone Control"

Optional resource: "Partnership for EXPERT Driving 7th ed. IN-CAR Guides" - in-car activities and evaluations

Optional article: "Young Novice Drivers: Careless or Clueless"

Guided Practice

The purpose of "guided practice" is to give new drivers the opportunity to practice specific behaviors in order to build risk prevention driving habits into their driving style. One of the biggest challenges experienced when training novice drivers is convincing parents to provide practice time to their teens. An even greater challenge is helping parents understand the necessity of having their teens practice specific behaviors.

Providing parents with practice lessons that focus on specific behavior and patterns will help parents understand:

- ♦ Program in-car goals and expectations
- ♦ The nature of and number of risk prevention driving behaviors to which their learner is being exposed
- ♦ What occurs during each lesson
- ♦ How their son or daughter performs during each lesson
- ♦ Their teenager's specific needs
- ♦ What behaviors on which to focus attention during each guided practice session

To Obtain a North Dakota Restricted Class D Operators License

Requirements:

- Certify that learner has had at least 50 hours of driving experience while being supervised by a licensed driver who is at least 18 years old and has had a valid license for at least 3 years
- Complete an approved driver education course if under age 16
- Must pass the behind-the-wheel driving test
- Must pay a fee for an (six-year license)
<http://www.dot.nd.gov/public/licensing.htm>

Minor Driver License:

1. Upon successful completion of the road test, a 15 year old will be issued a restricted Class D operator's license. While in possession of a restricted Class D operator's license, the driver is restricted to operating his or her parent's, guardian's, grandparent's, sibling's, aunt's, or uncle's vehicles.
2. At age 16 the restricted Class D Operator's License transitions to an unrestricted license.
3. At age 15, when in possession of a restricted Class D operator's license, the individual is not allowed to operate a vehicle without his or her parent, legal guardian, or an individual at least 18 years of age between the later of sunset or 9:00 p.m. and 5:00 a.m. The only exception to this is driving directly to or from work, an official school activity or a religious activity.

4. Anyone, regardless of age who is operating a vehicle with an instruction permit and licensed drivers under the age of 18 are prohibited from using electronic devices while driving. This includes a device to talk, compose, read or send electronic messages. The only exception is to obtain emergency assistance, to prevent a crime that appears about to be committed, or in the reasonable belief that an individual's life or safety is in danger.
5. The director shall cancel the permit or license of a minor under 18 years of age who accumulates six or more points on their driving record or commits an alcohol-related offense or a drug related offense while operating a motor vehicle. This includes minor in possession or minor in consumption of alcoholic beverage.
6. A minor, under 18, whose permit or license have been cancelled in this manner will be considered as never having had a permit or license before. An Instruction permit will be issued after successful completion of the written and vision tests. A road test will be administered after successful completion of driver's education and the required holding period of the permit. In the event of a cancellation, driver's education requirements may be met by completing 30 hours of classroom and 6 hours of behind-the-wheel training through the Department of Public Instruction or 6 hours of behind-the-wheel training through an approved commercial driver training school or by completing an approved Internet driver education course and 30 hours of driving supervised by a parent or legal guardian.

Full License: Must be 16 years of age

0.4 Driving Updates and Rationales: What's New?

In this section the learner and parent will be able to demonstrate 9&3 and 8&4 hand positions, as well as hand-over-hand and push-pull steering techniques; demonstrate seating position needed for making modern mirror adjustments; and be able to see the basic relationship between a reference point (1) that aligns with a place on ground (2), shows a vehicle's actual position (3), and is seen from the perspective of driver and passenger seats (4) as illustrated. Rear-view mirrors inside and outside the vehicle should be set to give the driver the best views to the sides and rear of the vehicle. The inside mirror provides the widest view to the rear; the outside mirrors overlap and widen that view.

Mirror Settings

The Modified Mirror Settings adjust the left and right outside mirrors so they tilt slightly outward from the vehicle. This gives the driver a wider view of traffic behind and to the sides of the vehicle. This also reduces the amount of glare from the headlights of vehicles approaching from behind. For more information on the Modified Mirror Setting, see Chapter 1 Overview.

Steering Techniques

Where a driver looks before steering is more important than how they steer. However, in a critical situation good steering **habits** are important to maintain to avoid losing control. Use a balanced 9&3 or 8&4 hand position for the best control and protection against airbag injury. Use push-pull for most turns and curves, hand-over-hand for very sharp, slow turns, and one-handed method for backing.

Vehicle Placement – Reference Points

Drivers cannot see the actual position of the car in relation to the roadway. The body of the car blocks the driver's view of the road. That area is the vehicle's blind zone (not to be confused with the vehicle's blind spots). Reference points serve as a guide to overcome the vision problems a driver encounters.

Standard Reference Points

Definition: A place on the vehicle that visually relates to some part of the roadway

Some Advantages of Using Reference Points

1. First and foremost, the ability to consistently be successful
2. Rapid transfer of techniques from one vehicle to another and to new situations
3. Driver can get into a larger or strange vehicle and, within five minutes, feel comfortable and confident in maneuvering it in tight spaces and in various traffic situations

4. Driver will feel comfortable and confident getting into and out of tight parking spaces and will be able to back into parking spaces with confidence
5. While in the right lane, driver will know exactly how far the car is from a parked car; knowing that the car is more than six feet away from a parked car will reduce the need to swerve when a driver suddenly opens a door in front of the vehicle
6. Driver can make tight right turns into driveways, alleys, and narrow streets without feeling the need to swerve to the left before turning, and driver will know that the right rear tire will not hit the curb
7. Driver can feel comfortable driving in confined areas such as: municipal parking garages with spiral ramps, tunnels with fast moving traffic, a narrow bridge with a bus or truck approaching from the opposite direction, and a highway narrowed by concrete construction barriers
8. Driver can make the best possible decisions for using the various lane positions to get maximum control of the zones to either side of the vehicle
9. Driver will be able to get reliable feedback to tell exactly where the vehicle is within the lane and increase awareness for what is an OK or a not-OK lane position
10. Driver will use reference points to overcome optical illusions, rather than using or depending on what “feels right”

Right Side Limit

The standard reference point for the right side limitation is the center of the hood. On vehicles with a scooped hood, the standard may be somewhere to the left of the center of the dash or windshield, for example, in a Ford Taurus. It is used for parking on the right and lane position 3, or the far right edge of a lane.

Left Side Limit

The standard reference point for the left side limit is approximately one foot inside the left corner of the hood. Again, in a vehicle with a scooped hood, the reference point will be about one foot inside the left corner post on the dash or windshield wiper. This reference point is used for parking on the left and lane position two, or the far left edge of a lane.

Front Limit

The standard reference points for the front limit are the left and the right corner posts or side mirrors. Use one or both sides, whichever is most easily seen. Used for stopping before crosswalks, stop lines, safety stops to get a clear line of sight without penetrating a traffic lane, or beginning sharp right turns.

Rear Limit

The standard reference point for the rear limit is approximately one foot behind the corner post or the middle of the rear side window. It also works on both sides, whichever is most easily seen. Use it to back to the rear line or curb of a parking space, stopping before a sidewalk or crosswalk, or making a safety stop without penetrating a traffic lane when performing turnabouts.