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Upcoming Events

Advisory Board
2016

December 6 — Olympia

Advisory Board
2017

March—Bremerton

June—Walla Walla

Sept—Ellensburg

Dec.—Seattle

WMSP IP

Spring 2017

Welcome to the Fall 2016 Ride Report!

As you may imagine, the David Bowie song “Changes” is running through our heads in the program pretty frequently of late.

In the last few months we have said goodbye to Candi Rakevich (the program’s Administrative Assistant), Mike Kohlhorst (Tech) who accepted a training position in DOL’s HR department, and Andrea Nygard (Program Manager) who accepted a temporary promotional position with another unit of DOL.

It is safe to say we are running a bit light in the program at the moment—and certainly feeling the loss of no less than *half* our team.

Rest assured, however, David, Eric, and Robyn are holding down the fort and working hard to still support you



in what you do. Some light at the end of the tunnel—the new Program Manager, Bryan Jackson, came on board Nov. 16th.

Please accept our apologies if there is a longer-than usual turn-around time on emails, documentation, etc. We appreciate your patience!

In the meantime, read ahead for articles on the recent SMSA conference, QAV re-

port writing, a great ALT of the Quarter, and even a bit on tent-bound African animals and the neuroscience of learning.

We hope that as the season slows, you have the opportunity to rest, refresh, and to look back at all the students who you have worked with this year, and the lives you have changed. As always, thank you for doing what you do—and for doing it so well!

Why We Do It

“Enthusiasm is one of the most powerful engines of success. When you do a thing, do it with all your might. Put your whole soul into it. Stamp it with your own personality. Be active, be energetic, be enthusiastic, and faithful, and you will accomplish your objective. Nothing great was ever achieved without enthusiasm.” (Ralph Waldo Emerson)

Washington Brings It In a Big Way To SMSA



Proud of what you do and how we do it in Washington? Thought so—and now, so is the rest of the country.

This September, the National Association of State Motorcycle Administrators (SMSA) held their annual conference in Portland, OR, and WMSP was invited to present. Originally focused on state program administrators, SMSA has been working hard to provide more relevant content for instructors at its annual conference. This year there were many trainings/demonstrations out on the range and classroom workshops on instructor development, training methods, the art of questioning, outreach programs, and the like. To support this focus, WMSP was invited to conduct one 4-hour and two 1 1/2 hour instructor professional development sessions for instructors from around the country.

What did we present on? You! Specifically, what Washington's talented corps of instructors do to better connect with their students and increase the power of their students' learning. Rather than

immersing the participants in theory, they were lead through layered learning activities on adult and experiential learning, identifying and using personality and communications styles to empower our student's learning, the power and pitfalls of using data (that may or may not be accurate), and managing instructor burnout.

The tone and premise for the workshop was set by asking participants at the beginning of the session to find someone who they hadn't met before and shake their hand (with specific directions on *how* to conduct the handshake itself). They were then asked to do it again with a different un-met participant. Lastly, they were asked to find yet one more person they had not met, but this time create a secret handshake. The question was then asked, "Which person will you remember more?" Of course their answer was the one who they interacted/laughed/created with.—the one where both participants *owned* the process. With the stage thus set for the importance of involving your students in their own learning, we con-

ducted a paper-folding exercise with very non-specific directions, highlighting the fact that what make sense to some, doesn't to others. Rolling right into the personality style exercises we have used in the program for some time (i.e.— circle, square, triangle, and squiggle), we then had each style group teach all the participants how to make a paper airplane. This teaching exercise brought to light the process of each group /personality style in developing its instructions, in teaching the other participants, and in how the other participants received the information/ instructions presented.

We then progressed through activities that highlighted the different styles of teaching: lecture, guided discussion, chunking, and ALT activities that you all know so well.

Following these activities we presented on the use of data in the classroom, and the pitfalls of perpetuating errors, unsubstantiated "truths", or ineffective phrases.

Lastly, the attendees focused on instructor burn-out: what does it? How do you (and your students) know, and what do you do about it.

The three workshops were attended by over 70 instructors and state safety program personnel. WMSP received overwhelmingly positive comments from attendees about the training—many of whom said it was "the best training SMSA has had in 10 years!".

And why? Because we got to share, with instructors from around the country, the effectiveness of what *you* do, we all do, in Washington!

More on SMSA

Some other highlights from SMSA—

- MSF recently concluded its “MSF 100” study and is now compiling the data they obtained. This study placed every sensor/camera you can imagine on the bikes of 100 riders throughout the country to collect data on aspects of their riding, crashes, and near-crashes. Data from this study may provide us with new information on what actions, both physical and mental, lead to crashes, or that help avoid them.
- The growing number of students in our classes from the “millennial” generation produces some unique challenges and opportunities for motorcycle training. For example, we teach keeping your eyes up and looking far down the road as an essential piece of street strategy. However, studies show that millennials spend much more time focused on phone, tablet, and computer screens directly in front of, and close to, their face.
- There were also numerous breakout sessions that addressed the (disturbing for most of us) fact that motorcycle training has been conducted in the United States for close to 30 years, and yet fatality statistics have changed very little—and why that may be. Discussions focused, not just on new/different curricula that may be helpful, but also the need for more effective comprehensive strategies, including licensing policy, training, and enforcement.
- Research in how people learn motor skills is being applied to the BRCs in Pennsylvania. Range sessions will now be conducted in 3-hour sections over multiple weekends. It will be interesting to see what effect this has on student learning performance.
- For more information on SMSA and this year’s conference, talk to some of the Washington instructors and contractors that attended, or go to: www.smsa.org



WAC Rules Update

The idea of adopting Washington Administrative Code (WAC) rules followed the 2002 NHTSA assessment when it was recommended that we formalize operation of the program and establish a relationship between the various Chapters of the Revised Code of Washington related to motorcycle safety.

In 2016 WMSP pulled together a workgroup of stakeholders and after 3 months of meetings and reviewing drafts, the work is getting close to its availability for public comment.

An announcement will go out to all stakeholders once the draft is available for public comment. Until then stakeholders are encouraged to contact their representative(s) on the workgroup, who are:

- Motorcycle Safety Education Advisory Board: Jessica Dally
- Instructors: Jesse Lamp & Kathy Gill
- Mentor Instructors: Joyce McCallum & Chris Cimino
- Chiefs: Kyle McCarty
- Contractors: Rachel Oxrieder & David Wendell

Following release of the public draft there will be a hearing scheduled in the first quarter of 2017 when public testimony will be taken on all aspects of the proposed rules. Anyone with questions is invited to contact the program at motorcycle@dol.wa.gov.

Today’s Shamelessly Stolen Debrief Question:

“Why did we just do that exercise?”

2016

STUDENTS TRAINED

(As of mid-October)

12,421

FATALITIES

(to date)

73

(72 total in 2015)

Instructor Recertification Reminders:

- ⇒ Ensure you attend 2 separate and distinct WMSP Instructor Updates *within* your 2-year recertification cycle.
- ⇒ Ensure that you have taught the required number of classes per year in your certification cycle .
- ⇒ Make sure WMSP receives your forms *before* your current certification expires. Although we can accept your Instructor Recertification Form up to 30 days beyond your expiration date, once you are past your expiration date, you cannot teach until you receive your certification letter from WMSP.
- ⇒ Don't miss out on classes— It takes WMSP 3-5 days to process your certification, so plan ahead.

Making Better Heroes: Writing an Effective QAV Report



WASHINGTON STATE DEPARTMENT OF LICENSING

**Washington Motorcycle Safety Program
Quality Assurance Visit (QAV)**

Event date	Instructor/Mentor/Chief
Session Length	Contractor
Location	Participants

The QAV is an informal tool used to observe and evaluate instructors and facilities. Please note items of significance including: safety issues; new/different adult learning techniques and activities; inconsistencies to WMSP P&P and/or curriculum design; performance of range management principals; or coaching techniques. Highlight aspects done well as well as areas that need improvement. Please use specific examples.

Overview of course observations

QAVs can be a powerful tool for both the instructor conducting the QAV and those that are being QAV'd. Want to make your written report even more effective? Follow these guidelines based on feedback from the Fall Instructor Updates:

Balance the good and the bad

- *Everyone* has something to improve on.
- *Everyone* has something to celebrate.

Use Specific Examples

- Saying “they rode great demos” doesn't really give much information.
- Saying “their demo for Exercise 4 was ridden with exaggerated technique and at an expected student speed in the clutch control lanes” gives much more useful information.

Make sure it all adds up

- The overview states “he is a phenomenal instructor”, but
- In the body of the report it talks about losing range control during four different exercises, missing multiple learning objectives in the classroom, and regaling students with war stories and opinions.
- Doesn't really add up does it?

You can't teach it all—you can't fix it all

- Giving too much information can overwhelm your students, and it can overwhelm the instructor you are QAV-ing.
- Give specific examples of areas for growth, but pick a few of the “big ones” or a few themes.

A Camping Hippo: Notes on the Neuroscience of Learning

Okay—to be up front—this article is not about a large African mammal that sleeps in a tent. But having taken a recent training on how people learn, I thought I would share a few things that stood out for me—and one of these is the role of the hippocampus. “Uh...the *what?*”, you say? Read on.

Learning and retention involves three phases: (1) initial learning, (2) remembering, and (3) doing. Initial learning takes place in an area of the brain called the hippocampus. Physically connected to this camping hippo is the amygdala—where emotions are felt. They make a great team because the hippocampus learns better when focused by emotion. This is why our strongest, longest-term memories are usually tied to a strong emotion—happy, sad, scared, etc. Are there ways you could elicit an emotional connection when you introduce important sections and curriculum learning objectives? How can you get your students emotionally engaged to focus their hippocampus and super-charge their learning?

Studies show that the hippocampus can focus on a learning task for about 20 minutes. This doesn't necessarily mean that students need a break every 20 minutes—but it does mean their ability to learn can be maximized by frequently changing *how* they are participating. Help your students and vary your methods such as chunking a section, facilitating a guided discussion, or doing an ALT activity—about every 20 minutes.

Of course we also want our students to *remember* what they have learned. This is done by building neural connections within the brain. One of the many dynamics that help people to make these connections is “thinking about their thinking” by reflecting on and assessing what they have learned. This is why wrapping up classroom sections or debriefing range exercises effectively can be so important.

What is even more powerful in creating brain connections that our students can rely on down the road (pun intended) is the role of insight. Insight is that “ah ha” moment—the one in which a student realizes that they should wear the same gear they would want a loved-one to wear, or that there is no “best” lane position, or that entering into a corner too fast is *scary*. Insight occurs when students are doing their own learning, rather than being “told” or lectured to. Again, it involves an emotional response that focuses the tent-bound *hippopotamus amphibius* - the hippocampus.

Studies also show that a little quiet time can help people cement the learnings they have had. That silence is the sound of actual neurological connections being built in the brain. Breaks in class and on the range can help this. Sleep helps this, as well as time spent not thinking about something. Have you noticed that while trying to remember someone's name that it's usually when you stop thinking about it that you then remember it? We all know about the Clutch Fairy that visits *that* student overnight and suddenly, on range day 2, they are much smoother. Well, that is really a thing! But instead of a magic wand, it is new physical connections within the student's brain, neurons joining together as they slept, that integrated what they learned the first day and resulted in smoother control use.

Retrieval and re-application is also important. Students increase their retention by having the opportunity to draw on what they have learned and re-apply it (ideally three times) in a different context. For example, a student learns that lane positioning is fluid. Then later they have a chance to recall and use this info during an activity on cornering path of travel, and then a third time in discussing road surfaces. More pathways built. More retention. More not-crashing.

Final in the process is actually *doing*. In neuroscience, “doing” is sometimes thought of as “habit loops.” Think about when you got to the point where you didn't need to think about *how* to swerve, you just *did* it. You formed a habit loop, moving the task from the front of your brain (having to think about it) to deeper in the brain (the basal ganglia, if you must know). Now “how to swerve” runs in the background, leaving you the ability to focus on other things. Think of a student's first few attempts at shifting. They are completely focused on control operation. Not until later range exercises does it become more automatic (we hope!). Shifting begins to run in the background of their brain, so now they can begin to pay attention to, say, corner entry speed.

So it all comes down to supporting your students to learn, remember, and do—all through creating an environment rich with varied activities, ripe for insight through “ah ha” moments, and that has the space to apply what is learned in different contexts to form new habits. Get that camping hippo excited in your students so they can learn to choose well, ride well, and live to do it all again.—DW

ALT of the Quarter

From Matt Brown, MTI—way to go !

To help demonstrate the importance of perception time, reaction time, and braking distance - and their effect on the necessity to search, evaluate, and execute skillfully, try this:

- Start your stopwatch and gently toss it to a student.
- Ask the student to stop the timer and read the time
- Repeat with the same student. Odds are, when they stop the time on the second attempt it will be shorter.
- Why? They saw the watch so they were prepared to catch it. They had the physical skill (through better familiarity with the controls) to respond more rapidly.



Range Card Edits

Some might remember when the program advised you to edit range cards. It was the 2009 Policies and Procedures (P&P) that told coaches to remove some words, add some words, set a minimum number of laps in Exercise 2, and so on. Figure 1 illustrates one example.

If your cards still reflect those edits, we have some exciting news. The requirement to edit range cards was eliminated with publication of the 2010 P&P.

What does that mean if your range cards still contain edits? It means you need new range cards. Figure 2 illustrates how the cards should appear and the words you use when briefing students on exercise 5.

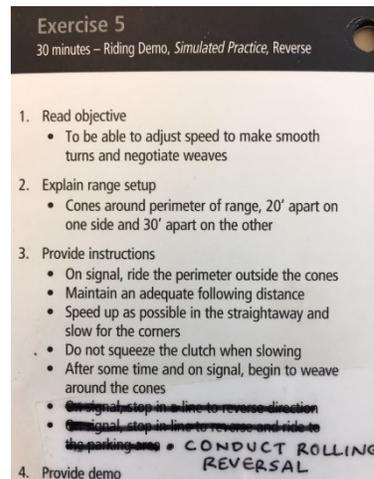


Figure 1 - 2009 Range card edits

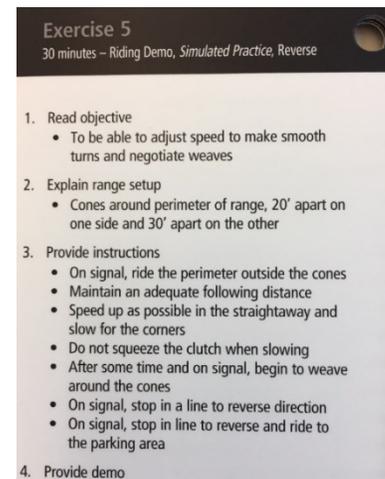


Figure 2 - Current range cards



The MSF BRC Curriculum is designed to have a break between Exercise 17 and the Skills Test

Myth: The curriculum specifies a break between 16 and 17 so that 17 can be a direct warm-up for the test.

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