

RATIONALE

The Motorcycle Safety Foundation (MSF) Experienced *RiderCourse Suite* (ERC), License Waiver *RiderCourse* is the DOL approved version of rider education that WMSP uses as the foundation for intermediate training.

The Intermediate Rider Training (IRT) course provides approximately 8 hours of classroom and on-cycle instruction.

As allowed by MSF (2010), the ERC was adapted to accommodate Washington State provisions and localized student need. IRTs are typically conducted on training motorcycles and have classroom components of safer street strategies and risk management. (The ERC subsequently changed name to the BRC2.)

WMSP adaptations include the use of a classroom session instead of use of ERC Suite Classroom Cards. Range exercises use BRC cards and are coached to rider ability and specific need. The course provides DOL approved knowledge and riding skills tests to obtain an endorsement. WMSP course completion cards are issued only upon successful completion of both the knowledge and skills tests. Completion cards are valid for 180 days.

To support an understanding of content delivery of the IRT, the following “lessons learned” have been compiled. With this information, it is our hope to contractors will consider how to:

- appropriately select instructors
- effectively deliver classroom curriculum
- manage and coach range exercises adapting to student ability and need

The primary principle when facilitating an IRT is to always support a Safe, Effective, and Efficient environment for participants.

LESSONS LEARNED

- WMSP provided (03/2010) “minimum content” to be covered in all classroom sessions.
- Contractors should be VERY selective in identifying instructors authorized to teach IRTs (*IRTs are very demanding, use a non-conforming curriculum, require „adaptable“ instructors.*)
- The non-conforming course structure and curriculum must vary with each class based upon need. (*Instructors must quickly adapt and coach appropriately to address student interest/need.*)
- Timelines are critical. *Exercises must be run appropriately. (e.g. BRC #10 shorter. BRC #13 longer.)*
- Instructor curriculum knowledge and ability to bridge, flow, and link topics is critical. (*Blending of curriculum (Unit I, II, III, IV content) is necessary to meet timelines.*)
- Pre-screening students is essential to appropriately place students into an IRT vs. BRC. (*Some may misrepresent their abilities/experience. Some may need to be removed after #4/6 screening.*)

Course delivery has proven most effective when facilitated to adult learning standards and design. Instructors should focus efforts and student realization upon concepts, consequence(s), and choice(s).

CURRICULA (REQUIRED TOPICS)

- **RISK** *Rider responsibility; factor interaction; consequence of choices; single vehicle M/C accidents in WA.*
Concept: Rider Awareness - Risk Management - Rider Responsibility = Ownership.
Base upon experience. Cover 'reality' and 'appropriate' concerns. (Do not go too detailed.)
- **PREPARATION** Head-Body-Bike; functions of; hypothermia.
Concept: get rider's head in the game. Awareness of what rider's can do to prepare –and importance of.
- **STREET STRATEGIES** S.E.E. ; traction management; passengers; intersections; curves; entry speed; 2/4/12; space cushion; overriding headlight; group riding.
Self-realized rider awareness of strategies that can save his/her life: Time and space, lane choices, how his/her choices (during his/her ride) will impact his/her risk and safety.
- **RIDING SKILLS** Applicable basic/advanced techniques; counter-steering; counter-weighting; front/rear brake relationship; friction-zone; swerving vs. max braking; 3 components of stopping.
Combining materials from BRC Unit II, III, and IV, the instructor can enlighten and confirm appropriate safe(r) riding skills. Students often have been taught wrong and/or un-safe techniques.
- **IMPAIRMENT** Effects on riding skills; alcohol vs. other; financial impacts; choices of.
Focus rider awareness on the differences between drinking and driving vs. impairments and riding.

RANGE EXERCISES

- BRC Ex #04 & 06 (EVAL) Combined screening exercise. (Remove students if incapable.)
Shift/Stop Lane, Pause-n-Go, Clutch-Control, Weave, Perimeter Turns
- Break (if needed)
- BRC Ex #09
- BRC Ex #10
- Break
- BRC Ex #12
- BRC Ex #13
- Break
- BRC Ex #14
- BRC Ex #16
- Break
- BRC Ex #17
- Skills Test
- ERC Ex #9 (Optional) Depending upon student need/abilities and time.

INSTRUCTOR SELECTION

- Interview instructors to screen for interest, ability to accommodate student need, curriculum awareness, and ability to coach different levels of rider ability and need.
- Select instructors able to facilitate IRTs to curriculum standards, scope, and design.
- Select instructors possessing suitable interpersonal communication skills and critical core competencies, such as:
 - shows respect, tolerance, and self control
 - uses appropriate language, humor, and gestures
 - shows patience and adaptability
 - effectively manages group dynamics
 - ability to coach motorskill principles/skills
 - accepts and tolerates diversity of others
 - offers/models sincerity and teamwork
 - leads by example
- Instructors should be trained in IRT differences: content, delivery, exercises, coaching, and flow.
- Ensure instructors effectively understand and coach underpinning/foundations of techniques.
(i.e. Ex#12 - proper entry speed is a key element in effective cornering: Slow, Look, Press & Roll with the underpinning/foundation and priority of proper entry speed selection by rider choice.)

CLASSROOM LESSONS LEARNED

- Range sessions conducted prior to classroom can offer experience(s) relevant to engage classroom topics.
- Several delivery methods could/should be used to facilitate an engaging learner-centered environment. (Diagrams/illustrations can be much more useful than text.)
- Due to time constraints, student need should be identified for unique lesson plans -for each class.
- Instructors must be VERY well versed with the IRT content.
- A pre-course survey/assignment may help identify student need and interest.
- Using one (typical) delivery is not recommended. Mixed deliveries offer better results.
- Lecture can be “time effective” in some situations. (However, if used exclusively it hinders/limits learning.)
- ALT can be effective if limited to “big picture” concepts. (There isn’t time for in-depth discussions.) (This is not a BRC –most of what will be discussed is a “review”.)
- Guided Discussion is very effective. (However, few instructors work this mode well.) (Instructors must be very flexible, familiar with content, and have ability to adapt lesson plans.)
- Training Aids should be used selectively. (Many may be excluded. Others may be shown out-of-order.)
- Lists on boards can work well. (However, these take time to generate then discuss appropriately.)
- Training Aids shown first, with a question-&-answer review can be very effective. (This is often very “time effective” but difficult to manage content and flow.)
- Time should be built-in to address individualized student and class interest/need. (Every “test group” showed unique needs, issues, and concerns. These take time to discuss and address.)
- Blending of Unit II, III, and IV material is necessary to meet classroom time goals.
- Big picture concepts are more relevant than overly detailed specifics. (Advanced skills excluded.)
- Training Aid #8 worked well using alternating techniques. (i.e. Video #1 Table #1 –Search, Table #2 –Eval, Table #3 –Exec.; Video #2 –switch; Video #3 –switch)
- Some “armchair” practices are effective in the classroom. (e.g. counterweight, brake squeeze)
Other “armchair” practices were not effective. (e.g. introducing swerving, turning, shifting)
- Classroom sessions offering group discussion inspired by board-art and/or handbook-illustrations were much more productive than when centered on handbook text sections.

RANGE LESSONS LEARNED

- A Safe, Effective, and Efficient (for the student) environment must always be maintained.
- Establishment that the #4/6 combo is a screening exercise is important for students to understand. Without the ability to demonstrate basic/minimum riding skills –they may be removed.
- Set-up of objectives and goals prior to briefing an exercise was very productive. (e.g. “The most common area motorcycle-only fatalities occur in, is within curves. This exercise teaches...”)
- Exercise briefing should be paraphrased instructions and key evaluation points/techniques. This is most efficient when stated during the demo -due to rider experience.
- Pre-setting and pre-staging (for some exercises) proved efficient.
- Some simulated practices are effective. (e.g. #9 (adapted), #14, #16) Others, were not.
- Minimal “control” in staging, encouraging rider responsibility of situational awareness, was very effective.
- Coaching, if phrased correctly, should begin almost immediately in exercises. (Due to limited time, instructors may not be able to take (novice appropriate) time to observe and analyze.)
- Paraphrasing and adapting (BRC standard) range rules, signals, exercise briefing and demo narration, exercise time(s) -to meet class need- was most effective.
- The screening #4/6 combo exercise was very effective when run in the following manner:
 - With minimal briefing or coaching –let riders choose their motorcycle of choice.
 - Have riders (on their own) become familiar with Fuel Supply Valve and controls.
 - Cover (some) Range Rules (e.g. #1, #2, #6, #8, #10)
 - Brief the #4/6 demo (minimal instructions/minimal key evaluation points) with path-of-travel (This is a “screening” exercise –not a “teaching” exercise. Use minimal coaching.)
 - Show basic range signals. (Use fewer signals. Empower riders to be “situationally aware”.)
 - Discuss staging formation. (Empower riders to be “situationally aware”.)
 - Mount, start-up, and release to range.... (They’ll figure out their friction zone moving to start points!)
 - Run the exercise until skills -or lack of- are validated. Use minimal coaching.

Control must be relinquished to the riders/students.

An over-controlled BRC model is not appropriate or effective in an IRT. It hinders self-realization and learning of “experienced” riders.)

The focus of instructors should be:

- safety of all participants
- encouraging student effort and learning
- quick analysis/coaching to help student learning
- guiding student to better understanding
- tolerance of (non-street) skills
- patience in helping students re-learn