

Driver Training: Required Curriculum



Washington State Driver Training Required Curriculum

INTRODUCTION

Young driver fatalities are preventable tragedies, yet crashes continue to be the leading cause of death among our teens. There is an astounding disconnect between believing that teen driving is an endowed right, and the reality that when they are involved in a fatal collision, young drivers are at fault 75% of the time. The top three culprits are speeding, driving while impaired, and distracted driving—all of which are the result of **attitudes and behaviors**. Clearly, we need to make a significant change in the way we think about driving and the way we learn about who we are as drivers. One method for facilitating this change is through our driver training program.

In 2017, the Washington State legislature identified the need to establish consistency in the quality of driver training education in our state to reduce the number of young driver collisions. The Office Superintendent of Public Instruction (OSPI) and the Department of Licensing (DOL) were tasked with establishing and maintaining a Required Curriculum to support consistency among driver training programs (RCWs 28A.220.035 and 46.82.420).

This Required Curriculum is based on the Driving School Association of the Americas (DSAA) nationally recognized curriculum standards, which meets the Novice Teen Driver Education and Training Administrative Standards (NTDETAS), as well as the recommendations provided to Washington in the May 2016 Driver Education Program assessment by the National Highway Traffic Safety Administration (NHTSA).

Each standard in our Required Curriculum is supportive of our State's Target Zero goals and guidelines. The Required Curriculum has been reviewed by the Washington Traffic Safety Commission as well as by a diverse group of driver training professionals and stakeholders, and is written in a format that is:

- Student-Centered (**focused on student, not teacher**)
- Outcome-Oriented (**students must demonstrate learning**)
- Attitude/Behavior-Based (**more than just knowledge**)
- Focused on Driver Self-Reflection (**how do I relate to this information?**)

Supporting a cultural shift in novice driver thinking is of utmost importance in the training curriculum. While teaching the concepts of the Required Curriculum, it is the instructor's responsibility to encourage meaningful learning about the role of attitudes and behaviors on a driver's decision-making. It begins with the understanding that driving is a privilege and not a right. From there, students should be challenged to start assessing their own self-awareness, self-control, and driving abilities. This should permeate all instruction at every level. This approach for driver training education is explained by using the Goals for Driver Education (GDE) Matrix.

GDE MATRIX (Scope and Sequence)

The Goals for Driver Education (GDE) Matrix was developed from decades of research in the field of driver behavior, as a way of categorizing and prioritizing driving skills required for a competent driver. It has been widely adopted internationally as a framework to help structure training.

The GDE Matrix has 4 rows and 3 columns. The 4 rows of the GDE Matrix prioritize skill or ability categories. The lowest level 1 addresses vehicle handling skills. Level 2 addresses traffic and road situation skills. Level 3 addresses personal skills in controlling mood and behavior, such as external pressure and impulse control. Finally, level 4 deals with the awareness of an individual's innate personality traits, values and beliefs. The higher levels (3 & 4) have crucial importance because of the strength of their influence, which tends to override decisions that would otherwise be made from the lower level (1 & 2) skills. Hence, a well-rounded driver will need sufficient understanding of their personality to ensure that they make good driving decisions.

The 3 columns of the GDE Matrix address firstly the driver's ability in successful achievement, secondly the risks to that success, and thirdly the driver's ability to self-reflect and become self-aware to help future success. The overall purpose of the GDE Matrix is to help develop drivers that are aware of their strengths, limitations and development needs, and have an ability to self-evaluate throughout their driving life. As teachers, we can use the GDE Matrix to help us create scenarios for students to begin thinking about how they will respond as drivers, even after they've earned their license and are driving on their own.

In the following version of the GDE Matrix, sample questions have been generated to help illustrate the kind of questions we will be asking students to help facilitate a more meaningful and effective education.

SAMPLE GDE MATRIX (Scope and Sequence)

	Knowledge and Skills the Driver Has to Master	Risk Increasing Factors the Driver Must Be Aware Of	Self-Evaluation
LEVEL 4 The Person (Goals for life, personality, attitudes, and behaviors)	Knowledge about and control over how general life goals and values, behavioral style, group norms, etc. affect driving. <ul style="list-style-type: none"> • What aspects of my personality can I bring to bear in my driving? • What do I contribute to the drive of others? 	Knowledge about and control over risks connected with life goals and values, behavioral style, social pressure, substance abuse, etc. <ul style="list-style-type: none"> • What aspects of my personality must I prevent from influencing my driving choices? 	Awareness of personal tendencies re: impulse control, motives, lifestyle, values, etc. Developing self-evaluation skills. <ul style="list-style-type: none"> • Do I have the type of personality that I'd like drivers around me to have? • Can my personality accommodate mistakes made by others/myself?
LEVEL 3 The Journey (Choices on trip & trip related factors)	Knowledge and skills re: trip-related considerations (effect of goals, social pressure, evaluation of necessity, etc.) <ul style="list-style-type: none"> • How can I de-escalate a situation? • How can I maintain calm and manage stressors? • Do I know how to recognize a good decision? 	Knowledge and skills re: risks connected with trip goals, driving state, social pressure, purpose of driving, etc. <ul style="list-style-type: none"> • What are some examples of my giving in to peer pressure? • How do I react to mistakes by others/myself? • How can I calm myself down when everyone else is acting aggressively? 	Awareness of personal planning skills, typical driving goals, driving motives, etc. Developing self-evaluation skills. <ul style="list-style-type: none"> • What is the most challenging example of peer pressure for me, personally? • How can I become better at positively managing peer pressure? • How can I recognize a situation escalating? • What are my stressors?
LEVEL 2 The Road (Choices made relative to traffic situations)	General knowledge and skills re: rules, speed adjustment, safety margins, signaling, etc. <ul style="list-style-type: none"> • How do the rules of the road and common safe driving practices contribute to informed decision-making? • How can my presence improve the safety and traffic flow of others? 	Knowledge and skills re: inappropriate speed, narrow safety margins, neglect of rules, difficult driving conditions, vulnerable road-users, etc. <ul style="list-style-type: none"> • Did I cause another road user to swerve, slow or stop? • Did I surprise another road user? • Was I unprepared/surprised? 	Awareness of personal skills, driving style, hazard perceptions, etc. from the viewpoint of strengths and weaknesses. Developing self-evaluation skills. <ul style="list-style-type: none"> • Can I recognize the difference between reacting quickly, and abruptly? • Does my driving style require quick reactions to correct? • Could I have handled that better?
LEVEL 1 The Vehicle (Maneuvering the vehicle)	Basic knowledge and skills re: car control, vehicle properties, friction, etc. <ul style="list-style-type: none"> • Can I find the controls (switches, etc.) while driving? • Am I in the best road position and at best speed for the situation I'm driving into? • Can I make a safe, controlled stop? 	Knowledge and skills re: risks connected with car control, vehicle properties, friction, etc. <ul style="list-style-type: none"> • What situations would I have difficulty maneuvering the vehicle smoothly? • Do I know where the extremities of the vehicle are (close maneuvering)? 	Awareness of personal strengths and weaknesses re: basic driving skills and car control (especially in hazardous situations), etc. Developing self-evaluation skills. <ul style="list-style-type: none"> • How can I recognize if my skills aren't adequate? • How can I recognize if I didn't perform my skills as well as I could?

SELF-REFLECTION EXAMPLES

To encourage student learning as illustrated in the GDE Matrix, the Required Curriculum includes examples of self-reflection questions relating to each new section. Instructors are encouraged to ask these or similar questions during class, while behind the wheel, or for students to take home, respond to, and bring answers back for discussion in the next class. While not conclusive, the sample questions support making the shift from instructor-based lecture to student-based coaching, where fostering the regular practice of self-reflection creates a more aware, informed, and responsible driver.

THE DRIVER'S CONTRIBUTION TO TRAFFIC SAFETY

For many years, traffic safety education has focused on the goal of creating safe drivers. Looking back, we see this can unwittingly result in dangerous driver complacency, stemming from the misplaced belief that it is the training and license that makes a student a “certified” safe driver. This can foster the false conviction that safe driving is an endorsement that has been fully achieved and comes with a nearly nonexistent expiration date. In fact, 74% of US drivers believe our own driving is better than average¹, and 88% of us consider ourselves to be safer than average². The reality is that the fatality rates for drivers in Washington State have increased alarmingly in recent years, and of the top twenty wealthy nations, the United States has consistently performed the poorest for the past two decades.

To help change that paradigm, we are making a change in mindset. Instead of believing that students are earning a one-time, individual “safe driver endorsement”, we need all of our drivers to see their on-going connection to the safety of everyone in the traffic safety system. It is a subtle but significant shift in the goal of traffic safety education from *endorsement* to *environment*, and it begins with terminating the idea that we are creating “safe drivers”. Moving forward, our focus must be on training students to see how they continually *contribute to a safe driving environment* by being prepared, aware, and responsive when behind the wheel, now and for the rest of their lives. This is one step toward helping students recognize that they have a responsibility to and an important role in an overall system of safety.

Concepts, such as this, provide context. But how do we tangibly apply this paradigm change in the classroom? In addition to changing how we describe this shift, teachers should use the GDE Matrix as both a teaching tool and measuring stick for how well we are accomplishing this shift. A driver training program that is teaching only the lower two levels of the GDE Matrix is focused only on developing proficiency without raising to the levels of self-knowledge and strategic thinking of how drivers interact with others on the road. Focusing solely on driving proficiency may lead drivers to be overconfident in their own skills, especially with regard to not actively detecting potential hazards, underestimating the risks associated with those hazards, and not being aware of their

¹ Williams, AF. (2003) “Views of US Drivers About Driving Safety” *J Safety Res.* 34(5), 491-494.

² Svenson, Ola (February 1981). “Are We All Less Risky and More Skillful Than Our Fellow Driver?” *Acta Psychologica.* 47(2), 143-148.

own driving limitations. Teaching to the highest levels in the GDE Matrix and recognizing that obtaining a license is not what makes one a “safe driver” are important, symbiotic countermeasures for changing our thinking, and therefore our driving.

HAZARD MANAGEMENT AND THE THREE COLLISION CAUSALITIES

A hazard is **anything that requires the driver to change speed or course**. This might be something as obvious as a deer in the road or something more sublime, such as needing to reduce speed in order to take a right turn onto a side road. All hazards can be managed by using a safe, systematic approach to maintain control. Hazard management is built on the solid foundation of situational awareness and the ability to constantly adapt to new hazards. The driver must have adequate situational awareness to successfully perform space management and speed management. These three factors apply any time the vehicle is in motion. Why must we put emphasis on this? Because every collision always has three causalities: too much speed, too little space, and insufficient situational awareness.

SYSTEMATIC APPROACH

Throughout the Required Curriculum, references are made to a principle-based, systematic approach for managing risks and hazards. This approach can be consistently applied to **any situation where the driver must make a change of speed or course**. The steps for the approach are simple to remember and carry out in a progressive order (although not all steps will be necessary in every situation). The driver must always maintain sufficient available space to apply the steps.

1. **Learn** (situational awareness; understand significance of what is seen)
2. **Decide** (safety first, knowledge of traffic flow, importance of self-control)
3. **Communicate** (Inform others of intent; give enough time for others to see and react)
4. **Prepare** (prepare vehicle positioning and change speed)
5. **Check** (one last time for safety)
6. **Begin** (observation checks throughout; be prepared to adapt or abort)

As a community of traffic safety instructors, examiners, researchers, and analysts, we recognize that we can't teach novice drivers how to safely handle an unlimited number of driving situations. Instead, we must teach new drivers how to think about driving and how to make informed decisions based on whatever situation arises. Having a well-practiced, systematic approach is a potent and flexible tool that students can apply to any situation, throughout their driving career.

PLANNING AHEAD

A quick review of the Required Curriculum reveals a new, deliberate emphasis on driver behavior (section 4) and respect and responsibility (section 10). These components are an integral part of working with the student to plan ahead. In driving, we usually think planning ahead means mapping out a route before we begin. If we consider the route to

mean the students' journey toward becoming an aware and responsive driver, then mapping out a route means helping the student learn the central role they play in their own life-long learning. Planning ahead means we will have equipped our students with the knowledge of how their attitude and personality impacts their driving, both positively and negatively. Students will identify, in advance, methods for safely managing their own thoughts, emotions, and behaviors, as well as the behaviors of passengers and others with whom they share the road. Most importantly, our students will have been taught how to continually assess themselves to improve their skills and capabilities long after they graduate from driver training.

FUTURE DEVELOPMENTS

Facilitating a shift in how society views driving is no small task. Culture change is challenging and requires a long-term commitment. As instructors of novice teen drivers, you play a key role in supporting a cultural change, one that moves us from "I am now old enough to drive, so it's my (or my child's) right to have a license" to the desired understanding that "Driving is a privilege. I (or my child) must learn how to become an informed and responsive driver in order to contribute to everyone's safety on the road." While the overall goal of reducing fatalities from traffic collisions remains steadfast, OSPI and DOL recognize that some of the concepts in the Required Curriculum will develop and evolve over time, particularly as people begin thinking about driving in a new way. Our Required Curriculum will also need to be updated in the future as cutting-edge technologies, advanced mechanics, and new driving laws are introduced. We welcome input from instructors and other stakeholders to help us improve the scope and contents of this living document. Working together to implement the Washington State Driver Training Required Curriculum, we can and will create the changes needed to decrease young driver fatalities and move us closer to Target Zero.

CURRICULUM CONTENT OVERVIEW

The Required Curriculum is organized conceptually. All the contents within these concepts must be taught, but are not dependent upon strict adherence to a particular order. In general, students need to be able to build upon what they already know, and ideas should progress from simple to more complex. However, the content order of the Required Curriculum does not preclude a teacher from using standards within multiple sections while teaching a particular concept. Instructors should feel empowered while teaching to place a new emphasis on a standard that has already been introduced if it may be in the students' best interest.

The Required Curriculum concepts related to the student development of safe, responsible, and incident-free driving include the following:

- 1.0 Rules of the Road.** To develop knowledge, skills, and awareness related to the jurisdictional rules of the road.
- 2.0 Vehicle Components.** To develop knowledge, skills, and awareness related to the vehicle, including its basic components and safety features.
- 3.0 Vehicle Handling.** To develop knowledge, skills, and awareness related to vehicle handling.
- 4.0 Driver Behavior.** To develop knowledge, skills, and awareness related to driver behavior.
- 5.0 Sharing the Road.** To develop knowledge, skills, and awareness related to effectively interacting with other road-users.
- 6.0 Attention and Perception.** To develop knowledge, skills, and awareness related to attention and perception.
- 7.0 Hazard and Risk Management.** To develop knowledge, skills, and awareness related to hazard and risk management.
- 8.0 Vehicle Maintenance/Malfunctions and Technology.** To develop knowledge, skills, and awareness related to vehicle maintenance, vehicle malfunctions, and vehicle technology.
- 9.0 Managing Emergencies and Adverse Conditions.** To develop knowledge, skills, and awareness related to managing emergencies and adverse conditions.
- 10.0 Respect and Responsibility.** To develop knowledge, skills, and awareness related to respectful and responsible driving attitudes.

11.0 Vehicle Technology Systems. To develop knowledge, skills, and awareness related to vehicle technology systems.

1.0 RULES OF THE ROAD

1.0 Rules of the Road. To develop knowledge, skills, and awareness related to the jurisdictional rules of the road and how they set a foundation for safe, responsible, and incident-free driving.

Classroom Instruction

- 1.1** To know the Washington State process for obtaining and maintaining the privilege to drive, the student must attend a 1-hour orientation and be able to:
- A. Understand the program rules, policies, and procedures;
 - B. Understand the course requirements and how the program is run, including driving plans and adherence to the Required Curriculum;
 - C. Understand the roles and responsibilities of the program, teacher, student, and parent;
 - D. Understand the principles of vehicle insurance and registration, and where to keep required documents;
 - E. Recognize the process for parental involvement in driver education, including the recommended completion of a Teen/Parent Driving Agreement, using a Teen/Parent Driving Log to track required driving experience outside of the program, and being introduced to other parent teaching aids as directed by DOL or OSPI;
 - F. Understand the process for obtaining and maintaining a Driver's License;
 - G. Understand Washington's Graduated Driver License (GDL) System, including the Learner's Permit, the Intermediate Driver License, and full Licensure.
 - H. Understand the restrictions and range of consequences for violations within every stage in the GDL System;
 - I. Identify risks for teen drivers, including injury and mortality rates in WA;
 - J. Identify risk reduction approach and goals (focusing on risk prevention skill development and student self-reflection of attitudes, behaviors, and abilities); and
 - K. Understand the role of Target Zero in changing the number one cause of death for teens.
- 1.2** To safely and responsibly comply with traffic laws and regulations to drive safely in the Highway Transportation System (HTS), the student must:
- A. Understand the road safety rationale for traffic laws and regulations to safely control traffic flow;
 - B. Understand current road safety issues (such as distracted driving) and how traffic laws and regulations address these issues;

- C. Understand the Washington State laws concerning speed selection, speed limits, appropriate communication, passing and being passed, use of vehicle lights, turning, stopping a vehicle on a roadway, parking, proper following distance, backing, coasting, multiple use lanes (including restricted use and reversible lanes), and distracted driving;
- D. Know the Washington state injury and fatality rates related to impaired driving, as well as laws and penalties concerning driving while impaired, including those applicable to improper use of a driver's license to get alcohol, driving under the influence (including prescription drugs and marijuana) while under age 21 and while over age 21, intoxication assault and intoxication manslaughter violations, minor in possession, open container law, offenses requiring license revocation, and implied consent violations;
- E. Understand how to access State advisories for altering route, speed, or choosing not to drive for the duration of poor driving conditions including heavy traffic, bad weather, low visibility, poor roadways or lane closures;
- F. Know the Washington State safety procedures for handling common driving challenges such as a driver fatigue, vehicle breakdown, a vehicle in a skid, brake failure, running off pavement, blowout, driving down a steep hill and winter driving;
- G. Understand how to demonstrate proper and safe responses to the rules of the road;
- H. Recognize the consequences of disobeying traffic laws and regulations; and
- I. Understand that driver education provides the basis of knowledge and skills for a lifelong process of safely and responsibly complying with traffic laws and regulations.

1.3 To safely and responsibly comply with yielding protocol and with who should be given the right of way, the student must:

- A. Understand the purpose and principles for yielding protocol and right of way laws;
- B. Understand the right of way for transit busses, and the laws for passing school buses;
- C. Understand the yielding protocol right of way laws as they relate to emergency vehicles and the Move Over Law in Washington State;
- D. Understand the right of way laws as they relate to pedestrians; and
- E. Understand the right of way laws as they relate to interacting other motor vehicles and road users.

1.4 To safely and responsibly comply with traffic control devices, the student must:

- A. Identify traffic control devices including signs, signals, and markings;
- B. Understand the rationale for traffic control devices and how they contribute to road safety;

- C. Identify the prominent characteristics of common traffic control devices to know the specific meaning and purpose for each; and
 - D. Understand how to demonstrate proper and safe response to all traffic control devices.
- 1.5** To safely and responsibly understand the different characteristics of the Highway Transportation System, the student must:
- A. Understand the Highway Transportation System;
 - B. Identify the types of vehicles that use the Highway Transportation System;
 - C. Understand the differences between the different driving environments in the HTS that includes suburban, urban, and rural environments;
 - D. Understand the differences between the different driving environments in the HTS that includes controlled, low, moderate, and complex risk environments; and
 - E. Compare the characteristics of parking areas, city streets, country roads, highways, freeways and expressways.
- 1.6** To safely and responsibly cooperate with other road users and law enforcement in the Highway Transportation System, the student must:
- A. Know the different road users in the Highway Transportation System including vulnerable road users;
 - B. Understand the Washington State laws and responsibilities of sharing the road with other road users such as motorcyclists, bicyclists, trucks, trains, light rail, slow-moving vehicles, farm equipment, horses, work zone/construction workers, and other pedestrians.
 - C. Know the Washington State laws concerning responsibilities at the scene of a traffic crash including aiding the injured;
 - D. Know the Washington State laws regarding active occupant restraints and riding in open truck beds;
 - E. Know the driver's responsibilities if stopped by law enforcement;
 - F. Identify and be able to define aggressive driving traits; and
 - G. Understand how to safely and responsibly transport cargo, using safety chains, and towing a vehicle.

Self-Reflection Questions

- SR 1** In order to develop self-awareness and self-assessment habits, the student must ask and answer self-reflection questions relating to the rules of the road, such as:
- A. When turning into a new street, do I immediately take in all information from signs, etc., before driving past them?
 - B. Do I know where the documents I might need for the vehicle are, and if they're up to date?

2.0 VEHICLE COMPONENTS

Vehicle Components. To develop knowledge, skills, and awareness related to the vehicle and its basic components and safety features and how they contribute to safe, responsible and incident-free driving.

Classroom Instruction.

- 2.1** To safely and properly use basic vehicle components, the student must:
- A. Identify and understand the functions of the basic vehicle components, including instruments, warning or alert indicators, visibility devices including contemporary side-view mirror settings and traditional side-view mirror settings, safety devices, comfort devices, anti-theft devices, communication devices, and traction control devices;
 - B. Identify and understand the functions of the vehicle control devices including steering wheel, accelerator pedal, brake pedal, clutch pedal, gear selector, and parking brake;
 - C. Understand the difference between automatic and manual transmissions;
 - D. Identify the gear shift lever for an automatic and manual transmission;
 - E. Identify the pedal operations for an automatic and manual transmissions;
 - F. Understand the vehicle starting tasks; and
 - G. Understand the importance of vehicle control and its effect on safe driving.
- 2.2** To consistently and properly use safety restraint systems, the student must:
- A. Know the Washington state safety belt laws;
 - B. Understand the laws of physics and how they affect the outcomes of a crash, including momentum, inertia, kinetic energy, gravity, friction, and force of impact;
 - C. Identify active and passive occupant protection;
 - D. Understand proper positioning for use of the safety restraint systems;
 - E. Identify how to correctly use child safety restraints, including booster seats; and
 - F. Understand that the driver is ultimately responsible for the safety of all passengers through the use of any and all appropriate safety restraint systems as required.
- 2.3** To safely and responsibly perform external and internal pre-trip checks, the student must:
- A. Understand the external pre-trip check;
 - B. Understand the internal pre-trip check; and
 - C. Recognize the blind areas around a vehicle.

- 2.4** To safely and responsibly perform vehicle post-drive checks, the student must:
- A. Understand the post-drive check;
 - B. Know the procedures for ensuring children, adults and animals properly exit the vehicle; and
 - C. Understand how to secure the vehicle.

In-Vehicle (Behind the Wheel)

- BTW 2.1** To safely and properly use basic vehicle components, the student must:
- A. Identify and demonstrate the proper use of basic vehicle components, including control devices instruments and warning indicators, visibility devices, safety devices, comfort devices, anti-theft devices, communication devices, and traction control devices;
 - B. Perform vehicle starting tasks;
 - C. Identify the gear shift lever for an automatic or manual transmission; and
 - D. Identify the pedal operations for an automatic or manual transmission.

- BTW 2.2** To consistently and properly use safety restraint systems, the student must:
- A. Use safety belts properly; and
 - B. Ensure that all passengers properly use safety belts.

- BTW 2.3** To safely and responsibly perform external and internal pre-trip checks, the student must:
- A. Perform an external pre-trip check;
 - B. Perform an internal pre-trip check; and
 - C. Identify the blind areas around a vehicle.

- BTW 2.4** To safely and responsibly perform vehicle shut down procedures, the student must:
- A. Shut down the vehicle properly;
 - B. Ensure all passengers safely exit the vehicle including children, adults, and animals; and
 - C. Secure the vehicle.

Self-Reflection Questions

- SR 2** In order to develop self-awareness and self-assessment habits, the student must ask and answer self-reflection questions relating to vehicle components, such as:
- A. How can I enforce the seatbelt law with passengers of different ages who are reluctant to comply?

- B. Do I know what all the vehicle controls do and where to find them while driving?
- C. Do I keep an eye on the dashboard, to check vehicle speed, any warnings, etc.?
- D. Do I know when a tire needs replacing?
- E. Do I know what ABS braking feels like when it activates?

3.0 VEHICLE HANDLING

Vehicle Handling. To develop knowledge, skills, and awareness related to vehicle handling and how it contributes to safe, responsible and incident-free driving.

Classroom Instruction.

- 3.1** To safely and responsibly control the vehicle, the student must:
- A. Understand the importance of vehicle control in vehicle handling and its effect on safe driving;
 - B. Demonstrate how to control the vehicle properly by using the proper hand position on the steering wheel, visual tracking procedures, steering control, seating position, starting and stopping procedures, acceleration, speed control, deceleration and braking, and parking brake procedures;
 - C. Understand the use of the vehicle controls to perform vehicle movements including moving forward, parking, changing directions, turning, backing, entering the highway or freeway, and yielding the right-of-way in urban and rural driving environments; and
 - D. Identify how manage curves and hills through use of situational awareness, hazard management, and a safe, systematic approach.
- 3.2** To safely and responsibly use vehicle reference points, the student must:
- A. Identify vehicle reference points;
 - B. Understand how vehicle reference points are used to position the front, sides, corners, and rear of the vehicle; and
 - C. Understand how vehicle reference points are used to perform vehicle maneuvers and manage vehicle space.
- 3.3** To safely and responsibly maintain the vehicle's balanced weight, the student must:
- A. Understand the role of balanced weight in vehicle handling;
 - B. Understand the effect of the following on the vehicle's balanced weight: steering inputs, acceleration/deceleration, braking/slowing weight management, time management, space management, stopping distances, braking distances, following too closely (tailgating), adjusting speed for conditions effect of road surfaces on stopping, seasonal changes and road surfaces, and tire types and conditions;
 - C. Understand the benefits of proper tire inflation;
 - D. Understand appropriate point of brake application under various conditions and situation;
 - E. Understand the role of friction under various conditions;

- F. Understand how a vehicle's roll, pitch and yaw effect a vehicle's balanced weight; and
 - G. Understand how to demonstrate caution in maintaining the vehicle's balanced weight in compensating for different driving conditions.
- 3.4** To safely and responsibly maintain traction to prevent skidding and sliding, the student must:
- A. Understand the role of traction in vehicle handling;
 - B. Understand traction as it relates to time management, space management, and changing speed and/or position such as reentering traffic, cornering, changing lanes, stopping distances, backing, and following;
 - C. Understand friction as it relates to speed maneuvers, road surfaces and stopping, seasonal changes and road surfaces, and tire types and conditions;
 - D. Understand the benefits of proper tire inflation as it relates to friction and traction;
 - E. Understand the appropriate point of brake application under various conditions and situations as it relates to traction; and
 - F. Understand the role of friction under various conditions as it relates to traction.
- 3.5** To safely and responsibly detect and recover from skidding and sliding, the student must:
- A. Identify the driving situations under which skidding or sliding might occur;
 - B. Identify driving situations under which brake lock-up might occur;
 - C. Understand the principles of skid control and slide control;
 - D. Identify how to recover from skidding and sliding; and
 - E. Understand the emotions and how to compensate for these emotions that a driver may experience when vehicle control is lost beyond the point of no return.

In-Vehicle (Behind the Wheel)

- BTW 3.1** To safely and responsibly control the vehicle, the student must:
- A. Correctly use the vehicle controls;
 - B. Control the vehicle properly by using the proper hand position on the steering wheel, visual tracking procedures, steering control, seating position, starting and stopping procedures, acceleration, speed control, deceleration and braking, and parking brake procedures; and
 - C. Use the vehicle controls to perform vehicle movements including moving forward, parking, changing directions, turning, backing, entering the highway

or freeway, yielding the right-of-way in urban and rural driving environments.

- BTW 3.2** To safely and responsibly use vehicle reference points, the student must:
- A. Identify reference points;
 - B. Use vehicle reference points to position the front, sides, corners, and rear of the vehicle; and
 - C. Use vehicle reference points to perform vehicle maneuvers and manage vehicle space.

- BTW 3.3** To safely and responsibly perform parking maneuvers, the student must:
- A. Perform pulling to and from the curb or line;
 - B. Perform angle parking maneuvers;
 - C. Perform perpendicular parking maneuvers; and
 - D. Perform parallel parking maneuvers.

- BTW 3.4** To safely and responsibly maintain the vehicle's balanced weight, the student must:
- A. Maintain the vehicle's balanced weight while managing: steering inputs, acceleration, deceleration, braking/slowing, weight management, time management, space management, stopping distances, braking distances, following distances, adjusting speed for conditions, effect of road surfaces on stopping, seasonal changes and road surfaces, and tire types and conditions;
 - B. Use the appropriate brake, accelerator, and steering applications; and
 - C. Maintain the vehicle's balanced weight in compensating for different driving conditions.

- BTW 3.5** To safely and responsibly maintain traction to prevent skidding and sliding, the student must:
- A. Maintain traction as it relates to time management, space management and changing speed and/or position such as; reentering traffic, cornering, changing lanes, stopping, backing, and following; and
 - B. Manage friction as it relates to speed, maneuvers, road surfaces and stopping, seasonal changes and road surfaces, and tire types and conditions.

Self-Reflection Questions

- SR 3** In order to develop self-awareness and self-assessment habits, the student must ask and answer self-reflection questions relating to vehicle handling, such as:

- A. Do I know what braking distance I need at this speed if the green traffic light turns yellow?
- B. How do I know how much space I need between my car and the car in front of me? Can I recognize when the need to more space might happen?
- C. Does my driving make passengers nervous?
- D. Do I judge my braking so I'm not still reducing speed while cornering?

4.0 DRIVER BEHAVIOR

Driver Behavior. To develop knowledge, skills, and awareness related to driver behavior and how it contributes to safe, responsible, and incident-free driving.

Classroom Instruction.

- 4.1** To safely and responsibly perform informed decision-making, the student must:
- A. Understand the impact of decision-making on driving, including the importance of good decision-making and the consequences of poor decision-making
 - B. Understand how the rules of the road and common safe driving practices contribute to informed decision-making;
 - C. Understand how informed decision-making contributes to safe and responsible driving;
 - D. Understand the decision point for all safe and responsible driving decisions; and
 - E. Understand how to demonstrate proper decision-making, including the consistent use of the safe, systematic approach.
- 4.2** To safely and responsibly maintain positive driving attitudes and behaviors, the student must:
- A. Be able to explain why driving is a privilege and not a right;
 - B. Understand how positive and negative personal factors influence driving attitudes and behaviors;
 - C. List personal driving values, beliefs and motives;
 - D. Understand how values, beliefs, and motives influence driving attitudes and behaviors;
 - E. Understand how motive may change under different circumstances;
 - F. Identify personal motivators and describe how each could positively and/or negatively influence personal driving attitudes and behaviors;
 - G. Identify how positive and negative social factors influence driving attitudes and behaviors including advertising, societal attitudes towards cars and driving, influence of other people's driving habits, and peer pressure;
 - H. Develop effective strategies the student will personally use for identifying and resisting negative pressures while driving including identifying and resisting negative informal pressure, identifying and resisting negative media and commercial messages, and identifying and resisting entertainment's media use of driving imagery;
 - I. Explain how positive driving attitudes and behaviors can overcome negative motives and result in safe and responsible driving behaviors such as driving courteously and cooperatively; and

- J. Identify how one's own driver behavior can impact other drivers.
- 4.3** To safely and responsibly control emotional reactions to driving, the student must:
- A. List different emotions;
 - B. Understand the potential effects that emotions may have on driving;
 - C. Understand how emotions affect a driver's decision-making abilities;
 - D. Identify internal cues to emotions;
 - E. List negative effects of emotions on personal control;
 - F. Describe driving strategies for preventing an emotional response; and
 - G. Develop personal strategies for managing and demonstrating control over emotions.
- 4.4** To safely and responsibly manage driver alertness and prevent impaired driving, the student must:
- A. Define impaired driving; understand that regardless of any legal limits, the desirable level of alcohol to have in a driver's system while driving is zero;
 - B. List various types of impairments including distractions, drugs (including prescription drugs and marijuana), alcohol, fatigue, drowsy driving, illness, medication, and mental stress;
 - C. Recognize that a combination of impairments may occur;
 - D. Understand the myths and facts related to impairments;
 - E. Identify the personal and social consequences of impaired driving;
 - F. Identify the legal and economic consequences of impaired driving;
 - G. Understand the effects of any impairment on driving;
 - H. Identify ways to remove the risk of driving with others that are intoxicated;
 - I. Develop refusal skills and peer intervention skills; and
 - J. Develop appropriate strategies for addressing the effects of driving impairments on attention (as a driver and as a passenger).
- 4.5** To safely and responsibly prevent driving fatigued, the student must:
- A. List and understand the possible causes and symptoms of fatigue;
 - B. Understand the causes of highway hypnosis;
 - C. Understand the dangers of fatigue in relation to driving risk; and
 - D. Develop appropriate strategies to recognize and prevent driving while fatigued, including what to do if one is driving and starts to feel fatigued.
- 4.6** To safely and responsibly prevent aggressive driving and avoid aggressive drivers, the student must:
- A. Describe and recognize the characteristics of aggressive driving;
 - B. Describe the dangers of aggressive driving;
 - C. Explain common errors made by aggressive drivers;

- D. Develop appropriate strategies to prevent becoming an aggressive driver; and
 - E. Develop appropriate strategies to recognize and respond to an aggressive driver.
- 4.7** To safely and responsibly prevent road rage, the student must:
- A. Describe the possible causes of road rage on the roadway;
 - B. Describe the dangers of road rage;
 - C. Describe common actions of drivers exhibiting signs of road rage; and
 - D. Understand appropriate strategies to prevent becoming a victim of your own or others' road rage.
- 4.8** To safely and responsibly prevent distracted driving and respond to other distracted drivers, the student must:
- A. Identify the possible causes of distracted driving, including physical, mental, visual, auditory, outside vehicle distractions and internal vehicle distractions such as passengers and vehicle technology;
 - B. Describe the dangers of distracted driving;
 - C. Describe common errors made by distracted drivers;
 - D. List appropriate strategies to prevent becoming a distracted driver; and
 - E. Develop appropriate strategies for recognizing and responding to a distracted driver.

In-Vehicle (Behind the Wheel)

- BTW 4.1** To safely and responsibly make informed decisions, the student must:
- A. Perform good decision-making skills while driving; and
 - B. Use common, safe driving practices, including consistent use of the safe, systematic approach in order to make informed driving decisions.
- BTW 4.2** To safely and responsibly control emotional reactions to driving, the student must:
- A. Use personal control responses to manage emotions;
 - B. Use driving strategies that minimize the need for an emotional response; and
 - C. Use the strategies for managing and demonstrating control over emotions.
- BTW 4.3** To safely and responsibly prevent driving fatigued, the student must:
- A. Avoid driving fatigued, including being able to recognize when they are becoming fatigued; and
 - B. Use appropriate strategies to prevent driving fatigue, including responding safely if becoming fatigued while driving.

- BTW 4.4** To safely and responsibly prevent aggressive driving and avoid aggressive drivers, the student must:
- A. Recognize aggressive drivers on the roadway;
 - B. Identify common errors made by aggressive drivers; and
 - C. Use appropriate strategies to avoid becoming and responding to aggressive drivers.

- BTW 4.5** To safely and responsibly prevent distracted driving and avoid distracted drivers, the student must:
- A. Recognize distracted drivers on the roadway;
 - B. Identify common errors made by distracted drivers; and
 - C. Use appropriate strategies to avoid becoming and responding to a distracted driver.

Self-Reflection Questions

- SR 4** In order to develop self-awareness and self-assessment habits, the student must ask and answer self-reflection questions relating to driver behavior, such as:
- A. What are my stressors, or trigger points?
 - B. How can I de-escalate a situation?
 - C. Is there anything about my driving that might cause a cop to pull me over?
 - D. How would I adapt my drive if I was tired or angry?

5.0 SHARING THE ROAD

Sharing the Road. To develop knowledge, skills, and awareness to related to effectively interacting with other road-users and how this contributes to safe, responsible, and incident-free driving.

Classroom Instruction.

- 5.1** To safely and responsibly cooperate with other road-users, the student must:
- A. List various methods of cooperative driving including sharing the road in a safe and considerate manner, respecting other road-users, and predicting other road-users' communicated and non-communicated needs;
 - B. Know the "Keep right except to pass law" and understand how to use a safe, systematic approach for safely passing and being passed;
 - C. Understand the special space management considerations that should be given when sharing the road with motorcycles, busses, and commercial vehicles;
 - D. Understand the rights and responsibilities of vulnerable road users (including bicyclists and pedestrians), as well as suggested riding procedures for safely haring the road with them in common traffic situations;
 - E. Understand the benefits of appropriate communication and courteous driving;
 - F. Understand how to demonstrate the ability to predict and anticipate the risks associated with the behaviors of other road-users (including bicyclists and pedestrians), and
 - G. Understand how to avoid causing self or other road users from having to abruptly swerve, slow, or stop by using situational awareness and effective hazard management.
- 5.2** To safely and responsibly use appropriate communication with other road-users, the student must:
- A. Understand why appropriate communication is essential for an orderly and safe road system;
 - B. Understand how habits and attitudes relate to effective communication;
 - C. Understand how to adjust communication based on observation of the driving environment and actions of other road-users; and
 - D. Understand how to demonstrate appropriate communication of driving intentions to other road-users in a variety of driving situations including eye contact, directional signals, headlights, brake lights, and vehicle placement.

In-Vehicle (Behind the Wheel)

- BTW 5.1** To safely and responsibly cooperate with other road-users, the student must:
- A. Use cooperative driving including sharing the road, in a safe and considerate manner, respecting other road-users and predicting other road users' needs;
 - B. Know the "Keep right except to pass law" and understand how to use a safe, systematic approach for safely passing and being passed;
 - C. Understand the special space management considerations that should be given when sharing the road with busses, commercial vehicles, and vulnerable road users, including motorcycles, bicyclists, and pedestrians
 - D. Demonstrate the ability to predict and anticipate the behaviors and risks associated with the behaviors of other road-users (including those not in vehicles, such as bicyclists and pedestrians); and
 - E. Demonstrate how to avoid self or other road users from having to abruptly swerve, slow, or stop by using situational awareness and effective hazard management.

- BTW 5.2** To safely and responsibly use appropriate communication with other road-users, the student must:
- A. Adjust communication based on observation of the driving environment and actions of other road-users; and
 - B. Demonstrate appropriate communication with other road-users in a variety of driving situations for an orderly and safe road system.

- BTW 5.3** To safely and responsibly drive in different driving environments, the student must:
- A. Perform driving maneuvers in urban, suburban, and rural driving environments;
 - B. Perform driving maneuvers in residential areas;
 - C. Perform driving maneuvers on city streets;
 - D. Perform driving maneuvers on freeway and expressways; and
 - E. Perform driving maneuvers on rural roadways.

Self-Reflection Questions

- SR 5** In order to develop self-awareness and self-assessment habits, the student must ask and answer self-reflection questions relating to sharing the road, such as:
- A. Are my actions contributing to the flow of traffic?

- B. Am I also aware of vulnerable road users, as well as other traffic?
- C. Have I surprised other road users?
- D. Am I aware of everyone in my vicinity, and are they aware of me, before I make any change of speed or course?
- E. What should I tell myself when I notice I'm not giving other drivers plenty of space?

6.0 DRIVER ATTENTION AND PERCEPTION

Driver Attention and Perception. To develop knowledge, skills, and awareness related to attention and perception and how it contributes to safe, responsible, and incident-free driving

Classroom Instruction.

- 6.1** To safely and responsibly manage driver attention, the student must:
- A. Define driver attention;
 - B. Identify strategies for managing driver attention including switching attention, divided attention, focused attention, sustained attention to effectively maintain attention to driving;
 - C. List communication techniques used by other road users to obtain a driver's attention; and
 - D. Understand how to demonstrate effective management of driver attention.
- 6.2** To safely and responsibly use observation skills and perform visual tracking, the student must:
- A. Understand what, where, and when to observe to maintain 360 degree vision using forward observations, mirror checks, and over-shoulder blind spot checks;
 - B. Understand how to focus on appropriate visual targets while maintaining 360 vision by using deliberate observations, peripheral vision, and scanning;
 - C. Understand how visual distractions (such as items hanging from a rear view mirror) and obstructions (such as a truck blocking the view) affect the ability to drive safely;
 - D. Understand how saccadic eye movements affects the ability to drive safely;
 - E. Understand how vehicle speed impacts driver attention and observations;
 - F. Understand how driver attention and observations are used to manage vehicle operating space, right-of-way, following distance, vehicle speed, communication, and compensating for limitations; and
 - G. Understand how to observe for real and potential hazards (anything that requires a change in speed or course).
- 6.3** To safely and responsibly assess driving environments accurately and road conditions to make appropriate driving adjustment, the student must:
- A. List different driving environments and appropriate driving adjustments for those environments;
 - B. List different driving conditions and characteristic including speed limits, and right of way situations inherent to each driving environment, including railroad crossings and roundabouts;
 - C. Understand how to properly adjust driver attention for different driving environments and road conditions;

- D. Understand how to properly adjust driver attention for complex intersections, curves, and hills; and
 - E. Know the traffic flow and traffic volume, and various types of motorized and non-motorized road-users in each driving environment.
- 6.4** To safely and responsibly identify potential hazards and effective response to hazards, the student must:
- A. Understand potential driving hazards including vehicle malfunctions, weather/environmental conditions, road conditions, vehicle conditions, distractions inside the vehicle, distractions outside the vehicle, other road-users, unpredictable driving behaviors, and driving error resulting in danger to self and to other road-users; and
 - B. Understand the effective responses to these potential hazards of driving.

In-Vehicle (Behind the Wheel)

- BTW 6.1** To safely and responsibly manage driver attention, the student must:
- A. Use strategies for managing driver attention including switching attention, divided attention, focused attention, sustained attention to effectively maintain attention to driving;
 - B. Identify communication techniques used by other road users to obtain a driver's attention; and
 - C. Perform effective management of driver attention.

- BTW 6.2** To safely and responsibly perform visual tracking as it relates to vehicle control, the student must:
- A. Demonstrate appropriate use of 360 degree vision using forward observations, mirror checks, and over-shoulder blind spot checks;
 - B. Demonstrate how to focus on appropriate visual targets while maintaining 360 vision by using deliberate observations, peripheral vision, and scanning;
 - C. Manage how vehicle speed impacts driver attention and observations;
 - D. Use driver attention and observations to manage vehicle operating space, right-of-way, following distance, vehicle speed, communication, and compensating for limitations; and
 - E. Use visual search and scanning to identify real and potential hazards (anything that requires a change in speed or course).

- BTW 6.3** To safely and responsibly assess driving environments accurately and road conditions to make appropriate driving adjustments, the student must:
- A. Recognize different driving environments;

- B. Identify the different driving conditions and characteristics including speed limits, and right of way situations inherent to each driving environment;
- C. Adjust driver attention for the different driving environments and road conditions;
- D. Adjust driver attention for complex intersections, curves, and hills; and
- E. Recognize traffic flow and traffic volume and various types of motorized and non-motorized road users in each driving environment.

BTW 6.4 To safely and responsibly use visual observation skills, the student must: A.

Use proper observation skills;

- B. Use active attention, shoulder checks, peripheral vision, and using the inside and outside mirrors;
- C. Use a visual search and scanning to detect potential hazards including distinguishing hazards from typical occurrences, scanning patterns under all conditions, and detecting potential path deviations;
- D. Focus on appropriate visual targets while scanning the environment; and
- E. Demonstrate potential hazard detection by means of visual scanning.

BTW 6.5 To safely and responsibly identify potential hazards and effective response to hazards, the student must:

- A. Recognize potential driving hazards including vehicle malfunctions, weather/ environmental conditions, road conditions, vehicle conditions, distractions inside the vehicle, distractions outside the vehicle, other road-users, unpredictable driving behaviors, and driving error resulting in danger to self and to other road-users; and
- B. Perform effective responses to these potential hazards of driving.

Self-Reflection Questions

SR 6 In order to develop self-awareness and self-assessment habits, the student must ask and answer self-reflection questions relating to driver attention and perception, such as:

- A. Do I know where everyone is that are in my vicinity?
- B. Was I surprised by something that I could have been aware of?
- C. Did I look for pedestrians on my approach to a 4-way stop?
- D. Do I instinctively identify bikes and cyclists among traffic?

7.0 HAZARD AND RISK MANAGEMENT

Perception and Management of Hazards and Risks. To develop knowledge, skills, and awareness related to perception and management of hazards and risks, and how these skills and abilities contribute to safe, responsible, and incident-free driving.

Classroom Instruction.

- 7.1** To safely and responsibly understand hazard management, the student must:
- A. Identify factors that affect a driver's hazard perception;
 - B. Identify the expected actions and actual actions of other road-users;
 - C. Understand quick and effective reaction time;
 - D. Differentiate between proactive and reactive driver's action;
 - E. Identify safe time and space margins; and
 - F. Identify the most common crash situations.
- 7.2** To responsibly use effective decision-making skills to contribute to a safe driving environment, the student must:
- A. Understand how hazard perception, decision-making, and judgement affect driving;
 - B. Recognize what factors affect decision-making skills;
 - C. Identify how to judge risk accurately and objectively;
 - D. List a hierarchy of appropriate responses to various traffic situations and recognize at what point a decision needs to be made;
 - E. Understand how to prioritize information to choose the appropriate responses to various traffic situations;
 - F. Use decision-making skills to make the correct driving movement at the decision point to drive safely;
 - G. Evaluate traffic situations to anticipate what may happen;
 - H. Identify how visual search patterns help a driver gather information in the driving environment;
 - I. Recognize how to select the appropriate gap between two vehicles which will afford a driver enough time to move into or through another lane of travel without interfering with other road users;
 - J. Predict possible solutions to traffic situations;
 - K. Prioritize appropriate decisions to traffic situations;
 - L. Make appropriate decisions to traffic situations while under pressure and quickly; and
 - M. Describe the effects of driver impairment on decision-making.

- 7.3** To appropriately use situational awareness and hazard management with a safe, systematic approach, the student must:
- A. Understand how to use situational awareness and hazard management with a safe, systematic approach when passing, merging, or making a lane change;
 - B. Understand how to use situational awareness and hazard management with a safe, systematic approach while navigating curves and hills in different environmental conditions; and
 - C. Understand how to use situational awareness and hazard management with a safe, systematic approach while navigating complex intersections, including roundabouts and railroad crossings.
- 7.4** To responsibly understand the driver's contribution to a safe driving environment, the student must:
- A. Define a safe driving environment;
 - B. Define the driver's role and responsibility in contributing to the safety of the driving environment;
 - C. Define hazard management;
 - D. Define a safe, systematic approach to anything that requires a change in speed or course;
 - E. Describe what makes a safe, systematic approach optimal;
 - F. Describe the three factors (too much speed, too little space, insufficient situational awareness) that are present in every abrupt or unexpected event, including collisions;
 - G. Summarize how to use safe time and space margins;
 - H. Identify how to prevent having to react abruptly or unexpectedly;
 - I. Illustrate how to react timely and effectively in unexpected or hazardous situations;
 - J. Analyze the consequences of performing properly or improperly driving maneuvers that are expected by other road-users; and
 - K. Identify the most common causes of crashes.
- 7.5** To safely and responsibly plan trips/routes, the student must:
- A. Recognize the purpose for route planning;
 - B. List the procedures for route planning, taking in account road conditions, weather conditions, traffic, driving experience, and the vehicle;
 - C. Understand the principles of mapping, the technologies available for route planning and for monitoring road traffic conditions, and the limitations of these technologies;
 - D. Decide whether it is safe to make a journey as planned, given the considerations, or if the trip should be postponed or another route identified;
 - E. Work out the time needed to complete the trip safely and legally, including rest breaks and refueling stops, if appropriate;
 - F. Understand the need to build in extra time to allow for unforeseen delays;

- G. Understand that the risks involved in traveling on some routes can change at different times, such as during the holiday season or in the event of adverse weather conditions; and
- H. Plan ahead for ways to minimize distractions while driving, including setting up satellite navigation systems prior to starting the drive.

In-Vehicle (Behind the Wheel)

BTW 7.1 To safely and responsibly use effective decision-making skills to ensure safe driving, the student must:

- A. Use hazard perception and sound decision-making to demonstrate safe responses to various traffic situations;
- B. Use visual search patterns help a driver gather information in the driving environment;
- C. Evaluate traffic situations to anticipate what may happen;
- D. Use situational awareness and hazard management with a safe, systematic approach when passing, merging, or making a lane change;
- E. Use situational awareness and hazard management with a safe, systematic approach while navigating curves and hills in different environmental conditions;
- F. Use situational awareness and hazard management with a safe, systematic approach while navigating complex intersections (may include roundabouts and railroad crossings);
- G. Predict and implement possible solutions to traffic situations;
- H. Prioritize appropriate decisions to traffic situations; and
- I. Perform appropriate decisions to traffic situations while under pressure (remembering that fast reactions are generally unnecessary with adequate situational awareness and planning ahead).

BTW 7.2 To safely and responsibly understand the risk of entering the driving population, the student must:

- A. Recognize risk accurately;
- B. Anticipate the actions of other road-users; and
- C. React timely and effectively in risk situations.

BTW 7.3 To safely and responsibly identify accurate risk situations, the student must:

- A. Recognize the expected actions and actual actions of other road-users;
- B. Perform quick and effective reaction time;
- C. Use proactive driver's action; and

D. Use safe time and margins.

BTW 7.4 To appropriately use situational awareness and hazard management with a safe, systematic approach, the student must:

- A. Demonstrate use of situational awareness and hazard management with a safe, systematic approach when passing, merging, or making a lane change;
- B. Demonstrate use of situational awareness and hazard management with a safe, systematic approach while navigating curves and hills in different environmental conditions; and
- C. Demonstrate use of situational awareness and hazard management with a safe, systematic approach while navigating complex intersections, including roundabouts and railroad crossings.

Self-Reflection Questions

SR 7 In order to develop self-awareness and self-assessment habits, the student must ask and answer self-reflection questions relating to hazard and risk management, such as:

- A. Is my confidence a sign that I've missed something?
- B. Does my driving make passengers nervous?
- C. While dealing with a hazard, am I still searching for other possible hazards elsewhere?
- D. Do I take a second look in each direction before moving into a 4-way stop?
- E. Do I avoid positioning myself in someone's blind spot?

8.0 VEHICLE MAINTENANCE/MALFUNCTIONS AND TECHNOLOGY

Vehicle Maintenance and Technology. To develop knowledge, skills, and awareness related to vehicle maintenance, vehicle malfunctions, and technology contributing to safe, responsible, and incident-free driving.

Classroom Instruction.

- 8.1** To safely and responsibly maintain the vehicle in good working order, the student must:
- A. Recognize and identify the purpose for vehicle's mechanical maintenance and tire service requirements utilizing the vehicle owner's manual as a resource;
 - B. Identify a tire wear bar and recommended tire pressure; and
 - C. Identify scheduled and unscheduled vehicle maintenance.
- 8.2** To safely and responsibly manage vehicle malfunctions, the student must:
- A. Identify vehicle malfunctions such as tire blowout, power steering failure, engine failure, engine overheating, accelerator failure, tire failure, traction loss, car catches on fire, power brake failure, brake failure, total steering failure, etc.;
 - B. Understand the appropriate strategies to compensate for vehicle malfunctions; and
 - C. Understand the procedural steps to safely move a disabled vehicle off the roadway.

In-Vehicle (Behind the Wheel)

- BTW 8.1** To safely and responsibly drive maintain the vehicle in good working order, the student must:
- A. Identify the tire wear bar and recommended tire pressures.

Self-Reflection Questions

- SR 8** In order to develop self-awareness and self-assessment habits, the student must ask and answer self-reflection questions relating to vehicle maintenance/malfunctions and technology, such as:
- A. Do I know how to fill the windshield washer bottle, check correct tire pressure, etc.?
 - B. If I have a tire blow-out, do I know what to do, or not do?

- C. Do I know what to do if I need to change a tire?
- D. Do I know what maintenance I can do myself and what maintenance should be done by a professional?

9.0 MANAGING EMERGENCIES AND ADVERSE CONDIDITONS

Managing Emergencies and Adverse Conditions. To develop knowledge, skills, and awareness related to managing emergencies and adverse conditions and contributing to safe, responsible, and incident-free driving.

Classroom Instruction

- 9.1** To safely and responsibly drive to prevent crashing, the student must:
- A. Consistently demonstrate caution in driving behavior to compensate for different conditions;
 - B. Understand evasive maneuvers and how to apply them to prevent crashing;
 - C. Identify appropriate situations to apply evasive maneuvers to prevent crashing; and
 - D. Identify inappropriate situations for applying evasive maneuvers.
- 9.2** To safely legally, and responsibly respond to vehicle crashes and emergency situations, the student must:
- A. Identify minor or major motor vehicle crashes;
 - B. Identify potential and immediate emergency situations;
 - C. Understand how to respond to a vehicle crash;
 - D. Understand what to do when arriving at the scene of a crash;
 - E. Understand what to do when stopped by a police officer; and
 - F. Understand how to yield to an emergency vehicle.
- 9.3** To safely and responsibly manage adverse weather and reduced visibility conditions, the student must:
- A. Recognize the distractions associated with adverse weather and reduced visibility conditions;
 - B. Recognize the characteristics and problems of adverse conditions that may involve the roadway, vehicle, traffic, and driver;
 - C. Recognize the characteristics and problems of reduced visibility conditions;
 - D. Understand the importance of seeing and being seen in adverse conditions ;
 - E. Understand and demonstrate the driving practices necessary to compensate for adverse weather and reduced visibility conditions, including headlight usage; and
 - F. Identify how to prevent being poisoned by carbon monoxide.

In-Vehicle (Behind the Wheel)

- BTW 9.1** To safely and responsibly drive to prevent crashing, the student must:
- A. Consistently demonstrate caution in driving behavior to compensate for different conditions.

- BTW 9.2** To safely and responsibly manage adverse weather and reduced visibility conditions, the student must:
- A. Recognize the characteristics and distractions associated with adverse weather and reduced visibility conditions; and
 - B. Demonstrate the driving practices necessary to compensate for adverse weather and reduced visibility conditions.

Self-Reflection Questions

- SR 9** In order to develop self-awareness and self-assessment habits, the student must ask and answer self-reflection questions relating to managing emergencies and adverse conditions, such as:
- A. Am I able to stay calm and collected when faced with an emergency?
 - B. Do I know how to conduct myself when interacting with law enforcement officers?
 - C. Am I familiar with how quickly I can stop my vehicle, while maintaining full control?
 - D. In heavy rain, am I compensating for my own and others' reduced visibility?

10.0 RESPECT AND RESPONSIBILITY

Respect and Responsibility. To develop knowledge, skills, and awareness to related to respectful and responsible driving attitudes and how they contribute to safe, responsible, and incident-free driving.

Classroom Instruction

- 10.1** To safely and responsibly show leadership in promoting safe driving, the student must:
- A. Identify safe, respectful, and responsible driver behavior;
 - B. Understand how leadership, safe driving behaviors, and respect for other road-users contribute to safe and responsible driving;
 - C. Understand that the driver is ultimately responsible for the safety of all passengers through the use of any and all appropriate safety restraint systems as required;
 - D. Describe how always being fit to drive and promoting others to be fit to drive displays responsible driver behavior;
 - E. Describe how caring and being empathic towards other road users displays responsible driver behavior;
 - F. Describe how avoiding conflict, regardless of fault, displays responsible driver behavior;
 - G. Describe how respecting other road users' safety margins displays responsible driver behavior; and
 - H. Describe how preventing and avoiding road rage contributes to being a responsible driver.
- 10.2** To safely and responsibly respect the environment as it relates to operating a vehicle, the student must:
- A. Identify environmentally conscious behavior including mandatory emissions testing, proper disposal of vehicles, fluids, tires, and not littering;
 - B. List efficient driving behaviors including fuel efficiency, planned and regular maintenance, planning safer and more efficient routes, group driving activities, and the economic benefits of efficient driving; and
 - C. Understand how being environmentally conscious contributes to driving safety.
- 10.3** To safely and responsibly take the lifelong learning approach to driving, the student must:
- A. Understand how different factors contribute to changes in driver skills;
 - B. Understand why driving is a lifelong learning process;
 - C. Identify opportunities for lifelong learning related driving;

- D. Understand the rationale for on-going self-assessment, including own and others' mistakes;
- E. Understand how to actively assess own and others' mistakes and learn from them; and
- F. Identify factors that contribute to changes in driving skills including changes in driving practices, traffic laws, and age of the driving population.

In-Vehicle (Behind the Wheel)

BTW 10.1 To drive safely, respectfully, and responsibly, the student must:

- A. Demonstrate ability to transfer learned knowledge about leadership in promoting safe and respectful driving to their own driving actions at all times when behind the wheel; and
- B. Demonstrate the ability to self-assess and learn from their own driving experiences.

Self-Reflection Questions

SR 10 In order to develop self-awareness and self-assessment habits, the student must ask and answer self-reflection questions relating to respect and responsibility, such as:

- A. What are some ways I, personally, can show leadership in promoting safe and respectful driving?
- B. Am I treating other the way I'd like them to treat me?
- C. Do I make extra allowance for vulnerable road users such as pedestrians, cyclists, bikers, and equestrians?
- D. Do I approach unpredictable road users (children, pets, wild animals) with enough allowance for their unpredictability?
- E. Did I control when I came to a stop at a 4-way stop, so as to avoid confusion of which driver has priority?

11.0 VEHICLE TECHNOLOGY SYSTEMS

Vehicle Technology Systems. To develop knowledge, skills, and awareness related to vehicle technology systems contributing to safe, responsible, and incident-free driving.

Classroom Instruction

- 11.1** To safely and responsibly manage warning, mitigating, convenience, and support vehicle technology systems whether factory installed, retro-fitted, or portable the student must:
- A. Identify different types vehicle technology systems;
 - B. Understand the purpose, benefits and limitations of warning, mitigating, convenience and support vehicle technology systems;
 - C. Know the use of the vehicle technology systems in accordance with the manufacturer's instructions;
 - D. Minimize the distractibility of the vehicle technology systems.

In-Vehicle (Behind the Wheel)

- BTW 11.1** To safely and responsibly manage warning, mitigating, convenience and support vehicle technology systems whether factory installed, retro-fitted, or portable, the student must:
- A. Recognize and properly use warning and mitigating vehicle technology systems in the vehicle.

Self-Reflection Questions

- SR 11** In order to develop self-awareness and self-assessment habits, the student must ask and answer self-reflection questions relating to vehicle technology systems, such as:
- A. Am I able to interact with the vehicle controls without compromising my awareness of what's happening around me?
 - B. Am I aware of which vehicle technology systems and/or features are not safe to interact with while driving?
 - C. Did the vehicle warn me of something in my proximity that I was unaware of?

- D. Do I know what the vehicle warning symbols mean, and what to do about the important ones?
- E. Do I know what activated ABS braking feels like?
- F. Am I aware of the automated features of the vehicle I'm driving?
- G. Do I know when and how to override automated features of my vehicle?

GLOSSARY

Required Curriculum – The key elements (knowledge, skills, and awareness) that all students should have by the time they complete any traffic safety education program in our State.

Driver Self-Assessment – This relates to students getting in the habit of learning from their own driving experiences in order to engage in life-long learning. To assess themselves, students need tangible, measureable criteria such as what can be found in the Self-Reflection Questions and higher levels of the GDE Matrix.

GDE Matrix – A framework for teachers that categorizes and prioritizes the full spectrum of the driver, including their skills, situational awareness, and personal awareness, with overall goal of helping to develop the driver’s ability to self-evaluate. (See examples of Self-Reflection questions)

Hazard – Any situation that requires a change in speed or course.

Hazard Management – Built on a solid foundation of situational awareness and the ability to constantly adapt to new hazards.

Risk Management – Reducing or managing the possibility of having a conflict (potential or immediate) that results in a non-incident or collision.

Self-Reflection Questions – To encourage student learning as illustrated in the GDE Matrix, where teachers become student-based coaches that foster the regular practice of driver self-assessment.

Support Materials – The teacher’s lesson plans, videos, quizzes, student workbooks, and other references designed to assist teachers in teaching the elements in the Required Curriculum.

Systematic Approach – a principle-based method for managing risk that can be applied in all situations that require a change in speed or course.

Target Zero – Washington State’s goal to reduce preventable traffic fatalities and serious injuries on Washington's roadways to zero by the year 2030. Our goal is zero preventable deaths and serious injuries, because every life counts.

Three S’s – Every collision always has too much Speed, too little Space, and insufficient Situational Awareness.