

**National Transportation Safety Board
Public Forum
Driver Education and Training
October 28-29, 2003
Washington, D. C.**

**Presentation by
Elizabeth A. Weaver
Idaho Department of Education
State Programs Panel**

I want to assure you that driver education and training is alive in Idaho – Idaho’s program survived the 1980’s when many state programs were dismantled. It has often been reported that driver education is almost non-existent at the state level. Today you will learn about some active state-funded programs that have made improvements but we recognize much more needs to be done. Unfortunately, it was predicted by many that driver education and training would not get the national attention it needed until there was a tragedy. We hope the tragedy in Montana will be the catalyst to create more than just research needs. Keeping our teens safe and alive during their early driving careers needs to be a life-long learning process starting at an early age.

Today I will briefly describe Idaho’s teacher training and curriculum improvements, driver education laws and program structure. Along the way I will point out our strengths and weaknesses with ten recommendations that will help strengthen Idaho’s program and driver education and training nationally. I would like to start by telling you a little bit about Idaho’s make-up.

IDAHO INFORMATION

Idaho is very much a rural state with 1.3 million people; less than 1/3 the population of Los Angeles county. According to the 2000 U.S. Census, the average Idaho income was \$17,841 per capita. Idaho is like many states across the country – battling fiscal problems. Idaho’s constitution requires the legislature to balance the budget annually. State sponsored or supported programs have been reduced or eliminated along with jobs. Idaho state workers, including some teachers, have not seen a raise in over two years. In spite of the economic struggles, the support for public school driver education programs continues to be strong.

During 2002, in our most rural areas, 17 out of 110 school districts trained less than 25 students. Many of these rural communities lack signs and signals, much less road markings.

Of the total road mileage, 94% is classified as rural roadway. Almost every road in Idaho with a 55 mph speed limit or greater is classified as rural. The higher percentage of rural roadways in Idaho may account for the fact that Idaho’s fatality rate is consistently higher than the U.S. fatality rate.

CURRICULUM IMPROVEMENT

Without a national standard describing what students should know and do to successfully complete driver education and training, states are left on their own to establish, or not establish, content and delivery standards.

Traditional classroom theory methods no longer work with teens that are accustomed to being visually mentally, and physically stimulated and challenged by computerized programs and games.

In 1995 when I was hired as the driver education specialist for the Department of Education, the curriculum guide in use was developed in 1977 with a minor update in 1990. Traditional, out-dated teaching methods were well entrenched in driver education. The guide was immediately retired as a state-issued document and replaced with current curricula and instructional methods. Existing teachers are updated and new teachers are trained using the Zone Control System developed by Fred Mottola of the National Institute for Driver Behavior (NIDB). Zone Control was selected for use because the curriculum contains a building block prescription for teaching risk prevention driver behaviors. The curriculum took a comprehensive approach to risk awareness and acceptance, decision-making and reduced risk driving behaviors. The classroom learning activities prepared students for in-car instruction. The in-car performance standards published by the American Driver Traffic Safety Education Association (ADTSEA) and the NIDB¹ are Idaho's standards for behind the wheel instruction.

Idaho's teachers are helping to develop a model curriculum guide using a lesson plan format that teachers can customize for their program. The NIDB and ADTSEA promoted course syllabus for teacher credentialing are helping us develop a good foundation for educating and training teachers and novice drivers.

Idaho teachers are improving their classroom instruction by replacing the lecture/video format with classroom activities that engage students and makes learning interesting, fun, and relevant. Before a student begins in-car instruction, they learn how to drive in the classroom. The behind the wheel laboratory is where students demonstrate what they learned in the classroom. The NIDB's Skid Monster® is used in two school districts and two more Monsters are ready for teacher training and use.

However, there are still those who are comfortably set in their ways and continue to teach traditionally with outdated information and techniques. There are those who do not use best practices. A recent example is having students drive through a fast-food window to order food to eat while driving as part of their in-car instruction. The rationale given was they are going to do that when they are licensed.

Recent new rules adopted for Idaho's public schools has resulted in the development of 45 Essential Knowledge and Skills (Appendix A) that public school programs must include in their curriculum. Topic 7 of the 45 topics gives an example of the content:

Topic 7. Performing Basic Maneuvers. The student understands the risk prevention procedures leading to good habits for starting the vehicle, entering and leaving roadways, steering wheel control, acceleration control, braking control, performing right and left turns, and maneuvering in reverse.

The student is expected to describe and demonstrate:

- (a) the pre-drive and starting tasks;
- (b) the four (4) steering wheel control techniques and when each is used;
- (c) procedures for entering and leaving the roadway;
- (d) acceleration control;
- (e) controlled, threshold, and trail braking control;
- (f) procedures for a left and right precision turn from a stopped and moving position; and
- (g) procedures for backing straight and while turning.

Commercial driving schools are not affected by the new rules and teens going through a commercial driving school are not required to meet any minimum state standard for passing or failing.

RECOMMENDATION: I believe we need national standards for what youthful drivers should learn during driver education and training coupled with assessment for passing that should be met by all public and commercial driving schools.

PUBLIC SCHOOL LAW

Forty years ago the Idaho legislature established the Idaho Driver Education Program. The law created a state program, administered by the Department of Education with a full-time traffic safety professional position. In 1963 driver education was part of the regular school day; today it is primarily a before and after school, and summer time program. The law adopted in 1963 included 30 hours classroom, 6 hours behind the wheel, and 6 hours of observation over no less than 42 days. That standard is the same today with one exception: new regulations for public schools allow for 30-day courses in the summer.

The issues of course content, length, and delivery have been discussed and reported upon by researchers, traffic safety organizations and federal agencies for many years. During a January 2001 Transportation Research Board meeting, Dr. Allan Williams of the Insurance Institute for Highway Safety, said: *“There should not be the expectation that brief inputs like this will be able to change the attitudes and motivations that are known to be so influential in shaping driving styles and crash involvement. Secondly, teaching people how to drive necessarily takes priority over trying to instill safety motivation. And it is likely that the audience is not very motivated to attend to admonitions concerning safe driving.”*²

Many agree with Dr. Williams. We have been living with outdated, ineffective standards for too many years. We have all known that the traditional standards of 30 hours classroom and 6 hours behind the wheel over a short period of time is inadequate to change attitude or motivate safe driving behavior. States are not motivated to improve driver education and training without a national effort directing that change.

RECOMMENDATION: To effect change, I believe we must treat driver education as a national priority by establishing national standards and support for driver education and training.

COMMERCIAL SCHOOL LAW

During the 1980’s interest in owning and operating a commercial driving school emerged and in 1988 the Idaho legislature created separate laws for licensing and regulating these schools through the Department of Education. Commercial driving schools provide an alternative choice to public school, however their standards are not the same.

The timeframe of 30 hours classroom, 6 hours behind the wheel, and 6 hours of observation in 42 days is required when training youthful drivers age 14 ½ – 17.

Since 1995, when I was hired as the Department of Education’s driver education specialist, commercial schools have grown 37%, from 13 to 35 schools and student enrollment has increased 59%.

DRIVER EDUCATION PROGRAM INFORMATION

Funding for the driver education program comes from driver licensing fees. The income allows the state to reimburse public schools up to a maximum of \$110 per student. Annually the department must provide a report³ on the state of driver education in Idaho. During fiscal year 2003 the average

district cost was \$224 per student. The average public school teacher's salary for driver education was \$15.93/hour, less than what they earn as a public school teacher. The average student fee paid was \$77.40. The average district reimbursement was \$106. Commercial school fees range from \$199 to \$395. State reimbursement to school districts makes driver education and training affordable for the majority who can't afford the commercial school prices.

In 1963, public schools were reimbursed \$55 per student. What \$55 would buy in 1963 would cost \$330 today. We would like to increase the reimbursement to school districts but that would require legislation to increase driver license fees and that would not be popular during these times of economic challenges.

Driver education and training costs more than ever before. Free loan vehicles from local dealers are a thing of the past, yet in Idaho two dealers still support their local school district with free vehicles. When the school's budget is fixed or reduced, something has to go and it's usually the newer cars with improved safety features, updated textbooks, or improved classroom instructional technology. Quality driver education cannot be dollar driven.

Currently Idaho has over 400 public school teachers and 69 commercial school teachers who are eligible to teach driver education and training. A few teachers teach for both public and private programs.

Last year over 17,500 teens (86% of the eligible students) completed driver education and training in Idaho. Public schools trained over 12,800 (73%) teen drivers while commercial driving schools trained over 4,700 (27%). Only six school districts out of 110 offer it during the school day, and only one teacher is a full-time driver education teacher in the public schools.

By eliminating driver education from the regular school day, driver education has extended the school day and left this critical educational program with less than desirable schedules. During the school year classes are conducted as early as 6am and some commercial schools conduct classroom and in-car lessons as late as 9pm or later. Relegating driver education to a before and after school program results in fatigued students and teachers. This is not a learning environment conducive for learning.

School-based driver education teachers can work with other teachers, administrators and agencies to develop and implement a high-quality, integrated driver education program for young drivers. School-based driver education provides an opportunity to link transportation safety to other related risk prevention efforts such as substance abuse or violence prevention.

RECOMMENDATION: I believe to improve the quality and delivery of driver education, driver education needs to be put back into the schools as a school-based course of instruction.

DRIVER LICENSING

Idaho's licensing age is 17, however, a youthful driver can be licensed at age 15 after successful completion of driver education and training and a 4-month practice period (50 hours/10 at night) with a licensed supervising driver. Driver licensing at age 15 and 16 provides essential mobility for youthful drivers.

Passing the state's driver licensing tests are sometimes used as the criteria for passing driver education, not just in Idaho, but nationwide. If we don't know what a youthful driver should learn, how can we know what to test? A youthful driver trained and licensed in Idaho should meet the same

performance criteria required in every other state. Driver education assessment should be tightly linked to driver licensing skills assessment.

RECOMMENDATION: I believe every state's youthful driver licensing tests should measure what is taught in a comprehensive driver education program based upon national standards for the content and delivery of driver education and training. The American Association of Motor Vehicle Administrators should establish standards for youthful driver tests for each state's use.

TEACHER QUALIFICATIONS

Idaho has two different standards for training public and commercial school driver education teachers.

Public school teachers are required to have a valid teaching certificate with a driver education endorsement. The endorsement only requires four semester credits, which is far less than the 20 or more credits for other subject endorsements. This is inadequate to prepare even the most experienced teachers to learn what a good traffic safety educator needs to know.

Commercial school teachers are not required to have a valid teaching certificate; instead they must complete 8 semester credits in courses that help prepare them to be a teacher. Additionally, they must also have the same four semester credits for driver education teacher training as the public school teachers. With only 12 semester credits, commercial school teachers are inadequately prepared in Idaho to manage classrooms, prepare lesson plans, motivate students to learn, conduct in-car instruction, prepare route plans, or understand the scope and magnitude of traffic safety education.

When driver education began in 1963, it was only available in the public schools and teachers were required to be certified with an endorsement in driver education. Today, commercial schools can contract with public schools and offer the same services as the fully certificated public school teacher without meeting the higher standards required of a public school teacher.

Idaho's rural environment makes it difficult for teachers to obtain the required coursework at our three universities. To overcome this problem, teachers obtain the required coursework through home correspondence courses. Commercial driving school teachers can obtain all 12 credits through home correspondence.

RECOMMENDATION: I believe we need national standards that establish the minimum requirements for training driver education teachers. We need more diverse opportunities for teachers to obtain training without sacrificing quality.

PROGRAM STRENGTHS

Program Audits

Fortunately, once new teachers are trained, Idaho has the mechanism to provide feedback and additional training.

The Department of Education conducts in-depth classroom and in-car reviews for public schools and commercial schools. During these reviews we conduct program audits to identify weaknesses and recognize excellence. We are able to provide one-on-one feedback and reinforce new technology and training methods. We meet with school administrators and seek opportunities to make positive changes. After each review, a comprehensive report with a plan for improvement is developed, if needed.

Observing students and teachers during classroom and in car instruction is the most effective method to learn how teachers and students are performing.

Complaints about public school teachers are rare but when they do occur, immediate action is taken. Investigations are conducted in cooperation with a school district superintendent's office and corrections needed are taken seriously and quickly.

RECOMMENDATION: I believe every state should have a required program for audits and assessment for public and commercial driving schools.

High Standards for Public Schools

In Idaho, state board rules must go through negotiated rule-making which includes working with those who would be affected by the rules. New rules require approval by the State Board of Education, public hearings if requested, and final approval by the State Legislature.

This year the bar was raised for public school standards with the passage of new rules⁵ that include:

- the essential knowledge and skills to be taught.
- requiring an overall 80% to pass the course.
- requirement that teachers complete 15 hours of professional development every 2 years.
- concurrent and integrated classroom and behind the wheel instruction.
- conducting classroom for no more than 2 hours per day and 10 hours per week.
- requiring the district to have a written policy for parental involvement, late enrollment and make-ups.
- using lesson plans.
- requiring new teachers to pass (a soon to be developed) knowledge test with 80% and the state's road test with 7 penalty points compared to the public's 15 penalty points allowed, before they are licensed to teach.
- completing a CDL physical if they teach behind the wheel.

We are aware of the pressures that can be placed upon teachers and administrators to "pass" a student. The new rules for public schools provide support where it is needed: standards for teachers, administrators and students.

Teacher Credentialing

We are fortunate to still have teacher training available through our state's three universities with adjunct faculty. Annually, 30-40 new teachers are trained. How do we know what is the best curriculum and instructional techniques? Without a national standard in this area, we have integrated information from the ADTSEA credentialing curricula⁵ and from states that have created new model curricula such as Texas and Virginia, and especially from the expertise of Frederik Mottola, Dr. Terry Kline, and John Harvey.

During the past six years the teacher preparation courses in Idaho have improved significantly. For many years the training of new teachers did not require or use textbooks, nor did they require student-teaching, route planning, and evaluation and coaching. Now Idaho's teacher preparation classes include:

- the ADTSEA and NIDB standards.
- route planning concepts.
- lesson plan preparation.
- introduction to evaluation and coaching driver performance.
- in-car instructional techniques.

- the use of every state-adopted textbook for review.
- behind the wheel student teaching requirement.
- technology such as computers, PowerPoint and web use.

It's not ideal we know, but we only have four semester credits available for training.

Professional Development

Our standards for teacher credentialing are low, but our support for teachers is high. Annually, public and commercial school teachers have the opportunity to obtain professional development training at very low or no cost. The driver licensing fees that provide the financial support for the program are also used to conduct workshops and conferences where current traffic safety needs and training techniques are learned and practiced.

Every two years, two-day workshops are conducted throughout the state making it easier for public and commercial school teachers and administrators to participate. During these workshops we focus on making the classroom and in-car instruction relevant with learning activities and student involvement techniques. A statewide conference is held every two years in Boise, where we bring in traffic safety experts, communication specialist, training professionals, and our traffic safety partners: law enforcement, the office of highway safety and driver licensing. Last year we partnered with motorcycle safety professionals and hosted a national conference in Boise that drew almost 400 motorcyclists, driver education teachers and our traffic safety partners from around the country. It's common for teachers to return to their classrooms and training vehicles with hundreds of dollars in free materials along with the motivation to make improvements in their classroom and behind the wheel instruction.

At every workshop or conference, college credit or continuing education units can be earned. Public school substitute teacher wages are paid. Furthermore, if a public or commercial school teacher lives more than 50 miles from the training location, lodging is paid by the state program. Idaho's professional development opportunities supported 310 participating teachers and administrators over the last three years.

As an employee of the state of Idaho, I, too, am provided professional development opportunities. Membership in national organizations such as the American Driver Traffic Safety Education Association (ADTSEA) and the Association of State Supervisors for Safety and Driver Education (ASSSDE) help me gain knowledge and information that I give back to Idaho for program improvement. I learn from attending national ADTSEA and ASSSDE sessions where networking works at its best; and from the variety of speakers who report on research and current instructional methodology. Unfortunately, many states do not permit out-of-state travel and attending professional conferences and workshops is difficult if not impossible.

RECOMMENDATION: I believe continuing education should be required of every driver education and training teacher. To support teachers and administrations we need extensive and affordable regional and national conferences and workshops so they can keep their knowledge and skills on the cutting edge.

Graduated Driver Licensing (GDL)

The support by so many organizations for graduated driver licensing has resulted in almost every state having some form of a graduated driver licensing law. It shows how a strong coalition of advocates can create change.

Idaho's graduated driver licensing law went into effect January 1, 2001 affecting drivers under the age of 17. The law also raised the eligible age for driver education and training from 14 to 14½.

The *2002 Idaho Traffic Collisions*⁶ report by the Office of Highway Safety shows 15-year old driver collisions dropped 77% over 2000 along with a 54% reduction in the number of 15-year old licensed drivers. The 16-year old driver collisions dropped 20% along with a 26% reduction in the number of licensed 16 year olds over 2000 numbers. Idaho has seen a decrease in 16 year old fatal and serious injury crashes from an involvement rate of 2.3 in 2001 to 1.3 in 2002.

Parental Involvement

Idaho's law does not permit teens to drive with anyone but his or her driver education instructor during driver education. This has made it difficult to get parents involved. The GDL law helped teachers create a stronger partnership with parents.

Supporting parents with a practice guide that parallels the good driving habits taught and promoted in the Idaho program was a high priority when our GDL law passed. A Task Force provided the department guidance on the development of a *Supervising Driver Practice Guide*.⁷ The 50-page booklet is given free by the state program to public and commercial programs for their distribute to parents and students. It includes drive objectives, good habits and common errors to coach. Over 53,000 have been distributed since November 2000.

Soon we will be embarking on a study to learn how effectively parents, students and teachers are using the guide. The results will be used to make improvements.

One of the drawbacks of parental involvement is the belief that some parents do not have good driving habits and their driving behaviors have a negative impact on their teen's driving behavior.

PROGRAM WEAKNESSES

Commercial Schools Accountability

There are many good commercial driving schools in Idaho. Review of commercial schools are conducted using the same process and forms as public schools, the only difference is in the administrative review. If public schools do not meet the required program standards, they can lose funding – and it occasionally happens. However, if a commercial school does not comply with rules and laws such as using uncertified teachers, or teaching less than the required instructional hours or days, then the legal process to bring them under compliance relies on the driver education program needing legal support from the state. Some commercial schools have been successful in delaying indefinitely or avoiding any consequences of their actions and they continue to operate.

Commercial Schools Standards

The Driver Education Steering Committee, composed of public and commercial school teachers/administrators, driver licensing, law enforcement and parents, proposed new rules and standards for public and commercial schools that would have raised the standards for both delivery groups. The draft rules were circulated, discussed and revised for almost 3 years before submitting them for approval to the State Board of Education.

Some commercial school owners took exception to the proposed new rules as being too restrictive for commercial businesses and successfully lobbied to have the proposed commercial driving school rules withdrawn. Consequently, the commercial driving schools continue to be regulated by the 1996 standards. Commercial schools do not have to abide by the improved new rules for Teen Driver

Education Standards in place for public school programs (Appendix B). The proposed standards for commercial schools would have also required:

- divulging their fee schedules, refunds, attendance, and other policies to parents and students.
- a criminal history background check.
- at least 15 hours of professional development every two years.
- establishing minimum standards for classroom facilities such as 20 square feet per person.
- providing students with a state-adopted textbook or its equivalent. All commercial driving schools use the state's driver's manual, but many use it as their textbook.

Efforts are underway to again draft new rules for commercial driving schools. Some commercial driving schools in Idaho say they are a business and the Department of Education should not regulate their business. Some have indicated a desire to change statute and move commercial driving schools to a state agency that would understand their business concerns. The Department of Education's interest is the education and training of teen drivers and their teachers that supports development of reduced risk driving behaviors.

In the *Young Drivers Study*⁸ conducted by George Mason University, inconsistencies with public schools and commercial schools standards were identified in a review of the Virginia driver education program. *It appears there is some inconsistency of standards regarding what needs to be covered and ways in which young drivers in Virginia are prepared for their responsibilities in handling an automobile on the highways.* It is my belief that inconsistencies in program standards are a national problem, not just in Idaho and Virginia.

Driver education is strong in Idaho, but the recent differences in standards for public and commercial schools for course content and delivery of the Teen Driver Education and Training Program has weakened Idaho driver education and training program.

RECOMMENDATION: I believe we need national standards for the content and delivery of driver education and training by public and commercial driving schools.

Teacher Certification Standards

As mentioned earlier, our teacher certification requirements are a weakness, as well as a strength. Certification requirements and delivery must increase if our driver education and training teachers are to be well prepared.

WHERE ARE WE, WHERE ARE WE GOING?

The significant problems we face cannot be solved at the same level of thinking we were at when we created them. Albert Einstein (1879-1955)

Previous efforts did not resolve the issues

During the National Summit for Improved Youthful Driver Performance⁹ held in Crystal City, Virginia, September 16-17, 1996, major stakeholders recognized a need to improve youthful driver performance through educational efforts. It was referred to as the "miracle in Crystal City" with the hope that a powerful alliance could make a difference. The miracle did not survive.

There were many other attempts to solve the problems over the last 10-15 years. Yet the controversies and indecisions have continued.

Transportation safety has traditionally worked for better communication and cooperation among engineering, enforcement, and education (often referred to as the three "E's"). More recently a fourth

element has been added: emergency medical services. Research studies have been used to knock driver education out of the cooperative effort. Isn't it time to re-establish educating youthful drivers into this cooperative effort?

Is driver education worthwhile?

We know that driver skill development must be in place before youthful drivers can understand and appreciate the higher level decision-making driving tasks. However, we are not going to create 15 and 16 year old drivers who think more about safety than thrill seeking in a one-time short course. Yet research study after research study has incorrectly stated that the principle goal of driver education is to reduce crashes, injuries and fatalities. Driver education has been measured differently than any other standard for fatalities. In its current state, the definition of what driver education is expected to accomplish is not realistic.

Without national standards for teacher and student performance, the variety and inconsistent way driver education is delivered does not support quality driver education. We have not been given the opportunities and support to make driver education what it needs to be – instruction for risk reduction and risk management over a lifetime of learning.

RECOMMENDATION: We need a realistic measurement of what a quality driver education program should be.

What and when should we teach?

Mike Smith reported at a January 2001 TRB committee meeting: *To be most successful, driver education must start before the age of licensure and last throughout the driving years. There should be training standards developed, and resources made available to prepare, market, and maintain programs and materials.*¹⁰ Smith was on target. Driver education cannot be a one-shot effort over a few weeks. We need agreement on what knowledge and skills must be included in a driver education and training program. We need agreement on when risk management education and training should begin and how teen drivers can be motivated to drive with risk management behaviors.

RECOMMENDATION: Risk management needs to be an on-going, integrated public school K-12 program. We need standards and resources to make it happen.

Who has the best delivery system?

I can't tell you who has the best delivery system in the country. I can tell you from my perspective working at the state level that standards for the delivery system are important. Teaching teens to drive requires partnerships with parents, law enforcement, driver licensing, government, and other highway safety partners working together for a common goal – reducing the tragedy of teen crashes. Public schools and commercial driving schools need to work cooperatively, seeking the highest of standards and quality of instruction rather than seeing each other as competition for student enrollment.

Public schools are accustomed to living with teacher training and curriculum standards, accountability, and audits. When a parent enrolls their youthful driver into a state-licensed driving school, there is an expectation of the public trust that the driving school is meeting standards established by the state.

We have a nation of drivers who drive poorly and driving poorly has become our nation's driving norm. As we move toward finding solutions and taking action for our nation's traffic safety problems, let us also include educating and training adult drivers to improve their driving behavior.

We Need Answers

Is driver education goal's to get the teen licensed or is it to reduce the tragedy of too many teens dying on our streets and highways. We need answers.

Is driver education and training organized exclusively for the financial benefit and convenience of teachers and administrators rather than students? We need answers.

Conclusion

Both public and commercial driving schools have a role in driver education and training. Both need to be more effective and have the same standards when teaching youthful drivers. The establishment of national content and delivery standards is needed and both should be at the table when standards are determined. The strong coalition that emerged in support of graduated driver licensing laws needs to occur for driver education and training. Enforcement and Engineering alone will not solve the problems. Education, the missing link is needed.

Thank you for the opportunity to be heard. We are the people who work to improve driver education and training in our states. Many of us have been working alone, without much support, while study after study, and meetings such as symposiums have not yielded results we could use. This room is filled with talented experts who can create a miracle that is long overdue.

Thank to the NTSB for sponsoring this forum. It needs to culminate with action. Please don't let this forum become another report that gathers dust on our bookshelves.

-
- ¹ Mottola, Frederik R. (1996) Minimum Standards: Driving Behaviors for Risk Prevention. Cheshire, Ct. National Institute for Driver Behavior.
 - ² Allan F. Williams. (January 2001) Safety Needs of Drivers – Lifestyle Factors. Transportation Research Board. E-Circular Transportation Research Number E-C024.
 - ³ Elizabeth A. Weaver. (2003) Annual Report Driver Education and Training, Public and Commercial Schools. Idaho Department of Education.
 - ⁴ Idaho Standards for Public School Driver Education and Training. (November 2002) Idaho Department of Education.
 - ⁵ Driver Task Analysis and Developing Classroom Skills Curriculum Guide. (2000) American Driver Traffic Safety Education Association.
 - ⁶ Idaho Traffic Collisions 2002. Office of Highway Safety. Idaho Transportation Department.
 - ⁷ Elizabeth A. Weaver. (Revised March 2003) The Road to Skilled Driving – Supervising Driver Practice Guide. Idaho Department of Education.
 - ⁸ Young Drivers Study. (December 2000) George Mason University.
 - ⁹ Terry L. Kline, Ph.D. (Fall 1996) The Road from Dearborn to Crystal City. The Chronicle. American Driver Traffic Safety Education Association.
 - ¹⁰ Michael F. Smith. (January 2001) Safety Needs of Novice Drivers – Driving Factors. Driver Education at the Crossroads. TRB Committee on Operator Education and Regulation (A3B03).



Teen Driver Education and Training Essential Knowledge and Skills



General Requirements

The Teen Driver Education and Training Essential Knowledge and Skills establish the criteria that teen drivers in a public school driver education and training program must meet to obtain an Idaho Driver License before age 17.

Introduction

DRAFT

Cars do not crash—people crash them. The driver, especially the young driver, continues to be a weak link in traffic safety. The benefits of effective traffic safety education and training have great value to students, parents, and Idaho's communities. Idaho's teen driver education and training program provides the foundation for students, assisted by parents/supervising drivers, to begin their lifelong learning for reduced risk driving practices.

During a course, students acquire essential knowledge, skills, and experiences to perform reduced risk driving in a variety of traffic environments. Students must apply concepts learned behind a desk to the realities of driving behind the wheel. These essential knowledge and skills establish the fundamentals of driving and foster responsible attitudes and good driving habits. Emphasis is placed on relating visual search skills, space management, and balanced vehicle movement to risk-reducing driving strategies. Significant attention is given to risk awareness, driver alertness, and responsible actions for occupant protection devices, positive interactions with other roadway users, and the physical and psychological conditions that affect driver performance. While curriculum content is an important element for improved driver education and training, a quality delivery system is critical to effective student learning.

Quality instruction requires engaging classroom and laboratory-learning experiences delivered to students over an adequate period of time so students can practice processes and skills and develop habits necessary for safe vehicle operation. To be successful, instruction needs to be delivered in short training sessions over a long period of time. This allows students to learn simple skills correctly while adding more complex skills to their experience. It is not adequate for students to merely know the correct response. They must do it often enough to generate correct automatic responses that can develop into effective habits. These essential knowledge and skills are an integral part of the *Idaho Teen Driver Education and Training Curriculum Guide, 2003*.

Teachers help students meet or exceed minimum competency standards through a combination of classroom and in-car instruction that includes modeling, knowledge assessment, skill assessment, guided observation, and parental involvement. Satisfactory completion of a driver education and training course qualifies the student to continue the graduated driver licensing process.

Acknowledgements

Many people contributed to the original development and refinement of this document. Our sincere thanks to all those who assisted or made available resources that helped guide us in identifying the high standards that are reflected in these essential knowledge and skills.

The American Driver Traffic Safety Education Association, for the *Traffic Safety Education Life Long Learning Process Classroom and In-car Content, Segment I*, and the *Driver Education Classroom and In-car Curriculum and the Skills Log*

Fred Mottola, National Institute for Driver Behavior, for *Zone Control*.

Vanessa Wigand, Virginia Department of Education in cooperation with the Virginia Department of Motor Vehicles, for their Curriculum and Administrative Guide for Driver Education in Virginia.

Dr. Terry L. Kline and Hilde Kline, Safe T Associates, for their leadership in guiding the Essential Knowledge and Skills Task Force Members in drafting this document.

Task Force Members for the drafting of the Essential Knowledge and Skills:

Ron Adamson, Gooding SD	Guy Jones, Genesis Driving School
Mike Brocke, Kamiah SD	Patrick Karr, West Bonner SD
Joy Finley, Idaho Transportation Dept., Driver Licensing	Lonnie Mortensen, Idaho Falls SD
Sherry Garey, Idaho Office of Highway Safety	Karen Ryals, Karen Ryals Driving School
Russ Gee, Lewiston SD	John Sawyer, Moscow Driving School
Clair Green, Grace SD	Gary Swindell, Challis SD
Ruth Hubsmith, Minidoka County SD	Sgt. Gary Wiedemann, Boise Police Department
David Jensen, Boise SD	Elizabeth Weaver, Idaho Dept. of Education

Curriculum Guide Task Force Members:

Bob Allenger, Moscow SD	Pat Karr, West Bonner SD
Ralph Bennett, Oneida SD	Capt. Bob Lockett, Idaho State Police
Charles Buttane, Richfield SD	Jim Love, Idaho State Police
Don Campbell, Campbell Driving School	Spence Nebeker, Bonneville SD
Mike Brocke, Kamiah SD	Robert Ranells, Supt., Bruneau-Grand View SD
Debbie Dehoney, Valley SD	John Sawyer, Moscow Driving School
Joy Finley, ID Transportation Dept., Driver Licensing	Phyllis Smith, Parent
Mary Hunter, Idaho Office of Highway Safety	Kelly Glenn, Program Assistant, Idaho Dept. of Education
David Jensen, Boise SD	Elizabeth Weaver, Specialist, Idaho Dept. of Education

Curriculum Writing Team and Essential Knowledge and Skills Revisions Member:

Ralph Bennett, Oneida SD	John Harvey, Program Manager Driver Education – Oregon
Charles Buttane, Richfield SD	Kelly Glenn, Program Assistant, Idaho Dept. of Education
Bob Graff, St. Mary's School	Elizabeth Weaver, Specialist, Idaho Dept. of Education
Max Jenkins, A&A Driving School	
Lonnie Mortensen, Idaho Falls SD	
Kent Sawyer, Bonneville SD	
Ralph Peterson, North Gem SD	

Essential Knowledge and Skills

For Teen Driver Education and Training

Topic 1. Course Overview and Parent Orientation. The student, with parents/guardians, completes program registration if required; engages in discussions about the teen driver education and training program goals; understands and applies the rules and policies of the program; understands the responsibilities of the instructor, parent and student during the driver education and training course; recognizes the process of the Graduated Driver Licensing Law; and analyzes crash statistics and risks associated with driving.

The student and parent/guardian are expected to:

- (a) complete the program registration process if needed;
- (b) discuss and understand the teen driver education and training program goals;
- (c) understand the course structure, policies and rules;
- (d) understand the Graduated Driver Licensing Law and procedures for compliance;
- (e) understand the responsibilities of the instructor, parent and student during the course;
- (f) examine the behaviors resulting in driver errors, and crash statistics in Idaho and nationally; and
- (g) recognize the risks associated with poor driving habits and how risk can be minimized.

Topic 2. Identifying Vehicle Gauges, Alert and Warning Symbols. The student distinguishes between vehicle alert and warning symbols, and gauges displayed on the dashboard.

The student is expected to locate and describe the function of alert and warning symbols, and gauges found in a:

- (a) driver education vehicle; and
- (b) another vehicle.

Topic 3. Operating Vehicle Control Devices. The student describes and demonstrates correct use of the steering wheel, brake, accelerator, safety, communication, and convenience devices.

The student is expected to identify, describe, and demonstrate the location, function, and operation of:

- (a) vehicle control devices found in a driver education vehicle;
- (b) vehicle control devices found in another vehicle;
- (c) safety, communication, and convenience devices found in a driver education vehicle; and
- (d) safety, communication, and convenience devices found in another vehicle.

Topic 4. Preparing to Drive. The student knows and demonstrates the pre-entry and entry tasks, vehicle compartment adjustments needed for driver control, and the securing and exiting tasks. The student knows the purpose and use of a vehicle owner's manual.

The student is expected to describe and demonstrate:

- (a) the purpose and use of a vehicle owner's manual;
- (b) pre-entry tasks made around the vehicle prior to entering the vehicle;
- (c) entry into the vehicle tasks;
- (d) seating, steering wheel (if adjustable), and restraint adjustments made prior to starting and moving a motor vehicle;
- (e) traditional mirror adjustments made prior to starting and moving a motor vehicle;
- (f) enhanced side view mirror (GBE) settings to reduce mirror blind spots and eliminate glare; and
- (g) securing and exiting tasks after stopping a motor vehicle.

Topic 5. Traffic Control Devices and Traffic Laws. The student recognizes and understands the purpose and use of roadway signs, signals, markings, rules of the road, and traffic laws.

The student is expected to:

- (a) describe the needs and purpose for traffic control devices for signs, signals, and markings;
- (b) list and describe the color and function of traffic signal lights, and signal/sign combinations;
- (c) list and explain meanings of colors and shapes of roadway signs, signals, and markings;
- (d) categorize roadway signs, signals, and markings into meaningful applications;
- (e) describe appropriate driver responses to roadway signs, signals, and markings; and
- (f) apply the traffic laws for operating a motor vehicle on public streets and highways and operate the vehicle within those laws.

Topic 6. Standard Vehicle Reference Points. The student understands and demonstrates blind areas around the vehicle and the use of vehicle reference points to position the vehicle and adjust for precision lane placement and stopping positions.

The student is expected to identify, describe and demonstrate:

- (a) knowledge of the blind areas to the front, sides, and rear of a vehicle while seated in the driver's seat of a vehicle;
- (b) knowledge of how targeting establishes steering accuracy and helps develop a systematic searching habit;
- (c) a visual reference point that will place the front bumper at a line or curb;
- (d) a visual reference point that will place the right side tires 3-6 inches, 3 feet, and 6 feet from a line or curb;
- (e) a visual reference point that will place the left side tires 3-6 inches from a line or curb;
- (f) a visual reference point for placement of a vehicle in the center of a lane;
- (g) visual reference points for placement of the rear bumper at a line or curb; and
- (h) lane placement and reference points for setup, entry to, and exiting from a turn.

Topic 7. Performing Basic Maneuvers. The student understands the risk prevention procedures leading to good habits for starting the vehicle, entering and leaving roadways, steering wheel control, acceleration control, braking control, performing right and left turns, and maneuvering in reverse.

The student is expected to describe and demonstrate:

- (h) the pre-drive and starting tasks;
- (i) the four (4) steering wheel control techniques and when each is used;
- (j) procedures for entering and leaving the roadway;
- (k) acceleration control;
- (l) controlled, threshold, and trail braking control;
- (m) procedures for a left and right precision turn from a stopped and moving position; and
- (n) procedures for backing straight and while turning.

Topic 8. Using Vision for Vehicle Control. The student understands the importance of vision while driving; identifies strategies to overcome visual problems; recognizes the effect speed has on vision; and identifies techniques to improve vision while driving.

The student is expected to:

- (a) identify fields of vision and their use while operating a motor vehicle;
- (b) identify strategies for overcoming physical visual problems;
- (c) analyze the effect speed has on vision; and
- (d) identify techniques to improve vision while driving.

Topic 9. Good Habits for Reduced Risk Driving. The student will identify behaviors that will establish good driving habits on a judgment level and on a habit level for a lifetime of reduced risk driving.

The student is expected to describe and demonstrate good habits for:

- (a) driver and vehicle readiness to drive;

- (b) seeing a clear path before moving the vehicle;
- (c) keeping the vehicle in balance;
- (d) the use of reference points;
- (e) searching the line of sight and path of travel;
- (f) strategies for decision-making and action;
- (g) safely navigating intersections;
- (h) control of the rear zone;
- (i) control of the front zone; and
- (j) driving with courtesy.

Topic 10. Time and Space Management Systems. The student describes and evaluates the components of organized time and space management systems; recognizes how each component of a system is needed to establish good habits for critical thinking, decision-making, and problem-solving skills; and relates these systems to reduced risk driving behavior.

The student is expected to describe:

- (a) the components of a space management system;
- (b) the procedures for an orderly visual search pattern;
- (c) causes for line of sight restrictions;
- (d) causes for path of travel restrictions;
- (e) the six zone locations;
- (f) adjusting vehicle position to maximize lane positions;
- (g) how to evaluate a gap for merging with traffic or crossing traffic lanes;
- (h) how to evaluate and control vehicle space to the front;
- (i) how to evaluate and control vehicle space to the sides;
- (j) how to evaluate and control rear zone conditions; and
- (k) appropriate communication techniques to inform other roadway users of driver actions.

Topic 11. Time and Space Management Strategies. The student uses critical thinking, decision-making, and problem-solving skills to effectively apply time and space management strategies while driving.

The student is expected to:

- (a) demonstrate an orderly visual search process;
- (b) evaluate the projected target area for information that could affect speed, vehicle direction or driver communication;
- (c) evaluate and respond to restrictions to the line of sight;
- (d) evaluate and respond to restrictions to the path of travel;
- (e) visually search areas for a safe response in the 20 to 30 second visual search range;
- (f) visually search areas for a safe response in the 12-15 second visual search range;
- (g) visually search areas for a safe response in the 4-6 second immediate response range;
- (h) demonstrate adjusting lane positions and speed to control space around the vehicle;
- (i) demonstrate selecting a gap in traffic for a safe merge or crossing traffic lanes;
- (j) demonstrate appropriate communication prior to a speed or lane position adjustment;
- (g) describe the dangers of improper signaling;
- (k) evaluate and respond to traffic to the sides and rear of the vehicle;
- (l) calculate distance traveled with various speeds; and
- (m) identify and describe the vehicle control sequence of vision control, motion control, and steering control.

Topic 12. Right of Way Rules. The student knows and understands the rules and regulations that determine who should yield the right of way on roadways and assesses the consequences of not obeying the right of way rules and regulations.

The student is expected to:

- (a) define right of way;
- (b) understand the consequences for failure to yield the right of way;
- (c) know and apply the rules to yield the right of way at intersections;
- (d) know and apply rules to yield the right of way at merging zones;
- (e) understand reasons for and apply rules of yielding right of way to emergency vehicles, school buses, and pedestrians; and
- (f) know and apply right of way rules at intersections with highway-rail grade crossings.

Topic 13. Negotiating Intersections. The student describes the legal requirements for intersection driving; demonstrates good habits for visual control when navigating intersections; identifies and responds to intersection types; identifies signs, signals, and markings; applies time and space management strategies; communicates effectively, and performs reduced risk vision, motion, and steering control.

The student is expected to:

- (a) recognize and respond to different intersection types;
- (b) search for and respond to traffic signs, signals and markings;
- (c) identify and respond to controlled and uncontrolled intersections;
- (d) identify and respond to controlled and uncontrolled railroad crossings;
- (e) demonstrate visual searching skills to the left, front, right and rear of the vehicle;
- (f) demonstrate visual searching skills to identify and select the best lane position, best speed, and communication;
- (g) recognize and respond to legal and safety stop positions; and
- (h) demonstrate effective vision, motion and steering control.

Topic 14. Performing Lane Changes and Passing. The student understands the legal requirements and risk management strategies leading to good habits for vision control, motion control, and steering control while making a lane change. The student understands the legal requirements and risk management strategies leading to good habits for vision control, motion control, and steering control while passing or being passed on two lane roads and multiple lane roadways.

The student is expected to:

- (a) describe and demonstrate compliance with the legal requirements for a lane change and passing;
- (b) evaluate and demonstrate a safe gap selection for a lane change or passing;
- (c) evaluate and demonstrate time and space requirements for pre-pass positioning, passing, and lane return;
- (d) describe and demonstrate effective blind area checks and mirror use;
- (e) describe and demonstrate effective speed adjustment;
- (f) describe and demonstrate appropriate lane positions;
- (g) describe and demonstrate effective vision, motion and steering control; and
- (h) describe and demonstrate appropriate communication techniques.

Topic 15. Performing Turnabouts. The student understands the legal requirements and risk prevention procedures leading to good habits for vision control, motion control, and steering control while turning the vehicle to go in the opposite direction.

The student is expected to describe and demonstrate good habits for a legal and reduced risk:

- (a) 2 point turnabouts;
- (b) 3 point turnabouts and
- (c) U turns.

Topic 16. Performing Parking Maneuvers. The student understands the legal requirements and risk prevention procedures leading to good habits for vision control, motion control, and steering control while parking a vehicle.

The student is expected to describe and demonstrate the good habits for a legal and reduced risk:

- (a) angle parking;

- (b) parallel parking;
- (c) street/curb parking;
- (d) perpendicular forward parking;
- (e) perpendicular backing into parking;
- (f) parking on a hill with and without a curb; and
- (g) parking in restricted parking areas.

Topic 17. Effect of Gravity and Energy of Motion. The student uses critical thinking, decision-making, and problem solving skills to recognize the effect of gravity and energy of motion on friction and traction; the forces of an impact; factors that affect a vehicle while in a curve; how tire condition affects traction; factors affecting braking distance; the effect of energy of motion on vehicles of different weights; the effect of forces when mixed sized vehicles collide; and how altering a vehicle can affect vehicle balance and traction.

The student is expected to:

- (a) define gravity and energy of motion
- (b) describe the effect gravity and energy of motion have on friction and traction;
- (c) describe the effect of speed on energy of motion;
- (d) describe the forces of an impact;
- (e) describe the impact of tire condition and air pressure on traction;
- (f) describe the forces while in a curve;
- (g) describe the factors that affect braking distance;
- (h) describe the consequences of vehicle modifications on vehicle balance and traction; and
- (i) describe the forces of energy on vehicles of different weights and size.

Topic 18. Maintaining Vehicle Balance. The student understands how to identify maximum vehicle load; examines the changes in vehicle balance when braking and steering; recognizes how seating, hand and feet position is used to maintain vehicle balance; recognizes the effects of vehicle load on vehicle balance; recognizes the effect of aggressive steering, braking, and acceleration inputs on the balance of a vehicle, and explains how to use vision control, motion control, and steering control to maintain vehicle balance.

The student is expected to:

- (a) describe how to determine a vehicle's maximum load;
- (b) describe the cause and effect of vehicle load changes (balance) from side to side, front to rear, and rear to front;
- (c) describes the effect of vehicle load on vehicle balance;
- (d) describe and demonstrate proper seating position for vehicle balance and control;
- (e) describe and demonstrate positioning of the hands and steering techniques to maintain vehicle balance and control;
- (f) describe how aggressive steering, braking, and acceleration affects vehicle balance and control;
- (g) describe and demonstrate feet positions to maintain vehicle balance and control; and
- (h) describe and demonstrate acceleration and braking techniques to maintain vehicle balance and control.

Topic 19. Maintaining Traction Control. The student recognizes vehicle imbalance and evaluates vision control, motion control and steering control to prevent loss of vehicle control. The student investigates vehicle braking systems, traction and steering control systems, and stability control systems to maintain vehicle control.

The student is expected to:

- (a) describe traction loss and effect to the front wheels and rear wheels;
- (b) list conditions that can create traction loss and vehicle imbalance;
- (c) describe how traction and vehicle balance are affected by steering, acceleration, deceleration and roadway surfaces;
- (d) explain the function and advantages of 2- and 4- wheel anti-lock braking (ABS) systems;
- (e) identify vehicle braking systems and the proper braking techniques used for those systems; and
- (f) explain the purpose of enhanced (variable/assist) steering, stability control and traction control systems.

Topic 20. Protecting Occupants. The student evaluates the dynamics of a crash and the effects on a restrained and unrestrained human body. The student investigates how occupant protection devices are used in motor vehicles; associates occupant protection with seatbelts, airbags, head restraints, child restraint types and their use; describes proper positioning and need for safe installation of child restraints; recognizes improvements to vehicular and roadway technology to protect occupants; demonstrates proper use of a seatbelt; demonstrates proper seat adjustments and steering wheel use with an air bag; and distinguishes occupant protection devices as crash survival mechanisms.

The student is expected to:

- (a) describe the three collisions of a crash and the effect on the restrained and unrestrained human body;
- (b) identify and describe locations and purpose of airbags, belt adjusters, and head restraints and demonstrate proper adjustments and operation to provide crash survival protection for adults;
- (c) identify how child restraint systems (infants, forward-facing, booster seats and lap shoulder devices) operate, proper positioning within a vehicle and how they provide crash survival protection; and
- (d) demonstrate proper steering wheel adjustments to accommodate for airbags.

Topic 21. Negotiating Hills and Curves. The student applies time and space management strategies and demonstrates vision skills to recognize line of sight and/or path of travel restrictions encountered on hills or in curves; demonstrates reduced risk speed and lane position adjustments for approaching, entering, apexing, and exiting a curve; demonstrates speed control when ascending and descending a hill; explains conditions that could affect traction while traveling through a curve.

The student is expected to:

- (a) describe and respond to line of sight and path of travel restrictions;
- (b) describe and demonstrate proper approach to hills or curves;
- (c) describe and demonstrate proper speed for ascending and descending hills;
- (d) describe and demonstrate proper entry speed and lane positions for a hill or curves;
- (e) describe and demonstrate proper speed and lane positions in a curves' apex;
- (f) demonstrate proper speed and lane positions for exiting curves; and
- (g) describes conditions that can affect traction and procedures to maintain traction in curves.

Topic 22. Driving in Rural Environments. The student distinguishes how laws, driving conditions, and characteristics in rural areas are different that other driving environments and applies time and space management strategies with vision control, motion control, and steering control for good driving habits within rural driving environments.

The student is expected to:

- (a) list, describe, and respond to characteristics of rural driving environments;
- (b) recognize and respond to signs, signals and markings;
- (c) recognize, evaluate, and respond to hazards associated with rural driving;
- (d) be aware of and respond to animals in rural areas and know and abide by Idaho's Open Range Law;
- (e) describe, evaluate, and respond to road conditions with proper lane position and speed;
- (f) describe and demonstrate good habits for passing and being passed on two lane and multi-lane rural roads;
- (g) recognize and respond to slow moving vehicles; and
- (h) develop and demonstrate time and space management strategies for rural driving environments.

Topic 23. Driving in Urban Environments. The student distinguishes how driving conditions and characteristics in urban areas are different that other driving environments and applies time and space management strategies with vision control, motion control, and steering control for good driving habits within urban driving environments.

The student is expected to:

- (a) list, describe, and respond to characteristics of an urban driving environments;
- (b) recognize and respond to signs, signals, and markings;
- (c) describe, and respond to hazards associated with urban driving;

- (d) describe and respond to different types of intersection and roadway configurations; and
- (e) describe and demonstrate time and space management strategies for urban environments.

Topic 24. Driving on Controlled, Limited Access Highways. The student distinguishes how driving conditions and characteristics on controlled, limited access highways are different than other driving environments; applies time and space management strategies; uses vision control, motion control, and steering control for good driving habits on controlled, limited access highways.

The student is expected to:

- (a) describe the characteristics and relate the advantages and disadvantages of limited access highways;
- (b) recognize and respond to signs, signals, and markings;
- (c) recognize and respond to the types of expressway interchanges, including but not limited to the cloverleaf, diamond, trumpet, and directional interchange;
- (d) evaluate and demonstrate effective lane choice;
- (e) recognize and respond to problems due to congestion and plan alternate appropriate routes;
- (f) describe and demonstrate good habits for entering and exiting limited access highways;
- (g) describe and demonstrate good habits for lane changes and passing;
- (h) recognize how higher speed can affect vehicle control; and
- (i) describe and demonstrate strategies for steering control, speed control, and braking control.

Topic 25. Driving During Reduced Visibility Conditions. The student understands the legal and risk prevention procedures leading to good habits for time and space management strategies during reduced visibility driving conditions such as glare, low light conditions, darkness, fog, dust, precipitation, winter weather, and smoke, and evaluates risk prevention procedures. The student uses vision control, motion control, and steering control to increase visibility, reduce and manage risk.

The student is expected to:

- (a) describe sources for glare and procedures to protect from glare;
- (b) describe and demonstrate driving strategies during low light or darkness conditions;
- (c) describe and apply laws regarding headlights use;
- (d) analyze headlight projection and efficient and proper use of vehicle illumination;
- (e) describe fog related reduced visibility conditions and procedures to reduce risk;
- (f) describe winter driving conditions that reduce visibility and procedures to reduce risk;
- (g) describe limited visibility conditions caused by smoke and dust and procedures to reduce risk; and
- (h) describe rain related reduced visibility driving conditions and procedures to reduce risk.

Topic 26. Driving During Extreme Weather Conditions. The student describes extreme weather conditions (such as flooding, heat, cold, storms, blizzards, or strong winds) and evaluates vehicle and driver limitations to apply time and space management strategies for reduced risk vision control, motion control, and steering control.

The student is expected to:

- (a) describe extreme weather driving conditions such as flooding, heat, cold, storms, blizzards, and strong wind;
- (b) describe risks associated with driving during extreme weather driving conditions; and
- (c) explain reduced risk strategies to compensate for extreme weather driving conditions.

Topic 27. Cooperating with Other Roadway Users. The student understands characteristics of other vehicles' performance, the potential conflicts with other motorized and non-motorized roadway users, and applies critical-thinking, decision-making, and problem-solving skills to respond with reduced risk driving behavior while sharing the roadway with other users.

The student is expected to describe and demonstrate driver responsibilities for sharing the road with:

- (a) bicyclists;
- (b) trucks;
- (c) trains;
- (d) busses;
- (e) construction vehicles;
- (f) farm machinery;
- (g) slow-moving vehicles;
- (h) oversized vehicles;
- (i) vehicles towing trailers;
- (j) recreational vehicles;
- (k) motorcyclists;
- (l) mopeds and scooters;
- (m) emergency vehicles;
- (n) funeral processions;
- (o) animals; and
- (p) pedestrians.

Topic 28. Responding to Emergencies. The student examines how to respond to vehicle malfunctions. The student identifies procedures for emergency evasive steering; recognizes how to respond to skids resulting from low traction conditions; and evaluates the procedures to safely return a vehicle to the roadway from an off-road driving condition.

The student is expected to describe:

- (a) appropriate responses and prevention measures for sudden tire deflation, accelerator problems, engine, cooling, steering, electrical, lighting, and brake failures, and vehicle fire;
- (b) how to respond to low traction conditions resulting in skids;
- (b) how to respond to conditions requiring emergency evasive steering; and
- (c) the good habits to safely return a vehicle to the pavement from an off-road condition;

Topic 29. Responsibilities After a Collision. The student describes driver responsibilities in the event of a collision or when given directions by emergency personnel.

The student is expected to:

- (a) state Idaho's Good Samaritan Law and requirements for reporting a collision;
- (b) describe what to do at the scene of a collisions;
- (c) describe how to respond to emergency personnel's directions;
- (d) describe how to meet insurance reporting requirements; and
- (g) demonstrate how to complete a collision report.

Topic 30. Effects of Emotions and Disabilities. The student explores how the senses are used while driving. The student develops an understanding of how emotions affect the driving task and ways to manage emotional situations while driving. The student develops an understanding of how temporary and permanent disabilities may affect the driving task and ways to compensate while driving.

The student is expected to describe:

- (a) how the senses for touching, hearing, smelling and seeing are used while driving;
- (b) emotions and their affect on driver behavior;
- (c) ways to control emotions while driving;
- (d) temporary and permanent disabilities that may affect the driving task; and
- (e) actions drivers can take to compensate for disabilities while driving.

Topic 31. Alcohol and Drugs' Effect on the Body. The student describes why and how different amounts of alcohol and drugs affect people. The student evaluates the amount of alcohol in various drinks. The student describes

the blood alcohol concentration as related to body weight and the number of drinks containing alcohol consumed in a given period of time.

The student is expected to describe:

- (a) how legal and illegal alcohol and drugs affect people differently;
- (b) the amount of alcohol in various drinks;
- (c) how blood alcohol content (BAC) is related to a person's body weight;
- (d) how BAC is related to consuming a certain number of drinks containing alcohol in a given period of time; and
- (e) the synergistic effects of alcohol and/or drugs.

Topic 32. Alcohol and Drugs' Effect on the Driving Task. The student describes the effects (legally drunk and impaired) of alcohol and drugs on driver perception, vision, reaction time, and risk-taking; the increased probability of being involved in all crashes - especially a fatal traffic crash; and the physiological and psychological effects of other drugs on the driving task.

The student is expected to:

- (a) describe the effects of alcohol and drugs on driver perception, vision, reaction time, and risk-taking;
- (b) describe the increased probability of being involved in a fatal traffic crash after drinking; and
- (c) recognize and describe the physiological and psychological effects of other drugs on the driving task.

Topic 33. Saying "No" to Alcohol and Other Drugs. The student recognizes why it is wise not to use alcohol or other drugs, especially while operating a motor vehicle, and the consequences of unlawful consumption. The student knows how to develop a plan to intervene when someone is drinking and intends to drive. The student recognizes and responds to peer pressure to use alcohol and other drugs by knowing that saying, "No!" is a reduced risk choice.

The student is expected to:

- (a) relate reasons why it is wise not to use alcohol or other drugs while operating a motor vehicle;
- (b) develop a plan to intervene when someone is drinking and intends to drive; and
- (c) relate or develop a plan to say no to peer pressure involving alcohol or other drug usage.

Topic 34. Alcohol Involved Crashes and Idaho Laws. The student discusses the scope of the alcohol/traffic safety Problem; recognizes that alcohol is the most commonly used drug, and evaluates facts about teenage drinking and driving. The student understands the involvement of alcohol-related crashes, investigates why people drink or use other drugs and drive; and recognizes the effect alcohol related crashes have on families and communities. The student explores basic elements of Idaho laws pertaining to the use of alcohol and other drugs and improper use of a driver license to obtain alcohol, specifically as they apply to minors and adults.

The student is expected to:

- (a) relate the scope of the overall alcohol/traffic safety problem in Idaho and the United States;
- (b) describe why alcohol is the most commonly used drug involved with driving;
- (c) identify facts about teenage drinking and driving in Idaho and the United States;
- (d) discuss excuses why people drink and drive or use drugs and drive;
- (e) explore the effect alcohol related crashes have on families and communities;
- (f) explore rules, regulations, and penalties applicable for minors in possession, minors and adults while driving under the influence, and open containers;
- (g) explore rules, regulations, and penalties applicable to minors and adults for improper use of a driver license to obtain alcohol; and
- (h) explore rules, regulations, and penalties applicable to minors and adults for administrative license suspension and implied consent.

Topic 35. Preventing Drowsy Driving. The student examines the effect of fatigue on the physical and mental condition of drivers; describes behaviors indicating driver fatigue; explores the hazards associated with driving while fatigued; and explains methods to delay or avoid driving while fatigued and drowsy.

The student is expected to describe:

- (a) the physical and mental affect of fatigue on driver behavior;
- (b) the importance of sleep and its affect on performance;
- (c) the physical and mental symptoms of fatigue on the driving task; and
- (d) methods to prevent driving while fatigued and drowsy.

Topic 36. Preventing Aggressive Driving. The student describes aggressive behaviors and how driver errors lead to aggressive driving behaviors that can escalate to road rage; evaluates individual anxieties that can lead to aggressive driving; recognizes strategies drivers can adopt to reduce conflict; and describes how to apply anger management techniques to prevent aggressive driving that can lead to road rage.

The student is expected to:

- (a) describe aggressive driving behaviors that can lead to road rage;
- (b) describe driver errors that can lead to aggressive driving behaviors;
- (c) describe an individual's anxieties that can lead to dangerous driving behaviors;
- (d) develop strategies to reduce conflicts while driving; and
- (e) develop and use anger management techniques to prevent aggressive driving and road rage.

Topic 37. Reducing Driver Distractions. The student describes examples of conditions that can distract drivers and lead to increased risk driving and creates a personal plan for reducing driver distractions while driving.

The student is expected to describe:

- (a) how vehicle audio and video systems distract;
- (b) how cell phones distract;
- (c) how passengers distract;
- (d) how unrestrained animals can distract;
- (e) how eating, drinking, and smoking distract;
- (f) how reading can distract;
- (g) how personal grooming can distract;
- (h) how conditions outside the vehicle can create distractions; and
- (i) a personal plan for reducing distractions while driving.

Topic 38. Insurance Requirements. The student knows Idaho motor vehicle insurance requirements; understands the conditions of insurance coverage; and demonstrates responsibility for immediate and long-term obligations of owning and driving an automobile.

The student is expected to:

- (a) know insurance obligations for owning and driving an automobile;
- (b) describe how to comply with Idaho's vehicle insurance laws;
- (c) describe coverage and conditions for automobile insurance;
- (d) describe ways to establish and reduce automobile insurance rates;

- (e) discuss reasons individuals have automobile insurance denied or revoked; and
- (f) describe how to report to insurance agents after a crash.

Topic 39. Purchasing a Vehicle. The student analyzes data and utilizes critical thinking and problem solving skills to purchase a new or used automobile; examines the vehicle inspection, registration, and titling process; and recognizes the value of being a financially responsible driver.

The student is expected to:

- (a) identify personal needs for purchasing a new or used automobile;
- (b) list topics for a pre-purchase inspection of a used automobile;
- (c) calculate the expenses associated with purchasing and owning a new or used automobile to include
 - repair and maintenance,
 - insurance,
 - gas mileage and expense,
 - monthly payments and interest for the purchase of an automobile,
 - other expenses; and
- (d) understand the registration and titling process.

Topic 40. Maintaining a Vehicle. The student assesses vehicle operation and malfunctions to eliminate or prevent malfunctions by securing scheduled and unscheduled maintenance or repairs.

The student is expected to:

- (c) recognize dashboard warning symbols and respond to an activated warning symbol;
- (d) recognize the importance of under the hood vehicle maintenance checks;
- (e) explain basic operation and service requirements of the steering, suspension, fuel, electrical, lighting, and braking systems; and
- (f) recognize mechanical and tire malfunctions and the importance of securing maintenance and repairs to eliminate potential driving problems.

Topic 41. Planning a Trip. The student plans a trip, selects routes, predicts personal and vehicular needs, and calculates costs for an extended trip.

The student is expected to:

- (a) select routes for an extended trip using state and local maps;
- (b) predict personal and vehicular needs for an extended trip;
- (c) calculate the cost of an extended trip; and
- (d) describe how to prepare and load a vehicle for an extended trip.

Topic 42. Conserving Resources. The student applies strategies to reduce litter on Idaho roadways and understands the health and economic impacts of litter on themselves and their community; explores strategies to conserve fuel; recognizes procedures to recycle automobile fluids and parts; and how to make wise automobile selections to protect the environment by reducing pollution and conserving energy.

The student is expected to:

- (a) define littering;
- (b) analyze costs linked to littering;
- (c) understand emissions and pollutants emitted by motor vehicles;
- (d) describe maintenance tasks that keep vehicles from polluting;
- (e) list motor vehicle fluids and parts that must and can be recycled;
- (f) explain driving techniques that conserve fuel;
- (g) list personal strategies to reduce litter on Idaho roadways; and
- (h) explain the personal and global benefits of conserving energy, reducing pollution, and recycling.

Topic 43. Managing Risk with Vehicle and Highway Designs. The student investigates features built into highway and vehicle design for crash survival; and describes how improved technology helps reduce risk and minimize the consequences of a crash. The student recognizes the types of collisions that can occur and actions that can be taken to control the consequences

The student is expected to describe:

- (a) the crash survival features incorporated into highway and vehicular design;
- (b) collision types and actions to control the consequences of a crash; and
- (c) how improved highway and vehicle technology helps minimize the consequences of a crash.

Topic 44. Managing the Highway Transportation System. The student reviews the Highway Transportation System (HTS) and how cooperation by federal, state, local, and individual systems and agencies function together to provide a safe and lawful driving environment. The student understands the impact and consequences of personal driving behaviors on other users.

The student is expected to:

- (a) list the components of the Highway Transportation System;
- (b) describe how numerous agencies and individuals contribute to the function and management of the Highway Transportation System; and
- (c) assess the impact and consequences of personal driving behaviors on other users in the Highway Transportation System.

Topic 45. Driver Licensing. The student recognizes driver education and training as the foundation for assisting the student and parent/supervising driver to continue the life-long learning process of reduced risk driving. The student understands the requirements for complying with the Graduated Driver Licensing Law and how to get and keep a driver's license.

The student is expected to:

- (a) describe the process of obtaining and maintaining an Idaho driver license;
- (b) recognize the types of driver licenses;
- (c) be aware of special information that may be placed on a driver license or instruction permit;
- (d) understand licensing restrictions, suspensions, and revocations placed on driving privileges; and
- (e) explain the license renewal processes.
- (f) compare what was covered in the course to what still needs to be reinforced and practiced;
- (g) understand the requirements and consequences during the graduated driver license period;
- (h) understand the purpose of the *Supervising Driver Practice Guide*, or a comparable document, and how to utilize it during the required four month practice period; and
- (i) formulate ways to obtain guided behind-the-wheel practice and develop strategies to continue and accept personal responsibility for the life-long learning process of reduced risk driving.

IDAHO

Driver Education and Training Standards

Public Schools and Commercial Driving Schools

Note: New Public School Rules Became Effective April 2003

PUBLIC SCHOOLS	COMMERCIAL DRIVING SCHOOLS
Public schools eligible for up to \$110 per student – paid from driver licensing fees. Any resident 14 /2 through the age of 21 can take driver education/training through a public school	Licensed annually (January 1 st). License fee cost \$50 for school, \$10 for the instructor
Fiscal year 2003 students completing minimum requirements = 12,822	Fiscal year 2003 students completing minimum requirements = 4,762
Student average fee = \$77.40	Student average fee = \$199 - \$395
School districts may contract with a commercial driving school to provide the driver education and training program	
Commercial school employees who will be with a teen driver student unsupervised shall have a completed criminal history background check.	
All driver education and training instructors teaching under the contract shall have a criminal history background check.	
COURSE DELIVERY STANDARDS	COURSE DELIVERY STANDARDS
Established criteria for a Teen Driver Education and Training Program	The curriculum outline and course will meet the standards prescribed by the Department of Education for Approved Driver Education Programs.
Minimum 30 hours classroom, 6 hours behind the wheel, and 6 hours observation over 42 days when school is in session	Minimum 30 hours classroom, 6 hours behind the wheel, and 6 hours observation over 42 days
The driver-training (DT) permit shall be purchased before the student participates in any instruction	The driver-training (CT) permit shall be purchased before the student participates in any instruction
Classroom home correspondence course standards established (must live 50 miles from provider and class is not offered at least once per year)	Classroom home correspondence course standards established (must live 50 miles from provider and class is not offered at least once per year)
Student List must be submitted to Dept of Education within 10 days after the class begins	
Student records must be made in ink	
A driving log for each student shall be maintained by the instructor	A driving log for each student shall be maintained by the instructor
The classroom shall have: <ol style="list-style-type: none"> 1. a minimum of 20 square feet per occupant with individual seating and writing space for each student 2. adequate heat, lighting, ventilation 3. a VCR/monitor, if used, will be of sufficient size for all students to see 4. a whiteboard, chalkboard or flipchart 	The classroom will be of sufficient size to provide space for each student to sit and a desk upon which to write. The environment will be a classroom that is conducive to learning.
CLASSROOM STANDARDS	CLASSROOM STANDARDS
30 day courses when school is not in session (summer classes)	
Maximum number of students in a class at 36	It is recommend that no more than 30 students be scheduled per class.
	At least 3 of the 6 hours of BTW must be during day light hours.
During the 42- and 30-day programs, students shall be regularly scheduled for integrated classroom and behind the wheel instruction periods	Classroom and behind the wheel instruction periods will be regularly scheduled with concepts first introduced in the classroom followed by practice

	behind the wheel
	Not more than 10 hours of classroom time will be devoted to showing of films or videos
Maximum number of classroom hours per week (10)	
Maximum number of classroom hours per day is two hours when school is in session	Each classroom session should not exceed two hours in duration
Before students begin behind the wheel instruction on a public roadway, they will first be given classroom instruction for the basics of: approaching the vehicle with awareness; orientation to controls; use of vision to control the vehicle; proper use of the steering wheel; accelerator and brake control; turning left and right; signs, signals, and markings; and rules of the road.	Before students are scheduled for BTW instruction, they must first be given classroom instruction on: orientation to controls, circle of safety, rules of the road, turning left and right, tracking, signs, signals, markings and proper use of the steering wheel.
Each behind-the-wheel lesson shall be taught in the classroom prior to practicing the lesson during behind the wheel instruction. Classroom instruction shall not be substantially completed or completed before starting in-car practice.	Classroom instruction may not be completed before beginning in-car instruction. Ideally, each week students will receive both classroom and behind-the-wheel instruction
Maximum classroom hours per day is three hours when school is not in session	
Five minute breaks permitted for classes longer than one hour per day	
Can miss first three hours of class, however, classes must be made up before attending the next scheduled class	
Two or more separate classes may not be combined into one class unless the lesson taught is consistent with the program's scope and sequence and lesson content outline	
Instruction shall not begin earlier than 6:00am or end later than 10pm.	Driving schedules should be for the benefit of the students, not for the convenience of the instructors. Example: Classes or drives that take students past 9pm or scheduled before 6am are not in the best interest of the students.
The 30 clock hours of classroom instruction requires contact with the instructor. Homework assignments completed outside the classroom shall not be counted in the 30 clock hours.	The 30 hours of classroom time requires contact with the instructor. Additional assignments outside the classroom will not be counted in the 30 hours.
BEHIND THE WHEEL STANDARDS	BEHIND THE WHEEL STANDARDS
No less than 2 students, nor more than 3 students in the car unless prior written permission is given by the parent or legal guardian.	No less than 2 students, nor more than 3 students in the car unless prior written permission is given by the parent or legal guardian.
Maximum two hours observation per day	Maximum one hour observation per day unless the class consists of four or fewer students then observation can be completed with parent.
Only the instructor and student driver may occupy the front seat. No person shall occupy a rear seat unless involved as a student, parent/guardian, instructor or student enrolled in a driver education teacher preparation course, translator, or supervisor of the driver-training program.	
The maximum BTW time is 60 minutes per day	The maximum BTW time is 60 minutes per day
Maximum in car instruction not to exceed three hours in any one week	
Classroom instruction shall not be substantially completed or completed before starting in-car practice.	Classroom instruction may not be completed before beginning in-car instruction
Drive time shall not include time spent driving to pick up or drop off students unless the route meets the objective of the drive lesson	
In-car instruction shall include not less than two (2) or more than three (3) students in the car	In-car instruction shall include not less than two (2) or more than three (3) students in the car

At least three (3) of the six hours shall be during daylight	At least three (3) of the six hours shall be during daylight
	It is recommended that students receive 12 hours of in-car observation time
CURRICULUM/ASSESSMENT	CURRICULUM/ASSESSMENT
The school will have a written policy for involving a parent or legal guardian in the student's driver education and training program	
The standards for passing the Teen Driver Education and Training Program shall be clearly set forth in writing to students prior to starting the course of instruction	
Students are graded for knowledge, skill, and attitude	Students are graded for knowledge, skill, and attitude
Attitude failure is described as conviction of an ID Statute or behavior contrary to DE standards or policies	
Requirements for passing a teen driver education and training program (cumulative for knowledge, skill, attitude) is 80%	Driver education is a pass/fail class. Upon completion of the course, a grade of "P" or "F" will be recorded for the students' final grade.
Each student shall have access to instructional materials to read and study during the course	
The instructional material shall be equal to or exceed the content of a current state-adopted driver education textbook and be compatible with the school's curriculum content outline.	
School's instructors must use the same final skills test form for student assessment	
Each student shall be assessed for knowledge and understanding of the classroom lessons with quizzes that require students to list, define, describe, identify, demonstrate, explain, compare, predict, estimate, or solve	
Students failed if driving without driver training instructor (Idaho law does not permit parental driving during driver education)	Students failed if driving without driver training instructor (Idaho law does not permit parental driving during driver education)
A final behind-the-wheel skills test will be administered that measures the essential skills required for successful completion of an Idaho Teen Driver Education and Training Program as published by the Department of Education. A standardized form will be used by the school's instructors, with planned, predetermined routes.	A final road test must be given at the completion of the course Each school should develop a standardized evaluation form with predetermined routes
A final knowledge test will be administered at the completion of the course. The test shall cover the essential knowledge required for successful completion of a Teen Driver Education and Training Program as published by the Department of Education.	
A make-up policy shall ensure that all required hours of instruction and course content are completed. Students will not be allowed to make up missed lessons in a scheduled classroom session unless the lesson missed is being taught. Make-up lessons may be provided on an individual basis	All absentees must be made up to meet the minimum number of hours required
The classroom and behind the wheel essential knowledge and skills will meet or exceed the Idaho Teen Driver Education and Training Curriculum Guide.	

Each instructor shall have lesson plans for the lesson they are teaching in the classroom and/or BTW based upon the program's approved curriculum content outline. Lesson plan content shall meet or exceed the most current Idaho Driver Education and Training Curriculum Guide.	Each program should develop and adopt a "scope and sequence" for driver education and provide a copy to each instructor for the program
Must provide a practice guide and log for parents/students' use during the 4 months practice period prior to licensing	
Out of state students training must meet or exceed Idaho's minimum standards to be accepted for driver education completion	Out of state students training must meet or exceed Idaho's minimum standards to be accepted for driver education completion
Minimum classroom space (20 sq ft) per person	
INSTRUCTOR REQUIREMENTS	INSTRUCTOR REQUIREMENTS
Instructors must hold a valid Idaho teaching certificate with a driver education endorsement (four semester credits required for the endorsement)	Instructors must complete 4 semester credits for driver education teachers and 8 semester credits in professional education The State Board of Education shall not require the possession of a valid Idaho teaching certificate as a condition for the issuance of an instructor's license
Instructors must maintain a satisfactory driving record	Instructors must maintain a satisfactory driving record
New instructors must complete the ITD skills test (no more than 7 penalty points) and a knowledge test (80%) for the initial license At the discretion of the Department, a re-examination of the knowledge or skills may be required for a license renewal.	
Medical check-up every 2 years for all in-car teachers only meet DOT CDL requirements	Medical check up every 3 years
Instructors must complete 15 hours of professional development every 2 years	
Cell phone usage while a student is driving shall be limited to emergency purposes only.	
Instructors must pass a criminal history background check	No person will engage in conduct which is offensive to the ordinary dignity, decency, and morality of others
VEHICLES	VEHICLES
Before a vehicle is used for instruction, annually a law enforcement officer or qualified mechanic must inspect the vehicle using the <i>Vehicle Inspection Form</i> provided by the Department of Education	Law enforcement must inspect the vehicle annually and place the inspection sticker on the window
Driver training vehicles older than 12 months shall be mechanically inspected every twelve (12) months based upon the recommendations in the <i>Passenger Vehicles & Light Trucks Inspection Handbook</i> , published by the American Association of Motor Vehicle Administrators.	Every 6 months or 7,500 miles, which ever occurs first, the vehicle must have a mechanical inspection by a qualified person familiar with mechanical operation
All motor vehicles used to practice driving lessons shall be equipped with a dual control brake pedal within easy reach of the instructor and capable of bringing the vehicle to a stop in accordance with Idaho Code §49-933(7). Driver training vehicles shall be equipped with: <ul style="list-style-type: none"> operating safety belts and all occupants in the driver-training vehicle shall be properly secured in a safety belt when the vehicle is moving. an inside rear view mirror for the exclusive use of the instructor side-view mirror on each side of the vehicle, adjusted for the driver's use. signs that can be seen from outside the vehicle to the rear and both sides of the vehicle 	Vehicles must have a dual control brake, operating seat belts for every occupant, fire extinguisher, first aid kit, and a rear-view mirror on each side of the vehicle and a rear view mirror for the exclusive use by the instructor. Each driver education car will have a rooftop sign. The rooftop sign for commercial driver training schools will be white in color with the school name and the words "Driver Education" or "Student Driver"

<ul style="list-style-type: none"> ○ The signs and letters will be of contrasting colors so as to be clearly readable at one hundred feet in clear daylight. ○ Signs to the rear and sides will have “STUDENT DRIVER,” or “DRIVER EDUCATION,” with not less than 2 ½ inch high lettering. ○ Signs to both sides of the vehicle will have the name of the school district with not less than two-inch (2) high lettering. ○ All signs must be safely secured while the vehicle is in motion. 	
<p>Collision reports must be sent to the Dept. of Education within 2 weeks following an accident, regardless of the extent of damages.</p>	<p>Collision reports must be sent to the Dept. of Education within 2 weeks following an accident, regardless of the extent of damages.</p>
<p>School districts must maintain state’s minimum insurance coverage as described in code</p>	<p>Insurance minimum is \$100,000-500,000-100,000, plus \$5,000 medical.</p>