



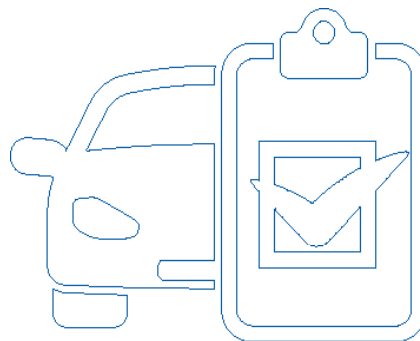
## Welcome . . .

As an experienced driver, you are already equipped with the knowledge needed to help your teen be a safe and successful driver. This course serves as a guide that will take you step-by-step through the driver training process.

Please remember that the teenager must have a valid driver's permit before doing any driving.

## What you need to know . . .

This icon identifies who should be driving as you work your way through the lesson.



This icon will be located at the top of the page and will identify the objective of the lesson.

This icon identifies who should be in the passenger seat, observing as you complete the lesson.



### Each unit consists of:

- A section where the parent/guardian is the driver with the teen as the observer. In this section, the parent/guardian should perform the listed tasks while explaining what they are doing. The teenager should observe the actions as they take place and review their observations with the parent/guardian. They can review these observations by asking questions or making comments about what they observe.
- A section where the teenager is the driver and the parent/guardian is the observer. In this phase, the teenager should practice the things they observed in the previous section. The parent/guardian will observe the teenager while using the tasks listed to make sure that the student remembers all the points of the unit.

### Progress assessments

Three in-car progress assessments will take place at key intervals in the course. During these assessments, the teenager should demonstrate their ability to implement all the points that they have learned up to that point (with little to no input from the parent/guardian). The parent/guardian should observe the teenager's skills and make a note of any areas that need improvement.



# In-Car Behind-the-Wheel Instruction and Observation Log

The 7 hours of in-car observation and 7 hours of behind-the-wheel instruction should be completed with the Parent Taught teacher(s) who are registered with the Texas Department of Licensing and Regulation (TDLR). You may need to present this log to the Texas DPS when applying for your provisional license.

Your student cannot be taught more than two hours on any day. These two hours can consist of one hour of Observation (parent driving) and one hour of Instruction (student driving).

The student is not allowed to drive for more than one hour per day.



This icon reminds you to log the time spent on the module. You will also see a sample of the section of the log that needs to be filled out. REMEMBER—you cannot log more than one hour of student driving per day!

Student Name: \_\_\_\_\_

Permit #: \_\_\_\_\_

Topic	In-Car Observation or Behind-The-Wheel Instruction	Date	Time	Duration	Official Parent Instructor Signature and DL#
<i>Driver Preparation</i>	In-Car Observation			1/2 hour	
	Behind-The-Wheel Instruction			1/2 hour	
<i>Vehicle Movements</i>	In-Car Observation			1 hour	
	Behind-The-Wheel Instruction			1 hour	
<i>Driver Readiness</i>	In-Car Observation			1 hour	
	Behind-The-Wheel Instruction			1 hour	
<i>Risk Reduction and Environmental Factors</i>	In-Car Observation			1 hour	
	Behind-The-Wheel Instruction			1 hour	
<i>Distractions</i>	In-Car Observation			1 hour	
	Behind-The-Wheel Instruction			1 hour	
<i>Vehicle Movements and Reference Points</i>	In-Car Observation			1 hour	
	Behind-The-Wheel Instruction			1 hour	
<i>Adverse Conditions and Vehicle Requirements</i>	In-Car Observation			1 hour	
	Behind-The-Wheel Instruction			1 hour	
<i>Consumer and Personal Responsibility</i>	In-Car Observation			1/2 hour	
	Behind-The-Wheel Instruction			1/2 hour	
<b>TOTAL: 14 hours (7 In-Car Observation + 7 Behind-The-Wheel Practice)</b>					



## Behind-the-Wheel Practice Log

Before a student is eligible for a provisional license they must complete the 30 hours of behind-the-wheel practice in the presence of an adult who is 21 years of age or older and has been licensed for at least one year (TRC 521.222). Only one hour of behind-the-wheel practice per day will count toward the 30 hours (if you drive more than one hour a day, you can only count one hour). The student must complete at least 10 of the 30 hours at night. When you go to the DPS to apply for your provisional license you may be asked to present this log.

Student Name: \_\_\_\_\_

Permit #: \_\_\_\_\_

Practice Session	Date	Time	Daytime Hours	Nighttime Hours	Adult's Initials and DL #
Getting Ready, Starting, Placing Vehicle in Motion, Stopping (2 hours)					
Moving, Stopping, Steering, Knowing Where You Are (3 hours)					
Backing (1 hour)					
Turning, Lane Position and Visual Skills (4 hours)					
Searching Intended Path of Travel (3 hours)					
Parking (1 hour)					
Turnabouts (2 hours)					
Multiple Lane Roadways (4 hours)					
City Driving (5 hours)					
Expressway/Freeway Driving (5 hours)					

I certify and endorse that the above record is true and correct and my student has completed 30 hours of guided practice which includes at least 10 nighttime hours.

\_\_\_\_\_  
Instructor's Signature (student's signature if over 18 years of age)

\_\_\_\_\_  
Date



# Behind-the-Wheel Practice Log

This is an example of how to fill out the 30-hour behind-the-wheel practice log.  
 PLEASE NOTE: This log is different from the 14-hour behind-the-wheel *instruction* log.  
 You must have at least 44 different days listed between the two logs. Fourteen days on the instruction log, and 30 hours on this log.

Student Name: Legal name of the student

Permit #: Student's permit number

Practice Session	Date	Time	Daytime Hours	Nighttime Hours	Adult's Initials and DL #
Getting Ready, Starting, Placing Vehicle in Motion, Stopping (2 hours)	Day 15	7 pm		1	
	Day 16	4 pm	1		
Moving, Stopping, Steering, Knowing Where You Are (3 hours)	Day 17	9 am	1		
	Day 18	8 pm		1	
	Day 19				
Backing (1 hour)	Day 20				
Turning, Lane Position and Visual Skills (4 hours)	Day 21				
	Day 22				
	Day 23				
	Day 24				
Searching Intended Path of Travel (3 hours)	Day 25				
	Day 26				
	Day 27				
Parking (1 hour)	Day 28				
Turnabouts (2 hours)	Day 29				
	Day 30				
Multiple Lane Roadways (4 hours)	Day 31				
	Day 32				
	Day 33				
	Day 34				
City Driving (5 hours)	Day 35				
	Day 36				
	Day 37				
	Day 38				
	Day 39				
Expressway/Freeway Driving (5 hours)	Day 40				
	Day 41				
	Day 42				
	Day 43				
	Day 44				

**HOW TO USE THIS LOG:**

When driving you must be accompanied by someone who meets these requirements:

- Is at least 21
- Has a valid driver license
- Has at least one year driving experience

At least 10 of the hours logged must be completed at night. Any time after sunset and before sunrise counts as night driving.

You cannot log more than one hour per day.

Please Note: Where this example log shows "Day 15", etc., you will want to enter the actual date that you completed the hours, i.e., 10-1-19

I certify and endorse that the above record is true and correct and my student has completed 30 hours of guided practice which includes at least 10 nighttime hours.

Signature of the student's legal parent or guardian

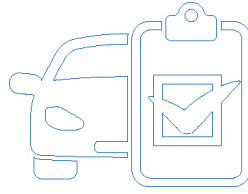
Instructor's Signature (student's signature if over 18 years of age)

Last date listed on this log

Date



## Driver Preparation



## Pre-start Tasks



During this activity, you will show your teen how to perform the following in-car checks *before* starting the car.

Before you begin this task, read through the owner's manual. This manual provides information specific to your vehicle.



## In-Car Check

- Is there enough fuel?
- Are the turn signals working?
- Do the hazard lights work?
- Adjust the seat and steering wheel
- Adjust the mirrors to minimize blind spots
- Make sure everyone is secured

## Hand Placement

To properly place your hands on the steering wheel you need to use your imagination.

Picture the steering wheel as a clock. Place your hands at the 3 o'clock and 9 o'clock positions.

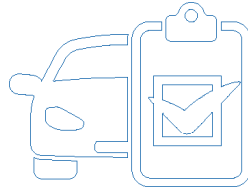
## Mirror Adjustments

1. Rear view mirror—adjust it so that you can see out of the back window.
2. Left mirror—move your head against the driver side window and adjust the mirror so that you can just barely see the side of your car.
3. Right mirror—move your head to the middle of the car and adjust the mirror so that you can just barely see the side of your car.





## Driver Preparation



## Pre-start Tasks



Demonstrate your knowledge of the points on the checklist. If you have any questions, ask your parent/guardian for help.

Use the checklist below to help your teenager practice their driving skills.

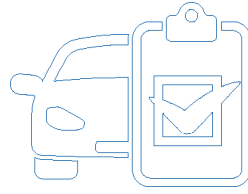


## Pre-start Task Checklist

- Is there enough fuel?
- Are the turn signals working?
- Do the hazard lights work?
- Adjust the seat and steering wheel
- Adjust the mirrors to minimize blind spots
- Make sure everyone is secured
- Proper hand placement
- Adjust mirrors



## Driver Preparation



## Pre-drive Tasks



For this activity, you and your teen should walk around the vehicle and check the items below.

As you observe your parent/guardian during this task make sure you pay attention to all the steps that they take.



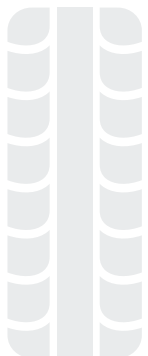
### Walk Around

- Objects and debris around vehicle
- Damage to vehicle
- Condition of windshield wipers
- Condition of headlights and taillights
- Tire tread depth and air pressure
- Windows are clean and free of cracks

### In-Car Check

- Is there enough fuel?
- Are the turn signals working?
- Do the hazard lights work?
- Adjust the seat and steering wheel
- Adjust the mirrors to minimize blind spots
- Make sure everyone is secured

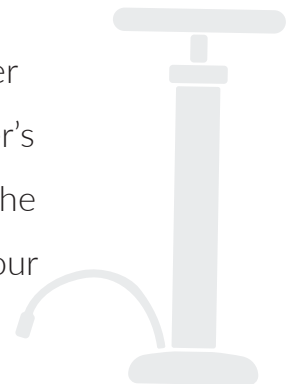
#### Tire Tread



To check the tire tread depth use a quarter. If the tread of the tire reaches to at least the top of Washington's head, then the tire tread is good.

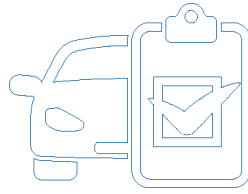
#### Air Pressure

There should be a sticker on the inside of the driver's side door that identifies the correct air pressure for your vehicle's tires.





## Driver Preparation



Demonstrate your knowledge of the points on the checklist. If you have any questions, ask your parent/guardian for help.

## Pre-drive Tasks

Use the checklist below to help your teenager practice their driving skills.



### Walk Around

- Objects and debris around vehicle
- Damage to vehicle
- Condition of windshield wipers
- Condition of headlights and taillights
- Check the tire tread
- Check the air pressure of the tires
- Windows are clean and free of cracks

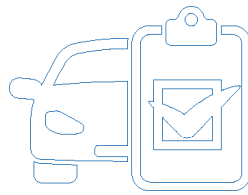
### In-Car Check

- Is there enough fuel?
- Are the turn signals working?
- Do the hazard lights work?
- Adjust the seat and steering wheel
- Adjust the mirrors to minimize blind spots
- Make sure everyone is secured





# Driver Preparation



# Occupant Protection



During this activity, you will demonstrate how to adjust the car’s occupant protection features properly.

As you work through this task pay attention to the proper way to adjust the car’s occupant protection features.



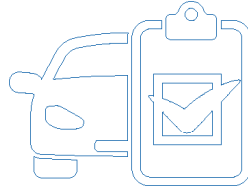
## Occupant Protection



- Seat position—driver should be able to reach the steering wheel while still having a slight bend in their elbows. The top of the headrest should be in line with the top of the driver’s head.
- Steering wheel position and hand placement—steering wheel should not touch the drivers legs. Remember to position your hands at the 9 o’clock and 3 o’clock positions.
- Safety belts—the shoulder part of the belt should fit snug across the chest but away from the face and neck. The lap part of the belt should fit snug across the hips.
- Airbags—you should position yourself so that there are at least 10–12 inches between your chest and the steering wheel.
- Child safety seats—always check the manufacturer’s guidelines to ensure that you are installing and securing the seat properly.



## Driver Preparation



## Occupant Protection



Demonstrate your knowledge of the points on the checklist. If you have any questions, ask your parent/guardian for help.

Use the checklist below to help your teenager practice their driving skills.

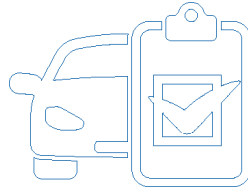


*Make sure you meet the following  
occupant protection items:*

- Seat position adjustment
- Steering wheel position adjustment
- Safety belt positioning
- Distance from airbag
- Place your hands on the wheel at the correct position
- Install child safety seat (if there is a child that needs to use one)



# Driver Preparation



# Vehicle Symbols and Devices



During this activity, you will sit in the driver's seat and review the vehicle's symbols and devices.

In this task, you will use the owner's manual and follow your parent's review of the vehicle's symbols and devices.



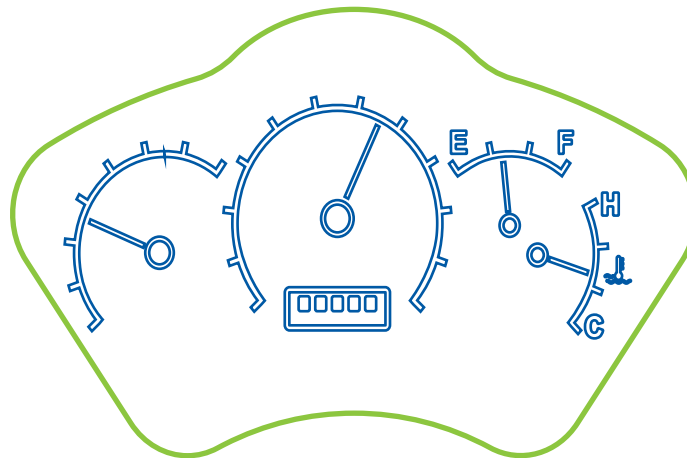
## Vehicle Symbols and Devices

See the Owner's Manual for a complete list of the vehicle's alert and warning symbols as well as the devices for control, information, safety, communication, convenience and comfort. Use the manual to help you locate, identify and learn how to respond to these symbols.

**Red** lights need immediate attention.

**Yellow** or **amber** lights indicate a situation with the vehicle that needs attention, but not immediately.

**Green** or **blue** lights mean that a system is working or is currently in use.



### Alert and warning symbols

Check engine, anti-lock brake, oil pressure, tire pressure, low fuel, high-beam, battery, washer fluid, traction control, transmission temperature

#### Control Devices

Steering wheel, gear selector lever, gas, brake and clutch pedals

#### Communication Devices

Emergency (hazard) lights, turn signals (blinkers)

#### Safety Devices

Windshield wipers, parking (emergency) brake, horn

#### Comfort Devices

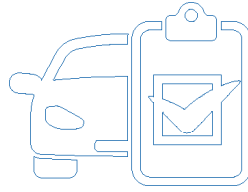
Heated seats, air conditioning.

#### Convenience Devices

Rear view camera, GPS, Bluetooth, radio.



## Driver Preparation



## Starting Tasks



During this activity, you will perform the following starting tasks and demonstrate operating space.

In this task, you will observe as your parent/guardian performs the starting tasks and learn how to establish vehicle operating space.

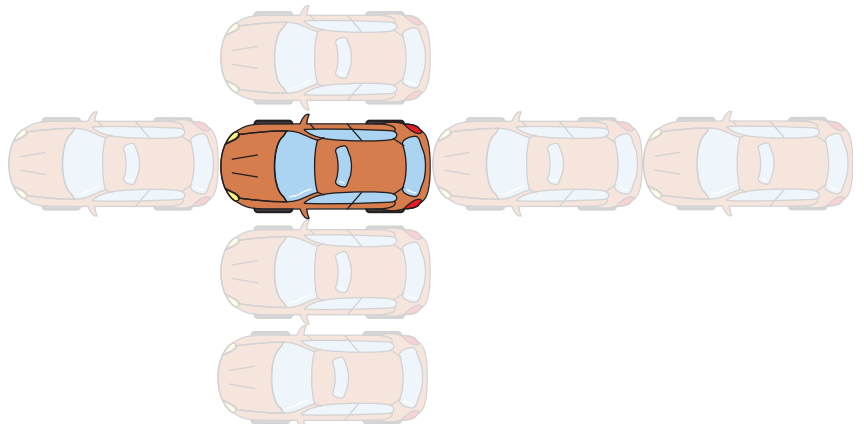


## Starting Tasks

1. *Automatic vehicle.* With the vehicle in Park, place your foot on the brake pedal.  
*Manual vehicle.* With the parking brake engaged and the vehicle in Neutral place your left foot on the clutch and the right foot on the brake.
2. Put the key in the ignition and turn to “on.”
3. Check the gauges and symbols to see if anything needs attention.
4. Turn the key to the “start” position and quickly release it when you hear the engine start.
5. Check the dashboard symbols again.
6. Check the vehicle operating space to make sure everything is clear.

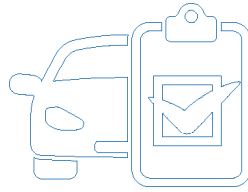
### Vehicle Operating Space

The faded cars represent the ground areas around your vehicle that are not visible from the driver’s seat.





## Driver Preparation



## Vehicle Symbols and Devices: Starting Tasks



Demonstrate your knowledge of the points on the checklist. If you have any questions, ask your parent/guardian for help.

Use the checklist below to help your teenager practice their driving skills.



## Vehicle Symbols and Devices

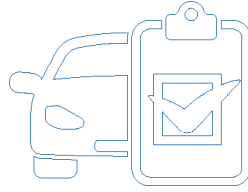
Review and explain the vehicle symbols and devices. Explain how you should react to the symbols that are red, yellow or amber, green and blue.

### Starting Tasks

- Place the vehicle in the proper gear
- Turn the ignition to the "on" position
- Check the symbols and gauges
- Turn the ignition to the "start" position
- Check the symbols and gauges again
- Make sure the area around your vehicle is clear



# Driver Preparation



# Vehicle Operation and Control



For this activity, you should practice in your driveway, a parking lot or another safe and empty space.

In this task, pay attention to how to operate the vehicle. Use the owner’s manual to answer any questions that you may have.



## Vehicle Operation and Control

At various safe speeds, demonstrate the following movements:

- Accelerate
- Decelerate
- Steering straight, left and right
- Moving forward
- Moving in reverse
- Turning left and right
- Lateral maneuvers (sideways)
- Making 2-point and 3-point turns
- Making U-turns
- Stopping
- Parking

Demonstrate these multi-task performances while driving:

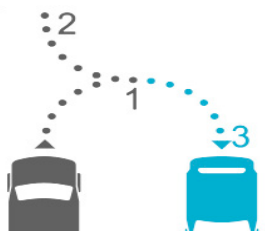
- Using turn signals
- Operating windshield wipers
- Engaging cruise control
- Adjusting the temperature
- Rolling windows up and down
- Adjusting the radio
- Checking the mirrors
- Checking blind spots
- Checking for other pedestrians and bicyclists

Make sure to compensate for divided attention by slowing down and increasing the space between your vehicle and others.

Perform and explain the steps needed to:

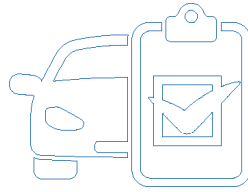
- Make a U-turn to pull up to and away from a parallel line or curb
- Perform a lateral maneuver to pull up to and away from a parallel line or a curb

*When performing these tasks make sure you sustain visual attention and communication. Doing this will help you to maintain safe driving practices.*





# Driver Preparation



# Vehicle Operation and Control



Demonstrate your knowledge of the points on the checklist. If you have any questions, ask your parent/guardian for help.

Use the checklist below to help your teenager practice their driving skills.

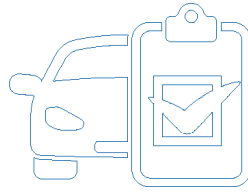


## Perform the following tasks:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Accelerate                  | <input type="checkbox"/> Stop the car              |  |
| <input type="checkbox"/> Decelerate                  | <input type="checkbox"/> Park the car              |  |
| <input type="checkbox"/> Steer straight, left, right | <input type="checkbox"/> Use turn signals          | <input type="checkbox"/> Check for bicyclists  |
| <input type="checkbox"/> Move forward                | <input type="checkbox"/> Operate windshield wipers | <input type="checkbox"/> Make a U-turn to pull up to a curb or parallel line           |
| <input type="checkbox"/> Move in reverse             | <input type="checkbox"/> Use cruise control        | <input type="checkbox"/> Make a U-turn to pull away from a curb or parallel line       |
| <input type="checkbox"/> Turn left                   | <input type="checkbox"/> Adjust the temperature    | <input type="checkbox"/> Make a lateral move to pull up to a parallel line or curb     |
| <input type="checkbox"/> Turn right                  | <input type="checkbox"/> Operate windows           | <input type="checkbox"/> Make a lateral move to pull away from a parallel line or curb |
| <input type="checkbox"/> Move left and right         | <input type="checkbox"/> Adjust the radio          |  |
| <input type="checkbox"/> Make a 2-point turn         | <input type="checkbox"/> Check the mirrors         |  |
| <input type="checkbox"/> Make a 3-point turn         | <input type="checkbox"/> Check the blind spots     |  |
| <input type="checkbox"/> Make a U-turn               | <input type="checkbox"/> Check for pedestrians     |  |



## Driver Preparation



## Post-drive Tasks



This activity should also be done in your driveway, a parking lot or another safe, empty space.

In this task pay attention to the post-drive tasks and think about ways that you can use a space management system.



## Post-drive Tasks

1. Once the vehicle has come to a complete stop, put the car in Park for an automatic vehicle. If you have a manual vehicle you should refer to your owner's manual for instructions on parking. Some sources recommend putting the car in First gear, others recommend Neutral.
2. Engage the parking brake.
3. Turn off the accessories as listed in the owner's manual.
4. Roll up the windows.
5. Turn the engine off.
6. Before exiting the vehicle, check for traffic or anything that might be hit by your door when you open it.
7. Verify that all passengers, animals and valuables are safely out of the vehicle.
8. Lock the vehicle.

### One more thing to keep in mind . . .

Space management systems help drivers to keep alert to what is going on around them while maintaining safe driving patterns. One system that you can use is SEE-iT (Search, Evaluate and Execute in Texas):

**Search**—Use your eyes and the mirrors to see what is happening all around the vehicle.

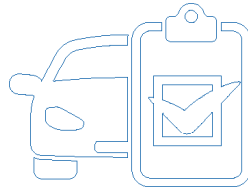
**Evaluate**—Think about the things you see. Are there immediate dangers? Do you see things that will be potential problems? What steps might you need to take to continue driving safely?

**Execute**—Safely follow through with any maneuvers that are needed to avoid dangers on the road.





## Driver Preparation



## Post-drive Tasks



Demonstrate your knowledge of the points on the checklist. If you have any questions, ask your parent/guardian for help.

Use the checklist below to help your teenager practice their driving skills.



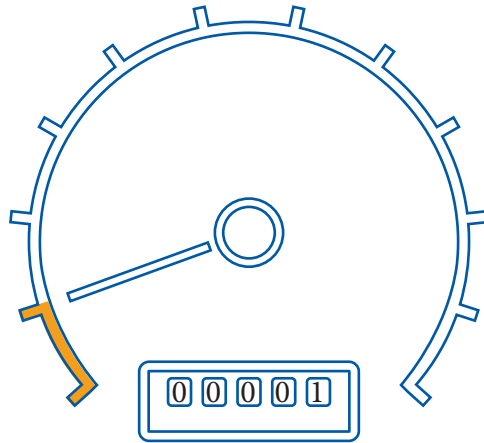
Successfully complete the post-drive tasks:

- Place the car in the appropriate gear
- Engage the parking brake
- Turn off the accessories as outlined in the owner's manual
- Roll up the windows
- Turn the engine off
- Check for any obstacles before exiting the vehicle
- Make sure all people and pets are out of the vehicle
- Lock the vehicle

Explain how to use a space management system, such as SEE-iT, and why it is important to use a system when driving.



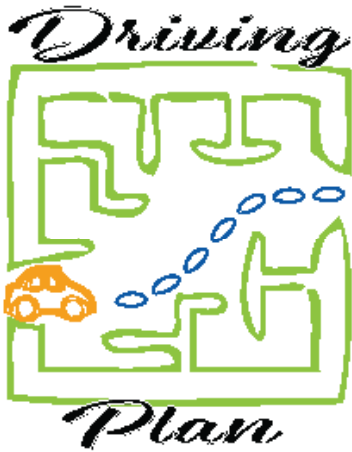
## *In-Car Progress Assessment*



- Perform the walk around, in-car check and mirror adjustments.
- Correctly utilize occupant protection.
- Locate, identify and appropriately respond to vehicle symbols.
- Know how to use vehicle devices correctly.
- Perform starting tasks.
- Describe vehicle operating space.
- Successfully do the following at various safe speeds: accelerate, decelerate, steer straight, steer right, steer left, move forward, move in reverse, turn left, turn right, make lateral maneuvers, make 2-point turns, 3-point turns, U-turns, stop and park.
- Check mirrors and blind spots.
- Perform multi-task actions such as using: turn signals, cruise control, temperature controls, windows and radio, as well as checking mirrors, blind spots and looking out for pedestrians and bicyclists.
- Maintain visual attention and communication when maneuvering the vehicle.
- Use a space management system.
- Perform post-drive tasks.



<b>Driver Preparation</b>	In-Car Observation
	Behind-The-Wheel Practice



Now it is time to make a driving plan. A driving plan will help you to use the skills and knowledge that you have learned so far and put them into practice. This will help you to develop and sustain legal and responsible safe driving practices. The sections below will guide you in formulating this plan.

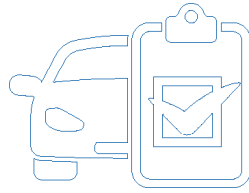
I plan to use what I have learned to drive in a legal and safe manner by doing the following . . .

I will not allow any of these things to interfere with my legal and safe driving . . .

Following this plan is important because . . .



# Vehicle Movements



# Visual, Mental Attention and Reference Points



In this activity you just need to drive. As you drive, your student will observe the situations listed. Then they will review their observations with you.

In this activity you will need to observe your parent/guardian as they drive. Look for the situations mentioned below. Review these observations with your instructor.



## Visual and Mental Attention

Observe roadway users doing the following:

- Sustaining visual attention
- Communicating
- Visual targeting (scanning)

Describe how the senses and fields of vision support visual attention

Identify how speed has an impact on attention and communication

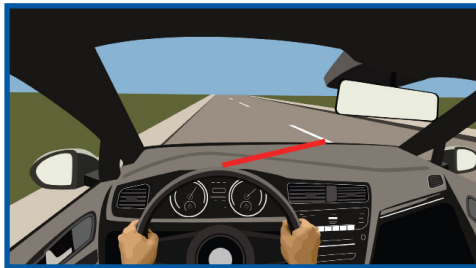


## Reference Points

Observe roadway users using reference points to position their vehicles.



To find your place on the left, picture an imaginary line going to the left, across the center-left side of your hood, over the top of your left headlight and ending at the curb. You are then 3-6 inches away from the curb.



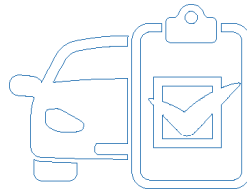
Find your position on the right by starting your imaginary line from your position in the driver's seat through the center point of your entire hood, ending at the curb. You are 3-6 inches away from the curb.



When trying to place the front of your vehicle, you should line your driver's side mirror up with a perpendicular line (or curb) in front of you. When your mirror just begins to cover the line your vehicle is at its stopping point.



# Vehicle Movements



# Vehicle Balance and Maneuvers



In this activity you just need to drive. As you drive, your student will observe the situations listed. Then they will review their observations with you.

In this activity you will need to observe your parent/guardian as they drive. Look for the situations mentioned below. Review these observations with your instructor.



## Vehicle Balance

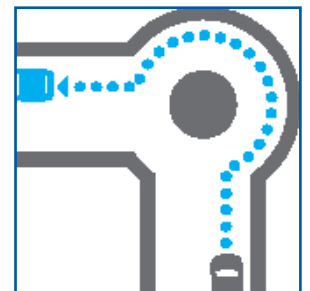
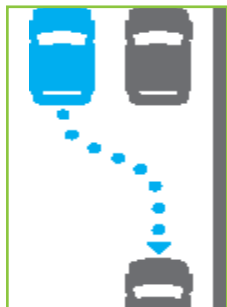
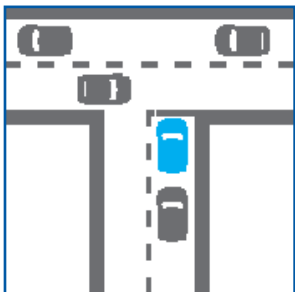
Before beginning this session review what your owner’s manual says about vehicle balance.

Observe how roadway users manage vehicle balance. How do variances in roadway grade and shoulder conditions affect vehicle maneuvers and balance?

Look for situations where the actions of one driver cause another driver to perform a maneuver that causes them to lose vehicle balance. How would you react in this situation?

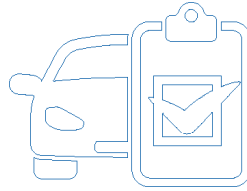
## Vehicle Maneuvers

Observe roadway users performing vehicle maneuvers and utilizing multi-task performances. Review your observations with your instructor.  
(These illustrations picture just a few vehicle maneuvers)





## Vehicle Movements



## Visual, Mental Attention and Reference Points



During this activity, you will need to perform the tasks listed below. You should be able to do these safely and without any assistance from your instructor.

In this activity you will use the checklist below to make sure that the teenager can perform the tasks safely and without assistance.



# Visual Attention, Mental Attention and Communication

- |   |   |
|---|---|
| <input type="checkbox"/> Sustain visual attention while scanning to rear, front, corners and sides of the vehicle | <input type="checkbox"/> Utilize other senses to maintain attention and communicate clearly   |
| <input type="checkbox"/> Respond to hidden spaces and changes in the areas around the vehicle                     | <input type="checkbox"/> Utilize each lane placement option at various speeds   |
| <input type="checkbox"/> Use lane placement to overcome line of sight and path of travel restrictions             | <input type="checkbox"/> Respond to communication from others   |
| <input type="checkbox"/> Appropriately manage following interval  | <input type="checkbox"/> Make right and left turns at various intersections without affecting traffic flow  |
| <input type="checkbox"/> Maintain visual and mental attention at various speeds                                   | <input type="checkbox"/> Drive through intersections (controlled and uncontrolled), railroad crossings, traffic circles, and different right-of way situations without affecting traffic flow |
| <input type="checkbox"/> Utilize various communication techniques to alert and communicate with others            |   |

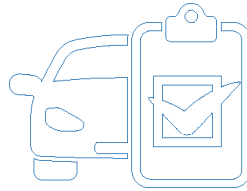
## Reference Points

Use reference points to establish and manage:

- |   |   |
|---|---|
| <input type="checkbox"/> Vehicle position and speed       | <input type="checkbox"/> Lane placement     |
| <input type="checkbox"/> Vehicle operating space          | <input type="checkbox"/> Right-of-way       |
| <input type="checkbox"/> Line of sight and path of travel | <input type="checkbox"/> Following interval |



# Vehicle Movements



# Vehicle Balance and Maneuvers



During this activity, you will need to perform the tasks listed below.

In this activity you will use the checklist below to make sure that the teenager can perform the tasks safely.



## Vehicle Balance

Manage vehicle balance while:

Driving on various road surfaces

Moving in and out of angled and perpendicular parking spaces

## Vehicle Maneuvers

Do the following:

Use visual targeting (scanning) to sustain visual attention

Safely use multi-task procedures while avoiding risk

Enter and exit traffic from a curb or side of road without affecting traffic flow

Change lanes without affecting traffic flow

Make a U-turn

Make a 2-point turn

Make a 3-point turn

Establish and manage the following:

Vehicle operating space

Line of sight

Path of travel

Lane placement

Right-of-way

Following interval

Vehicle speed

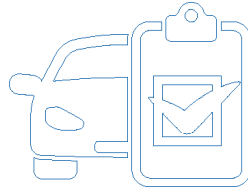
Communication with other roadway users



<b>Vehicle Movements</b>	<b>In-Car Observation</b>
	<b>Behind-The-Wheel Practice</b>



## Driver Readiness



## Driving Practices, Fatigue, Aggression



For this module demonstrate the points listed below while using multi-task performances. This should be done in varying traffic flows and volumes.

Observe your parent/guardian as they perform the task below while safely driving on roads and through intersections. Relate and discuss your observations.



### Driving Practices

Do the following while driving in areas of different traffic flow and volume:

- Make lane changes
- Perform the tasks covered in modules two and three
- Identify roadway users who are not emotionally, physically or mentally prepared

### Aggression

*The best thing to do when you encounter an aggressive driver is to stay calm. Avoid making eye contact and try to ignore any rude gestures or words. If possible, let them pass.*

### Fatigue

Fatigue is extreme tiredness from physical or mental exhaustion. Here are some ways that fatigue influences driving:

- Lowered (or dulled) alertness
- Delayed reaction time
- Slowed mental processing time
- Problems with short-term memory
- Decreased motivation
- Decreased attentiveness
- Increased aggression and moodiness

### Driver Readiness

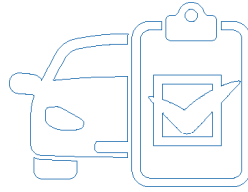
The following should be done off the road, in a minimal risk, non-damaging practice session:

- Demonstrate ways to compensate for errors made by fatigued drivers
- Demonstrate appropriate steps to take when dealing with aggressive drivers





# Driver Readiness



# Driving Practices, Fatigue, Aggression



For this module you will complete the points listed below while using multi-task performances. This should be done in varying traffic flows and volumes.

Use the checklist below to guide the student through the practice.



## Driving Practices, Fatigue and Aggression Checklist

Perform the following while utilizing multi-tasking performances and in varying traffic flows and volume:

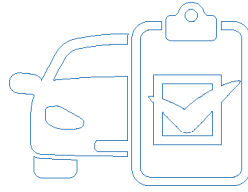
- Make lane changes
- Perform the tasks covered in modules two and three
- Explain how to compensate for unprepared drivers
- Explain how to be a prepared driver - emotionally, physically and mentally
- Explain how to compensate for errors made by fatigued drivers
- Explain how to avoid driving while fatigued
- Explain appropriate steps to take when dealing with aggressive drivers
- Explain how to avoid being an aggressive driver



<b>Driver Readiness</b>	<b>In-Car Observation</b>
	Behind-The-Wheel Practice



## Risk Reduction



## Risk Factors Space Management



Risk reduction requires driver awareness. In this session you will demonstrate commentary driving and space management.

Listen as your instructor uses commentary driving to identify risks. Think about how space management helps to reduce these risks.



## Search, Evaluate, Execute

Use SEE-IT (Search, Evaluate and Execute in Texas) or another space management system while practicing commentary driving as you navigate the following right-of-way situations:

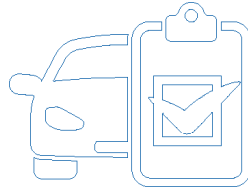
### Commentary Driving

*Even as you prepare to start the car, begin commenting on your upcoming actions. Look ahead (as well as behind and in your mirrors, of course) and comment on your actions before you take them. Comment on how you will react to anything driving-related; upcoming signs, possible hazards, lights, signals, even the driving of others.*

- Controlled intersections
- Uncontrolled intersections
- Single lane, double lane, multi-lane roads
- Intersecting roads of different surfaces
- T-intersections
- Controlled access roads
- Railroads
- Right and left turns
- When entering a public road from a driveway or other private road



## Risk Reduction



## Risk Factors Space Management



In this session you will need to demonstrate your knowledge of: space management commentary driving and handling right-of-way situations legally.

Use the checklist below to guide the student through the practice.



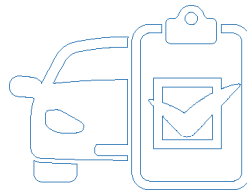
## Risk Reduction Checklist

Navigate the following right-of-way situations while performing commentary driving and employing a space management system:

- Controlled intersections
- Uncontrolled intersections
- Single lane, double lane, multi-lane roads
- Intersecting roads of different surfaces
- T-intersections
- Controlled access roads
- Railroads
- Right and left turns
- When entering a public road from a driveway or other private road



## Environmental Factors



In this activity you will use commentary driving as you perform the tasks listed below while in these environments: rural, residential, city and expressway.

## Environmental Characteristics and Risks

As your instructor drives in different environments note the risks and how to change speed and position in response to traffic flow and volume.



## Rural, Residential, City and Expressway

- Identify potential and immediate risks while making turns and lane changes, negotiating intersections and parking



Perform the following activities while using commentary driving to identify immediate and potential risks in the various driving environments.

Help the student to use commentary driving to identify immediate and potential risks as they perform they tasks listed while the drive through the various environments.



## Rural, Residential, City and Expressway

Identify the risks as you perform the following:

- Negotiate intersections including railroad crossings
- Identify trucks, motorcycles, bicycles and pedestrians
- Accept and yield the right-of-way
- Perform multi-task activities
- Make right and left turns and change lanes
- Park (parallel, angled and perpendicular)

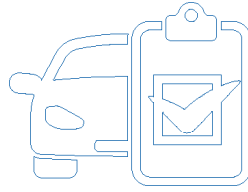


**Risk Reduction and Environmental Factors**

In-Car Observation
Behind-The-Wheel Practice



## Distractions



## Distractions and Multi-task Performances



In this activity you will drive in moderate to complex risk environments. As you do so, demonstrate how to compensate for distractions and utilize communication.

Identify and discuss distractions that you notice as your parent/guardian works through this activity.



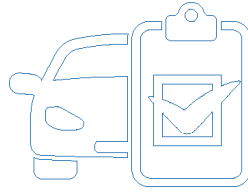
## Distractions and Multitasking

Demonstrate how to perform these tasks while identifying risks, communicating with other roadway users and managing distractions:

- Merge with traffic
- Approach intersections (including railroad crossings)
- Exit traffic
- Make a U-turn at a major intersection
- Make a U-turn mid-block
- Negotiate curves and hills
- Drive on multi-lane roads in heavy traffic
- Change lanes
- Pass other vehicles
- Manage bridges, tunnels and toll roads (real or simulated)



# Distractions



# Distractions and Multi-task Performances



Manage distractions and utilize communication methods while driving in environments of moderate to complex risk.

Help the student to manage distractions and communicate as they perform the tasks on the checklist.



## Distractions and Multitask Checklist

Perform the following moderate to complex risk environments:

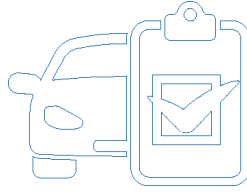
- Use appropriate communication methods
- Recognize and manage distractions
- Identify and compensate for distracted roadway users
- Manage vehicle operation and control tasks
- Merge with traffic
- Approach intersections (including railroad crossings)
- Exit traffic
- Make a U-turn at a major intersection
- Make a U-turn midblock
- Negotiate hills and cuves
- Negotiate multi-lane roads in heavy traffic
- Make lane changes
- Perform a minimal risk passing maneuver (real or simulated)
- Drive bridges, tunnels and toll roads (real or simulated)



<b>Distractions</b>	In-Car Observation
	Behind-The-Wheel Practice



# Vehicle Movements



# Vehicle Movements and Reference Points



This activity focuses on the complex tasks of using lateral movements (to and away from the curb) to enter and exit traffic.

Closely observe your instructor as they enter and exit traffic.



## Entering and Exiting Traffic

- Demonstrate how to enter and exit traffic using lateral movements.
- Demonstrate how to parallel park using reference points, steering and backing maneuvers.



Perform the tasks listed with help of your parent/guardian.

Assist the student as they perform the following tasks. Have them do these tasks in environments with moderate to complex risk.



## Entering and Exiting Traffic

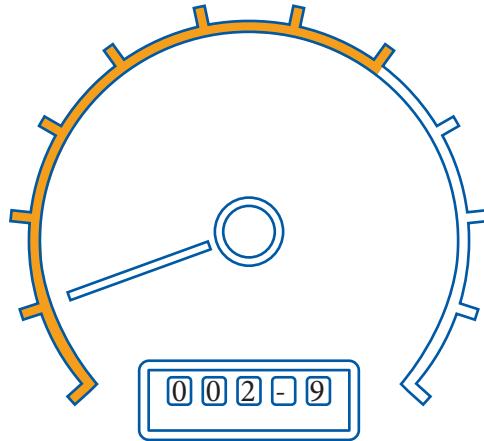
- Enter and exit traffic using lateral movements.
- Parallel park using reference points, steering and backing maneuvers.



<b>Vehicle Movements and Reference Points</b>	In-Car Observation
	Behind-The-Wheel Practice



## *In-Car Progress Assessment*



***This assessment should be completed while the student is driving a predetermined route (created by the parent/guardian and based on adverse weather conditions) with little to no help from the parent/guardian.***

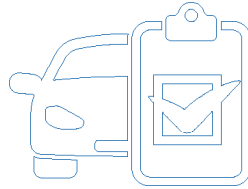
The student should demonstrate knowledge of the following skills learned in modules 2–8:

- Ability to sustain visual and mental attention
- Proper communication methods
- Proper lane placement
- Using reference points
- Ability to maintain vehicle balance
- Utilizing multi-task performances while minimizing risk
- Capability to drive in different environments and traffic volumes
- Reducing risk by using a space management system and commentary driving
- Compensating for distractions
- Successfully navigating in areas with moderate to complex risk
- Employing safe driving practices
- Perform post-drive and vehicle securing tasks





# Adverse Conditions



# Adverse Conditions and Vehicle Requirements



In this session you will prepare the teenager for adverse conditions. This activity should be done in a safe, low-risk environment.

Learn how to deal with adverse conditions. Use the owner’s manual to review the requirements for your vehicle.



## Dealing with Adverse Conditions

- Demonstrate how to deal with:
- Darkness
  - Glare
  - Fog
  - Dirty windshields
  - Bad weather

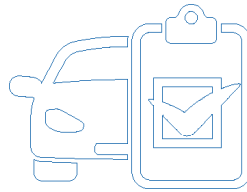
- Explain the purpose of the following:
- Antilock brakes
  - Crumple zones
  - Traction control
  - Door latches
  - Electronic stability
  - Safety glass
  - Suspension control

- Demonstrate how to deal with these situations:
- Perform low-water crossing
  - No-skid threshold braking
  - Procedures for off-road recovery
  - Use no-risk avoidance techniques for flooding situations

- Demonstrate how to compensate for the following:
- Engine failure
  - Brake failure
  - Loss of forward vision
  - Tire blowout
  - Steering failure
  - Vehicle fire
  - Running out of gas
  - Accelerator failure



# Adverse Conditions



# Adverse Conditions and Vehicle Requirements



Demonstrate the ability to handle the adverse conditions, malfunctions and vehicle requirements listed below.

Guide the student as they demonstrate the ability to deal with the items listed below. This activity should be done in a safe, low-risk environment.



## Dealing with Adverse Conditions

Appropriately deal with:

- Darkness
- Glare
- Fog
- Dirty windshields
- Bad weather

Understand the purpose of the following:

- Antilock brakes
- Crumple zones
- Traction control
- Door latches
- Electronic stability
- Safety glass
- Suspension control

Appropriately handle these situations:

- Perform low-water crossing
- No-skid threshold braking
- Procedures for off-road recovery
- Use no-risk avoidance techniques for flooding situations

Safely compensate for:

- Engine failure
- Brake failure
- Loss of forward vision
- Tire blowout
- Steering failure
- Vehicle fire
- Running out of gas
- Accelerator failure

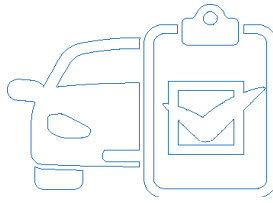


**Adverse Conditions and Vehicle Requirements**

In-Car Observation
Behind-The-Wheel Practice



## Consumer Responsibility



## Planning a Trip



Its time to take a trip! Before heading out develop a trip plan. The student will observe you following the plan.

It's time for a trip! But this time you don't get to sightsee. You need to pay attention to how your parent/guardian implements their trip plan.



## Going on a Trip!

Develop and implement a trip plan. As you drive do the following:

- Use a space management system
- Employ safe driving practices
- Accept or yield the right-of-way as appropriate to circumstances



Now its your turn! Your instructor will provide a starting point and a destination. Then you will develop and implement a trip plan!

Provide the student with a starting point and a destination. Discuss their plan with them and help them as needed.



## Going on a Trip!

While implementing your trip plan be sure to apply all the techniques and principles that you have learned in modules 2–10. Give special attention to the following:

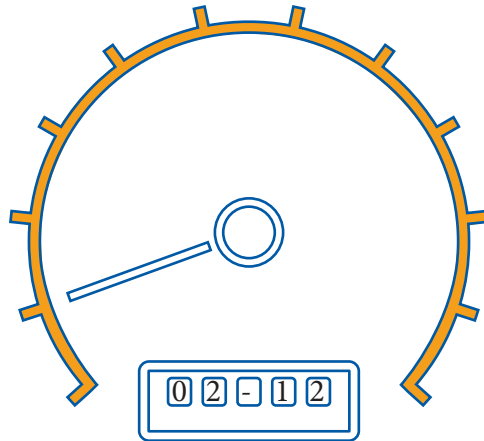
- Use a space-management system
- Employ safe driving practices
- Accept or yield the right-of-way as appropriate to circumstances



<b>Consumer and Personal Responsibility</b>	In-Car Observation
	Behind-The-Wheel Practice



## *In-Car Progress Assessment*



- Perform pre-drive and pre-start tasks
- Verify occupants are protected
- Demonstrate correct posture and seating, steering wheel, hand positions
- Locate and respond to alert and warning symbols
- Describe vehicle operating space
- Properly utilize vehicle control devices
- Successfully do the following at various safe speeds: accelerate, decelerate, steer straight, steer right, steer left, move forward, move in reverse, turn left, turn right, change lanes, pull to and away from the curb, make 2-point turn, 3-point turn, U-turns, stop and parking (parallel, angled and perpendicular)
- Check mirrors and blind spots
- Perform multi-task activities
- Identify and analyze driving environments
- Use a space management system to minimize risks
- Limit and manage distractions
- Use safe driving practices
- Perform post-drive and vehicle securing tasks