

Driver Education Standards for Parents and Driving Schools

How To Help Teens

Become Safe Drivers



July 2008

Connecticut Department of Motor Vehicles
(with appreciation to the Registry of Motor
Vehicles in Massachusetts)

Preface

2008

The Connecticut Department of Motor Vehicles has developed the following driver education program as a means of standardizing driver education throughout the state. The driver education program is comprised of the Driver Education Curriculum, Driver Practicum Curriculum, the Parent Curriculum, and a final examination. As of August 1, 2008, it will become mandatory that the DMV program be taught in Professional Driving School Programs and Public and Private High School Programs and used for home driving. The aim of the new program is to ensure consistency among driver education programs by standardizing the knowledge, skills and ability of each student driver. It is the DMV's hope that driver education be a comprehensive learning experience that will lead to a reduction in the number of crashes by junior operators.

A driver education program must consist of at least 30 hours of classroom instruction. The DMV curriculum consists of 15, two hour modules. The modules are comprised of topic matter that will provide students the skills necessary to obtain a driver's license and to become conscientious drivers. The DMV recommends that the modules be taught in the order they appear. If the instructor chooses to vary from the recommended program, the order in which the modules will be taught must be documented and made available upon request.

Each student must be taught the material contained in all 15 modules. If a student misses a class, the student must make up the module that was missed or the course hours will be considered incomplete. Material in the modules may be taught through instruction, guest speakers, textbook or video presentation. A full list of recommended supplemental materials for the program can be found in Appendix A.

A driver education program must also consist of 40 hours on-road instruction conducted by a certified driver education instructor or parent or guardian. A Driver Practicum Curriculum outlining the on-road skills that should be taught is found in Appendix A. Driver education instructors must be fully certified in both classroom and on-road instruction. An instructor meeting the minimum certification requirements must complete a driving instructor training program and pass a written driving instructor examination.

A final examination must be offered to students upon completion of the course. The final examination should test a student's comprehension of the topics covered in the driver's education program.

A parent/guardian driver education class must be included within the driver education program. Parents/Guardians should be educated in the content of the driver education curriculum, the junior operator law, the restrictions a junior operator license carries and the driving skills and behaviors their children should be learning throughout the driver education experience. A sample curriculum for a parent/guardian course can be found in Appendix B. A parents/guardian's guide to the junior operator law appears on the DMV website at www.ctdmv.gov.

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Module 1 – Introduction to Driver’s Education

2008

Introduction to Driver’s Education

Purpose

The introduction module is intended to provide an explanation of the driver’s education program content and expectations. The instructor should identify the basic elements of becoming a successful driver and provide an overview of the Connecticut driver’s license and the license process.

Objectives

Upon completion of this module, the students should be able to:

- Explain the structure of the driver’s education program and their responsibilities for successful completion.
- List the basic driving fundamentals
- Identify the impact of decision making on driving records
- Define the Connecticut license classes and restrictions
- Outline the procedure for obtaining a license

Measurement

- ❑ Issue a personality indicator instrument so students can identify the type of driver they might be.
- ❑ Facilitate a discussion with the students on decision-making and gauge their understanding of how decisions impact their driving.

Topic Outline

1. Student Responsibilities, Class Schedule & Syllabus
Structure of Class, Administrative Requirements
2. Value of Taking a Driver Education Course
3. Driving Fundamentals

- Control
- Responsibility
- Recognition
- Anticipation
- Compensation
- Courtesy

4. Importance of Good Decision Making

5. Driving is a Privilege not a Right

6. Consequences of Poor Decision Making (Overview; See Module 14)

- Lifetime look back
- Out of state violation count on CT record
- Injury
- Criminal vs. civil infractions

7. License Classes and Restrictions

- a. Learner's Permit
- b. Junior Operator License (JOL)
- c. Full License

Module 2 – Signs, Signals and Road Markings

2008

Signs, Signals and Road Markings

Purpose

This module provides basic education on the concept of the transportation system and explains the road markings that new drivers must be able to read and understand in order to apply this information to a driving situation. This module is intended to identify roadway communication tools that drivers must be able to comprehend and be responsive to.

Objectives

Upon completion of this module, students should be able to:

- List the various types of traffic signs
- Recognize the common roadway signs and explain each sign's purpose
- Identify how a driver must respond to different signals
- Explain the purpose of the roadway markings and how a safe driver adheres to the markings

Measurement

- Issue a pre-test about signs, signals, and road markings at the beginning of this module then issue a post-test at the end of this module.

Topic Outline

1. The Highway Transportation System
 - A. What is the Highway Transportation System (HTS)?
 - B. Highways and Their Design
 - Intersection with Streets and Roads
 - C. Federal & State Requirements
2. Traffic Signs
 - A. Stop and Yield Signs
 - B. Regulatory Signs
 - Action Required
 - Speed Limit Signs
 - Railroad Cross bucks
 - C. Warning Signs
 - Action Required
 - School Area Signs
 - Railroad Warning Signs

- D. Guide Signs
 - Function of Guide Signs
 - Route Markers
 - Destination and Mileage Signs
 - Roadside Services Signs
 - Recreational Services Signs
 - International Signs in Use in the United States
- E. Road Work Warnings

3. Traffic Signals

- A. Motor Vehicle Signals

B. Pedestrian Signals

- C. Traffic Officer's Directions
- D. Lane-Use Lights

4. Roadway Markings

- A. White Lane Lines
 - Broken, Solid, Double Solid
- B. Yellow Lane Lines
 - Broken, Double: One Solid, One Broken, Double: Both Solid
- C. Arrows
- D. Bicycle
- E. Crosswalks
- F. Stop Lines
- G. Railroad Crossing

5. School Zones

6. Construction Zones

Module 3 – Understanding the Vehicle and Its Controls

2008

Understanding the Vehicle and Its Controls

Purpose

This module provides an orientation of the basic vehicle components and the control systems drivers must be familiar with in order to control a vehicle. The subject matter is intended to educate new drivers about the importance of understanding and effectively using vehicle components and to build routine habits necessary to being a safe driver.

Objectives

Upon completion of this module, the student should be able to:

- Locate and label basic vehicle components
- Explain the importance of communication devices and its affect on driving
- Create pre-driving procedure checklist
- Define the two types of transmissions

Measurement

- Have each student create a pre-driving checklist.
- Have each student complete a vehicle survey of the components of the vehicle they will drive the most.

Topic Outline

1. Transmission Types
 - A. Automatic Transmission
 - B. Manual Transmission
2. Basic Vehicle Components
 - A. Control Devices
 - Ignition Switch
 - Selector Lever for Automatic Transmission
 - Gearshift for Manual Transmission
 - Clutch Pedal for Manual Transmission
 - Steering Wheel

- Accelerator (Gas Pedal)
- Cruise Control
- Brake Pedal
- Parking Brake

B. Comfort Devices

- Seat-Position Controls
- Steering Wheel
- Air Conditioner and Heater
- Air Vents

3. Visibility & Vehicle Safety

A. Devices that Aid Visibility

- Lights
- Windshield Wipers and Washer
- Sun Visors
- Defroster (Defogger)
- Rearview and Side-View Mirrors

B. Restraint Systems

- Safety Belts
- Air Bags
- Head Restraints
- Door Locks
- Structural Features

C. Anti-Theft Devices

- Ignition Buzzer
- Locks
- Alarms and Other Antitheft Devices

4. Instruments & Controls

- Speedometer and Odometer
- Fuel Gauge
- Alternator Gauge or Warning Light
- Temperature Gauge or Warning Light
- Oil-Pressure Gauge or Warning Light
- Brake Warning Light (ABS)
- Check Engine Light
- Other Dashboard Lights

5. Communication Devices

- Taillights
- Directional (Turn) Signals
- Emergency Flashers (Hazard Lights)
- Parking Lights
- Horn

6. Pre-Driving Procedure

A. External Checks

- View the Surrounding Area

Tires

- Importance of proper pressure
- Proper wear pattern
- Sufficient tread depth for safety (minimum 2/32 inch)

Vehicle Body

- Exterior Lights: Headlights, Directional Lights, Brake Lights, Back-Up Lights and Tail Lights
- Exhaust System
- Fluid Levels
- Under the Hood

B. Internal Checks

Dash Board

- Fluid Level Alerts
- Fuel Level

Brakes

- Types of Brakes: ABS and other brake systems
- Parking Brake

Safety Belts

- Spare Tire & tire changing equipment
- First-Aid Kit (not required)

7. Discussion with students about how to safely change a tire.

Module 4 – Basic Driving Skills

2008

Basic Driving Skills

Purpose

This module instructs students on the basic driving skills necessary to begin driving. It is intended that students learn the proven successful methods for operating a vehicle, navigating turns, moving and stopping and incorporating the use of the necessary vehicle control and communicating devices.

Objectives

Upon completion of this module, the student should be able to:

- Identify the initial steps a driver always takes as they prepare to drive.
- Demonstrate effective methods of holding a steering wheel, turning the steering wheel, and steering in reverse
- Describe how to use the various mirrors while driving and how they assist in navigation
- List the steps drivers must follow when preparing to turn or change lanes
- Explain how to control your vehicle using acceleration, deceleration and braking.

Measurement

- Issue a pre-test and a post-test that addresses the key components of basic driving skills.

Topic Outline

1. Preparing to Drive

2. Starting, Moving & Stopping

Moving Into Traffic

Advance Planning

Visibility

Time

Space

3. Steering

Forward and Through Turns

Holding the Steering Wheel

Tracking and Steering

Steering in a Straight Line
Steering to Turn
Hand-over-hand steering
Push-pull-feed steering
Steering in Reverse

4. Use of Mirrors

5. Use of Headlights

6. Signaling

7. Turning Procedures

A. Executing a Right Turn

Preparing to Make a Right Turn

Check for other motorists, bicyclists, motorcyclists and pedestrians that may be approaching on the right. Choose the Correct Lane

Communicate Intentions to Other Motorists (and pedestrians and bicyclists)

Position the Vehicle

B. Executing a Left Turn

Preparing for a Left Turn

Check for other motorists, bicyclists, motorcyclists and pedestrians

Choose the Correct Lane

Communicate Intentions to Other Motorists (and pedestrians and bicyclists)

Position the Vehicle

Turning Left from a Two-Way Street onto a Two-Way Street

Turning Left from a Two-Way Street onto a One-Way Street

Turning Left from a One-Way Street onto a One-Way Street

Turning Left from a One-Way Street onto a Two-Way Street

8. Backing up

A. Straight

B. While turning

9. Executing a Reverse in Direction

Turnabouts

Two-Point Turns

Backing into a Driveway

Heading into a driveway on the left

Heading into a driveway on the right

Three-Point Turns

U-Turns

10. Parking the Vehicle

A. Angle Parking and Perpendicular Parking

Right-or-Left-Angle Parking (show illustrations)

Perpendicular Parking (show illustrations)

B. Exiting an Angled or a Perpendicular Parking Space

C. Parallel Parking

D. Parking in Other Areas

Parking in a driveway

Parking in a garage

Parking on a hill

Parking downhill with a curb

Parking downhill without a curb

Parking uphill with a curb

Parking uphill without a curb

Restrictions on parking

11. Changing Lanes

The Safest Way to Change Lanes

Advance Planning

Visibility

Scanning

Time

Space

Making the Change

12. Passing

A. Decision making process

Road Signs and Pavement Markings

Weather Conditions

Relative Speeds of the Two Vehicles

B. Passing Another Vehicle

C. Being Passed

13. Acceleration and Braking

A. Acceleration, Deceleration, and Speed

Acceleration and Deceleration Rates Vary

Maintaining a Constant Speed

Monitoring Your Speed

Module 5 – Rules of the Road

2008

Rules of the Road

Purpose

This module is intended to teach students about the rules of the road and the proper observation of these rules. The students have accumulated knowledge of driving through observation of family and friends, and it is important that they understand their responsibilities to effectively obey rules of the road, even the commonly ignored ones.

Objectives

Upon completion of this module, the students should be able to:

- Identify the different types of speed limits and how they relate to the basic speed laws
- Explain what rotaries and roundabouts are and describe how to drive in single lane rotaries, multiple lane rotaries and roundabouts and how to pass in these situations
- Define right of way and the right of way rules for all users of the road including vehicles, pedestrians, motorcyclists and bicyclists
- Provide examples of how to judge time and distance and how this relates to negotiating intersections and passing

Measurement

- Provide diagrams about intersections, roundabouts, rotaries and right of way scenarios and have the students label them appropriately depending on the road situation.
- Test student's memory of the different types of speed limits and related speed laws.
- Provide a multiple-choice test about basic operating laws of Connecticut.

Topic Outline

1. Basic Operating Laws of Connecticut
 - Understanding the Law
 - Getting a Driver's License
 - Violations and the Point System
 - Certificate of Title
 - Vehicle Registration

Insurance
Inspection Sticker

2. Speed Limits
 - A. Discuss the different types of Speed Limits
 - Fixed Speed Limits
 - Advisory Speed Limits
 - Day and Night Speed Limits
 - B. What Are Basic Speed Laws
3. Negotiating Intersections
 - A. Controlled Intersections
 - B. Uncontrolled Intersections
4. Railroad Crossings
 - Safely Crossing a Railroad
 - Determining When It is Safe to Cross
 - Staying Alert
 - Do Not Panic If the Vehicle Stalls
5. Rotaries and Roundabouts
 - Describe the use of rotaries
 - Single-Lane Rotaries
 - Multiple Lane Rotaries
 - Quarter-Turn
 - Continue Straight Ahead
 - Three-Quarter Turn
 - U-Turn
 - Roundabouts
 - Rules for Passing, including Passing on the Left, Passing on the Right, and Being Passed.
6. Determining the Right of Way
 - A. What is Right-of-Way?
 - B. When Should You Yield the Right-of-Way?
 - C. Discuss the Right-of-Way Rules for:
 - Pedestrians
 - Funeral Processions
 - Intersections Not Controlled by Signs or Signals
 - Four-Way Stops
 - Turning Left
 - Private Roads, Driveways and Unpaved Roads
 - Throughways
 - Intersection of Single, Two-Lane and Multiple-Lane Roads, and Rotaries

Module 6 – Making Safe Driving Decisions

2008

Making Safe Driving Decisions

Purpose

This module teaches new drivers important strategies and practices they must know and use each time they drive so that they are a safe driver at all times. This section also educates new drivers about how to identify aggressive drivers and their behaviors so that they can start to be aware of what to do when confronted with an aggressive driver.

Objectives

Upon completion of this module, the students should be able to:

- Define the SIPDE concept and explain how it relates to driving
- Define the Smith system and explain how it relates to driving
- Identify five safe driving habits
- Explain the purpose of seatbelts and discuss the consequence of not wearing a seatbelt
- List five behaviors of aggressive drivers and what you should do as a driver if confronted by this type of driver

Measurement

- Have students demonstrate through skits how to apply the SIDPE and SMITH systems.
- Have students record in their observation journals five examples each of safe and unsafe driving practices they have observed with friends or family. Students should share these observations with the class.

Topic Outline

1. Understanding and Applying the SIPDE/IPDE Process

Discuss the SIPDE concept and how does it relates to driving?

SEARCH
IDENTIFY
PREDICT
DECIDE
EXECUTE

Discuss the application of the **SIPDE** Process.

2. Understanding and Applying the Smith System

What is the Smith System, and how does it relate to driving?

Aim High and Look Ahead, Not Down

Keep Your Eyes Moving

Get the Big Picture

Make Sure Others See You

Leave Yourself a Way Out or a Margin of Safety

3. Safe Driving Habits (Practices)

4. Seatbelts

5. Passenger Vehicle Safety

6. Aggressive Driving

A. Aggressive Driving in Connecticut

B. How to Identify Aggressive Drivers

Aggressive Drivers typically exhibit several of the following tendencies:

Cutting people off

Exceed the speed limit

Switch lanes without signaling

Tailgate (follow too closely)

Run red lights

Prevent other motorists from passing them

C. What to do When Confronted by an Aggressive Driver

Attempt to get out of his or her way

Do not challenge them

Avoid eye contact

Ignore obscene gestures

Wear your safety belt, it will help keep you in control of your vehicle and protect you in the event of a crash

Control your anger and do not let the situation escalate

Do not underestimate the other driver's potential for aggression

To report an aggressive driver to police, call law enforcement at *77 to report dangerous drivers

7. Road Rage
Criminal Consequences

Module 7 – Sharing the Road

2008

Sharing the Road

Purpose

This module educates students about sharing the road with users other than vehicles such as pedestrians, bicyclists, and motorcyclists. The intention is to provide information about safe ways to share the road and drive with other roadway users as well as unexpected changes.

Objectives

- Identify the other users of the road and explain how to interact safely
- Explain the unique situations encountered with commercial vehicles and how to drive through them safely
- Recognize the different school bus and 7D vehicle signals and explain how a driver must react to those signals

Measurement

- Have students take a pre-test and post-test regarding important aspects of sharing the road and the responsibilities of pedestrians, motorcyclists, bicyclists and drivers.
- Quiz students on the appropriate driver responses to school buses, 7D vehicles, and emergency vehicles.

Topic Outline

1. Pedestrians

A. Pedestrians Pose Problems for Drivers

Jaywalking

Children

Adults

B. Avoiding Collisions With Pedestrians

C. Responsibilities Pedestrians Have

D. White canes and guide dogs should be associated with visually impaired individuals. Drivers should use increased caution when driving in the proximity to a potentially visually impaired individual.

2. Motorcyclists

3. Bicyclists, Mopeds & Scooters
 - A. Recognizing and Reducing the Risk of Problems Caused by Cyclists
 - Watching Out for Cyclists
 - Dangerous Roadway Conditions
 - Lack of Protection
 - Failure to Obey Traffic Laws
 - Irresponsible Drivers
 - B. What Special Responsibilities Do Motorcyclists Have?
4. Interacting with Commercial Motor Vehicles
 - A. Safely Sharing the Road with Other Vehicles
 - Trucks and Tractor-Trailers
 - Visibility
 - Time
 - Space
 - Buses
 - Small Cars
 - Other Kinds of Vehicles
 - Emergency Vehicles
 - Snowmobiles (Not allowed to travel along road in Connecticut)
 - Sport Utility Vehicles
 - Ice Cream Trucks
 - Maintenance Vehicles
 - B. Dealing With Slow-Moving Vehicles
5. School buses and 7D (School Pupil Transport) vehicles
6. Emergency Vehicles and EMS
7. Animals
 - A. Avoid Collisions With Animals
 - Small Animals/Large Animals
 - Using **SIPDE** to Avoid Collisions with Animals
 - B. Horse drawn carriages and vehicles

Module 8 – How Natural Laws Effect Driving

2008

How Natural Laws Effect Driving

Purpose

This module teaches students that in addition to employing safe driving habits it is also important to understand how natural law effects driving and how to counteract the result of natural laws. This module begins the development of advanced driving skills needed to navigate certain driving situations.

Objectives

Upon completion of this module, the students should be able to:

- Define natural laws and explain their impact on driving and a driver
- List the types of skids and the suggested solutions for controlling or regaining control of the vehicle
- Identify the stopping distance needed in various driving situations
- Explain how speed control and knowledge of natural laws can help avoid a collision
- Provide examples of the impact of collisions

Measurement

- Have students complete a post-test that contains driving scenarios learned in this module and have them provide the answer based on applying what they learned in this module. It should include:
 - Scenarios about stopping distance
 - Scenarios about steering in different skid situations and how to regain control
 - List examples of natural law

Topic Outline

1. Natural Laws and the Movement of Vehicles
 - What Are Natural Laws?
 - Inertia
 - Friction
 - Tire Pressure
 - Tire Condition
 - Rain

Ice and snow
Road Condition
Momentum
Kinetic Energy
Acceleration
Braking
Gravity
Center of Gravity

2. Steering and Braking

- A. Factors and Natural Laws Affecting Steering
- B. Natural Laws Affecting Steering Around a Curve
- C. How Gravity and the Contour of the Road Affect Steering
 - Banked Roads
 - Crowned Roads
- D. How Natural Laws Influence Braking Distance
 - Factors Affecting Braking Distance
 - Speed
 - Condition of the vehicle
 - Condition of the road
 - Hills and mountains

3. Controlling Skids

- A. What Can Make A Vehicle Skid?
 - Reduced Traction
 - Changing Speed Too Quickly
 - Changing Direction Too Quickly
 - Understeering and Oversteering
- B. Kinds of Skids
 - Review Causes and Corrections for Specific Skid Types
 - A braking skid
 - A power skid
 - A cornering skid
 - A blowout skid
 - Responding to a skid

4. Impact and Restraint Systems

5. ABS and How they differ from other braking systems

6. Gravity and Energy of Motion

7. Friction and Traction

8. Stopping Distances

- A. Using Speed Control to Avoid a Collision
 - Accelerating
 - Braking

- B. How Knowledge of Natural Laws Can Help to Avoid a Collision
 - Steering to Avoid a Collision
 - Controlled Off-Road Recovery
- C. How to Minimize the Risk and Consequences of a Collision
 - Force of Impact
 - Speed of the vehicle
 - Weight of the vehicle
 - Impact distance
 - Reducing the Force of Impact
 - Sand Canisters
 - Vehicle Features
- D. Unavoidable Collisions
 - Head-on
 - Side

Module 9 – Different Driving Environments

2008

Different Driving Environments

Purpose

This module alerts students to different driving environments and is intended to teach them how to navigate various challenges like changing lanes, driving in urban versus rural areas, driving on hills, mountains and highways, and exiting and entering.

Objectives

Upon completion of this module, the students should be able to:

- Describe how to manage visibility, time and space in urban, rural, and highway driving
- List the steps to follow when changing lanes
- Explain how to behave when being passed and what to do when passing and being passed.
- Identify the special situations drivers face when driving on a highway and how to enter and exit a highway

Measurement

- Have students take a pre-test and post-test about the various skills they must gain for different driving situations.

Topic Outline

Different driving environments require different considerations.

1. Managing Visibility, Time & Space

Managing Visibility

Advance Preparations

Behind-the-Wheel Actions

Managing Time

Managing Space

Considering Time, Distance and Speed

Assessing and Adjusting the Space Around the Vehicle

Adjusting the following distance as needed

Keeping a three-second distance between vehicles.

Whenever possible, try to keep as much as 8 feet on either side of you.
If there is insufficient space ahead, behind, or to the side of your vehicle, take prompt action to increase the space.

2. Changing Lanes

3. Urban Driving

Special Factors Affecting City Driving

Traffic Density

Numbers of Pedestrians

Intersections

Slow or Irregular Traffic Flow

Lower Speed Limits

Sight Obstructions

Potholes and Other Road Defects

Managing Visibility, Time and Space in City Driving

Discuss Managing Visibility in the City

Discuss Managing Time in the City

Discuss Managing Space in the City

4. Following and Meeting Traffic

5. Techniques for Driving in Traffic

6. Rural Driving

Special Factors Affecting Driving on Rural Roads

Road Conditions

Higher Speed, Fewer Controls

Slow-Moving Vehicles

Sight Obstructions

Animals and Objects on the Roads

Managing Visibility, Time and Space in Rural Driving

Discuss Managing Visibility in Rural Areas

Discuss Managing Time in Rural Areas

Discuss Managing Space in Rural Areas

7. Passing or Being Passed on Rural Roads

8. Traveling on Hills or Mountains

Driving Uphill and Downhill

Driving Uphill

Automatic transmission

Manual transmission

Driving Downhill

Automatic transmission

Manual transmission

Driving in the Mountains

Special Roadway and Traffic Problems
Effects of Weather and Altitude
Driving Up a Mountain
Driving Down a Mountain

9. Highway Driving

Special Factors Affecting Driving on Multiple-Lane Highways

Higher Speed Limits

Limited Entrances and Exits

Frequent Passing

Trucks and Other Large Vehicles

Managing Visibility, Time and Space on Multiple-Lane Highways

Discuss Managing Visibility on Highways

Discuss Managing Time on Highways

Discuss Managing Space on Highways

10. Entering, Driving on or Exiting Highways

11. Passing or Being Passed on the highway

12. Dealing with Stop and Go Traffic

Module 10 – Driving in All Weather Conditions

2008

Driving in All Weather Conditions

Purpose

This module will teach students about the effects of weather conditions on driving and how to compensate for less than desirable conditions. It also suggests the best driving practices to account for these sometimes very difficult situations.

Objectives

Upon completion of this module, the students should be able to:

- Identify five conditions that affect driving
- Describe how to drive safely when light is low and when there is glare from the sun
- List the steps you should follow to manage visibility, time, and space in rain and snow
- Explain how to anticipate and prevent skids and hydroplaning

Measurement

- Have students complete a pre test and posttest about all weather conditions.
- Have students list safe driving strategies for driving in sun glare, wind, fog, rain and snow.

Topic Outline

Different driving environments require different considerations.

1. Reduced Visibility
2. Low Light and Night Driving

Low Light Conditions Affect Visibility
Driving Safely When the Amount of Light is Low
During Dusk and Dawn Hours
At Night
Using low beams and high beams correctly.
Overdriving headlights.
Looking beyond headlights

3. Visibility, Bright Light and Glare
 - Conditions Creating Glare from the Sun
 - Driving Safely in the Glare from the Sun
4. Reduced Traction
5. Judging Time and Distance
 - a. Minimizing Risk on Different Surface Conditions
 - Snow
 - Ice
 - Rain
 - Gravel
 - Sand
 - Leaves – In addition, discuss dangers of driving into a leaf pile as it may make children or objects less visible.
 - b. Managing Visibility, Time and Space
 - Preparing in advance.
 - Allowing for extra margin of safety.
 - Driving in the tracks of the vehicle ahead on a wet pavement.
 - Giving other drivers plenty of advance notice.
 - Staying alert.
 - Keeping low-beam headlights on
 - Easing the way into turns and curves

 - Anticipating and Preventing Skids.
 - Anticipating and Preventing Hydroplaning
 - c. Keeping a Safe Following Distance
 - Using the 2-second rule (See Driver’s Manual)
6. Other Hazardous Weather Conditions
 - Minimizing Risks in Other Hazardous Weather Conditions
 - Fog or Smog
 - Sand and Dust
 - Wind

Module 11 – Mental and Physical Effects on Driving

2008

Mental and Physical Effects on Driving

Purpose

This module alerts new drivers that their personal mental and physical condition impacts their driving skills. The intent is to describe how changes in emotions and physical conditions can affect driving skills and may cause them to drive unsafely.

Objectives

Upon completion of this module, the students should be able to:

- List the ways emotions affect your driving
- Explain the relationship between vision and ability to drive
- Describe how fatigue, long term and short term illnesses affect your driving skills
- Identify four driving distractions and how they affect your driving ability

Measurement

- Provide 10 scenarios related to Mental and Physical conditions effecting driving and have students create the solution to address the problem. The problem could be making a decision to drive or not and what to do if it were to occur while he/she was driving.

Topic Outline

1. Emotions and the Ability to Drive
 - How Emotions Affect Your Driving
 - Inattention
 - Lack of Concentration
 - Emotional Stress
 - Ability to Process Information
 - Aggressive Driving
 - How to Control Your Emotions
 - Maintaining a Responsible Attitude
 - Avoid Triggering Aggressive Driving
 - Identify Troublesome Situations

- Plan Ahead
- Expect Mistakes from Others
- Don't Drive When Upset or Depressed
- Don't Give in to Negative Peer Pressure
- Train Yourself to Always Use the Right Procedure

2. How Vision Effects the Ability to Drive

- Good Vision is Critical to Driving Ability
 - Field of Vision
- How to Compensate for Vision Problems
 - Poor Depth Perception
 - Contrast Sensitivity
 - Color Blindness
 - Night Blindness

3. Physical Condition and the Ability to Drive

- How Short-Term Illnesses or Injuries Affect Driving
- How Long-Term Physical Factors Affect Driving
 - Hearing Loss Can Affect Driving Ability
 - Challenges Caused by Physical Factors
 - Aging and Chronic Illnesses Affect Driving Ability

4. Fatigue

- How Fatigue Affects Driving Ability
- How Drowsiness Causes Accidents

5. Distractions

- In-Car Distractions and the Effects on Driving
- Out of Car Distractions (e.g. animals)
- How Distractions Hinder Driving Ability
 - Vehicle Audio Systems
 - Headphones
 - Cellular Phones
 - Passengers
 - Televisions
 - Other Distractions

Module 12 – The Dangers of Alcohol, Drugs and Driving: PART I

2008

The Dangers of Alcohol, Drugs & Driving: PART I

Purpose

This module is intended to teach students about the physical and mental affects alcohol and drugs have on driving skills. It is intended to educate them about the science of reduced coordination, reaction time, vision, and decision-making due to substances in the body. This should be used as an opportunity to educate new drivers about the proven scientific research regarding the affects of alcohol, medicines and other drugs on driving skills.

Objectives

Upon completion of this module, the students should be able to:

- Describe the physical effects of alcohol and drugs
- Explain the impact of alcohol and drugs on driving skills
- Identify the myths and facts of alcohol and drugs
- List the individual's responsibilities regarding drinking

Measurement

- Have students complete an effects of alcohol and drugs pre-test and then a post-test.
- Have students read about recent alcohol related accidents and have them identify which elements of safe driving may have failed and thus caused the accident.

Topic Outline

Alcohol and the Effects on Driving

The Effects of Alcohol

The Individual's Responsibilities Regarding Drinking

Signs of an Impaired Driver

Affect on Driving Ability

Facts about Alcohol and Driving

Myths and Facts about Alcohol

The Physical Effects of Alcohol

Reaction Times

Coordination

Depth and Distance Perception

Speed Perception

Vision

Mental Effects of Alcohol

Module 13 – The Dangers of Alcohol, Drugs and Driving: PART II

2008

The Dangers of Alcohol, Drugs & Driving: PART II

Purpose

The purpose of this module is to educate new drivers about the laws related to alcohol and drug use while operating a motor vehicle and the devastating effects these penalties can have on their life. The loss of license for a period of time is probably the most socially problematic issues for them but in actuality it will also be a substantial financial burden.

Objectives

Upon completion of this module, the students should be able to:

- State the Connecticut laws related to blood alcohol level, implied consent, and ignition interlock device
- Explain the drunk driving penalties in Connecticut and the consequences to driving privileges
- Describe what will happen when a driver is stopped for alleged driving under the influence
- Identify the types of drugs that affect driving ability and how they affect driving ability

Measurement

- Have students complete a pre-test and post-test related to laws governing alcohol and drug use and the effects drugs have on driving abilities.

Topic Outline

1. Laws Governing Alcohol and Drug Use
 - Melanie's Law
 - i. Increased Drunk Driving Penalties
 - ii. Ignition Interlock Devices
 - Implied Consent Law
 - Tests for Intoxication
 - Penalties and Consequences
2. BATS (Breath Alcohol Test)
3. Test Refusal and its consequences

4. Drugs and the Effects on Driving

- The Types of Drugs that Affect Driving Ability
- The Dangers of Combining Drugs (**SYNERGISM**)
- Over-the-Counter Drugs
- Prescription Drugs
- Depressants
- Stimulants
- Hallucinogens
- Marijuana
- LSD and PCP
- Narcotics

5. How Drug Convictions Effect Your License

Module 14 – Consequences of Unsafe Driving and Poor Decision Making

2008

Consequences of Unsafe Driving and Poor Decision Making

Purpose

This module is intended to teach new drivers that decision-making plays a key role in being a good driver in addition to fostering good driving skills. It is important to realize that poor decisions could severely impact the driver's life; the passengers' lives and the lives of families and friends if an accident were to occur. These decisions may also cause an emotional and a financial toll that may have a long lasting impact.

Objectives

Upon completion of this module, the students should be able to:

- Identify examples of bad decisions effecting driving caused by social pressures
- Explain what happens in a crash and the physical and emotional impact
- Describe how driving records, suspensions, and lifetime look back influence your operator's insurance cost
- Provide examples of which type of drivers are most at risk for crashes

Measurement

- Have students complete another personality type indicator that also asks them to reflect on decision-making and its impact on driving.

Topic Outline

1. Social Pressures & Driving
 - Speeding
 - Drag Racing
 - No Seat Belts
2. Types of Crashes
3. Collisions
 - Three Crashes in One
4. Physical & Emotional Effects to Yourself & Others
5. Brain Injury
6. Crash Statistics
7. Lifetime Look back
8. Driving Record & Suspensions
9. Types of Insurance coverage offered

Module 15 – Handling Emergencies and Breakdowns, Final Review

2008

Handling Emergencies and Breakdowns, Final Review

Purpose

This module is intended to teach new drivers about common vehicle malfunctions and roadway hazards. It is also intended to demonstrate how a safe driver, using good decision making skills, handles each situation along with the steps they should follow if ever in a vehicle accident.

Objectives

Upon completion of this module, the students should be able to:

- Identify common vehicle malfunctions and the proper way to address them
- List possible roadway hazards and how to use good decision making and driving skills to navigate the situation
- Explain the steps to follow if involved in a vehicle accident
- Complete an accident report

Part I: Handling Emergencies and Breakdowns

1. Vehicle Malfunctions
2. Roadway Hazards
3. What you should do if you are in a crash:
 - Pull to the Side of the Road, if possible
 - Stop Immediately
 - Warn Others If Possible
 - Call for Medical Help if necessary
 - Call the Police
 - Exchange Information
 - Get Names and Addresses of Witnesses
 - Stay at the Scene
 - Make Accident Reports (If Required)

See a Doctor (If You Have Been Injured)

4. What you should do when stopped by a Police Officer:
 - Pull safely to the side of the road
 - Have your license and registration available

 5. Organ and Tissue Donor Awareness
 - How to become an organ donor (under 18 years of age requires parental consent)
-

Part II: Final Examination/Final Review

Purpose

Final Exam: To test the students knowledge of the material taught throughout the Driver Education Program.

Final Review: The final review is an opportunity to conduct a comprehensive review of what students have learned in the classroom. The activities used in the final review should provide the instructor with important information regarding which students have mastered the knowledge and skills and which students need more educational support.

Method

The final review should include a variety of different activities that address the different learning styles present in the classroom.

Driver Practicum Curriculum

2008

Appendix A

Introduction

This section of the driver's education curriculum is intended to list the skills and knowledge which must be taught during road driving lessons. Each student must learn and practice the skills listed in this section.

Skills

A. How to Complete a Pre-Driving Vehicle Check

- ❑ Check vehicle for properly working safety equipment (brake lights, directional lights, headlights, windshield wipers, etc)
- ❑ Check all tires for tread wear, pressure and irregular wear patterns or external damage.
- ❑ Check all warning lamps and gauges (fluid levels, brake & check engine lights etc.)
- ❑ Verify amount of fuel

B. Beginning to Drive

- ❑ Adjust vehicle seats and mirrors
- ❑ Use good driving posture and proper hand placement on the wheel
- ❑ Start the engine
- ❑ Use mirrors while driving
- ❑ Start and stop the vehicle safely
- ❑ Recognize and obey traffic signs and signals
- ❑ Proper use of directional signals
- ❑ Back up the vehicle at least 50 feet (straight)
- ❑ Turn around between curbs

C. On the Road Skills

- ❑ Demonstrate how to respond to different types of road signs
- ❑ How to safely navigate the vehicle and share the road with pedestrians and bicyclists
- ❑ Demonstrate proper and safe following distances
- ❑ Enter and leave various types of intersections
- ❑ Make left and right turns with the aid of traffic lights

- ❑ Make left and right turns without the aid of traffic lights (four way stop and other types of intersections)
- ❑ Changing lanes to make a turn, pass a vehicle or avoid road work
- ❑ How to safely pass a vehicle
- ❑ Merging with traffic
- ❑ Parallel park
- ❑ Stop versus yield
- ❑ Start, stop, and turn the vehicle on a hill
- ❑ Use hand signals
- ❑ Apply common sense and good decision making when driving

D. Reacting to Unexpected Situations

- ❑ How to react to all types of emergency vehicles
- ❑ Safely pull off the road for an emergency
- ❑ How to navigate debris or animals in the road
- ❑ Safely demonstrate braking techniques used for vehicles equipped with Anti-Lock Brake Systems (ABS) and non-ABS brakes (threshold braking)

Required Experiences

Students must be exposed to the following experiences as part of their road training.

- ❑ Highway Driving including entering and existing highway, changing lanes, and passing a vehicle
- ❑ Navigating an intersection without traffic signals
- ❑ Practice yielding to traffic and merging with traffic
- ❑ Pulling off the road safely
- ❑ Navigating a rotary or roundabout
- ❑ Stopping for pedestrians
- ❑ Varying vehicle speeds to accommodate driving setting and road conditions
- ❑ Parking the vehicle in a parking space on the side of the road and parking lot
- ❑ Backing the vehicle in and out of a parking space

Driving Observation Requirements

Students observing the driving of another student should be required to keep an observation journal which identifies the examples of good and bad driving they observed. They should then indicate in the journal why the driving was good and list examples of skills or behaviors. They should also list the skills and behaviors that caused what they considered bad driving and poor decision making.

Instructors should actively illicit feedback from students observing the driving of another student and students should be prepared to discuss the instruction observed citing good and poor decisions made during the course of instruction.

Parent/Guardian Curriculum

2008

Appendix B

Introduction

Changes in the law affecting 16/17 year olds who receive their Learner Permit on or after August 1, 2008, require parents to attend a two hour class to be given by Commercial Driving Schools with their young driver in training. CT DMV is providing a [curriculum standard](#) for such training. Please become familiar with it.

Purpose

The class is to educate parents/guardians about the graduated licensing law including passenger and curfew restrictions; the dangers of teenage driving, the risks inherent in allowing teenagers to drive due to the cognitive development of adolescents, and the responsibilities and liabilities of parents of teenage drivers. In addition, the class will include a discussion and provide tools for parents/guardians to develop their own skills and behaviors to better prepare parents to model appropriate skills while instructing and driving with their teenagers. The goal of this class is to assist parents/guardians to coach and mentor their teenagers into safe and skilled drivers.