



UTAH DEPARTMENT OF PUBLIC SAFETY
Driver License Division



**40 - Hour Parent/Teen
Driving Guide**
With Freedom
Comes Great Responsibility

Name: _____



Page Intentionally Left Blank

**Utah State
Department of Public Safety
Driver License Division**



40-Hour Parent/Teen Driving Guide

***With Freedom
Comes Great Responsibility***

Utah Revision - August 2012

Adapted from the Virginia Department of Education "45-Hour Parent/Teen Driving Guide®, With Freedom Comes Great Responsibility.®" Revised August 2011. All Rights Reserved. Reproduced by permission.

Parenting the Driving Experience

Your child has reached an important milestone; A LEARNER'S PERMIT. It is our hope that acquiring mature driving skills and judgment will be a rewarding experience for you and your teenager. With your involvement, it can also be a safe experience. This 40-hour parent/teen driving handbook provides suggestions for in-car lessons to help you guide your child in making this step to adulthood more successful for both of you.

How do you teach a teenager not to be a teenager behind the wheel of an automobile? Unfortunately, there is no magic formula to prepare your teenager for the responsibilities of driving. Driver education at its best is a team effort involving schools, communities, students, and families.

Cars do not crash; people crash them. The driver, especially the young driver, continues to be a weak link in automotive safety. Motor vehicle injuries account for more years of productive life lost by students than all other causes of death. In addition, hospitalization and rehabilitation costs, lost time from school, and other costs associated with long-term injuries create substantial emotional, physical, and financial problems for students, schools, and their families.

To address traffic crashes involving teenagers, action was taken by the Utah Legislature to require parents, foster parents, or guardians to certify that their children have driven motor vehicles for at least 40 hours, **10 of which must be after sunset**, before they are eligible for a provisional license.

The ability to move a car skillfully is not the same thing as the ability to drive safely. Steering the vehicle is a relatively simple skill that most people can master in a short period of time. Driving is a complex psychomotor task requiring mastery of various performance skills. It requires processing and accurately evaluating risks in the driving environment, developing appropriate responses to minimize risks, and gaining experience to predict what action others may take.



This assistance guide provides you with a systematic approach to guide your child towards remaining collision-free in both low and high-risk driving environments. The suggested lessons in this guide follow a sequential learning pattern that progresses from the parking lot to neighborhoods, to light traffic, to rural highways, to freeways and then to city driving. Each lesson provides you with an estimated amount of time the student will need to achieve mastery; however, because students have different abilities and learning styles you need to spend as much time as necessary to allow your child to master the skills before moving on to the next lesson. Research shows that in order to remain collision-free, parents must model safe driving behaviors and invest in meaningful guided practice over a long period of time to turn these skills into good driving habits!

If neither parent has a valid driver's license, a friend or relative can conduct the guided practice sessions. Because parents and guardians play such a significant role in the development of safe driving habits, parents should remain involved in the learning process as observers in the car during the guided practice sessions. Knowing your child is a skilled, safety-conscious driver will give you peace of mind in years to come.

In addition to sharpening your driving skills, it is our hope the guided-practice sessions presented in this guide will provide your child with a solid foundation to develop safe, collision-free driving habits that will last a lifetime. At the end of this assistance guide is a 40-hour log to help you keep track of your driving time together.

The Provisional Licensing Process as of 2012



To reduce young driver crashes in Utah and to save lives, the Utah Legislature enacted a graduated licensing process that requires new drivers to have more driving experience prior to obtaining a license.

Eligibility for a learner's permit and provisional driver's license

- An individual may apply for a learner's permit if he or she is at least **15 years of age**.
- An individual who fails the DLD knowledge test three times must pay a new application fee before being eligible to take the test a fourth time (each application fee covers 3 attempts to pass the knowledge test).
- An individual may apply for a driver's license when he or she becomes **16 years, and...**
- An individual **must hold a learner's permit for Six Months**, or until the learner's permit holder turns 18 (whichever comes first).
- Students younger than 18 must have their parents, foster parents, or guardians certify that they have **driven a motor vehicle for at least 40 hours, at least 10 of which were after sunset**.
- Students younger than 19 must successfully **complete a state-approved driver education program**. Those 19 and older must hold the permit for a minimum of three months.
- Most High Schools and some private driving schools are authorized to administer the driving skills test. **Skills test** at a DLD Field Office are given **by appointment only**. If under 19, skills tests will not be scheduled or given until after the completion of a state-approved driver education program and the permit has been held for six months. If 19 or older, the permit must be held for 3 months.

Learner's permit and provisional driver's license restrictions

Utah law:

- Prohibits driving with **any passenger who is not an immediate family member** until the holder has held a provisional license for six months or until the driver turns 18, whichever is first. Exceptions to this rule are:
 - If accompanied by a licensed driver at least 21 years of age;
 - On assignment of a farmer or rancher and the driver is engaged in an agricultural operation;
 - In an emergency
- Restricts licensed drivers younger than 18 years old from **operating a vehicle between midnight and 5 a.m.**, except:
 - When accompanied by a licensed driver at least 21 years of age who is occupying a seat next to the driver;
 - Driving is in connection with the driver's employment, including the trip to and from the driver's residence and the driver's employment;
 - The driver drives directly to the driver's residence from a school-sponsored activity by a school or school district, and the provided transportation commenced from and returns to the school property where the driver is enrolled;
 - The driver is on assignment of a farmer or rancher and the driver is engaged in an agricultural operation;
 - In an emergency

The Parents' Role in the Provisional Licensing Process

The family, not the school, is in the best position to have a sustained effect on minimizing risks faced by inexperienced drivers and encouraging responsible behavior. Parents must:

- Grant the DLD permission to issue your child a learner's permit and a driver's license.
- Grant the school permission to enroll your child in driver education.
- Provide your child with at least 40 hours of guided practice, **10 of which must be after sunset.**
- Verify that your child has completed the required 40 hours of observed drive time and sign a perjury statement to that effect.
- Determine when your child is ready to drive un-chaperoned.
- Withdraw your minor child's driving privilege if he or she is not demonstrating responsible behavior.
- Notify your insurance agent when your child receives their Provisional Driver's License.
- Continue to monitor your child's driving after receipt of a provisional license and reinforce safety belt use, limit passengers, and other driving distractions.
- Establish rules for cell phone usage while driving and zero tolerance for text messaging while driving.
- Model safe driving behaviors.

Parenting Tips for In-Car Guided Practice Sessions

Parental reinforcement of basic driving skills and good decision making will lead to safe driving habits that will last a lifetime. Enjoy your time together. **Have fun!** This is a great "bonding" opportunity. Focus on the driving task and leave family issues at home.

- When you drive, set a good example to model. Always wear your safety belt. Try to correct any unsafe driving habits that you may have acquired; such as rolling through stop signs, accelerating through yellow lights, exceeding the speed limit, etc.
- If possible, the initial guided practice sessions should begin in a car with automatic transmission so your child can focus on mastering basic vehicle control maneuvers.
- Select driving environments that complement the lesson objectives and the novice driver's ability. Start in parking lots and progress to quiet neighborhoods. Stay in a safe, low-risk driving environment as long as needed and, in the beginning, practice driving routes that are familiar to your child.
- Check to make sure your child has their learner's permit, vehicle registration card, and insurance information with him or her when operating a vehicle.
- Explain the objectives of the lesson and review what was learned in the last lesson.
- Feedback should be precise and immediate. If a mistake is made, repeat the maneuver taking the driver step by step through the process, and then allow practice without assistance.
- Be patient, calm, and alert at all times. Make positive remarks frequently.

- Have short, well-planned practice sessions. Thirty minutes is the optimum learning period for beginning drivers. The first 30 minutes of each one-hour session should be used to introduce and practice the new skills. Assess the child's understanding of the lesson objectives during the second half of the session. Set high standards and evaluate each driving session together.
- Be prepared to and, in a parking lot, practice steering the car with your left hand from the passenger seat.
- If you have a car with a parking brake between the seats, practice stopping the car by depressing the release button and raising the parking brake.
- To prepare yourself to regain control of the vehicle in the event your child panics and accelerates too much, practice shifting the transmission from drive to neutral from the passenger seat.
- Adjust the mirror on the passenger's sun visor so you can use it as a rearview mirror. If the right outside mirror is properly adjusted to reduce blind spot and glare, you can also use that mirror to monitor traffic to the rear from the passenger seat. (see page 7)
- Keep instructions simple and concise. First direct where to go, and then state the action to take (e.g., "At the next intersection, turn right.").
- Check mirrors, and the space to the sides and ahead of the vehicle before giving directions.
- Emphasize driving with a large anticipation zone by looking at least 20 seconds ahead. Play the "what if game"; what if a car suddenly changes lanes, stops, turns, etc.
- Encourage commentary driving! This is the

most valuable tool you have for checking how your child is processing the driving environment. Ask your child to "read the traffic picture aloud" describing anything that may affect your path of travel. For example, when your child changes speed, your child may say: "red light, check mirror, head check, ease foot off accelerator and begin braking." Actually, you should hear "check mirror, head check and ease off accelerator" a lot!

- Reinforce that a green light means one must scan the intersection before proceeding.
- Encourage your child not to panic when approached by an emergency vehicle and to focus on looking for a safe area to pull over.
- Discuss the rules for encountering a stopped school bus with flashing lights and emergency vehicles on the side of the road.
- Encourage your novice driver to change their route to avoid making a difficult left turn.
- There is a lot to learn in each lesson, so your child may need extra time to attain adequate skill proficiency. Mastery at each level is important before moving on to the next lesson.
- If possible, integrate night driving into each area of instruction.

Driving in the 21st Century

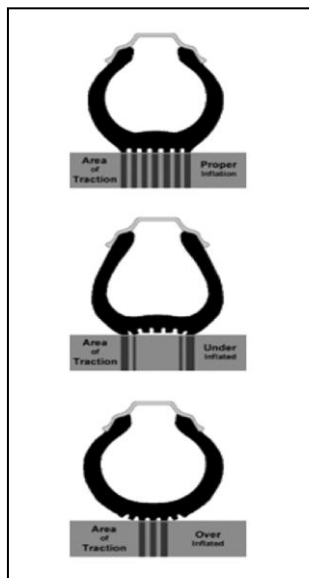
Improvements in vehicle and highway design have increased highway safety. Many new cars are equipped with safety features that dictate basic vehicle control procedures. Drivers must understand these new technologies and the need for basic vehicle maintenance.

Tires, wheels, brakes, shock absorbers, drive train, steering and suspension systems function together to provide a safe, comfortable ride and good gas mileage.

Tires

Properly inflated tires are critical to vehicle control and good gas mileage. Tires should be inflated to the vehicle manufacturer's recommended pressure printed on the vehicle's door placard or in the owner's manual, not the maximum limit listed on the tire sidewall. Under-inflated tires flex too much and build up heat, which can lead to blowouts or the tread separating and peeling off. The actual size of the tire patch in contact with the road is about the size of a dollar bill. These four dollar bill size patches of rubber in contact with the road surface allow the vehicle to respond to acceleration, braking, and steering. With this narrow margin of safety, it is important to check tire pressure at least once a month. Proper tire tread reduces traction loss on wet surfaces by channeling water through the tread. Tire tread depth can be measured by placing a penny in the tread, and if the tread does not reach the top of Lincoln's head, driving in wet weather is very dangerous.

Government tire ratings are listed on the side of the tire. The "AA" rating is the top traction, speed, and load rating, and "C" is the lowest tire rating.

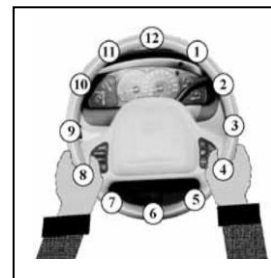


Steering Control

Due to changes in steering ratios and effort needed to turn the wheel, smooth, controlled steering requires a balanced hand position on the lower half of the steering wheel.

Hand position

Placing the left hand at the 8 o'clock position, and the right hand at the 4 o'clock position improves the driver's stability by lowering the body's center of gravity, and reduces unintended and excessive steering wheel movement which is a primary cause of young driver fatalities. This more natural seating position also helps the driver to keep both hands on the wheel and reduces back pain often associated with trip driving.



Steering: Push-pull-slide steering

This steering technique keeps both hands on the wheel at all times and reduces excessive steering wheel movement. In the event of a frontal crash with a vehicle equipped with an air bag, this steering method also reduces the chance of injury to the arms and face because the arms do not cross over the steering wheel where the air bag is housed.

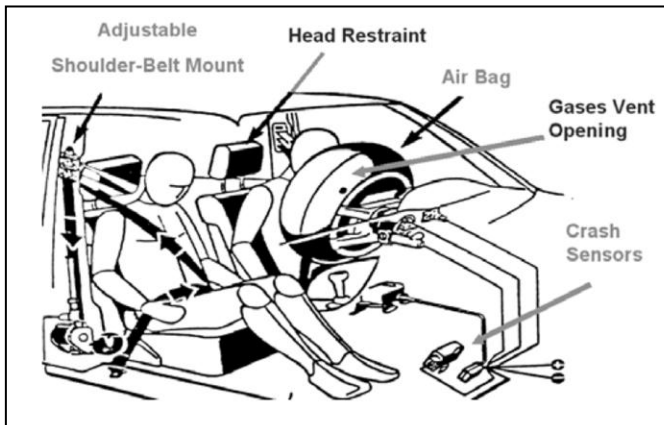
To push/pull steer:

- the right hand begins at 4 o'clock;
- the left hand begins at 8 o'clock;
- the right hand moves between the 4 and 2 o'clock position; and
- the left hand moves between the 8 and 10 o'clock positions.

To reverse the push-pull-slide process, allow the steering wheel to slide through the hands until the vehicle's wheels move to the straight-ahead position. At very low speeds, the driver may need to assist the wheels to return to the straight ahead position.

Driver and Front Passenger Air Bags are designed to inflate in a frontal impact. Drivers should sit at least 10 inches from the air bag because it inflates to six or seven inches in size at speeds up to 200 mph. Tilt the steering wheel as far down as comfortable to point the air bags at your chest, not your face.

Always wear a seatbelt and secure children in the rear seat. To reduce forearm and hand injuries, hands should be placed on the lower half of the steering wheel, with knuckles on the outside and thumbs stretched along the rim of the wheel.



Side Impact Air Bags are designed to protect the torso and head in side impact collisions. Care should be taken not to sit too close to the door or to lean towards the air bag.

Brakes

Brake pads or shoes last about 18,000 - 30,000 miles, depending on the driving conditions.

Anti-lock Braking System (ABS)

Cars with anti-lock braking systems automatically check the system when the car is started. To safely stop and maintain steering control in an ABS-equipped vehicle, one must use firm brake pressure and maintain this pressure on the brake pedal even if you feel the pedal pulsating or hear a grinding noise. The ABS system rapidly engages the brakes 15 times a second to

avoid lockup and allows your wheels to keep rolling. Rolling wheels allow you to steer—you cannot change direction if your wheels are sliding.

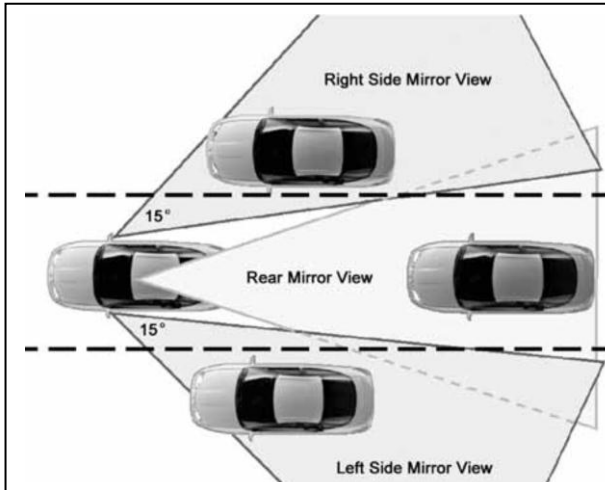
You and your child should practice engaging the ABS system in a vacant parking lot before having to use this crash-avoidance technology in a real emergency.

Electronic stability control (ESC) is a computerized technology that improves the safety of a vehicle's stability by detecting and minimizing skids. When ESC detects loss of steering control, it automatically applies the brakes to help "steer" the vehicle in the direction the driver intended to go.

Braking is automatically applied to individual wheels, such as the outer front wheel to counter oversteer or the inner rear wheel to counter understeer. Some ESC systems also reduce engine power until control is regained. ESC does not improve a vehicle's cornering performance, but it does help minimize the loss of control.

ESC incorporates yaw rate control into the Antilock braking system (ABS). Yaw is a Rotation around the vertical axis, (i.e., spinning left or right). Anti-lock brakes enable ESC to brake individual wheels. Many ESC Systems also incorporate a traction control System (TCS or ASR), which senses drive-wheel slip under acceleration and individually brakes the slipping wheel or wheels and/or reduces excess engine power until control is regained. Electronic stability control, however, achieves a different purpose than ABS or Traction Control.

Traction Control Systems monitor any difference in rotational speed between the front and rear wheels. This differential in wheel rotation may occur on uneven or slippery surfaces. When the system is activated, an automated combination of brake and/or engine control comes into play to provide controlled acceleration and tire traction.



Contemporary mirror setting (BGE)

Adjust the inside mirror so that it frames the entire rear window and becomes the primary mirror for viewing what's behind the vehicle. Adjust side mirrors to reduce the blind spot and headlight glare from the rear. Adjust the left side mirror by leaning your head slightly towards the left side window, and set the left mirror so that the driver can barely see the side of the car. To adjust the right side mirror, lean to the right over the center console, and set the right mirror so the driver can barely see this side of the car. This mirror setting reduces the overlap between the inside and sideview mirrors and **allows the driver to monitor the adjacent lane.**

Tips for Driving in Adverse Conditions

Driver inattention is a primary cause of crashes. Distractions, such as interacting with passengers, talking on the phone, text messaging, or adjusting the audio system, are especially dangerous for young drivers. Limit distractions by pulling off the road to perform activities not related to the driving task.

Fatigue severely limits your reaction time and decision-making ability, and is caused by lack of sleep, the body's circadian rhythm, and driving for long periods of time. Circadian rhythm is the body's natural "downtime", which for most people is between 1:00 p.m.

and 5:00 p.m. and around your normal bedtime. To avoid fatigue, take scheduled breaks, keep the vehicle cool, and be aware of your "downtime." Sixteen to 24-year-olds comprise 14 percent of all drivers but are involved in 50 percent of crashes caused by driving while fatigued.

Glare

Sources of glare include headlights of oncoming or following vehicles, misaligned headlights, improperly loaded vehicles, a dirty windshield, paper on the dashboard, facing the sun at dusk or dawn, snow-covered landscapes, and traditional versus contemporary side mirror settings. To combat glare, wear sunglasses during the day only, adjust sun visor as needed, keep windows clean, reduce speed, and look to the right-hand side of the road when meeting a vehicle with high beam headlights on.

Fog

During foggy conditions, reduce speed, use low beams, windshield wipers, defroster/defogger and flashers if needed. Look for a safe area to pull off the road.

Heavy smoke, rain, or snow, and other lower visibility conditions

Reduce speed, turn on low-beam headlights, emergency flashers, and windshield



wipers when necessary; make gentle steering, accelerating, or braking actions; be alert for stopped vehicles on the highway, and be prepared for wind gusts or strong steady crosswinds; turn on the radio to monitor weather and road conditions, and if possible, leave the highway.



Low water crossing

Nearly half of all flash flood fatalities are vehicle related. In severe rainstorms watch for flooding at bridges and low areas.

Driving too fast through low water will cause the vehicle to hydroplane and lose contact with the road surface.



Hot or cold temperatures place demands on tires, radiator coolant, hoses, connections, drive belts and increase driving risks.

Check these items prior to and after driving during these conditions.

Strong wind conditions create a problem called buffeting. This condition occurs on bridges, through mountain passes and ravines, and when being passed by large trucks. Reduce speed, check traffic, be prepared to steer windward, and counter steer in the direction you want the vehicle to go.

Head-on collisions

The possibility of serious injury or death is great. This type of collision is more likely to occur on two-lane highways, narrow lanes, curved roads, and in construction zones.

Rear-end collisions are one of the most common types of multiple-vehicle collisions. Tailgaters cause many rear-end collisions. Adverse conditions such as dense fog or smoke, heavy rain, and snow also increase risks to motorists because some drivers stop their vehicles while still on the highway.

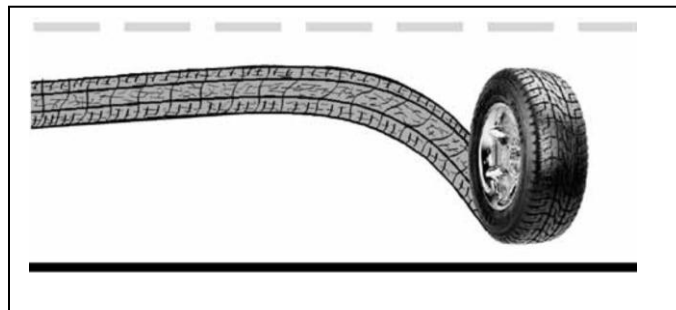
Side-impact collisions

Most vehicles are not well-equipped to withstand a side impact. If your vehicle is in danger of being hit, your best option is to accelerate out of danger if the way ahead is clear rather than apply brakes.

Changing traction conditions

Traction or adhesion is the grip the tires have on the road surface, which allows the vehicle to start, stop, and/or change directions. As speed increases, traction between the tires and the road decreases.

Three kinds of traction influence motor vehicle control: static, rolling (dynamic), and sliding. Road surface conditions that decrease the level of traction are ice, snow or frost, wet surfaces or standing water, mud or even wet leaves, uneven surfaces, sand, gravel, and curves. Speed should be reduced in such conditions.



Sessions 1 and 2: Getting Ready, Starting, Placing the Vehicle in Motion, and Stopping

Sessions 1 and 2 should be divided into four 30-minute periods. These sessions will introduce your child to the instrument panel, vehicle controls, and mirror blind spots. The vehicle owner's manual is the best source of information for these sessions. You will need a measuring tape, cones, plastic cups, or chalk to use in these and future lessons.

Begin in a large, level parking lot free of obstacles. Use the checklist on page 11 to help organize your lessons and assess learning.

- Show your child how to check tire pressure, engine oil, radiator, and other fluid levels.



- Prior to entering the vehicle, the student should be taught to check for fluid leaks, broken glass, etc.
- Enter the vehicle and review interior controls; turn on the ignition switch to discuss functions of lights, gauges, and accessories. Ask your child to operate and explain all controls and to simulate monitoring the path ahead while operating the controls.



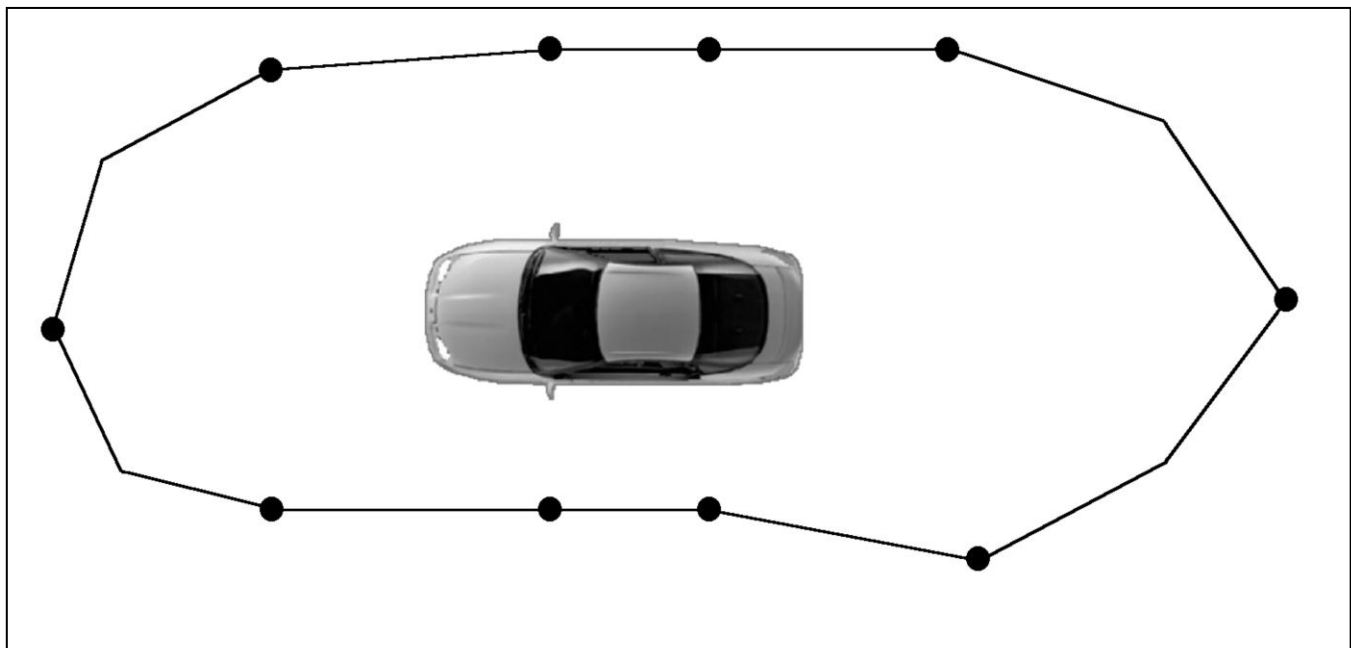
- Discuss how the proper seating position is essential for control of the vehicle. The driver should sit with his or her back firmly against the seat with at least 10 inches between the steering wheel and the driver's chest. The air bag should point towards the driver's chest. The top of the steering wheel should be no higher than the top of the driver's shoulders. Adjust the seat to maintain heel contact with the floor to pivot the foot between the brake and accelerator pedals. Short drivers may need a seat cushion or pedal extenders to sit in a safe position at least 10 inches from the air bag.

- Adjust the head restraint to align with the center of the back of the driver's head.

- Adjust the inside mirror so that it frames the entire rear window and is the primary mirror for viewing traffic behind the vehicle. Adjust side mirrors to see the lanes next to your vehicle and to reduce headlight glare from the rear (see page 7).

- Practice starting the vehicle and adjusting accessories.

- The following exercise illustrates the area around the car the driver cannot see while sitting in the driver's seat. While your child is sitting in the driver's seat with the engine off, get out of the car and stand close to the front bumper facing your child. Begin taking steps backward and ask your child to tap the horn when he or she can see your feet. Place a cone, cup, or mark the spot with chalk. This is the pavement area in front of the vehicle that cannot be seen when looking out of the windshield. Ask the driver to use the inside mirror and to look over the right shoulder, and repeat this process to the rear of the vehicle. Walk backwards from the passenger doors on the left and right sides



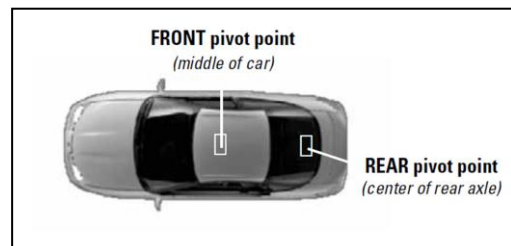
of the vehicle and mark the areas to the side that are visible to the driver. Have your child exit the vehicle, measure and record these blind spot distances on the illustration above.

- With the right foot firmly on the brake, and parking brake engaged, have your child shift through the gears and explain how, when and why each gear is used.
- If the vehicle does not have daylight running lights, turn on the low-beam headlights.
- Press the brake pedal, release parking brake and shift to drive.

Ask the new driver to move the vehicle to different points in the parking lot using little to no acceleration. Have your child stop at designated lines. Focus on smooth acceleration and stopping. Ask your child to drive around the perimeter of the lot and focus on push-pull-slide steering. Coach your child by saying “slow” until the vehicle comes to a stop. Once you have developed that skill into a habit, progress to saying “slow to a stop”. Use the command “stop” only when you need your child to make a hard, emergency stop. Treat these practice maneuvers as simulating stopping and turning at an intersection. Using commentary driving, ask your child to say, “clear left, clear right, clear left, clear ahead” from a stop and “clear left, clear right, clear

ahead” while moving. Make sure your child signals and checks mirrors and head checks blind spots prior to changing speed, position or direction. Focus on continuous and smooth steering wheel movements into the turn, and returning (sliding) the wheel through the hands using the same smooth continuous movements until the vehicle is in the proper position in the lane.

Discuss the vehicle’s forward pivot point, which on most cars is even with the driver’s body. Coach your child to focus on looking at and steering towards a target in the center of your intended path of travel.



Remember to enjoy this time with your new driver!

Checklist for Sessions 1 and 2

Place "S" for satisfactory or "NP" for needs practice to complete the following tasks:

Area around the vehicle that the driver cannot see

- _____ Distance in front of the vehicle that the driver cannot see
- _____ Distance to the rear of the vehicle that the driver cannot see
- _____ Distance to the left side of the vehicle that the driver cannot see
- _____ Distance to the right side of the vehicle that the driver cannot see

Getting Ready to Drive

- _____ Approaches the vehicle with awareness; checks tires, fluid leaks, etc.
- _____ Locks doors and checks all occupants for safety belt use
- _____ Adjusts head restraints, seat position, safety restraints, steering wheel position
- _____ Adjusts mirrors to reduce blind spots
- _____ Identifies vehicle controls (refer to owner's manual for explanation)

Starting the Vehicle

- _____ Checks the parking brake
- _____ Selects proper starting gear
- _____ Pivots heel and places foot securely on brake pedal
- _____ Demonstrates proficient use of ignition switch
- _____ Demonstrates ability to select and use appropriate accessories
- _____ Starts the vehicle and makes appropriate gear selection for movement
- _____ Puts headlights on day and night to increase safety

Placing Vehicle in Motion

- _____ Visually identifies open space and target before moving foot from brake to gas
- _____ Communicates with other users
- _____ Puts the vehicle in motion smoothly and uses commentary driving

Stopping Vehicle in Motion

- _____ Searches ahead of the vehicle to determine deceleration or braking needs
- _____ Uses controlled braking efficiently with heel of foot on floorboard
- _____ Checks rear zone space prior to braking
- _____ Applies adequate force at the beginning of the braking process
- _____ Brings the vehicle to a smooth stop
- _____ Eases off brake pressure during the last second of braking to reduce vehicle pitch
- _____ Checks the rear zone space before, during, and after braking

Steering

- _____ Uses a balanced 8 and 4 hand position on the steering wheel
- _____ Uses steering methods effectively
- _____ Turns head and visually checks what's ahead prior to turning
- _____ Visually checks the rear/side view mirrors and head checks blind spots

Securing the Vehicle

- _____ Sets parking brake; shifts into appropriate gear before removing foot from brake
- _____ Turns off appropriate accessories prior to turning off ignition and removing key
- _____ Visually checks traffic flow before opening door
- _____ Locks doors and activates alarm system if the vehicle is equipped with this device

We certify that we have practiced the above tasks to a satisfactory level of competence.

Student signature _____ Parent/Guardian's signature _____ Date _____

Sessions 3-5: Moving, Stopping, Steering and Knowing Where You Are

Sessions 3-5 focus on learning the correct procedures for moving, stopping, steering the vehicle at different speeds and using reference points. Review previous lesson objectives, and divide sessions into six 30-minute periods. If possible, drive at night during one session. Assess learning throughout the process. Begin in a large, level parking lot that is free of obstacles. Place cones or other “targets” at selected locations on the lot.

The student should practice driving around the perimeter of the lot at 10 and 15 mph. Using commentary driving, have your child focus on smooth push-pull-slide steering and stops. Your child should be coached to ease off the accelerator or use the brake to reduce speed before entering a curve, and to use slight acceleration to overcome inertia and pull the vehicle out of the curve. This technique can be practiced using a figure eight pattern. Novice drivers have a tendency to overuse the brake and under use the accelerator to control speed.

Ask the student to move the vehicle to specified targets in the parking lot at 10 and 15 mph. Focus on smooth acceleration, proper speed, and smooth stops. Explain to your child that “curling” the toes back to ease pressure off the brake just before stopping results in smoother stops. Practice normal smooth stops and hard smooth stops which are done at a slightly higher speed.

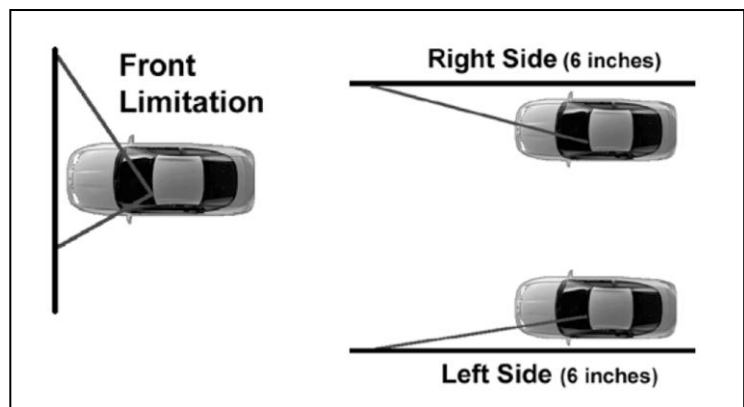
Reference points: To know exactly where the vehicle is located, the driver can align some part of the vehicle with the roadway. Practice establishing left, right, and front reference points 8 or 10 times during each session. Exchange places with your child to demonstrate using left, right and front reference points.

Left-side reference point: To align the vehicle 3-6 inches from a pavement line or curb on the driver’s side of the vehicle, the driver should stop when the line or curb appears to intersect a point located about one foot from the left edge of the hood of the car. After stopping the vehicle, the student should place it in park, set the

parking brake, turn off the engine, and get out of the vehicle to check whether the vehicle is in the desired position. If it is not, the student should try again.

Right-side reference point: To align the vehicle 3-6 inches from a pavement line or curb on the passenger’s side of the vehicle, the driver should stop when the pavement line appears to intersect the center of hood. The student should get out of the vehicle to check whether the tires are 3-6 inches from the line, and make adjustments as needed.

Front reference point: To align the front bumper 3-6 inches from a pavement line or curb, the driver should stop when the line appears under the passenger side mirrors. Ask your child to get out of the vehicle to check to see whether the front bumper is 3-6 inches from the pavement line or curb. Adjust as needed and re-establish the side mirror reference point.



Checklist for Sessions 3-5

During session 5, parents should begin evaluating whether the driver can perform the following tasks in an efficient sequence without hesitation. Your child should also be able to explain why each step is performed.

Place “S” for satisfactory or “NP” for “Needs Practice” for the following tasks:

- _____ Uses commentary driving
- _____ Approaches the vehicle with awareness
- _____ Enters the vehicle and makes appropriate checks and adjustments
- _____ Identifies and operates all controls (blows horn, turns wipers on and off, etc.)
- _____ Prepares to drive (see lessons 1-2)
- _____ Follows steps to put vehicle in motion (see lessons 1-2)
- _____ Places heel on floor and accelerates smoothly
- _____ Establishes balanced hand position on the lower half of the steering wheel
- _____ Looks well ahead of the vehicle to identify risks in the path of travel
- _____ Maintains lane position
- _____ Exhibits smooth push-pull-slide steering
- _____ Looks at target in the center of the turn
- _____ Maintains 10 mph speed
- _____ Maintains 15 mph speed
- _____ Checks inside mirror before braking and stops smoothly
- _____ Demonstrates smooth stop at 10 mph
- _____ Demonstrates smooth stop at 15 mph
- _____ Aligns the vehicle 3-6 inches from a line or curb on driver’s side of the vehicle
- _____ Aligns the vehicle 3-6 inches from a line or curb on passenger’s side of the vehicle
- _____ Aligns the front bumper 3-6 inches from a pavement line or curb
- _____ Properly secures the vehicle

We certify that we have practiced the above tasks to a satisfactory level of competence.

Student signature _____ Parent/Guardian’s signature _____ Date _____

Sessions 6 and 7: Backing

Repeat the tasks listed in sessions 3-5 with the vehicle in reverse gear at idle or slow speeds. Many novice driver crashes are backing crashes. Backing from one target to another allows your child to practice seeing, steering, and speed control skills with the vehicle in reverse gear. Switch places with your child to demonstrate each backing task.

One-hand steering. Movement of the steering wheel with one hand is recommended only for backing maneuvers that do not require full left or right turns. Backing and steering with one hand requires shifting one's hips and seating position so the driver's head can be turned to see beyond the head restraint. One loses depth perception when using the mirrors to guide the vehicle when backing. Sharp turns while backing may require use of both hands. Since it is more difficult to maintain steering control and vehicle balance when the vehicle is moving in reverse, emphasize **backing at slow speeds. Reverse is a more powerful gear than drive, so coach your child to use the accelerator pedal carefully, if at all.**

To practice backing the vehicle in a straight line, have your child:

- check all areas behind the vehicle prior to and while backing;



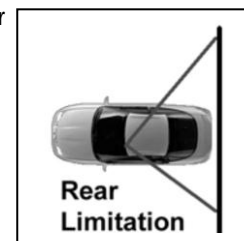
- pivot the heel, place the right foot on the brake, and shift to reverse;
- grasp the steering wheel at 12 o'clock with the left hand;
- look over right shoulder through the back window;
- use the brake and accelerator effectively for speed control;

- make frequent quick checks to the front to monitor vehicle position; and
- stop at a designated line.

To practice backing and turning the vehicle, have your child:

- grasp the steering wheel at 12 o'clock with the right hand if turning to the left, or with the left hand if turning to the right;
- look in the direction you are moving through the rear, side, and back windows;
- keep speed slow using brake and accelerator effectively for speed control;
- make quick checks to the front and sides to monitor vehicle position; and
- remind driver when backing the front of the vehicle moves in the opposite direction.

Rear bumper reference points: To align the rear bumper 3-6 inches from a line or curb, the driver should stop when the line or curb appears near the middle of the rear right window when looking over the right shoulder. Have the student get out of the car to see whether the rear bumper is 3-6 inches from the designated line. Adjust the vehicle's position as needed, and reestablish the rear side window reference point from the inside of the car.



When backing around a corner to the left, the pivot point is the center of the rear axle between your rear tires. To establish a three-foot pivot point, the driver looks over the left shoulder and aligns the corner of the turn with the rear left tire. If excessive steering is necessary, the driver may need to use push-pull-slide steering.

Checklist for Sessions 6 and 7

Place “S” for satisfactory or “NP” for needs practice for the following tasks:

- _____ Approaches the vehicle with awareness
- _____ Enters the vehicle and makes appropriate checks and adjustments
- _____ Identifies controls
- _____ Prepares to drive
- _____ Follows steps to put vehicle in motion
- _____ Controls speed
- _____ Uses commentary driving

Backing straight

- _____ Checks all areas around the vehicle prior to putting it in reverse and while backing
- _____ Pivots foot to brake pedal and shifts to reverse
- _____ Grasps steering wheel at 12 o'clock with left hand
- _____ Looks through the back window and targets path of travel
- _____ Uses accelerator and brake effectively for speed control
- _____ Demonstrates effective steering technique
- _____ Makes frequent quick checks to the front
- _____ Stops with rear bumper 3-6 inches from a designated line using reference points
- _____ Stops the vehicle completely before turning back around to face the front of the car

Backing and turning

- _____ Searches all areas prior to putting the vehicle in reverse and while backing
- _____ Grasps steering wheel at 12 o'clock position with the right hand for a left turn
- _____ Grasps steering wheel at 12 o'clock position with the left hand for a right turn
- _____ Demonstrates effective one-hand and push-pull-side steering techniques
- _____ Searches path of travel through rear, side, and back windows
- _____ Keeps speed slow using idle speed or slight acceleration
- _____ Makes frequent quick checks to the front and sides opposite the direction of the turn
- _____ Stops at the rear tire pivot point prior to turning
- _____ Steers in the correct direction gradually and straightens the direction of the car
- _____ Looks to the rear and front and stops at designated line
- _____ Stops the vehicle completely before turning around
- _____ Properly secures the vehicle

We certify that we have practiced the above tasks to a satisfactory level of competence.

Student signature _____ Parent/Guardian's signature _____ Date _____

Sessions 8-10: Turning, Lane Position, and Visual Skills

Parents and teens should review the driver's manual. Focus on signs, signals, pavement markings, yield and speed laws. If possible, begin integrating night driving into these sessions.

During these three sessions practice 10-15 right and left turns from stopped and moving positions in a parking lot. Left turns should be "squared" and right turns should be "rounded." Emphasize proper signals, mirror checks, head checks, side-position reference points, speed and steering control, and the need to look ahead of the vehicle at a selected target in the center of the path of travel.

Warn young drivers to search the driving environment and not to fixate on any one thing. Prior to progressing to driving in a quiet neighborhood, your child should be able to demonstrate the ability to move and stop the car smoothly, maintain a given speed, and steer with reasonable precision. If your child is ready, practice right and left turns in a residential area.

When turning out of a parking lot, help the new driver maintain proper lane position by asking him or her to identify a target 15 and 20 seconds ahead of the vehicle (approximately one block), and using commentary driving, explain what he or she sees and the proper reaction to it. Ask the new driver to verbalize the need to change speed or position, and to identify potential risks in the path of travel.

This will enhance awareness of signs and pavement markings, and help your child develop visual search and risk identification skills. If the road has pavement markings, discourage the novice driver from looking at the lines to try to "center the vehicle". Any eye motion away from the target in the center of the path of travel should be quick; delayed eye movement or looking at the pavement directly in front of the vehicle will often cause the vehicle to drift in the lane.

Coach your child to constantly scan/search and not focus on anything at the sides of the path of travel. Drivers have the tendency to steer in the direction they look, especially young drivers.



Using commentary driving while approaching an intersection, your child should:

- search all corners of the intersection for vehicles, pedestrians, traffic controls, etc.;
- check traffic to the rear, put on turn signal 2-4 seconds before turning;
- at a signal-controlled intersection, identify who has the green light; and
- select the best lane and lane position and yield to pedestrians and other vehicles.

Right turns from a stop

The steps are the same whether turning onto a one-way or two-way street.

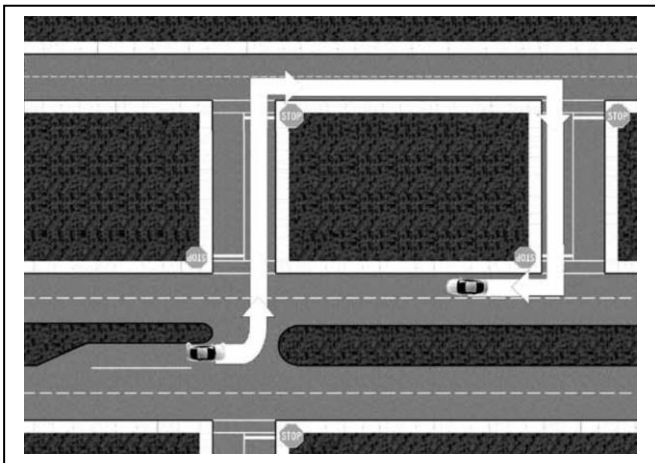
- Position the vehicle 3 feet from the curb (any closer the rear tire may hit curb).
- Stop with the front bumper even with the curb line, wheels angled slightly to the right.
- Yield and search intersection to the left, front, right, and back to the left.
- Select a gap in traffic, avoid hesitation, and look at the target in the center of the path of travel.

Please note, selecting a gap in traffic is a very difficult skill for most novice drivers and requires a lot of practice!

Coach the novice driver to look down at the tires of approaching vehicles to better judge distance and speed of the approaching vehicle.

- Using push-pull-slide steering, begin to turn the steering wheel when the vehicle's right-side corner post is aligned with curb and target the center of the closest open lane.
- Allow the steering wheel to recover by letting it slide through the hands.
- Select a target 15-20 seconds ahead and accelerate gradually.

- Use the yellow line as the turning target, select gap and turn into the travel lane closest to the yellow line.
- At the steering recovery point, allow the steering wheel to slide through the hands.
- Select a new target 15-20 seconds ahead in the center of the path of travel and accelerate gradually.



**NOTE: Right of way is a gift.
You do not have it unless
someone gives it to you.**

Left turns on two-way streets from a stop

- Position the vehicle 3-6 inches from the yellow line in the middle of the road.
- Stop with wheels pointed straight ahead behind the stop line, pedestrian crosswalk, or before entering an intersection.
- Search the intersection to the left, front, right, and back to the left.
- Select a gap, avoid hesitation, pull straight forward towards the middle of the intersection.

Checklist for Sessions 8-10

Place “S” for satisfactory or “NP” for needs practice for the following tasks:

- _____ Approaches the vehicle with awareness
- _____ Enters the vehicle and makes appropriate checks and adjustments
- _____ Identifies controls
- _____ Prepares to drive
- _____ Follows steps to put vehicle in motion
- _____ Checks mirrors frequently
- _____ Uses commentary driving

Vehicle position for right and left turns

- _____ Selects the best lane and lane position; understands the correct path of travel
- _____ Positions vehicle 3 feet from the curb for a right turn
- _____ Stops with the front bumper even with curb or behind stop line
- _____ Angles wheels slightly to the right when stopped for a right turn
- _____ Positions the vehicle 3-6 inches from the center line to prepare for a left turn
- _____ Maintains at least a three-second space cushion at all times
- _____ Turns into the closest open travel lane

Visual skills

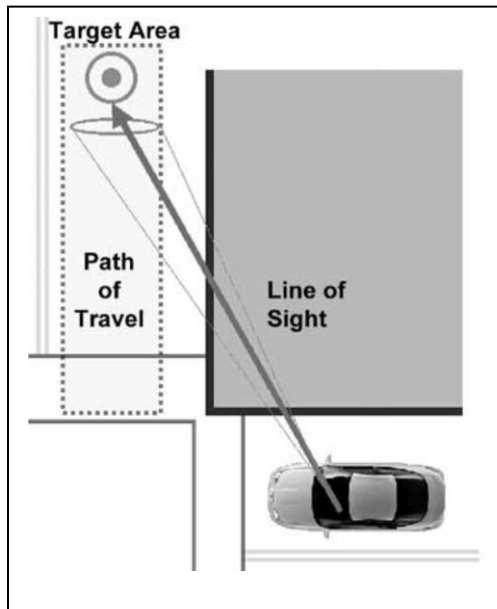
- _____ Looks 15-20 seconds ahead of the vehicle
- _____ Looks at target in the center of the path of travel
- _____ Selects targets
- _____ Recognizes signs by their shape well in advance
- _____ Understands meaning of yellow and white pavement markings
- _____ Understands meaning of solid and broken pavement markings
- _____ Recognizes a green arrow, left turn only, and no left turn signs
- _____ Searches all areas of the intersection
- _____ Selects a target in the center of the travel path
- _____ Judges driving space in traffic; has good gap selection
- _____ Uses proper steering techniques
- _____ Yields to pedestrians and oncoming traffic
- _____ Uses proper signals
- _____ Checks mirrors before slowing or stopping
- _____ Avoids hesitation
- _____ Controls speed
- _____ Maintains speed
- _____ Properly secures vehicle

We certify that we have practiced the above tasks to a satisfactory level of competence.

Student signature _____ Parent/Guardian's signature _____ Date _____

Sessions 11-13: Searching Intended Path of Travel

In a residential area, or, if ready, on roads with light traffic, continue working on basic visual skills, negotiating curves, and right and left turns. Practice judging space in seconds, identifying a target, and searching the target area and target path. Ask your child to comment prior to changing speed or position.



Novice drivers have the tendency to monitor the road immediately in front of the vehicle. **The target** is a fixed object that is located 15-20 seconds ahead of the vehicle, in the center of the path of travel, and is what the driver steers toward. It can be a car a block ahead, a traffic signal, a crest of a hill, etc. To practice this skill, use commentary driving for two to three minutes, and have your child identify targets.

Having a target helps the new driver to:

- visualize the space the vehicle will be occupying;
- look far ahead to begin a search to identify risks;
- improve steering accuracy.

The **SEEIT** system: **S**earch, **E**valuate, and **E**xecute in **T**ime, is a simple space management system your child can use to minimize or control driving risks. When **Searching** the path of travel, the new driver

should look for open, changing, and closed areas. Examples of a closed area would be a stop sign, stopped traffic, red light, etc. Examples of changing area would be a car pulling out of a driveway, a left-turning vehicle, a bicyclist, etc. Ask your child to use commentary driving to identify and **Evaluate** changing or closed space when approaching intersections, and then **Execute** a speed or position change in **Time** to reduce risk.

The need for adjustments in **following time** occurs when speed or road conditions change. **You can steer around a risk in much less time than you can brake to stop and avoid colliding into the risk.** The distance needed for steering is much shorter than the distance for stopping. Coach the new driver to look for open space, or an “escape route,” not at what he or she is trying to avoid. Remember, we steer in the direction we look.

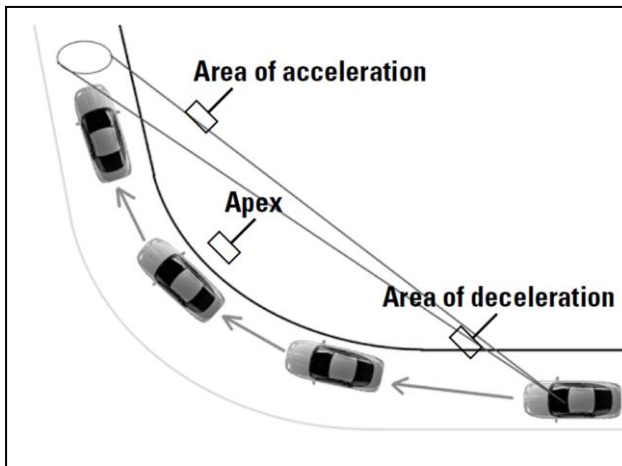
We teach a two-second interval, but consider the following:

A two-second interval provides the driver time to steer out of problem situations at posted speeds on a dry surface and brake out of problems at speeds under 35 mph.

A three-second interval provides the driver time to steer out of problem areas and to brake out of problems at speeds under 45 mph on a dry surface.

A four-second interval provides the driver time to steer or brake out of problems at speeds under 65 mph on a dry surface.

Judging Space in Seconds—When traveling at 25 to 30 mph, looking 12 to 15 seconds ahead translates into about one city block. This is the target area the driver must monitor. Stopping zones are 4 to 8 seconds ahead, and following distance is 3 to 4 seconds. To calculate space in seconds, have the new driver select a fixed target, count one-one thousand, two-one thousand, etc. Have your child practice judging space in seconds.



Coaching your child to control a vehicle through a curve

- On approach, position the vehicle in the lane to try to establish a sightline to the apex and exit of the curve, and reduce speed (observe warning sign speed which is calculated on the angle and bank of the curve).
- Reduce speed **before** entering the curve, and slowly lighten the pressure on the brake until reaching the apex point (where the car is closest to the inside of the curve line). At the apex or exit point, coach the new driver to apply light acceleration to pull the car out of the curve.

The vehicle's speed and load along with the sharpness and bank of the curve affect vehicle control. Traction loss when entering a curve is often caused by excessive speed, braking, or steering. Front tire traction loss is referred to as "under-steer," and is more likely to occur in front-wheel drive vehicles. "Over-steer" is when there is traction loss by the rear tires and occurs more often in vehicles with rear-wheel drive.

Vehicle balance refers to the distribution of the vehicle's weight on all four tires. Ideal balance and tire patch size is only reached when the vehicle is motionless. As soon as acceleration, deceleration, cornering, or a combination of these actions occur, vehicle balance and weight on the tires change.

However, if the vehicle is traveling at a constant speed, and the suspension is set on center, steering and traction control is considered to be in balance.

Changing vehicle balance from side to side (roll)

Sudden steering, accelerating, braking, or road elevation can affect a vehicle's side-to-side balance.

Changing vehicle balance from front to rear (backward pitch)

When acceleration is applied, weight or center of mass is transferred toward the rear of the vehicle. More rapid acceleration results in greater weight transfer, and reduced front tire traction.

Changing vehicle balance from rear to front (forward pitch)

When brakes are applied, weight or center of mass is transferred toward the front of the vehicle. If braking is hard, there is a noticeable drop of the hood and reduced rear tire traction.

Changing the vehicle's rear load to the right or left (yaw)

Sudden steering, braking, slippery road surface or a right or left elevation of the highway can affect rear vehicle balance and result in the loss of tire traction. When the vehicle loses traction to the rear, the vehicle tends to move to the left or right around its center of gravity.

Checklist for Sessions 11-13

Place “S” for Satisfactory or “NP” for Needs Practice for the following tasks:

- _____ Approaches the vehicle with awareness
- _____ Enters the vehicle and makes appropriate checks and adjustments
- _____ Uses proper signals
- _____ Checks mirrors before slowing or stopping
- _____ Avoids hesitation
- _____ Maintains at least a 3-4 second space cushion at all times
- _____ Controls speed
- _____ Maintains and adjusts speed to flow of traffic
- _____ Uses commentary driving

Searching the Intended Path of Travel

Target

- _____ Identifies a stationary object or area in the center of the intended path of travel

Judges Space in Seconds

- _____ Searches the space the vehicle will occupy at least 15-20 seconds ahead
- _____ Continually evaluates the immediate 4-6 second travel path
- _____ Adjusts speed and/or lane position as needed when search areas cannot be maintained
- _____ Maintains a 3-4 second following interval at all times

Identifies Open, Closed or Changing Spaces

- _____ Identifies the intended travel path as open, closed or changing, and adjusts speed and position as needed

Searches Intersections

- _____ Looks for open zones/space to the left, front, and right when approaching and entering an intersection
- _____ Identifies closed or changing zones/spaces and makes necessary speed and/or lane adjustments
- _____ Stops in proper position; stops completely; tires are motionless
- _____ Yields; understands right-of-way rules
- _____ Comments prior to changing vehicle speed or position

Curves

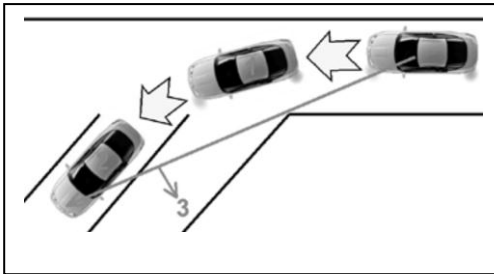
- _____ Positions the vehicle to increase line of sight
- _____ Slows to the speed posted on the warning sign before entering curve
- _____ Slowly lightens pressure on the brake until reaching the middle of the curve
- _____ Applies light acceleration to pull the car out of the curve
- _____ Properly secures vehicle

We certify that we have practiced the above tasks to a satisfactory level of competence.

Student signature _____ Parent/Guardian's signature _____ Date _____

Sessions 14-16: Parking

Sessions 14-16 focus on learning the correct procedures for angle, perpendicular, and parallel parking using reference points and commentary driving. Review previous lesson objectives and the driver's manual section on parking. Begin Session 14 in a large, level parking lot free of obstacles. During each session have your child practice angle, perpendicular, and parallel parking on the right and the left 8-10 times.



Angle Parking Steps

- Signal intention and position the vehicle 3-4 feet from the space in which the vehicle will be parked.
- Move forward until the steering wheel is aligned with the first pavement line.
- Visually locate the middle of the parking space and turn the wheel sharply at a slow, controlled speed.
- Steer toward the target in the center of the space to straighten the wheels and stop when the front bumper is 3-6 inches from the curb or end of the space.
- If you have a choice, parking on the left gives you more room to maneuver and a better view of traffic if you have to back out of the space.

Exiting an Angle Parking Space

- Place foot on brake, signal intention, shift to reverse, look over your shoulder and search path of travel.

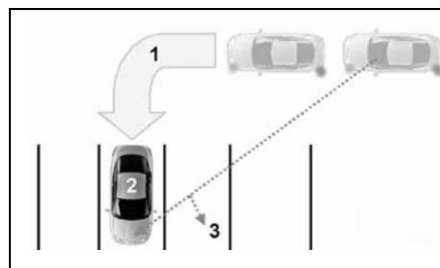
- Back until your vehicle's front tire is even with the bumper of the vehicle located on the turning side, and begin turning the steering wheel in the direction you want the rear to go.

- Monitor your front bumper on the opposite side of the direction you are turning.

- When your front bumper clears the back of the vehicle by several feet, stop, and shift to Drive.

Perpendicular Parking Steps (parking at a 90-degree angle)

- Signal intention and position the vehicle 5-6 feet away from the space.
- Move forward until the driver's body is aligned with the first pavement line.
- Turn the wheel rapidly left or right controlling speed.
- Steer towards the target in center of space and straighten the wheels.
- Position the front bumper 3-6 inches from the curb or end of the space.



Exiting a Perpendicular Space

- Place foot on brake, signal intention, shift to reverse, and look through the rear window.
- Back until your windshield is even with the bumper of the vehicle located on the turning side, and begin turning the steering wheel in the direction you want to go.

- Monitor your front bumper on the opposite side of the direction you are turning.

- When your front bumper clears the back of the vehicle by several feet, stop, and shift to Drive.

Parallel Parking Steps

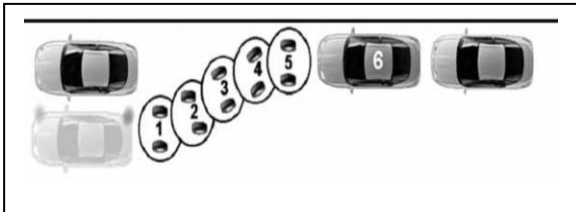
- Signal stopping and turning.

- Stop 2-3 feet parallel to the car in front.

- Shift to Reverse. Check traffic and path of travel, and back slowly steering sharply left or right as appropriate; stop when the steering wheel is in line with the rear bumper of the vehicle you are parking behind.

- Continue backing slowly while steering rapidly in the opposite direction using quick glances to the front and the rear of the vehicle until you straighten the vehicle's wheels.

- Center vehicle in space. Wheels should be 6-12 inches from the curb.



Exiting a Parallel Parking Space

- Brake, shift to Reverse, and back as near as possible to the vehicle behind you.

- Check traffic, signal, and shift to Drive.

- Move forward slowly while steering rapidly out of the space.

- Begin straightening wheels when your vehicle's front seat is even with the back bumper of the car in front and look at the

target in the center of your path of travel.

Parking on a Hill

When parking uphill or downhill, make sure your child places the vehicle in REVERSE or FIRST gear for manual transmissions, and PARK for automatic transmissions, and that the parking brake is properly engaged.

To further ensure that the vehicle does not roll into traffic, turn the front wheels:

- towards the curb **when parking downhill;**

- towards the curb **when parking uphill without a curb;** and

- away from the curb **when parking uphill with a curb.**

Checklist for Sessions 14-16

Place “S” for Satisfactory or “NP” for Needs Practice adjacent to the following tasks:

- _____ Approaches the vehicle with awareness
- _____ Enters the vehicle and makes appropriate checks and adjustments
- _____ Checks mirrors before slowing or stopping
- _____ Avoids hesitation
- _____ Uses commentary driving

Angle Parking

- _____ Signals intention
- _____ Approaches space at proper distance, and aligns the vehicle with the reference point
- _____ Controls speed and monitors all four corners of the vehicle
- _____ Centers the vehicle in the space
- _____ Positions the front bumper 3-6 inches from the curb or end of the space

Exiting Angle Parking Space

- _____ Signals intention
- _____ Aligns the vehicle with the reference point before turning the steering wheel
- _____ Controls speed and monitors all four corners of the vehicle and the path of travel
- _____ Steers into closest lane after the front tire clears the back of the parked vehicle

Perpendicular Parking

- _____ Signals intention
- _____ Establishes proper distance from parked vehicle and uses reference point to begin turn
- _____ Controls speed and steers to target in center of space
- _____ Centers vehicle in the space
- _____ Positions the front bumper 3-6 inches from the curb or the end of the space

Exiting a Perpendicular Parking Space

- _____ Signals intention and aligns vehicle with the proper reference point
- _____ Controls speed and monitors all four corners of the vehicle and path of travel
- _____ Backs until the windshield is even with the bumper on the side which turning toward
- _____ Stops when the front tire clears the back of the vehicle and shifts to Drive.

Parallel Parking

- _____ Signals intention and stops the vehicle 2-3 feet parallel to the car in front
- _____ Stops at reference point and steers rapidly in the opposite direction
- _____ Centers vehicle in parking space, 6-12 inches from the curb

Exiting Parallel Parking Space

- _____ Backs as near as possible to the vehicle which is parked behind the space
- _____ Checks traffic, signals, and shifts to Drive
- _____ Controls speed and steers out of the space
- _____ Straightens wheels gradually when front seat aligns with the back bumper of vehicle in front

We certify that we have practiced the above tasks to a satisfactory level of competence.

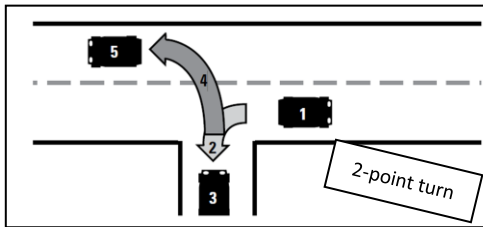
Student signature _____ Parent/Guardian's signature _____ Date _____

Sessions 17 and 18: Turnabouts

Sessions 17 and 18 will focus on recognizing the different types of turnabouts and selecting the appropriate type of turnabout for a given situation. Review previous lesson objectives and the driver's manual section on turnabouts. Begin Sessions 17 and 18 in a large, level parking lot free of obstacles. **Remember Head Checks and Signals!**

Practice 2-point, 3-point, and U-turns in a parking lot. Progress to a lightly traveled residential area, and practice visual search skills, turns and each turnabout at least 10 times.

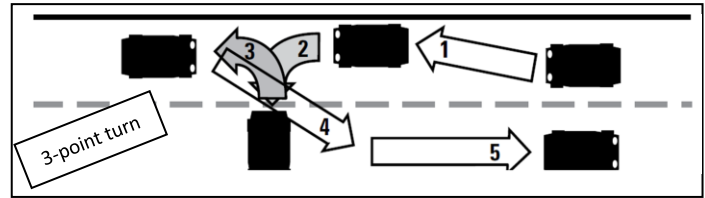
The easiest and safest way to change directions is to drive around the block. The 2-point turnabout to the right rear is the next best option. This maneuver will give useful practice to your student for pulling into and out of parking spaces and driveways.



Two-point turns require the driver to head into, or back into, a driveway or parking space on the same side or on the other side of the roadway to reverse direction. If using a driveway, it is safest to execute a 2-point turnabout by backing into a driveway on the same side of the street.

REMEMBER TO USE PROPER SIGNALS AND HEAD CHECKS during each maneuver!

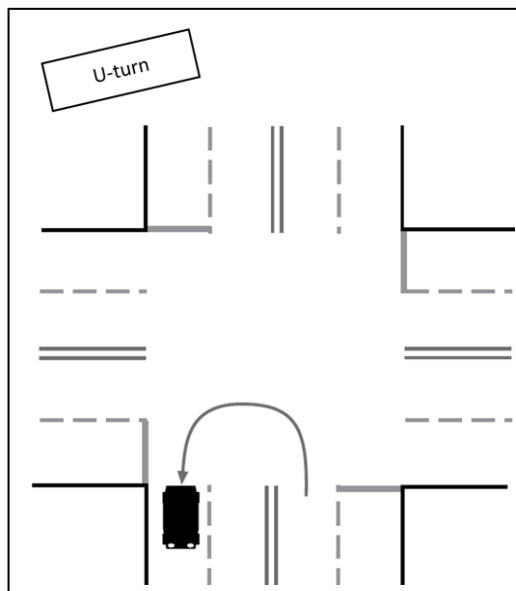
Three-point turns are an option if no driveway is available, traffic is light, you cannot drive around the block, or the available space prevents a U-turn. To begin a 3-point turn, pull over next to the curb on the right. When safe, move forward while turning the wheel sharply to the left towards the opposite side of the road.



Stop approximately a foot from the curb. Shift to Reverse. Check traffic and back slowly turning the wheel to the right until your front bumper is in the center of the road. Shift to Drive and target the center of your path of travel.

REMEMBER TO USE PROPER SIGNALS AND HEAD CHECKS during each maneuver!

U-turns are very dangerous. On a two-way multiple-lane highway, the driver begins the U-turn in the left lane closest to the center line or median. The driver completes the turn in the lane furthest to the right in the opposite flow of traffic and accelerates to the appropriate speed. If making the U-turn on a divided highway with a median, stay on the right side of the opening of the median. **REMEMBER TO USE PROPER SIGNALS AND HEAD CHECKS during each maneuver!**



Checklist for Sessions 17-18

Place “S” for Satisfactory or “NP” for Needs Practice for the following tasks:

- _____ Approaches the vehicle with awareness
- _____ Enters the vehicle and makes appropriate checks and adjustments
- _____ Checks mirrors before slowing or stopping
- _____ Avoids hesitation
- _____ Maintains a safe following distance at all times
- _____ Uses commentary driving

Approach to Intersections

- _____ Sees and responds to open/closed space areas
- _____ Checks and responds to rear space conditions
- _____ Establishes and maintains proper lane usage and speed control
- _____ Searches left, front, and right zones for line of sight or path of travel changes, and identifies open spaces before entering
- _____ Safely stops when necessary

Precision Turns

- _____ Successfully executes several 2-point turns
- _____ Successfully executes several 3-point turns
- _____ Successfully executes U-turns
- _____ Is able to select the appropriate type of turnabout for a given situation
- _____ Demonstrates and explains the proper starting position
- _____ Demonstrates and explains the proper forward position
- _____ Searches left, front, and right of intersections to determine open spaces
- _____ Looks through the turn before turning the steering wheel
- _____ Identifies a target at the end of the path of travel

Visual Skills

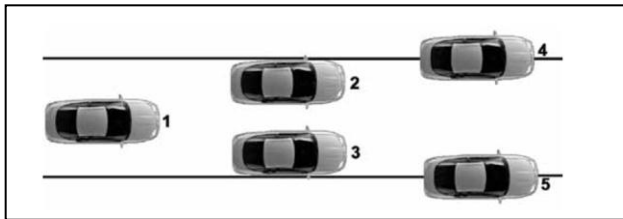
- _____ Looks well ahead of the vehicle
- _____ Selects target at the end of turn
- _____ Recognizes signs by shape and color
- _____ Understands meaning of pavement markings
- _____ Judges adequate gap in traffic prior to executing maneuver
- _____ Uses proper signals
- _____ Checks mirrors before slowing or stopping
- _____ Avoids hesitation
- _____ Controls speed
- _____ Secures vehicle

We certify that we have practiced the above tasks to a satisfactory level of competence.

Parent/Guardian's signature _____ Date _____

Sessions 19-21: Multiple Lane Roadways

Sessions 19-21 focus on **lane position, lane changing, following distance, and mirror blind spots**. If possible, choose a time when the four lane roadway on which you select to practice has minimal traffic, such as during early morning hours on Saturday or Sunday.



There are several **lane position choices** a driver can make without changing lanes. Practice driving in lane position 1, 2 and 3 for several miles during each session.

Position 1: The vehicle is centered in the lane and is the lane position most often used.

Position 2: The vehicle is 6-12 inches from the lane line on the driver's side, is the lane position for a left turn, and allows for a margin of safety on the right side of the vehicle.

Position 3: The vehicle is 6-12 inches from the passenger side pavement line or curb and is the best position to approach a hill or curve.

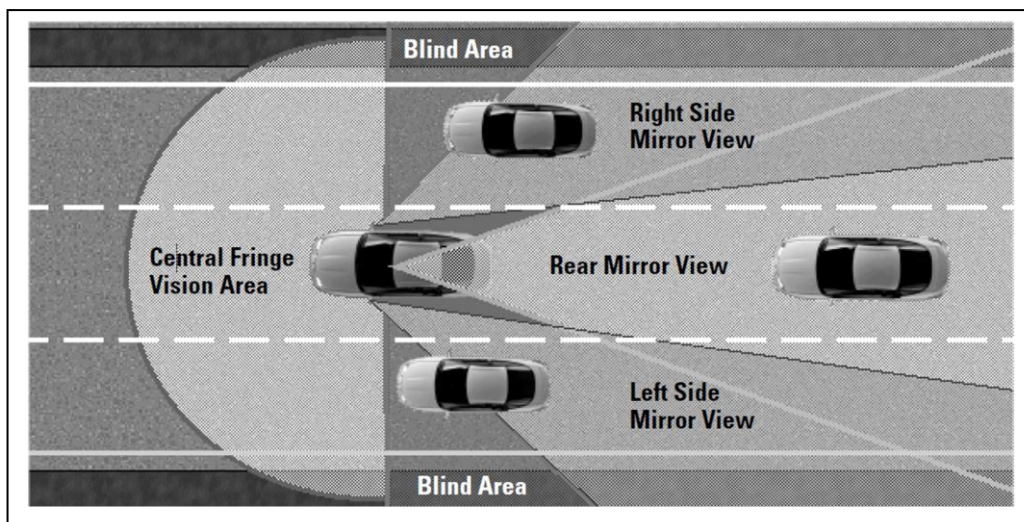
Position 4 and 5: The vehicle straddles either lane line due to an obstruction in the path of travel.

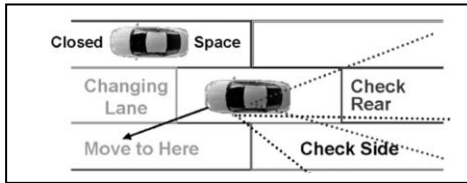
Your most important safety margin, and the one over which you have the most control, is the space in front of the vehicle. Maintaining at least a 2 to 4 second space margin from the vehicle ahead provides the driver with visibility, time, and space to avoid frontal crashes, and allows the driver to steer or brake out of danger at moderate speeds.

Coach your child to accelerate or decelerate if the gap in the space cushion widens or decreases. This will also help the novice driver travel at the speed of the flow of the traffic. When stopping behind another vehicle, coach your child to stop in a position that allows the driver to see the back tires of the car in front for an adequate space margin.

Mirror blind spot - As a bike rider, before making a turn or changing lanes, your child was taught to check over the shoulder in the area next to and behind the bike to make sure there were no cars. As a driver, coach your child to monitor the area to the rear with the inside mirror, to the sides with the side view mirrors, and to make a blind spot check with a head check in the area slightly beyond the driver's peripheral field of vision.

Coach the driver to look out of the front side windows, not the rear side windows, when checking the mirror blind spot areas. New drivers have a tendency to move the steering wheel in the direction they move their head. Before the head check, coach your child to focus on NOT moving the steering wheel.





Changing lanes should not be done too often or unnecessarily. Ask your child why one would need to change lanes. Answers may include: to avoid an obstacle in your lane; to make a turn; exit the road; park; or to pass another vehicle. Emphasize that passing another vehicle on a two-lane, two-way roadway with limited line of sight is extremely dangerous.

Practice changing lanes at least 20 times during these three sessions. Lane change steps are:

- check traffic flow to rear and sides for appropriate gap;
- signal intentions by placing gentle pressure on the turn signal lever;
- recheck traffic flow to the rear and sides;
- steady hands and make a quick glance in the mirror blind spot area and do a **quick head check**;
- maintain speed or accelerate slightly before and during the lane change;
- make a gradual move into the lane (front and rear tires should glide almost simultaneously across 3-5 broken pavement lines);
- regain space around the vehicle and adjust following distance as needed.

Right turns are always made from the right turn lane(s) or the travel lane farthest to the right to the first open lane.

Left turns can be one of the most hazardous maneuvers your child will perform. To judge which lane a vehicle is in, the speed, and distance of the vehicle, tell your child to look down at the vehicle's tires in contact with the road, not at the body of the approaching vehicles.

When making a left turn from a two-way four-lane street, begin and end the turn in the lane closest to the yellow line. The yellow line should serve as your child's target. A protected left turn is one made from a turn lane marked with an arrow, accompanied by a left-turn traffic signal.

Use commentary driving to make sure your child understands the traffic controls at each intersection. New drivers have difficulty judging the speed and distance of multiple lanes of oncoming traffic. Practice judging oncoming vehicles' space in seconds. Novice drivers also have difficulty identifying protected and unprotected intersections and determining who must yield.

Passing and being passed - Review the legal responsibilities placed on the passing driver and the driver being passed. Using commentary driving, practice the following passing steps with your child:

- position your vehicle a safe distance behind the vehicle to be passed;
- check mirrors and oncoming traffic;
- check ahead making sure there is plenty of space before you try to pass;
- signal intentions, recheck mirrors and head check blind spot and accelerate to an appropriate speed;
- monitor front and rear space and check the rearview mirror for the front of the car being passed;
- signal intentions; and when you see the front of the car, change lanes, cancel signal, and maintain speed.

NOTE: If drivers are trying to pass you, help them. This is not a good time to become competitive!

Checklist for Sessions 19-21

Place “S” for Satisfactory or “NP” for Needs Practice for the following tasks:

- _____ Approaches the vehicle with awareness
- _____ Enters the vehicle and makes appropriate checks and adjustments
- _____ Checks mirrors before slowing or stopping
- _____ Avoids hesitation
- _____ Maintains an adequate following distance
- _____ Uses proper signals
- _____ Controls speed

Lane Change/Passing

- _____ Checks traffic flow
- _____ Signals intentions
- _____ Rechecks traffic flow to the rear and sides using mirrors
- _____ Checks mirrors and blind spot
- _____ Maintains speed or accelerates slightly before and during the lane change
- _____ Makes a gradual move into the lane (wheels cross 3-5 broken lines)
- _____ Checks rearview mirror for front of car being passed
- _____ Adjusts following distance as needed and regains space around the vehicle

Vehicle Position

- _____ Selects the best lane
- _____ Selects the best lane position
- _____ Positions the vehicle correctly for a right turn
- _____ Stops the vehicle with the front bumper even with curb line or behind stop line
- _____ Angles wheels slightly to the right when stopped for a right turn
- _____ Positions the vehicle 3-6 inches from the center of the road to prepare for a left turn
- _____ Maintains at least a 3 second space cushion at all times
- _____ Recognizes and adjusts when being tailgated

Visual Skills/ Commentary Driving

- _____ Looks well ahead of the vehicle
- _____ Looks into turns
- _____ Selects targets
- _____ Recognizes regulatory and warning signs by shape well in advance
- _____ Understands the meaning of yellow and white pavement markings
- _____ Understands the meaning of solid and broken pavement markings
- _____ Searches all corners of the intersection
- _____ Selects a target in the center of the path of travel
- _____ Judges gap in traffic
- _____ Identifies Protected and Unprotected Intersections
- _____ Can explain each position and appropriate reference points
- _____ Monitors other highway users

We certify that we have practiced the above tasks to a satisfactory level of competence.

Student signature _____ Parent/Guardian's signature _____ Date _____

Sessions 22-24: City Driving

Sessions 22-24 focus on driving on urban roadways. During these three sessions have your child examine the importance of searching ahead, lane position, covering the brake, and the hazards associated with parked cars, traffic congestion, and distractions.

Decision making is the most important skill used in driving. A driver operating in city traffic flow makes 50-60 decisions per mile. Drivers need visibility, space, time, and adequate traction to perform all maneuvers in city traffic whether crossing, turning, passing, or adjusting speed and/or position. During these sessions ask your child to focus on controlling speed and space around the vehicle to the front to enhance visibility, space, time, and traction.

Driving on congested roadways allows a very small margin for driver error. Effective searching skills and driver alertness are both essential. Every second counts in this driving environment.

Have your child identify city driving hazards. Examples of **city driving hazards** include:

- parked cars; cars entering or exiting parking spaces; doors opening, etc.;

- delivery trucks; drivers racing to and from the trucks, stopping suddenly, etc.;

- buses; loading and unloading passengers;

- blind alleys; cars or bicyclists darting out of alleys;

- pedestrians; moving to and from office buildings, stores, crossing streets illegally, etc.;

- limited sight distance and intersections spaced at shorter intervals;

- aggressive, impatient drivers competing for lane space or a parking spaces; and

- stop and go traffic flow.

When the new driver identifies a hazard, coach the driver to cover the brake to be prepared to stop or slow suddenly. Covering the brake involves taking your foot off the accelerator and holding it over the brake pedal. Remind your child not to rest the foot on the brake pedal. This is called riding the brake, and will both confuse other drivers and add unnecessary wear to the brakes.



Lane position - have your child position the vehicle in the lane to provide the greatest amount of space between your vehicle and a potential hazard. Ask your child to identify the least congested lane. On a three-lane roadway, the middle lane usually has the smoothest flow of traffic.

Hazards in the right lane include stopped buses, Parked cars, bicyclists, etc. Hazards in the left Lane include vehicles waiting to make a left turn, oncoming vehicles crossing over the center line, etc.



The **dangers of changing lanes in city traffic** include:

- intersections are spaced at shorter intervals;
- cars may pull into or out of parking spaces;
- traffic flow is irregular;
- oncoming drivers may drift over the center line.

Distractions while driving can be deadly, especially for young drivers. Ask your child to give examples of driving distractions. Typical driving distractions include:

- changing the radio, CD, texting, dialing or talking on the phone;
- passengers or pets;

- eating, drinking, smoking, looking at the GPS, or reading a road map;
- searching for an item in a purse, glove compartment, backpack, etc.;
- having books slide off the seat or carrying other unstable items in your car;
- engaging in intense or emotional conversations;
- putting on makeup or looking at yourself in the mirror;
- driving an unfamiliar vehicle without first adjusting the mirrors and seat, selecting entertainment options, locating the lights, windshield wipers, or other vehicle controls.

In heavy traffic, coach your child to avoid distracting activities, to search the traffic scene, not fixate on any one thing, and to focus on keeping as much space as possible around the vehicle at all times.

During these sessions, have the driver use commentary driving and identify potential risks 15 seconds ahead of the vehicle.

Checklist for Sessions 22-24

Place “S” for Satisfactory or “NP” for Needs Practice for the following tasks:

- _____ Approaches the vehicle with awareness
- _____ Enters the vehicle and makes appropriate checks and adjustments
- _____ Checks mirrors before slowing or stopping
- _____ Covers the brake when necessary
- _____ Maintains at least a 3-4 second space cushion at all times

Approach to Intersections

- _____ Identifies and correctly responds to open/closed spaces
- _____ Checks and correctly responds to tailgaters
- _____ Establishes and maintains proper lane usage and speed control
- _____ Stops safely when necessary
- _____ Adjusts speed to arrive in an open zone (e.g., green light)

City Driving

- _____ Recognizes potential hazards
- _____ Selects appropriate lane position
- _____ Covers the brake
- _____ Maintains a margin of safety
- _____ Turns into the correct lane

Visual Skills/ Commentary Driving

- _____ Looks well ahead of the vehicle
- _____ Identifies potential risks at least 15 seconds ahead of the vehicle
- _____ Looks into turns
- _____ Selects targets
- _____ Recognizes signs by shape and color
- _____ Understands the meaning of pavement markings
- _____ Selects a target in the center of the travel path
- _____ Judges gap in traffic
- _____ Uses proper signals
- _____ Avoids hesitation
- _____ Controls speed

We certify that we have practiced the above tasks to a satisfactory level of competence.

Student signature _____ Parent/Guardian's signature _____ Date _____

Sessions 25-28: Freeways

Sessions 25-28 focus on complex risk driving environments at speeds up to 70 mph. Traffic flow on freeways can be heavy and at times unpredictable. They are called limited access highways because there are only certain locations, called interchanges, where a driver can enter and exit the freeway. Freeways have a relatively low frequency of collisions, but often have high injury severity rates when a collision does occur because of the higher speeds.

Make sure your child understands the different kinds of freeway interchanges, freeway signs, signals, lane markings, speed limits, and the importance of maintaining a 20-30 second visual lead.

Entering an freeway - freeway entrances include three areas: the entrance ramp, the acceleration lane, and the merge area. The entrance ramp allows the driver time to search the freeway and evaluate speed and available space before entering. Entrance ramps may be uphill, downhill, or level with the freeway. Each of these roadway conditions presents a different challenge when trying to search the traffic flow on the freeway. Using commentary driving, practice entering and exiting the freeway several times during each session.

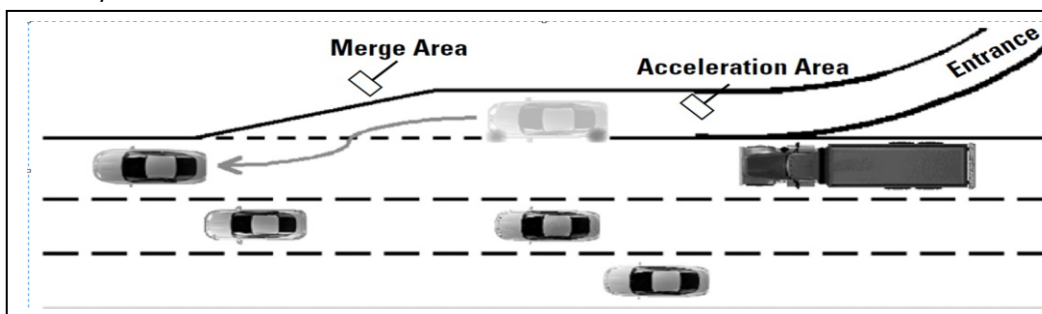
Steps for entering the freeway:

- Check for ramp speed and warning signs;
- On the entrance ramp, begin searching for gaps or open spaces in the traffic flow on the freeway;

- In the acceleration lane, continue monitoring the traffic for open spaces, signal to indicate your desire to enter the freeway, and adjust speed to the flow of traffic on the freeway;
- In the merge area enter the flow of traffic;
- Cancel the signal;
- Establish space around your vehicle and a new target.

Steps for exiting the freeway:

- Know your exit number and identify it well in advance;
- Move into the lane closest to the exit;
- Check traffic to the rear; do not reduce speed on the freeway;
- Signal intentions 4-6 seconds in advance of the ramp;
- Enter the exit ramp, tap brakes and rapidly begin reducing speed;
- Continue decelerating to the posted speed before entering the curve on the ramp.



Freeway driving tips

- Adjust the vehicle's position and speed to road and weather conditions.
- Maintain a minimum 4 second following interval when merging onto the freeway, changing lanes, and exiting the freeway.
- Minimal steering inputs are needed at higher speeds to change lanes, enter, or exit the freeway; excessive steering can easily lead to a loss of control at higher speeds.
- Make room for vehicles entering the freeway from an entrance ramp by moving out of the lane next to the merging area if it is safe to do so.
- Always move over one lane at a time when moving across multiple lanes.
- Be alert for crosswinds when driving on bridges or through open mountain passes.
- When another driver tailgates, increase your 4-second following interval and, if possible, change lanes.
- When driving over a long period of time, be aware of a condition known as "highway hypnosis." This results in driving in a dulled, drowsy, trance-like condition.
- You can determine if the exit is on the right or left side of the freeway by the position of the exit number on the sign.



Route Numbering

Most routes are one- and two-digit numbers.

- North-south routes have odd numbers.
- East-west routes have even numbers.
- The greater the even number, the farther north the road is in the United States.
- The greater the odd number, the farther east the road is in the United States.
- Exit numbers correlate with mile marker numbers.

Alternate routes are usually three-digit numbers, with the last two numbers designating the main two-digit route.

- If the first digit is even, the alternate route is a loop that goes around a city (ie, I-215 is an alternate route to I-15 that goes around Salt Lake City).
- If the first digit is odd, the alternate route goes into a city.

Checklist for Sessions 25-28

Place “S” for Satisfactory or “NP” for Needs Practice for the following tasks:

- _____ Approaches the vehicle with awareness
- _____ Enters the vehicle and makes appropriate checks and adjustments
- _____ Checks mirrors before slowing or stopping
- _____ Uses commentary driving

Entering the Freeway

- _____ Checks for ramp speed and warning signs
- _____ Maintains safe approach speed on entrance ramp to maximize search time and options
- _____ Evaluates gap prior to entering
- _____ Uses turn signal
- _____ Reaches the speed of the freeway traffic on the acceleration lane

In the Merge Lane

- _____ Maintains speed/acceleration
- _____ Checks front, rear and left rear areas around the vehicle
- _____ Identifies gap/space

Entering the Flow of Traffic

- _____ Merges into lane position
- _____ Cancels signal
- _____ Establishes space around vehicle and new target in path of travel

On the Freeway

- _____ Selects proper lane and lane position
- _____ Maintains at least a 4-second space cushion at all times
- _____ Searches 20-30 seconds ahead of the vehicle
- _____ Adjusts speed for weather and traffic conditions

Exiting

- _____ Plans ahead
- _____ Checks traffic behind and signals well in advance
- _____ Does not decelerate on the freeway
- _____ Adjusts speed on the exit ramp
- _____ Secures vehicle properly

We certify that we have practiced the above tasks to a satisfactory level of competence.

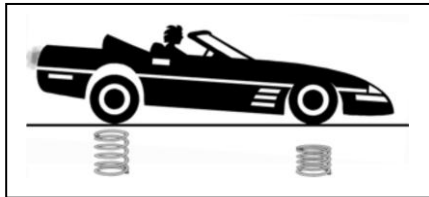
Student signature _____ Parent/Guardian's signature _____ Date _____

Sessions 29-30: Crash Avoidance

Sessions 29 and 30 focus on crash avoidance skills that incorporate vision, steering, and vehicle braking techniques. Conduct the following drills in a large, level parking lot free of obstacles. Place cones or other “targets” at selected locations on the lot. The new driver will practice compensating for side to side, front to rear, and rear to front vehicle weight shifts that affect vehicle balance and performance.

Straight-line braking drill. Once your child reaches 15-20 mph, instruct him or her to stop in the shortest distance possible.

Sudden braking causes the vehicle load to shift from the rear to the front wheels. If the brakes lock, coach your child to release just enough pressure to



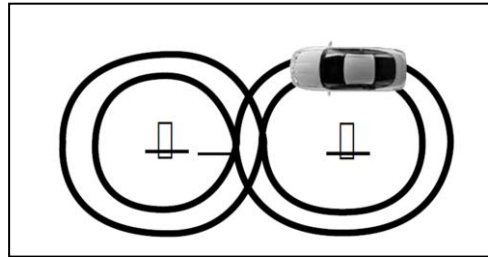
get the wheels rolling again. Once they are rolling again, have the novice driver reapply part of the brake pressure. If the vehicle is equipped with anti-lock brakes and goes into the hard braking mode, coach your child to maintain pressure on the brake pedal even if the pedal pulsates or makes a grinding sound. Practice this drill several times.

Braking in a curve. In an area free of obstacles, set up a series of cones or other markers to simulate a curve in the roadway. Ask your child to decrease the vehicle’s speed to increase control prior to entering the curve, to visually target the exit point, and to accelerate midway through the curve. Now have your child approach the curve without reducing speed, and coach the driver to try to maintain/regain vehicle balance. Do this exercise several times.

Shift of traction and vehicle balance from entering a turn too fast.



Progress to having your child approach the curve without slowing and instruct him or her to stop abruptly in the middle of the curve. The weight of the vehicle will transfer to the front tire on the outside of the curve, and that front tire may slide (under-steer). If the tire begins to slide, coach your child to release a slight amount of brake pressure to get the tires to roll to regain steering control. With limited weight on the inside rear tire, this tire may also lose traction. If this occurs, ask your child to **look in the direction he or she wants the vehicle to go** and counter steer in that direction. Mastery of emergency braking while turning skill requires a lot of practice.



Hydroplaning happens when a film of water collects between the tires and the road surface and can occur at slow speeds depending on tire pressure, tire tread, angle of the turn, and water depth. Simulating hydroplaning can be done on a rainy day in a large parking lot free of obstacles. Using cones, or another object, have your child “draw” a figure eight around them at a very slow speed. Have the novice driver increase speed gradually to the point of hydroplaning. When this occurs, coach your child to reduce speed and to look and steer in the direction he or she wants the vehicle to travel.

Off-road recovery. Running off the roadway is a frequent cause of fatal crashes for novice drivers. With practice, proper offroad recovery is not a difficult skill to learn. Locate a straight section of roadway with no traffic and a gravel, dirt, or grass shoulder that is even with the road surface. Do not practice this skill on a road that drops off at the edge or has potholes or obstacles on the shoulder. The novice driver can easily lose control and can do serious damage to the tires, wheels, or underside of your vehicle. Even at slow speeds, dirt or loose gravel can reduce traction causing the vehicle to slide or skid.

At higher speeds, the car may also swing from side to side. At a slow speed, ask the

new driver to leave the roadway, and to:

- get both wheels off the pavement and steer the vehicle parallel to the roadway;
- take foot off the accelerator pedal and **DO NOT** brake; and
- check traffic and ease back on the roadway at a **SLOW** speed.

NOTE: If you run off the road, stay off the road until you slow down and can safely get back on the paved surface. One way to practice “staying off the road” is to have your novice driver drive on the rumble strip for a period of time.

Checklist for Sessions 29-30

Place “S” for Satisfactory or “NP” for Needs Practice for the following tasks:

- _____ Approaches the vehicle with awareness
- _____ Enters the vehicle and makes appropriate checks and adjustments
- _____ Checks mirrors before slowing or stopping
- _____ Avoids hesitation
- _____ Controls speed

Straight line braking

- _____ Stops immediately on command
- _____ Adjusts brake pressure to avoid wheel lockup
- _____ Maintains brake pressure during ABS hard braking mode
- _____ Stops vehicle safely in the shortest distance possible

Braking in a curve

- _____ Adjusts speed prior to entering the curve
- _____ Enters curve without reducing speed and regains control of vehicle
- _____ Performs controlled stop in the middle of the curve

Hydroplaning

- _____ Reduces speed and steers in the proper direction

Off-road recovery

- _____ Remains off-road to establish maximum vehicle control
- _____ Eases vehicle onto the paved surface
- _____ Properly secures vehicle

We certify that we have practiced the above tasks to a satisfactory level of competence.

Parent/Guardian’s signature _____ Date _____

Sessions 31-45: Driving After Sunset

Driving after sunset presents a new set of challenges. The obvious challenges are reduced visibility and glare. The first routes your child drives after sunset should be on low volume roadways that the new driver has had some driving experience on during daylight. **Use previous lessons to guide your “lesson plan” for the 10 hours of night driving.**

Vision is severely limited at night. The vehicle’s narrow headlight beams limit the driver’s view of the area ahead, and the off-road area may not be visible at all. In addition, the new driver will find it difficult to determine the size, speed, color, and distance of objects. Coach your child to try to look ahead at the outer fringes of his or her headlight beams to get the best picture of possible dangers ahead and to the sides of the vehicle. Emphasize the need to reduce speed and to increase following distance. In addition, dirt on the headlight lenses can reduce their effectiveness by as much as 75%.

Avoid using a light inside the car because this will also greatly reduce your night vision.

Overdriving your headlights occurs when the vehicle’s stopping distance is greater than the area illuminated by the headlights. To determine whether you are overdriving your headlights, have your child select an object the moment the headlights pick it up, and count off 6 seconds. If the object is still ahead of the vehicle, you are driving at a safe speed.

If you have passed it, you are driving too fast. Remind your child that posted speed limits are calculated for daylight driving and are often too fast for nighttime conditions.

Blinded by the headlights of oncoming cars. Coach your child to look to the right-hand side of the lane and to make brief, frequent glances at the target ahead keeping the oncoming cars in the corner of the driver’s vision.



Glare recovery is the time it takes your eyes to adjust after being blinded by bright lights.

Oncoming traffic is the primary source of glare when driving at night. Glare is also caused by the headlights of cars behind you and a dirty windshield. Adjust your rearview mirror to the “night” setting and side view mirrors to reduce glare. Dirt on glass will reflect rays of light, either from the sun or headlights, and add to glare.

Parent/teen driving agreement and 40-hour driving log

We have included a parent/teen vehicle use agreement for your review and a 40-hour log at the end of the guide to help you keep track of your 40-hours of driving time.

NOTE: Your child will receive much more Traffic safety information during the driver education course. Examples of additional information your child will receive in driver education include the Driver License section of the Utah Criminal and Traffic Code, hand signals, brake failure, a blow-out, skid recovery, carbon monoxide poisoning, alcohol and other drugs and driving, vehicle maintenance, pollution, driving up or down steep hills, on bridges, through tunnels, over railroad tracks, or during the winter, and much more.

Parent/Teen Driving Agreement

The intent of this agreement is to avoid any misunderstandings concerning our family driving rules. Together we will agree to vehicle use and operation rules, and the consequences for breaking any of these rules.

Financial responsibilities - determine who and what percentage each person will be responsible for:

_____ Vehicle costs _____ Taxes and registration fees
_____ Fuel costs _____ Monthly insurance costs
_____ Maintenance costs

Total costs: Parent/Guardian: \$ _____ Teen driver: \$ _____

Vehicle Maintenance - determine who will be responsible for the following:

_____ check fluids _____ clean windows
_____ check tire pressure _____ clean exterior
_____ clean interior

Family Cell Phone Use agreement is:

Consequences of violation:

School achievement:

Consequences of violation:

Consequences for:

- moving violation or crash/property damage:
- alcohol or other drug use:
- getting into a vehicle driven by someone under the influence of alcohol or drugs:
- curfew violation:
- seatbelt violations:
- violating passenger restrictions:
- failure to provide destination, time of return or to inform family of any change of plans:
- allowing others to drive the car:
- failure to call if you are more than 30 minutes late:
- irresponsible behavior:
- other:

This agreement may be amended at any time.

Teen Driver

Date

Parent/Guardian

Date

40-Hour Driving Log

Session	Date(s)	Total Minutes Driven	Total Mileage	Night Driving	Session/ Page No.	Parent/Guardian or Mentor's Signature
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						

I certify that _____ has completed 40 hours of guided practice, 10 of which were after sunset. I certify that the statements made and the information submitted by me regarding this certification are true and correct.

Parent/Foster Parent/Guardian's Signature

Date

Parent/Guardian's Driver License Number

NOTES:

Visit us our website at:
<http://publicsafety.utah.gov/dld/>

