

KOHL'S Cares

ROAD SAFETY

2 HOUR PARENT / TEEN DRIVING SAFETY CLASS
MODEL CURRICULUM

INSTRUCTOR'S MANUAL & CURRICULUM



PRESENTED BY: **KOHL'S Cares**

**CONNECTICUT
INJURY PREVENTION
CENTER**



TABLE OF CONTENTS

Introduction	2
UNIT 1	5
UNIT 2	6
UNIT 3	13
UNIT 4	17
UNIT 5	24

2 HOUR PARENT / TEEN DRIVING SAFETY CLASS MODEL CURRICULUM

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Introduction to the Model Curriculum

The Connecticut requirement that parents attend a two-hour class on teen driving safety is in place as an important method for reducing teen driver-involved crashes. The purpose of the class is to explain why teen driving is so dangerous, to let parents know what they can do to reduce their teen's risk, and to motivate parents to take action by using the tools provided in the class. We know that parents who actively manage their teen's driving experience reduce their teen's crash risk.

The educational objective of this class is a behavioral outcome. A behavioral outcome is what we can see someone do. Your role as a certified driving instructor is to prepare these parent adult learners for the behavior change. The activities in this curriculum serve the goal of encouraging parents to actively manage their teen driver by enforcing the GDL at home. We want parents to actively manage their teen's driving experience, from the learner's permit stage through the first 5,000 miles that the teen is behind the wheel. This curriculum is designed to help move parents to that point, to become actively engaged in managing their teen's driving experience. Examples of active management include enforcing consequences when a teen violates an agreed upon driving rule, and/or parents taking the time to continue to provide instructional time behind the wheel even after licensure.

In order to motivate and engage parents and legal guardians as adult learners we need to meet a need in their personal lives and/or solve a problem. For a majority of parents this should be easy to achieve since the safety and prosperity of his or her teenaged child is personal and can be viewed from the perspective of a problem that needs solving. This is how we will begin, showing parents the problem and how it should be relevant to them.

To use an educational term, we will "scaffold" activities to create understanding, build skills, and to transfer learning outside of the classroom. To do this, instructors need to be content experts as well as appreciate the purpose and type of learning that is taking place. Learning in this curriculum takes place in steps.

Each unit will follow a model (Gagne's Instructional Design model) that has been proven to contribute to the successful achievement of behavioral outcomes in adult learners:

Step 1: Gain Attention. Here we introduce the topic in a compelling way to gain parent interest and attention and will let the parent-learner know that this training will offer solutions related to problem of teen driving safety.

Step 2: Stating the Outcome & Sharing the Agenda. After getting their attention we will share the outcome and agenda for the class. This lets an adult learner know the desired behavioral outcome and what planned activities will help him or her achieve that outcome. Adults want to know what is expected of their participation. You will also ask parents to set their own personal learning goal(s).

Step 3: Stimulate Recall. Here we will ask parents what they know about safe driving. This will in part inform you the instructor so you know the baseline knowledge of your audience.

Step 4: Provide New Content. We will use interactive strategies to deliver the new knowledge.

Step 5: Provide Guided Practice With Feedback/Elicit Performance. Following each chunk of new content we will have a guided practice session. These activities provide opportunities for learners to practice what they learned and to be coached. From this you will get a reasonable indication that the learner has the skills and understanding necessary to meet the learning objectives that we set.

Let's get started. First, please carefully read through the entire curriculum. Then, do a walk through by practicing your delivery to an empty room. The scripts that are included, indicated by quotation marks, are suggestions only. The brackets [] provide you with direction on how to proceed. Each of you has your own style and delivery of this curriculum will vary accordingly. However, the activities and sequence should be followed as outlined.

The curriculum is presented in **five units**: 1) Pre-survey & Introduction, 2) Risks for Teen Drivers, 3) Key Safety Factors, 4) Managing Your Teen Driver, 5) Post-survey & Close.

Facilities and Equipment Requirements

It is strongly recommended that instructors have access to the following:

- A classroom writing board, such as a: blackboard; dry erase board; smartboard; or flip chart pad with easel.
- A television screen.
- Computer/laptop connected to television (A DVD player is the bare minimum).
- Internet connection (preferred).

It is recommended that students and parents have access to the following:

- Chairs and desk/table space so that everyone has a place to sit with a writing surface.

- Blank paper and pencils and/or pens for group work and notes.
- Sufficient copies of handouts from this curriculum to provide one to each student and parent.
 - a. CT GDL law summary
 - b. Sample parent-teen safe driving agreement
 - c. Sample driving log sheet



UNIT 1: Pre-survey & Introduction – 10 minutes

LEARNING OBJECTIVE: Explain the mandatory course requirement and introduce the agenda.

TOPICS: Mandatory 2-hour parent class, Safe Driving Practices program, 30-hours of classroom instruction, Learner's permit wait period.

FACTS: Learner's permit holders must wait 180 days without 30-hour course, but only 120 hours with 30-hour course.

[As each parent and student enters the class, ask them to complete the Pre-survey that is included in this curriculum. This survey will assess the parent's knowledge and attitudes going into the course. A Post-survey given out at the end of this training session will provide you with the information you need to show that what you are teaching has an immediate impact.]

Instructor Introduction

“I think everyone is here. Parents, if you have not done so already, [parents only] please complete the pre-survey in front of you. This pre-survey will help us to better know how we are doing. Be honest. Please write your seat number at the top so that we can match this survey with your answers on another brief survey at the end of the session. Please pass them forward when you are finished. Students, you get a free pass on this survey, do not help your parents in answering the questions.”

“Thank you. This is [NAME OF DRIVING SCHOOL] and my name is [INSTRUCTOR NAME]. I am an instructor certified by the Connecticut Department of Motor Vehicles. This is the mandatory teen driving safety session required of parents by state law before your child is able to take the on-the-road driver licensing exam. If you don't mind I want to dive right in to the material. If you have questions about the school, payments, driving practice lessons, or other questions, we'll have time at the end and I will also be available after this class.”

“Today, we will first talk about the risks for teen drivers, then we will review the graduated driver licensing (GDL) law, and finally we will review the tools that parents can use in managing a safer driving experience. This two-hour class is part of the 30-hours of classroom time that your teen is enrolled in. Alternatively, it also part of the 8-hour Safe Driving Practices program that is required of any teen seeking a license. By taking the 30-hour course, a teen can get their license 120 days after their learner's permit, otherwise teen's have to wait for 180 days. Some insurance companies also give a discount for the 30-hour course.”

UNIT 2: Risks for Teen Drivers - 30 minutes

LEARNING OBJECTIVE: Understand the elevated risk of a motor vehicle crash, injury, and death for teens.

TOPICS: risk factors - brain development, inexperience, night driving, high speed, teen passengers, alcohol/drugged driving, distraction, seatbelts, male risk.

FACTS: (1) parts of brain that are responsible for impulse control and risk assessment are not fully developed until mid-20s; (2) teen inexperience leads to following too close, inadequate braking; lack of scanning for hazards; (3) 9 pm to 5 am is the deadliest period for teen drivers; (4) speed is a major factor in teen crashes, slow down and keep appropriate following distance; (5) with even one teen passenger the risk of a crash for a teen driver skyrockets; (6) being a passenger in a vehicle with a driver under the influence of alcohol or drugs substantially increases a teen's risk of being involved in a fatal crash; (7) distractions divert you from cognitive, visual, and manual tasks and is a factor in 58% of all teen crashes; (8) Wearing a seatbelt reduces the risk of death by 45%. Nationally, only 55% of teens report "always" wearing a seatbelt; (9) The teen male death rate is 2x that of females.

GAIN ATTENTION [for this unit you will use the FEARS exercise to gain their attention]

"We are here because even if you don't know it yet, the information that we will review in this brief training class is very relevant to your well-being and the well-being of your son or daughter."

"I hope to start this in an unexpected way. I am not going to start with a talk about rules for new drivers. Instead I want to talk about fear."

[Choose to use either OPTIONAL ACTIVITY 1A or OPTIONAL ACTIVITY 1B, below. You may have some other way to open the session, if so make sure that it is engaging and attention getting.]

OPTIONAL ACTIVITY 1A - Top Fears

"We'll get to the driving stuff, but first answer this question, what are Americans most afraid of?"

[ask for participation, listen to a few and then reveal your two lists that you wrote down before the class began, these lists are included in the curriculum PowerPoint and also re-produced below. Make sure the lists remain covered until you are ready to show them. Ask them to take a look and vote by a show of hands for each list.]

TWO LISTS: Top 5 Things Americans Fear

1. Terrorist attack
2. Cancer

3. Spiders
4. Heights
5. Death

-
1. Walking alone at night
 2. Becoming the victim of identity theft
 3. Safety on the internet
 4. Being a victim of a mass/random shooting
 5. Public speaking

“Take a look, the true list has walking alone at night as #1. This information came from a national survey, the 2014 Chapman University Survey of American Fears. Now in teaching these classes we have heard all kinds of answers not on these lists.”

“Many of these fears are related to crime. So, I have a question, over the last twenty years has crime in US being going up or down?”

[take a few answers]

“Although in the last year or so we have seen a slight increase, the answer is that crime has been going down steadily for the previous 20 years according to the FBI.”

“There are a lot of homicides in the US. In fact there are about 14,000 murders each year in the US. That’s bad right?”

“But let’s get this back to the issue at hand, driving a motor vehicle. Are any of the parents here tonight afraid of driving their car?”

[wait for responses]

“When I ask this question, people mainly smile because it sounds ridiculous. Now it might be different if I asked ‘are you afraid of your teen driving your car?’ See, I get a few more yeses with that.”

“Understanding of the true risks out there is important, maybe even a little fear in recognition of the hazard is good.”

“So, we said there are about 14,000 murders each year, so how many car crash deaths are there, more or less?”

[wait for answers]

“That’s right, more. In fact there are more than 30,000 deaths each year on American roads. Let’s say that again,

30,000. That is out of approximately 5.5 million crashes each year.”

“Of those fatalities, more than 2,500 were teens 13 to 19 years old. Now while teens make up about 6% of all drivers, they are involved in 14% of all fatal crashes. When they crash, they can hurt themselves, injury someone else, even kill other people. In fact, 40% of people killed, and 50% of the injured are “other” people outside of the teen’s vehicle. This includes pedestrians, people on bikes, and other drivers.”

- - END OF OPTIONAL ACTIVITY - -

OPTIONAL ACTIVITY 1B: Most dangerous animals

“We are going to move away from teen driving safety for a minute, so bear with me. If I ask you what is the most dangerous animal in America, what would you say?”

[Ask for responses, list out what they choose]

[examples include: dogs; sharks; lions; wolves; bears; snakes; spiders]

“Great examples but in fact, the most dangerous animal in America is a cow. That’s right, each year more Americans are killed by cows than any other animal. What’s the second most dangerous animal? It’s a horse. From the Centers for Disease Control and Prevention (CDC), we get this list of the top three animals responsible for deaths in North America.” [this data is for all ages and is not teen specific]

1. Cats, cows, horses, pigs, raccoons, and other hoofed animals
2. Hornets, bees, wasps
3. Dogs

“So in a single year about how many hoofed animal deaths are we talking about?”

[Get some audience participation here. 94 is the answer]

“Okay, so how about something that looks really dangerous, like a shark? How many deaths in the US each year?”

[The answer is an average of 1 death each year]

“So, we said there are about 94 deaths each year from hoofed animals, so how many car crash deaths are there, more or less?”

[wait for answers]

“That’s right, more. In fact there are more than 30,000 deaths each year on American roads. Let’s say that again, 30,000. That is out of approximately 5.5 million crashes each year.”

“Of those fatalities, more than 2,500 were teens 13 to 19 years old. Now while teens make up about 6% of all drivers, they are involved in 14% of all fatal crashes. When they crash, they can hurt themselves, injury someone else, even kill other people. In fact, 40% of people killed, and 50% of the injured are “other” people outside of the teen’s vehicle. This includes pedestrians, people on bikes, and other drivers.”

- - **END OF OPTIONAL ACTIVITY** - -

STATE THE OUTCOME

“I want to put the risk for teens in perspective: driving is the #1 risk for teens resulting in more deaths than disease, cancer, bee stings, cow kicks, horse falls, murders, or anything else we can think of. We are going to talk today about the elements that make driving for teens so risky, and I promise that I’ll get to what you can do about it before the end.”

“Let’s look at this list from what we talked about above.”

[Review your list from Option #1 or Option #2 above]

“In all honesty, what I hope is that you leave this class with a healthy appreciation that often we do not recognize the true risk to our health. This is especially the case when it comes to the real risks for teen drivers. Today, I promise that you will leave here with some tools that you can use to manage the risks.”

STIMULATE RECALL

“Let’s consider now the #1 threat to teens, motor vehicle crashes. What are the reasons that contribute to these often deadly crashes?”

[Ask for raised hands or ask for people to just call out answers, whatever works. Next, write the major risks on the board, or move to the appropriate PowerPoint slide.]

NEW CONTENT - Major crash risk factors

[As you list a factor, ask why/how the given risk factor contributes to risk and then explain]

Brain Development

“The human brain grows and matures like all other parts of the body. The human brain is not fully developed until a person is in his or her mid-20s. Doctors have discovered that the pre-frontal cortex, which handles impulse control and risk assessment, is immature in teenagers. What this means is that their brains process information a little bit differently not fully understanding risks or thinking about consequences, and not able to delay taking impulsive actions. Car rental companies have known this for a long time, setting the rental age at 25. We just need to understand that this issue of brain development contributes to poor decision-making in teens. The only way teens get past this is by making it to their mid-20s, and that is our job.”

Inexperience

- a. The mechanicals of the car are unfamiliar to a new driver. It can be confusing for a new driver over which pedal is the brake or gas. Also, how much do you need to turn a steering wheel to change lanes, to go make a 90 degree right-hand, to maintain your travel path on a curve, etc.
- b. “Every encounter is new, requiring novel decision-making. Experienced drivers have a practiced reaction. Example. A new driver is approaching a large slow moving vehicle on a two-lane road and cannot see around it. Does the new driver slow down by taking his/her foot off the gas and then applying brakes as needed, or accelerate to go around the slow moving vehicle? The point is that without experience they are experimenting and sometimes they will be wrong. In fact, in one of the deadly crashes that spurred a change in the GDL's passenger restrictions, a new driver chose to speed around the slow moving vehicle, driving head on into a vehicle in the other lane. The teen driver, his sister, and sister's friend all died.”
- c. “New drivers also have perimeter vision which means they concentrate on watching the edge of the car so that they do not hit anything. But this is not where their eyes need to be. They need to be scanning ahead and to the sides to identify potential hazards. As a result, new drivers identify potential hazards a lot later than experienced drivers or miss seeing the hazard all together. Imagine driving down a residential neighborhood, cars parked on both sides of the road. Are you looking to make sure that you get through without touching those other cars, or are your eyes scanning for children, on bikes, walking, playing with balls? An experienced driver does more and even anticipates potential hazards where a new driver may not.”
- d. Inexperience also leads to a few other problems like a tendency to follow too close, inadequate braking, and a lack of hazard scanning.
- e. Crash risk is at its absolute highest during the first 500 miles driven.

Night Driving

- a. “What time of day is high risk for teens? 9pm to 5am is the deadliest. Why? To start, it is harder to see in the dark and teens are less likely to adapt their driving like slowing down for nighttime conditions. What about simply being tired? Being drowsy is a major source of nighttime crashes.”

High Speed

a. “This is probably the hardest one for parents. I’ll just say it, many of you speed routinely. As they learn, your teens need to follow the speed limit. We have already talked about how teens need more time to make decisions, more time to recognize hazards. The faster they drive the less time they have to react. Reducing their speed and increasing following distance are two of the most important things your teen can do to reduce their risk of being involved in a crash.”

Teen Passengers

“Teen passengers really fall under both distractions and issues of brain development. We know that as a teen driver adds other teen passengers their risk of being involved in a motor vehicle crash skyrockets. This risk increases with each passenger. Why? What do passengers do that makes it so dangerous?”

[wait for participation]

“Observational studies have shown that with even the introduction of just one other teen passenger who neither encourages good or bad driving, a teen’s crash risk increases. Maybe they’re showing off? To make matters worse what if the passenger encourages risk-taking or engages in distracting behavior?”

Alcohol/Drugged driving

1 in 10 teens in high school drinks and drives. Young drivers are 17x more likely to die in a crash when they have a blood alcohol concentration of .08% than when they have not been drinking. Marijuana and other drugs can seriously impair your driving.

Distraction

“There are so many distractions: passengers, radio, in-car dashboard, drinks, food, grooming, looking at something in the vehicle, reaching for an object in the vehicle, hand-held phones, texting, and any hands free conversations. Your attention is divided into cognitive, manual, and visual factors. So with two-hands on wheel (manual) and your eyes on the road (visual), and with no passengers (cognitive), your full attention is on driving. If I take a hand off the wheel to change a radio station I lose both some manual and cognition attention from driving. If I have to look to find the new channel then I am losing visual attention as well. Each task that you perform behind the wheel draws your attention away from the road. Now imagine your teen as they drive down the road taking a selfie and looking at their passenger as they talk. This is a highly distracted driver who is not doing what they should be doing. They should have their attention concentrated on the road scanning for hazards, road signs, and generally observing what the other vehicles are doing around them. Even hands free talking via bluetooth is a distraction that takes away your cognitive attention from the road. A 2015 study by the AAA Foundation for Traffic Safety found that distraction was a factor in 58% of all teen crashes, 76% of all rear-end crashes involving teens, and an astounding 89% of teen road departure crashes.”

Seatbelts

“Seatbelts reduce the risk of death by 45%. Nationally, only 55% of teens reported ‘always’ wearing a seatbelt with someone else. Teens should wear them and so should anyone riding in a motor vehicle.

Male Risk

Teen males crash more than teen females. The motor vehicle death rate for male drivers and passengers ages 16 to 19 is almost two times that of females.

GUIDED PRACTICE & PERFORMANCE

“In 2006 and 2007 there were a number of deadly crashes involving many teens in Connecticut. A Task Force of the Governor made recommendations to the Connecticut legislature. A law strengthening the graduated driver licensing (GDL) laws in Connecticut was passed going into effect August 1, 2008. This mandatory class is part of those changes.”

“You just heard me say GDL, or graduated driver licensing. This is a system that phases in the driving privilege over time. All fifty states have some kind of GDL. In Connecticut that means a Learner’s Permit, then a license with restrictions, followed by full licensure at 18 years of age. The GDL was put in place reduce the number of teen crash injuries and deaths each year. Before GDL, 6,000 kids died each year in comparison to the 2,500 of today. GDL has saved lives. We just talked about all the risks: inexperience, night driving, high speed, teen passengers, distraction, brain development, seatbelts, and being male. Right now, let’s do a little exercise. I want each parent and teen to take just four or five minutes to write down risks and the strategies that they think could be used to address risk. So, pick 5 risks that you think are the most important and then think up a strategy to reduce or eliminate the risk. You can dream up anything that might work.”

[small groups of parents and teens now work on their list and what rule they would put in place]

“Great, let’s go back to my risk list. Who had a good strategy for the first one, inexperience?”

[In turn, ask participants for a strategy for each one and write these down under each strategy.]

“Ok, that is a pretty good list. Let’s keep this handy as we move on to talking about the law.

OPTIONAL VIDEO – *Teen Crash Risks*

Drive It Home has a website with some great info for parents. The site is sponsored by the National Safety Council, The Allstate Foundation, GM Foundation, Toyota, and AT&T. This is a pretty good video that reviews the risks for teen drivers.

<https://youtu.be/SAJPyfoEQMc> [03:59]

UNIT 3: THE KEY SAFETY FACTORS - 25 minutes

LEARNING OBJECTIVE: Describe the provisions of Connecticut's graduated driver licensing (GDL) laws.
TOPICS: Connecticut's GDL Law – training requirements, passengers, seatbelts, electronic device use, night driving, 48-hour suspension.

FACTS: The GDL law applies to all 16 and 17 year old drivers – 40 hours of on-the-road practice before licensure; no driving from 11 pm to 5 am; no electronic device use; no passengers except for immediate family for first 12 months; seatbelts required for all passengers of a teen driver; on-the-spot 48-hour license suspension for violations possible.

GAIN ATTENTION

“Moving into the next part of this session, let’s just take a moment to hear from Tim Hollister who lost his son Reid in 2006 in a teen driving crash. Tim’s daughter is also featured on the video, she was just 14 when her brother died. As you watch, think about the risk factors and strategies that you came up with, would they have helped Reid?”

[Activate video using the downloadable file or by accessing it on YouTube, <https://youtu.be/5KLii3Mhkps>]

[When video ends, address the class]

“Every time I see this video it impacts me. I can hear the pain in Tim and his daughter’s voices as they talk about this. But, I thought that what Tim said was important. What are some of the key points that he makes?”

[Ask for volunteers to answer your question. Possible responses include: purposeful driving versus joyriding can reduce risk, a parent’s responsibility continues after licensure, Tim did not know everything that a parent needs to know.]

“You need to know that we have the laws in place because people like Tim don’t want you to be in the same situation.”

STATE THE OUTCOME/AGENDA

“We want you to actively manage your teen’s introduction to driving, from learner’s permit to 5,000 miles. We will now talk about Connecticut law specifically, and reasons for why we have these laws and how do they address the risks that we talked about already.”

STIMULATE RECALL

“Let’s see if we can come up with what the laws are. So, tell me what you know about the laws on teen driving safety in Connecticut.”

[Listen to all points and list all the things that people think are the law on the dry erase board, flip chart, smart board, etc.]

“Great, I think we got most of them and probably invented a few that should be the law. As we move to reviewing the law please set your own goal for what you would like to understand about the law.”

NEW CONTENT

[Pass around the CT Law Summary tear-off sheet, a copy that you are free to reproduce is provided at the back of this curriculum.]

“I am passing around a summary sheet of Connecticut’s teen driving laws. Please understand that this is a summary and does not go into great detail. You can always go to www.ct.gov/teendriving to get a more detailed explanation.”

“I am not going to go over how you get your learner’s permit or license. I think these points are clearly laid out, for example what tests you have to take or the costs associated with it. Be sure to check with the DMV at www.ct.gov/dmv to receive current information on fees and the kinds of proofs of identification that you will need.”

Learner’s Permit Phase	What risk does this address?
May only drive when supervised.	Inexperience, brain development
No passengers except for a driving instructor, or parents	Distraction, teen passengers
Restricted License Phase	What risk does this address?
11pm to 5am driving curfew	Nighttime driving, brain development
No mobile electronic device use	Distraction, inexperience
No passengers for first 6 months except parents	Distraction, passengers, inexperience
No passengers in the second 6 months except for immediate family	Distraction, passengers, inexperience
All passengers, no matter the age or where they are seated, must wear a seatbelt	Seatbelts, inexperience, brain development
Instant 48-hour license suspension for passenger, curfew, drinking, speeding, and reckless driving	High speed, brain development, distraction

“Let’s get down to reviewing the law and let’s see if we missed any of them from our list that we just created.”
[Instructor should read each of the requirements listed on the law summary handout, or ask for teen volunteers to read aloud, and then ask how that restriction addresses a risk. Explanations are provided below. See APPENDIX A – CURRICULUM MATERIALS, Handout #1 – CT Law Summary / Parent-teen Agreement at the back of this document.]

[Class participants may also bring up behaviors or protective factors like “purposeful driving.” If so, just add

them in.]

“The laws that we just reviewed are collectively known as the graduated driver licensing (GDL) system. I think that this gives you a pretty good understanding of the GDL and why we have a GDL. The Insurance Institute for Highway Safety provides data that shows from 1996, when GDLs were first being introduced, to 2012, the per capita crash rate for all ages dropped. However, we can see how much of the decrease in teen crash rates was due to the GDL if we compare teens to the 30-59 year olds. Overall for 16-year olds fatal crash rates dropped by about 74%, for 17-year olds it was 64%, 18-year olds by 56%, and then finally for 30-59-year olds there was a drop of about 34%. By subtracting the decrease for 30-59 year olds, we are left with the rate attributable to the GDL. So for 16-year olds, about 40% of the decline is due to the GDL.”

“So, overall there has been progress in reducing crashes and deaths for everyone. What are the things that have increased safety for everyone, not just teens?”

[Other factors that individuals may bring up to explain the decline for all ages are increasing seatbelt use, airbags, motor vehicle engineering like crumple zones, anti-lock brakes and electronic stability control.]

OPTIONAL ACTIVITY 2A: The Vehicle Myths

“Some of you may have heard people say that older cars, you know those solid steel vehicles from the 50s and 60s, that they are safer? Who has heard that?” [wait for a show of hands]

“Ok, so let’s set the record straight, older cars are not safer. All those safety features that we talked about like airbags, collapsible steering columns, crumple zones, and electronic stability control are missing from those older vehicles. However, some people only believe by seeing so the Insurance Institutes for Highway Safety took a 1959 Chevrolet Bel Air and conducted an off-center crash test with a 2009 Chevrolet Malibu. What do you think; which driver would walk away from that crash?”

[entertain responses]

“Let’s watch a minute-long video that shows the crash from multiple angles.”

[Play IIHS Chevy Malibu crash video from included file]

“After seeing this, what vehicle safety features should the car of a new driver, or any driver, have?”

[New drivers should not be in some old clunker but in a new modern vehicle with safety features]

“Let’s get back to talking about the graduated driver licensing (GDL) law in Connecticut.”

-- END OF OPTIONAL ACTIVITY --

OPTIONAL ACTIVITY 2B: Hi-Performance Vehicles

[Play a video of your choice and discuss what makes a good vehicle for a teen]

Small two-door cars and mini-cars are dangerous for teen drivers. According to the Insurance Institutes for Highway Safety teens are more than twice as likely to file insurance claims than 30-35 years olds who drive these vehicles. The IIHS concludes that sports cars encourage aggressive driving by teens due to their power and maneuverability.

CARFAX VIDEO

<http://www.carfax.com/blog/video/things-your-teens-car-should-have>

CBS News

<https://youtu.be/POgcrp4ERFY>

- - END OF OPTIONAL ACTIVITY - -

“We are going to take a 10-minute break but before we do that let’s watch a video that further explains the Connecticut Teen Driving Laws. This video was produced by the Connecticut Department of Motor Vehicles. Take a look.”

[Play the video by streaming it using the link below or download it from the curriculum website.]

<https://youtu.be/lkqt55QkxII>

[Take a 10-minute break before continuing]

GUIDED PRACTICE & PERFORMANCE

“Welcome back from the break. We have just one thing left to cover. Before we transition to getting down to talking about how to actually manage your teen’s driving experience I want you to think about how as a parent you can you support these laws at home. Look back to your previous work on the 5 risks and strategies to reduce those risks that you worked on with your teen. Take a moment to identify which of your strategies also serve to enforce an existing law. Take just 3 minutes to do this.”

[Make this a very brief activity and then ask for a parent’s strategy and how it aligns with enforcing the law at home. Take about 3 or 4 volunteers and then move on.]

UNIT 4: Managing Your Teen Driver – 40 minutes

LEARNING OBJECTIVE: Employ specific strategies and tools that support reducing teen driving risks.

TOPICS: Parent liability, parental authority, role models, 40 hours of on-the-road training, parent-teen safe driving agreement, “air traffic controller” strategy.

FACTS: CT has a parent-host law that holds parents liable for under-age drinking; parents have been held liable for damage done by teen drivers; parents/legal guardians can say “no” and prohibit their teen from testing for a license; Using a logbook allows documenting 40-hours of on-the-road practice; creating a parent-teen safe driving agreement has been shown to reduce crash risk; Purposeful driving reduces crash risk; “joy-riding” increases crash risk.

“We have reviewed the risks that teens face while gaining driving experience. We have looked at the ways in which the law seeks to reduce these risks. You have also been thinking about strategies for reducing risk. Let’s now look at the tools that you can use to manage your teen as they become qualified to test for their license and then as they become a more experienced driver. To start us off, let’s take a look at a couple of news stories.”

GAIN ATTENTION

[Choose one of the two optional activities below to introduce this final section]

OPTIONAL ACTIVITY 3A: Liability

[Pass around these stories on liability, one talks about criminal liability and the other is a story about financial liability. Copies suitable for reproduction are included at the back of the curriculum. Then ask for a teen to read each one aloud.]

Trial begins for parent who owned site where teens drank

A trial began Monday for a Marlborough man accused of letting teenagers drink on his wooded property prior to a car crash that killed a Hebron teenager in 2013.

The accused, ██████████ 51, is charged with 28 counts each of permitting minors to possess alcohol and first-degree reckless endangerment in connection with drinking by a group of teenagers on his 34-acre property, which is across the street from his home and not visible from the street, his lawyer said.

██████████ in arguments outside of the jury’s presence, said ██████████ was not on trial for manslaughter. Paige Houston, 17, was a passenger in a single-car accident as she was leaving the party in the woods, state police said.

Parents sued in teen's crash that killed a father of three

The children of a Hamden man killed by a teen driver in [REDACTED] have filed a lawsuit using a common law claim of loss of consortium against the teen and his parents.

[REDACTED] 45, was standing next to a parked car outside his home Nov. 7 at 1 a.m. when a car driven by then 17-year-old [REDACTED] struck him. A \$1 million lawsuit was filed Tuesday by the [REDACTED] family.

"Too often recently, teen illegal driving has resulted in injuries and deaths to teens and innocent bystanders in our community," the statement said. "And too often, some parents have turned a blind eye to what is a dangerous epidemic."

The lawsuit alleges that the teen's parents, who owned and insured the vehicle driven by their son, were negligent in providing the car to him. The lawsuit alleges that on the night of the crash, his parents were aware of or should have known of the nighttime restrictions before they "furnished" the car to their son so he could "hang out with friends."

[The first story was obtained from a Connecticut news report and is true. The second was adapted from stories from around the country.]

"I thought that it would be good to frame our discussion in light of those two stories. One, about allowing teens to drink, is true. Connecticut does have a law specifically making parent-hosts responsible for the drinking behavior of their teen guests. That means that in Connecticut if you knowingly allow anyone under 21 to drink in your home, other than your own children, you can be fined, jailed, or both. The second story is based on lawsuits in other States but adapted to fit Connecticut. This is a potential future headline. While we want to emphasize risk factors, the laws, and strategies to manage teen drivers, it would be a mistake if we did not mention the potential criminal and civil consequences."

"This class and the 48-hour suspension that we talked about earlier are designed to deliver that message. Parents do bear responsibility for their teenagers, just as you always have. If your son or daughter gets a 48-hour suspension, you will be required to go with them to pick up their license at the police station."

-- END OF OPTIONAL ACTIVITY --

OPTIONAL ACTIVITY 3B: TBD

[additional choices for instructors are in development]

-- END OF OPTIONAL ACTIVITY --

STATE THE OUTCOME/AGENDA

“We want you to actively manage your teen’s introduction to driving, from the learner’s permit to the restricted license, to 100 hours of on-the-road experience and beyond. We are now going to talk about how you can actively manage your new driver so that they gain the experience they need to reduce their risk, while driving under safer conditions.”

STIMULATE RECALL

“So what are the things that parents can do to reduce a teen’s crash risk? You have been thinking about this a lot over the last hour, so look back at the strategies that you wrote down. Let’s list some of them.”

[Possible responses include: practice driving with your son or daughter; be a role model when you drive; talk about driving and your rules/sign an agreement; make driving dependent on good grades; have teen pay for, or contribute to vehicle expenses like insurance costs.]

NEW CONTENT

“Those were some great strategies. Let’s now talk about four tools that are available to you. First we will talk about using your judgment as an adult, then how to use a driving log book, followed by a review of the parent-teen safe driving agreement, and finally your role as holder of the car keys.”

Parent Judgment

“As a parent you have to consent to have your child test for their driver’s license. This is the least popular thing I will say today. If you do not think that your teen is ready, that they are not demonstrating the maturity to operate a motor vehicle safely, a machine responsible for killing more Americans than any single disease or illness, remember that you can say ‘no.’ Have your teen wait until you feel they are demonstrating the seriousness and maturity that driving requires. Driving is a privilege, police view it that way, and you should too.”

“You have more power than just giving consent, you are a role model for your child, whether they know it or not. I am sure you do this already but buckle up every time, do not use your phone in the car and avoid other distractions. Even as you drive you can point out to your teen what you are doing like practicing the 4-second following distance rule, or moderating your speed for conditions. Let your teen know what you are doing and why.”

Driving Log Book

“Beyond your exercise of good judgment, the single most important thing you can do is to provide your teen with many hours of practice behind the wheel. The State says you have to provide 40 hours of training, minus whatever number of hours your teen gets from their driving instructor. But, we know that even 40 hours is not enough and that your teen needs at bare minimum 100 hours of supervised driving practice. To have your child take the on-the-road test you will be asked to sign a paper under penalty of perjury that you certify that your child received at least 40 hours of on-the-road practice.”

[Pass around the single page two-sided DRIVER LOG-BOOK handout]

“A driving log book can help you to not only record the time spent behind the wheel, but what you and your teen actually practiced. The sheet I have given to you is incredibly basic. On one side there is space for you to record the practice drives and on the other are some simple suggestions. A more detailed guide for parents that I strongly urge you to download is available from the CT DMV. This book can be downloaded by going to www.ct.gov/teendriving, and clicking parents. You can also click the following link which will take you to a PDF of the guide.

<http://www.ct.gov/dmv/lib/dmv/20/29/Howto.pdf#49380>

“So, let’s go over what makes a good practice drive.

Planning – Before you begin a practice drive, did you plan the route you would take? Did you identify a skill to practice, such as: using turn signals; the 4-second following distance rule; parking; or, changing lanes? These are all important details to decide on in advance.

Time – You have to make the time for an on-the-road lesson. Do not use the same ten minute drive to school every day as your child’s practice drive. Set aside time specifically for the practice drive that is not part of running an errand. Although errand-based driving practice can add to drive-time logged behind the wheel, these drives tend to take the same routes over and over and the emphasis is on the destination rather than the lesson. Choose an amount of time that is doable, 15 to 30 minutes is fine.

Frequency – Frequency is important and it is better for your teen to drive six times in two weeks for thirty minutes each than to drive one time in two weeks for three hours.

Conditions – After they have some experience under the best of conditions, drive with your teen in all kinds of weather, rain, snow, and fog. You should also give them experience not just on local roads but on highways too. When the teen is ready you should also spend time driving at sunset, at night, and during rush hour.

Common errors – Concentrate on common errors or conditions that elevate the crash risk. Appropriate following distance will minimize the chances of the all too common rear-end collision. Eliminating distractions means that neither you nor your teen reaches for their phone and will keep the practice drive centered on the teen driver and help them to better develop hazard recognition skills. Speed is the #1

factor in fatal teen crashes, so focus on ensuring that your teen drives an appropriate speed for conditions. If you are in a residential neighborhood, the posted limit may be 25 miles per hour but a speed of 10 to 15 miles per hour is more appropriate when you can see other road users like pedestrians and bicyclists, especially children, near the road. Teens should also moderate their speed as they approach intersections. The same goes for work zones and school zones. Learning to drive in the presence of slow moving vehicles and tractor trailers is also a good lesson, give them lots of room. You should also make sure your teen understands what to do when an emergency vehicle approaches from either direction.”

“I also want to share with you the observations of other parents about driving with their teens and what happens over time:”

- > Parents report that after only a few months teens begin driving faster, leaving shorter following distances, and braking abruptly.
- > In interviews parents have commented on the importance of remaining calm and not letting their anxiety show.
- > Teens tend to be sensitive to criticism. Because of this, parents tend to back-off on commenting during the practice drives. Parents do provide basic handling feedback such as “you need to slow down” but fail to address more advanced concepts such as visual scanning, hazard perception, or anticipating the behavior of other drivers. In fact, in a study that used in-car video recording, while providing basic instructions to teens was observed 54% of the time by parents, the more advanced instruction was covered only 5% of the time.

[Distribute the single page safe driving agreement, it is on the reverse side of the law summary sheet if using the version from this curriculum. However, any parent-teen driving agreement can be used.]

Parent/Teen Safe Driving Agreement

“In front of you should be the Parent/Teen Safe Driving Agreement. Does everybody have one? Great. There are many of these agreements and they are all pretty good. This one is about as simple and basic as you can get. You should feel free to use the one provided by your insurance company, or even from a safe driving website, or make up your own. The important piece is that you and your new driver go through these points and mutually agree on the rules and any consequences. In fact, there is evidence to support that when you actually use and enforce an agreement like this, that crash risk is reduced. However, like any rule, it only works when it and its consequences are enforced.”

“I was once told a story about a parent who told his oldest daughter a simple rule, no alcohol ever in the car. He told his daughter that if he found out about any alcohol, regardless if it wasn't hers, he would sell her car. Well, sure enough about a year into driving, dad was cleaning out the car on an early Saturday morning, just being helpful, and he found an empty beer can under the passenger seat. He then took extra special care in making it bright and shiny before putting a for sale sign on the car and putting it on his front lawn. He sold the car for about half its cost. By the time his teen daughter came outside at about 4:00pm she wondered where her car was. Now, from what I understand that daughter and father had a rocky period ahead. But, when it came time for daughter number two to get her license, she had seen what happened to her sister and was very careful as to who

she let ride in her car.”

“The agreement in front of you covers the laws and risks that we talked about. Let’s move on to our last tool.”

The Air Traffic Controller Rule

“In Chapter 8 of Tim Hollister’s book Not So Fast he makes an analogy that parents should be like air traffic controllers. This means that before every drive teens should file a ‘flight plan’ with you. Tim provides the elements of the flight plan which I copy below:

Destination: Where exactly are you going?

Route: What directions will get you there, and are there safety concerns associated with any of them?

Time of Day: When are you leaving, and are there any safety issues implicit in your timetable (for example, night driving)?

Equipment readiness: Do you have sufficient fuel, and is your equipment maintained and safe?

Communications plan: When and how will you report to your guardian when you arrive at your destination, report a problem or delay, and report about when you are about to return home?

Passengers: Who will be with you, where will they sit, and how will you ensure that they don’t distract you?

Contingency Plan: What will be your alternate route if the intended one is blocked or otherwise not available?

Return trip: Do you have a set departure time, route, timetable, and passenger list?

Mental state: Are you well rested and alert?

Overall: Are you ready to undertake the responsibility?

“I know, some people think that this is a lot of effort, maybe too much. But, is it? The second-to-last point touches on a real problem with all drivers, drowsy driving. Drowsy driving accounts for 1,550 deaths, about 71,000 injuries, and \$12.5 billion in losses according to the National Sleep Foundation. Going through this list requires you to answer each question, leading you through a consideration of the important and relevant risk reduction factors. This conversation before every drive can be an important way to reduce crash risk while still giving your novice driver additional experience behind the wheel. As we said previously a license is just the starting point, your teen will need a lot of on-the-road practice before they have enough experience to truly begin to attain a level of competence behind the wheel.”

GUIDED PRACTICE & PERFORMANCE

“We are near the end of this training session. What I would like you to do now is to take that parent-teen agreement, go through it point-by-point and agree on the rule and then figure out what is an appropriate consequence in your family. Please use the extra sheets of paper provided to add additional rules or stipulations. I will give you about 10 minutes for this. As you talk, I'd like to drop by each group to see how you are doing.”

[Give the parent-teen teams 10 minutes. During that time circulate around the room and listen to the discussions. Answer any questions they might have.]

“It looks like everyone is done. If you are satisfied with it, both of you sign it. You can then post it on the refrigerator or some other prominent place. From time to time review the rules, you may even want to add or change things with time.”

“So you now have four tools: your good judgment; a driving log book; a parent-teen agreement; and, that you know how to act like an air traffic controller. These tools can help you manage your teen to becoming an experienced and, we hope, crash free driver.”



UNIT 5: Post-survey and Close – 5 minutes

LEARNING OBJECTIVE: Articulate tools and resources available to support reducing teen crash risk.

TOPICS: Course review, additional resources, handouts.

FACTS: Teen driving fatalities make driving the #1 risk for teens.

“This training class was designed to support you as a parent in managing your teen’s transition to becoming an experienced driver. We began by talking about the magnitude of the risks involved, we then reviewed the law, and finally we went over the tools that are available to you as a parent to help keep your teen driver safe. If you ever have any questions about this material, I can be a resource for you, and this extends to even after your child gets his or her license. If you have a question or need clarification, just call me. I can be reached at [INSERT PHONE NUMBER] and my email address is [INSERT EMAIL ADDRESS].”

[Post this information on the PPT slides, dry erase board, or flip chart paper]

“This brings us to the formal end of the two-hour parent class. Parents, before you leave, please complete the post class survey. Also, please make sure that you have signed the list that verifies for the State of Connecticut that you attended the class. As you do these things, I will take any questions about [INSERT NAME OF DRIVING SCHOOL] or anything you heard in the class.”

OPTIONAL VIDEO – Stay Involved

Drive It Home has a website with some great info for parents. The site is sponsored by the National Safety Council, The Allstate Foundation, GM Foundation, Toyota, and AT&T. This is a pretty good video that talks to parents about improving a teen’s survival odds by staying involved.

<https://youtu.be/D0o-JvtA6vA>

APPENDIX A - CURRICULUM MATERIALS

INFO FOR PARENTS

»» THE FIRST 3 PRACTICE DRIVES

- Begin in an empty parking lot.
- Instruct your new driver to always wear a seatbelt.
- Have the driver adjust their seat and rear-view and side mirrors.
- Review the instrument panel and basic vehicle controls.
- Instruct them to hold the steering wheel at 9 and 3 o'clock (this avoids injury from a deployed airbag).
- Practice starting, stopping, and turns.
- Keep your practice to 15 or 20 minutes to start.
- Practice driving in reverse (turning their head all the way around to see what is in back of the vehicle).

»» SPECIAL EVENTS

- Have your new driver go to a gas station and show them how to put gas into the vehicle.
- Show your new driver how to put air into the tires.
- Make sure they know how to open the hood and check their oil.
- Point out where they can find the spare tire and jack.
- Consider subscribing to a roadside assistance service.
- Instruct them on what to do if they hear the siren or see the lights of an emergency vehicle on the road.
- Practice what they should do if they are pulled over by the police.

»» RESOURCES

Review the CT DMV's training guide for parents:

www.ct.gov/dmv/lib/dmv/20/29/Howto.pdf

Review the CT DMV Driver's Manual:

www.ct.gov/dmv/lib/dmv/20/29/r12eng.pdf



»» WWW.KOHLROADSAFETY.ORG

»» PRACTICE ON LOCAL ROADS

- Plan out your route before beginning the drive and talk it over with your new driver.
- If a mistake is made, have your teen pull-over in a safe location and explain the error.
- Be on the lookout for hazards and make your teen aware of them. New drivers have very weak scanning abilities.
- Follow what the driving instructor says your driver should do.
- Ask your teen to tell you what they are doing before they do it (ex. "I am going to make a right turn up ahead").
- Practice having them come to a complete STOP at all stop signs.

»» OTHER TIPS

- Follow other vehicles at a safe distance to give your new driver enough time to react to sudden braking (at least 3 seconds).
- Do not exceed the speed limit.
- Use your turn signals so that other drivers know what you are doing.
- Always yield to pedestrians.
- Do not allow the use of GPS.

»» AFTER YOUR TEEN HAS MASTERED LOCAL DRIVING

- Bring your new driver onto a highway or other divided roadway. Practice entering and exiting the highway.
- Practice driving at night with your teen on local roads.
- Bring your new driver out on the road when it rains. Have them adjust their driving for road conditions by slowing down and leaving more distance between them and the car ahead.
- Practice parking in an active parking lot.

Trial begins for parent who owned site where teens drank

A trial began Monday for a Marlborough man accused of letting teenagers drink on his wooded property prior to a car crash that killed a Hebron teenager in 2013.

The accused, [REDACTED] 51, is charged with 28 counts each of permitting minors to possess alcohol and first-degree reckless endangerment in connection with drinking by a group of teenagers on his 34-acre property, which is across the street from his home and not visible from the street, his lawyer said.

[REDACTED] in arguments outside of the jury's presence, said [REDACTED] was not on trial for manslaughter. Paige Houston, 17, was a passenger in a single-car accident as she was leaving the party in the woods, state police said.

Parents sued in teen's crash that killed a father of three

The children of a Hamden man killed by a teen driver in [REDACTED] have filed a lawsuit using a common law claim of loss of consortium against the teen and his parents.

[REDACTED] 45, was standing next to a parked car outside his home Nov. 7 at 1 a.m. when a car driven by then 17-year-old [REDACTED] struck him. A \$1 million lawsuit was filed Tuesday by the [REDACTED] family.

“Too often recently, teen illegal driving has resulted in injuries and deaths to teens and innocent bystanders in our community,” the statement said. “And too often, some parents have turned a blind eye to what is a dangerous epidemic.”

The lawsuit alleges that the teen's parents, who owned and insured the vehicle driven by their son, were negligent in providing the car to him. The lawsuit alleges that on the night of the crash, his parents were aware of or should have known of the nighttime restrictions before they “furnished” the car to their son so he could “hang out with friends.”

APPENDIX B – LIST OF ADDITIONAL RESOURCES

-  www.ct.gov/teendriving
-  www.kohlsroadsafety.org
-  www.madd.org
-  www.driveithome.org
-  www.teendriving.aaa.com



APPENDIX C – INSTRUCTOR SUMMARY SHEET

Use these sheets as a guide during the class.

UNIT 1: Pre-survey & Introduction – 10 minutes

LEARNING OBJECTIVE: Explain the mandatory course requirement and introduce the agenda.

TOPICS: Mandatory 2-hour parent class, Safe Driving Practices program, 30-hours of classroom instruction, Learner's permit wait period.

FACTS: Learner's permit holders must wait 180 days without 30-hour course, but only 120 hours with 30-hour course.

ACTIVITIES: a) Pre-survey; b) Introduction to the class

UNIT 2: Risks for Teen Drivers - 30 minutes

LEARNING OBJECTIVE: Understand the elevated risk of a motor vehicle crash, injury, and death for teens.

TOPICS: risk factors - brain development, inexperience, night driving, high speed, teen passengers, alcohol/drugged driving, distraction, seatbelts, male risk.

FACTS: (1) parts of brain that are responsible for impulse control and risk assessment are not fully developed until mid-20s; (2) teen inexperience leads to following too close, inadequate braking; lack of scanning for hazards; (3) 9 pm to 5 am is the deadliest period for teen drivers; (4) speed is a major factor in teen crashes, slow down and keep appropriate following distance; (5) with even one teen passenger the risk of a crash for a teen driver skyrockets; (6) being a passenger in a vehicle with a driver under the influence of alcohol or drugs substantially increases a teen's risk of being involved in a fatal crash; (7) distractions divert you from cognitive, visual, and manual tasks and is a factor in 58% of all teen crashes; (8) Wearing a seatbelt reduces the risk of death by 45%. Nationally, only 55% of teens report "always" wearing a seatbelt; (9) The teen male death rate is 2x that of females.

ACTIVITIES: a) Attention getting activity; b) Review major teen Crash Risks; c) Small Group work to think up rules that would reduce risks

UNIT 3: THE KEY SAFETY FACTORS - 25 minutes

LEARNING OBJECTIVE: Describe the provisions of Connecticut's graduated driver licensing (GDL) laws.

TOPICS: Connecticut's GDL Law – training requirements, passengers, seatbelts, electronic device use, night driving, 48-hour suspension.

FACTS: The GDL law applies to all 16 and 17 year old drivers – 40 hours of on-the-road practice before licensure; no driving from 11 pm to 5 am; no electronic device use; no passengers except for immediate family for first 12 months; seatbelts required for all passengers of a teen driver; on-the-spot 48-hour license suspension for violations possible.

ACTIVITIES: a) Play Reid Hollister Video; b) Handout CT law summary and review point-by-point; c) Play DMV video on CT teen driving laws.

--- TAKE A 10 MINUTE BREAK ---

UNIT 4: Managing Your Teen Driver – 40 minutes

LEARNING OBJECTIVE: Employ specific strategies and tools that support reducing teen driving risks.

TOPICS: Parent liability, parental authority, role models, 40 hours of on-the-road training, parent-teen safe driving agreement, “air traffic controller” strategy.

FACTS: CT has a parent-host law that holds parents liable for under-age drinking; parents have been held liable for damage done by teen drivers; parents/legal guardians can say “no” and prohibit their teen from testing for a license; Using a logbook allows documenting 40-hours of on-the-road practice; creating a parent-teen safe driving agreement has been shown to reduce crash risk; Purposeful driving reduces crash risk; “joy-riding” increases crash risk.

ACTIVITIES: a) Review an example of parent liability for teen behavior and parent-host party law; b) Ask parents what they can do to reduce their teen's risks; c) Review the 4 parent tools/strategies (i) a parent's good judgment, (ii) driving logbook, (iii) parent-teen safe driving agreement, (iv) air traffic controller rule; d) parents and teens review a sample driving agreement together and sign it.

UNIT 5: Post-survey and Close – 5 minutes

LEARNING OBJECTIVE: Articulate tools and resources available to support reducing teen crash risk.

TOPICS: Course review, additional resources, handouts.

FACTS: Teen driving fatalities make driving the #1 risk for teens.

ACTIVITIES: a) Review resources available to parents; b) Answer any questions; c) post class survey.

APPENDIX D – PRE & POST CLASS SURVEYS

PRE - SURVEY

We are interested in improving this curriculum for future participants. Your answers to the below questions will help create a better learning experience. All information is confidential and will not affect your teen's evaluation in this class. Please complete this survey before the class begins.

1. Which is responsible for the greatest number of teen deaths each year? (Choose one)

- Cancer Homicide Car Crash Drug Overdose Not Sure

2. Who can be a passenger in a vehicle driven by a 16 or 17 year old during the first 12 months after getting a driver's license? (check all that apply)

- Parents
 Driving instructor
 Other teens
 Only another licensed teen
 Siblings
 Siblings, only with parent
 Siblings, only after having had a license for at least 6 months

3. When is the curfew for a 16 or 17 year old with a driver's license (aka, teen driver), unless s/he fits a designated exemption?

- 10pm to 6am 11pm to 5am Midnight to 7am 1am to 5am Not Sure

4. Can a teen driver use his/her cell phone with a hands free device while driving?

- Yes No Not sure

5. What is the legal limit for blood alcohol levels for teen drivers?

- 0.00 under .08 under .10 under 0.14 Not Sure

6. How likely are you to use the following: 1 = very likely, 5= not very likely (1) (2) (3) (4) (5)

Log book to record driving practice hours (1) (2) (3) (4) (5)

Formal written agreement between you and your teen driver (1) (2) (3) (4) (5)

To require your teen to ask permission every time before they drive (1) (2) (3) (4) (5)

A phone app or other device that monitors a teen's driving (1) (2) (3) (4) (5)

POST CLASS SURVEY

[PLEASE DO NOT COMPLETE UNTIL AFTER THE CLASS]

1. Which is responsible for the greatest number of teen deaths each year? (Choose one)

- Cancer Homicide Car Crash Drug Overdose Not Sure

2. Who can be a passenger in a vehicle driven by a 16 or 17 year old during the first 12 months after getting a driver's license? (check all that apply)

- Parents
 Driving instructor
 Other teens
 Only another licensed teen
 Siblings
 Siblings, only with parent
 Siblings, only after having had a license for at least 6 months

3. When is the curfew for a 16 or 17 year old with a driver's license (aka, teen driver), unless s/he fits a designated exemption?

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To require your teen to ask permission every time before they drive (1) (2) (3) (4) (5)

A phone app or other device that monitors a teen's driving (1) (2) (3) (4) (5)

Demographics

7. What year is your teen in high school? Freshman Sophomore Junior Senior

8. Is your teen: Male Female

9. What is your ZIP Code? _____

10. Today's date _____