

SUGGESTIONS FOR OUR PARENTS

FROM BASIC TO COMPLEX

Parents should not slam the novice driver with everything at once. Simple maneuvers in the beginning are the best. Have your student take right and left turns in the neighborhood. This involves mirror checking, traffic checking, braking, acceleration, signaling, steering and recovery and lane positioning. This is a great start.

KEEP THE LESSON TIME SHORT

In the beginning, keep the time short. About 25-30 minutes is plenty for your student and yourself. This will keep it fresh for both parents and teens. Until the teen gets used to their parents in a coaching role repetition is the key to success and not necessarily the length of time in the vehicle.

PRACTICING HINTS

Parents need to communicate early and clearly, giving directions in advance of the maneuver will save them a lot of touchy last minute and potentially dangerous problems. Some beginners may give the impression of being confident and in control but also may be very unprepared to deal with any sudden change in conditions. Do not be fooled by this and never assume the teen knows what to do in each and every situation that will be encountered.

WHEN THEY MAKE A DRIVING ERROR

The novice driver is too busy concentrating on just driving the car to understand what a parent is trying to say about any driving error. Depending on the traffic situation and the error, consider stopping and discussing, maybe even illustrate what the problem was while the mistake is still fresh in their memory. Next, go back to either the same spot or something very similar and repeat the maneuver correctly. That is the best way for a teen to retain this information.

MAKE AN HONEST ATTEMPT TO BE POSITIVE

When the teen makes an error, they will not react well to a parent getting negative or yelling at them. If their experience with a parent is negative, they will not even want to drive with their parent and that is not the desired objective. They should look forward to driving! Teenagers respond well to encouragement. This practice time should be a cooperative project that both are working on to achieve. Remember: Teens will make mistakes – but also they will get better. Success breeds success. The more successful a teen feels, the quicker he/she will improve. ***HOW ABOUT A GOOD BLEND OF CONSTRUCTIVE CRITICISM AND COMPLIMENTS PARENTS NEED TO FIND SOMETHING THEIR STUDENT DID WELL FOR THAT DAY.***

HAVE STUDENTS START THINKING OF LOGGING 100 HOURS, not only the 50 required on a Level 1 License – Allow your student to drive every opportunity available.

BEHIND THE WHEEL DRIVING TARGETS

1. **VEHICLE KNOWLEDGE:** Students perform pre-drive procedures with minimal instructor prompt and show ability to shift gears in a variety of settings.
2. **VEHICLE CONTROL:** Students maintain proper lane position and steadiness with verbal assistance from the instructor.
3. **BRAKING/ACCELERATING:** Students display smooth acceleration and braking while making complete stops at stopping points the majority of the time.
4. **URNS:** Students make smooth, controlled turns into the correct lane in a variety of situations, with minimal instruction.
5. **LANE CHANGE:** Students utilizes MBBM while performing a legal lane change and maintaining proper speed and lane position with minimal teacher feedback or assistance.
6. **NEGOTIATING INTERSECTIONS and RIGHT OF WAY:** Students can negotiate any type of intersection scenario with minimal teacher feedback or assistance. EX. Right on green light/Right on Red light, Left on Green/Left on green arrow.
7. **DEFENSIVE DRIVING/AWARENESS:** Students apply the IPDE process with minimal instructional support while driving in any environment. EX. Checking mirrors, awareness of cars in front and behind, following distance, gap choice, speed adjustment, etc.
8. **PARKING:** Students utilizes proper speed and angles when pulling into and backing out of angled & perpendicular parking stalls, with verbal instruction.
9. **HILL PARKING:** Students pull proper distance from curb and perform correct steps with minimal instruction.
10. **TURNABOUT/BACKING:** With minimal instruction, students display a proper orderly visual search pattern and controlled speed while maintaining lane position and proper recovery while backing.

Standard Scale:

- 4= EXCEEDS behind the wheel driving target
- 3= MEETS behind the wheel driving target
- 2= NEEDS practice behind the wheel driving target
- 1= Requires extra supplementary instruction on the behind the wheel driving target
- 0= Unable to perform behind the wheel driving target