

**CENTRAL WASHINGTON UNIVERSITY  
INDUSTRIAL AND ENGINEERING TECHNOLOGY  
TRAFFIC SAFETY EDUCATION**

**SED 482: Teaching Traffic Safety Education: In-Car, 3 credits**

**FACULTY INFORMATION:**

Instructor: Scott Calahan  
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**COURSE PREREQUISITES:** SED 382 or permission of instructor and provide a five year driving abstract from Dept. of Licensing.

**COURSE DESCRIPTION:**

This course examines methods, materials and techniques for teaching novice drivers in a dual-control traffic safety education vehicle. Emphasis is placed on laboratory organization, administration and delivery of the behind-the-wheel lessons. Laboratory experience with beginning drivers is provided.

**COURSE PURPOSE:**

The major thrust of the teacher education program at Central Washington is to prepare committed individuals as facilitators of learning for a diverse world consistent with WAC 180-78 and 180-79 and the objectives of the College of Education and Professional Studies.

**TEXT BOOKS AND OTHER REQUIRED MATERIALS:**

1. State of Washington Master Curriculum Guide, Traffic Safety Education, 1995
2. Anderson, William G. In-car Instruction: Methods and Content, Wesley Publishing Co., 2nd Ed.
3. Behind - The - Wheel Guide: Teacher's Edition, WTSEA, CWU. OSPI, Hales, 2000
4. Partnership for Driver Excellence, Mottola, 1997
5. TSE Coaches Guide, Calahan, Taylor, 2006
6. Drive Right, Teacher's Edition, Scott Foresman, 2000 (optional)
7. Propulsion, Washington State TSE Student Manual, 1996 (optional)
8. Responsible Driving, Teacher's Edition, Glencoe, 2000 (optional)

**Learner Outcomes:**

**Assessment:**

1. Demonstrate knowledge of in-car instruction, including what it is, advantages and disadvantages, the development of risk management skills, the role of the teacher and students, and liability issues related to BTW instruction.	1. Students will explain the In-car method of instruction including advantages, disadvantages, development of risk management, skills, role of the teacher and the students and liability issues.
2. Identify, discuss and apply teaching methods for the enhancement of learning within the in-car driving experience which includes students with a variety of special needs.	2. Students will demonstrate understanding of a variety of teaching methods through in-car evaluations from university faculty using approved assessment forms.

3. Construct lesson plans for each BTW drive using the model as found in the Master TSE Guide or other approved method.	3. Copies of each lesson plan will be given to the university faculty or teacher assistant using the specified criteria.
4. Teach a minimum of 8 in-car BTW lessons to high school students who are currently enrolled in a high school TSE program.	4. Assessment for three BTW lessons of beginning high school novice students by the university instructor or assistant.
5. Teach space management, reference points, risk management, and visual search techniques utilizing current vehicle technology and restraint systems as related to each on-street BTW lesson taught.	5. Lesson plans and actual observations by CWU instructor or teacher assistant.
6. Demonstrate effective assessment of high school novice students currently enrolled in the TSE program for each lesson taught.	6. In-car assessment by CWU instructor or teacher assistant.

## **COURSE OUTLINE:**

### **1. Introduction to In-Car Instruction**

- 1.1 Course Overview
- 1.2 Course requirements, policies, and procedures
- 1.3 Scheduling laboratory experience with high school students
- 1.4 Classroom, grading, attendance, scheduling requirements
- 1.5 Vehicle usage, care and maintenance
- 1.6 Materials and resources
- 1.7 Accident reporting procedures
- 1.8 State of Washington requirements for laboratory instruction
- 1.9 Role and responsibilities of CWU students in teaching HS students

### **2. Rationale for In-Car Instruction**

- 2.1 Philosophy and rationale
- 2.2 Integration of class and laboratory instruction
- 2.3 Driving task review and application to in-car instruction
- 2.4 Advantages and disadvantages
- 2.5 Guidelines for teaching

### **3. Development Risk Management Skills**

- 3.1 Enhancing Risk Management in Complex Driving Situations
  - \* Nature of operator behavior
  - \* Perceived vs. real risk
  - \* Risk assessment skills
  - \* Judgment functions
  - \* Response to actions of other HTS users
  - \* Responding to objects and conditions

### **4. Application of National and Local Priority Goals**

- 4.1 Defining current priority problems areas through BTW training
- 4.2 Developing laboratory performance activities

4.3 Probability of undesired outcomes

4.4 Resources and Information

## **5. Methods for in-car instruction**

5.1 Role of teacher

5.2 Establishing student readiness for learning

5.3 Guiding methods

- \* Directions, cues and reminders

- \* Demonstrations

- \* Recognition of errors

- \* Reinforcement procedures

- \* LOS/POT

- \* Management of time, space and visibility

- \* Commentary driving

- \* Destination driving

- \* Reference points

5.4 Evaluation of performance

- \* Self assessment, peer assessment

- \* Evaluation based on in-car performance requirements

5.5 Lesson planning and preparation

5.6 Use of instructional materials (BTW Guide)

5.7 Route selection options

5.8 Behavioral factors for safe driver performance

## **6. Driver Performance Requirements**

6.1 Pre-drive procedures

6.2 Awareness of blind areas around the vehicle

6.3 Driver entry and seating

6.4 Vehicle control devices

6.5 Starting and securing procedures

6.6 Evaluation of highway, traffic controls, motorized and non-motorized users

6.7 Management of time, space and visibility

6.8 Reference points, LOS/POT, Areas and Lane Positioning

6.9 Basic control maneuvers

- \* Starting, stopping, and securing

- \* Steering

- \* Forward, backing movement

- \* Turns

- \* Parking

- \* Turnabouts

- \* Parking uphill and downhill

6.10 Traffic Flow tasks

- \* Space management

- \* Reference points

- \* Lane positioning

- \* Following, being followed, lane changing

- \* Passing and being passed
- \* Problem solving of open and closed areas, LOS/POT
- \* 15 driving habits applied
- \* Environmental changes (hills, curves, road surface)

## **7. Instructor Responsibilities**

- 7.1 Teaching in a mobile classroom setting
- 7.2 Teaching safe performances
- 7.3 Vehicle control methods
- 7.4 Lesson preparation and documentation
- 7.5 Teaching performance
- 7.6 Safe performance environment
- 7.7 Verbal instruction (how, what, when)
- 7.8 Setting the stage for learning to occur
- 7.9 Rotation of students
- 7.10 Critique of performance
- 7.11 Time frame for instruction of students
- 7.12 Methods for taking control of the vehicle if needed
  - \* Use of controls
  - \* Position of relaxed alertness
  - \* Covering the dual control brake
  - \* Operation of gear selector lever
  - \* Turning off the ignition
- 7.13 Working with physically and mentally challenged students

## **8. Critical Tasks Instruction**

- 8.1 Serpentine steering using fixed and variable distance
- 8.2 Ignition failure
- 8.3 Brake failure
- 8.4 Stuck accelerator
- 8.5 Evasive actions in a blocked path of travel
- 8.6 Controlled and threshold braking in a straight line
- 8.7 Braking and steering in a curvature
- 8.8 Use of steering methods (evasive, push/pull, one hand)
- 8.9 Establishing vehicle balance and control
- 8.10 Skid Monster usages
- 8.11 Directional control and stability

## **9. Assessment of Student Performance**

- 9.1 Types of assessment
- 9.2 Instructor critical response areas
  - \* Path selection
  - \* Speed selection
  - \* Gap selection
  - \* Space margin management
  - \* Communication skills

## 10. Procurement of In-Car Equipment

- 10.1 Dual control brake
- 10.2 Right side outside mirror
- 10.3 Signs
- 10.4 Instructor & eye check mirrors
- 10.5 Adaptive equipment for the physically challenged

## 11. Scheduling of In-Car Students

- 11.1 Integration of class and laboratory
- 11.2 Performance standards
- 11.3 National, state and local requirements
- 11.4 Location and time options
- 11.5 Application to 2, 3, or 4 phase programs

### INSTRUCTIONAL METHODS:

1. Presentations/discussions of on-street lessons
2. Videos of certain on-street lessons
3. Small and large group discussions
4. Actual on-street teaching of peers (2 lessons) and novice high school students currently enrolled in a TSE high school program approved by CWU traffic safety program coordinator.

### GRADING:

- |   |              |
|---|--------------|
| 1. In-car lessons (development, teaching and evaluations) | 40% of total |
| 2. Lesson plans for each teaching lesson.                 | 10% of total |
| 3. Midterm exam   | 20% of total |
| 4. Final exam   | 20% of total |
| 5. Attendance, punctuality and other assignments          | 10% of total |

The following grade scale will be used for exams, assignments, and in-car evaluations:

- A** = 95%-100%, **B+** = 87-89%, **C+** = 77-79%, **D+** = 67-69%, **F** = below 60%  
**A-** = 90%-94%, **B** = 83-86%, **C** = 73-76%, **D** = 63-66%,  
**B-** = 80-82%, **C-** = 70-72%, **D-** = 60-62%

Assignments are to be turned in at the beginning of class or lab (as appropriate) on the due date. Late assignments are not usually graded except in special circumstances. In such cases, the assignment will be accepted up to only one day late and will be given 50% of the earned grade.

An incomplete (**I**) will be given only in special circumstances and will be determined on an individual basis. In any case the student will have two weeks or less to complete the required work.

**ADA STATEMENT:** Students who have special needs or disabilities that may affect their ability to access information and or materials presented in this course are encouraged to contact the instructor and, AD Compliance Officer, Director, ADA Affairs and Students Assistance on campus at 963-2171 for additional disability related education accommodations.