



Dear AARP Driver Safety Program Instructor:

We are pleased to present you with our mid-Edition 6 Instructor Manual revision pages. This series of adjustments to course content, photographs and diagrams was prepared in response to comments received from you, our Instructors.

This series of “mid-edition” adjustments marks the first time in our program’s history that we have significantly changed a course “between editions”. While we attempted to incorporate as many suggestions for improvement as possible, we were not able to incorporate every suggestion we received. Suggestions not incorporated in this series of adjustments to Edition 6 will be considered as we move forward to Edition 7 development in 2009 and 2010.

The changes reflected on the enclosed replacement pages for your Instructor Manual will also be reflected in the July, 2008 printing of the AARP Driver Safety Program Participant Workbook. These new workbooks should be arriving in your classroom course kits in late August or early September, 2008.

We encourage you to use up your existing stock of older Participant Workbooks prior to inserting these new pages into your Instructor Manual. Once you have used up your old workbooks and you have received the new Participant Workbooks in your kit (there will be a date of “07/08” in the lower left hand corner of the inside front cover of each workbook), then proceed to replace these revised pages in your Instructor Manual.

On the reverse side of this page is a table of all the Instructor Manual pages to be removed and replaced, and what was changed on the page.

Thank you very much for all of your suggestions. We hope you will find these changes to be an improvement. If you have any questions or comments, or any suggestions for future changes, please send them to drive@aarp.org.

Sincerely,

Brian Greenberg
Coordinator
AARP Driver Safety Program
Washington, DC

Mid-Edition 6 Instructor Manual Revision - Table of Changes

Instructor Manual Pages to be replaced	Corresponding Participant Workbook Page	Topic	Description of Changes Made
Cover Page	n/a	n/a	Includes new AARP logos.
Page iii	n/a	Letter from Staff to Instructors	Replaces the letter from the former DSP Director.
Page xviii	n/a	Second Day of Class	Correction under “activity” column for “closing the class” with regard to distribution of pink and white copies of completion certificate.
1-17	5	Pre-Course Quiz	Questions 1 and 2, answer “b” is now “failure to yield the right of way.”
1-19	6	Pre-Course Quiz	In Question 8, answer “c”, the words “check mirrors again” were removed to be consistent with page 78.
1-21	7	Pre-Course Quiz	Question 13 has been replaced.
2-7	10	Statistics	Caption under chart corrected to “FARS—Fatality Analysis Reporting System”.
2-9	11	Statistics	Caption under chart corrected to “National Highway Traffic Safety Administration”.
2-21	17	Hearing Tips	First bullet under “While Driving” changed to indicate checking mirrors “frequently” rather than identifying a specific number of seconds.
3-15	34	Space Cushion	Arrows’ color enhanced for better contrast.
3-31	42	Roundabouts	Roundabout “Description” and “Tips” language changed and diagram added.
4-2	n/a	Unit 4 Timeline	Minor corrections to “Timeline”.
6-13	87	Airbag Tips	Head restraint and seat belt added to illustration.
6-21	91	Vehicle Breakdown	Photographs modified to demonstrate “unsafe” and “safer” positioning.
7-9	97	Self-Assessing	2 nd bullet under “Courses or Booklets” removed (discontinued item); removed the words “available in 2006” from last bullet under “computer or online programs”.
7-23	104	Unit 7 Summary	2 nd bullet: Last word corrected to “safely”.
8-9	106	Post-Course Quiz	Question 11 corrected to make reference to Unit 6 rather than Unit 7.
8-19	111	Assessment and Counseling	First publication removed (discontinued item); modified “Online Resources”.
8-22	114	Hearing	“Online Resource” information modified.
8-25	117	Vehicle Maintenance	In the “Tires” category under the “What to Check” column, the first bullet has been changed.

AARP Driver Safety Program

The nation's
first and
largest
classroom
refresher for
motorists
age 50
and older.



**Instructor
Manual**

AARPSM

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601 E Street, NW • Washington, DC 20049 • www.aarp.org



Dear AARP Driver Safety Program Instructor:

Each and every day in this country, approximately 200 AARP Driver Safety courses are being taught by dedicated volunteers like you.

We know why you volunteer to teach this course...it gives you the satisfaction that you are contributing your efforts toward improving the safety and well-being of your community.

Without your efforts and the dedication of thousands of other volunteers, we would be unable to reach hundreds of thousands of people each year with this critical safety information.

In this new edition, we have attempted to take the best of what has come before, and then include updated information not only from safety experts but also from your suggestions and those of our course graduates.

We hope that teaching this course continues to bring you personal enrichment and increased insight as you bring this important safety knowledge to others.

Again, thank you for volunteering to teach in your community!

AARP Driver Safety and Mobility Options Staff

Instructor Guidelines

This section of the Instructor Manual provides general information about conducting an AARP Driver Safety Program course. It includes the following sections:

	<u>Page</u>
1) AARP Driver Safety Program Overview .....	.v
2) Instructor Responsibilities .....	.vi
3) Sponsor Responsibilities .....	.vii
4) AARP Responsibilities .....	.vii
5) Instructor's Timeline .....	.viii
6) Course Timing Variations .....	.ix
7) Our Commitment to Diversity .....	.x
8) AARP Compliance with the Americans with Disabilities Act (ADA) ..	.x
9) Instructor Manual Design and Use .....	.xi
10) Teaching Tips .....	.xiv
11) Course Implementation Calendar and Checklist .....	.xv

FIRST DAY OF CLASS (continued)

CHECK	TIME FRAME	ACTIVITY	COMMENT/FORMS NUMBER
		<ul style="list-style-type: none"> - Duration of breaks - Today's expected "End" time <p><u>Explain your rules:</u></p> <ul style="list-style-type: none"> - Turn off cell phones - No smoking (Explain where smoking is permitted) - Okay to stand up, move about, get coffee, etc. <p><u>Conduct the First day of the course:</u></p> <ul style="list-style-type: none"> - Using the Instructor Manual follow the curriculum provided. You are <u>not</u> allowed to delete materials. - To the extent possible, the Instructor is encouraged to present the course material extemporaneously and limit reading to the class. 	<p>Explain why you have these "rules."</p> <p>Contents of the course must be taught as presented in Instructor Manual.</p>
	<p>END of the First Day</p>	<p><u>Summarize first day's topics:</u></p> <ul style="list-style-type: none"> - Don't overly detail this summary—just a quick overview - Assign practice assignments - Explain starting topic of next session <p><u>Explain logistics:</u> (Answers to these questions should have been determined earlier in the day)</p> <ul style="list-style-type: none"> - What can be left in the room? (If anything) - What time you will start the following day - If anyone cannot attend the second day of this class they should call you ASAP so the class start won't be delayed. Do not delay the start of the class. 	<p>Make this brief—best by asking questions.</p> <p>Explain what they should take home and what they should bring back.</p>
	<p>Prior to Second Class Day</p>	<p>Prepare Course Completion Certificates</p> <ul style="list-style-type: none"> - Separate Goldenrod Copies - Balance money collected to number of certificates - Reconcile any problems (i.e. missing certificate or money) 	<p>Verify that there is one certificate for every participant.</p>

SECOND DAY OF CLASS			
CHECK	TIME FRAME	ACTIVITY	COMMENT/FORMS NUMBER
	Second Day (Does not apply to "One" day Classes)	<p><u>Arrive Early</u> - (At least a half hour before scheduled start)</p> <p>Re-establish classroom layout (if necessary)</p> <ul style="list-style-type: none"> - Check operation of media you intend to use - Check setting of heating/cooling controls <p>Re-Establish Rapport:</p> <ul style="list-style-type: none"> - Greet participants as they arrive - Answer participant's questions (if asked) - Distribute additional handout material (if necessary) <p>Briefly review first day's topics:</p> <ul style="list-style-type: none"> - Answer participant's questions (if asked) - Review practice assignments - Preview today's topics <p>Teach the second day of the course:</p> <ul style="list-style-type: none"> - Using the Instructor Manual follow the curriculum provided. You are not allowed to delete materials. 	<p>"Make" the room the way it was yesterday.</p> <p>"Things" change over night (room too hot or cold, etc.).</p> <p>Let them feel welcome.</p> <p>Some will want to tell you a "driving" story.</p> <p>Your review may cause questions; encourage participation.</p> <p>Contents of the course must be taught as presented in Instructor Manual.</p>
	END of course	<p>Summarize the entire course:</p> <ul style="list-style-type: none"> - Don't overly detail this summary—just a quick overview - Make sure answers to all exercises have been provided 	This should be very brief.
	CLOSING the class	<ul style="list-style-type: none"> - Ask if anyone would like to be a DSP Instructor - Offer to meet with anyone interested in becoming an instructor—(have Job Descriptions and Applications available) - Provide location and dates of up-coming classes - Distribute and allow time for participants to complete Course Evaluations - Collect Course Evaluation sheets - Distribute Completion Certificates - Explain: <ul style="list-style-type: none"> - The "White" copy goes to the participant to present to their Insurance Agent. The "Pink" copy is for the participant's personal file. - Thank participants for participating, wish them "Safe Driving" and that you'll see them in three years 	<p>Provide Form numbers: D14294 & D14295</p> <p>AARP DSP Course Evaluation sheet - E290</p> <p>Ascertain everyone got a certificate.</p> <p>Remind participants how a duplicate certificate can be obtained.</p>

Pre-Course Quiz

Directions: For each of the following questions, select and circle the letter beside the statement that you believe is the BEST answer.

1. What is the most common traffic violation committed by older drivers?
 - a. Following too closely
 - b. Failure to yield the right-of-way
 - c. Not stopping for stop signs or traffic lights
 - d. Making an improper left turn

2. What is the second most frequent violation committed by older drivers?
 - a. Driving while under the influence
 - b. Failure to yield the right-of-way
 - c. Failure to stop for traffic signs or traffic lights
 - d. Making an improper left turn

3. Along the roadside ahead of you, there is a rectangular white traffic sign with black lettering. This sign alerts you to:
 - a. A construction zone ahead
 - b. A warning of possible hazards ahead
 - c. A regulatory requirement
 - d. A railroad crossing

4. You pass your exit on a controlled access highway. You should:
 - a. Get off at the next exit
 - b. Stop on the shoulder and back up to your exit
 - c. Turn left into the next median crossover to go back to your exit
 - d. Pull over, put your emergency flashers on, and wait for help to arrive

5. You see a yellow, pennant-shaped traffic sign facing you on the LEFT side of a two-lane road. This sign indicates:
 - a. A hospital ahead
 - b. Yield to traffic ahead
 - c. The beginning of a no passing zone
 - d. Blind driveway ahead on the left

Activity

Content

- Some of you may be surprised at the number of questions you got right. Others may be disturbed about the number of incorrect responses.
- For those who had incorrect answers, don't be too concerned. We will review each of the questioned driving topics in greater detail throughout the course.
- And for those who had all the correct answers selected, there are still several reasons to be in the AARP Driver Safety Program today. For instance:
 - There are other drivers that we need to be aware of on the road.
 - We need to periodically test and review our understanding of safe driving practices.
 - We need to periodically review changes in driving regulations and the physical and mental changes that occur as we age.
 - The national driving strategies and patterns are constantly changing.
 - You will find, as many participants before you have found, that we will review a lot of useful and practical information that will help you be a safe driver.
- Let's review what we have covered in our first unit.



TRANSITION

6. You have two cocktails or glasses of wine at dinner. Can two drinks affect driving?
 - a. No, driving ability will not be affected
 - b. Yes, it may affect driving ability of certain people, but not me
 - c. Yes, it will affect driving ability
 - d. No, it takes more than two drinks to affect driving ability

7. The traffic light ahead is green when you first see it. You should:
 - a. Speed up to make the green light before it turns yellow
 - b. Slow down and wait for the light to turn red
 - c. Proceed with caution and be prepared to stop
 - d. Both (a) and (c) are correct

8. The best way to change lanes is to:
 - a. Signal, check mirrors, then change lanes
 - b. Signal if other cars are present, then change lanes
 - c. Check mirrors, signal, glance over shoulder, then change lanes
 - d. Trust your instincts and go for it

9. When it is raining you should:
 - a. Reduce your speed
 - b. Increase your following distance
 - c. Turn on your head lights
 - d. All of the above

10. When passing a large truck, bus, RV, or commercial vehicle you should:
 - a. Approach and pass slowly
 - b. Blow your horn several times to alert the driver
 - c. Pass only on the left even on multiple lane highways
 - d. Pass quickly to avoid being in the blind area of the vehicle

Activity

Content

11. The best formula for us to use to determine a safe following distance is:
 - a. One vehicle length for each 10 mph of speed
 - b. A two-second following distance
 - c. A three-second following distance
 - d. Allow 10 feet between vehicles for each 10 miles per hour of the speed you are traveling

12. To help you spot possible driving hazards ahead, you should:
 - a. Watch for the brake lights on the vehicle ahead
 - b. In the city, look one block ahead
 - c. On the highway look a quarter of a mile ahead
 - d. Both (b) and (c) are correct

13. Which of the following is an obvious warning sign that someone's driving may no longer be safe:
 - a. Driver momentarily forgets where his/her eyeglasses are
 - b. Scrapes or dents on driver's car, garage or mailbox
 - c. Driver experiences joint pain while getting into or out of the vehicle
 - d. Driver no longer answers cell phone while driving

14. Our ability to judge the speed and distance of oncoming vehicles:
 - a. Does not change as we get older
 - b. Improves with the many years experience that we have
 - c. Decreases as we get older
 - d. Can be corrected with the proper glasses

15. The best way to bring your car out of a skid is to:
 - a. Brake to slow down
 - b. Steer in the direction the back of the car is skidding
 - c. Turn the steering wheel quickly back and forth until the skid stops
 - d. Let the car continue to slide until it stops

Activity

Content

UNIT 1 SUMMARY (2 minutes)



Summarize
Unit 1.



TRANSITION

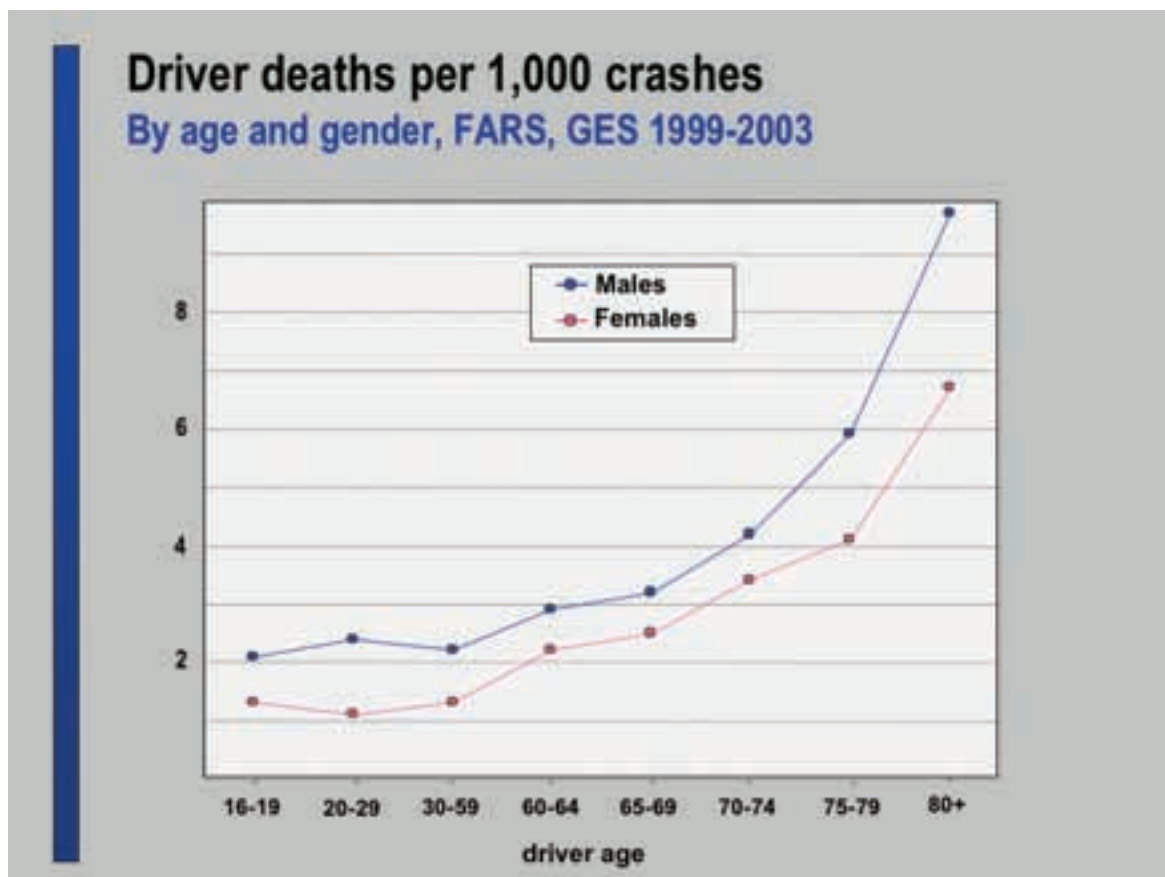
- **Page 8** lists a summary of what we just covered.

Instructor Note: Have participants take turns reading the summary points.

- Now, let's move to our next topic of discussion – Knowing Ourselves.

Statistics on Older Drivers

- Drivers in our age group (50 and older) are involved in **no more traffic crashes** than middle-age drivers until approximately age 75, when there is an increase over drivers in middle-age.
- When “miles driven” is factored in, drivers age 75 and over have much higher crash rates, almost as great as drivers 16 to 24.
- Driver deaths are markedly higher after age 75, due in part, to our bodies being less able to recover from the forces involved in a crash.



Source: Insurance Institute for Highway Safety (FARS—Fatality Analysis Reporting System, GES—General Estimates System)

Activity

Content



Review common types of violations.

- Let's turn to **page 11** and review the most common types of violations.

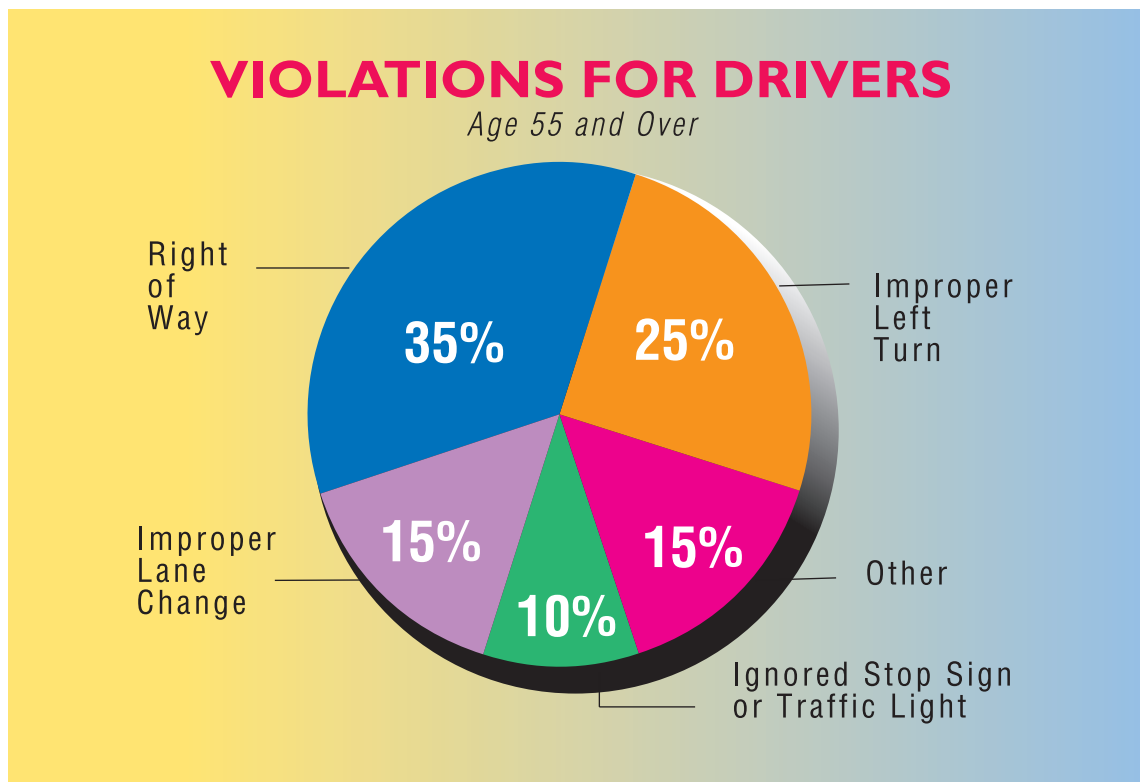


TRANSITION

- Knowing our own physical and mental limitations may help us reduce the likelihood that we will be involved in a crash.
- Let's now look more closely at some of the ways that we change as we age.

Statistics on Older Drivers (continued)

- Right-of-way, left turns, lane changes, and driver distraction are the primary causes of crashes involving older drivers.



Source: National Highway Traffic Safety Administration]

- Intersections are where most crashes involving older drivers occur. A greater percentage of crashes occur in the intersection for drivers in their 70s and 80s.

Activity

Content

VISION AND HEARING: OUR DRIVING SENSES (23 minutes)



Introduce topic on vision and hearing.



Introduce and show video segment #3 — **Understanding Changes in Vision and Hearing**

Stop video at conclusion of segment (approximately 9 minutes).

VISION



Review vision and driving.



Facilitate a group discussion.



TRANSITION

- Good vision is critical to all types of driving conditions, at all speeds, under all roadway conditions.
- 90 to 95 percent of the information we need to detect danger and then make a decision and take corrective or preventive action comes to us through our eyes.
- Hearing can warn a driver of danger signals like the sound of horns, sirens, and screeching tires.
- The next video segment explains more about the types of vision and hearing changes we face as well as the challenges these changes present an aging driver.

- **Page 12** in your workbook highlights some of the vision changes we saw in the video.
- Briefly, what were some of the vision challenges?

Instructor Note: Lead a very brief discussion to include —

- Visual acuity
 - Depth perception
 - Light sensitivity
 - Side (Peripheral) vision
 - Eye diseases
 - Attentional window
- About now, you are probably asking yourself if there is any method that can help you decide if you should visit an eye doctor.

Hearing Tips

In general...

- Be alert to changes in your hearing.
- Have your hearing checked regularly.
- Visit your physician if you think you have a hearing loss.
- Give yourself time to get used to a new hearing aid.

Before you drive...

- Consider adaptive devices on your vehicle such as a wide rearview mirror.*
- Make sure your left and right side view mirrors are properly adjusted.
- Consider leaving your window partially open so you can hear outside sounds more clearly.

While driving...

- Check your mirrors frequently to observe the traffic around you and remain alert for flashing lights of emergency vehicles.
- Watch for trains or flashing lights wherever train tracks cross the road.
- Occasionally check your turn signal indicator light on your dashboard to make sure it is not left in an “on” position.
- Minimize the volume level on radio, CD, or cassette player, so it is not distracting; or, turn it off.
- Ask passengers to keep conversation to a minimum or to speak more softly if their talking distracts you.
- Adjust the air conditioner or heater fan to the lowest possible setting.

Additional tips:

*For additional information on adaptive equipment, refer to “Hearing” in the “Additional Information and Resources” section in this workbook.

Activity

Content

REACTION TIME (10 minutes)



Introduce topic on reaction time.



Review reaction time.

- Reaction time may determine if a crash will or will not occur. Slower reaction time becomes a problem for many of us as we get older.

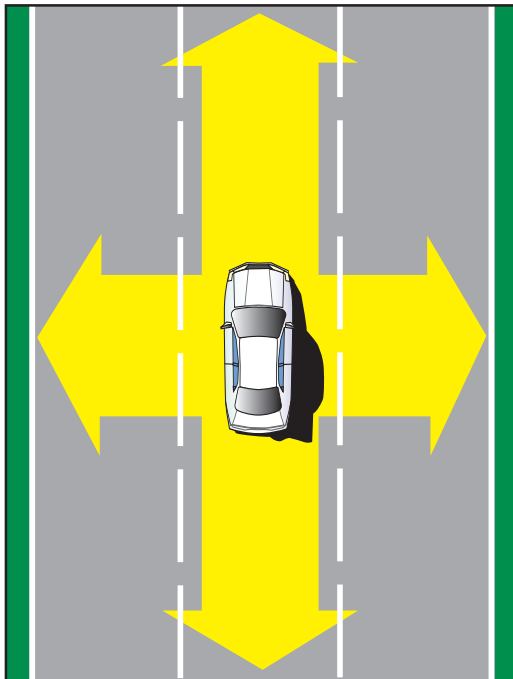
- Turn to [page 18](#) in your workbook.

Instructor Note: Use the suggested script below to review Participant Workbook [page 18](#) materials on reaction time.

- Reaction time involves:
 - Seeing a hazard or conflict (e.g., a car swerving on the road ahead of us),
 - Processing in our brains what to do about the problem (to pass or not to pass the car), and then
 - Taking the necessary action to solve the problem (using our nerves and muscles to pass the car by pressing on the accelerator and steering to the right or left of the vehicle).
- Imagine driving through a town in heavy traffic. Suddenly, a delivery van pulls right in front of your vehicle. To avoid a crash, you must react quickly. In an instant, several factors must be considered:
 - Is there enough room?
 - Can lanes be changed safely?
 - Is there something in front of the van, perhaps another vehicle or a pedestrian crossing the street?
- Realize that, as you age, your ability to react to the unexpected gets slower. The solution: you have to work harder at anticipating trouble.

Safety Strategy #3: Keep a “Space Cushion” Around Your Vehicle

A space cushion provides the ideal maximum maneuvering room in case of an emergency situation. If you do not have a full space cushion on all sides, you must be extra alert.



A space cushion around your vehicle gives you choices in case you are faced with an emergency or hazardous situation.

Try to keep a space cushion:

- ahead of you;
- to the side of you;
- behind you by changing lanes to get away from tailgaters;
- between yourself and problem drivers.

Space cushions provide maximum maneuvering room in case of emergency.

Activity

Content

THE INTER-SECTION (25 minutes)

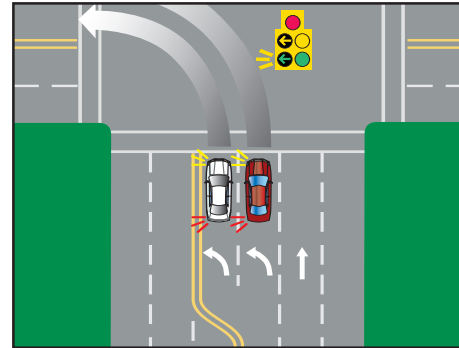


Facilitate a group exercise to test peripheral vision.

- Before we explore intersection tips, let's try a little demonstration to test our peripheral vision.
 - Hold your arms out to your sides at shoulder level and point your thumbs up.
 - Look straight ahead and then wiggle your thumbs.
 - Do you see your thumbs moving?
 - If you see your thumbs moving, you have good peripheral vision.
 - Do you have to move your arms forward or move your eyes to see your thumbs moving?
 - If you do have to move your arms forward or move your eyes to see your thumbs, your peripheral vision has changed.
 - When your peripheral vision has decreased, it becomes more important to **turn your head** to check traffic coming from your sides and not depend on your side vision.
- The chart on [page 35](#) shows how more crashes occur in intersections as we age.

Double Lane Left Turn at Intersection

Many intersections have more than one turn lane. In the diagram below, the white car keeps further to the left and heads for the leftmost lane of the cross street. The red car heads for the rightmost lane of the cross street they are turning onto.



Roundabouts

Roundabouts (also called traffic circles or rotaries in various parts of the country) move traffic through circular intersections without the aid of traffic signals. Roundabouts help decrease vehicle emissions and fuel use, manage traffic congestion, reduce vehicle speeds and improve safety.

Roundabouts—Tips

- Traffic flow is counterclockwise. Turn right when entering or exiting the roundabout.
- You must yield to traffic already in the roundabout and coming from your left.
- Some roundabouts have more than one lane of traffic. If there are two lanes of traffic and you are going more than halfway around, move to the left lane of the roundabout to avoid problems with vehicles trying to enter or exit the roundabout (as the red car is doing in the above diagram).
- Allow more following distance behind large commercial vehicles when in a roundabout. They need more room when turning.
- Use your right turn signal to indicate which exit from the roundabout you are going to use.

Activity

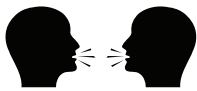
Content

MY INTERSECTION ACTION PLAN



Give instructions for individual

activity: **safe left turn at an intersection.**



Facilitate a group discussion to capture participant responses.



TRANSITION

- We have spent a great deal of time on the topic of intersections.
- This is because so many crashes happen in intersections.
- Based on what we have discussed, what changes should we make to further reduce our exposure to a possible crash?
- Take about three minutes to write down on [page 43](#) the changes you want to make. Then we will discuss and list your comments for everyone's benefit.

Instructor Note: The purpose of this individual exercise is to focus the participants' attention on driving behaviors they want to change.

- Ask the class to complete an individual action plan.
 - Give them 3 minutes to complete it.
-
- Would someone like to start us off with sharing some of the changes you want to make to reduce your chances of being involved in a crash at an intersection?
 - I would encourage everyone to write down any responses you hear from others that may not be on your list.
-
- Now that we have discussed some of the major problem areas, let's continue with a few other trouble spots and how to handle them. Let's start with "Backing Up."



UNIT 4

OUR DRIVING PARTNERS

UNIT 4 OUR DRIVING PARTNERS

Instructor's Overview *(Not to be presented to participants)*

Total Unit Time: (50 minutes)

Objectives:

In this section, participants will:

- Become more aware of other road users including trucks, buses, emergency vehicles, motorcycles, bicycles and pedestrians.
- Learn tips to drive safely with other road users.
- Identify strategies to prevent and protect themselves from improper road behaviors such as aggressive, impaired, and distracted driving.

Teaching Methods:

- Lecture
- Individual and large group exercises
- Discussion

Required Resources:

Materials:

- Participant Workbook
- Video Segment #7 — **Driving Safely with Trucks: A Trucker's Perspective**
- State Driver Handbook

Equipment:

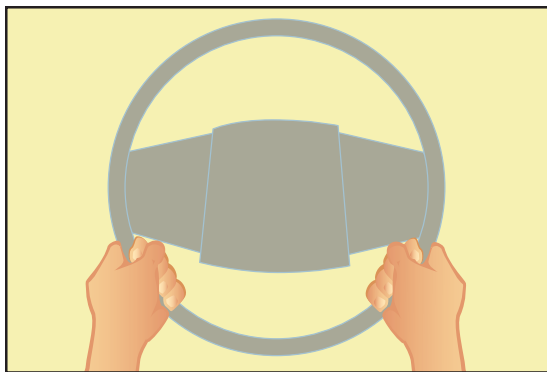
- Television
- VCR or DVD player
- Microphone/Sound System (if available)

Instructor's Unit 4 Timeline

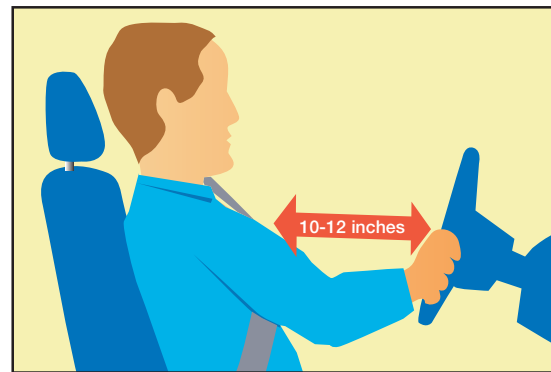
Topic	Intro & Frustrations	Trucks & Buses	School Buses	Emergency Vehicles	Cyclists & Pedestrians	Aggressive Drivers Road Rage	Impaired & Drowsy	Dis-tracted	Summary	Practice Assign-ments	TOTAL TIME
Minutes	8	8	3	3	6	4	6	6	3	3	50

Airbag Tips

- Drive with both hands on the steering wheel and in the 9 and 3 o'clock or 8 and 4 o'clock position. This way you will not be injured by an inflating airbag.
- Keep 10 to 12 inches between the center of the airbag cover and your breastbone.
- An airbag is not a substitute for a safety belt. It provides additional protection for the driver and a front seat passenger in a frontal crash.
- **Never** put a child safety seat in a seat with an airbag in front of it.
- **Always** place an infant in a rear-facing infant seat in the back seat.
- **Always** transport children up to 12 years old in the back seat, use appropriate child safety restraints, and make sure seat is secure and the child is properly belted.
- An on-off switch allows an airbag to be turned on and off. The on-off switch can be installed for the driver, passenger, or both. Drivers who can't keep 10 inches between themselves and the steering wheel, or have certain medical conditions are eligible. Consult your local automobile dealership for details.
- Side/Curtain airbags are an optional feature on many vehicles. Since many crashes involving older people happen as side impacts, they are effective in injury and death reduction for our age group.
- Some newer vehicles have airbag systems that adjust at a slightly reduced rate to lessen the chances of injury from the airbag.



The 8 and 4 o'clock hand positions can prevent injury to your hands and arms in case the airbag inflates.



Keep 10-12" distance between the center of your chest and the center of the steering wheel to protect in case the airbag inflates.

Activity

Content

ANTI-LOCK BRAKE SYSTEMS (ABS)

(6 minutes)



Introduce topic on anti-lock brake systems.



Introduce and show Video Segment #11 —**Anti-Lock Brakes: Stomp, Stay, Steer.** Stop video at conclusion of segment (approximately 3 minutes).



Review tips on anti-lock brakes to recap video.



Clarify questions.

- Anti-lock brakes add an important safety factor to traditional brakes.
- Instead of pumping the brakes to control skidding, hold the brake pedal down firmly. The anti-lock feature pumps the brakes faster than you can possibly pump them.
- Anti-lock brakes keep your wheels from locking up when you brake hard thus allowing you to keep steering control.
- Since the wheels don't lock up and skid, you are able to steer in the direction you want to go to avoid a crash.
- As you will see in the video, an anti-lock brake system pumps the brakes fast while you keep steering control. Let's take a look.

- On [page 88](#) in your workbook is a review of what we should remember about anti-lock brake systems.

- Are there any questions before we move on?

Surviving a Vehicle Breakdown—What To Do



Unsafe positioning.



Safer positioning.

- Pull far off the road to the safest place available.
- Hang a white cloth or handkerchief from the driver's side window, door handle, or radio antenna.
- Use your emergency flashers.
- If it is safe to do so, place several flares or warning triangles behind your vehicle at about 10-foot intervals.*
- If you have an on-board safety alert service, use it to summon help.
- If you have a cell phone, call 911. Many states have a new 511 traveler assistance system. You can also use your cell phone to call any auto club road assistance you may have.
- Usually the safest place to wait for assistance is inside your vehicle. However, use your judgment on the safest place to wait, either in your vehicle, or outside. If you wait outside, stand at least 20 feet away from the side of the vehicle that is not next to the roadway. Keep your vehicle between you and the road.

*For a list of items to have in case of a vehicle breakdown, refer to “emergency road kit” in the “Additional Information and Resources” section in this workbook.

Activity

Content

NEW VEHICLE TECHNOLOGY (3 minutes)



Review new vehicle technology enhancements.

- Every year new technology is being added to our vehicles.
- [Page 92](#) lists a few examples.



Facilitate a group discussion.

Instructor Note:

- The list in the workbook does not cover all new technology available to new car buyers.
- Review briefly and discuss the list.
- Ask the class if they are aware of other technology that is available.
- Address participant questions or comments, as appropriate.



TRANSITION

- Let's now consider safety features we might want on our next vehicle.

Self-Assessing Your Skills



There are a number of ways you can assess your skills. These publications and questionnaires, quizzes, etc. are an important “first step” that can help you determine if you need to take action to improve your skills.

Courses or Booklets include:





- AARP Driver Safety Program Course*
- AAA Drivers 55 Plus Handbook
- We Need to Talk: Family Conversations with Older Drivers*
- At the Crossroads: A Guide to Alzheimer’s Disease, Dementia, and Driving*

Computer or Online Programs

- AAA Roadwise Review (A computer CD program)*
- AARP Driver Safety Program Website Quizzes*
- AARP Driver Safety Program Online Course*

Some of these self-assessment booklets and programs include checklists of driving skills and situations. In some cases it may help to have a relative or friend ride with you and help you complete the checklist.

*More information about these self-assessment publications and programs can be found under the topic “Assessment and Counseling” in the “Additional Information and Resources” section in this workbook.

Activity	Content
 Clarify questions.	<ul style="list-style-type: none"> • Are there any questions on self-assessment resources?
 <p>TRANSITION</p>	<ul style="list-style-type: none"> • Self-assessments may not answer all our questions or address all of our problems. Formal assessment of our driving may then be in order. • Let's turn to page 98.
 Review assessments done by others.	<ul style="list-style-type: none"> • A list of community resources where professional assessments may be obtained is shown on page 98. • Formal assessments provide help to strengthen any particular skill or behavior that is weak or unsafe. • The goal of formal assessment is to help us keep our driving skills up to par and safe.
 <p>TRANSITION</p>	<ul style="list-style-type: none"> • There are many benefits of having a formal assessment performed by a professional.



Unit 7—Judging Our Driving Fitness: Knowing When to Choose to Retire From Driving—Summary

- It is important to assess and re-assess our driving from time to time to make sure our driving remains safe.
- If these assessments show problem areas, it is important to seek help from other sources to ensure our ability to continue driving safely.
- Safe driving can be extended through further assessment, behind-the-wheel practice, or adaptive devices for our vehicles.
- It is important to become familiar with and use other transportation options in your community in advance of actually needing to use them.
- We can help others to assess their driving, but must take care that we do it in a sensitive way with respect for the person's need for dignity and remaining engaged in life and the community.

Post-Course Quiz

Directions: For each question place a check mark (✓) after the letter T when the statement is True or a check mark after the letter F when the statement is false.

1. T F Two major factors in crashes involving aging drivers are driver distraction and inattention. (*Units 2 and 4*)
2. T F To avoid a road hazard ahead, watching the brake lights of the vehicle directly in front of you is the SAFEST driving strategy. (*Unit 3*)
3. T F The best strategy to ensure that there are no vehicles driving in your blind spots is to check your mirrors frequently. (*Units 3 and 5*)
4. T F Reducing the hazard of crashing into the vehicle directly ahead of you can best be accomplished by using the three-second following distance. (*Unit 3*)
5. T F When driving in the rain, it is safest to maintain the same speed as when you are driving on a dry road. (*Unit 3*)
6. T F Parking lots in shopping centers have many hazards that require you to carefully scan and double check for possible conflicts with pedestrians and other vehicles. (*Unit 3*)
7. T F The number one traffic violation among older drivers is failure to yield the right-of-way to other vehicles. (*Unit 2*)
8. T F Vehicles already traveling in a roundabout must yield the right-of-way to those vehicles approaching or entering the roundabout. (*Unit 3*)
9. T F It is not necessary to wear your safety belt in vehicles equipped with airbags if you travel only a short distance. (*Unit 6*)
10. T F Everyone riding in your vehicle is most protected from injury during a crash when they buckle their safety belt. (*Unit 6*)
11. T F The best sources to learn about operating your vehicle accessories are from the dealer and from your vehicle owner's manual. (*Unit 6*)
12. T F Periodic review of your state driver handbook can help you remain aware of changes in your state driving responsibilities. (*All Units*)

Total number of correct answers: _____

Activity

Content

ACTION PLAN AND ADDITIONAL RESOURCES

(8 minutes)



Facilitate a group activity, “**Making Resolutions for Future Action.**”

- Let’s turn to **page 107** of your workbook
- In the spaces on the chart, write a short description of the five things you will do to improve your driving practices.

Instructor Note:

- Have the participants read the Action Plan directions to themselves as you read them aloud.
- At the end of 3 minutes inform the participants that their action plan is personal and for their own use.
- You will not discuss it during the class, but tell participants you will be available following class to offer any assistance that may be needed.



TRANSITION

- We have covered much material. You may remember seeing footnotes on the pages that referenced additional information. Now I’d like to provide a quick overview of the additional resources in your workbook.

Assessment and Counseling

Publications:

“We Need to Talk: Family Conversations with Older Drivers”

“At the Crossroads: A Guide to Alzheimer’s Disease, Dementia and Driving”

These publications include important information about assessing our driving abilities and counseling others who may need to consider other mobility options. Printed copies may be obtained by going to www.thehartford.com (orders via the website are preferred). Or write to:

The Hartford
“We Need to Talk”
200 Executive Boulevard, Southington, CT 06489
Available in English and Spanish

Online Resources

www.thehartford.com/talkwitholderdrivers/ provides an online version of The Hartford’s “We Need to Talk” publication listed above.

www.thehartford.com/talkwitholderdrivers/helpbeyond/dementiadriving.htm provides an online version of the Hartford’s “At the Crossroads” publication listed above.

www.aota.org/olderdriver/ provides information from the American Occupational Therapy Association about formal assessments done by an Occupational Therapy Driver Rehabilitation Specialist and includes information on locating a driving rehabilitation specialist in your local area.

www.aarp.org/drive provides information on the AARP Driver Safety Program and the AARP Driver Safety Online Course, as well as general safe driving information, tips and quizzes.

Computer-Based Instructional Resources

AAA Roadwise Review™: A Tool to Help Seniors Drive Safely Longer. A computer-based self-screening tool available from the American Automobile Association. Please contact your local AAA club to learn how you can obtain a copy of Roadwise Review™.

Local Resources

Check with your city, county, or state Office on Aging for additional local driver assessment and counseling programs.

Automobile Insurance

What do you already have?

Policy:

Company Name

Policy Number

Agent's Name

Address

Telephone

Amount of:

Collision
Insurance _____

Collision
Deductible _____

Comprehensive
Insurance _____

Comprehensive
Deductible _____

Property
Liability Insurance _____

Bodily Injury
Liability Insurance _____

Do you have the highest deductible you can afford on collision and comprehensive coverage?

Yes No

**Tip: High deductibles mean lower premiums. Pay small claims yourself.*

Do you still need collision insurance on your older car(s)?

Yes No

**Tip: Collision insurance is too expensive to justify the cost when your car gets older—perhaps five years old—or its value drops below about \$1,500.*

Do you have enough liability insurance?

Yes No

**Tip: You can suffer a substantial loss if you are responsible for a serious accident and are not properly insured. This is not the place to skimp on coverage.*

Do you have (or want) additional coverages?

Towing insurance?

Yes No

Rental car reimbursement?

Yes No

Death and dismemberment?

Yes No

**Tip: Decide whether you are willing to pay the cost for these extras. Compare costs with various companies.*

Do you want to shop for new insurance?

Yes No

If so, ask the following questions about any insurance company you are considering:

Does the company offer any special discounts for people who complete approved defensive driving courses such as the AARP Driver Safety Program?

Yes No

For senior citizens?

Yes No

For your vehicle model?

Yes No

For more than one vehicle insured by the same company?

Yes No

For a family that has had no serious accident or traffic violation in the past three, four, or five years?

Yes No

For people who drive less than 12,000 miles or less than 7,500 miles each year?

Yes No

For people whose commute is short or work less than a 5-day work week?

Yes No

For people who belong to a car pool?

Yes No

For people driving a relatively inexpensive car?

Yes No

For a farmer?

Yes No

For a family with no regular driver under 25 years old?

Yes No

For a non-smoker?

Yes No

For vehicles parked in a garage or off the street?

Yes No

For vehicles having passive restraint devices or anti-theft devices?

Yes No

For vehicles not used to commute to work or for business?

Yes No

What is the company's policy for raising premiums after accident claims are filed?

Child Passenger Safety

Online Resources

www.nsc.org/traf/sbc.htm provides additional information from the National Safety Council on securing a child safely in the vehicle at various ages and weights, including when to have the child safety seat face towards the rear of the vehicle and when booster seats are recommended (generally, when a child weighs between 40 and 80 pounds). Children can use the regular safety belt restraint system when they weigh more than 80 pounds AND are at least 4' 9" in height. Remember, the best place for any child age 12 and under is in the back seat.

Crash Reporting

If a crash occurs:

- Stop.
- If you can, move your vehicle off the road so that you do not block traffic.
- Do not move an injured person unless necessary.
- Send for the police, if needed.
- Get the names and addresses of all people involved in the crash and any witnesses.

Give the following information to the driver of the other vehicle and request it in return:

- Name and address.
 - Driver license number and state of issue.
 - Vehicle license plate number and state of issue.
 - Make of vehicle.
 - Model and year of vehicle.
 - Damage to vehicle.
 - Insurance company name.
 - Names and addresses of passengers.
 - Any other actions required by your state.
-

Drowsy Drivers

Online Resources

www.sleepfoundation.org/ provides useful information from the National Sleep Foundation about sleep disorders and drowsy driving prevention.

Emergency Road Kit

The first rule is **Be Prepared**. The following items are suggested for an emergency kit and will make it easier to deal with most problems on the road:

- spare fuses
- flashlight with good batteries
- ice scraper
- pocket knife
- spare tire in good condition
- fire extinguisher
- first aid kit
- jack and lug wrench for changing tires
- flares or a reflective day/night device
- rags
- can of oil
- water
- empty container (at least two gallons)
- pair of pliers
- flat head and Phillips head screwdriver
- adjustable wrench
- electrical and duct tape
- jumper cables
- sandpaper (to clean battery terminals if the car won't start)
- a white rag or flag to signal for help
- tire chains, sand or kitty litter for extra traction in snow or ice
- small shovel
- owner's manual

Hearing

Online Resources

www.audiologist.org provides information to find local audiologists (The Academy of Doctors of Audiology).

www.hearingloss.org/ provides information for people with hearing loss (Hearing Loss Association of America).

Medications/Medical Conditions

Online Resources

www.ama-assn.org/ama/pub/category/10791.html provides information from the American Medical Association to help physicians advise their patients on how medications and medical conditions affect their driving.

www.ama-assn.org/ama/pub/category/8925.html provides many useful resources on older drivers from a medical perspective.

Vehicle Maintenance

Vehicle Part	Why Check	What to Check	When to Check
Headlights	<ul style="list-style-type: none"> • Dirty lenses can cut your night vision up to 90%. • Even with good lights, at 50 mph, you can see only about 4 seconds ahead. • A dead headlight may keep you from seeing a stalled car or a sharp curve in time. • An out-of-line light can shine where it doesn't help you and may blind other drivers. 	<p>Driver checks</p> <ul style="list-style-type: none"> • Burned out bulbs. • Dirty lenses. <p>Mechanic checks</p> <ul style="list-style-type: none"> • Headlight alignment. 	<p>Driver checks</p> <ul style="list-style-type: none"> • When you fill up with gas. • After driving on wet or muddy roads. • Shine the lights on a wall before driving at night. Make sure that both high and low beams are working. <p>Mechanic checks</p> <ul style="list-style-type: none"> • Twice a year and as needed.
Brake and Signal Lights	<ul style="list-style-type: none"> • Brake lights tell others that you are stopping. • Signals tell others what you are about to do. 	<p>Driver checks</p> <ul style="list-style-type: none"> • Burned out bulbs. <p>Mechanic checks</p> <ul style="list-style-type: none"> • Wiring and sockets. 	<p>Driver checks</p> <ul style="list-style-type: none"> • When you fill up with gas. <p>Mechanic checks</p> <ul style="list-style-type: none"> • Twice a year
Windows and Windshields	<ul style="list-style-type: none"> • Dirty windows make it hard to see. • Scratched, cracked or dirty glass can increase glare and make it hard to see. • Damaged glass can break even in a minor collision. You can get pieces in your face. 	<p>Driver checks</p> <ul style="list-style-type: none"> • All glass inside and out to make sure it's clean. • Scratches and cracks to see if glass needs to be changed. • Windshield wiper fluid level to make sure there is a sufficient amount. 	<p>Driver checks</p> <ul style="list-style-type: none"> • When you fill up with gas. • Every time you drive. • Whenever you check under the hood.
Tires	<ul style="list-style-type: none"> • Worn or bald tires increase your stopping distance on wet surfaces, sand and gravel. • Worn or bald tires lessen overall control. • Unbalanced tires and low pressure can cause tread wear. • Unbalanced tires cause the steering wheel to shake. • Low air pressure cuts down on gas mileage and vehicle control. • Worn tread or underinflation are causes of "hydroplaning." 	<p>Driver checks</p> <ul style="list-style-type: none"> • Tire air pressure when tires are cold. (Inflate to maximum pressure as recommended by vehicle manufacturer.) • Tread wear bars, or stick a Lincoln penny into the tire "head" first. If the tread doesn't come up at least to Abe's head, the tire is unsafe. <p>Mechanic checks</p> <ul style="list-style-type: none"> • Tire balance, alignment, and damage. 	<p>Driver checks</p> <ul style="list-style-type: none"> • Once a week. <p>Mechanic checks</p> <ul style="list-style-type: none"> • Twice a year or during a tune up or oil change.

Vehicle Theft and Personal Safety

Getting into your car...

- At night, park your car in a well-lighted area.
- Be aware of your surroundings—360 degrees.
- Walk with someone to your car (friend, co-worker, or escort).
- Have your keys ready.
- Look for anyone near your car or near you.
- Check the exterior of your car.
- Check the interior of your car before entering.
- Use your auto alarm or horn as a personal safety device.
- Keep your vehicle in working order at all times (gas tank half full, tires, fluids, oil, etc.)

While driving...

- Always lock your car doors while driving.
- At stop signs and lights, keep your car in gear and stay alert.
- Travel well-lighted, busy streets.
- Keep valuables out of sight.
- Never pick up a hitchhiker.
- Carjackers working in groups may use the “bump-and-run” technique.

If you think your car has been bumped intentionally, signal the other driver to follow you to the nearest police station, fire station, gas station, convenience store or other public place.

Never drive home if you are being followed.

While exiting your vehicle...

- Park in a well-lighted area.
- Park in an outside parking lot with an attendant if possible.
- If you suspect something is wrong, don't stop.
- Always park where you have a 360 degree view around you.
- Be aware of your surroundings before you get out.
- Use your auto alarm or horn as a personal safety device.
- Roll up your windows.
- Lock all doors.
- Take your keys with you.
- Move quickly from your vehicle.

Vision

Online Resources

www.aoa.org/ provides information from the American Optometric Association, including a way to locate an optometrist near you.

www.aaoo.org/ provides information from the American Academy of Ophthalmology including how to locate an ophthalmologist near you.