

AARP Driver Safety Program New York Instructor Manual Supplement—6 hour version

To all New York AARP Driver Safety Program Volunteers:

The following supplemental information to the AARP Driver Safety Program, 6th Edition, is provided in order to ensure full compliance with Part 138 of the Regulations of the NY Commissioner of Motor Vehicles. This July 2010 New York Instructor Manual Supplement update/revision includes the 6-hour course outline and updated NY State laws.

The State of NY Department of Motor Vehicles (NY DMV) requires certain state-specific information be delivered during our course. This document provides that specific information and indicates the pages on which you must deliver it within the curriculum as outlined in the AARP Driver Safety Program Instructor Manual, 6th Edition.

The supplement is divided into three sections. Section I reviews several administrative items that pertain throughout the delivery of our courses in NY. Section II contains specific information that must be delivered to participants within particular instructional units. Section III provides the 6-hour teaching outline and information on teaching the 6-hour version.

Section I – Administrative Items

1. Special Definition of Terms in NY State – Certain terms contained in the new instructor manual pertain to the national AARP Driver Safety Program as a whole, and differ from definitions that apply in NY. Most notable are the following terms:

Term	DSP Definition	New York Part 138 Definition (supersedes DSP definition in NY)
Sponsor	A local for profit, non-profit or government agency that provides local space to hold a course at no cost to AARP.	Not defined.
Sponsoring Agency	Not defined.	An organization which owns an approved motor vehicle accident prevention course...responsible for the delivery and administration and compliance with all applicable laws, rules and regulations relative to the motor vehicle accident prevention course. AARP is considered the “sponsoring agency.”
Instructor	Volunteer who teaches the AARP Driver Safety Program course.	An individual employed by a sponsoring agency or delivery agency to teach an approved motor vehicle accident prevention course and who meets the qualifications set out in Section 138.7 of Part 138. (Note: In NY the “instructor” also serves as the “delivery agency”. See below.)
Delivery Agency	Not defined.	An organization which conducts a sponsoring agency’s approved motor vehicle accident prevention course. (Note: In NY the “AARP DSP Instructor” also serves as the “delivery agency”.)

(This page to be placed behind page ii of the DSP Instructor Manual, 6th Edition) ii (NY)

Section I – Administrative Items (continued)

For further information on these terms and definitions in NY, please refer to Part 138 of the Regulations of the New York Commissioner of Motor Vehicles which you received at your initial AARP DSP instructor candidate training/orientation/mentoring.

2. Minimum Time Requirements for Conducting Course – According to Part 138, NY requires a minimum of 320 minutes of instructional time. Minutes allowed for breaks, participant introductions, administrative processing, and unit introductions/summaries are not included in these minimums.

3. Course Completion Certificates – NY requires completion certificates to be mailed directly to participants from a central secure location. Therefore, references in the Instructor Manual to preparation or distribution of participant completion certificates during the course are to be disregarded as these references apply to other states, not NY. In NY, participants receive a receipt at the end of the course, not a completion certificate. Participants will receive their completion certificates in the mail within 45 business days after the course.

4. Recruitment of Additional AARP DSP Instructors in NY – Many of our current instructors have been recruited after taking our course. However, NY Part 138 prohibits any recruitment during the time of course instruction. There is a 15 minute segment of time which is considered administrative time during the closing of the course. This time may be used for volunteer recruitment and there is a specific volunteer recruitment video that may also be shown during this time.

5. New York State Driver Manual – In order to conserve resources, after the completion of each course please collect the New York State Driver Manuals that you provide to participants, and then re-use them for your next course.

6. C-32A Informational Brochure – Please continue to distribute this handout, available in every NY class kit, to every NY participant.

Section II – Specific Information to be Delivered to NY AARP DSP Participants

Instructor Manual Topic / Page #	Supplemental Content to be Delivered to NY AARP DSP Participants
<u>School Buses</u> Unit 4-12, 13	<p>When a stopped school bus flashes its red light(s), traffic approaching from either direction must stop. Traffic must stop even if the bus is in front of the school loading or unloading students. Traffic must stop in the parking lot if the lights on the bus are flashing. You should stop at least 20 feet (6 m) away from the bus. You can identify this bus by a "SCHOOL BUS" sign, the red lights on top, and its unique yellow/orange color.</p> <p>Once stopped for a school bus, you may not drive again until the red lights stop flashing or when the bus driver or a traffic officer waves you on. This law applies on all roadways in New York State. You must stop for a school bus even if it is on the opposite side of a divided highway.</p> <p>After stopping for a school bus, watch for children along the side of the road. Drive slowly until you have passed them.</p> <p>Safety Tip: Most school bus-related deaths and injuries occur while children are crossing the street after leaving the bus, not in collisions involving school buses.</p> <p>Keep in mind that vehicles transporting disabled persons may be equipped as school buses, and you must stop for them just as you would for other school buses.</p> <p>The fine for passing a stopped school bus ranges from a minimum of \$250 for a first violation to a maximum of \$1,000 for three violations in three years. In addition, if you are convicted of three such violations in three years, your license will be revoked for a minimum of six months.</p>

4-12 (NY)

Instructor Manual Topic / Page # Supplemental Content to be Delivered to NY AARP DSP Participants

Emergency Vehicles
Unit 4-14,15

You must yield the right-of-way to fire, ambulance, police and other authorized emergency vehicles when they are responding to emergencies. They will display flashing red, or red and white, lights and sound a siren or air-horn. When you hear or see an emergency vehicle approaching your vehicle from any direction, including on your side of an expressway or limited access highway, safely pull over immediately to the right edge of the road and stop. Wait until the emergency vehicle passes before driving on. If you are in an intersection, drive out of it before you pull over.

You must pull over and stop for an emergency vehicle even if it is coming toward you in the opposite lane of a two-way roadway.

If you hear a siren or air-horn nearby but do not know exactly where the emergency vehicle is, you should pull over and stop until you are sure it is not approaching you. An emergency vehicle using lights and a siren or air-horn may be unpredictable. The driver may legally exceed the speed limit, pass red lights and STOP or YIELD signs, go the wrong way on one-way streets and turn in directions not normally allowed. Although emergency vehicle drivers are required to exercise due care, be very cautious when an emergency vehicle approaches.

4-14 (NY)

Instructor Manual Topic / Page #	Supplemental Content to be Delivered to NY AARP DSP Participants
<p>Pedestrians Unit 4-18,19</p> <p>(also see Unit 3-35 “Safe Backing”)</p>	<p>Pedestrians are supposed to walk on the side of the road facing traffic, so they should be on your right. Be especially watchful for pedestrians when you make a right turn.</p> <p>Remember also that pedestrians legally crossing at intersections <i>always</i> have the right-of-way. Do not pull in front of or behind them to “hurry them along” - wait until they are out of the intersection. Elderly and disabled pedestrians may require extra time to complete their crossings.</p> <p>There is a special right-of-way law for blind pedestrians crossing the road with a guide dog or a white or metallic cane. You must always give them the right-of-way, even if the traffic signals or other right-of-way rules are not in their favor.</p>

4-18 (NY)

Provide the following NY State definitions:

Road Rage, an emotional state of anger, hostility the result of an incident involving the use of a motor vehicle, which escalates into violent criminal acts, or threats or attempts of violent acts. Road rage may include provocative behavior intended to intimidate or harass others or instill fear in them.

Aggressive driving is not road rage. However, aggressive driving can escalate into road rage. Aggressive driving generally involves the violation of a traffic safety law, while road rage generally involves the breaking of a criminal law.*

The following behaviors constitute road rage behavior:

- Verbal provocations, such as yelling, cursing, excessive horn honking, rude or obscene gestures and threats.
- Driving actions, such as cutting off another vehicle, extremely close tailgating, blocking another vehicle from using a traffic lane, pursuing or chasing another vehicle, or running it off the road, deliberate ramming or bumping of another vehicle.
- Stopping a vehicle at the side of the road, and getting out of it to threaten, frighten, attack, fight or hurt another motorist or passenger, or a pedestrian, cyclist, or other person.

To avoid becoming an aggressive driver:

- Don't block the right-hand turn lane
- Don't take other drivers' mistakes personally

(Source---AAA Foundation for Traffic Safety)

Penalties for driving behaviors NY State has associated with Road Rage under the Vehicle and Traffic (V & T) Law: Reckless Driving is a misdemeanor and carries a penalty of 5 points. (Section 1212 of the V & T Law)

Section 510 (2) anyone convicted of a homicide or assault resulting of the operation of a motor vehicle (or motorcycle) or criminal negligence in the operation of a motor vehicle will have his/her driver's license revoked.

Under the Penal Law

Criminally negligent homicide Section 125.10 of Penal Law, when the driver, through the use of a motor vehicle, with criminal negligence, causes the death of another person. This is a class E felony.

Maximum sentence is 1 1/3 to 4 years imprisonment. **Manslaughter in the first degree**, Section 125.20, is with intent to cause serious physical injury to another person. This is a class B violent felony.

The maximum sentence is 25 years imprisonment.

(Source: NYS Department of Motor Vehicles Division of Driver Program Regulation. Also, supplements provided by the State of New York, Department of Motor Vehicles, Division of Driver Program Regulation)

4-20 (NY)

Speeding
[Incorporate with discussion on Aggressive Driving, Unit 4-20, 21, 22

You must obey the posted speed limit, or, if no limit is posted, drive no faster than 55 mph (88 km/h). Often, it is just common sense to keep your actual speed limit well below the posted limit. For example, the legal limit on an icy or foggy expressway might be 55 mph (88 km/h), or even 65 mph (100 km/h) on some highways, but the safe speed to drive would be much lower. Even if you were to drive at 50 mph (80 km/h) on that hazardous highway, a police officer could ticket you for driving at a speed "not reasonable and prudent" for existing conditions. As with right-of-way, speed limits are not absolutes. You must adjust your speed if conditions require it.

To keep traffic flowing smoothly, some highways also have minimum speed limits. Driving slower than the minimum speed can interrupt the traffic flow and create a dangerous situation. Even if there is no minimum speed limit, those driving much slower than the posted limit can be as dangerous as driving too fast. Be aware that some cities have speed limits lower than 55 mph (88 km/h) that may not be posted. For example, the speed limit is 30 mph (48 km/h) in New York City unless another limit is posted.

4-22 (NY)

**Intoxicated/Impaired
Drivers**
Unit 4-24,25

In New York State, you may be arrested for any of these offenses: driving while intoxicated (DWI), driving with a blood alcohol content of .08 percent or more (.08 BAC), driving while ability impaired by a drug (DWAi-drug), or driving while ability impaired by alcohol (DWAi).

Blood alcohol content (BAC) is the percentage of alcohol in your blood and is usually determined by a chemical test of breath, blood or urine. A BAC of more than .05 percent is legal evidence that you are impaired and a BAC of .08 percent or higher is evidence of intoxication.

A police officer's testimony about your appearance and behavior when arrested can provide enough evidence alone to convict you, even without a chemical test.

In New York State, an alcohol or drug-related driving arrest cannot be reduced to a different type of violation unless the district attorney determines there is not enough evidence to support the charge of impaired or intoxicated operation. Therefore, an alcohol or drug-related arrest is hardly ever so-called "plea bargained" to a charge such as speeding or reckless driving.

If you are found guilty of any alcohol or drug-related driving violation, the court must revoke or suspend your license at the time you are sentenced. Even if the court allows you a 20-day continuation of driving privilege, your license itself will be taken immediately.

Your BAC *does not* depend on what *kind* of alcoholic beverage you drink, how physically fit you are, or how well you can "hold your liquor." It is a simple fact: the more you drink in a given period of time, the higher your BAC will be, and the less safe your driving will be.

Chemical test refusal is a separate issue from whether or not you were guilty of an alcohol or drug-related violation. If you refuse to take the test after being arrested, your license will be suspended when you are arraigned in court on the alcohol or drug-related charge. Also, the fact that you refused a chemical test may be introduced in court when you are tried on the alcohol or drug-related charge. If a DMV hearing later confirms you did refuse the test, your license will be revoked even if you are found not guilty of the alcohol or drug-related violation.

PENALTIES FOR ALCOHOL/DRUG RELATED VIOLATIONS

Driving While Intoxicated—DWI (.08 and higher Blood Alcohol Content [BAC] or other evidence of intoxication)

- ✚ Conviction, for the first offense is a misdemeanor. For a second offense committed within 5 years is a Class E Felony. Fine only for a first offense, the minimum is \$500, the maximum \$1,000. For a second, the minimum is \$1,000, the maximum is \$5,000.
- ✚ The jail sentence for a first offense is up to 1 year. For a second offense within five years is up to 4 years; or a minimum of 5 days in jail or 30 days of community service.
- ✚ License Action and Requirements for a first offense is a minimum 6-Month Revocation. A second offense draws a minimum revocation of one year, plus ignition interlock and alcohol assessment.

Driving While Ability Impaired—DWAI (more than .05 up to .07 Blood Alcohol Content [BAC])

- ✚ Conviction for a first offense is a traffic infraction. If there is a second offense within 5 years that is also a traffic infraction.
- ✚ “Fine only” ranges from \$300 to a maximum \$500 for a first offense, but for a second offense within 5 years increases to \$500 minimum and \$750 maximum.

LEANDRA’S LAW—In 2009 New York State adopted Leandra’s Law:

Under Leandra’s Law, driving impaired or with at least a blood alcohol level of .08 with a child passenger age 15 and under, is a Class E felony – for both first-time and repeat offenders. The offense carries a sentence of one to four years in state prison, a fine of \$1000 to \$5000, and the issuance of a mandatory ignition interlock device.

The measure mandates that ignition interlock devices are to be standard sentencing on all DWI-related offenses, mirroring legislation already passed in the Senate earlier this year.

In the event of serious physical injury or death to a child, Leandra’s Law increases penalties. In instances of injury to a child, the driver would be charged with a Class D felony and face a state prison sentence of one to seven years. If reckless driving is a contributing factor, the charge would be a Class C felony and carry a maximum prison sentence of 15 years.

If the driver causes the death of a child, the charge would be a Class C felony and carry a maximum sentence of 15 years in prison. If reckless driving is a contributing factor, the driver would be charged with a Class B felony and faces a prison sentence of up to 25 years.

4-25 (NY)

**Distracted
Drivers**

**Unit 4-29,
30, 31**

Use of Handheld Electronic Devices

A driver may become distracted from safe driving while using a handheld electronic device (such as a cellular telephone).

In New York State, it is a primary traffic offense, punishable by a fine up to \$150 and 3 points, to hold an electronic device and:

- Compose, send, read, access, browse, transmit, save, or retrieve electronic data such as e-mail, text messages, or web pages**
- View, take, or transmit images**
- Play games**

A driver can use a cellular phone with a hands-free device to communicate without the use of either hand. A driver may use a hands-free telephone at any time. But remember, studies show that even talking on a “hands free” cell phone still involves concentration and attention to the conversation at hand, often at the expense of the driving task.

The law does not penalize drivers using a handheld electronic device that is affixed to a surface or using a GPS device that is attached to the vehicle. The law also exempts police officers, fire fighters, or emergency vehicle drivers while they are performing their duties. In addition, a driver is exempt from the law if the driver is communicating or attempting to communicate with law enforcement, the fire department, or medical personnel during an emergency situation.

The National Highway Traffic Safety Administration reports that 16% of fatal accidents in 2009 were due to distracted driving and 20% of people injured during a crash were involved in a crash where distracted driving was reported. A study by the Virginia Tech Transportation Institute found that truck drivers who were texting were 23 times more at risk of a crash or near crash.

4-29 (NY)

Revised July 2011

PASSING ON THE LEFT

The left lane is usually used for passing other vehicles. However, you may not pass a vehicle on the left if:

- ✚ Your lane has a solid yellow center line.
- ✚ You cannot safely return to the right lane before reaching a solid yellow center line for the right lane.
- ✚ You cannot safely return to the right lane before any approaching vehicle comes within 200 feet (60 m) of you.
- ✚ You are approaching a curve or the crest of a hill on a two-way road and cannot see around or over it.
- ✚ You are within 100 feet (30 m) of a railroad crossing on a two-way roadway.
- ✚ You are within 100 feet (30 m) of a bridge, tunnel or viaduct on a two-way road and your view is obstructed.
- ✚ Passing will interfere with oncoming traffic.

When passing, move completely into the left lane. Before returning to the right lane, signal and look at your interior rearview mirror and make sure you can see the front bumper of the vehicle you just passed. Glance quickly over your right shoulder to double-check that you can see at least several feet of pavement between your vehicle and the one you passed. Then return to the right lane.

PASSING ON THE RIGHT

You should usually pass other vehicles on the left, but passing on the right is allowed in certain situations. You may pass a vehicle on the right only in the situations listed below, and only if you can do so safely. You may not drive on or across the shoulder or edge line of the road unless a sign permits it. You may pass on the right:

- ✚ When a vehicle ahead is making a left turn.
- ✚ When you are driving on a one-way road that is marked for two or more lanes or is wide enough for two or more lanes and passing is not restricted by signs.

If you are going to pass on the right at an intersection, check traffic ahead carefully. Make sure an oncoming vehicle is not turning left into your path, and watch out at the right side of the road for pedestrians, bicyclists, in-line skaters and moped riders.

Before you pass on the right on multilane roads such as expressways, make sure you check your mirrors, use the proper signals for lane change, and look over your right shoulder for other vehicles. After passing, be sure to check over your left shoulder, and to signal, before returning to the left lane.

5-26 (NY)

A “work zone” is defined in the Vehicle and Traffic Law (Section 160) as, “that part of the highway being used or occupied for the conduct of highway work, within which workers, vehicles, equipment, supplies, excavations or other obstructions are present.”

Some facts about road work zones:

- ✚ As governments rebuild the highway system, more work zones are being set up each year, increasing the risk of accidents and deaths.
- ✚ The most common crash in a highway work zone is the rear-end collision.
- ✚ Speeding ticket fines are doubled in work zones.
- ✚ Enforcement of traffic laws in work zones is maintained 24 hours a day; work zone speed limits are enforced even when no work is underway.
- ✚ Traffic enforcement is enhanced in work zones because of all the potential risks and dangers.

Driving situations that a motorist may encounter as a result of a work zone:

- ✚ Lack of shoulder and/or median areas
- ✚ Detours to unfamiliar routes
- ✚ Large construction or maintenance vehicles that may obstruct vision
- ✚ Slow moving construction vehicles
- ✚ Drivers slowing to reduce speed and/or merging at the last possible moment
- ✚ Aggressive drivers disregarding the work zone restrictions
- ✚ Drivers not using common sense in the work zone area
- ✚ Mobile work zones, such as line painting and road patching operations. These zones move along the highway until the work is completed. Obey the signs until you have passed the one that states you have left the work zone.

Some suggestions for driving safely through a work zone:

- ✚ Diamond shaped orange warning signs are posted in advance of work zone areas. Pay attention to these signs!
- ✚ A “flagger ahead” warning sign may be posted as you approach the work zone. Obey the flagger’s directions; a flagger has the same authority as a regulatory sign, so you can be ticketed for disobeying his/her directions.
- ✚ When you see flashing arrow panels or “lane closed ahead” signs, merge as soon as possible.

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- ✚ **Slow down as soon as the signs tell you to.**
 - ✚ **The most common crash in the highway work zone is the rear end collision, so leave plenty of space between you and the car in front of you**
 - ✚ **Stay calm and expect the unexpected**
 - ✚ **Observe all posted signs until you see the one that states you have left the work zone.**
 - ✚ **If you already know of the existence of a work zone, you may want to plan an alternate route.**

(Source: U.S. Department of Transportation, Federal Highway Administration)

5-39 (NY)

Occupant Restraints
Unit 6, pp. 6-10, 11

Seat belts save lives and help prevent serious injuries in traffic crashes. This is why New York State requires seat belt use by adults in motor Vehicles, and seat belts, booster seats, or child safety seats for children.

New York is a “primary enforcement” state. A law enforcement officer can issue a traffic ticket just for failure to wear a seat belt. This law also applies to visitors from outside New York State.

Highlights of New York State’s occupant restraint law:

In the front seat, the driver and each passenger must wear a seat belt, one person per belt. The driver and front-seat passengers aged 16 or older can be fined up to \$50 each for failure to buckle up.

Every occupant, regardless of age or seating position, of a motor vehicle being operated by the holder of a Class-DJ learners permit, or a Class-DJ or Limited DJ driver license must properly use a safety restraint.

The driver must make sure that each passenger under age 16 obeys the law. The driver can be fined \$25 to \$100 and receive three driver license penalty points for each violation.

Seat belt use is not required in taxis or livery vehicles, Emergency vehicles, 1964 or older vehicles, or by passengers in buses other than school buses (seat belt use may be required by the school district). Rural Letter Carriers are also exempt while they are delivering mail.

Every passenger under age 16 must use a safety restraint. If under four, he or she must be properly secured in a federally-approved child safety seat that is attached to a vehicle by safety belt or universal anchor-age (LATCH) system. A child under four who weighs more than 40 pounds may be restrained in a booster seat with a lap and shoulder belt. A child of age 4, 5, 6, or 7, must use a booster seat with lap and shoulder belt or a child safety seat. (The child and safety restraint system must meet the height and weight recommendations of the restraint manufacturer.)

Exception: A child more than four feet nine inches tall or more than 100 pounds is allowed to use a seat belt that has both a lap belt and a shoulder harness. If the seat belt does not fit properly, the child should use a booster seat with a lap and shoulder belt.

Whenever you drive, you should make sure everyone in your vehicle wears a seat belt. During a crash, a person without a belt becomes a projectile, and a danger to everyone else in the vehicle.

Here are some facts to encourage you to Buckle Up:

- **If you are thrown out of a vehicle in a crash, your chances of being killed are 25 times greater than if you stay in the car.**
- **Eight of ten crashes happen at speeds of less than 40 mph. About 75 percent of crashes occur within 25 miles of the driver's home.**

Do NOT worry about being trapped by your seat belt. Less than one-half of one percent of all traffic crashes involve a fire or a vehicle going underwater. Even in those rare incidents, a seat belt keeps you from being knocked unconscious or being too badly injured to escape. It only takes a second or two to unfasten the belt so you can get out of the vehicle.

A seat belt can help you to avoid a crash. It helps you stay in position behind the steering wheel and near the brake pedal if your vehicle goes out of control. With a belt on, you may be able to regain control, without it, you may not be able to stay in the driver's seat.

Air bags are meant to work WITH seat belts, not to replace them. An air bag protects a front-seat occupant in a head-on crash by inflating upon impact and cushioning the occupant from colliding with the steering wheel, dashboard or windshield. The combination of a seat belt and an air bag offers maximum protection, partly because they help the driver maintain control of the vehicle and help avoid secondary collisions.

Air bags deploy (expand rapidly) from the steering wheel and/or dashboard. Most adults that are properly buckled up are safer in a vehicle with air bags, but the force of an air bag deployment may injure those who sit too close to it. You should sit at least 10 inches between the center of your chest and the cover of your vehicle's air bag. Also place your hands on the opposite sides of the steering wheel, at the 3 and 9 o'clock positions, to keep them out of the way if the air bag deploys.

IMPORTANT: NEVER PUT AN INFANT IN A REAR-FACING CHILD SAFETY SEAT IN THE FRONT SEAT OF A VEHICLE THAT HAS A PASSENGER AIR BAG.

Section III – 6-hour teaching time line and information on teaching the 6-hour version.

Time Line for a 6-Hour Version of Edition 6

UNIT 1

Welcome & Certificates - 15 min.

Participant Introduction - 2 min.

Course Overview - 3 min.

Icebreaker - 5 min.

Pre-Quiz - 8 min.

Summary - 2 min. TOTAL: 35 minutes

UNIT 2 (includes Video/DVD's 2 - 5 = 20 min.)

Introduction - 2 min.

Physical Changes - 5 min.

Vision - 14 min.

Hearing - 6 min.

Reaction Time - 6 min.

Physical Fitness - 5 min.

Medication & Alcohol - 10 min.

Summary - 2 TOTAL: 50 min.

BREAK - 10 MIN.

UNIT 3 (includes Video #6 = 4 min)

Introduction - 1 min.

Before Driving - 3 min.

Scanning - 7 min

3 - Sec. Following - 5 min.

Space Cushion - 1 min.

Intersections - 15 min.

Backing Up - 2 min.

Adverse Weather - 3 min.

Head On - 1 min.

Parking Lots - 1 min.

Summary - 1 min. TOTAL: 40 min.

UNIT 4 (includes Video #7 - Trucks = 5 min.)

Introduction & Frustrations - 6 min.
Trucks/Buses - 8 min.
School Buses - 3 min.
ER Vehicles - 3 min.
Cyclists/Pedestrians - 4 min.
Aggressive Driving/Road Rage - 4 min.
Impaired Drowsy - 4 min.
Distracted - 5 min.
Summary - 3 min. TOTAL: 40 min.

UNIT 5 (includes Video #8, City/Rural - 5 min and Video #9, Interstate/Construction - 3 min.)

Introduction - 3 min.
Road Signs, Signals & Markings - 22 min.
City/Rural - 10 min.
Hwy/Interstate - 14 min.
Summary - 4 min. TOTAL: 53 min.

UNIT 6 (includes Video #10 - Air Bag/Safety Belts - 8 min. & Video #11 - ABS - 3 min.)

Introduction - 3 min.
Driver Vehicle/Car Fit - 4 min.
Safety Belts & Air Bags - 12 min.
ABS - 4 min.
Safety Checks - 2 min.
Breakdowns - 3 min.
New Vehicle Technology - 5 min.
Next Vehicle - 2 min.
Summary - 2 min. TOTAL: 37 minutes

BREAK - 10 MIN.

UNIT 7

Introduction - 2 min.
Assessing Our Driving - 12 min.
Transportation Options - 17 min.
Approaching Others - 12 min.
Summary - 2 min. TOTAL: 45 min.

UNIT 8

Introduction - 3 min.
Lessons Learned / Post-Course Quiz - 10 min.
Action Plan - 5 min.
Summary - 2 min.
Evaluations & Cert. Distribution - 15 min. TOTAL: 35 min.

Teaching a 6-hour DSP Course

Differences between the 8-Hour and 6-Hour Course Instructor Manuals

- By “6-hour Instructor Manual” we mean the Edition 6 Instructor Manual as annotated for the 6-hour course.
- The main distinction between the 8-hour and 6-hour instructor Manuals is the timeline. Timeline references throughout are shortened disproportionately. In some cases the reduction in minutes for a particular topic is only a minute or two. In other cases the number of minutes is reduced more dramatically.
- A number of bullet points that the instructor reads out loud (on the even numbered pages of the Instructor Manual such as 5-12, 5-20, 5-22 etc.) have been removed from pages throughout the manual in order to reduce presentation time/discussion time or to speed up a classroom activity.
- Since the beginning of 2009, course completion certificates have had a box to check off for course length. Please be sure that “6-hour” is checked off on certificates before issuing them to the participants.

General Teaching Strategies for the 6-Hour Course

Reducing the course time is a MUST. Specific strategies to achieve this are:

- Some pages in the Participant Workbook will only be touched on lightly, and/or can be more thoroughly reviewed or referred to as a reference after the course.
- If a particular page is covered quickly, suggest to the participants that they in some way note that page (for example by circling the page number or folding a corner) so that they can easily go back to those pages at a future time.
- Rely on the video! Only two segments of the video (segments #1 and #12) have been removed. The coverage of the topics in each video segment is quite thorough so we may limit the classroom discussion without changing the total coverage of the course material. The pages that cover material that is also covered in the video can be quickly noted by saying: “This material was covered in the video and is presented here for your future reference.”
- Limit “war stories” Unless you are ahead of time in your schedule, you must refrain from telling driving stories to the participants, and discourage participants from doing the same.
- Eliminate long jokes. The fast pace of the course may lend itself to short quips and humorous statements to keep the students engaged, but long jokes, by the instructor or the participants, are not appropriate in the 6-hour course.
- Cover only what is in the 6-hour Instructor Manual.
- Breaks are limited to one per 3-hour session. Their duration must be enforced strictly.
- Group discussions should occur only where indicated in the 6-hour Instructor Manual.
- Handle questions quickly. If someone asks a question, answer briefly and then move on. If you do not know the answer and you have time, you may solicit a “quick tip” from one of the participants (warning: don’t let a participant start on a long story...just ask for the bottom line “quick tip”).
- All Unit introductions and summaries should be done quickly by referring to the page without enumerating the points. Pick one or two bullets to emphasize if you judge there is time.

- Teach pages which are not altered by the Teaching Tactics annotations the same as in the 8-hour course.

Creating the Instructor Manual for the 6-hour Course:

- If you already have an up-to-date Edition 6 Instructor Manual, ignore the next three bullets.
- Assemble your manual utilizing your white 8-hour binder.
- Integrate the Edition 6 Mid-Edition Update packet into the manual. (However, do not integrate the update packet if you are still using Participant Workbooks dated prior to July, 2008.)
- Annotate the Instructor Manual to implement the Teaching Tactics section of this handout.

On the day of the course:

- **Before you start advise participants that:**
 1. A number of pages will be touched on lightly in the course, and that those pages are for them to complete or refer to after the course.
 2. There are differences between the 6-hour course and the 8-hour course, and that it is paced faster.
 3. If course participants want to share experiences with other participants, please just give the bottom line “tip” or “lesson learned” from their experience, rather than the whole situation (long story) that led to the “lesson learned”. The instructor may have to tell people to continue the conversation during the break or after course.
 4. If participants are from out-of-state, or have their vehicle insurance/registration in another state, they should check with their insurance company concerning their eligibility for an insurance discount for the 6-hour course (local publicity and registration procedures for the course should also advise participants of this).
- **Transportation Options Preparation.** Fill out a copy of the Transportation Options Sheet, page 100, skipping Family, Friend, Neighbor, and Other. Refer to this information when teaching page 100.
- **Timeline.** A suggested timeline for teaching individual segments will be supplied separately.
- **Completing certificates.** If the course is taught in more than one day, we suggest that the Instructor fill out the certificates in the usual manner between sessions. If the course is taught in one day, you may fill out the certificates yourself during breaks, or enlist another volunteer to fill out the certificates. Alternatively, you may have participants fill out their certificates just prior to the start of the course. You may increase the duration of the first 3-hour session by up to 15 minutes to accomplish this. This increased time must be communicated to participants at or before their registration for the course. Have participants carefully follow your line-by-line instructions before they write anything on their certificates. Participants should not start writing on any line of the certificate until the instructor gives them the instruction. Also be sure they are writing on a hard surface (not their workbook), and that they make sure their writing goes through to the last copy (by checking it after their first entry). Collect certificates and review them during breaks.
- **Cue up the video to Segment 2.** Video Segment #1 is omitted in the 6-hour course.

Teaching Tactics for the 6-Hour Course

6-Hr I.M. Page #	Part. Wkbk Page #	Differences/Tips to Keep the Course Moving
		Unit 1 – Getting Started – General Tips
1-2	n/a	Use suggested timeline.
1-4	1	Skip Video Segment #1.
1-6	n/a	Skip the first two bullets. Mention that there will be one ten-minute break for each 3-hour session.
1-8	2	Draw participants' attention to the page 2 list. Pick one or two bullets to mention and expand upon.
1-10	3	Draw participants attention to page 3. Restrict your talk to the bullets on the left-hand page.
1-12	4	Delete the last bullet on the left hand page.
1-14		Lead a discussion of suggestions for differences. Spend only 5 minutes on it.
		Unit 2 – Knowing Ourselves
2-2	n/a	Use suggested timeline.
2-6	10	A reminder is included on this page that Segment #1 of video is not shown (video or DVD should begin with Segment #2). Skip the last two bullets on the left-hand page.
2-10	12	Limit discussion of page 12 to a statement that it summarizes the video. Skip the last two bullets on the left-hand page.
2-14	14	Lead discussion, covering only a few important items from page 14.
2-16	15	Draw participants' attention to page 15. Do not cover the points again.
2-20	17	After drawing participants' attention to page 17, cover only a few of the hearing tips.
2-24, thru 2-26	18	Reaction time pen/pencil drop test should be done to a maximum of two times, not 3 times or more.
2-26	19	Draw participants' attention to page 19. Cover only a few of the reaction time tips.
2-36	24	Skip the next-to-last bullet on the left-hand page. After drawing participants' attention to page 24, cover only a few of the points.
2-38	25	Skip the Instructor Note on the left-hand page.
2-40	26	After drawing participants' attention to page 26, cover only a few of the medication tips.
2-42	27	Skip the last two bullets on the left-hand page.
2-44	27	Review the second bullet on the left-hand page.
2-46	28	A good spot for the session 1 break.
		Unit 3 – Safety Strategies
3-2	n/a	Use suggested timeline.
3-6	30	Mention trip planning as a step to take before driving and that we will cover the material on pp. 30 & 77.
3-8	31	Expand the discussion beyond the video's material. Cover page 31 and 32 in detail.
3-12	33	Skip the last bullet on the left-hand page and the Instructor Note.

6-Hr I.M. Page #	Part. Wkbk Page #	Differences/Tips to Keep the Course Moving
3-14	34	Mention the key points.
3-16	35	Change the text of the last bullet on the left-hand page to read: "The chart on page 35 shows how intersections become more dangerous for older drivers." Do not dwell on the chart.
3-18	36	Define peripheral vision again. Do not cover page 36 in detail.
3-20	37	Discuss what to do when traffic lights are out and what to do if they have reverted to the flashing (non-cycling) mode.
3-24	39	Pick only a few of the tips to mention and expand upon.
3-32	43	Omit this exercise. Go directly to page 3-34.
3-36	45	Limit discussion of skid recovery to "It takes special skills and practice to recover from skids safely. In the best case the vehicle will go somewhere you don't want it to. Take extra care not to get into a skid."
3-40	47	Pick only a few of the tips to mention and expand upon.
3-42	48	Draw attention to the list on page 48. Emphasize a couple of the strategies, if time permits. Do not cover in detail. Skip the 10-minute break. End of first three-hour session unless there is time to cover part of Unit 4.
		Unit 4 – Our Driving Partners
4-2	n/a	Use suggested timeline.
4-6	50	"My Frustrations While Driving" activity should be done aloud as a group activity only (instructor leads group discussion) instead of having people individually writing their answers down before discussion. Participants can write down answers as the group is discussing.

4-8 4-10	51, 52	Instructor should write a reminder on page 4-8 to skip ahead to page 4-10 in order to introduce video on trucks. After the video, return to page 4-8 and tell participants that the material on page 51 and 52 was covered in the video and that they may review page 51 and 52 more closely at home and use as a reference.
4-22	58	Pick only a few of the tips to mention and expand upon.
4-24	59	Pick only a few of the tips to mention and expand upon.
4-26	60	Pick only a few of the tips to mention and expand upon.
4-28	61	Skip the bottom bullet and the Instructor Note.
4-30	62	Elaborate only on the cell phone bullet and that bullet only if you have not covered the topic already.
4-34	64	Skip this page unless you are running ahead of time. This is a good spot for the intersession break.
		Unit 5 – Knowing Our Roads and Highways
5-2	n/a	Use suggested timeline.
5-4, 5-6	64	Skip these pages unless you covered practice assignments at the end of the previous session.
5-12	67	Limit discussion of state laws.
5-24	73	Limit discussion to hazards not covered in Video #8.
5-28	74	Bring your state default speed limits (if any) to participants' attention.
5-34	77	Pick only a few of the tips to mention and expand upon.
5-36	78	Skip the second bullet of the left-hand page.

6-Hr I.M. Page #	Part. Wkbk Page #	Differences/Tips to Keep the Course Moving
5-38	79	Pick only a few of the tips to mention and expand upon.
5-40	82	This is a good spot for the session 2 break.
		Unit 6 – Understanding Our Vehicles
6-2	n/a	Use suggested timeline.
6-8	85	Skip the last bullet and the Instructor Note on the left-hand page.
6-10	86	Draw participants' attention to the tips and to the additional information on child passenger safety. Avoid reiterating material from the video clip.
6-12	87	Pick only a few of the tips to mention and expand upon.
6-14	88	Skip the next-to-last bullet on the left-hand page.
6-16	89	Pick only a few of the tips to mention and expand upon.
6-18	90	Limit discussion on how to find the recommended tire pressures and how to perform periodic checking of tire pressure and tire wear. Mention the other points, but do not discuss them in detail.
6-24	93	Pick only a few of the points to mention and expand upon.
		Unit 7 – Judging Our Driving Fitness
7-2	n/a	Use suggested timeline.
7-6	96	Explain the purpose and the mechanics of the self-assessment questionnaire.
7-8	97	Skip the last three bullets on the left-hand page.
7-10	98	Do not cover page 98 point by point. Just draw participants' attention to the availability of other assessment resources.
7-12	99	Do not cover page 99 point by point. Just draw participants' attention to the availability of other assessment resources. Skip the break.
7-14	100	Limit discussion to data you compiled ahead of course.
7-16	101	Skip the next-to-last bullet on the left-hand page.
7-18	102	Pick only a few of the signs to mention and expand upon.
7-20	103	Limit discussion of page 103 to the following: Counselors define trying to convince people to change their behavior as a "fight." It is not easy. Following the instructions on this page will enable you to fight fairly and not alienate the person whose behavior you are trying to change. Success is not guaranteed, but you must do the best you can anyway. Mention "We Need to Talk," and have copies available for participants.
		Unit 8 – Wrapping Up
8-2	n/a	Use suggested timeline.
8-8	106	"Post-course quiz" should be done aloud as a group activity lead by the instructor instead of having people individually writing their answers down before discussion.
8-10	107	Cover instructor notes on page 8-8. Participants may complete the rest of the page at home and use as a future reference.
8-12	109,113	Alert participants that there is supplemental information in this section that they may review more closely at home and is there as a future reference.
8-14	108	Skip Video segment #12. Substitute a personal appeal by the instructor for volunteers and or hosts if time permits. Make certain that participants review their certificates (NY receipts) before they leave.