



Online Driving
PROFESSOR TX

BEHIND
THE WHEEL
INSTRUCTION
PACKET

Texas Parent-Taught Behind-the-Wheel Driver Instruction Packet

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Online Driving PROFESSOR TX

Lesson 1: Introduction

Welcome!

Online Driving Professor's *Texas Parent-Taught Behind-the-Wheel Guide* is designed to help the parent-instructor and student complete the state required 14 hours of student in-car driver observation and practice. The 14 hours are made up of eleven (11) observation and practice Lessons and three (3) student driving assessments or evaluations.

The Packet

Lessons two (2) through twelve (12) are designed to *complement* the material learned in the online classroom Units two (2) through twelve (12). We recommend you complete each driving lesson after finishing the corresponding unit in our online driver education course. For example, after you successfully complete online classroom Unit 2, we recommend that you start Behind-the Wheel Lesson 2.

There are three (3) different kinds of required driving tasks: (1) *student observation*, (2) *student practice*, and (3) *student assessment*. The packet contains guides for all the required driving tasks in Lessons 2 - 12. The parent-instructor is responsible for completing the lesson guides and scoring the student assessments.

- (1) **Parent In-Car Instruction Guide** – this instruction guide helps the parent-instructor plan and teach the in-car observation and behind-the-wheel practice lesson.
- (2) **Student In-Car Observation Lesson Guide** – this guide lists the lesson tasks for the student in-car observation lesson. The student sits in the front seat and observes the parent-instructor and other roadway users. The parent-instructor demonstrates driving skills and coaches the student.
- (3) **Student In-Car Behind-the-Wheel Practice Guide** - this guide lists the lesson tasks for the student in-car driving lesson. The parent-instructor sits in the front seat and instructs and coaches the student driver.
- (4) **Student In-Car Assessment Guide** – The parent-instructor rates the student's driving skills and records the rating on the assessment guide. The assessments occur after Lessons 2, 9, and 12.

Behind-The-Wheel Binder

We recommend you store this packet in a 3-Ring Binder and have it with you during all in-car Lessons.

Important PTDE Driving Logs

- (1) **14-Hour Driving Log** – this log documents the student's state-required 14 hours of observation and behind-the-wheel driving practice. The log is filled-out and completed by the parent-instructor. **The log must be presented to the Texas DPS when the student applies for their Texas Provisional Driver License.** Page 5 of this packet contains a copy.

- (2) **30-Hour Driving Log** – this log documents the student’s state required additional 30 hours of driving practice. The log is filled-out and completed by the parent-instructor. **The log must be presented to the Texas DPS when the student applies for their Texas Provisional Driver License.** Page 75 of this packet contains a copy.

Resources

- (1) **Parent-Teen Driving Agreement** - We highly recommend the parent and student agree on driving privileges in writing until a student turns 18 years old. *The Parent-Teen Driving Agreement* is a form to help the parent and student agree upon important driving safety procedures, privileges, and curfews. Page 76 of this packet contains a copy.
- (2) **Texas Provisional Driver License Checklist** - This checklist is a resource for the parent and student to help them remember to bring all the necessary documents to the Texas DPS to obtain the student’s *Texas Provisional Driver License*. Page 78 of this packet contains a copy.
- (3) **Texas DPS In-Car Driving Test Guide** – This guide and checklist is a resource for the parent and student to help your teen prepare for their in-car driving test. The test can be conducted at a Texas DPS Driver License Office or from a third-party driving skills company.



**Good luck teaching
your student how to
drive safely!**



**14 Hour In-Car Observation &
Behind-the-Wheel Instruction Log**

The seven (7) hours of in-car observation and seven (7) hours of behind-the-wheel instruction must be completed by the Parent Taught teacher registered with TDLR. Only one hour of behind-the-wheel observation and one hour of behind-the-wheel instruction per day will count towards the 14 hours regardless of the number of hours the student drives in a day. **You must bring this completed log with you to the Texas Department of Public Safety when your student applies for their Texas Provisional License**

Student's Name: _____ Texas Learner License #: _____

Practice Session	Date	Time (am/pm)	In-Car Observation	Behind-the-Wheel	Parent Taught Instructor Signature and Driver License #
Lesson 2: Driver Preparation, Pre-drive, Starting, Operation, and Post-drive Tasks			30 minutes		
				30 minutes	
Lesson 3: Vehicle Movements			60 minutes		
				60 minutes	
Lesson 4: Driver Readiness			60 minutes		
				60 minutes	
Lessons 5 & 6: Environmental Characteristics & Risk Factors			60 minutes		
				60 minutes	
Lesson 7: Distractions			60 minutes		
				60 minutes	
Lesson 8: Vehicle Movements and Reference Points			60 minutes		
				60 minutes	
Lesson 10: Adverse Conditions and Vehicle Requirements			60 minutes		
				60 minutes	
Lesson 11: Consumer and Personal Responsibility			30 minutes		
				30 minutes	
TOTAL			7 hours	7 hours	

I certify that the above driving log is true and correct and that my student has completed 14 hours of parent taught behind-the-wheel driving practice and observation.

Parent-Taught Driver Instructor Signature _____ Date _____



Lesson 2: Driver Preparation

Parent-Instructor In-Car Lesson Instructions

Materials

Use the Lesson 2: In-Car Student Observation Guide, Lesson 2: In-Car Student Practice Guide, and Lesson 2: In-Car Student Progress Assessment for this lesson that are located in this Behind-the-Wheel Course Packet. These are the guides to assist you in teaching your student the lesson. As your student completes each task, mark it off.

Behind-the-Wheel Lesson 2 corresponds directly with the online classroom Units 2.1 through 2.5. We recommend you review these units before beginning Lesson 2.

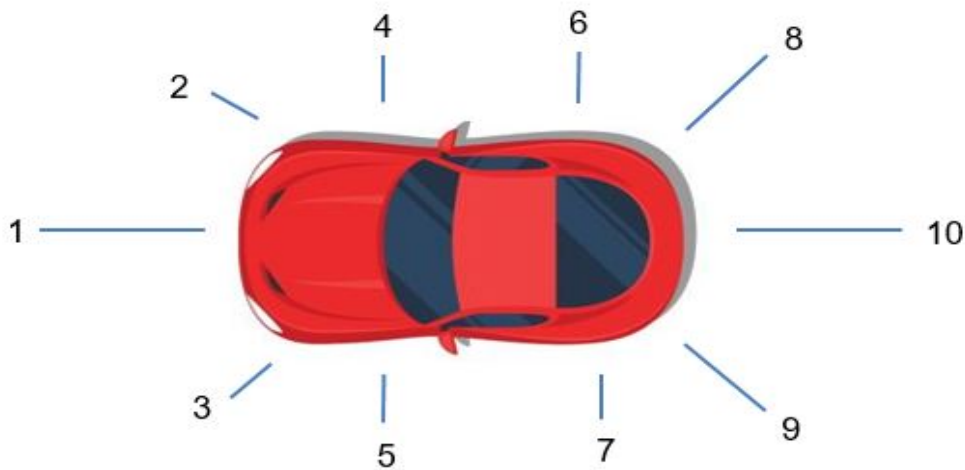
Getting Started

It is recommended to conduct this lesson in a large, empty, level parking lot. This is a low-risk environment for your student to practice driving for the first time. We also recommend using a vehicle with automatic transmission.

Pre-Drive Tasks

- The instructor begins by reviewing pre-drive tasks with the student that are outlined in the vehicle owner's manual and Unit 2.
- The instructor and student inspect the outside of the vehicle, and the area around the vehicle. Inspection includes the vehicle's body condition, condition of the tires, and identification of any fluid leaking from the vehicle.
- Remind your student that tires should be inflated to the vehicle manufacturer's recommended pressure outlined in the vehicle owner's manual. Improperly inflated tires can lead to tire blowouts and other problems.
- The instructor and student inspect the area around the vehicle for debris, broken glass, children playing, or any obstructions near the vehicle.
- The instructor opens the hood and points out to the student the basic vehicle engine parts, and discusses their function.

Vehicle Operating Space



The instructor should illustrate for the student the meaning of vehicle operating space, the visible and hidden space around the vehicle. The instructor illustrates this by having the student sit in the driver's seat and:

- The student looks out and locates each numbered area around the vehicle.
- The instructor stands outside at each point and slowly walks backward from each point until the student can see their shoes.
- The instructor marks the point where their shoes become visible to the student from the driver's seat.
- The area before the point is the hidden operating space that the student needs to be aware of when driving and parking.

Proper Seating Position

The instructor is ready to unlock the vehicle and sit in the driver's seat, and the student observes from the front passenger seat. Before turning on the vehicle, there are several tasks that must be observed: locking the doors, correct seating position and posture, occupant protection, and adjusting the mirrors.

The instructor demonstrates for the student the proper seating position for the driver. When properly positioned in the driver's seat, drivers should be able to see the ground twelve (12) to fifteen (15) feet in front of them, and one (1) to two (2) car widths to the right side, and one (1) car width to the left side. Demonstrate for your student the recommended driver seating position:

- The driver sits in a comfortable, upright position, and squarely behind the steering wheel. The seat should be positioned so the driver can easily operate the accelerator and brake pedals without having to lift their heel from the floor.
- The driver adjusts the distance between the center of the steering wheel and the driver's chest to about ten (10) to twelve (12) inches
- . The steering wheel should be adjusted so that the top of the wheel is no higher than the top of the driver's shoulders.
- Remind the student that sitting too close to the steering wheel interferes with steering, increases fatigue, and can injure the driver if the airbag deploys.

Occupant Protection

- The instructor and student read and review the occupant and restraint system information specific to your vehicle from the vehicle owner's manual.
- The instructor points out the location and use of seat belts, head rests, and air bags for the student.
- The instructor demonstrates how to adjust the seat belt based on the vehicle owner's manual instructions. The seat belt must fit securely across the pelvis just touching the upper thighs. The shoulder strap should fit securely across the chest and body, avoiding the neck area.
- The instructor adjusts the head rests to the middle of the back of each person's head.

Rear-view Mirrors

The instructor adjusts the inside rear-view mirror and outside side-view mirrors while the student observes. Seeing and searching the road ahead requires proper positioning and use of mirrors located inside and outside a vehicle. Using the settings below, a driver can see what is directly behind their vehicle with the rear-view mirror, and can see the space adjacent to each of the vehicle's rear corners by using the side mirrors.

- The instructor adjusts the inside rear-view mirror to see the entire rear window from the driver's seat. The driver should be able to move only their eyes, not their head, when using the mirror.
- To adjust the left side-view mirror (driver's side), the instructor places their head against the left side or driver's window and sets the mirror to just barely see the left side of the car in the mirror.
- To adjust the right side-view mirror (passenger's side), the instructor places their head so that it is just above the center console, and sets the mirror to barely see the right side of the car in the mirror.

Symbols and Devices

The instructor and student review the sections of the vehicle owner's manual regarding vehicle symbols and devices. The location of the gauges and warning lights vary from one vehicle to another. The instructor points out the location and function of the speedometer, odometer, and fuel gauge.

Starting Tasks

The instructor and student read and review the section of the vehicle owner's manual regarding starting tasks. The instructor performs the starting tasks for the student to observe. The instructor demonstrates the following:

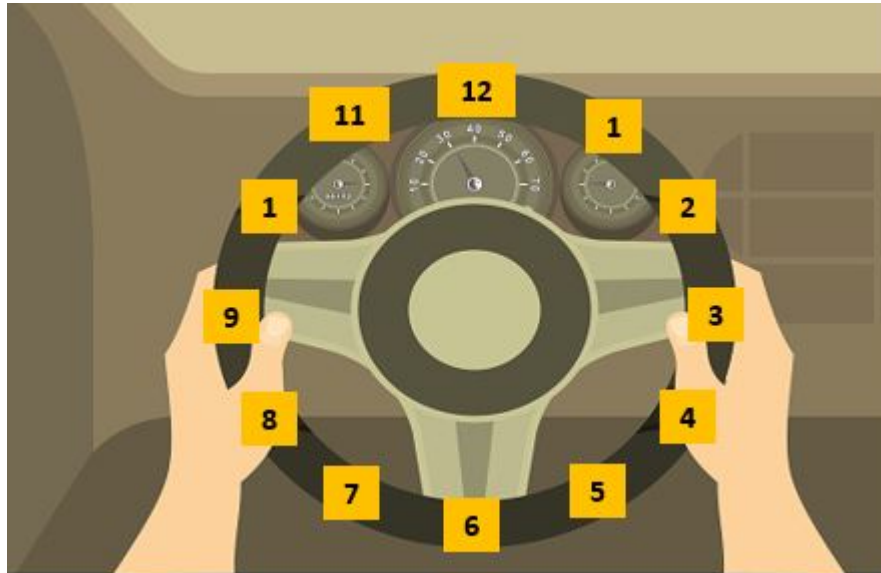
- Instructor releases the parking brake while the right foot is on the pedal brake and the vehicle selector gear is in Park.
- Instructor uses key or button to turn on the ignition and start the vehicle. When the engine is turned on, the instructor points out the gauges, warning lights, and fuel supply level.
- Instructor discusses each gear and the situations when each gear is used.

Vehicle Operation and Control Tasks

The instructor and student read and review the section of the vehicle owner's manual regarding operating and controlling the vehicle, including steering, braking, turning, stopping, and parking.

Steering Wheel Hand Position

The instructor discusses with the student the recommended steering wheel hand positions of 9 o'clock and 3 o'clock or 8 o'clock and 4 o'clock.



Steering Control

The instructor demonstrates for the student smooth, controlled steering and acceleration by driving around the perimeter of the parking lot.

For normal turns the *Push-Pull Steering Method* is recommended. This steering technique keeps both hands on the steering wheel always. When using this method:

- the left hand grasps the steering wheel at the 8 o'clock position
- the right hand grasps the steering wheel at the 4 o'clock position
- depending on the direction of the turn, the right or left hand pushes the wheel up and the opposite hand slides up, grasps the wheel and pulls down to turn. While the pulling hand moves down, the hand that initially pushed up slides back toward its original position.

Acceleration Control

Have your teen practice smoothly accelerating at low speeds. After your student comes to a complete stop, observe how they put the vehicle in motion again. If the car jerks or jumps forward, coach your teen to apply gradual pressure.

Braking Control

Braking is a skill that requires practice. The brake pedal does not need to be pushed very hard to send enough pressure to stop the car. *The Pivot Method* is a recommended way to press the brakes smoothly and consistently. To brake using the Pivot Method, the driver must:

- Plant the heel of the right foot on the floor, close enough to the brake pedal so that the ball of the foot can touch the center of the pedal.
- Rest most of the weight of the foot on the floor while pivoting it forward to apply light pressure to the brake pedal.
- Gradually increase pressure until the car is nearly to a complete stop.
- Ease off the brake pedal slightly before coming to a complete stop to keep the vehicle from bouncing back too hard.

One task that your student should work on is smooth braking and acceleration. When the student is practicing braking for the first time:

- Have the student practice smoothly stopping at low speeds. Pick the stopping points and have them begin braking at different distances. This will teach them to apply more or less force depending on the distance.
- If their braking or accelerating is extremely jerky, double-check that their heel is firmly planted on the floor of the car. Some new drivers have a tendency to lift up their entire foot instead of pivoting.
- Some new drivers are likely to stomp on the pedals which results in an extremely jerky drive. They may actually lift their entire foot off the floor of the car when moving between the brake and accelerator. If this happens, demonstrate again the pivot method.

Turning Control

It takes practice for new drivers to brake and accelerate smoothly before and during turns. The student will need to practice turning to develop controlled, smooth turns.

The instructor should demonstrate smooth, controlled turns at a slow speed in the parking lot. Discuss with the student that wider turns are used for turning left and when driving on a curved ramp to enter a highway. Tight, controlled turns are used when turning to the right or parking.

Stopping

In the parking lot, the instructor will demonstrate how to stop a vehicle at low speeds. Discuss with your student that the faster you are driving the more time that is needed to slow a vehicle to stop. Have the student stop at designated lines focusing on controlled, smooth stopping at low speeds.

Lateral Maneuvers

In this lesson, the instructor will demonstrate lateral movements at low speeds in the parking lot by turning toward a curb and then away to simulate the steering and signaling used in changing lanes and merging.

Parking

After the instructor has demonstrated accelerating, steering, braking, and stopping, the instructor should demonstrate turning into a parking space and parking between two lines. The instructor should demonstrate turning into a parking space from the right and left.

Post-Drive Tasks

The instructor and student will review the vehicle owner's manual for post-drive tasks including stopping the car, turning off the engine, exiting the vehicle safely, visual check of all passengers, and locking the vehicle.

In-Car Progress Assessment

At the end of this lesson, the instructor discusses their observations of the student's driving skills, and completes the In-Car Student Progress Assessment. Lesson 2 has a written and on-line assessment you must complete. Please rate your student on each driving skill using the *Lesson 2: In-car Student Progress Assessment*, and store the assessment in the behind-the-wheel binder.

The instructor must complete the In-car Progress Assessment online for each driving skill to update the student's online record for course completion.



Lesson 2: Driver Preparation In-Car Student Observation Lesson Guide

Student Name: _____

This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder		
Lesson 2 Recommended Location: large, empty, parking lot	Date Completed	Parent-Taught Driver Instructor Signature
<p>Pre-Drive Tasks</p> <ol style="list-style-type: none"> 1. Student observes parent-instructor using pre-drive tasks performed prior to and after entering the vehicle. 2. Student reviews the vehicle owner’s manual on pre-drive tasks performed prior to and after entering the vehicle. 		
<p>Occupant Protection</p> <ol style="list-style-type: none"> 1. Parent-instructor reviews the vehicle owner’s manual with student on occupant protection and restraint systems. 2. Parent-instructor identifies the active and passive occupant protection and restrain system in the vehicle for the student. 3. Student adjusts their seatbelt and head restraint. 4. Student observes passengers using occupant protection restraint systems, and discusses their observations with parent-instructor. 		
<p>Symbols and Devices</p> <ol style="list-style-type: none"> 1. Parent-instructor reviews the vehicle owner’s manual with the student for information on vehicle symbols and devices. 2. Student observes parent-instructor using vehicle symbols and devices and discusses their observations with parent-instructor. 		
<p>Starting Tasks</p> <ol style="list-style-type: none"> 1. Student reviews vehicle owner’s manual for information on starting tasks. 2. Student observes instructor perform starting tasks including starting the engine, engine operation, and starting maintenance procedures. Student reviews their observations with the instructor. 		
<p>Vehicle Operation and Control Tasks</p> <ol style="list-style-type: none"> 1. Student observes instructor perform vehicle operation and control tasks to accelerate, decelerate, steer (straight, right, left) move forward, back, turn (left, right), perform lateral and turnabout maneuvers, stop, and park at safe speeds. Student discusses and reviews their observations with student. 2. Parent-instructor reviews the owner’s manual with the student for information on operating and controlling the vehicle. 3. Student observes the instructor performing blind spot and mirror checks. 4. Student observes instructor perform multi-task performances using counter measures to compensate for divided attention. 		
<p>Post-Drive Tasks</p> <ol style="list-style-type: none"> 1. Student reviews the vehicle owner’s manual for information on post-drive tasks with parent-instructor. 		

2. Student observes parent-instructor performing post drive tasks: stopping, engine shut down, post-drive maintenance, exiting the vehicle, visual check to ensure that all passengers are out of the vehicle, and locking the vehicle.		
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Lesson 2: Driver Preparation
In-Car Student Practice Lesson Guide

Student Name: _____

This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder

<p style="text-align: center;">Lesson 2 Recommended Location: large, empty, parking lot</p>	<p style="text-align: center;">Date</p>	<p style="text-align: center;">Parent-Taught Driver Instructor Signature</p>
<p><u>Pre-Drive Tasks</u></p> <ol style="list-style-type: none"> 1. Student has a valid Texas Learner License. 2. Student performs pre-drive tasks including pre-start and pre-drive maintenance procedures before and after entering the vehicle. 		
<p><u>Occupant Protection</u></p> <ol style="list-style-type: none"> 1. Student adjusts the position of the seat and steering wheel, and uses recommended hand position of 3 and 9 o'clock and uses the vehicle owner's manual as a guide. 2. Student adjusts and secures their seat belt and head restraint. 3. Student requires passengers to adjust and secure their seat belt and head restraint. 		
<p><u>Symbols and Devices</u></p> <ol style="list-style-type: none"> 1. Student turns ignition to "ON" position to view vehicle symbols. 2. Student locates, identifies, and responds appropriately to vehicle alert and warning symbols. 3. Student locates and uses the vehicle devices (control, information, safety, communication, convenience, and comfort) before and during vehicle operation and control tasks. 4. Student shows mirror setting options to compensate for mirror blind spots. 		
<p><u>Starting Tasks</u></p> <ol style="list-style-type: none"> 1. Student performs starting tasks including engine starting, engine operation, and starting-maintenance procedures. 2. Student performs engine operating and maintenance procedures while operating the vehicle. 3. Student describes the vehicle operating space to the front, rear, corners, and sides of the vehicle that is both visible and hidden. 		
<p><u>Vehicle Operation and Control Tasks</u></p> <ol style="list-style-type: none"> 1. Student performs vehicle operation and control tasks to accelerate, decelerate, steer (straight, right, left), and move forward and back. 2. Student performs lateral and turnabout maneuvers, stops and parks at various low speeds. 3. Student uses multi-task performances while performing vehicle operation and control tasks at various speeds. 4. Student visualizes operating space and checks blind spots and mirrors while performing vehicle operation and control task.s 5. Student performs a U-turn turnabout maneuver to pull to and from a perpendicular line or curb 6. Student performs a lateral maneuver to pull to and from a perpendicular line or curb. 		
<p><u>Post-Drive Tasks</u></p> <ol style="list-style-type: none"> 1. Student performs post drive tasks including stopping, engine shut down, post-drive maintenance, exiting the vehicle including visual check to ensure that all passengers, especially children and animals, are out of the vehicle, and locking the vehicle. 		



Lesson 2: Driver Preparation
In-Car Student Baseline Progress Assessment

Student Name: _____ Date: _____

This form is a baseline and progress tool to help the parent-instructor evaluate their student's driving, and determine which driving maneuvers the student needs additional practice to improve their driving skill level.

Rating Scale: **Good = 4** **Above Average = 3** **Satisfactory = 2** **Not Acceptable = 1**

Driving Task	4	3	2	1	Driving Task	4	3	2	1
(A) Student performed pre-drive tasks, incl. pre-start and pre-drive maintenance procedures, performed prior & after entering the vehicle.					(G) Student performed vehicle operation and control tasks to turn left and right at various speeds.				
(B) Student used occupant protection and safety devices.					(G) Student performed operation tasks to perform lateral maneuvers.				
(C) Student used correct posture, seat adjustment, adjusted steering wheel, and used correct hand positions on steering wheel.					(G) Student performed vehicle operation and control tasks to perform turnabout maneuvers at various speeds.				
(D) Student located, identified, and responded approp. to vehicle alert and warning symbols.					(G) Student performed vehicle operation and control tasks to stop at various speeds.				
(E) Student used vehicle control, information, communication, convenience, and comfort devices.					(G) Student performed vehicle operation and control tasks to park.				
(F) Student performed starting tasks including engine starting, engine operation, and starting maintenance procedures.					(H) Student performed blind spot and mirror checks.				
(G) Student described vehicle operating space.					(I) Student performed multi-task performances and used countermeasures to compensate for divided attention.				

Driving Task	4	3	2	1	Driving Task	4	3	2	1
(G) Student performed vehicle operation and control tasks to accelerate and decelerate at various speeds.					(J) Student sustained visual attention and communicated while executing vehicle maneuvers.				
(G) Student performed vehicle operation and control tasks to steer straight, right, and left at various speeds.					(K) Student used a space management system.				
(G) Student performed vehicle operation and control tasks to move forward and backward at various speeds.					(L) Student performed post-drive tasks including stopping, engine shut-down, post-drive maintenance, exiting, getting passengers out of vehicle safely, and locked the vehicle.				



Lesson 3: Vehicle Movements

Parent-Instructor In-Car Lesson Instructions

Materials

Use the [Lesson 3: In-Car Student Observation Guide](#) and [Lesson 3: In-Car Student Practice Guide](#) located in this Behind-the-Wheel Course Packet and Binder. These are the guides to assist you in teaching your student the lesson. As your student completes each task, mark it off.

Behind-the-Wheel Lesson Three (3) corresponds directly with the online classroom Units 3.1, 3.2, 3.3 and 3.4. We recommend you review these units before beginning Lesson 3.

Getting Started

It is recommended to begin this lesson in a large empty parking lot and then move to lightly-traveled neighborhood or suburban roadways as your student progresses.

Commentary Driving

You and your student should use commentary driving to enhance your student's learning experience. When you demonstrate vehicle maneuvers, it is helpful for you to verbalize each step. Your student learns by hearing you verbalize each driving maneuver and what you see as important on the roadway. Your student should also use commentary driving to reinforce their learning. This will help you to gauge and evaluate their understanding of vehicle maneuvers and traffic laws, as well as their ability to identify driving risks.

Vehicle Maneuvers

Starting in a large, empty parking lot your student should observe you moving, stopping, steering, and turning the vehicle at a low speed while you use commentary driving. Your student will then practice the vehicle maneuvers. If you feel comfortable with their progress, have your student practice vehicle maneuvers on lightly-traveled residential streets.

Moving

Demonstrate and discuss moving the vehicle using smooth acceleration, braking, and steering. Have your student practice steering and stopping smoothly at various low speeds.

Front Limitation

Drivers need to know where their front bumper is when stopping at an intersection and when parking. It is important to know how far forward to pull into a parking space or where to stop at a white intersection line. A driver can't see their front bumper because it is blocked from view by the hood of their vehicle. A reference point for the front bumper helps place the bumper before a crosswalk line or back limit of a parking space. When stopping, the crosswalk line should run underneath the left outside mirror for the bumper to be within 3 to 6 inches from a crosswalk or back of the parking space. This is the front limitation reference point for most drivers. Work with your student to determine the correct reference point for the front of their vehicle.

Backing/Reversing

Demonstrate how a driver must turn their head and pivot their body and right arm to see the path of travel through the rear car window when reversing. The driver's left hand is at the top of the steering wheel for steering control and balance. Discuss with your student that using one hand to steer is only recommended when moving a vehicle backwards.

The student should practice reversing at very slow speeds. It is recommended to have your student learn to reverse without accelerating at first. Let them get the feel for reversing and steering with the vehicle moving backward by itself. After practicing, the student can carefully add light acceleration. Have your student practice backing the car in a straight line, and then practice backing and turning the vehicle.

Backing Straight

- With foot on the brake, turn your head and body to look out the rear window.
- Shift the gear into Reverse (R).
- Visually scan the path of travel looking for traffic and other roadway users.
- If clear, move the vehicle backward in a smooth and controlled manner using light acceleration.

Backing and Turning

- With foot on the brake, turn your head and body to look out the rear window.
- Shift the gear into Reverse (R).
- Visually scan the path of travel for vehicles and other roadway users.
- If clear, move the vehicle backward in a smooth and controlled manner using light acceleration.
- Move backward until the vehicle's front seat is even with the end of the parking space or driveway, and stop.
- Signal your intention to turn the vehicle in the direction you want the rear of the vehicle to move.
- Turn the steering wheel in the direction you want the rear of your vehicle to go, and monitor your front bumper on the opposite side of the direction you are turning.
- When your front bumper passes the parking space or driveway by several feet: stop.
- Shift the gear to Drive (D), and move forward.

Turning and Reference Points

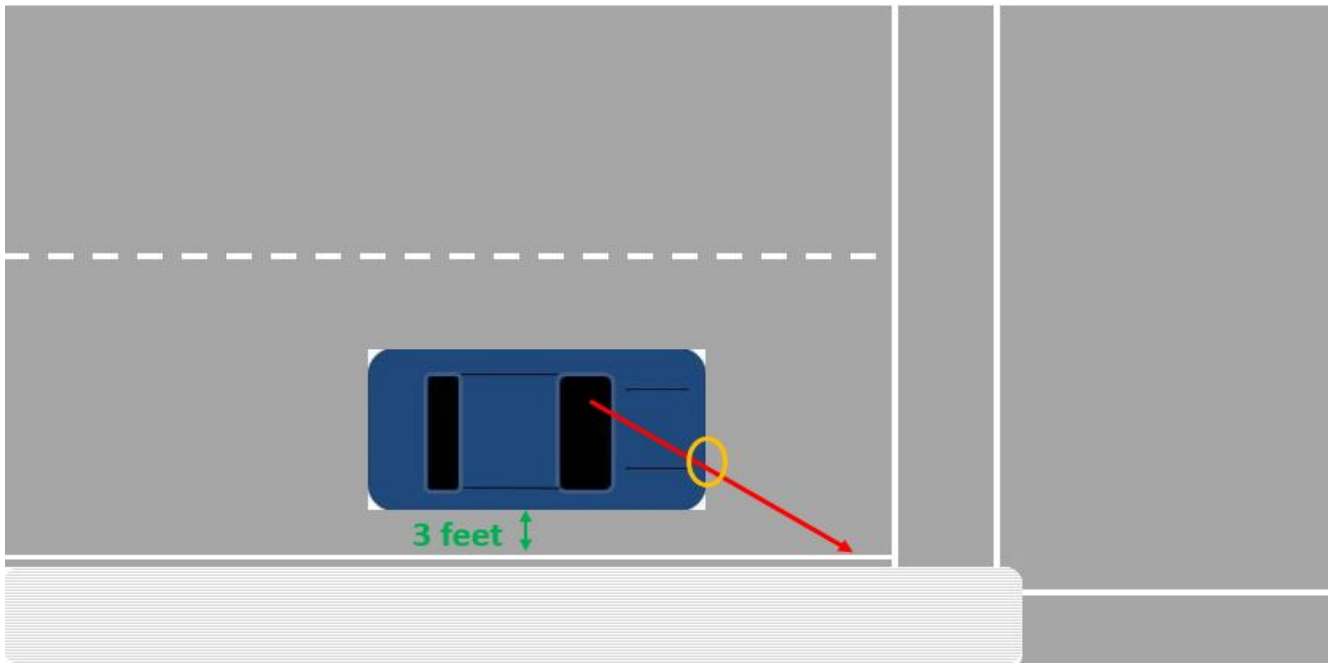
Starting in the empty parking lot, have your student practice right and left turns after you have demonstrated them. If they perform well, have your student progress to quiet, residential streets. Before demonstrating turns for your student, we recommend you review the importance of:

- approaching an intersection by slowing down and visually scanning ahead, and to both sides, using both mirrors and turning head to look for vehicles and other roadway users.
- always signaling before a turn to indicate intent to turn and direction.
- using left and right reference points to help you turn.
- decreasing speed before turning, and then lightly accelerating during the turn.
- using proper steering to make smooth, controlled turns.

Right Turns and Reference Point

To make a safe right turn, your student can use a reference point. The car should be *three (3) feet* from the right side of the roadway when turning. The reference point is marked by the line appearing to go across the middle of the right half of the vehicle's hood.

When turning right into a driveway or an angled parking space, your car should be *six (6) feet* from the right line or curb. Your reference point is marked by the line appearing to go across the right headlight.

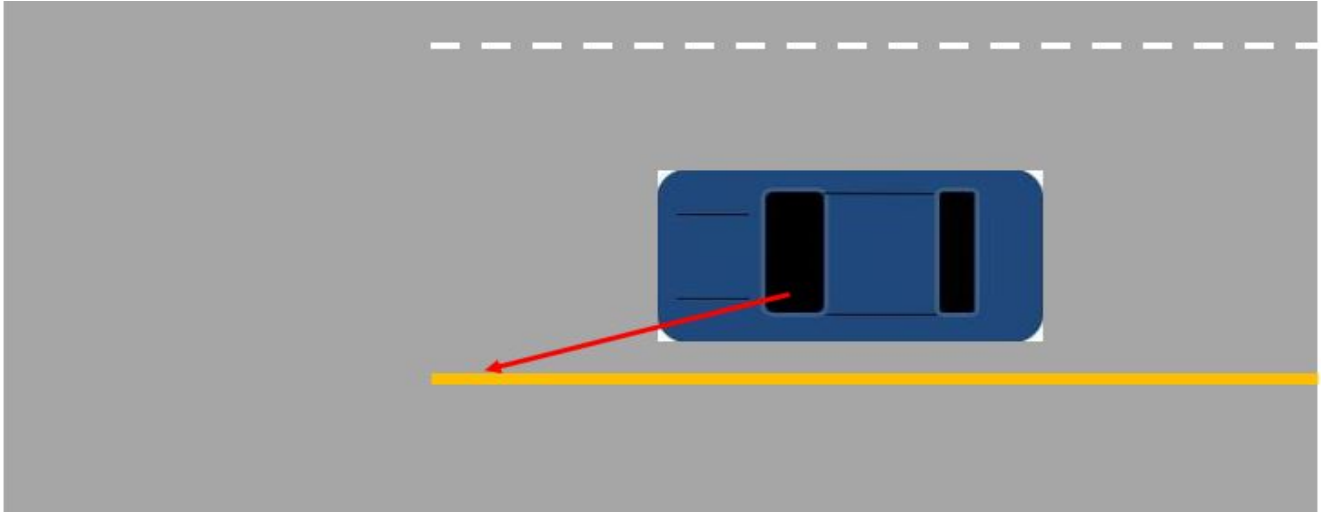


Right turns should always be made from the farthest right lane to the first open lane. Review the steps to making a safe, right turn with your student:

- Turn on the turn signal to indicate a right turn at least 100 feet before the intersection.
- Position the vehicle in the farthest right lane, about three (3) feet from the curb, to set-up for the turn.
- Search the intersection to the left, front, right, and back to left to scan for vehicles and pedestrians.
- When traffic is clear, turn the steering wheel when the vehicle's right corner is in line with the curb (right reference point).
- Steer towards the center of the closest lane using controlled steering.
- Accelerate through the turn without hesitation.
- Accelerate gradually looking ahead fifteen (15) to twenty (20) seconds toward the center of the path of travel.

Left Turns and Reference Points

When preparing to turn left, it helps to know your vehicle's left side reference point. The reference point for turning left is marked by the line appearing to go across the hood that is about 1 foot from the left edge of the car. When that area is lined up with the curb, your vehicle should be about 3 to 6 inches from the left curb.



Left turns are a high-risk vehicle maneuver. Review the steps to making a safe, left turn with your student:

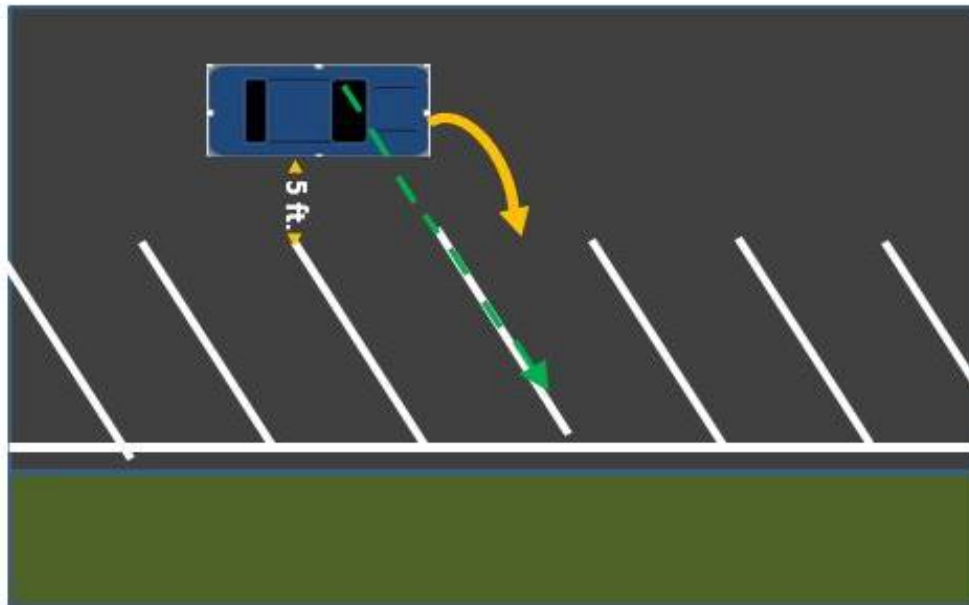
- Turn on the turn signal to indicate a left turn at least 100 feet before an intersection.
- Position the vehicle 3 to 6 inches from the yellow line.
- Search the intersection to the left, front, right, and back to the left to scan for vehicles and pedestrians.
- When traffic is clear, enter the intersection and then turn into the travel lane closest to the yellow line.
- Steer towards the center of the closest lane using controlled steering.
- Accelerate through the turn with no hesitation.
- Accelerate gradually looking ahead 15-20 seconds toward the center of the path of travel.

Parking

In a large, empty parking lot, demonstrate entering and exiting angled and perpendicular parking spaces with your student. Discuss with your student that their line-of-sight is often blocked by cars on both sides so backing out must be done slowly and carefully. Use the vehicle's front limitation reference point to guide your student in parking 3 to 6 inches from the curb or back line of the parking space.

Entering Angled Parking Space

- Visually check for vehicles and other roadway users to see if it is clear and safe to turn.
- Signal your intention to turn right into the parking space.
- Position your vehicle at least 5 feet away from the parking space.
- Move forward very slowly until you can see the center of the parking space you plan to enter. This is the turning reference point.
- Visually locate the middle of the space, and turn the wheels sharply, moving slowly into the parking space.
- Position your front bumper three to six inches from the curb or end of the space (use front limitation reference point)
- After you come to a complete stop, straighten the wheels so you can easily back out straight when you plan to exit
- Shift the gear to Park (P), and set the parking brake.

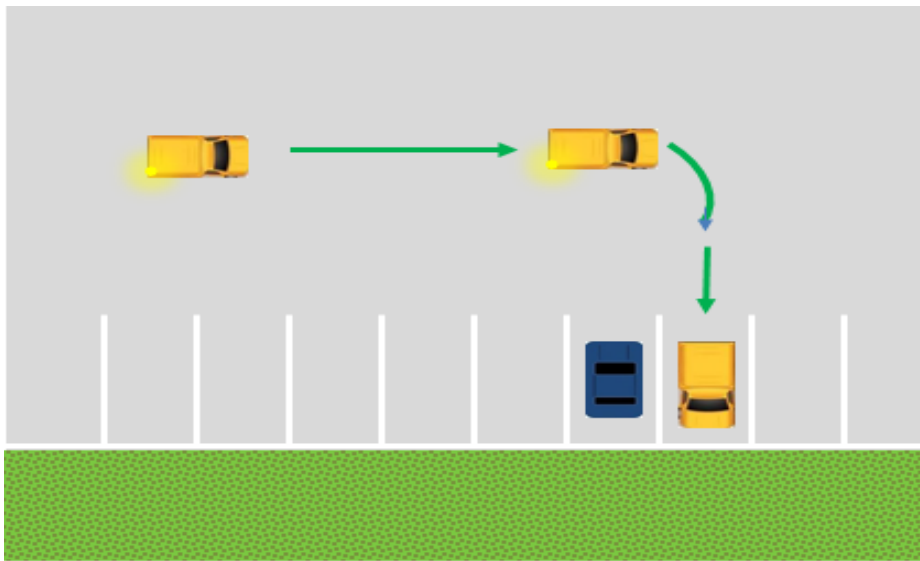


Exiting Angled Parking Space

- With your foot on the brake, release the parking brake.
- Turn your head and body to look out the rear window and visually scan the path of travel.
- If clear, shift the gear into Reverse (R), and begin to move the vehicle backward very slowly.
- Move backward until the vehicle's front seat is even with the end of the space. If there is a vehicle on either side, move backward until the vehicle's front seat is even with the other vehicle's bumper located on the turning side.
- Signal your intention to turn the vehicle in the direction you want the vehicle's rear to move.
- Check traffic while continuing to look out the rear window.
- When traffic is clear, continue to move backward turning the steering wheel in the direction you want the vehicle's rear to go. Monitor your front bumper to avoid hitting the vehicle on the opposite side of the direction you are turning.
- When your front bumper passes the parking space by several feet, stop.
- Shift the gear to Drive (D), and then move forward.

Entering Perpendicular Parking

- Visually check for vehicles and other roadway users to make sure it is clear and safe to turn
- Signal your intention to turn.
- Position your vehicle at least 6 feet away from the parking space, or as far to the left as possible to increase your line-of-sight and room to turn
- Turn your wheel when your shoulder is even with the painted line before the parking space. This is the reference point.
- Turn your wheels sharply and slowly enter the parking space.
- Steer towards the center of the space and straighten your wheels when your hood passes the center of the parking space.
- Position your front bumper three to six inches from the curb or end of the space (use reference point).
- After you come to a complete stop, straighten the wheels so you can easily back out when exiting.
- Shift the gear to Park (P) and set the parking brake.



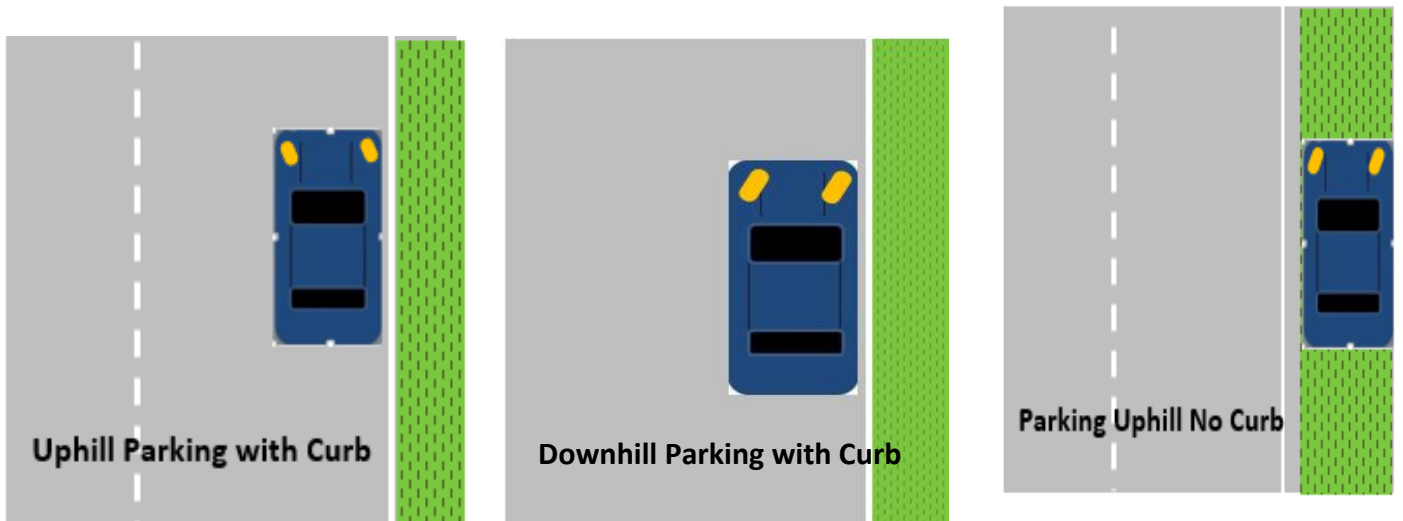
Exiting Perpendicular Parking

- With your foot on the brake, release the parking brake.
- Turn your head and body to look out the rear window.
- Shift gear into Reverse (R).
- Visually scan the path of travel.
- If clear, start moving the vehicle backward slowly.
- Move backward until the vehicle's windshield is even with the end of the space. If there is a vehicle on either side, move back until your windshield is even with the other vehicle's bumper that is located on the turning side.
- Turn on the turn signal to indicate the direction you plan to move the rear of the vehicle.
- Check traffic while continuing to look out the rear window.
- When traffic is clear, turn the steering wheel in the direction you want the rear of your vehicle to go. Monitor your front bumper to avoid hitting the vehicle on the opposite side of the direction you are turning.
- When your front bumper passes the parking space by several feet, stop.
- Shift to drive, and then move forward.

Parking on Hills

You can practice simulated parking on a hill with your student in a large vacant parking lot. Stress the importance of using the parking brake and turning the vehicle's wheels so the vehicle does not roll into traffic. The front wheels should be turned:

- away from the street - if parking downhill
- away from the street - if parking uphill without a curb (safest to park off the roadway on the shoulder)
- towards the street or away from the curb - if parking uphill with a curb





Lesson 3: Vehicle Movements
In-Car Student Observation Lesson Guide

Student Name: _____ Date _____

This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder		
Lesson 3 Recommended Location: lightly traveled residential roadways and urban roadways	Date	Parent-Taught Driver Instructor Signature
<p>Visual and Mental Attention and Communication</p> <ol style="list-style-type: none"> 1. Student observes parent-instructor and other roadway users sustain visual attention and communication. Student reviews their observations with the instructor. 2. Student observes the instructor perform visual targeting to sustain visual attention. Student reviews their observations with the instructor. 3. Student describes situations where a driver’s senses and vision fields support visual attention and communication 4. Student identifies situations where vehicle speed impacts visual attention and communication. 		
<p>Reference Points</p> <ol style="list-style-type: none"> 1. Student observes the instructor and other roadway users, including vulnerable roadway users, manage vehicle balance. Student reviews their observations with the instructor. 		
<p>Vehicle Balance</p> <ol style="list-style-type: none"> 1. The student reviews the vehicle owner’s manual with the instructor for information on vehicle balance. 2. Student discusses with the instructor how roadway grade and shoulder conditions impact vehicle maneuvers and vehicle balance. 3. Student searches for situations where the vehicle maneuvers of other roadway users, including vulnerable roadway users, result in vehicle imbalance. Student reviews their observations with the instructor. 		
<p>Vehicle Maneuvers</p> <ol style="list-style-type: none"> 1. Student observes the instructor and other roadway users, including vulnerable roadway users, perform vehicle maneuvers. Students reviews their observations with the instructor. 2. Student observes the instructor and other roadway users, including vulnerable roadway users, using multi-task performances. Student reviews their observations with the instructor. 		



Lesson 3: Vehicle Movements
In-Car Student Practice Lesson Guide

Student Name: _____ Date _____

This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder

<p style="text-align: center;">Lesson 3 Recommended Location: lightly traveled residential roadways and urban roadways</p>	<p style="text-align: center;">Date</p>	<p style="text-align: center;">Parent-Taught Driver Instructor Signature</p>
<p>Visual and Mental Attention and Communication</p> <ol style="list-style-type: none"> 1. Student is expected to sustain visual attention while performing targeting to the front, rear, corners, and sides of the vehicle. 2. Student responds appropriately to hidden spaces and limitations to the vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication to manage vehicle operating space in open, closed, or changing lanes. 3. Student uses their senses and field of vision to support visual attention and visual targeting. 4. Student uses each lane placement option while operating the vehicle at various speeds. 5. Student uses communication techniques to alert and communicate to other roadway users including vulnerable roadway users 6. The student navigates and yields the right-of-way based on law, consequences, and driving conditions at controlled and uncontrolled intersections, including railroad grade crossings, traffic circles, and intersections. 7. The student must perform turns, both left and right, to change their path of travel at controlled and uncontrolled intersections without affecting the flow of traffic. 		
<p>Reference Points</p> <ol style="list-style-type: none"> 1. Student positions the front, sides, corners, and rear of the vehicle forward, lateral, left, right, and back within given distances of a fixed location using reference points and vehicle maneuvers. 2. Student uses reference points to establish and manage vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication on roadways and at intersections. 		
<p>Vehicle Balance</p> <ol style="list-style-type: none"> 1. Student must manage vehicle balance while performing vehicle maneuvers on roadways and at intersections. 2. Student must manage vehicle balance while maneuvering the vehicle into and out of angled and perpendicular parking spaces using reference points and vehicle maneuvers. 		
<p>Vehicle Maneuvers</p> <ol style="list-style-type: none"> 1. Student uses visual targeting to sustain visual attention when performing vehicle maneuvers. 2. Student uses vehicle maneuvers to establish and manage vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication on roadways and at intersections. 3. Student executes multi-task performances when performing vehicle maneuvers. 4. Student uses vehicle maneuvers to avoid risk and communicates to other roadway users including vulnerable roadway users. 5. Student performs lateral maneuver procedures to enter and exit the roadway from a curb line or side of the roadway and change lanes without affecting traffic flow. 6. Student changes their path of travel by performing the following turnabout maneuvers: 2-point, 3-point, Y-turn, and U-turns. 		



Lesson 4: Driver Readiness

Parent-Instructor In-Car Lesson Instruction

Materials

Use the [Lesson 4: In-Car Student Observation Guide](#) and [Lesson 4: In-Car Student Practice Guide](#) located in this Behind-the-Wheel Course Packet and Binder. These are the guides to assist you in teaching your student the lesson. As your student completes each task, mark it off.

Behind-the-Wheel Lesson Four (4) corresponds directly with the online classroom Units 4.1, 4.2, and 4.3. We recommend you review these units before beginning Lesson 4.

Getting Started

It is recommended to conduct this lesson on suburban and urban roadways with multiple lanes for your student to observe and practice changing lanes.

Safe Driving Practices

Before moving the vehicle, discuss legal and responsible safe driving practices. Review operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication with your student.

Have your student observe you and identify other drivers that are driving in a responsible and safe manner. Use commentary driving to highlight and point out right-of-way, following distance, adjusting vehicle speed, lane placement, and communication with your student.

Lateral Driving Maneuver: Changing Lanes

Your student should observe you and other drivers changing lanes on roadways with varying traffic flow and volume. It is helpful if you provide commentary driving while changing lanes to verbalize what you are seeing, thinking, and how you plan to change lanes. Your student will learn better by watching and listening to your thought process.

After observing you change lanes, your student will practice changing lanes. Make sure they know the steps to change lanes safely:

- check traffic ahead and in the lane you plan to move into
- check mirrors and blind spots in all zones for vehicles and other risks
- turn on the turn signal
- calculate if there is enough space to change lanes
- when clear, increase speed slightly and steer smoothly into the lane
- cancel the turn signal and adjust speed

First, have your student change lanes with no cars behind them. This will let them practice changing lanes, a difficult multi-task driving maneuver, without worrying about cars coming from the rear.

Once they can safely and easily change lanes with no cars behind them, have your student change lanes between two cars. To help them judge the proper amount of space needed, you should tell them when there is a wide enough gap in traffic to safely change lanes. This will teach them the proper amount of space required to change lanes between two vehicles. After more practice, they should be able to change lanes safely without guidance.

Observing Good and Bad Drivers

As you drive with your student, ask your student to observe and point out drivers who may not be mentally, emotionally, or physically prepared. Have your student look for drivers and other roadway users who are not demonstrating legal and responsible safe driving practices.

- Are they on their phones texting, talking, scrolling?
- Are they not yielding at intersections, when merging, or at stop signs?
- Are they not communicating and using their turn signals?
- Are they driving on the shoulder of the roadway?
- Are they disregarding traffic signs and signals?
- Are they not observing right-of-way laws?
- Are they eating while driving?
- Are they engaged in conversation with passenger(s)?

Fatigue

Discuss with your teen how to recognize when it is not safe for them to drive. Situations when a teen should not drive include:

- when they are tired and need sleep
- when they are feeling emotional - anger, frustration, worry, sadness can distract them from driving safely
- when they are on medications that cause drowsiness
- if they are ever under the influence of alcohol or drugs

Drivers that are fatigued have slower reaction time when driving. Their driving decision-making and judgment is affected. Their driving vision can be affected if their eyes are tired and burning. Have your student look out for and observe drivers that may be fatigued on the roadway. Signs of a fatigued driver are:

- yawning and heavy eyes
- head bobbing
- slow to react when lights change at intersections
- driving slower than speed limit and flow of traffic
- appear unaware of vehicles and roadway users around them

Aggressive Driving

Discuss with your teen how to identify and avoid aggressive or unsafe drivers. Have your teen observe and identify aggressive behaviors exhibited by other drivers. Signs of an aggressive driver are:

- Are they irritated or grumpy?
- Are they speeding or seem to be in a hurry?
- Are they weaving through traffic?

- Are they tailgating and following too closely?
- Do they have no concern for the vehicles and roadway users around them?
- Are they making frequent and sudden lane changes?

Countermeasures to Avoid Unsafe, Fatigued, or Aggressive Drivers

Discuss with your student how to avoid an unsafe driver. Have them observe you put space or distance between you and any drivers that appear unsafe. Have them observe you yielding the right-of-way at intersections to allow aggressive or careless drivers go first. If you encounter an extreme situation, you may want to have your student observe you calling 9-1-1 and reporting an unsafe driver.



Lesson 4: Driver Readiness
In-Car Student Observation Lesson Guide

Student Name: _____ Date _____

<p>This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder</p>		
<p>Lesson 4 Recommended Location: urban roadways with multi-lane streets to practice changing lanes</p>	<p>Date</p>	<p>Parent-Taught Driver Instructor Signature</p>
<p>Driver Readiness - Driving Practices</p> <ol style="list-style-type: none"> 1. Student observes instructor and other roadway users, including vulnerable roadway users, using legal and responsible safe driving practices in the highway transportation system (HTS) implementing the knowledge, understanding, skills, and experiences learned in the previous lessons. 2. Student observes instructor identify other roadway users managing vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication on roadways, and at all intersections with various traffic flow and traffic volume levels. Student discusses observations with instructor. 3. Student observes the instructor and other roadway users (including vulnerable roadway users) perform lateral vehicle maneuvers to change lanes. Student discusses observations with instructor. 4. Student must identify roadway users, including vulnerable roadway users, who may or may not be mentally, emotionally, and physically prepared. 		
<p>Driver Readiness - Fatigue</p> <ol style="list-style-type: none"> 1. Student identifies possible fatigued roadway users, including vulnerable roadway users, and discusses observations with instructor. 2. Student must observe the instructor compensate for fatigued roadway users, including vulnerable roadway users, in an off-street, minimal risk, non-damaging, simulated practice session. 		
<p>Driver Readiness - Aggressive Driving</p> <ol style="list-style-type: none"> 1. Student must identify aggressive driving events and relate observations to the instructor. 2. Student must observe the instructor compensate for aggressive roadway users, including vulnerable roadway users, in an off-street, minimal risk, non-damaging, simulated practice session 		



Lesson 4: Driver Readiness
In-Car Student Practice Lesson Guide

Student Name: _____ Date _____

This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder		
Lesson 4 Recommended Location: urban roadways with multi-lane streets to practice changing lanes	Date	Parent-Taught Driver Instructor Signature
<p>Driver Readiness - Driving Practices</p> <ol style="list-style-type: none"> 1. Student must demonstrate legal and responsible safe driving practices in the highway transportation system (HTS) using the knowledge, understanding, skills and experiences learned in the previous lessons, including: managing vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication on roadways and at all intersections with various traffic flow and traffic volume levels. 2. Student performs lateral vehicle maneuvers to change lanes on roadways with various traffic flow and traffic volume levels. 3. Student identifies and compensates for drivers and other roadway users, including vulnerable roadway users, who may or may not be mentally, emotionally, and physically prepared. 		
<p>Driver Readiness - Fatigue</p> <ol style="list-style-type: none"> 1. Student must demonstrate legal and responsible safe driving practices in the HTS utilizing the knowledge, understanding, skills, and experiences learned in the previous lessons as well as manage fatigue on roadways and at intersections including traffic circles with various traffic flow and traffic volume levels. 2. Student identifies and compensates for fatigued roadway users, including vulnerable roadway users. 3. Student executes multi-task performances on roadways and at intersections with various traffic flow and traffic volume levels. 		
<p>Driver Readiness - Aggressive Driving</p> <ol style="list-style-type: none"> 1. Student must demonstrate legal and responsible safe driving practices in the highway transportation system (HTS) using the knowledge, understanding, skills, and experiences learned in the previous lessons as well as manage aggressive driving on roadways and at intersections with various traffic flow and traffic volume levels. 2. Student must identify and compensate for aggressive roadway users including vulnerable roadway users. 3. Student must execute multi-task performances on roadways and at intersections with various traffic flow and traffic volume levels. 		



Lesson 5: Risk Reduction **Parent-Instructor In-Car Lesson Instruction**

Materials

Use the [Lesson 5: In-Car Student Observation Guide](#) and [Lesson 5: In-Car Student Behind-the-Wheel Guide](#) located in this Behind-the-Wheel Course Packet and Binder. These guides will help you teach your student the lesson. As your student completes each task, mark it off.

Behind-the-Wheel Lesson Five (5) corresponds directly with the online classroom Units 5.1 and 5.2. We recommend you review these units before beginning Lesson 5.

Getting Started

It is recommended to conduct this lesson in urban, suburban, and rural roadways with various traffic flow and volume.

Important Terms

This driving lesson is about demonstrating to your student how to use the SEE IT space management system while driving to reduce driving risk. Your student will practice the system during their scheduled behind-the-wheel practice session with you. Your student must understand these terms:

- **Target Area:** the area 20 -30 seconds ahead of your vehicle in the center of the path of travel
- **Path of Travel:** the roadway that will get you from where you are to the target area
- **Line of Sight:** your ability to see the center of your path of travel from your car to the target area

Commentary Driving

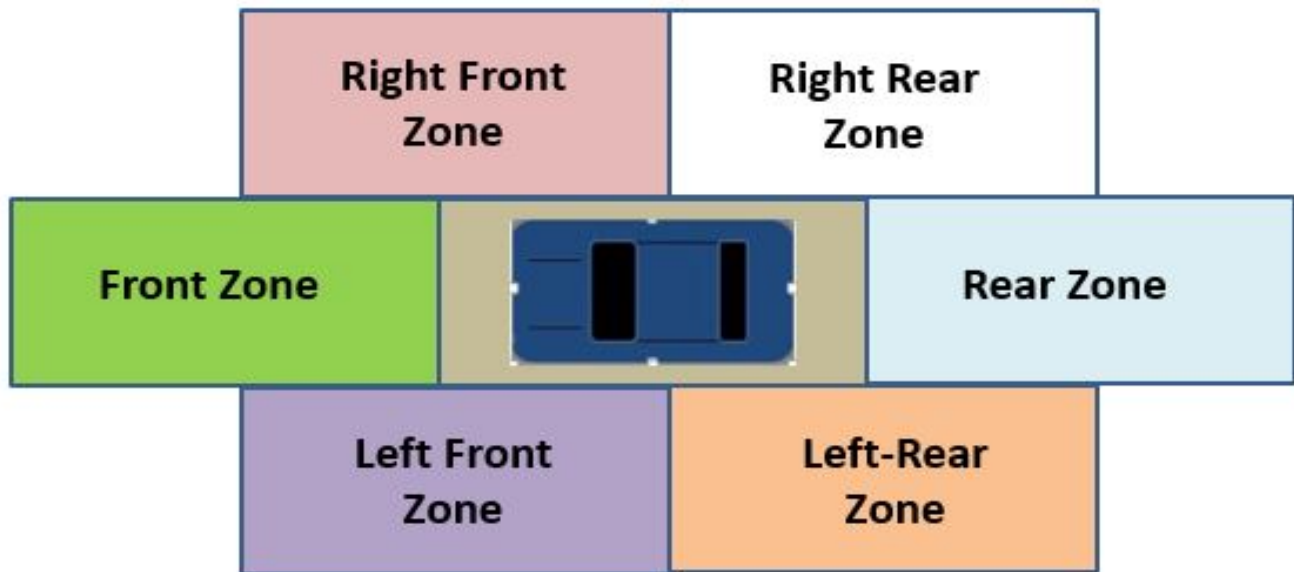
Once your teen can drive residential roads with confidence, they should be ready for Commentary Driving. Commentary Driving requires the driver to search their path of travel and verbalize what they see. By requiring your student to call out what's going on around them, you are making them search all the areas around their car. If your teen knows what is going on around them, they can then use this information to evaluate what driving actions they need to take.

To begin with, you should demonstrate Commentary Driving during your student's In-Car Observation Lesson. You want to make it clear to your student what types of information they should be searching for as they practice driving.

Example: You are driving on an urban street and up ahead the traffic light just turned yellow. You would call out "Yellow light ahead, front zone changing from open to closed". When the light turns red you would call out "Red light ahead, front zone closed".

Managing Operating Space - Zones

To begin this lesson, have your student identify the six space management zones around their vehicle. Ask them to tell you how they would scan for vehicles and other roadway users in each zone. The three front zones are scanned by looking straight ahead, and they can use their peripheral vision or turn their head slightly to see the left front and right front zones. The rear zone is scanned by looking through the rear-view mirror. The left rear and right rear zones are scanned by looking into the left and right-side view mirrors, and turning their head to check for blind spots.



SEE IT Space Management System

Using a space management system is the most effective way for your student to become a safe driver. It will take months for the SEE IT system (search, evaluate, and execute) to become second nature for your student. Commentary Driving helps your student learn this skill.

“SEE” is an abbreviation for Search, Evaluate, and Execute. It requires your student to continuously search their path of travel, evaluate the driving environment, and execute changes to speed, lane position, and communication with other roadway users.

During your student’s In-Car Observation Lesson, you should call out the status of each zone as you demonstrate driving. A zone can either be open, closed or changing with regards to line of sight and path of travel. The purpose of having your student hear you verbalize this information is to teach your teen how to evaluate the status of each zone. You should continually update the status of your zones so your teen understands that the SEE IT space management system is a process that is repeated continuously while driving.

Searching

You will demonstrate Searching by continuously scanning your path of travel and target area. You will also search the left front, right front, rear, left rear, and right rear zones while driving. Each search area is scanned for only a period of seconds. An example of a searching pattern to demonstrate for your student would be to:

- By looking ahead, search your path of travel at the target area 20 – 30 seconds.
- By looking ahead and to both sides, search your front, left front, and right front zones 12 – 15 seconds.
- By looking through the rear-view mirror, search the rear zone.
- Using the side view mirrors and turning your head, search your right-rear and left-rear zones and check for blind spots.
- By looking ahead and to the sides, search your immediate path of travel or front zones that are 4 – 6 seconds.
- Repeat Steps 1 – 5.

Evaluating

Your student should evaluate each of the zones and tell you which ones are Open, Closed, or Changing.

- **An Open Zone** has no restriction to your line of sight or path of travel.
- **A Closed Zone** is when the path of travel is blocked due to some condition. Examples are a stop sign, stopped traffic ahead, a red light, road construction, or a railroad crossing when the arm is down and lights are flashing.
- **A Changing Zone** is an open or closed zone that is changing to either a closed or open zone. Examples are yellow light at an intersection, a pedestrian approaching to enter a crosswalk, and a car backing out of a driveway.

Executing

Executing requires your student to adjust their speed, lane position, and decide if communication with other roadway users is needed. The driving maneuvers executed are based upon the information gathered from searching and evaluation.

Following Distance

Your student should practice maintaining a minimum four (4) second following distance between their vehicle and the vehicle ahead. This gives them time to steer or brake out of problem situation at speeds under 65 miles per hour under normal surface conditions. If they are driving faster than 65 miles per hour, your student should increase following distance time to 6 or more seconds.

Judging Distances

Your student needs to learn to judge space or distance in seconds. It takes about four (4) seconds to stop when travelling at 35 miles per hour. To calculate space in seconds, have your student select a fixed target on the roadway.

Your student will count: one-one-thousand, two-one-thousand, three-one-thousand, etc. for each second until the vehicle passes the fixed target. Have your student practice judging distance in seconds to understand the distances needed to search twenty (20) to thirty (30) seconds ahead (Target Area) and twelve (12) to fifteen (15) seconds ahead.

Communication

Talk to your student about how communication with other roadway users is important to avoid collisions. Communication helps your student manage their operating space. Go over the following communication tools with your student:

- **Turn Signal** – Your student must use turn signals (left and right) to let other drivers know they plan to turn, change lanes, merge, pull out of a parking space, or pull away from a curb. Remind your student to: (i) always signal at least 100 feet before an intersection, and (ii) at least four (4) seconds before changing lanes or merging. Tell your student that they must always cancel their turn signal once they complete a lane change or turn. Not doing so can be confusing to other motorists.
- **Hazard Lights** – Your student can use hazard lights to warn other drivers that they are experiencing vehicle trouble. These lights warn other drivers to give you more space.
- **Horn** – Your student can lightly tap the horn when trying to gain the attention of another driver or pedestrian. The horn should not be used in frustration or anger.
- **Headlights** – Your student can flash their head lights to warn traffic of an accident ahead.
- **Brake Lights** – Your student can warn drivers from behind that they are slowing down or stopping by flashing their brake lights.



Lesson 5: Risk Reduction
In-Car Student Observation Lesson Guide

Student Name: _____ Date _____

<p>This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder</p>		
<p>Lesson 5 Recommended Location: Urban, suburban, and rural roadways with various traffic flow and volume</p>	<p>Date</p>	<p>Parent-Taught Driver Instructor Signature</p>
<p><u>Risk Factors</u></p> <ol style="list-style-type: none"> 1. Student observes the parent-instructor and other roadway users, including vulnerable roadway users, predict, analyze, and minimize risk factors while using multi-task performances and safe driving practices and applying the knowledge, understanding, skills, and experiences learned in Units 1 – 5 and B-T-W lessons 2 - 4. Student discusses their observations with the instructor. 2. Student observes the instructor perform Commentary Driving techniques as the instructor operates the vehicle. 3. Student observes other roadway users, including vulnerable roadway users, accept or give right-of-way. Student discusses their observations with the instructor. 		
<p><u>Space Management</u></p> <ol style="list-style-type: none"> 1. Student observes the instructor and other roadway users implement a space management system while performing multi-task procedures and using safe driving practices by applying the knowledge, understanding, skills, and experiences learned in the previous B-T-W lessons while performing commentary driving. Student discusses their observations with the instructor. 2. Student observes the instructor and other roadway users use a space management system while performing vehicle maneuvers to establish line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication. The student discusses their observations with the instructor. 		



Lesson 5: Risk Reduction
In-Car Student Practice Lesson Guide

Student Name: _____ Date _____

This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder		
Lesson 5 Recommended Location: Urban, suburban, and rural roadways with various traffic flow and volume	Date	Parent-Taught Driver Instructor Signature
<p><u>Risk Factors</u></p> <ol style="list-style-type: none"> 1. Student predicts, analyzes, and minimizes risk factors while using multi-task performances and reduced-risk driving practices by applying the knowledge, understanding, skills, and experiences learned from their parent-taught teen driver education course which includes traffic laws, driver preparation, vehicle movements, driver readiness, and risk reduction in various traffic flow and traffic volume levels while performing commentary driving. 2. Student must accept or give right-of-way while performing commentary driving at controlled and uncontrolled intersections. 3. Student must accept or give right-of-way while performing commentary driving at intersecting roads with lesser or greater number of lanes. 4. Student must accept or give right-of-way while performing commentary driving at intersecting roads with different pavement surfaces. 5. Student must accept or give right-of-way while performing commentary driving at T-intersections. 6. Student must accept or give right-of-way while performing commentary driving at controlled access roads. 7. Student must accept or give right-of-way while performing commentary driving at railroad grade crossings. 8. Student must accept or give right-of-way while performing commentary driving when turning left and right. 9. Student must accept or give right-of-way while performing commentary driving when entering a public road from a private road. 		
<p><u>Space Management</u></p> <ol style="list-style-type: none"> 1. Student must use a space management system while using multi-task performances and safe driving practices by applying the knowledge, understanding, skills, and experiences learned in the B-T-W Lessons 1 - 4 in various traffic flow and traffic volume levels while performing commentary driving. 2. Student must use a space management system while performing vehicle maneuvers to establish vehicle operating space, line of sight, path of travel, lane placement, right-of-way, following interval, vehicle speed, and communication. 		



Lesson 6: Environmental Factors **Parent-Instructor In-Car Lesson Instructions**

Materials

Use the [Lesson 6: In-Car Student Observation Guide](#) and [Lesson 6: In-Car Student Behind-the-Wheel Guide](#) for the lessons located in your Behind-the-Wheel Course Packet and Binder. These are the guides to assist you in teaching your student the lesson. As your student completes each task, mark it off.

Behind-the-Wheel Lesson Six (6) corresponds directly with the online classroom Units 6.1 and 6.2. We recommend you review these units before beginning Lesson 6.

Getting Started

It is recommended to conduct this lesson in urban and rural roadways and expressways with various traffic flow and volume.

Commentary Driving

In this lesson you and your student will perform Commentary Driving. Commentary Driving is important because it:

- helps students learn to scan their surroundings
- forces students to think about what they need to do in upcoming situations
- reassures parents that the student is observing and looking out for potential hazards and anticipating upcoming situations

Railroad Grade Crossing

In this lesson you will demonstrate for your student how to approach a railroad grade crossing. Tell your student that collisions at a railroad crossing are more likely to be fatal than a collision elsewhere. Discuss railroad crossing safety and right-of-way with your teen:

- Controlled Railroad Crossings have red lights and crossing gates
- Uncontrolled Railroad Crossings don't have red lights or crossing gate, but are marked with a cross buck sign
- Trains do not stop at railroad crossings
- Trains always have the right-of-way
- Drivers are required to stop at a railroad crossing when the red lights flash and/or the crossing gate arm is down
- Drivers are required to stop within 50 to 15 feet from the railroad tracks

Review with your student these safety recommendations for approaching a railroad crossing:

- If a railroad crossing is marked only with a cross-buck sign, you must reduce speed, look both ways, and listen for a train whistle. If a train is not approaching, cross with caution
- Stop if red lights are flashing at a railroad crossing
- Stop if railroad crossing arms have been lowered
- Never stop on railroad tracks
- If a train is approaching, and your vehicle stalls on the tracks, get out of the vehicle quickly, and move away from the tracks
- Be sure the tracks are clear of trains in both directions before you proceed to cross

Following Distance

We recommend a minimum four (4) second rule as the best way to determine how closely to follow the vehicle in front of you. Four (4) seconds is the minimum following distance in suburban and urban driving environments, but it should be increased when driving on rural roadways, highways, and expressways. Discuss with your student that following distance should be increased:

- as speed increases
- when poor roadway conditions exist
- when poor visibility exists and when driving at night
- when roads are wet and slick

Demonstrate to your student how to determine following distance:

- Start counting when the car ahead passes a fixed object such as a road sign, tree, billboard, or any other fixed object. You count “one thousand one, one thousand two, one thousand three, one thousand four.....and so on” until your vehicle passes the same fixed object.
- If your car reaches the fixed object before four seconds, you are too close to the other car. You should slow down to widen the following distance, and then check the following distance again.

City Driving

In this lesson your student will observe you driving in city traffic, and they will practice driving in city traffic. The first time your student drives in city traffic should be when traffic flow and traffic volume is low. A suggestion is conducting this lesson on an early morning weekend. After several times driving in a city environment during light traffic, your student should drive in high volume traffic.

When demonstrating how to drive safely on city streets, teach your student the importance of:

- searching and scanning ahead
- controlling their operating space
- lane position
- covering their brake to stop quickly

Review the hazards of city driving with your student. There include:

- parked cars that can block a driver’s line of sight
- city buses loading and unloading passengers
- vehicles exiting alleys and parking garage
- pedestrians at intersections and crossing streets illegally
- traffic that stops often

- many intersections
- small operating space
- line of sight blocked by cars, city buses, delivery trucks, buildings

Rural Driving

Even though there is less traffic in rural areas, rural roadways can be dangerous. There are potential hazards in rural areas that you should discuss with your student:

- unmarked ranch, field, and farm driveways and entrances
- livestock crossing areas and farm vehicles
- rough road conditions
- drivers can experience “highway hypnosis”, driving in a dulled, drowsy state, when driving on rural roadways with similar landscape for a long period of time

On rural, open highways, be aware of the following driving hazards:

- **Unmarked field, ranch, and farm driveways and entrances:** Unmarked roads are often hidden because of crops, bushes, or trees. Always keep a lookout for potential hazards like hidden intersections with farm or ranch driveways/entrances.
- **Poor Roadway Conditions:** Most open highways in rural areas are maintained less frequently and lack the advanced features of modern freeways. In some places, roadways may not be paved. Dirt roads are common in many rural areas.
- **Roadside Towns:** Drivers on rural highways can encounter additional hazards as a rural highway or roadway passes through small communities. Roadside stands, gas stations, restaurants, grocery stores, are often found on the side of the highway. Drivers must watch for vehicles pulling out into the roadway.
- **Livestock areas and farm vehicles:** Drivers must be cautious of farm tractors, trucks, and farm and wild animals in the roadway.

Freeway or Expressway Driving

Discuss with your student the characteristics and risks of expressway driving:

- Expressways are designed to carry large volumes of traffic efficiently at high speeds
- The traffic flow is fast, and moves in the same direction without traffic signs and signals
- There are no intersections, sharp curves, pedestrians, or railroad crossings
- Expressway collisions result in more severe injuries and fatalities because vehicles travel at higher speeds
- Plan your travel route and know the entrances and exits you will need to take

Review with your student the driving maneuvers needed for expressway driving:

1. **Entering:** You must be cautious when entering the freeway. Highway entrances are designed with three (3) main areas: *the entrance ramp, the acceleration lane, and the merge area*. The *entrance ramp* allows the driver time to evaluate traffic conditions such as traffic flow, speed of traffic, and traffic gaps. The *acceleration lane* is the area used to accelerate to the speed of traffic on the highway. The amount of acceleration depends on traffic flow and speed on the highway. The *merging area* is the area used to move onto the expressway. Drivers should merge at the speed of traffic and maintain that speed.
2. **Managing Space:** The key to driving safely on the freeway is to have a larger space between your vehicle and other traffic. Specifically, you should:
 - Increase following distance from four (4) seconds to up to eight (8) seconds
 - Watch for vehicles around you by checking the zones around your car

- Use your rear view and side mirrors, and turn your head to check your blind spots for vehicles before exiting the freeway or before changing lanes
3. **Exiting:** You must look ahead for road signs announcing your exit ahead. You may need time to get into the right lane. It is always best to signal and move into the proper lane at least ½ mile before the exit. When you exit a highway:
- Avoid slowing down on the freeway
 - Decrease speed when you are in the deceleration lane
 - Decrease speed gradually until your speed matches the posted exit ramp speed
 - If you miss the exit ramp, never turn around or back up, but exit at the next exit
4. **Selecting/Changing Lanes:** Expressways have several lanes moving in the same direction. You should leave the far-left lane for faster traffic or to pass slow moving vehicles. The right lane should be used for traffic that travels slower than the normal traffic flow. Choose a lane that has a clear view of your path of travel. Avoid driving in the right lane if there will be a lot of merging traffic at freeway entrances. Only change one lane at a time if you must cross several lanes to exit a freeway or to achieve better lane position for your path of travel.



Lesson 6: Environmental Factors

In-Car Student Observation Lesson Guide

Student Name: _____ Date _____

This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder		
Lesson 6 Recommended Location: Urban, suburban, and rural roadways with various traffic flow and volume	Date	Parent-Taught Driver Instructor Signature
<p>Environmental Characteristics</p> <ol style="list-style-type: none"> 1. Student observes the instructor and other roadway users use a space management system while performing multi-task procedures and safe driving practices. Student uses their knowledge, understanding, skills, and experiences learned in Units 1 – 6 and Behind-the-Wheel Lessons 1 – 5. 2. Student observes the instructor and other roadway users perform speed and position changes in response to traffic flow and traffic volume in different driving environments (suburban, urban, city, rural). Student discusses their observations with the instructor. 3. The student observes the instructor and other roadway users, including vulnerable roadway users, navigate controlled and uncontrolled intersections including railroad grade crossings in different driving environments. Student discusses their observations with the instructor. 4. Student identifies motorized and non-motorized roadway users, trucks, motorcycles, bicycles, and pedestrians in different driving environments while performing Commentary Driving as the instructor operates the vehicle. 5. Student observes the instructor and other roadway users, including vulnerable roadway users, accept or yield right-of-way in different driving environments based on Texas right-of-way laws, consequences, and conditions. Student discusses their observations with the parent-instructor. 		
<p>Environmental Risk Factors</p> <ol style="list-style-type: none"> 1. Student observes roadway users, including vulnerable roadway users, describe potential and immediate risk in different driving environments while performing Commentary Driving techniques. Student discusses their observations with the instructor. 2. Student observes the instructor and other roadway users identify, analyze, and minimize the environmental risk in different driving environments and use safe driving practices. Student uses their knowledge, understanding, skills, and experiences learned from Units 1 – 6 and Behind-the-Wheel Lessons 1 – 5 while observing. Student discusses their observations with the instructor. 3. Student observes the instructor and other roadway users perform driving maneuvers including: left and right turns, lateral maneuvers, turnabouts, and parking in different driving environments while identifying, analyzing, and minimizing risk by using safe driving practices. Student uses the knowledge, understanding, skills, and experiences learned in Units 1 – 6 and Behind-the-Wheel Lessons 1 - 5 while observing. Student discusses their observations with the instructor. 		



Lesson 6: Environmental Factors

In-Car Student Practice Lesson Guide

Student Name: _____ Date _____

This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder		
Lesson 6 Recommended Location: Urban, suburban, and rural roadways with various traffic flow and volume	Date	Parent-Taught Driver Instructor Signature
<u>Environmental Characteristics</u> 1. Student practices using a space management system (SEE IT) and identifies and analyzes environmental characteristics by using safe driving practices learned from the knowledge, understanding, skill, and experiences learned from Units 1 – 6 and Behind-the-Wheel Lessons 1 – 5. 2. Student performs speed and position changes in response to traffic flow and traffic volume in different driving environments. 3. Student maneuvers controlled and uncontrolled intersections, including railroad grade crossings, in different driving environments. 4. Student identifies motorized and non-motorized roadway users, trucks, motorcycles, bicycles, and pedestrians in different driving environments while performing Commentary Driving in different driving environments. 5. Student accepts or yields right-of-way in different driving environments based on Texas right-of-way laws, consequences, and conditions.		
<u>Environmental Risk Factors</u> 1. Student describes potential and immediate risk in different driving environments using Commentary Driving. 2. Student identifies, analyzes, and minimizes environmental risk in different driving environments by using safe driving practices and from the knowledge, understanding, skills, and experiences learned from Units 1 – 6 and Behind-the-Wheel Lessons 1 – 5. 3. Student executes multi-task performances in different driving environments (suburban, city, rural, highway) 4. Student performs left and right turns, lateral maneuvers, turnabouts, and parking in different driving environments while identifying, analyzing and minimizing risk by using safe driving practices learned from the knowledge, understanding, skills, and experiences from Units 1 – 6 and Behind-the-Wheel Lessons 1 – 5.		



Lesson 7: Distractions

Parent-Instructor In-Car Lesson Instructions

Materials

Use the [Lesson 7: In-Car Student Observation Guide](#) and [Lesson 7: In-Car Student Practice Guide](#) located in this Behind-the-Wheel Course Packet and Binder. These are the guides to assist you in teaching your student the lesson. As your student completes each task, mark it off.

Behind-the-Wheel Lesson Seven (7) corresponds directly with the online classroom Units 7.1, and 7.2. We recommend you review these units before beginning Lesson 7.

Getting Started

It is recommended to conduct this lesson on city streets, rural roadways, and freeways.

Safe Driving Practices

Have your student observe you and identify other drivers that are driving in a responsible and safe manner. Use commentary driving to highlight and point out right-of-way, following distance, adjusting vehicle speed, lane placement, and communication with other drivers/roadway users.

Distracted Driving

Discuss with your student what behaviors and actions contribute to distracted driving. What can the student do to prevent distracted driving?

Demonstrate to your student how to drive without distractions. While driving, point out to your student drivers and other roadway users who appear to be distracted. Discuss managing the operating space around your vehicle to avoid distracted drivers. Discuss ways to compensate for distracted drivers by increasing following distance, and changing lanes or lane position to get away from a distracted driver.

Typical driver behaviors that are driving distractions are:

- using a cell phone
- eating, drinking, or smoking while driving
- adjusting temperature or music controls
- adjusting your seat, steering, or mirrors while driving
- putting on makeup, brushing hair, or looking in mirror
- loud passenger noise, conversation with passengers, or attending to passengers

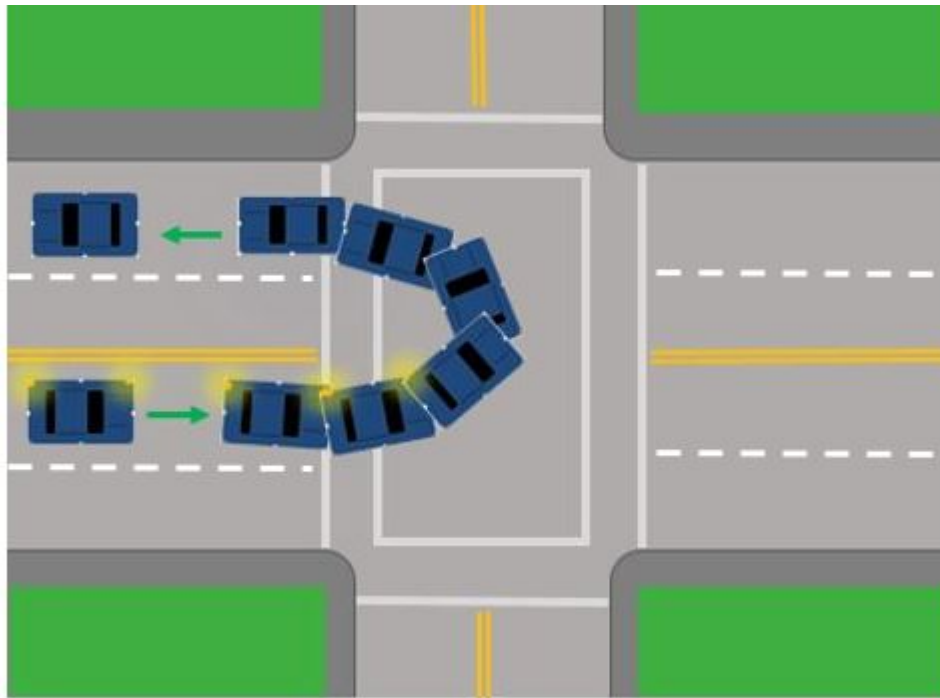
U-turns at Intersections

U-turns are not legal everywhere. Drivers must always look for a sign prohibiting U-turns. U-turns are not allowed:

- anytime a sign prohibits them (*No U-Turn*)
- on curves, hills, and freeways
- when you can't see clearly, such as in heavy rain, snow, or fog

You will demonstrate for your student how to make a U-turn while they observe you. When demonstrating, use commentary driving to better enforce the driving skill. Go over the steps for making a U-turn with your student:

1. start the turn from the far-left lane
2. turn on the left turn signal
3. stop at the intersection, check for oncoming traffic, bicycles, and pedestrians that may be entering the intersection
4. when traffic is clear, enter the intersection and complete the U-turn in the right lane traveling in the opposite direction

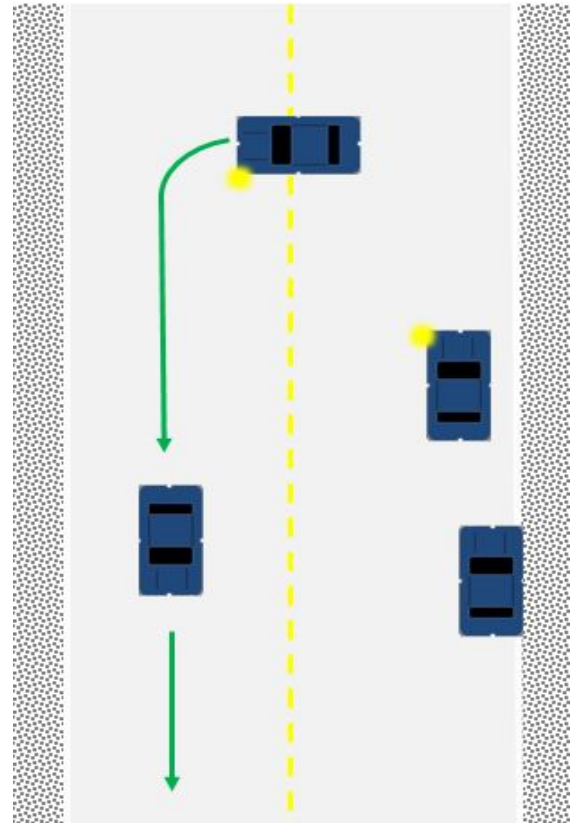


Mid-block U-turn

You need to make sure your local ordinances allow mid-block U-turns. Discuss with your student that in some areas, U-turns are only allowed at intersections.

Demonstrate a mid-block U-turn for your student and use commentary driving to further enforce the steps and what to look out for. Go over the steps to make a mid-block U-turn with your student:

- check to make sure traffic ahead and to the rear of your vehicle is clear
- signal a right turn, and pull to the far right of the roadway and stop
- check your front and left rear zones, and left blind spot
- if clear, move forward and turn sharply completing the turn



Driving on Curves

In this lesson, you will demonstrate to your student how to safely drive on a roadway with curves. Your student will practice driving on curves during their practice lesson. Discuss with your student that vehicle speed and the sharpness of the curve affects vehicle control. Searching as far ahead as possible to identify a curve gives drivers more time to evaluate and minimize the level of risk. Specifically, tell your student that drivers must:

- reduce speed before entering a curve
- slowly lighten the pressure on the brake until reaching the middle of the curve
- apply light acceleration to pull the car out of the curve
- keep both hands firmly on the steering wheel and avoid sharp steering or braking

Driving on Hills

In this lesson you will demonstrate to your student how to drive safely on hills. Your student will practice this during their practice lesson. Before driving the hill, discuss with your student that gravity is a factor when driving up and down hills. Tell them to feel the pull of gravity as you drive up and down the hill. These are important factors to review with your student before practicing driving on hills:

- Gravity will decrease a vehicle's speed driving up a hill. Drivers must increase power, accelerate more, when going up a hill to overcome the pulling force of gravity.
- Gravity will increase a vehicle's speed on a downhill roadway. Drivers must shift to a lower gear when driving down hills to add control and prevent wear on the brakes. It takes drivers longer to stop a vehicle going down a hill, so you will need to plan to brake earlier.

Railroad Grade Crossings

In this lesson you will demonstrate how to stop safely at controlled and uncontrolled railroad grade crossings. Your student will practice approaching these intersections during their practice lesson.

- **Controlled Railroad Grade Crossing** – is the intersection between a roadway and a railroad track(s) that has red lights and a crossing gate. Discuss with your student that drivers must make a complete stop and yield when the lights are flashing and/or the gate is down. The stop should be no closer than 15 feet from the crossing gate or stop line. A driver remains stopped until the red lights stop flashing and the crossing gate has been raised.
- **Uncontrolled Railroad Grade Crossing** – is the intersection between a roadway and a railroad track(s) that does not have flashing red lights or a crossing gate. A warning sign is placed hundreds of feet before the crossing, and a cross buck sign is placed at the intersection. Tell your student to:
 - always slow down before the tracks, and check for trains on the track in both directions
 - treat the crossing as a yield sign, and only cross the tracks if there are no trains in sight

Passing

In this lesson, you will demonstrate how to pass another vehicle in a low risk situation. For this lesson, you can demonstrate in a parking lot or on a suburban roadway with low traffic volume. Remind your student that it is illegal to pass at intersections and over double-yellow lines. Signs can also mark no passing zones. Other no-passing situations are:

- no passing within 100 feet of a railroad crossing
- no passing on two lane bridges
- no passing on underpasses
- no passing several vehicles, you can only pass one vehicle at a time
- no passing when line of sight is limited due to an obstacle, heavy rain, or fog

Discuss with your student the reasons to pass another vehicle. Usually it is because the vehicle ahead is driving below the speed limit. Demonstrate how to safely pass a vehicle when the conditions are safe. Go over the steps to safely pass another vehicle with your student:

- check on-coming traffic and make sure no vehicles are approaching and there is enough space for you to pass safely
- check to the rear of your vehicle for on-coming cars and your blind spots
- get in ready position by keeping at least a three (3) second following distance from the vehicle you intend to pass
- signal a left-lane change and glance over your left shoulder to check your blind spot
- if clear, change lanes smoothly and accelerate past the vehicle
- remain in the left lane until you can see the two headlights of the vehicle you are passing in your rearview mirror
- signal for a right lane change, and return smoothly to the right lane, and do not slow down

Merging and Exiting Roadways

In this lesson, you will demonstrate to your student how to merge with traffic onto an expressway, and how to exit an expressway safely.

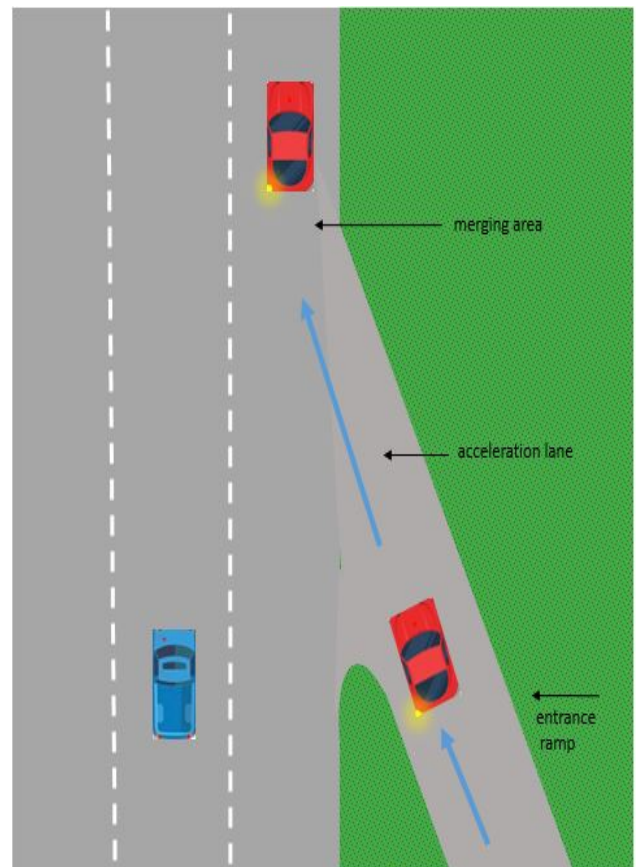
Because traffic can be travelling up to 70 mph, entering and exiting is a high risk driving maneuver. It is recommended to begin practice on an expressway when traffic is light - like during an early weekend morning. It may take several practices for your student to feel confident with merging onto a highway. Use commentary driving when practicing.

Discuss with your student the three (3) areas of an expressway entrance and their purpose:

- The **entrance ramp** gives a driver time to evaluate roadway conditions and determine the speed necessary to safely enter the roadway at the speed of traffic
- The **acceleration lane** is long enough for a driver to search for a gap in traffic in which to merge into, and gives more time to accelerate to the speed of traffic.
- The **merge area** is where the vehicle blends in to the expressway traffic at the same speed as vehicles travelling in next lane

Go over the steps on how to merge onto an expressway safely and smoothly:

- before entering the entrance ramp, check for a ramp speed sign
- while on the entrance ramp, search for vehicles ahead and behind on the expressway
- while in the acceleration lane, check for gaps or open spaces in the traffic flow
- while in the acceleration lane, look in your left-side mirrors for traffic and look over your left shoulder
- while in the acceleration lane, turn on your left turn signal
- gradually increase speed to flow of traffic in the acceleration lane
- decide when it is time to merge in to a gap in traffic in the acceleration lane

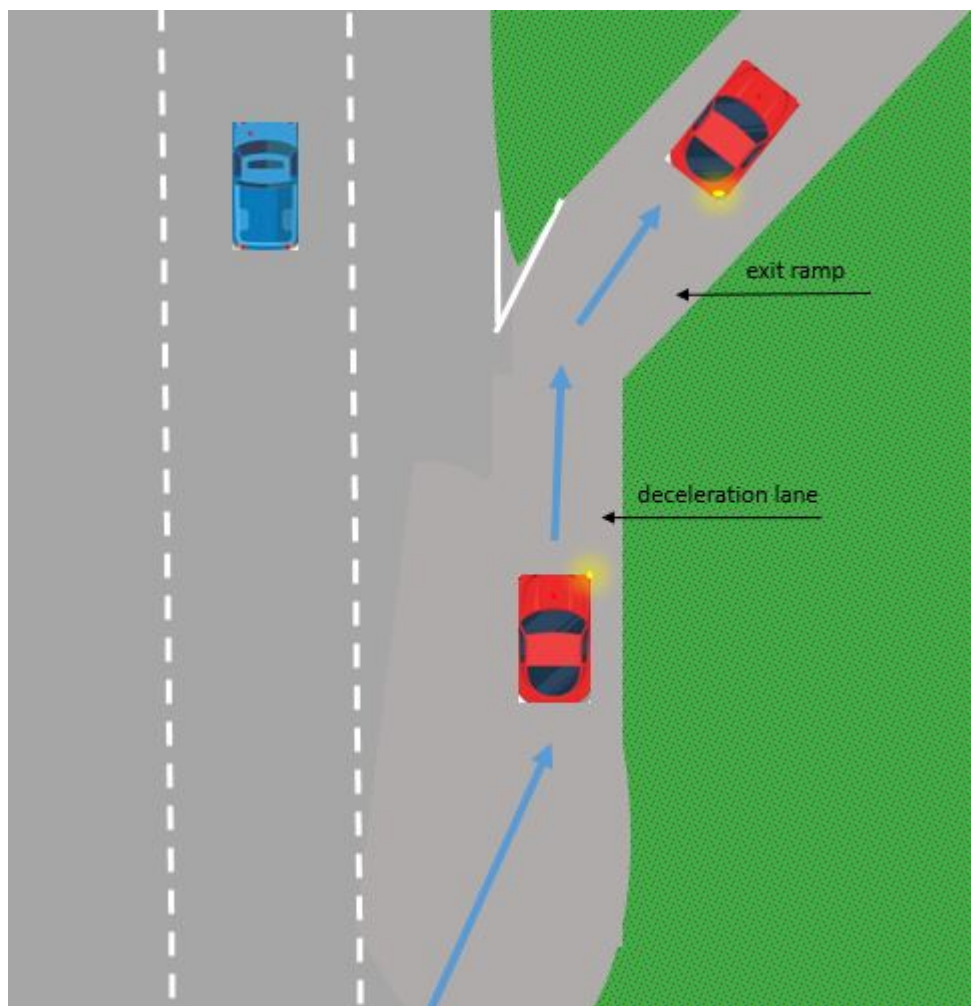


Exiting an expressway requires planning ahead. Plan for the exit ahead of time by knowing your exit name and number, checking signs, and moving into the right lane to be able to exit easily.

The **exit ramp** is the ramp leading off the expressway. Look for an exit-ramp speed sign. Most expressway exits have a **deceleration lane** used to slow your vehicle down after exiting the expressway.

Discuss with your student the steps on how to exit an expressway safely and smoothly:

- identify and target the exit well in advance
- If not in the right lane to exit, move into the lane well in advance of the exit
- check traffic to the rear and signal your intention to exit the freeway
- enter the exit ramp, tap the brakes, and rapidly begin reducing speed
- continue decelerating until you reach the posted exit speed





Lesson 7: Distractions

In-Car Student Observation Lesson Guide

Student Name: _____ Date _____

This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder		
Lesson 7 Recommended Location: city streets, rural roadways, highway	Date Completed	Parent-Taught Driver Instructor Signature
<p>Distractions</p> <ol style="list-style-type: none"> 1. Student identifies events that distract them and other roadway users, including vulnerable roadway users (pedestrians, bicyclists, motorcyclists). Student discusses observations with the instructor. 2. Student observes the instructor and other roadway users compensate for distractions and discusses observations with the instructor. 		
<p>Distractions – Multi-task Performances</p> <ol style="list-style-type: none"> 1. Student observes instructor and other roadway users, including vulnerable roadway users, use appropriate communication (turn signals, horn, brake lights, polite gestures, and hand signals) and recognize distractions in driving environments with moderate and complex risk. 2. Student must observe the instructor and other roadway users, including vulnerable roadway users, perform vehicle operation and control tasks for vehicle movements in driving environments with moderate and complex risk. 3. Student observes the instructor and other roadway users, including vulnerable roadway users, merge with traffic, perform intersection approaches, and exit traffic, including railroad grade crossings, in driving environments with moderate and complex risk. 4. Student observes the instructor and other roadway users, including vulnerable roadway users, perform a U-turn at a major intersection and mid-block in a driving environment with moderate risk. 5. Student observes the instructor and other roadway users, including vulnerable roadway users, maneuver curves and hills in driving environments with moderate and complex risk. 6. Student observes the instructor and other roadway users, manage multi-lane roadways in heavy traffic volume in driving environments with moderate and complex risk. 7. Student must observe the instructor and other roadway users, including vulnerable roadway users, perform lane changes in driving environments with moderate and complex risk. 8. Student must observe the instructor and other roadway users, including vulnerable roadway users, perform minimal-risk passing maneuvers. 9. Student observes how the instructor and other roadway users drive in different driving environments with various pavement types – bridges, tunnels, toll roads. 		



Lesson 7: Distractions

In-Car Student Practice Lesson Guide

Student Name: _____ Date _____

This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder		
Lesson 7 Recommended Location: city streets, rural roadways, highway	Date Completed	Parent-Taught Driver Instructor Signature
<p><u>Distractions</u></p> <ol style="list-style-type: none"> 1. Student demonstrates legal, responsible, and safe driving using the knowledge, skills, and experiences learned in the previous modules, and manages distractions in driving environments with moderate and complex risk and at intersections with various traffic flow and volume. 2. Student uses appropriate communication and recognizes distractions in driving environments with moderate and complex risk (city streets, rural roads, highways). 3. Student performs vehicle operation and control tasks for vehicle movements in driving environments with moderate and complex risk. 4. Student identifies and compensates for distracted roadway users, including vulnerable roadway users. 5. Student manages distractions including multi-task performances on roadways and at intersections in driving environments with moderate and complex risk. 		
<p><u>Distractions – Multi-task Performances</u></p> <ol style="list-style-type: none"> 1. Student uses appropriate communication and recognizes distractions in driving environment with moderate and complex risk. 2. Student performs vehicle operation and control tasks for vehicle movements in driving environments with moderate and complex risk (city streets, rural roads, highways). 3. Student merges with traffic, performs intersection approaches, and exit traffic (including railroad grade crossings) in driving environments with moderate and complex risk. 4. Student performs a U-turn at major intersections and mid-block in a driving environment with moderate and complex risk. 5. Student maneuvers curves and hills in driving environments with moderate and complex risk. 6. Student manages driving on multi-lane roadways in heavy traffic volume in driving environments with moderate and complex risk. 7. Student performs lane changes using lateral maneuver procedures in driving environments with moderate and complex risk. 8. Student performs minimal-risk passing maneuvers using lateral maneuvers. This can be simulated in a parking lot to practice the maneuvers, and then practice passing a vehicle on a suburban two-lane street. 9. Student manages driving on various pavement types, including bridges, tunnels, and toll roads. 		



Lesson 8: Vehicle Movements & Reference Points Parent-Instructor In-Car Lesson Instructions

Materials

Use the [Lesson 8: In-Car Student **Observation** Guide](#) and [Lesson 8: In-Car Student **Practice** Guide](#) located in your Behind-the-Wheel Course Packet and Binder. These are the guides to assist you in teaching your student the lesson. As your student completes each task, mark it off.

Behind-the-Wheel Lesson Eight (8) corresponds directly with the online classroom Unit 8 – Vehicle Maneuvers. We recommend you review this unit before beginning Lesson 8.

Getting Started

It is recommended to conduct this lesson on city streets, rural roadways, and freeways. The parallel parking practice should be conducted in an empty parking lot.

Parallel Parking

You will need to demonstrate parallel parking using commentary driving for your student. Review carefully the reference points, use of mirrors, turning head while backing the vehicle, and steering technique needed to successfully parallel park. Be patient with your student and expect that they will need a lot of practice.

Review the steps on how to parallel park with your student.

Step 1: Find an empty parking space that is at least 5 to 6 feet longer than your vehicle. This will allow room for your car and to straighten out your car while parallel parking.

Step 2: Turn on your turn signal to warn drivers around you

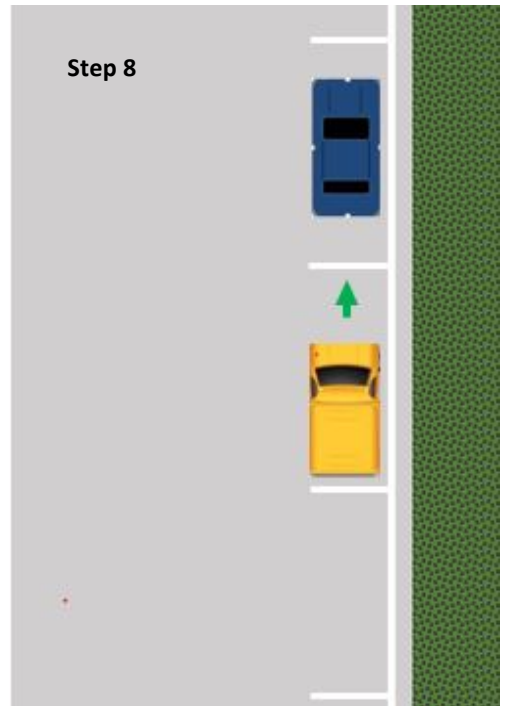
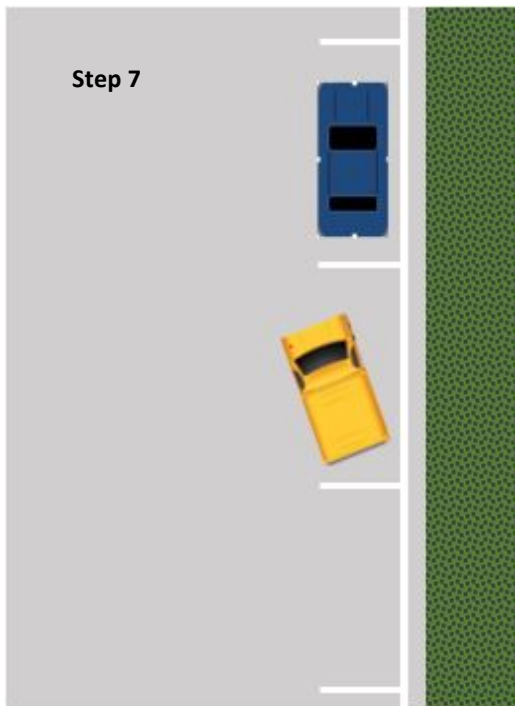


Step 5: Once you know the path is clear, put your vehicle in reverse, and begin slowly backing into the space.

Step 6: Turn the steering wheel sharply left or right (as appropriate) and stop when the steering wheel is in line with the front car's rear bumper.

Step 7: Turn your wheels in the opposite direction and back up slowly until you are parallel with the curb

Step 8: Center your vehicle in the parking space. The wheels should be 6-12 inches from the curb.





Lesson 8: Vehicle Movements & Reference Points
In-Car Student Observation Lesson Guide

Student Name: _____ Date _____

This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder		
Lesson 8 Recommended Location: city streets and expressway, and parking lot for parallel parking	Date	Parent-Taught Driver Instructor Signature
<u>Vehicle Movements & Reference Points</u> 1. Student observes instructor and other roadway users, including vulnerable roadway users, enter and exit traffic using lateral maneuver procedures in driving environments with moderate and complex risk. 2. Student observes the instructor perform parallel parking maneuvers using lateral maneuver procedures including reference points, steering, backing, and other vehicle movements necessary.		



Lesson 8: Vehicle Movements & Reference Points
In-Car Student Practice Guide

Student Name: _____ Date _____

This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder		
Lesson 8 Recommended Location: city streets and expressway, and parking lot for parallel parking	Date	Parent-Taught Driver Instructor Signature
<u>Vehicle Movements & Reference Points</u> 1. Student must enter and exit traffic using lateral maneuver procedures in driving environments with moderate and complex risk. 2. Student must perform parallel parking maneuvers using lateral maneuver procedures including reference points, steering, backing, and other vehicle movements as necessary.		



Lesson 9: Adverse Conditions

Parent-Instructor In-Car Lesson Instructions

Materials

Use the [Lesson 9: In-Car Student Observation Guide](#) and [Lesson 9: In-Car Student Practice Guide](#) located in your Behind-the-Wheel Course Packet and Binder. These are the guides to assist you in teaching your student the lesson. As your student completes each task, mark it off.

Behind-the-Wheel Lesson nine (9) corresponds directly with the online classroom Unit 9.1. We recommend you review this unit before beginning Lesson 9.

Getting Started

It is recommended to conduct this lesson on suburban and urban roadways.

Practice Behind-the-Wheel Required Skills

You will observe your student practice the driving maneuvers outlined in Lessons 2 – 8. After repeated practice, your student should be able to perform each driving task at an above-average or 70% level.

Pre-determined Route Based on Adverse Weather

You will create a planned route for your student to drive which has taken into consideration adverse weather conditions. You will provide minimal guidance and instruction while your student practices driving the route.

Review the pre-determined route with your student:

- What adverse weather is common in your area?
- How does adverse weather affect the roadways in your area?
- Are there roadways in your area prone to flooding?
- Are there bridges or overpasses in your area that ice in freezing weather?
- Are there hills or curves that should be avoided during rain, sleet, or snow?
- Are there overpasses and bridges that should be avoided during high winds?

Comprehensive In-Car Progress Assessment

You will review the Comprehensive In-Car Progress Assessment with your student and rate your student on each driving task or maneuver. Any objectives that are not above average should be practiced before moving on to Lesson 10 -.

You will rate your student while they demonstrate the ability to:

- perform pre-drive tasks including pre-start and pre-drive maintenance procedures performed prior to and after entering the vehicle
- use occupant protection (safety belts and head rests) and safety devices
- use correct driving posture, correct seat adjustment, correct steering wheel adjustment, and correct hand positions on the steering wheel
- locate, identify, and respond appropriately to vehicle alert and warning symbols on the vehicle dashboard
- use vehicle control, information, communication, convenience, and comfort devices
- perform vehicle starting tasks, including engine starting, engine operation, and starting-maintenance procedures
- describe vehicle operating space
- perform vehicle operation and control tasks to:
 - accelerate and decelerate at various speeds
 - steer straight right, and left at various speeds
 - move forward and backward at various speeds
 - perform left and right turns at various speeds
 - perform lateral maneuvers (merge, change lanes) at various speeds
 - perform turnabout maneuvers (U-turns, 2-point and 3-point turns) at various speeds
 - stop at various speeds
 - park
- perform blind spot and mirror checks
- perform multi-task maneuvers using countermeasures to compensate for divided attention
- sustain visual attention and communication (turn signals, eye contact, hand gestures, horn) while executing vehicle maneuvers
- use a space management system
- perform post-drive tasks including stopping, engine shut-down, post-drive maintenance, exiting, vehicle check to ensure passengers are out of the vehicle, and locking the vehicle



Lesson 9: Adverse Conditions
In-Car Student Observation Lesson Guide

Student Name: _____

<p>This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder</p>		
<p align="center">Lesson 9 Recommended Location: This instruction should be performed on suburban or urban roadways</p>	<p align="center">Date</p>	<p align="center">Parent-Taught Driver Instructor Signature</p>
<p>Comprehensive In-Car Student Progress Assessment</p> <ol style="list-style-type: none"> 1. Student observes instructor create a progress assessment tool for tasks learned in Lessons Two (2) – Eight (8) 2. Student observes instructor creating a planned route based on adverse weather conditions 		



Lesson 9: Adverse Conditions
In-Car Student Practice Lesson Guide

Student Name: _____ Date _____

<p>This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder.</p>				
<p>Lesson 9 Recommended Location: This instruction should be performed on suburban or urban roadways</p>	<p>Date</p>	<p>Parent-Taught Driver Instructor Signature</p>		
<p>Comprehensive In-Car Student Progress Assessment</p> <ol style="list-style-type: none"> Student practices repeating behind-the-wheel objectives for Lessons Two (2) – Eight (8) to master the required skills. Student practices driving a predetermined route with minimal guidance and instruction from the parent-instructor. 				



Comprehensive In-Car Student Progress Assessment

Student Name: _____ Date: _____

Parent Instructor: _____ Date: _____

This form is a baseline and progress tool to help the parent-instructor evaluate their student's driving, and determine which driving maneuvers the student needs additional practice to improve their driving skill level.

Rating Scale: **Good = 4** **Above Average = 3** **Satisfactory = 2** **Not Acceptable**

Driving Task	4	3	2	1	Driving Task	4	3	2	1
(A) Student performed pre-drive tasks, including pre-start and pre-drive maintenance procedures, performed prior to and after entering the vehicle.					(G) Student performed vehicle operation and control tasks to turn left and right at various speeds				
(B) Student used occupant protection and safety devices.					(G) Student performed vehicle operation and control tasks to perform lateral maneuvers.				
(B) Student used correct posture, seat adjustment, adjusted steering wheel, and used correct hand positions on steering wheel.					(G) Student performed vehicle operation and control tasks to perform turnabout maneuvers at various speeds.				
(C) Student located, identified, and responded appropriately to vehicle alert and warning symbols.					(G) Student performed vehicle operation and control tasks to stop at various speeds.				
(D) Student used vehicle control, information, communication, convenience, and comfort devices.					(G) Student performed vehicle operation and control tasks to park.				
(E) Student performed starting tasks including engine starting, engine operation, and starting maintenance procedures.					(H) Student performed blind spot and mirror checks.				
(F) Student described vehicle operating space.					(I) Student performed multi-task performances and used countermeasures to compensate for divided attention.				

Driving Task	4	3	2	1	Driving Task	4	3	2	
(G) Student performed vehicle operation and control tasks to accelerate and decelerate at various speeds.					(J) Student sustained visual attention and communicated while executing vehicle maneuvers.				
(G) Student performed vehicle operation and control tasks to steer straight, right, and left at various speeds.					(K) Student used a space management system.				
(G) Student performed vehicle operation and control tasks to move forward and backward at various speeds.					(L) Student performed post-drive tasks incl. stopping, engine shut-down, post-drive maintenance, exiting, getting passengers out of vehicle safely, and locked the vehicle				



Lesson 10: Vehicle Requirements **Parent-Instructor In-Car Lesson Instructions**

Materials

Use the [Lesson 10: In-Car Student Observation Guide](#) and [Lesson 10: In-Car Student Practice Guide](#) for the lessons located in your Behind-the-Wheel Course Packet and Binder. These are the guides to assist you in teaching your student the lesson. As your student completes each task, mark it off.

Behind-the-Wheel Lesson Ten (10) corresponds directly with the online classroom Units, 9.1, 9.2, 9.3 and 10.1. We recommend you review these units before beginning Lesson 10.

Getting Started

It is recommended to conduct this lesson in a large, empty, flat-level parking lot with no obstacles. This is a low-risk environment for your student to practice braking in an emergency.

Threshold Braking

In this lesson you will demonstrate and teach threshold braking to simulate an emergency braking situation. Threshold braking is a technique of applying the brakes to stop quickly in an emergency without the brakes locking. This braking technique is useful when you must stop quickly to avoid a collision with a vehicle or obstacle in front of you. This can occur if a driver is following the vehicle ahead of them too closely, or not paying attention to the roadway ahead.

In this lesson, you will demonstrate how to brake to avoid an emergency. You will drive at different safe speeds and brake quickly. Let your student experience how the car feels during a sudden stop, so when it happens on the road they will be prepared. These are the steps for controlled braking:

- simulate a quick stop by rapidly accelerating in the parking lot (getting the car up to about 20 mph if you have the space)
- with the heel of your foot on the floor, use the ball of your foot to quickly press the brake pedal as hard as you can and maintain pressure
- If your wheels begin to lock, ease up on your brake pedal just slightly to let the wheels start rolling again
- repeat the process of “pressing the brake hard, then slightly relaxing” until the vehicle stops
- tell your student to always steer in the direction they want to go

Anti-lock Braking

Most vehicles today have a 4-wheel Antilock Braking System (ABS). An ABS system uses a computer to prevent the wheels from locking, even in sudden emergency stops. Review the section on ABS in the vehicle owner’s manual with your student. They should understand how ABS works in your vehicle.

Your student will experience what it feels and sounds like when ABS is engaged. You will demonstrate an emergency stop using ABS while your student observes.

- simulate a hard stop by rapidly accelerating in the parking lot (getting the car up to about 20 mph if you have the space)
- press on the brake pedal as hard as possible and maintain firm pressure
- don't let up on the brake pedal until the vehicle stops completely
- tell your student to always steer in the direction they want to go

Rear-wheel drive, front-wheel drive, non-ABS and rear-wheel ABS vehicles will all have different stopping characteristics. Review your vehicle owner's manual to see what type of braking system your car has.

Driving in Reduced Visibility Practice

Reduced visibility is a serious risk to safe driving. Discuss with your student how to respond to reduced visibility caused by: fog, heavy rain or snow, driving at night, and driving with a dirty windshield. Before driving make sure your windshields and windows are clean. Keeping the glass clear on the inside and outside reduces night-time glare.

The parent-instructor will simulate in the parking lot what to do in reduced visibility situations:

- **Dirty Wind Shield:** Demonstrate how to clean the front windshield, back windshield, and side windows using glass cleaner, microfiber towels, sponge, or squeegee. These items should be kept in the trunk of the vehicle in case the wind shield is splattered with mud or debris while driving. If this happens, pull over to the side of the roadway to clean the wind shield.
- **Night Driving:** Demonstrate and discuss with your student countermeasures for driving in reduced visibility at night. These measures include: reducing speed, using high beam head lights, avoiding looking directly at the lights of oncoming traffic by focusing on the white line on the right side of the road, and pulling off the roadway if visibility is too low to safely drive.
- **Driving in Fog:** Demonstrate and discuss with your student the countermeasures for driving in fog. These measures are reducing speed, turning on low beam head lights or fog lights, turning on wind shield wipers and defroster, turning on emergency flashers, and pulling off the roadway if visibility is too low to safely drive.
- **Heavy Rain or Snow:** Demonstrate and discuss with your student the countermeasures for driving in heavy rain or snow. These measures are reducing speed, turning on low beam head lights, turning on wind shield wipers, turning on emergency flashers, controlled steering movements, smooth accelerating and braking to keep the vehicle from skidding, and pulling off the roadway if visibility is too low to safely drive.
- **Foggy Windshield/Windows:** When it is warmer outside than in your vehicle moisture can condense on the exterior glass. Demonstrate and discuss with your student the countermeasures for foggy windows. These measures include turning on your windshield wipers to remove condensation, turning on window de-foggers, and heating up the inside of the vehicle by turning down or off the air-conditioning and recirculation. When it is colder outside than inside your car, windows can also fog over. Demonstrate and discuss with your student how to use the defrost control.

Low Water Crossings

Discuss with your student roadway flooding and low water crossings. If you do not know how deep the water on the roadway is, do not ever drive into it. Review with your student the following:

- you can estimate the water depth by watching where the water level is touching other vehicles and objects such as fire hydrants, street signs, and parked cars
- If there is even a possibility of water reaching the bottom of your vehicle, you should never enter the water
- vehicles can easily stall in the water and be carried away
- observe all flood warnings issued by local, state, and national weather services
- be especially cautious at night or when traveling on unfamiliar roads
- do not ever cross flowing water
- observe all water level indicators at low-water crossings
- be aware that beneath the water's surface, road beds may have been washed away
- plan to avoid driving on roadways that have low water crossings or are prone to flood

Automotive Safety Technology

You will review with your student the information in your vehicle owner's manual on:

- antilock brakes
- traction control devices
- suspension control devices
- electronic stability programs
- crumple zone areas
- safety glass

Skid Recovery Practice

Discuss with your student the reasons why skidding can occur during adverse road conditions and weather. Discuss with your student how a driver can cause a vehicle to skid with rapid braking, rapid accelerating, or quickly jerking the steering wheel. Early detection of a possible skidding situation is the best countermeasure to avoid skidding. The moment you detect the vehicle going off target, steer to the target.

Simulate in the parking lot a possible skidding situation while driving straight ahead. Demonstrate to your student how to recover:

- begin by steering straight and then have the vehicle move off target to the right or left
- reduce acceleration
- steer quickly and accurately in the direction the vehicle needs to go
- be careful not to overcorrect the skid by steering too much

Simulate in the parking lot (using cones if needed) a possible skidding situation while driving on a curve. Demonstrate to your student how to avoid skidding on curves by:

- slowing down ahead of the curve
- reducing acceleration and covering the brake during the curve
- control steering in the direction the vehicle needs to go

Off-Road Recovery

A driving maneuver to avoid a collision or emergency is driving off the road. At times, you can avoid hitting another vehicle, roadway user, or obstacle if you just drive off the roadway. If your vehicle has a tire blowout, engine problem, or other mechanical problem it may also be necessary to drive off the roadway quickly and safely.

Discuss with your student the reasons (vehicle breakdowns, collision avoidance) for driving off the roadway. Simulate in the parking lot different vehicle breakdown and collision situations (running out of gas, brake failure, tire blow out, steering failure, vehicle fire, and accelerator failure).

Practice the following maneuvers for off-road recovery:

- while driving off the roadway, hold the steering wheel firmly
- ease up on the accelerator and gently brake (avoid hard breaking) until traveling around 5 to 10 miles per hour
- regain complete control of the vehicle before returning to the travel lane
- position the vehicle to straddle the roadway edge
- select a gap in traffic and begin signaling your intention to get back onto the road
- check for traffic by using your mirrors, and check blind spots
- when the road is clear, turn the steering wheel about one-quarter turn to the left and drive back onto the pavement
- when all the tires are on the pavement, steer back to the right to drive in the center of the lane



Lesson 10: Adverse Conditions and Vehicle Requirements
In-Car Student Observation Lesson

Student Name: _____

<p>This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder</p>		
<p align="center">Lesson 10 Recommended Location:</p> <p>This instruction must be performed in an off-street, minimal risk, non-damaging, simulated practice area. Students are not ready to perform these skills on roadways with traffic. We recommended a large, empty, level parking lot free from traffic, parked cars, and obstructions.</p>	<p align="center">Date</p>	<p align="center">Parent-Taught Driver Instructor Signature</p>
<p>Adverse Conditions and Vehicle Requirements</p> <ol style="list-style-type: none"> 1. Student observes instructor practicing threshold braking to stop without skidding (in an off-road, minimal risk, non-damaging, simulated practice session). 2. Student observes instructor perform compensation techniques for limited visibility conditions (darkness, glare, dirty windshield, fog, and bad weather) in an off-road minimal risk, non-damaging, simulated practice session. 3. Student observes instructor using the recognition and no-risk avoidance technique at low water crossings and roadway areas blocked by water (in an off-road minimal risk non-damaging, simulated practice session). 4. Instructor reviews with student the purpose of specific automotive technology such as antilock brakes, traction control devices, suspension control devices, electronic stability program, crumple zones, door latches, and safety glass. 5. Student observes instructor practice performing safe driving practices to control the consequences of vehicle breakdowns, collisions, traction loss, and skids (in an off-road minimal risk non-damaging, simulated practice session). 6. Student observes instructor perform appropriate procedures to compensate for engine failure, brake failure, loss of forward vision, tire blowout, steering failure, vehicle fire, running out of gas, and accelerator failure (in an off-road, minimal risk, non-damaging, simulated practice session). 7. Student observes instructor practice performing the recovery procedures when driving off the roadway. 		



Lesson 10: Adverse Conditions & Vehicle Requirements
In-Car Student Practice Lesson

Student Name: _____ Date _____

<p>This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder</p>		
<p align="center">Lesson 10 Recommended Location:</p> <p>This instruction must be performed in an off-street, minimal risk, non-damaging, simulated practice area. Students are not ready to perform these skills on roadways with traffic. We recommended a large, empty, level parking lot free from traffic, parked cars, and obstructions.</p>	<p align="center">Date</p>	<p align="center">Parent-Taught Driver Instructor Signature</p>
<p><u>Adverse Conditions and Vehicle Requirements</u></p> <ol style="list-style-type: none"> 1. Student practices threshold braking to stop without skidding (in an off-road, minimal risk, non-damaging, simulated practice session). 2. Student practices performing compensation techniques for limited visibility conditions (darkness, glare, dirty windshield, fog, and bad weather) in an off-road minimal risk, non-damaging, simulated practice session. 3. Student practices using the recognition and no-risk avoidance techniques of low water crossings and roadway areas blocked by water (in an off-road minimal risk non-damaging, simulated practice session). 4. Student recognizes the purpose of specific automotive technology such as antilock brakes, traction control devices, suspension control devices, electronic stability program, crumple zones, door latches, and safety glass. 5. Student practices performing safe driving practices for controlling the consequences of vehicle breakdowns, collisions, traction loss, and skids (in an off-road, minimal risk, non-damaging, simulated practice session). 6. Student performs appropriate procedures to compensate for engine failure, brake failure, loss of forward vision, tire blowout, steering failure, vehicle fire, running out of gas, and accelerator failure (in an off-road, minimal risk, non-damaging, simulated practice session). 7. Student practices performing the recovery procedures for an off-road position loss. 		



Lesson 11: Trip Planning

Parent-Instructor In-Car Lesson Instructions

Materials

Use the [Lesson 11: In-Car Student Observation Guide](#) and [Lesson 11: In-Car Student Practice Guide](#) for the lessons located in your Behind-the-Wheel Course Packet and Binder. These are the guides to assist you in teaching your student the lesson. As your student completes each task, mark it off.

Behind-the-Wheel Lesson Eleven (11) corresponds directly with the online classroom Unit 10.3. We recommend you review these units before beginning Lesson 11.

Getting Started

It is recommended to conduct this lesson on suburban or urban roads. It should be a moderate-risk environment for your student to practice driving a seven (7) to ten (10) minute pre-planned trip.

Trip Planning

The student plans a seven (7) to ten (10) minute trip around the local area based upon a starting and ending point given by the instructor. In planning the trip, the student must develop a route to avoid work zones or construction areas, rush-hour traffic congestion, and any adverse conditions.

The student observes the instructor drive the trip route first. The student will discuss with the instructor:

- examples of when and how the instructor used a space management system
- examples of when and how the instructor applied reduced risk driving practices
- examples of when the instructor accepted and yield the right-of-way based on Texas driving laws and the driving conditions

After observing the instructor implement the trip plan, the student will drive the trip route. During the trip, the student will be observed and evaluated by the instructor on:

- using a space management system
- applying reduced-risk driving practices
- yielding the right-of-way based on Texas driving laws and the driving conditions

Route Selection

Discuss with your student the criteria for risk-reduced route selection. Criteria to consider are:

- travel time
- possible hazards
- road conditions
- avoiding rush hour and heavy traffic
- avoiding uncontrolled intersections
- avoiding construction or roadwork
- avoiding uncontrolled intersections
- weather conditions
- choosing highway and driving more miles over urban roads to save time



Lesson 11: Consumer Responsibility – Trip Planning
In-Car Student Observation Lesson

Student Name: _____

This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder		
Lesson 11 Recommended Location: suburban and urban roadways	Date	Parent-Taught Driver Instructor Signature
Trip Planning 1. Student observes the parent-instructor implementing a trip plan. 2. Student observes the instructor and other drivers using a space management system. 3. Student observes the instructor and other drivers applying reduced-risk driving practices. 4. Student observes the instructor and other drivers yielding the right-of-way based on Texas driving laws, driving consequences, and roadway conditions in various driving environments		



Lesson 11: Consumer Responsibility – Trip Planning
In-Car Student Practice Lesson

Student Name: _____ Date _____

This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder.		
Lesson 11 Recommended Location: suburban and urban roadways	Date	Parent-Taught Driver Instructor Signature
Trip Planning 1. Student develops a trip plan. The starting point and ending point are determined by the instructor. 2. Student implements the trip plan. 3. Student uses a space management system during the trip. 4. Student uses reduced-risk driving practices during the trip. 5. Student accepts and yields the right-of-way during the trip based on Texas driving law, driving consequences, and roadway conditions.		



Lesson 12: Personal Responsibility – In-Car Progress Assessment
In-Car Student Observation Lesson

Student Name: _____

This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder.		
Lesson 12 - In Car Progress Assessment	Date	Parent-Taught Driver Instructor Signature
<u>In-Car Progress Assessment</u> 1. Student reviews the criteria of the assessment review with parent-instructor. 2. Student discusses the results of the assessment with the parent-instructor and relates scores to behind-the-wheel skill level.		



Lesson 12: Personal Responsibility – In-Car Progress Assessment
In-Car Student Practice Lesson

Student Name: _____ Date _____

This guide is used by the Parent-Taught Driver Instructor to plan the driving lesson. All tasks must be completed and the date recorded by the Parent-Taught Driver Instructor. This log should be kept in the behind-the-wheel binder		
Lesson 12 - In Car Progress Assessment	Date	Parent-Taught Driver Instructor Signature
<u>In-Car Progress Assessment</u> 1. Student reduces driving risk by using progress assessment tool to evaluate and improve their behind-the-wheel skill level.		



Final In-Car Student Progress Assessment

Student Name: _____ **Date:** _____

Parent Instructor: _____ **Date:** _____

This form is a baseline and progress tool to help the parent-instructor evaluate their student’s driving, and determine which driving maneuvers the student needs additional practice to improve their driving skill level.

Rating Scale: **Good = 4** **Above Average = 3** **Satisfactory = 2** **Not Acceptable = 1**

Driving Task	4	3	2	1	Driving Task	4	3	2	1
(A) Student performed pre-drive tasks, including pre-start and pre-drive maintenance procedures, performed prior to and after entering the vehicle					(F) Student performed vehicle operation and control tasks to perform turnabout maneuvers at various speeds.				
(B) Student used occupant protection and safety devices.					(F) Student performed vehicle operation and control tasks to stop at various speeds.				
(B) Student used correct posture, seat adjustment, adjusted steering wheel, and used correct hand positions on steering wheel.					(F) Student performed vehicle operation and control tasks to park.				
(C) Student located, identified, and responded appropriately to vehicle alert and warning symbols.					(G) Student performed blind spot and mirror checks.				
(C) Student described vehicle operating space.					(H) Student sustained visual attention and communicated while executing vehicle maneuvers.				
(E) Student used vehicle control, information, communication, convenience, and comfort devices.					(I) Student used a space management system.				

Driving Task	4	3	2	1	Driving Task	4	3	2	1
Student performed vehicle operation and control tasks to move forward straight, right, and left at various speeds.					(K) Student minimized environmental risk				
(F) Student performed vehicle operation and control tasks to move forward and backward at various speeds.					(L) Limit and manage distractions in HTS risk environments				
(F) Student performed vehicle operation and control tasks to turn left and right at various speeds					(M) Student used reduced-risk driving practices and used vehicle operation and control tasks to execute vehicle maneuvers in HTS risk environments				
(F) Student performed vehicle operation and control tasks to perform lateral maneuvers.					(N) Student performed post-drive tasks incl. stopping, engine shut-down, post-drive maintenance, exiting, getting passengers out of vehicle safely, and locked the vehicle				



14 Hour Student Observation and Practice Log

The seven (7) hours of in-car student observation and seven (7) hours of in-car student behind-the-wheel driving practice must be completed by the Parent-Taught Driver Instructor registered with TDLR. Only one hour of behind-the-wheel student observation and one hour of behind-the-wheel student practice per day will count towards the total 14 hours, regardless of the number of hours the student drives in a day. **You must bring this completed log with you to the Texas Department of Public Safety when your student applies for their Texas Provisional License.**

Student's Name: _____ Texas Learner License #: _____

Practice Session	Date	Time (am/pm)	In-Car Observation	Behind-the-Wheel	Parent Taught Driver Instructor Signature and Driver License #
Lesson 2: Driver Preparation, Pre-drive, Starting, Operation, and Post-Drive Tasks			30 min		
				30 min	
Lesson 3: Vehicle Movements			60 min		
				60 min	
Lesson 4: Driver Readiness			60 min		
				60 min	
Lessons 5 and 6: Environmental Characteristics & Risk Factors			60 min		
				60 min	
Lesson 7: Distractions			60 min		
				60 min	
Lesson 8: Vehicle Movements and Reference Points			60 min		
				60 min	
Lesson 10: Adverse Conditions and Vehicle Requirements			60 min		
				60 min	
Lesson 12: Consumer and Personal Responsibility			30 min		
				30 min	
TOTAL			7 hours	7 hours	

I certify that the above driving log is true and correct and that my student has completed 14 hours of parent taught behind-the-wheel driving practice and observation.

Parent-Taught Driver Instructor Signature _____ Date _____



30 Hour Student Driving Practice Log

The 30 hours of behind-the-wheel practice must be completed under the supervision and presence of an adult who is 21 years old or older, and has been licensed to drive for a minimum of one year. Only one hour of behind-the-wheel practice per day will count towards the 30 hours regardless of the number of hours your student drives in one day. **You must bring this completed log with you to the Texas Department of Public Safety when your student applies for their Texas Provisional License.**

Student's Name: _____ Texas Learner License #: _____

Practice Session	Date	Time (am/pm)	Day Hours	Night Hours	Adult Signature / Driver License #
Getting Ready, Starting, Placing Vehicle in Motion, and Stopping Vehicle (2 hours recommended)					
Moving, Stopping, and Steering Vehicle, Knowing Where You Are (3 hours recommended)					
Backing the Vehicle (1 hour recommended)					
Turning, Lane Position, and Visual Skills (4 hours recommended)					
Searching Intended Path of Travel (3 hours recommended)					
Parking (1 hour recommended)					
Turnabouts (2 hours recommended)					
Multiple Lane Roadways (4 hours recommended)					
City Driving (5 hours recommended)					
Expressway or Freeway Driving (5 hours recommended)					
TOTAL					
			20 hr. min	10 hr. min	

I certify that the above driving log is true and correct and that my student has completed 30 hours of guided behind-the-wheel driving practice which includes at least 10 hours of night time driving practice.

Parent/Guardian Signature _____ Date _____



Parent-Teen Driving Agreement

I, _____, will drive carefully and cautiously, and will be courteous to other drivers, bicyclists, and pedestrians at all times.

I promise that I will obey all traffic rules and regulations.

- Always wear a seat belt and make all my passengers wear a seat belt
- Obey all traffic signs, signals, and road markings
- Drive within the posted speed limit

I promise that I will stay focused on driving to avoid distracted driving.

- Drive with both hands on the steering wheel
- Never use a cell phone to talk or text messages while I drive
- Never eat or drink while I drive
- Drive only when I am rested, alert, and emotionally in control
- Never use earphones to listen to music while I drive

I promise that I will not drive and be under the influence of alcohol or drugs, and will follow Texas laws regarding minors and alcohol and drugs.

- Drive only when I am alcohol and drug free
- Never allow any alcohol or illegal drugs in the car
- Only drive passengers who are alcohol and drug free

I promise that I will be a responsible driver

- Drive only when I have permission to use the car
- Will not let anyone else use the car unless I have parent permission
- Never drive someone else's car unless I have parent permission
- Pay for any traffic or parking tickets I am responsible for
- Contribute to the cost of gasoline, maintenance, and insurance costs as listed here:



Parent-Teen Driving Agreement

Driving Restrictions

I agree to the following restrictions. These restrictions will be modified by my parents as I get more driving experience, and demonstrate that I am a responsible driver.

For the next _____ months, I *will not* drive after _____ pm.

For the next _____ months, I *will not* drive more than 1 teen passenger unless a responsible adult supervises me.

For the next _____ months, I *will not* drive in bad weather.

I understand that I am *not permitted* to drive to off-limit locations or on roads and highways as listed here:

Additional restrictions

I agree to follow all the rules and restrictions in this driving contract. I understand that my parents will impose penalties, and have the right to take away my driving privileges, if I violate this contract. I understand my parents will allow me greater driving privileges as I become more experienced and have demonstrated that I am a safe and responsible driver.

Signatures

Teen Driver: _____ Date: _____

Parent Pledge:

I promise to agree to drive safely always and be an excellent role model of driving behavior for my teen.

Parent or Guardian: _____ Date: _____



Texas Provisional License Steps & Checklist

Steps to getting your Texas Provisional License

Before you can apply for your Texas Provisional License, you must complete several steps. To make this process easy, we have outlined the steps and documents you need to get your Provisional License.

- Step 1:** You must have held a valid Texas Learner License for six months.
- Step 2:** You must be 16 years or older.
- Step 3:** You must have completed and passed **both** the *Texas Parent-Taught Teen Driver Education Course* and the *Behind-The-Wheel Lessons* of the Online Driving Professor Parent-Taught Teen Driver Education course and received a completion certificate.
- Step 4:** You must have completed the *Impact Texas Teen Drivers (ITTD)* course and received a completion certificate.
- Step 5:** You must be a high school graduate, or obtained your GED, or obtained a valid *Verification of Enrollment (VOE)* form issued and signed by your high school administration.
- Step 6:** You must pass the Texas DPS Road Test at a Texas DPS Driver License Office or through an authorized third-party road test provider.

Texas Provisional License DPS Checklist

- Road Test Appointment:** schedule appointment in advance for your behind-the-wheel road test online with Texas DPS.
- Parent-Taught Instructor:** must accompany you to DPS Office for the road test and license application process.
- Driver Education Certificate (DE-964):** course completion certificate downloaded from Online Driving Professor.
- Texas Learner License:** present to DPS clerk before road test and during license application process.
- Verification of Enrollment and Attendance Form:** signed by your high school administrator, or a high school diploma or GED. VOE issued during the school year expires 30 days from issuance. VOE issued the last 5 days of the school year expires the first day of the following school year.
- Impact Texas Teen Driver Certificate:** certificate received after successfully completing the 2-hour video course. The certificate must be dated within 90 days of the driving test.
- Application for Texas Driver License (Form DL-14A):** available online or at a Texas DPS Driver License office.
- Texas Provisional License Fee:** bring payment of \$16 for the Texas Provisional License fee; payable by cash, credit, check, money order.
- Behind-the-Wheel Instruction Driver Education Affidavit (DL-90B):** form found on page 16 of your PTDE packet; to be signed by your parent/guardian **ONLY** at the DPS driver license office in front of DPS clerk.

- Insurance Card:** you must show current proof of liability insurance for the vehicle used during the road test.
- Valid Registration and Inspection Sticker:** you must have a current registration and Inspection sticker on the vehicle used for the road test. Also, you must have two license plates (front and back) on the vehicle.
- In-Car Observation & Behind-the-Wheel 14-Hour Instruction Log:** provided by Online Driving Professor; parent records the dates each was completed.
- Behind-the-Wheel 30-Hour Practice Log:** provided by Online Driving Professor; parent records the dates, and driving hours each skill was practiced. Ten (10) of the 30 driving hours must be at night.

When you arrive at the Texas Driver License Office

- ✓ Report for your appointment on time with your parent/guardian.
- ✓ Submit your required documents to apply for a Texas Provisional License; a DPS will check all documents.
- ✓ Pay the \$16 license fee.
- ✓ A DPS examiner will administer the road test. If you fail the road test, you will have to wait one working day before retaking the test.



DRIVING ROAD TEST GUIDE

Road Test Overview

The driving test is about 20 minutes long. The goal of the driving test is to determine your student's driving ability to safely operate a vehicle and obey traffic laws. Your student will be graded on their ability to demonstrate the following maneuvers safely and legally:

- Backing in a straight line
- Parallel parking
- Approaching intersections
- Turning
- Stopping in regular traffic conditions
- Controlling the vehicle
- Observing traffic
- Maintaining vehicle position (turning, stopping, etc.)
- Using signals

These are the skills you should practice with your student until they are mastered. If your student performs a dangerous or illegal maneuver, the DPS clerk will immediately stop the driving test, and it would result in automatic failure.

Make sure your student can successfully do the following before scheduling an appointment for a driving test:

- **Pre-Drive Tasks:** student must adjust the mirrors, fasten seat belt, and know where the vehicle controls are located and how to use them (headlights, windshield wipers, turn signals, etc.)
- **Parallel Parking:** student must signal before beginning the maneuver. They must use their mirrors and turn their body to place the vehicle within the parking space.
- **Quick Stop:** student may be asked to stop the car as quickly as possible driving not more than 20 miles per hour without skidding the tires.
- **Backing or Reversing:** student must back the car slowly, smoothly, and in a straight line for a distance of about 60 feet.
- **Stop Signs:** student must completely stop at stop signs behind the white intersection line, and observe right-of-way at intersections.
- **Traffic Signals:** student must correctly observe all traffic signals.
- **Intersections:** student must be in the proper lane, slow down, and look carefully in all directions for on-coming traffic before entering an intersection.
- **Turns:** student must correctly turn (left or right) into the correct lane using the turn signal and controlled steering and acceleration.
- **Right-of-Way:** student must observe right-of-way laws, and yield the right-of-way, if necessary.
- **Safe Operating Space:** student must maintain a safe following distance (4 second minimum), a safe passing distance, and a safe distance when changing lanes.
- **Correct posture:** student must keep both hands on the steering wheel at all times, unless they are reversing.

Schedule Driving Test

As the parent/instructor, you must drive with your student to the driving exam. You can schedule a driving test online at www.dps.texas.gov/DriverLicense/ScheduleTest.aspx. The online appointment is scheduled using your student's Texas Learner License number.

Before the Driving Test

Your student must present their Texas Learner License to the Texas DPS employee. They must ask all questions before the driving test begins. Once the test begins, the Texas DPS official is not allowed to engage in general conversation. During the exam you must be quiet, and answer only when spoken to by the DPS official.

Vehicle Inspection

Before you begin the driving test, your vehicle must pass an inspection to ensure it is safe and can be legally operated on Texas roadways. The customer service representative will check for:

- two (2) license plates permanently attached to the front and back of the vehicle (no auto dealership plates)
- working speedometer
- working horn
- working turn signals on the front and back of the vehicle
- current vehicle registration and inspection
- current insurance (applicant cannot be listed as "excluded driver")
- at least one rearview mirror inside or outside of the vehicle
- front passenger door that opens normally from the inside and outside
- working seatbelts
- restrictions on the driver (eye glasses, etc.)
- working brake lights, headlights, and taillights
- working windshield wipers

Test Results

After the Driving Test, the DPS evaluator will inform you if you passed or failed the test. You will receive detailed feedback on all the areas you were evaluated on. If you do not pass the driving test, your application will be held in at the Texas DPS Driver License Office for 90 days. After 90 days, or if you fail three driving tests, you will have to submit a new application and pay another application fee.

Road Test Checklist

Use this tool to assess your student's readiness to take their Texas Road Test.	NO	YES
<p><u>Starting The Vehicle</u></p> <ol style="list-style-type: none"> 1. Student adjusted the mirrors. 2. Student adjusted their seat. 3. Student fastened their seat belt 4. Student knew location of vehicle controls and how to use them when asked, including headlights, windshield wipers, and turn signals. 		
<p><u>Reversing the Vehicle</u></p> <ol style="list-style-type: none"> 1. Student parallel parked the vehicle in the correct space using the turn signal and looking in mirrors and turning their head and body to look backward. 2. Student reversed or backed the vehicle in a straight line looking in mirrors and turning head and body to look backward. 		
<p><u>Turning or Changing Lanes</u></p> <ol style="list-style-type: none"> 1. When turning or changing lanes, student signaled 100 feet before the maneuver. 2. When turning or changing lanes, student adjusted their speed for safety. 3. When turning and changing lanes, student looked over their shoulder for the blind spot. 4. When turning or changing lanes, student began and ended the maneuver in the correct lane. 5. When turning or changing lanes, student yielded and accepted right-of-way. 		
<p><u>While Driving</u></p> <ol style="list-style-type: none"> 1. Student used turn signals when appropriate. 2. Student looked in the mirrors regularly, looking straight, right and left, over their shoulder, when necessary. Always be checking for traffic. 3. Student kept both hands on the steering wheel unless you are backing up. 4. Student stopped completely behind the crosswalk or limit line at intersections. 5. Student stopped smoothly without the vehicle shaking or jerking. 6. Student checked mirrors at regular intervals. 7. Student looked both ways at all intersections. 8. Student looked for and obey all traffic lights and signs. 9. Student saw and reacted appropriately to hazards. 10. Student followed at a safe distance using minimum 3-second rule. 11. Student obeyed posted speed limits. 12. Student accelerated and stopped smoothly. 13. Student obeyed all traffic signs and signals. 14. Student used the correct lane. 		