



# BTW Preparation

## Preparing For In-Car Instruction

The suggested in-car lessons compliment the classroom lesson plan. A concurrent, integrated plan of instruction will give students the opportunity to put into practice lessons that were recently taught in the classroom. Long delays between classroom instruction and behind-the-wheel instruction will require additional time in the car to review classroom instruction.

Driver education programs offering six hours of in-car instruction will have 12 one-half hour lessons. If your program includes more than six hours of in-car instruction, the lessons can be adjusted to accommodate the additional time.

The suggested in-car lessons should reflect local driving environments, and rules of the road. The success of the in-car lessons will depend upon the completeness and accuracy of the route plans. Route plans must be able to support the lesson objectives.

### Tips for Successful In-Car Instruction

- Select a drive route appropriate to the individual lesson objectives and student-driver's ability. Be prepared with an alternate route in case of detours or other traffic problems.
- At the beginning of each session, make sure the student driver and observer(s) understand the objectives of the lesson; do a quick review of the preceding session.
- Check to make sure the students have their learner's permits.
- Be calm and patient, but be alert at all times. Do not become distracted from the instructional task. The teacher must maintain the highest level of care at all times to insure the safe operation of the vehicle.
- Headlights should be used at all times. Mirrors should be adjusted for the driver's use.
- Sit so the instructor's left hand can be quickly placed on the steering wheel if necessary.
- Never leave students unsupervised in a vehicle with the motor running.
- As with any instructional setting, food and beverages should not be consumed in the vehicle.
- Read the traffic environment ahead, to the sides and behind while observing the student driver's behavior and ask the student to verbalize the need to change direction or speed.
- When giving directions, first provide students with the path of travel and then state the action to take. (At the second intersection, prepare to turn left.)
- Give directions four to six seconds before the maneuver, and always check mirrors before giving directions. (The novice driver will take more time to process information than an experienced driver.)
- Avoid the use of terms with possible double meanings. (Instead of saying "right" to indicate a correct response to a question, say "that's correct.") It may be helpful to point in the direction you want the student to go.

- Demonstrate what and how to do something to save time. (Demonstrations may be as simple as assisting with steering, using the instructor brake, using a drawing or magnetic board, or as elaborate as changing seat positions and actually demonstrating the appropriate actions.)
- For each new maneuver, guide the novice driver through two or three practice trials, then allow practice without specific assistance or direction.
- If a mistake is made, have the student repeat the maneuver and verbally coach him/her, step by step, through the process.
- If a lengthy discussion or explanation is needed, move to a safe place to stop and park the vehicle. Use a legal parking area or parking lot. Do not park or stand on the roadway shoulder or impede traffic flow.
- Never allow a novice driver to drive “blindly” into a dangerous situation. Take control or give specific directions prior to entering the high risk driving area. Insuring student safety is the teacher’s foremost concern.
- Involve the student driver in the evaluation of his/her performance. It is recommended that each instructor use a standardized recording document. It is very important to maintain accurate records for each student.