

CASE Newsletter

California Association for Safety Education Volume XVI, Number 3 - Sept. 2006

The Challenges of Driver Education in the 21st Century

by John Knippel, CASE Past President

The “Youthquake” puts us on a new frontier. For decades we have been complacent, content with driver education being a favored child. While we were not paying attention, funding dried up, and district administrators dropped driver education from graduation requirements and from offerings completely. They, too, associated driver education with the car. Like the song lyrics go, “Don Juan, when your money’s gone, well then, your honey’s gone”; driver education was gone as the money for the car portion of the program was gone.

We now face a new challenge; the tidal wave of youth from the children of the baby boomers. It is estimated that teens, which now make up 6.6% of the driver population, will begin to grow to 10% of the driving population (*CDC, Atlanta, GA*). Most of those who initiated driver education in our state have or will soon retire. Only one or two hundred have been trained to take their places (*Knippel, CASE*).

The youth, like all youth throughout history, are full of energy, ideas, and naiveté about life and death. They are also blessed (or plagued) with enormous amounts of knowledge without the wisdom of what that knowledge means or how to use it. We have given them jet aircraft, television, cell phones, freeways, computers, the Internet, broken families, and a need for greed as well as speed. If Madison Avenue is blamed for the condition of our youth, we baby boomers are the blame for Madison Avenue. We created it and whatever influence it has on our youth.

We have changed the legal age for adulthood from 21 to 18. We did this before brain research showed mental maturity and decision making processes take up to age 25 to develop. We have changed from a culture of literacy to a culture of “sound bites”, further acerbating the problems created by feeling pressured to get things done.

Current statistics from NHTSA show an increase in the fatality rate from traffic collisions at age 18. There is a decrease in every other age until beyond age 65. Driver educators and traffic safety-minded people everywhere must address this problem. It is the never-talked-about “negative side” of the otherwise very positive GDL Laws.

Changes in automobile design and capability as well as changes in our highways have made the physical aspect of driving much easier. This gives our youth the false impression that safe driving is easy. It also disguises the poor driver from the driver trainer whose measuring rod is the ability to physically maneuver the car.

Most drivers are in trouble well before they lose the ability to control the vehicle (*Del (continued on page 7)*)



Status of AB 2175

In our last issue, we reported on AB 2175 by Assemblywoman Carol Liu (D)—La Crescenta. The bill passed the Senate on August 23 by a vote of 34-2 and went back to the Assembly for approval of amendments. The Senate amendments were concurred by the Assembly on August 29 by a vote of 73-4 and the bill was enrolled and sent to the Governor on September 11.

Following are the Senate amendments:

- 1) Requires DMV to establish a Teenage Drivers Education and Training Advisory Committee, with membership appointed by the Director of DMV, as specified, to assist the DMV in the development and oversight of the program.
- 2) Requires DMV to contract with an expert entity independent from, and not affiliated with, the model driver education and training contractor for the purpose of evaluating the program’s effectiveness.
- 3) Specifies that moneys required to implement this bill be made available, upon appropriations from the Legislature, from the Driver Training Penalty Assessment Fund and requires DMV to make efforts to secure federal funds to implement its provisions.
- 4) Requires DMV to submit a progress report to the Chair of the Assembly Committee on Transportation and the Chair of the Senate Committee on Transportation and Housing no later than December 1, 2009.
- 5) Deletes the January 1, 2009 deadline, requiring DMV submit the developed program standards to the Legislature.



CASE Calendar

April 12, 2007 - Pre-conference Workshop with Professor Fred Mottola - Clovis Veterans' Memorial Building, Clovis. See page 7 of this newsletter for information.

April 13-14, 2007 - 55th Annual CASE Conference, Clovis Veterans' Memorial Building, Clovis. See the conference registration form included in this newsletter or online at www.casewebsite.org

DMV Driving Examiner Dies in Crash During Drive Test

On Tuesday, July 11, David Ignacio Gallegos, a seven-year California DMV employee, was involved in a fatal traffic collision at the intersection of Palm Avenue and Picador Boulevard/Beyer Way in Otay Mesa while conducting a drive test. This is the first known on-the-job fatality of a driving examiner in the history of the DMV.

Gallegos, who had worked for the DMV since 1999, was a resident of Chula Vista and worked out of the San Ysidro office. DMV Director George Valverde said, "While mourning David's loss, we pride ourselves in developing drive test examinations that take into account driver proficiency while being mindful of the health and safety of our employees and driver license applicants. The reality is, we conduct well over 1 million drive tests in our DMV field offices annually, and the incidence of any injury during those tests are extremely rare."

Valverde also applauded the actions of a 16-year old youth who pulled the driver license applicant from the crashed vehicle. "This young man went above and beyond the call of duty and is to be commended," said Valverde. The applicant suffered minor injuries and was subsequently released from the hospital

DMV Media Relations, July 12, 2006

Graduated Driver Licensing Reduces Fatal Crashes by an Average of 11 Percent

Graduated driver licensing programs throughout the U.S. reduce, by an average of 11 percent, the incidence of fatal crashes of 16-year-old drivers, according to a study by researchers from the Johns Hopkins Bloomberg School of Public Health's Center for Injury Research and Policy and the Johns Hopkins School of Medicine. When examining the most comprehensive programs, the researchers found about a 20 percent reduction in fatal crashes involving 16-year-old drivers. The report was supported primarily by the National Highway Traffic Safety Administration and in part by the Centers for Disease Control and Prevention.

The researchers used data from 1994-2004 collected by NHTSA's Fatality Analysis Reporting System and the U.S. Census Bureau to examine various graduated driver licensing programs and fatal crash statistics in 36 U.S. states with graduated driver licensing programs and 7 without.

Johns Hopkins Bloomberg School of Public Health Press Release, July 3, 2006

Rise in Motorcycle and Pedestrian Deaths Led to Increase in Overall Highway Fatality Rate in 2005

An increase in motorcycle and pedestrian deaths contributed to an overall rise in highway fatalities in 2005, according to the National Highway Traffic Safety Administration. The total number of fatalities rose 1.4 percent from 42,836 in 2004 to 43,443 in 2005 while the rate of fatalities was 1.47 fatalities per 100 million vehicle miles traveled (VMT), up from 1.45 in 2004.

Despite the spike in motorcycle and pedestrian fatalities, other fatality trends were improving. The number of young drivers dying in car crashes declined in 2005 for the third straight year while the number of children who were killed in crashes also declined. The largest drop was for children ages 8-15.

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Published by the California Association
for Safety Education

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California Association for Safety Education
55th Annual CASE Conference
Clovis Veterans' Memorial Building

Friday, April 13, 2007, 8 am to 5 pm (8:00 am - 12:00 pm pre-conference)
Saturday, April 14, 2007, 8 am to 5 pm

Join us for a stimulating and interesting program with presentations from top educators and experienced professionals in traffic safety education.

It has been many years since CASE held its annual conference in the Fresno area. The Central California location of our 2007 Conference will make it easier for attendees to drive from both the northern and southern areas of the state. The Best Western Clovis Cole is located next door to the conference center where our sessions will be held and within walking distance of Old Town Clovis, a newly-redeveloped turn-of-the-century district with fine restaurants, antique shops and boutiques.



- The Best Western Clovis Cole room rate is \$79 Thursday and \$87 Friday and Saturday plus tax, single or double occupancy. Participants are responsible for their own hotel reservations. Call the Best Western for reservations at 559-299-1547 or Toll-Free 1-800-780-7234 and request the CASE Conference Rate. Rooms must be reserved by March 1 to receive the Conference Rate. The hotel is located at 415 Clovis Avenue, Clovis.
- Conference Registration Fee: \$120 for CASE members or \$160 for non-CASE members. The \$160 fee includes a one-year CASE membership. Make checks payable to **CASE Conference** (Registration Form below). Fee includes banquet style luncheon on Saturday plus informal social hour Friday with hors d'oeuvres/refreshments and raffle awards. **Conference registration fee must be received by March 24, 2007 to guarantee Saturday banquet meal.** Registrations received after March 24 are \$160 (\$200 for non-members).

----- REGISTRATION FORM -----

Registration must be received no later than March 24, 2007

Mail check to: CASE Conference, 25 Shelbourne Place, San Mateo, CA 94402

Name: _____ School District/Business _____

Address: _____ Evening Phone () _____

City _____ State _____ Zip _____ E-mail: _____

Registration Fee Enclosed: \$ _____ (\$120 CASE members, \$160 non-members*) if received by March 24

School District Purchase Orders not accepted (if your school district is paying for registration, a district check must be sent with this registration form attached).

* \$160 fee includes one-year CASE membership

Teacher Workshops in Development

by Trina Bega, CASE 2nd Vice President

I'm very excited about my new position as 2nd Vice President of CASE. There are so many wonderful members in this organization. I look forward to meeting more of them.

I teach Health and Driver Education at John F. Kennedy High School in Fremont. I strongly encourage CASE members and all educators to encourage their fellow staff members to obtain their Driver Education credential. The state of California is desperately in need of qualified Driver Education teachers. I am in the process of recruiting teachers in my district to become Driver Education teachers. Salary advancement is indeed an incentive but working as safety educators to save lives is an even better incentive.

Past President Jim Lewis has been assisting with the set up of Driver Education workshops in Northern and Southern California. We are still working on the specifics and locations. Health and Driver Education teachers in particular are invited to attend. The workshops will include the following information:

- Driver Education Standards
- Curriculum development
- Legislation
- Textbooks and materials
- Teacher preparation and credentialing

If you're interested in assisting with these workshops, please contact me at driversedtrina@yahoo.com or (510) 657-4070 x27352

Assembly Bill Sent to Governor Would Require Children Under 8 to be Secured in Rear Seat

AB 2108 by Assemblywoman Noreen Evans, (D - Santa Rosa) has been passed by the Legislature and was sent to the Governor on September 6. The bill would require parents to secure their children into appropriate back seat passenger restraint systems until they are 8 years old or taller than 4 feet - 9 inches. If signed by the Governor, the law would take effect January 1.

Current California law requires children younger than 6 or weighing less than 60 lbs. to sit in the back seat secured by a car or booster seat. According to NHTSA, children aged 4 to 8 who use car or booster seats are 59 percent less likely to be injured in a car crash than children restrained only with a seat belt. NHTSA recommends that children should be in a car seat or use a booster seat until they are 8 years old. When kids outgrow car seats with built-in harnesses, they should sit on booster seats so that the car's restraints buckle across their shoulders to restrain them in the event of an accident.

If AB 2108 becomes law, drivers not using a car seat or a booster seat or allowing their children 12 and under to ride in the front seat would be charged with an infraction and fined \$100 for the first offense. The second offense would carry a \$250 fine. However, the fine a driver would actually pay would be higher since most localities add various penalty assessments on traffic infractions.

Kids would still be allowed to sit in the front seat with a car or booster seat if there is no back seat, the backseats face backwards, the backseat can't accommodate a restraint system, the backseats are already filled with kids 7 years of age or younger, or there is proof of a medical condition that prevents a child from being in

AB 2108 Would Require:

- Children under 8 to be transported in a car seat that meets federal motor vehicle safety requirements.
- Children 8 through 12 to ride in the backseat of a vehicle and be properly secured by either a car seat or seat belt.
- Children 13 through 15 to be properly secured in a car seat or safety belt.
- Children under 8 who are 4 feet - 9 inches or taller may be restrained by a seat belt rather than a car seat.

CASE Strategic Planning

On July 17, a CASE Strategic Planning Conference was held in Clovis at the site of our 2007 annual conference. The purpose was to revise and update the Association's strategic plan and critical success factors. The results of that meeting are listed below and will become the foundation of our annual conference to be held April 13-14, 2007.

Mission Statement:

Promote traffic safety education in conjunction with all appropriate organizations in developing safe and efficient users of the highway transportation system (HTS).

Critical Success Factors:

- Participate in policy and legislation
- Improve communication with the Department of Education (CDE)
- Promote and expand teacher preparation and training
- Increase public awareness of injury prevention
- Identify and obtain funding
- Develop private/public partnerships

Driver Education Teacher Preparation Courses

Driver Education teacher preparation courses are continuing in the Northern California and Riverside areas.

For information contact Jackie Woodworth at the Fresno County Office of Education (559) 265-3031 or Anna Maria Toma at UC Riverside School of Extended Education (951) 827-1661.

Even if you have a credential, this is good for salary scale advancement as the units are all graduate credit. You will also learn much in the way of valuable information and techniques.

3I Innovations for Improvement of Instruction

Driver Education Instructional Programs for Teen Driver Education and Adult Driver Improvement

FEATURING THE ALL NEW TRAFFIC CONTROLS TESTING SERIES

- Most comprehensive visual tests on signs, signals and road markings available
- 3 Star Recommended Purchase for high schools and public libraries/May/June 2005 "Video Librarian"
- Recommended for older/experienced drivers by the National Institute of Senior Centers
- DVD or VHS version now available in Spanish

VISIT OUR NEW WEBSITE AT www.3icompany.com

Teacher Tip

IPDE- A Picture is worth a thousand words

Submitted by: Shannon Woods, River City High School,
swoods@wusd.k12.ca.us

Purpose: To assist students in gaining understanding through application of IPDE process.

Materials:

- At least 1 4x6 photograph of traffic situations mounted onto stiff paper like cardstock and placed in a protective cover. It is best if you can take pictures of the school neighborhood including residential, multi lane, highway, parking lots, etc...
- Same copy of pictures of traffic situations in a PowerPoint presentation (if you have the technology, otherwise use overhead transparencies).
- Paper and pencil for each student

Procedures:

1. Break students into groups of 3 to 4. Have students take out paper and pencil.
2. Have students look at a picture. Then in writing describe what they see. Have them Identify all potential hazards, real hazards, etc... Then Predict what will happen with the other driver, their car and themselves... Then Decide what actions they will need to take... then Execute that decision, describing in detail the procedures they would use to put decision into action.
3. Repeat until students have viewed all pictures handed to group.
4. Have students discuss their IPDE process with group, and as a group prepare the best IPDE process for each picture.
5. Show pictures on overhead or PowerPoint. Have group leader share picture and their IPDE process with entire class. Continue with as many students sharing as possible.

My Comments: This activity can get rather loud if you like a quiet classroom. I really enjoy giving the students a variety of traffic situations from very safe and easy, like single stop sign with no traffic, to very complex situations, like multi-lane street with drawbridge, railroad crossing and 4-way traffic signal at rush hour. Different students see different hazards in each picture so the ability to discuss what they see is important. Biggest thing I learned in this activity: Don't answer for them. Allow them to voice their own answers. I get a lot of positive student feedback from this activity.

The Challenges of Driver Education in the 21st Century

(continued from page 1)

Freeman, CASE Conference, Palm Springs, 2006). Most drivers are in trouble because of their attitude about life. The car is simply a microcosm of the life of the driver. “As much as we need to give our teens more time to learn and to practice, and we still don’t know what makes a safe driver, if we fail to address attitude — which drives their behavior — it doesn’t matter how many additional hours we give them. Because if you have the wrong attitude behind the wheel, that is tantamount to a crash waiting to happen.” (Mark Horowitz, CASE Conference, Palm Springs, 2006)

The crash reports state, “Failure to yield the right-of-way, speed too fast for conditions, or tailgating, or unsafe lane change”. These are the results of the pressures faced by modern society and, in particular, by our youth. Youth are, by nature, in a hurry. Our modern, time-driven society only makes driving more dangerous for them. We must give them better tools for vision, hazard recognition and self control. Knowing how to change a tire or how to shift are not nearly as essential as they once were. We have better vehicles and better roads. Resolving driver error is the challenge.

The number one cause of collisions is “being in a hurry”. Being in a hurry even causes driving under the influence for most drivers. They just don’t have the time to wait for the alcohol to wear off. Falling asleep behind the wheel is another example of being in too much of a hurry to reach the destination. Being in a hurry affects perception as well as judgment; “we tend to see only what we want to see, and we tend not to see the unexpected.” (*Surprising Studies of Visual Awareness: Dr. Daniel Simons*)

Because driving safely is mostly visual and mental, we need more simulation and less behind the wheel. Because learning is primarily integrated and not segregated, we need to involve the entire learning community in our coursework. Because motivation is a key factor in learning, we need to take advantage of the motivation inherent in driving for the teenager. Because safe driving is more than getting a license, we need to teach life skills as much or more than we teach driving skills. Because not everyone will need physics, or great writing skills, but everyone will drive, we should have the course that is the model for all education: special ed., GATE, AP, and regular ed.

If driver education is to survive in the 21st Century, we must understand today’s teens, how they think and how they process information. We must take a hard look at what we teach and why we teach it. Then we must look at how we teach what we have decided is important. The best material, poorly received, still makes for poor drivers. In the movie “A Few Good Men”, Jack Nicholson challenges us with the statement, “You want the truth? You can’t handle the truth!” If we will look at the truth and decide to handle the truth, then driver education will survive in the 21st Century.

Pre-Conference One-Day Workshop With Professor Fred Mottola

The day before the 2007 CASE Conference begins, Professor Fred Mottola will present a special workshop, “*Teaching Effective Car Control and the Skid Monster*.” The workshop is scheduled for Thursday, April 12, 2007 from 8:30 a.m. to 5:00 p.m. There is an additional fee of \$125 to register for this session. Registration information will soon be sent to all CASE members. Participation will be restricted to a limited number of Conference attendees.

Professor Mottola, Executive Director of the Driver Behavior Institute, has researched, developed, and taught innovative systems of risk prevention for 37 years. He received three U.S. Patents for his invention of the Skid Monster.

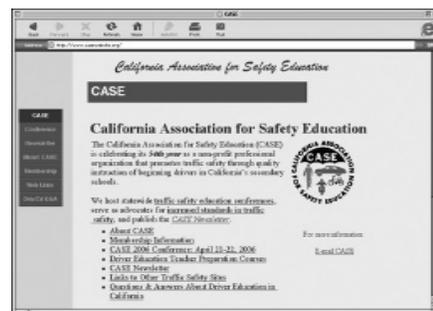
Those who enroll in this workshop will discover and *experience* methods and activities to make classroom and in-car sessions exciting and effective. The fee will include Professor Mottola’s educational materials and DVD.

The *Skid Monster* is an invaluable experience for any driver. Workshop participants will have the opportunity to drive the “Monster” and learn how easy it is to maintain car control — and how difficult it is to regain control when speed is mismanaged.



The vehicle shown above was equipped with Professor Mottola’s Skid Monster for the pre-conference workshop in 1999.

Visit the CASE Website: www.casewebsite.org



Please help us increase our membership!

Our Membership Committee is requesting that each member do his/her part to bring in new members. Please check with the driver education professionals at your school or district to see if they are members of CASE. If not, provide them with the membership application below and discuss the importance of belonging to their professional association.



Make check payable to:
CASE
25 Shelbourne Place
San Mateo, CA 94402

Membership Application (please type or print)

Professional Memberships are **\$40.00**. New memberships are valid for one year from date of receipt.

Name _____

Address _____

City _____ State _____ Zip _____

School: _____ District _____

County: _____

Phone: School or office () _____ - _____ Evenings: () _____ - _____

Referred by (optional): _____