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ABSTRACT

In support of nationwide efforts to improve and control the behavior of problem drivers, this program is intended to establish a national guideline and uniform basis for motor vehicle administration agencies to provide basic operational training for entry level driver improvement personnel. The Instructor's Lesson Plans provide the instructor with an organized and explicit framework for the delivery of the training content of the program. Preliminary introduction material is followed by twenty lesson plans in the areas of general background, driver improvement procedures, and practical application. Each unit specifies objectives, references, training aids and detailed outlines of content to be covered with timing guides. (For related Student Study Guide and Course Guide see CE 000 339 and CE 000 340.) (MS)

ED 082040

basic training program

# driver improvement analyst

instructor's lesson plans



U.S. Department of Transportation  
National Highway Traffic Safety  
Administration

U.S. DEPARTMENT OF HEALTH,  
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## **basic training program**

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# **driver improvement analyst**

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## **instructor's lesson plans**



U.S. Department of Transportation  
National Highway Traffic Safety Administration  
Washington, D.C. 20590

July 1973

## FOREWORD

In support of nationwide efforts to improve and control the behavior of problem drivers (drivers who experience excessive traffic violations and/or traffic accidents), this Basic Training Program for Driver Improvement Analyst has been developed. The intent of this program is to establish a national guideline and uniform basis for motor vehicle administration agencies to provide basic operational training for entry level driver improvement personnel.

The training package is composed of three documents:

- Course guide - developed to aid in the organization and conduct of the training program
- Instructor's Lesson Plans - prepared to provide the instructor with an organized and explicit framework for the delivery of the training content of this course
- Student Study Guide - designed to serve as the basic reference source for the students/trainees.

All documents for this training program were written by Mr. Allen Hale, (Project Director) of Dunlap and Associates, Inc., analytically supported by Mr. John W. Hamilton, and under the cognizance of Mr. Joseph T. Fucigna, Executive Vice President of the Corporation.

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- . Wisconsin

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# BASIC TRAINING PROGRAM FOR DRIVER IMPROVEMENT ANALYST

## Purpose of the Document

This document has been prepared to provide instructors with explicit instructional guidance for conducting a Basic Training Program for Driver Improvement Analyst. It contains the lesson plans supporting all phases of this training program. Each lesson plan specifies the relevant training objectives, instructor references, suggested training aids and an outline of content to be covered and/or procedures to be followed for the unit of instruction.

The two other documents which complete the basic training package are:

- Course Guide -- prepared as an aid for the training administrator/course coordinator in his planning and conduct of the Basic Training Program for Driver Improvement Analyst. It contains a description of the overall training program; suggestions for course planning including the scheduling of lessons, class size, prerequisites for students and instructors, training facilities and resources, and instructor and student material; guidelines for conducting the course; and recommendations for measuring student achievement.
- Student Study Guide -- This document has been prepared for use by the students. It contains a summarization of information presented in the lesson plans, as well as graphic exhibits which are referenced in the lesson plans. The Study Guide is intended to serve as the basic student reference source or course textbook.

## Objectives and Scope of the Course

This course has been developed with the intent of providing basic operational, entry level training for a person intending to become a Driver Improvement Analyst (DIA) functioning within a state motor vehicle administration agency. With the additional objective of establishing a minimum, acceptable, national guideline for DIA training, this course is viewed as instrumental in the accomplishment of the major goals of a model driver improvement program, as articulated in the Driver license administrator's guide to driver

improvement, published by the American Association of Motor Vehicle Administrators, namely:

- . "To improve the attitudes and driving performances of drivers who, because of traffic violations and/or accident involvement, are known to constitute a hazard on the highways; and to instill in those drivers the will to better their driving practices."
- . "To determine whether problem drivers suffer from physical and mental deficiencies, the extent of such deficiencies, and the ways they affect the safe operation of motor vehicles."
- . "To apply appropriate restrictions, or to use the device of 'deferred action,' when drivers suffer from physical or mental conditions that do not appear to preclude safe driving."
- . "To eliminate from the highways the unsafe, incompetent, and physically or mentally unqualified driver by refusing to license him or by withdrawing his driving privilege."

Within the sphere of these overall driver improvement program objectives, the course specifically addresses itself to providing training experiences (i. e., classroom instruction and practical application) with the elements of the entry level DIA job which have been identified as follows:

- . Conduct written and oral investigations into the record and past performance of problem drivers
- . Conduct interviews with problem drivers to identify sources and causes of deficient behavior
- . Determine, recommend and schedule appropriate follow-up action(s) for problem drivers, such actions as: individual and/or group counseling sessions; re-examination; appointment with an external agency for further evaluation and/or treatment; probation, license restriction, suspension or revocation

- Conduct motor vehicle department sponsored individual counseling sessions; assist in the development of client awareness of driving problem(s), cause(s) of problem(s) and effective approaches for correcting or controlling the problem(s)
- As necessary, participate in problem driver hearings; forward or present evidence to support the department's action against a problem driver's license
- Complete official forms and make required reports in support of planned or executed driver improvement actions.

It is understood that in some jurisdictions driver improvement personnel are involved in the actual conduct of administrative hearings and group counseling sessions. Such involvements have been excluded from the entry level DIA job description and consequently this training program for the following reasons:

- In the case of the DIA functioning as a hearing referee/officer, it is felt that to some degree, this quasi-judicial role is at conflict with his fundamental roles as analyst and counselor. The rapport and level of understanding which a DIA must necessarily develop with his problem driver client to be effective in his job, could very well be undermined or unachievable if the client knew that the DIA might well sit in judgement of him in the context of a departmental hearing at some later date. Beyond this, the judgement and thorough knowledge of departmental policy and procedures, rules of evidence, etc., required of the hearing officer/examiner denote background and on-the-job experience within the department which would be beyond the capacity of the entry level DIA.
- In the case of the DIA functioning as the leader/coordinator of any group counseling sessions sponsored by the department, it is felt that although this may be a legitimate involvement of a DIA ultimately, it is out of scope for basic training and entry level job performance. It is most efficacious for the DIA neophyte to achieve competency first as a counselor in the individual, one to one situation before attempting to handle the multiple interpersonal dynamics of a group situation. Since no training course of relatively

short duration . n hope to create truly proficient DIA counselors, then much of the development of competency in the area of counseling will necessarily take place during the initial phases of on-the-job experience. It is recommended that such experience should be confined to the individual counseling format initially, and when the DIA shows competency in this format to provide him with in-service training in the conduct of any group counseling sessions sponsored by the department.

It should be emphasized that since this course is intended as a guideline for basic training of DIA personnel, it must be considered a foundation on which to build. It should be subject to adaptation, amplification and updating (if necessary) by the training administrator/ coordinator in the local jurisdiction prior to implementation.

### Course Content

In general terms, the lesson plans of this course are organized into three basic sections:

- . General background
- . Driver improvement procedures
- . Practical application

Lessons in the area of general background are intended to provide the trainee with some theoretical and technical background to support his job task activities. Although the extent of technical background knowledge imparted through the lessons of this section is kept to a minimum, the material is felt to be essential. Since many aspects of the DIA job call for flexibility, discretion, acute perception, and sound judgment in accessing human nature, character, the DIA must have a sound information base to support these functions. It will not suffice to teach a DIA rote, departmental procedures without giving him some understanding of the underlying rationale and principles--the whys and wherefores. The knowledge embodied in this background section is necessary for several other reasons.

- . To establish and maintain student interest, motivation and self-esteem

- . To encourage professional development and advancement
- . To enhance the reliability and accuracy of performance-- knowing why certain things are done helps one to remember what has to be done

The second major section encompasses lessons which explicate the various departmental driver improvement procedures with which the DIA must be familiar or actually perform. The third and final section involves the application of acquired background knowledge to the actual performance of core DIA job activities.

The course consists of a minimum of 76 hours of training, including quiz and review sessions and a final examination. In order to provide some flexibility in course scheduling, the course has been developed in modular form. Each module or lesson plan requires 1, 2, 3, 4 or 8 hours of time for completion. As a rule, a ten minute break is included for each hour of instruction. Twenty (20) lesson plans have been developed for this course, and are organized as follows:

<u>Section/Lesson Plans</u>	<u>Time (hours)</u>
Section I: General Background	
1. Orientation	2
2. Psychology of driving	2
3. Characteristics of the problem driver <sup>*</sup>	3
4. Driver information	3
5. Overview of vehicle and traffic laws	4
6. Traffic offenses/violations and traffic accidents	3
7. Human communication	1
8. Effective human relations	2
9. Theory and practice of interviewing and counseling	4

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<sup>\*</sup>The somewhat detailed material in this lesson dealing with the symptoms of various physical and mental impairments has been included for one major reason. Namely, to increase the likelihood that the DIA will detect a physical or mental problem for referral to competent authorities.

<u>Section/Lesson Plans</u>	<u>Time (Hours)</u>
Section II: Driver Improvement Procedures	
10. Overview of the driver improvement and control process	2
11. Case assignment and continuity requirements	1
12. Case review and investigation	2
13. Conducting interviews and counseling sessions	8
14. Recommending and taking driver improvement and control actions	3
15. Legal aspects and hearings	2
16. DIA administrative forms	4
Section III: Practical Application	
17. Observation of selected driver improvement and control processes	4
18. Case review and interview preparation	4
19. Human relations laboratory	4
20. Mock interview/counseling session	8
. . .	
Quiz and review sessions (6 - 1 hour sessions)	6
Final course review	2
Final examination	2
Total minimum course hours	76

## Student and Instructor References

The traffic laws and ordinances, departmental operating procedures and forms, formats for interviews and counseling sessions, etc. will vary jurisdictionally. It is necessary to include reference material related to these subjects in any student textbook or reference source for the course. No single available reference text will meet the unique requirements of this course and therefore a Student Study Guide has been prepared to serve as a student reference source. Most of the material for the Study Guide has already been prepared insofar as it is considered to be generic content for all motor vehicle administration agencies. However, certain materials should be included in the Study Guide which are jurisdictionally specific. They must be prepared and/or procured and inserted in the appropriate sections of all Study Guides used by the local training establishment. Each student should be provided with a copy of the completely prepared Study Guide, which he should bring to class each day as certain exhibits in the guide will be referred to during lecture. The Study Guide will provide the students with a convenient means of review for tests, and could serve as a basic reference source for the DIA while on the job.

References used in the development of the course lesson plans and suggested as supplementary reading for the instructor are found at the conclusion of this document.

## Conducting the Course

### Using the Instructor's Lesson Plans

The Instructor's Lesson Plans form the foundation of the training course. They contain guidance for the instructor in regard to the sequencing and extent of coverage of subject material for both the classroom and practical application sessions.

There are two qualitatively different types of lesson plans provided for this course. One type is concerned with an organization of content intended for classroom presentation in a lecture/discussion format. The other type is a specification of procedures to be followed in the conduct of practical application sessions.

The training objectives of the lesson in terms of knowledge, attitudes and skills to be acquired are specified on the initial page(s) of a lesson plan. In addition, requirements for number of instructors, reference sources used in the development of the lesson, and training aids are listed. Where there are no instructor specifications, it should be assumed that one senior instructor is sufficient. The main body of each lesson plan includes an outline of content to be covered or procedures to be followed in conducting the lesson. A column is provided to the right of each page to indicate any visual exhibits involved as well as instructor notes. Estimates of both elapsed time (in parentheses) and projected time for each major section within a lesson are included. Time estimates are given for two purposes:

- . To aid the instructor in maintaining his lesson schedule
- . To provide a means by which the instructor can determine the emphasis to be given to a specific topic.

In the lesson plans, reference is occasionally made to training aid materials (visual exhibits). All of these exhibits are included in the Student Study Guide. The instructor may, therefore, simply refer the trainee to the appropriate exhibit in the Study Guide or, if he chooses, he may have the materials prepared in slide or flip chart form. The instructor should feel free to tailor these training aids to suit his own needs and style. In addition, he should utilize any additional training materials available to him which he feels will help in making an effective presentation of the subject matter.

The content of certain lessons can only be fully developed and made completely specific by the local training establishment. These lessons address subject matter that is specific to the local area (e.g., driver improvement and control procedures, vehicle and traffic laws, counseling formats, etc.). Where it is not appropriate or possible to specify the exact content of any lesson, organizational guidance and suggestions for content development are made in the form of an outline of topical headings. Lessons 4 and 10-16 would fall in this category.

It should be emphasized that the instructor must devote the time necessary to become intimately familiar with each lesson plan prior to its implementation. Because some lesson plans are detailed in content (they have been intentionally developed in this manner to standardize course content and minimize erroneous interpretation), an instructor should not be tempted to read them to the class. The

reading of lesson plan content is an effective way to anesthetize a class. Before presenting a lesson, the instructor must carefully review the training aids required for a given lesson plan and be sure that they will be satisfied when the lesson plan is executed. In addition, he should carefully peruse the content of the lesson plan, underlining important points he wishes to emphasize and making notes and entries where it is necessary to augment or tailor the content of a lesson to satisfy local requirements. Thus, the instructor must interact with and "personalize" the lesson plans before he can effectively articulate the content of the course to the students.

### Teaching Method

No protracted discussion of general instructional philosophy will be presented here, as it will be assumed that the instructor for this course will be generally acquainted with good instructional techniques. It cannot be overemphasized, however, that the instructor must continually search for ways to motivate the students and maintain their attention during classroom sessions. In this regard, the instructor is encouraged to obtain as much trainee participation in the lecture periods as possible. One means is for the instructor to operationalize a concept or procedure introduced in a lesson plan by citing a real world experience or example illustrative of the point(s) being developed. Often illustrative situations are forthcoming from current events as reported in mass media. The instructor should be alert to detect such events and to introduce them in class. Another means is to periodically call for questions or ask questions of selected class members during a period of instruction to reinforce student attention and involvement. Occasionally in the main body of the lesson plans, suggestions are made to promote class participation, but the means for doing this are left largely up to the instructor. Lesson plans conclude with a "Summary and Questions" section where guidelines (usually questions to pose to the class) are frequently provided for conducting a review of lesson plan content.

The practical application sessions are inherently interesting experiences for the students and serve as the means for the students to apply concepts and procedures taught in the classroom. The practical application phases must be well planned and supervised to be effective. The instructor must closely review and satisfy the requirements stipulated

for each lesson plan to enable the students to effectively "learn by doing." Before beginning any practical application session, the instructor should be careful to convey the impression to the students that practical application is a serious and legitimate phase of their instruction and that their performance is subject to evaluation. This is necessary, as there may be a tendency for some students to view this phase as a "game" or "theatrical" situation.

Lesson 19 - Human Relations Laboratory and Lesson 20 - Mock Interview/Counseling Session involve "role playing" as a training technique. Lesson 19 requires the trainees to play the roles of problem drivers with differing backgrounds, while being interviewed by the instructor playing the role of a DIA. The training objectives of this session are for the trainees to develop an appreciation and understanding of the motivations, attitudes and feelings of a problem driver in contact with a DIA and in doing so to be better prepared to cope with and assist a problem driver when the trainee assumes the role of a DIA. In Lesson 20, the training experience is more appropriately termed "role taking", where in fact, the trainee has the opportunity to rehearse his occupational role of DIA in the conduct of a mock interview/counseling session, with the instructors playing the roles of assorted problem drivers. The major objectives here are to give the trainees job role practice and the concomitant opportunity to develop interpersonal competence and interview/counseling techniques. Role playing has been recognized as a valid training technique for developing interpersonal skills for many years. It generally takes the form of an unrehearsed dramatization in which the players attempt to make a situation or procedure clear to themselves and to an audience by performing the roles of the participants in the situation. This should be done in a realistic and yet as free and spontaneous a manner as the situation itself will allow. Properly executed, role playing has several potential training payoffs, namely:

- Insight into the affective qualities, the performance requirements and the effectiveness of the role(s) one may assume as well as the role(s) which other people perform in relation to oneself.
- An objective view of the role(s) one performs
- Development of verbal skills and consequently more effective communication techniques

- . Practice in the performance of new roles
- . Facilitated adjustment to the groups or organizations in which one will perform
- . Behavioral illustrations which are more vivid and meaningful than any pure discussions or descriptions of situations
- . Understanding of other points of view for a given situation.

There are several requirements and considerations which must be kept in mind by the senior instructor when planning for and conducting role play sessions, e. g.:

- . The participants must be sufficiently prepared in the subject matter and background for their role play. The training experience may become superficial unless the role players know the backgrounds and conditions of the characters. Player independence from any written role description at the time of the role play session is desirable.
- . The cases selected for role playing must be realistic, practical and complete for the salient features of the role to become perceptible.
- . Role playing cannot be adequately developed unless there is a prevailing atmosphere of free discussion and inquiry
- . The players must be cautioned to play their roles as realistically as possible. The instructor must remain alert to detect situations where a player is grossly misinterpreting or overplaying a role. Only in such cases should the instructor consider interrupting the role play session to take corrective action and prevent undesired behavior from becoming established by the player or accepted by the group.

In regard to independent student study, for the most part, it does not appear necessary for the students to complete formal study assignments or homework during non-training hours. The preponderance of training objectives for this course will be served by a review of notes

taken in class and appropriate Study Guide material, once the subject matter is presented in class by the instructor. Therefore, the instructor will generally not find student study assignments in the lesson plans. However, he will find statements referring the students to the appropriate major section of the Study Guide where reference materials for a lesson are located. It is, therefore, intended that the Study Guide will serve primarily as a source for documentary evidence of instructor-introduced material (reinforcement) rather than as a source of independent study assignments (primary learning).

Independent student study/homework is recommended for employment in connection with only three lessons: Lesson 5 - Overview of Vehicle and Traffic Laws, Lesson 18 - Case Review and Interview Preparation, and Lesson 20 - Mock Interview/Counseling Session. Lesson 5 involves the teaching of the significant elements of the motor vehicle code and legislation concerning the operation of the department to the trainees. This instructional phase presents a significant challenge to the instructor as this material is often viewed as dry and uninteresting by students. Yet a good understanding of the legal considerations related to driver improvement is imperative for a trainee to become an effective DIA. To reduce the burden for coverage of the vehicle code in class, it is recommended that, prior to classroom coverage, the instructor assign sections of the code to the students for review out of class. In this way the instructor will not necessarily have to cover all sections of the vehicle code in class, but can concentrate on the more difficult sections which require some interpretation and answer questions that students will have on their readings. In Lessons 18 and 20, students are given problem driver case files to study out of class and develop analyses and interpretations of the data. At a later date in class, the students are then asked to present or employ the results of their case reviews.

### Instructor Qualifications and Responsibilities

This training program is primarily designed for delivery by one (1) senior or lead instructor. He should have the following characteristics:

- . Continuous and current operational experience as a DIA within the department for a minimum of two [2] years
- . Experience and demonstrated competence as an instructor

The aforementioned qualifications are minimum requirements and may, of course, be exceeded. Desirable background for the senior instructor would include:

- . Experience with or knowledge of the driver license examination function
- . Experience as a first level supervisor of DIA's

It is important that the senior instructor not be a person with primarily administrative duties, too far removed from day to day driver improvement operations. First hand knowledge of the DIA job requirements and performance environment is essential background for the senior instructor.

The assistant instructor suggested for sharing the instructional duties in Lesson 20 should also be a practicing DIA, with a minimum of twelve (12) months on-the-job experience and an evidenced interest and capability for instructional endeavors.

After reviewing the relative strengths and weaknesses of the senior instructor, the training administrator/course coordinator may wish to consider the utilization of outside instructional assistance in some areas of course content. For Lesson 3 - Characteristics of the Problem Driver, a bio-medical specialist (e.g., medical examiner, toxicologist, physician, etc.) could serve as the instructor to present the symptomatology and consequences of various physical and mental impairments found in the driver population. In Lesson 15 - Legal Aspects and Hearings, an attorney for the Attorney General's office could be a useful source of instructional assistance.

### Measurement of Student Achievement

With regard to measuring the trainees' grasp of course content, it is recommended that 15-20 minute quizzes be given to the student on a daily basis. Such quizzes should be coupled with a review session which will cover the results of the quiz (which should be corrected in class) and allow students to ask questions about course material. Such quiz and review sessions should be scheduled for the first period in the day. A two hour written examination is recommended to conclude the course. Quizzes, as well as the final examination, should be of the objective type (multiple choice or short answer questions) to facilitate scoring and feedback of results to the students.

During the practical application phases of training, the instructor has a unique opportunity to observe aspects of student performance not usually evident in the classroom. Specifically, a student's emotional maturity, poise, "ability to think on his feet," verbal and non-verbal skills, adherence to the essential aspects of departmental policies/guidelines, flexibility, frustration tolerance, etc., are some of the important dimensions of DIA performance which may be evaluated in this context. Close evaluation of student performance in this situation is crucial to a determination of a trainee's probability of success as a practicing DIA. It should be weighed heavily in the instructor's overall determination of a trainee's fitness for duty.

Section I

GENERAL BACKGROUND

## LESSON 1 ORIENTATION

### Training

- Objectives:
- Know the objective and basic organization of this training program
  - Understand the goals and organizational structure of the driver improvement and control program
  - Appreciate the DIA job requirements and related personnel policies

### References:

- American Association of Motor Vehicle Administrators. Driver license administrator's guide to driver improvement. Washington, D.C.: Author, 1965.
- Departmental Policy and Procedures Manual

### Training

#### Aids:

- Sufficient copies of the Student Study Guide for each member of the class
- Study Guide Exhibit 1: Training schedule
- Study Guide Exhibit 2: Organization chart
- Study Guide Exhibit 3: DIA job specification and career ladder

### Note:

Prior to use, this lesson plan must be carefully reviewed, annotated and edited, if necessary, to make it totally reflective of the functional structure of the jurisdictional driver improvement and control program.

## LESSON 1 ORIENTATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>( -- ) 0:05</p>	<p><b>ADMINISTRATIVE MATTERS</b></p> <ol style="list-style-type: none"> <li>1. Introduce yourself, distribute copies of the Student Study Guide to the class and briefly describe the organization and content of the document. In addition, mention that:               <ol style="list-style-type: none"> <li>a. It contains reference material which supports the classroom instruction and discussion, as well as the practical application phases of the course</li> <li>b. It should be brought by the students to all phases of training for reference purposes, and reviewed and studied, as necessary, after class hours</li> <li>c. It may also serve as a job aid and basic reference.</li> </ol> </li> <li>2. Indicate that students will find it valuable to supplement the reference material in the Study Guide with classroom notes.</li> </ol> <p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Explain that at the conclusion of this lesson, the student should be able to:               <ol style="list-style-type: none"> <li>a. Know the objective and basic organization of this training program</li> <li>b. Understand the goals and organizational structure of the driver improvement and control program</li> <li>c. Appreciate the DIA job requirements and related personnel policies.</li> </ol> </li> </ol> <p><b>STUDY GUIDE REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Indicate that reference material related to this lesson may be found in Section 1 of the Study Guide.</li> </ol>	

## LESSON 1 ORIENTATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(0:05) 0:10	<p><b>COURSE DESCRIPTION AND REQUIREMENTS</b></p> <ol style="list-style-type: none"> <li>1. <u>Course objective.</u> Mention that the basic objective of the course is to qualify each trainee for job entry level performance as a driver improvement analyst (DIA). Indicate that since the DIA's total effectiveness will develop largely as a result of on-the-job experiences, it is important that he acquire the necessary foundation skills and knowledge from this training course to assure that job proficiency be achieved as rapidly as possible.</li> <li>2. <u>Course structure and scope.</u> Refer the students to Study Guide Exhibit 1 and briefly review the content of the course, mentioning that there are three major phases to the course, e. g. :             <ol style="list-style-type: none"> <li>a. General background; lessons 1-9 dealing with:                 <ol style="list-style-type: none"> <li>1) Orientation</li> <li>2) Psychology of driving</li> <li>3) Characteristics of the problem driver</li> <li>4) Driver information</li> <li>5) Overview of vehicle and traffic laws</li> <li>6) Traffic offenses/violations and traffic accidents</li> <li>7) Human communication</li> <li>8) Effective human relations</li> <li>9) Theory and practice of interviewing and counseling</li> </ol> </li> </ol> </li> </ol>	<p>Exhibit 1: Training schedule pg. 1-2</p>

## LESSON 1 ORIENTATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b. Driver improvement procedures; lessons 10-16 dealing with:</p> <p>10) Overview of the driver improvement and control process</p> <p>11) Case assignment and continuity requirements</p> <p>12) Case review and investigation</p> <p>13) Conducting interviews and counseling sessions</p> <p>14) Recommending and taking driver improvement and control actions</p> <p>15) Legal aspects and hearings</p> <p>16) DIA administrative forms</p> <p>c. Practical application; lessons 17-20 dealing with:</p> <p>17) Observation of selected driver improvement and control processes</p> <p>18) Case review and interview preparation</p> <p>19) Human relations laboratory</p> <p>20) Mock interview/counseling session</p> <p>3. <u>Procedural matters</u>. Review and elaborate upon the following material:</p> <p>a. Hours of the training day</p> <p>1) Begin training at _____ A. M., end at _____ P. M.</p> <p>2) Lunch usually between _____ and _____</p> <p>3) Nominal ten minute breaks for every hour of instruction.</p>	

## LESSON 1 ORIENTATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>b. Identity of other course instructors</li> <li>c. Site(s) for various phases of training</li> <li>d. Location of support facilities               <ul style="list-style-type: none"> <li>1) Rest rooms</li> <li>2) Food and beverages</li> <li>3) Other</li> </ul> </li> <li>e. General requirements for satisfactory course completion:               <ul style="list-style-type: none"> <li>1) Punctual attendance at all training sessions</li> <li>2) Full cooperation with the instructor</li> <li>3) Final evaluation of students by instructor based on:                   <ul style="list-style-type: none"> <li>a) Written quizzes, exams</li> <li>b) Participation in class discussions</li> <li>c) Performance during practical application phases</li> <li>d) Other considerations</li> </ul> </li> </ul> </li> </ul>	

LESSON 1 ORIENTATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(0:15) 0:25</p>	<p>OVERVIEW OF THE DRIVER IMPROVEMENT AND CONTROL PROGRAM</p> <p>1. <u>General objectives.</u> Mention that, in general, an effective driver improvement and control program must be able to promptly and systematically identify problem drivers, classify them according to their deficiency(ies), and provide the necessary remediation to improve their driving performance. Only in cases where improvement is not possible through reasonable attempts by the department to do so, must the department consider restricting, curtailing or withdrawing the problem driver's license. In more detail, the objectives of the program, as originally formulated by the American Association of Motor Vehicle Administrators are:</p> <p>a. "To improve the attitudes and driving performances of drivers who, because of traffic violations and/or accident involvement, are known to constitute a hazard on the highways; and to instill in those drivers the will to better their driving practices."</p> <p>b. "To determine whether problem drivers suffer from physical and mental deficiencies, the extent of such deficiencies, and the ways they affect the safe operation of motor vehicles."</p> <p>c. "To apply appropriate restrictions, or to use the device of 'deferred action,' when drivers suffer from physical or mental conditions that do not appear to preclude safe driving."</p> <p>d. "To eliminate from the highways the unsafe, incompetent, and physically or mentally unqualified driver by refusing to license him or by withdrawing his driving privilege."</p>	

LESSON 1 ORIENTATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2. <u>Organizational structure.</u> Review and discuss the structure and functions of the various working groups having a direct or collateral role in driver improvement within the department. Cover and elaborate upon the organization, function and interrelationships of the groups listed below referring students to Study Guide Exhibit 2:</p> <p>a. Division of driver licenses</p> <ol style="list-style-type: none"> <li>1) Central records section/bureau</li> <li>2) Driver license examination section/bureau</li> <li>3) Financial responsibility section/bureau</li> <li>4) Driver improvement section/bureau               <ol style="list-style-type: none"> <li>a) Review unit</li> <li>b) Interview, counseling, hearing unit</li> <li>c) Stenographic/clerical unit</li> <li>d) Other</li> </ol> </li> </ol>	<p>Exhibit 2: Departmental organization chart pg. 1-4</p>
<p>(0:40) 0:10</p>	<p>Take a ten minute break</p>	
<p>(0:50) 0:45</p>	<p><b>DIA JOB REQUIREMENTS AND RELATED PERSONNEL POLICIES</b></p>	
	<p>1. <u>Entry level duties.</u> Referring to Study Guide Exhibit 3, review in detail the background requirements for and duties of the DIA. Be sure to discuss the likely involvement of DIA's with respect to headquarters and field assignments.</p>	<p>Exhibit 3: DIA job specification and career ladder, pg. 1-5</p>

## LESSON 1 ORIENTATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2. <u>DIA career ladder.</u> Referring to Study Guide Exhibit 3, discuss the various job grades and associated responsibilities available within the field of driver improvement, as well as the associated levels of compensation.</p> <p>3. <u>Personnel policies.</u> Generally describe the departmental policy and procedures associated with the following concepts:</p> <ul style="list-style-type: none"> <li>a. <b>Work hours</b> <ul style="list-style-type: none"> <li>1) Normal</li> <li>2) Overtime</li> <li>3) Leave               <ul style="list-style-type: none"> <li>a) Vacations</li> <li>b) Illness</li> <li>c) Holidays</li> <li>d) Professional development                   <ul style="list-style-type: none"> <li>. Schooling</li> <li>. Professional meetings</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Exhibit 3: DIA job specification and career ladder, pg.1-5</p>

LESSON 1 ORIENTATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>e) Community relations</p> <p>f) Other</p> <p>b. Wages/compensation</p> <p>1) Time(s) and method(s) of payment</p> <p>2) Computation of salary</p> <p>3) Payment for holidays</p> <p>4) Overtime/premium time</p> <p>5) Make-up time</p> <p>c. Requisite conduct</p> <p>1) Code of ethics</p> <p>2) Proper attire and demeanor</p> <p>3) Requirements to report accidents or arrests</p> <p>4) Other</p> <p>d. Use of state vehicles and facilities</p>	

LESSON 1 ORIENTATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>e. Use of credentials</li>   <li>f. Communications               <ul style="list-style-type: none"> <li>a. Use of telephones</li> <li>b. Other</li> </ul> </li>   <li>g. Travel policy and allowable expenses               <ul style="list-style-type: none"> <li>1) Use of state vehicles</li> <li>2) Use of private vehicles</li> <li>3) Per diem/subsistence allowances</li> <li>4) Advancement of travel funds</li> </ul> </li>   <li>h. Supervision and review of performance               <ul style="list-style-type: none"> <li>1) Immediate supervisor</li> <li>2) Forms of supervision exercised</li> <li>3) Routine performance reviews conducted                   <ul style="list-style-type: none"> <li>a) How often</li> <li>b) Aspects of DIA performance examined</li> </ul> </li> <li>4) Acknowledgement of meritorious performance</li> <li>5) Records kept in personnel files</li> </ul> </li> </ul>	

LESSON 1 ORIENTATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>6) Eligibility for advancement to next higher level of compensation/responsibility</li> <li>i. Termination/transfer of employment               <ul style="list-style-type: none"> <li>1) Voluntary                   <ul style="list-style-type: none"> <li>a) Notice required</li> </ul> </li> <li>2) Involuntary                   <ul style="list-style-type: none"> <li>a) Notice required</li> <li>b) Grounds</li> </ul> </li> </ul> </li> </ul>	
(1:35) 0:15	<p>SUMMARY AND QUESTIONS</p>	
(1:50)	<ul style="list-style-type: none"> <li>1. In the time remaining, solicit questions from the class on the subjects of this lesson.</li> </ul>	

## LESSON 2 PSYCHOLOGY OF DRIVING

### Training

#### Objectives:

- . Describe and interrelate the various components of human behavior involved in motor vehicle operation
- . Understand the essential aspects of effective driver performance

#### References:

- . Highway Users Federation for Safety and Mobility. How to handle driving emergencies--a program for driver and traffic safety education. Washington, D. C.: Author, December 1970.
- . Highway Users Federation for Safety and Mobility. Improving driver performance--a curriculum for licensed drivers. Washington, D. C.: Author, June 1971.
- . Lauer, A. R. The psychology of driving. Springfield, Illinois: Charles C. Thomas, 1960.
- . McKnight, A. J. et al. Driver education task analysis-- Vol. I Task descriptions. Alexandria, Virginia: Human Resources Research Organization, November, 1970.

### Training

#### Aids:

- . Study Guide Exhibit 4: The functioning driver

## LESSON 2 PSYCHOLOGY OF DRIVING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
( -- ) 0:05	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Briefly review the objectives of this lesson, namely for the students to be able to:               <ol style="list-style-type: none"> <li>a. Describe and interrelate the various components of human behavior involved in motor vehicle operation.</li> <li>b. Understand the essential aspects of effective driver performance.</li> </ol> </li> </ol> <p><b>STUDY GUIDE REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Mention that the trainees will find reference materials for this lesson in Section 2 of the Study Guide.</li> </ol>	
(0:05) 0:40	<p><b>THE FUNCTIONING DRIVER</b></p> <ol style="list-style-type: none"> <li>1. Explain that within the context of the highway transportation system which is composed of the highway, the vehicle, and the driver, a driver may be viewed as a subsystem which accepts and handles various inputs and makes corresponding outputs. Refer the students to Study Guide Exhibit 4 and review the subsequent sections which deal with the major aspects of human functioning in the man/machine or driver/vehicle context.               <ol style="list-style-type: none"> <li>a. <u>Sensing</u> <ol style="list-style-type: none"> <li>1) Refers to human capabilities to detect information in the environment--such capabilities as vision, hearing, taste, smell, bodily feelings (e.g., touch; pressure; sensation of bodily movement forward, backward, up/down, sideways; position of limbs).</li> </ol> </li> </ol> </li> </ol>	Exhibit 4: The functioning driver, pg. 2-2

## LESSON 2 PSYCHOLOGY OF DRIVING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) Senses of particular importance to the driver are vision, hearing, and the "feeling" senses.</p> <p>3) It is clear that if the critical driving senses are impaired in any way (e.g., by use of alcohol or drugs, fatigue, injury, illness, etc.) driving performance will suffer.</p> <p>4) "Perception" is the term used for the process involved in giving meaning or identity to sensory events (e.g., recognizing the illuminated red disk on a traffic signal as an indication to stop a vehicle).</p> <p><b>b. <u>Motives and emotions</u></b></p> <p>1) Motives are considered the reasons, purposes, conditions or states that initiate and control behavior.</p> <p>2) Some motives are built in such as hunger, thirst, sex, etc.</p> <p>3) Many motives are primarily learned through experience such as fear, need for love, need for power or prestige, etc.</p> <p>4) Strong emotional states such as fear, anger, elation can motivate people.</p> <p>5) The relative strengths and effects of learned motives/emotional states are constantly changing for a given individual--hour to hour, day to day, week to week, etc.</p> <p><b>c. <u>Attitude</u></b></p> <p>1) Is a state of mind or tendency to subjectively feel and respond in a consistent way towards certain objects or situations.</p>	

## LESSON 2 PSYCHOLOGY OF DRIVING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) People have many attitudes about many different subjects (e.g., race, religion, rights of others, etc.), and they may be broadly classed as positive, negative, or neutral for any given subject.</p> <p>3) An individual's attitude toward authority, rules and regulations, the rights of others and himself is of particular importance in the traffic situation.</p> <p>d. <u>Attention/awareness</u></p> <p>1) This is basically the ability of the individual to focus or direct his powers of concentration or thought to an idea or task being performed.</p> <p>2) Apparently man can direct his attention to one thing at a time, but does have the capacity to rapidly shift his attention among several things.</p> <p>3) If one is preoccupied or distracted with feelings of strong emotion (anxiety/worry, rage, grief, elation, etc.), his attention will be diverted from the traffic situation and his traffic performance will suffer.</p> <p>e. <u>Judgment/decision making</u></p> <p>1) Is one's capacity for sizing up a situation and determining an appropriate course of action.</p> <p>2) The development of this faculty is highly dependent upon acquired knowledge and experience.</p>	

## LESSON 2 PSYCHOLOGY OF DRIVING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>3) Judgement/decision making can be impaired by many conditions, such as alcohol and drug influence, fatigue, injury, illness, stress, etc.</p> <p>f. <u>Memory/knowledge</u></p> <p>1) Refers to a person's capacity to recall or remember certain facts or experiences.</p> <p>2) An individual's awareness/understanding of the factors affecting safe traffic performance is critical to his performance.</p> <p>3) An individual's knowledge of the following factors is of particular importance to the driving situation:</p> <p style="padding-left: 20px;">a) Traffic laws</p> <p style="padding-left: 20px;">b) Operational aspects (cause and effect) of physical laws governing the traffic situation</p> <p style="padding-left: 20px;">c) His own physical capabilities and limitations</p> <p>4) <u>Habits.</u> Mention that habits are the consistent, automatic, and more or less unconscious reactions of people to recurring situations. "Good" traffic habits (such as signalling before a lane change or turn, effective steering control, etc.) will facilitate traffic performance; for "bad" traffic habits (such as riding the brake pedal, turning without signalling) the converse will be true.</p> <p>g. <u>Responding/perceptual motor skills</u></p> <p>1) Is the ability to initiate and control bodily movement in a smooth and coordinated manner.</p>	

LESSON 2 PSYCHOLOGY OF DRIVING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(0:45) 0:10</p>	<p>2) Individuals differ in terms of their inherent capacity to acquire motor skills.</p> <p>3) Motor actions are frequently performed in response to external events or stimuli and therefore are associated with the process of perception--and thus the term perceptual/ motor skills is often used in this regard.</p> <p>4) <u>Reaction time (RT)</u>. Explain that in traffic situations, a factor involved in driver/ pedestrian performance is "reaction time," and cover the following:</p> <p>a) RT is practically defined as the time between the onset of a stimulus and the completion of the appropriate response to that stimulus (e. g., the time from when a traffic light turns "amber" to when a driver puts his foot on the brake).</p> <p>b) RT's vary between individuals.</p> <p>c) RT's are generally faster to strong stimuli than weak stimuli.</p> <p>d) RT's increase with advancing age.</p> <p>2. Mention that it is clear from the foregoing discussion that the functioning driver is a very complicated system of interrelated functions; a disturbance or impairment of one function can have similar effects on other functions and result ultimately in deficient responses or performance.</p> <p>3. Indicate that an examination of the elements of effective driving will now be undertaken, wherein the effective application of the functions of the driver to the driving task will be examined.</p> <p>Take a ten minute break</p>	

LESSON 2 PSYCHOLOGY OF DRIVING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(0:55) 0:45	<p><b>ELEMENTS OF EFFECTIVE DRIVING</b></p> <ol style="list-style-type: none"> <li>1. <u>Basic driving functions.</u> Explain that noteworthy among the many capacities of the functioning driver are the following, in the traffic situation. Define and elaborate upon the impact of these functions for the driving task, for both normal driving and encounters with hazardous situations:               <ol style="list-style-type: none"> <li>a. Detection/identification</li> <li>b. Analysis/evaluation/prediction</li> <li>c. Decision making</li> <li>d. Execution</li> </ol> </li>   <li>2. <u>Model driver characteristics.</u> Indicate that the aforementioned driver functions and capacities are applied to the myriad of driving tasks associated with the safe and effective operation of a motor vehicle. Review and elaborate upon the <u>idealized</u> driver capabilities associated with the following factors.               <ol style="list-style-type: none"> <li>a. Driver condition                   <ol style="list-style-type: none"> <li>1) Has understanding of local traffic laws and regulations, especially "rules of the road".</li> <li>2) Has understanding of the factors affecting own capacity to perform effectively and takes measures to optimize same.                       <ol style="list-style-type: none"> <li>a) Inherent perceptual motor capacities and skill levels (uses any required sensory aids, prevents sensory fatigue, etc.)</li> </ol> </li> </ol> </li> </ol> </li> </ol>	

LESSON 2 PSYCHOLOGY OF DRIVING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>b) General responsiveness/alertness (minimize chances for muscular, mental, sensory fatigue, etc.).</li> <li>c) Use of alcohol and/or drugs (avoids driving when impaired by either or both).</li> <li>d) Aroused emotional state (avoids driving when experiencing the effects of anxiety, anger, grief, elation, etc.).</li> </ul> <p>3) Has understanding of vehicle responsiveness (e.g., acceleration, deceleration, steering, braking, gear shifting, etc.) and the function of all controls and displays.</p> <p>4) Has working understanding of physical laws operant in the driving situation, e.g.:</p> <ul style="list-style-type: none"> <li>a) Speed in relation to reaction distance, stopping distance, following distance, side forces developed on turns, collision forces, etc.</li> <li>b) Loss of traction due to overpowering, hard braking, too fast cornering, rain, snow, sand, mud, etc.</li> <li>c) Increased weight in vehicle as it affects stopping distance, cornering characteristics, etc.</li> </ul> <p>5) Has following attitudes and mental capacities in traffic situations:</p> <ul style="list-style-type: none"> <li>a) Respect for laws and rights of others; practices common courtesy on the highway.</li> <li>b) Patience/high frustration tolerance.</li> </ul>	

## LESSON 2 PSYCHOLOGY OF DRIVING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>c) Non competitive/non aggressive view of driving.</li> <li>d) Justifiable confidence in one's driving skills.</li> <li>e) Respect for physical forces involved in motor vehicle operation and injury/damage potential of a traffic collision.</li> </ul> <p>6) Has planned for a reasonable transit time for trip and has become familiar with any new routes involved.</p> <p>b. <u>Vehicle condition</u></p> <ul style="list-style-type: none"> <li>1) Takes measures to verify/ensure operability and adequate status of all major vehicular subsystems before beginning trip (e.g., lighting/signalling, steering, braking, tires, washers/wipers, fuel, etc.).</li> </ul> <p>c. <u>Driver behavior</u></p> <ul style="list-style-type: none"> <li>1) Basic operational skills               <ul style="list-style-type: none"> <li>a) Effectively controls major vehicle subsystems such as power, steering, transmission and braking to perform smoothly coordinated basic maneuvers such as starting and stopping (level, upgrades, downgrades), roadway following, backing, turning, parking, lane changing, passing, overtaking, entering and leaving traffic flow, controlling speed (level roadway, curves, upgrades, downgrades), etc.</li> </ul> </li> </ul>	

LESSON 2 PSYCHOLOGY OF DRIVING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b) Exercises effective sensory monitoring of traffic environment, in particular:</p> <ul style="list-style-type: none"> <li>. Maintains active visual scanning through windscreen, and via rear and side view mirrors.</li> <li>. Remains alert for any unusual sounds from traffic environment (sirens, screeching tires, etc.).</li> </ul> <p>c) Maintains dynamic profile (speed, intervehicle spacing, sensory scanning, etc.) which allows for maximum <u>anticipation</u> of and <u>reaction</u> to the occurrence of any hazardous situation.</p> <p>d) Remains alert to detect any traffic situation involving the position, direction and speed of other traffic units which may represent a threat to own vehicle.</p> <p>e) Takes precautionary measures (regulation of own vehicle's position, direction and speed or sounding of horn) to prevent a predictable hazardous situation from occurring in traffic environment.</p> <p>f) Takes appropriate control measures with respect to intravehicle environment (e.g., temperature, air quality, sound, visibility, passengers, cargo, etc.), to prevent distractions, obscurations and other interferences from occurring.</p> <p>2) Specific situational skills</p> <p>a) Exercises special precautions for traffic environment, such as:</p>	

## LESSON 2 PSYCHOLOGY OF DRIVING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>. Urban and suburban streets               <ul style="list-style-type: none"> <li>- Pedestrians (especially jaywalkers and children)</li> <li>- Abrupt maneuvers of commercial vehicles (sudden pulling away from curb, sudden stops, double parked and standing vehicles)</li> <li>- Appropriate lane selection for one way streets to allow for turn-offs</li> <li>- Emergency vehicles</li> <li>- School buses</li> <li>- Children (at bus stops, near playgrounds, etc.)</li> </ul> </li> <li>. Rural/remote roads               <ul style="list-style-type: none"> <li>- Farm animals, vehicles</li> <li>- Bad road conditions</li> <li>- Unimproved roads</li> </ul> </li> <li>. Limited access highways               <ul style="list-style-type: none"> <li>- Entering and exiting</li> <li>- Following</li> <li>- Overtaking</li> <li>- Intervehicle spacing</li> <li>- Lane changing</li> </ul> </li> </ul>	

## LESSON 2 PSYCHOLOGY OF DRIVING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b) Reduces speed during conditions of reduced visibility (twilight, nighttime, rain, snow, fog).</p> <p>c) Controls against loss of traction due to overpowering, overbraking, turns and curves, hydroplaning, mud, snow, ice, etc.</p> <p>d) Maintains desired track during crosswind situations.</p> <p>e) If loss of traction is unavoidable, regains control of vehicle before uncontrolled skid results by counter-steering to regain steering control, and proper braking (pumping), if necessary, once steering is regained.</p> <p>f) If risk of a collision is unavoidable, takes appropriate evasive action, e. g., braking, steering, accelerating, backing, etc.</p> <p>g) If collision is unavoidable, takes appropriate action to minimize collision force (sideswipe, oblique angle).</p> <p>h) Exercises special caution when negotiating intersections, traffic circles, crosswalks, bridges, railroad crossings, tunnels, toll booths, blind curves, narrow roadways, parking lots, entrance and exit ramps, etc.</p> <p>i) Effectively copes with following emergency situations:</p> <ul style="list-style-type: none"> <li>. Brake failure (complete, power assist)</li> <li>. Steering failure (complete, power assist)</li> <li>. Stuck accelerator (down)</li> <li>. Headlight failure</li> <li>. Engine stall (while in motion)</li> <li>. Wheel(s) drop off roadway onto low shoulder</li> </ul>	

## LESSON 2 PSYCHOLOGY OF DRIVING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(1:40) 0:10	<ul style="list-style-type: none"> <li>. Hood flies up</li> <li>. Windshield wiper failure</li> <li>. Tire failure, etc.</li> </ul> <p><b>SUMMARY AND QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. Indicate that there is no such thing as a perfect driver who makes no mistakes; the ideal driver characteristics previously discussed serve as a model to emulate and a reference by which to evaluate the performance of drivers.</li> <li>2. Mention that in the next lesson, the deficient aspects of driver behavior which characterize a "problem driver" (one whose record of traffic violations and/or traffic accidents is such as to indicate that the driver is a hazard to himself and others on the road) will be discussed.</li> <li>3. Call for any questions on the topics of this lesson.</li> </ol>	
(1:50)	<ol style="list-style-type: none"> <li>4. Ask the class to identify various human factors/ characteristics which can affect driving performance.</li> </ol>	

### LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

#### Training

- Objectives:
- . Define what is meant by the term "problem driver", to include the:
    - Statistical/legal definition of a problem driver
    - Characteristics of the "negligent" problem driver and relate these to driving performance
    - Characteristics of the physically and mentally impaired problem driver, some of the indications of these impairments and relate these impairments to driving performance
    - Characteristics of the problem driver who is impaired by alcohol and drugs, the indications of these impairments and relate these impairments to driving performance
  - . Understand the composition of the jurisdictional driver improvement population to include the socioeconomic, occupational, sex, and age group involvements
  - . Know the priority targets for driver improvement

- References:
- . American Medical Association. Alcohol and the impaired driver--a manual on the medicolegal aspects of chemical tests for intoxication. Chicago, Illinois: Author, 1968.
  - . American Medical Association, Manual on alcoholism. Chicago, Illinois: Author, 1968.
  - . American Medical Association. Physicians guide for determining driver limitation. Chicago, Illinois: Author, 1968.
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- . Forney, R. B. and Hughes, F. W. Combined effects of alcohol and other drugs. Springfield, Illinois: Charles C. Thomas, 1968.
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- . Jellinek, E. M. Disease concept of alcoholism. New Haven, Connecticut: College and University Press, 1960.
- . Kaestner, N. Research in driver improvement--the state of the art. Traffic Quarterly, 1968, 23(4), 497-520.
- . National Safety Council. Accident facts. Chicago: Author, 1972.
- . Osol, A. et al (Ed.) Blakiston's medical dictionary. (3rd ed.) New York: McGraw Hill, 1972.
- . Shapiro, M. K. and Asher, W. Teaching the driver education student to cope with dangerous emotions. Traffic Safety, July 1972, 20-21.
- . Smith, Kline and French Laboratories. Drug abuse. (6th ed.) Philadelphia, Pennsylvania: Author, 1968.
- . U. S. Department of Justice, Bureau of Narcotics and Dangerous Drugs. Fact sheets. Washington, D. C.: U. S. Government Printing Office, 1970.
- . U. S. Department of Transportation. 1968 Alcohol and highway safety report. Washington, D. C.: U. S. Government Printing Office, 1968.

Note: The instructor should only give cursory coverage to the symptomatology of the various physical and mental impairments covered in this lesson and advise the student of detailed supporting information in the Student Study Guide.

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>( -- ) 0:05</p>	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Briefly review the objectives of this lesson, namely for the class to be able to:               <ol style="list-style-type: none"> <li>a. Define what is meant by the term "problem driver," to include the:                   <ol style="list-style-type: none"> <li>1) Statistical/legal definition of a problem driver</li> <li>2) Characteristics of the "negligent" problem driver and relate these to driving performance</li> <li>3) Characteristics of the physically and mentally impaired problem driver, some of the indications of these impairments and relate these impairments to driving performance</li> <li>4) Characteristics of the problem driver who is impaired by alcohol and drugs, the indications of these impairments and relate these impairments to driving performance</li> </ol> </li> <li>b. Understand the composition of the jurisdictional driver improvement population to include the socioeconomic, occupational, sex and age group involvements.</li> <li>c. Know the priority targets for driver improvement.</li> </ol> </li> </ol> <p><b>STUDY GUIDE REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Indicate that the trainees will find reference materials for this lesson in Section 3 of the Study Guide.</li> </ol>	

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(0:05) 0:10	<p><b>THE PROBLEM DRIVER</b></p> <ol style="list-style-type: none"> <li>1. <u>Statistical/legal definition of the problem driver.</u> Indicate that the "problem driver" is a motor vehicle operator who experiences an excessive number of traffic violations and/or accidents within a specified period of time, and comes to the attention of the DI section of this department. He may also be someone with a known physical or mental condition which may make him an above average risk on the road. Review the following points:               <ol style="list-style-type: none"> <li>a. In this state a problem driver is subject to DI action when he has accumulated _____ points/traffic violations within a _____ months period; explain that the "point system" used in this state will be explained in a later session.</li> <li>b. Since traffic laws are formulated and enforced as a means for expediting the <u>safe flow</u> of traffic in a manner which is equitable for all, violations of these laws increase the chances that the violator will experience a motor vehicle traffic accident.</li> <li>c. It has been determined by this (state/department) that the previously mentioned accumulation of points/violations by a driver puts him into a significantly high accident-risk category so as to warrant action by the department in an attempt to improve his driving behavior.</li> <li>d. The determination of the apparent causes for a problem driver's poor driving behavior is viewed as one of the prime responsibilities of DI, and is necessary to objectively determine the appropriate remedial action(s) to be taken by the department.</li> </ol> </li> </ol>	

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	<p>e. The characteristics of four types of problem drivers will now be reviewed--the negligent operator, the physically impaired operator, the mentally impaired operator, and the alcohol and drug impaired operator.</p> <p>2. <u>Negligent problem driver.</u> Mention that this term refers to an apparently healthy person (not obviously physically or mentally impaired) who is seemingly functioning in society at an acceptable level, but nonetheless is a "problem driver." Indicate that it is this individual who is the target for the department's (individual/group) counseling program(s). Discuss the factors listed below which can contribute singly or in combination to this problem driver's negligent operation of a motor vehicle.</p> <p>a. <u>Inattention (perceptual functioning)</u></p> <p>1) This refers to a deficiency in a driver's perceptual functioning where he fails to pay the proper attention to the critical visual stimuli concerned with the proper control of his vehicle and the detection and avoidance of hazardous situations in the traffic environment.</p> <p>2) Two reasons for the inattentiveness may be postulated:</p> <p>a) The driver may simply not be aware of how, when, and where to direct his attention and his visual scanning patterns, or may not correctly interpret potentially threatening situations.</p> <p>b) The driver may know how to properly direct his attention, recognize and avoid hazardous situations but he becomes inattentive because he is frequently preoccupied (deeply involved with his problems or activities), bored (mind wanders, he daydreams or</p>	

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	<p>drowns), or is easily distracted (attention frequently drawn to extraneous events occurring in his environment) while driving.</p> <p>b. <u>Attitude/personality problem</u></p> <p>1) An unduly <u>aggressive</u> individual who has the need to "show off" by driving in a reckless/imprudent manner, exhibits antisocial feelings, has little respect for traffic laws/authority and the rights and welfare of others is liable to commit traffic violations; this type of reckless driving is often found in the youthful problem driver.</p> <p>2) An unduly <u>passive</u>, fearful, hesitant and cautious individual can, by his indecisive action on the road, cause competent drivers to misread his actions or prompt them to take unnecessary risks to escape his influence. This person can be the direct cause of accidents and can commit traffic violations such as "driving too slowly."</p> <p>c. <u>Knowledge deficiency</u></p> <p>1) In some instances, an experienced driver who has the necessary perceptual-motor skills and appropriate attitudes is unfamiliar with traffic laws that may have changed or been introduced since the individual passed his original license examination; such a person can commit traffic violations unwittingly.</p> <p>2) Some people don't know or are unconvinced that their driving records are unusual.</p> <p>d. <u>Perceptual-motor coordination deficiency</u></p> <p>In rare instances, drivers who are physically and mentally fit may lack the perceptual-motor coordination/skills to properly control a motor vehicle (could be due to an extended period where no driving was done and license was renewed, or little or no experience with a particular vehicle.)</p>	

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<p>(0:15) 0:35</p>	<p>3. <u>Physically impaired problem driver.</u> Mention that there are many physical disorders which can severely impair a person's ability to safely control a motor vehicle. Some impairments may be so severe as to take a driver off the road; others may be amenable to medical control and compensatory measures so that the person may still function as a motor vehicle operator.</p> <p>a. <u>Background</u></p> <p>1) State that it is important for the DIA to know some of the more frequently encountered physical impairments in the driving population, their control measures, and their impact on driving performance for several reasons.</p> <p>a) He should be able to recognize symptoms of uncontrolled physical impairments during personal contact with a client or a review of his driving records, so that the driver may be promptly referred to a medical authority for authoritative diagnosis and treatment.</p> <p>b) Knowing the existence of a particular impairment, the DIA should have a general understanding of the associated control measures to determine whether these measures are being properly applied.</p> <p>2) Indicate that the information to follow is only intended to provide the DIA with some general background on the more familiar physical impairments found in the driving population so that he may be better prepared to make timely referrals of clients to competent medical authorities.</p> <p>a) <u>Emphasize that the DIA should never think of himself as being qualified to make medical diagnoses.</u></p>	

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	<p>b) Review the physical disorders that follow.</p> <p>b. <u>Metabolic diseases</u></p> <ol style="list-style-type: none"> <li>1) These are diseases resultant from the dysfunction of glands which regulate the metabolic or biochemical processes of the body.</li> <li>2) In general, such disturbances can cause a muscular weakness, painful muscular spasms and sudden episodes of dizziness/vertigo and possibly unconsciousness.</li> <li>3) With any of the afflictions to be discussed, the individual should not drive until the symptoms of the illness have been controlled by the appropriate therapy, <u>as verified by a physician.</u></li> </ol> <p>a) Diabetes mellitus</p> <ul style="list-style-type: none"> <li>. This is the most common form of diabetes and is a disorder where the body fails to properly breakdown or oxidize carbohydrates (sugars, starches) and is due primarily to a deficiency of insulin (which is secreted by the pancreas); excessive blood sugar levels result.</li> <li>. Early stages of this illness are characterized by intense thirst, loss of appetite, general weakness, body pains and headaches.</li> <li>. In advanced stages, the individual experiences dehydration, and excessive thirst, drowsiness, labored breathing, dimming and blurring of vision, production of a volatile and aromatic substance called acetone (which can be detected in the breath), and dizziness and coma which can be fatal; the diabetic on the verge of a "diabetic coma"</li> </ul>	

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	<p>exhibits symptoms which are very similar to and can be confused with those of alcoholic influence.</p> <ul style="list-style-type: none"> <li>• Effective control of this disease requires that the individual take periodic, measured doses of insulin as prescribed by a physician (oral or intravenous).</li> <li>• There is the risk that a diabetic may take an overdose of insulin which can result in a dangerously low blood sugar level; this condition is called "insulin shock".             <ul style="list-style-type: none"> <li>- Symptoms of this condition include nervous agitation, weakness, trembling, diarrhea and incontinence.</li> <li>- In contrast to diabetic coma, the onset of insulin shock is rapid; most diabetics can recognize the symptoms of onset and can counteract this condition by eating a candy bar (or other high sugar food) which they generally carry with them.</li> </ul> </li> <li>• Medical authorities feel that diabetics who have their illness under control may drive private vehicles, but should be advised against driving commercial vehicles; the uncontrolled diabetic is in no condition to drive <u>any vehicle</u>.</li> </ul> <p>b). Other glandular disorders</p> <ul style="list-style-type: none"> <li>• An individual may experience disorders associated with the under secretion and over secretion of the thyroid, parathyroid, pituitary, and the adrenal glands.</li> </ul>	

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	<ul style="list-style-type: none"> <li>. The more acute and uncontrolled forms of these glandular dysfunctions may produce such symptoms as muscular weakness, painful muscular spasms, visual disturbances, headaches and dizziness.</li> <li>. In cases where these diseases are severe and not controlled, the individual should not be allowed to drive; when an afflicted person is under the care of a physician and receiving the proper treatment, the physician may recommend that the individual be allowed to drive a private vehicle.</li> </ul> <p>b. <u>Central Nervous System (CNS) disorders</u></p> <ol style="list-style-type: none"> <li>1) The CNS disorders which will be discussed can have profoundly incapacitating effects on human behavior.</li> <li>2) As with other physical disorders the severity of the disorder and effectiveness of control measures must be medically assessed in each case.               <ol style="list-style-type: none"> <li>a) Epilepsy                   <ul style="list-style-type: none"> <li>. This is a disease of the brain which is characterized by periods of abnormal neural activity resulting in motor, sensory, and mental dysfunction--in extreme cases, a semiconscious or unconscious condition accompanied by convulsive movements.</li> </ul> </li> </ol> </li> </ol>	

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	<ul style="list-style-type: none"> <li>• Some possible causes of this condition are hereditary tendency, defective prenatal circulation and nutrition, injury to the brain; auto accidents involving head injury also appear to contribute to the development of epileptic conditions.</li> <li>• Epileptic episodes are self-limiting in duration and must run their course; there are two types:             <ul style="list-style-type: none"> <li>- The <u>grand mal</u> form is a complete epileptic seizure involving a sudden loss of consciousness and muscular control. The individual will generally fall to the ground and experience convulsive and muscular spasms, profuse salivation and sometimes frothing at the mouth, tongue biting, and incontinence; when the seizure subsides the individual is confused, may fall asleep, and remember nothing of the event.</li> <li>- The <u>petit mal</u> is a much milder form characterized by very brief lapses of consciousness (could be a sudden momentary pause in conversation or movement), rarely more than 30 seconds in duration; petit mal episodes may occur several times during the day, but do not incapacitate the individual to the degree of a grand mal seizure.</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>• The onset of an epileptic episode is not generally predictable; it has been known to be precipitated by emotional stress (even during the course of a driver improvement interview), and strong illumination such as the headlights of an approaching vehicle at night.</li> <li>• Dilantin and phenobarbital are drugs which are prescribed to control epilepsy; users of these depressant drugs must be aware of the potential side effects-- especially the interaction with alcoholic beverages.</li> <li>• Medical authorities recommend that an epileptic, who has not experienced a seizure for at least a year and is conscientious in taking his prescribed medications, be considered a good risk for the operation of a private vehicle but be advised not to operate commercial vehicles; controlled epileptics should not consume alcoholic beverages for at least 24 hours prior to driving.</li> </ul> <p>b) Narcolepsy</p> <ul style="list-style-type: none"> <li>• This is a condition where an individual experiences uncontrollable periods of deep sleep of short duration; the condition is often associated with moderate to severe obesity.</li> <li>• Stimulant drugs such as Benzedrine <sup>®</sup> and Dexedrine <sup>®</sup> are prescribed to control this problem.</li> </ul>	

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	<p>c) Brain tumors/diseases</p> <ul style="list-style-type: none"> <li>. Brain tumors/diseases of varying kinds can be a causal factor for many forms of irrational and uncontrollable behavior.</li> <li>. Tumor-associated bizarre behavior may often resemble that encountered with mental disorders.</li> </ul> <p>c. <u>Cardiovascular disease</u></p> <ol style="list-style-type: none"> <li>1) There are many disorders of the heart and blood vessels which can occur (e. g., "heart attacks", irregular heart beats, cardiac pains, high blood pressure, hardening of the arteries, etc.).</li> <li>2) When the DIA contacts a client with a suspected cardiovascular affliction, it is likely that the situation is already a matter of medical record and the individual is involved in a therapeutic program.</li> <li>3) Any person with the history of cardiovascular dysfunction must be evaluated individually by a physician in terms of his fitness as a driver.</li> <li>4) In the case of an individual who has an implanted electronic "pacemaker" to regulate the heartbeat, medical authorities recommend that his driving be confined to private vehicles.</li> </ol> <p>d. <u>Cerebrovascular accident/stroke</u></p> <ol style="list-style-type: none"> <li>1) This is a situation where the normal supply of blood to the brain fails due to a blockage of flow or the rupture of a blood vessel and resultant hemorrhaging.</li> </ol>	

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	<p>2) Brain tissue damage results and the function of the parts of the body controlled by the damaged nerve cells is impaired or disabled.</p> <p>3) Strokes may result in varying degrees of loss of control/function of motor and sensory capacities, loss of memory, impairment of thought processes, etc.</p> <p>4) People who survive strokes must be carefully evaluated by medical authorities to determine their fitness to drive.</p> <p>e. <u>Musculoskeletal disorders</u></p> <p>1) Musculoskeletal impairments resulting from serious injury to such parts of the body as the head and neck, spine, and limbs/ extremities must be medically evaluated in terms of the effect on driving; of concern is the stability of the joints as well as the mobility and strength of the appendages.</p> <ul style="list-style-type: none"> <li>. The driver must have sufficient strength to safely operate the controls of his vehicle.</li> <li>. Assistance for physically impaired drivers can be provided in the form of mechanical devices which can be retrofitted to the vehicle to provide safe control (e.g., hand operation of accelerator).</li> </ul> <p>2) Disorders such as cerebral palsy, muscular dystrophy, rheumatoid arthritis, etc. are often severely incapacitating and progressive in nature.</p>	

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	<ul style="list-style-type: none"> <li>• In some cases, there is sufficient functional disability to cause the person to stop driving on his own.</li> <li>• In cases where the condition is progressing at a slower rate, it is a physician's responsibility to determine and report when the illness reaches a point where it is hazardous for a person to continue driving.</li> </ul> <p>f. <u>Sensory disorders</u></p> <p>1) Of paramount importance to safe driving is good vision; the department has certain standards for visual functioning in terms of visual acuity, peripheral vision, depth and color perception.</p> <ul style="list-style-type: none"> <li>• Non-correctable visual impairments, such as acuity, are grounds for revocation of a drivers license.</li> <li>• Night blindness (inability to see at night and tolerate glare from bright light sources) is often a problem for the aged driver.</li> </ul> <p>2) A hearing impairment is not necessarily a serious handicap for the driver of a motor vehicle, as most of the sensory information needed for safe operation is obtained visually.</p> <ul style="list-style-type: none"> <li>• People with hearing impairments compensate for this by greater use of their vision (better use of mirrors, more active scanning) and other senses and are generally more cautious and alert.</li> </ul>	

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<p>(0:50) 0:10 (1:00) 0:20</p>	<p>Deafness should preclude operation of commercial vehicles but not necessarily private vehicles.</p> <p>3) A person with inner ear problems who is subject to sudden attacks of vertigo/dizziness should not operate any motor vehicle until these attacks are controlled. If the person has sufficient warning of an impending attack, medical authorities indicate that he may be allowed to operate a private vehicle, but not a commercial vehicle.</p> <p>g. <u>Breathing problem</u></p> <p>1) Any person with a disorder of the nose, mouth, throat or trachea which would interfere with normal breathing should not operate any motor vehicle.</p> <p>2) A person who has undergone a tracheostomy (a semi-permanent, artificial opening in the throat through which breathing occurs), should not drive a motor vehicle because of the possibility of a sudden obstruction.</p> <p>Take a ten minute break.</p> <p>4. <u>Mentally impaired problem driver.</u> Mention that two classes of mental impairment will be discussed, namely mental illness/psychiatric disturbances, and intellectual limitation, and cover the following material. <u>Stress the fact that the DIA should never think of himself as being able to make qualified psychiatric diagnoses.</u></p> <p>a. <u>Mental illness/psychiatric disturbances</u></p> <p>1) As mentioned in a previous lesson, in coping with the problems of life, we all are apt from time to time to encounter conflicts which result in emotional stress and anxiety.</p>	

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	<p>2) Anxiety and associated depressive and aggressive reactions can preoccupy us to the extent that when we get behind the wheel hazardous driving situations may ensue.</p> <p>3) So called "normal" people occasionally experience disruptions in their usually adaptive and effective behavior and still function as self-supportive members of society.</p> <p>4) People who have frequent and/or severe emotional disturbances or periods of anxiety may no longer effectively cope with life or function in society.</p> <p>5) During the review of the more significant symptoms of mental illnesses, the trainee may see symptoms which he may experience himself or see in the behavior of friends and associates; it should be stressed that these symptoms are only indicative of mental illness when the person is incapacitated by them <u>in terms of their frequency and magnitude</u> and unable to function effectively in society.</p> <p>6) There are two generally accepted categories of mental illness: the <u>neurosis</u> and the <u>psychosis</u>.</p> <p>a) Neurosis</p> <p style="padding-left: 40px;">This is the milder form of mental illness where the person has become too anxious, too miserable, too troublesome to effectively interact with people and function at or near his capacity in a position of responsibility.</p>	

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	<ul style="list-style-type: none"> <li>• The neurotic is not institutionalized, generally, but should be under the care of a psychotherapist, or professional counselor.</li> <li>• Some of the symptoms of a neurotic condition are:               <ul style="list-style-type: none"> <li>- Chronic anxiety                   <ul style="list-style-type: none"> <li>-- The person is frequently nervous / edgy without apparent reason; this anxiety makes him miserable by keeping him in a state bordering on panic and upsets his physical well-being by causing gastric disturbances, diarrhea, and insomnia.</li> <li>-- He may find relief from his anxiety by being exceptionally concerned about his health and complaining about fictitious ailments (i. e., the hypochondriac), complaining about insomnia and fatigue and using the fatigue as an excuse for his failure to perform.</li> </ul> </li> <li>- Obsessive behavior                   <ul style="list-style-type: none"> <li>-- The person is obsessed with a thought or idea (e. g., senseless phrases may run through his mind, he may fear killing himself or someone or think he has a fatal illness)</li> <li>-- These obsessions are thought to represent a defense against some repressed motive or anxiety.</li> </ul> </li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>- Compulsive behavior                             <ul style="list-style-type: none"> <li>-- The person is compelled to repeatedly perform seemingly trivial acts as a symbolic way of reducing conflict-associated anxiety (e.g. a person may wash his hands every few minutes or be exceptionally neat and tidy as a way of reducing anxiety associated with sexually-related guilt feelings).</li> </ul> </li>   <li>- Hysteria                             <ul style="list-style-type: none"> <li>-- The person may develop a physical symptom or disability with no organic or biological basis, to resolve a conflict and prevent a confrontation with an anxiety-producing situation.</li> <li>-- This could involve a paralysis of almost any part of the body, loss of feeling, blindness and deafness.</li> <li>-- Such apparent physical impairment is a very "real" experience for the afflicted person, but the "psychological" basis for the condition can usually be determined by a thorough medical examination.</li> <li>-- An example of such a condition would be a pacifist who is about to be drafted and whose legs suddenly become paralyzed--the paralysis prevents him from entering the service.</li> </ul> </li> </ul>	

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	<p>b) Psychosis</p> <ul style="list-style-type: none"> <li>. This is the more severe general category of mental illness where a person is unable to maintain himself in society, may be dangerous to himself and others, and otherwise be so mentally incompetent as to require sustained care or institutionalization.</li> <li>. Psychotic behavior can be organically caused, in which case it is called an "organic psychosis" or be psychologically based, in which case it is called a "functional psychosis".</li> <li>. Organic psychoses could be a result of brain disease, brain tumors, aging, or alcoholism (all involving some deterioration to the brain and loss of function) and can result in such behavior as delusions, disorientation, uncontrolled aggression, serious memory defects, etc.</li> <li>. Functional psychoses often are characterized by the following forms of behavior: <ul style="list-style-type: none"> <li>- Manic/depressive <ul style="list-style-type: none"> <li>-- This person experiences extreme ups and downs in mood; when the shift is "up" it is the manic stage, when "down" it is called the depressive stage.</li> </ul> </li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>-- A person can experience one or the other mood or shift frequently between these extremes.</li> <li>-- When in a manic stage, the person can exhibit benign behavior (e. g., singing, dancing, running about, extreme talkativeness) or aggressive and violent behavior (damaging property, using profanity, attacking people).</li> <li>-- When in a depressive stage, this person feels melancholy, worthless, guilty, and hopeless and often so preoccupied with these feelings as to fail to take care of his bodily needs.</li> <li>- Paranoid             <ul style="list-style-type: none"> <li>-- This person is troubled by delusions and hallucinations.</li> <li>-- The delusions may be of grandeur (e. g., "I'm Napoleon") or persecution (e. g., "They're after me")</li> <li>-- The acts of this person are full of aggression toward those he thinks may be conspiring against him and this person can become dangerous.</li> </ul> </li> <li>- Schizophrenic             <ul style="list-style-type: none"> <li>-- This individual has completely cut himself off from the real world and lives in a fantasy world of his own making for a good part of the time.</li> </ul> </li> </ul>	

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(1:20) 0:30	<p style="text-align: center;">-- He is irresponsible and withdrawn from social contact.</p> <p>7) The psychotic disturbance causes severe disability in most cases; a psychotic is frequently hospitalized and will not be driving a motor vehicle; when such a person is being treated as an outpatient, a responsible member of the person's family should be informed of any driver limitation including the side effects of any maintenance drugs prescribed to the patient.</p> <p>8) Neurotic conditions represent an unknown factor with respect to driver limitation with each case requiring an assessment of driver fitness; if no significant behavioral problem or chemotherapy side effect exists medical authorities assert that he cannot be prevented from driving a private vehicle.</p> <p>b. <u>Intellectual limitation</u></p> <p>1) People with I. Q. 's of 70 or less are more susceptible to accidents in times of stress, due to their lessened capacities for planning, judgment and reasoning.</p> <p>2) Such people should not drive in congested traffic situations or while under stress and should not drive commercial vehicles.</p> <p>5. <u>Alcohol/drug impaired problem driver.</u> Indicate that alcohol and drug abuse have become increasingly complex and challenging problems for highway safety authorities. People who chronically abuse either of these drugs are generally thought to have personality problems which prompt the abuse which in turn creates physical consequences and dependencies.</p>	

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	<p>a. <u>Alcohol impaired problem driver.</u> Mention that as stated in the <u>1968 Alcohol and Highway Safety Report</u> by the U. S. Department of Transportation, the use of alcohol has led to some 25,000 deaths, a total of at least 800,000 traffic accidents annually--the statistics clearly indicate that alcohol is a factor present to some degree in about 50% of all fatal traffic accidents. Emphasize that the control of the drinking driver is a high priority objective for DI.</p> <p>1) <u>General background</u></p> <p>a) "Alcohol" or ethyl alcohol is the characteristic constituent of an alcoholic beverage; it is generally harmless when consumed in moderate quantities, but can be lethal when consumed in sufficiently large quantities.</p> <p>b) It is produced by the fermentation of such organic substances as fruit, fruit juices, malt, cereal grain extract, vegetable pulp, molasses, etc.</p> <p>c) The maximum alcoholic content of fermented beverages (e. g., beer, ale, wine, etc.) is 14-15% by volume; distilled beverages typically range from 35% to 50% by volume in concentration (70-100 proof).</p> <p>d) When talking about alcohol impairment, the measurement of concentration of alcohol in the blood stream is important.</p> <p>. The amount of alcohol in the blood is termed blood alcohol concentration or BAC.</p>	

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	<ul style="list-style-type: none"> <li>. BAC is expressed in weight of alcohol per volume of blood-- typically the weight of alcohol in grams per 100 cubic centimeters or milliliters of blood. Thus, a BAC of .05% w/v is equal to 50 mg. of alcohol per 100 ml. of blood. <u>BAC's are fractions of 1% concentration.</u></li> <li>. In regard to drinking driving offenses, the DIA may encounter the term BAQ, which stands for "breath alcohol equivalent". The term represents the alcoholic concentration as measured from a breath sample. Numerically, the terms BAC and BAQ are identical. Thus when a person with a BAC of 0.10% is given a breath test, a reading of 0.10 BAQ should be obtained.</li> </ul> <p>e) When alcohol enters the human body it travels through the blood stream to all parts of the body.</p> <ul style="list-style-type: none"> <li>. Alcohol passes into the blood-stream within 1 or 2 minutes after consumption; most alcohol is absorbed within 15 minutes and nearly all within 1 hour.</li> <li>. Food in the stomach delays absorption by holding the alcohol in the stomach longer.</li> <li>. Organs such as the brain, liver and kidneys, which have a large blood supply (high water content) initially receive a lot of the circulating blood containing alcohol.</li> </ul>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>. When absorption and distribution of alcohol are complete, alcohol is distributed to areas of the body with high fluid content.</li> </ul> <p>f) Alcohol is eliminated from the body by a biochemical reaction and direct excretion.</p> <ul style="list-style-type: none"> <li>. Between 90-98% of alcohol in the body is burned up or oxidized in the liver.</li> <li>. A small amount (2-8%) of alcohol is excreted unchanged through the breath, urine, tears, saliva and perspiration.</li> <li>. Rate of elimination (which ranges from 0.010% to 0.025% per hour-- the average is 0.018%) is not significantly affected by stimulants (drugs, coffee) or exercise (increased breathing rate, physical exercise).</li> </ul> <p>2) <u>Effects of alcohol on behavior</u></p> <p>a) Alcohol is a depressant, and not a stimulant; many people think it is a stimulant because its first noticeable effect is to reduce inhibitions and promote a feeling of well-being.</p>	

LESSON 3 CHARACTERISTICS OF A PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b) The first step of impairment is on the most recently developed part of the brain--the part that controls a person's judgment and morals, and powers of attention; as a result, one's self-confidence increases.</p> <p>c) If alcohol is drunk in sufficient quantities, the functioning of the oldest part of the brain that automatically controls a person's body functions can be impaired such that a person can lose complete control of himself, pass into a coma, and ultimately die if the respiratory center of the brain is depressed.</p> <p>d) Between the mild effects and severe effects of alcohol there is a progressive deterioration in performance:</p> <ul style="list-style-type: none"> <li>. Speech becomes slurred</li> <li>. Vision is impaired               <ul style="list-style-type: none"> <li>- Pupils of the eye generally enlarge and reaction to visual stimuli becomes slower; bright lights and glare are bothersome.</li> <li>- Distance judgment is impaired as well as the ability to see things to one side or the other of the visual field (side vision or peripheral vision).</li> <li>- Ability to focus from far to near objects decreases at a BAC of 0.06%.</li> <li>- At BAC's of 0.10% blurred vision results.</li> </ul> </li> </ul>	

LESSON 3 CHARACTERISTICS OF A PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>. Reaction time increases and physical coordination is impaired:               <ul style="list-style-type: none"> <li>- The beginning of impairment of physical coordination can be with a BAC as low as 0.02%.</li> <li>- Motor tasks which require complex discrimination are impaired at BAC's of 0.05%.</li> </ul> </li> <li>. Sensitivity to most stimuli (visual, auditory, pain) generally decreases.</li> </ul> <p>3) <u>Stages of intoxication.</u> Indicate that there are no precise BAC's that define the various stages--there is overlap. The BAC ranges indicate that not all people are equally affected at the same BAC value.</p> <p>a) <u>Sobriety</u> (BAC of 0.01 - 0.05%) No apparent influence; person appears normal.</p> <p>b) <u>Euphoria</u> (BAC of 0.03 - 0.12%)</p> <ul style="list-style-type: none"> <li>. Sociable, talkative</li> <li>. Increased self-confidence, decreased inhibitions</li> <li>. Loss of attention, judgment</li> </ul> <p>c) <u>Excitement</u> (BAC of 0.09 - 0.25%)</p> <ul style="list-style-type: none"> <li>. Loss of judgment</li> <li>. Impaired memory</li> <li>. Increased reaction time</li> <li>. Some muscular incoordination</li> </ul>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>d) <u>Confusion</u> (BAC of 0.18 - 0.30%)</p> <ul style="list-style-type: none"> <li>. Mentally confused, dizzy</li> <li>. Exaggerated emotions (fear, anger, grief, etc.)</li> <li>. Disturbed vision</li> <li>. Decreased sense of pain</li> <li>. Poor balance, staggering gait, slurred speech</li> </ul> <p>e) <u>Stupor</u> (BAC of 0.27 - 0.40%) Person usually cannot stand, walk or react to his surrounding; may vomit, fall asleep.</p> <p>f) <u>Coma</u> (BAC of 0.35 - 0.50%) Person usually is unconscious; if coma persists for more than 10 hours, it generally becomes fatal.</p> <p>g) <u>Death</u> (BAC of 0.45%+) Respiratory paralysis occurs.</p> <p>4) <u>Effects on specific areas of the body.</u> Review the following:</p> <p>a) Circulatory system</p> <ul style="list-style-type: none"> <li>. There is no evidence that alcohol significantly improves circulation.</li> <li>. Following absorption, blood alcohol enlarges the vessels of the skin and permits an increase in skin blood flow. This accounts for the flushed face of the drinker.</li> </ul>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b) Kidney</p> <ul style="list-style-type: none"> <li>. Alcohol stimulates the kidney to produce urine.</li> <li>. Moderate use of alcohol does not appear to cause any kidney damage.</li> </ul> <p>c) Liver</p> <ul style="list-style-type: none"> <li>. Heavy use of alcohol causes an accumulation of fat in the liver, a condition referred to as fatty liver.</li> <li>. This may result in an inflammation of the liver, commonly called cirrhosis. However, cirrhosis appears to be more a result of the poor diet of the alcoholic, rather than a direct result of alcohol.</li> <li>. Moderate use of alcohol does not appear to have a harmful effect on the liver of healthy, well-nourished people.</li> </ul> <p>5) <u>Common symptoms of alcoholic influence.</u></p> <p>Ask several members of the class to identify common symptoms of alcoholic influence and write the responses on the board. Continue in this manner until all of the following have been covered:</p> <ul style="list-style-type: none"> <li>a) Odor of alcoholic beverage on the breath</li> <li>b) Swaying or unsteadiness--staggering</li> <li>c) Poor muscular coordination</li> <li>d) Confusion, lack of response to stimulation</li> </ul>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed; Actual	Activity	Instructor Notes and Visual Aids
	<p>e) Sleepiness</p> <p>f) Disorderly appearance</p> <p>g) Speech impairment (slurred, confused, "thick tongue")</p> <p>h) Dizziness</p> <p>i) Nausea</p> <p>j) Unusual actions, such as being very talkative, aggressive, depressed, jovial.</p> <p>k) Visual disorders--fixed stare--blood-shot/watery/glassy eyes</p> <p>l) Flushed face</p> <p>6) <u>Effects of alcohol on driving behavior</u></p> <p>a) <u>General</u> Explain that as an increasing BAC will impair the performance of the individual so will it affect his driving performance and behavior in traffic.</p> <p>b) <u>Specific effects</u> Review some of the commonly observed forms of driving behavior associated with alcoholic influence listed below:</p> <ul style="list-style-type: none"> <li>. Inefficient behavior           <ul style="list-style-type: none"> <li>- Extremely slow speeds on open highways</li> <li>- Excessive or erratic speeds</li> <li>- Making stops where none are required; long stops at stop signs</li> </ul> </li> </ul>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>- Apparent confusion at signalized intersections</li> <li>- Open car windows--especially in cold weather</li> <li>. Poor control               <ul style="list-style-type: none"> <li>- Failure to dim lights for passing traffic</li> <li>- Vehicle over center line--especially when making turns or approaching other vehicles</li> <li>- Erratic movement such as weaving, driving on the shoulder, stopping and starting, abrupt turns without signaling, swerving when passing another vehicle</li> </ul> </li> <li>. Parking in unusual places such as the roadway itself.</li> <li>. Repeated moving violations such as failure to observe signals, signs, and markings, failure to grant right-of-way, excessive speed, etc.</li> </ul> <p>7) <u>The alcoholic</u></p> <p>a) E. M. Jellinek proposes that people will distribute themselves into the following classes with respect to their use of alcohol:</p> <ul style="list-style-type: none"> <li>. Teetotaler--one who abstains from the use of alcohol.</li> </ul>	

### LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>• Social Drinker--a drinker who uses alcohol primarily in a social situation, rarely becomes intoxicated, and uses alcohol rather infrequently by choice.</li> <li>• Heavy Social Drinker--one who views alcohol in the same manner as the social drinker, but becomes intoxicated more frequently and uses alcohol as a method of relaxation.</li> <li>• Excessive Drinker--in addition to the uses by the social drinker, he drinks while he carries on business; intoxication is frequent, but the excessive drinker can still control the amount and frequency of his drinking voluntarily.</li> <li>• Problem Drinker--a person who may have interpersonal and/or marital problems, who may develop aggressive tendencies, and who may experience financial problems--all directly related to alcohol; intoxication is frequent, and there is a developing dependence on alcohol; the person often becomes involved in law violations and exhibits irrational behavior; he can, however, still control the amount of drinking voluntarily.</li> <li>• Alcoholic--an excessive and compulsive drinker who is psychologically and physically dependent on alcohol and has lost control over his drinking. He becomes intoxicated quite frequently and often is the cause of many others' social, psychological, and physical problems.</li> </ul>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>This person views alcohol as the primary means to reduce his discomfort and make his existence tolerable.</p> <p>b) The detection and control of the problem drinker and the alcoholic will be of primary concern for the DIA.</p> <p>c) It is a generally accepted conclusion that alcoholism is a "disease" with psychological causation and psychological and physical consequences. There appear to be several phases of development which can be observed in an individual's behavior.</p> <p style="padding-left: 40px;">The Warning Phase</p> <ul style="list-style-type: none"> <li>- Secretive drinking, concealment of amounts consumed</li> <li>- Preoccupation with alcohol</li> <li>- Guilt feelings about drinking behavior</li> <li>- Avoidance of any reference to alcohol</li> </ul> <p style="padding-left: 40px;">The Early Phase</p> <ul style="list-style-type: none"> <li>- Loss of control</li> <li>- Rationalized drinking behavior</li> <li>- Grandiose behavior</li> <li>- Marked aggressive behavior</li> </ul>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>- Persistent remorse</li> <li>- Periods of total abstinence</li> </ul> <p>The Middle Phase</p> <ul style="list-style-type: none"> <li>- Reduced social interaction</li> <li>- Loss of job interest</li> <li>- Alcohol centered behavior</li> <li>- Loss of outside interests</li> <li>- Marked self-pity</li> <li>- Unreasonable resentments</li> <li>- Protection of alcohol supply</li> <li>- Neglected nutrition</li> <li>- First hospitalization</li> <li>- Decreased sexual drive</li> <li>- Regular morning drinking</li> </ul> <p>The Late Phase</p> <ul style="list-style-type: none"> <li>- Prolonged intoxications</li> <li>- Marked ethical deterioration</li> <li>- Impairment of thinking</li> <li>- Alcoholic psychoses</li> </ul>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>- Drinking with persons far below socioeconomic level</li> <li>- Indefinable fears</li> <li>- Tremors</li> <li>- Psychomotor inhibition</li> <li>- Drinking takes on an obsessive character</li> <li>- Rationalization system fails</li> </ul> <p>d) Alcoholism can manifest itself in a number of ways:</p> <ul style="list-style-type: none"> <li>• Employment patterns               <ul style="list-style-type: none"> <li>- Frequent changes of employment</li> <li>- Periods of unemployment</li> <li>- Excessive absenteeism (average 1 month/year)</li> <li>- High accident experience</li> <li>- Current employment below qualifications</li> <li>- Bad relations with co-workers and supervisors</li> </ul> </li> <li>• Family patterns               <ul style="list-style-type: none"> <li>- Divorce/separation</li> </ul> </li> </ul>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>- Familial arguments</li> <li>- Neglect of family</li> <li>- Children are emotionally disturbed</li> <li>. Disease/disorder patterns               <ul style="list-style-type: none"> <li>- Cirrhosis of the liver</li> <li>- Brain tissue damage</li> <li>- Visual impairments</li> <li>- Ulcers</li> <li>- Diabetes</li> <li>- Nutritional deficiencies</li> <li>- Blackouts</li> <li>- Withdrawal symptoms                   <ul style="list-style-type: none"> <li>-- tremors/shaking (delerium tremens-"DT's")</li> <li>-- shortened attention span</li> <li>-- inability to focus attention</li> <li>-- hyperanxiety, restlessness</li> <li>-- hallucinations</li> <li>-- loss of coordination-- disorientation</li> </ul> </li> </ul> </li> <li>. Law enforcement contact patterns               <ul style="list-style-type: none"> <li>- Frequent calls for family disturbances</li> </ul> </li> </ul>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(1:50) 0:10 (2:00) 0:25</p>	<ul style="list-style-type: none"> <li>- Public drunkenness</li> <li>- Registered complaints by spouse</li> <li>- Registered complaints by neighbors</li> <li>- Children involved as juvenile delinquents</li> </ul> <p>Observations indicative of heavy drinking patterns or alcoholism (to be observed even while person is sober)</p> <ul style="list-style-type: none"> <li>- Excessive perspiration</li> <li>- Hoarseness--husky voice</li> <li>- Flushed face</li> <li>- Restless, anxious behavior</li> <li>- Inattentiveness</li> <li>- Body tremors --"DT's"</li> <li>- Disoriented speech</li> </ul> <p>Take a ten minute break</p> <p>b. <u>Drug impaired problem driver.</u> State that although alcohol is technically considered a "drug", the term drug is generally reserved for other substances which will be reviewed. Some of these drugs may have little or no medicinal value; others have medicinal value and are produced legitimately but sold illegitimately for illegitimate use or abuse. Finally, there are prescription drugs that may be misused by the legitimate user--a doctor's patient.</p>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>1) <u>Major groups of drugs</u>. Briefly discuss the characteristics of the groups of drugs below, that when abused, can impair a person's performance in traffic:</p> <p>a) <u>Narcotics/opiates</u></p> <ul style="list-style-type: none"> <li>. Includes such drugs as:           <ul style="list-style-type: none"> <li>- opium</li> <li>- opium derivatives such as morphine, codeine, and heroin</li> <li>- synthethetic opiates such as methadone</li> </ul> </li> <li>. These are drugs which produce insensibility or stupor because of their depressant effect on the nervous system and are used medically for the control of extreme pain.</li> <li>. Symptoms of the influence of these drugs are:           <ul style="list-style-type: none"> <li>- Insensitivity to pain</li> <li>- Heightened sense of well being or euphoria</li> <li>- Deep lethargy</li> <li>- Intoxication and ultimately sleep</li> </ul> </li> <li>. Since the continued use of these drugs can produce physical dependence or addiction, when such use of these drugs is stopped, powerful, "withdrawal" symptoms such as the following can be produced:</li> </ul>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>- Nervousness, anxiety</li> <li>- Dilated pupils (heightened sensitivity to light)</li> <li>- Muscular pain</li> <li>- Vomiting and diarrhea</li> <li>- Desperate and compulsive behavior to obtain the drug</li> </ul> <p>b) <u>Stimulants</u></p> <ul style="list-style-type: none"> <li>. Includes such drugs as:               <ul style="list-style-type: none"> <li>- Amphetamines (Dexedrine ®, Benzedrine ® )</li> <li>- Methamphetamine ("speed")</li> <li>- Cocaine</li> </ul> </li> <li>. Some of these drugs are widely prescribed for the treatment of obesity and mild depression.</li> <li>. They directly affect the central nervous system and produce the following effects:               <ul style="list-style-type: none"> <li>- Excitation, mental arousal, heightened states of physical activity, talkativeness, hand tremor, and perspiration</li> <li>- Rise in blood pressure and respiratory rate</li> <li>- Heightened sense of potency and self-confidence</li> </ul> </li> </ul>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>c). <u>Depressants (Sedatives - Hypnotics)</u></p> <ul style="list-style-type: none"> <li>. Barbiturates receive the greatest abuse of this group, some examples of which are:               <ul style="list-style-type: none"> <li>- Phenobarbital</li> <li>- Secobarbital</li> <li>- Amobarbital</li> </ul> </li> <li>. Barbiturates have a strong calming effect and are prescribed as treatment for high anxiety states and high blood pressure</li> <li>. Abuse of these drugs can produce the following symptoms:               <ul style="list-style-type: none"> <li>- Slurred speech</li> <li>- Loss of balance, staggering and falling</li> <li>- Quickness of temper, quarrelsome disposition</li> </ul> </li> </ul> <p>d) <u>Hallucinogens</u></p> <ul style="list-style-type: none"> <li>. These drugs have little or no medical benefit and are generally produced and distributed through illicit channels, with examples being:               <ul style="list-style-type: none"> <li>- LSD (Lysergic Acid Diethylamide--"acid")</li> <li>- Mescaline</li> <li>- Marijuana</li> <li>- DMT</li> </ul> </li> </ul>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>• Hallucinogens produce distortions of perception, bizarre dream images, and hallucinations. When abused, they can produce such effects as:               <ul style="list-style-type: none"> <li>- Impaired ability to discriminate between fantasy and reality</li> <li>- Impaired judgment of direction and distance</li> <li>- Dilated pupils</li> <li>- Restlessness and insomnia</li> <li>- LSD use can result in:                   <ul style="list-style-type: none"> <li>-- Perspiration</li> <li>-- Violent movement, panic, and even attempts at self-destruction</li> </ul> </li> </ul> </li> <li>e) <u>Tranquilizers</u> <ul style="list-style-type: none"> <li>• This refers to a large group of prescription drugs that when taken as prescribed have calming properties without loss of alertness or performance, e.g.:               <ul style="list-style-type: none"> <li>- Phenothiazine</li> <li>- Reserpine</li> <li>- Meprobamate (Miltown ® )</li> </ul> </li> <li>• When taken in excessive amounts, these drugs can produce dizziness and drowsiness.</li> </ul> </li> </ul>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>f) <u>Antihistamines</u></p> <ul style="list-style-type: none"> <li>. These drugs are widely prescribed to control the symptoms of allergies (sinus, nasal congestion, etc.)</li> <li>. They have sedative properties which result in the following effects on performance:               <ul style="list-style-type: none"> <li>- Inattention</li> <li>- Confusion</li> <li>- Drowsiness</li> </ul> </li> </ul> <p>g) <u>Anti-infective drugs</u></p> <ul style="list-style-type: none"> <li>. Occasionally, such anti-infective drugs as the antibiotic and sulfa drugs can impair performance.</li> <li>. These drugs can produce such symptoms as:               <ul style="list-style-type: none"> <li>- Dizziness</li> <li>- Drowsiness</li> <li>- Nausea/vomiting</li> <li>- Mild euphoria</li> </ul> </li> </ul> <p>h) <u>Volatile substances/inhalants</u></p> <ul style="list-style-type: none"> <li>. Occasionally, such substances as the following may be abused as:               <ul style="list-style-type: none"> <li>- Certain glues</li> <li>- Gasoline</li> </ul> </li> </ul>	

## LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>- Lighter fluid</li> <li>- Ether</li> </ul> <p>The fumes of these volatile and toxic substances are inhaled producing the following effects:</p> <ul style="list-style-type: none"> <li>- Dizziness</li> <li>- Stupor, euphoria</li> <li>- Vomiting/unconsciousness</li> </ul> <p>If taken in sufficient quantities, the fumes of these substances can cause serious damage to internal organs and ultimately death by suffocation.</p> <p>2) <u>Effects of drugs and other chemicals on driving behavior.</u> Review the following points:</p> <ul style="list-style-type: none"> <li>a) It is apparent from the foregoing description that the symptoms that can be produced from the use or abuse of certain drugs and chemicals are similar to those of alcoholic influence.</li> <li>b) Thus, the erratic and unusual behavior of an individual who is under the influence of some drug can be very similar to that of a person under the influence of alcohol.</li> </ul> <p>c. <u>Alcohol combined with other drugs.</u> Point out that when alcohol is combined with some drugs, the effect is not simply additive but sometimes supra-additive or "synergistic". In other words, you sometimes get more impairment from an alcohol-drug combination than you would expect</p>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>from a simple addition of the effects of each dose alone. Cover the material below related to effects of major drug category and alcohol combinations.</p> <ol style="list-style-type: none"> <li>1) <u>Stimulants</u> <ol style="list-style-type: none"> <li>a) They do not counteract the major depressing effects of alcohol.</li> <li>b) They are only temporarily effective with regard to the grosser aspects of alcoholic influence.</li> <li>c) They may be used for temporary arousal in severe intoxication, but the arousal effect is brief.</li> </ol> </li> <li>2) <u>Depressants</u> <ol style="list-style-type: none"> <li>a) The depressant effects will be added together and, in some instances, the resultant effect will be greater than the expected combined effect of the two drugs.</li> <li>b) The trainee should be alert to the fact that depressants are used widely and indiscriminately and their use with alcohol could cause a serious problem for the driver.</li> </ol> </li> <li>3) <u>Narcotics</u> <ol style="list-style-type: none"> <li>a) Animal studies have indicated additive and supra-additive effects of narcotics and alcohol; human studies are understandably lacking.</li> <li>b) In dealing with the drinking driver suspect, one should be alert to the possibility that the individual's behavior</li> </ol> </li> </ol>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(2:25) 0:10</p>	<p>may be due to a narcotic or to a combination of a narcotic and alcohol.</p> <p>6. <u>The aging driver.</u> Review the material, related to this subject, which follows.</p> <p>a. It is a well known fact that as the individual grows old (50's and beyond), the sensory (especially vision and hearing), mental (attention span, short term memory), and physical capabilities diminish (e.g., reflexes and reaction time are slowed, vital capacity and strength diminishes).</p> <p>b. Many drivers fail to compensate for their impairments due to advancing age or in some cases overcompensate by unduly cautious, hesitant and unsure traffic performance.</p> <p>c. In either case, hazardous traffic situations can ensue, e.g.:</p> <p>1) The person who is unaware of his limitations produced by advancing age can subject himself to traffic situations in which he does not have full control (e.g., drives too fast for his abilities).</p> <p>2) The person who is aware of his limitations and performs in an unduly conservative manner, can cause more capable individuals to take chances to escape the influence of this person (e.g., a person who drives too slowly for the traffic conditions).</p> <p><b>DEMOGRAPHIC CHARACTERISTICS OF THE PROBLEM DRIVER POPULATION</b></p> <p>1. Mention that various regional studies indicate that the DIA is likely to encounter a problem driver population with some of the following general attributes:</p>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>a. Typically half of all driver improvement cases are in their teens and early twenties.</p> <ol style="list-style-type: none"> <li>1) Young drivers are frequently troubled by developmental problems which stem from immaturity, lack of experience and judgment, lack of emotional control, etc.</li> <li>2) Such general personality and behavioral problems spill over into and compromise the driving task.</li> </ol> <p>b. Drivers in their late teens and early twenties (age 15-24 years) have 1/3 of all traffic accidents although they only make up 21% of all drivers.</p> <p>c. Males are involved in more accidents than females.</p> <ol style="list-style-type: none"> <li>1) In a study conducted by the New York State Department of Motor Vehicles it was found that:           <ol style="list-style-type: none"> <li>a) 18-20 year old males had 6 times as many accidents as females.</li> <li>b) 18-20 year old males had more than half again as many accidents as 21-24 year old males.</li> </ol> </li> <li>2) In a 1968 Indiana study of severe automobile accidents involving 16-21 year old drivers, 78% were males.</li> </ol> <p>d. In studies conducted by the California Department of Motor Vehicles, it was determined that:</p> <ol style="list-style-type: none"> <li>1) In a sample of negligent drivers, male negligent drivers outweighed female negligent drivers by a ratio of 50 to 2, while in the normal driving population the ratio is 3 to 2.</li> </ol>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) Significantly <u>more</u> professional drivers and laborers/semi-skilled workers remain as negligent operators for a three year period after action by DMV; significantly <u>fewer</u> professionals and white collar workers remained as negligent operators for a three year period after action by DMV.</p> <p>3) In regard to drivers who were reexamined following fatal accident involvement:</p> <p>a) In the fatal accident population studied, the younger driver (under 35) is over-represented and the older driver (over 45) is under-represented.</p> <p>b) The reexamined male driver is more often divorced or widowed and less often married than the average male driver; the reexamined female driver is more often divorced than the average female driver.</p> <p>c) At fault (cited at the time of a fatal accident) male drivers who were re-examined were younger, more often single, had fewer dependents, were more often employed in semi-skilled work and fewer carried auto liability insurance than those drivers who were not cited at the time of their fatal accidents.</p> <p>e. For 1971 the National Safety Council states that 91% of all reported accidents, 83% of all reported fatal accidents and 92.4% of all reported injury accidents involved improper driving--such offenses as speed too fast, failure to yield right of way, failure to stop, following too closely, etc.</p>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>f. As mentioned previously, alcohol is considered to be a factor in at least half of all fatal motor vehicle accidents; in a study conducted by the Washington State Patrol in 1970, drivers in the age group of 20-34 were represented in:</p> <ol style="list-style-type: none"> <li>1) Slightly more than half of the <u>fatal accidents</u> involving drinking drivers.</li> <li>2) Only one third of the <u>fatal accidents</u> involving non-drinking drivers.</li> <li>3) Almost one half of <u>all accidents</u> involving drinking drivers.</li> <li>4) Slightly more than one third of <u>all accidents</u> involving non-drinking drivers.</li> </ol> <p>2. Discuss any problem driver demographic data which may be of significance to the jurisdiction.</p>	
(2:35) 0:05	<p>PRIORITY TARGETS FOR DRIVER IMPROVEMENT</p> <ol style="list-style-type: none"> <li>1. Mention that based on the foregoing discussion that the young male drivers will likely be a frequently encountered candidate for DI; in addition, the problem drinker and alcoholic will be of great concern (in terms of detection and referral).</li> <li>2. Discuss any other priority DI targets which are pertinent to the jurisdiction.</li> </ol>	
(2:40) 0:10	<p>SUMMARY AND QUESTIONS</p> <ol style="list-style-type: none"> <li>1. Mention that, in a later session, the trainee will be advised of the follow-up actions to be taken by the DIA when he feels he has sufficient information to identify a client as a particular type of problem driver.</li> </ol>	

LESSON 3 CHARACTERISTICS OF THE PROBLEM DRIVER

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(2:50)	2. Call for any questions regarding the topics of this lesson.	

## LESSON 4 DRIVER INFORMATION

### Training Objectives:

- Know the basic sources and types of external and internal driver information
- Describe the structure and function of the departmental driver information system, to include:
  - The type of data stored
  - Storage methods and organization of data files
  - Access requirements
- Differentiate between public and confidential driver information

### References:

- American Association of Motor Vehicle Administrators. Driver license administrator's guide to driver improvement. Washington, D. C.: Author, 1965.
- Departmental Policy and Procedures Manual

### Training Aids:

Copies of forms which the DIA may have occasion to access while on the job (included in the Student Study Guide), such as:

- Police and civilian accident report forms
- Medical report forms
- Court abstracts
- Law enforcement reports
- DMV reports
- Insurance reports
- Driver abstracts, etc.

## LESSON 4 DRIVER INFORMATION

Note 1: Prior to use, this lesson plan must be carefully reviewed, annotated and edited, if necessary, to make it totally reflective of the functional structure of the jurisdictional driver improvement and control program. In addition, the instructor should note the Study Guide Exhibit Number for any forms discussed (ones which the DIA may use) in the margin of the appropriate lesson plan pages.

Note 2: Assuming ~~that~~ this phase of training will take place at or near the site where the majority of driver information system operations are conducted (i. e., headquarters), the instructor should plan on providing about 40 minutes of time near the end of this lesson to conduct the class on a brief tour of the driver information system facilities.

## LESSON 4 DRIVER INFORMATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>( -- ) 0:05</p>	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Mention that upon completion of this lesson, the students should be able to:               <ol style="list-style-type: none"> <li>a. Know the basic sources and types of external and internal driver information</li> <li>b. Describe the structure and function of the departmental driver information system, to include:                   <ol style="list-style-type: none"> <li>1) The type of data stored</li> <li>2) Storage methods and organization of data files</li> <li>3) Access requirements</li> </ol> </li> <li>c. Differentiate between public and confidential driver information</li> </ol> </li> </ol>	
<p>(0:05) 0:05</p>	<p><b>INTRODUCTION</b></p> <ol style="list-style-type: none"> <li>1. Mention that the driver improvement and control (DIC) program is based on the proposition that, to some degree, future driving behavior is predictable from past performance.</li> <li>2. Therefore, it is essential to the success of the DIC program that the department maintain and have ready access to <u>valid and representative information</u> about driver condition, characteristics, and performance.</li> <li>3. The maintenance of close and cooperative relations with internal groups (financial responsibility, driver licensing, etc.) and external agencies and parties who come in contact with drivers is crucial.</li> </ol>	

LESSON 4 DRIVER INFORMATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(0:10) 0:40</p>	<p><b>BASIC SOURCES AND TYPES OF EXTERNAL DRIVER INFORMATION</b></p> <p><b>NOTE:</b> Where specific report forms (ones which the DIA may have occasion to review) are mentioned in the following discussion, the class should be referred to appropriate examples of these forms which are included in the Student Study Guide and referenced by Exhibit numbers.</p> <p><b>1. Courts.</b> Indicate that a significant amount of driver information originates from the courts in the form of conviction reports. Review and explicate the following points regarding court based information called court abstracts:</p> <p><b>a. Type of information provided to the department in court abstracts such as:</b></p> <ol style="list-style-type: none"> <li>1) Driver's license number</li> <li>2) Motor vehicle registration number for vehicle in which violation was committed</li> <li>3) Title and date of the offense committed, plea offered and hearing date</li> <li>4) Verdict and any penalty imposed</li> <li>5) Forfeiture of bail (if any)</li> <li>6) Certification of record by court</li> <li>7) Other</li> </ol> <p><b>b. How abstracts are obtained by the department</b></p>	

LESSON 4 DRIVER INFORMATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>c. Form/format of court abstract</p> <p>d. Impact of court abstract information on the DIC process</p> <p>e. Requirements for this agency to provide this information</p> <p>2. <u>Law enforcement agencies.</u> Mention that in addition to being the original source for traffic violation information, this agency may be the source for other valuable driver information. Discuss the relevant categories of information which can be supplied to the department by the police.</p> <p>a. Categories of information provided, e.g.:</p> <ol style="list-style-type: none"> <li>1) Observations noted of drivers suspected of having physical and mental impairments, abusing drugs and alcohol, or being incompetent.</li> <li>2) Copy of police accident reports</li> <li>3) Copy of written traffic warnings</li> <li>4) Reports of traffic citations , traffic arrests</li> <li>5) Reports of other offenses which could have a bearing on driving behavior, e.g.,               <ol style="list-style-type: none"> <li>a) Arrests for drunkenness. (not driving under the influence)</li> </ol> </li> </ol>	

LESSON 4 DRIVER INFORMATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b) Arrests for drug possession/addiction (not driving under the influence)</p> <p>6) Other</p> <p>b. How such reports are obtained by the department</p> <p>c. Form/formats of reports provided</p> <p>d. Impact of these kinds of information on the process</p> <p>e. Requirements, if any, for this agency to provide these kinds of information</p> <p>3. <u>State/local health agencies/clinics.</u> Mention that under certain circumstances, state and local health agencies (public and private) may acquire important information about the condition of a driver which has an important bearing on his fitness to operate a motor vehicle. Cover the points which follow and are related to this source of driver information:</p>	

LESSON 4 DRIVER INFORMATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>a. Kinds of information/reports which may be provided, such as:</p> <ol style="list-style-type: none"> <li>1) Identification of patients to be released or clients being treated who have suffered from such disorders or incurred such impairments as:               <ol style="list-style-type: none"> <li>a) Central nervous system disorders; loss of consciousness</li> <li>b) Mental/nervous disorders</li> <li>c) Loss of physical capabilities, e.g.,                   <ul style="list-style-type: none"> <li>. Muscular disorders</li> <li>. Peripheral nervous system disorders</li> <li>. Amputations</li> </ul> </li> <li>d) Loss of sensory function                   <ul style="list-style-type: none"> <li>. Visual impairments, loss of sight</li> <li>. Hearing impairment, hearing loss</li> </ul> </li> <li>e) Alcohol or drug addiction</li> </ol> </li> <li>2) Identification of any out patients who may be taking prescribed medication with potentially hazardous side effects vis-a-vis the operation of a motor vehicle</li> </ol> <p>b. Agencies which may supply this kind of information</p>	

LESSON 4 DRIVER INFORMATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>c. How this information is obtained by the department</p> <p>d. Impact of these kinds of information on the DIC process</p> <p>e. Requirements, if any, for this agency to provide these kinds of information</p> <p>4. <u>Other motor vehicle departments.</u> Explain that the need is great to coordinate licensing actions and share driver information with other DMV's when one considers the mobility of drivers between states these days. Review the points, which follow, and are related to this source of driver information:</p> <p>a. States with which a compact exists to coordinate post licensing actions.</p> <p>b. Kinds of information routinely coming to this department from other DMV's, e. g.,</p> <p>1) Record of traffic violations incurred by own state drivers in other jurisdictions</p>	

LESSON 4 DRIVER INFORMATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) Reports of traffic accident(s) incurred by own state drivers in other jurisdictions</p> <p>3) Other</p> <p>c. Kinds of information which may be requested from other DMV's, e.g., record of traffic violations, traffic accidents, of drivers in this state, formerly of another jurisdiction, as well as administrative actions taken with regard to their licenses</p> <p>d. Form/format of driver information coming to this department from other DMV's</p> <p>e. Impact of this kind of information on the DIC process</p> <p>f. Requirements, if any, for other DMV's to provide information to this department</p>	

LESSON 4 DRIVER INFORMATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>5. <u>Private citizens.</u> Mention that occasionally, useful driver information may originate from private citizens. Cover the points below related to this source of driver information.</p> <p>a. Type of information which is received, such as complaints, accident reports, etc.</p> <p>b. Form/format of information coming from private citizens</p> <p>c. Requirements to determine the authenticity of any citizen reports</p> <p>d. Impact of this information on the DIC process</p> <p>6. <u>Private physicians/specialists.</u> Discuss any types of driver information which these parties voluntarily or compulsorily supply to the department, as well as the form in which this information is received and the impact of this information on the DIC process.</p>	<p>7</p>

LESSON 4 DRIVER INFORMATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>7. <u>Correctional agencies/parole boards.</u> Review any of the forms of driver information which these parties voluntarily or compulsorily supply to the department, as well as the form in which this information is received and the impact of this information on the DIC process.</p> <p>8. <u>Insurance companies.</u> Discuss any information which these sources may supply to the department as well as the form in which the information is received and the impact of this information on the DIC process.</p>	
(0:50)	Take a ten minute break	
0:10		
(1:00)	INTERNAL DRIVER INFORMATION	
0:15	<p>1. Mention that the department itself generates and formats driver information.</p> <p>2. Review and discuss the classes of departmentally produced driver information which follow:</p> <p>a. Reports of administrative actions taken, such as:</p> <ol style="list-style-type: none"> <li>1) Reexamination</li> <li>2) Probation</li> <li>3) Interview/counseling</li> <li>4) Restriction</li> <li>5) Hearing (including transcripts)</li> <li>6) Suspension</li> <li>7) Revocation</li> </ol> <p>b. Driver abstract</p> <ol style="list-style-type: none"> <li>1) Is a simplified, abbreviated record of traffic violations and traffic accidents accumulated by a driver, any administrative actions taken against a driver's license, and summarial biographical information</li> </ol>	

## LESSON 4 DRIVER INFORMATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(1:15) 0:25	<p>2) Refer the students to a copy of a driver abstract and discuss the contents of the form.</p> <p>c. Point record</p> <p>1) If a point system is employed to record and weigh traffic violations/accidents, describe its purpose and justification</p> <p>2) Review the following operational aspects of the system:</p> <p style="margin-left: 20px;">a) Point values assigned various classes of traffic violations and/or accidents</p> <p style="margin-left: 20px;">b) Accumulation/deletion of points</p> <p style="margin-left: 20px;">c) Rationale for actions by the department at certain point levels</p> <p>d. Other records/statistics</p> <p>1) Discuss any other records or statistics compiled by the department in support of the DIC process.</p> <p><b>STRUCTURE AND FUNCTION OF THE DEPARTMENTAL DRIVER INFORMATION SYSTEM</b></p> <p>1. Mention that the departmental driver information system has two basic subsystems for the receipt, processing, and filing of driver information, and they are a manual subsystem and an automated subsystem.</p> <p>2. Cover the points which follow, related to these two subsystems:</p> <p style="margin-left: 20px;">a. Manual driver information subsystem:</p>	

## LESSON 4 DRIVER INFORMATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ol style="list-style-type: none"> <li>1) Mention that this is the subsystem which primarily handles hard copy reports and records in their original form</li>   <li>2) Discuss the operational features of this subsystem, such as:               <ol style="list-style-type: none"> <li>a) What information is handled, e. g.,                   <ul style="list-style-type: none"> <li>• Court abstracts</li> <li>• Accident reports (civilian, police)</li> <li>• Law enforcement reports</li> <li>• Medical reports</li> <li>• Insurance reports</li> <li>• Reports regarding DMV administrative actions taken</li> <li>• Other</li> </ul> </li>   <li>b) How and where the above classes of manually stored information are filed</li>   <li>c) How the DIA may access the various kinds of manually stored driver information (directly, indirectly)</li> </ol> </li>   <li>b. Automated driver information subsystem               <ol style="list-style-type: none"> <li>1) Mention that this is the subsystem which handles abbreviated driver information which is dynamic or subject to change</li> </ol> </li> </ol>	

LESSON 4 DRIVER INFORMATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) Discuss the operating features of this subsystem, such as:</p> <p>a) Name and location of the automated data processing subsystem</p> <p>b) Functions performed by this subsystem, such as:</p> <ul style="list-style-type: none"> <li>. Driver information storage, processing, retrieval</li> <li>. Point accumulation</li> <li>. Problem driver detection</li> <li>. Other</li> </ul> <p>c) Data/informational input and output devices/formats</p> <p>d) Types of information which may be retrieved from this subsystem, such as driver abstract, etc.</p>	

LESSON 4 DRIVER INFORMATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(1:40) 0:10</p>	<p>e) How the DIA may access the information contained in the automated driver information subsystem (directly, indirectly)</p> <p><b>HANDLING DRIVER INFORMATION</b></p> <ol style="list-style-type: none"> <li>1. Explain that although most driver information compiled by the department is considered to be in the public domain, some classes of information received must be considered confidential.</li> <li>2. Discuss the kinds of driver information which are considered to be in the public domain.</li> <li>3. Discuss the classes of driver information which must be considered confidential, by covering the following points:             <ol style="list-style-type: none"> <li>a. Type of confidential information (e.g., medical/psychiatric records, employment records, reports from private citizens, etc.)</li> <li>b. Where this information is stored and who in the department may have access to it.</li> </ol> </li> </ol>	

LESSON 4 DRIVER INFORMATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>c. Requirements governing the handling and dissemination of this information</p>	
(1:50) 0:40	<p>TOUR OF DRIVER INFORMATION SYSTEM</p> <ol style="list-style-type: none"> <li>1. Escort the class on a brief tour of the major facilities composing the driver information system.</li> <li>2. Encourage questions from the class on what they see and hear.</li> </ol>	
(2:30) 0:20	<p>SUMMARY AND REVIEW</p> <ol style="list-style-type: none"> <li>1. Call for any questions regarding the topics of this lesson.</li> <li>2. Pose the following questions to the class:               <ol style="list-style-type: none"> <li>a. What are basic sources and types of driver information?</li> <li>b. How is the departmental driver information system basically structured and what major functions does it perform?</li> <li>c. Which kinds of driver information are "public" and which are "confidential".</li> </ol> </li> </ol>	

## LESSON 5 OVERVIEW OF VEHICLE AND TRAFFIC LAWS

## Training

## Objectives:

- Know the history and purpose of vehicular traffic laws
- Understand the content and intent of jurisdictional traffic laws related to driver improvement and control to include those related to:
  - Empowerment of the department
  - Drivers' licenses
  - Financial responsibility
  - Civil liability
  - Accidents and accident reports
  - Rules of the road
  - Powers of state and local authorities

## References:

- Economos, J. P. The legal environment and traffic safety. In Traffic safety a national problem. Saugatuck, Connecticut: The Eno Foundation for Transportation, 1967.
- Fisher, E. C. Vehicle traffic law. Evanston, Illinois: Traffic Institute, Northwestern University, 1961.
- National Committee on Uniform Traffic Laws and Ordinances. Uniform vehicle code and model traffic ordinances. Charlottesville, Virginia: The Michie Co., 1968.
- Slavin, James M. The role of traffic law enforcement in traffic accident prevention. Saugatuck, Connecticut: Eno Foundation for Transportation, 1967.

## Training

## Aids:

- Copy of the jurisdictional motor vehicle code and any other laws related to driver improvement and control.
- Copy of any administrative rules and procedures in effect.

## LESSON 5 OVERVIEW OF VEHICLE AND TRAFFIC LAWS

**Note:** The instructor should consider employing study assignments for this lesson which will reduce the burden for coverage of traffic laws in class. It is therefore recommended that, prior to the conduct of this lesson in class by the instructor, that the instructor assign relevant section(s) of the traffic laws to the students for reading out of class. In this way the instructor will not necessarily have to cover all sections of the traffic laws in class, but can concentrate on the more difficult sections of the laws which require interpretation and answer questions that students might have on their readings. In covering the vehicle and traffic laws, the instructor should bear in mind that the objective is to enable the students to become conversant with the laws; the DIA does not have to have the detailed understanding of the elements of traffic offenses that a policeman would who must enforce them.

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\* An approximate minimum time.

LESSON 5 OVERVIEW OF VEHICLE AND TRAFFIC LAWS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
( -- ) 0:05	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Indicate that upon completion of this lesson the student should be able to:               <ol style="list-style-type: none"> <li>a. Know the history and purpose of vehicular traffic laws.</li> <li>b. Understand the content and intent of jurisdictional traffic laws related to driver improvement and control to include those related to:                   <ol style="list-style-type: none"> <li>1) Empowerment of the department</li> <li>2) Drivers' licenses</li> <li>3) Financial responsibility</li> <li>4) Civil liability</li> <li>5) Accidents and accident reports</li> <li>6) Rules of the road</li> <li>7) Powers of state and local authorities</li> </ol> </li> </ol> </li> </ol> <p><b>STUDY GUIDE REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Indicate that reference material for this lesson may be found in Section 4 of the Study Guide (or in a separate handout).</li> </ol>	
(0:05) 0:30	<p><b>ORIGIN AND DEVELOPMENT OF VEHICLE TRAFFIC LAWS</b></p> <ol style="list-style-type: none"> <li>1. State that with the advent of the automobile co-mingling and competing with pedestrian and horse drawn traffic at the turn of the century it became necessary to acknowledge the rights of people to use the streets and highway.</li> <li>2. Mention that the courts started to take official notice of the "equal rights" of individuals to use highways as early as 1907, with the formal notion being that "all persons, whether afoot or using some sort of lawful</li> </ol>	

LESSON 5 OVERVIEW OF VEHICLE AND TRAFFIC LAWS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>conveyance, have reciprocal rights in the use of streets and highways, and, except as regulated by statute or ordinance, none has superior rights over the others. "</p> <p>a. Unless specifically regulated by state statute, the doctrine of equal rights extends to motor vehicle operators, pedestrians, bicycle and motorcycle riders, horseback riders, operators of horse-drawn wagons or carriages and even to people driving cattle, horses or other domestic animals along the road.</p> <p>3. Explain that with the meteoric rise of the automobile in terms of greater numbers of high-powered vehicles with great speed capability, highway fatalities rose in alarming proportion.</p> <p>a. During the year 1941, 39,969 persons were killed in traffic accidents.</p> <p>b. Prior to this time, there had been great concern with the building of safer and more efficient highways.</p> <p>c. It became apparent about this time that a greater effort needed to be placed upon the driver in the highway system.</p> <p>4. With the emphasis upon the human element, greater concern turned towards the development of more effective rules governing the traffic situation.</p> <p>a. Traffic rules, laws and regulations are intended primarily for the <u>prevention of traffic accidents</u>, while at the same time allowing for the orderly and expeditious flow of traffic on an equitable basis for all concerned.</p>	

LESSON 5 OVERVIEW OF VEHICLE AND TRAFFIC LAWS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b. Simply stated, traffic laws, especially the "rules of the road," are safe driving practices in written form.</p> <p>c. It follows that traffic laws, to be effective in reducing accidents, must be enforced in an impartial and conscientious manner by law enforcement agencies, and be fairly and consistently adjudicated by the courts.</p> <p>5. Mention that early traffic laws were geared to controlling automobiles insofar as they represented a threat or menace to pedestrian and horse-based transportation.</p> <p>6. Explain that as the motor vehicle started to assume a dominant role on the highways and streets, the legislative concern gradually turned toward the equitable and safe regulation of all forms of highway traffic.</p> <p>7. State that cities and towns were the first forms of government to develop traffic laws; the states slowly followed municipal initiative and sought to standardize basic traffic laws within the state. Ultimately, efforts began on the development of a means to standardize traffic laws throughout the country.</p> <p>a. Review some traffic regulation milestones covered below:</p> <ol style="list-style-type: none"> <li>1) 1899 - Boston closed their parks to automobile traffic between certain hours of the day to reduce accidents due to runaway horses.</li> <li>2) 1901 - Connecticut passed the world's first automobile speed statute.</li> <li>3) 1901 - New York required automobile registration.</li> </ol>	

## LESSON 5 OVERVIEW OF VEHICLE AND TRAFFIC LAWS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>4) 1904 - New York law declared that its provisions regulating the operation of motor vehicles should be controlling throughout the state (municipal ordinance must not conflict with the state law on the same subject).</p> <p>5) 1907 - Connecticut passed the first driver license law.</p> <p>6) 1924 - The notion of nationwide guidelines for uniform jurisdictional traffic laws was born; the "Uniform Vehicle Code" was to combine the best features of existing traffic laws into an integrated body of model laws and ordinances.</p> <p>7) 1926 - The draft of the first Uniform Vehicle Code was approved; subsequent revisions to this original document have been made with the latest being in 1968. The agency concerned with the update and modification of the Uniform Vehicle Code is the National Committee on Uniform Traffic Laws and Ordinances in Washington, D. C.</p> <p>8) 1946 - With traffic fatalities reaching alarming proportions, the President called the First Annual Conference on Highway Safety. Recommendations for improvements in the following areas were made by the action committee:</p> <ul style="list-style-type: none"> <li>• Laws and ordinances</li> <li>• Public information and education</li> <li>• Police traffic supervision</li> <li>• Traffic courts</li> </ul>	

LESSON 5 OVERVIEW OF VEHICLE AND TRAFFIC LAWS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(0:35) 3:05	<ul style="list-style-type: none"> <li>• Traffic engineering</li> <li>• Traffic accident records</li> <li>• Organized citizen support</li> <li>• Motor vehicle administration</li> <li>• Highway research</li> </ul> <p>10) 1950's - Most traffic accident prevention experts concluded traffic accidents and resultant injuries, fatalities and property damage will be minimized if the following are accomplished:</p> <ul style="list-style-type: none"> <li>- Equitable, understandable and enforceable traffic laws are enacted</li> <li>- Police officers become skilled in the detection and apprehension of traffic violators</li> <li>- The courts are administered by personnel who appreciate the importance of traffic law enforcement</li> <li>- The driving privilege is effectively regulated and controlled.</li> </ul> <p><b>DEFINITION AND INTERPRETATION OF STATE VEHICLE AND TRAFFIC LAWS RELATED TO DRIVER IMPROVEMENT AND CONTROL</b></p> <p>1. Discuss the relevant sections of the state statutes related to the above subject. The detail to which the instructor covers this material will depend, in part, upon the background of the students. For trainees who are already DMV professional employees and have a familiarity with vehicle and traffic laws,</p>	

## LESSON 5 OVERVIEW OF VEHICLE AND TRAFFIC LAWS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>the coverage will not have to be as extensive as for those who have been recruited directly from the outside. As the instructor covers relevant sections of the state law related to the topics below, and any other relevant ones, he should remember to take a ten minute break for approximately every 50 minutes of instruction.</p> <p>a. Department of motor vehicles</p> <ol style="list-style-type: none"> <li>1) Organization of the department</li> <li>2) Powers and duties of the Commissioner</li> <li>3) Records of the department</li> <li>4) Offices of the department</li> <li>5) Authority to prescribe forms, administer oaths, and certify records</li> <li>6) Records of the department</li> <li>7) Authority to approve or reject applications</li> <li>8) Seizure of documents and plates</li> <li>9) Distribution of synopsis of laws</li> <li>10) Power to summon witnesses and take testimony</li> <li>11) Giving of notice</li> </ol> <p>b. Drivers' licenses</p> <ol style="list-style-type: none"> <li>1) Issuance of licenses, expiration and renewal               <ol style="list-style-type: none"> <li>a) What persons must be licensed, who are exempt, and who must not be licensed</li> <li>b) Classes of licenses</li> <li>c) Instruction permits and temporary licenses</li> </ol> </li> </ol>	

LESSON 5 OVERVIEW OF VEHICLE AND TRAFFIC LAWS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>d) Application for license or instruction permit; by minors</li> <li>e) Release from liability</li> <li>f) Licenses issued to drivers</li> <li>g) Requirements to carry and exhibit license on demand</li> <li>h) Restricted licenses</li> <li>i) Duplicate permits/licenses</li> <li>j) License expiration and renewal; requirements for reexamination</li> <li>k) Notice of change of name or address</li> <li>l) Records kept by the department</li> <li>m) Medical advisory board</li> </ul> <p>2) Cancellation, suspension or revocation of licenses</p> <ul style="list-style-type: none"> <li>a) Authority of department to cancel licenses</li> <li>b) Authority of department to suspend and revoke licenses</li> <li>c) Suspending of privileges of non-residents; reporting convictions, suspensions and revocations</li> <li>d) Suspending resident's license for misconduct in another jurisdiction</li> <li>e) Forwarding of license by the courts to the department; reporting of convictions</li> <li>f) Mandatory revocations; revocation for refusal to submit to chemical test</li> <li>g) Power of department for reexamination</li> </ul>	

LESSON 5 OVERVIEW OF VEHICLE AND TRAFFIC LAWS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>h) Periods of suspension, revocation</li> <li>i) Surrender and return of license</li> <li>j) Prohibited operation under foreign license during suspension or revocation</li> <li>k) Right of appeal to the courts</li> </ul> <p>3) Violation of license provisions</p> <ul style="list-style-type: none"> <li>a) Unlawful use of license</li> <li>b) Making false affidavit, perjury</li> <li>c) Driving while license is suspended or revoked</li> <li>d) Permitting unauthorized minor to drive</li> <li>e) Permitting unlicensed person to drive</li> </ul> <p>c. Financial responsibility</p> <p>(Only general highlights here, so that the DIA may be conversant with significant concepts, requirements and procedures.)</p> <p>d. Civil liability</p> <ul style="list-style-type: none"> <li>1) Liability of government agencies</li> <li>2) Imputing negligence and liability to guests</li> </ul> <p>e. Accidents and accident reports</p> <p>(Only general highlights here, covering requirements for reporting.)</p> <p>f. Rules of the road</p> <ul style="list-style-type: none"> <li>1) Obedience to and effect of traffic laws</li> <li>2) Traffic signs, signals and markings</li> </ul>	

**LESSON 5 OVERVIEW OF VEHICLE AND TRAFFIC LAWS**

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(3:40) 0:10</p>	<p>3) Driving on the right side of the roadway, overtaking and passing, use of the roadway</p> <p>4) Right of way</p> <p>5) Pedestrian rights and duties</p> <p>6) Turning and starting, signals on stopping and turning</p> <p>7) Special stops required</p> <p>8) Speed restrictions</p> <p>9) Serious traffic offenses</p> <p>g. Respective powers of state and local authorities</p> <p><b>ADMINISTRATIVE RULES AND PROCEDURES</b></p> <p>1. Review the substance of any legislation passed which stipulates administrative practices for the department.</p> <p><b>SUMMARY AND QUESTIONS</b></p> <p>1. Solicit questions from the class regarding the topics of this lesson.</p> <p>2. Ask the class to define the following:</p> <p>a. The basic speed law</p> <p>b. Minimum/maximum speed laws</p> <p>c. Prima facie speed laws</p> <p>3. Ask the class to distinguish between stopping and yielding the right of way.</p>	

LESSON 5 OVERVIEW OF VEHICLE AND TRAFFIC LAWS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(3:50)	<ol style="list-style-type: none"><li>4. Ask the class to name the serious traffic offenses.</li><li>5. Ask the class to distinguish between mandatory and discretionary licensing action by the department.</li></ol>	

## LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

## Training

## Objectives:

- . Understand the nature and variety of traffic offenses/ violations
- . Know the causes of traffic offenses/violations
- . Identify the various forms of traffic law enforcement actions
- . Understand basic traffic accident classification and terminology; know and interrelate the critical events and phases of a motor vehicle traffic accident
- . Identify the frequent causes of accidents
- . Understand the relationship between traffic offenses/ violations and accidents

## References:

- . Baker, J. S. Traffic accident investigator's manual for police. (2nd ed., 1971 printing) Evanston, Illinois: Traffic Institute, Northwestern University, 1963.
- . International Association of Chiefs of Police. Highway safety policies for police executives. Gaithersburg, Maryland: Author, 1969.
- . Kaestner, N. Research in driver improvement--the state of the art. Traffic Quarterly, 1968, 23(4), 497-520
- . National Committee on Uniform Traffic Laws and Ordinances. Uniform vehicle code and model traffic ordinance. Charlottesville, Virginia: The Michie Co., 1968.
- . National Safety Council. Accident Facts. Chicago: Author, 1972.
- . Traffic Accident Data Project Steering Committee. Manual on classification of motor vehicle traffic accidents. (2nd ed.) Chicago, Illinois: National Safety Council, 1970.

## LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

- . Traffic Institute, Northwestern University. Background for traffic law enforcement. Traffic Law Enforcement Series. Evanston, Illinois: Author, 1959.
- . Traffic Institute, Northwestern University. Taking enforcement action. Traffic Law Enforcement Series Evanston, Illinois: Author, 1958.
- . Vanderbosch, C.G. Traffic supervision. Gaithersburg, Maryland: International Association of Chiefs of Police 1969.
- . Weston, P. B. The police traffic control function. (2nd ed.) Springfield, Illinois: Charles C. Thomas, 1968.

### Training Aids:

- . Study Guide Exhibit 5: Classification list of traffic law violations
- . Study Guide Exhibit 6: Anatomy of an accident
- . Study Guide Exhibit 7: Condition factors-attributes and modifiers

**LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS**

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>( -- ) 0:05</p>	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Mention that at the conclusion of this lesson the trainees should be able to:               <ol style="list-style-type: none"> <li>a. Understand the nature and variety of traffic offenses/violations</li> <li>b. Know the causes of traffic offenses/violations</li> <li>c. Identify the various forms of traffic law enforcement actions</li> <li>d. Understand basic traffic accident classification and terminology; know and interrelate the critical events and phases of a motor vehicle traffic accident</li> <li>e. Identify the frequent causes of accidents</li> <li>f. Understand the relationship between traffic offenses/violations and accidents</li> </ol> </li> </ol> <p><b>STUDY GUIDE REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Indicate to the students that reference material for this lesson may be found in Section 5 of the Study Guide.</li> </ol>	
<p>(0:05) 0:25</p>	<p><b>INTRODUCTION</b></p> <ol style="list-style-type: none"> <li>1. Mention that a major purpose of the lesson is to provide the trainees with background information on traffic violations and traffic accidents to assist him in understanding driver records and accident reports.</li> </ol>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2. This, in turn, should better prepare the DIA to conduct knowledgeable inquiries into the causes of the violations and/or traffic accidents experienced by problem drivers.</p> <p><b>TRAFFIC OFFENSES/VIOLATIONS</b></p> <p>1. <u>Traffic offense/violation.</u> Explain that a traffic offense/violation is a designation or phrase given for the group of elements (behaviors or conditions) which constitute a violation of a particular section of the state traffic law/vehicle code which was reviewed in an earlier lesson. A "traffic violator" may be either a driver or a pedestrian.</p> <p>2. <u>Varieties of traffic offenses/violations.</u> Discuss the major varieties listed below:</p> <p>a. "Shall do"</p> <p>1) This applies to those offenses characterized by a person's failure to perform required acts under the conditions specified by the traffic law.</p> <p>2) An example of a "shall do" offense would be failure to observe a legally installed traffic control device.</p> <p>b. "Shall not do"</p> <p>1) This applies to offenses characterized by the commission of an act that is prohibited by traffic law.</p> <p>2) An example of a "shall not do" offense would be driving under the influence of alcohol or drugs.</p>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>c. <b>Momentary versus continuous</b></p> <ol style="list-style-type: none"> <li>1) <b>Momentary offenses</b> are those related to illegal <u>behavior</u> or acts committed that last for a relatively short period of time such as running a stop sign or failing to signal for a turn.</li> <li>2) <b>Continuous offenses</b> specifically relate to <u>continuing or persistent illegal conditions</u> such as driving under the influence of alcohol or drugs.</li> </ol> <p>3. <b><u>Major groups of traffic offenses/violations</u></b> State that as indicated in Study Guide Exhibit 5, there are two major groups of traffic offenses/violations: "hazardous," and "other" and cover the following material:</p> <ol style="list-style-type: none"> <li>a. <b>Hazardous offenses/violations</b> <ol style="list-style-type: none"> <li>1) Mention that this category refers to violations of traffic laws that concern the use or protection of streets and highways--laws enacted to regulate the safe movement of vehicles and pedestrians.</li> <li>2) <u>Unsafe behaviors</u> characterize this category, a majority of which are "moving" violations which are concerned with such traffic factors as speed, right of way, observance of signs, signals, and markings, turning movements, following and overtaking, pulling away, and unsafe pedestrian behavior.</li> <li>3) <u>Unsafe conditions</u> are also included such as driving under the influence of alcohol or drugs and serious vehicular defects.</li> </ol> </li> </ol>	<p>Exhibit 5: Classification list of traffic law violations, pg. 5-2</p>

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b. "Other" offenses/violations</p> <p>1) Indicate that this category refers largely to illegal, unsafe vehicle conditions such as missing or defective motor vehicle equipment</p> <p>c. Briefly mention the "point value" of each traffic offense/violation (or groups thereof) in Study Guide Exhibit 5 and instruct the students to write these values in their Study Guide.</p> <p>4. <u>Why people violate the law:</u> Review the considerations below that are related to this matter:</p> <p>a. Most people do not willingly create hazardous traffic situations associated with the violation of a traffic law.</p> <p>b. Very often people do not understand the fact that traffic laws and regulations were enacted to ensure the safe and efficient passage of traffic; they view them solely as encumbrances.</p> <p>c. People do not always perceive the risks inherent in a particular traffic situation and commit traffic violations for some of the following reasons:</p> <p>1) Their senses, judgment, and reactions may be impaired for a variety of reasons which were discussed in the lesson dealing with the characteristics of the problem driver, (e.g., inattention, lack of perceptual motor coordination, illness/disease, sensory disorder, mental illness, alcohol/drug abuse, aging, etc.).</p> <p>a) For the most part, the characteristics discussed in that lesson related to the habitual behavior or chronic conditions of drivers.</p>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b) People, who may not be problem drivers per se, violate traffic laws occasionally as a result of temporary or passing conditions such as:</p> <ul style="list-style-type: none"> <li>• <b>Fatigue</b> <ul style="list-style-type: none"> <li>- We all become generally fatigued from time to time; the effects of fatigue can significantly impair driving performance.</li> <li>- Traffic accidents due to fatigue are a common problem on limited access highways where the traffic situation is monotonous and boring.</li> <li>- Some of the specific effects of fatigue are:           <ul style="list-style-type: none"> <li>-- Increased time to perceive and react to situations in the environment</li> <li>-- Need for stronger levels of stimulation for awareness</li> <li>-- Tendency to fix attention and vision straight ahead</li> <li>-- Mild forms of hallucinations</li> <li>-- Semiconscious behavior--poor directional control of a vehicle</li> </ul> </li> </ul> </li> <li>• <b>Temporary emotional states</b> <ul style="list-style-type: none"> <li>- Everybody from time to time is temporarily affected by a strong emotional state, which can often reduce his normal performance effectiveness.</li> </ul> </li> </ul>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(0:30) 0:15</p>	<ul style="list-style-type: none"> <li>- Anxiety/worry, aggression/hostility, elation/exuberance and grief are examples of commonly occurring strong emotional states that can preoccupy one to the extent that the attention required for safe traffic performance is sacrificed.</li> <li>- These states can be aroused prior to involvement in the traffic situation (e.g., business or family difficulty, etc.) or during the traffic situation (e.g., frustrating traffic experience, personal conflicts with an occupant of the vehicle, etc.).</li> </ul> <p>2) They are ignorant of the basic effects of physical laws or the detailed operational aspects of traffic laws which are operant in the traffic situation.</p> <p>3) They may overestimate or underestimate their capabilities.</p> <p>d. Some people disrespect traffic laws and willfully disregard them.</p> <p><b>TRAFFIC LAW ENFORCEMENT ACTIONS</b></p> <p>1. <u>General considerations.</u> Indicate that the possible actions that a policeman may take in response to a traffic law violation are three; a traffic warning, a traffic citation or summons, or a traffic arrest. Which course of action is taken by a policeman depends upon the severity of the offense, and the enforcement policy established by the commissioner or chief of police.</p>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2. <b>Traffic warning.</b> State that a traffic warning is any traffic enforcement action taken which does not immediately involve possible assessment of legal penalty as a result of the warning alone. Discuss some of the forms of traffic warnings that may be issued, highlighting the form(s) used locally:</p> <p>a. <b>Written traffic warning</b></p> <p>1) A warning where the violator is given an oral account and a documentary record of the infraction contiguous with its detection.</p> <p>2) <b>Written warning may be <u>recorded</u> or <u>unrecorded</u>:</b></p> <p>a) Recorded written warning is one where the record of issuance is left on file by a state agency (law enforcement, DMV, etc.) for future reference.</p> <p>b) Unrecorded written warning is one where no record of issuance, formal or informal, is kept.</p> <p>b. <b>Oral and visual traffic warnings</b></p> <p>1) Such warnings may be of an oral/verbal or visual/gesture nature or a combination thereof.</p> <p>2) In either case, no written record, formal or informal, is kept.</p> <p>c. Explain that warnings differ qualitatively from citations/summons and traffic arrests in that enforcement consequences are concluded when the policeman leaves the scene; the warning itself is the penalty or criticism.</p>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>d. Warnings have more of an <u>educational</u> effect than a <u>disciplinary</u> effect.</p> <p>3. <u>Traffic citation (summons, ticket, notice to appear).</u> State that a traffic citation is traffic enforcement action consisting of the issuance of a written "uniform traffic summons/complaint" or citation, requiring a person charged with a traffic violation to submit to trial adjudication to determine his guilt or innocence, or in some cases to pay a fine in lieu of court appearance. Review the following:</p> <p>a. A traffic citation is the most frequently used means by which the traffic violator may be brought before the court, without taking the violator into physical custody.</p> <p>b. Since citations often involve the inconvenience and distress of a court experience, and usually a fine, they are a more extreme form of law enforcement action than a traffic warning.</p> <p>4. <u>Traffic arrest.</u> Explain that a traffic arrest is an action whereby a violator is taken into physical custody for the purpose of detaining him until such time as he can be brought before the court to answer the charge of law violation. Cover the following:</p> <p>a. Traffic arrest is the most extreme form of enforcement action.</p> <p>b. In some cases, the suspect may leave custody after posting bail.</p> <p>c. Its primary objectives are to:</p> <p>1) Preclude the possibility of continued violation (such as driving under the influence of alcohol or drugs) and a continuing hazardous traffic situation.</p>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) Increase the chances that the violator will appear in court, where doubt may exist.</p> <p>5. <u>Concluding remarks.</u> Mention that traffic citations for moving violations and traffic arrests are the primary traffic law enforcement entries which are recorded on a driver abstract.</p>	
(0:45) 0:10	<p>Take a ten minute break</p>	
(0:55) 0:20	<p>ACCIDENT TERMINOLOGY</p>	
	<p>1. Mention that the DIA should have a grounding in basic "accident terminology", so that a standard level of discussion may be achieved in his driver improvement activities. The terms that will be defined originate from the National Safety Council's publication entitled, <u>Manual on classification of motor vehicle traffic accidents</u> (2nd ed., 1970), to which the student may refer for more detailed terminology.</p> <p>2. <u>Accident.</u> Indicate that this is "an unintended event that produces injury or damage. The word 'injury' includes 'fatal injury.'"</p> <p>3. <u>Motor vehicle accident.</u> Mention that this "is an accident involving a motor vehicle in transport, but not involving aircraft or watercraft."</p> <p>a. More specifically, this includes such situations as:</p> <p>1) Collisions with:</p> <p>a) Another motor vehicle (in transport or parked)</p> <p>b) Pedestrian (alone or in a conveyance)</p>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>c) Other road vehicle</li> <li>d) Animal</li> <li>e) Object which is fixed, movable, or moving</li> <li>f) Railway train</li> </ul> <ul style="list-style-type: none"> <li>2) A motor vehicle overturns without any preceding collisions</li> <li>3) A motor vehicle sets something in motion which collides with something, without the motor vehicle doing the actual striking (e.g., parts of a vehicle, cargo, occupants, etc.).</li> <li>4) A motor vehicle is involved in a non-collision accident involving:               <ul style="list-style-type: none"> <li>a) Poisoning by carbon monoxide from motor vehicle</li> <li>b) Person falling, jumping or being pushed</li> <li>c) Fire in motor vehicle, explosion</li> <li>d) Broken part of motor causing injury or danger, etc.</li> <li>e) Broken glass caused by a propelled hard object (rock, metallic part, etc.)</li> </ul> </li> <li>b. This excludes injury or damage due to:               <ul style="list-style-type: none"> <li>1) Natural occurring events (e.g., flood, hurricane, tornado, lightning)</li> <li>2) Events occurring when the motor vehicle, not under its own power, is being loaded or unloaded from a conveyance</li> </ul> </li> </ul>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>3) Intentional damage or injury using a motor vehicle</p> <p>4) Injury or damage intentionally inflicted by law enforcement agents</p> <p>4. <u>Motor vehicle traffic accident.</u> Explain that this refers to "any motor vehicle accident that occurs on a trafficway or that occurs after the motor vehicle runs off roadway but before events are stabilized." Discuss the terms, listed below, that relate to this concept, illustrating the situations on the chalkboard.</p> <p>a. <u>Trafficway</u>--"is the entire width between property lines, or other boundary lines, of every way or place, of which any part is open to the public for purposes of vehicular travel as a matter of right or custom."</p> <p>b. <u>Road</u>--"is that part of a trafficway which includes both the roadway and any shoulder alongside the roadway."</p> <p>c. <u>Roadway</u>--"is that part of a trafficway designed, improved, and ordinarily used for vehicular travel. In the event the trafficway includes two or more separate roadways, the term 'roadway' refers to any such roadway separately, but not to all such roadways collectively."</p> <p>d. <u>Shoulder</u>--"is that portion of the road contiguous with the roadway for accommodation of stopped vehicles, for emergency use, and for lateral support of the roadway structure. The line between the roadway and the shoulder may be a painted edge line, a change in surface color or material, or a curb. On some modern trafficways, there may be a surfaced shoulder on the right side, and frequently a narrower shoulder on the left side of a one-way roadway."</p>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>5. <u>Chain reaction accidents</u>. Indicate that "sometimes, in the same area and within a short time, several motor vehicles may be involved in accidents during an adverse driving condition, such as reduced visibility due to fog. In such chain reaction accidents, it is frequently difficult to determine afterward whether this event was one accident without a moment in which the accident situation was stabilized, or whether several accidents occurred with the accident situation stabilized, between separate accidents. Consequently, for purposes of uniformity, consider such chain reaction accidents to be <u>single</u> motor vehicle accidents, unless a stabilized situation can be established between the several events that may occur in such chain reaction accidents."</p> <p>6. <u>Deliberate intent</u>. Mention that in cases when a motor vehicle is in transport and some person or persons intended that events should occur, such events are excluded from the classification of motor vehicle accidents. The two major examples of this exclusion are:</p> <ul style="list-style-type: none"> <li>a. Suicide or self-inflicted injury</li> <li>b. Homicide or purposely inflicted injury or damage</li> </ul> <p>7. <u>Major types of motor vehicle traffic accidents</u>. Write the following eleven categories of motor vehicle traffic accidents on the chalkboard. Emphasize that these accidents may occur <u>on or off</u> the roadway. Give examples of each category.</p> <ul style="list-style-type: none"> <li>a. Non-collision involving a motor vehicle in transport. <ul style="list-style-type: none"> <li>1) Overturning</li> </ul> </li> </ul>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) Other (e. g., CO poisoning; explosion; fire; falling, jumping or being pushed from vehicle)</p> <p>b. Collision between motor vehicle in transport and:</p> <ol style="list-style-type: none"> <li>1) Pedestrian</li> <li>2) Motor vehicle in transport</li> <li>3) Motor vehicle on other roadway</li> <li>4) Parked motor vehicle</li> <li>5) Railway train</li> <li>6) Pedalcyclist</li> <li>7) Animal</li> <li>8) Fixed object</li> <li>9) Other object (streetcar, animal carrying person, etc.)</li> </ol> <p>8. <u>Severity of motor vehicle traffic accidents.</u> Briefly describe and give examples of the degrees of severity that may be used to describe the extent of injury and damage resultant from motor vehicle traffic accidents.</p> <p>a. Injury severity</p> <ol style="list-style-type: none"> <li>1) Fatal</li> <li>2) Incapacitating</li> <li>3) Non-incapacitating (evident)</li> <li>4) Possible injury</li> <li>5) No injury</li> </ol> <p style="text-align: center;">or</p> <ol style="list-style-type: none"> <li>1) Fatal accident</li> <li>2) Non-fatal injury</li> <li>3) Non-injury (damage only)</li> </ol>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids									
<p>(1:15) 0:30</p>	<p>b. <b>Damage severity</b></p> <table style="margin-left: 40px;"> <tr> <td style="padding-right: 10px;">1) Disability</td> <td rowspan="2" style="font-size: 2em; padding: 0 10px;">}</td> <td rowspan="2" style="padding-left: 10px;">Motor vehicle</td> </tr> <tr> <td>2) Functional</td> </tr> <tr> <td>3) Other motor vehicle</td> <td rowspan="3" style="font-size: 2em; padding: 0 10px;">}</td> <td rowspan="3" style="padding-left: 10px;">Other property</td> </tr> <tr> <td>4) Other property</td> </tr> <tr> <td>5) No damage</td> </tr> </table> <p><b>ANATOMY OF AN ACCIDENT</b></p> <p>1. <u>Accident events.</u> State that every accident is brought about by a sequence of events--a sequence of unexpected and uncontrolled events that leads to damage and/or injury. Mention that an understanding of these typical classes of events or phases, will help the DIA in his analysis of the circumstances surrounding a traffic accident. Identify the event categories below, stressing that not every accident has all of these events and these events do not always occur in this order. Direct the students to Study Guide Exhibit 6, and refer to it as appropriate to illustrate the discussion that follows:</p> <ul style="list-style-type: none"> <li>. Point of possible perception (of hazard)</li> <li>. Point of actual perception (of hazard)</li> <li>. Point of no escape</li> <li>. Key event/key point</li> <li>. Point of initial engagement</li> <li>. Point of maximum engagement</li> <li>. Point of disengagement</li> <li>. Final position</li> </ul> <p>a. <u>Point of possible perception.</u> Mention that this is the time and place at which the hazardous situation could have been perceived by a "normal, alert person"</p>	1) Disability	}	Motor vehicle	2) Functional	3) Other motor vehicle	}	Other property	4) Other property	5) No damage	<p><b>Exhibit 6:</b> Anatomy of an accident, pg. 5-16</p>
1) Disability	}	Motor vehicle									
2) Functional											
3) Other motor vehicle	}	Other property									
4) Other property											
5) No damage											

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ol style="list-style-type: none"> <li>1) This point always precedes the point of actual perception.</li> <li>2) Perception time is the time between point of possible perception and point of actual perception.</li> <li>3) Maximum delay of perception is achieved when a traffic unit does not perceive a hazard until physical contact is made.</li> </ol> <p>b. <u>Point of actual perception of hazard.</u> Explain that this is the point at which an individual sees, feels, hears or otherwise perceives an indication that an accident is about to occur.</p> <ol style="list-style-type: none"> <li>1) Examples of perceiving a hazardous, potentially accident-producing situation are:               <ol style="list-style-type: none"> <li>a) Seeing an opposing vehicle cross the barrier line, i. e., "encroachment"</li> <li>b) Hearing a horn on your left as you are about to change lanes</li> <li>c) Feeling the right wheels drop from the road to a soft shoulder, or feeling the start of a skid</li> </ol> </li> <li>2) The points of possible and actual perception are analyzed to determine the contribution of drivers and pedestrians to accidents.               <ol style="list-style-type: none"> <li>a) The time between the two points is of particular interest</li> <li>b) The point of actual perception identifies the point at which evasive action should be taken</li> </ol> </li> </ol>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>c. <u>Point of no escape.</u> Indicate that this is the place and time after which a given individual cannot avoid or prevent an impending accident, and give examples of the situations below:</p> <ol style="list-style-type: none"> <li>1) Occasionally, the point of perception and point of no escape are one in the same</li> <li>2) In other cases, the point of no escape precedes the point of perception</li> <li>3) Frequently, the point of no escape follows the point of perception indicating faulty judgment and/or skill in the execution of evasive action</li> </ol> <p>d. <u>Key event/key point.</u> State that this refers to the event that determines the <u>time</u>, <u>place</u>, and <u>type</u> of accident that will occur.</p> <ol style="list-style-type: none"> <li>1) The key event is whichever of the following classes of events occurs first: <ol style="list-style-type: none"> <li>a) Running off the road</li> <li>b) Non-collision on the roadway</li> <li>c) Collision on the roadway</li> </ol> </li> </ol> <p>e. <u>Point of initial engagement.</u> Explain that this is the first contact by the moving traffic unit with another traffic unit or object.</p> <ol style="list-style-type: none"> <li>1) Before this point, no mutual force is exerted between the objects</li> <li>2) After this point, force begins to develop</li> </ol> <p>f. <u>Point of maximum engagement.</u> Mention that this is the point where the greatest collapse of material or overlap of objects occurs.</p> <ol style="list-style-type: none"> <li>1) The greatest force is exerted between objects at this point</li> </ol>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) This always follows the key event, and immediately follows the initial engagement</p> <p>g. <u>Point of disengagement.</u> Indicate that this is the point at which the objects or units involved in the collision start to separate from one another, and the initial force exerted between them ceases. Complete disengagement does not occur in all accidents.</p> <p>h. <u>Final position.</u> Explain that this is the time and place that the objects which have collided come to rest, without the use of any power.</p> <p>1) This position may be difficult to determine if vehicles leave the scene, or roll down an incline after engagement</p> <p>2) Vehicles may still be engaged at the final position</p> <p>3) Often the final position of passengers or cargo may be quite different from the vehicles in question</p> <p>4) The final positions of vehicles and related objects are quite useful in reconstructing the accident</p> <p>5) Traffic units do not have a "final position" if power is applied to move them. Drivers often move their vehicles to a safer position after a collision</p> <p>2. <u>Accident times and distance.</u> Mention that of importance to evaluating accident situations are the intervals between events, and their corresponding distances. Review the examples below:</p>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>a. Reaction time--the time from actual perception to the start of evasive action (e. g., application of a foot to a brake pedal, or the turning of a steering wheel).</p> <p>b. Reaction distance--the distance moved during the reaction time interval.</p> <p>3. <u>Concluding remarks.</u> Emphasize that the DIA should learn to think about an accident in terms of the previously explained system of accident events. Although not all events may be present in every accident or in the same order, the DIA should be alert to identify and evaluate these events so that he may have a complete and valid understanding of the "anatomy of an accident."</p>	
(1:45) 0:10	<p>Take a ten minute break</p>	
(1:55) 0:35	<p><b>WHY TRAFFIC ACCIDENTS HAPPEN</b></p> <p>1. <u>Causes of traffic accidents.</u> Indicate that traffic accidents are the result of "a combination of simultaneous and sequential circumstances or factors without any one of which, the accident could not have happened." Mention that the source of causes of an accident can come from any one or all of the three elements of the highway transportation system: the <u>people</u>, the <u>vehicle</u>, and the <u>trafficway</u>. These sources produce contributing factors or accident causes. Cover the following material:</p> <p>a. <u>Operational factors</u></p> <p>1) These are sometimes called "direct" causes of accidents and include such activities as:</p> <p>a) Control of traffic units within established paths of the roadway</p> <p>b) Driving strategy--e. g., the adjustment of maneuvers and speed to roadway and environmental conditions</p>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>c) In more specific terms, these factors relate to inadequacies in the following areas of traffic unit control:</p> <ul style="list-style-type: none"> <li>• <u>Perceiving</u> situations requiring action</li> <li>• <u>Deciding</u> upon an appropriate course of action</li> <li>• <u>Responding</u> to the situation with the correct action</li> </ul> <p>2) Determining at what point safe operations have failed, will help to determine <u>how</u> the accident occurred.</p> <p>3) Specific sources of operational factors</p> <p>a) Delayed perception or unresponsiveness to the traffic situation caused by preoccupation, distraction, or sensory interference, is often identified as an operational factor.</p> <p>b) Traffic laws which define an optimum and safe driving strategy, are a source of many operational factors, especially those laws dealing with the "rules of the road." Consequently, violations of rules of the road often turn out to be major operational factors contributing to accidents.</p> <ul style="list-style-type: none"> <li>• This would include vehicle speed too fast for the conditions.</li> <li>• This would also include such common factors related to position/behavior as a vehicle on the wrong side of the road, the disregarding of a traffic sign, signal or marking, or following too closely.</li> </ul>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>c) Evasive action is the reaction of a traffic unit to avoid a hazardous situation that is likely to result in a collision.</p> <ul style="list-style-type: none"> <li>• Evasive action may be completely successful (the accident is avoided) partially successful (a likely serious accident is reduced to a minor accident), or unsuccessful (a serious accident results).</li> <li>• The major types of evasive action that may be used singly or in combination are: <ul style="list-style-type: none"> <li>- Slowing or stopping</li> <li>- Speeding up</li> <li>- Backing</li> <li>- Turning right or left</li> </ul> </li> <li>• Common forms of ineffective evasive action are: <ul style="list-style-type: none"> <li>- <u>Wrong action</u>; e. g., wrong turn, sounding horn instead of maneuvering, braking instead of speeding up, etc.</li> <li>- <u>Delayed action</u> due to indecision and confusion, or the expectation that the other traffic unit will stop or change course.</li> </ul> </li> </ul> <p>b. <u>Condition factors</u></p> <p>1) These are sometimes referred to as "mediate" causes of accidents and include deficiencies in the ideal characteristics or attributes of the trafficway, people and the vehicle. Examples of attributes are:</p>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>a) Trafficway--traction available</p> <p>b) People--psychomotor skills in maneuvering the vehicle</p> <p>c) Vehicle--braking effectiveness</p> <p>2) The attributes of condition factors can be modified by other variables called "modifiers." Modifiers change the attributes of the trafficway, people, or vehicle from a satisfactory state to a generally hazardous state. For example:</p> <p>a) Trafficway--ice or rain on road surface</p> <p>b) People--intoxication, fatigue, illness, emotional state, perceptual motor, impairment, etc.</p> <p>c) Vehicle--leakage of brake fluid, extreme wear of brake lining, worn tires</p> <p>3) Discovering the deficiencies in the attributes of major classes of condition factors will help to explain <u>why</u> safe operations failed, as these deficiencies in condition factors attributes influence the operational factor(s) or direct cause(s) of the accident.</p> <p>4) Refer the class to Study Guide Exhibit 7 and discuss some examples of attributes and modifiers for the trafficway, people and the vehicle citing some real world situations that show the effects of condition factors on operational/behavior factors. Cover the following points during the discussion:</p>	<p>Exhibit 7: Condition factors-attributes and modifiers, pg. 5-16</p>

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>a) The lists of factors presented in Exhibit 7 are not exhaustive, but serve as examples only.</p> <p>b) The distinction between attributes and modifiers is not always precise.</p> <p>c) Some modifiers act quickly, some act slowly. Some have a <u>permanent</u> effect, others have a <u>temporary</u> effect. Attributes vary from time to time, due to the changing nature of the modifiers:</p> <ul style="list-style-type: none"> <li>. A temporary modifier like blood alcohol has a relatively quick effect on increasing reaction time.</li> <li>. A modifier like aging has a slow but permanent effect on increasing reaction time.</li> </ul> <p>c. <u>Remote condition factors</u></p> <p>1) These very general and global factors relate to a variety of acts or neglect on the part of some person or organization that permit the condition factors to exist.</p> <p>2) These factors have been called "early causes" of accidents and include the very general, yet influential, effects of such factors as:</p> <ul style="list-style-type: none"> <li>a) Inadequate driver education/regulation programs</li> <li>b) Ineffective traffic law enforcement</li> <li>c) Inadequate highway engineering, etc.</li> </ul> <p>3) Determining the effects of remote condition factors on condition and operational factors is a tenuous and difficult task.</p>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>d. <u>Multiplicity and interaction of causes</u></p> <ol style="list-style-type: none"> <li>1) There must be <u>at least one operational and condition factor</u> present to cause an accident.</li> <li>2) Usually several of each are necessary to cause a traffic accident.</li> <li>3) Thus, a combination of several factors is usually responsible for an accident.</li> <li>4) It is therefore not always easy to identify the most important factor or cause of an accident; when an attempt to do this is made, usually the most <u>conspicuous</u> or <u>controllable</u> factor is identified.</li> </ol> <p>2. <u>Major/commonly discussed causes of accidents.</u> Briefly review the material describing the major causes of accidents presented below:</p> <p>a. <u>Speed</u></p> <ol style="list-style-type: none"> <li>1) Speed could be considered a factor in every traffic accident, since without movement, two units cannot collide.</li> <li>2) Inappropriate or unsafe speed for the conditions of the highway transportation system is really the key point to note. Inappropriate speed may result in:               <ol style="list-style-type: none"> <li>a) Inability for a vehicle to negotiate a curve without skidding or leaving the road.</li> <li>b) An element of surprise and hazard for the driver, such that he is beyond the point of no escape at his point of perception, for example:</li> </ol> </li> </ol>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>• High speed may preclude a driver successfully evading an unexpected obstacle</li> <li>• On a high speed roadway, a slow moving or stopped vehicle can present a real hazard</li> </ul> <p>3) There is a very definite and commonly observed relationship between speed, delayed perception, and inadequate evasive action.</p> <p>a) Delayed perception, as such, is not a specific traffic offense in most jurisdictions. It is often referred to or covered in laws which make "careless," "reckless," or "driving so as to endanger" illegal.</p> <p>b. <u>Failure of the driver to cope with the traffic situation</u></p> <p>1) Carelessness/inattentiveness</p> <p>a) This refers to an attitude of disregard or inattentiveness to important features of the highway environment influencing safe travel.</p> <p>2) Negligence</p> <p>a) This is basically the same as carelessness but more associated with specific law violations.</p> <p>3) Recklessness</p> <p>a) This generally refers to a "willful or wanton disregard for the safety of persons or property."</p>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b) It can be an operational factor in terms of the decision-making performance of an individual.</p> <p>c) It also can be an attribute of an individual such as attitude, emotional state, etc.</p> <p>d) When enforcing a "reckless driving" charge, guilty intent, guilty mind (mens rea) must be shown</p> <p>c. <u>Specific violations of traffic laws</u></p> <p>1) Most hazardous behavior on the part of drivers and pedestrians constitutes a violation of one traffic law or another.</p> <p>2) Highway safety authorities often think of accident causes as specific violations of traffic laws. Many accident report forms call for only law violations as accident causes. Some of the frequently occurring contributing factors (operational) identified by highway safety authorities as major causes of accidents are:</p> <p>a) Speed too fast (includes "speed too fast for conditions")</p> <p>b) Failed to yield right-of-way</p> <p>c) Disregarded stop sign</p> <p>d) Disregarded traffic signal</p> <p>e) Failed to keep safe distance (following too closely)</p> <p>f) Drove left of center</p>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(2:30) 0:10	<p style="text-align: center;">g) Made improper turn</p> <p style="text-align: center;">h) Improper overtaking</p> <p style="text-align: center;">i) Drove while under the influence of alcohol or drugs</p> <p style="text-align: center;">j) Improper lights; defective brakes or steering</p> <p><b>RELATION BETWEEN TRAFFIC OFFENSES/ VIOLATIONS AND ACCIDENTS</b></p> <p>1. It should be clear that a definite relationship exists between the traffic offenses/violations and traffic accidents.</p> <p style="padding-left: 2em;">a. Since traffic laws specify the driving procedures which enable safe, efficient and equitable movement of highway traffic, violations of these laws or rules of the road increase the likelihood of traffic accidents; put another way, traffic violation involvement increases the chances for accident involvement.</p> <p style="padding-left: 2em;">1) As was mentioned in an earlier lesson, the National Safety Council stated that for 1971 91% of all reported accidents, 83% of all reported fatal accidents and 92.4% of all reported injury accidents involved improper driving--such offenses/violations as speed too fast, failure to yield right of way, failure to stop, following too closely, etc.</p> <p style="padding-left: 2em;">2) This does not say that only specific traffic offenses/violations are driver based contributing factors, per se; other driver</p>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(2:40) 0:10</p>	<p>contributing factors such as driver inattentiveness/delayed perception, fatigue, faulty evasion of a hazardous situation can also be causes which may not have resulted in a specific traffic violation which was <u>detected</u>.</p> <p>b. Because a traffic offense/violation was charged in connection with an accident, it does not necessarily mean that it was a contributing factor; it may have only been incidental and not contributory.</p> <p>2. Although a clear relationship exists between traffic offenses/violations and traffic accidents, the results of driver improvement efforts have, in some cases, shown differential effects in reducing traffic violations and traffic accidents.</p> <p>a. Studies have shown that some driver improvement efforts have produced reduction in traffic violations but not always a concomitant reduction in accidents.</p> <p>b. Investigators have speculated that drivers going through some driver improvement programs have learned how to avoid being apprehended for traffic violations (not to say that they aren't still committing them)--a pattern of behavior which is not suited to accident avoidance.</p> <p><b>SUMMARY AND QUESTIONS</b></p> <p>1. Solicit questions from the class regarding the subject matter of this lesson.</p>	

LESSON 6 TRAFFIC OFFENSES/VIOLATIONS AND TRAFFIC ACCIDENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(2:50)	<p>2. Ask the class to do the following:</p> <ul style="list-style-type: none"> <li>a. Give examples of "shall do" and "shall not do" traffic offenses.</li> <li>b. Give examples of traffic offenses which deal with driving behavior and driving condition.</li> <li>c. Distinguish between a traffic citation/summons and a traffic arrest.</li> <li>d. Define point of possible perception, point of actual perception, and point of no escape.</li> <li>e. Distinguish between operational, condition and remote condition factors as causes of traffic accidents.</li> <li>f. Cite some traffic offenses which are frequent causes of traffic accidents.</li> </ul>	

## LESSON 7 HUMAN COMMUNICATION

### Training

- Objectives:
- . Identify the content of human communication
  - . Know the verbal and non-verbal dimensions for human communication
  - . Understand the roles each form of communication may play

### References:

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LESSON 7 HUMAN COMMUNICATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
( -- ) 0:05	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Briefly cover the objectives of the lesson, namely, for the class to be able to:               <ol style="list-style-type: none"> <li>a. Identify the content of human communication.</li> <li>b. Know the verbal and non-verbal dimensions for human communication.</li> <li>c. Understand the roles each form of communication may play.</li> </ol> </li> </ol> <p><b>STUDY GUIDE REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Mention that the trainees will find reference materials for this lesson in Section 6 of the Study Guide.</li> </ol>	
(0:05) 0:25	<p><b>CONTENT AND FORM OF COMMUNICATION</b></p> <ol style="list-style-type: none"> <li>1. <u>What we communicate</u>. Ask the class to discuss just what it is that people communicate, and then review the material that follows.           <ol style="list-style-type: none"> <li>a. What we communicate may be divided into two broad categories:               <ol style="list-style-type: none"> <li>1) <u>Thoughts</u> <ol style="list-style-type: none"> <li>a) These may be <u>abstract</u> verbal concepts, ideas, or mathematical and musical expressions.</li> <li>b) These may also be <u>concrete</u> accounts/ descriptions of empirical events such as situations or things perceived, as well as series of events that happened.</li> </ol> </li> <li>2) <u>Emotions and attitudes</u> <ol style="list-style-type: none"> <li>a) Emotions and feelings may encompass such states of mind as frustration/ impatience, anger/hostility, fear/ anxiety, empathy/warmth.</li> </ol> </li> </ol> </li> </ol> </li> </ol>	

LESSON 7 HUMAN COMMUNICATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b) Attitudes such as respect, loyalty, distrust, prejudice, are also communicated.</p> <p>b. We may communicate thoughts, emotions and attitudes in direct and conscious ways or in more subtle and even unconscious ways.</p> <p>2. <u>How we communicate.</u> Explain that we communicate through <u>verbal</u> and <u>non-verbal</u> channels. Discuss the following material:</p> <p>a. <u>The verbal channels</u> involve the use of <u>words</u> to communicate meaning or messages.</p> <p>1) Verbal communication may be <u>written</u> or <u>spoken</u>.</p> <p>2) Thoughts, ideas, descriptions, etc., are most effectively and completely transmitted through the verbal channel.</p> <p>3) In dealing with verbal communication, one must always remember that many words or expressions can have two meanings--the denotative meaning and connotative meaning.</p> <p>a) Denotative meaning--this is the direct, specific meaning of a word; for all practical purposes this is the "dictionary" definition of a word.</p> <p>b) Connotative meaning--this is the subjective/personalized meaning or attribute(s) that people give to words which may go along with or be apart from the denotative meaning; the connotative meaning of words is subject to change and development as a result of what one experiences in life.</p>	

## LESSON 7 HUMAN COMMUNICATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p style="text-align: center;">. Ask various class members to give some examples of words which have a connotative meaning and ask them to distinguish this meaning from the denotative meaning (e.g., "mother," "negro," "god," etc.).</p> <p>4) Verbal context or the situation at hand influences the meaning of words and phrases.</p> <p style="padding-left: 2em;">a) Ask various class members to give some examples of words or phrases whose meaning varies as a function of context (e.g., a "green" stick--a "green" kid; "horse" as an animal--"horse" as a drug, etc.).</p> <p style="padding-left: 2em;">b) Mention that subcultures or groups within our society set a context for specialized uses of words and the development of slang expressions (e.g., the youth group's use of such words as "drag," "freak," "bust," "rip-off," etc.)</p> <p>5) In verbal communications, one must be careful to evaluate the denotative, connotative and contextual aspects of words to determine the intended meaning.</p> <p>b. <u>The non-verbal channels</u> of communication in a face to face situation involve such observable characteristics or mannerisms of a person as <u>facial expression</u>, <u>posture</u>, <u>gestures</u>, and <u>voice quality</u> (e.g., loudness, pitch, pace/rhythm of word delivery).</p> <p>1) Most of us are consciously and unconsciously transmitting and receiving non-verbal messages every day of our lives.</p>	

## LESSON 7 HUMAN COMMUNICATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) Emotions and attitudes are effectively transmitted through non-verbal channels very often in a spontaneous and unconscious manner.</p> <p>3) Non-verbal communication is less subject to conscious control than verbal communication, although it can be affected (e.g., the false smile and insincere handshake).</p> <p>4) Non-verbal messages may reinforce or contradict the intent of a communicator (intent being voiced or not being voiced).</p> <p>5) Ask the class to give examples of positive (happy, content, friendly) and negative (depressed, anxious, angry) messages that may be transmitted through the following channels of non-verbal communication.</p> <p style="margin-left: 20px;">a) Facial expression</p> <ul style="list-style-type: none"> <li>. Eyes</li> <li>. Mouth</li> <li>. Forehead</li> </ul> <p style="margin-left: 20px;">b) Posture</p> <ul style="list-style-type: none"> <li>. Standing</li> <li>. Sitting</li> </ul> <p style="margin-left: 20px;">c) Gestures</p> <ul style="list-style-type: none"> <li>. Arms</li> <li>. Hands</li> <li>. Legs</li> <li>. Head</li> <li>. Touch</li> </ul>	

## LESSON 7 HUMAN COMMUNICATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(0:30) 0:15	<p style="margin-left: 40px;">d) Voice quality</p> <ul style="list-style-type: none"> <li>. Loudness</li> <li>. Pitch</li> <li>. Pace/rhythm</li> </ul> <p>6) <u>As a rule, no one particular non-verbal message should ever be thought of as having a universal meaning; non-verbal as well as verbal messages must both be evaluated within the situation at hand to determine just what a client is saying; with careful observation and experiences the DIA will develop his own non-verbal vocabulary.</u></p> <p>7) The DIA should be alert to pick up signs of client anxiety as transmitted through body language (e.g., fingers tapping, frequent postural shifts, raising of pitch or loudness of voice, leg swinging) so that he may effect a change of subject or some other counter-measure to stabilize the situation.</p> <p>8) Most people <u>unconsciously</u> like to preserve a zone of "body space" around them which is free from intrusion by people with whom they are not friendly; the zone may vary in size dependent upon the environmental conditions; violations of the body zone may cause some people to become quite defensive and uneasy without knowing why.</p> <p><b>PATTERNS OF EXPRESSION</b></p> <p>1. <u>Verbal considerations.</u> Discuss some of the problems and considerations, listed below, which the DIA must consider when evaluating his own and the client's verbal responses.</p> <p style="margin-left: 20px;">a. Level of discussion</p>	

## LESSON 7 HUMAN COMMUNICATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>1) The showing of patent ignorance of a client's occupational specialty or forte can be offensive and turn him off.</p> <p>2) Using an unnecessarily complex vocabulary--talking over someone's head or talking down can inhibit communication.</p> <p>b. Clarity of communication</p> <p>1) The DIA must be careful to choose his words and formulate his questions carefully so that what he intends to ask a client is correctly perceived by the client.</p> <p>2) In turn, the DIA must be careful to question the client on any word usage which is ambiguous and may be important.</p> <p>2. <u>Non-verbal considerations.</u> Review some of the problems and considerations, listed below, which the DIA should consider when evaluating his own and the client's non-verbal responses.</p> <p>a. Many people can mask their true sentiments as expressed through non-verbal or "body language," (e.g., may show a calm expression and no nervous mannerisms but be anxious on the inside).</p> <p>b. Non-verbal clues may contradict expressed verbal sentiment and feelings.</p> <p>c. The DIA should observe total bodily responses rather than concentrating on facial expression and quality of speech (where greatest range of non-verbal communication is found), as this part of the non-verbal repertoire is subject to the most control by a person--i.e., "masking."</p> <p>d. To gain the most from non-verbal expression, the DIA should:</p>	

## LESSON 7 HUMAN COMMUNICATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(0:45) 0:05</p>	<ol style="list-style-type: none"> <li>1) Observe the broad range of non-verbal activity and be alert for <u>inconsistencies</u> which he should resolve through verbal questioning.</li> <li>2) Be alert for <u>changes</u> in a client's non-verbal activity, rather than attempting to evaluate non-verbal messages in the absolute or relative to other people.</li> <li>3) Interpret the meaning of inconsistencies and changes in non-verbal behavior in terms of the broader context of verbal communications and the situation in which the interview or counseling session is taking place.</li> </ol> <p>3. <u>Concluding remarks.</u> Conclude this discussion by addressing the following points:</p> <ol style="list-style-type: none"> <li>a. Everything we do or say is communication; thus, we are continuously communicating.</li> <li>b. Non-verbal clues generally have little meaning when separated from verbal communications and the context of the face to face encounter; only when the verbal and non-verbal messages make a fairly consistent and coherent picture, can the DIA be reasonably sure that his interpretation of the client's message(s) is correct.</li> <li>c. The DIA must insure that his own non-verbal behavior does not contradict his intent or his expressed verbal behavior--in particular he should take care that his body language does not transmit nervous, hostile or overly friendly messages to the client.</li> </ol> <p style="text-align: center;"><b>SUMMARY AND QUESTIONS</b></p>	

## LESSON 7 HUMAN COMMUNICATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(0:50)	<ol style="list-style-type: none"> <li>1. Indicate that the next lesson dealing with effective human relations will cover specific techniques and ways in which effective channels of communication may be established.</li> <li>2. Solicit questions from the class regarding the topics of this lesson.</li> <li>3. Ask selected members of the class the following questions:               <ol style="list-style-type: none"> <li>a. What is the content of human communication?</li> <li>b. What type of messages are most effectively communicated through verbal channels?</li> <li>c. What type of messages are most effectively communicated through non-verbal channels?</li> <li>d. How can one be most certain that he understands what somebody is saying?</li> </ol> </li> </ol>	

## LESSON 8 EFFECTIVE HUMAN RELATIONS

### Training

- Objectives:
- . Understand fundamental human needs operant in interpersonal situations
  - . Appreciate the various approaches and techniques which may be applied in interpersonal situations to engender "good human relations."

- References:
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LESSON 8 EFFECTIVE HUMAN RELATIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
( -- ) 0:05	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Briefly cover the objectives of this lesson, namely, for the students to be able to:               <ol style="list-style-type: none"> <li>a. Understand the fundamental needs operant in interpersonal situations</li> <li>b. Appreciate the various approaches and techniques which may be applied in interpersonal situations to engender "good human relations."</li> </ol> </li> </ol> <p><b>STUDY GUIDE REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Indicate that reference materials for this unit may be found in Section 7 of the Study Guide.</li> </ol>	
(0:05) 0:10	<p><b>INTRODUCTION</b></p> <ol style="list-style-type: none"> <li>1. Define what is meant by "effective human relations" by discussing the points which follow:               <ol style="list-style-type: none"> <li>a. The term broadly refers to all endeavors associated with the establishment and maintenance of free and uninhibited channels of communication between individuals (most importantly between the DIA and his problem driver clients) as well as the development of attitudes of mutual regard and respect--all of which is necessary if the DIA is to influence the attitudes/opinions and ultimately the behavior of problem drivers.</li> <li>b. Stated another way, effective human relations sets the psychological/social climate necessary for candid and meaningful human interaction.</li> <li>c. A climate of effective human relations increases the chances that problem drivers will freely communicate their feelings and experiences and develop an attitude conducive to a frank appraisal of their problems, the identification of possible</li> </ol> </li> </ol>	

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<p>(0:15) 0:30</p>	<p>solutions to their problems and a receptivity to educational information and insights which may help them to correct their driving deficiencies.</p> <p>2. Mention that it should be apparent from the previous lesson on human communication that to be effective in establishing good human relations, the DIA must be knowledgeable about human communication; such knowledge is essential to establish effective human relations, and of course, imperative for effecting change in the behavior of the problem driver.</p> <p>3. Indicate that to be adept in establishing effective human relations the DIA must be aware of some of the basic human needs and expectations which are operant in interpersonal or social situations.,</p> <p><b>BASIC HUMAN NEEDS AND EXPECTATIONS OPERANT IN INTERPERSONAL SITUATIONS</b></p> <p>1. Explain that it is a well known fact that people are individually different, both physically and psychologically; a recognition of this fact is helpful in dealing with people in that it should caution the DIA against regarding problem drivers as all the same.</p> <p>2. State that while keeping in mind that differences exist among individuals, nonetheless some conclusions can be drawn about human nature in general. Review some of the needs/expectations which people frequently have in social situations, which are listed below, and ask various members of the class to cite situations in their own lives or the lives of their associates and friends where these statements apply:</p> <p>a. To be recognized and treated as individuals with certain rights, qualities and capabilities, and unique problems.</p>	

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	<ul style="list-style-type: none"> <li>b. To feel independent and free--to say what we want and do as we please.</li> <li>c. To freely communicate and have people listen attentively to and understand our perceptions, experiences (good and bad), opinions and explanations.</li> <li>d. To view ourselves and to have others view us as important and worthwhile.</li> <li>e. To receive recognition and praise/reward for our accomplishments.</li> <li>f. To view our way of doing things as the best way.</li> <li>g. To feel free and secure from arbitrary or discriminatory action which may be unpleasant (e.g., criticism, punishment).</li> <li>h. To avoid situations where excessive uncertainty or ambiguity exists.</li> <li>i. To be treated with respect and to be free from encroachment and invasion of privacy.</li> </ul> <p>3. Mention that when any of these expectations/needs are violated, resentment, frustration, anxiety and hostility may result which can block good communication and the formation of good human relations.</p> <p>4. In cases where it appears that the client feels one or more of these expectations have been unfulfilled or violated, it behooves the DIA to offer plausible explanations for any apparent violation(s).</p> <ul style="list-style-type: none"> <li>a. For example, in the case where a problem driver views traffic laws as unimportant and arbitrary restrictions of his individual freedom, the rationale can be offered that traffic laws were developed to correct the chaos, injury and property damage resultant from an unregulated traffic flow; that the laws in effect provide</li> </ul>	

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<p>(0:45) 0:10 (0:55) 0:35</p>	<p>ground rules for the equitable, efficient, and safe flow of traffic for all highway users and they, in fact, <u>protect the individual</u> from the capricious, wanton and potentially dangerous actions of other drivers.</p> <p>b. For example, in the case where a problem driver believes he has arbitrarily been singled out for traffic law enforcement action, it could be pointed out that the number of violations he has accumulated and the apprehensions by different officers can only mean, that on the average, he is committing more violations than most drivers and thereby increasing his chances that he will be apprehended for doing so.</p> <p>Take a ten minute break</p> <p><b>EFFECTIVE HUMAN RELATIONS PRACTICES</b></p> <p>1. <u>Environment</u>. In any interview or counseling session with the client, the DIA should understand that the physical environment or setting is an important factor in establishing effective human relations. It is the first consideration which influences the client's initial attitude toward the interaction with the DIA. Review the following:</p> <p>a. First and foremost, the setting for the interaction should be "private"--free from any visual or auditory distractions and interruptions.</p> <p>b. The type and arrangement of furnishings and overall decor should convey the immediate impression of a warm, informal atmosphere as opposed to a stark, formal setting.</p> <p>2. <u>Human relations guidelines</u>: Discuss the considerations, which follow, in regard to establishing effective human relations:</p> <p>a. Avoid perpetuating or creating unnecessary ambiguity/uncertainty for the client.</p>	

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	<ol style="list-style-type: none"> <li>1) Brief the client at the outset of any session on the purposes and objectives of the session, so that he has some idea of what is in store for him; ask for any questions after the initial briefing.</li> <li>2) Be informative, wherever possible, as people like to receive factual and enlightening information.</li> </ol> <p>b. Be cordial and courteous--treat the client with respect and consideration.</p> <ol style="list-style-type: none"> <li>1) Bear in mind that when the DIA contributes to another person's self-respect, he increases the person's positive feelings and respect for the DIA.</li> <li>2) Be prompt for all interviews and conferences with the client.</li> <li>3) Refrain from communicating any obvious messages which indicate there are time constraints governing the session which make for a need to "rush."</li> <li>4) Be attentive, patient, and courteous (courtesy is contagious!); use the proper title when addressing a client.</li> <li>5) Communicate a sincere interest in the client's case, avoiding any intimations of apathy, cynicism or prejudice with regard to the client's background or driving record.</li> <li>6) Be a good listener and avoid unnecessary talk; but at the same time, be careful not to create periods of stony, staring silence.</li> <li>7) When possible, assure the client that the results of the session(s) will be kept confidential to the department.</li> </ol>	

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	<p>8) Avoid excessive, conspicuous note-taking during a session; this is threatening to many people.</p> <p>9) Don't inquire, unnecessarily, into the personal life of a client.</p> <p>10) Don't be effusive or overly friendly; to many people, such an outpouring could be viewed as insincere/synthetic, distasteful, and threatening behavior on the part of the DIA.</p> <p>c. Acknowledge the individuality and self-worthiness of the client.</p> <p>1) Spend sufficient time beforehand to review and become familiar with the background and record of the client (this process will be reviewed in detail in a subsequent lesson).</p> <p>2) Don't prejudge a client from his record or your initial impression of him.</p> <p>3) Where possible, try to communicate the belief that things can improve for the client.</p> <p>4) Assume that each client can see some reasonableness in his behavior--that there is meaning in it for him even if such meaning is not yet apparent to the DIA.</p> <p>5) Allow, where possible, for the client to identify with the values and goals of highway safety; this may enable him to volunteer specifics of his situation for the sake of the "common good."</p> <p>6) Don't show signs of embarrassment or discomfort with a particular client's appearance or mannerisms.</p>	

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	<p>d. Attempt to understand the client's point of view (i. e., perceptions, attitudes, experiences, and explanations).</p> <ol style="list-style-type: none"> <li>1) Give the client a chance to tell his side of the story in his own way--to be heard out; in this way, the DIA obtains information he needs and the client gains relief from presenting his views of the situation.</li> <li>2) In the early stages of any session, pay attention to the "feeling tone" or non-verbal communication of the client, which can often be more informative than the verbal communication.</li> <li>3) Don't be interruptive and press for detailed explanations of every word or phrase used by the client; the unfolding context will often be explanatory.</li> <li>4) As an understanding of the client's situation is gained, <u>communicate this understanding</u> or empathy to the client; this is a primary means for establishing good human relations.</li> </ol> <p>e. Don't attempt to overtly judge or criticize a client.</p> <ol style="list-style-type: none"> <li>1) When it is necessary to point out areas of improvement or suggest possible corrective actions, be sure that such commentary is directed toward the individual's <u>behavior</u>, not the individual as a <u>person</u>.</li> <li>2) Try to see and communicate the "positive" aspects of the client's situation and praise them at least as often as those aspects which are to be corrected and improved.</li> </ol>	

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<p>(1:30) 0:05</p>	<p>f. Be a relaxed and genuine person; don't try to role-play a personality which you think is appropriate to a particular interpersonal situation.</p> <ol style="list-style-type: none"> <li>1) To be perceived as a human being, it may be advantageous in certain cases to judiciously express your own feelings and experiences.</li> <li>2) Communicate in simple, unpretentious terms.</li> <li>3) Don't exhibit nervous mannerisms.</li> <li>4) Refrain from using mechanical and repetitious words, phrases and mannerisms which can give the impression of a shallow, hypocritical person.</li> </ol> <p><b>PRACTICAL CONCERNS FOR HUMAN RELATIONS</b></p> <ol style="list-style-type: none"> <li>1. Emphasize that the primary goal for the DIA in an interpersonal situation is to establish a psychological climate which is conducive to the formation of <u>adequate or effective human relations</u>. Discuss the following related points:             <ol style="list-style-type: none"> <li>a. The DIA must weigh the requirements for information gathering and counseling against the need to establish good human relations, considering the time and other resources at his disposal.</li> <li>b. Human relations endeavors can be over-emphasized to the point that a session results in little else other than chit-chat and in-substantial dialogue.</li> </ol> </li> </ol>	

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(1:35) 0:15	<p>2. Mention that no matter how competent the DIA may become in human relations, the guilt, resentment, anxiety and hostility of some clients may be too strong to overcome in the time available to the DIA; the DIA can only be expected to do his best.</p> <p>SUMMARY AND QUESTIONS</p> <p>1. Call for any questions from the class regarding the content of this lesson.</p> <p>2. Ask selected members of the class to:</p> <p>a. Identify the important requirements for establishing effective human relations.</p> <p>b. Indicate which appear to be the most difficult requirements to handle and why.</p>	
(1:50)		

LESSON 9 THEORY AND PRACTICE OF INTERVIEWING AND COUNSELING

Training

Objectives:

. Understand basic concepts underlying interviewing and counseling practice, to include:

- Practical interviewing and counseling goals
- General interview methods and techniques
  - Topic control
  - Probing
  - Handling client resistance
  - DIA attitudes and motivations
- General counseling approaches and formats

References:

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- . Perez, J.F. The initial counseling contact. Boston: Houghton Mifflin, 1968.
- . Shertzer, B. and Stone, S. C. Fundamentals of counseling. Boston: Houghton Mifflin, 1968.
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LESSON 9 THEORY AND PRACTICE OF INTERVIEWING AND COUNSELING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
( -- ) 0:05	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Indicate that upon completion of this lesson, the students should be able to:               <ol style="list-style-type: none"> <li>a. Understand basic concepts underlying interviewing and counseling practice, to include:                   <ol style="list-style-type: none"> <li>1) Practical interviewing and counseling goals</li> <li>2) General interview methods and techniques                       <ol style="list-style-type: none"> <li>a) Topic control</li> <li>b) Probing</li> <li>c) Handling client resistance</li> <li>d) DIA attitudes and motivations</li> </ol> </li> <li>3) General counseling approaches and formats</li> </ol> </li> </ol> </li> </ol>	
(0:05) 0:05	<p><b>STUDY GUIDE REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Refer the students to Section 8 of the Study Guide for reference materials related to this lesson.</li> </ol> <p><b>INTRODUCTION</b></p> <ol style="list-style-type: none"> <li>1. Explain that although the terms "interviewing" and "counseling" can be distinguished as concepts, that in practice, they are not necessarily discrete or sequential phases of many contacts which the DIA will have with problem drivers; the DIA will find that he frequently will be interleaving interviewing activities with counseling activities during a single client contact.</li> <li>2. Indicate that it is not the object or purpose of this training program to make professional interviewers, counselors, or clinical psychologists out of the trainees; to do so would require considerably more education and practicum than this course provides.</li> </ol>	

LESSON 9 THEORY AND PRACTICE OF INTERVIEWING AND COUNSELING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(0:10) 0:20</p>	<p>3. Mention that what is intended is to enable the trainees as DIAs, to function as effective "practical" interviewers and counselors on the job, as this is the necessary level of involvement for the DIA.</p> <p>4. State that while the background information on interviewing/counseling theory and practice is provided in this lesson along with skill development opportunities in later laboratory sessions, the DIA will acquire most of his skills while on-the-job.</p> <p>5. Emphasize that no absolute or universal interviewing approach or style will be prescribed to the trainees; it is the intent of this lesson dealing with theory and practice to provide useful guidelines to the trainee derived from the experiences of many interviewers and counselors, so that the trainee may expeditiously develop his own effective <u>individual style(s)</u> of interviewing and counseling.</p> <p><b>OBJECTIVES OF INTERVIEWING AND COUNSELING</b></p> <p>1. <u>Interviewing</u>. Briefly define this concept by reviewing the material which appears below.</p> <p>a. It is a process involving the actions and attempts of one human being (an interviewer) to obtain <u>valid and reliable</u> information from another (the interviewee or client).</p> <p>b. As such, it is a process which draws heavily upon an individual's competence in human communications and human relations; proficiency in both of these areas is essential to both effective interviewing and counseling practice.</p> <p>c. What distinguishes an interview from the many conversations and interactions that a person has with other people are the following:</p>	

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	<ol style="list-style-type: none"> <li>1) It has a somewhat specialized pattern of verbal interaction (interviewer/questioner and an interviewee/respondent).</li> <li>2) It is initiated for a specific purpose or purposes.</li> <li>3) It is focused on some specific content area(s) with the consequent elimination of extraneous material.</li> </ol> <p>d. The kind of information which is sought in an interview typically comprises subjective material such as a person's attitudes, values, feelings, hopes, plans, and self-descriptions, in addition to more objective, factual data (frequently biographical and experiential).</p> <p>e. The interview techniques employed by the DIA are not designed to penetrate deeply into the personality and personal life of the client or his unconscious mind; in other words the DIA will not be conducting psychiatric interviews associated with psychotherapeutic processes.</p> <p>f. The objectives of the interview process strictly relate to the obtaining of information which is or should be relatively available to the client.</p> <p>g. Although "interviews" may be conducted through the use of written questionnaires, the interview format which will be discussed in this course is the face to face or personal interview (the personal interview has the advantage of assessing non-verbal communications).</p> <p>h. A major objective for the DIA to accomplish in the problem driver interview, by careful questioning and probing, is to obtain as much information as possible to enable an accurate diagnosis of his client's apparent problem(s) or behavioral deficiency(ies) (e.g., such problems as inattention, attitude/personality, knowledge deficiency, per-</p>	

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	<p><b>ceptual motor, sensory, illness, physical or mental impairments, etc.)</b></p> <p>2. <b><u>Counseling.</u></b> Briefly characterize this concept by discussing the points which follow:</p> <p>a. The term has been used by the helping professions to refer to such activities as offering assistance with marital problems and career development to psychotherapy for the mentally ill; however, the term "counseling" will be reserved in this course for assistance rendered to more or less normal, well-adjusted persons (the problem driver) and the term psychotherapy to the assistance rendered to mentally ill persons (persons with serious emotional problems and significant difficulties in coping with life).</p> <p>b. The counseling process may involve any or all of the following activities initiated and controlled by a counselor (the DIA) with respect to a counselee or client(s):</p> <ol style="list-style-type: none"> <li>1) Imparting of facts (education)</li> <li>2) Development of awareness concerning an individual's perceptions, attitudes, motivations and capacities (or lack thereof)</li> <li>3) Offering of encouragement</li> <li>4) Establishment of "conditions" which develop the desire for an individual to voluntarily change his behavior for the better</li> <li>5) Where necessary, the offering of advice or suggestions to correct or ameliorate apparent behavioral deficiencies.</li> </ol> <p>c. The prevailing emphasis in counseling practice is a recognition of an individual's right to make choices, to be independent and autonomous with the attendant requirement for the counselor to</p>	

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<p>(0:30) 0:20</p>	<p>refrain from admonishing, threatening or compelling the client in any heavy-handed way (disciplining is not counseling).</p> <p>d. Counseling may be of the individual variety (one counselor and one client) or group variety (one counselor and several clients).</p> <p>3. Indicate that generally accepted concepts and practices related to the interviewing and counseling processes will be discussed; only generalized practices and procedures will be reviewed here saving an explanation of the specific formats and procedures for conducting departmentally sponsored driver improvement interviews and counseling sessions to a later lesson.</p> <p><b>INITIAL CONSIDERATIONS</b></p> <p>1. <u>Preparation.</u> Mention that whether the DIA is planning to function as an interviewer, counselor or both, he must adequately prepare himself for the initial encounter with the client to enhance the chances of a successful session. Detailed procedures for case review and preparation for client contact will be covered in a later lesson, but several points can be mentioned here.</p> <p>a. The DIA must have a clear, operational understanding of the objectives of the client contact-- the departmental goals; a thorough understanding of the objectives creates topical areas for exploration, supplies the criteria for critical evaluation of information received and provides guidelines for probing for additional information when necessary.</p> <p>b. The DIA should familiarize himself with the important facts and aspects of the client case file(s) (this will be discussed in detail in a later lesson).</p>	

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	<p>c. Based on his understanding of the goals for the session and his knowledge of relevant facts regarding client case file(s), he should formulate plans and strategies for accomplishing the objectives of the session.</p> <p>1) Whatever approaches the DIA formulates should not constitute a rigid "game plan"; he should entertain alternative means for attaining objectives and be prepared to substitute alternatives when a particular approach appears to be ineffective.</p> <p>2) Upon becoming familiar with the goals/ objectives of an interview, the DIA should guard against biasing his behavior (actions and perceptions) in favor of supporting a particular outcome or supposition, to the exclusion of making inquiries or accepting information which may be contradictory to expectations.</p> <p>2. <u>Setting.</u> Indicate that the nature of the physical setting for a client interaction is an important factor.</p> <p>a. It should be comfortable (temperature, humidity, lighting, prevailing sound levels, etc.), not formal or austere.</p> <p>b. It should be visually and auditorily private and free from distractions and interruptions.</p> <p>c. It should connote a neutral or friendly psychological atmosphere (i. e., where possible, it should not be located in a police headquarters or court building or any facility which has an authoritarian atmosphere).</p> <p>3. <u>Initial client contact.</u> Emphasize that what transpires during the early phases of client contact is very influential to the outcome of the client contact session.</p>	

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	<p>a. The DIA should be mindful of the need to establish a cordial working relationship with the client as soon as possible; during the initial contact he should consider the following procedures:</p> <ol style="list-style-type: none"> <li>1) Introducing himself in a friendly manner, stating his title, offering a handshake (where appropriate) and a comfortable seat to the client; basically, all the rules of common courtesy apply here.</li> <li>2) In only the necessary detail to be generally informative, briefing the client on the following points:               <ol style="list-style-type: none"> <li>a) The reason(s) why he was invited to attend</li> <li>b) The objective(s) and outcome(s) anticipated from this or any successive sessions</li> <li>c) The format and any ground rules governing the session including the planned session length.</li> </ol> </li> </ol> <p>b. Before initiating the session in any formal sense, the DIA should offer to answer any questions the client may have at this point; the DIA should call for questions, as appropriate, throughout the session to reduce the chances of misunderstandings developing.</p> <p>c. Despite the measures taken by the department to be as polite and considerate as possible when inviting the client to attend the session, and initial actions taken by the DIA to establish cordial relations, the DIA may still encounter various states of client arousal which the DIA must deal with and attempt to counteract, such as:</p>	

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	<p>1) Anxiety-- this would be present to a greater or lesser degree in all clients, generated by such things as the pressure of taking time off from his occupation, the threat of loss of license, etc.</p> <p>2) Hostility-- he may have great disdain for the department's intrusion into what he thinks are his "private affairs"; he may be overtly aggressive and contemptuous and unable to accept any ideas or suggestions which may contradict his own.</p> <p>3) Guilt-- he may be quite embarrassed and feel awkward about the encounter with the DIA; he may show lack of self-esteem.</p>	
(0:50)	Take a ten minute break	
0:10		
(1:00)	<b>BASIC INTERVIEWING TASKS</b>	
0:30	<p>1. <u>Tasks/phases of interviewing.</u> Indicate that in maximizing the flow of relevant information during an interview, the DIA must attend to three basic interviewing tasks, namely:</p> <ul style="list-style-type: none"> <li>a. Accurately receiving verbal and non-verbal communications from the client</li> <li>b. Critically evaluating the information received in terms of: <ul style="list-style-type: none"> <li>1) Objectives of the interview</li> <li>2) Quality of interpersonal/human relations</li> </ul> </li> <li>c. Regulating his own verbal and non-verbal behavior.</li> </ul> <p>2. <u>Accurate receipt of information.</u> Mention that this general task can be partitioned into three subtasks:</p>	

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	<p>a) hearing what the client says, b) "seeing what the client says (his non-verbal messages)" and c) remembering what information has been received. Discuss the points which follow and relate to these subtasks:</p> <p>a. Hearing what the <u>client</u> says</p> <ol style="list-style-type: none"> <li>1) This involves the uncompromising direction of the DIA's attention to the client and the readiness of the DIA to probe for elaboration and clarification, where necessary; instances where the DIA indicates he has not understood or remembered what the client has said undermine rapport and the maintenance of good human relations as well as degrade the information base.</li> <li>2) There are several reasons why interviewers frequently fail to accomplish this subtask; the DIA must guard against these:             <ol style="list-style-type: none"> <li>a) Preoccupation with note taking--recording of information                 <ul style="list-style-type: none"> <li>what notes are taken should be limited to key phrases and should be done inconspicuously</li> </ul> </li> <li>b) Excessive anxiety by the interviewer                 <ul style="list-style-type: none"> <li>insecurity, tension can cause "mind-blocking" on the part of the interviewer</li> </ul> </li> <li>c) Loss of interest in the interview or the client as a person</li> <li>d) Assuming informational content where the client is vague and failing to probe for clarification</li> </ol> </li> </ol>	



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	<p>b) The DIA must maintain a high degree of detachment and objectivity and make <u>conscious</u> his observations of client non-verbal behavior.</p> <p>c. Remembering what information has been received:</p> <p>1) A good memory of what transpires in the interview is helpful for the following reasons:</p> <p>a) Provides a basis for the DIA to probe for clarification and elaboration where needed.</p> <p>b) Enables the DIA to identify inconsistencies, contradictions and changes in viewpoints even at widely separated times.</p> <p>c) Reduces the requirement for the DIA to take extensive notes during the interview.</p> <p>d) Prevents confusion of the chronology of facts within and between interviews.</p> <p>2) The DIA is cautioned against the tendency of some interviewers to "selectively" remember, i. e., remember statements which agree with his own viewpoint(s) and expectations and forget those which disagree.</p> <p>3. <u>Critical evaluation of information received.</u></p> <p>a. A skilled interviewer must be able to instantaneously evaluate information received on a continuous basis.</p> <p>b. Critical evaluation of client communication involves two basic DIA skills:</p>	

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	<p>1) Distinguishing information which is relevant or adequate in terms of the interview objectives from that which is not; this involves a working familiarity of the DIA with the departmental interview objectives.</p> <p>2) Recognizing both adequate and deficient states of human relations and taking any needed corrective action; this requires that the DIA know and recognize the elements of good human relations and to be able to effectively communicate the information to establish and/or reinforce these elements (e.g., empathy, respect, concern, etc.).</p> <p>4. <u>Regulating one's own verbal and non-verbal behavior</u></p> <p>a. Once a climate of effective human relations has been established, a flow of information from the client has commenced, and the DIA starts to evaluate this information, then it becomes necessary for the DIA to maintain good human relations and facilitate the flow of valid information responsive to the objectives of the interview.</p> <p>b. This will involve the judicious employment of the interviewing tactics and techniques to be discussed subsequently.</p> <p>c. Effective employment of these procedures requires that he use appropriate techniques with which he is familiar and ones with which he feels comfortable.</p> <p>d. In order to effectively regulate his own behavior, the DIA must actually "observe" himself on a continuous basis (this is not to say the DIA should be outwardly "self-conscious").</p> <p>1) He should be concerned not to communicate ego threat messages to the client (e.g.,</p>	

LESSON 9 THEORY AND PRACTICE OF INTERVIEWING AND COUNSELING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(1:30) 0:20</p>	<p>disinterest, disapproval, condescension, disrespect, over-friendliness, etc.) or indications of DIA ineptitude (nervousness, hesitancy, etc.).</p> <p>2) In avoiding anxiety producing situations, the DIA must be particularly attentive to monitoring his non-verbal behavior where the DIA is more likely to unconsciously communicate his feelings.</p> <p>3) The DIA must exercise self-discipline in avoiding what may be the personally comfortable or interesting thing to do, at the expense of accomplishing interview objectives; neither pure socialization nor intensive probing into the personal lives of clients are interview objectives.</p> <p><b>INTERVIEWING METHODS AND TECHNIQUES</b></p> <p>1. <u>Approach.</u> Mention that before conducting the actual interview and as a result of preparation for the interview, the DIA should have considered and developed approaches to the following points related to tactics and strategy:</p> <p>a. Type of verbal context anticipated as well as the discussion level/type of vocabulary to be employed.</p> <p>b. Scope of questioning, i. e., the topics and sub-topics where probing may be necessary.</p> <p>c. Potential inhibitors (ego threats) and facilitators (human relations considerations) of communication.</p> <p>2. <u>Basic interviewing technique .</u> Explain that during the interview, the DIA should be prepared to accomplish the following, as appropriate to the individual being questioned and the stage of the interview:</p>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>a. Select the appropriate vocabulary</p> <ol style="list-style-type: none"> <li>1) Vocabulary used should be appropriate to the background of the client and thus clearly understood.</li> <li>2) It may be necessary to explain certain technical words to the client so that he may answer a particular question; this does not mean that the DIA should force answers, but occasionally supply words where the client might have difficulty in responding at all.</li> <li>3) Avoid the use of emotionally charged words and jargon.</li> </ol> <p>b. Determine the appropriate scope of questioning</p> <ol style="list-style-type: none"> <li>1) Scope may range from general/open-ended questions (e. g. , "What do you think accounts for your traffic violations? ") which provide the client with a great deal of latitude for structuring his response, to specific questions (e. g. , "How is your vision? ").</li> <li>2) Broad questions are useful to:               <ol style="list-style-type: none"> <li>a) Obtain information which may be distorted by the effect of many specific questions.</li> <li>b) Motivate subjects to respond.</li> <li>c) Determine a client's weighting of the importance of various aspects of a topic.</li> <li>d) Determine the client's lines of association for various facts, events, etc.</li> </ol> </li> </ol>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>e) Discover the client's frame of reference in a topical area (specific questions tend to reflect the DIA's frame of reference).</li> <li>f) Identify a client's understanding of any chronology of events.</li> <li>g) Determine the client's level of verbal skill.</li> <li>h) Identify areas of ego threat without the risk of a probe with a direct question.</li> <li>i) Test the client's ability to recall facts or experiences.</li> <li>j) Allow the client to tell his side of the story in his own words, when establishing initial rapport.</li> </ul> <p>3) Specific questions are useful to:</p> <ul style="list-style-type: none"> <li>a) Reduce the ego threat when a client is at a loss to respond to a general question.</li> <li>b) Arouse the client's interest in certain topical areas, especially when the specific questions also carry specific answer alternatives.</li> <li>c) Assist a client's memory when specific answer alternatives are provided.</li> <li>d) Reduce chronological confusion.</li> </ul> <ul style="list-style-type: none"> <li>c. Review certain case facts before questioning to refresh and stimulate the client's memory.</li> <li>d. Define any terms used which might be unfamiliar to the client by preceding a question with a background/contextual statement; this reduces potential ego threat due to client ignorance.</li> </ul>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>e. Provide time frames and spatial references, where necessary, to obtain refined answers to questions dealing with estimated change or impact.</li> <li>f. Supply relevant examples for any generalized concept-related questions.</li> <li>g. Supply known factual background for any questions which might be answered falsely; if the client is caught making a false statement, it can jeopardize the interview rapport.</li> <li>h. Ask for a client's frame of reference for any answers given if such is not apparent.</li> <li>i. Phrase questions in such a manner as to minimize the chances of ego threat.</li> </ul> <p>3. <u>Topic control.</u> Mention that the control of the interview rests with the DIA. This control is mostly related to the sequencing of questions in various topical areas. Discuss the considerations related to this subject which follow:</p> <ul style="list-style-type: none"> <li>a. The DIA should have at least some predetermined topical guide to generally structure the interview:               <ul style="list-style-type: none"> <li>1) He should be prepared to reorder the sequence of topics to suit a more natural sequence which may become apparent during the course of the interview.</li> </ul> </li> <li>b. It is usually desirable to ask general, open-ended questions at the beginning of the interview which will allow the client to reduce his tensions and anxieties.               <ul style="list-style-type: none"> <li>1) Some questions at the opening of an interview may have to be "wasted" in a strict information-getting sense, to establish rapport and achieve a degree of empathy with the client.</li> </ul> </li> </ul>	

LESSON 9 THEORY AND PRACTICE OF INTERVIEWING AND COUNSELING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>c. A typically employed sequence of questions within a topical area is the "funnel sequence"--an opening with general questions and a progression towards more specific questions.</p> <p>d. In some cases, a "reverse funnel sequence" is advantageous (specific to general).</p> <p>1) In cases where the subject experiences apparent difficulty in responding to general questions, the initial use of simplified, specific questions can result in answers from the client which help to establish his confidence and give momentum to the interview.</p> <p>2) Answers to specific questions can also help to develop a valid basis for the client to answer general questions calling for related evaluations or judgments.</p> <p>e. Any questions dealing with a client's philosophy or ethics are often best left to the latter stages of the interview.</p> <p>1) Such questions asked early in the interview may cause the client to bias answers to later related questions so that they are consistent with earlier expressed philosophy.</p>	
(1:50) 0:10	Take a ten minute break	
(2:00) 0:50	<p>3. <u>Probing</u>. Indicate that initial answers to questions in a topical area may not be adequate and the DIA may have to "probe" for elaboration or clarification. Discuss the probing techniques which the DIA may employ:</p> <p>a. <u>Silence</u></p> <p>1) Following an answer to a question, silence on the part of the DIA can prompt the client to elaborate upon his answer (it should not be a protracted period of silence which could make the client uneasy and feel that the DIA is not involved).</p>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) If the DIA is uneasy about occasional periods of silence and maintains an uninterrupted flow of conversation, this may indicate to the client that the DIA is insecure and anxious, causing the client to become unnecessarily anxious himself.</p> <p>3) A wait of at least 2 seconds after an answer is often a safe period to avoid interrupting a client's train of thought.</p> <p>a) Some clients may pause up to 15 seconds before continuing an answer to a question.</p> <p>b) The DIA should carefully observe the non-verbal behavior of a client to determine whether a client has completed his initial answer to a question.</p> <p>b. Encouragement</p> <p>1) This includes all verbal and non-verbal behavior by the DIA to indicate acknowledgment/acceptance of what the client has said and implicit encouragement for him to continue.</p> <p>2) Verbal responses may include those such as "I see," "I understand," "Right," "Uh-huh," "Hm-mm," etc.</p> <p>3) Non-verbal responses may include a head nod, expectant facial expression, etc.</p> <p>c. Elaboration</p> <p>1) This is a request for more related information.</p> <p>2) It involves the use of expressions such as "Then what happened. . .," "Tell me more. . .," "And then. . ." by the DIA in response to a client's answer.</p>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>d. Clarification</p> <ol style="list-style-type: none"> <li>1) This is not only a request for more information on a given topic, but a specification of the type of information needed.</li> <li>2) Clarification probes employ the basic interrogatives (who, what, where, when, why, and how) in specifically worded questions, e.g.,               <ol style="list-style-type: none"> <li>a) <u>Who</u> was riding with you at the time?</li> <li>b) <u>What</u> did you see just before you entered the intersection?</li> <li>c) <u>Where</u> do you think the greatest improvement can occur?</li> <li>d) <u>When</u> did you last have an eye examination?</li> <li>e) <u>Why</u> do you feel you have been accumulating traffic violations recently?</li> <li>f) <u>How</u> do you normally travel to and from work?</li> </ol> </li> </ol> <p>e. Recapitulation</p> <ol style="list-style-type: none"> <li>1) In this case, the DIA may wish to reexamine and pursue some earlier points in the interview.</li> <li>2) This probe takes the form of a brief summary of the pertinent information of record, coupled with an elaborative/clarifying question, e.g., "You said previously that you had been experiencing occasional headaches while driving at night. Can you tell me more about this?"</li> </ol>	

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>f. Reflection</p> <ol style="list-style-type: none"> <li>1) This refers to any attempt by the DIA to elicit additional information by repeating a client's implicit or explicit communication without including a direct question.</li> <li>2) There are three examples of reflective probes:               <ol style="list-style-type: none"> <li>a) Echo-- a repetition of certain words/ phrases from a previous response</li> <li>b) Interpretive-- an attempt to reflect the meaning or feeling of a client's statement</li> <li>c) Summary-- an attempt to combine/ summarize selected phrases/ statements from extensive client response or from several previous responses</li> </ol> </li> <li>3) Echo probes can be ineffective if the repeated statement has little impact or content value for the client.               <ol style="list-style-type: none"> <li>a) In this case the client would be inclined to mechanically answer "Yes," "That's right," "Uh-huh" or "That's what I said".</li> <li>b) If an echo probe is inappropriately used or overused, the client may feel that the DIA is disinterested or synthetic in his behavior.</li> <li>c) If an echo probe is used correctly, the client can appreciate that the DIA sees importance in his statement and wishes him to elaborate.</li> </ol> </li> </ol>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>4) Interpretive probes, well executed, indicate to the client that the DIA is interested in what the client is saying and are instrumental in showing DIA empathy; these probes, of course, should be devoid of any overtones of moral judgment.</p> <p>5) Incorrect or distorted summary probes by the DIA may encourage extensive and illuminating counterresponses by the client or may damage rapport; the DIA should be careful to formulate accurate and sensitive summary probes in most cases.</p> <p>4. <u>Handling client resistance.</u> Indicate that there will be times when the DIA will encounter clients who are reticent or uncooperative during an interview. Review the points related to this situation outlined below:</p> <p>a. When a client feels that his self-esteem prestige, competence, philosophy, intelligence, etc., has or will be compromised, threatened or criticized, what is termed an "ego threat" results which can make the client resentful, anxious and uncommunicative.</p> <p>1) Implicit or explicit criticism by the DIA can precipitate this.</p> <p>2) The feeling that the DIA may disapprove of what the client may say can cause this also.</p> <p>b. The degree of uncommunicativeness resultant from an ego threat can range from a conscious reluctance to communicate to complete unconscious forgetting of information related to the ego threat.</p>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>c. People may react to ego threats in a number of ways which have been termed "ego defense mechanisms"; these are ways of reducing the anxiety attendant to an ego threat; some of the defense mechanisms which may be encountered in the problem driver interview are:</p> <ol style="list-style-type: none"> <li>1) Repression-- unconscious forgetting</li> <li>2) Rationalization-- an attempt to create a plausible, justifiable, and sometimes elaborate explanation which will relieve one of any blame or responsibility for some situation or action</li> <li>3) Projection/depersonalization-- ascribing ones behavioral inadequacies to other parties or the population at large</li> <li>4) Evasion-- an attempt to change the subject or give an unresponsive or devious answer</li> <li>5) Minimization-- a de-emphasis of the importance, gravity, criticality of a situation or event</li> <li>6) Falsification-- this can be outright lying or denial of an event or action</li> </ol> <p>d. The problem here is for the DIA to recognize ego defensive behavior, attempt to identify the ego threat and by skillful reformulation of questions and probing to reduce the ego threat and obviate the defensive</p>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>behavior--thereby establishing/reestablishing the flow of communication; in some cases, terminating the discussion of an ego threatening topic and waiting for better rapport to develop during the interview before resuming the discussion is an effective tactic.</p> <p>e. The DIA may observe defensive behavior or resistance in a number of specific forms; some of these forms may be broadly represented in the following types of resistant responses by the client:</p> <p>1) "I don't know, I don't remember!"</p> <p>a) Instead of conscious or unconscious resistance, this is often the client's expression of cautiousness, or tentativeness on the part of the client.</p> <p>b) A moment of silence as a response by the DIA is often effective in eliciting an answer.</p> <p>2) "What do you think about that?"</p> <p>a) This is a form of hedging and uncertainty; this is the client's way of attempting to find out what the DIA thinks about a certain matter before he answers related questions</p> <p>b) It is generally wise for the DIA to diplomatically dodge such a question if to answer this question would compromise the quality and validity of the desired information.</p>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>c) If answering such a question could improve human relations without compromising interview objectives, then the DIA might consider doing so.</p> <p>3) "What do you mean by that?"</p> <p>a) Most commonly, this is a sincere request for clarification; in providing any clarification, the DIA must be careful not to change the question or suggest a particular answer; in some cases, it may be preferred to request the subject to answer the questions in terms of what it means to him and then to repeat the question.</p> <p>b) This also could be a mild form of resistance and an attempt to shift attention from the client to the DIA.</p> <p>f. Dealing with client defensiveness presents special problems.</p> <p>1) As a rule, it is better to leave questions which might generate false or evasive answers to the end of the interview where maximum rapport will be evident and needs for defensive reaction reduced.</p> <p>2) Sometimes, it is desirable to let the client know that the DIA already has information which the client might be reluctant to provide himself.</p>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>5. <u>DIA attitudes and motivations.</u> Mention that in the interview situation, the DIA's approach to the interview as influenced by his attitudes and motivations is crucial in determining the outcome. Review the aspects of a desirable basic approach listed below:</p> <ul style="list-style-type: none"> <li>a. The DIA should be basically non-judgmental and non-argumentative.</li> <li>b. The DIA should show lively interest in the objectives of the interview and what the client has to say.               <ul style="list-style-type: none"> <li>1) The DIA should never categorize or prejudge a client--each is an individual and is unique to some degree.</li> <li>2) Lack of interest can result in a superficial interaction and give the client the impression that the DIA is not serious or competent.</li> <li>3) The DIA should never use a condescending tone which appears as if the DIA feels superior or disinterested.</li> </ul> </li> <li>c. The DIA should praise the client's responses of high informational quality (i. e., responsiveness, detail, completeness) and not be influenced by the moral or philosophical implications of the responses during the interview.</li> <li>d. The DIA must be constantly evaluative of the quality of information being received and be concerned with such needs as:               <ul style="list-style-type: none"> <li>1) Verifying the precision of facts, correctness of inferences, and the chronology of events.</li> <li>2) Assisting the client's memory where needed.</li> </ul> </li> </ul>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>3) Assuring that inconsistencies, contradictions and omissions are clarified and/or resolved.</li> <li>4) Keeping the interview topical and on target.</li> <li>e. The DIA should exhibit poise and self-confidence and sincerely expect to be successful in his efforts.                             <ul style="list-style-type: none"> <li>1) DIA anxiety (e.g., hesitancy, rigidly cautious manner, self-consciousness, etc.) often expressed as an apologetic approach to questioning can cause a reciprocal reaction in the client and an inhibition of communication.</li> <li>2) Anxiety might be interpreted by the client as guilt on the part of the DIA over some hidden purpose for the interview.</li> </ul> </li> <li>f. The DIA must keep an accurate, readily available account of the proceedings (memory, judicious notes, tape recording, etc.); failure to remember or indicate an understanding of what the client has previously said can pose an ego threat to the client.</li> </ul>	
(2:50)	Take a ten minute break	
0:10		
(3:00)	<b>COUNSELING</b>	
0:35		
	<ul style="list-style-type: none"> <li>1. <u>General considerations.</u> Indicate that it is not the intent of this course to hold the trainee responsible for a detailed understanding of all the identifiable theories and approaches to the field of counseling.                             <ul style="list-style-type: none"> <li>a. Some of the more prevalent approaches will be reviewed to give the trainee some very general background in the various counseling processes which are being used today.</li> </ul> </li> </ul>	

LESSON 9 THEORY AND PRACTICE OF INTERVIEWING AND COUNSELING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b. Specific counseling techniques and procedures which the DIA will employ in support of departmentally sponsored programs will be detailed in a later lesson.</p> <p>2. <u>Counseling approaches.</u> In general, the various approaches to the counseling process may be organized under three major categories: insight, action, and eclectic. Discuss the following material:</p> <p>a. <u>Insight approaches</u></p> <p>1) A notable example of this orientation is the client-centered, non-directive approach of Carl Rogers.</p> <p>2) Insight approaches imply that the primary objective of counseling is to help the client achieve an understanding of and insight into his thoughts, feelings and behavior.</p> <p>a) Major control of the counseling process rests with the client, with the counselor facilitating rather than directing the client's efforts to achieve insight and understanding; the counselor provides a supportive atmosphere to facilitate client inquiry, regardless of where the dialogue may lead.</p> <p>b) The efforts and decisions regarding behavioral change after counseling remain the responsibility of the client.</p> <p>3) The major concern of these approaches is not the immediate elimination of the client's problems, but the development of greater insight by the client into why he is what he is as a person.</p>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b. Action approaches</p> <ol style="list-style-type: none"> <li>1) These approaches do not primarily try to strive for client insight and understanding. but concentrate on the elimination of the client's problems.</li> <li>2) Underlying action approaches is the assertion that client problems are largely the result of inappropriate learning and the acquisition of maladjusted habits and that as such, ineffective behavioral patterns can be modified or eliminated by human learning/ conditioning techniques.</li> <li>3) Foremost among these approaches is what has been termed "behavioral counseling"; the techniques employed in this approach are embodied in learning theory and the work of such notable psychologists as Thorndike, Guthrie, Pavlov, Skinner, etc.               <ol style="list-style-type: none"> <li>a) Behavioral counseling is primarily based on the learning principle of positive reinforcement or reward.                   <ul style="list-style-type: none"> <li>. Learning studies have demonstrated that reinforced behavior will tend to become established and repeated and that unreinforced behavior will tend to occur less frequently.</li> <li>. Thus when the client behaves in an appropriate way the counselor reinforces his behavior.</li> <li>. Generally, the counselor uses verbal and non-verbal reinforcements to promote or condition certain client verbal responses (this has been termed verbal operant conditioning).</li> </ul> </li> </ol> </li> </ol>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>. The counselor must assess the client's needs for counseling and determine which types of responses he will reinforce.</li> <li>. When the client makes a desirable response, the counselor may give a non-verbal reinforcement (e.g., approving head nod, a smile) and/or a verbal reinforcement (e.g., "good," "fine idea," "I agree").</li> <li>. The counselor does not respond to client responses which are not related to counseling objectives; he does not even respond negatively to responses that are not to be reinforced.</li> <li>. It is the counselor's responsibility to direct and maintain the client's focus on his problem areas and encourage appropriate constructive thinking.</li> </ul> <p>c. Eclectic approaches</p> <ol style="list-style-type: none"> <li>1) Rather than making a total commitment to one theoretical position as an approach to counseling, some counselors use alternately several approaches to the counseling process.</li> <li>2) Thus some counselors find it effective to apply both non-directive/insight techniques and directive/action techniques to the same or different clients, allowing for the fact that different approaches are differentially effective for different people.</li> </ol> <p>3. <u>Counseling formats.</u> Mention that the two major formats for the counseling process are the individual</p>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>and group formats. Review the material which follows:</p> <p>a. <u>Individual counseling</u></p> <ol style="list-style-type: none"> <li>1) This involves one counselor and one client.</li> <li>2) Some individuals are taciturn and feel inhibited in a group situation; such clients who are not suited to group processes/dynamics receive greater benefit from the intimacy, privacy and individual attention to be found in the one on one format.</li> <li>3) The individual counseling format is a more costly approach in terms of counselor time as measured against the volume of clients handled.</li> </ol> <p>b. <u>Group counseling</u></p> <ol style="list-style-type: none"> <li>1) This involves one counselor and several clients (generally not to exceed 12).</li> <li>2) Often clients feel more relaxed, confident, and communicative in a group context, with the reduced visibility of the counselor.</li> <li>3) A sharing of individual attitudes and experiences is a primary event in group counseling, as well as the development of interpersonal relationships.</li> <li>4) A feeling of independence, group thinking, and self-help is characteristic of the dynamics of the group counseling format.</li> <li>5) Homogeneity in age and social maturity is generally desirable for group members; aggressive or extremely shy individuals generally are not suited to the group format.</li> </ol>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>6) The counselor is generally responsible for guiding the group's activities toward counseling objectives in an inconspicuous way.</p> <p>a) He encourages members to set goals for accomplishment.</p> <p>b) He reminds the group that each member is responsible for understanding and helping each other member as well as himself.</p> <p>c) He encourages participation in group discussions by all individuals.</p> <p>d) It is a more difficult task for the counselor to observe, evaluate, and guide behavior of several individuals at one time.</p> <p>7) In some cases, the interaction with others in a group context is a more forceful and enduring way to modify attitudes and behavior than the individual format.</p> <p>8) The group counseling format may not necessarily be devoted entirely to group paced interaction, but may involve an educational phase or presentation of information which is controlled by the counselor.</p> <p>9) Phases of development often can be distinguished in the group process as an initial exposition of individual attitudes and characteristics, a transition to an awareness of the need for behavior modification, followed by a commitment to earnestly seeking solutions to problems.</p> <p>c. <u>Individual counseling versus group counseling</u></p>	

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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ol style="list-style-type: none"> <li>1) Both approaches seek to help the clients achieve self-understanding, and self-direction.</li> <li>2) Both are predicated upon the establishment of a permissive, non-threatening psychological climate where client self-revelation may occur.</li> <li>3) In group, the client is more likely involved in creating insights and solutions rather than accepting same.</li> <li>4) The counselor's task is more complicated in the group format for he must understand the output of each individual as well as its impact on group members.</li> </ol> <p>4. <u>Things to look for in counseling.</u> Mention that in the course of attempting to evaluate and influence a client's attitudes and behavior during the counseling session, the DIA as a counselor should be attentive to:</p> <ol style="list-style-type: none"> <li>a. Opening and closing remarks/association of ideas-- these reveal initial attitudes and motivations and shifts</li> <li>b. Topical shifts-- these are often used by a client when he feels he has been too self-revealing.</li> <li>c. Recurrent references-- these can reveal a conflict or blocking which prevents progress.</li> <li>d. Non-verbal behavior-- as with the interviewing, this form of communication is particularly revealing of attitudes and emotional states.</li> </ol>	

LESSON 9 THEORY AND PRACTICE OF INTERVIEWING AND COUNSELING

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(3:35) 0:15	<p>SUMMARY AND QUESTIONS</p> <ol style="list-style-type: none"> <li>1. Indicate that whether involved in interviewing or counseling, the DIA must continually maintain a diagnostic awareness of the potential problem area(s) of the client and be prepared to modify his diagnoses or evaluations based on new information.</li> <li>2. Emphasize that the DIA should always be prepared to make a referral of a client whose problem appears to be out of scope for the DIA.               <ol style="list-style-type: none"> <li>a. Such apparent problems as a physical or mental illness, alcoholism, and drug addiction require that the DIA refer the problem driver to a competent authority for examination, evaluation, and necessary treatment.</li> <li>b. Written permission of the client is generally required to forward case information to the <u>particular authority</u>.</li> </ol> </li> <li>3. Solicit questions in the time remaining. Advise students having questions on specific techniques and procedures which they will employ to hold these questions for later lessons dealing with departmental interviewing and counseling procedures.</li> </ol>	
(3:50)		

Section II

DRIVER IMPROVEMENT PROCEDURES

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Training

Objectives:

- . Describe the various elements of the driver improvement and control (DIC) process.
- . State the intended purpose and applications of each DIC action as well as the performance requirements for each action overseen or conducted by the DIA.

References:

- . American Association of Motor Vehicle Administrators. Driver license administrator's guide to driver improvement. Washington, D. C.: Author, 1965.
- . Departmental Policy and Procedures Manual

Training

Aids:

- . Study Guide Exhibit 8: Driver improvement and control process

Note:

Prior to use, this lesson plan must be carefully reviewed, annotated and edited, if necessary, to make it totally reflective of the functional structure of the jurisdictional driver improvement and control program.

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>( -- ) 0:05</p>	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Mention that at the conclusion of this unit the students should be able to:               <ol style="list-style-type: none"> <li>a. Describe the various elements of the driver improvement and control (DIC) process.</li> <li>b. State the intended purpose and applications of each DIC action as well as the performance requirements for each action overseen or conducted by the DIA.</li> </ol> </li> </ol> <p><b>STUDY GUIDE REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Refer the trainees to Section      of the Study Guide for reference materials related to this lesson. Indicate that Study Guide Exhibit 8 shows a flow chart describing the DIC process.</li> </ol>	
<p>(0:05) 0:05</p>	<p><b>GENERAL CONSIDERATIONS AND PHILOSOPHY</b></p> <ol style="list-style-type: none"> <li>1. Explain that it is the general philosophy of the department in the area of DIC to take the minimum effective action deemed necessary to correct or control a problem driver's behavior and discuss the following points:               <ol style="list-style-type: none"> <li>a. The department attempts to take initial courses of action vis-a-vis a negligent problem driver which emphasize a minimum of threat and formality in an attempt to get the driver to <u>improve his driving behavior</u> to a satisfactory level (either on his own or as the result of reeducation or training).</li> <li>b. If early attempts to improve an operator's driving prove ineffective, then later steps taken involve greater formality of action, definite threat to the driving privilege, and can ultimately result in the restriction or withdrawal of the driving privilege in an attempt to <u>control</u> the problem driver's behavior.</li> </ol> </li> </ol>	<p>Exhibit 8: Driver improve- ment and control process, pg.</p>

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2. Remind the class that, as discussed in a previous lesson dealing with the laws related to DI, the authority for the various actions which the department may take with regard to a problem driver and his license is granted in the various state codes.</p> <p>a. The mandatory actions which can be taken (e. g., suspension, revocation) are specifically spelled out in the vehicle code.</p> <p>b. Discretionary powers are conferred to the department through such legislation and statutes as: _____</p> <p>3. Mention that the actions which can be taken in regard to the major phases of the DIC process will be generally reviewed in this session and those involving the DIA will be discussed in detail in successive lessons.</p> <p>a. There are five major phases to the DIC process:</p> <ol style="list-style-type: none"> <li>1) Detection/deterrence</li> <li>2) Analysis/evaluation</li> <li>3) Referral/remediation</li> <li>4) Restriction/penalization</li> <li>5) Follow-up</li> </ol> <p>b. Emphasize that not all problem drivers will necessarily pass through all five phases of the process.</p> <p><b>NOTE:</b> In the sections to follow, the instructor should <u>give only broad coverage to the topics</u>, identifying and emphasizing the procedures which are executed by the DIA, but leaving detailed discussions of DIA operational procedures to the appropriate subsequent lessons.</p>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(0:10) 0:10</p>	<p style="text-align: center;"><b>DETECTION AND DETERRENCE</b></p> <ol style="list-style-type: none"> <li>1. <u>Detection.</u> Indicate that negligent problem drivers are typically detected when they experience excessive violations and/or accidents within a specified period of time, and their driving records are sent to the DI section for review. Before a negligent problem driver's record becomes very unsatisfactory, the department takes a relatively mild form of action to deter him from further transgressions--namely, the warning or advisory letter.</li>   <li>2. <u>Warning/advisory letters.</u> Discuss the following points of departmental policy with regard to warning letters:               <ol style="list-style-type: none"> <li>a. Definition and objectives of this action</li>   <li>b. Type(s)/designation(s) of warning/advisory letter(s)</li>   <li>c. Situation(s) triggering transmission of warning/advisory letter(s)</li>   <li>d. Who transmits warning letters</li> </ol> </li> </ol>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(0:20) 0:25</p>	<p style="text-align: center;">e. Authority for this action</p> <p style="text-align: center;">ANALYSIS AND EVALUATION</p> <ol style="list-style-type: none"> <li>1. <u>General.</u> Should a negligent problem driver not respond satisfactorily to warnings from the department and continue to develop an unsatisfactory driving record, he will be subject to various departmental actions which will attempt, where possible, to determine the nature of the problem and any appropriate remedial action(s). Emphasize that not all the actions to be discussed will occur for all drivers being processed.</li> <li>2. <u>Case review.</u> Briefly cover the kinds of activity performed when reviewing a driver's record/case.</li> <li>3. <u>Investigations.</u> Explain that since the department wishes to make well-informed decisions about future actions to be taken with respect to certain problem drivers, it may become necessary to obtain more information about a problem driver than the department presently has on file. Review the following points of the department's policy with respect to driver investigations.               <ol style="list-style-type: none"> <li>a. Situations warranting driver investigations</li> <li>b. Who may conduct driver investigations</li> </ol> </li> </ol>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li data-bbox="359 404 904 435">c. Classes/types of investigations</li>   <li data-bbox="359 615 772 645">d. Sources of information</li>   <li data-bbox="359 825 1165 856">e. Information gathering techniques and procedures</li>   <li data-bbox="359 1036 798 1066">f. Authority for this action</li>   <li data-bbox="359 1246 934 1277">g. Types of information to be gained</li>   <li data-bbox="359 1457 1100 1518">h. Documentation, processing and treatment of investigatory information</li>   <li data-bbox="359 1698 958 1729">i. Use(s) of investigatory information</li> </ul>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>4. <u>Interviews</u>. Indicate that in certain instances, it may be necessary for the department to conduct a personal interview with a problem driver to obtain first-hand information. Discuss the following points of departmental policy with respect to driver interviews:</p> <ul style="list-style-type: none"> <li>a. Situations where interviews are required</li>   <li>b. Who may conduct driver interviews</li>   <li>c. Classes/types of interviews</li>   <li>d. Types of information to be gained</li>   <li>e. Interview procedures</li>   <li>f. Documentation, processing and treatment of interview information</li> </ul>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p style="margin-left: 40px;">g. Uses of interview information</p> <p style="margin-left: 40px;">h. Authority for this action</p> <p>5. <u>Reexaminations</u>. Under certain circumstances it may become necessary to retest the knowledge and skills of drivers to determine if their driving performance is satisfactory. Review the following points of departmental policy with respect to driver reexaminations:</p> <p style="margin-left: 40px;">a. Situations where reexaminations are indicated</p> <p style="margin-left: 40px;">b. Who may conduct driver reexaminations</p> <p style="margin-left: 40px;">c. Preparation for conducting reexaminations</p> <p style="margin-left: 40px;">d. Classes/types of reexaminations</p>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>e. Types of information to be gained</p> <p>f. Reexamination procedures</p> <p>g. Documentation, processing and treatment of reexamination information</p> <p>h. Uses of reexamination information</p> <p>i. Authority for this action</p> <p>6. <u>Evaluation.</u> Indicate that the information gained through case review, investigation, interview, and reexamination is carefully evaluated along guidelines provided by departmental policy and decisions are made with respect to two major courses of action:</p> <p>a. Providing some sort of program/treatment to correct or control an individual's driving behavior</p>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p style="text-align: center;">b. Taking action with respect to an individual's driving privilege (restriction or withdrawal)</p>	
(0:45)	Take a ten minute break	
0:10		
(0:55)	REFERRAL AND REMEDIATION	
0:15		
	<p>1. <u>General</u>. Following a review of a particular problem driver case, the department may decide that the driver should either be referred to an out-of-department professional party or treatment program or to one of the department's counseling/educational programs.</p>	
	<p>2. <u>Referrals</u>. Indicate that drivers who are suspected of having physical or mental impairments which appear to be uncontrolled, should be referred to medical authorities for authoritative diagnosis, evaluation of driving fitness, and treatment where indicated. Describe the following points of departmental policy with regard to referrals:</p>	
	<p>a. Diagnostic/treatment programs and agencies to which problem drivers may be sent</p>	
	<p>b. Situations where referrals are made</p>	
	<p>c. Who makes the referral</p>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>d. Procedures for making referrals</p> <p>e. Feedback and follow-up requirements</p> <p>3. <u>Departmental counseling/education.</u> In the case of the negligent problem driver who continues to experience an excessive number of violations and/or accidents after being sent warning letter(s), the department may decide to enroll a driver in one of its counseling/educational programs. Discuss the following points of departmental policy with regard to its counseling/educational program(s).</p> <p>a. Situations where counseling/education is indicated</p> <p>b. Type(s) of counseling/education available</p> <p>c. Objectives of counseling/educational program(s)</p>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>d. Who conducts the counseling/educational program(s)</p> <p>e. Format of the counseling/educational program(s)</p> <p>f. Documentation, processing, and treatment of the outcomes of counseling/education</p> <p>g. Evaluation of the results of counseling/education for an individual</p> <p>h. Follow-up to counseling/educational program</p> <p>i. Authority for this action</p> <p>4. <u>Court-sponsored counseling/education.</u> If such a program exists in the jurisdiction, briefly describe it for the class.</p>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(1:10) 0:25</p>	<p style="text-align: center;"><b>RESTRICTION AND PENALIZATION</b></p> <ol style="list-style-type: none"> <li>1. <u>General.</u> Mention that in cases where treatment programs applied to problem drivers have not had the desired corrective effect, or a physical or mental limitation is uncorrectable but with control measures still permits operation of a motor vehicle, then measures must be taken by the department to directly control the driving behavior of an individual. Some of the control actions to be discussed must be considered a form of punishment and are only considered as necessary by the department (in discretionary cases) when all other attempts to improve the driving abilities of an individual have failed.</li>   <li>2. <u>Probation.</u> Indicate that driver transgressions or conditions may not be so severe as to warrant some form of license withdrawal, but the department may wish to replace a driver's license with a probationary license. Review the following points of departmental policy with regard to probationary licenses:               <ol style="list-style-type: none"> <li>a. Definition and objectives of probation</li>   <li>b. Situations where probation is indicated</li>   <li>c. Type(s) and terms of probation</li>   <li>d. Who recommends probation</li> </ol> </li> </ol>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>e. How the probation is implemented</p> <p>f. Authority for this action</p> <p>3. <u>Restriction</u>. State that in an attempt to permit a driver with some controllable form of impairment to continue to operate a motor vehicle, a restricted license may be issued. Cover the following points of departmental policy with regard to restricted licenses:</p> <p>a. Definition and objectives of license restriction</p> <p>b. Situations where restriction is indicated</p> <p>c. Type(s) and terms of restriction</p> <p>d. Who recommends the restricted license</p>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>e. How the restricted license is implemented</p> <p>f. How and when the terms of restriction may be lifted</p> <p>g. Authority for this action</p> <p>4. <u>Suspension.</u> Explain that in cases where the department is compelled by law to temporarily withdraw the driving privilege (mandatory action) or feels that it has grounds (based on driver's record or physical/mental condition) for temporarily withdrawing the driving privilege, a license suspension may be ordered. Discuss the following points of departmental policy with regard to the suspension of drivers' licenses:</p> <p>a. Definition and objectives of suspension</p> <p>b. Situations where suspension is indicated</p>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>c. Type(s) and terms of suspension</p> <p>d. Who recommends suspension</p> <p>e. How the suspension is implemented</p> <p>f. How and when the terms of suspension may be lifted</p> <p>g. Authority for this action</p> <p>5. <u>Revocation.</u> Mention that for the same basic reasons where a suspension is indicated, but where the extent or degree of the grounds may be greater, a license revocation may be ordered. Review the following points of departmental policy with regard to the revocation of drivers' licenses:</p>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
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Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>a. Definition and objectives of revocation</li>   <li>b. Situations where revocation is indicated</li>   <li>c. Type(s) and terms of revocation</li>   <li>d. Who recommends revocation</li>   <li>e. How the revocation is implemented</li>   <li>f. How and when the terms of a revocation expire</li>   <li>g. Authority for this action</li> </ul>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>6. <u>Hearings</u>. Emphasize that regardless of the action taken or intended to be taken by the department with regard to a person's driving privilege, such an individual is entitled to present his side of the case, hear the grounds for the action contemplated or taken by the department, and attempt to refute the grounds for the action. The initial forum for this procedure is a departmentally supervised hearing. Cover the following points of departmental policy with respect to administrative hearings:</p> <ul style="list-style-type: none"> <li>a. Definition and objectives of hearings</li>   <li>b. Situations where hearings could/would be scheduled</li>   <li>c. Type(s) of hearings</li>   <li>d. By whom and when hearings are conducted</li>   <li>e. Format and procedural requirements for hearings</li> </ul>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(1:35) 0:05</p>	<p style="margin-left: 40px;">f. Documentation, processing and treatment of the findings of a hearing</p> <p style="margin-left: 40px;">g. Possible outcomes of hearings</p> <p style="margin-left: 40px;">h. Authority for this action</p> <p><b>FOLLOW-UP</b></p> <ol style="list-style-type: none"> <li>1. Explain that should a driver not abide with the findings/action of the department regarding his driving privilege, he does have the right to re-address the matter.</li> <li>2. Review the options open to the driver and the resultant burdens placed upon departmental personnel when the driver attempts to find redress through the appeals process:               <ol style="list-style-type: none"> <li>a. Appeal to higher authority within the department</li> <li>b. Court appeal</li> <li>c. Appeal to governor, or legislators</li> <li>d. Other</li> </ol> </li> </ol>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(1:40) 0:10</p>	<p>3. Discuss the involvements of the department and DIA in cases where drivers with suspended or revoked licenses continue to drive.</p> <p>SUMMARY AND CONCLUSIONS</p> <p>1. Solicit questions from the class regarding the topics of this session.</p> <p>2. Ask selected members of the class to briefly define and identify the purpose(s) of the following DIC actions:</p> <ul style="list-style-type: none"> <li>a. Warning/advisory letter</li> <li>b. Investigation</li> <li>c. Interview</li> <li>d. Reexamination</li> <li>e. Counseling</li> <li>f. Probation</li> <li>g. Restriction</li> <li>h. Suspension</li> <li>i. Revocation</li> <li>j. Hearing</li> </ul> <p>3. Ask selected members of the class the following questions:</p> <ul style="list-style-type: none"> <li>a. What is the department's general philosophy with regard to the DIC process?</li> <li>b. What are the distinctions between probation and restriction?</li> </ul>	

LESSON 10 OVERVIEW OF THE DRIVER IMPROVEMENT  
AND CONTROL PROCESS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(1:50)	<ul style="list-style-type: none"><li>c. What are the distinctions among investigating, interviewing and counseling?</li><li>d. What is the distinction between suspension and revocation?</li><li>e. On whom does the burden of proof rest in DMV hearings?</li></ul>	

## LESSON 11 CASE ASSIGNMENT AND CONTINUITY REQUIREMENTS

### Training

- Objectives:
- . Understand the ways in which possible problem drivers come to the attention of driver improvement
  - . Know the general procedures for case handling, to include:
    - Case assignment procedures
    - Follow-through and case termination requirements
    - Requirements for record keeping
    - Procedures for transferring cases

Note: Prior to use, this lesson plan must be carefully reviewed, annotated and edited, if necessary, to make it totally reflective of the functional structure of the jurisdictional driver improvement and control program.

## LESSON 11 CASE ASSIGNMENT AND CONTINUITY REQUIREMENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>( -- ) 0:05</p>	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Explain that upon completion of this lesson that the students should be able to:               <ol style="list-style-type: none"> <li>a. Understand the ways in which possible problem drivers come to the attention of driver improvement.</li> <li>b. Know the general procedures for case handling, to include:                   <ol style="list-style-type: none"> <li>1) Case assignment procedures</li> <li>2) Follow-through and case termination requirements</li> <li>3) Requirements for record keeping</li> <li>4) Procedures for transferring cases</li> </ol> </li> </ol> </li> </ol> <p><b>STUDY GUIDE REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Mention that reference materials for this lesson may be found in Section      of the Study Guide.</li> </ol>	
<p>(0:05) 0:35</p>	<p><b>SOURCES OF INPUT</b></p> <ol style="list-style-type: none"> <li>1. Mention that the greatest proportion of possible problem drivers come to the attention of the DI section as a result of traffic convictions and traffic accident occurrences compiled in driver abstracts in central records (e.g., point system). Indicate that occasionally reports and/or recommendations from parties and agencies external to the department may bring a driver to the attention of the DI section. Briefly review the nature of the reports that may be received from the sources listed below, and the types of follow-up action which may result:</li> </ol>	

LESSON 11 CASE ASSIGNMENT AND CONTINUITY REQUIREMENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>a. Courts</li> <li>b. Private physicians</li> <li>c. State and local health agencies and clinics</li> <li>d. Other DMV's</li> <li>e. Law enforcement agencies</li> <li>f. Correctional agencies</li> <li>g. Private citizens</li> <li>h. Driver license examining section</li> <li>i. Other</li> </ul> <p>2. Mention and discuss the types (stages of severity) of problem driver cases which may be assigned to an individual DIA.</p> <p><b>CASE ASSIGNMENT AND CONTINUITY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>1. Review the procedures for assignment of driver improvement cases to individual DIA's by expanding upon the points which follow:               <ul style="list-style-type: none"> <li>a. How the DIA is notified of assignment(s)                   <ul style="list-style-type: none"> <li>1) Form of notification</li> </ul> </li> </ul> </li> </ul>	

LESSON 11 CASE ASSIGNMENT AND CONTINUITY REQUIREMENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) Method of transmittal</p> <p>b. Case load--minimum, average, maximum number and types of cases assigned to a DIA.</p> <p>c. Procedure for acceptance of an assignment by the DIA.</p> <p>d. Data/files of information which are provided to the DIA.</p> <p>e. Data/files of information which the DIA may develop or obtain.</p> <p>f. Requirements for DIA record keeping/accounting:</p> <p>1) Procedures for storage of case information</p>	

LESSON 11 CASE ASSIGNMENT AND CONTINUITY REQUIREMENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) Requirements for disposition of case materials upon termination of assignment.</p> <p>2. Discuss the nature of a DIA's nominal obligation with respect to completing the various types of cases assigned to him, e.g., the events which normally terminate the DIA's involvement with a problem driver.</p> <p>3. Mention that in some cases it may become necessary for a DIA to terminate his involvement with a particular case before it is completed and elaborate upon the points which follow:</p> <p>a. Situations where termination may be indicated:</p> <p>1) DIA personal emergency</p> <p>2) Irreconcilable personality clash with client</p> <p>3) Complete uncooperative response of client</p>	

LESSON 11 CASE ASSIGNMENT AND CONTINUITY REQUIREMENTS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>4) Other</p> <p>b. Procedures for review of case by higher authority</p> <p>c. Procedures for transferring a case to another DIA.</p>	
(0:40) 0:10	<p>SUMMARY AND DISCUSSION</p>	
(0:50)	<p>1. In the time remaining, call for questions from the class on the topics of this lesson.</p>	

## LESSON 12 CASE REVIEW AND INVESTIGATION

### Training

- Objectives:
- . Understand the operational aspects of case review to include demonstration of the ability to interpret and evaluate driver information, form hypotheses from driver information and recommend appropriate follow-up driver improvement actions.
  - . Know the requirements for conducting investigations, to include:
    - Situations where investigations are indicated
    - Investigation techniques
    - Sources and procedures for inquiries
    - Qualities of a good investigator

- References:
- . American Association of Motor Vehicle Administrators. Driver license administrator's guide to driver improvement. Washington, D. C.: Author, 1965.
  - . Departmental Policy and Procedures Manual

### Training

- Aids:
- . Handouts of case records/exhibits for a problem driver (see p. 12-6, No. 5).
  - . Vuegraph (if handouts are not used)

Note: Prior to use, this lesson plan must be carefully reviewed, annotated and edited, if necessary, to make it totally reflective of the functional structure of the jurisdictional driver improvement and control program

LESSON 12 CASE REVIEW AND INVESTIGATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
( -- ) 0:05	<p>OBJECTIVES</p> <ol style="list-style-type: none"> <li>1. Explain that upon completion of this lesson, the students should be able to:               <ol style="list-style-type: none"> <li>a. Understand the operational aspects of case review to include demonstration of the ability to interpret and evaluate driver information, form hypotheses from driver information and recommend appropriate follow-up driver improvement actions.</li> <li>b. Know the requirements for conducting investigations, to include:                   <ol style="list-style-type: none"> <li>1) Situations where investigations are indicated</li> <li>2) Investigation techniques</li> <li>3) Sources and procedures for inquiries</li> <li>4) Qualities of a good investigator</li> </ol> </li> </ol> </li> </ol> <p>STUDY GUIDE REFERENCE</p> <ol style="list-style-type: none"> <li>1. Mention that reference materials for this lesson may be found in Section      of the Study Guide.</li> </ol>	
(0:05) 0:45	<p>CASE REVIEW</p> <ol style="list-style-type: none"> <li>1. <u>What is case review.</u> Explain what is meant by the process of case review by elaborating the points which follow and any other considerations pertinent to the jurisdiction:           <ol style="list-style-type: none"> <li>a. Is a <u>review, analysis, and evaluation</u> of all obtainable facts concerning a problem driver.</li> <li>b. A thorough case review requires that the DIA assemble and organize all available information</li> </ol> </li> </ol>	

LESSON 12 CASE REVIEW AND INVESTIGATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>and through investigatory action (which will be discussed later in this lesson) obtain such additional information as necessary to:</p> <ol style="list-style-type: none"> <li>1) Draw a complete and valid picture of a problem driver's past, present, and probable future condition and/or behavior.</li> <li>2) To develop a sound basis and rationale for determining the need for and recommending any specific driver improvement and control action.</li> </ol> <p>c. Case review calls upon the DIA's perceptual and analytical powers to interpret facts and draw conclusions.</p> <p>2. <u>When to review a case.</u> Mention that the situations where a case review is generally indicated are prior to and/or after such driver improvement and control events as:</p> <ol style="list-style-type: none"> <li>a. Complaints or recommendations for driver improvement action</li> <li>b. Personal interviews</li> <li>c. Reexaminations</li> <li>d. Counseling</li> <li>e. Probation</li> <li>f. Hearing</li> <li>g. Suspension</li> <li>h. Revocation</li> <li>i. Other</li> </ol>	

LESSON 12 CASE REVIEW AND INVESTIGATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>3. <u>Required information.</u> Mention that the base of information to be reviewed should be as extensive as possible, while at the same time <u>relevant</u>. All the sources of driver information discussed in the lesson on driver information should be reviewed and in particular the following:</p> <ul style="list-style-type: none"> <li>a. Driver abstract</li> <li>b. Accident reports</li> <li>c. Medical evaluation reports</li> <li>d. Original driver application forms (especially of new driver)</li> <li>e. Driver license examination reports</li> <li>f. Reports of previous investigations</li> <li>g. Reports of previous administrative actions</li> <li>h. Police arrest reports</li> <li>i. Other</li> </ul> <p>4. <u>Approach to case review.</u> Review and elaborate upon the following aspects of case reviewing, citing departmental examples and implications.</p> <ul style="list-style-type: none"> <li>a. In general, when reviewing a driver's record of traffic violations and accidents (e.g., driver abstracts and court abstracts) to determine the severity of the situation, it is important to look for:</li> </ul>	

LESSON 12 CASE REVIEW AND INVESTIGATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ol style="list-style-type: none"> <li>1) Kind and seriousness of the traffic offense(s) or accident(s).</li> <li>2) Degree of hazard or other aggravation indicated by court actions or police reports.</li> <li>3) Repetition/frequency of offenses.</li> <li>4) Violation(s) which appear to have been contributing factors to accidents.</li> </ol> <p>b. In particular, the aforementioned reports and information sources should be analyzed with respect to:</p> <ol style="list-style-type: none"> <li>1) The circumstances surrounding the violations and accidents.</li> <li>2) The completeness and clarity of all reports.</li> <li>3) Patterns of problematic driving:               <ol style="list-style-type: none"> <li>a) Number of reports filed on driver in recent times (last 2 years).</li> <li>b) Interval between violations and accidents.</li> <li>c) Distribution of violations and accidents.</li> <li>d) Repetition of offenses and accident situations.</li> </ol> </li> <li>4) Implications of biographical profile:               <ol style="list-style-type: none"> <li>a) Age</li> <li>b) Years as licensed driver</li> <li>c) When license obtained</li> </ol> </li> </ol>	

LESSON 12 CASE REVIEW AND INVESTIGATION

Time (Elapsed) Actual	Activity	Instructor Notes, and Visual Aids
	<ul style="list-style-type: none"> <li>d) Rigor of licensing examination</li> <li>e) Years driving before onset of problematic driving</li> <li>f) Comments of original driver license examiner</li> <li>g) Participation in formal driver education course.</li> </ul> <p>5) Nature and effect of any previous driver improvement actions taken:</p> <ul style="list-style-type: none"> <li>a) Time since last driver improvement action.</li> <li>b) Type of action indicated.</li> <li>c) Possible reasons for ineffectiveness of previous actions.</li> </ul> <p>6) Indications of possible problems for the driver (e.g., emotional, physical, alcohol/drug-related, skills, knowledge, etc.):</p> <ul style="list-style-type: none"> <li>a) Continuation of an identified problem</li> <li>b) Emergence of new problem.</li> </ul> <p>7) Need for investigation.</p> <p>5. <u>Forming hypotheses for interviews and developing rationale for DIC action:</u></p> <ul style="list-style-type: none"> <li>a. Using actual departmental records for a problem driver (copies of which may be passed out to the class or displayed via a vuegraph) present and discuss a sequence of driver records to the class which show clear lines of indication toward:</li> </ul>	

LESSON 12 CASE REVIEW AND INVESTIGATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ol style="list-style-type: none"> <li>1) Potential problem areas to probe in a personal interview.</li> <li>2) Areas for investigation in a problem driver's case history.</li> <li>3) Driver improvement action following interview/counseling or a hearing.</li> </ol> <p>b. As each exhibit is displayed, call upon the class to offer thoughts, hypotheses, on the above subjects, and critique their comments.</p> <p>c. Implications of the complete sequence of records for the above three items should be summarized and discussed in their entirety at the conclusion of the last exhibit.</p> <p>6. <u>Case review reports.</u> Very briefly identify any formal or informal reports which the DIA must complete at the conclusion of a case review, leaving any details of form completion to "Lesson 16--DIA Administrative Forms."</p>	
(0:50)	Take a ten minute break	
0:10		
(1:00)	INVESTIGATION	
0:30	<ol style="list-style-type: none"> <li>1. <u>What is investigation.</u> Indicate that the process of investigation is concerned with the search for factual information which is relevant and has a direct bearing on the disposition of a problem driver case. During the course of case review, an investigation may be conducted by the DIA whenever there is a need to:               <ol style="list-style-type: none"> <li>a. Seek new information.</li> <li>b. Confirm or deny questionable information.</li> </ol> </li> </ol>	

## LESSON 12 CASE REVIEW AND INVESTIGATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p style="margin-left: 40px;">c. Clarify conflicting or ambiguous information.</p> <p>2. <u>Empowerment for problem driver investigations.</u> Discuss the support or empowerment for the DIA to conduct investigations, including the latitude or bounds covering the breadth and depth of any investigation and the confidentiality of information and sources thereof.</p> <p>3. <u>Situations where investigations are warranted.</u> Mention that the DIA may generally conduct an investigation whenever he perceives the need, subject to other job demands and departmental policy. Review some of the typical situations which may require investigations, citing operational examples:</p> <ul style="list-style-type: none"> <li>a. Anonymous complaints about a driver which appear to have foundation.</li> <li>b. Identity of a driver is in question.</li> <li>c. Information supplied by a party or agency appears to be in question.</li> <li>d. Conflicting information on same point.</li> <li>e. Ambiguous or incomplete information.</li> <li>f. Reports of an official in contact with a problem driver appears to be biased or false.</li> <li>g. Other</li> </ul>	

LESSON 12 CASE REVIEW AND INVESTIGATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>4. <u>Investigation techniques.</u> Discuss the various types of investigation techniques which follow detailing departmental policy and procedures (discuss any forms/formats used, but save the discussion of completion requirements for Lesson 16) associated with each technique:</p> <ul style="list-style-type: none"> <li>a. Personal interviews/examinations (includes driver improvement interview and reexamination)</li>   <li>b. Telephone calls</li>   <li>c. Correspondence.</li> </ul> <p>5. <u>Sources for inquiries.</u> Review and discuss the sources of investigation information listed below and any other relevant ones. For each source, give examples of the type(s) of information which may be obtained from that source, and the manner in which contact should be made:</p> <ul style="list-style-type: none"> <li>a. Problem drivers</li> </ul>	

LESSON 12 CASE REVIEW AND INVESTIGATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b. Spouse</p> <p>c. Neighbors</p> <p>d. Employers</p> <p>e. Case worker</p> <p>f. Other DMV's</p> <p>g. Law enforcement agencies</p> <p>h. Courts</p>	

LESSON 12 CASE REVIEW AND INVESTIGATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>i. Hospitals/clinics</li>   <li>j. Private physicians</li>   <li>k. Insurance companies</li>   <li>l. Medical advisory board</li>   <li>m. Other.</li>   <li>6. <u>Use of investigatory resources.</u> Discuss the following               <ul style="list-style-type: none"> <li>a. Departmental sources                   <ul style="list-style-type: none"> <li>1) Driver licensing section--Reexamination                       <ul style="list-style-type: none"> <li>a) Requirements and procedures for scheduling a reexamination</li> </ul> </li> </ul> </li> </ul> </li> </ul>	

LESSON 12 CASE REVIEW AND INVESTIGATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b) What a reexamination entails</p> <p>c) Form of feedback to the DIA from the DLE</p> <p>2) Central records</p> <p>3) Driver improvement section personnel and records</p> <p>4) Other</p> <p>b. External sources</p> <p>1) Identity of sources</p>	

LESSON 12 CASE REVIEW AND INVESTIGATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(1:30) 0:10</p>	<p>2) Means of access</p> <p>3) Form of feedback to the DIA</p> <p>7. <u>Investigation reports.</u> Very briefly identify any formal or informal reports which the DIA must complete at the conclusion of an investigation, leaving any details of form completion to Lesson 16.</p>	
	<p>QUALITIES OF A GOOD INVESTIGATOR</p> <p>1. Generally indicate that some of the more important qualities of an investigator take the form of the need to be <u>intelligent</u>, <u>observant</u>, <u>energetic</u>, <u>determined</u>, <u>skeptical</u>, <u>patient</u> and <u>diplomatic</u>.</p> <p>2. In more detail, discuss the following attributes of a good investigator:</p> <p>a. The DIA should develop habits of objective and critical thinking.</p> <p>1) In the information that he secures or receives, he must learn to separate opinion from fact.</p> <p>2) Webster's dictionary defines a fact as "something that has actual existence: an actual occurrence: an event: ... information having objective reality."</p>	

LESSON 12 CASE REVIEW AND INVESTIGATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>3) As potentially valuable as it may be, the DIA should always be skeptical of the information contained in the reports of drivers, their friends and relatives.</p> <p>a) People may have ulterior motives and consciously distort the truth or unwittingly distort the truth</p> <p>b) <u>Reported information should always be correlated with other objective records and evidence where possible.</u></p> <p>b. The good investigator should be careful to distinguish between the circumstances surrounding an incident and the factors which contributed to the incident.</p> <p>1) Because it is known that one of the drivers in an accident had consumed an alcoholic beverage, one should not jump to the conclusion that the accident was caused by a driver who was "under the influence of alcohol." One must ask if the accident could have occurred if drinking was not involved. All the facts surrounding an incident must be considered.</p> <p>c. The DIA should never let his prejudices affect his investigative procedures; the personalities of individuals should never sway the DIA from his objective evaluation of the case information.</p> <p>d. The DIA should never allow himself to view investigation as a routine matter.</p> <p>1) There is always something unique about every problem driver case.</p>	

LESSON 12 CASE REVIEW AND INVESTIGATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) Despite observed similarities between a case in question and some other one(s) investigated in the past, the DIA should never abandon a thorough inquiry into the circumstances surrounding the present case.</p>	
(1:40) 0:10	<p>SUMMARY AND QUESTIONS</p>	
(1:50)	<p>1. In any time remaining, solicit questions from the class on the material of this lesson.</p>	

## LESSON 13 CONDUCTING INTERVIEWS AND COUNSELING SESSIONS

### Training

- Objectives:
- . Know various approaches for dealing with certain classes of problem drivers (e.g., youthful, aged, professional drivers, etc.)
  - . For all types of interviews and counseling conducted by the department, know and understand the following:
    - Types conducted, when conducted
    - Procedures for scheduling
    - Preparation requirements
    - Procedures for conduct
    - Post-session activities

Note 1: An allocation of the total projected time among the topics of this lesson is not predictable. The instructor should remember to schedule a ten minute break for every 50 minutes of instruction, and a lunch break.

Note 2: It is understood that in some jurisdictions a driver improvement personal interview session may include elements of counseling in addition to interview functions. In such a case, the instructor should integrate the two major sections of the lesson (i.e., interviews, counseling session) in an appropriate manner to account for this format.

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\* An approximate time

LESSON 13 CONDUCTING INTERVIEWS AND COUNSELING SESSIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
( -- ) 0:05	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Explain that upon completion of this lesson, the students should be able to:               <ol style="list-style-type: none"> <li>a. Know various approaches for dealing with certain classes of problem drivers (e. g., youthful, aged, professional drivers, etc.)</li> <li>b. For all types of interviews and counseling conducted by the department, know and understand the following:                   <ol style="list-style-type: none"> <li>1) Types conducted, when conducted</li> <li>2) Procedures for scheduling</li> <li>3) Preparation requirements</li> <li>4) Procedures for conduct</li> <li>5) Post-session activities</li> </ol> </li> </ol> </li> </ol> <p><b>STUDY GUIDE REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Mention that reference materials for this lesson may be found in Section      of the Study Guide.</li> </ol>	
(0:05) 7:25	<p><b>SPECIAL CASES</b></p> <ol style="list-style-type: none"> <li>1. Indicate that in connection with his interviewing and counseling responsibilities, from time to time the DIA will encounter clients who will often require special attention to achieve the goals of driver improvement.</li> <li>2. Mention and discuss some recommended approaches for dealing with certain types of problem drivers, such as:</li> </ol>	

LESSON 13 CONDUCTING INTERVIEWS AND COUNSELING SESSIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>a. Youthful drivers</li> <li>b. Elderly drivers</li> <li>c. Professional/commercial drivers</li> <li>d. Politicians, celebrities</li> <li>e. Minority/ethnic group drivers (language, cultural barriers)</li> <li>f. Other</li> </ul> <p>INTERVIEWS</p> <ol style="list-style-type: none"> <li>1. <u>When interviews are conducted by the department.</u> Briefly describe the situations when a DIA may be called upon to conduct a personal interview with a driver, e.g.:               <ul style="list-style-type: none"> <li>a. In conjunction with individual counseling</li> <li>b. Prior to or after group counseling</li> <li>c. After a fatal accident</li> <li>d. After violation of terms of restriction, probation, suspension or revocation</li> <li>e. Other</li> </ul> </li>   <li>2. <u>Procedures for scheduling and initiating interviews.</u> Discuss and elaborate upon the mechanics of interview scheduling, e.g.:</li> </ol>	

LESSON 13 CONDUCTING INTERVIEWS AND COUNSELING SESSIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>a. Lead time requirements</li>   <li>b. Selection/booking of site for interview</li>   <li>c. Arrangement for notices to appear to be sent                             <ul style="list-style-type: none"> <li>1) Party(ies) responsible for sending notices</li>   <li>2) Forms involved</li> </ul> </li>   <li>3. <u>DIA preparation for interviews.</u> Discuss the interview preparation requirements for the DIA which will maximize the utility of any interview session, e.g. :                             <ul style="list-style-type: none"> <li>a. Case review</li>   <li>b. Development of specific subjects/topics for probing</li> </ul> </li> </ul>	

LESSON 13 CONDUCTING INTERVIEWS AND COUNSELING SESSIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>c. Formation of hypotheses regarding underlying problems</p> <p>d. Forms, records to be brought to any interview</p> <p>e. Equipment (audio - visual, etc.) required</p> <p>4. <u>Procedures for conducting interviews.</u> Carefully review and detail the departmental procedures to be followed by the DIA when conducting a personal interview. Cover the points below, referring students to any copies of departmental procedures and related forms which have been inserted in Section of the Study Guide.</p> <p>a. Interview guide or schedule to be used</p> <p>b. General format of interview</p> <p>1) Opening remarks</p>	

LESSON 13 CONDUCTING INTERVIEWS AND COUNSELING SESSIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) Actions vis a vis the clients driver's license</p> <p>3) Major phases of the interview</p> <p>4) Closing remarks</p> <p>c. Hints for handling uncooperative or resistant clients and maintaining control of sessions</p> <p>d. Post-interview activities</p> <p>1) Handling "no shows"</p> <p>2) Forms to be completed (details should be covered in Lesson 16)</p>	

LESSON 13 CONDUCTING INTERVIEWS AND COUNSELING SESSIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>3) Case review and diagnosis</p> <p>4) Recommendation for follow-up driver improvement actions (details should be covered in Lesson 16)</p> <p>5) Disposition of forms and records</p> <p>DEPARTMENTAL COUNSELING SESSIONS</p> <p>1. <u>Types of counseling.</u> Describe the type(s) of individual and/or group counseling session(s) conducted by the department. <u>For each form of counseling, cover the following points:</u></p> <p>a. Title of counseling program</p> <p>b. Client entry requirements</p> <p>1) Background/record which warrants or permits counseling</p> <p>2) Agreement to be signed</p>	

LESSON 13 CONDUCTING INTERVIEWS AND COUNSELING SESSIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>3) Status of driving privilege while involved in program</p> <p>c. Form</p> <p>1) Individual or group</p> <p>2) Philosophical approach</p> <p>a) Directive</p> <p>b) Non-directive</p> <p>c) Eclectic</p> <p>d. Structure</p> <p>1) Maximum number of clients</p> <p>2) Total length of program</p>	

LESSON 13 CONDUCTING INTERVIEWS AND COUNSELING SESSIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>3) Number of sessions involved</p> <p>4) Length of each session</p> <p>2. <u>Procedures for scheduling and initiating counseling.</u> Review and discuss the procedures for scheduling counseling sessions.</p> <p>a. Lead time requirements</p> <p>b. Selection/booking of site for counseling</p> <p>c. Issuance of temporary/restricted permit</p> <p>d. Agreement(s) to be executed</p>	

LESSON 13 CONDUCTING INTERVIEWS AND COUNSELING SESSIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>e. Fee(s) to be collected</p> <p>f. Arrangement for notices to appear to be sent</p> <p>1) Party(ies) responsible for sending notices</p> <p>2) Forms involved</p> <p>3. <u>DIA preparation for counseling.</u> Review the DIA preparation requirements for conducting each form of departmental counseling (individual or group), being careful to account for those requirements unique to the initial sessions and those pertinent to any successive sessions.</p> <p>a. Case review</p> <p>1) Total file</p> <p>2) Notes or records of any previous counseling sessions</p> <p>3) Other</p>	

LESSON 13 CONDUCTING INTERVIEWS AND COUNSELING SESSIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b. Counseling facilities</p> <ol style="list-style-type: none"> <li>1) Layout of furniture</li> <li>2) Audio-visual equipment required</li> <li>3) Other</li> </ol> <p>c. Forms, records to be brought to any counseling session</p> <p>4. <u>Procedures for conducting counseling sessions.</u> Carefully review and detail the departmental procedures to be followed by the DIA when conducting counseling sessions. <u>Cover the points below for each form of counseling offered by the department and supervised by the DIA, referring students to any copies of departmental procedures and forms which have been inserted in Section of the Study Guide.</u></p> <ol style="list-style-type: none"> <li>a. Counseling guide or format to be followed</li> <li>b. Issuance of temporary/restricted permit</li> </ol>	

LESSON 13 CONDUCTING INTERVIEWS AND COUNSELING SESSIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>c. General format of counseling sessions</p> <ol style="list-style-type: none"> <li>1) Administrative requirements (e.g., attendance taking, etc.)</li>   <li>2) Opening remarks</li>   <li>3) Major phases of the counseling sessions</li>   <li>4) Closing remarks</li> </ol> <p>d. Hints for handling uncooperative or resistant clients and maintaining control of the sessions</p> <p>e. Post-counseling activities</p> <ol style="list-style-type: none"> <li>1) Handling "no shows"</li> </ol>	

LESSON 13 CONDUCTING INTERVIEWS AND COUNSELING SESSIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) Securing of facility</p> <p>3) Forms to be completed (details should be covered in Lesson 16)</p> <p>4) Review of session proceedings</p> <p>5) Recommendations for follow-up driver improvement action (details should be covered in the next lesson)</p> <p>6) Disposition of forms and records.</p>	
<p>(7:30) 0:20</p>	<p>SUMMARY AND QUESTIONS</p> <p>1. Explain that the natural outcome of interviewing and counseling sessions is a recommendation by the DIA for any required follow-up driver improvement action. Indicate that the considerations relating to this matter will be discussed in the next lesson.</p>	

LESSON 13 CONDUCTING INTERVIEWING AND COUNSELING SESSIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(7:50)	<ol style="list-style-type: none"> <li data-bbox="304 453 1171 590">2. Mention that the students will have the opportunity to practice interviewing and counseling techniques in a later training session employing case history and role playing training techniques.</li> <li data-bbox="304 632 1136 695">3. In the time remaining, call for questions from the class on the topics of this lesson.</li> </ol>	

LESSON 14 RECOMMENDING AND TAKING  
DRIVER IMPROVEMENT AND CONTROL ACTIONS

Training

- Objectives:
- . Know the types of driver improvement and control actions which may be recommended or taken by the DIA
  - . Understand the rationale and justifications for selecting each form of driver improvement action

- References:
- . American Association of Motor Vehicle Administrators, Driver license administrator's guide to driver improvement. Washington, D. C.: Author, 1965.
  - . Departmental Policy and Procedures Manual.

Note: Prior to use, this lesson plan must be carefully reviewed, annotated and edited, if necessary, to make it totally reflective of the functional structure of the jurisdictional driver improvement and control program.

LESSON 14 RECOMMENDING AND TAKING  
DRIVER IMPROVEMENT AND CONTROL ACTIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
( -- ) 0:05	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Review the objectives for this lesson, namely that upon completion of the lesson, the students should be able to:               <ol style="list-style-type: none"> <li>a. Know the types of driver improvement and control actions which may be recommended or taken by the DIA.</li> <li>b. Understand the rationale and justifications for selecting each form of driver improvement action.</li> </ol> </li> </ol>	
(0:05) 0:05	<p><b>STUDY GUIDE REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Mention that reference material for this lesson may be found in Section      of the Study Guide.</li> </ol>	
(0:05) 0:05	<p><b>GENERAL PHILOSOPHY</b></p> <ol style="list-style-type: none"> <li>1. Mention that when becoming involved in either recommending or taking driver improvement action, the DIA must always bear in mind the philosophy and policy of the department in this regard; there must always be reasonable or justifiable grounds for any driver improvement and control action contemplated or taken.</li> <li>2. Emphasize that it is the primary objective of the driver improvement program to <u>improve the behavior of problem drivers, not punish them</u>; action against a driver's license should only be taken when mandated or required by law and/or when all "reasonable efforts" to improve his behavior have failed.</li> <li>3. Explain that to achieve this end, it is imperative that the DIA endeavor to approach and analyze each driver improvement case on its individual merits, not in a routine or automated fashion.</li> <li>4. Emphasize that any authority the department has, to take driver improvement action, is granted through the state statutes.</li> </ol>	

LESSON 14 RECOMMENDING AND TAKING  
DRIVER IMPROVEMENT AND CONTROL ACTIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(0:10) 0:50</p>	<p style="text-align: center;">DRIVER IMPROVEMENT AND CONTROL ACTIONS</p> <ol style="list-style-type: none"> <li>1. Mention that the types of driver improvement and control action which can be taken by the department have been discussed generally in an earlier lesson (Lesson 10--Overview of the Driver Improvement and Control Process), and fall into two major categories: diagnostic/remedial and restrictive/penalizing licensing action.</li> <li>2. <u>Diagnostic/remedial action.</u> Discuss and elaborate upon the points which follow:               <ol style="list-style-type: none"> <li>a. Classes of action                   <ol style="list-style-type: none"> <li>1) Personal interview</li> <li>2) Reexamination</li> <li>3) Referral (identify agencies/parties and diagnostic/therapeutic services offered)</li> <li>4) Departmental counseling                       <ol style="list-style-type: none"> <li>a) Individual</li> </ol> </li> </ol> </li> </ol> </li> </ol>	

LESSON 14 RECOMMENDING AND TAKING  
DRIVER IMPROVEMENT AND CONTROL ACTIONS

Time (elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p style="text-align: center;">b) Group</p> <p style="text-align: center;">5) Other</p> <p>b. <u>For each of the above forms of action discuss the associated requirements for the appropriate headings which follow. Where any of these actions may have been thoroughly discussed in earlier lessons, only briefly summarize the requirements. Be sure to carefully detail all direct DIA involvements.</u></p> <p>1) Situations where action applies or is warranted (i. e., action selection criteria, decision rules)</p> <p>2) Who recommends the particular form of action (DIA, other departmental personnel)</p> <p>3) Approval required by higher authority</p>	



LESSON 14 RECOMMENDING AND TAKING  
DRIVER IMPROVEMENT AND CONTROL ACTIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p style="margin-left: 40px;">(c) Administrative coordination/notification requirements</p> <p style="margin-left: 60px;">a) Departmental</p> <ul style="list-style-type: none"> <li>. Central records</li>   <li>. Driver licensing</li>   <li>. Financial responsibility</li>   <li>. Other</li> </ul> <p style="margin-left: 60px;">b) External agencies</p> <ul style="list-style-type: none"> <li>. Law enforcement agencies</li>   <li>. Other DMV's</li> </ul>	

LESSON 14 RECOMMENDING AND TAKING  
DRIVER IMPROVEMENT AND CONTROL ACTIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	Other	
(1:00) 0:10 (1:10) 0:50	<p>Take a ten minute break</p> <p>3. <u>Restrictive/penalizing licensing actions</u>. Discuss and elaborate upon the points which follow, for <u>both</u> mandatory and discretionary cases when appropriate:</p> <p>a. Classes of actions (discuss the types and terms)</p> <p>1) Probation</p> <p>2) Restricted/temporary permit</p> <p>3) Suspension</p> <p>4) Revocation</p> <p>5) Reinstatement</p>	

LESSON 14 RECOMMENDING AND TAKING  
DRIVER IMPROVEMENT AND CONTROL ACTIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b. <u>For each of the above actions</u>, discuss the associated requirements for the categorical headings which follow. Where any of these actions may have been thoroughly discussed in earlier lessons, only briefly summarize the requirements. Be sure to carefully detail all direct DIA involvements.</p> <ol style="list-style-type: none"> <li>1) Situations where action applies or is warranted (i. e., action selection criteria, decision rules)</li>   <li>2) Who recommends the particular form of action (DIA, other departmental personnel)</li>   <li>3) Approval required by higher authority</li>   <li>4) Who performs the action (DIA, other departmental personnel)</li>   <li>5) How the action is accomplished               <ol style="list-style-type: none"> <li>a) Scheduling requirements</li> </ol> </li> </ol>	

LESSON 14 RECOMMENDING AND TAKING  
DRIVER IMPROVEMENT AND CONTROL ACTIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>b) Notification of driver</li>   <li>c) DLA preparation requirements</li>   <li>d) Requirements for written agreements</li>   <li>e) Execution requirements (e.g., forms, procedures to be employed)</li>     <li>6) Administrative coordination/notification requirements               <ul style="list-style-type: none"> <li>a) Departmental                   <ul style="list-style-type: none"> <li>Central records</li> </ul> </li> </ul> </li> </ul>	



LESSON 14 RECOMMENDING AND TAKING  
DRIVER IMPROVEMENT AND CONTROL ACTIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) Why action is necessary (laws involved)</p> <p>3) Provisions of action (nature of action, time period, etc.)</p> <p>4) Reaction of department to failure to comply</p> <p>5) Conditions for restoration of full driving privilege</p> <p>6) Driver redress/appeal procedures</p> <p>7) Other</p> <p>d. State that when contemplating restrictive/penalizing action, four fundamental considerations must always be reviewed:</p> <p>1) Is the identify of problem driver certain?</p> <p>2) Does the department have the proper authority?</p> <p>3) Should the authority be exercised? (The department cannot abuse its authority or act capriciously)</p> <p>4) How strong should the action be and for what length of time?</p> <p>e. Review the requirements to document the reasons for any driver improvement and control action recommended by the DIA.</p> <p>4. <u>No action.</u> Explain that in certain situations following contact with a problem driver, the most appropriate departmental response might be "no action" (a vote of confidence). Discuss the situations where such a course of action may be appropriate.</p>	

LESSON 14 RECOMMENDING AND TAKING  
DRIVER IMPROVEMENT AND CONTROL ACTIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(2:00) 0:15	<p style="text-align: center;">SUMMARIAL VERSUS RECOMMENDED DRIVER IMPROVEMENT ACTIONS</p> <ol style="list-style-type: none"> <li>1. Specify which forms of driver improvement and control actions the DIA may initiate on the spot, in a summarial fashion, e. g. :               <ol style="list-style-type: none"> <li>a. Order reexamination</li> <li>b. Execute written agreements</li> <li>c. Make referrals</li> <li>d. Confiscate drivers' licenses, issue temporary permits</li> <li>e. Other</li> </ol> </li>   <li>2. Specify which forms of driver improvement and control actions the DIA may only recommend, subject to review and approval by higher authority within the department, e. g. :               <ol style="list-style-type: none"> <li>a. Restriction</li> <li>b. Probation</li> <li>c. Suspension</li> <li>d. Revocation</li> <li>e. Other</li> </ol> </li>   <li>3. Discuss the situations where the DIA has the prerogative to independently modify the terms or conditions governing such driver improvement and control actions as those listed below. Specify the latitude of action in each case:</li> </ol>	

LESSON 14 RECOMMENDING AND TAKING  
DRIVER IMPROVEMENT AND CONTROL ACTIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(2:15) 0:10</p>	<p>a. Probation</p> <p>b. Restricted/temporary license</p> <p>c. Written agreement</p> <p>d. Other</p> <p><b>FAILURE TO APPEAR OR COMPLY</b></p> <p>1. Review the departmental policy with regard to the range of actions which may be taken in response to a problem driver's failure to appear for the departmental sessions listed below, highlighting the DIA's responsibilities for follow-up and authority to act in each case:</p> <p>a. Interview</p>	

LESSON 14 RECOMMENDING AND TAKING  
DRIVER IMPROVEMENT AND CONTROL ACTIONS

Time (Elapsed & Actual)	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>b. Reexamination</li>   <li>c. Counseling</li>   <li>d. Hearing</li>   <li>e. Other</li>   <li>2. Discuss the possible actions which may be taken in response to a problem drivers failure to comply with the provisions of such driver improvement and control actions as those listed below, highlighting the DIA's responsibilities for follow-up and authority to act in each case:               <ul style="list-style-type: none"> <li>a. Written agreement</li>   <li>b. License restriction</li> </ul> </li> </ul>	

LESSON 14 RECOMMENDING AND TAKING  
DRIVER IMPROVEMENT AND CONTROL ACTIONS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>c. Terms of probation</p> <p>d. Terms of suspension</p> <p>e. Terms of revocation</p> <p>f. Other</p>	
(2:25) 0:05	<p>SURRENDER OF LICENSE</p> <ol style="list-style-type: none"> <li>1. Review the normal departmental procedures followed to obtain a license from a driver whose license has been suspended or revoked.</li> <li>2. Review the procedures followed when a driver fails to turn in his driver's license in the legally prescribed manner.</li> </ol>	
(2:30) 0:20	<p>SUMMARY AND QUESTIONS</p> <ol style="list-style-type: none"> <li>1. In the time remaining, solicit questions from the class on the topics of this lesson.</li> </ol>	
(2:50)		

## LESSON 15 LEGAL ASPECTS AND HEARINGS

### Training

- Objectives:
- . Appreciate some of the legal considerations concerning the driver's license
  - . Know the types of hearings held by the department and the procedures for conduct
  - . Understand the essential elements of the appeals process

- References:
- . American Association of Motor Vehicle Administrators. Driver license administrator's guide to driver improvement. Washington, D. C.: Author, 1965
  - . Departmental Policy and Procedures Manual

Note: Prior to use, this lesson plan must be carefully reviewed, annotated and edited, if necessary, to make it totally reflective of the functional structure of the jurisdictional driver improvement and control program.

LESSON 15 LEGAL ASPECTS AND HEARINGS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
( -- ) 0:05	<p>OBJECTIVES</p> <ol style="list-style-type: none"> <li>1. Explain that at the conclusion of this lesson, the students should be able to:               <ol style="list-style-type: none"> <li>a. Appreciate some of the legal considerations concerning the driver's license.</li> <li>b. Know the types of hearings held by the department and the procedures for conduct.</li> <li>c. Understand the essential elements of the appeals process.</li> </ol> </li> </ol> <p>STUDY GUIDE REFERENCE</p> <ol style="list-style-type: none"> <li>1. Mention that the trainees will find reference materials for this lesson in Section 9 of the Study Guide.</li> </ol>	
(0:05) 0:30	<p>LEGAL CONSIDERATIONS REGARDING THE DRIVER'S LICENSE</p> <ol style="list-style-type: none"> <li>1. <u>General</u>. Mention that the nature of the driver's license has been a topic of lively discussion for many years in terms of it being a "privilege" or a "right". Review the following related points:               <ol style="list-style-type: none"> <li>a. If it were considered a privilege, justification could be made for it being subject to regulation by the state and for summarial license suspension or revocation without affording a driver an opportunity for a hearing (i. e., not under the due process provision of the 14th Amendment of the United States Constitution).</li> </ol> </li> </ol>	

LESSON 15 LEGAL ASPECTS AND HEARINGS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b. If it were considered a property right, the case could be made for it not being regulated by the state and subject to the provisions of due process before it is withdrawn.</p> <p>c. Early court precedents are of interest in supporting both views:</p> <p>1) LaPlante v. State Board of Public Roads, 47 R. I. 258, 131 A 641 (1926) held that:</p> <p>a) The license was a privilege within the meaning of "due process"</p> <p>b) Suspension of a license without a hearing did not deprive the driver of his property without due process</p> <p>c) This original decision was subsequently overruled by the Rhode Island Court in 1958 and is no longer law in that state.</p> <p>2) Thompson v. Smith 155 Va. 367, 154 S. E. 539, 71 A. L. R. 604 (1930) held that:</p> <p>a) While a driver's license may not be a property right in the strict sense, it is something more than a privilege; it is in the nature of a "liberty" which is under the provisions of the 14th Amendment</p> <p>b) Thus it cannot be curtailed or denied by a state without due process of law.</p> <p>d. Recent court decisions have had considerable impact on driver improvement and control procedures.</p>	

LESSON 15 LEGAL ASPECTS AND HEARINGS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>1) Bell v. Burson 402 U.S. 535 (1970) held that:</p> <ul style="list-style-type: none"> <li>a) In many cases, the driver must have an opportunity to state his side of the case in a hearing before his driver's license is suspended or revoked.</li> <li>b) Only under certain "emergency" conditions could the hearing requirement be waived (i. e., "emergency doctrine").</li> </ul> <p>2) Reese v. Kasave 334 Fed. Sup. 744 Western District Penn. (1971) held that:</p> <ul style="list-style-type: none"> <li>a) Automatic suspension without a hearing opportunity was unconstitutional under the Bell decision.</li> </ul> <p>3) Broughton v. Warren 281 Atlantic 2nd 625 Del. Sup. Court (1971) held that:</p> <ul style="list-style-type: none"> <li>a) Summarial suspensions were valid under the conditions of the "emergency doctrine" embodied in the Bell decision</li> </ul> <p>4) Fuentes v. Shevin 407 U.S. 67 (1972) held that:</p> <ul style="list-style-type: none"> <li>a) A notice of hearing opportunity prior to suspension must be timely before any action is taken</li> <li>b) Such notice must allow sufficient time for a stay of action if the case warrants it.</li> </ul> <p>e. In view of all of the foregoing, the following principles are generally adhered to by most licensing authorities:</p>	

LESSON 15 LEGAL ASPECTS AND HEARINGS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ol style="list-style-type: none"> <li>1) Whatever the nature of a driver's license may be, the right to use the highways for travel by motor vehicles can be regulated by the state.</li>   <li>2) The manner in which the use of the highways is regulated in regard to licenses being refused or withdrawn, must be consistent with the principles of due process.               <ol style="list-style-type: none"> <li>a) In discretionary cases, due process could mean the granting of an opportunity for an administrative (departmental) hearing with a statutory right to judicial review of the outcome of an administrative hearing. In such a case, an administrative hearing before suspension may not always be required.</li>   <li>b) However, in discretionary cases, the trend of many state legislatures is to require/provide for a hearing <u>opportunity</u> in most cases before the suspension of a license.</li> </ol> </li>   <li>2. <u>Local view.</u> Spell out the jurisdictional concepts and practices with regard to the administration/regulation of drivers' licenses by elaborating upon the following points:               <ol style="list-style-type: none"> <li>a. Statutory authority to regulate driver's license and take licensing action--suspension, revocation (only briefly review).</li> </ol> </li> </ol>	

LESSON 15 LEGAL ASPECTS AND HEARINGS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>b. Driver's license--a privilege or a right?</p> <p>c. Requirements to meet due process provisions for both mandatory and discretionary actions.</p> <p>d. Local court precedents in support of administrative policy and procedures.</p>	
(0:35) 0:10	Take a ten minute break	
(0:45) 0:30	ADMINISTRATIVE HEARINGS	
	<p>1. <u>Purposes of hearings.</u> Define what the objectives are of an administrative hearing, e.g., the issues to be reviewed such as:</p> <p>a. Proper authority exercised by the department</p> <p>b. Type of action proposed is warranted by the facts/supporting evidence</p> <p>c. Magnitude of action proposed is warranted by the facts/supporting evidence</p> <p>d. <u>No bias or prejudice</u> shown towards driver</p> <p>e. <u>Due process</u> afforded the driver</p> <p>f. Department has <u>not acted in an arbitrary or capricious manner.</u></p>	

LESSON 15 LEGAL ASPECTS AND HEARINGS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2. <u>Types of hearings.</u> Identify and define the various types of hearings conducted by the department (in response to specific mandatory and discretionary situations, formal versus informal, etc.).</p> <p>3. <u>Format and procedures.</u> Review the related material below, highlighting the DLA involvements:</p> <p>a. Initial requirements</p> <ol style="list-style-type: none"> <li>1) Basis for initiating the hearing, i. e., filing of petition by driver</li> <li>2) Hearing site(s)</li> <li>3) Proper notice to driver of time and location of hearing</li> <li>4) Subpoenas to any witnesses or for any documentary evidence               <ol style="list-style-type: none"> <li>a) Requirement to advise driver of evidence to be used against him</li> </ol> </li> <li>5) Preparation for hearing by departmental personnel.</li> </ol> <p>b. Parties who may be involved and their roles</p> <ol style="list-style-type: none"> <li>1) Driver, his counsel (if desired), witness(es)</li> </ol>	

LESSON 15 LEGAL ASPECTS AND HEARINGS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>2) Departmental personnel (identify personnel)</p> <ul style="list-style-type: none"> <li>a) Examiner/referee</li> <li>b) Witness(es)</li> <li>c) Other</li> </ul> <p>c. Evidence</p> <ul style="list-style-type: none"> <li>1) Rules of evidence apply           <ul style="list-style-type: none"> <li>a) Hearsay excluded</li> <li>b) Competent, relevant, material evidence included.</li> </ul> </li> <li>2) Specific forms of evidence           <ul style="list-style-type: none"> <li>a) Documentary evidence which may be introduced (cite examples)</li> <li>b) Testimonial evidence which may be introduced (cite examples).</li> </ul> </li> </ul> <p>d. Procedural requirements</p> <ul style="list-style-type: none"> <li>1) General</li> </ul>	

LESSON 15 LEGAL ASPECTS AND HEARINGS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>a) Burden of proof is on the department</li> <li>b) Right of driver to know of and/or see evidence to be used against him</li> <li>c) Stenographic/tape record of proceedings.</li> </ul> <p>2) Hearing format</p> <ul style="list-style-type: none"> <li>a) Preliminary statements                             <ul style="list-style-type: none"> <li>. State purpose of hearing</li> <li>. Describe method of recording proceedings</li> <li>. Review rights of driver (e.g., to refuse to answer questions, consult with attorney before answering, etc.)</li> </ul> </li> <li>b) Formal opening statements</li> <li>c) Administration of oaths</li> <li>d) Presentation and review of evidence</li> </ul>	

LESSON 15 LEGAL ASPECTS AND HEARINGS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>e) Cross examination</p> <p>f) Formal closing statements</p> <p>g) Decision ultimately reached</p> <ul style="list-style-type: none"> <li>. Departmental action intended/ taken is either confirmed or denied</li> <li>. Departmental action intended/ taken is modified as to terms</li> <li>. Other possible outcomes</li> </ul> <p>h) Notification of driver of departmental action</p> <p>e. Specific role(s) of DIA in administrative hearings</p>	

LESSON 15 LEGAL ASPECTS AND HEARINGS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ul style="list-style-type: none"> <li>1) As a neophyte DIA</li>   <li>2) Ultimate possible role as a hearing referee/ examiner</li>   <li>3) Other</li>   <li>f. Reports of proceedings               <ul style="list-style-type: none"> <li>a) Types of reports                   <ul style="list-style-type: none"> <li>1) Transcripts</li> <li>2) Hearing report form</li> <li>3) Other</li> </ul> </li>   <li>b) Who completes reports</li> </ul> </li> </ul>	

LESSON 15 LEGAL ASPECTS AND HEARINGS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(1:15) 0:20</p>	<p>c) How and where reports are filed</p> <p>d) How files of hearing information may be accessed</p> <p><b>THE APPEALS PROCESS</b></p> <p>1. <u>Recourse to administrative decision.</u> Explain that a driver who is dissatisfied with the outcome of a departmental hearing has several avenues of redress. Review and discuss the alternative for follow-up courses of action which the driver may access:</p> <p>a. Departmental review by higher authority</p> <p>    1) Supervisory personnel</p> <p>    2) Commissioner</p> <p>b. Governmental appeal</p> <p>    1) Legislators</p> <p>    2) Governor</p> <p>c. Judicial review (trial de novo)</p> <p>    1) Superior court</p> <p>    2) District court</p>	

LESSON 15 LEGAL ASPECTS AND HEARINGS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(1:35) 0:15</p>	<p>3) State supreme court</p> <p>4) Federal district court</p> <p>5) Federal supreme court</p> <p>2. <u>Objectives of the appeals process.</u> Review the nominal objectives to be met in any avenue of the appeals process listed below:</p> <p>a. Review of new evidence not heard at original hearing</p> <p>b. Verification of due process afforded driver</p> <p>c. Verification of proper authority exercised by department</p> <p>d. Clarification and interpretation of law and/or fact (judicial)</p> <p>e. Confirmation of proper consideration given to all evidence and lack of bias on part of referee/. examiner.</p> <p><b>SUMMARY AND QUESTIONS</b></p> <p>1. Mention that should the DIA ever have a question regarding a matter of law or due process, there are sources of legal assistance. Identify these sources:</p> <p>a. Within the department</p>	

LESSON 15 LEGAL ASPECTS AND HEARINGS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(1:50)	<p>b. Attorney general's office</p> <p>c. Other</p> <p>2. In the time remaining, call for questions from the class regarding the topics of this lesson.</p>	

## LESSON 16 DIA ADMINISTRATIVE FORMS

### Training

- Objectives:
- . Know the format, content and application of each departmental administrative form which the DIA will use
  - . Execute a sample copy of each administrative form which the DIA must personally complete

### Training

- Aids:
- Study Guide Exhibits through which are blank copies of the forms and checklists which the DIA will have occasion to use (execute and/or forward) on the job, i. e., such forms as those related to:
- . Form letter formats
  - . Driver biographical data
  - . Notices to appear for interview, counseling, reexamination, hearing
  - . Witness subpoena
  - . Medical, psychiatric examination authorization
  - . Report on results of interview, counseling, hearing and recommended follow-up action
  - . Driver progress, etc.

Note 1: The time for this lesson is an estimate based on a projected number of 20-25 forms/exhibits.

Note 2: The instructor should plan for a ten minute break after each 50 minute period of instruction.

Note 3: Although a block of training in the understanding and use of administrative forms is provided in this module, the instructor may wish to distribute parts of this lesson across the total course schedule.

LESSON 16 DIA ADMINISTRATIVE FORMS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>( -- ) 0:05</p>	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Briefly review the objectives of this lesson, namely for the class to:               <ol style="list-style-type: none"> <li>a. Know the format, content and application of each departmental administrative form which the DIA will use</li> <li>b. Execute a sample copy of each administrative form which the DIA must personally complete</li> </ol> </li> </ol> <p><b>STUDY GUIDE REFERENCE</b></p> <ol style="list-style-type: none"> <li>1. Before conducting this lesson, the instructor should list the title and alphanumeric designation of each administrative form which the DIA will use, and the appropriate Study Guide Exhibit number. This list will ensure that each form is covered in the order of presentation desired by the instructor.</li> </ol> <p><u>Form Title/Designation</u>      <u>Study Guide Exhibit No.</u></p>	

LESSON 16 DIA ADMINISTRATIVE FORMS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(0:05) 3:35</p>	<p>PROCEDURES</p> <ol style="list-style-type: none"> <li>1. For each DIA administrative form which is <u>executed by the DIA</u>, the instructor should employ the following basic discussion procedure covering the requirements for completion and disposition of each form               <ol style="list-style-type: none"> <li>a. Refer the students to the Study Guide Exhibit number for the form to be discussed</li> <li>b. Mention the title, designation and <u>purpose</u> of the form</li> <li>c. Discuss when and where the form should be executed</li> <li>d. Cover the requirements for completion of the form                   <ol style="list-style-type: none"> <li>1) Specify the legibility requirements, such as printing with a ball-point pen, typewriting, etc.</li> <li>2) Indicate if duplicate copies are required</li> <li>3) Write a sample entry on the chalkboard for each position on the form and instruct the class to record the sample entry in the appropriate position on the blank version of the form in their Study Guide                       <ol style="list-style-type: none"> <li>a) Designate the way in which missing, unavailable or unknown information should be indicated</li> <li>b) Give examples of both acceptable and unacceptable entries, where appropriate</li> </ol> </li> </ol> </li> </ol> </li> </ol>	

LESSON 16 DIA ADMINISTRATIVE FORMS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>c) Where necessary and appropriate, identify the sources of information for each entry on the form, such as:</p> <ul style="list-style-type: none"> <li>. Driver license, registration</li> <li>. DMV driver record</li> <li>. Accident reports</li> <li>. Medical/psychiatric forms, etc.</li> </ul> <p>4) Identify the types of errors which are frequently made and the means for ensuring that the information recorded is valid; discuss the procedures for correcting errors</p> <p>e. Specify the procedure for disposing of the completed forms, i. e., where or to whom the form should be transmitted</p> <p>2. In cases where certain forms are <u>transmitted</u> by the DIA to various parties or agencies for completion, review the requirements for transmittal including the guideline formats for cover letters accompanying such transmittals. Refer students to the appropriate exhibit titles and Study Guide Exhibit numbers (the instructor should list the exhibit titles and Study Guide Exhibit numbers of the appropriate exhibits below) as each item is discussed.</p>	

## LESSON 16 DIA ADMINISTRATIVE FORMS

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(3:40) 0:10 (3:50)</p>	<p style="text-align: center;"><b>SUMMARY AND QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. Solicit questions from the class on the topics of this lesson</li> </ol>	

Section III  
PRACTICAL APPLICATION

LESSON 17 OBSERVATION OF SELECTED DRIVER IMPROVEMENT  
AND CONTROL PROCESSES

Training

- Objectives:
- . Observe and understand the real world, real time considerations and requirements for conducting such driver improvement actions as problem driver interviews, individual and/or group counseling sessions and hearings (whichever actions are appropriate to the jurisdiction)
  - . Critically appraise the conduct of interview, counseling and hearing sessions and determine follow-up courses of driver improvement and control action for each.

Training

- Aids:
- . Access to a "live", real world problem driver interview session, individual and/or group counseling session and hearing as conducted within the jurisdiction and reflective of current practice.
  - . As an alternative to the above, videotape, motion picture, or audio tape recordings of the aforementioned sessions for presentation to the class; associated audio-visual equipment.
  - . Case files and records (e. g., driver abstract, reports of previous administrative actions, accident reports, etc.) for the problem driver involved in each of the three sessions mentioned above.

Note 1: The instructor may wish to disperse the scheduling of the learning experiences of this module rather than running them consecutively in the block of time suggested.

Note 2: It is assumed that any direct viewing of "live" driver improvement actions by the class can be accomplished in such a manner as to not disrupt the proceedings.

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\* The total time for this sequence of learning experiences is only approximate; about one hour and fifteen minutes of time has been allowed for the viewing and discussion of each of these sessions.

LESSON 17 OBSERVATION OF SELECTED DRIVER IMPROVEMENT  
AND CONTROL PROCESSES

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>( -- ) 0:05</p>	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Explain that at the completion of this training experience, the students will be able to:               <ol style="list-style-type: none"> <li>a. Observe and understand the real world, real time considerations and requirements for conducting such driver improvement actions as problem driver interviews, individual and/or group counseling sessions and hearings (whichever actions are appropriate to the jurisdiction).</li> <li>b. Critically appraise the conduct of interview, counseling and hearing sessions and determine follow-up courses of driver improvement and control action for each.</li> </ol> </li> </ol> <p><b>PREPARATION</b></p> <ol style="list-style-type: none"> <li>1. For each session to be viewed by the class (e.g., interview, counseling session, hearing) the instructor must make the necessary arrangements to permit the class to view the live sessions (in which case the group of trainees should be as small as possible--about 3-6 students at a time) in an unobtrusive manner, or obtain the best available recordings (audio-visual recordings are more desirable than audio recordings alone) of such sessions.</li> <li>2. Prior to the conduct of each presentation, assemble the pertinent records and information surrounding each episode to include the following:               <ol style="list-style-type: none"> <li>a. Driver abstract</li> <li>b. Other reports on driver's history and background (e.g., accident reports, medical reports, etc.)</li> <li>c. Reports/results of any previous departmental actions with respect to the driver.</li> </ol> </li> </ol>	

LESSON 17 OBSERVATION OF SELECTED DRIVER IMPROVEMENT  
AND CONTROL PROCESSES

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(0:05) 3:45</p>	<p><b>PRESENTATION</b></p> <ol style="list-style-type: none"> <li>1. Immediately prior to the session, brief the class on the following points:               <ol style="list-style-type: none"> <li>a. Nature and objectives of the session</li> <li>b. Principal parties involved in the session</li> <li>c. Salient features of the driver's record (see 2 above)</li> <li>d. Points for the students to bear in mind during the presentation:                   <ol style="list-style-type: none"> <li>1) Performance (technique, procedures employed) of the department representative(s) controlling the session</li> <li>2) Driver behavior and associated meaning</li> <li>3) Implications of the proceedings for follow-up driver improvement action</li> <li>4) Other</li> </ol> </li> <li>e. Conduct required on the part of the students during the run of the session (if live).</li> </ol> </li> <li>2. Carry out the necessary actions to allow for the presentation of each session.</li> <li>3. Monitor the conduct of the class to control for proper demeanor and attention to the presentation.</li> </ol>	

LESSON 17 OBSERVATION OF SELECTED DRIVER IMPROVEMENT  
AND CONTROL PROCESSES

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(3:50)	<p>DISCUSSION</p> <ol style="list-style-type: none"> <li>1. At the conclusion of each presentation, relocate the class, if necessary, to a site which is suitable for class discussion.</li> <li>2. Solicit general comments and reactions of the class to the proceedings just witnessed.</li> <li>3. Ask <u>each</u> class member to do the following:               <ol style="list-style-type: none"> <li>a. Critically comment upon (mention both "good" and "bad" points) the technique and procedures employed by the departmental representative controlling the session</li> <li>b. Suggest an appropriate course of follow-up driver improvement and control action to be taken after the session.</li> </ol> </li> <li>4. After the last student has commented, critique each student's comments and then present your own critical evaluation of the proceedings.</li> <li>5. Review any follow-up actions actually taken by the department for each session.</li> </ol> <p>SUMMARY AND QUESTIONS</p> <ol style="list-style-type: none"> <li>1. In the time remaining, call for any questions from the class on the events of these training experiences.</li> </ol>	

## LESSON 18 CASE REVIEW AND INTERVIEW PREPARATION

### Training

- Objectives:
- . Using actual driver records, analyze and evaluate problem driver information and form hypotheses about the nature and severity of driver problems
  - . Develop and articulate appropriate interview and counseling strategies.

### Training

- Aids:
- . One actual and different set of problem driver records for each student in the class in a manila folder bearing the name of each student--such records as those which would be available to a DIA upon receiving a case assignment and prior to personal contact with the driver, e.g.:

- Driver abstract
- Court abstract
- Accident reports
- Medical evaluations
- Biographical information
- Reports of previous administrative actions, etc.

Such records should not include the results of any previous analyses performed by other DIA's or the results of any ultimate disposition of the problem driver case by the department.

- . Sufficient copies of the contents of each different problem driver file for distribution to the class during class discussion.

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\* The time for this lesson is only approximate and assumes that no more than 8 trainees will be accommodated by this module (an average of one half hour per trainee during the presentation phase).

LESSON 18 CASE REVIEW AND INTERVIEW PREPARATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>( -- ) 0:05</p>	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Explain that as a result of this training exercise, the trainees will be able to:               <ol style="list-style-type: none"> <li>a. Using actual driver records, analyze and evaluate problem driver information and form hypotheses about the nature and severity of driver problems</li> <li>b. Develop and articulate appropriate interview and counseling strategies.</li> </ol> </li> </ol> <p><b>PREPARATION</b></p> <ol style="list-style-type: none"> <li>1. Secure copies of actual problem driver records and forms on file (it may be advisable to use fictitious driver identifications) for as many problem drivers as there are members of the class. The records obtained should be those which the DIA would have to review and analyze at the time of case assignment and prior to any personal contact with the driver (e.g., driver abstract, accident reports, reports of previous administrative actions, etc.), but should not include records of any analyses or recommendations by previous DIA's or accounts of any final actions taken by the department.</li> <li>2. One to two days prior to the presentation phase of this lesson, hand out the above case files, in manila envelopes, to each trainee and make the following homework assignment:               <ol style="list-style-type: none"> <li>a. Instruct the students to review the contents of their case files and to perform the following tasks out of class:                   <ol style="list-style-type: none"> <li>1) Identify needs, sources and approaches for obtaining any additional information about the driver</li> </ol> </li> </ol> </li> </ol>	

LESSON 18 CASE REVIEW AND INTERVIEW PREPARATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(0:05) 3:45</p>	<p>2) Develop hypotheses about the specific nature and severity of any perceived driver problems</p> <p>3) Propose an interview strategy: an initial approach to follow and a list of points to be addressed in an interview</p> <p>4) If negligent operation is indicated, propose a tentative individual counseling strategy: an approach to developing driver awareness of his bad driving habits and associated attitudes/motivations, as well as appropriate solutions to his problems.</p> <p>b. Mention that on <u>    (day of the week)    </u> each student will be asked to present his case analysis and recommendations to the class for discussion and comment.</p> <p>c. Indicate that upon completion of each student presentation, the instructor will discuss the ultimate disposition of each student's problem driver case by the department.</p> <p><b>PRESENTATION</b></p> <p>1. On the day selected for class presentation of their problem driver case analyses, accomplish the activities listed below:</p> <p>a. Have each student present his case analysis and recommendations as outlined in 2. a. 1)-4) above. Prior to each student presentation, copies of his case records should be passed out to the entire class so that they may fully understand each presentation</p>	

LESSON 18 CASE REVIEW AND INTERVIEW PREPARATION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(3:50)	<ul style="list-style-type: none"> <li>b. After each student presentation, initiate a class discussion and critique of the student's findings, conclusions, and recommendations</li> <li>c. After each class discussion, describe the ultimate disposition of the case in question by the department.</li> </ul> <p>2. Following all student presentations and class discussion, conduct a general critique of trainee performance, emphasizing the following considerations:</p> <ul style="list-style-type: none"> <li>a. Utilization of information, e.g.:               <ul style="list-style-type: none"> <li>1) Thoroughness of review                   <ul style="list-style-type: none"> <li>a) Consideration of all pertinent facts</li> <li>b) Identification of informational inadequacies and needs for investigation.</li> </ul> </li> <li>2) Ability to perceive meaning and extrapolate from the information at hand.</li> </ul> </li> <li>b. Substantiation for conclusions reached.</li> </ul> <p>SUMMARY AND QUESTIONS</p> <ul style="list-style-type: none"> <li>1. In any time remaining, entertain questions from the class on the proceedings of this training experience.</li> </ul>	

## LESSON 19 HUMAN RELATIONS LABORATORY

### Training

- Objectives:
- . Develop an appreciation and understanding of the motivations, attitudes and feelings of a problem driver in contact with a DLA
  - . In achieving a measure of empathy for the problem driver, be better prepared to cope with and assist the problem driver.

### Training

- Aids:
- . Different problem driver case history summaries for each member of the class
  - . Forms, checklists for conducting problem driver interview and counseling sessions (for instructor use)

Note: The case history summaries must be prepared by the instructor prior to this training session; for details, see No. 1 under the Preparation section of this lesson plan.

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\* The time for this lesson is only approximate and assumes that no more than 8 trainees will be accommodated by this module (an average of 15 minutes per trainee during the presentation phase).

LESSON 19 HUMAN RELATIONS LABORATORY

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>( -- ) 0:05</p>	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Explain that as a result of this training exercise, the trainees should be able to:               <ol style="list-style-type: none"> <li>a. Develop an appreciation and understanding of the motivations, attitudes and feelings of a problem driver in contact with a DIA</li> <li>b. In achieving a measure of empathy for the problem driver, be better prepared to cope with and assist the problem driver.</li> </ol> </li> </ol> <p><b>PREPARATION</b></p> <ol style="list-style-type: none"> <li>1. Prior to the conduct of this training exercise, the instructor should prepare a separate problem driver case history summary for each member of the class to serve as a basis for each class member's role play of a problem driver during an interview/counseling session with a DIA. The case history material to be selected and prepared is left up to the good judgment of the instructor; it should include a preponderance of case material which is frequently encountered by DIA's in the jurisdiction. The case history sheets should contain the following information based on actual departmental case files and/or the experiences of the instructor:               <ol style="list-style-type: none"> <li>a. A statement informing the trainee to use his own vital statistics as necessary for the questions asked of him during the problem driver interview/counseling session (e.g., age, address, years driving, etc.)</li> <li>b. A brief background statement on the characteristics of the problem driver to include such information as the following:</li> </ol> </li> </ol>	

LESSON 19 HUMAN RELATIONS LABORATORY

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<ol style="list-style-type: none"> <li>1) Significant accident and traffic conviction experience (in and out of state)</li> <li>2) Administrative actions taken by licensing agency</li> <li>3) Occupation and significant occupationally related involvements (e.g., driving of commercial vehicles, unusual travel requirements, unusual hours, etc.)</li> <li>4) Attitudes held by the problem driver about traffic laws, law enforcement, highway safety, etc.</li> <li>5) Driving habits</li> <li>6) General behavior patterns of the problem driver as they relate to:               <ol style="list-style-type: none"> <li>a) Personal/family life</li> <li>b) Employment history</li> <li>c) Medical history</li> <li>d) Physical impairments</li> <li>e) Other</li> </ol> </li> </ol>	
<p>(0:05) 0:15</p>	<ol style="list-style-type: none"> <li>2. Pass out a copy of each problem driver profile to each trainee and conduct the following briefing:           <ol style="list-style-type: none"> <li>a. Mention that each class member is to study and learn the information contained in his problem driver profile sheet in preparation for his role playing session and that he will have approximately 30 minutes to do so. Indicate that the</li> </ol> </li> </ol>	

LESSON 19 HUMAN RELATIONS LABORATORY

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(0:20)</p> <p>0:30</p> <p>(0:50)</p> <p>0:10</p> <p>(1:00)</p> <p>2:50'</p>	<p>material contained in each problem driver profile is based on departmental records and experiences of the instructor.</p> <p>b. Stress the fact that this is a serious and legitimate phase of their instruction and that their performance is subject to evaluation.</p> <p>c. Review the salient features of the role play session.</p> <p>1) The instructor will take the role of a DIA and each trainee will play the role of a particular problem driver</p> <p>2) Each role play situation will last about 5-10 minutes, to be followed by a 5 minute discussion period</p> <p>3) In reviewing the problem driver profile and carrying out the role play, the trainees should attend to the following points:</p> <p>a) Keep in mind the outlined features of the role</p> <p>b) Allow the dialogue to develop realistically and spontaneously; don't overplay the role or ham it up</p> <p>c) Try to put yourself in the shoes of the problem driver and see the situation and emergent problems through his eyes.</p> <p>d. Instruct the class to begin studying their roles</p> <p>Take a ten minute break</p> <p><b>PRESENTATION</b></p>	

LESSON 19 HUMAN RELATIONS LABORATORY

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(3:50)	<ol style="list-style-type: none"> <li>1. Initially, call for volunteers to start off the role playing as a means for developing the confidence of the rest of the class. If there are no volunteers initially, select the more extroverted trainees for the first few role plays.</li> <li>2. Before each role play begins, have each student briefly describe the character of the role he will play (e.g., driving record, personality, occupation, etc.)</li> <li>3. Commence the role play, carrying out the functions of a DIA during an individual interview/counseling session, <u>according to departmental guidelines</u>. Continue the role play for about 5-10 minutes.</li> <li>4. At the conclusion of each role play, ask the student to comment briefly upon the feelings he experienced, any attitudes developed, and his overall reactions to the DIA methods and procedures employed by the instructor and conduct a very brief class discussion of the role play situation.</li> <li>5. Repeat the above procedure for each class member.</li> </ol> <p>SUMMARY AND QUESTIONS</p> <ol style="list-style-type: none"> <li>1. In any time remaining, solicit questions and conduct a general discussion of the training experiences encountered in this session.</li> </ol>	

LESSON 20 MOCK INTERVIEW/COUNSELING SESSION

Training

- Objectives:
- . Using actual driver records, analyze and evaluate problem driver information and form hypotheses about the nature and severity of driver problems
  - . Develop appropriate interview and counseling strategies
  - . Conduct an individual driver improvement interview/counseling session
  - . Complete a departmental report on the findings or results of the interview/counseling session.

- Instructors:
- . One assistant instructor in addition to the senior or lead instructor.

Training

- Aids:
- . One actual and different set of problem driver records for each student in the class in a manila folder bearing the name of each student--such records as those which would be available to a DIA upon receiving a case assignment and prior to a personal contact with the driver, e. g.:

- Driver abstract
- Court abstract
- Accident reports
- Medical evaluations
- Biographical information
- Reports of previous administrative actions, etc.

Such records should not include the results of any previous analyses performed by other DIA's or the results of any ultimate disposition of the problem driver case by the department. These records should be entirely different than those used in Lesson 18.

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\*The time for this lesson is only approximate and assumes that no more than 8 trainees will be accommodated by this module (an average of one-half hour per trainee during the presentation phase).

## LESSON 20 MOCK INTERVIEW/COUNSELING SESSION

- . Copies of the above records for use by the instructors
- . Blank copies of all checklists, guides, and forms which the DIA may have occasion to use in the course of case review or conduct of a individual interview/counseling session.

LESSON 20 · MOCK INTERVIEW/COUNSELING SESSION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>( -- ) 0:05</p>	<p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Mention that upon completion of this training exercise, the students will be able to:               <ol style="list-style-type: none"> <li>a. Using actual driver records, analyze and evaluate problem driver information and form hypotheses about the nature and severity of driver problems</li> <li>b. Develop appropriate interview and counseling strategies</li> <li>c. Conduct an individual driver improvement interview/counseling session</li> <li>d. Complete a departmental report on the findings or results of the interview/counseling session.</li> </ol> </li> </ol> <p><b>PREPARATION</b></p> <ol style="list-style-type: none"> <li>1. Secure copies of actual problem driver records and forms on file (different case files than those used in Lesson 18) for as many problem drivers as there are members of the class. The records obtained should be those which the DIA would have to review and analyze at the time of case assignment and prior to any personal contact with the driver (e.g., driver abstract, accident reports, reports of previous administrative actions, etc.), but should not include records of any analyses or recommendations by previous DIA's or accounts of any final actions taken by the department.</li> <li>2. Copies of these case files should be made and these case file copies should be divided between the senior instructor and the assistant instructor. The instructors should become familiar with the details of each case file with the intention of playing the role of the problem driver associated with each case file.</li> </ol>	

LESSON 20 MOCK INTERVIEW/COUNSELING SESSION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
	<p>3. One to two days prior to the presentation phase of this training exercise, assign the original versions of the above case files to each class member. Make the following assignment to the class:</p> <p>a. Indicate that each trainee is to conduct a complete review of case materials as he did in a previous training exercise (Lesson 18), performing the following tasks out of class:</p> <ol style="list-style-type: none"> <li>1) Identify needs, sources and approaches for obtaining any additional information about the driver</li> <li>2) Develop hypotheses about the specific nature and severity of any perceived driver problems</li> <li>3) Propose an interview strategy: an initial approach to follow and a list of points to be addressed in an interview</li> <li>4) If negligent operation is indicated, propose a tentative individual counseling strategy: an approach to developing driver awareness of his bad driving habits and associated attitudes/motivations, as well as appropriate solutions to his problems.</li> </ol> <p><u>Emphasize that each student is to independently analyze his case file and be prepared to justify his analysis, hypotheses, and interview/counseling strategies.</u></p> <p>2. Mention that on <u>          (day of the week)          </u> each student will be asked to conduct an interview/counseling session with an instructor playing the role of the problem driver associated with each case file. Indicate that the interview/counseling session will last approximately 15-25 minutes, with a brief discussion to follow.</p>	

LESSON 20 MOCK INTERVIEW/COUNSELING SESSION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
<p>(0:05) 7:45</p>	<p>3. Advise the students of the whereabouts of blank copies of departmental checklists, guides, and forms which he may need to complete his homework assignment and classroom training exercise (e. g., the mock interview and/or counseling session).</p> <p>PRESENTATION</p> <p>1. Mention that each student is to conduct a 15-25 minute interview and/or counseling session, following departmental policy and procedures, with an instructor playing the role of the problem driver associated with the student's case file. Also mention that class discussion and critique will follow each mock interview/counseling session. The critique should largely concentrate upon:</p> <ul style="list-style-type: none"> <li>a. The DIA's interview/counseling style and technique</li> <li>b. His adherence to departmental policy and procedures.</li> </ul> <p>2. State that each student will be responsible for writing up a standard report of the interview/counseling session (according to departmental policy and procedure) out of class, which he will turn in on the following day for review by the instructor. The report should include any recommendations for future departmental action and an assessment of the prospects for driver improvement.</p> <p>3. Have each student conduct an interview/counseling session, with either the senior instructor or the assistant instructor playing the part of the problem driver. Arrangements should be made to enable the instructors to alternate on their role plays.</p>	

LESSON 20 MOCK INTERVIEW/COUNSELING SESSION

Time (Elapsed) Actual	Activity	Instructor Notes and Visual Aids
(7:50)	<p>SUMMARY AND QUESTIONS</p> <ol style="list-style-type: none"> <li>1. In any time remaining, conduct a general class discussion of the events occurring in this training exercise.</li> </ol>	

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## REFERENCES

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