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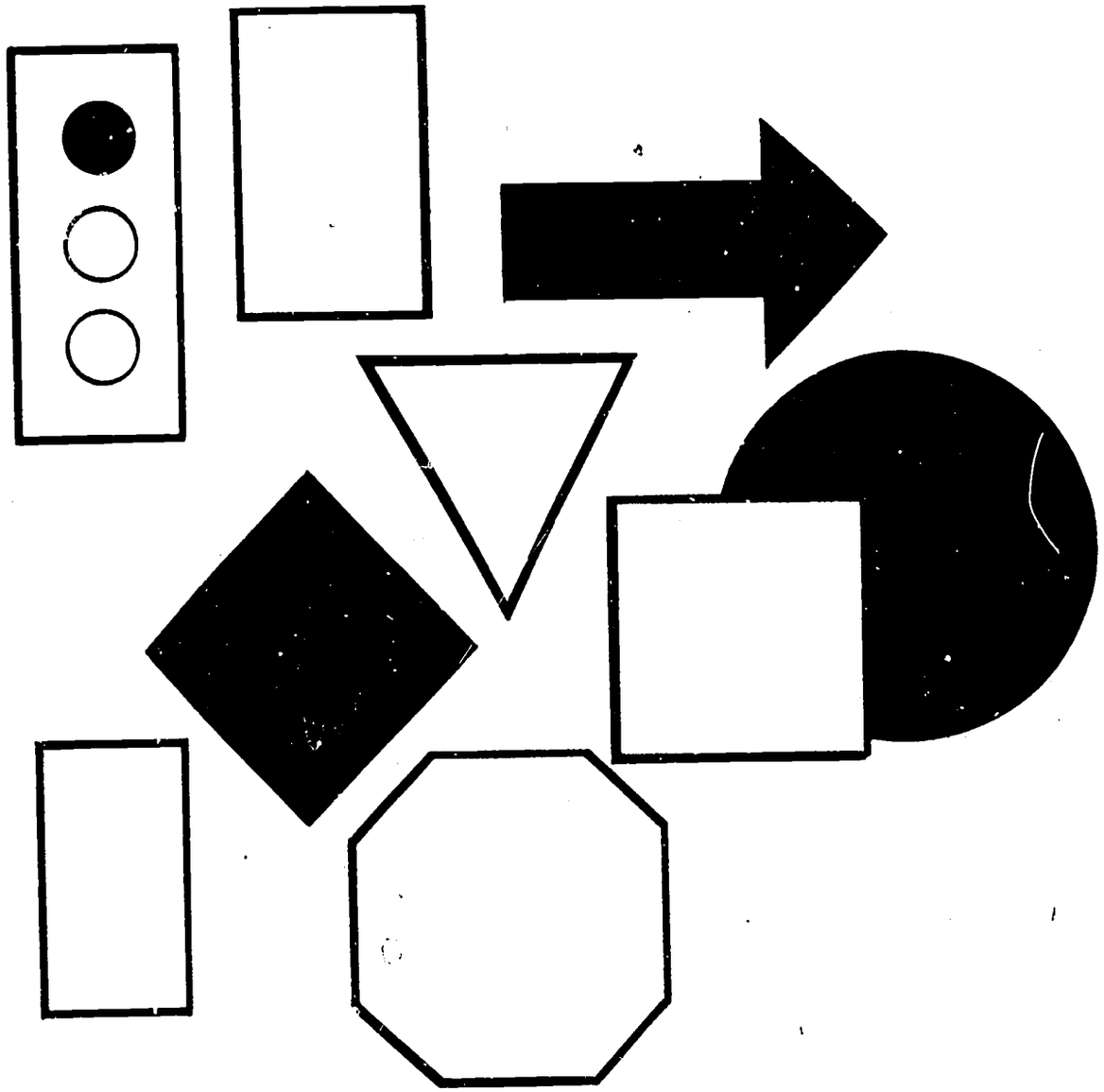
ABSTRACT

The driver education manual is intended for use with educable mentally retarded (EMR) students and students with learning problems. It deals specifically with a semester-long instructional program offered prior to enrollment in a regular driver education course. Objectives are to familiarize EMR students with the general goals and content areas of driver education. Presented is a suggested course outline with behavioral objectives for five major instructional units: driving task; motor vehicle laws and enforcement; perception, judgment, and decision making; defensive driving; and consumer education. General objectives for driver education and an analysis of the driving task are also included. The major portion of the teaching guide consists of supportive instructional materials: tests, media sources, traffic signs, traffic situation diagrams and exercises, and answer sheets. (KW)

COOPERATIVE DRIVER EDUCATION MANUAL FOR TEACHERS OF EXCEPTIONAL EDUCATION HIGH SCHOOL STUDENTS



MILWAUKEE PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

FOR USE WITH

EDUCABLE MENTALLY

RETARDED STUDENTS

AND STUDENTS WITH

LEARNING PROBLEMS

A DRIVER EDUCATION MANUAL

FOR TEACHERS OF

HIGH SCHOOL EXCEPTIONAL EDUCATION STUDENTS

DIVISION OF CURRICULUM AND INSTRUCTION

MILWAUKEE PUBLIC SCHOOLS

1969

(Revised September, 1971)

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INTRODUCTION

The Driver Education Manual for Educable Mentally Retarded Students is a cooperative effort between the departments of Exceptional Education and Driver Education, to construct a meaningful curriculum guide for use in Exceptional Education classes. The program of instruction in Driver Education reflects the most recent developments in traffic safety research and curriculum development relative to Educable Mentally Retarded Students, hereafter referred to as EMR students.

The secondary curriculum for EMR students should provide experiences that will prepare individuals to live adequately in today's complex mobile society. The overall curriculum should include learning situations which challenge intellectual growth and ability, promote social development, and provide opportunities for preparing individuals for various adult occupations. For years, layman and educators have verbalized the need for helping handicapped members of society without taking specific action to solve their problems. Within this context, the topic of Driver Education, sometimes hereafter referred to as DE, for the handicapped student has become a pressing matter. As a great majority of EMR students are capable of operating a motor vehicle, and as our society today is highly mobilized, an operator's license is a necessity. As adolescent EMR students do operate motor vehicles whether efficiently or inefficiently, legally or illegally, effective and meaningful instruction in driver education is paramount.

Tremendous fears are typically generated by the thought of mentally retarded persons driving automobiles. This fear is generated as a result of two basic assumptions: 1) If a student is labeled retarded in school, he is automatically handicapped as an operator of a motor vehicle;

2) The retarded are not, and should not be driving automobiles. Both of these assumptions are erroneous. As reflected by convictions for moving violations and/or collision involvement, retarded, or otherwise handicapped, persons are not significantly different drivers than are those drivers with normal intelligence· but are in fact significantly better drivers than are those persons who are identified as having above average measured intelligence. Further, we find that retarded youth are spending approximately 2-3 times as many hours per day in a motor vehicle as do other people of the same age group. It is obvious that the motor vehicle plays a major role in this person's life pattern. Even though he spends much more time in his vehicle, he reports driving no more miles per year. This would tend to indicate that he drives primarily within the city limits, with greater exposure, and thereby in all probability, is increasing his susceptability to the possible number of collisions and violations. Thus, in terms of exposure, he appears to be doing a commendable job, (1,2).

For additional information concerning past studies of the handicapped driver, refer to the bibliography.

The manual will provide one avenue to the development of a sound driver education program which should provide for intellectual stimulation, social growth, and possible future occupational opportunities.

The Driver Education Manual for High School Educable Mentally Retarded Students deals specifically with an instructional program offered prior to enrollment in the regular driver education course. This instructional approach is designed to familarize EMR students with the general goals and content areas of driver education. In addition, the teaching responsibilities and course outline are delineated so that the exceptional

education teacher can recognize where and when supportive instruction is required for the EMR student enrolled in the standard driver education program.

Obtaining adaptive and creating appropriate instructional materials to correlate with the course outline will be a continuous task for both the EMR and DE teacher. Generally, EMR students previously enrolled in driver education courses have found materials too difficult. In reviewing new curriculum materials, the driver education teacher will be able to determine content validity while the exceptional education teacher should be able to develop a method for appropriate classroom adaptation.

A secondary question of concern remains, however, which handicapped students are to receive Driver Education. Various committees in Michigan, Minnesota, Illinois, and Wisconsin have recommended that all of the following classifications of handicapped students receive some type of Driver Education instruction.

1. Educable Mentally Retarded
2. Emotionally Maladjusted
3. Physically Handicapped
4. Hard of Hearing and Deaf
5. Visually Impaired and Blind

For the most part, teachers of Driver Education and Special Education will be most concerned, at least number wise, with the Educable Mentally Retarded.

To assist EMR and DE teachers in planning for a comprehensive driver education program, and to provide for individual secondary programs, suggested course outline limited to behavioral objectives for the several instructional units is included.

1. Fineilver, S.G., "They Can't Hear, But They Get The Message." U.S. Department of Health, Education and Welfare, Office of Vocational Rehabilitation, Washington 25, D.C.

2. Gutshall, R.W., Harper, C., and Burke, D. "An Exploratory Study of the Interrelations Among Driving Ability, Driving Exposure, and Socioeconomic Status of Low, Average, and High Intelligence Males." Exceptional children, 1968, 35, 43-47.

GUIDELINES FOR THE DEVELOPMENT OF A PRE-EMR - DE PROGRAM

Rationale for a Pre-EMR - DE Program:

1. The identification and selection of those students with potential for laboratory instruction. (This should be considered the screening or re-screening of those students who are capable of receiving laboratory instruction.)

2. EMR students are more likely to experience success in the standard driver education program.

Factors for consideration in the development of a driver education instructional program for EMR students:

A. Training must be realistic, EMR students require extensive experience dealing with situations similar to those they will face when actually driving.

B. Instructional materials manuals, texts, visuals, i.e., films, filmstrips, driver simulator experiences, etc., should be integrated to provide the most meaningful experience for EMR students.

   1. Reading competency of EMR students typically falls between the 2nd and 4th grade.

   2. EMR students frequently experience difficulty in selecting important concepts and details.

   3. Repetition of facts, information and experiences are essential for retention.

   4. EMR students need constant reinforcement.

Admission to the EMR - DE Program:

A. Students must be enrolled in a secondary level Exceptional Education program.

B. All EMR students should be enrolled in a classroom instructional program Pre-EMR - DE. EMR students who satisfactorily complete the Pre-EMR - DE Program should be scheduled into the standard classroom program. The determination of admittance of a student to the Driver Education laboratory instructional program should be the joint responsibility of the Exceptional Education and Driver Education departments.

Criteria for admission to the laboratory instructional program in driver education:

A. Students should demonstrate adequate motor ability, social maturity and personal adjustment to meet the demands of the driving task.

B. While perceptually handicapped students should be enrolled in pre-driver education classroom instruction, they should be excluded from laboratory instruction.

C. Students identified as epileptics or those students exhibiting other physical disabilities, must meet the criteria of the State of Wisconsin for obtaining instruction permits. For details, contact:

Department of Transportation
Driver Control Division
Hill Farm State Office Building
Madison, Wisconsin 53702

ANALYSIS OF THE DRIVING TASK

To understand the objectives of Driver Education, it is first necessary to have some understanding of the highway transportation system and the driving task.

To assist the instructor in gaining this understanding, a series of statements analyzing the purpose of the system and the elements of the driving task have been prepared. The inter-relationship of the various elements of the task is further presented in graphic form. From these materials are then derived the general objectives for Driver Education.

ANALYSIS OF THE DRIVING TASK

1. The highway transportation system is made up of numberous man-machine combinations, with a variety of goals that use a rather uniform communication network and operate in a variety of regulated environments.

2. The operator-vehicle combinations may each have independent goals, often of a competitive nature.

3. The purpose of the highway transportation system is to move goods and persons from one place to another in a relatively safe, efficient, and convenient manner.

4. The efficient operation of the system is dependent upon how the various functions and responsibilities of each element; are carried out. A safe system is one in which the variable errors or malfunctions are minimized through training.

5. In man-machine systems, men are the decision makers; they control and are responsible for the power. Decisions range from minor automatic ones to highly complex ones with potential grave consequences.

6. The driver will need to observe and identify a variety and multitude of traffic situations as they are generated by the interaction of the highway users and the other system elements present.

7. The driver must make space-time judgments, the attributes of the roadway must be assessed, and the many risks and consequences of the various actions must be continuously evaluated.

8. In the driver-motor vehicle system, the total systems functioning is critically dependent on the operator performance. All control actions must be coordinated and be habitualized so that they can be taken in an efficient and competent manner. These actions must be performed under a variety of conditions, and they also vary somewhat from vehicle to vehicle.

9. The operation of man-machine systems is dependent upon a stream of communication, both formal, and informal. The efficiency and scope of the means of communication used between driver and driver, driver and pedestrian, as well as those from the highway system to the efficient functioning of the total system.

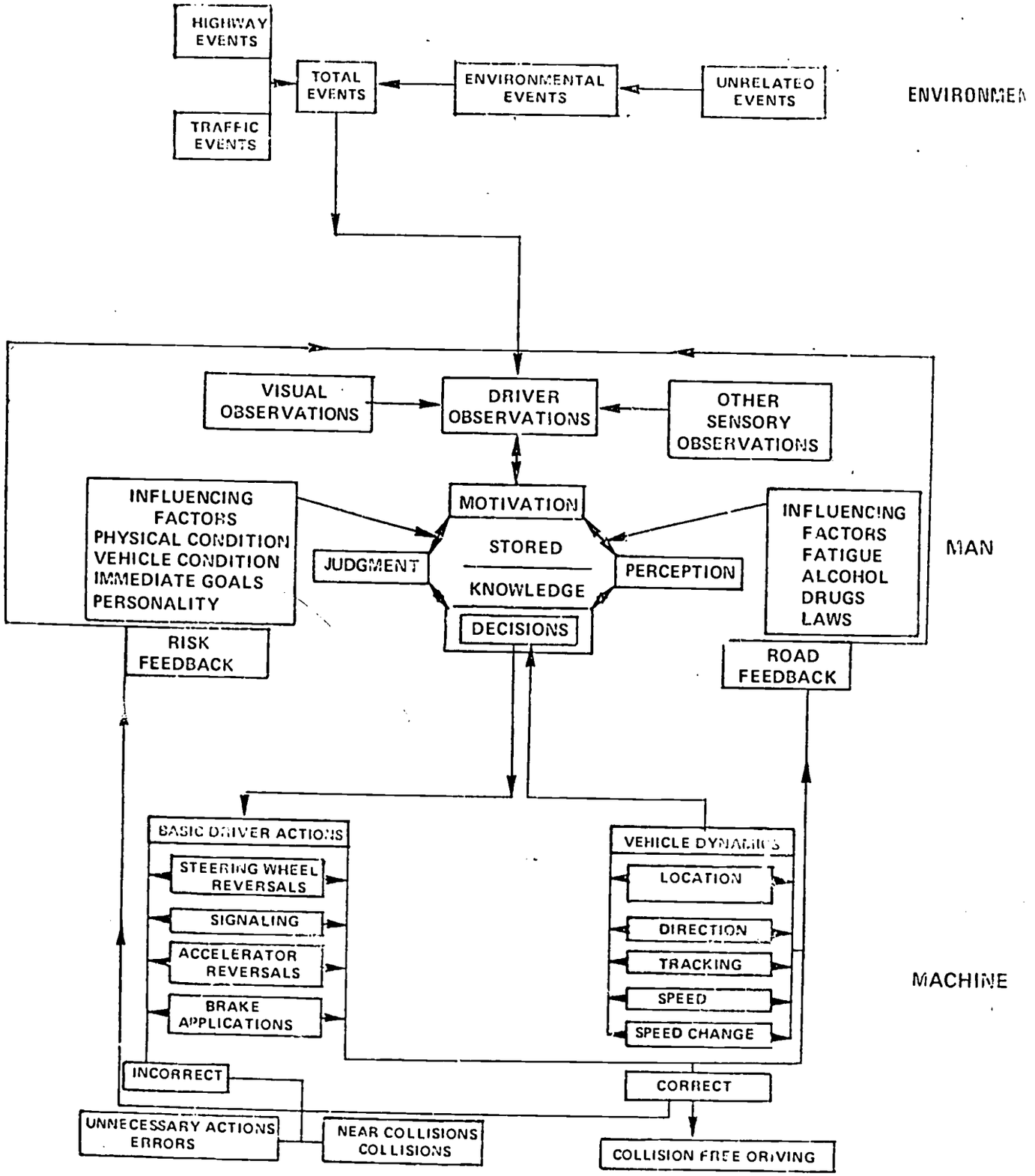
10. In the driving system, man's capacity for information assimilation may be sometimes overloaded which can and often does lead to serious errors and a breakdown in the system. The variety of driving situations far exceeds man's capacity to retain and utilize the information available.

11. In a democratic and mobile society, the control and responsibility for the operation of motor vehicles, as in most other activities, rests almost completely with the individual. The individual is entrusted with the responsibility and power to make most of his own traffic decisions.

12. A social and mental task. Driving can be viewed as a social activity or a dynamic social game. All operator choices of movement and control are determined by mental processes.

13. Driving requires a type of social and mental behavior that needs to be learned and acquired through formal training and supervised experience. From learning man develops the set of expectations, correlations, and judgments, upon which sound driving decisions are made. Because of the tremendous variety of situation, a much broader type of learning is required. (See Figure I, page 8)

THE DRIVING TASK *



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Normal, Illinois

GENERAL OBJECTIVES FOR DRIVER EDUCATION

1. Students are able to recognize and describe automobile driving as primarily a mental and social task involving the interaction of men, vehicles, and the environment in a rather complex highway transportation system.

2. Students are able to define traffic regulations and their requirements and recognize the various situations or conditions under which they apply.

3. Students can define and recognize, in a manner sufficient for safe and efficient operation, the capabilities and limitations of one's own vehicle and other vehicles to be found in the highway transportation.

4. Students are able to define and perform basic skills, habits and maneuvers.

5. Students can perceive and interpret (or judge), in an efficient and effective manner, the pertinent system events and conditions (or contingencies) for the best pathway to travel in terms of goals, risks, and consequences.

6. Students can determine the advantages and disadvantages of the various driving environments for the selection of most appropriate routes and departure times.

7. For the various vehicles used, students can contrast the performance characteristics and optional equipment available; determine the extent to which the various vehicle systems are functioning properly or are in need of corrective maintenance.

8. Students can define the legal and moral responsibilities necessary for making decisions regarding personal capabilities relative to the safe and efficient operation of a vehicle on the highway at any given time.

9. Students can determine method (s) for preventing various psychophysiological, social and other factors from having an adverse effect on one's ability to perform the driving task.

The pre-driver education course for EMR students is designed to assist students in organizing sensory input from the total environment into pertinent information relative to the driving task. Based upon these perceptions, appropriate judgments, evaluations and decisions can be made relative to the actual operation of a motor vehicle.

In general, EMR students appear to have limited perceptual, evaluative,

and decision making capabilities when under the stress of time. As a result, EMR students, encounter difficulty in drawing relationships between various environmental stimuli.

One of the purposes of this course, then, is to help EMR students understand and organize the relationships of the environmental factors necessary to the safe operation of a moving motor vehicle.

The pre-driver - EMR educational program has not been designed to follow a specific and detailed course outline. The structured standard driver education remains the responsibility of the driver educator.

A second purpose of the EMR - DE Program is the development of personal understanding of the highway transportation system as demonstrated by specific behaviors, and hopefully a predisposition toward desired habits as a highway user.

THE EDUCABLE MENTALLY RETARDED - DRIVER EDUCATION INSTRUCTIONAL PROGRAM

The instructional program EMR - DE should usually extend over a full calendar year apportioned as follows:

I. First Semester Pre-EMR - DE Classroom Course

A. This portion of the program will be taught primarily by the EMR instructor, with the assistance of DE personnel. The program should extend over a time period of 30-90 hours, preferably offered on a daily basis.

B. In those programs in which driving simulators are available, EMR students and teachers should have access to the simulator laboratory for at least (5) hours of familarization and operation of the simulator units prior to beginning laboratory instruction. Likewise, in those programs where the multiple-car method of instruction is utilized, EMR students and teachers should have access to the facility and vehicles for at least (5) additional hours of vehicle and area familarization prior to beginning laboratory instruction.

II. Second Semester - Standard Driver Education Classroom Program

A. The standard driver education program is to be taught by the regular driver education instructor.

B. The EMR teacher should program and notify the DE instructor of the identity of qualified EMR students.

C. The EMR and DE teachers should work cooperatively to coordinate the instructional program during the second semester to more adequately assist EMR students toward the satisfactory completion of the classroom instructional program.

D. It is suggested that the EMR teacher assist the DE teacher by administering tests, both written and oral, when appropriate.

E. Additional work in the development of perceptual abilities related to the driving should be provided by the EMR instructor prior to and during the time that the EMR student is enrolled in laboratory instruction.

III. Laboratory Instructional Program -

A. The instructor should realize that handicapped persons typically require one-and-a-half to two times as much instruction as a normal child of a comparable age, and this will be adequate only if the instructional level is parallel to the learning ability level of the student.

B. The laboratory instructional program will be taught by certified driver education teachers.

Suggested Laboratory Experiences

On the basis of research findings and the experience of teachers in the field, the following laboratory programs and time allocations are recommended as suggested guidelines. The number of hours of instruction suggested when using either/or both the multiple-car program and simulation, includes the (5) hours of pre-orientation conducted by the EMR instructor.

1. Classroom on-street program: It is recommended that EMR students enrolled in such a program receive at least (14) hours of actual on-street supervised driving instruction in addition to observation time.

2. Classroom multiple-car and on-street program: It is recommended that EMR students receive instruction of the following nature:

    a. multiple-car experience (17) hours of actual driving
    b. behind-the-wheel, on-street (6) hours.

The first (5) instructional hours (periods) taught by the DE teacher should be provided on the multiple-car facility. The remaining (13) instructional hours should alternate between on-street and experiences on the multiple-car facility. For the above (13) instructional hours, the DE instructor may find it necessary to provide consecutive lessons either on-street, or on the multiple-car facility, depending upon the rate of progress of the EMR students involved.

3. Classroom simulator and on-street programs: It is recommended that EMR students receive instruction of the following nature:

   a. simulator experience (17) hours
   b. behind-the-wheel, on-street experience (8) hours.

The first (4) hours of instruction, taught by the DE teacher, should be conducted in the simulator laboratory. This instruction should consist of:

   a. re-orientation to simulator equipment accomplished by means of non-film mimetic drill and basic films.
   b. the normal progress for this group of students should take them through films dealing with turning maneuvers by the completion of the 4th session.

The (5th) and (6th) instructional sessions should be scheduled for on-street experience. For the remaining (14) hours, the ratio of instruction should be (1) simulator session to (1) on-street session. An instructor may, however, offer consecutive lessons in either laboratory experience if students rate of development indicates the need for such a change.

4. Classroom simulator, - multiple-car, and on-street Program: It is recommended that EMR students receive instruction of the following nature:

   a. simulator experience (13) hours
   b. experience on the multiple-car-facility (13) hours
   c. a minimum of (5) hours of actual driving experience on-street.

The first (4) hours of instruction taught by the DE teacher should be conducted in the simulator laboratory. The succeeding (3) hours of instruction should be provided on the multiple-car facility prior to (2) successive hours of instruction taught behind-the-wheel, on-street. The remaining instructional time should be planned to provide maximum integration of the (3) laboratory experiences. The program should remain

flexible enough to enable the instructor to schedule successive lessons in any one of the (3) laboratory experiences. Scheduling of students for on-street instruction should remain sufficiently flexible to allow individual students to move to other instructional groups in order to provide the best learning experience for each member of a group.

While the practice at this time is to offer laboratory instruction (simulator, multiple car and/or on-street) after completion of the standard classroom program, every effort should be made to evolve an integrated instructional approach of classroom and laboratory instruction. If classroom and laboratory instruction are separated, due to scheduling difficulties or the educational philosophy of the school, the following are suggested:

1. The classroom instructional program by either or both Exceptional Education and Driver Education teachers should be divided so that those experiences relating to the operation of a motor vehicle are presented at the time the student is enrolled in laboratory instruction.

2. Topics to be correlated with the laboratory experience:

    a. pre-driving procedures,

    b. starting procedures,

    c. movement procedures,

    d. motor vehicle laws,

    e. driving strategies for:
        1. residential areas
        2. highway areas
        3. city areas
        4. expressway areas
        5. adverse conditions
        6. emergencies

            a. run off the road and return
            b. skidding
            c. engine stalls in traffic

SUGGESTED CLASSROOM INSTRUCTIONAL
AREAS FOR USE WITH EMR STUDENTS

Unit I. The Driving Task

A. The student should define the general nature of the driving task in our highway transportation system and the main components of the system which are:

a. motor vehicles
b. man
c. highways

B. The student should recognize that the operation of a motor vehicle is a rather complex mental and social task and that there is a need for traffic education and training.

Unit II. Motor Vehicle Laws and Enforcement

A. The student should be able to demonstrate a knowledge of motor vehicle laws.

B. The student should understand the social nature of traffic laws and enforcement both as a motor vehicle operator and as a pedestrian.

C. The student should be able to define a citizen's legal and moral responsibilities related to the various agencies and programs available for managing the highway system for effective and efficient operation.

Due to the perceptual difficulties typically encountered by EMR students, the following "Principles of Perceptual Development" are presented as a reference.

1. The eyes can transmit millions of impulses in seconds, but the brain can handle only a limited number of observations in a given period.

2. Seeing or perceiving traffic situations is a process which involves our mind and senses (primarily eyes); the brain must interpret the sensory data or information received and selected.

3. The mind can interpret and analyze only that on which we concentrate or give our attention to or become aware of.

4. How well we perceive, as well as what we see, depends to a great extent on previous learning.

5. If we are looking for a certain event, we are not likely to see much else.

6. The things we are taught to look for, we will see first and not much else.

7. We perceive best that which is meaningful.

8. Since we can't perceive all that is observed, perception must be a selective process.

9. The more perceptive a person becomes, the more efficient will be his motor skills.

10. The more closely that our perception describes the events, as they really are, the more accurate will be the outcome of the subsequent operations to be performed.

Unit III. Perception, Judgment and Decision Making

A. The student should recognize important traffic events, conditions, and alternate available paths.

1. Development of efficient visual habits.
2. Principals for effective observation and perception.
3. Classification of events.

a. highway geometrics
b. roadway conditions
c. motor vehicle traffic
d. traffic controls
e. pedestrians and other highway users.

B. The student interprets -(judges and evaluates) events and conditions in terms of the risks and consequences for the various paths of travel.

1. Estimates special relationships in terms of distance, time, and speed for given conditions.

2. Predicts other driver or users actions.

3. Assesses hazards and evaluates the risks and consequences of alternate actions.

C. The student determines a plan of action from an analysis of sensory input and stored rules for strategies.

1. Principals for decision making.
2. Application of laws and regulations.
3. Driving strategies and tactics.

D. The student should be able to determine safe and legal paths of travel to follow within given traffic environments.

E. The student should be able to identify those factors and/or conditions that influence ones perceptual judgmental, evaluative and decision making abilities, (fatigue, alcohol, drugs, vehicle and highway design, etc.).

F. The student can determine methods for preventing various psychological, physiological, social, and other factors from having an adverse effect on one's ability to perform the driving task.

Unit IV. Defensive Driving

A. The student is able to skillfully operate the various vehicle systems within given traction and visibility conditions. He is also able to coordinate and manipulate the various controls, signals, safety devices and accessories.

B. The student can define proper procedures for routing maneuvers, trip planning, and special situations.

C. The student can determine the quality and timing of acceleration reversals, steering reversals and braking applications for maintenance of adequate traction between the tires and roadway.

D. The student can evaluate vehicle performance for matching planned course of action; takes corrective action when needed.

E. The student recognizes and defines correct procedures to follow for vehicle system failures or malfunctions.

Unit V. Consumer Education

A. The student should be able to identify legal equipment required and contrast the advatages or disadvantages of various equipment options in terms of safety and economy.

B. The student should be able to recognize and define those procedures necessary for selecting and maintaining a given motor vehicle in safe operating condition at all times.

C. The student should be able to identify in a manner sufficient for safe and efficient operations, the characteristics and/or range of capabilities relating

to acceleration, braking, and steering for those kinds of motor vehicles to be found in the highway transportation system.

D. The student should be able to identify the problems and consequences for failure to define and follow preventive schedules for warrantees, mileage, time-space or seasons, driving conditions, and/or combinations of these.

E. The student should be able to evaluate the performance or functioning of the various vehicle systems to determine the need for corrective maintenance or repairs.

F. The student should understand the social and legal justifications for automobile insurance and the various coverages available.

G. The student needs to understand the procedures to follow in selecting a motor vehicle for purchase.

H. The student needs to understand the various types and costs of financing a vehicle purchase.

I. The student should identify the costs incurred in vehicle ownership.

JANESVILLE REVISED TEST

Permission to use the Janesville revised test for motor vehicle licensing purposes must be obtained from the local representative of the:

Department of Transportation
Driver Control Division
Hill Farm State Office Building
Madison, Wisconsin 53702

Where such permission is not granted, it is suggested that the questions be used as classroom instructional material to prepare the EMR student to take the standard examination. It is further recommended that in those instances where the EMR student is required to pass the standard test that the EMR teacher investigate the possibility of having the test administered orally.

It should be obvious that the Janesville revised form cannot be used for both instructional and testing purposes.

JANESVILLE REVISED TEST
WISCONSIN MOTOR VEHICLE TEST

Part I

1. An eight-sided signal is
   A. used to tell the permitted speed limit
   B. a through highway stop sign
   C. used to warn you of a curve in the highway

2. When parking on a slope with the car facing downhill, the front wheels should be turned
   A. into the curb
   B. away from the curb
   C. straight ahead

3. A Wisconsin driver's license must be renewed every
   A. year
   B. two years
   C. four years

4. Driving at night needs more attention because
   A. people drive faster
   B. drivers cannot see as well
   C. stopping distances are longer at night

5. A flashing red light means
   A. slow down
   B. stop and then move ahead
   C. yield to traffic on the right

6. Loads sticking out behind must be marked by a red flag (days), or red light (nights)
   A. any length
   B. six feet
   C. four feet

7. When you hear the siren of an emergency vehicle, you must
   A. slow down for the emergency vehicle
   B. stop immediately
   C. move over to the right and stop

8. When parallel parking, it is illegal to park closer to a car in front or behind than
   A. two feet
   B. three feet
   C. four feet

9. When driving 60 miles per hour under the best road condition, you can usually stop your car in about
   A. two times the distance needed at 30 mph
   B. four times the distance needed at 30 mph
   C. three times the distance needed at 30 mph

10. In making a left turn at an intersection, your car should pass the middle point of the intersection
    A. to the right
    B. to the left
    C. either to the right or left

11. The speed limit, unless marked differently, in a residential area of a Wisconsin city, is
    A. 15 miles per hour
    B. 25 miles per hour
    C. 35 miles per hour

12. When driving at night in fog, mist, or snow, a driver may see better by using
    A. upper head light beams
    B. lower head light beams
    C. parking lights

13. The fastest speed limit on the highway in Wisconsin, unless marked differently is
    A. 50 miles per hour at night and 60 miles per hour during day time.
    B. 55 miles per hour during daytime 65 miles per hour at night
    C. 65 miles per hour during daytime and 55 miles per hour at night

14. A round sign is used to warn you of a
    A. dangerous intersection
    B. steep hill
    C. railroad crossing

15. In heavy traffic on a rural two-lane highway, you should
    A. go slower than the other traffic
    B. stay a safe distance behind the car in front
    C. speed up your vehicle in order to pass all others

16. If your car hits a parked vehicle with no one in it, you must
    A. wait for the driver of the other vehicle
    B. wait for a police officer
    C. leave a note where it can be easily seen telling your name, address, and what happened.

17. Total stopping distance is controlled by the braking distance and
    A. the weight and size of the vehicle
    B. the reaction time of the driver
    C. the number of people in the vehicle

18. When you are getting close to an intersection marked by a stop sign you must
    A. slow down, and then go ahead
    B. come to a complete stop and then go ahead when safe
    C. stop only if vehicles are loming from the left.

19. In a vehicle without turning signals, the correct method of signalling a left turn is
    A. stick the left arm out and down
    B. stick the left arm out straight
    C. stick the left arm out and up

20. The distance the average driver will travel at 50 miles per hour before being able to apply his brakes is
    A. 55 feet
    B. 75 feet
    C. 95 feet

21. When a car starts to skid, you should
    A. jam on the brakes
    B. push down the clutch and apply the brakes carefully
    C. leave the clutch alone, apply the brakes carefully and steer in the direction the car is skidding.

22. It is important to slow your car whenever
    A. traveling on a long trip
    B. weather conditions make the roadway slippery or cause poor vision.
    C. the oil gauge tells of too much pressure.

23. When you drive any car the first time, you should
    A. move the front seat as far forward as you can
    B. try the brakes to see if they are working
    C. lock the doors from the inside

24. While passing a school zone when children are going to or from school or playing outside, you must
    A. stop and see if children are crossing the street
    B. drive carefully at 15 miles per hour
    C. blow your horn to warn students

25. A good reason for coming to a complete stop at a through stop sign is
    A. to give the driver a rest
    B. to give the driver a chance to look carefully both ways to tell if other vehicles are coming
    C. to let other drivers see your parked vehicle so they can give you the right of way

26. When passing another car in the country, it is important to
    A. Start your pass within one car length of the vehicle you are passing
    B. blow your horn after the pass to let the other vehicle know you are about to return to his lane
    C. blow your horn before passing to tell the other driver that you are going to pass

27. It is illegal to park in an alley
    A. in a business district
    B. in a residential area
    C. at any time

28. In getting ready for a right turn, you should
    A. drive in the lane next to the center line
    B. give a signal for 50 feet before turning
    C. drive in the lane closest to the right side of the road or curb.

29. The driver of a vehicle who has a highway accident must report it to the motor vehicle department if
    A. no one is injured
    B. two cars were in the accident
    C. the total damage is thought to be $100.00 or more.

30. Every motor vehicle must be equipped with a
    A. spot light
    B. tail light
    C. front and rear bumpers

31. U-turns are never allowed
    A. at intersections controlled by traffic lights
    B. in the middle of a block in a residential area
    C. in an alley in a business district

32. On an accident report, "total property damage" means damage done to
    A. only your own vehicle
    B. all property
    C. only the other vehicle

33. If you are not 18 years old, your license may be taken away if you are
    A. arrested for parking too long
    B. found guilty of a moving violation
    C. found guilty of parking in a no-parking zone

34. A driver who is not able to tell distances well should
    A. allow plenty of room between his car and others on the highway
    B. watch other traffic closely to find out when the signal changes
    C. turn his head often to see cars coming from the sides

35. Which of the following is something that an expert driver would never do?
    A. drive completely by habit
    B. know the rules of the road
    C. Show courtesy and sportsmanship

36. Generally, better law enforcement depends most upon
A. laws to control drunken driving
B. public cooperation
C. large police forces

37. It is illegal to pass on the right unless
A. you are unable to pass on the left
B. the roadway is wide enough to allow two or more lines of cars to go at the same time in the same direction
C. the car you are passing signals you to pass to the right

38. After coming to a complete stop before entering a through highway the best thing to do is
A. blow your horn to warn other vehicles you are going to enter the highway.
B. push both brake and gas pedals at the same time so that you can get off to a quick start
C. enter the highway with caution when traffic permits

39. Carbon monoxide poisoning from an automobile exhaust can be prevented by
A. keeping the carburetor properly adjusted
B. keeping the muffler and exhaust system in good condition
C. allowing plenty of time for trip

40. It is illegal to pass another vehicle at a railroad crossing unless
A. the vehicle is stopped and no train is coming
B. the roadway is wide enough to allow two or more lines of cars to go in the same direction
C. the vehicle which you are passing is traveling under 30 mph

41. The best way to prevent a skid is to
A. not drive too fast for conditions
B. apply brakes
C. speed up and slow down, speed up and slow down

42. You must stop for a school bus when
A. children are seen
B. red lights are flashing on the bus
C. the bus driver signals you to stop

43. If a driver of a car coming toward you does not dim his headlights after you dim yours you should
A. watch that car to keep from hitting it
B. look toward the right side of the road
C. put your headlights back on bright

44. The main reason for most traffic accidents is
A. driver failures
B. poor roads
C. unsafe vehicles

45. You are not allowed to back your vehicle unless
    A. you blow your horn to warn other vehicles
    B. you use the correct hand signal to warn other vehicles
    C. backing can be done with reasonable safety

46. Over-driving your head lights is dangerous because
    A. other drivers are blinded by your head lights
    B. you cannot stop within the distance you can see
    C. head lights on high beam should not be used in the city

47. When traveling 40 mph on a rural highway the shortest distance you should follow is
    A. 8 car lengths
    B. 4 car lengths
    C. 2 car lengths

48. Which one of the following describes an expert driver?
    A. skill in driving the car
    B. knowledge of traffic hazards
    C. good judgement

49. When driving in the country you are most likely to have an accident when you are on
    A. hills
    B. straight roads
    C. curves

50. After stopping before entering a street or highway from a private driveway, the driver of a vehicle may go ahead
    A. after signalling
    B. after looking in both directions
    C. after yielding the right of way to other vehicles

True or False

51. On a four lane highway, slow vehicles should always be driven in one of the center lanes. T F

52. A drivers license may be taken away for a good reason. T F

53. Passing on a hill is not only dangerous but is illegal, if it is dangerous because of blocked vision. T F

54. A diamond-shaped sign is used to tell of condition needing slow speed or caution on the part of the driver. T F

55. The use of a siren is forbidden by law except on emergency vehicles. T F

56. Upon seeing a pedestrian carrying a white or white and red cane, the driver must stop, letting the walker go safely across the road way. T F

57. Objects hanging in front of the windshield or in the rear window are illegal. T F

58. When another vehicle comes up behind you and signals to pass, you should drive faster to get out of his way. T F

59. Traffic signals have the power of law and must be obeyed. T F

60. Highest speed limits are stated by law but there is no lowest speed limit. T F

61. Traffic facing the green light shall give the right-of-way to pedestrians who are in a crosswalk. T F

62. When you want to make a left turn, you should place your car in the lane next to the right of the center line and give your turning signal for 100 feet. T F

63. Traffic facing the yellow light which comes after the green light shall stop before going into the intersection, unless it cannot be done safely. T F

64. A change of address needs written change on your driver's license and a letter to the motor vehicle Department. T F

65. When making a left turn from a three-lane highway the turn should be started from the center lane. T F

66. Flashing yellow light requires the driver to come to a complete stop before going ahead. T F

67. A driver starting from a parked position must give the right-of-way to all moving traffic. T F

68. A solid yellow line on your side of the center line means you may pass safely. T F

69. A driver going into a street from a private driveway must come to a complete stop before crossing the side walk. T F

70. You are likely to find a traffic ticket on your car if you park less than 10 feet from a fire hydrant. T F

71. It is illegal to park on the rear side of a highway adjacent to a school hourse between the hours of 7:30 A.M. to 4:30 P.M. on school days. T F

72. For safe driving through an intersection, you should look to the left and then to the right as you near it. T F

73. A driver can travel at any speed he wants to as long as he does not go faster than the speed limit. T F

74. The same speed limits apply to all motor vehicles. T F

75. It is illegal to drive at a speed so slow as to block the movement of traffic. T F

76. It is legal to double park if there is no place at the curb. T F

77. Pedestrians do not have the right-of-way while crossing the highway in a marked or unmarked crosswalk. T F

78. A driver gives up whatever right-of-way he might have had when he is driving at an illegal speed. T F

79. The law gives a penalty for leaving the scene of an accident without helping and telling who you are. T F

80. When two vehicles enter an unmarked intersection at the same time at the legal speed, the vehicle on the left shall yield the right-of-way to the vehicle on the right. T F

81. An accident report must be made to the motor vehicle department when there is a reportable accident involving your car. T F

82. After you have your temporary instruction permit, you may drive alone but only during the daylight hours. T F

83. Ten thousand dollars to $20,000 for personal injury and $5000 for property damage is not enough to meet the Wisconsin Safety Responsibility Law. T F

84. If you drive at night, your head lights must be turned on from ½ hour after sunset until ½ hour before sunrise. T F

85. Not meeting the Wisconsin Safety Responsibility Law will cause you to lose your driver's license and license plates. T F

86. Sixty-five miles per hour is a safe speed to travel at night. T F

87. When turning left from a two-way into a one-way street your vehicle should enter the one-way in the far left lane. T F

88. Members of the Armed services while on active duty, are not required to obtain a driver's license to operate vehicles that they own. T F

89. The correct hand signal for stopping or slowing down is to stick the left arm out and down. T F

90. When meeting vehicles at night you should use the lower head light beam. T F

91. The diamond-shaped road sign tells of a condition requiring you to stop. T F

92. Blowing your horn before passing another vehicle requires that the driver pull over to the side of the road to let you pass safely. T F

93. Bad weather and poor road conditions increase the reaction time of the driver. T F

94. Clouding of windows can be stopped by opening a window. T F

95. The distance required to stop a vehicle on an icy road is longer when the ice is wet. T F

96. A driver may choose to have signal lights to be used in place of hand signals. T F

97. Your driving license must be taken away if you are found guilty of leaving the scene of a serious accident. T F

98. The law does not allow driving of a motor vehicle while persons are seated so that they are blocking the driver's view. T F

99. The driving license of a Wisconsin youth under 18 years of age must be taken away when found guilty of his 1st moving violation. T F

100. Laws for the riding of bicycles are different from the laws for motor vehicles. T F

Supportive Instructional Materials for use in
Pre-Driver Program:

I. Films, Filmstrips, and Audio Media.

1. Film: "The Driving Scene"
Source: Volkswagen Dealer

2. SVE, A-213-S, Traffic Safety (filmstrip) $ 6.50 each
Society for Visual Education 39.75 set of 7

3. Visual Perception, Common Driving Hazards 8.00 per set
26, 2 x 2 slides with guide and questions
Maintenance for Safety 13.00 per set
45, 2 x 2 slides stressing periodic maintenance,
each of the above sets of slides come with a
guide for the instructor
Traffic and Safety Education Section
Illinois State University
Normal, Illinois 61761

4. Perception of Traffic Hazards (3 filmstrips)
Shell Traffic Safety Center Free
50 West 50th Street
New York, N.Y. 10020

5. "Unrestrained Flying Objects" (film)
"ABC's of the Automobile Engine" (film)
Film Library & Instructional Materials Center
General Motors, Corp.
Detroit, Michigan

6. Ford series film strips:
"Seeing Habits for Expert Driving"
"Basic Intersection Maneuvers" (right turn,
left turn)

7. Films: "Passing Fancy"
"Freeway Phobia" I & II

8. "Preventable or Not" (film)

9. "The Art of Passing and Being Passed" (film)

10. Insurance Information Institute (slides and tapes)
"Do You Know Automobile Insurance"

11. Visual Perception - decision tapes
Nationwide Insurance Company

12. Film: "SIMPLE MATHEMATICS OF DISASTER"
Engineer of Traffic
W. Al Fritch
Division of Highways
Springfield, Illinois 62706

Written Media

1. Instructional Literature - Chrysler and Goodyear Corporation

2. Basic Driver Education — $2.50 each-10 or more
   Basic Driver Education - Instructor's Manual — 2.50 each--100 or more
   Inter State Printers and Publishers — 1.08 each -500 or more
   P.O. Box 594, Danville, Illinois 61832 — 10 - 20% Educators Discount

3. AUTO - TEST
   For Wisconsin Drivers License Applicants
   by C. Frazier Damron and Philip Lambert
   Dembar Educational Research Services, Inc.
   Box 1148
   Madison, Wisconsin 53701

4. Alcohol and Traffic Safety — 1.75 each
   U. S. Government Printing Office
   Washington, D.C.

5. The Federal Role in Highway Safety — .60 each
   U. S. Government Printing Office
   Washington, D.C.

6. Vision and Driving, by Robert C. SNeller — .50 for paperback
   The American Optometric Association
   4030 Chouteau Avenue

7. Automobile Insurance and Your Future — 15 each
   Illinois Insurance Information Service
   1712 Board of Trade Building
   Chicago, Illinois

8. Copies of "Freeway Driving" Data Sheet #96
   National Safety Council — .068 each-10 or more
   425 N. Michigan Avenue — .056 each-100 or more
   Chicago, Illinois 60611 — .050 each-1000 or more

9. Wisconsin Motor Vehicle Laws - 1965/66 edition
   or up dated revision

10. AAA Pedestrian Protection Manual

11. Automotive Safety Foundation Pedestrian Manual

12. Scott Foresman - wall charts on freeways

13. Defensive Driving Course - National Safety Council

14. Poster series on automotive units - GMC

15. "Questions and Answers About Auto Insurance"
    (Nationwide Insurance Company)

Communication Between School and Parents

In the development of a pre-Driver Education Program for Educable Mentally Retarded adolescents, it is recommended that communication be maintained between parents and instructional staff. The following letter is a suggested sample of the format that might be used:

Dear ------

We are organizing a pre-driver education course geared to students enrolled in the exceptional education program.

During the first semester, the course will be taught by the exceptional education teacher. This program is designed to provide the student with a basic knowledge of the requirements for good traffic citizenship, both as a driver and as a pedestrian. Course content will deal with the areas of traffic laws and controls, auto insurance and financing, factors effecting vehicle control, and personal characteristics affecting ones ability to safely operate an automobile. Satisfactory completion of the pre-driver education course will earn the student one unit of credit and will enable him to enroll in the standard driver education program.

Upon passing the state motor vehicle examination, students will receive temporary instruction permits, and will be provided laboratory instruction. This instruction will include experience in the driving simulator laboratory, on the multiple car off-street driving range (where possible) and on-street in a dual controlled driver education vehicle.

We are aware that not all students will be able to enroll in laboratory instruction. However, we feel that the classroom instruction will be beneficial to all students.

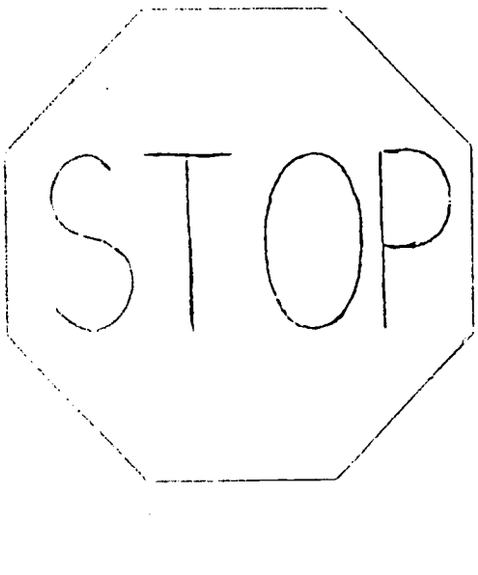
If there are any questions concerning this course, please call _____ at _____.

Sincerely yours,

UNIFORM TRAFFIC SIGNS

As part of an "instructional package" there should be a complete series of the uniform traffic signs and signals developed in the form of 35 inch color slides. The purpose of these slides is to better acquaint EMR students with the types of traffic control devices that he will encounter as a motor vehicle operator. In order to orient the student to the shapes and words found on various types of traffic signs, these visuals could be employed as follows:

1. reproduced for identification and replication by the student
2. projected in the form of transparencies for identification under time controlled conditions, etc.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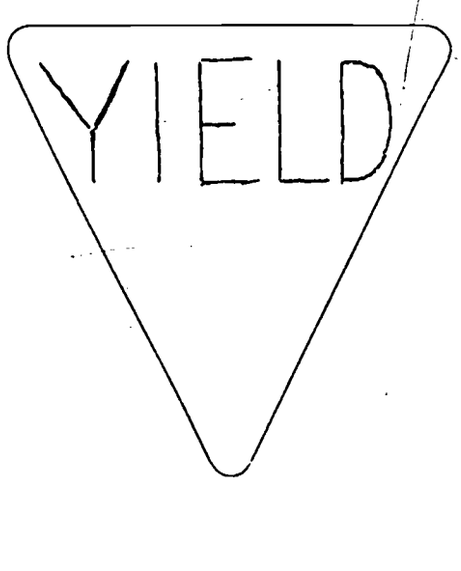
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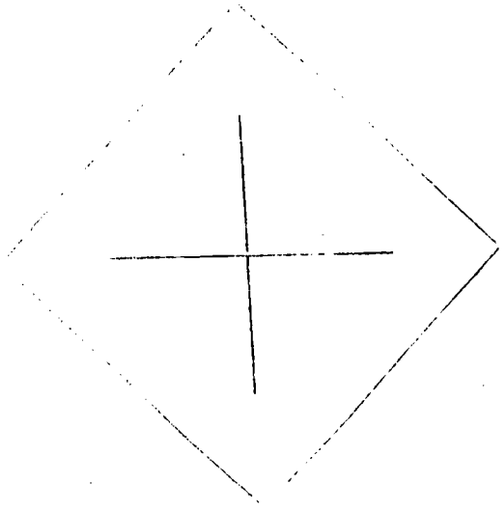

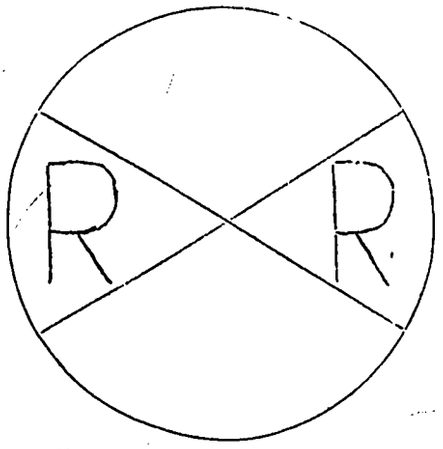
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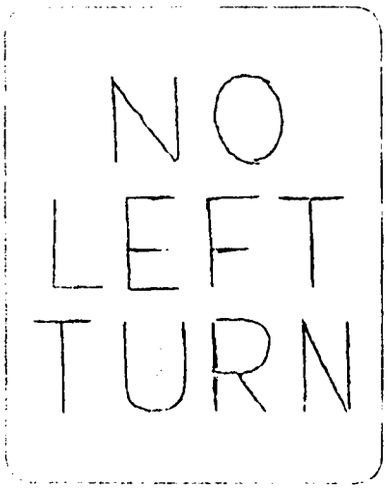
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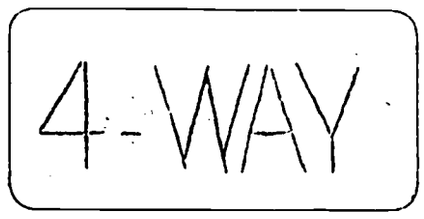
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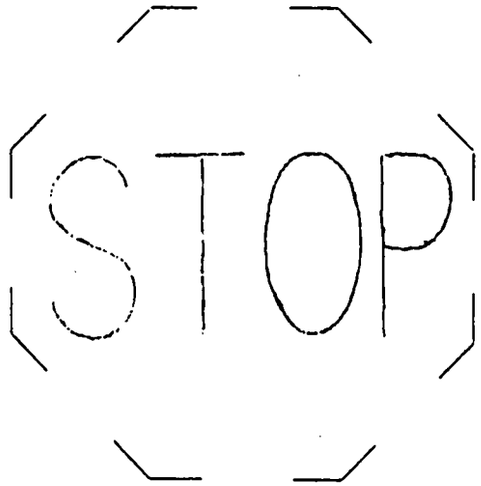
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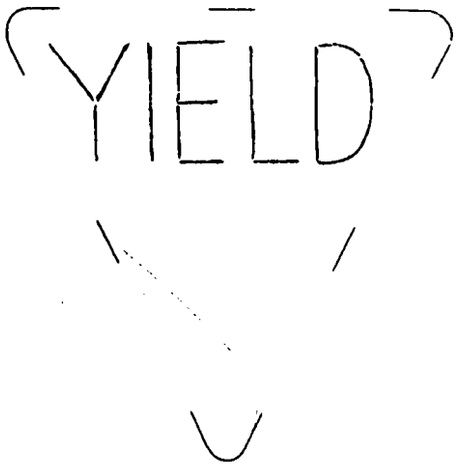
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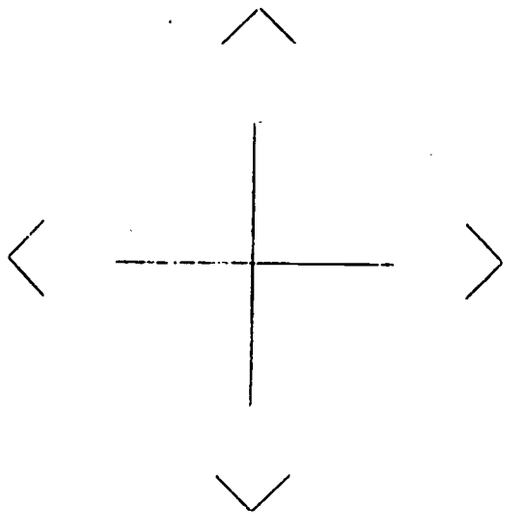

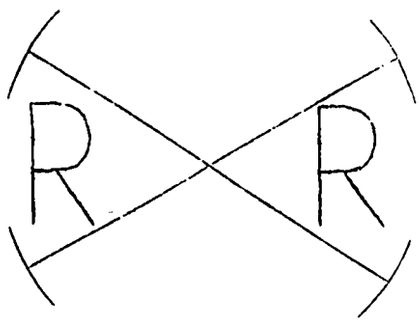
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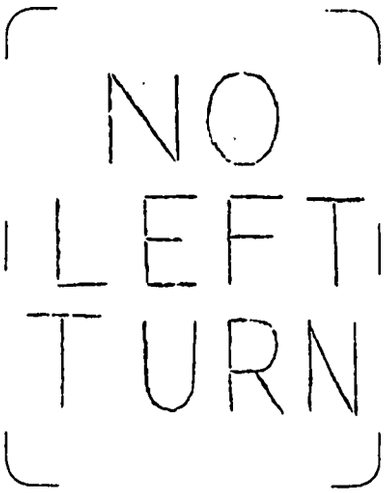
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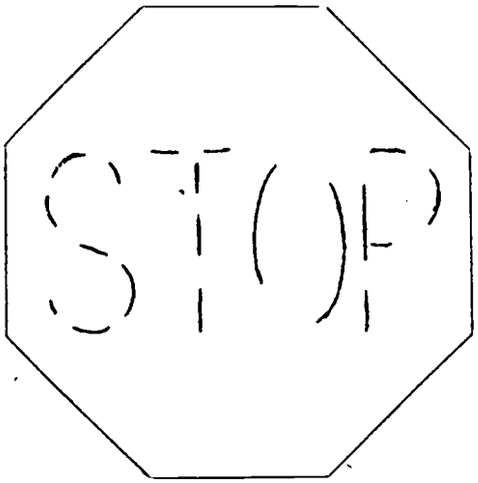
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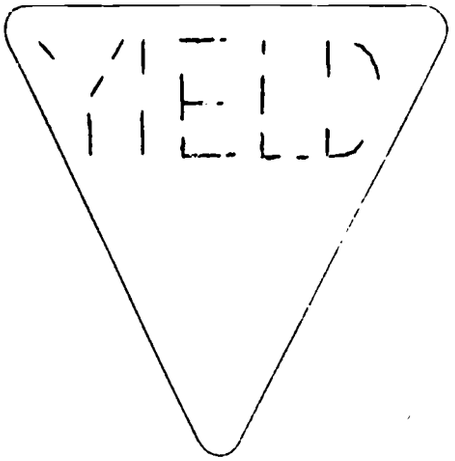
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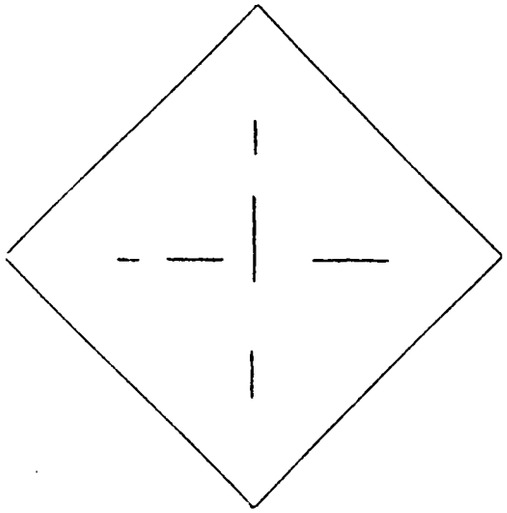

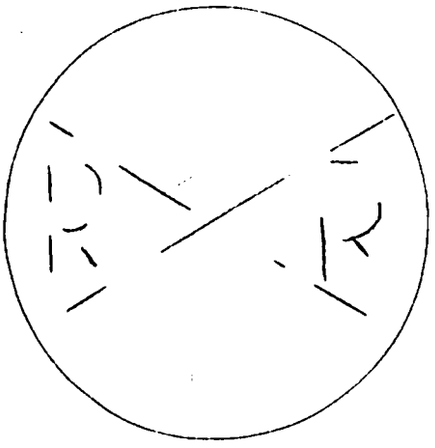
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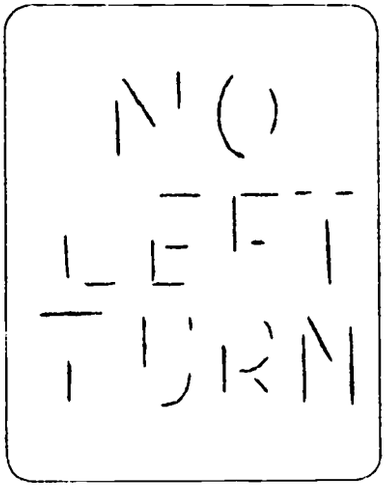
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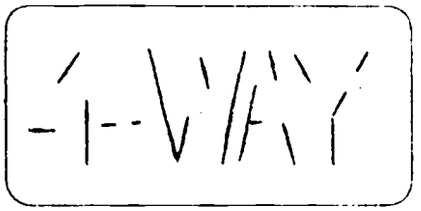
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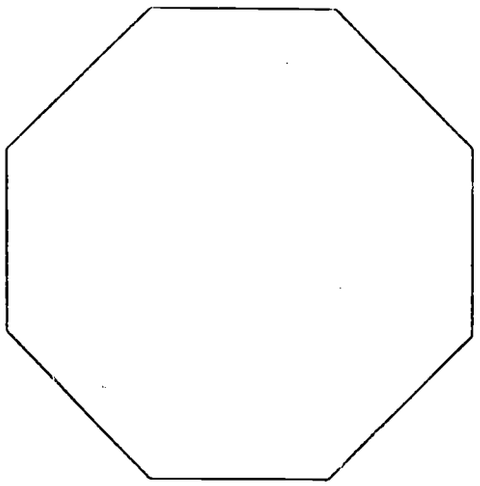
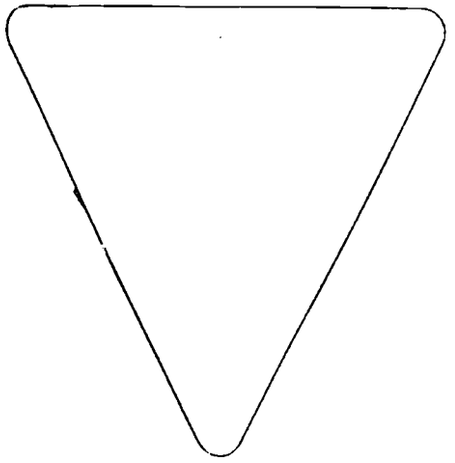
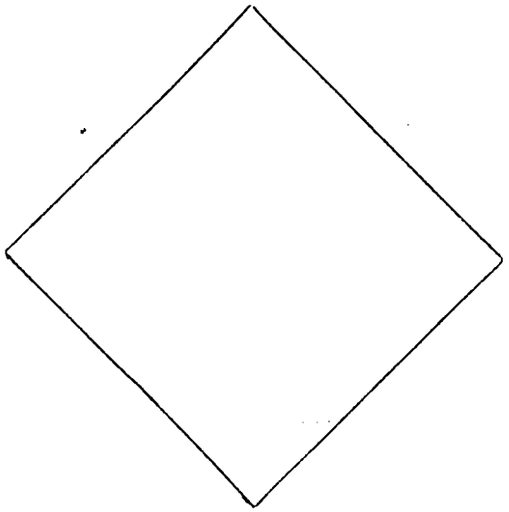
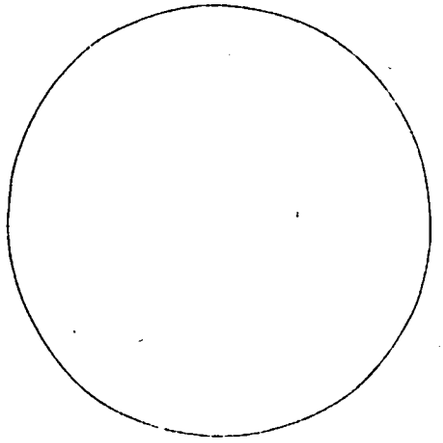
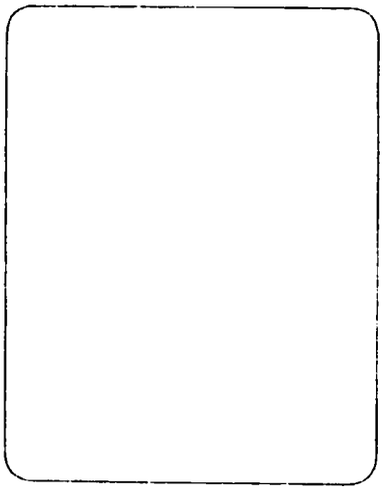
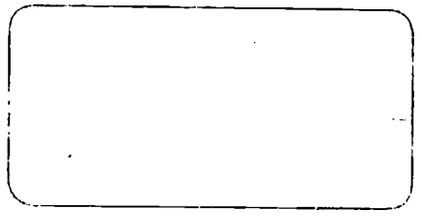












TRAFFIC SITUATIONS

The following traffic situations were designed to provide the teacher a visual form for presenting various traffic problems that force the student to make application of traffic laws, and in turn, to foster the perceptual, evaluative, judgmental and decision making process. It is recommended that specific situations be employed as they are appropriate to class discussions. Routine sequential use on a daily basis should be avoided.

An additional teaching objective of the traffic situation is the development of appropriate vocabulary.

The following guide lines should be explained to students relative to the use of this instructional method.

I. Drawings:

A. Will show opposing traffic in all illustrations.

B. At least six (6) cars will be used to indicate dense traffic.

C. Intersections will have a printed center point.

D. Road lanes will have center lines between opposing lanes of traffic.

E. Traffic lights will be placed in at least two locations whenever they are used on a corner. The appropriate lense in the traffic light head will be shaded and have illumination lines.

F. Cars are to be indicated by block and arrow design. Cars will be numbered. The number will be placed in the center of the block.

G. The "first person car" will always be number 1.

H. The lanes will be named starting from the right as follows:
   1. Right-hand lane will be called "Right-hand lane".
   2. The next lane to the left will be the "Middle lane".
   3. The next lane to the left will be the "Left-hand lane".

II. The Problems:

A. Facts pertaining to the problem will be double spaced. No numbers, symbols, etc., will be used when presenting the facts.

B. Answer choices will be prefaced by the words, "YOU SHOULD".

III. Organization:

A. There will be only one (1) problem per page.

B. Problems will be placed vertically on the page.

C. One-half ($\frac{1}{2}$) page is devoted to the illustration and one-half ($\frac{1}{2}$) page is devoted to the presentation of facts relating to the problem and the answer choices available.

FORM A

1. The Facts:

   You are driving 50 miles per hour, late at night. Your head lights are on bright. You see a car coming toward you.

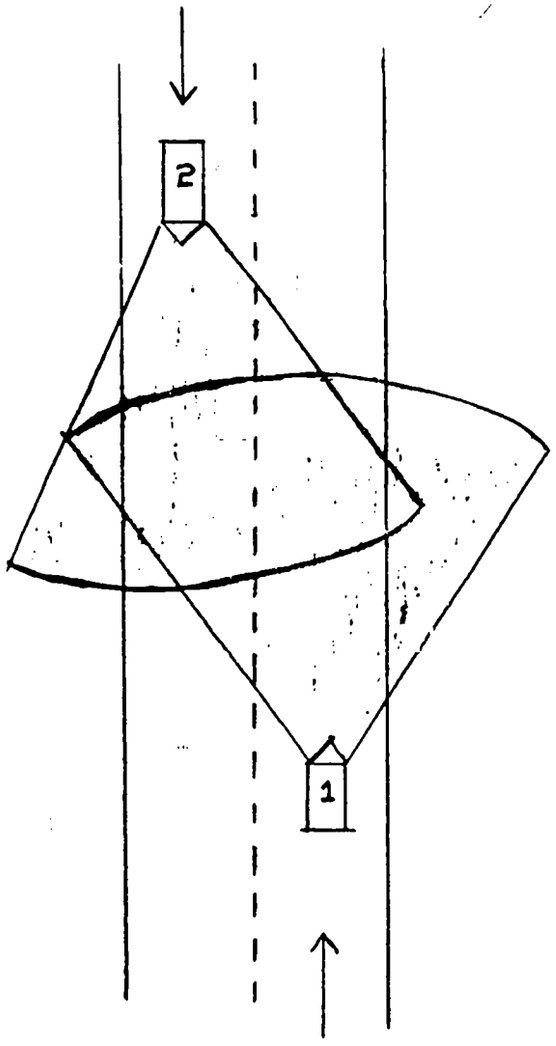
   You should:

   A. Brake and slow down

   B. Pull over to the right

   C. Dim your lights

   D. Blow your horn



FORM A

2. The Facts:

You are in car 1 driving on a two-lane highway.
Car 2 has pulled over to pass you.
Up ahead car 3 is coming.

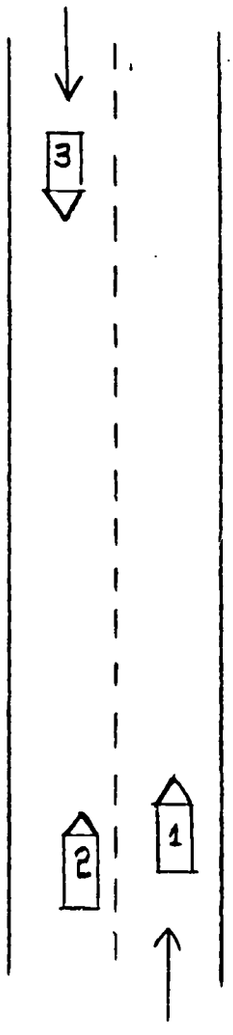
You should:

A. Keep driving just as you are.

B. Slow down, move right and let car 2 pass.

C. Speed up.

D. Keep same speed and tap your horn.



FORM A

3. The Facts:

Car 1 is driving 55 miles per hour in the left lane of a four-lane highway. The speed limit is 65 miles per hour. Car 2 honks.

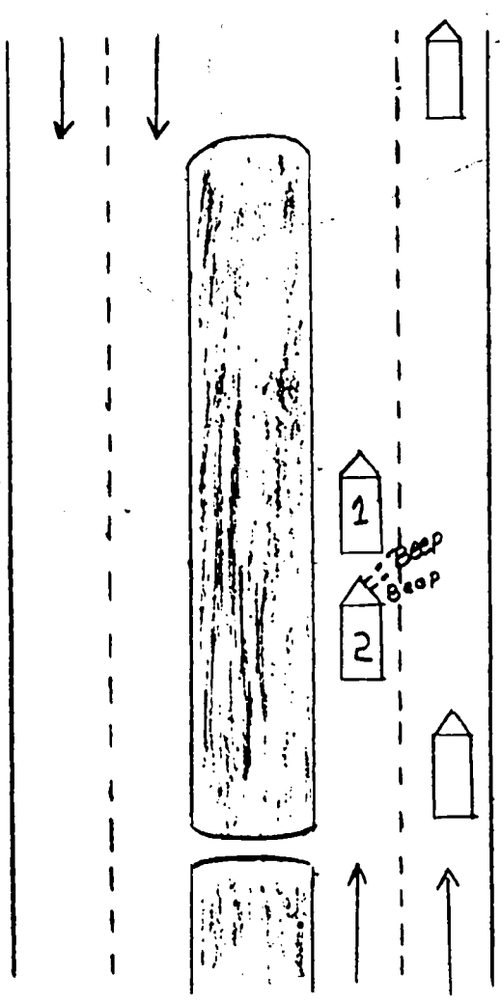
You should:

A. Speed up

B. Slow down

C. Keep same speed

D. Move to the right lane



FORM A

4. The Facts:

When you start to drive on an icy road

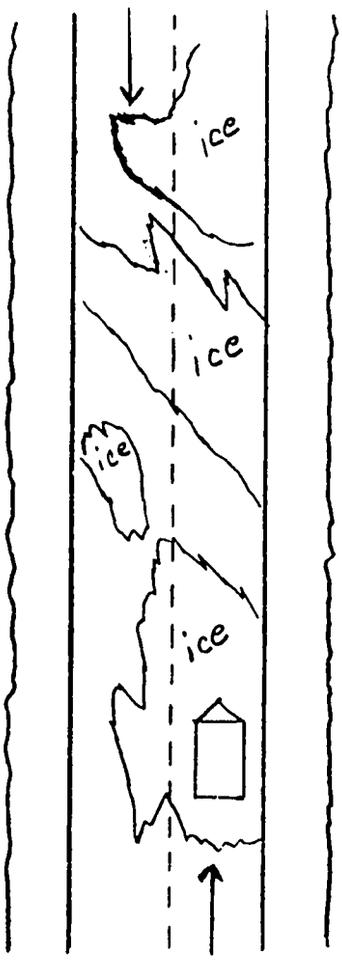
You should:

A. Pump the brakes lightly to test the road.

B. Speed up to see if the car will skid.

C. Turn on the radio to hear the news.

D. Drive as you would anytime.



FORM A

5. The Facts:

Car 1 is entering the expressway from the right.

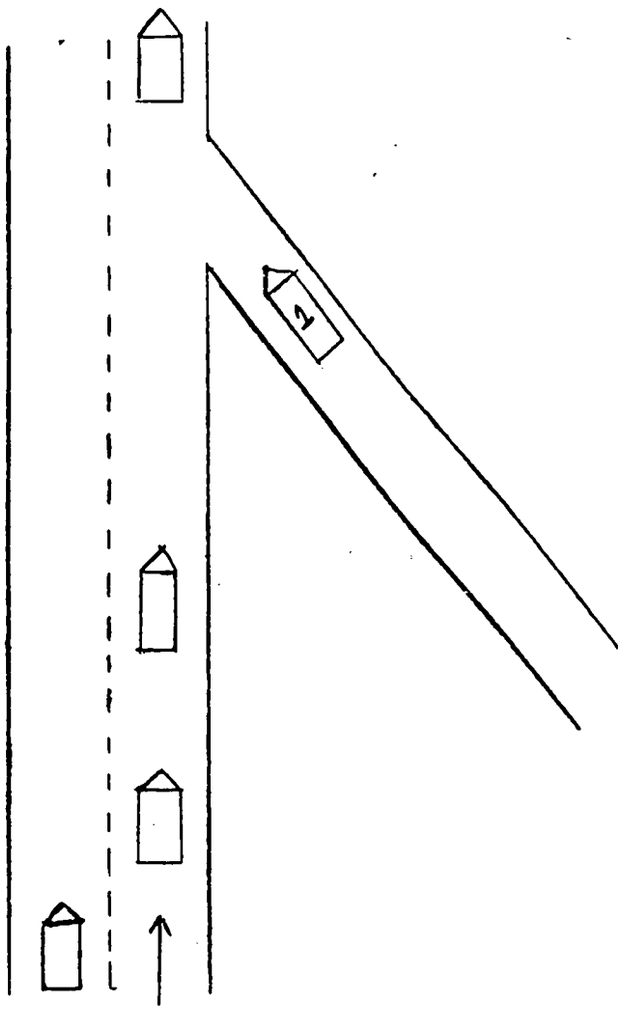
You should:

A. Speed up to go as fast as the cars on the X-way.

B. Go slower than the cars on the X-way.

C. Come to a full stop before entering the X-way.

D. Change lanes as you enter the X-way.



FORM A

6. The Facts:

You are in car 1. You are coming to a red light. Car 2 is a bus at a bus stop. Car 3 is signalling for a left turn.

As the light turns green, car 3 starts to move slowly. The bus does not move.

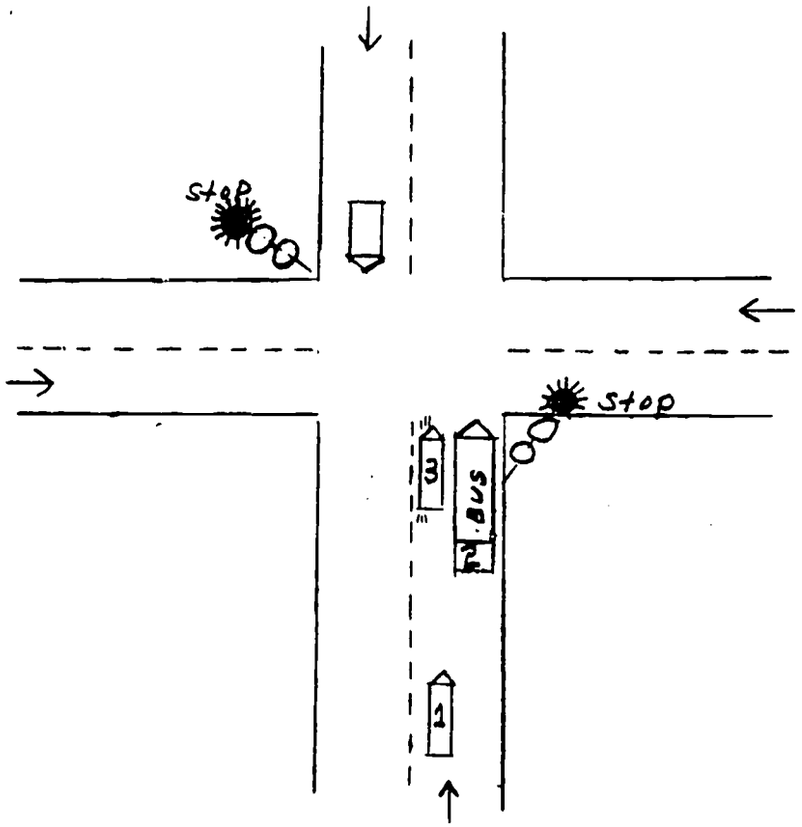
You should:

A. Slow down and get ready to stop.

B. Speed up and pass car 3 on the right.

C. Speed up and stay in your lane.

D. Pull into right lane and stop behind bus.



FORM A

7. The Facts:

You are driving downtown in car 1. You are in the right lane. Cars are parked at the curb. Car 2 starts to pull out from the curb.

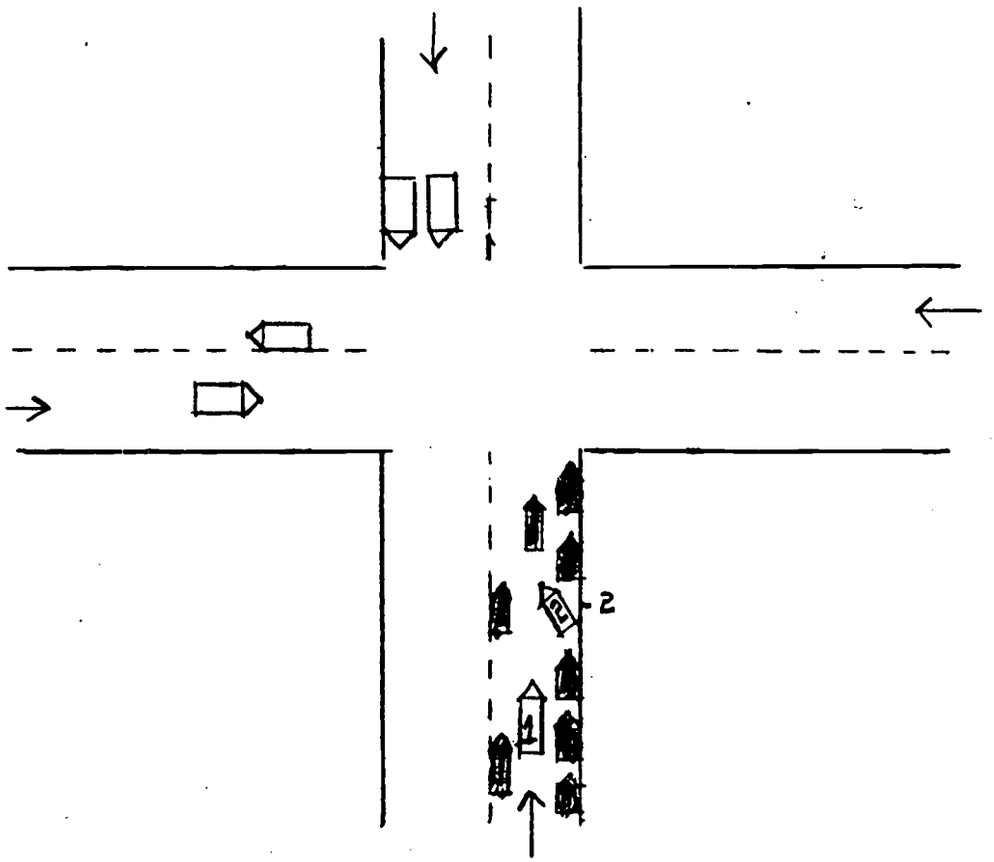
You should:

A. Blow your horn.

B. Go into the left lane.

C. Speed up to pass car 2.

D. Slow down and get ready to stop.



FORM A

8. The Facts:

You are driving 45 miles per hour. A pedestrian starts to cross the highway. There is no traffic light and few cars.

You should:

A. Keep your speed.

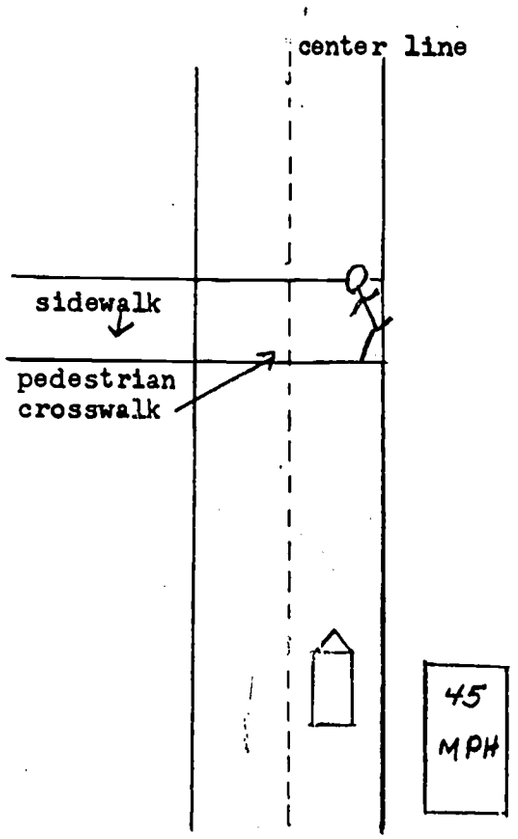
B. Slow down and be ready to stop.

C. Stop your car.

D. Blow your horn to warn the pedestrian to get out of the way.

Vocabulary List

legal
pedestrian
crosswalk
warn



FORM A

9 The Facts:

You are in car 1, coming to an intersection. The light has just turned green. You are in the middle lane. Cars are parked at the curb.

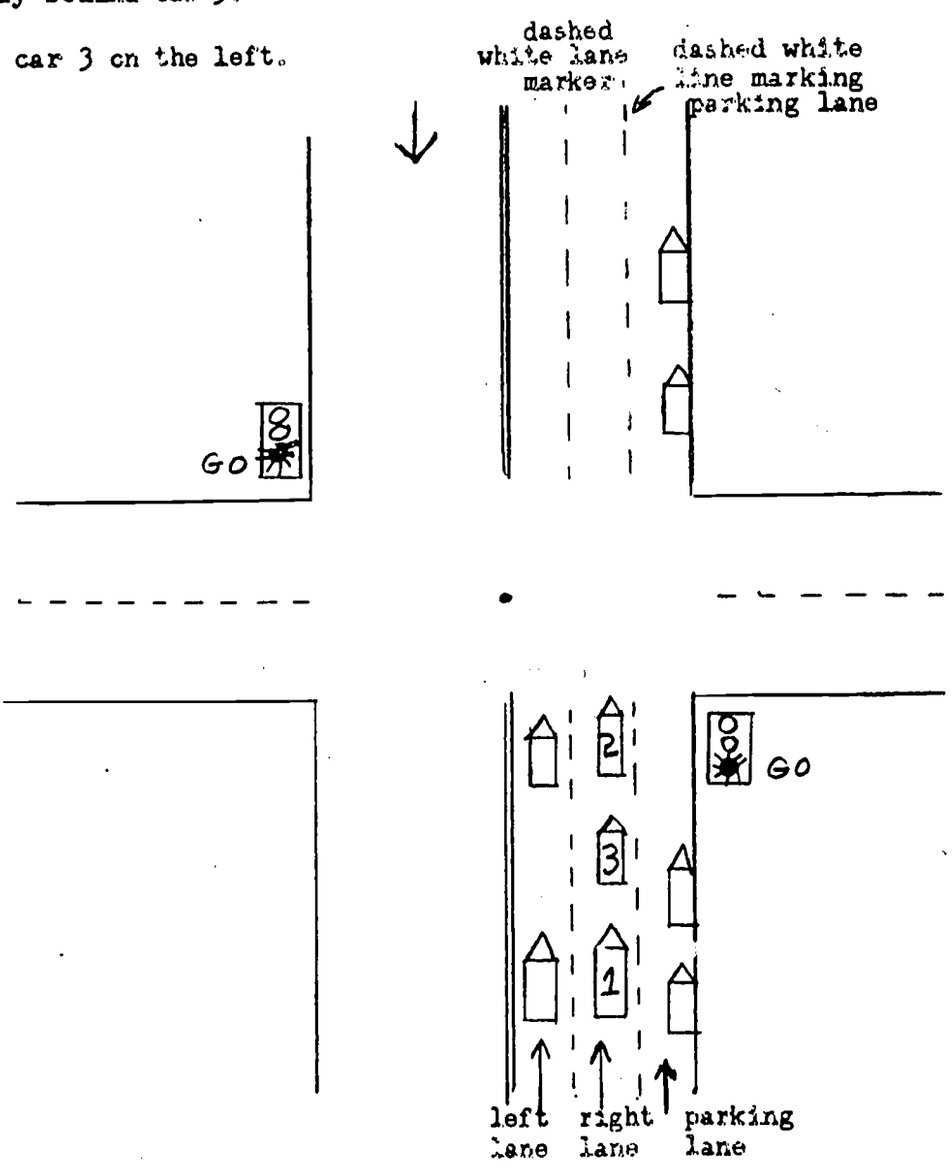
You should:

A. Speed up and pass on the right.

B. Tap your hown and stay behind car 3.

C. Slow down and stay behind car 3.

D. Speed up to pass car 3 on the left.



FORM A

10. The Facts:

As you enter a school zone at 8:00 o'clock in the morning.

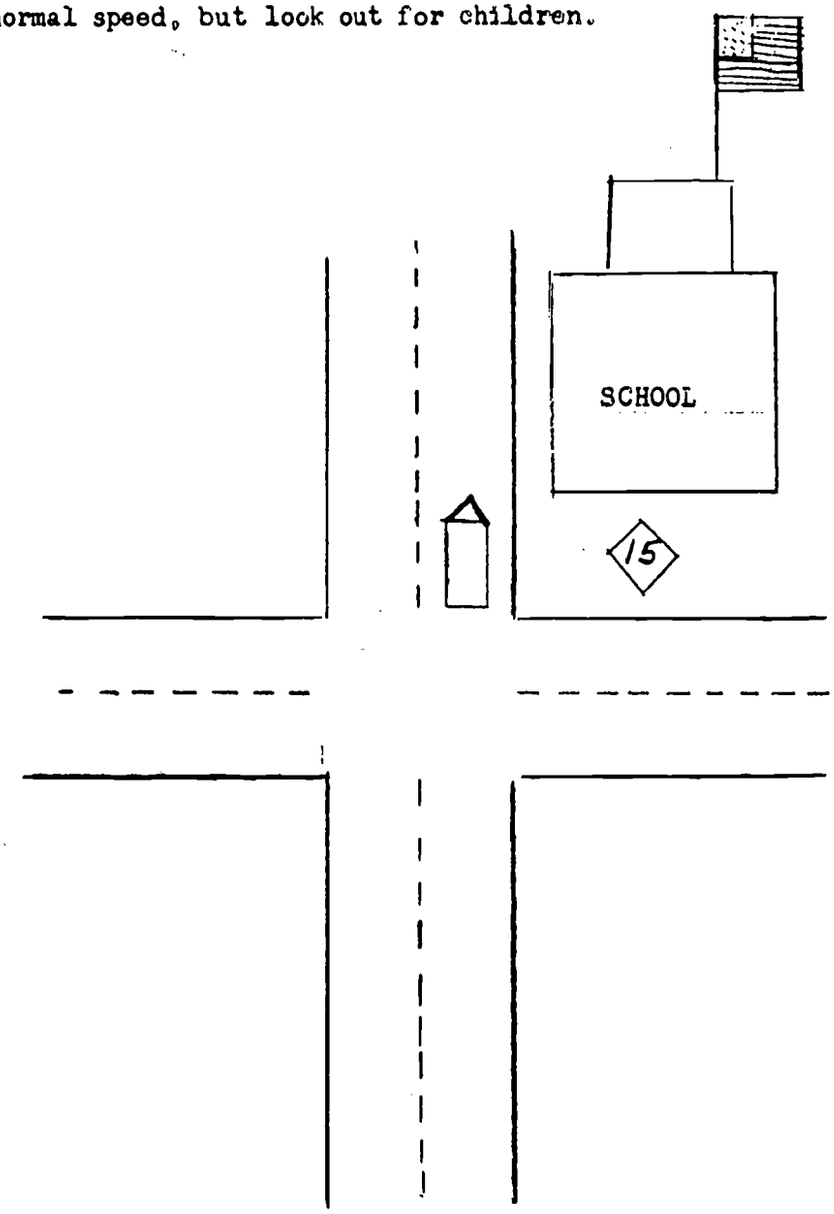
You should:

A. Blow your horn.

B. Slow down.

C. Stop and look for children before going ahead.

D. Keep your normal speed, but look out for children.



Vocabulary List

enter
important
normal

FORM A

11. The Facts:

You are in car 1 coming to an intersection. The cars ahead of you are stopped for a red light. You start to slow down, and then the light turns green.

You should:

A. Speed up and move to the middle lane and cross the intersection ahead of cars 2 & 3.

B. Keep on slowing down, but blow horn to get the other drivers moving.

C. Keep slowing down and get ready to stop behind car 2.

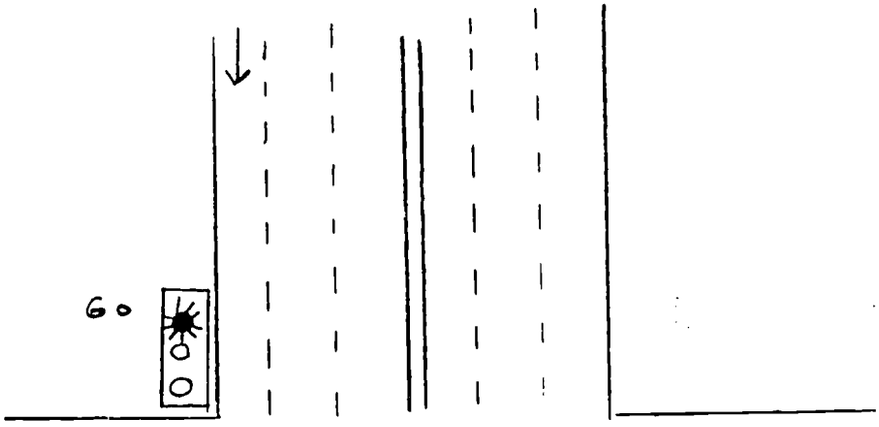
D. Slow down & move to the middle lane.

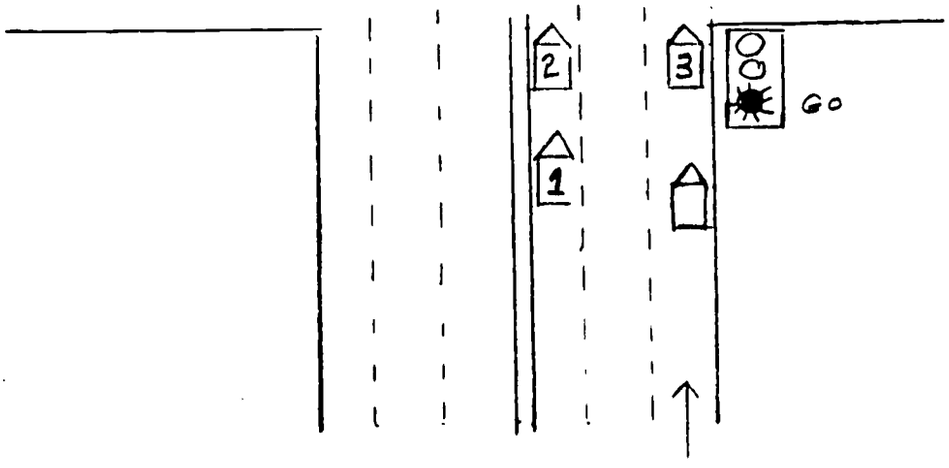
Vocabulary List

parking

intersection

horn





FORM A

12. The Facts:

You are driving in a city. There are no cars moving. Up ahead you see a ball roll into the middle of the street.

You should:

A. Blow your horn.

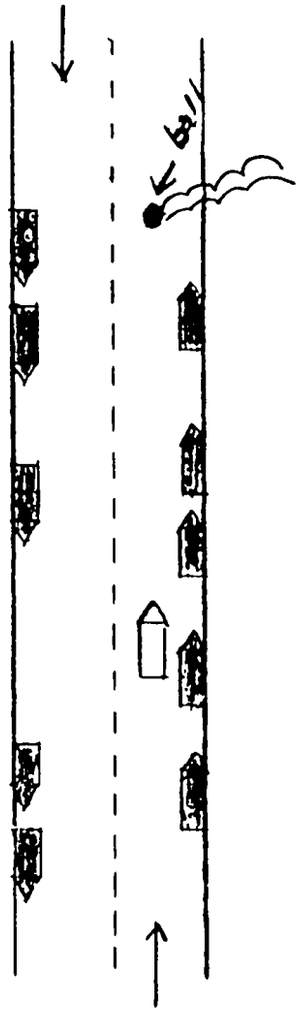
B. Slow down and be ready to stop.

C. Drive to the right of the ball.

D. Keep moving and stay alert.

Vocabulary List

ahead
suddenly
roll
center
owner



FORM A

13. The Facts:

You are driving slowly in the city. Close ahead you see smoke coming from the tail pipe of a car that angle parked. There is a car close behind you. You are in car 1.

You should:

A. Come to a stop.

B. Keep your speed and move left.

C. Slow down.

D. Tap your horn and speed up.

Vocabulary List

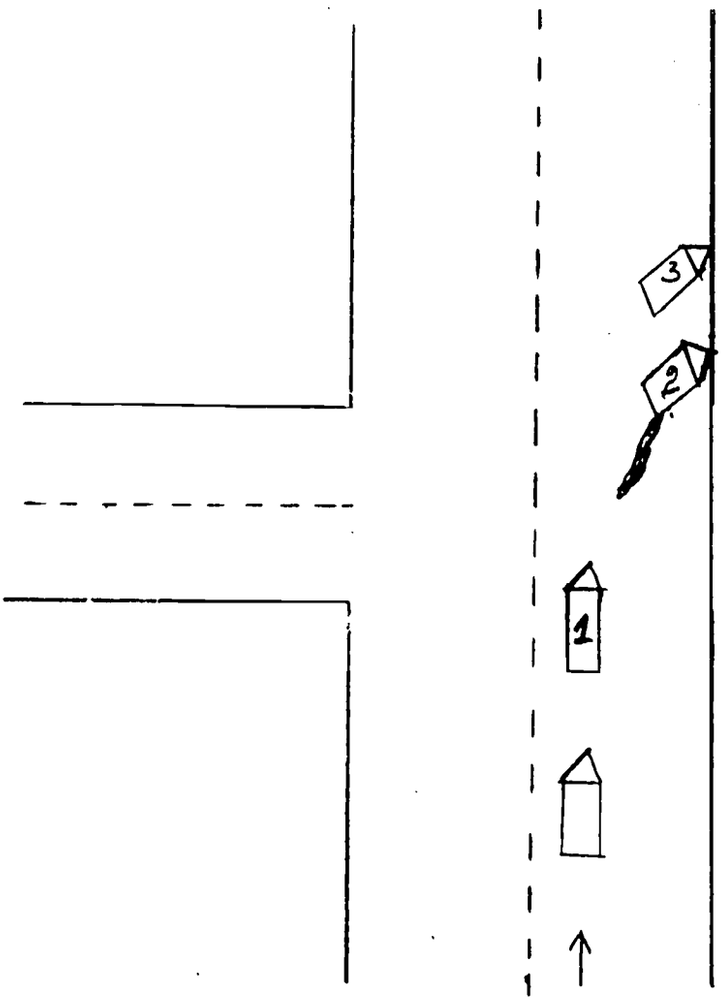
slowly

parked

close

behind

angle-parked



FORM A

14. The Facts:

You are in car 1, stopped at a red light. You are signalling for a left turn. When the light turns green

You should:

A. Move quickly and turn in front of the other cars.

B. Stay where you are until the traffic clears.

C. Drive out into the intersection, wait for the traffic to clear, then turn.

D. None of the above.

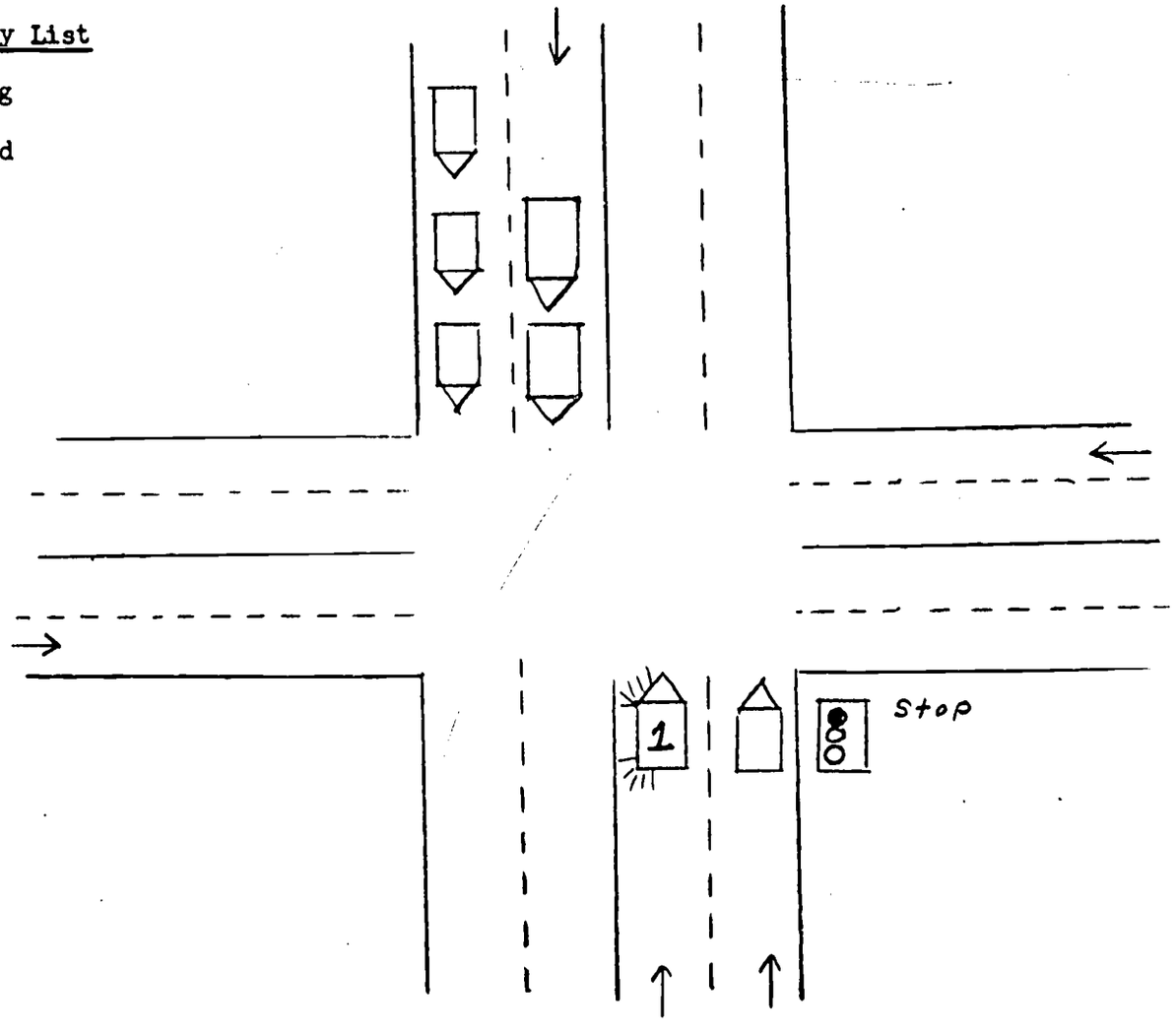
Vocabulary List

signalling

southbound

traffic

wait



FORM A

15. The Facts:

You are driving in the right lane on an expressway. Up ahead on the right is an entrance ramp. Before you reach the ramp.

You should:

A. Slow down.

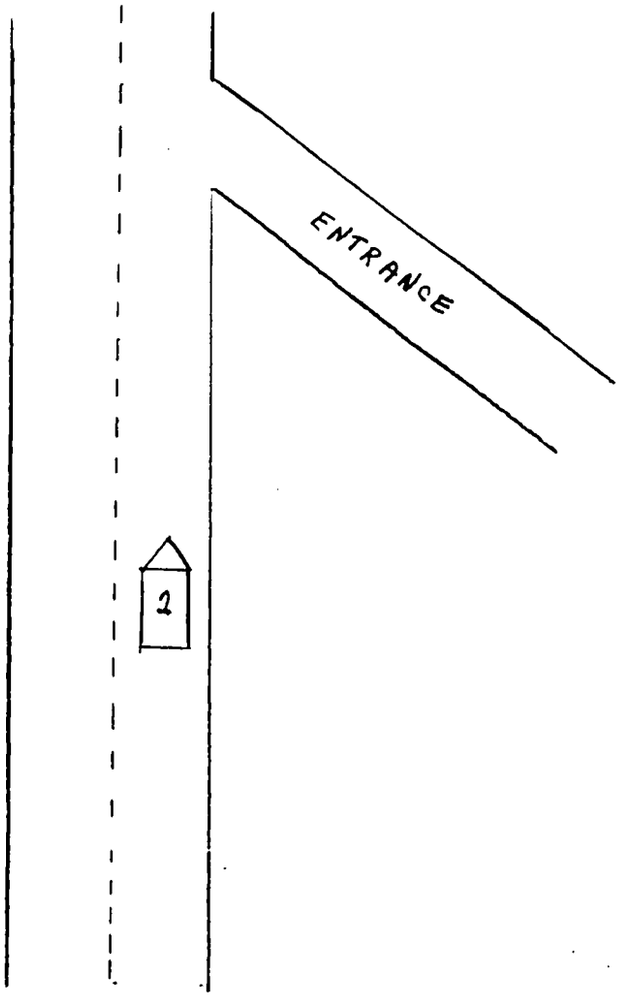
B. Move to left lane if possible.

C. Tap horn.

D. Speed up.

Vocabulary List

freeway
entrance
ramp
signal
check
possible



FORM A

16. The Facts:

In making a lane change.

You should:

A. Check blind spots.

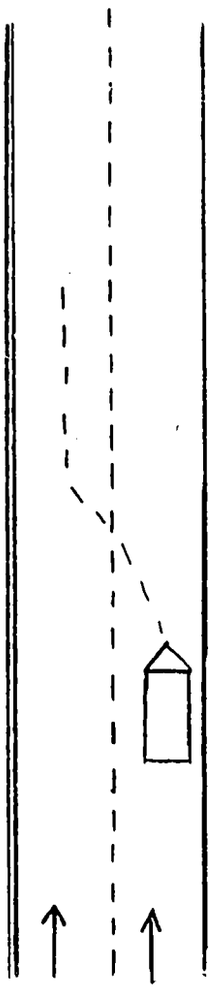
B. Signal what you are going to do.

C. Drive at the same speed or speed up a little.

D. Do all of the above.

Vocabulary List

lane
entered
proper
signal



FORM A

17. The Facts:

Car 1 is coming to an intersection. You want to make a left turn.

How should you turn?

A. A to C.

B. A to D.

C. B to C.

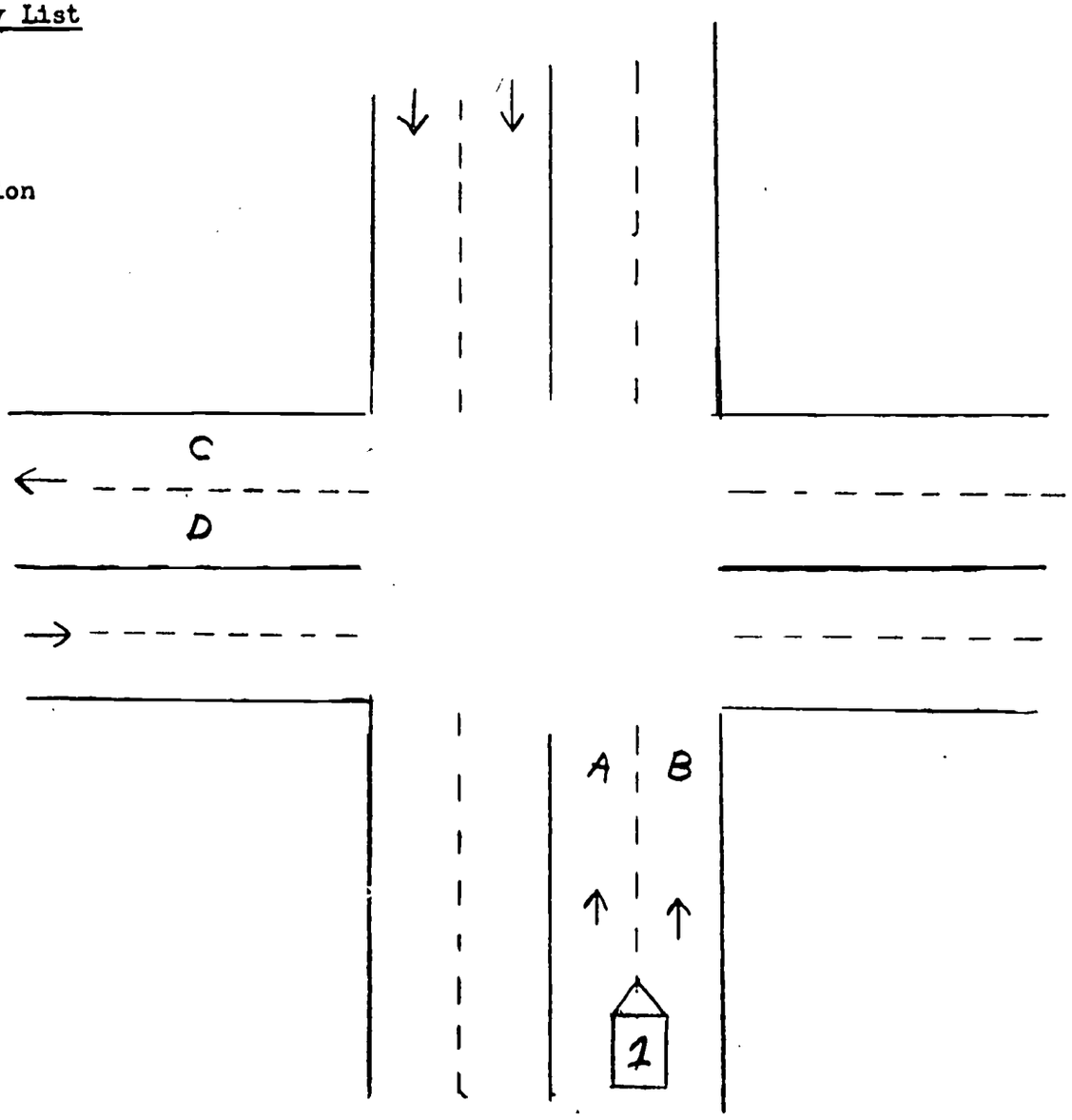
D. B to D.

Vocabulary List

prepared

approach

intersection



FORM A

18. The Facts:

You are coming to an intersection. You want to make a right turn.

You should <u>not</u>:

A. Get into Lane B.

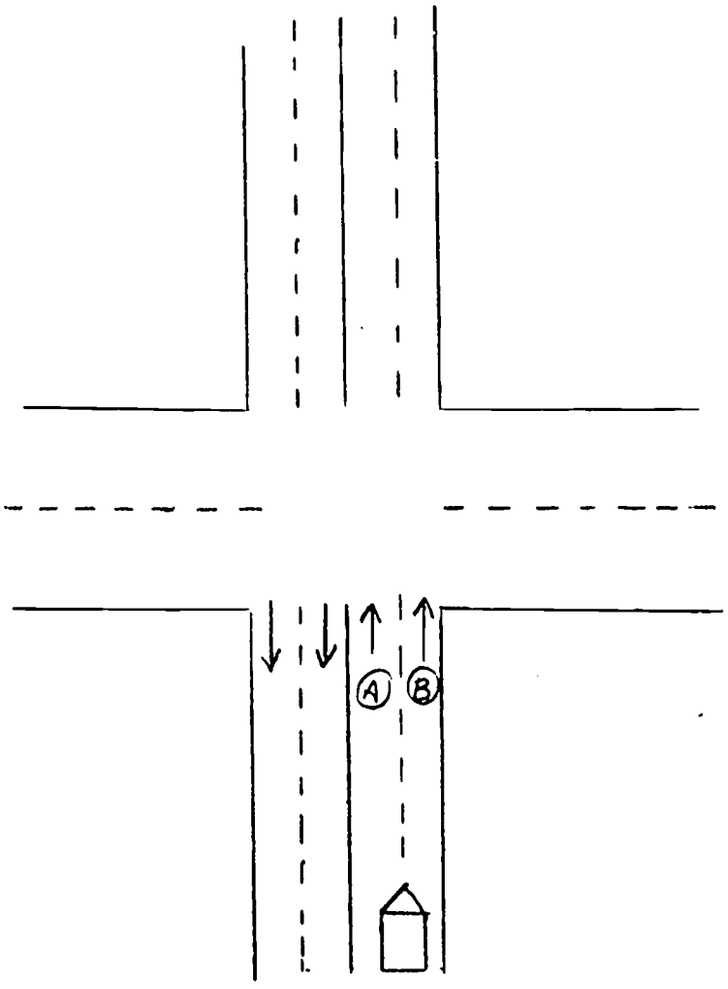
B. Always move into the Lane A to make the right turn easier.

C. Signal at least 100 feet from intersection.

D. Slow down before reaching the intersection.

<u>Vocabulary List</u>

list
reaching



FORM A

19. The Facts:

You are driving in heavy highway traffic. Every once in awhile you must slow down.

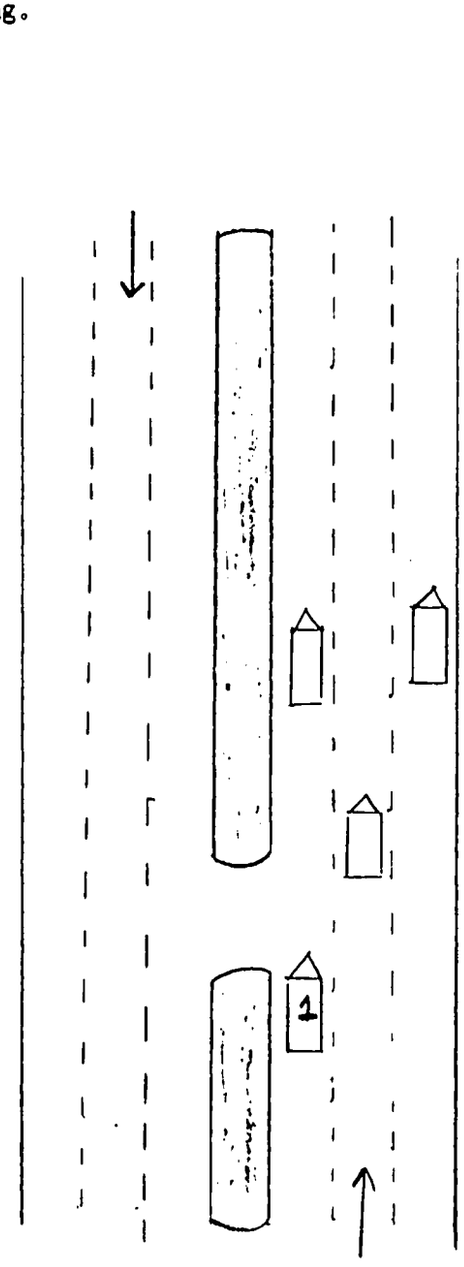
You should:

A. Use hand signals when you have to slow down.

B. Keep to right except when passing.

C. Keep a safe following distance.

D. All of the above.



FORM A

20. The Facts:

As you travel at highway speeds,

You should:

A. Keep a safe following distance.

B. Hold the wheel tight.

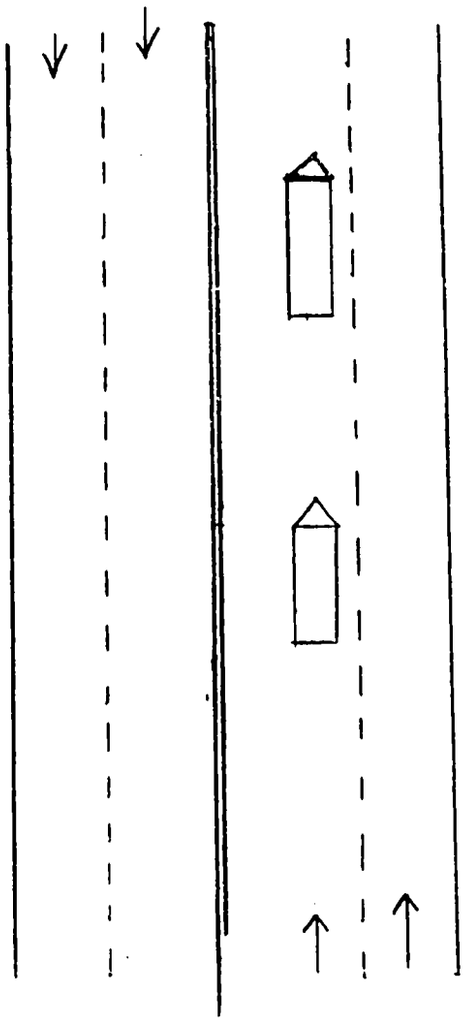
C. Stay in the left lane.

D. Stay close to the car in front of you.

Vocabulary List

increase

following distance



FORM A

21. The Facts:

You are in car 1 coming to an intersection. Traffic is very heavy. The light is green. The cars ahead are stopped. Car 2 signals for a left turn.

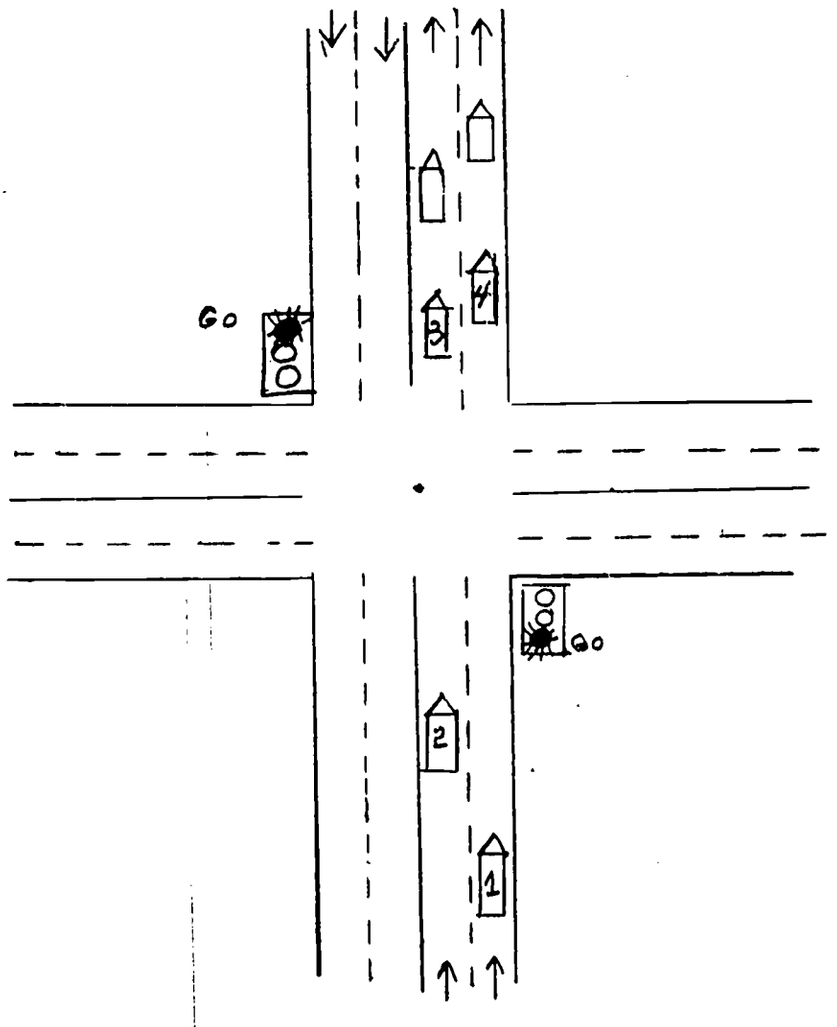
You should:

A. Keep going, slow down and stop behind car 4.

B. Move into lane behind car 3.

C. Move behind car 2 and make a left turn.

D. Stop until there is room for you on the other side of the intersection.



FORM A

22. The Facts:

You are driving on a country road that has many hills and curves.

You would like to pass a truck that is in front of you.

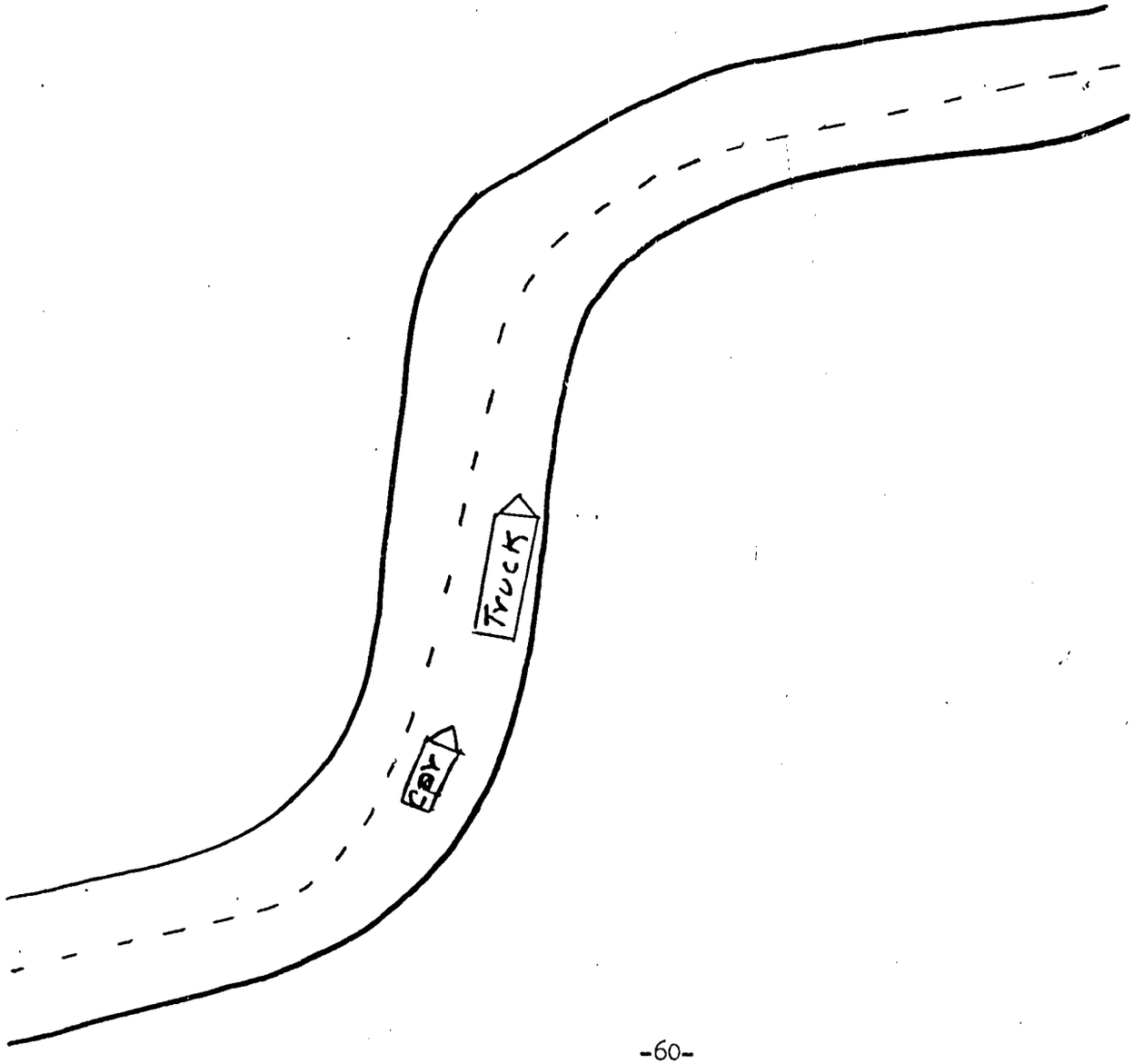
You should:

A. Tap your horn.

B. Keep a safe following distance.

C. Signal and pass quickly when it is clear ahead.

D. All of the above.



FORM A

23. The Facts

A red flag hanging from the back of a truck

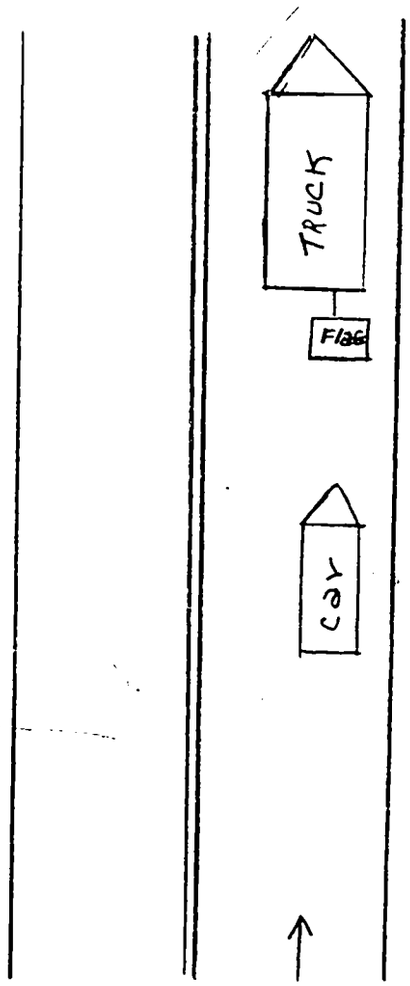
Means:

A. A load that sticks out from the back of the truck.

B. The truck is carrying explosives.

C. Something is wrong with the truck.

D. The load is not tied down tight.



FORM A

24. The Facts:

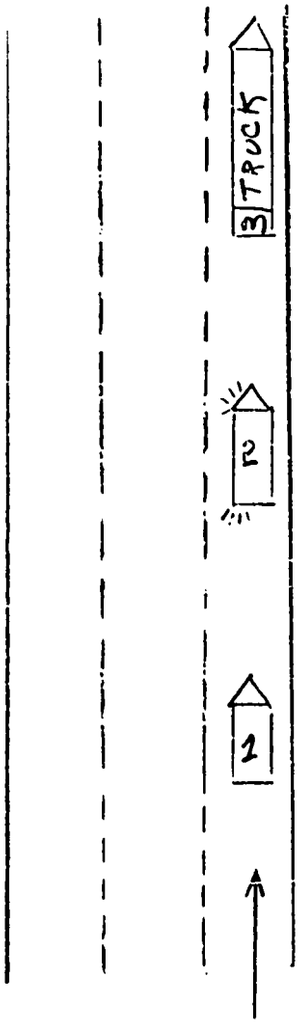
You are driving on a three-lane highway. Car 3 is a slow moving truck. You wish to pass. As you start to pass car 2 turns on his left signal. You should:

A. Tap your horn to warn car 2.

B. Speed up and pass car 2.

C. Speed up and pass car 2 and truck.

D. Wait until car 2 passes the truck.



FORM A

25. The Facts:

You are in heavy city traffic. You want to make a left turn (no traffic light.)

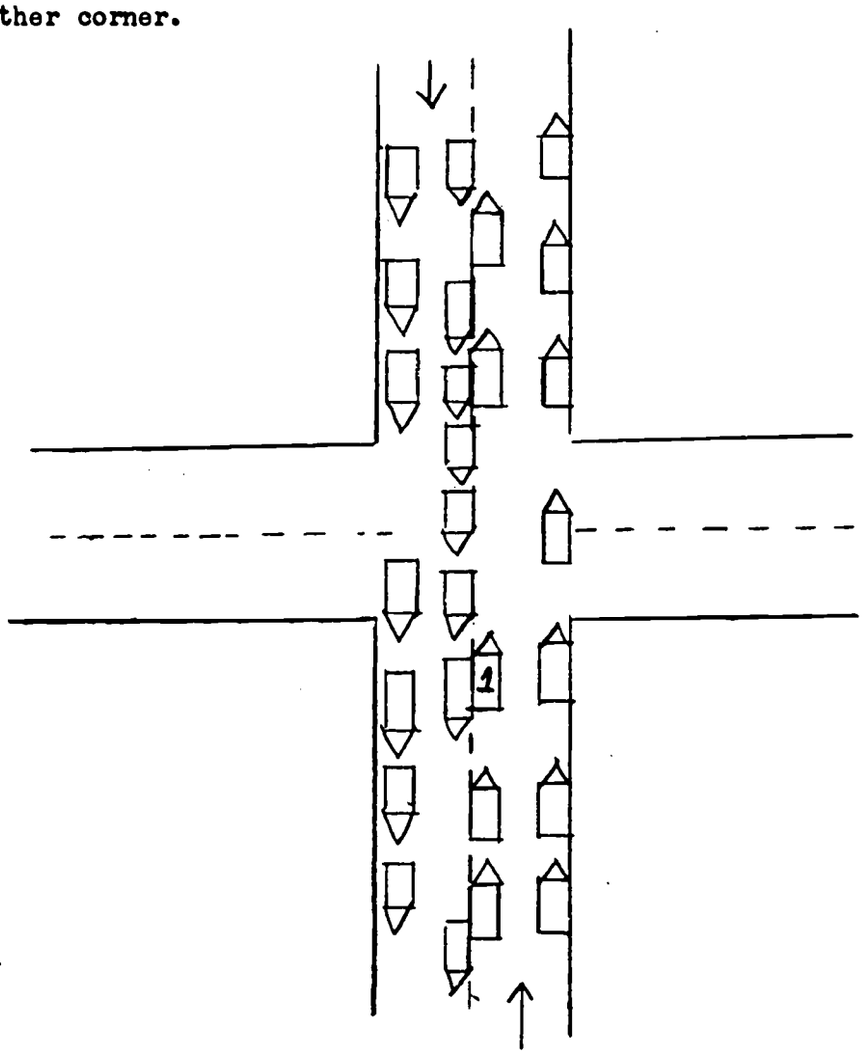
You should:

A. Signal for a left turn and wait for the traffic to clear.

B. Take a chance and cut in front of other cars.

C. Inch your way across in front of the other cars.

D. Turn at another corner.



FORM A

26. The Facts:

You are in car 1. You are stopped at a busy intersection. You want to turn left. When the light turns green

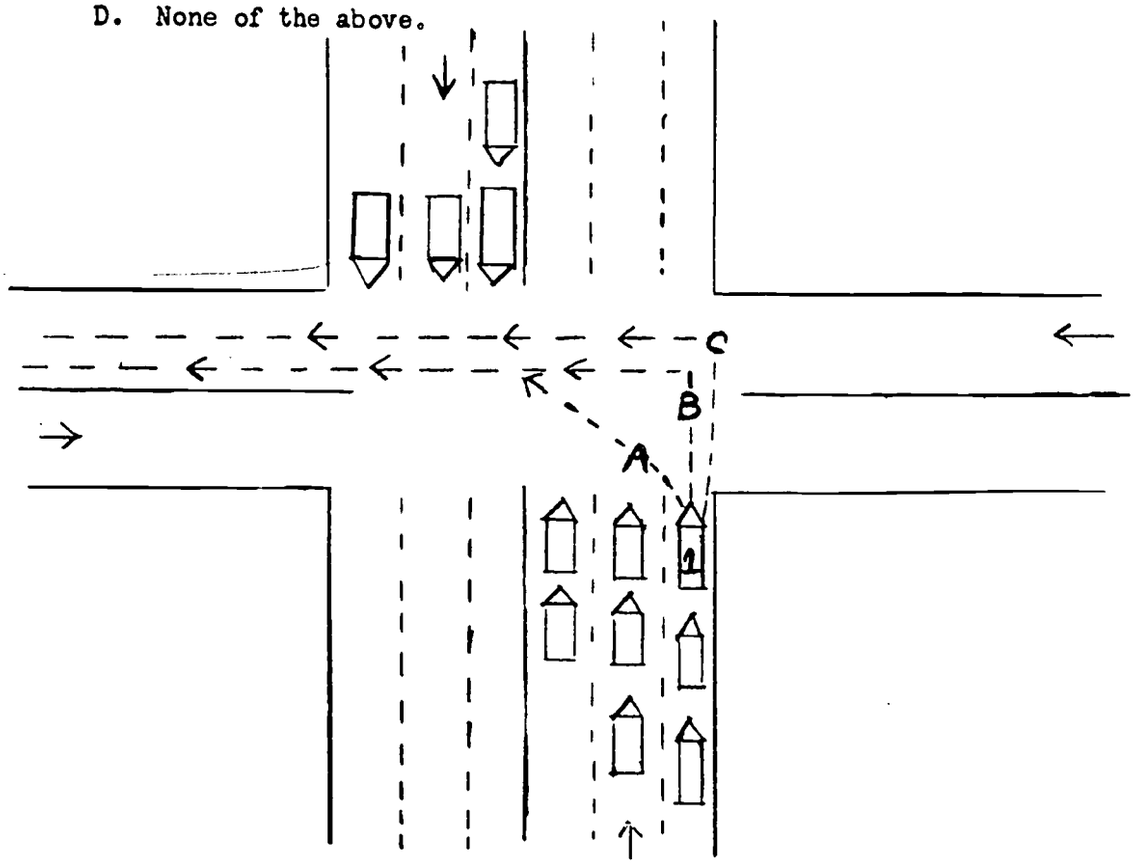
You should:

A. Wait for the road to clear and follow path A.

B. Wait for the road to clear and follow path B.

C. Wait for the road to clear and follow path C.

D. None of the above.



FORM A

27. The Facts:

You are driving on a free way in the left lane. Traffic is heavy and moving fast. You want to exit on the right.

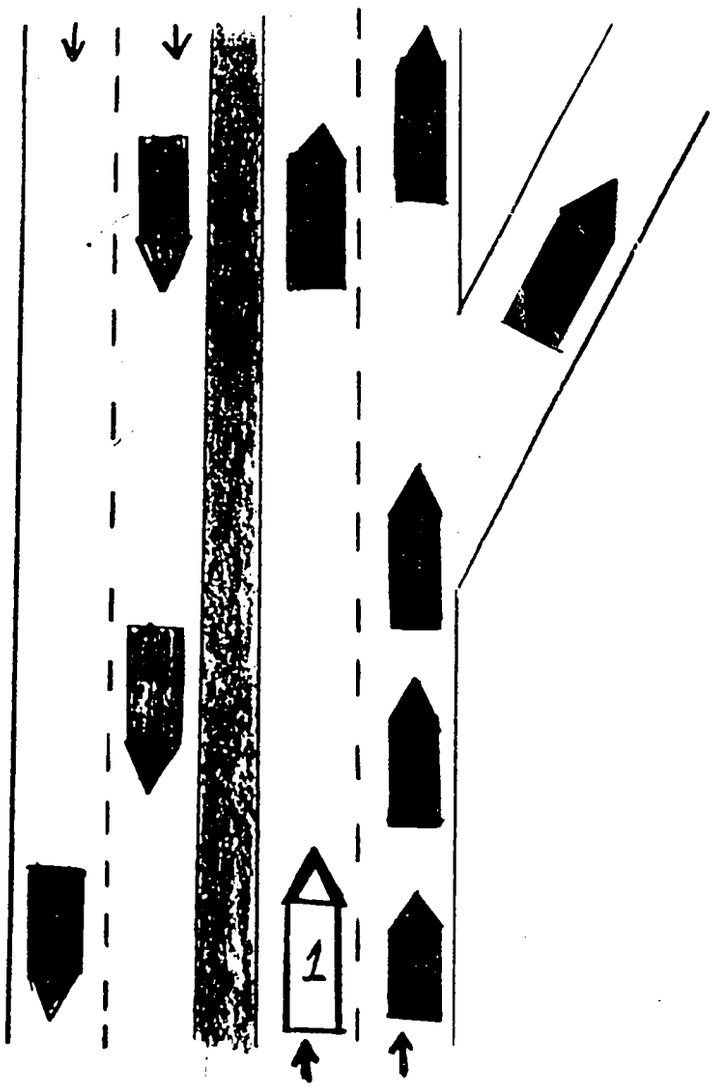
You should:

A. Slow down, signal, and cut across traffic to the exit ramp.

B. Slow down, move to the right, back up to the exit.

C. Pull off on the median. When the road clears cut across to the exit.

D. Go on to next exit.



FORM A

28. The Facts:

You are driving in the city. Traffic is heavy. You want to turn left.

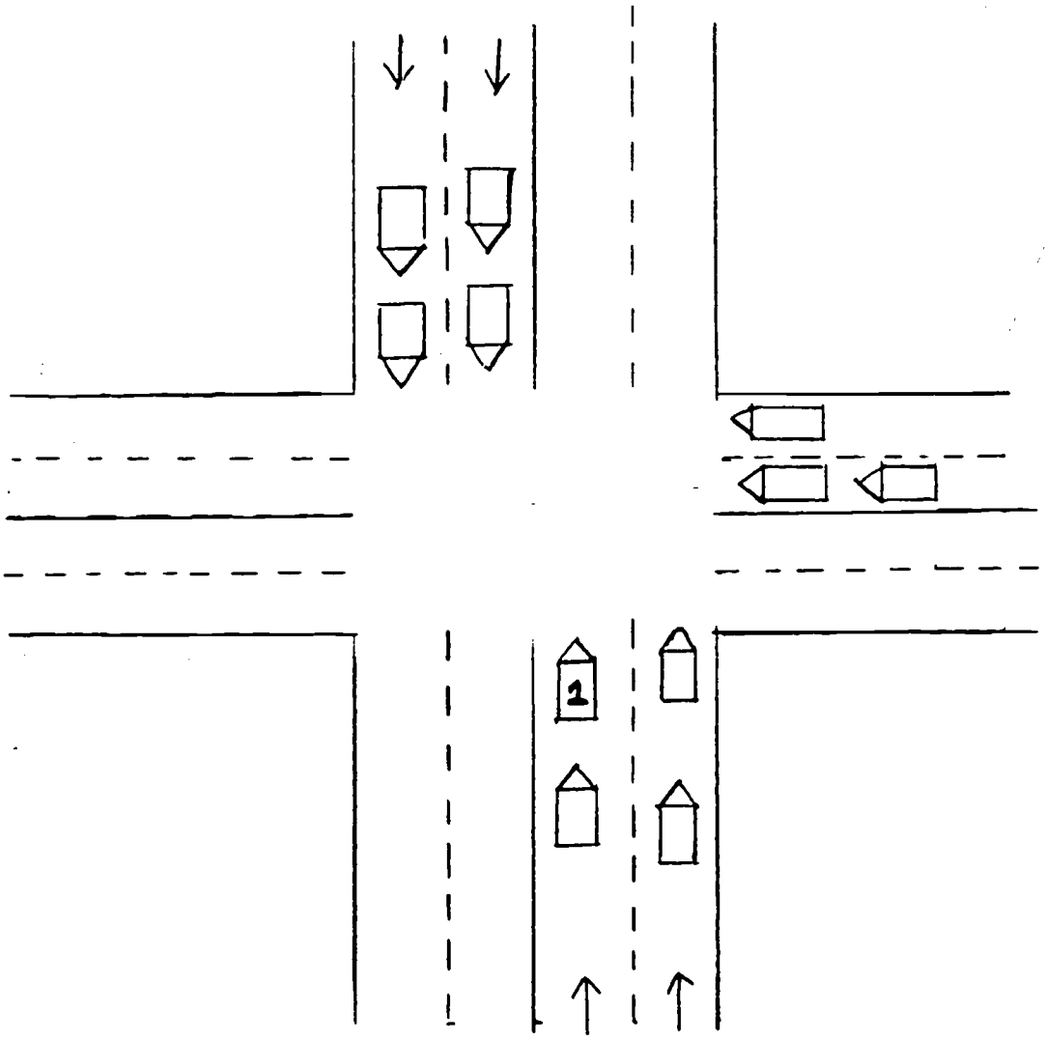
You should <u>not</u>:

A. Use both hand & car signal.

B. Cut the corner short

C. Signal before the intersection.

D. Wait until traffic clears.



FORM A

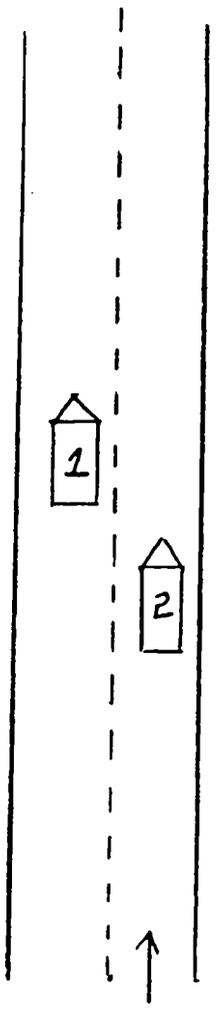
29. The Facts:
You are in car 1.
You pass car 2. When should you return to the right lane?

A. At once

B. When one car ahead.

C. When you see the front of the other car in your rear-view mirror.

D. None of the above.



FORM A

30. The Facts:

You are stopped at a red traffic light on the left turn lane. There are cars behind you. The green left turn arrow comes on. You want to go straight.

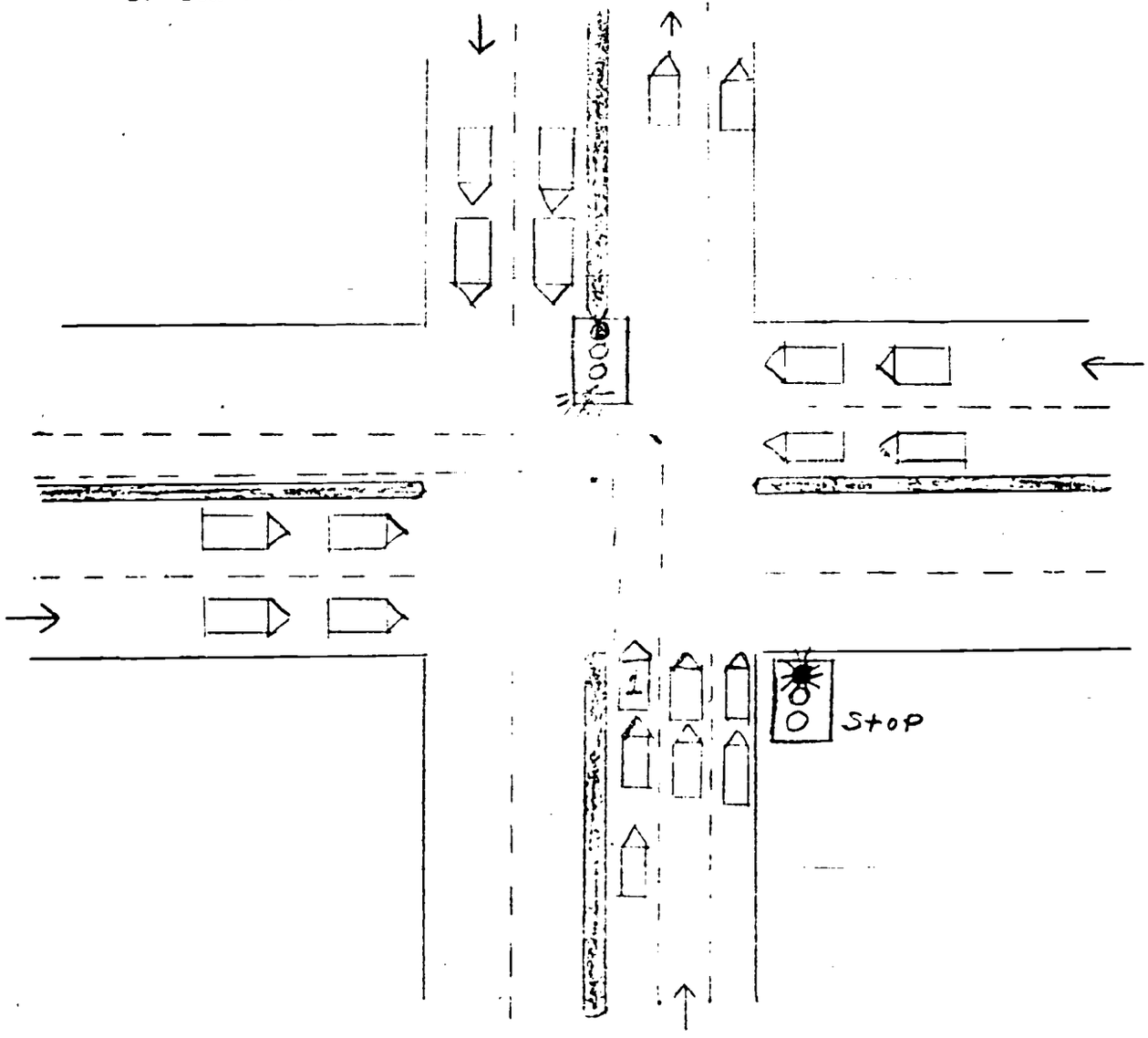
You should:

A. Make a left turn.

B. Pull into intersection and let the cars behind you turn left.

C. Pull forward and to the right in front of the other cars.

D. Don't move until the traffic light is green, then go forward.



FORM A

31. The Facts:

You are in car 1 on the highway. Car 2 blows his horn once or twice.

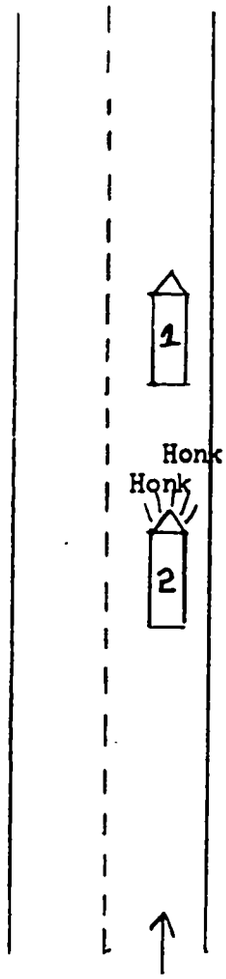
What does car 2 want to do?

A. The driver of car 2 is having trouble.

B. Car 2 wants to pass.

C. Car 2 wants you to speed up.

D. Car 2 wants you to pull over & stop.



FORM A

32. The Facts:

You are in car 1 driving at about 60 mph. The center lane if for passing. Car 2 in the center lane is driving 50 mph.

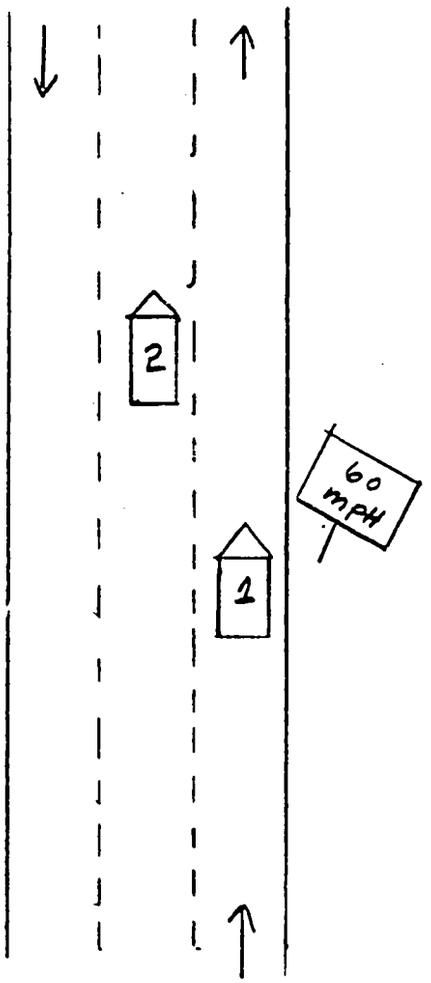
You should:

A. Move behind car 2 and stay close until car 2 moves over and lets you pass.

B. Pass car 2 on the left.

C. Blow your horn to signal car 2 to move to the right.

D. Speed up, tap horn and pass car 2 on the right.



FORM A

33. The Facts:

You are in car 1, driving on an icy road. As the road curves left, your car skids to the right.

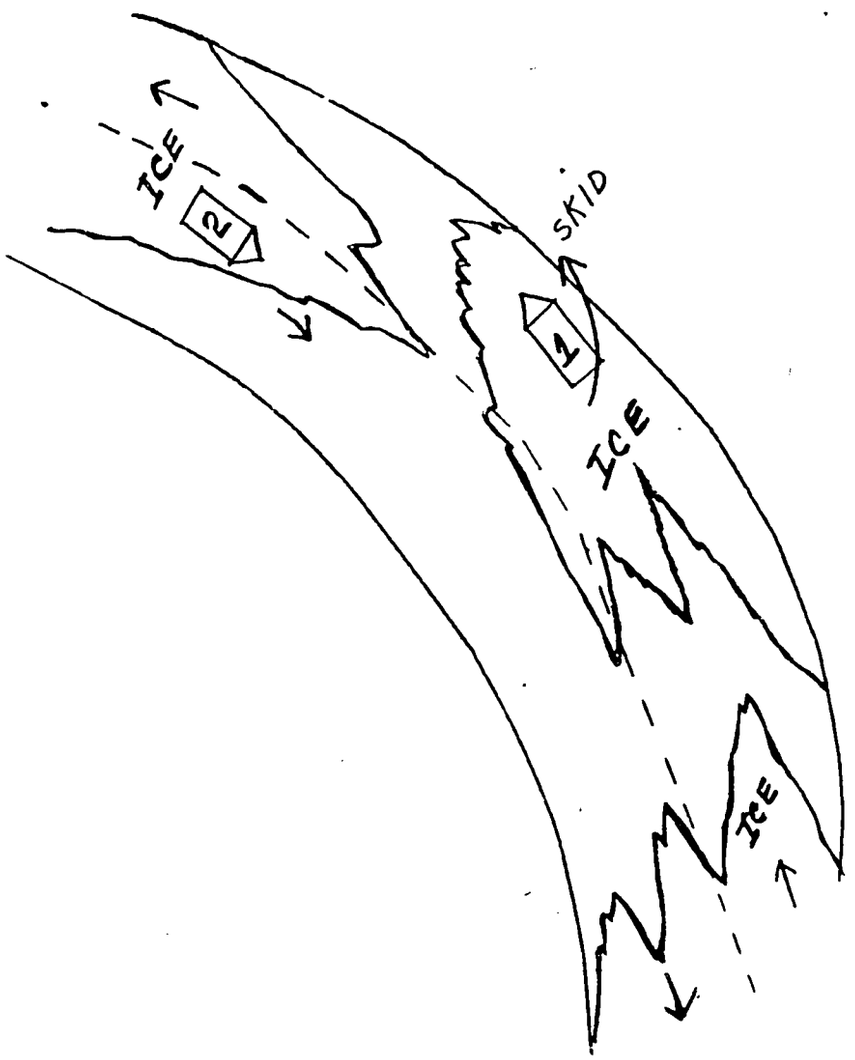
You should:

A. Turn your steering wheel to the left.

B. Turn your steering wheel to the right.

C. Put your brakes on hard.

D. Speed up.



FORM A

34. The Facts:

You are driving on a highway. You see a large box ahead of you in your lane. You are in the right lane.

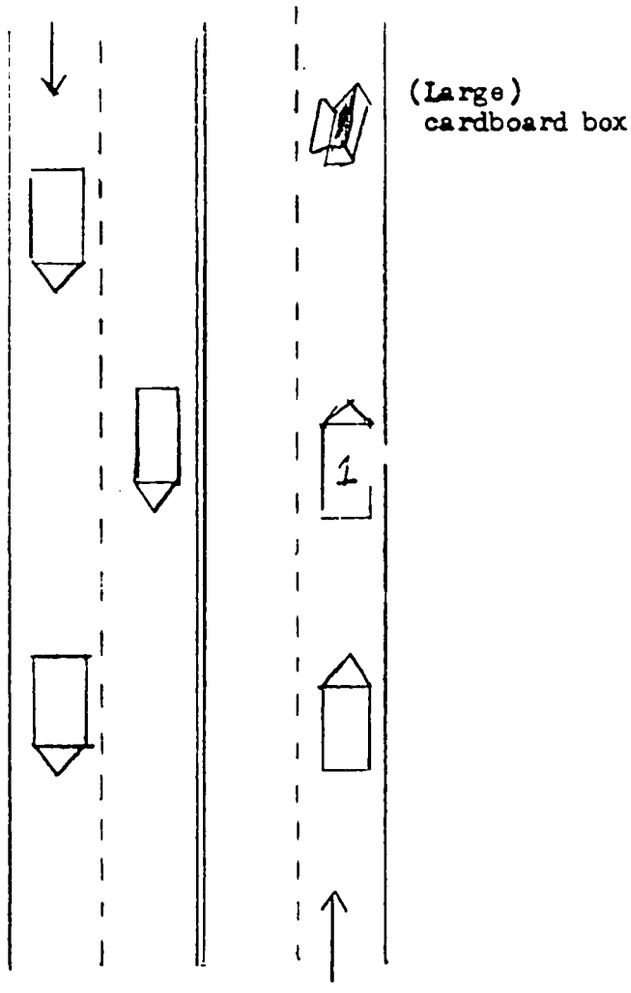
You should:

A. Pull over on the shoulder and go ahead.

B. Slow down and drive over the box.

C. Look into your rear-view mirror to see if it is safe. Then move to the left lane.

D. Stop on the highway and remove the box.



FORM A

35. The Facts:

You are driving 60 mph on a free-way. You see ice on the road ahead.

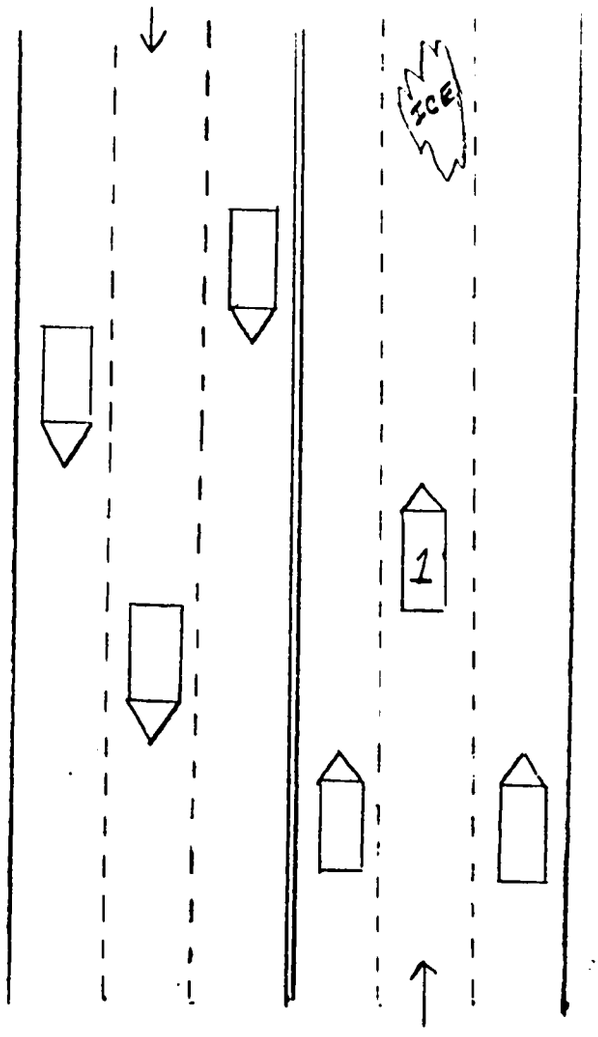
You should:

A. Slow down.

B. Come to a full stop.

C. Pull over to the right lane.

D. Pull over to a lane that has less ice.



FORM A

36. The Facts:

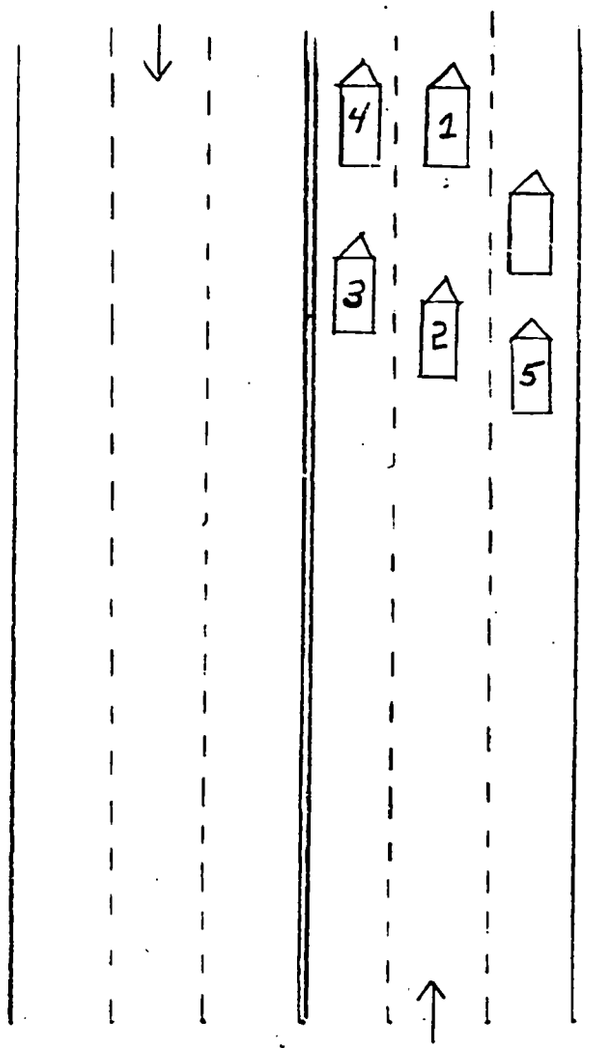
You are driving car 1. Traffic is heavy. Your car does NOT have an <u>outside</u> rear-view mirror. Which car would be hard to see?

A. Car 2

B. Car 3

C. Car 4

D. Car 5



FORM A

37. The Facts:

You slow your car as you come to an intersection. The intersection does not have a traffic light or stop sign.

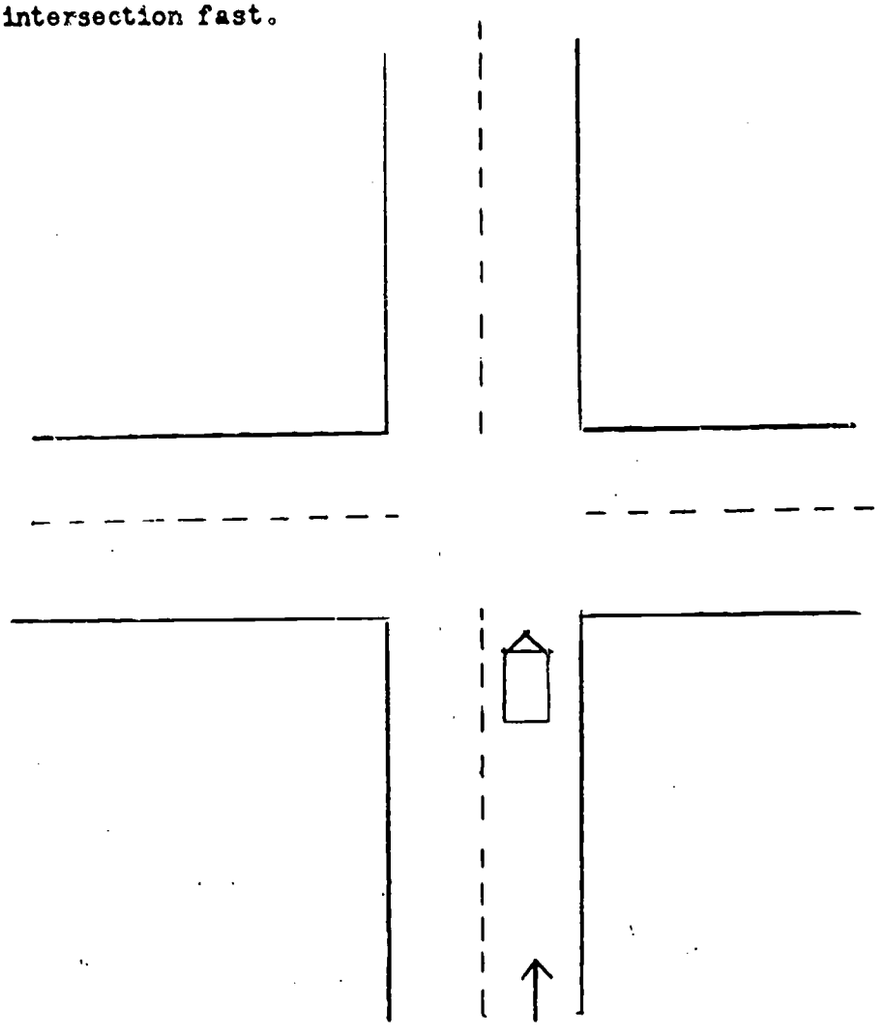
You should:

A. Look left & right for cars.

B. Stop at the corner.

C. Cross the intersection slow.

D. Cross the intersection fast.



FORM A

38. The Facts:

You are in car 1 on the highway. Traffic is heavy. Car 2, on your left, wants to go into your lane.

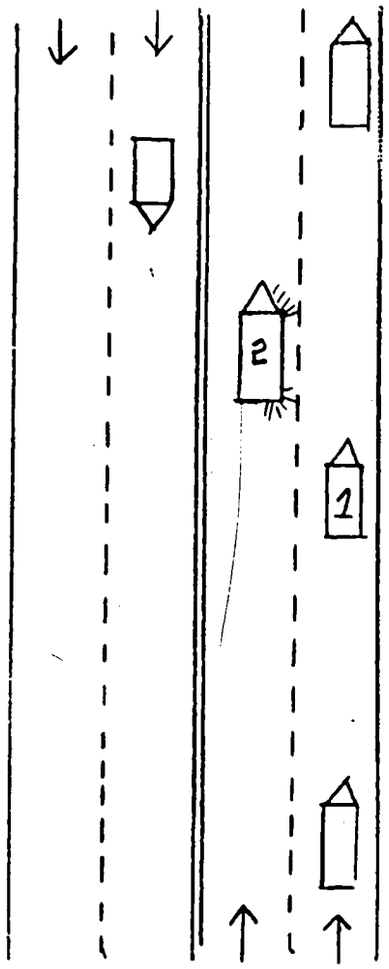
You should:

A. Keep going at the same speed.

B. Speed up so car 2 can get behind you.

C. Slow down so that car 2 can get in front of you.

D. Blow your horn to warn car 2.



FORM A

39. The Facts:

You are coming to a busy intersection. There is a policeman directing traffic. You do not know how to get where you want to go.

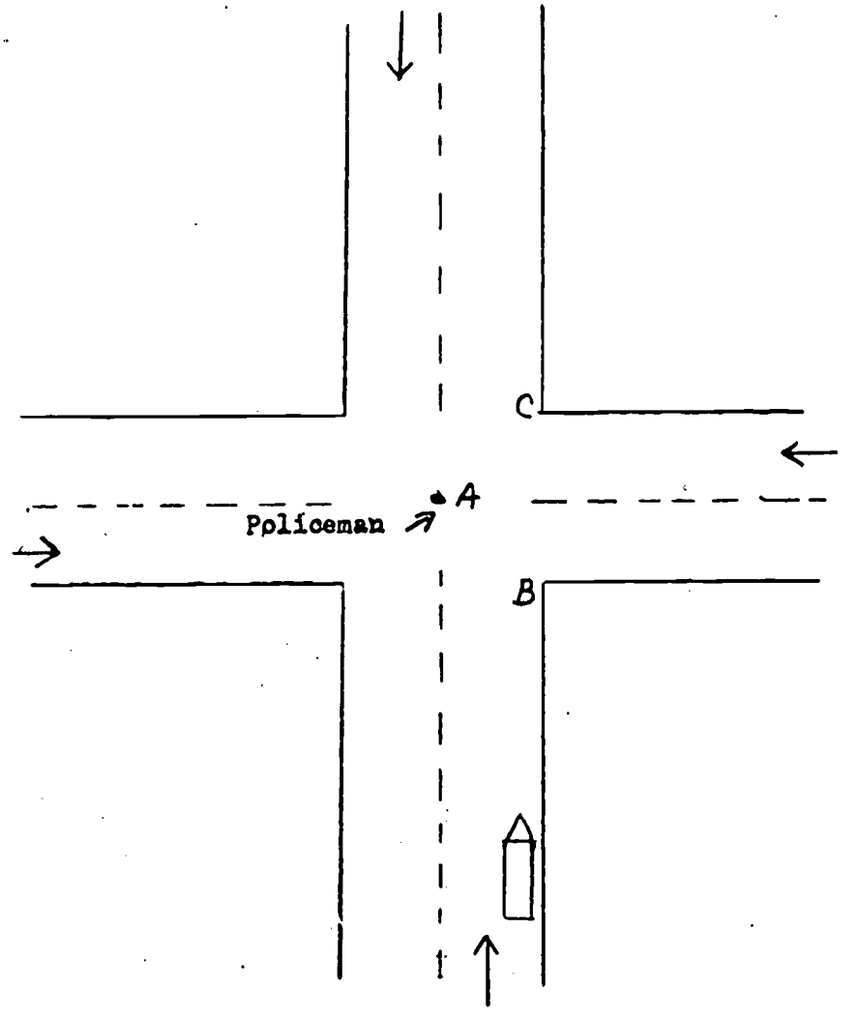
You should:

A. Stop at A and ask the policeman.

B. Stop at B and ask the policeman to come to your car.

C. Stop at C and ask the policeman to come to your car.

D. Go to the nearest gas station and ask for help.



FORM A

40. The Facts:

You are in car 1 coming to a busy intersection. The light is green.

Cars 2 & 3 want to turn left. You want to go straight.

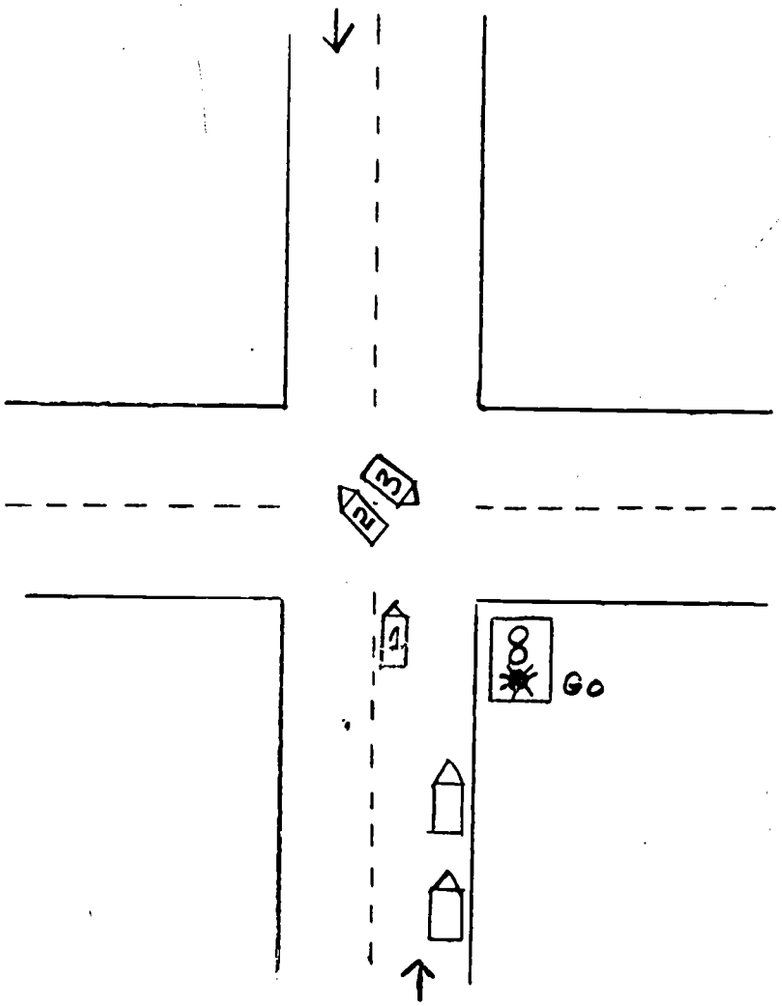
You should:

A. Stop behind car 2.

B. Stop at the crosswalk.

C. Pass car 2 on the right.

D. None of the above.



STUDENT ANSWER SHEET

(Circle the answer you want)

1.	A	B	C	D	21.	A	B	C	D
2.	A	B	C	D	22.	A	B	C	D
3.	A	B	C	D	23.	A	B	C	D
4.	A	B	C	D	24.	A	B	C	D
5.	A	B	C	D	25.	A	B	C	D
6.	A	B	C	D	26.	A	B	C	D
7.	A	B	C	D	27.	A	B	C	D
8.	A	B	C	D	28.	A	B	C	D
9.	A	B	C	D	29.	A	B	C	D
10.	A	B	C	D	30.	A	B	C	D
11.	A	B	C	D	31.	A	B	C	D
12.	A	B	C	D	32.	A	B	C	D
13.	A	B	C	D	33.	A	B	C	D
14.	A	B	C	D	34.	A	B	C	D
15.	A	B	C	D	35.	A	B	C	D
16.	A	B	C	D	36.	A	B	C	D
17.	A	B	C	D	37.	A	B	C	D
18.	A	B	C	D	38.	A	B	C	D
19.	A	B	C	D	39.	A	B	C	D
20.	A	B	C	D	40	A	B	C	D

MASTER ANSWER SHEET

1.	C	21.	D
2.	B	22.	C
3.	D	23.	A
4.	A	24.	D
5.	A	25.	D
6.	A	26.	D
7.	D	27.	D
8.	C	28.	B
9.	B	29.	C
10.	B	30.	A
11.	C	31.	B
12.	B	32.	C
13.	A	33.	B
14.	C	34.	C
15.	B	35.	A
16.	D	36.	B
17.	B	37.	A
18.	B	38.	C
19.	D	39.	D
20.	A	40.	A

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