

Instructor Guidebook



DECISION MAKING PROCESS

PA ENHANCED DRIVING GUIDE

★ Student Instructional Model:
Practice ST&G- "The Crash"

STOP-THINK-GO

Student Instructional Model:
ST&G-How To



★ "A Matter of Driver & Traffic Safety"

Figure 2.1 STOP - THINK & GO Decision-Making Model



- Today you will learn how to make safe and responsible driving decisions using a traffic signal light model—STOP, THINK, AND GO
- This decision-making model will help you to process complex driving situations leaving you with safe driving options to process in response to their driving challenges.
- We will be using a case study titled “The Crash” and the “Decision Making Worksheet”



Be Ready, Be Safe, Be Responsible

Objective:

To teach students how to become effective risk managers using the STOP -THINK & GO Decision-Making Process.

Group Size: Classroom size group

Time Required: 30 to 45 minutes

Materials needed:

The Crash (Case Situation)

STOP-THINK & GO Decision-Making Process Worksheet

Message to Facilitator:

Teaching young people decision-making is an essential component of learning to become a safe and responsible driver. Young people need opportunities to practice processing driving situations in safe and controlled environments where they can receive proper guidance and an essential feedback in developing this process. By discussing case studies, slides, and videos depicting a range of driving challenges, you will be helping your students address complex driving situations using a systematic and logical risk management process. Your students will learn that every driving situation is different. The only constant is the decision-making process they will be using. They will likewise learn that information has value to the extent that it can be used in making safe and responsible decisions.

Decision-making is first taught and executed in slow motion. Students need time to learn the process and apply it to simulated and real driving situations. Once learned, the STOP -THINK & GO Decision-Making Process can be applied as quickly as you can say STOP – THINK & GO.

STOP*Decision Making Worksheet***A. State driving goal:****B. State driving problem:****THINK****A. Identify potential risk actors and dangers:****B. Identify driving choices address risk factors and dangers):****a. Choice:****b. Choice:****C. Filter your choices:****a. Right Filter (Consider Risk Factors)****i. Is this choice right legal, ethical, and moral)?****ii. How will this choice affect the driver's, others, and property?****b. Reality Filter (Measure Risk)****i. How do I know this choice is Right?****ii. What evidence do I have?****c. Responsibility Filter (Judge Risk)****i. Am I risking more than I can afford to lose?****ii. Am I risking a lot for a little?****iii. Do I feel comfortable with this choice?****iv. Will this choice help me get there safely?****GO****A. State your selected driving choices:****B. Explain how this action will meet your driving goal.**

“The Crash”

WANTING TO SPEND MORE TIME WITH HER PARENTS AND FRIENDS DURING SPRING BREAK, SUSAN LEAVES COLLEGE AFTER HER LAST CLASS AT 4:00 P.M. ON A FRIDAY AFTERNOON TO BEGIN HER 300-MILE DRIVE HOME.

BY 5:30P.M., THE SKY DARKENS, AND A LIGHT RAIN BEGINS TO FALL. THE TWO-LANE ROAD IS NOW DARK, AND VISIBILITY IS POOR. BY 9:00P.M., SUSAN IS ONLY 10 MINUTES FROM HOME. CONSUMED WITH THOUGHTS OF EXCITEMENT AND PLANS FOR THE COMING DAYS, SUSAN IS OVERCOME BY FEAR AS HER CAR, SEEMING TO HAVE A MIND OF ITS OWN, DRIFTS OFF THE ROAD, STRIKES A DITCH, AND FLIPS ONTO THE ROOF. ALTHOUGH INJURED, SUSAN SURVIVES.

“The Crash”

Wanting to spend more time with her parents and friends during spring break, Susan leaves college after her last class at 4:00 p.m. On a Friday afternoon to begin her 300-mile drive home.

By 5:30 pm, the sky darkens, and a light rain begins to fall. The two-lane road is now dark, and visibility is poor. By 9:00p.M., Susan is only 10 minutes from home. Consumed with thoughts of excitement and plans for the coming days, Susan is overcome by fear as her car, seeming to have a mind of its own, drifts off the road, strikes a ditch, and flips onto the roof. Although injured, Susan survives.



STOP

Summarize the Situation

A.) State the Driving Goal

B.) State the Driving Problem

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First, have your students summarize "The Crash" in a few sentences capturing the essence of what happened.

Example: Susan drives a distance of approximately 300 miles in 5 hours on a dark, wet, two-lane road, where visibility is poor. Her car leaves the road & flips over.

In reference to **the worksheet**:

A.) Explain to your students that the driving goal for safe drivers is stated the same way each time that it is written.

Example: To get from where I am to where I want to be safely.

B.) Explain to your students that the driving problem is always stated as an open-ended question to be solved.

Example: What must I do to get from where I am to where I want to be safely?



STOP

Summarize the Situation

A.) State the Driving Goal

B.) State the Driving Problem

STOP

Decision Making Worksheet

A. State driving goal:

B. State driving problem:

Be Ready, Be Safe, Be Responsible



THINK: A. Identify the risk factors and dangers in this driving situation.

- Risk factors = aspects of this case situation that could cause injury, death, or property damage
- For each risk factor, there are potential dangers.
- Multiple risk factors create multiple dangers.

Be Ready, Be Safe, Be Responsible

THINK:

A. Identify the risk factors and dangers in this driving situation.

- Risk factors = aspects of this case situation that could cause injury, death, or property damage
- For each risk factor, there are potential dangers.
- Multiple risk factors create multiple dangers.



THINK: A. Identify the risk factors and dangers in this driving situation.

Possible Risk Factors

- Visibility
- Traction
- Speed
- Fatigue
- Distraction

Possible Dangers

- Wet roads and darkness reduce visibility
- Wet roads decrease traction and increase the possibility of hydroplaning.
- Speed on wet roads reduces traction and increasing the potential for hydroplaning.
- Tired drivers lack concentration
- Susan was distracted by her thoughts (vacation planning)

These collective risk factors and dangers increase the potential for loss of vehicle control.



Be Ready, Be Safe, Be Responsible

THINK:

A. Identify the risk factors and dangers in this driving situation.

Possible Risk Factors

- Visibility
- Traction
- Speed
- Fatigue
- Distraction

Possible Dangers

- Wet roads and darkness reduce visibility
- Wet roads decrease traction and increase the possibility of hydroplaning.
- Speed on wet roads reduces traction and increasing the potential for hydroplaning.
- Tired drivers lack concentration
- Susan was distracted by her thoughts (vacation planning)



THINK

A. Identify potential risk factors and dangers:

These collective risk factors and dangers increase the potential for loss of vehicle control.

Be Ready. Be Safe. Be Responsible



THINK: B. Identify driving choices that address the risk factors and dangers



Explain to your students that they are to identify driving choices (options) that will reduce or eliminate these risk factors and dangers.

Example:

- i. Susan should adjust her speed to road conditions (rain) and visibility (darkness).*
- ii. Susan should slow down and adjust her speed to road conditions and visibility, take periodic rest stops, and keep her mind focused on the roadway area for potential hazards.*
- iii. Susan should get a good night's rest and begin her trip Saturday morning.*



THINK

B. Identify driving choices (address risk factors and dangers):

a. Choice:

b. Choice:

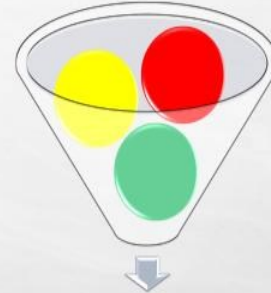
These collective risk factors and dangers increase the potential for loss of vehicle control.

Be Ready, Be Safe, Be Responsible



C. Filter Your Choices

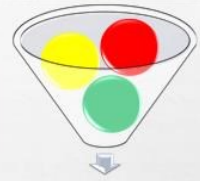
- a. The Right Filter
- b. The Reality Filter
- c. The Responsibility Filter



Help your students to understand that the purpose of the three filters (Right, Reality, and Responsibility) is to separate safe and responsible driving choices from those that could be potentially harmful to the driver, passengers, other roadway users, and property.



- Is this choice right?
- How will it affect-
 - Drivers, Others, and property?



a. The Right Filter

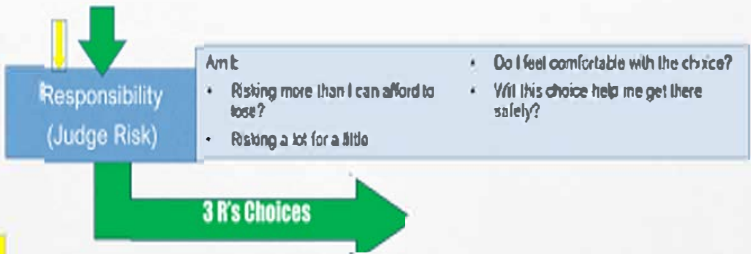
- Is this choice Right (legal, ethical, moral)?
- How will this choice effect the driver, others, and property?

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In preparing to use the Right Filter, ask your students to review their choices and place a check mark next to the choice that they think will pass through all three filters. A Right choice is legal, meets acceptable driving standards, and is respectful of self and others. A Right choice also must be helpful in solving the driving challenge by addressing the risk factors and dangers in question. Choice number 2 has been selected for processing.

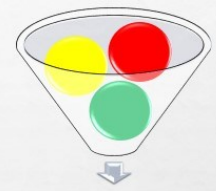
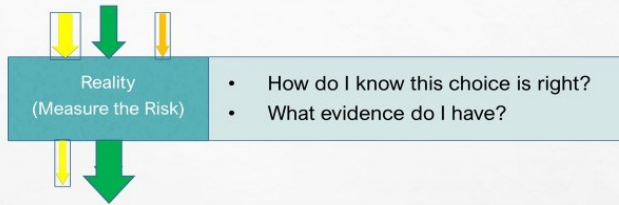
Example: Choice number 2 must now be processed through the Right Filter: *"Susan should slow down and adjust her speed to road conditions and visibility, take periodic rest stops, and keep her mind focused on the roadway area for potential hazards."* The elements of this choice are believed to be legal, meet acceptable driving standards given the identified risk factors and dangers, and will be helpful to Susan in protecting her property (car) and keeping her and other roadway users safe. This choice will pass through the Right Filter.



- Am I
- Risking more than I can afford to lose?
 - Risking a lot for a little
 - Do I feel comfortable with the choice?
 - Will this choice help me get there safely?

THINK

C. Filter your choices:	
a. Right Filter (Consider Risk Factors)	
i. Is this choice right (legal, ethical, and moral)?	
ii. How will this choice affect the drivers, others, and property?	



b. The Reality Filter

Measure the Risk:

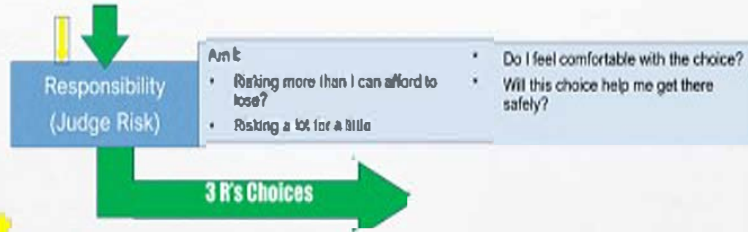
- i. How do I know this choice is Right?
- ii. Where is my evidence?

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Be Ready, Be Safe, Be Responsible

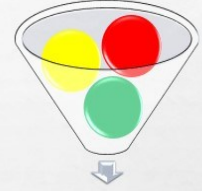
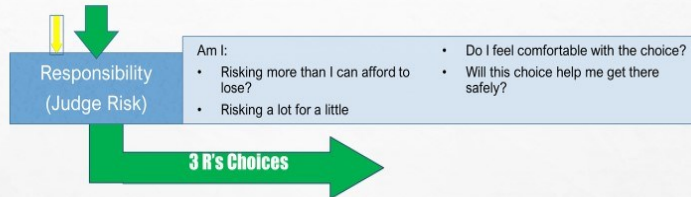
Explain to your students that the Reality Filter requires them to provide evidence (facts, statistical data, observational information, etc.) that supports the choice being processed as a Right thing to do. What evidence can your students provide that supports the choice being filtered as one that will address the risk factors and dangers in this case study (The Crash) resulting in a safe driving conclusion to this situation?

Example: According to R.A. McInenly, author of *Safety Sense on the Road...* single vehicle crashes account for 21% of all traffic deaths. "A mixture of darkness, excessive speed, fatigue, and poor concentration can quickly lead to an unexpected crash"(McInenly, 1988, p3). These risk factors are present in "The Crash" case study. McInenly has stated that to reduce single car crashes, the driver should match speed to road conditions, slow down when driving at night and driving in inclement weather, take periodic rest breaks in safe areas, and eliminate distractions. Choice number 2 address the risk factors and dangers in. this case study with actions that are documented in *Safety Sense on the Road* by R.A. McInenly.



THINK

b. Reality Filter (Measure Risk)	
i. How do I know this choice is Right?	
ii. What evidence do I have?	



c. The Responsibility Filter

Judge the Risk

- i. Am I risking more than I can afford to lose?
- ii. Am I risking a lot for a little?
- iii. Do I feel comfortable with this choice?
- iv. Will this choice help me get there safely?

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Help your students to understand that while measuring risk (Reality Filter) is an objective and scientific process, judging risk is a personal and subjective activity. Knowing the consequences and probability of risk still leaves the driver with having to decide whether to accept or reject the choice being filtered.

Example: Susan's choice to speed at night on wet roads, to save time and get home quicker to start her vacation earlier, placed her and other roadway users in harm's way. Had she asked herself the four questions in the Responsibility Filter, she probably would have decided differently. Choice number 2 addresses the risk factors and dangers in this case study and would likely pass through the Responsibility Filter. However, some students might reject choice number 2 as being too risky given that Susan is tired and that single vehicle crash rates increase after dark. Some students might prefer processing the third choice: "Susan should get a good night's rest and begin her trip Saturday morning."



THINK

c. Responsibility Filter (Judge Risk)	
i. Am I risking more than I can afford to lose?	
ii. Am I risking a lot for a little?	
iii. Do I feel comfortable with this choice?	
iv. Will this choice help me get there safely?	

Be Ready, Be Safe, Be Responsible

CHOICES

Right, Reality, & Responsibility

Right (Consider Risk Factors)

- Is this choice right?
- How will it affect-
 - Drivers, Others, and property?

Reality (Measure the Risk)

- How do I know this choice is right?
- What evidence do I have?

Responsibility (Judge Risk)

Am I:

- Risking more than I can afford to lose?
- Risking a lot for a little

- Do I feel comfortable with the choice?
- Will this choice help me get there safely?



Figure 2.2 Three Filters - Right, Reality and Responsibility

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GO

- A. State your selected driving choice(s)
- B. Explain how this choice will meet the driving goal.



GO

- A. State your selected driving choices:
- B. Explain how this action will meet your driving goal.