Driving Development Program

TRAINING DIRECTOR'S MANUAL

for conducting Driving Workshops

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Driving Development Program

TRAINING DIRECTOR'S MANUAL:

Procedures for Four Training Seminars for High School Teachers,
in Methods of Conducting Driving Workshops

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Prepared under Contract No. DOT-HS-031-1-035 with the
National Highway Traffic Safety Administration

Ann Arbor, Michigan
November 1971
ACKNOWLEDGMENTS

The author and his collaborators are deeply indebted to the staff of the University of Michigan Television Center for their creative and technical skills, at two stages. In 1968-69 they produced the series of trigger films on driving around which the driving workshops for high school students are built, with major contributions from Alfred H. Slote as designer of the series and William A. LaCrosse as photographer, and assistance from many other staff members. In 1971 the Television Center staff produced the four training films utilized in this Manual, with G. Marshall Franke as director, John C. Cannell as production manager, Thomas B. Coates as graphics designer, and U. Joseph Moffatt as set designer.

Production of the trigger films was supported by the University of Michigan Highway Safety Research Institute under Robert L. Hess, with a grant from the Automobile Manufacturers Association. Production of the training films together with this Director's Manual and the Leader's Manual for teachers was supported by a contract with the National Highway Traffic Safety Administration.

We are grateful to the five high school teachers and their students, and to the administrators of their school systems—all of whom must remain unidentified—for their wholehearted cooperation in the recording of the driving workshop sessions which form the core of the training films.
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INTRODUCTION FOR THE TRAINING DIRECTOR

Welcome to a challenging assignment. This Director's Manual will provide guidelines for running four training seminars of four hours each, to train high school teachers in methods they will use to conduct a series of six "driving workshops" once a week for six weeks during a regular class period.

The driving workshops make use of an innovative educational tool—trigger films. These are brief, colorful episodes about emotions and other stresses in driving. They don't try to tell a lesson. Rather, their purpose is to trigger discussions by students about their highway experiences.

Throughout this Manual it will be convenient if we (the writers) can address you (the Training Director) simply as "you," with instructions such as "Now show film X." The term "leader" is used to mean a teacher conducting a driving workshop with students. You will be called the Director. When we refer to teachers as members of the training seminars, we shall call them "trainees."

Training materials and schedule

The success of the training depends on your efforts. You will be assisted by several types of training material including:

A Leader's Manual for Driving Workshops. Each trainee will receive a copy, preferably before the first training seminar.

Four reels of training films, one for each seminar. Each film contains both the color trigger films that teachers will use in their driving workshops, and black-and-white episodes showing teachers and students discussing the trigger films and other materials.

Other materials used in the workshops:

--student Driving Development Notebooks with traffic incident forms;
--student self-rating ballots on driving strengths and weaknesses;
--student opinion ballots on drinking, drugs, and driving;
We believe that these materials will be interesting and useful. But trainees will benefit most if they participate early and actively in discussion. Therefore, use the materials to stimulate the teachers' reactions.

We urge that you schedule the first two seminars on two successive mornings. You could also run them in the morning and afternoon of a single day—but that day would be a long and tiring one! To make sure of covering all the material, we suggest below a tentative time schedule for each seminar. You may allow more or less time to each element, depending on the level of interest. However, there is much to cover! Keep things moving along, and don't get side-tracked.

The first seminar will include:

- General objectives and principles of the driving workshops.
- Demonstration of trigger films and other materials to be used in Session One of the workshops.

The second seminar will cover:

- Demonstration of trigger films and other procedures to be used in Sessions Two and Three of the workshops.

During the two or three weeks after these two seminars, each teacher will try out the materials. He will gain experience by conducting Sessions One, Two, and Three in one of his regular classes, and will bring these experiences to the final two seminars that will be held three weeks later on two successive mornings.

The third seminar will include:

- Review of principles and of leaders' experiences in conducting the first three workshop sessions.
- Demonstration of films etc. to be used in Session Four.

The fourth seminar will cover:

- Demonstration of films etc. to be used in Sessions Five and Six.

The training films are each about a half-hour long, but they will not be shown continuously. Rather, each film contains a half-dozen or more segments to be viewed one at a time, with discussion after each segment. (An 8-second blank is a signal to pause for discussion.) Furthermore, each segment is composed of several brief episodes (15-60 seconds) of classroom activity; you may stop between these for trainee comments.
In other words, these segments are really a series of short training trigger films designed to stimulate discussion among the trainees, in the same way that the trigger films about driving are designed to stimulate discussion among students.

How the training films were made

You might like to know how the training films were created.

In the spring of 1968, Pelz and Schuman ran a pilot program of driving workshops with 19 seniors in one high school, who drove over the next two years with half as many accidents as a control group from the same class.* In the spring of 1970, the two men directed a much larger program of driving workshops for seniors in five high schools adjacent to Detroit, using procedures very similar to the ones you will be covering in the training seminars.

In these schools, ten social studies teachers were selected for the program, were trained by Pelz and Schuman, and then conducted driving workshops for about 500 seniors, during regular class periods once a week for six weeks.

The trigger films used in the workshops differ from ordinary educational films in that they do not try to tell a story, but are simply a tool to be applied by trained leaders in stimulating non-directive discussion about driving experiences. In order to train teachers in these leadership methods, the National Highway Traffic Safety Administration contracted with Pelz and Schuman to produce a set of training materials, including a Leader's Manual for the individual teachers, a Training Director's Manual with a schedule for four half-day training seminars, and a set of four half-hour training films. The following steps were taken to produce the films:

1. Several teachers who had participated in the previous program (and one relatively inexperienced teacher) were invited to conduct additional driving workshops, and to have these recorded by TV cameras on video tape. Each teacher brought 16 students from one of his or her regular classes to the University of Michigan Television Center, where

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a classroom was constructed in the studio, with five TV cameras located out of sight.

2. With no prior rehearsal or special coaching, the teachers conducted driving workshops exactly as they would in their own school. They all tried conscientiously to observe the workshop principles. The students knew they were being recorded, of course, but quickly ignored the cameras. The students had had no prior experience with the workshops; their spontaneous reactions were recorded.

3. Twelve workshops—two different classes for each of the six workshop sessions—were recorded on black-and-white video tape. Subsequently, Pelz and Schuman recorded their introductory explanations and comments.

4. From all of this material, short episodes (ranging from 15 seconds to one or two minutes) were selected to demonstrate each of the workshop procedures, and to illustrate the various principles of workshop leadership, including occasional mistakes. In this step, nearly 13 hours of original video tapes were reduced to less than two hours of training tapes.

5. The training tapes, containing both classroom episodes and explanations by Pelz and Schuman, were transferred to black-and-white "kinescope" film which is used on a regular 16 mm movie projector. The scenes were not as sharp as if photographed directly on movie film, but the process was considerably more convenient and economical than regular photography.

6. Finally, copies of the color trigger films were spliced into the black-and-white kinescope footage, to produce the final training films that you will be using.

In using the training films, keep in mind the following pointers:
(a) The focus may change slightly between the black-and-white and the color portions. Have your operator alerted to this, and ready to adjust the focus if necessary. (b) The classroom sound track has the natural noises of unrehearsed discussion—coughs, laughter, shuffling feet, etc., and the voices are not always clear. Have your amplifier separated from the projector itself, to minimize interference by the projector noise. (c) Since the films are spliced between black-and-white and color, they are subject to breakage. Handle them carefully, and have a splicing kit available.
**Preliminary preparations**

Well in advance of the training seminars, the following steps should be taken:

1. Select teachers who are to receive the training, and the classes in which they will conduct the workshops.

2. At the same time, provide for a control group of students who do not receive the driving workshops, but are otherwise comparable to the treatment students. (Criteria for selecting teachers, and designation of treatment and control students, are discussed in Appendix A.)

3. Schedule the total program including the four training seminars, three practice weeks, and six regular weeks for driving workshops, within the framework of the school semester.

4. Schedule specific days and times for each workshop session to avoid conflicts in use of projectors and films.

5. Obtain sufficient copies of the trigger films to cover your classes. The films will be spliced together on six reels, one reel for each workshop session. We suggest that each school have two or more sets as insurance against breakage.

6. Obtain sufficient copies of student materials—Driving Development Notebooks and self-rating ballots—to cover the total number of students scheduled for treatment.

7. Provide sufficient 16 mm projectors and overhead projectors for all scheduled sessions. As insurance against breakdowns, we suggest that each school have at least two projectors.

8. Plan for possible reinforcement of the workshop experience through subsequent mailings, as described in Appendix B.

9. Plan for evaluation of results by following up driving records for treatment and control students; see Appendix C.

**Preparations for the first and second seminars**

Several days before the first training seminar, make the following preparations:

1. Give each trainee a copy of the Leader's Manual and ask him to study the introductory sections and the description of Sessions One, Two, and Three.
2. Arrange for a comfortable room, with trainees seated around tables where they can face and interact with each other, and also turn from time to time to watch the movie screen. Provide a blackboard.

3. Arrange for a 16 mm sound projector for the training films, and an experienced operator other than yourself. (This could be one of the trainees, or another adult—preferably not a student.) Your own attention should be completely free to run the seminar. Make sure that the projector is in good working order, and that the operator understands how the films are to be used. Time is limited—you can't afford delays.

4. Projector noise may interfere with the film sound. To minimize this, place the amplifier near the screen, separate from the projector. Ideally, locate the projector in a sound-proof booth, or enclose it in a noise-reducing case.

5. Have a splicing kit available in case of film breakage, and be sure the operator knows how to use it.

6. Plan for coffee and perhaps juice or rolls to start each seminar, and a coffee break in the middle.

7. Prepare the role-playing materials described on pages ___.

8. On large easel-size pieces of paper, copy Exhibits A, B, D, and E that are presented below (pages , , , ) and also in the Leader's Manual.* Each of these will be summarized in the training films, and when this occurs you can tape your copy on the wall for convenient reference.

9. Make up sample sets of the workshop materials, which you will hand out to trainees when each item is demonstrated:
   --student Driving Development Notebooks with traffic incident forms;
   --student self-rating ballots on driving strengths and weaknesses;
   --tabulation form on which to summarize these;
   --kit to diagram traffic incidents, with transparencies of typical roadways and plastic chips representing cars.

10. Prepare packages of the self-rating ballots and the Driving Development Notebooks, containing enough copies for each student.

*It is possible that these easel-size displays will be printed and made available along with other training materials.
who will participate in a driving workshop over the next three weeks, and have these packages ready to give to teachers at the end of the second seminar.

11. One-half hour before the first seminar, mount Training Film #1, focus, and warm up sound.

**Mutual observation or tape recording**

As a learning device, it would be very helpful if teachers who felt comfortable with each other could arrange their schedules so that they could observe each other conducting workshop sessions, as a basis for exchanging comments. (Their own class would be handled by a substitute or assistant teacher during this period.) Or, they could tape-record their sessions and listen to their own tape afterward.

After teachers are selected, suggest this procedure to them, and help those who are interested to make the necessary arrangements before the training seminars begin.

**Notes on projection equipment**

1. Some of the training films will be longer than 30 minutes (films #1 and #4 are each about 44 minutes). Therefore have a 45-minute take-up reel for use in the training seminars.

2. For the driving workshops themselves, the trigger films will be spliced together on six reels, one for each workshop session. These reels will not be much over 5 minutes each, so a 15-minute or half-hour take-up reel will be sufficient for the classroom workshops.

3. Both in the training seminars and in the classroom workshops, the instructor will stop the film at several points for discussion. Most projectors have protective shields to keep the heat of the lamp from damaging the stopped film. However, to avoid possible injury, you should turn off the projector lamp when the film is stopped.
PROGRAM FOR FIRST SEMINAR

Assemble .................................................. 8:15-8:30

You may wish to welcome trainees with coffee, rolls, or juice. If they come from different schools, name-tags are helpful.

Introduction .............................................. 8:30-8:45

Each trainee has received his Leader's Manual in advance, and has been asked to study the introductory sections. Explain briefly the general purposes of the driving workshops. Find out how many have previously seen any trigger films.

Remind them of the workshop format: one session per week over six weeks, in place of a regular class period. Refer to outline of six sessions, in Leader's Manual page ; but don't go through outline in detail.

Structure the training schedule:
--This morning, you'll cover general principles, and demonstrate the materials for driving workshop Session One.
--Tomorrow, the second seminar will cover materials for Sessions Two and Three.
--Each trainee will then conduct practice workshops.
--Three weeks later, the group will come together again for third and fourth seminars, covering materials in Sessions Four, Five, and Six.

Overview of workshop objectives and methods ........... 8:45-9:30

Ask trainees to turn to Exhibits A and B in the Leader's Manual, on possible causes of accidents, and objectives for driving development. Then start Training Film #1 and show the first segment as follows. An 8-second blank space will signal the end of this segment; stop the film for discussion.
Segment 1-a (see footnote*) . . . . . . . . . . . . . . . . . . . (About 8 min.)

Pelz and Schuman welcome teachers to training seminar; they introduce the concept of "driving development," and the use of trigger films in driving workshops. The leader's role is not to give information but to stimulate discussion. Pelz and Schuman then review the following exhibits:

A. POSSIBLE CAUSES

1. Feelings and emotional pressures
2. Alcohol or drugs
3. Lack of experience with unusual events
4. Overconfidence; underestimation of risk
5. Narrow set of driving responses; snap decisions
6. Attention distracted

B. DEVELOPMENT OBJECTIVES

1. Awareness of effects; how to compensate
2. Awareness of effects; how to cope
3. Expecting the unexpected
4. Realistic confidence; accurate estimate of risk
5. Wider set of responses; deliberate decisions
6. Awareness of distraction; attention when needed

Pelz and Schuman then introduce each of the five teachers who will be seen throughout: the "athletic teacher," the "quiet teacher," the "stout teacher," the "woman teacher," and the "substitute teacher." Each one has some faults. The film now pauses for reactions. (8 seconds blank; stop the film.)

Director: tape up the large sheets of Exhibits A and B that you prepared in advance. Within the time available, invite trainee reactions. Use questions such as the following:**

"In the list of possible causes and development objects, which topics do you think it will be easy to get discussion about, and which topics will be more difficult? ... Why?"

*Segments are lettered in sequence within each film. "Segment 1-a" means segment a within Training Film #1.

**Throughout this Manual, we shall use quotation marks and italics to indicate the actual words which you, the Director, might use—including specific questions to ask of the trainees.
"Each teacher may arrange the desks any way he wishes. In the film, some teachers had the desks in rows, and they led the discussion standing in front; other teachers put the desks in a circle and sat down. From your experience, what arrangement works best? ... Why?"

General discussion questions .................. 9:30-9:45

Ask trainees to turn to Exhibit E in Leader's Manual, page .

Then continue the training film and show:

Segment 1-b ........................................ (3 1/2 min.)

Pelz and Schuman review Exhibit E shown below. Questions 1-4 apply more to emotional trigger films, questions 5-8 more to situational trigger films.

E. GENERAL DISCUSSION QUESTIONS

1. What are your feelings in a situation like this?
2. How does your state of mind affect your driving?
3. How can you compensate by driving differently?
4. How can you prevent this situation from arising?

5. What caused this situation or close call?
6. What alternatives or options would you have?
7. How do you decide among these alternatives?
8. How could you prevent this incident from arising?

Pelz and Schuman: these eight general questions can be asked in different ways or in any order, or you can invent your own questions. (8 seconds blank; stop the film.)

"These are some of the general questions that could be asked about many different films. As we see more episodes of classroom discussion, let's look for specific examples of each kind of question. Now let's look at Session One of the driving workshops."
First part of Session One--
OPENING FILM and STOP SIGN ........................ 9:45-10:15

Ask trainees to turn to the outline for Session One in Leader's Manual, p. ... Briefly mention the ingredients and the approximate time allowed for each. Say that: "Our film will now show the beginning of Session One, up through the OPENING FILM."

**Segment 1-c** .................................................. (about 3 min.)

The athletic teacher opens Session One with explanation of procedures.

OPENING FILM (in color): Pelz and Schuman present the driving workshop concept—discussing highway experiences with use of trigger films, and ask students if they have any questions. (8 seconds blank; stop the film.)

Explain that: "The workshop leader can pause here for questions; normally he will proceed immediately to the first trigger film, called STOP SIGN. This film is so brief that it is repeated; the leader can either show it twice before discussing, or he can stop after the first viewing for some discussion, and then repeat the film."

State that: "After discussion of STOP SIGN, the leader will hand out Driving Development Notebooks, and he will use the film to illustrate the Traffic Incident Forms." At this point, give each trainee a copy of the Driving Development Notebook, and ask them to look at the first Traffic Incident Form.

**Segment 1-d** .................................................. (about 7 1/2 min.)

STOP SIGN (situational trigger film): Lady driver at stop sign shoots across young driver's lane. Episode is repeated.

Discussion of this film by athletic teacher's class, and then by quiet teacher's class.

Quiet teacher passes out Driving Development Notebooks, and uses the STOP SIGN incident to illustrate how the Traffic Incident Forms are to be filled in. (8 seconds blank; stop the film.)
There won't be much time left here, but in the time you have, invite trainees' reactions with questions such as:

"How effective did you feel each teacher was handling discussion? ... Why? ... What questions did either teacher ask to stimulate discussion?"

"In the STOP SIGN film is it better to show the episode once—then discuss—then show it again, or is it better to show it twice before discussing?"

Caution the trainees that the segments of classroom discussion on film will be much briefer than the actual discussion in their workshops.

**General note to Director:** Behavior of the leaders in the films is not necessarily ideal. Throughout the seminars, invite trainees to criticize. Then ask: "How would you do it differently?" Occasionally you may repeat the filmed episode in order to be sure of what the leader actually did.

**Coffee break** ........................................... **10:15-10:30**

**Session One (continued): GO!** ........................ **10:30-11:15**

To promote maximum involvement by the trainees and add a touch of fun, we urge a role-playing exercise. On the next page you will find a list of young-driver roles. In advance, copy each on a slip of paper. Before showing GO!, have individuals select one role randomly. They read their roles aloud, and put their role name on their name-tag. One trainee selects the role of Workshop Leader; his job will be to lead a discussion by the "students" after seeing the film.

Specify the events that will occur:

--they will see GO!
--then discuss it for 10 minutes in their student roles;
--see a few minutes of demonstration film;
--resume their real identities as teachers and discuss the film and student reactions.

**Note to Director:** This role-playing exercise is used in the seminar to get trainees involved; it is not intended for use by students in the driving workshops.
1. **LEADER (USES HIS OWN NAME)**
   His job is to stimulate discussion.

2. **LARRY/LUCY**
   Fast driver--has demolished a couple of old cars, and walked away without a scratch.

3. **ROGER/RUTH**
   Captain of basketball team (cheer-leading squad); takes pride in quick reflexes and quick decisions.

4. **JOHN/JANET**
   Careful, deliberate person; cautious driver.

5. **BOB/BETTY**
   Self-confident, sharp driver; takes pride in performance of his/her own convertible.

6. **GEORGE/GINNY**
   Conservative person who is frank about his/her old-fashioned moral values.

7. **MAX/MARY**
   Rebel; resents authority of parents, teachers, or police.

8. **KEN/KATHY**
   Serious, nose-to-the grindstone; has little time for cars.

9. **TOM/TRACY**
   Unconventional in dress and behavior.

10. **NED/NANCY**
    Nervous person in a car--either as a driver or a passenger.

11. **DON/DOROTHY**
    Extroverted show-off; likes to squeal tires and roar engine.

12. **JACK/JACKIE**
    Absent-minded; has had some minor accidents from not paying attention.

13. **SAM/SUSAN**
    Ambitious, with lots of drive to succeed; has good opinion of himself (herself).

14. **TED/TAMMY**
    Timid, self-conscious person; worried about offending people.

(If there are more than 14 participants, repeat roles, or invent new ones.)

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**Segment 1-e . . . . . . . . . . . . . . . . . . . . . . . . . . . (about 2 min.)**

GO! (emotional trigger film): Challenge to a drag race at a red light. (8 seconds blank; stop the film.)

The role-playing discussion gets under way, led by the person who selected the Leader role. During this time you, the Training Director, are a silent observer. But if someone lapses into his "reality" role,
gently ask him to save his comment until later, and continue for now in his student role.

After 10-15 minutes, step in to say that you will now show samples of classroom discussion of this film. Invite the trainees to stop the film if they wish to make comments. You, the Director, are also free to stop the film and raise a question.

Segment 1-f . . . . . . . . . . . . . . . . . . . . (about 3 min.)

Episodes of classroom discussion of GO!, first under the athletic teacher and then under the quiet teacher. (8 seconds blank; stop film.)

Invite trainees to discuss either the demonstration episodes, or their own reactions while role-playing. Raise questions such as:

"What kinds of questions by the leader were helpful in turning on discussion?"

"What kinds of leader behavior might turn off discussion?"

"Among the various development objectives (Exhibit B, taped to wall), which ones were most directly involved in the discussion of this film?"

"The first teacher was constantly active; the other was much quieter and only occasionally raised questions. How effective did each technique seem to be? Would different kinds of students respond better to each technique?"

Principles of discussion leadership . . . . . . . . . . 11:15-12:00

Ask participants to turn to Leader's Manual, Exhibit D, p. , and tape up easel-size copy of this for reference. Then show the following. During the classroom illustrations, the trainees (or you, the Director) may stop the film for questions or comments.
Pelz and Schuman review:

D. PRINCIPLES OF DISCUSSION LEADERSHIP

1. Listening and questioning
2. Responsive interaction
   a. Echo
   b. Initiating and responsive questions
3. Non-evaluation
   a. Non-directive versus directive questions
   b. Neutral but supportive behavior
4. Active involvement
   a. Leader-student interaction
   b. Student-student interaction
5. Personal feelings and behavior

The film illustrates each of these principles with episodes from discussion in the following classrooms:

1. Listening and questioning: Woman teacher demonstrates.
2. Responsive interaction: As guest leader in woman's class, Pelz demonstrates a series of responsive questions.
3. Non-evaluation: Athletic teacher seems evaluative, but corrects himself; substitute teacher seems directive, and steers discussion. In another episode, is the athletic teacher giving approval, or simply being supportive?
4. Active involvement: Woman teacher encourages argument between fellows and girls.
5. Personal feelings and behavior: Athletic teacher asks for students' own experiences. Five principles are summarized. (8 seconds blank; END OF TRAINING FILM #1.)

During the remaining time before lunch, explore the above principles with trainees, using questions like the following. Note: there won't be time to cover all these questions; try to ask something about all five
principles. During the afternoon session, raise more of these questions if there is an opportunity.

1. **Questioning and listening**

   "Can you ask a question without words—by using your eyes, or gestures? How?"

   "What is the proper balance between listening and questioning? How active should the leader be?"

   "How much silence should the leader allow before coming in with a question?"

2. **Responsive interaction**

   "For each of the leaders you saw, how did you feel about the balance between initiating and responsive questions? Would you recommend more of one or the other?"

   "Can the leader respond without words? How?"

   "Did you observe any places where the leader missed a chance to use a responsive question?"

   "One responsive method is simply to echo what a student has said. How often can this be done?"

3. **Non-evaluation**

   "How would you handle a situation where a student asks you directly for your opinion or behavior?"

   "Suppose the leader slips and makes an evaluative remark, such as 'Do you think it's wise to peel rubber that way?' What can the leader do to become non-evaluative at this point?"

   "What difficulties do you see in the leader being both supportive and neutral? How do you handle this?"

4. **Active involvement**

   "If one or two students are dominating the discussion, should the leader call directly on a silent member? Are there other ways to pull in students who are not participating?"

   "Should you have students raise hands and be recognized, or let anyone talk whenever he wishes to say something? What are the advantages or disadvantages of each method?"
"An active discussion will sometimes result in a free-for-all with several people talking at once. What does the leader do, if anything?"

5. Personal feelings and behavior

"Suppose students don’t volunteer their personal experiences, but continue to talk about the people in the film, or other drivers. May the leader ask a student directly what he does or feels in that situation? What are the advantages or disadvantages?"

"Are there other ways to get students to talk about their personal experiences, without asking them directly?"

Wrap-up of first seminar . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 12:00-12:15

Pull the seminar to a close. Remind trainees to study their Leader’s Manual concerning Sessions Two and Three. Urge prompt re-assembly for the second seminar (tomorrow morning, or this afternoon), as there will be much to cover.

END OF FIRST SEMINAR

* * * * *
PROGRAM FOR SECOND SEMINAR

Preparations

1. Have ready to hand out to each trainee a set of the following materials:
   --student self-rating ballots on driving strengths and weaknesses
   --tabulation form to summarize these
   --kit to diagram traffic incidents
2. Have the same large exhibits (A, B, D, and E) taped to the wall that were used in the first seminar.
3. Optional: it would be wise to have an overhead projector (Vuegraph) available in case trainees want to try out the traffic incident kits.
4. Have packages of student materials ready in sufficient numbers for all students who will take driving workshops in the next three weeks:
   --Driving Development Notebooks
   --self-rating ballots on driving strengths and weaknesses
5. Have your operator thread Training Film #2 on 16 mm projector, and have this focused and sound warmed up ready to go. But turn off lamp until film starts.

Approximate time*

Re-assemble ............................................ 8:15-8:30

Welcome trainees back with coffee, etc.

Beginning of Session Two--
Self-rating ballots; trigger film, PARTY .............. 8:30-9:15

Ask trainees to turn to Session Two on p. of Leader's Manual.
Give each trainee a copy of DRIVING STRENGTHS AND WEAKNESSES FORM, and

*If the second seminar is held in the afternoon, revise times accordingly.
explain that this has a self-carbon; students are to check 1-4 STRENGTHS in the left column, 1-4 WEAKNESSES in the right column, keep carbon copy in their Driving Development Notebook, and turn in top copy for tabulation. Then show:

**Segment 2-a** ........................................... (about 1 min.)

Pelz welcomes trainees back to the training seminar, and introduces the first step in Session Two. Stout teacher hands out DRIVING STRENGTHS AND WEAKNESSES ballots, and explains their use. (8 seconds blank; stop film.)

Do not discuss the above; go immediately to the following. Direct attention to Exhibit D - PRINCIPLES OF DISCUSSION LEADERSHIP. Form the trainees into five subgroups of 2-3 teachers each sitting together, and assign each subgroup to one of the five principles. Explain that as they watch the next segment of training film, each subgroup is to evaluate the leader in terms of its particular leadership principle.

Say that at four points, a large question-mark will appear on the screen. At that point, you will stop the film, and each subgroup will spend a minute discussing whether their principle was involved in what they just saw, and if so, how well the leader followed it.

**Segment 2-b** ........................................... (about 8 min.)

PARTY (emotional trigger film): After a happy evening the young man insists he's sober enough to drive.

Episodes are shown from the stout teacher's class discussing PARTY. (The "?" will appear at two points; stop the film for subgroups to diagnose principles.

Other episodes are shown from the substitute teacher's class discussing the same film. (The "?" will appear at two more points; stop for subgroup reactions. After the fourth "?" the film is blank for 6 seconds.)
At each of the four "?", say:

"Now, each subgroup will spend a minute to decide whether your particular principle was involved in the episode you just saw. If so, how well do you think the leader followed this principle?"

After a minute of subgroup discussion, ask subgroups to volunteer their observations for the rest of the trainees. But time is limited; you don't have more than five minutes for each of the "?", so don't expect to hear from each subgroup at each pause.

At the third or fourth "?", however, if you haven't heard from a particular subgroup, you may call on them directly.

If there is any time left, you may ask:

"How do you feel about the overall effectiveness of either leader in these episodes? What did either one do, that you felt was especially good or poor?"

Supplementary questions. Normally the above instructions are enough to get each subgroup reacting freely. If not, you may use these questions:

a) If any subgroup seems uncertain on how its principle might be involved, ask one of the following:

Listening and questioning: "How well do you think the leader balanced his amount of listening and his amount of questioning? What should he have done differently?"

Responsive interaction: "How much did the leader initiate questions, and how much did he respond to students? What responsive questions did he ask?"

Non-evaluation: "To what extent was the leader directive or non-directive? How could he improve?"

Active involvement: "How successful was the leader in getting active involvement from students? How did he do this?"

Students' own feelings: "How successful was the leader in getting students to talk about their personal feelings and behavior? How did he do this?"

b) If the reaction is that the leader did a poor job of applying a certain principle, ask:

"What should he have done instead? What would you do in this situation, to apply that principle?"
Session Two—traffic incidents .......................... 9:15-9:45

Explain that the next step in Session Two is to invite students to tell about accidents or close calls they have witnessed—and hopefully recorded on a TRAFFIC INCIDENT FORM in their Driving Development Notebook. Give each trainee a traffic incident kit; students can use this with an overhead projector to diagram an incident. The roadway can be projected onto a blackboard, and additional features added in chalk. Or, a blackboard alone can be used.

Then say: "Now we'll see two leaders having students describe close calls or accidents they have observed—first the stout teacher, and then the substitute teacher. As you watch, see how effective you think each leader is in using this technique to promote self-discovery."

Direct attention to Exhibit E—GENERAL DISCUSSION QUESTIONS, especially questions 5-8. "As you watch, see which of these general questions each leader uses."

Segment 2-c ........................................... (about 5 min.)

The stout teacher uses an overhead projector with roadway transparencies to have students diagram traffic incidents. Then the substitute teacher is shown, using the same equipment. (8 seconds blank; stop film.)

Discuss:

"How effective did you feel each leader was, in using these traffic incident materials?"

"You have seen two techniques for stimulating diagnosis of close calls—the situational trigger films, and the traffic incidents. How would you compare the advantages or disadvantages of these two methods?"

"Sometimes students seem to compete in telling one hair-raising tale after another. If this happens, what should the leader do, or not do?"

Conclusion of Session Two—
Optional film, LOVEBIRDS .................................. 9:45-10:00

Explain that: "The material we have covered thus far is normally enough to fill Session Two. In fact, if several students want to talk
about their traffic incident there won't be enough time to hear them all. But if you find yourself with extra time you can show another situational film, LOVEBIRDS, which is strictly optional. Note the discussion questions for this film in your Leader's Manual, p. 972.

Show the following, but do not discuss.

<table>
<thead>
<tr>
<th>Segment 2-d ...................... (about 3 min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOVEBIRDS (situational film, optional): Young driver finds himself behind a couple weaving across the road.</td>
</tr>
<tr>
<td>Discussion of this in stout teacher's class. (8 seconds blank; stop film.)</td>
</tr>
</tbody>
</table>

Coffee break ...................... 10:00-10:15

(Or this could come after the next section.)

Beginning of Session Three--
Emotional trigger film, HOMEWORK ..................... 10:15-11:00

Ask trainees to turn to outline of Session Three, Leader's Manual, p. 98, and explain:

"The next trigger film is called HOMEWORK. In order to get fuller participation, the athletic teacher first divided the class into subgroups of four students each; he gave each subgroup a topic to discuss after they had seen the film. In the next segment we'll see the leader arranging subgroups; then we'll watch the trigger film; then we'll hear reactions from the subgroups. After that we'll observe the woman teacher's class discussing the same film, but without the use of subgroups. As you watch, see whether you can spot advantages or disadvantages of using the subgroups."

Call attention to Exhibit E - GENERAL DISCUSSION QUESTIONS, especially questions 1-4. "In addition, as you watch, see which of these general questions each leader uses."
Segment 2-e .................................. (about 11 min.)

Athletic teacher arranges subgroups and assigns discussion topics.

HOMEWORK (emotional trigger film): Father bawls out son for not doing his homework, and son peels off in his car.

Discussion of film by subgroups in athletic teacher's class.
Discussion of same film by woman teacher's class. (8 seconds blank; stop film.)

Discuss:

"How did you feel about the use of subgroups in the athletic teacher's class? What are the advantages or disadvantages of this technique?"

"What did the woman teacher do to keep discussion moving along?"

"Among the general questions 1-4 in Exhibit E, which ones did either teacher use? Which ones seemed to be effective in stimulating self-discovery?"

Suppose the question arises of what to do with a larger class such as 25-30 students—should one use seven or eight subgroups of four students each, or use four subgroups but double their size? "Pelz and Schuman recommend that you keep the subgroups small. Don’t try to give every group a different discussion topic—give the same topic to pairs of subgroups, and let them compare answers."

Session Three (continued)--

Driving strengths and weaknesses .................. 11:00-11:30

Ask trainees to turn to Leader's Manual, p. , where an illustration is given of tabulating the self-ratings of strengths and weaknesses which students turned in at the last session. "The next step in Session Three is discussing these responses. One method is to duplicate the tabulation and hand out a copy to each student; another method is to prepare a transparency and show it with an overhead projector. Now let's watch two classes discussing this material. As you watch, see what questions the leaders ask to stimulate discussion."
Discussion of tabulations of DRIVING STRENGTHS AND WEAKNESSES, first by the woman teacher's class and then by the athletic teacher's. (8 seconds blank; stop film.)

Within the time available invite discussion on:

"Why is this procedure used? What responses is it likely to bring out that are different from responses elicited by trigger films or traffic incidents?"

"Look at Exhibit B on development objectives. Which objectives are likely to be brought up by this method?"

"Should the leader ask directly who checked a specific strength or weakness, in order to get their comments?"

Session Three (concluded)—

Situational films TAILGATER and INTERSECTION . . . . . . . 11:30-11:45

The final step in Session Three is the film TAILGATER; discussion questions for this are given in Leader's Manual, p. . "If there is any time left in the Third Session, another film is strictly optional: INTERSECTION. In a moment we will see these two films and some students discussing them. Both situations are familiar, and you will see that some lively discussion can follow."

Direct attention to Exhibit E on GENERAL DISCUSSION QUESTIONS. "Watch to see which of these general questions the leaders use, and what additional questions they ask to stimulate discussion."

TAILGATER (situation film): The car behind is riding the young man's back end.

Discussion by athletic teacher's class.

INTERSECTION (optional situational film): When the light turns green, the driver behind blasts his horn.

Discussion by woman teacher's class. (8 seconds blank; END OF TRAINING FILM #2.)
There probably will not be time for discussion.

Wind-up and administrative arrangements . . . . . . . . . . . .11:45-12:15

Concluding remarks. Perspective on the next three weeks: each trainee will conduct a practice Session One, Two, and Three in one of his regular classes—preferably one per week, but if necessary two in one week.

Confirm time and place for third and fourth training seminars, about three weeks from now.

Make sure that each teacher has enough copies of the student materials for each student in his practice sessions:
--Driving Development Notebooks;
--self-rating ballots on driving strengths and weaknesses.
Each teacher should have his own copy of:
--kit for traffic incidents, with roadway transparencies;
--tabulation form for driving strengths and weaknesses.
Confirm arrangements for obtaining a 16 mm movie projector, overhead projector, and a set of the trigger films (one reel for each session).

Caution teachers that when they are showing a reel of trigger films and stop it for discussion, they should turn off the projector lamp to avoid possible injury to film.

Mutual observations or tape recordings

As we suggested in the INTRODUCTION, it would be very helpful if schedules could be arranged so that pairs of teachers could observe each other as they conducted the practice workshop sessions, and exchange ideas afterward. To make this seem natural to students, each teacher could conduct part of the session.

As an alternative, teachers could tape-record their sessions and listen to each other's tapes later as a basis for mutual comments.

These procedures should be strictly voluntary, of course, and arranged between teachers who feel comfortable with each other.

At this point, raise this procedure again and find out whether teachers have made such arrangements, or want help in doing so. If not, encourage them to try it.

END OF SECOND TRAINING SEMINAR

* * * * *
COMMENTS FOR LAST TWO TRAINING SEMINARS

About three weeks have elapsed since the first two seminars in which you (the Training Director) presented general principles of conducting the driving workshops, and demonstrated films and other materials to be used in workshop Sessions One, Two, and Three.

During this interval, participating teachers have each had a chance to run practice workshops using these materials. We hope that some have arranged to observe each other's sessions, or to listen to tape recordings of these, and exchange comments.

After you and the teachers reconvene for the third seminar, you will invite them to talk about their experiences thus far. The remaining time of the third and fourth seminars will then be spent reviewing general principles, and demonstrating materials to be used in workshop Sessions Four, Five, and Six. The following procedures are designed to promote active participation by trainees.

Advance preparations

Following the fourth training seminar, teachers will conduct Sessions Four, Five, and Six to complete the practice workshops they have already started. They will also conduct complete workshops with Sessions One through Six. By now you will know how many more workshops each teacher will conduct, and the class enrollment for each. Therefore:

1. Prepare packages containing sufficient copies of materials for all students in subsequent workshops:
   --student Driving Development Notebooks with Traffic Incident forms (Session One);
   --student self-rating ballots on driving strengths and weaknesses (Session Two);
   --student opinion ballots on drinking, drugs, and driving (Session Four).

2. Have one copy for each workshop class of:
   --teacher tabulation forms for driving strengths and weaknesses;
   --teacher tabulation forms for drinking, drugs, and driving.
Before the third seminar

1. Have available for each trainee:
   — sample opinion ballot on drinking, drugs, and driving.
2. Post on a wall the easel-size sheets you used previously, containing exhibits:
   A & B - POSSIBLE CAUSES, and DEVELOPMENT OBJECTIVES
   D - PRINCIPLES OF DISCUSSION LEADERSHIP
   E - GENERAL DISCUSSION QUESTIONS
3. Post on easel-size paper the outline of ingredients in Sessions One, Two, and Three as listed below, p. 28.
4. A half-hour before the seminar starts, have your operator thread and focus TRAINING FILM #3 on 16 mm projector. Have him warm up sound at 9:30, so that the film is ready to show without delay at 9:45. But turn off lamp until you actually show the film.
PROGRAM FOR THIRD SEMINAR

Prior to reconvening, post on easel-size paper the following outline of ingredients in first three sessions:

SESSION ONE

Opening film
Situational film: STOP SIGN
Notebooks and Traffic Incident forms
Emotional film: GO!

SESSION TWO

Emotional film: PARTY
Diagram traffic incidents
Optional film: LOVEBIRDS

SESSION THREE

Emotional film: HOMEWORK
Discuss driving strengths and weaknesses
Situational film: TAILGATER
Optional film: INTERSECTION

Approximate time
Reconvene 8:15-8:30
Coffee etc. available.

Experiences in first three workshop sessions 8:30-9:45

Begin by finding out which teachers have conducted which workshop sessions since the previous training seminars. Then: "Let's start by hearing about your experiences in your sessions." Discuss any of the following as time permits.

a) Refer to outline of ingredients listed above.

"Which of these films or other materials did you find especially useful in stimulating discussion? ... What kinds
of experiences did students talk about, in response to each film or procedure?"

(Note: Don't try to cover systematically each of the ingredients, as there probably won't be time for this.)

"Did you have any problems with any of the material? ... How did you handle these problems?"

Invite other trainees' ideas on how to handle such problems.

b) Refer to posted exhibits A and B on CAUSES and OBJECTIVES, and ask:

"Which of these causes or objectives came up most often in your discussions?"

"Were there some of these that did not come up very often, or not at all?"

If so, ask:

"Some of these may come up more in the last three sessions. However, if you wanted to bring them up in the first three sessions, how could you do this?"

c) Refer to posted exhibit E on GENERAL DISCUSSION QUESTIONS. Also, invite trainees to consult their Leader's Manual for lists of questions on specific films or other materials.

"What questions did you find especially useful in promoting discussion?"

"Did you ask questions other than the ones listed, that you found useful?"

Write some of these on blackboard; trainees may wish to record them. Or, invite trainees (outside of the seminar) to write down questions they found useful, and offer to duplicate these for everyone.

First part of Session Four--

opinion ballots, traffic incidents ............... 9:45-10:15

Ask trainees to turn to outline of Session Four, Leader's Manual p. . Give each participant a sample copy of opinion ballot on drinking, drugs, and driving.

"Our next film will show the first two ingredients in Session Four--handing out opinion ballots, and then discussing traffic incidents."
Note to Director: before showing the film, write on blackboard the three questions which Pelz and Schuman suggest below to guide the discussion.

**Segment 3-a** .......................................................... (about 7 min.)

Pelz and Schuman welcome trainees to training seminar for last three workshop sessions. They state that the first step in Session Four is handing out opinion ballots on drinking and drugs, and show the quiet teacher doing this.

Then they introduce the next ingredient--further discussion of traffic incidents. Episodes from two classes will be shown.* Pelz and Schuman ask trainees to keep in mind the following questions to discuss afterwards:

1) "What differences did you observe in how each leader handled this material?"

2) "What do you feel are the advantages or disadvantages of each leader's approach?"

3) "How would you improve on what either one did--how would you do it differently?"

First the quiet teacher is shown leading a discussion of traffic incidents, and then the stout teacher. (8 seconds blank; stop film.)

Now invite discussion on the three questions raised by Pelz and Schuman:

---differences between the two leaders;
---advantages or disadvantages of each leader's approach;
---how trainees would improve or do it differently.

If there is time, you may refer to exhibit B on DEVELOPMENT OBJECTIVES, and ask:

"Which of these various objectives came up in the discussions of traffic incidents?"

"What additional objectives might the leader have tried to bring up, in connection with traffic incidents? ... How could he have done this?"

*The film states that first the quiet teacher and then the substitute teacher will be shown; actually the second episode is of the stout teacher. It was not feasible to correct the film at this point.
Coffee break ........................................ 10:15-10:30

Session Four (continued)--
hazardous locations; emotional film, THE KEY .......... 10:30-11:30

   Explain that the next film episode will first show the woman teacher recruiting volunteers to obtain data on high-accident locations in that neighborhood, to be used in Session Six. Next comes an emotional trigger film, THE KEY, followed by two episodes of classroom discussion.

   Before they see these, however, you divide the trainees into five subgroups of 1-4 persons each, and you assign each subgroup a topic to keep in mind as they watch classes discussing THE KEY. The topics are based on exhibit D - PRINCIPLES OF DISCUSSION LEADERSHIP.

   First subgroup: "How would you evaluate each leader in terms of his amount of listening and questioning?"

   Second subgroup: "How effective was each leader in terms of responsive interaction? What were some good responsive questions?"

   Third subgroup: "In what ways was each leader directive or non-directive? How supportive was each leader?"

   Fourth subgroup: "How much involvement was there? How did each leader stimulate or inhibit involvement?"

   Fifth subgroup: "How much did students express their personal feelings or behavior? What did each leader do to stimulate or inhibit this?"

   Ask the subgroups to look for specific things each leader did or did not do, or should have done differently, according to its principle. Invite the trainees to take notes; for this purpose, do not darken the room completely.

   Segment 3-b .................................... (about 12 min.)

   The woman teacher recruits volunteers to obtain data on high-accident locations.

   Pelz and Schuman introduce the next ingredient in Session Four--emotional trigger film, THE KEY--in which people are represented by car-keys at a party.

   Before showing the film, the quiet teacher divides students into subgroups and gives each subgroup a topic to discuss afterward.
(Segment 3-b, cont'd)

THE KEY (emotional trigger film): Male kev gets drunk at a kev-party and is tawed out by his female companion before they drive off.

The quiet teacher's class discusses the film, with reports from subgroups. Then the woman teacher's class is shown discussing the same film, without subgroups; Pelz is a guest leader here. (8 seconds blank; stop film.)

As soon as the film stops, each subgroup of trainees meets together for five minutes, and evaluates the leaders in terms of its leadership principle. (Note: if some subgroups have only one member, that person spends this time writing down his observations and suggestions.)

Then you reconvene the group as a whole, and invite reports from each subgroup. It's best to ask which group wants to start, rather than going mechanically in order.

As needed, ask trainees for specific examples of behavior did or did not do, or should have done differently. You may ask:

"If you were leading the discussion, how would you improve the procedure?"

Suggestion: if a given subgroup is uncertain how to apply its principle, consult pages 16-17 of this Manual concerning the five leadership principles, and use any questions you find there to stimulate discussion.

If time allows, you may point out that in the last training seminar three weeks ago, the athletic teacher used subgroups in a somewhat different way. He:

--composed one subgroup of all boys and another of all girls;
--gave the discussion topics aloud;
--circulated among the subgroups as they discussed.

But in the episode just shown, the quiet teacher:

--formed subgroups from students sitting near each other;
--gave the discussion topics on slips of paper, and
--did not circulate.

Then ask:

"What benefits or drawbacks do you see in either method of using subgroups? Which procedure would you find more comfortable or effective?"
Conclusion of Session Four --
optional situational film, DON'T SPEED UP! ... 11:30-11:45

Explain that "Normally the previous material would be enough to fill the class period. But if you find you have extra time, you can show the next optional film. We'll see this followed by a few minutes of discussion."

Segment 3-c ................. (about 5 min.)

DON'T SPEED UP! (optional situational film): The car ahead changes speed, and won't let the young man pass.

The woman teacher's class discusses the film, with Pelz serving as guest leader. (8 seconds blank; END OF TRAINING FILM #3.)

If there is time, invite discussion. Refer to exhibit B on DEVELOPMENT OBJECTIVES, and ask:

"Which of these objectives were touched on by this classroom discussion?"

"Could other objectives be involved by the use of this film? ... What questions would you ask to accomplish this?"

Administrative arrangements for remaining workshops ... 11:45-12:15

The fourth seminar will be crowded, so it is best to hand out to each trainee the packages of student materials he will need for conducting his remaining workshops. These include the rest of his practice workshop:

--opinion ballots on drinking, drugs, and driving (Session Four) and all six sessions of his new workshops:
--Driving Development Notebooks (Session One);
--self-rating ballots on driving strengths and weaknesses (Session Two);
--opinion ballots on drinking and drugs (Session Four).

Again encourage teachers to arrange for mutual observations with other teachers, or for tape-recording their own sessions, which they can use either for self-examination or for mutual exchange.
Urge prompt re-assembly for the fourth seminar (tomorrow morning or this afternoon), as there will be much to cover in Sessions Five and Six.

END OF THIRD SEMINAR

* * * * *
PROGRAM FOR FOURTH SEMINAR

Before the seminar

1. As before, have posted on the wall the easel-size copies of exhibits A & B, D, and E. But remove the list of ingredients in the first three sessions, which you posted for the last seminar.

2. A half-hour before the seminar, have your operator thread and focus TRAINING FILM #4 on 16 mm projector, and warm up sound. Then turn off lamp until you actually show the film.

Reconvene ............................... 8:15-8:20

Proceed immediately to the following.

Beginning of Session Five--
opinions on drinking, drugs, and driving .......................... 8:20-8:45

Ask trainees to turn to outline of Session Five, Leader's Manual page , and say: "At the last session the leader handed out opinion ballots with questions on alcohol and marihuana in relation to driving. He has tabulated these, and now at the start of Session Five he either hands out a copy of the tabulation to each student, or shows it with an overhead projector. We'll see two episodes from the quiet teacher's class discussing these opinions, and two episodes from the stout teacher's class."

"As you watch, have a pencil and paper; write down any questions you think of, that the leader didn't ask but could have. These can either be initiating questions or responsive questions." To allow note-taking, do not darken room completely.

Segment 4-a .................................. (about 6 min.)

Pelz and Schuman introduce the discussion of opinions on drinking and drugs. Four classroom episodes are shown: 1) quiet teacher, 2) heavy teacher, 3) quiet teacher, 4) heavy teacher. (8 seconds blank; stop film.)
Find out whether each trainee has written down at least one additional question that either leader might have asked. If not, ask them to do that now. Then invite discussion:

"What other questions do you think either teacher might have asked?"

"Did you notice any points at which either teacher could have responded to a student with a responsive question?"

For additional discussion, if trainees do not mention the following, point out that:

"A couple of times the stout teacher asked who had given a certain answer, and then asked for reasons; but the quiet teacher simply said, 'Let's open it up for discussion.' Which method do you feel works better to get students talking? Why?"

Session Five (continued) --

emotional trigger film, DREAMER .................... 8:45-9:30

Before you show the next film, divide the trainees again into five subgroups of 1-4 persons each. (In case trainees are sitting in the same places as for the last seminar, shuffle them so that subgroup membership is different from last time.)

Explain that first they will see DREAMER; immediately afterward, before they see classroom episodes, each subgroup will meet and devise two or three discussion questions for the film. They should not consult the Leader's Manual. Refer to exhibits A and B - CAUSES AND OBJECTIVES. Assign each subgroup to one of these topics; their task is to prepare questions which focus on that topic.

Topic 1: Effects of feelings or emotions, and how to compensate.
Topic 2: Effects of drugs, and how to cope.
Topic 3: Expecting the unexpected.
Topic 4: Overconfidence; accurate estimation of risk.
Topic 6: Awareness of distraction, and effects of inattention.

(Note: omit topic 5, deliberate decision-making, which would not fit this film very well.)

Segment 4-b ........................................... (about 2 min.)

DREAMER (emotional trigger film): The pleasure of driving alone and day-dreaming; close call with railroad barrier. (8 seconds blank; stop film.)
Subgroups now spend 3-4 minutes devising a few questions about their respective topics. Reconvene total group, and invite reports on these for the next 20 minutes:

"What questions might the leader raise to bring up each of the development objectives?"

But save 10 minutes for the following:

"Now let's watch some classroom discussion, and see what questions these teachers actually asked. In one of these, Dr. Schuman will appear as a guest leader."

<table>
<thead>
<tr>
<th>Segment 4-c</th>
<th>(about 5 1/2 min.)</th>
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<tr>
<td>Episodes from the stout teacher's class discussing DREAMER, with Schuman as guest leader; then episodes from quiet teacher's class. (8 seconds blank; stop film.)</td>
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If there is any time left, ask:

"How did you feel about the questions these teachers used, compared with the ones you prepared?"

Session Five (continued)--

situational trigger film, AFTERNOON DRIVE . . . . . . . . . 9:30-10:00

Say that: "Next we'll see a situational film, AFTERNOON DRIVE, followed by discussion in the stout teacher's class. Every now and then you'll see a large question mark, and I'll stop the film. When that happens, I'd like to get your comments on what you think the leader should do here, or what you might do at this point. For example, if you were leading this discussion, would you:

--ask a responsive question based on what the student has said;
--ask an initiating question, and if so what;
--just nod your head and listen for more ideas;
--or do something else?"

Director: the following film will have four "?'s"; at each one, stop the projector and invite trainees' ideas for 5 minutes; then continue to the next one. Watch your time so that you get through. If time runs out, you can just show the last one or two episodes without discussion. Following each "?", the next episode will not show what the leader actually did, as there is not necessarily one correct behavior at each point.
### Segment 4-d

**AFTERNOON DRIVE (situational trigger film):** It's a lovely day, and suddenly a car cuts in from the side.

Four episodes are shown from discussion by stout teacher's class, interrupted four times by "?". (Stop the film at each "?"; 6 seconds blank after last one.)

At each "?", ask:

"What should the leader do next? Or what would you do at this point?"

### Session Five (concluded) --

**optional situational film, SANDWICH** 10:00-10:15

State that "If there is extra time in Session Five, the following optional film can be used."

### Segment 4-e

**SANDWICH (optional situational film):** Young man is trapped between two trucks.

Discussion by this by athletic teacher's class. (8 seconds blank; stop film.)

There probably won't be much time, but if there is, invite discussion such as:

"What other lines of discussion might the leader have brought out?"

**Coffee break** 10:15-10:30

**Beginning of Session Six--**

**emotional trigger film, THE BLONDE** 10:30-11:10

Ask trainees to turn to outline of Session Six in Leader's Manual, p. , and say that you will show next the emotional trigger film, THE
BLONDE, and then some discussion of it led first by the stout teacher and then by the woman teacher.

Say that you want half of the trainees to watch out especially for OBJECTIVES (exhibit B), and the other half to watch out especially for PRINCIPLES OF LEADERSHIP (exhibit D). Have each trainee commit himself to one of these.

Then say that: "At five points, the classroom discussion will be interrupted with a question mark. When that happens I'll stop the film, and ask how you think the leader's behavior relates either to a workshop OBJECTIVE, or to a LEADERSHIP PRINCIPLE."

Segment 4-f . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . (about 8 min.)

Pelz and Schuman introduce Session Six.

THE BLONDE (emotional trigger film): Young man in a tavern loses at bowling game, is humiliated when he flirts with a girl, speeds into the night.

Episodes of classroom discussion conducted by the stout teacher and the woman teacher, interrupted five times by "?." (Stop the film at each "?"; 6 seconds blank after last one.)

At each "?" invite discussion:

"How did you feel about the leader's behavior—either in terms of workshop objectives, or principles of leadership?"

"What could the leader have done differently at this point? How would you improve on what he or she did?"

Session Six (continued)—
dangerous locations . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 11:10-11:30

Explain that "Two sessions ago, student volunteers were recruited to visit police headquarters and get data on high-accident locations in this neighborhood. The leader meanwhile has obtained a local map which he pins up, and the volunteers can point out dangerous locations. The leader then asks why these points are dangerous, and what drivers can do to reduce the danger. Let's watch some of these discussions."
Segment 4-g

Discussion of dangerous locations by stout teacher's class.
(8 seconds blank; stop film.)

In the short time available, invite discussion such as:

"Among the main workshop objectives (exhibit B), which topics are likely to come up in a discussion of dangerous locations?"

"Can you suggest any improvements in the way this leader conducted the discussion?"

Session Six (concluded)--
NAVIGATION; SPRING EPIDEMIC; CLOSING FILM . . . . 11:30-12:00

Refer again to outline of Session Six, Leader's Manual, p. , and say: "There are three more possible ingredients, depending on the time left. We'll see the optional film, NAVIGATING, followed by classroom discussion about it.

"Another option is to ask students to turn to the last page of the Driving Development Notebook, where a chart on the SPRING EPIDEMIC is shown. This is reproduced in the Leader's Manual, p. . It indicates a tendency for fatal accidents to rise among 18-19 year-old drivers in late June and again in late August. It's worthwhile to get students' ideas of why this should be so.

"Be sure to save the last two minutes of the class period to show a brief CLOSING FILM in which Professors Pelz and Schuman thank the students for participating. Now let's see these ingredients."

Segment 4-h

NAVIGATING (optional situational film): Young man has a map, but the expressway signs are confusing.

Woman teacher's class discusses how to navigate on freeways.

Pelz and Schuman introduce the SPRING EPIDEMIC chart, followed by discussion of this in the woman teacher's class.
(Segment 4-h, cont'd)

Pelz and Schuman introduce the CLOSING FILM which is then shown; they thank trainees for participating and wish them success in their driving workshops. (8 seconds blank; END OF TRAINING FILM #4.)

If there is any time available, invite questions or comments.

Wind-up . . . . . . . . . . . . . . . . . . . . . . . . . 12:00-12:15

Concluding remarks. Thank trainees and wish them good luck in forthcoming workshops.

Make sure each teacher has all of the student hand-outs he will need.

Again offer to help with mutual observation, or tape-recordings of workshop sessions for self-improvement.

END OF FOURTH SEMINAR

* * * * * *
APPENDIX A. SELECTION OF STUDENTS AND TEACHERS

After a school system has decided to apply the Driving Development Program with the series of six driving workshop sessions, a next step is to decide which students or classes are to participate in the workshops, and which teachers are to be trained as workshop leaders.

Evaluation design

These decisions cannot be made without simultaneous consideration of a process for evaluation. Since the Driving Development Program is still an exploratory one, the ultimate value of which has not yet been confirmed, the sponsoring school system is strongly urged to build in an evaluative design, which can take one of two major forms: (I) some students within a given school are designated to receive the driving workshop treatment, while other equivalent students within the same school are designated as a control group with no treatment; (II) all or most of the students at school A are designated to receive the workshop treatment, and a similar set of students at a similar school B are designated as the control group with no treatment.

In both designs, data would be obtained on subsequent driving performance of both groups, usually by means of official driving records in the State Department of Motor Vehicles. (See Appendix C for further discussion of the evaluation process.)

If design I is followed, it is important that treatment and control groups within a single school be genuinely equivalent, following procedures suggested below. Care must be taken not to assign to the treatment group either those students who are judged to be especially receptive ("good students who will cooperate") or especially resistant ("trouble-makers with bad driving habits"). Rather, both treatment and control groups should be essentially cross-sections of whatever student body which is specified as the target.

Under design II the question of selecting students for the treatment group becomes irrelevant; the entire student body at one school is designated to receive the workshops.
Typically a large system with several high schools, or perhaps a county-side set of school systems, might decide to participate. In this case design II would require that similar schools be paired, and that one school in each pair be randomly selected to receive treatment while the other in the pair is kept as control. This might be less acceptable to the participating systems, however, than design I, with some treatment being given in every school.

**Volunteer feature avoided.** Whether design I or II is followed, it is essential to avoid the procedure of asking for individual volunteers—for example, setting up the program as an extra-curricular, after-school-hours activity. Previous research has indicated that under this circumstance, those who volunteer are likely to have a higher socio-economic background, a more compliant attitude, and a better driving record. No firm conclusion can then be drawn as to the relative effect of the program.

It is always true, of course, that any student who objects to participation should be excused. However, excusing a few objectors will introduce less bias than constituting the participants solely of volunteers.

**Selection of treatment and control groups within the same school**

If design I is followed, the following decisions will be faced.

1. **What students are eligible?** The workshop program assumes that most of the participants have had six months to one year or more of driving experience (although a few non-drivers or novice drivers can remain in the group). This criterion suggests students at the junior level at least and preferably at the senior level.

2. **How are the workshop sessions to be fitted into the rest of the school program?** We recommend that the workshops be administered in a selected number of existing classes—specifically that one period per week of a regular class be set aside, for six weeks in succession, as a driving workshop.

The after-school extra-curricular arrangement has the danger of a volunteer bias, as noted above.

Another arrangement is to have selected students leave their regular class at a certain time once a week, and meet together as a special workshop group. This puts a strain both on the student who is excused and on the instructor of his regular class, and arouses resistances which prevent full involvement.
If workshops are run in a regular class as recommended, the question arises as to whether the regular teacher or someone else should run the workshops. This question is dealt with in the next section.

3. **How are particular classes to be selected?** Under the recommended plan, we suggest that attention be given to those courses in which all or most of the seniors are enrolled, and for which highway safety might have some relevance—for example, in terms of citizenship, health or physical fitness, life adjustment, sociology or psychology, etc. Senior courses in social studies or physical education, among others, may fit these criteria.

As an illustration, let us assume that most seniors in a class of 300 are enrolled in one of 10 social studies classes. Let the school administration, assisted by the social studies faculty, divide the classes into five pairs where the two classes in each pair are reasonably similar on such matters as academic performance, driving record (if known), vocational track, acceptance or resistance of teacher direction, etc. Let a strictly random method be used to assign one class in each pair to the treatment group and one to the control group—for example, by drawing slips from a box, or use of a table of random numbers.

Special care should be taken that the assignment of a particular class to treatment or control group is not dependent on judgment as to the relative receptivity or need of that class.

After the treatment classes are selected, any members who do not want to participate may be excused for library work during the workshop sessions.

**Selection of teachers to be trained as workshop leaders**

As a source of candidates for training as workshop leaders, one naturally looks first at those teachers scheduled to teach the selected classes during a given semester. If they meet most of the following criteria, our recommendation is that they be given priority. Administratively it is easier to have them to conduct the workshops in their own classes, than it is to bring in an outsider.

The individual who can adapt to the non-directive style of the driving workshops (see especially exhibit D on principles of workshop
leadership, pp. 14-17 of the present manual) is likely to have many of the following qualities:

a) He is relatively secure with himself, and able to tolerate differences of opinion, or even hostility, without anxiety.

b) He has personal warmth; he is interested in students, in their ideas and problems; is "supportive" in interpersonal relationships.

c) Although he may have definite opinions, he can refrain from expressing his own opinions, and refrain from evaluation.

d) He is relatively non-authoritarian in teaching style; is able to listen as well as talk; is able to teach by inquiry as well as by telling.

e) Perhaps as important as any other quality, he is willing to learn, interested in trying new techniques, willing to experiment, and to expose himself to uncertainty and a minimum of guidelines.

As illustrated in the training film, teachers with rather different personalities are able to make effective use of the non-directive leadership principles that we advocate. Thus the athletic teacher and the stout teacher were rather active or vigorous in their personal style, whereas the quiet teacher and the woman teacher were more subdued. All of them, however, had the essential ability to listen and respond to student viewpoints in a warm, non-evaluative fashion.

Frequently the question arises: should driver education experience be either sought or avoided in selection of workshop leaders? The main criterion is whether a teacher with this background is able to refrain from injecting his expert knowledge and evaluation. The overall objective of the workshops is learning through self-discovery. If the students feel that the leader has specific points in mind which he is trying to get them to accept, they may "tune out" both the leader and the workshop process.

No general answer to this question can be given. A successful illustration is that of the athletic teacher, who was not only a social studies instructor, but also a coach and the coordinator of driver education. He had the respect and friendship of the students, and in his role as workshop leader he carefully refrained from imposing his expert knowledge of driving.
APPENDIX B. REINFORCEMENT THROUGH PERIODIC MAILINGS

According to the concept of driving development, it may take several years for the young person to acquire the wide repertory of skills that comprise mature driving ability. During this period he has encountered a variety of traffic conditions, has driven in many states of mind including drinking, and has had numerous close calls and even perhaps some crashes. Out of this wealth of experience he develops driving "judgment."

The purpose of the driving workshops is to promote this process, through analysis of their own and their peers' highway experiences so as to learn from them. But the workshops can provide only a push. The individual must continue the process by himself, over many months after the workshops have ended.

Subsequent driving experiences

How can continued learning be reinforced? One technique which Pelz and Schuman used in their 1968 pilot study in one high school (see footnote on p. 3) was to send each workshop member a letter every few months expressing interest in his driving progress, and inviting him to tell about highway experiences which might be of interest to other drivers. These episodes were reproduced (without names, of course) and sent to participants in the next mailing.

In the larger 1970 program in five high schools, a similar procedure was used. Every three or four months, the authors sent a letter to each workshop participant enclosing a "Current Information Form" on which the driver was invited to report any driving experiences or observations he thought useful.

From these replies, excerpts were incorporated in a "Driving Development Newsletter" which went out in the next mailing, along with another information form.

Two examples of these materials are attached. From replies on the Current Information Form dated September, 1970 we produced the Newsletter dated December. Note that answers to the question "How have your feelings
about driving changed over the past summer..." have been compiled in a box on page 3 of the Newsletter.

The second example of a Current Information Form is that of April, 1971, requesting opinions on the importance of drinking as a cause of accidents both among drivers under age 21 and those 21 or older. A summary of these opinions appears at the beginning of the subsequent Newsletter dated July 1971.

Each Current Information Form, in addition to inviting any highway experiences of interest, made a point of asking a different specific question such as:
- feelings about summer driving;
- experiences in winter driving;
- observations about drinking and driving;
- observations about drugs and driving, etc.

Administration of mailings

We suggest that the series of mailings be continued over at least one year following the workshops, and preferably longer.

Preparation of the mailings and newsletters could be handled in any of several ways. It could be taken on as a continued project by a Safety Committee of students, for example, or by a class in journalism. Some assistance in maintaining the address file and the mechanics of mailing would probably be needed from the school's clerical staff.

The attached examples of Driving Development Newsletters—with their use of drawings, and printed format—are perhaps more elaborate than a school system or student committee could undertake. But appearance is unimportant; a simple mimeograph or ditto production would be sufficient. Of course, art students could help with simple sketches.

ATTACHMENTS:  Current Information Form, September 1970
Driving Development Newsletter, December 1970
Current Information Form, April 1971
Driving Development Newsletter, July 1971
CURRENT INFORMATION FORM
(Reply Envelope Enclosed)

Have your feelings about driving changed over the past summer, or are they about the same? If they have changed, how are they different now?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

We'd be interested in hearing about your recent driving experiences from which you realized something about your own driving, road hazards, other drivers, etc. Do you have any advice to give about these situations?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Would you please make any corrections necessary on your mailing address?

__________________________________________________________________________

Please return this form within one week. A prepaid addressed envelope is enclosed.

Thank you for your assistance in this project.
I FEEL WHEN YOU GET BEHIND THE WHEEL OF THAT CAR YOU'RE TAKING YOUR LIFE IN YOUR OWN HANDS. THERE IS ALWAYS SOME WEIRDO OUT ON THE ROAD.”

—Plymouth

Of 137 young drivers who returned the September, 1970, Current Information Form, 54 told of episodes or feelings indicating that a lot of other drivers are crazy or careless or both. Twenty-one of you observed miscellaneous examples of insanity or inattention such as the following:

"Once work lets out the employees drive like maniacs, almost running people over and causing accidents. There should be strict enforcement on these people and nothing is being done about it until someone is killed.”

—Warren

"Stay away from women drivers, especially if they have kids in the car with them. They sometimes get so busy yelling at and fighting with the kids they forget that they are supposed to be driving a car and that there are other drivers on the road.”

—Warren

"I rode home today with a neighbor and I took my life in my hands! She isn’t capable of driving a car or having a license. My advice is to have a driving test set up by the state, and each year have your driving checked. This would rid the road of all those kinds of drivers—I’d rather walk!”

—Plymouth

"PEOPLE SHOULD WATCH IT WHEN THEY START DRIVING HOW THEY FEEL.”

—Lansing

"Cars are an expression of manliness. To grind gears and peel off is impressive to guys. To kids, driving is a way of emotion. If you’re mad or sad or happy you drive accordingly. It’s not transportation to kids, it’s a feeling, an escape. If kids have dates or fights they drive accordingly without too much thought to anything else. It’s too bad, because a lot of unintentional accidents are caused by driving in a daze.”

—Anonymous

ONE TURN DESERVES ANOTHER

"Not very many other drivers use their blinkers when turning.”

—Plymouth

"I started passing a car which was about 100 yards from a crossroad. He slowed down, naturally, I thought, so I could pass; well, about 10 yards from the crossroad he put on his turn signal. I immediately put on the brakes and he missed my car by approximately two inches. My suggestion is on a fairly fast traffic road you should be sure to signal within plenty of time for drivers in back to anticipate your move.”

—Plymouth

"I experienced one old lady the other day; she drove in the middle of the road with her left turn signal on for at least 12 blocks. All of a sudden she slammed on her brakes and turned right. What is the matter with people today?”

—East Detroit

NOMINATIONS FOR THE MOST DANGEROUS INTERSECTION

"Plymouth road and US 23. Accidents happen there every day. An overpass should be built.”

—Plymouth

"At the corner of Glen and Fuller, in Ann Arbor, there should be more than just a caution curve sign. One needs to stand there no longer than five minutes to see some kind of funny action pop up with the drivers.”

—Taylor

"On the corner of 12 Mile and Utica there’s a great turning hazard. I’ve seen too many accidents on this corner, I don’t want to be the next one!

—Sterling Heights

FIRE!

"One night I was driving down Gratiot when I heard a firetruck coming up from behind. The minute I heard it I panicked. I stopped dead in my tracks and the firetruck had to stop for me.

—Warren
I’m going to have to learn to keep my cool or someone’s house could burn because of me.”

—Warren

SLOPPY MERGING

“Some terrific traffic jams on Southfield Expressway could be avoided if people would merge into the thru lanes far enough back from the construction area.”

—Ecorse

“The biggest thing people do wrong is they pull a trailer and drive 60 mph in the left lane or pass you and don’t allow enough room for the trailer.”

—Plymouth

Five young drivers mentioned the hazards of the driver immediately in front of them stopping when there was no need, or slowing down inappropriately:

“The biggest problem I find when I go to work are people coming out of a large shopping center slowing down and sometimes stopping in the four-lane, 45 mph one-way traffic.”

—Taylor

TAILGATERS

“It makes me mad when I’m going the speed limit and the car behind is riding my tail.”

—Plymouth

“The driver in front of these people doesn’t know whether or not the driver behind him is going to crawl in the back seat.”

—East Detroit

SIGNS AND SYMPTOMS

“I’ve seen more trouble when a car has to squeeze to the left and get back in the lane. Those ‘Pavement Narrows’ signs are either so obscure or badly placed that it is dangerous.”

—Ypsilanti

“At night, during a very heavy rainstorm, it’s bad enough that I can hardly see the front of me, much less to see if I’m staying in my own lane. I think the white lines on our main highways and streets should be painted with a white paint that glows in the dark.”

—East Detroit

“Speed limit signs should not be posted so close to traffic signals. Reading too many signs while nearing a signal makes me nervous.”

—Detroit

“Over the summer I’ve seen numerous close calls when cars pass on a curvy, two-lane highway. Frequently, even when a zone is marked safe for passing, you can’t see far enough ahead to pass safely.”

—East Detroit

“I wish to bring to your attention a hazardous practice of the Highway Commission’s placement of ‘Pass With Care’ signs on some major highways.”

—Plymouth

“I was driving my dad’s car at about 25 mph on a dirt road. All of a sudden I hit a big bump, lost control of the car and hit a mail box. Don’t always think the speed limit is a safe speed on a dirt road!”

—Plymouth
FEELINGS ABOUT DRIVING

We asked, “Have your feelings about driving changed over the past summer, or are they about the same? If they have changed, how are they different now?” One young driver replied:

“My feelings about driving change every time I drive. Sometimes I’m scared and other times it’s really relaxing.” —Taylor

Others’ feelings ranged from, “I enjoy driving more and more,” (Plymouth), all the way to, “I am really terrified to go out on the road,” (East Detroit).

Of 137 young drivers who returned the September, 1970, Current Information Form, 37 did not report any change in their feelings about driving.

There were eight who felt:

“Driving is truly a harrowing experience.” —Warren

“I used to like to drive, but now I hate it. There are too many idiots on the road.” —Taylor

“Now that I’ve driven a lot over the summer, I am becoming too sure of myself and I am not as careful as I used to be.” —Warren

Twenty drivers expressed a strong sense of alarm, some have been alarmed all along; others become alarmed with increased experience in observing their fellow drivers:

“Driving is still a risk, largely because of the traffic density and the lack of confidence coupled with an exhibited inability of other drivers to plan ahead. To stay ahead of the game, you have to plan ahead for them, then make allowances for a change of plans.” —Plymouth

“People in parking lots are very dangerous. They lose all sense of courtesy and will do anything for a parking spot.” —Alma

“You must constantly be watching out for the other guy.” —East Detroit

Four of you felt like this:

“Driving is a pain in the neck; we depend too much on automobiles. Most of us would be lost without them. It’s time for us to realize that covering America with concrete is not progress.” —Plymouth

“I used to like to drive. Now if I can avoid it I do. Too many cars on the road.” —Ecorse

Nine young people were beginning to feel bored with driving:

“My feelings about driving have changed to ‘eck.’ I drove so much I’m tired of it.” —Warren

“This summer I had a job and drove to and from work every day. Sometimes twice in one day, and I got tired of driving that much.” —Warren

Seventeen young drivers felt that they had become more cautious, careful, and alert:

“I have my own car now; I watch out for everything in my path more than I had ever had.” —Taylor

“Driving is much more serious than what kids are taught in school.” —Taylor

“In seeing many accidents this summer, I find myself being more defensive. I now realize that it isn’t enough to watch your driving, you have to watch other people’s.” —Taylor

There were nine who mentioned driving more slowly now, some of them as the result of accidents or violations:

“Over the summer I acquired my first car and unfortunately my first ticket. After getting the ticket I’ve realized how stupid it is to get a ticket. Not only does it go on record, but also it can be very costly, and for what—a few minutes saved in getting somewhere, or maybe a person’s life next time.” —Plymouth

“I learned before I hurt someone that playing games and racing is not for the road.” —Taylor

“I take it easier because I can get better gas mileage; it’s more mature and easier.” —Warren

Nine young drivers felt they were gaining good driving experience:

“Over the past summer I have realized that the more driving experiences I encounter the more equipped I feel in handling new ones. I feel the longer a person drives, the better driver he or she becomes.” —Warren

“I’m more alert and my driving habits are improved.” —Detroit

Seven felt more confident:

“I have become more confident while driving. Not to the extent of being too confident, but I’m not so nervous.” —Fraser

BUT two more mention driving somewhat faster, and three feel that they are becoming careless:

“Well, I still enjoy driving very much, but it appears as though I am a bit more careless. Fortunately, since I have become aware of my carelessness I have tried to correct this fault. Despite the fact that it took a moving violation to make me aware of my carelessness.” —East Detroit
WALK, DON'T POLLUTE

"I don’t enjoy driving any more—it was never really fun—there are too many people on the road now. I’d rather walk and not pollute the air."
—Plymouth

"My only advice is: drive only when necessary; it’s better for your figure, it lessens your chance of becoming a road fatality, and you can meet some far out people."
—Sterling Heights

OLDER DRIVERS

"I think they should do something about these people who are over 60 and who go about 20 in the middle lane, which causes traffic problems especially at rush hours."
—Roseville

"There should be a test you have to take when you get that old, to find out if you’re really capable of driving."
—Taylor

AND YOUNGER DRIVERS

"I feel now that not just the older people should be blamed for being bad drivers. The younger (17-21) are just as bad."
—Taylor

"I honestly feel that the driving age should be moved up to 18 years old. There would be less cars on the road, along with a tremendous decrease in accidents. I’ll be 19 in two months, and I can honestly say that I didn’t feel ready to drive at 16. And I know many 16-17 year old friends who drive like careless fools to show off, etc."
—Warren

ACCIDENTS

"The accident was my fault for not stopping soon enough. It happened on I-94 at Michigan, or ‘Dead Man’s Curve.’ I ran into the back of another guy (he had stopped for an accident in front of him)."
—Taylor

"The slow-down in traffic in the area of an accident is not due to the accident but to the onlookers who feel they must slow down and even stop so as to be able to see what happened."
—Detroit

CONTACT LENSES

"I recently purchased a pair of contact lenses. Driving to work wasn’t bad, but after working eight hours, my eyes were bothering me. They began watering, and things in front of me got quite blurred. No accidents, thank God’ but I learned something: be prepared. So, to anyone starting to wear contacts, take your glasses with you just in case. You may never need them, but if you do they’ll be there."
—Warren

THE DANGEROUS DRUNK

"I was driving along with a few of my friends when we encountered a drunk driver right in front of us. We followed him to his home in case anything should happen. He almost killed himself and other innocent people several times. He couldn’t seem to make up his mind about which lane to drive in. My advice—stay a good distance away from a drunk driver, or any driver as far as that goes."
—Taylor

BACK SEAT DRIVERS—PRO AND CON

"One day my friend and I were driving down a main street when she saw a familiar car and looked to see if it was who she thought; before she knew it the car in front of us was stopped and if it weren’t for me screaming she would have hit this car."
—Warren

"I’ve learned one thing—don’t listen to anyone else while you are driving. My brother ‘Mr. Know-it-All’ was with me one time when I was very nervous because the traffic seemed to be extra heavy that day. So he proceeds to tell me how to drive. I was trying to ignore him but I got in a pinch and he shouted to go ‘this way’ and by doing so I almost hit another car and almost forced still another one into a telephone pole."
—Taylor

TRUCK DRIVERS—GOOD GUYS OR BAD GUYS?

"During the summer my ideas about truck drivers changed drastically due to the fact that I spent a great deal of time as a passenger in one. Most people do not realize the difficulties in handling a large truck in crowded highways. A little patience and a lot of room would make for easier going and less accidents."
—Plymouth

"Some truck drivers are inconsiderate. They think because they are so much larger than cars that they have the right of way."
—Ypsilanti

BRICKBATS AND BOUQUETS

"This or any other kind of thing like this... is actually worthless; I hope you are happy spending your time wasting it."
—Plymouth

"This is really a great research; I hope everyone who was involved last year will continue to aid you in your research. The problem of driving lies very often in the person behind the wheel."
—Plymouth
CURRENT INFORMATION FORM
(Reply envelope enclosed)

1. For drivers under age 21, how important do you think drinking is, as a cause of highway accidents? Please CHECK ONE:
   - One of the most important causes
   - One of several main causes
   - Not so important as other causes
   - I have no idea

2. For drivers aged 21 or older, how important do you think drinking is, as a cause of highway accidents? Please CHECK ONE:
   - One of the most important causes
   - One of several main causes
   - Not so important as other causes
   - I have no idea

3. We'd welcome your comments on the above—anything you have observed about drinking and driving, either for younger or older drivers. (Use back side if you need more space).

4. Are there any other recent driving experiences you would like to report?

PLEASE RETURN THIS FORM WITHIN ONE WEEK.
A prepaid addressed envelope is enclosed.

Is the following mailing label correct?

Thank you for your help in this project.
IT DEPENDS.

Many of you commented on the manner and extent of interaction between drinking, age, and other factors in highway accidents. Eight of you said that the age of the drinking driver was not a sole or accurate index to the safety of that person's driving:

"THE AGE DOES NOT MAKE THAT MUCH OF A DIFFERENCE. IT'S WHEN YOU GET THE KNOW-IT-ALL DRIVER THAT DRINKS AND DRIVES OR THE YOUNG INEXPERIENCED DRIVER THAT DRINKS."

—East Detroit

"It depends upon the drunkenness of a person driving. If he is drunk yet has his head pretty well together he tends to be more careful and cautious in his driving. However, for the person who has been excessively drinking, he is terribly careless and loses an immense sense of time and space. This is the one you have to look out for."

—Haslett

Others of you expressed strong—and frequently contradictory—opinions about whether drinking-and-driving was more of a hazard in the under-21 age group, or in the 21-and-over group. Here are some of the factors that entered into your thinking about the relative hazards:

ON THE ONE HAND:

Ten of you felt, for a variety of reasons, that drinking-and-driving was more hazardous in the under-21 age group:

"I feel a younger driver, say at the age of 16, is more likely to cause an accident when drunk than a person say about 21 years old who has had experience with drinking."

—Taylor

"Most high school students when they drink drive around, mainly because they have no place where they can go."

—Warren

"The younger driver becomes more of a daredevil when under the influence of alcohol."

—Warren

"These drivers who are under 21 seem to be the ones who are drinking more these days as a rebellion against the establishment. It really seems to be a big thing for them to go out and get smashed."

—East Detroit

"The big thing, besides drugs, to do in high school was get drunk and then prove that you could still operate normally."

—East Lansing

"I feel the reason why there are so many accidents caused by drinking is because the car is one of the safest (as far as getting caught is concerned) places to drink."

—Allendale

...AND ON THE OTHER HAND:

Seventeen of you felt that drinking-and-driving was more of a hazard in the over-21 age group:

"Adults are more dangerous when drinking because they feel confident and tend to dismiss a few drinks and 'I know my limit.'"

—Warren

"I believe there are more drunk drivers over 21 because they are in bars all the time where kids aren't. And most of the kids drink in houses and don’t drink as often."

—East Detroit

"Younger drivers seem to know when to stop drinking before it interferes with their driving."

—East Detroit

"I feel older persons (over 21) cause more accidents while drinking. People under 21 are well aware that they would be in triple trouble if they caused an accident while under the influence of alcohol."

—Taylor

"I have noticed that many 35-and-over men and women tend to get in more accidents due to drinking than those under 35. I always see carfuls of adults with beer cans and bottles right in their faces."

—Detroit

"I feel that this is more of the adult thing, mainly because it’s legal for them to get, and that makes it more adults drinking than teenagers, which could lead up to more accidents."

—Detroit

"I work in the claim department of an insurance company and I found that there are more elderly people who have accidents while they drink and drive than the younger ones."

—Taylor

"When any of my friends drive after drinking they tend to drive more slowly and carefully. They are not, however, very drunk, having had only 1 or 2 drinks when knowing they had to drive."

—East Detroit

"Older drivers don’t want others to drive them home when they’re drunk. Young drivers will spend the night at a friend’s house or else have someone drive them home."

—East Detroit
"BEING TIPSY ISN'T AS GREAT A FEELING AS BEING ALIVE. TO DRIVE STONE DRUNK ONLY CAN MAKE YOU STONE DEAD."

Eight of you commented on the Easter Sunday accident on the Ford Freeway:

"Recently a person I knew was killed. 26 people were injured and 7 killed in all."
—Ecorse

"The driver of the car, of which the speed was estimated to be 100 mph, was 20 years old and had amassed 33 points since September, 1968. There is something wrong with our system if a driver with a record like that is still running around in a car."
—Warren

Other young drivers cited traffic deaths in which drinking was involved:

"A few weeks ago a young man of 20 was drunk driving and caused a very senseless accident which killed a mother and two children."
—Taylor

"My husband's cousin had been drinking at a relative's home. The relative had thought it would be better for him to stay overnight because of his condition. He insisted that he was well and sober enough to drive home. He was driving down the Edsel Ford Expressway when suddenly his car slammed into a concrete bridge support. The report of the police officer stated there was absolutely no weaving of the car: the driver had apparently fallen asleep behind the wheel. This freak accident proved to me that even if you feel fine physically, alcohol still has its deadly claws on you."
—Warren

"A lot of young kids go out to a party and get drunk and do silly things on the highways. I know of one who went out 2 days before graduating from highschool and got himself what you call 'smashed' and he and another boy got themselves killed. They were in a car driven by someone who was also drunk, and they got on the hood of the car on the expressway. They were thrown from the car."
—East Detroit

ACCIDENTS

"My parents were involved in an accident in which our car was totaled. They were waiting at an intersection to turn left. Another car hit them in the back and pushed them into oncoming traffic. The driver of the car was drunk."
—Warren

"I have had occasion to tow many cars away from the scene of accidents. In at least 25% of those accidents which occurred during the evening, one of the drivers had been drinking."
—East Detroit

"I learned my lesson. I'd had a few beers one night and hit some guy in the rear end. Result: his car was totaled and my dad's had $965 worth of damage."
—Taylor

"I've had only one accident since I've been driving and it wouldn't of happen, if the other driver hadn't been drinking."
—East Detroit

GIVE HIM THE ROAD!

"Those who have been drinking become tough guys behind the wheel and feel they own the road. If I see one like that, I give him the road."
—Taylor

"I just want to get as far away as I can from these people who are driving under the influence of alcohol. It really scares me."
—Taylor

"When I drive at night, I don't trust anybody—they may all be drunk!"
—East Lansing

"In the past year and a half I've encountered at least 12 drunk drivers on one of the main roads in Warren. They are usually going below the speed limit and swerving back and forth across the road. The only time you can pass them is after you've stopped for a red light and you start off from the light faster than they do."
—Warren

"MERGING: THEY GET TO THE END OF THE RAMP AND STOP. SOMEDAY THAT PERSON IS GOING TO HAVE UNEXPECTED COMPANY."
—Ecorse female

"Women drivers are evidently afraid to merge into the traffic. They seem to be afraid of highway driving because of the fast pace the other cars are traveling."
—East Detroit male

WOMEN'S LIB?

"Women are said to be bad drivers. Well if that is so why aren't the insurance rates as high as they are for men?"
—East Detroit

NEW CAR

"We have a new 1971 Duster and it has a lot more power. I find myself watching out for the other guy more, so as not to scratch the paint on the new car and not catch hell from my dad."
—Taylor

FATHER, DEAR FATHER, COME HOME WITH ME NOW...

The Generation Gap is a two-way street. Some of you worried about adult members of your own families who didn't know when they'd had enough:

"My father occasionally drinks (a lot) at social gatherings and with good friends. After these, he often drives back (despite the rest of the family's veto) home and weaves all over the road."
—Warren

"My girl friend's dad can't see well at night and on top of that he drinks. It finally caught up with him the other night. He didn't yield right of way because he didn't see the other car coming. At that time he shouldn't have been driving anyway."
—Warren

Correspondence may be sent to:
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Driving Development Program
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The University of Michigan
Ann Arbor, Michigan 48106
HOW IMPORTANT DO YOU THINK DRINKING IS, AS A CAUSE OF HIGHWAY ACCIDENTS?

Here are the results of your answers to this question:

<table>
<thead>
<tr>
<th></th>
<th>Most Important</th>
<th>One of Several Main Causes</th>
<th>Not So Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under age 21:</td>
<td>29%</td>
<td>59%</td>
<td>12%</td>
</tr>
<tr>
<td>21 or older:</td>
<td>40%</td>
<td>55%</td>
<td>5%</td>
</tr>
</tbody>
</table>

"PEOPLE THINK THEY CAN HOLD THEIR LIQUOR AND DRIVE. ALL THAT'S HAPPENING IS THE LIQUOR HOLDS THEM WHILE THEY DRIVE."
—Plymouth

"I was driving down Plymouth Rd. and a drunken slob was coming up on me pretty fast. I pulled over to the right lane when he was too close for comfort. He flew past but then slowed down when he saw I was a kid, and cut right in front of me and proceeded to slow down more. I pulled around him and he kept up with me. He motioned to roll down my window, which my girl did, because we were afraid of what he might do if we didn't. He was yelling out some sort of mumble jumble about how my car could never beat his car in a race. Now I figure this guy to be about 45 years of age. My girl was getting frightened because he almost ran us off the road. I got mad so I tried to get away from him but my six banger is no match for 327 Impala. He was tailgating me by about 6 feet going 40 so I gave him a little bit of my brakes, at which he slammed on his. He finally turned off. Now what ticks me off is that I had gotten a ticket for going 5 miles over the limit but since I paid it late I had my license taken away 2 days ago. When they let nuts like that loose on the road and take me off it's not fair; my job mainly depends on my driving. He's not the only nut; it's happened before to me too."
—Plymouth

"Recently I was driving on a main street near my home and I saw a man who was so drunk that he could not even keep up or sit right in a car, so how could he be in any condition to drive?"
—Roseville

"Tonight my friend and I pulled up to a red light. A man in a late model car skidded to a stop and when pulling away he was all over the road. He passed us, pulled in front, and went up the curb and ran over two signs, came back on the road and went on his way. All over the road."
—Warren

"GET THE DRUNK BEHIND BARS, NOT BEHIND A WHEEL"
—Taylor

On the Current Information Forms which 218 young drivers returned, 21 of you called for stricter laws, tighter control of licensing and renewal, heavier penalties for drunken drivers, and stronger enforcement, to keep drunk drivers off the road. Two suggested changing the legal definition of "drunk" to that denoted by a lower percentage of alcohol in the blood.

"I had an accident (my first) because a man who was 69 years old was so drunk he could hardly stand. He cut in front of me and I couldn't stop. The police just didn't say anything about him being drunk."
—Plymouth

"I think a great majority of the drivers on the road at night or weekends have been drinking, but there is not enough enforcement of our present laws."
—East Detroit

"Harder laws are needed to combat drunk drivers. Personal experience tells me this. I drove once when I was drunk. Never again."
—Taylor

"If a person is drunk when driving and is caught, I think his license should be suspended—no ifs, ands, or buts!"
—Detroit

"BE CAREFUL NEAR A BAR OR COCKTAIL LOUNGE. WHEN DRUNKS PULL OUT, THEY JUST DO NOT LOOK."
—Belleville

"I work in a restaurant which serves liquor. Many times I have seen people who can no longer carry on a conversation leave expecting to perform normally with physical reactions in a car while mentally they are unable to function. The worst time to be on the road is between 2 and 3 in the morning—the bars close!"
—Ypsilanti
"If you drink don't drive" — Warren

Of 218 young drivers who returned the most recent Current Information Form, 59 of you (or 27%) commented that drinking and driving don't mix:

"Drinking and driving causes either over-cautiousness or over-recklessness and showing off on the part of the driver; both are hazardous."
— Plymouth

"Drinking does weird things to your mind, and you lose your judgment."
— Warren

"Drinking and driving are two things which one should not do together. Separately they are both enjoyable and fun. Together they are no good."
— East Detroit

"There's a time for drinking and a time for driving. But not at the same time."
— Orlando, Florida

Close calls:

"While driving 70 mph on an expressway, a driver made a direct left turn, from the right hand lane, right in front of me and three other cars traveling about 70—so that he could cross the median and get on the expressway going the other way. Sure he saved himself a few miles but he was lucky he hadn't caused an accident. If there had been an accident, people would have died for sure."
— Plymouth

"As my friends and I approached an intersection on the westbound lane one night, a car on the northbound lane ran the red light. Just as we swerved to avoid hitting him, a car going in the same direction ran the same red light. We also had to swerve to avoid hitting him. You can imagine how shook up we were, almost being hit twice at one light."
— Taylor

"I was driving on Gratiot in the left lane and a lady was driving in the middle lane. She swung in front of me and turned left immediately. Somehow, I managed to stop my car, although I'm not sure how. She did not give any indication of cutting in front of me and then to top it all turning left. She had cut in front of me leaving a couple feet, if that much."
— East Detroit

"When I got out of school one afternoon, two classmates ahead of me were doing about 60 mph down a 2-lane road making figure eights at the same time. It is students like that, that cause the ridiculous insurance rates we have to pay."
— East Detroit

"I don't care what anyone says, kids on dope are better drivers than drunk ones."
— East Detroit

Of 218 young drivers who responded to the questions on drinking and driving, 14 also mentioned the possible effects of pot and drugs:

"Grass distorts your attitude i.e. when I was going around the curve on Grosbeck by the Macomb County Jail, and I couldn't get my arms to turn the wheel and almost ran in the ditch."
— East Detroit

"I think drinking and driving is a lot worse than a person high on pot and driving."
— East Detroit

"Not only is drinking a problem with young drivers but also drugs. Because this seems to be the only place they can smoke and not really be noticed as to what is being smoked. The kids don't remain in a stationary car but a moving one and continue to drive around until they are high enough and attempt to drive back to where they started from. I've talked to some high school kids and during breaks they go out in cars to get high since there is no place to hide around school and do it and because they get suspended from school just for cigarettes & can imagine what would happen with pot."
— East Detroit

"I find that a lot more young drivers than old, who are stoned, high, or just drunk, have enough responsibility to leave the driving duties to others who are sober enough to handle night driving."
— Ypsilanti

... A little help from my friends

"I know for one thing, if I see someone has too much to drink I will not let him or her drive and this is the same agreement between the rest of my friends."
— Plymouth

"My boyfriend is over 21, and when we've been out together and he's been drinking, I drive home whether he likes it or not!"
— Taylor

Rapping in a moving car

"Recently I was driving with someone late at night. I felt he misused the car; we just drove and drove with no destination. I feel the moving car is no place for "rapping." We should have stopped at a restaurant and had coffee or something and talked there. Getting involved & distracted by deep conversation is dangerous for driving and besides that—driving aimlessly without a destination contributes to pollution in a senseless manner."
— Plymouth

"Stop signs are for everyone."
— Taylor

"I was stopped at a sign. I was getting out to make a left turn and some maniac almost smashed the entire side of my car and me in. She just came barreling down the road, doing about 80 in a 25 mile zone, and failed to stop at the stop sign. It was a four way stop."
— Taylor

"I was run off the road a few weeks ago to avoid hitting a jerk who thought that stop signs are only for the other guy."
— Taylor
APPENDIX C. EVALUATION

As mentioned in Appendix A, the Driving Development Program is still an experimental one whose effectiveness has not been established. Assuming that the sponsoring school system has designated treatment and control groups as specified in Appendix A, we urge that a systematic evaluation be undertaken of the effects of the program over at least the subsequent year and preferably longer.

In designing this evaluation, the school system is strongly urged, at an early stage, to seek competent statistical advice from persons trained in research methodology such as may be found in the sociology, psychology, or statistics department of a university.

Initial equivalence of experimental groups

If classes have been randomly assigned to treatment or control groups respectively as specified in Appendix A, it is likely that the students in both groups will be roughly equivalent at the start of treatment. If treatment and control groups have come from two different schools, equivalence cannot be taken for granted, although there is not likely to be a distinct bias such as would result from forming the treatment group of volunteers.

In any case, it would be wise to compare the initial similarity of the two groups on several factors which are likely to relate to subsequent driving record:

a. Sex. In general, women are found to have lower rates of crashes and violations than are men. In the analysis of driving record, in fact, men and women should be kept separate. If combined, it is important to know whether the treatment and control groups have the same proportion of males and females.

b. Prior driving record. The drivers license number of each person in the treatment and control groups should be recorded, and information obtained from the State Department of Motor Vehicles for the driving record of each person over the previous 6-12 months. (Alternatively, each participant may be asked for his
own accidents or violations over the prior period. If assured of confidentiality, most individuals report these matters truthfully.) Treatment and control groups should be examined for the percentage with one or more accidents and violations respectively in the pre-treatment period.

c. **Grade-point average.** The present authors and others have observed that students with lower school grades are more likely to have crashes and violations. Grade-point distributions in treatment and control groups should be examined.

d. **Age.** In our Michigan studies and in certain other states, crashes and violations increase for males between ages 16 and 19.

Under random assignment of classes, the two experimental groups should be similar on these factors, within the range of random sampling error. However, if larger differences are found, certain statistical techniques may be applied (such as analysis of covariance), to adjust for the effects of prior differences. Assistance from statistically trained consultants is urged to handle such problems.

**Examination of subsequent driving records**

From the date on which the driving workshops program started, driving records in both treatment and control groups should be followed for at least one year and preferably longer. The analyst should remember that it may take two or three months or longer for an accident or violation to be recorded in the Department of Motor Vehicles files.

According to some studies, a substantial fraction of accidents and violations may never find their way into the state files. The only way to compensate for such deficiencies, if present, is to ask the individual. A system of mailed questionnaires to all treatment and control drivers, could be undertaken—but this would be difficult and would require patient follow-up of those who did not respond.

We suggest that numbers of accidents and numbers of violations be examined at quarterly intervals following treatment. Tests of statistical significance between treatment and control groups should be applied with the assistance of the statistical consultants.

If the driving workshops do have an effect on subsequent driving, this fact may take some time to become apparent. In the pilot study which the authors conducted in one high school, the treatment and control groups
were similar for the first six months, and only then did treated group begin to improve relative to the control. It is possible that the driving workshops induced more self-awareness such that when close calls or crashes occurred, learning continued to take place so that these events became less likely in subsequent periods.