

## ACKNOWLEDGEMENTS

Contents of this Module have been adapted from the following sources:

National Safety Council, Defensive Driving Course Guide.

Secretary of State, Your Michigan Chauffeur License.

Secretary of State, What Every Driver Must Know, 1989.

St. Clair County Association for Retarded Citizens, Transportation Manual.

St. Clair County Mental Health Services, Policy: Van/Bus Transportation.

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## MODULE 10

### TRANSPORTATION TECHNIQUES

Number of Classroom Hours: 2

#### ▪ **EXPECTED OUTCOMES**

As a result of completing this module you will:

- Understand what it means to drive defensively.
- Know how to avoid a collision.
- Understand the art of passing and being passed.
- Understand the importance of ensuring the safety and comfort of all clients being transported.

#### ▪ **DESCRIPTION**

This module is designed to sharpen your driving skills so you can prevent collisions, lessen the severity of collisions, and avoid the tragic costs in human life.

#### ▪ **ASSESSMENT**

Successful completion of this module is based on two factors:

1. Passing an objective test with a 70 percent score or above.
2. Classroom participation demonstrating a grasp of the subject material and a respect for needs and safety of the clients.

UPON SUCCESSFUL COMPLETION OF BOTH FACTORS YOU WILL EARN 2 HOURS.

# DIRECT CARE STAFF ROLE

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MODULE 10 - READING 1  
THE PRACTICE OF DEFENSIVE DRIVING

▪ **LEARNING OBJECTIVES**

As a result of reading this material, you will be able to:

- Recognize elements of defensive driving.
- Understand the conditions that influence your driving.

Defensive driving is driving to save lives, money, and time in spite of the conditions around you and the actions of others.

It's a skill you master through study, training, and practice. It requires the following elements:

- **KNOWLEDGE** - of traffic laws, behind-the-wheel procedures, and hazards and how to avoid them.
- **ALERTNESS** - to conditions around you and your vehicle that may affect your driving job.
- **FORESIGHT** - for anticipating immediate and long-range developments and preparing for them.
- **JUDGMENT** - in knowing what choices you have and making the right decision.
- **SKILL** - at handling your vehicle effectively in basic and emergency conditions.

Consider how each of those elements comes into play in the standard accident-prevention formula, realize how a collision is avoided because the driver's mental process and manual performance interrelate.

It takes time to see, understand, and act. Defensive drivers allow themselves 12 to 15 seconds of **eye lead time**. In terms of the lives, money, and time that might be saved, it's a measure worth taking.

Part of your responsibility in preventing collisions is recognizing--and adjusting to--the six conditions that influence your driving: 1) light; 2) weather; 3) traffic; 4) vehicle; 5) road; and 6) driver.



**1. LIGHT**

If you've every been suddenly blinded by the bright headlights of another vehicle, you already know the influence of light conditions on driving.

The problem may be too much light or not enough light. The solution? Adjust your driving to suit the existing conditions.

- ☑ For bright sunshine and snow-glare, wear sunglasses and use your sun visor.
- ☑ For oncoming bright headlights, turn your eyes from the lights and look to the right for roadedge markings to guide you.
- ☑ For low-light conditions, turn on your headlights--*not* your parking lights.

In all situations involving adverse light conditions:

- ☑ Reduce speed.
- ☑ Increase following distance.
- ☑ Don't overdrive your headlights.
- ☑ Keep a sharp eye out for pedestrians and cyclists.
- ☑ Use extra caution, especially at night. Fifty-seven percent of all traffic deaths happen at night.

To see and be seen, keep all vehicle lights clean and in working order, and make sure headlights are properly aimed.



## 2. WEATHER

Sometimes you have to battle the elements for traction, visibility, and vehicle control. Your best weapon? Good judgment. That may mean a temporary surrender--postponing a trip until conditions improve. If you're already on the road when nature strikes, pull off the road as far as you can and turn off all lights except flashers. Alert your supervisor to hazardous road conditions. The weather is not always the same from one end of the county to the other.

Don't be a "peephole" driver. Clean the windshield and all windows of snow and ice--and don't start out until your defroster has thoroughly cleared all fogged glass.

Make yourself visible to others. Remove buildups of snow, ice, and mud from headlights and tail-lights. Make sure all vehicle lights are in good working order.

Most importantly, slow down, maintain a safe following distance, and be alert:

- ☑ Roads are slipperiest at the start of a rain. Surface oil and grease from a slick film that's not washed away until 20 to 30 minutes of hard rain.
- ☑ Too much speed and too little tire tread or pressure may lead to hydroplaning. Steering and braking are affected because the tire isn't in contact with the road. It's actually riding on a thin layer of water.
- ☑ When the temperature nears freezing, you may encounter water on a roadway but ice on a bridge. That's because bridge temperatures are five to six degrees colder than the rest of the road.
- ☑ High winds make steering difficult. Control your vehicle, and watch out for other vehicles swerving into your path.
- ☑ Use low beams--*not* high beams or parking lights--when driving in fog. Low beams direct light onto the road ahead. Light from high beams will hit the fog and be reflected off it.



### 3. TRAFFIC

When you think of traffic, do you think of bumper-to-bumper tie-ups? Well, don't forget that others--bicyclists, pedestrians, motorcyclists--share the road too. The greater the amount of traffic on the road, the more chance for conflict and collisions. Here are some tips to smooth the way:

- ☑ Always yield the right of way to pedestrians.
- ☑ Treat motorcycles as equals to full-size vehicles.
- ☑ Go with the flow. Travel at the same pace as other traffic, staying within the speed limit. If most other vehicles are speeding, stay to the right. If you are in a collision, chances of death or serious injury double with every 10 miles per hour you drive over 50 miles per hour.
- ☑ Avoid congested routes whenever possible.
- ☑ Be considerate. When it's necessary to avoid conflict, yield to others, even if they should rightly yield to you.



### 4. VEHICLE

To prevent a collision, you need your vehicle to respond reliably and efficiently. Vehicle defects endanger you and others on the road.

If your defroster or windshield wipers aren't working, you impair your ability to see potential hazards. If your brakes or tires or steering is faulty, you impair your ability to act in emergency situations. If your vehicle lights aren't working, you cannot see or be seen.

- Make sure these other vehicle components are working to help you:
- Horn. Use it for emergencies, to sound urgent warnings.
- Mirrors (rearview and side). Know what's behind and beside you.
- Exhaust system. Prevent leaks of deadly carbon monoxide fumes into your vehicle.
- Safety belts. Lap belts and shoulder harnesses are often lifesavers, but only when they're used. Make it click!

Before driving an unfamiliar vehicle, take time to get to know where the controls are and how they operate.

## 5. ROAD

Long and winding. Wide open. Rough. What other words describe the roadways you drive on?

Conditions change from road to road--from a side street to a main thoroughfare, from a backroad to an expressway. And conditions on the same road change--with weather, traffic, and construction.

A defensive driver recognizes the changing conditions and makes the necessary allowances for them:

- Be alert to the shape, surface, and shoulder of the road.
- Respond to the signs of potential hazards. Among the skid-producing agents to watch for are wet leaves, gravel, sand, mud, water and ice.
- Test road traction by lightly applying the brakes at slow speed to get the "feel" of the road.
- Know how to brake properly to avoid wheel-locked skids and loss of steering control: squeeze the brakes gently and then release them; never jam them or pump vigorously.
- Reduce speed under slippery conditions.



## 6. DRIVER

Are you physically and emotionally fit to drive? If not, you limit your ability to adjust to the other five conditions and to prevent collisions. The following factors all affect your fitness to drive:

- ☑ Alcohol. Don't mix driving and drinking. Alcohol adversely affects judgment, reaction time, and coordination.
- ☑ Age. Know your limitations and adjust to them. Drivers under age 25 tend to be in good physical condition, but lack experience and mature judgment. Drivers over 65 have experiences, but may have diminished physical and sensory capabilities. The ability to see well at night decreases with age. This decrease is noticeable after about age 40.
- ☑ Attitude. Aggressive, "me-first" personalities frequently cause collisions by daredevil maneuvers, "jackrabbit" starts, and screeching halts.
- ☑ Drowsiness and fatigue. Don't drive when you're tired. Pull off the road for exercise and fresh air. Don't rely on coffee to keep you awake; take a nap or let someone else drive.
- ☑ Drugs. Ask your physician about the effects of prescribed drugs and drug combinations on driving ability. Illegal drug use severely affects driving skills, as does the mixture of any drugs with alcohol.
- ☑ Physical impairments. Vision or hearing problems, muscle weakness, uncontrollable epilepsy, heart disease, and diabetes are conditions that can increase your driving risk.
- ☑ Emotions. Heightened emotions--anger, frustration, worry--reduce concentration. Even joy and excitement can take your mind off the driving task. Get your emotions in check before getting behind the wheel.

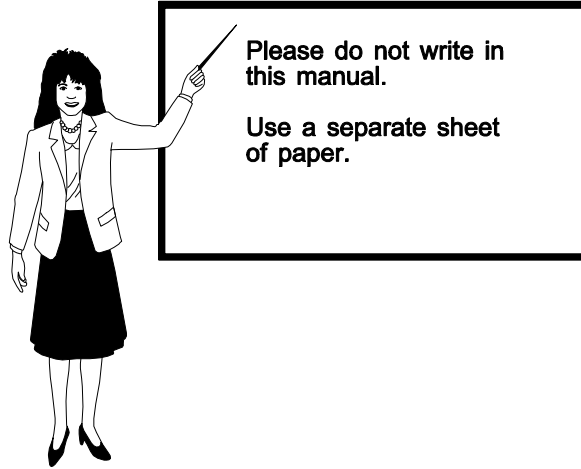
**Part of your responsibility in preventing collisions is recognizing and adjusting to the six conditions that influence your driving:**

<b>light</b>	<b>vehicle</b>
<b>weather</b>	<b>road</b>
<b>traffic</b>	<b>driver</b>



## TEST YOUR KNOWLEDGE OF DEFENSIVE DRIVING

The following questions are designed to help you further your understanding of the material you have just read and explore implications for your role as a direct care staff. Although you will not be asked to turn your answers in, the exercise will be more useful if you respond in writing.



1. What are the elements required in defensive driving?
2. What are the six factors that influence your driving?
3. What defenses would you use for the following collision-producing conditions?
  - a. dense fog
  - b. glare from bright sun
  - c. winding, two-lane mountain road
  - d. heavily frosted windshield

## MODULE 10 - READING 2

### HOW TO AVOID A COLLISIONS WITH THE VEHICLE AHEAD AND THE VEHICLE BEHIND

#### ▪ **LEARNING OBJECTIVES**

As a result of reading this material, you will be able to:

- Understand how maintaining sufficient following distance prevents collisions.
- Realize the difference between reaction distance and braking distance.

Before beginning any trip, consider the six conditions that always face you: light, road, weather, traffic, your vehicle, and your own condition as the driver. You must decide: 1) whether the conditions are favorable or adverse and in what combination, and 2) what your defenses will be against the adverse conditions. This process is called the **pre-trip mental inventory**. It will enable you to recognize the hazards, understand the defenses, and act in time to prevent collisions. Be sure to make safety belt use part of every pre-trip mental inventory. Make it click!

Now that you have reviewed the six conditions affecting driving, think about the six positions of driving, that is, the places of other vehicles in relation to your vehicle:

1. Ahead of you
2. Behind you
3. Oncoming
4. At an intersection
5. Passing you
6. Being passed by you

Your vehicle can collide with a vehicle in any of these positions, becoming involved in the most frequent type of fatal traffic collision--the two-vehicle collision.

In this session, we'll examine how to avoid a collision with the vehicle ahead and the vehicle behind. Sufficient following distance goes a long way toward preventing both kinds of collisions, permitting you to react, brake, and stop your vehicle smoothly.

**THE TWO-SECOND RULE**--Follow at a distance of at least two seconds. When the rear bumper of the vehicle ahead of you passes a stationary marker, begin counting: "one thousand and one, one thousand and two." As you finish counting, your front bumper should reach the same marker.

**REACTION DISTANCE** is how far a vehicle travels during the time it takes a driver to respond to a hazard once it's spotted and activate the brakes.

**BRAKING DISTANCE** is how far a vehicle travels from the moment the brakes are activated

until it comes to a stop.

**TOTAL STOPPING DISTANCE** is the sum of reaction distance plus braking distance, from recognizing the hazard to stopping. The average reaction time of a person under normal driving conditions is three-fourths of a second. As a guide to estimating how many feet you'll travel in that time, add your total speed to the first digit of your speedometer reading.

Braking ability varies according to the weight of the vehicle, the condition of the brakes and tires, and the type and condition of the road surface. In adverse weather and road conditions, you must figure extra seconds for additional braking distance.

### STOPPING DISTANCE

The heavier your vehicle, the faster you're moving, and the worse the conditions, the more distance you'll travel when you attempt to stop.

Speed (mph)	Driver	Braking Distance (ft.)	Total
	Reaction Distance (ft.)		Stopping Distance (ft.)
20	22 (20+2)	18 to 22	40 to 44
40	44 (40+4)	64 to 80	108 to 124
55	60 (55+5)	132 to 165	192 to 225
60	66 (60+6)	162 to 202	228 to 268
80	88 (80+8)	334 to 418	422 to 506

#### ▪ THE VEHICLE AHEAD



#### How to Avoid a Collision

- Stay back. Watch for signs of the driver's intentions--turn signals, brake lights, drifting to the right or left in preparation for a turn. Use the two-or-more-second rule to establish the necessary distance between you and the vehicle ahead.
- Stay alert. Watch for signs of the driver's intentions--turn signals, brake lights, drifting to the right or left in preparation for a turn. Use the two-or-more-second rule to establish the necessary distance between you and the vehicle ahead.

- ☑ Stay ahead of the situation. Use eye-lead time of 12 to 15 seconds to increase your awareness of potential hazards that face you and the vehicle ahead of you.
- ☑ Start stopping sooner. The instant you see the vehicle's brake lights or see a hazard developing, get your foot in position to brake. Delayed braking leads to panic stops, something you want to avoid.

- THE VEHICLE BEHIND

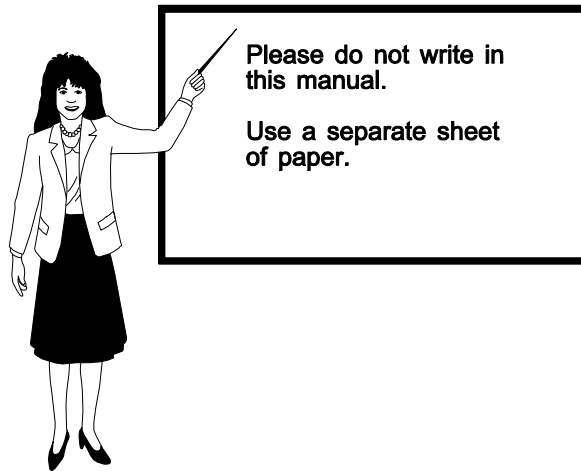


### **How to Avoid a Collision**

- ☑ Signal your intentions. Use directional signals and brake lights to communicate. Give the driver behind you time to adjust to your moves. When stopped, keep your brake lights on.
- ☑ Stop smoothly. By applying the two-or-more-second rule with the vehicle ahead, you'll cut the need for sudden stops, and thus reduce the chance of rear-end collisions. When stopped, keep a 10-foot safety zone between you and the vehicle ahead--in case you need to pull forward to avoid being hit from behind.
- ☑ Slow down when tailgated. Adjust to a following distance of at least four seconds. That action encourages tailgaters to pass you or to slow down as well. Plus, by increasing your distance from the vehicle ahead, you ensure more time to signal your intentions and to avoid abrupt stops that lead to collisions from behind.

## TEST YOUR KNOWLEDGE ON HOW TO AVOID A COLLISION WITH THE VEHICLE AHEAD AND BEHIND

The following questions are designed to help you further your understanding of the material you have just read and explore implications for your role as a direct care staff. Although you will not be asked to turn your answers in, the exercise will be more useful if you respond in writing.



1. Explain the two-second rule.
  
2. What is the pre-trip mental inventory?
  
3. Define the following:
  - a. Reaction distance
  - b. Braking distance
  - c. Total stopping distance

## MODULE 10 - READING 3

### HOW TO AVOID A COLLISION WITH AN ONCOMING VEHICLE

#### ▪ **LEARNING OBJECTIVES**

As a result of reading this material, you will be able to:

- Understand the steps to recover from a pavement dropoff.
- Understand how to reduce the seriousness of a head-on collision.

In this session, we'll examine the third driving position--the oncoming vehicle. Collisions with oncoming vehicles are the most deadly.

On undivided roadways, be constantly alert for situations that might cause oncoming vehicles to swerve into your lane, such as:

- The driver is attempting to pass another vehicle.
- The driver is forced into your lane by another vehicle.
- The lane markings are worn or covered by puddles, snow, or mud.
- The driver is swerving to avoid a pedestrian or bicyclist.
- The driver is drunk or drowsy or disoriented.
- The driver has not slowed for a curve, and speed has forced the vehicle out of its lane.
- The driver has lost control of the vehicle.

#### ▪ TO RECOVER FORM A PAVEMENT DROPOFF

Your efforts to steer back onto the road if your front wheel has dropped off the pavement can send *you* swerving into the path of an oncoming vehicle unless you follow these steps:

- Don't panic and don't brake.
- Slow down to a safe speed, keeping your vehicle on a straight course.
- Check for an opening in traffic and steer slowly back onto the pavement at a slight angle.
- Straighten the wheel position immediately as the front wheels contact the pavement.

To prevent collisions with oncoming vehicles, exercise the four R's:

- ☑ **R**ead the road ahead.
- ☑ **R**ide to the right.
- ☑ **R**educe speed.
- ☑ **R**ide off the road.

These rules apply to situations on both straight and curved roads. Consider how the four R's relate to the standard collision-prevention formula: *recognize* the hazard, *understand* the defense, and *act* correctly in time.

▪ **IF YOU'RE FORCED TO RIDE OFF THE ROAD**

Look for the following to break your impact:

- Something soft--like bushes, small trees, or a fence.
- Something fixed--like a tree, a parked car, or a signpost. Try to glance off it.

*If you're unable to ride off the road, try to glance off the oncoming vehicle. An angled impact is less dangerous than hitting a vehicle head-on.*

To prevent collisions with oncoming vehicles, exercise the four R's:

- ✓ Read the road ahead.
- ✓ Ride to the right.
- ✓ Reduce speed.
- ✓ Ride off the road

▪ **WHAT CAN YOU DO. . . .**



**to reduce the seriousness of a head on collision?**

If you take the following precautions every time you enter your vehicle, you'll reduce the seriousness of a collision **as it occurs**:

- ☑ Fasten your safety belt--and make sure passengers fasten theirs. Make it click!
- ☑ Lock your door and have passengers lock theirs.
- ☑ Secure all loose objects so they won't fly around inside the vehicle upon impact.



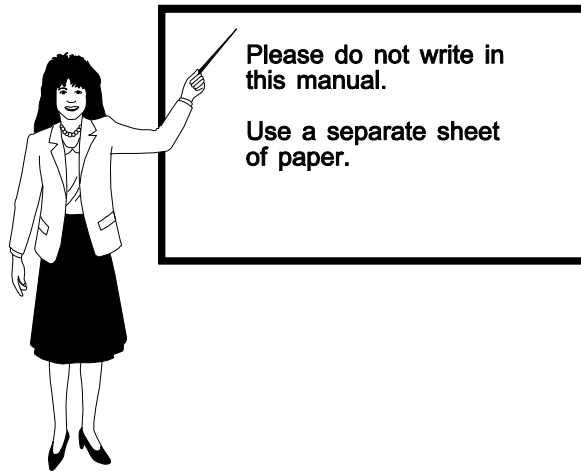
**After a collision, follow these steps to reduce the seriousness of the collision:**

- Turn off the vehicle ignition.
- Warn approaching traffic.
- Send someone to get help.
- Administer first aid, if qualified.



## TEST YOUR KNOWLEDGE ON HOW TO AVOID A COLLISIONS WITH AN ONCOMING VEHICLE

The following questions are designed to help you further your understanding of the material you have just read and explore implications for your role as a direct care staff. Although you will not be asked to turn your answers in, the exercise will be more useful if you respond in writing.



1. What steps should you take to recover from a pavement dropoff.
2. List the four R's.
3. What can you do to reduce the seriousness of a head-on collision?

## MODULE 10 - READING 4

### HOW TO AVOID AN INTERSECTION COLLISION

#### ▪ **LEARNING OBJECTIVES**

As a result of reading this material, you will be able to:

- Understand the rules regarding right of way.
- Know the formula for intersection safety.

This session deals with the fourth type of two-vehicle collision--the intersection collision. Forty percent of all traffic collisions happen at intersections.

Most intersection collisions occur because drivers fail to follow right-of-way regulations.

Read the following explanations carefully. In the examples on the following page, you will be asked to identify who should yield the right of way in various intersection situations.



#### ▪ WHO GOES FIRST?

- At an **unregulated** intersection, there is no traffic sign or signal. When two vehicles approach that intersection at the same time, *neither* has the right of way. The law says the vehicle on the left shall yield to the vehicle on the right. If a collision occurs, the driver of the vehicle on the left can be cited for failure to yield right of way.
- At a **yield-sign** intersection, one of the intersecting roadways is given preference. When you approach such a sign at an intersection, you must give the right of way to any other vehicle in or closely approaching the intersection.
- At a **stop-sign** intersection, vehicles approaching such signs must come to a full stop and then yield the right of way to any vehicles in or closely approaching the intersection. If two vehicles stop at signs at the same time, the vehicle on the left must yield to the vehicle on the right.
- At an intersection with a **traffic control device**, a mechanical signal determines right of way. If your light is green, you may proceed--but only after yielding the right of way to other vehicles and pedestrians lawfully within the intersection or an adjacent crosswalk.

(In states allowing a right turn on a red light, you may make your turn after stopping and yielding to pedestrians and to cross-traffic vehicles.)

- ☑ As a **police-regulated** intersection, a police officer directs traffic, taking precedence over all control devices and signs.

Because not all drivers understand or follow right-of-way rules, it is up to you to approach all intersections with caution. Keep your foot off the accelerator and over the brake pedal. Be ready to yield and to stop whenever necessary to prevent a collision. Before proceeding through an intersection, look first to the left, then to the right, then back to the left. Keep scanning left to right as you drive through the intersection.

Be sure to scan what's ahead too. This is known as **eye sweeping**. At intersections, it's essential. A situation may be developing in the lanes ahead. Before you enter the intersection, have a total picture of what to expect.

Here's an easy formula for intersection safety:

- ☑ **Know** your intersection laws, but don't expect all other drivers to know them.
  - ☑ **Slow** down for intersections. Approach with your right foot covering the brake. Expect the unexpected.
  - ☑ **Go** with care and without overcaution.
- **MAKING THE RIGHT TURN**
    - ☑ Get in the extreme right lane well in advance of the intersection.
    - ☑ Signal your intention to turn at least 100 feet (about six car lengths) before the turn, and reduce your speed.
    - ☑ At the turn position, keep your vehicle close to the curb so that another vehicle doesn't squeeze in.
    - ☑ Check that no cross traffic or pedestrians block your turn.
    - ☑ Make the turn when traffic is clear and it is safe to proceed.
    - ☑ Enter the lane closest to the curb after your turn.
  - **MAKING THE LEFT TURN**
    - ☑ Get in the left lane well in advance of the intersection.
    - ☑ Turn on your left turn signal at least 100 feet before the turn, and reduce your speed.

Yield the right of way to cross traffic, pedestrians, and closely approaching vehicles. Keep your wheels pointed straight ahead while stopped waiting for cross traffic.

When it is safe, make your turn into the lane nearest the center line.

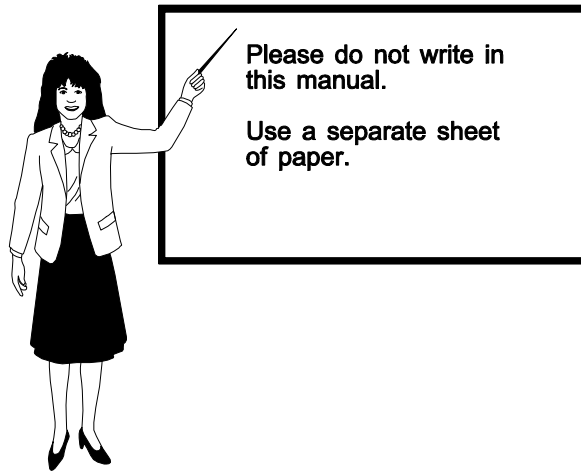
Approach oncoming left-turning vehicles so that they're on your right.

▪ **VEHICLES MAKING WIDE TURNS**

Buses, tractor-trailer trucks, and other over-size vehicles need extra space in which to make right and left turns. If you are approaching an intersection at which oversize vehicles are preparing to turn, be sure to give them the room they need.

## TEST YOUR KNOWLEDGE ON AVOIDING AN INTERSECTION COLLISION

The following questions are designed to help you further your understanding of the material you have just read and explore implications for your role as a direct care staff. Although you will not be asked to turn your answers in, the exercise will be more useful if you respond in writing.



1. What is eye sweeping?
2. Who has the right-of-way at an intersection where there is no traffic sign or signal?
3. List the steps for intersection safety.

## MODULE 10 - READING 5

### THE ART OF PASSING AND BEING PASSED

#### ▪ **LEARNING OBJECTIVES**

As a result of reading this material, you will be able to:

- Understand what to do to prevent passing-related collisions.
- Know when it is illegal to pass.



#### **BEFORE PASSING, ASK YOURSELF:**

**Is this pass necessary?**

**Is it legal?**

**Is it safe?**

**When in doubt, don't!**

The final two driving positions that may lead to two-vehicle collisions involve passing and being passed. Often, drivers react negatively to being passed--perhaps because many people doing the passing are inconsiderate, disruptive, and unskilled in the proper passing maneuvers. Whether you are passing or being passed, you are subject to being hit head-on, sideswiped, or run off the road. Defensive driving techniques can reduce the risks.

#### ▪ **WHEN YOU'RE BEING PASSED**

Vehicles can pass you:

- on a straight road
- as you are pulling out of a parking space
- just as you move out to pass another vehicle
- on the right (legal on multilane and one-way streets)



#### **What can you do to prevent passing-related collisions?**



- Help the other driver pass. Check oncoming traffic. Slow down if the passing vehicle will need more room to get back on line in front of you.
- Adjust to a two-second following distance when the passing vehicle pulls in line ahead of you.
- Before you change lanes, look to see if you're about to be passed. Check side and rearview mirrors and glance back to make sure your blind spot is clear. Use your directional signal.

Move over only when the lane is clear.

- Adjust to a four-second following distance from the vehicle ahead of you when tailgated to allow the tailgater to pass you.
- Get into the proper lane for a turn well before the turn. When turning right, stay close to the right curb to block anyone from passing on the right. Use your turn signal 100 feet before the corner.
- Don't nose out of a parking space to check for traffic. Take a good look *before* you move. Signal your intentions, wait for a break in traffic, and pull out slowly.

▪ **WHEN YOU'RE PASSING**

Do you know when it's illegal to pass?

- When you cannot see clearly ahead.
- When there is oncoming traffic close enough to be a danger.
- When there is a solid yellow line in your lane.
- When there is a "no passing" sign.
- If you would have to exceed the speed limit to pass.

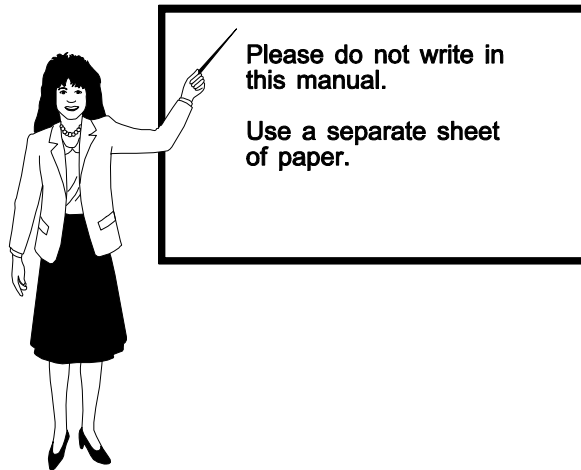
<u>A</u> MAINTAIN PROPER DISTANCE	<u>B</u> PASSING PROCEDURE	<u>C</u> COMPLETE THE PASS
Look ahead Look behind Signal left Check blind spot	Move left Increase speed Communicate Signal right Check blind spot	Move right Cancel signal Maintain proper speed

▪ **BLIND SPOTS**

Those areas behind you that you can't see in your side and rearview mirrors. They're dangerous. Other vehicles may be traveling in those spots and you won't know it--unless you turn your head to check. Before you change lanes to pass or prepare for a turn, glance over your shoulder in the direction your vehicle will move. Make sure the way is clear.

## TEST YOUR KNOWLEDGE ON PASSING

The following questions are designed to help you further your understanding of the material you have just read and explore implications for your role as a direct care staff. Although you will not be asked to turn your answers in, the exercise will be more useful if you respond in writing.



1. List when vehicles can pass you.
2. When is it illegal to pass?
3. What are Blind Spots?



## MODULE 10 - READING 6

### THE "MYSTERY" CRASH

#### ▪ LEARNING OBJECTIVES

As a result of reading this material, you will be able to:

- Understand the causes of the "mystery crash."
- Understand the effects of alcohol on the brain.

The one-vehicle collision is sometimes called a "mystery" crash because its cause is undetermined. Victims of the collision often don't live to tell what happened, and survivors may not admit to driver error.

"Mystery" crashes may be caused by:

- excessive speed--driving too fast for conditions
- distractions--movements or irritants that break the driver's concentration
- fatigue--being too tired to drive
- boredom on long trips

These factors can be controlled by the driver through **preplanning**. A defensive driver allows ample time for trips, anticipates problems before they occur, and gets sufficient rest before beginning long trips.



Another factor in "mystery" crashes may be drug use. The following drugs effect the driver: Depressants (alcohol, tranquilizers, barbiturates, antihistamines); Stimulants (cocaine, amphetamines); and Hallucinogens (LSD, marijuana).



The drug causing most traffic fatalities is **alcohol**. At least 55 percent of all fatal collisions involve alcohol use. Many involve a single vehicle driven in late-evening or early-morning hours on weekends. And 34 percent of alcohol-related fatalities are people between 16 and 24 years old.

Alcohol is rapidly absorbed into the bloodstream and carried through the body. It quickly affects brain functions in these ways:

- impairs judgment
- creates a false sense of confidence

- reduces field of vision
- lowers hearing acuity
- reduces concentration
- impairs balance, coordination, and motor skills

The more alcohol a person consumes, the greater the impairment of his or her physical activities and mental faculties. (To illustrate this point, try the Reaction Time Test on page 28.)

Only time can eliminate alcohol from the blood. It's a slow process that's not speeded up by exercise, cold showers, or coffee. The body rids itself of alcohol through the liver at a rate of approximately one drink per hour.



#### 1 DRINK

- = approximately 12 ounces of beer (5 percent alcohol content)
- = approximately 5 ounces of wine (12 percent alcohol content)
- = approximately 1 1/2 ounces of 80 proof distilled spirits

If you have four of any of these drinks, it will take four hours for your body to clean out the alcohol.

BAC, blood alcohol concentration (also called BAL, blood alcohol level), refers to the percentage of alcohol in the blood. The more alcohol, the higher the BAC. In all states, the legal intoxication level is at least 0.10, or one drop of alcohol in 1,000 drops of blood. (Some states have lower levels.) A reading of 0.05 means one drop of alcohol in 2,000 drops of blood.

Blood alcohol concentration in the body is related to body weight, emotional state, physical condition, amount and kind of food in the stomach, amount of liquor consumed, and the time span of drinking.

An important point: You can be legally intoxicated and still not feel intoxicated. If you consume alcohol regularly over a period of months or years, your body "handles" liquor differently from a person who has less experience with alcohol. It's a process known as **tolerance**. Don't be fooled by it; a blood test or breath test won't be.

■ WHAT CAN YOU DO. . . .



**to prevent alcohol-related collisions?**

**If you drink. . . .**

- Know your limit. Follow the one drink per hour guide, and don't drink for an hour before driving.
- Remember that alcohol impairs judgment, so don't go by how you're feeling at the time.
- Plan your transportation in advance--call a cab, ride with a sober friend, take public transportation.
- Stay put and allow time for your body to clean out the alcohol before getting behind the wheel.



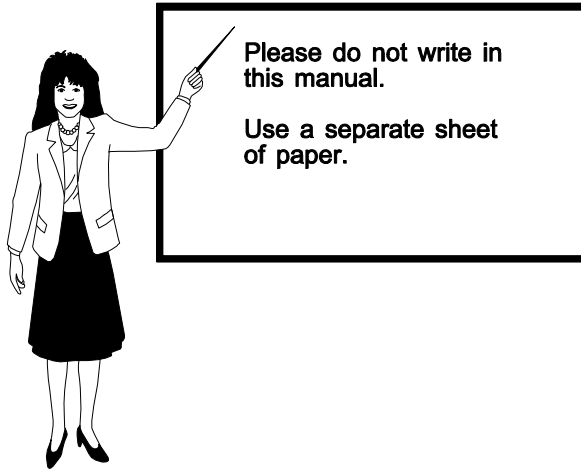
## REACTION TIME TEST

6	10	3	1
2	4	7	12
5	9	8	11

How's your reaction time? Test your coordination by pointing to one number at a time--in order--until you've touched all the numbers. Time yourself. You should be able to complete the test in 10 seconds or less. Go ahead--try the test. Then try it at home after you've had a few drinks. Remember: Impaired motor coordination and slowed reaction time increase the risk of collision.

## TEST YOUR KNOWLEDGE ON THE "MYSTERY" CRASH

The following questions are designed to help you further your understanding of the material you have just read and explore implications for your role as a direct care staff. Although you will not be asked to turn your answers in, the exercise will be more useful if you respond in writing.



1. List the causes of the one-vehicle collision.
2. List how alcohol affects brain functions.
3. Are there any medications that can also alter brain functioning?
4. Does alcohol affect your reaction time?

## MODULE 10 - READING 7

### THE WHEELCHAIR



#### ▪ **LEARNING OBJECTIVES**

As a result of reading this material, you will be able to:

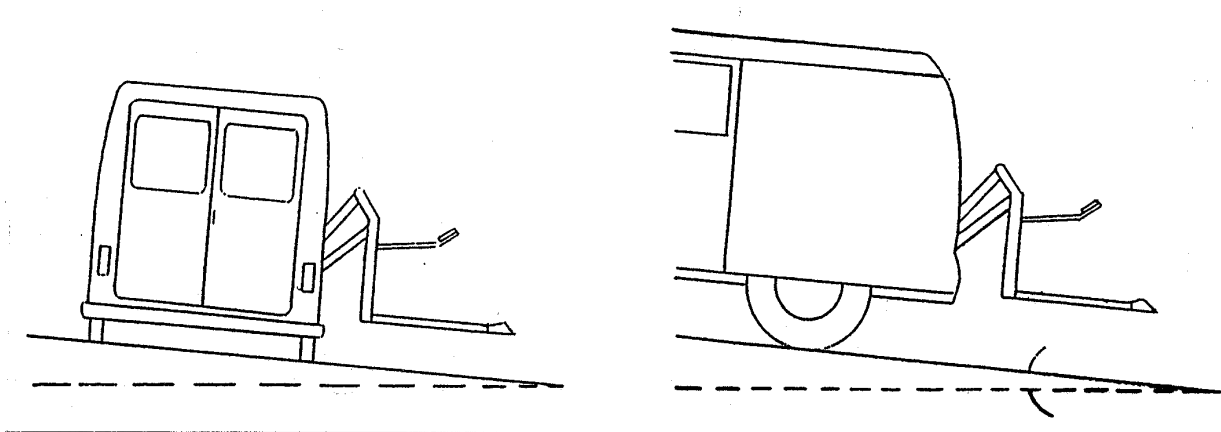
- Understand the importance of safe loading and unloading techniques.
- Understand the procedures to ensure safe loading and unloading using the lift.
- Recognize the difference in the wheelchair restraints.

#### **THE VEHICLE**

Loading and unloading passengers safely is the primary job and responsibility of each driver and driver assistant. Part of this responsibility includes knowing the differences between the vehicles you operate, the hydraulic lifts and the restraints used to secure the wheelchairs. Some vans load from the side and others from the rear. These differences are especially important when using the lift and how you place the passenger in the wheelchair on the lift.

Park the vehicle on a level area away from any traffic, allowing several feet for lift opening and passenger boarding. Ensure there are no people or obstacles in the area where the lift will rest.

Avoid operating the lift while vehicle is parked on a slope, since the lift platform will also slope parallel to the street causing an unsafe condition. Use extreme care in maintaining control of wheelchair if slope causes weight to be unbalanced.



Never leave the platform outside of the vehicle. Always return the lift to the stowed position after use or when leaving the vehicle.

Always fully open doors(s).

Always remove the keys from the ignition and engage the parking brake.

Store door restraint cable by attaching hook to the separate eyelet in the door. This cable is used to secure the door to the vehicle so it will not crash toward the lift on a winding day.

On some vehicles the back door must be unlocked during transit or the buzzer sounds.

Inspect the lift each day prior to use. The lift should be clean, free of debris, and well maintained. Check the following:

- All lift functions.
- General appearance and lubrication.
- All fasteners are tight.

Any unusual noises or movements should be inspected immediately by a reputable mechanic or authorized dealer. If any unsafe condition exists, **DO NOT** use the lift. Return the lift to an authorized dealer for repair.

## USING THE LIFT

The vehicle must be securely parked, with the engine turned off before using the wheelchair lift, unless operation of the lift requires the engine to be on or during **extreme** temperatures.

Safety of the passenger is the essential concern when loading and unloading the wheelchair. Wheelchair loading is a **TWO PERSON** process.

When the vehicle arrives at the residence, home staff should push the passenger in the wheel chair up to the van. Staff should then assist the van assistant by locking the one side of the wheelchair as the van assistant does the other side. In addition, the residence staff should put one hand on the wheelchair while the passenger and chair are being raised to the van in the lift. The van assistant holds the other side of the chair while operating the lift.

When the passenger arrives back at the home after school or program, the residence staff should walk out to the vehicle and assist the van assistant by doing the reverse of the above. That is, put a hand on the wheelchair while the passenger and chair are being lowered from the van in the lift. Again, the van assistant holds the other side of the chair. Should the chair become unsteady both the residence staff and the van assistant are ready and in place to avoid injury to the passenger.

Other **necessary safety precautions** are:

- Know your vehicle. In most cases, the lift is loaded by pushing the wheelchair in the center of the platform facing away from the vehicle.

- When exiting the vehicle never back onto the lift unless the manufacturer's instructions indicate otherwise. Always face outward and look to be certain the platform is in a safe position.
- Wheelchair brakes are less effective if the platform and/or wheelchair wheels are wet. Use extreme care in wet conditions.
- Always set the wheelchair brakes (power chair users should turn off the power and set the brake) before lift is put in motion.
- Be certain the wheelchair fits safely on the lift platform and does not extend over the inside or outside edges of the platform.
- Keep others clear while operating the lift except the person(s) stabilizing the wheel chair with their hand.
- The lift is designed for one user at a time. Do not overload the lift.
- The platform roll stop (lip on the platform) is designed to prevent slow inadvertent rolling off the platform. The large rear wheels of a wheelchair can roll over the platform roll stop, hence the chair and occupant should face outward. Hitting the platform roll stop with the small front wheels can tip the wheelchair and possibly injure the wheelchair occupant. Do not expect the platform roll stop to stop a quick moving wheelchair as it is not designed for this purpose. Use extreme care, enter the platform slowly and then lock the wheelchair brakes.
- On some lifts the lip on the platform goes up and down automatically before and after the wheel chair is pushed on to the lift. On others, you must move the lip yourself. This is an important safety precaution. **KNOW YOUR VEHICLE.**
- If the platform has a belt that goes across the platform, be sure it is secured.
- The lift draws its power from the vehicle battery, do not allow children or others to play with the lift as this may run down the battery.
- Do not place your arms or legs in or near any folding parts of the lift.
- Avoid operating the lift while vehicle is parked on a slope.

## **THE WHEELCHAIR RESTRAINTS**

There are several styles of wheelchair restraints all designed to secure the wheelchair and its occupant in the event of an accident.

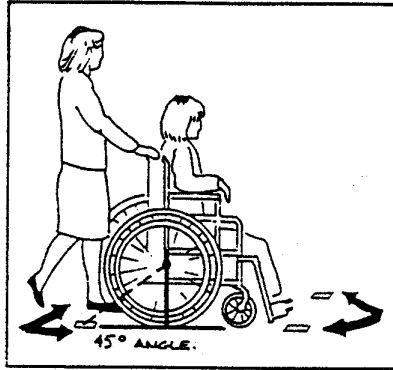


Three variations are briefly explained in the following:

- Q'Straint
- Wheel Locks
- Kinedyne Wheelchair Securement System

Procedures for each system are considerably different thus following the instructions supplied by the manufacturer is extremely important for the safety of the client.

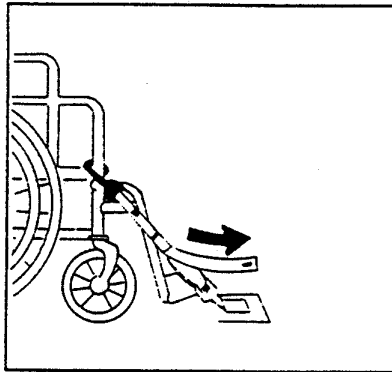
### Q'Straint Use



## 1. POSITION WHEELCHAIR

Wheel the chair into position, centering the chair evenly on all four corners with the four floor pocket inserts. Keep in mind that the rear belt, when fastened, should

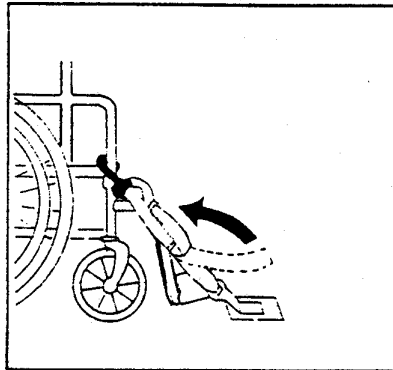
create approximately a 45° angle from the floor pocket to the chair. Apply wheelchair brakes and turn off power on electric chairs.



## 2. FRONT BELTS

Attach the front belts by hooking the top black hook to a solid frame member of the chair, the opposite end of the belt, to the floor inserts.

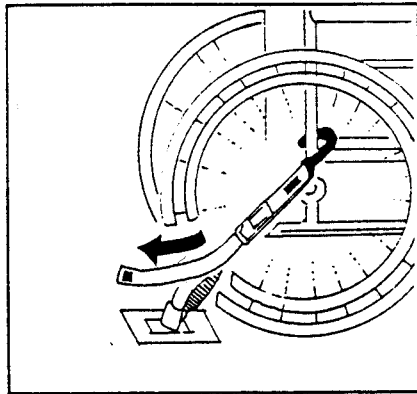
Try to maintain a 45° angle with the floor, but it is not critical at this point.



## 3. FRONT BELTS

Pull the loose end of the belt until snug.

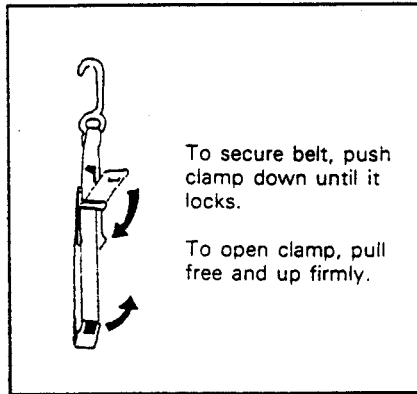
Connect velcro tabs to keep excess belting off the floor.



## 4. REAR BELTS

Attach rear belts by connecting the black hook to a solid frame member close to the point where the chair back and cushion meet.

Attach the metal hook at the opposite end, to the floor insert. Keep in mind, that the rear belt when fastened should create approximately a 45° angle from the floor pocket to the chair.



To secure belt, push clamp down until it locks.

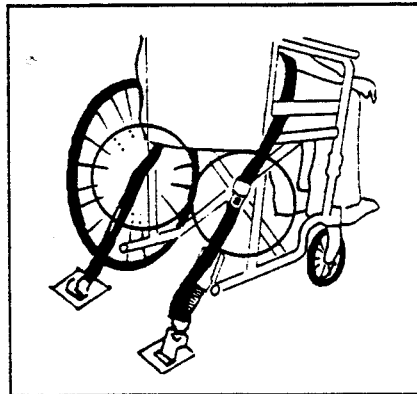
To open clamp, pull free and up firmly.

## 5. REAR BELTS

With the rear clamp open, pull the loose end of the belt until snug. While holding the loose end with one hand, pull the lever end of the clamp down until it locks.

Connect the velcro tabs to keep the excess belting off the floor.

Check that the belts are tight and the chair is secure and does not have any movement back and forth.



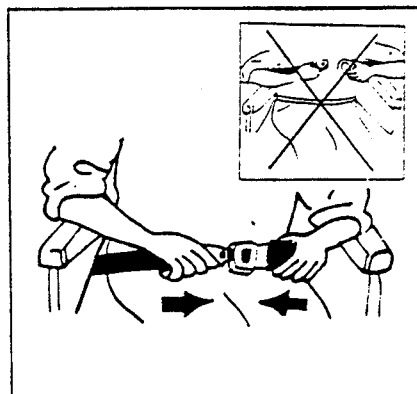
## 6. LAP BELTS

The ends of the belt should be passed around the occupant and down either between the side panels and the seat of the chair or through the gap

between the chair and the seat behind the occupant.

Connect the loose ends of the belt to the pins attached to the rear tie down belts.

**Note:** Make sure both sides of the lap belt are fastened

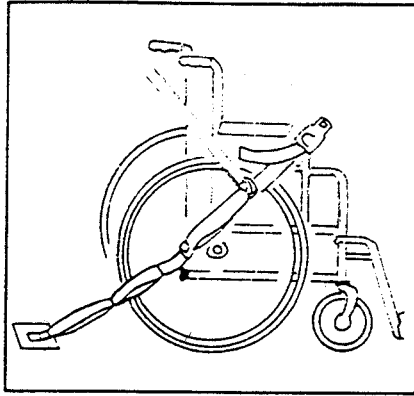


## 7. LAP BELT

Never put the belt over the arm rests or the side panels. When the belt is

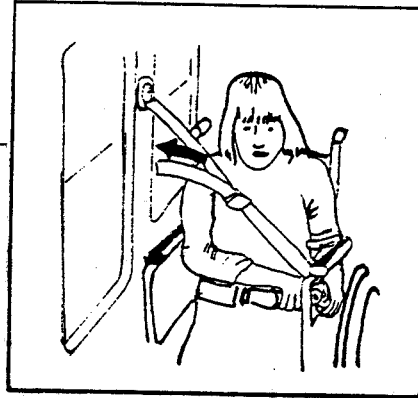
adjusted snugly, it should cross the pelvic zone of the occupant.

**Note:** Never situate the lap belt over the abdominal area or over arm rest.



## 8. SHOULDER BELT

Connect the shoulder belt to either the left or right pin attached to the lap belt.



## 9. SHOULDER BELT

The belt will be attached to the pin depending on which side of the vehicle the chair is located. Right hand pin if the chair is on the driver's

side and left hand pin if the chair is located on the passenger's side of the vehicle.

### Maintenance

1. When not in use, store belts on rack provided in the vehicle.
2. To clean the belts use mild soap and water.

### Wheel Locks

The wheel locks are located on a bar near the floor of the vehicle. The wheel locks are adjustable to the width of the chair. The wheelchair with occupant is push backwards into the lock. The lock on the chair is then latched into place then the other lock is latched. The wheelchair brakes are also applied.

To remove the chair from the wheel locks, the wheelchair brakes are released, each wheel lock is unlatched, and the chair and occupant wheeled to the lift.

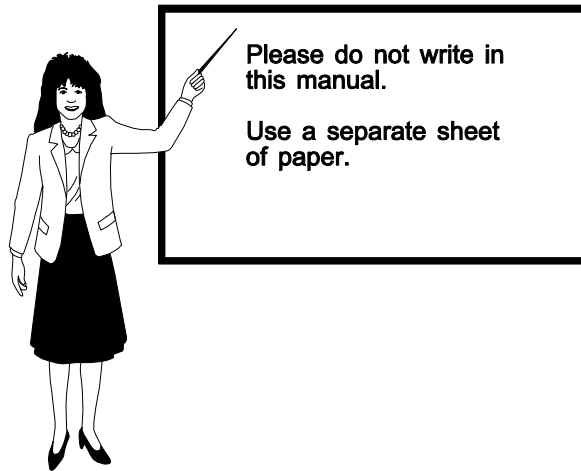
### Kinedyne System

With the Kinedyne System the tie downs are secured to a track on the floor. This system has four tie downs securing the four corners of the wheelchair. The locks maintain their tension with a ratchet type lock that does not loosen due to bouncing in the vehicle.

The manufacturer's instructions should always be followed when securing wheelchairs in vehicles.

## TEST YOUR KNOWLEDGE OF THE WHEELCHAIR

The following questions are designed to help you further your understanding of the material you have just read and explore implications for your role as a direct care staff. Although you will not be asked to turn your answers in, the exercise will be more useful if you respond in writing.



1. How many staff should load and unload a wheelchair and occupant?

2. It is not necessary to set the wheelchair brakes on a power chair.

True \_\_\_\_\_ False \_\_\_\_\_

3. All lips on the platform of a lift automatically move up and down.

True \_\_\_\_\_ False \_\_\_\_\_

## MODULE 10 - READING 8

### TRANSPORTING THE CLIENT



#### ▪ **LEARNING OBJECTIVES**

As a result of reading this material, you will be able to:

- Know how to approach the pick-up and drop-off site.
- Understand what an alternative drop-off plan is.
- Know how to provide safety and comfort to the client.

#### **PICKING UP THE PASSENGER**

Plan ahead and be sure to arrive at the pick-up or drop-off address on the proper side of the street. Passengers should not have to walk in the street or cross the street to board the vehicle. Be prepared and avoid an emergency.

The driver should sound the horn upon arrival and wait a minimum of five minutes to allow handicapped passengers time to get from the home to the vehicle. The house staff or parent should assist the client from the house to the vehicle or from the vehicle to the house. It should not be the driver's responsibility until the client is brought up to the vehicle.

Never move a vehicle with the doors open and never open the door until the vehicle is completely stopped. Be sure passengers are clear of the doors before opening or closing them.

When you approach a passenger stop, observe for safety hazards such as rocks, sewers, posts, mailboxes, ice banks and rough curbing. Driver should put emergency flashers on while boarding or unloading is taking place. Always use common sense in stopping and caution passengers of potential dangers. Pick the safest spot, then say "Watch your step, please."

While passengers are on board:

- Check that all seat belts are securely fastened and tie-downs are secure for wheelchairs.
- Play the radio only at a low volume.
- Ensure that the heat or air conditioning is at an appropriate level for all passengers.

- Start and stop slowly. Some clients are more fragile and injure easily. Approach bumps and bumpy roads slowly. Be aware, that being jostled in the van may be so upsetting to a few clients it could trigger choking or seizure episodes.
- Do not smoke, eat or drink while on the vehicle.

### **THE ALTERNATE DROP-OFF PLAN**

Adequate staff coverage should be provided at designated drop-off times. There will be times when there will be no one at the home at the drop-off time. It is the home's responsibility to notify the transporting agency prior to the end of the program day when this is known. This allows the driver to plan his/her route in advance by following the alternative drop-off plan. See the Alternate Drop-Off Plan form on the next page. The home is also responsible for notifying the alternate drop-off site prior to the clients' arrival to ensure supervision is available at the drop-off time.

## Alternate Drop-Off Plan

NOTE: "Alternate Drop-Off Plan" Alternative drop-off site should be of close proximity to original drop-off site as to not cause driving extra miles in bad weather.

FOR: \_\_\_\_\_  
Name  
\_\_\_\_\_  
Address  
\_\_\_\_\_  
City/State                      Zip  
\_\_\_\_\_  
Phone

In the event of an emergency situation where no staff are present at the home, the following steps are to be taken.

1. If the school or day program must transport clients home prior to designated drop-off times such as in a weather emergency, then the home must be contacted by phone. If the home is unable to be contacted call:

\_\_\_\_\_  
Name  
\_\_\_\_\_  
Address

for alternate drop-off point.

2. If under extenuating circumstances, no one is present at the home designated drop-off time the school or day program are to take the client to:

\_\_\_\_\_  
Name  
\_\_\_\_\_  
Address  
\_\_\_\_\_

- a. Day Program Transporters - Repeat steps 1 through 3 of policy to ensure someone is at alternative drop-off point.

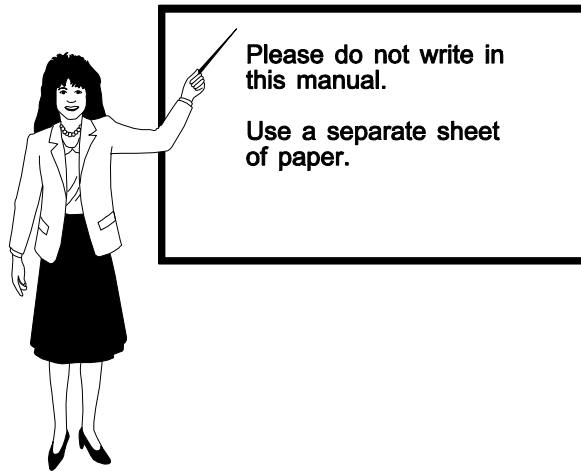
- \_\_\_\_\_ Yes
3. The client can be transported to his/her home and dropped off at the residence even though the parent/house parent is not present.

\_\_\_\_\_  
Parent/House Parent/Home Supervisor Signature

\_\_\_\_\_  
Date

## TEST YOUR KNOWLEDGE OF TRANSPORTING THE CLIENT

The following questions are designed to help you further your understanding of the material you have just read and explore implications for your role as a direct care staff. Although you will not be asked to turn your answers in, the exercise will be more useful if you respond in writing.



1. You should pull up at the corner closest to the clients' house when picking them up.

True \_\_\_\_\_ False \_\_\_\_\_

2. It is the drivers' responsibility to walk up to the clients' house and walk them to the vehicle.

True \_\_\_\_\_ False \_\_\_\_\_

3. What is an Alternate Drop-Off Plan?



## MODULE 10 - READING 9

### EMERGENCIES AND SPECIAL SITUATIONS



#### ▪ **LEARNING OBJECTIVES**

As a result of reading this material, you will be able to:

- Know what procedures to follow when an accident occurs.
- Understand what action to take if you are on the road during severe weather.
- Recognize the severe weather code and what it means.

Avoiding emergencies is the goal of the safe driver, however, sometimes they cannot be avoided due to inclement weather or severe illness of a passenger. You need to have a thorough knowledge of your agency policies and procedures regarding what you should do in emergencies and special situations. Some general guidelines are addressed in this reading.

#### **WHEN THERE ARE PROBLEMS**

Never leave the vehicle when passengers are on board, except in extreme emergencies. When such an emergency occurs, leave only after you have stopped the engine, removed the keys from the ignition and engaged the parking brake.

If you park a disabled vehicle on the shoulder of a road, warning devices must be set out. The law requires a stake-out of one device 100 feet in front, one 100 feet behind and one within 10 feet of the front or rear of the vehicle on the traffic side.

Some problems may not require stopping on the side of the road. For example, your vehicle's brakes may become wet after driving through deep water or during heavy rain. To dry wet brakes, slow down and then apply the brakes gently until they work properly again.

Never attempt to operate the vehicle when it is in an unsafe condition. You are the driver and are responsible for the safety of your passengers. Report any defects and unsafe conditions to your supervisor immediately.

If road conditions are unsafe, too icy, snowy or muddy, the driver may have to cancel parts of their route. Common sense will help you as a driver make that decision. You need to ask yourself, would the existing road conditions pose a threat to you or your passenger?

Whenever you are unable to pick up a passenger, you, the driver should notify the program supervisor as soon as possible. The program can then notify the residence of the client.

If a situation exists where the road conditions are too hazardous the driver may need to cancel part of the route.

### **PASSENGER ILLNESS ON THE VEHICLE**

If the passenger becomes ill or seizures during transportation, the driver should find a safe place to park and assess the situation on an individual basis.

If the illness is not severe or when the seizure subsides, the driver should transport the client directly to their home where staff or parents are responsible to help them.

If the client is in immediate danger or in a critical state, the driver should telephone the supervisor. The driver then follows the plan decided upon.

There may be situations which warrant rescue breathing or CPR. A call for help to EMS must be made. Life-saving techniques can be administered while waiting for emergency medical services to arrive.

A call to EMS must also be made for **STATUS-EPILEPTICUS** when the person doesn't regain consciousness between seizures and anaphylactic shock, a severe allergic reaction.

### **BEHAVIOR PROBLEMS**

If a client becomes aggressive and is acting out, the driver should find a safe place to park and assess the situation. Only the least restrictive intervention techniques may be used. Ensure the behavior is under control before continuing on.

**REMEMBER!** If the driver must leave the vehicle to make a telephone call: the engine must be turned off, the parking brake engaged, and the keys removed from the ignition.

If the disruptive behavior is endangering other passengers, the client should be returned to his residence or program or change the drop-off schedule and transport the client to their residence first. The driver should notify the supervisor when the route is over.

If the client refuses to enter the vehicle or continues with disruptive behavior, the driver should not force the client onto the vehicle. Only normal verbal or behavioral techniques to motivate the client to enter the vehicle should be used. If the client continues to refuse, they are to be left at the current location.

The driver should complete an incident report each time a behavior episode occurs. If the episodes occur frequently then an Interdisciplinary Team meeting should be called to address the issue.

## IN CASE OF AN ACCIDENT/COLLISION



1. Report it immediately to the police and your supervisor. It is a criminal offense to leave the scene of an accident. Use a nearby telephone if vehicle does not have a mobile telephone, to notify the police and your program. Advise your program supervisor if you need another vehicle, whether there any injuries and the location of the accident;
2. If there are injuries, and you are able to give basic first aid to stop bleeding, restore breathing or protect against shock, please do so;
3. Never move an injured person unless necessary to get them away from fire or danger from traffic;
4. If possible, move the vehicle off the road, turn off ignition and set up warning flashers;
5. Protect your passengers from further injury. Evacuate to at least 100' from the scene, if necessary;
6. Unless you require medical attention, remain at the scene until someone in authority relieves you;
7. Obtain the names and addresses of the other drivers and passengers and the license numbers of all vehicles involved in the accident;
8. Do NOT argue; people are emotionally upset when an accident occurs and you, as a professional, are expected to know how to handle such emergencies;
9. If an unattended vehicle is involved, make a reasonable attempt to find the owner and call police;

10. Make a written report the accident as you viewed it to your supervisor as soon as possible.



**After an accident/collision, follow these steps to reduce the seriousness of the collision:**

- ✓ Turn off the vehicle ignition.
- ✓ Warn approaching traffic. Stake-out the vehicle.
- ✓ Send someone to get help.
- ✓ Administer first aid, if qualified.

## **EVACUATION**

Make sure the emergency door can be operated by your passengers. It is illegal to lock the emergency exits with passenger on board.

Evacuate the passengers only if there is danger of collision, explosion, fire or exposure to noxious fumes.

## **TORNADOES**

If a Tornado Watch is in effect, the driver may complete the route if this can be accomplished before the weather closes in.

If a Tornado Warning is in effect, the vehicle should not be loaded. Clients must remain in the building in designated shelter areas.

If a Tornado is sighted enroute, the driver has several alternatives.

1. When the tornado funnel is clearly visible and when it is possible, drive at right angle away from the tornado's path. Try to outrun the tornado if possible as it can move only about 25-40 mph.
2. Unload passengers in a graded ditch, ravine or other depression some distance from the vehicle. Be sure the shelter is in a location and direction so that the wind cannot roll the vehicle onto the passengers. A book or magazine may be used as a protective shield be passengers for the face and head.

If no depression is available, passengers should lie down on the ground between the vehicle and the approaching tornado. Have the passengers leave the vehicle as orderly and quickly as possible, leaving any personal affects behind. Take only the First Aid Kit! bridges or other substantial structures. In cities or built-up areas, seek shelter in strongly-

reinforced buildings or against the inside wall of the lower floor of office buildings. Stay away from windows! Avoid areas with large, poorly supported roofs, such as gyms and auditoriums.

4. Under NO conditions should you attempt to keep passengers on a vehicle in the tornado's path. A vehicle can be picked up off the ground, dropped and crushed by a tornado.

#### WEATHER CODE

White Alert - WATCH (TORANDO) Severe weather coming.

Yellow Alert - WARNING (TORANDO) Severe weather sighted. TAKE COVER

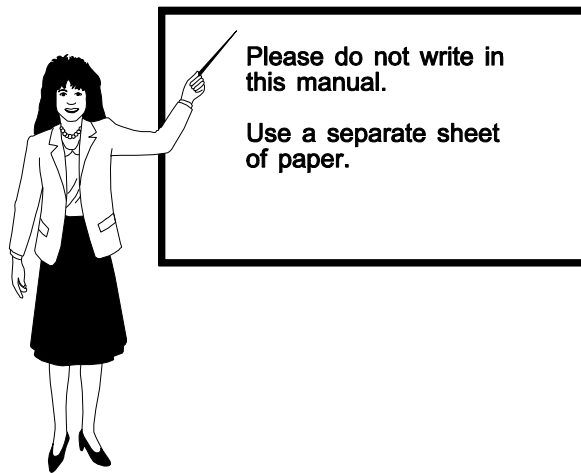
RED Alert - TORNADO - Severe weather hit in our area

GREEN Alert - DEACTIVATION - ALL CLEAR.

USE THE SEVERE WEATHER COLOR CODE TO SAVE VALUABLE TIME AND TO KEEP CONFUSION FROM UPSETTING YOUR PASSENGER.

## TEST YOUR KNOWLEDGE OF EMERGENCIES AND SPECIAL SITUATIONS

The following questions are designed to help you further your understanding of the material you have just read and explore implications for your role as a direct care staff. Although you will not be asked to turn your answers in, the exercise will be more useful if you respond in writing.



1. When should you evacuate a vehicle of the passengers?
2. Define the severe weather code.
3. What should you do if you site a tornado?
4. What is a stake out?
5. What should you do if the client refuses to enter the vehicle?