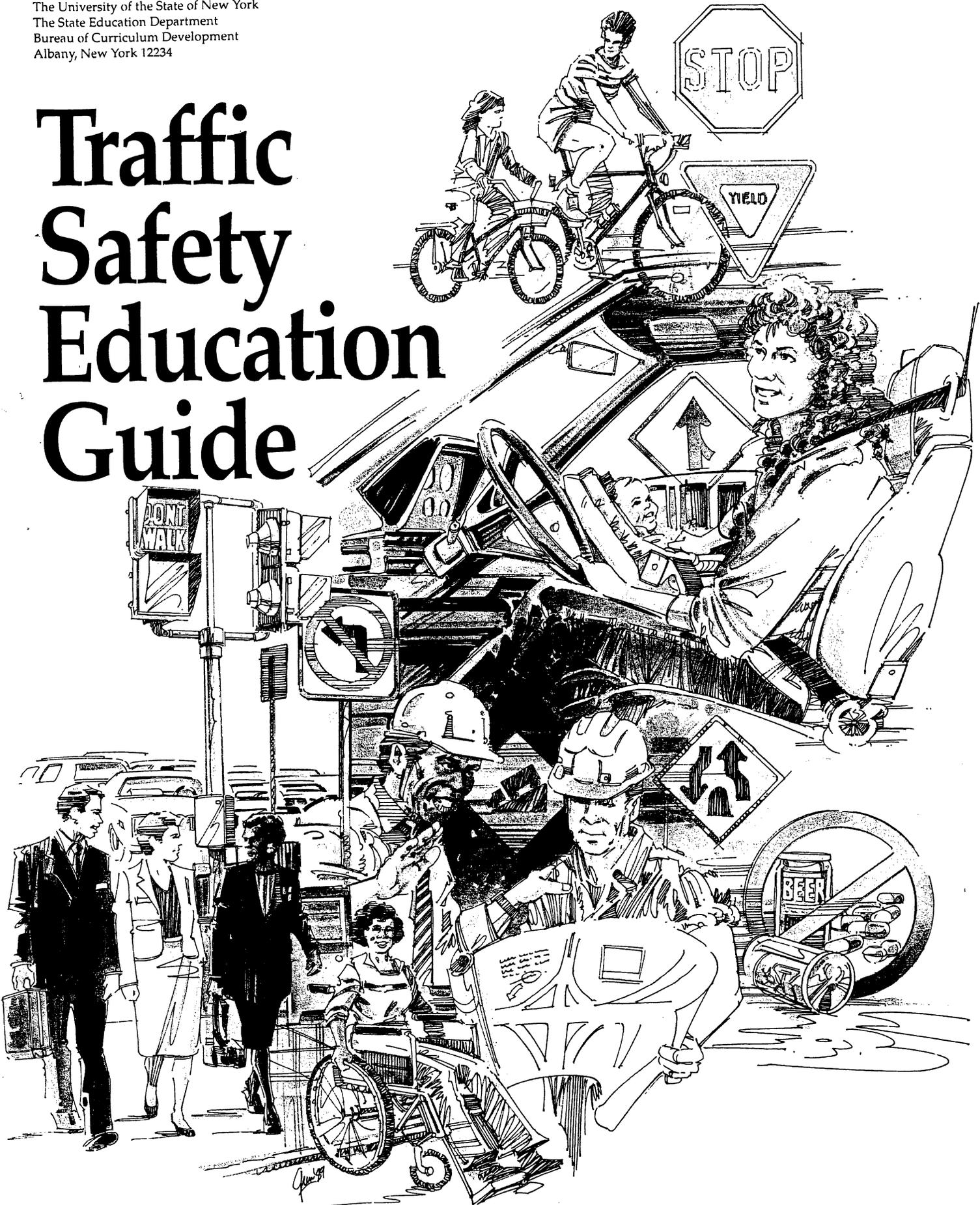
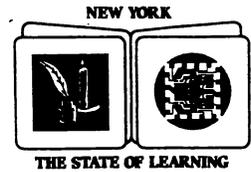




The University of the State of New York
The State Education Department
Bureau of Curriculum Development
Albany, New York 12234

Traffic Safety Education Guide





THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, N.Y. 12234

ASSISTANT COMMISSIONER FOR ELEMENTARY AND SECONDARY EDUCATIONAL PLANNING, TESTING AND TECHNOLOGICAL SERVICES
DIVISION FOR PROGRAM DEVELOPMENT

January 24, 1989

TO: Persons with Responsibility for Implementing
Traffic Safety Education Programs

FROM: Edward T. Lalor, Director, Division for Program Development
Michael C. Willie, Director, Division for Pupil Health and Fitness

This publication, *Traffic Safety Education Guide*, is intended to serve as the basis for local curriculum development and instructional activities. The resulting comprehensive traffic safety education program should encourage students to be responsible, safe, knowledgeable, efficient participants in the highway transportation system.

This publication has been sent to teachers of driver education courses, principals of public and non-public high schools, directors and coordinators of curriculum and instruction, and directors and coordinators of driver education programs.

Additional copies of this publication can be obtained by submitting requests in writing on school stationery to the:

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Traffic Safety Education Guide

The University of the State of New York
NEW YORK STATE EDUCATION DEPARTMENT
Division of Pupil Health and Fitness,
Safety Education Unit
Bureau of Curriculum Development
Albany, New York 12234

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FOREWORD

The goal of this publication is to provide local school district personnel with the information needed to establish a comprehensive traffic safety education program which will encourage students to be responsible, safe, knowledgeable, efficient participants in the highway transportation system. It is intended to provide a broad-based framework for traffic safety education, based upon Education Law and Commissioner's Regulations, that meets the needs of a diverse urban, suburban and rural statewide population. It is also designed with enough flexibility to encourage local school district personnel to structure a program which is educationally sound and economically feasible. This *Traffic Safety Education Guide* will help administrators, supervisors and teachers evaluate and modify course content by identifying those areas in a local program that need development.

This guide was developed with the guidance of an Advisory Committee. Members were Robert J. Biscombe, Teacher, Paul V. Moore High School, Central Square; Deirdre Breslin, Executive Assistant to the Director, New York State Division of Alcoholism and Alcohol Abuse, Albany; Edward C. Colverd, Coordinator of Driver Education, Human Resource School, Albertson; Kathleen Coughlin, Deputy Director for Substance Abuse Prevention, New York State Division of Substance Abuse Services, Albany; George Erker, Senior Driver Improvement Analyst, New York State Department of Motor Vehicles, Albany; James Leyh, Governor's Traffic Safety Committee Representative, New York State Department of Motor Vehicles, Albany; Kenneth Long, Associate Professor, School of Health, Physical Education, Recreation, and Dance, Ithaca College, Ithaca; Bernard Oliver, Department of Physical Education, Syracuse University, Syracuse; Faith Schulstrom, Assistant Superintendent for Instruction, Guelderland Central School District, Guelderland; James M. Shea, Safety Stud-

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This curriculum was developed by the Division of Physical Education, Fitness, Health, Nutrition and Safety Education and the Bureau of Curriculum Development. Project Manager for curriculum guide development was Joan L. Milowe, Associate, assisted by Elise Russo, Associate, Bureau of Curriculum Development. JoAnn Larson, Consultant, Bureau of Curriculum Development, assisted in organizing the manuscript. Project Coordinator for the Bureau of Safety Education was Frank Beyer, Associate; assisted by Warren Moore, Assistant and Stephen Pettersen, Assistant. Funds for development were provided by the National Highway Traffic Safety Administration via the Governor's Traffic Safety Committee.

The *Traffic Safety Education Guide* was written with the help of the following writers: Colleen Canorro, Teacher, Little Falls High School, Little Falls; Roger P. Dacey, Driver Education Coordinator and Special Education Teacher, New Dorp High School and Moore Catholic High School, Staten Island; George Erker, Senior Driver Improvement Analyst, New York State Department of Motor Vehicles; Sheldon Forman, Teacher, West Seneca East High School, West Seneca; Bruce Littlejohn, Teacher, Pittsford Mendon High School, Pittsford; Thomas Lynch, Teacher, New Hartford Senior High School, New Hartford; Brigitte Nesteroke, Teacher, Beacon High School, Beacon; Robert Rumph, Teacher, Peru Junior-Senior High School, Peru.

Staff from the Office for Education of Children with Handicapping Conditions reviewed this document for inclusion of information on disabilities and instructional modification for students with handicapping conditions.

INTRODUCTION

How To Use The Traffic Safety Education Guide

This *Traffic Safety Education Guide* is designed to assist local and regional school administrators and teachers in developing their own traffic safety curriculum. It is a guide to curriculum development. It is a statement of the goals, objectives, and learner outcomes of a comprehensive traffic safety education program. This guide is not intended to provide day-to-day lesson plans. It does provide administrators, curriculum development specialists and teachers with a framework from which strategies and materials needed to achieve the goals and objectives of the program can be achieved. Sound professional judgment must be made on the local level in the selecting of well balanced materials to meet identified needs.

To function successfully within today's complex and varied highway traffic system, young people must learn that when they elect to become users of that system—as motorists, motorcyclists, bicyclists, or pedestrians—they become responsible for their own safety and the safety of others. Using the highway system means automatically assuming certain responsibilities and adhering to rules designed to promote the safe and efficient operation of the system.

The overall goal of this course is to teach and encourage students to be responsible, safe, knowledgeable, efficient participants in the highway transportation system.

This course is designed to help students:

1. Recognize and define driving as a mental, physical, and social task that involves the interaction of the operator, the vehicle, and the highway environment.
2. Identify various traffic laws and regulations, vehicle capabilities and limitations, vehicle operational practices, and highway environmental features such as road design, markers, exit placement, etc.
3. Describe the various competencies required of drivers in a variety of highway environments.
4. Identify factors that can impair a driver's abilities.
5. Explain the legal and moral responsibilities of highway users that are necessary for the safe and efficient operation of the highway transportation system.
6. Recognize risk situations from various highway user perspectives and use judgment to eliminate or minimize risk.

The information contained in this guide includes a broad examination of the highway system; the responsibilities highway users have toward each other; learning about the operation of the traffic system as a driver or other highway user; governmental responsibilities for the system; how natural laws affect driving; and what the effects of alcohol and other drugs are on driving. Having this information will enable student highway users to identify inappropriate behavior or conditions. It will also teach them how to formulate various alternatives and decide on actions to take to avoid or minimize danger and reduce risk to themselves and others. Thus, identification, decision making, and risk reduction shapes a three step process which enables students to synthesize new knowledge and experience with the known and to refine and extend the fundamentals of traffic safety.

Using the identification, decision making and risk reduction process, a list of related skills can be developed as follows:

Identification (The recognition that an activity or condition can produce injury.)

- Develop the ability to gather, analyze, and use data for the purpose of identifying high risk situations;
- Develop the ability to identify risk situations requiring a choice;
- Develop the ability to identify available choices in order to achieve risk reduction.
- Develop the ability to recognize those attitudes, behaviors and understandings needed to achieve risk reduction.

Decision Making (The use of information to formulate a plan of action.)

- Develop the ability to predict the possible outcomes to high risk situations.
- Develop the ability to set goals, and identify steps and resources to accomplish them in order to reduce risk.
- Develop the ability to choose among options and alternatives in order to reduce risk.

Risk Reduction (The taking of appropriate action to minimize injury to self and others.)

- Develop the ability to implement decisions and reduce risk.

Format

This guide follows a format which is compatible with the *Safety Education Syllabus K-12*. Each of the guide's ten topics is arranged in a systematic and sequential order. Some topics contain less content than others; this does not, however, imply that the topic is less important than the others nor that the teacher should place less time and emphasis upon it. The amount of time to be spent on a given topic should depend upon the needs of the students. Each topic includes objectives, learner outcomes, suggested activities, sample lesson(s), and space for individual teacher notes and resources. Each element is clearly interwoven and must be linked in a planned, purposeful way in order to provide effective instruction.

- Objectives** - One or more objectives are identified for each of the ten topics. Each of these objectives is directly linked to the three step learning process of identification, decision making, risk reduction and their related skills.
- Learner Outcomes** - Two or more learner outcomes are provided after each objective. Learner outcomes are an integral part of the instructional program. Stated outcomes help the teacher monitor student performance. They provide a framework for the determination of the degree to which students are achieving the knowledge, skills, and attitudes set forth in the objectives.
- Suggested Learning Activities** - The learning activities are suggestions. They **do not** represent a definitive list of all learning activities. They suggest how particular content might be developed. Each activity is directly keyed to both the objectives and the learner outcomes. The learning activities have been designed to fit a variety of learning styles. They need, however, to be adapted for actual classroom use. A student's ability to learn the

basics of traffic safety is maximized when a variety of teaching strategies is employed. Students with handicapping conditions should be included since they are participants in this program, both as drivers and pedestrians. Teachers are encouraged to develop additional learning activities that address local factors. The teacher's role is to determine the specific needs of the students and to develop appropriate strategies. Additional information on the strategies for modifying instructional techniques and materials is available in Appendix C, Students with Handicapping Conditions.

- Sample Activities** - The sample activities were developed as examples of how to place each of the objectives, learner outcomes and learner activities within the three step process of identification, decision making and risk reduction. The activities included in this guide are samples only. As the teacher uses this guide it is suggested that a similar format for each objective and learner outcome be used.
- Teacher Notes** - As the teacher develops additional learning activities, he or she should record them in the teacher note section with appropriate notations regarding approach and techniques. Such notes help to refine and extend program in the ongoing process of curriculum development.
- Resources** - General references which help the teacher in terms of teacher background or in developing learning activities should be included in this section.

School districts should make the Traffic Safety Education course available for all students regardless of academic ability or physical condition. Students should be scheduled for Traffic Safety as they approach or reach the legal driving age.

It is the responsibility of the school district to provide for differing student needs including those of students with handicapping conditions. This can be accomplished through the selection of appropriate materials and learning activities that meet the individual needs of students possessing different social, physical, and intellectual abilities. In some instances modifications may be necessary so that these students may actively participate in the strategies suggested in the guide. For example, due to a specific handicapping condition, some students may be unable to present orally and may therefore, need to demonstrate their knowledge or convey information in another manner such as through the use of media or a tape recording.

Also, teachers should be aware that some materials may be difficult for students, especially those with handicapping conditions, to use particular forms with fine print and/or complex instructions or diagrams. It may be necessary to provide extra time for completing the forms or additional explanation of this information. Information regarding the instructional needs of a stu-

dent with handicapping conditions can be found in a student's individualized education program (IEP).

The course must be scheduled on a semester basis. The length of class periods should be comparable to other subject areas. The length of the instructional period may not exceed 90 minutes.

I. TRAFFIC SYSTEM

The principal components of the traffic system are the driver, the vehicle, and the environment. Taken in its broadest sense, the environment means all the surrounding objects and activity. Providing a structure for these interrelated components are traffic laws created by State and local governments. The New York State Vehicle and Traffic Law, as well as Federal regulations and local laws, seeks to provide for the safe and efficient movement of highway users, who in turn must adhere to the laws consistently in order for the system to function effectively and maintain the lowest level of risk potential.

Objective 1: *Students will be aware of and understand the complexity of the traffic system and the interrelationship of its components.*

Learner Outcome 1.1 Identify the 3 components of the traffic system.

Suggested Learning Activity 1.1 Analyze a crash situation and determine its possible causes. Categorize these causes into the three components of the traffic system.

Learner Outcome 1.2 Explain how the 3 components interrelate to form the system.

Suggested Learning Activity 1.2 Given the results in 1.1, explain how each component may have contributed to or caused system failure.

Learner Outcome 1.3 Define the function of the system.

Suggested Learning Activity 1.3 Describe the function of the system.

Learner Outcome 1.4 Describe how individual driver attitude and behavior affect the function of the traffic system.

Suggested Learning Activity 1.4 Develop a list of driver behaviors that can have a positive or negative effect upon the functioning of the traffic system.

* * *

Objective 2: *Students will understand that the Vehicle and Traffic Law provides the structure that allows the system to function.*

Learner Outcome 2.1 Recognize that the government has responsibilities to the system to create laws that provide for the effective use of the system.

Suggested Learning Activity 2.1 Compare Federal, State, and local government responsibilities (such as those pertaining to traffic regulation, highway construction, and road maintenance) which relate to the traffic system.

Learner Outcome 2.2 Explain how enacting laws that conform to a standard and adhering to the laws consistently allows drivers to function at a low level of risk.

Suggested Learning Activity 2.2 In a timed period, have students change classroom seats without using any rules to regulate their movement. Analyze resultant problems. Develop rules to provide for ease of movement. Students should then change seats again, using the same period of time. Analyze the resulting ease of movement.

Learner Outcome 2.3 Demonstrate how the laws regulate vehicle safety and efficiency.

Suggested Learning Activity 2.3 Develop a list of laws and regulations that pertain to vehicle equipment such as brakes, lights and tires.

Learner Outcome 2.4 Recognize that the local government has responsibilities to the system.

Suggested Learning Activity 2.4 Suggest an improvement in an existing law or create a new traffic law for your community.

Learner Outcome 2.5 Illustrate how some traffic laws are influenced by environmental conditions.

Suggested Learning Activity 2.5 Compare speed limits and other regulations in relation to environmental limitations. Evaluate road design, signage, etc. in relation to safety.

Learner Outcome 2.6 Observe that conformity to the laws allows the individual to function within the system and reduces risk to the user.

Suggested Learning Activity 2.6 Compare before-and-after effects of a law (e.g., the seat belt law, the 21-year-old age requirement for alcohol purchase) on the traffic system.

Sample Activity

Topic	TRAFFIC SYSTEM
Objective # 1	Students will be aware of and understand the complexity of the traffic system and the interrelationship of its components.
Learner Outcome #1.1	Identify the 3 components of the traffic system.
Identification	Identify and discuss list of persons, objects, etc. which may comprise the traffic system.
Decision Making	Categorize list into 3 components.
Risk Reduction	Recognize that positive interrelationships of components reduce risk.

Teacher Notes Jane Townsend

Resources

Sample Activity

Topic	TRAFFIC SYSTEM
Objective #2	Students will understand that the Vehicle and Traffic Law provides the structure that allows the system to function.
Learner Outcome #2.1	Recognize that the government has the responsibility to the system to create laws that provide for effective use of the system.
Identification	Compare Federal, State, and local government responsibilities (such as those pertaining to traffic regulation, highway construction, and road maintenance) which relate to the traffic system.
Decision Making	Decide why laws are established.
Risk Reduction	Make recommendations to local legislators to draft or improve law.

Teacher Notes

Resources

II. OTHER HIGHWAY USERS

The drivers must recognize that there are other highway users for whom they are responsible. These users may be pedestrians, or they may be users of nonmotorized vehicles or of motorized vehicles other than cars. These others may or may not know or practice safe behavior. Therefore, through training and licensing, drivers must be prepared to assume responsibility for the safety of others.

Objective 1: *Students will identify other highway users, predict risk situations, decide how to handle these situations, and take action to reduce risk.*

Learner Outcome 1.1 Identify and categorize other highway users.

Suggested Learning Activity 1.1 Identify and list other highway users, e.g., pedestrians, persons with disabilities, skateboarders, users of motorized and nonmotorized vehicles.

Learner Outcome 1.2 Describe how other highway users may affect a person's driving by:

- lack of training
- relative visibility
- rules and regulations
- vulnerability to others using the highway
- vehicle limitations
- driver limitations

Suggested Learning Activity 1.2 Construct a chart listing other highway users and identify the risks associated with the factors named in Learner Outcome 1.2.

Learner Outcome 1.3 Explain which other highway users (e.g., road maintenance crews, persons with handicapping conditions) require special equipment in order to reduce risks.

Suggested Learning Activity 1.3 Construct a "who, what, and why" chart describing who created the risk, what was done to reduce the risk, and why this action was taken.

Learner Outcome 1.4 Describe strategies to reduce possible risks to other highway users.

Suggested Learning Activity 1.4 Using the chart in 1.3, students will describe appropriate action to reduce the risk.

Sample Activity

Topic OTHER HIGHWAY USERS

Objective #1 Students will identify other highway users, predict risk situations, decide how to handle these situations, and take action to reduce risk.

Learner Outcome #1.1 Identify and categorize other highway users.

Identification Identify other highway users and relate how each can affect the driving task.

Decision Making Decide appropriate action to take when confronting other highway users.

Risk Reduction Take appropriate action to reduce risk such as adjusting speed and/or position.

Teacher Notes

Jane Townsend

Resources

III. THE DRIVER

The driver is the most important component of traffic safety. Students must learn about the many factors that affect their capacity as drivers, including their physical and mental preparedness and their ability to make good and timely decisions. A physically prepared driver is either one who is not impaired by physical disabilities or one who uses adaptive devices to compensate for any physical disabilities. A person who is mentally prepared to drive is free from mental and/or emotional stress and not under the influence of alcohol or other drug substances. Drivers must know and understand their own limitations and learn to correct and/or compensate for them.

Objective 1: *Students will identify, make decisions, and take action to improve the physical preparedness of the driver.*

Learner Outcome 1.1 Identify the characteristics of a physically prepared driver.

Suggested Learning Activity 1.1 Discuss ways in which a person can become and/or remain physically prepared to drive.

Learner Outcome 1.2 Explain the difference between "compensation" and "correction."

Suggested Learning Activity 1.2 Define, compare, and contrast compensation and correction regarding physical condition.

Learner Outcome 1.3 Identify temporary disabilities (e.g., a broken leg) that may affect one's ability to drive.

Suggested Learning Activity 1.3 Develop a list of temporary disabilities.

Learner Outcome 1.4 Develop strategies to correct and/or compensate for temporary disabilities.

Suggested Learning Activity 1.4 Discuss how temporary disabilities affect the ability to drive and describe the strategies for compensation and correction of each.

Learner Outcome 1.5 Identify permanent physical disabilities that may affect one's driving ability.

Suggested Learning Activity 1.5 Develop a list of physical disabilities. Have the students discuss or list the types of adaptive equipment that are now available to enable these drivers to operate a motor vehicle.

<i>Learner Outcome</i>	1.6 Create strategies to correct or compensate for physical disabilities where possible.
<i>Suggested Learning Activity</i>	1.6 Discuss the effect of physical disabilities on the ability to drive and the strategies for compensation or correction of each, where possible.
<i>Learner Outcome</i>	1.7 Identify other physical characteristics that affect the driver and describe how each one can be compensated for or corrected.
<i>Suggested Learning Activity</i>	1.7 List other physical characteristics (e.g., height, weight) and explain how each affects driver performance.
<i>Learner Outcome</i>	1.8 Record responses that indicate internalization of visual cues.
<i>Suggested Learning Activity</i>	1.8 Construct a scenario comparing the ways two drivers, one with a disability and one without might react in the process of identification, communication, decision making, and risk reduction.
<i>Learner Outcome</i>	1.9 Explain how each of the senses (other than sight) can affect the driver.
<i>Suggested Learning Activity</i>	1.9 List other senses related to physical preparedness, and explain how each sense may help to reduce risk.
	* * *
<i>Objective 2:</i>	<i>Students will identify, make decisions, and take action to improve mental preparedness of the driver.</i>
<i>Learner Outcome</i>	2.1 Discuss attitudes as related to driver performance.
<i>Suggested Learning Activity</i>	2.1 Research the meaning of "attitude" and give examples.
<i>Learner Outcome</i>	2.2 Discuss emotions as related to driver performance.
<i>Suggested Learning Activity</i>	2.2 List 3 emotions and describe how each might influence driver performance
<i>Learner Outcome</i>	2.3 Explain how attitudes and emotions can affect perception of risk and driver performance.
<i>Suggested Learning Activity</i>	2.3 Develop and role-play scenes that depict various positive and negative emotional conditions and attitudes that affect the driving task.
<i>Learner Outcome</i>	2.4 Illustrate and practice behaviors that reduce risk.
<i>Suggested Learning Activity</i>	2.4 From recent observations of drivers, report how a driver reacted to reduce risk. Discuss reported observations.

Sample Activity

Topic	THE DRIVER
Objective #1	Students will identify, make decisions, and take action to improve the physical preparedness of the driver.
Learner Outcome #1.1	Identify the characteristics of a physically prepared driver.
Identification	Identify characteristics of a person physically prepared to drive.
Decision Making	Decide ways in which a person can become and/or remain physically prepared to drive.
Risk Reduction	Take appropriate action to become and/or remain physically prepared to drive.

Teacher Notes

Resources

Sample Activity

Topic	THE DRIVER
Objective #2	Students will identify make decisions, and take action to improve mental preparedness of the driver.
Learner Outcome #2.1	Discuss attitudes as related to driver performance.
Identification	Define meaning of attitude and give examples.
Decision Making	Decide how attitudes affect the driving task.
Risk Reduction	Understand which attitudes are necessary to reduce risk.

Teacher Notes

Resources

IV. VEHICLE READINESS

The vehicle's mechanical condition will affect its safety and reliability. It is the driver's responsibility to understand the various systems found in a motor vehicle—i.e., warning, information, comfort and control—and understand the information they provide concerning the overall functioning of the vehicle. In addition, it is necessary for drivers to recognize the need and importance of periodic inspections of the vehicle in order to reduce risks to oneself and others.

Objective 1: *Students will identify, make decisions, and take actions to reduce the risks associated with vehicle readiness.*

Learner Outcome 1.1 Obtain and become familiar with the information available in a vehicle owner's manual.

Suggested Learning Activity 1.1 Obtain a copy of an owner's manual and review the types of information provided.

Learner Outcome 1.2 Identify and locate the various vehicle information systems and explain the purpose and/or function of each.

Suggested Learning Activity 1.2 Use the owner's manual and other sources to list and describe information concerning the warning, information, and comfort and control systems.

Learner Outcome 1.3 Identify and describe basic maintenance procedures.

Suggested Learning Activity 1.3 Develop a basic periodic maintenance schedule containing what, why, and frequency categories.

Learner Outcome 1.4 Know that the vehicle must be inspected annually, and why.

Suggested Learning Activity 1.4 Review the Vehicle and Traffic Law regarding annual vehicle inspection, its purpose, and requirements.

Learner Outcome 1.5 Analyze the need for vehicle predriving checks.

1.6 Perform predriving checks.

1.7 Analyze the need for postdriving checks.

1.8 Perform postdriving checks.

Suggested Learning Activity 1.5-8 Develop a checklist of pre- and postdriving activities to be performed and reasons for each. Discuss individual lists and refine master class list.

Sample Activity

Topic VEHICLE READINESS

Objective #1 Students will identify, make decisions, and take action to reduce the risks associated with vehicle readiness.

Learner Outcome #1.1 Obtain and become familiar with the information available in a vehicle owner's manual.

Identification Recognize that the owner's manual provides important information and recommendations for safe functioning of the vehicle.

Decision Making Decide that suggestions and information provided in the manual can reduce risk.

Risk Reduction Read and follow suggestions outlined in the owner's manual.

Teacher Notes

Resources

V. OCCUPANT PROTECTION

Some features of vehicle design are created for aesthetic reasons, while many are created for protection. Drivers should recognize that certain vehicle designs enhance occupant safety. Particularly important to occupant protection are restraint systems. It is necessary to recognize the need for active restraint systems and use them correctly. Drivers should become familiar and comply with the laws governing occupant restraint systems.

Objective 1: *Students will recognize vehicle occupant protection design components.*

Learner Outcome 1.1 Identify protective design features.

Suggested Learning Activity 1.1 Develop a list of safety features and protective devices.

Learner Outcome 1.2 Explain how vehicle design has been modified to enhance occupant safety.

Suggested Learning Activity 1.2 Research and compare design features of past and present vehicle models; emphasize interior and exterior modifications.

Learner Outcome 1.3 Explain how consumers influence vehicle design.

Suggested Learning Activity 1.3 Analyze data with regard to design features and survey local dealers regarding the extent to which design features influence vehicle purchases.

* * *

Objective 2: *Students will identify, make decisions, and take action related to occupant restraint systems and safety.*

Learner Outcome 2.1 Identify the active and passive occupant restraint systems.

Suggested Learning Activity 2.1 Report on and discuss the pros and cons of active and passive restraint systems.

Learner Outcome 2.2 Know the laws governing occupant restraint systems, including special requirements for children.

Suggested Learning Activity 2.2 Review the Vehicle and Traffic Law. Compare and discuss New York State laws with other state laws and Federal mandates.

Learner Outcome 2.3 Take action to use the appropriate occupant restraint system.

Suggested Learning Activity 2.3 Participate in a demonstration of the "seat belt convincer."

Learner Outcome 2.4 Recognize that correct use of occupant restraints is necessary to reduce risk.

Suggested Learning Activity 2.4 Invite the county occupant restraint systems coordinator to discuss trends with the class.

Sample Activity

Topic OCCUPANT PROTECTION

Objective #1 Students will recognize vehicle occupant protection design components.

Learner Outcome #1.1 Identify protective design features.

Identification Identify safety features and protective devices.

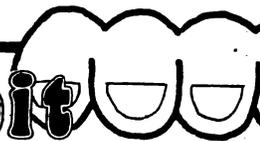
Decision Making Determine how features and devices protect occupants and other users in crash situations.

Risk Reduction Practice consumer awareness, determine how to best utilize features and recognize their limitations.

Teacher Notes

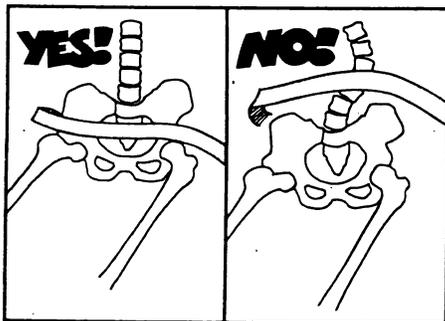
Resources

Getting into the Seat Belt Habit



To be most effective,
SEAT BELTS
should be worn low
over the bony pelvis . . .

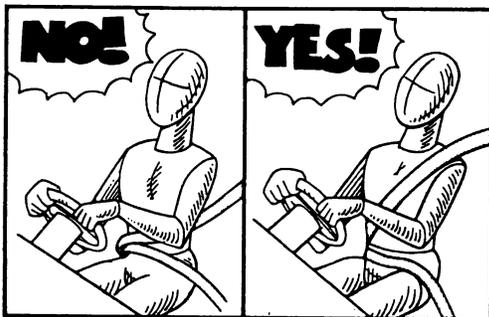
2 to 4 inches below the waist, low
on the lap, and against the thighs . . .



but a seat belt placed over the
abdomen can cause serious or fatal
injury in a collision.

Source: AAA Foundation for Traffic Safety Seat Belt Comic Book

To be most effective,
SHOULDER BELTS
should be snug . . .



Not under the arm and over the abdomen. It could cause injuries. Over the shoulder and across the chest is the correct position.

Source: AAA Foundation for Traffic Safety Seat Belt Comic Book

Why seat belts?

There is a good reason for wearing safety belts in automobiles. They work.

Seat belts can dramatically reduce the number of deaths and injuries from auto accidents. They are your best protection against all unexpected highway hazards, from a sudden skid to a speeding, drunken driver. They help you maintain control of your car and keep passengers from flying through the windshield or against others in the car.

Lifesaving seat belts are available at no added cost, since they are standard equipment in most cars today.

In a collision, a car stops before the riders do.

After impact, the people inside that car continue to move in the direction the car had been traveling. One-fiftieth of a second after the car stops, the passengers stop. Without seat belts, they are hurled into the windshield, dashboard, steering wheel, into doors or fellow riders, even onto small children in child restraint seats.

The "second collision" of rider against car interior or other objects is what seat belts are designed so well to prevent.

But seat belts work only when they are used.

Airbags provide additional protection in front end collisions. But they are not a substitute for safety belts, which are effective in all types of collisions.

The toll

Traffic accidents are a major American health problem. They are the number one killer of young people and adults under 44 years of age, and fourth for all age groups. They are the leading cause of epilepsy, as well.

In 1983, more than 35,000 drivers and passengers lost their lives in traffic accidents – 1,478 in New York State alone. We suffered 4 million injuries nationwide, including 205,000 in New York.

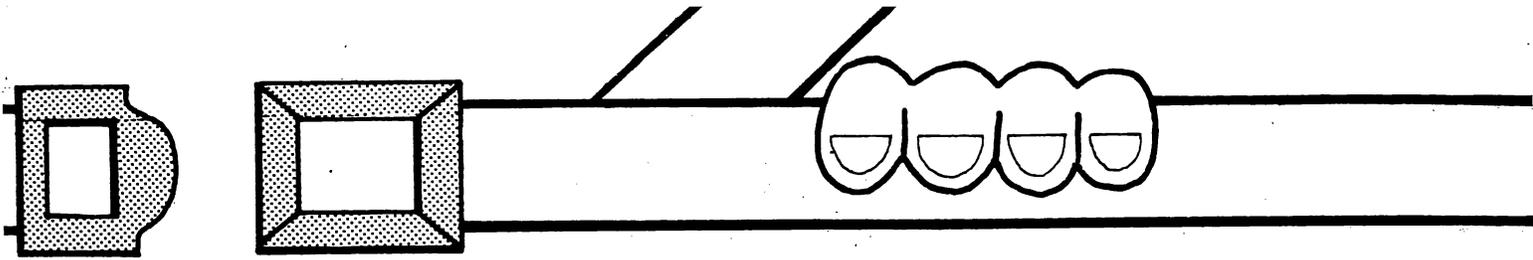
We all benefit

Some people claim that not using a seat belt is a personal choice and affects only their own safety and welfare. Not so.

In a crash, an unbuckled rider becomes a dangerous missile, capable of killing or seriously injuring other riders.

Each traffic death or serious injury affects all of us – not just the victim and his family. Emergency equipment and personnel, medical and rehabilitative services, worker's compensation, support for survivors, increased insurance premiums, lost work time and other related costs add up to billions of dollars each year nationwide and more than one billion dollars in New York State alone! We all share these costs.

A mandatory seat belt law protects us just like any other traffic law. It increases everyone's freedom from the economic and emotional burden caused by unnecessary deaths and injuries.



I know I should but...(excuses, excuses)

Bad habits are difficult to break; good habits may be hard to set. But getting into the seat belt habit is essential.

Many of us know what life savers seat belts are, but we put off using them. The excuses for the bad habit of not buckling up just don't hold up under close examination.

Comfort

Seat belts have been designed and re-designed for comfort. They adjust to your size and lock on impact when a special mechanism in the car rotates to "fix" the belt for effective protection. Extenders and "comfort clips" are available from dealers for those who need larger sized belts or are too short for the shoulder harness. On long rides, the lap and shoulder safety belt even help you maintain a less tiring posture.

Escape

Are you afraid that a seat belt will keep you from escaping if your car sets afire or goes into water? Fire and water submersion make up only one-half of one percent of all accidents. Even in these rare cases, seat belts increase your chances of survival because they keep you from hitting the car interior. You are then more likely to remain conscious, alert and uninjured, so you can regain control of the situation and escape.

Short trips, low speeds

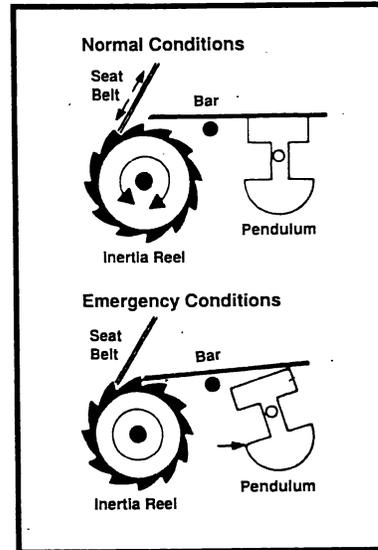
Another common myth about seat belts is that you only need them on long trips or at higher speeds. Actually, 75% of serious accidents occur less than 25 miles from home and 80% at speeds of less than 40 mph. Riders without belts have been killed at speeds as low as 12 mph!

Flying Free?

The price you pay for being thrown free in a collision is surprisingly high. If you are ejected in a crash, you are 25 times more likely to be killed. And the dangers of being hurled through windows, onto pavements or guardrails, or crushed by your own or another car are even greater.

You're In Control

Courtesy of New York State Department of Motor Vehicles.



The shoulder harness fits you comfortably under normal conditions (allow no more than three inches slack), but its ratchet mechanism locks on sudden impact to hold you in place.

**To be most effective,
SEAT BELTS
should be worn low
over the bony pelvis...**

2 to 4 inches below the waist, low on the lap, and against the thighs.

Source:
AAA Foundation for Traffic Safety
Seat Belt Comic Book

VI. THE DRIVING TASK

The act of driving a vehicle is a complex task involving the components of speed, position and direction, and communication, all of which are related to the environment. Drivers must recognize the interaction of these components and make appropriate decisions to reduce risks in both normal and emergency situations.

Objective 1: *Students will identify, make decisions, and take actions which make effective use of the vehicle and reduce risk.*

Learner Outcome 1.1 Identify the basic driving tasks:

- speed
- position and direction
- communication
- relationship to environment

Suggested Learning Activity 1.1 List and categorize the basic tasks which a driver must perform in order to drive a vehicle safely.

Learner Outcome 1.2 Relate the internalization process of decision making and taking appropriate actions based on the tasks in 1.1.

Suggested Learning Activity 1.2 Using available and appropriate media to depict hazardous situations, students should decide on risk-reducing actions and state reasons(s) for their actions.

Learning Outcome 1.3 Define "scanning" and explain how to use various scanning techniques to reduce risk.

Suggested Learning Activity 1.3 Students demonstrate the "2, 4, and 6 second following-distance formula" and other techniques based on the scanning process and on perception, identification, decision making, risk reduction, speed, braking, and environmental conditions. Students should use situations in which road design and directional markers pose an intrinsic threat to driver safety. Factors such as size of lanes, types of dividers, placement of signs in relation to exits, placement of roadway markers, etc. are analyzed.

* * *

Objective 2: *Students will be able to identify, make decisions, and reduce risks in emergency situations.*

Learner Outcome 2.1 Illustrate emergency situations related to:

- speed
- position and direction
- communication
- relationship to environment

Suggested Learning Activity 2.1 Each student chooses an emergency situation and explains appropriate action based on speed, position, etc. Class critiques. Some persons with disabilities may need to use an alternative method of reacting to an emergency situation depending upon the adaptive equipment in their motor vehicle.

Learner Outcome 2.2 Relate the internalization process of decision making and taking appropriate actions in response to emergency situations.

Suggested Learning Activity 2.2 Use available and appropriate media to depict emergency situations in which decisions must be made.

Learner Outcome 2.3 The student will practice risk-reducing behavior.

Suggested Learning Activity 2.3 Students demonstrate the "2, 4, and 6 second following-distance formula" based on perception, identification, decision making, risk reduction, speed, braking, and road conditions in emergency situations.

Sample Activity

Topic	THE DRIVING TASK
Objective #1	Students will identify, make decisions, and take actions which make effective use of the vehicle and reduce risk.
Learner Outcome #1.1	Identify the basic driving tasks: speed, position and direction, communication, and relationship to the environment.
Identification	Identify and list the basic tasks which a driver must perform in order to drive a vehicle safely.
Decision Making	Categorize and relate importance of each of the basic driving tasks to risk reduction.
Risk Reduction	Recognize that the driving task is complex and requires integration of physical and mental activity.

Teacher Notes

Resources

VII. NATURAL LAWS

There are natural phenomena, such as gravity, friction, and inertia, which affect the driving task. Drivers must be able to identify these natural processes and understand how they affect speed, position and direction, and communication, all in relation to the environment; the roadway design as well as any objects or activities with which the driver must interact. With this understanding, appropriate risk-reducing actions can be taken before, after, and during the driving task.

Objective 1: *Students will identify, make decisions, and take action to reduce driving risk associated with the effects of natural laws.*

Learner Outcome 1.1 Identify and define the natural laws that affect the driving task.

Suggested Learning Activity 1.1 Define, demonstrate, and discuss each natural law.

Learner Outcome 1.2 Identify driver actions required to reduce risk associated with the effects of natural laws and relate these actions to:

- speed
- position and direction
- communication
- relationship to environment

Suggested Learning Activity 1.2 Create a chart and include the natural law, the definition, the effects of the law on driving, and appropriate action to reduce risk.

Learner Outcome 1.3 Select appropriate action to reduce risk in regard to the effects of natural laws.

Suggested Learning Activity 1.3 Discuss and evaluate suggested modifications for the driver and equipment which may reduce/increase the effect of each natural law.

Learner Outcome 1.4 Explain the relationship between natural laws and governmental laws.

Suggested Learning Activity 1.4 Complete a case study of an accident relating to violation of governmental and natural law. Direct attention to any roadway design factors involved.

Sample Activity

Topic	NATURAL LAWS
Objective #1	Students will identify, make decisions, and take action to reduce driving risk associated with the effects of natural laws.
Learner Outcome #1.1	Identify and define the natural laws that affect the driving task.
Identification	Identify and define natural law.
Decision Making	Determine how each natural law positively or negatively affects the driving task.
Risk Reduction	Operate a vehicle within the constraints imposed by natural laws.

Teacher Notes

Resources

VIII. TRAFFIC LAWS AND REGULATIONS

Most traffic laws and regulations are standard, although there are variations due to local conditions or temporary situations. Drivers must recognize that their knowledge of and compliance with these laws and regulations is essential for the safe and efficient use of the traffic system. The privilege of being a licensed driver depends on accepting the responsibilities imposed by these laws and regulations.

Objective 1: *Students will identify, make decisions, and reduce risk based on compliance with traffic laws, regulations, and controls.*

Learner Outcomes 1.1 Recognize that most traffic laws, regulations, and controls are standard.

Suggested Learner Activity 1.1 Use the Uniform Vehicle Code to recognize that most traffic laws, regulations, and controls are standardized throughout the country.

Learner Outcome 1.2 Identify the variations in traffic laws, regulations, and controls.

Suggested Learner Activity 1.2 Compare and contrast your local laws, regulations, and controls with those of a neighboring community.

Learner Outcome 1.3 Recognize the possible variations in traffic laws, regulations, and controls, and practice risk-reducing behavior.

Suggested Learner Activity 1.3 Use teacher-suggested resources to research and list major contributing factors in New York State rural, suburban, and urban-area crashes and to recognize and explain risk-reducing behavior for each.

* * *

Objective 2: *Students will identify, make decisions, and reduce risks by recognizing and accepting the responsibilities for themselves and other highway users.*

Learner Outcome 2.1 Recognize driver's legal responsibilities for:

- rules of the road/ rights of way
- auto insurance
- vehicle inspection/registration
- driver licensing
- accident response and reporting (see MV-104 form)
- equipment of motor vehicle

<i>Suggested Learning Activity</i>	2.1 Review the New York State driver manual and list the driver's legal responsibility for: auto insurance, vehicle inspection/registration, driver licensing, accident response and reporting, and equipment of motor vehicle.
<i>Learner Outcome</i>	2.2 Relate driver's legal responsibility for rules of the road/right-of-way.
<i>Suggested Learning Activity</i>	2.2 List and diagram all situations involving rules of the road/right-of-way.
<i>Learner Outcome</i>	2.3 Recognize that laws exist to protect drivers and other highway users and to maintain the effective use of the traffic system.
<i>Suggested Learning Activity</i>	2.3 Research the New York State point system and its relationship to law/regulation; how does revoking the license of a persistent violator, as a result of accumulating a specified number of points, relate to law/regulation?
<i>Learner Outcome</i>	2.4 Recognize that the privilege of being a licensed driver depends on acceptance of responsibilities imposed by the laws and regulations.
<i>Suggested Learning Activity</i>	2.4 Debate the assumption of responsibility to self and others upon acceptance of permit/license to drive.
<i>Learner Outcome</i>	2.5 Identify the laws and regulations governing other highway users.
<i>Suggested Learning Activity</i>	2.5 Divide class into other types of highway users. Research applicable New York State laws. Report and discuss in class.
<i>Learner Outcome</i>	2.6 Make decisions and practice risk-reducing behavior based on rights and responsibilities for other highway users.
<i>Suggested Learning Activity</i>	2.6 Visit a traffic court and report on a case involving other highway users. Conduct a mock trial and analyze judgment rendered in relation to other highway users.

Sample Activity

Topic	TRAFFIC LAWS AND REGULATIONS
Objective #1	Students will identify, make decisions, and reduce risk based on compliance with traffic laws, regulations, and controls.
Learner Outcome #1.1	Recognize that most traffic laws, regulations and controls are standard.
Learner Outcome #1.2	Identify the variations in traffic laws, regulations and control.
Identification	Through research, identify that the UVC (Uniform Vehicle Code) establishes standards but State and local government can modify to meet local needs.
Decision Making	Conclude that standardization with some variations of the regulations/controls can enhance the driving tasks.
Risk Reduction	Demonstrate that an awareness of and compliance with traffic law, regulations, and controls can reduce risk.

Teacher Notes

Resources

Sample Lesson

Topic	TRAFFIC LAWS AND REGULATIONS
Objective #2	Students will identify, make decisions, and reduce risks by recognizing and accepting the responsibilities for themselves and other highway users.
Learner Outcome #2.1	Recognize driver's legal responsibilities for: rules of the road/right of ways, auto insurance, vehicle inspection/registration, driver licensing, accident response and reporting, equipment of motor vehicle.
Identification	Identify that there are laws related to vehicle operation and maintenance.
Decision Making	Determine that in order to meet civic responsibilities the vehicle owner/operator must comply with the laws, regulations, and controls.
Risk Reduction	Demonstrate that an awareness of and compliance with these laws, regulations, and controls can reduce risk.

Teacher Notes

Resources

PLEASE READ THE INSTRUCTIONS IN SECTION A ON THE BACK REPORT OF MOTOR VEHICLE ACCIDENT DO NOT FORGET ACCIDENT DATE.

Your Vehicle No. 1, Accident Date, Day of Week, Time, Number of Vehicles, Left Scene, Did police investigate accident at scene?, If Yes, Name of Police Agency, Other Vehicle No. 2

Motorist Identification Number Exactly as Printed on License

Last Name of Driver 1, First Name, Middle Initial, Last Name of Driver 2, First Name, Middle Initial

Number and Street, City, State, Zip Code

Date of Birth, Sex, Unlicensed, State of License

No./Day/Year, Last Name of Owner 1, First Name, Middle Initial, Last Name of Owner 2, First Name, Middle Initial

Number and Street, City, State, Zip Code

No. of Occupants, Plate Number, State of Reg., Veh. Towed Away?, Vehicle Year & Make, Vehicle Type

Estimated Cost of Repairs, Describe damage to veh. no. 1, Number the vehicles, Your vehicle is No. 1, ACCIDENT DIAGRAM, Describe damage to veh. no. 2

Reference Marker, County of Accident, City, Town or Village, Nearest Intersecting Route/Street

Route No. or Street Name, Miles, Feet, At Intersection With, N, S, E, W of

INJURY SECTION: FILL OUT SPACE BELOW FOR EVERY PERSON INJURED OR KILLED IN THE ACCIDENT. Check proper column(s). See Instruction 6 on Back

Name and Address, 8. In Veh. No., 12. Age, 13. Sex, Describe Injuries, 16. K, A, B, C, Date of Death

Name and Address, 8. In Veh. No., 12. Age, 13. Sex, Describe Injuries, 16. K, A, B, C, Date of Death

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SECTION A

An accident in New York State causing death, personal injury or damage over \$600 to the property of any one person must be reported within 10 days. Failure to report within 10 days is a misdemeanor and subjects License and/or Registration to suspension until report is filed.

INSTRUCTIONS

PLEASE PRINT OR TYPE ALL INFORMATION - USE BLACK INK

First - fold along center line. Then fill in the 11 boxes to the right by entering the number of the item which best describes the circumstances of the accident. If a question does not apply enter a dash (-). If an answer is unknown enter an "x".

1. If you were involved in an accident with a pedestrian, enter the pedestrian information in the DRIVER block of the space provided for other Vehicle No. 2, and print "PEDESTRIAN" in the OWNER block.

If you were involved in an accident with a vehicle other than a motor vehicle, e.g., snowmobile, mini-bike, aircycle, all-terrain vehicle, trail bike or other non-motor vehicle, enter the driver, owner and vehicle information as you would normally for Other Vehicle No. 2.

If a vehicle is unoccupied, enter all available information. Be sure to enter the correct vehicle plate number and vehicle type in the appropriate VEHICLE block.

2. Driver information must be entered EXACTLY as it appears printed on each driver's license. Owner information must be entered EXACTLY as it appears printed on the registration of each vehicle involved in the accident.

3. If more than two vehicle were involved in this accident, additional accident reports must be filled out. On these reports place the information for the third vehicle in the space marked "Your Vehicle No. 1" and mark it No. 3. Use the space marked "Other Vehicle No. 2" for the fourth vehicle, and mark it No. 4 and so on. Additional forms are available at Motor Vehicle Issuing Offices.

4. Enter the street or route name, the distance and direction from the nearest intersection, and the name or route number of that intersecting street. For example:

Route No. or Street Name Miles N E of Route No. or Street Name
on Rte 7 Feet S W At Intersection With Elm St.

5. In addition, if the accident occurred on a State highway, you will find a small green sign called a reference marker somewhere near the crash site. The reference marker section should include the number exactly as it appears on the sign.

6. For each person injured in the accident, describe his injuries and check the injury code K, A, B, or C, that applies. If the injured is a pedestrian place a "P" in the box labeled "In Vehicle Number"; if a bicyclist, enter a "B". Injuries are defined as follows:

K Any injury that results in death.
A Severe lacerations, broken or distorted limbs, skull fracture, crushed chest, internal injuries, unconscious when taken from the accident scene, unable to leave accident scene without assistance.

B Lump on head, abrasions, minor lacerations.
C Momentary unconsciousness, limping, nausea, hysteria, complaint of pain (no visible injury).

If there are more than three persons injured, another report is needed. In the injury section of that report, record the required information for all additional injured persons.

7. Attach any additional reports to page one. Each page of the report must be numbered in the upper right corner. Date and sign on the bottom line and submit to:

NEW YORK STATE DEPARTMENT OF MOTOR VEHICLES
ACCIDENT RECORDS BUREAU
EMPIRE STATE PLAZA
ALBANY, NEW YORK 12228

PLEASE DO NOT SEND PHOTOCOPIES

SECTION B

PEDESTRIAN/BICYCLIST LOCATION

- 1. Pedestrian/Bicyclist at Intersection
- 2. Pedestrian/Bicyclist Not at Intersection

PEDESTRIAN/BICYCLIST ACTION

- 1. Crossing, With Signal
- 2. Crossing, Against Signal
- 3. Crossing, No Signal, Marked Crosswalk
- 4. Crossing, No Signal or Crosswalk
- 5. Riding/Walking Along Highway With Traffic
- 6. Riding/Walking Along Highway Against Traffic
- 7. Emerging from in Front of/Behind Parked Vehicle
- 8. Going To/From Stopped School Bus
- 9. Getting On/Off Vehicle Other Than School Bus
- 10. Pushing/Working On Car
- 11. Working in Roadway
- 12. Playing in Roadway
- 13. Other Actions in Roadway*
- 14. Not in Roadway (Indicate)*

TRAFFIC CONTROL

- 1. None
- 2. Traffic Signal
- 3. Stop Sign
- 4. Flashing Light
- 5. Yield Sign
- 6. Officer/Guard
- 7. No Passing Zone
- 8. RR Crossing Sign
- 9. RR Crossing Flashing Lt.
- 10. RR Crossing Gates
- 11. Stopped School Bus - Red Lights Flashing
- 12. Highway Work Area
- 20. Other*

ROADWAY CHARACTER

- 1. Straight and Level
- 2. Straight and Grade
- 3. Straight at Hillcrest
- 4. Curve and Level
- 5. Curve and Grade
- 6. Curve at Hillcrest

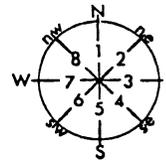
ROADWAY SURFACE CONDITION

- 1. Dry
- 2. Wet
- 3. Muddy
- 4. Snow/Ice
- 5. Slush
- 0. Other

WEATHER

- 1. Clear
- 2. Cloudy
- 3. Rain
- 4. Snow
- 5. Sleet/Hail/Freezing Rain
- 6. Fog/Smog/Smoke
- 0. Other

DIRECTION OF TRAVEL



- 1. North
- 2. Northeast
- 3. East
- 4. Southeast
- 5. South
- 6. Southwest
- 7. West
- 8. Northwest

PRE-ACCIDENT VEHICLE ACTION

- 1. Going Straight Ahead
- 2. Making Right Turn
- 3. Making Left Turn
- 4. Making U Turn
- 5. Starting from Parking
- 6. Starting in Traffic
- 7. Slowing or Stopping
- 8. Stopped in Traffic
- 9. Entering Parked Position
- 10. Parked
- 11. Avoiding Object in Roadway
- 12. Changing Lanes
- 13. Overtaking
- 14. Merging
- 15. Backing
- 20. Other*

TYPE OF ACCIDENT

COLLISION WITH

- 1. Other Motor Vehicle
- 2. Pedestrian
- 3. Bicyclist
- 4. Animal
- 5. Railroad Train
- 10. Other Object (Not Fixed)

COLLISION WITH FIXED OBJECT

- 11. Light Support/Utility Pole
- 12. Guide Rail
- 13. Crash Cushion
- 14. Sign Post
- 15. Tree
- 16. Building/Wall
- 17. Curbing
- 18. Fence
- 19. Bridge Structure
- 20. Culvert/Head Wall
- 21. Median/Barrier
- 22. Snow Embankment
- 23. Earth Embankment/Rock Cut/Ditch
- 24. Fire hydrant
- 30. Other Fixed Object

NON-COLLISION

- 31. Overturned
- 32. Fire/Explosion Only
- 33. Submersion
- 34. Ran Off Roadway
- 40. Other

PLEASE READ INSTRUCTIONS 1 THROUGH 6 ON OTHER SIDE OF FOLD BEFORE COMPLETING THE INSIDE OF REPORT.

IX. HIGHWAY SYSTEM

The highway system, which includes highway design, safety features, and various methods of communication, is designed to reduce risk. Recognizing that these components are engineered to provide for occupant protection, drivers must make decisions and take actions that reflect this understanding.

Objective 1: *Students will identify, make decisions, and take action reflecting understanding of highway designs, safety features, and communication system.*

Learner Outcome 1.1 Identify and compare various highway designs, safety features, and methods of communication.

Suggested Learning Activity 1.1 Develop a list of local highways and evaluate them for potential hazards including exit placements, signage, roadway markers, two-way roadways, lane size, barriers, runoff, etc.

Learner Outcome 1.2 Recognize how highway design influences driving.

Suggested Learning Activity 1.2 Categorize local highway designs including exit placements, signage, roadway markers, two-way roadways, lane size, barriers, runoff, etc. Discuss their effects on driving.

Learner Outcome 1.3 Make risk-reducing decisions and take action appropriate to the highway design.

Suggested Learning Activity 1.3 Use slide/video presentations as a basis for discussion of local highway design features, and determine appropriate risk-reducing behavior.

* * *

Objective 2: *Students will identify, make decisions, and take action which reflect an understanding of how highway design affects occupant protection.*

Learner Outcome 2.1 Identify that engineered highway features are designed for occupant protection.

Suggested Learning Activity 2.1 Explain specific design characteristics and traffic controls that are engineered for occupant protection.

Learner Outcome 2.2 Recommend appropriate risk-reducing actions based on highway design and environmental factors such as exit placements, signage, roadway markers, two-way roadways, lane size, barriers, runoff, etc.

Suggested Learning Activity 2.2 Make decisions to take advantage of the engineered highway features and take actions to reduce risks on the roads.

Sample Activity

Topic	HIGHWAY SYSTEM
Objective #1	Students will identify, make decisions and take action reflecting understanding of highway designs, safety features, and communication systems.
Learner Outcome #1.1	Identify and compare highway designs, safety features, and methods of communication.
Identification	Develop a list of local highways.
Decision Making	Evaluate list of highways for existing or potential hazards based on highway design, safety features, and communication.
Risk Reduction	Take proper defensive action when appropriate or choose alternate route.

Teacher Notes

Resources

Sample Activity

Topic HIGHWAY SYSTEM

Objective #2 Students will identify, make decisions, and take action which reflect an understanding of how highway design affects occupant protection.

Learner Outcome #2.1 Identify that engineered highway features are designed for occupant protection.

Identification Identify highway design characteristics and features engineered for occupant protection.

Decision Making Conclude that highways can be designed for vehicle operation and be provided with various protective features that will reduce injury and fatality.

Risk Reduction Encourage involvement of local agency to evaluate existing highway design and features.

Teacher Notes

Resources

X. ALCOHOL AND OTHER DRUG SUBSTANCES

The consumption of alcoholic beverages and the use of many other drug substances can dramatically affect a person's ability to operate a vehicle safely. For this reason, Section 1192 of the Vehicle and Traffic Law of the State of New York was enacted. Drivers must be familiar with how alcohol and/or other drug substances affect them mentally and physically, including the synergistic effect of prescription, over-the-counter, and illegal drug substances. With this knowledge, drivers will be able to make decisions in regard to alcohol and/or other drug substance use which will lead to risk-reducing behaviors on the highway.

Objective 1: *Students will identify the laws, procedures, and penalties related to the use of alcohol and/or other drug substances in relation to driving.*

- | | |
|------------------------------------|---|
| Learning Outcome | 1.1 Identify Section 1192 of the Vehicle and Traffic Law (VTL) of the State of New York. |
| Suggested Learning Activity | 1.1 Review Vehicle and Traffic Law Section 1192 and its subsections: |
| Learner Outcome | 1.2 Understand what constitutes reasonable cause for arrest. |
| Suggested Learning Activity | 1.2 Create a list of driver behaviors that may result in an initial police response, and discuss possible reasons for arrest. |
| Learner Outcome | 1.3 Understand that when a person is arrested for DWI/DWAI, the person will be charged with a violation of Section 1192 VTL and will be asked to submit to a chemical test. |
| Suggested Learning Activity | 1.3 Participate in a demonstration and discussion by local law enforcement officials relative to the arrest procedure and tests for measuring blood alcohol content (BAC). |
| Learner Outcome | 1.4 Evaluate the term "implied consent" and its consequences. |
| Suggested Learning Activity | 1.4 Discuss intent and assumption of responsibility related to "implied consent." |
| Learner Outcome | 1.5 Identify the legal level of blood alcohol content (BAC) that designates driver impairment or intoxication. |
| Suggested Learning Activity | 1.5 Discuss, in terms of blood alcohol content (BAC), the difference between DWAI and DWI. |

Learner Outcome 1.6 Be familiar with the legal and socioeconomic consequences of operating a motor vehicle under the influence of alcohol and/or other drug substances.

Suggested Learning Activity 1.6 Interview prosecutors, defense attorneys, judges, and justices, and report to the class about the legal and socioeconomic implications of DWI and DWAI convictions.

Learner Outcome 1.7 Identify prescription, over-the-counter, and illegal drugs.

Suggested Learning Activity 1.7 List examples of and distinguish between prescription, over-the-counter, and illegal drugs.

Learner Outcome 1.8 Make decisions to reduce risk by appropriate use of prescription and over-the-counter drugs.

Suggested Learning Activity 1.8 Interview medical doctors, pharmacists, and community agency representatives about the implications of use of different drugs. Then provide a report to the class, and discuss risk-reducing behaviors.

* * *

Objective 2: *Students will identify ways in which alcohol and/or other drug substances affect the driver, including synergistic effects.*

Learner Outcomes 2.1 Identify ways in which alcohol and/or other drug substances affect the physical abilities of the driver.

2.2 Identify ways in which alcohol and/or other drugs affect the mental abilities of the driver.

Suggested Learning Activity 2.1, 2.2 Develop a chart that lists the immediate, short-term, and long-term effects of alcohol and other drug substances and describes how each, individually and in various synergistic combinations, affects the driving task.

Learner Outcome 2.3 Explain why laws were written to protect the driver and others.

Suggested Learning Activity 2.3 Research and write a report explaining why these laws (state, national and/or international) were written.

* * *

Objective 3: *Students will make decisions that result in risk-reducing behaviors on the highway.*

Learner Outcome 3.1 Make decisions that lead to alcohol/drug-free driving.

Suggested Learning Activity 3.1 Role-play strategies to encourage the nonuse of alcohol and/or other drug substances.

Learner Outcome 3.2 Make decisions regarding alcohol and other drug substance use that will reduce students' risks as passengers.

Suggested Learning Activity 3.2 Role-play alternative strategies to reduce risk as passengers of vehicles that may be operated by an alcohol/drug-impaired person.

Learner Outcome 3.3 Make decisions regarding alcohol and other drug substances use that will reduce students' risks as other highway users.

Suggested Learning Activity 3.3 List time and locations when any highway user may experience greater risk from an alcohol/drug-impaired driver; discuss strategies to reduce such risk.

Sample Activity

Topic	ALCOHOL AND OTHER DRUG SUBSTANCES
Objective #1	Students will identify laws, procedures, and penalties related to the use of alcohol and/or other drug substances in relation to driving.
Learner Outcome #1.1	Identify Section 1192 of the Vehicle and Traffic Law of the State of New York.
Identification	Identify that there is a law with subsections pertaining to use of alcohol/drugs by a vehicle operator.
Decision Making	Conclude that there are consequences for noncompliance with the laws.
Risk Reduction	Demonstrate an awareness that compliance with the law reduces risk.

Teacher Notes

Resources

Sample Activity

Topic	ALCOHOL AND OTHER DRUG SUBSTANCES
Objective #2	Students will identify ways in which alcohol and/or other drug substances affect the driver, including synergistic effects.
Learner Outcome #2.1	Identify ways in which alcohol and/or other drug substances affect the physical abilities of the driver.
Identification	Develop a chart which lists the immediate, short-term, and long-term effects of alcohol and other drug substances and describes how each, individually and in various synergistic combinations, affects the driving task.
Decision Making	Predict how the effects of substance use/abuse affects the driver.
Risk Reduction	Practice risk reducing behavior as related to the use of alcohol and other drug substances.

Teacher Notes

Resources

**LEGAL CONSEQUENCES OF OPERATING A MOTOR VEHICLE WHILE UNDER
THE INFLUENCE OF ALCOHOL OR DRUGS**

January 1, 1987

<i>Vehicle & Traffic Law</i>	<i>Category</i>	<i>Court</i>	<i>DMV</i>
I. SECTION 1192.1 (BAC .06%-.09%) (DWAI)			
First conviction	Infraction	\$250 fine and/or imprisonment up to 15 days	90-day license suspension
Second conviction within 5 years	Infraction	\$350-\$500 fine and/or imprisonment up to 30 days	Minimum 6-months license revocation*
Third conviction within 10 years	Infraction	\$500-\$1,500 fine and/or imprisonment up to 90 days	Minimum 6-months license revocation*
II. SECTION 1192.2; 1192.3 (BAC .10% or above) (DWI)			
First conviction	Misdemeanor	\$350-\$500 fine and/or 1 year of imprisonment, 3 years of probation	Minimum 6-months license revocation*
Second conviction within 10 years	Felony	\$500-\$5,000 fine and/or imprisonment up to 4 years, 5 years of probation	Minimum one-year license revocation*
Two convictions involving personal injury within 10 years	Felony	\$500-\$5,000 fine and/or imprisonment up to 4 years, 5 years of probation	Lifetime license revocation
III. SECTION 1192.4 (DWAI - drugs)			
SECTION 1194.3(b) (Refusal to submit to chemical test.)			
First refusal		Suspends license at arraignment and refers to DMV for hearing.	Minimum 6-months license revocation. \$100 civil penalty.
First refusal with prior conviction under Section 1192 within 5 years		Suspends license at arraignment and refers to DMV for hearing.	Minimum one-year license revocation. \$250 civil penalty.
Second refusal within 5 years		Suspends license at arraignment and refers to DMV for hearing.	Minimum one year license revocation. \$250 civil penalty.

Penal Law

Section 120.03 Vehicular Assault (2nd degree) Class E felony—up to 4 years of imprisonment
 Section 120.04 Vehicular Assault (1st degree) Class D felony—up to 7 years of imprisonment
 Section 125.15(1) Vehicular Manslaughter (2nd degree) Class D felony
 Section 125.15 Vehicular Manslaughter (1st degree) Class C felony—up to 15 years of imprisonment

*The Department of Motor Vehicles decides when the license will be returned. Return is not automatic. Reapplication must be made and tests must be taken.

Sample Activity

Topic	ALCOHOL AND OTHER DRUG SUBSTANCES
Objective #3	Students will make decisions that result in risk reducing behaviors on the highway.
Learner Outcome #3.1	Make decisions that lead to alcohol/drug-free driving.
Identification	Role play strategies that discourage the use of alcohol and/or other drug substances.
Decision Making	Decide which strategies would be most effective with peers.
Risk Reduction	Practice effective strategies.

Teacher Notes

Resources

Appendix A

**Goals of the Board of Regents for
Elementary and Secondary Education in New York State**

1. Each student will master communication and computation skills as a foundation to:
 - 1.1 Think logically and creatively.
 - 1.2 Apply reasoning skills to issues and problems.
 - 1.3 Comprehend written, spoken and visual presentations in various media.
 - 1.4 Speak, listen to, read and write clearly and effectively in English.
 - 1.5 Perform basic mathematical calculations.
 - 1.6 Speak, listen to, read and write at least one language other than English.
 - 1.7 Use current and developing technologies for academic and occupational pursuits.
 - 1.8 Determine what information is needed for particular purposes and be able to acquire, organize and use that information for those purposes.
2. Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications:
 - 2.1 English language and literature.
 - 2.2 History and social sciences.
 - 2.3 Mathematics.
 - 2.4 Natural sciences and technology.
 - 2.5 Language and literature in at least one language other than English.
3. Each student will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. Areas include:
 - 3.1 Way to develop knowledge and appreciation of the arts.
 - 3.2 Aesthetic judgments and the ability to apply them to works of art.
 - 3.3 Ability to use cultural resources of museums, libraries, theater, historic sites and performing arts groups.
- 3.4 Ability to produce or perform works in at least one major art form.
- 3.5 Materials, media and history of major art forms.
- 3.6 Understanding of the diversity of cultural heritages.
4. Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:
 - 4.1 Knowledge of American political, economic and social processes and policies at national, state and local levels.
 - 4.2 Knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and economic systems.
5. Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding and attitudes necessary to participate in democratic self-government. Included are:
 - 5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality and majority rule with respect for minority rights.
 - 5.2 Respect for self, others and property as integral to self-governing, democratic society.
 - 5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.
6. Each student will develop the ability to understand, respect and accept people of different race; sex; cultural heritage; national origin; religion; and

political, economic and social background, and their values, beliefs and attitudes.

7. Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.
8. Each student will develop general career skills, attitudes and work habits, and make a self-assessment of career prospects. Students not directly pursuing postsecondary education will acquire entry-level employment skills.

9. Each student will learn knowledge, skills and attitudes which enable development of:

- 9.1 Self-esteem.
- 9.2 The ability to maintain physical, mental and emotional health.
- 9.3 Understanding of the ill effects of alcohol, tobacco and other drugs.

10. Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

Appendix B

Student and Program Evaluation

Effective evaluation is an integral component of the traffic safety education program. Formal, informal, group and individual evaluation should take place on a continuous basis. Evaluation is not only a tool to measure student achievement, but it also helps to define the content and measure curriculum effectiveness. Evaluation can be used to:

- determine a student's readiness for learning
- identify individual or group instructional needs
- assess ongoing learning progress
- aid in student self-evaluation
- demonstrate student achievement
- indicate strengths and weaknesses in the instructional program
- provide qualitative and quantitative feedback on performance for parents, students, teachers and district supervisors and administration

Options for the evaluation format for traffic safety education should be open. When appropriate, students with handicapping conditions must be provided with alternative testing techniques as specified in their individualized education program (IEP). See Appendix C for further information on the use of alternative testing techniques.

The content of traffic safety education readily lends itself to measurement of knowledge, skill, attitudinal and behavioral learner outcomes. Included is an example of student pre/post test which reflects the learner outcomes of this program. Each of the 10 topics of the traffic safety education program is examined. Each item relates directly to the learner outcome listed under a given topic. This comprehensive test is a model. School district personnel are encouraged to develop a variety of assessment tools which measure student attainment of established learner outcomes.

Traffic Safety Education
(Pre/Post Test) Evaluation
(Sample)

Traffic System

1. What are the three components of the traffic system?
2. What is the function of the traffic system?
3. Name two vehicle laws.
4. Name two traffic laws.
5. Why are there laws?

Other Highway Users

1. Name three categories of highway users.
2. Describe the special equipment which may be necessary for a highway user to function safely within the system.

The Driver

1. Identify two temporary disabilities that may affect one's ability to drive.
2. Identify two permanent physical disabilities that may affect one's ability to drive.
3. Identify a device to assist a driver with a disability.
4. Name two emotions that can affect driving ability.

Vehicle Readiness

1. Identify three basic maintenance procedures.
2. Name one purpose of annual vehicle inspection.
3. How often does an automobile need to be inspected?
4. Name two predriving checks.
5. Name two post-driving checks.

Occupant Protection

1. Identify one protective vehicle design feature.
2. Identify one way consumers have influenced vehicle design.
3. Name and describe an active occupant restraint system.
4. Name and describe a passive occupant restraint system.
5. Identify one special restraint requirement for children and explain how it is to be used.
6. Describe how occupant restraints reduce risks.

The Driving Task

1. Identify four basic driving tasks.

2. Identify two ways drivers communicate with one another.
3. Name two actions a driver can take to reduce risk.
4. Name two factors a person can generally anticipate when driving.

Natural Laws

1. Name two natural laws.
2. Identify an appropriate action to take to reduce risk in regard to the effects of one of the natural laws.
3. Identify one government law which was legislated in response to a natural law.

Traffic Laws and Regulations

1. Demonstrate the stopping - distance formula.
2. Describe a stop sign.
3. How does one obtain a license?
4. When does a driver use an MV104?
5. State two laws which apply to pedestrians, bicyclists, and motorcyclists.
6. Explain two responsibilities one assumes when one drives.

Highway System

1. Identify one highway design characteristic.
2. Describe how this design characteristic may promote occupant protection.
3. Identify one appropriate risk-reducing action based upon highway design.

Alcohol and Other Drugs

1. Define "implied consent."
2. What does Section 1192 of the Vehicle and Traffic Law state?
3. Identify one prescription drug.
4. Identify one over-the-counter drug.
5. Identify one illegal drug.
6. Describe how alcohol affects the driver.
7. Discuss synergistic effect.

Appendix C

Students with Handicapping Conditions

The Board of Regents, through revising Part 100 Regulations of the Commissioner and the Action Plan, has made a strong commitment to integrating the education of students with handicapping conditions into the total school program. According to Section 100.2(s) "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses, and requirements.

The majority of students with disabilities have the intellectual potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with handicapping conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

The teacher providing instruction through this syllabus/ curriculum has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction could be provided to students with handicapping conditions either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to students who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide

this instruction to a class of students with handicapping conditions in a special class setting.

Teachers certified in the subject area should become aware of the needs of those students with handicapping conditions participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the CSE or a student's Individualized Education Program (IEP).

Additional assistance is available through consultant teacher services. The implementation of this service will allow school districts to provide direct and indirect services to pupils with handicapping conditions who are enrolled full-time in a regular education program. Direct consultant teacher services consist of individualized or group instruction which would provide such students with instructional support in the regular education classroom to help them benefit from their regular education program. Indirect consultant teacher services will provide support to the regular education teacher in the modification and development of instruction and evaluation that effectively deals with the specialized needs of students with handicapping conditions.

Strategies for Modifying Instructional Techniques and Materials

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with handicapping conditions should be considered when field trips are arranged.
2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.
3. Students with handicapping conditions may use alter-

native testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program. Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.

4. Identify, define and preteach key vocabulary. Many terms in this guide are specific and may need continuous reinforcement for some students with handicapping conditions. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.
5. Check periodically to determine student understanding of lectures, discussions, demonstrations, etc. and how this is related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or work with partners to determine this.
6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content and of guest speakers for further review within their special education classes.
7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments and access to daily class notes.
8. When assigning long-term projects/reports, provide a timeline with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and of special education programs is essential. It is important for the students as well as the total school environment.

Alternative Testing Techniques

Another consideration in assisting students with handicapping conditions to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with handicapping conditions equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attain-

ment of knowledge without being limited or unfairly restricted by the existence of a handicapping condition.

The Committee on Special Education (CSE) is responsible for identifying and documenting a student's need for alternative testing techniques. This determination is made when a student is initially referred to CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined to no longer need special education services. **The modifications are to be used consistently throughout the student's educational program.** Principals ensure that students who have been identified by CSE as educationally handicapped are provided with the alternative testing techniques which have been recommended by CSE and approved by the Board of Education.

Alternative testing techniques which have been specified on student IEPs for use by a student must be used consistently in both special and regular education settings. Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of students with a handicapping condition to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue high school diplomas to a greater degree. The teacher who provides instruction through this curriculum has a unique opportunity to assist such students in their individual goals.

Additional information on alternative testing modifications is available in the manual entitled *Alternative Techniques for Students with Handicapping Conditions*, which can be obtained from:

New York State Education Department
Office for Education of Children with
Handicapping Conditions
Room 1071 Education Building Annex
Albany, NY 12234

Infusing Awareness of Persons with Disabilities Through Curriculum

In keeping with the concept of integration, the following subgoal of the Action Plan was established:

In all subject areas, revisions in the syllabi will include materials and activities related to generic subgoals such as problem solving, reasoning skills,

speaking, capacity to search for information, the use of libraries and increasing student awareness of and *information about the disabled*.

The purpose of this subgoal is to ensure that appropriate activities and materials are available to increase student awareness of disabilities and issues in regard to disabilities.

This curriculum, by design, includes information, activities and materials regarding persons with handicapping conditions. Teachers are encouraged to include other examples as may be appropriate to their classrooms or the situation at hand. Teachers are also encouraged to assess the classroom environment to determine how the environment may contribute to student awareness of persons with disabilities.