



## In-Car Lesson 1C

Guide 3: Moving and Stopping Smoothly — Page 98

*Training the Brain before the hands and feet.*

**Teen should be a Co-Driver as  
the car is driven to the parking lot.**

**The Teen should not drive on the  
road with a Parent until after  
completing Lesson Three.**

**Scroll  
Slides**



**Before beginning  
the Practice Session,  
wrap a piece of tape  
on the center of the  
steering wheel, if not  
already done.**



# An Important Note for the PARENT!

To receive safe and efficient use of these Guide Notes and best use their “Coaching Tips” they should be viewed and practiced by you before having the teen attend the in-car session.

The best and safest process would be if you participate in Model Roadway Chip Car activities that are required for the teen to qualify for the in-car session.

One of the huge advantages of conducting the first three In-Car Lessons in a parking lot is there is less interaction with others. If you do not have access to a parking lot, it will be more important that the teen acquires Co-Driver experience before driving. When you are performing On-Road practice sessions, be aware of how to safely use the Guide Notes.

And, the recommendation is that the **Guide Notes should not be read while the vehicle is in motion.** While you are in the parking lot, try to **ONLY Read the Notes when the car is stopped.** Read the note, then use the Pocket Coach’s Guide to observe and cue the teen for successful performance.

**Detailed guidance** for conducting in-car sessions is located on Professor Mottola's Driving MIND eCoach in the "Coach's NOTEBOOK." The first five in-car lessons are only to be conducted in a parking lot. Listed here are some reminders for you to conduct successful practice sessions. Give your teen only the practice that is described in each lesson and behaviors from previous lessons.

View this on Page 94 of the Pocket Coach.

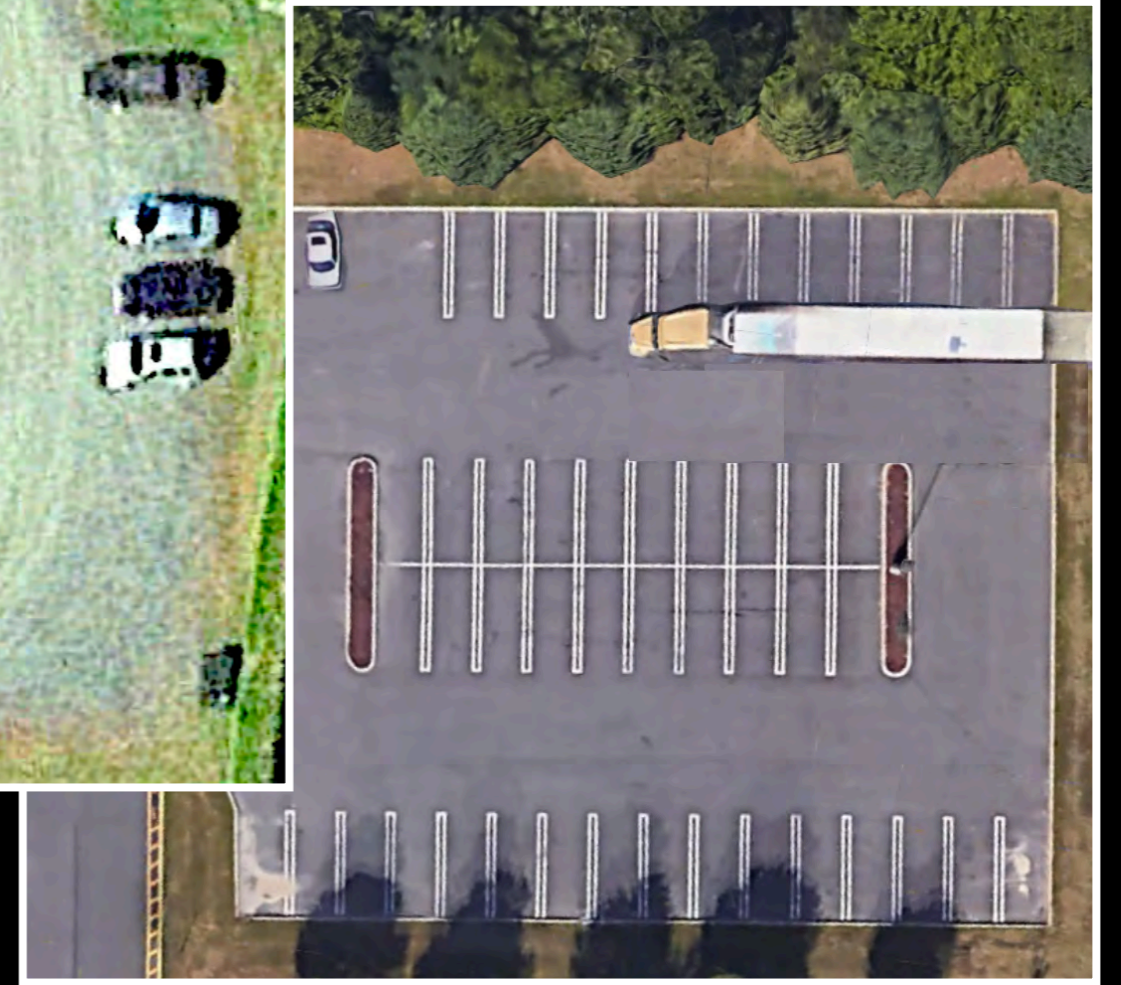
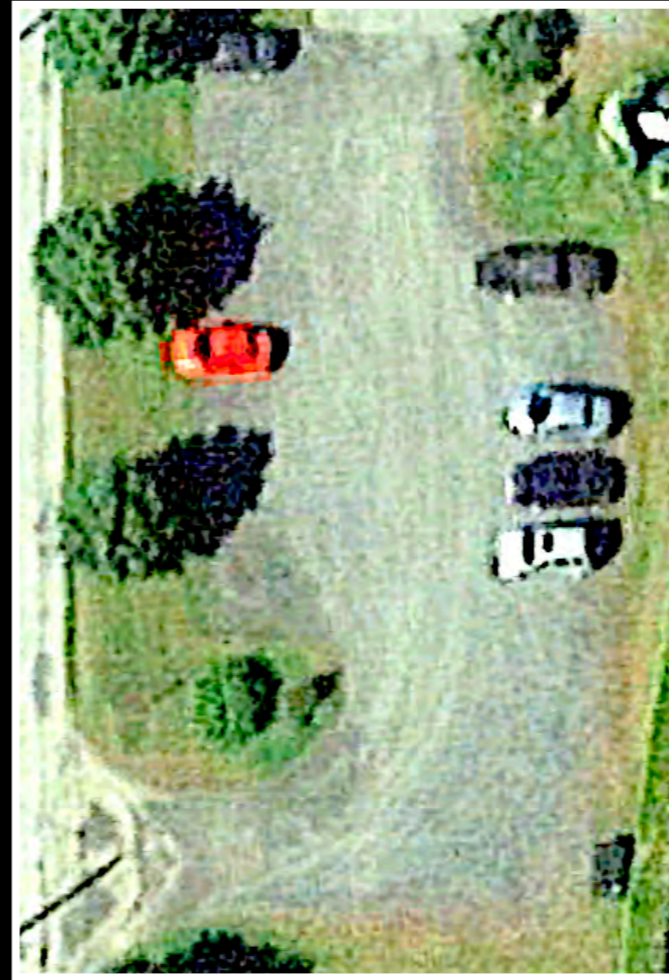
Practice it in your vehicle during this parking lot session.



- Ask the teens to demonstrate each action that is listed on the In-car Guides. They should have learned and practiced the actions by using the Chip Cars.
- You can follow the ECCCR Process to have the teen succeed.
- If you should need to disengage the car's acceleration power **in an extreme emergency situation** (i.e. if the teen gets into a panic situation and the foot freezes onto the accelerator pedal), shift into neutral. Practice doing this in the parking lot during session one.
- What works for most cars is: Place your left hand on top of the shifter—whether the shift is on the column or in the console—as shown in the photos. With your palm open (very important not to close your fist!) and facing down, push forward toward the dashboard. The shift will automatically go into the neutral position. Practice this process several times until you feel confident that the shift will stop in the neutral position.

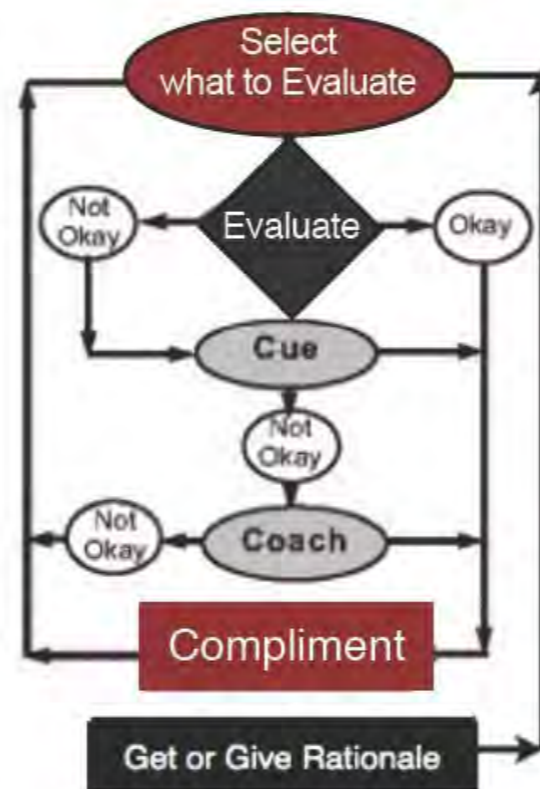
You don't need a large parking lot. Nor does it need to be paved. You may even be able to conduct this session in your driveway.

If you need to find a parking lot in your area, view the Driving MIND eCoach tip: ["Finding Parking Lots."](#)



View this on  
Page 93/94 of the  
Pocket Coach.

Practice using the  
**ECCCR PROCESS**  
during this parking  
lot session.



### Evaluate

- Select the most important behaviors to evaluate for the situation.

### Compliment

- Give praise for a single behavior when it is performed correctly.

### Cue

- Give the trainee a short and timely reminder of what behavior to perform.

### Coach

- Identify single behaviors that the trainee is in need of coaching to achieve success.

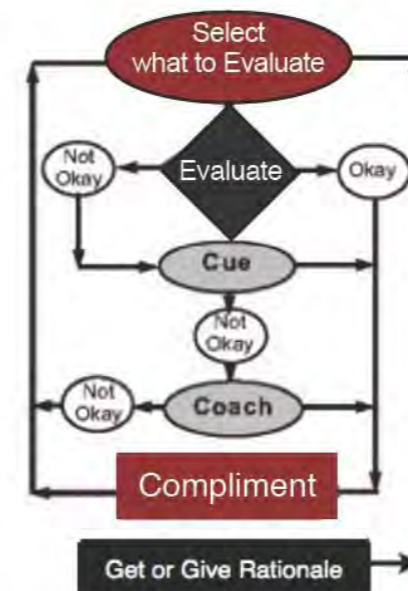
### Rationale

- Ask the trainee to explain why an action should be developed into habit.

For Coaches: Use of the ECCCR Process

Practice using the **ECCCR coaching process** in a parking lot is a great way to develop your coaching skills one behavior at a time.

Page 93/94



### Evaluate

- Select the most important behaviors to evaluate for the situation.

### Compliment

- Give praise for a single behavior when it is performed correctly.

### Cue

- Give the trainee a short and timely reminder of what behavior to perform.

### Coach

- Identify single behaviors that the trainee is in need of coaching to achieve success.

### Rationale

- Ask the trainee to explain why an action should be developed into habit.

For Coaches: Use of the ECCCR Process

Give a **compliment** after a correct action is made, or **cue** and **coach** the trainee for a correct response.

To begin, have the trainee **select a target to both directions**. She will need to make a U-turn as space is consumed.

She should have performed many of the eCoach activities on how to use vision for steering control. By having her use a target, it **gets her eyes outside of the car**.





The Pocket Coach Guides **set the standards** for the “trainee” to achieve.

Begin by having the “trainee” demonstrate placing the car in motion using **inching and creeping skills**.

**Zone Control Strategies for YOUR Control**



*In-Car Guides for EXPERT Habits*

# The Driving MIND

## Pocket Coach

Professor Mottola's  
Driving MIND Foundation



**10 Habits SHARE THE ROAD for Wellness!**

Placing The Car In Motion	
Movement	<input type="checkbox"/>
Smoothly	<input type="checkbox"/>
Speed	<input type="checkbox"/>
ed	<input type="checkbox"/>
Gradually	<input type="checkbox"/>

1. Right Foot On Brake
2. Shift To Drive
3. Release Parking Brake
4. Check Driving Path

Inching & Creeping The Car	
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

1. Keep Foot On Brake
2. Release Partial Brake
3. Inching with Brake Control
4. Creeping at Idle speed

4 = By Habit 3 = OKAY Without Coaching  
2 = Okay With Coaching 1 = More Practice

**Braking Control**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

1. Feel Braking Point
2. Constant Pressure
3. Normal Smooth Stop
4. Hard Smooth Stop
5. ABS Braking

**Guide 3: Moving and Stopping Smoothly**

Dates: \_\_\_\_\_ **1A** Coach A B C

## G03: Moving and Stopping Smoothly

We will begin with this side of Guide 3 (we placed it on the wrong side). You should have driven the car to the parking lot. **The engine should be off, the shift in the park position, and the parking brake should be set.**

**Have the trainee approach the car** while you use **Guide 1 (page 96)** to Cue her for each action. For example, ask her to check the path the car will be traveling by being aware of what is under and around the car (Actions 2 and 3). Ask her to show you how and why each action is to be performed.

### Placing The Car In Motion


1. Right Foot On Brake
2. Shift To Drive
3. Release Parking Brake
4. Check Driving Path

### Inching & Creeping The Car


1. Keep Foot On Brake
2. Release Partial Brake
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## Guide 3: Moving and Stopping Smoothly

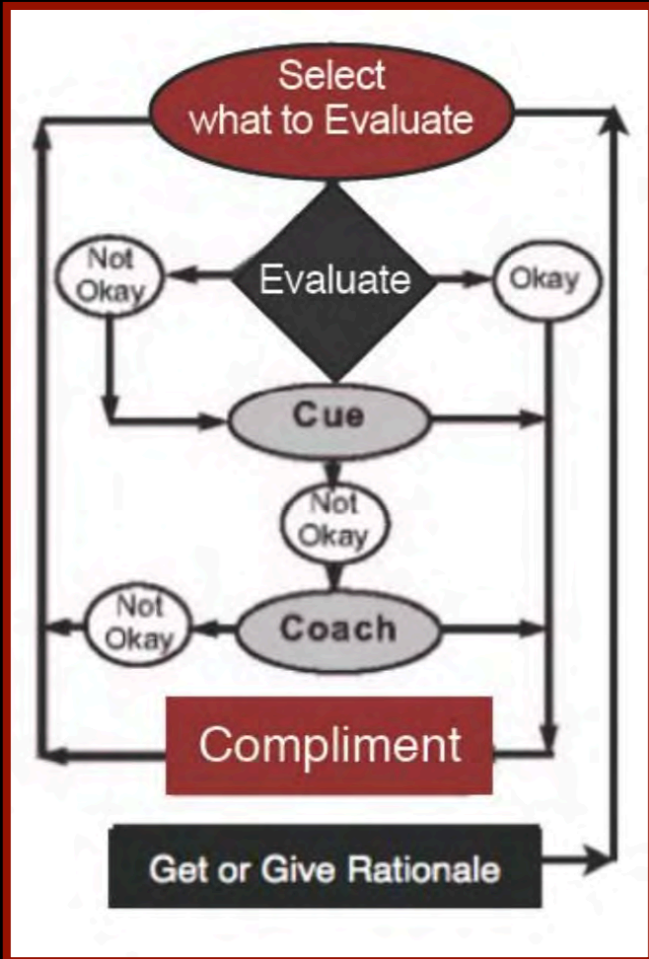
Dates: \_\_\_\_\_

1A

Coach A B C



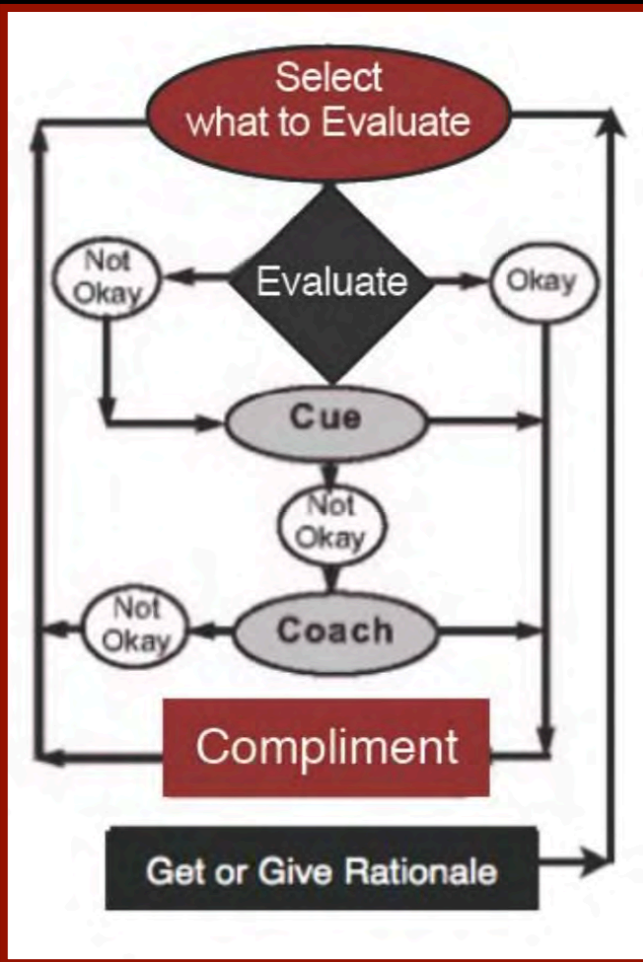
# Compliment — or Cue and Coach



## G03: Moving and Stopping Smoothly

Continue to use this guide for future lessons until all skills are performed smoothly and consistently. Ask the trainee to perform one concept at a time on the conscious level as you coach her for successful behavior. **For example: say, "Put your right foot on the brake. Release the parking brake. Shift to drive."** You will be able to read each concept listed on the Guide in a similar manner.

**Common Errors:** The teen may have a tendency to look at her hands and feet while using the controls. Be alert to prevent such action. The teen, while "inching" the car, will have a difficult time maintaining a consistent inch-by-inch movement. Have her perform this exercise on three different in-car sessions. Look for small degrees of improvement rather than expect perfection on the first session.



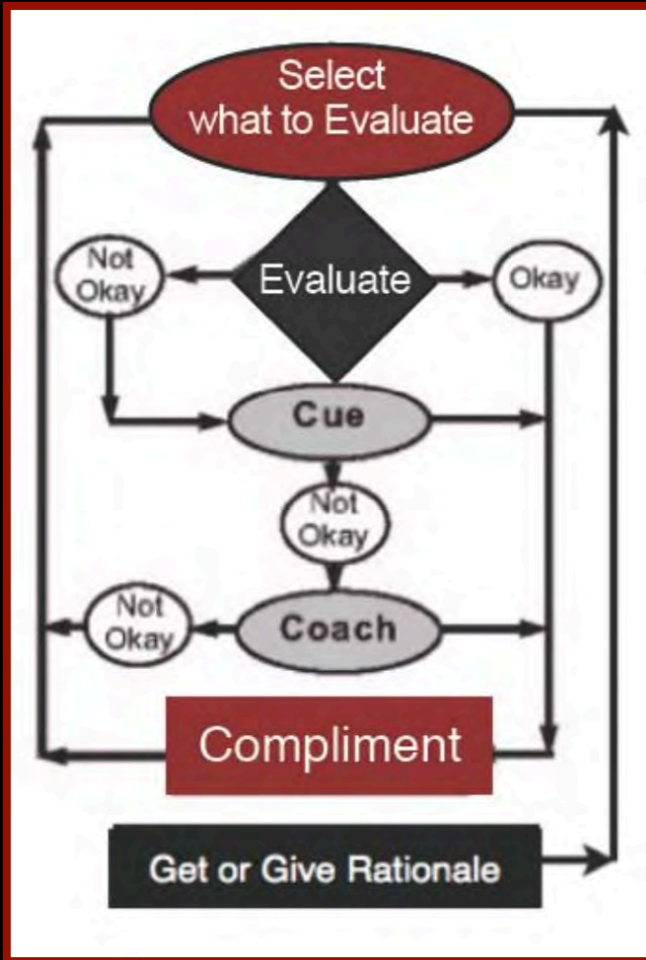
**G03: Moving and Stopping Smoothly—Moving and Stopping Activity 3:** Ask the trainee to demonstrate correct foot position on the brake. Have her start the engine.

**G03: Moving and Stopping Smoothly—Place Car in Motion Activity 2:** Make certain the trainee is able to release the parking brake without looking at it. And, with the foot on the brake, shift into Drive.

**Activity 3:** Ask the trainee to **identify a target** the car will travel towards, and evaluate if the **Path Of Travel (POT)** the car is to occupy is **OPEN** before the foot is taken off the brake.

**Compliment — or Cue and Coach**

## Lesson 1C – Guide 3: Moving and Stopping Smoothly Page 99



### G03: Moving and Stopping Smoothly—Inching and Creeping

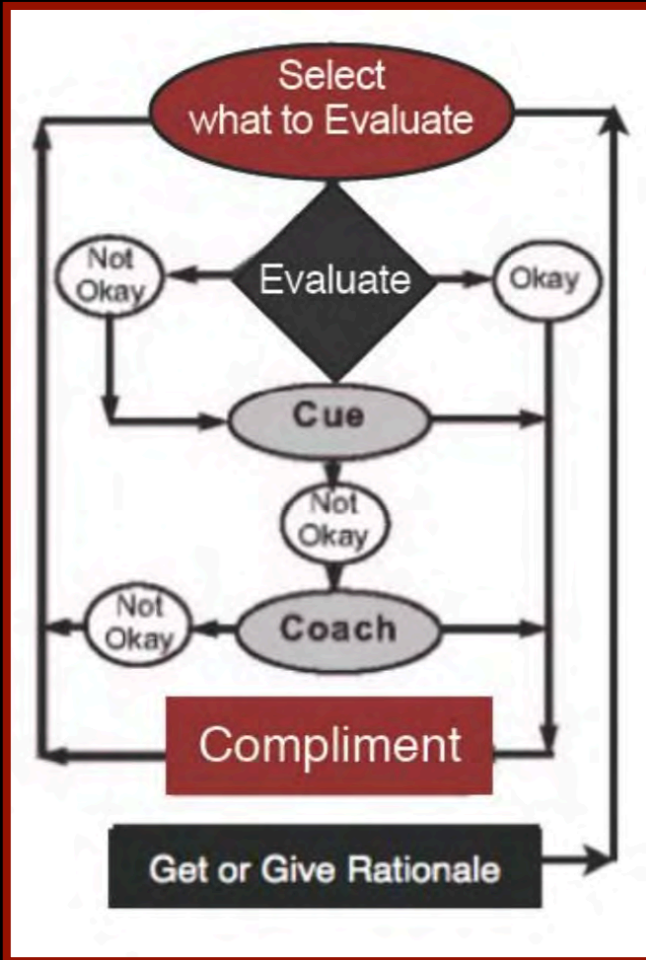
**Activity 4:** Have the trainee move the car as slowly as possible in a steady motion without the car stopping. **The purpose of this exercise** is to have trainees develop finesse controlling the vehicle's speed with very slight braking pressure.

**Activity 5:** Have the trainee keep the car moving, inch-by-inch, without varying the speed even when the gradation of the parking lot changes. **This speed is mostly used as an exercise in brake pedal control.** It also is the speed the car should move at when it is in very tight spaces such as when backing up to the rear vehicle while parallel parking.

**Activity 6:** Have the trainee demonstrate traveling at an idle (creeping) speed, which is at a **very slow walking pace.** This rate of speed is used when the car is stopped at an intersection and the driver is **moving from a legal stop to a safety stop position** to create a better view of traffic.

**Compliment — or Cue and Coach**

## Lesson 1C – Guide 3: Moving and Stopping Smoothly Page 99



### G03: Moving and Stopping Smoothly—Inching and Creeping

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**Compliment — or Cue and Coach**

## Coach Trainee to Make a U-Turn

Tell Trainee each step of this Sequence:

1. Evaluate an open POT to enter.
  - 2a. When turning left check R, F, (head is turned) L.
  - 2b. When turning right check L, F, (head is turned) R.  
(The last check is the direction of movement.)
  3. Three evaluations are made as the head turns:
    1. Evaluate an open POT to enter.
    2. Check the mirror for approaching vehicles.
    3. Roll the eyes rearward for blindspot check.
  4. If all is clear, put signal light on.
  5. Creep and turn the steering wheel. Stop at Tpeg  
(Trainee will begin to identify the Tpeg. When it is correct, give a Compliment, if not Coach for the Tpeg).
- NOTE:** Speed is too slow to have the Tpeg be used to straighten the tire, so steering must be reversed.
6. Continue to practice the Guide 3 activities.



After the trainee performed each action **Three Times**, record the progression on Guide 3 by entering the number that best represents the final overall performance. Use the inside column. Enter today's date. **Circle Your Letter.**

On another in-car session you can review each action and record the level of performance in the middle column.

### Acceleration Control


1. Idle Speed Movement
2. Press Gas Smoothly
3. Keep Steady Speed
4. Increase Speed
5. Decelerate Gradually

### Braking Control


1. Feel Braking Point
2. Constant Pressure
3. Normal Smooth Stop
4. Hard Smooth Stop
5. ABS Braking

### Placing The Car In Motion


1. Right Foot On Brake
2. Shift To Drive
3. Release Parking Brake
4. Check Driving Path

### Inching & Creeping The Car


1. Keep Foot On Brake
2. Release Partial Brake
3. Inching with Brake Control
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2 = Okay With Coaching   1 = More Practice

## Guide 3: Moving and Stopping Smoothly

Dates: \_\_\_\_\_

1A

Coach   A   B   C



Scroll to Continue



**Acceleration Control**


1. Idle Speed Move
2. Press Gas Smo
3. Keep Steady Sp
4. Increase Speed
5. Decelerate Grad

**Braking Control**


1. Feel Braking Po
2. Constant Pressu
3. Normal Smooth
4. Hard Smooth St
5. ABS Braking

**Guide 3: Movin**

Dates: \_\_\_\_\_

**G03: Moving and Stopping Smoothly—Acceleration Control**

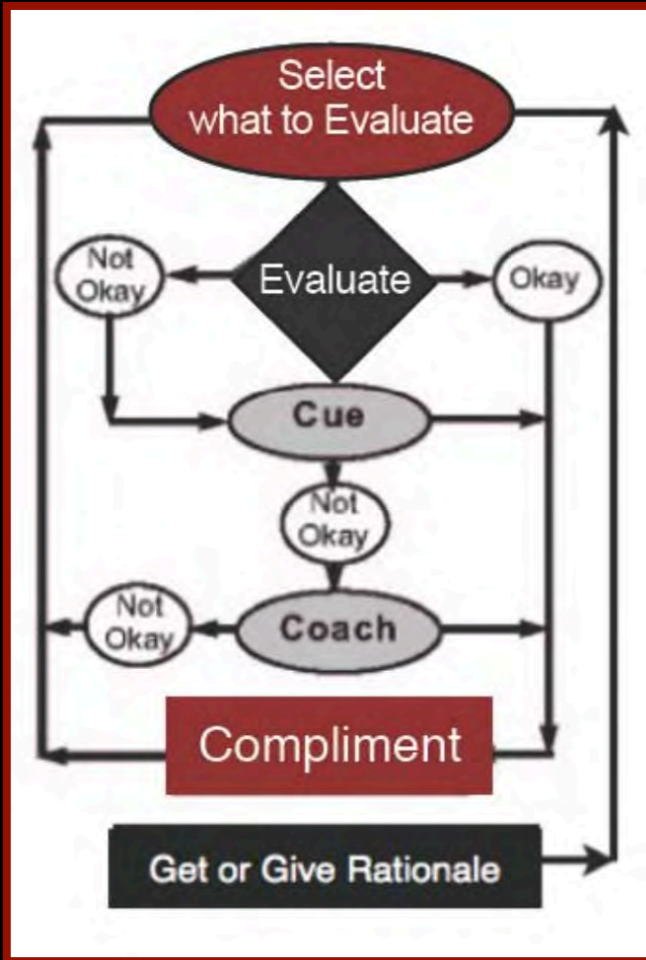
**Activity 7:** Have the trainee press the accelerator after idle speed begins the movement of the car. Tell her to make a smooth stop. Use the Guide to evaluate the outcome.

**Activity 8:** Have the trainee demonstrate the ability to keep a steady speed within 3 mph. Vary the speed according to the size of the parking lot. Have her increase speed in a smooth manner when asked to do so. Then, have her practice releasing partial pressure from the accelerator to feel the deceleration.

**G03: Moving and Stopping Smoothly—Braking Control**

**Activity 9:** Have the trainee drive at 10 m.p.h. (providing parking lot is suitable) and very gradually apply the brake until the braking point is felt.

**Compliment — or Cue and Coach**



## **G03: Moving and Stopping Smoothly—Acceleration Control**

**Activity 10: Ask trainee** to use a constant "squeezing" pressure on the brake pedal without causing wheel lock-up. Then, have her make a "smooth" stop by releasing slight braking 1-2 seconds before stopping.

**Activity 11:** Have the trainee **make hard stops** by applying maximum braking pressure without locking the wheels at the start of braking, and hold it until the last second, then release only enough pressure to smooth out the pitch force.

**Activity 12: Ask the trainee to explain** what the brake pedal will feel like when the ABS system activates. Have the trainee make another hard stop but this time ask her to perform as if the ABS system activated.

**Compliment — or Cue and Coach**

After the trainee performed each action **Three Times**, record the level of success on the inside column for each action.

When you come back for the next in-car session, you can review the rating and instantly know what actions need more practice. The ratings shown here tells us a Parent made the evaluation on 3/22, and more practice is needed for “inching” and “creeping.”

**Acceleration Control**

		3
		3
		3
		2
		2

1. Idle Speed Movement
2. Press Gas Smoothly
3. Keep Steady Speed
4. Increase Speed
5. Decelerate Gradually

**Braking Control**

		3
		3
		3
		2
		2

1. Feel Braking Point
2. Constant Pressure
3. Normal Smooth Stop
4. Hard Smooth Stop
5. ABS Braking

**Placing The Car In Motion**

		3
		3
		3
		2

1. Right Foot On Brake
2. Shift To Drive
3. Release Parking Brake
4. Check Driving Path

**Inching & Creeping The Car**

		3
		2
		1
		1

1. Keep Foot On Brake
2. Release Partial Brake
3. Inching with Brake Control
4. Creeping at Idle speed

4 = By Habit 3 = OKAY Without Coaching  
2 = Okay With Coaching 1 = More Practice

## Guide 3: Moving and Stopping Smoothly

Dates: \_\_\_\_\_ 3/22/A **1A** Coach A B C

End