

# P

1. With car in park and engine running, **ask trainee to place his right foot on the brake** and press to feel brake pressure.
2. With car in park, press accelerator as if to put the car in motion. Then, ask trainee to apply the brake with full pressure. Then back to the accelerator. Repeat this process until consistent actions.
3. With foot on brake pedal, ask trainee to demonstrate how to release the parking brake without looking at the release lever or the brake pedal.
4. With foot on brake, ask trainee to shift to drive and release the parking brake. Check POT. Release only enough brake pressure to have car move inch by inch. Stop smoothly. Repeat as needed.
5. Have trainee release brake pressure to creep the car by only using idle speed. Speed is no faster than a walking pace.

**ECCCR Coaching Process:** Compliment trainee immediately after a correct action is taken, or **coach** him to achieve the correct action. Record trainee's performance in **Partnership** book Guide 3.

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Have trainee release brake pressure then press the accelerator to 10 mph. Then, ask her to make a smooth stop. Repeat.

2. Most likely you may need to **coach for a smooth stop**. With the car stopped, engine running, shift in park, and parking brake on: Ask trainee to press the brake pedal, then have her curl back her toes to release no more than a half-inch brake. You can watch her foot movement with your fringe vision, while you monitor with your central vision that her eyes are looking to the target.
3. Have the trainee place the car in motion by using idle speed for the initial movement, then accelerate to 10 mph (providing parking lot and conditions are suitable). Have her apply the brake to make a smooth stop.
4. Repeat putting the car in motion (always first from an idle movement) and accelerate to 10-15 mph if conditions permit. Have her make a hard smooth stop. Repeat these skills when she is working on the next set of behaviors — targeting.

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Do not read when car is moving.

Lesson 1 Habit 3

## • Placing Car In Motion

- Right Foot on Brake
- Shift to Drive
- Release Parking Brake
- Check Path Of Travel

## • Inching & Creeping the Car

- Keep Foot on Brake
- Release Partial Brake
- Inching with Brake Control
- Creeping at Idle Speed



Lesson 1 Habit 3

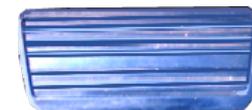
## • Acceleration Control

- Idle Speed Movement
- Press Gas Smoothly
- Keep Steady Speed
- Increase Speed when Asked



## • Braking Control

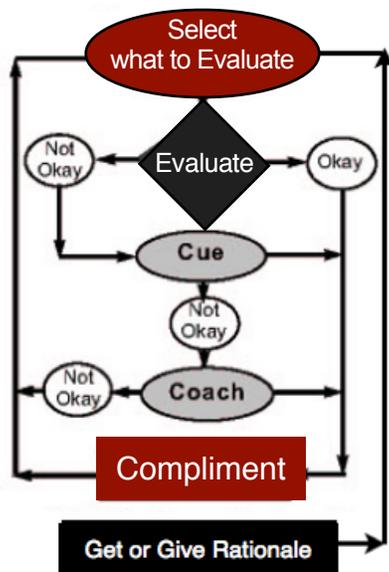
- Feel Braking Point
- Constant Pressure
- Normal Smooth Stop (curl toes up)
- Hard Smooth Stop (curl toes up)



## Performance Levels

To evaluate the trainee's progress of habit development we can assess the performance on four different levels.

- **Level 1. Okay - Unconscious Performance** is the best level. The trainee performs the correct action by habit without thinking about what needs to be done. Even when distracted, correct action will take place.
- **Level 2. Okay - Conscious Performance** is a necessary level of performance during the learning process. The trainee is able to model the correct behavior when conscious of the actions being taken.
- **Level 3. Not Okay - Conscious Performance** is the level where the trainee becomes aware of the error that was made. With effective coaching the incorrect behavior can be replaced with correct performance. For effective learning to take place, Level 2 of performance must replace this level.
- **Level 4. Not Okay - Unconscious Performance** is the level that results in high-risk habits being formed. The driver does something wrong without any recognition that the error was made. The more often the action takes place on this level, the more difficult it is to achieve level 1. In order to go from Level 4 to Level 1 the coach must guide the trainee through Level 2 coaching for the correct performance.



### 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.

### Compliment:

1. Does the coach give praise for a single behavior when the trainee performs it correctly?
2. Is the compliment an accurate assessment of the trainee's performance?
3. Is the compliment of value to the trainee's habit development?
4. Does the coach recognize and compliment the trainee for a behavior that was correctly performed on an unconscious level?

### Cue:

5. After a behavior was performed incorrectly does the coach repeat the task and then cue the trainee for correct performance?
6. Does the coach give the trainee a short and timely reminder of what actions need to be performed to achieve a successful outcome?
7. Does the coach give the cue in a timely manner — soon enough for the correct action to take place, but not too early to take away the trainee's opportunity to perform?

### Coach:

8. Does the coach give the trainee an opportunity to perform without any instructional guidance?
9. Does the coach identify behaviors that are in need of coaching after giving the trainee an opportunity to perform without guidance?
10. Does the coach guide the trainee verbally to achieve correct performance of a behavior when there is a need for assistance?

### Rationale:

11. Does the coach ask the trainee to explain why a behavior should be developed into habit?
12. When the trainee is not able to explain the benefits gained by performing a behavior, does the coach explain it effectively?
13. Does the coach avoid lecturing to the trainee about why a behavior should be performed?
14. Is the rationale accurate and effective?

### No Action:

15. Does the coach refrain from taking action when no action is needed?
16. Does the coach take action when an action is needed?
17. Are the actions taken in a timely manner?

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