



Partnership for
EXPERT Driving

Teacher • Teen • Parent

IN-CAR GUIDES

7th Edition

F R E D E R I K R . M O T T O L A

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Partnership for **EXPERT** *Driving*

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In-Car Guides for Effective Teen Brain Development

For use in association with:

Zone Control EXPERT Driving System's Self-paced Learning Activities
CD-ROM or Online

and

Your Car is a Monster!

Ten Habits Will Keep It Caged!

authored by

Frederik R. Mottola

7th Edition

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INTRODUCTION

Zone Control Repetitions Develop Teen Brain Power

Developing low-risk driver behavioral patterns into life-enduring habits requires a well-designed educational plan, a dedicated and knowledgeable educator, and an informed and highly motivated learner. The purpose of these Guides is to present an educational plan that can be used as a blueprint for the teacher to provide the teen with details of specific actions that need to be performed repeatedly, over a period of time, so that habits will form. In order for the teen to have ample opportunity for guided practice, this booklet brings the parent into the educational plan. The parent is expected to provide the teen with an opportunity to practice the many behavioral patterns that are presented in the driver education program that promote EXPERT driving habits and behaviors that will last a lifetime of driving.

What If We Were Teaching How to Play the Piano?

If we were teaching the teen to play the piano, we would need to have them learn how to read sheet music, beginning with a few notes. They would then practice and practice, playing only a few notes, until the brain



becomes wired to have the fingers respond within the blink of an eye upon reading the note. The more practice, the stronger the network within the central nervous system gets developed, and the quicker the eye-finger movement will become.

The Power of the Zone Control System

Using the Zone Control EXPERT Driving System is like playing notes from the sheet music. Once learned, it will play exactly the same way every time. The Zone Control System provides principles that give a driver a set of standards for knowing what is the expected outcome for any situation. Classifying traffic situations into open or closed zones makes it easy for a driver to know what to do once a zone is detected as closed. For example, if we teach

a red traffic light as a closed front zone, then the actions we take for a red traffic light would be exactly the same as the actions to be taken for any closed front zone—when there is construction causing traffic to back up, that is also a closed front zone. And, when we apply the principles of Zone Control that state, *when you have a closed front zone, reduce your speed to attempt an arrival into an open zone; and check your rear zone to determine whether it is “open”, “closed”, or “unstable”*, we are getting the same repetitions from different situations. It is those repetitions that will build lasting networks within the brain to know exactly how to respond to any “closed front zone.” In adolescence, with proper repetitions, glial cells and myelin are produced within auditory and visual processing regions of the brain. This is the best opportunity for the brain to develop its sensory network of neurons to heighten the perceptual skills—seeing something, and in a flash knowing its meaning.

It is Important that Parents Give Teens the Proper Practice

It is important that the parent help the teen to practice the same behaviors that are presented in the program so that the repetitions increase. Imagine how ineffective it would be for the teen to sit at the piano and practice a totally different method, one that contradicts the actions that were previously learned. Inappropriate practice would be more disruptive than constructive.

This program is designed so that teacher, teen, and parent are all reading and practicing the same “notes”. Soon the teen’s performance will become smooth and consistent as she responds to traffic situations harmoniously within the blink of an eye.

In this book, for ease of reading, rather than use a neuter gender we equally use both genders by referring to him or he in some situations and to her or she in other situations.

How to use this program: Teacher, Teen, Parent

There are ten in-car lessons. Each lesson presents several behaviors that are grouped into Guides. Each lesson is a building block for succeeding lessons. The teen is expected to know how to perform the key behavioral patterns of each lesson before moving on to the next lesson. The teen is required to keep this book and bring it to the driver education class, the in-car sessions, and to make it available for the parent/mentor to use during practice sessions.

Each of the ten lessons in this book has five sections.

For Teacher and Teen



The first section is the **Objectives and Key Behavioral Pattern Applications** page, which sets the standard for the teen's performance. This section is to be used by the teen as well as the classroom and the in-car Instructor.



The second section is the **Instructor's In-Car Guides**, which is used by the instructor to record the student's achievement. The Teacher will record the teen's performance by placing a \checkmark or an X in the first column for each behavior evaluated. On following sessions, as the teacher re-evaluates behaviors,

a rating is recorded in the other two columns. The "Note" box is used by the instructor to write a message to the parent that may help guide the practice session.



The third section is the **Student-Centered In-Car Activities**, which is a listing of approximately thirty activities per lesson that the instructor can have the teen perform. This section will set the standard for instructor awareness and performance. The activities are arranged in the same order as the In-Car Guides. An instructor can read one or two activities, then ask the teen to perform accordingly. Activities that appear with blue type are to be performed on at least three additional sessions and as often as possible.

For Parent and Teen

The fourth section is for **Suggestions or Information for Parent/Mentors**. This page is an opportunity for the parents to gain background information relating to the lesson's content. For example, page 6 gives information for the parent about how to effectively and safely conduct the teen practice sessions.



The fifth section is the **Parent-Teen Practice Guide**, which is to be used by the parent



as a guide for giving the teen practice in the behavioral patterns of the lesson. There are only ten key behavioral patterns per lesson for the parent to select from. Many of them should be known to the parent and with very little effort can be used for evaluating correct or incorrect teen performance. The structure of the book is such that if a parent wants more information about what the teen is learning, it will be easy to thumb through the book to learn more. If the parent uses this Practice Guide, positive experience can be achieved by the teen even when the practice session is merely driving the car for a shopping trip. There is space for the parent to record okay and not okay behavior as well as the date the practice was conducted. The "Note" box is used by the parent to write questions for the teacher. Many states require a parent to keep a practice log, which this Guide can provide.