

A DETERMINATION OF FUNDAMENTAL CONCEPTS TO
BE USED IN A PARENTAL INVOLVEMENT PROGRAM IN
DRIVER EDUCATION AND THEIR RELATIVE IMPORTANCE
AT THE SECONDARY-SCHOOL LEVEL

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
FRANK JOSEPH GRUBER IV
1972



PLANO 5 1971

ABSTRACT

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By

Frank Joseph Gruber IV

Driver education programs in the past have been oriented towards developing safe and efficient drivers. It was hoped that by carrying on such activities the high accident rate of young drivers might be reduced. The majority of these programs concerned themselves primarily with the student in the school situation and had little, if any, time spent on bringing in other parts of the child's environment. The reason this situation existed tended to stem from deficiencies in time and money.

The most prominent part of most children's environment is their parents. The parent has the basic responsibility for the child's welfare, therefore, it is logical to assume that the parent should have some role to play in helping the child learn to drive. With his natural responsibility, as well as close contact with the child, the parent is well suited to participate in the driver education process.

This study was designed to select and develop concepts pertaining to parental involvement in driver education so parents might be able to assist their child in learning to operate a motor vehicle safely and efficiently.

Description of the Method Used

Concepts were developed from literature relating to driver and traffic safety education. Experts in education also were interviewed to obtain concepts. The concepts were then categorized into topical and sub-topical areas. The concepts and topics were checked for clarity and content accuracy by three groups of jurors.

The second part of the study consisted of submitting the listing of validated concepts to two panels of raters who were judged to be experts in the field of driver and traffic safety education. These experts were asked to rate the 163 concepts on a five point scale ranging from Extremely Unsited to Extremely Sited.

The concept ratings were then placed in a descending rank order for both rater panels, as well as for the combined rater group. The topical and sub-topical areas were also indirectly ranked using the total concept ratings. A Spearman rank order correlation was carried out on the rank orderings of the two rater panels to determine their similarity.

Findings

A brief summary of the findings of this study indicated that the 163 concepts developed in the study were found to be accurate by the groups of jurors. The combined rater panel indicated that the top ranked concepts were:

1. The parent should see that his child receives an adequate amount of practice driving time. (1.0-34.)¹
2. The parent has the responsibility to encourage the child to obey traffic laws. (2.0-30.)
3. Systematic driving instruction is more effective than a trial and error method. (3.0-35.)
4. The parent has a responsibility to teach his child to respect the rights of others. (5.0-24.)
5. The parent has the responsibility to keep his motor vehicle in safe working order. (5.0-29.)
6. The parent can prepare his child for driver education by relating to him a positive example of proper driving behavior. (7.5-144.)
7. The parent should demonstrate to the child that he believes the child has personal worth. (7.5-149.)

¹The numbers indicate the rank the concept received from the combined rater panel as well as the number which it held in the original instrument.

8. The parent should cooperate with the driver education instructor to help prepare his child for his driving responsibilities. (10.5-31.)
9. The young inexperienced driver who drinks before or while driving may face a double hazard. (10.5-71.)
10. The driver should be able to identify potential hazards as he approaches them. (10.5-81.)
11. The parent can assist in the driver education program, once the child is involved, by allowing time for practice driving and discussing with him proper driving techniques. (10.5-155.)

The top four sub-topical areas under which the most suited concepts fell were:

1. The Parents' Responsibilities Become Even More Apparent When The Child Learns To Drive
2. Means By Which The Parent Can Directly Assist His Child With The Task Of Learning To Drive
3. What Parents Must Know About The Safe Operation Of A Motor Vehicle
4. The Parents' Rights In Relation To Their Childs' Driving Privilege Until The Age Of Majority

The least suited topical area, as determined by rater ranking, was The Highway Transportation System.

The Spearman rank order correlation which was used to test the correlation between the two rater groups indicated a correlation of 0.77.

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A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Secondary Education and Curriculum

1972

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1972

Dedicated to my wife, Paulette,
for her love and understanding,
and to my parents, Dorothy and Frank,
for their early sacrifices
which made this advanced
work possible.

ACKNOWLEDGMENTS

Sincere thanks is expressed to the following individuals for their assistance.

The doctoral guidance committee: Dr. Robert E. Gustafson, Chairman, Dr. Joseph Dzenowagis, Dr. William Mann, and Dr. Robert O. Nolan.

Professor Emeritus Leslie R. Silvernale for his inspiration and encouragement during the early stages.

The individuals who served as jurors or as raters are deserving of my sincere thanks.

Finally, to the members of the Highway Traffic Safety Center staff for their time, encouragement, and advice in carrying out this study.

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CHAPTER I

THE PROBLEM

Statement of the Problem

Youthful drivers between the ages of fifteen and twenty-four years have long been involved in a disproportionately high accident rate on the highways, with automotive accidents causing approximately half of all deaths among youth within this age group. Youthful drivers are involved in fatal automotive accidents sixty per cent more often than their proportion of the driving population, or their use of the automobile would predict. The problem of a high accident rate for the fifteen to twenty-four year age group has been with us since the 1920's, but has really come to the forefront in the last seventeen years, and has been increasing since 1961.¹

The problem of youthful drivers has been one which educators have been attempting to deal with for several decades. In most cases the form these educational attempts in driver education have taken have been to isolate driving as an activity. By isolating driver education as a specific

¹National Transportation Safety Board, Special Study: Youth And Traffic Safety Education (Washington, D.C.: National Transportation Safety Board), July 1, 1971, p. 1.

activity it was removed from the child's real world. Attempts have been made to remedy the artificial nature of driver education, but they have been relatively unsuccessful. The problem seems to stem from the fact that traditionally, driver education was only able to involve the school and not the parents or family.

The parents and the family have the greatest impact on the child's development. The traditional driver education program, however, has never been able to tap this vast resource in dealing with the child. Parental support and cooperation are needed if a safe, efficient driver is to be developed.

The driver education teacher has seen the need for a parental involvement program in driver education. This is supported by the amount of research being done. Parents have been included in reading, math, science, sex education, and drug education by being invited to the school to participate in activities relating to these areas, but unfortunately driver education has been overlooked. Due to this void, an in-depth study of how parents can be effectively used in driver education is necessary. It is to this problem that this research is focused.

In a parental involvement program the parent should act as a supervisor in all phases of driver education and beyond, until the child can handle the driving situation

safely and efficiently. This type of program would not limit the nature of the traditional driver education program but would be able to develop a program which would be of a more comprehensive nature. A band of understanding and cooperation could be developed between the parent and instructor, as well as between the parent and child, as a result of such a program.

Purpose of the Study

The purpose of this study was to develop concepts that could be used when involving parents of driver education students in a formal driver education program so they could assist their child in learning to drive safely and efficiently. As a result of this study a program could be developed that would have as one of its objectives, developing lines of communication between the parents and the driving instructors, and as another, promoting cooperative efforts between the home and the school through the use of parent supervisors. This cooperation would be used to extend the driving experiences of the student drivers. Improving the quality of parental supervision would also occur because of extended parent-teacher communications. Using parents in such a program would allow the child the opportunity to develop the knowledge, skill, and attitudes necessary for him to handle an automobile in our modern traffic environment.

Premise

The premise upon which this thesis was based was that driver education, as it is known today, needs to be extended to a larger number of traffic situations and for a longer period of time. The extension suggested would be implemented by the development of concepts which could be used with parents of driver education students to supplement the present driver education programs.

This premise is based on the opinion of educational experts that education itself is beneficial. Presently, there is no way to validate the contention that this list of concepts, or any in driver education, is effective.

For example, no one today can prove that behind-the-wheel instruction per dollar of cost is a better investment than the unit cost per hour of classroom instruction. Even more disturbing is the fact that no one, as yet, has produced clear proof that driver education, at least as presently constituted, has a significant favorable effect upon driver attitudes, motivation, performance, or other achievement.²

A common sense approach then, has to be applied, for it seems reasonable that an individual better adapted and experienced with new surroundings will make fewer errors in carrying out a new task.

As already discussed, this thesis is based on the theory that education, or the educational process, should have a positive influence on an individual's ability to

²Daniel P. Moynihan, et al., Report Of The Secretary's Advisory Committee On Traffic Safety (Washington, D.C.: Government Printing Office, 1968), p. 61.

perform the desired task. The fact that education can change the attitudes and behaviors of individuals when implemented properly, is foremost. The idea that an individual is influenced by his circumstances and environment plays heavily upon the ideas presented in this paper. The development of one's self, then, is as important in learning how to drive as it is in any of our other developmental functions.³

The idea of involving the parent in the educational process both to solve scheduling and financial limitations, as well as to play a role in developing "safe" attitudes and values, is one that should become a greater part of our formal educational system. In this case the driver education instructor cannot, in thirty hours of classroom work and six hours of on-the-road experience, or its equivalent, change attitudes, values, and beliefs which the student has obtained over a period of fifteen to sixteen years. If properly trained and used in the program, parents may be able to play a role in influencing their child's behavior. Again, changes in attitude and behavior may be too great an expectation, but improved performance, at least in manipulative skills, should certainly be expected. The behavior and attitude improvement may not occur in this type of program, but chances are increased

³Earl C. Kelley, Perceiving, Behaving, Becoming (Washington, D.C.: National Education Association, 1962), p. 9.

because a larger portion of the child's environment is involved in the training process.

Procedures Used in the Study

In the investigation a ranking of concepts that dealt with knowledge about driving and the role parents might play in assisting their child with the learning process was developed. The developmental process was carried on through a review of literature and personal contacts with experienced educators. A listing of concepts dealing with traffic safety was compiled. The listing was presented to three groups of jurors who were to judge the accuracy of the content material presented to determine validity. The validated concepts were then sent to two panels of raters. The raters were asked to rank the concepts on a five choice scale and return them. The returned ratings were then ranked by the two rater panels as well as an over-all ranking by all raters. The topical and sub-topical breakdowns of the concepts were also ranked. A Spearman rank order correlation was used on the rank orderings of rater panel one and rater panel two, to gain an estimate of their similarities of ranking.

Definition of Terms

The terms that are used in the research are defined as follows:

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Parental Involvement.--The participation of one or both parents or guardians in the formal educational process with their child, before, during, and after the formal driver education program.

Concept.--A meaningful idea, or related fact and opinion, that will help the young driver and his parents or guardians deal more effectively and efficiently with some aspect of the traffic environment.

Jurors.--Individuals selected and placed in groups to judge the clarity and accuracy of the content material contained in the concept.

Rater.--Individuals selected and randomly assigned to one of two panels to rate the concepts suitability for use in a parental involvement program.

Rater Type.--Individuals used as raters fit one of four types; college instructors, high school teachers and coordinators, governmental officials, and private safety organization officials.

Assumptions

This study is based on the assumption that there are basic concepts which parents should know or perform with their child before, during, and after the formal driver education program. Furthermore, the study is based on the assumption that concepts can be developed from driver education literature, research reports and from

experienced educators, and can be validated by the use of expert jurors judging the content material. Such validated materials can then be used in actual parental involvement programs.

Organization of the Study

The first chapter was limited to the need, purpose, and premise involved in the development of concepts which could be used with the parents of driver education students to up-grade the present driver education program.

In Chapter II a list of pertinent related literature was developed dealing with the question of parent-teacher relationships, the need for parent assistance, and parent involvement in driver education.

In Chapter III the process used in developing the instrument and analyzing the data was presented.

In the fourth chapter the ratings made of the concepts by the rater group, topical headings, and sub-headings were examined.

The final chapter contains a summary of the major findings, conclusions, recommendations, recommendations for further research, and a discussion section.

Summary

The problem of the youthful driver and the limited scope of the educational attempts to remedy the high accident situation were considered. The remedy developed

in this study was in the form of a listing of concepts which might be used in a parental involvement program in driver education to better enable the parents to assist in developing a safe and efficient driver out of their child. The idea that this type of total approach to the educational process was needed, was also discussed. A brief description was also given of the development of the study.

CHAPTER II

A REVIEW OF THE RELATED LITERATURE

Introduction

In Chapter I the statement of the problem can be found, as well as the purpose of the study, premise, procedures used in the study, definition of terms, assumptions, and statements dealing with the organization of the study.

This chapter is divided into five sections. The first two sections pertain to the relationship between parents and teachers, and the need for parental assistance in general education. The third section deals with parental involvement in driver education programs. Section four deals with concept studies in driver education and related areas, and the final section is a summary of the entire chapter.

The Relationship Between Parents and Teachers

The relationship between the parents of a child and the teacher of a child are of recognized value, lending themselves as topics of articles by Reeves, Brown, Elder, Licht, and Downes. The arguments presented by these

writers, both logical and sincere in nature, are found in the following pages. Through references to these articles the writer will demonstrate the relative importance of a positive parent-teacher relationship.

Traditionally, parents and teachers have been drawn together, as pointed out by Charles Reeves in Parents And The School, when the child has become involved in difficulty. Unfortunately, this presents the teacher as an authoritarian figure causing the parents to be on the defensive.¹ Thus, little positive communication occurs.

Familiar with this situation, Muriel Brown discovered a solution to the problem. Brown felt that by making parents and teachers aware of their roles, authoritarian situations could be eliminated. This she felt could be done by following two rules:

1. Rules should be thoroughly defined and agreements about responsibilities reached by those who wish to cooperate.
2. Possible misunderstandings about roles should be cleared as they develop.²

Brown felt that for home-school relationships to grow they must be nurtured. The home must get to know

¹Charles Reeves, Parents And The School (Washington, D. C.: Public Affairs Press, 1963), p. 114.

²Muriel Brown, "Partners In Education," Bulletin No. 85 Of The Childhood Education Journal, of the Association For Childhood Education International (1950), 5.

more about the school, and the school must learn more about the home.³

A cooperative effort by the school and the home to learn more about each other seemed to be a common need felt by both groups.

Franklin Elder, commenting on a program of parental involvement in an arithmetic program developed in Texas, supported the contention that parents must be positively involved in school matters. In the Texas program parent meetings were held to explain the purpose of a new arithmetic program. A questionnaire was distributed to determine parental attitudes concerning the program; and the returns indicated a highly positive parental attitude.⁴

Similar examples can be obtained from a study dealing with parental involvement in driver education. The Extended Driver Education Laboratory Enrichment Project, conducted in Janesville, Wisconsin, pointed out that parents wanted to be involved in the educational process of their children. The project conclusions stated that parents should become more involved in the driver education process, through more individual parent-teacher conferences,

³Ibid.

⁴Franklin Elder, Explorations In Parent-School Relationships (Austin, Texas: University of Texas Press, 1954), p. 3-32.

discussion group sessions, and more emphasis on parent-supervised student practice driving time.⁵

It must be noted, however, that even though parents were willing to assist in their child's education, their trust and support had to be solicited by the school. In an article about new math by Marjorie Eicher, parents' suspicions concerning the schools intentions in introducing a new program, as well as their intention in involving parents had to be relieved before positive communication could take place. Introductory parent meetings in the form of descriptive lectures given by the child's classroom teacher, eliminated such suspicions.⁶

The teachers and administrators attitudes concerning parental support and active assistance must also be considered. In the field of driver education positive teacher-administrator-board support was demonstrated in Kenneth Licht's article, "What Do School People Think About Driver Education?" Licht referred to a questionnaire administered at the 1970 convention of the American Association of School Administrators, and the National

⁵Automotive Safety Foundation, "Extended Driver Education Laboratory Enrichment Project" (Applied Research Project Report), Report to the Wisconsin Department of Public Instruction (Madison: Automotive Safety Foundation, 1969), pp. 10-11.

⁶Marjorie Eicher, "The New Math," Detroit Free Press Sunday Magazine (February 23, 1964), p. 4.

Education Association, concerning the concepts of having parents formally involved in the driver education program in their schools. The following statement is a summary of one of the items on the survey.

The idea of having the parents provide post driver education supervised driving experience for new drivers, and restricted licenses for beginning drivers drew virtually unanimous support from all groups. Teachers were most emphatic, supporting the concept 83% and 84%. School Board members were least enthusiastic of all groups, but still in strong support, 63% and 66%.⁷

If the responsibility for post driver education practice experience is shifted back to parents, then it is the schools' role to assist the parents with this task. To properly assist parents, communications must be established. Mildred Downes felt parents must have contact with the school when they do attempt to assist their child with any school related learning, or they will simply confuse the issue, and the child.⁸

The need for concept study materials is further substantiated in a survey conducted by James Counts. The findings indicated that parents working with their child after the completion of driver education did not carry-on practices stressed in the program, but, in fact, altered

⁷Kenneth F. Licht, "What Do School People Think About Driver Education?" Traffic Safety (July, 1971), pp. 14-16.

⁸Mildred Gignoux Downes, "Homework--To Help Or Not To Help?" The Clearing House (January, 1960), pp. 283-285.

their child's behavior to conform to what they felt was correct.⁹

The question of what the parent-school relationship has to do with the child's performance must be examined. It was pointed out by Emmett Betts and Edwin Mingoia, that the level of parental involvement, as well as the cultural and educational level of the parents, played a major role in the student's achievement. Betts pointed out, that the cultural level of the home influences the child's reading achievement level, and that parents with high educational levels are usually more active in school affairs.¹⁰ Mingoia pointed out in his study, that there was a high positive correlation between high elementary reading levels and informed, well-educated, and school-involved parents. It was further found that parents who were "taskmasters" and uninformed, or misinformed concerning school objectives caused their children more often to under-achieve than to achieve.¹¹

⁹James William Counts, "A Study To Determine The Driving Experience Of Youth From Ingham County High Schools During A Thirty-Day Period Between Receiving A Driver Education Certificate And Being Able To Apply For A Michigan Driver License" (unpublished Ph.D. dissertation, Michigan State University, 1972), p. 159.

¹⁰Emmett Betts, "Impact Of Adult Reading On Pupil Achievement," Education, LXXXII, 1 (1961), 29.

¹¹Edwin Mingoia, "Possible Causes Of Underachievement In Reading," Elementary English (March, 1962), p. 220.

While conducting experiments at the University of Eastern Illinois, Frank Lanning discovered that if students with reading difficulties were allowed to work with individuals of their own choosing, likes, and enjoyments, they progressed at a better rate than those students working independently.¹² If this concept is true in peer relationships, it may also be true in parent-child relationships, where the child is truly motivated to learn to drive and the parent has information which he can share with his child from his own driving experience.

The Need For Parental Assistance

Attending school is a small portion of an overall socialization process the child progresses through as he matures. Through the ages the school has attempted to assist the home in the development of knowledge believed to be needed in the society. It must be stressed, however, that even with its specialized qualifications enabling it to succeed, the school cannot be expected to produce a completely finished product in the form of an educated child. Learning experiences should be spread between three institutions, the home, the school, and the community, to obtain a total socialization and education process.

John Mitchell pointed out in an article dealing with the family's role as a teacher, that parental

¹²Frank Lanning, "Dyadic Reading," Elementary English (March, 1962), p. 244.

attitudes can be expected to exert great impact on a child's life. This seems to be logical since the child spends at least five years at home with a parent, before being sent to school. In Mitchell's view the "home is a school that is always in session, and you (the parent) are the teacher . . . children are learning something from every action and every social experience."¹³

The family, as seen by Mitchell, is a basic nurture group for its members. In this case nurture means more than just providing physical nourishment, it means to provide social, psychological, and moral substance.¹⁴

In further discussions Mitchell noted the need for man to be educated concerning his environment. Specifically, man must know how to use his mental capacities for his own survival. The idea that man has a high intellect, as well as the fact that physically he is defenseless for a long period following birth, makes the formation of a nurture group, or family, essential.

The rationale for the educational process can be found in these very basic parent-child relationships. The child's desire for new experiences can be fulfilled

¹³ John B. Mitchell, "The Family Teaches, Too," Childhood Education Journal, Of The Association For Childhood Education International, XXXVII, 7 (1961), 310.

¹⁴ Ibid.

with less pain through parental guidance. This logic, of course, is behind the total educational experience of building knowledge on the experience of others. Not only does the family shelter the child from possible harm, but by allowing him success in new experiences, they help develop self-esteem within the child.¹⁵

Both the parent and the teacher have a role to play in this educational process. James Coleman of John Hopkins University, stated in a 1964 report, Equality of Educational Opportunity, that the home is only one factor affecting achievement and motivation in school.¹⁶ Dr. Coleman stated "that variations in family background account for far more variations in school achievement than do variations in school characteristics."¹⁷ To carry this statement one step further, Coleman added:

Schools bring little influence to bear on a child's achievement that is independent of his background and general social context; and this very lack of independent effect means that the inequalities imposed on children by their home, neighborhood, and peer environment, are carried along to become the inequalities with which they confront adult life at the end of school.¹⁸

¹⁵Mitchell, op. cit., p. 312.

¹⁶James S. Coleman, Equality of Educational Opportunities (The Coleman Report), Report of National Center For Educational Statistics, submitted to the President in Congress (Washington, D.C.: Education Office of Health, Education, and Welfare, 1966), p. 311.

¹⁷Ibid., p. 325.

¹⁸Ibid.

Statements such as those made by Coleman reinforce the need for parental cooperation with the school, and more specifically, the need for parental cooperation in driver education.

Formal parental aid to schools was not allowed in schools of the past, thus the parent did not become involved in the formal education process. In fact, as pointed out by Sidonie Gruenberg, teachers did not want parental assistance a generation ago, because they felt parental aid tended to confuse the child.¹⁹ The teacher was also placed in an awkward situation, not knowing how to evaluate what was taught by the parent.²⁰ This situation has changed today, but it is still not totally clear what particular roles the parents and the teachers have.

The following role responsibility list, developed by Maria Piers, deals with concepts both the parent and the teacher can develop:

- teaching the child to distinguish right from wrong
- recognizing his abilities and talents
- helping him establish habits of health, cleanliness, and safety
- helping him develop good study habits
- teaching him the responsibilities of citizenship in a democracy

¹⁹Sidonie M. Gruenberg, "Your Child Learns At Home," Childhood Education Journal, of the Association For Childhood Education International, XXVI (1959), 4, 160.

²⁰Ibid., p. 161.

- helping him get along with others
- providing him with basic economic understanding
- helping him prepare for marriage and family life
- helping him choose and prepare for a vocation²¹

It should be noted that safety awareness and safety education are areas where the parent and the teacher share a dual responsibility; thus specific parent-teacher responsibilities fit nicely into a program of parent involvement in driver education.

With the idea established that parental assistance in education is both needed and beneficial, it is wise to turn to ways that the parent might assist. Inherent in the ideas stated earlier by John Mitchell is that one way a parent can aid his child is simply by giving recognition to the child's accomplishments. This recognition builds the child's self-confidence and encourages him to try even more difficult activities.²²

Glenn Blough pointed out how parents might play a role in assisting their child in the science content area. Blough stated that the parent might find his child's work more interesting than he thought it could be. The parent can work with the child gathering information and recording data in the home. In this way the parent may use the home's resources to assist his child.

²¹Maria Piers, How to Work With Parents (Chicago: Science Research Associates), (n.d.), pp. 13-14.

²²Mitchell, op. cit., p. 161.

Such cooperation demonstrates to the child that the parent is interested in his schoolwork, thus they help promote a feeling of intelligence and dignity in the child.²⁴

These are examples of how the parent can assist the child. The preceeding authors pointed out that parents have: (1) an obligation to assist in the educational process of their child, and (2) a great deal to offer their child at home that will have definite positive effects on the child's motivation and achievement in school.

Parental Involvement in Driver Education

The need for involving parents in the formal educational process has been discussed in the preceeding materials. This section deals with materials that specifically relate to developing parental involvement in driver education.

Parental involvement is defined as the participation of one or both parents, or guardians in the educational

²³Glenn O. Blough, You And Your Child And Science (Washington, D.C.: Department of Elementary Principals, National Education Association, 1963), p. 19.

²⁴Thomas A. Mayes, "A Study Of The Effects Of A Parent Education Program On Third Grade Arithmetic Achievement Levels" (unpublished Ph.D. dissertation, Michigan State University, 1965).

process with their children, before, during, and after the formal driver education program. The actual need for involving parents in the driver education of their children is based on the needs of the young student driver when he enters the driving environment. Drivers under the age of twenty account for approximately 10.2 per cent of the driving population, yet in 1970 they accounted for 16.6 per cent of the traffic accidents.²⁵ This would tend to indicate that young drivers are in need of assistance. A statement made by Leslie Silvernale and Malcolm Whale suggested the training period for young drivers be extended beyond what is now known as driver education. The extended time for practice, they suggested, is under the control of both the parent and the driver education teacher.²⁶ The major thrust of Silvernale and Whale's program proposal was to develop the student driver to a higher level of operational proficiency before allowing him to operate a vehicle independently.

It has further been suggested in an article by Michael O'Dowd in Discovery Magazine, that:

A parent should either give his child personal 'post-graduate' training behind the wheel of the family car--if the parent feels capable enough of his own driving--or he should enroll his teenager

²⁵National Safety Council, Accident Facts (1971 Edition; Chicago: National Safety Council, 1971), p. 54.

²⁶Leslie R. Silvernale and Malcolm Whale, "Does Driver Education Go Far Enough?" Traffic Safety (September, 1969), 10.

in a competent professional driving school for additional information and experience.²⁷

The intent of this paragraph is found in a statement made by W. G. Johnson, former General Manager of the National Safety Council,

We need to visualize the two to five years after age sixteen as a continuing program of attitudes, and we need to bring the schools and driver license authorities and the police into a coordinated plan with parents, youth, and citizen groups participation so that we develop and test educational programs far, far beyond the puny dimensions of what has previously been proposed.²⁸

The idea of the parent being responsible for his child's driving must be implanted at this point, as stated by Amos Neyhart, head of the Institute of Public Safety, Penn State University, in an article in Changing Times.

As a parent you are responsible for giving your newly licensed teenager a two-year seasoning period as a driver. By that I mean that you should be in the car when your youngster is at the wheel, observe his driving methods and be ready to correct sloppy habits he might fall into.²⁹

Though the parent has a responsibility to assist his child with learning to drive, Lamm pointed out that it is usually better for the child to receive his initial training other than from the parent. In this way the child

²⁷Michael O'Dowd, "Driver Ed Is Not Enough," Discovery Magazine (Autumn, 1970), 36.

²⁸"Driver Education In The Schools: How Good?" Changing Times (October, 1967), 46.

²⁹"When Are Kids Old Enough To Drive?" Changing Times (January, 1961), 39.

would have already developed basic skills which he could then practice under his parent's supervision.³⁰

Arlene Scott listed six specific ways the parent can aid the child in being a safe driver. They are:

- (1) Set a good example, (2) Teach your teenager to recognize hidden hazards, (3) Keep the family car in safe driving condition, (4) Choose an expert instructor, (5) Cooperate with the instructor, (6) Get him ready to drive on his own.³¹

It must be noted that these six steps can be started before the formal driver education program and would extend beyond the licensing of the new driver. The parent would then follow and assist his child through the total learning process.³²

Jean Komaiko stated in an article dealing with psychological needs of a child, that the automobile may be used to fill some of the needs in the proper maturation process. He stated that it is up to the parent not only to provide a proper driving example but also set aside time to observe the child driving. This, though, is not enough. Other social and psychological needs must also be filled or the child will fill them through the use of

³⁰Michael Lamm, "Driver Education: Are We Getting Our Monies Worth?" Parents Magazine (January, 1970), 48.

³¹Arlene Scott, "Six Ways To Help Your Teenager Become A Better Driver," Parents Magazine (February, 1969), 52-3.

³²Ibid.

the automobile.³³ In the case of young adolescent males, the development of male companionship between father and son is essential so that the young male can identify with a male role, thereby reducing the need for the male adolescent to search for identity through the use of the automobile. Such things as providing a home where a child can meet his friends in private, thus reducing the importance of the car as a private meeting place, are important social needs of the child.³⁴

The encouragement of many social, scholarly, and athletic activities will also reduce the role the automobile plays in the child's life. By removing the automobile as a means of psychological expression for the child, the parent is also reducing the chance his child will be involved in an accident.

To move one step further, the parent must listen to his child and be willing to help solve his problems. The child must be helped to uncover his problems and then be given the responsibility for finding positive ways to eliminate them, thereby building his sense of worth in the eyes of others and himself.

Komaiko also stated that parents have a responsibility to see that their child learns to drive correctly,

³³Jean R. Komaiko, "How To Make Teen Drivers Good Drivers," Parents Magazine (September, 1960), 128.

³⁴Ibid.

enrolling the child in a driver education program partially fulfills this obligation. To fulfill the rest of the responsibilities the parent should support the formal driver education program as well as provide supervised practice time for the child.

Komaiko, and others in traffic education are proposing total parental involvement in the development of the child as a driver.³⁵

All of the articles discussed here indicated the parents' responsibilities to extend the child's driving experience beyond the formal driver education program as it exists in most communities.

One project to develop a formalized program of parental involvement in a driver education program took place in Janesville, Wisconsin, in 1967 and 1968. The idea was to make use of parents to extend the driving experiences during the formal driver education program. The parents were used to supervise their child's on-the-road practice sessions.³⁶

In the conclusion of the Janesville project it was stated that the project should be tried in other communities in order to determine the real merits of the approach. In the meantime, the individuals involved in

³⁵Komaiko, op. cit., p. 128.

³⁶Automotive Safety Foundation, op. cit., p. 9.

the Janesville project felt "the parent can play an important role in assisting the school in up-grading and improving the total driver education instructional program."³⁷

Concept Studies in Driver Education
and Related Areas

The development of a basis for educational programs has long been a problem. The selection of specific ideas or concepts upon which to base educational programs has been one approach which has been used in the past.

In the field of driver education Blackburn carried out a concept study to determine the importance of concepts used in driver education programs in the secondary schools. The technique Blackburn employed to find his information was conduct a page by page analysis of driver education textbooks, state courses of study, and Safety Education Magazine. The concepts were drawn out and recorded from those sources Blackburn felt were authoritative. The concepts were read and analyzed with the following criteria in mind:

1. The statement must be a comprehensive generalization or part of a comprehensive generalization.
2. The statement must not be a definition.
3. The statement must be true without exception, within the limitations specifically stated.

³⁷Ibid., p. 11.

4. The statement must be stated definitely, or clearly implied in the writing of the author.³⁸

If the concept met the above criteria it was ready to be validated as to content accuracy, by a jury of experts in the field of driver education. Two panels of jurors were selected and used because of their leadership, writings, participation in driver education studies and research, as well as for their contribution to professional organizations. The concept listing was revised after the panels had reacted to it, in order to conform to the changes they felt were necessary.

The next phase of this study concerned submitting the validated concept listings to three groups to be rated, teachers of driver education, law enforcement officials, and secondary school students who had completed driver education. The ratings made by these three types of individuals were made on a three point scale, rating the desirability of the concepts. Once the concepts were rated they were ranked and correlations were computed between the rank orderings of the different rating groups.

With the completion of the ranking process by the different and combined groups of raters it was possible to determine which concepts were felt by the raters to be

³⁸James Blackburn, "Concepts Of Driver Education And Their Related Importance For A Driver Education Course In The Secondary School" (unpublished Ph.D. dissertation, Boston University, 1956), pp. 29-31.

most desirable for use in a secondary school driver education program. No other concept studies in driver education were available.

In the area of health, several studies have been carried out using techniques similar to Blackburn's.

Staton reported that such a process was used to determine accuracy, and rank in order of their importance, those fundamental concepts of healthful living which are of functional value in contributing to the general education of secondary school pupils.³⁹

The techniques used in the Staton study were similar to the procedure used by Blackburn. The two studies did differ, however, in the number of jurors used, as well as the manner in which they were used. The Staton study used only six jurors, grouped into two panels of three each. The jurors checked the concepts for accuracy and rated them as to their relative importance. This study used a five point scale to rate the suitability of the concepts, on a continuum from Not At All Suited to Ideally Suited. For statistical purposes the two juror groups were considered independently and the reliabilities for the rating groups rank ordering were computed. The juries in this study were in physical contact with the

³⁹ Wesley M. Staton, "A Determination Of Fundamental Concepts Of Healthful Living And Their Relative Importance For General Education At The Secondary School Level" (unpublished Ph.D. dissertation, Boston University, 1948, as cited in Research Quarterly, March, 1951)22:1, pp. 3-27.

investigator and they divided the concepts into major and minor levels and ranked these individually. In order to obtain an over-all ranking of the concepts, the six juror/raters were to rate the concepts on a one to five scale. The modal values for each of the concepts in both major and minor lists were determined from the six numerical ratings. The final rankings of the concepts could then be used by curriculum specialists and teachers to develop programs in the area of health education.⁴⁰

Another study in the area of health education was Merrill's, which was devoted to looking at what concepts were needed in an elementary school health program. The basic technique of developing the concepts from the literature, checking the concepts for accuracy, and then having the concepts rated to determine the rank order of importance of the concepts, was followed. One difference which did appear was that the concepts rated by the experts were ranked by the median score they received by all ten raters. This differed slightly from the percentages used by Blackburn, or the modal scores used by Staton.⁴¹

Boyd carried out a study to determine which health concepts should be taught at the college level. This study

⁴⁰Ibid., p. 18.

⁴¹Charles D. Merrill, "Concepts Of Healthful Living Of Functional Value In The General Education of Elementary School Pupils" (unpublished Ph.D. dissertation, Boston University, 1949, as cited in Research Quarterly, December, 1953), 24:4, pp. 423-441.

followed the pattern set by the three preceeding writings, but in his rating section Boyd had the concepts rated by two panels. First, a panel of experts in health, and second, a panel of college graduates. The two rankings were then compared.⁴²

In all of the preceeding studies the prime purpose was to determine which concepts were most suitable for use in a particular discipline involved. The techniques used in all of the studies were similar, in that they all utilized a panel of experts to rank the concepts in order of importance.

Summary

In Chapter II references were made to materials related to the relationship between parents and teachers, the need for parental assistance, parental involvement in driver education, and concept studies in driver education and related areas. Within these topical areas are references that point out the need and rationale for a study of this type.

The following chapter will present the procedures used to develop the instrument, and the methods used in the analysis of the data.

⁴²Clifford A. Boyd, "A Determination Of Concepts Of Healthful Living And Their Relative Importance For A General Course In College Health" (unpublished Ph.D. dissertation, Boston University, 1951, as cited in Research Quarterly, May, 1952), 23:2, pp. 177-197.

CHAPTER III

ANALYSIS AND METHOD OF PROCEDURE

In the preceeding chapter literature related to the concept of the parent becoming more actively involved in the driver education program in which his child was enrolled was reviewed. In this chapter, the analysis and method of procedure are presented. Chapter three is divided into three major sections. The first deals with the development of the instrument, the second is concerned with the survey technique used to obtain the data, and the third deals with the method of analyzing the data.

Development of the Instrument

The first step in the development of the instrument was the selection, development and validation of concepts suitable for use in a parental involvement program within the student driver education course.

Survey of the Literature

In order to obtain an accurate listing of concepts in the area of parental involvement in driver education it was necessary to survey a large quantity of reference materials. Many of these materials were driver education

oriented. Much of the technical information dealing with specific content areas, however, was drawn from technical reports and articles dealing with those specific areas. Other materials surveyed were general safety education, and traffic safety literature. Discussions with highly experienced individuals in the field of driver education and secondary education also resulted in concept ideas.

A large quantity of general education, general safety, and traffic safety literature was surveyed in search of concepts. The Educational Index from June, 1964, to March, 1972, and the Reader's Guide To Periodical Literature from June, 1967, to March, 1972, were surveyed under the following topical areas: young drivers, family, supervision, driving schools, exposure to driving, violators, tests and measurements in driving, personality, driver education, accident prediction, convictions, problem drivers, records, research in driver education, and exposure risks.

An evaluation of the materials surveyed to determine the concepts that pertained to parental involvement in driver education was conducted. The concepts were recorded, along with the source, and were categorized according to the following two topical and eleven sub-topic areas.

Concepts The Parent Should Know Dealing
With Driving

1. The Highway Transportation System
2. The Parents' Right In Relation To Their Childs'
Driving Privilege Until The Age of Majority
3. The Parents' Responsibilities Become Even More
Apparent When His Child Learns To Drive
4. What The Parent Should Know About Driver
Education
5. What Parents Should Know About Driving,
Violations, And Accident Problems For Young
Drivers
6. What Parents Should Know About The Safe
Operation Of A Motor Vehicle
7. The Social Aspect Of Driving
8. The Physical Aspects Of Driving
9. The Psychological Aspect Of Driving

Concepts The Parent Should Be Aware Of When
Preparing His Child To Drive

1. Means By Which The Parent Can Directly Assist
His Child With The Task Of Learning To Drive
2. Means By Which The Parent Can Be Involved In
And Extend The Formal Driver Education Program

The topical and sub-topical headings were developed by considering the types of concepts that were being developed. The concepts seemed to naturally fall within

categories which were finally refined into this listing. A complete list of the materials used to develop the concepts can be found in the Bibliography of this paper.

Evaluation of the Concepts

The sub-topics used in this study were checked to determine whether they fit the topical areas to which they were assigned. The concepts were evaluated, using the following criteria:

1. The concepts must be a comprehensive generalization or part of a comprehensive generalization.
2. The concept must not be a definition.
3. The concept must be true within the limits stated.
4. The concept must be stated in the words of the author.¹

The concepts were then checked for duplication and were combined or eliminated as needed. The wording was examined and was changed if the statement appeared to be misleading or unclear.

A list of 183 concepts for parental involvement in driver education was obtained by the procedure described.

Concept And Topical Heading Validation

The accuracy and inclusiveness of each concept and topical heading had to be determined. The evaluation method selected consisted of submitting the concepts and topical headings to three different juries of experts for validation purposes. Since the tentative concepts were

¹Blackburn, op. cit., p. 30.

developed from authoritative sources they were tentatively accepted as being accurate. A further check for accuracy was made in the following way. The concepts were reviewed for clarity by a jury of driver education specialists. They were then re-examined, revised or omitted, and submitted to a second jury of experts in highway-traffic safety related fields, for content accuracy and clarity. The concepts were examined once again and altered or omitted if necessary. The recompiled list, consisting of 168 concepts, was broken into six topical areas consisting of alcohol and drugs, learning theory, driver education curriculum, psychological and sociological, vehicle administration and licensing, and the highway transportation system. The concepts in each of the topical headings were then distributed to at least one expert in the specific field for content validation.

Selection of the Jurors

The jurors were selected to judge content accuracy and clarity. Three groups of jurors were used to obtain a high level of accuracy and the following criteria were used to select these groups.

Group One Jurors

1. The juror was to have had high school teaching experience in driver education.

2. The juror was to be pursuing, or have pursued and obtained, a doctoral degree with emphasis in driver and traffic safety education.
3. The juror was to have been involved in some aspect of research dealing with traffic safety.

Group Two Jurors

1. The juror was to have been, or presently be, engaged in teaching or research at the college level.
2. The juror was to be a generalist in all of the areas covered in the concept listing.
3. The juror was to have one or more specialized areas of interest within the listing of concepts.
4. The juror was to be informed about the current research dealing with his specialized area.
5. The juror was to have participated in professional organizations or contributed to professional journals.

Group Three Jurors

1. The juror was to be established as a leader at the national or state level in his particular area of specialization.
2. The juror was to be aware of the current research relating to his area of specialization.

3. The juror was to be an active participant in professional organizations or a contributor to professional journals.

A listing of the individual jurors who participated may be found in the Appendix A.

Validation Technique

The following technique was used as one phase of the validation of the concepts. Three groups of jurors were used in this part of the validation process and they were all given the same instructions, an explanation of their part of the study, and its purpose. The instructions were:

Please read the following list of concepts with the following criteria in mind.

ARE THESE CONCEPTS CORRECT AND ARE THEY WRITTEN WITHIN THE CURRENT BOUNDS OF RESEARCH IN THE AREAS TO WHICH THEY PERTAIN?

Place an "X" before each of the concepts if you feel the concept is correct. If you feel the concept is inaccurate please make the changes you feel are necessary to make it accurate. If you feel the item should be deleted, cross it out.

Any comments or additions you can make would be appreciated.

The actual listing of the concepts given to the three panels of jurors were different. The first panel of jurors received a listing of 186 concepts that had already been validated, to a degree, by the sources from

which the concepts were drawn. The suggestions regarding clarity and content of this group were evaluated and incorporated into the listing. Dropped and clarified concepts can be seen in Appendix D.

The second panel of jurors received the revised list of 169 concepts and were again asked to judge the concepts in terms of the instructions above. With the suggestions of the second panel of jurors in mind, the concepts were again revised. Deleted or changed concepts can be seen in Appendix H. The listing of 169 concepts was then broken into six major content areas so that the concepts might be evaluated by the third panel of jurors which was composed of content specialists. The six areas of specialization were as follows:

1. Alcohol and Drugs
2. Driver Education Curriculum
3. Highway Traffic Safety Systems
4. Licensing and Vehicle Administration
5. Learning Theory
6. Psychology and Sociology

Each of the six areas of specialization were evaluated by at least one expert in each of the content areas.

When the partial listings were returned from the content area specialists, their suggestions were incorporated into the listing and then recompiled into the total

listing of 163 concepts that were to be submitted to groups of national expert raters.

It should be noted here that there are other concepts in the area of parental involvement in driver education that might have been included in this study. The concepts developed in this study were limited by the resource materials available. Also some of the concepts which were stated in the positive may have also been stated in the negative. For instance, in several instances it was stated that something may cause a certain effect. The kind of a statement might have also been written as something may not cause the effect.

Some of the concepts included in this study may also be found inaccurate as in some instances research results were conflicting. In other instances no research results were available.

The deleted or changed concepts may be found in Appendix L. An example of the instrument used with the jurors can be found in Appendix B and C for Group 1, Appendix E, F, and G for Group 2, and Appendix I, J, and K for Group 3.

Survey Technique

This section was divided into two parts, the selection of raters and the rating instrument.

Selection of Raters

This part was concerned with the criteria used to select experts to serve in the capacity of rater, judging the suitability of concepts for use in a parent involvement program.

Four groups of individuals were considered for the rater panel because of their close involvement in the areas of driver education and traffic safety. These four groups were:

1. College instructors of driver education.
2. High school teachers and coordinators of driver education.
3. National and State Departments of Education coordinators of driver education, driver licensing personnel, and vehicle administrators.
4. Private safety organization officials.

The criteria used for the selection of individuals to serve as raters were that:

1. The rater had to be professionally active at the college or high school level, in the governmental or private sector in the area of driver education and/or traffic safety.
2. The rater had to have been involved in leadership positions and have experience in the area of driver education and/or traffic safety.

3. The rater had to be active in professional organizations.

It was felt that individuals selected from these groups based on these criteria, would best be able to determine the value of the concepts developed. The reason these individuals were so well suited was because of their broad experience with the driver education and traffic safety field, acquired while filling their positions within their particular organizations.

The actual selection of the raters took a two-phase approach. First, an initial listing of individuals meeting the criteria was developed for each of the four types of individuals to be included in the rater groups. The initial listings were developed by looking through the literature, talking with individuals who knew qualified raters, and of those individuals personally known in the four groups, that met the established criteria.

The next step was the random selection of individuals from the listing that would actually carry out the ratings, as well as alternates to each group in the event a rater was unable to or failed to respond. This task was completed by numbering the individuals, then making use of a random numbers table. Six raters and six alternates from each of the four groups were selected. When all raters had been selected from each group, the

rater panels consisted of twelve individuals from the four categories. This process was used to obtain two equivalent groups of raters. The names of the individuals serving on the rater panels can be found in Appendix M.

The Rating Instrument

The technique used to obtain these ratings was in the form of a listing and two like-groups of raters were asked to rate them on a one to five scale. The scale and instructions given to each of the raters, and the actual instrument can be found in Appendix O.

Along with the listing of concepts and instructions, the rater received a letter of introduction and a brief statement of the purpose of the study. The rater was allowed a three week time period to respond to the questionnaire. At the end of the three weeks a follow-up letter, and another instrument was sent to the individual. The follow-up letter may be seen in Appendix P. If a response was not received within ten days of the mailing of the follow-up letter, an alternate rater was sent the materials and asked to respond. This procedure was carried out until the two rater groups with twelve members each, had responded. After all the raters had responded the data was analyzed.

Analysis of the Data

This study was not statistical in nature but some statistical measures were carried out on the data obtained. Two major types of measures were used, (1) ranking of the concepts and topics and sub-topics by the independent rater groups and combined groups, and (2) a check to determine rater reliabilities.

Ranking of Concepts

The descending rank ordering of the concepts was developed by using the mean ranks of the items. An analysis was made of the items to determine the number of raters who evaluated each concept as being Extremely Suited, Suited, Neither Suited Nor Unsited, Unsited, or Extremely Unsited. These tabulations were used to determine the mean rating given each of the concepts.

The descending rank orders of each rating group was determined by arranging the concepts mean ratings.

When more than one concept total rating was the same or there was a tie the average ranks that they would have received if they were not tied could be assigned to each.

The listing of the descending rank order for each group can be found in Chapter IV.

In the analysis of the data a composite list of the concepts as they were ranked in descending order by

both rater groups is found. The same procedure was followed as that used to determine the descending orders for individual groups.

Ranking of Topical and Sub-topical Headings

The topical and sub-topical headings were ranked for each of the rater panels, and the combination of panels. These rankings were determined by totaling the total rating for each of the concepts under the topical heading or sub-topical heading. The average ratings for each of the topical headings and sub-topical headings were then placed in a descending rank order. If a tie resulted the average ranks that they would have received if they had not been tied would be assigned to each.

Correlations of Rankings

The comparison of the two rater panels rank ordering was considered to be important in order to see what the relationship was between the two panels. To determine this relationship coefficients of correlation were computed using the Spearman rank order coefficient of correlation method.

Summary

This chapter was directed toward the methods used to develop and to determine which concepts were actually suitable for use in a parental involvement program in

driver education. This chapter concludes with the techniques used to examine the data collected. In the next chapter the ratings made by the two rater panels will be examined, as well as the correlation between the rater panels.

CHAPTER IV

ANALYSIS OF THE DATA

The previous chapter explained the process used to develop the instrument, the survey techniques used, and the method of analyzing the data.

In this chapter the data collected are presented. The areas covered in this chapter involve the rank ordering of concepts, rank ordering of the topics and sub-topics, and the correlation between the rank orderings of the rater panels. The materials presented in this chapter are in narrative and tabular form. In the narrative sections of the chapter the data have been reported in the per cent of raters selecting combined suited and extremely suited categories. These two categories have been reported combined in order to ease the reading of the data in the narrative. The tabled data, however, remains in its complete form.¹

Rank Ordering of Concepts

The data presented in Table 1 are the rank orderings as determined by rater panel one. The individuals

¹G. Undy Yule and M. G. Kendall, An Introduction To The Theory Of Statistics (London: Charles Griffin And Company, 1953), p. xx.

TABLE 1.--Concepts ranked in order of importance by rater panel 1; ratings expressed in percentages*

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
1.5	34. The parent should see that his child receives an adequate amount of practice driving time.			16.7	83.3
1.5	30. The parent has the responsibility to encourage the child to obey traffic laws.			16.7	83.3
3.0	35. Systematic driving instruction is more effective than a trial and error method.			25.0	75.0
4.5	149. The parent should demonstrate to the child that he believes the child has personal worth.		8.3	16.7	75.0
4.5	155. The parent can assist in the driver education program, once the child is involved, by allowing time for practice driving and discussing with him proper driving techniques.				4 80
10.0	29. The parent has the responsibility to keep his motor vehicle in safe working order.			33.3	66.7
10.0	25. The parent has a responsibility to teach his child to respect the rights of others.			41.7	58.3
10.0	84. The driver should be capable enough to handle his vehicle in such a manner that he avoids hazardous situations.			41.7	58.3
10.0	148. The parent should demonstrate to the child that he has a positive concern for him.		8.3	25.0	66.7

*Percentages rounded to the nearest tenth. Due to the rounding or rater omitted responses, the total may not always equal one-hundred percent.

TABLE 1.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
10.0	31. The parent should cooperate with the driver education instructor to help prepare his child for his driving responsibilities.			41.7	58.3
10.0	147. Listening to, and understanding the child's side, including his feelings toward driving, is an important aspect of parent-child communication.			41.7	58.3
10.0	24. The parent has a responsibility to set a good example while driving.			41.7	58.3
10.0	71. The young inexperienced driver who drinks before or while driving may face a double hazard.			41.7	58.3
10.0	144. The parent can prepare his child for driver education by relating to him a positive example of proper driving behavior.			41.7	58.3
17.0	33. The parent and child should, if possible, agree on a level of performance which will indicate that the child has reached a minimal level of operational skill and judgment, so he may then use the family car independently.			16.7	66.7
17.0	36. Man needs formal preparation to perform the varied traffic tasks of which driving is the most prominent.			8.3	58.3
17.0	157. The parent can assist the child in the driver education program by attending parental involvement activities and encouraging the child whenever it is possible.			16.7	66.7

TABLE 1.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
17.0	81. The driver should be able to identify potential hazards as he approaches them.			50.0	50.0
17.0	72. A driver's chances of having an accident are increased as the level of alcohol in his blood increases.			50.0	50.0
24.0	70. A large number of all accidents after midnight involve drinking drivers.			8.3	50.0
24.0	32. The parent should assist in the development of the same driving techniques that are taught in the driver education program.			58.3	41.7
24.0	154. Discussions and questions, not arguments, between parent and child should be a means of voicing contradictory opinions.			58.3	41.7
24.0	82. The driver should be able to make a prediction as to what is going to happen as a result of changes occurring in the driving environment around him.			58.3	41.7
24.0	23. The parent has the right to expect that the child will operate the motor vehicle in such a manner that it will keep the maintenance on the vehicle at a low level.		8.3	16.7	66.7
24.0	102. The driver should respect the rights of others using the roadway, including pedestrians, motorcycle drivers, buses, trucks and other automobiles.			58.3	41.7
24.0	83. The driver should be able to decide the best action to take to avoid a hazardous situation.			58.3	41.7

TABLE 1.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor	
				Unsuited	Ex. Suited
24.0	145. The parent can prepare his child for driver education by developing with him the proper automobile riding techniques.			58.3	41.7
24.0	38. Education for traffic safety should have its foundation in the elementary school or before.			25.0	66.7
32.0	86. The outside and inside rear view mirrors on the vehicle give only a partial view of what is to the rear and side of the vehicle.			16.7	50.0
32.0	143. The parent can prepare his child for driving by assisting in the development of a positive self-image in the child.			8.3	41.7
32.0	69. Night time driving increases the chance of accidents.			8.3	51
32.0	85. The driver should maintain an adequate following distance.			50.0	41.7
32.0	88. The driver should understand traffic regulations and signs.			50.0	41.7
32.0	78. The driver should be able to use visual skills, so that he might correctly read and gain an understanding of the patterns of traffic around.			16.7	50.0
32.0	95. When environmental conditions warrant it, speed should be reduced. (Slippery roads, fog, snow, darkness.)			66.7	33.3
				16.7	50.0

TABLE 1.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
42.0	51. The on-the-road phase of the driver education instructional program provides real traffic experience.	8.3		41.7	50.0
42.0	77. The driver should be able to judge time-space relationships that are constantly changing.		8.3	58.3	33.3
42.0	53. The on-the-road phase of instruction provides direct instructional supervision by a qualified instructor.		8.3	58.3	33.3
42.0	28. The owner of a motor vehicle must have it properly registered and licensed.		8.3	58.3	33.3
42.0	74. The driver should maintain his vehicle so that it is safe to operate in the traffic environment.		8.3	58.3	33.3
42.0	87. The driver should signal any change of direction.		8.3	33.3	50.0
42.0	128. Mixing certain drugs and alcohol may cause an adverse chemical reaction in the body of the user, and negatively affect the driver.		8.3	58.3	33.3
42.0	67. The inexperience of the driver is an important factor to consider when looking at accident rates.		16.7	41.7	41.7
42.0	59. Traffic accidents are usually the result of a combination of circumstances. (Conditions, actions, neglect.)		16.7	41.7	41.7
42.0	80. The driver should know his vehicle well enough that he knows its limitations.		8.3	58.3	33.3

TABLE 1.---Continued.

Rank Order	Concept	Percentage Rating Concept as:					
		Ex.		Neither		Ex.	
		Unsuited	Unsuited	Suited	Nor Unsuited	Suited	Suited
42.0	140. The degree that the child has, or has not, learned to take responsibility in the home, may be reflected in the driving situation.			25.0		25.0	50.0
42.0	151. Friendly communication between parent and child may help learning to occur.			8.3		58.3	33.3
42.0	116. Taking rest periods during extended drives is better than taking drugs to ward off fatigue.			16.7		41.7	41.7
53.0	91. Night speeds should usually be lower than those operated at during the day because visibility is reduced.			16.7		50.0	33.3
53.0	73. Safe driving requires in part, observing both man-made and natural laws.			8.3		66.7	25.0
53.0	22. The parent has the right to determine how, when, and where, his child will operate a motor vehicle.		8.3	25.0		8.3	58.3
53.0	50. Driving simulation methods are used to develop competencies so that the student learns to (a) identify key segments of the traffic environment, (b) predict the actions of others, (c) decide the best response for the situation, and (d) execute the decision in a properly timed way.			16.7		50.0	33.3
53.0	89. The official signs along roadways carry messages not only in the written text, but in their sizes, shapes, colors, and placement.			25.0		33.3	41.7

TABLE 1.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited nor Unsuited	Ex. Suited
53.0	61. The vehicle's mechanical condition and the amount of safety equipment in use on it may affect the survival of its driver and passengers.			16.7	33.3
53.0	52. The on-the-road method of instruction provides immediate application of the lesson to the driving situation.			8.3	25.0
53.0	142. The interpersonal relationships established between parent and child is very important in the practice driving situation.			8.3	25.0
53.0	153. Hostile feelings between the parent and the child may inhibit the learning process.			16.7	33.3
65.0	90. The driver should be aware of the role the environment plays in the operation of a vehicle.			25.0	33.3
65.0	101. Traffic laws are developed out of social needs to promote smooth, efficient traffic flow.			25.0	33.3
65.0	49. The driving simulation method aide in the development of basic visual habits, perceptual capabilities, and appropriate behavioral response patterns in a wide variety of potentially hazardous situations.			33.3	41.7
65.0	100. Traffic laws are developed out of social needs, and designed to protect individuals' safety.			8.3	16.7

TABLE 1.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
65.0	68. Young drivers are more likely to own and maintain older, less well-maintained vehicles, than the general population.			8.3	75.0 16.7
65.0	18. Traffic laws serve as standards of conduct and as a legal framework for controlling vehicle and pedestrian use of the public streets and highways.		8.3	8.3	50.0 33.3
65.0	115. The fatigued driver is apt to fall asleep behind the wheel.			25.0	41.7 33.3
65.0	58. The multi-car driving method places the teacher outside the vehicle, allowing the student to learn to handle various driving situations independently.				5 5
65.0	94. When a car skids the driver should avoid braking, and turn the front wheels into the direction of the skid.			8.3	75.0 16.7
65.0	60. Most motor vehicle accidents are due to driver failure, carelessness, or violations of manmade laws or forces of nature.			16.7	58.3 25.0
65.0	20. The parent has the right to say whether his child will or will not obtain a driver's license.			25.0	41.7 33.3
65.0	75. A safe driver should continually seek new ways to improve his driving abilities.		16.7	8.3	25 0 50.0
65.0	122. Complicated motor or judgmental tasks may become more difficult, if not impossible, when under the influence of alcohol.			16.7	53.3 25.0
				25.0	41.7 33.3

TABLE 1.--Continued.

Rank Order	Concept	Percentage Rating Concept as:					
		Ex. Unsuited	Unsuited	Neither		Ex. Suited	
				Suited	Nor Unsuited		
65.0	21. In some states the parent may have the state revoke his child's privilege to drive, if the parent feels the child is abusing the privilege.	8.3		8.3	41.7	41.7	
65.0	104. Alcohol may affect the drinking driver by relaxing his social inhibitions and restraints.			25.0	41.7	33.3	
81.0	114. The fatigued driver may require additional time, in seconds, to make decisions.			16.7	66.7	16.7	
81.0	118. The use of drugs while driving may cause slowed reaction time, acute irritability, impaired depth perception, faulty judgment, drowsiness, illusions, intoxication, and poor coordination.			25.0	50.0	25.0	56
81.0	119. The drug user, as well as those using other dangerous substances, independently or in combination, may be a serious traffic hazard both as a driver and a pedestrian.			16.7	66.7	16.7	
81.0	27. Unless a driver is seriously injured he is responsible for reporting to the proper authorities the damage and injury incurred in a motor vehicle accident, if they are beyond the limitations set by the law.			16.7	66.7	16.7	
81.0	135. Drivers occasionally become mentally or emotionally upset and suffer feelings that might negatively affect their driving performance.			16.7	66.7	16.7	
81.0	4. Educators try to develop drivers to a point that they can operate efficiently and safely within the present highway transportation system.			33.3	33.3	33.3	

TABLE 1.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
81.0	152. The parent has extended contact with the child which should enable him to communicate with the child most effectively.			25.0	50.0 25.0
81.0	123. Alcohol affects the drinking driver by impairing his muscular coordination and slowing down his reaction time.			16.7	66.7 16.7
81.0	113. The driver with a permanent or temporary loss of hearing must make more use of his eyes.			33.3	50.0 16.7
81.0	133. The operation of a motor vehicle is seen by youth as a major step toward adulthood.			25.0	50.0 25.0
81.0	92. When driving at night, to reduce glare for other drivers, headlight beams should be depressed.		16.7		50.0 33.3
81.0	1. Driving is potentially one of the most hazardous activities in which people are engaged.		8.3	33.3	8.3 50.0
81.0	141. The driver that resents authority or restrictions upon his behavior may tend to view traffic regulations as unnecessary for himself.			25.0	50.0 25.0
81.0	93. When driving in adverse conditions such as snow or fog, low beam headlights usually increase road visibility.		8.3	16.7	41.7 33.3
81.0	46. The driver education program might not be able to provide students with the total range of driving experiences needed to operate a motor vehicle safely in all driving situations, because of monetary limitations.	8.3		16.7	33.3 41.7

TABLE 1.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither	
				Suited	Ex. Suited
81.0	125. In young, inexperienced drivers, low blood alcohol levels can affect the person's driving.		16.7	66.7	16.7
92.5	156. The parent may be involved in the classroom phase to work with students that have difficulty with the content material because of a learning disability.		41.7	25.0	33.3
92.5	127. Two or three drinks within one hour may raise a driver's blood alcohol level to 0.05% or more, depending on the amount of alcohol in the drink and the driver's body weight.		25.0	58.3	16.7
92.5	112. Dark glasses and tinted windshields cut down the eyes' efficiency at night.		25.0	58.3	16.7
92.5	66. Young male drivers tend to have a high accident rate under night time conditions, per 100,000 miles.		33.3	41.7	25.0
92.5	129. Vision may become impaired with relatively low blood alcohol levels.		25.0	58.3	16.7
92.5	105. A driver's general health affects his total driving performance.		33.3	41.7	25.0
92.5	146. The parent should consult the child to determine what he (the child) feels the driving task includes.		33.3	41.7	25.0
92.5	132. Reduced visual acuity (or sharpness of vision) may be created by even small amounts of alcohol.		25.0	58.3	16.7

TABLE 1.---Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
92.5	163. The parent can help develop advanced driving skills in his child by assisting and working with the child after the completion of the driver education program.	8.3		25.0	41.7
92.5	130. Alcohol consumption may reduce the accuracy of depth perception.			25.0	16.7
105.5	10. The growth and development of a nation depends in part upon the capability of its transportation system to move persons and goods to desired locations safely, rapidly, and efficiently.			41.7	25.0
105.5	54. The multi-car driving range method helps to develop fundamental skills in the manipulative as well as perceptual areas.			25.0	8.3
105.5	39. The secondary school is uniquely qualified to prepare young people for entrance into the traffic system as operators.		8.3	33.3	25.0
105.5	13. Police traffic supervision is designed to control and help enable efficient and safe movement of traffic on the roadways.		8.3	16.7	16.7
105.5	110. A driver needs good visual acuity, field of vision, depth perception, night vision, and color vision.			41.7	25.0
105.5	98. Operating a motor vehicle may give the child a feeling of greater freedom from parental supervision.			33.3	16.7

TABLE 1.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited nor Unsuited	Ex. Suited
105.5	79. The driver should be able to coordinate his hands, feet, eyes, and other senses in order to handle a motor vehicle safely.		8.3	16.7	58.3 16.7
105.5	76. When driving in traffic, defensive driving tactics should be applied.		8.3	16.7	58.3 16.7
105.5	26. Financial responsibility laws aid accident victims, require vehicle owner or driver of a motor vehicle involved in an accident, to furnish evidence of ability to pay for the damage caused.			41.7	33.3 25.0
105.5	65. Youthful drivers are in fatal highway accidents and in total accidents more often than their portion of the driving population, or their use of the automobile would predict.			41.7	33.3 25.0
105.5	97. Driving should be considered a privilege, not a right granted by the state.		8.3	16.7	58.3 16.7
105.5	108. The temporarily ill driver may have more difficulty remaining alert than the driver that is not ill.			25.0	66.7 8.3
105.5	124. Alcohol may affect the drinking driver by interfering with his peripheral vision and vision against glaring lights.			41.7	33.3 25.0
105.5	137. Strong emotional disturbances may tend to adversely affect the driver's ability to think clearly and act wisely.	8.3		25.0	33.3 33.3

TABLE 1.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither	
				Suited nor Unsuited	Ex. Suited
105.5	150. The parent should make the child feel that by implementing safe driving techniques he is pleasing his parent and improving his own social position.			33.3	50.0 16.7
118.0	6. Traffic and highway engineers try to design the highway system to fit most of the driver's capabilities, so they can reach their destinations safely, conveniently, and economically.			33.3	58.3 8.3
118.0	37. Through knowledge of the driving task the amount of driving experience needed to become an effective driver may be reduced.		16.7	16.7	41.7 25.0 6.7
118.0	106. A safe driver should keep physically fit.			33.3	58.3 8.3
118.0	107. The driver must be aware of his physical condition and operate a motor vehicle only when he can do so safely.			33.3	58.3 8.3
118.0	109. Chronic illness may interfere with an individual's ability to operate a motor vehicle safely.		8.3	16.7	66.7 8.3
118.0	111. The clarity of side vision decreases as the car's speed increases.			50.0	25.0 25.0
118.0	117. Smoking may cause a driver to become a greater risk in more traffic accidents because carbon monoxide in the blood may adversely affect the physical functions of the body.			41.7	41.7 16.7
118.0	120. The effect of marijuana on the driver <u>may</u> be dangerous.			33.3	58.3 8.3

TABLE 1.--Continued.

Rank Order	Concept	Percentage Rating Concept as:				
		Ex. Unsuited	Unsuited	Neither Suited nor Unsuited	Suited	Ex. Suited
118.0	131. The field of frontal vision may be shortened by high concentrations of blood alcohol.			41.7	41.7	16.7
125.5	47. The classroom phase of driver education should develop cooperation, through understanding, between the road users.	8.3		25.0	50.0	16.7
125.5	103. The traffic accident is one example of man's inability to successfully perform his social responsibilities.		8.3	41.7	25.0	25.0
125.5	136. Anger may cause a driver to drive unsafely.	8.3		25.0	50.0	16.7
125.5	138. Alcohol in his system may affect the drinking driver by increasing his self-confidence, causing him to take unnecessary risks.	8.3		25.0	50.0	16.7
125.5	158. The parent might be able to work with the individual students, or in small groups of students, to assist them in obtaining information which the student could then report back to the class.			50.0	33.3	16.7
125.5	161. The parent might be brought into the classroom phase of the driver education program as a guest lecturer, or resource person for a group discussion.		8.3	33.3	41.7	16.7
132.5	5. The task of driving a motor vehicle is determined by the characteristics of the highway transportation system.	8.3		25.0	53.3	8.3

TABLE 1.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
132.5	7. The efficiency of the highway transportation system depends on the quality of performance of (1) the public officials and (2) the highway users.			50.0	41.7 8.3
132.5	12. Expedient and appropriate emergency medical care and transportation for those injured in traffic accidents is necessary to decrease the number of deaths.		16.7	33.3	25.0 25.0
132.5	55. The multi-car driving range method of instruction permits several automobiles to be operated simultaneously, on a special off-street facility under the direction of one instructor.	8.3	8.3	16.7	50.0 16.7 8.3
132.5	99. The ability to operate a motor vehicle may open the door to social interaction with peers.	8.3		25.0	58.3 8.3
132.5	126. Equal amounts of alcohol in the blood stream may make the experienced drinker biologically just as impaired as the novice drinker, if their body size and physical and mental conditions are equal.		8.3	41.7	33.3 16.7
132.5	160. The parent may be able to work as a group leader or discussion participant to develop concepts pertaining to driver education related issues, in the driver education class.			58.3	25.0 16.7
132.5	162. In the multi-car range portion of the driver education program the parent could assist students who are having difficulty developing the necessary perceptual or manipulative skills independently.		8.3	50.0	16.7 25.0

TABLE 1.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
139.0	17. Driver licensing programs determine those with minimum physical abilities, skills, and knowledge needed in the driving task for safe operation.		8.3	33.3	58.3
139.0	64. It is predominantly the young male driver who accounts for a high percentage of automobile accidents.	8.3	16.7	8.3	50.0 16.7
139.0	121. Least learned tasks are the first to be forgotten under the influence of alcohol.		8.3	50.0	25.0 16.7
139.0	134. The ability to operate a motor vehicle places the operator in a position of physical power.			58.3	33.3 8.3
139.0	159. The parent might be able to assist in the development of a field trip or demonstration for the driver education students.			50.0	50.0 64
143.5	3. Overall, the highway transportation systems operational efficiency is measured on the basis of how well it moves people and goods safely.		16.7	33.3	41.7 8.3
143.5	56. The multi-car driving method of instruction increases the student ratio per teacher.	16.7		33.3	25.0 25.0
143.5	57. Multi-car driving ranges operating with six or more cars can develop driver interactions, yet maximize economy by using only one instructor.	16.7		25.0	41.7 16.7
143.5	139. The years from 15 to 24 are one of the periods of greatest change in an individual's life.	8.3		41.7	41.7 8.3
147.5	11. The development and management of highway transportation involves millions of people working in business, manufacturing, and public administration fields.		25.0	16.7	58.3

TABLE 1.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
147.5	14. Motor vehicle registration procedures furnish a means of identification of vehicle ownership for revenue, administrative, and research purposes.		16.7	41.7	33.3 8.3
147.5	16. The desire, or necessity to drive in our society for social and economic reasons is illustrated by the fact that almost all of the males, and better than half of the females, of licensing age, are licensed each year.		16.7	41.7	33.3 8.3
147.5	62. Youthfulness is an important factor to consider when looking at violations or accident rates.	8.3		41.7	50.0
151.0	2. Highway transportation is more hazardous than rail, water, or air transportation.		25.0	25.0	50.0
151.0	15. The traffic court system is an official process to determine guilt or innocence and impose penalties on those convicted of traffic law violations.		16.7	41.7	41.7
151.0	19. The federal government became more actively involved with highway transportation safety with the passage of the Highway Safety Act of 1966.		33.3	25.0	25.0 16.7
153.5	42. The driver education program might be limited by the lack of physical facilities, equipment, and/or materials.		33.3	33.3	16.7 16.7
153.5	48. The classroom method of driver education is basically academic in nature, covering knowledge and attitude concepts.	25.0		16.7	50.0 8.3

TABLE 1.--Continued.

Rank Order	Concept	Percentage Rating Concept as:				
		Ex. Unsuited	Unsuited	Neither Suited Nor		Ex. Suited
				Unsuited	Suited	
157.0	8. The highway transportation system may later provide a profession for the child.		25.0	50.0	16.7	8.3
157.0	43. The driver education program might be conducted only during the summer months, limiting the types of driving experiences to which the child may be exposed.	8.3	16.7	33.3	41.7	
157.0	44. The time allocated for the driver education program might be the minimum amount allowed by law, limiting the activities which can be done.	8.3	8.3	33.3	33.3	8.3
157.0	45. The time of day when driver education is offered might hinder the learning process.	16.7		41.7	41.7	6 6
157.0	63. The fact that young drivers are involved in a high proportion of motor vehicle accidents is not new.	8.3	8.3	50.0	33.3	
160.5	41. A high percentage of driver education programs are offered on a part-time or seasonal basis.	8.3	25.0	50.0	8.3	8.3
160.5	40. The driver education instructor may have other responsibilities for which he is primarily accountable.	8.3	25.0	50.0	8.3	8.3
162.0	9. The use of the highway transportation system may furnish a major means of recreation for the child.	16.7	16.7	50.0	16.7	
163.0	96. The automobile in America has changed customs, family activities, and domestic points of view.	33.3	16.7	16.7	25.0	8.3

comprising the panels who developed these ratings can be found in Appendix M.

An examination of the data in Table 1 yields two types of data, (1) the descending rank ordering, and (2) the percentage and level of the ratings received by each of the concepts from the rater panel.

Concept Ranking--Rater Panel One

The data indicated that of the 163 concepts rated by panel one, twenty-one were rated suited or extremely suited by one-hundred per cent of the raters for use in a parental involvement program in driver education.

Further analysis of the data revealed:

1. Twenty-one concepts were rated by ninety to ninety-nine per cent of rater panel one as being suited or extremely suited.
2. Twenty-six concepts were rated by eighty to eighty-nine per cent of rater panel one as being suited or extremely suited.
3. Twenty-eight concepts were rated by seventy to seventy-nine per cent of rater panel one as being suited or extremely suited.
4. Twenty-three concepts were rated by sixty to sixty-nine per cent of rater panel one as being suited or extremely suited.

5. Twenty-seven concepts were rated by fifty to fifty-nine per cent of rater panel one as being suited or extremely suited.
6. Of the seventeen concepts rated by less than fifty per cent of the raters as being suited or extremely suited, eleven were rated by forty to forty-nine per cent of these individuals and the remaining seven fell below forty per cent.

Concept Ranking--Rater Panel Two

The data indicated in Table 2 that of the total 163 concepts rated by panel two, seventy concepts were rated suited or extremely suited by one-hundred per cent of rater panel two for use in a parental involvement program in driver education.

The analysis of the data revealed:

1. Thirty concepts were rated by ninety to ninety-nine per cent of rater panel two as being suited or extremely suited.
2. Twenty-one concepts were rated by eighty to eighty-nine per cent of rater panel two as being suited or extremely suited.
3. Fourteen concepts were rated by seventy to seventy-nine per cent of rater panel two as being suited or extremely suited.

TABLE 2.--Concepts ranked in order of importance by rater panel 2; ratings expressed in percentages.*

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
1.0	34. The parent should see that his child receives an adequate amount of practice driving time.				100.0
4.5	24. The parent has a responsibility to set a good example while driving.		8.3		91.7
4.5	25. The parent has a responsibility to teach his child to respect the rights of others.		8.3		91.7
4.5	29. The parent has the responsibility to keep his motor vehicle in safe working order.		8.3		91.7
4.5	30. The parent has the responsibility to encourage the child to obey traffic laws.		8.3		91.7
4.5	95. When environmental conditions warrant it, speed should be reduced. (Fog, slippery roads, snow, darkness.)				99
4.5	153. Hostile feelings between the parent and child may inhibit the learning process.		8.3		91.7
11.5	35. Systematic driving instruction is more effective than a trial and error method.		8.3		91.7
11.5	81. The driver should be able to identify potential hazards as he approaches them.		16.7		83.3
11.5	104. Alcohol may affect the drinking driver by relaxing his social inhibitions and restraints.		16.7		83.3
11.5	114. The fatigued driver may require additional time, in seconds, to make decisions.		16.7		83.3

*Percentages rounded to the nearest tenth. Due to the rounding or rater omitted responses, the total may not always equal one-hundred percent.

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
11.5	116. Taking rest periods during extended drives is better than taking drugs to ward off fatigue.			16.7	83.3
11.5	118. The use of drugs while driving may cause slowed reaction time, acute irritability, impaired depth perception, faulty judgment, drowsiness, illusions, intoxication, and poor coordination.			16.7	83.3
11.5	125. In young, inexperienced drivers, low blood alcohol levels can affect the person's driving.			16.7	83.3
11.5	144. The parent can prepare his child for driver education by relating to him a positive example of proper driving behavior.			16.7	83.3
22.5	21. In some states the parent may have the state revoke his child's privilege to drive, if the parent feels the child is abusing the privilege.			25.0	75.0
22.5	31. The parent should cooperate with the driver education instructor to help prepare his child for driving responsibility.			25.0	75.0
22.5	36. Man needs formal preparation to perform the varied traffic tasks of which driving is the most prominent.			25.0	75.0
22.5	38. Education for traffic safety should have its foundation in the elementary school or before.			25.0	75.0
22.5	71. The young inexperienced driver who drinks before or while driving may face a double hazard.			25.0	75.0

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:					
		Ex. Unsuited	Unsuited	Neither Suited Nor		Ex. Suited	
				Unsuited	Suited		
22.5	80. The driver should know his vehicle well enough that he knows its limitations.				25.0	75.0	
22.5	86. The outside and inside rear view mirrors on the vehicle give only a partial view of what is to the rear and side of the vehicle.				25.0	75.0	
22.5	94. When a car skids the driver should avoid braking, and turn the front wheels into the direction of the skid.			8.3	8.3	83.3	
22.5	115. The fatigued driver is apt to fall asleep behind the wheel.				25.0	75.0	71
22.5	122. Complicated motor or judgmental tasks may become more difficult, if not impossible, when under the influence of alcohol.				25.0	75.0	
22.5	128. Mixing certain drugs and alcohol may cause an adverse chemical reaction in the body of the user, and negatively affect the driver.				25.0	75.0	
22.5	151. Friendly communication between parent and child may help learning to occur.				25.0	75.0	
22.5	70. A large number of all accidents after midnight involve drinking drivers.				25.0	75.0	
22.5	149. The parent should demonstrate to the child that he believes the child has personal worth.				25.0	75.0	
42.0	22. The parent has the right to determine how, when, and where, his child will operate a motor vehicle.				33.3	66.7	

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
42.0	32. The parent should assist in the development of the same driving techniques that are taught in the driver education program.			33.3	66.7
42.0	33. The parent and child should, if possible, agree on a level of performance which will indicate that the child has reached a minimal level of operational skill and judgment, so he may then use the family car independently.			33.3	66.7
42.0	69. Night time driving increases the chance of accidents.			33.3	66.7
42.0	72. A driver's chances of having an accident are increased as the level of alcohol in his blood increases.			33.3	66.7
42.0	89. The official signs along roadways carry messages not only in the written text, but in their sizes, shapes, colors, and placement.			33.3	66.7
42.0	82. The driver should be able to make a prediction as to what is going to happen as a result of changes occurring in the driving environment around him.			33.3	66.7
42.0	78. The driver should be able to use visual skills, so that he might correctly read and gain an understanding of the patterns of traffic around him.			33.3	66.7
42.0	83. The driver should be able to decide the best action to take to avoid a hazardous situation.		8.3	16.7	75.0

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither	
				Suited	Nor Unsuited
		Ex. Suited			
42.0	84. The driver should be capable enough to handle his vehicle in such a manner that he avoids hazardous situations.		33.3	66.7	
42.0	85. The driver should maintain an adequate following distance.		33.3	66.7	
42.0	91. Night speeds should usually be lower than those operated at during the day because visibility is reduced.		33.3	66.7	
42.0	93. When driving in adverse conditions such as snow or fog, low beam headlights usually increase road visibility.		33.3	66.7	73
42.0	112. Dark glasses and tinted windshields cut down the eyes' efficiency at night.		33.3	66.7	
42.0	121. Least learned tasks are the first to be forgotten under the influence of alcohol.		16.7	75.0	8.3
42.0	127. Two or three drinks within one hour may raise a driver's blood alcohol level to 0.05% or more, depending on the amount of alcohol in the drink and the driver's body weight.		33.3	66.7	
42.0	130. Alcohol consumption may reduce the accuracy of depth perception.		33.3	66.7	
42.0	131. The field of frontal vision may be shortened by high concentrations of blood alcohol.		33.3	66.7	
42.0	137. Strong emotional disturbances may tend to adversely affect the driver's ability to think clearly and act wisely.		33.3	66.7	

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
42.0	141. The driver that resents authority or restrictions upon his behavior may tend to view traffic regulations as unnecessary for himself.		33.3	66.7	
42.0	145. The parent can prepare his child for driver education by developing with him the proper automobile riding techniques.		33.3	66.7	
42.0	147. Listening to, and understanding the child's side, including his feelings toward driving, is an important aspect of parent-child communication.		33.3	66.7	
42.0	148. The parent should demonstrate to the child that he has a positive concern for him.		33.3	66.7	74
42.0	154. Discussions and questions, not arguments, between parent and child should be a means of voicing contradictory opinions.		8.3	16.7	75.0
42.0	155. The parent can assist in the driver education program, once the child is involved, by allowing time for practice driving and discussing with him proper driving techniques.		8.3	16.7	75.0
62.0	20. The parent has the right to say whether his child will or will not obtain a driver's license.			41.7	58.3
62.0	23. The parent has the right to expect that the child will operate the motor vehicle in such a manner that it will keep the maintenance of the vehicle at a low level.			41.7	58.3
62.0	52. The on-the-road method of instruction provides immediate application of the lesson to the driving situation.		16.7	8.3	75.0

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:				
		Ex. Unsuited	Unsuited	Neither		Ex. Suited
				Suited	Nor Unsuited	
62.0	60. Most motor vehicle accidents are due to driver failure, carelessness, or violations of manmade laws or forces of nature.			41.7	58.3	
62.0	61. The vehicle's mechanical condition and the amount of safety equipment in use on it may affect the survival of its driver and passengers.			41.7	58.3	
62.0	77. The driver should be able to judge time-space relationships that are constantly changing.		8.3	16.7	75.0	
62.0	87. The driver should signal any change of direction.			41.7	58.3	75
62.0	88. The driver should understand traffic regulations and signs.			41.7	58.3	
62.0	92. When driving at night, to reduce glare for other drivers, headlight beams should be depressed.			41.7	58.3	
62.0	102. The driver should respect the rights of others using the roadway, including pedestrians, motorcycle drivers, buses, trucks, and other automobiles.			41.7	58.3	
62.0	132. Reduced visual acuity (or sharpness of vision) may be created by even small amounts of alcohol.			41.7	58.3	
62.0	136. Anger may cause a driver to drive unsafely.			41.7	58.3	
62.0	140. The degree that the child has, or has not, learned to take responsibility in the home may be reflected in the driving situation.		16.7	8.3	75.0	

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:					
		Ex.		Neither		Ex.	
		Unsuited	Unsuited	Suited	Nor	Suited	Suited
62.0	142. The interpersonal relationships established between parent and child is very important in the practice driving situation.			41.7		58.3	
62.0	150. The parent should make the child feel that by implementing safe driving techniques he is pleasing his parent and improving his own social position.			41.7		58.3	
79.5	18. Traffic laws serve as standards of conduct and as a legal framework for controlling vehicle and pedestrian use of the public streets and highways.			50.0		50.0	
79.5	27. Unless a driver is seriously injured he is responsible for reporting to the proper authorities the damage and injury incurred in a motor vehicle accident, if they are beyond the limitations set by law.			50.0		50.0	
79.5	39. The secondary school is uniquely qualified to prepare young people for entrance into the traffic system as operators.		8.3	33.3		58.3	
79.5	73. Safe driving requires in part, observing both manmade and natural laws.			50.0		50.0	
79.5	75. A safe driver should continually seek new ways to improve his driving abilities.			50.0		50.0	
79.5	76. When driving in traffic, defensive driving tactics should be applied.			50.0		50.0	
79.5	79. The driver should be able to coordinate his hands, feet, eyes, and other senses in order to handle a motor vehicle safely.		8.3	33.3		58.3	

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:					
		Ex. Unsuited	Unsuited	Neither Suited Nor		Ex. Suited	
				Unsuited	Suited		
79.5	107. The driver must be aware of his physical condition and operate a motor vehicle only when he can do so safely.			8.3	33.3	58.3	
79.5	110. A driver needs good visual acuity, field of vision, depth perception, night vision, and color vision.				50.0	50.0	
79.5	111. The clarity of side vision decreases as the car's speed increases.			16.7	16.7	66.6	
79.5	113. The driver with a permanent or temporary loss of hearing must make more use of his eyes.			8.3	33.3	58.3	
79.5	119. The drug user, as well as those using other dangerous substances, independently or in combination, <u>may</u> be a serious traffic hazard both as a driver and a pedestrian.						77
79.5	123. Alcohol affects the drinking driver by impairing his muscular coordination and slowing down his reaction time.		8.3		16.7	75.0	
79.5	124. Alcohol may affect the drinking driver by interfering with his peripheral vision and vision against glaring lights.		8.3		25.0	66.7	
79.5	129. Vision may become impaired with relatively low blood alcohol levels.				50.0	50.0	
79.5	135. Drivers occasionally become mentally or emotionally upset and suffer feelings that might negatively affect their driving performance.				50.0	50.0	

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:				
		Ex. Unsuited	Unsuited	Neither Suited Nor		Ex. Suited
				Unsuited	Suited	
79.5	138. Alcohol in his system may affect the drinking driver by increasing his self-confidence, causing him to take unnecessary risks.			8.3	33.3	58.3
79.5	143. The parent can prepare his child for driving by assisting in the development of a positive self-image in the child.		8.3		25.0	66.7
79.5	146. The parent should consult the child to determine what he (the child) feels the driving task includes.			8.3	33.3	58.3
79.5	157. The parent can assist the child in the driver education program by attending parental involvement activities and encouraging the child whenever it is possible.			8.3	33.3	58.3
96.0	26. Financial responsibility laws aid accident victims, require vehicle owner or driver of a motor vehicle involved in an accident, to furnish evidence of ability to pay for the damage caused.			16.7	25.0	58.3
96.0	28. The owner of a motor vehicle must have it properly registered and licensed.			8.3	41.7	50.0
96.0	47. The classroom phase of driver education should develop cooperation, through understanding, between the road users.			8.3	41.7	50.0
96.0	53. The on-the-road phase of instruction provides a direct instructional supervision by a qualified instructor.			16.7	25.0	58.3

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:					
		Ex. Unsuited	Unsuited	Neither		Ex. Suited	
				Suited	Nor Unsuited		
95.0	59. Traffic accidents are usually the result of a combination of circumstances (conditions, actions, neglect).			8.3	41.7	50.0	
96.0	66. Young male drivers tend to have a high accident rate under night time conditions per 100,000 miles.			8.3	41.7	50.0	
96.0	74. The driver should maintain his vehicle so that it is safe to operate in the traffic environment.				58.3	41.7	
96.0	90. The driver should be aware of the role the environment plays in the operation of a vehicle.		8.3		33.3	58.3	79
96.0	101. Traffic laws are developed out of social needs to promote smooth, efficient traffic flow.			8.3	41.7	50.0	
96.0	108. The temporarily ill driver may have more difficulty remaining alert than the driver that is not ill.				58.3	41.7	
96.0	152. The parent has extended contact with the child which should enable him to communicate with the child most effectively.			8.3	41.7	50.0	
96.0	163. The parent can help develop advanced driving skills in the child by assisting and working with the child after the completion of the driver education program.		8.3		33.3	58.3	
105.5	4. Educators try to develop drivers to a point that they can operate efficiently and safely with- in the present highway transportation system.			16.7	33.3	50.0	

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
105.5	46. The driver education program might not be able to provide students with the total range of driving experiences needed to operate a motor vehicle safely in all driving situations, because of monetary limitations.			16.7	33.3 50.0
105.5	50. Driving simulation methods are used to develop competencies so that the student learns to (a) identify key segments of the traffic environment, (b) predict the actions of others, (c) decide the best responses for the situation, and (d) execute the decision in a properly timed way.			16.7	33.3 50.0 80
105.5	51. The on-the-road phase of the driver education instructional program provides real traffic experience.			8.3	16.7 66.7
105.5	65. Youthful drivers are in fatal highway accidents and in total accidents more often than their proportion of the driving population, or their use of the automobile would predict.			16.7	33.3 50.0
105.5	100. Traffic laws are developed out of social needs, and designed to protect individual's safety.		8.3		41.7 50.0
105.5	109. Chronic illness may interfere with an individual's ability to operate a motor vehicle safely.				66.7 33.3
105.5	117. Smoking may cause a driver to become a greater risk in more traffic accidents because carbon monoxide in the blood may adversely affect the physical functions of the body.		8.3	8.3	25.0 58.3

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:					
		Ex.		Neither		Ex.	
		Unsuited	Unsuited	Suited	Nor	Suited	Suited
112.0	1. Driving is potentially one of the most hazardous activities in which people are engaged.			16.7		41.7	41.7
112.0	48. The classroom method of driver education is basically academic in nature, covering knowledge and attitude concepts.		8.3	8.3		33.3	50.0
112.0	49. The driving simulation method aids in the development of basic visual habits, perceptual capabilities, and appropriate behavioral response patterns in a wide variety of potentially hazardous situations.			16.7		41.7	41.7
112.0	120. The effect of marijuana on the driver may be dangerous.					41.7	50.0
112.0	126. Equal amounts of alcohol in the blood stream may make the experienced drinker biologically just as impaired as the novice drinker, if their body size and physical and mental conditions are equal.		8.3	8.3		33.3	50.0
118.5	7. The efficiency of the highway transportation system depends on the quality of performance of (1) the public officials and (2) the highway users.		8.3			58.3	33.3
118.5	44. The time allocated for the driver education program might be the minimum amount allowed by law, limiting the activities which can be done.			25.0		33.3	41.7
118.5	54. The multi-car driving range method helps to develop fundamental skills in the manipulative as well as perceptual areas.			33.3		16.7	50.0

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:					
		Ex.		Neither		Ex.	
		Unsuited	Unsuited	Suited	Nor Unsuited	Suited	Suited
118.5	58. The multi-car driving method places the teacher outside the vehicle, allowing the student to learn to handle various driving situations independently.			25.0	33.3	41.7	
118.5	67. The inexperience of the driver is an important factor to consider when looking at accident rates.		8.3	8.3	41.7	41.7	
118.5	97. Driving should be considered a privilege, not a right granted by the state.			16.7	50.0	33.3	
118.5	103. The traffic accident is one example of man's inability to successfully perform his social responsibilities.			25.0	33.3	41.7	8
118.5	139. The years from 15 to 24 are one of the periods of greatest change in an individual's life.			25.0	33.3	41.7	2
125.0	56. The multi-car driving method of instruction increases the student ratio per teacher.		8.3	25.0	16.7	50.0	
125.0	57. Multi-car driving ranges operating with six, or more cars can develop interactions, yet maximize economy by using only one instructor.		8.3	16.7	33.3	41.7	
125.0	63. The fact that young drivers are involved in a high proportion of motor vehicle accidents is not new.			25.0	41.7	33.3	
125.0	105. A driver's general health affects his total driving performance.			16.7	58.3	25.0	
125.0	133. The operation of a motor vehicle is seen by youth as a major step toward adulthood.		8.3	16.7	33.3	41.7	

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:					
		Ex.		Neither		Ex.	
		Unsuited	Unsuited	Suited Nor	Unsuited	Suited	Suited
131.5	3. Overall, the highway transportation systems operational efficiency is measured on the basis of how well it moves people and goods safely.		8.3	25.0	25.0	41.7	
131.5	10. The growth and development of a nation depends in part upon the capability of its transportation systems to move persons and goods to desired locations safely, rapidly, and efficiently.		8.3	25.0	25.0	41.7	
131.5	13. Police traffic supervision is designed to control and help enable efficient and safe movement of traffic on the roadways.			16.7	66.7	16.7	
131.5	45. The time of day when driver education is offered might hinder the learning process.			33.3	33.3	33.3	
131.5	55. The multi-car driving range method of instruction permits several automobiles to be operated simultaneously on a special off-street facility under the direction of one instructor.						
131.5	106. A safe driver should keep physically fit.		8.3	8.3	58.3	25.0	
131.5	134. The ability to operate a motor vehicle places the operator in a position of physical power		16.7	8.3	33.3	41.7	
131.5	159. The parent might be able to assist in the development of a field trip or demonstration for the driver education students.		8.3	8.3	58.3	25.0	
140.0	5. The task of driving a motor vehicle is determined by the characteristics of the highway transportation system.			25.0	58.3	16.7	

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor	
				Unsuited	Suited
140.0	12. Expedient and appropriate emergency medical care and transportation for those injured in traffic accidents is necessary to decrease the number of deaths.		8.3		83.3
140.0	15. The traffic court system is an official process to determine guilt or innocence and impose penalties on those convicted of traffic law violations.			25.0	58.3
140.0	62. Youthfulness is an important factor to consider when looking at violations or accident rates.		8.3	25.0	33.3
140.0	64. It is predominantly the young male driver who accounts for a high percentage of automobile accidents.	8.3		25.0	41.7
140.0	98. Operating a motor vehicle may give the child a feeling of greater freedom from parental supervision.		8.3	25.0	33.3
140.0	99. The ability to operate a motor vehicle may open the door to social interaction with peers.			33.3	41.7
140.0	156. The parent may be involved in the classroom phase to work with students that have difficulty with the content material because of a learning disability.		16.7		58.3
140.0	160. The parent may be able to work as a group leader or discussion participant to develop concepts pertaining to driver education related issues, in the driver education class.		8.3	16.7	50.0
					25.0

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
147.5	6. Traffic and highway engineers try to design the highway system to fit most of the driver's capabilities, so they can reach their destinations safely, conveniently, and economically.		8.3	25.0	41.7 25.0
147.5	14. Motor vehicle registration procedures furnish a means of identification of vehicle ownership for revenue, administrative, and research purposes.		8.3	16.7	58.3 16.7
147.5	17. Driver licensing programs determine those with minimum physical abilities, skills, and knowledge needed in the driving task for safe operation.		8.3	16.7	58.3 16.7
147.5	42. The driver education program might be limited by the lack of physical facilities, equipment, and/or materials.	8.3		16.7	50.0 25.0
147.5	43. The driver education program might be conducted only during the summer months, limiting the types of driving experiences to which the child may be exposed.		8.3	33.3	25.0 33.3
147.5	96. The automobile in America has changed customs, family activities, and domestic points of view.		8.3	25.0	41.7 25.0
152.0	37. Through knowledge of the driving task the amount of driving experience needed to become an effective driver may be reduced.		8.3	41.7	16.7 33.3
152.0	68. Young drivers are more likely to own and maintain older, less well-maintained vehicles, then the general population.		8.3	33.3	33.3 25.0

TABLE 2.--Continued.

Rank Order	Concept	Percentage Rating Concept as:					
		Ex. Unsuited	Unsuited	Neither		Ex. Suited	Suited
				Suited	Nor Unsuited		
152.0	161. The parent might be brought into the classroom phase of the driver education program as a guest lecturer, or resource person for a group discussion.		8.3	25.0	50.0	16.7	
154.5	2. Highway transportation is more hazardous than rail, water, or air transportation.		8.3	25.0	58.3	8.3	
154.5	158. The parent might be able to work with the individual students, or small groups of students to assist them in obtaining information which the student could then report back to the class.		16.7	16.7	50.0	16.7	
156.0	16. The desire, or necessity to drive in our society for social and economic reasons is illustrated by the fact that almost all of the males, and better than half of the females, of licensing age are licensed each year.						86
157.0	41. A high percentage of driver education programs are offered on a part-time or seasonal basis.	8.3	8.3	33.3	25.0	25.0	
158.0	19. The federal government became more actively involved with highway transportation safety with the passage of the Highway Safety Act of 1966.	8.3	8.3	25.0	50.0	8.3	
159.5	9. The use of the highway transportation system may furnish a major means of recreation for the child.		25.0	25.0	41.7	8.3	
159.5	11. The development and management of highway transportation involves millions of people working in business, manufacturing, and public administration fields.		16.7	50.0	16.7	16.7	

TABLE 2.--Continued.

		Percentage Rating Concept as:					
Rank Order	Concept	Ex. Unsuited	Unsuited	Neither		Suited	Ex. Suited
				Suited	Nor Unsuited		
161.5	8. The highway transportation system may later provide a profession for the child.	8.3	25.0	25.0		25.0	16.7
161.5	40. The driver education instructor may have other responsibilities for which he is primarily accountable.	16.7	16.7	8.3		50.0	8.3
163.0	162. In the multi-car range portion of the driver education program the parent could assist students who are having difficulty developing the necessary perceptual or manipulative skills independently.	8.3	25.0	25.0		33.3	8.3

4. Fourteen concepts were rated by sixty to sixty-nine per cent of rater panel two as being suited or extremely suited.
5. Eleven concepts were rated by fifty to fifty-nine per cent of rater panel two as being suited or extremely suited.
6. Of the three concepts rated by less than fifty per cent of the raters in panel two as being suited or extremely suited, two were rated by forty to forty-nine per cent of the raters and the remaining one concept fell into the thirty to thirty-nine per cent range.

Concept Ranking--Combined Rater Panel
(Panel One and Two)

When rater panels were combined, the data as shown in Table 3, indicated that of the 163 concepts rated, eighteen were rated suited or extremely suited by one-hundred per cent of the rater panels, for use in a parental involvement program in driver education.

The data also indicated:

1. Thirty-three concepts were rated by ninety to ninety-nine per cent of the combined rater panel as being suited or extremely suited.
2. Thirty-six concepts were rated by eighty to eighty-nine per cent of the combined rater panel as being suited or extremely suited.

TABLE 3.--Concepts ranked in order of importance by combined rater panels; ratings expressed in percentages.*

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
1.0	34. The parent should see that his child receives an adequate amount of practice driving time.		8.3		91.5
2.0	30. The parent has the responsibility to encourage the child to obey traffic laws.		12.5		87.4
3.0	35. Systematic driving instruction is more effective than a trial and error method.		20.8		79.0
5.0	24. The parent has a responsibility to set a good example while driving.		25.0		75.0 ⁸
5.0	25. The parent has a responsibility to teach his child to respect the rights of others.		25.0		75.0
5.0	29. The parent has the responsibility to keep his motor vehicle in safe working order.		25.0		75.0
7.5	144. The parent can prepare his child for driver education by relating to him a positive example of proper driving behavior.		29.0		70.7
7.5	149. The parent should demonstrate to the child that he believes the child has personal worth.			4.2	75.0
10.5	31. The parent should cooperate with the driver education instructor to help prepare his child for his driving responsibilities.				66.6
10.5	71. The young inexperienced driver who drinks before or while driving may face a double hazard.		33.3		66.6

*Percentages rounded to the nearest tenth. Due to the rounding or rater omitted responses, the total may not always equal one-hundred percent.

TABLE 3.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
10.5	81. The driver should be able to identify potential hazards as he approaches them.			33.3	66.6
10.5	155. The parent can assist in the driver education program, once the child is involved, by allowing time for practice driving and discussing with him proper driving techniques.		4.2	25.0	70.7
15.0	36. Man needs formal preparation to perform the varied traffic related tasks of which driving is the most prominent.		4.2	29.0	66.6
15.0	84. The driver should be capable enough to handle his vehicle in such a manner that he avoids hazardous situations.				
15.0	95. When environmental conditions warrant it, speed should be reduced. (Fog, slippery roads, snow, darkness.)		8.3	20.8	70.7
15.0	147. Listening to, and understanding the child's side, including his feelings toward driving, is an important aspect of parent-child communications.			37.4	62.4
15.0	148. The parent should demonstrate to the child that he has a positive concern for him.		4.2	29.0	66.6
20.0	33. The parent and child should, if possible, agree on a level of performance which will indicate that the child has reached a minimal level of operational skill and judgment, so he may then use the family car independently.		8.3	25.0	66.6

TABLE 3.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
20.0	38. Education for traffic safety should have its foundation in the elementary school or before.			12.5	70.7
20.0	70. A large number of all accidents after midnight involve drinking drivers.			4.2	62.4
20.0	72. A driver's chances of having an accident are increased as the level of alcohol in his blood increases.				58.2
26.5	32. The parent should assist in the development of the same driving techniques that are taught in the driver education program.				54.1
26.5	82. The driver should be able to make a prediction as to what is going to happen as a result of changes occurring in the driving environment around him.				54.1
26.5	83. The driver should be able to decide the best action to take to avoid a hazardous situation.			4.2	58.2
26.5	86. The outside and inside rear view mirrors on the vehicle give only a partial view of what is to the rear and side of the vehicle.			8.3	62.4
26.5	116. Taking rest periods during extended drives is better than taking drugs to ward off fatigue.			8.3	62.4
26.5	145. The parent can prepare his child for driver education by developing with him the proper automobile riding techniques.				54.1
26.5	153. Hostile feelings between the parent and child may inhibit the learning process.			8.3	62.4

TABLE 3.--Continued.

Rank Order	Concept	Percentage Rating Concept as:				
		Ex. Unsuited	Unsuited	Neither Suited Nor		Ex. Suited
				Unsuited	Suited	
26.5	154. Discussions and questions, not arguments, between parent and child should be a means of voicing contradictory opinions.			4.2	37.4	58.2
35.0	69. Night time driving increases the chance of accidents.			4.2	41.6	54.1
35.0	78. The driver should be able to use visual skills, so that he might correctly read and gain an understanding of the patterns of traffic around him.					
35.0	80. The driver should know his vehicle well enough that he knows its limitations.			4.2	41.6	54.1
35.0	85. The driver should maintain an adequate following distance.			4.2	41.6	54.1
35.0	102. The driver should respect the rights of others using the roadway, including pedestrians, motorcycle drivers, buses, trucks, and other automobiles.				50.0	50.0
35.0	128. Mixing certain drugs and alcohol may cause an adverse chemical reaction in the body of the user, and negatively affect the driver.			4.2	41.6	54.1
35.0	151. Friendly communication between parent and child may help learning to occur.			4.2	41.6	54.1
35.0	157. The parent can assist the child in the driver education program by attending parental involvement activities and encouraging the child whenever it is possible.			12.5	25.0	62.4

TABLE 3.--Continued.

Rank Order	Concept	Percentage Rating Concept as:					
		Ex. Unsuited	Unsuited	Neither		Ex. Suited	
				Unsuited	Suited		
35.0	23. The parent has the right to expect that the child will operate the motor vehicle in such a manner that it will keep the maintenance on the vehicle at a low level.		4.2	4.2	29.0	62.4	
40.5	88. The driver should understand traffic regulations and signs.			8.3	37.4	54.1	
40.5	104. Alcohol may affect the drinking driver by relaxing his social inhibitions and restraints.			12.5	29.0	58.2	
48.5	21. In some states the parent may have the state revoke his child's privilege to drive, if the parent feels the child is abusing the privilege.	4.2		4.2	33.3	58.2	
48.5	22. The parent has the right to determine how, when and where his child will operate a motor vehicle.		4.2	12.5	20.8	62.4	
48.5	77. The driver should be able to judge time-space relationships that are constantly changing.		4.2	4.2	37.4	54.1	
48.5	87. The driver should signal any change of direction.		4.2	4.2	37.4	54.1	
48.5	89. The official signs along roadways carry messages not only in the written text, but in their sizes, shapes, colors, and placement.			12.5	33.3	54.1	
48.5	91. Night speeds should usually be lower than those operated at during the day because visibility is reduced.			8.3	41.6	50.0	
48.5	94. When a car skids the driver should avoid braking, and turn the front wheels into the direction of the skid.			12.5	33.3	54.1	

TABLE 3.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
48.5	114. The fatigued driver may require additional time, in seconds, to make decisions.			8.3	41.6 50.0
48.5	115. The fatigued driver is apt to fall asleep behind the wheel.			12.5	33.3 54.1
48.5	118. The use of drugs while driving may cause slowed reaction time, acute irritability, impaired depth perception, faulty judgment, drowsiness, illusions, intoxication, and poor coordination.			12.5	33.3 54.1
48.5	122. Complicated motor or judgmental tasks may become more difficult, if not impossible, when under the influence of alcohol.			12.5	33.3 54.1
48.5	125. In young, inexperienced drivers, low blood alcohol levels can affect the person's driving.			8.3	41.6 50.0
48.5	140. The degree that the child has, or has not, learned to take responsibility in the home may be reflected in the driving situation.			20.8	16.6 62.4
48.5	143. The parent can prepare his child for driving by assisting in the development of a positive self-image in the child.		4.2	4.2	37.4 54.1
57.0	52. The on-the-road method of instruction provides immediate application of the lesson to the driving situation.			12.5	37.4 50.0
57.0	61. The vehicle's mechanical condition and the amount of safety equipment in use on it may affect the survival of its driver and passengers.			8.3	45.8 45.8

TABLE 3.--Continued.

Percentage Rating Concept as:					
Rank Order	Concept	Ex.		Neither	
		Unsuited	Unsuited	Suited Nor Unsuited	Ex. Suited
57.0	142. The interpersonal relationships established between parent and child is very important in the practice driving situation.			4.2	54.1 41.6
63.0	20. The parent has the right to say whether his child will or will not obtain a drivers license.		8.3	4.2	33.3 54.1
63.0	28. The owner of a motor vehicle must have it properly registered and licensed.			8.3	50.0 41.6
63.0	53. The on-the-road phase of instruction provides direct instructional supervision by a qualified instructor.			12.5	41.6 45.8
63.0	59. Traffic accidents are usually the result of a combination of circumstances. (Conditions, actions, neglect.)			12.5	41.6 45.8
63.0	60. Most motor vehicle accidents are due to driver failure, carelessness, or violations of man made laws or forces of nature.			12.5	41.6 45.8
63.0	73. Safe driving requires in part, observing both man made and natural laws.			4.2	58.2 37.4
63.0	74. The driver should maintain his vehicle so that it is safe to operate in the traffic environment.			4.2	58.2 37.4
63.0	93. When driving in adverse conditions such as snow or fog, low beam headlights usually increase road visibility.		4.2	8.3	37.4 50.0

TABLE 3.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Neither Suited Nor Unsuited		Ex. Suited
			Unsuited	Suited	
63.0	141. The driver that resents authority or restrictions upon his behavior may tend to view traffic regulations as unnecessary for himself.			12.5	45.8
71.0	18. Traffic laws serve as standards of conduct and as legal framework for controlling vehicle and pedestrian use of the public streets and highways.		4.2	4.2	41.6
71.0	51. The on-the-road phase of the driver education instructional program provides real traffic experience.	4.2			58.2
71.0	75. A safe driver should continually seek new ways to improve his driving abilities.		8.3		37.4
71.0	92. When driving at night, to reduce glare for other drivers, headlight beams should be depressed.		8.3		45.8
71.0	112. Dark glasses and tinted windshields cut down the eye's efficiency at night.			12.5	41.6
71.0	127. Two or three drinks within one hour may raise a driver's blood alcohol level to 0.05% or more, depending on the amount of alcohol in the drink and the driver's body weight.			12.5	41.6
71.0	130. Alcohol consumption may reduce the accuracy of depth perception.			12.5	41.6
79.0	27. Unless a driver is seriously injured he is responsible for reporting to the proper authorities the damage and injury incurred in a motor vehicle accident, if they are beyond the limitations set by law.		8.3		33.3

TABLE 3.--Continued.

Percentage Rating Concept as:						
Rank Order	Concept	Ex. Unsuited	Unsuited	Neither Suited Nor		Ex. Suited
				Unsuited	Suited	
79.0	50. Driving simulation methods are used to develop competencies so that the student learns to (a) identify key segments of the traffic environment, (b) predict the actions of others, (c) decide the best response for the situation and (d) execute the decision in a properly timed way.			16.6	41.6	41.6
79.0	90. The driver should be aware of the role the environment plays in the operation of a vehicle.		4.2	12.5	37.4	45.8
79.0	101. Traffic laws are developed out of social needs to promote smooth, efficient traffic flow.			16.6	41.6	41.6
79.0	119. The drug user, as well as those using other dangerous substances, independently or in combination, <u>may</u> be a serious traffic hazard both as a driver and a pedestrian.			8.3	41.6	45.8
79.0	123. Alcohol affects the drinking driver by impairing his muscular coordination and slowing down his reaction time.		4.2	8.3	45.8	41.6
79.0	132. Reduced visual acuity (or sharpness of objects) may be created by even small amounts of alcohol.			12.5	50.0	37.4
79.0	135. Drivers occasionally become mentally or emotionally upset and suffer feelings that might negatively affect their driving performance.			8.3	58.2	33.3
79.0	137. Strong emotional disturbances may tend to adversely affect the driver's ability to think clearly and act wisely.	4.2		12.5	33.3	50.0

TABLE 3,--Continued.

Rank Order	Concept	Percentage Rating Concept as:					
		Ex.		Neither		Ex.	
		Unsuited	Unsuited	Suited	Nor Unsuited	Suited	Suited
87.0	67. The inexperience of the driver is an important factor to consider when looking at accident rates.		4.2	12.5	41.6	41.6	41.6
87.0	100. Traffic laws are developed out of social needs, and designed to protect individuals' safety.		4.2	4.2	58.2	33.3	33.3
87.0	129. Vision may become impaired with relatively low blood alcohol levels.			12.5	54.1	33.3	33.3
87.0	131. The field of frontal vision may be shortened by high concentrations of blood alcohol.			20.8	37.4	41.6	41.6
87.0	146. The parent should consult the child to determine what he (the child) feels the driving task includes.			20.8	37.4	41.6	41.6
87.0	150. The parent should make the child feel that by implementing safe driving techniques he is pleasing his parent and improving his own social position.			16.6	45.8	37.4	37.4
87.0	152. The parent has extended contact with the child which should enable him to communicate with the child most effectively.			16.6	45.8	37.4	37.4
96.0	4. Educators try to develop drivers to a point that they can operate efficiently and safely within the present highway transportation system.			25.0	33.3	41.6	41.6
96.0	39. The secondary school is uniquely qualified to prepare young people for entrance into the traffic system as operators.	4.2		20.8	29.0	45.8	45.8

TABLE 3.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
96.0	46. The driver education program might not be able to provide students with the total range of driving experiences needed to operate a motor vehicle safely in all driving situations, because of monetary limitations.	4.2		16.6	33.3 45.8
96.0	49. The driving simulation method aids in the development of basic visual habits, perceptual capabilities, and appropriate behavioral response patterns in a wide variety of potentially hazardous situations.			25.0	33.3 41.6 9 9
96.0	66. Young male drivers tend to have a high accident rate under night time conditions, per 100,000 miles.			20.8	41.6 37.4
96.0	76. When driving in traffic, defensive driving tactics should be applied.		4.2	8.3	54.1 33.3
96.0	79. The driver should be able to coordinate his hands, feet, eyes, and other senses in order to handle a motor vehicle safely.		4.2	12.5	45.8 37.4
96.0	110. A driver needs good visual acuity, field of vision, depth perception, night vision, and color vision.			20.8	41.6 37.4
96.0	113. The driver with a permanent or temporary loss of hearing must make more use of his eyes.			20.8	41.6 37.4
96.0	124. Alcohol may affect the drinking driver by interfering with his peripheral vision and vision against glaring lights.		4.2	20.8	29.0 45.8

TABLE 3.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
96.0	163. The parent can help develop advanced driving skills in his child by assisting and working with the child after the completion of the driver education program.	4.2	4.2	12.5	50.0
105.0	1. Driving is potentially one of the most hazardous activities in which people are engaged.		4.2	25.0	45.8
105.0	26. Financial responsibility laws aid accident victims, require vehicle owner or driver of a motor vehicle involved in an accident, to furnish evidence of ability to pay for the damage caused.				100
105.0	58. The multi-car driving method places the teacher outside the vehicle, allowing the student to learn to handle various driving situations independently.			29.0	41.6
105.0	107. The driver must be aware of his physical condition and operate a motor vehicle only when he can do so safely.			16.6	29.0
105.0	108. The temporarily ill driver may have more difficulty remaining alert than the driver that is not ill.			20.8	33.3
105.0	111. The clarity of side vision decreases as the cars speed increases.			12.5	25.0
105.0	136. Anger may cause a driver to drive unsafely.	4.2		33.3	45.8
				12.5	37.4

TABLE 3.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
110.0	65. Youthful drivers are in fatal highway accidents and in total accidents more often than their proportion of the driving population, or their use of the automobile would predict.			29.0	33.3 37.4
110.0	121. Least learned tasks are the first to be forgotten under the influence of alcohol.		4.2	29.0	20.8 45.8
110.0	138. Alcohol in his system may affect the drinking driver by increasing his self-confidence, causing him to take unnecessary risks.	4.2		16.6	41.6 37.4
113.5	47. The classroom phase of driver education should develop cooperation, through understanding, between the road users.	4.2		16.6	45.8 33.3
113.5	109. Chronic illness may interfere with an individual's ability to operate a motor vehicle safely.		4.2	8.3	66.6 20.8
113.5	117. Smoking may cause a driver to become a greater risk in more traffic accidents because carbon monoxide in the blood may adversely affect the physical functions of the body.		4.2	2.50	33.3 37.4
113.5	133. The operation of a motor vehicle is seen by youth as a major step toward adulthood.		4.2	20.8	41.6 33.3
117.5	54. The multi-car driving range method helps to develop fundamental skills in the manipulative as well as perceptual areas.			29.0	41.6 29.0

TABLE 3.--Continued.

Rank Order	Concept	Percentage Rating Concept as:					
		Ex.		Neither		Ex.	
		Unsuited	Unsuited	Suited	Nor Unsuited	Suited	Suited
117.5	97. Driving should be considered a privilege, not a right granted by the state.		4.2	16.6	54.1	25.0	
117.5	105. A driver's general health affects his total driving performance.			25.0	50.0	25.0	
117.5	120. The effect of marijuana on the driver <u>may</u> be dangerous.			16.6	50.0	29.0	
122.5	10. The growth and development of a nation depends in part upon the capability of its transportation system to move persons and goods to desired locations safely, rapidly, and efficiently.		4.2	33.3	29.0	33.3	102
122.5	13. Police traffic supervision is designed to control and help enable efficient and safe movement of traffic on the roadways.		4.2	16.6	62.4	16.6	
122.5	68. Young drivers are more likely to own and maintain older, less well-maintained vehicles, then the general population.		4.2	20.8	54.1	20.8	
122.5	103. The traffic accident is one example of man's inability to successfully perform his social responsibilities.		4.2	33.3	29.0	33.3	
122.5	126. Equal amounts of alcohol in the blood stream may make the experienced drinker biologically just as impaired as the novice drinker, if their body size and physical and mental conditions are equal.		8.3	25.0	33.3	33.3	
122.5	156. The parent may be involved in the classroom phase to work with students that have difficulty with the content material because of a learning disability.		8.3	20.8	41.6	29.0	

TABLE 3.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
127.0	7. The efficiency of the highway transportation system depends on the quality of performance of (1) the public officials and (2) the highway users.		4.2	2.50	50.0 20.8
127.0	98. Operating a motor vehicle may give the child a feeling of greater freedom from parental supervision.		4.2	29.0	41.6 25.0
127.0	106. A safe driver should keep physically fit.		4.2	20.8	58.2 16.6
130.0	6. Traffic and highway engineers try to design the highway system to fit most of the driver's capabilities, so they can reach their destinations safely, conveniently, and economically.		4.2	29.0	50.0 16.6
130.0	55. The multi-car driving range method of instruction permits several automobiles to be operated simultaneously on a special off-street facility under the direction of one instructor.	4.2	4.2	29.0	33.3 29.0
130.0	139. The years from 15 to 24 are one of the periods of greatest change in an individual's life.	4.2		33.3	37.4 25.0
136.0	5. The task of driving a motor vehicle is determined by the characteristics of the high transportation system.	4.2		25.0	58.2 12.5
136.0	12. Expedient and appropriate emergency medical care and transportation for those injured in traffic accidents is necessary to decrease the number of deaths.		12.5	16.6	54.1 16.6
136.0	37. Through knowledge of the driving task the amount of driving experience needed to become an effective driver may be reduced.		12.5	29.0	29.0 29.0

TABLE 3.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
136.0	56. The multi-car driving method of instruction increases the student ratio per teacher.	8.3	4.2	29.0	20.8 37.4
136.0	57. Multi-car driving ranges operating with six or more cars can develop driver interactions, yet maximize economy by using only one instructor.	8.3	4.2	20.8	37.4 29.0
136.0	99. The ability to operate a motor vehicle may open the door to social interaction with peers.	4.2		29.0	50.0 16.6
136.0	134. The ability to operate a motor vehicle places the operator in a position of physical power.		8.3	33.3	33.3 25.0
136.0	159. The parent might be able to assist in the development of a field trip or demonstration for the driver education students.		4.2	29.0	54.1 12.5
136.0	160. The parent may be able to work as a group leader or discussion participant to develop concepts pertaining to driver education related issues, in the driver education class.		4.2	37.4	37.4 20.8
142.5	3. Overall, the highway transportation systems operational efficiency is measured on the basis of how well it moves people and goods safely.		12.5	29.0	33.3 25.0
142.5	48. The classroom method of driver education is basically academic in nature, covering knowledge and attitude concepts.	12.5	4.2	12.5	41.6 29.0
142.5	64. It is predominantly the young male driver who accounts for a high percentage of automobile accidents.	8.3	8.3	16.6	37.4 29.0

TABLE 3.--Continued.

Rank Order	Concept	Percentage Rating Concept as:				
		Ex. Unsuited	Unsuited	Neither Suited Nor		Ex. Suited
				Unsuited	Suited	
142.5	161. The parent might be brought into the classroom phase of the driver education program as a guest lecturer, or resource person for a group discussion.		8.3	29.0	45.8	16.6
145.5	17. Driver licensing programs determine those with minimum physical abilities, skills, and knowledge needed in the driving tasks for safe operation.		8.3	25.0	58.2	8.3
145.5	158. The parent might be able to work with the individual students, or small groups of students, to assist them in obtaining information which the student could then report back to the class.		8.3	33.3	46.1	16.6
147.5	44. The time allocated for the driver education program might be the minimum amount allowed by law, limiting the activities which can be done.	4.2	4.2	29.0	33.3	25.0
147.5	62. Youthfulness is an important factor to consider when looking at violations or accident rates	4.2	4.2	33.3	41.6	16.6
150.0	14. Motor vehicle registration procedures furnish a means of identification of vehicle ownership for revenue, administrative, and research purposes.		12.5	29.0	45.8	12.5
150.0	15. The traffic court system is an official process to determine guilt or innocence and impose penalties on those convicted of traffic law violations.		8.3	33.3	50.0	8.3
150.0	63. The fact that young drivers are involved in a high proportion of motor vehicle accidents is not new.	4.2	4.2	37.4	37.4	16.6

TABLE 3.--Continued.

Rank Order	Concept	Percentage Rating Concept as:			
		Ex. Unsuited	Unsuited	Neither Suited Nor Unsuited	Ex. Suited
152.0	45. The time of day when driver education is offered might hinder the learning process.	8.3		37.4	16.6
153.0	42. The driver education program might be limited by the lack of physical facilities, equipment, and/or materials.	4.2	16.6	25.0	20.8
154.0	2. Highway transportation is more hazardous than rail, water, or air transportation.		16.6	25.0	4.2
154.0	16. The desire, or necessity to drive in our society for social and economic reasons is illustrated by the fact that almost all of the males, and better than half of the females, of licensing age are licensed each year.		16.6	33.3	12.5
154.0	43. The driver education program might be conducted only during the summer months, limiting the types of driving experiences to which the child may be exposed.	4.2	12.5	33.3	16.6
157.0	11. The development and management of highway transportation involves millions of people working in business, manufacturing, and public administration fields.		20.8	33.3	8.3
157.0	19. The federal government became more actively involved with highway transportation safety with the passage of the Highway Safety Act of 1966.	4.2	20.8	25.0	12.5
157.0	162. In the multi-car range portion of the driver education program the parent could assist students who are having difficulty developing the necessary perceptual or manipulative skills independently.	4.2	16.6	37.4	16.6

TABLE 3.--Continued.

Rank Order	Concept	Percentage Rating Concept as:					
		Ex.		Neither		Ex.	
		Unsuited	Suited	Unsuited	Suited	Unsuited	Suited
159.0	96. The automobile in America has changed customs, family activities, and domestic points of view.	16.6	12.5	20.8	33.3	16.6	16.6
160.0	41. A high percentage of driver education programs are offered on a part-time or seasonal basis.	8.3	16.6	41.6	16.6	16.6	16.6
161.0	8. The highway transportation system may later provide a profession for the child.	4.2	25.0	37.4	20.8	12.5	12.5
162.5	9. The use of the highway transportation system may furnish a major means of recreation for the child.	8.3	20.8	37.4	29.0	4.2	4.2
162.5	40. The driver education instructor may have other responsibilities for which he is primarily accountable.	12.5	20.8	29.0	29.0	8.3	8.3

3. Thirty-one concepts were rated by seventy to seventy-nine per cent of the combined rater panel as being suited or extremely suited.
4. Sixteen concepts were rated by sixty to sixty-nine per cent of the combined rater panel as being suited or extremely suited.
5. Thirteen concepts were rated by fifty to fifty-nine per cent of the combined rater panel as being suited or extremely suited.
6. Of the eleven concepts rated by less than fifty per cent of the raters in the combined rater panel, as being suited or extremely suited, six were rated by forty to forty-nine per cent of the raters and the remaining five were in the thirty to thirty-nine per cent range.

Composite Concept Rankings And Concept Rating Means

Table 4 displays the concepts in the order they are presented in the rating instrument. The ranks they received from rater panel one, two, and the combined rater group, are presented. The means of the ratings received from rater panel one, two, and the combined panel are also presented.

Rank Ordering of Topics and Sub-topics

The data in the Tables in this section show the relative importance of the topical and sub-topical headings.

TABLE 4.--Composite concept rankings and concept rating means.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
I.	Concepts the Parent Should Know Dealing with Driving						
	A. THE HIGHWAY TRANSPORTATION SYSTEM						
1.	Driving is potentially one of the most hazardous activities in which people are engaged.	3.00	81.0	3.25	112.0	3.13	105.0
2.	Highway transportation is more hazardous than rail, water, or air transportation.	2.25	151.0	2.67	154.5	2.46	154.0
3.	Overall, the highway transportation systems operational efficiency is measured on the basis of how well it moves people and goods safely.	2.42	143.5	3.00	131.5	2.71	142.5
4.	Educators try to develop drivers to a point that they can operate efficiently and safely within the present highway transportation system.	3.00	81.0	3.33	105.5	3.17	96.0
5.	The task of driving a motor vehicle is determined by the characteristics of the highway transportation system.	2.58	132.5	2.92	140.0	2.75	136.05
6.	Traffic and highway engineers try to design the highway system to fit most of the driver's capabilities, so they can reach their destinations safely, conveniently, and economically.	2.75	118.0	2.83	147.5	2.79	130.0
7.	The efficiency of the highway transportation system depends on the quality of performance of (1) the public officials, and (2) the highway users.	2.58	132.5	3.17	118.5	2.88	127.0
8.	The highway transportation system may later provide a profession for the child.	2.08	157.0	2.17	161.5	2.13	161.0
9.	The use of the highway transportation system may furnish a major means of recreation for the child.	1.67	162.0	2.33	159.5	2.00	162.5

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
10.	The growth and development of a nation depends in part upon the capability of its transportation system to move persons and goods to desired locations safely, rapidly, and efficiently.	2.83	105.0	3.00	131.5	2.92	122.5
11.	The development and management of highway transportation involves millions of people working in business, manufacturing, and public administration fields.	2.33	147.5	2.33	159.5	2.33	157.0
12.	Expedient and appropriate emergency medical care and transportation for those injured in traffic accidents is necessary to decrease the number of deaths.	2.58	132.5	2.92	140.0	2.75	136.0
13.	Police traffic supervision is designed to control and help enable efficient and safe movement of traffic on the roadways.	2.83	105.5	3.00	131.5	2.92	122.5
14.	Motor vehicle registration procedures furnish a means of identification of vehicle ownership for revenue, administrative, and research purposes.	2.33	147.5	2.83	147.5	2.58	150.0
15.	The traffic court system is an official process to determine guilt or innocence and impose penalties on those convicted of traffic law violations.	2.25	151.0	2.92	140.0	2.59	150.0
16.	The desire, or necessity to drive in our society for social and economic reasons is illustrated by the fact that almost all of the males, and better than half of the females, of licensing age are licensed each year.	2.33	147.5	2.58	156.0	2.46	154.0
17.	Driver licensing programs determine those with minimum physical abilities, skills, and knowledge needed in the driving task for safe operation.	2.50	139.0	2.83	147.5	2.67	145.5

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
18.	Traffic laws serve as standards of conduct and as a legal framework for controlling vehicle and pedestrian use of the public streets and highways.	3.08	65.0	3.50	79.5	3.29	71.0
19.	The federal government became more actively involved with highway transportation safety with the passage of the Highway Safety Act of 1966.	2.25	151.0	2.42	158.0	2.34	157.0
	B. THE PARENTS' RIGHTS IN RELATION TO THEIR CHILD'S DRIVING PRIVILEGE UNTIL THE AGE OF MAJORITY.						
20.	The parent has the right to say whether his child will or will not obtain a driver's license.	3.08	65.0	3.58	62.0	3.33	63.0
21.	In some states the parent may have the state revoke his child's privilege to drive, if the parent feels the child is abusing the privilege.	3.08	65.0	3.75	22.5	3.42	48.5
22.	The parent has the right to determine how, when, and where, his child will operate a motor vehicle.	3.17	53.0	3.67	42.0	3.42	48.5
23.	The parent has the right to expect that the child will operate the motor vehicle in such a manner that it will keep the maintenance on the vehicle at a low level.	3.42	24.0	3.58	62.0	3.50	35.0
	C. THE PARENTS' RESPONSIBILITIES BECOME EVEN MORE APPARENT WHEN THE CHILD LEARNS TO DRIVE.						
24.	The parent has a responsibility to set a good example while driving.	3.58	10.0	3.92	4.5	3.75	5.0
25.	The parent has a responsibility to teach his child to respect the rights of others.	3.58	10.0	3.92	4.5	3.75	5.0

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
26.	Financial responsibility laws aid accident victims, require vehicle owner or driver of a motor vehicle involved in an accident, to furnish evidence of ability to pay for the damage caused.	2.83	105.5	3.42	96.0	3.13	105.0
27.	Unless a driver is seriously injured he is responsible for reporting to the proper authorities the damage and injury incurred in a motor vehicle accident, if they are beyond the limitations set by the law.	3.00	81.0	3.50	79.5	3.25	79.0
28.	The owner of a motor vehicle must have it properly registered and licensed.	3.25	42.0	3.42	96.0	3.34	63.0
29.	The parent has the responsibility to keep his motor vehicle in safe working order.	3.58	10.0	3.92	4.5	3.75	5.0
30.	The parent has the responsibility to encourage the child to obey traffic laws.	3.58	1.5	3.92	4.5	3.88	2.0
31.	The parent should cooperate with the driver education instructor to help prepare his child for his driving responsibilities.	3.58	10.0	3.75	22.5	3.67	10.5
32.	The parent should assist in the development of the same driving techniques that are taught in the driver education program.	3.42	24.0	3.67	42.0	3.55	26.5
33.	The parent and child should, if possible, agree on a level of performance which will indicate that the child has reached a minimal level of operational skill and judgment, so he may then use the family car independently.	3.50	17.0	3.67	42.0	3.59	20.0
34.	The parent should see that his child receives an adequate amount of practice driving time.	3.83	1.5	4.00	1.0	3.92	1.0

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
D. WHAT THE PARENT SHOULD KNOW ABOUT DRIVER EDUCATION.							
35.	Systematic driving instruction is more effective than a trial and error method.	3.75	3.0	3.83	11.5	3.79	3.0
36.	Man needs formal preparation to perform the varied traffic related tasks of which driving is the most prominent.	3.50	17.0	3.75	22.5	3.63	15.0
37.	Thorough knowledge of the driving task the amount of driving experience needed to become an effective driver may be reduced.	2.75	118.0	2.75	152.0	2.75	136.0
38.	Education for traffic safety should have its foundation in the elementary school or before.	3.42	24.0	3.75	22.5	3.59	20.0
39.	The secondary school is uniquely qualified to prepare young people for entrance into the traffic system as operators.	2.83	105.5	3.50	79.5	3.17	96.0
40.	The driver education instructor may have other responsibilities for which he is primarily accountable.	1.83	160.5	2.17	161.5	2.00	162.5
41.	A high percentage of driver education programs are offered on a part-time or seasonal basis.	1.83	160.5	2.50	157.0	2.17	160.0
42.	The driver education program might be limited by the lack of physical facilities, equipment, and/or materials.	2.17	153.5	2.83	147.5	2.50	153.0
43.	The driver education program might be conducted only during the summer months, limiting the types of driving experiences to which the child may be exposed.	2.08	157.0	2.83	147.5	2.46	154.0
44.	The time allocated for the driver education program might be the minimum amount allowed by law, limiting the activities which can be done.	2.08	157.0	3.17	118.5	2.63	147.5

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
45.	The time of day when driver education is offered might hinder the learning process.	2.08	157.0	3.00	131.5	2.54	152.0
46.	The driver education program might not be able to provide students with the total range of driving experiences needed to operate a motor vehicle safely in all driving situations because of monetary limitations.	3.00	81.0	3.33	105.5	3.17	96.0
47.	The classroom phase of driver education should develop cooperation, through understanding, between the road users.	2.67	125.5	3.42	96.0	3.05	113.0
48.	The classroom method of driver education is basically academic in nature, covering knowledge and attitude concepts.	2.17	153.5	3.25	112.0	2.71	142.5
49.	The driving simulation method aids in the development of basic visual habits, perceptual capabilities, and appropriate behavioral response patterns in a wide variety of potentially hazardous situations.	3.08	65.0	3.25	112.0	3.17	96.0
50.	Driving simulation methods are used to develop competencies so that the student learns to (a) identify key segments of the traffic environment, (b) predict the actions of others, (c) decide the best response for the situation, and (d) execute the decision in a properly timed way.	3.17	53.0	3.33	105.5	3.25	79.0
51.	The on-the-road phase of the driver education instructional program provides real traffic experience.	3.25	42.0	3.33	105.5	3.29	71.0
52.	The on-the-road method of instruction provides immediate application of the lesson to the driving situation.	3.17	53.0	3.58	62.0	3.38	57.0

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
53.	The on-the-road phase of instruction provides direct instructional supervision by a qualified instructor.	3.25	42.0	3.42	96.0	3.34	63.0
54.	The multi-car driving range method helps to develop fundamental skills in the manipulative as well as perceptual areas.	2.83	105.5	3.17	118.5	3.00	117.5
55.	The multi-car driving range method of instruction permits several automobiles to be operated simultaneously on a special off-street facility under the direction of one instructor.	2.58	132.5	3.00	131.5	2.79	130.0
56.	The multi-car driving method of instruction increases the student ratio per teacher.	2.42	143.5	3.08	125.0	2.75	136.0
57.	Multi-car driving ranges operating with six or more cars can develop driver interactions, yet maximize economy by using only one instructor.	2.42	143.5	3.08	118.5	2.75	136.0
58.	The multi-car driving method places the teacher outside the vehicle, allowing the student to learn to handle various driving situations independently.	3.08	65.0	3.17	118.5	3.13	105.0
E. WHAT PARENTS MUST KNOW ABOUT DRIVING VIOLATIONS AND ACCIDENT PROBLEMS FOR YOUNG DRIVERS.							
59.	Traffic accidents are usually the result of a combination of circumstances. (Conditions, actions, neglect.)	3.25	42.0	3.42	96.0	3.34	63.0
60.	Most motor vehicle accidents are due to driver failure, carelessness, or violations of man made laws or forces of nature.	3.08	65.0	3.58	62.0	3.33	63.0

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
61.	The vehicle's mechanical condition and the amount of safety equipment in use on it may affect the survival of its driver and passengers.	3.17	53.0	3.58	62.0	3.38	57.0
62.	Youthfulness is an important factor to consider when looking at violations or accident rates.	2.33	147.5	2.92	140.0	2.63	147.5
63.	The fact that young drivers are involved in a high proportion of motor vehicle accidents is not new.	2.08	157.0	3.08	125.0	2.58	150.0
64.	It is predominantly the young male driver who accounts for a high percentage of automobile accidents.	2.50	139.0	2.92	140.0	2.71	142.5
65.	Youthful drivers are in fatal highway accidents and in total accidents more often than their proportion of the driving population, or their use of the automobile would predict.	2.38	105.5	3.33	105.5	3.08	110.0
66.	Young male drivers tend to have a high accident rate under night time conditions, per 100,000 miles.	2.92	92.5	3.42	96.0	3.17	96.0
67.	The inexperience of the driver is an important factor to consider when looking at accident rates.	3.25	42.0	3.17	118.5	3.21	87.0
68.	Young drivers are more likely to own and maintain older, less well-maintained vehicles, than the general population.	3.08	65.0	2.75	152.0	2.92	122.5
69.	Night time driving increases the chance of accidents.	3.33	32.0	3.67	42.0	3.50	35.0
70.	A large number of all accidents after midnight involve drinking drivers.	3.42	24.0	3.75	22.5	3.59	20.0
71.	The young inexperienced driver who drinks before or while driving may face a double hazard.	3.58	10.0	3.75	22.5	3.67	10.5

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
72.	A driver's chances of having an accident are increased as the level of alcohol in his blood increases.	3.50	17.0	3.67	42.0	3.59	20.0
	F. WHAT PARENTS MUST KNOW ABOUT THE SAFE OPERATION OF A MOTOR VEHICLE.						
73.	Safe driving requires in part, observing both man made and natural laws.	3.17	53.0	3.50	79.0	3.34	63.0
74.	The driver should maintain his vehicle so that it is safe to operate in the traffic environment.	3.25	42.0	3.42	96.0	3.34	63.0
75.	A safe driver should continually seek new ways to improve his driving abilities.	3.08	65.0	3.50	79.5	3.29	71.0
76.	When driving in traffic, defensive driving tactics should be applied.	2.83	105.5	3.50	79.5	3.17	96.0
77.	The driver should be able to judge time-space relationships that are constantly changing.	3.25	42.0	3.58	62.0	3.42	48.5
78.	The driver should be able to use visual skills, so that he might correctly read and gain an understanding of the patterns of traffic around him.	3.33	32.0	3.67	42.0	3.50	35.0
79.	The driver should be able to coordinate his hands, feet, eyes, and other senses in order to handle a motor vehicle safely.	2.83	105.5	3.50	79.5	3.17	96.0
80.	The driver should know his vehicle well enough that he knows its limitations.	3.25	42.0	3.75	22.5	3.50	35.0
81.	The driver should be able to identify potential hazards as he approaches them.	3.50	17.0	3.83	11.5	3.67	10.5

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
82.	The driver should be able to make a prediction as to what is going to happen as a result of changes occurring in the driving environment around him.	3.42	24.0	3.67	42.0	3.55	26.5
83.	The driver should be able to decide the best action to take to avoid a hazardous situation.	3.42	24.0	3.67	42.0	3.55	26.5
84.	The driver should be capable enough to handle his vehicle in such a manner that he avoids hazardous situations.	3.58	10.0	3.67	42.0	3.63	15.0
85.	The driver should maintain an adequate following distance.	3.33	32.0	3.67	42.0	3.50	35.0
86.	The outside and inside rear view mirrors on the vehicle give only a partial view of what is to the rear and side of the vehicle.	3.33	32.0	3.75	22.5	3.54	26.5
87.	The driver should signal any change of direction.	3.25	42.0	3.58	62.0	3.42	48.5
88.	The driver should understand traffic regulations and signs.	3.33	32.0	3.58	62.0	3.46	40.5
89.	The official signs along roadways carry messages not only in the written text, but in their sizes, shapes, colors, and placement.	3.17	53.0	3.67	42.0	3.42	48.5
90.	The driver should be aware of the role the environment plays in the operation of a vehicle.	3.08	65.0	3.42	96.0	3.25	79.0
91.	Night speeds should usually be lower than those operated at during the day because visibility is reduced.	3.17	53.0	3.67	42.0	3.42	48.5
92.	When driving at night, to reduce glare for other drivers, headlight beams should be depressed.	3.00	81.0	3.58	62.0	3.29	71.0

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
93.	When driving in adverse conditions such as snow or fog, low beam headlights usually increase road visibility.	3.00	81.0	3.67	42.0	3.34	63.0
94.	When a car skids the driver should avoid braking, and turn the front wheels into the direction of the skid.	3.08	65.0	3.75	22.5	3.42	48.5
95.	When environmental conditions warrant it, speed should be reduced. (Slippery roads, fog, snow, darkness.)	3.33	32.0	3.92	4.5	3.63	15.0
	G. THE SOCIAL ASPECTS OF DRIVING.						
96.	The automobile in America has changed customs, family activities, and domestic points of view.	1.58	163.0	2.83	147.5	2.21	159.0
97.	Driving should be considered a privilege, not a right granted by the state.	2.83	105.5	3.17	118.5	3.00	117.5
98.	Operating a motor vehicle may give the child a feeling of greater freedom from parental supervision.	2.83	105.5	2.92	140.0	2.88	127.5
99.	The ability to operate a motor vehicle may open the door to social interaction with peers.	2.58	132.5	2.92	140.0	2.75	136.0
100.	Traffic laws are developed out of social needs, and designed to protect individual's safety.	3.08	65.0	3.33	105.5	3.21	87.0
101.	Traffic laws are developed out of social needs to promote smooth, efficient traffic flow.	3.08	65.0	3.42	96.0	3.25	79.0
102.	The driver should respect the rights of others using the roadway, including pedestrians, motorcycle drivers, buses, trucks, and other automobiles.	3.42	24.0	3.58	62.0	3.50	35.0
103.	The traffic accident is one example of man's inability to successfully perform his social responsibilities.	2.67	125.5	3.17	118.5	2.92	122.5

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
104.	Alcohol may affect the drinking driver by relaxing his social inhibitions and restraints.	3.08	65.0	3.83	11.5	3.46	40.5
	H. THE PHYSICAL ASPECTS OF DRIVING.						
105.	A driver's general health affects his total driving performance.	2.92	92.5	3.08	125.0	3.00	117.5
106.	A safe driver should keep physically fit.	2.75	118.0	3.00	131.5	2.88	127.0
107.	The driver must be aware of his physical condition and operate a motor vehicle only when he can do so safely.	2.75	118.0	3.50	79.5	3.13	105.0
108.	The temporarily ill driver may have more difficulty remaining alert than the driver that is not ill.	2.83	105.5	3.42	96.0	3.13	105.0
109.	Chronic illness may interfere with an individual's ability to operate a motor vehicle safely.	2.75	118.0	3.33	105.5	3.04	113.5
110.	A driver needs good visual acuity, field of vision, depth perception, night vision, and color vision.	2.83	105.5	3.50	79.5	3.17	96.0
111.	The clarity of side vision decreases as the car's speed increases.	2.75	118.0	3.50	79.5	3.13	105.0
112.	Dark glasses and tinted windshields cut down the eyes' efficiency at night.	2.92	92.5	3.67	42.0	3.30	71.0
113.	The driver with a permanent or temporary loss of hearing must make more use of his eyes.	2.83	81.0	3.50	79.5	3.17	96.0
114.	The fatigued driver may require additional time, in seconds, to make decisions.	3.00	81.0	3.83	11.5	3.42	48.5
115.	The fatigued driver is apt to fall asleep behind the wheel.	3.08	65.0	3.75	22.5	3.42	48.5

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
116.	Taking rest periods during extended drives is better than taking drugs to ward off fatigue.	3.25	42.0	3.83	11.5	3.54	26.5
117.	Smoking may cause a driver to become a greater risk in more traffic accidents because carbon monoxide in the blood may adversely affect the physical functions of the body.	2.75	118.0	3.33	105.5	3.04	113.5
118.	The use of drugs while driving <u>may</u> cause slowed reaction time, acute irritability, impaired depth perception, faulty judgment, drowsiness, illusions, intoxication, and poor coordination.	3.00	81.0	3.83	11.5	3.42	48.5
119.	The drug user, as well as those using other dangerous substances, independently or in combination, <u>may</u> be a serious traffic hazard both as a driver and a pedestrian.	3.00	81.0	3.50	79.5	3.25	79.0
120.	The effect of marijuana on the driver <u>may</u> be dangerous.	2.75	118.0	3.25	112.0	3.00	117.5
121.	Least learned tasks are the first to be forgotten under the influence of alcohol.	2.50	139.0	3.67	42.0	3.09	110.0
122.	Complicated motor or judgmental tasks may become more difficult, if not impossible, when under the influence of alcohol.	3.08	65.0	3.75	22.0	3.42	48.5
123.	Alcohol affects the drinking driver by impairing his muscular coordination and slowing down his reaction time.	3.00	81.0	3.50	79.5	3.25	79.0
124.	Alcohol may affect the drinking driver by interfering with his peripheral vision and vision against glaring lights.	2.83	105.5	3.50	79.5	3.17	96.0

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
125.	In young, inexperienced drivers, low blood alcohol levels can affect the person's driving.	3.00	81.0	3.83	11.5	3.42	48.5
126.	Equal amounts of alcohol in the blood stream may make the experienced drinker biologically just as impaired as the novice drinker, if their body size and physical and mental conditions are equal.	2.58	132.5	3.25	112.0	2.92	122.5
127.	Two or three drinks within one hour may raise a driver's blood alcohol level to 0.05% or more depending on the amount of alcohol in the drink and the driver's body weight.	2.92	92.5	3.67	42.0	3.30	71.0
128.	Mixing certain drugs and alcohol may cause an adverse chemical reaction in the body of the user, and negatively affect the driver.	3.25	42.0	3.75	22.5	3.50	35.0
129.	Vision may become impaired with relatively low blood alcohol levels.	2.92	92.5	3.50	79.0	3.21	87.0
130.	Alcohol consumption may reduce the accuracy of depth perception.	2.92	92.5	3.67	42.0	3.30	71.0
131.	The field of frontal vision may be shortened by high concentrations of blood alcohol.	2.75	118.0	3.67	42.0	3.21	87.0
132.	Reduced visual acuity (or sharpness of objects) may be created by even small amounts of alcohol.	2.92	92.5	3.58	62.0	3.25	79.0
I. THE PSYCHOLOGICAL ASPECTS OF DRIVING							
133.	The operation of a motor vehicle is seen by youth as a major setp toward adulthood.	3.00	81.0	3.08	125.0	3.04	113.5
134.	The ability to operate a motor vehicle places the operator in a position of physical power.	2.50	139.0	3.00	131.5	2.75	136.0

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
135.	Drivers occasionally become mentally or emotionally upset and suffer feelings that might negatively affect their driving performance.	3.00	81.0	3.50	79.5	3.25	79.0
136.	Anger may cause a driver to drive unsafely.	2.67	125.5	3.58	62.0	3.13	105.0
137.	Strong emotional disturbances may tend to adversely affect the driver's ability to think clearly and act wisely.	2.83	105.5	3.67	42.0	3.25	79.0
138.	Alcohol in his system may affect the drinking driver by increasing his self-confidence, causing him to take unnecessary risks.	2.67	125.5	3.50	79.5	3.09	110.0
139.	The years from 15 to 24 are one of the periods of greatest change in an individual's life.	2.42	143.5	3.17	118.5	2.80	130.0
140.	The degree that the child has, or has not, learned to take responsibility in the home may be reflected in the driving situation.	3.25	42.0	3.58	62.0	3.42	48.5
141.	The driver that resents authority or restrictions upon his behavior may tend to view traffic regulations as unnecessary for himself.	3.00	81.0	3.67	42.0	3.34	63.0
142.	The interpersonal relationships established between parent and child is very important in the practice driving situation.	3.17	53.0	3.58	62.0	3.38	57.0

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
II.	Concepts the Parent Should be Aware of When Preparing His Child to Drive.						
	A. MEANS BY WHICH THE PARENT CAN DIRECTLY ASSIST HIS CHILD WITH THE TASK OF LEARNING TO DRIVE						
143.	The parent can prepare his child for driving by assisting in the development of a positive self-image in the child.	3.33	32.0	3.50	79.5	3.42	48.5
144.	The parent can prepare his child for driver education by relating to him a positive example of proper driving behavior.	3.58	10.0	3.83	11.5	3.71	7.5
145.	The parent can prepare his child for driver education by developing with him the proper automobile riding techniques.	3.42	24.0	3.67	42.0	3.55	26.5
146.	The parent should consult the child to determine what he (the child) feels the driving task includes.	2.92	92.5	3.50	79.5	3.21	87.0
147.	Listening to, and understanding the child's side, including his feelings toward driving, is an important aspect of parent-child communication.	3.58	10.0	3.67	42.0	3.63	15.0
148.	The parent should demonstrate to the child that he has a positive concern for him.	3.58	10.0	3.67	42.0	3.63	15.0
149.	The parent should demonstrate to the child that he believes the child has personal worth.	3.67	4.5	3.75	22.5	3.71	7.5
150.	The parent should make the child feel that by implementing safe driving techniques he is pleasing his parent and improving his own social position.	2.83	105.5	3.58	62.0	3.21	87.0

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
151.	Friendly communication between parent and child may help learning to occur.	3.25	42.0	3.75	22.5	3.50	35.0
152.	The parent has extended contact with the child which should enable him to communicate with the child most effectively.	3.00	81.0	3.42	96.0	3.21	87.0
153.	Hostile feelings between the parent and child may inhibit the learning process.	3.17	53.0	3.92	4.5	3.55	26.5
154.	Discussions and questions, not arguments, between parent and child should be a means of voicing contradictory opinions.	3.42	24.0	3.67	42.0	3.55	26.5
B. MEANS BY WHICH THE PARENT CAN BE INVOLVED IN AND EXTEND THE FORMAL DRIVER EDUCATION PROGRAM							
155.	The parent can assist in the driver education program, once the child is involved, by allowing time for practice driving and discussing with him proper driving techniques.	3.67	4.5	3.67	42.0	3.67	10.5
156.	The parent may be involved in the classroom phase to work with students that have difficulty with the content material because of a learning disability.	2.92	92.5	2.92	140.0	2.92	122.5
157.	The parent can assist the child in the driver education program by attending parental involvement activities and encouraging the child whenever it is possible.	3.50	17.0	3.50	79.5	3.50	35.0
158.	The parent might be able to work with the individual students, or small groups of students, to assist them in obtaining information which the student could then report back to the class.	2.67	125.5	2.67	154.5	2.67	145.5

TABLE 4.--Continued.

No.	Concepts	Panel One		Panel Two		Combined Panels	
		Mean	Rank	Mean	Rank	Mean	Rank
159.	The parent might be able to assist in the development of a field trip or demonstration for the driver education students.	2.50	139.0	3.00	131.5	2.75	136.0
160.	The parent may be able to work as a group leader or discussion participant to develop concepts pertaining to driver education related issues, in the driver education class.	2.58	132.5	2.92	140.0	2.75	136.0
161.	The parent might be brought into the classroom phase of the driver education program as a guest lecturer, or resource person for a group discussion.	2.67	125.5	2.75	152.0	2.71	142.5
162.	In the multi-car range portion of the driver education program the parent could assist students who are having difficulty developing the necessary perceptual or manipulative skills independently.	2.58	132.5	2.08	163.0	2.33	157.0
163.	The parent can help develop advanced driving skills in his child by assisting and working with the child after the completion of the driver education program.	2.92	92.5	3.42	96.0	3.17	96.0

These data were obtained by totaling the ratings received by each concept within each of the topics or sub-topical areas. The mean score for each of the areas was then calculated. The topical and sub-topical areas were then listed in rank order from high to low.

Rater Panel One

The data, as shown in Table 5, indicated that panel one felt the topical heading, Concepts The Parent Should Be Aware Of When Preparing His Child To Drive, was more suited for use in a parent involvement program than Concepts The Parent Should Know Dealing With Driving. The highest ranked sub-topical area, as presented in Table 6, was The Parents' Responsibilities Become Even More Apparent When The Child Learns To Drive. The second and third areas were Means By Which The Parent Can Directly Assist His Child With The Task Of Learning To Drive, and What Parents Must Know About The Safe Operation Of A Motor Vehicle.

TABLE 5.--A Descending Rank Ordering By Topical Areas As Determined By Rater Panel One.

Panel One Raters	Topical Areas	No. of Concepts
1.	II. Concepts The Parent Should Be Aware Of When Preparing His Child To Drive	0
2.	I. Concepts The Parent Should Know Dealing With Driving	0

TABLE 6.--A Descending Rank Ordering By Sub-topical Areas
As Determined By Rater Panel One.

Panel One Raters	Sub-topical Areas	No. of Concepts
1.	I. C. The Parents' Responsibilities Become Even More Apparent When The Child Learns To Drive	11
2.	II. A. Means By Which The Parent Can Directly Assist His Child With The Task Of Learning To Drive	12
3.	I. F. What Parents Must Know About The Safe Operation Of A Motor Vehicle	23
4.	I. B. The Parents' Rights In Relation To Their Childs' Driving Privilege Until The Age Of Majority	4
5.	I. E. What Parents Must Know About Driving Violations And Accident Problems For Young Drivers	14
6.	II. B. Means By Which The Parent Can Be Involved In And Extend The Formal Driver Education Program	9
7.	I. H. The Physical Aspects Of Driving	28
8.	I. I. The Psychological Aspects Of Driving	10
9.	I. G. The Social Aspects Of Driving	9
10.	I. D. What The Parent Should Know About Driver Education	24
11.	I. A. The Highway Transportation System	19

The least suited sub-topical heading in the minds of rater panel one was The Highway Transportation System.

Rater Panel Two

The data revealed in Table 7 shows that this panel felt the topical area Concepts The Parent Should Know Dealing With Driving, was more suited for use in a parental involvement program in driver education than Concepts The Parent Should Be Aware Of When Preparing His Child To Drive.

The data further indicated that the sub-topical area most suited for use in a parental involvement program, as shown in Table 8, was The Parents' Responsibilities Become Even More Apparent When The Child Learns To Drive. This sub-topic was followed by Means By Which The Parent Can Directly Assist His Child With The Task Of Learning To Drive, and What Parents Must Know About The Safe Operation Of A Motor Vehicle.

TABLE 7.--A Descending Rank Ordering By Topical Areas As Determined By Rater Panel Two.

Panel Two Raters	Topical Areas	No. of Concepts
1.	I. Concepts The Parents Should Know Dealing With Driving	0
2.	II. Concepts The Parent Should Be Aware Of When Preparing His Child To Drive	0

TABLE 8.--A Descending Rank Ordering By Sub-topical Areas As Determined By Rater Panel Two.

Panel Two Raters	Sub-topical Areas	No. of Concepts
1.	I. C. The Parents' Responsibilities Become Even More Apparent When The Child Learns To Drive	11
2.	II. A. Means By Which The Parent Can Directly Assist His Child With The Task Of Learning To Drive	12
3.	I. F. What Parents Must Know About The Safe Operation Of A Motor Vehicle	23
4.	I. B. The Parents' Rights In Relation To Their Childs' Driving Privilege Until The Age Of Majority	4
5.	I. H. The Physical Aspects Of Driving	28
6.	I. I. The Psychological Aspects Of Driving	10
7.	I. E. What Parents Must Know About Driving Violations And Accident Problems For Young Drivers	14
8.	I. G. The Social Aspects Of Driving	9
9.	I. D. What The Parent Should Know About Driver Education	24
10.	II. B. Means By Which The Parent Can Be Involved In And Extend The Formal Driver Education Program	9
11.	I. A. The Highway Transportation System	19

The data indicated panel two felt the sub-topical area The Highway Transportation System, was the least suited for a parental involvement program in driver education.

Combined Rater Panel

The data as shown in Table 9 indicated that when the two panels were combined the topical area Concepts The Parent Should Be Aware Of When Preparing His Child To Drive was more suited for a parental involvement program than Concepts The Parent Should Know Dealing With Driving.

The sub-topical area rated most highly suited was The Parents' Responsibilities Become Even More Apparent When The Child Learns To Drive. Further analysis of the data, as shown in Table 10, indicated that the next two highly suited areas were Means By Which The Parent Can Directly Assist His Child With The Task Of Learning To Drive, and What Parents Must Know About The Safe Operation

TABLE 9.--Descending Rank Ordering By Topical Areas As Determined By Combined Panels One And Two.

Combined Panel Ratings	Topical Areas	No. of Concepts
1.	II. Concepts The Parent Should Be Aware Of When Preparing His Child To Drive	0
2.	I. Concepts The Parents Should Know Dealing With Driving	0

TABLE 10.--Descending Rank Orderings By Sub-topical Areas As Determined By Combined Panels One And Two.

Combined Panel Ratings	Sub-topical Areas	No. of Concepts
1.	I. C. The Parents' Responsibilities Become Even More Apparent When The Child Learns To Drive	11
2.	II. A. Means By Which The Parent Can Directly Assist His Child With The Task Of Learning To Drive	12
3.	I. F. What Parents Must Know About The Safe Operation Of A Motor Vehicle	23
4.	I. B. The Parents' Rights In Relation To Their Childs' Driving Privilege Until The Age Of Majority	4
5.	I. H. The Physical Aspects Of Driving	28
6.	I. E. What Parents Must Know About Driving Violations And Accident Problems For Young Drivers	14
7.	I. I. The Psychological Aspects Of Driving	10
8.	I. G. The Social Aspects Of Driving	9
9.	I. D. What The Parent Should Know About Driver Education	24
10.	II. B. Means By Which The Parent Can Be Involved In And Extend The Formal Driver Education Program	9
11.	I. A. The Highway Transportation System	19

Of A Motor Vehicle. Again, the lowest ranked sub-topical area was The Highway Transportation System.

Composite Topic and Sub-topic Rankings and Means

Table 11 and Table 12 display the topical areas and sub-topical areas, and the ranks they received from rater panels one, two, and the combined rater panel. The means of the ratings received from rater panel one, two, and the combined rater panel are also presented.

Significance of Correlations

A reliability estimate was computed for the rating of the two rater panels. The reliability was computed with a Spearman rank order correlation coefficient formula. The correlation between the two panels was at 0.77.

Summary

The rankings given the concept, topical headings, and sub-topical headings, as well as the correlation between rater panels on their rankings, were presented in this chapter. The next chapter will summarize the study and major findings, as well as present the conclusions, recommendations, recommendations for future research, and discussion.

TABLE 11.--A descending rank ordering by topical areas as determined by rater panels one and two and a combination of the two.

No.	Topical Areas	No. of Concepts	Panel One		Panel Two		Combined Panels	
			Mean	Rank	Mean	Rank	Mean	Rank
I.	Concepts the Parents Should Know Dealing with Driving	0	3.00	2	3.50	1	3.20	2
II.	Concepts the Parent Should Be Aware of When Preparing His Child to Drive	0	3.11	1	3.33	2	3.22	1

TABLE 12.--A descending rank ordering by sub-topical areas as determined by rater panels one and two and a combination of the two.

No.	Sub-Topical Areas	No. of Concepts	Panel One		Panel Two		Combined Panels	
			Mean	Rank	Mean	Rank	Mean	Rank
I.A.	The Highway Transportation System	19	2.51	11	2.84	11	2.68	11
I.B.	The Parents' Rights in Relation to their Child's Driving Privilege Until the Age of Majority	4	3.19	4	3.65	4	3.42	4
I.C.	The Parents' Responsibilities Become Even More Apparent when the Child Learns to Drive	11	3.45	1	3.74	1	3.60	1
I.D.	What the Parent Should Know About Driver Education	24	2.73	10	3.19	9	2.96	9
I.E.	What Parents Must Know About Driving Violations and Accident Problems for Young Drivers	14	3.02	5	3.40	7	3.21	6
I.F.	What Parents Must Know About the Safe Operation of a Motor Vehicle	23	3.22	3	3.63	3	3.43	3
I.G.	The Social Aspects of Driving	9	2.80	9	3.24	8	3.02	8
I.H.	The Physical Aspects of Driving	28	2.89	7	3.54	5	3.22	5
I.I.	The Psychological Aspects of Driving	10	2.85	8	3.43	6	3.14	7
II.A	Means by Which the Parent Can Directly Assist His Child With the Task of Learning to Drive	12	3.31	2	3.66	2	3.49	2
II.B	Means by Which the Parent Can Be Involved in and Extend the Formal Driver Education Program	9	2.90	6	3.00	10	2.95	10

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The preceeding chapter presented an analysis of the data. This chapter contains (1) a summary of the study, (2) major findings, (3) conclusions based upon the data, (4) recommendations, (5) recommendations for further study, and (6) a discussion.

Summary

Statement of the Problem

The problem confronted in the study was that of developing a listing of concepts that could be used in a parental program for parents whose children were enrolled in driver education, so that the parents might be better able to assist their children in learning to drive safely and efficiently.

Methods, Techniques and Data Used

Concepts were developed from driver education and safety literature, research reports, and from personal interviews with experienced educators. These concepts were believed to be accurate by the writer because of their original sources. However, the concepts were

checked for clarity and content accuracy by three independent groups of jurors.

As a result of the jurors reactions, a listing of concepts was developed incorporating their suggestions. This listing was then sent to two panels of national raters to be evaluated on a five point scale, from extremely unsuited to extremely suited, indicating the suitability of the concepts for use in a parental involvement program. From the individually returned ratings, descending rankings were developed. These ratings indicated which of the concepts and topical areas were considered to be the most suited for use in driver education parent involvement programs. Correlations were also run between the rater panels to determine how similar the two rater panels were.

Major Findings

The following summary of the major findings is presented:

1. The data revealed that the following concepts received the top twenty ranks as being most suited by the combined rater groups.

The parent should see that his child receives an adequate amount of practice driving time. (1.0-34.)¹

The parent has the responsibility to encourage the child to obey traffic laws. (2.0-30.)

¹The numbers indicate the rank the concept received from the combined rater panel as well as the number which held in the original instrument.

Systematic driving instruction is more effective than a trial and error method. (3.0-35.)

The parent has a responsibility to set a good example while driving. (5.0-24.)

The parent has a responsibility to teach his child to respect the rights of others. (5.0-25.)

The parent has the responsibility to keep his motor vehicle in safe working order. (5.0-29.)

The parent can prepare his child for driver education by relating to him a positive example of proper driving behavior. (7.5-144.)

The parent should demonstrate to the child that he believes the child has personal worth. (7.5-149.)

The parent should cooperate with the driver education instructor to help prepare his child for his driving responsibilities. (10.5-31.)

The young inexperienced driver who drinks before or while driving may face a double hazard. (10.5-71.)

The driver should be able to identify potential hazards as he approaches them. (10.5-81.)

The parent can assist in the driver education program, once the child is involved, by allowing time for practice driving and discussing with him proper driving techniques. (10.5-155.)

Man needs formal preparation to perform the varied traffic related tasks of which driving is the most prominent. (15.0-36.)

The driver should be capable enough to handle his vehicle in such a manner that he avoids hazardous situations. (15.0-84.)

When environmental conditions warrant it, speed should be reduced. (Fog, slippery roads, snow, darkness). (15.0-95.)

Listening to, and understanding the child's side, including his feelings toward driving, is an important aspect to parent-child communication. (15.0-147.)

The parent and child should, if possible, agree on a level of performance which will indicate that the child has reached a minimal level of operational skill and judgment, so he may then use the family car independently. (20.0-33.)

Education for traffic safety should have its foundation in the elementary school or before. (20.0-38.)

A large number of all accidents after midnight involve drinking drivers. (20.0-70.)

A driver's chances of having an accident are increased as the level of alcohol in his blood increases. (20.0-72.)

2. The data indicated that the following concepts received ranks from 20.1 to 35.0.

The parent should assist in the development of the same driving techniques that are taught in a driver education program. (26.5-32.)

The driver should be able to make a prediction as to what is going to happen as a result of changes occurring in the driving environment around him. (26.5-82.)

The driver should be able to decide the best action to take to avoid a hazardous situation. (26.5-83.)

The outside rear view mirrors on the vehicle give only a partial view of what is to the rear and side of the vehicle. (26.5-86.)

Taking rest periods during extended drives is better than taking drugs to ward off fatigue. (26.5-116.)

The parent can prepare his child for driver education by developing with him the proper automobile riding techniques. (26.5-145.)

Hostile feelings between the parent and child may inhibit the learning process. (26.5-153.)

Discussions and questions, not arguments, between parent and child should be a means of voicing contradictory opinions. (26.5-154.)

Night time driving increases the chance of accidents. (35.0-69.)

The driver should be able to use visual skills, so that he might correctly read and gain an understanding of the patterns of traffic around him. (35.0-78.)

The driver should know his vehicle well enough that he knows its limitations. (35.0-80.)

The driver should maintain an adequate following distance. (35.0-85.)

The driver should respect the rights of others using the roadway, including pedestrians, motorcycle drivers, buses, trucks, and other automobiles. (35.0-102.)

Mixing certain drugs and alcohol may cause an adverse chemical reaction in the body of the user, and negatively affect the driver. (35.0-128.)

Friendly communication between parent and child may help learning to occur. (35.0-151.)

The parent can assist the child in the driver education program by attending parental involvement activities and encouraging the child whenever it is possible. (35.0-157.)

The parent has the right to expect that the child will operate the motor vehicle in such a manner that it will keep the maintenance on the vehicle at a low level. (35.0-23.)

3. The data revealed that the following concepts received ranks from 40.5 to 57.0 by the combined panel of raters.

The driver should understand traffic regulations and signs. (40.5-88.)

Alcohol may affect the drinking driver by relaxing his social inhibitions and restraints. (40.5-104.)

In some states the parent may have the state revoke his child's privilege to drive, if the parent feels the child is abusing the privilege. (48.5-21.)

The parent has the right to determine how, when, and where his child will operate a motor vehicle. (48.5-21.)

The driver should be able to judge time-space relationships that are constantly changing. (48.5-77.)

The driver should signal any change of direction. (48.5-87.)

The official signs along roadways carry messages not only in the written text, but in their sizes, shapes, colors, and placement. (48.5-89.)

Night speeds should usually be lower than those operated at during the day because visibility is reduced. (48.5-91.)

When the car skids the driver should avoid braking, and turn the front wheels into the direction of the skid. (48.5-94.)

The fatigued driver is apt to fall asleep behind the wheel. (48.5-114.)

The use of drugs while driving may cause slowed reaction time, acute irritability, impaired depth perception, faulty judgment, drowsiness, illusions, intoxication, and poor coordination. (48.5-118.)

Complicated motor or judgmental tasks may become more difficult, if not impossible, when under the influence of alcohol. (48.5-122.)

In young, inexperienced drivers, low blood alcohol levels can affect the persons' driving. (48.5-125.)

The degree that the child has, or has not, learned to take responsibility in the home may be reflected in the driving situation. (48.5-125.)

The parent can prepare his child for driving by assisting in the development of a positive self-image in the child. (48.5-143.)

The on-the-road method of instruction provides immediate application of the lesson to the driving situation. (57.0-52.)

The vehicle's mechanical condition and the amount of safety equipment in use on it may affect the survival of its driver and passengers. (57.0-61.)

The interpersonal relationship established between parent and child is very important in the practice driving situation. (57.0-142.)

4. The data revealed the most suited topical heading as determined by the combined rater panel was topic II, Concepts The Parent Should Be Aware Of When Preparing His Child To Drive.
5. Both rater panels were in agreement that the four most suitable sub-topical areas for parent involvement in driver education were (1) The Parents' Responsibilities Become Even More Apparent When The Child Learns To Drive, (2) Means By Which The Parent Can Directly Assist His Child With The Task Of Learning To Drive, (3) What Parents Must Know About The Safe Operation Of A Motor Vehicle, and (4) The Parents' Rights In Relation To Their Childs' Driving Privilege Until The Age Of Majority.
6. Both rater panels were in agreement that the least suited sub-topical area for use in parental involvement in driver education was The Highway Transportation System.
7. The data revealed that the correlation between the rank orderings of rater panel one and rater panel two, as determined by a Spearman rank ordering correlation, was .77.

Conclusions

The following are conclusions based upon the data obtained:

1. The 147 concepts rated by fifty per cent or more of the combined rater panel as being suited or extremely suited should be included in the parental involvement program in driver education.
2. The remaining eleven concepts rated under fifty per cent, as being suited or extremely suited, by the combined rater panel could be included or deleted from a parental involvement program in driver education. This would be dependent on the amount of time available.
3. Because of the similarity of the rankings received by the concepts in topical area I, Concepts The Parents Should Know Dealing With Driving, and the concepts in topical area II, Concepts The Parent Should Be Aware Of When Preparing His Child To Drive, they should both be implemented in a parental involvement program in driver education.
4. The concepts in sub-topical areas II. A. Means By Which The Parent Can Directly Assist His Child With The Task Of Learning To Drive, sub-topic I. B. The Parents' Rights In Relation To Their Childs' Driving Privilege Until The Age Of Majority, sub-topic I. C. The Parents' Responsibilities Become Even More Apparent When The Child Learns To Drive, and sub-topic I. D. What The Parent Should Know About Driver

Education, should definitely be included in any parental involvement program based upon the high rankings these areas received.

5. The concepts in sub-topical areas I. H. The Physical Aspects Of Driving, I. E. What Parents Must Know About Driving Violations And Accident Problems For Young Drivers, I. I. The Psychological Aspects Of Driving, I. G. The Social Aspects Of Driving, sub-topic II. B. Means By Which The Parent Can Be Involved In And Extend The Formal Driver Education Program, and I. A. The Highway Transportation System, could also be implemented in a parental involvement program, as their rank indicates, and if time permits.

Recommendations

On the basis of the findings of this study, it is recommended that:

1. Parental involvement be used as a means to extend and supplement driver education programs.
2. The parents be involved in formal and informal training sessions with the driver education teacher to better prepare them to work with their child.
3. Driver education teachers make more effective use of the parents of youth enrolled in their driver education classes through a parent involvement program.

4. State Departments of Education develop materials and support parental programs in driver education.
5. Means of communication between the parent, the child, and the school be firmly established before the child reaches the age he is enrolled in formal driver education, so that such an involvement program is readily accepted by both the parents and the child.
6. The universities and colleges prepare the driver education teachers to make a more effective use of parents through parent involvement programs.
7. A kindergarten through high school level general safety program would be ideal for nurturing and incorporating a parental involvement program in driver education.
8. The legislature should provide the legal basis so that the student and parent might work together during the driver education program developing driving skills.

Recommendations For Further Research

On the basis of the data secured, it is recommended that the following additional research be implemented:

1. The evaluation of the 163 concepts by other types of panels, such as students, parents, enforcement officials.

2. The development and evaluation of a curriculum implementing the concepts developed in this study for use in a driver education program.
3. Research should be carried on to determine what is the best means to implement the concepts to test their short-term effectiveness with students and parents.
4. A project should be carried on to develop a valid, reliable test to determine whether parent's and children's understanding of these concepts affect their long term behavior.
5. Research must be carried on to develop and test teacher training programs pointed at ways to make more effective use of parental assistance.

Discussion

From the data collected in this study this writer has become even more convinced that the inclusion of parents in the driver education program is needed. The individuals rating the concepts indicated through their responses that they truly felt the parents had a major role to play in developing safe and efficient drivers. From the search of the literature it was obvious that parental involvement programs are not presently being implemented in the vast majority of driver education programs in any form.

Educationally, it is the writer's contention that the involvement of the parents is a necessary and a

natural way to proceed. The presence, or lack of presence, of a parent figure is such a major factor in the development of a child that we can not fail to take this into account when attempting to teach him such a complex task as driving a vehicle. The social, emotional, psychological, intellectual, and physical demands placed on the child in the driving situation are too great to be presented just in the school setting, and not reinforced at home.

It is quite obvious that schools are presently not able to provide the inclusive kind of driver education that is needed. It seems realistic, therefore, that the responsibility to provide the proper types of experiences is passed back to the home. The area of highest expense and most limited duration in most driver education programs at the present time, is the on-the-road laboratory experience. It is in this area of on-the-road experience that parents are finding they must complete the teaching task. A parental involvement program would assist them in implementing the proper techniques. For most parents and children this is a difficult situation because in most instances the parent has not been properly prepared to carry out such activities. With a formal parental involvement program the cost would be nowhere near the expense of the school attempting to carry out a total training program independently, yet the child would receive much more in the way of practice driving experiences.

Means of implementing a curriculum including these concepts would vary a great deal from community to community, but the fact remains that parents must be included in a driver education program. The concepts, as they are listed here, are just the outline of the major ideas and related facts that must be conveyed to the parents. This outline must be filled in with content materials and the appropriate activities in order to be implemented in a driver education program. Some possibilities might be large and small group sessions making use of lecture and discussion techniques, laboratory observations, and workshop type programs to assist the parents before, during, and after the formal driver education program.

Therefore, it is the writers recommendation that driver education programs must be extended if we are to reduce the problems young drivers face in the traffic environment. The means to extend the program would be through parent cooperation. The schools' role would be that of supplying the parent with the proper materials and knowledge he needs to carry out his responsibilities. The school, in its formal driver education program would handle the instructional activities so that the student would be developed to a level where he would be able to handle some traffic situations, he would then obtain his additional driving experiences from the parent who would act in a supervisory capacity.

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APPENDICES

APPENDIX A

JUROR GROUP PARTICIPANT LISTING

Group One Jurors

- Mr. James W. Counts, Graduate Research Assistant, Michigan State University, East Lansing, Michigan.
- Mr. Eddie Hildreth, Jr., Graduate Research Assistant, Michigan State University, East Lansing, Michigan.
- Mr. Fred Reuter, Graduate Research Assistant, Michigan State University, East Lansing, Michigan.
- Mr. John Schlick, Graduate Research Assistant, Michigan State University, East Lansing, Michigan.

Group Two Jurors

- Dr. William Covert, Driver Education Instructor, Michigan State University, East Lansing, Michigan.
- Dr. Alfred King, Assistant Professor, Michigan State University, East Lansing, Michigan.
- Mr. Allen Robinson, Highway Traffic Safety Specialist, Highway Users Federation For Safety And Mobility, Washington, D. C.
- Dr. James Carnahan, Coordinator of Research and Development, Highway Traffic Safety Center, Michigan State University, East Lansing, Michigan.
- Dr. T. W. Forbes, Professor of Psychology, Michigan State University, East Lansing, Michigan.
- Dr. Donald Smith, Assistant Professor, Michigan State University, East Lansing, Michigan.
- Mr. Fred Vanosdall, Driver Licensing Specialist, Highway Traffic Safety Center, Michigan State University, East Lansing, Michigan.
- Mr. Jerry Stemler, Highway Safety Specialist, Highway Traffic Safety Center, Michigan State University, East Lansing, Michigan.
- Mr. Adrian Koert, Traffic Engineering Specialist, Highway Traffic Safety Center, Michigan State University, East Lansing, Michigan.

Group Three Jurors

- Mr. John McConnell, Chief, Alcoholism Program, Michigan Department of Public Health, Lansing, Michigan.
- Mr. George H. Stewart, Deputy Director, Office of Drug Abuse and Alcoholism, Lansing, Michigan.
- Dr. Donald E. Hamacheck, Professor, Counseling and Personnel Services, Michigan State University, East Lansing, Michigan.
- Mr. Noel Bufe, Director, Office of Highway Planning, State of Michigan, Lansing, Michigan.
- Dr. Norman Bell, Professor, Counseling and Personnel Services, Associate Director, Learning Systems Institute, Michigan State University, East Lansing, Michigan.
- Mr. Leslie Silvernale, Professor-Emeritus, Driver and Traffic Safety Education Curriculum, Michigan State University, East Lansing, Michigan.
- Mr. Milo Chalfant, Motor Vehicle Licensing Administrator, Department of State, Lansing, Michigan.

APPENDIX B

JUROR INSTRUCTIONS

Group 1

CONCEPT LISTING TO DETERMINE ACCURACY

Please read carefully and complete all of the following items.

Name _____

Position _____

Address _____

The following listing of concepts is gathered from driver education materials and periodical literature, as well as from personal interviews with individuals who have experience in driver education and general education programs.

Please read the following list of concepts with the following criteria in mind.

ARE THESE CONCEPTS CORRECT AND ARE THEY WRITTEN
WITHIN THE CURRENT BOUNDS OF RESEARCH IN DRIVER
EDUCATION AND GENERAL EDUCATION?

Place an "X" before each of the concepts if you feel the concept is correct. If you feel the concept is inaccurate please make the changes you feel are necessary to make it accurate. If you feel the item should be deleted, cross it out.

Any comments or additions you can make would be most appreciated.

Following are examples of concepts contained in the listing.

H. THE PHYSICAL ASPECTS OF
DRIVING.

- | | |
|---|---|
| 120. A driver's general health affects his total driving performance. | 122. The driver must be aware of his physical condition and operate a motor vehicle only when it will enable him to do so safely. |
| 121. A safe driver keeps physically fit. | 123. Side vision decreases as the car's speed increases. |

APPENDIX C

JUROR INSTRUMENT GROUP 1

Group 1

CONCEPTS THAT MAY BE USED IN A PARENTAL INVOLVEMENT PROGRAM IN DRIVER EDUCATION

I. THE PARENTS RIGHTS IN RELATION TO THEIR CHILD'S DRIVING PRIVILEGE.

1. The parent has the right to say whether his child will or will not obtain a drivers license.

Michigan Vehicle Code

2. In some states the parent may have the state revoke their childs privilege to drive, if they feel the child is abusing the privilege.

Michigan Vehicle Code

3. The parent has the right to determine how, when, and where his child will operate a motor vehicle.
4. The parent has the right to expect that the child will operate the motor vehicle in such a manner that it will keep the maintenance on the vehicle at a low level.

II. THE PARENT HAS ADDED RESPONSIBILITIES WHEN HIS CHILD LEARNS TO DRIVE.

5. The parent has a responsibility to set a good example while driving.
6. The parent has to teach his child to respect the rights of others.

7. Financial responsibility laws require an owner or driver of a motor vehicle involved in an accident to furnish evidence of ability to pay for the damages caused.

Michigan Vehicle Code

8. The parent is legally and personally responsible for his child's automobile accidents.

Michigan Vehicle Code

9. Unless a driver is seriously injured he is responsible for reporting to the proper authorities the damage and injury incurred in a motor vehicle accident, if they are within the limitations set in the law.

Michigan Vehicle Code

10. The owner of a motor vehicle should have it properly registered and licensed.

Michigan Vehicle Code

11. The parent has the responsibility to keep his motor vehicle in safe working order.

Michigan Vehicle Code

12. The parent has the responsibility to see that the child obeys traffic laws.

13. The parent should co-operate with the driver education instructor to help prepare his child for his expanding responsibilities.
 14. The parent should assist in the development of the same driving techniques that are taught in the driver education program.
 15. The parent and child should if possible agree on a level of performance which will indicate that the child has reached a minimal level of operational skill, and judgment and then may use the family car independently.
 16. The parent should see that his child receives adequate amounts of practice driving time.
- III. WHAT THE PARENTS SHOULD KNOW ABOUT DRIVER EDUCATION.
17. Systematic driving instruction is more effective than a trial and error method.
 18. Man needs formal preparation to perform the varied traffic related tasks of which driving is the most prominent.
- H.U.F.S.A.M. Resource curriculum
19. Through knowledge of the driving task the amount of driving experience needed to become an effective driver may be reduced.
 20. An appreciation should be developed within the parent for the teaching task with the child in driver education.
 21. Education for traffic safety should have its foundations in the elementary school.
- H.U.F.S.A.M. Resource curriculum
22. The secondary school is uniquely qualified to prepare young people for entrance into the traffic system as operators.
- H.U.F.S.A.M. Resource curriculum
23. The driver education instructor may have other responsibilities for which he is primarily accountable.
 24. A high percentage of the driver education programs are offered on a part time or seasonal basis.
- Michigan Department of Education Data.
25. The driver education program may be limited by the lack of physical facilities, equipment and materials.
 26. The driver education program may be conducted only during the summer months, limiting the types of driving experiences to which the child may be exposed.

Driver Education Programming
Michigan Department of
Education

27. The time allocated for the driver education program may be the minimum amount allowed by law, limiting the activities which can be used.

Driver Education Programming
Michigan Department of
Education

28. The time of day when driver education is offered may hinder the learning process.
29. The driver education program may not be able to provide students the total range of driving experiences needed to operate a motor vehicle safely in all driving situations, because of monetary shortages, limitations on when the program is offered during the school day or the over-all length of the program.
30. The classroom phase of driver education should develop cooperation through understanding between the road users.
31. The classroom method of driver education is basically academic in nature, covering knowledge and attitude concepts.

Driver and Traffic Safety
Education
Aaron & Strasser

32. The on the road phase of the driver education instruction provides real traffic experience.

Driver and Traffic Safety
Education
Aaron & Strasser

33. The on the road methods of instruction provides immediate application of the lesson to the driving situation.

Driver and Traffic Safety
Education
Aaron & Strasser

34. The on the road phase of instruction provides direct instructional supervision under a qualified instructor.

D.A.T.S.E. Aaron & Strasser

35. The driving simulation method aids in the development of basic visual habits, perceptual capabilities, and appropriate behavioral response patterns in a wide variety of potentially hazardous situations.

The Driving Simulation Method
H.U.F.S.A.M.

36. Driving simulation methods are used to develop competencies so that the student learns to (a) identify key segments of the traffic environment, (b) predict the actions of others, (c) decide the best response for the situation, and (d) execute the decision in a properly timed way.

The Driving Simulation
Method. H.U.F.S.A.M.

37. The multi-car driving range method tries to develop fundamental skills in the manipulative as well as perceptual areas.

The Multiple Car Method
H.U.F.S.A.M.

38. The multi-car range method of instruction permits several automobiles to be operated simultaneously on a special off-street facility under the direction of one or more teachers.

The Multiple Car Method
H.U.F.S.A.M.

39. The multi-car method of instruction increases the teacher student ratio.

The Multiple Car Method
H.U.F.S.A.M.

40. Multi-car ranges operating with six cars or more can develop driver interactions, yet maximize economy by using only one instructor.

The Multiple Car Method
H.U.F.S.A.M.

41. The multi-car method places the teacher outside the vehicle, therefore, the student is free to learn how to handle driving situations independently.

The Multiple Car Method
H.U.F.S.A.M.

- IV. MEANS OF DEVELOPING PARENTAL INTEREST AND COOPERATION IN DRIVER EDUCATION.
42. Letters can be sent to the parent to gain parental interest and cooperation.
43. Weekly or semi-monthly progress reports could be mailed to the parent, including content material which might assist the parent.
44. Telephone conversations might be used to gain the interest and cooperation of the parent.
45. Telephone conversations with the parent might be used to report student progress.
46. Large group meetings for the parent might be held, to gain parental interest in driver education.
47. Small group meetings can be used to develop interpersonal relationships with the parent as well as to gain his interest and cooperation.
48. Individual parent conferences can be used to obtain interest and cooperation of the specific parent.
49. Adult education programs in driver education could be developed to gain parental interest and cooperation in the student program.

50. Explanitory mini-lessons on range, simulation, classroom and in the on road method.

51. Parent- teacher- student planning sessions could be held to develop interest and cooperation in the driver education program.

V. MEANS BY WHICH THE PARENT CAN DIRECTLY ASSIST HIS CHILD WITH THE TASK OF LEARNING TO DRIVE.

52. The parent can prepare his child for driving by assisting in the developing of a positive self image in the child.

Hildreth, Gertrude "Some Principles of Learning Applied to Reading" Remedial Reading An Anthology of Sources

53. The parents can prepare their child for driver education by relating to him a positive example of proper driving behavior.

54. The parent can prepare his child for driver education by developing with him the proper automobile riding techniques.

A.A.S.A. Eighteenth Yearbook 1940.

55. The parent can assist in the driver education program, once the child is involved, by allowing

time for practice driving and discussing with him proper driving techniques.

56. The parent could be involved in the classroom phase to work with students who have difficulty with the content material because of a learning disability.

International Reading Association Handbook for The Volunteer Tutor. Rauch, Sideny J. 1969.

57. The parent can assist the child in the driver education program by attending parental involvement activities and encouraging the child whenever it is possible.

58. The parent might be able to assist in the development of a field trip or demonstration for the driver education students.

Reeves, Parents and The School.

59. The parent may be able to work with the individual students, or small groups of students, to assist them in obtaining information which the student could then report back to the class.

Reeves, Parents and The School.

60. The parent could work as a group leader or discussion participant to develop concepts pertaining to driver education related issues, in the driver education class.

Aver, J., Henry Lee Ewbank
Handbook For Discussion
Leaders

61. The parent might be brought into the classroom phase of the driver education program as a guest lecturer or resource person for a group discussion.

Reeves, Parents And The School.

62. The parent could be used in the multi-car range portion of the driver education program to assist students who are having difficulty developing the necessary perceptual or manipulative skills independently.

63. The parent can help develop advanced driving skills in his child by assisting and working with the child after the completion of the driver education program.

Driver Education Programming
Michigan Department of
Education

VI. WHAT PARENTS MUST KNOW
 ABOUT DRIVING VIOLATIONS
 AND ACCIDENT PROBLEMS
 FOR YOUNG DRIVERS.

64. The parent should be aware of defensive driving techniques.

65. The desire or necessity to drive in society for social and economic purposes is illustrated by the fact that almost

all of the males and better than half of the females of driving age are licensed each year.

Youth and Traffic Safety
Education. N.T.S.B.

66. Traffic accidents are usually the result of a combination of circumstances.

67. Most motor vehicle accidents are due to driver failure, carelessness, or violations of manmade laws or forces of nature.

Aaron & Strasser, D.A.T.S.E.

68. The vehicles condition and age may affect the fatality rates of drivers and passengers.

Youth and Traffic Safety
Education. N.T.S.B.

69. Youthfulness is an important factor to consider when looking at violations or accident rates.

Youth and Traffic Safety
Education. N.T.S.B.

70. The fact that young drivers are involved in a high proportion motor vehicle accidents is not new.

Youth and Traffic Safety
Education. N.T.S.B.

71. Highway accidents cause approximately half of all deaths among youths between the ages of 15-24.

Youth and Traffic Safety Education. N.T.S.B.

72. The years from 15 to 24 probably encompass the period of greatest change in an individual's life.

Youth and Traffic Safety Education. N.T.S.B.

73. It is predominantly the young male driver who accounts for the majority of losses in automobile accidents (age 15-24).

Youth and Traffic Safety Education. N.T.S.B.

74. The fatality rate among new drivers is much higher than for all drivers.

Youth and Traffic Safety Education. N.T.S.B.

75. Youthful drivers are in fatal highway accidents, and in total accidents, more often than their proportion of the driving population, or their use of the automobile would predict.

Youth and Traffic Safety Education. N.T.S.B.

76. Young male drivers have a high accident rate per 100,000 miles driven, under night time conditions.

Youth and Traffic Safety Education. N.T.S.B.

77. Inexperience in driving is an important factor to consider when looking at the traffic law violations or accident rates.

Youth and Traffic Safety Education. N.T.S.B.

78. Young drivers are more likely to own and maintain older, less well-maintained vehicles, than the general population.

Youth and Traffic Safety Education. N.T.S.B.

79. Night time driving increases the chance of accidents.

Accident Facts. 1971 Edition

80. A large number of all accidents after midnight involve drinking drivers.

81. The young inexperienced driver who drinks may have a double hazard to face.

82. A driver's chances of having an accident are increased if the level of alcohol in his blood is only 0.05%.

VII. WHAT PARENTS MUST KNOW ABOUT THE SAFE OPERATION OF A MOTOR VEHICLE.

83. Safe driving results in part from observation of both manmade and natural laws.

84. The motor vehicle operator is responsible for knowing his legal responsibilities.
85. The driver should maintain his vehicle so that it is safe to operate in the traffic environment.
86. A safe driver should continually seek new ways to improve his driving abilities.
87. When driving in traffic defensive driving tactics should be applied.
88. The driver should be able to judge time-space relationships that are constantly changing.
89. The driver should be able to use seeing skills, so that he might read correctly and gain an understanding of the patterns of traffic around him.
90. The driver should be able to coordinate his hands, feet, eyes and other senses in order to handle a motor vehicle.
91. The driver should know his vehicle well enough that he knows its limitations.
92. The driver should be able to identify potential hazards as he approaches them.
93. The driver should be able to make a prediction as to what is going to happen as a result of change occurring in the driving environment around it.
94. The driver should be able to decide the best action to take to avoid a hazardous situation.
95. The driver should be capable enough to handle his vehicle in such a manner that he avoids hazardous situations.
96. Entering and exiting a vehicle may be a dangerous maneuver in a high volume traffic area.
97. Passing at, or near, the crest of a hill, on a curve, or at an intersection, could be a very dangerous maneuver.
98. When completing a passing maneuver the driver should leave adequate space between himself and the vehicle passed (one car length for each 10 m.p.h.).
99. The outside and inside rear view mirrors on the vehicle only give a partial view of what is to the rear and side of the vehicle, a head check must be used for a total view.
100. The driver should signal any change of direction.

- 101. The driver should remain in the lane he is traveling in unless he searches, then signals, that he is going to change directions.
- 102. The driver should understand traffic regulations and signs.
- 103. The official signs along roadways carry messages not only in the written text, but in their size, shape, and color.
- 104. When it is necessary to make an emergency stop along a roadway the driver should pull his vehicle off the pavement if it is possible.
- 105. The driver should be aware of the roles the environment plays in the operation of the vehicle.
- 106. Night speeds should usually be lower than those operated at during the day because visibility is reduced.
- 107. When driving at night headlight beams should be depressed to low when meeting or overtaking another vehicle.
- 108. When driving in adverse conditions such as snow or fog, low beam headlights usually increase visibility.
- 109. When a car skids, the driver should avoid braking, and should turn the front wheels into the direction of the skid.
- 110. When environmental conditions warrant it, speed should be reduced. (Slippery roads, fog, snow, etc.).
- VIII. THE SOCIAL ASPECT OF DRIVING.
- 111. The automobile in America has changed customs, family activities, and domestic points of view.
- 112. Driving is a privilege not a right granted by the state.
- 113. Operating a motor vehicle may give the child greater freedom from parental supervision.
- 114. The ability to operate a motor vehicle may open the door to independent social interaction with peers.
- 115. Traffic laws are developed out of social needs, and designed to protect individuals.
- 116. Traffic laws are developed out of social needs to promote smooth, efficient traffic flow.
- 117. The driver should respect the rights of others using the roadway, including pedestrians, motorcycle drivers, buses, trucks, and other automobiles.

- 118. The traffic accident is one example of mans' inability to successfully perform his social responsibilities.
 - 119. Alcohol may affect the drinking driver by relaxing his social inhibitions and restraints.
 - IX. THE PHYSICAL ASPECTS OF DRIVING.
 - 120. A driver's general health affects his total driving performance.
 - 121. A safe driver keeps physically, mentally, and emotionally fit.
 - 122. The driver must be aware of his physical and emotional conditions and operate a motor vehicle only when they will enable him to do so safely.
 - 123. The temporarily ill driver may have more difficulty remaining alert than the driver that is not ill.
 - 124. Chronic illness may interfere with an individual's ability to operate a motor vehicle safely.
 - 125. A driver needs good visual acuity, a good field of vision, good depth perception, and good night vision, as well as good color vision.
 - 126. Side vision decreases as the car's speed increases.
 - 127. Dark glasses and tinted windshields cut down the eyes' efficiency at night.
 - 128. The driver with a permanent or temporary loss of hearing must make more use of his eyes.
 - 129. The fatigued driver may require additional time, in seconds, to make decisions.
 - 130. The fatigued driver is apt to fall asleep behind the wheel.
 - 131. Taking rest periods during extended drives is better than taking drugs to ward off fatigue.
 - 132. Smoking may cause a driver to be involved in more traffic accidents because carbon monoxide deposits in the blood may adversely affect the physical functions of the body.
- Columbia University Study.
- 133. The use of drugs while driving may cause slowed reaction time, acute irritability, impaired depth perception, faulty judgment, drowsiness, illusions, intoxication, and poor coordination.
- Drugs: Their Use and Abuse.

134. The drug user, as well as those using other dangerous substances, are a serious traffic hazard both as drivers and pedestrians.

135. The effect of marihuana on the driver seems to be similar to the effects of moderate amounts of alcohol on the driver.

For Your Information:
Governor's Office of
Drug Abuse.

136. Most recently learned tasks are first to be forgotten under the influence of alcohol.

137. Complicated motor or judgmental tasks may become more difficult, if not impossible, when under the influence of alcohol.

138. Alcohol affects the drinking driver by hampering his muscular coordination, and slowing his reaction time.

139. Alcohol affects the drinking driver by making him unable to give his full attention to the driving task.

140. Alcohol may affect the drinking driver by interfering with his peripheral vision and slowing his reaction to light intensities.

141. In young, inexperienced drivers, small blood alcohol levels can affect the persons driving (0.02% B.A.L.).

142. Equal amounts of alcohol in the blood stream may make the experienced drinker biologically just as intoxicated as the novice drinker, if their body size and physical conditions are equal.

143. Two or three drinks within one hour may raise a drivers blood alcohol level to 0.05%.

144. Vision may become impaired with relatively low blood alcohol levels (0.04% B.A.L.).

Alcohol Education For Classroom
and Community.

145. Alcohol consumption may produce reduced depth perception.

Notes On Alcohol Education For
Teachers.

146. Moderate to heavy amounts of alcohol may reduce peripheral vision.

Notes On Alcohol Education For
Teachers.

147. The field of frontal vision may be shortened by high concentrations of blood alcohol (0.20% or above B.A.L.).

148. Loss of visual acuity (or sharpness of objects may be created by even small amounts of alcohol. (0.01% to 0.02%).

Notes On Alcohol Education
For Teachers.

X. THE PSYCHOLOGICAL ASPECTS
OF DRIVING.

149. The operation of a motor vehicle may be a major step toward adulthood.
150. The ability to operate a motor vehicle may place the operator in a position of power.
151. The parent should consult the child to determine what he (the child) feels the driving task includes.
152. Listening to the child's side, including his feelings toward driving, is an important aspect of parental communication.
153. The parent should communicate to the child that he has a positive concern for him.
154. The parent should communicate to the child that he believes the child has personal worth.
155. The parent should make the child feel that by learning to drive effectively he is pleasing his parent and improving his own social position.
156. Warm communication between parent and child may help learning to occur.
157. The parent has extended contact with the child which should enable him to communicate with the child most effectively.
158. Discussions, not arguments, between parent and child should be a means of voicing contradictory opinions.
159. Parental outbursts of anger toward the child may inhibit the learning process.
160. The degree that the child has learned, or hasn't learned, to take responsibility in the home may be reflected in the driving situation.
161. The driver that resents authority or restrictions upon his behavior may tend to view traffic regulations as unnecessary, for himself.
162. The interpersonal relationships established between parent and child is very important in the practice driving situation.
163. Hostile feelings between the parent and child may inhibit the learning process.
164. Drivers occasionally become mentally or emotionally upset and suffer feelings that might negatively affect their driving performance.

- 165. Anger may cause a driver to drive unsafely.
- 166. Strong emotional disturbances may tend to adversely affect the drivers' ability to think clearly and act wisely.
- 167. Alcohol may affect the drinking driver by increasing his self confidence, causing him to take unnecessary risks.
- 168. Alcohol may affect the drinking driver by impairing his judgment.
- 173. The task of driving a motor vehicle occurs within the context of a highway transportation system.
- 174. Traffic and highway engineers try to design the system to fit more capabilities, so that they can reach their destinations safely, conveniently, and economically.
- 175. The efficiency of the highway transportation system depends on the performance of public officials as well as highway users.

XI. THE HIGHWAY TRANSPORTATION SYSTEM.

- 169. Driving is probably one of the most hazardous activities people engage in.
- 170. Highway transportation is more hazardous than rail, water, or air transportation.

H.U.F.S.A.M. Accident Facts.

- 171. A highway transportation system effectiveness is measured on the basis of how well it does the job intended.
- 172. Educators try to develop man to such a point that he is better able to operate within the present highway transportation system.

H.U.F.S.A.M. Accident Facts

- 176. The highway transportation system may provide a profession for the child.

H.U.F.S.A.M. Resource Curriculum.

- 177. The highway transportation system may become a major means of recreation for the child.

- 178. The growth and development of a nation largely depends upon the capability of its transportation system to move persons and goods to desired locations safely, rapidly, and efficiently.

H.U.F.S.A.M. Resource Curriculum.

179. The development and management of highway transportation involves millions of people working in business, manufacturing, and public administration fields.

H.U.F.S.A.M. Resource Curriculum.

180. Emergency medical care and transportation for those injured in traffic accidents is necessary to decrease the number of deaths.

181. Police traffic supervision is designed to control and insure effective movement of traffic on the roadways.

182. Motor vehicle registration procedures furnish a means of identification of vehicle ownership for legal, administrative, and research purposes.

183. The traffic court system is an official control to determine guilt or innocence and impose penalties on those convicted for violation of traffic laws.

H.U.F.S.A.M. Resource Curriculum.

184. Driver licensing programs help limit the vehicle operation to those physically and mentally qualified to drive.

H.U.F.S.A.M. Curriculum.

185. Traffic laws serve as standards of conduct, and as legal framework for controlling vehicle and pedestrian usage of the highway traffic safety system.

H.U.F.S.A.M. Resource Curriculum.

186. The federal government became more actively involved with highway transportation safety with the passage of the Highway Safety Act of 1966.

APPENDIX D

JUROR DELETED CONCEPTS GROUP 1

JUROR DELETED CONCEPTS GROUP 1

- 20. An appreciation should be developed within the parent for the teaching task with the child in driver education.
- 42. Letters can be sent to the parent to gain parental interest and cooperation.
- 43. Weekly or semi-monthly progress reports could be mailed to the parent, including content material which might assist the parent.
- 44. Telephone conversations might be used to gain the interest and cooperation of the parent.
- 45. Telephone conversations with the parent might be used to report student progress.
- 46. Large group meetings for the parents might be held to gain parental interest in driver education.
- 47. Small group meetings can be used to develop interpersonal relationships with the parent as well as to gain interest and cooperation.
- 48. Individual parent conferences can be used to obtain interest and cooperation of the specific parent.
- 49. Adult education programs in driver education could be developed to gain parental interest and cooperation in the student program.
- 50. Explanatory mini-lessons on range, simulation, classroom and in the on-the-road method.
- 51. Parent-teacher-student planning sessions could be held to develop interest and cooperation in the driver education program.
- 64. The parent should be aware of defensive driving techniques.
- 84. The motor vehicle operator is responsible for knowing his legal responsibilities.
- 96. Entering and exiting a vehicle may be a dangerous maneuver in a high volume traffic area.

- 97. Passing at, or near, the crest of a hill, on a curve, or at an intersection, could be a very dangerous maneuver.
- 98. When completing a passing maneuver the driver should leave adequate space between himself and the vehicle passed (One car length for each 10 m.p.h.).
- 101. The driver should remain in the lane he is travelling in unless he searches, then signals, that he is going to change directions.
- 104. When it is necessary to make an emergency stop along a roadway the driver should pull his vehicle off the pavement if it is possible.

APPENDIX E

INFORMATION FOR PROSPECTIVE JURORS GROUP 2

Group 2

CONCEPTS OF PARENTAL INVOLVEMENT IN DRIVER EDUCATION WHICH MIGHT BE USED IN CONJUNCTION WITH FORMAL STUDENT DRIVER EDUCATION PROGRAM

Information For Prospective Jurors

The purpose of this study is to determine the relative importance of concepts relating to parental involvement in student driver education programs in secondary schools.

The concepts have been gathered from driver education material, periodicals, and from personal interviews with individuals with experience in driver education and general education programs. The concepts have been checked for duplication and it is now when I could use your assistance.

Included is a listing of concepts in a list format. An example is included. Your part in the study will be, first, to indicate whether you believe the statement is accurate, and if not, indicate how you feel it might be corrected or changed.

The second part of the study will be concerned with obtaining a listing of the relative importance of the validated concepts. This list of concepts will be submitted to a national group of college driver education instructors, driver education coordinators, State Departments of Education representatives, and driver education instructors on the high school level. The rank ordering will be examined and comparisons made between the individuals participating and the topical areas under which the various concepts fall.

The above study cannot proceed without your cooperation. The only compensation I can offer you is a summary of the study results, and the satisfaction and knowledge that you have assisted in the effort.

Your aid is earnestly requested. Please return this listing as soon as possible to:

Frank J. Gruber IV
521 Sunrise Court
East Lansing, Michigan 48823

APPENDIX F

JUROR INSTRUCTIONS GROUP 2

Group 2 and 3

CONCEPT LISTING TO DETERMINE ACCURACY

Please read carefully and complete all of the following items.

Name _____

Position _____

Address _____

The following listing of concepts is gathered from driver education materials and periodical literature, as well as from personal interviews with individuals who have experience in driver education and general education programs.

Please read the following list of concepts with the following criteria in mind.

ARE THESE CONCEPTS CORRECT AND ARE THEY WRITTEN
WITHIN THE CURRENT BOUNDS OF RESEARCH IN THE
AREAS TO WHICH THEY PERTAIN?

Place an "X" before each of the concepts if you feel the concept is correct. If you feel the concept is inaccurate please make the changes you feel are necessary to make it accurate. If you feel the item should be deleted, cross it out.

Any comments or additions you can make would be most appreciated.

Following are examples of concepts contained in the listing.

A. THE HIGHWAY TRANSPORTATION SYSTEM.

1. Driving is probably one of the most hazardous activities people engage in.
2. Highway transportation is more hazardous than rail, water, or air transportation.
3. Highway transportation system effectiveness is measured on the basis of how well it does the job intended.
4. Educators try to develop man to a point that he is able to operate within the present highway transportation system.

APPENDIX G

JUROR INSTRUMENT GROUP 2

Group 2

CONCEPTS THAT MIGHT BE USED IN A PARENTAL INVOLVEMENT PROGRAM IN DRIVER EDUCATION

Concepts The Parent Should Know Dealing With Driving

A. THE HIGHWAY TRANSPORTATION SYSTEM.

1. Driving is probably one of the most hazardous activities people engage in.
2. Highway transportation is more hazardous than rail, water, or air transportation.
3. Highway transportation system effectiveness is measured on the basis of how well it does the job intended.
4. Educators try to develop man to a point that he is able to operate within the present highway transportation system.
5. The task of driving a motor vehicle occurs within the context of the highway transportation system.
6. Traffic and highway engineers try to design the system to fit more of the driver's capabilities, so they can reach their destinations safely, conveniently, and economically.
7. The efficiency of the highway transportation system depends on the performance of public officials as well as highway users.
8. The highway transportation system may provide a profession for the child.
9. The highway transportation system may become a major means of recreation for the child.
10. The growth and development of a nation largely depends upon the capability of its transportation system to move persons and goods to desired locations safely, rapidly, and efficiently.
11. The development and management of highway transportation involves millions of people working in business, manufacturing, and public administration fields.

12. Emergency medical care and transportation for those injured in traffic accidents is necessary to decrease the number of deaths.
13. Police traffic supervision is designed to control and insure effective movement of traffic on the roadways.
14. Motor vehicle registration procedures furnish a means of identification of vehicle ownership for legal, administrative, and research purposes.
15. The traffic court system is an official control to determine guilt or innocence and impose penalties on those convicted of traffic laws.
16. The desire, or necessity to drive in society for social and economic reasons is illustrated by the fact that almost all of the males, and better than half of the females, of driving age are licensed each year.
17. Driver licensing programs help limit the vehicle operation to those physically and mentally qualified to drive.
18. Traffic laws serve as standards of conduct and as legal framework for controlling vehicle and pedestrian use of the highway traffic safety system.
19. The federal government became more actively involved with highway transportation safety with the passage of the Highway Safety Act of 1966.

B. THE PARENTS' RIGHTS IN RELATION TO THEIR CHILDS' DRIVING PRIVILEGE.

20. The parent has the right to say whether his child will or will not obtain a drivers license.
21. In some states the parent may have the state revoke his child's privilege to drive, if the parent feels the child is abusing the privilege.
22. The parent has the right to determine how, when, and where, his child will operate a motor vehicle.
23. The parent has the right to expect that the child will operate the motor vehicle in such a manner that it will keep the maintainence on the vehicle at a low level.

C. THE PARENT'S RESPONSIBILITIES BECOME EVEN MORE APPARENT WHEN HIS CHILD LEARNS TO DRIVE.

24. The parent has a responsibility to set a good example while driving.
25. The parent has a responsibility to teach his child to respect the rights of others.
26. Financial responsibility laws require an owner, or driver of a motor vehicle involved in an accident, to furnish evidence of ability to pay for the damage caused.
27. The parent is both legally and financially responsible for his child's automobile accidents.
28. Unless a driver is seriously injured he is responsible for reporting to the proper authorities the damage and injury incurred in a motor vehicle accident, if they are within the limitations set by the law.
29. The owner of a motor vehicle must have it properly registered and licensed.
30. The parent has the responsibility to keep his motor vehicle in safe working order.
31. The parent has the responsibility to see that the child obeys traffic laws.
32. The parent should cooperate with the driver education instructor to help prepare his child for his expanding driving responsibilities.
33. The parent should assist in the development of the same driving techniques that are taught in the driver education program.
34. The parent and child should, if possible, agree on a level of performance which will indicate that the child has reached a minimal level of operational skill and judgment, so he may then use the family car independently.
35. The parent should see that his child receives an adequate amount of practice driving time.

D. WHAT THE PARENT SHOULD KNOW ABOUT DRIVER EDUCATION.

36. Systematic driving instruction is more effective than a trial and error method.
37. Man needs formal preparation to perform the varied traffic related tasks of which driving is the most prominent.
38. Through knowledge of the driving task the amount of driving experience needed to become an effective driver may be reduced.
39. Education for traffic safety should have its foundation in the elementary school.
40. The secondary school is uniquely qualified to prepare young people for entrance into the traffic system as operators.
41. The driver education instructor may have other responsibilities that he is primarily accountable for.
42. A high percentage of driver education programs are offered on a part-time or seasonal basis.
43. The driver education program might be limited by the lack of physical facilities, equipment, and/or materials.
44. The driver education program might be conducted only during the summer months, limiting the types of driving experiences the child may be exposed to.
45. The time allocated for the driver education program might be the minimum amount allowed by law, limiting the activities which can be done.
46. The time of day when driver education is offered might hinder the learning process.
47. The driver education program might not be able to provide students with the total range of driving experiences needed to operate a motor vehicle safely in all driving situations, because of monetary limitations.
48. The classroom phase of driver education should develop cooperation, through understanding, between the road users.

49. The classroom method of driver education is basically academic in nature, covering knowledge and attitude concepts.
50. The on-the-road phase of the driver education instructional program provides real traffic experience.
51. The on-the-road method of instruction provides immediate application of the lesson to the driving situation.
52. The on-the-road phase of instruction provides direct instructional supervision by a qualified instructor.
53. The driving simulation method aids in the development of basic visual habits, perceptual capabilities, and appropriate behavioral response patterns in a wide variety of potentially hazardous situations.
54. Driving simulation methods are used to develop competencies so that the student learns to (a) identify key segments of the traffic environment, (b) predict the actions of others, (c) decide the best response for the situation, and (d) execute the decision in a properly timed way.
55. The multi-car driving range method tries to develop fundamental skills in the manipulative as well as perceptual areas.
56. The multi-car driving range method of instruction permits several automobiles to be operated simultaneously on a special off-street facility under the direction of one or more teachers.
57. The multi-car driving method of instruction increases the student ratio per teacher.
58. Multi-car driving ranges operating with six or more cars can develop driver interactions, yet maximize economy by using only one instructor.
59. The multi-car driving method places the teacher outside the vehicle, allowing the student to learn to handle various driving situations independently.

E. WHAT PARENTS MUST KNOW ABOUT DRIVING VIOLATIONS AND ACCIDENT PROBLEMS FOR YOUNG DRIVERS.

60. Traffic accidents are usually the result of a combination of circumstances.
61. Most motor vehicle accidents are due to to driver failure, carelessness, or violations of man-made laws or forces of nature.
62. The vehicle's condition and age may affect the fatality rate of its driver and passengers.
63. Youthfulness is an important factor to consider when looking at violations or accident rates.
64. The fact that young drivers are involved in a high proportion of motor vehicle accidents is not new.
65. Highway accidents cause approximately half of all deaths among youth between the ages of 15 and 24.
66. It is predominantly the young male driver who accounts for the majority of losses in automobile accidents.
67. The fatality rate among new drivers is much higher than for all drivers.
68. Youthful drivers are in fatal highway accidents and in total accidents more often then their proportion of the driving population, or their use of the automobile would predict.
69. Young male drivers tend to have a high accident rate under night time conditions, per 100,000 miles.
70. Inexperience in driving is an important factor to consider when looking at traffic law violations or accident rates.
71. Young drivers are more likely to own and maintain older, less well-maintained vehicles, then the general population.
72. Night time driving increases the chance of accidents.

- 73. A large number of all accidents after midnight involve drinking drivers.
- 74. The young inexperienced driver who drinks may face a double hazard.
- 75. A driver's chances of having an accident are increased if the level of alcohol in his blood is only 0.05%.

F. WHAT PARENTS MUST KNOW ABOUT THE SAFE OPERATION OF A MOTOR VEHICLE.

- 76. Safe driving results, in part, from observations of both man-made and natural laws.
- 77. The driver should maintain his vehicle so that it is safe to operate in the traffic environment.
- 78. A safe driver should continually seek new ways to improve his driving abilities.
- 79. When driving in traffic, defensive driving tactics should be applied.
- 80. The driver should be able to judge time-space relationships that are constantly changing.
- 81. The driver should be able to use visual skills, so that he might correctly read and gain an understanding of the patterns of traffic around him.
- 82. The driver should be able to coordinate his hands, feet, eyes, and other senses in order to handle a motor vehicle safely.
- 83. The driver should know his vehicle well enough that he knows its limitations.
- 84. The driver should be able to identify potential hazards as he approaches them.
- 85. The driver should be able to make a prediction as to what is going to happen as a result of changes occurring in the driving environment around him.
- 86. The driver should be able to decide the best action to take to avoid a hazardous situation.

87. The driver should be capable enough to handle his vehicle in such a manner that he avoids hazardous situations.
88. The driver should maintain an adequate following distance.
89. The outside and inside rear view mirrors on the vehicle give only a partial view of what is to the rear and side of the vehicle.
90. The driver should signal any change of direction.
91. The driver should understand traffic regulations and signs.
92. The official signs along roadways carry messages not only in the written text, but in their sizes, shapes, and colors.
93. The driver should be aware of the role the environment plays in the operation of a vehicle.
94. Night speeds should usually be lower than those operated at during the day because visibility is reduced.
95. When driving at night, to reduce glare for other drivers, headlight beams should be depressed.
96. When driving in adverse conditions such as snow or fog, low beam headlights usually increase visibility.
97. When a car skids the driver should avoid braking, and should turn the front wheels into the direction of the skid.
98. When environmental conditions warrant it, speed should be reduced. (Slippery roads, fog, snow, darkness).

G. THE SOCIAL ASPECT OF DRIVING.

99. The automobile in America has changed customs, family activities, and domestic points of view.
100. driving is a privilege, not a right granted by the state.
101. Operating a motor vehicle may give the child greater freedom from parental supervision.

- 102. The ability to operate a motor vehicle may open the door to independent social interaction with peers.
- 103. Traffic laws are developed out of social needs, and designed to protect individuals.
- 104. Traffic laws are developed out of social needs to promote smooth, efficient traffic flow.
- 105. The driver should respect the rights of others using the roadway, including pedestrians, motorcycle drivers, buses, trucks, and other automobiles.
- 106. The traffic accident is one example of mans' inability to successfully perform his social responsibilities.
- 107. Alcohol may affect the drinking driver by relaxing his social inhibitions and restraints.

H. THE PHYSICAL ASPECTS OF DRIVING.

- 108. A driver's general health affects his total driving performance.
- 109. A safe driver keeps physically fit.
- 110. The driver must be aware of his physical condition and operate a motor vehicle only when it will enable him to do so safely.
- 111. The temporarily ill driver may have more difficulty remaining alert than the driver that is not ill.
- 112. Chronic illness may interfere with an individual's ability to operate a motor vehicle safely.
- 113. A driver needs good visual acuity, field of vision, depth perception, night vision, and color vision.
- 114. The clarity of side vision decreases as the car's speed increases.
- 115. Dark glasses and tinted windshields cut down the eyes' efficiency at night.
- 116. The driver with a permanent or temporary loss of hearing must make more use of his eyes.

117. The fatigued driver may require additional time, in seconds, to make decisions.
118. The fatigued driver is apt to fall asleep behind the wheel.
119. Taking rest periods during extended drives is better than taking drugs to ward off fatigue.
120. Smoking may cause a driver to be involved in more traffic accidents because carbon monoxide deposits in the blood may adversely affect the physical functions of the body.
121. The use of drugs while driving may cause slowed reaction time, acute irritability, impaired depth perception, faulty judgment, drowsiness, illusions, intoxication, and poor coordination.
122. The drug user, as well as those using other dangerous substances, may be a serious traffic hazard both as a driver and a pedestrian.
123. The effect of marihuana on the driver seems to be similar to the effects of moderate amounts of alcohol on the driver.
124. Most recently learned tasks are the first to be forgotten under the influence of alcohol.
125. Complicated motor or judgmental tasks may become more difficult, if not impossible, when under the influence of alcohol.
126. Alcohol affects the drinking driver by hampering his muscular coordination and slowing his reaction time.
127. Alcohol affects the drinking driver by making him unable to give his full attention to the driving task.
128. Alcohol may affect the drinking driver by interfering with his peripheral vision and slowing his reaction to light intensities.
129. In young, inexperienced drivers, small blood alcohol levels can affect the person's driving (0.02% B.A.L.).
130. Equal amounts of alcohol in the blood stream may make the experienced drinker biologically just as

intoxicated as the novice drinker, if their body size and physical conditions are equal.

- 131. Two or three drinks within one hour may raise a driver's blood alcohol level to 0.05%.
- 132. Vision may become impaired with relatively low blood alcohol levels (0.05% B.A.L.).
- 133. Alcohol consumption may produce reduced depth perception.
- 134. Moderate to heavy amounts of alcohol may reduce peripheral vision.
- 135. The field of frontal vision may be shortened by high concentrations of blood alcohol (0.20% or above B.A.L.).
- 136. Loss of visual acuity (or sharpness of objects) may be created by even small amounts of alcohol (0.01% to 0.02%).

I. THE PSYCHOLOGICAL ASPECTS OF DRIVING.

- 137. The operation of a motor vehicle might be a major step toward adulthood.
- 138. The ability to operate a motor vehicle might place the operator in a position of power.
- 139. Drivers occasionally become mentally or emotionally upset and suffer feelings that might negatively affect their driving performance.
- 140. Anger may cause a driver to drive unsafely.
- 141. Strong emotional disturbances may tend to adversely affect the driver's ability to think clearly and act wisely.
- 142. Alcohol may affect the drinking driver by increasing his self confidence, causing him to take unnecessary risks.
- 143. Alcohol may affect the drinking driver by impairing his judgment.
- 144. The years from 15 to 24 probably encompass the period of greatest change in an individual's life.

- 145. The degree that the child has, or has not, learned to take responsibility in the home may be reflected in the driving situation.
- 146. The driver that resents authority or restrictions upon his behavior may tend to view traffic regulations as unnecessary for himself.
- 147. The interpersonal relationships established between parent and child is very important in the practice driving situation.

Concepts The Parent Should Be Aware Of When Preparing
His Child To Drive

A. MEANS BY WHICH THE PARENT CAN DIRECTLY ASSIST HIS CHILD
WITH THE TASK OF LEARNING TO DRIVE.

- 148. The parent can prepare his child for driving by assisting in the development of a positive self-image in the child.
- 149. The parent can prepare his child for driver education by relating to him a positive example of proper driving behavior.
- 150. The parent can prepare his child for driver education by developing with him the proper automobile riding techniques.
- 151. The parent should consult the child to determine what he (the child) feels the driving task includes.
- 152. Listening to the child's side, including his feelings toward driving, is an important aspect of parent-child communication.
- 153. The parent should communicate to the child that he has a positive concern for him.
- 154. The parent should communicate to the child that he believes the child has personal worth.
- 155. The parent should make the child feel that by learning to drive effectively he is pleasing his parent and, improving his own social position.
- 156. Warm communication between parent and child may help learning to occur.

- 157. The parent has extended contact with the child which should enable him to communicate with the child most effectively.
- 158. Hostile feelings between the parent and child may inhibit the learning process.
- 159. Parental outbursts of anger toward the child may inhibit the learning process.
- 160. Discussions, not arguments, between parent and child should be a means of voicing contradictory opinions.

B. MEANS BY WHICH THE PARENT CAN BE INVOLVED IN AND EXTEND THE FORMAL DRIVER EDUCATION PROGRAM.

- 161. The parent can assist in the driver education program, once the child is involved, by allowing time for practice driving and discussing with him proper driving techniques.
- 162. The parent can be involved in the classroom phase to work with students that have difficulty with the content material because of a learning disability.
- 163. The parent can assist the child in the driver education program by attending parental involvement activities and encouraging the child whenever it is possible.
- 164. The parent might be able to work with the individual students, or small groups of students, to assist them in obtaining information which the student could then report back to the class.
- 165. The parent might be able to assist in the development of a field trip or demonstration for the driver education students.
- 166. The parent could work as a group leader or discussion participant to develop concepts pertaining to driver education related issues, in the driver education class.
- 167. The parent might be brought into the classroom phase of the driver education program as a guest lecturer, or resource person for a group discussion.

168. The parent could be used in the multi-car range portion of the driver education program to assist students who are having difficulty developing the necessary perceptual or manipulative skills independently.
169. The parent can help develop advanced driving skills in his child by assisting and working with the child after the completion of the driver education program.

APPENDIX H

JUROR DELETED CONCEPTS GROUP 2

JUROR DELETED CONCEPTS GROUP 2

- 5. The task of driving a motor vehicle occurs within the context of the highway transportation system.
- 27. The parent is both legally and financially responsible for his child's automobile accidents.
- 123. The effect of marihuana on the driver seems to be similar to the effects of moderate amounts of alcohol on the driver.
- 134. Moderate to heavy amounts of alcohol may reduce peripheral vision.

APPENDIX I

INFORMATION FOR PROSPECTIVE JURORS GROUP 3

Group 3

CONCEPTS OF PARENTAL INVOLVEMENT IN DRIVER EDUCATION WHICH MIGHT BE USED IN CONJUNCTION WITH FORMAL STUDENT DRIVER EDUCATION PROGRAM

Information For Prospective Jurors

The purpose of this study is to determine the relative importance of concepts relating to parental involvement in student driver education programs in secondary schools.

The concepts have been gathered from driver education material, periodicals, and from personal interviews with individuals with experience in driver education and general education programs. The concepts have been checked for duplication and it is now when I could use your assistance.

Included is a listing of concepts in a list format. An example is included. Your part in the study will be, first, to indicate whether you believe the statement is accurate, and if not, indicate how you feel it might be corrected or changed.

The second part of the study will be concerned with obtaining a listing of the relative importance of the validated concepts. This list of concepts will be submitted to a national group of college driver education instructors, driver education coordinators, State Departments of Education representatives, and driver education instructors on the high school level. The rank ordering will be examined and comparisons made between the individuals participating and the topical areas under which the various concepts fall.

The above study cannot proceed without your cooperation. The only compensation I can offer you is a summary of the study results, and the satisfaction and knowledge that you have assisted in the effort.

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Frank J. Gruber IV
521 Sunrise Court
East Lansing, Michigan 48823

APPENDIX J

JUROR INSTRUCTIONS GROUP 3

Group 2 and 3

CONCEPT LISTING TO DETERMINE ACCURACY

Please read carefully and complete all of the following items.

Name _____

Position _____

Address _____

The following listing of concepts is gathered from driver education materials and periodical literature, as well as from personal interviews with individuals who have experience in driver education and general education programs.

Please read the following list of concepts with the following criteria in mind.

ARE THESE CONCEPTS CORRECT AND ARE THEY WRITTEN
WITHIN THE CURRENT BOUNDS OF RESEARCH IN THE
AREAS TO WHICH THEY PERTAIN?

Place an "X" before each of the concepts if you feel the concept is correct. If you feel the concept is inaccurate please make the changes you feel are necessary to make it accurate. If you feel the item should be deleted, cross it out.

Any comments or additions you can make would be most appreciated.

Following are examples of concepts contained in the listing.

A. THE HIGHWAY TRANSPORTATION SYSTEM.

1. Driving is probably one of the most hazardous activities people engage in.
2. Highway transportation is more hazardous than rail, water, or air transportation.
3. Highway transportation system effectiveness is measured on the basis of how well it does the job intended.
4. Educators try to develop man to a point that he is able to operate within the present highway transportation system.

APPENDIX K

JUROR INSTRUMENT GROUP 3

CONCEPTS OF PARENTAL INVOLVEMENT IN DRIVER EDUCATION WHICH
MIGHT BE USED IN CONJUNCTION WITH THE FORMAL
STUDENT DRIVER EDUCATION PROGRAM

CONCEPTS RELATING TO CURRICULUM AND LEARNING THEORY

36. Systematic driving instruction is more effective than a trial and error method.
37. Man needs formal preparation to perform the varied traffic related tasks of which driving is the most prominent.
38. Through knowledge of the driving task the amount of driving experience needed to become an effective driver may be reduced.
39. Education for traffic safety should have its foundation in the elementary school or before.
40. The secondary school is uniquely qualified to prepare young people for entrance into the traffic system as operators.
144. The years from 15 to 24 probably encompass the period of the greatest change in an individual's life.
147. The interpersonal relationships established between parent and child is very important in the practice driving situation.
148. The parent can prepare his child for driving by assisting in the development of a positive self-image in the child.
149. The parent can prepare his child for driver education by relating to him a positive example of proper driving behavior.
154. The parent should demonstrate to the child that he believes the child has personal worth.
155. The parent should make the child feel that by implementing safe driving techniques, he is pleasing his parent and improving his own social position.
156. Warm communication between parent and child may help learning to occur.

157. The parent has extended contact with the child which should enable him to communicate with the child most effectively.
158. Hostile feelings between the parent and child may inhibit the learning process.
159. Parental outbursts of anger toward the child may inhibit the learning process.
160. Discussions and questions, not arguments, between parent and child should be a means of voicing contradictory opinions.
161. The parent can assist in the driver education program, once the child is involved, by allowing time for practice driving and discussing with him proper driving techniques.
162. The parent can be involved in the classroom phase to work with students that have difficulty with the content material because of a learning disability.
163. The parent can assist the child in the driver education program by attending parental involvement activities and encouraging the child whenever it is possible.
164. The parent might be able to work with the individual students, or small groups of students, to assist them in obtaining information which the student could then report back to the class.
165. The parent might be able to assist in the development of a field trip or demonstration for the driver education students.
166. The parent could work as a group leader or discussion participant to develop concepts pertaining to driver education related issues, in the driver education class.
167. The parent might be brought into the classroom phase of the driver education program as a guest lecturer, or resource person for a group discussion.
168. In the multi-car range portion of the driver education program the parent could assist students who are having difficulty developing the necessary perceptual or manipulative skills independently.

169. The parent can help develop advanced driving skills in his child by assisting and working with the child after the completion of the driver education program.

CONCEPTS OF PARENTAL INVOLVEMENT IN DRIVER EDUCATION WHICH
MIGHT BE USED IN CONJUNCTION WITH THE FORMAL
STUDENT DRIVER EDUCATION PROGRAM

CONCEPTS RELATING TO HIGHWAY TRANSPORTATION SYSTEMS

1. Driving is potentially one of the most hazardous activities in which people are engaged.
2. Highway transportation is more hazardous than rail, water, or air transportation.
3. Highway transportation system effectiveness is measured on the basis of how well it moves people and goods safely.
4. Educators try to develop man to a point that he is able to operate efficiently and safely within the present highway transportation system.
5. The task of driving a motor vehicle is determined by the characteristics of the highway transportation system.
6. Traffic and highway engineers try to design the system to fit most of the driver's capabilities, so they can reach their destinations safely, conveniently, and economically.
7. The efficiency of the highway transportation system depends on the performance of public officials as well as highway users.
8. The highway transportation system may later provide a profession for the child.
9. The use of the highway transportation system may furnish a major means of recreation for the child.
10. The growth and development of a nation depends in part upon the capability of its transportation system to move persons and goods to desired locations safely, rapidly, and efficiently.
11. The development and management of highway transportation involves millions of people working in business, manufacturing, and public administration fields.

12. Expedient and appropriate emergency medical care and transportation for those injured in traffic accidents is necessary to decrease the number of deaths.
13. Police supervision is designed to control and insure effective and safe movement of traffic on the roadways.
18. Traffic laws serve as standards of conduct and as legal framework for controlling vehicle and pedestrian use of the highway traffic safety system.
19. The federal government became more actively involved with highway transportation safety with the passage of the Highway Safety Act of 1966.

CONCEPTS OF PARENTAL INVOLVEMENT IN DRIVER EDUCATION WHICH
MIGHT BE USED IN CONJUNCTION WITH THE FORMAL
STUDENT DRIVER EDUCATION PROGRAM

CONCEPTS RELATING TO ALCOHOL

- 74. The young inexperienced driver who drinks may face a double hazard.
- 75. A driver's chances of having an accident are increased if the level of alcohol in his blood is only 0.05%.
- 107. Alcohol may affect the drinking driver by relaxing his social inhibitions and restraints.
- 121. The use of drugs while driving may cause slowed reaction time, acute irritability, impaired depth perception, faulty judgment, drowsiness, illusions, intoxication, and poor coordination.
- 122. The drug user, as well as those using other dangerous substances, independently or in combination, may be serious traffic hazards both as a driver and as a pedestrian.
- 123. The effect of marihuana on the driver may be dangerous.
- 124. Least learned tasks are the first to be forgotten under the influence of alcohol.
- 125. Complicated motor or judgmental tasks may become more difficult, if not impossible, when under the influence of alcohol.
- 126. Alcohol affects the drinking driver by hampering his muscular coordination and slowing his reaction time.
- 127. Alcohol affects the drinking driver by making him unable to give his full attention to the driving task.
- 128. Alcohol may affect the drinking driver by interfering with his peripheral vision and vision against glaring lights.
- 129. In young, inexperienced drivers, small blood alcohol levels can affect the person's driving (0.02% B.A.L.).

- 130. Equal amounts of alcohol in the blood stream may make the experienced drinker biologically just as intoxicated as the novice drinker, if their body size and physical conditions are equal.
- 131. Two or three drinks within one hour may raise a driver's blood alcohol level to 0.05%.
- 132. Mixing drugs and alcohol may cause an adverse chemical reaction in the body of the user, and may negatively affect his driving.
- 133. Vision may become impaired with relatively low blood alcohol levels (0.04% B.A.L.).
- 134. Alcohol consumption may reduce the accuracy of depth perception.
- 135. The field of frontal vision may be shortened by high concentrations of blood alcohol (0.20% or above B.A.L.).
- 136. Reduced visual acuity (or sharpness of objects) may be created by even small amounts of alcohol (0.01% to 0.02%).
- 142. Alcohol may effect the drinking driver by increasing his self confidence, causing him to take unnecessary risks.
- 143. Alcohol may affect the drinking driver by impairing his judgment.

CONCEPTS OF PARENTAL INVOLVEMENT IN DRIVER EDUCATION WHICH
MIGHT BE USED IN CONJUNCTION WITH THE FORMAL
STUDENT DRIVER EDUCATION PROGRAM

CONCEPTS RELATING TO VEHICLE ADMINISTRATION,
DRIVER LICENSING AND RECORDS

1. Driving is potentially one of the most hazardous activities in which people are engaged.
2. Highway transportation is more hazardous than rail, water, or air transportation.
3. Highway transportation system effectiveness is measured on the basis of how well it moves people and goods safely.
6. Traffic and highway engineers try to design the system to fit most of the drivers capabilities, so they can reach their destinations safely, conveniently, and economically.
7. The efficiency of the highway transportation system depends on the performance of public officials as well as highway users.
13. Police supervision is designed to control and insure effective and safe movement of traffic on the roadways.
14. Motor vehicle registration procedures furnish a means of identification of vehicle ownership for legal, administrative, and research purposes.
15. The traffic court system is an official process to determine guilt or innocence and impose penalties on those convicted of traffic law violations.
16. The desire, or necessity to drive in our society for social and economic reasons is illustrated by the fact that almost all of the males, and better than half of the females, of licensing age are licensed each year.
17. Driver licensing programs license only those physically and mentally qualified to drive.
18. Traffic laws serve as standards of conduct and as legal framework for controlling vehicle and pedestrian use of the highway traffic safety system.

19. The federal government became more actively involved with highway transportation safety with the passage of the Highway Safety Act of 1966.
20. The parent has the right to say whether his child will or will not obtain a drivers license.
21. In some states the parent may have the state revoke his child's privilege to drive, if the parent feels the child is abusing the privilege.
22. The parent has the right to determine how, when, and where his child will operate a motor vehicle.
26. Financial responsibility laws require an owner, or driver of a motor vehicle involved in an accident, to furnish evidence of ability to pay for the damage caused.
27. The parent is both legally and financially responsible for his child's automobile accidents under age 18.
28. Unless a driver is seriously injured he is responsible for reporting to the proper authorities the damage and the injury incurred in a motor vehicle accident, if they are beyond the limitations set by law.
29. The owner of a motor vehicle must have it properly registered and licensed.
30. The parent has the responsibility to see that the child obeys traffic laws.
31. The parent has the responsibility to keep his motor vehicle in safe working order.
60. Traffic accidents are usually the result of a combination of circumstances.
61. Most motor vehicle accidents are due to driver failure, carelessness, or violations of man-made laws or forces of nature.
62. The vehicle's condition and age may affect the survival of its driver and passengers.
63. Youthfulness is an important factor to consider when looking at violations or accident rates.
64. The fact that young drivers are involved in a high proportion of motor vehicle accidents is not new.

65. Highway accidents cause approximately half of all deaths among youth between the ages of 15 and 24.
66. It is predominantly the young male driver who accounts for a high percentage of automobile accidents.
67. The fatality rate among beginning drivers is higher than for all drivers.
68. Youthful drivers are in fatal highway accidents and in total accidents more often than their proportion of the driving population, or their use of the automobile would predict.
69. Young male drivers tend to have a high accident rate under night time conditions, per 100,000 miles.
70. Inexperience of the driver is an important factor to consider when looking at traffic law violations or accident rates.
71. Young drivers are more likely to own and maintain older, less well-maintained vehicles, than the general population.
72. Night time driving increases the chances of accidents.
73. A large number of all accidents after midnight involve drinking drivers.
100. Driving should be considered a privilege, not a right granted by the state.
103. Traffic laws are developed out of social needs, and designed to protect individuals.
104. Traffic laws are developed out of social needs to promote smooth, efficient traffic flow.
105. The driver should respect the rights of others using the roadway, including pedestrians, motorcycle drivers, buses, trucks, and other automobiles.

CONCEPTS OF PARENTAL INVOLVEMENT IN DRIVER EDUCATION WHICH
MIGHT BE USED IN CONJUNCTION WITH THE FORMAL
STUDENT DRIVER EDUCATION PROGRAM

CONCEPTS RELATING TO PSYCHOLOGY AND SOCIAL NEEDS

- 25. The parent has a responsibility to teach his child to respect the rights of others.
- 99. The automobile in America has changed customs, family activities, and domestic points of view.
- 101. Operating a motor vehicle may give the child greater freedom from parental supervision.
- 102. The ability to operate a motor vehicle may open the door to independent social interaction with peers.
- 103. Traffic laws are developed out of social needs to promote smooth, efficient traffic flow.
- 104. Traffic laws are developed out of social needs, and designed to protect individuals.
- 105. The driver should respect the rights of others using the roadway, including pedestrians, motorcycle drivers, buses, trucks, and other automobiles.
- 106. The traffic accident is one example of man's inability to successfully perform his social responsibilities.
- 107. Alcohol may affect the drinking driver by relaxing his social inhibitions and restraints.
- 137. The operation of a motor vehicle is seen by youth as a major step toward adulthood.
- 138. The ability to operate a motor vehicle places the operator in a position of physical power.
- 139. Drivers occasionally become mentally or emotionally upset and suffer feelings that might negatively affect their driving performance.
- 140. Anger may cause a driver to drive unsafely.
- 141. Strong emotional disturbances may tend to adversely affect the driver's ability to think clearly and act wisely.

- 142. Alcohol may affect the drinking driver by impairing his judgment.
- 143. Alcohol may affect the drinking driver by increasing his self confidence, causing him to take unnecessary risks.
- 144. The years from 15 to 24 probably encompass the period of greatest change in an individual's life.
- 145. The degree that the child has, or has not, learned to take responsibility in the home may be reflected in the driving situation.
- 146. The driver that resents authority or restrictions upon his behavior may tend to view traffic regulations as unnecessary for himself.
- 147. The interpersonal relationships established between parent and child are very important in the practice driving situation.
- 148. The parent can prepare his child for driving by assisting in the development of a positive self-image in the child.
- 149. The parent can prepare his child for driver education by relating to him a positive example of proper driving behavior.
- 151. The parent should consult the child to determine what he (the child) feels the driving task includes.
- 152. Listening to, and understanding the child's side, including his feelings toward driving, is an important aspect of parent-child communication.
- 153. The parent should demonstrate to the child that he has a positive concern for him.
- 154. The parent should demonstrate to the child that he believes the child has personal worth.
- 155. The parent should make the child feel that by implementing safe driving techniques he is pleasing his parent and improving his own social position.
- 156. Warm communication between parent and child may help learning to occur.

- 157. The parent has extended contact with the child which should enable him to communicate with the child most effectively.
- 158. Hostile feelings between the parent and child may inhibit the learning process.
- 159. Parental outbursts of anger toward the child may inhibit the learning process.
- 160. Discussions and questions, not arguments, between parent and child should be a means of voicing contradictory opinions.

CONCEPTS OF PARENTAL INVOLVEMENT IN DRIVER EDUCATION WHICH
MIGHT BE USED IN CONJUNCTION WITH THE FORMAL
STUDENT DRIVER EDUCATION PROGRAM

CONCEPTS RELATING TO DRIVER EDUCATION CURRICULUM

1. Driving is potentially one of the most hazardous activities in which people are engaged.
4. Educators try to develop man to a point that he is able to operate efficiently and safely within the present highway transportation system.
5. The task of driving a motor vehicle is determined by the characteristics of the highway transportation system.
23. The parent has the right to expect that the child will operate the motor vehicle in such a manner that it will keep the maintenance on the vehicle at a low level.
24. The parent has a responsibility to set a good example while driving.
25. The parent has a responsibility to teach his child to respect the rights of others.
32. The parent should cooperate with the driver education instructor to help prepare his child for his driving responsibilities.
33. The parent should assist in the development of the same driving techniques that are taught in the driver education program.
34. The parent and child should, if possible, agree on a level of performance which will indicate that the child has reached a minimal level of operational skill and judgment, so he may then use the family car independently.
35. The parent should see that his child receives an adequate amount of practice driving time.
36. Systematic driving instruction is more effective than a trial and error method.

37. Man needs formal preparation to perform the varied traffic related tasks of which driving is the most prominent.
38. Through knowledge of the driving task the amount of driving experience needed to become an effective driver may be reduced.
39. Education for traffic safety should have its foundation in the elementary school or before.
40. The secondary school is uniquely qualified to prepare young people for entrance into the traffic system as operators.
41. The driver education instructor may have other responsibilities for which he is primarily accountable.
42. A high percentage of driver education programs are offered on a part-time or seasonal basis.
43. The driver education program might be limited by the lack of physical facilities, equipment, and/or materials.
44. The driver education program might be conducted only during the summer months, limiting the types of driving experiences to which the child may be exposed.
45. The time allocated for the driver education program might be the minimum amount allowed by law, limiting the activities which can be done.
46. The time of day when driver education is offered might hinder the learning process.
47. The driver education program might not be able to provide students with the total range of driving experiences needed to operate a motor vehicle safely in all driving situations, because of monetary limitations.
48. The classroom phase of driver education should develop cooperation, through understanding, between the road users.
49. The classroom method of driver education is basically academic in nature, covering knowledge and attitude concepts.

50. The on-the-road phase of the driver education instructional program provides real traffic experience.
51. The on-the-road phase of instruction provides immediate application of the lesson to the driving situation.
52. The on-the-road phase of instruction provides direct instructional supervision by a qualified instructor.
53. The driving simulation method aids in the development of basic visual habits, perceptual capabilities, and appropriate behavioral response patterns in a wide variety of potentially hazardous situations.
54. Driving simulation methods are used to develop competencies so that the student learns to (a) identify key segments of the traffic environment, (b) predict the actions of others, (c) decide the best response for the situation, and (d) execute the decision in a properly timed way.
55. The multi-car driving range method helps to develop fundamental skills in the manipulative as well as perceptual areas.
56. The multi-car driving range method of instruction permits several automobiles to be operated simultaneously on a special off-street facility under the direction of one instructor.
57. The multi-car driving method of instruction increases the student ratio per teacher.
58. Multi-car driving ranges operating with six or more cars can develop driving interactions, yet maximize economy by using only one instructor.
59. The multi-car driving method places the teacher outside the vehicle, allowing the student to learn to handle various driving situations independently.
76. Safe driving requires, in part, observing both man-made and natural laws.
77. The driver should maintain his vehicle so that it is safe to operate in the traffic environment.

78. A safe driver should continually seek new ways to improve his driving abilities.
79. When driving in traffic, defensive driving tactics should be applied.
80. The driver should be able to judge time-space relationships that are constantly changing.
81. The driver should be able to use visual skills, so that he might correctly read and gain an understanding of the patterns of traffic around him.
82. The driver should be able to coordinate his hands, feet, eyes, and other senses in order to handle a motor vehicle safely.
83. The driver should know his vehicle well enough that he knows its limitations.
84. The driver should be able to identify potential hazards as he approaches them.
85. The driver should be able to make a prediction as to what is going to happen as a result of changes occurring in the driving environment around him.
86. The driver should be able to decide the best action to take to avoid a hazardous situation.
87. The driver should be capable enough to handle his vehicle in such a manner that he avoids hazardous situations.
88. The driver should maintain an adequate following distance.
89. The outside and inside rear view mirrors on the vehicle give only a partial view of what is to the rear and side of the vehicle.
90. The driver should signal any change of direction.
91. The driver should understand traffic regulations and signs.
92. The official signs along roadways carry messages not only in the written text, but in their sizes, shapes, colors, and placement.

93. The driver should be aware of the role the environment plays in the operation of a vehicle.
94. Night speeds should usually be lower than those operated at during the day because visibility is reduced.
95. When driving at night, to reduce glare for other drivers, headlight beams should be depressed.
96. When driving in adverse conditions such as snow or fog, low beam headlights usually increase road visibility.
97. When a car skids the driver should avoid braking, and turn the front wheels into the direction of the skid.
98. When environmental conditions warrant it, speed should be reduced (slippery roads, fog, snow, darkness).
108. A driver's general health affects his total driving performance.
109. A safe driver should keep physically fit.
110. The driver must be aware of his physical condition and operate a motor vehicle only when he can do so safely.
111. The temporarily ill driver may have more difficulty remaining alert than the driver that is not ill.
112. Chronic illness may interfere with an individual's ability to operate a motor vehicle safely.
113. A driver needs good visual acuity, field of vision, depth perception, night vision, and color vision.
114. The clarity of side vision decreases as the car's speed increases.
115. Dark glasses and tinted windshields cut down the eyes' efficiency at night.
116. The driver with a permanent or temporary loss of hearing must make more use of his eyes.
117. The fatigued driver may require additional time, in seconds, to make decisions.

118. The fatigued driver is apt to fall asleep behind the wheel.
119. Taking rest periods during extended drives is better than taking drugs to ward off fatigue.
148. The parent can prepare his child for driving by assisting in the development of a positive self-image in the child.
149. The parent can prepare his child for driver education by relating to him a positive example of proper driving behavior.
150. The parent can prepare his child for driver education by developing with him the proper automobile riding techniques.
152. Listening to, and understanding the child's side, including his feelings toward driving, is an important aspect of parent-child communications.
161. The parent can assist in the driver education program, once the child is involved, by allowing time for practice driving and discussing with him proper driving techniques.
162. The parent can be involved in the classroom phase to work with students that have difficulty with the content material because of a learning disability.
163. The parent can assist the child in the driver education program by attending parental involvement activities and encouraging the child whenever it is possible.
164. The parent might be able to work with the individual students, or small groups of students, to assist them in obtaining information which the student could then report back to the class.
165. The parent might be able to assist in the development of a field trip or demonstration for the driver education students.
166. The parent could work as a group leader or discussion participant to develop concepts pertaining to driver education related issues, in the driver education class.

167. The parent might be brought into the classroom phase of the driver education program as a guest lecturer, or resource person for a group discussion.
168. In the multi-car range portion of the driver education program the parent could assist students who are having difficulty developing the necessary perceptual or manipulative skills independently.
169. The parent can help develop advanced driving skills in his child by assisting and working with the child after the completion of the driver education program.

APPENDIX L

JUROR DELETED CONCEPTS GROUP 3

JUROR DELETED CONCEPTS GROUP 3

- 65. Highway accidents cause approximately half of all deaths among youth between the ages of 15 and 24.
- 67. The fatality rate among beginning drivers is higher than for all drivers.
- 143. Alcohol may affect the drinking driver by impairing his judgment.
- 159. Parental outbursts of anger toward the child may inhibit the learning process.

APPENDIX M

RATER GROUP PARTICIPANT LISTING

Rater Panel One

- Mr. Norman Gesteland, Parker Senior High School, Janesville, Wisconsin 53545.
- Mr. Richard Meyerhoff, Curriculum Specialist, West High School, Baltimore and Ridgeway, Waterloo, Iowa 50702.
- Mr. Richard Boyer, Supervisor of Driver Education, Evanston High School, Evanston, Illinois 62204.
- Dr. Francis Kenel, Driver and Traffic Safety Education, 202 Cole Field House, University of Maryland, College Park, Maryland 20740.
- Dr. Robert Marshall, School of Public Services, Central Missouri State College, Warrensburg, Missouri 64093.
- Dr. Duke Elkow, Center For Safety Education, New York University, New York, New York 10453.
- Mr. William T. Sell, Chief, Driver Education Section, Division of School Finance, State Department of Education, Columbus, Ohio 43215.
- Dr. Phil O'Leary, Traffic and Safety Education, Department of Education, Lansing, Michigan 48902.
- Mr. Owen Crabb, Driver Education Specialist, Maryland State Department of Education, ITI Building, Hunt Valley, Maryland 31030.
- Mr. William D. Cushman, American Driver and Traffic Safety Education Association, National Education Association, 1201 Sixteenth Street, Washington, D. C. 20036.
- Mr. Richard Whitworth, Driver Task Research, General Task Research, General Motors Proving Grounds, Milford, Michigan 48042.
- Mr. Jerry Fedderson, Driver Education Service, Aetna Life and Casualty Company, Hartford, Connecticut 06601.

Rater Panel Two

- Mr. Joseph Casey, Lakewood High School, Lakewood, Ohio 44107.
- Mr. Gene McDowell, Driver Education Department, Horsehead High School, Horsehead, New York 14845.
- Mr. Raymond Stephens, Coordinator, Driver Education, Mankato High School, Mankato, Minnesota 56001.
- Dr. James E. Aaron, Coordinator, Safety Center, Southern Illinois University, Carbondale, Illinois 62025.
- Dr. Richard Kaywood, 2784 West Wiberta Lane, Anaheim, California 92804.
- Dr. LeRoy Dunn, Driver Education Licensing Division, Federal Highway Administration, Room 4107, 400 Seventh Street South West, Washington, D.C. 20591.
- Mr. Robert Terry, Department of Education, 721 Capital Mall, Sacramento, California 95814.
- Mr. John Rodolf, Traffic Engineering and Safety Department, American Automobile Association, Washington, D.C. 20013.
- Mr. Robert Lewis, Automobile Club of Michigan, 139 Bagley Avenue, Detroit, Michigan 48226.
- Dr. Thomas A. Seals, Department of Physical Education, Health, and Recreation, Florida State University, Tallahassee, Florida 32306.
- Dr. Kenard McPhearson, Associate Supervisor, Safety Education Programs, Division of Curriculum and Instruction, Superintendent of Public Instruction, P.O. Box 527, Olympia, Washington 98501.
- Mr. Robert Cullen, Automobile Club of Michigan, 150 Bagley Avenue, Detroit, Michigan 48226.

APPENDIX N

LETTER OF INTRODUCTION
RATER GROUPS 1 AND 2

Dr. Robert E. Gustafson
Associate Professor
Highway Traffic Safety Center
Michigan State University
East Lansing, Michigan 48823

Dear

I am writing this letter in behalf of Frank Gruber who is completing a doctoral program at Michigan State University. For his dissertation Frank is evaluating the relative importance of concepts which might be used in the parental involvement phase of the student driver education program.

I feel that the results of this study will greatly improve the driver education program by aiding teachers in determining which concepts parents must understand while their children are involved in learning to drive.

Enclosed are copies of his explanation of the study, the instructions for completing the questionnaire, and the questionnaire.

I would greatly appreciate it if you would assist Frank by completing the questionnaire and returning it to him by May, 1972.

Sincerely,

Robert E. Gustafson, Ph.D.
Associate Professor

REG:pg

APPENDIX O

CONCEPTS OF PARENTAL INVOLVEMENT IN DRIVER EDUCATION WHICH
MIGHT BE USED IN CONJUNCTION WITH THE FORMAL
STUDENT DRIVER EDUCATION PROGRAM

CONCEPTS OF PARENTAL INVOLVEMENT IN DRIVER EDUCATION WHICH
MIGHT BE USED IN CONJUNCTION WITH THE FORMAL
STUDENT DRIVER EDUCATION PROGRAM

Information For Prospective Raters

The purpose of this study is to determine the relative importance of concepts relating to parental involvement in student driver education programs in secondary schools.

Parental Involvement is defined as the participation of one or both parents or guardians in the educational process with their child before, during, and after the formal driver education program.

The concepts have been gathered from driver education materials, periodicals, research reports, and personal interviews with individuals with experience in driver education and general education programs. The concepts have been checked for duplication and accuracy.

Included is a listing of concepts in a check list format. This study is concerned with obtaining a listing of the relative importance of the concepts. The rank ordering will be examined and comparisons made between the individuals participating and the topical areas under which the various concepts fall.

The above study cannot proceed without your cooperation. The only compensation I can offer you is a summary of the study results, and the satisfaction and knowledge that you have assisted in the effort.

Your aid is earnestly requested.

HOW TO COMPLETE THIS INSTRUMENT

On the following pages are listings of concepts that might be used in a Parental Involvement Program in Driver Education. Each of the concepts should be read and considered independently, and then placed in one of the following categories after the statement.

1. EXTREMELY UNSUITED - Circle number 1. No program in parental involvement should include this concept.
2. UNSUITED ----- Circle number 2. In general the concept is not needed in a program of parental involvement, but there may be exceptions.
3. NEITHER SUITED NOR
UNSUITED ----- Circle number 3. In general this concept could benefit or hamper a program depending on how it is implemented.
4. SUITED ----- Circle number 4. In general the concept is needed in a program but there may be exceptions.
5. EXTREMELY SUITED --- Circle number 5. No program in parental involvement should be without this concept.

When responding please circle only one response for each concept. Completely erase when necessary.

When you have completed this instrument, please place it in the self-addressed, stamped envelope that is enclosed, and return it to:
Frank J. Gruber IV
521 Sunrise Court
East Lansing, Michigan 48823

**CONCEPTS THAT MIGHT BE USED IN A PARENTAL INVOLVEMENT PROGRAM
IN DRIVER EDUCATION**

Concepts The Parent Should Know Dealing With Driving					
A. THE HIGHWAY TRANSPORTATION SYSTEM.	Ex. Un- suited	Unsuited	Neither Suited Nor Unsuited	Suited	Ex. Suited
1. Driving is potentially one of the most hazardous activities in which people are engaged.	1	2	3	4	5
2. Highway transportation is more hazardous than rail, water, or air transportation.	1	2	3	4	5
3. Overall, the highway transportation systems operational efficiency is measured on the basis of how well it moves people and goods safely.	1	2	3	4	5
4. Educators try to develop drivers to a point that they can operate efficiently and safely within the present highway transportation system.	1	2	3	4	5
5. The task of driving a motor vehicle is determined by the characteristics of the highway transportation system.	1	2	3	4	5
6. Traffic and highway engineers try to design the highway system to fit most of the driver's capabilities, so they can reach their destinations safely, conveniently, and economically.	1	2	3	4	5
7. The efficiency of the highway transportation system depends on the quality of performance of (1)the public officials, and (2)the highway users.	1	2	3	4	5
8. The highway transportation system may later provide a profession for the child.	1	2	3	4	5
9. The use of the highway transportation system may furnish a major means of recreation for the child.	1	2	3	4	5
10. The growth and development of a nation depends in part upon the capability of its transportation system to move persons and goods to desired locations safely, rapidly, and efficiently.	1	2	3	4	5

	Ex. Un. 1 suited	2 Unsuited	Neither 3 Suited Nor Unsuited	4 Suited	5 Ex. Suited
11. The development and management of highway transportation involves millions of people working in business, manufacturing, and public administration fields.	1	2	3	4	5
12. Expedient and appropriate emergency medical care and transportation for those injured in traffic accidents is necessary to decrease the number of deaths.	1	2	3	4	5
13. Police traffic supervision is designed to control and help enable efficient and safe movement of traffic on the roadways.	1	2	3	4	5
14. Motor vehicle registration procedures furnish a means of identification of vehicle ownership for revenue, administrative, and research purposes.	1	2	3	4	5
15. The traffic court system is an official process to determine guilt or innocence and impose penalties on those convicted of traffic law violations.	1	2	3	4	5
16. The desire, or necessity to drive in our society for social and economic reasons is illustrated by the fact that almost all of the males, and better than half of the females, of licensing age are licensed each year.	1	2	3	4	5
17. Driver licensing programs determine those with minimum physical abilities, skills, and knowledge needed in the driving task for safe operation.	1	2	3	4	5
18. Traffic laws serve as standards of conduct and as a legal framework for controlling vehicle and pedestrian use of the public streets and highways.	1	2	3	4	5
19. The federal government became more actively involved with highway transportation safety with the passage of the Highway Safety Act of 1966.	1	2	3	4	5

B. THE PARENTS' RIGHTS IN RELATION TO THEIR CHILDS' DRIVING PRIVILEGE UNTIL THE AGE OF MAJORITY.

	Ex. Un- suited	Unsuited	Neither Suited Nor Unsuited	Suited	Ex. Suited
20. The parent has the right to say whether his child will or will not obtain a drivers license.	1	2	3	4	5
21. In some states the parent may have the state revoke his child's privilege to drive, if the parent feels the child is abusing the privilege.	1	2	3	4	5
22. The parent has the right to determine how, when, and where, his child will operate a motor vehicle.	1	2	3	4	5
23. The parent has the right to expect that the child will operate the motor vehicle in such a manner that it will keep the maintenance on the vehicle at a low level.	1	2	3	4	5

C. THE PARENTS' RESPONSIBILITIES BECOME EVEN MORE APPARENT WHEN THE CHILD LEARNS TO DRIVE.

24. The parent has a responsibility to set a good example while driving.	1	2	3	4	5
25. The parent has a responsibility to teach his child to respect the rights of others.	1	2	3	4	5
26. Financial responsibility laws aid accident victims, require vehicle owner or driver of a motor vehicle involved in an accident, to furnish evidence of ability to pay for the damage caused.	1	2	3	4	5
27. Unless a driver is seriously injured he is responsible for reporting to the proper authorities the damage and injury incurred in a motor vehicle accident, if they are beyond the limitations set by the law.	1	2	3	4	5
28. The owner of a motor vehicle must have it properly registered and licensed.	1	2	3	4	5
29. The parent has the responsibility to keep his motor vehicle in safe working order.	1	2	3	4	5
30. The parent has the responsibility to encourage the child to obey traffic laws.	1	2	3	4	5

	Ex. Un- suited	Unsuited	Neither Suited Nor Unsuited	Suited	Ex. Suited
31. The parent should cooperate with the driver education instructor to help prepare his child for his driving responsibilities.	1	2	3	4	5
32. The parent should assist in the development of the same driving techniques that are taught in the driver education program.	1	2	3	4	5
33. The parent and child should, if possible, agree on a level of performance which will indicate that the child has reached a minimal level of operational skill and judgement, so he may then use the family car independently.	1	2	3	4	5
34. The parent should see that his child receives an adequate amount of practice driving time.	1	2	3	4	5

D. WHAT THE PARENT SHOULD KNOW ABOUT DRIVER EDUCATION.

35. Systematic driving instruction is more effective than a trial and error method.	1	2	3	4	5
36. Man needs formal preparation to perform the varied traffic related tasks of which driving is the most prominent.	1	2	3	4	5
37. Through knowledge of the driving task the amount of driving experience needed to become an effective driver may be reduced.	1	2	3	4	5
38. Education for traffic safety should have its foundation in the elementary school or before.	1	2	3	4	5
39. The secondary school is uniquely qualified to prepare young people for entrance into the traffic system as operators.	1	2	3	4	5
40. The driver education instructor may have other responsibilities for which he is primarily accountable.	1	2	3	4	5
41. A high percentage of driver education programs are offered on a part-time or seasonal basis.	1	2	3	4	5
42. The driver education program might be limited by the lack of physical facilities, equipment, and/or materials.	1	2	3	4	5

	Ex. Un- suited	Unsuited	Neither Suited Nor Unsuited	Suited	Ex. Suited
43. The driver education program might be conducted only during the summer months, limiting the types of driving experiences to which the child may be exposed.	1	2	3	4	5
44. The time allocated for the driver education program might be the minimum amount allowed by law, limiting the activities which can be done.	1	2	3	4	5
45. The time of day when driver education is offered might hinder the learning process.	1	2	3	4	5
46. The driver education program might not be able to provide students with the total range of driving experiences needed to operate a motor vehicle safely in all driving situations, because of monetary limitations.	1	2	3	4	5
47. The classroom phase of driver education should develop cooperation, through understanding, between the road users.	1	2	3	4	5
48. The classroom method of driver education is basically academic in nature, covering knowledge and attitude concepts.	1	2	3	4	5
49. The driving simulation method aids in the development of basic visual habits, perceptual capabilities, and appropriate behavioral response patterns in a wide variety of potentially hazardous situations.	1	2	3	4	5
50. Driving simulation methods are used to develop competencies so that the student learns to (a) identify key segments of the traffic environment, (b) predict the actions of others, (c) decide the best response for the situation, and (d) execute the decision in a properly timed way.	1	2	3	4	5
51. The on-the-road phase of the driver education instructional program provides real traffic experience.	1	2	3	4	5
52. The on-the-road method of instruction provides immediate application of the lesson to the driving situation.	1	2	3	4	5
53. The on-the-road phase of instruction provides direct instructional supervision by a qualified instructor.	1	2	3	4	5

Ex. Un- suited	Unsuited	Neither Suited Nor Unsuited	Suited	Ex. Suited
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- | | | | | | |
|---|---|---|---|---|---|
| 54. The multi-car driving range method helps to develop fundamental skills in the manipulative as well as perceptual areas. | 1 | 2 | 3 | 4 | 5 |
| 55. The multi-car driving range method of instruction permits several automobiles to be operated simultaneously on a special off-street facility under the direction of one instructor. | 1 | 2 | 3 | 4 | 5 |
| 56. The multi-car driving method of instruction increases the student ratio per teacher. | 1 | 2 | 3 | 4 | 5 |
| 57. Multi-car driving ranges operating with six or more cars can develop driver interactions, yet maximize economy by using only one instructor. | 1 | 2 | 3 | 4 | 5 |
| 58. The multi-car driving method places the teacher outside the vehicle, allowing the student to learn to handle various driving situations independently. | 1 | 2 | 3 | 4 | 5 |

E. WHAT PARENTS MUST KNOW ABOUT DRIVING VIOLATIONS AND ACCIDENT PROBLEMS FOR YOUNG DRIVERS.

- | | | | | | |
|---|---|---|---|---|---|
| 59. Traffic accidents are usually the result of a combination of circumstances. (Conditions, actions, neglect). | 1 | 2 | 3 | 4 | 5 |
| 60. Most motor vehicle accidents are due to driver failure, carelessness, or violations of man-made laws or forces of nature. | 1 | 2 | 3 | 4 | 5 |
| 61. The vehicle's mechanical condition and the amount of safety equipment in use on it may affect the survival of it's driver and passengers. | 1 | 2 | 3 | 4 | 5 |
| 62. Youthfulness is an important factor to consider when looking at violations or accident rates. | 1 | 2 | 3 | 4 | 5 |
| 63. The fact that young drivers are involved in a high proportion of motor vehicle accidents is not new. | 1 | 2 | 3 | 4 | 5 |
| 64. It is predominantly the young male driver who accounts for a high percentage of automobile accidents. | 1 | 2 | 3 | 4 | 5 |

	Ex. Un- suited	Unsuited	Neither Suited Nor Unsuited	Suited	Ex. Suited
65. Youthful drivers are in fatal highway accidents and in total accidents more often than their proportion of the driving population, or their use of the automobile would predict.	1	2	3	4	5
66. Young male drivers tend to have a high accident rate under night time conditions, per 100,000 miles.	1	2	3	4	5
67. The inexperience of the driver is an important factor to consider when looking at accident rates.	1	2	3	4	5
68. Young drivers are more likely to own and maintain older, less well-maintained vehicles, than the general population.	1	2	3	4	5
69. Night time driving increases the chance of accidents.	1	2	3	4	5
70. A large number of all accidents after midnight involve drinking drivers.	1	2	3	4	5
71. The young inexperienced driver who drinks before or while driving may face a double hazard.	1	2	3	4	5
72. A driver's chances of having an accident are increased as the level of alcohol in his blood increases.	1	2	3	4	5
F. WHAT PARENTS MUST KNOW ABOUT THE SAFE OPERATION OF A MOTOR VEHICLE.					
73. Safe driving requires in part, observing both man-made and natural laws.	1	2	3	4	5
74. The driver should maintain his vehicle so that it is safe to operate in the traffic environment.	1	2	3	4	5
75. A safe driver should continually seek new ways to improve his driving abilities.	1	2	3	4	5
76. When driving in traffic, defensive driving tactics should be applied.	1	2	3	4	5
77. The driver should be able to judge time-space relationships that are constantly changing.	1	2	3	4	5

	Ex. Un- suited	Unsuited	Neither Suited Nor Unsuited	Suited	Ex. Suited
78. The driver should be able to use visual skills, so that he might correctly read and gain an understanding of the patterns of traffic around him.	1	2	3	4	5
79. The driver should be able to coordinate his hands, feet, eyes, and other senses in order to handle a motor vehicle safely.	1	2	3	4	5
80. The driver should know his vehicle well enough that he knows it's limitations.	1	2	3	4	5
81. The driver should be able to identify potential hazards as he approaches them.	1	2	3	4	5
82. The driver should be able to make a prediction as to what is going to happen as a result of changes occurring in the driving environment around him.	1	2	3	4	5
83. The driver should be able to decide the best action to take to avoid a hazardous situation.	1	2	3	4	5
84. The driver should be capable enough to handle his vehicle in such a manner that he avoids hazardous situations.	1	2	3	4	5
85. The driver should maintain an adequate following distance.	1	2	3	4	5
86. The outside and inside rear view mirrors on the vehicle give only a partial view of what is to the rear and side of the vehicle.	1	2	3	4	5
87. The driver should signal any change of direction.	1	2	3	4	5
88. The driver should understand traffic regulations and signs.	1	2	3	4	5
89. The official signs along roadways carry messages not only in the written text, but in their sizes, shapes, colors, and placement.	1	2	3	4	5
90. The driver should be aware of the role the environment plays in the operation of a vehicle.	1	2	3	4	5
91. Night speeds should usually be lower than those operated at during the day because visibility is reduced.	1	2	3	4	5

	Ex. Un- suited	Unsuited	Neither Suited Nor Unsuited	Suited	Ex. Suited
92. When driving at night, to reduce glare for other drivers, headlight beams should be depressed.	1	2	3	4	5
93. When driving in adverse conditions such as snow or fog, low beam headlights usually increase road visibility.	1	2	3	4	5
94. When a car skids the driver should avoid braking, and turn the front wheels into the direction of the skid.	1	2	3	4	5
95. When environmental conditions warrant it, speed should be reduced. (Slippery roads, fog, snow, darkness).	1	2	3	4	5

G. THE SOCIAL ASPECTS OF DRIVING.

96. The automobile in America has changed customs, family activities, and domestic points of view.	1	2	3	4	5
97. Driving should be considered a privilege, not a right granted by the state.	1	2	3	4	5
98. Operating a motor vehicle may give the child a feeling of greater freedom from parental supervision.	1	2	3	4	5
99. The ability to operate a motor vehicle may open the door to social interaction with peers.	1	2	3	4	5
100. Traffic laws are developed out of social needs, and designed to protect individuals' safety.	1	2	3	4	5
101. Traffic laws are developed out of social needs to promote smooth, efficient traffic flow.	1	2	3	4	5
102. The driver should respect the rights of others using the roadway, including pedestrians, motorcycle drivers, buses, trucks, and other automobiles.	1	2	3	4	5
103. The traffic accident is one example of mans' inability to successfully perform his social responsibilities.	1	2	3	4	5
104. Alcohol may affect the drinking driver by relaxing his social inhibitions and restraints.	1	2	3	4	5

H. THE PHYSICAL ASPECTS OF DRIVING.

	Ex. Un- suited	Unsuited	Neither Suited Nor Unsuited	Suited	Ex. Suited
105. A driver's general health affects his total driving performance.	1	2	3	4	5
106. A safe driver should keep physically fit.	1	2	3	4	5
107. The driver must be aware of his physical condition and operate a motor vehicle only when he can do so safely.	1	2	3	4	5
108. The temporarily ill driver may have more difficulty remaining alert than the driver that is not ill.	1	2	3	4	5
109. Chronic illness may interfere with an individual's ability to operate a motor vehicle safely.	1	2	3	4	5
110. A driver needs good visual acuity, field of vision, depth perception, night vision, and color vision.	1	2	3	4	5
111. The clarity of side vision decreases as the car's speed increases.	1	2	3	4	5
112. Dark glasses and tinted windshields cut down the eyes' efficiency at night.	1	2	3	4	5
113. The driver with a permanent or temporary loss of hearing must make more use of his eyes.	1	2	3	4	5
114. The fatigued driver may require additional time, in seconds, to make decisions.	1	2	3	4	5
115. The fatigued driver is apt to fall asleep behind the wheel.	1	2	3	4	5
116. Taking rest periods during extended drives is better than taking drugs to ward off fatigue.	1	2	3	4	5
117. Smoking may cause a driver to become a greater risk in more traffic accidents because carbon monoxide in the blood may adversely affect the physical functions of the body.	1	2	3	4	5
118. The use of drugs while driving <u>may</u> cause slowed reaction time, acute irritability, impaired depth perception, faulty judgement, drowsiness, illusions, intoxication, and poor coordination.	1	2	3	4	5

	Ex. Un- suited	Unsuited	Neither Suited Nor Unsuited	Suited	Ex. Suited
119. The drug user, as well as those using other dangerous substances, independently or in combination, <u>may</u> be a serious traffic hazard both as a driver and a pedestrian.	1	2	3	4	5
120. The effect of marihuana on the driver <u>may</u> be dangerous.	1	2	3	4	5
121. Least learned tasks are the first to be forgotten under the influence of alcohol.	1	2	3	4	5
122. Complicated motor or judgemental tasks may become more difficult, if not impossible, when under the influence of alcohol.	1	2	3	4	5
123. Alcohol affects the drinking driver by impairing his muscular coordination and slowing down his reaction time.	1	2	3	4	
124. Alcohol may affect the drinking driver by interfering with his peripheral vision and vision against glaring lights.	1	2	3	4	5
125. In young, inexperienced drivers, low blood alcohol levels can affect the person's driving.	1	2	3	4	5
126. Equal amounts of alcohol in the blood stream may make the experienced drinker biologically just as impaired as the novice drinker, if their body size and physical and mental conditions are equal.	1	2	3	4	5
127. Two or three drinks within one hour may raise a driver's blood alcohol level to 0.05% or more, depending on the amount of alcohol in the drink and the driver's body weight.	1	2	3	4	5
128. Mixing certain drugs and alcohol may cause an adverse chemical reaction in the body of the user, and negatively affect the driver.	1	2	3	4	5
129. Vision may become impaired with relatively low blood alcohol levels.	1	2	3	4	5
130. Alcohol consumption may reduce the accuracy of depth perception.	1	2	3	4	5
131. The field of frontal vision may be shortened by high concentrations of blood alcohol.	1	2	3	4	5

	Ex. Un- suited	Unsuited	Neither Suited Nor Unsuited	Suited	Ex. Suited
132. Reduced visual acuity (or sharpness of objects) may be created by even small amounts of alcohol.	1	2	3	4	5

I. THE PSYCHOLOGICAL ASPECTS OF DRIVING.

133. The operation of a motor vehicle is seen by youth as a major step toward adulthood.	1	2	3	4	5
134. The ability to operate a motor vehicle places the operator in a position of physical power.	1	2	3	4	5
135. Drivers occasionally become mentally or emotionally upset and suffer feelings that might negatively affect their driving performance.	1	2	3	4	5
136. Anger may cause a driver to drive unsafely.	1	2	3	4	5
137. Strong emotional disturbances may tend to adversely affect the driver's ability to think clearly and act wisely.	1	2	3	4	5
138. Alcohol in his system may affect the drinking driver by increasing his self-confidence, causing him to take unnecessary risks.	1	2	3	4	5
139. The years from 15 to 24 are one of the periods of greatest change in an individual's life.	1	2	3	4	5
140. The degree that the child has, or has not, learned to take responsibility in the home may be reflected in the driving situation.	1	2	3	4	5
141. The driver that resents authority or restrictions upon his behavior may tend to view traffic regulations as unnecessary for himself.	1	2	3	4	5
142. The interpersonal relationships established between parent and child is very important in the practice driving situation.	1	2	3	4	5

Concepts The Parent Should Be Aware Of When Preparing His Child To Drive

A. MEANS BY WHICH THE PARENT CAN DIRECTLY ASSIST HIS CHILD WITH THE TASK OF LEARNING TO DRIVE.

	Ex. Un- suited	Unsuited	Neither Suited Nor Unsuited	Suited	Ex. Suited
143. The parent can prepare his child for driving by assisting in the development of a positive self-image in the child.	1	2	3	4	5
144. The parent can prepare his child for driver education by relating to him a positive example of proper driving behavior.	1	2	3	4	5
145. The parent can prepare his child for driver education by developing with him the proper automobile riding techniques.	1	2	3	4	5
146. The parent should consult the child to determine what he (the child) feels the driving task includes.	1	2	3	4	5
147. Listening to, and understanding the child's side, including his feelings toward driving, is an important aspect of parent-child communication.	1	2	3	4	5
148. The parent should demonstrate to the child that he has a positive concern for him.	1	2	3	4	5
149. The parent should demonstrate to the child that he believes the child has personal worth.	1	2	3	4	5
150. The parent should make the child feel that by implementing safe driving techniques he is pleasing his parent and improving his own social position.	1	2	3	4	5
151. Friendly communication between parent and child may help learning to occur.	1	2	3	4	5
152. The parent has extended contact with the child which should enable him to communicate with the child most effectively.	1	2	3	4	5
153. Hostile feelings between the parent and child may inhibit the learning process.	1	2	3	4	5
154. Discussions and questions, not arguments, between parent and child should be a means of voicing contradictory opinions.	1	2	3	4	5

B. MEANS BY WHICH THE PARENT CAN BE INVOLVED IN AND EXTEND THE FORMAL DRIVER EDUCATION PROGRAM.

	Ex. Un- 1 suited	2 Unsuited	Neither 3 Suited Nor Unsuited	4 Suited	5 Ex. Suited
155. The parent can assist in the driver education program, once the child is involved, by allowing time for practice driving and discussing with him proper driving techniques.					
156. The parent may be involved in the classroom phase to work with students that have difficulty with the content material because of a learning disability.	1	2	3	4	5
157. The parent can assist the child in the driver education program by attending parental involvement activities and encouraging the child whenever it is possible.	1	2	3	4	5
158. The parent might be able to work with the individual students, or small groups of students, to assist them in obtaining information which the student could then report back to the class.	1	2	3	4	5
159. The parent might be able to assist in the development of a field trip or demonstration for the driver education students.	1	2	3	4	5
160. The parent may be able to work as a group leader or discussion participant to develop concepts pertaining to driver education related issues, in the driver education class.	1	2	3	4	5
161. The parent might be brought into the classroom phase of the driver education program as a guest lecturer, or resource person for a group discussion.	1	2	3	4	5
162. In the multi-car range portion of the driver education program the parent could assist students who are having difficulty developing the necessary perceptual or manipulative skills independently.	1	2	3	4	5
163. The parent can help develop advanced driving skills in his child by assisting and working with the child after the completion of the driver education program.	1	2	3	4	5

Please list any additional concepts that you feel should be a part of a Parental Involvement In Driver Education program.

APPENDIX P
FOLLOW-UP LETTER RATER
GROUPS 1 AND 2

Frank J. Gruber IV
521 Sunrise Court
East Lansing, Michigan 48823

Dear

On April 25, 1972, I sent you a listing of concepts dealing with Parental Involvement in Driver Education.

The responses that have been received appear to be positive in nature. No research study can be successful, however, unless the greatest possible number of responses are received.

Will you kindly complete the questionnaire that I sent you as soon as possible, if you have not already done so. Enclosed is an additional copy in case you did not receive it, or the first one was misplaced. Your assistance will be appreciated.

Yours truly,

Frank J. Gruber IV

enc.

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