

DRIVER IQ - LEARNER

Strategies for Young Drivers

BOOST



A range of proactive strategies were discussed to support Learner Drivers and Supervisors to BOOST the 100 hour minimum driving experience.

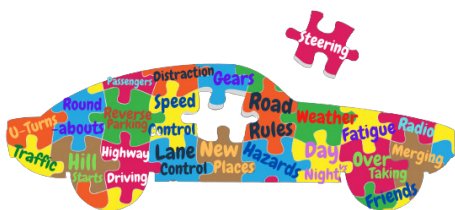
Students were challenged to consider how they are learning to drive and how they are being taught. We want to encourage effective, safe and personalised experiences when they are Learners to protect them from the crash spike that occurs for P-platers. The following strategies support intentional and productive driving lessons to minimise the likelihood of being involved in a crash.

HALT

A simple strategy designed to empower Learner Drivers and their Supervisors to control the controllable. If they are Hungry, Angry, Lost (head is someplace else) or Tired, they need to fix these first. This ensures Learner Drivers and their Supervisors are in the best position to participate in and create a safe and meaningful driving experience (or lesson).



PRACTICE WITH PURPOSE



This is about practising with purpose and asking what the intention of this lesson is. It focuses the attention on the Learner’s readiness to tackle the task of learning to drive, one piece of the puzzle at a time. Over time, pieces of the puzzle are added as the Learner’s skills and abilities progress.

COMMENTARY DRIVING

A technique to encourage focus on the task of driving by describing out loud exactly what we are observing, doing and how we intend to respond. Students practiced this and were encouraged to use it from both passenger and driver seats at all stages of licensure, including the Pre-Learner phase.

This technique involves describing the following:

- Say what they are seeing (e.g., landmarks, vehicles, signposts)
- Say what they are doing (physically in the driver seat – e.g., changing speed/gears, indicating, scanning)
- Say what they are thinking (e.g., vehicle braking ahead – slowing down, parked car ahead – changing lanes)

Engaging in this strategy enables Learner Drivers to develop critical decision-making skills and therefore improve their management of the complex task of driving.



Seeing
Doing
Thinking

Say what you’re...

CO-PILOT



Given that passengers’ choices (what they say and do) has a significant impact on drivers, students explored what it means to be a good mate in the passenger seat. The concept of being a ‘co-pilot’ was discussed encouraging students to put the driver’s needs ahead of their own as passengers in order to protect one another from the crash spike and help, rather than, harm the drive. This could be doing jobs for them e.g. hand them snacks, chat to them, navigate, stay awake on long drives or a combination of these.