



**DDS** GEORGIA DEPARTMENT OF DRIVER SERVICES

**2014**  
**40-HOUR**  
**PARENT/TEEN**  
**DRIVING GUIDE**

REVISED 1/1/2014





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# 2014 40-HOUR PARENT/TEEN DRIVING GUIDE

GEORGIA DEPARTMENT OF DRIVER SERVICES

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## GOVERNOR'S MESSAGE



STATE OF GEORGIA  
OFFICE OF THE GOVERNOR  
ATLANTA, GA 30334

### My Fellow Georgians,

As Governor, I would like to challenge Georgia motorists to understand the rules of the road and practice safe driving habits. If all drivers and their passengers would fasten seat belts, refrain from driving under the influence, texting while driving and obey the speed limit, fatalities on Georgia's roads would be greatly reduced.



I encourage parents to assist teens in becoming safe drivers by helping them study the traffic laws and safety rules included in this manual. This time spent with your child will help them develop a solid foundation of good driving habits.

As you work with the Georgia Department of Driver Services (DDS), you should know that I have challenged the department to issue driver's licenses and identification cards in an efficient and friendly manner. Because your time is valuable, DDS has adopted process improvements for more efficient customer service delivery. Employees will strive to meet your needs in a more efficient way.

Thank you for helping to make Georgia's roads and highways a safer place to travel.

Sincerely,

Gov. Nathan Deal

## COMPLETING THIS GUIDE

### Instructions For Completing the 40-Hour Parent/Teen Driving Guide

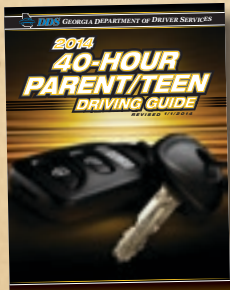
All sixteen (16)-year-olds must complete an approved driver training program in order to obtain a Class D license or they must wait until age seventeen (17). The 40-Hour Parent/Teen Driving Guide is a comprehensive program that can be used in conjunction with a 30-hour virtual program or 30-hour classroom program to meet the requirements for completion of an approved driver training program. Please read the guide carefully and follow the directions. All sessions must be completed prior to the teen taking the road skills test. A Driving Experience Affidavit (DDS-7) must be completed at the Department of Driver Services affirming the applicant has a minimum of 40 hours of driving, 6 of which must be at night. Teens without the required 40 hours will not be tested. If you have any specific questions pertaining to the 40-Hour Parent/Teen Driving Guide visit the DDS website at [www.dds.ga.gov](http://www.dds.ga.gov) or visit [www.gateendriveducation.com](http://www.gateendriveducation.com) and submit your questions via the "Ask Teen Driver" email.

The information contained in this manual is not intended to be an official legal reference to the Georgia traffic laws. It is intended only to explain, in everyday language, those laws, driving practices, and procedures that you will use most often. It should be noted that the material in this manual is subject to change to comply with amended State and Federal legislation. The department's primary statutory responsibilities are set forth in Title 40 of the Official Code of Georgia Annotated (O.C.G.A.)

# DDS CUSTOMER SERVICE CENTERS

This section contains the cities, addresses, and telephone numbers of all DDS Customer Service Centers (CSC's) in Georgia. These telephone numbers can provide you with recorded information, such as directions and dates and times of operation for each CSC. **So that we can provide a higher level of service to our customers visiting our CSC's in person, our CSC's do not accept telephone calls from the public.** Our Customer Contact Center can answer any questions you have concerning Georgia driver's licenses. To reach our Customer Contact Center, please call (678) 413-8400 or outside metro Atlanta, toll free at (866) 754-3687.

City	Address	Telephone #	City	Address	Telephone #
Albany	2062 Newton Road	229-430-4258	Helena	351 8th Street	229-868-3073
Americus	1601 North Martin Luther King Blvd.	229-931-2535	Hinesville	2301 Airport Road	912-370-2604
Athens	1505 US Highway 29 North	706-542-4427	Jackson	149 Riverview Park Road	770-504-2469
Atlanta	445 Capitol Avenue, SE	404-463-1490	Kingsland	333 South Ashley Street	912-729-1362
Augusta	3423 Mike Padgett Hwy	706-771-7815	LaGrange	900 Dallis Street	706-845-4108
Between	1010 Heritage Pkwy.	770-207-4136	Lawrenceville	310 Hurricane Shoals Road, NE	770-995-6855
Blairsville	37 Chase Drive	706-781-2426	Lithonia	8040 Rockbridge Road	770-484-3850
Blue Ridge	211 Industrial Blvd.	706-632-8468	Locust Grove	619 Tanger Blvd	678-565-4362
Brunswick	134 Jack Hartman Blvd.	912-264-7390	Macon	200 Cherry Street, Terminal Station	478-751-6031
Calhoun	402 Belwood Road	706-624-1334	Marietta	1605 County Services Parkway	770-528-3250
Canton	220 Brown Industrial Pkwy, Suite 200	770-720-3693	Marietta (North Cobb)	2800 Canton Road, Suite 1000	770-528-5400
Carrollton	512 Old Newnan Road, AMS House	770-836-4603	Milledgeville	200 Carl Vinson Road	478-445-4717
Cartersville	1304 Joe Frank Harris Parkway	770-387-3704	Newnan	128 Bullsboro Drive	770-254-7203
Cedartown	1626 Rockmart Highway	770-749-2203	Norcross	2211 Beaver Ruin Road, Suite 100	770-840-2282
Colquitt	308 East Crawford Street	229-758-5837	Perry	450 Larry Walker Parkway	478-988-6721
Columbus	8397 Macon Road, Midland, GA	706-569-3033	Reidsville	3092 Highway 147	912-557-7780
Conyers	2206 East View Parkway	770-918-5822	Rincon	2792 Highway 21 South	912-754-1425
Cordele	409 South Midway Road	229-276-2332	Rock Spring	156 Pin Oak Drive	706-764-3755
Covington	8134 Geiger Street	770-784-3195	Rome	3390 Martha Berry Highway, NE	706-295-6032
Cumming	400 Aquatic Circle	770-205-5402	Sandersville	115 Jones St., Suite 2	478-552-3646
Cuthbert	608B Blakely Street, South Side Plaza	229-732-5215	Sandy Springs	8610 Roswell Road, Suite 710	770-551-7371
Dalton	235 Wagner Road	706-272-2272	Savannah	1117 Eisenhower Drive	912-691-7400
Decatur	2801 Candler Road, Suite 82	404-244-2178	Statesboro	19051 N. Highway 301	912-681-5999
Douglas	348 Thomas Frier Sr Drive	912-384-1600	Swainsboro	994 Highway 1 North	478-289-2595
Dublin	620 County Farm Road	478-275-6600	Thomaston	281 Knight Trail	706-646-6454
Elberton	45 Forest Avenue	706-213-2200	Thomasville	4788 US 84 Bypass	229-227-2500
Evans	4408 Evans to Locks Road	706-860-3616	Thomson	172 Bob Kirk Road	706-595-9751
Fayetteville	278 McElroy Road	770-460-2736	Tifton	3057 Highway 41 South	229-386-3530
Forest Park	5036 GA Highway 85	404-669-3961	Toccoa	62 Doyle Street	706-282-4821
Gainesville	1010 Aviation Blvd.	770-532-5308	Valdosta	371 Gil Harbin Industrial Blvd	229-333-5385
Greensboro	1180 C Weldon Smith Drive, Suite 108	706-454-2527	Warner Robins	198 Carl Vinson Parkway	478-929-6774
Griffin	1313 Arthur K. Bolton Pkwy	770-229-3415	Waycross	3029 Memorial Drive	912-285-6296



## About this Guide

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J.F. Griffin is an award-winning publishing house that specializes in producing state regulation books. J.F. Griffin supports GADDS's staff in the design, layout and editing of the guides. It also manages the marketing and sales of advertising to appropriate businesses within the book.

The revenue generated through ad sales significantly lowers production costs and generates savings. These savings translate into additional funds for other important driver services programs.

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## COMMISSIONER'S MESSAGE



### Dear Parents and Teens:

The Department of Driver Services (DDS) is proud to provide the 40-Hour Parent/Teen Driving Guide to prepare new drivers for their first license. For parents and guardians, we encourage you to take an active role in educating your teen drivers and their peers: please be familiar with and enforce the teen driving rules, and always let your good driving habits be the example.

As you study this guide, parents and guardians should remember to focus on critical driving skills. A recent study by the Children's Hospital of Philadelphia Research Institute found that nearly 50 percent of serious teen crashes resulted from three common mistakes. First, driving too fast which includes not only speeding, but also driving too fast for certain conditions such as construction zones or neighborhood streets. Second is driving while distracted, perhaps by other passengers or a cellphone or something outside of the vehicle. Third is failing to recognize a hazard, which means we should be observing our surroundings far ahead of the vehicle being driven.

I also want to remind all of our customers that, by creating your own personal account using DDS Online Services, you may conduct transactions with DDS at your convenience and often at a discount. For instance, you may go online to change an address or check for any points associated with your license. Young drivers who are in good standing are reminded that they can upgrade from Class D to Class C online as soon as they turn 18 years old, avoiding another trip to the nearest DDS office.

Please visit [www.dds.ga.gov](http://www.dds.ga.gov) if you have a licensing question or need a service and don't forget to "Like" us on Facebook!

Sincerely,

**Rob Mikell**  
Commissioner



## BOARD OF DIRECTORS' MESSAGE

### Board of Directors

**Trummie L. Patrick, Jr.**  
Chair

**Lynda Coker**  
Vice-Chair

**Kelly Gay**  
Secretary

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**Todd Cowan** – Member

**Virginia Galloway** – Member

**Anthony Heath** – Member

**Carolyn Roddy** – Member

**Jeff Wigington** - Member

The Department of Driver Services (DDS) Board of Directors would like to remind our customers that driving in Georgia is a privilege that carries many responsibilities. Please strive to become a safe and dependable driver to ensure that this privilege will not be lost. This manual has two main purposes:

- (1) to help you qualify for a Georgia driver's license; and
- (2) to help you become a safer driver.

This guide is designed to provide parents and teens with information to obtain a Class D license. Other manuals are available for commercial drivers, noncommercial drivers, and motorcycle operators.



## DDS MISSION STATEMENT

To foster the prosperity of our citizens and businesses by facilitating the safe transportation of people and products on Georgia's roads while safeguarding the integrity of our services and instilling values that demonstrate "We C.A.R.E."

### Values – "We C.A.R.E."

#### Communication

Provide information in a consistent, courteous manner.

#### Respect

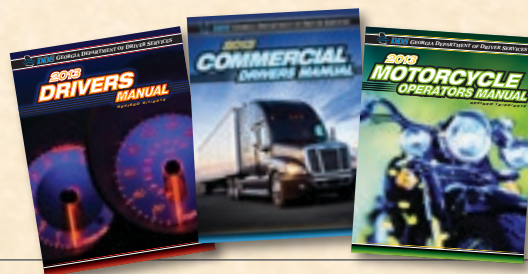
Listen attentively and assist customers in a timely and professional manner.

#### Accountability

Empower team members and measure our performance.

#### Ethics

Demonstrate integrity and honesty in our actions and decisions.





## YOU JUST BLEW \$10,000.

Buzzed. Busted. Broke.

Get caught, and you could be paying around \$10,000 in fines, legal fees and increased insurance rates.

Buzzed driving is drunk driving.  
[buzzeddriving.adcouncil.org](http://buzzeddriving.adcouncil.org)



# Rockdale Newton Driving School

1728 Hwy 138 SE, Suite 100, Conyers, GA  
DT 601, DI 2145 and RRP 10125  
(770) 922-0087 • [www.RockdaleNewtonDriving.com](http://www.RockdaleNewtonDriving.com)

**Are you interested in getting your Learner's Permit, your Driver's License, your Driver's Education Certificate or taking a DUI class?**

**Rockdale Newton Driving School can help you! RNDS has services that can help you to get your Driver's License to drive safely, to get your Driver's Education Certificate to lower your insurance premium, to get your Learner's Permit, and to do your road driving. Additionally, RNDS pledges to satisfy every single customer through the services provided.**

## Why choose Rockdale Newton Driving School?

- Satisfaction guarantee
- Affordable fee
- Pick up & drop off service
- Week-end schedule available
- Simple instruction techniques
- Refund policy
- Professional and friendly instructors
- Free wi-fi
- Free buffet lunch on Saturday & Sunday at no extra cost!!!
- Complimentary cookie

## What services does Rockdale Newton Driving School offer ?

- Complete Driver's Ed Program to get the driver's education certificate
- Hourly on-road driving lesson or evaluation
- Discount driver training package
- Accelerated classes
- Defensive driving
- Adult driver training
- D.U.I. Risk reduction classes
- Driving simulator training
- Virtual classes

## DEFENSIVE DRIVING

If you are already driving, but want to lower the cost of your car insurance or if you have gotten a traffic ticket and need to take a defensive driving class, this class is for you.

### Course Details:

- Six hour class with 1 hour lunch break
- Taught by certified instructors
- Registration done in person due to a state form requiring signature

## RISK REDUCTION/DUI

Anyone in the state of Georgia, who has been convicted or plead guilty to a DUI or drug possession charge, must take a State-approved "Risk Reduction" class. In order to take the twenty (20) hour course you will first have to complete a 130 question assessment. This must be taken at least one day prior to the class and will cost \$82.00. The cost of the twenty (20) hour intervention class is \$210.00. This includes the required student workbook. The total cost for the required assessment and class is \$292.00. These fees are set by the State of Georgia and no one may charge any more or less than this amount.

## DRIVING TRAINING

All Rockdale Newton's driver education courses are licensed by the State of Georgia Department of Driver Services. Each student will attend 30 hours of classroom training, which includes the State-required Alcohol and Drug Awareness (ADAP) training. Students will also complete either 6 hours or 10 hours of private, individual behind-the-wheel training with a licensed driver training instructor. The behind-the-wheel training is performed in individually-scheduled 2-hour increments which must occur within the 6 months following the classroom training. This is scheduled after completion of classroom instruction.

*We are a AAA Approved Driving School.*

**(770) 922-0087**

**"Where You Learn To Make Safe Driving A Habit"**



## 40-Hour Parent/Teen Driving Guide

The Georgia Department of Driver Services (DDS) wishes to gratefully acknowledge the contributions, information, and materials provided as a part of the "40-Hour Parent/Teen Driving Guide" (Guide) by the Virginia Department of Education.

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- In the State of Georgia, laws exist to ensure that government is open and that the public has a right to access appropriate records and information possessed by state government. At the same time, there are exceptions to the public's right to access public records. These exceptions serve various needs, including maintaining the privacy of individuals. Both state and federal laws provide exceptions. The GUIDE is expressly subject to the open records and open meetings laws of the State of Georgia.
- Anyone doing anything with the GUIDE agrees to defend, indemnify, and hold harmless DDS and its contributors and their respective directors, officers, employees, and agents from and against all claims and expenses, including attorneys' fees, arising out of the possession, copying or other use of the GUIDE by such user or for such user's account.

All requests or questions with respect to the GUIDE should be sent to: Georgia Department of Driver Services, Regulatory Compliance Division, 2206 East View Parkway, Conyers, Georgia 30013.



## PARENTING THE DRIVING EXPERIENCE



Your teen has reached an important milestone; a LEARNER'S PERMIT. It is our hope that acquiring mature driving skills and judgment will be a rewarding experience for you and your teenager. With your involvement, it can also be a safe experience. This 40-hour parent/teen driving handbook provides suggestions for in-car lessons to help you guide your teen in making this step to adulthood more successful for both of you.

How do you teach a 16-year-old not to be a 16-year-old behind the wheel of an automobile? Unfortunately, there is no magic formula to prepare your teenager for the responsibilities of driving. Driver education at its best is a team effort involving schools, communities, students, and families.

Cars do not crash; people crash them. In 2007, 120 young drivers (ages 15-20) were killed and an additional 85 others killed as a result of a crash involving a driver (ages 15-20) in Georgia. Motor vehicle crashes are the leading cause of death of 15 to 20-year olds (based on 2010 figures, which are the latest mortality data currently available from the National Center for Health Statistics). In 2008, 5,864 15 to 20-year old drivers were killed and an additional 228,000 were injured in motor vehicle crashes nationally.

The Teenage & Adult Driver Responsibility Act (TADRA) was established in Georgia by a collaborative effort of highway safety advocates, legislators, law enforcement officials, educators, businesses and media in the wake of a high number of fatal vehicle crashes involving young, inexperienced drivers. TADRA involves an intense, three-step education process that allows the young driver to gain more experience behind the wheel. Additionally, it also requires that prior to the issuance of a Class D license you must have completed a cumulative total of at least forty (40) hours of other supervised driving experience, including at least six (6) hours at night.

All 16-year-olds applying for a Class D driver's license must complete an approved

driver education course and complete a total of 40 hours of supervised driving, 6 hours of which must be at night, with a parent or guardian's sworn verification that these requirements have been met. Any Georgia resident who has not completed an approved driver education course must be at least 17 years old to be eligible for a Class D driver's license and he or she must have completed a total of at least 40 hours of supervised driving, including at least 6 hours at night. The same verification in writing by a parent or guardian is required. This manual is designed to help you achieve the required driving experience to qualify for a Class D driver's license.

The ability to move a car skillfully is not the same thing as the ability to drive safely. Steering the vehicle is a relatively simple skill that most people can master in a short period of time. Driving is a complex task requiring mastery of various performance skills. It requires processing and accurately evaluating risk in the driving environment, developing appropriate responses to minimize risk, and gaining experience to predict what action others may take.

This technical assistance guide provides you with a systematic approach to guide your teen towards remaining collision-free in both low- and high-risk driving environments. The suggested lessons in this guide follow a sequential learning pattern that progresses from the parking lot to neighborhoods, to light traffic, to rural highways, to expressways and then to city driving. Each lesson provides you with an estimated amount of time the teen will need to achieve mastery; however, because teens have different abilities and learning styles you need to spend as much time as necessary to allow your teen to master the skills before moving on to the next lesson. Research shows that in order for young drivers to remain collision-free, parents must model safe driving behaviors and invest in meaningful guided practice over a long period of time to turn these skills into good driving habits!

If neither parent has a valid driver's license, a friend or relative can conduct the guided practice sessions. Because parents and guardians play such a significant role in the development of safe driving habits, parents should remain involved in the learning process as observers in the car during the guided practice sessions. Knowing your teen is a skilled, safety-conscious driver will give you peace of mind in the years to come.

In addition to sharpening your driving skills, it is our hope the guided practice sessions presented in this guide will provide your teen with a solid foundation to develop safe, collision-free driving habits that will last a lifetime.



### AA ACADEMY OF ACTION DRIVING SCHOOL

216 Atlanta Road, Suite E  
Cumming, GA 30040  
(770) 889-1023

### DRIVERS EDUCATION #DT319

6 Hrs in Car/30 Hrs classroom  
Satisfies Joshua's Law

Road Test available upon completion  
with proper age and Learner's  
requirement satisfied



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## Teenage & Adult Driver Responsibility Act (TADRA)

The Teenage and Adult Driver Responsibility Act (TADRA) was enacted on July 1, 1997. TADRA established a graduated driver's license program for young drivers ages 15 to 18 in Georgia. This act directly addresses the leading killer of our young people – traffic crashes. The law significantly changes the way young motorists earn and maintain the privilege of driving by providing a controlled means for new drivers to gain experience, and by reducing high-risk driving situations. While the law does focus on young drivers, it also contains important provisions that affect drivers over 21, particularly in the area of DUI prevention and enforcement.

TADRA involves an intense, three-step education process that allows the young driver to gain more experience behind the wheel:

### Step One – Learner's Permit (Class CP)

#### Class CP license fee – \$10.00

Payable in Cash, money order, check or Credit card

In order to apply for a Learner's Permit (Class CP), all applicants must meet the following requirements:

- You must be at least 15 years of age.
- You must pass a vision and knowledge exam.
- If you are under 18 years of age, you are required to have a parent/guardian or authorized Driver Training Instructor sign the application for Learner's Permit. The signer also has the authority to request the revocation of the Learner's Permit at any time before the minor's 18th birthday.
- If you are new to Georgia, you must surrender any out of state driver's license/permit/ID card.
- If you were previously issued a driver's license/permit/ID card in another state, and that card has been lost or stolen, you must provide a certified copy of your motor vehicle report (MVR) from the state that issued the card. The MVR must be dated within the last 30 days. The DDS does not accept uncertified copies printed from websites, but a fax may be sent to the DDS directly from the other state agency.
- If you are under 18 years of age, you must present a notarized Certificate of Attendance (DS-1) form from your school signed within the last 30 days, a high school diploma or GED.
- All documents must be in English or translated to English by a DDS-approved translator. The DDS-approved translator list can be found at [www.dds.ga.gov/drivers/DLdata.aspx?con=1747371756&ty=dl](http://www.dds.ga.gov/drivers/DLdata.aspx?con=1747371756&ty=dl).

### Step Two – Provisional License (Class D)

#### Class D license fee – \$10.00

Payable in Cash, money order, check or Credit card

## SECURE IDs

Beginning July 1, 2012, the DDS implemented additional procedures that enhance the integrity and security of your Driver's License (DL) and Identification Card (ID). These new procedures will require that you bring additional documentation with you when you visit one of our Customer Service Centers (CSC).

To assist you with collecting your documents, the DDS has created a Checklist Wizard at the following website that will allow you to print a custom checklist of your documents or you may choose to print the full list of acceptable documents: <http://www.dds.ga.gov/secureid/index.aspx>

In order to apply for a Provisional License (Class D) all applicants must meet the following requirements:

- You must be at least 16 years of age.
- You must have held a Learner's Permit (Class CP) for a minimum of one year and a day. Your permit must also be surrendered at the time of testing.
- You must not have been convicted of any traffic violations that prohibit issuance of a Class D.
- You must have completed a minimum of 40 hours of supervised driving experience, 6 hours of which must be at night.
- If 16 years of age, the driver training requirements of Joshua's Law must be satisfied.
- You must pass a vision exam and road skills test.
- If you are under 18 years of age, a parent/guardian, or authorized driver training instructor must sign the application for the driver's license. The signer also has the authority to request the revocation of the driver's license at any time before the minor's 18th birthday.
- If you are new to Georgia, you must surrender any out-of-state driver's license/permit/ID card.
- If you were previously issued a driver's license/permit/ID card in another state, and that card has been lost or stolen, you must provide a certified copy of your motor vehicle report (MVR) from the state that issued the card. The MVR must be dated within the last

30 days. The DDS does not accept uncertified copies printed from websites, but a fax may be sent to the DDS directly from the other state agency.

- If you are under 18 years of age, you must present a notarized Certificate of Attendance (DS-1) form from your school signed within the last 30 days, or high school diploma or GED.
- You must present your ADAP or eADAP certificate of completion.
- If the Parent Teen Driving Guide was used to satisfy the Joshua's Law "Behind the Wheel" requirement, you must sign the Driving Experience Affidavit (DDS-7) affirming you have a minimum of 40 hours of driving, 6 of which must be at night.
- All documents must be in English or translated to English by a DDS-approved translator. The DDS-approved translator list can be found at [www.dds.ga.gov/drivers/DLdata.aspx?con=1747371756&ty=dl](http://www.dds.ga.gov/drivers/DLdata.aspx?con=1747371756&ty=dl).

### The Parents' Role in the Young Driver's Licensing Process

- Grant the Department of Driver Services permission to issue their young driver a Learner's Permit and a Class D Driver's License.
- Provide their teen with at least 40 hours of supervised driving experience, 6 hours of which must be at night.
- Ensure that 16-year-old drivers complete an approved driver education course prior to applying for a license.
- Limit the teen's driving privileges if he or she is not demonstrating responsible behavior.

## CLASS D PROVISIONAL LICENSE CONDITIONS

- **No driving between the hours of 12:00 a.m. and 6:00 a.m. No exceptions**
- **During the first six months** after issuance, no driving with passengers who are not members of the driver's immediate family;
- **For the second six month period**, no driving with more than one passenger under the age of 21 who is not a member of the driver's immediate family;
- **After one year from the date of issuance**, no more than three passengers under the age of 21 who are not members of the driver's immediate family.

- Continue to monitor their teen's driving after receipt of their provisional license, reinforce safety belt use, and limit passengers, cell phone use and other driving distractions.
- Serve as a positive role model by demonstrating safe driving behaviors.

**Parent Tips for In-Car Guided Practice Sessions**

Parental reinforcement of basic driving skills and good decision-making will lead to safe driving habits that will last a lifetime.

- Enjoy your time together. Have fun! This is a great "bonding" opportunity. Focus on the driving task and leave family issues at home.
- When you drive, set a good example to model. Always wear your safety belt. Try to correct any unsafe driving habits that you may have acquired; such as rolling through stop signs, accelerating through yellow lights, exceeding the speed limit. etc.
- If possible, initial instruction should begin in a car with an automatic transmission so that your teen can focus on mastering basic vehicle control maneuvers.
- Select driving environments that complement the lesson objectives and the novice driver's ability. Start in parking lots and progress to quiet neighborhoods. Stay in a safe, low-risk environment as long as needed and, in the beginning, practice using driving routes familiar to your teen.
- Check to make sure your teen has their Learner's Permit and insurance information with him or her when operating a vehicle.
- Explain the objectives of each lesson and review what was learned in the last lesson.

- Feedback should be precise and immediate. If a mistake is made, repeat the maneuver, taking the driver step by step through the process, and then allow practice without assistance.
- Be patient, calm, and alert at all times. Make positive remarks frequently.
- Have short, well-planned practice sessions. Thirty minutes is the optimum learning period for beginning drivers. The first 30 minutes of each one-hour session should be used to introduce and practice the new skills. Assess the teen's understanding of the lesson objectives during the second half of the session. Set high standards and evaluate each driving session together.
- In a parking lot, practice steering the car with your left hand from the passenger seat.
- If you have a car with a parking brake between the seats, practice stopping the car by depressing the release button and raising the parking brake.
- To prepare yourself to regain speed control in the event your teen panics, practice shifting the transmission from drive to neutral from the passenger seat.
- Adjust the mirror on the passenger sun visor so you can use it as a rearview mirror. If the right outside mirror is properly adjusted to eliminate blind spot and glare, you can also use that mirror to monitor traffic to the rear from the passenger seat. (see page 10)
- Keep instructions simple and concise. First direct where to go, and then state the action to take (e.g., "At the next intersection, turn right.")

- Check mirrors and the space to the sides and ahead of the vehicle before giving directions.
- Emphasize driving with a large anticipation zone by looking at least 15-20 seconds ahead. Play the "what if game"; what if a car suddenly changes lanes, stops, turns, etc.
- Encourage commentary driving! This is the most valuable tool you have for checking how your teen is processing driving skills and evaluating the environment. Ask your teen to "read the traffic picture aloud" describing anything that may affect your path of travel. For example, when your teen changes speed, your teen may say: "red light, mirror, ease foot off accelerator and brake." Actually, you should hear "mirror and ease off accelerator" a lot!
- Reinforce the fact that a green light means one must scan the intersection before proceeding.
- Encourage your teen not to panic when approached by an emergency vehicle and to focus on looking for a safe area to pull over.
- Discuss the rules for passing a stopped school bus with flashing lights.
- Encourage new drivers to change their route to avoid making a difficult left turn.
- There is a lot to learn in each lesson, so your teen may need extra time to attain adequate skill proficiency. Mastery at each level is important before moving on to the next lesson.
- If possible, integrate night driving into each area of instruction

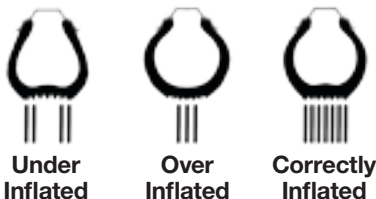
**Driving in the 21st Century**

Improvements in auto and highway design also have increased highway safety. Many new cars are equipped with safety features that dictate basic vehicle control procedures. Drivers must understand these new technologies and the need for basic vehicle maintenance.

Tires, wheels, brakes, shock absorbers, drive train, steering and suspension systems function together to provide a safe, comfortable ride and good gas mileage.

**Tires**

Properly inflated tires are critical to vehicle control and good gas mileage. Tires should be inflated to the vehicle manufacturer's recommended pressure printed on the vehicle's door



placard or in the owner's manual, not the maximum limit listed on the tire sidewall. Under-inflated tires flex too much and build up heat, which can lead to blowouts or the tread separating and peeling off. The actual size of the tire patch in contact with the road is about the size of a dollar bill. These four dollar bill size patches of rubber in contact with the road surface allow the vehicle to respond to acceleration, braking, and steering. With this narrow margin of safety, it is important to check tire pressure at least once a month. Proper tire tread reduces traction loss on wet surfaces by channeling water through the tread. Tire tread depth can be measured by placing a penny in the tread, and if the tread does not reach the top of Lincoln's head, driving in wet weather is very dangerous. Government tire ratings are listed on the side of the tire. The "AA" rating is the top traction, speed, and load rating, and "C" is the lowest tire rating.

**Steering Control**

Due to changes in steering ratios and effort needed to turn the wheel, steering control requires a balanced hand position on the lower half of the steering wheel to avoid sudden movements.

**Hand Position**

Placing the left hand at the 8 o'clock position, and the right hand at the 4 o'clock position improves stability by lowering the body's center of gravity, and reduces unintended and excessive steering wheel movement which is a primary cause of young driver fatalities. This more natural seating position also helps the driver to keep both hands on the wheel and reduces back pain often associated with trip driving.



**Steering—Hand-to-Hand/  
Push-Pull-Slide Steering**

This steering technique keeps both hands on the wheel at all times and reduces excessive steering wheel movement. In the event of a frontal crash with a vehicle equipped with an air bag, this steering method also reduces the chance of injury because the arms do not cross over the steering wheel where the air bag is housed.

To push/pull steer:

- the right hand begins at 3 o'clock or below;
- the left hand begins at 9 o'clock or below;
- the right hand moves between the 5 and 2 o'clock position; and
- the left hand moves between the 7 and 10 o'clock positions.

To reverse the push-pull-slide process, allow the steering wheel to slide through the hands until the vehicle's wheels move to the straight-ahead position.

**Hand-over-Hand Steering**

In modern cars, this steering technique is used only when the vehicle is moving very slowly or is stopped, and the vehicle needs to be turned in a very sharp angle. For hand-over-hand steering:

- one hand grasps the wheel and pushes the wheel up, over, and down;
- at the same time the other hand releases the wheel and passes across the forearm to grip the wheel on the far side;
- this hand then pulls the side of the wheel up, over the top, and down; and
- these movements continue as long as necessary to turn the wheel as much as needed.

**Brakes**

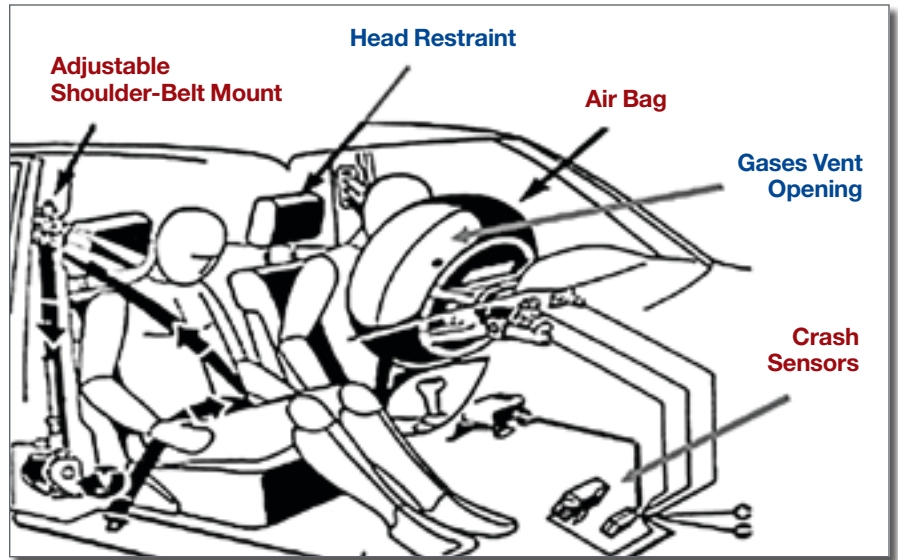
Brake pads or shoes last about 30,000 miles, depending on the driving conditions.

**Anti-lock Braking System (ABS)**

Cars with anti-lock braking systems automatically check the system when the car is started. In order to stop suddenly in an ABS equipped vehicle, one must use firm brake pressure and maintain this pressure on the brake pedal even if you feel it pulsing or hear a grinding noise. The ABS system pulses the brake 15 times a second to avoid lockup and allows your wheels to keep rolling. Rolling wheels allow you to steer—you cannot change direction if your wheels are sliding. You and your teen should practice applying the hard braking mode in a vacant parking lot before having to use this crash-avoidance technology in a real emergency.

**Air Bags**

Driver and Front Passenger air bags are designed to inflate in a frontal impact. Drivers should sit at least 10 inches from the air bag because it inflates to six or seven inches in size at speeds up to 200 mph. Tilt the steering wheel as far down as comfortable to point at your chest, not at your face. Always wear a seat belt and secure children in the rear seat. To reduce fore-



arm and hand injuries, hands should be placed on the lower half of the steering wheel, with knuckles on the outside and thumbs stretched along the rim of the wheel.

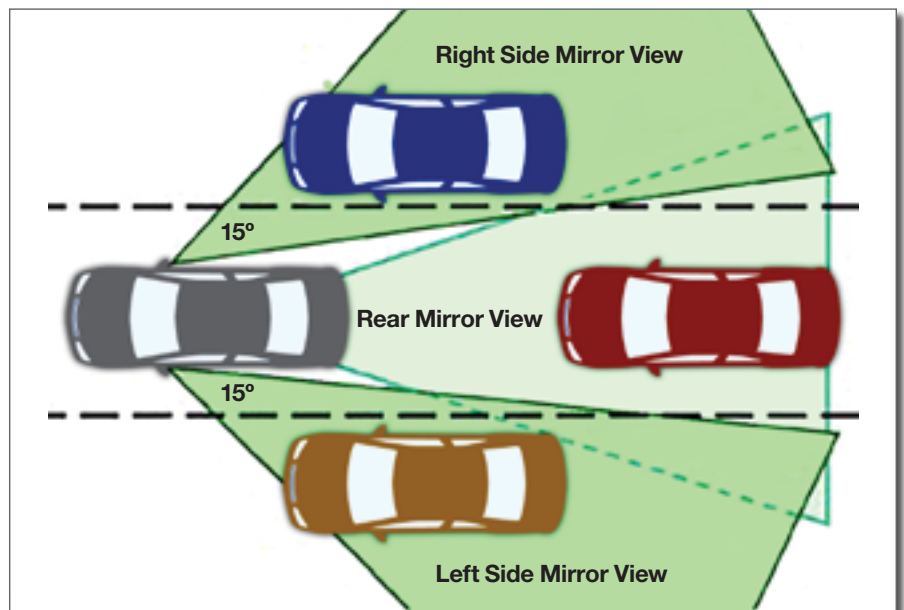
Side Impact air bags are designed to protect the torso and head in side impact collisions. Care should be taken not to sit too close to the door or to lean towards the air bag.

**Traction Control**

Traction control systems monitor any difference in rotational speed between the front and rear wheels. This differential in wheel rotation may occur on uneven or slippery surfaces. When the system is activated, an automated combination of brake and/or engine control comes into play to provide controlled acceleration and tire traction.

**Contemporary Mirror Setting**

Adjust the inside mirror so that it frames the entire rear window and becomes the primary mirror for viewing what's behind the vehicle. Adjust side mirrors to reduce the blind spot and headlight glare from the rear. Adjust the left side mirror by leaning your head towards the left side window, and set the left mirror so that the driver can barely see the side of the car. To adjust the right side mirror, lean to the right over the center console, and set the right mirror so the driver can barely see this side of the car. These adjustments provide a 15 degree viewing area to each side of the vehicle. This mirror setting reduces the overlap between the inside and sideview mirrors and allows the driver to monitor the adjacent lane. Traditional settings overlap with the rearview mirror view and should only be used if the view of the highway from the inside rearview mirror is blocked.



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**Tips for Driving in Adverse Conditions**

**Driver Inattention**

Driver inattention is a primary cause of crashes. Distractions, such as interacting with passengers, texting/talking on the phone, or adjusting the radio, are especially dangerous for young drivers. Limit distractions by pulling off the road to perform activities not related to the driving task.

**Fatigue**

Fatigue severely limits your reaction time and decision-making ability, and is caused by lack of sleep, the body's circadian rhythm, and driving for long periods of time. Circadian rhythm is the body's natural "downtime", which for most people is between 1 and 5 p.m. and around your normal bedtime. To avoid fatigue, take breaks, keep the vehicle cool, and be aware of your "downtime".

**Glare**

Sources of glare include headlights of on-coming or following vehicles, misaligned headlights, improperly loaded vehicles, a dirty windshield, paper on the dashboard, facing the sun at dusk or dawn, snow-covered landscapes, and traditional versus contemporary side mirror settings. To combat glare, wear sunglasses during the day only, adjust sun visor as needed, keep windows clean, reduce speed, and look to the right-hand side of the road when meeting a vehicle with high beam headlights on.

**Fog**

During foggy conditions, reduce speed, use low beams, windshield wipers, and defroster/defogger and flashers if needed, and look for a safe area to pull off the road.

**Heavy Smoke, Rain, or Snow**

Reduce speed, turn on low-beam headlights, emergency flashers, and windshield wipers; make gentle steering, accelerating, or braking actions; be alert for stopped vehicles on the highway, and be prepared for wind gusts or strong steady crosswinds; turn on the radio to monitor weather and road conditions, and if possible, leave the highway.

**Low Water Crossing**

Nearly half of all flash flood fatalities are vehicle related. In severe rainstorms watch for flooding at bridges and low areas. Driving too fast through low water will cause the vehicle to hydroplane and lose contact with the road surface.

**Hot or Cold Temperatures**

Hot or cold temperatures place demands on tires, radiator coolant, hoses, connections, and drive belts and increase driving risks. Check these items prior to and after driving during these conditions.

**Strong Wind**

Strong wind conditions create a problem called buffeting. This condition occurs on bridges, through mountain passes and ravines, and when being passed by large trucks. Reduce speed, check traffic, be prepared to steer windward, and countersteer in the direction you want the vehicle to go.

**Head-On Collisions**

The possibility of serious injury or death in a head-on collision is great. This type of collision is more likely to occur on two-lane highways, in narrow lanes or on curved roads, and in construction zones.

**Rear-End Collisions**

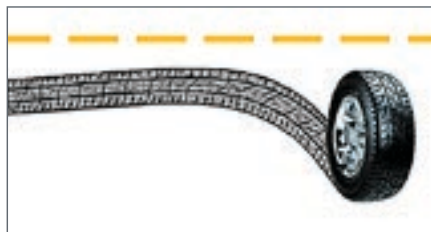
Rear-end collisions are one of the most common types of multiple-vehicle collisions. Tailgaters are especially at risk. Adverse conditions such as dense fog or smoke, heavy rain, and snow also increase risks to motorists because some drivers stop their vehicles while still on the highway.

**Side-Impact Collisions**

Most vehicles are not well-equipped to withstand a side impact. If your vehicle is in danger of being hit, your best option is to accelerate rather than apply brakes if the way ahead is clear.

**Changing Traction Conditions**

Traction or adhesion is the grip the tires have on the road surface, which allows the vehicle to start, stop, and/or change directions. As speed increases, traction between the tires and the road decreases. Three kinds of traction influence motor vehicle control: static, rolling (dynamic), and sliding. Road surface conditions that decrease the level of traction are ice, snow or frost, wet surfaces or standing water, mud or wet leaves, uneven surfaces, sand, gravel, and curves. Speed should be reduced in such conditions.



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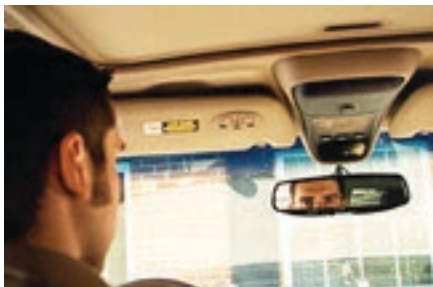
# SESSIONS 1 & 2

## Getting Ready, Starting, Placing the Vehicle in Motion, and Stopping

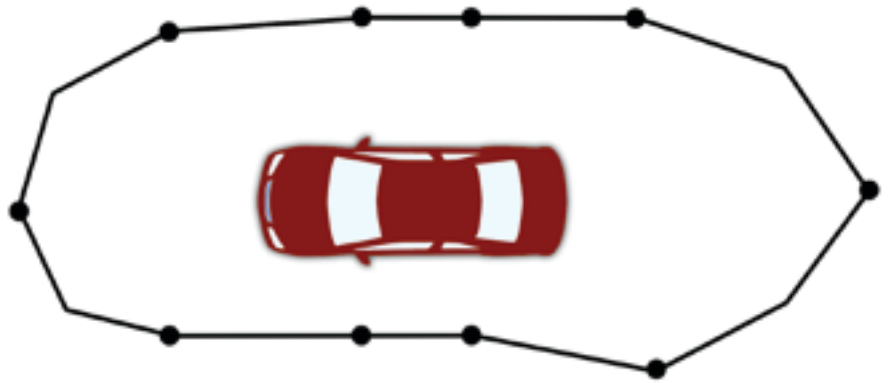
Sessions 1 and 2 should be divided into four 30-minute periods. These sessions introduce your teen to the instrument panel, vehicle controls, and mirror blind spots. Please review the vehicle owner's manual before and during these sessions. You will need a measuring tape, cones, or plastic cups to use in these and future lessons.

Begin in a large, level parking lot free of obstacles. Use the checklist on the next page to help organize your lessons and assess learning during the second half of session 2.

- Prior to entering the vehicle, the teen should check for fluid leaks, broken glass, etc.
- Check tire pressure, engine oil, radiator, and other fluid levels.
- Enter the vehicle and review interior controls; turn on the ignition switch to discuss functions of lights, gauges, and accessories. Ask your teen to operate and explain all controls and to simulate monitoring the path ahead while operating the controls.
- Discuss how the proper seating position is essential for control of the vehicle. The driver should sit with his or her back firmly against the seat with at least 10 inches between the steering wheel and the driver's chest. The air bag should point towards the driver's chest. The top of the steering wheel should be no higher than the top of the driver's shoulders. Adjust the seat to maintain heel contact with the floor to pivot the foot between the brake and accelerator pedals. Short drivers may need a seat cushion or pedal extenders to sit in a safe position at least 10 inches from the air bag.
- Adjust the head restraint to align with the center of the back of the driver's head.
- Adjust the inside mirror so that it frames the entire rear window and is the primary mirror for viewing traffic behind the vehicle. Adjust side mirrors to reduce side mirror blind spot and headlight glare from the rear (see page 10).



- Practice starting the vehicle and adjusting accessories.
- The following exercise illustrates the area around the car the driver cannot see. While your teen is sitting in the driver's seat with the engine off, get out of the car and stand



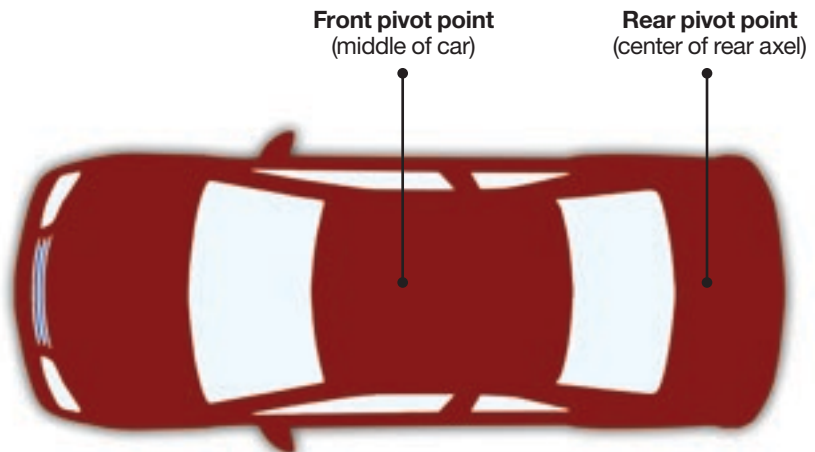
close to the front bumper facing your teen. Begin taking steps backward and ask your teen to tap the horn when he or she can see your feet. Place a cone or cup in that spot. This is the pavement area in front of the vehicle that cannot be seen when looking out of the windshield. Ask the driver to use the inside mirror and/or to look over the right shoulder, and repeat this process to the rear of the vehicle. Walk backwards from the passenger doors on the left and right sides of the vehicle and place cups or cones to mark the side areas visible to the driver. Ask your teen to measure and record these distances on the next page.

- With the right foot firmly on the brake, have your teen shift through the gears and explain when each gear is used.
- If the vehicle does not have daylight running lights, turn on the low-beam headlights.
- Press the brake pedal and shift to drive.

Ask the new driver to move the vehicle to different points in the parking lot using little to no acceleration. Have your teen stop at designated

lines. Focus on smooth acceleration and stopping.

Ask your teen to drive around the perimeter of the lot and focus on push-pull-slide/hand-to-hand steering. Coach your teen by saying "slow" until the vehicle comes to a stop. Once you have developed that skill into a habit, progress to saying "slow to a stop". Use the command "stop" only when you need your teen to make a hard, emergency stop. Treat these practice maneuvers as simulating stopping and turning at an intersection. Using commentary driving, ask your teen to say, "clear left, clear right, clear left, clear ahead" from a stop and "clear left, clear right, clear ahead" while moving. Make sure your teen signals and checks mirrors and blind spots prior to changing speed, position or direction. Focus on continuous and smooth steering wheel movements into the turn, and returning (sliding) the wheel through the hands using the same smooth continuous movements until the vehicle is in the proper position in the lane. Discuss the vehicle's forward pivot point, which on most cars is even with the driver's body. Coach your teen to focus on looking at and steering towards a target in the center of your intended path of travel.



## CHECKLIST FOR SESSIONS 1 & 2

### Area around the vehicle that the driver cannot see

	Distance in front of the vehicle that the driver cannot see
	Distance to the rear of the vehicle that the driver cannot see
	Distance to the left side of the vehicle that the driver cannot see
	Distance to the right side of the vehicle that the driver cannot see

Place "S" for satisfactory as the following tasks are completed:

### Getting Ready to Drive

	Approaches the vehicle with awareness; checks tires, fluid leaks, etc.
	Locks doors and checks all occupants for safety belt use
	Adjusts head restraints, seat position, safety restraints, steering wheel position
	Adjusts mirrors to reduce blind spots
	Identifies vehicle controls (refer to owner's manual for explanation)

### Starting the Vehicle

	Checks the parking brake
	Selects proper starting gear
	Pivots heel and places foot securely on brake pedal
	Demonstrates proficient use of ignition device
	Demonstrates ability to select and use appropriate accessories
	Starts the vehicle and makes appropriate gear selection for movement
	Puts headlights on day and night to increase safety

### Placing Vehicle in Motion

	Visually identifies open space and target before moving foot from brake to gas
	Communicates with passengers before moving foot from brake to gas
	Puts the vehicle in motion smoothly and uses commentary driving

### Stopping Vehicle in Motion

	Searches ahead of the vehicle to determine deceleration or braking needs
	Uses controlled braking efficiently with heel of foot on floorboard
	Checks rear zone space prior to braking
	Applies adequate force at the beginning of the braking process
	Brings the vehicle to a smooth stop
	Eases off brake pressure during the last seconds of braking to reduce vehicle pitch
	Checks the rear zone space before, during, and after braking

### Steering

	Uses a balanced 8 and 4 hand position on the steering wheel
	Uses the hand-over-hand and hand-to-hand steering methods effectively
	Turns head and visually checks what's ahead prior to turning
	Visually checks the rear/side view mirrors and mirror blind areas

### Securing the Vehicle

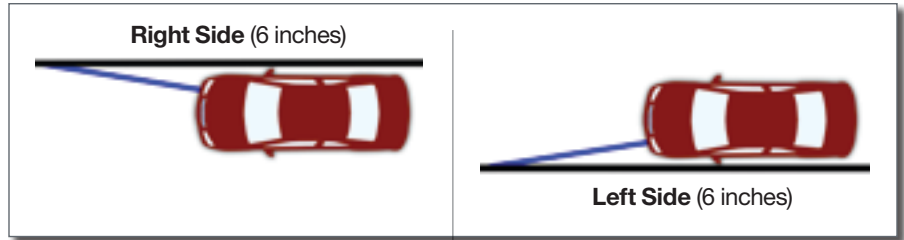
	Sets parking brake; shifts into appropriate gear before removing foot from brake
	Turns off appropriate accessories prior to turning off ignition and removing key
	Visually checks traffic flow before opening door
	Locks doors and activates alarm system if the vehicle is equipped with this device

# SESSIONS 3-5

## Moving, Stopping, Steering, Knowing Where You Are

Sessions 3-5 focus on learning the correct procedures for moving, stopping, using reference points, and steering the vehicle at different speeds. Review previous lesson objectives, and divide sessions into six 30-minute periods. If possible, drive at night during one session. Assess learning during the second half of session 5. Begin in a large, level parking lot that is free of obstacles. Place cones or other "targets" at selected locations on the lot.

The teen should practice driving around the perimeter of the lot at 10 and 15 mph. Using commentary driving, have your teen focus on smooth push-pull-slide/hand-to-hand steering and stops. Your teen should be coached to ease off the accelerator or use the brake to reduce speed before entering a curve and use slight acceleration to overcome inertia and pull the vehicle out of the curve. Novice drivers have a tendency to overuse the brake and under use the accelerator to control speed. Ask the teen to move the vehicle to specified targets in the parking lot at 10 and 15 mph. Focus on smooth acceleration, proper speed, and smooth stops. Explain to your teen that "curling" the toes back to ease pressure off the brake just before stopping results in smoother stops. Practice normal smooth stops and hard smooth stops which are done at a slightly higher speed.



### Reference Points

To know exactly where the vehicle is located, at speeds under 25 mph the young driver can align some part of the vehicle with the roadway. Practice establishing left, right, and front reference points 10 or 12 times during each session. Exchange places with your teen to demonstrate using left, right and front reference points.

### Left-Side Reference Point

To align the vehicle 3-6 inches from a pavement line or curb on the driver's side of the vehicle, the driver should stop when the line or curb appears to intersect a point located about one foot from the left edge of the hood of the car. After stopping the vehicle, the teen should place it in park, set the parking brake, and get out of the vehicle to check whether the vehicle is in the desired position. If it is not, the teen should try again.

### Right-Side Reference Point

To align the vehicle 3-6 inches from a pavement line or curb on the passenger's side of the vehicle, the driver should stop when the pavement line appears to intersect the center of hood. The teen should get out of the vehicle to check whether the tires are 3-6 inches from the line, and make adjustments as needed.

### Front Reference Point

To align the front bumper 3-6 inches from a pavement line or curb, the driver should stop when the line appears under the passenger side mirrors. Ask your teen to get out of the vehicle to check to see whether the front bumper is 3-6 inches from the pavement line or curb. Adjust as needed and re-establish the front reference point.



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## CHECKLIST FOR SESSIONS 3-5

During session 5, parents should begin evaluating whether the driver can perform the following tasks in an efficient sequence without hesitation. Your teen should also be able to explain why each step is performed.

Place "S" for satisfactory as the following tasks are completed:

Uses commentary driving
Approaches the vehicle with awareness
Enters the vehicle and makes appropriate checks and adjustments
Identifies and operates all controls (blows horn, turns wipers on and off, etc.)
Prepares to drive (see lessons 1-2)
Follows steps to put vehicle in motion (see lessons 1-2)
Places heel on floor and accelerates smoothly
Establishes balanced hand position on the lower half of the steering wheel
Looks well ahead of the vehicle to identify risks in the path of travel
Maintains lane position
Exhibits smooth push-pull-slide steering
Looks at target in the center of the turn
Maintains 10 mph speed
Maintains 15 mph speed
Checks inside mirror before braking and stops smoothly at 10 mph
Demonstrates smooth stop without locking wheels at 10 mph
Demonstrates smooth stop without locking wheels at 15 mph
Aligns the vehicle 3-6 inches from a line or curb on driver's side of the vehicle
Aligns the vehicle 3-6 inches from a line or curb on passenger's side of the vehicle
Aligns the front bumper 3-6 inches from a pavement line or curb
Properly secures the vehicle



## Backing

Repeat the tasks listed in sessions 3-5 with the vehicle in reverse gear at idle or slow speeds. Backing from one target to another allows your teen to practice seeing, steering, and speed control skills with the vehicle in reverse gear. Switch places with your teen to demonstrate each backing task.

## One-Hand Steering

Movement of the steering wheel with one hand is recommended only for backing maneuvers that do not require full left or right turns.

Backing and steering with one hand requires shifting one's hips and seating position so the driver's head can be turned to see beyond the head restraint. One loses depth perception when using the mirrors to guide the vehicle when backing it. To improve balance, the driver's right arm can be draped over the back of the seat. The left hand grips the steering wheel near the top and turns it in the direction the driver wants the vehicle to go. Sharp turns while backing may require use of both hands. Since it is more difficult to maintain steering control and vehicle balance when the vehicle is in reverse, emphasize backing at slow speeds. Reverse is a more powerful gear than drive, so coach your teen to use the accelerator pedal carefully, if at all.

To practice backing the vehicle in a straight line, have your teen:

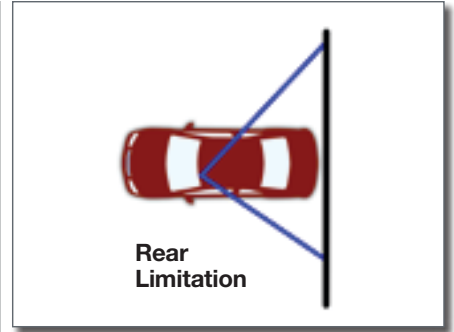
- check all areas behind the vehicle prior to and while backing;
- pivot the heel, place the right foot on the brake, and shift to reverse;
- grasp the steering wheel at 12 o'clock with the left hand;
- look over right shoulder through the back window;
- use the brake and accelerator effectively for speed control; and
- make frequent quick checks to the front and stop at a designated line.

To practice backing and turning the vehicle, have your teen:

- grasp the steering wheel at 12 o'clock with the right hand if turning to the left, or with the left hand if turning to the right;
- look in the direction you are moving through the rear side windows;
- keep speed slow using brake and accelerator effectively for speed control; and
- make quick checks to the front and sides.

## Rear Bumper Reference Points

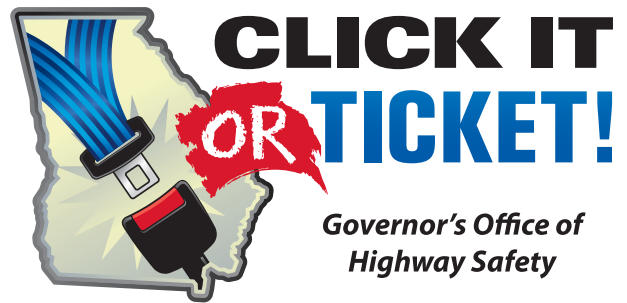
To align the rear bumper 3-6 inches from a line or curb, the driver should stop when the line or curb appears near the middle of the rear right



window when looking over the right shoulder. Have the teen get out of the car to see whether the rear bumper is 3-6 inches from the designated line. Adjust the vehicle's position as needed, and reestablish the rear side window reference point from the inside of the car.

To align the rear bumper 3 feet from a curb when backing around a corner to the right, the driver looks over the right shoulder and should see the curb in the rear side window near the corner roof.

When backing around a corner to the left, the pivot point is the center of the rear axle between your rear tires. To establish a three-foot pivot point, the driver looks over the left shoulder and aligns the corner of the turn with the rear left tire.



## CHECKLIST FOR SESSIONS 6 & 7

Place "S" for satisfactory as the following tasks are completed:

	Approaches the vehicle with awareness
	Enters the vehicle and makes appropriate checks and adjustments
	Identifies controls
	Prepares to drive
	Follows steps to put vehicle in motion
	Controls speed
	Uses commentary driving

### Backing straight

	Checks all areas around the vehicle prior to putting it in reverse and while backing
	Pivots foot to brake pedal and shifts to reverse
	Grasps steering wheel at 12 o'clock with left hand
	Looks through the back window and targets path of travel
	Uses accelerator and brake effectively for speed control
	Demonstrates effective steering technique
	Makes frequent quick checks to the front
	Stops with rear bumper 3-6 inches from a designed line using reference points
	Stops with rear bumper 3 feet from designated pavement line using reference points
	Stops the vehicle completely before turning back around to face the front of the car

### Backing and turning

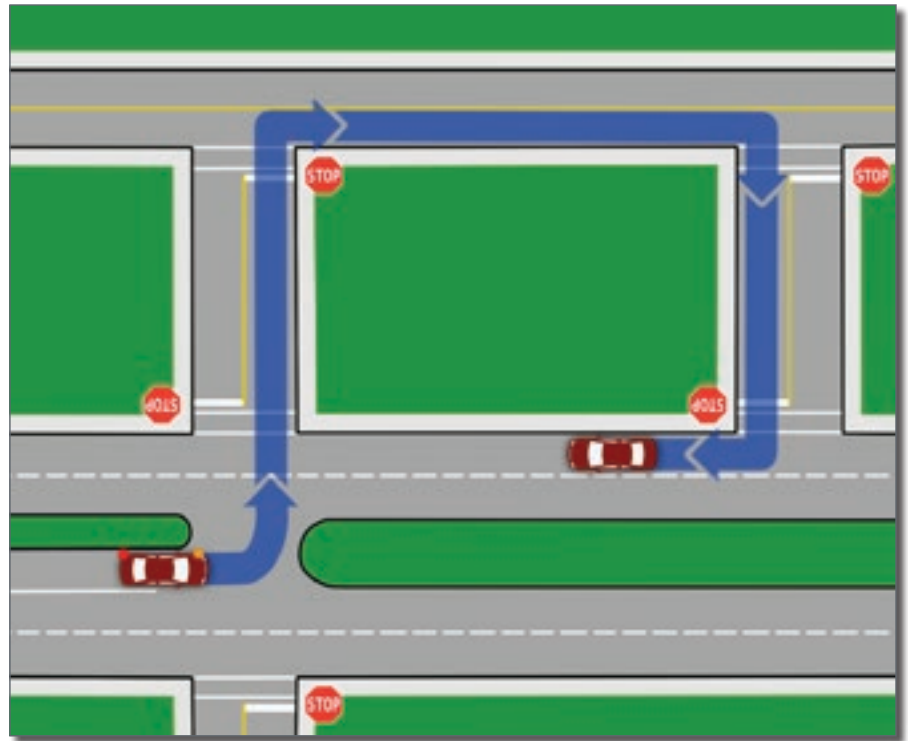
	Searches all areas prior to putting the vehicle in reverse and while backing
	Grasps steering wheel at 12 o'clock position with the right hand for a left turn
	Grasps steering wheel at 12 o'clock position with the left hand for a right turn
	Demonstrates effective one-hand and hand-to-hand steering techniques
	Searches path of travel through rear side windows
	Keeps speed slow using idle speed or slight acceleration
	Stops with rear bumper 3 feet from designated line using reference points
	Stops at the rear tire pivot point prior to turning
	Makes frequent quick checks to the front and sides to determine lane position
	Steers in the correct direction gradually and straightens the direction of the car
	Looks to the rear and front and stops at designated line
	Properly secures the vehicle
	Stops the vehicle completely before turning around

## Turning, Lane Position, and Visual Skills

Parents and teens should review the driver's manual. Focus on signs, signals, pavement markings, yield and speed laws. If possible, begin integrating night driving into sessions 8-10.

During the next three sessions practice 10-15 right and left turns from stopped and moving positions in a parking lot. Left turns should be "squared" and right turns should be "rounded." Emphasize proper signals, mirror checks, side-position reference points, speed and steering control, and the need to look ahead of the vehicle at a selected target in the center of the path of travel. Warn young drivers not to fixate on any one thing. Prior to progressing to driving in a quiet neighborhood, your teen should be able to demonstrate the ability to move and stop the car smoothly, maintain a given speed, and steer with reasonable precision. If your teen is ready, practice right and left turns in a residential area.

When turning out of a parking lot, help the new driver maintain proper lane position by asking him or her to identify a target 15-20 seconds ahead of the vehicle (approximately one block). Using commentary driving, explain what he or she sees and the proper reaction to it. Ask the new driver to verbalize the need to change speed or position, and to identify potential risks in the path of travel. This will enhance awareness of signs and pavement markings, and help your teen develop visual scanning and risk identification skills. If the road has pavement markings, discourage the novice driver from looking at the lines to try to "center the vehicle." Any eye motion away from the target



**NOTE: Right-of-way is something to be given, not taken.**

in the center of the path of travel should be quick; delayed eye movement or looking at the pavement directly in front of the vehicle will often cause the vehicle to drift in the lane. Coach your teen to scan and not focus on anything at the sides of the path of travel. Drivers have a tendency to steer in the direction they look, especially young drivers.

Using commentary driving while approaching an intersection, your teen should:

- search all corners of the intersection for vehicles, pedestrians, traffic controls, etc.;
- flash brake lights, check traffic to the rear, put on turn signal 4 seconds before turning;
- at a signal-controlled intersection, identify who has the green light; and
- select the best lane and lane position and yield to pedestrians and other vehicles.

### Right Turns from a Stop

The steps are the same whether turning onto a one-way or two-way street.

- Position the vehicle 3 feet from the curb (if any closer, the rear tire may hit curb).
- Stop with the front bumper even with the curb line, wheels angled slightly to the right.
- Yield and search intersection to the left, front, right, and back to the left.
- Select a gap in traffic, avoid hesitation, and look at the target in the center of the path of travel.
- Using hand-to-hand steering, begin to turn the steering wheel when the vehicle's right-

side corner post is aligned with curb and target the center of the closest open lane.

- Allow the steering wheel to recover by letting it slide through the hands. The steering recovery point is when your wheels are straight and your vehicle is still at an angle. Be sure to say "recovery point".
- Select a target 15-20 seconds ahead and accelerate gradually.

**NOTE:** Selecting a gap in traffic is a very difficult skill for most novice drivers and requires a lot of practice!

### Left Turns on Two-Way Streets from a Stop

- Position the vehicle 3-6 inches from the yellow line in the middle of the road.
- Stop with wheels pointed straight ahead behind the stop line, pedestrian crosswalk, or before entering an intersection.
- Search the intersection to the left, front, right, and back to the left.
- Select a gap, avoid hesitation, and pull straight forward towards the middle of the intersection.
- Use the yellow line as the turning target, select gap and turn into the travel lane closest to the yellow line.
- At the steering recovery point, allow the steering wheel to slide through the hands.
- Select a new target 15-20 seconds ahead in the center of the path of travel and accelerate gradually.



## CHECKLIST FOR SESSIONS 8-10

Place "S" for satisfactory as the following tasks are completed:

	Approaches the vehicle with awareness
	Enters the vehicle and makes appropriate checks and adjustments
	Identifies controls
	Prepares to drive
	Follows steps to put vehicle in motion
	Checks mirrors frequently
	Uses commentary driving

### Vehicle position for right and left turns

	Selects the best lane and lane position; understands the correct path of travel
	Positions vehicle 3 feet from the curb for a right turn
	Stops with the front bumper even with curb or behind stop line
	Angles wheels slightly to the right when stopped for a right turn
	Positions the vehicle 3-6 inches from the center line to prepare for a left turn
	Maintains at least a three-second space cushion at all times
	Turns into the closest open travel lane

### Visual skills

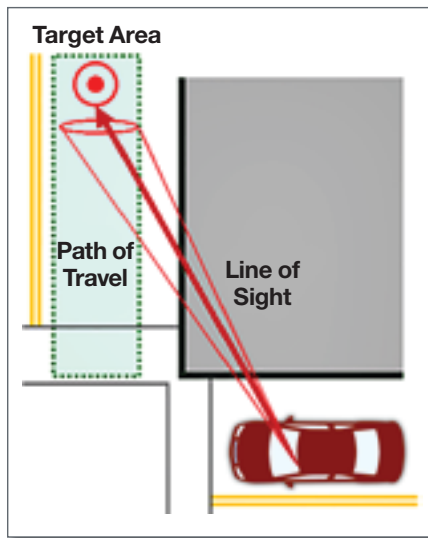
	Looks 15-20 seconds ahead of the vehicle
	Looks at target in the center of the path of travel
	Selects targets
	Recognizes signs by their shape well in advance
	Understands meaning of yellow and white pavement markings
	Understands meaning of solid and broken pavement markings
	Recognizes a green arrow, left turn only, and no left turn signs
	Searches all areas of the intersection
	Selects a target in the center of the travel path
	Judges driving space in traffic; demonstrates identification and good gap selection
	Uses proper steering techniques
	Yields to pedestrians and oncoming traffic
	Uses proper signals
	Checks mirrors before slowing or stopping
	Avoids hesitation
	Controls speed
	Maintains speed
	Properly secures vehicle

## Searching Intended Path of Travel

In a residential area, or, if ready, on roads with light traffic, continue working on basic visual skills, negotiating curves, and right and left turns. Practice judging space in seconds, identifying a target, and searching the target area and target path. Ask your teen to comment prior to changing speed or position.

Novice drivers have the tendency to monitor the road immediately in front of the vehicle. The target is a fixed object that is located 12-20 seconds ahead of the vehicle, in the center of the path of travel, and is what the driver steers toward. It can be a car a block ahead, a traffic signal, the crest of a hill, etc. To practice this skill, use commentary driving for two to three minutes, and have your teen identify targets. Having a target helps the new driver to:

- visualize the space the vehicle will be occupying;
- look far ahead of the vehicle and begin a search to identify risks;
- improve steering accuracy.



The SEEiT system: Search, Evaluate, and Execute in Time, is a simple space management system your teen can use to minimize or control driving risks. When Searching the path of travel, the new driver should look for open, changing, and closed areas. Examples of a closed area would be a stop sign, stopped traffic, red light, etc. Examples of a changing area would be a car pulling out of a driveway, a left-turning vehicle, a bicyclist, etc. Ask your teen to use commentary driving to identify and Evaluate changing or closed space when approaching intersections, and then Execute a speed or position change in Time to reduce risk.

The need to adjust following space occurs when speed or road conditions change. A simple way to measure following space is in intervals of seconds. You can steer around the risk in much less time than you can brake and stop to avoid colliding into the risk. The distance

for steering is much shorter than the distance for stopping. Coach the new driver to look for open space, or an “escape route,” not at what he or she is trying to avoid. We steer in the direction we look.

A two-second interval provides the driver time to steer out of problem situations at posted speeds on a dry surface and brake out of problems at speeds under 35 mph.

A three-second interval provides the driver time to steer out of problem areas and to brake out of problems at speeds under 45 mph on a dry surface.

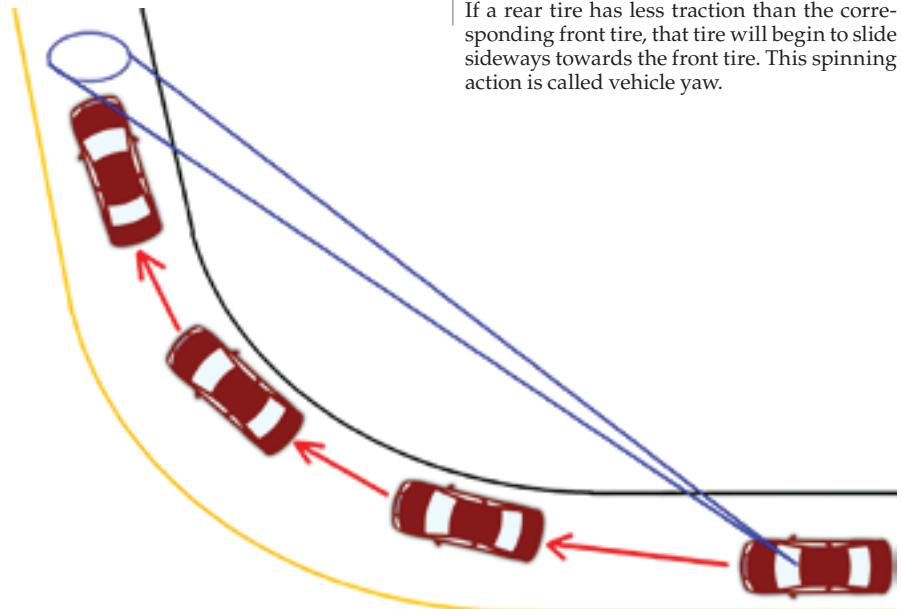
A four-second interval provides the driver time to steer or brake out of problems at speeds under 65 mph on a dry surface.

## Judging Space in Seconds

When traveling at 25 to 30 mph, looking 12 to 15 seconds ahead translates into about one city block. This is the target area the driver must monitor. Stopping zones are 4 to 8 seconds ahead, and following distance is 3 to 4 seconds. To calculate space in seconds, have the new driver select a fixed target, count one-one thousand, two-one thousand, etc. Ask your teen to practice judging space in seconds at different speeds.

## Coaching Your Teen to Control a Vehicle through a Curve

- On approach, position the vehicle in the lane to try to establish a sightline to the apex and exit of the curve, and reduce speed (observe warning sign speed, which is calculated on the angle and bank of the curve).
- Reduce speed before entering the curve, and slowly lighten the pressure on the brake until reaching the apex point (where the car is closest to the inside of the curve line). At the apex or exit point, coach the new driver to apply light acceleration to pull the car out of the curve.



The vehicle’s speed and load, and the sharpness and bank of the curve affect vehicle control. Traction loss when entering a curve is often caused by excessive speed, braking, or steering. Front tire traction loss is referred to as “under-steer,” and is more likely to occur in front-wheel drive vehicles. “Over-steer” is when there is traction loss by the rear tires and occurs more often in vehicles with rear-wheel drive.

Vehicle balance refers to the distribution of the vehicle’s weight on all four tires. Ideal balance and tire patch size is only reached when the vehicle is motionless. As soon as acceleration, deceleration, cornering, or a combination of these actions occurs, vehicle balance and weight on the tires change. However, if the vehicle is traveling at a constant speed, and the suspension is set on center, steering and traction control is considered to be in balance.

## Changing Vehicle Balance from Side to Side (Roll)

Sudden steering, accelerating, braking, or road elevation can affect a vehicle’s side-to-side balance.

## Changing Vehicle Balance from Front to Rear (Backward Pitch)

When acceleration is applied, weight or center of mass is transferred toward the rear of the vehicle. More rapid acceleration results in greater weight transfer.

## Changing Vehicle Balance from Rear to Front (Forward Pitch)

When brakes are applied, weight or center of mass is transferred toward the front of the vehicle. If braking is hard, there is a noticeable drop of the hood and reduced rear tire traction.

## Changing the Vehicle’s Rear Load to the Right or Left (Yaw)

Sudden steering, braking, or a right or left elevation of the highway can affect rear vehicle balance and result in the loss of tire traction. If a rear tire has less traction than the corresponding front tire, that tire will begin to slide sideways towards the front tire. This spinning action is called vehicle yaw.

## CHECKLIST FOR SESSIONS 11-13

Evaluate the second half of session 13 by placing "S" for satisfactory as the following tasks are completed:

	Approaches the vehicle with awareness
	Enters the vehicle and makes appropriate checks and adjustments
	Uses proper signals
	Checks mirrors before slowing or stopping
	Avoids hesitation
	Maintains at least a 3-4 second space cushion at all times
	Controls speed
	Maintains and adjusts speed to flow of traffic
	Uses commentary driving

### Searching the Intended Path of Travel

#### Target

	Identifies a stationary object or area in the center of the intended path of travel
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### Judges Space in Seconds

	Searches the space the vehicle will occupy at least 12-20 seconds ahead
	Continually evaluates the immediate 4-6 second travel path
	Adjusts speed and/or lane position as needed when search areas cannot be maintained
	Maintains a 3-4 second following interval at all times

### Identifies Open, Closed or Changing Spaces

	Identifies the intended travel path as open, closed or changing, and adjusts speed and position as needed
--	---

### Scans Intersections

	Looks for open zones/space to the left, front, and right when approaching and entering an intersection
	Identifies closed or changing zones/spaces and makes necessary speed and/or lane adjustments
	Stops in proper position; stops completely; tires are motionless
	Yields; understands right-of-way rules
	Comments prior to changing vehicle speed or position

### Curves

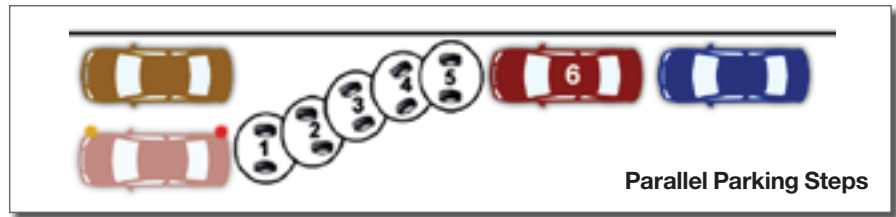
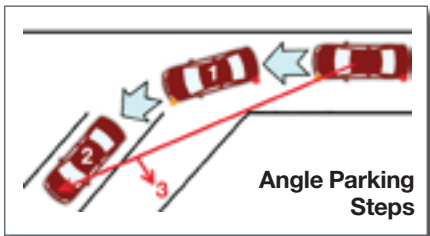
	Positions the vehicle to increase line of sight
	Slows to the speed posted on the warning sign before entering curve
	Slowly lightens pressure on the brake until reaching the middle of the curve
	Applies light acceleration to pull the vehicle out of the curve
	Properly secures vehicle

## Parking

Sessions 14-16 focus on learning the correct procedures for angle, perpendicular, and parallel parking using reference points and commentary driving. Review previous lesson objectives and the driver's manual section on parking. Begin Session 14 in a large, level parking lot free of obstacles. Practice parking in the school parking lot during session 15, and spend session 16 practicing parking in a shopping mall parking lot. During each session have your teen practice angle, perpendicular, and parallel parking on the right and the left 10-12 times. Coach your teen to select a parking space that requires no backing when possible.

### Angle Parking Steps

- Signal intention and position the vehicle 3-4 feet from the space in which the vehicle will be parked.
- Move forward until the steering wheel is aligned with the first pavement line.
- Visually locate the middle of the parking space, check traffic and path of travel, and turn the wheel sharply at a slow controlled speed.
- Steer toward the target in the center of the space to straighten the wheels and stop when the front bumper is 3-6 inches from the curb or end of the space.
- If you have a choice, parking on the left gives you more room to maneuver and a better view of traffic if you have to back out of the space.

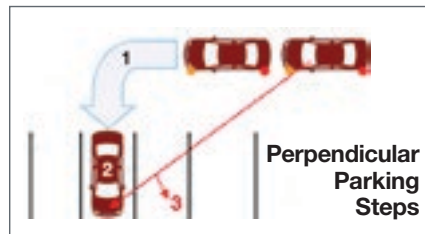


### Exiting an Angle Parking Space

- Place foot on brake, signal intention, and shift to reverse.
- Check traffic and path of travel, and back until your vehicle's front seat is even with the bumper of the vehicle located on the turning side, and begin turning the steering wheel in the direction you want the rear to go.
- Monitor your front bumper on the opposite side of the direction you are turning.
- When your front bumper clears the back of the vehicle by several feet, stop, and shift to drive.

### Perpendicular Parking Steps (parking at a 90-degree angle)

- Signal intention and position the vehicle 5-6 feet away from the space.
- Move forward until the driver's body is aligned with the first pavement line.
- Check traffic and path of travel, and turn the wheel rapidly left or right controlling speed.
- Steer towards the target in center of space and straighten the wheels.
- Position the front bumper 3-6 inches from the curb or end of the space.



### Exiting a Perpendicular Space

- Place foot on brake, signal intention, shift to reverse, and look through the rear window.
- Check traffic and path of travel, and back until your windshield is even with the bumper of the vehicle located on the turning side, and begin turning the steering wheel in the direction you want to go.
- Monitor your front bumper on the opposite side of the direction you are turning.
- When your front bumper clears the back of the vehicle by several feet, stop, and shift to drive.

### Parallel Parking Steps

- Signal stopping and turning.
- Stop 2-3 feet parallel to the car in front.
- Shift to reverse. Check traffic and path of travel, and back slowly steering sharply left or right as appropriate; stop when the steering wheel is in line with the rear bumper.
- Continue backing slowly while steering rapidly in the opposite direction using quick glances to the front and the rear of the vehicle until you straighten the vehicle's wheels.
- Center vehicle in space. Wheels should be 6-12 inches from the curb.

### Exiting a Parallel Parking Space

- Brake, shift to reverse, and back as near as possible to the vehicle behind you.
- Check traffic, signal, and shift to drive.
- Move forward slowly while steering rapidly out of the space.
- Begin straightening wheels when your vehicle's front seat is even with the back bumper of the car in front and look at the target in the center of your path of travel.

### Parking on a Hill

When parking uphill or downhill, make sure your teen places the vehicle in REVERSE or FIRST gear for manual transmissions, and PARK for automatic transmissions, and that the parking brake is properly engaged. To further ensure that the vehicle does not roll into traffic, turn the front wheels:

- towards the curb when parking downhill;
- towards the curb when parking uphill without a curb; and
- away from the curb when parking uphill with a curb.





## CHECKLIST FOR SESSIONS 14-16

Evaluate the second half of session 16 by placing "S" for satisfactory as the following tasks are completed:

	Approaches the vehicle with awareness
	Enters the vehicle and makes appropriate checks and adjustments
	Checks mirrors before slowing or stopping
	Avoids hesitation
	Uses commentary driving

### Angle Parking

	Signals intention
	Approaches space at proper distance, and aligns the vehicle with the reference point
	Controls speed and monitors all four corners of the vehicle
	Centers the vehicle in the space
	Positions the front bumper 3-6 inches from the curb or end of the space

### Exiting Angle Parking Space

	Signals intention
	Aligns the vehicle with the reference point before turning the steering wheel
	Controls speed and monitors all four corners of the vehicle and the path of travel
	Steers into closest lane after the front bumper clears the back of the parked vehicle

### Perpendicular Parking

	Signals intention
	Establishes proper distance from parked vehicle and uses reference point to begin turn
	Controls speed and steers to target in center of space
	Centers vehicle in the space
	Positions the front bumper 3-6 inches from the curb or the end of the space

### Exiting a Perpendicular Parking Space

	Signals intention and aligns vehicle with the proper reference point
	Controls speed and monitors all four corners of the vehicle and path of travel
	Backs until the windshield is even with the bumper on the side which turning toward
	Stops when the front bumper clears the back of the vehicle, and shifts to Drive

### Parallel Parking

	Signals intention and stops the vehicle 2-3 feet parallel to the car in front
	Stops at reference point and steers rapidly in the opposite direction
	Centers vehicle in parking space, 6-12 inches from the curb

### Exiting Parallel Parking Space

	Backs as near as possible to the vehicle which is parked behind the space
	Checks traffic, signals, and shifts to Drive
	Controls speed and steers out of the space
	Straightens wheels gradually when front seat aligns with the back bumper of vehicle in front

## Turnabouts

Sessions 17 and 18 will focus on recognizing the different types of turnabouts and selecting the appropriate type of turnabout for a given situation. Review previous lesson objectives. Begin Sessions 17 and 18 in a large, level parking lot free of obstacles. Practice 2-point, 3-point, and U-turns in a parking lot. Progress to a lightly traveled residential area, and practice visual search skills, turns and each turnabout at least 10 times.

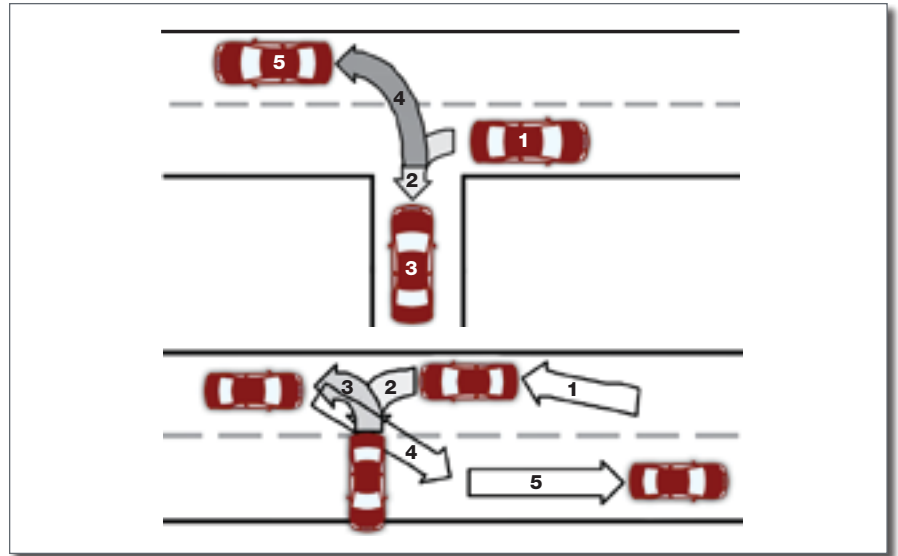
The easiest and safest way to change directions is to drive around the block. The 2-point turnabout to the right rear is the next best option.

### Two-Point Turns

Two-point turns require the driver to head into, or back into, a driveway on the same side or on the other side of the roadway to reverse direction. It is safest to execute a 2-point turnabout by backing into a driveway on the same side of the street.

### Three- or Five-Point Turns

Three- or five-point turns are an option if no driveway is available, traffic is light, you cannot drive around the block, or the available space prevents a U-turn. To begin a 3-point turn, pull over next to the curb on the right. When safe, move while turning the wheel sharply to the left towards the opposite side of the road. Stop a foot from



the curb. Shift to reverse. Check traffic and back slowly, turning the wheel to the right until your front bumper is in the center of the road. Shift to drive and target the center of your path of travel. A 5-point turn is needed on very narrow roads.

### U-turns

On a two-way multiple-lane highway, the driver begins the U-turn in the left lane closest

to the center line or median. The driver completes the turn in the lane furthest to the right in the opposite flow of traffic and accelerates to the appropriate speed. If making the U-turn on a divided highway with a median, stay on the right side of the median.

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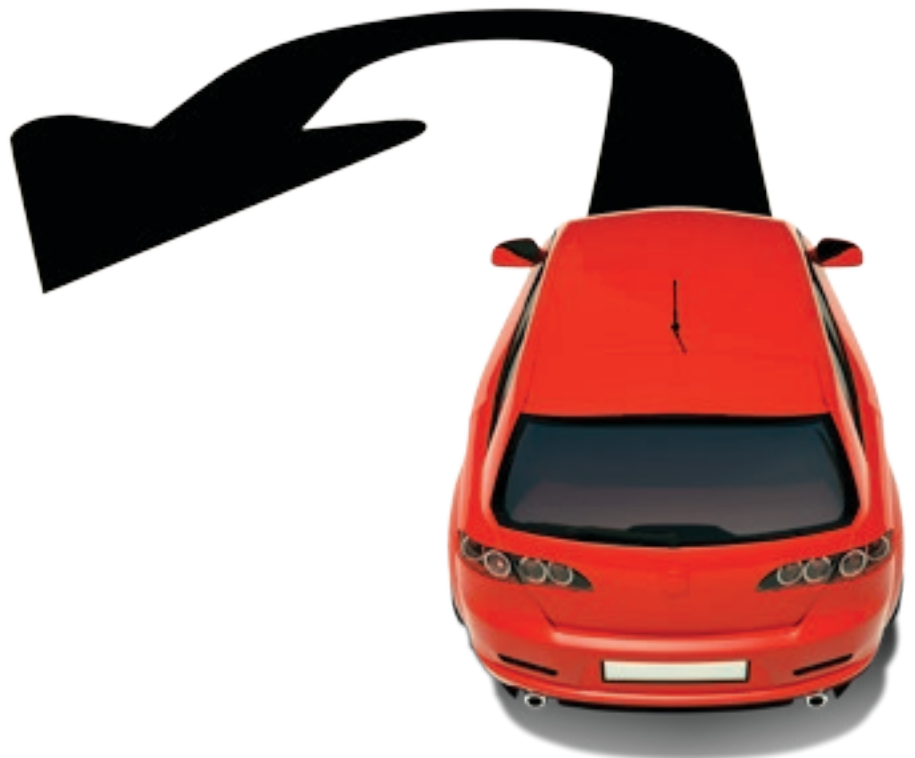
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## CHECKLIST FOR SESSIONS 17-18

Place "S" for satisfactory as the following tasks are completed:

	Approaches the vehicle with awareness
	Enters the vehicle and makes appropriate checks and adjustments
	Checks mirrors before slowing or stopping
	Avoids hesitation
	Maintains a safe following distance at all times
	Uses commentary driving

### Precision Turns

	Successfully executes several 2-point turns
	Successfully executes several 3-point turns
	Successfully executes a U-turn
	Is able to select the appropriate type of turnabout for a given situation
	Demonstrates and explains the proper side position
	Demonstrates and explains the proper forward position
	Searches left, front, and right of intersections to determine open spaces
	Looks through the turn before turning the steering wheel

### Approach to Intersections

	Sees and responds to open/closed space areas
	Checks and responds to rear space conditions
	Establishes and maintains proper lane usage and speed control
	Searches left, front, and right zones for line of sight or path of travel changes, and identifies open spaces before entering
	Safely stops when necessary

### Visual Skills

	Looks well ahead of the vehicle
	Looks into the direction of the turns
	Selects targets
	Recognizes signs by shape and color
	Understands meaning of pavement markings
	Selects a target in the center of the travel path
	Judges adequate gap in traffic prior to executing maneuver
	Uses proper signals
	Checks mirrors before slowing or stopping
	Avoids hesitation
	Controls speed
	Secures vehicle

## Multiple Lane Roadways

Sessions 19-21 focus on lane position, lane changing, following distance, and mirror blind spots. If possible, choose a time when the four-lane roadway on which you select to practice has minimal traffic, such as during early morning hours on Saturday or Sunday.

### Lane Position

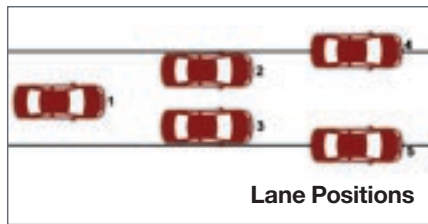
There are several lane position choices a driver can make without changing lanes. Practice driving in lane position 1, 2 and 3 for several miles during each session.

**Position 1:** The vehicle is centered in the lane and is the lane position most often used.

**Position 2:** The vehicle is 3-6 inches from the lane line on the driver's side, is the lane position for a left turn, and allows for a margin of safety on the right side of the vehicle.

**Position 3:** The vehicle is 3-6 inches from the passenger side pavement line or curb and is the best position to approach a hill or curve.

**Position 4 and 5:** The vehicle straddles either lane line due to an obstruction in the path of travel.



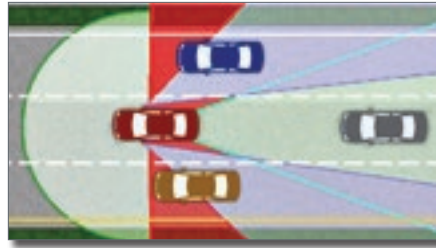
### Safety Margins

Your most important safety margin, and the one over which you have the most control, is the space in front of the vehicle. Maintaining at least a 3-second space margin from the vehicle ahead provides the driver with visibility, time, and space to avoid frontal crashes, and allows the driver to steer or brake out of danger at moderate speeds. Coach your teen to accelerate or decelerate as the 3-second gap widens or decreases. This will also help the novice driver travel at the speed of the flow of the traffic. When stopping behind another vehicle, coach your teen to stop in a position to see the back tires of the car in front for an adequate space margin.

### Mirror Blind Spot

As a bike rider, before making a turn or changing lanes, your teen was taught to check over the shoulder in the area next to and behind the bike to make sure there were no cars. As a driver, coach your teen to monitor the area to the rear with the inside mirror, to the sides with the side view mirrors, and to make a blind spot check in the area slightly beyond the driver's peripheral field of vision. Coach the driver to look out of the front side windows, not the rear side windows, when checking the mirror blind spot areas. New drivers have a tendency to move the steering wheel in the direction they move their head. Before the head check, coach your teen to focus on not moving the wheel.

### Mirror Blind Spot



### Changing Lanes

Changing lanes should not be done too often or unnecessarily. Ask your teen why one would need to change lanes. Answers may include: to avoid an obstacle in your lane; to make a turn; exit the road; park; or to pass another vehicle. Emphasize that passing another vehicle on a two-lane, two-way roadway with limited line of sight is extremely dangerous.

Practice changing lanes 15-20 times during the next three sessions. Lane change steps are:

- check traffic flow to rear and sides for appropriate gap;
- signal intentions by placing gentle pressure on the turn signal lever;
- recheck traffic flow to the rear and sides;
- steady hands and make a quick glance in the mirror blind spot area;
- maintain speed or accelerate slightly before and during the lane change;
- make a gradual move into the lane (front and rear tires should glide almost simultaneously across 3-5 broken pavement lines);
- regain space around the vehicle and adjust following distance as needed.

### Right Turns

Right turns are always made from the travel lane farthest to the right to the first open lane.

### Left Turns

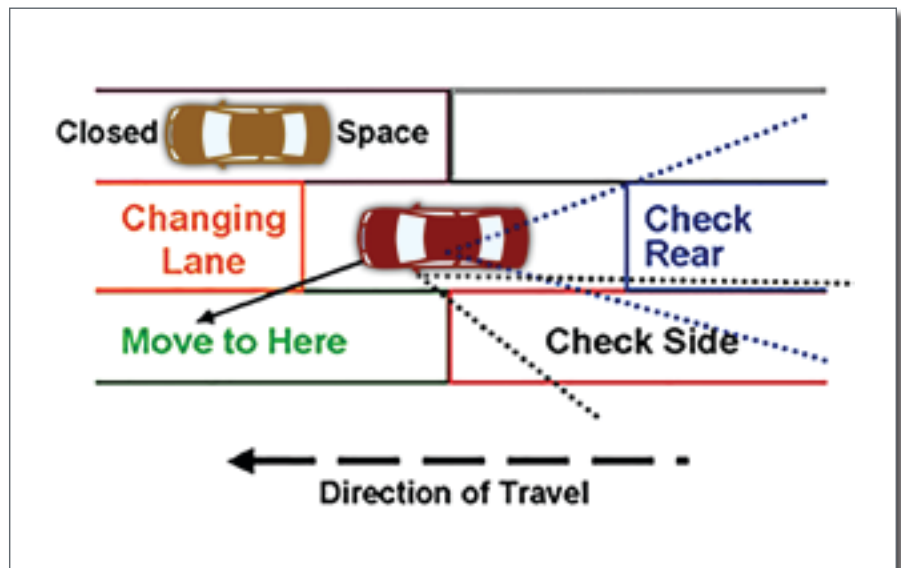
Left turns can be one of the most hazardous maneuvers your teen will perform. To judge which lane a vehicle is in, tell your teen to look down at the vehicle's tires in contact with the road, not at the body of the car. When making a left turn from a two-way four-lane street, begin and end the turn in the lane closest to the yellow line. The yellow line should serve as your teen's target. A protected left turn is one made from a turn lane marked with an arrow, accompanied by a traffic signal arrow. A semiprotected or unprotected left turn is made from a center or shared turn lane or from the through lane. New drivers have difficulty judging the speed and distance of multiple lanes of oncoming traffic. Practice judging oncoming vehicles' space in seconds.

### Passing and Being Passed

Review the legal responsibilities placed on the passing driver and the driver being passed. Using commentary driving, practice the following passing steps with your teen:

- position your vehicle 2-3 seconds behind the vehicle to be passed;
- check mirrors and oncoming traffic;
- check ahead making sure there is plenty of space before you try to pass;
- signal intentions and accelerate quickly to an appropriate speed in the passing lane;
- monitor front and rear space and check the rearview mirror for the front of the car being passed;
- signal intentions; and when you see the front of the car, change lanes, cancel signal, and maintain speed.

**NOTE:** If someone is trying to pass you, reduce your speed slightly to make it easier. This is not a good time to become competitive!



## CHECKLIST FOR SESSIONS 19-21

Evaluate the second half of session 21 by placing “S” for satisfactory as the following tasks are completed:

	Approaches the vehicle with awareness
	Enters the vehicle and makes appropriate checks and adjustments
	Checks mirrors before slowing or stopping
	Avoids hesitation
	Maintains a safe following distance at all times
	Uses proper signals
	Controls speed

### Lane Change

	Checks traffic flow
	Signals intentions
	Rechecks traffic flow to the rear and sides
	Checks mirror blind spot
	Maintains speed or accelerates slightly before and during the lane change
	Makes a gradual move into the lane (wheels cross 3-5 broken lines)
	Adjusts following distance as needed and regains space around the vehicle

### Vehicle Position

	Selects the best lane and the best lane position
	Positions the vehicle three feet from the curb for a right turn
	Stops the vehicle with the front bumper even with curb line or behind stop line
	Angles wheels slightly to the right when stopped for a right turn
	Positions the vehicle 3-6 inches from the center of the road to prepare for a left turn
	Maintains at least a 3 second space cushion at all times
	Recognizes other vehicles' "blind areas"
	Recognizes and adjusts when being tailgated

### Visual Skills

	Looks well ahead of the vehicle
	Looks into the direction of the turns
	Selects targets
	Recognizes regulatory and warning signs by shape well in advance
	Understands the meaning of yellow and white pavement markings
	Understands the meaning of solid and broken pavement markings
	Searches all corners of the intersection
	Selects a target in the center of the path of travel
	Judges gap in traffic

### Commentary Driving

	Can explain each position and appropriate reference points
	Monitors other highway users
	Properly secures vehicle

## City Driving

Sessions 22-24 focus on driving on crowded urban roadways. During these three sessions, have your teen examine the importance of scanning ahead, lane position, covering the brake, and the hazards associated with parked cars, traffic congestion, and distractions.

### Decision Making

Decision making is the most important skill used in driving. A driver operating in city traffic flow makes 50-60 decisions per mile. Drivers need visibility, space, time, and adequate traction to perform all maneuvers in city traffic whether crossing, turning, passing, or adjusting speed and/or position. During these sessions ask your teen to focus on controlling space to the front and speed to enhance visibility, space, time, and traction.

Driving on congested roadways allows a very small margin for driver error. Effective searching skills and driver alertness are both essential. Every second counts in this driving environment.

Have your teen identify city driving hazards. Examples of city driving hazards include:

- parked cars; cars entering or exiting parking places; doors opening, etc.;
- delivery trucks; drivers racing to and from the trucks, stopping suddenly, etc.;
- buses; loading and unloading passengers;
- blind alleys; cars or bicyclists darting out of alleys;
- pedestrians; moving to and from office buildings, stores, crossing streets, etc.;
- limited sight distance and intersections spaced at shorter intervals;

- aggressive, impatient drivers competing for lane space or a parking place; and
- stop and go traffic flow.

When the new driver identifies a hazard, coach the driver to cover the brake to be prepared to stop or slow suddenly. Covering the brake involves taking your foot off the accelerator and holding it over the brake pedal. Remind your teen not to rest the foot on the brake pedal. This is called riding the brake, and will both confuse other drivers and add unnecessary wear to the brakes.

### Lane Position

Have your teen position the vehicle in the lane to provide the greatest amount of space between your vehicle and a potential hazard. Ask your teen to identify the least congested lane. On a three-lane roadway, the middle lane usually has the smoothest flow of traffic. Hazards in the right lane include stopped buses, parked cars, bicyclists, etc. Hazards in the left lane include vehicles waiting to make a left turn, vehicles crossing over the center line, etc.

### Passing

The dangers of passing in city traffic include:

- intersections are spaced at shorter intervals;
- cars may pull into or out of parking spaces;
- traffic flow is irregular;
- oncoming drivers may drift over the center line. Several times during each session, ask the driver to use commentary driving and identify potential risks 15 seconds ahead of the vehicle.

## Distractions

Distractions while driving can be deadly, especially for young drivers. Ask your teen to give examples of driving distractions. Typical driving distractions include:

- changing the radio, CD or tape, dialing or talking on the phone;
- passengers or pets;
- eating, drinking, smoking or reading a road map;
- searching for an item in a purse, glove compartment, backpack, etc.;
- having books slide off the front seat or carrying other unstable items in your car;
- engaging in intense or emotional conversations;
- putting on makeup or looking at yourself in the mirror;
- driving an unfamiliar vehicle without first adjusting the mirrors and seat, selecting entertainment options, or locating the lights, windshield wipers or other vehicle controls.

In heavy traffic, coach your teen to avoid distracting activities, to search the traffic scene and not fixate on any one thing, and to focus on keeping as much space as possible around the vehicle at all times.



## DRIVING AFTER SUNSET

Driving after sunset presents a new set of challenges. The obvious challenges are glare and reduced visibility. The first routes your teen drives after sunset should be on low volume roadways that the new driver has had some driving experience on during daylight. The guided practice night driving sessions should be integrated with the 30 daylight sessions.

Vision is severely limited at night. The vehicle's narrow headlight beams limit the driver's view of the area ahead, and the off-road area may not be visible at all. In addition, the new driver will find it difficult to determine the size, speed, color, and distance of objects. Coach your teen to try to look at the outer fringes of his or her headlight beams to get the best picture of possible dangers ahead and to the sides of the vehicle. Emphasize the need to reduce speed and to increase following distance. In addition, dirt on the headlight lenses can reduce their effectiveness by as much as 75%. Avoid using a light inside the car because this will also greatly reduce your night vision.

### Overdriving Your Headlights

Overdriving your headlights occurs when the vehicle's stopping distance is greater than the area illuminated by the headlights. To determine whether you are overdriving your headlights, have your teen select an

object the moment the headlights pick it up, and count off 6 seconds. If the object is still ahead of the vehicle, you are driving at a safe speed. If you have passed it, you are driving too fast. Remind your teen that posted speed limits are calculated for daylight driving and are often too fast for nighttime conditions.

### Blinded

When blinded by the headlights of oncoming cars, coach your teen to look to the right-hand side of the lane and to make brief, frequent glances at the target ahead keeping the oncoming cars in the corner of the driver's vision.

### Glare

Glare recovery is the time it takes your eyes to adjust after being blinded by bright lights. Oncoming traffic is the primary source of glare when driving at night. Glare is also caused by the headlights of cars behind you and a dirty windshield. Adjust your rearview mirror to the "night" setting and side view mirrors to reduce glare. Dirt on glass will reflect rays of light, either from the sun or headlights, and add to glare.

## CHECKLIST FOR SESSIONS 22-24

Evaluate the second half of session 24 by placing "S" for satisfactory as the following tasks are completed:

	Approaches the vehicle with awareness
	Enters the vehicle and makes appropriate checks and adjustments
	Checks mirrors before slowing or stopping
	Covers the brake when necessary
	Maintains at least a 3-4 second space cushion at all times

### Approach to Intersections

	Sees and responds to open/closed space areas
	Checks and responds to tailgaters
	Establishes and maintains proper lane usage and speed control
	Stops safely when necessary
	Adjusts speed to arrive in an open zone (e.g., green light)

### City Driving

	Recognizes potential hazards
	Selects appropriate lane position
	Covers the brake
	Maintains a margin of safety
	Turns into the correct lane

### Visual Skills

	Looks well ahead of the vehicle
	Looks into the direction of the turns
	Selects targets
	Recognizes signs by shape and color
	Understands the meaning of pavement markings
	Selects a target in the center of the travel path
	Judges gap in traffic
	Uses proper signals
	Avoids hesitation
	Controls speed

### Commentary Driving

	Lists the potential risks the driver identifies 15 seconds ahead of the vehicle
--	---

## Expressways

Sessions 25-28 focus on complex risk driving environments at speeds up to 70 mph. Traffic flow on expressways can be heavy and at times unpredictable. They are called limited or controlled access highways because there are only certain locations, called interchanges, where a driver can enter and exit the expressway. Expressways have a low frequency of collisions, but often have high injury severity rates when a collision does occur because of the higher speeds.

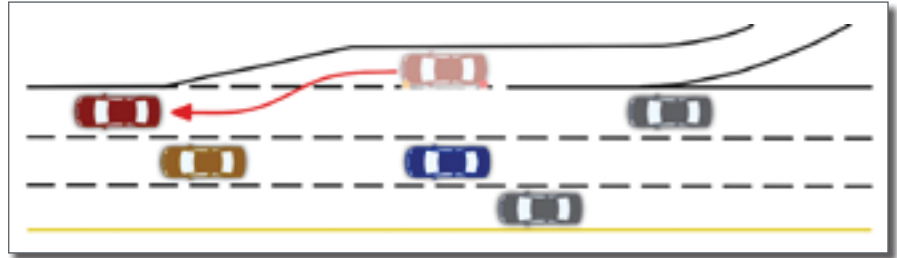
Review the expressway information in the DDS driver's manual. Make sure your teen understands the different kinds of expressway interchanges, expressway signs, signals, lane markings, speed limits, and the importance of maintaining a 20-30 second visual lead.

Entering an expressway - expressway entrances include three areas: the entrance ramp, the acceleration lane, and the merge area. The entrance ramp allows the driver time to search the expressway and evaluate speed and available space before entering. Entrance ramps may be uphill, downhill, or level with the expressway. Each of these roadway conditions presents a different challenge when trying to search the traffic flow on the expressway. Using commentary driving, practice entering and exiting the expressway 10 times during each session.

### Steps for Entering the Expressway:

- Check for ramp speed signs;

## Entering the Expressway



- On the entrance ramp, search for vehicles ahead and behind on the expressway using quick glances while searching for gaps or open spaces in the traffic flow;
- In the acceleration lane, use the signal to indicate your desire to enter the expressway, and adjust speed to the flow of traffic;
- From the merge lane enter the flow of traffic;
- Release turn signal;
- Establish a new target area.

### Steps for Exiting the Expressway:

- Identify the exit well in advance;
- Move into the lane closest to the exit;
- Check traffic to the rear; do not reduce speed on the expressway;

- Signal intentions 4-6 seconds in advance of the ramp;
- Enter the exit ramp, tap brakes and rapidly begin reducing speed;
- Continue decelerating to the posted speed before entering the curve on the ramp.

### Expressway Driving Tips

- Adjust the vehicle's position and speed to road and weather conditions.
- Maintain a minimum 4 second following interval when merging onto the expressway, changing lanes, and exiting the expressway.
- Minimal steering inputs are needed at higher speeds to change lanes, enter, or exit the expressway; excessive steering can easily lead to a loss of control at higher speeds.
- Make room for vehicles entering the expressway from an entrance ramp by moving out of the lane next to the merging area.
- Always move over one lane at a time when moving across multiple lanes.
- Be alert for crosswinds when driving on bridges or through open mountain passes.
- When another driver tailgates, increase your 4 second following interval and, if possible, change lanes.
- When driving over a long period of time, be aware of a condition known as "highway hypnosis." This results in driving in a dulled, drowsy, trance-like condition.

### Route Numbering

Most routes are one- and two-digit numbers.

- North-south routes have odd numbers.
- East-west routes have even numbers.
- The greater the even number, the farther north the road is in the United States.
- The greater the odd number, the farther east the road is in the United States.
- Exit numbers correlate with mile marker numbers.

Alternate routes are usually three-digit numbers, with the last two numbers designating the main one- or two-digit route.

- If the first digit is even, the alternate route is a loop that goes around a city.
- If the first digit is odd, the alternate route goes into a city.

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## CHECKLIST FOR SESSIONS 25-28

Evaluate the second half of session 28 by placing "S" for satisfactory as the following tasks are completed:

	Approaches the vehicle with awareness
	Enters the vehicle and makes appropriate checks and adjustments
	Checks mirrors before slowing or stopping
	Uses commentary driving

### Entering the Expressway

	Checks for ramp speed signs
	Maintains safe approach speed on entrance ramp to maximize search time and options
	Evaluates gap prior to entering
	Uses turn signal in the acceleration lane to indicate entrance to expressway
	Reaches the speed of the expressway traffic while in the acceleration lane

### In the Merge Lane

	Maintains speed/acceleration
	Checks front, rear and left rear areas around the vehicle
	Accepts or rejects gap/space

### Entering the Flow of Traffic

	Merges into lane position
	Releases turn signal
	Establishes new target area

### On the Expressway

	Selects proper lane and lane position
	Maintains at least a 4-second space cushion at all times
	Searches 20-30 seconds ahead of the vehicle
	Adjusts speed for weather and traffic conditions

### Exiting

	Plans ahead
	Checks following traffic and signals well in advance
	Does not decelerate on the expressway
	Adjusts speed on the exit ramp
	Secures vehicle properly

## Crash Avoidance

Sessions 29 and 30 focus on crash avoidance skills that incorporate vision, steering, and vehicle braking techniques. Conduct the following drills in a large, level parking lot free of obstacles. Place cones or other “targets” at selected locations on the lot. The new driver will practice compensating for side to side, front to rear, and rear to front vehicle weight shifts that affect vehicle performance.

### Straight-line Braking Drill

Once your teen reaches 15-20 mph, instruct him or her to stop in the shortest distance possible. Sudden braking causes the vehicle load to shift from the rear to the front wheels. If the brakes lock, coach your teen to release just enough pressure to get the wheels rolling again. Once they are rolling again, have the novice driver reapply part of the brake pressure. If the vehicle is equipped with anti-lock brakes and goes into the hard braking mode, coach your teen to maintain pressure on the brake pedal even if the pedal vibrates or makes a grinding sound. Practice this drill several times. Measure the differences in the stopping distances.

### Braking in a Curve

In an area free of obstacles, set up a series of cones or other markers to simulate a curve in the

roadway. Ask your teen to decrease the vehicle’s speed to increase control prior to entering the curve, to visually target the exit point, and to accelerate midway through the curve. Now have your teen approach the curve without reducing speed, and coach the driver to try to maintain/regain vehicle balance. Do this exercise several times.

Progress to having your teen approach the curve without slowing and instruct him or her to stop abruptly in the middle of the curve to simulate a blocked roadway. The weight of the vehicle will transfer to the front tire on the outside of the curve, and the front tires may slide (under-steer). If the tire begins to slide, coach your teen to release a slight amount of brake pressure to regain steering control. With limited weight on the inside rear tire, this tire may also lose traction. If this occurs, ask your teen to look in the direction he or she wants the vehicle to go and counter steer in that direction. This emergency braking while turning skill requires a lot of practice.

### Hydroplaning

Hydroplaning happens when the tires float on top of water and can occur at slow speeds depending on tire pressure, tire tread, and water depth. Simulating hydroplaning can be done on a rainy day in a large parking lot free of obstacles. Using cones, have your teen “draw” a figure eight around them at a very slow speed.

Have the novice driver increase speed gradually to the point of hydroplaning. When this occurs, coach your teen to reduce speed and to look and steer in the direction he or she wants the vehicle to travel.

### Off-road Recovery

Running off the roadway is a frequent cause of fatal crashes for novice drivers. With practice, proper offroad recovery is not a difficult skill to learn. Locate a straight section of roadway with no traffic and a gravel, dirt, or grass shoulder that is even with the road surface. Do not practice this skill on a road that drops off at the edge or has potholes or obstacles on the shoulder. The novice driver can easily lose control and do serious damage to the tires, wheels, or underside of the vehicle. Even at slow speeds, dirt or loose gravel can reduce traction, causing the vehicle to slide or skid. At higher speeds, the vehicle may also swing from side to side. At a slow speed, ask the new driver to leave the roadway, and to:

- get both wheels off the pavement and steer the vehicle parallel to the roadway;
- stay off the gas and DO NOT brake; and
- check traffic and ease back on the roadway at a SLOW speed

**NOTE:** If you run off the road, stay off the road until you can safely get back on the paved surface.

## CHECKLIST FOR SESSIONS 29-30

Evaluate the second half of session 30 by placing “S” for satisfactory as the following tasks are completed:

	Approaches the vehicle with awareness
	Enters the vehicle and makes appropriate checks and adjustments
	Checks mirrors before slowing or stopping
	Avoids hesitation
	Controls speed

### Straight line braking

	Stops immediately on command
	Adjusts brake pressure to avoid wheel lockup
	Maintains brake pressure during ABS hard braking mode
	Stops vehicle safely in the shortest distance possible

### Braking in a curve

	Adjusts speed prior to entering the curve
	Regains vehicle control after entering the curve without reducing speed
	Performs controlled stop in the middle of the curve

### Hydroplaning

	Reduces speed and steers in the proper direction
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### Off-road recover

	Controls vehicle off-road
	Eases vehicle onto the paved surface
	Properly secures vehicle

# PARENT/TEEN DRIVING AGREEMENT

The intent of this agreement is to avoid any misunderstandings concerning our family driving rules. Together we will agree to vehicle use and operation rules, and the consequences for breaking any of these rules.

## Financial Responsibilities

**Determine who and what percentage each person will be responsible for:**

Vehicle costs: \_\_\_\_\_ Taxes and registration fees: \_\_\_\_\_

Fuel costs: \_\_\_\_\_ Monthly insurance costs: \_\_\_\_\_

Maintenance costs: \_\_\_\_\_

**Total costs:** Parents/guardians: \$ \_\_\_\_\_ Teen driver: \$ \_\_\_\_\_

## Vehicle Maintenance

**Determine who will be responsible for the following:**

Check fluids: \_\_\_\_\_ Clean windows: \_\_\_\_\_

Check tire pressure: \_\_\_\_\_ Clean exterior: \_\_\_\_\_

Clean interior: \_\_\_\_\_

## Family Safety Belt Agreement

Consequences of violation: \_\_\_\_\_

## School Achievement

Consequences of violation: \_\_\_\_\_

## Consequences for...

- Moving violation or crash/property damage: \_\_\_\_\_
- Alcohol or other drug use: \_\_\_\_\_
- Curfew violation: \_\_\_\_\_
- Violating passenger restrictions: \_\_\_\_\_
- Failure to provide destination or time of return: \_\_\_\_\_
- Allowing others to drive the car: \_\_\_\_\_
- Failure to call if you are more than 30 minutes late: \_\_\_\_\_
- Irresponsible behavior: \_\_\_\_\_
- Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**This agreement may be amended at any time.**

Teen Driver \_\_\_\_\_ Date \_\_\_\_\_ Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

**NOTE:** Your teen will receive much more traffic safety information during the classroom driver education course. Examples of information not included in this guide include the motor vehicle section of the Georgia Code, hand signals, brake failure, a blow out, skid recovery, carbon monoxide poisoning, alcohol and other drugs and driving, vehicle maintenance, pollution, buying and insuring a vehicle, and driving up or down steep hills, on bridges, through tunnels, over railroad tracks, or during the winter.



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