

Driver Readiness

The importance of off-road driver readiness and education for adolescents

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Reflect:
Reason for attending tonight?



Objectives:

1. Identify areas of independence for a teen to work on prior to pursuing driving
2. Identify potential roles of occupational therapy in the driving process
3. Understand the importance of a thorough evaluation for teens needs, prior to getting behind the wheel
4. Identify the role that ADHD or other co-occurring conditions play in the pursuit of driving
5. Understand how to make a plan with your teen
6. Identify off-road resources

Role of Occupational Therapy [OT]

- Assess and treat for physical, visual, and cognitive deficit areas
- Provide interventions to address visual tracking, timing, regulation, off road driving skills, and study skills
- Foster independence with ADL/IADL
- Teach strategies for executive functioning deficits
- Provide education to teen and family about driver readiness

Importance of driving and drivers readiness



- Teens want and need to regularly engage in “**occupations**” outside of the home
- Driving builds “**social capital**”
- Driving, however, **is one of the most complex occupations** teens can ever hope to perform
- It requires **effective integration** of a multitude of brain & body functions and abilities.
- To drive well, one must have adequate motor skills, efficient sensory processing, good cognitive-perceptual performance, and safe adaptive reasoning skills all working together

Drivers with ADHD



- Drivers with ADHD had a **45% to 47% increased rate of serious** accidents (JAMA, 2017)
- **Executive functioning** is critical for driving - requiring visual processing, anticipating of other drivers, and coordination of hands and feet.
- Executive functioning is also a well documented challenge for those with ADHD, therefore teens with ADHD are higher risk of getting speeding tickets or getting into car crashes.
 - **Distracted driving:** music, friends, adjusting temperature, phones, eating; these distracting account for half the accidents

Reflect : how many tickets and/or crashes have you received/been in ? Reason?

What distractions do we model while driving?

Drivers with ADHD

Yes, ADHD
Can Adversely
Affect Driving
Safety
(But Your
Mileage May
Vary)

- Drive a stick! (Cox, 2006)
- Automated driving systems and attention (Cox, 2006)
- It isn't just ADHD; co-occurring conditions need to be considered as well as the symptoms associated with this.
- On average, individuals with ADHD first receive their driver's license at age 20–21, however this is not a recommended consensus among researchers, be informed and make the best decision for your child... WITH your child. (Aduen, 2019)

Reflect: What may be some other factors my teen and I need to consider?

Things to consider

Reflect: What household responsibilities does my child currently do? What can we work on to increase independence?

“Driving fitness”

- The first step of assessing readiness for driving is to notice how the child moves, sees, thinks, feels, and takes on general responsibilities.
- Adolescent Life Skills Checklist - does your teen need cues or assistance?
 - Activities of daily living (ADL) and Instrumental ADL (IADL)
 - Home management (bedroom, trash, laundry, petcare, bathroom)
 - Simple meal preparation (time management, item retrieval, safety, following directions, cleanup)
 - Shopping with a plan
 - Medication management (timing and dosage)
 - Community mobility (safety with walking and biking, navigation in familiar places)

Things to consider

Pre-driving skills include coordinated use of extremities, quick/accurate visual & cognitive perceptual processing functions, and safe attention and reasoning abilities.

Understand your own limitations:

- Attention: limit ALL distractions
- Anxiety: calming tools and knowing when not to drive and dealing with unexpected situations
- Medication use and side effects
 - Research found a 38% lower (men) and 42% lower (women) risk for accidents when they were taking medication (JAMA, 2017)
- Vision (night and daytime driving)- functional vision exam and acuity
- Doctor clearance for medical concerns

Make a plan



- Teen driver and parent agreement
- Schedule times to study
- Establish expectations for:
 - Finances (insurance, tickets, maintenance)
 - What car will be driven
 - Family responsibilities
- Model and talk out driving decisions (commentary driving)

Reflect: What has worked? What hasn't worked?

Helpful tools

1. Commentary driving

[Commentary driving video](#)



Commentary Driving

Phase 1 Lane Position	<p>Able to Identify the Five Vehicle Positions</p> <ol style="list-style-type: none">1. Center of the lane2. Along the double yellow line3. Along the white line4. Over (straddling the double yellow line)5. Over (straddling the white line) <p>As the driver safely move into these lane positions and have student identify the positions.</p>
Phase 2 Visual Search	<p>Visual Search: Add one stimulus at a time (start with one and then work up to multiple items)</p> <ol style="list-style-type: none">1. Traffic lights and color of light2. Brake lights – directly in front of the vehicle3. Speed limit signs4. Stop signs5. Other important road signs6. Streets on the right or left7. Turn signals – on vehicles directly in front of the vehicle8. Turn lanes if you are making a turn at an intersection
Phase 3 Rearview Mirror Use	<p>Teach student to make quick glances into the rearview mirror and then back at the road.</p> <ol style="list-style-type: none">1. Have student check the rear of the vehicle when brakes are being applied. (example - say brakes and then color of car directly behind you)2. Check the rear when the vehicle directly in front applies their brakes.

Commentary driving

Phase 4 Gap Judgment	Gap Judgment – analysis of intersections including non-protected left turns, scan and use mirrors for lane changes <ol style="list-style-type: none">1. Identify when it is safe to make right and left turns using simple language (waiting, waiting, waiting ...Go!)2. Task of 5 consecutive lane changes Teach SMOG – Signal, Mirror, Over the Shoulder (blind spot check), Go
Phase 5 Hazard Detection/Anticipation Task	Verbal identification of potential dangers and real dangers that could influence a driver's behavior (make you need to slow down or speed up, change lanes, etc.)
Phase 6 Full Commentary Driving	The student describes all of the important information in the driving environment that the driver has to be aware of and react to.
Bonus Phase Problem Solving	<ol style="list-style-type: none">1. What to do if the car breaks down? Tell them when you are driving that you are going to pretend that the car is going to break down. Can the student tell you exactly what to do in an appropriate sequence? Where to pull over? Etc.2. Planning where the best/safest place to enter an exit parking lots

Helpful tools

2. Drive Focus App.

Interactive videos to train the user to identify important information in the driving environment

Increases ability to identify, prioritize, and react to real driving situations

[DriveFocus user Videos](#)

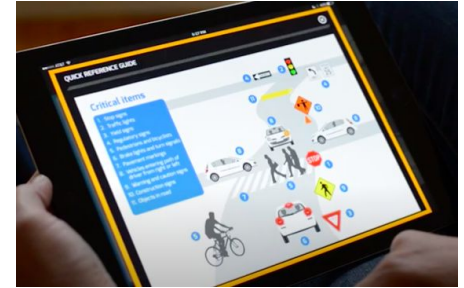
Interactive



Driving score



Symbols reference guide



\$12.99

(GooglePlay/ Apple)

Helpful tools

3. National Safety Council

[NSC- Teen Drivers](#)

[Drive It Home - Video lesson series](#)



DriveitHOME™
an nsc program

How to Beat Blind Spots

There are lots of driving lessons for your teen to tackle, but one of the hardest to grasp is the blind spot. Here are some tips for introducing your teen to this concept as simply as possible.

[View Lesson 10 Now »](#)



DriveitHOME™
an nsc program

Teach Your Teen About Emergency Lights

When your teen gets behind the wheel there are plenty of traffic laws, unwritten rules and best practices to follow, but one of the most crucial is respecting unusual traffic lights. What do we mean by unusual lights? Anything outside of the usual red, yellow and green lights your teen will encounter at intersections.

[View Lesson 11 Now »](#)

Helpful tools

1. Breathe

I am safe, I am calm
I am capable

2. Injuries?

Are you injured?
Are you passengers injured?

3. Call 911

4. If able, move to safety

Move to the side of the road

5. Wait for help,

Turn off your engine, turn on
your hazard lights

If I get in a car accident ...

What's next?

- Obtain names, addresses, telephone numbers, and driver's license numbers from all drivers.
- Obtain license plate(s) and vehicle identification numbers.
- Obtain names, addresses, and telephone numbers of other passengers and any witnesses.
- Take pictures of the accident

1. Breathe

I am safe, I am calm
I am capable

2. Remember

It can be fixed

3. If able, move to safety

Move to the side of the road

4. Call roadside assistance

5. Wait for help,

Turn off your engine, turn on
your hazard lights

If I get a flat tire ...

Slow down, listen, and feel for a difference to
know if you have a flat tire...
DO NOT continue to drive on a flat tire

What's next?

- Get the tire changed or repaired
 - A spare tire in your car can only be driven on for up to 70 miles.

Signs you have a flat tire

- Difficulty accelerating
- A dragging feeling on the affected side of the car
- A popping or leaking sound
- Inaccurate or delayed handling when changing lanes, taking curves, or turning

My road side assistance number: _____

Helpful tools review

1. Practice active scanning
2. Talk about intersections (driving commentary)
3. Use stickers on the steering wheel (direction)
4. Stick to familiar routes
5. Cut down on distractions
6. Give extra practice
7. Keep an eye on medication use
8. Ask the instructor about experience with ADHD

[Understood driving tips](#)

Next steps

Drivers permit:

- Must be at least 15 ½ and under 18
- Complete drivers education course
- Pass a vision exam
- Take a knowledge test - signs and laws
 - (score of 36/48 and 3 attempts)
- If over 18, you still need to get a permit (take a knowledge test) but you do not have to take drivers education course

Drivers license:

- Have a drivers permit for 6 months
- Completed a drivers education course
- 6 hours of professional drivers training
- completed 50 hours of practice with an adult 25 years old or older who has a valid California DL and can certify that you completed the 50 hours of practice.
- Practice driving at night for at least 10 of the 50 practice hours.

Resources



- [CA drivers permit course](#)
- [Driver license appointment](#)
- [CA drivers handbook](#)
- [Drivers agreement](#)
- [Drive Focus App](#)
- [You, Me, ADHD Book club \(driving when distracted\)](#)
- [TopDriver - ADHD and driving](#)
- [ADDitudeMag ADHD + driving tips](#)
- [CHADD](#)
- [Coastline driving Academy](#)

Articles:

- [Driving among Adolescents with ADHD and ASD](#)
- [Driving with ADHD and traffic demands](#)
- [Improving Driver safety for teens with ADHD](#)
- [Emotions, behavior, and driving](#)

Questions? Comments?

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