


NDSP & IRHS Driver Proficiency Workshop




STOP, THINK and GO
Decision Making Process


Driver Proficiency and
Perceptual Driving
Program

Student Instructional Model:
ST&G-How To


STOP-THINK-GO




"A Matter of Driver & Traffic Safety"



Be Ready, Be Safe, Be Responsible





STOP-THINK & GO Decision-Making Process

- a risk management process that is designed to help young drivers (Worzbyt, 1989, 1991, 1996) to:
 - **increase** their **awareness** of risk;
 - **measure** risk to themselves, others, and property;
 - **judge** whether to **accept** the risk; and
 - **act** safely in **response** to risk.
- Recognizing that **familiarity, simplicity, and usability** are three conditions that **enhance learning**, the STOP- THINK & GO Decision-Making Process was fashioned after a traffic signal light.

Most young people are familiar with traffic signal lights and understand their practical application.

Be Ready, Be Safe, Be Responsible



STOP- THINK & GO Decision-Making Process

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Recognizing that familiarity, simplicity, and usability are three conditions that enhance learning, the STOP- THINK & GO Decision-Making Process was fashioned after a traffic signal light.

Most young people are familiar with traffic signal lights and understand their practical application in helping to insure for the safe flow of vehicular and pedestrian traffic through busy and potentially dangerous intersections.



Drivers are first instructed to **STOP** and clarify (verbalize) their driving goal and problem. In this model, the driving goal is the same for most driving situations: "To reach my destination safely."

The driving problem is related to the goal and is written as a question to be solved: "What must I do to reach my driving destination safely?"

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The STOP-THINK & GO Decision Making Process stresses the importance of viewing driving as a goal-oriented, mental process requiring the undivided attention of the driver.

Drivers are first instructed to STOP and clarify (verbalize) their driving goal and problem. In this model, the driving goal is the same for most driving situations: "To reach my destination safely. " The driving problem is related to the goal and is written as a question to be solved: "What must I do to reach my driving destination safely?"



Drivers are then instructed to proceed with caution to **THINK** of potential risk factors and dangers related to the specific driving situation in question.

Risk factors are grouped into four categories. They are:

- (1) human,
- (2) vehicle safety & performance,
- (3) highway conditions, and
- (4) other highway users.

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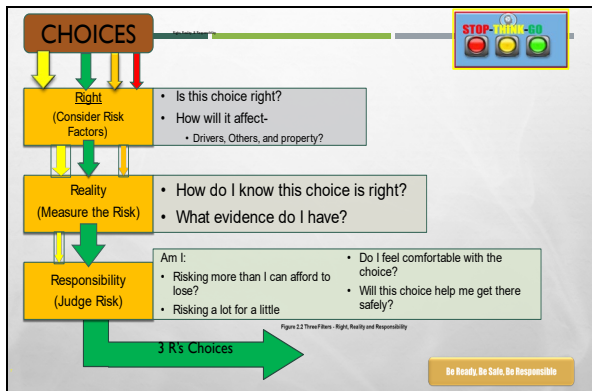
Human risk factors relate to those human conditions which place drivers at increased risk. Factors such as visual acuity, perceptual skills, hearing, physical agility, and mental alertness can be compromised by such factors as aging, illness, use of medications, and other drug and alcohol use. • Vehicle risk factors relate to all those conditions which effect vehicle safety and performance. Equipment failure and misuse and structural limitations place driver, passengers, and other highway users at risk of being harmed. • Highway condition risk factors relate to road surfaces, the availability of space, and visibility. Many highway condition risk factors are identifiable by highway controls such as signs, signals and road markings which are designed to regulate, warn, and guide drivers through roadway hazards.

- Lastly, drivers are to **GO** with choice(s) that will help them to achieve their driving goal safely. Driving choices that pass through all three filters (Right, Reality, and Responsibility) are deemed acceptable choices which will pose minimal risks to those affected by the decision.

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Lastly, drivers are to GO with choice(s) that will help them to achieve their driving goal safely. Driving choices that pass through all three filters (Right, Reality, and Responsibility) are deemed acceptable (safe) choices which will pose minimal risks to those effected by the decision.



When young drivers are confronted with a driving situation, they are encouraged to seek a 3R's solution. The three filters will help drivers to slow down and review their driving choices in light of the risks they present. High-risk choices are to be avoided and acceptable risk choices are to be managed and implemented with safety in mind (risk protection, risk prevention, and risk reduction).

Practice

The STOP- THINK & GO Decision-Making Process provides young drivers with an opportunity to apply, in classroom settings and behind-the-wheel training, what they know and understand about safe and responsible driving. What follows is a case situation (figure 2.3) and discussion of how to implement the STOP- THINK & GO Decision-Making Process using the worksheet in figure 2.4.

A Driving Dilemma

You are in your motor vehicle (standard brakes) descending a moderate grade, snow covered, two-lane secondary road. A single vehicle is following you at approximately one car length. There are no additional vehicles in site. The posted speed for this stretch of road is 35 mph. As you round a curve in the road, you see a STOP sign approximately 300 feet in front of you.

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Practice

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STOP	Decision Making Worksheet
A. State driving goal:	
B. State driving problems:	
THINK	
A. Identify potential risk factors and dangers:	
B. Identify driving choices (address risk factors and dangers):	
a. Choice:	
b. Choice:	
C. Filter your choices:	
a. Right Filter (Consider Risk Factors)	
i. Is this choice right (legal, ethical, and moral)?	
ii. How will this choice affect the drivers, others, and property?	
b. Reality Filter (Measure Risk)	
i. How do I know this choice is right?	
ii. What evidence do I have?	
c. Responsibility Filter (Judge Risk)	
i. Am I risking more than I can afford to lose?	
ii. Am I risking a lot for a little?	
iii. Do I feel comfortable with this choice?	
iv. Will this choice help me get there safely?	
GO	
A. State your selected driving choices:	
B. Explain how this action will meet your driving goal:	

Figure 2.4 Stop-Think & Go Decision-Making Process Worksheet
Processing the Dilemma

STOP

- First step is **STOP** and state the driver's goal and problem.
 - Goal is- "To get from where I am to where I want to be safely".

This goal statement also assumes responsibility for the safety of one's passengers and other highway users.

Driver's problem is always the flip side of the goal posed as a question to be answered.

- Problem is- "What must I do to get from where I am to where I want to be safely?"

Because most driver goal and problem statements can be presented similarly and consistently, young drivers should encounter little difficulty stating their driving goal and problem (question).

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Figure 2.4 Stop-Think & Go Decision-Making Process Worksheet

Processing the Dilemma

STOP. The first step that students must take after discussing the particular of this case situation is to STOP and state the driver's goal and problem. In this case situation, as is true for most driving challenges, the driver's goal is, "To get from where I am to where I want to be safely".

This goal statement also assumes responsibility for the safety of one's passengers and other highway users.

The driver's problem is always the flip side of the goal and is stated as a question to be answered.

Thus, the driver's problem is, "What must I do to get from where I am to where I want to be safely?"

Because most driver goal and problem statements can be presented similarly and consistently, young drivers should encounter little difficulty stating their driving goal and problem (question).

Figure 2.4 Stop-Think & Go Decision-Making Process Worksheet
Processing the Dilemma

THINK

Moving to the second step of decision-making, students are to:

- identify (name) the risk factors and dangers in the case (figure 2.3).

Awareness of hazards and dangers in driving situations is the key to risk management. The risk factor categories presented earlier in this unit can help students identify potential risks (observable and hidden). These categories are human risk factors, vehicle risk factors, highway condition risk factors, and risk factors associated with other roadway users.

Some specific risk factors and dangers present in A Driving Dilemma (figure 2.3) are as follows:

Risk Factors	Dangers
Snow covered road	Loss of control of vehicle due to poor traction resulting in harm to driver, vehicle and other roadway users.
Moderate road grade	Loss of control due to increased speed going downhill coupled with poor traction. Result: harm to driver, vehicle, and other roadway users.
Curve in road	Loss of control brought on by the previous risk factors and gravitational forces in navigating a curve. Dangers: same as above.

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Figure 2.4 Stop-Think & Go Decision-Making Process Worksheet

Processing the Dilemma

THINK. Moving to the second step of decision-making, students are to identify (name) the risk factors and subsequent dangers in the presenting case study (figure 2.3). Awareness of hazards and dangers in driving situations is the key to risk management. The risk factor categories presented earlier in this unit can help students identify potential risks (observable and hidden). These categories are human risk factors, vehicle risk factors, highway condition risk factors, and risk factors associated with other roadway users.

Some specific risk factors and dangers present in A Driving Dilemma (figure 2.3) are as follows:

- Snow covered road Loss of control of vehicle due to poor traction resulting in harm to driver, vehicle and other roadway users.
- Moderate road grade Loss of control due to increased speed going downhill coupled with poor traction. Result: harm to driver, vehicle, and other roadway users.
- Curve in road Loss of control brought on by the previous risk factors and gravitational forces in navigating a curve. Dangers: same as above.

The third and final step of the S-T & G Decision-Making Process is to GO with the safest course of action.

- If students judge Option 3 to be risk acceptable, they are free to implement it with due care.
- During this step of the process, students are to restate their driving goal and problem and then describe, in detail, how they will implement this driving action in achieving their goal.

Once the STOP - THINK & GO Decision-Making Process is understood by students, they can learn to execute the process quickly with quality results. They must first STOP and state the driving goal and problem and then THINK of choices to filter that will address the driving risks. When filtering their choices, they must ask themselves three questions:

- 1. Right Filter**
 - a. Is this choice a Right thing to do (help/hurt)?
- 2. Reality Filter**
 - a. Where is my evidence?
- 3. Responsibility Filter**
 - a. Do I feel comfortable with this choice in safely resolving the driving dilemma?

Lastly, they GO with a 3 R's choice and execute it in a safe and caring manner.

Be Ready, Be Safe, Be Responsible

GO. The third and final step of the STOP - THINK & GO Decision-Making Process is to GO with the safest course of action. If students judge Option 3 to be risk acceptable, they are free to implement it with due care. During this step of the process, students are to restate their driving goal and problem and then describe, in detail, how they will implement this driving action in achieving their goal.

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 - Where is my evidence?
- **Responsibility Filter**
 - Do I feel comfortable with this choice in safely resolving the driving dilemma?


Lastly, they GO with a 3 R's choice and execute it in a safe and caring manner.

STOP THINK GO Student Module

Today you will learn how to make safe and responsible driving decisions using a traffic signal light model—STOP, THINK, AND GO

This decision-making model will help you to process complex driving situations leaving you with safe driving options to process in response to their driving challenges.

We will be using a case study titled “The Crash” and the “Decision Making Worksheet”



Do Be Safe, Do Safe, Do Responsible

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This decision-making model will help you to process complex driving situations leaving you with safe driving options to process in response to their driving challenges.

We will be using a case study titled “The Crash” and the “Decision Making Worksheet”

STOP THINK GO Decision Making Worksheet

STOP

A. State driving goal:
B. State driving problem:

THINK

A. Identify potential risk factors and dangers:
B. Identify driving choices (address risk factors and dangers):
a. Choice:
b. Choice:
C. Filter your choices:
a. Right Filter (Consider Risk Factors)
i. Is this choice right (legal, ethical, and moral)?
ii. How will this choice affect the drivers, others, and property?
b. Reality Filter (Measure Risk)
i. How do I know this choice is Right?
ii. What evidence do I have?
c. Responsibility Filter (Judge Risk)
i. Am I risking more than I can afford to lose?
ii. Am I risking a lot for a little?
iii. Do I feel comfortable with this choice?
iv. Will this choice help me get there safely?

GO

A. State your selected driving choices:
B. Explain how this action will meet your driving goal.

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Decision Making Worksheet

A. State driving goal:

B. State driving problem:

THINK

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GO

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Scenario

"The Crash"

WANTING TO SPEND MORE TIME WITH HER PARENTS AND FRIENDS DURING SPRING BREAK, SUSAN LEAVES COLLEGE AFTER HER LAST CLASS AT 4:00 P.M. ON A FRIDAY AFTERNOON TO BEGIN HER 300-MILE DRIVE HOME.

BY 5:30P.M., THE SKY DARKENS, AND A LIGHT RAIN BEGINS TO FALL. THE TWO-LANE ROAD IS NOW DARK, AND VISIBILITY IS POOR. BY 9:00P.M., SUSAN IS ONLY 10 MINUTES FROM HOME. CONSUMED WITH THOUGHTS OF EXCITEMENT AND PLANS FOR THE COMING DAYS, SUSAN IS OVERCOME BY FEAR AS HER CAR, SEEMING TO HAVE A MIND OF ITS OWN, DRIFTS OFF THE ROAD, STRIKES A DITCH, AND FLIPS ONTO THE ROOF. ALTHOUGH INJURED, SUSAN SURVIVES.

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Scenario

"The Crash"

Wanting to spend more time with her parents and friends during spring break, Susan leaves college after her last class at 4:00 p.m. On a Friday afternoon to begin her 300-mile drive home.

By 5:30p.M., The sky darkens, and a light rain begins to fall. The two-lane road is now dark, and visibility is poor. By 9:00p.M., Susan is only 10 minutes from home. Consumed with thoughts of excitement and plans for the coming days, Susan is overcome by fear as her car, seeming to have a mind of its own, drifts off the road, strikes a ditch, and flips onto the roof. Although injured, Susan survives.

STOP

STOP

Summarize the Situation

A.) State the Driving Goal

B.) State the Driving Problem

STOP *Decision Making Worksheet*

A. State driving goal:	
B. State driving problem:	

Do Ready, Be Safe, Be Responsible

Scenario Worksheet

STOP

Summarize the Situation

A.) State the Driving Goal

B.) State the Driving Problem

A.) State the Driving Goal

THINK

THINK

A. Identify the risk factors and dangers in this driving situation.

- Risk factors = aspects of this case situation that could cause injury, death, or property damage
- For each risk factor, there are potential dangers.
- Multiple risk factors create multiple dangers.

Do Ready, Be Safe, Be Responsible

THINK: A. Identify the risk factors and dangers in this driving situation.

- Risk factors = aspects of this case situation that could cause injury, death, or property damage
- For each risk factor, there are potential dangers.
- Multiple risk factors create multiple dangers.



THINK: A. Identify the risk factors and dangers in this driving situation.

Possible Risk Factors

- Visibility
- Traction
- Speed
- Fatigue
- Distraction

Possible Dangers

- Wet roads and darkness reduce visibility
- Wet roads decrease traction and increase the possibility of hydroplaning.
- Speed on wet roads reduces traction and increasing the potential for hydroplaning.
- Tired drivers lack concentration
- Susan was distracted by her thoughts (vacation planning)

These collective risk factors and dangers increase the potential for loss of vehicle control.

Do Ready, Do Safe, Be Responsible

THINK: A. Identify the risk factors and dangers in this driving situation.

Possible Risk Factors

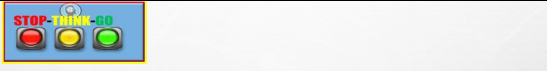
- Visibility
- Traction
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A. Identify the risk factors and dangers in this driving situation.

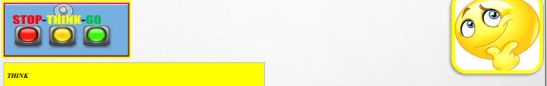


THINK: B. Identify driving choices that address the risk factors and dangers

Do Ready, Do Safe, Be Responsible

THINK:

B. Identify driving choices that address the risk factors and dangers



THINK

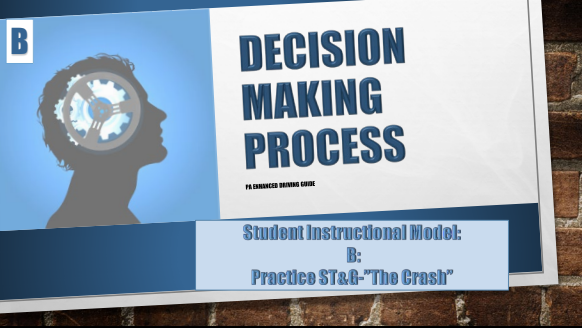
A. Identify potential risk factors and dangers:

These collective risk factors and dangers increase the potential for loss of vehicle control.

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THINK

A. Identify potential risk factors and dangers:



B


DECISION MAKING PROCESS

PA ENHANCED TRAINING GUIDE

Student Instructional Model:
B:
Practice ST&G-"The Crash"

Student Instructional Model:

B:
Practice ST&G-"The Crash"



THINK

B. Identify driving choices (address risk factors and dangers):

a. Choice:

b. Choice:

These collective risk factors and dangers increase the potential for loss of vehicle control.

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B. Identify driving choices (address risk factors and dangers):

a. Choice:

b. Choice:

C. Filter Your Choices

- The Right Filter
- The Reality Filter
- The Responsibility Filter

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- C. Filter Your Choices
- The Right Filter
 - The Reality Filter
 - The Responsibility Filter

CHOICES

Right (Consider Risk Factors)

- Is this choice right?
- How will it affect-
 - Drivers, Others, and property?

Reality (Measure the Risk)

- How do I know this choice is right?
- What evidence do I have?

Responsibility (Judge Risk)

- Am I:
 - Risking more than I can afford to lose?
 - Risking a lot for a little
- Do I feel comfortable with the choice?
 - Will this choice help me get there safely?

3 R's Choices

Be Ready, Be Safe, Be Responsible

CHOICES

Right

(Consider Risk Factors)

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- How will it affect-
 - Drivers, Others, and property?

Reality

(Measure the Risk)

- How do I know this choice is right?
- What evidence do I have?

Responsibility

Am I:

- Risking more than I can afford to lose?
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- Do I feel comfortable with the choice?
- Will this choice help me get there safely?

3 R's Choices

Consider Risk Factors

Measure Risk

a. The Right Filter

- Is this choice Right (legal, ethical, moral)?
- How will this choice effect the driver, others, and property?

Be Ready, Be Safe, Be Responsible

a. The Right Filter

- Is this choice Right (legal, ethical, moral)?
- How will this choice effect the driver, others, and property?

STOP-THINK-GO

Responsibility (Judge Risk)

Am I:

- Risking more than I can afford to lose?
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- Do I feel comfortable with the choice?
- Will this choice help me get there safely?

It's Choices

THINK

C. Filter your choices:

a. Right Filter (Consider Risk Factors)	
i. Is this choice right (legal, ethical, and moral)?	
ii. How will this choice affect the drivers, others, and property?	

Be Ready, Be Safe, Be Responsible

C. Filter your choices:

a. Right Filter (Consider Risk Factors)

- i. Is this choice Right (legal, ethical, moral)?
- ii. How will this choice effect the driver, others, and property?

STOP-THINK-GO

Reality (Measure the Risk)

- How do I know this choice is right?
- What evidence do I have?

b. The Reality Filter

Measure the Risk:

i. How do I know this choice is Right?	
ii. Where is my evidence?	

Be Ready, Be Safe, Be Responsible

b. The Reality Filter

Measure the Risk:

- i. How do I know this choice is Right?
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STOP-THINK-GO

Responsibility (Judge Risk)

Am I:

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It's Choices

THINK

b. Reality Filter (Measure Risk)

i. How do I know this choice is Right?	
ii. What evidence do I have?	
iii. How do I know this choice is Right?	

Be Ready, Be Safe, Be Responsible

b. The Reality Filter

Measure the Risk:

- i. How do I know this choice is Right?
- ii. Where is my evidence?

STOP-THINK-GO

Responsibility (Judge Risk)

Am I:

- Risking more than I can afford to lose?
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3 R's Choices

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Judge the Risk

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STOP-THINK-GO

Responsibility (Judge Risk)

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3 R's Choices

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No Ready, Be Safe, Be Responsible

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STOP-THINK-GO

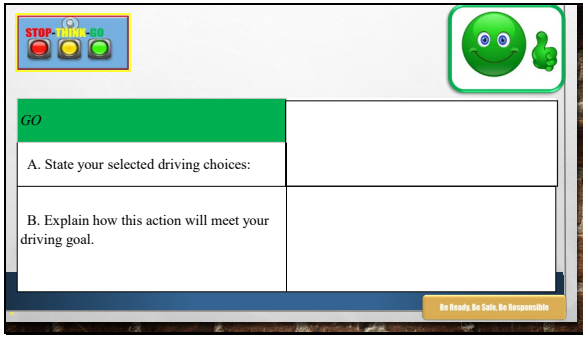
GO

- State your selected driving choice(s)
- Explain how this choice will meet the driving goal.

No Ready, Be Safe, Be Responsible

GO

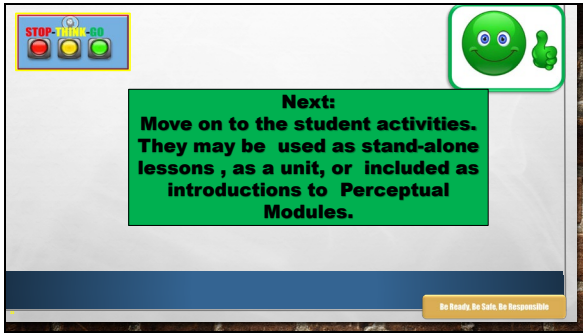
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- Explain how this choice will meet the driving goal.



GO

A. State your selected driving choice(s)

B. Explain how this choice will meet the driving goal.



Next:

Move on to the student activities.

They may be used as stand-alone lessons, as a unit, or included as introductions to Perceptual Modules.