

## Driving Lessons – Under-17s Driver Coaching – Instructor Training – ADI Development

### Stewart Lochrie Standards Check – 25<sup>th</sup> January 2019 (Glasgow Shieldhall)

#### Background

All of my clients are PDIs or ADIs working towards Part 3 or their Standards Check. However, I knew that my old downstairs neighbour was keen to learn how to drive and thought it would be useful to help him out with my forthcoming Standards Check in mind. The last learner I taught passed his test in 2014. There was a bit of nervousness, but I tried not to dwell on it too much. I knew that I understood the marking form, and what the examiners were looking for, but I was a bit self-conscious about my lack of learner exposure. The forthcoming ORDIT changes added a bit of extra pressure, given that an A will be required. That was my goal.

To prepare, I re-read the National Driver Training Standard, and the section of the ADI1 that relates to the SC. I also had a look through the various write-ups from members of the ADINJC Governing Committee which are available on their website.

Jacob (early twenties) has Asperger's syndrome, and everything needs to be very methodical and very slow-paced. He doesn't cope well with too much information on the move. He's excellent at self-analysis, so much so that I decided not to use scaling on the Standards Check as I was worried it would take up too much time. We have good rapport as I've known him for quite a long time. He's highly intelligent, but struggles with co-ordination of steering and position, and releasing the handbrake just before moving off. This was his 5<sup>th</sup> driving lesson, and the 4<sup>th</sup> was spent entirely in a car park trying to give him an opportunity to figure out his steering issues. The session before, we'd just introduced emerging from junctions.

On the way to the test centre, I took Jacob for a quick circuit of the nursery route that I'd chosen for the lesson. We'd never been there before. The basic circuit had one left turn, 3 emerges from unmarked crossroads, and one sharp hairpin bend to the left. There was scope to increase the difficulty of the circuit if required.

#### First Ten Minutes

At the test centre, I explained to the examiner about Jacob's special needs, and how I'd be delivering the goal-setting part of the lesson, and the reflection at the end, while driving between the test centre and practice area. This meant we would have 40 minutes with Jacob behind the wheel. I was a little bit concerned by the commute to the practice area, because I knew the drive would inevitably have an impact on my listening skills – eye contact would be reduced, I might miss some non-verbal communication, and obviously I would be focusing on things other than Jacob. It was far from ideal from a coaching and rapport perspective, but it was out of my control.

At the start of the lesson I explained all of this to Jacob and I started driving. I clipped the kerb on my way out of the test centre parking bay, which certainly helped me focus on my standard of driving for the next ten minutes.

I asked Jacob to recap what we've been working on, asking him to tell me about his strengths and weaknesses. He felt he'd been doing well memorising the POM routine, keeping his feet still on moving off and emerging to control the speed, braking progressively, and maintaining speed using accelerator sense. I checked his knowledge of these things with some basic questions. He'd completed a reflective log, as I'd asked him to do after all of his lessons, and took this out of his pocket to refer to. I was aware that to the examiner this might look like a script – but he had written a lot down!

He said he was continuing to work through his “struggles” with steering and position, and was “concerned” about his stopping position at the unmarked crossroads. I picked up on these words, and we explored further. In terms of how he was going to improve, we discussed his learning style which is predominately kinaesthetic and reading. He mentioned that he probably needed to do more work on learning and reading in between lessons, alongside his reflections. I made a mental note of this to discuss at the end. From the practical perspective we discussed his analytical style, where he assesses what just happened, and thinks about how to do it better on the next turn. We discussed, in particular, judging how much steering is required when turning a corner.

We agreed that the goals for the session were to improve his steering so that I would be prompting less, and that we'd continue working on the approach to and emerge from the crossroads, aiming to transfer some responsibility for the approach by the end.

He asked to take responsibility for moving off and I agreed (although I knew at the start of the lessons he often needs help), and we agreed that I would take responsibility for safety and the majority of the observations. I would also be providing full guidance initially on the approach and emerge aspects.

I showed him a print out of the route from Google Maps, and suggested that we do three circuits, then pull over for a chat. At that point we would see how things were going, and if we were smashing things out of the park we could increase the difficulty of the route and/or transfer some responsibility. He agreed to the plan.

I advised that I would use my voice to keep the car and other people safe, and I would use the pedals or reach across for the steering wheel only if I needed to.

### **Main Part of Lesson**

I let Jacob get set up and go into his POM routine. His biting point wasn't quite high enough, so we rolled back a little when he took the handbrake off. (The nursery area was a little hillier than I'd previously noticed). I noticed what he was about to do and had a quick look over my shoulder, just before pressing the brake to secure the car. We secured the car and I asked him if he knew what had happened. He said he'd took the handbrake off without getting the biting point, and I asked what the consequences could have been. He explained that there could have been a car or a pedestrian behind. I forgot to mention to Jacob that I'd had to use the brake.

I offered to help get him going, mainly because I was very conscious both of only having 40 minutes with him, and he agreed. We moved off successfully, I was in full control of observations at this point, and approached the first crossroads. I talked him through MSPS and stop. Again, we were on a slight incline and we rolled back ever so slightly as we tried to move off, this time with no handbrake. I prompted him to bring the clutch up a little more, and he



caught it successfully. On the following emerges, I reminded him of the roll back, encouraging him to remember what he did to fix it.

We drove round the circuit three times and his road positioning was off. I was having to constantly bring him back into the left. On one emerge, turning left, we got quite close to a parked car in the new road and I raised my voice slightly and used hand gestures to encourage him to straighten the wheel more quickly. On the sharp hairpin bend, the first two attempts had been very wide, and on the final one I asked if he could concentrate on keeping us closer to the kerb this time. I assured him that I would take responsibility for observations and safety. He nailed the final attempt.

We pulled over and I asked him how he was feeling. He felt great, because he'd just nailed the hairpin. I talked to him about what he did to nail it (because I didn't do anything) and he said he'd just focused more on the position between the car and the kerb on his left. This was good because it allowed me to move on to the clearance issue with the parked car.

I did a brief analysis on clearance, using some core competency style questions, and he understood. There were a couple of parked cars ahead and we pulled alongside these to try to give him a reference relating to adequate clearance. I opened my door to let him see the distances involved.

We carried on and did one more circuit, finishing with the right-hand emerge where the parked car was. I asked him to focus on the parked car the same way he'd focused on the hairpin, and he nailed it.

### **Final ten minutes**

We swapped seats and I started driving back. I asked him what had went well. He talked about the hairpin bend success and the clearance to the parked car. We discussed his practical learning style again, pointing out how his inner reflections on each attempt were what was helping him adjust and improve.

I asked him what hadn't gone so well – what had I been giving him a little bit more help with than usual? He mentioned the roll backs. I was a little worried that I hadn't dealt with these satisfactorily, so I used the drive back to focus on it. Basic core competency questions.

I returned to his comment at that start of the lesson about reading in between sessions, and advised him that I was going to give him a copy of the Essential Skills from the boot, and also a copy of one of our Client Journals which contained some useful exercises for recapping knowledge. I offered to mark the sections that were relevant to his current goals.

I asked what he would like to do if we absolutely nailed the steering and emerges on the next lesson, and he said (after a long silence) emergency stop. I asked him why, and he said because he still had concerns (which we'd discussed on previous lessons) about people "jumping out in front of the car". We had a quick chat about that, and I agreed that we could move on to ES next.

We discussed the importance of reflection and goal-setting, how it accelerates learning, and I thanked him for the work he was putting in with the reflective logs and also for assisting me with my Standards Check.

### **Summary**



I genuinely did not know how I had done – basically because of the roll backs. I felt I had coached him well, encouraged him to analyse his performance, to take responsibility for his learning. I felt it was pitched at the correct level, and that the route was fine, that I'd watched him as I was instructing him and that I was fully aware of everything going on around the car. All the things I go on about when training PDIs and ADIs. I was not sure that the examiner would feel that I'd kept things safe enough.

I dropped points on not telling Jacob that I had used the dual brake right at the start of the lesson, and on not doing enough to deal with the road position faults. I agree with the marking, but on the latter I was ensuring at all times that it was safe for Jacob to be out of position, and I was allowing him to do so because I was working on his main goals. I was prompting him to come back into the left every time, but I could possibly have done better with a few quick questions on the problems of leaving such a large gap on our inside, etc. Out of the three “potentially safety critical incidents”, I'd chosen to deal with two which were related to the goal. I'd unconsciously played down the seriousness of the road position fault.

I felt relieved with the A, and found the examiner's feedback easy to understand. He wasn't overly interested in my attempted justifications for the dropped points.

I scored 46 points out of 51.

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