

TRANSIT OPERATOR DEVELOPMENT COURSE

CLASSROOM TRAINERS GUIDE

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On June 21, 2021, the FTA began enforcing the Public Transportation Agency Safety Plan (PTASP), requiring all agencies that are recipients or sub-recipients of Section 5307 funding, Urbanized Area Formula Grants, to develop safety plans that include the processes and procedures to implement Safety Management Systems (SMS). The FTA is deferring applicability of this requirement for operators that only receive funds through FTA's Section 5310 and/or Section 5311.

Transit operations must also certify that they have a safety plan in place meeting the requirements of the rule. This plan must be updated and certified by the transit agency annually.



INTRODUCTION TO THIS GUIDE

The following pages of this Facilitator Guide will help you deliver the transit classroom portion of The Operator Development Course in the most effective manner possible. To make your job easier and the training more consistent, you have a series of videos to support the delivery of information. The videos feature a combination of videos, animations, graphics, discussions and questions.

Most video segments are only a few minutes long, then they stop and ask questions or raise discussion points. Take advantage of this time. While the video plays, look ahead to see what comes next. If you are always prepared for the next action, the classroom session will go smoothly.

The goal of all the training is to persuade your operators to provide safe, quality transportation to your passengers by following the 18 safe practices on the right side of this poster.

Safety Management System

Mission
Remove or Reduce Risk

Vision
Do it Right, the First Time, Everytime

Values
No Unsafe Behaviors

Hazard Identification

Unsafe Behaviors

- Following too closely
- Unprepared for what is coming
- Not being prepared for what is around you
- Not communicating with other drivers or pedestrians
- Speeding
- Rushing
- Backing without a spotter or GOAL
- Not rocking & rolling to see around blind spots
- Turning without using your reference points
- Not adjusting your mirrors to minimize blind spots
- Operating unsafe equipment
- Having confrontations or heated discussions with passengers
- Distractions – texting, dialing, or reading maps
- Rolling through stop signs
- Driving too fast for conditions
- Driver fatigue
- Slips, trips & falls
- Drugs & alcohol

Hazard Mitigation

Remove or Reduce Risk

- 1 Leave room / Always stay back at least four seconds
- 2 Look ahead
- 3 Look around
- 4 Communicate
- 5 Stay within posted speed limits
- 6 Be in control, take your time. If late, stay late
- 7 Avoid backing the bus or use a spotter or GOAL
- 8 Rock & roll for turns
- 9 Use your reference points
- 10 Adjust your mirrors
- 11 Do a thorough Pre & Post Trip and only operate a safe vehicle
- 12 Smile and be polite at all times. Use Verbal Judo
- 13 Focus on the driving
- 14 Always stop at stop signs
- 15 Slow down and pull back for rain, snow, ice or fog
- 16 Get enough sleep, always be alert and awake
- 17 Always keep your balance, no rushing, use three point contact
- 18 Never be under the influence of drugs or alcohol

TAPTCO
TRANSIT AND PARATRANSIT COMPANY

Professionals apply these practices every day

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As you will see, the poster is referred to throughout the videos and persuading the operators to continually follow these practices is the goal of this training course.

As you play the videos, they will guide you with many stops that ask questions or provoke discussion points. The more the trainees participate, the more they will learn and remember to put into practice the behaviors they are taught.

In each program, we detail the outcomes we seek from the training of each program and the most important points that, you as a trainer, should reinforce. Involve the trainees as much as you can, if a trainee asks a question, ask the other trainees to try to answer it, not yourself.

Challenge the trainees to comment on what is being taught. From their own experiences, do they agree with what is being taught. Do they agree that all accidents are caused by conscious & deliberate unsafe behaviors? Do they agree that we can remove or reduce risk?

Always explain why it is in their interest to follow the 18 safe behaviors.

EXAMPLE TRAINING SYLLABUS

Transit Classroom Training Guide

WEEK ONE

DAY ONE		4 hours	
Federal Regulations & Intro			
CLS	Group 1 - Program 1	20	Introduction to Professional Driving
CLS	Group 1 - Program 2	20	Federal Regulations
Safety & Defensive Driving			
CLS	Group 2 - Program 3	100	Safety Best Practices
CLS	Group 2 - Program 4	80	LLCC Defensive Driving
CLS	Group 2 - Program 5	20	Hazard Identification & Mitigation
DAY TWO		7 hours 5 minutes	
About the Bus			
CLS	Group 3 - Program 6	30	Introduction To The Bus
CLS	Group 3 - Program 7	30	Pre & Post-Trip Inspections
OBS		60	Pre-Trip and Post-Trip Inspections
PDS		60	Pre-Trip and Post-Trip Inspections
CLS	Group 3 - Program 8	30	Mirror Adjustments & Reference Points
OBS		60	Mirrors and Reference Points
PDS		60	Mirrors and Reference Points
Driving Situations			
CLS	Group 4 - Program 9	30	Preventing Rear End Collision
CLS	Group 4 - Program 10	45	Preventing Intersection Accidents
CLS	Group 4 - Program 11	20	Railroad Crossings
DAY THREE		8 hours	
CLS	Group 4 - Program 12	30	Pedestrian & Bicycle Awareness
CLS	Group 4 - Program 13	30	Preventing Backing Accidents
CLS	Group 4 - Program 14	30	Merging, Lane Changing & Passing
CLS	Group 4 - Program 15	45	Adverse Driving Conditions
CLS	Group 4 - Program 16	45	Operating Electric Powered Buses
OBS	BTW Closed Course	150	On-the-Road (subjects above)
BTW	BTW Closed Course	150	On-the-Road (subjects above)
DAY Four		5 hours 50 minutes	
About the Driver			
CLS	Group 5 - Program 17	30	Preventing Driver Fatigue
CLS	Group 5 - Program 18	30	Preventing Driver Distractions
CLS	Group 5 - Program 19	20	Hazards Communication
CLS	Group 5 - Program 20	20	Injury Prevention - Slips, Trips & Falls
CLS	Group 5 - Program 21	30	Using Maps & GPS
CLS	Group 5 - Program 22	20	Employee Safety Reporting Program
CLS	Group 5 - Program 23	20	Health & Wellness
OBS		180	On-the-Road (subjects above)
DAY FIVE		7 hours 10 minutes	
BTW		180	On-the-Road (subjects above)
About the Passengers			
CLS	Group 6 - Program 24	30	Professionalism & Customer Service
CLS	Group 6 - Program 25	40	Conflict and Aggression Management
OBS		180	On-the-Road (subjects above)

WEEK TWO

DAY SIX		7 hours	
Americans with Disabilities			
CLS	Group 7 - Program 26	40	ADA Compliance & Sensitivity
CLS	Group 7 - Program 27	40	Mobility Devices
PDS		150	Lift & Ramp Operations
PDS		150	Securement Systems
DAY SEVEN		8 hours 10 minutes	
Additional Programs			
CLS	Group 8 - Program 28	20	Whistleblower
CLS	Group 8 - Program 29	40	Preventing Harassment
CLS	Group 8 - Program 30	75	Drug & Alcohol Awareness
CLS	Group 8 - Program 31	60	Bloodborne Pathogens & Other Infectious Diseases
OBS		150	Commentary Driving
BTW		150	On-the-Road Safe Driving Skills
DAY EIGHT		7 hours	
Emergency & Accident Procedures			
CLS	Group 9 - Program 32	30	Emergency Evacuations
CLS	Group 9 - Program 33	20	What to Do In The Event Of An Accident
CLS	ELDT Supplement	70	ELDT Supplement
BTW		300	Commentary Driving
DAY NINE		7 hours	
OBS		210	On-the-Road
BTW		210	On-the-Road
DAY TEN		7 hours 30 minutes	
CLS		30	Classroom Final Exam
OBS		180	On-the-Road, Safe Driving & Routes
BTW		180	On-the-Road, Safe Driving & Routes
BTW		60	On-the-Road, Final Assessment

WEEK THREE

DAY ELEVEN		8 hours	
CDT		480	Cadet driving with passengers
DAY TWELVE		8 hours	
CDT		480	Cadet driving with passengers
DAY THIRTEEN		8 hours	
CDT		480	Cadet driving with passengers
DAY FOURTEEN		8 hours	
CDT		480	Cadet driving with passengers
DAY FIFTEEN		8 hours	
CDT		480	Cadet driving with passengers

Key		TOTALS
CLS	CLASSROOM	21 hours 10 minutes
PDS	PRE-DRIVING SKILLS	7 hours
OBS	OBSERVATION	19 hours 30 minutes
BTW	BEHIND THE WHEEL	20 hours 20 minutes
CDT	Cadet driving with passengers	40 hours
		108 hours

Group 1 - Program 1 – Introduction To Professional Driving

Main Learning Concepts & Brief Description of Lesson

This program is to introduce professional driving and explains the methodology and content of the training to be provided.

Outcomes We Seek

The goal is to make trainees comfortable with the process and reduce their anxiety. Not knowing what is coming next, the length and methodology of the training, as well as regular feedback are all ways that create anxiety in new trainees. Regular open discussion makes the training process more successful.

Before you start the video

Make sure every trainee has a copy of the study guide and refer them to the Training Program Chart included in the guide. This illustrates the subject groupings and all 33 training programs.

During the video

At the end of the Introduction:

Discuss with the trainees the outcomes desired from the training. These are:

1. To comply with all the training requirements of federal and state regulators.
2. Provide training that will ensure the trainee clearly understands how to operate the bus in a way that will remove or reduce the risks associated with hazards and to prevent accidents.
3. Incorporate training which will help the operator provide quality customer service, including being able to deal with any and all passenger challenges.

Using the Study Guide, review the nine sections and 33 programs to be trained.

At the end of Knowledge, Skills & Application

As a group, answer the three questions:

1. What does ELDT stand for?

Answer: c) Entry Level Driver Training

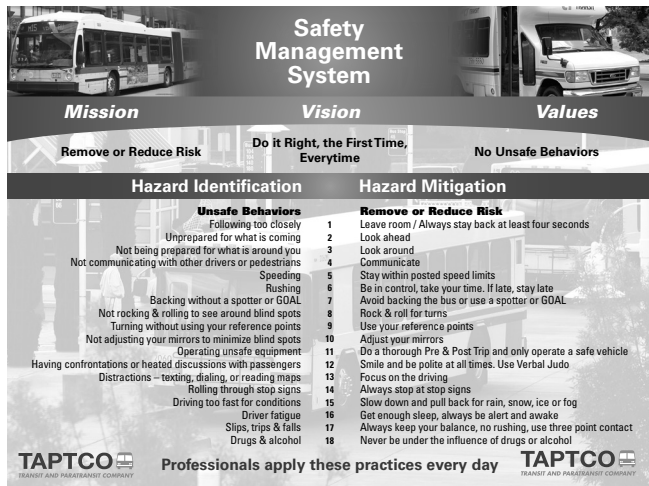
2. What will the outcomes be from your training?

Answer: b) Compliance, remove all hazards & customer service

3. Each Behind the Wheel practice you are taught are called:

Answer: a) Standards

At the end of Review:



Explain that to make the goals easy to understand, the safe behaviors we seek are detailed on this Safety Management System poster. You should have a copy of the poster hung in the training room. There are copies of the poster in the Operator's Study Guide.

Almost all the training they will receive will be focused on persuading them to follow the 18 safe behaviors on the right side of this poster and avoid the hazardous behaviors on the left side of the poster.

They will see this poster referred to many times throughout all the programs and is the goal of what we are trying to achieve.

Discuss the types of training to be provided:

1. Classroom
2. Pre-Driving Skills
3. Behind-the-Wheel on a Closed Course
4. Commentary Driving
5. Cadetting

As a group answer the four questions:

Q1. In order to learn a new skill, you should: Answer: b) practice the skills.

Q2. Which one is learned in the classroom when information is brought into your long-term memory?

Answer: a) Knowledge

Q3. Which one is learned through experience and practice, and requires some physical act or movement?

Answer: b) Skills

Q4. The ----- gives you an opportunity to have hands on experience with the bus, without the risk of hitting someone or having an accident. Answer: b) Closed Courses

Provide the trainee with a copy of the training syllabus and a copy of the Training Program Chart that details the 33 programs that will be presented to them.

After the video has finished

Again, refer the trainees to the Training Program Chart in their Study Guide.

Conclude by reminding the group that though the training may seem daunting at this time, it will be provided in stages. They will master it and become a valuable, professional operator.

Ask the trainees if they understand the training they will be going through and if they have any questions. Do all you can to reduce the anxiety at this time. Information & continued communication will reduce their anxiety levels.

Program 1 – Questions on Introduction to Professional Driving

Q1 – In providing this training, what are we trying to achieve?

- a) Compliance with all federal and state regulations.
- b) To help develop the trainees into professional operators.
- c) To instill the safest practices with the operators.
- d) All the above. *

Q2 – While this training is extensive, and may be daunting at first, what steps are included to help the trainee?

- a) Training is broken into chunks that make it easier to understand.
- b) Training will be presented in a classroom, then by demonstration, then by practice.
- c) Almost every practice is shown in video format by professional narrators that clearly show what is required.
- d) All the above. *

Q3 – If you do not understand anything being taught or are struggling to master a skill, what should you do?

- a) Be patient, it will come eventually.
- b) Focus on other practices.
- c) Tell the trainer. *

Q4 – What is the best way to learn new skills?

- a) Read through your study guide.
- b) Practice the skills. *
- c) Memorize and recite the standards.

Q5 – What is commentary driving?

- a) Your trainer talks through everything they are doing as they operate the bus and then you in turn do the same. *
- b) Your trainer commentates on how you are doing.
- c) You commentate on the quality of your training.

Q6 – The _____ give you an opportunity to have hands-on experience with the bus, without the risk of hitting someone or having an accident.

- a) behind the wheel hours
- b) closed courses *
- c) classroom sessions

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Group 1 - Program 2 – Federal Regulations

Main Learning Concepts & Brief Description of Lesson

This program will be presenting information on four important regulations:

1. Entry Level Driver Training (ELDT)
2. Safety Management System (SMS)
3. Annual MVR checks
4. Medical Qualification

Outcomes We Seek

That trainees understand the enormous amount of research and testing over decades has gone into setting the safe practices required by the regulations and that these best practices are included in all their training.

Before you start the video

Explain to the trainees that the Federal Motor Carriers Safety Administration, known as FMCSA, has developed commercial vehicle safety practices from decades of experience in safely operating commercial vehicles. The training they will receive, includes all these required safety practices.

During the video

When the video stops after Entry Level Driver Training (ELDT):

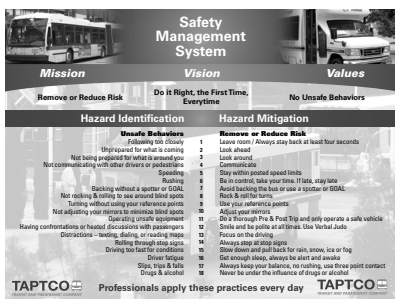
Video shows: “What is the purpose of the Entry Level Driver Training?” requirements.

Ask the trainees to answer this question. The answer is: The ELDT requirements are to create one high standard of training for drivers of all commercial vehicles who require a class A or class B CDL license. This is to improve the safety practices of such commercial vehicle drivers.

When the video stops after Safety Management System (SMS):

Video shows: “Discuss what it means to Identify, Analyze and then Mitigate hazards in operating a transit bus.”

Engage the trainees in this discussion. It makes sense that we should identify the potential hazards in operating a bus and consider the actions we can take to remove or reduce these hazards. That is the goal of the Safety Management System we follow, as detailed on the poster.



Refer the trainees to the poster, a copy of which is on the inside cover of their study guide. When operators follow the 18 safe behaviors detailed on the right side of the poster, and avoid the unsafe behaviors on the left side, they will remove or reduce the hazards and be operating safely.

When the video stops after MVR Checks:

Video shows: Why are MVR checks necessary?

What must you do if you receive a traffic citation?

Allow trainees to answer.

MVR checks are necessary to make sure that an operator has not had any citations or lost their license and have not been reported to their supervisor. This enables the location to determine whether they maintain the minimum requirements for safe driving.

If a traffic citation is received, even in a personal vehicle, this must be reported to the supervisor within 24 hours.

When the video stops after Medical Qualifications:

Video shows: How could a condition like diabetes, epilepsy, or cardiovascular disease prevent you from operating the vehicle?

Allow trainees to answer. Answer is: These conditions could prevent you from safely operating the bus. Regulations state that you must be physically qualified to drive a commercial motor vehicle.

Why must you have a physical before you can operate a CMV?

Allow trainees to answer. Answer is: Only by having a physical can we be sure you are physically fit to safely operate a bus.

What must you do if there is a change in your medical condition?

Allow trainees to answer. Answer is: In the event you develop a serious medical condition, you need to notify your supervisor and you may need to take a new DOT physical exam before you can return to your driving duties.

After the video has finished

Conclude by reminding the group that your location complies with all the regulations and that they were created to greatly improve the safety of commercial vehicles on our roads.

Advise the trainees that their Study Guide includes a summary of this training. Ask for any questions or comments.

Program 2 – Questions on Federal Regulations

Q1 – What is a Safety Management System?

- a) A system that identifies hazards, analyzes them and takes actions to mitigate the hazards.*
- b) A system that manages safety.
- c) A system that reduces risk.

Q2 – How often is your MVR reviewed?

- a) Only if I have an accident.
- b) Every two years.
- c) Annually.*

Q3 – If you have an accident on a Sunday in your own vehicle, what should you do?

- a) Nothing, it has nothing to do with work.
- b) Report this to my supervisor within 24 hours.*
- c) Report this to my supervisor whenever I next see them.

Q4 – You develop a change in your medical condition, you suffered a mild stroke. What should you do?

- a) No action needed, I still have my license.
- b) Only notify work if it worsens.
- c) Notify my supervisor before I operate the bus again.*

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Group 2 - Program 3 – Safety Best Practices

Main Learning Concepts & Brief Description of Lesson

This is the first and most important foundational program in the course. This program explains the definition of safety, the definition of risk, where risk comes from and the actions operators can take to remove or reduce risk.

Outcomes We Seek

After completing this program, the trainees should fully understand every concept of safety and the actions they can take to remove or reduce risk and operate safely.

Before you start the video

Explain to the trainees that this is the most important program in their training. It will set the foundation for everything else they are taught.

During the video - What Is Safety?

When the video stops. What is Safety?

Engage the trainees into answering what they think safety is. Ask several of the trainees what they think.

Answer: Safety = Freedom from risk (Do not share any of the answers at this stage, allow the video to do this).

When the video stops. What is the meaning of Risk?

Engage the trainees to explain what they think risk is. Ask a few of them what they think.

Answer: Risk = The possibility of bodily injury or damage to property.

When the video stops. Where does Risk come from?

Engage trainees to explain where risk comes from. Ask a few of them what they think.

Answer: Risk comes from unsafe conditions & unsafe behaviors.

After the Section on What is Safety: Does this make sense?

Lead a discussion on how knowing what safety is, what risk is and where risk comes from, can lead to operating safer. Discuss if they agree that unsafe behaviors are conscious & deliberate. Ask if anyone can explain an accident that was not caused by a conscious & deliberate behavior.

Convince the trainees that most accidents are caused and as such, all accidents can be prevented by avoiding the 18 unsafe behaviors on the poster.

Challenge the group to share the unsafe practices they sometimes practice and ask them to explain why.

During the video - What Are Accidents?

When the video stops – What is an accident?

Have a discussion on how trainees would explain what an accident is?

During the video - Why Do Accidents Happen?

When the video stops – Why is it important to accept the fact that people cause accidents? How will understanding this fact help us improve safety?

Discuss that when operators take responsibility for causing accidents, it is an important first step in preventing them.

When the video stops – People are the root cause of accidents, but if you drive in a way that avoids or reduces risk, you'll never have an accident. Do you agree?

Lead the discussion that most accidents are caused by a conscious & deliberate behavior and that when they avoid these behaviors, they will avoid having an accident.

When the video stops – Name specific behaviors that lead to:

- Rear End Collisions
- Intersection Accidents
- Backing Accidents
- Hitting Parked Cars
- Sideswipes
- Pedestrian Accidents

Go over each of these types of accidents and discuss the behaviors that lead to them.

When the video stops – What kind of accidents can result from people failing to pay attention?

Ask the trainees to share their thoughts on accidents caused by failing to pay attention.

When the video stops – What kind of accidents can take place as a result of exceeding your performance capabilities?

Ask the trainees to share their thoughts on accidents caused by exceeding their performance capabilities?

When the video stops – Routines become behavior patterns. Discuss some examples of safe and unsafe behavior patterns.

Allow the trainees to share behavior patterns that are both good and bad.

When the video stops – Common types of vehicular accidents:

- Rear End Collisions
- Intersection Accidents
- Backing Accidents
- Hitting Parked Cars
- Sideswipes
- Pedestrian Accidents

Discuss how failing to pay attention, exceeding your performance capabilities and engaging in unsafe behavior patterns lead to these types of accidents.

When the video stops – What unsafe behavior patterns do our two example drivers engage in? What can be done when a person is willing to accept too much risk?

Discuss that they both are engaging in an unsafe behavior pattern and that repeated often enough, will lead to an accident. Leaders should do all they can to change the unsafe behaviors of risk takers. Driving safely is a condition of their employment. If they absolutely refuse to change, they will risk injury to themselves or others.

During the video – The 300:29:1 Ratio

When the video stops – Discuss what you can do to reduce unsafe behaviors.

Lead the trainees in a discussion about how removing or reducing the 300 unsafe behaviors, as detailed on the poster, will prevent most accidents.

During the video – Summary and Review

When the video stops – Now that you have learned the basics of safety, what can you do with this new knowledge?

Reinforce again the definition of safety, the definition of risk, where risk comes from and what they can do to remove or reduce risk. Refer to the 18 unsafe behaviors on the poster and the opposite safe behaviors. Ask some of the trainees if they know a behavior involves risk, why would they do this. Encourage all trainees to agree to and follow the 18 safe behaviors.

After the video has finished

Conclude by asking the group for their opinion of what has been taught in this program.

Have they learned anything new? Do they agree with what they have been taught?

Explain that before they went through this program, they likely did not even know the meaning of the word safety and as such, safety was a gray misunderstood term that they had no idea how to put into practice.

This program has taken this misunderstood gray subject and made it black & white.

Remind them again, if you care about safety – you care about removing or reducing risk.

99% of all risk comes from the operators conscious & deliberate unsafe behaviors.

These conscious & deliberate unsafe behaviors are detailed on the left side of the poster. So, if they want to operate safely, all they must do is follow the 18 safe practices on the right side of the poster.

Challenge the trainees that as professional operators, their goal is operating the large, heavy bus in such a way that they remove or reduce risk in everything they do. To put this into practice, they always need to study the 18 safe behaviors detailed on the poster and commit to following them.

Challenge the group as to how they could work together to create the NORMS so that every operator avoids risk and follows the 18 safe behaviors, automatically, all the time.

Program 3 – Questions on Safety Best Practices

Q1 – The definition of safety is:

- a) absence of accidents.
- b) freedom from risk.*
- c) doing what you are supposed to do.

Q2 – Without exception, _____ are at the root cause of all accidents.

- a) vehicles
- b) coincidences
- c) people*

Q3 – What does the word risk mean?

- a) Taking chances.
- b) The possibility of bodily injury or damage to property.*
- c) Going too fast and rushing.

Q4 – The 300:29:1 Heinrich's theory, points out that unsafe behavior patterns will _____ lead to accidents.

- a) always*
- b) most likely
- c) sometimes

Q5 – Keeping your eyes and head constantly moving while driving is a good way to help you:

- a) stay within your performance capabilities.
- b) pay attention.*
- c) avoid a behavior pattern.

Q6 – All accidents are caused by:

- a) behaviors we cannot change.
- b) conscious and deliberate unsafe behaviors.*
- c) accidental behaviors.

Q7 – If a professional driver causes or contributes to an accident, this is:

- a) what happens when you drive for a living.
- b) what will happen to everyone eventually.
- c) a failure in their professional skills.*

Q8 – Do you know the unsafe behaviors that lead to accidents?

- a) No, there are too many to understand.
- b) Yes, there are 18 unsafe behaviors that lead to almost every accident and these are detailed on the Safety Management System poster.*
- c) I know some, but not all of them.

Q9 – Any unsafe behavior, repeated often enough, will:

- a) always result in an accident.*
- b) sometimes lead to an accident.
- c) rarely lead to an accident.

Q10 – Why would a driver perform unsafe behaviors?

- a) They do not know the behavior is unsafe.
- b) They are a risk taker.
- c) They are being foolish.
- d) All the above.*

Q11 – If a professional driver understands that a behavior involves risk that can be reduced, why wouldn't they change that behavior?

- a) They are not a professional driver.
- b) There is no acceptable reason.
- c) They are unaware of the risk.
- d) All the above.*

Q12 – Not performing a pre-trip inspection everyday as it should be performed is an example of which type of accident causing behavior?

- a) Failure to pay attention.
- b) Exceeding performance capabilities.
- c) Unsafe behavior pattern.*

Q13 – What might the consequences be if I continue to operate unsafely and ignore the safe driving practices detailed on the poster?

- a) Nothing's happened so far, so why change?
- b) Given enough time I will have an accident.*
- c) I'll have an accident the next time I drive.

Group 2 - Program 4 – LLLC Defensive Driving

Main Learning Concepts & Brief Description of Lesson

Defensive driving is fundamental in safely operating a bus. This program will explain that defensive driving means to be prepared for everything ahead of you and around you so that you allow yourself extra room and time to react, even when others make mistakes.

Outcomes We Seek

That all trainees understand and follow the practices of LLLC – Look Ahead, Look Around, Leave Room & Communicate to remove or reduce risk as they operate the bus.

Before you start the video

Explain to the trainees that professional operators are trained to a higher standard than other drivers and that understanding and following defensive driving practices is critical in safely operating a bus. This program, LLLC Defensive Driving, will explain the most professional way to drive defensively.

During the video

When video stops after the introduction

Video Shows: Recite the four defensive driving principals of LLLC.

Ask different trainees to recite – Answer: Look Ahead, Look Around, Leave Room & Communicate.

What does defensive driving mean?

Ask several trainees to answer. Answer: Defensive driving means to be prepared for everything ahead of you and around you so that you allow yourself extra room and time to react even when others make mistakes.

When the video stops after Look Ahead

As a group, answer the three questions:

Q1. Look ahead means that you:

Answer: a) always look ahead at least 15 seconds.

Q2. The principle look ahead gives you:

Answer: b) more time & distance to adjust to conditions.

Q3. As a transit bus driver, you must look ahead further than a car driver does because:

Answer: c) a bus is bigger and heavier and needs more time and distance to stop.

When the video stops after Look Around

As a group, answer the four questions:

Q1. Before you proceed through an intersection, you must look:

Answer: b) left, right, then left.

Q2. While driving, your eyes must be:

Answer: b) constantly moving with a 15 second eye-lead.

Q3. There are a lot of things going on outside your central vision. Things that can lead to:

Answer: a) accidents.

Q4. Pedestrians _____ be paying attention or looking out for your big bus.

Answer: c) may not

When the video stops after Leave Room

As a group, answer the four questions:

Q1. Leaving Room around your bus:

Answer: b) gives you time to adjust.

Q2. To Leave Room around the bus when a vehicle is tailgating you, you should:

Answer: c) slightly decelerate, so they will back off or pass.

Q3. If another vehicle cuts off your bus, you should:

Answer: b) slow down and re-establish your four-second following distance.

Q4. In normal weather, you should follow at least _____ seconds behind the vehicle in front of you:

Answer: b) four

When the video stops after Communicate

As a group, answer the three questions:

Q1. A way to communicate with other drivers on the road is to:

Answer: a) use your signals before turning or changing lanes.

Q2. Other drivers and pedestrians _____ as attentive and safety conscious as you are.

Answer: b) aren't always

Q3. Use your brake lights to _____.

Answer: c) communicate

Then, video shows:

Who already applies these four defensive driving practices?

Do they make sense?

What can you do to include them in your driving?

Ask several trainees to answer these questions.

After Review & Case Studies

When the video stops after the first accident

Video shows: Which of the four driving principles of safety could have been used to prevent this accident?

Answer: Leave Room

When the video stops after showing the bus is stuck behind a car

Video shows: Which driving principle should the driver have used to prevent getting stuck behind the car?

Answer: Leave Room and Look Ahead

When the video stops after showing the pedestrian fatality

Video shows: Which driving principle could have prevented this accident?

Answer: Look Around – particularly rock & roll for turns

When the video stops after showing the child running into the street

Video shows: Which driving principle should the driver have used in this incident?

Answer: Look Ahead and then slow down

When the video stops after showing the bus hitting stopped vehicles

Video shows: Which driving principle could have prevented this accident?

Answer: Look Ahead and Leave Room

When the video stops after Summary

Video shows: How did we do?

1. Do you now know the four principles of LLLC Defensive Driving and how to use them to reduce hazards?
2. Have we convinced you to continually use these practices at all times?

Engage the trainees in discussing these questions.

After the video has finished

Conclude by reminding the trainees to make following the LLLC Defensive Driving a habit, a NORM, that they will automatically follow.

Here is what you should do:

For the next 30 days, say to yourself every morning as you board the bus “I will follow LLLC, I will stay back four seconds, I will continually Look Around, I will Look Ahead, and I will Communicate.”

Then, during the day as you are driving, continually question yourself if you are following these practices and make sure you are. If you do this for 30 days, following LLLC will become your NORM and you will be the best driver you can be.

Some trainees write “LLLC” on a note or on the back of their hand as a reminder, until it becomes a habit.

Program 4 – Questions on LLLC Defensive Driving

Q1 – In addition to constantly Looking Around™, you should:

- a) check your mirrors every 5-8 seconds.*
- b) avoid moving your head and shoulders.
- c) look right, left and right again at every intersection.

Q2 – It's important to use the Look Ahead™ principle so you can identify:

- a) potential hazards.*
- b) road signs ahead.
- c) upcoming turns.

Q3 – When you use The Four Principles to Driving Safety™ you will have extra time to:

- a) perform your post-trip inspection.
- b) adjust and react to potential danger.*
- c) alert other drivers of your intentions.

Q4 – The easiest place to Leave Room™ around your bus is:

- a) the rear of the bus.
- b) right in front of your bus.*
- c) the sides of the bus.

Q5 – A way to Communicate™ with other drivers on the road is to:

- a) use your signals before turning or changing lanes.*
- b) give a friendly wave when someone lets you go first.
- c) shout out the window when someone cuts you off.

Q6 – The Four Principles to Driving Safety™ gives you:

- a) a better perspective of what other drivers are doing.
- b) more time and more space and the ability to avoid accidents.*
- c) a bird's eye view of what's happening in intersections.

Q7 – The best way to form a new habit is to:

- a) study it until you know it well.
- b) ask your trainer to work on it with you.
- c) repeat the behaviors over and over for at least 30 days.*

Q8 – Look Ahead™ means that you:

- a) know what the car in front of you is doing at all times.
- b) look out to a point where your bus will be in about 15 seconds.*
- c) plan ahead for the day's schedule.

Q9 – As a professional bus operator, you are held to a higher standard of driving performance because:

- a) you're getting paid to drive.
- b) the bus is very expensive, and you are responsible for it.
- c) people place their lives in your hands.*

Q10 – You should check your mirrors:

- a) at the beginning of each scheduled run.
- b) whenever you are in a tight parking lot.
- c) every five to eight seconds.*

Group 2 - Program 5 – Hazard Identification & Mitigation

Main Learning Concepts & Brief Description of Lesson

Beginning July 20th, 2020, the FTA requires that every location follow a Safety Management System. The most important part of this system involves identifying, assessing and mitigating the hazards involved in transit operations. In this program, we focus on the 18 hazards and explain the actions to take to mitigate these hazards.

Outcomes We Seek

That the trainees learn the 18 hazardous behaviors and the actions they can take to remove or reduce the risk from these hazardous driving behaviors.

Before you start the video

Advise the trainees that your location follows a Safety Management System and that you have identified the 18 unsafe behaviors that lead to almost every accident. In this program, each safe behavior will be explained, to remove or reduce risk. Have the poster on display to refer to. Advise the trainees that there is a copy on the back of their study guide.

During the video

When the video stops after the first 4 behaviors

Video says: “What can you do to make following the LLLC Defensive Driving practices your NORM, all the time?”

Ask the trainees for their ideas. These may include:

1. Put a note with LLLC on their hand so that when they see this, they can ensure they are applying the LLLC practices.
2. Remind themselves every day as they get on the bus LLLC, LLLC, LLLC.
3. Create a memory technique, like at every red light, remind yourself of LLLC and to apply these practices.
4. For the first 15 minutes of driving every day, think commentary driving. I am applying LLLC, I am looking ahead, I am looking around, I am leaving room, I am communicating.

When the video stops after behaviors 5 through 11

Video says: Discuss each of the unsafe behaviors, 5 through 11, and the opposite safe behavior that will remove or reduce the risk of these hazardous behaviors.

Discuss each of the unsafe behaviors, why it is unsafe and the corresponding safe behaviors.

When the video stops after the behaviors 12 through 18

Video says: Discuss each of the unsafe behaviors, 12 through 18, and the opposite safe behavior that will remove or reduce the risk of these hazardous behaviors.

Discuss each of the unsafe behaviors, why it is unsafe and the corresponding safe behaviors.

After the video has finished

Conclude by reminding the trainees that if they practice any of the behaviors on the left side of the poster, then these are conscious & deliberate unsafe behaviors. As professionals, they should only follow the practices on the right side of the poster.

Ask the group for their ideas on helping everyone follow the safe practices on the right side of the poster.

Program 5 – Questions on Hazard Identification & Mitigation

Q1 – What is required in a Safety Management System?

- a) Avoid unsafe behaviors.
- b) Identify hazards, analyze the hazards and take actions to mitigate the hazards.*
- c) Identify and avoid unsafe behaviors and unsafe conditions.

Q2 – What % of all accidents are rear end collisions?

- a) 40%.
- b) 25%.
- c) 30%.*

Q3 – As a professional operator, if you know a behavior involves risk that can be avoided or reduced, why would you still practice that behavior?

- a) I am not a professional.
- b) I do not understand it is in my best interest to remove or reduce risk.
- c) I am a risk taker.
- d) All the above.*

Q4 – What can you do to make LLLC Defensive Driving your NORM, all the time?

- a) Practice it whenever I can.
- b) Say Look Ahead, Look Around, Leave Room and Communicate over & over.
- c) Think about this every time I board the bus and during my route. Remind myself by putting a note on the back of my hand. Do this for at least 30 days.
- d) All of the above.*

Q5 – If you are behind on your schedule, should you try to rush, to make up time?

- a) Never, if late, stay late.*
- b) Only if safe to do so.
- c) Check with dispatch & only rush if they agree you should do so.

Q6 – What is the only way to avoid driver fatigue?

- a) Drink coffee before every route.
- b) Nap during the day.
- c) Always get enough sleep.*

Q7 – What is the main practice in providing good customer service?

- a) Say please & thank you.
- b) Always smile and be polite.*
- c) Look passengers in the eye.

Q8 – When going up and down the steps of the bus, what is the main action to avoid slips, trips & falls?

- a) Maintain three-point contact.*
- b) Look where you are going.
- c) Wear none slip boots.

Q9 – What is the reason some operators continue to practice unsafe behaviors?

- a) They receive small and immediate rewards, like stopping another vehicle from cutting in.*
- b) They are aggressive operators
- c) They have always driven that way.

Q10 – Does bad weather ever cause accidents?

- a) Yes, I may lose most of my traction..
- b) Sometimes, depending on how and it is.
- c) No, it is how operators react to the bad weather.*

Q11 – When making left hand turns, what should you do to make sure you do not hit a pedestrian?

- a) Make the turn slowly.
- b) Rock and roll before and during the turn to see around the pillar and mirrors. *
- c) Toot your horn to alert anyone that you are making the turn.

Q12 – What is the best way to avoid a backing accident?

- a) Use a spotter.
- b) Get out and look.
- c) Avoid needing to back up.*

Group 3 - Program 6 – Introduction to the Bus

Main Learning Concepts & Brief Description of Lesson

There are many differences between driving a bus and driving a car. This program seeks to explain these differences and explain the actions to safely maneuver the far larger vehicle.

Outcomes We Seek

That operators learn about the bus and its features, the capabilities and limitations and what they can do to be comfortable in operating the vehicle.

Before you start the video

A bus is heavier, longer and wider than a car. To safely operate a bus, you will learn new techniques to maneuver this larger vehicle.

During the video

In the section Meet the Bus, the video will ask: “Discuss the differences between steering and brakes on a bus versus a car.”

Discussion: Larger steering wheel, requires more turning of the wheel, brakes are likely to be air brakes, not hydraulic. Need further distance to stop, due to size and weight.

Video will then ask: “Why is it important to learn about the systems of the bus?”

Answer: So, if something is not working correctly, you can identify where the problem likely is and may have a feel for what is wrong.

In the section Maneuvering, video asks: “How does driving a bus differ from driving a car?”

Answer: The main differences from an automobile are the size, stopping distance, tail swing and off tracking.

After the video has finished

At the end of the program, there are three slates. Go over these slates with the trainees.

Slate 1

There are seven systems:

- | | |
|----------------|----------------------|
| 1. Steering | 5. Warning |
| 2. Brakes | 6. Emergency |
| 3. Electrical | 7. Heating & cooling |
| 4. Power train | |

Slate 2

Transit Bus Specifications:

- | | |
|------------|-------------------|
| Bus Length | 40' or longer |
| Bus Height | 9'6" - 10'7" |
| Bus Width | 8'6" plus mirrors |
| Bus Weight | 36,000 pounds |

Slate 3

Due to its weight a transit bus requires 2 ½ times more distance to stop than a car.

Always allow for off-tracking, tail swing, clearance and mirrors.

Program 6 – Questions on Introduction to the Bus

Q1 – What are the main differences between operating a bus compared to a car?

- a) Size, stopping distance, tail swing and off tracking.*
- b) Weight.
- c) Difficulty in seeing all around the bus.

Q2 – A transmission that slips is most likely an indication of a problem with the:

- a) engine cooling system.
- b) power train system. *
- c) electrical system.

Q3 – The stopping distance that a bus needs to come to a complete stop is:

- a) two to three times greater than that of a car.*
- b) equal to that of a car.
- c) always 200 feet.

Q4 – Why do we need to stay further back in a bus than we do in a car?

- a) Because the bus is bigger.
- b) Because the bus is heavier.
- c) Because the bus takes 2.5 times further to stop than a car. *

Q5 – You should take caution when using the convex mirrors because:

- a) objects in those mirrors are much closer than they appear.*
- b) objects in those mirrors are farther than they appear.
- c) objects in those mirrors are reflections.

Q6 – How does the width of a bus compare to the average width of a car?

- a) A bus is 10 feet, a car is 7 feet
- b) A bus is 8 feet, 6 inches, a car is 6.25 feet.*
- c) A bus is 9 feet, a car is 7 feet.

Group 3 - Program 7 – Pre & Post Trip Inspections

Main Learning Concepts & Brief Description of Lesson

This program teaches the importance of thorough Pre & Post Trip Inspections and explains how to perform these inspections properly.

Outcomes We Seek

That the trainees understand the importance of performing a thorough Pre & Post Trip Inspection every day. That they understand the importance of doing these inspections the same way, every day and they know how to perform them and to maintain current, accurate documentation.

Before you start the video

Explain to the trainees that it is a legal requirement that operators perform a Pre & Post Trip Inspection every day and that it is the correct thing to do for safety and customer service reasons.

During the video

After the section on why do Pre-Trip Inspection?, video asks:

1. Pre-Trip and Post-Trip Inspections are important for two reasons. One is safety. The other is:
Answer: b) customer service
2. Pre-Trip Inspections can prevent:
Answer: a) breakdowns
3. If you break down on the road, you can safely make up your lost time:
Answer: b) False

After the section on using a consistent approach, video asks two questions:

1. When conducting a Pre-Trip Inspection, you should use a consistent approach, because:
Answer: c) both a and b.
2. An operator uses the DVIR to:
Answer: c) communicate with mechanics.

Explain the procedure your location uses.

Do you use paper DVIR's?

Do you use an electronic system?

Where do they obtain copies?

How are they shared with Maintenance?

Where are completed copies kept?

What do they do if an issue is not corrected?

After the section on Seven-step Inspection Procedure, video shows:

Discuss the Seven-step Procedure and how this is applied at your location:

1. Check the overall appearance.
2. Check the engine compartment.
3. Start the engine and turn on all the lights.
4. Complete the walk around inspection.
5. Check the lift or ramp.
6. Check the vehicle interior.
7. Check the operator's compartment.

Video then asks two questions:

1. Why should you make sure the stairwell/entry way is clear?
Answer: b) So passengers do not slip.
2. When you walk around the outside of the vehicle, what are you looking for?
Answer: c) both a and b

After the section on air brakes:

Video asks two questions:

1. Something is wrong if the governor cut in is below 85PSI or if the governor cut out is over 140PSI.
Answer: a) True
2. Why should you chock the wheels of the vehicle during the parking brake test?
Answer: b) So the bus doesn't roll during the brake test.

The video then shows this comment:

*Testing air brakes is best learned by watching a trainer and then doing it yourself.
Practice, practice, practice.*

Explain how this is easy to understand once you have done it yourself, several times.

After the video has finished

Conclude by reminding the group that this is a subject that is best learned by watching a Pre or Post trip Inspection being performed and then by doing it themselves.

If they are ever involved in an accident, often the police will ask for copies of the previous months Pre & Post trip records for their review. If these are not available or are incomplete for any reason, this is unacceptable.

Operators must perform quality Pre & Post trip Inspections every day and document that these are being performed. If any problems are found, again, these must be documented and followed up on to make sure the repairs are made.

Provide copies of your locations Driver Vehicle Inspection Report (DVIR) and explain your locations procedures for:

1. Where they obtain copies of the DVIR.
2. Once completed, where they keep the completed forms.
3. The procedure for notifying maintenance of any issues.
4. Who they check with if any issues are found to determine if the vehicle can still be operated or if it must be put out of service until repaired?
5. The procedure for confirming repairs have been made.

Program 7 – Questions on Pre & Post Trip Inspections

Q1 – Pre-trip inspections should be performed:

- a) daily.*
- b) weekly.
- c) monthly.

Q2 – The driver vehicle inspection report, or DVIR is:

- a) a place to record the condition of the vehicle for each inspection.
- b) a way to make sure that essential maintenance has been performed and that the vehicle is safe to operate.
- c) both a and b*

Q3 – The first step of an inspection is to:

- a) inspect the vehicle as you approach, looking for leaks and other visible damage.*
- b) start the vehicle to see how it sounds.
- c) ask other drivers if the vehicle is working okay.

Q4 – Which is more important, pre-trip inspection or post-trip inspection?

- a) Pre-trip, because it helps start the day out right.
- b) Post-trip, to identify problems that occurred during the route.
- c) Both are equally important to keeping the vehicle operating safely and efficiently.*

Q5 – The minimum tread depth for a front vehicle tire is:

- a) 1/16 inch.
- b) 3/4 inch.
- c) 4/32 inch.*

Q6 – If you are unsure if your vehicle should be used, after you have identified a problem, what should you do?

- a) Check with your supervisor, before it is used.*
- b) Ask dispatch.
- c) Check with maintenance.

Q7 – You should check the rims for:

- a) missing or loose lug nuts.
- b) cracks.
- c) Both a and b.*

Q8 – Why do you put your parking brake on when you are doing the inspection inside the driver's area?

- a) So that the vehicle doesn't roll.*
- b) It is a double check that the parking brake indicator comes on.
- c) To test the brake light in the rear of the vehicle.

Q9 – If you're out on a route and hear a strange noise coming from your vehicle, you should:

- a) finish the route and report the problem to maintenance when you return to the yard.
- b) immediately stop and check the problem out.*
- c) just ignore it...if the vehicle can move, it will be okay.

Q10 – After you have written up a problem on the DVIR, should you ensure this has been attended to, before operating the bus?

- a) No, maintenance is on top of their job and you can accept it has been fixed.
- b) Yes, every time.*
- c) Only if it is a major problem.

Group 3 - Program 8 – Mirror Adjustment & Reference Points

Main Learning Concepts & Brief Description of Lesson

Maneuvering a bus requires exact judgement on where and when to start turns and where to locate the bus in a lane. By correctly adjusting the mirrors and using reference points, operators can safely operate the bus in any situation.

Outcomes We Seek

That trainees understand the importance of properly adjusted mirrors and how they should be set. That trainees know how to set the five reference points and when to use them.

Before you start the video

Explain that the skills taught in this program are crucial in safely operating the bus. Once these skills are mastered, operators will be confident in their operation of the bus.

However, this is the theory of using mirrors and reference points. They will be able to put this theory into practice when practicing using reference points in the closed course.

During the video

When video stops after Mirror Adjustment:

Video shows: “Why is correct mirror adjustment so important?”

Answer: Two reasons.

First: Seeing what is going on around your bus is essential in being able to allow for any hazards. Look Around includes frequently checking your mirrors so that you will see the most areas when the mirrors are correctly adjusted.

Second: You need to use the mirrors to safely maneuver the bus by using the reference points. Using reference points only works if the mirrors are correctly adjusted.

When video stops after Simulation & discussion:

Video shows: “Discuss how and when to use each of the five reference points.

Discuss the five reference points:

- Centering reference point
- Six-inch reference point
- Four-foot reference point
- Backing reference point
- Right turn reference point

After the video has finished

Every time the operator gets in a vehicle, they should adjust the seat, adjust the mirrors and work out their reference points. Then, as they maneuver the bus in a lane and around turns, they should always use their reference points.

Applying these practices will be far clearer when they utilize them on the close course. Eventually, they will apply these automatically, all the time.

Program 8 – Questions on Mirror Adjustment & Reference Points

Q1 – The four-foot reference point is extremely useful for:

- a) left turns.
- b) right turns.*
- c) backing.

Q2 – Adjust your passenger mirror so that you can see:

- a) the heads of as many passengers as possible.*
- b) the heads of problem passengers.
- c) the drivers behind the bus.

Q3 – The spot where the _____ touch the pavement should be visible at the bottom of your outside flat mirrors.

- a) front wheels
- b) rear wheels*
- c) front and rear wheels

Q4 – What is the most useful tool for managing your space?

- a) Brakes.
- b) Mirrors.*
- c) Steering Wheel.

Q5 – The six-inch reference point is used for loading and unloading passengers. To mark it:

- a) park six inches from the curb and look to see where the curb line disappears on the windshield.*
- b) park alongside the curb and place a piece of tape six inches from the curb line onto your windshield.
- c) park six inches from the curb and look to see where the ruler disappears on the windshield.

Q6 – What do you adjust first when you are about to operate a bus for the first time?

- a) The passenger mirror.
- b) The seat.*
- c) The rear mirrors.

Q7 – How can you make sure you never mount the sidewalk when making a right-hand turn?

- a) Use your reference points.*
- b) Swing wide on the right, before the turn.
- c) Go well past the junction, before starting the turn.

Group 4 - Program 9 – Preventing Rear End Collisions

Main Learning Concepts & Brief Description of Lesson

Over 30% of all accidents are rear end collisions. These are the easiest accidents to avoid. This program tries to persuade drivers to slow down and stay back at least four seconds at all times.

Outcomes We Seek

Our goal is to reduce the risk created by hazards. Following too closely is one of those hazards. Safety is freedom from risk, and in this program, trainees will learn how to reduce the risks associated with following too closely.

Before you start the video

Explain to the trainees that over 30% of all vehicular accidents are Rear End Collisions?

This is the easiest accident to avoid as they have complete control over the space ahead of them. No professional driver should ever rear end a vehicle.

During the video

When the video stops after the introduction:

Video shows: “What is a good following distance and why?”

Answer: A minimum of four seconds. A car weighs around 4,200 lbs. A bus weighs around 38,000 lbs. A car stops far quicker than a bus. Only by leaving more room can you ensure that you can stop if that car unexpectedly hits the brakes. Give yourself a safety cushion.

When the video stops after following distance:

Video shows “Why do you think it is important for the safety of your passengers to maintain a safe following distance for the conditions?”

Answer: Good customer service requires smooth driving. If you must brake hard, due to following too closely, the passengers can be jerked or thrown around and may fall and be injured. If you hit the vehicle in front of you, you may injure the passengers.

After the video has finished

Conclude by reminding the group that the goal is to never have a rear end collision by ALWAYS staying back at least four seconds in clear, dry conditions. And even further back in adverse conditions.

Don't be the operator who must radio in and tell dispatch you've rear ended another vehicle. As a professional, what could be more embarrassing? It's in your best interest to stay back and leave room. Why would you do anything else?

Staying back at least four seconds, always, is mandatory. It is carved in stone and a condition of your employment. It is not discretionary.

Constantly practicing Look Ahead, Look Around, Leave Room and Communicate will make sure you never have a rear end collision.

Ask the trainees to commit to always staying back at least four seconds and ask for questions or comments about this requirement.

Program 9 – Questions on Preventing Rear End Collisions

Q1 – A safe following distance in good weather is a minimum of _____ seconds.

- a) three to four
- b) four*
- c) five to six

Q2 – What % of all accidents are caused by following too closely?

- a) 50%.
- b) 40%.
- c) 30%.*

Q3 – Following distance is important because it allows you to:

- a) make up for your mistakes.
- b) avoid rear-end collisions.*
- c) arrive on time.

Q4 – What are the behaviors to prevent a rear end collision?

- a) Stay within posted speed limits.
- b) Do not rush.
- c) Keep a minimum four second following distance.
- d) Always look ahead.
- e) Focus on the driving.
- f) All of the above*

Q5 – An important part of maintaining your following distance is your:

- a) courtesy on the road.
- b) ability to stop the bus.*
- c) professional attitude.

Q6 – If a vehicle suddenly cuts you off without signaling:

- a) re-establish the appropriate following distance.*
- b) flash your high beams at them to let them know they cut you off.
- c) close your following distance so other vehicles can't do the same.

Q7- If you can't see more than 2 seconds in front, you need to:

- a) establish a six second following distance.
- b) pull off in a safe place and wait until conditions improve.*
- c) slow down and let other drivers pass you.

Group 4 - Program 10 – Preventing Intersection Accidents

Main Learning Concepts & Brief Description of Lesson

Most accidents happen at intersections. There are several practices that reduce the risk and this program will explain those actions.

Outcomes We Seek

That trainees use the safe practices detailed on the poster to reduce the risk at intersections. These are:

Look ahead, look around, leave room, communicate, not speeding, not rushing, rock & rolling, using mirrors & reference points, not being distracted, stopping at stop signs, slowing for conditions and not being fatigued.

Before you start the video

Explain to the trainees that intersections are high risk areas and that the majority of accidents, around 50%, occur at intersections. Because buses are longer than cars, you need to go slower and use your reference points to turn.

During the video

Introduction

When the video stops and asks: “What % of intersection accidents happen on clear dry days?”

Answer: 92%

When the video stops and asks: “What % of intersection accidents occur in left turns, crossing over or right turns?”

Answer: Left Turns – 61% Crossing over 35% Right turns 4%

When the video stops and asks: “What are the main causes of intersection accidents?”

Involve the group in discussing the causes. These will then be explained in the video.

Recognition errors 64%

Decision errors 29%

Performance errors 7%

When the video stops and asks: “What can be done about these causes of intersection accidents?”

Answer: Use the practices of LLLC to remove or reduce the risk from all these factors.

When the video stops and says: “Discuss the causes of intersection accidents and how using the four principles of LLLC can prevent them.”

Recognition errors - 64% - Look Ahead and Look around

Failed to look, or looked but did not see - 44% Look Ahead & Look Around

Had an obstructed view - 8% Look Around & go slowly, stop if necessary

Internal distraction - 6% Pay attention to driving

Inattention, such as daydreaming - 6% Pay attention to driving

Decision errors - 29%

False assumption of others actions - 8% Communicate

Too fast or aggressive driving - 8% Slow down

Illegal maneuver - 7% Follow the laws

Misjudgment of gap or others speed - 6% Look Ahead, Look Around and slow down

Performance errors - 7%

Overcompensation/poor directional control - 4% Use the reference points

Panic or freezing - 3% Slow down, stay in control

When video asks questions:

Q1. What % of accidents happen on a clear dry day? Answer: b) 92%

Q2. What % of accidents are from left turns? Answer: c) 61%

Q3. What % of accidents are from not looking or looking and not seeing? Answer: c) 44%

Q4. 8% of intersection accidents are from the false assumption of others actions. What could you do to avoid these? Answer: a) Slow down & communicate

When video asks: "What are some things that can go wrong at an intersection?"

Answers: T-boned, hit vehicle turning right, hit parked car, head on collision, hit pedestrian or cyclist, rear end a vehicle.

Types of Intersections

When video asks questions:

Q1. An intersection that has four stop signs is considered a(n) _____ intersection.

Answer: b) controlled

Q2. If two vehicles arrive at a two-way stop in opposing directions, the vehicle who is turning left:

Answer: c) must yield to the other vehicle.

Q3. When the intersection is clear, you should look:

Answer: a) left, right, straight ahead, then left again.

Q4. Uncontrolled intersections are intersections that have:

Answer c) no signals or signs.

Getting Through Safely

When video says: “What should you look for when you proceed through an intersection?”

Answer: Vehicles changing lanes, stopping suddenly, pedestrians and cyclists.

Video asks question: A fresh green light_____

Answer: c) gives you enough time to safely pass through the intersection.

Turns, Tails & Tracking

When video asks the questions:

Q1. In order to prevent a tail swing accident when there are two left-turn lanes, you should preferably choose the lane that is: Answer: a) on the right.

Q2. Off tracking accidents occur during a left turn when the bus's rear wheels:

Answer: c) do not follow the same path as the front wheels.

Real life stories

When video asks: “What happened to cause this accident and what could have been done to prevent it?”

Answer: Rock and roll for turns.

When video asks: “How could this accident have been prevented?”

Answer: Slowing down when approaching a stale green light, covering the brake and being able to stop.

When video asks: “How could this accident have been prevented?”

Answer: Checking the mirrors before and as you turn.

After the video has finished

Conclude by reminding the group that Intersections are busy places with a lot of activity, four directions of traffic and the potential for pedestrians to be anywhere. Be in the proper lane well before the intersection. Don't rush. Look around and cover your brake. If in doubt - don't. Make sure the other drivers see you before you proceed. Reduce the 300 unsafe acts to avoid accidents.

A yellow light means stop if you can. A stale green light means slow down and cover your brake.

50% of all vehicle accidents happen at intersections, it is the area with the highest risk. As such, intersections deserve the most care.

To reduce the risk, apply the practices of LLLC and rock and roll for left turns.

Program 10 – Questions on Preventing Intersection Accidents

Q1 – When approaching an intersection, you should:

- a) focus straight ahead.
- b) slow down and cover your brake.*
- c) speed up if the light is yellow.

Q2 – Intersections may be busy places with many pedestrians and bikes. What can you do to minimize the risk for the others on the road?

- a) Go slow and continually look around to make sure no one moves in your direction.
- b) Rock & roll, so you can see around any blind spots.
- c) If anyone is not paying attention, toot your horn to alert them.
- d) All the above.*

Q3 – You arrive at a four-way stop slightly before other cars at each of the cross streets. You should:

- a) proceed through the intersection, you have the right of way.
- b) let the car to your right go first, then go.
- c) always yield the right of way to the other cars.*

Q4 – As you approach the intersection, look:

- a) to the left, right, straight & left again.*
- b) straight ahead.
- c) to the left.

Q5 – When making left hand turns, what is a very important practice?

- a) Check your mirrors.
- b) Go slowly.
- c) Rock & roll to see around the blind spots.*

Q6 – Always _____ when approaching intersections.

- a) flash your lights
- b) be prepared to stop*
- c) honk your horn

Q7 – What does the term “controlled” intersection mean?

- a) An intersection where a police officer directs traffic.
- b) An intersection where there is only one direction of traffic.
- c) An intersection with a traffic signal or sign.*

Q8 – What % of intersection accidents happen on a clear dry day?

- a) 50%
- b) 92%*
- c) 75%

Q9 – What % of intersection accidents are from left hand turns?

- a) 45%
- b) 55%
- c) 61%*

Q10 – What % of accidents are from not looking or looking and not seeing?

- a) 25%
- b) 55%
- c) 44%*

Group 4 - Program 11 – Railroad Crossings

Main Learning Concepts & Brief Description of Lesson

Some states or agencies require their buses to stop at all railroad crossings to make sure that the tracks are clear before they start to cross. If this applies to your location, advise the trainees. If the bus is required to stop at railroad crossings, it should stop at least 15 feet from the crossing and no more than 50 feet.

Outcomes We Seek

The goal is to remove or reduce the risks associated with the hazards created by railroad crossings. The outcome we want to achieve is that all operators will know how to safely cross all types of railroad crossings.

Before you start the video

Advise the trainees what practices your location requires. Remind them that any accident with a train is usually catastrophic, therefore, the special focus on safely crossing railroad tracks.

During the video

After the Introduction, video asks? “At 50 MPH. how far will a train travel before it stops?”

Answer: 1.5 miles

After Railroad Crossings, video says “What are the laws concerning railroads and buses in your state?”

Discuss your state and/or your locations requirements.

After the Ten Steps:

Go over the ten steps:

1. Check traffic and reduce speed when you approach a crossing. Get in right most lane.
2. Come to a complete stop, 15' to 30' from tracks.
3. Open the door, look & listen.
4. Be sure there are no trains approaching.
5. Stop, look & listen.
6. Always heed warning devices.
7. Stay behind the gates.
8. Make sure the tracks are clear and you have at least 15' of space behind your vehicle.
9. Don't shift gears while crossing.
10. Report any malfunctioning equipment or delays.

After the video has finished

Remind the group of your locations requirement for stopping at railroad crossings.

Again, explain that because of the size and weight of a train, any collision is a major catastrophe. There is no room for error.

If a signal is broken and you are being held up, radio dispatch to report the problem and for direction. Do not drive around any barriers.

Make sure you can completely clear the tracks, before you start to cross, with at least 15 feet to spare.

Program 11 – Questions on Railroad Crossings

Q1 – At 50 miles an hour, it takes a train _____ to stop.

- A. a mile and a half*
- B. 230 feet
- C. 200 feet

Q2 – The only person who can prevent an accident between your bus and a train is:

- A. the train engineers.
- B. you.*
- C. drivers of the cars in front of you.

Q3 – Never stop on a railroad track.

- A. True*
- B. False

Q4 – Stop, look and _____ for any indication of an approaching train.

- A. watch
- B. ask the passengers
- C. listen*

Q5 – If gates are down at a crossing, but there is no indication of a train, you can carefully go through the middle of the tracks to cross over them and keep your route schedule.

- A. True
- B. False*

Q6 – If the bus stalls on the tracks and a train is coming, you should evacuate passengers:

- A. directly behind and away from the tracks.
- B. toward the train at a 45-degree angle.*
- C. in the direction of the train.

Q7 – Once you proceed over railroad tracks, you should never:

- A. accelerate above 5 MPH.
- B. turn off your four-way flashers.
- C. stop or switch gears.*

Q8 – At railroad crossings, bring the bus to a complete stop:

- A. at least 5 feet and no more than 30 feet from the crossing.
- B. at least 15 feet and no more than 50 feet from the crossing.*
- C. at least 25 feet and no more than 15 feet from the crossing.

Q9 – Before you cross over railroad tracks, make sure you'll have at least:

- A. 15 feet of space behind your vehicle.*
- B. 5 feet of space behind the car in front of you.
- C. adequate following distance.

Q10 – If there are warning signals, but they are not activated and you see a train, you should:

- A. proceed slowly.
- B. stop and notify dispatch but do not cross until the train has passed.*
- C. wait as long as necessary until the train passes.

Group 4 - Program 12 – Pedestrian & Bicycle Awareness

Main Learning Concepts & Brief Description of Lesson

A bus is a large heavy vehicle and if it comes into contact with pedestrians or cyclists, the results can be tragic. Being a large vehicle, there are many places pedestrians or cyclists can be, some of them difficult to see from the driver's seat. This program is to provide the practices to minimize these risks.

Outcomes We Seek

That operators regularly check the mirrors and are continually looking around, including rocking and rolling, so they can ensure the areas around the bus are free from the risk of hitting a pedestrian or cyclist. If an operator is unsure where a pedestrian or cyclist is, they should not move the bus until they are sure no one is at risk.

Before you start the video

Tell the trainees that because of the size of a bus, it is possible that a pedestrian or cyclist may be hidden in a blind spot and that this program is to show all the techniques to minimize this risk.

During the video

After the introduction, video shows: “Discuss why pedestrians and bicyclists are so dangerous for a transit bus operator.”

Answer: Pedestrians and bicyclists are relatively small compared to the bus and as such can be difficult to see. They can also be unpredictable and move into your path at any time. As the pedestrian or cyclist has little to no protection, if they are hit by a bus, the result may be very serious.

After the dangers, video shows:

Q1. “What are some specific driving techniques you can use to avoid collisions with pedestrians and bicyclists?”

Answers:

- Leave them plenty of room.
- Continually look around and check your mirrors.
- Rock and roll before and during turns, especially left hand turns.
- Make eye contact and communicate, so you both know who is moving first.
- Toot your horn to attract attention.

Q2. “What are some specific types of pedestrians or areas you should be especially cautious around?”

Answers:

- Children, elderly people and people focusing on their cell phones.
- Intersections, bus stops and around play areas.

After Pedestrian Safety, video questions:

Q1. Professional drivers should yield to pedestrians when they're crossing:

Answer: b) anywhere.

Q2. To make sure pedestrians know you're there, you should:

Answer: a) tap your horn and establish eye contact.

After Bicycle Safety, video shows:

Discuss the five safety practices for bicycle safety:

1. Rock & Roll to see around blind spots.
2. Re-check your mirrors half-way through the turn.
3. Tap your horn and establish eye contact.
4. Cover your brake.
5. Look Ahead & Look Around.

Discuss these practices with the trainees.

After the video has finished

Conclude by reminding the group that each year, many pedestrians are killed or injured by large vehicles turning left when the pedestrian had the right of way, but the driver did not see them.

When they have the "walk now" signal, almost every pedestrian just goes, they have the right of way and they assume any vehicle has seen them and will stop. However, if the pedestrian is hidden in the cone of blindness created by the roof pillar or mirrors, a tragedy occurs. In almost every one of these accidents, the driver says, "I never saw them, I just felt a bump."

Before and during every left-hand turn, rock and roll to see around the obstructions. Remove the risk of hitting a pedestrian.

Say again, always give way to a pedestrian or cyclist and if you are unsure if anyone is around the bus, check before you move.

Program 12 – Questions on Pedestrian & Bicycle Awareness

Q1 – To prevent collisions with pedestrians when making left turns, you should:

- a) establish eye contact.
- b) rock and roll in your seat.*
- c) focus straight ahead.

Q2 – Which of the following is NOT a high-risk pedestrian group?

- a) Children
- b) Joggers
- c) Crossing guards*

Q3 – Using the Look Around™ principle allows you to change your point of focus and to:

- a) re-check your mirrors.
- b) scan the environment.*
- c) rock and roll.

Q4 – When should you re-check your mirrors for pedestrians during a turn?

- a) At mid-block.
- b) A quarter way through.
- c) Half-way through.*

Q5 – In entertainment areas and near colleges you should:

- a) use your high beams.
- b) slow down and cover your brake.*
- c) kneel the bus.

Q6 – The best approach to pedestrians and bicyclists is:

- a) expect them to enter the street.
- b) give them plenty of room.
- c) both a and b.*

Q7 – Professional operators must yield to pedestrians:

- a) in crosswalks with a traffic signal.
- b) at intersections.
- c) at all times.*

Q8 – To make sure pedestrians know you're there, you should:

- a) tap your horn and establish eye contact.*
- b) honk your horn loudly and turn on your high beams.
- c) stop the bus until the pedestrian is out of view.

Q9 – You are approaching a cyclist as you drive on a narrow road. What should you do?

- a) Come right up behind them, until they move over.
- b) Toot your horn to alert them you are coming.
- c) Be patient and wait until there is no traffic coming the other way and pass safely.*

Q10 – One of the most common causes of child and teenage bicycle accidents is:

- a) intersection dash.
- b) stop sign ride-out.*
- c) windshield debris.

Group 4 - Program 13 – Preventing Backing Accidents

Main Learning Concepts & Brief Description of Lesson

A bus is so large, it has many more blind spots than a car. In fact, when backing, there are areas around the bus you cannot see at all. This program is to teach the operators to avoid backing if possible and, if not, use a spotter or GOAL.

Outcomes We Seek

That operators understand the very high level of risk when backing a bus and are convinced to do all they can to avoid backing. If backing cannot be avoided, they should use a spotter or if no spotter is available, make sure there is nothing behind them, toot the horn and if they have to, Get Out And Look (G.O.A.L.).

Before you start the video

The sure-fire way to avoid a backing accident is to never back the bus. It is a risk that can be removed completely. Although a bus rarely backs up, it is often still the leading cause of accidents. Follow what you learn in this program and you will avoid ever having a backing accident.

During the video

During Backing Safely, video shows: “What is your locations policy about backing?”

Explain your locations policy about backing.

After Backing Behaviors, video shows: “There is a busy place you have to back up and there is never a trusted spotter available. What should you do?”

Answer: Back as slowly as possible, toot your horn, continually check your mirrors and rock and roll. Get Out and Look (G.O.A.L) if you have to.

After the video has finished

Conclude by reminding the group that one of the highest accident frequencies is backing accidents. In an 8-hour day, you are likely to only back for a minute of time. This is less than one fifth of one % of the day. Yet, backing is one of the highest causes of accidents. This shows how dangerous backing up is.

Please don't take these actions lightly. It's worth your time and effort not to back up at all. If you never back your vehicle, you'll never have a backing accident – it's that simple. Think before you put your vehicle into a position where you may have to back it up.

Program 13 – Questions on Preventing Backing Accidents

Q1 – If you are running late and miss a turn, you should turn around as soon as possible, even if it means backing into traffic.

- a) True
- b) False*

Q2 – You should adjust your mirrors:

- a) before you back up.
- b) during the pre-trip, before you leave the yard.*
- c) at a rest stop.

Q3 – Each day on your route, there is a place you have to back up. What should you do?

- a) Try to think of an alternate route that would avoid backing.*
- b) Be very careful as you back.
- c) Use a spotter.

Q4 – To check for objects behind the vehicle, you should:

- a) G.O.A.L.*
- b) B.A.C.K.
- c) C.H.E.C.K.

Q5 – An operator should be _____ sure that the area behind is clear before backing.

- a) 90%
- b) 99%
- c) 100%*

Q6 – In order to minimize the areas of limited vision, you must:

- a) check your mirrors.*
- b) cover the brake.
- c) use your flashers.

Q7 – When you back up you should always:

- a) back quickly.
- b) cover your brake.*
- c) notify your passengers.

Q8 – In order to warn other people that you are backing the vehicle, you should:

- a) hold your horn down the entire time you're backing.
- b) walk outside and tell them.
- c) turn on your flashers and gently toot the horn.*

Q9 – If you need a spotter to help you back up, you should:

- a) ask anyone nearby.
- b) ask another operator if possible.*
- c) try and back up without the spotter first.

Q10 – If backing is unavoidable, as you back up you should:

- a) ask a spotter to look out the rear window.
- b) give short, continuous horn beeps.*
- c) adjust your mirrors.

Group 4 - Program 14 – Merging, Lane Changing & Passing

Main Learning Concepts & Brief Description of Lesson

This program focuses on the hazards of merging, lane changing and passing when driving a large vehicle and explains what can be done to reduce these hazards.

Outcomes We Seek

That trainees understand that if any one of these maneuvers goes wrong, it usually results in a major accident. Trainees need to know the practices to minimize the risk when performing these maneuvers.

Before you start the video

Advise the trainees that merging, lane changing and passing in a large bus requires careful attention to reduce the risk of hitting another vehicle. This program will show all the techniques to safely perform these maneuvers.

During the video

After the Introduction, video asks two questions:

Q1. When merging onto a highway, you should signal your intent to merge when:

Answer: b) entering the ramp.

Q2. Once the merge is complete, establish a _____ second following distance.

Answer: b) 4

After Highway Entrance & Exit Ramps – Merging onto a Highway.

Video asks: “What are some hazards you might encounter when merging?”

Answer: Traffic on freeway driving too close and no gap to join, traffic on freeway stopped, traffic on freeway all going very fast.

Then, video asks following questions:

Q1. Who has the right of way as you merge onto the highway?

Answer: a) Traffic already on the highway.

Q2. Once you complete your merge, you should:

Answer: b) establish a four second following distance.

After Highway Entrance & Exit Ramps – Exiting a Highway:

Video asks following questions:

Q1. Communicate to the other motorists your intent to exit by using:

Answer: a) your turn signal.

Q2. You should _____ your speed as soon as you enter the deceleration lane.

Answer: c) reduce

After Merging, video shows: What are the three parts of a highway exit ramp?

Answer: Deceleration Lane

 Exit ramp

 Merging Lane

Then, asks the questions:

Q1. You should start your merging maneuver at least _____ before your exit.

Answer: b) 1 mile

Q2. Be prepared to yield to other merging vehicles even when you have the right-of-way.

Answer: a) True

After Lane Changing, video asks:

Q1. You should change lanes if you come up on a disabled vehicle.

Answer: a) True

Q2. Only change lanes when you really have to. Every time you change lanes, you create the possibility of _____ another vehicles space and having an accident.

Answer: c) entering

After the video has finished

Conclude by reminding the group that:

1. Merging, lane changing and passing creates the risk of two vehicles trying to be in the same place at the same time and that will lead to an accident.
2. Only change lanes when you have to and use the practices of LLLC to make sure the space you're going into is clear.
3. By looking ahead, you will be able to identify the need to change lanes early, make this change smoothly, and well ahead of time.
4. If you do need to change lanes, signal your intent well before your lane change. Always allow a minimum of three flashes before changing lanes.
5. Use your mirrors and use the rock and roll technique to check your blind spots. Look ahead and pay attention to the other vehicles on the road when you need to change lanes or merge.
6. Never make a last minute or hurried maneuver. Expect the unexpected.
7. Only pass other vehicles if you absolutely have to. Be patient and stay safe.

Program 14 – Questions on Merging, Lane Changing & Passing

Q1 – The three parts to a highway entrance are the entrance ramp, the acceleration lane and the _____ lane:

- a) passing.
- b) merging*
- c) caution

Q2 – The first step in negotiating a highway entrance merge is to:

- a) note the position and speed of the other vehicles.*
- b) signal your intention.
- c) match the speed of traffic.

Q3 – Always signal at least _____ directional signal flashes before making any lane change.

- a) 2
- b) 3*
- c) 4

Q4 – When using a highway exit, you need to reduce your speed as soon as you enter the:

- a) deceleration lane.*
- b) exit ramp.
- c) merging area.

Q5 – Changing lanes means you may be moving into another vehicles space. To reduce this risk, you should:

- a) minimize the times you change lanes.*
- b) look twice, before making the move.
- c) check your mirrors.

Q6 – The safest lane to travel in on the highway is the:

- a) middle lane.
- b) right-most lane.*
- c) curb lane.

Q7 – It's important to remember that most of the drivers on the highway are:

- a) hasty.
- b) inexperienced.
- c) amateurs.*

Q8 – When you exit the highway, you should start your merging maneuver at least _____ before your exit.

- a) 100 feet.
- b) 1 mile.*
- c) 1/2 mile.

Q9 – You should anticipate erratic driver behavior by:

- a) covering your brake.*
- b) watching the car in front of you.
- c) checking your mirrors often.

Q10 – Which of the LLLC practices are most important when changing lanes?

- a) Look Ahead & Communicate.
- b) Leave Room & Look Ahead
- c) Look Around & Communicate.*

Group 4 - Program 15 – Adverse Driving Conditions

Main Learning Concepts & Brief Description of Lesson

Adverse driving conditions do not cause accidents. It is how the operators react to these conditions that cause accidents. This program will teach how to react to adverse driving conditions to remove or reduce risk.

Outcomes We Seek

That operators accept they can remove or reduce risk by changing their driving practices when they encounter adverse driving conditions and they know what to do in each possible driving condition.

Before you start the video

Explain to the trainees that when we see a headline in the news “Snowstorm in New York causes pile up,” this was written by a reporter who knows nothing about safe driving. The snowstorm did not cause the pile up. If it did, everyone in the same snowstorm would have been involved in a pile up. There would have been thousands of pile ups.

But that is not the case. How drivers reacted in the snowstorm caused the pile up. Had they slowed down and stayed further back, there would have been no pile up. The driver’s behavior caused the pile up, not the snow. Let’s take responsibility. When we correctly adjust our driving for the conditions, we remove or reduce risk.

It is not the adverse conditions that cause accidents, it is how we react to those conditions.

During the video

After the introduction, video asks: “What are some special weather conditions you might encounter while driving your bus? How would you respond to them?”

Answer: Snow, ice, rain, wind, storms or fog

After Neither Rain, asks the question:

Q – In the rain, if the speed limit is 60 miles per hour, you should reduce your speed to:

Answer: c) 45 MPH.

Video then asks: “Why should you slow down early when approaching a service stop in the rain?”

Answer: So, you do not splash the waiting passengers.

After Nor Snow, questions asked are:

Q: Ice and sleet reduce your traction by:

Answer: c) 85% - 95%

Video then asks: “Why do we say bad weather doesn’t cause accidents, people do?”

Answer: Because it is how we react to the weather that causes the accidents. If we slow down and pull back, we will maintain control of the vehicle.

After Nor Heat or Fog

Video asks the question: “A common mistake amateur drivers make when driving in heavy fog is to:”

Answer: a) use their high beams.

Video then asks: “What should you do to help cool the bus when it’s really hot?”

Answer: Use a fast-idle speed.

After Nor Darkest Night, video asks:

Low beams let you see up to _____ feet while high beams illuminate a distance up too _____ feet.

Answer: b) 300, 500

After Nor Potentially Hazardous Settings:

Video asks:

What are some things you can do in parking lots to improve your visibility?

Answer: Flash your lights and toot your horn.

What are safety tips for driving around traffic circles?

Answer: Stay in the right lane when you can, give way to traffic already on the circle and indicate only when you are taking the next available exit.

After the video has finished

Conclude by reminding the group again that professional operators immediately recognize adverse conditions and adjust their driving accordingly. This almost always means slow down and leave more room. Our goal is to remove or reduce risk. When you know you need a longer distance to stop in rain, snow or ice, slow down and create this room.

Adverse weather does not create accidents. The operators do by not allowing for the conditions.

Invite questions or comments on this conclusion.

Program 15 – Questions on Adverse Driving Conditions

Q1 – Does snow or ice cause accidents?

- a) Yes, they cause the bus to slip or slide.
- b) No, it is how we react to the snow or ice that causes accidents. *
- c) Sometimes, depending on how bad it is.

Q2 – Why should you be more careful when it first starts to rain?

- a) The road is very slippery when it first starts to rain, especially if it hasn't rained in a while.*
- b) The windshield will be greasy.
- c) Steering will not be solid.

Q3 – The best thing to do when you're in heavy fog is to:

- a) use your high beams.
- b) use your low beams.*
- c) avoid staring at the lane markings.

Q4 – Use low gears when traveling at less than ____MPH during the hottest part of the day.

- a) 30
- b) 40*
- c) 60

Q5 – In the snow, you should increase your following distance to at least:

- a) 4 seconds
- b) 6 seconds*
- c) 7 seconds

Q6 – If you start to skid, in which direction should you turn the wheel?

- a) Turn the wheel in the direction of the skid.*
- b) Turn the wheel in the opposite direction of the skid.
- c) Turn the wheel right, then left.

Q7 – In icy conditions, you should reduce your speed to _____ the posted limit?

- a) 1/2
- b) 1/3*
- c) 1/5

Q8 – What's the danger associated with wet brakes?

- a) Wet brakes might pull to one side.
- b) Wet brakes might not work at all.
- c) Both a and b.*

Q9 – When driving in the snow, you should:

- a) accelerate slowly.*
- b) brake quickly when you encounter snow.
- c) use cruise control to maintain speed.

Q10 – Which of the following statements is FALSE?

- a) You should never cut across aisles in a parking lot.
- b) When entering a traffic circle, only enter when there is a gap in traffic.
- c) You should use higher gears when driving on steep grades.*

Group 4 - Program 16 – Operating Electric Powered Buses

Main Learning Concepts & Brief Description of Lesson

Operating electric buses is to the benefit of the operators and their communities. The operator's actions are important in making the use of electric buses a success. This program will explain how to drive in a way that optimizes the benefits of electric buses.

Outcomes We Seek

The way that the operators drive has a large effect on the range of the bus. Operators need to use regenerative braking whenever possible so that the motor slows down the bus and recharges the batteries.

Before you start the video

Some operators are anxious about running out of power and being stuck. This program will explain all the steps to prevent this and what the operator can do make this change a success.

During the video

After Introduction to the Bus, video asks:

Discuss the four types of electric buses.

- Answer:
1. All Electric
 2. Hybrid – Gas engine creates the electricity to charge battery
 3. Hybrid, but includes ability to plug in to charge as well
 4. Fuel cell used to charge the battery

Do you understand regenerative braking?

Answer: Regenerative braking is using the engine to slow the bus, not the brakes, so considerable power is returned to charging the batteries.

Go over the benefits of an e-bus.

- Answer:
- Zero emissions meaning cleaner air.
 - Less parts meaning less maintenance costs.
 - Immediate full power available.
 - Quieter.
 - Better driving experience

After Efficiency of Use, video asks:

What is range anxiety?

Answer: The worry that the bus may run out of power before you have finished the route and returned to the depot.

What are the factors that determine range?

Answer: The amount of battery charge, the need for power to heat or cool the bus and the use of regenerative braking.

Why is regenerative braking important?

Answer: While using the engine to brake the bus, regenerative braking, considerable power is returned to the battery, extending the range.

After Different Practices, video asks:

“How can you make sure the bus is unplugged, especially if you need to precondition?”

Answer: Often, the power will be on while the bus is plugged in to provide the power to heat or cool the bus, before removing the locations power supply. There is a stop that should not allow the vehicle to move if it is plugged in. However, operators should visually ensure the bus is unplugged, before moving it.

What risks are created by the bus's silence?

Answer: Pedestrians, cyclists or even other vehicles may not hear the bus and move in front it.

After the video has finished

Conclude by reminding the group that electric buses are a huge benefit to the community for reducing toxic emissions.

Most drivers who change to electric buses really like the change. They say it is like driving the Cadillac of buses. Advise the operators to embrace this change and utilize regenerative braking whenever possible to make this a success.

The benefits of electric buses, reduced emissions, reduced fuel costs and reduced maintenance costs, will likely lead to most agencies converting over the next ten years.

Program 16 – Questions on Operating Electric Powered Buses

Q1 – What is the main benefit of electric buses?

- a) There are less costs.
- b) There are reduced emissions.*
- c) They are easier to drive.

Q2 – What is the main risk in operating electric buses?

- a) Receiving an electric shock.
- b) Running out of power.*
- c) Slower acceleration.

Q3 – The risk to the passengers is increased due to:

- a) not hearing the bus coming.*
- b) a tighter turning circle.
- c) a higher torque means it accelerates faster.

Q4 – What can you do to increase the range of an electric bus?

- a) Smooth & steady acceleration.
- b) Use regenerative braking when safe to do so.
- c) Reduce accelerating & then decelerating.
- d) Maintain a constant speed.
- e) All the above.*

Q5 – Does the battery recharge when you are braking?

- a) Yes, especially if braking lightly*
- b) No
- c) Sometimes

Q6 – Can you allow the bus to continue to operate if 80% or more of the battery power has been used?

- a) Yes, you can operate if it used up to 95% power.
- b) No, the risk of being stranded is too high.
- c) Yes, but only if near the end of your route and with approval of dispatch*

Q7 – Why does an electric bus not have gears?

- a) It is too expensive.
- b) It is not needed as maximum torque is available all the time.*
- c) Electric buses travel slower.

Q8 – Should you ever floor the accelerator pedal on an electric bus?

- a) Yes, when you need to accelerate quickly.
- b) No, uses up too much power.
- c) Only when you absolutely have to such as going uphill with a full load.*

Q9 – What takes priority, the efficiency of using the power, or safe driving?

- a) Safety is the highest priority.*
- b) It needs to be a balance between safety & efficiency.
- c) Efficiency, maximizing range is critical.

Q10 – Which driving practice has the greatest effect on increasing the range of the bus?

- a) Using regenerative braking as much as possible.*
- b) Slower acceleration.
- c) Maintaining a constant speed.

Group 5 - Program 17 – Preventing Driver Fatigue

Main Learning Concepts & Brief Description of Lesson

To have the optimum ability to focus on safe driving, operators must be well rested and alert. This program explains the risks of operating a vehicle while fatigued and what to do to prevent this.

Outcomes We Seek

That operators understand their responsibility to only operate a bus while fully alert and awake and to know the actions to take if they feel fatigued while driving.

Before you start the video

Explain to the trainees that driving a bus needs their full attention and this means being well rested and alert. Operators often start very early in the morning and the only way to ensure you are well rested and alert is to get enough sleep on a regular basis.

During the video

After Introduction video stops and says: “Discuss the consequences of being sleep deprived when you drive.”

Discussion: Being sleep deprived results in lack of attention, lack of concentration, delayed responses, delayed recognition of hazards and possibly falling asleep while driving.

After “What is fatigue,” video asks:

What can you do to avoid driving while fatigued?

Answer: Get enough sleep, stick to a routine, do not over work yourself.

When you don’t sleep well, you:

Answer: c) both a and b

Video then asks:

What do you do to fall asleep? Do you have tricks that work for you that might help someone else?

Suggested Answers:

Clear your Mind

Go to bed around the same time every night

Avoid Caffeine

Avoid late exercise

Think about something mundane, you like to do

After the video has finished

Conclude by reminding the group of the following:

1. Our bodies respond best to a regular routine. Going to bed around the same time, getting a similar amount of sleep daily and waking up around the same time is beneficial.
2. In this program, we told you about three accidents where the bus driver fell asleep at the wheel of their bus and passengers were injured or killed. Remove the risk of a fatigue related accident and make sure you are well rested and alert.
3. If you are driving and feel tired or drowsy, ask for a relief driver and do not transport passengers. It is too late after you have dozed off and rolled the bus

Program 17 – Questions on Preventing Driver Fatigue

Q1 – Which of the following is the best definition of fatigue?

- a) Feeling of sleepiness at your normal bedtime.
- b) A tired feeling after a short period of physical activity.
- c) A state of mind & body from continued physical or mental activity or sleep loss.*

Q2 – True or false...Fatty foods can impact your level of fatigue.

- a) True*
- b) False

Q3 – What is the best way to ensure you remove the possibility of driver fatigue?

- a) Follow a regular routine, going to bed at the same time and getting enough sleep.*
- b) Sleep for 12 hours.
- c) Go to bed really early.

Q4 – Which of following is true about caffeine?

- a) It's only a short-term solution.*
- b) It takes effect immediately after drinking it.
- c) Its effect will last all day.

Q5 – Which of the following can increase your alertness if you feel tired while on the road?

- a) Open the window.
- b) Turn on the air conditioning.
- c) Take a break to stretch.*

Q6 – A warning sign of drowsiness or fatigue is you:

- a) have wandering or disconnected thoughts.
- b) find yourself jerking your vehicle back into the lane.
- c) both A and B.*

Q7 – The ideal amount of sleep to get before coming to work is:

- a) 3-5 hours.
- b) 8-10 hours.
- c) 7-8 hours.*

Q8 – _____ is a sleep disorder characterized by abnormal pauses in breathing.

- a) Obstructed airway
- b) Sleep apnea.*
- c) Caffeine withdrawal

Q9 – A warning sign of drowsiness or fatigue is you:

- a) can't remember the last few miles driven.
- b) have trouble focusing / keeping eyes open.
- c) both a and b.*

Q10 – The only way to replace a “sleep debt” is to:

- a) take time off from work.
- b) drink caffeine.
- c) get some sleep.*

Group 5 - Program 18 – Preventing Driver Distractions

Main Learning Concepts & Brief Description of Lesson

There are many possible distractions that can take an operators mind of the primary function of safely operating the bus. This program is to train operators how they can avoid such distractions.

Outcomes We Seek

That operators are aware of the many possibilities of being distracted and learn not to allow these to take their mind off the primary function of focusing on the driving.

Before you start the video

Explain to the trainees that at 30 MPH, if you are distracted for just one second, your bus travels 44 feet in that one second.

Yes, 44', the length of three cars. In many minor rear end collisions, had the bus stopped just one or two feet less, the accident would have been avoided. In such accidents, if you are distracted for just one second, you plow into the vehicle in front as your bus is going to travel 44', not just two feet. This then becomes a major accident, not a minor one. Around 20% of accidents involve distracted driving.

During the video

Distracted Driving

When video says: "What are some common driver distractions you face as a bus driver?"

Answer: Passengers, phone, using a map or GPS, an event on the side of the road, looking too long in mirrors, eating or drinking.

When video says: "What are the three different types of distractions, or ways you can be impaired?"

Answer: Visual, Manual & Mental

When video asks:

Q1. What is a common driver distraction?

Answer c) Looking at maps or GPS

Q2. What is a common mental distraction?

Answer: c) both a) and b)

Q3. An increase of one second in your reaction time can:

Answer: b) make it impossible to stop.

Avoiding Distractions

When video asks: “What are some things you can do to re-focus your attention if your mind drifts? Why is this important?”

Answer: Take a deep breath, re-focus, look around and if another driver upsets you, let it go.

When video says: “What are some things you can do to prepare before you drive, to help reduce distractions?”

Answer: Take a deep breath, think about what you are about to do, clear your mind and focus on the driving,

After the video has finished

Conclude by reminding the group that in this modern world, many times we are multi-tasking and focusing on a number of issues at the same time. In bus transportation this should never be the case. A bus driver should only focus on the job at hand - safely driving the bus. No matter how tempted:

- Never text or dial while driving.
- Never look at maps or GPS.
- Never reach for objects.
- Never talk to passengers or do more than glance in the rear-view mirror.
- Never eat or drink.
- Never look at people, items or accidents on the roadside.
- Never stare at vehicle gauges.
- Never adjust your seat or mirrors while driving.

Continually Look Ahead, Look Around and Leave Room and you will not be distracted.

Remove this risk and never allow yourself to be distracted – focus on your driving and use the tools of LLLC to make sure you are paying attention where you need to focus – only the driving.

Program 18 – Questions on Preventing Driver distractions

Q1 – What should be your only focus when driving?

- a) The passengers.
- b) Applying the practices of LLLC.*
- c) Where the next stop is.

Q2 – Distracted driving is any non-driving activity that has the potential to distract you from:

- a) the primary task of driving.*
- b) the risk of an accident.
- c) the scenery.

Q3 – Distracted driving has increased over the years because:

- a) multi-tasking has become a part of our busy lifestyles.
- b) we rely on electronic devices.
- c) both a and b.*

Q4 – Which type of distraction involves taking your eyes off the road?

- a) Visual*
- b) Manual
- c) Mental

Q5 – Which type of distraction involves taking your hands off the wheel?

- a) Visual
- b) Manual*
- c) Mental

Q6 – Which type of distraction involves taking your mind off what you're doing?

- a) Daydreaming.
- b) Thinking about your to-do list.
- c) Both a and b.*

Q7 – One thing you can do help prevent mental distractions is to:

- a) conduct a pre-trip inspection.
- b) take a deep breath and re-focus.*
- c) review your GPS before your route.

Q8 – How can you prepare ahead of time to avoid distractions?

- a) Eat before your route.
- b) Review your GPS.
- c) Both a and b.*

Q9 – Using a cell phone while driving delays a driver's reactions and is the same as:

- a) driving with your eyes closed.
- b) having a blood alcohol concentration at the legal limit of .08 percent.*
- c) arguing with someone while driving.

Q10 – If a customer is chatty and tries to have a conversation with you while driving, you should:

- a) politely explain that you can't talk right now.*
- b) pull over to finish the conversation.
- c) contact dispatch.

Q11 – If a customer has a problem that needs to be resolved right away, you should:

- a) ignore them.
- b) pull over to a safe location.*
- c) call 911.

Group 5 - Program 19 – Hazards Communication

Main Learning Concepts & Brief Description of Lesson

There are a few hazardous materials in the transportation industry. This program is to make sure operators know about these hazardous materials and how to protect themselves from them.

Outcomes We Seek

That operators understand which materials are hazardous and what they can do to protect themselves from these hazards.

Before you start the video

Explain to the trainees that they may encounter chemicals each day. Examples are when they:

- fill the vehicle with gasoline or diesel.
- clean the bathroom.
- apply pesticides or insecticides.
- use solvents or acids at work.

This program is to show them how to recognize the hazards and reduce the risk from them.

During the video

In the Introduction section, video asks:

Discuss examples of hazardous chemicals you might find at work and at home:

Possible examples: diesel, gasoline, acid from batteries, windshield washer fluid, brake fluid, washing fluids, disinfectants.

Video then asks: “Has anyone had a chemical cause them to feel sick?”

Discussion: Ask the group.

Video then asks: “Has anyone ever burned or irritated their skin or eyes with a chemical?”

Discussion: Ask the group.

In the section Common Hazards, video asks:

Q1. Chronic health effects may be delayed for many years after exposure to a hazardous substance.

Answer: a) True

Q2. Irritants can still harm you once you get away from them.

Answer: b) False

Q3. Acute effects of exposure result in:

Answer: b) an immediate reaction or injury.

Q4. Diesel fuel, gasoline, windshield washing fluid and antifreeze are common examples of hazardous materials you might encounter in the workplace.

Answer: a) True

Q5. Corrosives are usually found in:

Answer: b) batteries and some cleaning agents.

In the section Labels, Pictograms, and Safety Data Sheets, video asks:

Where is the SDS binder located at your location?

Answer: Advise where the binder is located.

Q1. All hazardous materials must have:

Answer: c) a proper label.

Q2. Hazardous material labels give you:

Answer: a) just enough information.

Q3. SDS stands for:

Answer: b) Safety Data Sheets.

Q4. A hazardous material label quickly gives you the information you need at a glance.

Answer: a) True

Q5. SDS forms provide:

Answer: c) a standardized method to ensure that the information contained on each form is the same.

After the video has finished

Conclude by reminding the group that there are a few hazardous materials or chemicals that they may encounter. They should handle these carefully and be aware of the hazards by reading the labels carefully.

If any exposure occurs, wash the area immediately and seek advice from their supervisor.

Program 19 – Questions on Hazards Communication

- Q1 – A material that can explode, catch fire or cause property damage is known as a _____ hazard?**
- a) health
 - b) physical*
 - c) carcinogenic
- Q2 – Chronic health effects might NOT be detected for many years after exposure to a hazardous substance.**
- a) True*
 - b) False
- Q3 – Acute effects of hazardous materials exposure result in:**
- a) damage over time.
 - b) an immediate reaction.*
 - c) blindness.
- Q4 – Diesel fuel, gasoline, motor oil and antifreeze are examples of hazardous materials you might encounter in the workplace.**
- a) True*
 - b) False
- Q5 – A pictogram and signal word for the hazardous chemicals in your workplace can always be found on their:**
- a) labels.*
 - b) Safety Data Sheets.
 - c) packing slips.
- Q6 – When handling hazardous chemicals, you will find all the information you need for your safety on the:**
- a) manufacturer's label.
 - b) inside front cover of the employee handbook.
 - c) Safety Data Sheet.*
- Q7 – The manufacturer's label includes the chemical's identity, the manufacturer's name, address and a hazard warning.**
- a) True*
 - b) False
- Q8 – First Aid procedures vary from one hazardous material to another. For this reason, the SDS should be consulted in the event of an accidental exposure.**
- a) True*
 - b) False
- Q9 – You can protect yourself by using extra caution around hazardous chemicals and by:**
- a) staying away from chemicals entirely.
 - b) wearing PPE.*
 - c) becoming certified in CPR.
- Q10 – An important safety practice you should follow is:**
- a) never smoke around any chemicals, in the shop or while fueling.
 - b) notify a supervisor or the emergency response team if you see a spill.
 - c) both a and b.*

Group 5 - Program 20 – Injury Prevention – Slips, Trips & Falls

Main Learning Concepts & Brief Description of Lesson

Some employees are injured from slips, trips or falls. This program is to explain why trips, slips and falls happen and what can be done to prevent them.

Outcomes We Seek

That the operators understand the actions they can take to reduce the likelihood of slipping, tripping or falling.

Before you start the video

Explain that slips, trips and falls are the leading cause of workplace injuries and by following simple safety practices, these can be avoided.

During the video

After the section on Slips, Trips & Falls, video asks:

Discuss any slip, trip or fall hazards at your location and what can be done to mitigate those hazards.

Discussion: Discuss the importance of three-point contact when entering and especially when exiting the bus. Talk about paying attention to where you are walking and what is on the ground. In wet or icy weather, take smaller steps and keep your balance.

After the video has finished

Conclude by reminding the group again, slips trips and falls are a leading cause of injuries in the workplace.

Operators should pay attention to their surroundings. Don't get complacent or careless and remember to think about your safety with every step you take.

Using three-point contact when entering or exiting the bus is important, especially when coming down the stairs where gravity may cause the slip to be more forceful and lead to a serious injury.

Watch where you are going. On slippery surfaces, take smaller steps and keep your balance.

Program 20 – Questions on Injury Prevention – Slips, Trips & Falls

Q1 What does three-point contact mean?

- a) Using two legs and an arm when entering or exiting the bus.
- b) Using two arms and one leg when entering or exiting the bus.
- c) Having three of your four limbs in solid contact when entering or exiting the bus.*

Q2 – Why does taking shorter steps reduce the chance of slipping?

- a) It helps you keep your weight over your feet, so you are balanced.*
- b) you go slower so you have more time to get your balance.
- c) more time to see if the floor is slippery.

Q3 – Looking where you are going is important because:

- a) you can avoid obstacles.
- b) you will see any obstacles or slippery floors and avoid slipping or falling.*
- c) you will not bump into people.

Q4 – What is a leading cause of slips, trips or falls?

- a) Poor construction.
- b) Rushing.*
- c) Slippery floors.

Q5 – If you see an object where it is not supposed to be, and someone may fall over it, what should you do?

- a) Avoid it.
- b) Move it to a safe place.*
- c) Allow the person responsible to move it.

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Group 5 - Program 21 – Using Maps & GPS

Main Learning Concepts & Brief Description of Lesson

The primary function is getting to the correct destination safely and in a timely manner. To accomplish this, you need to know what roads to take and where to stop. This program will explain how to read maps and use GPS to navigate to destinations.

Outcomes We Seek

It's important to be able to use a map or GPS to understand where you are and where you're going. In this program, we'll talk about reading maps and using GPS, so you can get to your destinations on time, using the most efficient route possible.

Before you start the video

If you aren't sure what freeway exit to take or which street to turn on, you risk getting lost.

This can be quite embarrassing and upsetting to your passengers. You should prepare ahead and know how to navigate your route, so you avoid getting lost.

During the video

In the section Map Overview, video will ask:

Q1. When you are looking for a specific place within a city, a _____ map will show you specific streets and highways and give you the necessary information to find a specific stop.

Answer: b) city

Q2. _____ are used to give additional information about locations and roads on a map.

Answer: a) Symbols

In the section Reading A Map, video will ask:

Q1. You can use map coordinates to find:

Answer: a) a specific location.

Q2. If a highway is named I-80, it probably runs:

Answer: b) east and west.

Q3. If a highway is named I-71, it probably runs:

Answer: a) north and south.

Q4. You can use _____ to measure distance on a map.

Answer: b) the scale of miles

Q5. Map books contain:

Answer: b) maps of small sub-sections of the city.

After the section on Using GPS, video asks: “Why do you think it is important to be able to read a map and not always rely on a GPS unit or smart phone?”

Answer: Sometimes a GPS unit may not work or send you the wrong way. It is far better to know the direction you should be heading and have a good feel for where you are going.

After the video has finished

Conclude by reminding the group, that as a professional bus driver, your passengers will expect you to know where you are going. Many cities are complex to navigate and to prevent embarrassing situations, operators must know exactly where they are going and how to get there.

You must also know how to program a GPS unit. However, do not solely rely on this. GPS's are known to make mistakes and if an accident closes an important route, you need to know an alternate route without the GPS trying to send you the same way that is closed.

Familiarize yourself with the maps for your route. Being able to read maps will ensure that you're able to get your passengers to their destinations and help you feel confident in driving your route.

Program 21 – Questions on Using Maps and GPS

Q1 – A _____ would be most useful, if you're trying to get to a stop within a city.

- a) state map
- b) country map
- c) detailed city map*

Q2 – To locate a specific city street on a map you should:

- a) look in the street index*
- b) flip through the map until you find it
- c) memorize the maps in your map book

Q3 – If a highway is named I-91, it probably runs:

- a) north and south.*
- b) east and west.
- c) north and east.

Q4 – If a highway is named I-76, it probably runs:

- a) north and south.
- b) east and west.*
- c) north and east.

Q5 – You can use map coordinates to find:

- a) a specific location.*
- b) the distance between two locations.
- c) what direction you're headed.

Q6 – You should program your GPS destination address:

- a) while you're driving.
- b) before you leave the yard.*
- c) at the end of the route.

Q7 – If you get lost during your route, the first thing you should do is:

- a) keep driving around until you recognize a landmark.
- b) pull over and consult your map or route guide or contact your supervisor.*
- c) drive around until you find a gas station where you can stop and ask for directions.

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Group 5 - Program 22 – Employee Safety Reporting Program

Main Learning Concepts & Brief Description of Lesson

To operate the safest transportation requires diligence from everyone at the location. This program explains how to use an Employee Safety Reporting Program to work together to create the safest transportation possible.

Outcomes We Seek

That operators understand their role in communicating any unsafe practices or conditions to management and that they understand the process at your location to do this.

Before you start the video

Explain that we need input from everyone at the location to operate as safely as possible. It is then management's job to take this input, review it, and come up with a solution that keeps everyone safe. We need to work together as a team. We all need to rely on operators communicating to management about any unsafe conditions or unsafe behaviors so that actions can be taken to remove or reduce these risks.

During the video

After the Introduction, video asks the question: "The Federal Transit Administration require agencies who receive 5307 funds to have a(n):"

Answer: c) Employee Safety Reporting Program.

After Reporting Safety Issues, video says: Discuss the reporting program of your facility and how you can become involved in its success.

1. Explain your locations process for the reporting. It may be through a suggestion box, a telephone hot- line, an address or a designated person.
2. Advise how safety concerns can be reported anonymously, or with full identity.
3. Explain your process for communicating what has been done in response to the reported safety concern.

After Unsafe Conditions, video says: Discuss some of the unsafe conditions you've encountered at your facility.

Ask if any operators have noticed any unsafe conditions? Provide some examples of unsafe conditions or behaviors, such as an oil patch on the floor, a vehicle being operated with worn tires, or an operator who is always following too closely.

After Unsafe Behaviors, video says: Discuss your agency's policy on self-reporting.

Examples of this include if an operator is struggling to make right hand turns and needs more training, is struggling with handling difficult passengers or has a medical issue.

Discuss how such issues can be handled at your location.

After the video has finished

Conclude by reminding the group that to operate within a safety culture, everyone needs to be involved in creating this culture. When we help each other to avoid unsafe behaviors and unsafe conditions, we will have a safety culture.

Remind the group of the process for reporting safety concerns.

Program 22 – Questions on Employee Safety Reporting Program

Q1 – You see another driver exiting the yard too fast, what should you do?

- a) Talk to that driver when you next see them.
- b) Advise your supervisor.*
- c) Shout they should slow down.

Q2 – You do not know the process to report an unsafe condition at your location, what should you do?

- a) ask a colleague.
- b) ask the HR department.
- c) ask your supervisor.*

Q3 – On the road, you see a colleague looking at their I phone. You should:

- a) advise your supervisor.*
- b) tap your horn and waive to them.
- c) talk to them next day.

Q4 – After you have reported an unsafe condition, nothing changes, what should you do?

- a) contact another member of management.
- b) put your concern in writing and copy the HR department.
- c) both a and b.*

Group 5 - Program 23 – Health & Wellness

Main Learning Concepts & Brief Description of Lesson

A healthy lifestyle is important for many reasons. This program will help understand the factors that contribute to wellness including diet, exercise, rest and stress relief.

Outcomes We Seek

Maintaining a healthy lifestyle is an important part of being a professional bus operator. This program is to encourage operators to follow healthy practices so they are fit, able, and willing to be the safest operator possible.

Before you start the video

Share that a bus driver's job, by its very nature, requires that they sit for most of the day. So, when operators are not behind the wheel, it is important that they exercise their body. They also need adequate rest and healthy eating.

During the video

After the introduction, video says: "Why is wellness important to a professional driver?"

Answer: Being physically and mentally well is important as this allows you to focus on the job and be able to perform all the necessary functions. Sitting in a drivers seat provides minimal exercise, so you need to exercise when not driving

After Wellness 101, video asks:

Q1. The benefits of exercise include:

Answer: c) both a and b.

Q2. Exercising can help your mood:

Answer: a) True

Q3. The four main factors that influence your health are exercise, rest, eating healthy, and:

Answer: b) effectively dealing with stress.

After Diet & Dehydration, video asks:

Q1. A balanced diet can help reduce your: _____

Answer: b) fatigue levels.

Q2. Dehydration can lead to:

Answer: c) both a and b.

Q3. Eating a healthy breakfast is important because it:

Answer: a) starts your metabolism and provides energy.

After Sleep & Fatigue, video asks: “What are the benefits of getting enough sleep?”

Answer: Better mood, feel great, ability to concentrate better health.

After Stress Concerns, video asks:

Q1. Learning to manage stress can help prevent:

Answer: d) all of the above.

Video then says: Discuss some of the stresses you face on the job and how to deal with them.

Stresses: Schedules, passengers, early start times and equipment problems.

After the video has finished

Remind the group:

It is easy to talk about wellness, about losing weight, eating better and getting more exercise. But, we all have routines that challenge us from putting them into practice.

It is your life and you chose how to live it. As we age, these challenges to change become more difficult.

However, even small changes you make in exercise, rest, eating healthy and dealing with stress can make a difference in your life. They will likely improve your quality of life and health as you grow older.

Program 23 – Questions on Health & Wellness

Q1 – When quitting smoking, remember the first _____ are always the hardest.

- a) few weeks
- b) few years
- c) few days*

Q2 – What is the foundation of stress management?

- a) Realizing your stressors.
- b) Realizing you are in control.*
- c) Realizing you can't change anything.

Q3 – A balanced life includes time for:

- a) work, family, relaxation and fun.*
- b) work, family, relaxation and more work.
- c) work and exercise.

Q4 – How many hours of sleep should you get a night?

- a) 3-4
- b) 7-8*
- c) 9-10

Q5 – Walking can help you lower _____ and raise _____.

- a) your heart rate; your blood pressure
- b) your bad cholesterol; your good cholesterol*
- c) your good cholesterol; your bad cholesterol

Q6 – What are the four keys of wellness we've discussed today?

- a) Diet, exercise, sleep, stress management.*
- b) Diet, exercise, fun, stress management.
- c) Vegetarianism, fun, stress management, and exercise.

Q7 – How does exercise affect your sleep habits?

- a) Exercise can help you sleep, unless you exercise too close to bed time.*
- b) Regular exercise will increase the number of hours you sleep at night.
- c) Exercise will help you stay asleep longer.

Q8 – Which of the following statements about exercise is NOT true:

- a) If you're moving, it counts as exercise.
- b) If you are playing a game that requires just thought, like chess, it is still exercise.*
- c) Exercising can help you sleep better.

Q9 – Getting enough sleep can:

- a) boost your brain power and mood.
- b) help you avoid injuries and accidents.
- c) both of the above.*

Q10 – _____ is/are full of empty calories.

- a) Lean meats
- b) Low-fat dairy
- c) Sodas*

Group 6 - Program 24 – Professionalism & Customer Service

Main Learning Concepts & Brief Description of Lesson

As professional bus operators, the goal is to provide excellent customer service and exhibit professionalism in everything we do. We offer a service and our passengers may have other options. We need to make their use of our transportation as enjoyable and least stressful as possible.

Outcomes We Seek

That operators understand how important good service is and how to meet or exceed customers' expectations.

Before you start the video

When passengers feel welcomed and are treated with respect, and enjoy a safe, reliable ride, they're not only more likely to ride with us again, they're more likely to share the experience with their friends and family. Providing excellent service to our passengers not only makes our customers happy but it makes our lives easier as well. The goal of this program is to show you how to professionally provide quality customer service

During the video

After the section Four Powerful Practices, video says: "Discuss how these practices can help with customer expectations:"

1. Attitude
2. Smile
3. You only get one chance to make a first impression.
4. Courtesy is contagious.

Discussion: Discuss how important your attitude is and how powerful a smile can help set the right tone. Often, it's not what you say, but how you say it. The nicer you are to others, the nicer they are to you.

During the section Customer Interactions, the following slate is shown: “Take a moment to discuss how you should handle these situations.”

1. Customer can't pay the fare.
2. Customer has large bill, you cannot make change.
3. Customer playing music too loud.
4. Customer won't take a seat and is bothering other passengers.
5. Customer has unreasonable amount of luggage.
6. Strollers in the isles.
7. Bringing service animals on the bus.
8. Bringing non-service animals on the bus.
9. Bringing a bike on the bus.
10. Bringing excessive groceries on the bus.

Discussion: Each agency may have different practices for each of these situations. Discuss your agencies practices for each of these situations.

Later, during this same section, video says:

**“Think of a recent customer interaction. What did your customer expect?
Did you meet your customer's expectations? Why or why not?
Use the six expectations as examples.”**

Discussion: Ask the trainees to share their past experiences. The six expectations are:

1. Timeliness
2. Attention and respect
3. Quality of service
4. Consistency and truthfulness
5. Empathy when something is not right
6. Willingness and ability to correct anything that goes wrong

After the video has finished

Remind the group that it's often not what you say but how you say it.

Try to provide the level of service you would expect to receive, or, would expect to be provided to your parents. You are the face of our service and as such, everything you do reflects our reputation. Make us proud!

Program 24 – Questions on Professionalism & Customer Service

Q1 – Customer service is based on customer:

- a) expectations.*
- b) attitudes.
- c) listening skills.

Q2 – What action is the most likely to help with customer communication?

- a) Shaking hands.
- b) Nodding.
- c) Smiling.*

Q3 – What do customers really expect from us?

- a) Timeliness, attention & respect.*
- b) Lowest fares.
- c) A good seat.

Q4 – Passengers perceive service as excellent when his/her:

- a) expectations are not met.
- b) expectations are met.
- c) expectations are exceeded.*

Q5 – In all interactions, what feature sets the tone for the interactions?

- a) How loud you talk.
- b) The way you explain the issue.
- c) Your attitude.*

Q6 – Positive communication:

- a) means avoiding negative language.
- b) practicing active listening.
- c) both a & b.*

Q7 – Active listening:

- a) is a form of positive communication.
- b) is a skill.
- c) both a & b.*

Q8 – You can improve your customer service skills by:

- a) using empathy to connect with passengers.*
- b) pointing out the problem.
- c) avoiding eye contact.

Group 6 - Program 25 – Conflict & Aggression Management

Main Learning Concepts & Brief Description of Lesson

There will be occasions when the operator has to deal with conflicts and aggression from passengers. This program teaches the practices of Verbal Judo to train operators on how to handle such situations.

Outcomes We Seek

That operators understand the four techniques of Verbal Judo to diffuse any conflict or aggressive situations.

Before you start the video

There are no techniques that are always 100% successful and each situation is unique in the challenges that operator must deal with. However, there are practices that can help to diffuse most situations. You are going to learn the techniques of Verbal Judo. This is a methodology taught by police departments around the world to help diffuse conflicts & aggressive situations.

During the video

After the Introduction, video says: “Discuss your location’s policy on fare collection.”

Discussion: Do you allow passengers to ride if they do not have the fare? If a single incident, maybe, but not if repeated? What is your position?

After Staying Calm & Verbal Judo Techniques, video says “Discuss these four steps and how to apply them.”

1. People have a need to be respected.
2. People would rather be asked, not told.
3. People have a desire to know why.
4. People prefer options over threats.

After Actual Situations, video says: “Other than defending yourself, is there any situation where you should get physically involved in a fight?”

Discussion: No, even if an individual is being beat up. You are not trained in any way to do this, the police are.

After Other Issues, video says:

“Discuss your agencies policy when it comes to refusing transportation.”

Discussion: What is your agencies policy?

“Discuss your agencies policy when it comes to removing passengers from the bus.”

Discussion: What is your agencies policy?

“Discuss ways you can avoid conversing with passengers.”

Discussion: Ask them politely to allow you to focus on the driving. Tell them you will address the issue when you stop next.

“Discuss the importance of incident reports.”

Discussion: Critical that any issues are documented. Repeat offenses can only be addressed if documented.

After the video has finished

Remind the group your locations policy on:

1. When to refuse transportation.
2. When to insist a passenger leaves the bus.
3. What to do if a passenger does not have the fare.
4. What to do if passenger only has a large bill and no change available.
5. What to do if a passenger appears intoxicated or is sick at a bus stop.

Ask the group to share problem situations they have experienced in the past. How did they handle them, and, with hindsight, how would they have handled it differently? Look for lessons to be learned.

Conclude by reminding the group they need to stay calm and in control. Do not get emotionally involved, no matter what the passenger says or does. Stay a professional and follow the teachings in this program. Visit the four techniques again to diffuse situations:

1. People have a need to be respected.
2. People would rather be asked, not told.
3. People have a desire to know why.
4. People prefer options over threats.

Courtesy is contagious! Most of the time, the nicer you are, the nicer the passengers will be. Never physically touch or hit a passenger, only become physical if it is to protect yourself. Get help when you need it & always write up an incident report.

Program 25 – Questions on Conflict & Aggression Management

Q1 – You start to have a problem with a passenger each day. It's slowly escalating and you're not sure how to deal with it. As a professional driver, you should:

- a) follow the steps as taught in this program.
- b) discuss with your supervisor or other drivers to work out the correct action you should take.*
- c) clamp down strongly next time they create a problem.

Q2 – A passenger is upset because the bus is behind schedule. It's not your fault because an accident ahead of you blocked traffic. Should you apologize?

- a) No, it's not your fault.
- b) Yes, even though it is not your fault, take the high road and apologize.*
- c) No, you have a good excuse.

Q3 – Some guys start to fight on the bus and they're really going at it. Should you ever get physically involved?

- a) Yes, if one person is being pummled and may even be killed.
- b) Yes, but only if the fight is unfair to one person.
- c) Never, under any circumstance, call the police immediately.*

Q4 – You've had a bad morning, with personal issues to deal with. Should this affect your mood and passenger interactions?

- a) Of course, you are only human.
- b) Sometimes, it depends on what's going on.
- c) No, do all you can to clear your head, put on a smile and focus on the job you have to do.*

Q5 – Is it true that when you're on your route, you're completely on your own and have to deal with every situations by yourself?

- a) No, I can call for help and advice from dispatch, my supervisor, other drivers and the police.*
- b) Yes, if I seek help, it shows I cannot handle the job myself.
- c) Yes and I can handle any situation by myself.

Q6 – What are the four practices to reduce conflict situations?

- a) Treat people with respect. Ask don't tell, explain why, say you have to call the police.
- b) Treat people with respect. Tell them what they should do, explain why and offer a choice.
- c) Treat people with respect. Ask don't tell, explain why and offer a choice.*

Group 7 - Program 26 – ADA Compliance & Sensitivity

Main Learning Concepts & Brief Description of Lesson

We must comply with the Americans with Disabilities Act (ADA). The ADA outlines the rights of passengers with disabilities. Passengers with disabilities must be respected and assisted when riding the bus.

Outcomes We Seek

We need to do what we can to help everyone receive safe, comfortable transportation with minimal issues and problems. To do this, we need to understand some of their challenges and how to respectfully communicate with passengers who have special needs, or are elderly, while being sensitive and offering to help.

We must always comply with the Americans with Disabilities Act, or ADA, which outlines the rights of passengers with disabilities.

Before you start the video

Explain to the trainees that an important part of their job is to help transport people with disabilities. We also help transport elderly people who move slowly and are not as steady on their feet. Many times, people will use our transportation as they struggle with alternative methods.

During the video

After the Introduction, video says: “Does anyone know what ADA is?”

Answer: ADA is the Americans with Disabilities Act. This act was passed to provide the same rights to Americans with disabilities that everyone else has.

After the section Americans with Disabilities, video asks:

Q1. The ADA was created to:

Answer: b) ensure people with disabilities have equal rights as anyone else to services and benefits.

Q2. We treat all passengers with understanding, courtesy and respect, because:

Answer: c) it's the law and the right thing to do.

Q3. To serve people with disabilities our buses must be equipped with lifts, ramps and securement systems, and we must:

Answer: c) both a and b.

After the section on Sensitivity to Passengers with Disabilities, video says: “In general, how should you speak to a passenger with a disability?”

Answer: Exactly the same as you speak to all other passengers.

In Specific Disabilities, the following are asked in the sections shown below.

After Passengers who are visually impaired:

Q. Which of the following is a true statement?

Answer: b) Service animals can be used to help people who are deaf.

After Passengers who are Deaf or Hard of Hearing:

Q. It's OK to talk loudly to a passenger who is deaf or hard of hearing?

Answer: b) false

After Passengers who are mobility disabled:

Q. If a passenger refuses your help, you should:

Answer: c) back off but stay close just in case.

After Passengers who are Developmentally Disabled, video asks: "What should you do if a passenger asks you the same question over and over?"

Answer: Be patient and answer multiple times, if you have to.

After the video has finished

Conclude by reminding the group that our goal is to provide safe and enjoyable transportation to ALL our passengers and to provide the help needed to those passengers who may have a special need. Put yourself in their place. You've learned about what their needs are, now think about how you'd like to be treated if you had the same disability or challenge.

Use common sense and be sensitive to the needs of everyone. But above all, relax and do your best. If in doubt, remember to use these five simple words, "How may I assist you?" Treat every passengers with respect, always look them in the eye and be polite.

And, if you cannot safely help a passenger, call dispatch for direction.

Program 26 – Questions on ADA Compliance & Sensitivity

Q1 – Serving a passenger who is cognitively disabled requires a little more ____.

- a) patience.*
- b) strength.
- c) guidance.

Q2 – If a passenger is accompanied by an interpreter, you should speak to:

- a) the interpreter.
- b) the passenger.*
- c) either the interpreter or the passenger.

Q3 – When speaking to passengers who are mobility disabled you should:

- a) stand over them.
- b) speak in a louder voice.
- c) place yourself in their line of sight.*

Q4 – When speaking to a passenger who is disabled, always:

- a) speak loudly, drawing attention to the individual.
- b) speak softly.
- c) speak clearly.*

Q5 – When serving a passenger with a cognitive disability, you should:

- a) encourage the passenger to sit near you.
- b) speak at the same volume.
- c) both a and b.*

Q6 – When a passenger is accompanied by a service animal, you should:

- a) ask the passenger what disability it is for.
- b) allow the animal to occupy the aisle if it is under control.
- c) board the passenger and the animal.*

Q7 – Which of the following is NOT a clue that a person has a hearing disability?

- a) They stumble.*
- b) They ask you to repeat yourself several times.
- c) They speak in an uneven tone.

Q8 – Which of the following is a clue that a person is visually disabled?

- a) They may be hesitant to move or move very slowly and carefully.*
- b) They ask you to repeat yourself several times.
- c) They talk in a loud tone.

Q9 – If you encounter a service animal on the curb close to the street, you should:

- a) honk your horn to get the animal's attention.
- b) wave to the animal's user when the light turns green.
- c) do nothing; the handler listens to traffic and tells the animal when it is safe to cross.*

Q10 – If you are not sure how to help a passenger who is disabled, you should:

- a) leave them to themselves.
- b) ask them what type of disability they have.
- c) ask how you can help them.*

Group 7 - Program 27 – Mobility Devices

Main Learning Concepts & Brief Description of Lesson

There are many types of mobility devices and far more people are using them. A mobility device is any assistive device that facilitates individual human transportation. Examples include wheelchairs, powered wheelchairs, scooters, canes and walkers. This program is to train operators in the safe transportation and securement of these devices.

Outcomes We Seek

To help transport passengers with mobility aids, many buses are equipped with ramps, securement devices and some buses have wheelchair lifts. This program is to ensure operators understand the correct procedures to load and secure these devices.

Before you start the video

In the past, lifts were the primary tool to load mobility devices but now, most transit buses use ramps. This program is to show how to safely help passengers board the bus with their mobility device and then be safely secured for transporting.

During the video

After the introduction, video says: “What are some other assistive devices that you may encounter as a transit bus operator?”

Answers: Wheelchairs, scooters, knee scooters, walkers, rollators, canes & crutches

After Priority Seating, video says: “Discuss any differences between what you’ve seen here and the priority seating on your vehicle.”

Discussion: Discuss any differences.

After Operating a Ramp, video says: “What are some things you have to watch out for while deploying the ramp?”

Answer: Making sure the sidewalk is clear and level and no one is in the way.

After Operating a Lift, section on Vertical Fold-Out Lifts, video asks:

Q1. You most often see vertical lifts on paratransit vans and:

Answer: b) coach style buses.

After Operating a Lift, video says “Discuss any differences in the lifts being used at your location.”

Discussion: Discuss any differences.

After Securing Mobility Devices, video asks: “Securement devices have several things in common, what are they?”

- Answer:
1. All use straps with hooks.
 2. All straps to be 40 to 60 degrees.
 3. Do not attach to wheels or plastic parts.
 4. All straps to be ratcheted or pulled tight.
 5. Passenger to be belted into the device.

After the video has finished

Remind the group that there are many types of lifts and ramps. They should make sure they are familiar with the operation of the equipment on their bus:

1. Always explain to the passenger what you are going to do and obtain their agreement and understanding. Communicate with them at each stage.
2. Prepare the priority seating area before you board the passenger.
3. If available, kneel the bus.
4. Secure the mobility device and secure the passenger to the device. Once secured, gently shake the device to make sure it is secured. After shaking, tighten the straps if needed.

Conclude by reminding the group that transporting passengers with disabilities requires time and patience. As a professional driver, you have the responsibility to treat everyone equally, so don't allow schedules or the impatience of others to deter you from conscientiously following these procedures.

A mobility device provides mobility and accessibility to people who otherwise would be confined to a chair. Our goal is to help them make the most of their mobility.

Program 27 – Questions on Mobility Devices

Q1 – What should you do before you touch a mobility device?:

- a) take the brakes off.
- b) make sure area is clear.
- c) explain what you want to do and ask the passenger for permission.*

Q2 – To avoid a wheelchair tip over, you should:

- a) make slow steady turns.*
- b) make fast steady turns.
- c) avoid turns.

Q3 – To help the passenger board up the ramp, you should:

- a) kneel the bus.*
- b) park close to the sidewalk.
- c) make sure the door is fully open.

Q4 – If you are using a lift, as soon as you put the device on the lift, you should:

- a) ask the passenger how they're doing.
- b) lock the brakes to the wheelchair.*
- c) unlock the brakes to the wheelchair.

Q5 – When a passenger must travel with breathing equipment, you should:

- a) speak clearly and slowly.
- b) board the passenger and help them stow the equipment.*
- c) board and seat the passenger out of the way of other passengers.

Q6 – What are the first steps, before you help board a mobility device:

- a) lower the ramp.
- b) open the door.
- c) prepare the area of priority seating.*

Q7 – Even though the passenger can decide how they want to be placed on a lift, it's safer to:

- a) place the mobility device on the lift facing forward toward the vehicle.
- b) back the mobility device on the lift and stay on the lift with them.
- c) back the mobility device on the lift.*

Q8 – A _____-point tie down system must be used for all passengers using a mobility device.

- a) five
- b) six
- c) seven*

Q9 – Which of the following must be tied down using the proper seven step tie-down procedure?

- a) Unoccupied wheelchairs.
- b) Passengers in wheelchairs.
- c) Both a and b.*

Group 8 - Program 28 – Whistleblower

Main Learning Concepts & Brief Description of Lesson

A whistleblower is a person who publicly alleges concealed misconduct on the part of an organization or body of people, usually from within that organization. This may:

1. Be a violation of a rule, regulation and/or,
2. Be a direct threat to public interest, such as fraud, health, corruption, or safety violations.

Whistleblowers may make their allegations internally to other people within the organization, or, externally to law enforcement agencies, to the media or to groups concerned with the issues. This program is to explain the rights of an employee who may be a whistleblower.

Outcomes We Seek

That operators understand their rights as a whistleblower and how and whom to report any concerns to.

Before you start the video

Explain that your location is committed to addressing workplace suggestions, ideas, concerns, and issues through your Employee Safety Reporting Program (ESRP). If a situation arises with your job, another employee or a customer puts you or others in jeopardy, you should immediately bring it to management's attention.

During the video

After the Introduction, video says: "Discuss why it's important to protect whistleblowers."

Discuss: To operate as safely as possible, this requires input from all involved.

After OSHA's Whistleblower Regulation, video asks: "Employees who work in transportation _____ retaliation for reporting certain violations of their employees or the government."

Answer: c) are protected from

After the video has finished

Conclude by reminding the group:

1. If you see an unsafe condition in the workplace report it to management first, using your ESRP.
2. When you do this, there will be no repercussions for the person reporting the problem.
3. If you feel that your location is not responding appropriately to correct the issue, bring this to the attention of the appropriate regulators, be it OSHA, the SEC or the police.

Program 28 – Questions on Whistleblower

Q1 – Which statement is correct. You can be fired for:

- a) reporting an unsafe condition to OSHA.
- b) reporting an unsafe condition to anyone other than OSHA.
- c) you can't be fired for reporting an unsafe condition.*

Q2 – If you discover an unsafe working condition, you should:

- a) report it to OSHA immediately.
- b) discuss it with your supervisor first.*
- c) report it only if it has already led to an accident.

Q3 – If you feel like you have been subjected to retaliation for reporting an unsafe condition, you should:

- a) report the incident to HR.*
- b) report the incident to the local authorities.
- c) quit immediately.

Q4 – If you report an incident to your supervisor, but the issue is not resolved, you can:

- a) contact another member of management.
- b) call the employee relations hotline.
- c) either a or b.*

Q5 – Which of the following is NOT an example of organizational misconduct?

- a) Fraud.
- b) Violation of OSHA regulation.
- c) Disciplining an employee for poor attendance.*

Q6 – If you have reported a safety concern to your supervisor and nothing is done, you then report it to HR and something is still not done, what should you do?

- a) Report the matter to OSHA.*
- b) Write a letter to management.
- c) Post the issue on the notice board.

Group 8 - Program 29 – Preventing Harassment

Main Learning Concepts & Brief Description of Lesson

As professionals, we are committed to conducting ourselves with the highest ethical and professional standards. This ensures effective operations, compliance with the law, and a safe and respectful working environment for everyone. This program is to teach the operators how to prevent harassment and to never harass passengers or allow harassment by passengers.

Outcomes We Seek

1. Preventing Harassment in the workplace.
2. Never harass passengers or allow harassment by passengers.

Before you start the video

Advise the group that we must constantly strive to maintain a good reputation. This means that we're always courteous and professional to everyone. This program is to help understand two important issues; diversity and harassment. When we appreciate and value diversity and individual differences, then we're less likely to engage in harassing behaviors.

During the video

After Workplace Harassment, video says: "What are the protected classes of people or conditions that the law protects?"

Answer: Race, religion, sex, gender, color, national origin, sexual orientation, age, veteran status, political affiliation or disability

"What are some potentially harassing behaviors that might seem innocent, which could be considered harassment?"

Answer: Telling jokes, complimenting appearance, touching

After Workplace Sexual Content, video asks:

Q1. Behavior can be considered sexual harassment when it affects the victim's:

Answer: c) work performance.

Q2. Controlling sexual harassment is the abuse of:

Answer: b) power.

Q3. To be considered sexual harassment, the victim must be the direct target of the behavior:

Answer: b) False

Q4. Hostile environment sexual harassment involves:

Answer: c) a pattern of conduct.

Q5. Telling offensive jokes that other coworkers overhear could be considered sexual harassment.

Answer: a) true

After Harassment to/or from Passengers or Coworkers, video says: "Discuss positive comments you should use to engage with the passengers and also some comments you should not make."

Discussion: Acceptable - Looking great, looking well

 Not acceptable - You are pretty, you are handsome, hi tiny, the wheelchair guy

After the video has finished

Conclude by reminding the group:

1. You're protected from any form of harassment by law and by company policy. You should always feel free to report unwanted behavior without fear of retribution. In addition, the passengers and everyone else you meet, deserve the same respect you do.
2. Remember, use common sense. Refrain from any language, remarks or behaviors that could be construed as harassment. If you treat everyone with respect and dignity, then you're doing your part to maintain our good service reputation.
3. Remind the group what to do if they feel they are receiving any form of harassment.

Program 29 – Questions on Preventing Harassment

Q1 – To avoid harassing another person, you should seek to:

- a) make them your friends.
- b) always smile.
- c) never make them feel uncomfortable.*

Q2 – It's NOT sexual harassment if you:

- a) make unwanted advances on a co-worker.
- b) compliment someone on their general appearance.*
- c) offer advancement to an employee in exchange for sexual favors.

Q3 – One way to make sure you never harass any one is to:

- a) be polite.
- b) always treat everyone with respect & dignity.*
- c) only speak when others are around.

Q4 – It's never okay to joke with a coworker about his or her body because:

- a) it can be taken as harassment.*
- b) you can be reported.
- c) you may flatter the person.

Q5 – For workplace jokes and teasing to be considered TRUE hostile environment harassment:

- a) may occur during normal working hours.
- b) must be a pattern that substantially affects someone's work performance.*
- c) must cause a reasonable person to want to quit his or her job.

Q6 – It's considered sexual harassment if the incident occurs:

- a) more than one time.
- b) even one time.*
- c) over a period of 30 days.

Q7 – A hostile environment or sexual harassment might involve:

- a) passing around a comic strip that's gender-neutral.
- b) sending e-mails that are offensive to one gender.*
- c) displaying a poster of a scenic landscape.

Q8 – If you ask a coworker out on a date, it might become hostile environment or sexual harassment if:

- a) the coworker says "yes."
- b) the coworker says, "no thank you."
- c) the coworker declines on more than one occasion.*

Q9 – To avoid being accused of sexual harassment, a supervisor must be careful to only call his female employees:

- a) honey.
- b) by their names.*
- c) beautiful.

Q10 – Which of the following could be considered harassment?

- a) Touching a co-worker or customer inappropriately.
- b) Teasing a co-worker or customer about her pregnancy.
- c) Making fun of a co-worker or customer's ethnic heritage.
- d) All of the above.*

Group 8 - Program 30 – Drug & Alcohol Awareness

Main Learning Concepts & Brief Description of Lesson

There is absolutely NO place for drugs or alcohol in passenger transportation. Not only do such substances greatly increase the risk to the passengers since it affects driver behavior, but it is also against the law. This program is to teach the group that they should NEVER have drugs or alcohol in their system and the consequences if they do

Outcomes We Seek

That NO operator EVER has drugs or alcohol in their system while operating a bus.

Before you start the video

Explain to the trainees that drug and alcohol testing takes place:

1. Pre-hire for every person in a safety sensitive position.
2. Randomly, for 50% of the workforce every year.
3. Post-accident.
4. For reasonable cause if trained supervisor suspects usage.

If an operator fails any of these tests, they will likely be terminated, and this will remain on their employment record.

During the video

After Workplace Impact, video says: “What does it mean to be in a safety-sensitive position?”

Answer: A safety-sensitive position is a job or work duty in which an employee’s performance of the job impacts the safety of themselves or others.

After Risks, Signs & Symptoms, video says: “What are some signs that an employee is under the effects of alcohol or drugs?”

Answer: Change in behavior, lack of focus, red face, disheveled, late, stumbling.

After Family and Coworker Impact, video asks: “What are the seven traps a person uses to explain their alcohol or substance abuse?”

Answer: Sympathy, Excuses, Apology, Diversions, Innocence, Anger & Pity.

After Assistance, video says: “Discuss the Employee Assistance Program or other resources available to employees at your location.”

Discuss the resources available at your location.

In the section Specific Drugs of Abuse, After Opioids, video says: “Discuss your company’s policy on disclosing the use of prescription medications that are considered opioids.”

Discuss your locations policy on operators who are taking prescription medication that are considered opioids.

In the Specific Drugs of Abuse, After Amphetamines, video says “Discuss your company’s policy on disclosing th use of prescription medication that are considered amphetamines.

Discuss your locations policy on operators who are taking prescription medication that are considered amphetamines..

After Drug Tests, video says: “What are the specific types of drug tests required at your location?”

Answer is probably as below, but if different at your location, explain.

1. Pre-hire for every person in a safety sensitive position.
2. Randomly, for 50% of the workforce every year.
3. Post-accident.
4. For reasonable cause if trained supervisor suspects usage.

After the video has finished

Conclude by sharing with the group:

A few years ago, a bus driver was making a left-hand turn and hit a passenger. The passenger was badly injured. The driver failed their drug test. Because they had used marijuana a week earlier, it could still be detected in their system. For this reason, the driver was criminally charged and received jail time.

Do not take this risk or put your passengers in danger. There is absolutely NO reason for drug use at any time by bus drivers. Also, never report to work with any effects from alcohol use.

Program 30 – Questions on Drug & Alcohol Awareness

Q1 – Random alcohol testing must be conducted for safety-sensitive positions. The number of random tests must equal at least _____ percent of the average number of driver positions.

- a) 10*
- b) 50
- c) 90

Q2 – Random testing means that:

- a) you'll receive an appointment card.
- b) your testing date is optional.
- c) testing dates and times are unannounced and are reasonably spread throughout the year and a random selection of employees.*

Q3 – Random, unannounced drug tests must be conducted each year and must equal at least _____ percent of safety-sensitive drivers.

- a) 10
- b) 50*
- c) 90

Q4 – Once notified of selection for testing, drivers must proceed to a collection site:

- a) within 24 hours.
- b) immediately.*
- c) within three days.

Q5 – The most severe type of drug and alcohol usage is:

- a) use.
- b) abuse.
- c) addiction.*

Q6 – _____ is characterized by the repeated, compulsive seeking or use of a substance despite adverse social, psychological or physical consequences.

- a) Use
- b) Abuse
- c) Addiction*

Q7 – The consequence for drivers who engage in prohibited alcohol conduct is:

- a) mandatory AA meetings.
- b) probation.
- c) immediate removal from safety-sensitive functions.*

Q8 – The consequence for a positive drug test result is:

- a) immediate removal from safety-sensitive functions.
- b) evaluation by a substance abuse professional, compliance with rehabilitation, and a negative result on a return-to-duty drug test.
- c) both a) and b).*

Q9 – The purpose of a drug-free workplace is to:

- a) keep you safe.
- b) keep our moral responsibility to provide customers with the safest transportation possible.
- c) both a) and b).*

Q10 – _____ means your location will automatically suspend you for infractions of the stated rules on substance abuse.

- a) Zero Tolerance*
- b) Random Testing
- c) Alcohol Addiction

Group 8 - Program 31 – Bloodborne Pathogens and Other Infectious Diseases

Main Learning Concepts & Brief Description of Lesson

The operator may occasionally encounter a situation where they could be exposed to bloodborne pathogens and other infectious diseases. This program teaches how to minimize this risk.

Outcomes We Seek

That operators understand what bloodborne pathogens and other infectious diseases are and how to protect themselves and other passengers.

Section One – Bloodborne Pathogens

Before you start the video

Explain that operators may occasionally be exposed to bloodborne pathogens and other infectious diseases from passengers. This program is to explain this risk and what to do to minimize the exposure to any such risk.

During the video

After “What are Bloodborne Pathogens?”, video asks:

Q1. The first thing you should do if you're exposed to a potential pathogen is:

Answer: b) wash your hands/skin vigorously.

Q2. Bloodborne pathogens live and breed in a person's blood and in:

Answer: c) certain bodily fluids.

Q3. You can only be infected with the HIV virus by coming into _____ contact with the blood of an infected person.

Answer: b) direct

After the section on Hepatitis, video asks:

Q1. You can only be infected with the Hepatitis virus from:

Answer: c) both a and b.

Q2. Hepatitis C can be contracted from:

Answer: b) blood and some body fluids.

Q3. A mucous membrane is:

Answer: c) the moist, thin tissue that lines the throat, nose and eyes.

Section Two – Other Infectious Diseases

Before you start the video

Explain that the Covid 19 infectious disease caused us to take unprecedented actions. We will now teach the best practices we can all take to minimize the risk from any future infectious disease.

During the video

After the introduction advise that the program will teach the safest actions under six headings.

1. Personal Protective Equipment
2. Actions you can take
3. Cleaning and disinfecting the Bus
4. Practices to minimize social contact
5. The Passengers
6. Testing and Symptom Screening

After Personal Protective Equipment, discuss the equipment that is used and available at your location.

After Actions you can take, discuss these actions.

- Social Distancing – 6 feet away from colleagues
- Wear a mask
- If sick do not go to work
- Self Isolate
- No handshaking or hugging
- Get tested
- Wash hands frequently for 20 seconds
- Keep your mask clean
- Use disinfectant hand wipes
- Do not share pens, paper or other materials
- If sneeze, do so downwards into your elbow

After Cleaning & Disinfecting the Bus, discuss the practices at your location.

After Practices to minimize social contact, discuss the practices at your location.

After The Passengers, discuss the practices at your location.

After Testing and Symptom Screening, discuss the practices at your location.

After the video has finished

Conclude by reminding the group:

1. Where you can, avoid the exposure.
2. If there is an injury, with blood present, call 911 and have the specialists deal with the issue.
3. Try to never have direct contact with the body fluids, especially blood.
4. Use protective equipment, gloves, and face mask.
5. Wash your hands thoroughly, as soon as possible.
6. If you have any concerns, be tested.
7. Avoidance is the best practice to stop infectious diseases.

Program 31 – Questions on Bloodborne Pathogens

Q1 – If you do become exposed to a bloodborne pathogen, report it to _____ immediately.

- a) another driver
- b) your supervisor*
- c) the passenger from whom you were exposed

Q2 – If you may have come into contact with bloodborne pathogens, what is the first thing you should do?

- a) Wash your hands, vigorously.*
- b) Go to the hospital.
- c) Tell your supervisor.

Q3 – Hepatitis B virus (HBV) and the Human Immunodeficiency Virus (HIV), the virus that causes AIDS, are two examples of:

- a) bloodborne pathogens.*
- b) foodborne illnesses.
- c) airborne illnesses.

Q4 – In the event of an injury or illness on your bus involving a passenger, you must contact _____ and have them call an emergency medical response provider.

- a) your supervisor
- b) a doctor
- c) dispatch*

Q5 – If you chose to help a bleeding passenger, first:

- a) contact your supervisor.
- b) call dispatch.
- c) put on gloves.*

Q6 – You are not required to make any physical contact with any person when there's evidence of spilled blood or other body fluids.

- a) True*
- b) False

Q7 – You don't know whether an injured person is infected with HIV or HBV, but you assume they are infected. This is an example of:

- a) personal protective equipment.
- b) taking universal precautions.*
- c) exposure control.

Q8 – Bloodborne pathogens are micro-organisms that can be present in human blood and can cause a number of diseases.

- a) True*
- b) False

Q9 – If you come into direct contact with blood or other bodily fluids:

- a) stop your route and immediately drive to the doctor.
- b) get the complete medical history of the passenger involved in the incident.
- c) don't panic and wash your hands or the area of the body in contact immediately.*

Q10 – If you think you have been exposed to an infectious disease, what should you do?

- a) Arrange to be tested.*
- b) Immediately go home.
- c) Tell your supervisor.

Q11 – What are examples of personal protective equipment?

- a) Masks, pre trip forms and warning cones.
- b) Clothing, hats and gloves.
- c) Masks, gloves and eye protection.*

Q12 – What is a good practice if you think you may have been near an infectious disease?

- a) Only breath through your nose.
- b) Wash your hands for 20 seconds.*
- c) Throw away your mask.

Q13 – What should you avoid to prevent the spread of infectious diseases?

- a) Sharing pens, paper or other materials.
- b) Being close to other people.
- c) Handshaking and hugging.
- d) All of the above.*

Q14 – If you are disinfecting the bus, which are the most important areas to clean?

- a) Handrails, around the door and seat tops.*
- b) Steering wheel and fair box.
- c) The seats.

Group 9 - Program 32 – Emergency Evacuations

Main Learning Concepts & Brief Description of Lesson

There is always the possibility that an accident or event may require an emergency evacuation of the bus. This program is to explain when to evacuate the bus and how to safely do so.

Outcomes We Seek

That the operator understands that whenever it is safe to do so, the passengers should remain on the bus. But, if the vehicle has to be evacuated, there is a safe procedure to do this.

Before you start the video

Explain that we hope they will never have to use Emergency Evacuation procedures but, it's important that they are familiar with them, just in case. This program will explain how and when to safely evacuate the bus.

During the video

After the section on Emergency Procedures, video asks:

Q1. After an accident, unless there's a fire or immediate danger to the passengers or yourself, you should:

Answer: b) call dispatch and give them your location.

Q2. Unless there's immediate danger, you should always:

Answer: c) keep the passengers on the bus.

After the section on Evacuating Disabled Passengers, video says: "Discuss the evacuation procedures at your location."

Discussion: Discuss the evacuation procedures at your location.

After the video has finished

Conclude by reminding the group:

The primary concern is the safety of the passengers. If there is no threat to the passengers, they should stay on the bus.

Always stay calm and direct the passengers clearly and calmly.

Only evacuate the bus if there is danger of fire, of filling with water, or if the bus is in a position on the roadway where it could get struck or tip over.

Only evacuate if the danger of staying on the bus outweighs the danger of getting off the bus. Most of the time, even in an emergency, the passengers are safer on the bus than off.

When you do evacuate, passengers must be taken at least 100 feet away from the bus.

Program 32 – Questions on Emergency Evacuations

Q1 – During your route, you experience a problem that requires you to pull over. One of the FIRST things you must do is:

- a) activate the four-way flashers.*
- b) place the bus in the neutral gear.
- c) call dispatch.

Q2 – If you don't have to evacuate the bus, one of the first things you should do is:

- a) call maintenance.
- b) call dispatch.*
- c) put out the triangles.

Q3 – When checking for injuries, you should ask:

- a) does anyone have any injuries?
- b) is everyone ok?*
- c) is anyone hurt?

Q4 – An example of when you should evacuate your passengers from the bus is when:

- a) you're involved in a minor accident.
- b) they request to be let off the bus.
- c) there's the possibility of a bus fire.*

Q5 – During an emergency, if there's smoke or you even suspect a fire, DO NOT:

- a) open the hood to disconnect the battery.*
- b) cut off the engine.
- c) evacuate.

Q6 – When evacuating the bus, the experts recommend staying at least ____feet away.

- a) 50
- b) 75
- c) 100*

Q7 – Which of the following is NOT true?

- a) Passengers should not be allowed to re-enter the bus.
- b) In an emergency, there's no time for passengers to take their belongings with them.
- c) You should always evacuate the bus.*

Q8 – If at all possible, in the event of an emergency, what should you do?

- a) Use the fire extinguisher.
- b) Put out the warning signs.
- c) Keep the passengers on the bus.*

Group 9 - Program 33 – What to Do in The Event of An Accident

Main Learning Concepts & Brief Description of Lesson

Being involved in any accident can be very stressful. This can make it very hard to think clearly and respond appropriately. This program is to train the correct procedures after an accident.

Outcomes We Seek

That operators know what to do should they be involved in an accident.

Before you start the video

Explain that there have been cases where incorrect action after an accident has led to further accidents or injuries. If you know what to do and how to respond, you will reduce the risk of any further problems. By taking the proper steps, you can help ensure your safety and the safety of your passengers in an accident situation.

During the video

After the section on Assess the Situation, there will be three cases. Video asks, “What steps would you take to secure the vehicle and the passengers?”

First scenario - Answer: Secure the bus, ask if passengers are ok, call dispatch, and put out warning triangles.

Second scenario - Answer: Looks like a fire is possible so secure the bus, evacuate the bus, call the fire department, or call dispatch to do so, ensure passengers are at least 100 feet from the bus.

Third scenario - Answer: Secure the bus, ask if passengers are ok, call dispatch, and put out warning triangles.

After the section Next Steps, video says: “Practice filling out an accident report form.”

Actions: Share a copy of the accident report form and ask trainees to complete.

After the section on Don't Comment, video shows three accident scenarios and asks, “What should the driver have said or done in this situation?”

Accident Scenario #1 - The operator should not have commented on the cause of the accident.

Accident Scenario #2 - The operator should not have commented on the cause of the accident.

Accident Scenario #3 - This operator commented correctly.

After the video has finished

Conclude by reminding the group:

1. First, secure your vehicle and the passengers. This requires you to check for injuries, decide whether to move the bus and whether to evacuate the passengers.
2. Call dispatch as soon as you are able. If needed, call emergency services or ask dispatch to call emergency services.
3. You should also set out warning devices for other drivers.
4. Do not discuss the accident with anyone other than the police and your location management. Only the accident facts. Don't speculate about what you think happened and don't accept or place blame.
5. Complete accident report forms as soon as you can do so.
6. If you are unsure what to do, contact dispatch for guidance.

Program 33 – Questions on What to Do in The Event of An Accident

Q1 – If you know the accident was your fault, you should tell the other driver that you accept fault.

- a) True
- b) False*

Q2 – The first step in an accident situation is to secure your:

- a) bus.*
- b) personal belongings.
- c) accident report form.

Q3 – When obtaining insurance information from the other drivers involved; this includes gathering which two pieces of information?

- a) Insurer and policy number.*
- b) Policy date and policy number.
- c) Policy date and Insurer.

Q4 – Once the bus is secure, what are your next actions?

- a) Fill in the insurance form.
- b) Decide if the bus needs to be evacuated & then whether emergency services are required. If yes, call them.*
- c) Call the police.

Q5 – Warning devices are primarily used to:

- a) advise police and other responders of where to park.
- b) notify other drivers to prevent additional accidents.*
- c) set a perimeter around the passengers to establish a safe area.

Q6 – When checking for injuries, you should ask:

- a) is everyone ok?*
- b) is anyone hurt?
- c) has anyone broken anything?

Group 9 - Program 33A – Entry Level Driver Training Additional Practices

Please note that we have studied the FMCSA ELDT requirements and believe that by training with the TAPTCO 2020 Operator Development Course plus the supplemental programs, all subjects detailed in the regulations is now included in the training. However, some required practices are subject to interpretation and we have made a good faith effort to meet the requirements. Agencies and contractors should review the regulations themselves and confirm that all the requirements are being complied with.

Overview

To comply with the FMCSA Entry Level Driver Training (ELDT) requirements, you need to train new applicants in 245 practices, as detailed in the regulations. The TAPTCO 2020 Operator Development Course already trains most of the required practices. However, as we reviewed the required practices in detail, we identified 62 required practices that need to be added to what we already teach. These 62 practices are covered in this supplement under 9 groups, plus a final exam.

Some of the practices that have to be taught do not relate to a transit bus driver. However, as the Class B CDL License can be used to drive other vehicles, such as a tanker truck, large vans, or other vehicles, these subjects are required to be taught.

This guide is to help you deliver this additional required training.

The additional training is provided under the following headings:

- 1. Introduction**
- 2. Rules & Regulations**
- 3. Cargo & Baggage Handling**
- 4. Hazardous Materials Rules**
- 5. Fueling & Idling**
- 6. How & When to Shift Gears**
- 7. Skid & Jackknife Correction**
- 8. Security & Theft Prevention**
- 9. Miscellaneous Subjects**
- 10. Closing**
- 11. Final Exam**

Before you start the video

Explain to the trainees what the ELDT requirements are. Explain why they will go through this Supplemental Program. Explain why they are being trained in subjects that have no relation to driving a transit bus. There is a Drivers ELDT Study Guide for this Supplemental Program. Share a copy of the guide for this Supplemental Program.

At the end of each section, reinforce the points made and seek discussion from the trainees. 1. Start the video and play the Introduction.

1. Start the video and play the Introduction.

2. Play the video – Rules & Regulations.

Play video on sub menu – MVR Checks

Question: Why is it important for you to drive safely off duty as well as when you're on duty?

Answer: You need to establish one safe way of driving, whether on duty or off duty. Any citations, whether issued on or off duty, will be considered in your job as a professional bus driver.

Play video on sub menu – Medical Qualification

Play video on sub menu – Hours of Service Regulations

Discussion – What are the three DOT Hours of Service Rules and what do they mean for you?

Answer: 10-hour rule – You may drive a maximum of 10 hours after every 8 hours of rest.

15-hour rule – You cannot drive after having been on duty for 15 hours or more (driving and non-driving hours).

70-hour rule – You cannot drive after having been on duty for 70 hours in any 8 day period.

Question: Why are the Hours of Service regulations so important to transportation safety?

Answer: Many accidents have been caused by drivers falling asleep after driving for too many hours.

Play video on sub menu – Penalties & Fines

Play video – Sub menu – Alcohol, Leaving the Scene & Felonies

Play video – Sub menu – Serious Traffic Violations

Play video – Sub menu – Out of Service Order Violations

Play video – Sub menu – Railroad-Highway Grade Crossings Violations

Play video – Sub menu – En-Route Vehicle Inspections

3. Play video – Cargo & Baggage Handling

4. Play video – Hazardous Materials Rules

5. Play video – Fueling & Idling

6. Play video – How & When to Shift Gears

7. Play video – Skid & Jackknife Correction

8. Play video – Security & Theft Prevention

9. Play video – Miscellaneous Subjects

Play Sub menu – Environmental Hazards

Play Sub menu – En-Route Inspection

Play Sub menu – Backing Up To A Dock

Play Sub menu – Moving Vehicle Off Road for Minor Crashes

Play Sub menu – Safely Walking In the Aisle When The Bus Is Moving

Play Sub menu – Fire Extinguisher Location & Use

Play Sub menu – Preventative Maintenance And Simple Emergency Repairs

Play Sub menu – Seat Belts

Play Sub menu – Restrooms

Closing

Remind the trainees that even though many of these subjects do not apply to their job as a transit bus driver, we are required to cover them in the event they use their Class B CDL License to drive an alternate commercial vehicle.

The Operator Study Guide summarizes the most important points for each subject.

TAPTCO Checklist for ELDT Required Training											
Theory Instruction - Part 1											
Number of Units	Number of Subjects									Where Do we include this in our training	# of Subjects included in Supplement
1		Section B1.1 - Basic Operation									
	1		Interaction between driver trainees and CMV							1 Intro to Pro Driving	
	2		Federal Motor Carrier Safety Regulations							2 Fed Regs	
	3		Instruments & Controls							6 Intro to Bus	
	4		Vehicle Inspections							7 Pre/Post Trip	
	5		Control the CMV under various road & traffic conditions							15 Adverse Conditions	
	6		Shifting & backing techniques							13 Backing, 15 Adverse	
	7		Couple & uncouple, as applicable							Supplement	1
	8		Basic operating characteristics of a CMV							6 Intro to bus	
2		Unit B1.1.1 - Orientation									
	9		Introduce driver training curriculum							1 Intro to Pro Driving	
	10		Components of a CMV							6 Intro to Bus	
	11		Safety Fundamentals							3 Safety Best	
	12		Overview of FMCSR Hazardous materials regulations							19 HazCom	
	13		Driver disqualification provisions & fines							Supplement	2
	14		Overview of state & local laws							Location to do	
	15		Weigh station & scales							Supplement	3
	16		Hazard awareness of vehicle size & weight limitations and							6 Intro to bus	
	17		low clearance areas							6 Intro to bus	
3		Unit B1.1.2 - Control system/Dashboard									
	18		Vehicle instruments, controls & safety components							6 Intro to bus	
	19		Read gauges & instruments correctly							6 Intro to bus	
	20		Vehicle safety components including safety belts & mirrors							6 Intro to bus, 8 MirrorRefPts	
	21		Identify, locate & explain function of controls including steering, accelerating, shifting & braking systems							"	
4		Unit 1.3 - Pre & Post Trip Inspections									
	22		Pre & post trip inspections							7 Pre/Post Trip	
	23		Enroute vehicle inspections							7 Pre/Post Trip (partly)	
5		Unit B1.1.4 - Basic Control									
	24		Basic vehicular control							6 Intro to bus, 10 Intersections	
	25		Sharp left & right turns							10 Intersections, 8 Ref Pts	
	26		Centering the vehicle							8 Ref Pts	
	27		Maneuvering in restricted areas							8 Ref Pts	
	28		Entering & exiting highways							14 Merging	
6		Unit B1.1.5 - Shifting/ Operating Transmissions									
	29		Shifting patterns and procedures							Supplement	4
	30		Up and down shifting techniques, if appropriate							15 Adverse	
	31		Fuel economy from proper shifting techniques							Supplement	5
7		Unit B1.1.6 - Backing & Docking									
	32		Back & dock combination vehicle							Supplement	6
	33		Get Out & Look							13 Backing	
	34		Use of spotters							"	
8		Section B1.2 - Safe Operating Procedures									
	35		Safe operation of the CMV							3 Safety Best	
	36		Proper use of seat belts							6 Intro to Bus	
9		Unit B1.2.1 - Visual Search									
	37		Visually search road for potential hazards							4 LLLC	
	38		Recognising distracted pedestrians							12 Pedestrians	
	39		Driver trainees personal security at truck stops etc							Supplement	7
10		Unit B1.2.2 - Communication									
	40		Communicate intentions to other road users							4 LLLC	
	41		Headlights, turn signals, four way flashers & horn							"	
	42		Eye contact techniques							"	
11		Unit B1.2.3 - Distracted Driving									
	43		Improper cell phone use & texting							18 Distractions	
	44		Visual attention, keeping eyes on road							"	
	45		Manual Control - hands on wheel								

		56	Proper tire chaining procedures					15 Adverse Cond	
16									
		57	Advanced skills to recognise hazards					4 LLLC, 15 Adverse	
		58	Handling a CMV when faced with a hazard					"	
17									
		59	Recognising potential hazards					3 Safety Best, 4 LLLC	
		60	Neutralize possible emergency situations					32 EmrgncyEvac	
		61	Identify road conditions and other users who are a threat					15 Adverse	
		62	Safe procedures in construction/work zones					"	
18									
		63	Causes of skidding & techniques for avoiding					15 Adverse	
		64	Causes of jackknifing					"	
		65	Maintaining directional control					15 Adverse, 6 Intro to Bus	
		66	Appropriate responses to CMV emergencies. Emergency					32 EmrgncyEvac, 33 Post Accident	
		67	braking, steering, brake failures, tire blowouts, hydroplaning					15 Adverse	
		68	& rollovers						
		69	Review unsafe acts and practices to worsen hazardous situations					3 Safety Best, 17 Fatigue	
19									
		70	Recognise potential dangers & safe procedures					11 RRXing	
		71	Overview of federal regulations					"	
		72	Obstructed view conditions, clearance around tracks, rail signs &						
		73	signals					"	
		74	Emergency Notification Systems					"	
		75	Actions if unsafe condition - disabled vehicle blocking track or						
		76	other obstruction					"	
20									
		77	Drivers role in vehicle inspections, operation & maintenance					7 Pre/Post Trip	
		78	Impact on highway safety & operational efficiency					"	
21									
		79	Identify major vehicle systems					6 Intro to Bus	
		80	Explain function & how to check vehicle systems					"	
		81	Provide detailed description of each system					"	
		82	what is needed to keep systems in good operating condition					"	
22									
		83	What to expect in standard roadside inspection					Supplement	8
		84	What violations are considered out-of-service					Supplement	9
		85	Ramifications & penalties when operating a OOS vehicle					Supplement	10
23									
		86	Basic servicing & checking procedures for engine & vehicle						
		87	components					6 Intro to Bus	
		88	Preventive maintenance & simple emergency repairs					Supplement	11
24									
		89	Proper cargo securement					Supplement	12
25									
		90	Theory of cargo weight distribution & securement					Supplement	13
		91	Cargo covering and safe loading & unloading					Supplement	14
		92	Security/theft prevention					Supplement	15
			Handling & documentation of HM cargo					Supplement	16
26									
		93	Recognise environmental hazards					Supplement	17
		94	Aware of city, state & federal requirements					Supplement	18
27									
		95	Different HOS requirements					Supplement	19
		96	HOS regulatory requirements					Supplement	20
		97	Drivers daily log - electronic/paper					Supplement	21
		98	Timesheet & log book recap					Supplement	22
		99	Consequences of violating HOS rules, including fines & penalties					Supplement	23
28									
		100	Consequences of chronic & acute driver fatigue					17 Fatigue	
		101	Importance of staying alert					"	
		102	Wellness & basic health maintenance to safely operate a CMV					23 Wellness	
29									
		103	Post crash procedures					33 Post Accident	
		104	Assess own physical condition					Supplement	24
		105	notify authorities					33 Post Accident	
		106	Protect the area					Supplement	25
		107	obtain emergency medical assistance					33 Post Accident	
		108	Move to off road for minor crashes					Supplement	26
		109	Engage flashers, place triangles					33 Post Accident	
		110	Use of fire extinguisher					Supplement	27
		111	Post crash substance abuse testing					30 Drug&Alcohol	
30									
		112	Interpersonal communication techniques					Supplement	28
		113	Interact with enforcement officials					Supplement	29
		114	Roadside vehicle inspection process					Supplement	30
		115	FMCSA english language requirements					Supplement	31
		116	Penalties for violating federal & state regulations					Supplement	
31									
		117	Right of an employee to question safety practices					28 Whistleblower	
		118	Whistleblower protection regulations					"	
		119	Procedures to report to FMCSA incidents of coercion					"	

	45	Recognise signs of fatigue & countermeasures					Supplement	52
12		Unit C1.12 - Safety Belt Safety						
	46	Proper use of seat belts					Supplement	53
13		Unit C1.13 - Distracted Driving						
	47	FMCSA regulations that prohibit texting or use of hand held devices					18 Distractions	
	48	Consequences of violations including crashes, heavy fines & impact on drivers safety record including disqualification					Supplement	54
14		Unit C1.14 - Railroad (RR) Highway Grade Crossings and Drawbridges						
	49	Procedures for Railroad crossings & drawbridges					11 RR'ing, 15 Adverse	
15		Unit C1.15 - Weigh stations						
	50	Weigh station regulations that apply to buses					Supplement	55
16		Unit C1.16 Security & Crime						
	51	Basic techniques to recognise & minimize risks from criminal activities					Supplement	56
17		Unit C1.17 - Roadside Inspections						
	52	What to expect from roadside inspection					Supplement	57
	53	Violations that cause out-of-service					Supplement	58
	54	Ramifications & penalties if operate a OOS vehicle					Supplement	59
18		Unit C1.18 - Penalties & fines						
	55	Consequences of violating driver regulations including to safety record					Supplement	60
	56	Adverse impacts on future driving jobs					Supplement	61
	57	Financial penalties & possible loss of CMV					Supplement	62

Part 4 Has 18 Units Containing 57 Subjects

Behind-the-Wheel - Range & Public Road - Part 5

		Unit C2.1 - Vehicle Orientation						
	1	Familiar with basic physical & operational characteristics					Behind -the-Wheel	
	2	Height, length, width, ground clearance, rear overhang, GVW,					Behind -the-Wheel	
	3	Wheels, rims, tires, Mirrors, steering, lighting, windshield, wipers					Behind -the-Wheel	
	4	Engine, electric system, spare tire, setting driver seat & mirror adjustment					Behind -the-Wheel	
	2	Unit C2.2 - Pre-Trip, Enroute, and Pre Trip Inspection						
	5	Pre Trip, enroute & post trip					Behind -the-Wheel	
	6	Emergency exits					Behind -the-Wheel	
	7	Bus interior					Behind -the-Wheel	
	8	Restrooms, if applicable					Behind -the-Wheel	
	9	Temperature controls					Behind -the-Wheel	
	10	Driver & passenger seat belts					Behind -the-Wheel	
	11	Security related inspections					Behind -the-Wheel	
	12	Operation & inspection of lifts					Behind -the-Wheel	
	3	Unit C2.3 - Baggage and/or Cargo Management						
	13	Properly handle passenger baggage					Behind -the-Wheel	
	14	Visually inspect baggage & containers for haz mat					Behind -the-Wheel	
	15	Handle & secure devices for ADA & other apparatus					Behind -the-Wheel	
	4	Unit C2.4 - Passenger Safety Awareness Briefing						
	16	Brief passengers on safety - seat belts, emergency exits, emer					Behind -the-Wheel	
	17	phone numbers Dang Z & Emer evac Fire Extinguisher, safely walking in aisles when moving & restroom button					Behind -the-Wheel	
	5	Unit C2.5 - Passenger Management						
	18	Safely load & unload passengers					Behind -the-Wheel	
	19	Deal with disruptive passengers					Behind -the-Wheel	
	6	Unit C2.6 - Railroad-Highway Grade Crossings						
	20	Safely navigate railroad crossings					Behind -the-Wheel	

Part 5 Has 6 Units Containing 20 Subjects

Summary								
There are five groups:								
						# of Units	# of Subjects	
Theory Instruction - Part 1						34	132	
Behind-the-Wheel Range - Part 2						6	8	
Behind-the-Wheel Public Road - Part 3						12	28	
Appendix C to Part 380 - Passenger Endorsement Training Curriculum - Part 4						18	57	
Behind-the-Wheel - Range & Public Road - Part 5						6	20	
Totals						76	245	

FINAL EXAM WITH ANSWERS

Q1. What are the outcomes we seek from this training course?

- a) To have no unsafe behaviors, while avoiding risk.
- b) To do it right, the first time, every time by removing or reducing risk with no unsafe behaviors. *
- c) To remove or reduce risk by doing it right, the first time, every time.

Q2. What is a Safety Management System?

- a) A system that identifies hazards, analyzes them and takes actions to mitigate the hazards. *
- b) A system that manages safety.
- c) A system that reduces risk.

Q3. If you have an accident on a Sunday in your own vehicle, what should you do?

- a) Nothing, it has nothing to do with work.
- b) Report this to my supervisor within 24 hours. *
- c) Report this to my supervisor whenever I next see them.

Q4. The definition of safety is:

- a) absence of accidents.
- b) freedom from risk. *
- c) doing what you are supposed to do.

Q5. All accidents are caused by:

- a) conscious and deliberate unsafe behaviors. *
- b) behaviors we cannot change.
- c) accidental behaviors.

Q6. Do you know the unsafe behaviors that lead to accidents?

- a) No, there are too many to understand.
- b) Yes, there are 18 unsafe behaviors that lead to almost every accident and these are detailed on the Safety Management System poster. *
- c) I know some, but not all of them.

Q7. Why would a driver perform unsafe behaviors?

- a) They do not know the behavior is unsafe.
- b) They are a risk taker.
- c) They are being foolish.
- d) All the above. *

Q8. In addition to constantly Looking Around™, you should:

- a) check your mirrors every 5-8 seconds. *
- b) avoid moving your head and shoulders.
- c) look right, left and right again at every intersection.

Q9. Look Ahead™ means that you:

- a) know what the car in front of you is doing at all times.
- b) look out to a point where your bus will be in about 15 seconds. *
- c) plan ahead for the day's schedule.

Q10. What % of all accidents are rear end collisions?

- a) 40%.
- b) 25%.
- c) 30%.*

Q11. What can you do to make LLLC Defensive Driving your NORM, all the time?

- a) Practice it whenever I drive.
- b) Say Look Ahead, Look Around, Leave Room and Communicate over & over.
- c) Think about it every time I board the bus and remind myself by putting a note on the back of my hand. Do this for at least 30 days.
- d) All of the above*

Q12. What is the main practice in providing good customer service?

- a) Say please & thank you.
- b) Always smile and be polite. *
- c) Look passengers in the eyes.

Q13. If a professional operator causes or contributes to an accident, what does this demonstrate regarding their professional skills?

- a) They need more training.
- b) They were not paying attention.
- c) They have been practicing unsafe behaviors. *

Q14. Why do we need to stay further back in a bus than we do in a car?

- a) Because the bus is bigger.
- b) Because the bus is heavier.
- c) Because the bus takes 2.5 times further to stop than a car. *

Q15. If you are unsure if your vehicle should be used, after you have identified a problem, what should you do?

- a) Check with your supervisor, before it is used.*
- b) Ask dispatch.
- c) Check with maintenance.

Q16. What do you adjust first when you are about to operate a bus for the first time?

- a) The passenger mirror.
- b) The seat. *
- c) The rear mirrors.

Q17. How can you make sure you never mount the sidewalk when making a right-hand turn?

- a) Use your reference points. *
- b) Swing wide on the right, before the turn.
- c) Go well past the junction, before starting the turn.

Q18. What are the behaviors to prevent a rear end collision?

- a) Stay within posted speed limits.
- b) Do not rush.
- c) Keep a minimum four second following distance.
- d) Always look ahead.
- e) Focus on the driving.
- f) All of the above*

Q19. When approaching an intersection:

- a) focus straight ahead.
- b) slow down and cover your brake. *
- c) speed up if the light is yellow.

Q20. What % of intersection accidents are from left hand turns?

- a) 45%
- b) 55%
- c) 61%*

Q21. Before you cross over railroad tracks, make sure you'll have at least:

- a) 15 feet of space behind your vehicle. *
- b) 5 feet of space behind the car in front of you.
- c) adequate following distance.

Q22. The best approach to pedestrians and bicyclists is:

- a) expect them to enter the street.
- b) give them plenty of room.
- c) both a and b. *

Q23. You are approaching a cyclist as you drive on a narrow road. What should you do?

- a) Come right up behind them, until they move over.
- b) Toot your horn to alert them you are coming.
- c) Be patient and wait until there is no traffic coming the other way and pass safely. *

Q24. Each day on your route, there is a place you have to back up. What should you do?

- a) Try to think of an alternate route that would avoid backing.*
- b) Be very careful as you back.
- c) Ask a pedestrian to be your spotter.

Q25. An operator should be _____ sure that the area behind their vehicle is clear before backing.

- a) 90%
- b) 99%
- c) 100% *

Q26. In order to warn other people that you are backing the vehicle, you should:

- a) hold your horn down the entire time you're backing.
- b) walk outside and tell them.
- c) turn on your flashers and gently toot the horn. *

Q27. Changing lanes means you may be moving into another vehicles space. To reduce this risk, you should:

- a) only change lanes when you absolutely have to.*
- b) glance out the window.
- c) check your outside flat mirrors.

Q28. Which of the LLLC practices are most important when changing lanes?

- a) Look Ahead & Communicate.
- b) Leave Room & Look Ahead
- c) Look Around & Communicate.*

Q29. Does snow or ice cause accidents?

- a) Yes, they cause the bus to slip or slide.
- b) No, it is how we react to the snow or ice that causes accidents.*
- c) Sometimes, depending on how bad it is.

Q30. In the snow, you should increase your following distance to at least:

- a) 4 seconds
- b) 6 seconds *
- c) 7 seconds

Q31. What is the best way to ensure you remove the possibility of driver fatigue?

- a) Follow a regular routine, going to bed at the same time and getting enough sleep. *
- b) Sleep for 12 hours.
- c) Go to bed really early.

Q32. A warning sign of drowsiness or fatigue is you:

- a) have wandering or disconnected thoughts.
- b) find yourself jerking your vehicle back into the lane.
- c) both a and b. *

Q33. What should be your only focus when driving?

- a) The passengers.
- b) Applying the practices of LLLC. *
- c) Where the next stop is.

Q34. If a customer is chatty and tries to have a conversation with you while driving, you should:

- a) politely explain that you can't talk right now. *
- b) pull over to finish the conversation.
- c) contact dispatch.

Q35. What does three-point contact mean?

- a) Using two legs and an arm when entering or exiting the bus.
- b) Using two arms and one leg when entering or exiting the bus.
- c) Making sure three of your four limbs are in contact with the surface when entering or exiting the bus. *

Q36. Why does taking shorter steps reduce the chance of slipping?

- a) It helps you keep your weight over your feet, so you are balanced.*
- b) You go slower so you have more time to get your balance.
- c) More time to see if the floor is slippery.

Q37. If you discover an unsafe working condition, you should:

- a) report it to OSHA immediately.
- b) discuss it with your supervisor first.*
- c) report it only if it has already led to an accident.

Q38. What are the four keys to maintaining wellness?

- a) Diet, exercise, sleep, stress management. *
- b) Diet, exercise, fun, stress management.
- c) Vegetarianism, fun, stress management, and exercise.

Q39. What do customers really expect from us?

- a) Timeliness, attention & respect. *
- b) Lowest fares.
- c) A good seat.

Q40. In all interactions, what feature sets the tone for the interactions?

- a) How loud you talk.
- b) The way you explain the issue.
- c) Your attitude. *

Q41. Someone starts a fight on the bus, and they are really going at it. Should you get physically involved?

- a) Yes, if one person is being beat up and may even be killed.
- b) Only if the fight is unfair on one person.
- c) No, call for assistance immediately. *

Q42. What are the four practices to reduce conflict situations?

- a) Treat people with respect. Ask don't tell, explain why, offer a choice. *
- b) Treat people with respect. Tell them what they should do, explain why, offer a choice.
- c) Treat people with respect. Ask don't tell, explain why, say you must call the police.

Q43. If you are not sure how to help a passenger who is disabled, you should:

- a) leave them to themselves.
- b) ask them what type of disability they have.
- c) ask how you can help them.*

Q44. If you report an unsafe condition, you can be fired for:

- a) you can't be fired for reporting an unsafe condition.*
- b) reporting it to anyone other than OSHA.
- c) not going through proper channels and reporting it directly to OSHA.

Q45. To avoid harassing another person, you should seek to:

- a) make them your friends.
- b) always smile.
- c) never make them feel uncomfortable. *

Q46. One way to make sure you never harass any one is to:

- a) be polite.
- b) always treat everyone with respect & dignity.*
- c) only speak when others are around.

Q47. Random, unannounced drug tests must be conducted each year and must equal at least _____ percent of safety-sensitive drivers.

- a) 10
- b) 50 *
- c) 90

Q48. If you may have come into contact with bloodborne pathogens, what is the first thing you should do?

- a) Wash your hands, vigorously. *
- b) Go to the hospital.
- c) Tell your supervisor.

Q49. In an emergency, if at all possible, what should you do?

- a) Use the fire extinguisher.
- b) Put out the warning signs.
- c) Keep the passengers on the bus.*

Q50. When obtaining insurance information from the other drivers involved; this includes gathering which two pieces of information?

- a) Insurer and policy number.*
- b) Policy date and policy number.
- c) Policy date and Insurer.

Q51. If you receive a citation in a personal vehicle you must report the citation to your supervisor within:

- a) 12 hours.
- b) 24 hours.*
- c) 48 hours.

Q52. You may not drive after you have been on duty for _____ hours, which includes driving and non-driving time.

- a) 12
- b) 15*
- c) 18

Q53. You may not drive after having been on duty ____ hours in any consecutive 8-day period.

- a) 50 hours
- b) 70 hours*
- c) 75 hours

Q54. The maximum number of hours you can drive after you have had 8 consecutive hours of rest is:

- a) 10.*
- b) 12.
- c) 15.

Q55. After the cargo is loaded, when should you check to make sure it is still secure?

- a) After 100 miles.
- b) Within 25 to 50 miles after beginning a trip.*
- c) Within 10 miles.

Q56. When fueling the vehicle:

- a) only fuel when no passengers are on board.*
- b) it is ok to fuel with passengers, as long as vehicle is outside and the door is closed.
- c) make sure you are at least 20 feet from any other vehicle.

Q57. If you or your vehicle are placed Out of Service, but you drive anyway, you will:

- a) lose your CDL for at least 90 days.*
- b) be suspended from your job.
- c) have to retake the CDL exam.

Q58. What should you do if a fight breaks out on your bus?

- a) Try separating the combatants.
- b) Call the police immediately.
- c) Never get physically involved.*

Q59. If you see people getting into a fight at a stop:

- a) tell them to break it up before they get on the bus.
- b) call the police and don't open the doors till they arrive.
- c) pass the stop and notify dispatch.*

Q60. How should you safeguard your security?

- a) Check under, around and inside your bus during every pre-trip.
- b) Be aware of your surroundings and report suspicious activity.
- c) When out of the bus, make sure it's secure and you have the keys.
- d) All of the above.*