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BASIC OPERATORS ORIENTATION TRAINING

BOOT™

A BASIC PROGRAM FOR DRIVER TRAINING

Did you ever hire a new driver and wish you had a better way to provide basic training **before** handing over an expensive van and passengers?

YES ? ? ?

Then you should consider using **BOOT!**

- **BOOT** was specifically developed for (and by) Special Transportation Programs.
- **BOOT** is designed to help your own supervisory level staff orient new drivers.
- **BOOT** provides important safety information for your new drivers in an easily scheduled, five and a half hour course.

BASIC OPERATORS ORIENTATION TRAINING

**BASIC OPERATOR
ORIENTATION TRAINING**

B O O T

**INSTRUCTORS
MANUAL**

**BASIC OPERATOR
ORIENTATION TRAINING**

B O O T

INSTRUCTORS

MANUAL

FUNDING FOR BOAT
was provided by the
TENNESSEE DEPARTMENT OF TRANSPORTATION

1988

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Commissioner

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BOOT

was developed by

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**SPECIAL THANKS FOR THE ASSISTANCE OF
TENNESSEE ASSOCIATION FOR SPECIAL TRANSPORTATION**

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and to

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Alvin Pearson, Southwest Tennessee Human Resource Agency

MANY THANKS TO

LOLA GLENN

for sharing her poem with us

and to

PENNY ZIBULA

for sharing her thoughts on helping
blind and visually impaired individuals

SPECIAL APPRECIATION TO THE STAFF OF
KNOXVILLE-KNOX COUNTY OFFICE ON AGING and TRANSPORTATION

FOR ALL THEIR HELP AND PATIENCE

Linda Brabson	Beryl Lusby
Mary Sue Grady	George Morin
Becky Hare	Peggy Wirtz
Vehicle Operators	

and to

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Department of Health, Leisure and Safety
University of Tennessee

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BOOT

BASIC OPERATOR ORIENTATION TRAINING

The BOOT video tape is intended solely for use in training courses and may be shown in conjunction with such courses without limitation. Any other use of the videotape, including reproduction in any form, is prohibited by the Copyright Laws of the United States without express prior permission in writing from Knoxville-Knox County Community Action Committee.

INTRODUCTION

BOOT (Basic Operator Orientation Training) was developed at the request of the Training Committee of the Tennessee Association of Special Transportation (TAST) to meet the need for training of new vehicle drivers. The Committee wanted a training program that would:

1. be brief,
2. provide a broad overview of essential information, and
3. be inexpensive and easy to use by small transportation programs.

The Tennessee Department of Transportation supported the TAST Training Committee request and provided funding for the development of BOOT.

BOOT is intended only as a brief orientation for new drivers and therefore should be supplemented by additional training in:

1. Automobile Association of America's Driver Improvement Program or National Safety Council's Defensive Driving Course
2. CPR (Cardio-Pulmonary-Resuscitation)
3. Emergency First Aid
4. Heimlich Maneuver for Choking
5. Fire Extinguisher Use
6. Passenger Evacuation Procedures
7. Wheelchair Maneuvering and the Safe Use of Lift Equipment and Tiedowns
8. Child Restraints and Working With Children
9. Training, as appropriate, in working with other specific handicapping conditions of passengers, such as mental retardation, Cerebral Palsy, mental illness, etc. (as needed)
10. In-service education on a regular schedule, including review of all of the above topics. Automobile Association of America has some excellent Videotapes available on such topics as Winter Driving, Driving at Night, and Hydroplaning on Wet Roads.

In addition, a new driver must receive orientation in the policies and procedures specific to his/her employer and the vehicle and equipment to be used.

The BOOT classroom training should be quickly followed by supervised practice time at the wheel of the vehicle. This practice should include pre-trip vehicle safety inspection (using your agency's inspection form) as well as practice adjusting mirrors to reduce blind spots, vehicle maneuvering, backing and parking. This practice time could be planned as a supplement to the BOOT training session, or separately scheduled for individual instruction.

SUGGESTIONS FOR USING BOOT

BOOT is most effective when used to train a small group (3-6) of new drivers. This allows for group discussion and creates a better learning atmosphere. If you have a new driver that you want to train, you might try contacting some other transportation programs in your area and inviting them to send new drivers to your session. You might want to organize an area training committee that could schedule and coordinate periodic sessions of BOOT and other training events. The responsibility for conducting the training sessions could be shared by several individuals and the schedule publicized so that the staff from small non-profit agencies could take advantage of the training.

Another possible approach to gathering a group for a class might use a BOOT training session as part of the screening process for selecting a new driver. The best two or three candidates for a driver position might be included in the training to allow an opportunity to observe each candidate's attitude toward learning, and skill in practicing new techniques.

In some cases it might be possible to project employment needs and do screening, selection, and orientation as a small group process. This could significantly cut training costs and increase the effectiveness of the process. Some programs have set up a system of group training and employment with new drivers working as substitutes or as temporary employees for a limited time so that driving habits and professional skills can be assessed. This is obviously only possible in a program that employs several drivers.

If BOOT must be conducted for only one person, it is important for the instructor to stimulate conversation and get the new employee to think about the information being presented. The instructor will have to be creative and adept at making the trainee feel comfortable, relaxed and ready to ask questions and make comments.

PLEASE NOTE - BOOT is not designed to be self-taught and will not be as effective if the discussion sessions are eliminated. The instructor should plan to stay with the group through the entire session.

BOOT should be scheduled for new employees before assigning them the responsibility of driving a vehicle with passengers. Accidents and incidents can happen in the first hour or day on the job. BOOT may not prevent an accident from happening, but it can demonstrate an agency's concern and effort at prevention.

PLANNING THE SESSION

Classroom:

SIZE: appropriate size for group, not too small or too large

TEMPERATURE: comfortable, well-ventilated

LIGHTING: dimmable for viewing video

SEATING: comfortable and arranged to promote discussion as well as easy viewing

SPACE: adequate for practicing safe lifting and passenger assistance techniques.

Equipment:

Video tape player (or TV monitor with VHS VCR) placed for easy viewing

Box or bag of materials weighing approximately ten pounds for lifting practice

Blindfolds to use for "sighted-guide" practice

If possible, a cane or walker to use in role playing

Blackboard and chalk or newsprint pad on easel with marking pens (not essential, but helpful for leading group discussion)

Your agency's Vehicle Inspection Form for discussion.

For Practice at the vehicle:

Pencils, clipboards, vehicle inspection forms and paper towels for each trainee to use in vehicle inspection

Traffic cones or other markers (such as plastic trash cans) to use as markers for backing up practice if pavement is not marked for parking spaces

Vehicle and adequate space for practice.

Instructor's preparation:

1. Review manual and preview videotape
2. Familiarize self with timing of tape and when to stop the tape for discussion
3. Check videotape to be sure it has been rewound and is ready to start
4. Prepare copies of agenda, vehicle inspection form, and other handout materials
5. Plan practice sessions on lifting and passenger assistance
5. Plan timing to allow a restroom break
6. Be enthusiastic and project confidence that the material will be both valuable and interesting to your audience

TIPS ON MAKING AN EFFECTIVE PRESENTATION

PREPARE YOURSELF

Read the material thoroughly.

Preview the videotape, several times if necessary, to become familiar with the material and the timing of the sections.

Think out the discussion sessions and the possible questions that might come out. Know the points that should be made. Think of some examples that will use familiar landmarks or people to demonstrate the points.

Conduct a practice session using family, friends, co-workers as an audience.

Invite a co-instructor to work with you, at least for the first presentation.

Plan to dress comfortably. Avoid distracting jewelry and eye-catching or noisy accessories. You want the audience to pay attention to what you are saying, not to the pen that keeps falling out of your pocket.

Practice in front of a mirror and watch for mannerisms or habits that can distract attention. Smoothing your hair, twisting your watch, playing with a rubber band, or clicking a ballpoint pen can be very disturbing to an audience. Verbal mannerisms, such as inserting "um" or "you know" at every pause can be very annoying. The first step in controlling such habits is to become aware of them.

PREPARE THE ROOM

Arrive early to allow time to check on details.

Arrange chairs and equipment for maximum comfort and viewing ease. Let your audience concentrate on the message you are trying to get across.

Check to be sure the equipment is working properly and ready for use.

Check that temperature and lighting are comfortable.

Check on how to adjust lighting for best viewing of Videotape material. Remember, dim lighting is better than a completely darkened room. Darkness will cause eyestrain and may encourage napping.

PREPARE THE AUDIENCE

Help them to relax and be receptive to learning. Let them know that you believe they are important.

Take time to introduce yourself. Let each trainee introduce him/herself. Nametags may be helpful if the group is large enough to warrant them. Remember, a new employee will probably be nervous and will have trouble remembering names. Wear a nametag yourself, with letters large enough to be read from across the room.

Let your audience know the schedule of the session. Give them a general idea of the kind of material that will be covered and how long it will take. Don't keep them wondering about when the break will be. Give them a schedule and then stick to it.

Tell them what you hope to accomplish by the session. State your objectives in terms that will mean something to your audience. For example, "I want to help you be a safer driver and do a better job of taking care of your passengers."

BEGIN THE PRESENTATION

Place yourself as near the center front of the room as possible. Face your audience and speak slowly and clearly. Stand tall and smile. Your goal is to radiate confidence in yourself and in your message. You "know" that everyone in the room will be interested in and benefit from the session.

Allow your audience to ask questions and make comments, but make it clear that you are in "charge." When you are speaking, maintain eye contact with your audience. Signal the start of the videotapes by moving to a different part of the room, or by shifting your position so that you are ready to watch the monitor.

Keep it light. A relaxed atmosphere can improve learning. Humor can be very effective in establishing a relaxed atmosphere, no matter how serious the message. A joke, a humorous story, poking fun at yourself can all help build receptiveness. Humor should flow naturally from the material and should not be forced. Negative humor and sarcasm creates tension instead of relaxation and should be avoided.

PROMOTE GROUP DISCUSSION

Encourage each member of the group to participate in discussion sessions. Don't allow any one person to dominate the discussion. Draw out the shy person.

Prepare yourself with questions designed to bring out the points that you want to make, but try to get the group members to make the points. They will remember them much longer if they "discover" the answers rather than hearing them as part of a lecture. Sometimes "discovery" takes longer, but it's worth both the time and your trouble.

Allow a set time for discussion and then move on to the next agenda item.

Be prepared to deal with different kinds of individuals and behavior patterns such as those described next.

GROUP BEHAVIOR PROBLEMS

PROBLEM BEHAVIOR

POSSIBLE SOLUTION

Too talkative

Cut across their talk with a summarizing statement and direct a question to someone else. If they continue to talk, try asking someone else in the group what they think.

Too Helpful

Even though these people may have the right answer, they may keep others from participating. Thank them and direct a question to someone else. Be sure they understand that you appreciate their help. Suggest "Let's get several opinions." Use them to summarize the points covered.

Rambling

When they stop for breath, thank them, rephrase one of their statements and move on to another person.

Anger

Recognize legitimate objections. Agree with them when you can to help defuse the emotion. If all else fails, talk to them privately during a break and ask their help in completing the session.

Obstinate

This person may just not understand what you are trying to say. Get the group to help by explaining the point as they see it. If that

doesn't work, tell them you want to discuss the question further after the meeting ends.

Talks on Wrong Subject

Refocus the discussion on the topic. Say something like "That is interesting. I'm sorry that we don't have time to go into that today."

Side Conversations

Pause and let others listen to the conversation. Draw them into your discussion by asking them a direct question.

Choice of Words

They may not know how to express themselves, but their ideas may be good. Help them by rephrasing in your own words. Say, "In other words, you mean..." Don't make them feel uncomfortable or inadequate.

Questions You Can't Answer

Redirect the question to the group. If you don't know the answer, say so. Offer to find the answer and let them know. Ask them to find out the answer and let you know.

BOOT

INSTRUCTOR'S TIMETABLE

INTRODUCTION		6	MINUTES
INSTRUCTOR'S INTRODUCTION	3	MINUTES	
VIDEO INTRODUCTION AND QUESTIONS	3	MINUTES	
PROFESSIONALISM		7	MINUTES
PROFESSIONALISM VIDEO	2	MINUTES	
PROFESSIONALISM DISCUSSION	5	MINUTES	
PASSENGER RELATIONS		9.5	MINUTES
PASSENGER RELATIONS VIDEO	4.5	MINUTES	
DISCUSSION ON "HOW TO HELP"	5	MINUTES	
PASSENGER ASSISTANCE		12	MINUTES
PASSENGER ASSISTANCE VIDEO	7	MINUTES	
DISCUSSION ON PASSENGER ASSISTANCE	5	MINUTES	
SAFE LIFTING TECHNIQUES		6.5	MINUTES
VIDEO ON LIFTING PROPERLY	1.5	MINUTES	
PRACTICE LIFTING TECHNIQUES	5	MINUTES	
BREAK		5	MINUTES
EMERGENCY PROCEDURES		18	MINUTES
VIDEO ON "EMERGENCY PROCEDURES"	13	MINUTES	
DISCUSSION ON ACCIDENT PREVENTION	5	MINUTES	
SAFE DRIVING TIPS		18	MINUTES
VIDEO ON "SAFE DRIVING TIPS"	4	MINUTES	
DISCUSSION ON "SAFE DRIVING"	5	MINUTES	
VIDEO COMPLETION	9	MINUTES	
WRAP-UP DISCUSSION AND PRACTICE		8	MINUTES
WRAP-UP DISCUSSION	3	MINUTES	
PRACTICE PASSENGER ASSISTANCE	5	MINUTES	
TOTAL TIME		90	MINUTES

BASIC OPERATOR ORIENTATION TRAINING

BOOT

INSTRUCTOR'S AGENDA

INTRODUCTION - 6 MINUTES

1. INTRODUCE SELF AND EACH PERSON PRESENT
2. DISTRIBUTE COPIES OF AGENDA
3. STATE PURPOSE OF BOOT
 - TO PROMOTE SAFER MORE COMFORTABLE TRIPS FOR PASSENGERS
 - TO CUT COSTS OF REPAIRS AND ACCIDENTS
 - TO HELP NEW EMPLOYEE FEEL MORE COMFORTABLE AND DO A BETTER JOB
4. GIVE APPROXIMATE TIMETABLE FOR BOOT SESSION
5. GIVE NECESSARY INFORMATION, SUCH AS LOCATION OF RESTROOMS
6. ASK IF EVERYONE IS COMFORTABLE AND CAN SEE MONITOR
7. DIM LIGHTS - START BOOT TAPE
 - STOP TAPE AS INDICATED AFTER 3 MINUTES
 - ANSWER ANY QUESTIONS FROM THE GROUP - IF YOU HAVE GIVEN THEM THE INFORMATION THEY NEED, THERE MAY NOT BE ANY QUESTIONS AT THIS POINT

PROFESSIONALISM - 7 MINUTES

1. RESTART TAPE AND RUN FOR 2 MINUTES

- STOP TAPE AT PICTURE OF "UNPROFESSIONAL DRIVER"

2. DISCUSSION ON PROFESSIONALISM

- IF POSSIBLE, KEEP PICTURE OF "UNPROFESSIONAL" DRIVER ON MONITOR
- LEADING QUESTIONS TO ASK:
 - * "What about this person makes him look unprofessional?"
 - * "What could he do to make himself look more trustworthy?"
- ANSWERS SHOULD INCLUDE:
 - * Smile, tuck in his shirt, take cigarette out of mouth, comb hair, straighten cap, etc.
- POINTS TO MAKE:
 - * A professional looks neat, clean, pleasant, friendly, competent.

PASSENGER RELATIONS - 9.5 MINUTES

1. RESTART BOOT TAPE AND RUN FOR 4.5 MINUTES

- STOP TAPE AT BLANK SPACE

2. DISCUSSION ON HOW TO BE HELPFUL

- TURN OFF MONITOR AND TURN UP LIGHTS

- ASK QUESTIONS SUCH AS:

- * "Were you ever so sick that you had to ask someone to bring you food and water?" "How did it make you feel?"
- * "Do some people offer to help but make it clear that they really don't want to?" "What do they do or say to get this negative message across?"
- * "What is important to remember about being helpful to passengers?"

- POINTS TO MAKE

- * It isn't pleasant to feel dependent on someone else. Everyone wants to feel as independent as possible.
- * It is best if help can be given quietly, without a lot of "fuss" so that not too many people are made aware of it.
- * Patience and a smile are especially important when you are offering help so that the person helped will feel as good and as comfortable about it as possible.

PASSENGER ASSISTANCE - 12 MINUTES

1. RESTART BOOT TAPE AND RUN FOR 7 MINUTES

- STOP TAPE AT PICTURE OF WOMAN BOARDING VAN, IF POSSIBLE

2. DISCUSSION ON PASSENGER ASSISTANCE

- ASK CLASS FOR DETAILS ABOUT WHAT IS RIGHT AND WRONG ABOUT THE WAY THE PASSENGER IS BOARDING THE VAN

- POINTS TO EMPHASIZE:

- * What is right about the pictured boarding?

- The driver and passenger are both concentrating on getting her safely into the van.

- The driver appears to be allowing the woman to board at her own speed without hurrying her.

- The driver has positioned herself to help in case the passenger loses her balance.

- The passenger is not using the door frame as a handhold.

- * What is wrong about the pictured boarding?

- The passenger's foot is not centered on the stool.

- The stool may not be safely positioned and could tip.

- OTHER POINTS TO MAKE:

- In case of accident, it is important to offer medical help immediately if there is any sign of injury, no matter how slight.

- It is better to "make a fuss" than to have the passenger feel that no one cares.

- The driver should not talk about what caused the accident or whose fault it was, but should concentrate on demonstrating to the passenger how sorry he/she is that it happened.

- Any incident and even a seemingly minor accident should be reported to a supervisor as soon as possible.

SAFE LIFTING TECHNIQUES - 6.5 MINUTES

1. RESTART BOOT TAPE AND RUN FOR 1.5 MINUTES

- STOP TAPE AS INDICATED AT BLANK SPACE

2. PRACTICE SESSION ON PROPER LIFTING TECHNIQUES

- TURN UP LIGHTS

- DISCUSS IMPORTANCE OF GOOD LIFTING HABITS

- ASK QUESTIONS SUCH AS:

- * "What kinds of things would a Vehicle Operator have to be able to lift?"

- * "What can a Vehicle Operator do to prepare him/herself to avoid a back injury?"

- ANSWERS SHOULD INCLUDE:

- * "Books, food and groceries, hot meals to shut-ins, falling passengers, children."

- * A driver can practice proper lifting techniques until they become routine and an unconscious habit. It helps to be generally healthy and rested, but it is not necessary to be especially strong. It's much more important to be careful and "smart" than "strong."

- PRACTICE TIME

- * Allow each person to try lifting a box or parcel the correct way - knees bent, back straight, weight close to body.

- * Be very careful that each person does it correctly and avoids injury.

- * Have them work together to practice and feel the advantages of working as a team and sharing the load.

RESTROOM BREAK - 5 MINUTES

EMERGENCY PROCEDURES - 18 MINUTES

1. RESTART TAPE AND RUN FOR 13 MINUTES

- STOP TAPE AT BLANK SPACE

2. DISCUSSION ON EMERGENCIES AND ACCIDENTS

- ASK QUESTIONS SUCH AS:

- * "Have you ever had to deal with an emergency accident or injury?" "Did you know what to do?" "How did you manage?"
- * Give an example of a situation when one driver might be the cause of an accident, but the other driver could have prevented it, such as a drunken driver weaving down the road and almost causing a collision that was avoided by an alert careful driver.
- * "What are some ways that accidents in general might be prevented?"
- * "What are important things to remember in case of an accident?"

- ANSWERS SHOULD INCLUDE:

- * Trainees talking about their experiences. Try to use their situations to make the points.
- * "In case of accident use common sense, don't panic, get help."

- OTHER POINTS TO BRING OUT

- * There is a difference between deciding who caused an accident and how it might have been prevented. Always try to think about how a really professional vehicle operator might have managed to prevent an accident.
- * Review points such as adjusting speed to conditions, keeping a safe following distance, paying attention to the signs and signals that other drivers are giving, being prepared for the unexpected, etc.
- * Remind trainees not to discuss an accident or what caused it with anyone except their supervisor. A brief discussion or a simple example of the legal complications of an accident or injury would be helpful.

SAFE DRIVING TIPS - 18 MINUTES

1. RESTART TAPE AND RUN FOR 4 MINUTES

- STOP TAPE AT BLANK SPACE

2. DISCUSSION ON DRIVING SAFETY

- ASK QUESTIONS SUCH AS:

- * "What would you do if you had to sneeze while you were driving?"
- * "What would you do if there were a bee or wasp in the van?"
- * "What can you do about a passenger that keeps talking?"
- * "What would you do if you were lost and in a strange neighborhood?"
- * "What are some other kinds of distractions that could cause an accident?"
- * "How can you convince passengers to wear seat belts if they don't want to?"

- ANSWERS SHOULD INCLUDE:

- * Always try to stop the van in a safe place before trying to deal with a problem.
- * Sneezing is very dangerous since there usually isn't time to stop the vehicle. Be as safe as possible by looking ahead, keeping an extra "margin of safety," avoid driving if an allergy or cold causes frequent sneezing, etc.
- * Politely ask a talkative passenger to wait until the vehicle stops so you can be more attentive. If they don't stop, then try to "tune them out."
- * Discuss with your supervisor about agency policy when a passenger refuses to wear a seat belt. The best way to convince a doubter is by always wearing your own seat belt and assuming that everyone else will automatically wear his/hers.

- POINTS TO MAKE:

- * A professional Vehicle Operator should never eat, drink or smoke while driving. This can distract your attention and cause an accident in a split second.
- * Discuss employer policies that can eliminate distractions, such as:

Passengers must remain seated while vehicle is in motion.

No talking to driver while vehicle is in motion.

All passengers must wear seat belts while vehicle is in motion.

3. RESTART BOOT TAPE FOR CONTINUATION OF "SAFE DRIVING TIPS" AND "PRE-TRIP INSPECTION" AND RUN TO END OF CREDITS.

- Rewind BOOT tape

WRAP-UP DISCUSSION AND PRACTICE - 8 MINUTES

1. PRE-TRIP INSPECTION DISCUSSION AND WRAP-UP

- Distribute copies of pre-trip inspection form used by your agency and review it with trainees.
- Ask trainees for questions and comments about anything they saw in the training videotape.
- Ask trainees what they learned that was new, and what was already familiar.

2. PASSENGER ASSISTANCE PRACTICE

- Have each trainee role play "helping" a frail passenger. Have trainees take turns "helping" each other. Ask how it feels to be helped. Have them "pretend" to be frightened or nervous and practice how to be reassuring and helpful.
- Have each trainee briefly practice as a sighted guide for a blindfolded partner - remind them to be very careful that no one gets hurt

SEPARATELY SCHEDULED PRACTICE AT THE VEHICLE

1. PRE-TRIP VEHICLE INSPECTION

- Give each trainee a clipboard, pencil, and inspection form to complete.
- Be sure that each trainee completes each operation, including opening the hood, checking the oil, etc. Provide paper towels for clean-up afterwards.
- Discuss when and how to report any problems noted during the inspection, and which problems would be such safety hazards that vehicle should not be driven.
- Review and comment on each trainee's inspection form.

2. PRACTICE ADJUSTING MIRRORS AND BACKING UP

- Have each trainee sit in the driver's seat and adjust mirrors for best viewing. Identify the "blind" areas that are not visible by having a partner walk around the vehicle so the trainee can become aware of what he/she can see and cannot see.
- Have each trainee practice backing into a marked parking space, both with a partner to assist and without a partner. Use traffic cones or other markers if pavement marking is not available.

3. PRACTICE DRIVING

- If time permits, have each trainee drive a pre-planned route to practice turning corners, driving in traffic, and other typical driving experiences. If the class is too large to allow each trainee to drive the pre-planned route, the instructor should discuss the need for practice time without passengers and the kinds of traffic conditions that should be included in the practice. Another alternative would be for a volunteer to drive the pre-planned route while the class discusses and comments on the hazards and problems that are encountered.

ODE TO VAN DRIVERS

by Lola Glenn

I wish all the van drivers in Tennessee
 Could know, could really see
What your kindness means to me.
 And all the others will agree
We need you so very much.
 It is so kind of you to keep in touch.

If you didn't give us your time, your caring,
 Come to us with your sharing,
How would we get to the doctor, the grocery store?
 I ask you, is there anything more?

Yes, there's a lot more I will tell you about.
 When I am through there will be no doubt
How important you are to us.
 You listen to our ailments, imagined or real
And you make us all feel
 that life is beautiful, life is real.

**YOU MAY DUPLICATE
THE FOLLOWING ITEMS
(AGENDA AND PRE-TRIP INSPECTION FORM)
FOR DISTRIBUTION TO TRAINEES**

BOOT
BASIC OPERATOR ORIENTATION TRAINING

AGENDA

INTRODUCTION

BOOT VIDEOTAPE AND DISCUSSION

PASSENGER RELATIONS

ASSISTANCE OF ELDERLY AND HANDICAPPED PASSENGERS

LIFTING PROPERLY TO AVOID BACK INJURY

PRACTICE LIFTING PROPERLY

BREAK

BOOT VIDEOTAPE AND DISCUSSION

WHAT TO DO IN CASE OF EMERGENCY

SAFE DRIVING TIPS

VEHICLE SAFETY INSPECTION

USE OF TWO-WAY RADIO

PASSENGER BOARDING ASSISTANCE PRACTICE

**BOOT
BASIC OPERATOR ORIENTATION TRAINING**

PRE-TRIP INSPECTION

Vehicle ID#: _____ Date: _____ Time: _____

Driver: _____ Odometer: _____

		<u>O.K.</u>	<u>Not O.K./Specify</u>
<u>Under Hood</u>	Oil Level	_____	_____
	Radiator Fluid Level	_____	_____
	Battery Cables	_____	_____
	Windshield washer level	_____	_____
	Engine/Hoses/Belts	_____	_____
<u>Exterior</u>	Tires	_____	_____
	Lights	_____	_____
	Turn Signals & Flashers	_____	_____
	Fresh Body Damage	_____	_____
	Cleanliness	_____	_____
<u>Interior</u>	Brakes	_____	_____
	Steering	_____	_____
	Horn	_____	_____
	Mirrors	_____	_____
	Windshield Wipers	_____	_____
	Radio	_____	_____
	Cleanliness	_____	_____
	Unobstructed Floor	_____	_____
	Seatbelts	_____	_____
	Emergency Exits	_____	_____
	Gas (amount added)	_____	
	Oil (amount added)	_____	

SIGNATURE: _____

FOR MORE INFORMATION CONTACT

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2247 Western Avenue, Knoxville, TN 37921, 615/524-2786

FUNDED BY

Tennessee Department of Transportation

DEVELOPED BY

Knoxville-Knox County CAC, in cooperation with K-Trans, Knoxville

BOOT™

BASIC OPERATORS ORIENTATION TRAINING

In 1 ½ hours of classroom instruction, your new drivers will be introduced to:

- Professionalism and passenger relations
- Lifting safely to avoid back injury
- Assisting elderly and handicapped passengers
- Pre-trip vehicle inspection
- Emergency procedures
- Special safety tips for van operators

CALL FOR Cost and Availability

Barbara H. Monty, Transportation Director
Knoxville-Knox County CAC
2247 Western Avenue, Knoxville, TN 37921
Phone: 615/524-2786

BOOT Package of Materials

Video tape — approximately 50 minutes
Instructor's manual with suggestions on
leading discussion

INFORMATION

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DEVELOPED BY

Knoxville-Knox County CAC, in cooperation with K-Trans, Knoxville

BOOT™

BASIC OPERATORS ORIENTATION TRAINING

In 1½ hours of classroom instruction, your new drivers will be introduced to:

- Professionalism and passenger relations
- Lifting safely to avoid back injury
- Assisting elderly and handicapped passengers
- Pre-trip vehicle inspection
- Emergency procedures
- Special safety tips for van operators

CALL FOR
Cost and Availability

Barbara H. Monty, Transportation Director
Knoxville-Knox County CAC
2247 Western Avenue, Knoxville, TN 37921
Phone: 615/524-2786

BOOT
Package of Materials

Video tape — approximately 50 minutes
Instructor's manual with suggestions on
leading discussion

INFORMATION