



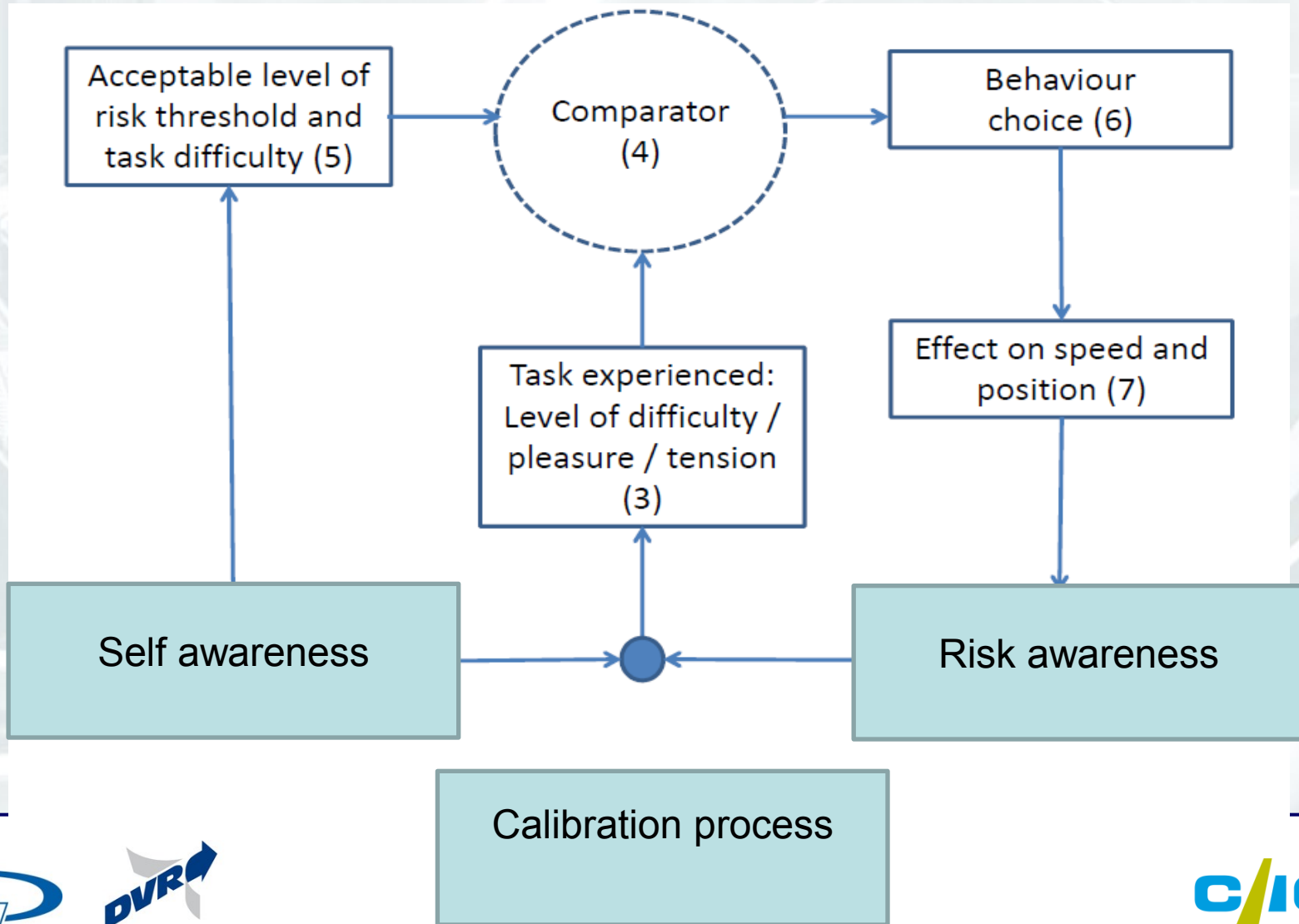
# Learning to drive means learning about oneself

Ludo Kluppels – Belgian Road Safety Institute



- Theoretical framework
- Calibration as a concept
- A few ideas to tackle it
- Implications for the educational practice

Task-capability interface model  
Ray Fuller (2005)



## Risk awareness



### recognition

- What do I call “risk”?
- “Sensation seeking”
- My proper risk

### detection

- Visual hazards
- Hidden hazards
- Strategies for scanning

### assessing

- Prediction / taking perspective
- Balancing different hazards
- Choosing the right action



## Risk awareness

classroom

- From separated to combined
- From visible to hidden
- In terms of 'what deserves my attention?'

in traffic

- From simple to complex situations
- Direct link with calibration (speed, distance, attention,...)

## Self awareness

### Real capacities and skills

Fitness to drive  
Driving ability



### Perceived capacities and skills

The 'hero' in me  
My image

# Self awareness



Human  
limitations



Personal  
drives



Emotions

- Perception
  - Perceptual field
  - Camouflage







## Human limitations

- **Perception**
  - Perceptual field and speed
  - Camouflage
  - “Inattentional blindness” – ‘look but failed to see’-accident
- **Attention**
  - Limited...
  - Multi-tasking...



## Personal drives

- Deery (1998) “subtypes of young novice drivers”
  - **Cluster 1:** driving-related aggression / competition / driving= tension ↘
  - **Cluster 5:** + high irritability
- Matthews (1996) “driver coping style”
  - ‘**confrontive coping**’ versus ‘task-focused’
  - ‘emotional’ versus ‘reappraisal’



'Coping style'	'Coaching style'
Too assertive / competitive driving	Interviewing situations / what could happen? / balance of gains and risks / ...
Too flexible interpretation of rules	Questioning the meaning of rules (safety, predictability) / looking for hazards
Aggressive reactions to other road users	Analysing own influence / could we predict the behaviour of the other? / Can we give ourselves time and space to predict...
Emotional reactions (I can't...)	Back to the facts: let them differentiate their feeling / thinking / doing
...	...



## Emotions...

- Discussion in group
- Take recognisable situations (friends in the car – fatigue – time pressure -...)
- Discussion line
  - How will they handle these situations?
  - What are pro's and con's?
  - Other strategies possible?

# Implications for the driver trainer

- From teaching to coaching
- Differentiation of learning programs
- Feedback and self evaluation
- Group discussion

# Implications for the driver examination

- Risk perception is an important skill and can be measured!
- An examination is based on driving behaviour!

# Implications for the politicians

- Second phase (live long learning process)
- Combination professional and lay-instructor

# Thanks for your attention!

## BIVV-IBSR



Ludo Kluppels – traffic psychologist  
+32 (0)2 240 06 50  
[Ludo.kluppels@bivv.be](mailto:Ludo.kluppels@bivv.be)