



A Debrief on Debriefing

GOOD QUESTIONING SKILLS are essential to promoting student involvement, encouraging student application of learning, clearing up any misunderstandings, and integrating concepts and practice. Skillful questioning actually helps students think by challenging them to use higher-order thinking and reasoning skills. Good questions help get behind the rider's eyes.

Consider the following RiderCoachSM (RC) motorcycle range example. Think about how this RC could have improved his debriefing techniques. After the example we'll look at a couple of specific areas and concepts that will contribute to a more effective debriefing.

RiderCoach (during debrief for Exercise 7): "Okay, how did that feel?"

Student 1: "Great."

Student 2: "Fine."

RiderCoach: "Did you feel the motorcycle respond when you pressed?"

Student 1: "Yep."

Student 2: "Yeah, I didn't think it would work, but it did."

Student 3: "Totally."

RiderCoach (responding quickly since there aren't many student comments): "Well, let me explain a little bit about countersteering..."

Imagine the RiderCoach delivering a five-minute soliloquy about the perfect countersteering technique, the wonderfully fascinating physics of countersteering, ending with an assurance that if the students didn't feel it 'work' in this exercise, they would soon.

Students: No questions, some blank stares, one nodding and responding, two others focusing on their shoes.

RiderCoach: "Okay, well, remember the important thing here is to keep your head and eyes up and look through the turn. Slow, look, press, and roll..." He continues with another explanation of countersteering.

Ask Open-Ended Questions

Questions that require one-word responses such as *yes*, *no*, *left*, *right*, or other factual "Jeopardy-like" responses actually limit students because they do not help them integrate class-

Debriefing At the end of each exercise, a RiderCoach should ask learner-centered questions to ensure that riders understand the significance of the skills practiced and learned.

—Basic RiderCourseSM Range Cards

room concepts, range experiences and life experiences.

An open question is one that requires more than a one-word response. It usually begins with *What* or *How* and less often *Why*. (Questions that begin with *Why* can sometimes cause defensiveness.) Consider the difference in response you'd get from this open question "What was

the importance of looking through the turn?" compared to the closed question "Did you look through the turn?"

Use Probes Effectively

A probe is used as a way to get a student to think more complexly or to follow up on a simple response. Probes are an essential part of an effective debrief session. A probe can be a complete question such as "If you could do that exercise

over again, what adjustments would you make?" or a reinforcing nudge such as "Uh-huh," "I see," or "Cool." A probe can be as simple as asking for an example that explains a general statement or suggesting "Tell me more about..."

Allow Wait Time

Teachers first heard about Mary Budd Rowe's concept of "Wait Time" in 1972¹. From observations, she calculated that the average period of silence following an instructional question in a classroom setting rarely exceeded one second. Research also showed that under those conditions a student will generally give the type of

responses you saw in the sample debrief above (short, one-word, recall responses) or there will be no response at all.

Why? There's no time to think! Students need more than one second to consider a well-structured question. The instructional literature recommends waiting a minimum of three seconds following an instructor question—that period of time allows for "Think Time."

Think Time should also be allowed after an initial student response to a RiderCoach's question. This allows the other students time to consider the response and weigh in with their own thoughts before the RiderCoach (as the likely authority on motorcycling) chimes in with a statement of approval or an

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Safe Cycling Exercise 1: Debriefing Skills

1. The objective: To increase your skills at questioning
2. Exercise setup: Read this article and discuss it with your fellow RiderCoaches
3. Instructions:
 - Ask open-ended questions
 - Use question probes effectively
 - Allow a minimum of three seconds of wait time after your question and after any student response
 - Open—Wait—Probe—Wait



The MSF ListServ—Your Link to Others

Guest article by Vic “Doc” Moss, 2003 MSF RiderCoach of the Year

EVER FEEL LOST, like being at Sturgis without a motorcycle? It is not a fun experience. Having other RiderCoaches around helps us learn more about what we teach. It allows us to talk about issues and throw ideas at each other. Teaching in Nevada offers me the opportunity to work with different RiderCoaches, all of whom have different teaching styles.

But that was not always the case for me. When I was in Japan, I was isolated for the first year and a half of my tour. I was the only instructor in a community of 7,500 people—450 miles away from the closest instructor. Because of this lack of contact, I had to learn how to be a better instructor by reading email sent to me from the MSF ListServ.

For those of you unfamiliar with the MSF ListServ, it is an online and/or email forum restricted to MSF RiderCoaches and RiderCoach Trainers. Sometimes the ListServ is fairly quiet; sometimes all heck breaks loose. Conversations run the gamut from licensing requirements in different states to the meaning of “stopping between the cones” (don’t ask). The ListServ allows us to interact with other instructors and try to glean valuable insight to the curriculum that we teach.

Sadly, only about 10 percent of RiderCoaches are signed up on the ListServ. That leaves many out of the loop on issues that others think are important enough to write about.

In an effort to reach the 90 percent who are not on the ListServ, here are some of the issues recently discussed.

Exercise 10 (the Challenging U-Turn)

Last year the conversation was mostly about why we do U-turns as an evaluation item. Coming from the *Motorcycle RiderCourse: Riding and Street Skills*®, many instructors (myself included) did not understand the importance of the

U-turn (which I now know is a fundamental skill). Now the conversation is about what the most important part of the exercise is—the path of travel or correct technique.

Some instructors insist (with passion) that path of travel is the most important element, and that counter weighting will come once a rider understands the path of travel. Others feel technique is the most important, but nobody can agree on the correct technique: first gear or second gear, friction zone or steady throttle. The directions are vague and I do not recall being given specific instructions when I went through my update. Ask different RiderCoach Trainers and each will give you different answers.

I will bet that the folks at the MSF are chuckling about that every day. The lack of definitive guidance gives instructors the ability to adapt their teaching styles to their students’ learning styles. Of course, the old Chiefs may not see the humor in that.

Test Anxiety

Rick Miles asked, “Do you run into students wanting to know what is on the evaluation and what do you tell them?”

That one simple question actually sent the ListServ off into a few different discussions—test anxiety, swerving, and BRC philosophy.

Here are a couple of examples that answered the question.

- I usually say something to the effect of, “the skills evaluation consists of four exercises, all four of which you will already have done.” —Marc ‘Merlin’ Maus

- I taught with one RiderCoach who told the students just before or after an exercise something like “This is really, really important, you’ve got to get this done right, this is going to be on the evaluation.” His tone and the way he phrased it resulted in panicky looks from several of the students. We talked about it a bit, and the next time we taught I noticed a

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The information contained in this publication is offered for the benefit of those who are MSF-certified Instructors, RiderCoaches, RiderCoach Trainers, and Program Administrators.

The information has been compiled from publications, interviews and observations of individuals and organizations familiar with the use of motorcycles and training. Because there are many differences in product design, riding styles, federal, state and local laws, there may be organizations and individuals who hold differing opinions. Consult your local regulatory agencies for information concerning the operation of motorcycles in your area. Although the Motorcycle Safety Foundation will continue to research, field test and publish responsible viewpoints on the subject, it disclaims any liability for the views expressed herein.

Please notify MSF of any change in your address.



RETSORG's New Features and RiderCoach Profile Page

IN ADDITION TO accessing forms in the MSF Library, viewing Best Practices, and signing up for the ListServ, you now have your own special personalized profile page to help you make the following administrative tasks a snap:

- Update your contact information online. (This also ensures you get periodic email updates from the MSF.)
- Electronically submit your RiderCoach Recertification Survey directly to the MSF. (We'll advise your program coordinator.)
- View and track your training history and the status of your certifications.



keep your account private. For more information about the RiderCoach Profile Page, please contact Don Ankrom at dankrom@msf-usa.org. **SC**

- Optional RiderCoach contact information sharing is available.

In addition to the RiderCoach profile page, the MSF has also added a training and safety events calendar, a training community news page, a powerful search feature, and new security features including a "Change Password" page to RETSORG. Now, when you visit RETSORG.org, you will be prompted to create your own password in order to



SeasonedRider Video Wins Telly Award

CRANEMORLEY AND THE MSF have won a Telly Award for the video "SeasonedRider" that was produced for the MSF. The video is a training aid for the MSF's new SeasonedRider Module. This module is designed to create awareness of the physical and psychological changes that occur with aging and provides corresponding strategies to help older riders continue to safely enjoy motorcycling.

Over 30 people worked on this video project including MSF staff, CraneMorley's producers and creative staff, a director, video production crew, and editors. Approximately 36 hours went into



interviewing seasoned riders followed by another 80 hours of editing.

Founded in 1978, the Telly Awards is the premier award honoring the finest video and film productions as well as outstanding local, regional, and cable television commercials and programs. Each year, the Telly Awards showcase the best work of the most respected advertising agencies, production companies, television stations, cable operators, and corporate video departments in the world.

Congratulations to CraneMorley for its hard work in putting together this newest addition to the MSF Rider Education and Training SystemSM. **SC**



Grants Awarded to Implement NAMS Recommendations

APPPLICATIONS FOR SMALL-AWARD grants are still being accepted by the MSF in response to our effort to implement the recommendations outlined in the National Agenda for Motorcycle Safety (NAMS). In this quarter, three more grants have been awarded bring the total to 15 since we began accepting applications in 2003.

The three grants were awarded to ASCI Instructor teams in Georgia, Michigan, and North Carolina. ASCI (Accident Scene Management, Inc.), based in Waukesha, WI, is an organization that provides curricula and training for qualified instructors to teach motorcyclists how to provide assistance in the event of a motorcycle accident. They received funds for supplies and equipment such as resuscitation dummies for class demonstrations.

2Wheel Transport in Centennial, Colorado was awarded a grant to underwrite a portion of the costs associated with the transportation of impaired motorcyclists in the Denver metro area. Thanks to the grant, impaired riders will be charged a

discounted rate for a ride home that includes the transportation of their motorcycle.

The Division of Kinesiology and Health Science at the California State University in Fullerton has been given a grant that will be used for developing self-assessment measures related to visual, cognitive, and motor skills.

The MSF is interested in reviewing proposals that address any of the 82 recommendations in NAMS. Any person, organization, or business may submit an application at any time for any dollar amount, but generally award amounts will range from \$1,000 to \$10,000.

To view the NAMS document or to download an application for a grant, visit www.msf-usa.org. The NAMS document can be accessed from the MSF News page and an application is available from the Library/Safety Tips page (or by contacting Brigitte Zamanian at 949.727.3227 ext. 3018 or bzamanian@msf-usa.org). Help make a difference in motorcycle safety beyond motorcycle training. **SC**



Best Practices

THE MSF would like to encourage all RiderCoaches, *Dirtbike School*SM Coaches, Program Coordinators, and State Administrators to submit Best Practices that have proven beneficial when teaching or operating various components of the Rider Education and Training System (RETS). In doing so, everyone in the motorcycle training community can benefit from your experience.

If your Best Practice is published in *Safe Cycling* or on RETSORG, you will receive a \$100 gift certificate (which can be redeemed for Online Store purchases) as our way of saying thanks. All Best Practices can be found at www.retsorg.org. If you have a Best Practice that you would like to submit, please fill out an online form available from the RETSORG submission link.

The most-recent winners of \$100 gift certificates are California RiderCoach Thomas Jeremiason for *Outside-Inside-Outside Path of Travel*, and Missouri's State Coordinator Neil Meyers for *Quality Assurance Visits*.

Outside-Inside-Outside Path of Travel

Students often have difficulty understanding the practice of outside-inside-outside path of travel. In Exercise 13, students are asked to walk through the 90-degree curve in a single-file line and stand on the inside line of the curve. This gives them a visual representation of both the path of travel and the radius of the curve (Figure 1).

Then the two students standing on the ends of the curve (the one standing at the entry and the one standing at the exit) are asked to move to the outside line of the curve (Figure 2).

Students are then asked to form a straight line extending from the student at the entry of the curve to the student at the exit of the curve (Figure 3). With 12 students you have a



Figure 1

In Exercise 13, students are asked to walk through the 90-degree curve in a single-file line and stand on the inside line of the curve.



Figure 2

The two students standing on the ends of the curve (the one standing at the entry and the one standing at the exit) are asked to move to the outside line of the curve.



Figure 3

Students are then asked to form a straight line extending from the student at the entry to the curve to the student at the exit of the curve.

continuous line from entry to exit. Using this technique allows the students to visualize the outside-inside-outside path of travel.

Students have been very receptive to this practice and perform better through the curves.

Quality Assurance Visits (QAV)

Most state programs and/or site administrators do some sort of quality assurance observation of their RiderCoaches. In Missouri we've developed a Peer Evaluation QAV team who visits sites and evaluates what they see.

These visits are always announced ahead of time and each evaluator follows specific guidelines for appraising both the RiderCoaches and the Peer Evaluator. One thing we have found is that the less conversation there is between the evaluator and the RiderCoaches, the less tension there is as well.

Upon completing the QAV, the evaluator writes a narrative report and returns it to the State Coordinator for review and any necessary action. The State Coordinator then sends a letter to the RiderCoaches under evaluation. That letter focuses on the questions listed below

but always includes praise, concern, and suggestions for improvements.

Questions evaluator should focus on and include in the narrative report:

- Did the RiderCoaches adhere to the BRC principles?
- Did the RiderCoaches work well together?
- Were the RiderCoaches prepared?
- Did the RiderCoaches follow the established BRC schedule?
- Was the class safe?
- Did the training facility coincide with the RERP site information on file?



OHV Program Manager Becomes CMSP Project Manager

ROB GLADDEN, Off-Highway Vehicle Program Administrator for the MSF's *Dirtbike School*, will now be responsible for overseeing the California Motorcyclist Safety Program. The duties of his new position include developing and maintaining relationships with training sponsors, monitoring quality assurance and delivery systems, evaluating proposed new site installations, directing program processes and administrative readiness, and managing general business aspects of the programs.

Gladden has a diverse experience base from which to work. As Off-Highway Vehicle Program Administrator, he directed its program and implemented nationwide entrepreneurial opportunities for training sponsors using the MSF's *DirtBike* curriculum. Previously, Gladden was a sales and marketing manager at a major motorcycle after-market company. Gladden has a passion for motorcycling and has been an avid off-highway and street rider for over 30 years. **SC**



The Best of ListServ “Live”

THERE HAS ALWAYS been a fair amount of intelligent, thought-provoking (sometimes funny) discussion on the ListServ which is usually beneficial to everyone in the motorcycle safety community. Unfortunately, not everyone is connected to the Information Super Highway so here is the best of the best. Look for more ListServ “Live” in upcoming issues of *Safe Cycling*.

Scott Finn, Minnesota RiderCoach

I teach adults at a technical college, and the accelerated learning movement is very evident at my school. From an instructional standpoint, the old school of thought seems to be that the teacher is the “sage on the stage.” In the accelerated model, the instructor (ignore the semantics here) is the “guide on the side.” In my opinion, the BRC really encourages the “guide on the side” mentality.

I have fairly extensive training in accelerated learning curriculum design and deployment. When I first started teaching this way, I realized that my students didn’t really need me to teach them. It was clearly my responsibility to create the learning environment, but in terms of the teaching and learning, they did it. I felt left out.

Some of the experienced teachers I work with (not RiderCoaches) feel they aren’t teaching if they’re not talking, which just isn’t true. In fact, without going into the research on learning styles and multiple intelligences, research would indicate that very few people are auditory learners (something less than 10 percent). This means you can talk all you want, but if our classes match the demographics of the general population, you are only reaching one of your students. A far greater percentage of the population are visual and kinesthetic learners—that’s why the riding demos are so important.

A great curriculum design will allow you to touch all of the learning styles of your students—visual,

auditory, and kinesthetic. I think the BRC is designed well, especially the range.

I have found teaching these classes to be a most humbling experience. I do my best, I care about the students, and I try to create an environment in which they learn. Then I get out of the way and let it happen. Students seem to enjoy the classes and the magic of transforming a non-rider into someone with basic street skills is never lost on me. It’s a

blast and I consider it a rare privilege to be able to do it.

If you’re interested in learning styles, take a look at varkn.com/english/index.asp or read the book *Accelerated Learning for the 21st Century* (available on amazon.com).

George McConnel, Tennessee RiderCoach

In the spirit of Step 5 of my 12-Step Program for Overcoachers Anonymous (see box), I hereby admit to the list and to myself that I’ve probably been one of the most self centered, egotistical RiderCoaches around. There were times when I believed “If I don’t tell them every move to make they will never learn to ride.”

I was so wrapped up in my ways that I honestly believed that anyone who did it any differently was incompetent. I would sigh and tolerate other coaches who didn’t place the cones exactly as I knew they should be placed or used a different signal to indicate “weave.” Or perhaps they didn’t end a particular exercise the way I knew it should be done, or stage the students in the one true place they should be staged for that exercise.

Maybe they didn’t demonstrate “wrist down” with their wrist angled as I would have preferred. A thousand other subjective issues gave me a smug sense of superiority because I knew better than anyone around me. I wondered if people were actually learning to ride on weekends when I wasn’t teaching. For this I apologize. **SC**

The World of Teaching According to Scott Finn

- 1) Shut up and let them ride. They usually figure it out.
- 2) Read the cards, they will not fail you.
- 3) If they don’t understand the path of travel, let them walk it (see Best Practice, Page 4) You’ll reach the auditory learners by reading the cards, the visual learners by showing them the cards, and the visual and kinesthetic learners by letting them watch the demo
- 4) Your students need you to create an environment for learning, not necessarily teach them. This requires you to be quiet and check your ego at the door.

Overcoachers Anonymous—A 12-Step Program

Overcoaching—The Kryptonite of an otherwise strong curriculum.

Step 1 We admitted we were powerless to tell someone how to ride a motorcycle and that our mouths had become unmanageable.

Step 2 Came to believe that most students would figure most of the stuff out by themselves, given practice and time to think about it.

Step 3 Made a decision and a commitment to shut up and let them practice more.

Step 4 Made a searching and fearless inventory of how many times a student had to sit baking in the sun on a hot motorcycle next to us while we talked on and on about something they already had figured out.

Step 5 Admitted to the discussion list, to ourselves, and to another fellow RiderCoach just how self centered we had been.

Step 6 Were entirely ready to begin thinking more about the students’ needs and less about our own ego.

Step 7 Humbly tried to begin serving students rather than draw attention to ourselves.

Step 8 Made a list of all fellow coaches who had tolerated our insufferable attitude and became willing to apologize to them all.

Step 9 Made direct apologies to such coaches wherever possible, except when to do so would involve drawing even more attention to ourselves, as if we were somehow better than them now.

Step 10 Continued to take personal inventory, and when we realized we were talking too much, promptly shut up.

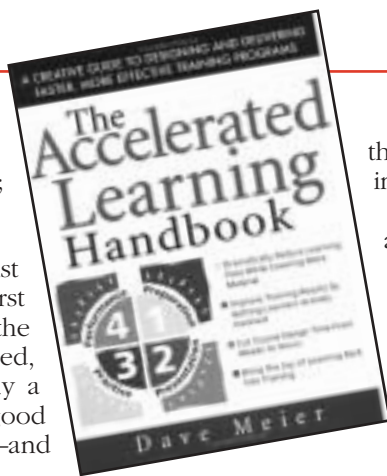
Step 11 Sought through evaluation and silence to observe what turned out to be much quicker improvement in our students, pausing only to coach verbally when it was absolutely certain that the student had reached an impasse and was unable to figure out what he was doing wrong after several attempts.

Step 12 Having come to realize how much more effective our coaching became as the results of these steps we tried to carry this message to others and to practice these principals every time we walked out onto a range.

Visit www.msf-usa.org, click on RiderCoach Info, then choose RETSORG to get to the ListServ.



The Accelerated Learning Handbook
by Dave Meier (2000); \$21.76;
www.amazon.com



REMEMBER YOUR FIRST twist of the wrist on that open straightaway on your first powerful motorcycle—the rush, the freedom, and the sensation of power, speed, and exhilaration? Acceleration is not only a good feeling on your motorcycle, it's a good feeling for the brain when it's learning—and learning is what the brain is designed to do.

Accelerated learning is what today's education and training is all about. But accelerated learning is not about covering material faster, creating games to increase the fun factor, or “dumbing down” a curriculum. Accelerated learning refers to the differences between older educational processes like lecturing and instructor-led question-and-answer sessions and newer methods of engaging students in meaningful and worthwhile activities.

Whether you call yourself a trainer, educator, facilitator, discussion leader, or teacher, *The Accelerated Learning Handbook* makes a great addition to any RiderCoach's bookshelf. As the book's subtitle (*A Creative Guide to Designing and Delivering Faster, More Effective Training Programs*) suggests, we need to abandon some of our assumptions about human learning and look at how we think about what we do to help people learn.

Older teaching and learning processes prepared people for relatively simple and predictable times. (Remember learning to type or parallel park?) Nowadays we have to prepare people for a world of dynamism, where change is constant and quick, where surviving the jungle of modern, high-speed traffic takes special attention and perceptions. People must be able to exercise

the full power of their mind, not simply participate in mindless predictability.

According to Meier, “To get the most out of using accelerated learning, it's essential to get a firm grasp on its underlying principles. Accelerated learning will fail for those who abstract its methods from its ideological underpinnings, reducing accelerated learning to clever gimmicks and creative ‘techniques’ while ignoring the principles on which those techniques are based.” Meier explains the principals of accelerated learning (see box, left) and clearly dispels the myths of what we used to believe were good educational and learning practices. He names seven “diseases” of former educational practices and explains in simple language the “cures” that have become evident through mind-brain research studies, functional magnetic resonance imagery, and empirical evidence: “...all true learning is that which is created by the learner through immersion, trial and error, feedback, reflection, and re-immersion.”

Principles of accelerated learning include:

- Learning involves the whole mind and body.
- Learning is creation, not consumption.
- Collaboration aids learning.
- Learning takes place on many levels simultaneously.
- Learning comes from work itself (with feedback).
- Positive emotions greatly improve learning.
- The brain absorbs information instantly and automatically.

These five major assumptions about accelerated learning (from *The Accelerated Learning Handbook*) are incorporated into the MSF's RETS

- People learn best in a positive physical, emotional, and social environment, one that is both relaxed and stimulating. A sense of wholeness, safety, interest, and enjoyment is essential for optimizing human learning.
- People learn best when they are totally and actively involved and take full responsibility for their own learning. Learning is not a spectator sport but rather a participatory one. Knowledge is not something a learner passively absorbs, but something a learner actively creates. Thus accelerated learning tends to be more activity-based rather than materials-based or presentations-based.
- People generally learn best in an environment of collaboration. All good learning tends to be social. Whereas traditional learning emphasizes competition between isolated individuals, accelerated learning emphasizes collaboration between learners in a learning community.
- People learn best when they have a rich variety of learning options that allows them to use all their senses and exercise their personal preferred learning style. Rather than thinking of a learning program as a one-dish meal, accelerated learning thinks of it as a results-driven, learner-centered smorgasbord. Accelerated learning is the results achieved and not the methods used.
- People learn best in context. Facts and skills learned in isolation are difficult to absorb and quick to evaporate. The best learning comes from doing the work itself in a continual process of “real-world” immersion, feedback, reflection, evaluation, and re-immersion.

The Accelerated Learning Handbook is a practical, easy-to-read guide about how people learn best and how to create learning programs that produce quality results. Its 25 chapters are divided into seven parts, and the chapter titles allow readers to go to the content that is most meaningful to them. RiderCoaches will be able to connect with much of the content as they think back to *RiderCourses* they have completed or conducted and to the RiderCoach Preparation Course experiences that led to MSF certification.

Reviewing *The Accelerated Learning Handbook* is one good way to meet your RiderCoach recertification requirement of completing a

personal training activity. Twist the throttle of your brain and experience the exhilaration and satisfaction of accelerating into a new and engaging way to teach. **SC**

Correction: 2003 MSF Award Winner

Texas Motorcycle Safety Unit is being recognized for Outstanding State Program Category III, not Outstanding

State Licensing Program Category III as reported in the Summer 2004 issue of *Safe Cycling*. We regret this error and apologize to the Texas Motorcycle Safety Unit.



Riders of the MSF

IN THE LAST issue of *Safe Cycling*, we introduced you to four MSF staff members who ride with a promise to introduce you to more MSF riders in upcoming issues. In this issue, we'll start at the top and continue to work our way through the riders of the MSF.

Tim Buche

Tim Buche was born in Lincoln, Illinois but has lived in many states including Indiana, New Jersey, Colorado, and California. He was hired as President of the MSF in September 1996.

Tim's primary responsibilities include working closely with the MSF Board of Trustees and building a team to deliver the products and services that the Board determines best serves current and prospective motorcyclists and the training community.

Tim purchased his first motorcycle (a 100cc scrambler) in 1970 after riding mini bikes belonging to neighbors. His first ride consisted of a half-mile ride followed by a half-mile walk home pushing the bike. (The kick starter broke off, but he bump-started the bike for six months and loved riding it.) His second purchase (a 1973 Yamaha RD350) went a little better. Between 1974–77 Tim raced 125 and 250 Hondas and Kawasakis in motocross and scramblers. Tim's riding is more diverse these days—he rides sportbikes, dual purpose bikes, and an occasional cruiser.

Allison Tyra

Allison Tyra hails from Poway, California, a mere 65 miles from the MSF offices. She is the MSF's most-recent hire (see page 12), coming on board as a Research Associate in June.

Much of Allison's time will be spent working with the National Highway Traffic Safety Administration on the Rider Training and Education System (RETS) Discovery Project (a landmark three- to five-year project that will study crash avoidance skills at training sites that offer many of the courses available in the RETS). She will also assist in evaluating the effectiveness of the MSF's curriculum and delivery systems by conducting research projects.

Allison became interested in motorcycling as a child, but



From left to right: Tim Buche, Alfredo Gonzalez, Allison Tyra, Rob Gladden, and Ray Ochs.

according to her parents, "Ladies do not ride motorcycles!" (Her brothers were allowed to ride.) In 2002 Allison gave herself a Mother's Day gift—she enrolled in the Basic *RiderCourse* at Palomar College and was immediately hooked. Motorcycling is now an important part of her life, both personally and professionally. Allison currently rides a Suzuki LS650 Savage and wishes she could ride with Brad Pitt.

Rob Gladden

Rob Gladden was born and raised in Los Angeles. He was hired at the MSF in 2001 as the Off-Highway Vehicle Program Administrator for the MSF's *Dirtbike School*SM. He has been an MSF *Dirtbike School* Coach since March 2001. Rob was recently given the new position of California Motorcyclist Safety Program Project Manager.

At the age of five Rob fulfilled his inner call to ride on a Taco 20 minibike with a 3 hp Briggs & Stratton engine and a back brake that worked by a steel pedal rubbing the back tire. He participated in his first desert race (an enduro) at age seven.

Today Rob rides a 1999 Suzuki SV650, but recently put 5,500 miles on a Kawasaki ZZR1200 in five weeks, riding round-trip from California to Colorado and beyond. He averages 27,000 miles a year on motorcycles—partly the result of a 90-mile, round trip work commute. Rob's favorite place to be is on a motorcycle.

Ray Ochs

Ray Ochs was born in Akron, Ohio, grew up in St. Joseph, Missouri, and lived and rode most of his life in North Carolina and Kentucky. He was hired at the MSF in 2002 as the Director of Training Systems. Ray is the lead staff member within RETSDOT and is responsible for the development of curriculum for RETS.

At the age of 14, while riding pillion on the meandering parkways of St. Joseph on a gorgeous summer evening, Ray got hooked on motorcycles. His first motorcycle was a 1972 Honda 350 street scrambler that he spent lots of time riding along the Blue Ridge Parkway in Boone, North Carolina. Now Ray rides a red 1997 Honda Gold Wing. **SC**



New MSF Online Store to be Launched in November

THE MSF is proud to announce that a new online store will be launched November 1st. The store will include the following new features:

- No registration required for active RiderCoaches, RiderCoach Trainers, and Sponsors
- Improved navigation and search functions
- Easy log in and checkout with real-time shipping quotes
- Clean, modern look and feel
- Improved stability and speed

- Ability to update your MSF contact information

The design of the new online store is largely based on the feedback we received from the training field. We would like to thank everyone that submitted their input and we encourage all RiderCoaches, RiderCoach Trainers, Site Coordinators, administrators, and others to save time by ordering products online. It's fast, efficient, and available 24 hours a day. For more information, please contact Anneke Ward at anneke@msf-usa.org. **SC**



Dal Smilie Inducted into AMA Hall of Fame Museum



Dal Smilie will be inducted into the AMA's Hall of Fame Museum on October 9.

THE AMERICAN MOTORCYCLIST Association's Hall of Fame Museum will induct eleven riders and racers into the Hall on October 9. Many motorcycle legends and luminaries will attend the ceremonies which include an all-day outdoor motorcycle show on the Museum's campus in Pickerington, Ohio just east of Columbus. The MSF is proud to announce that Dal Smilie, a long-time motorcycle safety and rights advocate as well as the 1995 recipient of the MSF's Award of Excellence, is one of this year's inductees.

Smilie was instrumental in seeking legislation to start the Montana rider-funded program in 1989 and has been appointed by four different governors to serve as Chairman of the Montana Motorcycle Safety Advisory Committee. Smilie has

been a strong supporter of motorcycle safety on a national level (in part as a director of the AMA) and was the youngest (as well as the longest serving) member ever elected to the AMA Board. It is interesting to note that it was Smilie's motion that started the AMA museum in 1982 and that he served for 14 years as Chairman of the Museum Board.

The MSF extends an invitation to all MSF instructors and friends of safety to attend Smilie's induction and help him celebrate. It is not often one of our own is so honored and we hope to provide a good turn-out at the event. For more information on the museum and induction visit www.motorcyclmuseum.org or you can contact Dal Smilie at dsmilie@state.mt.us. **SC**

A Debrief on Debriefing (cont. from page 1)

additional comment. Finally, use the practice of Wait Time to give a student making a comment time to finish her response. According to published reports, the widespread practice is for teachers or trainers to interrupt or cut students off from completing their responses, especially when the student pauses beyond one-half second².

What happens when you give students time to think? Researchers have found that when an instructor increases the wait time from one second to three to seven seconds, all of these things increase:

- the length of student responses,
- the number of unsolicited responses,
- the frequency of student questions,
- the number of responses from less capable students,
- student-student interactions,
- the incidence of speculative responses.

Consider implementing this concept by counting silently after you ask a question or after a student gives a response to your question.

Simulated Practice

Some readers may be thinking "If I used all of these ideas, we'd be on the range for a week straight." Yes, you would, but using just a few of these ideas may actually save time. Taking the time to phrase questions skillfully will focus your debriefing discussions on the exercise-specific objective and will limit those counter-productive off-the-topic comments. Using probes effectively will encourage the students to give examples, thus increasing the involvement level and the creativity

Questioning Strategies that Provoke High-Level Thinking

1. Require students to manipulate prior information by asking questions such as:
 - "Why do you suppose...?"
 - "What can you conclude from your experiences?"
2. Ask students to state an idea or definition in their own words.
3. Ask questions that require the solution to a problem:
 - "What would you do if..."
4. Involve students in observing and describing an event or object by asking questions such as:
 - "What do you notice here?"
 - "Tell me about..."
 - "How did you improve?"
5. Ask students to compare two or more objects, statements, illustrations, or demonstrations and identify similarities or differences between them:
 - "How is countersteering similar to swerving?"
6. Allow a minimum of three seconds of wait time after asking a question *and* after receiving a response from one student.
7. Balance responses from volunteering and non-volunteering students:
 - "Jack, how does Nevin's comment compare to what you observed?"
8. Probe student responses to have them clarify ideas, support a point of view, or extend their thinking:
 - "How?"
 - "In what way?"
 - "Tell me more about that."
 - "What observations or experiences are your comments based on?"

level of the group. Increasing your Wait Time will result in increased responses and more questions from students, especially the less capable students. Consider how much efficiency you could realize if you felt confident that course participants were asking all of the questions that addressed their needs.

Let's reconsider how the debrief session might have progressed had our RiderCoach used a couple of these questioning techniques.

Probe 1 The RiderCoach could have used a probe to explore the one-word answers:

- "What made it feel great/fine?"
- "What did you experience that led to that conclusion?"

Probe 2 The RiderCoach could have asked a different student to comment:

- "Anyone else? Sharon, how did your experience compare to Andre's?"

Think Time The RiderCoach would have given adequate time for the students to think before launching into a pre-emptive explanation or another quick question.

Consider the technique: Open—Wait—Probe—Wait. You've seen the demo. Now learn by doing! **SC**

Resources 1. Rowe, M. B. (1974). Wait Time and rewards as instructional variables, their influence on fate control: Part one—wait time. *Journal of Research in Science Teaching*, 11(2), 81–94.

2. Stahl, R. J. (1994). Using "Think-Time" and "Wait-Time" skillfully in the classroom. ERIC Clearinghouse for Social Studies/Social Science Education, ED370885



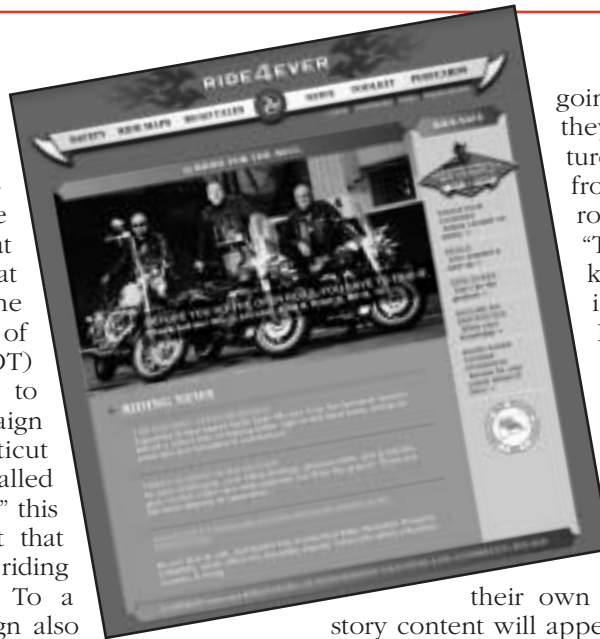
Connecticut's Interactive Website: A Review

IN 2002, 40 PERCENT of all motorcyclist fatalities in Connecticut involved alcohol, 77 percent of those killed were not wearing protective gear, and 34 percent were not properly licensed. Realizing that something had to be done to combat this alarming situation, the Connecticut Department of Transportation's (CONN DOT) Division of Highway Safety got to work and came up with a campaign designed to educate Connecticut motorcyclists on safe riding. Called "Open the Throttle, Not the Bottle," this program attempts mainly to alert that state's riders to the dangers of riding under the influence of alcohol. To a slightly lesser degree, the campaign also seeks to teach the importance of wearing the correct protective gear when riding, as well as the need for a thorough education on how to ride a motorcycle.

Last January, at the Annual Northeast Motorcycle Expo in Hartford, the Highway Safety folks unveiled their latest tool in this campaign, the website www.ride4ever.org. Filled with photography, facts, stories, maps, and even an interactive section where web surfers can test their safety knowledge in a quiz and 'ride' under the influence of alcohol, this extensive site is a one-stop shop for Connecticut riders.

Aside from all the Connecticut-specific information—most of which pertains to that state's rider education program—the [ride4ever](http://ride4ever.org) site is pretty useful for motorcyclists in other states as well. The site offers survival tips from—and a link to—the National Highway Traffic Safety Administration (NHTSA), as well as longer articles on riding better and safer from people like California Superbike School's Keith Code and Pat Hahn, author of *Ride Hard, Ride Smart*. Naturally, there are links to all of the major motorcycle manufacturers, as well as to national rider organizations such as the American Motorcyclist Association.

Connecticut's online safety mavens realize that a site with all educational content and no entertainment is hardly



going to attract a lot of hits. As a result, they have included a section that features personal road stories by riders from all over. There is the fellow who rode—on a Harley-Davidson named "Timba" after Tarzan's elephant sidekick—an Iron Butt-type 1,000 miles in 24 hours through all the New England states. And then there is the fellow who recounts a ride taken almost 40 years ago in the Spanish countryside. As befits a site promoting safety, most of these tales—but not all—have a certain 'Aesop's fables' moral to them. But, with an area set aside for interested storytellers to submit

their own tales, perhaps a greater variety of story content will appear over time.

By far the most entertaining, and perhaps educational, section of the site is the interactive "ToolKit" with its quiz and, more particularly, the "Riding Factor" feature. As for the "Riding Factor" feature, the only thing that item needs is corners. After allowing the 'rider' to choose varying degrees of road conditions, weather, skill levels, and intoxication, the feature sends the user down the interactive road. Via the up, down, right, and left arrows on the keyboard, the user gets to negotiate a two-lane road with oncoming traffic. (This reviewer lasted about 50 feet at 25 mph, after two glasses of 'wine' before smacking head on into a van. But she was laughing pretty hard at the time.)

Plainly, a lot of thought went into this site, and CONN DOT is to be commended for creating it and the parent campaign. Still obviously in its infancy, hopefully ride4ever.org will grow over the years into a site that enjoys a lot of hits and participation from both Connecticut motorcyclists and riders from other states. But most of all, one hopes that this site and campaign are effective and the Connecticut motorcyclist fatality rates take a precipitous drop. Because then, maybe, other state governments will sit up, take notice, and look towards creating similar campaigns to keep their two-wheeled citizens safe on the road. **SC**



Who Is Following You?

From the MSF ListServ

A COUPLE OF weeks ago I was on my way to teach a BRC. I was a bit behind schedule and was tempted to pick up the pace, but I resisted the temptation and rode at or (slightly) below the speed limit. Of course I was also wearing my full protective gear, as I always do every time I ride on a public road.

A pickup truck was following me at a respectful distance. Each time I took a turn, so did the truck. It was a bit odd, but

I figured we had the same general destination in common.

The truck followed me all the way to the range and parked next to me. It turned out the driver and passenger were both coming to the class. I'm happy to say they got a good demonstration of how an accomplished rider should ride in the real world. I've often thought about the possibility of this happening to me while riding to or from class. Now it has happened. —Will Safford, Troy, NY



2004 Call for Nominations

2004 Motorcycle Safety Foundation Award Nomination

Name of Nominee
Title
Company/Program
Street Address
City, State, Zip
Telephone
Email Address

Your Name
Company/Program Name
Street Address
City, State, Zip
Telephone
Email Address

List the category and answer all the questions listed in the *Call for Nominations 2004* on www.msf-usa.org (click on MSF News).

Submit photographs, publications, and/or products you think will assist the judges in making a decision. Supporting documentation will not be returned.

ONCE AGAIN IT'S time to recognize all the individuals, agencies, organizations, programs, publications, and dealers who have made outstanding contributions to motorcycle safety. Nominations for the 2004 Motorcycle Safety Foundation awards must be received by the MSF no later than Monday, November 15, 2004. When submitting a nomination, please include all of the information as shown on the sample nomination form (right). A nominee can be an individual (including yourself), agency, organization, or program as applicable.

Award of Excellence

Our top honor is given in recognition of an individual's continuing, outstanding contribution to motorcycle safety.

Outstanding State Program

This award is given to programs whose efforts have significantly impacted motorcycle safety. Awards are grouped by the amount of funding each program receives: Category I (up to \$100,000); Category II (\$100,000 to \$499,000); Category III (\$500,000 to \$999,000); Category IV (\$1 million and more). Two awards per category are available.

Outstanding RiderCoach Trainer/DBS Coach Trainer

Nominee must be certified a minimum of two years and recertified at least once.

Outstanding RiderCoach/DBS Coach

Nominee must be certified a minimum of three years and recertified at least once. A maximum of 65 awards to be given; one per state, province, and military branch.

Outstanding Community Training Sponsor

Given to a community program within a state.

Outstanding Dealer/Retailer

Outstanding State Licensing Program

Outstanding Licensing Examiner

Outstanding Military Branch

Outstanding Military Base

Total of five awards; one per military branch.

RiderCourse Promotion Award

Outstanding Motorcycle Safety Support

This award is given to an individual, organization, or company (other than a motorcycle dealership) who has supported motorcycle safety.

Outstanding Motorcycle Club or Event

This award is given to an outstanding club or event that has contributed to the cause of motorcycle safety over the year.

Outstanding Media or Entertainment Award

This award can be given to an individual, organization, or company.

Outstanding Enthusiast Press Award

How has this motorcycle magazine supported safe riding practices through specific articles and copy in general?

Award recipients will be selected based on all the questions listed under the nomination category found at www.msf-usa.org (click on MSF News). You are only allowed to choose one nomination category for each nominee. If the judges believe a nominee would be better suited for another category, your nomination will automatically be switched.

If you work within a state-legislated program or in the military, you must receive the endorsement of your State or Military Coordinator before submitting the nomination and include it with your nomination.

If you have any questions about the awards, contact Brigitte Zamanian (949.727.3227, Ext. 3018 or bzamanian@msf-usa.org). Dirtbike School questions should be directed to Rob Gladden (949.727.3227, Ext. 3036 or rgladden@msf-usa.org). **SC**

Show Your Appreciation—Submit A Nomination

Motorcycle safety is obviously an important part of your life. The annual MSF awards are your chance to honor a special individual (even yourself!), agency, organization, or program that enhances motorcycle safety.

Nominations for the 2004 MSF Awards are due by November 15, 2004.



Government Relations

ALMOST EVERY STATE legislature has adjourned its 2004 session, so the political excitement for the near term will be focused on the upcoming elections. When the legislatures return for the most part in January 2005, all except New Jersey and Virginia will have been through an election cycle and the faces of state legislatures may have changed considerably.

In reviewing state legislative activity in 2004, fortunately no states proposed elimination of rider education programs (as had been the case in 2003), but funding issues continue to necessitate vigilance.

The predominant theme in state motorcycle safety-related legislative initiatives in 2004 was the incorporation of motorcycle safety awareness in driver education programs, with three states having enacted such laws. Motorist awareness of motorcyclists was an urgent recommendation in the National Agenda for Motorcycle Safety and the MSF continues to support such state legislation.

In addition to Washington's new law (see *Safe Cycling*, Spring 2004), Louisiana and Massachusetts recently passed laws as well.

Louisiana

House Bill 570 (effective August 15, 2004) requires driver education and training programs to include information on sharing the road with motorcycles and tractor/trailer trucks, as well as requiring the knowledge test for a driver's license to include the applicant's knowledge of sharing the road with motorcycles.

Massachusetts

Legislation was enacted requiring driver education courses to include a motorcycle awareness program module, as approved by the MSF, to ensure new motor vehicle operators have some knowledge and awareness of motorcycles on roadways for motorcyclists' safety. The law also requires licenses for businesses engaged in driver education to include the motorcycle awareness program module in their course of instruction. This law went into effect on September 8, 2004.

Federal News

Congress has spent the year temporarily extending The Transportation Equity Act for the 21st Century (TEA-21),

which funds the nation's highway programs. The six-year spending law originally expired on September 30, 2003 and required reauthorization. To date, Congress has extended the Act four times, most recently until September 30, 2004. Whether agreement can be reached on a new Act prior to Congress adjourning for the election, or whether yet another extension will be passed is anyone's guess. What we do know at this point is that both the House and Senate have passed their own versions of the legislation, both containing motorcycle safety provisions.

House Bill 3550 includes provisions that establish a Motorcyclist Advisory Council to coordinate with and advise the Federal Highway Administration on infrastructure issues and provide grants to states based on implementation of programs to reduce motorcycle crashes. Also included is a provision directing the Department of Transportation to conduct a study of the causes of motorcycle crashes and submit a report to Congress within three years. Senate Bill 1072 authorizes \$1.5 million in grants in Fiscal Years 2004 and 2005 for an in-depth motorcycle crash causation study.

The MSF supports federal funding of a comprehensive motorcycle crash causation study, another urgent recommendation contained in the National Agenda for Motorcycle Safety. The only such study ever undertaken in the United States, "Motorcycle Accident Cause Factors and Identification of Countermeasures," was published in 1981 and is based on data collected beginning in 1976. This research study, commonly known as the "Hurt Report," was funded by NHTSA.

The Hurt Report has been vital both in the United States and internationally in the development of motorcycle safety programs, including education, training, and other countermeasures. While now more than 20 years old, this study and the methodology model it created remains the international benchmark of motorcycle crash research. However, many components of the motorcycling and traffic environments have changed dramatically in the past two decades. New in-depth study and analysis of motorcycle crash causation could enable further significant gains in motorcycle safety by providing a better understanding of which safety countermeasures have been effective and what new countermeasures may be necessary to reduce future crashes and injuries. An updated in-depth crash investigation study is the only way to identify current crash causation factors. **SC**

first IMPRESSIONS count

Your fellow riders are relying on you to be an ambassador for the sport of motorcycling. Take the high road by riding responsibly, obeying traffic laws and keeping the sound of your bike to a reasonable level.

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(800) 446-9227
www.msf-usa.org

PIPE DOWN

Not everyone enjoys the sound of loud pipes. Be considerate of others, especially in quiet neighborhoods and at night. Then we can hear all the good things people say about the sport.

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New Hire

THE MSF is pleased to announce that Allison Tyra has joined the MSF as a Research Associate. Tyra, a dedicated motorcycle enthusiast, comes to the MSF with a strong background in research design, data collection, and analyses in the areas of psychological and sociological studies. She will report to Dr. Sherry Williams, MSF Director of Quality Assurance and Research.

Tyra's primary responsibility will be working with the National Highway Traffic Safety Administration on the Rider Education and Training System (RETS) Discovery Project (a landmark



Allison Tyra, Research Associate

three-year project that will study crash avoidance skills among three groups of participants). She will also assist in tracking quality assurance issues by conducting research projects.

Tyra is currently finishing her thesis project for an M.A. in Experimental Psychology at California State University in San Marcos, California. She is also a co-owner of DECART Motorcycle Training, an authorized California Motorcyclist Safety Program training site. Tyra is skillfully managing the legendary southern California traffic by commuting to Irvine periodically on her

Suzuki LS650. **SC**

The MSF ListServ (cont. from page 2)

difference. The students really pick up on small things like that and it can jack up their test anxiety. —Louis Caplan

Another thread lead us to discuss why Evaluation 2 says to swerve right. Is it about good street strategy (i.e., go with the flow of traffic, look for an out behind the vehicle, etc.) or is it simply good range management? Will Stafford thinks it is about range management: "The students are instructed to swerve right to stay farther away from the other students lining up for the braking evaluation. I view it as a range management issue."

Okay, if it is range management, then why do the students swerve to the left in the ERC Suite? I have no idea, but it makes me want to ask questions. Inquisitive minds want to know.

BRC Philosophy

As RiderCoaches we have two basic philosophies that we

can follow when it comes to teaching or coaching (yes, we even debate the difference between a teacher and a coach). There are those of us who believe that the answers are in the book. Read the cards and the RiderCoach guide and all your questions will be answered. Then there are those of us who think the answers are nebulous at best, and that dissecting, debating, and digesting the issues will help us find the answers.

Sometimes we go off on tangents on the ListServ and sometimes tempers flare a bit, but cooler heads always prevail. We all think we have the right answers, but when we sit back and contemplate the discussion, we find that we can also learn from others. How about you? Care to join us?

See page 5 for The Best of ListServ "Live" and for directions on signing up. —Ed.