



When A Student Fails

STUDENTS WHO FAIL or are counseled out by a RiderCoach are more likely to take the time to write or call the MSF with a complaint. Does that mean we should ignore these comments or pass them off as just “disgruntled complainers?”

During a review of positive comments from students at a recent MSF Learning Center, one RiderCoach remarked, “Get to the bad ones. That’s where I learn the most.”

When a student has failed the BRC Skill Evaluation or been counseled out by a RiderCoach, the student may feel heartbroken, discouraged, humiliated, or cheated. Completing the course may have represented a long-held dream. And for many course participants, the tuition fee represents a significant investment of time, time off from work, and money.

From a student’s perspective, their comments reflect their disappointment, their concern about perceived bias, and their feelings of humiliation and even degradation. Table 1 shows some examples.

In a search of the MSF curriculum listserv archive, the issue of counseling out and failing students has been discussed numerous times, as far back as 2002 and as recently as this summer.

RiderCoaches who have discussed this issue on the listserv have agreed on several important points:

- Counseling out should never be a surprise.
- Always relate your actions or recommendations to the student’s progress in comparison to the objectives of the exercise.
- Give the student extra time and attempt to remediate



Counseling out should never be a surprise to the student.

their deficiencies before moving toward counseling out.

- Be direct and succinct and, at the same time, sensitive to the student’s feelings.
- Don’t be too quick to counsel someone out; but, always act in the best interest of the student and other students.
- Have the discussion privately, away from earshot of the rest of the class.

Here are some pearls of wisdom from RiderCoaches:

“It’s vitally important that counseling out not come as a surprise to the student. By the time both RiderCoaches are in agreement that the student needs to leave that particular class, the student should have already known he/she was having a problem(s).”

—Joe Kilpatrick, West Tennessee

Table 1: Examples of Negative Comments from Students

“I left the course very discouraged and actually wanted to just flat give up on learning how to ride because of my experience.”

“I was told we can no longer stop to help you, you’ll have to figure it out on your own.”

“At the end of the day, I was asked in front of the whole group not to come back.”

“I felt cheated and also puzzled because even though I had ridden very slowly I didn’t fall and no one seemed to try to help me. Two other riders fell that day but they were able to come back.”

“[RC name] made several comments about older women not being able to complete the class—that they were unsafe and unable to learn. [RC] stated that I was dismissed from the class because I was too slow and was unsafe. My total time on the bike was about 20 minutes!”

“What was really frustrating is that the RiderCoach made me feel like it was all me and that his teaching ability and attitude couldn’t have been the problem.”

“Rarely do we tell a student outright that it’s time to leave a course; usually, the student figures it out for himself, or I can steer him in that direction. When I have to tell them, I’ll spend a few minutes discussing it if needed, but do my best not to make it a protracted discussion—after all, I’m still teaching a course, so other students are waiting.” —Will Safford, Troy, NY

“I try to project a great desire on my part for them to return in the beginning of a new class. When the time comes, I walk up to the student and say four things. By that time they have already heard one or two of them:

- In the classroom we discussed how each of the range exercises

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Site Management and Administration

THE NEXT TIME you ride to your site for a day of range activities, take a few minutes to adjust your perceptual orientation and look at the whole picture of the training event from a different perspective. How does what you are seeing look to the students as they arrive, eager to learn the physical skills of motorcycle operation.

Is the paint on the storage container you painted two years ago still as bright and clean as it was right after it was painted? Could it use a little touch up, just to make the arrival more welcoming to new students? Have you cleaned the chain lube off the rear wheels from the last time you had a maintenance day? If so, you are looking pretty good.

Take a look at the surface, the surrounding grass, sidewalks, and shrubs leading up to your site. Are these aesthetic items trimmed, have the shopping bags been removed from under the trees, and are the leaves picked up and have the leaves on the range itself been swept up and removed?

Does the surrounding area provide a very pleasant and serene backdrop for the learning that is about to occur at your site this morning?

What do your customers see as they arrive? Are they made

to feel like they are the focus of your operation? Without your customers, where is your business and what is the message they will share with their friends when they leave?

What do you anticipate as a customer in a new venture? First impressions have long-lasting effects. **SC**

How You Act and How You Live —*Author Unknown*

The eye's a better student and more willing than the ear;

Fine counsel is confusing, but example's always clear;

And the best of all the teachers are those who live their creeds,

For to see the good in action is what everybody needs.

I can soon learn how to do it if you'll let me see it done;

I can watch your hands in action, but your tongue too fast may run;

And the lectures you deliver may be very wise and true,

But I'd rather get my lesson by observing what you do.

For I may not understand you and the high advice you give,

But there's no misunderstanding how you act and how you live.

MSF ScooterSchool 1

RIDERCOACHES ARE INVITED to attend a 1.5-day ScooterCoach certification update (scheduled on an as-needed basis) offered by the MSF. *ScooterSchool 1* (SS1) is a four-hour riding familiarization course.

Some of the elements required to have a *ScooterSchool* RiderCoach Update scheduled near you include:

- RERP site that wishes to offer *ScooterSchool 1*
- From six to ten RiderCoaches who would like to

become MSF-certified ScooterCoaches

- At least six scooters under 200cc (may be loaned or owned scooters)
- At least six novice scooterists to participate in the student teaching portion of the update

If you are interested, please contact Aubrey Day in Training Systems at aday@msf-usa.org. Be sure to check out the SS1 FAQs on the RETSORG Library page for more information. **SC**

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Volume 25, Number 2, Summer 2005

Safe Cycling (ISSN 1051-0613) is published by the Motorcycle Safety Foundation, 2 Jenner Street, Suite 150, Irvine, CA 92618-3806. Copyright © 2005 Motorcycle Safety Foundation.

The MSF is sponsored by the U.S. manufacturers and distributors of BMW, Ducati, Harley-Davidson, Honda, Kawasaki, KTM, Piaggio/Vespa, Suzuki, Victory, and Yamaha motorcycles.

The information contained in this publication is offered for the benefit of those who are MSF-certified RiderCoaches, RiderCoach Trainers, Site Administrators, 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 direct corrections regarding this issue of *Safe Cycling* or changes in your address to the MSF.



IN AUGUST OF 2004, the MSF heard from two former Texas residents who had completed the MSF Basic *RiderCourse*SM (BRC) and then moved to another state. While their motorcycle license was accepted by their new state's DMV, the state's office of their insurance company wanted to see a BRC Completion card in order to verify their motorcycle insurance rate reduction. But they had a problem—the Texas motorcycle safety program did not give them a BRC Completion Card. Texas gave students who passed the BRC a Texas completion card that was accepted by all the Texas DMV's. To solve the immediate issue, the MSF verified with Texas that the two customers had completed the BRC and issued BRC completion cards from the Irvine office. But the story didn't end there.

Ray Ochs and Sherry Williams attended the Texas state conference in October of that same year and brought the issue to the floor. Could Texas provide students with both the BRC Completion Card (a requirement included in any new RERP agreement) and the Texas Completion Card?

Would RiderCoaches be willing to provide both cards to successful students? The answer was "Sure!" But, they also wondered if the MSF could make it easier for them.

MSF staff working together with Clif Burdette, Coordinator, DPS Motorcycle Safety Unit, came up with a plan and a design for a two-sided completion card. One side has the required Texas Completion Card and the other has a special version of the BRC Completion card. The MSF design was incorporated into the three-part NCR form produced



by TX DPS. The new language

on the "MSF side" noted that the Texas

course titled 'Basic Motorcycle Operator Training Course' is "the same as the 'MSF Basic *RiderCourse*' curriculum."

In July 2005 we received card numbers three and four from the first printing of the combination Texas/MSF Completion Card with a thank you letter from Mr. Burdette which said, "Today is a red letter day in our book. Please accept my sincere thanks to you for seeing this project through."

With two teams working in the same direction, you never know where things will lead. **SC**

When A Student Fails (cont. from page 1)

is a building block and each must be successfully completed before moving on, it is only going to get harder from this point.

- Remember in the classroom when we talked about excessive fear and what it leads to?
- You have now not only become a hazard to yourself but to others.
- Everyone learns at a different pace. Don't you think that maybe you would benefit by starting over?" —Ginny Caldwell, Pennsylvania

"It's all about the approach. One could simply say that 'you are not meeting the objective and I must ask you to leave' or you could talk to the person and help him or her come to an understanding of the problem, insomuch as they realize that it's time to go. That way, they decide, not you." —Vic "Doc" Moss, Nevada

"If we coached in a manner that encouraged every nervous/unsure student to leave we would have about 1/4 of the graduates. If we coached in a manner that encouraged unsafe students to continue, we would be out of business. Our job is to make quality decisions about risk." —Greg Campbell, California

"With the student who is taking so long to learn each skill that they inordinately hold up the entire class, I usually say something to the effect of, 'Some people are just not meant to ride. You're not one of those, but you need a little more time than the class allows. Call the office to take a private lesson or two in which we can focus on just you, and then they'll put you back into a class.'" —Marc "Merlin" Mauss, New York

"Remember the 3:11 factor: If a student has a pleasant experience, [even though counseled out] they'll tell three people and if the experience was bad, they'll tell eleven. Most training sites cannot stand that kind of publicity." —Clif Burdette, Texas

If the counseling out is done calmly, clearly, with sensitivity, and in a way that shows respect for the student's disappointment, you'll be more likely to get a comment such as this one received by MSF from a student who had failed the skill evaluation:

"Wonderful instructors. Failed the performance test, not by much, but still failed. The instructors spoke to me and convinced me to retake the course and I appreciate them doing this, as I feel I was not ready to hit the road. I hope the next instructors are as good as these." **SC**



Best Practices

THE MSF WOULD like to encourage all RiderCoaches, RiderCoach Trainers, *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 Ohio RiderCoach James Wiblin for *Remembering Students' Names* and Iowa RiderCoach Charlotte Siebert for *Methods for Explanation of Unsuccessful Skill Evaluation*.

Remembering Students' Names

An easy way to save class time and help RiderCoaches remember students' names is by using re-usable plastic name tag holders that hang around the students' necks. Get the class list early and print out their names using large type (36 point Arial works well on 1" x 3" name tags). Attach colored dots to the plastic holders for the first group exercise. For example, for four groups of three, use three red dots, three blue, three green, etc. Students can easily move to the first group by identifying the table tent card with a matching dot, and they are ready for their first group assignment. This method saves time organizing into groups and reduces confusion at the beginning of class. Students like the name tags

because they don't have to punch holes in their clothing or constantly replace sticky tags.

Collect the tags at the end of class and re-use them the next day. As a RiderCoach, these tags help me associate names with faces and makes it easy to greet students at the beginning of each class. Using this system it's also easy to tell who hasn't arrived yet.

Methods for Explanation of Unsuccessful Skill Evaluation

Most students who accumulate too many points on the Skills Evaluation are aware of it before you counsel them. For the few student riders for whom this comes as a shock, encourage student riders to focus attention on themselves. After all, the RiderCoach doesn't choose to fail the student.

Some students question "why" or offer excuses. The reason for an unsuccessful score may be lack of speed, not looking far enough ahead, or incorrect manipulation of controls. Point out to the student that risk awareness, risk acceptance, and risk management was discussed during Unit 2. The student is aware of the risk of motorcycling but has not fully accepted the risk and is not sure of his comfort level with accepting the risk. Because of his concern in accepting risk, he has not mastered the skills to manage risk.

While he may not like the outcome of the evaluation, this will give him something to think about. It will allow him to see that the result was in his hands—the RiderCoach only *reports* on his performance. It is difficult for people who are excited about learning to ride to face the disappointment of an unsuccessful completion, but it would be better to see them back again next week after thinking about the risk and retaking the class than it would to read about them in the paper. **SC**



New Training Site Locations at www.msf-usa.org

THE MSF HAS updated the public *RiderCourse* Training Location page for each state. Simply go to www.msf-usa.org and click your state on the map to view your state's page.

The site locations page now displays contact information for all active sites listed in the MSF database, sortable by zip, county, and city. The person responsible for your training site(s) can update your site contact information by following these instructions:

1. Go to www.retsorg.org.
2. Log into site using RERP number.
3. If you are a first-time user, enter RERP number into both spaces provided ("user name" and "password"), change password, and click "home" to enter website.
4. Click on "Profile" (located on the toolbar).
5. Update business contacts as needed and provide an email address the MSF can use to contact you (this email address will not be published on MSF website).
6. If desired, provide website address for public use.

7. Hit "save" when done updating information and scroll down to your site listing. Click the magnifying glass icon to open site information window.
8. Put desired name of business in the "alias" area and provide a site phone number you would like students to call to enroll in a class and, if desired, a site email address you would like students to use to contact you directly.* Hit "save."
9. Check your state's page on www.msf-usa.org (remember to refresh page to allow for new data).

If you have any questions or need technical assistance, please contact Don Ankrom at dankrom@msf-usa.org. **SC**

**This information will be published on www.msf-usa.org for public use. Additionally, the site phone number will be given to potential customers when they call the national toll-free number 800.446.9227. If you have a duplicate site listed, you may want to remove one from the MSF website by unchecking the "show on MSF website" box.*



MSF Staff Updates

DEAN THOMPSON, A longtime industry advertising and communications executive and two-wheel enthusiast, is the new director of communications for the MSF. Thompson is responsible for promoting the MSF's key safety messages through media relations efforts and public information programs, and for communicating the organization's positions on matters of motorcyclists' safety. Thompson will oversee the strategic development and production of print and video materials that support these efforts.



Dean Thompson

For more than 20 years, Thompson worked on the American Honda account at Dailey & Associates Advertising in southern California, most recently as Senior Vice President, Group Management Supervisor. In addition to oversight of Honda's motorcycle, ATV, and watercraft marketing communications, Thompson had management responsibility for the ConocoPhillips gasoline and Circle K convenience stores brands as well. For Honda, he supervised the development of many safety-related motorcycle communication efforts and helped represent the ATV manufacturers before the Consumer Product Safety Commission and the U.S. Department of Justice.

In addition to significant industry experience, plus a masters in business administration from the University of Southern California, Thompson brings with him the background of a lifetime of motorcycle riding. As a former local motocross racer, he knows the joys of wrenching and riding in competition, and shares a passion for motorcycling that is common within the industry.

Thompson says, "I'm excited to continue working with many in the industry whom I've known for years to help keep motorcycling and motorcycle training efforts moving forward. With America's growing interest in riding, effective communication about the MSF and motorcycle safety is more important than ever."

The MSF is pleased to announce that **Cathy Rimm** has joined the MSF national staff as a quality assurance specialist. In this role, she will help develop and manage a system that provides oversight and assistance to the nationwide network of MSF-recognized training sites and ensures adherence to agreed upon national criteria for excellence.



Cathy Rimm

Originally from New York State, Rimm and her family moved to Maine in 1972 where she was co-owner of Young's Shellfish Co, Inc. for 20 years. There she gained experience in managing staff, working with regulatory agencies, customer service, and general business management practices. She also was responsible for creating and implementing a quality control plan for the company's many seafood products.

During the summer of 1994, she completed the MSF MRC:RSS and began working as a volunteer range aide that same season. She became an Instructor in June of 1999 and

that September was elected as Vice President of Safety and Education for United Bikers of Maine, managing its mobile Rider Education program. In August 2000, Rimm became Program Director for Motorcycle Rider Education of Maine, Inc. where she handled site management, student enrollments, scheduling classes, management of general office operations, and maintained a strong working relationship with Maine's Dept of Motor Vehicles. In September 2003, she became a RiderCoach Trainer. She is a member of the Maine Driver Education Association and the Maine Transportation Safety Coalition.

We welcome Rimm, who says, "I am looking forward to riding my Speed Triple year round without hooking up the electric gear to stay warm!"

Mark Reese has joined the Training Systems Department of the MSF as Instructional Course Designer. Reese comes to the MSF with over 20 years experience working for American Suzuki Motor Corporation. A 1977 graduate of the University of Northern Colorado, Reese began his career with Vespa of America working in Service, Parts and Warranty Departments before joining Suzuki in 1983. While at Suzuki, he worked in the Technical Service Department as a technical writer and assisted with training programs for Suzuki Field Service Representatives and dealership technicians.



Mark Reese

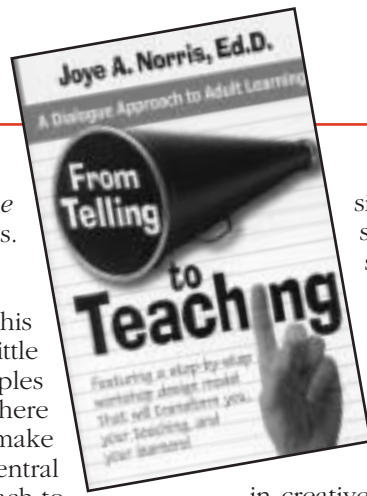
Reese was also a technical liaison to Suzuki's marketing, advertising, and PR departments, providing detailed product information for various advertising and sales programs as well as technical briefings to the motorcycle press. This led to the position of Press Relations Manager, which he held for the past eight years, working directly with a wide range of enthusiast and mainstream media.

Reese will be assisting Training Systems Director, Dr. Ray Ochs, with special course development for the Foundation's Rider Education and Training System, which includes curricular products for current and prospective motorcyclists. He also will serve as MSF's representative regarding motorcyclist licensing and testing, working closely with the American Association of Motor Vehicle Administrators (AAMVA) and state departments of motor vehicles. Reese has been riding for 28 years including club-level road racing, off-road and dual-purpose riding. Having owned a dual-purpose bike and a variety of sportbikes, he most recently acquired a Suzuki V-Strom for commuting on Southern California freeways and to work at the MSF office in Irvine.

The MSF is pleased to announce that **Patti Higgins** has joined the MSF as *DirtBike School* Operations Administrator. Higgins' primary area of responsibility will be to help develop and build the *DirtBike School* Retailer Operated Courses program (DBSROC) nationwide. She will also be the primary contact for DBS and DBSROC Coaches.

Higgins is an experienced motorcycle industry professional who has over 25 years in motorcycle retail business. She has owned and managed an off-road motorcycle dealership in the southeast and assisted in the development in her

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From Telling to Teaching: A Dialogue Approach to Adult Learning by Joye A. Norris. (2003); \$15.95; www.learningbydialogue.com

THE QUOTE HIGHLIGHTED in the center of this page tips you off as to the gist of this little gem of a book. Lots of important principles of quality teaching leap off the pages, and there are dozens of practical tips about how to make learning more meaningful. Even though a central theme of this book is to use a dialogue approach to teaching, there is much to gain from perusing the tips and practices employed for learner-centered approaches in a variety of settings.

The dialogue approach means to avoid talking at your learners—engage learners in all sorts of meaningful activities: “...The air will be filled with open questions and responses among learners, thoughts will be set in motion by words, through conversation and wondering, adult learners will decide for themselves the meaning of new information and its importance to them.”

One of the more interesting features of this book is the frequent use of references and quotations from other authors who have espoused the value of moving beyond the traditional forms of teaching and learning situations. These include Jane Vella, author of *Learning to Listen, Learning to Teach*; Andy Bryner and Dawna Markova, authors of *The Unused Intelligence*; Eric Jensen, author of *Brain-Based Learning*; David Meier, author of *Accelerated Learning Handbook*; and Parker Palmer, author of *Courage to Teach*.

From Telling to Teaching is divided into three parts: Part 1 lays the foundation for teaching instead of telling; Part 2 provides tips and practices for a good lesson design; Part 3 provides resources for expanding your knowledge about ways to improve the teaching/learning process.

While acknowledging the three common learning modalities of visual, auditory, and kinesthetic, Norris stresses to find as many ways as possible for learners to “show you how smart they are.” A way to achieve this is to incorporate as much variety as possible, such as using round table seating, making sure students can see you, using graphic organizers and visuals, having participants get up and out of their seats occasionally, and getting something in the learners’ hands.

Norris suggests that the meaning of “dialogue” is “words between us,” and that “facilitate” is “to make easy.” So to facilitate is to make those words between us easy. She likes to put people into partnerships because of three primary benefits:

1. They get to know each other
2. They can test out their ideas with a small group
3. They are motivated by the energy in the room.

Norris also introduces three facilitation skills which empha-

size the use of wait time after asking a question, stress the value of thanking the first people who speak up, and note the need to make good transitions to ensure important content is learned.

Much has been written about learner-centered instruction, but still it is often difficult to define or explain. As an experienced RiderCoach surely you have discovered the value of using accelerated learning experiences that have engaged your novice riders

in creative activities. Once the value is experienced, it’s difficult to go back to the stale lecture-type practices of yesteryear. The author thinks that teachers tend not to use a learner-centered approach because

“Teaching by telling requires less preparation.” RiderCoaches know that instruction may look easy, but the quality of the results is determined by dedicated time devoted to preparation.

Preparation has always been a key component for quality learning. It takes more than being a motorcyclist and completing a certification course. Preparation means to set up an appropriate environment, consider the nature of the class (that could be completely different than a previous one), consider how to incorporate current safety events or local information into the discussions, consider what your style of communication is and what methods work best for you and your students, etc. While the *RiderCoach Guide* provides the basic template of using 126

study questions in small groups, it also opens the door for more creative approaches. What has become known by some as the EZ-3 of BRC classroom instruction is found on page 28 under ‘Coaching in the Classroom’ in the *RiderCoach Guide*, which paraphrased is:

1. Set up the lesson or content area.
2. Use creative activities to achieve the objectives. (Creative juices can flow here.)
3. Provide the capstone activity by using a training aid

From Telling to Teaching is sure to reinforce your belief and affirm your experiences of the learner-centered approach in the BRC and other MSF curricular products. It may just stretch your thinking to use some of the Best Practices other RiderCoaches have found valuable, and even nudge you to try some new ones of your own. As long as your students know you are sincerely interested in their learning and their safety, and you follow the content provided in the *RiderCoach Guide* materials and *Rider Handbook*, you are certain to feel the excitement that Norris talks about as she displays her passion on these pages and provides her ideas of a quality learning experience. *From Telling to Teaching* backs up ideas and suggestions with solid research. This is a powerful accomplishment for such a small book. **SC**

An MSF thank you goes to Washington RiderCoach Dave Wendell for suggesting a review of this book.



RiderCoach Recertification Instructions Posted

THE RETSORG News page now features the RiderCoach Recertification Instructions that will be attached to all recertification notices going forward. RiderCoaches must recertify with the MSF every two years and keep their contact information (including email addresses) current in RETSORG. Please note that State Coordinators are copied on RiderCoach Recertification confirmation emails for RiderCoaches that train in their states and that the recertification data a RiderCoach submits is always accessible to State Coordinators and RERPs. It is important that RiderCoaches provide accurate information.

The MSF will send you an email and regular mail notification 90 days before your certification is due to expire. When you receive this email, please do the following:

1. Gather your training information (RERP numbers and contact information for training sites, training dates, classes taught, and completion dates for your MSF learning activity and curriculum-related update).

2. Log into www.retsorg.org. (If you are a first-time user, please follow the instructions on the login page.)
3. After you have logged in, click "Profile" (located on the toolbar) and make sure all of your contact information is current and correct. Be sure to include an email address so you can receive the confirmation email. If you teach in more than one state, check the additional state(s) you teach in other than the state of your primary residence.
4. Select "save" to save the data on your profile page.
5. Select "self report," complete the online recertification survey, and click "submit."
6. You will receive a confirmation email with a copy of your recertification attached.
7. Forward Recertification to your training site(s) if necessary (see instructions featured in RETSORG News Page) and save form for your records.

A new RiderCoach Card will be mailed to you. For assistance, please contact Aubre Day at aday@msf-usa.org. **SC**



Response to New BRC DVDs

FEEEDBACK FROM BRC students put the old videos in their place. The 2003 ratings for the visuals, while still high, were the lowest of any aspect of the course, with approval ratings dropping as low as 85%. BRC students commented that the videos were "somewhat corny," "a little lame, insulted my intelligence," "very cheesy actors," "a little infantile," and "cutesy." According to course participants, the alcohol video "contained humorous acting that made my skin crawl" and "was silly and too long."

Some RiderCoaches were known to refer often to the actors in *Ready to Ride* as Barbie and Ken. Other RCs shared that they had to leave the room during some of Chip's parts to avoid laughing in front of their students.

Acting on the feedback, the MSF changed three visual training aids: *Ready to Ride*, *Controls*, and *Under the*



The clutch animation portion of the new *Controls* program is getting rave reviews.

Influence. Recently, the final version of these visuals was delivered, mostly on DVD format.

At Learning Centers, RiderCoaches are sharing their enthusiasm for the new visual training aids. Several RCs have commented that the DVD is very user

friendly, allowing them to stop where they want and find their place easily. At a Learning Center in Little Rock, Arkansas, one RiderCoach shared his opinion that the visual depiction of the engagement of the clutch made the new videos worth every penny of the \$5 trade-in fee. He commented that the picture itself made all the difference with a group of students who very seldom have manipulated a manual clutch on any vehicle.

If you're not using the new visual training aids, please call the MSF order department at Ext. 3023. Your students will thank you. **SC**



This Is What It's All About

Guest article by Kim Oldaker, West Virginia RiderCoach

TOWARD THE END of class one day, a lady on a big Harley stopped by and waited until the class was over. She gave me a hug, then said that our class actually saved her life!

She was riding on the interstate using her "SEE" strategy when a van cut in front of her. She already had her "out" planned in her mind and was prepared to execute it. Instead of her life flashing in front of her eyes, this class flashed in front of her eyes and she remained calm while executing the

proper techniques. Even though she ran off into the median, she rode it out, got off the throttle, and got back to the side of the road where she stopped without disaster. She swears that this class saved her life. After the close call, she called her brother and coerced him into signing up for this class, which he did.

I almost cried listening to her story. This is the first time I have actually spoken to a person whose life has been saved because of our class! This is what it's all about for me. **SC**



Community Outreach by MSF Staff

BEING PART OF the MSF means more than just working on training concepts for new and experienced riders. It also means working on raising motorcycle awareness among non-riders and advising potential riders of the benefits of learning to ride properly and safely as Ken Glaser, Special Assistant to the President, did recently.

Glaser, who has been riding for 30 years (but is not a RiderCoach), was invited to Bellflower High School in Bellflower, California by Tom Joice, a driver's education instructor. Glaser spoke to two driver's ed classes (a total of 66 students, ages 15–17) for 55 minutes each.

"I told them I was not there to convince anyone to become a motorcyclist," Glaser said, "but to make sure those who intended to ride approached it properly and safely." For those with no interest in motorcycles, Glaser felt his talk could make them better car drivers and help them avoid getting into crashes, especially with a motorcyclist or other vulnerable roadway user (like a bicyclist or a pedestrian).

He was also quick to point out to the students that since riding a motorcycle takes more skill than driving a car, each person should evaluate his abilities before deciding on becoming a motorcyclist, taking into consideration factors such as if he's accident-prone, has trouble paying attention, is uncoordinated on a bicycle, etc. And perhaps most importantly for anyone thinking about becoming a motorcyclist, Glaser explained that a rider training course could help with their decision.

True to the learner-centered approach of the Basic *RiderCourse*, Glaser used his time in front of the students to facilitate a discussion rather than bore them with a lecture. Using this method he learned that 17 (26%) of the students had ridden dirtbikes and six (9%) currently own a dirtbike. In addition, 18 (27%) of the students have family members who ride streetbikes, some of whom had been involved in a crash. The students were then encouraged to discuss the crashes their relatives had been involved in.

Among the advantages of riding a motorcycle as perceived by the students, the responses were:

- Good fuel economy
- Easy to find a parking space
- Could ride between cars (Glaser pointed out that this was California-specific and must be done very carefully)

Glaser added some other advantages not thought of by the students:

- Could ride in carpool lane (nationwide)
- Very maneuverable
- It's fun and adds to the quality of life
- It's rewarding to master the riding techniques

As far as students' thoughts on the disadvantages of riding a motorcycle, they said:

- Not as much protection as a car
- Hard to see
- Not as much protection from rain/the elements
- Cannot carry as much as a car



Ken Glaser, Special Assistant to the President, recently facilitated a discussion about motorcycles with two high school driver's ed classes.

And Glaser added:

- A motorcycle is more susceptible to road surface conditions, such as potholes and slippery surfaces. One student had mentioned his father was hurt in a corner where there had been gravel, so this was definitely an appropriate topic of conversation.

Glaser then asked the students how a rider could manage the risks and they had a pretty bright idea:

- Be seen by wearing bright clothing and by the rider's lane position

Of course it was necessary to add a few things the students had not thought about:

- Take training
- Wear a full complement of riding gear
- Communicate your intentions to other motorists
- Use a mental strategy to manage risk

A discussion on motorcycles in a driver's ed class would not be complete without a discussion on Searching, Evaluating, and Executing (S.E.E.). Glaser was sure to state the importance, no matter what vehicle you're operating, of searching ahead, to the side, in mirrors, etc., so that you are fully aware of your surroundings; evaluating and preparing for possible interactions; having an escape route in mind; and executing the right decisions to avoid the hazards.

As far as where or how most car vs. motorcycle crashes happen, the students had a good idea of things that happen (a car running a bike off the road or a car opening the door as a motorcycle passed), but missed the major concern for motorcyclists—intersections or driveways.

Glaser wrapped up the class with a brief show and tell of his riding gear, pointing out the comfort, conspicuity, and protection features; the *Cars, Motorcycles, and A Common Road* video was watched; and the class talked about the role alcohol plays in motorist fatalities. Unfortunately, the students guessed wrong when quizzed on whether alcohol plays a greater role in motorcycle fatalities than it does in car fatalities. A third of the students in each class volunteered to take the Fatal Vision® Simulator Goggles challenge.

Glaser concluded the class with some sage advice on the importance of focusing on the driving/riding task. He also mentioned that part of his own safety strategy—which works whether you're on a motorcycle, bicycle, or skateboard—is to pretend you're invisible and ride very defensively.

Speaking to a group of non-riders can do more to change the image of motorcyclists and motorcycling than riding, and of course it can only help to increase motorcycle awareness. RiderCoaches might find it rewarding to use their motorcycle safety background to help educate non-riders about ways they can help improve motorcycle safety. A link is available to submit a Best Practice on outreach events on the Host an Event page at www.msf-usa.org. **SC**



Quality Assurance Module

THE MOTORCYCLE SAFETY Foundation is committed to student safety and high-quality training at all MSF-recognized training sites. In addition to promoting quality assurance and consistency through Professional Development Workshops, Learning Centers, and nationally conducted satisfaction surveys, the MSF has developed the Quality Assurance Module (an evaluation tool) to be offered to assist quality assurance efforts in your state.

The Quality Assurance Module (QAM) is an electronic, online-based system that includes a Quality Assurance Visit evaluation form designed to recognize the strengths and weaknesses of a training site's administration, classroom and range facilities, learning environment, and other performance standards. The electronic form will be linked to the comprehensive, nationwide MSF database which contains all RERP names, RiderCoach names, and Site locations.

When you use a QAM prepared for your state or RERP, only those names and locations applicable to you will appear in the appropriate menus, saving you from having to look up and type in this information. The form is also set up with a basic template of drop-down ratings which can be easily customized, and space for open-ended comments by the evaluator. This system is currently in use in California by a team of field-based contractors to track over 150 site visits per year.

Features of the Quality Assurance Module include:

- Profile-based system where a State Coordinator or other

logs in through RETSORG.ORG (Rider Education and Training Online Resource Guide) to assign site visits to his/her state's Quality Assurance Team.

- Quality Assurance team member logs into RETSORG to complete site visit evaluation form and upload images. The evaluation areas, questions, and format can be customized to meet a state's individual needs.
- Once the evaluation form is submitted, all information is stored and viewable by the State Coordinator, Sponsor of the evaluated site, and RiderCoaches who were observed.
- The Site Administrator has the opportunity to respond to the evaluation and, if required, attach photographs as proof of compliance. All correspondence is time-tracked and accessible by the Sponsor through RETSORG.
- After all quality issues are resolved, the site visit report is "closed" by the State Coordinator.
- The State Coordinator can export data to a spreadsheet program for analysis to support the state program's evaluation efforts.

Your state reserves the right to own and control the evaluation data. The Quality Assurance Module is available to all State Coordinators and RERP Sponsors at no charge. To adopt this system, contact Don Ankrom at 949.727.3227, Ext. 3072 to get started. **SC**

MSF Staff Updates (cont. from page 5)

shop's eCommerce web site. Her shop's web site was rated at the top of the list in both content and eCommerce ease of use.

In addition, Higgins is an experienced motorcyclist and enjoys both on- and off-road motorcycling. She is a native of Florida and currently owns a KTM Duke II which she rides on the weekends in and around Orange County. She also rides regularly in the high deserts of Southern California on her dirtbike.



Patti Higgins

For years, Higgins has attended races and other events both nationally and internationally including trade shows, ISDEs, and GPs all over Western and Eastern Europe. She has been very active in promoting off-road events in her locale.

The MSF's DBS program is responsible for training over 5,000 students (ages 6 to 65+) annually and is the worldwide leader in off-road motorcycle training. DBSROC is an integral part of the MSF's programming to offer high-quality dirtbike training to help ensure a more enjoyable dirt riding experience. As the off-road market is growing and more families are riding dirtbikes, it's important that the MSF provide quality training to help riders have a safe and positive riding experience. We welcome Higgins as she helps the MSF provide more training to dirtbike riders.

After 21 years in the U. S. Air Force, **Hector Eide** joins the MSF to serve as the military liaison in support of military motorcycle safety programs. Eide is well qualified partly

because he is a RiderCoach Trainer, but also because he was instrumental in establishing a very active motorcycle safety program at Luke Air Force Base, Arizona.

As an avid motorcyclist and the lead instructor at Luke Air Force Base, Eide convinced the Wing Commander to employ the BRC and ERC two years before the Department of Defense adopted the new curricula. Eide further developed the base safety program by fostering partnerships with local motorcycle training providers, mentoring and training RiderCoach candidates, and obtaining funds in support of Luke's program. He also co-developed (with the Air Force Safety Center) a rider mentorship plan that included initial training, assigning mentors to new riders, ERC suite follow-on training, and advanced on-track coaching for high-risk riders.

Finally, Eide was very involved actively working with all the branches and many civilian training programs by providing RiderCoach Preparation Courses, range painting, and quality assurance. In Eide's words, "I'm very fortunate to be part of a team that I first learned of 20 years ago. My first MSF course gave me skills that were used to avoid a mishap less than two weeks later; I am here today because of that training! As a lifelong learner, the MSF was always there throughout my career in the Air Force. I'm proud to work with people who serve the motorcyclists of the military and this nation." **SC**



Hector Eide



IN THE SPRING 2005 issue of *Safe Cycling*, we outlined the *DirtBike School*™ Retailer Operated Courses (DBSROC). Briefly, the DBSROC program is designed to increase training capacity. We carefully select motorcycle retailers, MSF RiderCoaches, DBS Coaches, and other qualified individuals as providers to operate their own *DirtBike School* in cooperation with the MSF. As DBSROC Coaches and Sites are added, the program will continue to flourish. The DBS wants to improve this program and take it to the next level.

The DBS class can be conducted during the week or on weeknights which would otherwise be downtime for RiderCoaches.

In the near future, DBS will be asking our DBSROC Coaches to provide feedback from an online survey conducted by Zoomerang on behalf of the MSF. This survey will come to you via email. We ask you to log onto RETSORG* and check your email address for accuracy. (If you do not have an email address, please contact the DBS Operations Administrator at 949.727.3227, Ext. 3079. A hard copy will be mailed out to you promptly.) We want to hear from you! Please take the time to carefully answer all the questions in

detail if possible. This will enable us to use this data to identify areas for improvement.

We are very excited about the DBSROC program and look forward to a long, successful partnership with our Coaches and Providers. **SC**

**Log-on instructions for first-time visitors to RETSORG:*

Visit www.retsorg.org and enter your MSF ID in both spaces provided (User Name and Password). You will then be prompted to change your password. Enter your MSF ID as your current password and enter a new password that you will easily remember. Click save and you will get a message that confirms that your password was changed. The password you choose for RETSORG will also be your password for the MSF online store.

DBSROC Tips

Class Reporting

In order to remain Active as a DBS Coach and current with your account, all classes taught must be reported to the MSF. Please use these tips to help you.

Class Completion Reports (CCRs)

- Send to the MSF no more than five days after the class has taken place
- Always fill in Site ID, Site Location, Coach ID, Coach Name
- Be sure to have students write legibly
- Sign your CCRs

Quarterly Billing

- Invoices are issued at the end of each quarter
- Payment is due upon receipt
- Checks and credit card are accepted forms of payment

Ordering Supplies

Call the MSF Order Desk (949.727.3227, Ext. 3023) to purchase the supplies that should be given to your students and can help build your business.

Provider Kit (Supplies for 12 classes of eight students)

- Each student receives one of each:
- Tips and Practice Guide for the Off Highway Motorcyclist
 - Parents, Youngsters and Off Highway Motorcyclists
 - DBS Completion Card

DBS Tri-fold Brochures

DBSROC Poster

MSF DBS PSA Posters

- Stronger than Dirt
- Sound Advice

MSF Breakout Sessions at SMSA

THE MSF STAFF is gearing up for a very full and productive few days at the 2005 State Motorcycle Safety Administrators (SMSA) Annual Conference in Bismarck, South Dakota, August 20–21. Expect to see many MSF staff members who will be available at breakout sessions, at the MSF booth, and in the hallways for those great informal sessions. See below for schedule. **SC**

Saturday, August 20

1:30PM–2:45PM

- The MSF BRC: A Historical Overview (Ray Ochs)

3:15PM–4:30PM

- MSF/SMSA: Moving Toward a Common Road: Administrative Topics (Tim Buche and Ken Kiphart)
- The MSF BRC: A Historical Overview (repeated)

Sunday, August 21

8:30AM–9:45AM

- The Challenge of Meeting the Needs for the Experienced Rider. A Preview of Advanced Braking and Traction Management Module *RiderCourse*–Range (Ray Ochs, Dan Pettersen, and Mark Weiss)

10:15AM–11:30AM

- The Challenge of Meeting the Needs for the Experienced Rider. (repeated)
- Curricular Change Results from the MSF Research Laboratory (ResLab) Process (Sherry Williams, Allison Tyra, and Clif Burdette)

1:30PM–2:45PM

- Facing the Challenge of Measuring Motorcycle Safety Program Outcomes (Sherry Williams)

3:15PM–4:30PM

- Curricular Change Results from the ResLab Process (repeated)



Government Relations

THIS ISSUE FINDS US at the halfway point in the calendar year, but in state legislative session terms we're nearing the finish line. Over 75 percent of state legislatures have adjourned for the year, so the majority of the action we're going to see for 2005 has already happened. Through the end of June, 152,408 bills have been introduced at the state level and 32,297 of those have been enacted into law. That's an average of nearly 700 new laws per each state—a number of which relate to motorcycle safety and licensing. Following is a recap of those enacted since *Safe Cycling* Spring 2005.

Colorado

Senate Bill 47 changes from six months to three years the validity period for motorcycle instruction permits.

Delaware

House Resolution 16 reestablishes the Motorcycle Rider Education Advisory Committee to make recommendations to the General Assembly concerning the state's Motorcycle Rider Education Program. The Committee is composed of two members from the House of Representatives, one member from the Budget Office, one member from the Office of Controller General, one member from the Department of Transportation, one member from the Motorcycle Safety Foundation, and seven public members. The Committee shall meet at least quarterly and shall as a minimum monitor the Motorcycle Rider Education Program; receive input from state agencies and the general public; and assess future needs and recommend program improvements.

Idaho

Senate Bill 1179 creates a \$6 motorcycle safety program fee collected in addition to each motorcycle registration fee and credits the fee to the motorcycle safety program fund.

Kentucky

House Bill 39 authorizes state and local governments to erect motorcyclist awareness signs. The signs shall consist of one diamond shaped sign with a motorcyclist pictured and one rectangular shaped sign with "Share the Road" printed.

Senate Bill 77 transfers the motorcycle safety education program from Transportation Cabinet to Justice Cabinet. The law also credits \$4 from each original or renewal motorcycle operator's license and each motorcycle instruction permit to a restricted fund to be used exclusively for purpose of motorcycle safety education program fund. Prior law credited these amounts to a special account within state road fund.

North Dakota

Senate Bill 2339 raises the motorcycle safety education fee required when registering a motorized bicycle or motorcycle from \$5 to \$10. The fee is credited to the motorcycle safety education fund.

Virginia

House Bill 2199 increases the annual motorcycle inspection fee from \$5 to \$12, \$1.50 of which is to be deposited into the Motorcycle Rider Safety Training Program Fund.

United States Congress

After ten temporary extensions since its expiration in September 2003, Congress finally passed the massive transportation reauthorization bill on July 29. House Resolution 3, the "Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users" (SAFETEA-LU), contains several significant motorcycle-related provisions:

- directs the Secretary of Transportation to provide grants to the Oklahoma Transportation Center to conduct a comprehensive, in-depth motorcycle crash causation study
- establishes a motorcyclist advisory council to coordinate with and advise FHWA on infrastructure issues
- provides grants to states based on their implementation of programs to enhance motorcycle safety and authorizes \$25 million through 2009
- directs the Secretary to conduct a study on educational, public information, and other activities targeted at reducing motorcycle accidents and resulting fatalities and injuries, where the operator of the motorcycle is impaired
- continues to allow motorcycles to utilize HOV lanes. **SC**



The MSF Trains Miss Suzuki

THE MSF WORKS directly with the entertainment industry to promote safe and responsible motorcycling to the media by training sports, music, and film celebrities. In turn, these celebrities speak positively about motorcycling and training when they are interviewed for print and broadcast features. Recently, the MSF trained this year's Miss Suzuki, Cheryl Aure.

Aure's high-profile work with Suzuki takes her to large sporting events where she is seen as a role model for others. "The class was a great experience. I had never ridden a motorcycle before and I



Cheryl Aure is Miss Suzuki 2005

feel that I left the class with the basic skills and knowledge I need to begin riding safely," explained Aure.

When celebrities like Aure are exposed to proper motorcycle training, they later publicly share and practice MSF's five main messages with others:

- Get trained and licensed.
- Be a lifelong learner.
- Wear protective gear.
- Ride Straight.
- Ride within your limits. **SC**



State Reports Available at www.msf-usa.org

TO HELP PROVIDE a valuable resource that serves the motorcycle training community, prospective riders, Program Coordinators, media groups, and policy makers, the MSF has added a special state motorcycle program report section to the MSF website. Simply click “State Laws and Reports” link on the toolbar to find reports.

The State Motorcycle Program Report (SMPR) features important state motorcycle program contact information, financial and funding information, state statistics, training demographics, and an overview. The SMPR offers valuable information to State Coordinators and Program Administrators, including measures some states have taken that have been proven successful and how one state’s program and results compare with other states. As one State Coordinator has commented, “[The State Report offers] valuable information captured on a national basis to help decision-makers understand motorcycling and the training community.”

These reports provide people looking for motorcycle training in their states with easy access to information on licensing reciprocity, state training requirements, customer service procedures, special measures conducted by states, and other valuable information. To view Pennsylvania’s sample State Report page, please visit www.msf-usa.org/statereport.

The MSF will be providing some of the information for each state and encourages program administrators to add their content. In order to populate the State Motorcycle Program Report section with accurate and up-to-date information, we need your help. The MSF kindly asks State Administrators and/or Program Managers to download a blank form from the RETSORG library and complete and submit the form at your earliest convenience. If you have any questions or need special assistance, please contact Don Ankrom at dankrom@msf-usa.org or at 949.727.3227, Ext. 3072. **SC**



MSF Online Store

TO ORDER OFFICIAL MSF products, visit the MSF Online Store at www.msf-usa.org or call 949.727.3227, Ext. 3023.

Motorcycling Excellence, Second Edition

A remarkable source of riding wisdom, this all-new and expanded second edition of *Motorcycling Excellence* is the definitive reference for safe motorcycle riding techniques and strategies. This is the book for the motorcyclist who wants to do it right—it helps brand-new riders learn safe riding habits from the start and shows veterans how to perfect their riding skills.

In clear, step-by-step language with new color photographs and detailed diagrams and illustrations, *Motorcycling Excellence* (192 pages) covers basic and advanced street riding skills, group riding, proper riding gear, basic maintenance and troubleshooting, as well as basic off-road riding skills. Included are keys to stopping quickly, avoiding traffic hazards, executing evasive maneuvers, and countersteering for precise cornering. The new edition features tips



from legendary racers Kevin Schwantz, Freddie Spencer, Nick Ienatch, Rich Oliver, and Reg Pridmore, as well as sidebars by Erik Buell, Keith Code, and others on buying a bike, proper bike set-up (including basic suspension adjustments), and other technical aspects of motorcycling.

Motorcycling Excellence is based on the latest curriculum developed by the MSF, whose courses have introduced more than three million students to motorcycling and sparked a lifelong passion for many. The book describes training-tested

techniques for riding well—the culmination of what the MSF has learned about teaching students of all ages and experience levels. It is the perfect refresher for anyone who has taken an MSF course and will be an eye-opener for those who have not yet discovered the MSF courses.

Motorcycling Excellence will be available from the MSF Online Store for \$24.95 in early September. **SC**