



# The 4front Driving School Specialised Syllabus: A Cognitive-Led Roadmap to Safe Driving - Implementation & Practical Standards

## Introduction to the 4front Driving School Specialised Syllabus

### Why We Work Differently

Traditional driving instruction often focuses on "box-ticking"—completing a list of mechanical tasks until a student is ready for a test. **4front Driving School** operates on a different frequency. We believe that safe driving is a cognitive and emotional skill, not just a physical one.

This syllabus is a "Neuro-Inclusive" framework. Whether a learner has a formal diagnosis like Autism or ADHD, or is simply a nervous driver who has lost confidence elsewhere, our method is designed to manage the "Cognitive Load" of the road. We move away from the "one-size-fits-all" approach, providing a flexible, patient, and low-pressure environment where the learner's mental state is the priority.

### The Core Resources

To fully implement this method, instructors and learners should refer to our foundational texts which bridge the gap between classroom theory and practical execution:

- [Theory Test Success for Autistic and SEND Learners](#) (Universal logic for decoding road rules).
- [Behind the Mind of a Driving Examiner](#) (Strategic confidence for test success).
- [Autism - The Road to Driving](#) (Managing sensory and communication differences).



## How to Use This Manual

This syllabus is structured to move the learner through a narrative arc of three distinct phases, ensuring that safety is built on a foundation of emotional regulation before advancing to complex traffic interactions:

- **Phase 1 (Foundations):** Focuses on GDE Level 4 (Personal Characteristics) and DVSA Unit 1. Here, instructors implement the Pre-Drive Sensory Audit and establish the Physical Anchor to ensure the learner is cognitively ready to drive.
- **Phase 2 (Interaction):** Focuses on GDE Levels 2 & 3 and DVSA Unit 3. Instructors use Visual Scaffolding and the O-D-A (Observe-Decide-Act) Routine to solve the "Theory-Practical Gap" and reduce verbal processing delays.
- **Phase 3 (Authority):** Focuses on GDE Levels 3 & 4 and DVSA Unit 4. This phase prepares the learner for the examiner's lens by establishing a "Safe Driver Signature" and practicing Self-Correction Protocols under mock test conditions.

### The Standard of Excellence

Every lesson tracked in this manual follows the 4front Driving School Lesson Loop™, ensuring that every objective is clear and every reflection leads to increased independence. By using the Independence Scale (Guided, Prompted, Independent), we move beyond simple task completion to measure a learner's true ability to manage risk autonomously.

Our goal is not merely to prepare a student for a 40-minute test, but to provide them with the cognitive tools for Safe Driving for Life.



# Phase 1: Mindset, Sensory & Psychological Safety

**Focus:** GDE Level 4 (Personal Characteristics) and DVSA Unit 1.

The goal of Phase 1 is not to move the car; it is to ensure the **"Driver's Brain"** is in a state of psychological safety. We recognise that "everyone is on the spectrum" when it comes to stress. If a learner is overwhelmed, they cannot process instructions.

## 1.1 The Pre-Drive Sensory & Anxiety Audit

Before the engine starts, we check the environment. This is "Therapy-Led" instructing:

- **The Environment:** Identifying external stressors (glare, noise, seatbelt tension) that fill up a learner's "sensory bucket."
- **The "Chill" Baseline:** Establishing that this is a "No-Shouting Zone." We build a partnership, not a power dynamic

## 1.2 Self-Regulation & The Physical Anchor - The Grounding Tool

Confidence is a physical state. Every 4front learner identifies a **Physical Anchor**—a specific grounding object or tactile tool kept in the car.

- **The Purpose:** When a mistake happens or anxiety spikes, the learner uses the Anchor to "reset" their nervous system, bringing them back from a state of "Freeze" to a state of "Focus."

Based on *Theory Test Success for Autistic and SEND (Special Educational Needs and Disabilities) Learners*, we establish a physical grounding routine.

- **The Physical Anchor:** Every student has their own preference for a grounding object. A common example is keeping a **tactile object** in a pocket or cup holder. Touching this provides a tactile "reset" when adrenaline levels rise.
- **Objective:** This meets **GDE (Goals for Driver Education) Level 4** by teaching the learner to manage their own emotional state before it affects their physical control of the car.

## 1.3 The P.O.R. (Pull Over and Reset) Protocol

We remove the fear of "making a scene" in traffic. The P.O.R. Protocol gives the learner total permission to identify when they are overwhelmed and independently find a safe place to stop. This builds **Authority** from Day 1—the learner is in charge of their emotional safety.



This is your proprietary safety mechanism. It is integrated as the core risk management tool to prevent meltdowns or "freezing."

- **Procedure:** The learner is taught to recognise signs of sensory or cognitive overload early.
- **Execution:** Developing the confidence to independently find a "safe, convenient, and legal position" to stop and perform a "reset."
- **Outcome:** This complies with the **DVSA (Driver and Vehicle Standards Agency) National Standard Unit 2** (Guide and control a vehicle) by ensuring the driver remains in control of the vehicle at all times.

### 1.4 The Automatic Advantage (Optional)

For many "convenience-focused" or high-anxiety learners, we offer the Automatic shortcut. By removing the mechanical complexity of gears, we free up cognitive processing power, allowing the learner to focus entirely on **Observation** and **Safety**.

### Phase 1: Lesson Plan Template (The 4front Driving School Method)

| Lesson Stage  | Activity                                      | 4front Specialised Focus   |
|---------------|---|--|
| Intro & Recap | Check-in (Scaling 1–10)                       | Assessing the "Calm Factor" and any new sensory triggers.  |
| Objective     | Setting the P.O.R. (Pull Over and Reset) Plan | Agreeing on the signal for when a sensory break is needed.   |
| New Subject   | Mindset Control                               | Practicing the Physical Anchor (e.g., the tactile object such as a tactile object such as a 20p piece) while stationary. |



|           |                       |   |
|-----------|-----------------------|---|
| Practical | Cockpit Drill & Creep | Smooth, low-load movements to build confidence in the pedals. |
| Review    | Self-Reflection       | Asking: "How did you feel about that?" to gauge confidence.   |

### Phase 1: Marking & Progress Tracker

*Tracking "Cognitive Independence" based on the GDE (Goals for Driver Education) Matrix.*

| Competency                   | Level 1: Guided                   | Level 2: Prompted   | Level 3: Independent                                |
|------------------------------|-----------------------------------|---|---|
| Sensory Self-Audit           | Instructor spots triggers.        | Learner spots triggers after a prompt.  | Learner adjusts environment before starting.        |
| Mindset (The Anchor)         | Instructor initiates grounding.   | Learner reminded to use the anchor (e.g., tactile object such as a tactile object such as a 20p piece). | Learner uses anchor autonomously when stress rises. |
| P.O.R. (Pull Over and Reset) | Instructor tells student to stop. | Learner asks to stop when prompted.   | Learner initiates a stop independently.             |



|                |                            |   |   |
|----------------|----------------------------|---|---|
| Smooth Control | Focus on basic pedal work. | Maintaining smoothness under mild load. | Smooth control becomes automatic "muscle memory." |
|----------------|----------------------------|---|---|

## Phase 2: Practical Decoding & Spatial Awareness

This is the core of our proprietary methodology. Phase 2 moves the learner from "Mindset" to "Interaction," specifically solving the "Theory-Practical Gap" that we highlight in our book, *Theory Test Success for Autistic and SEND (Special Educational Needs and Disabilities) Learners*.

**GDE (Goals for Driver Education) Matrix Focus:** Level 2 (Mastery of Traffic Situations) and Level 3 (Goals and Context of Driving).

**DVSA (Driver and Vehicle Standards Agency) National Standard Focus:** Unit 3 (Driving a vehicle in accordance with The Highway Code).

### 2.1 The "Question Decoder" in Motion

In your book, you teach students to strip away "filler" text in theory questions. In this phase, we apply that to the road.

- **Identify "The Trap":** We teach the learner to look at a junction or road marking and ask, "*What is the hidden rule here?*" (e.g., a yellow box junction or a hidden "Give Way" line).
- **Visual Scaffolding:** Instead of long verbal explanations, we use **Diagrams** and **Flashcards** from your *Theory Test Success* book to "match" the road to the book.
- **Objective:** To reduce the verbal processing delay that many neurodiverse learners experience when being told instructions at speed.

### 2.2 Spatial Awareness & Dashboard Markers

Neurodiverse learners often struggle with "proprioception" (knowing where the car is in relation to the road).

- **Physical Reference Points:** We use temporary visual markers (like a small piece of tape) on the dashboard to help the learner "line up" with the kerb or lane markings.



- **The 20p Piece Preference:** If the student uses a **20p piece** or a specific tactile object as their anchor, we ensure it is accessible during this phase to manage the increased cognitive load of moving traffic.

### 2.3 The O-D-A (Observe-Decide-Act) Routine

We replace the traditional "MSM" (Mirror-Signal-Manoeuvre) with a more cognitive-led routine to prevent the "Panic-Stop" at junctions.

- **Observe:** What is actually happening? (Using the "Question Decoder").
- **Decide:** What is the safe choice? (Safe vs. Perfect).
- **Act:** Commit to the move smoothly.
- **Outcome:** This builds the "Safe Driver Signature" mentioned in *Behind the Mind of a Driving Examiner*.

### 2.4 Cognitive Overload Protection

During Phase 2, we recognize that traffic interaction is the primary source of anxiety. We use '**The Automatic Advantage**' (if applicable) to simplify the mechanical process, allowing the learner to dedicate 100% of their focus to observing hazards and making safe decisions without the fear of stalling in a high-pressure situation.



## Phase 2: Lesson Plan Template (The 4front Driving School Method)

*Pathway of Learning for higher cognitive load.*

| <b>Lesson Stage</b>      | <b>Activity</b>           | <b>4front Specialised Focus</b>                                     |
|--------------------------|---------------------------|---|
| <i>Intro &amp; Recap</i> | <i>Scaling (1–10)</i>     | <i>"How did you feel about your spatial awareness last time?"</i>   |
| <i>Objective</i>         | <i>The "Decoder" Task</i> | <i>Choosing one specific road sign/marking to "decode" today.</i>   |
| <i>New Subject</i>       | <i>Visual Scaffolding</i> | <i>Using your book diagrams to explain "The Trap" at junctions.</i> |
| <i>Practical</i>         | <i>The O-D-A Routine</i>  | <i>Practicing Observe-Decide-Act at quiet T-junctions.</i>          |
| <i>Review</i>            | <i>Self-Reflection</i>    | <i>"How did you feel about that decision?" (Proving Intent).</i>    |



## Phase 2: Marking & Progress Tracker

Tracking "Cognitive Decoding" based on the DVSA (Driver and Vehicle Standards Agency) National Standard.

| Competency                  | Level 1: Guided                          | Level 2: Prompted                             | Level 3: Independent  |
|-----------------------------|--|---|---|
| <i>The Question Decoder</i> | <i>Instructor identifies "The Trap."</i> | <i>Learner spots "The Trap" after a hint.</i> | <i>Learner correctly decodes road signs/markings alone.</i> |
| <i>Spatial Awareness</i>    | <i>Struggles with car position.</i>      | <i>Uses dashboard markers with help.</i>      | <i>Judges car position accurately and safely.</i>           |
| <i>The O-D-A Routine</i>    | <i>Instructor dictates "Act" stage.</i>  | <i>Needs a prompt to "Decide."</i>            | <i>Independently Observes, Decides, and Acts.</i>           |
| <i>Predictability</i>       | <i>Erratic or hesitant.</i>              | <i>Improving but needs reassurance.</i>       | <i>Shows a "Safe Driver Signature" (clear intent).</i>      |

## The 4front Standards: Why This Methodology Works

The **4front Driving School Specialised Syllabus** is more than just a list of driving topics; it is a professional framework designed to exceed the requirements of the **DVSA (Driver and Vehicle Standards Agency) National Standard for Driver and Rider Training**.

- **Integrated Authority:** We bridge the gap between classroom and car. By linking the **"Question Decoder"** from our Theory Test Success for Autistic and SEND (Special

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*Educational Needs and Disabilities) Learners book directly to **DVSA National Standard Unit 3**, we ensure that theory knowledge is instantly converted into safe practical action.*

- **True Client-Centred Learning (CCL):** *Our model prioritises the learner's emotional and sensory state. By consistently using **Client-Centred Learning (CCL)** check-ins, such as "How did you feel about that decision?", we empower the student to take ownership of their learning, as mandated by the **National Standard**.*
- **Evidence-Led Progression:** *We don't just teach car control. Our syllabus follows the **GDE (Goals for Driver Education) Matrix**, moving the learner from basic vehicle handling (**Level 1**) to a deep understanding of road context (**Level 3**) and personal risk factors (**Level 4**). This ensures the learner is prepared for "Safe Driving for Life," not just a 40-minute test.*



## Phase 3: Authority & Execution (The Examiner's Lens)

**Phase 3: Authority & Execution (The Examiner's Lens)?** This is where we bring in the "Safe Driver Signature" and the strategies from your book *Behind the Mind of a Driving Examiner*.

This is the final "bridge" in our syllabus. Phase 3 focuses on Authority & Execution, integrating the logic from our book *Behind the Mind of a Driving Examiner*.

This phase shifts the focus from "learning the car" to "interacting with the system," preparing the learner to prove their safety to an examiner through Predictability and Intent.

**GDE (Goals for Driver Education) Matrix Focus:** Level 3 (Goals and Context of Driving) and Level 4 (Personal Characteristics).

**DVSA (Driver and Vehicle Standards Agency) National Standard Focus:** Unit 4 (Drive safely and efficiently).

We teach learners to manage the '**Double Empathy**' gap. By verbalising their intentions (e.g., 'I've seen that cyclist, I'm giving them extra room'), the learner takes control of the narrative. This reduces the examiner's anxiety and, in turn, keeps the learner's stress levels in the 'Green Zone'.

### 3.1 Establishing the "Safe Driver Signature"

As explored in *Behind the Mind of a Driving Examiner*, a test pass isn't about perfection; it's about **Risk Management**.

- **Proving Intent:** We teach the learner to use early, clear signals and road positioning to "tell a story" to the examiner.
- **The "Safe vs. Perfect" Mindset:** We replace the anxiety of making a mistake with the skill of *rectifying* a mistake safely.
- **Objective:** To move from being a "student" to being an "independent driver" who the examiner feels safe sitting next to.

### 3.2 Managing the "Double Empathy" Problem

Based on *Autism - The Road to Driving*, we address the social communication barrier between the neurodiverse learner and the examiner.

- **Scripting the Test:** We practice the "Examiner Script"—the standard instructions used on test day—to remove the "fear of the unknown."



- **Self-Correction Protocol:** If a mistake is made, the learner is taught to verbalise their awareness (e.g., "*I've noticed I'm slightly close to that kerb, I am adjusting now*"). This proves the brain is still in a "Safe" state.

### 3.3 High-Pressure Execution

Using the **20p piece** or preferred **Physical Anchor**, we introduce "Mock Test" scenarios.

- **Independent Driving:** Using Sat-Nav or signs to navigate without instructor input, testing if the **O-D-A (Observe-Decide-Act)** routine holds up under pressure.
- **Fatigue Management:** Identifying the point where "Skill Fade" happens and using a **P.O.R. (Pull Over and Reset)** proactively before the test concludes.

### 3.4 Non-Verbal Mastery

We recognize that some learners (nervous or neurodiverse) may have limited verbal communication during high-load driving. Our Marking System evaluates independence based on **action** and **physical regulation**, not just the ability to explain 'why' in the moment.

### Phase 3: Lesson Plan Template (The 4front Driving School Method)

*"Scenario Creation" for high-pressure situations.*

| <b>Lesson Stage</b>      | <b>Activity</b>                   | <b>4front Driving School Specialised Focus</b>                              |
|--------------------------|-----------------------------------|---|
| <i>Intro &amp; Recap</i> | <i>Mindset Scaling (1–10)</i>     | <i>"How does your 'Safe Driver Signature' feel today?"</i>                  |
| <i>Objective</i>         | <i>Authority Training</i>         | <i>Practicing clear, decisive actions at busy roundabouts.</i>              |
| <i>New Subject</i>       | <i>The Examiner's Perspective</i> | <i>Discussing what a "Serious" vs. "Minor" fault looks like in reality.</i> |



|                  |                             |   |
|------------------|-----------------------------|---|
| <i>Practical</i> | <i>Mock Route Execution</i> | <i>Driving for 20 minutes without instructor prompts.</i>     |
| <i>Review</i>    | <i>Self-Reflection</i>      | <i>"Did you feel safe and predictable during that drive?"</i> |

### **Phase 3: Marking & Progress Tracker**

*Tracking "Professional Execution" based on the DVSA (Driver and Vehicle Standards Agency) National Standard.*

*Competency Level 1: Guided Level 2: Prompted Level 3: Independent*

*Proving Intent Instructor suggests position. Learner positions after a hint. Learner "tells a story" with the car.*

*Recovery from Error Panics or stops after a mistake. Recovers with verbal help. Safely rectifies errors independently.*

*The Anchor (Test Day) Forgets anchor under stress. Needs prompt to use anchor. Uses anchor (e.g. 20p piece) to stay calm.*

*Risk Management Follows rules but misses risk. Spots risk but hesitant to act. Manages risk like a qualified driver.*

### **The "Bad Experience" Recovery**

For learners joining us after negative experiences with traditional instructors, we begin with a **'Confidence Audit.'** We identify specific triggers (e.g., shouting, roundabouts, hill starts) and use the P.O.R. Protocol to systematically desensitize these fears in a controlled, low-pressure automatic environment.

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**Standard Unit 3**, we ensure that theory knowledge is instantly converted into safe practical action.

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## The 4front Driving School Driving School Lesson Log Example

| Date  | Lesson Area (Tick Sheet Subject) | Brief Plan & "How it went"  | Next Time  |
|-------|----------------------------------|---|--|
| 12/05 | Junctions (Emerging)             | <p>Plan: Use "Question Decoder" for T-junctions.</p> <p>How it went: Sensory load was high; used 20p Anchor to reset. Student felt much more confident after 3rd attempt.</p> | Next Time: Apply "O-D-A Routine" to busier crossroads. |
| 19/05 | Roundabouts                      | <p>Plan: Decoding lane markings.</p> <p>How it went: Initial anxiety (7/10). Used P.O.R. Protocol after a stall. Recovered well and showed clear "Safe Driver Signature."</p> | Next Time: Independent navigation using Sat-Nav.       |



## Student Progress Sheet

**Name:**

**Competencies**

**Guided**

**Prompted**

**Independent**

Cockpit Drill

Push Pull Steering

Pulling away Safely

Pulling in safely

Use of Mirrors

MSPSL

Clearance

Signaling Correctly

Using controls and instruments

Safe positioning / Clearance

Anticipating and planning

Use of speed

Being aware of others

Meeting and crossing traffic

Overtaking

Junctions

Crossroads



|   |  |  |  |
|---|--|--|--|
| Turning left                                  |  |  |  |
| Turning right                                 |  |  |  |
| Emerging from junctions                       |  |  |  |
| Complex rights                                |  |  |  |
| <b>Using roundabouts</b>                      |  |  |  |
| Understanding right of way                    |  |  |  |
| Left  |  |  |  |
| Right   |  |  |  |
| Straight on                                   |  |  |  |
| Lane Discipline                               |  |  |  |
| Mini Roundabouts                              |  |  |  |
| <b>Crossings</b>                              |  |  |  |
| Zebra Crossings                               |  |  |  |
| Crossing points                               |  |  |  |
| Traffic light controlled crossings            |  |  |  |
| <b>Manoeuvres</b>                             |  |  |  |
| Pull up on right & reverse in a straight line |  |  |  |
| Forward Bay Park                              |  |  |  |
| Reverse Bay Park                              |  |  |  |
| Parallel Park                                 |  |  |  |
| Emergency Stop                                |  |  |  |
| <b>Road Types</b>                             |  |  |  |
| Town and City                                 |  |  |  |
| Country Roads                                 |  |  |  |



|                                 |  |  |  |
|---------------------------------|--|--|--|
| Dual Carriageway                |  |  |  |
| Motorway                        |  |  |  |
| <b>Driving Conditions</b>       |  |  |  |
| Driving in the dark             |  |  |  |
| Driving in the rain / wet roads |  |  |  |
| Bright Sunshine                 |  |  |  |
| Bad weather conditions          |  |  |  |
| <b>Independent Driving</b>      |  |  |  |
| Sat Nav Route                   |  |  |  |
| Following signs to              |  |  |  |
| Unfamiliar roads                |  |  |  |

# The 4front Driving School Method™

## A Cognitive-Led System for Safe Driving for Life

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### Introduction

The 4front Driving School Method™ is a structured, evidence-informed driver training system designed to develop safe, independent drivers—not just learners who can pass a test.

Built upon the DVSA National Standard and the Goals for Driver Education (GDE) Matrix, this method bridges the gap between theory and real-world driving while placing the learner’s cognitive, emotional, and sensory needs at the centre of every lesson.

This system is particularly effective for neurodiverse learners, including those with Autism, ADHD, and Dyslexia, but benefits all learners through its clarity, structure, and focus on independent thinking.



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## The 4front Driving School Principles

### 1. Safe Over Perfect

Driving is not about perfection. It is about consistently making safe, predictable decisions.

### 2. Cognitive Before Mechanical

Thinking drives behaviour. We develop decision-making before refining vehicle control.

### 3. Independence is the Goal

Every lesson moves the learner from dependence on the instructor to independent thinking and action.

### 4. Regulation Enables Performance

A calm, regulated learner performs better. Emotional and sensory control is foundational.

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## The 4front Lesson Loop™

Every lesson follows a consistent structure:

### 1. Emotional Check-In

- Scale 1–10: “How ready do you feel today?”
- Identify any sensory or emotional triggers

### 2. Cognitive Focus

- One clear learning objective
- Define the “why” behind the task

### 3. Controlled Practice

- Low-pressure environment
- Build understanding before complexity

### 4. Real-World Application

- Apply skill in live traffic
- Introduce decision-making under pressure



## 5. Reflection & Independence Rating

- “What did you notice?”
  - “What would you do earlier next time?”
- 

# Phase 1: Mindset & Sensory Foundations

## Objective

To ensure the learner is physically, emotionally, and cognitively ready to drive.

## Core Systems

### The Pre-Drive Sensory Audit

- Visual: glare, light sensitivity
- Auditory: need for quiet or reduced instruction
- Tactile: comfort with controls and seating

### The Physical Anchor

A grounding tool (e.g., coin or object) used to regulate stress and maintain focus.

### The P.O.R. Protocol (Pull Over & Reset)

- Recognise overload
- Find a safe place to stop
- Reset before continuing

## Instructor Prompts

- “What feels different today compared to last lesson?”
- “Where do you feel that stress in your body?”

## Progression Scale

- G (Guided)
  - P (Prompted)
  - I (Independent)
-



## Phase 2: Practical Decoding & Spatial Awareness

### Objective

To develop understanding of road systems and build real-time decision-making skills.

### Core Systems

#### The Question Decoder

- Identify hidden rules in road situations
- Match real-world scenarios to theory knowledge

#### Spatial Awareness Tools

- Visual reference points
- Lane positioning markers

#### The O-D-A Routine (Observe – Decide – Act)

- Observe: What is happening?
- Decide: What is safest?
- Act: Commit clearly

### Instructor Prompts

- “What is the hidden rule here?”
- “What made you hesitate?”
- “What would you decide earlier next time?”

### Progression Indicators

- Predictability of actions
- Reduced hesitation
- Clear decision-making

---

## Phase 3: Authority & Execution

### Objective

To prepare the learner to drive independently and demonstrate safety under test conditions.



## Core Systems

### The Safe Driver Signature

- Clear positioning
- Early signalling
- Predictable behaviour

### The Examiner Lens

- Understanding what is being assessed
- Differentiating minor vs serious faults

### Self-Correction Protocol

- Recognise mistakes
- Adjust safely
- Maintain control

### High-Pressure Practice

- Mock tests
- Independent driving
- Fatigue awareness

## Instructor Prompts

- “Did that feel safe and predictable?”
- “What would the examiner think at that moment?”

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## The 4front Driving School Marking System™

### Independence Scale

- **G – Guided:** Instructor leads
- **P – Prompted:** Learner responds with support
- **I – Independent:** Learner performs unaided

### Key Areas Tracked

- Decision-making
- Risk awareness
- Emotional regulation



- Vehicle control
- 

## Instructor Language Framework

Consistency in language supports clarity and reduces cognitive overload.

### **Replace This → With This**

- “Mirror, signal...” → “What do you see?”
  - “Go now!” → “What’s your decision?”
  - “That was wrong” → “What would you change next time?”
- 

## Lesson Planning Templates

### **Lesson Plan 1: Foundations & Control**

**Topic: The Cockpit Drill, Moving Off & Pulling In Safely**

**Phase: 1 (Mindset & Sensory Foundations)**



# 4front Driving School Lesson Plan Templates

Cognitive-Led Roadmap to Safe Driving - Implementation & Practical Standards

## Lesson Plan 1: Foundations & Control

Topic: The Cockpit Drill, Moving Off & Pulling In Safely

Phase: 1 (Mindset & Sensory Foundations)

| 4front Lesson Loop™    | Activity & Implementation  |
|------------------------|--|
| 1. Emotional Check-In  | Perform a Pre-Drive Sensory Audit. Identify sensitivities to glare or noise. Establish the Physical Anchor (e.g., the tactile object such as a 20p piece/object). Scale 1–10: 'How ready do you feel to control this machine today?' |
| 2. Cognitive Focus     | The Cockpit Drill: Use open-ended questions: 'Why is it vital to adjust the head restraint?' or 'What do you see in the mirrors when you sit in your natural position?'  |
| 3. Controlled Practice | Role-play the drill. PDI Focus: Identify common faults like walking around the front of the car, wrong feet on pedals, or looking down at controls.  |
| 4. Real-World App      | Moving Off/Pulling In: Apply the O-D-A Routine. Observe blind spots. Decide if there is a safe gap. Act: Set gas, find the bite, and move.   |
| 5. Reflection          | Rate Independence (G/P/I). 'What did you notice about your foot coordination when we were on the slight incline?'  |

Common Faults to Watch:

- • Failing to check blind spot before opening door
- Using wrong feet on pedals
- Failing to use MSM on the move
- Jerky clutch control or hitting the kerb.



## Lesson Plan 2: The "Decoding" Phase

Topic: Turning Left/Right & Emerging (T-Junctions)

Phase: 2 (Practical Decoding & Spatial Awareness)

| 4front Lesson Loop™    | Activity & Implementation  |
|------------------------|--|
| 1. Emotional Check-In  | Review P.O.R. Protocol. 'If you feel overwhelmed by the speed of traffic, remember we can pull over and reset.'                        |
| 2. Cognitive Focus     | The Question Decoder: Strip away 'filler'. Identify 'The Trap'—hidden rules like pedestrians crossing the new road or narrow turnings. |
| 3. Controlled Practice | Use DiA Diagrams to map point of turn. Practice O-D-A Routine at quiet junctions to prevent 'panic-stops'.                             |
| 4. Real-World App      | Emerging into busier roads. PDI Focus: Watch for coasting, late signals, or cutting corners.   |
| 5. Reflection          | How did your approach speed affect your ability to 'Decode' that junction?   |



### Lesson Plan 3: Managing Complexity

Topic: Roundabouts (Lefts, Straights, and Mini-Roundabouts)

Phase: 2 & 3 (Transition to Authority)

| 4front Lesson Loop™    | Activity & Implementation  |
|------------------------|--|
| 1. Emotional Check-In  | Assess 'Calm Factor'. Reiterate: 'We are looking for safe and predictable, not perfect.'                           |
| 2. Cognitive Focus     | The Clock Face Method: Is the exit before 12 o'clock? Discuss 'Blockers' and 'Spiralling'. Use visual scaffolding. |
| 3. Controlled Practice | Start with mini-roundabouts. Compare to T-junctions. Use Visual Anchors (yellow bollards) for signal timing.       |
| 4. Real-World App      | Expand to major roads. Focus on Safe Driver Signature: Early signalling and clear positioning.                     |
| 5. Reflection          | When you drifted slightly in that lane, what was your brain focusing on at that moment?                            |



# The Goals for Driver Education (GDE) Matrix

The GDE Matrix is a hierarchical framework used internationally in driver training to define the different levels of knowledge and skill required for safe driving. It emphasises that higher-level cognitive factors directly influence lower-level physical actions.

| Level  | Knowledge & Skills (Technical)   | Risk-Increasing Factors  | Self-Assessment (Reflective)  |
|--|--|--|---|
| <b>Level 4: Goals for Life and Skills for Living</b> |  |  |   |
| <b>Personal Factors</b>                              | Understanding how lifestyle, age, group pressure, and personality affect driving.  | Recognising tendencies for risk-taking, impulsiveness, or overconfidence.      | Self-reflection on personal motives and their impact on safety.             |
| <b>Level 3: Goals and Context of Driving</b>         |  |  |   |
| <b>Trip Context</b>                                  | Planning routes, understanding the impact of passengers, time of day, and weather. | Awareness of risks associated with fatigue, alcohol, or time pressure.         | Ability to adapt the trip plan based on current physical or mental state.   |
| <b>Level 2: Mastery of Traffic Situations</b>        |  |  |   |
| <b>Traffic Interaction</b>                           | Knowledge of traffic rules, road markings, and identifying hazards in real-time.   | Recognising risky scenarios, such as blind junctions or vulnerable road users. | Evaluating one's own ability to anticipate and respond to other road users. |
| <b>Level 1: Vehicle Control</b>                      |  |  |   |
| <b>Mechanical Skills</b>                             | Basic car control: steering, braking, gear shifting, and clutch coordination.      | Understanding vehicle limitations (e.g., tyre grip, braking distances).        | Awareness of physical habits and mechanical competence behind the wheel.    |

## The 4front Driving School Integration

In our methodology, we use this industry-standard matrix to ensure that we are not just teaching 'Level 1' mechanical skills. We focus heavily on Level 4 (Mindset) and Level 3 (Risk Management) to develop truly safe, independent drivers who can self-regulate in complex environments.

Reference: Hattakka, Keskinen, Glad, Gregersen & Hernetkoski (2002).

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