



2016 SWOMA Conference: Moving On

Teaching Students How to Deal with
Uncontrolled Intersections

Thursday, November 2, 2016

1:00-4:30 PM

Friday, November 3, 2016

1:00-2:30 PM

Presented by

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Overview of Issues for Crossing with No Traffic Control

Dona Sauerburger

Student should be able to JUDGE situations:

Is it a "Situation of Uncertainty"?

or a "Situation of Confidence"?

(train student to recognize Situations of Uncertainty)

If it is a:

1. SITUATION of UNCERTAINTY: ANALYZE RISK

- Risk is acceptable?
- Cross when it SEEMS clear (reduce risks as much as possible)
- Risk is NOT acceptable?

DO NOT CROSS, use ALTERNATIVES

2. SITUATION of CONFIDENCE: CROSS with a crossable gap . . .

- a. Cross when clear OR . . .
- b. Cross when the gap in traffic is long enough

(Train student with practice Determining Gaps in Approaching Traffic)

Either way, if using vision, student must do it by glancing.

Dona's SWOMA sessions:

Thursday pre-conference covers:

Teaching students to JUDGE situations and deal with

#1: Situations of Uncertainty

Friday concurrent session covers: Teaching students to deal with

#2: Situations of Confidence

Summary of procedure for teaching students to *recognize* *Situations of Uncertainty*

- Make sure the students understand what [uncontrolled crossings](#) are, and what it's like to cross streets of various widths where there is no traffic control.
- Make sure they understand what [Situations of Uncertainty](#) are, and [how to recognize them](#).
- Make sure they are able to [determine the probable width of streets](#).
- Explain that you're going to have them practice recognizing Situations of Uncertainty, and take them to [streets that are suitable](#) for this training.
- At each street, [determine their crossing time](#) (if there is two-way traffic, you'll need crossing times for traffic from the left and for traffic from the right).
- Help them develop an [intuitive understanding of their crossing time](#) (for both halves of the street if it has two-way traffic).
- Ask them to wait until it is quiet/(they see nothing coming) and then tell you when they first think they hear/(see) something that MIGHT be a vehicle coming. When that happens, start the timer.
- Stop the timer when the vehicle arrives and then, before you report how many seconds it was, ask the student if s/he thinks that warning time (detection-to-arrival time) was longer or shorter than the crossing time.
- Using the time measured with the stopwatch, let the student know if s/he was correct or not.
- Students continue to practice comparing the warning times of approaching vehicles to their crossing time with feedback from you until they become reliably accurate. They base their comparison on their intuitive understanding of their crossing time rather than using a stopwatch, and you use the [TMAD](#) to provide feedback to help improve their accuracy.
- At each situation, after listening to /(watching) enough vehicles to observe the range of warning times for vehicles approaching from the right and from the left in that situation, discuss with the student [whether it is a Situation of Uncertainty](#).
- Repeat this procedure at a variety of crossing situations, including at least one Situation of Uncertainty and one Situation of Confidence, until the students become skilled and accurate with their assessments of the situations.

RISK ANALYSIS for Situations of Uncertainty

Site: _____ Date/time of day: _____

1. Do you have the right of way to cross there? _____ yes _____ no
2. Likelihood of being seriously injured or killed if you cross under these conditions?

Use charts below to analyze likelihood of being surprised and then hit AND seriously injured by a vehicle.

a. Likelihood of being SURPRISED by a vehicle that could reach you during your crossing?

Factor	Conditions
Traffic volume (higher volume = higher risk of being surprised)	
Warning time of approaching vehicles (longer warning time = lower risk of being surprised)	

b. If you are surprised by a vehicle that could reach you, what is the likelihood that it will HIT YOU?

Factor	More likely	Likelihood moderate	Less likely
MULTIPLE THREAT: More than one approaching lane ("yes" = HIGHER likelihood of being hit)	Yes		No
SPEED of drivers: (slower = less likely to hit you)	Fast	Moderate	Slow
EXPECTATION: Drivers expect pedestrians? ("yes" = lower likelihood)	No	Somewhat	Yes
VISIBILITY: Good line of sight / visibility? ("yes" = lower likelihood)	No	Fair	Yes
ROAD CONDITIONS? ("good" = lower likelihood)	Bad	Fair	Good

Factor	More likely	Likelihood moderate	Less likely
GROUP OF PEDESTRIANS crossing with you? ("yes" = lower risk)	No		Yes
WAITING WITH FOOT/FEET IN THE STREET? ("yes" = lower risk)	No		Yes
USING A CANE? ("yes" = lower likelihood that driver will hit you)	No		Yes
DRIVERS: community/culture (inc. observations of yielding there)			

c. If you are hit by a vehicle, what is the likelihood that it will seriously injure or kill you?

Vehicle travel speed and pedestrian injury severity (Florida, 1993-1996; pedestrian in single-car crashes)

	Travel speed (officers' estimate)						
Injury severity	1-20 mph 0-32 kmh	21-25 mph 33-40 kmh	26-30 mph 41-48 kmh	31-35 mph 49-56 kmh	36-45 mph 57-72 kmh	46+ mph 73+ kmh	TOTAL
Fatal	1.1%	3.7%	6.1%	12.5%	22.4%	36.1%	6.5%
Incapacitating	19.4%	32.0%	35.9%	39.3%	40.2%	33.7%	27.0%
Fatal or incapacitating	20.5%	35.7%	42.0%	51.8%	62.6%	69.8%	33.5%
Non-incapacitating	43.8%	41.2%	36.8%	31.6%	24.7%	20.5%	38.8%
Possible / no injury	35.6%	23.0%	21.2%	16.6%	12.7%	9.7%	27.7%

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Figure 1 Region 11 ESC logo.

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Figure 2 TSBVI logo.



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Figure 3 Two images: IDEAs that Work logo and OSEP disclaimer.