

# Accompagnant Rider's Guide

PASSENGER VEHICLE



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Being an accompanying rider demands time and energy, and it is a very important role. In order to perform it well, take the time to read this pamphlet. In it, you will find:

- information about the importance of accompanied driving;
- advice on how to perform the role of accompanying rider;
- practical exercises and things to watch for during driving manoeuvres.

Accompanying riders guide and assist learner drivers over a period of approximately 12 months. That is the shortest amount of time during which the learner can hold a learner's licence before taking the road test given by the Société de l'assurance automobile du Québec (SAAQ).

As of January 17, 2010, in order to obtain a driver's licence, a new driver must take a driving course in a school recognized by the SAAQ. This means the accompanying rider's role is complementary to that of the driving instructor.

### ■ **Accompanied driving**

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It is important for a new driver to get behind the wheel as often as possible in order to gain experience and become adept at dealing with all driving situations. But early driving experience is generally when a driver is at the greatest risk of accidents. That is why accompanied driving is mandatory in Québec for all learner's licence holders. It allows learners to acquire driving experience under conditions that minimize exposure to risk, provided accompanying riders do their part.

## ■ Who can be an accompanying rider?

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Since most new drivers are 16 to 24 years old, an accompanying rider is generally the driver's father or mother. Another family member, a spouse or a friend can also fulfil the role.

Accompanying riders need to:

- have held, for at least two years, a valid Class 5 driver's licence (passenger vehicle);
- know the various driving techniques and be able to explain them to the learner driver;
- behave safely, responsibly and cooperatively.

The holder of a probationary licence is not authorized to be an accompanying rider. In addition, the years during which a probationary licence is held do not count as part of the two years' experience required in order to be an accompanying rider.



### THE ACCOMPANYING RIDER'S ROLE

An accompanying rider is like an additional instructor. You play your part in several ways:

- By being a role model as a driver;
- By working in harmony with the driving school;
- By discussing the learner's strengths and points to improve;
- By helping the learner progress toward independence.

## ■ How many hours of accompanied driving should a learner have?

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Some experts recommend a minimum of 50 hours of driving under the supervision of an accompanying rider. From another point of view, it is generally recognized that, in order to become proficient at handling all driving situations, a new driver needs to cover a total of 3,000 to 6,000 kilometres. But there are no strict rules in this regard. **The important thing to keep in mind is that the more trips the learner driver makes and the more varied they are, the better prepared he or she will be to drive safely on the road network as an independent driver.**



### ■ Being a role model

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If you are the learner's father or mother, your child probably absorbed your driving style long ago because, for years as a passenger, he or she was in a position to observe your attitude behind the wheel, your way of obeying traffic rules and your behaviour toward other road users.

Parents influence their children in many areas of life, and driving is no exception. A child absorbs what a parent does behind the wheel and is liable to reproduce it. North American studies have, in fact, shown that young people's accidents and offences in the first years of driving are related to their parents' driving style and that as a result, parents who commit more offences and have more accidents have children who likewise commit more offences and have more accidents.

If you yourself don't practice safe, cooperative and responsible conduct on the road, you may find it difficult to teach these behaviours to a learner driver. It is important to be aware of this and perhaps let the parent who is the better role model for the child be the accompanying rider.

However, there are no simple rules, and the ideal accompanying rider probably does not exist. Learner drivers need to get in the practice, so it is essential to get out on the road with them often and to help out as best you can. Being properly prepared is often a good way to fulfil the role of accompanying rider, despite your own weaknesses and limitations.

## ■ Working in harmony with the driving school

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Because the learner has to take the driving course in a school recognized by the SAAQ in order to obtain a driver's licence, an accompanying rider must work in harmony with the people who teach at the school.

In addition to covering the rules of traffic and of road signs and traffic signals, the theoretical part of the course seeks to make the learner aware of the importance of the rules of courtesy and sharing the road; the risks related to alcohol, drugs, speed, fatigue and distractions; and the need for environmentally friendly driving (eco-driving).

It is important to keep the learner thinking about these things and to reinforce the messages of prevention delivered in the classroom. The accompanying rider also has a duty to see that the learner respects traffic rules.

As soon as a learner driver has obtained a learner's licence, driving under the supervision of an accompanying rider can begin. However, it is recommended to wait until learners have completed the in-car sessions in Phase 2, dealing

with basic vehicle manoeuvres, before accompanying them on the road for the first time. This will allow the driving instructor to introduce the rudiments of driving on a solid foundation.

## ■ Discussing strengths and points to improve

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Not all learner drivers have the same aptitudes or confidence in themselves when they get behind the wheel. They all learn at their own pace.

Communicating clearly and being coherent in your approach to driving rules will help you provide the learner with guidance and allow him or her to acquire experience and confidence throughout the learning period.

Be calm and logical when you talk the learner about how to drive. Wait until you are back home to do so. The self-evaluation checklist, included in the *Road Access Binder*, can help you. In your role, something like the driving instructor's, it can be good to let learners judge their own strengths and points to improve first, and then give your point of view.





## ■ Facilitating progress toward independence

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It is important for the learner driver to achieve a sufficient level of independence on the road network before obtaining a probationary licence. The change from a learner's licence to a probationary licence often marks a critical time for new drivers with regard to accident involvement. Drivers' first accidents are often related to a lack of skill in observation, anticipation or decision-making, and the problem is often that, as learners, they have not had the leeway or opportunity to perfect the skills in question.

At the driving school, the in-car instructor sees to the learner's progress in a context that goes from guided driving to semi-guided driving to independent driving. When you accompany learners, you must respect this learning hierarchy as much as possible, that is, guide the learner's choices at first, and then gradually allow learners to decide for themselves. Remember, driving is a complex task, especially for learners. Dealing with driving situations requires a good capacity for analysis and judgment, and learners must be allowed to develop that capacity.

### BEFORE YOU BECOME AN ACCOMPANYING RIDER

Being an accompanying rider is a commitment. Before you make that commitment, you must judge your availability and skills.

- Do you have the time?**  
You have to set aside many hours to supervise the learner and help him or her complete the learning process.
- Are you qualified?**  
You need to practice safe, cooperative and responsible conduct on the road to be an accompanying rider.
- Do you have a relationship of trust with the learner?**  
Supervising a learner can be stressful. Try to make sure that the driving sessions do not have an adverse affect on relationship that may already be strained during the teenage years.
- Are you patient?**  
If learners are to integrate the concepts they have been taught, driving sessions with the accompanying rider need to take place in a calm and respectful atmosphere.



## ■ Road Safety Education Program

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The foundation of the course is the Road Safety Education Program. The aim of the program is to enable learners to acquire the four following competencies:

- To establish the profile of a safe, cooperative and responsible driver.
- To handle a passenger vehicle.
- To share the road.
- To use the road network independently and responsibly.

The program also aims to:

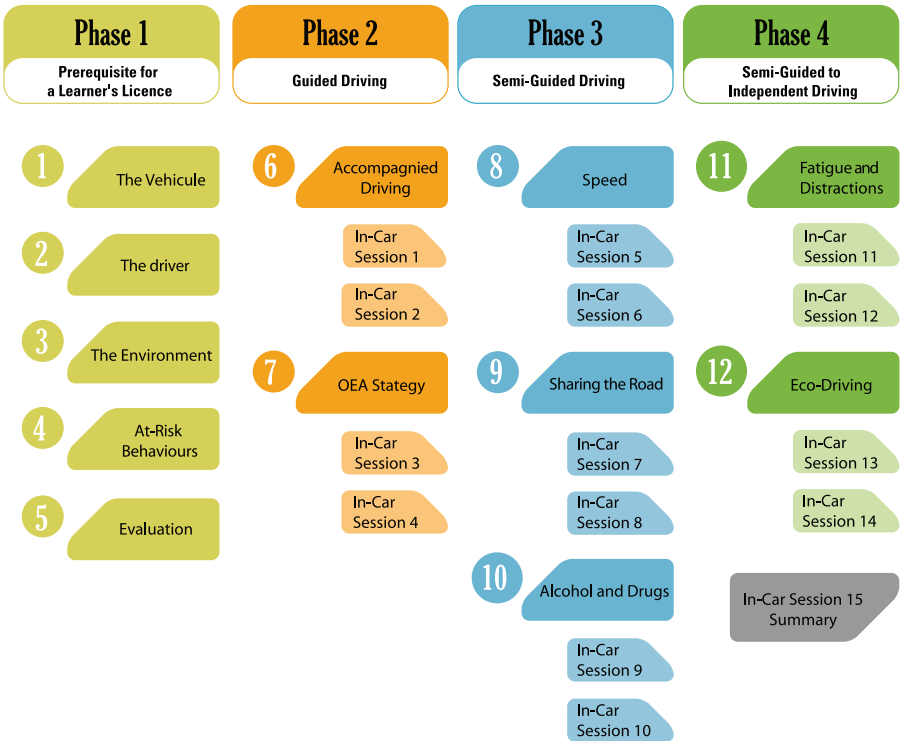
- Introduce alternation between theoretical and practical instruction to promote better integration of learning.

- Gradually allow new drivers greater independence in decision-making in a variety of driving situations so that, upon obtaining a probationary licence, they will have a lesser accident risk.
- Improve the learner driver's visual exploration, hazard detection and anticipation of risks through the OEA (Observe – Evaluate – Act) driving strategy.
- Introduce eco-driving so that learner drivers are encouraged to make more ecologically aware choices when they plan their trips and to adopt fuel-efficient driving manoeuvres when they drive their vehicle.
- Foster awareness of at-risk behaviours and risk factors among learner drivers, particularly in the 16 to 24 age group: speeding, alcohol- or drug-impaired driving, failure to wear seat belts, fatigue, distractions, etc.

## ■ Stages of instruction

Instruction is divided into four phases, in which theory (Modules 1 to 12) and practice (In-Car Sessions 1 to 15) alternate. In all, there are 24 hours of theoretical instruction and 15 hours of practical training.

### Programme Outline - Road Safety Education Program



#### FOUR COMPETENCIES TO ACQUIRE

1. To establish the profile of a safe, cooperative and responsible driver
2. To handle a passenger vehicle
3. To share the road
4. To use the road network independently and responsibly

## Phase 1

Prerequisite for  
a learner's licence  
(theory only)

- Modules 1 to 4 cover vehicle features and systems, the rules of the *Highway Safety Code*, road signs and traffic signals, the profile of a safe, responsible and cooperative driver, the rules of proactive and courteous driving, and at-risk behaviours.
- In Module 5, the driving school gives a written exam created by the SAAQ.
- Once learners pass this written exam, they can get their learner's licence from the SAAQ.

## Phase 2

Guided driving

- Module 6 concerns accompanied driving. Accompanying riders are invited to attend.
- Module 7 is about the OEA strategy to improve learner drivers' skills in hazard detection and anticipation of risks.
- In-Car Sessions 1 through 4 deal with basic vehicle manoeuvres and adopting safe, cooperative and responsible behaviour in simple driving situations.

## Phase 3

Semi-guided driving

- Module 8 is devoted entirely to speed, one of the major causes of offences and accidents among young drivers.
- Module 9 is about sharing the road, particularly with vulnerable users (pedestrians, cyclists, moped and scooter operators, motorcycle riders, etc.) and heavy vehicles.
- Module 10 deals with alcohol and drugs, another major cause of offences and accidents among young people.
- In-Car Sessions 5 through 10 deal with more complex manoeuvres and adopting safe, cooperative and responsible behaviour in a variety of driving environments.

## Phase 4

Semi-guided  
to independent driving

- Module 11 rounds out instruction regarding risk factors, covering fatigue and distractions at the wheel.
- Module 12 covers eco-driving, particularly fuel-efficient manoeuvres.
- In-Car Sessions 11 to 14 go into greater depth regarding vehicle manoeuvres and the adoption of safe, cooperative and responsible behaviours in a variety of driving environments.
- In-Car Session 15 is a summary of the on-road instruction aimed at preparing the learner for the SAAQ road test.

### ■ Stages of evaluation

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Evaluation is done at several points throughout the learning process.

#### Evaluation of theoretical learning

At the end of Phase 1, the first evaluation of theoretical knowledge is done at the driving school. The school administers an SAAQ written exam. Learners who pass the exam are entitled to obtain their learner's licence.

The second written exam is administered by the SAAQ. Ten months after obtaining a learner's licence, a learner may go to an SAAQ service centre and take the knowledge test.

#### Evaluation of practical learning

The driving school evaluates practical learning in In-Car Sessions 5 and 10, as well as 15, which is a summary of instruction prior to the SAAQ road test.

Twelve months after obtaining a learner's licence, a learner who has passed the SAAQ knowledge test and obtained an attestation of successful completion of the driving course can go to an SAAQ service centre and take the road test.

## 2

# GUIDE FOR **learning** MANOEUVRES AND BEHAVIOURS



Throughout the learning period on the road, it is essential to interact well with the learner driver. It is normal to feel a bit anxious before beginning practical exercises with an inexperienced driver. Remember: trust is one of the primary conditions of success.

It is important to devote as many hours as possible to practical exercises so that the learner can acquire experience. Don't hesitate to have the learner drive at different times of the day and under various traffic and weather conditions.

If learners are to benefit, the learning process must take place gradually and in situations they are ready to face.

- Give the learner more advice at the beginning of the learning period and less and less as you go along. This will enable the learner to become independent more quickly.
- Begin your practice sessions in an area where there is little traffic. Gradually increase the degree of difficulty of trips (e.g. go to an urban area with a heavier concentration of users on the road network) as the learner gains experience and confidence.
- Keep paying attention and be prepared to intervene if difficulties arise.
- Stop the exercise if you or the learner driver becomes nervous, tired or irritable.
- Do practical exercises regularly to be sure the learner maintains his or her skills and continues to progress.
- Remind the learner of the rules of caution to adopt in the presence of various categories of road users, particularly vulnerable users, heavy vehicles and emergency vehicles.



At the end of each session:

- Encourage the learner by pointing out the progress made.
- Point out both the learner's strong points and the points to improve, with regard to both driving manoeuvres and behaviours.
- Schedule the next practice session.

For more information, read:

- the In-Car Session sheets;
- the “Checklist for Sharing the Road with Other Users”.

You will find these documents in the *Road Access Binder* and on the Éducation routière Web site.

## ■ Introduction to the road network (Phase 2)

Learners have to practise the basic vehicle manoeuvres and the visual exploration techniques seen at the driving school. They have to learn to keep the vehicle in the middle of the lane and not drift into the other lane or onto the shoulder. Ask the learner to do the exercises at a slow speed to begin with. Then repeat the exercises at a faster speed.



At this stage, it is recommended to wait until the learner has completed the In-Car Sessions in Phase 2, dealing with basic vehicle manoeuvres, before accompanying the learner on the road for the first time.

IN-CAR SESSIONS WITH THE ACCOMPANYING RIDER MUST ALLOW THE LEARNER TO:

● **Practise basic vehicle manoeuvres** (steering, controlling speed, accelerating, braking, coming to a stop, backing up, etc.):

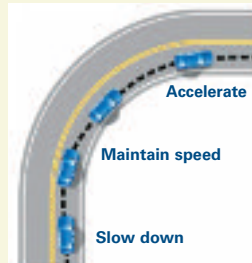
- In a straight line
- At various types of intersections (with or without stop signs, with traffic lights, multiple lanes, etc.)
- In curves
- While changing lanes
- During parking manoeuvres (those seen at the driving school)

● **Perfect visual exploration techniques:**

- Proper and frequent visual scanning
- Proper rearview mirror checks at the right time
- Proper shoulder checks at the right time (blind spots)



The learner must learn to negotiate a curve and keep the vehicle in the middle of the lane.



THE ACCOMPANYING RIDER MUST MAKE SURE THE LEARNER:

MASTERED ROOM FOR IMPROVEMENT

Adopts a **safe driving position**



**Detects the presence of vulnerable users** on the road network and places where they are likely to be (schools, hospitals, shopping centres, motorcycle schools, etc.).



**Evaluates rights** of way and traffic light changes and **yields the right of way** to vulnerable users and other users who have it.



**Communicates** intentions appropriately and at the right time.



**Adapts his or her driving** to the situations encountered (e.g. traffic, types of users present, weather and road conditions).



Maintains **safety margins** (front, rear and side) around the vehicle being driven.



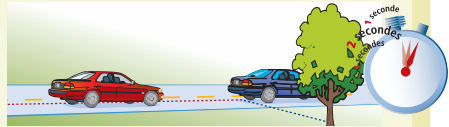
Adopts **safe, cooperative and responsible behaviour**.



TO MAINTAIN A SAFE DISTANCE BETWEEN TWO VEHICLES

Use the two-second rule.

- As a reference point, choose a stationary object by the side of the road a short distance ahead of the vehicle in front of you.
- When the vehicle in front passes the reference point, start counting the seconds (“one thousand one, one thousand two”) before your vehicle passes the reference point.
- There is a safe distance between your vehicle and the one in front if two seconds elapse before your vehicle passes the reference point (i.e. one has finished saying, “one thousand and one, one thousand and two”).
- If not, your vehicle must slow down in order to increase the distance between the two vehicles.



If road or weather conditions are difficult, the distance can be increased to as much as an eight-second interval.

## ■ On-road instruction (Phase 3)

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Learners continue learning to drive a passenger vehicle, while acquiring greater independence. They have to control the vehicle in a variety of proposed situations, and perfect the ability to make decisions and share the road.

IN-CAR SESSIONS WITH THE ACCOMPANYING RIDER MUST ALLOW THE LEARNER TO :

● **Master all the basic manoeuvres and all the behaviours** listed in the introduction to the road network (Phase 2) in a variety of settings:

- Residential areas
- Urban areas
- Rural areas
- Highways

● **Master visual exploration techniques:**

- Proper and frequent visual scanning
- Proper checking in rearview mirrors at the right time
- Proper shoulder checks at the right time (blind spots)

● **Perfect all parking manoeuvres** seen at the driving school

● **Perform driving manoeuvres independently** (without the accompanying rider's help):

- Turning
- Stopping at an intersection
- Changing lanes
- Parking

THE ACCOMPANYING RIDER MUST MAKE SURE THE LEARNER:

MASTERED ROOM FOR IMPROVEMENT

**Performs all the manoeuvres and adopts the behaviours** learned during the introduction to the road network (Phase 2), in a **semi-guided** context



**Detects potential and real risks** in the road environment and **performs the appropriate actions**



**Anticipates** when traffic will stop or slow down, as well as the mandatory stops of certain vehicles (school buses and city buses, etc.)



**Uses landmarks to get their bearings** on the road network



**Adapts driving** to the situations encountered (traffic, types of users present, weather and road conditions, etc.)



Maintains **safety margins** (front, rear and side) around the vehicle



Adopts **safe, cooperative and responsible behaviour**



We recommend increasing the number of practice hours and variety of driving situations if possible at this stage.



## ■ Perfecting what has been learned (Phase 4)

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Learners perfect driving a passenger vehicle in a variety of situations and in the presence of various categories of users. Intervention by the accompanying rider must be gradually reduced so that, at the end of the period of accompanied driving, learners drive independently on the road network and adopt safe, cooperative and responsible driving behaviour.

IN-CAR SESSIONS WITH THE ACCOMPANYING RIDER MUST ALLOW THE LEARNER TO:

- **Perfect the driving manoeuvres and behaviours** learned during the introduction to the road network (Phase 2) and the phase of getting to know the road network (Phase 3), in order to become independent:
  - In various types of settings (urban areas, rural areas, highways, residential areas)
  - In more complex driving situations (at rush hour, in more difficult weather conditions, at night, etc.)
- **Independently look for information** in the road environment by applying visual exploration techniques
- **Perfect independent driving:**
  - With a minimum of instructions, the learner must go to the desired destination (e.g. a friend's or relative's place)



At this stage, we suggest decreasing the number of your interventions in order to encourage the learner driver to be independent.

THE ACCOMPANYING RIDER MUST MAKE SURE THE LEARNER:

MASTERED ROOM FOR IMPROVEMENT

**Performs all the manoeuvres and adopts the behaviours** learned during the introduction to the road network (Phase 2) and the phase of getting to know the road network (Phase 3), **independently**



**Detects potential and real risks** in the road environment and **performs the appropriate actions**



**Is able to perform related tasks** (e.g. turn on the fan or heat) **without it affecting driving** (e.g. no sudden change in direction)



**Adapts driving** to the situations encountered (traffic, types of users present, weather and road conditions, etc.)



Maintains **safety margins** (front, rear and side) around the vehicle























Adopts **safe, cooperative and responsible behaviour**



## ■ Behaviour behind the wheel

Periodically assess the learner driver's behaviour at the wheel and discuss the following points.

SHARING THE ROAD	ROOM FOR	
	MASTERED	IMPROVEMENT
Respects traffic rules, road signs and traffic signals, and rights of way		
Cooperates with road users, particularly vulnerable users (pedestrians, cyclists, moped and scooter operators, motorcycle riders, persons using a motorized mobility aid, etc.), heavy vehicles and emergency vehicles		
Respects other vehicle drivers and operators, particularly vulnerable users		
Yields the right of way		
Applies the rules of courtesy		

FORESEEING AND ANTICIPATING	ROOM FOR	
	MASTERED	IMPROVEMENT
Applies the OEA strategy		
Communicates intentions		
Maintains safety margins (front, rear and side) around the vehicle		
Chooses the appropriate speed		
Slows down in the presence of vulnerable users, and increases the safety margins around the vehicle		

## AT-RISK SITUATIONS

Anticipates traffic risks



Slows down in school zones



In difficult weather or road conditions (bright sunshine, rain, snow, reduced visibility, a gravel road, etc.), slow downs, adapts driving and increases the safety margins (front, rear and side) around the vehicle.



Maintains direction in the presence of crosswinds:

- According to the condition and slope of the road
- When turbulence is caused by a heavy vehicle



At the end of the learning period, learner drivers need to know how to **drive a vehicle**, but more importantly, how to conduct themselves on the road – adopting safe, cooperative and responsible behaviour.





Supervising a learner can be stressful and sometimes put an accompanying rider's ability to remain calm and focused to the test, especially considering that most learners are between 16 and 24 years of age and that the accompanying rider is usually their parent. If a relationship is strained already, tempers can flare up in stressful situations like driving a passenger vehicle.

The following pages present some typical situations—among the most common—that can occur during accompanied driving sessions. There are lists of behaviours and attitudes that are warning signs, since they can lead to an atmosphere that is not conducive to learning. Also listed are examples of things you can do to deal with each situation. Apply the advice you feel most comfortable with.

### ■ Possible situations

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- The learner is oppositional.
- The learner is tired.
- The learner is stressed out.
- The learner lacks confidence.
- The learner overestimates his or her abilities.
- The learner lacks practice.
- The learner is on the right track.

Take the time to read the following lists before the accompanied driving phase begins so that, when the time comes, you can put the advice into practice.

## Situation 1 – The learner is oppositional.

### Signs of opposition

#### The learner:

- Grows irritated, criticizes traffic, the rules, etc.
- Disregards or contests your advice and becomes aggressive.
- Contests your instructions before considering their advantages.

### What can the accompanying rider do?

- Suggest stopping for a while to talk about the situation.
- Let the learner explain his or her actions, and refrain from giving him or her orders.
- Avoid taking the learner's place at the wheel.
- Try to understand why the learner wanted to do things differently.
- Make sure your advice is clear: avoid saying things like "Careful!"
- Talk to the driving instructor about the learner to understand the way he or she is behaving.

## Situation 2 – The learner is tired.

### Signs of fatigue

#### The learner:

- Stares, yawns constantly.
- Changes position frequently or slouches.
- Frequently asks you to repeat the instructions.
- Chooses the wrong gear, signals the wrong way, etc.

### What can the accompanying rider do?

- Before getting into the car, make sure the learner is well rested (and you are, too), because driving demands constant attention.
- Stop and change drivers at the first signs of fatigue.
- Explain to the learner that it is dangerous to drive if your ability is impaired by fatigue or drowsiness. Doing so is one of the three main causes of accidents in Québec (alcohol-impaired driving and speeding are the other two).
- Explain to the learner that a driver has to stop at the first sign of fatigue.

## Situation 3 – The learner is stressed out.

### Signs of stress

#### The learner:

- Seems nervous, is tense (stiff head and neck posture, arms stiff on the wheel, etc.).
- Repeats mistakes made when he or she first started.
- Panics, shakes, cries.

### What can the accompanying rider do?

- Calmly explain what the learner has to do.
- Give advice, not orders.
- Change roads as soon as you notice that the learner is under too much stress.
- Don't communicate your stress; suggest stopping for a while.
- If necessary, talk with the driving instructor about the learner in order to find a solution.

## Situation 4 – The learner lacks confidence.

### Signs of lack of confidence

#### The learner:

- Wants to give up.
- Gets angry at himself or herself.
- Is tense behind the wheel.

### What can the accompanying rider do?

- Encourage the learner driver; tell him or her that with time and perseverance, they will succeed.
- Emphasize that it is natural to be nervous when starting to learn to drive.
- Put the learner in a position to succeed before gradually increasing the level of difficulty in on-road practice sessions.
- Emphasize what worked in a situation, even if performance wasn't perfect.
- Encourage the learner driver's independence by letting them take the initiative.

## Situation 5 – The learner overestimates his or her abilities.

### Signs of overconfidence

#### The learner:

- Drives too fast.
- Commits offences (speeding, slowing down instead of coming to a complete stop, etc.).
- Keeps only one hand on the steering wheel.

### What can the accompanying rider do?

- Make the learner is aware of the risks that exist on the road network.
- Be sure not to foster at-risk behaviours (e.g. disobeying speed limits, lacking courtesy).
- Inform the learner of the possible reactions of other users.
- Do not hesitate to ask the learner to pull over; then set things straight.

## Situation 6 – The learner lacks practice.

### Signs of lack of practice

#### The learner:

- Looks for information only in front (doesn't use rearview mirrors much, doesn't check blind spots).
- Pays attention mostly to road signs and signals and not much to the behaviour of other road users.
- Has trouble maintaining direction and speed.

### What can the accompanying rider do?

- Increase the frequency and duration of practice sessions.
- Let the learner progress at his or her own pace.
- Avoid having the learner do driving exercises on busy, unknown or complicated roads to begin with.
- Draw attention to new situations early enough for the learner to prepare adequately for them.
- Give the learner advice.

## Situation 7 – The learner is on the right track.

### Signs that the learner is improving his or her driving

#### The learner:

- More quickly detects real or potential risks in the road environment.
- Is getting better and better at anticipating the actions of other road users.
- Slows down when a situation gets complicated.
- Is increasingly independent.

### What can the accompanying rider do?

- Continue in the same vein and gradually increase the complexity of practice sessions.
- Remain vigilant, because the learning process is not over. The learner driver still needs your help, encouragement and skills.
- Make sure the learner continues to behave properly (respects other road users, obeys road signs and traffic signals, uses proper visual exploration techniques, etc.).

## ■ Family contract between the learner driver and the accompanying rider

The contract between learner drivers and their accompanying riders is useful to set rules to be respected by both parties and specifies the respective expectations and responsibilities. Once you have decided on the terms of the contract, discuss them with the learner driver and sign the contract.

Decide together on the consequences of not following the rules. The consequences can be different depending on the rule involved. Make sure you are open to negotiation on certain points, but be firm concerning rules that are important to you. Be prepared to review and change the contract as the learner progresses.

## Family Contract (example)

### For the learner driver:

I, \_\_\_\_\_,  
(name)

agree:

- To behave safely, cooperatively and responsibly;
- To obey all the rules of traffic and road signs and signals;
- To understand that driving is a privilege that comes with significant responsibilities;
- To comply with all the restrictions and stages of graduated licensing;
- To never drive under the influence of alcohol or drugs;
- To find a designated driver if I am unable to drive. If I don't find one, then, regardless of what time it is, I will call you, another family member, a friend or a taxi;
- To buckle my seat belt and make sure all passengers do the same;
- To limit sources of distraction like very loud music, a cell phone, writing a text message, etc.;
- To respect your judgment and your decisions about driving a passenger vehicle and proper behaviour on the road network.

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Date and signature of learner driver

### For the accompanying rider

I, \_\_\_\_\_,  
(name)

agree:

- To be your accompanying rider and supervise your practice;
- To obey all the rules of traffic and of road signs and signals;
- To be a good role model as a driver and to listen to your comments if I make driving mistakes;
- To remain calm, not get too emotional and not lose patience;
- To be available for any conversation that can help you become a safe, cooperative and responsible driver;
- To not accompany you if I am under the influence of alcohol or drugs;
- That you can call me any time to go and pick you up or organize your safe return home;
- To guide you in the learning process and help you progress toward independence;
- To gradually give you more freedom as you progress in perfecting your driving skills;
- To be open to your needs

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Date and signature of learner driver

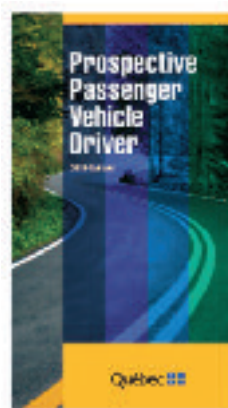
4

## AT THE **end** OF THE TRAINING PERIOD



### REMINDER FOR THE ROAD TEST AT A SERVICE CENTRE

Read *Prospective Passenger Vehicle Driver* so that the learner meets all of the requirements when taking the road test.



### CONSENT OF A PERSON HAVING PARENTAL AUTHORITY

Also, don't forget to complete the form "Consent of a Person Having Parental Authority" if the learner is under 18.

The guide is also available on our Web site at: [www.saaq.gouv.qc.ca](http://www.saaq.gouv.qc.ca).



## Consent of a Person Having Parental Authority

This form must be filled out and signed by the father,  
mother or legal guardian of a minor applying for  
vehicle registration or a licence to drive.

I, the undersigned...

### Father, mother or legal guardian

Last name
First name
Address
If you hold a driver's licence, copy the licence number onto this form:

...consent that the Société de l'assurance automobile du Québec

Check one  **issue a licence to drive to**  
or both  **register a road vehicle in the name of**

### Minor

Last name			
First name	Date of birth Year	Month	Day
	Year	Month	Day
Signature of father, mother or legal guardian		Date	

### Protection of Personal Information

All information gathered by authorized Société de l'assurance automobile du Québec personnel is handled confidentially. The Société requires this personal information to apply the *Automobile Insurance Act* and the *Highway Safety Code*. Under the *Act respecting access to documents held by public bodies and the Protection of personal information*, it may be conveyed to Government departments or agencies, or used for statistical, survey, study, audit or investigative purposes. Failure to provide information can result in a refusal of service on the Société's part. Individuals may consult or correct any personal information concerning them held in Société records.

For more information, contact the Société's call centres or consult the Policy on Privacy on the Société Web site at: [www.saaq.gouv.qc.ca](http://www.saaq.gouv.qc.ca).

<b>Do not write here</b>	Année	Mois	Jour	N° de point de service
	N. I.			

## TO CONTACT US



### INTERNET

[www.saaq.gouv.qc.ca](http://www.saaq.gouv.qc.ca)



### TELEPHONE

- in Québec (city and vicinity): 418 643-7620
- in Montréal: 514 873-7620
- From elsewhere in Québec, Canada, USA, toll free: 1 800 361-7620



### TDD/TTY

Hearing-impaired

- in Montréal: 514 954-7763
- From elsewhere in Québec, toll free: 1 800 565-7763



### BY MAIL

Société de l'assurance automobile  
du Québec  
P.O. Box 19600  
Québec (Québec) G1K 8J6



### IN PERSON

At one of our service outlets.  
Phone us before leaving; in most cases,  
we can get the information to you  
to save a trip.

*Version française disponible sur demande.*