



U.S. Department of Transportation
Federal Motor Carrier Safety Administration



DEPARTMENT OF TRANSPORTATION NATIONAL TRAINING CENTER LARGE TRUCK & BUS TRAFFIC ENFORCEMENT TRAINING



Instructor Lesson Plan

Version 2.0

June 2016

Large Truck and Bus Traffic Enforcement Training

Title:	Large Truck and Bus Traffic Enforcement Training
Lesson Goal:	To provide law enforcement officers, who have a duty and responsibility to enforce traffic laws, with the knowledge and skills to safely and effectively conduct large truck and bus vehicle stops after observing illegal and/or unsafe driving behavior.
Training Objectives:	<p>At the end of this block of instruction, the participant will be able to achieve the following objectives from the information presented during the instructional period:</p> <ol style="list-style-type: none">1. Recognize the need for increased traffic enforcement encouraging a “culture of enforcement.”2. Identify the most common unsafe driving violations associated with large truck and bus crashes.3. Identify safety considerations that apply before, during and after a vehicle stop.4. Detect potential indicators of serious vehicle defects or criminal activity.5. Conduct a large truck or bus vehicle traffic stop.
Hours/Credits:	Two (2)
Instructional Method:	Lecture/Conference/Discussion
Materials Required:	Lesson Plan DVDs with Course Information Pen/Pencil/Paper
Training Aids:	LCD Projector/Computer Screen Flip Chart/Easel Markers PowerPoint Slides Videos: Embedded within PowerPoint Student Handout: PowerPoint 3-Slide Handout Student Handout: FMCSA Field Contact Handout
References:	“2015 Pocket Guide to Large Truck and Bus Statistics.” Washington, DC: U.S. Dept. of Transportation, Federal Motor Carrier Safety Administration, March 30, 2015. [On-line]. Available at: https://www.fmcsa.dot.gov/safety/data-and-

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Videos:

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The Community College of Baltimore County & the Baltimore County Police Department. "Pull 'Em Over." Baltimore, MD: CCBC & FMCSA, 2012. [On-line]. Available at: <http://www.youtube.com/watch?v=GmEATMjQShI&feature=youtu.be> [May 11, 2016]. (16:07)

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Large Truck and Bus Traffic Enforcement Training

Title: Large Truck and Bus Traffic Enforcement Training - **Instructor Notes**

These notes are intended to assist the instructor in the delivery of this block of instruction.

1. Due to compatibility issues with many host multimedia systems to accept a guest instructor computer or tablet, be prepared to have your PowerPoint presentation on a USB drive, external hard drive, CD or DVD, or cloud link, and have all embedded video links in PowerPoint set up to be shown on any device.
2. The PowerPoint presentation includes embedded video clips. To run the clips, hover the mouse over the corner, and select the play button. It is a good idea to provide a backup in case the embedded links do not work by extracting the individual clips from the file and copy them individually to a separate disk or drive that you can access.
3. A Post-Test is provided to comply with regulations/policies for certification towards annual continuing education and/or in-service training credits in those jurisdictions where it is required. A 70% passing score is required for successful completion. Consult your local host for their particular requirements.
4. The allotted time for this lesson is two (2) hours. Instructors should structure their classroom presentations to spend approximately one (1) to one and one-half (1.5) hours in the classroom covering academic material. The remainder of the time should be allotted for student questions and testing.
5. During the course presentation, instructors are encouraged to periodically ask questions related to the material from the lesson plan, to keep the students engaged, to facilitate their questions about concepts they may not grasp, and to gauge overall learning progression.
6. Please submit all class records (Attendee Rosters, Post-Tests scores, classroom evaluations, invoices and level III evaluation responses) to the IADLEST Large Truck and Bus Project Manager via e-mail as soon as feasible upon course completion. The records retention schedule for this class exceeds 30 years.
7. Refer to the *Subject Matter Expert Selection Criteria* handout for further information concerning who is eligible to instruct this course and the contract provisions.

Large Truck and Bus Traffic Enforcement Training

I. Introduction (20 minutes)

NOTE: Show slide, “Large Truck & Bus Traffic Enforcement Training.”

A. Opening Statement

NOTE: Show slide, “Instructor Name” and welcome all to class. Print registration cards before class and capture student responses to questions on the back or bottom of the cards to record level III evaluation data. Be sure to ask students to record their opinions about future enforcement efforts at the end of the training block.

Due to their size, large trucks and buses can wreak havoc on our nation’s highways when a crash occurs. Even though each state has designated officers focusing on traffic enforcement for this population, the number of crashes increases every year. We know that if local officers--to include city, county and other agencies--will actively enforce unsafe movement violations, then fatalities and crashes will diminish. This block will focus on strategies to help officers safely conduct vehicle stops and be a critical partner in saving lives.

NOTE: Show slide, “Goal.”

B. Training Objectives

NOTE: Show slide, “Training Objectives.”

C. Reasons

NOTE: Show video, “Large Truck and Bus Traffic Enforcement Training.” (3.07 minutes)

It is extremely important that ALL law enforcement officers address this critical issue and begin to increase their traffic enforcement efforts in stopping large trucks and buses. This block of instruction will provide officers with state and national statistics that show how alarming the crashes and fatalities are. Innocent individuals traveling on our highways need your efforts.

II. Body (1.5 hours)

A. A Culture of Enforcement

NOTE: Show slide, “A Culture of Enforcement.”

NOTE: Show slide, “Our Mission.”

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The mission for the Federal Motor Carrier Safety Administration (FMCSA) is: Placing safety as our highest priority: Prevent crashes, injuries, and fatalities involving commercial motor vehicle (CMV) transportation through *education*, innovation, regulation, *enforcement*, financial assistance, partnerships, and full accountability.

1. The problem – exploring the facts

NOTE: Show slide, “The Problem – Exploring the Facts.”

- a. Large trucks and buses represent

- 1) 5% of the registered vehicles in the U.S.¹
- 2) 10% of the vehicle miles traveled²
- 3) 12% of the fatal crashes and 8% of all crashes³
- 4) 13% of the traffic fatalities⁴

- b. Large truck and bus crash data⁵

NOTE: Show slides, “Large Truck and Bus Crash Data” – slides 1-3.

- 1) In 2014, 3,649 crashes involving a large truck or bus claimed 4,161 lives lost.
- 2) 701 of those lives lost were large truck or bus occupants.
- 3) 3,460 of those lives lost were occupants of either a passenger vehicle, rider of a motorcycle or a bicycle, or were a pedestrian.
- 4) 7,486 total vehicles were involved in these crashes:
 - a) 3,978 - large trucks or buses
 - b) 91 - school buses
 - c) 31 - motor coaches
 - d) 3,182 - passenger vehicles
 - e) 326 - other vehicles, mostly motorcycles

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- f) 77 - bicyclists
 - g) 438 - pedestrians
 - h) 9 - persons on personal conveyances
- 5) At least 36% of large truck occupant fatalities were not wearing a seatbelt.
 - 6) In 20% of truck crashes with at least one large truck occupant fatality, the truck's speed was a factor related to the crash.
 - 7) 61% of fatal crashes involving a large truck occur on rural roads.
 - 8) 30% of fatal crashes in work zones involve a large truck.
 - 9) Approximately 50% of large truck and bus fatal crashes occurred in 10 states: Texas, California, Florida, Pennsylvania, Ohio, Georgia, New York, North Carolina, Indiana, and Illinois.

NOTE: Show slide, "Fatal Crashes – Top Ten States."

Look closely at your specific state and notice the number of people killed in these crashes.

- 2. Fatal crashes by work zone, 2010-2014⁶

NOTE: Show slide, "Fatal Crashes by Work Zone, 2010 – 2014."

Individuals working on our highways are in danger of being struck and killed by operators not complying with safe speeds, conditions of the road, or by distractions.

- 3. Key safety process areas

NOTE: Show slide, "Key Safety Process Areas."

- a. R - Companies register with FMCSA
- b. I - Inspect vehicle drivers and record safety compliance data.
Police enforce most of the traffic infractions on the highways, city streets, and county roads.

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NOTE: Click to show red circle on “Traffic Enforcement” to reinforce the students’ role.

- c. C - Investigators visit companies and record safety compliance data.
 - d. E - Enforcement brings legal action against companies not in compliance.
4. Removal of unsafe drivers

NOTE: Show slide, “Removal of Unsafe Drivers.”

To make an appreciable impact that will make our communities safer, ALL law enforcement officers should focus on traffic violations concerning large trucks and buses and stop their unsafe driving behaviors and movements. Moving forward, law enforcement should team with FMCSA and CMV enforcement efforts in order to save lives on our nation’s highways.

How do we remove unsafe operators from the roadways? By recognizing the traffic infraction, and citing their unsafe and illegal driving behaviors.

NOTE: Instructors should point out the common unsafe driving behaviors and traffic offenses and then discuss the operator penalties for each.

Unsafe Driving Behaviors

Serious Traffic Offenses

- Speeding
- Reckless driving
- Following too close
- Improper lane change
- Texting and cell phone use

Major Traffic Offenses

- DUI – Alcohol/Drugs
- Refusal to submit to alcohol test
- Felony use of a vehicle
- Driving on revoked/suspended license
- Leaving scene of crash

Disqualifications (Serious)

- 2nd conviction – 60 days
- 3rd conviction – 120 days

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Disqualifications (Major)

- 1st conviction – 1 year
- 2nd conviction – lifetime

5. FMCSA vision

NOTE: Show slide, “FMCSA Vision.”

Help us save lives by striving toward a *crash-free* and *fully accountable* CMV transportation life-cycle.

NOTE: Show “In-cab Video #1.” (16 seconds)

NOTE: Show “In-cab Video #2.” (20 seconds)

NOTE: Show slide, “A Truck Stop.” Tell the details of this story to students:

This vehicle was stopped for an equipment violation of state laws by a non-cmv road trooper. Upon making contact, it was discovered that the vehicle was traveling over 400 miles empty to pick up a load. However, the driver (who was also the owner of the truck and company) did not know exactly where and when the load was to be picked up, what it would be, or exactly what it would pay. Further investigation uncovered more anomalies of industry norms, leading to a request for a K-9 and vehicle search. Eighty (80) kilos of cocaine were found in the sleeper berth of the tractor. (June, 2010)

NOTE: Show slide, “A Culture of Enforcement.” Re-show slide to emphasize again how critical traffic enforcement is to crash and fatality reductions with large trucks and buses.

NOTE: Take a break.

B. What Is a Large Truck or Bus?

NOTE: Show slide, “Examples of Large Trucks & Buses.”

NOTE: Ask class, “What is a large truck or bus, and would you ever pull one over?”

NOTE: Conduct class exercise. This exercise is intended to get the students to define a large truck or bus. It displays five sets of silhouetted vehicles, each corresponding to a specific class of vehicle.

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- For each set of vehicles pictured, ask students if they think the set includes any vehicles that could be considered a large truck or bus.
- Also, for each set of vehicles, ask students if they have or would ever pull over such vehicles. Have students explain their reasons why or why not.
- Once you have gone through all sets, summarize the student responses.

NOTE: Show additional slides, “Examples of Large Trucks and Buses.”

1. Which presents a greater safety risk?

NOTE: Show slide, “Situation - Which Presents a Greater Safety Risk?”

Which traffic infraction presents a greater safety risk? A large truck driving outside the lane line or a passenger car driving outside the lane line?

In reality, they’re both safety risks, even if the large truck presents a greater risk due to its size.

This is a reality faced by traffic enforcement personnel every day. It does not matter what the violation is.

NOTE: Transition: Even a routine stop can turn into something else.

NOTE: Show video, “Vehicle Stop for a Motor Vehicle Violation.” (21 seconds)

- This slide has a short video clip of an officer talking to a driver that he has just pulled over for driving outside the lane line. (Text box fades at end of video)
- Highlight the fact that finding the drugs was a result of stopping the large truck.

NOTE: Transition: Transportation of drugs is just one of several types of criminal activity that can be uncovered during a vehicle stop.

NOTE: Ask class: “How many of you have had a ‘routine’ vehicle stop lead to a big drug seizure or solved a crime?” Let students share their experiences.

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2. Criminal activity

NOTE: Show slide, “Criminal Activity.”

Although you should never go into the back of a vehicle, making the stop can be the first step in uncovering criminal activity.

We want to stress again the importance of **NOT** going into the back of a vehicle to search unless trained properly and follow policies and procedures.

a. If you have developed reasonable suspicion that criminal activity maybe occurring, follow your agency policy concerning conducting searches:

- 1) Consent
- 2) Probable cause

b. Never search alone. Deploy someone with specialized training to assist, i.e., K-9, Interdiction, CVE.

- 1) Deploy back-up to watch the driver(s).
- 2) Lock the door back with a small lock.
- 3) Don't let yourself get locked in the back of a truck.

The back of a truck is a confined space and may lack adequate air source or it may contain hazardous materials.

c. Other kinds of criminal activity, such as household goods violations can be determined viewing FMCSA's own website: www.protectyourmove.gov.

Do your part by enforcing traffic safety laws for ALL vehicles on the road.

NOTE: Show slide, “At the Very Least”

NOTE: Transition: A vehicle stop won't always uncover criminal activity.

C. Enforcing Traffic Safety

NOTE: Show slide, “Enforcing Traffic Safety” and click on video.

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The video clip in the slide discusses the differences between pulling over trucks and buses versus passenger cars. (28 seconds)

Stopping a truck or bus is a bit more complicated than stopping a passenger car. This training aims to help make the whole process less daunting and safer for all.

1. Large truck and bus traffic enforcement begins with *awareness and knowledge*. Awareness and knowledge are the two perspectives officers will need to create a culture of enforcement.

NOTE: Show slide, “Awareness & Knowledge.”

- a. Awareness: Recognize illegal or unsafe driving behaviors
 - b. Knowledge: Conduct large truck and bus vehicle stops
2. Being *aware* and using your traffic enforcement *knowledge* stimulates five basic actions, which differ little from a traditional passenger vehicle stop, and are consistent with the performance objectives.

NOTE: Show slide, “Conducting a Large Truck or Bus Vehicle Stop.”

- a. Observe: Identify traffic violations associated with truck and bus crashes.
- b. Consider: Differentiate the safety considerations that apply before, during, and after a vehicle stop.
- c. Detect: Detect potential indicators of serious vehicle defects or criminal activity.
- d. Review: Recognize the documentation required for enforcement actions for a large truck or bus vehicle stop.
- e. Report: Identify and select the appropriate boxes to check when filling out a citation for a truck or bus.

NOTE: Transition: Making the stop starts with observing a violation.

3. Motor vehicle law violations
 - a. Motor vehicle violations are the precursor to a vehicle stop and potentially more.

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NOTE: Show slide, “Motor Vehicle Violations.”

NOTE: Ask class, “What do you think are the most common truck and bus violations?” There are many correct answers.

- **Speeding**
- **Lane usage**
- **Fail to use signal**
- **Following distance**
- **Fail to obey traffic control device (trucks right lane only)**
- **Move over law**

NOTE: Show slide, “Driver Behaviors” and see how students measure up by watching the video. This video clip discusses the fact that crashes stem from unsafe driver behavior. Unsafe driver behaviors are observed as motor vehicle violations. (34 seconds)

- b. Driver behaviors as predictors of crashes

NOTE: Show slide, “Unsafe Driver Behaviors.” Explain to students how these driver behaviors can be a predictor of future crash involvement.

NOTE: Ask class, “Why do you think unsafe driver behavior might be a predictor of future crash involvement?”

- c. This information comes from the American Transportation Research Institute.⁷

- 1) Failure to use or improper signal conviction – 96%
- 2) Past crash – 88%
- 3) Improper passing violation – 88%
- 4) Improper turn conviction – 84%
- 5) Improper or erratic lane change conviction – 68%
- 6) Failure to obey traffic sign violation – 68%
- 7) Speeding conviction (15 mph over speed limit) – 67%
- 8) Any conviction – 65%

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- 9) Reckless/careless/inattentive/negligent driving conviction – 64%

NOTE: Transition: While driver behaviors are a contributor to crashes, they are not the only contributor.

4. Additional offenses

NOTE: Show slide, “Additional Offenses.”

Vehicle defects can have as much to do with crashes as unsafe driving behaviors. Equipment issues are an issue, just the same as they are for passenger cars.

NOTE: Ask class, “What types of equipment/other offenses would warrant a vehicle stop?”

- a. Window tint
- b. Windshield obstruction/cracked
- c. Headlamp inoperative (when required)
- d. Tail lamp/brake lamp
- e. Projecting load to rear over 4 feet, flagged daytime, lamp night time
- f. Over dimensional permit violation
- g. Spilling load on roadway
- h. Load not covered or securely fastened

NOTE: Show slide, “Optional Video, 18-Wheels & BUSTed.” (12:49)

NOTE: Ask class, “So, which violation actions do you feel confident enforcing?”

NOTE: Transition: Once you observe a violation, you have to make the stop.

D. Making the Stop⁸

NOTE: Show slide, “Making the Stop.”

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This section will explore several safety factors to consider when stopping a large truck or bus. The majority of these involve environment considerations.

1. The environment

NOTE: Show slide, “The Environment – Stopping Distance.”

The environment is an important consideration for three distinct reasons:

a. Stopping distance

Is there anything that could make stopping difficult? Officers should not conduct a stop on:

- 1) Curves
- 2) Hills
- 3) Steep grades

Be aware that a large truck takes more time and distance to come to a complete stop, sometimes up to 400 feet.

NOTE: Transition: Another reason is the shoulder.

b. The shoulder

NOTE: Show slide, “The Environment - Shoulder.”

- 1) Will the shoulder of the road support the weight of a large truck or bus?
- 2) The weight of a large truck or bus may easily exceed 80,000 lbs.
- 3) The weight of the average passenger car is around 4,000 lbs.

NOTE: Transition: The last reason is the ability for the truck or bus to re-enter traffic.

c. Traffic re-entry

NOTE: Show slide, “The Environment – Traffic Re-Entry.”

- 1) Can the truck or bus safely re-enter traffic?

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- 2) A large truck's maximum acceleration rate is only 30% of a passenger car. It takes more time for the truck and bus to accelerate and to safely merge into traffic.

NOTE: Ask class, "What if the driver does not pull over? What kind of environmental factors should be considered if the vehicle does not stop?"

2. If the vehicle does not stop

NOTE: Show slide, "If the Vehicle Does Not Stop."

If the driver does not stop –

- a. Blind spots: Can the operator see my vehicle?
- b. Operator comfort: Is the operator looking for a safe stopping area?
- c. In-vehicle noise: Can the operator hear my siren?

NOTE: Show video, "Making the Stop." This video discusses the above listed considerations. (48 seconds)

NOTE: Transition: Once the stop is made, personal safety becomes a primary concern.

- E. Personal Safety

NOTE: Show slide, "Personal Safety."

Personal safety should always be of utmost concern to officers.

NOTE: Show slide, "Approaching the Vehicle" and click to show video. (14 seconds)

1. Approaching the vehicle: driver's side versus passenger side. Passenger side approach is highly suggested, due to traffic, officer awareness, and driver safety.

NOTE: Discuss the options for approaching a vehicle driver's side versus passenger side. List these on a flip chart.

2. Maintain awareness

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Maintaining personal safety while approaching the vehicle requires officers to maintain total awareness. In addition, maintaining awareness of what is going on inside the vehicle helps to keep surprises to a minimum.

NOTE: Show slide, “Maintain Awareness – Inside the Vehicle.”

- a. Use the vehicle’s mirrors to monitor the driver.
 - 1) What is the operator doing?
 - 2) Are there any passengers?
 - 3) Are there any animals?
- b. Outside the vehicle

NOTE: Show slide, “Maintain Awareness – Outside the Vehicle.”

- 1) Note anything out of the ordinary.
 - 2) Are there any spills?
 - 3) Are there hazardous materials placards?
 - 4) Officers should also be aware of traffic, especially if they choose to approach on the driver’s side.
- c. Additional safety tip

NOTE: Show slide, “Safety.”

Leaks and spills are one thing. Hazardous materials are another. When combined, there are potential major safety issues to officers and the public in general.

- 1) Serious vehicle defects: Anything that makes the vehicle a hazard on the road.
- 2) Hazardous materials: Any material that poses an unreasonable risk to health and safety.

NOTE: Ask class, “Has anyone been exposed to hazardous materials on a vehicle stop?”

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d. Serious vehicle defects

NOTE: Show slide, “What to Look For - Serious Vehicle Defects.”

It is important to note if you see smoke or leaking fluid, not identifying the cause.

- 1) Smoke: Maybe a sign of engine or brake trouble or what else?
- 2) Blown turbo
- 3) Hot brakes
- 4) Dry or failed wheel bearing
- 5) Cargo fire

e. Leaks and spills: maybe engine fluids or what else?

- 1) Radiator
- 2) Steering fluid
- 3) Engine oil
- 4) Transmission oil
- 5) Differential fluid
- 6) Fuel
- 7) Diesel emissions fluid (DEF)
- 8) Urine

NOTE: Show slide, “Special Consideration.” Point out that officers have been defecated on walking past trucks with animal cargo.

NOTE: Transition: Next, we will identify the presence of hazardous materials.

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3. Placard information

NOTE: Show slide, “What to Look For – Placards.”

- a. Indicates hazard class and division numbers.
- b. May have UN (Universal) identification numbers.
- c. Do not approach if leaking or smoking.
 - 1) Stay back and upwind.
 - 2) Refer to *Emergency Response Guide* for distance. There is also an application (App) officers can download.
 - 3) Call in leaking hazardous materials to your telecommunications center per your agency policy.
 - 4) Do not approach incapacitated drivers or passengers.
 - (a) Medical team or hazmat response will render aid.
 - (b) Do not become another patient.

NOTE: Transition: “Next up, a video about safety around the truck cab.”

4. Safety around the truck cab

NOTE: Show slide, “Safety Around the Truck Cab” and show the video. (14 seconds)

Officers need to be careful if they choose to pull themselves up to the driver or passenger side windows.

F. Interacting With the Operator

NOTE: Show slide, “Interacting with the Operator.”

Drivers of trucks and buses keep lots of records, which can be intimidating.

1. What documents are passenger cars required to produce?

NOTE: Show slide, “Passenger Car Vehicle Stop.”

- a. Driver’s license

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- b. Registration
 - c. Insurance
2. Asking for documentation

NOTE: Show slide, “Asking for Documentation” and show video. (22 seconds)

- a. Reiterate the documentation requirements, noting that the driver’s license should be a commercial driver’s license (CDL) but could be an operator’s license.
- b. Normally, officers will not need to review shipping papers or log books if this vehicle stop is related to a motor vehicle violation.

NOTE: Show slide, “Remember.”

- c. *However, officers should seize the operator’s log book if a serious crash or fatality occurs so that the log book cannot be tampered with. The log book may become a critical piece of evidence.*

NOTE: Ask class, “Do any of you have experience with CDLs? If so, ask for a brief overview. Move on to next slide if no one has any experiences to share.

3. Information found on a commercial driver’s license

NOTE: Show slide, “Verify CDLs” and show video. (25 seconds)

NOTE: Transition: Although a Commercial Driver’s License does differ from a traditional driver’s license, it should not be intimidating to officers.

- a. CDL Information: Checking the CDL

NOTE: Show slide, “CDL Information.”

- 1) Examine the commercial driver’s license.
- 2) Verify the commercial driver’s license number.
- 3) Capture the operator’s license number on the citation.

The officer should call a Commercial Vehicle Safety Inspector if they have any questions.

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NOTE: Show slide, “Fraudulent Commercial Driver’s License Series Optional Videos.” Instructors can use this information to further their knowledge recognizing different CDLs.

NOTE: Ask class summary question, “When should an officer secure a log book?” Answer: If you see something suspicious, if the driver is under the influence, or a crash has occurred; the officer should contact a commercial vehicle safety inspector.

G. Suspicious Activity

NOTE: Show slide, “Suspicious Activity.”

Detecting suspicious activity can come in many forms and it is not always easily observed. However, there are some indicators to be aware of.

1. Vehicles

NOTE: Show slide, “What to Look For – Vehicle.”

- a. Vehicle markings: Are they incomplete, unprofessional, or misspelled? It is expected that professional operations operate in a professional manner.
- b. Seals: Is there evidence of a tampered seal? Seals are placed on doors to ensure security.

NOTE: Transition: Although the vehicle provides some indicators, drivers are even better resources for indicating criminal activity.

2. Driver

NOTE: Show slide, “What to Look For – Driver.”

- a. Impairment – Is the driver under the influence of drugs or alcohol?
- b. Drivers cannot have alcohol in the vehicle.
- c. What is the legal blood alcohol level of a commercial vehicle driver? Zero.
- d. Behavior – Is the driver anxious or defensive?

3. Non-CDL passengers

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About 50% of the time, non-CDL passengers are an indicator of possible criminal activity.⁹

NOTE: Show slide, “What to Look For – NON-CDL Passengers.”

- a. Why is the passenger in the truck?
 - b. Does the passenger know the driver?
 - c. Is the passenger behaving suspiciously?
4. Transporting contraband

NOTE: Show slide, “Traffic Stop Leads to the Seizure of US Currency.”

On January 26, 2016, Baldwin County, Alabama Sheriff’s deputies stopped a tractor trailer at mile marker 47 northbound on interstate 65 for a traffic violation. The driver stated he was en route to Atlanta, Georgia from Edinburg, Texas. A consensual search of the tractor and trailer revealed 33 kilograms of liquid methamphetamine packaged in 26 vacuum sealed bags inside a container in the sleeper compartment. The search also disclosed \$25,000 in the tractor. Deputies arrested the driver, seized the drugs, currency, and trailer and impounded the tractor. (See Figure 11)

Officers can be extremely effective at detecting illegal money, drugs, etc.

5. Contacting Commercial Vehicle Safety Inspector Officers

NOTE: Show slide, “Contact a Commercial Vehicle Safety Inspector.”

- a. Suspicious activity: If you observe something that you think warrants further investigation.
- b. Drugs or alcohol: If you observe the presence of drugs or alcohol.
- c. Unsafe condition: If you observe an unsafe condition that makes the vehicle a road hazard.
- d. Crashes: If you investigate a vehicle crash involving a fatality, personal injury, or disabled vehicle.

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H. Citing and Reporting¹⁰

NOTE: Show slide, “Citing and Reporting.”

NOTE: Tell students that correctly completing a citation for a truck or bus is necessary to ensure that accurate records are kept.

1. Completing the citation

NOTE: Show slide, “Completing the Citation.”

This is a critical step in the enforcement of truck and bus traffic violations. It ensures accurate records, but it may also bring additional violations to light.

- a. Confirm the CDL
- b. Confirm the registration
- c. Cite the violation
- d. Check the appropriate boxes

NOTE: Show slide, “Check the Appropriate Boxes” and show video. The video clip discusses selecting the appropriate boxes for the situation. (19 seconds)

Officers should always indicate on the citation form that the vehicle stop involved a CMV, even though it may not be listed as an option on the form.

NOTE: Show slide, “Check the Appropriate Boxes.”

- 1) Hazardous materials
- 2) Seat belts
- 3) Work zone

2. After the stop

NOTE: Show slide, “After the Stop.”

NOTE: Show slide, “Re-entering Traffic” and show video. Video clip discusses the considerations and procedures for assisting a truck or bus as it re-enters after a vehicle stop. (16 seconds)

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- a. Remember the environmental factors discussed earlier.
- b. Note the slower acceleration rate of trucks and buses. “Advise the driver how you will assist the vehicle for re-entering traffic. When appropriate, advise the driver to use the shoulder as an acceleration lane before entering the flow of traffic.”
- c. Consider the safety aspects of clearing the stop.

NOTE: Show slide, “When Clearing the Stop.”

- 1) Block – Can approaching traffic see you?
- 2) Re-enter – Can the vehicle re-enter the lane?
- 3) Follow – Can the vehicle get up to speed? “Remain behind the CMV until it has reached highway speed.”

**NOTE: Show slide, “Optional Video – ‘Pull ‘Em Over.’”
(Approximately 16 minutes)**

III. Conclusion (10 minutes)

A. Summary

NOTE: Show slide, “Summary.”

NOTE: Show slide, “Training Objectives Review.”

This block of instruction was prepared to help local officers increase their traffic enforcement efforts with large trucks and buses. State and national statistics emphasize how critical it is for safety violations to be detected. In addition, officers can also detect suspicious activity involving trucks, buses, and vehicle defects in these same conveyances. Lastly, it is important that officers recognize the documentation required for processing these stops and completing the citations correctly, so we can penalize the operators appropriately.

NOTE: Show slide, “Making the Difference Involves ...”

B. Questions

NOTE: Show slide, “Any Further Questions?”

NOTE: Distribute the Post-Test to the students and collect them.

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C. Closing Statement

NOTE: Show slide, “Traffic Safety Applies to All Traffic.”

We absolutely know with more vehicle stops being conducted that fatalities and serious injury crashes will decrease. Traffic safety laws apply to everybody, and although it is not a given, trucks and buses have the potential of being a greater public safety risk. If officers will stop trucks and buses, that commit *the same* violations as drivers of passenger vehicles commit, then we can make the roadways safer for all.

NOTE: Show slide, “Additional Training Resources.”

NOTE: Show slide, “Additional Training Resources – Instructor Contact Information.”

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Endnotes

¹ “Highway Statistics 2014” (Washington, DC: Federal Highway Administration {FHWA}) [On-line] Available at: <https://www.fhwa.dot.gov/policyinformation/statistics/2014/> [May 13, 2016].

² Ibid.

³ “Large Truck and Bus Crash Facts 2014” (Washington DC: Federal Motor Carrier Safety Administration {FMCSA}) [On-line] Available at: <https://www.fmcsa.dot.gov/safety/data-and-statistics/large-truck-and-bus-crash-facts-2014> [May 13, 2016].

⁴ Ibid.

⁵ “Fatality Analysis Reporting System (FARS)” (Washington, DC: National Highway Traffic Safety Administration) [On-line] Available at: <http://www.nhtsa.gov/FARS> [May 11 2016].

⁶ “Large Truck and Bus Crash Facts 2014.”

⁷ “Predicting Truck Crash Involvement: A 2011 Update - Summary” (American Transportation Research Institute) [On-line] Available at: http://www.atri-online.org/research/results/ATRI_Crash_Predictor_One_Pg_Summary_Apr_2011.pdf [May 13, 2016], p. 2.

⁸ “Commercial Motor Vehicle Awareness Training Guide” (Washington, DC: US Dept. of Transportation, Federal Motor Carrier Safety Administration, 2011) [On-line] Available at: <https://www.fmcsa.dot.gov/registration/commercial-drivers-license/commercial-motor-vehicle-awareness-training-guide> [May 11, 2016], pp. 5-6.

⁹ Analyst Isaac Casillas, Federal Motor Carrier Safety Administration, documented e-mail to Shannon Chelf, El Paso Intelligence Center, January 3, 2013.

¹⁰ “Commercial Motor Vehicle Awareness Training Guide,” p. 8.