



# **DISABILITY DRIVING INSTRUCTORS**

*Helping people with physical disabilities, with special educational needs and those with hearing difficulties.*

## **Scheme of Work for Disability Driving Instructors' ADI Training Programme**

Thursday 4 April 2024

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# Disability Driving Instructors (DDI)

## About DDI

- We are a not for profit community interest company limited by guarantee (company number 8570552).
- We are a full member of driving mobility.
- We liaise with driving mobility centres on certain issues, that we can help them with.
- We are an association of specialist driving instructors.
- We have a register of specialist instructors.
- Pupils can access the register through our website.
- We help disabled pupils get impartial advice about learning to drive.
- We liaise with the DVSA and DVLA on matters relevant to drivers with disabilities, medical conditions, specific educational needs and deafness.
- We provide continued professional development courses for driving instructors through this training programme.



## Our contact details

Click on the links to visit our pages.

[Click here to visit our website.](#)

[Click here to visit our Facebook page.](#)

[Click here to visit our Facebook group.](#)

[Click here to visit our Youtube channel.](#)

[Click here to email us.](#)

0844 800 7355

# **The DDI ADI Training Programme**

## **About the programme**

Welcome to the Disability Driving Instructors' ADI training programme. The programme is designed to provide ADIs with the knowledge and expertise to teach pupils with special needs. When deciding upon the programme content we were guided by questions and issues raised by ADIs in our Facebook group 'ADIs with & for Disabilities', as well as, issues raised by driving mobility centres. Most of the content in this programme is designed to answer those questions and address those issues raised. The programme is divided up into three parts:

- Specific educational needs.
- Disabilities and medical conditions.
- Sign language.

Each of the three parts is sub-divided into several units. Each unit will be a presentation with a duration of between two to two and a half hours.

## **How are the units delivered?**

The last two units of driving with disabilities and medical conditions are 'hands on' practical in car sessions. The other units are delivered online as a webcast using Zoom. The mainly online format of our ADI training programme makes it ideal for ADIs who struggle to get to in-person workshops. You can do the online units from the comfort of your own home. You will need to view the webcast on a device with a screen larger than a mobile phone, such as a tablet, laptop or desktop computer. The minimum screen size, that you will need, is 10 inches. For the best sound quality you need to use either earplugs or headphones and use it in a quiet room without background noise. If you can, use a device with a wired connection to your router instead of using wi-fi. This will give you a better internet connection.

## **Who should do the training programme?**

- Newly qualified or experienced ADIs wishing to further their knowledge and skill set through CPD.
- ADIs wishing to make their lessons more inclusive.
- ADIs wanting to specialise in one of the areas covered by the course:
  - Specific educational needs.
  - Disabilities and medical conditions.
  - Sign language.
- ADIs, who want to know more about adaptations and teaching pupils with disabilities and medical conditions.
- ADIs, who have taught pupils with one of the following conditions and want to know more:
  - Learning disability.
  - Learning difficulty.
  - Dyslexia.
  - Dyscalculia.
  - Dyspraxia.
  - Developmental disorders.
  - Attention deficit hyperactivity disorder (ADHD).
  - Attention deficit disorder (ADD).
  - Autism spectrum disorder (ASD).
  - Brain injury.
  - Stroke.
  - Cerebral palsy.
  - Spina bifida.
  - Spinal cord injury.
  - Chronic fatigue syndrome (CFS) myalgic encephalomyelitis (ME).
  - Multiple sclerosis.
  - Epilepsy.
  - Visual disorders.
  - Dwarfism (achondroplasia).
  - Limb absence.
  - Arthritis.

## **What is the cost of the training programme and how do I book?**

The cost of each of the online units is £35 per unit. The charge for the day unit at RDAC is £ 75. Lunch is included in this price. You will need to do the unit in the 'Introduction to teaching pupils with special needs' section first before doing the units in the specialist area of your choice.

As mentioned above there are three specialist areas covered by the course:

- Specific educational needs.
- Disabilities and medical conditions.
- Sign language.

If you are interested in doing training in one of the areas, you will need to do all of the units in that area. You will need to pay for all the units, in that area, in advance when booking. If you book and complete all of the units in all areas you will be eligible for a free upgrade from line entry to full page enhanced entry on the DDI instructor register. If you have already paid for an enhanced entry this will be free of charge for the following year.

To book contact DDI by email and let us know:

- Your name.
- Your mobile phone number.
- Your email address.
- Your location.
- Which of the specialist areas of the course you want to do.

Our contact details are on a previous page.

# **Introduction to teaching pupils with special needs**

## **Unit 1 DVLA and DVSA notification requirements for pupils with special needs**

### **Notes**

In this unit John will give a short introduction to the DDI ADI training programme. He will then cover the important notification requirements that every ADI needs to know before commencing tuition with a pupil with a special needs.

### **Presenter**

John Rogers

### **Duration**

Two hours and fifteen minutes.

### **Aim**

To provide ADIs with knowledge about the necessary notification requirements for drivers with different medical conditions.

### **Objectives**

By the end of the presentation you should:

- Understand the DVLA rules for notification of medical conditions that all drivers must comply with and that new drivers (and their parents) need to be aware of.
- Understand the DVSA requirements for notification of special needs and medical conditions/disabilities when applying for both theory and practical driving tests
- Understand what 'reasonable adjustments' are available for candidates taking their theory and practical tests and know how to request them.

### **Course content: DVLA requirements**

- Assessment needs and applying for the first provisional licence.
- Minimum eyesight standard.
- Understand the health declaration on the D1 Application Form.
- Requirements regarding DVLA medical A-Z list of health conditions.
- What additional forms may DVLA require to be completed?
- How can ADIs check a new pupil's medical conditions and get confirmation that DVLA have been notified?

### **Course content: DVSA requirements**

- Special needs and the theory test.
- What additional support is available and how do you book it?
- Special needs and the practical test.
- What needs to be notified and how should you do this?
- What accommodations are permitted for the practical test?
- Disability tests – what is a 'double slot' test, when is it needed and how is it booked?
- Should additional needs be discussed with LDTM and the nominated examiner?
- What additional paperwork does the examiner need to complete?
- Understanding driving licence restriction codes.

### **Course content: information sheets**

- DDI Health declaration checklist.
- Special needs and the theory test – what help is available and how do you book it.
- Special needs accommodations for the practical test advice to ADIs. More detailed information is available covering the following:
  - Special needs accommodations for candidates with learning difficulties & developmental conditions when booking and taking the practical driving test.
  - Special needs accommodations for deaf candidates booking and taking the practical test.
  - Special needs accommodations for physically disabled candidates booking and taking a practical driving test.
- DVSA deaf candidate support pack.
- Restriction codes explained.

# **Specific educational needs**

## **Unit 1: Introduction to the role of the SEN instructor**

### **Presenter**

Lee Pollard.

### **Duration**

Two hours and fifteen minutes.

### **Aim**

To help ADIs gain knowledge of how the role of a SEN instructor is different to the role of other ADIs.

### **Objectives**

By the end of this presentation you should:

- Understand what neurodiversity is.
- Understand what a specific educational need is.
- Understand what a learning disability is.
- Understand what a learning difficulty is.
- Understand what a neurodevelopment disorder is.
- Understand who diagnoses specific educational needs.
- Understand how ADIs interact with health care professionals.
- Understand the boundaries between the roles of an ADI and health care professionals.
- Understand what questions to ask health care professionals, pupils or pupils' parents before a pupil begins lessons.
- Understand how to do a driving assessment.
- Understand where to get help if you are struggling to teach a pupil.
- Understand what help is available on the theory test.

### **Course content**

- Specialist ADIs.
- Terminology.
- First contact situation.
- Health care professionals.
- Assessments.
- Independent driving.
- Getting help when struggling.
- Special needs and the theory test.

## **Unit 2: Theoretical guide to neurodiversity part 1**

### **Presenter**

Gary Gough-Pugh (BSc).

### **Duration**

Two hours and fifteen minutes.

### **Aim**

To further develop an ADIs knowledge of specific educational needs.

### **Objectives**

By the end of this presentation you should:

- Understand more about dyslexia and dyspraxia.
- Understand how they affect someone.
- Understand how you can help someone, who has them.
- Understand what to expect in the car on lessons.

### **Course content**

- Introduction.
- Dyslexia.
- Dyspraxia.
- Summary.

## **Unit 3: Theoretical guide to neurodiversity part 2**

### **Presenter**

Gary Gough-Pugh (BSc).

### **Duration**

Two hours and fifteen minutes.

### **Aim**

To further develop an ADIs knowledge of specific educational needs.

### **Objectives**

By the end of this presentation you should:

- Understand more about ADHD and ASD.
- Understand how they affect someone.
- Understand how you can help someone, who has them.
- Understand what to expect in the car on lessons.

### **Course content**

- Introduction.
- Attention deficit hyperactivity disorder (ADHD).
- Autism spectrum disorder (ASD).
- Summary.



## **Unit 4: Practical guide to neurodiversity**

### **Presenter**

Lee Pollard.

### **Duration**

Two hours fifteen minutes.

### **Aim**

To develop teaching techniques, that will help when struggling to teach specific educational needs pupils.

### **Objectives**

By the end of this presentation you should:

- Appreciate how to encourage your pupils to ask questions.
- Understand Honey and Mumford learning styles and know how to modify your teaching style to match a pupil's learning style.
- Understand Fleming and Mills learning styles and know how to make your lessons more inclusive.
- Understand how to use mind maps and appreciate why they are useful when teaching SEN pupils.

### **Course content**

- Dealing with learning issues.
- Interesting quotes.
- Learning styles.
- Mind maps.
- Dyslexia.
- Dyscalculia.
- Dyspraxia.
- Attention deficit hyperactivity disorder (ADHD).
- Autism spectrum disorder (ASD).
- Case studies.

# **Disabilities and medical conditions**

## **Unit 1: Introduction to the role of the mobility instructor**

### **Presenter**

Lee Pollard.

### **Duration**

Two hours and thirty minutes.

### **Aim**

To help ADIs gain knowledge of how the role of a mobility instructor is different to the role of other ADIs.

### **Objectives**

By the end of this presentation you should:

- Understand the terminology used by mobility instructors.
- Understand how to do a risk assessment before commencing tuition in a pupil's own car.
- Understand what questions to ask health care professionals, pupils or pupils' parents before a pupil begins lessons.
- Understand how to do a driving assessment..
- Understand how ADIs interact with health care professionals.
- Understand the boundaries between the roles of an ADI and health care professionals.
- Understand what is involved in a Driving Mobility assessment.
- Understand what is involved in a DVLA appraisal.
- Understand where to get help if you are struggling to teach a pupil.
- Appreciate that some pupils are not able to drive a car and need to surrender their licence.
- Understand what concessions are allowed on the practical test.

### **Course content**

- Specialist ADIs.
- Terminology.
- Teaching with adaptations.
- Wheelchair and car transfer.
- First contact situation.
- Health care professionals.
- Assessments.
- Independent driving.
- Getting help when struggling.
- Special needs and the practical test.

## **Unit 2: Adaptations**

### **Presenter**

Lee Pollard.

### **Duration**

Two hours thirty minutes.

### **Aims**

To provide ADIs with knowledge of car adaptations and how to teach with them.

### **Objectives**

By the end of this presentation you should:

- Appreciate why automatic cars are beneficial to disabled drivers.
- Gain knowledge of the basic adaptations ADIs have and which disabilities they are suitable for.
- Gain knowledge of other more specialised adaptations and which disabilities they are suitable for.
- Understand how disabled people transfer between a wheelchair and car.

### **Course content**

- Introduction (manual car or automatic car?).
- How do I drive if I can't use my legs?
- How do I drive if I can't use my left arm?
- How do I drive if I can't use my right arm?
- How do I drive if I can't use an arm?
- How do I drive if I can't use my left leg?
- How do I drive if I can't use my right leg?
- How do I drive if I have restricted movement in my legs?
- High tech controls.
- How do I drive if my legs are short?
- How do I drive if I can't turn my neck?
- How do I drive if I can't use the handbrake?
- How do I drive if I can't use the gearstick?
- A mobility instructor's kit.

## **Unit 3: Diverse medical conditions – different medical conditions ADIs may come across**

### **Presenter**

John Rogers

### **Duration**

Two hours and thirty minutes.

### **Aims**

To provide ADIs with knowledge of about common disabilities and medical conditions.

### **Objectives**

By the end of this presentation you should:

- Understand how different medical conditions may affect the different 'medical systems':
  - Physical.
  - Neurological.
  - Visual.
  - Cognitive.
- Be aware of the more common medical conditions and understand how these fit in to the different 'systems' and categories.

### **Course content**

- The medical systems that apply to different common medical conditions:
  - Physical.
  - Neurological.
  - Visual.
  - Cognitive.
- Dwarfism.
- Limb absence.
- Spina Bifida.
- Cerebral palsy.
- Dyspraxia.
- Spinal cord injury.
- Stroke.
- Traumatic Brain Injury (TBI).
- Arthritis.

## **Unit 4: Diverse medical conditions – teaching pupils with these medical conditions**

### **Presenter**

John Rogers

### **Duration**

Two hours and thirty minutes.

### **Aims**

To help ADIs understand how to teach people with common disabilities and medical conditions.

### **Objectives**

By the end of this presentation you should:

- Appreciate the need to understand and act upon evidence of medical conditions that may be a bar to driving - especially visual issues or the possibility of epileptic seizures.
- Appreciate how more common disabilities and medical conditions affect learning to drive and understand how you can modify your teaching to accommodate this.
- To understand the DVLA 'rules' that apply for these medical conditions and to be able act upon this information to advise clients about their legal responsibilities and the necessary courses of action that should be followed.

### **Course content**

John will explain how the following different types of medical conditions may result in symptoms, or the potential for symptoms to develop, that may impact on the safe control of a motor vehicle. Assuming that the DVLA 'rules' permit tuition to take place, we shall look at specific medical conditions, refer to the different 'medical systems' that apply, look at how these affect learning to drive and explain how you can modify your teaching to accommodate this for:

- Traumatic Brain Injury (TBI).
- Brain injury and epilepsy.
- Types of epileptic seizures.
- Epilepsy and driving.
- Returning to driving or learning to drive for people with epilepsy.
- Brain injury and vision.
- Visual disorders and driving.
- Returning to driving after TBI with a static visual field defect.
- Other visual disorders and driving.
- Dwarfism.
- Limb absence.
- Spina Bifida.
- Cerebral palsy.
- Spinal cord injury.
- Stroke.

## **Unit 5: Driving licence restriction codes demystified**

### **Presenter**

John Rogers

### **Duration**

Two hours and thirty minutes.

### **Aims**

- Understand what the different restriction codes mean and when they should be used.
- Understand why it is important that the correct codes should be applied to licences.
- Know how to 'advise' DVSA examiners what the correct codes should be and how to intervene to ensure correct codes are applied.

### **Objectives**

By the end of this presentation you should:

- Understand the difference between the administrative code 78 and the adaptation codes 10-43.
- Understand the basic principles of licence coding – that the codes applied should be based on the needs of the client not on what adaptations they have or are perceived to require.
- Understand the importance of not 'over coding'.
- Understand the appropriate codes for different physical restrictions.
- Understand how to interpret the different adaptation codes.
- Recognise the legal implications of the different codes and be prepared to explain this to clients.
- Be able to advise clients how to go about getting restriction codes removed from licences if their condition improve.

### **Course content**

- Demonstration of when the different Special Vehicle Control Codes should be used.
- Explaining who is responsible for deciding what restriction codes should be applied to a driver's licence?
- Ensuring you know why should the ADI check that the examiner has coded the test candidates licence correctly following a test pass?
- What happens if a driver's licence has been revoked but DVLA consider it appropriate for an assessment to be offered to explore fitness to drive? Provisional Disability Assessment Licence.
- Case studies to check your understanding.
- Removal of restriction codes if condition improves and adaptation no longer needed.
- Driving Mobility licence coding video.

## **Unit 6: Training at a driving mobility centre**

### **Venues**

The Regional Driving Assessment Centre (RDAC),  
Patricks Farm,  
Meriden Road,  
Hampton in Arden,  
Birmingham,  
B92 0LT.

[Click here to visit their website](#)

DriveAbility Scotland,  
75 Hawthorn St,  
Glasgow,  
G22 6HY

[Click here to visit their website](#)

### **Organiser**

John Rogers.

### **Duration**

It is a one day course from 10am to 5pm. The day will be mostly an in car session with a small amount of time devoted to a classroom session.

### **Trainers for the in car session**

Disability Driving Instructors' board members and motability assessors.

### **Aim of the in car session**

To provide ADIs with the opportunity to drive cars with a wide variety of adaptations and get advice from experienced motability instructors and motability assessors on how to teach pupils, that drive with them.

### **Objectives for the in car session**

By the end of the day you should have driven cars using a variety of adaptations.

### **Presenters for the classroom sessions**

John Rogers (for both venues).

A member of staff from the venue.

There will also be an informal talk and a question and answer session given by disabled drivers.

### **Aim for the classroom sessions**

- Show ADIs how to develop relationships with driving mobility assessment centres and what benefits will result.
- Tuition requirements if refresher lessons are suggested to prepare for a driving mobility assessment or if referral for remedial tuition is made following an assessment
- To have an informal chat as a group with disabled people about how their condition affected them when learnt to drive giving you an insight into the challenges faced by disabled people when learning to drive.

## **Unit 7: A day in car with a local mobility instructor**

### **Trainers**

Experienced mobility instructor local to the ADI.

### **Duration**

To be arranged with the local instructor, but ideally one day.

### **Aim**

To allow new mobility instructors to make contact with a local experienced mobility instructor, who works in their area, and possibly acquire a mentoring arrangement with them. This unit is done only as an alternative to unit 6 if the ADI is unable to attend the unit 6. It is, however, highly recommended that the ADI attends unit 6 as it will give the ADI practical experience of driving different adapted cars.



# **Anxiety**

## **Learning outcomes**

- Demonstrate a basic understanding of neurodiversity.
- Demonstrate an understanding of executive functioning challenges related to driving.
- Explain the link between unsupported neurodiverse conditions and anxiety.
- Demonstrate an understanding of how to adapt in-car lessons to suit neurodiverse differences.

## **Unit 1: Neurodiversity and anxiety**

### **Presenter**

Tracey Field BSc.

### **Duration**

Two hours and fifteen minutes.

### **Aims**

- To help ADIs understand the links between neurodiversity and anxiety.

### **Objectives**

By the end of this presentation you should:

- Understand the links between neurodiversity and anxiety.
- Understand potential triggers for anxiety.
- Understand behaviours you might observe in someone experiencing anxiety.
- Understand how executive functioning challenges link to anxiety.
- Understand that one size does not fit all.
- Gain knowledge of simple, calming techniques - (and the pros and cons of using them).

### **Course content**

- Neurodiversity recap.
- Thinking, Learning & Processing differently exercise.
- How differences link to anxiety.
- Executive functioning challenges & anxiety.
- Behaviours communicating anxiety.
- Common anxiety triggers.
- Simple, calming techniques, one size doesn't fit all.

## **Unit 2: Practical guide to anxiety**

### **Presenter**

Tracey Field BSc.

### **Duration**

Two hours and fifteen minutes.

### **Aims**

- To help ADIs understand emotional regulation and support students to regulate in practical ways.

### **Objectives**

By the end of this presentation you should:

- Understand what emotional regulation is.
- Understand what sensory overwhelm is.
- Understand how you can adapt lessons in practical ways to help manage emotional regulation.
- Gain knowledge of additional simple, calming techniques.

### **Course content**

- Emotional Regulation, top down approach, bottom up approach
- Thinking, Learning & Processing differently exercise
- How differences link to anxiety
- Sensory environment in the car
- Regulation and Learning zones - a practical tool to use in lessons and additional simple, calming techniques, one size doesn't fit all

## **Sign language**

The deaf awareness and sign language course is still being developed.  
It will probably be ready in 2023. More information on the units will be released when it's ready.

# Further training

## Driving assessment and outdoor mobility course (from Oxford Brookes University)

### Venue/platform

Online and face to face at Oxford.

### Aim

The driving assessment and outdoor mobility course from Oxford Brookes University provides a qualification for employment at Driving Mobility or to gain certification for commercial work elsewhere. The course allows ADIs to work towards a Certificate in Higher Education, a Postgraduate Certificate or a Postgraduate Diploma in Driving Assessment and Outdoor Mobility, with the possibility of continuing onto Masters and Doctoral level study. Certification in 'Driving Assessment and Outdoor Mobility' is essential for all mobility practitioners including Approved Driving Instructors and Occupational Therapists. Study topics include medical conditions, fitness to drive, cognition, vision, assistive technology, driver behaviour and rehabilitation. Studying is possible at either undergraduate or postgraduate level to suit academic backgrounds and to meet professional aspirations.

[Click here to find out more.](#)

The Disability Driving Instructors ADI training programme would provide an excellent foundation anyone wishing to continue on to the above mentioned course.



## **Motability Hi-Tech Training Course**

### **Venue/platform**

Usually Exeter or Newcastle.

### **Organiser**

Motability.

### **How to book**

Contact the the AA Motability Team  
0330 053 0001

[Click here to email the AA motability team.](#)

### **Duration**

Three day course.

### **Trainers for the in car session**

Motability assessors.

### **Presenters for the classroom sessions**

Motability assessors.

### **Day 1 course content**

- Introduction to Motability, all trainers and ADI's.
- Assessment Process.
- How disability can impact driving.
- Basic controls.
- Introduction to Hi Tech controls.
- Introduction to wheelchairs.
- Securing of wheelchairs in vehicles.

### **Day 2 course content**

- Introduction to Hi Tech and handover process.
- Setting up vehicles.
- Steering motor set-up.
- Demo of Lightened Steering and EGB/ Push Pull - ADI's drive on these with Mobility and Driving Advisor.
- Demo of Mini wheel & EGB - ADI's drive on these with Mobility and Driving Advisor.
- Demo of 2 x 2 joysticks - ADI's drive on these with Mobility and Driving Advisor.
- Q&A.

### **Day 3 course content**

- Recap Course.
- ADI's Teaching Trainers on Hi Tech controls.
- Q & A session, check understanding & revisit any controls from Tuesday.
- Recap on steering motor set up.
- Recap driver swop over seat.
- Demo and drive on 4 way Joystick ,Tiller and Space drive Tilter.
- Introduction to Joy Steer & Foot Steering.

The Disability Driving Instructors ADI training programme would provide an excellent foundation anyone wishing to continue on to the above mentioned course.

## **Drive with Confidence**

(Stress Management, Anxiety Reduction and Confidence Building in Driver Training)

### **Venue/platform**

Online as a group.

### **Organiser**

Confident Drivers.

### **How to book**

Contact confident drivers on:

[Click here to email confident drivers.](#)

### **Duration**

Live modules are done over a six week period.

Self-paced assignments to done at at an ADIs own pace.

### **Trainers**

Kev Field.

Tracey Field BSc.

### **Aim**

To enable approved and potential driving instructors (ADIs & PDIs) or other professionals responsible for drivers in their company to develop their knowledge and understanding of driving anxiety and basic psychology concepts for stress management and confidence building.

### **Objectives**

By the end of the course you should be able to:

- Understand questioning techniques to support those with driving anxiety.
- Understand the brain and anxiety.
- Have explored links between neurodiversity & anxiety.
- Identify potential causes of driving anxiety.
- Adapt techniques to the specific needs and circumstances of each driver.

[Click here to find out more](#)

## **Rev On - Revolutions Online Workshops**

### **Venue/platform**

Online on a one to one basis or as a group.

### **Organiser**

Dr Julia Malkin MBE, MA, LCGI FRSA, FARRM.

### **How to book**

Contact Julia:

[Click here to email Julia.](#)

### **Duration**

Thirty hours of training over six modules.

### **Trainer**

Dr Julia Malkin MBE, MA, LCGI FRSA, FARRM.

### **Course content**

- Neurodiversity.
- Stress.
- Frustration and aggression,
- Behaviour patterns and and communication.
- Building trust.
- Setting goals.
- Memory issues.
- Question comprehension.
- Phobias.
- Sensory issues.
- Test nerves.
- And much more.

# **Meet the presenters**

## **John Rogers**



### **Date became a ADI**

1991 (retired in 2023)

### **Date became a specialist ADI**

1991

### **Higher education**

John has been awarded a Professional Certificate in Driving Assessment and Outdoor Mobility by The University of Chester in 2013. John completed the University of Greenwich Level 1 accredited training course: Continuing Professional Development for Practitioners in the field of Mobility Impairments in 2002.

### **Teacher training qualifications**

Currently studying for City and Guilds Level 3 Award in Education and Training.

### **Experience and specialist field**

John's specialist area is physical disabilities, medical conditions and specific educational needs. He has taught pupils to drive with most of the adaptations available for use on cars. He also has experience of teaching most SENs, most medical conditions and most disabilities. John is the founder of DDI and CEO of it. John liaises with the DVSA and DVLA on driving matters relevant to drivers with disabilities, medical conditions and specific educational needs John represents DDI giving advice and opinions on issues relevant to the drivers listed above. John also worked as a Driving Assessor for 17 years at Derby DrivAbility, a Driving Mobility Assessment Centre. John also served two terms as a Driving Mobility Board Member.



## **Lee Pollard**



### **Date became a ADI**

1998

### **Date became a specialist ADI**

1999

### **Teacher training qualifications**

City and Guilds Level 3 Award in Education and Training.

### **Driving school**

Automatic and mobility instruction.

[Click here to visit Lee's website.](#)

### **Experience and specialist area**

Lee's specialist area is disabilities, medical conditions and specific educational needs. He has taught pupils to drive with most of the adaptations available for use on cars. He also has experience of teaching most SENs, most medical conditions and most disabilities. He is a director of DDI and the organiser of the DDI ADI training programme. He also is the author of the popular DDI theory test advice booklet.

## **Gary Gough-Pugh BSc**



### **Date became a ADI**

2001

### **Date became a specialist ADI**

2010

### **Higher education**

Industrial Biology BSc (Hon)  
Associate British Pharmaceutical Industry  
Sales and Marketing Management Dip

### **Teacher training qualifications**

PTLLS Level 4  
Revolutions Trainer  
DIA Trainer (Neurodiversity)

### **Driving school**

No gears, no fears.

[Click here to visit Gary's website.](#)

### **Experience and specialist field**

Gary says 'he guesses he has a little more patience than most?' Since beginning his career as an Adi in 2001 he's had pupils come to him with various hidden disabilities. They all went away with a pass and told their friends and family with similar extra needs. And so his business grew until suddenly it was full with pupils who were struggling to pass their test! As he was committed to helping them he felt the need to further understand the 'why' and 'how' he could make the difference. He began specialising in ADHD and Autism. This worked to a point but he soon discovered there's still more to learn! Pupils with hidden disabilities often have a spectrum of co-morbidities that effect their physical and mental ability to pass the test. Anxiety, depression, panic disorders, bi-polar disorder, opposition defiant disorder were high on the list of many.

In 2013 he was asked to help with Julia Malkin's Revolutions Course and later by the DIA to design and present a course on Neurodiversity. He now presents units on Neurodiversity and Anxiety for The Disability Driving Instructors Association. Gary is also a director of DDI.

## **Elaine Dienn**



### **Date became a ADI**

2014

### **Date became a specialist ADI**

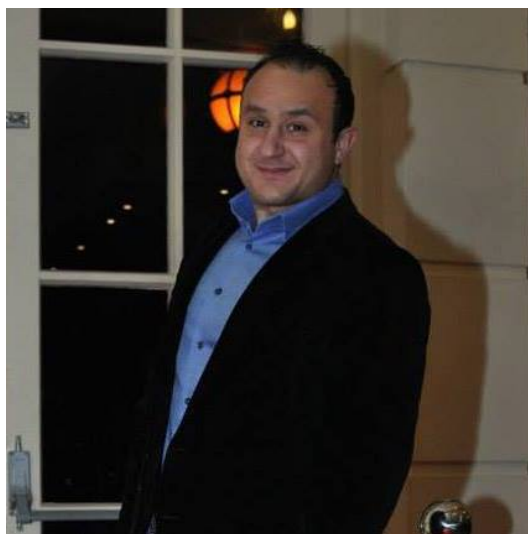
2014

### **Driving school**

### **Experience and specialist field**

Elaine's specialist area is disabilities, medical conditions and specific educational needs. She has taught pupils to drive with most of the adaptations available for use on cars. She also has experience of teaching most SENs, most medical conditions and most disabilities. Elaine is particularly skilled at meeting the physiological needs of her pupils and has lots of experience teaching pupils with anxiety and phobias. She is also a director of DDI.

## **Costa Christou BSc**



### **Date became a ADI**

January 2007

### **Date became a specialist ADI**

March 2008

### **Higher education**

Business Information Technology BSc (Hon)

### **Teacher training qualifications**

Costa is currently training for Level 6 in British Sign Language  
Costa is qualified to teach British Sign Language Level 1 & 2

### **Driving school**

BSL driving school.

[Click here to visit Costa's driving school website.](#)

[Click here to visit Costa's theory test website.](#)

### **Experience and specialist field**

Costa's specialist area is teaching Deaf and Hard of Hearing learners, both the theory test and to drive using British Sign Language. He has been teaching Deaf people to drive since 2008 and in 2018 opened up BSL Driving School, which is a driving school exclusive to Deaf and Hard of Hearing people. He is currently studying Level 6 in British Sign Language, which will make him a qualified British Sign Language interpreter. His current British Sign Language qualification allows him to teach British Sign Language to levels 1 and 2.

## **Micheal Gambin**



### **Date became a ADI**

2006.

### **Date became a specialist ADI**

2008.

### **Driving school**

Numero uno.

[Click here to visit Mike's website.](#)

### **Experience and specialist field**

Mikes's specialist area is disabilities, medical conditions and specific educational needs. He has taught pupils to drive with most of the adaptations available for use on cars. He also has experience of teaching most SENs, most medical conditions and most disabilities. Mike works as a driving assessor at Herts Ability a driving mobility assessment centre.

## **Tracey Field BSc**



### **Education and training**

Thrive Neurodiversity Instructor Partner Trainer (2023)  
The Open University - BSc (Hons) Psychology (first class honours awarded 2021)  
The Stress Management Institute - Diploma in Stress Management Training (2019)  
Mindful Resilience Enhancement teacher training (2014)

Currently studying:

Level 3 Certificate in Assessing Vocational Achievement (CAVA)  
Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice

### **Business**

Confident drivers.

[Click here to visit Tracey's website.](#)

### **Experience and specialist field**

Tracey is one of the co-founders of Confident Drivers alongside her husband Kev. She is not an ADI but has been connected to the driver training industry since 2009. In 2018, she combined her stress management and mindfulness knowledge with Kev's driver training knowledge to create Confident Drivers.

Just over five years later, Confident Drivers offers training workshops and courses for PDIs and ADIs who want to develop their knowledge of nerves, anxiety, and confidence. It also offers a free podcast with over 100 episodes that provide a wealth of information. In 2023, Tracey trained with Thrive to deliver neurodiversity in the workplace training, which she has adapted for the driver training industry.