

European ATV Safety Institute Readiness Checklist



This Readiness Checklist is from the European ATV Safety Institute publication titled *Parents, Youngsters & All-Terrain Vehicles*. Please go to [European ATV Safety Institute \(quadsafety.org\)](http://EuropeanATVSafetyInstitute.org) to download the complete booklet.

This Readiness Checklist is provided to help you determine your youngster's readiness to learn to safely operate and control an ATV. There is a significant amount of judgment needed in determining a youngster's readiness to ride an ATV. The ultimate decision is the responsibility of the parent, guardian, or supervising adult. It is important that parents make informed decisions about whether or not their youngster becomes involved in ATV activity.

There are four developmental areas considered in the Readiness Checklist. These include: visual perception/motor development; physical development; social/emotional development; and reasoning and decision-making ability. Several questions are listed to help you determine if your youngster possesses the skills and capabilities to safely learn to operate an ATV.

The best way to utilise the Readiness Checklist is to read the particular ability, consider the answers to the questions for that ability, and check those abilities that you determine your youngster possesses. There are no suggestions as to how many abilities or the degree of ability that your youngster should have. This Readiness Checklist may help you consider the appropriateness of ATV operation for your child. The ultimate decision for your youngster's involvement with ATVs belongs to you, the parent.

Physical Development Points to Evaluate

1. Young rider can sit comfortably on the ATV and:

- Place both feet firmly on the footrests.
- Reach fingers comfortably around the handlebars and brake levers even when the handlebars are turned.
- Stand with knees slightly bend with a couple of inches of space between their bottom and the ATV seat.
- Easily reach the foot controls.
- Dress with proper protective gear including putting on the helmet and fastening the chin strap.

2. Young Rider has sufficient strength and familiarity to operate the controls with ease. While sitting on the vehicle, the young rider can:

- Squeeze hand controls.
- Operate the shift lever (if equipped).
- Operate the parking brake.

Press the brake lever with sufficient pressure.

Operate the controls without looking at them.

3. Young Rider has sufficient coordination to:

Walk a balance beam (2"x4"x8') flat on the floor.

Ride a bicycle, roller skate or skateboard safely.

Walk on tiptoes for 10 feet.

Jump rope.

Catch a ball with hands rather than with arms.

4. Young Rider has sufficient endurance to maintain strength over a period of time to:

Play outdoor games without fatigue.

Participate in indoor games and sports without tiring before other youngsters.

Visual Perception/Motor Development Ability Points to Evaluate

1. Young rider can see with sufficient clarity to:

- Recognise letters and numbers at least as well as you.
- Distinguish colours.
- Participate in other activities such as riding a bicycle, running, sports or other recreational activities.

2. Young rider possesses ability to perceive depth or distance to:

- Look at two objects in the distance and determine which is farther.

3. Young rider has adequate side/peripheral vision to:

- See objects 90 degrees to each side while looking straight ahead.

4. Young rider can judge the speed of objects (fast, medium, slow):

- To a degree that agrees with your judgment. Test their ability to judge the speed of cars on the highway, a moving train, a dog running, etc.

5. Young rider can state the distances of objects in feet, yards or miles such as:

- The distance from the house to the road.
- The width of a hallway or room.

6. Young rider can follow movement of objects and:

- Follow the path of such things as a ball, car or video game object.
- Estimate distance between objects when looking at a landscape picture.

7. Young rider can visualise distances between objects as displayed by:

- A family photograph.
- A landscape picture.

8. Young rider can follow a moving object while manipulating it by hand such as:

- Dribbling a basketball.
- Playing a video game.

9. Young rider can describe cause-and-effect experiences such as:

- A minor injury they received and correctly identify the cause.
- A setting or situation that could cause injury if precautions are not taken.
- Injuries that might be caused by running, swimming, bicycling, riding in a car and other similar situations.

10. Young rider can concentrate on more than one element at a time in solving a puzzle or problem including:

- Picking out or describing several items within a picture.
- Assembling a puzzle without unusual problems or delays.
- Describing what to do if a house fire should occur.

11. Young rider can maintain relative spans of attention when given a variety of stimuli such as:

- Completing school homework assignments without being easily distracted.
- Assembling difficult puzzles like a nature scene.

Social/Emotional Development Points to Evaluate

1. Young rider has sufficient development to:

- Understand and follow rules established at home.
- Understand and follow rules established at school (ask teachers).
- Listens and responds to adult supervision.
- Comprehends the importance and seriousness of having rules and regulations.

2. Young rider generally obeys parents and supervisors without:

- Challenging authority or rebelling when rules are imposed.

3. Young rider controls behaviour according to expectations showing:

- Evidence of self-control without getting easily frustrated or upset.
- An understanding of consequences associated with certain actions (for example, not wearing a seat belt in the car).
- An ability to think about results before performing some action like crossing the street.

4. Young rider can look at other youngster's actions and:

- Recognise unsafe actions.
- Appreciate riding safer than others.
- Accept rules that are more stringent than what other youngsters have to follow.

5. Young rider can give reasons and/or solutions to problems seen in the environment such as:

- How land (or grass) gets worn.
- How even a small amount of damage to land can take years to recover.

- The difference between untouched land and used land?

6. Young rider can make decisions based on reality, not fantasy, as demonstrated by:

- Complete a step-by-step task such as assemble a toy, cleaning their room.
- A comprehend real injury as opposed to "cartoon" injury.
- Respond with logical solutions when asked to solve a problem

Reasoning and Decision-Making Ability Points to Evaluate

1. Young rider comprehends that interaction with others and things can result in injury. To test this:

- Can the young rider describe how and why a person received physical injury or pain?
- Does the young rider notice impending accidents or potential injury-producing events, such as in sports activities or bicycle riding?
- Can the young rider explain why it takes distance to stop?
- Can the young rider explain how moving at even low speed can result in injury if stopped suddenly or by hitting something?

2. Young rider has a basic understanding of what being careful means. For example:

- Does the young rider know why rules are established?
- Does the young rider notice or recognise others being careful in action-oriented activities?
- Does the young rider notice professional athletes use protective gear as part of their sport?

3. Young rider understands that rules are made to reduce injury and provide long-term enjoyment. For example:

- Can the young rider explain the reason for rules at home or school?
- Does the young rider understand the value of prevention? Of wearing protective gear?
- Can the young rider recognise that not following rules can eliminate future fun and enjoyment?

4. Young rider has basic understanding of the physical limitations of stopping and turning. For example:

- Can the young rider explain what may happen if moving too fast while going

around a curve on a bicycle, skateboard or ATV?

5. Young rider can describe cause-and-effect experiences.

- Can the young rider describe a minor injury he or she received and correctly describe the causes?
- Can the young rider describe settings or situations that can produce injury if precautions are not taken?
- Can the young rider describe what may cause injury when doing such things as running, swimming, bicycling, riding in a car?

6. Young rider can concentrate on more than one element at a time in solving a puzzle or problem.

- Can the young rider pick out or describe several items within a picture?
- Can the young rider assemble a puzzle without unusual problems or delays?
- Can the young rider describe what to do if a house fire should occur?