

## Reasoning and Decision-Making Ability

**Youngster comprehends that interaction with others and things can result in injury.**

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

**Youngster has a basic understanding of what being careful means.**

- ☐ Do they know why rules are established?
- ☐ Do they notice or recognize others being careful in action-oriented activities?
- ☐ Do they notice professional athletes use protective gear as part of their sport?

**Youngster understands that rules are made to reduce injury and provide long-term enjoyment.**

- ☐ Can they explain the reason for rules at home or school?
- ☐ Do they understand the value of prevention? Of wearing protective gear?
- ☐ Can they recognize that not following rules can eliminate future fun and enjoyment?

**Youngster has basic understanding of the physical limitations of stopping and turning.**

- ☐ Can they explain what may happen if moving too fast while going around a curve on a bicycle? On a skateboard? On an ATV?

**Youngster can describe cause-and-effect experiences.**

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

**Youngster can concentrate on more than one element at a time in solving a puzzle or problem.**

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



# READINESS CHECKLIST

For more information and to access our  
FREE online eCourse, go to  
[www.atvsafety.org](http://www.atvsafety.org)



This Readiness Checklist is from the ATV Safety Institute publication titled Parents, Youngsters & All-Terrain Vehicles. Please go to [ATVSafety.org](http://ATVSafety.org) to download the complete booklet. This checklist is provided to help you determine if your child has the skills and capabilities to safely learn to operate and control an ATV. There are no suggestions as to how many abilities or the degree of ability that your child should have. The ultimate decision is the responsibility of the parent, guardian, or supervising adult.

## Visual Perception/Motor Development Ability

### Youngster can see with sufficient clarity.

- ☐ Can they see letters and numbers at least as well as you?
- ☐ Can they distinguish colors?
- ☐ Have they demonstrated adequate vision in other activities (riding bicycles, running, team sports, or other recreational activities)?

### Youngster possesses ability to perceive depth or distance.

- ☐ When looking at two objects in the distance, can they tell which is farther away and which is closer?

### Youngster has adequate side vision/peripheral vision.

- ☐ Can they see objects 90 degrees to each side while looking straight ahead?

### Youngster can judge the speed of objects.

- ☐ Do they judge the speed of objects (fast, medium, slow) that agree with your judgments? (For example, a car on the highway, a train moving past a crossing, a dog running, people walking.)

### Youngster can state the distances of objects in terms of feet, yards, miles.

- ☐ Can they tell how many feet or yards it is from the house to the road?
- ☐ Can they tell how wide a hallway is, or the width of a room?

### Youngster can follow movement of objects.

- ☐ Can they follow the path of such things as: a hit or thrown baseball, a moving car, objects in a video game?

### Youngster can visualize distances as displayed by a picture or photograph.

- ☐ Can they estimate distance between objects in a photograph?
- ☐ Can they estimate distance between objects when looking at a landscape picture?

### Youngster can follow a moving object while accomplishing hand manipulation.

- ☐ Can they dribble a basketball without looking at it?
- ☐ Can they manipulate video game controls while following objects on a screen?

### Youngster can maintain relative spans of attention when given a variety of stimuli.

- ☐ Can they complete school homework assignments without being easily distracted?
- ☐ Can they assemble more difficult puzzles; for example, a nature scene or picture?

## Physical Development

### Youngster can sit comfortably on the ATV and reach the controls easily.

- ☐ Can they place his or her feet firmly the footrests?
- ☐ Do their fingers reach comfortably around the handlebars and brake lever(s)? How about with the handlebars turned? How about in different seating positions?
- ☐ Can they stand (with knees slightly bent) and have at least three inches of space above the seat?
- ☐ Can they easily reach the foot controls?
- ☐ Can they dress with proper protective gear including putting on helmet and fastening the chin strap?

### Youngster has sufficient strength and familiarity to operate the controls with ease.

#### While sitting on the vehicle, can they :

- ☐ Squeeze hand controls?
- ☐ Operate the shift lever (if equipped)?
- ☐ Operate the parking brake?
- ☐ Operate the choke and fuel valve with ease?
- ☐ Press the brake lever with sufficient pressure?
- ☐ Operate the controls without looking at them?

### Youngster is sufficiently coordinated.

- ☐ Can they walk a "balance beam" (2 in. x 4 in. x 8 ft.) flat on floor?
- ☐ Can they ride a bicycle, roller skate or skateboard safely?
- ☐ Can they walk on tiptoes for 10 feet?
- ☐ Can they jump rope?
- ☐ Can they catch a ball with hands rather than with arms?

### Youngster has sufficient endurance to maintain strength over a period of time.

- ☐ Can they play outdoor games without fatigue?
- ☐ Can they participate in indoor games and sports without tiring before other youngsters?

## Social/Emotional Development

### Youngster can understand and follow rules.

- ☐ Do they follow rules established at home?
- ☐ Do teachers say that they follows rules?
- ☐ Do they listen and respond to adult supervision?
- ☐ Do they comprehend the importance and seriousness of having rules and regulations?

### Youngster generally will obey parents and supervisors.

- ☐ Do they avoid challenging authority or rebelling when rules are imposed?

### Youngster controls behavior according to expectations.

- ☐ Do they show evidence of self-control; doesn't get easily frustrated or upset?
- ☐ Do they understand consequences associated with certain actions (like not wearing a safety belt in the car)?
- ☐ Do they think about results of an action before performing it (like crossing the street; hitting or throwing a ball)?

### Youngster understands other youngsters may be permitted to do what he/she may not be allowed to.

- ☐ Do they recognize unsafe actions of other youngsters?
- ☐ Do they appreciate being safer than others?
- ☐ Do they accept rules that are more stringent than what other youngsters have to follow?

### Youngster can give reasons and/or solutions to problems seen in the environment.

- ☐ Can they explain how land (or grass) gets damaged?
- ☐ Can they explain how even a small amount of damage to land can take years to recover?
- ☐ Can they distinguish between untouched land and used land?

### Youngster can make decisions based on reality and not fantasy.

- ☐ Can they complete a task in a step-by-step fashion (assemble a toy, clean a room)?
- ☐ Do they comprehend real injury as opposed to "cartoon" injury?
- ☐ Do they respond with logical solutions when asked to solve a problem?