Teen Driving from the grassroots level in the schools

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Concept

- Peer programs might make a difference
- Peer programs might be self initiated by school with little cost and time
- Injuries 34% of teens in trauma database no belt, 38% of all fatalities no belt

Dilemma

- No in in school
- No staff to teach daily
- No support for something not reading, writing, math
- Traditional partners (SRO’s, SADD) not option for us
Intervention

- All schools pre and post observations, belt use and phone
- Pilot one- three schools – list of things to pick from with teachers or group of kids.
- Year 2 chosen activities and response to them tracking what works
- Year 3 plus pushing chosen activities across other schools
- Year 4 enticing new leaders and pushing specific concepts at same time
They could choose any intervention extra but had to do three core activities:

- **Activity One:** Awareness/knowledge- observance week
- **Second activity:** peer culture change activity in the form of individual social contracts on a safe driving banner to be publicly displayed within the school.
- **Third activity was a positive reinforcement activity** – clicken for sweets or chicken

We tried to categorize the others they choose by behavioral construct addressing.
Results

- 5% change in belt use for drivers as aggregate (including adults) compared to control schools.
- No group change for passengers, some changes in individual schools.
- Cell phone observations not valid, the lines moved too fast, not saying they don’t use phones just not a valid measurement right at dismissal or arrival.
- Most increase in belt use in lower SES areas but does not match our young driver crash zip codes BUT did match our adult areas of highest MVC.
- N=3 schools year one, by year 4 N=36 schools plus three middle schools.
Comparing PRE vs. POST for intervention schools, the post intervention assessment demonstrated a 5% increase in driver seat belt use (81% vs. 86%) but only a modest increase in passenger (62% vs. 64%) seat belt use. Analysis of individual schools demonstrated the most notable increases, as high as 7%, among drivers at all intervention schools. Concurrently, an overall decrease in seat belt use was observed in the control school cohort with observed decreases in overall (73% vs. 69%), driver (82% vs. 77%), and passenger (59% vs. 57%) seat belt utilization.
Results continue

Adoption Leaders

- DREAM Teams - AP health (higher as class than club/limited from spreading by PE leadership)
- Social Studies/Dance Teachers
- JROTC
- Graduation Project - Student Leaders

Non Adopters

- SRO’s (except Middle schools)
- Principles/Admin Staff
- Parents/PTO’s
- Health/PE teachers – (except year four class - law)
- Clubs * we do not have social determinant clubs
Outreach methods

- Booklet, Talk to Class/Club, Newsletter of ideas, Individual Email

Email with one on one teacher follow up,

**Methods of ideas generation**

- Specific ideas vs general ideas and suggestions taken
- Outreach – club members/students vs US vs Officers – varied by school
- Bigger the Better – no correlate with impact but yes with adoption (pedal cart, cow clicken chicken, law officers, still crash re enactment)

With some exceptions - no seatbelt convincer, no parent or hands on class
More feedback- Policy

- No to ticket citations
- Yes on parking contract adding in safety
- Yes work but limited adoption- staff announce seatbelt and phone prior to discharge and at dismissal line - highest increase in belt use in the school that did this but could get no other schools to adopt.
- We do not allow kids out at lunch so that was not an option for us.
- Schools loved the click it signs but we have always had them and they don’t affect output.
How to interact?

- Kids are generally bad predictors of programs - turn up music during test taking to highlight distraction.
- Kids are GREAT at slogans – cross your heart not your fingers.
- Teachers are good at what the school will accept and getting principle approval.
- Leaving us to still be the idea generator and adoption based on response.
- Teachers love you coming into class
- Teachers love law officers - how to combine learning theory with them.
- Parents love you talking to kids and scaring them.
- Drivers Ed supports efforts but is really only interested in Drivers ED.
- JROTC, and Global Learning love having kids interact and "lead"
More feedback

- They highly adopt program around homecoming/tailgating and prom/graduation, prior to breaks.
- They are not responsive to our “observance weeks”
- They are not responsive to test months (January/May)
- They are responsive to lunchtime efforts
- Responsive to morning and dismissal programs
- Desire for crash re enactment, desire for victim impact
- Some mixed response to tragedies
What programs

- Programs we tried
  - Instagram campaign arrive alive #
  - Morning announcement, newsletters, week observance by color of shirt
  - A few assembly types (victims, law, parents, health professionals, SA professionals)
  - A health class (DUI, Safe Driving, Law, Health Professionals)
Programs continued

- Clicken for chicken/sweets
- Tailgaiting with seatbelt use reward/pledge – low income schools yes, not high income schools.
- Tailgaiting with pedal cart varies some High SES schools thought goggles are not like being drunk
- Luminaries for safety / social norming lawn signs
- Chalk outlines of bodies
- Red flags and paint the Rock – DUI
Programs continued

- Lesson in class (educate them, they have to come up with poster, video, class lesson)
- Pledge banner – in the beginning a good pre adopter of larger interventions.
- Cafeteria games- distract a match, goggles a variety of ways, gorilla video, speed game, Dice probability game
- Crash reenactments in a variety of formats
- Awards most/improved - did not motivate schools
- Tried meeting of across school advisors, tried events across schools did not work

Outdoors, a good teammate wouldn’t let another teammate play unprotected without a helmet. When you’re in the car, you can be a good teammate, too. Make sure everyone—even passengers—are buckled up to be safe.

Seatbelts save lives.
Summary what works

- Way in- JROTC, leadership groups or classes with that focus (AP health)
- Programs- Chicken for sweets, cafeteria activities, classroom assignments, lawn signs, crash re enactment
- Policy- Pledge for parent/teen with driving permit
- Law teaching in classrooms
- Requires heavy staff time it is not a drop and go. Changing leadership in school can shut down successful program.

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