



# 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 fatals 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



# Intervention

- ▶ They could choose any intervention extra but had to do three core
  - 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, to 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- 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.



# Hard Data for our data people

- ▶ 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.

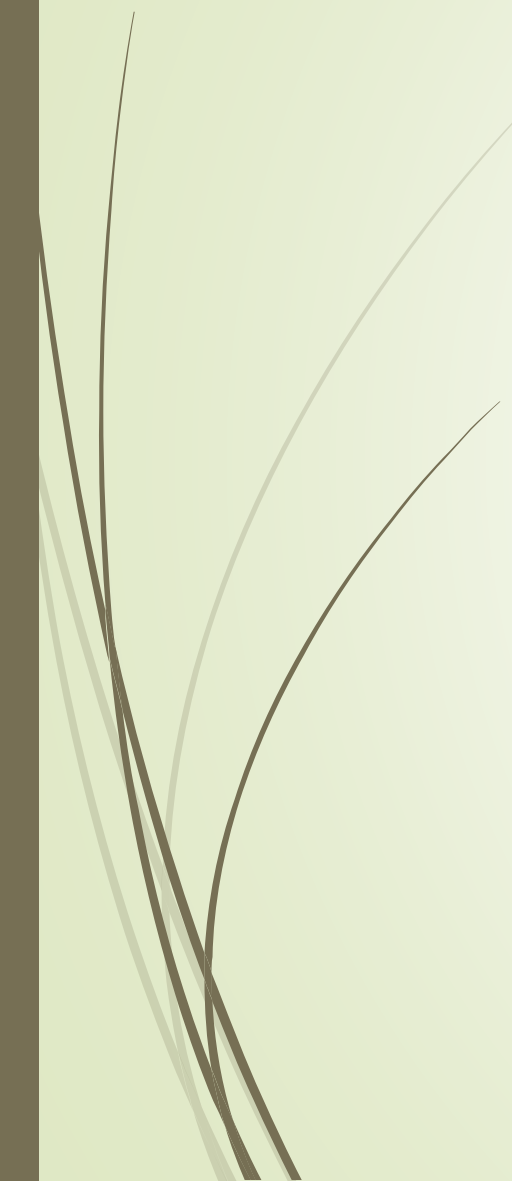


# ?How to interact ?

- 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
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# 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
- ▶ Tailgating with seatbelt use reward/pledge – low income schools yes, not high income schools.
- ▶ Tailgating 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 re enactments 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

# HELMET? CHECK. SHOULDER PADS? CHECK. SEATBELT? CHECK.

On the field, 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!





# Summary what works

- Way in- JROTC, leadership groups or classes with that focus ( AP health)
- Programs- Clicken 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.

Thank you to the NC Governors Highway Safety Office for funding.