

Evaluation of a Peer-to-peer School-based Initiative



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Acknowledgments

- State Farm Insurance Companies
 - Our partner in the Young Driver Research Initiative
- Center for Injury Research & Prevention
 - interdisciplinary team
 - translational research expertise
- Stakeholders, teens
 - input, guidance, and feedback
- Radnor and Pennsbury High Schools
 - participation in pilot study



Objectives

Attendees will learn:

- The scientific foundation behind passenger risk to teen drivers;
- The teen viewpoint on passengers in motor vehicles;
- Development & evaluation of initiative based on program theory



Passengers and teen driver risk

The science

- ↑ fatal crash risk (Chen, 2001; Doherty, 1998)
 - 2X with 1 teen passenger;
 - 4-5X with >3 teen passengers
- ↑ Risk-taking (Williams, Ferguson & McCartt, 2007)
 - with multiple teenage passengers
- ↑ Speeding and ↓ headway (Simons-Morton, 2005)
 - with male teenage passengers

→ Only 10% of teens view peer passengers as a factor in driving safety (Ginsburg et al, 2008)



Issue: Choose the right solution

Creative, smart people -> many good ideas

BUT

- Health crisis
- Limited resources

MUST

- Make smart choices
- Implement solutions effectively

SOLUTION

- Create a change model to guide efforts



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Critical thinking: Apply program theory

Break down a complex problem

Key outcome: "the prize"
Reduce crashes, reduce injuries

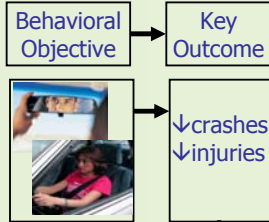
Key
Outcome

↓crashes
↓injuries
(due to
passengers)

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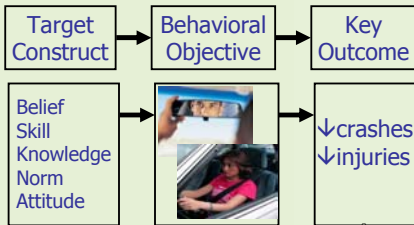
Critical thinking: Apply program theory Behavioral Objective (BO)

Behavior: Action by person under circumstance
Behavioral Objective: Measurable behavior
Consider: Saliency, impact on Key Outcome



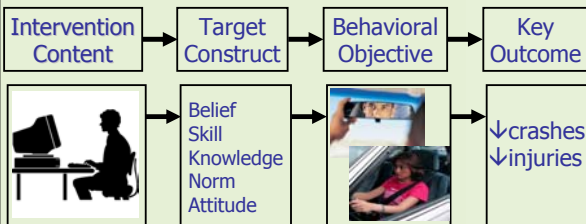
Critical thinking: Apply program theory Target Construct (TC)

Target Construct: Specific knowledge, belief, skill, factor
Consider: Influence BO, Room to change, feasible to change



Critical thinking: Apply program theory Intervention Content (IC)

Intervention Content: Specific message, activity, info
Consider: Influence specified TC, format, delivery, target person



Passenger-presented Risk

Applying program theory: Formative research

- Overall Key Outcome
 - Reduce crash risk due to passengers; reduce injury and death risk to teens (both passengers and drivers)
- Initial Behavioral Objective (based on science)
 - No passengers in first 6 months, first 1000 miles
- Behavioral objective investigated through formative research efforts



Methods used

- Teen school-based survey (NYDS)
 - National, n=5,665
- Parent panel survey
 - National, n=1,007
- Teen panel survey
 - Regional, n=625
- Teen focus groups (2)
 - Pennsylvania and New Jersey, n=33



What we learned from formative research: Highlights of findings

Ideal Behavioral Objective

- **NO passengers; 1st 6 mos, 1st 1000 mi** --
- Teens rejected "no-passenger" concept
- Would require:
 - Parental restrictions
 - Laws (GDL)
- Teens also reported:
 - Various definitions of "experienced" drivers
 - Primary reasons for driving: get to school/work; go out with friends; go to activities/sports; have fun



How we responded: Refining the Behavioral Objective

BO Recommendation for Parents:

- ✓ YES: Create/enforce passenger restrictions

BO Recommendation for Teens:

- × NO: No passengers 1st 6 mos/1,000 mi
- ✓ YES: Establish safe driver-passenger interaction

Supported by focus groups & panel survey



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Formative research: Identified opportunities

Focus groups

- Teen passengers distract drivers, lead to speeding
- At times, drivers felt they had no choice about accepting teen passengers

Panel Survey

- Teens view certain passenger behaviors as dangerous
- Teen description of riding with other teens in a car includes a "sense of responsibility" and "distractions", but also socializing, independence



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Developing a new initiative Behaviors and themes

- For the passenger: identify and adopt safe passenger behaviors
 - Buckle Up
 - Show respect
 - Be there to help
- For the driver: identify and adopt ways to safely manage passengers in the car
 - Set and enforce rules
 - Ask for help when needed
 - Set the tone in the car



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Target Constructs for Teens: An Overview

Norms Make it accepted and expected that:

- Drivers set rules; expect help & respect
 - Demonstrates caring for passengers
- Passengers have important role in safety
 - Shows true friendship

Attitudes Doing→positive; Not doing→negative

Self-efficacy Build confidence in ability to do behaviors; Focus on driver setting rules & tone

Skills Teach drivers actual language they can use to set rules and tone in the car



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Intervention content Development & pre-testing

- Drafted materials/activities to address target constructs
- Obtained teen feedback & revised
 - Creative pre-testing - teen panel (n=107)
 - Tested draft concepts, taglines, images, messages, and activities
- Identified & considered stakeholder needs
 - Online survey with stakeholders (n=1170)
 - Included broad base of stakeholders



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Intervention content Description

- Peer-to-peer in-school (all grades)
- Addresses:
 - Driver and passenger;
 - Norms, attitudes, self-efficacy, skills
- Utilizes:
 - Activities in-school and at sporting events
 - Flyers, posters, table tents, and bookmarks
 - In-school morning announcements
 - T-shirts and wearable stickers



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www.ntdsw2008.org Organizer suggested activities



The screenshot shows the website for National Teen Driver Safety Week 2008. The main heading is "RIDE LIKE A FRIEND" and "National Teen Driver Safety Week October 19-25". Below this, there is a section titled "2008 Event Planner" with several bullet points: "One of the biggest dangers facing teenagers may be an slight light heart to them. Nothing kills more teens than car crashes, and 90% is motor for new drivers than teen passengers. That's why newly licensed drivers should wear a 100% seat belt or six months before getting up their teen passenger." Other points include "Buckle confirm: Teen Drivers + Pass- Passengers + Higher Adult Crash Risk", "This October, be part of the solution and help us to subject that education teens. Do you your group can participate in National Teen Driver Safety Week. This year's focus is helping teens 'Ride Like a Friend' and 'Drive Like You Care'. Because once they reach driving ages, distractions can be deadly." There are also links for "Find the right activity" and "RIDE LIKE A FRIEND".

Ride Like a Friend. Drive Like You Care. Evaluation in pilot schools

- Impact evaluation (students)
 - Pre- and post- survey
 - Effects on knowledge, norms, attitudes, & behaviors
 - Purpose: Test program theory
- Process evaluation (organizers)
 - Student organizers: Focus Group and questionnaire
 - Adult sponsors: Interviews
 - Purpose: Test implementation

Ride Like a Friend. Drive Like You Care. Impact – Survey Description

- In pilot schools: 2,000 teens surveyed
- Measured exposure to initiative:
 - Materials
 - Activities
- Measured outcomes:
 - Behaviors (intention and performance)
 - Target constructs (social norms, attitudes, self-efficacy, skills, knowledge)

Ride Like a Friend. Drive Like You Care. Impact - EARLY (survey) results

➤ Found positive relationships between exposure to initiative and outcomes

↑ Initiative exposure associated with:

- ↑ accurate knowledge of, beliefs consistent with, and engagement in safe behaviors
- ↑ seat belt use and their peers use belt
- ↑ Intentions and beliefs – passengers should turn volume down when music is distracting

➤ Most potent initiative exposures

Initiative materials & morning announcements



Ride Like a Friend. Drive Like You Care. Process – EARLY results

➤ Personnel and students agreed: messages strong, peer-to-peer approach effective, tone good for teens

➤ Suggested improvements

- Allow months for advance planning and coordination process
- Work with all teachers, administrators, and personnel in the school
- Include a broad range of students and clubs in the student organizer team



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Ride Like a Friend. Drive Like You Care. Dissemination Evaluation – Under way

Dissemination evaluation (stakeholders)

- Follow-up survey analysis
 - Extent of use of materials
 - Ratings of usability and quality
 - Assessment of impact and process

- Key informant interviews
 - 100 schools independently conducted RLAF
 - If you used RLAF in 2008 - CONTACT US!!

Purpose: Inform replication/dissemination



Ride Like a Friend. Drive Like You Care.
Next steps for you!

- Get ready for 2010 RLAF launch
 - Sign up with us here today!
- Join Ride Like A Friend Network:
 - Receive activity timeline (now to 2010)
 - Be first to get the most updated materials
 - Gain access to webinars, meetings, and regular emails to support you in establishing your own Ride Like A Friend initiative
- 2009 RLAF pilot and evaluation
 - 5-10 schools needed



Ride Like a Friend. Drive Like You Care.
Next steps for you!

- RLAF Webinar on April 30, 2009
 - Hosted by Driver Education & Training Administrators (DETA)
 - More details on evaluation, timeline of 2010 launch
 - National Teen Driver Safety Week
 - October 18-24, 2009
 - Use this platform in your community
- Start planning now



Ride Like a Friend. Drive Like You Care.

- Contact Karen Holm to sign up for RLAF network
 - holmk@email.chop.edu
 - Sign up sheet, leave business cards