

IMPACT OF DISTRACTIONS FOR TEEN DRIVERS WORKSHOP

Lifesavers Conference 2011 - Phoenix



**RIDE LIKE A FRIEND
DRIVE LIKE YOU CARE**

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AN EVALUATED PROGRAM THAT PROMOTES SAFE DRIVER AND PASSENGER BEHAVIORS



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WHAT YOU'LL LEARN

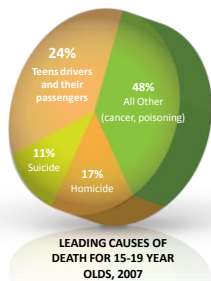
- Role of distractions from passengers
- Effective interventions that address passenger distraction
- RLAF is a positive, evidence-based, peer-to-peer campaign that can make a difference.



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A PUBLIC HEALTH PROBLEM

- A car “crash” is not an “accident.”
- Predictable preventable events
- When teens are behind the wheel (2008)
 - 4,358 crash fatalities
 - 40,687 crash injuries
 - 681,562 people involved
- 3,118 teen drivers and their passengers killed



Source: Miles to Go: Establishing Benchmarks for Teen Driver Safety, CHDP, 2011

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FACTORS ASSOCIATED WITH TEEN CRASHES

Alcohol?
Less than 20%

Speeding?
About 40%

The top cause of fatal teen crashes is Driver Error:
75%

* Among 16- to 17-year-old drivers
Source: Williams, et al, *Journal of Public Health Policy*, 16:3 (1995)

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DISTRACTIONS AND INEXPERIENCE ARE MAJOR CONTRIBUTORS IN DRIVER ERROR


A BIG DISTRACTION? PASSENGERS



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PASSENGERS ARE A MAJOR FACTOR LEADING TO FATAL TEEN CRASHES

- **One peer passenger doubles** the risk of a fatal crash
- **Three or more peer passengers** raises fatal crash risk **four to five times**

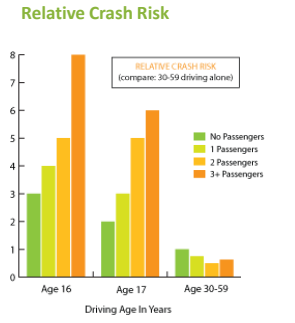


Source: Chen L, et al. *Journal of the American Medical Association* (2000)

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FOR TEENS, PASSENGERS ARE A HAZARD. FOR ADULTS, PASSENGERS ARE A BENEFIT.

Relative Crash Risk



Driving Age In Years	No Passengers	1 Passenger	2 Passengers	3+ Passengers
Age 16	~3.0	~4.0	~5.0	~8.0
Age 17	~2.0	~3.0	~5.0	~6.0
Age 30-59	~1.0	~0.8	~0.6	~0.5

Chen, LH, Baker, SP, Braver, ER & Li, G. *JAMA* (2000)

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FOR TEENS, PASSENGERS ARE A HAZARD

YET ONLY 10%

OF TEENS VIEW PEER PASSENGERS AS A MAJOR FACTOR IN DRIVING SAFETY



Source: Ginsburg, KR, et al. *Pediatrics*. May 2008

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OPPORTUNITY TO INTERVENE: SOCIETAL LEVEL

- GDL in 43 states provide effective policy-level intervention
- Passenger restrictions proven effective in CA, VA, MA
- Partial compliance and enforcement

Eventually, teens will be driving with their peers



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OPPORTUNITY TO INTERVENE: COMMUNITY LEVEL

How can we:

- 1) Increase awareness of risks
- 2) Promote safe driver behaviors
- 3) Promote safe passenger behaviors



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FORMATIVE RESEARCH



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TEENS TOLD US

- I want my friends with me.
- My friends aren't the problem!
- Unless...they're:
 - 1) Acting wild
 - 2) Encouraging me to speed
 - 3) Intoxicated
 - 4) Singing/dancing



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TEENS TOLD US



- They would **not consider eliminating passengers** for the first 6 months or first 1,000 miles after receiving their license.
- They **will follow** Graduated Driver Licensing (GDL) passenger limitations and their family's "house rules" about driving passengers.

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TEENS TOLD US

What is important to them

- Friendship
- Respect of their peers
- Driving is key to social life



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TEENS TOLD US



They would use these safe driving behaviors:

- 1) Wear seat belts
- 2) Establish safe driver-passenger interaction
- 3) Reduce driver distractions
- 4) Ask for help as drivers
- 5) Turn down radio volume

RLAF builds on this

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TEENS WILL BE DRIVING TEENS SOMEDAY

- RLAF recognizes and supports passenger limits:
 - during the first 6 month or 1,000 miles of driving
 - in keeping with Graduated Driver Licensing (GDL) laws
- Eventually a teen driver will be responsible for safety of his passengers
- Teen passengers need to recognize their role



Safe passenger behavior will pay off today and down the road.

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TEENS WANT TO MAKE A DIFFERENCE

RLAF helps them:

- 1) Understand what causes crashes
- 2) Find ways to be better passengers
- 3) Find ways to be better drivers



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CAMPAIGN COMPONENTS

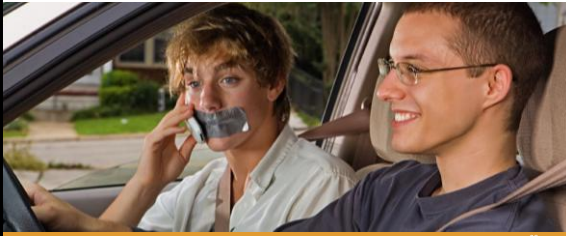


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MESSAGES FOR DRIVERS

- Set rules.
- Ask for help.
- Expect respect.



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MESSAGES FOR PASSENGERS

- Buckle up.
- Be there to help (give directions, answer cell phones, etc.)
- Show respect.



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IT'S POSITIVE

- Teen focused and teen-delivered
- All about awareness
- Targets something teens can actually do something about

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"TEENS REALLY LIKED HEARING WHAT THEY *COULD* DO--VERSUS BEING TOLD WHAT *NOT* TO DO."

--A hospital medical administrator that helped launch RLAF in four high schools

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IT INVOLVES EVERYONE

- Passengers and drivers
- School and community members
- Parents and other adults

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IT INVOLVES EVERYONE

- Easy, broad student participation
- Starts the safe passenger conversation

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IT'S FREE WEB-BASED RESOURCES

- Activities guide
- Promotional help
- Planning guides
- Pre-packaged downloadable materials



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TO MAKE RLAF A SUCCESS, YOU NEED:

- 2008 pilots
- Key elements
- Broad buy-in across school
 - Diverse student clubs
 - School admin and personnel
- Active advisor support
- A timeline with some flexibility
 - NYTSM is May 2011
 - NTDSW is October 16-22, 2011




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KEY ELEMENTS: THE MINIMUM



1. A peer-to-peer poll
2. Poll follow-up activities:
 - School intercom announcement
 - Cafeteria Posters (Q & A)
3. One other activity from the RLAF menu
4. Distribution of at least one type of RLAF communication tool
 - flyer, poster, table tent, stickers, bookmark

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KEY ELEMENTS: EXAMPLE

Sample Question:
What is the most harmful thing passengers can do in a car?

- 1) Distract the driver
- 2) Be loud (talking, playing music, etc.)
- 3) Forget to wear seatbelts
- 4) Talk constantly on a cell phone
- 5) Pressure driver to speed
- 6) Act wild (like dancing or singing)

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KEY ELEMENTS: SAMPLE ACTIVITY
“SET YOUR RULES”

Drivers use an online tool to select their in-car rules:

- 1) Wear your seatbelt
- 2) Don't pressure me to speed
- 3) No drinking or drugs
- 4) Keep the music down
- 5) Keep your phone conversations short
- 6) No yelling

Driver can select additional rules
Help if I ask you to:

- 1) Answer my cell
- 2) Give me directions
- 3) Just chill

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RLAF IN ACTION



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KEY ELEMENTS: EXAMPLE

Posters and Flyers

Art is free & downloadable from ridelikeafriend.com

- 4-color
- black-and-white



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KEY ELEMENTS: EXAMPLE


Reach the students in popular "hang-out" locations:

- Cafeteria table tents for lunchtime reading
- Library study areas
- Health classrooms




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EVALUATION AND RECOMMENDATIONS




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2008 EVALUATION: METHODS

- RLAF developed with a program theory framework
- Study Sample
 - Students in grades 9-12 from two local high schools
- Evaluation



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graph LR
  A[Pre-test] --> B[RLAF]
  B --> C[Post-test]
  
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- Analyses
 - Calculated prevalence ratios with corresponding 95% confidence intervals

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2008 EVALUATION: METHODS

- Independent variable:
 - Participation in RLAF activities
- Dependent variables:
 - Positive cognitions toward seat belt use as passenger of teen driver (e.g. attitudes, self-efficacy, subjective norms, descriptive norms)
 - Self-reported seat belt use as passenger of a teen driver
- Covariates: demographics, school-related, licensure variables, sensation seeking, completion of pre-test

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2008 EVALUATION: RESULTS

Completed post-survey, N=1,793

Participated in RLAF
55%

Did not
participate
45%

Saw materials
87%

Morning
announcements
67%

Athletic event
27%

Daily poll
25%

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ASSOCIATION BETWEEN PARTICIPATION IN SPECIFIC RLAF ACTIVITIES AND POSITIVE SEAT BELT OUTCOMES

Activity	Viewed RLAF Materials	Morning Announcements	Athletic Event	Daily Poll
Outcomes	Adjusted PR (95% CI)	Adjusted PR (95% CI)	Adjusted PR (95% CI)	Adjusted PR (95% CI)
Attitudes	1.04 (1.02,1.07)	1.02 (1.00,1.05)	1.01 (0.97,1.04)	1.02 (0.98,1.05)
Self-efficacy	1.05 (1.02,1.08)	1.04 (1.02,1.06)	1.01 (0.97,1.05)	1.00 (0.97,1.04)
Subjective norms	1.05 (1.02,1.08)	1.03 (1.01,1.06)	1.02 (0.99,1.05)	1.02 (0.98,1.05)
Descriptive norms	1.16 (1.07,1.24)	1.12 (1.04,1.21)	1.00 (0.90,1.11)	1.04 (0.94,1.15)
Seat belt use	1.06 (1.02,1.09)	1.05 (1.02,1.08)	1.02 (0.97,1.07)	1.03 (0.99,1.07)

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2008 EVALUATION: CONCLUSIONS

- RLAF associated with positive cognitions and seat belt use among teens
- Specific RLAF activities associated with positive cognitions and seat belt use



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2009 EVALUATION: SIMILAR CONCLUSIONS

- Same evaluation methods in 5 schools
- Less process support from CHOP than 2008 pilots
- Participating schools required to use key campaign elements
- 536 completed post survey

Process lessons learned in 2009

- Requires commitment and focus of adult advisor
- Requires buy-in of school administration and personnel
- Requires energy & leadership from multiple student clubs
- Takes time and effort to change behavior through schools
 - Trade-off between easy unproven programs and challenging proven programs

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Campaign located at
ridelikeafriend.org

Also available from
teendriversource.org



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