

Evaluation of a Peer to Peer School-Based Initiative



Start: Thursday, 04/30/09; 1:00 pm Eastern

Duration: 60 Minutes

WELCOME!

For Audio Please Call

1-800-868-1837 + access code

(found on the email you received after registering!)

Host: Brian Johns, DETA WEB/Technical Officer (Idaho)

Moderator: David Huff, DETA Chairman (Montana)

Guest Presenter: Flaura Winston, Scientific Director

Center for Injury Research & Prevention

The Children's Hospital of Philadelphia

Follow up from Ride Like a Friend

Early results and call to action

Agenda

Welcome & Introductions (5 Minutes)

- Dave Huff, Moderator

Presentation (30 Minutes)

- Flora K. Winston, MD, PhD, Scientific Director
The Children's Hospital of Philadelphia

Q & A with Presenters (20-25 minutes)

Moderated by David Huff

Conclusion (2-3 minutes)

David Huff



Courtesy & Dialogue Protocols

- ✓ Participant phones are muted by the system to ensure audio clarity
- ✓ Submit concise questions electronically using the chat box. As many as possible will be selected for answer following presentation
- ✓ Limit questions to subject under discussion



Acknowledgments

- State Farm Insurance Companies
 - Our partner in the Young Driver Research Initiative
- Center for Injury Research & Prevention
 - interdisciplinary team
 - research expertise
- Stakeholders, teens
 - input, guidance
- Radnor & Pennsbury HS
 - 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

Review:

Passengers & teen driver risk

↑ 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

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)

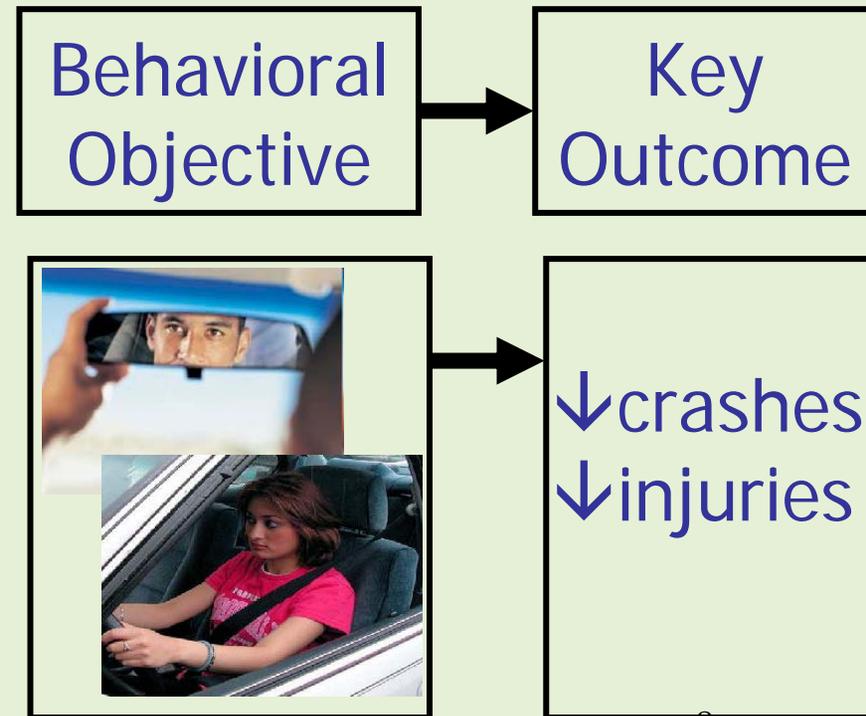
Critical thinking: Apply program theory

Behavioral Objective (BO)

Behavior: Action by person under circumstance

Behavioral Objective: Measurable behavior

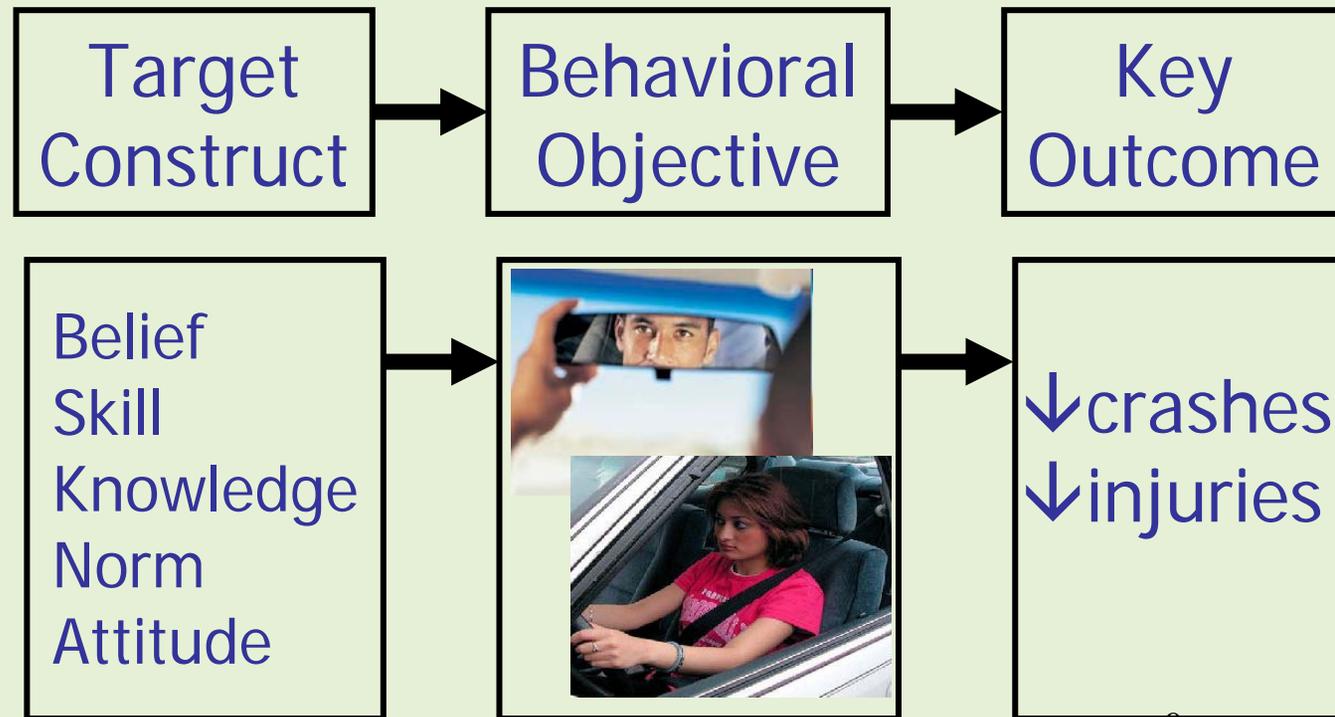
Consider: Salience, impact on Key Outcome



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

Intervention Content

Target Construct

Behavioral Objective

Key Outcome



Belief
Skill
Knowledge
Norm
Attitude



↓crashes
↓injuries

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
- 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

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

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

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



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

Winning message for teens

RIDE LIKE A FRIEND

Intervention content

Description

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

What Does “Ride Like a Friend” look like?

What is the most HARMFUL thing a passenger can do in a car?

1. Distract the driver
2. Forget to wear seat belts
3. Pressure the speed
4. Act wild – dancing, signing
5. Is loud on phone, turning up music

What Does “Ride Like a Friend” look like?

What is the most HELPFUL thing a passenger can do in a car?

1. Buckle up without being asked
2. Give clear directions
3. Keep the volume down
4. Serve as in-car personal assistant (answer phone, text) when asked

What Does “Drive Like You Care” look like?

What is the most HARMFUL thing a driver can do in a car?

1. Drive when inexperienced
2. Speed or drive recklessly
3. Not pay attention (like when talking on cell phone or texting)
4. Drive under the influence (of alcohol or drugs)
5. Drive when tired

What Does “Drive Like You Care” look like?

If you could create the perfect driver, what would you choose?

1. Drives only when sober and alert
2. Drives only where has experience
3. Keep eyes on road
4. Doesn't talk on cell
5. Reminds all passengers to wear seat belts
6. Doesn't speed
7. Asks for help when he/she needs it

Ride Like a Friend. Drive Like You Care. Teen Driver Materials

Flyers and posters



WORKS BETTER THAN DUCT TAPE

Smart drivers win respect early. Try these three simple steps.

- 1. Set Your Rules**
Let everyone know your rules upfront. From seatbelts to drinking – you're the one who takes the fall. You're the one who says what's not cool.
- 2. Ask for Help**
Want to share the driving experience? Ask for the help you need – from directions to spotting what's ahead.
- 3. Expect Respect**
You set the tone. Someone acts annoying, let them know.

Ride like a friend. Drive like you care.
Learn More at RideLikeAFriend.com/TLAs



Please don't rob your friends' lives. Drive them when you are ready. Newly licensed drivers should wear 1,000 miles or so seats before offering rides to a teen, scientific evidence shows. Drivers should wait a full year before driving more than one teen.



EVER WISH YOUR CAR HAD ONE MORE BUTTON?

Distracting passengers are not just annoying; they're dangerous. So, when a friend distracts you, consider using two words: Just chill. Whether or not you're in the driver's seat, you can take on today's number one teen killer – car crashes. As a passenger, show respect. As a driver, take control.

Ride like a friend. Drive like you care.
RideLikeAFriend.com



Please don't rob your friends' lives. Drive them when you are ready. Newly licensed drivers should wear 1,000 miles or so seats before offering rides to a teen, scientific evidence shows. Drivers should wait a full year before driving more than one teen.

Ride Like a Friend. Drive Like You Care. Passenger Materials

Posters, flyers, postcards



 Be as good a passenger as you are a friend.

Nothing kills more teens than car crashes, and nothing is more annoying than a loud clueless passenger. So, when a friend is driving, buckle up and offer some respect. Don't yap on the cell or be a backseat driver. Help when asked and keep things cool. Your friend is driving you; don't drive the person crazy. Ride like a friend.

-  **BUCKLE UP**
-  **SHOW RESPECT**
-  **BE THERE TO HELP**

Learn More at RideLikeAFriend.com



Table tents

BE AS GOOD A PASSENGER AS YOU ARE A FRIEND

Nothing kills more teens than car crashes, and nothing is more distracting than a loud clueless passenger. So when a friend is driving, don't drive the person crazy. Ride like a friend.

-  **Buckle Up.** Not just safe. Thoughtful. Why make the driver risk getting a ticket?
-  **Show Respect.** Lower the volume. Discourage distractions. Ask the annoying one in the back seat to chill out.
-  **Be there to help.** Let the driver know you can answer a cell or get directions. But don't be a back seat driver. That's no help at all.

Ride like a friend. Drive like you care.

Find more ideas at RideLikeAFriend.com



www.ntdsw2008.org

Organizer suggested activities

Saving Teen Lives *National Teen Driver Safety Week*

[HOME](#) [ABOUT US](#) [WHAT'S AT STAKE](#) [ACTIVITIES](#) [MATERIALS](#) [RESEARCH](#) [NEWSLETTER](#)

RIDE LIKE A FRIEND

National Teen Driver Safety Week
2008 Event Planner October
19–25

One of the biggest dangers facing teenagers may be sitting right next to them. Nothing kills more teens than car crashes, and little is riskier for new drivers than teen passengers. That's why newly licensed drivers should wait 1,000 miles or six months before picking up their first teen passenger.

Studies confirm: Teen Drivers + Peer Passengers = Higher Fatal Crash Risk

-  1 passenger = 2x Fatal Crash Risk
-  3 or more passengers = 4–5x Fatal Crash Risk

This October, be part of the solution and tap into a subject that captivates teens. See how your group can participate in National Teen Driver Safety Week. This year's focus is helping teens "ride like a friend" and "drive like they care." Because once they start driving peers, distractions can be deadly.

Find the right activity.

[CREATE A GROUP ACTIVITY THAT'S RIGHT FOR YOU](#)

[BEGIN](#)

[Organize a Campaign](#)
Create the campaign that works for your school or community group.

[Press Event Materials](#)
Get the word out with these customizable media materials.

[Teen Driving Recommendations](#)
What's best for teen passengers and teen drivers.

[Teen Online Activities](#)
A problem passenger poll, a driver rule-setting tool, a Facebook application for aspiring drivers and more.

[Help Parents Raise Safe Drivers](#)
Pass along a driving lesson planner and teen safety flyer to parents.

[TEENS](#) | [ORGANIZERS](#) | [PARENTS](#) | [NTDSW](#) |

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Brought to you by an alliance between:



Implementation of pilot NTDSW in October 2008

- Two Philadelphia-area high schools
 - Radnor High School
 - Pennsbury High School
 - Most activities and materials used
- CIRP Interaction with schools
 - Recruit school administration/teacher sponsor
 - Observe meetings of student organizers
 - Facilitate student surveys
 - Conduct focus groups and interviews

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, insights

- 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

Ride Like a Friend. Drive Like You Care.

Dissemination evaluation – ongoing

- Follow-up stakeholder survey analysis
 - Extent of use of materials
 - Ratings of usability and quality
 - Assessment of impact and process
- Key informant interviews continue
 - 100 schools used RLAF independently
 - If you used RLAF in 2008 - CONTACT US!!
- Purpose: Inform replication/dissemination
- Key Lesson: planning takes time

Ride Like a Friend. Drive Like You Care. RLAF 2010 Campaign Network

- 2009 research plans
 - Further analysis, testing and refinement
 - Pilot refinements with 5-10 schools
 - National Teen Driver Safety Week
 - October 18-24, 2009
- 2009 RLAF Network plans
 - Act on findings
 - Plan for 2010 launch
 - Longer timeline for outreach, planning, budgets, permissions

Broad coalition of students

Ride Like a Friend. Drive Like You Care. Join the Network

- Receive planning and recruiting materials
- Gain access to webinars, meetings, and regular emails
- Have access to updated 2009 and 2010 campaign materials



Ride Like a Friend. Drive Like You Care.

Timeline to 2010 Launch

	RLAF Network Activity
April-Sept. 2009	Develop network of community and school-based stakeholders
Oct.–Dec. 2009	Stakeholders recruit schools and school-based champions
Jan.-Mar. 2010	Formal commitments from administration, student leaders
April-Aug. 2010	Student clubs' members form coalition and plan their RLAF
Sept.-Oct. 2010	Coalition engages students in RLAF activities and NTDSW

Ride Like a Friend. Drive Like You Care. Join RLAF Network

- Register at www.chop.edu/youngdrivers

RIDE LIKE A FRIEND

National Teen Driver Safety Week

- October 18-24, 2009
- Use NTSDW platform for RLAF or any teen driver safety programs
- Start planning now

Questions?

- Type your questions in the text box on your screen right now!
- Your questions will be reviewed by screeners and can only be seen by these screeners and not other participants.