

Driver observations

Driver observations will allow your school to examine the prevalence of distracted driving at their school. If you decide to perform the driver observations at the beginning of the school year and at the end of the school year, you can examine the data to determine how effective the interventions were for your school. You should identify two adults (or one adult and one student) in your school who can arrive to school at least 30 minutes prior to the school start time and can stay up to 30 minutes past the end of the school day to help conduct distracted driver observations. Students can be paired with an adult observer, who does not have a role in the actual data collection, if there are enough student observers. If there are student data collectors, it is recommended that students are allowed to be the primary (see below) observer and the adult be the secondary observer. Involving students in data collection is helpful for increasing peer-to-peer distracted driver conversations and student excitement about the program. Since the data collection occurs before and after the school start/end periods, students who are serving as data collectors may miss a maximum of 5 minutes of class time in the mornings and five minutes at the end of the day.

It is often desirable to send a notice to students and parents regarding upcoming driver observations. If your school wishes to do so, we have provided a sample letter in this toolkit. Be care not to announce the exact dates of the observations.

Instructions:

Two volunteers (two adults or one adult and one student) should be placed at the each school entrance in the morning and exits in the afternoon. Prior to data collection (be sure you do not announce the exact dates of the observations), the information at the top of the driver observation datasheet, including the lot location (if there is more than one entrance for students). Do not hold observations on rainy days or days where viewing may be difficult. Each data collector should have ten copies of the driver observation datasheet, a clipboard, and several pencils. Students and adults should wear a safety vest during the entire observation session. As cars arrive/leave, one student will be the primary observer. The primary observer will call out information to the secondary observer. The secondary observer is the student with the datasheet, clipboard, and pencil. Adult driver (teachers, parents, etc.) data should not be recorded or included on datasheet. The figure on the next page shows an example observation form.

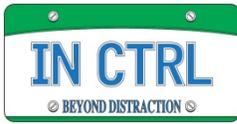
Distracted Driving Observation Form



Primary Observer: Jane Secondary Observer: John
 Date: 9 / 15 / 15 Day of Week: M T W R S School: Jackson High
MM DD YY
 Time start: 6:50 am pm Time end: 7:20 am pm Lot: Side lot by gym

Obs. #	Obst view	Talking on cell phone (hand-held or otherwise)	Tech manipulation (e.g., texting, iPod use, GPS, etc)	Other distractions (list (e.g., passengers, eating, etc)	Driver using seat belt?	Notes
<i>sample</i>		✓	✗	passengers	✓	
1		✓	x	Eating	✓	
2		X	✓	Passengers	✓	
3		X	X	X	✓	
4		✓	X	Loud music	✓	
5		X	X	Loud music	X	Seat belt under left arm
6	✓	_____	_____	_____	_____	_____
7		X	✓	Passengers	✓	

- I. Write the number of the observation (ex. 1,2,3,4, etc.).
- II. Obstructed view
 - a. If the car has tinted windows and driver can't be seen clearly, put a "V" in "obstructed view" field and draw a line straight through all other fields for that observation.
 - b. If the driver is able to be clearly seen, leave the "obstructed view" field empty. Do not include these data lines in your totals.
- III. Talking on cell phone
 - a. If the driver is using a cell phone for talking (either hands-free or hand-held), mark "Talking on cell phone" field with a "V" for positive.
 - b. If they are not talking on a cell phone, mark "Talking on cell phone" field with an "X" for negative.
 - c. If it is unclear whether or not they are talking on a cell phone, mark "Talking on cell phone" field with a "?".
- IV. Tech manipulation
 - a. If the driver is manipulating any other type of technology (e.g., iPod, texting, GPS, etc.), mark "Tech manipulation" field with a "V" for positive.
 - b. If they are not manipulating any other type of technology (e.g., iPod, texting, GPS, etc.), mark "Tech manipulation" with an "X" for negative.



- c. If it is unclear whether or not they are manipulating any other type of technology (e.g., iPod, texting, GPS, etc.), mark “Tech manipulation” field with a “?”.
- V. Other distractions
 - a. If the driver has any other type of distraction (e.g., smoking, eating, grooming, etc.), write in the type in the “Other distractions” field.
 - b. If the driver does not have any other type of distraction (e.g., smoking, eating, grooming, etc.), mark “Other distractions” with an “X” for negative.
 - c. If it is unclear whether or not the driver has any other type of distraction (e.g., smoking, eating, grooming, etc.), mark “Other distractions” with a “?”.
- VI. Driver using seat belt
 - a. If the driver is wearing his/her seat belt, mark “Driver using seat belt” field with a “√” for positive.
 - b. If the driver is not wearing his/her seat belt, mark “Driver using seat belt” field with an “X” for negative.
 - c. If it is unclear whether or not the driver is wearing his seat belt, mark “Driver using seat belt” field with a “?”.
- VII. Write any pertinent notes in the “Notes” field.
- VIII. Steps 1-7 should be repeated for approximately 30 minutes (could be longer depending on your school’s number of student drivers).
- IX. Return completed data sheets to the *In Control* liaison at your school within 72 hours of collection.

Data should be tallied to determine the prevalence of distracted driving at your school. For each positive response (check mark or observation of behavior), one point should be given. Total points for each category should be divided by the total number of observations (excluding any drivers who were marked as having an obstructed view). Multiply this result by 100 to get a percentage. This will tell you how prevalent distracted driving is in your school. If you collect data before and after your interventions, you can use these data to measure effectiveness. Attached are both clean data sheets and a sample data sheet with formulas for calculation of percentages.