

A Distracted Driving Prevention Program for Teens



Program Toolkit

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A Program by



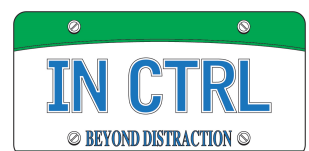
In Control: *Beyond Distraction*

In Control is a school-based program designed for teen drivers that works to deter distracted driving by emphasizing being in control while behind the wheel. Rather than a lecture-based format, the program materials are fun and engaging for students. Designed with input from teachers, activities are aligned with standards of learning requirements and use minimal academic time. Interventions incorporate research-supported strategies and include a series of posters using American comic book style, social norms marketing, and student-involved challenges and contests. A suggested timeline is included, but the program can be tailored to meet your needs.

All assignments can be completed as an individual or small group project. Students should be allowed to enter as many inventions or ideas as they wish. Teachers can decide to make this an assignment for class credit.

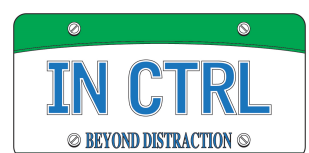
Some important facts about the dangers of driving while distracted should be conveyed to the students:

1. Car crashes are a leading cause of death for teens and teens are overrepresented in fatal crashes
2. The two biggest sources of distractions for teen drivers are cell phones and passengers.
3. Drivers 16-24 are some of the worst offenders for electronic devices while driving
4. Use of cell phones (to type or talk) is one of the greatest contributors to teen crashes.



Toolkit Content

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Sample Program Timeline

Interventions	Steps to Accomplish	Target Month
1. Campaign Kickoff Posters <ul style="list-style-type: none"> Series of In Control: Beyond Distraction posters which depict the phone as having control over the driver 	<ul style="list-style-type: none"> Display posters in as many places as possible in the school; saturate the hallways 	October
2. Tagline Contest <ul style="list-style-type: none"> A campaign poster is displayed without any taglines. Students submit entries for taglines Students can vote online for students' choice, or judging panel can select winner 	<ul style="list-style-type: none"> Announce/Give Instructions (flyers, verbal) Students enter ideas online or in person Judge entries, tally student votes Announce winners & give prizes Display poster(s) with winning tagline 	Nov-Dec
3. PSA Contest <ul style="list-style-type: none"> Students enter an original Public Service Announcement (videos/artwork/poetry/music) for theme: "What it Means to be In Control While Driving" Entered online or in person Students can vote online for students' choice, or judges can choose winner(s) 	<ul style="list-style-type: none"> Announce/Give Instructions (flyers, verbal) Offer AV/Art assistance Students enter works online or in person Judge entries, tally student votes Announce winners & give prizes Display winners & non-winners in school 	Jan-Feb
4. Solve It Contest <ul style="list-style-type: none"> Students enter ideas to promote awareness about distracted driving (an intervention or product) Students can enter as many interventions or ideas as they can devise Students can vote online for students' choice, or judges can choose winner(s) 	<ul style="list-style-type: none"> Announce/Give Instructions (flyers, verbal) Students enter ideas online or in person Judge entries, tally student votes Announce winners & give prizes 	March
5. Social Marketing Posters <ul style="list-style-type: none"> Students design posters using analyzed data collected from school-based surveys 	<ul style="list-style-type: none"> Uses data collected from school-based survey Display posters around the school 	April
6. In Control Challenge (peer promotion and student event) <ul style="list-style-type: none"> Involve student group(s) in creating and promoting an awareness event with a clear actionable message 	<ul style="list-style-type: none"> Identify and work with a student group Student group promotes action message Student group holds event or demonstration 	Ongoing/ Anytime
7. Social Media Discussions <ul style="list-style-type: none"> Invite commentary and discussion on social media Point is not to answer the questions, but to spur discussion 	<ul style="list-style-type: none"> Discussion happens in social media 	Ongoing/ Anytime

Other/Classroom Program Support Components: PTA presentations (optional/flexible scheduling); Teacher training presentations (optional/flexible scheduling); Bimonthly teacher newsletters.

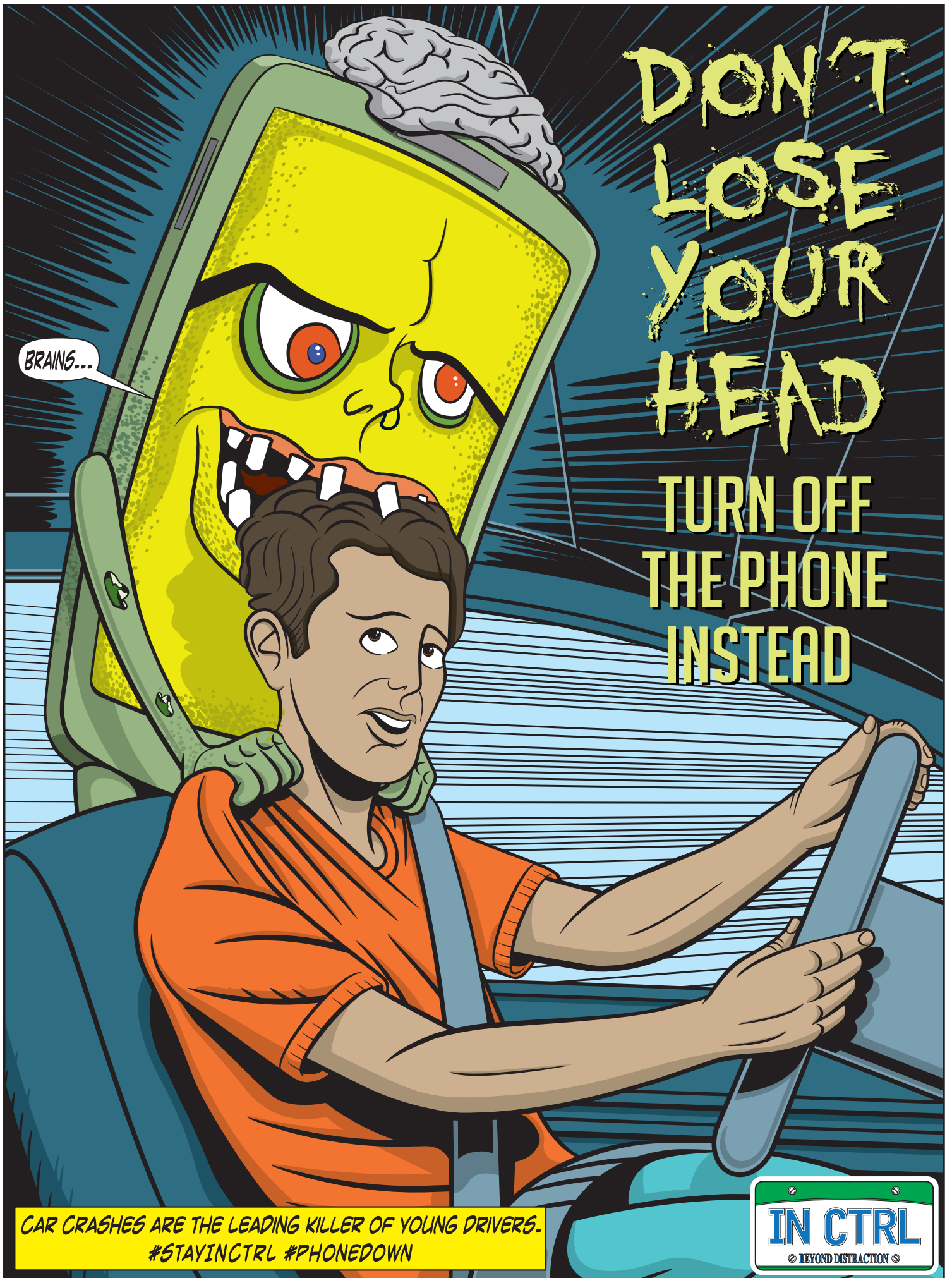


Section I

Kick-off Posters

Campaign Kick-off posters should be displayed all over your school (in as many hallways, corridors, and classrooms as possible), immediately following the survey and driver observations period. The kick-off posters were designed in American Comic Book-style and developed to engage teens in conversations about distracted driving. The style was chosen to be humorous, rather than lecturing, to attract teens and bring a unique way to open a dialog about teen driver safety. Each poster depicts the phone having some sort of control over the driver. The posters are used to encourage teen drivers to put down their phones and take control. There are three posters for the kick-off component. A fourth, similarly styled poster, is used later in the intervention period. Posters should be left up as long as possible, throughout the entire school year, if possible. Full-size printable posters are included in the toolkit and downloadable for free, at www.carsafetynow.org.





**DON'T
LOSE
YOUR
HEAD**

**TURN OFF
THE PHONE
INSTEAD**

BRAINS...

**CAR CRASHES ARE THE LEADING KILLER OF YOUNG DRIVERS.
#STAYINCTRL #PHONEDOWN**



CUT THE STRINGS... TAKE BACK CONTROL



CAR CRASHES ARE THE LEADING KILLER OF YOUNG DRIVERS.
#STAYINCTRL #PHONEDOWN



BREAK THE SPELL... TURN OFF YOUR CELL



CAR CRASHES ARE THE LEADING KILLER OF YOUNG DRIVERS.
#STAYINCTRL #PHONEDOWN



Section II

School Activities

In this section you will find various contests and activities designed to engage teens in the content while also creating educational materials that will send important messages to the rest of the school.



Tagline Contest

Invite students to submit an original tagline for an In Control poster. Included in this toolkit is a flyer your school can use to announce the contest.

Once entries/ideas have been received, add the tagline at the top of the poster and put up around your school!

Encouraging students to participate helps spread awareness about the dangers of driving while distracted.

Taglines can be added by using an art program on your computer, such as Paint.



No Contest?

If you choose to not have this contest, there is a premade poster with a tagline to display in your school. The original winning poster (above) for this contest is freely available for download to hang in your hallways and classrooms, but **do not use this poster if you plan on holding your own tagline contest.** This contest can have multiple winners, if desired.

Tagline Contest!



Attention Students: Create a Tagline for display in your school!

Taglines must focus on the theme of distracted driving and should be between 5–10 words long. Be sure to NEATLY print your full name, tagline and email address on your entry.



carsafetynow.org

Submit your best tagline, by

(Date)

Entries should be submitted to:

The winning tagline will be printed on the poster above and displayed in your school.

Instructions for

Public Service Announcement Contest

The Public Service Announcement (PSA) contest invites students to create a PSA about distracted driving. Students are encouraged to come up with a unique way to communicate to their peers and parents about the dangers of driving while distracted.

PSA: a message with the objective of raising awareness, changing public attitudes, and changing behavior toward a social issue.

Formats:

- Music
- Artwork
- Video
- Poetry (Spoken word)
- Radio or TV commercial
- Stories, etc.

Contest Rules:

The message must be an original work by the student (or student group). Students can turn the PSA into you for a grade, if applicable. Students should be allowed to submit as many PSA entries as they wish. Each student's name and valid email address must accompany all submissions to ensure they receive credit for their work. Students should be given an exact date and location where entries should be submitted.

Standards of Learning Objectives (SOLs)

This contest can be included in your lesson plan and adapted to meet various Standards of Learning objectives (SOLs) and other subject areas.

Math SOLs

- Students can anonymously answer yes/no questions regarding texting and phone use while in a car.
- Collect and count responses, asking students to create ratios using sums for their peers' yes/no responses. For example, students could calculate ratios for students who observed a driver texting while driving, students who turn off cell phones while driving, etc.

English SOLs

- This assignment can fulfill a research project that concludes with a written account of their findings
- Students can research previous media campaigns to promote behavior changes and present their findings to the class regarding what worked and what didn't work to change audience behavior. This can allow students to gain experience in giving an oral presentation with their PSA
- Students can write a research paper on distracted driving



PSA Contest

Standards of Learning Objectives (continued)

Science SOLs

- Students can examine the physics behind automobile collisions
- Students can design a study to examine the effects of taking your focus away from an object (such as the path in front of a walking person) for a short period of time and present their findings .

Health SOLs

- Students can research the results or maybe outcomes of distracted driving
- Teens can research and present findings on risky behaviors for teens and adults
- Students can use existing data reports to calculate the **years of life lost** (YLL) within the teen population, based on the formula:

$$YLL = N \times L,$$

where: N = number of deaths and L = standard life expectancy at age of death in years

Additional School Subjects

Business/Marketing

- Students can develop a plan on how to market a media campaign and disseminate the message to their peers

Drama

- Students can write out a dramatic piece, filming it for the PSA contest submission

Music

- Students can create an original song, in a variety of styles, that communicates the message

Public speaking

- Students can present research on the dangers of distracted driving or discuss the impact of distracted driving

Technology

- Students can use a variety of technology to develop their message; such as computer (for graphics or research), video technology to record a message, graphic design programs, etc.

Visual/Language Arts

- The PSA can easily be produced in the form of artwork or other visual messaging.



PSA Contest

Distracted Driving



Create your own public service announcement to communicate the dangers of driving while distracted.

What is a
PSA?

A public service announcement is a message with the objective of raising awareness, changing public attitudes, and changing behavior toward a social issue.

The Contest

- Your PSA can take many forms, such as artwork, poetry, radio announcement, music, TV Commercial, Video, Skit, or anything else!
- You may submit with friends or individually, as many times as you like.

All entries must be submitted to:

(Name)

(Email)

(Room)

All entries **MUST** include your full name!

Entries should be received by:

(Date)

Instructions for

Solve It! Contest

This contest invites students to propose an idea or approach to tackle the problem of driver distraction. Encourage students to formulate a solution to the problem, such as a product to store or disable the phone while the car is in motion, or a public health intervention plan to raise awareness. The contest can be expanded upon to meet many SOL subject areas.

Contest Rules: The assignment can be completed as an individual or small group project. Students can enter as many inventions or ideas as they wish. Teachers can decide to make this an assignment for class credit.

Important facts about the dangers of driving while distracted should be conveyed to the students:

- Motor vehicle crashes are a leading cause of death and severe injury for teens
- Distracted driving is one of the greatest contributors to crashes and near-crashes
- Teen drivers have the highest incidence of distracted driving and are overrepresented in fatal crashes
- Sources of driver distraction include cell phones, passenger, electronic device, eating, pets, etc.

Standards of Learning Objectives (SOLs)

This contest can be included in your lesson plan and adapted to meet various Standards of Learning objectives (SOLs) and other subject areas.

Math SOLs

- Students can anonymously answer yes/no questions regarding texting and phone use while in a car.
- Collect and count responses, asking students to create ratios using sums for their peers' yes/no responses. For example, students could calculate ratios for students who observed a driver texting while driving, students who turn off cell phones while driving, etc.

English SOLs

- This assignment can be used to fulfill a research project that concludes with a written account of their findings
- Students can gain experience presenting their idea in an oral presentation
- Students can research previous media campaigns to promote behavior changes and present their findings to the class regarding what worked and what didn't work to change audience behavior
- Students can write a research paper on distracted driving



Solve It! Contest (continued)

Science SOLS

- Students can examine the physics behind automobile collisions
- Students can design a study to examine the effects of taking your focus away from an object (such as the path in front of a walking person) for a short period of time and present their findings either in a paper or orally

Health SOLs

- Students can research the morbidity and mortality of distracted driving
- Teens can research and present findings orally on risky behaviors for teens and adults
- Students can use existing data reports to calculate the **years of life lost (YLL)** within the teen population, based on the formula:

$$YLL = N \times L,$$

where: N = number of deaths and L = standard life expectancy at age of death in years

Additional School Subjects

Business/Marketing

- Students can propose an intervention or product and develop a marketing strategy for the product
- Students can determine the cost of the product needed for a profit

Public Speaking

- Students can present research on existing interventions and/or products that aim to deter distracted driving

Technology

- Students can use graphic design technology to develop a product or an idea for deterring phone use behind the wheel, such as a phone storage system
- Students can research the apps that are currently available for use on smartphones that turn off the phone or send all calls to voice mail once the car is in motion

Visual /Language Arts

- Artwork can be used to show the product or intervention design

Solve it!



How Would You Solve the Problem of Distracted Driving?



We are looking for students to propose an idea, invention, or safety intervention to solve the problem of distracted driving!



Rules:

You can submit as an individual or small group project. Students can enter as many interventions or ideas as they wish. For example, an idea for a safe location to store the phone in the car or an idea for a safety intervention to promote awareness about distracted driving.

Be sure to include your name and contact information and submit your entry by

Entry Submission (3 ways):

Website:

Email ideas to:

Turn it to :

Instructions for

Social Norms Marketing Posters

This activity is unique in that it uses actual data pulled directly from the Distracted Driving Surveys at your school. Students designing a poster can pick a question to build a theme for their poster, calculate the statistics of all the responses, and create unique posters to bring awareness to students that driving distracted is not “the norm” for teens within their school. Posters should be displayed around the school. Samples of past student posters are below.

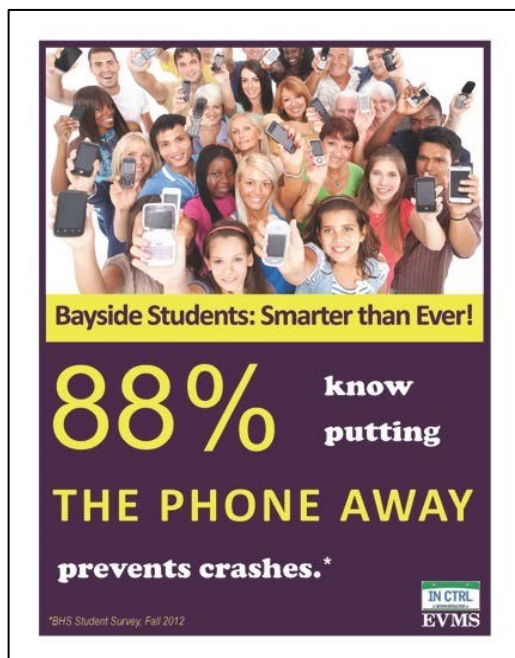
Important definitions to know:

Normative influence is the way that a person’s behavior can be influenced and altered in order to be liked and accepted as part of “the group”.

Social norms marketing shows that the “normal” thoughts on distracted driving may actually be different (safer) than what the students think.

In Fig. 1, the student selected question 1 from the Distracted Driver survey given schoolwide to students and calculated the number of positive (Agree/Strongly Agree) responses given.

In Fig. 2, the student selected question 3 from the Distracted Driver Survey given to the students and calculated the Strongly Disagree/Disagree responses from all surveys to create the poster.



Instructions for

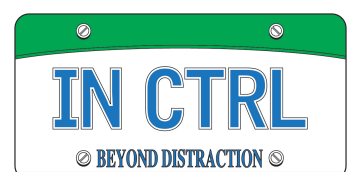
In Control Challenge

Students take an active role in engaging peers to discuss how they can avoid driving distracted.

This challenge can take place multiple times throughout the school year. Teachers will need to select student liaisons or ask for student volunteers to meet and develop materials to engage peers in this topic. Students devise creative posters, displays, or even skits around the topic of distracted driving and attend the pre-selected events to actively engage students to discuss the issues and accept the challenge to be in control. This is a chance for students to take an active leadership role and show their creative side.

Potential School events:

- Football games,
- Pep rallies,
- Dances, or
- A monthly table at lunchtime.



Instructions for

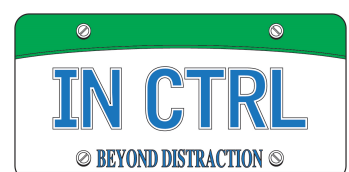
Social Media Discussions

An important component of In Control is to have teens engage in dialogue with peers, school staff, and parents about distracted driving throughout the school year. Social media can help facilitate this. Discussions can take place on whatever media platform a school uses for teacher, student, and parent discussions about tests, quizzes, homework, etc.

Discussion Instructions

Each week (or more often, if desired) a new question can be posted and discussed online. Below are sample topics used in the pilot study for this program, but others can be developed as well. Sample questions can be altered to reflect another state or region.

1. What do you think is the most common reason why people might text and drive?
2. Do you have (or use) a talk-to-text feature on your phone?
 - a. YES , If yes: Do you think talk-to-text is a safer alternative to texting manually?
 - b. NO
3. Which is the best way to avoid texting while driving? Why?
 - a. Wait to text at a stop light
 - b. Allow other passengers in the car to text and talk for you
 - c. Turning off cell phone but keeping the phone on your lap
 - d. Turn the phone off and put it out of reach
4. Do other passengers in the car affect your driving behavior?
 - a. YES , If yes: Does it make it better or worse?
 - b. NO
5. As a passenger in a car, do you encourage safe driving behaviors (for the driver)? For example, telling driver to slow down when driving over the speed limit. If so, what are some of the things you may say or do to help the driver avoid distractions?



Social Media Discussions (continued)

6. What type of electronics or electronic support do you have in your car? (Choose All That Apply)

- Phone
- Phone Charger
- Tablet
- Laptop
- Blu-ray/DVD Player
- GPS System
- Radio/ Satellite Radio
- AC Adapter

7. Do you get irritated when other drivers use their cell phones while driving?

- a. YES
- b. NO

8. Would you be able to store your cell phone in another part of the car, such as the glove compartment?

9. Is it safer to talk hands-free rather than hand-held? Why or why not?

TRUE OR FALSE Questions

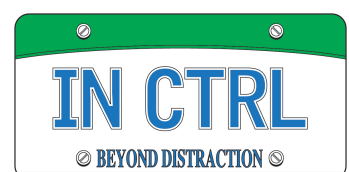
10. Distracted driving can be just as dangerous as driving under the influence or driving while fatigued.

11. [Your state] has a current ban on cell phone use while driving.

12. [Your state] has a law allowing only hands-free cell phone use in the car.

13. Texting while driving is illegal in [your state].

14. Is it safer to text only at a stop light as opposed to while actively driving? Why?



Section III

Surveys and Observations

You may wish to measure distracted driving in your setting before and after implementing the In Control program in your school/setting. Comparing this pre- and post-data can help you determine how effective your interventions have been on the student population. Instructions and data collection tools for conducting student surveys and parking lot observations are included in the toolkit.



Distracted Driver Survey

Schools may elect to participate in a pre- and post-survey in order to determine how effective their interventions are on the student population. The anonymous survey measures a student's attitude, behavior, knowledge, and risk perceptions with regards to driving distracted. Check with your school administration to see if your school requires parent notification and opt-out options for student participation. If notification is required, a sample notification letter is included in this toolkit.

- The pre-survey is given prior to any intervention/program components being initiated.
- The post-survey is given at the conclusion of all selected intervention/program components.
- On the day of the survey, teachers will simply pass out a survey to complete and ask that all students listen to directions for participating.
- It is very important to remind students that they are not to write their name on the surveys.
- Have a plan for students to return surveys to a pre-determined location or individual that protects the identity of the student. Data should be analyzed as a group, never identifying individual students.

Materials Provided:

- Scoring Guide
- Sample parent notification letter (revise to your school's requirements),
- Instructions
- The blank survey form

Distracted Driving Survey:

Scoring Guide

Scoring the Survey:

- Administer before any intervention components have been started and after all interventions are complete (beginning and end of school year).
- Assign scores (where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree) to questions: 1, 2, 4-11, 14, 16, 19-20, and 22-24.
- Reverse score (where 5=strongly disagree, 4=disagree, 3=neutral, 2=agree, 1=strongly agree) questions 3, 12, 13, 15, 17, 18, and 21 before calculating total scores for subscales.
- After assigning scores, the questions are then divided into three subscales and a total score (all questions). Higher average scores indicate safer driving practices and perceptions among your student population.

Self-evaluation

- The first subscale measures the students' own practices and how they feel about their own behaviors and is calculated using questions 4, 6, 10, 12-15, 17-19, and 21.

Risks and Consequences

- The second subscale measures how the students feel in general about risks and consequences and is calculated using questions 1-3, 7-8, 11, 16, 20, 22, and 24.

Personal Susceptibility

- The third subscale measures the students' own perceptions of susceptibility of being involved in a distracted driving-related collision and is calculated using questions 5, 9, and 23.

Total Score

- You can also use Questions 1-24 to arrive at a total score.
- Questions 25-34 are demographics and program visibility questions that can help you describe your sample of students who completed the questionnaire.

Parent Notification Letter Template

[school logo]

Dear Parents and Students,

[School] is participating in a driver safety initiative this year to encourage safe driving habits. To help evaluate the program, the school will be conducting a Distracted Driver Survey. The survey will ask students questions about their attitudes, knowledge, practices, and beliefs regarding driving distracted. Students will NOT provide their name or any other identifying information about themselves. Please feel free to contact [teacher contact info] if you have any questions or if you do not wish your child to participate.

Thank you.

[Name]

[Signature]

Instructions for

Distracted Driving Survey

If your school requires parental notification/permission, only students with parental permission should receive a survey. You should have received a list of students whose parents have opted out of the survey. If there are students who do not have parent permission, please decide on an alternate activity.

1. Please complete the surveys by _____. On the day you choose to administer the survey, pass out a copy to each student who has permission (if applicable). Students may use pencil or any color ink, and should NOT write their names on the survey.
2. Feel free to convert this survey to an online format, following your school guidelines.
3. After distribution, ask that all students taking the survey listen to you for directions. Read the script below, and then students may begin with the survey:

"You're school is participating in a distracted driving program. As part of this project, you are being asked to complete a survey to learn more about your opinions and habits as they relate to driver distractions. You won't write your name on this survey so we won't be able to tell what your answers are. There are no right or wrong answers, so just do your best to answer honestly. The survey is completely voluntary and it is your decision whether or not you wish to participate. Remember, DO NOT write your name on the survey. When everyone is done you will fold your paper in half and everyone will place their papers in this envelope so that no one can determine which survey was yours"

4. Once students have finished, please have them place their completed surveys in an envelope to help ensure privacy in their response.

Return your envelope(s) of completed survey to

_____ by _____

If you have any questions, please contact

Thank you for your assistance in conducting this survey!

Driver Distractions Survey

Please **DO NOT** write your name on this survey.

Answer as honestly as possible by filling in the circle to indicate your level of agreement or disagreement with each statement. Thank you for your participation.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Putting cell phones away and out of reach when driving is effective in preventing crashes.					
2.	Cell phone use while driving is a safety risk.					
3.	Texting while driving is not that big of a deal.					
4.	I am able to keep my phone in the glove compartment to help prevent getting in a crash.					
5.	It is likely that I will get in a distracted driving crash.					
6.	I purposely place my phone away (or turn it off) while I am driving.					
7.	When I am a passenger, it bothers me if the driver uses a cell phone while driving.					
8.	Adjusting the music while driving is a risky distraction.					
9.	I am at risk for getting in a distracted driving crash.					
10.	I have the self-control to put my phone away to prevent a distracted driving crash.					
11.	I believe that distracted driving crashes have serious negative consequences.					
12.	I don't think eating in the car is a distraction.					
13.	I look at my phone while driving with no problem.					
14.	I can easily put my phone out of reach to prevent a distracted driving crash.					
15.	A stoplight is a safe place to use a cell phone.					
16.	If I put my phone away and out of reach while driving, I am less likely to get in a crash.					
17.	I read text messages while driving.					
18.	My phone is within arm's reach while I am driving.					
19.	While I am driving, I do not use my cell phone.					
20.	I believe that distracted driving crashes are extremely harmful.					

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21.	I send texts while driving.					
22.	Putting phones in the glove compartment works in preventing distracted driving crashes.					
23.	It is possible that I will get in a distracted driving collision.					
24.	I believe that distracted driving crashes are a severe problem.					
<p>25. Have you seen or heard information on distracted driving? (Circle only one answer)</p> <p>Yes, a lot Yes, some No</p>						
<p>26. Where have you seen or heard information on distracted driving? (Circle all that apply.)</p> <p>In my school From my friends On the radio From my parents</p> <p>On TV Have not seen/heard anything</p> <p>Other: _____</p>						
<p>27. What is your sex? (Circle all that apply).</p> <p>Female Male Non-binary Prefer to Self-Describe: _____ Prefer not to answer</p>						
<p>28. Are you of Hispanic, Latino, or Spanish origin?</p> <p>Yes No Prefer not to answer</p>						
<p>29. What best describes your race or ethnic group? (Circle all that apply)</p> <p>American Indian or Alaska Native Asian Black or African American</p> <p>Native Hawaiian or other Pacific Islander Mixed Race White</p> <p>Prefer to Self-Describe: _____ Prefer not to answer</p>						
<p>30. What is your age? (Circle only one answer)</p> <p>13 14 15 16 17 18 19 Prefer not to answer</p>						
<p>31. What grade are you in? (Circle only one answer)</p> <p>9 10 11 12</p>						
<p>32. Do you own a cell phone?</p> <p>Yes No</p>						
<p>33. How long have you been a licensed driver? (Circle only one answer)</p> <p>I do not have a license or a permit Licensed driver for 6-11 months</p> <p>Driving under a learner's permit Licensed driver for 12 months or more</p> <p>Licensed driver less than 6 months</p>						
<p>34. Do you drive a vehicle on a regular basis (almost daily)?</p> <p>Yes No</p>						

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 careful not to announce the exact dates of the observations.

Instructions:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

Observation Form FAQs



1. Obstructed view

- If the car has tinted windows and driver can't be seen clearly, put a "√" in "obstructed view" field and draw a line straight through all other fields for that observation. Do not include these data lines in your totals.
- If the driver is able to be clearly seen, leave the "obstructed view" field empty.

2. Talking on cell phone

- If the driver is using a cell phone for talking (either hands-free or hand-held), mark "Talking on cell phone" field with a "√" for positive.
- If they are not talking on a cell phone, mark "Talking on cell phone" field with an "X" for negative.
- If it is unclear whether or not they are talking on a cell phone, mark "Talking on cell phone" field with a "?".

3. Tech Operation

- If the driver is operating any other type of technology (e.g., texting, GPS, etc.), mark "Tech manipulation" field with a "√" for positive.
- If they are not operating any other type of technology (e.g., texting, GPS, etc.), mark "Tech manipulation" with an "X" for negative.
- If it is unclear whether or not they are operating any other type of technology (e.g., texting, GPS, etc.), mark "Tech manipulation" field with a "?".

4. Other distractions

- If the driver has any other type of distraction (e.g., smoking, eating, grooming (i.e. brushing hair, using makeup, shaving), etc.), write in the type under the "Other distractions" field.
- 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.
- 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 "?".

5. Driver using seat belt

- If the driver is wearing his/her seat belt, mark "Driver using seat belt" field with a "√" for positive.
- If the driver is not wearing his/her seat belt, mark "Driver using seat belt" field with an "X" for negative.
- If it is unclear whether or not the driver is wearing his seat belt, mark "Driver using seat belt" field with a "?".

6. General Guidance

- Write any important notes in the “Notes” field.
- Steps 1-7 should be repeated for approximately 30 minutes (could be longer depending on your school’s number of student drivers).
- Return completed data sheets to the In Control liaison at your school within 72 hours of collection.

7. Data Guidance

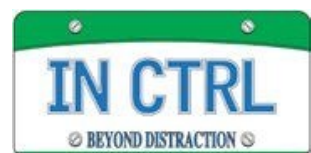
- Data should be tallied to determine how common distracted driving is at your school.
- For each **positive response** (check mark or observation of behavior), one point should be given.
- **Total points** for each category should be divided by the total number of observations (excluding any drivers who were marked as having an obstructed view).
- Multiply this result by 100 to get a percentage.
- This will tell you how common 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 as well as a sample data sheet with formulas for calculation of percentages.

8. Letter to Parents

- **The letter to parents should include your school logo on it and can include information similar to the text provided:**

Dear Parents and Students,

[School] is participating in a driver safety initiative this year to encourage safe driving habits. To help evaluate the program, program representatives will be observing vehicles anonymously as they enter and exit the parking lot on a few occasions during the school year. NO identifying information (such as names, license plates, or vehicle descriptions) will be recorded. The observers are merely counting selected car safety behaviors. Please feel free to contact [name of school program liaison] (contact info) if you have any questions.



Distracted Driving Observation Form



Primary Observer: Jane Secondary Observer: John

Date: 9 / 15 / 15 Day of Week: M T W (R) F 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, GPS, etc)	Other distractions (list) (e.g., passengers, eat-	Driver using seat belt?	Notes
sample		✓	✗	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	✓	
8		X	✓	X	✓	
9		✓	X	Eating	✓	
10	✓	_____	_____	_____	_____	_____
11		✓	✓	X	✓	
12		X	✓	Passengers	✓	Passenger showing phone to driver
13		X	✓	Passengers	✓	
14		X	✓	Hanging out window	X	
15		X	✓	Loud music	✓	
16		X	X	X	✓	
17		X	X	Putting on make-up	✓	
18		✓	X	X	✓	
19		✓	X	Eating	X	
20	✓	_____	_____	_____	_____	_____
21		X	✓	Loud music	✓	
22		X	✓	X	✓	
Totals: 19		(6/19)*100= 32%	(10/19)*100= 53%	(13/19)*100= 68%	(16/19)*100= 84%	

Time start: _____ : _____ am/pm Time end: _____ : _____ am/pm Lot: _____

[illegible]

Section IV

Teacher Training

A downloadable PowerPoint presentation about how to incorporate the PSA and Solve it! Contests into lesson plans (including how these lesson plans can meet Standards of Learning objectives), is available at www.carsafetynow.org. A handout version of the slides is included.





Teacher Training: Solve it! And PSA Contests

Incorporating In Control: Beyond Distraction in Your Classroom

Distracted Driving & Teens

- ▶ Car crashes are the leading cause of death for teens
- ▶ Distracted driving is one of the greatest contributors to crashes and near-crashes
- ▶ Teen drivers have the highest incidence of distracted driving, and are overrepresented in fatal crashes
- ▶ In a recent survey by the CDC, over half of high school seniors admitted to texting or emailing while driving

In Control: Beyond Distraction

- ▶ A school-based intervention targeting the motivational needs of teenage drivers
- ▶ Promotes the norm to be in control while behind the wheel
- ▶ Messaging style capitalizes on young driver's desire to direct their own life and defy control by others

What are the Solve It! & PSA Student Contests?

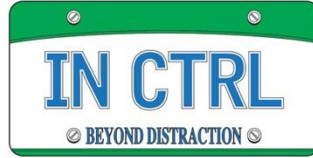
- ▶ Intervention components for In Control: Beyond Distraction
- ▶ Hands-on student projects
- ▶ Objective: Students learn importance of staying focused behind the wheel

Solve it! Contest Overview

- ▶ Objective: Students propose a novel idea or safety intervention to help solve the problem of driver distraction
- ▶ Examples:
 - ▶ Product to store or disable the phone while in the car
 - ▶ Public health intervention plan to raise awareness

Solve it!

How Would You Solve the Problem of Distracted Driving?



We are looking for students to propose an idea, invention, or safety intervention to solve the problem of distracted driving!



Rules:

You can submit as an individual or small group project. Students can enter as many interventions or ideas as they wish. For example, an idea for a safe location to store the phone in the car or an idea for a safety intervention to promote awareness about distracted driving.

Be sure to include your name and contact information and submit your entry by

Entry Submission (3 ways):

Website:

Email ideas to:

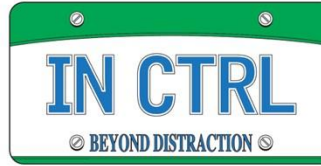
Turn it to :

Public Service Announcement (PSA) Contest

- ▶ Objective: Students devise a PSA message to communicate the dangers of driving while distracted
- ▶ Example Formats: Artwork, Video, Radio Announcement, Music (e.g., rap, pop), TV commercial, Stories, Poetry, Skit, etc.

PSA Contest

Distracted Driving



Create your own public service announcement to communicate the dangers of driving while distracted.

What is a
PSA?

A **public service announcement** is a message with the objective of raising awareness, changing public attitudes, and changing behavior toward a social issue.

The Contest

- Your PSA can take many forms, such as artwork, poetry, radio announcement, music, TV Commercial, Video, Skit, or anything else!
- You may submit with friends or individually, as many times as you like.

All entries must be submitted to:

(Name)	(Email)	(Room)

All entries **MUST** include your full name!

Entries should be received by:

(Date)	

Solve it! & PSA Contest Details

- ▶ Step 1: Inform students of contests (see student flyers)
 - ▶ If desired, expand upon the contest to meet your class needs
 - ▶ Can be submitted for a grade
 - ▶ Step 2: Students submit entries with name and email
 - ▶ Can be small group or individual projects
 - ▶ Multiple entries allowed!
 - ▶ Multiple ways to enter
 - ▶ Step 3: Judge for best entries
 - ▶ Step 4: Announce winner(s) school-wide
- If prizes are available, distribute to the best entry or entries

Incorporating the Contests into the Classroom

- ▶ Business Marketing
- ▶ Visual/Language Arts
- ▶ Drama
- ▶ Public Speaking
- ▶ Technology

Expanding the Contests to Meet English Standards of Learning Objectives

- ▶ Students can orally present research on previously used media campaigns
- ▶ This assignment can fulfill a research project that concludes with a recorded account of findings
- ▶ Write a distracted driving research paper
- ▶ For PSA contest, students can present persuasive writing or video-taped media message

Expanding the Contests to Meet Health Standards of Learning Objectives

- ▶ Students can research morbidity and mortality of distracted driving
- ▶ Students can use existing data reports to calculate years of life lost in teen population:
 - ▶ $YLL = N \times L$
 - ▶ N = number of deaths
 - ▶ L = standard life expectancy at age of death in years
- ▶ Students can research/present orally on risky behaviors for teens and adults

Expanding the Contests to Meet Math Standards of Learning Objectives

- ▶ Students answer yes/no questions regarding texting and phone use in the car
- ▶ Students create ratios, proportions, or percentages for responses
- ▶ Example: Percentage of students who witnessed texting and driving
 - ▶ $(\text{Number of yes responses in class} / \text{total number of students in class}) \times 100$

Expanding the Contests to Meet Science Standards of Learning Objectives

- ▶ Examine the physics of collisions
- ▶ Design a study to determine effects of taking one's focus away from something for a short period of time
- ▶ Present findings orally or in paper

Remember to Convey Dangers of Distracted Driving!

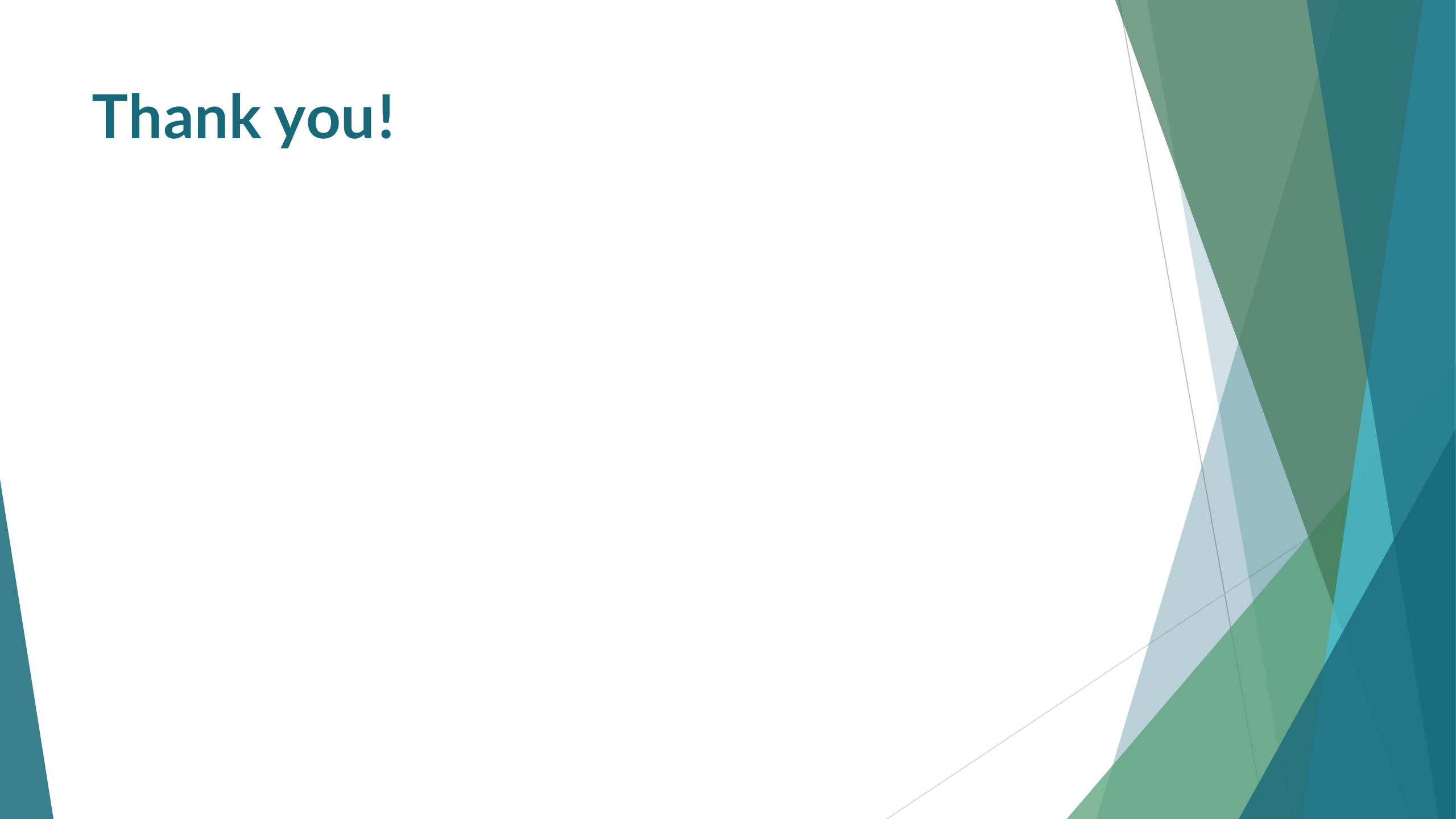
- ▶ Crashes are the leading cause of death/severe injury for teens
- ▶ Distracted driving is one of the greatest contributors to crashes
- ▶ Teens have highest incidence of distracted driving



For More Information on Distracted Driving

- Eastern Virginia Medical School
 - www.carsafetynow.org
- Governors Highway Safety Association
 - <http://ghsa.org/html/issues/distracted/index.html>
- US Government
 - <http://www.distracted.gov/take-action/teen.html>
- National Highway Traffic Safety Administration
 - <http://www.safercar.gov/parents/TeenDriving/distracted.html>
- Centers for Disease Control and Prevention
 - http://www.cdc.gov/motorvehiclesafety/distracted_driving/
- National Safety Council
 - <http://www.nsc.org/learn/NSC-Initiatives/Pages/distracted-driving.aspx?var=mnd>
- AAA Foundation
 - <https://www.aaafoundation.org/distracted-driving>

Thank you!



Teacher Training: Solve it! And PSA Contests

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- National Highway Traffic Safety Administration
 - <http://www.safercar.gov/parents/TeenDriving/distracted.html>
- Centers for Disease Control and Prevention
 - http://www.cdc.gov/motorvehiclesafety/distracted_driving/
- National Safety Council
 - <http://www.nsc.org/learn/NSC-Initiatives/Pages/distracted-driving.aspx?var=road>
- AAA Foundation
 - <https://www.aaafoundation.org/distracted-driving>

Thank you!

Section V

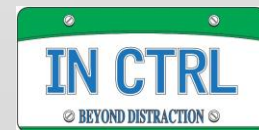
PTA/PTSA Presentation

A downloadable PowerPoint presentation about teen safety and the problem of distracted driving, which is also available at www.carsafetynow.org. A handout version of the slides is included with this toolkit.



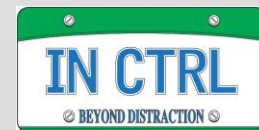
In Control: Beyond Distraction

What you need to know about distracted driving and teens



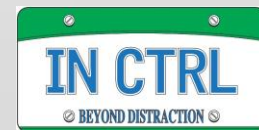
What is the Issue?

- Teens are at high risk behind the wheel
 - Car crashes are a leading cause of death teens.
 - Teen drivers are overrepresented in fatal crashes.
 - Driver inexperience makes every driving risk a greater risk for teens.
 - One-fourth of teen drivers killed in crashes each year are under the influence of alcohol.



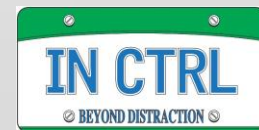
Why are Teens at Risk?

- Teens' inexperience behind the wheel makes them more susceptible to driver distraction.
- The two biggest sources of distractions for teen drivers are cell phones and passengers.
- Young drivers are involved in more speeding –related fatal crashes compared to other age groups.
- Use of cell phone (to type or talk) is one of the greatest contributors to teen crashes.



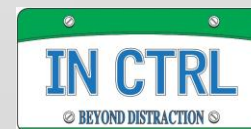
What do you need to know?

- Texting while driving increasing the risk of a crash by 23 times.
- Teen passengers increase the risk of a crash for teen drivers, and the risk of a fatal crash goes up in direct relation to the number of teenagers in the car.
- Young male drivers are 2X as likely as young female drivers to be involved in a fatal crash.
- Nearly half of teen drivers killed in crashes each year are unrestrained.



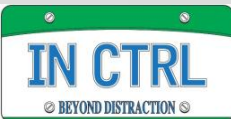
What should you do?

- Create a parent-teen driving agreement and set 5 rules before they hit the road.
 - No cell phones
 - No extra passengers
 - No speeding
 - No alcohol/substances
 - Buckle up
- Become more familiar with your state's graduated driver licensing requirements
- Set the example! Believe it or not, teens will assimilate the behaviors adults exhibit while behind the wheel.
 - Graduated driver licensing laws set mandatory practice hours, night driving limits, and passenger limits for novice drivers.



Thank you!

- Presentation slides provided as a public service by Eastern Virginia Medical School Department of Pediatrics as part of the In Control: Beyond Distraction program.
- Funding provided by the Virginia Highway Safety Office.
- For more information, please visit www.carsafetynow.org or contact us at carsafetynow@evms.edu.



In Control: Beyond Distraction

What you need to know about distracted driving and teens



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Section VI

Social Media Resources

Use of social media is encouraged and can be adapted to meet teachers and/or parents needs to describe the program, notify of upcoming plans, and share accomplishments and results of interventions.



Social Media Resources

Below are a list of suggested social media sites to use when implementing the In Control toolkit. Choice of social media can vary per school and teacher so follow your school's guidelines.

School Use

- School Newsletter
- School Blog
- PTA Social Media

Professional sites

- **Car Safety Now**
 - Twitter, Facebook, & Instagram: @carsafetynow
 - Website: Carsafetynow.org
- **Virginia DMV**
 - Twitter, Facebook, & Instagram: @viriniadmvmv
 - Website: www.dmvnow.com

Section VII

Effectiveness of the Program



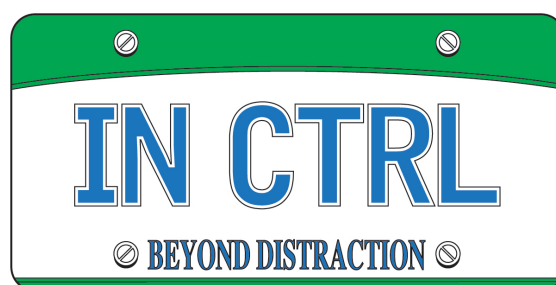
Research Supporting the Program

The In Control: Beyond Distraction program was developed with input from student focus groups and an advisory committee of school personnel. The program was conceptualized using Social Cognitive Theory and incorporates anti-manipulation strategies, principles of behavioral psychology, and social norms marketing approaches.

A study was carried out via a pre-post control-group design in two Virginia public schools using a student-led approach for all interventions. The schools were 50% Black, 34% White, with 40% enrollment in the free and reduced lunch program. Classroom surveys (N=1147) conducted before and after the program assessed self-evaluations of distracted driving behaviors, beliefs about related risks and consequences, and perceptions of personal susceptibility to crashes. Anonymous parking lot observations of student drivers (N = 1644) were also conducted before and after the program which tallied talking on a cell phone, texting or other handheld technology use, and other distractions.

Evaluation indicates that this program was successful in deterring distraction-related perceptions and practices as intervention group students gained more driving experience, whereas control school students' distraction-related perceptions and practices worsened over time with increased driving experience.

Reference: Will, K. E., Maple, E. L., & Perkins, A. M. (2015). In Control, Beyond Distraction: A School-Based Program to Reduce Teen Driver Distraction. Invited presentation; Session: Research for Results. Safe Kids Worldwide PREVCON: Childhood Injury Prevention Convention, Washington, DC.





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Or:

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Professor of Pediatrics

Director, Community Health & Research Division

Eastern Virginia Medical School

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Norfolk, Virginia, 23510

englankj@evms.edu