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Evaluating *Just Get It Across*: A Parent-Directed Demonstration Program to Increase Young Teen Seat Belt Use

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16. Abstract

The purpose of this study was to conduct an independent evaluation to assess a demonstration seat belt program, *Just Get It Across*, which was developed by the Rainbow Babies and Children's Hospital in Cleveland, OH (Rainbow Babies) to increase seat belt use by 13- to 15-year-old teens through parental influence. Motor vehicle crashes are the leading cause of death for 13- to 15-year-old teens. While seat belt use has been an effective method to prevent injury from motor vehicle crashes, data from the National Occupant Protection Use Survey (NOPUS) and Fatality Analysis Reporting System (FARS) suggest that this period may be a critical time when safe occupant protection habits begin to decline and intervention to encourage belt use is needed. Most teens in the 13- to 15-year-old age group are not yet licensed to drive independently and rely on transportation provided by others, often parents or guardians. Recent research has also found that some parents find that there is a gap in messaging directed to them regarding seat belt safety after their children have out grown their booster seats. This may contribute to a lost opportunity to help parents promote belt use by their young teen children in this critical period leading to the start of independent driving and progressively lower seat belt use rates during the early licensure years. According to recent research, 8- to 15-year-old children reported that belt use reminders and encouragement from parents were the best ways to encourage them to use seat belts. However, parents didn't seem to realize the potential of their influence and thought that outside motivators would be most effective at encouraging their children to use seat belts. Parents can play important roles in motor vehicle injury prevention and these findings suggest that programs to help parents influence their 13- to 15-year-old children to use seat belts are needed.

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Table of Contents

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Executive Summary

Purpose

The purpose of this study was to conduct an independent evaluation to assess a demonstration seat belt program, *Just Get It Across*, which was developed by the Rainbow Babies and Children's Hospital in Cleveland, Ohio, (Rainbow Babies), to increase seat belt use by 13- to 15-year-old teens through parental influence. This evaluation was completed under DTNH22-07-D-00052, Task Order #0004, awarded on 9/14/2009.

Background

Motor vehicle crashes are the leading cause of death for 13- to 15-year-old teens. While seat belt use has been an effective method to prevent injury from motor vehicle crashes, data from the National Occupant Protection Use Survey (NOPUS) and Fatality Analysis Reporting System (FARS) suggest that this period may be a critical time when safe occupant protection habits begin to decline and intervention to encourage belt use is needed. Most teens in the 13- to 15-year-old age group are not yet licensed to drive independently and rely on transportation provided by others, often parents or guardians. Recent research has also found that some parents find that there is a gap in messaging directed to them regarding seat belt safety after their children have out grown their booster seats. This may contribute to a lost opportunity to help parents promote belt use by their young teen children in this critical period leading to the start of independent driving and progressively lower seat belt use rates during the early licensure years. According to recent research, 8- to 15-year-old children reported that seat belt use reminders and encouragement from parents were the best ways to encourage them to use seat belts. However, parents didn't seem to realize the potential of their influence and thought that outside motivators would be most effective at encouraging their children to use seat belts (Kuhn & Lam, 2008). Parents can play an important role in motor vehicle injury prevention and these findings suggest that programs to help parents influence their 13- to 15-year-old children to use seat belts are needed.

Scope

Per the task order for this project, the evaluation was designed to address the following research objectives and to answer the following four key research questions:

1. What strategies and messages did Rainbow Babies use to convince parents to influence their 13- to 15-year-old children (young teens) to wear seat belts?
2. How did these strategies fit the circumstances of Rainbow Babies?
3. How did parents' and teens' knowledge and attitudes about seat belt use change from before and after the implementation of this program?
4. How did seat belt use change for parents and teens before and after the implementation of this project?

Rainbow Babies had two program goals for the *Just Get It Across* campaign: (1) to obtain a statistically significant increase in seat belt use among young teens in the demonstration community over the course of the demonstration period; and, (2) to engage parents in the campaign by enrolling at least 10 percent of the eligible population in the *Just Get It Across* club. The program's performance toward both goals was evaluated.

Additionally, UMTRI was awarded an additional, optional task to focus group test the demonstration program message in four communities different than the program community to evaluate how generalizable the program is to other communities.

Methodology

The evaluation consisted of several components in order to meet the above objectives:

- An appropriate control community was selected based on Rainbow Babies' selection of an intervention community;
- Data on seat belt use by target-age teens and adult drivers in the intervention and control communities were collected through four waves of direct observation of seat belt use;
- Self-reported data on knowledge of seat belt laws, attitudes toward seat belt use, frequency of seat belt use, parental monitoring of teen seat belt use, and awareness of key components of the demonstration program were collected through three waves of public awareness / perception surveys;
- Monthly reports of program activity and process data were collected from the demonstration program;
- Enforcement data from local law enforcement and municipal courts was compiled for a period spanning the administration of the demonstration program; and
- In addition to the key research questions, seven focus groups were conducted in four communities different than the intervention community to assess the appeal of the demonstration program messages and materials beyond the intervention community.

Major Findings

The *Just Get It Across* program encouraged parents to insist on seat belt use by their young teens. Program messaging and encouragement was delivered to parents through a program Web site, a broad range of promotional activities, and various forms of advertising in the intervention community. Additionally, the program attempted to actively engage parents in promoting seat belt use by their teens through a program club for parents and opportunities to earn prizes by demonstrating teen seat belt use. Overall, the promotional efforts appeared to strive for three actions by parents: (1) visit the program Web site; (2) join the program's parent club; (3) encourage teens to wear seat belts. The program's key partnership was with local schools but the program adapted its outreach efforts during the summer months to continue to reach parents.

The program's administration required several monthly resources including considerable staff-time to staff promotional events, as well as funds for promotional materials and advertising. New promotional methods were introduced throughout the program but the introduction of new methods was not structured to allow evaluation of the contribution made by individual components. During the program period there were 1,370 visits to the Web site with an average of 114.2 visits per month. Web site traffic peaked in August 2011 with 327 visits and was the lowest in January 2011 with 34 visits. During the program period there were 530 new memberships to the program's parent club with an average of 44.2 new memberships per month. New memberships peaked in July 2011 with 121 new members and was lowest in April 2011 with 2 new members. Based on Rainbow's estimate of the number of 7th- to 10th grade students at the school targeted by program promotion efforts, approximately 9.4 percent of targeted parents joined the program club. Parents were able to join the club at promotional events and on the Web site; 17.5 percent of the new members joined on the Web site.

Young teens and parents in the intervention community were knowledgeable about seat belt laws in Ohio prior to the start of the program. While changing knowledge about seat belt laws was not a program goal of *Just Get It Across*, knowledge increased during the program for intervention teens on two of the measures examined but did not increase for intervention parents.

Observed seat belt use increased during the program for target-age teens and parents in the intervention community. However, belt use also increased in the control community. Self-reported seat belt use by teens increased during the program. Teen-reported parental checking of teen seat belt use did not change but teen-reported parent reminders to wear seat belts increased. Parent self-reported seat belt use and monitoring of teen seat belt use was high before the program started and did not change during the program.

Focus group testing of the program message and components in other communities resulted in a largely favorable response to the program. However, parents strongly felt that the program should be expanded to include teens and were concerned that the program required too many resources to be administered by groups in their communities. The focus groups were conducted in a range of urban, suburban, and rural communities and the feedback about this program was reasonably consistent across groups.

Conclusions

The *Just Get It Across* program consisted of a broad promotional effort aimed at encouraging parents to promote seat belt use by their 13- to 15-year-old-teens. While fewer than 10 percent of targeted parents joined the program club, there was an increase in teens' knowledge of seat belt laws, observed seat belt use by teens and parents, self-reported seat belt use by teens, and teen-reported reminders from parents to wear seat belts. Those findings suggest modest positive program effects but any interpretations should be considered along with the finding that observed seat belt use for teens and parents also increased in the control community. Focus group testing of the program in other communities suggested that this program could be positively accepted and successful in other communities. Parents did suggest, however, some key changes and expressed concerns about the extent of resources needed to operate a similar program in their communities.

Introduction

Background

Motor vehicle crashes are the leading cause of death for children 8- to 15-years-old (WISQARS, 2011). The use of child restraints and seat belts is the single most effective way to decrease injuries and fatalities in motor vehicle crashes. Primary seat belt laws for children and adults allow law enforcement officers to issue citations for not using restraints, without any other motor vehicle offense taking place and are effective at increasing restraint use. Seat belt laws differ by states, however, in most states the 8- to 15-year-old age group is protected either by the coverage provided specifically to young children by child passenger laws or by the state's general occupant seat belt laws.

There are some indications that children in this age group may not be benefiting fully from the potential protection offered through seat belt laws and regular seat belt use. According to the National Highway Traffic Safety Administration's annual NOPUS, front seat restraint use by children 8 to 15 years old dropped from a high of 84 percent in 2006 to 82 percent in 2007. The 8- to 15-year-old age group was the only group with decreased seat belt use over that time period. In contrast, restraint use for children 0 to 7 years old increased from 84 percent to 89 percent during the same period (Ye & Pickrell, 2008). In addition, the percentage of unrestrained fatalities in the 8- to 15-year-old group from 2006 to 2007 remained unchanged at approximately 59 percent compared to 55 percent for motor vehicle occupants 16 and older. Within the 8- to 15-year-old age group, 13- to 15-year-olds stood out with 65 percent of motor vehicle fatalities being unrestrained (FARS, 2006).

Belt use for the next oldest age group (16- to 24-year-olds) is even lower at 77 percent (Ye & Pickrell, 2008), which suggests that the 8- to 15-year-old period may be a critical time when safe occupant protection habits begin to decline and intervention to encourage belt use is needed. Findings from recent research suggest that there are three segments or targets within the 8- to 15 age range with different attitudes and behaviors toward safety restraints: 8-10-year-olds (younger tweens), 11-12-year-olds (older tweens), and 13- to 15-year-olds (young teens) (Kuhn & Lam, 2008). Messages and efforts to encourage belt use among 8- to 15-year-olds may need to be customized for their specific age segment within the 8- to 15 group.

Most teens in the 13- to 15-year-old age group are not yet licensed to drive independently and are often transported in motor vehicles driven by parents or guardians. Recent research has also found that some parents find that there is a gap in messaging directed to them regarding seat belt safety for their 8- to 15-year-olds; parents are given substantial information on how to keep their infants and toddlers safe in vehicles using car seats and booster seats, but information on the post-booster seat child is sparse (Kuhn & Lam, 2008). This lack of information for parents is particularly troubling as it suggests a lost opportunity to help parents promote seat belt use by their tween/young teen children in that critical period leading to age 16 when many teens begin to drive independently. They commonly travel in motor vehicles more frequently without adult supervision and seat belt use rates drop to their lowest levels. According to the research mentioned earlier, 8- to 15-year-old children reported that seat belt use reminders and encouragement from parents were the best ways to encourage them to use seat belts. However,

parents didn't seem to realize the potential of their influence and thought that outside motivators would be most effective at encouraging their children to use seat belts (Kuhn & Lam, 2008). These findings suggest that programs to help parents influence their children to use seat belts are needed.

Parents can play an important role in motor vehicle injury prevention. Several recent studies that examined parental influence on improving the safety of newly licensed teen drivers examined the efficacy of an intervention designed to encourage parents to establish clear expectations regarding their teen drivers' driving privileges/restrictions during early licensure and consequences for violating those expectations. Greater parental restrictions were associated with better teen driving safety outcomes (Hartos, Eitel, & Simons-Morton., 2002; Zakrajsek, Shope, Ouimet, Wang, & Simons-Morton., 2009) including fewer traffic offenses for program participants (Simons-Morton, Hartos, Leaf, & Preusser., 2006). To date, there has not been a scientific evaluation of any program using parental influence to increase seat belt use among the 13 to 15 age group.

In 2009, NHTSA awarded a cooperative agreement to the Rainbow Babies and Children's Hospital in Cleveland, Ohio, to develop a model seat belt program to increase and maintain 13- to 15-year-old seat belt use through parental influence. The goal for the model program, called *Just Get It Across*, was to use education, awareness, communication messages or campaigns, materials, and project activities aimed at a broad and diverse parental audience to convince them to influence their 13- to 15-year-old children to use seat belts all the time. The program also supplemented those activities with enforcement to increase 13- to 15-year-old teens' seat belt use rates.

Purpose

The purpose of the current study was to conduct an independent evaluation to assess the Rainbow Babies model seat belt program (demonstration program).

Overview of the Study Objectives

Using evaluation techniques, the University of Michigan Transportation Research Institute (UMTRI) sought to determine the effects of Rainbow Babies' demonstration program designed to use parental influence to increase and maintain seat belt use by target-age teens. Per the task order for this project, the evaluation was designed to address the following research objectives and to answer the following four key research questions:

1. What strategies and messages did Rainbow Babies use to convince parents to influence their 13- to 15-year-old teens to wear seat belts?
2. How did these strategies fit the circumstances of Rainbow Babies?
3. How did parents' and teens' knowledge and attitudes about seat belt use change from before and after the implementation of this program?
4. How did seat belt use change for parents and teens before and after the implementation of this project?

Rainbow Babies had two program goals for the *Just Get It Across* campaign: (1) to obtain a statistically significant increase in seat belt use among young teens in the demonstration community over the course of the demonstration period; and, (2) to engage parents in the campaign by enrolling at least 10 percent of the eligible population in the *Just Get It Across* club. The program's performance toward both goals was evaluated.

Additionally, UMTRI was awarded an additional optional task to focus group test the demonstration program message in four communities different than the program community to evaluate how generalizable the program might be to other communities.

Rainbow Babies ran the *Just Get It Across* program from August 2010 to August 2011. The evaluation consisted of several components in order to meet the above objectives:

- An appropriate control community was selected based on Rainbow's selection of an intervention community;
- Direct observation of seat belt use: Four waves of seat belt use observations were administered from April 2010 to September 2011 in the intervention and control communities to collect information on seat belt use by drivers and 13- to 15-year-old passengers, including rear seat belt use. The waves included one pre-program and one post-program to measure seat belt use before and after the demonstration program, as well as two waves during the program;
- Public awareness/perception surveys: Separate public awareness/perception survey surveys were developed for parents and target-age teens to assess seat belt law knowledge, attitudes, self-reported behavior, and awareness of the demonstration program's components. Three waves of the survey were administered to parents and target-age teens in the intervention and control communities. The waves included one pre-program and one post-program wave to examine knowledge, attitudes, self-reported seat belt behavior, and program awareness before and after the demonstration program, as well as one wave during the program;
- Demonstration program process data: Monthly reports of program activity and process data from the demonstration program were compiled to answer the first two key research questions, including determination of the strategies and messages used by Rainbow Babies and the resources needed to administer the demonstration program;
- Enforcement data: Enforcement data from local law enforcement and municipal courts was compiled for a period extending three months pre-program through two months post-program to evaluate enforcement of seat belt laws during the program and evaluation time period; and
- Focus group testing of demonstration program message and materials: Seven focus groups were conducted in four communities different than the intervention community to assess the appeal of the demonstration program messages and materials beyond the intervention community.

Methods

Evaluation Communities

Selection of the intervention community

The intervention community was selected by Rainbow Babies, in consultation with NHTSA, and was identified as the geographic range of the Parma Municipal School System, comprised of the cities of Parma, Parma Heights, and Seven Hills (Parma).

Selection of the control community

The total population of Parma placed it among the top ten largest communities in Ohio and 95.7 percent of the population was white. There were no Ohio communities with similar enough characteristics to allow a control community to be selected that was statistically similar to Parma in key demographic and socio-economic indicators. UMTRI identified the four Ohio cities with a total population closest to Parma and compared key demographic characteristics of those cities to Parma. The cities considered were Canton, Lorain, Mentor, and Youngstown. As shown in Table 1, Lorain was the closest match to Parma on the socioeconomic status indicators, public school student count for grades 7 to 10, and public school structure. Lorain was the second closest match on race/ethnicity. While Lorain and Parma are in different counties (Lorain and Cuyahoga, respectively) their counties are adjacent to one another and the risk of message crossover from Parma to Lorain was considered during the selection process. Lorain and Parma were in the same network television and radio market areas but had separate newspapers. At the time of the selection, Rainbow Babies planned media strategy included advertisements on cable television and in newspapers. Advertisements on cable television could be targeted to Parma and not aired in Lorain. UMTRI confirmed with Rainbow Babies that despite the proximity of the communities, the risk of message crossover was minimal given Rainbow Babies' planned promotional strategy. A benefit of the proximity of the two communities was that it would allow UMTRI to conduct data collection in the intervention and control communities concurrently, maximizing the efficiency of data collection procedures, reducing travel costs and reducing the risk of temporal differences in data collection impacting the study results. The proximity of Lorain to Rainbow Babies also made it likely that program staff would have enough knowledge of the Lorain area to be able to help UMTRI establish contacts to facilitate data collection in Lorain. For all of the above reasons, UMTRI proposed that Lorain be selected as the control site. UMTRI presented this recommendation to Rainbow Babies and the NHTSA task order manager and both approved.

Table 1: Demographic comparisons between Parma (the experimental site), Lorain (the comparison site), and other sites considered as comparison sites.

	Parma	Lorain	Mentor	Canton	Youngstown
Population, total (2006 estimate)	80,009	70,592	51,593	78,924	81,520
% <18 years old	22.3	28.3	25.9	26.6	25.8
% female	52.3	52.6	51.5	53.3	52.1
% White	95.7	69.7	97.3	74.5	50.9
% Black	1.1	15.9	0.6	21.0	43.8
% American Indian and Alaskan Native	0.1	0.4	0.1	0.5	0.3
% Asian	1.6	0.3	1.2	1.2	0.3
% Native Hawaiian and Other Pacific Islander	-	-	-	-	-
% two or more races	1.1	4.0	0.6	3.1	2.5
% Hispanic or Latino	1.5	21.0	0.7	1.2	5.2
% Foreign born	9.1	3.6	3.8	1.7	2.0
% Language other than English spoken at home	13.4	18.3	5.3	4.7	8.6
% High school graduates	83.4	74.3	89.2	75.1	73.2
% Bachelor degree or higher	17.8	9.9	27.4	11.8	9.7
% Owning home	77.5	61.2	87.5	59.7	64.0
Median value of owner-occupied housing units	$113,500	$86,000	$147,400	$66,300	$40,900
Persons per household	2.4	2.6	2.6	2.4	2.4
Median household income	$43,920	$33,917	$57,230	$28,730	$24,201
Per capita money income	$21,293	$16,340	$24,592	$15,544	$13,293
% below poverty	4.9	17.1	2.7	19.2	24.8
Retail sales per capita	$9,938	$3,589	$28,895	$8,114	$4,461
Number of students in all schools grade 7-10	6,512	3,772	3,471	6,631	7,405
Number of students in public schools grade 7-10	4,409	3,411	2,773	5,664	5,569
Public schools	3 MS, 3 HS	3 MS, 3 HS	3 MS, 1 HS	7 MS, 5 HS, 1 all	6 MS, 5 HS, 2 all
Number of public school districts	1	2	1	3	3
Parochial schools	7 MS, 2 HS	2 MS	2 MS, 1 HS	5 MS, 1 HS	3 MS, 2 HS
Catholic Diocese	Cleveland	Cleveland	Cleveland	Youngstown	Youngstown
Other private schools	5 MS, 1 HS, 2 all	2 MS, 1 HS, 1 all	none	3 MS, 5 HS	6 MS, 3 HS, 2 all
Miles from Ann Arbor	120	99	130	158	179
Miles from Cleveland	6	27	21	48	58

Direct Seat Belt Observations

UMTRI conducted four waves of seat belt observations in the intervention and control communities: (1) Before the start of the program (pre-test); (2) During the third month of the program; (3) During the eighth month of the program; and, (4) After the program had ended (post-test). Observations were conducted at 30 sites per community per wave.

Selection of observation sites and creation of the observation schedule

The observation target for this study were 13- to 15-year-old teens. Thirty sites were selected in both communities and the sites were consistent across all waves. The Parma observation area included the adjacent communities of Parma, Parma Heights, and Seven Hills. Similarly, the Lorain observation area included the adjacent communities of Lorain, Amherst, Elyria, and Sheffield Village. Three types of sites emerged as most appropriate: schools, shopping

centers/grocery stores, and fast food restaurants. Those sites were selected because they have a higher concentration of target-age teens than other locations and the volume at those sites among this age group was likely to be consistent across observation waves. Potential sites such as community and recreation centers, libraries, churches, and health centers were considered but not included due to concerns that the volume of target-age teens at those sites could vary seasonally and due to fluctuations in programs offered. UMTRI was concerned the potential variations at those sites could negatively impact the consistency of sample potential across waves. The distribution of observation sites in the intervention and control communities is presented in Table 2.

Table 2: Distribution of types of seat belt observation sites.

	Number of sites per community
Schools	6
Fast food restaurants	15
Shopping centers/grocery stores	9
Total observation sites	30

To maximize the potential of observing target-age teens, observations at those sites were scheduled to coincide with the busiest traffic times at each site. Schools were always observed during the morning drop-off period. Exact times varied by school, but began at the time at which teens were allowed enter the building and ended 10 minutes following the morning late bell. Shopping centers/grocery stores were observed after area schools dismissed target-age teens and ended before typical dinner times. Fast food restaurants were observed immediately after school and during typical dinner times. No observations occurred at schools during weekend days. However, weekend observations were conducted at shopping centers/grocery stores and fast food restaurants beginning in the noon hour and ending before dusk. All observation sessions were concluded prior to dusk to optimize visibility for observers. To accommodate this schedule, observations were conducted on five consecutive days (Thursday thru Monday) each wave. Internet services (e.g., switchboard.com, Google Maps) were accessed to locate similar locations in the intervention and control areas where the direct observations could take place and to estimate travel time between locations to develop an observation schedule that maximized observation time and minimized driving time. The observation schedule from Wave 1 is included in the appendix (subsequent waves used a similar schedule).

Seat belt observers

Two observers were hired for each community each wave. UMTRI posted an advertisement on Craig's List seeking temporary, part-time observers. The posting yielded a strong response with approximately 30 to 40 applicants per wave. Project staff reviewed the resumes of each applicant and selected 6 to 8 applicants to participate in telephone interviews with three team members. Offers were made to 2 applicants per community based on the following selection criteria: (1) reliability and schedule adherence at previous employment; (2) experience adhering to a protocol; (3) experience/comfort working outdoors; (4) ability to navigate between sites; (5) ability to use a PDA for data collection; and, (6) possession of reliable transportation. Prior to

recruiting new observers, UMTRI invited observers from previous waves to return. Two observers participated in three waves of data collection and three observers participated in two waves of data collection.

Training seat belt observers

UMTRI established Independence, Ohio, as the base location for the observations due to its proximity to the intervention and control communities. Two members of the UMTRI research team traveled to the base location each wave. They conducted a 2-day observer training prior to the start of each wave. Observers were trained to identify vehicles with target-age passengers and record the seat belt use of drivers and passengers, and vehicle type. The training manual, which includes the complete protocol for data collection, is included in the appendix.

The agenda for training was consistent across all waves:

- Day 1 a.m.: 4 hours in meeting room including presentation of study background, review of study protocol, distribution of study equipment boxes, distribution of observer schedules, practice using PDA.
- Day 1 p.m.: 4 hours with UMTRI training staff and observers practicing data collection at practice sites in Independence. Practice at each site continued until reliability between observers was established.
- Day 2 a.m.: 2 hours in meeting room to review Day 1 training and answer questions from observers.
- Day 2 p.m.: 4 hours of independent practice. Each observer was given a schedule of two practice sites near Independence and conducted observations at those sites on their own. UMTRI staff conducted site checks of the observers. At the conclusion of the practice session, observers and UMTRI staff reconvened in the meeting room to debrief and make final preparations for the start of data collection.

Observers were instructed to only record data from vehicles containing at least one target-age teen passenger. They recorded the target-age passenger's seat belt use and sex first, then determined the driver's restraint use, sex, and age. Observers were provided with paper data collection forms to use if PDAs malfunctioned. They were also given study documentation to present to anyone who questioned what they were doing, were provided sample responses to inquiries, and contact information and business cards of UMTRI staff to distribute to individuals with more questions about the study. Observers were also given the contact information for the on-site UMTRI staff and encouraged to contact them immediately to report any problems during data collection.

Data collection procedures

The training was immediately followed by five days of data collection. Data collection occurred simultaneously in the intervention and control communities. Two UMTRI supervisors remained at the base location throughout data collection to conduct fidelity checks of the observers, provide technical support and backup for observers, and to collect equipment from observers at the end of the observation. At the conclusion of each observer's final observation session, he/she

returned to the training location for a debriefing session to return equipment and complete final paperwork.

Observers recorded all observation data using Palm Treo PDA devices equipped with HanDBase software. The data collection form was created in HanDBase by UMTRI staff and had been used successfully in previous seat belt observation studies. All data was saved to SD cards in the devices. During the debriefing session, UMTRI staff downloaded all data from the SD cards to laptop computers and checked the data using the Microsoft Excel software program.

Public Awareness/Perception Surveys

Three waves of awareness/perception data were collected in both the intervention and control communities using the survey developed by UMTRI staff: (1) Before the start of the program (pre-test); (2) During the eighth month of the program in April 2011; and, (3) After the program had ended (post-test). UMTRI considered conducting four survey waves with each being conducted concurrently with the seat belt observation waves. However, UMTRI staff, the demonstration program staff, and the NHTSA task order managers were concerned that administering four waves of the same survey within a one-year period could risk that the survey itself could produce intervention effects thus confounding the evaluation of the demonstration program.

Survey development

Separate surveys were developed for the target-age teens and parents of target-age teens. The surveys were designed to measure current knowledge, attitudes, and awareness of seat belt use and laws among target-age teens and their parents, and awareness of the parental influence program messages and activities. The survey was one page, front and back. Per the task order, the survey included items designed to collect the following information:

- Parents' and target-age teens' knowledge of seat belt laws for target-age teen passengers;
- Current seat belt use among parents and target-age teens in the program and control sites;
- Perceptions of parental influence in target-age teen seat belt use;
- Parents' current monitoring behaviors with respect to their target-age teen passengers;
- Parents' current attitudes towards risk-taking in general;
- Target-age teens' perceptions of their parents' monitoring behaviors with respect to their seat belt use;
- Target-age teens' and parents' self-reported compliance with the current seat belt laws;
- Public awareness of the parental influence program; and,
- Age, sex, ethnicity/race, typical vehicle driven.

Survey items were derived from three sources: the NOPUS; Huseth, Lofgren, Benson, Malchose, & Vachal., (2009); and, UMTRI staff. The survey was reviewed by the demonstration program to ensure that all program elements were accurately reflected for the program awareness item. Prior to administration the survey was reviewed and approved by the NHTSA task order managers. The survey surveys for teens and parents are included in the appendix.

Survey administration

UMTRI staff carefully considered several possible methods for administering the survey to determine the most effective method to maximize the response rate in as efficient manner as possible. Working with local schools clearly emerged as the most effective data collection approach. UMTRI staff established relationships in both communities to include one public high school, one public middle school, and one private K-8 school in the sampling frame each wave. This distribution was selected for several reasons: (1) to establish a balanced data collection strategy between the two communities; (2) the school levels represented allowed all ages/grade levels with the target-age of 13- to 15 years old to be represented; and, (3) the size of the schools at those levels in both communities provided a potential sample of at least 1,000 target-age teens and their parents in each community per wave. UMTRI administered the surveys using the following protocol:

- Target-age teens at each school completed a written version of each survey;
- The teens' written surveys were either administered by UMTRI staff or school staff depending on the school's preference;
- Surveys administered by UMTRI staff were done so during assemblies or large gatherings of students. UMTRI staff read an information statement about the survey, administered and collected the survey;
- Surveys administered by school staff were done so during non-elective/required classes in which all students in the target-age range were enrolled. UMTRI staff provided schools with copies of the survey for each target-age student. Teachers read an information statement about the survey, administered and collected the survey. Schools returned completed surveys to UMTRI using business reply/postage-paid envelopes provided by UMTRI;
- Parent surveys were administered online using SurveyMonkey.com. UMTRI prepared an invitation to parents to complete the survey. The invitation included information about the study, notification that their teens would be completing this survey at school and information about how they could request that their teen not participate, and a link to the online survey page. The invitations were sent to parents prior to the administration of the teen survey and administration method was determined by the school. Methods included inclusion in the school's online newsletter, direct mailing from the school, letters sent home with students, and posting of the survey link on the school's Web site. After the pre-test, invitations were also emailed to parents from their local PTA groups in an attempt to increase the response rate of parents;
- Written survey data was entered into Microsoft Excel using a double-entry confirmation method and imported into SAS for analysis. Data from the online surveys were exported from SurveyMonkey.com into Microsoft Excel and imported into SAS for analysis; and,
- No monetary compensation was provided to either the teens or parents for participating in the survey.

Enforcement Data

UMTRI collected local seat belt citation data from the local Parma, Seven Hills, Parma Heights, and Lorain police departments as well as the Parma and Lorain municipal courts for a period

spanning three months prior to the start of the demonstration program and ending two months after the program ended. The citation data include age, race/ethnicity, sex, and type of motor vehicle driven to allow counts of adult seat belt violations and violations of the 8- to 15-year-old seat belt law.

Demonstration Program Process Data

Rainbow Babies sent UMTRI monthly reports on planning and implementation activities for the program. The reports consisted of counts of school/community events attended to promote the program; staff-hours per event; a description, count, and cost estimate of promotional materials distributed at events; a description, count, and cost estimate of prizes distributed; a description, count, and cost estimate of program advertising; counts of visits to the program Web site; new memberships to the program club; and counts of club memberships initiated via the program Web site.

Optional Task: Focus Group Testing of Program

UMTRI conducted seven focus groups of parents to test the messages and materials developed through the demonstration project in four different communities in different areas of the country to understand whether these messages and materials will appeal to the target audience outside of the community in which they were created and tested.

Selection of focus group locations

UMTRI identified the following desirable characteristics for potential locations:

1. Different race/ethnicity distribution than Parma;
2. Different SES than Parma;
3. Potential to conduct an urban (population greater than Parma) and a rural (as defined by US Census Bureau) focus group from each location; and
4. Belt use rates in location's state should be <80 percent.

UMTRI attempted to select locations from each of the four U.S. Census Bureau Regions and from four different NHTSA regions. Potential focus group locations included Boston, Worcester, and Springfield, MA; Providence, RI; Wichita and Overland Park, KS; Kansas City, St. Louis, and Springfield, MO; Sioux Falls, SD; Louisville and Lexington, KY; Jackson, MS; Little Rock, AR; New Orleans, Baton Rouge, and Shreveport, LA; Boise, ID; and, Billings, MT.

Next, UMTRI staff created a matrix comparing key demographic characteristics of the potential focus group locations to those of Parma. Each location was placed into one of the following quadrants: (1) non-white population less than or equal to Parma and median income less than Parma; (2) non-white population less than or equal to Parma and median income greater than or equal to Parma; (3) non-white population greater than Parma and median income less than

Parma; and, (4) non-white population greater than Parma and median income greater than or equal to Parma.

One location was selected from each quadrant of the matrix yielding four proposed focus group locations:

1. Springfield, MO
2. Boise, ID
3. Jackson, MS
4. Boston, MA

These locations were reviewed and approved by the NHTSA task order manager.

Discussion guide development

Development of the focus group discussion guide was started after the launch of the demonstration program's third message wave in Spring 2011. Development of the program's message and content continued to be refined prior to that point. The discussion guide was designed to obtain feedback about each component of the program, the program as a whole, elements of the program that would and/or would not work in the focus group participants' communities, modifications that would work in their communities, and identification of community groups believed to be most likely to successfully operate a program like this in their communities. The focus group discussion guide and poster used to present the program to participants are included in the appendix. The focus group test used the following methods in each community. The guide and poster were reviewed and approved by the NHTSA task order manager in July 2011. The focus groups were conducted in August, 2011.

Focus group data collection

UMTRI advertised for participants using Craig's List and collaboration with key community groups: chambers of commerce, libraries, law enforcement agencies, schools, parks and recreation organizations, Boy Scout and Girl Scout troops, youth sports organizations, local radio stations, and churches. Those groups also assisted with identifying and secure meeting facilities that were adequate for conducting focus groups and convenient for participants to travel to.

One moderator and one notetaker traveled to each community and conducted the focus groups. The same moderator facilitated each focus group. Two notetakers alternated assisting the moderator. The moderator and notetakers were experienced in qualitative data collection and completed a training session using the focus group discussion guide prior to the start of data collection. Each focus group was audio-recorded and the recordings were professionally transcribed.

Analysis

The overall data analysis plan included a combination of descriptive and inferential analyses. As mentioned above, four key questions were examined. The strategies used by Rainbow Babies to promote seat belt use and the program (Questions 1 and 2) were examined using the process data and consisted of summaries and basic descriptive statistics. Changes in knowledge about seat belt laws (Question 3) were examined using the public awareness survey data. With-in group changes in knowledge and attitudes about seat belt use over time and between group differences were examined using chi-square analysis and analysis of variance. Changes in seat belt use (Question 4) were examined using a similar analytic approach but using self-reported belt use from the surveys and observed belt use from the mini seat belt observations. Parent participation rates in the *Just Get It Across* (JGIA) club were examined using the process data and estimates of the number of parents targeted by the promotional efforts. All statistical analyses were conducted using the SAS software program.

Focus group data analysis

Each focus group transcript was coded and analyzed using an open, focused, coding process (Patton, 2001) and constant comparison (Strauss & Corbin, 1998) of the codes that emerged through which code categories were identified. In addition to the tape recorder, a trained note-taker recorded the focus group discussion and full field notes were written immediately following the focus group and were incorporated into the analysis and theme identification.

Results

Key Research Questions

(1) What strategies and messages did the community groups use to convince parents to influence their target-age teens to wear seat belts?

The overall goal of the demonstration program was to increase seat belt use by 13- to 15-year-old teens through parent influence. The name of the program was *Just Get It Across* and the JGIA theme, logo, promotion, and all associated program activities were designed to encourage parents to Just Get It Across on two levels: (1) to use their influence to get seat belts fastened across the bodies of teens and parents; and, (2) to get the message across to their teens that seat belt use was not optional. The key messages were Just Get It Across, Insist on Seat Belts, and It Doesn't Matter How You Get It Across. JGIA staff created a program Web site (justgetitacross.org), created a JGIA club for parents, conducted promotional activities at many school and community events, and conducted an advertising campaign, all aimed at making parents aware of the JGIA program and encouraging them to become actively involved in program activities. Overall, the promotional efforts appeared to strive for three actions by parents: (1) visit the program Web site; (2) join the program's parent club; (3) encourage teens to wear seat belts.

The JGIA program was not designed with an intention to examine the relative contributions of individual program components or promotional strategies to the overall program outcomes.

Therefore, the evaluation will not include an analysis of individual components. This research question will be addressed by presenting a monthly overview of the promotional events conducted by JGIA staff and the resources required to operate those events, examples of the promotional material distributed, and the associated costs, prizes distributed, and the associated costs, monthly advertising methods, and the associated costs.

JGIA staff identified several school and community events where parents of 13- to 15-year-old teens would likely be in attendance and promoted the program at those events. Monthly counts of the events attended are provided in Table 5, the person-hours devoted by JGIA per event is presented in Table 6, and the examples of the promotional materials distributed at those events is presented in Table 7 along with cost estimates for the materials.

Table 5. Promotional events conducted by JGIA staff

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Open Houses at Schools	5	0	0	0	3	0	0	0	0	0	0	4
Parent-Teacher Conference Nights	0	0	2	0	0	2	0	0	0	0	0	0
Miscellaneous Parent Nights at Schools	0	0	1	0	1	0	1	0	0	0	0	0
School Athletic Events	0	3	0	3	0	0	0	0	0	0	0	0
Other School Events (plays, concerts, etc,)	0	0	1	0	0	3	2	0	6	0	0	0
PTA Meetings	1	1	0	0	0	0	0	0	0	0	0	0
Community Athletic Events	0	0	0	0	0	0	0	0	0	5	15	0
Miscellaneous Community Events	0	1	0	1	0	2	1	2	1	1	6	10
Total Events Attended	**6**	**5**	**4**	**4**	**4**	**7**	**4**	**2**	**7**	**6**	**21**	**14**

Table 6. Person-hours devoted by JGIA staff for promotional events

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Open Houses at Schools	3	0	0	0	9	0	0	0	0	0	0	6.5
Back to School Nights at Schools	0	0	0	0	0	0	0	0	0	0	0	0
Parent-Teacher Conference Nights	0	0	1	0	0	6	0	0	0	0	0	0
Ice Cream Socials at Schools	0	0	0	0	0	0	0	0	0	0	0	0
Miscellaneous Parent Nights at Schools	0	0	3	0	3	0	0	0	0	0	0	0
School Athletic Events	0	6	0	4	0	0	0	0	0	0	0	0
Other School Events (plays, concerts, etc,)	2	0	0.5	0	0	12	4	0	10	0	0	0
PTA Meetings	0	1	0	0	0	0	0	0	0	0	0	0
Community Athletic Events	0		0	0	0	0	0	0	0	9	15	0
Miscellaneous Community Events	0	4	0	4	0	2.5	1	16	1	3	7	9
Total Person-Hours at Events	**5**	**11**	**4.5**	**8**	**12**	**20.5**	**5**	**16**	**11**	**12**	**22**	**15.5**

Table 7. Examples of promotional materials distributed at events

	Promotional Items Distributed per Event	Cost per Event for Promotional Items
Open Houses at Schools	150 parent guides, 100 flyers	$100
	81 club magnets, 100 parent guides, 75 dry erase boards, 50 seat cushions, 100 pens, 2 gas cards	$365
Parent-Teacher Conference Nights	50 parent guides, 50 pens	$52
Miscellaneous Parent Nights at Schools	15 parent guides, 9 club magnets, 15 pens, 9 seat cushions	$37
	10 parent guides, 8 magnets, 8 dry erase boards, 10 pens	$23
School Athletic Events	75 seat cushions, 50 parent guides, 30 flyers/event	$156
	25 parent guides, 13 club magnets, 10 pens, 25 seat cushions, 10 dry erase boards	$80
Other School Events (plays, concerts, etc,)	75 flyers	$8
	3,500 direct mail postcards and parent guides sent to parents via schools	$3,804
PTA Meetings	10 flyers and program information sheets/event	$0
Miscellaneous Community Event	50 flyers	$0
	10 parent guides, 3 club magnets, 10 dry erase boards, 10 pens, 3 seat cushions	$27
	100 candy bars with custom wrappers	$22

JGIA used prizes to encourage parents to join the JGIA club and to actively promote seat belt use by their teens by distributing several prizes for joining the club and/or demonstrating seat belt use.

Table 8. Prizes distributed each month

	Prizes distributed	% covered by project funds
Aug-Sep	No prizes distributed this month	
October	1 x $25 gas card to first club member spotted	0% - donated
	50 x $5 dance admission tickets to first 50 vehicles arriving with teen belted	100%
November	2 x 2 tickets to Justin Bieber concert to parents club members	0% - donated
December	No prizes distributed this month	
January	2 x $25 gas card from prize wheel at open house	0% - donated
February	31 x $5 grocery cards for new club members	0% - donated
	31 x $15 oil change discount coupons to new club members	0% - donated
	31 x fast food coupons	0% - donated
March	20 x $5 grocery gift cards to new club members	0% - donated
	20 x $15 oil change discount coupons to new club members	0% - donated
	20 x fast food coupons	0% - donated
	20 $5 grocery gift cards to existing club members for responding to direct mail email	100%
April	2 x $5 grocery gift cards to new club members	0% - donated
	2 x $15 oil change discount coupons to new club members	0% - donated
	2 x fast food coupons	0% - donated
May	9 x $5 grocery gift cards to new club members	0% - donated
	9 x $15 oil change discount coupons to new club members	0% - donated
	9 x fast food coupons	0% - donated
	1 x $60 gift certificate from local restaurant awarded for participation at school event	0% - donated
	1 x $150 grocery gift card awarded for participation at school event	100%
	1 x Photo booth rental awarded to winning school in school event	100%
June	35 x $5 grocery gift cards to new club members	0% - donated
	35 x $15 oil change discount coupons to new club members	0% - donated
	35 x fast food coupons	0% - donated
	312 bottles of water given to attendees at community athletic event	0% - donated
July	50 x $5 admission tickets to community event	100%
	300 x fast food coupons	0% - donated
August	2 x $50 amusement park admission tickets	0% - donated
	4 x $14 science center admission tickets	0% -donated
	1 x $31 ice cream sundae bar	100%
	250 x fast food coupons	0% - donated
	6 x $5 discount coupons at local restaurant	0% -donated
	Food samples (~ $56)	0% -donated

JGIA staff used several forms of paid and donated advertising to promote the program to parents. Most paid advertising was obtained at a reduced rate. An overview of the advertising conducted is presented in Table 9 and the estimated cost of each advertising mode is presented in Table 10.

Table 9. Program advertising conducted each month

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Newspaper Ads (social norms)	3 x 1day	0	0	0	0	0	0	0	0	0	3 x 1 day	3 x 1 day
Newspaper Ads (enforcement)	0	0	1 x 1day	0	0	0	0	0	0	1 x 1 day	1 x 1 day	1 x 1 day
Television Spots (social norms)	0	0	0	0	0	0	0	0	0	0	112 spots	213 spots
Television Spots (enforcement)	0	0	152 spots	148 spots	184 spots	138 spots	144 spots	140 spots	150 spots	216 spots	216 spots	210 spots
Radio Spots (social norms)	0	0	0	0	0	0	0	0	0	20 spots	20 spots	20 spots
Radio Spots (enforcement)	0	0	0	0	0	0	0	0	0	0	0	0
Billboards (social norms)	2 x 4 days	2 x 31 days	1 x 30 days	1 x 31 days	1 x 31 days	1 x 28 days	1 x 31 days	1 x 30 days	1 x 31 days	1 x 5 days	0	0
Billboards (enforcement)	0		0	0	0	0	0	0	0	0	0	0
Road Banners	0	2 x 2 wks	0	0	0	0	0	0	0	0	0	0
Mall Storefront Display	0	0	7 days	31 days	31 days	28 days	31 days	30 days	31 days	31 days	31 days	31 days
Online Ads	0	0	0	0	0	4 days	0	0	0	10 days	31 days	12 days
Bus Tails	0	0	0	0	0	0	0	0	0	0	30 bus x 21 days	30 bus x 21 days

Table 10. Cost per month for advertising ($)

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Newspaper Ads (social norms)	897	0	0	0	0	0	0	0	0	0	780	780
Newspaper Ads (enforcement)	0	0	260	0	0	0	0	0	0	260	260	260
Television Spots (social norms)	0	0	0	0	0	0	0	0	0	0	792	1836
Television Spots (enforcement)	0	0	400	407	497	379	384	384	398	771	678	580
Radio Spots (social norms)	0	0	0	0	0	0	0	0	0	74	75	75
Radio Spots (enforcement)	0	0	0	0	0	0	0	0	0	0	0	0
Billboards (social norms)	93	700	350	350	350	350	350	350	350	56	0	0
Billboards (enforcement)	0	0	0	0	0	0	0	0	0	00	0	0
Road Banners	0	0	0	0	0	0	0	0	0	0	0	0
Mall Storefront Display	0	0	0	0	0	0	0	0	0	0	0	0
Online Ads	0	0	0	0	0	880	0	0	0	80	184	184
Bus tails	0	0	0	0	0	0	0	0	0	0	167	233
Total Cost	**990**	**700**	**1,010**	**757**	**847**	**1,609**	**734**	**734**	**748**	**1,241**	**2,936**	**3,948**

JGIA staff created a Web site to promote the program and encouraged parents to visit it through most of the program's promotion efforts. A key component of the program was the JGIA parent club. JGIA club members received encouragement from JGIA staff throughout the program in their efforts to encourage teens to wear seat belts and had opportunities to earn prizes for demonstrating teen seat belt use to seat belt spotters distributed throughout the community. An overview of traffic to the Web site and new club membership is presented in Table 11.

During the program period there were 1,370 visits to the Web site with an average of 114.2 visits per month. Web site traffic peaked in August 2011 with 327 visits and was the lowest in January 2011 with 34 visits. During the program period there were 530 new memberships to the program's parent club with an average of 44.2 new memberships per month. New memberships peaked in July 2011 with 121 new members and were lowest in April 2011 with 2 new members. Parents were able to join the club at promotional events and on the Web site; 17.5 percent of the new members joined on the Web site.

Table 11. Web site visits and new JGIA club memberships per month

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Web Site Visits	62	100	66	54	34	104	77	50	167	134	195	327
New JGIA Club Memberships	85	32	10	16	89	31	20	2	9	35	121	79
New Club Memberships From Web site	0	13	0	0	1	22	17	0	9	12	11	8
Total JGIA Club Membership at End of Period	85	117	127	143	232	263	283	285	294	329	451	530

(2) How did these strategies fit the circumstances of the community groups?

This research question may also be addressed by reading about the development of the program in the Rainbow group's technical report. However, it is clear from the process data that JGIA attempted to reach parents in as many settings and via contact points they felt parents of 13- to 15-year-old teens could be found. Schools were an important promotion medium for JGIA staff. This can be seen by examining the distribution of promotion events in Table 5. From August to May school was in session and the bulk of the promotion effort was focused on school-related activities. In June and July the promotional activities shifted.

(3) How did parents' and target-age teens' knowledge and attitudes about seat belt use change from before and after the implementation of this program?

Survey items measuring teens' and parents' knowledge about seat belt laws in Ohio and attitudes about seat belt use were compared at Wave 1 (before the program) and Wave 3 (after the program) to address this research question.

<u>Knowledge of seat belt laws in Ohio</u>

During the program, in Ohio, 13- to 15-year-old teens were required to wear seat belts while riding in either the front or back seat of vehicles. After age 15, teens were no longer required to wear seat belts in the back seats. Seat belt violations are secondary offenses in Ohio; therefore law enforcement cannot stop a vehicle if a seat belt violation is observed but no other moving violation. A high percentage of teens (Table 12) and parents (Table 13) in both communities were aware that 13- to 15-year-old teens were required to wear seat belts in both the front and back seats. The percentage answering correctly was lower when asked at what age seat belts were no longer required in the back seat and if police could stop vehicles primarily for seat belt violations. In both cases, teens and parents thought the laws in Ohio were more restrictive than they were: The majority thought that seat belts were required at all ages in back seats and that Ohio allowed primary enforcement of seat belt violations. At pre-test, 63.5 percent of

intervention teens and 80.6 percent of control teens responded that passengers of all ages must wear seat belts in back seats. At post-test, 68.0 percent of intervention teens and 78.4 percent of control teens responded that passengers of all ages must wear seat belts in back seats. Similarly, 75.0 percent of intervention parents and 88.3 percent of control parents responded at pre-test that passengers of all ages must wear seat belts in the back seat. At post-test, 81.4 percent of intervention parents and 86.4 percent of control parents responded that passengers of all ages must wear seat belts in the back seat.

Intervention teens' knowledge of Ohio seat belt laws increased from pre-test to post-test on two of the items measured. The percentage of intervention teens correctly responding that they were required to wear seat belts when riding in the front seat increased significantly (X^2=8.5303; p=.0035) and the percentage of intervention teens knowing that they were required to wear seat belts in the back seat also increased significantly over the same period (X^2=16.7914; p<.0001). There was no change in the percentage of intervention teens that correctly knew the age when seat belts were no longer required in back seats or that Ohio was a secondary enforcement state. There was no significant change from pre-test to post-test for the control teens on any of the knowledge questions.

Comparisons between the intervention and control groups at pre-test revealed that more control teens correctly knew that seat belts were required in the front seat (X^2=33.9971; p<.0001) and in the back seat (X^2=37.0472; p<.0001). At post-test the difference was no longer significant for seat belt use in the front seat and was moderately significant for seat belt use in the back seat (X^2=3.2377; p=.0720). There was no difference between groups at either wave in the percent correctly knowing that Ohio does not allow primary enforcement of seat belt violations. Though few teens from either group knew the correct age when seat belts were no longer required in the back seat, significantly more intervention teens knew the correct answer at pre-test (X^2=8.5948; p=.0034) and the difference remained moderately significant at post-test (X^2=3.4837; p=.0620).

Parents' knowledge of Ohio's seat belt laws did not change from pre-test to post-test for either group. Within-group and between-group comparisons of parents' responses to the four knowledge items revealed no significant differences.

Table 12. Percentage of target-age teens answering seat belt law knowledge questions correctly (%)

	Intervention		Control	
	Pre-test (n=1059)	Post-test (n = 1102)	Pre-test (n=938)	Post-test (n=974)
Are 13- to 15-year-old passengers in the front seat required to wear seat belts? (Yes)	94.0	96.8	98.9	96.8
Are 13- to 15-year-old passengers in the back seat required to wear seat belts? (Yes)	74.0	81.8	85.1	84.9
Can police stop a vehicle if they see a seat belt violation but don't also observe a moving violation? (No)	25.5	22.6	25.7	25.5
At what age are passengers no longer required to wear a seat belt in the back seat (if the driver is an adult)? (16)	4.8	5.7	2.4	3.8

Table 13. Percentage of parents answering seat belt law knowledge questions correctly (%)

	Intervention		Control	
	Pre-test (n=138)	Post-test (n=152)	Pre-test (n=113)	Post-test (n=136)
Are 13- to 15-year-old passengers in the front seat required to wear seat belts? (Yes)	93.8	95.1	95.0	96.7
Are 13- to 15-year-old passengers in the back seat required to wear seat belts? (Yes)	87.5	90.3	75.1	76.0
Can police stop a vehicle if they see a seat belt violation but don't also observe a moving violation? (No)	31.3	32.2	50.5	50.8
At what age are passengers no longer required to wear seat belts in the back seat (if the driver is an adult)? (16)	6.2	4.8	4.4	5.3

Attitudes About Seat Belt Use

Per the survey specifications outlined in the task order, items measuring attitudes about seat belt use were only included in the parent survey. Parents in both groups reported strong support for seat belt use in general and for 13- to 15-year-old teens and this did not change from Wave 1 to Wave 3 (Table 14). Within-group and between-group comparisons revealed no significant differences.

Table 14. Parental attitudes about seat belt use (%)

	Intervention		Control	
	Pre-test (n=138)	Post-test (n=152)	Pre-test (n=113)	Post-test (n=136)
Agree or strongly agree that seat belts are as likely to harm as help	0.0	2.1	5.2	4.9
13- to 15-year-old teens have extreme risk for injury if ride unbelted	71.4	75.7	75.3	74.4
Parent believes he/she is unlikely to crash with teen in the vehicle	0.0	0.0	0.0	0.8

(4) How did seat belt use change for parents and target-age teens before and after the implementation of this project?

This research question was addressed through observed and self-reported data on seat belt use and self-reported/teen-reported data on parental monitoring of teen seat belt use.

Observed Seat Belt Use

Seat belt use increased each wave for adults and target-age teens in the control community. Seat belt use increased each wave except month #8 (measured in April 2011) for adults and target-age teens in the intervention community; from month #3 (October 2010) to month #8 (April 2011), seat belt use decreased 3.8 percent for target-age teens and 7.3 percent for adults in the intervention community. Seat belt use increased for all observed groups from before (pre-test) to after (post-test) the JGIA program. Seat belt use percentages and change between waves are presented in Table 15 (target-age teens) and Table 16 (adults).

Table 15. Percentage of target-age teens wearing seat belts across all observation waves

	Pre-test Apr2010	**Month #3 Oct2010**	Apr2010 to Oct2010	**Month #8 Apr2011**	Oct2010 to Apr2011	Apr2010 to Apr2011	**Post-test Sep2011**	Apr2011 to Sep2011	Apr2010 to Sep2011
Intervention (Parma)	**58.0**	**77.3**	+19.3	**73.5**	-3.8	+15.5	**83.8**	+10.3	+25.8
Control (Lorain)	**47.0**	**57.0**	+10.0	**62.6**	+5.6	+15.6	**74.1**	+11.5	+27.1

Table 16. Percentage of adults wearing seat belts across all observation waves

	Pre-test Apr2010	**Month #3 Oct2010**	Apr2010 to Oct2010	**Month #8 Apr2011**	Oct2010 to Apr2011	Apr2010 to Apr2011	**Post-test Sep2011**	Apr2011 to Sep2011	Apr2010 to Sep2011
Intervention (Parma)	**69.0**	**85.9**	+16.9	**78.6**	-7.3	+9.6	**89.3**	+10.7	+20.3
Control (Lorain)	**63.0**	**68.0**	+5.0	**70.6**	+2.6	+7.6	**80.2**	+9.6	+17.2

Observed Seat Belt Use in This Study Compared to Ohio's Statewide Observational Survey

Due to the large increase in seat belt use rates observed by teens and parents in the intervention and control communities, the researchers attempted to obtain comparable rates from the 2010 and 2011 Observation Survey of Seat Belt Use in Ohio to examine how seat belt use in the study communities compared to the rest of the state (Seufert, Walton, Kubilius, & Newton., 2010; Seufert, Walton, & Kubilius, 2011). The data collection procedures used in the Ohio statewide observation were based on those developed by Eby and his colleagues and were similar to those used in the current evaluation. Notable differences included the selection of observation sites which was targeted to sites most likely frequented by 13- to 15-year-old teens in the current study and targeted for a broad representation of the state in the statewide observation, the vehicle seating positions observed, and the age categories used to describe those being observed. Seat belt use was only recorded for front seat occupants in the statewide survey. For purposes of this comparison, the observed seat belt use from the current study was limited to front seat occupants. In the statewide observation passengers' age groups were recorded as 0-4, 5-14, 15-25, 26-64, or 65 and older. The target-age teens from the current study were therefore distributed across two categories in the statewide assessment: 5 to 14 and 15 to 25 years old. The differences between the two studies precluded statistical comparisons of their findings and allowed only broad comparisons of the seat belt rates observed in both. Seat belt use rates are presented for front seat occupants in the current study and relevant age groups of the 2010 and 2011 statewide observations in Table 15A (passengers) and Table 16A (drivers). The increase in seat belt use observed in the intervention and control communities from 2010 and 2011 was not observed in the statewide observation. Seat belt use rates in the intervention and control communities at pre-test ranged from 15.8 to 30.6 percent lower than the statewide rates in 2010 but by the post-test were comparable to the 2011 statewide rates.

Table 15A. Comparison of seat belt use in current study to the statewide observation: target-aged teens. Presented as % (n observed) of front seat passengers wearing seat belts

	Pre-test Apr2010	Month #3 Oct2010	Ohio 5-14 yrs 2010	Ohio 15-24 yrs 2010	Month #8 Apr2011	Post-test Sep2011	Ohio 5-14 yrs 2011	Ohio 15-24 yrs 2011
Intervention (Parma)	60.8 (418)	78.3 (632)			73.5 (824)	84.2 (754)		
Control (Lorain)	52.5 (592)	57.7 (363)			65.5 (378)	75.3 (682)		
Ohio Statewide			83.1 (406)	77.4 (3,596)			83.1 (408)	76.7 (3,623)

Table 16A. Comparison of seat belt use in current study to the statewide observation: drivers. presented as % (n observed) of drivers wearing seat belts

	Pre-test Apr2010	Month #3 Oct2010	Ohio 2010	Month #8 Apr2011	Post-test Sep2011	Ohio 2011
Intervention (Parma)	68.6 (522)	85.9 (794)		78.6 (1035)	89.3 (943)	
Control (Lorain)	63.4 (823)	67.6 (431)		70.6 (446)	80.2 (792)	
Ohio Statewide			84.4 (18,838)			84.9 (19,380)

Self-Reported Seat Belt Use and Parental Monitoring/Enforcement of Teen Belt Use

Self-reported seat belt use by intervention teens while riding in the front increased with moderate significance from pre-test to post-test (X^2=3.5004; p=.0614) and there was no significant change in reported seat belt use by intervention teens while riding in the back seat. There were also no significant differences from pre-test to post-test in teens' reports of how often their parents checked for seat belt use when teens were riding in either the front seat or the back seat. However, there was a significant increase from pre-test to post-test in teens' perceived likelihood that their parents would remind them to wear belts if they were unbelted (X^2=13.4135; p=.0002). Intervention teens also reported a significant increase from pre-test to post-test in how often they followed Ohio seat belt laws (X^2=11.0732; p=.0009). There was no difference for control teens from pre-test to post-test on any of the above seat belt use or parental monitoring measures.

Control teens' reported front seat belt use was higher than the intervention teens' at pre-test in the front seat (X^2=9.9142; p=.0016) and back seat (X^2=9.7455; p=.0018); the difference was not significant at post-test in the front seat and but remained significant in the back seat (X^2=3.8971; p=.0484). Control teens reported that their parents checked teen seat belt use more frequently

than intervention teens' parents at pre-test when teens were riding in the front seat (X^2=25.5253; p<.0001) and back seat (X^2=40.9092; p<.0001); the difference remained significant at post-test in the front seat (X^2=7.1477; p=.0075) and back seat (X^2=30.1940; p<.0001). Control teens reported that more of their parents were very likely to remind them to wear belts if unbelted at pre-test (X^2=97.6605; p<.0001) and post-test (X^2=29.5003; p<.0001) than intervention teens' parents. Control teens reported that they followed Ohio's seat belt laws more often than intervention teens at pre-test (X^2=33.0746; p<.0001) and the difference remained significant at post-test (X^2=12.0119; p=.0005)

Table 17. Self-reported belt use by teens and teen-reported parent enforcement of teen belt use (%)

	Intervention		Control	
	Pre-test (n=1059)	Post-test (n = 1102)	Pre-test (n=938)	Post-test (n=974)
Wears belt all of the time when riding in the front seat	46.1	50.3	53.2	52.9
Wears belt all of the time when riding in the back seat	26.1	28.4	32.5	32.7
Parents check for belts all or most of the time when teen in front seat	51.4	54.7	62.8	60.8
Parents check for belts all or most of the time when teen in back seat	30.6	32.4	44.6	44.9
Parents very likely to remind teen to wear belt if unbelted	35.6	43.9	57.9	56.6
Teen follows Ohio's seat belt laws all or most of the time	62.4	69.8	74.5	76.9

Self-reported seat belt use and monitoring of teen seat belt use did not change from pre-test to post-test for intervention parents; there were no significant differences between pre-test and post-test for the intervention parents on any of the measures in Table 18. Control parents' reported frequency of wearing seat belts while riding in the back seat increased significantly from pre-test to post-test (X^2=5.1625; p=.0231). There were no other reported changes from pre-test to post-test for control parents in seat belt use or monitoring of teens' seat belt use.

At pre-test compared to control parents, intervention parents reported significantly less frequent seat belt use while driving (X^2=5.1603; p=.023) and while riding in the front seat (X^2=4.0931; p=.0431), more frequent seat belt use while riding in the back seat (X^2=16.7746; p<.0001), that they checked more frequently for seat belt use when teens rode in the front seat (X^2=5.7577; p=.0164) and back seat (X^2=8.8044; p=.0030), that they were more likely to remind teens to wear seat belts if unbelted (X^2=18.2204; p<.0001), and that they followed Ohio's seat belt laws less frequently (X^2=4.0990; p=.0429).

At post-test compared to control parents, intervention parents reported significantly more frequent seat belt use while riding in the back seat (X^2=8.7969; p=.0030), that they were more

likely to check for seat belts when teens rode in the front seat (X^2=11.6399; p=.0006) and back seat (X^2=14.2802; p=.0002), that they were more likely to remind teens to wear seat belts if unbelted (X^2=21.2262; p<.0001), and that they followed Ohio's seat belt laws less frequently (X^2=11.1641; p=.0008). There was no statistically significant difference between groups in seat belt use while driving or while riding in the front seat at post-test.

Table 18. Self-reported belt use by parents and parent enforcement of teen belt use (%)

	Intervention		Control	
	Pre-test (n=138)	Post-test (n=152)	Pre-test (n=113)	Post-test (n=136)
Wear belts all of the time when driving	93.8	96.4	99.3	97.3
Wear belts all of the time when riding in the front seat	93.5	95.8	98.6	97.0
Wear belts of the time when riding in the back seat	75.0	80.2	50.3	64.5
Check for belts all or most of the time when teen in front seat	87.6	89.9	75.7	75.2
Check for belts all or most of the time when teen in back seat	68.8	72.7	50.5	51.0
Parents very likely to remind teen to wear belt if unbelted	94.3	95.0	75.2	76.1
Parent follows Ohio's seat belt laws all or most of the time	81.2	80.7	90.4	93.8

Additional Results Beyond the Key Research Questions

JGIA Program Goal #1: to obtain a statistically significant increase in seat belt use among young teens in the demonstration community over the course of the demonstration period

As reported among the results to Key Research Question #4, observed seat belt use by 13- to 15-year-old teens in the intervention community increased 25.8 percent over the course of the demonstration period. The percentage of teens from the intervention community who reported that they wore seat belts all of the time when riding in the front seat increased with moderate significance during the demonstration period; from 46.1 percent before the program to 50.3 percent after the program (X^2=3.5004; p=.0614). The percentage of teens from the intervention community reporting that they always wore seat belts when riding in the back seat was 26.1 percent before the program and 28.4 percent after the program; this change was not statistically significant.

JGIA program goal #2: to engage parents in the campaign by enrolling at least 10 percent of the eligible population in the Just Get It Across *club*

In the JGIA Action Plan developed by Rainbow Babies prior to the start of the program, Rainbow Babies staff estimated that the enrollment of target-age teens (7th-10th grade students) at the schools targeted by the program was 5,627. Those schools were targeted by program staff because they included the majority of the 13- to 15-year-old teens in the intervention community and their parents represented the eligible population for the JGIA program. The JGIA staff limited enrollment in the JGIA parent club to one parent per household. Therefore, the school enrollment estimate of 5,627 target-age teens also provides the best available estimate of the number of parents eligible to participate in the club. Based on that estimate, approximately 9.4 percent of eligible parents joined the program club. It should be cautioned, however, that the estimate used was not adjusted for the number of households with multiple teens within the target age range. As, a result the value likely slightly over-estimates the number of eligible parents and under-estimates the participation rate.

Demographic Information From Public Awareness/Perception Surveys:

The demographic characteristics of the teen survey participants at pre-test and post-test are presented in Table 19. As anticipated based on the community demographic information examined during the process of selecting the control community, the distribution of race/ethnicity among the groups of intervention and control teens was significantly different between groups at pre-test (X^2=424.0833; p<.0001) and post-test (X^2=416.3282; p<.0001). The age of the teen survey respondents was significantly different between groups at pre-test (X^2=16.1496; p=.0003) and post-test (X^2=44.2591; p<.0001). There were no differences between groups in gender at pre-test or post-test.

Table 19. Demographic characteristics of target-aged teens participating in the survey

	Intervention		Control	
	Pre-test	Post-test	Pre-test	Post-test
n	1059	1102	938	974
Race/Ethnicity				
White	79.8	80.0	41.0	43.7
Hispanic	4.0	3.5	23.7	23.7
Black/African American	4.1	2.2	23.9	22.5
Asian/Pacific Islander	3.6	4.1	1.6	2.2
Other/Multiple Races	8.5	10.2	9.7	7.9
Age				
13	33.8	35.2	25.5	25.6
14	27.1	35.6	30.5	33.0
15	39.0	29.2	44.0	41.4
Sex				
Male	47.7	49.3	48.4	48.7
Female	52.2	50.7	51.6	51.3

The demographic characteristics of the parent survey participants are presented for the pre-test and post-test in Table 20. Again, as foreshadowed during the community selection process, the distribution of race/ethnicity among groups was significantly different between the intervention and control groups at pre-test (X^2=429.0111; p<.0001) and post-test (X^2=423.4587; p<.0001). There were no differences between groups in age or gender at pre-test or post-test.

Table 20. Demographic characteristics of parents participating in the survey

	Intervention		Control	
	Pre-test	Post-test	Pre-test	Post-test
n	138	152	113	136
Race/Ethnicity				
White	86.6	88.1	46.3	46.8
Hispanic	4.7	4.0	25.4	26.1
Black/African American	4.1	3.9	23.3	20.9
Asian/Pacific Islander	3.3	2.8	2.1	2.5
Multiple	1.3	1.2	2.9	3.7
Age				
Younger Than 35	12.7	13.3	12.8	13.1
35-39	14.3	17.5	15.6	16.4
40-44	28.6	32.1	27.7	29.0
45-49	30.2	29.0	33.8	32.3
50 or Older	14.2	8.1	10.1	9.2
Sex				
Male	17.3	19.8	13.6	20.2
Female	82.7	80.2	86.4	79.8

Awareness of Demonstration Program Components from Public Awareness/Perception Surveys:

Teens' and parents' reported awareness of several key components of the JGIA program was measured on the Public Awareness/Perception Surveys. Results are presented from the month #8 (April 2011) and post-test surveys for teens (Table 21) and parents (Table 22). Respondents were asked, "Have you seen or heard any of the following things in your community to encourage parents to make sure their children wear seat belts? (Check all that apply)."

Table 21. Percentage of teens reporting that they were aware of each component during and after the program

	Intervention		Control	
Component	Month #8 (n=1067)	Post-test (n = 1102)	Month #8 (n=938)	Post-test (n = 974)
Billboards	59.0	53.2	70.5	68.2
Dedicated enforcement	29.4	22.8	20.0	20.5
Messages at local festivals/fairs	23.4	19.2	41.0	53.7
Banners/signs	60.0	53.0	55.8	46.8
Messages from school	39.2	33.8	46.3	27.5
Messages through local sports programs	24.2	20.5	62.1	53.8
Internet (messages, Web sites, etc.)	46.8	40.5	17.9	10.1
Handouts	22.4	19.7	8.4	3.1
Prizes for wearing seat belts	11.8	9.1	21.0	20.8

Table 22. Percentage of intervention parents reporting that they were aware of each component during and after the program

	Intervention		Control	
Component	Month #8 (n=138)	Post-test (n = 152)	Month #8 (n=113)	Post-test (n = 136)
Billboards	78.6	70.4	51.1	58.9
Dedicated enforcement	88.3	86.8	90.2	89.3
Messages at local festivals/fairs	41.1	49.6	25.4	37.7
Banners/signs	72.1	81.3	68.2	70.0
Messages from school	61.4	53.2	1.3	6.8
Messages through local sports programs	37.5	33.3	22.0	33.8
Internet (messages, Web sites, etc.)	71.0	68.0	11.4	9.9
Handouts	48.9	40.7	2.0	15.0
Prizes for wearing seat belts	79.9	66.3	30.6	32.0

Teens' Rankings of Things Most Likely to Get Them to Wear Seat Belts, From Public Awareness/Perception Surveys:

Intervention and control teens were presented nine potentially positive influences on seat belt use and were asked to rank how likely the influences would be to spur them to wear seat belts. The mean rankings from Wave 1 and Wave 3 are presented in Table 23 with 1 being the thing most likely to get them to wear belts and 9 being least likely. There was only one change in the rankings for either group from pre-test to post-test. "Seeing parent wear seat belt" moved from number 9 to number 7 for intervention teens. There were no changes in the control teens' rankings of these influences.

Table 23. Teens' mean rankings of things most likely to get them to wear seat belts

Intervention Pre-Test	Intervention Post-Test	Control Pre-Test	Control Post-Test
1. Having been in a crash or close call	1. Having been in a crash or close call	1. Wanting to be safe	1. Wanting to be safe
2. Wanting to be safe	2. Wanting to be safe	2. Having been in a crash or close call	2. Having been in a crash or close call
3. Seeing law enforcement	3. Seeing law enforcement	3. Knowing it's the law	3. Knowing it's the law
4. Parent reminding you to wear seat belt	4. Parent reminding you to wear seat belt	4. Seeing bad drivers	4. Seeing bad drivers
5. Seeing bad drivers	5. Seeing bad drivers	5. Parent reminding you to wear seat belt	5. Parent reminding you to wear seat belt
6. Knowing it's the law	6. Knowing it's the law	6. Seeing law enforcement	6. Seeing law enforcement
7. Having automatic seat belts	7. Seeing parent wear seat belt	7. Seeing parent wear seat belt	7. Seeing parent wear seat belt
8. Seeing reminder signs	8. Having automatic seat belts	8. Having automatic seat belts	8. Having automatic seat belts
9. Seeing parent wear seat belt	9. Seeing reminder signs	9. Seeing reminder signs	9. Seeing reminder signs

Enforcement of Seat Belt Laws

The JGIA program included an enforcement component, however it should be noted that because Ohio law only allows secondary enforcement of seat belt violations this portion of the program was limited. During the final week of each month, the program's promotional message changed from social norms-based content to enforcement-based content. Additionally, the JGIA program provided funds to law enforcement agencies in Parma, Parma Heights, and Seven Hills for increased enforcement of seat belt violations. The results of that enforcement effort are presented in Table 24.

Table 24. Enforcement of seat belt laws during the demonstration program.

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Hours of enforcement	24	21	14	24	20	29	20	19	23	23	12
Traffic stops	71	55	37	76	75	87	59	93	91	81	56
Traffic stops per enforcement hour	2.96	2.62	2.64	3.17	3.75	3.00	2.95	4.89	3.96	3.52	4.67
Adult seat belt citations	25	14	12	25	25	22	29	35	46	47	31
Target-age teen seat belt citations	1	1	1	1	2	5	0	1	1	1	0

In their monthly reports, officers noted that without primary enforcement it was difficult to enforce seat belt laws (e.g., "Again with seat belt not being a primary offense it is hard enough to get seat belt violations let alone child restraints [13- to 15-year-olds are included in this group]").

Focus group testing of demonstration program in other communities

Seven focus groups were conducted in the communities described in the methods section of this report. Four focus groups were in urban/suburban areas and three focus groups were conducted in rural areas. Each participant was the parent or guardian of at least one 13- to 15-year-old who lived with that parent at least 50 percent of the time. In all, 50 parents participated in the focus groups (14 men and 36 women). The discussion in each session adhered to the discussion guide provided in the appendix and all discussion topics were addressed in each focus group.

The discussion guide was designed to obtain feedback about each component of the program, the program as a whole, elements of the program that would and/or would not work in the focus group participants' communities, modifications that would work in their communities, and identification of community groups most likely to successfully operate a program like this in their communities. The focus group discussion guide used to present the program to participants is included in the appendix.

The digital recordings of the focus group interviews accompanying field notes were transcribed and entered into coding tables for data management. The transcribed interviews were analyzed using an open, focused coding process (Strauss & Corbin, 1998). Codes (i.e. summary terms using the words of the respondent) were assigned through a line-by-line, cross-interview analysis of the raw data. From the codes, focused code categories that exemplified specific themes that emerged from the data were developed. Using a method of constant comparison (Strauss & Corbin, 1998), these coding categories and themes were revised and refined based on an examination of internal and external homogeneity (Patton, 2001).

The emergent themes were consistent across all focus groups regardless of the each group's state or urban/rural designation. Therefore, the highest level themes were combined from all groups and are presented below.

Note: parents in every group felt very strongly that in order to be successful in their communities, the program should be expanded to target teens as well as parents. This sentiment appears throughout the themes below.

Program Message:

Just Get It Across theme

- The reaction to the *Just Get It Across* theme was largely positive.
- Several found the message to be more positive than *Click It or Ticket* and thought that it was appropriate for the target population.
- Parents also felt that this message was intended for drivers and passengers whereas some mentioned that they tend to think of *Click It or Ticket* as a message just intended for drivers.

- Parents felt the message being conveyed .was intended to encourage them to lead by example, to get the message of wearing seat belts across to their teens and to wear seat belts themselves as well as encourage their teens to wear seat belts.
- Several parents in each group liked that the message works on two levels (getting belts fastened across bodies and getting the seat belt encouragement message across to teens) while at least one parent in each group found the message to be too complex.
- At least one parent in each group did not feel it was clear who the target audience of *Just Get it Across* was and had difficulty interpreting the intended message of the theme without assistance.

Just Get It Across logo

- Most parents struggled interpreting the logo.
    - It was not clear to several parents that the bodies were intended to be a parent and child. Many thought the bodies were either intended to be two adults or two children.
    - Several thought the discussion bubble was a letter "Q" and were confused by it.
    - Several parents did not notice the seat belt and did not know what they were supposed to get across. The inclusion of "Insist on Seat Belts" in some versions of the logos solved that problem for all parents who had been confused.
- Most parents did not like the color scheme of the logo.
    - Parents did not think the logo would catch their attention and encouraged using brighter and bolder colors. Red was the color suggested most often.
- Most parents in every group thought this message would be effective in their communities but only if the program was expanded to included teens and parents together.
    - Parents very strongly felt that in this age group in particular, that teens are starting to strive for increasing independence and that including them in this program would be a way for them to start demonstrating responsibility to their parents.
    - Parents felt that targeting teens and parents would increase the effectiveness in their communities and it would increase opportunities to get more individuals and groups actively involved.
    - That teens and parents alike should be targeted by the program and both should be charged with making sure that every person in every vehicle they ride in is belted.

    - Parents were concerned that without targeting teens, the teens might wear seat belts when riding with parents but not with others. If teens were involved with the program, parents thought there would be an increased chance that teens would make sure they and everyone else was buckled every trip.
    - Parents did not feel that parents should be dropped as targets but that additional messaging and activities targeted toward teens should be added to broaden the appeal and effectiveness of the program in their communities.
- A small portion of participants thought the "Insist on Seat Belts" text on some versions of the logo was too intrusive and telling parents "what to do with their kids." Most felt this text added appreciated clarity and were not offended by it.

Methods of Promoting the Program:

Parenting styles

- To add some fun and show examples of how parents "Just Get It Across", some promotional materials were created showing how the seat belt message can be delivered using different parenting styles. Examples of the parenting styles were presented to the focus group parents and included: The Silent Enforcer; The Guilt Giver; The Catchphraser; The Helicopter; The Go-Go-Goer; The Militant Mom/Sergeant Dad.
- Several parents thought this was fun but few thought it would lead them to visit the Web site, be more engaged in the program or ultimately increase seat belt use in their community.

Just Get It Across club

- Parents were mixed on how likely they felt they or others in their communities would be to join the club.
- Most thought that the opportunity to win prizes was essential to encouraging membership in their communities.
- Parents thought club membership would benefit greatly from including teens. They felt teens would be more responsive to the prizes for joining and the opportunities to win prizes by demonstrating seat belt use and encouraging others to participate.
- Many parents were skeptical that being a member of the club alone would be enough to increase seat belt use, without ongoing club activities/contests specifically designed to encourage seat belt use, but some thought membership alone would promote more seat belt use.
- Some parents wondered if the parents that would be likely to join the club are likely those that are already promoting belt use and wondered how resistant parents could be reached and encouraged to promote seat belt use. This is something they struggle with often with other activities like increasing parent participation in PTA/PTSA and booster groups. They were skeptical that prizes and the current promotion efforts would work with resistant parents.

Web site

- Few parents thought they or other parents in their communities would be likely to visit the Web site. They are busy and didn't think a Web site about seat belt use would be enough to catch their attention and would likely be too static to encourage repeat visits.
- Parents thought the use of Facebook and other social media would be more effective and that status updates could be used to regularly reach parents with new information to keep the program "fresh" and parents engaged.
- Parents were torn on how to promote the web address to increase the likelihood they would visit the site. Parents are increasingly distrustful of links received via email or banner ads on other Web sites. They would be more likely to click on a link in an email from their child's school or in an online article/press release. However, they are also not likely to remember or take the time to type the url into a web browser from seeing it on printed material.
    - Several thought that the justgetitacross.org Web address was memorable and would help parents seek it out when online.

Letter – Direct mailing

- Most parents said that they dispose of most direct mailing without opening them and did not think this would be a good way to reach parents in their communities.
- Mailings from the school are more likely to catch their attention.

Program displays in windows or display cases

- Rural parents split from other parents here.
    - Urban/suburban parents thought if the display was bright and included some element to catch their attention they would be likely to stop and view it inside schools or shopping centers. They did not think parents would stop to view an outdoor display.
    - Rural parents did not feel there were many options for such a display in their community and when they go to larger communities for shopping or other errands, their trips are purposeful and they said they would not take the time to view a display like this.

Table or booth

- Participants thought parents would be likely to visit a table or booth at a school activity, community fair, or sporting event where parents would likely be for a period of time and would have spare time.
- Vivid displays, "piles of prizes," and a friendly table staffer were thought to be essential.
- Parents strongly felt that school sporting events were the best events to attend because they are often the biggest draw in the community (high school football games were mentioned most often).

Incentives to use seat belts

- Parents liked the incentives to use seat belts that were used in the JGIA program and felt they would be effective in their communities.
- Parents particularly liked the competitions, which included a mix of competing against other groups and opportunities for each group to earn prizes by meeting a goal assigned to their group.
- Parents strongly felt this was another area where it was important to include teens in the program to take advantage of school pride and to leverage the power of influential teens to increase participation by others.
- Parents thought it was important to offer a mix of prizes targeted for parents, teens, and groups to keep the incentive fresh and attractive.

Overall program

- Overall, parents thought seat belt use by this age group is important and that parents should be making sure their teens were wearing belts.
- The overall response to this program was favorable but parents strongly felt it would only be successful in their communities if teens were targeted in addition to parents.
    - Parents thought this could most effectively be accomplished through the schools with teens being introduced to the program through their schools and charged with taking materials home and getting their parents involved.
- Parents were very concerned about the resources it would likely take to run a program like this and did not think any single organization in their community would likely be able to run it alone.
    - Most were able to identify several organizations that would likely be interested in running a program like this but could not identify any that would have the resources to do so.

The enforcement component of JGIA

- The response to every aspect of the enforcement component of this program was largely negative.
    - Parents thought it detracted from the positive and cooperative feeling of the rest of the program.
    - Parents thought *Click It or Ticket* already provided a successful enforcement program and they didn't think parents would tolerate another one.

Conclusions and Recommendations

Through this independent evaluation UMTRI sought to determine the effects of Rainbow Babies' demonstration program designed to use parental influence to increase and maintain seat belt use by target-age teens. Per the task order for this project, the evaluation was designed to address specific research objectives and to answer the four key research questions posed by NHTSA. Additionally, UMTRI examined the program's performance toward Rainbow Babies' two program goals and presented the program to parents in other areas of the country to determine the program's appeal beyond the demonstration community.

The *Just Get It Across* program encouraged parents to insist on seat belt use by their 13- to 15-year-old teens. Program messaging and encouragement was delivered to parents through a program Web site, a broad range of promotional activities, and various forms of advertising in the intervention community. Additionally, the program attempted to actively engage parents in promoting seat belt use by their teens through a program club for parents and opportunities to earn prizes by demonstrating teen seat belt use. Overall, the promotional efforts appeared to strive for three actions by parents: (1) visit the program Web site; (2) join the program's parent club; (3) encourage teens to wear seat belts.

The program established a comprehensive promotion plan as shown in Tables 5 to 11 that attempted to reach parents of 13- to 15-year-old teens in many modes and venues. The program's key partnership was with local schools but the program adapted its outreach efforts during the summer months to continue to reach parents. The program's administration required several resources each month including considerable staff-time to staff promotional events, and funds for promotional materials and advertising.

New promotional methods were introduced throughout the program but the introduction of new methods was not structured to allow evaluation of the contribution made by individual components.

During the program period there were 1,370 visits to the Web site with an average of 114.2 visits per month. New club memberships peaked in July 2011 with 121 new members and were lowest in April 2011 with 2 new members. Based on Rainbow's estimate of the number of 7th-10th grade students at the school targeted by program promotion efforts, approximately 9.4 percent of targeted parents joined the program club. The participation rate nearly reached the program's goal of 10 percent. As mentioned earlier, the estimated number of eligible parents used to calculate this rate was conservative and likely over-estimated the number of eligible parents and thus under-estimated the rate of parents who participated the JGIA parent club. This is a modest response given the extensive promotional effort conducted steadily over a twelve-month period and the considerable amount of resources expended. For example, JGIA staff conducted 84 promotional events with an average of 7 events per month. Each event required staff time and promotional materials and prizes were distributed at every event. Additionally, $16,254 was spent to advertise the program on radio, television, billboards, buses, online and in newspapers with an average of $1,354 spent per month.

Knowledge of Ohio seat belts laws was reasonably high prior to the start of the program for intervention teens and parents. Although changing knowledge was not a program goal, knowledge increased during the program for intervention teens on two of the measures examined but did not increase for intervention parents.

The ultimate key behavioral outcomes the JGIA program attempted to achieve were increased seat belt use by teens and increased parent reminders to teens to wear seat belts. Observed seat belt use increased during the program for target-age teens and parents in the intervention community. However, belt use also increased in the control community. It is not possible to rule out the possibility of JGIA message crossover from Parma to Lorain despite the effort to avoid

that during the community selection process. Target-age Lorain residents may have been exposed to program components that inadvertently reached Lorain or by traveling in the Parma area. Though not originally planned, JGIA radio advertisements were added to the promotional effort and aired from June-August 2011 (Table 9) on radio stations shared by Parma and Lorain. Additionally, seat belt promotion programs independent of JGIA were conducted in the Lorain area during the evaluation period. The Lorain County Safe Community Coalition (LCSCC) conducted two installments of its ongoing Lorain County Buckle-Up Bowl during the evaluation period (Fall 2010 and Spring 2011). The program is available to all high schools in Lorain County and includes a one-month seat belt use promotion program and a competition among participating high schools for the highest overall seat belt use and for the greatest improvement in seat belt use. High schools serving students in Lorain, Amherst, Elyria, and Sheffield Village participated in the fall 2010 program and high schools serving Lorain, Elyria, and Sheffield Village participated in the spring 2011 program. Those four communities were included in the observation area for Lorain in this evaluation. The spring 2011 program was promoted in an article in a Lorain area newspaper that included tips for parents including, "Insist on seat belts. Everyone should buckle up on every trip, every time." The LCSCC also regularly conducts an active promotion campaign during *Click It or Ticket* that includes earned and paid media and prize patrols at local fast food restaurants (*Buckle Up for Burgers*). Finally, in fall 2010 and spring 2011, the LCSCC partnered with Health Promotion and Behavior Change students at Lorain Community College to conduct a seat belt promotion program at the community college. According to information provided by the LCSCC, passenger seat belt use at the community college increased 10 percent (from 59% to 69%) during the fall 2010 campaign and 15 percent (from 58% to 73%) during the Spring 2011 campaign. While the target population of that program differed from this evaluation, the program presented another opportunity for raised awareness of seat belt use within the Lorain community. It is unknown the extent to which message crossover from the JGIA program or the effects of unrelated seat belt promotion programs within Lorain confounded the results of this evaluation.

Self-reported seat belt use among teens increased during the program. Teen-reported parental checking of teen seat belt use did not change but teen-reported parent reminders to wear seat belts increased. Parent self-reported seat belt use and monitoring of teen seat belt use was high before the program started and did not change during the program.

The JGIA program consisted of a monthly cycle of three weeks of social norms messaging and one week of enforcement messaging with high-profile enforcement. That cycle continued throughout the 12-month program period without a break in messaging of one form or the other. Given the large increase in observed seat belt use during the evaluation period, a reasonable research question would be to determine the relative contributions of the social norms component versus the enforcement component to the increased seat belt use. Unfortunately, it is not possible to determine this with only the four waves of seat belt use observations collected. To ensure consistency between waves, all four were conducted at times to avoid ongoing or immediately completed JGIA and *Click It or Ticket* enforcement campaigns therefore no data were collected reflecting the immediate effects of enforcement. Further, given the program design it would not have been feasible to collect adequate data to answer this question. Multiple waves of seat belt observations would be needed immediately after the conclusion of social norms phases and enforcement phases. Because the program went directly from social norms

phases into enforcement phases and from enforcement phases into social norms phases without a pause in the program, there was no opportunity to conduct a seat belt wave that measured the effects of one phase without being confounded by the concurrent running of the other phase. Further, given Ohio's status as a secondary enforcement state for seat belt violations it would likely be difficult to detect effects from an enforcement-based component as suggested by the low number of citations issued during the JGIA high-profile enforcement periods (Table 24) and the feedback from the participating officers that enforcement was challenging.

Focus group testing of the program message and components in other communities resulted in a largely favorable response to the program. However, parents strongly felt that the program should be expanded to include teens and were concerned that the program required too many resources to be administered by groups in their communities. The focus groups were conducted in a range of urban, suburban, and rural communities and the feedback about this program was reasonably consistent across groups.

Several limitations should be considered in reviewing this evaluation. First, there were several differences between the intervention and control communities and in the observed and self-reported behaviors of parents and teens at baseline which makes comparison between the groups over time difficult. Second, individual program participants were not identified or followed in this evaluation. The data collected were from convenience samples in a repeated cross sectional design. The group called intervention participants in this evaluation are from the intervention community but it is not known if they participated in the demonstration program. Finally, the demonstration components were not introduced in a phased or gradual roll out therefore it was not possible in this evaluation to determine the individual contribution of any one component.

In all, the Just Get It Across program consisted of a broad promotional effort aimed at encouraging parents to promote seat belt use by their 13- to 15-year-old teens. While fewer than 10 percent of targeted parents joined the program club, there was an increase in teens' knowledge of seat belt laws, observed seat belt use by teens and parents, self-reported seat belt use by teens, and teen-reported reminders from parents to wear seat belts. Those findings suggest modest positive program effects but any interpretations should be considered along with the finding that observed seat belt use for teens and parents also increased in the control community. Focus group testing of the program in other communities suggested that this program could be positively accepted and successful in other communities however parents did suggest some key changes and expressed concerns about the extent of resources needed to operate a similar program in their communities.

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Appendix A: Direction Observation Site Schedule

PARMA - Observer 1

Thursday, April 22, 2010

Sites: 01, 17, 23, 12

Travel to site **01 – School**	
7:10 – 7:40 Observation time	**Parma High School, 6285 W 54th St, Parma, OH 44129**

Break

Travel to site **17 – Fast food**	
2:30 – 3:30 Observation time	**Taco Bell - 1075 West Pleasant Valley Rd, Parma, OH**

Travel to site **23 – Shopping center/Grocery store**	
3:45 – 4:45 Observation time	**Giant Eagle - 7400 Broadview Rd, Cleveland, OH 44134-5718**

Travel to site **12 – Fast food**	
5:00 – 6:00 Observation time	**McDonald's - 1300 W Pleasant Valley, Parma, OH 44134**

End of the Day

PARMA - Observer 1

Friday, April 23, 2010

Sites: 02, 09, 29, 14

Travel to site **02 – School**	
7:10 – 7:40 Observation time	**Valley Forge High School, 9999 Independence Blvd, Parma Heights, OH 44130**

Break

Travel to site **09 – Fast food**	
2:30 – 3:30 Observation time	**McDonald's - 5301 Pearl Rd, Parma, OH 44129**

Travel to site **29 – Shopping center/Grocery store**	
3:45 – 4:45 Observation time	**Walmart - 10000 Brookpark Road, Cleveland, OH 44130-1102**

Travel to site **14 – Fast food**	
5:00 – 6:00 Observation time	**Taco Bell - 7424 Brookpark Rd, Cleveland, OH 44129**

End of the Day

PARMA - Observer 1

Saturday, April 24, 2010

Sites: 21, 24, 13

Travel to site **21 – Fast food**	
12:45 – 1:45 Observation time	**Wendy's - 6970 Ridge Rd, Cleveland, OH 44129-5629**

Travel to site **24 – Shopping center/Grocery store**	
2:15 – 3:15 Observation time	**Giant Eagle - 7939 Day Drive, Parma, OH 44129-5606**

Break

Travel to site **13 – Fast food**	
4:30 – 5:30 Observation time	**Taco Bell - 7475 Day Dr, Parma, OH, 44129**

End of the Day

PARMA - Observer 1

Sunday, April 25, 2010

Sites: 10, 28, 30

Travel to site **10 – Fast food**	
12:45 – 1:45 Observation time	**McDonald's - 10400 W Sprague Rd, Parma, OH 44130**

Travel to site **28 – Shopping center/Grocery store**	
2:15 – 3:15 Observation time	**Walmart - 8303 West Ridgewood Drive, Cleveland, OH 44129-5524**

Travel to site **30 – Shopping center/Grocery store**	
3:30 – 4:30 Observation time	**Kmart - 7700 Brookpark Road, Brooklyn, OH 44129**

End of the Day

PARMA - Observer 1

Monday, April 26, 2010

Sites: 04

Travel to site **04 – School**	
7:40 – 8:10 Observation time	**Greenbriar Middle School, 11810 Huffman Rd, Parma, OH 44130**

Return to hotel for debriefing

PARMA – Observer 2

Thursday, April 22, 2010

Sites: 03, 15, 22, 08

Travel to site **03 – School**	
7:10 – 7:40 Observation time	**Normandy High School, 2500 W Pleasant Valley Rd, Parma, OH 44134**

Break

Travel to site **15 – Fast food**	
2:30 – 3:30 Observation time	**Taco Bell - 5780 Broadview Rd, Parma, OH**

Travel to site **22 – Shopping center/Grocery store**	
3:45 – 4:45 Observation time	**Giant Eagle - 1825 Snow Road, Cleveland, OH 44134-2722**

Travel to site **08 – Fast food**	
5:00 – 6:00 Observation time	**McDonald's - 2200 Snow Rd, Parma, OH 44134**

End of the Day

PARMA – Observer 2

Friday, April 23, 2010

Sites: 05, 20, 25, 11

Travel to site **05 – School**	
7:10 – 7:40 Observation time	**Hillside Middle School, 1 Educational Park Dr, Seven Hills, OH 44131**

Break

Travel to site **20 – Fast food**	
2:30 – 3:30 Observation time	**Wendy's - 6530 Pearl Rd, Cleveland, OH 44130-3815**

Travel to site **25 – Shopping center/Grocery store**	
3:45 – 4:45 Observation time	**Giant Eagle - 6869 Southland Drive, Cleveland, OH 44130-3608**

Travel to site **11 – Fast food**	
5:00 – 6:00 Observation time	**McDonald's - 6421 Pearl Rd, Parma Heights, OH 44130**

End of the Day

PARMA – Observer 2

Saturday, April 24, 2010

Sites: 16, 27, 07

Travel to site **16 – Fast food**	
12:45 – 1:45 Observation time	**Taco Bell - 6698 Pearl Road, Parma Heights, OH**

Travel to site **27 – Shopping center/Grocery store**	
2:15 – 3:15 Observation time	**Target - 6850 Ridge Road, Cleveland, OH 44129-5627**

Break

Travel to site **07 – Fast food**	
4:30 – 5:30 Observation time	**McDonald's - 7505 Day Dr, Parma, OH 44129**

End of the Day

PARMA – Observer 2

Sunday, April 25, 2010

Sites: 19, 26, 18

Travel to site **19 – Fast food**	
12:45 – 1:45 Observation time	**Wendy's - 5740 Broadview Rd, Cleveland, OH 44134-1602**

Travel to site **26 – Shopping center/Grocery store**	
2:15 – 3:15 Observation time	**Save-A-Lot - 2210 Brookpark Road, Cleveland, OH 44134-1527**

Break

Travel to site **18 – Fast food**	
4:30 – 5:30 Observation time	**Wendy's - 6330 Brookpark Rd, Cleveland, OH 44129-1219**

End of the Day

PARMA – Observer 2

Monday, April 26, 2010

Sites: 06

Travel to site **06 – School**	
7:10 – 7:40 Observation time	**Shiloh Middle School, 2303 Grantwood Dr, Parma, OH 44134**

Return to hotel for debriefing

LORAIN - Observer 3

Thursday, April 22, 2010

Sites: 31, 38, 60, 40

Travel to site **31 – School**	
7:10 – 7:40 Observation time	**Admiral King High School, 2600 Ashland Ave, Lorain, OH 44052**

Break

Travel to site **38 – Fast food**	
2:30 – 3:30 Observation time	**McDonald's - 3220 Oberlin Ave, Lorain, OH 44052**

Travel to site **60 – Shopping center/Grocery store**	
3:45 – 4:45 Observation time	**Kmart - 5350 Leavitt Road, Lorain, OH 44053**

Travel to site **40 – Fast food**	
5:00 – 6:00 Observation time	**McDonald's - 500 Leavitt Rd, Amherst, OH 44001**

End of the Day

LORAIN - Observer 3

Friday, April 23, 2010

Sites: 32. 49, 56, 50

Travel to site **32 – School**	
7:10 – 7:40 Observation time	**Clearview High School, 4700 Broadway, Lorain, OH 44052**

Break

Travel to site **49 – Fast food**	
2:30 – 3:30 Observation time	**Subway - 301 East Erie Avenue, Lorain, OH 44052-2052**

Travel to site **56 – Shopping center/Grocery store**	
3:45 – 4:45 Observation time	**Save-A-Lot - 2222 Fairless Drive, Lorain, OH 44055-3533**

Travel to site **50 – Fast food**	
5:00 – 6:00 Observation time	**Subway - 2217 East 42nd Street, Lorain, OH 44055-3501**

End of the Day

LORAIN - Observer 3

Saturday, April 24, 2010

Sites: 46, 55, 39

Travel to site **46 – Fast food**	
12:45 – 1:45 Observation time	**Wendy's - 604 North Leavitt Road, Amherst, OH 44001**

Travel to site **55 – Shopping center/Grocery store**	
2:15 – 3:15 Observation time	**Save-A-Lot - 1965 Cooper Foster Park Rd, Amherst, OH 44001-1207**

Break

Travel to site **39 – Fast food**	
4:30 – 5:30 Observation time	**McDonald's - 6400 Middle Ridge Rd, Lorain, OH 44053**

End of the Day

LORAIN - Observer 3

Sunday, April 25, 2010

Sites: 44, 53, 57

Travel to site **44 – Fast food**	
12:45 – 1:45 Observation time	**Taco Bell - 5218 Detroit Rd, Elyria, OH**

Travel to site **53 – Shopping center/Grocery store**	
2:15 – 3:15 Observation time	**Giant Eagle - 320 Market Drive, Elyria, OH 44035-2887**

Travel to site **57 – Shopping center/Grocery store**	
3:30 – 4:30 Observation time	**Target - 240 Market Drive, Elyria, OH 44035-2886**

End of the Day

LORAIN - Observer 3

Monday, April 26, 2010

Sites: 34

Travel to site **34 – School**	
8:30 – 9:00 Observation time	**General Johnnie Wilson Middle School, 2700 Washington Ave, Lorain, OH 44052**

Return to hotel for debriefing

LORAIN – Observer 4

Thursday, April 22, 2010

Sites: 33, 45, 54, 42

Travel to site **33 – School**	
7:00 – 7:30 Observation time	**Southview High School, 2270 East 42nd St, Lorain, OH 44055**

Break

Travel to site **45 – Fast food**	
2:30 – 3:30 Observation time	**Wendy's - 1410 Colorado Avenue, Lorain, OH 44052-3324**

Travel to site **54 – Shopping center/Grocery store**	
3:45 – 4:45 Observation time	**Giant Eagle - 4660 Abbe Road, Sheffield Vlg, OH**

Travel to site **42 – Fast food**	
5:00 – 6:00 Observation time	**McDonald's - 5250 Detroit Rd, Sheffield Village, OH 44035**

End of the Day

LORAIN – Observer 4

Friday, April 23, 2010

Sites: 35, 47, 59, 41

Travel to site **35 – School**	
8:30 – 9:00 Observation time	**Longfellow Middle School, 305 Louisiana Ave, Lorain, OH 44052**

Break

Travel to site **47 – Fast food**	
2:30 – 3:30 Observation time	**Wendy's - 558 Griswold Road, Elyria, OH**

Travel to site **59 – Shopping center/Grocery store**	
3:45 – 4:45 Observation time	**Walmart - 149 Midway Boulevard, Elyria, OH 44035-2780**

Travel to site **41 – Fast food**	
5:00 – 6:00 Observation time	**McDonald's - 661 Griswold Rd, Elyria, OH 44035**

End of the Day

LORAIN – Observer 4

Saturday, April 24, 2010

Sites: 51, 52, 43

Travel to site **51 – Fast food**	
12:45 – 1:45 Observation time	**Subway - 2273 Kresge Drive, Amherst, OH 44001-1243**

Travel to site **52 – Shopping center/Grocery store**	
2:15 – 3:15 Observation time	**Giant Eagle - 2223 Kresge Drive, Amherst, OH 44001-1243**

Break

Travel to site **43 – Fast food**	
4:30 – 5:30 Observation time	**Taco Bell - 940 North Leavitt Road, Amherst, OH 44001**

End of the Day

LORAIN – Observer 4

Sunday, April 25, 2010

Sites: 37, 58, 48

Travel to site **37 – Fast food**	
12:45 – 1:45 Observation time	**McDonald's - 1725 Henderson, Lorain, OH 44052**

Travel to site **58 – Shopping center/Grocery store**	
2:15 – 3:15 Observation time	**Target - 8000 Oak Point Road, Amherst, OH 44001**

Break

Travel to site **48 – Fast food**	
4:30 – 5:30 Observation time	**Subway - 3360 Oberlin Avenue, Lorain, OH 44053-2754**

End of the Day

LORAIN – Observer 4

Monday, April 26, 2010

Sites: 36

Travel to site **36 – School**	
8:30 – 9:00 Observation time	**Whittier Middle School, 3201 Seneca Ave, Lorain, OH 44055**

Return to hotel for debriefing

Appendix B: Direction Observation Training Manual

Direct Observation of Tween Safety Belt Use

Training Manual – April 2010

University of Michigan
Transportation Research Institute
Behavioral Sciences Group
2901 Baxter Rd., Ann Arbor, MI 48109-2150
[redacted]

Table of Contents

Introduction

The primary purpose of this study is to observe the seat belt use of 13- to 15-year-old (target age) occupants of passenger cars, vans/minivans, sport-utility vehicles, and pickup trucks. Data collection for this study will take place in the communities of Parma and Lorain. These areas have been chosen to provide data for evaluating a demonstration program designed to increase belt use of 13- to 15-year-olds. Data collection will take place at businesses that are often frequented by our target age group (schools, fast food restaurants, and shopping centers/grocery stores), to allow for the highest possible number of observations of these teens.

Study protocols for observation of seat belt use are described in this manual. Relevant University of Michigan administrative policies and procedures are also included.

Adherence to study protocols is critical to ensure reliability in the data collection process. In order to maintain consistency among observers, the study is designed to minimize the number of decisions you must make in the field. When decisions are required, specific guidelines are provided for you to follow.

If you have any suggestions for improving the training or data collection process, please save them until the end of the study. There will be individual debriefing sessions to evaluate your training and field experience after data collection has been completed.

Administrative Policies and Procedures

Administrative Policies and Procedures

Bi-Weekly Time Log

Each observer is responsible for completing a *Bi-Weekly Time Log* (see example on page (3). Record your name and the weeks covered by the log. Then, for each day, record your start time and end time. Your start time will begin with your preparations for leaving for the field. This might involve such activities as checking and loading supplies, maps, etc. Meal breaks are unpaid - meaning on your own time.

Daily Expense Log

Each observer is responsible for completing a *Daily Expense Log* (see example on page (4). It is important that this log be filled out accurately with times and expenses, and that you **keep all receipts for your expenses**. Turn logs in daily whenever possible. This will allow us to check them and find any errors as early as possible.

Mileage Reimbursement Log

Each observer is responsible for completing a *Mileage Reimbursement Log* (see example on page (5). In order to be properly reimbursed for mileage, it is important that this log be filled out accurately with dates and total miles driven. The current business mileage reimbursement rate is 50 cents per mile.

Bi-Weekly Time Log

Employee: Renée St. Louis Project #: 062409

NOTE: Please write in pencil.

Weeks of: 4 / 18 /2010 to 5 / 1 /2010

DAY	DATE	Time In	Time Out	SUBTOTAL HOURS	Time In	Time Out	SUBTOTAL HOURS	TOTAL HOURS
SUN								
MON								
TUE	4/20	9:00	5:00	8				8
WED	4/21	9:00	5:00	8				8
THU	4/22	6:30	8:15	1hr 45min	2:15	6:00	3hr 45min	5hr 30min
FRI								
SAT								
SUN								
MON								
TUE								
WED								
THU								
FRI								
SAT								

Daily Expense Log

EMPLOYEE:_____ DATE__/__/2010

PROJECT #:____062409____

Describe expense _____ $____

Describe expense _____ $____

Describe expense _____ $____

TOTAL $____

IMPORTANT: EXPENSES CAN ONLY BE REIMBURSED IF A RECEIPT IS INCLUDED. SAVE AND ATTACH ALL RECEIPTS FOR EVERY EXPENSE!

Attach
receipts
here.

Mileage Reimbursement Log

Employee:_____ Project #: 062409

Date	Starting Mileage	Ending Mileage	Total

Field Procedures

Field Procedures

There are three types of sites in this study: schools, shopping centers/grocery stores, and fast food restaurants. These sites have been selected because they have a higher concentration of target-age (13- to 15-year-old) teens than other locations. In order to maximize our chances of observing target-age teens, observations at these sites are scheduled to coincide with the busiest times. Schools will always be observed during the morning drop-off period; exact times will vary by school, but will begin at the time at which teens can enter the building, and end 10 minutes following the morning late bell. Shopping centers/grocery stores will be observed after area schools have dismissed target-age teens, but before the dinner hour. Fast food restaurants will be observed during the dinner hour. No observations will take place at schools during the weekend days. However, at shopping centers/grocery stores and fast food restaurants, weekend observations will take place with the schedule reflecting appropriate observation times.

Details for collecting data at each site are described in this section of the manual. For now, it is important to understand the general steps that need to be followed to collect data at each site. They are:

1. Travel to the first/next site in your schedule for the day.

2. Determine where to stand to conduct observations.

3. Record the site number, date, and start time; observe vehicles, and record data using the appropriate *Tween Form* file for the time period scheduled.

4. End the site and move the data from the device to the SD card.

5. After the last site of the day, check supplies and observer schedule for the next work day.

The next few pages explain each step in detail. The details will also include any other study protocols which must be adhered to in order to ensure quality data collection and consistency among observers.

1. Travel to the first/next site in your schedule for the day.

If it is the first site of the day:

- It is important that you begin each day of observations *at the start time scheduled for the first site*. Our goal is to observe the school during its morning drop-off period. Each school has been contacted to determine when students are allowed to enter the building and when the late bell rings, with observations centered around these times. As such, it is important to be at the site on time. Give yourself enough time for travel, taking into account possible construction or traffic. After the first site, the observation times given are guidelines.

After the first site:

- Travel time has been taken into account in making up this schedule. However, experience has shown us that unexpected travel delays due to traffic, road construction, missing road signs, trains, etc., can keep you from starting observations at the scheduled times.

- All observations are to be **completed** before dark. If delays keep you from completing observations at sites scheduled for a particular day before dark, contact Renée or Jennifer to determine what you should do.

If you arrive at any site early:

- If you arrive at any site early, do not begin observations until the time scheduled for that site. If you should fall behind schedule, continue observing sites in the order listed on the schedule even though you may end up observing some sites later than scheduled.

Parking:

- Do not use the parking lot of the establishment that is the site, even if this means that you have to walk a short way from the parking area to the site. It is also important that you do not park where traffic will be obstructed.

2. Determine where to stand in order to conduct observations.

Our goal in this study is to observe as many target-age teens as possible at each site. For most of the sites there will be several entrances. You should take a moment to determine which entrances are most likely to be used, and position yourself at the main or potentially busiest entrance.

You should stand near the curb on the *public* sidewalk or grass area next to the site entrance. In order to get the best angle of view into the vehicle, stand on the left side of the entrance (when viewed from the business) so that you can look into the passenger-side of vehicles as they enter sites.

3. Record the start time and date, observe vehicles, and record data.

The *Tween Form* will be used to gather seat belt use information for target-age passengers and driver seat belt information, as well as demographic information.

- Before you begin gathering data, make sure that you have opened the appropriate *Tween Form* file in HanDBase.

- Record the site number, start time, and date (although the buttons appear on the "Main" screen for every vehicle for which you collect data, you only need to enter these data for the first one).

- Observe vehicles for target-age teens. For each vehicle with at least one target-age teen (13- to 15 years of age), record the driver's belt use, sex, age and cell phone use; all target-age passengers' restraint use and sex; and the vehicle type and commercial status using the appropriate *Tween Form* file in HanDBase. Complete recording data for one vehicle before going on to the next. Continue this process throughout the observation period.

- If you are unsure of whether the driver or target-age passenger is restrained, use your best judgment and tap the appropriate category. Do not leave blank. We realize that there will be situations in which you will not be 100 percent sure of what you are seeing in the car. Research shows that people can still make accurate judgments under conditions of less than 100 percent certainty. Therefore you are to make your best judgment even when you are not completely certain. If you cannot see ***anything*** in the car (because of completely darkened windows, etc.), then you have no information on which to make your judgment and you should go on to the next car.

- At the end of the observation period, record the end time and any comments related to the site.

The following page explains in detail each category of data that you will be collecting. These data will be recorded using the *Tween Form*. Again, specific instructions for collecting data using the electronic *Tween Form* file are included later in the manual.

Observation Form Categories:

- **Site Information categories** are as follows:
  - **Site number**: record the number of the site at which data is being collected. The number should be between 01-60
  - **Date:** enter the actual date on which observations take place
  - **Start time:** enter the actual start time for observations
  - **End time:** enter the actual end time for the observations
  - **Comments:** enter any comments that pertain to traffic flow or potential problems at the site

- **Driver categories** are as follows:
  - **Belt Use:**
    - **Not Belted:** the driver is not restrained by a shoulder belt
    - **Belted:** the driver is properly restrained by a shoulder belt
    - **B Back:** the driver has the shoulder strap behind his or her back
    - **U Arm:** the driver is restrained by a shoulder strap, but the strap is under the arm
  - **Age:**
    - **16 - 19**
    - **20 - 29**
    - **30 - 59**
    - **60+**
  - **Sex:**
    - **Male**
    - **Female**
  - **Cell Phone:**
    - **Hand-Held:** the driver is using or getting ready to use (ie. dialing) a hand-held cellular phone
    - **Hands-Free:** the driver of the vehicle is conversing on a hands-free cellular phone system (ie. headset, speaker system)
    - **No Cell Phone:** this is the default; the driver is not using a cell phone of any type

NOTE: To mark someone as using a hands-free cellular system, that person must appear to be actively using the system (i.e. talking, gesturing, etc.) at the time of observation. If a hands-free cell phone system is visible, but there is no indication that the person is actively engaged in a

call, do not mark any type of cell phone use. If the person is wearing a hands-free device, but is holding the actual phone to dial, etc., please mark the person as using a hand-held cell phone.

- **Target-Aged Passenger categories** are as follows:
  - **Restraint:**
    - **Belted:** the target-age passenger is properly restrained by a shoulder belt
    - **Not Belted:** the target-age passenger is not restrained by a shoulder belt
    - **B Back:** the target-age passenger has the shoulder strap behind his or her back
    - **U Arm:** the target-age passenger is restrained by a shoulder strap, but the strap is under the arm
  - **Sex:**
    - **Male**
    - **Female**

NOTE: Record the target-age passenger information for ALL target-age passengers by using the button associated with the proper seating positions.

- **Vehicle categories** are as follows:
  - **Passenger Car:** those vehicles that are primarily intended to carry passengers. Includes coupes, sedans, convertibles, and station wagons.
  - **Van/Minivan:** both full size and mini-vans.
  - **SUV:** vehicles such as the Jeep, Lincoln Navigator, Toyota RAV4, Chevrolet Tracker, and Suburban.
  - **Pickup Truck:** full and mini-size trucks having a bed behind the cab.

- **Commercial Vehicle category** is as follows:
  - **Commercial**: the vehicle being observed is used for business purposes and may or may not contain markings or company logos. This classification includes marked or unmarked vehicles with ladders or other tools on it, police/fire vehicles, and state/county/city owned vehicles.
  - **Not Commercial**: this is the default; the vehicle being observed is not used for business purposes and contains no markings or company logos.

Detailed instructions for observing seat belt use at all types of sites

As a vehicle enters a site, look for target-age passengers. If there are no passengers of the appropriate age, then ignore the vehicle. If there is one or more target-age passengers then take note of their restraint use and sex. Then determine the driver's restraint use, sex, age and cell phone use. Record this information into the appropriate places on the *Tween Form* file on the PDA. While this may seem like a lot of information to acquire in a short amount of time, with practice, most of this information can be determined with a quick glance.

Once you have recorded information from one vehicle, record information from the next vehicle you see with target-age teens. If traffic volumes are high, do not worry about getting information from all vehicles. It is better to get complete and accurate information from one vehicle before going onto the next.

People may stop and ask who you are working for or what you are doing. Tell them that you are doing a traffic safety study for the University of Michigan and the National Highway Traffic Safety Administration (NHTSA).

Owners or supervisors of establishments may be concerned by your presence and they may ask you to leave. If so, politely explain the following:

- You are conducting a traffic safety study for the University of Michigan and the National Highway Traffic Safety Administration (NHTSA).
- You are not collecting any identifying information.
- You are not talking to customers or disrupting traffic.
- You are standing on a public right-of-way.
- You may also give them Dr. Eby's business card.
- You may show them the letter of support from UMTRI.

Most people will accept this explanation. If they persist that they do not want you there, then leave and call Renée or Jennifer to explain the situation.

4. End site and move appropriate file to the SD card.

After you have completed the site, move the file to the SD card. This will ensure that the data is secure and will not be lost in case of a PDA failure. See PDA instructions later in the manual for a description of this procedure.

5. After the last site of the day, check supplies and observer schedule for the next work day.

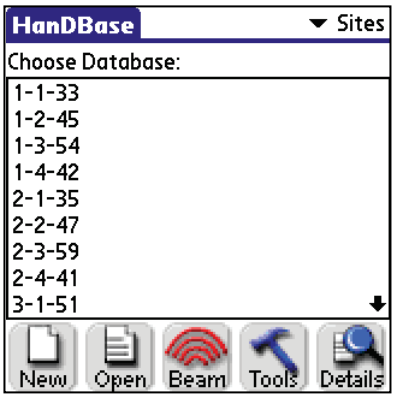
While preparing for the next day, each observer should check their supplies to make sure that there are enough for the next work day. Also check your schedule for the next day to determine what time you have to leave to get to the first site of the day on time. Finally, make sure that your car has been refueled so that you can get to your first site of the day on time.

PDA Instructions

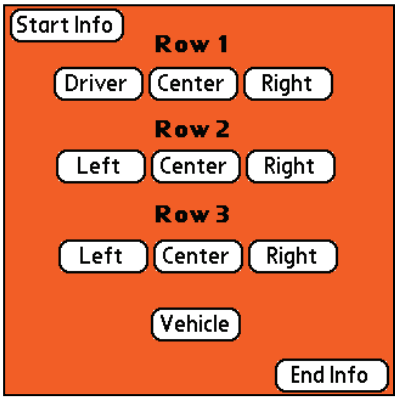
Turn on the PDA. Open HanDBase by tapping on the HanDBase symbol (see below) or using the calendar quick key.

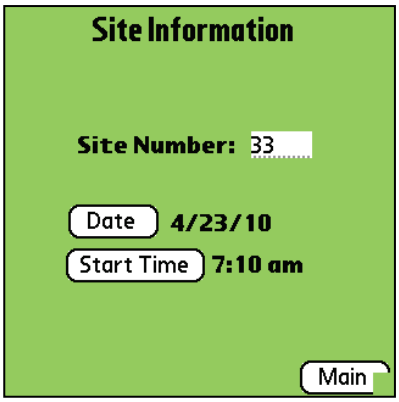
Data collection form instructions

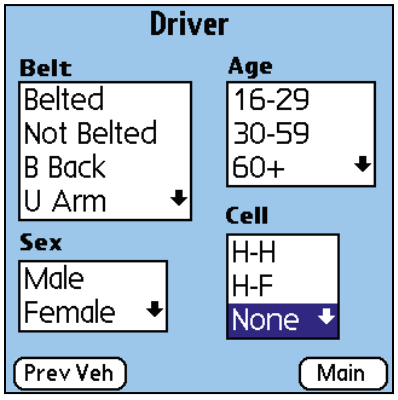
Select the correct site number from the list and open it by tapping the file name to highlight it and then tapping the "open" button (or tapping the file name twice). The sites are named with a number corresponding to the day of the study, the number of the site for the day, and the four-digit site number. This way, the sites are listed in the order they should be done (see example at right).



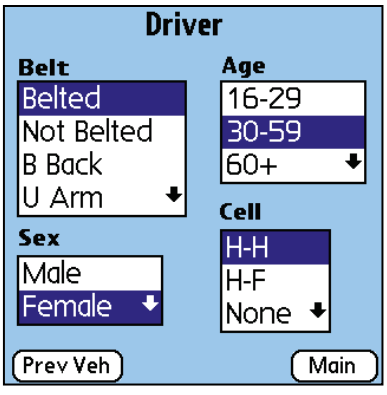
Once the proper file is open, a blank screen will appear similar to the one on the left. To begin entering site data tap the "New" button. Next, tap on the "Main" button (see images below), then tap on "Start Info." Type in the two digit site number, and enter the date and start time. When you are done, tap the "Main" button at the bottom, then tap "Driver" and you are ready to begin collecting data.

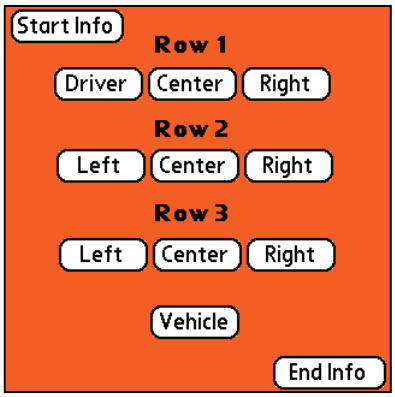


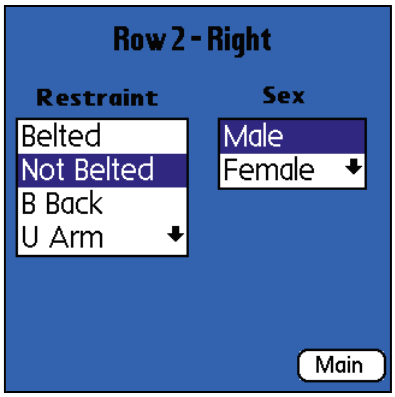




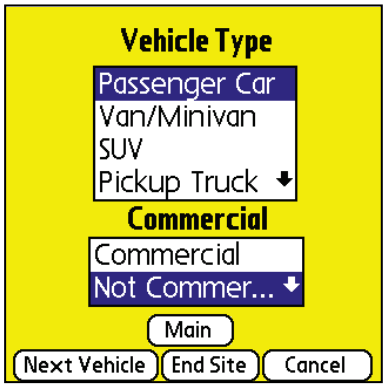
Tap the appropriate categories that correspond to the belt use, sex, age and cell phone use of the driver. Once the driver information has been entered, tap the "Main" button on the bottom right. The "Main" screen shows all 9 of the possible seating positions in a vehicle. Tap the appropriate button that corresponds to the location of the target-age teen in the vehicle. Select the restraint use and sex of the teen, then return to the main screen. If there are more target-age teens in the vehicle, note this by tapping on the corresponding seating locations for each teen and selecting their restraint use and sex.





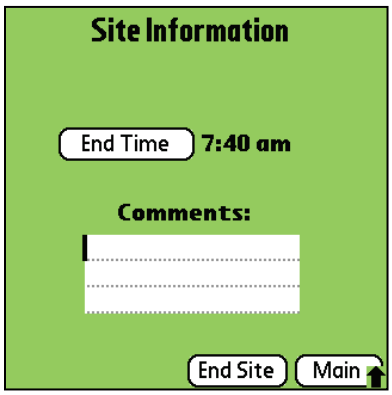


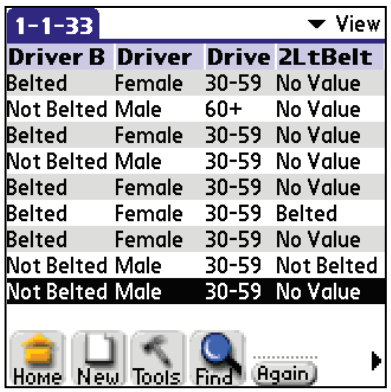
To finish, tap on the vehicle button, and enter the proper vehicle type.



If you need to, you can flip between the any of the screens by tapping on the appropriate button on the main screen. The screens can be done in any order, but you must return to the vehicle screen or end info screen to submit the data, or the vehicle screen to cancel. Once you have completed data collection for all target-age teens in the vehicle, as well as the driver and vehicle type, tap the "Next Vehicle" button to continue collecting data. If you make a mistake, but have already tapped the "Next Vehicle" button, you can go back by tapping the "Cancel" button on the vehicle page. This will take you to the list of data you have collected. Tap on the last row of data, and this will take you to the "Edit Record" screen. To change the data, simply tap on the category to display the choices, then tap on the correct data. When you are done, tap on the "New" button to continue collecting data.

After entering data for the last vehicle for a site, go to the "Main" screen and tap on "End info." Enter the end time and any comments relevant to the site. This field should be used to describe any problems at the site, or if you do not collect data from any teens at the site. In the event that you do not observe any target-age teens throughout the entire data collection time, notify Renée as soon as possible. Finally, tap the "End Site" button to complete the site data collection. This will bring you to a list of all the data you have just entered.

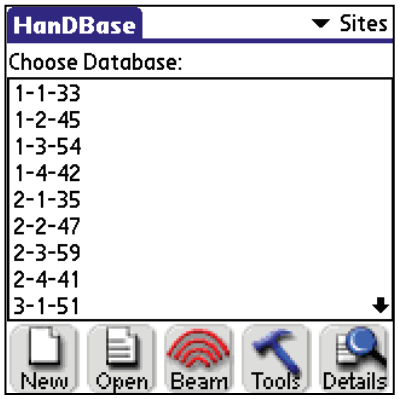


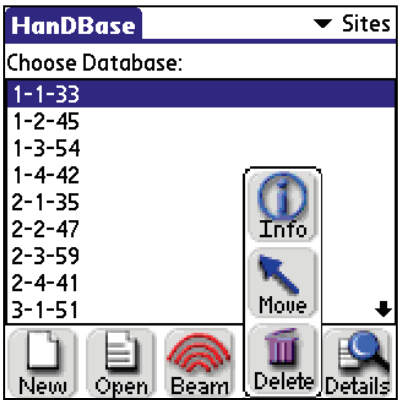


From here tap the “Home” button to return to the list of databases.

Moving data to card

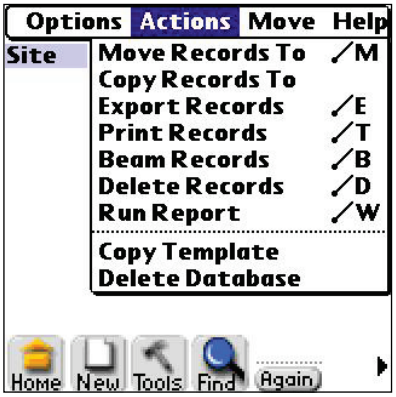
Once you have ended the site, move the data file to the expansion SD card that is installed in your PDA. Do this by opening HanDBase as previously described, tapping the appropriate site, tapping the “Tools” icon, and then tapping the “Move” icon (see images below). This will not delete the site file, just move it to the SD card’s memory instead of the internal memory of the PDA.

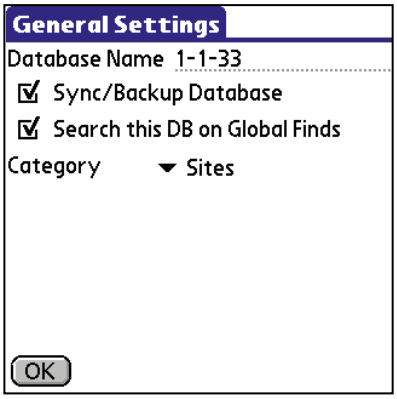




Creating new data collection files from the backup file

If a site file is accidentally deleted, or not named properly for a given site, it may become necessary for you to create a new data collection file. To do this, open HanDBase as described previously, and go to the "Backup" folder by tapping on the drop down menu on the top right of the list of files. Open the "Tween" file, and then tap on the name "Tween" at the top left of the screen. This action will activate the menu. Next tap on "Actions" and then "Copy Template" (see images below). Next to "Database Name" type in the appropriate site name (i.e. 1-1-33), then change the category to the appropriate one by tapping on the drop down menu where it says "Backup." Finally, tap "OK" to create the file. Tap OK two more times to get through the file creation screens, and you will now be in the beginning screen of the file you just created. At this point, you can begin collecting data by tapping the "New" icon, or go to the list of databases by tapping the "Home" icon.





General hints for using the PDA

If the PDA becomes entirely unresponsive, and needs to be reset, there is a pin in the stylus to be used for this. For the Tungstens, unscrew the handle of the stylus, and insert the pin in the small hole on the back of the PDA. For the Treos, remove the back casing, and insert tip of stylus in the small hole. This will cause the unit to reboot, which takes a few minutes. Whatever data you have entered will be saved by the program, but if the data for the last vehicle was incomplete, it will be recorded that way.

Other Information

In Case of Difficulty

If problems or questions arise, call Renée (734) 673-2848, Jennifer (313) 570-9384, Dave (734) 763-8107, or the main office (734) 763-2466 between 8:00 a.m. and 5:00 p.m., Monday-Friday. During evening hours and weekends, call Renée or Jennifer at the above numbers.

If you are involved in a crash, contact the local police first when possible. If there is no injury, remain at the site of the crash until the police arrive. In case of injury, seek treatment immediately at the nearest hospital. Inform the hospital you are covered by the University of Michigan Worker's Compensation. As soon as you are able, file a police report and contact Renée or Jennifer.

Field Attire

It is important that you dress comfortably for outdoor work. Because weather conditions can be unpredictable, we advise you to wear comfortable clothes and be prepared for changing weather. A hat, sunscreen, and sunglasses are a few items you should use while conducting observations. If you do not have the complexion that will allow for several hours in the sun, you should wear long pants and long-sleeved shirts. The discomfort that comes with the heat is much more bearable than a severe sunburn. For safety purposes we will provide you with a green safety vest, which you will be required to wear at all times while conducting observations.

Field Supplies

Each observer will be given supplies for use in the field during data collection. You are responsible for all supplies and equipment. If it becomes necessary to purchase more supplies in the field, do so, and retain your receipt for reimbursement. **Please note that personal items you purchase cannot be reimbursed, so please plan ahead and bring warm/light clothes, a coat, or rain gear if you feel there is a chance you may need it.**

Observer Schedule

Appendix B: Teen Public Perception/Awareness Survey

University of Michigan Transportation Research Institute

Teen Survey

According to the state law in Ohio:

	Yes	No
1. Are 13- to 15-year-old passengers in the **front** seat required to wear seat belts?	❑	❑
2. Are 13- to 15-year-old passengers in the **back** seat required to wear seat belts?	❑	❑
3. Can police stop a vehicle if they see a seat belt violation but don't also observe a moving violation (like speeding, going through a red light, etc.) ?	❑	❑

4. At what age are passengers no longer required to wear a seat belt in the back seat (if the driver is an adult)?

_____ years old ❑ They must always wear one in the back seat

5. What is the vehicle you ride in most often?

❑ Car ❑ Van ❑ Motorcycle

❑ Sport Utility Vehicle ❑ Pickup Truck ❑ Other_____

6. When riding as a passenger in the **front** seat of a vehicle how often do you wear your seat belt?

❑ All of the time ❑ Most of the time ❑ Some of the time

❑ Rarely ❑ Never

7. When riding as a passenger in the **back** seat a vehicle how often do you wear your seat belt?

❑ All of the time ❑ Most of the time ❑ Some of the time

❑ Rarely ❑ Never

How likely are you to wear a seat belt if:

	Not at all likely 1	2	3	4	**Very likely** 5
8. You are not reminded to wear a seat belt	❑	❑	❑	❑	❑
9. Your parent tells you to wear a seat belt	❑	❑	❑	❑	❑
10. You see your parent wearing a seat belt	❑	❑	❑	❑	❑

11. When was the last time you did not wear your seat belt as a passenger in a vehicle?

❑ Today ❑ Within the past week ❑ Within the past month

❑ Within the past year ❑ More than a year ago or I always wear a seat belt ❑ Not sure

12. Please order/rank the following list from 1 to 10. 1 = the thing most likely to get you to wear a seat belt and 10 = the thing least likely to get you to wear a seat belt. *(Only use each number once – no ties)*

____ Wanting to be safe	____ Parent reminding you to wear seat belt	____ Knowing it's the law
____ Seeing law enforcement	____ Having been in a crash or close call	____ Having automatic seat belts
____ Seeing reminder signs	____ Seeing bad drivers	____ Seeing parent wear seat belt

____ Something else: _____

13. How often does your parent check to make sure you are wearing a seat belt when your are in the **front** seat?

❑ All of the time ❑ Most of the time ❑ Some of the time
❑ Rarely ❑ Never

14. How often does your parent check to make sure you are wearing a seat belt when you are in the **back** seat?

❑ All of the time ❑ Most of the time ❑ Some of the time
❑ Rarely ❑ Never

15. How likely is your parent to remind you to wear a seat belt if you are not wearing one?

❑ Very ❑ Somewhat ❑ Not at all

16. How often do you follow Ohio's seat belt laws?

❑ All of the time ❑ Most of the time ❑ Some of the time
❑ Rarely ❑ Never

17. Have you seen or heard any of the following things in your community to encourage parents to make sure their children wear seat belts? ***(check all that apply)***

❑ Billboards	❑ Dedicated enforcement	❑ Messages at local festivals/fairs
❑ Banners/signs	❑ Messages from school	❑ Internet (messages, Web sites, etc)
❑ Handouts	❑ Prizes for wearing seat belts	❑ Messages through local sports programs

18. What do you consider your race or ethnicity to be?

❑ Hispanic or Latino	❑ Black or African American (not Hispanic or Latino)	❑ White (not Hispanic or Latino)	❑ Asian
❑ American Indian or Alaska Native	❑ Native Hawaiian or Other Pacific Islander	❑ Other_____	

19. What is your age?
❑ 12 or younger ❑ 13 years ❑ 14 years ❑ 15 years ❑ 16 or older

20. Are you:
❑ Male ❑ Female

Appendix C: Parent Public Perception/Awareness Survey

University of Michigan Transportation Research Institute

Parent Survey

According to the state law in Ohio:

	Yes	No
1. Are 13- to 15-year-old passengers in the front seat required to wear seat belts?	❑	❑
2. Are 13- to 15-year-old passengers in the back seat required to wear seat belts?	❑	❑
3. Can police stop a vehicle if they observe a seat belt violation but don't observe a moving violation (like speeding, going through a red light, etc.) ?	❑	❑

4. At what age are children no longer required to wear a seat belt in the back seat (if the driver is an adult)?

_____ years ❑ They must always wear one

5. What is the vehicle you drive most often?

❑ Car ❑ Van ❑ Motorcycle

❑ Sport Utility Vehicle ❑ Pickup Truck ❑ Other_____

6. When **driving** a vehicle how often do you wear your seat belt (both lap and shoulder belt)?

❑ All of the time ❑ Most of the time ❑ Some of the time

❑ Rarely ❑ Never

7. When **riding** as a passenger in the **front** seat of a vehicle how often do you wear your seat belt?

❑ All of the time ❑ Most of the time ❑ Some of the time

❑ Rarely ❑ Never

8. When **riding** as a passenger in the **back** seat of a vehicle how often do you wear your seat belt?

❑ All of the time ❑ Most of the time ❑ Some of the time

❑ Rarely ❑ Never

9. When was the last time you did not wear your seat belt while driving?

❑ Today ❑ Within the past week ❑ Within the past month

❑ Within the past year ❑ More than a year ago or always wear seat belt ❑ Not sure

10. When was the last time you did not wear your seat belt as a passenger in a vehicle?

❑ Today ❑ Within the past week ❑ Within the past month

❑ Within the past year ❑ More than a year ago or always wear seat belt ❑ Not sure

11. How often do you check to make sure your 13- to 15-year-old teen in the **front** seat is wearing a seat belt?

❑ All of the time ❑ Most of the time ❑ Some of the time

❑ Rarely ❑ Never

12. How often do you check to make sure your 13- to 15-year-old teen in the **back** seat is wearing a seat belt?

❑ All of the time ❑ Most of the time ❑ Some of the time

❑ Rarely ❑ Never

13. How likely are you to remind your 13- to 15-year-old teen to wear a seat belt if he/she is not wearing one?

❑ Very ❑ Somewhat ❑ Not at all

How likely is your 13- to 15-year-old teen to wear a seat belt if:

	Not at all likely				**Very likely**
	1	**2**	**3**	**4**	**5**
14. He/she is not given a reminder to wear a seat belt	❑	❑	❑	❑	❑
15. You remind him/her to wear a seat belt	❑	❑	❑	❑	❑
16. You wear a seat belt	❑	❑	❑	❑	❑

17. Please order the following list from 1 to 10. 1 = the influence most likely to get your 13- to 15-year-old teen to wear a seat belt and 10 = the influence least likely to get your teen to wear a seat belt.

____ Wanting to be safe ____ Parent reminding teen to wear seat belt ____ Knowing it's the law

____ Seeing law enforcement ____ Having been in a crash or close call ____ Having automatic seat belts

____ Seeing reminder signs ____ Seeing bad drivers ____ Seeing parent wear seat belt

____ Something else: _____

	Strongly disagree	**Somewhat disagree**	**Somewhat agree**	**Strongly agree**
18. How much do you agree or disagree that, seat belts are just as likely to harm you as help you	❑	❑	❑	❑

	No risk				**Extreme risk**
	1	**2**	**3**	**4**	**5**
19. How much risk for an injury do 13- to 15-year-old teens have when they ride in a vehicle without wearing a seat belt?	❑	❑	❑	❑	❑

	Not at all likely				**Very likely**
	1	**2**	**3**	**4**	**5**
20. How likley do you think it is that you could get into a crash with your 13- to 15-year-old teen in the vehicle?	❑	❑	❑	❑	❑

21. How often do you follow Ohio's seat belt laws?
❑ All of the time ❑ Most of the time ❑ Some of the time
❑ Rarely ❑ Never

22. Are any of the following things being used in your community to encourage parents to make sure their 13- to 15-year-old teens wear seat belts? ***(check all that apply)***
❑ Billboards ❑ Dedicated enforcement ❑ Messages at local festivals/fairs
❑ Banners/signs ❑ Messages from school ❑ Internet (messages, Web sites, etc)
❑ Handouts ❑ Prizes for wearing seat belts ❑ Messages through local sports programs

23. What do you consider your race or ethnicity to be?
❑ Hispanic or Latino ❑ Black or African American (not Hispanic or Latino) ❑ White (not Hispanic or Latino) ❑ Asian
❑ American Indian or Alaska Native ❑ Native Hawaiian or Other Pacific Islander ❑ Other_____

24. Approximately what is your age?
❑ Less than 35 years ❑ 35-39 years ❑ 40-44 years ❑ 45-49 years ❑ 50 or more

25. Are you:
❑ Male ❑ Female

26. What is your zip code? _____

Appendix D: Focus Group Discussion Guide

Parent Focus Group
Discussion Guide

I. Introduction (2 min)

a. Welcome and thank you
b. Introduce moderator and note-taker
c. Introduce one another (each participant says first name)

II. Focus Group Expectations (3 min)

a. Explain purpose of focus group
- **i.** "The purpose of this session is to talk about a new program that was created to use parental influence to encourage teen motor vehicle passengers to wear seat belts.
  1. The goal of the program is to reach parents of 13- to 15-year-olds in creative and engaging ways that help them establish and/or enforce the habit of seat belt use with their teens
  2. The program focuses on the belt use 13- to 15-year-old teens because recent data shows that they wear seat belts less often than younger children and adults.
  3. Since most teens this age don't have a driver's license yet, the program tries to encourage parents to get their teens to belt up.
  4. Our goals today are to show you the program and hear if you think this program would work in your community. And, what parts would work and what wouldn't."

b. Explain what to expect and role of moderator
- **i.** "We'll spend about 10 minutes giving you time to view this display about the program and take notes on the sheets in front of you about any comments or questions you have about it. Then we'll sit back down and spend the rest of the time discussing the program. We'll take a short break about halfway through our discussion.
- **ii.** "My job today is to keep the session moving forward in a timely manner. I will ask questions and ask each of you to participate by sharing your thoughts."

c. Explain rules of confidentiality (of information shared) and tape recording (no right or wrong answers)
d. Explain that the information they provide will help us make recommendations to NHTSA about this program
e. Any questions before we move on?

III. Ground Rules (2 min)

a. Time is critical. And since my job is to make sure we complete all the questions on time and everyone gets a chance to participate, I may have to cut off discussion at some points. Do not take this personally.
b. It's important that participants respect one another, including speaking one at a time and not interrupting one another; this is especially true because we want the tape recorder to catch everything and it won't if people are talking over one another. Remember, there are no right or wrong answers. You are entitled to your own thoughts and beliefs. And if you disagree, that's fine, we want to hear all of your ideas, we don't have to reach an agreement. If I use the "time out" signal, then that means we need to move forward to the next question.

c. We'll finish discussing each question before moving on the next question. I may ask you to write your idea down and we will return to it later.

d. If you think of something you want to say but we run out of time before you have a chance to say it (or you don't feel comfortable saying it), then feel free to write it down so that we can read it later.

IV. Participants View Program Display (10 min)

V. Moderator Review Key Program Features and Answer Participant Questions (5 min)

VI. Discussion- (60 min)

a. Warm-up

- **i.** How important do you think seat belt use is to adults in your community?
  1. P: What's your best estimate of the % of adults who wear seat belts?
  2. P: How do you feel about that?
  3. P: How often do you wear a seat belt?
- **ii.** How do 13- to 15-year-olds in your community get around most of the time?
- **iii.** Do 13- to 15-year-olds in your community typically wear a seat belt?
- **iv.** Do they usually need to be reminded or do they wear it on their own?
- **v.** Who is usually responsible to make sure teens wear a seat belt?

b. Program theme and message

- **i.** JustGetITAcross logo: What do you think when you see this? What message do you think it is trying to tell you?
  1. P: What does it want the viewer to do?
  2. P: Who is the target of this message?
  3. P: How effective do you think this message is for parents in your community? (prompt for why is effective or how could be improved for this community)
- **ii.** Focus on "Insist on Seat Belts" message: What do you think when you see this?
  1. P: What does it want the viewer to do?
  2. P: Who is the target of this message?
  3. P: How effective do you think this message is in your community? (prompt for why is effective or how could be improved for this community)
- **iii.** Parenting styles – "It doesn't matter how you do it, just get it across. Insist on seat belts": How effective do you think this message is for parents in your community? (prompt for why is effective or how could be improved for this community)

c. Distribution methods

- **i.** JustGetItAcross club
  1. How likely would parents be to join this club?
  2. How does receiving an enrollment gift impact parents' decision to join?

3. How does the opportunity to earn prizes as a member impact parents' decision to join?
4. How will being a member of the club likely impact parent/teen belt use?

ii. Web site

1. How likely would you/parents be to visit JustGetItAcross.org as a result of seeing it printed on promotional items and/or mentioned in ads?
2. How likely would you be to visit JustGetItAcross.org if a link was included in an email sent to you? In an online article? In an ad on another Web site?

iii. Letter

1. If parents received a letter from your teen's school describing this program how likely would parents be to…
    a. visit the Web site?
    b. join the club?
    c. How would the letter likely impact parent/teen belt use?
2. In the demonstration program letters were also sent to parents from the PTA, booster clubs, sports teams, physician/pediatricians, Bureau of Motor Vehicles, places of worship. Which organizations in your community would be most likely to encourage/convince parents to participate this program? Which would be least likely?

iv. Display

1. If there was a display about this program at your [insert location], how likely would parents be to…
    a. visit the Web site?
    b. join the club?
    c. How would the display likely impact parent/teen belt use?
2. In the demonstration program, displays were also set up at malls, youth sporting events, community festivals, libraries, restaurants. Where would parents be likely to notice a display about this program? Where would they be least likely to?

v. Table or booth

1. If there was a table or booth about this program (with someone there to talk with you) at a school's open house or curriculum night how likely would parents be to…
    a. visit the booth?
    b. join the club?
    c. How would visiting the booth likely impact parent/teen belt use?
2. In the demonstration program, booths were also set up at parent-teacher meetings/conferences, school sporting events/concerts/plays, school drop-off and pick-up areas. In which situations would parents be likely to visit the booth? Which would be least likely?

d. Incentives to use seat belts

i. Many prizes were offered to parents in the demonstration program as a reward for encouraging teens to wear seat belts. What kinds of prizes would be most likely to motivate parents in your community? What kinds of prizes would be least effective? (Note to Moderator: if

needed, read the list of prizes used in the demonstration program as examples)

1. How likely would parents be to encourage teen belt use if prizes weren't offered?

e. Overall program

- **i.** What groups or organizations in your community could provide a program like this?
- **ii.** How likely is it that a program like this could be provided in your community?
- **iii.** How effective would a program like this be in your community?
- **iv.** What parts of this program do you think would be most effective in your community?
- **v.** What parts of this program do you think would be least effective in your community?

f. Enforcement component of program – During the last week of each month, the activities we've discussed so far were paused and an enforcement-based program was run. All program advertisements during those weeks used the enforcement logo (moderator should show logo) and the theme "Parents – insist they CLICK IT…or you get the TICKET" and local police agencies set up seat belt enforcement zones throughout the community. Police clearly marked the enforcement zones with signs and checked passing traffic for seat belt use by teen passengers. Parent drivers received citations for unbelted teen passengers and prizes for belted teen passengers.

- **i.** Enforcement logo and them: How effective do you think this message is for parents in your community?
- **ii.** Seat Belt Enforcement zones: How likely would this be to motivate parents in your community? (tailor this question to fit the seat belt laws in the focus group states?)
- **iii.** How effective would it be in your community if an enforcement piece like this was added to the program we discussed earlier?

1. P: What would be most effective: both parts combined, the main program only, or the enforcement program only?

VII. Break- at approximate midpoint of discussion (5 min)

VIII. Summary/Closing (3 min)

a. Ask note-taker if anything needs to be clarified
b. Thank participants for their time and effort
c. Sign incentive vouchers and distribute money
d. Dismiss

Logistics:
Reminder calls/email
Refreshments
Name Tents and sharpies
Note sheets
Pens
Tape/tacks
Voice Recorder
Program Poster
Consent Documents
Subject Fee Payment Form
Cash ($30 X 10 = $300.00 / group)

Participant Notes:

General notes about the program display:	
Please rank how effective these promotion materials would be in your community (1=best to 13=worst) Billboards ___ Posters ___ Banners (buildings, over streets) ___ Marquees (schools, city buildings) ___ Yard signs at schools ___ Bus signs ___ Gas pump toppers ___ Newspaper ads ___ TV ads ___ Radio ads ___ Web site ads ___ Newsletter/Magazine/Bulletin ads ___ Stenciled messages on sidewalks ___	**Please rank how effective these promotion strategies would be in your community (1=best to 6 = worst)** JustGetItAcross club ___ JustGetItAcross Web site ___ Police enforcement ___ Letters from a local group/organization ___ Program display at a local venue ___ Program booth a local event ___

Additional notes:

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U.S. Department
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**National Highway
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Administration**

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