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16. Abstract <p>Many parents with low educational attainment prematurely graduate their children to seat belt restraint rather than use belt-positioning booster seats. This study aimed to identify interventions that promoted booster seat use among this population. Focus groups were used to elicit factors contributing to booster seat nonuse, which informed subsequent intervention development. A first phase (10 focus groups, n=117) identified parents' perceived barriers, benefits, and threats relating to booster seats. These findings were used to identify existing and create new interventions. A second phase (20 focus groups, n=171) elicited parent's reactions to these interventions and provided parents with belt-positioning booster seats and education on their use. Follow-up interviews were conducted six weeks later.</p> <p>Lack of education and fear of injury were the primary barriers to booster seat use. Parents were motivated by interventions that provided clear, concrete messaging relating to use. Parents favored the intervention that presented a real story detailing a child's severe injury that could have been prevented with appropriate restraint. At follow-up, parents credited this intervention with motivating booster seat use most often. Although parent's cited their child's lack of comfort and noncompliance as barriers to use, they were not as motivated by interventions that addressed these barriers. Effective intervention programs can be created by identifying and addressing factors that contribute to a population's intention to use belt-positioning booster seats. In addition, successful programs must use messages that motivate the target population by addressing their perceived threats to booster seat nonuse.</p>					
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**APPENDIX 1.2:
PHASE 1 SCREENING FORM**

Screener Name: _____ City: _____

Date: _____

Criteria for Groups (need 10 people per group):

- Race: African American, Hispanic or White (depending on city)
- Parents or stepparents of children 3-6
- Must regularly drive or ride with children in vehicles (excluding public transportation)
- High school or less education.
- Aged 21 and above
- Use car seats or booster seats, at least occasionally OR
- Use safety belts

Why are you holding this focus group?

- *To find out parents' opinions about booster seats and young children while riding in vehicles.*

What is a focus group?

- *An informal discussion with about 10 people. There are no right or wrong answers. We are looking for opinions. Participation is confidential.*

Thank you for calling. My name is _____ and I work for the Pacific Institute for Research and Evaluation. We're recruiting parents for a group discussion at _____ community center on _____ day/date. We will pay \$60 and provide food for parents who take part in a 2-hour group discussion. I'd like to ask you a few questions to see if you will be able to participate.

Screening Questions:

1. How did you hear about our study?

2. Do you have any children between the ages of 3 and 8 years of age?

Yes

No [THANK AND END]

3. Are you the:

- birth parent
- adoptive parent
- step parent
- other [THANK AND END]

4. What is your racial or ethnic background? (Continue or end conversation based on groups needed)

- African American/black
- Caucasian/White
- Hispanic/Latino
- Asian/Pacific Islander
- Mixed Race
- Other

5. (If Hispanic) What language are you most comfortable with?

- English
- Spanish

Note to screener: Based on your interaction with participant: Could he or she participate in an English language focus group, or is a Spanish Language group needed?

- English
- Spanish

6. Are you 21 or older?

- Yes
- No [THANK AND END]

7. NOT COUNTING public transportation like buses and subways, How often do you drive or ride with your children in a vehicle,? Is it ...

- Every day
- Several times/week
- Several times/month
- Several times/year [THANK AND END]
- Never [THANK AND END]

8. What is the highest level of education you have completed so far?

- Grade school/ Elementary School
- Junior School/ Middle School
- High School/ GED
- College [THANK AND END]
- Graduate School [THANK AND END]
- Other _____ [THANK AND END]

While we know that child safety seats, booster seats and seatbelts are a good idea, we also know that there may be times when they are not used.

For your children aged 3 to 6

9. Do you ever put them in *car seats or booster seats* when they are in a vehicle?

Yes [Assign to group]

No [GO TO QUESTION 10]

10. Do you ever put them in *safety belts* when they are in a vehicle?

Yes [Assign to group]

No [THANK AND END]

PROVIDE DETAILS TO THOSE WHO QUALIFY:

- A. Because of the nature of the groups *and because we do not have child-care*, no children will be allowed (*so please don't bring your kids*).
- B. I can give you the directions now, and we will follow up by mailing the directions to you, also. **[give directions]**
- C. May I have your full name, address, and daytime and evening telephone number, where we can reach you? We will keep this totally private and will only use this information to contact you about the group discussion.

- D. We have a few suggestions when you come to the group:
 - a. Please arrive 15 minutes ahead of time.
 - b. If you cannot make it, please cancel at least 24 hours before the group so that someone else can take part in the study.
 - c. Bring your reading glasses, if you need them.
 - d. Also, before you come to the meeting, please take a moment to write down the type of child seat you have.

We are glad you'll be joining us. Please put this on your schedule. We will see you on [DATE].

We will also send you a confirmation letter and directions. Please call me at _____ if you have any questions or need to cancel.

TO END CONVERSATION FOR SOMEONE WHO DOES NOT QUALIFY:

We appreciate your interest in this project. At this time, we don't have any openings for you in the focus groups we are trying to fill. If you'd like to leave your name and number, we will call if we get an opening.

Name _____
Phone Number _____

Thanks for calling.

APPENDIX 1.3: PHASE 1 FOCUS GROUP MODERATOR'S GUIDE

FOCUS GROUPS MODERATOR'S GUIDE

Note: This is a guide, not a script. Moderators may vary topics and probes to accommodate particular sites and groups.

Introduction

- Moderator welcomes participants and introduces self and co-facilitator. Introduce any observers. Explain what CHOP/PIRE is and who is paying for their participation.
- Explain the study and the purpose of the group discussion (e.g. to learn more about what you, as parents of 3-6 year old children, think about how children ride in motor vehicles)
- Preview what will happen during the group, when they will be paid, etc.
- We are interested in your opinions. There are no right or wrong answers.
- Information we collect will be summarized only for this project. What you say will be kept totally private. We will not use any names or quote anyone by name.
- Read and explain the consent form to the participants and answer questions they may have.
- We value the information you will share with us today and want to make sure we capture all of it. So we will be taping the session and taking notes. If at any time you want to say something without the recorder on, tell us and we'll turn it off. Is everyone okay with that?
- This will be an informal discussion.
- We will talk for 1½ hours. There will be no formal breaks, but please feel free to get up at any time to stretch, go to the bathroom (provide location), or get something to eat or drink (indicate table with refreshments).
- We appreciate your input very much. Any questions?

Ground Rules of Group Discussion

- We would like only one person to talk at a time. But we hope that each of you will speak up, and tell us your thoughts and feelings, even if they are different from what others have said. We are interested in both negative and positive comments.
- We know that some of you may have more than one child between the ages of 3-6 years old. When we ask you about **your child**, we mean your YOUNGEST child who is between the ages of 3-6 years.
- Since there are several types of motor vehicles, when we ask about your child in a VEHICLE, we mean personal automobiles like cars, pick-up trucks, vans, and sports utility vehicles (SUVs). **NOT** public transportation vehicles like trains, buses, or taxi-cabs.

(Turn on Recorder)

ICEBREAKER

This first question helps highlight the common characteristics of the participants and that they all have some basis for sharing information.

- “Let’s go around the room, one at a time...”: Ask participants to introduce themselves with first name only and tell the group the number and ages of their children (note: we normally have first name “tents” on the table to facilitate the discussion)

Discussion Topics and Probes

I. CHILD’S REACTION TO RESTRAINT

- How active is your child when riding in a vehicle? Describe his or her activities (i.e., getting out of CSS/BS/SB or changing seats).
- Who usually has control over how children behave while in the vehicle?
- What are some of the rules that your children must follow when they ride in a vehicle? How does your child react to these rules?
- How does your child react to being in a restraint (CSS, BPB or seatbelt)? How do you respond when/if your child fights against using a restraint? (Probe: type of negotiation, games, bribes, etc.)
- How does your child react when s/he sees other children his/her age riding in a child safety seat or booster seat? How do you respond to this?
- If your child had a choice to use a CSS or BS, SB or nothing at all, which one do you think he or she would choose? For what reasons?

II. CPS MESSAGES AND KNOWLEDGE

- Tell me what you’ve heard or know about booster seats? From whom (person, media, etc)? What did this information mean to you?
- Do you think there is a difference to a child’s safety in whether the child uses a booster seat or a seat belt (without the child seat)?
- What people (no names, just who it is – like “sister,” or “friend”) or names of groups do you believe **would/would not** want you to use a booster seat for your child?
- Is there a booster seat law in your State? What’s the law about CRS use in your State? Where did you hear about the law? How well do you think the law is enforced?

III. PERCEIVED THREATS AND BARRIERS

- How often do you think about or worry about the possibility of being in a vehicle crash (parent & child involved)? What triggers these thoughts or worries?
- In a crash, what are some things that would make your child more likely to be seriously hurt?

- What things do you do to prevent a crash? To prevent your child from being injured?
- What would make it HARD for you to use a booster seat for your child?

VI. PERCEIVED BENEFITS

- What would make it EASY for you to use a booster seat for you child?
- If a hospital in your community OR other health or safety-related agencies (e.g. Girl Scouts, hospitals, churches) wanted to get people to use booster seats with their children, how would you recommend they do it? (probe: what would make you want to use one; not want to use one)
- How do you expect your child to ride in a vehicle when he or she is 7 or 8?
- *For Seat belt users Only:* What, if anything, would make you consider moving your child to a booster seat?

IV. PRIOR RESTRAINT USE (*For Seat Belt Users Only*)

- When did your child start using seat belts regularly (alone) when riding in a motor vehicle? Why did your child start using seat belts regularly at that time?
- What, if anything, was the child using before going to regular use of a seat belt? How long was the child using that type of restraint?
- What did your child like/dislike the most about using the CRS? How did you respond when/if your child fought against using the CRS? (Probe: type of negotiation, games, bribes etc.)
- When your child moved from the CRS to the seat belt, did you feel there was any difference in how well protected your child was? If YES, how would you describe the difference? Would you have preferred an alternative to the seat belt at the time?

V. CURRENT RESTRAINT USE

Thinking about your youngest child between the ages of 3 and 6...

- What kind of restraint do you use for your child?
- Are there any recent changes in the type of restraint used? If yes, why?
- How long do you think your child will use the type of restraint he/she currently uses? What will he/she use next?
- Under what circumstances would your child NOT use a restraint?
- *For seat belt users only:* How does the seat belt fit your child? What, if anything, do you or your child do with the seat belt to make the child more comfortable?
- *For Booster Seat Users Only:* Do you have any advice for parents about using boosters?

CARD SORT EXERCISE

We're going to take a few minutes to do something different now. We are going to pass out a piece of paper. At the top of this paper, we want to know what type of restraint you use for your youngest child between the ages of 3 and 6. First, please check whether it is a child seat, a

booster seat, a seatbelt or you don't know. Next, if you are using a child restraint, please circle the picture that looks most like the one your child uses. Don't put your name on the paper because we're going to be collecting it later.

Now, we are going to pass out an envelope to each of you. In the envelope, there are cards with words on them that you might use to describe the good and bad things about using a child restraint for your child. I am going to read through the words on the cards and you will pick out the ones that you agree with and put them to the side.

Read list of words:

- Comfortable
- Uncomfortable
- Safe
- Unsafe
- Easy to use
- Hard to use
- Light weight
- Heavy
- Easy to move to another car
- Hard to move to another car
- Inexpensive
- Expensive
- Good features, such as cup-holders
- No features
- Takes up too much space
- Child dislikes
- Enables child to see out of window
- Child likes
- Child thinks it's a "big kid" seat
- Child thinks it's a "baby" seat
- Keeps child under control
- Child can easily get out
- Easy to put in car
- Hard to put in car

[After reading through list]: Put only the cards that you chose back into the envelope and leave the other ones on the table. Please hand in the envelope.

Discussion:

- What are the **good/bad** things about using a restraint for your child all the time/some of the time? (i.e. child-related issues/reasons/advice to parents, purchasing/obtaining a seat, placing it in car, etc)?
- What does **your child like/dislike** the most about using a restraint?
- *For car/booster seat users only:* In what cases would your child ride in a seat belt rather than in a child safety seat or booster seat? What motivates you to put your child back into a child safety seat or booster seat the next time you are in the car?

Summary and Closing

- Moderator Summary/Key Points
- Are there any final comments?
- Thank participants
- Distribute cash envelopes; have participants sign the receipts

Research Consent Form

**Building on Findings of the Partner's Study –
Identifying Interventions that Promote Child Restraint Use**

Purpose: You are being invited to participate in a research study to find out information about what parents think and believe about using child safety seats (such as infant seats and booster seats) for their children, when traveling in motor vehicles (personal automobiles: cars, pick-up trucks, vans, and sports utility vans [SUVs]). You will also be asked about what ideas you might have to help parents improve their use of child safety seats for their children.

Selection of Subjects: You have been asked to be a part of this study because motor vehicle crashes are a leading cause of death and acquired disability among children in the United States. The use of child safety seats reduces the risk of injury and death, but many children, especially those 4-8 years old, often ride in motor vehicles, while in child safety seats that are used incorrectly, inappropriately, or without using them at all. As parents of children ages 4-8 years old, the information that you can provide is very important and may be used to guide the development of programs to examine and promote the use of child safety seats. Focus groups recruited to participate in this study will include at least two groups from the Children's Hospital of Philadelphia, totaling at least 16-20 participants.

Procedures: This study has two parts and will last about two hours. In the first part, you will complete a registration form and a brief questionnaire. You will be asked to answer a series of questions about how you feel about using a child safety seat for your child, when traveling in a motor vehicle. You will also be asked information about your background and factors or things that influence your use of a child safety seat for your child. This part of the session will take about ½ hour to complete. The second part of the study is an open focus group discussion that will last about 1½ hours. You will be asked about your thoughts and beliefs on topics such as the risk of children traveling in motor vehicles without being in a child safety seat, and the benefits of using a child safety seat for your child when traveling in a motor vehicle. Although specific questions will be directed to the entire group, you are encouraged to answer individually and respond freely.

Notes will be taken on the responses provided and the session will be audio taped. Members of the research team from the Children's Hospital of Philadelphia will observe focus group sessions. This will take place by using a room with a one-way mirror. If this type of room is not available, the sessions will be video taped so that team members can observe through a television monitor located in another room. Note taking, audiotaping, and observations for this part of the study, is necessary, so that your information is not lost or misunderstood for future use. Any videotaping or audiotaping that takes place will be destroyed at the close of the study.

Potential Risks: The possible risk of being a part of this study is that you may be upset due to some of the personal questions asked, and/or the nature of motor vehicle occupant injury-related

facts provided. If you are too uncomfortable by the facts provided, you are to notify the staff immediately. Also, if you are uncomfortable answering any question on the written questionnaire, you may skip it and write “too personal” in the margin.

Benefits: You will benefit directly from being a part of this study. Benefits that you will receive include: 1) your answers to the questions, which are very important, may be used to guide the development of programs to examine and promote child safety seat use; and 2) you will be given important information about the use of child safety seats for your children

Alternatives: The alternative to participating in this study is not to participate.

Confidentiality: All information collected in this study, including videotapes (if session is taped) and audiotapes, will be kept strictly confidential, as permitted by law. If any publication results from this research, you will not be identified by name. Your name will not be placed on the questionnaire. Instead a code number will be used. You will not be identified by your last name on the audiotapes or videotapes to ensure confidentiality. All information will be kept in a secure location. Audiotapes will be destroyed at the close of the study. Any videotaping that takes place will be destroyed after the research team observes group sessions.

The research team and other staff at The Children's Hospital of Philadelphia, the Pacific Institute for Research and Evaluation (company conducting focus groups), the Institutional Review Board at The Children's Hospital of Philadelphia, the sponsor (National Highway Traffic Safety Administration) and any government agencies involved in the oversight of this research may have access to information that identifies you as a subject in this research. PIRE will store audiotapes and videotapes. The PI and Co-PI will be responsible for maintaining all of the collected participants' personal information and all data collected from the Participant Information Collection Instrument in a locked file cabinet that will be located in TraumaLink, at CHOP.

Financial Considerations: There are no financial costs for you to be a part of this study. You will be paid \$60.00 for being in this study.

Questions: All of your questions should be answered to your satisfaction before you consent to participate in this study, but if you have any further questions about the study you may call Dr. Flaura K. Winston at (215) 590-3118 or Dr. Edith M. Simpson at (215) 898-2280. If you have any questions about the rights of research subjects, you may call Lynn Bevan in the Office of Research Regulatory Affairs at 215-590-2830.

Voluntary Consent: You are free to withdraw or refuse your consent, or to discontinue your participation in this study at any time without jeopardizing the care that you and your child may receive now or in the future from the Children's Hospital of Philadelphia.

I voluntarily give my consent to participate in this research study. I understand I will be given a copy of this consent form.

Subject's Name: _____ (please print)
Subject's Signature: _____ Date: _____
Person Obtaining Consent: _____ Date: _____

APPENDIX 1.5:
PHASE 1 PARTICIPANT INFORMATION FORM

PHASE ONE
PARTICIPANT INFORMATION FORM

We would like to learn a little more about you. We will not use your name with this information. If you don't want to answer a question, you can skip to the next one. All answers will be kept private and confidential. Please **DO NOT PLACE YOUR NAME** on any part of this form. Let us know if you have any questions.

Section 1. Information About You

1. How old are you? _____ years.

2. Are you? Married Living with partner Single, never married
 Separated Divorced Other: _____

3. Are you? African American/Black Hispanic/Latino Asian/Pacific Islander
 White Mixed Race Other: _____

4. Do you work outside the home? Yes No (**If No, go to # 5**)

IF YES: Do you work full time? part-time?

What is your job title? _____

5. What are the ages of your children that live with you? _____ _____ _____ _____

6. Do you drive a vehicle? Yes No

IF YES: Is there a vehicle that you usually drive?

Yes No

7. What make (like Honda or Toyota) and year of vehicle do you drive most of the time?

Make: _____ Year: _____

8. What type of vehicle do you drive the most?

Car Pick-up Truck Van

SUV Other _____

Section 2. Children in Vehicles

When we ask about your child, we mean your YOUNGEST child between 3 & 6 years old.

9. Of all my children, **between 3 and 6 years old**, my YOUNGEST child is _____ years old.

10. Not counting buses and subways, in the **past 3 months**, how often did you and your child usually ride together in a vehicle?

- Almost every day A few times a week A few times a month
 Never Don't know

11. Of these times, how often were you the driver?

- Always Sometimes Rarely
 Never Don't know

12. Who usually decides where your child sits in the vehicle?

- You spouse/partner child
 no one other: _____

13. Who usually decides whether your child sits in a car seat, a booster seat, uses a seatbelt, or uses nothing?

- You spouse/partner child
 no one other: _____

14. The next page shows photos of booster seats. Have you ever used a booster seat for your child?

- Yes No Never heard of a booster seat until now.

15. In the **past 3 months**, how often has your child used any of the following?

For example, if you child usually uses a booster seat when he or she is in your car, but occasionally rides in another car with a seat belt, then you would answer "Sometimes" to Booster seat and "rarely" to seat belt only.

A. Car Seat

- Always Sometimes Rarely
 Never Don't know

B. Booster Seat

- Always Sometimes Rarely
 Never Don't know

C. Seat Belt Only

- Always Sometimes Rarely
 Never Don't know

16. In the **past week**, how many days did you drive or ride in the car with your child?

Number of Days _____

17. In the **past week**, how often did your child use any of the following?

A. Car Seat

Number of Days _____

B. Booster Seat

Number of Days _____

C. Seat Belt Only

Number of Days _____

18. In the **next 3 months**, how often do you expect that your child will use any of the following?

A. Car Seat

- Always Sometimes Rarely
 Never Don't know

B. Booster Seat

- Always Sometimes Rarely
 Never Don't know

C. Seat Belt Only

- Always Sometimes Rarely
 Never Don't know

**APPENDIX 1.6:
PHASE 1 CODING RUBRIC**

I. Concepts and characteristics that describe participants in general terms

A. Child passenger safety information

1. Child passenger safety messages received by respondents
2. Sources of CPS messages
3. Respondents' knowledge of CPS
4. Source of CPS knowledge
5. Why and when changes from one type of restraint to another
 - a. How to use a booster seat
 - b. Child passenger safety laws and fines
 - c. Situational influences
 - i. Child's activity in car
 - ii. Other drivers' behavior
 - iii. When unrestrained

B. Personality characteristics

C. Perceived driving skills

C. Past behavior

E. Previous experiences

II. Fundamental concepts on which summary concepts build

A. Perceived threats

B. Perceived benefits

1. Why child likes booster seat
2. Why child likes child safety seat
3. Why parents like booster seat
4. Why parents like child safety seat
5. Positive outcomes

C. Perceived barriers

1. Why child doesn't like booster seat
2. Why child doesn't like child safety seat
3. Why parents don't like booster seat
4. Why parents don't like child safety seat
5. What child prefers as restraint
6. Obstacles to CRS use

D. Current behavior

E. People who matter

F. Control beliefs

1. Who has control over behavior?
2. Control over preventing crash or injury

G. Perceived self-efficacy

1. Rules in the vehicle
2. Discipline strategies to maintain safe behavior
3. Child's reaction to rules

III. Intermediate summary concepts that pull together fundamental concepts

A. Behavioral beliefs

B. Outcome evaluation

1. Enforcement of laws

C. Normative beliefs

1. People who don't interfere with safety behaviors
2. People who support safety behaviors
3. People who interfere with safety behaviors

D. Motivation to comply

E. Subjective norm

F. Perceived behavioral control

APPENDIX 1.7: PHASE 1 FOCUS GROUP DISCUSSION SUMMARY

Child passenger safety (CPS) knowledge

General CPS knowledge held by respondents

Largely, the CPS messages held by participants were unclear and lacked focus on important details. Many parents cited misinformation or conflicting information, especially relating the age at which children should be moved from one type of restraint to another.

Examples:

- A: Because there are some, like one that my son has, it says that from twenty pounds, twenty or twenty-five pounds, up to ten years.
- A: I imagine the booster seat is up to seven years.
- A: I had heard that up to eight or nine years they had to use the regular seat, the safety seat, and the booster one is for the ten or eleven-year-olds, I think that's what I heard.
- A: I know it's up to six years.
- A: From there on it's the seat belt...
- A: Yes, me too. Up to six years. **(Langley Park, Hispanic Females)**
- A: Listen, I didn't know, but since I'm here learning, after 5 children, thank God! It's because I never drove before. She says that it depends on the weight, because I have my 6-year-old daughter and my 3-year-old son, and the daughter outweighs the son by 5 pounds, and I buckle her in normally with a regular seatbelt, just like mine, and she's 6 and weighs 44 pounds and the boy weighs 39 pounds and he rides in a car seat. **(Little Rock, Hispanic Females)**

Parents took height and weight into greater consideration than age when making decisions about what type of restraint to use.

Examples:

- A: But it also depends on the weight, the size, because if you have a child who is really thin and is 7 or 8 years old, if he is so light then yes, he has to ride curled up in a booster seat. **(Little Rock, Hispanic Females)**
- A: That's what they told me when they gave me the seat, that's why they gave me the seats based on what they weighed; the police gave me the seats. **(Little Rock, Hispanic Females)**
- Q: How will you know when to move your child into a booster seat? Or, I'm sorry, a seatbelt?
- A: A seatbelt? The weight.
- A: Height.
- A: What is the height and weight?
- A: Oh, goodness, I don't know. **(Cincinnati, African American Females)**

Other parents chose to base their restraint decisions on factors outside of their child's height, weight, and age.

Examples:

- Q: Okay, for those of you who have more than one child between the ages of three and six, what's the difference in how they are restrained in the car? Is there any difference that one of them could be in a booster seat and one could be in a car seat?
- A: One's in a booster seat.

- Q: What's the difference? Is it an age thing? Is it the weight thing? Is it just the way they want to do it?
 A: They've got like different spots where they like to sit.
 A: Attitude. **(Cincinnati, African American Females)**

Many White parents expressed that when their children complained about a child restraint, they became worn down and eventually changed from a CRS to something more comfortable. Tired of constant opposition, these parents admitted to giving in to their children against their better judgment.

Examples:

- A: There's not enough room, that's why they're supposed to say 65 pounds, but I finally just took my daughter out of a booster seat, and she's six, she's getting ready to be seven. And I'm like, "I'm done playing this game." I mean she's really tall. **(Cincinnati, White Females)**
- A: Um-hmm. She'd climb all over the car. She just wanted to sit in the seatbelt, so we tried it, and she's real good about it.
- A: Probably a sense of being, you know, a little bit grown-up. They don't have to use the baby seat anymore. They're not babies. They can just sit like the big people. **(Cincinnati, White Females)**

The majority of participants did hold several key safety messages to be true. Almost all participants agreed that children should not be seated in the front of the motor vehicle and that infants should be restrained in backward facing car seats.

Examples:

- A: See, I don't let any children ride in the front with me.
 Q: Without being restrained.
 A: They don't ride in the front, period. Because of the airbag, and you know, with the underweight thing, you know. **(Cincinnati, African American Females)**
- Q: In a crash, are there things that would make your child more likely to get seriously hurt?
 A: Air bags.
 A: I think so.
 A: If you have them in the front.
 A: Uh-huh.
 A: Their arms stuck out the window. **(Cincinnati, African American Females)**
- A: Right. I think that's even unsafe. I mean, you know, that makes it more unsafe.
 A: Um-hmm. That's right.
 A: Right, they say you should put it in backwards.
 A: It depends on the position of the seat you have, that is to say, if it's a baby seat, it's a bad position to have it in, facing toward the front, isn't it? **(Cincinnati, African American Females)**

Knowledge on CPS laws and fines

Participants were often unclear about child passenger safety laws and fines. Many were unsure whether state laws were in place governing car seat and booster seat use, and several maintained that penalties existed for improper restraint regardless of an existing law. In cases where participants all agreed that law was in place, they often could not agree what the law specified.

Examples:

- Q: And what is the law?
 A: You have to be 60 pounds, 50 pounds-50 or 60 pounds.

- A: They start out, I think in the city limits, the tickets is \$210. But from \$210 to like anywhere from 400 and something dollars.
- A: And then if you don't pay, you're-
- A: That's if you don't have your child restrained.
- A: Yeah, or you not having a seatbelt.
- A: And then if you don't pay, you have a certain amount of days to pay. And then it doubles after that.
- A: You've got seven days, and then if you don't pay in the seven days, it doubles. If you don't pay it in the next seven, you've got a warning. **(Cincinnati, African American Females)**
- Q: Okay. And do you know what that law is?
- A: It's under so many pounds.
- A: Forty pounds and four years old or something.
- A: You've got to have them facing the rear.
- A: Under 40 pounds? Is it four years old or 40 pounds?
- A: Under 40 pounds they got to be facing the rear.
- A: Yeah. And they used to turn them around after a weight.
- A: One and over 40 pounds, in the car facing front.
- Q: Does anybody know what the fine is? I'm just curious.
- A: A thousand dollars.
- A: A couple hundred, isn't it?
- A: A thousand dollars if your child is not in a car seat. However many kids are not in a car seat that is supposed to be in a car seat, it's a thousand dollars a child.
- A: It's supposed to be the parent of the child, but whoever the driver is. Or if there are two adults in the front, they ask whose child, and they give the ticket to that person. But if it's one person-
- A: They usually don't give the ticket, they be so much. That's why they keep giving you warnings **(Cincinnati, African American Females)**

Knowledge on the safety benefits of child restraints

The majority of parent participants insisted that there would be no situation where their children would ride unrestrained, as a result of two factors: concern for their child's safety and fear of fines and tickets.

Examples:

- A: And then to just see a car wreck, you know? I mean that just like puts more thought on your brain to make you want to look on your child and worry. **(Cincinnati, African American Females)**
- A: And my son wants to get up there kind of with me. And I won't sit my daughter in the middle of nobody's car. She got to be able to get on the end, and if we don't have a car seat, well, we don't usually go. My friend doesn't like that. She comes to get us to go to the mall; she does not like that. She's, "Well, I don't got no," "Well, we ain't going." Because their car seat is in their daddy's car and we're not going. And I don't have no money to pay for no ticket. **(Cincinnati, African American Females)**
- A: Yeah, and I don't need another ticket. That hurt my pocket real bad! **(Little Rock, African American Females)**
- A: Lock them in a car seat, make sure they are always, before you get in the car, check their seatbelt, make sure they're properly buckled down in their seatbelt ... I know, I'm real cautious, because I just got a ticket once, \$250. Child, I mean, out of their seatbelt. **(Little Rock, African American Females)**

Participants shared their experiences of having an unrestrained child receive injuries during a crash. These incidents and other likes them, encouraged parents to restrain their children properly, by emphasizing the importance of appropriate restraint in motor vehicles.

Again, parents emphasized that the primary benefits of child restraints were their ability to keep children safe. Other benefits included: that boosters were easy to use, lightweight, inexpensive, and prevented arguing between their children.

Examples:

Q: Do you think your child is safer in a booster seat or a seatbelt?

A: Booster seat.

A: Um-hmm. **(Cincinnati, African American Females)**

A: The main reason to use the safety seats is for security, to save their life if there is an accident, or that's the main reason and to keep the children from standing up or leaning out the window, if they're not using a car seat or the booster, because they always tend to stand up, they're restless.

(Little Rock, Hispanic Females)

A: They like more gadgets. The more gadgets or toys on the car seat or booster seat, the better. You know what I mean, keep them more quiet, at least for a little while till you get where you're going. So the more little toys they've got, the more better.

A: Or pockets and cup holders.

A: Yeah.

A: Cup holders and pockets. Because they can stick toys in there.

A: They forget things in there, and when you on that long drive, they pull them out like, "I found this toy!"

(Cincinnati, African American Females)

Participants found that booster seats reduced conflict regarding seat choice among siblings and greatly expedited the process of assembling their children in the car. An additional important benefit for parents was the peace of mind they received from knowing their child was in a booster.

Examples:

A: He just sort of identified that as it can be your seat, or different, could be your seat. Or when Nicholas is with us, he's like, "Nicholas is there." He just, I think he might be a little bit jealous, but mostly he just identifies that as somebody else's seat. And I think that, you know, the good might be, "That's my seat, and that's Mommy's seat."

A: Everybody has their assigned seats.

A: Yeah. Just like at the dinner table, everybody sits at the same spot, and they have their seat.

A: So it makes him, there's no confusion on where I want to sit when I get in the car today.

A: Right. **(Cincinnati, White Females)**

A: One of the other big benefits is, if your kid isn't in the booster seat, if they're not tall enough, which 4'9" is how tall they should be before they go into a seatbelt. They can get seatbelt syndrome, because the belt, the lap belt is up higher on their abdomen instead of being down over their hips. And so like your hips are hard, and the seatbelt should go there, but the booster seat helps position it there. Because if the seatbelt were on their belly, it's all organs and soft stuff in there, and if you get in a wreck, then it can burst organs and cause all sorts of internal damage. And that's one of the major benefits to a booster seat. **(Little Rock, African American Females)**

Perceived barriers

Parents expressed that their children did not like to be restrained, and as a result, the children often complained that boosters were hot, itchy, too tight, and generally uncomfortable. Many participants cited giving in to their child's complaints, and allowing them to ride in a seatbelt, or unrestrained.

Examples:

A: Well, but sometimes when it squeezes them it bothers them ... that's why they don't want to, but you have to do it for safety. **(Langley Park, Hispanic Females)**

A: You know what bothers them sometimes? For example, if you've your car to clean it and it's hot, they get in and their seat is hot, "No! It's hot!" they say, "It's burning me." **(Little Rock, Hispanic Females)**

Q: Is it that they, do you think it's because, one, that that is just restraining them, or is it actually uncomfortable do you think?

A: Both.

A: "It's choking me! It's choking me!" My daughter used to do that.

A: I think every one, and then you're choking.

A: It was with the ones that went like that. "I'm choking." **(Cincinnati, African American Females)**

A: It could be around the child's side, and it really, it still can be uncomfortable. Because if you have a tall kid that has to fit in a car seat, it's uncomfortable.

A: Right.

A: No matter how you strap it in, they don't hardly know where to move. **(Cincinnati, African American Females)**

The groups also included participants who were skeptical about the benefits of any form of restraint and were especially wary of booster seats. Parents in Little Rock clung to the fear that in a crash their child, if restrained in a booster seat, would be trapped in the car.

Examples:

Q: Do you think your child is safer in a booster seat or a seatbelt?

A: Seatbelt.

A: Seatbelt.

A: I don't know. **(Cincinnati, African American Females)**

A: Um-hmm. I'm going to get into a car accident, the car is going to catch on fire, and I ain't going to be able to get the seatbelt off me.

A: Right. Yeah.

A: I'm afraid if I've got a seatbelt.

A: Or pressure on it like in a river or something, and you ain't got no knife. **(Cincinnati, African American Females)**

Q: Does anybody else have anything they want to add on that? That you think that, right now you think that the kids are safer in a seatbelt, is that what I'm getting, the idea? At least for most of you, but some of you think that the booster seat is more-

A: I'm not sure.

A: It depends. Really, I don't know.

A: Because you can be safe in a car seat, or you can be safe in a seatbelt, and you can be unsafe in either one. **(Cincinnati, African American Females)**

A: Oh, by weight. No but what you were saying about the booster seats, some booster seats don't work. Some booster seats ain't, they don't have any safety.

A: Security.

A: Security like, they have to this one booster seat where it goes across their waist and you put the seatbelt across the booster seat and you strap it in. If you would have a car accident, the booster seat would fall out, because it has no security, it has no-it's not tightened in. I was in a car accident and my godson was in one of them car seats, and the car seat slipped out.

A: You mean the kind that has like a bar that comes-

A: Yeah, he just sits in it, you snap it closed.

A: And you stick the seatbelt through it like this, and you tighten the seatbelt like to the seat. So every time you get out, you have to retighten it, but it's not-it's not secure.

Q: You don't think it's secure enough.

A: No. **(Cincinnati, African American Females)**

Some participants were well versed in the benefits of restraint in a motor vehicle and simply had reservations booster seats. These participants felt the car seat held their children more securely, because the car seat did not solely rely on the vehicle's seatbelt.

Examples:

A: The car seat is safer because it's more strapped. You've got the harness or the overhead. So, but, then again, it's also getting him ready for when he has to come out of a car seat, in a way booster, because when he'd sit in the back seat, when he's old enough to sit in the back seat without either/or, it's still going to be wrapped around his stomach. So I feel like it's just getting him ready for when he's able to get out of a car seat and just wear a seatbelt only. **(Little Rock, African American Females)**

A: I think it depends on the booster seat, because besides new modern technology of booster seats, some of them weren't-back in the day, I don't think they were safer than seatbelts.

Q: Um-hmm. But you think the technology is improved now, that they are-it's not-

A: They're safer, but in my opinion now, I think a seatbelt might be safer because, especially if it's a good one that crosses right here and here. **(Cincinnati, African American Females)**

A: I think myself I don't need it. I mean, I can't-if it's not safe for them, I mean I'd rather keep them in a car seat until they just can't car seat no more, for safety reasons. And I never really thought about it until now, if the booster seat really is safe. Because I know they're safe when I'm driving. And I know how I drive, you know, having been in a couple of accidents too, but not as my fault. But I don't feel the booster seats would be very safe, and that I would let my kids outgrow a car seat. **(Little Rock, African American Females)**

A: I wouldn't promote a booster seat because I wouldn't know how safe it is. But I, like I say, I'm doing good with promoting a car seat. I think car seats really work. I mean car seats, they usually strap and plus you've got that little holsters that you can stick a strap down in the car, if you have a van, that keep those car seats really safe. **(Little Rock, African American Females)**

Lack of education was the most significant obstacle to booster seat use. Some parent participants did not feel that they knew enough about boosters to make a well-informed decision on whether to sue them or not. A minority of respondents needed clarification on the definition of a booster seat and was not aware that booster seats for automobiles existed.

Examples:

A: Because I seriously didn't know what a booster seat, I really thought Wendy's or at home

A: Yeah. But that's what they call them at a restaurant.

A: Um-hmm.

Q: Booster seats, yeah.

A: Um-hmm. I'm not going to fit one of them in my car.

A: Because I used them high chairs.

A: That's what they called, high chairs. That's what we called them.

(Cincinnati, African American Females)

A: I know car seat a little, but I didn't think about booster seats.

A: I didn't know, I thought all of them could sit in a car seat.

A: I don't either.

A: Car seat, yeah.

A: So I didn't know anything about a booster seat, I thought it was just the next level from a car seat, but still a car seat. **(Little Rock, African American Females)**

Children's behavior was also an obstacle for parents concerning to CRS use. This behavior was suggested in three forms: distracting their parent driver; removing their restraints; fighting in the vehicle. Very few of parents cited having pleasant experiences while riding with their children.

Examples:

A: Five minutes after you put them in the car, he's asleep.

A: Oh, mine's, yeah.

A: They usually have little toys that they can play with in the car until-unless they throw it, and then they all get taken away. **(Cincinnati, White Females)**

A: Well, mine, they do pretty good. I always keep like books and stuff in the car.

Q: So they're not very active, moving around and things.

A: I have a van, so it's like roomy in there, so they, yeah they're pretty good for that part.
(Cincinnati, Black Females)

Parents felt that their children learned how to remove their CRS easily, which evolved into a barrier for parents attempting to restrain their children appropriately and to keep them safe.

Examples:

A: Oh, my kids learned very early how to get those suckers off. My daughter did the same-both of my kids, they learned before they were three years old how to get out of theirs, because they-the ones that snap right here.

A: All they've got to do is take it off and you've got to push the button and jerk down. And they've seen Mommy do it so many times, they're not dumb, they watch. **(Cincinnati, White Females)**

A: They usually like to jump around, get out of the car seat. It's hard for me to do that because I always have to pull over, put them back in the car seat-because I have two of them that-well, three of them that's in a car seat.

A: Oh, my goodness.

A: And it's hard. With my five-year-old, I don't even put her in a car seat or a booster, I put her in a seatbelt. It's just too hard. They're always jumping around in the front and the back. It is so hard!
(Cincinnati, White Females)

Changes from one type of restraint to another were explained to be impermanent or based on situational influences. Parents reported using seatbelts for children normally in car or booster seats only when space confines and availability allowed.

Examples:

A: If we're getting a ride, or if there's too many children in the car.

A: Yeah.

A: Usually it's when like if you're getting a ride from somebody, you know, if they say, "I'll give you a ride," you know I, you don't have a car seat on you all the time, you might be walking down the street, and it could be somebody you know getting ready to ride past your house or whatever, and you ride with them, you don't always have a car seat with you. **(Cincinnati, African American Females)**

A: Well, once I had to pick up a lot of people and there wasn't enough room for the car seat, and I took it out. And he's got twin, two of my nieces, because there wasn't enough room, and everybody had to go.

A: Before I got my mom the car seat, if she forgot to get it out of my car, or she didn't have it, then she'd have to ride with the safety belt on.

Q: Is there any other circumstances that your child would be in a seatbelt only?

A: If they was in a car with someone other than myself. **(Little Rock, African American Females)**

A: For example, when ... I don't know if this only happens with my children, when some family member comes and wants to take them out, for example, Grandma, and ...

A: There's no room.

A: Of course! Or she doesn't have the booster seat, my husband has it, for example, and it's not there, then she takes her just like that with her...

Q: With the seatbelt.

A: Yes, with the seatbelt. **(Little Rock, Hispanic Females)**

Influences from people who matter

Sources of CRS information

Participants mentioned several different media from which they obtained information about child passenger safety. Most parents looked to prominent community-based figures such as law enforcement and medical professionals for information on how best to restrain their children.

Examples:

A: The doctor's office has a lot of stuff.

A: My doctor, my kids, they have an African-American pediatrician, and she keeps me informed on everything. Just like the booster seats, y'all, if some of y'all parents don't know how to handle car seats or nothing, y'all take your kids to Children's Hospital, they give you seats. So that's how I got my baby's seat, because I didn't have no money. And I just, she said, "Hon, well, do you have a car seat?" You've got to watch the little video. Okay, I watched the video, answered the questions too. If it's free, instead of \$50, \$60, honey. But, they've got a lot going on. People don't know-
(Cincinnati, African American Females)

A: Often, too, in the kids' schools they send you the brochure.

A: Yes, in school, because in Soledad School they sent me the brochure. **(Little Rock, Hispanic Females)**

A: In this state program there the police teach you and they buckle them in pretty tight, because they taught me how to install a car seat and if it's loose on my child I don't seat him, I get up above it, insert the belt behind and make it pretty tight, and that's when I see that my seat isn't moving, because that class tells you how to fasten in a seat. **(Little Rock, Hispanic Females)**

A: If they're not buckled in correctly, and we've had the thing back this way, you can take your car over to Children's Hospital and they will check your safety seat and make sure that it's, you know, in appropriate. And I like the fact that, with the hospitals now before you leave, you have to have your car seat, and they come out and inspect it and make sure that it is in correctly. So, I just worry about her, because she is so grown, and I have to tell my mom, like when she's driving with her, "Just make sure she's sits down and [uses her transport?]." Because I bought my mom a safety seat, and I have my own safety seat now because she will not sit down. They were like twenty dollars and I was like, "Okay, I'm just going to have to break down and just do this and get it," because she is a handful.
(Little Rock, African American Females)

Parents also wished to receive information about restraint from programs like Head Start and Moms of Healthy Babies. Other trusted sources include family members with young children.

Examples:

A: And I participated with Booster America, it was a thing UAMS had, they sponsored the, you know, car seat checks. And I knew about the booster seats thing and making sure they're properly installed because if they're not properly installed, it doesn't make any sense putting them in there. You know, they're not really properly safe. It's a lot to install the car seat and the booster seat, you know, you have to really make sure they're installed properly. **(Little Rock, African American Females)**

A: I heard it from my Moms for Healthy Babies coordinator.

A: It's a mobile van that goes around and helps mothers.

A: Young teen mothers.

A: Single parents. **(Cincinnati, African American Females)**

A: And since your kids are in, if they're in Head Start, Head Start helps you know, you with some information on booster seats. **(Little Rock, African American Females)**

Participants noted that they were most attentive toward messages from television and radio commercials, movie theater previews, health programs in clinics or stores, and billboards.

Examples:

A: On the news, the TV, the store, the doctor's office, the newspapers, the radio, everywhere.
(Cincinnati, African American Females)

A: Yeah, television commercials, you know, they were having the car seat checks at like Wal-Mart, UAMS, any type of fairs that they had, you know, they always had a car seat check point or something like that. If they was having the Greek Festival, they had a car seat checkpoint there, you know, so.
(Little Rock, African American Females)

A: In the news, stores might have a little ad.

A: Howard Aims.

A: He does the Channel 9 News.

Q: Oh, okay, TV.

A: Like they do a piece on it, like they talk about the importance of it.
(Cincinnati, African American Females)

Q: Some of you said, somebody said they heard it on TV, they've seen advertisements on TV?

A: Um-hmm. Yeah.

A: They will tell you when the new car seats coming out.

A: Or on the recall. **(Cincinnati, African American Females)**

Parents also noted that they were very receptive to advice that came from their relatives, or other parents.

Examples:

Q: Um-hmm. And how did you figure that out?

A: Somebody told me about it.

A: Another adult told me, because my car-I had a car seat like that, but it wasn't in the car correctly. It was still loose, and I was trying, I put my child in their loose seatbelt, and it still was loose. And they told me that you had to put your adult body weight to tighten it up. **(Cincinnati, African American Females)**

A: It happened to me one time, I had the little girl, she was crying and crying, she was less than a year old, so then my husband said, put her over beside you, and then a friend of, we were at the soccer field, then a friend said to him, "Why not put the little girl in the car seat?" and my husband said to him, "Because she cries and cries," and he says, "Javier, sooner or later you are the ones who will be crying even more." Then he comes up to me and he says, "I don't want to see this child without her seat belt, running here and there" ... yes, it's true. **(Little Rock, Hispanic Females)**

A: My sister, she's told me which seat to use or to change for the babies. **(Little Rock, Hispanic Females)**

A: Well, me, I know a lot about booster seats because I've seen my aunts and them use it, and did before my kid days. I used to go, "What is she doing," you know, you wonder, "What the heck with these kids in the seatbelts?" We'd been in a seatbelt, but of course we was young, but my aunt used to tell me, "Well, these keep the kids." "Okay, well, thank you." And now I be telling my aunt, "Thanks for all the information you could tell me, because now I do it with my kids."
(Cincinnati, African American Females)

Control beliefs

Control over behavior

Some parents had a very relaxed approach to parenting and were unconcerned about the goings on in the back of their vehicles as long as none of their children sustained bodily harm at the hands of their siblings.

Examples:

A: Now my oldest son, he sometimes wears a seatbelt if he's in the front. But then when I turn around and see the police, I say, "Y'all put the seatbelt on. Put your seatbelt on." And my middle son, he's already got his on. He's looking, got to stay behind us. I'm like, "Oh, God, we're going to get a ticket today!" [Laughter.] But mostly I don't make my oldest son wear it, but the two middle ones I do. **(Cincinnati, African American Females)**

A: Mine would rather fight with each other.

A: Oh, yeah! Yeah.

A: I figure it's okay as long as there's no blood

A: Um-hmm. That's how I am. **(Cincinnati, White Females)**

Other parents were vigilant about the safety of their children and expressed fears that they were not strapping their children securely enough in their safety restraint systems.

Examples:

A: Some people have their seatbelts too loose. You know, they're not directly over them or they're halfway in the car seat, the car seats not hooked up all the way. They have part of it hooked, but this up here ain't hooked.

A: My car seats don't hook tight.

A: Or they don't have their belt hooked up to the car seat. And that will cause the child to go forward, no matter if they're strapped in or in the car seat, if the belt's not hooked up into the car seat right, then they can go forward. It's dangerous. **(Cincinnati, African American Females)**

A: The adjustability is hard to do. You literally have to take it out, pull the back of it together, and then do like that. Or if you have the one that just pulls out the front, then it, depending on if your child is smaller or bigger, it might not be enough, or it might be too much room in between the seatbelt, and the chair and the child.

A: It's hard to put it in the car, and make it safe. A lot of people don't know that you have to put your adult body weight in the car seat and strap the seat in. They put the car seat and they don't do-to push it all the way down.

A: That's right, you have to

A: Right.

Q: Okay, so you have to put your weight on it.

A: You have to put your body weight, adult body weight, in the car seat, to adjust it to the seatbelt of the car, so that it could be secured for the chair. And a lot of people don't know that. They don't really come with them instructions on them. **(Cincinnati, African American Females)**

A: Another adult told me, because my car-I had a car seat like that, but it wasn't in the car correctly. It was still loose, and I was trying, I put my child in their loose seatbelt, and it still was loose. And they told me that you had to put your adult body weight to tighten it up.

A: That's the only way I can get mine in there, that's the way I do it. I have to basically sit in the car seat. **(Cincinnati, African American Females)**

Control over preventing crash or injury

Participants worried about the unpredictable behaviors of other drivers, including speeding, braking suddenly, and cutting people off. Although participants agreed that they could do little to influence the driving behavior of others, being extremely aware of their surroundings gave them some control and made them feel proactive.

Examples:

A: I watch for others to crash. I'm scared of other people driving, not myself.

A: That's right.

A: So I be watching them, watching what they doing, kind of avoid their accidents with me.

A: But a lot of times you can't avoid it. **(Cincinnati, African American Females)**

A: At times, what I do when someone is driving and I see that they're coming at a certain speed, I just let them pass by and I stay behind. I'd rather arrive late than not at all. **(Langley Park, Hispanic Females)**

A: And be aware of your surroundings. I always wait when I get to the stoplight. And before I take off, even though it turns green, I usually wait a second just to make sure that other people have stopped. Because sometimes you have the people that, the yellow light kind of means speed up instead of slow down, and so they zoom on through. And so if I'm at the front of the red light, I always usually will wait a couple of seconds. And it usually makes the people behind me a little upset, but I usually wait. Because it's like, as soon as the light turns green they go, go on! It's like, "Go! Go!" And I'm like, "It's not supposed to be out yet. I've got to make sure."

A: And I just try not to get in a hurry. If I see I'm running late, I'm just going to be late. You know, not to hurry, because just when it seems like you're hurrying, that's when something's going to happen. So if I'm going to be late leaving out of the house, I'm just going to be late getting to where I'm going to be. Just slow down. **(Little Rock, Hispanic Females)**

As a result, participants emphasized that they experienced driving differently when alone in the car compared to when they had child passengers. When in the car with their children, many remarked that they were acutely aware of their surroundings and of the careless or negligent driving tactics of those around them. This heightened sense of awareness made them feel more in-control.

Examples:

A: Yeah. And you know, my mother always says, "Okay, bye. We'll see you guys next weekend. Be safe driving home. You've got special cargo." And I, when I'm driving by myself, I'm not as observant and conscious, but when I have the kids with me it's like, you know, okay, they're back there. **(Cincinnati, White Females)**

A: Yes. My friends go off on me, because when it comes to a light, and I no longer have the arrow-and I know at certain intersections like over here where they're building that Walgreen's, "Why don't you turn? Why don't you turn? The light is yours."

A: And they don't understand that, because I'm not going to drive crazy like that. I don't care about the insurance money. I've got somebody else in my car, and they don't understand that, you know.

A: Well, I know for me, when my kids are in the car, I don't speed. I'm more cautious when they're in the car, than say when I'm in by myself, you know.

A: Yeah, I won't speed. I go the proper speed limit in each zone, and you know, I be more cautious. **(Cincinnati, African American Females)**

Perceived self-efficacy

Rules in the vehicle

Many participants had basic rules for behavior in the vehicle designed to maximize the safety of all passengers. Rules for child passengers were created with the goal of minimizing distractions for parent drivers. Parents attempted to keep noise levels at an appropriate volume by prohibiting shouting, fighting, and throwing objects. Participants also disliked their children attempting to attract their attention while driving.

Examples:

- A: Well, yes, I have told Sammy, when there's a stop sign, like that in the vehicle, and I always say to him, "You're not going to stand up, because I'm driving," and I also tell him not to be talking to me while I'm driving, and if I have to be watching him I'm going to get distracted and we're going to get into an accident and we're all going to die, I tell him, and then, he understands, and now he, every time we're on the road, I tell him that he's always the copilot, I tell him that so that he goes ... **(Langley Park, Hispanic Females)**
- A: The rule I give to Bianca is that she can't shout, also because I feel that when the kids are really restless, then yes, you could have an accident, and that's the first thing I say. For that reason I give her, I play music or whatever in order to entertain her, because it could cause an accident, distraction or something.
- A: Or that they don't fight, also, because among siblings there is always fighting. **(Langley Park, Hispanic Females)**
- Q: Alright. Do you have any rules that the kids must follow when you're in the car?
- A: Just stay in that booster seat.
- A: Keep your hands, feet, and other objects inside the windows. Because I turned around one day and looked at my son, and he had some, I guess their dad had-I always use the power locks so that they can't roll their windows up and down-and I guess their dad had taken it off. And I'm, "What is he doing?" He's got his leg up, cocked out the window.
- A: He can't throw things up in the front. **(Cincinnati, White Females)**
- A: I just make sure they're in their, her booster seat, you know, and it's not an option not to be in it. And it's not an option to take it off, because my thing is, "If you want to go, this is what you've got to do." So if you want to go home and stay home, you can stay at home. But if you want to go, you have to be in your booster seat. **(Little Rock, African American Females)**

Discipline strategies to maintain safe behavior

Parent participants utilize a variety of discipline strategies to try to maintain safe behavior and enforce rules when traveling in a vehicle with their children. The most traditional approach involves invoking consequences for their children's less than stellar behavior. Participants mentioned taking away toys, withholding toys, and refusing to take the children places they wanted to go. In addition, some parents battling less traditional behaviors came up with some innovative approaches to address their unique problems

Examples:

- A: I had-my son, he will test you at every turn. I could tell him, "Keep your foot in the window. Keep your foot in the window. Keep your foot in the window." And you know, I thought I'd fix his little red wagon one day, and when we got in the car, I tied his shoestrings together!
- A: Took his shoes off.

A: Now my son is like, "Okay, well I can stay home by myself."

A: Right, you can only threaten so much. You can only threaten them so much with, "You going to stay home."

A: That's only like a couple times.

A: And especially if they know there ain't nobody at home for them to stay with, it ain't going to matter. I mean you, the parents are going to be frustrated for doing it. Either you get in the car seat, put them in the car seat, and they're going to be crying and hollering, they're going to be frustrating, road rage.

(Cincinnati, African American Females)

A: And something else is that I tell Sammy that he is not to talk to me while I'm driving. He knows very well, because I say to him, "If you're making me talk, I could have an accident, and we'll all die here," I tell him, and he says, "No, I don't want to die," and then I tell him that he has to ride calmly, and not to take off his seat belt, not to take anything apart, I tell him so and he obeys.

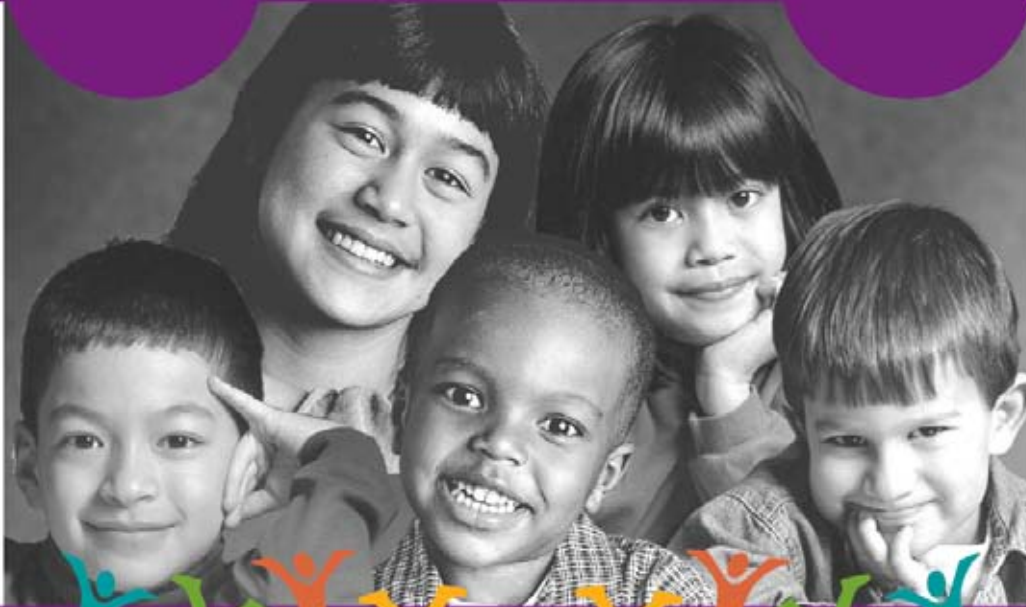
(Langley Park, Hispanic Females)

Earn \$75 Plus Dinner

Do you have a 3- to 5-year-old child?

Come to a group and talk with us!

We want to hear what you think about kids' safety in cars.



Where: Cincinnati

When: March 8 to March 23, 2006

To see if you qualify, call: 859-781-9700



 The Children's Hospital of Philadelphia®

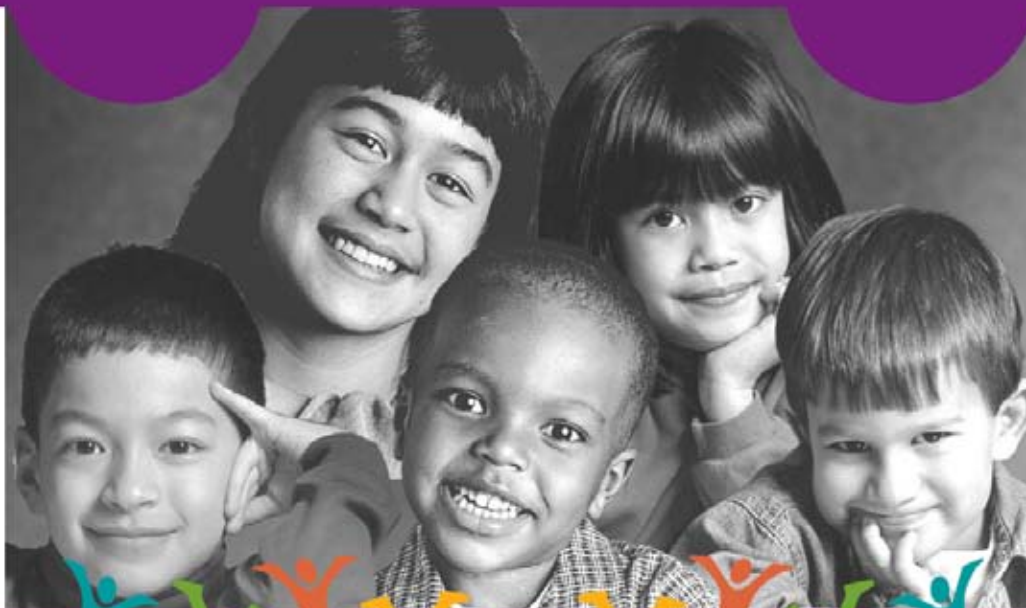
Hope lives here.

Earn \$75 Plus Dinner

Do you have a 3- to 5-year-old child?

Come to a group and talk with us!

We want to hear what you think about kids' safety in cars.



Where: Little Rock

When: March 8 to March 23, 2006

To see if you qualify, call: 501-666-2281



 The Children's Hospital of Philadelphia®

Hope lives here.

INVITATION TO ELIGIBLE RESPONDENTS

We are conducting two-hour focus groups on safety for 3 to 8 year olds in vehicles such as cars, SUVs, vans, and trucks. It will be held at ____ at __ pm.

LOCATION: _____

Each participant will receive \$75 in cash at the end of the session. Will you be able to make it? A few weeks after the focus groups are over, you may be contacted to participate in a brief follow-up over the phone.

[CHILD CARE WILL BE PROVIDED, IF NEEDED.]

NAME _____

ADDRESS _____

CONTACT PHONE _____
NUMBERS _____

[Please remove the last page with the names and give us the rest of the questionnaires for the people who are invited to the group.]

A3. Participant Introductions and Rapport-building

Please introduce yourself to the group by telling us your first name, and the names and ages of your children. Also, please give us 2 or 3 words that describe what it's like when you're driving with your children. <Moderator: Introduce yourself last.>

A4. Booster seat description. (5 minutes)

Lets' begin by talking about booster seats. A booster seat is a seat for kids who have outgrown their baby or child seat but are too small for adult seat belts. While seat belts are better than no restraint at all, booster seats raise the child up so that the lap and shoulder belt can do its job better in protecting your child. A booster seat is not attached to the car's seat and it doesn't have any straps. Your child sits on the booster seat and pulls the seat belt across him or herself so that the seat belt crosses the child's shoulder, chest, and hips. The seat belt holds the child in place in the booster seat.

<MODERATOR: Show pictures as examples of high back, combination, and no back boosters.>

B. RANKING OF LISTS AND INTERVENTIONS SELECTION (15 MINUTES TOTAL)

B1. Instructions to participants

About a year ago The Children's Hospital of Philadelphia and The National Highway Traffic Safety Administration conducted focus groups with parents of young children and asked them to think about using booster seats for their children in cars. Keep in mind, when I say "child" I'm talking about the one(s) between the ages of 3 and 8 years old. And by "vehicle" I mean a car, van, SUV, or pickup truck. We are about to show you lists that were generated by those folks during that discussion. We need you to help us to rank or prioritize these lists.

Let's think about using a booster seat for your child. Each of you has twenty stickers in your packets. There are four colors – red, orange, green, and blue. Here's how this will work. For each list we show you, put one sticker next to the five items that relate the most to your life. There will be four lists. Let me point them out to you.

This first list - the RED list - includes **bad things that I worry about when I drive with my children in the car**. <Read first list.>

The second list - the GREEN list - includes **good things that might happen if my child is in a booster seat**. <Read second list.>

The third list - the ORANGE list – includes **things that might make it hard for me to use a booster seat for my child**. <Read third list.>

The fourth list – the BLUE list – includes **people or places whose opinions about booster seats matter to me.** <Read fourth list.> Remember that when I say “child”, I’m talking about your child between the ages of 3 and 8 [8 in SS] years.

First, look at all of the items on the list and then, FOR EACH LIST, use all five of your colored stickers that match the color for the list. You don’t have to go in order of the lists. If someone is already working at one list, move on to the next one. That way we’ll all get done faster.

You can leave your recorder on the table while you do this.

When you are finished with all four lists, please return to your seats. If you need any help with the lists, please ask any one of us.

<Make sure that participants clip mikes back on when they return to table and that all are still recording.>

B2. Instructions to moderators

Ideally, one person will stand at each list if there are four team members in the room. Make sure that they are using the correct colors. Name the people in the room and which list that person is standing in front of.

Look to be sure that the participants are not having difficulty reading the lists and offer to read the words to them.

Make sure that they don’t leave the list until all 5 stickers are used.

C. PART 2: BOOSTER SEAT INTERVENTIONS (80 MINUTES TOTAL)

C.1 Intervention selection

Danielle will select 2 interventions for Part II based on participant feedback in Part I. While Danielle is selecting the interventions, the moderators should ask the parents to talk about their choices. In addition, all parents will view the parenting intervention then the injury intervention.

Use this time to have participants discuss any lists that didn’t resonate or something they thought was missing from list

C.2 Instructions to parents for Part 2.

I’m going to show you a few different examples of materials that have been designed to teach people about booster seats and encourage their use. For each intervention, I will read an introduction, then I will show it to you, and then we will discuss it.

C.3 Instructions to moderator for In-depth Portion of Part 2

For each intervention:

1. Read description to the participants.
2. Demonstrate the intervention (play video, pass around samples, etc.)
3. Following the discussion guide below.
4. For each intervention, there might be specific questions to ask. Please ask these after completing the discussion guide below.

Q1: Let's start with your gut reactions to what we just showed you. What did you think of it?

Probe: Would you NOTICE it?

Probe: Would it HOLD YOUR ATTENTION?

Probe: What did you like about < NAME AND MEDIA TYPE>?

Probe: What is the best part of it?

Probe: What didn't you like about it?

Probe: What is the worst part of it?

Q2: Would this get you to go out and get a booster seat for your child? How about other people you know?

<**MODERATOR:** try to find out if there were actionable emotions – guilt or regret – or flight emotions – fear>

Probe: Does this make you feel like you can do something to ensure your child's safety in a vehicle or does it make you feel helpless?

Probe: Did you learn anything new from this? If yes, what was it?

For Injury Intervention ONLY:

Probe: Would you turn this off if you heard it or saw it while your children were around? If YES, what would you change about it so kids could hear it?

Q3: What message(s) do you think they were trying to get across?

<**MODERATOR:** If needed, probe for specific messages respondents feel the program is trying to convey.>

Probe: What message(s) came across clearly? (for you, for your child)

Probe: What things didn't make sense?

Probe: What things came across that we might not have wanted? (For example, was there anything that was said that might have been offensive, double-meanings, etc.?)

Q4: What things did <PROGRAM NAME AND MEDIA TYPE> address that you think are important – good things, bad things, difficult things, people whose opinions matter?

<MODERATOR: Let participants know they can refer to the lists on the wall>

Probe: Does it deal with any of the issues that you think are important?

Probe: Based on what you just saw, do you now think that there are new issues that are important?

Q4 Probes for Parenting Interventions:

Probe: Now think about times when children are misbehaving in the car, and parents can't get the children to behave. What about <PROGRAM NAME AND MEDIA TYPE> might help those parents get better control over their kids while riding in a vehicle?

Probe: Who do you think would be good spokespersons or narrators to present <PROGRAM NAME AND MEDIA TYPE>? That is who would you want to see telling you and other parents about this information?

Is it important that the people talking and acting in the video be of the same race or ethnicity as the people who would watch the video?

Q5: Where would you want to be able to get or see <PROGRAM NAME AND MEDIA TYPE>?

Probe: Does this have to be given to you in person?

Probe: Could it be shown on TV/radio stations? Which ones?

Probe: Where else should it be shown?

Q6: What would you do if you saw < PROGRAM NAME AND MEDIA TYPE>?

Probe: Would you look at it? ignore it? take it home? buy a booster?

Probe: Would you show it to anyone?

Probe: Would you think more about booster seats after you saw this?

Q7: What, if anything, would we need to change about <PROGRAM NAME AND MEDIA TYPE> for it to be most effective in your community?

Probe: What other messages or information should it include?

Probe: What should be included along with this program? (e.g., a parent portion for a child program; a coupon; a number to call for more information; etc.)

**Now let's look at another program on booster seat use.
(20 MINUTES for each intervention)**

<CONTINUE WITH QUESTIONS ABOVE FOR SECOND INTERVENTION THAT DANIELLE SELECTS, THEN PARENTING, THEN INJURY INTERVENTIONS.>

Q8. If you were in a situation where your only choices were to use a seatbelt or nothing at all to restrain your child which would you choose?

D. WRAP-UP (10 minutes)

I'm going to take a minute to ask our observers in the back if there is anything else they would like to know from you. Please feel free to get up and stretch, help yourself to more snacks and drinks, and I'll be back momentarily.

<**MODERATOR:** Provide observer with any questions raised by participants. Ask questions raised by observers to participants.>

Q1. There were lots of interventions that we did not have the time to show you. Was there something that you wished we had covered or shown you that we didn't?

Q2. We have developed a website with information in Spanish and English for parents. It is easy to use and has videos with real families as well as written instructions.

How should we let parents know about it? (advertising?)

Where would be the best place for parents to use it?

Q3. We're coming to the end of our discussion. As we wrap things up, I'd like each of you to tell me one thing that you think we should know about people in your community that would help us get their attention with these videos?

Thank you again for your time and comments. What you've shared will help us to make recommendations to CHOP and NHTSA about how to improve the effectiveness of child passenger safety messages.

We're passing around a post discussion questionnaire for you to fill out.

<**MODERATOR READ BOOSTER SEAT GIVEAWAY SCRIPT**>

FORMULARIO DE CONSENTIMIENTO
PROMESA DE CONFIDENCIALIDAD PARA LOS PARTICIPANTES VOLUNTARIOS

Children's Hospital of Philadelphia y la Administración Nacional de Seguridad Vial llevan a cabo los grupos focales con la ayuda de una empresa llamada Westat. El grupo focal tiene por finalidad solicitar sus opiniones y comentarios sobre la seguridad de los niños en los automóviles. Sus opiniones son importantes y podrían ayudar a crear campañas sobre la seguridad infantil en automóviles.

Se grabará el grupo focal en audio, y se tomarán apuntes. Su participación es completamente voluntaria. Usted puede retirarse en cualquier momento, y no estará obligado a unirse al comentario de cualquier tema si no lo desea. Toda la información obtenida de este estudio se tratará como confidencial y únicamente las personas autorizadas para trabajar en este proyecto tendrán acceso a la misma. El informe que resume los resultados no divulgará nombres ni datos identificadores.

Si usted acepta participar en este grupo focal, por favor ponga su firma bajo la declaración a continuación:

**He leído este formulario de consentimiento y comprendo el proyecto que se me propone.
No divulgaré la información comentada en el grupo focal a personas ajenas al grupo.
Doy mi consentimiento a participar en este estudio.**

Firma

Fecha

Nombre en letra de imprenta

- Copia entregada al participante
- Copia firmada entregada al proyecto

**18. Please tell us how much you agree with each of the following statements.
 (Check one box for each statement.)**

STATEMENT	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
a. I think it is important to use seat belts.					
b. I think that I could get my child to use a seat belt on every trip.					
c. I think that I could get my child to try a booster seat.					
d. I think “high back” booster seats look safe. (see picture on last page)					
e. I think “no back” booster seats look safe. (see picture on last page)					
f. I think that children between the ages of 3 and 8 years old will like using a booster seat					

**18. Por favor díganos cuánto está de acuerdo con cada una de las siguientes afirmaciones.
(Marque una casilla para cada afirmación)**

AFIRMACIÓN	Completamente de acuerdo	Algo de acuerdo	Ni de acuerdo ni en desacuerdo	Algo en desacuerdo	Completamente en desacuerdo
b. Creo que es importante usar el cinturón de seguridad.					
b. Creo que podría hacer que mi hijo(a) usara el cinturón de seguridad cada vez que va en el coche.					
c. Creo que podría hacer que mi hijo(a) probara usar un asiento elevado.					
d. Creo que los asientos elevados con respaldo alto parecen ser seguros.(vea foto en la última página)					
e. Creo que los asientos elevados sin respaldo parecen ser seguros. (vea foto en la última página)					
f. Creo que a los niños de entre 3 y 8 años de edad les gustará usar un asiento elevado.					

19. De la gente que conozco...

- La mayoría usa el cinturón de seguridad cada vez que va en el carro.
- Algunos sí usan y otros no usan cinturón de seguridad cada vez que van en el carro.
- La mayoría no usa el cinturón de seguridad cada vez que va en el carro.

21. De la gente que conozco...

- La mayoría ha oído hablar de los asientos elevados.
- Algunos sí y otros no han oído hablar de los asientos elevados.
- La mayoría no ha oído hablar de los asientos elevados.

**¡Muchas gracias por haberse tomado el tiempo
para llenar este formulario!**

Ejemplos de Asientos Elevados

Asientos Elevados de Respaldo Alto



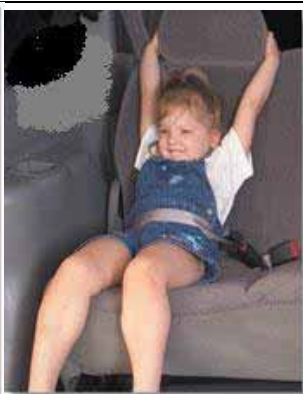
Asientos Elevados sin Respaldo



Ejemplos de Uso del Cinturón de Seguridad



Cinturón de falda y hombro



Cinturón de falda solamente



Bajo el brazo



Por detrás de la espalda

Top 5 Benefits: Good things that might happen if I use a booster seat

1. I will know that my child is safe when he is in a booster seat.
2. My child can see out the window when he is in a booster seat
3. My child will feel like a “big kid” in a booster seat.
4. My child will feel special in her “own seat”.
5. Tie: My child will feel snug and safe in a booster seat & My child will be comfortable in a booster seat.

Top 5 Barriers: Things that might make it hard to use a booster seat

1. I do not have room in the car for the booster seat.
2. My child will complain if I make him use a booster seat.
3. I cannot afford a booster seat.
4. Other children might make fun of my child if he is in a booster seat.
5. Tie: My child will feel like a baby if I make him use a booster seat & My child will be uncomfortable in a booster seat.

Top 5 Information Sources: People and places whose opinions I trust

1. I trust my own opinions.
2. Police
3. My child’s doctor or other health care provider
4. My spouse, partner, or the child’s parent
5. Hospitals or ambulance workers

Group LR2: White Females**Top 5 Threats: Bad things that I worry about when I drive my children in the car**

1. My child might get seriously hurt in an accident.
2. I might get into a crash.
3. I might get pulled over by the cops.
4. My child might get out of her seatbelt.
5. 3-way tie: I might have to pay for a ticket/I might go to jail if I do not restrain my child correctly/ My child might get hurt by the airbag.

Top 5 Benefits: Good things that might happen if I use a booster seat

1. I will know that my child is safe when he is in a booster seat.
2. My child will feel snug and safe in a booster seat.
3. My child will feel like a “big kid” in a booster seat.
4. My child will feel special in her “own seat”.
5. I will have a place to put the child’s food/cups/toys.

Top 5 Barriers: Things that might make it hard to use a booster seat

1. My child will complain if I make him use a booster seat.
2. My child will be uncomfortable in a booster seat.
3. Other children might make fun of my child if he is in a booster seat.
4. My child will feel like a baby if I make him use a booster seat.
5. My child will think I am punishing him if I put him in a booster seat.

Top 5 Information Sources: People and places whose opinions I trust

1. I trust my own opinions.
2. My child’s doctor or other health care provider
3. My spouse, partner, or child’s parent
4. Police
5. Hospital or ambulance workers

Group LR3: African American Females

Top 5 Threats: Bad things that I worry about when I drive my children in the car

1. I might get pulled over by the cops.
2. I might get into a crash.
3. My child might get seriously hurt in an accident.
4. My children might fight.
5. My child might get hurt by the airbag.

Top 5 Benefits: Good things that might happen if I use a booster seat

1. My child can see out the window when he is in a booster seat.
2. My child will feel special in her “own seat”.
3. I will know that my child is safe when he is in a booster seat.
4. My child will feel like a “big kid” in a booster seat.
5. Tie: My child will feel snug and safe in a booster seat & My child will not bother me because she might behave better.

Top 5 Barriers: Things that might make it hard to use a booster seat

1. My child will complain if I make him use a booster seat.
2. My child will be uncomfortable in a booster seat.
3. My child will feel like a baby if I make him use a booster seat.
4. My child will think I am punishing him if I put him in a booster seat.
5. I do not think a booster seat is safe.

Top 5 Information Sources: People and places whose opinions I trust

1. I trust my own opinions.
2. Police
3. My spouse, partner, or child’s parent
4. Hospitals or ambulance workers
5. Tie: My child’s doctor or other health care provider & TV

Group LR4: African American Females

Top 5 Threats: Bad things that I worry about when I drive my children in the car

1. I might get pulled over by the cops.
2. My child might get seriously hurt in an accident.
3. I might have to pay for a ticket.
4. I might get into a crash.
5. My child might get hurt by the airbag.

Top 5 Benefits: Good things that might happen if I use a booster seat

1. My child can see out the window when he is in a booster seat.
2. I will know that my child is safe when he is in a booster seat.
3. My child will feel snug and safe in a booster seat.
4. My child will feel special in her “own seat”.
5. My child will feel like a “big kid” in a booster seat.

Top 5 Barriers: Things that might make it hard to use a booster seat

1. My child will complain if I make him use a booster seat.
2. My child will be uncomfortable in a booster seat.
3. I do not have room in the car for the booster seat.
4. My child will feel like a baby if I make him use a booster seat.
5. I cannot afford a booster seat.

- Momma no. Momma no. So sometimes it, sometimes it's a problem and other times it's, it's if we're gonna go anywhere you gotta sit in your seat, and then she'll go sit in it. **(Little Rock, White Females)**
- A: My child would feel, my child would complain if I make him or her, when, like in the car, use the booster seat. The only reason I picked that one's, because I can remember her whining—because I do spoil my daughter—and she's like oh daddy, daddy, so I would like well I'm just going around the corner. Girl go inside, just sit down. So that's the reason why I picked that one. **(Baltimore, African American Males)**
- A: She has 6-year old twins and a 7-year old. The 6-year old twins are a lot of fun, but the 7-year old is not as much fun. [laughter] She complains. She complains. **(Silver Spring, Hispanic Females)**

These complaints were found to have many causes. Many parents had encountered a child or children who made fun of their child for riding in a booster seat. This was cited frequently as a reason why children would complain about being restrained in a booster seat.

Examples:

- A: That's what he tells me is he's a big kid and he doesn't want to sit in that seat and he makes it act, he thinks it's for a baby you know, I'm like no it's for bigger kids. **(Cincinnati, White Females)**
- A: My son is the youngest in his class, and he's smaller, and so, you know, all the other kids are already out of their seats, and, you know, him being a boy, it's a bigger issue, and you know, they're, kids are mean. **(Little Rock, White Females)**
- A: I don't have a problem with a problem with my child in car seat, but others may have a problem because other children might make fun of them and think oh um, you're such a baby, he's still riding in a booster seat, and you can't sit in the seat belt like we do and stuff like that, I can see a child teasing another child. **(Baltimore, African American Females)**
- A: Well, some of the things that makes it complicated is that sometimes they'll complain is that they don't want to be a little kid. They want to be big and they want to go in the front. They don't like the fact that you have to sit them in this baby chair because when they're 2 or 3 they try to be "big kids." **(Silver Spring, Hispanic Females)**

Comfort was another cause for children's complaints concerning booster seats. Several parents in each group cited that their children complained due to lack of comfort in a booster seat.

Examples:

- A: I guess it would be under being uncomfortable under the booster seats, but those things just seem like they would be so hot on a child, even when you have you know your heat or air or whatever on, especially like these high back ones because. **(Little Rock, White Females)**
- A: He always said it was uncomfortable. He can't sit right. He always said I'm being mean. **(Baltimore, African American Females)**
- A: Complaining that it's very uncomfortable. That it's actually harder on the bottom, and she can't, you know, she wants just to sit now, but she's just sitting on, sometimes I just let sit in the seat, and just put the seatbelt on, and I let her, even though I prefer the booster seat just cause I feel, I don't know, maybe that's safer, she should be in the booster seat, but sometimes I do let her in the regular seat just because I see how much she fidgets and complains in the regular booster seat. So I guess I don't know what the exact weight or age they should be before they get out of that completely and sit in a regular seat, so I say we use it for her, but she does complain of being uncomfortable in it now. **(Silver Spring, Hispanic Females)**

Very few parents felt that their children believed a booster seat was "punishment". Those who did express this also noted that they did not use a restraint consistently.

A: You know, cuz if there's not enough room in the car, what's your option?
(**Cincinnati, African American Females**)

A: I don't have the space because I have five kids.

Q: Okay.

A: And sometimes I just put the, Cindy is one year old, with the car seat, because I cannot fit five in back.

Q: So you don't have enough room in the car. (**Silver Spring, Hispanic Females**)

A: I think a lot of the issues is like with me I don't have room in my car all the time, in the morning I have four kids in my car. (**Little Rock, White Females**)

Although there was no distinct subset of participants that found cost prohibitive, each group had one or two parents who found that the cost of a booster seat barred them from using one. Although present, this barrier was not as prevalent as many of the others.

Examples:

A: It's because maybe they can't afford it either, you know. Because, I mean, I'm ready to be a grandfather. We went out looking at strollers and booster seats. We went out lookin' but they're expensive, and I think maybe that's another – I mean, I'm talking about low-income people, you know. I think a whole lot of people can't afford it, so they think – they don't really – like I didn't know 4'9". That's something that you could throw on the back burner. You know, I can get a pair of shoes instead of a booster seat. I put them in a seatbelt. (**Baltimore, African American Males**)

A: Yeah, I haven't lately. I say about 2 ½ months since my car been down, but it's like before my car was down, our, like I said my seatbelt, I mean my car seats they got, you know, and I can't afford them, cuz I have to buy all, I gotta buy three car, well I actually have about two boosters and one car seat, and ain't no sense in just getting one, and can't get all three of 'em. Then I'm in the process of moving like demandin' to move, cuz my building's shutting down, so

A: And they shouldn't even be that high, because that's something that we really need.
(**Cincinnati, African American Females**)

A: Well I know people who cannot afford a booster seat, so I put a mark in there because I have gave one away, and I have also purchased one for someone because they couldn't afford it.
(**Little Rock, African American Females**)

In several groups, parents admitted to having no knowledge of booster seats (especially high back booster seats) prior to the focus group. Those parents who had only known about low back booster seats, often noted that they thought low-back seats were unsafe. Many parents agreed that they perceived high back boosters to be safer than the low back style.

Examples:

A: I thought that was really smart, you know, I would put my kids in this booster seat, well my daughter, I would put her in here.

Q: One of the high backs?

A: Yeah, because I, I've seen these before and I don't like them, I mean.

Q: The low back?

A: Yeah, yeah, I, I feel safer using these here. (**Baltimore, African American Females**)

A: Well I think these, I have, my son has the no back booster seat, which is was cheaper than the combination car seat and booster, that's why I got that but he, he can unbuckle easily and when my sister had one with the car seat and booster seat, he couldn't undo that which I feel the child is more safer in that one because and the no back or the high back. (**Little Rock, White Females**)

In addition to believing that low back booster seats were unsafe, many of the participants in Little Rock believed that booster seats, or any type of restraint, were generally unsafe. The basis of this belief was often that children would become trapped in the vehicle in the event of an accident.

Examples:

A: I don't think it's safe.

Q: You don't think it's safe?

A: Mm-hmm.

Q: Okay. Tell me more about that.

A: Because the kids, they can slip down and get stuck between where their legs are kind of, you know, like that, and I just – I don't use, I've never used one for them. **(Little Rock, African American Females)**

A: I said I trust my own opinions, because you could be in a car seat and something could happen to you, and you can be not in a car seat and something happens. And a booster seat, to me, is just unsafe because they have to be sitting in something. I use it, but with the booster seat, I think if you have a wreck, because nothing is holding the upper part of your body, if they fall forward, nothing is going to be saved but the bottom where those car seat is buckled in. You know what I'm saying?

Q: So you trust your own judgment on that.

A: Yeah. If you're going to go, you're going to go. You know, that's my thing. If it's your time, it's your time. **(Little Rock, African American Females)**

A: Because I know if anything happens and you go, the ambulance has to pick you up, they'll say well if he was in a car seat this probably wouldn't have happened. If you get him to the hospital, they'll say the same thing, but I still go back to that ain't necessarily the case. Because you can be in a car seat, and had you not been restrained, your life could have been saved. You know, because if you're in bondage and can't get out, like if, like – okay, your car blows up. They have a better way of pulling you out without a seatbelt, than trying to find a seatbelt and unlocking you, and getting you out. So that's why I do that, because they'll be the first ones to say well they should have been restrained. And sometimes it will help, and sometimes it won't. **(Little Rock, African American Females)**

Disadvantages imposed by outside parties

Barrier: People I care about told me not to use a booster seat.

Barrier: Other children might make fun of my child if he is in a booster seat.

None of the participants noted that they did not use a booster as a result of others advice. In fact, most participants mentioned that they trusted their own opinion more than anyone else's opinion.

Outside sources that were mentioned were only other children, who made fun of the child in a booster seat. This trend was not mentioned as important in either Baltimore or Silver Spring; however, several White participants in Cincinnati and Little Rock cited this as a barrier to use they had experienced.

Examples:

A: Yeah. Saying his friends are making fun of him, calling him little Todd, mommy's favorite. **(Cincinnati, White Females)**

A: My daughter, when she was – the kids at school were starting to make fun of her, and that was – it was awful. You know, you – she would cry, she would say just let me get out of the corner, you know, I'll sit there. That was probably the hardest thing. That's when I finally just let her use the seatbelt. Out of the booster seat, into a seatbelt. Because all the kids would meet out front of the bunk, out front of the kindergarten. It was easier to pick them up out front, so as you're pulling up they would be, you know, something...

Q: And what kinds of – what were they saying?

A: Calling her baby, and I can't remember – some – I mean they had all kinds of names to call her. **(Cincinnati, White Females)**

A: I chose it more like on field trips. My son is the youngest in his class, and he's smaller, and so, you know, all the other kids are already out of their seats, and, you know, him being a boy, it's a bigger issue, and you know, they're, kids are mean.

- A: And that, you know a booster, if they're not in, if they're not in them anymore, which, you know, he'll be eight in August. All of his friends are a year older. They're not in them anymore, and that's a sign of a baby, but you know in our house that's a sign of safety, so that's just what you do. You get in and you put that one, and there's no argument for that. **(Little Rock, White Females)**
- A: Right, and so that's why I actually had to stick, cuz I, you know, he's comfortable in it, but he's gonna be safe too, so it was, you know, other kids if they make fun of you then they're not your friends anyway, you know? He had a little friend that his mother did not make him buckle up and he would be bouncin' over the seats and everything, and I said we're not arguing with it, that, you're my child, he's not. You're gonna be in your seat, you're gonna buckle up, that's the end of the story, and it's never been a problem. That's just, but what, we'll get into this, but what's the safest thing? That's what I'm trying to do. **(Little Rock, White Females)**

The Big Green Snake (Weiner and Seamen Productions)

Many parents enjoyed the simplicity, and general appeal of the Big Green Snake. Parents also enjoyed that it provided a broad range of information without being dry or preachy.

Examples:

A: I thought it was good because it showed that everybody in the car needs to be in a seatbelt, not just a child. That everybody, including I guess, the stuffed animals too. I thought it was – it got to the point, and you know, it stated all the information that it needs to be.

(Silver Spring, African American Females)

A: That booster seats are safe. I thought it was good for both the child and the parent, because it gave a lot of detailed information. Like she was saying about the weight, the ages, what steps you need to go to next once the child gets to a certain age or a certain weight, and I know my daughter, she would like that, because she likes doing the rhyme thing, you know. So it would have caught her attention too.

(Silver Spring, African American Females)

A: Especially a green snake. Yeah, it would. I really liked it. It was well put together. It was very informative.

Q: It was informative.

A: Mm-hmm. **(Silver Spring, African American Females)**

A: I think my son would enjoy that. He's real comical, so he would have thought the green snake was kind of funny.

A: And he would have stopped, and he would have said oh, did you see that big green snake jump in front of that car? He would say, can I get one of those seats? You know, that's just how he act.

A: He would have wanted one. **(Little Rock, African American Females)**

A: She loves snakes.

A: Mm-hmm.

Q: Okay. Do you think that she might ask for a booster seat though after seeing that, or not really?

A: She'll be like – if she seeing this, she'll probably be like ooh they have a booster seat like me.

(Little Rock, African American Females)

Other parents found the intervention childish and lacking in mass appeal. Parents were concerned that an unconventional animal, such as a snake, would not appeal to their children.

Examples:

A: It was too kiddie. It was more on a child level. I mean, it would have drawn the attention of my four and ten-year-old. I think it would have caused them, because of the bright colors, and also the scenery. But as far as like if I had been walking by, no it wouldn't have caught my attention.

(Little Rock, African American Females)

Q: What did you think about the snake?

A: I thought he was stupid.

A: Well, a snake. How can you see a snake driving? Come on now.

A: And my sons would have been like hit it, you know.

A: My sons would have been like mom, hit it. Yeah.

A: Yeah. **(Little Rock, African American Females)**

A: And if they were trying to get that message across, I think they should go with the most popular cartoons or something that you going to catch a child's attention span, because if it's not something popular, they going to walk by and they're not going to care.

(Little Rock, African American Females)

A: I feel like she was saying about the difference between a snake and a, maybe a teddy or a doll, or something that the kid like more.

A: Yeah.

A: You know, because me, myself, if I see a snake, (makes noise like car speeding up) I'm going to ignore it.

Examples:

A: You, like she said, you did that for the children. That would draw attention to the children, but now you got to talk finances to draw to the parents. I mean, something that will motivate the parent to do it. You know – I mean, more, maybe more dramatically. Like the boy was in the car seat and it was hurt in a crash. Maybe show where it put some burn marks on his – I mean, something that will, you know – and bring the parents’ attention to it. But that was just to promote the kids to get this stuff, you know. That’s what I think. **(Little Rock, African American Females)**

“Safer for kids, easier for you” (CHOP)

The spokesperson appealed to participants as she was a mother and a doctor; contributed to participants being receptive to the message.

Examples:

A: Overall it’s a pretty good, I mean, commercial video. I mean especially since she was a parent.

A: and a pediatrician.

A: and a, yeah.

Q: And a pediatrician. So that helped?

A: Yeah, that made me, help parents understand they can believe more in the doctor, cuz the doctor says so, I have to do it.

A: The instructions that she gives on the commercial. **(Silver Spring Hispanic Females)**

A: But see what grabbed me was not the fact that she’s just a mom, because there is a lot of Moms and there’s a lot of doctors, but where she works at, the injuries, so it’s almost like she would understand.

A: Right that’s what I’m saying, she’s seen some serious stuff, I’m sure, so she’s trying to prevent that, so that’s what really grabbed my attention. **(Cincinnati, White Females)**

Q: Does the spokesperson need to be a parent?

A: I think they should be, it helps.

A: I think it’s important for them to be able to relate to them.

A: They don’t have to be per se, because honestly I mean, it just depends on the morals and ethics because they can get on there and say they’re a parent and not be a parent and put another kid up there.

Q: But let’s just say they put an actor up there and they are portraying the parent.

A: Yeah, as a parent.

Q: You trust a parent to tell you more?

A: Their opinion more and that they’ve chosen.

A: This is what I would do and I don’t care what you would do you don’t have kids.

A: Exactly.

A: Just like with this one, do you have kids.

A: Don’t tell me what to do if you didn’t try it. **(Cincinnati, White Females)**

However, parents found the messaging to be dry, and frequently cited that the intervention did not motivate them to purchase a booster seat for their children.

Examples:

A: There’s too much information.

A: It’s not very motivational.

A: There’s no motivation. **(Silver Spring Hispanic Females)**

A: When the lady was talking, like I said it didn’t catch my attention to, I’m a person if you don’t catch my attention I’m just gonna, I’ll watch you, but I’m not really paying attention, but like when she was talking about more or less it helped her out with something, but I couldn’t even tell you what it was, because it was so

A: Blah.

A: Mmm hmm.

A: And I was looking (laughs) right at it. **(Cincinnati, African American Females)**

A: It seemed to me she – that was recorded, I mean, so she even and reading it, but if she was talking, that comes from the heart, reaches the heart...

A: Right.

A: If that, you know, she was just talking as a doctor. I mean, just be herself, and just explain the importance of, and maybe what she's seen, and why she feels the way she does, and maybe why she's doing what she does. You know, make it more visual. **(Little Rock, African American Females)**

While many parents were content with the idea of “pulling over” to maintain order in the vehicle, others were generally of the mindset that the techniques mentioned would have little impact on their children. As such, they were reluctant to engage in such time-consuming tactics, which they believed would fail to yield results.

Examples:

A: But you know what I agree with that, when she say, when she say pull over because there have been times like you said, I'm turning around Georgia girl, if you don't, you know, if you don't get, or my son Dre, you gonna make me, don't make or the first thing that come to out your mouth, don't make me pull this car over.

A: And they don't do, it don't do it, they

A: Don't make me pull this, do not make me pull this truck over because if I pull this truck over you know you're in trouble, and this is, and now I see why she say pull over, because.

(Baltimore, African American Females)

A: Just how she gave the pointers as for praising them, and encouraging them, and pulling over if you have a problem, because I never thought to pull over. It's like I do what she does, you know, just driving and trying to hit or whatever it is I need to do. I never thought about pulling over.

(Little Rock, African American Females)

A: Yeah, yeah, that's the best way I feel for everybody because that way you aren't distracted or nothing going down the road trying to do something, reach back for them to sit down or stop moving around and you're still trying to drive, because people do, do that, and that's not safe for nobody.

(Baltimore, African American Males)

A: I mean in a lot of the rules, pull over and stop and look your child in the eye, you don't have time for that. I mean set rules, what kid follows rules?

A: They don't even follow rules in the house.

A: I don't have time to pull over look my child in the eye and tell them look and praise them while they're being good.

A: It was just too much the rules that they give was just how do you say it, they're talking about a perfect child for those rules.

A: Well you don't always have the opportunity to pull over if you're in three lanes of traffic or in the middle of town and you can't just pull over, you know, so that's something I would never do.

(Little Rock, White Females)

Q: If you came in and said here are the rules of the car. The rule is, you have to sit down, and you have to do what I say.

A: That's going to go in their ear and out the other.

A: It wouldn't work with mine. I've pulled the car over and everything else. They don't listen.

A: It don't work. **(Cincinnati, White Females)**

In addition, parents were concerned that the ability of BPBs to influence children's behavior in a vehicle was overestimated. Parents felt that children would continue to misbehave, even if they were restrained properly.

Examples:

A: That commercial right there really didn't um, it, it to me it wasn't about the booster seat it was about how to make your child be good and then I also go that they were trying to make the point if your child

- is in a booster seat and comfortable that they will be good on the road, which I don't think that it is true.
- A: Because if I'm comfortable too, I might still get irritated and you know being on the road or something, and I don't think that being, them being in the car seat and them um, being good is going to make the trip safer or you know. **(Little Rock, White Women)**
- A: To me it sounded more like she was trying to give you some ideas on what you can do to help cut, you know, with the safety issue. And this coalition that she was talking about, you know the safety; you know preventing injury to your children. Not just, it doesn't, you can't just assume that because you put them in the booster chair seat he's gonna be safe, and everything's okay.
(Little Rock, African American Women)

“Avoid regret” (CHOP)

Participants in all groups maintained that the injury intervention was the most effective in motivating them to use a BPB to restrain their child passengers.

Examples:

- A: Oh, I'm feeling, it's heart wrenching because um I know it's going to make me put mine back in, like I said I have this exact seat you know, and I care what happens to kids, I'm a foster parent to all the young ones I've had adopted so oh no I wouldn't want anything to happen.
(Baltimore, African American Females)
- A: Made me sit back and think about life itself because I mean I wouldn't want to see it happen to none of my kids it almost brought tears to my eyes.
- A: Yeah, it brought tears to my eyes.
- A: And the pain. **(Baltimore, African American Females)**
- A: Yeah I would and just like the man was adamant the way her reiterated the importance of having the booster seat, he kept saying that his, his daughter that he still had would have fared a lot better in an accident had he had it, and I mean I just sit there and generally reflect about the pain that he must experience every day, thinking about wow, I could have possibly.
- A: Prevented.
- A: You know, prevented it, I mean imagine losing, he already lose his wife, and what he's left with is a child.
- A: He's pushing in the wheel chair.
- A: Right, right, uh, at the end of the day, he really don't know what to do, so it hit home.
- A: Yeah, it should have. **(Baltimore, African American Males)**
- A: I think it's scary because I have my friends and we might not have had a child anymore. You might lose your child all because he or she is not went in their booster chair like you knew that he or she should have been. The consequence is you lost your child, or you might have lost your child, or now your child, you had one child that was perfectly okay, now he injured his spine or hurt something in his head. **(Cincinnati, White Females)**
- A: That really hit home because I thought I was doing the right thing, you know, because just the age, as far as the age that he was, and the information that I had came into knowing, and how much he weighed and everything, that I was doing okay, but they said eight, so is it – I'm going to get something, you know. I'm going to find a booster seat, or do whatever I have to do until he reach that point, but it really, it hit home with me because I'm a mom, and I'm protecting him, thinking I'm doing right, and still I'm falling short. Had I not came here tonight and seen that, I wouldn't even known that myself. That's the information that I can pass along.
(Little Rock, African American Females)

African-American participants were inspired by its graphic nature and were eager to show it to their children, anticipating a positive impact and increased compliance as a result.

Examples:

A: Well that caught my, I mean that kept my interest right because they're talking about a real life story showing you what can happen in an accident right, when you don't have a seatbelt on, it shows you what happens in an accident if you are in a child restraint seat, you know it can save your life, and I mean it caught my interest right because it was showing the graphic parts of an accident, don't nobody want to get hurt like that. **(Baltimore, African American Males)**

A: I believe out of all the ones you showed, that would touch a lot of people more than it's like it's sad but society negative feedback you know actually hits people more they, they see the stuff that's going on and they like okay, yeah, now I know this could have happened to me, you know within the blink of an eye, now this time I'm going to do that, like we all sittin' here now we know we got to put these booster seats in our cars, we know, now I know even though I don't have a car that it's time even when I'm getting ready to get in the car to go in my basement and grab that booster seat and go strap it into whoever car that I'm gettin' in. **(Baltimore, African American Females)**

A: Oh it was – I mean, it touched me too. From personal experience, it just touched me. Not my – I don't even – I know that for my seven-year-old, I thought I was doing the right thing too. So knowing that, seeing all this stuff that could happen with them showing what these seatbelts do with the lap, and how it crushes their soft tissues and all this that it shows, it made me just want to go out and – I'm going to go out tonight, actually, and get him one of these car seats, because he's seven, and he rides in the car every day. There's not a day that we're not in the car. **(Little Rock, African American Females)**

Q: Would you tend to turn this off if you heard or saw while your kids were around?

A: No.

A: I would turn it up louder.

A: I would say, sit right here and let them watch it with me.

A: You got to watch it with them. **(Baltimore, African American Males)**

Q: Would you turn this off if it came on, or it was out there when your kids were around?

A: No. Uh-uh. That might motivate them to want to stay in their seatbelts, or they car seats, or they booster chairs.

A: Because most kids see things that is happen. There's tragedy. They're like mamma, did you see that, and you know, you go to them like yeah. And they say well can we, can you put us in our car seat when you get in the car, you know. **(Little Rock, African American Females)**

A minority of White female participants was slightly unnerved by its intensity; however, they too asserted its value as an intervention.

Examples:

A: It's terrifying. It's terrifying that – you know, I'm thinking I'm doing the right thing in a seatbelt, and you know, he's not going to get hurt in my car, but then you hear about this child's injury, the spine. That terrified me, terrifies me.

A: It was scary.

Q: You found it scary.

A: Mm-hmm.

Q: What was the most scary part about it?

A: Hearing about the injuries and stuff.

(Cincinnati, White Females)

Q: Are you going to put your kids in a booster seat after this?

A: Yeah.

A: They'll start again from the start.

Q: What about this leads you to think you might do that?

A: When the father said don't live in regret just like I do. I mean, even it's just what you have to go through for the rest of your life. I just don't think I could live with myself being that feeling that.

(Cincinnati, White Females)

A: It really disturbed me the part where he said she died thinking that she had done the best thing she could, and I know I'm not doing the best thing I could. You know, that really disturbed me.

- A: No regrets, and like you were saying, you know, your kids wear you down, but you know what, ultimately you're the parent. We are supposed to be the educated ones, you know. Our kids solely depend on us in our, you know, the way we care for them. There's really no excuse for it, you know. I mean, even if it is annoying and they do bug the jeepers out of us, it's still ultimately, it would be our regret, and how we would have to live with the guilt.
(Cincinnati, White Females)

Parents believed firmly in the power of this intervention and suggested airing it on prime time television.

Examples:

- A: Because I, I think that there's something that should be shown on TV and said on the radio and like I said, through the mass media as much as possible, hammering it home, because you have a lot of adults that still not do it, even though that's the law and it's a requirement, you have a lot of adults that just, they might be running a little late or just running a little off schedule or behind, and they start panicking and in such a rush that they're not really paying attention to the safety first, that child's safety and they put them in the back seat, like for instance that little girl seen there with the seatbelt, I've placed my son in there like that a few times and I realized from seeing that, that's, that's wrong, so I guess I'm one in a million or one of those millions that's, didn't have the message stuck in my head but I have it, it's there now. **(Baltimore, African American Males)**
- A: Twenty four hours a day, I mean, it shouldn't be no pacific time to show that film that film should be shown, all day, every half an hour on the hour or maybe hour that's a, that's a film that needs to be shown because like she said it's, it made you, it makes you think, it really made you think.
(Baltimore, African American Females)
- A: Or on the television as a commercial, prime time TV because your going to catch a lot of people after dinner watching TV and they're going to sit there and they're going to see that car accident and it's going to catch their attention. **(Little Rock, White Females)**
- Q: Okay, where will you wanna be able to see this?
A: Everywhere.
A: Everywhere.
A: Everywhere. They should make a video of that and put than on, either they gotta give it out for free so parents when they be going to a program for the children. That's what they should do.
A: Give that out for free to parents. **(Baltimore, African American Females)**

"It's the law" radio commercials (CHOP and Harborview Injury Research Center)

Hispanic and non-Hispanic participants reacted very differently towards these radio segments. Hispanic parents felt that the radio commercials filled a special niche, which was previously lacking, by disseminating information on child restraint. Hispanic participants were pleased that these commercials addressed age appropriate restraint practices.

Examples:

- A: I thought it was interesting. Right away I thought that here in Maryland you don't hear that much information on the radio. There is none. Not as detailed about the ages when children should use the seat. And there are hardly any commercials about children's safety.
(Silver Spring, Hispanic Females)
- A: Yeah, like she said, listening here in Maryland, there are almost none. But I don't listen much to advertising about seats. But it is really important. **(Silver Spring, Hispanic Females)**

employees, medical staff, agents, insurers, volunteers and affiliated companies from any and all claims, liability, loss, damages or expenses that come directly or indirectly from your involvement in the Booster Seat Giveaway or through the use of the booster seat that you get.

5. What are the benefits to taking part in this study?

By taking part in this study, you receive a free booster seat. Using the booster seat could make your child safer while riding in the car.

6. What happens if I decide not to take part in this study?

The alternative to participating is not to participate. There are no risks to choosing not to participate. Your current and future medical care at Children's Hospital of Philadelphia will not be affected by your decision.

7. Will confidential information be collected as part of this study?

Yes. All answers on your questionnaire and any records that show you as a participant will stay confidential. A code number will be used instead of your name. Everything will be kept in a locked cabinet at the Children's Hospital of Philadelphia. All tapes will also be confidential. They will be destroyed at the end of the study

8. What if I want to leave the study after you start?

You can leave the study at any time. However, if you do not finish the booster seat training and video, you cannot get a free booster seat.

10. Will I be paid for taking part in this study?

You will get a free booster seat as part of this study. If you do the follow up telephone interview, you will get \$20 in the mail after the interview.

11. What if I have questions about the study?

You can ask any questions now, before you sign this form. If you have any other questions later you can call Dr. Flaura Winston at The Children's Hospital of Philadelphia (215-590-3118). This is not a toll-free call.

A group at The Children's Hospital of Philadelphia called the Institutional Review Board (IRB) has approved this study. The IRB looks at studies and makes sure your rights and safety are protected. You can call Lynn Bevan (215-590-2830) of the IRB if you have questions about your rights.

You will get a copy of this consent form after you sign it. You can also see a copy of the study plan if you want.

Consent to Take Part in this Research Study

This research study and consent form have been explained to you by:

Investigator/Coordinator Name

Investigator/ Coordinator Signature

When you sign this form, you are saying that you read about the study, you had your questions answered and you agree to take part in this research study. You do not need to sign this form; however you will not be in this study if you do not sign this form.

I voluntarily give my consent to participate in this research study.

Name of Participant (print)

Signature of Participant or Authorized Representative

Date

Note por favor que al firmar este formulario, usted, sus hijos, toda persona bajo su tutela legal, sus herederos, sucesores y cesionarios, renuncian, liberan y para siempre descargan Children's Hospital of Philadelphia, Westat, [centro de grupos focales], el Injury Free Coalition for Kids de [CITY] y sus respectivos directores, empleados, personal médico, agentes, aseguradores, voluntarios y empresas afiliadas de todas y cada una de las reclamaciones, deudas, pérdidas, daños o gastos que resulten directa o indirectamente de su participación en el Regalo de Asientos Elevados o por el uso del asiento elevado que usted recibe.

5. *¿Cuáles son los beneficios de participar en este estudio?*

Al participar en este estudio, usted recibirá un asiento elevado gratis. Usar el asiento elevado podría hacer que su hijo esté más seguro mientras va en el automóvil.

6. *¿Qué sucede si decido no participar en este estudio?*

La alternativa a la participación es no participar. La atención médica que recibe actualmente y en el futuro en el Children's Hospital of Philadelphia no se verá afectada por su decisión.

7. *¿Recogerán datos confidenciales como parte de este estudio?*

Sí. Todas las respuestas que usted dé en el cuestionario y la documentación donde usted conste como participante se mantendrán confidenciales. Se empleará un número de código en lugar de su nombre. Se guardará todo en un armario bajo llave en Children's Hospital of Philadelphia. Todas las grabaciones se mantendrán confidenciales también. Se destruirán una vez que termine el estudio.

8. *¿Qué sucede si quiero retirarme del estudio luego de empezarlo?*

Usted puede retirarse del estudio en cualquier momento. Sin embargo, si no asiste hasta el final de la instrucción sobre el asiento elevado y si no ve el video, no podrá obtener el asiento elevado gratis.

10. *¿Se me pagará por participar en el estudio?*

Usted recibirá un asiento elevado gratis como parte del estudio. Si participa en la entrevista telefónica que se va a hacer posteriormente, se le enviará por correo \$20 después de la entrevista.

11. *¿Y si tengo preguntas sobre el estudio?*

Usted puede hacer las preguntas que tenga ahora, antes de firmar este formulario. Si tiene otras preguntas más tarde puede llamar a la Dra. Flaura Winston del Children's Hospital of Philadelphia (215-590-3118). La llamada no será gratuita.

Un grupo del Children's Hospital of Philadelphia, llamado la Junta de Revisión Institucional (IRB, es la sigla en inglés) ha aprobado este estudio. La junta examina estudios y se asegura de la debida protección de los derechos y seguridad de sus participantes. Puede llamar a Lynn Bevan (215-590-2830) de la Junta si tiene preguntas sobre sus derechos.

A usted se le entregará copia de este formulario de consentimiento luego de haberlo firmado. También puede ver una copia del plan del estudio, si lo desea.

Consentimiento de Participar en el Estudio de Investigación

Este estudio de investigación y el formulario de consentimiento me han sido explicados por:

Nombre del Investigador/Coordinador

Firma del Investigador/Coordinador

Al firmar el formulario, usted declara que ha leído sobre el estudio, que obtuvo respuestas a sus preguntas y que acepta participar en este estudio de investigación. Usted no está obligado a firmar este formulario. Sin embargo, no podrá participar en este estudio si no firma el formulario.

Libremente doy mi consentimiento a participar en este estudio de investigación.

Nombre de Participante (letra de imprenta)

Firma de Participante o su Representante Autorizado

Fecha

PLAY VIDEOTAPE (APPROX. 10 MINUTES)

Are there any questions about the information you just saw on the videotape?

RESPOND TO QUESTIONS (APPROX. 10 MINUTES)

Now I'm going to briefly show you how to install the booster seat using this doll.

TECHNICIAN: MAKE LIVE DEMONSTRATION WITH DOLL

If there are no other questions, I'd like you to please fill out this short questionnaire.

DISTRIBUTE DATA FORMS, ALLOW A FEW MINUTES FOR RESPONDENTS TO FILL THEM OUT, THEN COLLECT COMPLETED DATA FORMS

Now, if you step this way, we will provide you with your focus group participation incentive and the booster seat. If you are interested and have time, I'm happy to work with you individually to get the booster seat in your car.

FACILITY RECEPTIONIST: PROVIDE FOCUS GROUP INCENTIVE

TECHNICIAN: PROVIDE BOOSTER SEATS

TECHNICIAN: WORK WITH INDIVIDUAL RESPONDENTS AS NEEDED

**APPENDIX 2.13:
PHASE 3 BOOSTER SEAT GIVEAWAY FORM**

1. What is the FIRST NAME of the child who will get the booster seat?

2. What is the AGE of the child who will get the booster seat?

3. What is the WEIGHT of the child who will get the booster seat? (If you are not sure, you can give us your best guess.)

4. What is the HEIGHT of the child who will get the booster seat? (If you are not sure, you can give us your best guess.)

5. Please tell us how much you agree with each of the following statements.
(Check one box for each statement)

STATEMENT	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
c. I like this booster seat.					
d. I think it will be easy for me to get my child to use the booster seat.					

7. Por favor escriba su primer nombre y apellido en la línea a continuación.

8. Por favor escriba hasta 2 dos números telefónicos donde se le pueda encontrar.

9. ¿Entre qué horas es el mejor momento para contactarle?

¡Le agradecemos su participación hoy!

Q2. Since our focus group, how many times has [CHILD] ridden in a car truck, van or SUV? Would you say...

- Never,
- Only one or two times total,
- A few times each week, or → **GO TO INTRO BEFORE Q4**
- A lot (nearly every day)? → **GO TO INTRO BEFORE Q4**

Q3. It sounds like your child hasn't ridden much since the focus group. Please tell me why.
(ENTER RESPONSE, THEN GO TO DOER/NON-DOER.)

The rest of my questions are about the booster seat we gave you after the focus group you attended.

Q4. Since our focus group, did you use the booster seat we gave you for [CHILD] at all?

- YES → **GO TO INTRO BEFORE Q10**
- NO

Q5. Since our focus group, did you think about using the booster seat for [CHILD]?

- YES → **GO TO Q7**
- NO

Q6. What are the reasons you haven't thought about using the booster seat we gave you for [CHILD]? [IF NEEDED, Did you use a different booster seat? Did you give the booster seat we gave you to someone else?] (ENTER RESPONSE, THEN GO TO Q8.)

Q7. What are the reasons you haven't tried to use the booster seat we gave you for [CHILD]? [IF NEEDED, Did you use a different booster seat? Did you give the booster seat we gave you to someone else?]

Q8. DID R USE A DIFFERENT BOOSTER SEAT? (DO NOT ASK. CHECK YES OR NO, WHETHER R USED A BOOSTER SEAT OTHER THAN THAT PROVIDED AT THE FOCUS GROUP.)

- USED DIFFERENT BOOSTER SEAT
- USED NO BOOSTER SEAT → GO TO DOER/NON-DOER

Q9. Please describe the booster seat you are using.

For the rest of this interview, here's what I mean when I say "booster seat." A booster seat is a seat for kids who have outgrown their baby or child seat. A booster seat is not attached to the car's seat and it doesn't have any straps. Your child sits on the booster seat and pulls the seat belt across himself so that the seat belt crosses his shoulder, chest, and hips. The seat belt holds in both the child and the booster seat.

IF R IS NOT CURRENTLY USING A BOOSTER SEAT, GO TO DOER/NON-DOER. OTHERWISE, CONTINUE.

Q10. How soon after you received the booster seat did you first try it?

- THE SAME DAY
- THE NEXT DAY
- MORE THAN 1 DAY BUT LESS THAN 1 WEEK AFTER
- 1 TO 2 WEEKS AFTER
- MORE THAN 2 WEEKS AFTER

Q11. How difficult or easy is it for you to use the booster seat? Would you say...

- Very difficult,
- Somewhat difficult,
- Neither difficult nor easy,
- Somewhat easy, or
- Very easy?

Q12a. What are the things you disliked about the booster seat?

Q12b. What are the things you liked about the booster seat?

Q13. Overall, how much did or didn't you like the booster seat? Would you say you...

- Didn't like it at all,
- Somewhat disliked it,
- Neither disliked nor liked it,
- Somewhat liked it, or
- Liked it a lot?

Q14a. What are the things [CHILD] disliked about the booster seat?

Q14b. What are the things [CHILD] liked about the booster seat?

Q15. Overall, how much did or didn't [CHILD] like the booster seat? Would you say [he/she]...

- Didn't like it at all,
- Somewhat disliked it,
- Neither disliked nor liked it,
- Somewhat liked it, or
- Liked it a lot?
- DON'T KNOW

Q16. When was the last time you rode or drove in a car, truck, van or SUV with [CHILD]?

- TODAY
- YESTERDAY
- MORE THAN 1 DAY BUT LESS THAN 1 WEEK AGO
- 1 TO 2 WEEKS AGO
- MORE THAN 2 WEEKS AGO

Q17. For that most recent trip, did you try to use the booster seat with [CHILD]?

- YES → GO TO Q19
- NO

Q18. What are the reasons you didn't try to use the booster seat on your most recent trip? (ENTER RESPONSE, THEN GO TO Q20.)

<DOER/NON-DOER QUESTIONS – ALL RESPONDENTS>

Q24a. What do you see as the advantages or good things about [CHILD] riding in a booster seat?

Q24b. Which of these advantages would be most important or most impact your use of a booster seat?

Q25a. What do you see as the disadvantages or bad things about [CHILD] riding in a booster seat?

Q25b. Which of these disadvantages would be most important or most impact your use of a booster seat?

Q26. What would make it difficult or impossible for you to make sure [CHILD] rides in a booster seat?

Q27. What would make it easy for you to make sure [CHILD] rides in a booster seat?

Q28. Which individuals or groups do you think would not approve of or support your decision to have [CHILD] ride in a booster seat?

Q29. Which individuals or groups do you think would approve or support your decision to have [CHILD] ride in a booster seat?

Q30 Thinking about the people you just told me would disapprove or approve of your decision to have your child ride in a booster seat, which of these individuals or groups are most important to you?

Q31. Do you think police should give parents tickets when they don't use booster seats for children who should be using a booster seat?

- YES
- NO → GO TO Q33

Q32. Up to what age child do you think police should give a ticket for not using a booster seat?

Q33. Do you intend to have [CHILD] ride in a booster seat in the next 6 months?

- YES
- NO → GO TO Q35

Q34. How long do you think you'll use the booster seat?

Q35. Since the focus group, have you told anyone else that they should use a booster seat for their child?

- YES → GO TO Q36
- NO → GO TO Q37

Q36. Who else have you told?

Q37. Thinking back to the focus group, which of the programs we showed you do you still remember the most?

Q38. Is there anything else that you want to tell us about booster seats?

Closing: Thank you, that's all the questions I have for you. I really appreciate the time you've taken to share this information with me. If you have any questions about using your booster seat or about child passenger safety in general, please call the Injury Free Coalition for Kids at 215-590-3118.

TURN TAPE RECORDER OFF

Where should I send your check for \$20? RECORD RESPONDENT NAME AND ADDRESS BELOW

FILL IN NEXT PAGE AND SIGN.

Participant's Name:

Participant's Address:

Interviewer's Name:

Interviewer's Signature:

I agree that the focus group participant named above has completed the follow-up telephone interview in full.

Name

Date

