

GUIDANCE TO PROMOTE FAMILY RULES
AND WORKPLACE POLICIES TO REDUCE
CELL PHONE USE WHILE DRIVING AND
PROMOTE ENGAGED DRIVING

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Guidance to Promote Family Rules and Workplace Policies to Reduce Cell Phone Use While Driving and Promote Engaged Driving

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16. Abstract Distracted driving is a significant contributing factor to motor vehicle crashes. Cultural-based strategies seek to change the behaviors of individuals by connecting their social identity to nested layers of relationships. Relationships between family members or between supervisors and employees provide opportunities to reduce distracted driving. This project conducted surveys among parents with teens who were driving and supervisors who supervised employees who drove for work to better understand their beliefs about distracted driving and about establishing (or clarifying) expectations and rules about distracted driving. Regression models indicated that attitudes, perceived injunctive and descriptive norms, and perceived control were significant predictors of distracted driving behaviors by parents. Many parents indicated they had family rules about not having hand-held cell phone conversations or texting while driving; far fewer parents indicated they had rules about not having hands-free cell phone conversations, not adjusting vehicle equipment, or not reaching for objects while driving. Regression models indicated that behavioral beliefs, perceived descriptive norms, and perceived control were significant predictors of parenting behaviors to reduce distracted driving among their teens. Similar patterns were found among supervisors in workplaces with employees who drive for work. The results of these surveys informed the development of conversation guides for parents and supervisors to decrease distracted driving and increase engaged driving.					
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1 INTRODUCTION

Distracted driving is an important traffic safety concern. Distraction includes any activity that takes the driver's attention away from the task of driving (National Highway Traffic Safety Administration, 2019). While there are many activities that could divert attention away from driving, the use of mobile cell phones is one common distraction for drivers. Cell phones are often used to communicate with others, and drivers may feel social pressure to answer calls or respond to texts. For example, research has shown that youth, even when told not to use their cell phones while driving, feel compelled to answer their cell phones when their parents call them (LaVoie, Lee, & Parker, 2016). Similarly, some workplaces have expectations that drivers are to respond to work-related calls or participate in conference calls while driving (Richardson & Benbunan-Fich, 2011). These examples demonstrate social expectations that impact decisions about distractions and reveal potential opportunities to reduce distracted driving and increase traffic safety.

Cultural-based strategies seek to change the behaviors of individuals by connecting their social identity to nested layers of relationships (Ward, Watson, & Fleming-Vogl, 2019). Relationships between family members (e.g., parent to parent, parent to child) or between supervisors and employees provide opportunities to engage the people who are not in the vehicle to influence the behavior of the driver with whom they are communicating. Thus, family rules about not using a cell phone while driving need to apply to everyone in the family and on both sides of a conversation (in and out of the vehicle). Research has shown that parent modeling and expectations influence adolescent cell phone use while driving (Carter, Bingham, Zakrajsek, Shope, & Sayer, 2014). A similar strategy can be applied to workplaces; research has shown that policy interventions can effectively impact employee safety-related behaviors (Sinelnikov & Wells, 2017).

The focus of this project was to design tools and strategies that address distracted driving and foster conversations by families and workplaces to establish (or clarify existing) expectations and rules about distracted driving. Responses to surveys of parents and supervisors informed the design of these tools and strategies.

This report briefly summarizes concerns about distracted driving and includes a brief review of published research on best practices for intervention design. Next, the report reviews the designs of the surveys and their samples. Four surveys were implemented: two surveys to measure beliefs about distracted driving and establishing expectations and rules (one for parents and one for supervisors) as well as two additional surveys testing two messages and guidance for conversations to reduce distracted driving (one for parents and one for supervisors).

The results of the four surveys are reviewed followed by conclusions and recommendations. Details of the surveys, the responses to the surveys, the conversation guidance, and supportive information sheets are included in the appendices.

2 BACKGROUND

2.1 Distracted Driving, Families, and Workplaces

Distraction negatively impacts safety and is a major contributing factor in crashes. In a recent naturalistic driving study, it was found that distraction is a factor in approximately 68% of crashes (Dingus et al., 2016). A driver's odds of crash involvement nearly double when engaging in any form of cell phone use and more than double when they are texting (Owens et al., 2018). Further, a meta-analysis of 16 studies on cell phone use and driving performance concluded that there are "clear costs to driving performance when drivers are engaged in cell phone conversations" (Horrey & Wickens, 2004, p. 2,304).

Cell phone use and text messaging may be the most commonly discussed driving distractions; however, researchers have also studied other distracting behaviors such as dealing with children or animals, eating and drinking, changing the radio station, or using a navigation device (Hurwitz et al., 2016; Dingus et al., 2016). Table 1 shows crash risk based on major distraction subcategories observed in crash and baseline events using naturalistic driving data.

Table 1. Major Distraction Subcategories (observed in crash events)

Distraction Subcategories	Risk*
Cell handheld (dialing, texting, talking)	High Risk
Reading/writing (includes tablet)	High Risk
Reaching for an object (non-cell phone)	High Risk
Extended glance duration to external object	High Risk
In-vehicle device (radio, climate control, other)	Moderate Risk
Eating	Moderate Risk
Drinking (non-alcohol)	Moderate Risk
Personal hygiene	Moderate Risk
Dancing in seat to music	Moderate Risk

*Risk based on Odds Ratios (O.R 1.0 – 3.0 = Moderate Risk, O.R. 3.1 or greater = High Risk). Modified from Dingus et al., 2016.

Distracted driving is a concern among families. Distracted driving is a major cause of motor vehicle crashes among young novice drivers (Klauser et al., 2014). Young drivers (ages 15 to 19) have the highest occurrence of distraction at the time of fatal crashes (National Center for Statistics and Analysis, 2019). In addition to being inexperienced drivers, young drivers believe they are less susceptible to distraction than others, and they "disproportionately believe that they are effective drivers even when distracted or using a cell phone" (Aguilar & Shoji, 2013, p. 4). Carter et al. (2014) found that risk perception is a predictor of distracted driving among adolescent drivers. Beck and Watters (2016) found that college-aged texting drivers "perceived less risk in texting and driving and felt more immune to traffic risks" (p. 119).

There is concern in workplaces as well. A leading cause of workplace death is motor vehicle crashes, and it is estimated that approximately one quarter of these crashes involve cell phone use (Occupational Safety & Health Administration, 2019). A non-fatal injury crash costs over

\$90,000 in direct monetary costs, and there are other significant costs of a crash-related injury such as lost work time, lower productivity, and decreases in employee health and wellbeing (National Safety Council, 2019). Swedler, Pollack, and Gielen (2015) found that the management culture around safety and the organizational norms surrounding distracted driving influence the decisions of drivers. Addressing distracted driving is a necessary focus as it is increasingly becoming an expectation that safety is a priority and a responsibility of workplaces.

Many organizations like the U.S. Department of Transportation, AAA Foundation, and the National Safety Council have created educational tools to promote intervention strategies designed for families. One tool that is often promoted is pledges/agreements. Parent/teen driving agreements capitalize on the essential role parents play in influencing the behaviors of their children. Research evidence supports that parenting practices like family rules influence adolescent health behaviors (de Looze et al., 2014; Goldberg-Looney et al., 2015; Bylund, Baxter, Imes, & Wolf, 2010).

Policy is the most common response to reduce distracted driving in workplaces. While ample resources from trusted safety organizations have published information about how to create workplace policies, it is a growing discussion that policy alone is not enough to address distracted driving in the workplace (Farrell, 2015). The combination of workplace policies about distracted driving along with other strategies to support those policies such as education, processes, and procedures to monitor compliance, address violations, and reinforce positive behaviors are increasingly suggested for workplaces (Farrell, 2015).

2.1 Common Elements of Interventions Designed to Change Behavior

A brief review of published literature revealed common elements found in interventions designed to change behavior and identified strategies that can increase these intervention elements to support the behavior change process. These common elements can inform the design of tools and strategies to address distracted driving in families and workplaces.

Six common elements discussed in this review include: cognitive engagement, building knowledge and skills, practice, support, motivation, and locus of control. These common elements are supported by behavior change theories and behavior change models. Research suggests that interventions based on a strong theoretical foundation are more likely to produce desired outcomes than interventions that are not (Rimer & Glanz, 2005). Interventions are more likely to be successful when there is a clear understanding of the behavior and the context in which the behavior occurs; theory can inform both the factors that contribute to the behavior and the ways to influence and change the behavior (Rimer & Glanz, 2005).

2.1.1 Cognitive Engagement

A common element in interventions designed to change behavior is to create opportunities for cognitive engagement with the information being presented. Cognitive engagement includes both the effort a person puts toward their learning and the effort expended to encourage learning to take place (Maguire, Egan, Hyland, & Maguire, 2017). Whether the focus of the intervention is

among families or with employees in a workplace, finding ways to help people cognitively engage can support the behavior change process.

Cognitive engagement is an active process that includes processing the information given and reflecting on the content in a way that makes meaning of the information. Cognitive engagement could look like a conversation between parents and their children about specific family rules regarding driving distraction free or between employees about the impact of distracted driving in the workplace. Cognitive engagement could look like a parent asking their child for input on a family rule or an employer asking their employees for input about a specific policy, strategy, or practice in the organization.

Research supports that different levels of learning occur from different modes of engagement; engagement behaviors can be categorized as passive, active, constructive, and interactive (Chi & Wylie, 2014). Passive engagement is generally viewed as receiving information without “overtly doing anything else related to learning” (Chi & Wylie, 2014, p. 221). Passive engagement might look like a parent giving their child a handout about the dangers of distracted driving or an employer giving their employee a brochure about distracted driving. In these examples, besides reading the handout or brochure, there is little else required of the child or employee.

Active engagement requires cognitive engagement with the information. It requires that a person gets involved with the information in a more meaningful way (Chi & Wylie, 2014). For example, in addition to being given a handout or brochure about distracted driving, the parent or employer has a conversation about distracted driving and asks their child or employee to think about ways to reduce distracted driving in their specific context. Active engagement is considered superior to passive engagement for learning (Chi & Wylie, 2014).

Constructive engagement builds on active engagement and occurs when a person generates meaning about the information by actively processing the information, reflecting on the information, connecting the information to their previous experiences and knowledge, and asking questions. Constructive engagement is “generative” and creates a shared context in which to start making meaning about a behavior or issue (Chi & Wylie, 2014).

Constructive engagement requires “reconstructing the information in such new and personally meaningful ways, they (learners) are far more likely to remember it and apply it in new situations” (King, 1993, p. 30). For example, in a family, constructive engagement could occur if parents and children were talking about how their family rules to drive distraction free could be put into action. In a workplace, constructive engagement could occur if employees in a department were discussing the importance of the workplace distracted driving policy and talking about how the policy will be followed in their department. The discussion might include asking questions about the policy and talking about how the policy will impact their daily work processes.

Interactive engagement builds on active and constructive engagement by adding dialogue and the exchange of ideas as additional elements of engagement that enhance learning (Chi & Wylie,

2014). Interactive engagement is a process of exchanging ideas that generates new ideas and new meaning. Through dialogue, “both parties make contributions to the discussion, asking questions, explaining one’s position, elaborating on each other’s contributions” (Chi & Wylie, 2014, p. 223). For example, interactive engagement could occur if parents and children co-created family rules where all family members contributed to the discussion about what the family rules are and the consequences for non-compliance. Together, they could co-create a plan for implementing their ideas. Interactive engagement could similarly occur in workplaces. Interactive engagement could look like employees discussing the importance of the distracted driving policy and, through a mutual exchange of ideas, the employees could decide that in their department they could go beyond the basics of the policy. For example, if the policy dictated that employees are not allowed to use hand-held devices while driving, but hands-free devices are still allowed, through the employee’s generative discussion of distracted driving and the policy, they could decide to go beyond the policy and co-create a plan to not use hand-held or hands-free devices while driving in their department. In an interactive engagement, the employees are generating new ideas and cocreating what it means to be distraction free while driving for them personally and as a workgroup or team.

Research suggests asking open-ended questions, seeking input, and actively listening are ways to increase cognitive engagement. Open-ended questions are those that “do not invite brief answers” (Miller & Rollnick, 2002, p. 65). Asking open-ended questions invites a conversation about a topic or issue. Seeking input is another way to increase engagement. Liu and Gal (2011) found that asking for input (specifically asking for advice) builds a sense of relationship and results in increased engagement. Asking for input “creates a social interaction” (Lui & Gal, 2011, p. 242).

Cognitive engagement is also enhanced with active listening. “Effective listening skills are the foundation of learning” (Bond, 2012, p. 61). Active listening can help to make meaning of the topic by seeing how the information is applicable and relevant and can generate additional open-ended questions; while a person might understand what to do, they might not understand fully why they should (Bond, 2012). Grappling with “why” is an important element of behavior change. It is unlikely behavior change occurs without finding some relevance, some “why,” for engaging in the behavior.

Learning is enhanced when people engage more interactively with the information they are given (Chi & Wylie, 2014). Cognitive engagement can help a person to “recall, apply, transfer, and co-create information” (Chi & Wylie, 2014, p. 221). Engagement can make learning “more meaningful and permanent” (Deporter, Reardon, & Singer-Nourie, 1999, p. 22). Engagement creates buy-in by helping the person answer the question: “What’s in it for me?” (Deporter et al., 1999, p. 22). Cognitive engagement can influence one’s beliefs about a behavior, and beliefs are an important construct in many behavior change theories (LaMorte, 2019). Furthermore, cognitive engagement is often done in a social context and, through reciprocal interactions, a person’s behaviors are shaped, which is also an important construct supported by behavior change theories (LaMorte, 2019). Finding ways to increase cognitive engagement and personal

meaning is an important element to consider when designing interventions and tools to reduce distracted driving behavior among families and in workplaces.

2.1.2 Build Knowledge and Skills

Another common element in interventions that seeks to change behavior is to build knowledge and skills. Building knowledge and skills includes teaching the behavior and conveying the purpose of engaging in that behavior. Building the person's capacity to be successful requires not only that they understand why they should engage in a behavior, but also to understand how to do the behavior that is being asked of them.

Teaching is a common role parents find themselves in with their children. In a family context, building knowledge and skills might look like parents teaching their children about what distracted driving looks like, talking about ways they can reduce distraction, and role playing how they could speak up with a friend who was engaged in distracted behaviors while driving.

Similarly, training and education are common ways to build knowledge and skills in workplaces. In a workplace, building knowledge might look like an employer teaching their employees about the different kinds of distracted driving behaviors and talking about consequences of distracted driving and the prevalence of these behaviors to raise awareness. Engaging employees in implementing a workplace distracted driving policy can also build knowledge. Building skills to reduce distracted driving might look like demonstrating to employees what a conversation looks like in an unsafe situation and role playing with employees about how to speak up if they notice their coworker is engaged in an unsafe behavior like talking on their cell phone while driving. Investing time and effort into properly training employees can result in benefits to the organization including increasing their ability to “adapt, compete, excel, innovate, produce, be safe, improve service, and reach goals” (Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012, p. 74).

Research suggests that behavioral modeling is an effective strategy to build knowledge and skills. Modeling is a construct supported by behavior change theories (LaMorte, 2019). Parents continually model behaviors for their children. Research suggests that parental modeling is an important predictor of risky youth driving behaviors (Schmidt, Morrongiello, & Colwell, 2014). In a study of parental factors that influence youth risky driving behaviors, research shows for distraction specifically, “parents who modeled distracted driving behaviors were more likely to have youth who engaged in these behaviors, were willing to engage in these behaviors, and who expected that they would do so in the future” (Schmidt et al., 2014, p. 48). In addition to modeling, this study also found that parental teaching can influence the likelihood that youth engage in distracted driving behaviors (Schmidt et al., 2014). In organizations, supervisors and leaders can model behaviors and give employees opportunities to observe the skills in action (Grossman & Salas, 2011).

2.1.3 Practice

Newly acquired skills and knowledge must be practiced. The goal of building knowledge and skills is to be able to apply what is learned. Practice is a common element in interventions designed to change behavior. People learn by doing. Practice builds one's self-efficacy, which is an important construct of behavior change theories (LaMorte, 2019).

In a family context, practice time is essential. Children need to practice what they learn. It is through practice that children can apply their new learning and build connections for how their new learning can be used in different contexts and situations (Deporter et al., 1999). In a workplace, employees need practice opportunities where they can make mistakes and receive instruction (Grossman & Salas, 2011). Ensuring employees have time and opportunities to practice is positively associated with being able to apply what they learned (Salas et al., 2012).

Creating a supportive community of people in which to practice newly learned skills and knowledge is a strategy that can support behavior change. Purposefully creating activities that require group cooperation and teamwork can help people retain the information and motivate them to continue to learn (Hoidn, 2017). A supportive community in which to practice allows people to explore, share ideas and insights about what they are learning, and make mistakes in low-risk situations (Hoidn, 2017).

2.1.4 Support

Supporting one's new learning is important to "strengthen neural connections and establish a sense of 'I know I know this!'" (Deporter et al., 1999, p. 92). Support can strengthen skills and build confidence to apply the skills in varied contexts with different people and in different situations and settings (Blume, Ford, Baldwin, & Huang, 2010). Support can look like monitoring the newly learned behavior, providing feedback, and coaching. The social context in which a behavior is influenced, shaped, and supported is an important focus of behavior change theories (LaMorte, 2019).

Performance-based feedback/coaching is one strategy that has efficacy for influencing behavior change. For example, in a study of teachers implementing a classroom-based intervention with students, Conroy, Sutherland, Vo, Carr, & Ogston (2014) found that professional development training and practice-based coaching (including performance feedback), which included elements of training, modeling, practicing, and feedback, were associated with increased use of and fidelity to the specific intervention learned. Aguinis, Gottfredson, and Joo (2012) suggest that strength-based feedback that focuses on a person's strengths and how a person is using their strengths to produce desired behaviors is superior to feedback that is focused on shortcomings or insufficiencies.

In a driving context, parent feedback and communication about safe driving can influence teen risky driving behaviors. In a random-control trial to test the impact of parent feedback and communication on improving in-vehicle feedback systems, it was found that teens' driving behavior improved when parents were providing training to help them give feedback about safe

driving (Peek-Asa, Reyes, Hamann, Butcher, & Cavanaugh, 2019). In this random-control trial, the parent training “Steering Teens Safe” was used, which taught Motivational Interviewing skills to help parents “talk, demonstrate, and supervise their teens on 26 safety driving topics” including distraction (Peek-Asa et al., 2019, p. 64).

In a workplace context, various researchers have also suggested that the culture of the work environment contributes to whether or not new knowledge and skills are supported and able to be practiced in one’s job (Rouiller & Goldstein, 1993; Grossman & Salas, 2011; Roche, Pidd, & Freeman, 2009; Salas & Cannon-Bowers, 2001). Employees need to feel supported to apply newly learned skills (Grossman & Salas, 2011). Supervisors can play an important role in creating and maintaining a supportive environment by providing feedback and coaching their employees (Govaerts & Dochy, 2014). In a workplace context, supervisors and leaders could support their employees to reduce distracted driving by encouraging them to practice speaking up when they see a coworker engaged in an unsafe behavior while driving, supporting conversations about distracted driving in a department meeting, or encouraging employees to ask questions and brainstorm ideas about ways to reduce distracted driving. Supervisors can also model the behaviors they are encouraging their employees to engage in by driving distracted free themselves. Similarly, parents can also provide a supportive environment that encourages their children to practice newly developed skills and to apply their learning. Parents can offer their children feedback and coaching when needed and can model the behaviors they are encouraging their children to engage in themselves.

2.1.5 Motivation

Both intrinsic motivation and extrinsic motivation play a role in behavior change. Rewards are a common strategy to build motivation for behavior both within families and in workplaces. However, in a review of research on rewards and motivation, Deci and Ryan (2014) caution that there is research evidence that suggests extrinsic rewards can decrease intrinsic motivation. To avoid having a negative effect on motivation, it has been suggested that in a workplace setting rewards should not be used to try to motivate or control employees to do their work or engage in a behavior, but should be unexpected, noncontingent, and when given, they “should convey a sense of acknowledgement for performance well done” (Deci & Ryan, 2014, p. 25).

In a family context, recognizing a child’s effort and successes grows their motivation to continue to engage in the behavior. Recognition and acknowledgement of effort support a child’s desire to succeed (Deporter et al., 1999). When praise is perceived as sincere and honest, it is more likely to positively influence intrinsic motivation (Henderlong & Lepper, 2002). Using specific praise for behavior like, “You did a great job of speaking up when I was distracted in the car this morning” is superior to general praise like, “You’re awesome.” Praise that promotes autonomy, competence, and provides specific information about standards of excellence or reasonable expectations can also enhance intrinsic motivation (Henderlong & Lepper, 2002).

Another common strategy to increase motivation, especially in workplaces, is to create competition. While it can seem as though competition could foster motivation, research has

found contrary results; competition can undermine intrinsic motivation (Deci & Ryan, 2014). Given the impact of competition on intrinsic motivation, it is recommended that strategies designed to foster competition be avoided when designing interventions to reduce distracted driving behavior in families and workplaces.

Offering choices leads to increased intrinsic motivation (Deci & Ryan, 2014). In the context of interventions to reduce distracted driving, offering choices may be helpful to increase motivation for behavior. In a workplace setting, in addition to an organization-wide distracted driving policy, allowing employees to choose from a variety of additional strategies to reduce distracted driving might be helpful. For example, employees could be offered a list of things they could choose to do to reduce distracted driving (like installing a technology app that won't allow calls or texts while driving, creating a voicemail that explicitly states the person won't answer a phone call while driving, agreeing to shut the phone off before driving, etc.). Flexibility and choice can help satisfy one's need for autonomy and, through conversation and collaboration, also satisfy needs for social relatedness (Deci & Ryan, 2014). In a family context, parents could take a similar approach with their children. Providing choices about which strategies children will implement to avoid distracted driving can bolster motivation and buy-in.

2.1.6 Locus of Control

Locus of control includes people's beliefs about their ability to control outcomes. An external locus of control refers to a person's perception that an outcome is a result of "external, uncontrollable, influences, such as luck, fate, and powerful others" (Huang & Ford, 2012, p. 358). An internal locus of control refers to a person's perception that outcomes are influenced by internal and controllable factors; they have a sense of responsibility for the outcomes they experience (Huang & Ford, 2012). Research suggests that increasing internal locus of control and decreasing external locus of control are associated with improvements in safe driving behavior (Huang & Ford, 2012). Training that influences a driver's perceived control over outcomes, provides knowledge about traffic crash prevention and safe driving and teaches skills to avoid crashes may influence the driving locus of control; offering feedback to a driver about their driving behavior may also be influential (Huang & Ford, 2012). In a study to determine whether advanced driver coaching would lead to measurable benefits in driver competencies (driver attitude was one of the competencies and was measured by a locus of control scale), the researchers found that coaching reduced external locus of control (Stanton, Walker, Young, Kazi, & Salmon, 2007). Finding opportunities to enhance knowledge and skills and influence driver locus of control in tools designed to reduce distracted driving should be considered. In a workplace context, locus of control has also been found to increase compliance with policy (Ifinedo, 2014).

3 MATERIALS AND METHODS

3.1 Introduction

Four surveys were implemented to complete this project.

1. One for parents as they interacted with children who could drive
2. One for supervisors in workplaces who supervised employees who drove as a component of their work
3. One with parents of a teen driver to gather feedback on a message and guidance
4. One with supervisors in workplaces to gather feedback on a message and guidance

Each of the first two surveys included two models: one to explore behaviors and beliefs associated with distracted driving and one to explore behaviors and beliefs associated with preventing others from driving distracted by teaching about the dangers of distracted driving, establishing clear expectations, and following up on those expectations. Both models are important as beliefs about distracted driving may influence beliefs and actions taken by parents and supervisors to prevent distracted driving. Figure 1 shows the behavioral model that was used to design the first two surveys. The behavioral model is based on the theory of reasoned action (Fishbein & Aizen, 2010), the prototype willingness model (Gerrard, Gibbons, Houlihan, Stock, & Pomery, 2008), and the role of values (Spates, 1983; Oreg & Katz-Gerro, 2006). Table 2 summarizes the definitions of the components in the behavioral model.

Details of the first two surveys are described in Sections 3.2, 3.3, 3.4, and 3.5. The complete surveys for parents and supervisors are included in Appendix A and Appendix B, respectively.

Section 3.6 describes the details of the last two surveys, which explored the reactions of parents and supervisors to potential messages and guidance about conversations to reduce distracted driving. Section 3.7 describes the samples for the surveys.

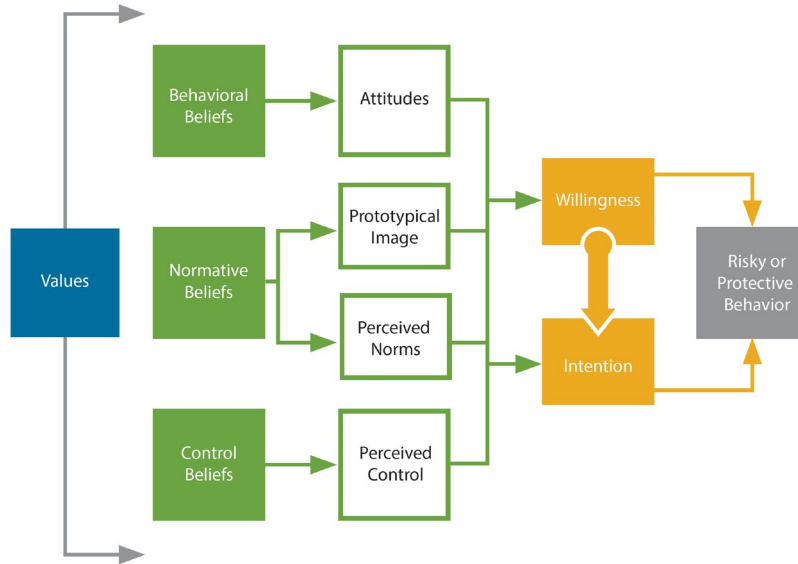


Figure 1. Behavioral Model

Table 2. Definitions of Components Used in Behavioral Model

Values	Ideals to which we aspire that define the goals for our behavioral choices and direct the formation of our belief systems (e.g., “I must protect my family,” “I desire a life without stress”).
Behavioral Beliefs	Expectations about the physical and social consequences of a behavior (e.g., “If I speed, I will likely get an expensive fine,” “If I drink and drive, my friends will exclude me”).
Attitudes	Subjective evaluation of an object or behavior in terms of emotional reaction (e.g., “Speeding is exciting”) and perceived utility (e.g., “Seat belts are useless”).
Normative Beliefs	Beliefs about what behaviors are most common in a group (e.g., “All my friends speed”) and what important people in that group expect (e.g., “My parents expect me to wear a seat belt”).
Perceived Norms	The behavior believed to be common and expected in a given context (e.g., wearing a seat belt when driving with parents).
Prototypical Image	The stereotype of people perceived to typically engage (or not engage) in the behavior (e.g., “People who speed are cool”).
Control Beliefs	Beliefs about an individual’s ability to engage or not engage in the behavior based on factors that are either internal or external to oneself (e.g., “Crashes are determined by fate,” “I am comfortable not speeding even if everyone around me is”).
Perceived Control	Perception of our ability to determine our own behaviors (e.g., “I can choose my own speed in traffic”).
Intention	The deliberate decision to commit a behavior in an anticipated situation (e.g., “I intend to wear my seat belt every time I am in a vehicle”).
Willingness	The predisposition to commit a behavior if an unexpected situation arises (e.g., “I am more willing to speed if everyone else around me is speeding”).

3.2 Distracted Driving Model

Each survey included similar questions to understand beliefs and behaviors associated with distracted driving. Behavior was measured by asking how often the respondents had engaged in five different distracting behaviors while driving (in the past 30 days).

1. Had a conversation on a cell phone while holding it in your hand
2. Had a conversation on a cell phone without holding it ("hands free")
3. Typed or read on a cell phone
4. Adjusted the radio, sound system, or vehicle devices
5. Reached for an object in the vehicle

Answer choices used a seven-point scale ranging from “never” to “every time I drive.”

Willingness was measured with one question (with five parts): “Imagine you are driving and a situation came up where you needed to do each of the following things. How willing would you be to do the following while driving and the vehicle is moving?” and asked about the same five behaviors. Answer choices used a seven-point scale ranging from “not at all willing” to “extremely willing.”

Attitude was measured with one question (with five parts): “Imagine you are a PASSENGER in a vehicle. How would you feel about the DRIVER doing the following while the vehicle is moving?” and asked about the same five behaviors. Answer choices used a seven-point scale ranging from “extremely dangerous” to “extremely safe.”

Perceived injunctive norms were measured with one question (with five parts): “In your opinion, how do you think most people important to you feel about you doing the following while driving and the vehicle is moving?” and asked about the same five behaviors. Answer choices used a seven-point scale ranging from “absolutely unacceptable” to “absolutely acceptable.”

Perceived descriptive norms were measured with one question (with five parts): “How often do you think MOST drivers in your community do the following while driving and the vehicle is moving?” and asked about the same five behaviors. Answer choices used a seven-point scale ranging from “never” to “every time they drive.”

Perceived control was measured using two questions. The first requested the respondent to indicate how much of a choice they feel they have about doing each of the five behaviors while driving and the vehicle is moving. Answer choices used a seven-point scale ranging from “no choice at all” to “total choice.” The second question asked: “How easy or difficult is it for you to AVOID each of the following behaviors while driving and the vehicle is moving?” and referenced each of the five behaviors. Answer choices used a seven-point scale ranging from “extremely easy to avoid” to “extremely difficult to avoid.”

In addition, respondents were asked if they have a family rule (or workplace policy) to address each of the five distracting driving behaviors. Answer choices were “yes,” “no,” and “I don’t know.”

For values, respondents were asked two questions: their level of concern about driving safety in their community (or workplace) and their level of agreement that the only acceptable number of deaths and serious injuries among their family and friends (or coworkers) should be zero. Answer choices used seven-point scales ranging from “not at all concerned” to “extremely concerned” and “strongly disagree” to “strongly agree,” respectively.

3.3 Parenting Model

The parenting model explored beliefs associated with four key behaviors parents can use to grow beliefs among their children to prevent distracted driving: getting input, teaching, supporting, and recognizing. These core behaviors were identified in the review of literature. Getting input is critical to getting the child cognitively engaged with the issue of distracted driving so that they are really thinking about it. Teaching is critical as young drivers may not understand how dangerous distracted driving is. Supporting involves providing reminders about the rules, addressing challenges that come up (like “What do I do if someone important calls when I am driving?”), and enforcing consequences for not following the rules. Recognizing involves recognizing safe behaviors and good choices to provide lasting motivation for behavior change (especially for when the youth leaves home and may not feel bound by the same rules).

Parenting behaviors were assessed using four questions (each with three parts). The question asked: “How often do you do the following with this child?” (where this child refers to a child living in their home with a license to drive). Getting input was assessed using three examples: “ask if this child thinks distracted driving is dangerous,” “ask this child about what they think is OK and not OK to do while driving,” and “ask this child about whether and how they use a cell phone while driving.” Teaching was assessed using three examples: “establish clear expectations about what is acceptable and not acceptable while driving,” “establish clear rules about never using a cell phone while driving,” and “model not driving distracted.” Supporting was assessed using three examples: “check in with this child about whether they are using a cell phone or not while driving,” “remind this child about your expectations about not using a cell phone while driving,” and “follow up with appropriate consequences if this child breaks your rules about using a cell phone while driving.” Recognizing was assessed using three examples: “positively recognize this child when they don’t use their cell phone while driving,” “encourage this child when they make good choices about not driving distracted,” and “positively recognize this child when they choose to focus on driving and ignore their cell phone.”

Attitudes about teaching children not to drive distracted were measured with semantic differentials using six pairs of words. The respondent was asked to indicate how they felt as a parent teaching their child about not driving distracted using these six pairs of words: silly vs. sensible, useful vs. useless, dangerous vs. safe, foolish vs. wise, boring vs fun, and worthless vs. valuable.

Behavioral beliefs were assessed by asking how important each of the 12 example behaviors (three examples for each of the four parenting behaviors) were to reducing distracted driving by

their child. Answer choices used a seven-point scale ranging from “not at all important” to “extremely important.”

Perceived injunctive norms were assessed by asking the level of agreement with three statements: “Parents should establish clear expectations about what is acceptable and not acceptable while driving,” “Parents should establish clear rules about never using a cell phone while driving,” and “Parents should model not driving distracted.” Answer choices used a seven-point scale ranging from “strongly disagree” to “strongly agree.”

Perceived descriptive norms were assessed by asking how many parents they thought engaged in the following behaviors: establishing clear expectations about what is acceptable and not acceptable while driving, establishing clear rules about never using a cell phone while driving, and modeling not driving distracted. Answer choices used a seven-point scale ranging from “none” to “all.”

Questions about perceived control included assessing the quality of their relationship and communication with their child and how comfortable they felt engaging in the 12 example behaviors. The quality of their relationship was assessed with one question: “How would you rate your relationship with this child?” Answer choices used a seven-point scale ranging from “not at all good” to “extremely good.” The quality of their communication with this child was assessed with one question: “How would you rate your communication with this child?” Answer choices used a seven-point scale ranging from “not at all good” to “extremely good.” Their comfort with engaging in the 12 example behaviors was assessed by asking: “How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with this child.)” Answer choices used a seven-point scale ranging from “not at all comfortable” to “extremely comfortable.”

Assumptions were assessed by asking the level of agreement with four statements: “As a parent, I play a critical role in teaching my child how to drive safely,” “Children learn a lot about driving as they ride with their parents,” “As a parent, there really isn’t much I can do to teach my child how to drive safely,” and “There is no point in me talking to my child about safe driving because they don’t listen to me.” Answer choices used a seven-point scale ranging from “strongly disagree” to “strongly agree.”

3.4 Supervisor Model

The supervisor model explored beliefs associated with four key behaviors supervisors can use to grow beliefs among their staff to prevent distracted driving: getting input, teaching, supporting, and recognizing. Getting input is critical to getting the employee cognitively engaged with the issue of distracted driving so that they are really thinking about it. Teaching is critical as employees may not understand how dangerous distracted driving is. Supporting involves providing reminders about rules and policies, addressing challenges that come up (like “What do I do if someone important calls when I am driving?”), and enforcing consequences for not

following the rules/policies. Recognizing involves recognizing safe behaviors and good choices to provide lasting motivation for behavior change.

Supervisor behaviors were assessed using four questions (each with three parts). The question asked: “How often do you do the following with those you supervise?” Getting input was assessed using three examples: “ask if they think distracted driving is dangerous,” “ask about what they think is OK and not OK to do while driving,” and “ask about whether and how they use a cell phone while driving.” Teaching was assessed using three examples: “teach them about the dangers of distractions while driving,” “establish clear rules about never using a cell phone while driving,” and “model not driving distracted.” Supporting was assessed using three examples: “check in about whether they are using a cell phone or not while driving,” “remind them about your expectations about not using a cell phone while driving,” and “follow up with appropriate consequences if they violate workplace policies about using a cell phone while driving.” Recognizing was assessed using three examples: “positively recognize them when they don’t use their cell phone while driving,” “encourage them when they make good choices about not driving distracted,” and “positively recognize them when they choose to focus on driving and ignore their cell phone.”

Attitudes about teaching employees not to drive distracted were measured with semantic differentials using six pairs of words. The respondent was asked to indicate how they felt as a supervisor teaching those they supervise about not driving distracted using these six pairs of words: silly vs. sensible, useful vs. useless, dangerous vs. safe, foolish vs. wise, boring vs fun, and worthless vs. valuable.

Behavioral beliefs were assessed by asking how important each of the 12 example behaviors (three examples for each of the four supervising behaviors) were to reducing distracted driving by those they supervise. Answer choices used a seven-point scale ranging from “not at all important” to “extremely important.”

Perceived injunctive norms were assessed by asking how much they thought the people that they report to in their organization would agree or disagree with three statements: “Supervisors should establish clear expectations about what is acceptable and not acceptable while driving,” “Supervisors should establish clear rules about never using a cell phone while driving,” and “Supervisors should model not driving distracted.” Answer choices used a seven-point scale ranging from “strongly disagree” to “strongly agree.”

Perceived descriptive norms were assessed by asking how many supervisors in their organization engaged in the following behaviors: establishing clear expectations about what is acceptable and not acceptable while driving, establishing clear rules about never using a cell phone while driving, and modeling not driving distracted. Answer choices used a seven-point scale ranging from “none” to “all.”

Questions about perceived control included assessing the quality of their relationship and communication with those they supervise and how comfortable they felt engaging in the 12

example behaviors. The quality of their relationship was assessed with one question: “How would you rate your relationship with those you supervise?” Answer choices used a seven-point scale ranging from “not at all good” to “extremely good.” The quality of their communication was assessed with one question: “How would you rate your communication with those you supervise?” Answer choices used a seven-point scale ranging from “not at all good” to “extremely good.” Their comfort with engaging in the 12 example behaviors was assessed by asking: “How comfortable are doing the following with those you supervise? (This includes knowing what to say and being comfortable talking about it with those you supervise.)” Answer choices used a seven-point scale ranging from “not at all comfortable” to “extremely comfortable.”

Assumptions were assessed by asking the level of agreement with three statements: “As a supervisor, I play a critical role in teaching those I supervise how to drive safely,” “As a supervisor, there really isn’t much I can do to teach workers how to drive safely,” and “There is no point in me talking to those I supervise about safe driving because they don’t listen to me.” Answer choices used a seven-point scale ranging from “strongly disagree” to “strongly agree.”

3.5 Demographics

The survey for parents asked the respondent’s age, geography (i.e., urban, suburban, and rural), sex, education attainment, income, ethnicity (i.e., Hispanic), and race. The workplace survey asked about sex, age, whether they were required to have a commercial driver’s license (CDL), and whether they supervised other employees.

3.6 Surveys on Reactions to Messages and Guidance

Four key steps for parents and supervisors were identified in the background section:

1. Get input to cognitively engage the other person.
2. Teach about distracted and engaged driving and establish (or clarify) rules/policies.
3. Support the other person as they seek to follow the rules/policies.
4. Recognize safe behaviors and good choices to provide lasting motivation.

Guidance for parents and supervisors on conversations that follow these steps were developed. In addition, messages to promote the guidance were created.

Surveys were used to gather feedback about the messages and the guidance. Following best practices outlined by Lewis, Watson, and White (2016), the emotional and cognitive reactions to each message were assessed as well as intention to read the guidance. The emotional reactions were assessed using semantic differentials with nine pairs of words: positive vs. negative, not irritating vs. irritating, interesting vs. boring, appealing vs. not appealing, agreeable vs. not agreeable, pleasant vs. not pleasant, likeable vs. not likeable, uplifting vs. depressing, and enjoyable vs. not enjoyable. The cognitive reactions (e.g., perceptions of response efficacy and credibility) were assessed using two semantic differentials. The first used nine pairs of words: trustworthy vs. not trustworthy, persuasive vs. not persuasive, informative vs. not informative, clear vs. not clear, convincing vs. not convincing, meaningful vs. not meaningful, strong vs.

weak, helpful vs. not helpful, and useful vs. not useful. The second explored credibility using four pairs of words: believable vs. not believable, true vs. not true, acceptable vs. not acceptable, and credible vs. not credible. Each semantic differential used seven options, and the responses across the pairs were averaged to form scales.

Intention to read the guidance was assessed using one question: “Based on this message, how likely is it that you would read the guidance?” Five choices were provided: “not at all likely,” “slightly likely,” “moderately likely,” “very likely,” and “extremely likely.”

Reactions to the guidance assessed for each of the four steps included perception of importance, comfort in using the guidance, willingness to use the guidance, and any suggestions for improvements. First, the respondent’s perception of importance of each step was assessed using one question: “In your opinion, how important is...” where details of each step were included. Five choices were provided: “not at all important,” “slightly important,” “moderately important,” “very important,” and “extremely important.”

Comfort in using the guidance for each step was assessed with one question: “How comfortable would you be to discuss these questions with this child/those you supervise?” Five choices were provided: “not at all comfortable,” “slightly comfortable,” “moderately comfortable,” “very comfortable,” and “extremely comfortable.”

Willingness to use the guidance for each step was assessed with one question: “How willing would you be to discuss these questions with this child/those you supervise?” Five choices were provided: “not at all willing,” “slightly willing,” “moderately willing,” “very willing,” and “extremely willing.”

Suggestions to improve each step were requested by asking: “Do you have any suggestions to improve these questions?”

3.7 Samples

Four independent samples were used to complete the four surveys.

3.7.1 Engaged Driving Survey for Parents

The survey for parents was completed by a convenience sample of 529 parents from 46 states recruited online by Qualtrics between February 23 and March 2, 2021. To participate, respondents had to indicate they were the parent of a child between the ages of 16 and 19 who lived at home and had a license to drive. The median age was 48 years (mean 49.2 years, standard deviation 9.6 years). Just under half (44%) were male; half (50%) lived in suburban settings (31% urban, 19% rural); 6.8% were Hispanic; 87.9% were white; and 6.2% were black. Just over one third (35.2%) had a high school education, technical/vocational school, or some college; just over a quarter (26.7%) had a post-graduate degree.

Table 3 summarizes the means, standard deviations, and internal reliabilities (as measured by Cronbach’s alpha) for each of the scales. Overall, the internal reliability of the scales was strong;

all have a Cronbach's alpha greater than 0.75 (and most were greater than 0.80). Cronbach's alpha provides a measure of internal consistency of several items (three or more) used to measure a construct. Its value ranges from 0 to 1. It is based on the number of items, the average covariance between the item pairs, and the average variance (Tavakol & Dennick, 2011). Appendix C includes the responses to all questions on the survey.

Table 3. Summary of Parenting Survey Scales

Scale	Number of Items	Mean	Standard Deviation	Cronbach's alpha
<u>Distracted Driving Model</u>				
Distracted Driving Behavior	5	3.3	1.40	0.822
Willingness	5	3.8	1.46	0.822
Attitude	5	3.5	1.46	0.851
Perceived injunctive norms	5	3.5	1.45	0.835
Perceived descriptive norms	5	4.7	1.30	0.875
Perceived control (sense of choice)	5	5.8	1.54	0.905
Perceived control (easy/difficult to avoid)	5	5.5	1.33	0.828
Concern about traffic safety	2	4.9	1.74	NA
<u>Parenting Model</u>				
Parenting behavior – get input	3	5.1	1.65	0.885
Parenting behavior – teach	3	5.7	1.34	0.848
Parenting behavior – support	3	5.2	1.63	0.898
Parenting behavior – recognize	3	5.4	1.61	0.930
Parenting behavior – combined	4	5.4	1.38	0.908
Attitude	6	6.3	0.78	0.773
Behavioral beliefs – get input	3	6.2	1.03	0.902
Behavioral beliefs – teach	3	6.3	0.96	0.877
Behavioral beliefs – support	3	6.2	1.06	0.900
Behavioral beliefs – recognize	3	6.2	1.08	0.913
Behavioral beliefs – combined	4	6.2	0.94	0.929
Perceived injunctive norms	3	6.5	0.90	0.838
Perceived descriptive norms	3	4.8	1.44	0.922
Perceived control – relationship	2	6.2	0.92	NA
Perceived control – communication	2	5.9	1.14	NA
Perceived control – get input	3	6.5	0.87	0.932
Perceived control – teach	3	6.4	0.87	0.917
Perceived control – support	3	6.4	0.90	0.882
Perceived control – recognize	3	6.4	0.92	0.902
Perceived control – combined	4	6.4	0.82	0.940

n=529. Scales range from 1 to 7.

3.7.2 Engaged Driving Survey for Supervisors

The survey for supervisors was completed by a convenience sample of 514 supervisors recruited online by Qualtrics between February 24 and March 22, 2021. To participate, respondents had to indicate they drove as a part of their work and that they supervised employees who also drove for work. The median age was 35 years (mean 36.3 years, standard deviation 8.0 years). Just over

half (56%) were male and about half (49%) were required to have a commercial driver’s license (CDL).

Table 4 summarizes the means, standard deviations, and internal reliabilities (as measured by Cronbach’s alpha) for each of the scales. Overall, the internal reliability of the scales was strong; all have a Cronbach’s alpha greater than 0.85 (and most were greater than 0.90). Appendix D includes the responses to all questions on the survey.

Table 4. Summary of Workplace Survey Scales

Scale	Number of Items	Mean	Standard Deviation	Cronbach’s alpha
<u>Distracted Driving Model</u>				
Distracted Driving Behavior	5	4.3	1.71	0.883
Willingness	5	4.4	1.69	0.882
Attitude	5	4.1	1.78	0.905
Perceived injunctive norms	5	4.1	1.81	0.905
Perceived descriptive norms	5	4.4	1.64	0.908
Perceived control (sense of choice)	5	4.9	1.69	0.893
Perceived control (easy/difficult to avoid)	5	5.2	1.45	0.865
Concern about traffic safety	2	5.0	2.04	NA
<u>Supervising Model</u>				
Supervising behavior – get input	3	5.1	1.55	0.919
Supervising behavior – teach	3	5.3	1.54	0.942
Supervising behavior – support	3	5.2	1.56	0.893
Supervising behavior – recognize	3	5.4	1.49	0.902
Supervising behavior – combined	4	5.2	1.41	0.936
Attitude	6	5.7	1.31	0.860
Behavioral beliefs – get input	3	5.6	1.23	0.882
Behavioral beliefs – teach	3	5.7	1.21	0.849
Behavioral beliefs – support	3	5.7	1.21	0.843
Behavioral beliefs – recognize	3	5.7	1.26	0.864
Behavioral beliefs – combined	4	5.7	1.13	0.939
Perceived injunctive norms	3	5.8	1.21	0.854
Perceived descriptive norms	3	5.2	1.34	0.869
Perceived control – relationship	1	6.0	1.10	NA
Perceived control – communication	1	6.0	1.11	NA
Perceived control – get input	3	5.8	1.17	0.882
Perceived control – teach	3	5.7	1.24	0.918
Perceived control – support	3	5.6	1.28	0.843
Perceived control – recognize	3	5.8	1.20	0.873
Perceived control – combined	4	5.7	1.14	0.947

n=514. Scales range from 1 to 7.

3.7.3 Reaction to Guidance for Parents

The survey to gather reactions to the guidance for parents was completed by a convenience sample of 258 parents recruited online by Qualtrics between May 5 and May 10, 2021. To participate, respondents had to indicate they were the parent of a child between the ages of 16

and 19 who lived at home and had a license to drive. The median age was 43 years (mean 44.7 years, standard deviation 9.8 years). Under half (39%) were male; about half (47%) lived in suburban settings (35% urban, 18% rural); 15% were Hispanic; 84% were white; and 11% were black. Four in ten (40%) had a high school education, technical/vocational school, or some college; about one in six (16%) had a post-graduate degree.

Table 5 summarizes the means, standard deviations, and internal reliabilities (as measured by Cronbach’s alpha) for each of the scales. Overall, the internal reliability of the scales is strong; all have a Cronbach’s alpha greater than 0.8 (and most were greater than 0.90).

Table 5. Summary of Reaction to Guidance for Parents Survey Scales

Scale	Number of Items	Mean	Standard Deviation	Cronbach’s alpha
Distracted driving behaviors	5	3.3	1.38	0.813
Affective reaction	9	6.0	1.28	0.915
Effectiveness	9	2.1	1.11	0.962
Credibility	4	1.9	1.17	0.918

n=258. Scales range from 1 to 7.

3.7.4 Reaction to Guidance for Supervisors

The survey to gather reactions to the guidance for supervisors was completed by a convenience sample of 305 supervisors recruited online by Qualtrics between May 5 and May 6, 2021. To participate, respondents had to indicate they drove as a part of their work and that they supervised employees who also drove for work. The median age was 32 years (mean 33.4 years, standard deviation 11.2 years). About half (55%) were male; and half (50%) were required to have a commercial driver’s license (CDL).

Table 6 summarizes the means, standard deviations, and internal reliabilities (as measured by Cronbach’s alpha) for each of the scales. Overall, the internal reliability of the scales is strong; all have a Cronbach’s alpha greater than 0.8 (and most were greater than 0.90).

Table 6. Summary of Reaction to Guidance for Supervisors Survey Scales

Scale	Number of Items	Mean	Standard Deviation	Cronbach’s alpha
Distracted driving behaviors	5	4.0	1.59	0.852
Affective reaction	9	5.5	1.54	0.905
Effectiveness	9	2.9	1.28	0.926
Credibility	4	2.7	1.28	0.857

n=305. Scales range from 1 to 7.

3.7.5 Potential Limitations Due to COVID-19 Pandemic

All four surveys were conducted during the COVID-19 pandemic. The pandemic has significantly impacted workplace behaviors, ways young people engage in education, and

driving practices. The surveys did not attempt to understand how the pandemic may have impacted responses.

4 RESULTS

This section summarizes the results from the four surveys. The first two surveys focused on behaviors and beliefs of parents and supervisors to prevent distracted driving by teens and those they supervise, respectively. The last two surveys focused on reactions to guidance about establishing or promoting family rules and workplace policies, respectively.

4.1 Results From the Engaged Driving Survey for Parents

Table 7 summarizes engagement in various distracting driving behaviors by respondents. About one in ten reported regularly having a hand-held cell phone conversation or texting while driving; about one in five reported regularly having a hands-free cell phone conversation or reaching for an object; and about one in three reported regularly adjusting a vehicle device. It is important to note that the sample was not representative of the general population. Nonetheless, the sample did include a variety of respondents with some engaging in distracted driving behaviors.

Table 7. Prevalence of Distracted Driving Behaviors Among Parents

“Thinking back over the past 30 days, how often did you engage in the following while driving and the vehicle was moving?”	Rarely/ Never	About half the time	Usually/ Always
Had a conversation on a cell phone while holding it in your hand	70%	20%	10%
Had a conversation on a cell phone without holding it ("hands free")	37%	40%	23%
Typed or read on a cell phone	73%	18%	9%
Adjusted the radio, sound system, or vehicle devices	13%	51%	36%
Reached for an object in the vehicle	31%	49%	20%

n=529

Table 8 summarizes the Spearman correlation coefficients between the various scales used in the distracted driving model. Engagement in distracted driving strongly correlated with willingness ($r = .73, p < .01$). Willingness moderately correlated with attitude ($r = .67, p < .01$), perceived injunctive norms ($r = .69, p < .01$), and perceived descriptive norms ($r = .48, p < .01$). Willingness was not statistically significantly correlated with perceived control (sense of choice and easy/difficult to avoid) and concern. Behavior, willingness, and other beliefs were negatively correlated with age (that is, they decreased as age increased).

Table 9 summarizes the Spearman correlation coefficients between the various scales used in the parenting model. Parenting behavior correlated with attitude ($r = .40, p < .01$), behavioral beliefs ($r = .60, p < .01$), perceived injunctive norms ($r = .36, p < .01$), perceived descriptive norms ($r = .29, p < .01$), perceived control ($r = .45, p < .01$), and concern for traffic safety ($r = .27, p < .01$). As supportive beliefs, concern, and age increased, parents reported more engagement in the parenting behaviors.

Table 8. Spearman Correlation Coefficients for Distracted Driving Model Among Parents

Scale	1	2	3	4	5	6	7	8	9
1. Behavior	1.00	.73**	.55**	.55**	.41**	-.15**	-.19**	.19**	-.28**
2. Willingness		1.00	.67**	.69**	.48**	-.03	-.08	.09*	-.21**
3. Attitude			1.00	.77**	.41**	-.07	-.08	.04	-.18**
4. Perceived injunctive norms				1.00	.43**	-.02	-.01	-.01	-.16**
5. Perceived descriptive norms					1.00	.24**	.12**	.17**	-.03
6. Perceived control (choice)						1.00	.52**	.03	.14**
7. Perceived control (avoid)							1.00	-.01	.19**
8. Concern for traffic safety								1.00	-.17**
9. Age									1.00

n=529. *p < .05 (two-tailed) **p < .01 (two-tailed)

Table 9. Spearman Correlation Coefficients for Parenting Model

Scale	1	2	3	4	5	6	7	8
1. Parenting behavior	1.00	.40**	.60**	.36**	.29**	.45**	.27**	-.01
2. Parenting attitude		1.00	.51**	.39**	.17**	.40**	.04	.05
3. Parenting behavioral beliefs			1.00	.61**	.18**	.63**	.16**	.09*
4. Parenting perceived injunctive norms				1.00	.05	.56**	.04	.18**
5. Parenting perceived descriptive norms					1.00	.10*	.18**	-.09*
6. Parenting perceived control						1.00	.02	.19**
7. Concern for traffic safety							1.00	-.17**
8. Age								1.00

n=529. *p < .05 (two-tailed) **p < .01 (two-tailed)

Linear regression indicated a significant effect between willingness to drive distracted and distracted driving behavior ($F(1, 527) = 720.23, p < .001, R^2 = .58$). Multiple linear regression indicated a significant effect between the willingness scale and attitude, perceived injunctive norms, perceived descriptive norms, and perceived control ($F(5,522) = 146.37, p < .001, R^2 = .58$). Examination of the individual belief scales indicated that attitude ($t = 4.24, p < .001$), perceived injunctive norms ($t = 10.49, p < .001$), perceived descriptive norms ($t = 5.42, p < .001$), and perceived control (easy/difficult to avoid) ($t = -3.43, p = .001$) were significant predictors. Overall, the model is predicting a significant portion of the variation.

Multiple linear regression indicated a significant effect between parenting behavior and parenting attitude, parenting behavioral beliefs, parenting perceived injunctive norms, parenting perceived descriptive norms, and parenting perceived control ($F(5,517) = 59.72, p < .001, R^2 = .37$). Examination of the individual belief scales indicated that parenting behavioral beliefs ($t = 9.55, p < .001$), perceived descriptive norms ($t = 5.09, p < .001$), and perceived control ($t = 2.88, p = .004$) were significant predictors. Overall, the model is predicting a moderate portion of the variation.

Table 10 summarizes the prevalence of family rules addressing various distracting behaviors. While most respondents (81%) indicated their family had a rule about not typing or reading on a

cell phone while driving, far fewer indicated they had a family rule about not having hand-held cell phone conversations (42%) or not reaching for an object while driving (38%).

Table 10. Prevalence of Family Rules Addressing Distracting Behaviors

“Do you have a family rule about NOT doing the following?”	Yes	No	I don’t know
Having a conversation on a cell phone while holding it in your hand while driving	69%	29%	1%
Having a conversation on a cell phone without holding it ("hands free") while driving	42%	56%	2%
Typing or reading on a cell phone while driving	81%	17%	2%
Adjusting the radio, sound system, or vehicle devices while driving	27%	70%	2%
Reaching for an object in the vehicle while driving	38%	59%	3%

n=529

Those with family rules reported less distracted driving. Respondents that reported they did not have a family rule about not having hand-held cell phone conversations (or did not know) reported engaging in this distracting behavior 39% more than respondents who indicated they did have a family rule. Respondents that reported they did not have a family rule about not texting (or did not know) reported engaging in this distracting behavior 2.4 times more than respondents who indicated they did have a family rule.

Many respondents indicated they were having conversations with their teen drivers about distracted driving. Table 11 summarizes the relative frequency of these various conversations among respondents. About two thirds (67%) indicated they had established clear rules about never using a cell phone while driving with their teen. However, far fewer had frequently engaged in conversations getting input from their teen (e.g., asking what they think about distracted driving, asking if they think distracted driving is dangerous, and asking about what they think is OK and not OK to do while driving). Getting input is an important part of the process of establishing rules because it gets the teen cognitively engaged and bolsters a healthy relationship. Furthermore, fewer respondents indicated they were frequently checking to see if their teen was using a cell phone or not. Following up is critical to keep the rule ever present in the teen’s mind. Respondents who engaged in these conversations with their teen frequently reported having family rules almost four times (3.9) more often than respondents who reported rarely engaging in these conversations.

Table 12 summarizes how respondents rated the importance of each of these conversations. Most respondents rated these conversations as important in reducing distracted driving by their teen. It is interesting to note that respondents rated conversations as important even though they did not regularly engage in the conversations. Therefore, while respondents see the importance of such conversations, they may not know what to say or feel uncomfortable having the conversations.

Table 11. Prevalence of Conversations With Teen Drivers

“How often do you do the following with this child?”	Rarely/ Never	Sometimes	Usually/ Always
Ask this child about what they think about distracted driving	16%	50%	34%
Ask if this child thinks distracted driving is dangerous	14%	42%	44%
Ask this child about what they think is OK and not OK to do while driving	12%	38%	49%
Ask this child about whether and how they use a cell phone while driving	11%	35%	54%
Talk to this child about not using their cell phone while driving	6%	30%	64%
Teach this child about the dangers of distractions while driving	6%	30%	65%
Establish clear expectations about what is acceptable and not acceptable while driving	4%	29%	67%
Establish clear rules about never using a cell phone while driving	5%	28%	67%
Model not driving distracted	5%	36%	59%
Check in with this child about whether they are using a cell phone or not while driving	14%	43%	43%
Remind this child about your expectations about not using a cell phone while driving	7%	36%	56%
Follow-up with appropriate consequences if this child breaks your rules about using a cell phone while driving	12%	36%	53%
Positively recognize this child when they don’t use their cell phone while driving	12%	35%	54%
Encourage this child when they make good choices about not driving distracted	6%	32%	62%
Positively recognize this child when they choose to focus on driving and ignore their cell phone	8%	34%	58%

n=529

Overall, respondents had favorable attitudes about teaching their teen not to drive while distracted. They felt it was sensible (95%), wise (95%), valuable (96%), fun (60%), useful (95%), and safe (93%). These positive attitudes establish a good foundation for parents engaging in preventing distracted driving among their teens.

Table 12. Importance of Conversations With Teen Drivers

“In your opinion, how important is each of the following in reducing distracted driving by your child?”	Low Importance	Moderate Importance	High Importance
Asking this child about what they think about distracted driving	1%	28%	71%
Asking if this child thinks distracted driving is dangerous	1%	24%	75%
Asking this child about what they think is OK and not OK to do while driving	2%	21%	77%
Asking this child about whether and how they use a cell phone while driving	1%	21%	78%
Talking to this child about not using their cell phone while driving	1%	18%	81%
Teaching this child about the dangers of distractions while driving	1%	15%	84%
Establishing clear expectations about what is acceptable and not acceptable while driving	0%	19%	81%
Establishing clear rules about never using a cell phone while driving	1%	19%	80%
Modeling not driving distracted for your child (like not using your cell phone while driving)	1%	19%	80%
Asking this child about whether they are using a cell or not while driving	1%	22%	77%
Reminding this child about your expectations about not using a cell phone while driving	1%	19%	80%
Following-up with appropriate consequences if this child breaks your rules about using a cell phone while driving	2%	23%	75%
Positively recognizing this child when they don’t use their cell phone while driving	1%	23%	75%
Encouraging this child when they make good choices about not driving distracted	1%	19%	81%
Positively recognizing this child when they choose to focus on driving and ignore their cell phone	1%	22%	77%

n=529

Table 13 summarizes how comfortable respondents felt about engaging in efforts to prevent distracted driving by their teen. Overall, most respondents reported high levels of comfort with engaging in these actions to prevent distracted driving by their teen.

Table 13. Comfort Level in Engaging in Efforts With Teen Drivers

“How comfortable are you in doing the following?”	Low Comfort	Moderate Comfort	High Comfort
Asking this child about what they think about distracted driving	1%	14%	86%
Asking if this child thinks distracted driving is dangerous	0%	15%	85%
Asking this child about what they think is OK and not OK to do while driving	0%	14%	86%
Asking this child about whether and how they use a cell phone while driving	1%	14%	86%
Talking to this child about not using their cell phone while driving	1%	11%	88%
Teaching this child about the dangers of distractions while driving	1%	12%	87%
Establishing clear expectations about what is acceptable and not acceptable while driving	1%	15%	85%
Establishing clear rules about never using a cell phone while driving	0%	15%	84%
Modeling not driving distracted for your child (like not using your cell phone while driving)	1%	16%	82%
Asking this child about whether they are using a cell or not while driving	0%	14%	86%
Reminding this child about your expectations about not using a cell phone while driving	1%	14%	85%
Following up with appropriate consequences if this child breaks your rules about using a cell phone while driving	1%	17%	82%
Positively recognizing this child when they don’t use their cell phone while driving	1%	16%	83%
Encouraging this child when they make good choices about not driving distracted	1%	14%	86%
Positively recognizing this child when they choose to focus on driving and ignore their cell phone	1%	17%	83%

n=529

4.2 Results From the Engaged Driving Survey for Supervisors

Table 14 and Table 15 summarize engagement in various distracting driving behaviors by supervisors among those with and without a commercial driver’s license (CDL), respectively. About half of respondents with a CDL reported regularly engaging in all five distracted driving behaviors. Fewer respondents without a CDL reported regularly engaging in distracted driving behaviors. About one in three reported regularly adjusting vehicle devices, and about one in four reported regularly having a hands-free cell phone conversation. It is important to note that the sample was not representative of the general population.

Table 14. Prevalence of Distracted Driving Behaviors Among Supervisors With a CDL

“Thinking back over the past 30 days, how often did you engage in the following while driving for work and the vehicle was moving?”	Rarely/ Never	About half the time	Usually/ Always
Had a conversation on a cell phone while holding it in your hand	22%	22%	56%
Had a conversation on a cell phone without holding it ("hands free")	12%	34%	54%
Typed or read on a cell phone	22%	27%	51%
Adjusted the radio, sound system, or vehicle devices	7%	34%	59%
Reached for an object in the vehicle	11%	32%	57%

n=250

Table 15. Prevalence of Distracted Driving Behaviors Among Supervisors Without a CDL

“Thinking back over the past 30 days, how often did you engage in the following while driving for work and the vehicle was moving?”	Rarely/ Never	About half the time	Usually/ Always
Had a conversation on a cell phone while holding it in your hand	65%	26%	10%
Had a conversation on a cell phone without holding it ("hands free")	25%	49%	26%
Typed or read on a cell phone	64%	28%	8%
Adjusted the radio, sound system, or vehicle devices	10%	57%	33%
Reached for an object in the vehicle	28%	54%	18%

n=252

Table 16 summarizes the Spearman correlation coefficients between the various scales used in the distracted driving model. Distracted driving behavior strongly correlated with willingness ($r = .88, p < .01$). Willingness strongly correlated with attitude ($r = .84, p < .01$), perceived injunctive norms ($r = .83, p < .01$), and perceived descriptive norms ($r = .83, p < .01$) and moderately correlated with perceived control (choice) ($r = .46, p < .01$) and perceived control (avoid) ($r = .34, p < .01$). Willingness was moderately correlated with concern for traffic safety ($r = .44, p < .01$), which seems contradictory that as people are more concerned they would report more willingness to drive distracted. Behavior, willingness, and other beliefs were not significantly correlated with age.

Table 16. Spearman Correlation Coefficients for Supervisor Distracted Driving Model

Scale	1	2	3	4	5	6	7	8	9
1. Behavior	1.00	.88**	.80**	.80**	.81**	.40**	.30**	.46**	0.05
2. Willingness		1.00	.84**	.83**	.83**	.46**	.34**	.44**	.09*
3. Attitude			1.00	.90**	.83**	.45**	.36**	.41**	.09*
4. Perceived injunctive norms				1.00	.81**	.45**	.37**	.38**	.08
5. Perceived descriptive norms					1.00	.51**	.36**	.41**	.08
6. Perceived control (choice)						1.00	.60**	.36**	.08
7. Perceived control (avoid)							1.00	.33**	.09
8. Concern for traffic safety								1.00	.13**
9. Age									1.00

n= 514. *p < .05 (two-tailed) **p < .01 (two-tailed)

Table 17 summarizes the Spearman correlation coefficients between the various scales used in the supervising model. Supervising behavior correlated with attitude ($r = .47, p < .01$), behavioral beliefs ($r = .80, p < .01$), perceived injunctive norms ($r = .60, p < .01$), perceived descriptive norms ($r = .64, p < .01$), perceived control ($r = .69, p < .01$), and concern for traffic safety ($r = .40, p < .01$). As supportive beliefs and concern increased, supervisors reported more engagement in the supervising behaviors.

Table 17. Spearman Correlation Coefficients for Supervisor Model

Scale	1	2	3	4	5	6	7	8
1. Supervising behavior	1.00	.47**	.80**	.60**	.64**	.69**	.40**	.11*
2. Supervising attitude		1.00	.56**	.49**	.49**	.57**	.27**	.15**
3. Supervising behavioral beliefs			1.00	.75**	.64**	.85**	.34**	.19**
4. Supervising perceived injunctive norms				1.00	.63**	.74**	.30**	.17**
5. Supervising perceived descriptive norms					1.00	.66**	.32**	.10*
6. Supervising perceived control						1.00	.34**	.18**
7. Concern for traffic safety							1.00	.13**
8. Age								1.00

n= 514. *p < .05 (two-tailed) **p < .01 (two-tailed)

Linear regression indicated a significant effect between willingness to drive distracted and distracted driving behavior ($F(1, 511) = 1783.55, p < .001, R^2 = .78$). Multiple linear regression indicated a significant effect between the willingness scale and attitude, perceived injunctive norms, perceived descriptive norms, and perceived control ($F(5,506) = 356.48, p < .001, R^2 = .78$). Examination of the individual belief scales indicated that attitude ($t = 6.50, p < .001$), perceived injunctive norms ($t = 5.84, p < .001$), and perceived descriptive norms ($t = 7.06, p < .001$) were significant predictors. Overall, the model is predicting a significant portion of the variation.

Multiple linear regression indicated a significant effect between supervising behavior and supervising attitude, supervising behavioral beliefs, supervising perceived injunctive norms, supervising perceived descriptive norms, and supervising perceived control ($F(5,507) = 148.74, p < .001, R^2 = .60$). Examination of the individual belief scales indicated supervising behavioral beliefs ($t = 11.65, p < .001$) and perceived descriptive norms ($t = 7.93, p < .001$) were significant predictors. Overall, the model is predicting a significant portion of the variation.

Table 18 compares the means of the various distracted driving behavioral model constructs based on whether the respondent was required to have a CDL. All constructs were statistically significantly different ($p < .001$) with those required to have a CDL engaging in more distracted driving behaviors and having beliefs more supportive of distracted driving.

Table 18. Means of Distracted Driving Model Constructs

Behavioral Model Construct	CDL Required n=250	CDL Not Required n=252
Distracted driving behavior	5.15	3.43
Willingness to engage in distracted driving	5.28	3.56
Attitude about distracted driving	5.05	3.25
Perceived injunctive norm about distracted driving	5.11	3.22
Perceived descriptive norm about distracted driving	5.15	3.72
Perceived control (choice)	5.35	4.49
Perceived control (avoid)	5.52	4.82

Table 19 summarizes the prevalence of workplace rules addressing various distracting behaviors. About two thirds of those required to have a CDL reported having rules prohibiting various forms of distracted driving while fewer of those who were not required to have a CDL reported having rules. It is interesting to note that while those required to have a CDL reported more rules, they also reported engaging in distracted driving behaviors more often (see Table 14 and Table 15).

Table 19. Prevalence of Workplace Rules Addressing Distracting Behaviors

"Do you have a workplace policy or rule about NOT doing the following?" – Yes	CDL Required n=249	CDL Not Required n=253
Having a conversation on a cell phone while holding it in your hand while driving	78%	60%
Having a conversation on a cell phone without holding it ("hands free") while driving	68%	41%
Typing or reading on a cell phone while driving	67%	60%
Adjusting the radio, sound system, or vehicle devices while driving	65%	31%
Reaching for an object in the vehicle while driving	65%	32%

Many respondents indicated they were having conversations with those they supervise about distracted driving. Table 20 summarizes the relative frequency of these various conversations among respondents. About half (52%) indicated they had established clear rules about never using a cell phone while driving. Similarly, slightly less than half had frequently engaged in conversations getting input from those they supervise (e.g., asking what they think about distracted driving, asking if they think distracted driving is dangerous, and asking about what they think is OK and not OK to do while driving). About half (50%) indicated they were frequently checking to see if those they supervise were using a cell phone or not. Following up is critical to keep the policy ever present.

Table 20. Prevalence of Efforts With Those Supervised

“How often do you do the following with those you supervise?”	Rarely/ Never	Sometimes	Usually/ Always
Ask them about what they think about distracted driving	8%	47%	45%
Ask if they think distracted driving is dangerous	11%	41%	48%
Ask about what they think is OK and not OK to do while driving	9%	44%	47%
Ask about whether and how they use a cell phone while driving	10%	41%	49%
Talk to them about not using their cell phone while driving	9%	36%	55%
Teach them about the dangers of distractions while driving	8%	38%	54%
Establish clear expectations about what is acceptable and not acceptable while driving	9%	40%	51%
Establish clear rules about never using a cell phone while driving	10%	38%	52%
Model not driving distracted	10%	38%	52%
Check in about whether they are using a cell phone or not while driving	10%	40%	50%
Remind them about your expectations about not using a cell phone while driving	8%	43%	49%
Follow up with appropriate consequences if they violate workplace policies about using a cell phone while driving	10%	41%	49%
Positively recognize them when they don’t use their cell phone while driving	7%	40%	53%
Encourage them when they make good choices about not driving distracted	6%	37%	57%
Positively recognize them when they choose to focus on driving and ignore their cell phone	7%	38%	55%

n= 514

Table 21 summarizes how respondents rated the importance of each of these conversations. About six in ten respondents rated these conversations as important in reducing distracted driving by those they supervise. It is interesting to note that respondents rated conversations as important even though they did not regularly engage in the conversations. Therefore, while respondents see the importance of such conversations, they may not know what to say or feel uncomfortable having the conversations.

Table 21. Importance of Efforts With Those Supervised

“In your opinion, how important is each of the following in reducing distracted driving by your child?”	Low Importance	Moderate Importance	High Importance
Asking them about what they think about distracted driving	3%	38%	60%
Asking if they think distracted driving is dangerous	2%	34%	63%
Asking about what they think is OK and not OK to do while driving	3%	40%	57%
Asking about whether and how they use a cell phone while driving	4%	38%	59%
Talking to them about not using their cell phone while driving	5%	35%	60%
Teaching them about the dangers of distractions while driving	4%	33%	63%
Establishing clear expectations about what is acceptable and not acceptable while driving	3%	35%	62%
Establishing clear rules about never using a cell phone while driving	3%	35%	62%
Modeling not driving distracted (like not using your cell phone while driving)	4%	37%	60%
Asking them about whether they are using a cell or not while driving	2%	35%	63%
Reminding them about your expectations about not using a cell phone while driving	2%	35%	62%
Following up with appropriate consequences if they violate workplace policies about using a cell phone while driving	3%	35%	62%
Positively recognizing them when they don’t use their cell phone while driving	5%	35%	60%
Encouraging them when they make good choices about not driving distracted	3%	30%	68%
Positively recognizing them when they choose to focus on driving and ignore their cell phone	3%	32%	65%

n= 514

Overall, respondents had favorable attitudes about teaching those they supervise not to drive while distracted. They felt it was sensible (82%), wise (79%), valuable (78%), fun (67%), useful (81%), and safe (81%). These positive attitudes establish a good foundation for supervisors engaging in preventing distracted among those they supervise.

Table 22 summarizes how comfortable respondents felt about engaging in efforts to prevent distracted driving by those they supervise. Overall, almost two thirds of respondents reported high levels of comfort with engaging in these actions to prevent distracted driving by those they supervise.

Table 22. Comfort Level in Engaging in Efforts With Those Supervised

“How comfortable are you in doing the following?”	Low Comfort	Moderate Comfort	High Comfort
Asking them about what they think about distracted driving	3%	33%	64%
Asking if they think distracted driving is dangerous	2%	33%	66%
Asking about what they think is OK and not OK to do while driving	3%	33%	64%
Asking about whether and how they use a cell phone while driving	3%	30%	66%
Talking to them about not using their cell phone while driving	3%	32%	64%
Teaching them about the dangers of distractions while driving	3%	33%	64%
Establishing clear expectations about what is acceptable and not acceptable while driving	4%	34%	62%
Establishing clear rules about never using a cell phone while driving	4%	34%	62%
Modeling not driving distracted (like not using your cell phone while driving)	4%	33%	64%
Asking them about whether they are using a cell or not while driving	4%	35%	61%
Reminding them about your expectations about not using a cell phone while driving	4%	33%	63%
Following up with appropriate consequences if they violate workplace policies about using a cell phone while driving	4%	38%	58%
Positively recognizing them when they don’t use their cell phone while driving	2%	31%	67%
Encouraging them when they make good choices about not driving distracted	2%	32%	66%
Asking them about what they think about distracted driving	3%	34%	64%

n= 514

4.3 Reaction to the Guidance for Parents

A convenience sample of 258 parents who had a child between the ages of 16 and 19 with a license to drive were asked to provide their reactions to a message and guidance to reduce distracted driving by their teen driver. Table 23 includes a potential message that could be used to promote the guidance. After reading the message, most of the respondents (96%) indicated they were moderately or more likely to read the guidance (half, 53%, indicated they were extremely likely).

Table 24 summarizes their affective reactions to the message. Overall, respondents indicated the message had positive feelings. Positive feelings were moderately correlated with intention to read the materials ($r = .55, p < .001$). As positive feelings about the message increased, intention to read the guidance increased.

Table 23. Potential Message to Encourage Parents to Read the Guidance

As parents, we play an important role in keeping our teens safe.

Often, the key to our teen’s safety is finding ways to have conversations with them.

Conversations about distracted and engaged driving are critical-- especially if you have a young driver in your family.

Distractions are anything that takes a driver’s eyes off the road, hands off the wheel, or mind off driving, like using a cell phone, adjusting the radio, or even reaching for an object.

Distracted driving significantly contributes to motor vehicle crashes, especially among young and inexperienced drivers.

Instead of lecturing or giving advice, I chose to have conversations about engaged driving. We created rules together about engaged driving. The Guidance on Conversations to Support Engaged Driving gave me the words to use so I could have constructive conversations with my teen in ways that strengthened our relationship.

To learn more about Guidance on Conversations to Support Engaged Driving, visit <website>.

Table 24. Affective Response to Parent Message

“I find the text I read to be...”
83% positive vs. 2% negative
76% not irritating vs. 7% irritating
75% interesting vs. 4% boring
69% appealing vs. 2% not appealing
81% agreeable vs. 2% not agreeable
68% pleasant vs. 4% not pleasant
70% likeable vs. 5% not likeable
56% uplifting vs. 7% depressing
59% enjoyable vs. 3% not enjoyable

n=258

Table 25 summarizes their sense of effectiveness of the message. Overall, respondents indicated the message was effective. The sense of effectiveness of the message was moderately correlated with intention to read the materials ($r = .50, p < .001$). As the sense of effectiveness about the message increased, intention to read the guidance increased.

Table 26 summarizes perceived credibility of the message. Overall, respondents indicated the message was credible. The perception of credibility of the message was moderately correlated with intention to read the materials ($r = .46, p < .001$). As the perception of credibility of the message increased, intention to read the guidance increased.

Parents were asked about their reactions to potential questions and statements they could use with their teen. The questions and statements were based on four steps: getting their teen

cognitively engaged, establishing rules, practicing and supporting the rules, and recognizing effort. Parents were not provided the entire guidance document (see Appendix E), because it was too long to review using an online survey. Instead, parents were asked to react to the suggested questions and statements to be used with teens.

Table 25. Sense of Effectiveness of the Parent Message

<p>"I find the text I read to be..."</p> <p>73% trustworthy vs. 3% untrustworthy</p> <p>70% persuasive vs. 3% not persuasive</p> <p>74% informative vs. 3% not informative</p> <p>77% clear vs. 2% not clear</p> <p>75% convincing vs. 4% not convincing</p> <p>77% meaningful vs. 2% not meaningful</p> <p>71% strong vs. 1% weak</p> <p>77% helpful vs. 4% not helpful</p> <p>78% useful vs. 3% not useful</p>
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n=258

Table 26. Perceived Credibility of the Parent Message

<p>"I find the text I read to be..."</p> <p>78% believable vs. 2% not believable</p> <p>81% true vs. 2% not true</p> <p>81% acceptable vs. 2% not acceptable</p> <p>77% credible vs. 1% not credible</p>
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n=258

Most respondents thought it was very important (28%) or extremely important (62%) to engage their teen in conversations about distracted driving instead of just telling them what to do or lecturing them. When asked their reactions to potential questions they could ask their teen (Table 27), most were very comfortable (30%) or extremely comfortable (62%) to discuss these questions with their teen. Similarly, most were very willing (23%) or extremely willing (67%) to discuss these questions with their teen. Respondents were asked if they had any suggestions to improve the questions; suggestions for improvement are included in Table 28 (comments that affirmed the questions or had no suggestions were not included).

Table 27. Potential Questions to Engage Teens

<p>"There is a lot of talk about distracted driving. What do you think that means?"</p> <p>"What are some ways drivers can be distracted?"</p> <p>"What distractions challenge you (or will challenge you) as a driver?"</p> <p>"Why is understanding the challenges important?"</p> <p>"What would it be like (or is it like) to ride with a driver who is distracted?"</p> <p>"What does it mean or what would it look like for a driver to be engaged when driving?"</p>

Table 28. Suggestions to Improve the Guidance on Engaging Their Teen

- An eighteen/nineteen year-old is not a “child”—he/she is an adult and, if you want to influence them at all, should be treated as such and not lectured to, which is exactly what this is. If you think they won’t see through this, you don’t remember being that age. The best way to talk to them is to use the relationship you’ve already developed with them to have a natural conversation. If you’re actually concerned that he/she is not driving carefully, you can and should discuss this with them in terms that fit within your relationship parameters. This actually works as well with a sixteen or seventeen year-old. Respect them and they’ll respect you. Treat them in a condescending (or phony) manner and you’ve lost them.
- Ask the child to name some of the consequences of distracted driving (crash, near-miss, tickets)
- Don’t use words or phrases that sound like they came out of an instructional pamphlet.. my daughter would look at me like I was an idiot if I asked her these questions. While I think the topic is very important, talking to them like a human being is critical & approach is EVERYTHING!
- Have you ever been in a car with someone who you thought was distracted and you thought that they were not paying enough attention to the road? How did that make you feel?
- How can you prevent distractions or avoid them while driving?
- How does it feel when you have a passenger in the vehicle that distracts your driving?
- I don't these really engage my child without shaming them
- I would ask about the influence of friends in the car when driving
- I would reword the questions so they don’t sound like they are being grilled
- Make sure they are aware and prepared for OTHER drivers to be distracted too
- Make sure to first let your child know that you are not insulting their intelligence or thinking that they are likely to do these bad things.
- Make them in a more up-to-date lingo
- Make them less formal.
- Maybe a little more short clear on concise.
- Maybe include some statistics from the number of deaths - particularly of first-time and drivers aged 17-21 - that resulted from being distracted while driving. I would put the greatest emphasis on cell phone use because I think that is the biggest culprit in these situations.
- Maybe some script or video of parent/child conversation to see how it goes.
- Rephrase them so they sound more natural/conversational. As phrased with no framing, they sound like questions a teacher would ask a student after a lecture.
- Tell them that if an issue that contradicts these questions I am there to help them
- That even if he/she believes to be a safe driver, that doesn't mean that other drivers on the road are also.
- The questions are good however perhaps some should be geared toward your child specifically in terms of his personality and driving habits to best relate with them
- The subject is of life and death importance. So use a strong entrance.
- Use real life examples of the consequences of being distracted while driving
- What are some steps you could take to lower the likelihood that you may be a distracted driver?
- What are some things that distract you personally?
- What do you think you can do to overcome whatever it is that wants your attention?
- Your children will hear the question and only want to give one answer so you will need to add to the conversation and not say distracted driver too many times or they will start ignoring you

Most respondents thought it was very important (24%) or extremely important (70%) to engage their teen in conversations about the importance of safety, what is acceptable and not acceptable to do while driving, and their family's rules about distracted driving. When asked their reactions to potential questions they could ask their teen to establish rules (Table 29), most were very comfortable (26%) or extremely comfortable (64%) to discuss these questions with their teen. Similarly, most were very willing (26%) or extremely willing (65%) to discuss these questions with their teen. Respondents were asked if they had any suggestions to improve the questions; suggestions for improvement are included in Table 30 (comments that affirmed the questions or had no suggestions were not included).

Table 29. Potential Questions to Establish Rules

"When we think about driving and safety, what things are truly important to us as a family?"
"What kind of drivers do we want (or would we want) to be?"
"How do we want (or how would we want) passengers to feel when we are driving?"
"How important is it that we take steps to avoid distracted driving?"
"What are ways to stay engaged while driving?"
"What could each of us commit to in order to stay engaged while driving?"
"Let's be specific. What rules could we create together to stay engaged while driving?"

Most respondents thought it was very important (23%) or extremely important (70%) to talk to their teen about how well they are avoiding distractions while driving and what challenges they face. When asked their reactions to potential questions they could ask their teen to establish rules (Table 31), most were very comfortable (26%) or extremely comfortable (64%) to discuss these questions with their teen. Similarly, most were very willing (32%) or extremely willing (57%) to discuss these questions with their teen. Respondents were asked if they had any suggestions to improve the questions; suggestions for improvement are included in Table 32 (comments that affirmed the questions or had no suggestions were not included).

Table 30. Suggestions to Improve the Guidance on Establishing Rules

- Again using attentive instead of engaged
- Again, wording is terrible.
- Again, children are not stupid and these questions are very unnatural. They may pretend to listen to you while you say these things, but believe me, in less than 24 hours, you'll be a meme. Of course teenagers don't like to be told what to do/lectured to, but that doesn't mean it doesn't work. Believe it, or not, they want/expect their parents to tell them what to do, and if you've built a relationship with them of mutual trust and respect, they'll (eventually) take at least some pieces from that. If they don't even know you (which sadly has become the case for many), why would they trust you? I think the message should be: Get to know your kids, and your example will influence them throughout their lives.
- Again, these don't sound like conversational topics I'd have with my children. They sound like follow ups to a lecture, and could come across as aggressive or accusatory.
- Ask them if they are comfortable encouraging their peers to drive safe as well.
- Give more details and expand on it as well.
- How could the questions be more encouraging
- I think an important issue to talk about would be to ask them to think about the welfare of any passengers in the vehicle, particularly if they are family members or friends who are around the same age as they are.
- I watch you tube shows of car crashes when my teenager is around.. It is very effective
- I would do only so much talk at one time or I feel kids will think you are grilling them
- Make them more natural
- More flexibility
- Remind the child of other people on the road and to care for their safety as well
- Safety measures
- START WITH STATING HOW MUCH YOU CARE, AND STATISTIC OF HOW MANY ACCIDENTS DISTRACTED DRIVING CAUSES, NOT TO MENTION DEATHS.
- They seem based too much on feelings
- They seem forced like a worksheet in school
- What would you suggest that would make you a better driver?
- What would you say to a passenger that is distracting your driving?

Table 31. Potential Questions to Follow Family Rules

"How are the rules we've established? Do they still work for you? Are you struggling at all?"

"What are ways we can remember the rules?"

Table 32. Suggestions to Improve the Guidance on Following Family Rules

- Are there any additional rules that we should have?
- ASK ABOUT WHAT YOUR CHILD WOULD DO WHEN BEING A PASSENGER IN A FRIEND'S CAR WHO IS EXHIBITING DISTRACTED DRIVING
- Ask your child for a suggestion about how to improve any of the rules, for their thoughts.
- Bring the questions in a more relatable way so it doesn't seem like the warden
- Don't use the word "we"
- Each parent should have a strong knowledge of how they feel their child will handle driving and then you can base the questions you ask
- I think this wording is a little off. I would ask in a different way.
- I would suggest trying to get some feedback from the person you are talking to so you can establish some positive communication from it.
- Just let them know that you are proud of their driving and you trust them. Then talk about these things.
- Just make sure they are understanding the questions
- Let them know that it's ok to ask for help if they don't think they're struggling.
- Make them know the rules will not change
- Maybe ask more questions
- Maybe where can we learn about the rules online
- The first question sounds like a good one to discuss after a short driving trip. The other sounds quite condescending
- The same as previously. Yes, talk with your child, but, no, don't say it this way. Have natural conversations which crop up while you're talking about a myriad of other things that are important to THEM.
- Toss some closed ended questions into the mix
- Turn the radio on before you put it in drive, so you don't have to mess with it. Turn your cellphone off while driving.
- Videos as well
- What are some rewards we can give ourselves for following the set rules and for not being a distracted driver?
- Would you be comfortable informing your passengers about our rules on distracted driving?

Most respondents thought it was very important (25%) or extremely important (67%) to recognize their teen's efforts to avoid distractions while driving. When asked their reactions to potential statements they could use to recognize their teen's efforts (Table 33), most were very comfortable (23%) or extremely comfortable (68%) to use these statements with their teen. Similarly, most were very willing (27%) or extremely willing (64%) to share these statements with their teen. Respondents were asked if they had any suggestions to improve the statements; suggestions for improvement are included in Table 34 (comments that affirmed the questions or had no suggestions were not included).

Table 33. Potential Questions to Recognize Effort

"I appreciated when you chose not to answer your phone when I called and you were driving."
"I was glad to see you choosing to wait to reach for something while you were driving."
"I noticed you put your phone away before you started driving. Great job!"

Table 34. Suggestions to Improve the Guidance on Recognizing Effort

- Always let them know you are proud of them for doing the rules.
- Always show your children you notice & they are valued
- I actually do say things along these lines to this child, but not in this tone at all. She's becoming a young adult and would be insulted if I spoke to her this way.
- I appreciate your passengers when they abide to our distraction rules.
- If I told you not to pick up your phone while driving, I have to accept that you don't
- Let them know that you notice when they follow the rules set.
- No questions to add but when we get into follow-up questioning, I believe you have to be sensitive to the child's personality and word your questions very carefully. The child in our home would not respond well to what she would call "interrogation questions" if they were worded this way
- Offer a small reward or mention how proud you are.
- Positive reinforcement
- Say, thank you
- Sixteen year-olds are a lot more mature and these sound more like how you talk to your dog
- Try to phrase it in a way that does not sound condescending because kids can usually pick up on that pretty easily.

4.4 Reactions to the Guidance for Supervisors

A convenience sample of 305 supervisors who oversee employees who drive for work were asked to provide their reactions to a message and guidance to reduce distracted driving by those they supervise. Because the previous survey of supervisors showed significant differences between respondents who were required to have a CDL and those who were not, reactions to the message and guidance were compared between these two groups. No statistically significant differences were found in their reactions to the messages or guidance.

Table 35 includes a potential message that could be used to promote the guidance. After reading the message, most of the respondents (91%) indicated they were moderately or more likely to read the guidance (38% indicated they were extremely likely).

Table 36 summarizes their affective reactions to the message. Overall, many of the respondents indicated the message had positive feelings. Positive feelings were moderately correlated with

intention to read the materials ($r = .45, p < .001$). As positive feelings about the message increased, intention to read the guidance increased.

Table 35. Potential Message to Encourage Supervisors to Read the Guidance

As supervisor at work, I play an important role in keeping everyone safe.

Often, the key to workplace safety is finding ways to have conversations with people I supervise.

Conversations about distracted and engaged driving are critical-- especially with employees who drive for work.

Distractions are anything that takes a driver's eyes off the road, hands off the wheel, or mind off driving, like using a cell phone, adjusting the radio, or even reaching for an object.

Distracted driving significantly contributes to motor vehicle crashes.

I chose to have conversations about engaged driving with those I supervise. Together, we discuss our workplace's values and policies. The Guidance on Conversations to Support Engaged Driving gave me the words to use so I could have constructive conversations with them in ways that strengthened our relationship and improved safety.

To learn how you can have conversations to support engaged driving, visit <website>.

Table 36. Affective Response to Supervisor Message

<p>"I find the text I read to be..."</p> <p style="text-align: center;">60% positive vs. 9% negative</p> <p style="text-align: center;">50% not irritating vs. 10% irritating</p> <p style="text-align: center;">49% interesting vs. 8% boring</p> <p style="text-align: center;">44% appealing vs. 7% not appealing</p> <p style="text-align: center;">52% agreeable vs. 7% not agreeable</p> <p style="text-align: center;">45% pleasant vs. 9% not pleasant</p> <p style="text-align: center;">44% likeable vs. 9% not likeable</p> <p style="text-align: center;">40% uplifting vs. 8% depressing</p> <p style="text-align: center;">41% enjoyable vs. 7% not enjoyable</p> <p style="text-align: center;">n= 305</p>

Table 37 summarizes their sense of effectiveness of the message. Overall, many respondents indicated the message was effective. The sense of effectiveness of the message was moderately correlated with intention to read the materials ($r = .41, p < .001$). As the sense of effectiveness about the message increased, intention to read the guidance increased.

Table 38 summarizes perceived credibility of the message. Overall, respondents indicated the message was credible. The perception of credibility of the message was moderately correlated with intention to read the materials ($r = .40, p < .001$). As the perception of credibility of the message increased, intention to read the guidance increased.

Table 37. Sense of Effectiveness of the Supervisor Message

"I find the text I read to be..."
56% trustworthy vs. 6% untrustworthy
48% persuasive vs. 7% not persuasive
55% informative vs. 4% not informative
50% clear vs. 7% not clear
50% convincing vs. 7% not convincing
52% meaningful vs. 6% not meaningful
49% strong vs. 9% weak
51% helpful vs. 6% not helpful
50% useful vs. 8% not useful

n= 305

Table 38. Perceived Credibility of the Supervisor Message

"I find the text I read to be..."
54% believable vs. 6% not believable
55% true vs. 5% not true
55% acceptable vs. 6% not acceptable
53% credible vs. 5% not credible

n= 305

Supervisors were asked about their reactions to potential questions and statements they could use with those they supervise (Appendix F). The questions and statements were based on four steps: getting those they supervise cognitively engaged, establishing the importance of safety and what is acceptable while driving, practicing and supporting avoiding distractions, and recognizing effort.

Most respondents thought it was very important (32%) or extremely important (33%) to engage those they supervise in conversations about distracted driving instead of just telling them what to do or lecturing them. When asked their reactions to potential questions they could ask those they supervise (Table 39), most were very comfortable (33%) or extremely comfortable (32%) to discuss these questions with those they supervise. Similarly, most were very willing (34%) or extremely willing (32%) to discuss these questions those they supervise. Respondents were asked if they had any suggestions to improve the questions; suggestions for improvement are included in Table 40 (comments that affirmed the questions or had no suggestions were not included).

Most respondents thought it was very important (29%) or extremely important (37%) to engage those they supervise in conversations about the importance of safety, what is acceptable and not acceptable to do while driving, and their workplace's policies about distracted driving. When asked their reactions to potential questions they could ask those they supervise to clarify expectations (Table 41), most were very comfortable (37%) or extremely comfortable (32%) to discuss these questions with those they supervise. Similarly, most were very willing (31%) or extremely willing (35%) to discuss these questions with those they supervise. Respondents were

asked if they had any suggestions to improve the questions; suggestions for improvement are included in Table 42 (comments that affirmed the questions or had no suggestions were not included).

Table 39. Potential Questions to Engage Employees

<p>“There is a lot of talk about distracted driving. What do you think that means?”</p> <p>“What are some ways drivers can be distracted?”</p> <p>“What distractions challenge you as a driver?”</p> <p>“Why is understanding these challenges important?”</p> <p>“What is it like to ride with a driver who is distracted?”</p> <p>“What does it mean for a driver to be engaged when driving?”</p>
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Table 40. Suggestions to Improve the Guidance on Engaging Employees

<ul style="list-style-type: none">• Ask them more personalized questions based on known history.• Being road mindful vital• Discuss issues• Do some training• Have Monthly meetings on prevention and awareness• Have you ever had a close call where you almost hit someone or something due to distracted driving? if so who did you feel at that moment.• Start with everyone has done things to be distracted. Even grabbing for your drink while driving is distracting but everyone does this. So it’s not coming from a judgmental point where some would shut down.• What can we do to encourage you to be more attentive?• What do you do when driving that you shouldn’t? How can we prevent the distractions? Has anyone been in or seen a car accident or injuries of driving on tv commercial and the very real life or death (of you or hitting someone else) consequences? How would you feel if your distraction lead to someone’s death?

Table 41. Potential Questions to Clarify Expectations

<p>“When we think about driving and safety, what things are truly important to us as a workplace?”</p> <p>“What kind of drivers do we want to be?”</p> <p>“How do we want passengers to feel when we are driving?” (If appropriate)</p> <p>“How important is it that we take steps to avoid distracted driving?”</p> <p>“What are your reactions to the policy?”</p> <p>“From your perspective, how is the policy working?”</p> <p>“Is there anything that concerns you?”</p> <p>“What do you think is the most challenging part of the policy within our work environment?”</p> <p>“What ideas do you have for helping all of us be accountable to the policy?”</p>
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Table 42. Suggestions to Improve the Guidance on Clarifying Expectations

<ul style="list-style-type: none">• More training or online training• Should be asked during a group setting

Most respondents thought it was very important (33%) or extremely important (33%) to talk to those they supervise about how well they are avoiding distractions while driving and what challenges they face. When asked their reactions to potential questions they could ask those they supervise about following workplace expectations (Table 43), most were very comfortable (33%) or extremely comfortable (34%) to discuss these questions with those they supervise. Similarly, most were very willing (29%) or extremely willing (34%) to discuss these questions with those they supervise. There were no suggestions to improve the questions.

Table 43. Potential Questions to Follow Workplace Expectations

<p>“How are the expectations we’ve established going?”</p> <p>“Are you struggling at all?”</p> <p>“Have you implemented any of the ideas to help you drive distraction-free?”</p> <p>“Were you able to speak up when you saw a coworker or supervisor engage in distracted driving? How did it go? How can I support you to feel more confident in speaking up when you see unsafe driving behaviors?”</p>
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Most respondents thought it was very important (27%) or extremely important (41%) to recognize the effort of those they supervise to avoid distractions while driving. When asked their reactions to potential statements they could use to acknowledge the efforts of those they supervise (Table 44), most were very comfortable (31%) or extremely comfortable (38%) to use these statements. Similarly, most were very willing (30%) or extremely willing (38%) to use

these statements. Respondents were asked if they had any suggestions to improve the statements; one suggestion for improvement is included in Table 45 (comments that affirmed the questions or had no suggestions were not included).

Table 44. Potential Questions to Recognize Effort

"I appreciated when you chose not to answer your phone when I called and you were driving."
"I was glad to see you choosing to wait to reach for something while you were driving."
"I noticed you put your phone away before you started driving. Great job!"
"I appreciate that you spoke up when you thought I might be distracted. Thanks for the reminder to stay focused on driving."

Table 45. Suggestions to Improve the Guidance on Recognizing Effort

- Way too condescending. I'd feel like a child. overall encouragement is better rather than pointing out specific individual instances of them 'behaving'.

5 CONCLUSIONS AND RECOMMENDATIONS

The family and workplace contexts offer two important opportunities to implement cultural-based strategies that seek to reduce distracted driving behavior. Two surveys to assess the beliefs of parents and supervisors about distracted driving and actions they can take to prevent distracted driving were implemented with convenience samples of parents and those who supervise employees who drive for work, respectively.

An examination of the means and standard deviations of all scales, the internal reliability of the scales, correlations between the scales, and linear regression models showed the surveys performed well with the convenience samples.

Among parents, too many were engaging in distracting behaviors like having cell phone conversations, adjusting vehicle devices, or reaching for an object while driving. About one quarter indicated they texted while driving.

Regression models indicated that attitudes (perceptions of safety/danger about engaging in distracting behaviors), perceived injunctive norms (perception of acceptability by important others), perceived descriptive norms (perception about prevalence of distracting driving by others), and perceived control (how easy/difficult to avoid) were all significant predictors of distracted driving behaviors by parents.

Many parents indicated they had family rules about not having hand-held cell phone conversations or texting while driving; far fewer parents indicated they had rules about not having hands-free cell phone conversations, not adjusting vehicle equipment, or not reaching for objects while driving.

Regression models indicated that behavioral beliefs (sense of importance about engaging in efforts to reduce distracted driving among their children), perceived descriptive norms (perception of what most other parents are doing), and perceived control (sense of comfort in engaging in conversations and establishing rules with their children) were significant predictors of parenting behaviors. While many parents had supportive beliefs, there is room to improve beliefs and behaviors of parents to prevent their teens from driving distracted.

Among supervisors who drive for work, too many were engaging in distracting behaviors like having cell phone conversations, adjusting vehicle devices, or reaching for an object while driving. Interestingly, these risky behaviors (and beliefs supportive of distracted driving) were significantly more prevalent among those required to have a CDL.

Many supervisors indicated they had a workplace policy or rule prohibiting cell phone use (conversations or texting). Fewer indicated they had policies about not adjusting vehicle equipment or reaching for an object.

Regression models indicated that behavioral beliefs (sense of importance about engaging in efforts to reduce distracted driving among those they supervise) and perceived descriptive norms

(perceptions about what most supervisors do) were significant predictors of behaviors by supervisors to reduce distracted driving among those they supervise. While many supervisors had supportive beliefs, there is room to improve beliefs and behaviors of supervisors to prevent distracted driving by those they supervise.

Overall, both parents and supervisors had favorable responses to the messages and the guidance questions and statements. Parents reported the message generated positive feelings, was effective and credible, and that they were likely to read the guidance it mentioned. Parents indicated that the four steps proposed were important, and they reported a high level of comfort and willingness to use the language. Their suggestions were used to improve the guidance.

Similarly, supervisors reported the message generated positive feelings, was effective and credible, and they were likely to read the guidance. They also indicated that the four steps proposed were important, and they reported a high level of comfort and willingness to use the language. Their suggestions were used to improve the guidance.

5.1 Recommendations

Families and workplaces provide an important opportunity to improve traffic safety. Stakeholders at the state and community level can use the resources provided by this project to promote conversations between parents and young drivers and supervisors and those they supervise to reduce distracted driving and promote engaged driving.

The following are specific recommendations for using the resources created by this project:

- State and local traffic safety stakeholders can post the conversation guidance documents on their website. These documents are available at: <https://www.mdt.mt.gov/research/projects/trafficsafety-engaged.shtml>
- Appendix G and Appendix H provide resources to promote the conversation guides including draft messaging to reach families and workplaces, respectively. These resources include sample language for a public service announcement, draft social media posts, and a brief description of the conversation guidance that could be placed in newsletters or in email blasts. All these messages can help promote the guidance documents.
- Traffic safety leaders can reach out to their partners at the state and local levels to use the informational sheets to promote use of the conversation guides. Local public health educators, local chambers of commerce, law enforcement agencies, health care providers, and schools can all assist with promoting the guidance documents.
- Traffic safety leaders could facilitate recording the public service announcements using state and local voices. The audio files could be made available to local communities and radio stations for distribution.

- Draft PowerPoint slides are available at <https://www.mdt.mt.gov/research/projects/trafficsafety-engaged.shtml>. These can be downloaded and modified by state and local organizations to use in presentations about traffic safety.

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7 APPENDIX

7.1 Appendix A – Engaged Driving Survey for Parents

The following is the contents of the survey for parents. As this survey is implemented online, the following text does not reflect actual formatting.

1. How old are you?

2. What is your gender?

- Male
- Female
- Other / choose not to answer

3. In a typical month, how often did you drive a vehicle?

- Never
- Rarely
- Some days
- About half
- Often
- Most days
- Daily

4. What are the ages of children living in your household?

- 0 to 5 years of age
- 6 to 10 year
- 11 to 15 years
- 16 to 19 years
- 20 years or older
- no children in the household

5. Do any of the children ages 16 to 19 living in your household have a license to drive?

- Yes
- No
- I don't know

6. How concerned are you about driving safety in your community?

- Not at all concerned (1)
- (2)
- (3)
- Moderately concerned (4)
- (5)
- (6)
- Extremely concerned (7)

7. "I believe the only acceptable number of deaths and serious injuries among my family and friends should be zero."

- Strongly disagree
- Moderately disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Moderately agree
- Strongly agree

8. Thinking back over the past 30 days, how often did you engage in the following while driving and the vehicle was moving?

[Never...Every time I drove]

- A. had a conversation on a cell phone while holding it in your hand
- B. had a conversation on a cell phone without holding it ("hands free")
- C. typed or read on a cell phone
- D. adjusted the radio, sound system, or vehicle devices
- E. reached for an object in the vehicle

9. Imagine you are DRIVING and a situation came up where you needed to do each of the following things. How willing would you be to do the following while driving and the vehicle is moving?

[Not at all willing...Extremely willing]

- A. Have a conversation on a cell phone while holding it in your hand
- B. Have a conversation on a cell phone without holding it ("hands free")
- C. Type or read on a cell phone
- D. Adjust the radio, sound system, or vehicle devices
- E. Reach for an object in the vehicle

10. Imagine you are a PASSENGER in a vehicle. How would you feel about the DRIVER doing the following while the vehicle is moving?

[Extremely dangerous...Extremely safe]

- A. Having a conversation on a cell phone while holding it in their hand
- B. Having a conversation on a cell phone without holding it ("hands free")
- C. Typing or reading on a cell phone
- D. Adjusting the radio, sound system, or vehicle devices
- E. Reaching for an object in the vehicle

11. In your opinion, how do you think most people important to you feel about YOU doing the following while driving and the vehicle is moving?

[Absolutely unacceptable...Absolutely acceptable]

- A. Having a conversation on a cell phone while holding it in their hand
- B. Having a conversation on a cell phone without holding it ("hands free")
- C. Typing or reading on a cell phone
- D. Adjusting the radio, sound system, or vehicle devices
- E. Reaching for an object in the vehicle

12. How often do you think MOST drivers in your community do the following while driving and the vehicle is moving?

[Never...Every time they drive]

- A. Have a conversation on a cell phone while holding it in your hand
- B. Have a conversation on a cell phone without holding it ("hands free")
- C. Type or read on a cell phone
- D. Adjust the radio, sound system, or vehicle devices
- E. Reach for an object in the vehicle

13. Indicate how much of a choice you feel you have about doing each of the following while driving and the vehicle is moving?

[No choice at all...Total choice]

- A. Have a conversation on a cell phone while holding it in your hand
- B. Have a conversation on a cell phone without holding it ("hands free")
- C. Type or read on a cell phone
- D. Adjust the radio, sound system, or vehicle devices
- E. Reach for an object in the vehicle

14. How easy or difficult is it for you to AVOID each of the following behaviors while driving and the vehicle is moving?

[Extremely difficult to avoid...Extremely easy to avoid]

- A. Have a conversation on a cell phone while holding it in your hand
- B. Have a conversation on a cell phone without holding it ("hands free")
- C. Type or read on a cell phone
- D. Adjust the radio, sound system, or vehicle devices
- E. Reach for an object in the vehicle

15. Do you have a family rule about NOT doing the following?

[yes, no, I don't know]

- A. Having a conversation on a cell phone while holding it in your hand while driving
- B. Having a conversation on a cell phone without holding it ("hands free") while driving
- C. Typing or reading on a cell phone while driving
- D. Adjusting the radio, sound system, or vehicle devices while driving
- E. Reaching for an object in the vehicle while driving

In this section, we want to ask about things you might do to reduce distracted driving by your child who is between the ages of 16 and 19 and who has a license to drive.

If you have more than one child who has a license to drive, think about the youngest who has a license.

16. How often do you do the following with this child?

[Never... All the time]

- A. Ask this child about what they think about distracted driving
- B. Ask if this child thinks distracted driving is dangerous
- C. Ask this child about what they think is OK and not OK to do while driving
- D. Ask this child about whether and how they use a cell phone while driving

17. How often do you do the following with this child?

[Never... All the time]

- A. Talk to this child about not using their cell phone while driving
- B. Teach this child about the dangers of distractions while driving
- C. Establish clear expectations about what is acceptable and not acceptable while driving
- D. Establish clear rules about never using a cell phone while driving
- E. Model not driving distracted (like not using your cell phone while driving)

18. How often do you do the following with this child?

[Never... All the time]

- A. Check-in with this child about whether they are using a cell phone or not while driving
- B. Remind this child about your expectations about not using a cell phone while driving
- C. Follow-up with appropriate consequences if this child breaks your rules about using a cell phone while driving

19. How often do you do the following with this child?

[Never... All the time]

- A. Positively recognize this child when they don't use their cell phone while driving
- B. Encourage this child when they make good choices about not driving distracted
- C. Positively recognize this child when they choose to focus on driving and ignore their cell phone

20. We want to learn about how you feel as a parent about teaching your child not to drive while distracted. Does it feel....

	1	2	3	4	5	6	7	
Silly								Sensible
Foolish								Wise
Worthless								Valuable
Boring								Fun
Useless								Useful
Dangerous								Safe

21. In your opinion, how important is each of the following in reducing distracted driving by your child?

[Not at all important...Extremely important]

- A. Asking this child about what they think about distracted driving
- B. Asking if this child thinks distracted driving is dangerous
- C. Asking this child about what they think is OK and not OK to do while driving
- D. Asking this child about whether and how they use a cell phone while driving

22. In your opinion, how important is each of the following in reducing distracted driving by your child?

[Not at all important...Extremely important]

- A. Talking to this child about not using their cell phone while driving
- B. Teaching this child about the dangers of distractions while driving
- C. Establishing clear expectations about what is acceptable and not acceptable while driving
- D. Establishing clear rules about never using a cell phone while driving

E. Modeling not driving distracted for your child (like not using your cell phone while driving)

23. In your opinion, how important is each of the following in reducing distracted driving by your child?

[Not at all important...Extremely important]

- A. Asking this child about whether they are using a cell phone or not while driving
- B. Reminding this child about your expectations about not using a cell phone while driving
- C. Following-up with appropriate consequences if this child breaks your rules about using a cell phone while driving

24. In your opinion, how important is each of the following in reducing distracted driving by your child?

[Not at all important...Extremely important]

- A. Positively recognizing this child when they don't use their cell phone while driving
- B. Encouraging this child when they make good choices about not driving distracted
- C. Positively recognizing this child when they choose to focus on driving and ignore their cell phone

25. How much do you agree or disagree with each of the following statements?

[Strongly disagree... Strongly agree]

- A. "As a parent, I play a critical role in teaching my child how to drive safely."
- B. "Children learn a lot about driving as they ride with their parents."
- C. "As a parent, there really isn't much I can do to teach my child how to drive safely."
- D. "There is no point in me talking to my child about safe driving because they don't listen to me."

26. In your opinion, how much do you think most people important to you agree or disagree with the following statements?

[Strongly disagree... Strongly agree]

- A. Parents should establish clear expectations about what is acceptable and not acceptable while driving
- B. Parents should establish clear rules about never using a cell phone while driving
- C. Parents should model not driving distracted

27. In your opinion, about how many parents...

[None... All]

- A. Establish clear expectations about what is acceptable and not acceptable while driving
- B. Establish clear rules about never using a cell phone while driving
- C. Model not driving distracted

28A. How would you rate your relationship with this child?

28B. In your opinion, how would this child rate their relationship with you?

- Not at all good (1)
- (2)
- (3)
- Moderately good (4)
- (5)
- (6)
- Extremely good (7)

29A. How would you rate your communication with this child?

29B. In your opinion, how would this child rate their communication with you?

- Not at all good (1)
- (2)
- (3)
- Moderately good (4)
- (5)
- (6)
- Extremely good (7)

30. How comfortable are you doing the following? (This includes knowing what to say and being comfortable talking about it with this child.)

[Not at all comfortable...Extremely comfortable]

- A. Asking this child about what they think about distracted driving
- B. Asking if this child thinks distracted driving is dangerous
- C. Asking this child about what they think is OK and not OK to do while driving
- D. Asking this child about whether and how they use a cell phone while driving

31. How comfortable are you doing the following? (This includes knowing what to say and being comfortable talking about it with this child.)

[Not at all comfortable...Extremely comfortable]

- A. Talking to this child about not using their cell phone while driving
- B. Teaching this child about the dangers of distractions while driving
- C. Establishing clear expectations about what is acceptable and not acceptable while driving
- D. Establishing clear rules about never using a cell phone while driving
- E. Modeling not driving distracted for your child (like not using your cell phone while driving)

32. How comfortable are you doing the following? (This includes knowing what to say and being comfortable talking about it with this child.)

[Not at all comfortable...Extremely comfortable]

- A. Asking this child about whether they are using a cell or not while driving
- B. Reminding this child about your expectations about not using a cell phone while driving
- C. Following-up with appropriate consequences if this child breaks your rules about using a cell phone while driving

33. How comfortable are you doing the following? (This includes knowing what to say and being comfortable talking about it with this child.)

[Not at all comfortable...Extremely comfortable]

- A. Positively recognizing this child when they don't use their cell phone while driving
- B. Encouraging this child when they make good choices about not driving distracted
- C. Positively recognizing this child when they choose to focus on driving and ignore their cell phone

34. What best describes where you live?

- Urban (population of 50,000 or more)
- Suburban (population between 2,500 and 50,000)
- Rural

35. What is the highest level of school you have completed or the highest degree you have received?

- High school or less
- Technical or vocational school
- Some college
- College graduate
- Post graduate work or advanced degree
- Refused

36. Are you Spanish, Hispanic, or Latino or none of these?

- Yes
- None of these

37. Choose one or more races that you consider yourself to be:

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Other _____

38. Is your annual household income from all sources?

- Less than \$25,000
- \$25,000 to less than \$35,000
- \$35,000 to less than \$50,000
- \$50,000 to less than \$75,000
- \$75,000 or more

Thank you for completing the survey!

7.2 Appendix B – Engaged Driving Survey for Supervisors

The following is the contents of the survey for parents. As this survey is implemented online, the following text does not reflect actual formatting.

1. How old are you?

2. What is your gender?

- Male
- Female
- Other / choose not to answer

3. What best describes your current work status?

- I work full time
- I work part time
- I am retired
- I don't work
-

4. In a typical month, how often do you drive a vehicle as a part of your work?

- Never
- Rarely
- Some days
- About half
- Often
- Most days
- Daily

5. Do you supervise or manage other employees who drive for work?

- yes
- no
- I don't know

6. Are you required to have a Commercial Driver's License (CDL) for your current position?

- Yes
- No
- I don't know

7. How concerned are you about driving safety at your workplace?

- Not at all concerned (1)
- (2)
- (3)
- Moderately concerned (4)
- (5)
- (6)
- Extremely concerned (7)

8. "I believe the only acceptable number of deaths and serious injuries at my workplace should be zero."

- Strongly disagree
- Moderately disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Moderately agree
- Strongly agree

9. Thinking back over the past 30 days, how often did you engage in the following while driving for work and the vehicle was moving?

[Never...Every time I drove]

- A. had a conversation on a cell phone while holding it in your hand
- B. had a conversation on a cell phone without holding it ("hands free")
- C. typed or read on a cell phone
- D. adjusted the radio, sound system, or vehicle devices
- E. reached for an object in the vehicle

10. Imagine you are DRIVING FOR WORK and a situation comes up where you need to do each of the following things. How willing would you be to do the following while driving and the vehicle is moving?

[Not at all willing...Extremely willing]

- A. Have a conversation on a cell phone while holding it in your hand
- B. Have a conversation on a cell phone without holding it ("hands free")
- C. Type or read on a cell phone
- D. Adjust the radio, sound system, or vehicle devices
- E. Reach for an object in the vehicle

11. Imagine you are a PASSENGER in a WORK vehicle. How would you feel about the DRIVER doing the following while the vehicle is moving?

[Extremely dangerous...Extremely safe]

- A. Having a conversation on a cell phone while holding it in their hand
- B. Having a conversation on a cell phone without holding it ("hands free")
- C. Typing or reading on a cell phone
- D. Adjusting the radio, sound system, or vehicle devices
- E. Reaching for an object in the vehicle

12. How would you say that your immediate supervisor feels about YOU doing the following while driving and the vehicle is moving?

[Absolutely unacceptable...Absolutely acceptable]

- A. Having a conversation on a cell phone while holding it in their hand
- B. Having a conversation on a cell phone without holding it ("hands free")
- C. Typing or reading on a cell phone
- D. Adjusting the radio, sound system, or vehicle devices
- E. Reaching for an object in the vehicle

13. How often do you think MOST of your coworkers (who drive for work) do the following while driving for work and the vehicle is moving?

[Never...Every time they drive]

- A. Have a conversation on a cell phone while holding it in your hand
- B. Have a conversation on a cell phone without holding it ("hands free")
- C. Type or read on a cell phone
- D. Adjust the radio, sound system, or vehicle devices
- E. Reach for an object in the vehicle

14. Indicate how much of a choice you feel you have about doing each of the following while driving for work and the vehicle is moving?

[No choice at all...Total choice]

- A. Have a conversation on a cell phone while holding it in your hand
- B. Have a conversation on a cell phone without holding it ("hands free")
- C. Type or read on a cell phone
- D. Adjust the radio, sound system, or vehicle devices
- E. Reach for an object in the vehicle

15. How easy or difficult is it for you to AVOID each of the following behaviors while driving for work and the vehicle is moving?

[Extremely difficult to avoid...Extremely easy to avoid]

- A. Have a conversation on a cell phone while holding it in your hand
- B. Have a conversation on a cell phone without holding it ("hands free")
- C. Type or read on a cell phone
- D. Adjust the radio, sound system, or vehicle devices
- E. Reach for an object in the vehicle

16. Do you have a workplace policy or rule about NOT doing the following?

[yes, no, I don't know]

- A. Having a conversation on a cell phone while holding it in your hand while driving
- B. Having a conversation on a cell phone without holding it ("hands free") while driving
- C. Typing or reading on a cell phone while driving
- D. Adjusting the radio, sound system, or vehicle devices while driving
- E. Reaching for an object in the vehicle while driving

In this section, we want to ask about things you might do to reduce distracted driving by those you supervise at work.

17. How often do you do the following with those you supervise at work?

[Never... All the time]

- A. Ask them about what they think about distracted driving
- B. Ask if they think distracted driving is dangerous
- C. Ask about what they think is OK and not OK to do while driving
- D. Ask about whether and how they use a cell phone while driving

18. How often do you do the following with those you supervise at work?

[Never... All the time]

- A. Talk to them about not using their cell phone while driving
- B. Teach them about the dangers of distractions while driving
- C. Establish clear expectations about what is acceptable and not acceptable while driving
- D. Establish clear rules about never using a cell phone while driving
- E. Model not driving distracted (like not using your cell phone while driving)

19. How often do you do the following with those you supervise at work?

[Never... All the time]

- A. Check in with them about whether they are using a cell phone or not while driving
- B. Remind them about your expectations about not using a cell phone while driving
- C. Follow up with appropriate consequences if they violate workplace policies about using a cell phone while driving

20. How often do you do the following with those you supervise at work?

[Never... All the time]

- A. Positively recognize them when they don't use their cell phone while driving
- B. Encourage them when they make good choices about not driving distracted
- C. Positively recognize them when they choose to focus on driving and ignore their cell phone

21. We want to learn about how you feel as a supervisor about teaching those you supervise not to drive while distracted. Does it feel...?

	1	2	3	4	5	6	7	
Silly								Sensible
Foolish								Wise
Worthless								Valuable
Boring								Fun
Useless								Useful
Dangerous								Safe

22. In your opinion, how important is each of the following in reducing distracted driving by those you supervise?

[Not at all important...Extremely important]

- A. Asking them about what they think about distracted driving
- B. Asking if they think distracted driving is dangerous
- C. Asking about what they think is OK and not OK to do while driving
- D. Asking about whether and how they use a cell phone while driving

23. In your opinion, how important is each of the following in reducing distracted driving by those you supervise?

[Not at all important...Extremely important]

- A. Talking to them about not using their cell phone while driving

- B. Teaching them about the dangers of distractions while driving
- C. Establishing clear rules about never using a cell phone while driving
- D. Modeling not driving distracted (like not using your cell phone while driving)

24. In your opinion, how important is each of the following in reducing distracted driving by those you supervise?

[Not at all important...Extremely important]

- A. Asking them about whether they are using a cell phone or not while driving
- B. Reminding them about your expectations about not using a cell phone while driving
- C. Following up with appropriate consequences if they violate workplace policies about using a cell phone while driving

25. In your opinion, how important is each of the following in reducing distracted driving by those you supervise?

[Not at all important...Extremely important]

- A. Positively recognizing them when they don't use their cell phone while driving
- B. Encouraging them when they make good choices about not driving distracted
- C. Positively recognizing them when they choose to focus on driving and ignore their cell phone

26. How much do you agree or disagree with each of the following statements?

[Strongly disagree... Strongly agree]

- A. "As a supervisor, I play a critical role in teaching those I supervise about how to drive safely."
- B. "As a supervisor, there really isn't much I can do to teach workers how to drive safely."
- C. "There is no point in me talking to those I supervise about safe driving because they don't listen to me."
- D.

27. In your opinion, how much do you think the people that you report to in your organization agree or disagree with the following statements?

[Strongly disagree... Strongly agree]

- A. Supervisors should establish clear expectations about what is acceptable and not acceptable while driving
- B. Supervisors should establish clear rules about never using a cell phone while driving
- C. Supervisors should model not driving distracted

28. In your opinion, about how many supervisors in your organization...

[None...All]

- A. Establish clear expectations about what is acceptable and not acceptable while driving
- B. Establish clear rules about never using a cell phone while driving
- C. Model not driving distracted

29A. Overall, how would you rate your relationships with those you supervise?

29B. In your opinion, how would those you supervise rate their relationship with you?

- Not at all good (1)
- (2)
- (3)
- Moderately good (4)
- (5)
- (6)
- Extremely good (7)

30A. Overall, how would you rate your communication with those you supervise?

30B. 2. In your opinion, how would those you supervise rate your communication with them?

- Not at all good (1)
- (2)
- (3)
- Moderately good (4)
- (5)
- (6)
- Extremely good (7)

31. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.)

[Not at all comfortable...Extremely comfortable]

- A. Asking them about what they think about distracted driving
- B. Asking if they think distracted driving is dangerous
- C. Asking about what they think is OK and not OK to do while driving
- D. Asking about whether and how they use a cell phone while driving

32. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.)

[Not at all comfortable...Extremely comfortable]

- A. Talking to them about not using their cell phone while driving
- B. Teaching them about the dangers of distractions while driving
- C. Establishing clear expectations about what is acceptable and not acceptable while driving
- D. Establishing clear rules about never using a cell phone while driving
- E. Modeling not driving distracted (like not using your cell phone while driving)

33. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.)

[Not at all comfortable...Extremely comfortable]

- A. Asking them about whether they are using a cell or not while driving
- B. Reminding them about your expectations about not using a cell phone while driving
- C. Following up with appropriate consequences if they violate workplace policies about using a cell phone while driving

34. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.)

[Not at all comfortable...Extremely comfortable]

- A. Positively recognizing them when they don't use their cell phone while driving
- B. Encouraging them when they make good choices about not driving distracted
- C. Positively recognizing them when they choose to focus on driving and ignore their cell phone

Thank you for completing the survey!

7.3 Appendix C – Responses to Engaged Driving Survey for Parents

1. How old are you?

2. What is your gender?

N	Male	Female	Other / choose not to answer	
529	44.0%	55.8%	0.2%	100.0%

3. In a typical month, how often did you drive a vehicle?

N	Often	Most days	Daily	
529	11.2%	30.4%	58.4%	100.0%

4. What are the ages of the children living in your household?

	N	Percentage
0 to 5 years	41	7.8%
6 to 10 years	120	22.7%
11 to 15 years	170	32.1%
16 to 19 years	529	100.0%
20 years or older	98	18.5%

5. Do any of the children ages 16 to 19 living in your household have a license to drive?
yes – 100%

6. How concerned are you about driving safety in your community?

N	Not at all concerned (1)	(2)	(3)	Moderately concerned (4)	(5)	(6)	Extremely concerned (7)	
529	3.8%	6.6%	7.6%	29.7%	12.7%	11.9%	27.8%	100.0%

7. "I believe the only acceptable number of deaths and serious injuries among my family and friends should be zero."

N	Strongly disagree	Moderately disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Moderately agree	Strongly agree	
529	3.6%	0.4%	2.1%	6.2%	4.5%	8.5%	74.7%	100.0%

8A. Thinking back over the past 30 days, how often did you engage in the following while driving and the vehicle was moving? - had a conversation on a cell phone while holding it in your hand

N	Never (1)	(2)	(3)	About half the times I drove (4)	(5)	(6)	Every time I drove (7)	
529	48.8%	21.2%	8.9%	7.0%	4.0%	3.8%	6.4%	100.0%

8B. Thinking back over the past 30 days, how often did you engage in the following while driving and the vehicle was moving? - had a conversation on a cell phone without holding it ("hands free")

	Never			About half the times I drove			Every time I drove		
N	(1)	(2)	(3)	(4)	(5)	(6)	(7)		
529	23.6%	13.8%	14.2%	14.7%	10.6%	14.2%	8.9%	100.0%	

8C. Thinking back over the past 30 days, how often did you engage in the following while driving and the vehicle was moving? - typed or read on a cell phone

	Never			About half the times I drove			Every time I drove		
N	(1)	(2)	(3)	(4)	(5)	(6)	(7)		
529	53.3%	19.7%	6.4%	7.0%	4.7%	2.8%	6.0%	100.0%	

8D. Thinking back over the past 30 days, how often did you engage in the following while driving and the vehicle was moving? - adjusted the radio, sound system, or vehicle devices

	Never			About half the times I drove			Every time I drove		
N	(1)	(2)	(3)	(4)	(5)	(6)	(7)		
529	4.0%	8.7%	11.2%	23.6%	16.4%	14.6%	21.6%	100.0%	

8F. Thinking back over the past 30 days, how often did you engage in the following while driving and the vehicle was moving? - reached for an object in the vehicle

	Never			About half the times I drove			Every time I drove		
N	(1)	(2)	(3)	(4)	(5)	(6)	(7)		
529	10.2%	20.6%	16.4%	23.4%	9.1%	10.2%	10.0%	100.0%	

9A. Imagine you are DRIVING and a situation came up where you needed to do each of the following things. How willing would you be to do the following while driving and the vehicle is moving? - Have a conversation on a cell phone while holding it in y

	Not at all willing			Moderately willing			Extremely willing		
N	(1)	(2)	(3)	(4)	(5)	(6)	(7)		
529	36.1%	16.8%	9.1%	15.1%	8.1%	5.5%	9.3%	100.0%	

9B. Imagine you are DRIVING and a situation came up where you needed to do each of the following things. How willing would you be to do the following while driving and the vehicle is moving? - Have a conversation on a cell phone without holding it ("

	Not at all willing			Moderately willing			Extremely willing		
N	(1)	(2)	(3)	(4)	(5)	(6)	(7)		
529	12.7%	6.6%	5.3%	16.1%	13.0%	15.9%	30.4%	100.0%	

9C. Imagine you are DRIVING and a situation came up where you needed to do each of the following things. How willing would you be to do the following while driving and the vehicle is moving? - Type or read on a cell phone

N	Not at all willing			Moderately willing			Extremely willing		100.0%
	(1)	(2)	(3)	(4)	(5)	(6)	(7)		
529	47.3%	20.6%	7.0%	9.8%	4.2%	5.3%	5.9%		

9D. Imagine you are DRIVING and a situation came up where you needed to do each of the following things. How willing would you be to do the following while driving and the vehicle is moving? - Adjust the radio, sound system, or vehicle devices

N	Not at all willing			Moderately willing			Extremely willing		100.0%
	(1)	(2)	(3)	(4)	(5)	(6)	(7)		
529	4.3%	6.8%	7.4%	21.4%	17.6%	16.8%	25.7%		

9E. Imagine you are DRIVING and a situation came up where you needed to do each of the following things. How willing would you be to do the following while driving and the vehicle is moving? - Reach for an object in the vehicle

N	Not at all willing			Moderately willing			Extremely willing		100.0%
	(1)	(2)	(3)	(4)	(5)	(6)	(7)		
529	10.0%	12.5%	13.4%	26.1%	11.3%	14.6%	12.1%		

10A. Imagine you are a PASSENGER in a vehicle. How would you feel about the DRIVER doing the following while the vehicle is moving? - Having a conversation on a cell phone while holding it in their hand

N	Extremely dangerous			Neutral			Extremely safe		100.0%
	(1)	(2)	(3)	(4)	(5)	(6)	(7)		
529	36.9%	17.0%	11.3%	14.6%	6.2%	5.9%	8.1%		

10B. Imagine you are a PASSENGER in a vehicle. How would you feel about the DRIVER doing the following while the vehicle is moving? - Having a conversation on a cell phone without holding it ("hands free")

N	Extremely dangerous			Neutral			Extremely safe		100.0%
	(1)	(2)	(3)	(4)	(5)	(6)	(7)		
528	11.0%	6.6%	6.1%	22.0%	17.0%	18.8%	18.6%		

10C. Imagine you are a PASSENGER in a vehicle. How would you feel about the DRIVER doing the following while the vehicle is moving? - Typing or reading on a cell phone

N	Extremely dangerous			Neutral			Extremely safe		100.0%
	(1)	(2)	(3)	(4)	(5)	(6)	(7)		
529	59.2%	12.7%	7.8%	4.3%	5.1%	4.0%	7.0%		

10D. Imagine you are a PASSENGER in a vehicle. How would you feel about the DRIVER doing the following while the vehicle is moving? - Adjusting the radio, sound system, or vehicle devices

N	Extremely dangerous (1)	(2)	(3)	Neutral (4)	(5)	(6)	Extremely safe (7)	
529	6.4%	7.2%	11.5%	28.5%	17.8%	16.4%	12.1%	100.0%

10E. Imagine you are a PASSENGER in a vehicle. How would you feel about the DRIVER doing the following while the vehicle is moving? - Reaching for an object in the vehicle

N	Extremely dangerous (1)	(2)	(3)	Neutral (4)	(5)	(6)	Extremely safe (7)	
529	16.3%	13.2%	16.3%	26.3%	11.5%	7.8%	8.7%	100.0%

11A. In your opinion, how do you think most people important to you feel about YOU doing the following while driving and the vehicle is moving? - Having a conversation on a cell phone while holding it in your hand

N	Absolutely unacceptable (1)	(2)	(3)	Neutral (4)	(5)	(6)	Absolutely acceptable (7)	
528	40.5%	16.7%	13.4%	11.0%	6.6%	4.7%	7.0%	100.0%

11B. In your opinion, how do you think most people important to you feel about YOU doing the following while driving and the vehicle is moving? - Having a conversation on a cell phone without holding it ("hands free")

N	Absolutely unacceptable (1)	(2)	(3)	Neutral (4)	(5)	(6)	Absolutely acceptable (7)	
528	12.7%	6.1%	8.1%	20.5%	11.9%	16.1%	24.6%	100.0%

11C. In your opinion, how do you think most people important to you feel about YOU doing the following while driving and the vehicle is moving? - Typing or reading on a cell phone

N	Absolutely unacceptable (1)	(2)	(3)	Neutral (4)	(5)	(6)	Absolutely acceptable (7)	
528	59.3%	15.5%	6.6%	4.7%	4.0%	3.8%	6.1%	100.0%

11D. In your opinion, how do you think most people important to you feel about YOU doing the following while driving and the vehicle is moving? - Adjusting the radio, sound system, or vehicle devices

N	Absolutely unacceptable (1)	(2)	(3)	Neutral (4)	(5)	(6)	Absolutely acceptable (7)	
528	6.8%	7.4%	11.0%	27.1%	16.9%	13.8%	17.0%	100.0%

11E. In your opinion, how do you think most people important to you feel about YOU doing the following while driving and the vehicle is moving? - Reaching for an object in the vehicle

N	Absolutely unacceptable (1)	(2)	(3)	Neutral (4)	(5)	(6)	Absolutely acceptable (7)	
528	16.5%	15.2%	11.9%	24.8%	14.6%	8.1%	8.9%	100.0%

12A. How often do you think MOST drivers in your community do the following while driving and the vehicle is moving? - Have a conversation on a cell phone while holding it in their hand

N	Never (1)	(2)	(3)	About half the time they drive (4)	(5)	(6)	Every time they drive (7)	
529	7.0%	5.1%	12.5%	28.9%	17.2%	17.0%	12.3%	100.0%

12B. How often do you think MOST drivers in your community do the following while driving and the vehicle is moving? - Have a conversation on a cell phone without holding it ("hands free")

N	Never (1)	(2)	(3)	About half the time they drive (4)	(5)	(6)	Every time they drive (7)	
529	4.0%	3.4%	7.6%	26.7%	19.7%	21.7%	17.0%	100.0%

12C. How often do you think MOST drivers in your community do the following while driving and the vehicle is moving? - Type or read on a cell phone

N	Never (1)	(2)	(3)	About half the time they drive (4)	(5)	(6)	Every time they drive (7)	
529	7.6%	9.1%	14.2%	25.9%	17.6%	14.9%	10.8%	100.0%

12D. How often do you think MOST drivers in your community do the following while driving and the vehicle is moving? - Adjust the radio, sound system, or some other vehicle devices

N	Never (1)	(2)	(3)	About half the time they drive (4)	(5)	(6)	Every time they drive (7)	
529	2.6%	3.2%	5.9%	18.0%	16.6%	23.4%	30.2%	100.0%

12E. How often do you think MOST drivers in your community do the following while driving and the vehicle is moving? - Reach for an object in the vehicle

N	Never (1)	(2)	(3)	About half the time they drive (4)	(5)	(6)	Every time they drive (7)	
529	3.4%	3.6%	9.1%	30.8%	18.1%	19.8%	15.1%	100.0%

13A. Indicate how much of a choice you feel you have about doing each of the following while driving and the vehicle is moving? - Have a conversation on a cell phone while holding it in your hand

N	No choice at all / I have to do it sometimes (1)	(2)	(3)	Moderate choice (4)	(5)	(6)	Total choice / It's up to me whether I do it or not (7)	
529	8.3%	3.6%	2.5%	9.5%	6.8%	11.3%	58.0%	100.0%

13B. Indicate how much of a choice you feel you have about doing each of the following while driving and the vehicle is moving? - Have a conversation on a cell phone without holding it ("hands free")

N	No choice at all / I have to do it sometimes (1)	(2)	(3)	Moderate choice (4)	(5)	(6)	Total choice / It's up to me whether I do it or not (7)	
529	5.5%	4.0%	2.8%	12.1%	7.0%	12.1%	56.5%	100.0%

13C. Indicate how much of a choice you feel you have about doing each of the following while driving and the vehicle is moving? - Type or read on a cell phone

N	No choice at all / I have to do it sometimes (1)	(2)	(3)	Moderate choice (4)	(5)	(6)	Total choice / It's up to me whether I do it or not (7)	
529	8.3%	2.3%	3.4%	7.8%	5.3%	7.9%	65.0%	100.0%

13D. Indicate how much of a choice you feel you have about doing each of the following while driving and the vehicle is moving? - Adjust the radio, sound system, or vehicle devices

N	No choice at all / I have to do it sometimes (1)	(2)	(3)	Moderate choice (4)	(5)	(6)	Total choice / It's up to me whether I do it or not (7)	
529	2.8%	3.4%	4.2%	11.7%	8.1%	11.2%	58.6%	100.0%

13E. Indicate how much of a choice you feel you have about doing each of the following while driving and the vehicle is moving? - Reach for an object in the vehicle

N	No choice at all / I have to do it sometimes (1)	(2)	(3)	Moderate choice (4)	(5)	(6)	Total choice / It's up to me whether I do it or not (7)	
529	2.6%	3.4%	4.5%	12.9%	9.8%	9.6%	57.1%	100.0%

14A. How easy or difficult is it for you to AVOID each of the following behaviors while driving and the vehicle is moving? - Have a conversation on a cell phone while holding it in your hand

N	Extremely difficult to avoid (1)	(2)	(3)	Neither easy nor difficult to avoid (4)	(5)	(6)	Extremely easy to avoid (7)	
529	4.2%	1.1%	6.4%	8.7%	11.3%	12.3%	56.0%	100.0%

14B. How easy or difficult is it for you to AVOID each of the following behaviors while driving and the vehicle is moving? - Have a conversation on a cell phone without holding it ("hands free")

N	Extremely difficult to avoid (1)	(2)	(3)	Neither easy nor difficult to avoid (4)	(5)	(6)	Extremely easy to avoid (7)	
529	4.7%	5.3%	6.4%	17.8%	11.7%	14.7%	39.3%	100.0%

14C. How easy or difficult is it for you to AVOID each of the following behaviors while driving and the vehicle is moving? - Type or read on a cell phone

N	Extremely difficult to avoid (1)	(2)	(3)	Neither easy nor difficult to avoid (4)	(5)	(6)	Extremely easy to avoid (7)	
529	3.0%	2.1%	5.5%	8.7%	6.2%	11.9%	62.6%	100.0%

14D. How easy or difficult is it for you to AVOID each of the following behaviors while driving and the vehicle is moving? - Adjust the radio, sound system, or vehicle devices

N	Extremely difficult to avoid (1)	(2)	(3)	Neither easy nor difficult to avoid (4)	(5)	(6)	Extremely easy to avoid (7)	
529	5.9%	7.8%	9.8%	20.6%	13.2%	13.2%	29.5%	100.0%

14E. How easy or difficult is it for you to AVOID each of the following behaviors while driving and the vehicle is moving? - Reach for an object in the vehicle

N	Extremely difficult to avoid (1)	(2)	(3)	Neither easy nor difficult to avoid (4)	(5)	(6)	Extremely easy to avoid (7)	
529	3.0%	2.8%	7.6%	19.5%	14.9%	15.7%	36.5%	100.0%

15A. Do you have a family rule about NOT doing the following? - Having a conversation on a cell phone while holding it in your hand while driving

N	Yes	No	I don't know	
529	69.4%	29.3%	1.3%	100.0%

15B. Do you have a family rule about NOT doing the following? - Having a conversation on a cell phone without holding it ("hands free") while driving

N	Yes	No	I don't know	
529	42.2%	55.6%	2.3%	100.0%

15C. Do you have a family rule about NOT doing the following? - Typing or reading on a cell phone while driving

N	Yes	No	I don't know	
529	81.1%	17.4%	1.5%	100.0%

15D. Do you have a family rule about NOT doing the following? - Adjusting the radio, sound system, or vehicle devices while driving

N	Yes	No	I don't know	
529	27.4%	70.1%	2.5%	100.0%

15E. Do you have a family rule about NOT doing the following? - Reaching for an object in the vehicle while driving

N	Yes	No	I don't know	
529	38.0%	58.6%	3.4%	100.0%

16A. How often do you do the following with this child? - Ask this child about what they think about distracted driving

N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
529	9.5%	6.4%	11.7%	15.3%	23.4%	11.0%	22.7%	100.0%

16B. How often do you do the following with this child? - Ask if this child thinks distracted driving is dangerous

N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
529	6.6%	7.4%	6.4%	15.3%	20.0%	15.9%	28.4%	100.0%

16C. How often do you do the following with this child? - Ask this child about what they think is OK and not OK to do while driving

N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
529	5.5%	7.0%	7.0%	14.9%	16.4%	19.5%	29.7%	100.0%

16D. How often do you do the following with this child? - Ask this child about whether and how they use a cell phone while driving

N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
529	6.0%	4.9%	6.2%	11.0%	18.0%	18.7%	35.2%	100.0%

17A. How often do you do the following with this child? - Talk to this child about not using their cell phone while driving

N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
529	3.2%	2.6%	5.1%	8.5%	16.3%	18.7%	45.6%	100.0%

17B. How often do you do the following with this child? - Teach this child about the dangers of distractions while driving

N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
529	2.8%	2.8%	3.6%	10.8%	15.3%	21.9%	42.7%	100.0%

17C. How often do you do the following with this child? - Establish clear expectations about what is acceptable and not acceptable while driving

N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
529	2.3%	2.1%	3.6%	9.8%	15.7%	20.0%	46.5%	100.0%

17D. How often do you do the following with this child? - Establish clear rules about never using a cell phone while driving

N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
529	2.8%	2.3%	4.0%	9.5%	14.4%	18.7%	48.4%	100.0%

17E. How often do you do the following with this child? - Model not driving distracted (like not using your cell phone while driving)

N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
529	2.8%	2.6%	5.5%	11.5%	18.9%	19.8%	38.8%	100.0%

18A. How often do you do the following with this child? - Check-in with this child about whether they are using a cell phone or not while driving

N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
529	7.9%	5.7%	7.0%	18.0%	18.0%	15.1%	28.4%	100.0%

18B. How often do you do the following with this child? - Remind this child about your expectations about not using a cell phone while driving

N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
529	3.4%	4.0%	4.5%	14.4%	17.6%	22.1%	34.0%	100.0%

18C. How often do you do the following with this child? - Follow-up with appropriate consequences if this child breaks your rules about using a cell phone while driving

N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
529	7.0%	4.7%	7.0%	13.8%	14.9%	19.5%	33.1%	100.0%

19A. How often do you do the following with this child? - Positively recognize this child when they don't use their cell phone while driving

N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
529	7.0%	4.5%	5.1%	13.2%	16.4%	17.6%	36.1%	100.0%

19B. How often do you do the following with this child? - Encourage this child when they make good choices about not driving distracted

N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
529	4.3%	1.7%	4.3%	8.5%	19.5%	20.4%	41.2%	100.0%

19C. How often do you do the following with this child? - Positively recognize this child when they choose to focus on driving and ignore their cell phone

N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
529	4.9%	3.0%	5.5%	9.1%	19.8%	19.8%	37.8%	100.0%

20A. We want to learn about how you feel as a parent about teaching your child not to drive while distracted. Does it feel.... – Silly vs. Sensible

N	1	2	3	4	5	6	7	
519	1.0%	0.6%	0.8%	2.3%	5.0%	14.8%	75.5%	100.0%

20B. We want to learn about how you feel as a parent about teaching your child not to drive while distracted. Does it feel.... - Foolish vs. Wise

N	1	2	3	4	5	6	7	
518	1.4%	0.6%	0.8%	2.5%	5.8%	14.1%	74.9%	100.0%

20C. We want to learn about how you feel as a parent about teaching your child not to drive while distracted. Does it feel.... - Worthless vs. Valuable

N	1	2	3	4	5	6	7	
519	0.6%	0.4%	1.0%	2.1%	7.5%	13.1%	75.3%	100.0%

20D. We want to learn about how you feel as a parent about teaching your child not to drive while distracted. Does it feel.... - Boring vs. Fun

N	1	2	3	4	5	6	7	
521	1.9%	3.3%	3.8%	30.5%	19.2%	12.9%	28.4%	100.0%

20E. We want to learn about how you feel as a parent about teaching your child not to drive while distracted. Does it feel.... - Useless vs. Useful

N	1	2	3	4	5	6	7	
519	1.0%	0.2%	0.6%	3.3%	8.9%	14.3%	71.9%	100.0%

20F. We want to learn about how you feel as a parent about teaching your child not to drive while distracted. Does it feel.... - Dangerous vs. Safe

N	1	2	3	4	5	6	7	
520	2.1%	1.0%	1.2%	2.3%	6.5%	12.7%	74.2%	100.0%

21A. In your opinion, how important is each of the following in reducing distracted driving by your child? - Asking this child about what they think about distracted driving

N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
529	0.6%	0.8%	1.1%	12.5%	14.2%	20.4%	50.5%	100.0%

21B. In your opinion, how important is each of the following in reducing distracted driving by your child? - Asking if this child thinks distracted driving is dangerous

N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
529	0.2%	1.1%	0.8%	10.2%	13.0%	20.4%	54.3%	100.0%

21C. In your opinion, how important is each of the following in reducing distracted driving by your child? - Asking this child about what they think is OK and not OK to do while driving

N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
529	0.4%	1.1%	0.4%	7.6%	13.2%	22.3%	55.0%	100.0%

21D. In your opinion, how important is each of the following in reducing distracted driving by your child? - Asking this child about whether and how they use a cell phone while driving

N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
529	0.6%	0.4%	1.1%	6.4%	13.2%	20.4%	57.8%	100.0%

22A. In your opinion, how important is each of the following in reducing distracted driving by your child? - Talking to this child about not using their cell phone while driving

N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
529	0.8%	0.4%	0.2%	7.8%	10.2%	16.8%	63.9%	100.0%

22B. In your opinion, how important is each of the following in reducing distracted driving by your child? - Teaching this child about the dangers of distractions while driving

N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
529	0.2%	0.6%	0.8%	5.9%	8.7%	20.2%	63.7%	100.0%

22C. In your opinion, how important is each of the following in reducing distracted driving by your child? - Establishing clear expectations about what is acceptable and not acceptable while driving

N	Not at all important (1)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
529	0.4%	1.1%	6.4%	11.2%	19.5%	61.4%	100.0%

22D. In your opinion, how important is each of the following in reducing distracted driving by your child? - Establishing clear rules about never using a cell phone while driving

N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
529	0.2%	0.8%	0.9%	6.0%	12.5%	14.7%	64.8%	100.0%

22E. In your opinion, how important is each of the following in reducing distracted driving by your child? - Modeling not driving distracted for your child (like not using your cell phone while driving)

N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
528	0.8%	0.2%	0.8%	7.6%	10.2%	21.0%	59.5%	100.0%

23A. In your opinion, how important is each of the following in reducing distracted driving by your child? - Asking this child about whether they are using a cell phone or not while driving

N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
529	0.8%	0.2%	1.1%	7.6%	13.0%	18.0%	59.4%	100.0%

23B. In your opinion, how important is each of the following in reducing distracted driving by your child? - Reminding this child about your expectations about not using a cell phone while driving

N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
529	0.6%	0.8%	0.6%	7.6%	11.0%	20.6%	59.0%	100.0%

23C. In your opinion, how important is each of the following in reducing distracted driving by your child? - Following-up with appropriate consequences if this child breaks your rules about using a cell phone while driving

N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
529	0.9%	0.9%	0.6%	8.9%	13.6%	17.4%	57.7%	100.0%

24A. In your opinion, how important is each of the following in reducing distracted driving by your child? - Positively recognizing this child when they don't use their cell phone while driving

N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
529	1.1%	0.2%	1.5%	9.3%	12.5%	18.9%	56.5%	100.0%

24B. In your opinion, how important is each of the following in reducing distracted driving by your child? - Encouraging this child when they make good choices about not driving distracted

N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
529	0.8%	0.2%	0.6%	8.5%	9.5%	22.9%	57.7%	100.0%

24C. In your opinion, how important is each of the following in reducing distracted driving by your child? - Positively recognizing this child when they choose to focus on driving and ignore their cell phone

N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
529	0.9%	0.2%	1.5%	8.1%	12.3%	18.3%	58.6%	100.0%

25A. How much do you agree or disagree with each of the following statements? - "As a parent, I play a critical role in teaching my child how to drive safely."

N	Strongly disagree	Moderately disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Moderately agree	Strongly agree	
529	0.8%	0.2%	0.9%	3.6%	6.0%	11.0%	77.5%	100.0%

25B. How much do you agree or disagree with each of the following statements? - "Children learn a lot about driving as they ride with their parents."

N	Strongly disagree	Moderately disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Moderately agree	Strongly agree	
529	0.6%	0.6%	0.8%	2.8%	7.4%	23.6%	64.3%	100.0%

25C. How much do you agree or disagree with each of the following statements? - "As a parent, there really isn't much I can do to teach my child how to drive safely."

N	Strongly disagree	Moderately disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Moderately agree	Strongly agree	
529	53.3%	12.3%	4.2%	4.2%	5.3%	7.2%	13.6%	100.0%

25D. How much do you agree or disagree with each of the following statements? - "There is no point in me talking to my child about safe driving because they don't listen to me."

N	Strongly disagree	Moderately disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Moderately agree	Strongly agree	
528	53.2%	12.3%	4.4%	5.5%	7.2%	6.3%	11.2%	100.0%

26A. In your opinion, how much do you think most people important to you agree or disagree with the following statements? - Parents should establish clear expectations about what is acceptable and not acceptable while driving

N	Strongly disagree	Moderately disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Moderately agree	Strongly agree	
528	0.4%	0.4%	0.8%	3.4%	6.1%	15.3%	73.7%	100.0%

26B. In your opinion, how much do you think most people important to you agree or disagree with the following statements? - Parents should establish clear rules about never using a cell phone while driving

	Strongly disagree	Moderately disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Moderately agree	Strongly agree	
N	0.6%	0.8%	1.1%	3.8%	6.4%	17.0%	70.3%	100.0%
529								

26C. In your opinion, how much do you think most people important to you agree or disagree with the following statements? - Parents should model not driving distracted

	Strongly disagree	Moderately disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Moderately agree	Strongly agree	
N	1.5%	0.8%	0.2%	4.9%	7.4%	15.9%	69.4%	100.0%
529								

27A. In your opinion, about how many parents... - Establish clear expectations about what is acceptable and not acceptable while driving

	None (0%)	Few (1% to 20%)	Some (21% to 40%)	About half (41% to 60%)	Many (61% to 80%)	Most (81% to 99%)	All (100%)	
N	0.6%	4.0%	8.9%	26.7%	22.9%	18.9%	18.1%	100.0%
529								

27B. In your opinion, about how many parents... - Establish clear rules about never using a cell phone while driving

	None (0%)	Few (1% to 20%)	Some (21% to 40%)	About half (41% to 60%)	Many (61% to 80%)	Most (81% to 99%)	All (100%)	
N	0.6%	5.9%	11.6%	23.3%	19.1%	20.1%	19.5%	100.0%
528								

27C. In your opinion, about how many parents... - Model not driving distracted

	None (0%)	Few (1% to 20%)	Some (21% to 40%)	About half (41% to 60%)	Many (61% to 80%)	Most (81% to 99%)	All (100%)	
N	1.5%	11.3%	20.0%	24.6%	11.9%	12.1%	18.5%	100.0%
529								

28A. How would you rate your relationship with this child?

	Not at all good (1)	(2)	Moderately good (4)	(5)	(6)	Extremely good (7)	
N	0.2%	0.6%	5.1%	9.6%	24.6%	59.9%	100.0%
529							

28B. In your opinion, how would this child rate their relationship with you?

	(2)	(3)	Moderately good (4)	(5)	(6)	Extremely good (7)	
N	0.2%	1.5%	8.5%	14.2%	28.4%	47.3%	100.0%
529							

29A. How would you rate your communication with this child?

N	(2)	(3)	Moderately good (4)	(5)	(6)	Extremely good (7)	
529	0.6%	2.1%	8.1%	13.8%	24.8%	50.7%	100.0%

29B. In your opinion, how would this child rate their communication with you?

	Not at all good			Moderately good			Extremely good	
N	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
529	0.4%	1.3%	4.9%	11.2%	18.0%	25.5%	38.8%	100.0%

30A. How comfortable are you in doing the following? (This includes knowing what to say and being comfortable talking about it with this child.) - Asking this child about what they think about distracted driving

	Not at all comfortable			Moderately comfortable			Extremely comfortable	
N	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
527	0.2%	0.4%	0.8%	5.5%	7.6%	17.1%	68.5%	100.0%

30B. How comfortable are you in doing the following? (This includes knowing what to say and being comfortable talking about it with this child.) - Asking if this child thinks distracted driving is dangerous

	Not at all comfortable			Moderately comfortable			Extremely comfortable	
N	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
529	0.2%	0.2%	0.2%	6.4%	8.3%	16.3%	68.4%	100.0%

30C. How comfortable are you in doing the following? (This includes knowing what to say and being comfortable talking about it with this child.) - Asking this child about what they think is OK and not OK to do while driving

	Not at all comfortable			Moderately comfortable			Extremely comfortable	
N	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
529	0.2%	0.2%	0.8%	4.9%	8.1%	17.0%	68.8%	100.0%

30D. How comfortable are you in doing the following? (This includes knowing what to say and being comfortable talking about it with this child.) - Asking this child about whether and how they use a cell phone while driving

N	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
529	0.6%	0.2%	6.4%	7.2%	16.8%	68.8%	100.0%

31A. How comfortable are you in doing the following? (This includes knowing what to say and being comfortable talking about it with this child.) - Talking to this child about not using their cell phone while driving

N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
529	0.6%	0.4%	0.9%	4.0%	6.4%	15.1%	72.6%	100.0%

31B. How comfortable are you in doing the following? (This includes knowing what to say and being comfortable talking about it with this child.) - Teaching this child about the dangers of distractions while driving

N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
529	0.4%	0.2%	0.6%	4.0%	7.6%	19.3%	68.1%	100.0%

31C. How comfortable are you in doing the following? (This includes knowing what to say and being comfortable talking about it with this child.) - Establishing clear expectations about what is acceptable and not acceptable while driving

N	Not at all comfortable (1)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
527	0.6%	1.3%	4.7%	8.7%	15.9%	68.7%	100.0%

31D. How comfortable are you in doing the following? (This includes knowing what to say and being comfortable talking about it with this child.) - Establishing clear rules about never using a cell phone while driving

N	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
529	0.4%	0.8%	4.5%	9.8%	17.4%	67.1%	100.0%

31E. How comfortable are you in doing the following? (This includes knowing what to say and being comfortable talking about it with this child.) - Modeling not driving distracted for your child (like not using your cell phone while driving)

N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
529	0.6%	0.8%	1.5%	6.0%	8.9%	18.0%	64.3%	100.0%

32A. How comfortable are you in doing the following? (This includes knowing what to say and being comfortable talking about it with this child.) - Asking this child about whether they are using a cell or not while driving

N	Not at all comfortable (1)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
527	0.2%	1.5%	4.7%	7.8%	15.6%	70.2%	100.0%

32B. How comfortable are you in doing the following? (This includes knowing what to say and being comfortable talking about it with this child.) - Reminding this child about your expectations about not using a cell phone while driving

N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
529	0.2%	0.8%	0.2%	4.5%	9.1%	18.0%	67.3%	100.0%

32C. How comfortable are you in doing the following? (This includes knowing what to say and being comfortable talking about it with this child.) - Following-up with appropriate consequences if this child breaks your rules about using a cell phone while driving

N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
529	0.6%	0.2%	1.5%	5.5%	10.4%	18.0%	63.9%	100.0%

33A. How comfortable are you in doing the following? (This includes knowing what to say and being comfortable talking about it with this child.) - Positively recognizing this child when they don't use their cell phone while driving

N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
529	0.4%	0.6%	0.6%	7.0%	8.1%	15.3%	68.1%	100.0%

33B. How comfortable are you in doing the following? (This includes knowing what to say and being comfortable talking about it with this child.) - Encouraging this child when they make good choices about not driving distracted

N	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
529	0.6%	0.6%	4.2%	9.1%	18.3%	67.3%	100.0%

33C. How comfortable are you in doing the following? (This includes knowing what to say and being comfortable talking about it with this child.) - Positively recognizing this child when they choose to focus on driving and ignore their cell phone

N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
529	0.4%	0.2%	1.1%	5.7%	9.8%	14.2%	68.6%	100.0%

34. What best describes where you live?

N	Urban (population of 50,000 or more)	Suburban (population between 2,500 and 50,000)	Rural (population less than 2,500)	
529	31.2%	50.3%	18.5%	100.0%

35. What is the highest level of school you have completed or the highest degree you have received?

	High school or less	Technical or vocational school	Some college	College graduate	Post graduate work or advanced degree	
N	11.5%	2.3%	21.4%	38.2%	26.7%	100.0%
529						

36. Are you Spanish, Hispanic, or Latino or none of these?

	Yes	None of these	
N	6.8%	93.2%	100.0%
529			

37. Choose one or more races that you consider yourself to be

	N	Percentage
American Indian or Alaska Native	6	1.1%
Asian	27	5.1%
Black or African American	33	6.2%
Native Hawaiian or Pacific Islander	1	0.2%
White	465	87.9%
Other	6	1.1%

38. Is your annual household income from all sources?

	Less than \$25,000	\$25,000 to less than \$35,000	\$35,000 to less than \$50,000	\$50,000 to less than \$75,000	\$75,000 or more	
N	2.5%	7.0%	9.8%	20.6%	60.0%	100.0%
528						

7.4 Appendix D – Responses to Engaged Driving Survey for Supervisors

Note: Responses are separated by respondent's requirement of needing a commercial driver's license (CDL). IDK= "I don't know."]

1. How old are you?

2. What is your gender?

CDL	N	Male	Female	
Yes	250	82.4%	17.6%	100.0%
No	253	32.4%	67.6%	100.0%
IDK	11	9.1%	90.9%	100.0%
Total	514	56.2%	43.8%	100.0%

3. What best describes your current work status?

CDL	N	I work full time	I work part time	
Yes	250	96.0%	4.0%	100.0%
No	253	84.6%	15.4%	100.0%
IDK	11	72.7%	27.3%	100.0%
Total	514	89.9%	10.1%	100.0%

4. In a typical month, how often do you drive a vehicle as a part of your work?

CDL	N	Most days	Daily	
Yes	250	36.0%	64.0%	100.0%
No	253	43.1%	56.9%	100.0%
IDK	11	36.4%	63.6%	100.0%
Total	514	39.5%	60.5%	100.0%

5. Do you supervise or manage other employees who drive for work?

CDL	N	yes	
Yes	250	100.0%	100.0%
No	253	100.0%	100.0%
IDK	11	100.0%	100.0%
Total	514	100.0%	100.0%

6. Are you required to have a Commercial Driver's License (CDL) for your current position?

N	Yes	No	IDK	Total
514	48.6%	49.2%	2.1%	100.0%

7. How concerned are you about driving safety at your workplace?

CDL	N	Not at all concerned (1)	(2)	(3)	Moderately concerned (4)	(5)	(6)	Extremely concerned (7)	
Yes	250	3.6%	1.6%	3.6%	6.8%	8.0%	18.4%	58.0%	100.0%
No	253	15.4%	9.5%	10.7%	24.9%	11.1%	9.9%	18.6%	100.0%
IDK	11	0.0%	45.5%	18.2%	18.2%	9.1%	9.1%	0.0%	100.0%
Total	514	9.3%	6.4%	7.4%	16.0%	9.5%	14.0%	37.4%	100.0%

8. How much do you agree or disagree: "I believe the only acceptable number of deaths and serious injuries at my workplace should be zero."

CDL	N	Strongly disagree	Moderately disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Moderately agree	Strongly agree	
Yes	250	2.0%	1.6%	2.8%	4.8%	10.0%	20.4%	58.4%	100.0%
No	253	3.2%	0.8%	3.6%	7.9%	8.7%	19.8%	56.1%	100.0%
IDK	11	0.0%	9.1%	0.0%	18.2%	18.2%	27.3%	27.3%	100.0%
Total	514	2.5%	1.4%	3.1%	6.6%	9.5%	20.2%	56.6%	100.0%

9A. Thinking back over the past 30 days, how often did you engage in the following while driving for work and the vehicle was moving? - Had a conversation on a cell phone while holding it in your hand

CDL	N	Never (1)	(2)	(3)	About half the times I drove (4)	(5)	(6)	Every time I drove (7)	
Yes	250	13.2%	8.4%	5.2%	7.6%	9.6%	14.8%	41.2%	100.0%
No	252	47.2%	17.5%	11.1%	8.7%	6.0%	6.0%	3.6%	100.0%
IDK	11	36.4%	27.3%	27.3%	9.1%	0.0%	0.0%	0.0%	100.0%
Total	513	30.4%	13.3%	8.6%	8.2%	7.6%	10.1%	21.8%	100.0%

9B. Thinking back over the past 30 days, how often did you engage in the following while driving for work and the vehicle was moving? - Had a conversation on a cell phone without holding it ("hands free")

CDL	N	Never (1)	(2)	(3)	About half the times I drove (4)	(5)	(6)	Every time I drove (7)	
Yes	250	6.4%	6.0%	4.8%	11.2%	17.6%	28.0%	26.0%	100.0%
No	252	11.5%	13.5%	14.7%	20.2%	14.3%	11.1%	14.7%	100.0%
IDK	11	9.1%	27.3%	9.1%	27.3%	27.3%	0.0%	0.0%	100.0%
Total	513	9.0%	10.1%	9.7%	16.0%	16.2%	19.1%	19.9%	100.0%

9C. Thinking back over the past 30 days, how often did you engage in the following while driving for work and the vehicle was moving? - Typed or read on a cell phone

CDL	N	Never (1)	(2)	(3)	About half the times I drove (4)	(5)	(6)	Every time I drove (7)	
Yes	250	16.8%	5.6%	5.2%	4.8%	16.8%	18.4%	32.4%	100.0%
No	252	46.4%	17.9%	12.7%	9.1%	6.3%	4.0%	3.6%	100.0%
IDK	11	36.4%	45.5%	0.0%	9.1%	9.1%	0.0%	0.0%	100.0%
Total	513	31.8%	12.5%	8.8%	7.0%	11.5%	10.9%	17.5%	100.0%

9D. Thinking back over the past 30 days, how often did you engage in the following while driving for work and the vehicle was moving? - Adjusted the radio, sound system, or vehicle devices

CDL	N	Never			About half the times I			Every time I		
		(1)	(2)	(3)	drove (4)	(5)	(6)	drove (7)		
Yes	250	3.6%	3.2%	6.0%	10.8%	17.2%	27.6%	31.6%	100.0%	
No	252	2.4%	7.5%	15.9%	28.2%	12.7%	15.1%	18.3%	100.0%	
IDK	11	0.0%	0.0%	36.4%	36.4%	9.1%	9.1%	9.1%	100.0%	
Total	513	2.9%	5.3%	11.5%	19.9%	14.8%	21.1%	24.6%	100.0%	

9E. Thinking back over the past 30 days, how often did you engage in the following while driving for work and the vehicle was moving? - Reached for an object in the vehicle

CDL	N	Never			About half the times I			Every time I		
		(1)	(2)	(3)	drove (4)	(5)	(6)	drove (7)		
Yes	250	6.0%	4.8%	8.0%	11.6%	12.4%	19.6%	37.6%	100.0%	
No	252	12.7%	15.1%	17.5%	23.4%	13.5%	10.7%	7.1%	100.0%	
IDK	11	18.2%	36.4%	18.2%	27.3%	0.0%	0.0%	0.0%	100.0%	
Total	513	9.6%	10.5%	12.9%	17.7%	12.7%	14.8%	21.8%	100.0%	

10A. Imagine you are DRIVING FOR WORK and a situation comes up where you need to do each of the following things. How willing would you be to do the following while driving and the vehicle is moving?
- Have a conversation on a cell phone while holding it in

CDL	N	Not at all			Moderately			Extremely		
		willing (1)	(2)	(3)	willing (4)	(5)	(6)	willing (7)		
Yes	250	12.4%	6.4%	4.4%	7.6%	12.0%	15.2%	42.0%	100.0%	
No	253	33.6%	19.4%	13.4%	18.2%	7.5%	4.7%	3.2%	100.0%	
IDK	11	18.2%	27.3%	9.1%	27.3%	18.2%	0.0%	0.0%	100.0%	
Total	514	23.0%	13.2%	8.9%	13.2%	9.9%	9.7%	22.0%	100.0%	

10B. Imagine you are DRIVING FOR WORK and a situation comes up where you need to do each of the following things. How willing would you be to do the following while driving and the vehicle is moving?
- Have a conversation on a cell phone without holding it (

CDL	N	Not at all			Moderately			Extremely		
		willing (1)	(2)	(3)	willing (4)	(5)	(6)	willing (7)		
Yes	250	4.4%	5.2%	2.8%	9.2%	14.0%	31.6%	32.8%	100.0%	
No	253	9.1%	9.5%	9.5%	26.1%	14.2%	13.0%	18.6%	100.0%	
IDK	11	0.0%	18.2%	18.2%	18.2%	27.3%	0.0%	18.2%	100.0%	
Total	514	6.6%	7.6%	6.4%	17.7%	14.4%	21.8%	25.5%	100.0%	

10C. Imagine you are DRIVING FOR WORK and a situation comes up where you need to do each of the following things. How willing would you be to do the following while driving and the vehicle is moving?

- Type or read on a cell phone

CDL	N	Not at all willing (1)	(2)	(3)	Moderately willing (4)	(5)	(6)	Extremely willing (7)	
Yes	250	15.6%	5.6%	4.4%	7.6%	11.2%	16.4%	39.2%	100.0%
No	253	45.8%	13.0%	13.4%	13.4%	5.9%	5.5%	2.8%	100.0%
IDK	11	36.4%	27.3%	9.1%	18.2%	0.0%	9.1%	0.0%	100.0%
Total	514	30.9%	9.7%	8.9%	10.7%	8.4%	10.9%	20.4%	100.0%

10D. Imagine you are DRIVING FOR WORK and a situation comes up where you need to do each of the following things. How willing would you be to do the following while driving and the vehicle is moving?

- Adjust the radio, sound system, or vehicle devices

CDL	N	Not at all willing (1)	(2)	(3)	Moderately willing (4)	(5)	(6)	Extremely willing (7)	
Yes	250	3.6%	5.6%	5.2%	10.8%	11.6%	27.6%	35.6%	100.0%
No	253	4.0%	8.7%	10.3%	32.8%	17.0%	12.6%	14.6%	100.0%
IDK	11	0.0%	0.0%	18.2%	63.6%	0.0%	9.1%	9.1%	100.0%
Total	514	3.7%	7.0%	8.0%	22.8%	14.0%	19.8%	24.7%	100.0%

10E. Imagine you are DRIVING FOR WORK and a situation comes up where you need to do each of the following things. How willing would you be to do the following while driving and the vehicle is moving?

- Reach for an object in the vehicle

CDL	N	Not at all willing (1)	(2)	(3)	Moderately willing (4)	(5)	(6)	Extremely willing (7)	
Yes	250	7.2%	5.2%	6.4%	10.0%	12.4%	18.4%	40.4%	100.0%
No	253	14.2%	14.2%	13.4%	30.4%	7.5%	11.5%	8.7%	100.0%
IDK	11	9.1%	9.1%	18.2%	36.4%	18.2%	0.0%	9.1%	100.0%
Total	514	10.7%	9.7%	10.1%	20.6%	10.1%	14.6%	24.1%	100.0%

11A. Imagine you are a PASSENGER in a WORK vehicle. How would you feel about the DRIVER doing the following while the vehicle is moving? - Having a conversation on a cell phone while holding it in their hand

CDL	N	Extremely dangerous (1)	(2)	(3)	Neutral (4)	(5)	(6)	Extremely safe (7)	
Yes	250	17.2%	6.0%	5.2%	7.6%	8.0%	11.2%	44.8%	100.0%
No	253	45.8%	17.0%	9.9%	13.0%	5.1%	6.3%	2.8%	100.0%
IDK	11	27.3%	36.4%	27.3%	9.1%	0.0%	0.0%	0.0%	100.0%
Total	514	31.5%	12.1%	8.0%	10.3%	6.4%	8.6%	23.2%	100.0%

11B. Imagine you are a PASSENGER in a WORK vehicle. How would you feel about the DRIVER doing the following while the vehicle is moving? - Having a conversation on a cell phone without holding it ("hands free")

CDL	N	Extremely dangerous			Neutral			Extremely safe	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Yes	250	6.4%	5.6%	5.6%	10.0%	14.8%	29.6%	28.0%	100.0%
No	253	10.7%	9.5%	12.6%	26.9%	17.4%	9.9%	13.0%	100.0%
IDK	11	9.1%	9.1%	18.2%	27.3%	18.2%	0.0%	18.2%	100.0%
Total	514	8.6%	7.6%	9.3%	18.7%	16.1%	19.3%	20.4%	100.0%

11C. Imagine you are a PASSENGER in a WORK vehicle. How would you feel about the DRIVER doing the following while the vehicle is moving? - Typing or reading on a cell phone

CDL	N	Extremely dangerous			Neutral			Extremely safe	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Yes	250	16.8%	8.0%	3.6%	7.6%	14.0%	19.2%	30.8%	100.0%
No	253	50.2%	13.0%	12.3%	11.1%	7.1%	3.6%	2.8%	100.0%
IDK	11	18.2%	36.4%	9.1%	9.1%	18.2%	9.1%	0.0%	100.0%
Total	514	33.3%	11.1%	8.0%	9.3%	10.7%	11.3%	16.3%	100.0%

11D. Imagine you are a PASSENGER in a WORK vehicle. How would you feel about the DRIVER doing the following while the vehicle is moving? - Adjusting the radio, sound system, or vehicle devices

CDL	N	Extremely dangerous			Neutral			Extremely safe	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Yes	250	4.0%	5.2%	6.4%	15.2%	14.0%	23.6%	31.6%	100.0%
No	253	5.5%	9.1%	18.2%	35.2%	13.4%	9.1%	9.5%	100.0%
IDK	11	0.0%	9.1%	27.3%	36.4%	9.1%	9.1%	9.1%	100.0%
Total	514	4.7%	7.2%	12.6%	25.5%	13.6%	16.1%	20.2%	100.0%

11E. Imagine you are a PASSENGER in a WORK vehicle. How would you feel about the DRIVER doing the following while the vehicle is moving? - Reaching for an object in the vehicle

CDL	N	Extremely dangerous			Neutral			Extremely safe	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Yes	250	10.0%	5.6%	8.8%	10.0%	12.4%	17.2%	36.0%	100.0%
No	253	20.6%	15.0%	16.6%	26.9%	9.1%	7.1%	4.7%	100.0%
IDK	11	9.1%	27.3%	18.2%	18.2%	0.0%	9.1%	18.2%	100.0%
Total	514	15.2%	10.7%	12.8%	18.5%	10.5%	12.1%	20.2%	100.0%

12A. How would you say that your immediate supervisor feels about YOU doing the following while driving and the vehicle is moving? - Having a conversation on a cell phone while holding it in your hand

CDL	N	Absolutely unacceptable (1)	(2)	(3)	Neutral (4)	(5)	(6)	Absolutely acceptable (7)	
Yes	249	15.3%	4.8%	5.2%	6.8%	10.4%	17.3%	40.2%	100.0%
No	252	48.8%	15.1%	10.7%	10.7%	5.2%	6.0%	3.6%	100.0%
IDK	11	18.2%	36.4%	27.3%	18.2%	0.0%	0.0%	0.0%	100.0%
Total	512	31.8%	10.5%	8.4%	9.0%	7.6%	11.3%	21.3%	100.0%

12B. How would you say that your immediate supervisor feels about YOU doing the following while driving and the vehicle is moving? - Having a conversation on a cell phone without holding it ("hands free")

CDL	N	Absolutely unacceptable (1)	(2)	(3)	Neutral (4)	(5)	(6)	Absolutely acceptable (7)	
Yes	250	7.6%	4.0%	5.2%	10.8%	14.4%	31.2%	26.8%	100.0%
No	252	11.9%	10.7%	13.9%	23.4%	16.3%	10.3%	13.5%	100.0%
IDK	11	0.0%	18.2%	18.2%	36.4%	0.0%	18.2%	9.1%	100.0%
Total	513	9.6%	7.6%	9.7%	17.5%	15.0%	20.7%	19.9%	100.0%

12C. How would you say that your immediate supervisor feels about YOU doing the following while driving and the vehicle is moving? - Typing or reading on a cell phone

CDL	N	Absolutely unacceptable (1)	(2)	(3)	Neutral (4)	(5)	(6)	Absolutely acceptable (7)	
Yes	250	16.4%	6.0%	5.2%	8.0%	14.4%	16.0%	34.0%	100.0%
No	251	51.4%	12.0%	10.8%	13.5%	5.2%	4.0%	3.2%	100.0%
IDK	11	27.3%	27.3%	0.0%	18.2%	18.2%	9.1%	0.0%	100.0%
Total	512	33.8%	9.4%	7.8%	10.9%	10.0%	10.0%	18.2%	100.0%

12D. How would you say that your immediate supervisor feels about YOU doing the following while driving and the vehicle is moving? - Adjusting the radio, sound system, or vehicle devices

CDL	N	Absolutely unacceptable (1)	(2)	(3)	Neutral (4)	(5)	(6)	Absolutely acceptable (7)	
Yes	250	5.6%	4.4%	6.0%	12.4%	14.8%	25.6%	31.2%	100.0%
No	251	8.0%	10.8%	14.7%	33.5%	13.5%	12.0%	7.6%	100.0%
IDK	11	0.0%	27.3%	27.3%	27.3%	0.0%	18.2%	0.0%	100.0%
Total	512	6.6%	8.0%	10.7%	23.0%	13.9%	18.8%	18.9%	100.0%

12E. How would you say that your immediate supervisor feels about YOU doing the following while driving and the vehicle is moving? - Reaching for an object in the vehicle

CDL	N	Absolutely unacceptable (1)	(2)	(3)	Neutral (4)	(5)	(6)	Absolutely acceptable (7)	
Yes	250	10.8%	4.4%	6.0%	9.2%	13.2%	18.4%	38.0%	100.0%
No	252	22.2%	15.1%	13.9%	25.4%	10.3%	8.3%	4.8%	100.0%
IDK	11	18.2%	36.4%	9.1%	27.3%	0.0%	9.1%	0.0%	100.0%
Total	513	16.6%	10.3%	9.9%	17.5%	11.5%	13.3%	20.9%	100.0%

13A. How often do you think MOST of your coworkers (who drive for work) do the following while driving for work and the vehicle is moving? - Have a conversation on a cell phone while holding it in their hand

CDL	N	Never (1)	(2)	(3)	About half the time they drive (4)	(5)	(6)	Every time they drive (7)	
Yes	250	10.0%	5.6%	7.2%	9.2%	12.8%	12.0%	43.2%	100.0%
No	253	17.4%	15.4%	21.7%	26.1%	10.7%	5.9%	2.8%	100.0%
IDK	11	0.0%	18.2%	36.4%	36.4%	0.0%	9.1%	0.0%	100.0%
Total	514	13.4%	10.7%	15.0%	18.1%	11.5%	8.9%	22.4%	100.0%

13B. How often do you think MOST of your coworkers (who drive for work) do the following while driving for work and the vehicle is moving? - Have a conversation on a cell phone without holding it ("hands free")

CDL	N	Never (1)	(2)	(3)	About half the time they drive (4)	(5)	(6)	Every time they drive (7)	
Yes	250	6.8%	4.8%	6.4%	12.8%	14.0%	32.4%	22.8%	100.0%
No	253	5.9%	11.9%	12.3%	32.4%	15.0%	13.0%	9.5%	100.0%
IDK	11	0.0%	9.1%	27.3%	18.2%	18.2%	27.3%	0.0%	100.0%
Total	514	6.2%	8.4%	9.7%	22.6%	14.6%	22.8%	15.8%	100.0%

13C. How often do you think MOST of your coworkers (who drive for work) do the following while driving for work and the vehicle is moving? - Type or read on a cell phone

CDL	N	Never (1)	(2)	(3)	About half the time they drive (4)	(5)	(6)	Every time they drive (7)	
Yes	250	12.0%	4.8%	10.0%	8.0%	12.8%	18.4%	34.0%	100.0%
No	253	21.7%	17.8%	20.6%	19.4%	10.3%	5.5%	4.7%	100.0%
IDK	11	9.1%	18.2%	27.3%	18.2%	0.0%	27.3%	0.0%	100.0%
Total	514	16.7%	11.5%	15.6%	13.8%	11.3%	12.3%	18.9%	100.0%

13D. How often do you think MOST of your coworkers (who drive for work) do the following while driving for work and the vehicle is moving? - Adjust the radio, sound system, or some other vehicle devices

CDL	N	Never (1)	(2)	(3)	About half the time they drive (4)	(5)	(6)	Every time they drive (7)	
Yes	250	5.6%	4.0%	6.8%	11.6%	16.4%	24.0%	31.6%	100.0%
No	253	3.2%	11.9%	16.2%	30.0%	12.6%	15.4%	10.7%	100.0%
IDK	11	0.0%	27.3%	45.5%	18.2%	9.1%	0.0%	0.0%	100.0%
Total	514	4.3%	8.4%	12.3%	20.8%	14.4%	19.3%	20.6%	100.0%

13E. How often do you think MOST of your coworkers (who drive for work) do the following while driving for work and the vehicle is moving? - Reach for an object in the vehicle

CDL	N	Never (1)	(2)	(3)	About half the time they drive (4)	(5)	(6)	Every time they drive (7)	
Yes	250	7.2%	4.4%	6.0%	14.0%	10.0%	25.6%	32.8%	100.0%
No	253	9.1%	14.2%	21.3%	23.3%	15.0%	9.9%	7.1%	100.0%
IDK	11	9.1%	18.2%	36.4%	18.2%	0.0%	9.1%	9.1%	100.0%
Total	514	8.2%	9.5%	14.2%	18.7%	12.3%	17.5%	19.6%	100.0%

14A. Indicate how much of a choice you feel you have about doing each of the following while driving for work and the vehicle is moving? - Having a conversation on a cell phone while holding it in your hand

CDL	N	No choice at all / I have to do it sometimes (1)	(2)	(3)	Moderate choice (4)	(5)	(6)	Total choice / It's up to me whether I do it or not (7)	
Yes	250	9.6%	2.8%	5.2%	9.6%	13.2%	15.6%	44.0%	100.0%
No	252	24.2%	6.3%	7.9%	18.7%	8.3%	5.6%	29.0%	100.0%
IDK	11	18.2%	0.0%	27.3%	36.4%	0.0%	18.2%	0.0%	100.0%
Total	513	17.0%	4.5%	7.0%	14.6%	10.5%	10.7%	35.7%	100.0%

14B. Indicate how much of a choice you feel you have about doing each of the following while driving for work and the vehicle is moving? - Having a conversation on a cell phone without holding it ("hands free")

CDL	N	No choice at all / I have to do it sometimes (1)	(2)	(3)	Moderate choice (4)	(5)	(6)	Total choice / It's up to me whether I do it or not (7)	
Yes	250	3.6%	5.6%	4.4%	12.8%	15.6%	26.4%	31.6%	100.0%
No	251	14.3%	8.8%	6.8%	19.9%	10.4%	10.0%	29.9%	100.0%
IDK	11	0.0%	9.1%	18.2%	36.4%	18.2%	18.2%	0.0%	100.0%
Total	512	8.8%	7.2%	5.9%	16.8%	13.1%	18.2%	30.1%	100.0%

14C. Indicate how much of a choice you feel you have about doing each of the following while driving for work and the vehicle is moving? - Typing or reading on a cell phone

CDL	N	No choice at all / I have to do it sometimes (1)	(2)	(3)	Moderate choice (4)	(5)	(6)	Total choice / It's up to me whether I do it or not (7)	
Yes	249	8.8%	5.6%	4.4%	8.0%	16.1%	23.3%	33.7%	100.0%
No	252	14.3%	8.3%	6.7%	17.9%	9.1%	9.9%	33.7%	100.0%
IDK	11	9.1%	18.2%	27.3%	9.1%	9.1%	9.1%	18.2%	100.0%
Total	512	11.5%	7.2%	6.1%	12.9%	12.5%	16.4%	33.4%	100.0%

14D. Indicate how much of a choice you feel you have about doing each of the following while driving for work and the vehicle is moving? - Adjusting the radio, sound system, or vehicle devices

CDL	N	No choice at all / I have to do it sometimes (1)	(2)	(3)	Moderate choice (4)	(5)	(6)	Total choice / It's up to me whether I do it or not (7)	
Yes	250	4.8%	5.2%	2.8%	12.4%	16.8%	23.2%	34.8%	100.0%
No	252	6.0%	6.7%	9.5%	27.4%	12.7%	7.9%	29.8%	100.0%
IDK	11	9.1%	9.1%	36.4%	27.3%	0.0%	9.1%	9.1%	100.0%
Total	513	5.5%	6.0%	6.8%	20.1%	14.4%	15.4%	31.8%	100.0%

14E. Indicate how much of a choice you feel you have about doing each of the following while driving for work and the vehicle is moving? - Reaching for an object in the vehicle

CDL	N	No choice at all / I have to do it sometimes (1)	(2)	(3)	Moderate choice (4)	(5)	(6)	Total choice / It's up to me whether I do it or not (7)	
Yes	250	6.4%	3.2%	7.2%	10.4%	11.2%	24.4%	37.2%	100.0%
No	252	9.5%	8.7%	13.1%	22.6%	15.1%	8.3%	22.6%	100.0%
IDK	11	18.2%	9.1%	27.3%	9.1%	9.1%	18.2%	9.1%	100.0%
Total	513	8.2%	6.0%	10.5%	16.4%	13.1%	16.4%	29.4%	100.0%

15A. How easy or difficult is it for you to AVOID each of the following behaviors while driving for work and the vehicle is moving? - Having a conversation on a cell phone while holding it in your hand

CDL	N	Extremely difficult to avoid (1)	(2)	(3)	Neither easy nor difficult to avoid (4)	(5)	(6)	Extremely easy to avoid (7)	
Yes	250	4.8%	4.0%	3.6%	7.2%	12.0%	15.2%	53.2%	100.0%
No	253	7.1%	4.0%	11.1%	18.2%	12.6%	14.6%	32.4%	100.0%
IDK	11	9.1%	9.1%	0.0%	36.4%	9.1%	27.3%	9.1%	100.0%
Total	514	6.0%	4.1%	7.2%	13.2%	12.3%	15.2%	42.0%	100.0%

15B. How easy or difficult is it for you to AVOID each of the following behaviors while driving for work and the vehicle is moving? - Having a conversation on a cell phone without holding it ("hands free")

CDL	N	Extremely difficult to avoid (1)	(2)	(3)	Neither easy nor difficult to avoid (4)	(5)	(6)	Extremely easy to avoid (7)	
Yes	250	3.6%	3.6%	6.0%	11.6%	16.4%	28.4%	30.4%	100.0%
No	252	7.5%	8.3%	13.5%	21.4%	16.3%	10.3%	22.6%	100.0%
IDK	11	9.1%	18.2%	9.1%	18.2%	36.4%	0.0%	9.1%	100.0%
Total	513	5.7%	6.2%	9.7%	16.6%	16.8%	18.9%	26.1%	100.0%

15C. How easy or difficult is it for you to AVOID each of the following behaviors while driving for work and the vehicle is moving? - Typing or reading on a cell phone

CDL	N	Extremely difficult to avoid (1)	(2)	(3)	Neither easy nor difficult to avoid (4)	(5)	(6)	Extremely easy to avoid (7)	
Yes	250	4.8%	2.4%	4.4%	7.2%	19.6%	20.8%	40.8%	100.0%
No	252	5.2%	4.4%	7.5%	15.9%	14.7%	16.7%	35.7%	100.0%
IDK	11	9.1%	9.1%	9.1%	18.2%	27.3%	9.1%	18.2%	100.0%
Total	513	5.1%	3.5%	6.0%	11.7%	17.3%	18.5%	37.8%	100.0%

15D. How easy or difficult is it for you to AVOID each of the following behaviors while driving for work and the vehicle is moving? - Adjusting the radio, sound system, or vehicle devices

CDL	N	Extremely difficult to avoid (1)	(2)	(3)	Neither easy nor difficult to avoid (4)	(5)	(6)	Extremely easy to avoid (7)	
Yes	250	3.2%	5.6%	6.8%	11.2%	14.4%	24.4%	34.4%	100.0%
No	252	7.5%	6.7%	11.5%	24.6%	15.5%	13.1%	21.0%	100.0%
IDK	11	0.0%	0.0%	9.1%	27.3%	36.4%	0.0%	27.3%	100.0%
Total	513	5.3%	6.0%	9.2%	18.1%	15.4%	18.3%	27.7%	100.0%

15E. How easy or difficult is it for you to AVOID each of the following behaviors while driving for work and the vehicle is moving? - Reaching for an object in the vehicle

CDL	N	Extremely difficult to avoid (1)	(2)	(3)	Neither easy nor difficult to avoid (4)	(5)	(6)	Extremely easy to avoid (7)	
Yes	250	4.4%	4.4%	6.0%	10.8%	16.4%	18.0%	40.0%	100.0%
No	252	5.2%	6.3%	11.9%	23.0%	13.9%	17.1%	22.6%	100.0%
IDK	11	0.0%	9.1%	0.0%	36.4%	9.1%	27.3%	18.2%	100.0%
Total	513	4.7%	5.5%	8.8%	17.3%	15.0%	17.7%	31.0%	100.0%

16A. Do you have a workplace policy or rule about NOT doing the following? - Having a conversation on a cell phone while holding it in your hand while driving

CDL	N	Yes	No	IDK	
Yes	249	78.3%	20.9%	0.8%	100.0%
No	253	59.7%	34.8%	5.5%	100.0%
IDK	11	45.5%	36.4%	18.2%	100.0%
Total	513	68.4%	28.1%	3.5%	100.0%

16B. Do you have a workplace policy or rule about NOT doing the following? - Having a conversation on a cell phone without holding it ("hands free") while driving

CDL	N	Yes	No	IDK	
Yes	249	68.3%	29.7%	2.0%	100.0%
No	253	41.1%	54.2%	4.7%	100.0%
IDK	11	45.5%	45.5%	9.1%	100.0%
Total	513	54.4%	42.1%	3.5%	100.0%

16C. Do you have a workplace policy or rule about NOT doing the following? - Typing or reading on a cell phone while driving

CDL	N	Yes	No	IDK	
Yes	249	67.1%	30.9%	2.0%	100.0%
No	253	60.1%	34.8%	5.1%	100.0%
IDK	11	72.7%	18.2%	9.1%	100.0%
Total	513	63.7%	32.6%	3.7%	100.0%

16D. Do you have a workplace policy or rule about NOT doing the following? - Adjusting the radio, sound system, or vehicle devices while driving

CDL	N	Yes	No	IDK	
Yes	249	65.5%	31.3%	3.2%	100.0%
No	253	30.8%	64.4%	4.7%	100.0%
IDK	11	54.5%	36.4%	9.1%	100.0%
Total	513	48.1%	47.8%	4.1%	100.0%

16E. Do you have a workplace policy or rule about NOT doing the following? - Reaching for an object in the vehicle while driving

CDL	N	Yes	No	IDK	
Yes	249	64.7%	32.5%	2.8%	100.0%
No	253	32.4%	58.5%	9.1%	100.0%
IDK	11	45.5%	45.5%	9.1%	100.0%
Total	513	48.3%	45.6%	6.0%	100.0%

17A. How often do you do the following with those you supervise at work? - Ask them about what they think about distracted driving

CDL	N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
Yes	249	2.0%	1.2%	3.6%	9.6%	19.7%	15.3%	48.6%	100.0%
No	253	9.9%	3.2%	9.9%	25.7%	23.3%	11.1%	17.0%	100.0%
IDK	11	0.0%	9.1%	27.3%	36.4%	18.2%	9.1%	0.0%	100.0%
Total	513	5.8%	2.3%	7.2%	18.1%	21.4%	13.1%	32.0%	100.0%

17B. How often do you do the following with those you supervise at work? - Ask if they think distracted driving is dangerous

CDL	N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
Yes	250	2.4%	3.2%	3.6%	10.4%	21.2%	29.2%	30.0%	100.0%
No	253	7.9%	7.1%	5.9%	17.8%	22.1%	19.8%	19.4%	100.0%
IDK	11	0.0%	18.2%	0.0%	45.5%	27.3%	9.1%	0.0%	100.0%
Total	514	5.1%	5.4%	4.7%	14.8%	21.8%	24.1%	24.1%	100.0%

17C. How often do you do the following with those you supervise at work? - Ask about what they think is OK and not OK to do while driving

CDL	N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
Yes	250	4.0%	2.0%	3.2%	12.4%	18.4%	25.6%	34.4%	100.0%
No	253	7.1%	5.1%	8.3%	18.2%	26.1%	16.6%	18.6%	100.0%
IDK	11	0.0%	0.0%	27.3%	45.5%	18.2%	9.1%	0.0%	100.0%
Total	514	5.4%	3.5%	6.2%	16.0%	22.2%	20.8%	25.9%	100.0%

17D. How often do you do the following with those you supervise at work? - Ask about whether and how they use a cell phone while driving

CDL	N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
Yes	250	3.6%	2.0%	6.8%	12.4%	15.6%	26.8%	32.8%	100.0%
No	253	10.3%	5.1%	9.9%	16.2%	19.4%	19.0%	20.2%	100.0%
IDK	11	0.0%	0.0%	27.3%	27.3%	27.3%	18.2%	0.0%	100.0%
Total	514	6.8%	3.5%	8.8%	14.6%	17.7%	22.8%	25.9%	100.0%

18A. How often do you do the following with those you supervise at work? - Talk to them about not using their cell phone while driving

CDL	N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
Yes	250	2.8%	1.6%	1.6%	7.2%	16.8%	18.8%	51.2%	100.0%
No	253	7.1%	6.7%	5.9%	19.8%	19.0%	18.2%	23.3%	100.0%
IDK	11	0.0%	9.1%	18.2%	36.4%	27.3%	9.1%	0.0%	100.0%
Total	514	4.9%	4.3%	4.1%	14.0%	18.1%	18.3%	36.4%	100.0%

18B. How often do you do the following with those you supervise at work? - Teach them about the dangers of distractions while driving

CDL	N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
Yes	250	3.2%	0.8%	4.0%	8.4%	18.0%	33.2%	32.4%	100.0%
No	253	7.5%	5.5%	7.9%	14.2%	21.7%	19.0%	24.1%	100.0%
IDK	11	0.0%	0.0%	18.2%	27.3%	27.3%	9.1%	18.2%	100.0%
Total	514	5.3%	3.1%	6.2%	11.7%	20.0%	25.7%	28.0%	100.0%

18C. How often do you do the following with those you supervise at work? - Establish clear expectations about what is acceptable and not acceptable while driving

CDL	N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
Yes	249	2.8%	2.8%	3.2%	10.0%	18.5%	22.1%	40.6%	100.0%
No	253	6.7%	5.9%	8.7%	18.2%	20.9%	17.8%	21.7%	100.0%
IDK	11	0.0%	9.1%	9.1%	18.2%	27.3%	27.3%	9.1%	100.0%
Total	513	4.7%	4.5%	6.0%	14.2%	19.9%	20.1%	30.6%	100.0%

18D. How often do you do the following with those you supervise at work? - Establish clear rules about never using a cell phone while driving

CDL	N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
Yes	249	4.0%	0.4%	1.6%	14.1%	20.5%	26.5%	32.9%	100.0%
No	253	6.7%	8.7%	11.9%	12.3%	14.6%	24.1%	21.7%	100.0%
IDK	11	0.0%	9.1%	9.1%	27.3%	18.2%	36.4%	0.0%	100.0%
Total	513	5.3%	4.7%	6.8%	13.5%	17.5%	25.5%	26.7%	100.0%

18E. How often do you do the following with those you supervise at work? - Model not driving distracted (like not using your cell phone while driving)

CDL	N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
Yes	250	4.0%	1.6%	6.4%	11.6%	14.8%	21.2%	40.4%	100.0%
No	253	6.7%	7.9%	5.5%	12.6%	22.9%	22.5%	21.7%	100.0%
IDK	11	0.0%	9.1%	27.3%	18.2%	18.2%	27.3%	0.0%	100.0%
Total	514	5.3%	4.9%	6.4%	12.3%	18.9%	22.0%	30.4%	100.0%

19A. How often do you do the following with those you supervise at work? - Check in with them about whether they are using a cell phone or not while driving

CDL	N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
Yes	250	2.4%	2.0%	2.4%	10.4%	15.6%	19.2%	48.0%	100.0%
No	252	9.9%	6.0%	9.9%	13.1%	27.8%	18.3%	15.1%	100.0%
IDK	11	0.0%	9.1%	18.2%	36.4%	18.2%	18.2%	0.0%	100.0%
Total	513	6.0%	4.1%	6.4%	12.3%	21.6%	18.7%	30.8%	100.0%

19B. How often do you do the following with those you supervise at work? - Remind them about your expectations about not using a cell phone while driving

CDL	N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
Yes	250	2.0%	2.4%	4.8%	10.8%	19.2%	27.6%	33.2%	100.0%
No	253	6.7%	4.7%	5.5%	21.3%	22.9%	17.0%	21.7%	100.0%
IDK	11	0.0%	9.1%	18.2%	18.2%	18.2%	36.4%	0.0%	100.0%
Total	514	4.3%	3.7%	5.4%	16.1%	21.0%	22.6%	26.8%	100.0%

19C. How often do you do the following with those you supervise at work? - Follow up with appropriate consequences if they violate workplace policies about using a cell phone while driving

CDL	N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
Yes	250	1.2%	3.6%	4.4%	13.6%	18.8%	19.2%	39.2%	100.0%
No	253	9.1%	6.3%	10.3%	17.0%	16.2%	22.1%	19.0%	100.0%
IDK	11	0.0%	9.1%	36.4%	18.2%	18.2%	18.2%	0.0%	100.0%
Total	514	5.1%	5.1%	8.0%	15.4%	17.5%	20.6%	28.4%	100.0%

20A. How often do you do the following with those you supervise at work? - Positively recognize them when they don't use their cell phone while driving

CDL	N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
Yes	250	1.2%	1.2%	3.6%	12.0%	16.8%	18.8%	46.4%	100.0%
No	253	7.1%	4.3%	6.7%	18.2%	22.1%	20.6%	20.9%	100.0%
IDK	11	0.0%	0.0%	36.4%	18.2%	18.2%	27.3%	0.0%	100.0%
Total	514	4.1%	2.7%	5.8%	15.2%	19.5%	19.8%	32.9%	100.0%

20B. How often do you do the following with those you supervise at work? - Encourage them when they make good choices about not driving distracted

CDL	N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
Yes	250	0.8%	2.4%	3.2%	12.0%	16.4%	30.0%	35.2%	100.0%
No	253	5.5%	3.6%	6.7%	14.6%	20.6%	19.4%	29.6%	100.0%
IDK	11	0.0%	9.1%	18.2%	9.1%	27.3%	36.4%	0.0%	100.0%
Total	514	3.1%	3.1%	5.3%	13.2%	18.7%	24.9%	31.7%	100.0%

20C. How often do you do the following with those you supervise at work? - Positively recognize them when they choose to focus on driving and ignore their cell phone

CDL	N	Never (1)	(2)	(3)	(4)	(5)	(6)	All the time (7)	
Yes	250	1.6%	2.0%	5.6%	12.0%	17.6%	18.8%	42.4%	100.0%
No	253	6.7%	3.6%	6.7%	15.0%	17.8%	19.4%	30.8%	100.0%
IDK	11	0.0%	0.0%	27.3%	18.2%	9.1%	36.4%	9.1%	100.0%
Total	514	4.1%	2.7%	6.6%	13.6%	17.5%	19.5%	36.0%	100.0%

21A. We want to learn about how you feel as a supervisor about teaching those you supervise not to drive while distracted. Does it feel...? – Silly vs. Sensible

CDL	N	1	2	3	4	5	6	7	
Yes	248	6.9%	1.2%	3.2%	3.2%	6.5%	22.2%	56.9%	100.0%
No	250	2.8%	1.6%	5.2%	11.6%	14.0%	22.4%	42.4%	100.0%
IDK	10	0.0%	0.0%	0.0%	40.0%	20.0%	20.0%	20.0%	100.0%
Total	508	4.7%	1.4%	4.1%	8.1%	10.4%	22.2%	49.0%	100.0%

21B. We want to learn about how you feel as a supervisor about teaching those you supervise not to drive while distracted. Does it feel...? - Foolish vs. Wise

CDL	N	1	2	3	4	5	6	7	
Yes	249	3.6%	3.6%	4.8%	5.2%	12.0%	21.7%	49.0%	100.0%
No	249	2.0%	3.2%	6.8%	12.4%	12.0%	19.7%	43.8%	100.0%
IDK	10	0.0%	0.0%	20.0%	10.0%	30.0%	20.0%	20.0%	100.0%
Total	508	2.8%	3.3%	6.1%	8.9%	12.4%	20.7%	45.9%	100.0%

21C. We want to learn about how you feel as a supervisor about teaching those you supervise not to drive while distracted. Does it feel...? - Worthless vs. Valuable

CDL	N	1	2	3	4	5	6	7	
Yes	249	3.2%	3.2%	4.8%	6.0%	9.2%	19.3%	54.2%	100.0%
No	248	2.4%	5.2%	5.6%	12.1%	12.1%	18.1%	44.4%	100.0%
IDK	10	10.0%	0.0%	20.0%	30.0%	0.0%	20.0%	20.0%	100.0%
Total	507	3.0%	4.1%	5.5%	9.5%	10.5%	18.7%	48.7%	100.0%

21D. We want to learn about how you feel as a supervisor about teaching those you supervise not to drive while distracted. Does it feel...? - Boring vs. Fun

CDL	N	1	2	3	4	5	6	7	
Yes	248	4.8%	2.8%	2.8%	10.1%	12.1%	18.1%	49.2%	100.0%
No	249	4.8%	7.6%	8.8%	22.9%	17.3%	14.5%	24.1%	100.0%
IDK	11	27.3%	0.0%	18.2%	27.3%	27.3%	0.0%	0.0%	100.0%
Total	508	5.3%	5.1%	6.1%	16.7%	15.0%	15.9%	35.8%	100.0%

21E. We want to learn about how you feel as a supervisor about teaching those you supervise not to drive while distracted. Does it feel...? - Useless vs. Useful

CDL	N	1	2	3	4	5	6	7	
Yes	246	4.5%	4.1%	4.5%	3.3%	9.3%	19.9%	54.5%	100.0%
No	248	2.8%	3.2%	5.6%	8.5%	14.1%	20.2%	45.6%	100.0%
IDK	10	10.0%	10.0%	0.0%	20.0%	30.0%	10.0%	20.0%	100.0%
Total	504	3.8%	3.8%	5.0%	6.2%	12.1%	19.8%	49.4%	100.0%

21F. We want to learn about how you feel as a supervisor about teaching those you supervise not to drive while distracted. Does it feel...? - Dangerous vs. Safe

CDL	N	1	2	3	4	5	6	7	
Yes	248	3.2%	2.4%	2.8%	6.9%	7.3%	20.6%	56.9%	100.0%
No	246	6.1%	1.2%	5.3%	9.8%	11.8%	17.9%	48.0%	100.0%
IDK	10	0.0%	0.0%	0.0%	40.0%	20.0%	10.0%	30.0%	100.0%
Total	504	4.6%	1.8%	4.0%	8.9%	9.7%	19.0%	52.0%	100.0%

22A. In your opinion, how important is each of the following in reducing distracted driving by those you supervise? - Asking them about what they think about distracted driving

CDL	N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
Yes	250	0.0%	1.6%	2.8%	7.2%	14.8%	17.6%	56.0%	100.0%
No	253	1.2%	2.0%	4.3%	24.1%	20.9%	20.9%	26.5%	100.0%
IDK	11	9.1%	9.1%	18.2%	27.3%	18.2%	18.2%	0.0%	100.0%
Total	514	0.8%	1.9%	3.9%	16.0%	17.9%	19.3%	40.3%	100.0%

22B. In your opinion, how important is each of the following in reducing distracted driving by those you supervise? - Asking if they think distracted driving is dangerous

CDL	N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
Yes	250	0.8%	1.6%	2.0%	8.8%	14.4%	35.2%	37.2%	100.0%
No	253	1.2%	0.8%	3.2%	17.8%	21.3%	25.3%	30.4%	100.0%
IDK	11	9.1%	0.0%	9.1%	18.2%	36.4%	27.3%	0.0%	100.0%
Total	514	1.2%	1.2%	2.7%	13.4%	18.3%	30.2%	33.1%	100.0%

22C. In your opinion, how important is each of the following in reducing distracted driving by those you supervise? - Asking about what they think is OK and not OK to do while driving

CDL	N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
Yes	250	0.8%	1.2%	4.0%	6.8%	21.2%	21.6%	44.4%	100.0%
No	253	0.8%	3.2%	5.5%	19.8%	21.3%	20.6%	28.9%	100.0%
IDK	11	9.1%	0.0%	18.2%	9.1%	45.5%	9.1%	9.1%	100.0%
Total	514	1.0%	2.1%	5.1%	13.2%	21.8%	20.8%	36.0%	100.0%

22D. In your opinion, how important is each of the following in reducing distracted driving by those you supervise? - Asking about whether and how they use a cell phone while driving

CDL	N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
Yes	250	2.0%	1.6%	2.8%	8.4%	16.4%	30.4%	38.4%	100.0%
No	253	0.8%	2.4%	4.7%	18.2%	22.5%	21.7%	29.6%	100.0%
IDK	11	9.1%	0.0%	9.1%	18.2%	54.5%	9.1%	0.0%	100.0%
Total	514	1.6%	1.9%	3.9%	13.4%	20.2%	25.7%	33.3%	100.0%

23A. In your opinion, how important is each of the following in reducing distracted driving by those you supervise? - Talking to them about not using their cell phone while driving

CDL	N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
Yes	250	2.4%	3.2%	3.6%	8.0%	13.2%	17.6%	52.0%	100.0%
No	253	1.2%	3.2%	7.5%	17.4%	19.0%	17.8%	34.0%	100.0%
IDK	11	9.1%	0.0%	0.0%	18.2%	45.5%	18.2%	9.1%	100.0%
Total	514	1.9%	3.1%	5.4%	12.8%	16.7%	17.7%	42.2%	100.0%

23B. In your opinion, how important is each of the following in reducing distracted driving by those you supervise? - Teaching them about the dangers of distractions while driving

CDL	N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
Yes	250	0.4%	2.4%	2.8%	7.2%	17.2%	32.0%	38.0%	100.0%
No	252	1.2%	4.0%	4.0%	17.1%	17.1%	22.2%	34.5%	100.0%
IDK	11	9.1%	0.0%	9.1%	18.2%	27.3%	27.3%	9.1%	100.0%
Total	513	1.0%	3.1%	3.5%	12.3%	17.3%	27.1%	35.7%	100.0%

23C. In your opinion, how important is each of the following in reducing distracted driving by those you supervise? - Establishing clear expectations about what is acceptable and not acceptable while driving

CDL	N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
Yes	250	1.2%	1.6%	1.2%	9.2%	18.8%	24.8%	43.2%	100.0%
No	253	0.0%	2.4%	4.3%	13.4%	22.1%	23.7%	34.0%	100.0%
IDK	11	9.1%	0.0%	18.2%	9.1%	18.2%	45.5%	0.0%	100.0%
Total	514	0.8%	1.9%	3.1%	11.3%	20.4%	24.7%	37.7%	100.0%

23D. In your opinion, how important is each of the following in reducing distracted driving by those you supervise? - Establishing clear rules about never using a cell phone while driving

CDL	N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
Yes	250	1.2%	1.2%	1.6%	10.0%	18.0%	28.8%	39.2%	100.0%
No	253	0.4%	2.0%	3.6%	17.4%	18.6%	24.1%	34.0%	100.0%
IDK	11	9.1%	0.0%	0.0%	36.4%	18.2%	36.4%	0.0%	100.0%
Total	514	1.0%	1.6%	2.5%	14.2%	18.3%	26.7%	35.8%	100.0%

23E. In your opinion, how important is each of the following in reducing distracted driving by those you supervise? - Modeling not driving distracted (like not using your cell phone while driving)

CDL	N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
Yes	250	1.2%	2.4%	2.8%	8.8%	18.0%	19.6%	47.2%	100.0%
No	253	0.8%	2.4%	7.1%	17.0%	18.6%	25.3%	28.9%	100.0%
IDK	11	9.1%	0.0%	0.0%	27.3%	45.5%	18.2%	0.0%	100.0%
Total	514	1.2%	2.3%	4.9%	13.2%	18.9%	22.4%	37.2%	100.0%

24A. In your opinion, how important is each of the following in reducing distracted driving by those you supervise? - Asking them about whether they are using a cell phone or not while driving

CDL	N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
Yes	250	0.8%	0.8%	2.8%	5.6%	14.0%	20.4%	55.6%	100.0%
No	253	1.6%	1.2%	5.1%	23.7%	16.6%	22.5%	29.2%	100.0%
IDK	11	0.0%	0.0%	0.0%	36.4%	27.3%	9.1%	27.3%	100.0%
Total	514	1.2%	1.0%	3.9%	15.2%	15.6%	21.2%	42.0%	100.0%

24B. In your opinion, how important is each of the following in reducing distracted driving by those you supervise? - Reminding them about your expectations about not using a cell phone while driving

CDL	N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
Yes	250	0.8%	0.8%	2.0%	8.0%	17.2%	32.0%	39.2%	100.0%
No	253	0.8%	2.4%	4.3%	17.0%	20.6%	21.3%	33.6%	100.0%
IDK	11	0.0%	0.0%	0.0%	45.5%	18.2%	18.2%	18.2%	100.0%
Total	514	0.8%	1.6%	3.1%	13.2%	18.9%	26.5%	36.0%	100.0%

24C. In your opinion, how important is each of the following in reducing distracted driving by those you supervise? - Following up with appropriate consequences if they violate workplace policies about using a cell phone while driving

CDL	N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
Yes	250	0.8%	1.2%	4.4%	9.6%	15.2%	22.0%	46.8%	100.0%
No	253	2.8%	1.6%	5.1%	18.6%	16.2%	18.6%	37.2%	100.0%
IDK	11	0.0%	9.1%	9.1%	27.3%	0.0%	45.5%	9.1%	100.0%
Total	514	1.8%	1.6%	4.9%	14.4%	15.4%	20.8%	41.2%	100.0%

25A. In your opinion, how important is each of the following in reducing distracted driving by those you supervise? - Positively recognizing them when they don't use their cell phone while driving

CDL	N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
Yes	250	1.6%	2.8%	4.4%	9.6%	12.8%	21.2%	47.6%	100.0%
No	253	1.2%	4.3%	6.7%	19.8%	16.6%	24.1%	27.3%	100.0%
IDK	11	9.1%	0.0%	9.1%	27.3%	9.1%	45.5%	0.0%	100.0%
Total	514	1.6%	3.5%	5.6%	15.0%	14.6%	23.2%	36.6%	100.0%

25B. In your opinion, how important is each of the following in reducing distracted driving by those you supervise? - Encouraging them when they make good choices about not driving distracted

CDL	N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
Yes	250	1.6%	1.6%	2.0%	7.6%	13.6%	30.8%	42.8%	100.0%
No	253	0.8%	1.6%	3.2%	15.8%	15.8%	26.5%	36.4%	100.0%
IDK	11	0.0%	0.0%	0.0%	36.4%	18.2%	18.2%	27.3%	100.0%
Total	514	1.2%	1.6%	2.5%	12.3%	14.8%	28.4%	39.3%	100.0%

25C. In your opinion, how important is each of the following in reducing distracted driving by those you supervise? - Positively recognizing them when they choose to focus on driving and ignore their cell phone

CDL	N	Not at all important (1)	(2)	(3)	Moderately important (4)	(5)	(6)	Extremely important (7)	
Yes	250	0.8%	2.0%	3.6%	8.0%	14.4%	24.0%	47.2%	100.0%
No	253	0.8%	2.0%	5.1%	19.0%	13.4%	23.7%	36.0%	100.0%
IDK	11	0.0%	0.0%	0.0%	36.4%	27.3%	27.3%	9.1%	100.0%
Total	514	0.8%	1.9%	4.3%	14.0%	14.2%	23.9%	40.9%	100.0%

26A. How much do you agree or disagree with each of the following statements? - "As a supervisor, I play a critical role in teaching those I supervise about how to drive safely."

		Strongly disagree	Moderately disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Moderately agree	Strongly agree	
CDL	N								
Yes	250	0.8%	1.2%	1.6%	4.0%	14.4%	22.0%	56.0%	100.0%
No	252	0.8%	0.8%	3.2%	7.9%	25.4%	24.2%	37.7%	100.0%
IDK	11	9.1%	0.0%	0.0%	9.1%	54.5%	18.2%	9.1%	100.0%
Total	513	1.0%	1.0%	2.3%	6.0%	20.7%	23.0%	46.0%	100.0%

26B. How much do you agree or disagree with each of the following statements? - "As a supervisor, there really isn't much I can do to teach workers how to drive safely."

		Strongly disagree	Moderately disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Moderately agree	Strongly agree	
CDL	N								
Yes	250	11.6%	2.0%	4.0%	7.6%	16.4%	28.8%	29.6%	100.0%
No	252	18.7%	14.7%	15.1%	12.7%	13.5%	13.9%	11.5%	100.0%
IDK	11	18.2%	0.0%	18.2%	18.2%	9.1%	36.4%	0.0%	100.0%
Total	513	15.2%	8.2%	9.7%	10.3%	14.8%	21.6%	20.1%	100.0%

26C. How much do you agree or disagree with each of the following statements? - "There is no point in me talking to those I supervise about safe driving because they don't listen to me."

		Strongly disagree	Moderately disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Moderately agree	Strongly agree	
CDL	N								
Yes	250	13.2%	2.8%	5.6%	6.4%	10.8%	24.0%	37.2%	100.0%
No	252	32.1%	16.7%	11.5%	13.5%	9.5%	7.1%	9.5%	100.0%
IDK	11	27.3%	9.1%	18.2%	18.2%	27.3%	0.0%	0.0%	100.0%
Total	513	22.8%	9.7%	8.8%	10.1%	10.5%	15.2%	22.8%	100.0%

27A. In your opinion, how much do you think the people that you report to in your organization agree or disagree with the following statements? - Supervisors should establish clear expectations about what is acceptable and not acceptable while driving

		Strongly disagree	Moderately disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Moderately agree	Strongly agree	
CDL	N								
Yes	250	2.0%	0.8%	1.6%	4.4%	14.4%	20.0%	56.8%	100.0%
No	252	1.6%	0.4%	4.4%	10.7%	24.6%	26.2%	32.1%	100.0%
IDK	11	9.1%	0.0%	0.0%	18.2%	45.5%	18.2%	9.1%	100.0%
Total	513	1.9%	0.6%	2.9%	7.8%	20.1%	23.0%	43.7%	100.0%

27B. In your opinion, how much do you think the people that you report to in your organization agree or disagree with the following statements? - Supervisors should establish clear rules about never using a cell phone while driving

		Strongly disagree	Moderately disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Moderately agree	Strongly agree	
CDL	N								
Yes	250	2.0%	1.6%	3.2%	4.4%	15.6%	30.0%	43.2%	100.0%
No	253	0.8%	1.2%	2.8%	13.8%	18.2%	22.9%	40.3%	100.0%
IDK	11	9.1%	0.0%	0.0%	0.0%	63.6%	0.0%	27.3%	100.0%
Total	514	1.6%	1.4%	2.9%	8.9%	17.9%	25.9%	41.4%	100.0%

27C. In your opinion, how much do you think the people that you report to in your organization agree or disagree with the following statements? - Supervisors should model not driving distracted

		Strongly disagree	Moderately disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Moderately agree	Strongly agree	
CDL	N								
Yes	249	2.4%	3.2%	2.4%	6.0%	13.7%	23.3%	49.0%	100.0%
No	253	1.6%	1.2%	3.6%	11.1%	16.2%	26.1%	40.3%	100.0%
IDK	11	9.1%	9.1%	0.0%	9.1%	45.5%	9.1%	18.2%	100.0%
Total	513	2.1%	2.3%	2.9%	8.6%	15.6%	24.4%	44.1%	100.0%

28A. In your opinion, about how many supervisors in your organization... - Establish clear expectations about what is acceptable and not acceptable while driving

		None (0%)	Few (1% to 20%)	Some (21% to 40%)	About half (41% to 60%)	Many (61% to 80%)	Most (81% to 99%)	All (100%)	
CDL	N								
Yes	250	0.4%	0.4%	3.6%	14.0%	21.2%	22.8%	37.6%	100.0%
No	253	2.4%	2.4%	11.9%	29.2%	19.4%	17.4%	17.4%	100.0%
IDK	11	0.0%	9.1%	9.1%	36.4%	36.4%	0.0%	9.1%	100.0%
Total	514	1.4%	1.6%	7.8%	22.0%	20.6%	19.6%	27.0%	100.0%

28B. In your opinion, about how many supervisors in your organization... - Establish clear rules about never using a cell phone while driving

		None (0%)	Few (1% to 20%)	Some (21% to 40%)	About half (41% to 60%)	Many (61% to 80%)	Most (81% to 99%)	All (100%)	
CDL	N								
Yes	250	1.6%	0.8%	4.4%	16.8%	14.8%	32.4%	29.2%	100.0%
No	253	3.2%	4.0%	7.1%	20.2%	20.9%	24.1%	20.6%	100.0%
IDK	11	0.0%	0.0%	9.1%	27.3%	18.2%	36.4%	9.1%	100.0%
Total	514	2.3%	2.3%	5.8%	18.7%	17.9%	28.4%	24.5%	100.0%

28C. In your opinion, about how many supervisors in your organization... - Model not driving distracted

		None (0%)	Few (1% to 20%)	Some (21% to 40%)	About half (41% to 60%)	Many (61% to 80%)	Most (81% to 99%)	All (100%)	
CDL	N								
Yes	250	1.6%	2.4%	5.6%	14.0%	15.6%	27.2%	33.6%	100.0%
No	253	2.8%	6.7%	9.9%	23.3%	19.0%	19.8%	18.6%	100.0%
IDK	11	0.0%	0.0%	18.2%	27.3%	27.3%	18.2%	9.1%	100.0%
Total	514	2.1%	4.5%	8.0%	18.9%	17.5%	23.3%	25.7%	100.0%

29A. Overall, how would you rate your relationships with those you supervise?

		Not at all good (1)	(2)	(3)	Moderately good (4)	(5)	(6)	Extremely good (7)	
CDL	N								
Yes	250	0.0%	0.4%	1.2%	4.4%	8.4%	25.2%	60.4%	100.0%
No	252	0.4%	0.4%	2.4%	15.1%	20.2%	21.8%	39.7%	100.0%
IDK	11	0.0%	0.0%	0.0%	27.3%	36.4%	18.2%	18.2%	100.0%
Total	513	0.2%	0.4%	1.8%	10.1%	14.8%	23.4%	49.3%	100.0%

29B. In your opinion, how would those you supervise rate their relationship with you?

		Not at all good (1)	(2)	(3)	Moderately good (4)	(5)	(6)	Extremely good (7)	
CDL	N								
Yes	250	0.4%	0.0%	3.2%	9.6%	8.0%	30.0%	48.8%	100.0%
No	252	0.8%	1.6%	2.8%	14.7%	20.6%	24.6%	34.9%	100.0%
IDK	11	0.0%	0.0%	9.1%	36.4%	18.2%	18.2%	18.2%	100.0%
Total	513	0.6%	0.8%	3.1%	12.7%	14.4%	27.1%	41.3%	100.0%

30A. Overall, how would you rate your communication with those you supervise?

		Not at all good (1)	(2)	(3)	Moderately good (4)	(5)	(6)	Extremely good (7)	
CDL	N								
Yes	250	0.0%	0.4%	1.6%	5.6%	6.8%	25.6%	60.0%	100.0%
No	253	0.8%	1.6%	2.0%	12.3%	15.0%	30.4%	37.9%	100.0%
IDK	11	0.0%	0.0%	0.0%	36.4%	36.4%	9.1%	18.2%	100.0%
Total	514	0.4%	1.0%	1.8%	9.5%	11.5%	27.6%	48.2%	100.0%

30B. In your opinion, how would those you supervise rate your communication with them?

		Not at all good (1)	(2)	(3)	Moderately good (4)	(5)	(6)	Extremely good (7)	
CDL	N								
Yes	249	0.8%	0.8%	1.6%	5.6%	10.4%	28.1%	52.6%	100.0%
No	253	1.2%	0.4%	2.4%	14.6%	20.6%	27.3%	33.6%	100.0%
IDK	11	0.0%	9.1%	9.1%	36.4%	9.1%	18.2%	18.2%	100.0%
Total	513	1.0%	0.8%	2.1%	10.7%	15.4%	27.5%	42.5%	100.0%

31A. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.) - Asking them about what they think about distracted driving

CDL	N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
Yes	250	0.0%	2.4%	0.8%	6.0%	15.2%	17.6%	58.0%	100.0%
No	253	1.2%	1.6%	7.5%	18.2%	16.6%	20.2%	34.8%	100.0%
IDK	11	0.0%	0.0%	9.1%	54.5%	18.2%	18.2%	0.0%	100.0%
Total	514	0.6%	1.9%	4.3%	13.0%	16.0%	18.9%	45.3%	100.0%

33B. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.) - Asking if they think distracted driving is dangerous

CDL	N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
Yes	250	1.2%	0.4%	0.8%	8.4%	14.0%	36.0%	39.2%	100.0%
No	252	0.4%	1.2%	4.8%	17.1%	18.7%	21.8%	36.1%	100.0%
IDK	11	0.0%	0.0%	0.0%	54.5%	18.2%	18.2%	9.1%	100.0%
Total	513	0.8%	0.8%	2.7%	13.6%	16.4%	28.7%	37.0%	100.0%

31C. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.) - Asking about what they think is OK and not OK to do while driving

CDL	N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
Yes	250	1.2%	0.8%	1.6%	9.2%	14.0%	25.2%	48.0%	100.0%
No	253	0.8%	2.0%	7.1%	15.8%	16.6%	26.5%	31.2%	100.0%
IDK	11	9.1%	0.0%	9.1%	36.4%	27.3%	9.1%	9.1%	100.0%
Total	514	1.2%	1.4%	4.5%	13.0%	15.6%	25.5%	38.9%	100.0%

31D. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.) - Asking about whether and how they use a cell phone while driving

CDL	N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
Yes	250	2.0%	1.2%	1.6%	8.4%	11.6%	30.0%	45.2%	100.0%
No	253	1.2%	2.4%	6.3%	14.2%	17.4%	22.5%	36.0%	100.0%
IDK	11	0.0%	0.0%	9.1%	36.4%	9.1%	18.2%	27.3%	100.0%
Total	514	1.6%	1.8%	4.1%	11.9%	14.4%	26.1%	40.3%	100.0%

32A. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.) - Talking to them about not using their cell phone while driving

CDL	N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
Yes	250	1.6%	0.0%	1.6%	8.8%	11.6%	20.0%	56.4%	100.0%
No	253	2.4%	2.0%	6.3%	20.2%	15.0%	21.7%	32.4%	100.0%
IDK	11	0.0%	9.1%	9.1%	36.4%	18.2%	9.1%	18.2%	100.0%
Total	514	1.9%	1.2%	4.1%	15.0%	13.4%	20.6%	43.8%	100.0%

32B. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.) - Teaching them about the dangers of distractions while driving

CDL	N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
Yes	250	0.8%	1.2%	1.6%	9.6%	12.8%	34.0%	40.0%	100.0%
No	253	1.2%	2.0%	5.1%	19.4%	15.8%	21.7%	34.8%	100.0%
IDK	11	0.0%	0.0%	18.2%	45.5%	18.2%	18.2%	0.0%	100.0%
Total	514	1.0%	1.6%	3.7%	15.2%	14.4%	27.6%	36.6%	100.0%

32C. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.) - Establishing clear expectations about what is acceptable and not acceptable while driving

CDL	N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
Yes	250	1.2%	2.0%	1.2%	10.4%	14.0%	23.6%	47.6%	100.0%
No	253	1.6%	3.2%	6.3%	17.4%	16.6%	21.3%	33.6%	100.0%
IDK	11	0.0%	0.0%	0.0%	63.6%	27.3%	9.1%	0.0%	100.0%
Total	514	1.4%	2.5%	3.7%	15.0%	15.6%	22.2%	39.7%	100.0%

32D. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.) - Establishing clear rules about never using a cell phone while driving

CDL	N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
Yes	250	0.8%	1.6%	1.6%	10.8%	14.8%	27.6%	42.8%	100.0%
No	253	2.0%	2.8%	4.0%	17.4%	18.6%	21.7%	33.6%	100.0%
IDK	11	0.0%	0.0%	9.1%	36.4%	27.3%	18.2%	9.1%	100.0%
Total	514	1.4%	2.1%	2.9%	14.6%	16.9%	24.5%	37.5%	100.0%

32E. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.) - Modeling not driving distracted (like not using your cell phone while driving)

CDL	N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
Yes	250	1.6%	0.8%	2.8%	10.4%	13.2%	20.4%	50.8%	100.0%
No	252	2.0%	2.8%	2.0%	20.2%	15.9%	24.6%	32.5%	100.0%
IDK	11	0.0%	0.0%	0.0%	45.5%	18.2%	18.2%	18.2%	100.0%
Total	513	1.8%	1.8%	2.3%	16.0%	14.6%	22.4%	41.1%	100.0%

33A. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.) - Asking them about whether they are using a cell or not while driving

CDL	N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
Yes	250	1.2%	1.6%	1.2%	6.8%	12.0%	21.2%	56.0%	100.0%
No	253	2.4%	2.8%	4.0%	24.1%	19.8%	18.6%	28.5%	100.0%
IDK	11	0.0%	0.0%	0.0%	72.7%	27.3%	0.0%	0.0%	100.0%
Total	514	1.8%	2.1%	2.5%	16.7%	16.1%	19.5%	41.2%	100.0%

33B. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.) - Reminding them about your expectations about not using a cell phone while driving

CDL	N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
Yes	250	1.2%	1.6%	1.2%	10.0%	14.0%	32.8%	39.2%	100.0%
No	253	1.6%	2.8%	4.7%	17.8%	17.4%	21.3%	34.4%	100.0%
IDK	11	0.0%	0.0%	18.2%	36.4%	18.2%	18.2%	9.1%	100.0%
Total	514	1.4%	2.1%	3.3%	14.4%	15.8%	26.8%	36.2%	100.0%

33C. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.) - Following up with appropriate consequences if they violate workplace policies about using a cell phone while

CDL	N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
Yes	250	1.6%	1.6%	3.6%	10.0%	15.2%	22.0%	46.0%	100.0%
No	253	3.2%	2.0%	8.7%	17.4%	19.8%	15.8%	33.2%	100.0%
IDK	11	0.0%	0.0%	9.1%	54.5%	18.2%	18.2%	0.0%	100.0%
Total	514	2.3%	1.8%	6.2%	14.6%	17.5%	18.9%	38.7%	100.0%

34A. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.) - Positively recognizing them when they don't use their cell phone while driving

CDL	N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
Yes	250	0.0%	0.8%	2.8%	7.2%	12.8%	22.0%	54.4%	100.0%
No	253	0.8%	2.4%	4.7%	17.4%	15.4%	22.9%	36.4%	100.0%
IDK	11	0.0%	0.0%	0.0%	45.5%	27.3%	27.3%	0.0%	100.0%
Total	514	0.4%	1.6%	3.7%	13.0%	14.4%	22.6%	44.4%	100.0%

34B. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.) - Encouraging them when they make good choices about not driving distracted

CDL	N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
Yes	250	1.6%	0.8%	1.6%	7.6%	15.2%	33.6%	39.6%	100.0%
No	253	1.2%	0.8%	4.0%	17.0%	17.0%	21.3%	38.7%	100.0%
IDK	11	0.0%	9.1%	0.0%	27.3%	27.3%	18.2%	18.2%	100.0%
Total	514	1.4%	1.0%	2.7%	12.6%	16.3%	27.2%	38.7%	100.0%

34C. How comfortable are doing the following? (This includes knowing what to say and being comfortable talking about it with those you supervise.) - Positively recognizing them when they choose to focus on driving and ignore their cell phone

CDL	N	Not at all comfortable (1)	(2)	(3)	Moderately comfortable (4)	(5)	(6)	Extremely comfortable (7)	
Yes	250	1.6%	1.2%	0.8%	8.0%	18.4%	19.6%	50.4%	100.0%
No	253	0.8%	1.6%	4.3%	17.0%	17.4%	21.3%	37.5%	100.0%
IDK	11	9.1%	0.0%	0.0%	45.5%	18.2%	18.2%	9.1%	100.0%
Total	514	1.4%	1.4%	2.5%	13.2%	17.9%	20.4%	43.2%	100.0%

7.5 Appendix E – Family Conversations to Support Engaged Driving

FAMILY CONVERSATIONS TO SUPPORT ENGAGED DRIVING

As a parent, or someone in a parenting role, you play an important role in keeping your teen safe. Often, the key to your teen's safety is finding ways to have conversations with them. Conversations about distracted and engaged driving are crucial.

Distracted driving is anything that takes a driver's eyes off the road, hands off the wheel, or mind off driving. Distracted driving significantly contributes to motor vehicle crashes, especially among young and inexperienced drivers.^{1,2} Engaged driving keeps a driver's full attention on the task of driving.

As a parent, it's easy to tell your teen what to do, lecture, or give advice. Instead, try inviting them to participate in a conversation to explore distracted and engaged driving by "talking with" as opposed to "talking to" them.

These conversations can occur at almost any age, even before your teen has their driver's license.

This dialogue engages the logical part of their brain, gets them thinking, and can strengthen your relationship. It is more than just asking for your teen's opinion. It is about truly hearing and valuing what they are saying.

DISTRACTED DRIVING INCLUDES:

- using a cell phone to send a text message, talk, browse the internet or social media, or view photos or videos
- using a navigation system
- eating or drinking
- grooming tasks like applying makeup or brushing your teeth
- talking to passengers
- adjusting music
- reaching for objects
- focusing on people or pets in your vehicle

ENGAGED DRIVING INCLUDES:

- putting a cell phone down or out of reach
 - setting your navigation system or checking maps or directions before you begin driving, or pulling over when you do so
 - avoiding eating, drinking, or grooming tasks
 - asking passengers to limit their conversations to help you remain focused
 - assuring your radio/entertainment devices are set before driving
 - pulling over before tending to another person or pet in the vehicle
-

Your teen may not know exactly what to say, and that's okay. Conversations take time and don't need to happen in one sitting. Be patient and give them time to process, reflect, and respond.

Here are four steps you can follow to have a conversation that supports engaged driving.

STEP 1. EXPLORE DISTRACTED AND ENGAGED DRIVING

Start by asking open-ended questions to better understand your teen's thoughts, feelings, and challenges related to distracted and engaged driving.

You could say:

- *"There is a lot of talk about distracted driving. What do you think that means?"*
- *"What are some ways drivers can be distracted?"*
- *"What distractions challenge you (or will challenge you) as a driver?"*
- *"Why is understanding these challenges important?"*
- *"What would it be like (or is it like) to ride with a driver who is distracted?"*
- *"What does it mean or what would it look like for a driver to be engaged in the task of driving?"*

Your teen may respond to you with a question. Instead of answering immediately, give them time to think.

You could say:

- *"That's a great question. What do you think?"*
- *"How would you answer that?"*

CONVERSATION TIPS

- Avoid interrupting, judging (*"That's a bad idea."*), giving advice (*"I think you should..."*) or answering for them.
 - Pay attention to your body language when you are talking and when you are listening (e.g., turn toward your teen, nod, make eye contact when appropriate).
 - If you do not quite understand what your teen is saying or you need more information, you could say:
 - *"Tell me more about..."*
 - *"Help me understand..."*
 - *"Let me be sure I got everything you are saying..."*
 - *"Why is that?"*
 - Allow yourself to be in the conversation with them. After they've answered, you could say:
 - *"For me, I can find that..."*
 - *"I feel like..."*
 - *"I think that..."*
-

STEP 2. ESTABLISH RULES TOGETHER

From what you have learned, continue the conversation to establish rules together about distracted and engaged driving. Start by discussing what is valued within your family. You could say:

- *“When we think about driving and safety, what things are truly important to us as a family?”*
- *“What kind of drivers do we want (or would we want) to be?”*
- *“How do we want (or how would we want) passengers to feel when we are driving?”*
- *“How important is it that we take steps to avoid distracted driving?”*

Next, talk about ways to stay engaged while driving and to what you and your teen would be willing to commit. You could say:

- *“What are ways to stay engaged while driving?”*
- *“What could each of us commit to in order to stay engaged while driving?”*
- *“Let’s be specific. What rules could we create together to stay engaged while driving?”*
 - For example: *“Could you agree to put cell phones out of reach before driving or to avoid eating in the vehicle?”*

Talk about how you could share the rules you’ve created with friends and family. You could say:

- *“How may we tell our friends and family that we’ve agreed we won’t ...”*
- *“How could we take the rules we’ve created together and make them family rules?”*
 - Consider a conversation about family rules where everyone gets a say.

Set the expectation that it is okay to remind one another about the rules. Discuss how you will remind each other about the rules and what happens if the rules are violated. Will there be consequences for violating the rules? Consequences should not be just for your teen. You could say:

- *“What role do we have if one of us is engaging in an unsafe behavior while driving?”*
- *“How do we draw attention to the rule?”*
 - *“How do the tone or words we use matter?”*
 - *“What are some things we could say?”*
 - Here are some ideas:
 - *“I noticed you answered your cell phone calls when you were driving. I am concerned that if we were in a crash you would be hurt. Would you mind putting your cell phone on silent?”*
 - *“I was upset when I saw that you had your phone in your hand when you were driving. I was worried about your safety and the safety of your friends. Would you please leave your phone in your bag when you are driving?”*
- *“Are there consequences for violating the rules? Why or why not?”*
- *“What would logical consequences be for violating the rules?”*
 - Rather than punishment, a logical consequence is about supporting the learning process and strengthening decision-making skills. Logical consequences should come soon after an unsafe behavior and need to be provided in a way that maintains a healthy relationship. For example: limiting driving, limiting passengers, loss of phone, etc.

STEP 3. PRACTICE AND SUPPORT THE RULES

It takes time to establish habits (and to break bad habits). Trying out the new engaged driving rules you've established together and supporting the positive engaged driving behaviors you want to see are important parts of the learning process. Ongoing conversations to support your teen are opportunities for engagement and connection.

Follow the rules you have created together. Model the positive behaviors you want to see. Modeling is an important teaching tool.

Check in to see how it is going. Discuss any challenges your teen may have and how to manage those challenges. You could say:

- *"How are the rules we've established? Do they still work for you? Are you struggling at all?"*
- *"What are ways we can remember the rules?"*

Apply logical consequences when needed. With your feelings in check, invite your teen into a discussion about the expectations you established about engaged driving. Logical consequence should be applied as a teachable moment.

STEP 4. RECOGNIZE EFFORT

Your recognition can go a long way in promoting positive behaviors. Your praise and encouragement can make a big difference. Recognize effort, quality, and small successes. You could say:

- *"I appreciated when you chose not to answer your phone when I called and you were driving."*
- *"I was glad to see you choosing to wait to reach for something while you were driving."*
- *"I noticed you put your phone away before you started driving. Great job!"*

CLOSING

Keeping your teen safe doesn't happen by chance. Having conversations about distracted and engaged driving and creating rules together play an important role. You have a strong influence on your teen's decisions, and your efforts to have conversations about engaged driving can improve safety for your family.

REFERENCES

1. National Center for Statistics and Analysis. (2019, April). *Distracted driving in fatal crashes, 2017*. (Traffic Safety Facts Research Note. Report No. DOT HS 812 700). Washington, DC: National Highway Traffic Safety Administration.
2. Klauser, G., Guo, F., Simons-Morton, B., Ouimet, C., Lee, S., & Dingus, T. (2014). Distracted driving and risk of road crashes among novice and experienced drivers. *New England Journal of Medicine*, 370, 54-59.



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7.6 Appendix F – Workplace Conversations to Support Engaged Driving

WORKPLACE CONVERSATIONS TO SUPPORT ENGAGED DRIVING

As a supervisor, you play an important role in keeping those you supervise safe. Often, the path to safety is finding ways to have meaningful conversations. Conversations about distracted and engaged driving are crucial.

Distracted driving is anything that takes a driver's eyes off the road, hands off the wheel, or mind off driving. Distracted driving significantly contributes to motor vehicle crashes. A person's chance of being involved in a crash nearly doubles when they are using a cell phone and more than doubles when they are texting.¹ Engaged driving keeps a driver's full attention on the task of driving.

As a supervisor, it's easy to tell those you supervise what to do, lecture, or give advice. Instead, try inviting them to participate in a conversation to explore distracted and engaged driving by "talking with" as opposed to "talking to" them. Having conversations engages the logical part of the brain, gets people thinking, and can strengthen your relationship. It is more than just asking for someone's opinion. It is about truly hearing and valuing what they are saying.

DISTRACTED DRIVING INCLUDES:

- using a cell phone to send a text message, talk, browse the internet or social media, or view photos or videos
- using a navigation system
- eating or drinking
- grooming tasks like applying makeup or brushing your teeth
- talking to passengers
- adjusting music
- reaching for objects
- focusing on people or pets in your vehicle

ENGAGED DRIVING INCLUDES:

- putting a cell phone down or out of reach
 - setting your navigation system, or checking maps or directions, before you begin driving, or pulling over when you do so
 - avoiding eating, drinking, or grooming tasks
 - asking passengers to limit their conversations to help you remain focused
 - assuring your radio/entertainment devices are set before driving
 - pulling over before tending to another person or pet in the vehicle
-

Those you supervise may not know exactly what to say. That's okay. Conversations take time and don't need to happen in one sitting. Be patient and give them time to process, reflect, and respond. Here are four steps you can follow to have a conversation that supports engaged driving.

STEP 1. EXPLORE DISTRACTED AND ENGAGED DRIVING

Start by asking open-ended questions to better understand their thoughts, feelings, and challenges related to distracted and engaged driving. You could say:

- *"There is a lot of talk about distracted driving. What do you think that means?"*
- *"What are some ways drivers can be distracted?"*
- *"What distractions challenge you as a driver?"*
- *"Why is understanding these challenges important?"*
- *"What is it like to ride with a driver who is distracted?"*
- *"What does it mean for a driver to be engaged in the task of driving?"*

Those you supervise may respond to you with a question. Instead of answering immediately, give them time to think. You could say:

- *"That's a great question. What do you think?"*
- *"How would you answer that?"*

CONVERSATION TIPS

- Avoid interrupting, judging (*"That's a bad idea."*), giving advice (*"I think you should..."*) or answering for them.
 - Pay attention to your body language when you are talking and when you are listening (e.g., turn toward them, nod, make eye contact when appropriate).
 - If you do not quite understand what they are saying or you need more information, you could say:
 - *"Tell me more about..."*
 - *"Help me understand..."*
 - *"Let me be sure I got everything you are saying..."*
 - *"Why is that?"*
 - Allow yourself to be in the conversation with them. After they've answered, you could say:
 - *"For me, I can find that..."*
 - *"I feel like..."*
 - *"I think that..."*
-

STEP 2. CLARIFY EXPECTATIONS AND POLICIES

From what you have learned, continue the conversation to clarify expectations and policies about distracted and engaged driving. Start by discussing what is valued within your workplace. You could ask:

- *“When we think about driving and safety, what things are truly important to us as a workplace?”*
- *“What kind of drivers do we want to be?”*
- *“How do we want passengers to feel when we are driving?” (If appropriate)*
- *“How important is it that we take steps to avoid distracted driving?”*

If you already have workplace policies about distracted driving, engage those you supervise in a conversation about the policies within the context of your specific work environment.

- *“What are your reactions to the policy?”*
- *“From your perspective, how is the policy working?”*
- *“Is there anything that concerns you?”*
- *“What do you think is the most challenging part of the policy within our work environment?”*
- *“What ideas do you have for helping all of us be accountable to the policy?”*

Talk about how you could share the policies your workplace has created with friends and family. You could ask:

- *“How may we tell our colleagues, friends, and family that we have a workplace policy that we won’t ...”*

Set the expectation that it is okay to remind one another about the policies. Discuss how you will remind each other about the policies and what has been established if the policies are violated. You could say:

- *“What responsibility do we have if one of us is engaging in an unsafe behavior while driving?”*
- *“How do we draw attention to the policy?”*
 - *“How do the tone or words we use matter?”*
 - *“What are some things we could say or do?”* For example:
 - Proactively remind in a gentle, non-public way by saying, *“Remember to put your cell phone on silent.”*
- *“What would logical consequences be for violating the policies?”*
 - Rather than punishment, a logical consequence is about supporting the learning process and strengthening decision-making skills. Logical consequences should come soon after an unsafe behavior and need to be provided in a way that maintains a healthy relationship. For example: limiting driving, limiting passengers, etc.

Be sure that you both are on the same page about the expectations of your workplace policies. You could say, *“I want to make sure we are on the same page. Tell me your understanding of what we are agreeing to avoid distracted driving?”*

STEP 3. PRACTICE AND SUPPORT THE POLICIES

It takes time to establish habits (and to break bad habits). Supporting the positive engaged driving behaviors you want to see is an important part of the learning process. Ongoing conversations to support those you supervise are opportunities for engagement and connection.

Model the positive behaviors you want to see. Modeling is an important teaching tool.

Check in to see how it is going. Discuss any challenges they may have and how to manage those challenges. You could say:

- *“How are the expectations we’ve established going?”*
- *“Are you struggling at all?”*
- *“Have you implemented any of the ideas to help you drive distraction-free?”*
- *“Were you able to speak up when you saw a coworker or supervisor engage in distracted driving? How did it go? How can I support you to feel more confident in speaking up when you see unsafe driving behaviors?”*

Follow through with logical consequences when needed. With your feelings in check, engage in a discussion about the expectations you established about engaged driving. Logical consequence should be applied as a teachable moment.

STEP 4. RECOGNIZE EFFORT

Your recognition can go a long way in promoting positive behaviors. Your praise and encouragement can make a big difference. Recognize effort, quality, and small successes. You could say:

- *“I appreciated when you chose not to answer your phone when I called and you were driving.”*
- *“I was glad to see you choosing to wait to reach for something while you were driving.”*
- *“I noticed you put your phone away before you started driving. Great job!”*
- *“I appreciate that you spoke up when you thought I was distracted. Thanks for the reminder to stay focused on driving.”*

CLOSING

Keeping those you supervise safe doesn’t happen by chance. Having conversations about distracted and engaged driving and following your workplace’s policies play an important role. You have a strong influence on the decisions of those you supervise, and your efforts to have conversations about engaged driving can improve safety for your workplace.

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1. Owens, J.M., Dingus, T.A., Guo, F., Fang, Y., Perez, M. & McClafferty, J. (2018). Crash risk of cell phone use while driving: A case – crossover analysis of naturalistic driving data. AAA Foundation for Traffic Safety. Retrieved from https://aaaafoundation.org/wp-content/uploads/2018/01/CellPhoneCrashRisk_FINAL.pdf



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7.7 Appendix G – Resources to Promote Family Conversations

Resources to Promote Family Conversations About Engaged Driving

Distracted driving contributes to more than 6 out of every 10 crashes.¹ A driver's odds of crash involvement nearly double when engaging in any form of cell phone use (even more so when texting).²

Distractions are anything that takes a driver's eyes off the road, hands off the wheel or mind off driving, like using a cell phone, adjusting music, or even reaching for an object.

The Pooled Fund on Traffic Safety Culture (mdt.mt.gov/research/projects/trafficsafety.shtml) sponsored a project completed by the Center for Health and Safety Culture (CHSCulture.org) to develop resources for families and workplaces to reduce distracted driving and promote engaged driving.

These resources include guidance on family conversations to support engaged driving, presentation slides, a webinar, and a final report (mdt.mt.gov/research/projects/trafficsafety-engaged.shtml).

The following are ways to use these resources.

- State and local traffic safety stakeholders can post the conversation guidance documents on their websites.
- This informational sheet includes sample language for a public service announcement, draft social media posts, and a brief description of the conversation guidance that could be placed in newsletters or in email blasts. All these messages can help promote the guidance for families.
- Traffic safety leaders can reach out to their state and local partners to use this document to promote the family conversation guide. Local public health educators, local chambers of commerce, law enforcement agencies, health care providers, and schools can all assist with promoting the family conversation guide.
- Traffic safety leaders could facilitate recording the public service announcements using state and local voices. The audio files could be made available to local communities and radio stations for distribution.
- Draft PowerPoint slides are available, which can be downloaded and modified by state and local organizations to use in presentations about traffic safety.

60-Second Public Service Announcement

"As parents, we play an important role in keeping our teens safe.

Often, the key to our teen's safety is finding ways to have conversations with them.

Conversations about distracted and engaged driving are critical-- especially if you have a young driver in your family.

Distractions are anything that takes a driver's eyes off the road, hands off the wheel or mind off driving, like using a cell phone, adjusting music, or even reaching for an object.

Distracted driving significantly contributes to motor vehicle crashes, especially among young and inexperienced drivers.

¹ Dingus, T., Guo, F., Lee, S., Antin, J., Perex, M., Buchanan-King, M., & Hankey, J. (2016). Driver crash risk factors and prevalence evaluation using naturalistic driving data. *PNAS*, *113*(10), 2636-2641.

² Owens, J.M., Dingus, T.A., Guo, F., Fang, Y., Perez, M. & McClafferty, J. (2018). Crash risk of cell phone use while driving: A case – crossover analysis of naturalistic driving data. AAA Foundation for Traffic Safety.

Instead of lecturing or giving advice, I chose to have conversations about engaged driving. We created rules together about engaged driving. A resource called Family Conversations to Support Engaged Driving gave me the words to use so I could have constructive conversations with my teen in ways that strengthened our relationship.

To learn more about Family Conversations to Support Engaged Driving, visit <website>.”

Brief Newsletter or Email Announcement

Distracted driving significantly contributes to motor vehicle crashes, especially among young and inexperienced drivers. Distractions include anything that takes a driver’s eyes off the road, hands off the wheel or mind off driving, like using a cell phone, adjusting music, or even reaching for an object.

Parents can plan an important role in keeping their teens safe – especially when their teens start driving. Often, the key to keeping teens safe is finding ways to have conversations with them.

[Agency Name] has a resource for parents that provides guidance on conversations to reduce distracted driving and support engaged driving. The resource includes ways to establish clear rules and expectations about what is and isn’t acceptable while driving. Visit our website at XX to download Family Conversations to Support Engaged Driving.

Social Media Posts

- Distracted driving significantly contributes to motor vehicle crashes, especially among young and inexperienced drivers. If you have a young driver in the family, download Family Conversations to Support Engaged Driving [link] and establish clear rules and expectations about what is and isn’t acceptable while driving.
- Distracted driving includes anything that takes a driver’s eyes off the road, hands off the wheel or mind off driving, like using a cell phone, adjusting music, or even reaching for an object. If you have a young driver in the family, download the resource Family Conversations to Support Engaged Driving [link] and establish clear rules and expectations about what is and isn’t acceptable while driving.
- Parents – reduce distracted driving by your teen: Family Conversations to Support Engaged Driving [link]
- Parents - establish clear rules and expectations about what is and isn’t acceptable for your teen while driving: Family Conversations to Support Engaged Driving [link]



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7.8 Appendix H – Resources to Promote Workplace Conversations

Resources to Promote Workplace Conversations About Engaged Driving

Distracted driving contributes to more than 6 out of every 10 crashes.¹ A driver's odds of crash involvement nearly double when engaging in any form of cell phone use (even more so when texting).²

Distractions are anything that takes a driver's eyes off the road, hands off the wheel or mind off driving, like using a cell phone, adjusting music, or even reaching for an object.

The Pooled Fund on Traffic Safety Culture (mdt.mt.gov/research/projects/trafficsafety.shtml) sponsored a project completed by the Center for Health and Safety Culture (CHSCulture.org) to develop resources for families and workplaces to reduce distracted driving and promote engaged driving.

These resources include guidance on workplace conversations to support engaged driving, presentation slides, a webinar, and a final report (mdt.mt.gov/research/projects/trafficsafety-engaged.shtml).

The following are ways to use these resources.

- State and local traffic safety stakeholders can post the conversation guidance documents on their websites.
- This informational sheet includes sample language for a public service announcement, draft social media posts, and a brief description of the conversation guidance that could be placed in newsletters or in email blasts. All these messages can help promote the guidance for workplaces.
- Traffic safety leaders can reach out to their state and local partners to use this document to promote the workplace conversation guide. Local public health educators, local chambers of commerce, large businesses, state and local agencies, law enforcement agencies, and health care providers can all assist with promoting the workplace conversation guide.
- Traffic safety leaders could facilitate recording the public service announcements using state and local voices. The audio files could be made available to local communities and radio stations for distribution.
- Draft PowerPoint slides are available, which can be downloaded and modified by state and local organizations to use in presentations about traffic safety.

60-Second Public Service Announcement

"As supervisor at work, I play an important role in keeping everyone safe.

Often, the key to workplace safety is finding ways to have conversations with people I supervise.

Conversations about distracted and engaged driving are critical-- especially with employees who drive for work.

Distractions are anything that takes a driver's eyes off the road, hands off the wheel or mind off driving, like using a cell phone, adjusting the radio, or even reaching for an object.

Distracted driving significantly contributes to motor vehicle crashes.

¹ Dingus, T., Guo, F., Lee, S., Antin, J., Perex, M., Buchanan-King, M., & Hankey, J. (2016). Driver crash risk factors and prevalence evaluation using naturalistic driving data. *PNAS*, *113*(10), 2636-2641.

² Owens, J.M., Dingus, T.A., Guo, F., Fang, Y., Perez, M. & McClafferty, J. (2018). Crash risk of cell phone use while driving: A case – crossover analysis of naturalistic driving data. AAA Foundation for Traffic Safety.

I chose to have conversations about engaged driving with those I supervise. Together, we discuss our workplace's values and policies. A resource called Workplace Conversations to Support Engaged Driving gave me the words to use so I could have constructive conversations with them in ways that strengthened our relationship and improved safety.

To learn how you can have conversations to support engaged driving, visit <website>."

Brief Newsletter or Email Announcement

Distracted driving significantly contributes to motor vehicle crashes – a leading source of workplace injuries and fatalities. Distractions include anything that takes a driver's eyes off the road, hands off the wheel or mind off driving, like using a cell phone, adjusting music, or even reaching for an object.

Supervisors can plan an important role in keeping employees safe and avoiding costly workplace traffic safety incidents. Often, the key to keeping employees safe is finding ways to have constructive conversations between supervisors and those they oversee.

[Agency Name] has a resource for workplaces that provides guidance on conversations to reduce distracted driving and support engaged driving. The resource includes ways to clarify policies and expectations about what is and isn't acceptable while driving. Visit our website at XX to download Workplace Conversations to Support Engaged Driving.

Social Media Posts

- Distracted driving significantly contributes to motor vehicle crashes – a leading source of workplace injuries and fatalities. If you supervise employees who drive for work, download Workplace Conversations to Support Engaged Driving [link] and clarify your workplaces policies and expectations about what is and isn't acceptable while driving.
- Distracted driving includes anything that takes a driver's eyes off the road, hands off the wheel or mind off driving, like using a cell phone, adjusting music, or even reaching for an object. If your employees drive for work, download the resource Workplace Conversations to Support Engaged Driving [link] and clarify your policies and expectations about what is and isn't acceptable while driving.
- Workplaces – reduce distracted driving by your employees: Workplace Conversations to Support Engaged Driving [link]
- Workplaces – clarify your policies and expectations about what is and isn't acceptable for your employees while driving: Workplace Conversations to Support Engaged Driving [link]



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