



Webinar

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

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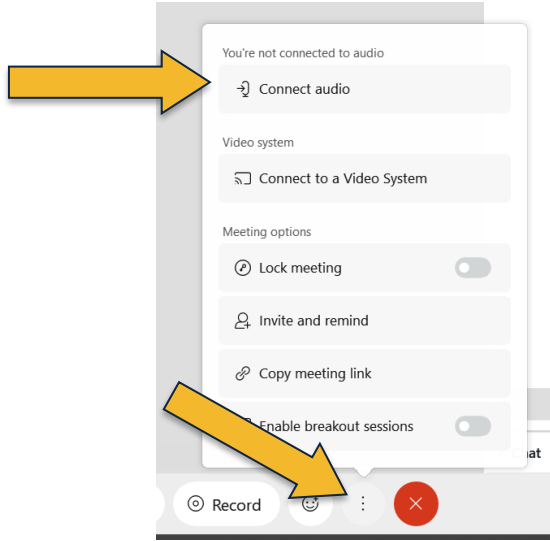
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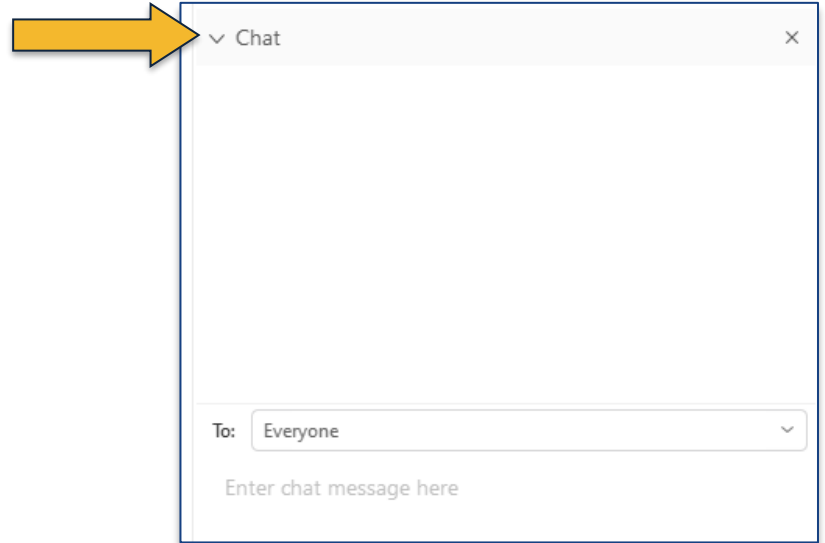
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Use the chat box to send questions. Please send questions to both panelists and host.



About the Center for Health and Safety Culture

We are an interdisciplinary center serving communities and organizations through research, training, and guidance to cultivate healthy and safe cultures.

Core Issues



Traffic Safety

Substance Misuse



Domestic Violence



Child Wellbeing



Quick Question

Does your organization have a clear policy about distracted driving? Is it enforced?

(put your answer in the chat box)

Challenge

Distraction is a factor in about 7 out of 10 (68%) crashes¹

- Cell phone use nearly doubles odds of crash involvement²

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. Retrieved from https://aaafoundation.org/wp-content/uploads/2018/01/CellPhoneCrashRisk_FINAL.pdf

Purpose

- To design tools and strategies that address distracted driving and foster **conversations** by **families** and **supervisors** to establish (or clarify existing) expectations and rules about distracted driving
- To promote “engaged driving”

Agenda

- Explore distracting behaviors
- Explore common elements of interventions
- What we learned from surveys
- What we learned testing messages
- Resources
- Questions

Distracting Behaviors

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).

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.

Common Elements of Interventions

1. Cognitive engagement
2. Build knowledge and skills
3. Practice
4. Support
5. Motivation

Fostering an internal locus of control

Methods – Surveys (Phase 1)

- Developed surveys to assess
 - Behaviors and beliefs associated with distracted driving
 - 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
- Recruited participants online who
 - Parents with young drivers (n= 529)
 - Supervisors of employees who drive for work (n= 514)
- Analyzed the models

Distracting Behaviors

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

Intervening Behaviors

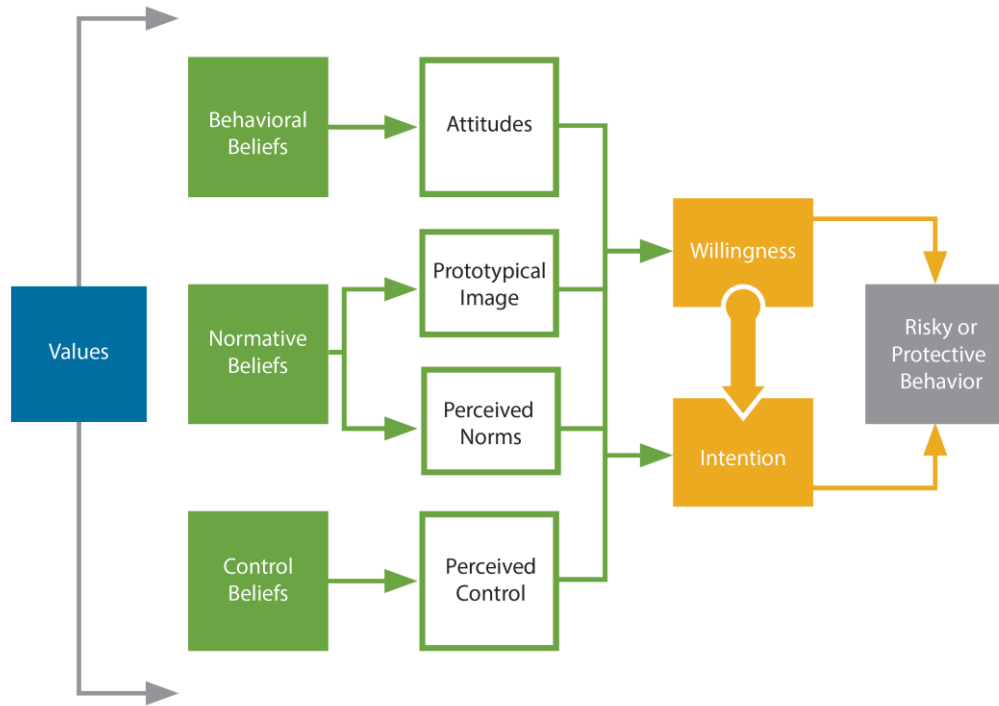
Parents

- Getting input
- Teaching
- Supporting
- Recognizing

Supervisors

- Getting input
- Teaching
- Supporting
- Recognizing

Beliefs Based on a Behavioral Model



Risky

Driving distracted

Protective

Intervening

Findings – Parent Distracted Driving

“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

Findings – Parent Distracted Driving

Willingness to drive distracted was predicted by

- Attitude
 - Imagine you are a passenger. How would you feel about the driver...?
Safe/Dangerous
- Perceived injunctive norms
 - How do most people important to you feel about...? Unacceptable/Acceptable
- Perceived descriptive norms
 - How often do most drivers in your community...?
- Perceived control
 - How much choice do you have in doing...?
 - How easy or difficult would it be to AVOID doing...?

Findings – Family Rules

“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%

Findings – Parenting Behaviors: Get Input

“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%

n=529

Findings – Parenting Behaviors: Teach

“How often do you do the following with this child?”	Rarely/ Never	Sometimes	Usually/ Always
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%

Findings – Parenting Behaviors: Support

“How often do you do the following with this child?”	Rarely/ Never	Sometimes	Usually/ Always
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%

n=529

Findings – Parenting Behaviors: Recognize

“How often do you do the following with this child?”	Rarely/ Never	Sometimes	Usually/ Always
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%

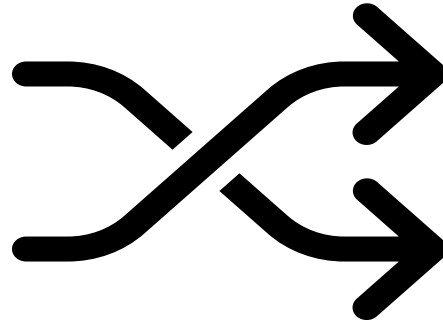
n=529

Findings – Predicting Parenting Behaviors

Parenting behaviors were predicted by

- Attitude about teaching their child (6 semantic differentials)
- Parenting behavioral beliefs
 - importance of parenting behaviors – getting input, teaching, supporting, recognizing
- Parenting perceived descriptive norms
- Parenting perceived control
 - quality of relationship and communication with teen
 - how comfortable they felt engaging in the four behaviors

Parents



Supervisors

Findings – Supervisors in Workplaces

“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%, 65%	22%, 26%	56%, 10%
Had a conversation on a cell phone without holding it ("hands free")	12%, 25%	34%, 49%	54%, 26%
Typed or read on a cell phone	22%, 64%	27%, 28%	51%, 8%
Adjusted the radio, sound system, or vehicle devices	7%, 10%	34%, 57%	59%, 33%
Reached for an object in the vehicle	11%, 28%	32%, 54%	57%, 18%

Findings – Workplace Rules

“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%

Findings – Supervising Behaviors: Get Input

“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%

n=514

Findings – Supervising Behaviors: Teach

“How often do you do the following with those you supervise?”	Rarely/ Never	Sometimes	Usually/ Always
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%

Findings – Supervising Behaviors: Support

“How often do you do the following with those you supervise?”	Rarely/ Never	Sometimes	Usually/ Always
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%

n=514

Findings – Supervising Behaviors: Recognize

“How often do you do the following with those you supervise?”	Rarely/ Never	Sometimes	Usually/ Always
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

Methods – Surveys (Phase 2)

- Developed surveys to test reactions to
 - Messages to promote guidance
 - Emotional reaction (9 word-pairs)
 - Perception of efficacy (9 word-pairs) and credibility (4 word-pairs)
 - Intention to read guidance (after hearing promotional message)
 - Guidance
 - Perception of importance, comfort in using, willingness to use, and suggestions for improvements
- Recruited participants online
 - Parents with young drivers (n= 258)
 - Supervisors of employees who drive for work (n= 305)

Example Parent Message

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](#)>.

Findings – Message and Guidance Testing

Parent responses about the message:

- Most (96%) indicated they were moderately or more likely to read the guidance
- Positive affective reactions to the message (positive, interesting, appealing, pleasant, likeable, uplifting, etc.)
- High perception of effectiveness
- High perception of credibility

Parent responses about the guidance:

- Important to engage in conversation with their teen
- Comfortable with guidance
- Willing

Key Take-Aways

- Families and workplaces are potential contexts to address distracted driving
- Many parents and supervisors are engaging in distracted driving.
- A variety of beliefs (attitudes, perceived norms, and perceived control) are associated with willingness to engaging in distracting behaviors.
- Many families have rules about distracting driving – and there is room to grow.
 - There are opportunities to improve conversations between parents and teens.
- Many workplaces have rules about distracting driving – and there is room to grow.
 - There are opportunities to improve conversations between supervisors and employees.

Key Take-Aways

Reactions to resources

- Both parents and supervisors responded favorably to the messages promoting the conversation guidance
- Both responded favorably to the guidance

Resources

Written Documents

- Conversation Guidance Documents
 - Parents
 - Supervisors
- Resources to promote the Guidance Documents
- Summary Poster
- Final Report

Visit <https://www.mdt.mt.gov/research/projects/trafficsafety.shtml>

[Google MDT Traffic Safety Culture]

Limitations

- This project used correlation analyses. Correlation does not establish causality. Therefore, these recommendations may result in behavior change; however, we have no evidence of actual behavior change.
- The project began prior to COVID-19, briefly paused during initial shutdowns, and resumed in the spring of 2021.

Questions

Please enter any questions in the chat box.

Related Research

Current Projects

- A Review of Methods to Change Beliefs
- Resources and Tools to Reduce Multi-Risk Driving Behaviors

<https://www.mdt.mt.gov/research/projects/trafficsafety.shtml>

[Google MDT Traffic Safety Culture]

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