THE Keystone CTSP & Novice Driver Safety Educators Newsletter

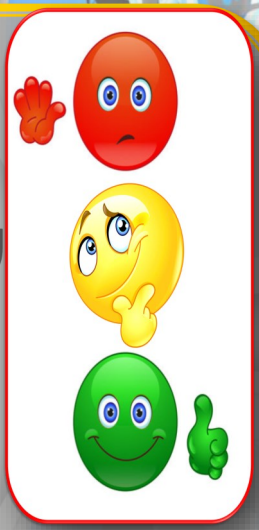
Volume 2 Issue 3 2021

SCHOLARS FORUM

IUP

1st PLACE

STOP, Think, & GO



Decision Making Process

SWPBIS:Update

Made Possible Through a Grant From:

pennsylvania DEPARTMENT OF TRANSPORTATION

IUP Institute for Rural Health & Safety

Contents

Inside This Issue	2
Award Winning Presentation Poster—IUP Scholars Forum	3
Update: High School Implementation of SWPBIS in Pennsylvania	6
Stop, Think ,and Go Decision Making Process	7

Issue 2
Keystone CTSP
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IUP/IRHS Center for Transportation

PDE Driver & Safety Education

PennDOT Young Driver

THE Keystone CTSP & Novice Driver Safety Educators

Inside This Issue

Hello!

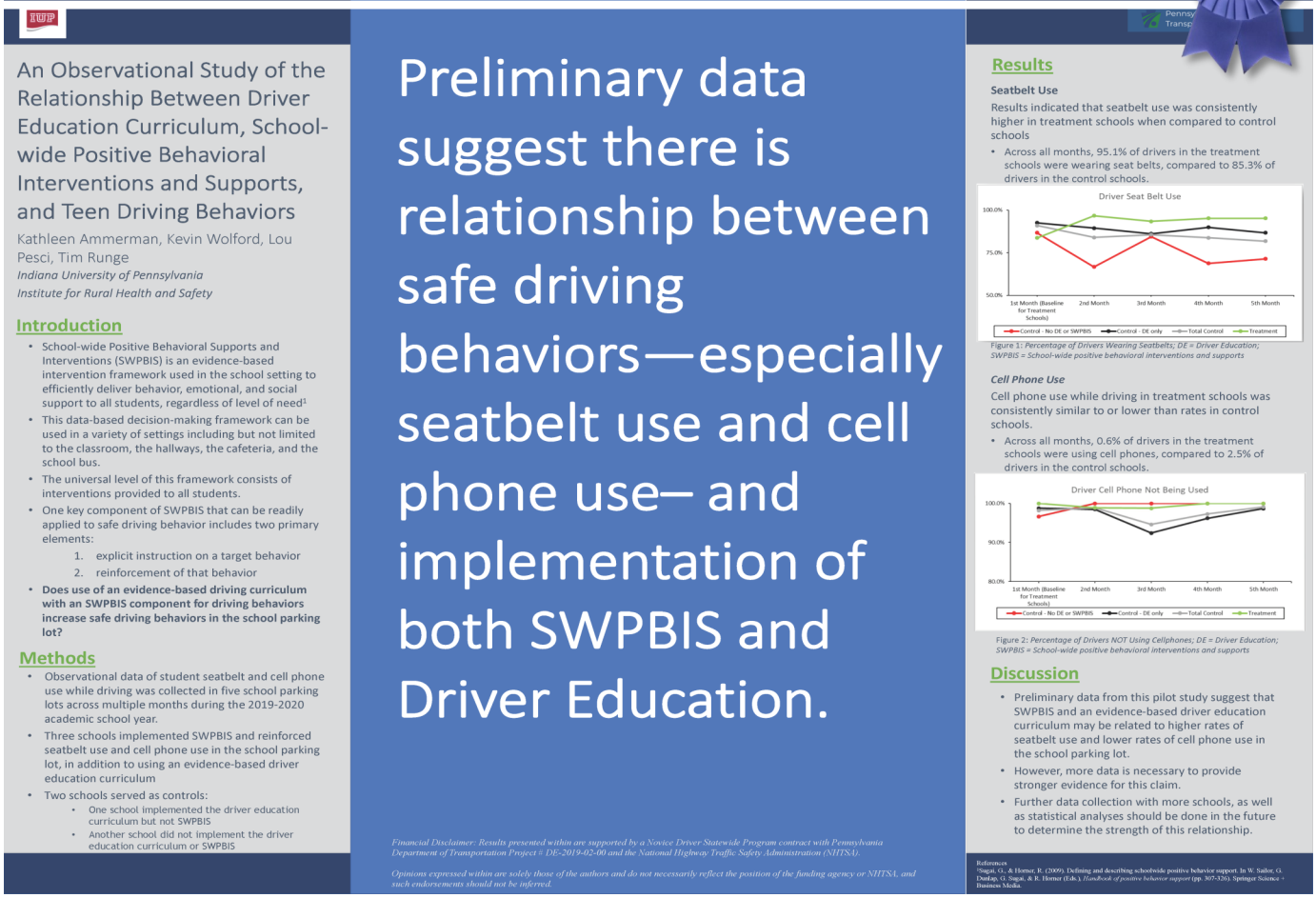
In this issue, articles focus on the educational/behavioral and research aspects of the NDSP. The presentation of our research results in “Award Winning Presentation Poster—IUP Scholars Forum “. A summary of data is offered in “Update: High School Implementation of SWPBIS in Pennsylvania”. Finally, “Stop, Think, and Go-Decision Making Process” illustrates the NDSP presentation of the final piece of resource training material.

The IUP Scholars Forum is a competitive academic event that provides students the opportunity to present their research and other work for assessment by groups of faculty judges. These submissions range from performances and artwork to various types of research presentations. Doctoral candidate, Kathleen Ammerman, NDSP Assistant SWPBIS Coordinator, was presented the Outstanding Poster Award in the College of Education and Communications division with her presentation of our initial research results on teen driving behavior and their correlations with Driver Education and SWPBIS. Kathleen’s work is highlighted beginning on page 5 of this issue. Congratulations Kathleen, and thanks for bringing attention to our project!

Dr. Tim Runge provides an update on the latest data on SWPBIS it’s application in PA high schools.

Finally, the introduction to the *Stop, Think and Go Decision Making Process* was presented on May 24, with 15 participants. This is the concluding segment of the resource materials reworked by the NDSP for the PA Enhanced Driving Curriculum. The recording of this presentation will be available for several more weeks at : Topic: NDSP Decision Making Presentation Access Passcode: STG#2021

Award Winning Presentation Poster—IUP Scholars Forum



An Observational Study of the Relationship Between Driver Education Curriculum, School-wide Positive Behavioral Interventions and Supports, and Teen Driving Behaviors

Kathleen Ammerman, Kevin Wolford, Lou Pesci, Tim Runge

Indiana University of Pennsylvania

Institute for Rural Health and Safety

Introduction

- School-wide Positive Behavioral Supports and Interventions (SWPBIS) is an evidence-based intervention framework used in the school setting to efficiently deliver behavior, emotional, and social support to all students, regardless of level of need[1]
- This data-based decision-making framework can be used in a variety of settings including but not limited to the classroom, the hallways, the cafeteria, and the school bus.
- The universal level of this framework consists of interventions provided to all students.
- One key component of SWPBIS that can be readily applied to safe driving behavior includes two primary elements:
  1. explicit instruction on a target behavior
  2. reinforcement of that behavior
- **Does use of an evidence-based driving curriculum with an SWPBIS component for driving behaviors increase safe driving behaviors in the school parking lot?**

Methods

- Observational data of student seatbelt and cell phone use while driving was collected in five school parking lots across multiple months during the 2019-2020 academic school year.
- Three schools implemented SWPBIS and reinforced seatbelt use and cell phone use in the school parking lot, in addition to using an evidence-based driver education curriculum
- Two schools served as controls:
  - One school implemented the driver education curriculum but not SWPBIS
  - Another school did not implement the driver education curriculum or SWPBIS

Preliminary data suggest there is relationship between safe driving behaviors—especially seatbelt use and cell phone use– and implementation of both SWPBIS and Driver Education.

Financial Disclaimer: Results presented within are supported by a Novice Driver Statewide Program contract with Pennsylvania Department of Transportation Project # DE-2019-02-00 and the National Highway Traffic Safety Administration (NHTSA).

Opinions expressed within are solely those of the authors and do not necessarily reflect the position of the funding agency or NHTSA, and such endorsements should not be inferred.

Results

Seatbelt Use

Results indicated that seatbelt use was consistently higher in treatment schools when compared to control schools

- Across all months, 95.1% of drivers in the treatment schools were wearing seat belts, compared to 85.3% of drivers in the control schools.

Figure 1: *Percentage of Drivers Wearing Seatbelts; DE = Driver Education; SWPBIS = School-wide positive behavioral interventions and supports*

Cell Phone Use

Cell phone use while driving in treatment schools was consistently similar to or lower than rates in control schools.

- Across all months, 0.6% of drivers in the treatment schools were using cell phones, compared to 2.5% of drivers in the control schools.

Figure 2: *Percentage of Drivers NOT Using Cellphones; DE = Driver Education; SWPBIS = School-wide positive behavioral interventions and supports*

Discussion

- Preliminary data from this pilot study suggest that SWPBIS and an evidence-based driver education curriculum may be related to higher rates of seatbelt use and lower rates of cell phone use in the school parking lot.
- However, more data is necessary to provide stronger evidence for this claim.
- Further data collection with more schools, as well as statistical analyses should be done in the future to determine the strength of this relationship.

References

[1]Sugai, G., & Horner, R. (2009). Defining and describing schoolwide positive behavior support. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), *Handbook of positive behavior support* (pp. 307-326). Springer Science + Business Media.

Outstanding Poster Award:-Graduate :
Kathleen Ammerman, "An Observational Study of the Relationship between Driver Education Curriculum, School-wide Positive Behavioral Interventions and Supports, and Teen Driving Behaviors"
Faculty Mentor: Dr. Timothy Runge

Presentation

Presented virtually Wednesday, April 7th, 2021

Title: An observational study of the relationship between Driver Education Curriculum, School-Wide Positive Behavioral Interventions and Supports, and Teen Driving Behaviors

Authors: Kathleen Ammerman, Kevin Wolford, Lou Pesci, Tim Runge

Background

School-wide Positive Behavioral Interventions and Supports (SWPBIS) is an evidence-based intervention framework used in the school setting to efficiently deliver behavior, emotional, and social support to all students, regardless of level of need (Sugai & Horner, 2009). This data-based decision-making framework can be used in a variety of settings including but not limited to the classroom, the hallways, the cafeteria, and the school bus. The universal level of this framework consists of interventions provided to all students. Direct instruction and systematic reinforcement of desired behaviors, a key component of SWPBIS, can be readily applied to safe driving behav-

iors. In the current pilot study, SWPBIS was used as an additional behavior support measure combined with an evidence-based driver education curriculum (adapted from Pennsylvania Department of Education, 2020).

Methods

Observational data of student seatbelt and cell phone use while driving was collected in five school parking lots across multiple months during the 2019-2020 academic year. Three schools implemented SWPBIS and reinforced seatbelt use and cell phone use in the school parking lot, in addition to using an evidence-based driver education curriculum. Two schools served as controls: (a) one school implemented the driver education curriculum but not SWPBIS; (b) another school did not implement the driver education curriculum or SWPBIS.

Results

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Results indicated that seatbelt use was consistently higher in treatment schools when compared to control schools. Across all months, 95.1% of drivers in the treatment schools were wearing seat belts, compared to 85.3% of drivers in the control schools.

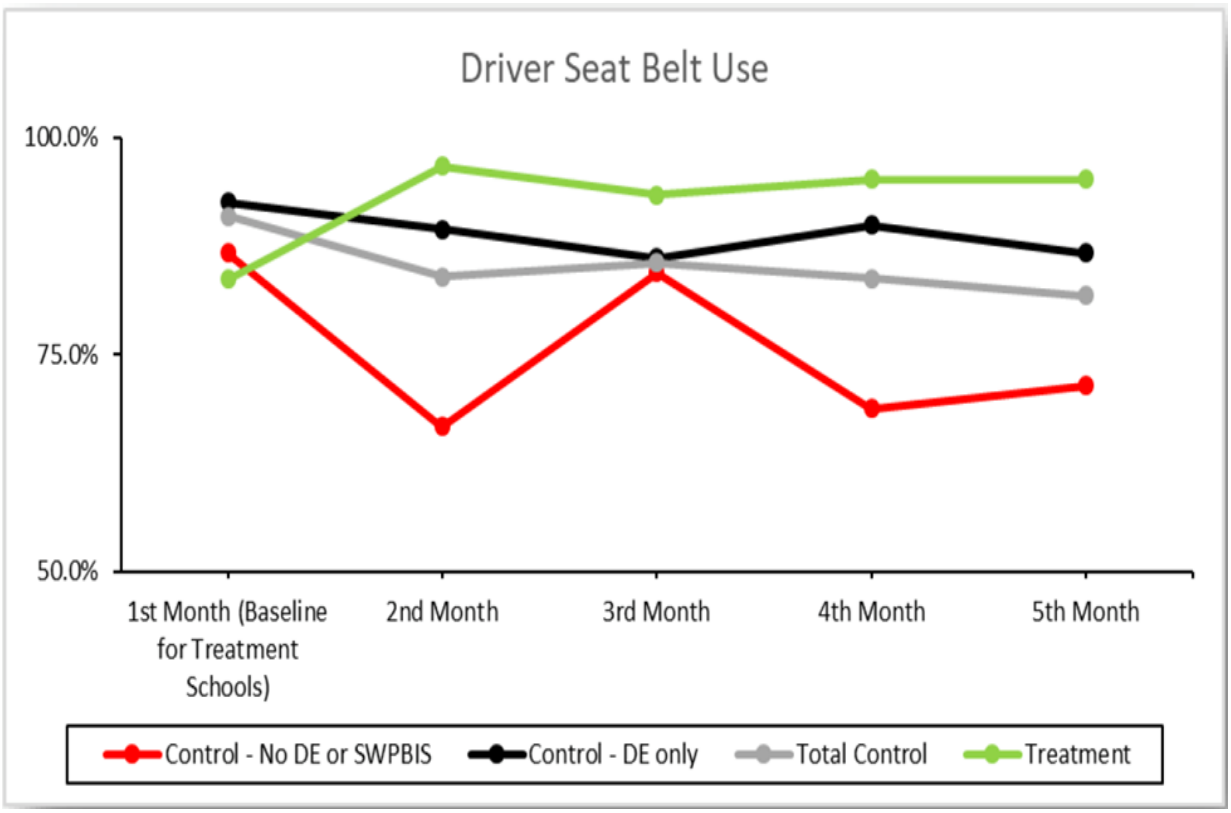

Figure 1: *Percentage of Drivers Wearing Seatbelts; DE = Driver Education; SWPBIS = School-wide positive behavioral interventions and support*

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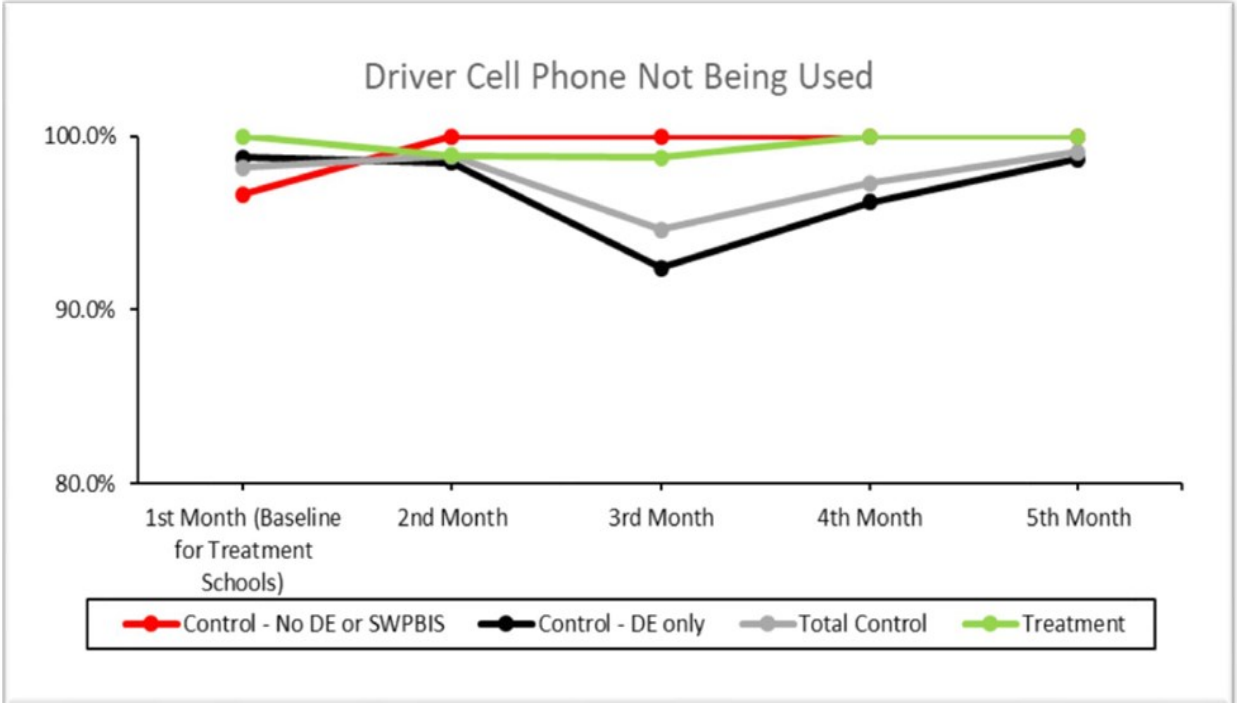

Figure 2: *Percentage of Drivers NOT Using Cellphones; DE = Driver Education; SWPBIS = School-wide positive behavioral interventions and support*

Conclusions

Preliminary data from this pilot study suggest that SWPBIS and an evidence-based driver education curriculum may be related to higher rates of seatbelt use and lower rates of cell phone use in the school parking lot. However, more data is necessary to provide stronger evidence for this claim. Further data collection with more schools, as well as statistical analyses will be done in the future to determine the strength of this relationship.

References

Pennsylvania Department of Education. (2020). *Pennsylvania enhanced driver education program guide.* https://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/Driver%20and%20Safety%20Education/Enhanced%20Program%20Guide%20Accessible%20Driver%20Program.pdf

Sugai, G., & Horner, R. (2009). Defining and describing schoolwide positive behavior support. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), *Handbook of positive behavior support* (pp. 307-326). Springer Science + Business Media.

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Update: High School Implementation of SWPBIS in Pennsylvania

Timothy J. Runge, PhD, NCSP, BCBA

Each summer, schools involved in the Pennsylvania Positive Behavior Support (PAPBS) Network submit data to the Pennsylvania Department of Education, Bureau of Special Education regarding implementation of School-Wide Positive Behavioral Interventions and Supports (SWPBIS). These data are then analyzed to provide an overview of SWPBIS implementation and outcomes on key school- and student-level outcomes of interest. Results of those analyzes are summarized in annual executive summaries and posted on the PAPBS.org website.

Of note to the work that we have been doing over the past 2+ years is an account of SWPBIS implementation in high schools. This is of particular interest given the novel approach to blending an evidence-based driver education curriculum with SWPBIS to explicitly teach and then reinforce safe driving behaviors, specifically seatbelt use and refraining from using a cell phone while driving. We reviewed this work and offered a summary of data regarding the effects of blending an evidence-based driver education with SWPBIS in previous newsletters.

The current update is intended to provide a summary of the number of high schools fully implementing SWPBIS at the universal level (i.e., tier 1) and those implementing SWPBIS across universal and advanced tiers (i.e., tiers 1, 2, and 3). We also provide a summary of the number of high schools that are not yet implementing SWPBIS but are being trained and/or developing the infrastructure to implement in the coming academic years. The following data are from spring 2020, the most current data available for analysis.

Table 1

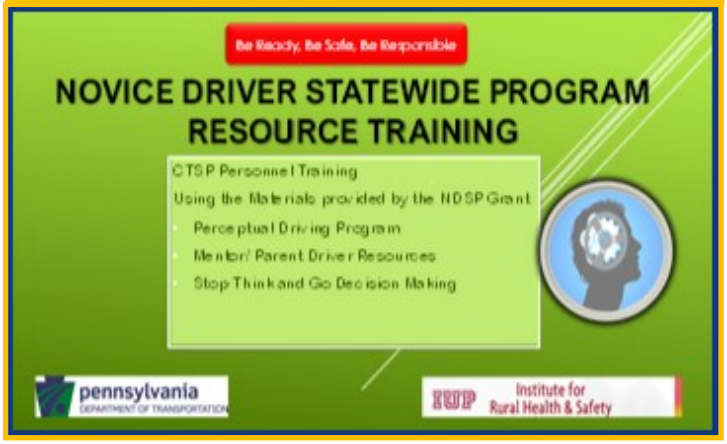
SWPBIS Implementation Status of High Schools in Spring 2020

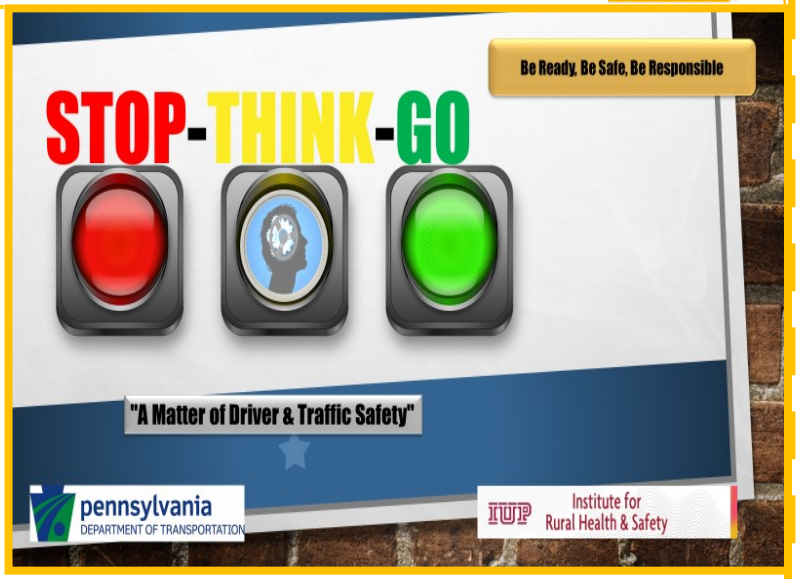
	Not Implementing	Tier 1 SWPBIS	Tiers 1 & 2 SWPBIS	Tiers 1, 2, and 3 SWPBIS
High Schools	58	22	3	2
Junior/Senior High Schools	18	14	1	2
K-12 Schools	6	6	0	0
TOTAL	**82**	**42**	**4**	**4**

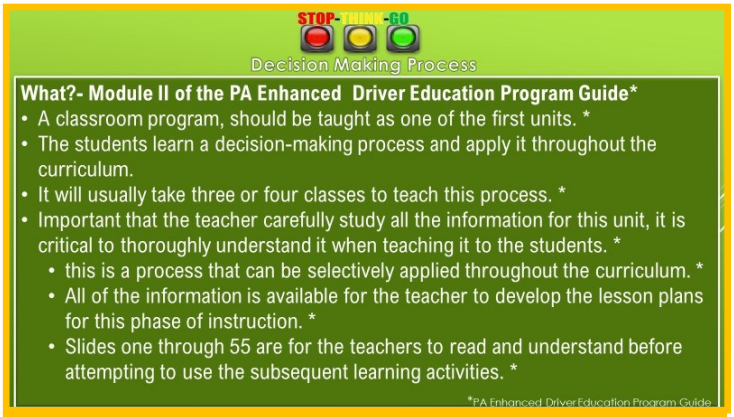
High schools are those with grades 9-12; junior/senior high schools are those with grades 7-12; schools implementing advanced tiers of SWPBIS are only counted once.

These data are noteworthy for a number of reasons. First, 42 schools achieved full implementation of tier 1 SWPBIS in spring 2020. Second, an additional four schools were implementing tier 1 and 2 SWPBIS with four more schools implementing all three tiers of SWPBIS. These important achievements provide models for other high schools to aspire. Third, 82 additional schools are being trained and are thus fertile ground for tier 1 SWPBIS to be implemented soon. Finally, and most significantly, these schools achieved and verified implementation of SWPBIS in the spring 2020 – right at the time the COVID-19 pandemic closed schools. These data indicate that despite unprecedented concerns about global health and pivoting to completely on-line learning in spring 2020, a number of high schools were committed to implementing SWPBIS. Congratulations to these schools, and we look forward to continued expansion of SWPBIS in Pennsylvania's high schools.

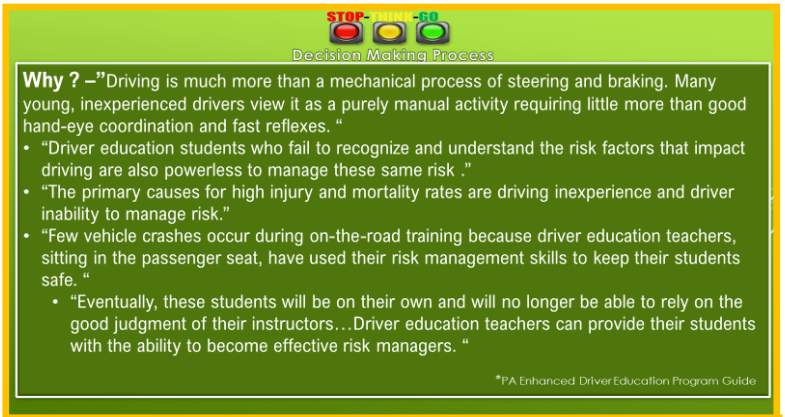
STOP-THINK-GO Decision Making Process



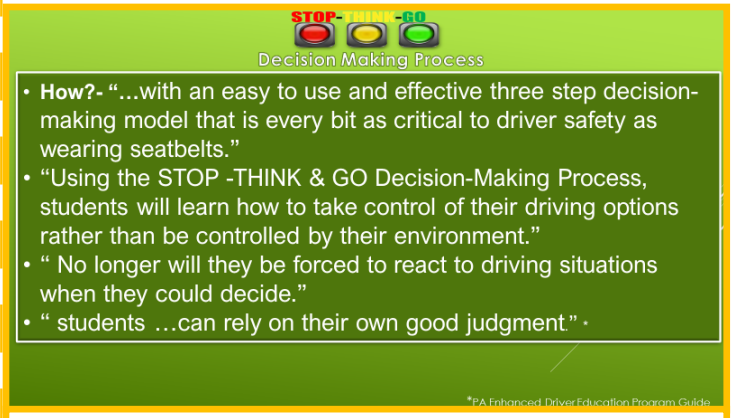




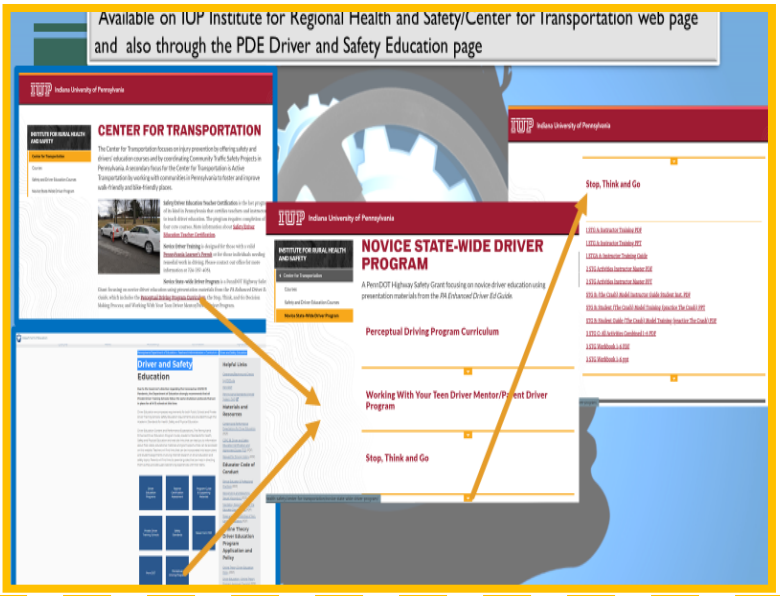
This is the STOP-THINK & GO Decision-Making Module. This is a classroom program, and it should be taught as one of the first units. The students will be learning a decision-making process and then be expected to apply it throughout the curriculum. It will usually take three or four classes to teach this process. It is important that the teacher carefully study all of the information for this unit, because it is critical to thoroughly understand it when teaching it to the students. Remember, this is a process that can be selectively applied throughout the curriculum. All of the information is available for the teacher to develop the lesson plans for this phase of instruction. Pages one through 34 are for the teachers to read and understand before attempting to use the learning activities starting on page 34.

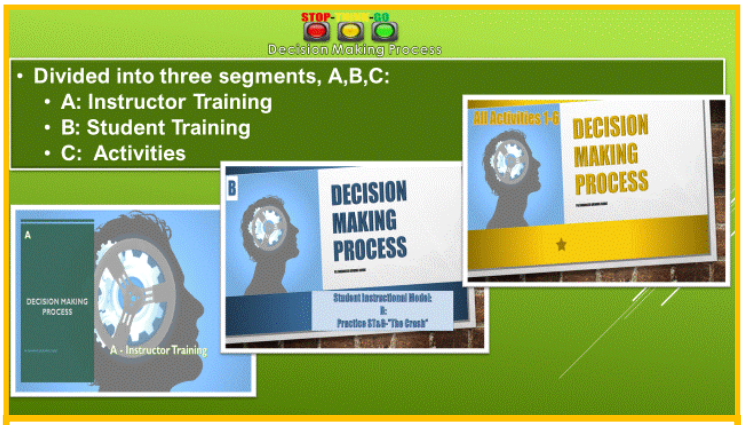


Driving is much more than a mechanical process of steering and braking. Many young, inexperienced drivers view it as a purely manual activity requiring little more than good
hand-eye coordination and fast reflexes. Driver education students who fail to recognize and understand the risk factors that impact driving are also powerless to manage these same risk factors.
The ultimate goal of driver education programs must be to teach young people to be safe and responsible drivers. This goal can be achieved through information dissemination, skill training, and decision-making. Driver education programs have been successful in teaching students what they need to know about safe driving. These same programs have likewise been successful in teaching students safe and responsible motor vehicle handling skills. Still, the incidence of unintentional injury and death experienced by young drivers remains very high. The primary causes for high injury and mortality rates are driving inexperience and driver inability to manage risk.
Few vehicle crashes occur during on-the-road training because driver education teachers, sitting in the passenger seat, have used their risk management skills to keep their students safe. However, this will not always be the case. Eventually, these students will be on their own and will no longer be able to rely on the good judgment of their instructors. While this will be so, driver education instructors can provide their students with something other than their presence that will help to keep them safe. Driver education teachers can provide their students with the ability to become effective risk managers.



…an easy to use and effective three step decision-making model that is every bit as critical to driver safety as wearing seatbelts. Using the STOP -THINK & GO Decision-Making Process, your students will learn how to take control of their driving options rather than be controlled by their environment. No longer will they be forced to react to driving situations when they could decide. Give your students something on which they can rely in your absence, their own good judgment.



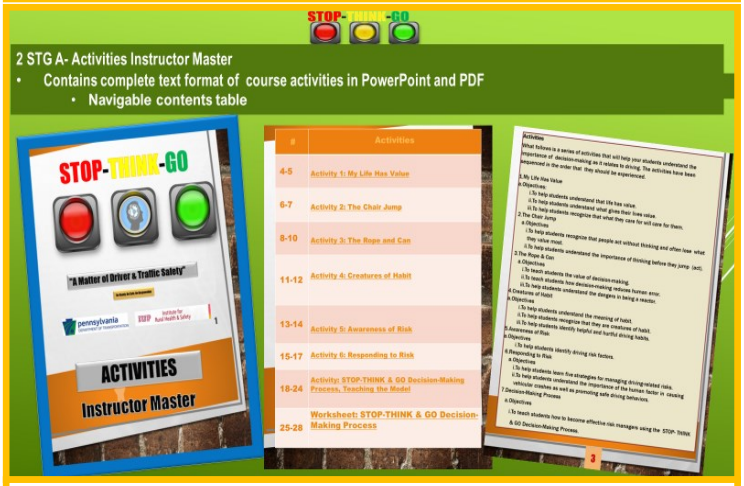


Divided into three segments, A,B,C:
A: Instructor Training
B: Student Training
C: Activities

A: Instructor Training in **PowerPoint** and **PDF** with speaker notes,

•Instructor Training Guide-mirrors presentation and notes,

•Navigable Content Tables



2 STG A- Activities Instructor Master

•Contains complete text format of course activities in **PowerPoint** and **PDF**

•Navigable contents table

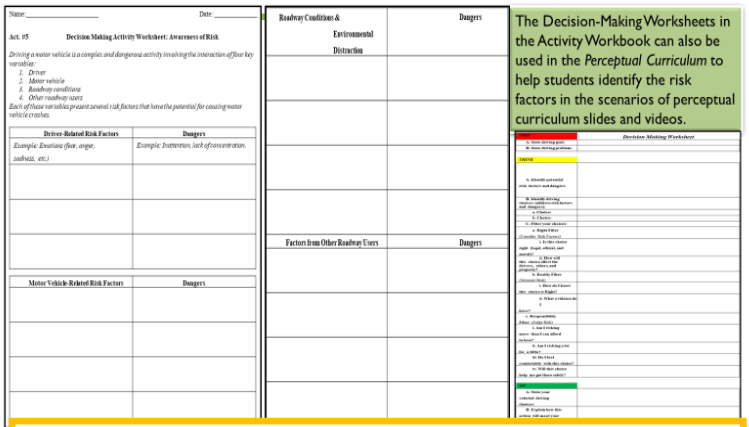
B STG B (The Crash) Student Model Training

- **Presentation**
- **Student Guide**
- **Instructor Guide**

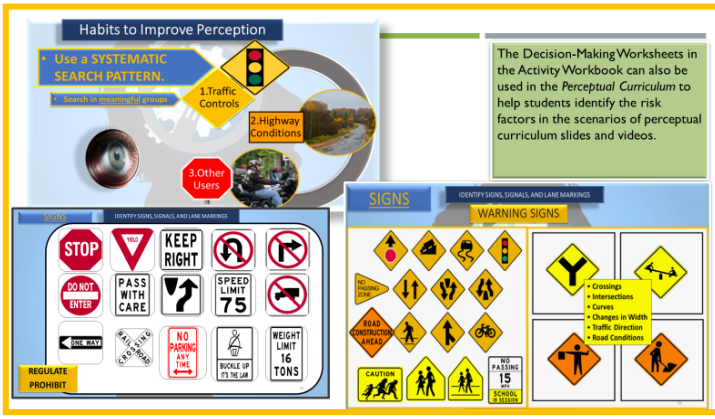
C- **All Activities 1-6**

•PowerPoint and PDF

•**Activities Workbook Sheets**



The Decision-Making Worksheets in the Activity Workbook can also be used in the *Perceptual Curriculum* to help students identify the risk factors in the scenarios of perceptual curriculum slides and videos.



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Making correct decisions based on:

- Perceiving driving hazards (anything that can cause harm)
- Assessing the risk (chance of harm by the hazard)
- Recognizing potential severity of harm
- Processing all to the best choice to avoid or reduce the danger of that hazard.
  - being proactive not reactive
  - evade, avoid by deciding to:
    - change position/direction
    - adjust speed

They can also be applied to some of the slides, lessons and, objectives in the Parent/Mentor Program, such as:

- Pre-entry, Entry, and Pre-Drive
- Risk and Decisions in Driving Environments

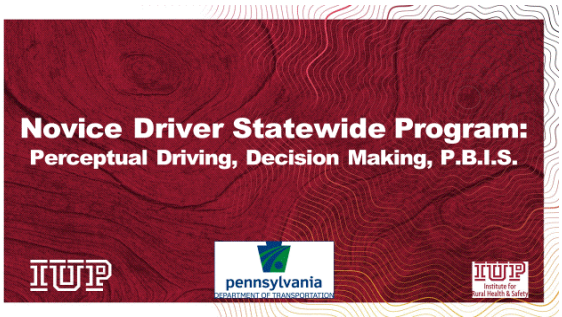
Making correct decisions based on :

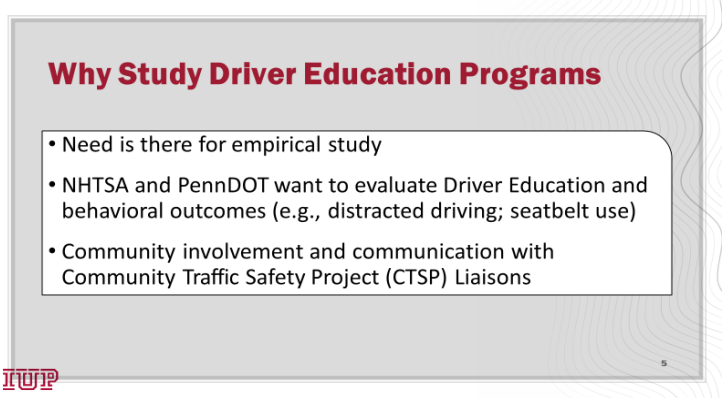
Perceiving driving hazards (anything that can cause harm). Assessing the risk (chance of harm by the hazard) Recognizing the potential severity of harm Processing all to the best choice to avoid or reduce the danger of that hazard.

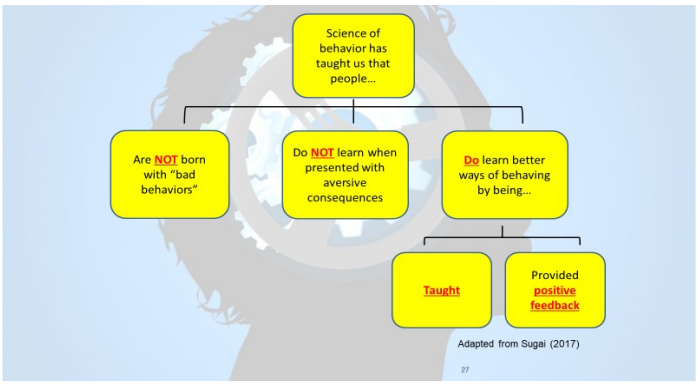
Being proactive, not reactive

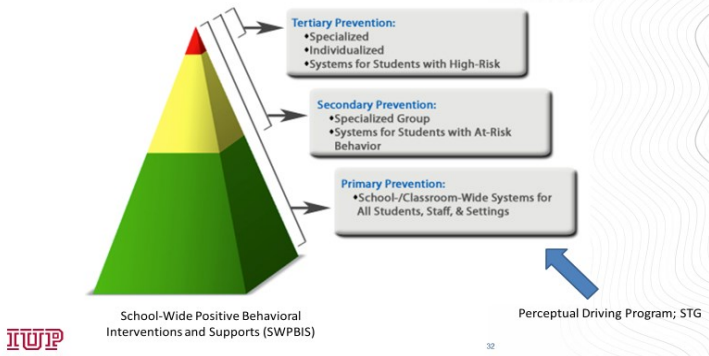
Evade, avoid by deciding to:

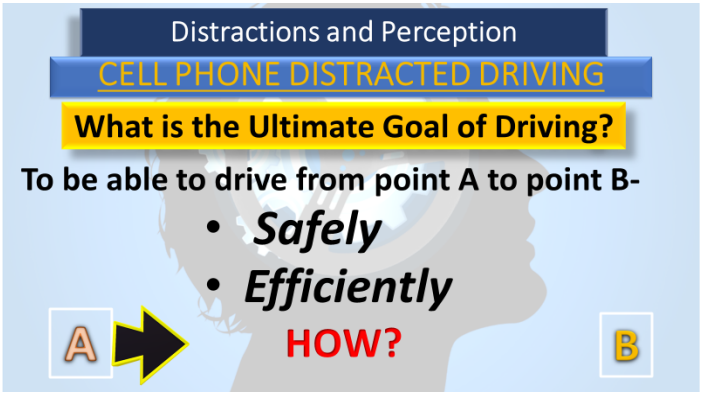
- Change position or direction
- adjust speed

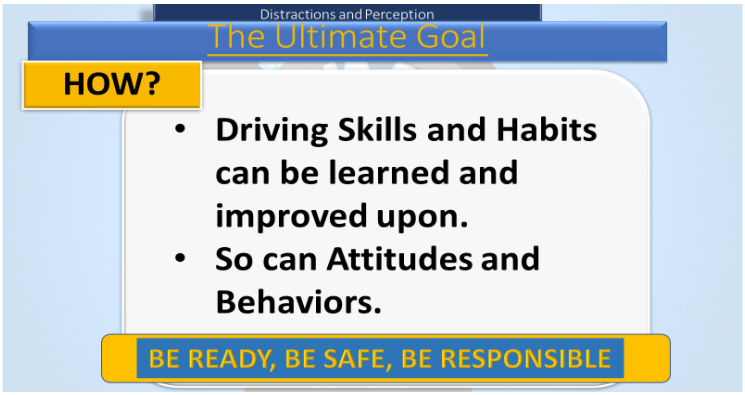












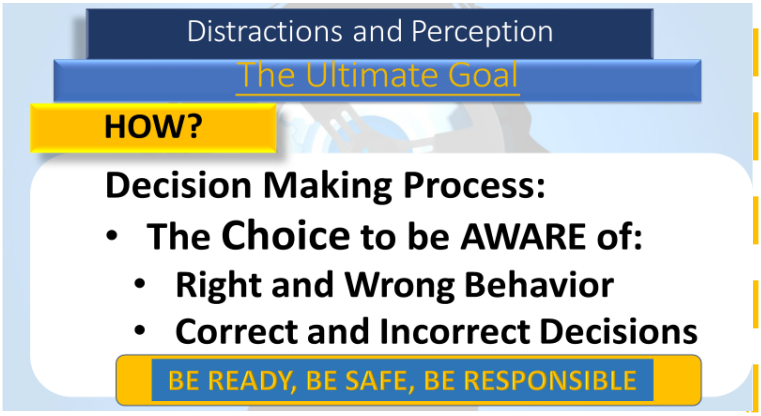
The Ultimate Goal

What is the ultimate goal of driving?

·The "ultimate goal" of driving is to be able to travel to a destination safely and efficiently.

·Distracted driving affects a great deal of the task of driving and is a major obstacle to achieving this goal.

·How can you increase your chances of achieving this ultimate goal regularly?



What can you do at home?

- Praise students for wearing seatbelt
- Praise students for not using cell phone while driving
- Encourage students to use some of the alternative strategies suggests above such as:
  - Designating a passenger to handle phone
  - Speaking up – Remind friends not to text and drive/offer to use phone for them as a passenger

Decision Making Process

We make conscious and unconscious decisions.

Everything involved in the driving task involves making decisions.

In the decision making process, you have the opportunity to consciously choose according to what you perceive and know.

To help achieve the "ultimate goal" the choice is to be aware of the correct behaviors that will help you to avoid incorrect decisions.

•Praise students for wearing a seatbelt

•Praise students for not using a cell phone while driving

•Encourage students to use some of the alternative strategies suggests above such as:

•Designating a passenger to handle phone

•Speaking up – Remind friends not to text and drive/offer to use the phone for them as a passenger