

Revised 11-2017



Utah Department of Public Safety  
Highway Safety Office

## TOGETHER FOR LIFE PROJECT

# SCHOOL LEADER BOOKLET

A Project To Increase Seat Belt Use  
In Utah's Rural Communities



School leaders are in a position to increase motor vehicle occupant protection among their staff and their students. **USING SEAT BELTS SAVES LIVES.<sup>1</sup>**



As a leader  
in your community,  
we need your support to  
make this effort successful  
and improve the health  
and safety of our rural  
communities.

## **STANDARD DISCLAIMER**

This document is disseminated under the sponsorship of the Highway Safety Office of the Utah Department of Public Safety and the United States Department of Transportation in the interest of information exchange. The State of Utah and the United States Government assume no liability of its contents or use thereof.

The contents of this report reflect the view of the authors, who are responsible for the facts and accuracy of the data presented herein. The contents do not necessarily reflect the official policies of the Utah Department of Public Safety or the United States Department of Transportation.

The State of Utah and the United States Government do not endorse products or manufacturers. Trademarks or manufacturers' names appear herein only because they are considered essential to the object of this document.

This report does not constitute a standard, specification, or regulation.

Utah Department of Public Safety  
Highway Safety Office  
5500 Amelia Earhart Drive, Suite 155  
Salt Lake City, Utah 84116  
Phone 801-366-6040  
Fax 801-366-6044

Center for Health and Safety Culture  
Montana State University  
P.O. Box 170548  
Bozeman, MT 59717-0548  
Phone: 406-994-7873  
Fax: 406-994-7285  
<http://www.CHSCulture.org>

# TABLE OF CONTENTS

|  |    |
|--|----|
| Together for Life Project Purpose .....  | 5  |
| A Call to Action for School Leaders .....  | 5  |
| Facts About Seat Belt Use Among Adults .....   | 7  |
| Facts About Seat Belt Use Among Students .....   | 8  |
| Promoting Positive Traffic Safety Behaviors.....   | 9  |
| Strategies Across the Social Ecology .....   | 10 |
| <b>Section 1.</b> School District Staff - <i>Tools to Increase Seat Belt Use Among School District Staff</i> ..... | 11 |
| Tool 1.1. A Three-Step Strategy to Increase Seat Belt Use Among School District Staff .....                        | 12 |
| Step 1: Clarify School District Norms About Using Seat Belts .....   | 12 |
| Sample Email About Always Wearing a Seat Belt .....  | 14 |
| Sample Email About Student Seat Belt Use .....   | 15 |
| Conversation Guide on Always Wearing a Seat Belt .....   | 16 |
| Step 2: Codify Norms in School District Policy.....  | 18 |
| PowerPoint Presentation.....   | 19 |
| Together for Life Card.....  | 24 |
| Step 3: Enforce District Policy.....   | 25 |
| Tool 1.2. Selecting Targeted Seat Belt Programs for Students .....   | 26 |
| Tool 1.3. Making Curricula Decisions .....   | 27 |
| Health Education .....   | 27 |
| Driver Education.....  | 29 |
| Tool 1.4. Conversations About Seat Belt Use .....  | 30 |
| Weekly Student Reminder Messages.....  | 31 |
| <b>Section 2.</b> Parents and the Community - <i>Tools to Communicate With Parents and the Community</i> .....     | 32 |
| Tool 2.1. Sample Parent Letter .....   | 33 |
| Tool 2.2. Seat Belt Fact Sheet for Parents.....  | 33 |
| Tool 2.3. Sample Statements for Community Conversations.....   | 35 |
| References .....   | 37 |

## TOGETHER FOR LIFE – PROJECT PURPOSE

The Together for Life Project is a multi-year pilot project for Utah’s rural communities initiated by the Utah Department of Public Safety to confront the seriousness of not wearing a seat belt and build hope that communities can work together to reduce risk and create positive change. Building on the strengths of Utah residents and resources within their communities, the Together for Life Project offers strategies to increase seat belt use and engage core stakeholders across Utah.

*Being properly restrained in a seat belt is “one of the most effective measures a person can take to prevent injury and death in a crash.”<sup>1</sup>*



## A Call to Action for School Leaders

Schools are often considered the hub of a community. Schools are tasked with helping students learn academically, but schools also play an important role in guiding youth to make healthy and safe choices and to avoid risky ones in their personal lives. Seat belt use is an important topic because motor vehicle crashes are a leading cause of death for young people ages 5 to 24.<sup>2</sup> In 2013, on average, 3 children were killed and an estimated 470 children were injured every day in traffic crashes.<sup>3</sup>

According to the 2016 Utah Fatal Crash Summary:

- There were 280 traffic deaths in Utah and 53 of those deaths were children and teens aged 19 and younger.<sup>4</sup>
- There were 80 deaths of unrestrained occupants in Utah and it was estimated that 40 of those deaths would have been prevented had the occupant been restrained.<sup>4</sup>

**School leaders are in a position to increase motor vehicle occupant protection among their staff and their students. Using seat belts saves lives.<sup>1</sup>**

## Together For Life—Project Purpose

The goal of this booklet is to help school leaders guide conversations about seat belt use and close misperception gaps among school district staff and students. The booklet includes:

- a call to action for school leaders;
- facts about seat belt use in this county; and
- specific strategies to promote positive traffic safety behaviors among school district staff, students, and parents.

This booklet will help school leaders build on the strengths and resources that already exist in order to foster change and transformation.



### **Two important surveys were completed to inform this project.**

The first survey gathered beliefs and behaviors from adults about seat belts and getting others to wear a seat belt. The survey was conducted by the Center for Health and Safety Culture within the Western Transportation Institute of Montana State University. The survey that gathered beliefs and behaviors from Utah adults was implemented using a paper survey mailed to a random sample of households in multiple rural counties.

The second survey, the Student Health and Risk Prevention (SHARP) Survey, was administered by the State of Utah. The survey is conducted every odd calendar year to students in grades 6, 8, 10, and 12. The results of this survey are utilized throughout this booklet.

# FACTS ABOUT SEAT BELT USE AMONG ADULTS IN TOOELE COUNTY

## FACT IS:

### **MOST** Cache Adults Always Wear Seat Belts

|  | Tooele |
|--|--------|
| Observed Seat Belt Use, 2012 <sup>5</sup>                  | 74%    |
| Observed Seat Belt Use, 2013 <sup>5</sup>                  | 69%    |
| Self-Reported “Always” Wear a Seat Belt, 2016 <sup>6</sup> | 81%    |
| Observed Seat Belt Use, 2014 <sup>5</sup>                  | 81%    |
| Observed Seat Belt Use, 2015 <sup>5</sup>                  | 88%    |
| Observed Seat Belt Use, 2016 <sup>5</sup>                  | 88%    |

### **MOST** Adults Believe Wearing Seat Belts is Important<sup>6</sup>

|  | Tooele |
|--|--------|
| Adults who agree “it is important to protect myself by always wearing a seat belt”           | 97%    |
| Adults who agree they should always wear a seat belt   | 98%    |
| Adults who agree they want people they care about to always wear a seat belt                 | 98%    |
| Adults who report having a family rule about wearing a seat belt (among those with families) | 84%    |

### **MOST** Adults Support Enforcement of Seat Belt Laws<sup>6</sup>

|   | Tooele |
|---|--------|
| Adults agree that local law enforcement should enforce Utah seat belt laws. | 90%    |

### **MOST** Adults Believe it is Their Responsibility as a Driver to Make Sure Others are Wearing a Seat Belt.<sup>6</sup>

|   | Tooele |
|---|--------|
| Adults who agree it is their responsibility to make sure others are wearing their seat belts when they are the driver | 94%    |

## FACTS ABOUT SEAT BELT USE AMONG STUDENTS IN TOOELE COUNTY

### FACT IS:

91%

- Most students wear a seat belt.<sup>7</sup>
- **91%** of Tooele students strongly agree or agree they want people they care about to always wear a seat belt.<sup>7</sup>

82%

- **82%** of Tooele students strongly agree or agree that if they were in a vehicle with their friends, and someone was not wearing a seat belt, they should ask them to wear a seat belt.<sup>7</sup>

70%

- **70%** of Tooele students report that if they were in a vehicle with their friends and someone was not wearing a seat belt, they would likely ask them to wear a seat belt.<sup>7</sup>





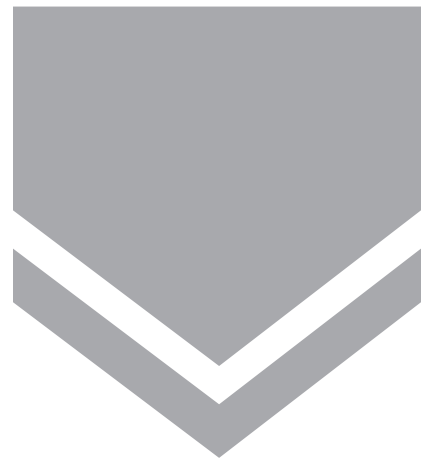
## PROMOTING POSITIVE TRAFFIC SAFETY BEHAVIORS

Addressing seat belt use requires creating a balance of concern and hope. Although choosing not to wear a seat belt can have devastating consequences, it is important to remember that there is hope. Most adults<sup>6</sup> and students<sup>7</sup> in the county are wearing their seat belts. As a school leader seeking to increase traffic safety behaviors, it is recommended that the focus be on the positive behaviors the school is seeking to grow among their staff and students instead of the negative behaviors they are seeking to change.

To increase seat belt use it may seem that scare tactics could be effective. The crashed car from a person who wasn't wearing a seat belt or a visual display of the number of lives lost to motor-vehicle crashes as a result of not wearing a seat belt are examples of scare tactics. Tactics that evoke feelings of guilt, shame, or embarrassment have been tried. Unfortunately, these shame based tactics, although intended to evoke change, can instead become paralyzing and make change difficult.<sup>8</sup>

Focusing on what is working and what is going well has been shown to be effective in various domains and this same strategy can be applied to schools and their efforts to increase seat belt use among their staff and their students. Using a positive frame, focusing on what is right and working well, and capitalizing on the strengths that already exist are important.

School leaders can promote positive traffic safety behaviors by focusing on targeted strategies at the district level with staff, with students in elementary school, middle school, and high school, with parents, and community members.



# STRATEGIES ACROSS THE SOCIAL ECOLOGY

Tools provided in the School Leader Booklet are designed specifically for the layers of the social ecology in schools including school district staff (teachers, administrators, coaches, and activity leaders), students, and parents. When addressing health and safety issues, it is important to use multiple strategies that reach across the social ecology. The social ecology recognizes levels of social relationships that influence people's choices. Using this approach, behavior change is influenced by our interactions with one another and is shaped by the environments in which we live.<sup>9</sup>

The School Leader Booklet contains three sections. Each section represents a specific layer of the social ecology in schools: School District Staff, Students, and Parents. Within each section there are a variety of tools that can be used for that layer of the social ecology. The tools can be adapted and personalized.



## Section 1. School District Staff

**Tool 1.1.** A Three-Step Strategy to Increase Seat Belt Use Among School District Staff

- Step 1: Clarify School District Norms
- Step 2: Codify Norms in School District Policy
- Step 3: Enforce School District Policy

**Tool 1.2.** Selecting Targeted Seat Belt Programs for Students

**Tool 1.3.** Making Curricula Decisions

**Tool 1.4.** Conversations About Seat Belt Use



## Section 2. Parents and the Community

**Tool 2.1.** A Sample Parent Letter

**Tool 2.2.** Seat Belt Fact Sheet for Parents

**Tool 2.3** Sample Statements for Community Conversations

## SECTION 1. SCHOOL DISTRICT STAFF



### Tools to Increase Seat Belt Use Among School District Staff

School leaders are in a position to positively influence seat belt use behavior among school district staff. The good news is that adults in your county already share unifying values about seat belt use and they also share critical attitudes and beliefs that are protective. This section provides tools that can be implemented to engage school district staff in conversations about seat belt use and to ultimately improve health and safety.

#### Tool 1.1. A Three-Step Strategy to Increase Seat Belt Use Among School District Staff

Step 1: Clarify School District Norms About Using Seat Belts

- Sample Email About Always Wearing a Seat Belt
- Sample Email About Student Seat Belt Use
- Conversation Guide on Always Wearing a Seat Belt

Step 2: Codify Norms in School District Policy

- PowerPoint Presentation
- Together for Life Card

Step 3: Enforce School District Policy

#### Tool 1.2. Selecting Targeted Seat Belt Programs for Students

#### Tool 1.3. Making Curricula Decisions

#### Tool 1.4. Conversations About Seat Belt Use

## TOOL 1.1. A THREE-STEP STRATEGY TO INCREASE SEAT BELT USE AMONG SCHOOL DISTRICT STAFF

School leaders can help improve health and safety by increasing seat belt use among school district staff and students. Students will behave in similar ways to adults because they model behavior. Not wearing a seat belt puts school district staff at greater risk for injury or even death in a work-related crash.

### Step 1: Clarify School District Norms About Using Seat Belts

The first step in increasing seat belt use among school district staff is to clarify norms. This process will establish an important foundation for a district policy to codify those norms and establish clear expectations for behavior.

#### What are Norms?

Norms are values, beliefs, or behaviors shared by most members of a group or community. Communities have norms; teams have norms; and workplaces have norms.

Examples of shared values include a commitment to safety, honesty, and hard work. Shared beliefs may include expectations like officers should model legal behaviors, and shared behaviors may be that police officers always wear a seat belt.

Norms are powerful because they provide guidance on how we fit in with the culture. Workplace norms are particularly powerful as they guide how new and existing employees will behave.

Norms are not the same as policies or rules. Policies and rules codify norms – they make norms explicit. However, we have all experienced a work environment where the norm in an organization contradicts the actual policy.

Norms are often misunderstood. For example, while most adults do NOT smoke cigarettes, high school students often perceive that most adults do smoke. That is, students think the norm is that most adults smoke – when in reality – that is NOT the norm. However, this misperception puts these students at greater risk for smoking.

**The 2016 survey of Tooele adults revealed misperceptions of norms.**



**While most adults always wear a seat belt,**

very few, 6%, adults in Tooele believe most adults in their county always wear a seat belt.

**While 98% of Tooele adults agree they should always wear a seat belt,**

few, 17%, adults in Tooele believe most adults in their community would strongly agree it is important to protect themselves by always wearing a seat belt.

**While 94% of drivers in Tooele believe it is their responsibility to get others to wear a seat belt,**

few, 12%, believe most adults in their community would strongly agree it is the driver's responsibility to get others to wear a seat belt.

## SAMPLE EMAIL ABOUT ALWAYS WEARING A SEAT BELT

From: [School Administrator]

To: All Staff

RE: Seat Belt Use

According to the 2016 Utah Fatal Crash Summary:

- There were 280 traffic deaths in Utah and 53 of those deaths were children and teens aged 19 and younger.<sup>1</sup>
- There were 80 deaths due to unrestrained occupants in Utah and it was estimated that 40 of those deaths would have been prevented had the occupant been restrained.<sup>1</sup>

The good news is that adults<sup>2</sup> and students<sup>3</sup> in our county are already engaging in protective beliefs and behaviors. Most adults always wear seat belts and most students always wear seat belts when riding in a vehicle driven by someone else. Being properly restrained in a seat belt is “one of the most effective measures a person can take to prevent injury and death in a crash.”<sup>4</sup>

Not only is it important for all of us to wear seat belts for our own protection, but to also recognize that we model behaviors for our students. Our actions speak louder than our words. We will be discussing seat belt use and our school district policy about always wearing a seat belt at our next staff meeting.

[signature]

#### References

1. National Center for Statistics and Analysis. (2015, June). *Children: 2013 data. (Traffic Safety Facts. Report No. DOT HS 812 154)*. Washington, DC: National Highway Traffic Safety Administration. Available at [www-nrd.nhtsa.dot.gov/Pubs/812154.pdf](http://www-nrd.nhtsa.dot.gov/Pubs/812154.pdf)
2. Center for Health and Safety Culture. (2016). *Utah community survey on seat belt use in Cache, Carbon, Sevier, and Tooele Counties*. Montana State University, Bozeman, Montana. (N= 1831)
3. State of Utah Department of Human Services Division of Substance Abuse and Mental Health (2017). *Student Health and Risk Prevention (SHARP) Statewide Survey*. Retrieved from <http://dsamh.utah.gov>
4. Dunn, L., Holliday, A., & Vegega, M. (2016, March). *Motor vehicle occupant protection facts – Children, youth, young adults (Fact book. Report No. DOT HS 812 251)*. Washington, DC: National Highway Traffic Safety Administration.



## SAMPLE EMAIL ABOUT STUDENT SEAT BELT USE

From: [School Administrator]

To: All Staff

RE: Student Seat Belt Use

A recent survey of our students revealed:

- Most students wear a seat belt.<sup>1</sup>
- 91% of Tooele students who responded to the survey strongly agree or agree they want people they care about to always wear a seat belt.<sup>1</sup>
- 82% of Tooele students who responded to the survey strongly agree or agree that if they are in a vehicle with their friends, and someone is not wearing a seat belt, they should ask them to wear a seat belt.<sup>1</sup>

These beliefs and behaviors among our students are positive and we want to encourage these behaviors to continue. Please promote these positive beliefs and behaviors that already exist among our students.

[Signature]

Reference

1. State of Utah Department of Human Services Division of Substance Abuse and Mental Health (2017). *Student Health and Risk Prevention (SHARP) Statewide Survey*. Retrieved from <http://dsamh.utah.gov>



# CONVERSATION GUIDE ON ALWAYS WEARING A SEAT BELT

*Please copy both pages and provide to participants.*

## Purpose

Clarify existing norms about seat belts; reveal gaps between values, beliefs, and behaviors; and motivate action to change.

## Guidance

Active, two-way conversation is one of the best ways to foster lasting, sustainable change in beliefs and behaviors. We often have a tendency to move right to action (such as just creating a rule and telling everyone to follow it). However, if we spend time aligning values and beliefs (e.g., the why behind the rule), it will help the rule become naturally ingrained into the culture. There will be less resistance and push back, and compliance will be easier.

Conversations can occur between two people (an administrator and teacher) or among small groups. We strongly recommend keeping the group size to four people or fewer – smaller is more effective. It is critical that everyone is actively engaged in the conversation.

We strongly encourage you to invest at least 15-20 minutes for these conversations in one session.

## Tips for Effective Conversations

- Encourage broad participation – don't allow one person to dominate, seek input from everyone.
- Build connections between various thoughts – listen for what is emerging.
- Provide enough time for meaningful engagement – this investment will pay off many times over in the future.

## Background on the Utah Community Survey

The Center for Health and Safety Culture developed a survey to better understand the beliefs and behaviors from adults in this county about seat belts and getting others to wear a seat belt. The survey was conducted between November and December, 2016. The survey was implemented using a paper survey mailed to a random sample of households in each county. A letter was sent by the Utah Highway Safety Office to each selected household introducing the survey. This letter was followed by a survey, a reminder postcard, and an additional survey. A total of 4800 surveys were sent, 585 were undeliverable, and 6 households asked to be removed from the sample. A total of 1,831 surveys were returned for an overall response rate of 44%



## Conversation Guide Directions

1. *Group size should be four people or smaller. If the group is larger than four people, break into smaller groups and allow additional time for groups to share thoughts between topics.*
2. *Provide a copy of this page for all participants.*
3. *Discuss each topic in order. Spend about 7-10 minutes on each topic depending on group size (allow more time for groups of 3 or 4 and more time to share out with multiple groups).*

### Topic #1.

#### A recent survey of adults in Tooele County revealed:

- 98% of Tooele adults want people they care about to ALWAYS wear a seat belt.<sup>6</sup>
- 84% of Tooele adults report their family has a rule about ALWAYS wearing a seat belt.<sup>6</sup>

### Questions

- > What surprises you about these results?
- > What do these results say about adults in Tooele County?
- > How do these results reflect staff in this school?

[If there is more than one group, share key points from each group.]

### Topic #2.

#### Three more results from the survey:

- 97% of Tooele adults agree “It is important to protect myself by always wearing a seat belt.”<sup>6</sup>
- 98% of Tooele adults agree “I should always wear a seat belt.”<sup>6</sup>
- AND YET 8% of Tooele adults report NOT wearing a seat belt in the past week.<sup>6</sup>

### Questions

- > What factors may lead to the discrepancy between beliefs about seat belts and actually using a seat belt?
- > Within your area of influence, what can you do to impact the use of seat belts?

[If there is more than one group, share key points from each group.]

For more information about seat belt use in our county,  
visit [www.togetherforlifeutah.org](http://www.togetherforlifeutah.org)

## STEP 2: CODIFY NORMS IN SCHOOL DISTRICT POLICY

After clarifying norms with all employees, it is important to codify the district's expectations about all employees and students wearing a seat belt when driving or riding as a passenger in a district vehicle equipped with seat belts. Wearing a seat belt is an important component of safety and should be required by policy.

Review your current policy and make sure it is up-to-date.

Here are several important items to consider as you review the district's policy:

- Does the policy assign responsibility to the driver for making sure everyone is wearing a seat belt?
- Does the policy make it clear that administrators are expected to enforce the policy?
- Does the policy establish clear consequences for not wearing a seat belt?

After updating your policy, make sure you share and discuss it with all district employees. Provide an opportunity to clarify any questions. Engaging in dialogue about the policy will make it real and establish clear expectations.



### Sample Seat Belt Policy

[Name of School District] believes that seat belts are very important. Seat belts save lives and reduce the risk of serious injury. At [School District], we care about our employees and our students. The safety of our employees and students is our number one priority. It is the expectation at [School District] that all employees and students always wear a seat belt when operating a vehicle or riding in vehicle. Additionally, it is our policy that employees are expected to always wear a seat belt and ensure everyone is always wearing a seat belt when conducting school business. It is the driver's responsibility to ensure that everyone in his or her vehicle is always wearing a seat belt. Noncompliance of this policy will result in corrective action. [Such action could include: a verbal warning, a written warning, suspending the use of a district vehicle, etc.]

# POWERPOINT PRESENTATION

You will need:

- a computer and projector;
- PowerPoint slides downloaded from [togetherforlifeutah.org](http://togetherforlifeutah.org);
- copies of your school district Seat Belt Use Policy; and
- Together For Life Card downloaded from [togetherforlifeutah.org](http://togetherforlifeutah.org).

## SLIDE 1.

**TOGETHER  
FOR LIFE**

---

**BUILDING A  
CULTURE OF  
SAFETY**

---

**WWW.TOGETHERFORLIFEUTAH.ORG**

**Presenter Notes:**  
This slide is the introduction to your presentation. Introduce yourself. Share that employees are at your presentation to obtain information about the seat belt use policy being implemented in the workplace.

(Slides continued on next page)

## SLIDE 2.



## 2. OUTLINE

- Seat Belts in the Workplace....Why is it Important?
- Shared Beliefs and Behaviors
- What's Your Reason?
- It's a Priority at [Workplace Name]!
- The Seat Belt Use Policy at [Workplace name].
- What You Need to Do and Know...
- It's Everyone's Responsibility.

Presenter Notes:  
This slide is meant to provide the audience with a snap shot of what is to come in your presentation.

## SLIDE 3.



### 3. SEAT BELTS IN THE WORKPLACE... WHY IS IT IMPORTANT? BECAUSE... YOU ARE IMPORTANT!

## Presenter Notes:

The purpose of this slide is to share the latest information about the importance of always wearing a seat belt. Some important statistics include:

- A motor vehicle crash occurs approximately every 9 minutes in Utah.<sup>4</sup>
- A person is injured in a crash approximately every 23 minutes in Utah.<sup>4</sup>
- Over the past 10 years, approximately 35% of crash deaths in Utah involved unrestrained occupants.<sup>4</sup>
- Unrestrained crash occupants were over 30 times more likely to be killed than restrained crash occupants.<sup>4</sup>
- Seat belts are used less frequently in rural areas of Utah than in urban areas.<sup>4</sup>

The take away message from this slide is that the school district cares about its employees and seat belts are essential. Buckling your seat belt can save your life!

**SLIDE 4.**



**4. SHARED BELIEFS AND BEHAVIORS**

Presenter Notes:

The purpose of this slide is to connect all school district employees based on their shared values, beliefs and behaviors about seat belt use. Most adults in our county (98%) agree that they should always wear a seat belt, and most adults wear a seat belt. Most drivers (94%) believe it is their responsibility to get others to wear a seat belt. Most agreed (95%) they are comfortable asking others to wear a seat belt. Highlighting the shared protective beliefs and behaviors about seat belt use helps to grow these protective beliefs and behaviors.

**SLIDE 5.**



**5. WHAT'S YOUR REASON?**

Presenter Notes:  
Discuss the reasons people have for wearing a seat belt.

**SLIDE 6.****6. IT'S A PRIORITY AT (WORKPLACE NAME).**

Presenter Notes:  
The goal of this slide is to provide a clear understanding that there are no excuses for not wearing a seat belt and the expectation at your workplace is that everyone will always wear a seat belt.

**SLIDE 7.****7. OUR SEAT BELT USE POLICY.**

Presenter Notes:  
(Provide a copy of your workplace policy).  
Discuss the policy and answer any questions employees have about the seat belt use policy.

**SLIDE 8.****8. WHAT YOU NEED TO DO AND KNOW...****Presenter Notes:**

The purpose of this slide is to provide a detailed explanation of what employees need to do to comply with the seat belt policy, and what the consequences will be if the policy is not followed. Remember, effective communication reduces employees' uncertainty<sup>10</sup> and is vital to the successful implementation of a seat belt use policy in the workplace.

**SLIDE 9.****9. IT'S EVERYONE'S RESPONSIBILITY.****Presenter Notes:**

(Provide Together for Life Card). Have employees complete Together for Life Card and discuss their answers with their coworkers as an interactive learning opportunity. This is the conclusion of your presentation. Wrap up the discussion by highlighting the desired behaviors you are seeking to grow. Those include always wearing a seat belt and getting others to always wear a seat belt. Growing protection and reducing harm associated with not wearing a seat belt requires everyone to get involved.

# TOGETHER FOR LIFE CARD

The following card can be found at [togetherforlifeutah.org](http://togetherforlifeutah.org) and can be distributed to staff. The card is based on an intervention shown to increase seat belt use among non-users.<sup>11</sup>

**TOGETHER FOR LIFE**  
Tooele

## Did you know?

Utah crash data show that unrestrained crash occupants were over 30 times more likely to be killed than restrained crash occupants.<sup>1</sup>

Seat belts are the best protection.

**MOST** Tooele County adults, 92%, want people they care about to always wear a seat belt.<sup>2</sup>

**MOST** Tooele County adults, 81%, always wear their seat belts.<sup>2</sup>

**MOST** Tooele County adults, 94%, agree it is the driver's responsibility to make sure others are wearing their seat belts.<sup>2</sup>

[www.togetherforlifeutah.org](http://www.togetherforlifeutah.org)

## Choosing to be Together For Life

Is it important to...

Be a good role model for your children by always wearing a seat belt?

Avoid being injured or killed in a traffic crash?

Avoid getting a ticket?

Avoid a lifelong disability?

Know that people who care about you want you to always wear a seat belt?

Follow your family rules about always wearing a seat belt?

Follow your workplace rules about always wearing a seat belt?

Which one is most important to you? Think about this every time the vehicle starts. Choose to be Together for Life. Always wear a seat belt.

[www.togetherforlifeutah.org](http://www.togetherforlifeutah.org)

1. Utah Department of Public Safety, Highway Safety Office. (2015). Utah Crash Summaries. Salt Lake City, UT: Utah Department of Public Safety. Retrieved from: <http://highwaysafety.utah.gov/crash-data/utah-crash-summaries>

2. Center for Health and Safety Culture. (2013, 2014). Utah community survey of adults on seat belt use. Montana State University, Bozeman, Montana. (N=1,338, N=1,631)

3. Fennema-Notestine, W. G., Mitchell, P. M., Jaramaka, A. S., Winter, M. R., Bullock, H., Donovan, J., ... Colton, T. (2008). Brief Motivational Intervention to Increase Self-reported Safety Belt Use among Emergency Department Patients. Academic Emergency Medicine, 15(5), 419-426. <https://doi.org/10.1111/j.1553-3712.2008.0096.x>



## **STEP 3: ENFORCE SCHOOL DISTRICT POLICY**

To achieve high seat belt use, the policy must be enforced.

Here are a few tips:

- Make sure the policy is accessible for employees and consider requiring a signed acknowledgment that each employee has received the policy, read it, and understands it.
- Have a process in place to ensure that all newly hired employees have access to the policy, are provided education about the district's policy, and understand the consequences of not following the policy.
- Reinforce expectations about following the policy in staff meetings.
- Include a section on following policies in annual performance evaluations.
- Revisit the policy on a regular basis during trainings.

## TOOL 1.2. SELECTING SEAT BELT PROGRAMS

When deciding to address seat belt use, school leaders may decide to selected a targeted program that can be implemented at the elementary school, middle school, and/or high school level.

### Elementary School Students



The Click It Club program aims to teach kids about the importance of wearing their seat belts properly (including booster seats), teach parents that they need to buckle kids before they leave the school property and whenever they are in a car, and use kids' influence to get their parents and other family members to buckle up.

*For more information about the program, call 801-366-6040.*

### Middle School and High School Students



Don't Drive Stupid targets the No. 1 killer of teens: motor vehicle crashes. In Utah, teens make up seven percent of all drivers; however, they are involved in nearly a quarter of all crashes. This does not have to be the case. To change these statistics and save lives, the Don't Drive Stupid program offers presentations and assemblies for Utah high schools and middle schools, peer-to-peer programs, video and calendar contests and resources at no charge. For more information visit <http://ut.zerofatalities.com/dont-drive-stupid/>.



Even the toughest guys get broken. Teens are dying in truck crashes every day from not wearing their seat belts. Maybe this even happened to one of your friends. The fact of the matter is that if you live in a rural area, are a male, are a teen, and drive a truck, then you're in the group most likely to DIE in a car crash from not buckling your seat belt.

*For more information, call 801-273-6666 or toll-free 800-284-1131.*



Alive at 25 is a young-driver intervention program developed by the National Safety Council for drivers between 15 and 24 years of age. The program was implemented in Utah in 2007 and includes a 4.5-hour course that focuses on the decision-making processes and behaviors that young drivers and passengers display in a motor vehicle and is designed to prevent the No. 1 killer of teens: automobile crashes.

*For more information contact the Utah Safety Council at 801-746-7233 or call toll-free 800-933-5943.*

## TOOL 1.3. MAKING CURRICULA DECISIONS

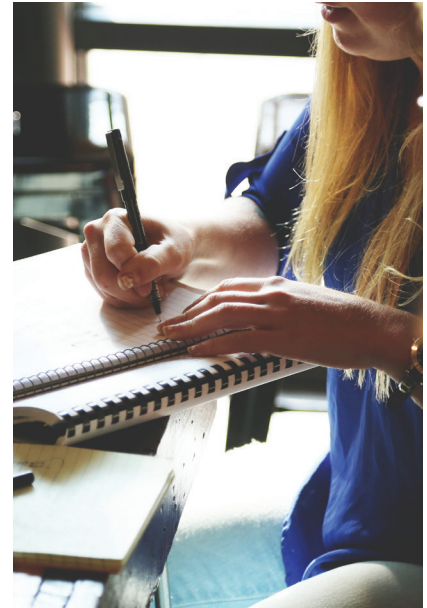
Health education curriculum and driver education curriculum are two established avenues for engaging students about seat belt use. School leaders are encouraged to look at their curricula.

### Health Education

To ensure that every student is exposed to a discussion about the importance of always wearing a seat belt, one starting place is to look at the health curriculum being taught to students. Specific questions can help you to identify strengths and potential gaps.

### Critical Questions

1. Does the health curriculum specifically address seat belt use?
2. Does the health curriculum include accurate normative information that most students and most adults always wear a seat belt?
3. Does the health curriculum include role playing and/or skill building strategies to bolster skills to intervene and engage with others about always wearing a seat belt?
4. Does the health curriculum follow Utah Core Standard for Health Education?



## Utah Core Standard for Health Education

### Health Education I (grades 7-8)

#### Core Standards

**Standard 4:** Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safety in the home, school, and community.

**Objective 1:** Identify personal behaviors that contribute to a safe or unsafe environment.

- a. Recognize unhealthy or potentially dangerous situations and their consequences.
- b. Identify ways to avoid dangerous situations.
- c. Discuss safety guidelines for a variety of activities at home, school, and in the community. (e.g., indoor and outdoor sports activities, recreational outings in various seasons, technology).
- d. Develop strategies to enhance personal safety (e.g., use of helmets, protective gear, **seat belts**).

### Health Education II (grades 9-12)

#### Core Standards

**Standard 4:** Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safety in the home, school, and community.

**Objective 1:** Identify personal behaviors that contribute to or detract from safety.

- a. Develop strategies to avoid unhealthy or potentially dangerous situations.
- b. Explore how participation in healthy lifestyle activities includes safety considerations (e.g., safety equipment, including protective gear and seat belts, exercise warm-up and cool-down, preparing for exercise in severe weather conditions).
- c. Create personal safety and disaster plans for home, school, and community.

Utah Education Network. (2016) *Utah Core Health Education*. Retrieved from [www.uen.org/core](http://www.uen.org/core)

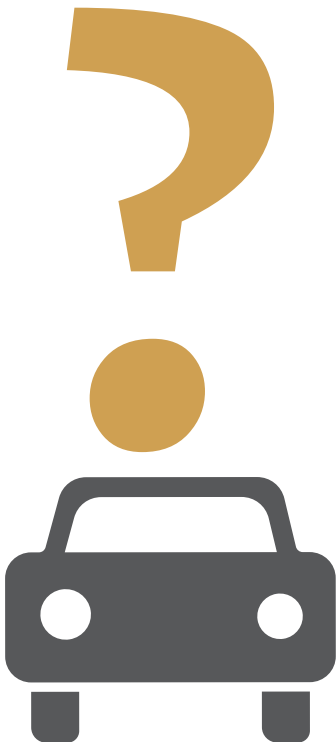
## Driver Education

An important milestone in the life of teens is to learn to drive and to be able to do so independently. However, research shows that teen drivers are at greater risk of being in a motor vehicle crash.

### According to Utah Crash Summary Data:

1. “Teenage drivers (aged 15-19 years) are a special concern because of their high crash rates and lack of driving experience.”<sup>13</sup>
2. Approximately 20% of all crashes in Utah involved a teenage driver.<sup>13</sup>
3. On average, 37 people a year die in Utah from crashes involving a teenage driver.<sup>13</sup>

Utah requires all individuals 18 years old and younger to take a driver education course before being licensed in Utah.<sup>14</sup> According to the Utah Teen Driving Task Force, the majority of Utah teen drivers (approximately 26,000 teens each year) complete their driver education requirement via a driver education program in a public high school.<sup>15</sup>



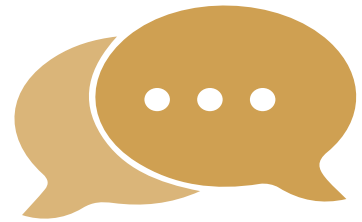
### Critical Questions

1. Does your Driver Education program use the Utah State Office of Education Core Standards for Driver Education?
  - The Utah State Office of Education Core Standards for Driver Education can be found at: <http://www.schools.utah.gov/CURR/drivered/Core/CoreStandards.aspx>
2. What are the costs associated with Driver Education?
  - Do the costs prohibit students from accessing it?
3. Is Driver Education available at a convenient location and time for students?
4. Are there incentives to attend?
5. How is Driver Education promoted?

## TOOL 1.4. CONVERSATIONS ABOUT SEAT BELT USE

It is important to engage students in conversations about seat belt use. Allow students to react to these positive norms.

- Most Tooele youth want people they care about to always wear a seat belt.<sup>7</sup>
- Most students wear a seat belt when riding in a car driven by someone else.<sup>7</sup>
- Most students reported that if they were in a vehicle with their friends and someone was not wearing a seat belt, they would likely ask them to wear a seat belt.<sup>7</sup>
- Most students in our county wear a seat belt.<sup>7</sup>
- 82% of Tooele students strongly agree or agree that if they are in a vehicle with their friends, and someone is not wearing a seat belt, they should ask them to wear a seat belt.<sup>7</sup>



### To help you navigate seat belt conversations with ease:

Explore their point of view. Engage in a dialogue to understand their perspective. Find out why they think it is important to buckle up and explore the times some teens are choosing not to wear a seat belt.

Create an environment that is collaborative by avoiding an “I’m the adult and I know everything” approach. Avoid sending the message to teens that you have all of the answers.<sup>12</sup>

Ask questions that don’t allow for yes or no responses. Open-ended questions create an environment of acceptance.<sup>12</sup> Approaching communication with an open attitude to learn something is important.

Communication signs of resistance may include: challenging your ideas, disagreeing with you, changing the conversation or ignoring you, making excuses, or interrupting.<sup>12</sup>

## Weekly Student Reminder Messages

A strategy for keeping efforts regarding seat belt use at the forefront of conversation is to provide weekly student reminders. These can be broadcast over the school's intercom system or posted in highly visible locations.

1. Did you know, most students wear their seat belts?<sup>7</sup> Whether you are driving or you are a passenger in a vehicle, please remember to buckle your seat belt.
2. Students, we care about you and your safety. Please remember to buckle your seat belt every time you are in a vehicle.
3. Safety is everyone's responsibility. 82% of Tooele students strongly agree or agree that if they are in a vehicle with their friends, and someone is not wearing a seat belt, they should ask them to wear a seat belt.<sup>7</sup> Make sure everyone in the vehicle is wearing a seat belt and if someone isn't wearing a seat belt, ask them to buckle up!
4. Did you know that 91% of Tooele students strongly agree or agree they want people they care about to always wear a seat belt.<sup>7</sup> Seat belts save lives.<sup>1</sup> Please wear your seat belt!
5. Driving a vehicle is a big responsibility! When you leave school today, don't forget to wear your seat belt and ask others to wear their seat belts too.



## SECTION 2. PARENTS/COMMUNITY



### Tools to Communicate with Parents and the Community

While it is important to implement strategies within the school, it is also important to communicate with parents and with the community. This section includes communication tools that school leaders can use to communicate their efforts to increase seat belt use.

**Tool 2.1. Sample Parent Letter**

**Tool 2.2. Seat Belt Fact Sheet for Parents**

**Tool 2.3. Sample Statements for Community Conversations**





## TOOL 2.1. SAMPLE PARENT LETTER

Dear Parent,

Our school cares about the health and safety of your student. With this in mind, one of the important health and safety issues we are focused on this year is seat belt use and the importance of always wearing a seat belt when driving or riding in a vehicle. The research shows that motor vehicle crashes are a leading cause of death for young people ages 5 to 24.<sup>1</sup> Wearing a seat belt is “one of the most effective measures a person can take to prevent injury and death in a crash.”<sup>2</sup>

At [Name of School], we are engaging in efforts to increase seat belt use, and would appreciate your help in furthering these efforts by setting family rules about seat belt use. Setting family rules about seat belt use is one way to ensure that your child understands your expectations about seat belt use when driving or riding in a vehicle. In a recent survey of our county adults it was revealed that 84% of adults, have a family rule about seat belt use.<sup>3</sup> If you haven't already done so, I encourage you to develop family rules about seat belt use. Family rules could include:

- Always wear a seat belt when driving or riding in a vehicle.
- Ask others to always wear a seat belt.

Thank you for allowing us to be a part of your child's educational development and to engage in efforts that help keep our youth safe.

Respectfully,

[Name Here]

### References

1. Centers for Disease Control and Prevention (CDC). (2015). *Leading Causes of Death*. (Web-based Injury Statistics Query and Reporting System database). Atlanta. [www.cdc.gov/injury/wisqars/leading\\_causes\\_death.html](http://www.cdc.gov/injury/wisqars/leading_causes_death.html)
2. Dunn, L., Holliday, A., & Vegega, M. (2016, March). *Motor vehicle occupant protection facts – Children, youth, young adults (Fact book. Report No. DOT HS 812 251)*. Washington, DC: National Highway Traffic Safety Administration.
3. Center for Health and Safety Culture. (2016). *Utah community survey on seat belt use in Cache, Carbon, Sevier, and Tooele Counties*. Montana State University, Bozeman, Montana. (N= 1831)

## TOOL 2.2. SEAT BELT FACT SHEET FOR PARENTS

# LET'S BE TOGETHER FOR LIFE

## The Concern

Motor vehicle crashes are a leading cause of death for young people ages 5 to 24.<sup>2</sup>

According to the 2016 Utah Fatal Crash Summary:

- There were 280 traffic deaths in Utah and 53 of those deaths were children and teens aged 19 and younger.<sup>3</sup>
- There were 80 deaths due to unrestrained occupants in Utah and it was estimated that 40 of those deaths would have been prevented had the occupant been restrained.<sup>3</sup>

## The Good News

Being properly restrained in a seat belt is “one of the most effective measures a person can take to prevent injury and death in a crash.”<sup>1</sup> Adults and students in Tooele County are already engaging in protective beliefs and behaviors.

## Adults in Tooele County

- Most adults, 98%, in Tooele County agree they should always wear a seat belt.<sup>2</sup>
- Most adults, 94%, in Tooele County believe it is their responsibility to get others to wear a seat belt.<sup>2</sup>
- Most families, 84%, in Tooele County have a rule about always wearing a seat belt.<sup>2</sup>

## Students in Tooele County

- Most students wear a seat belt.<sup>3</sup>
- Most students, 91%, strongly agree or agree they want people they care about to always wear a seat belt.<sup>3</sup>

## Critical Steps to Increase Seat Belt Use

1. Whenever you are in a vehicle, make sure everyone is wearing a seat belt. Seat belts save lives. Speak up about this important issue.
2. Establish a family rule about always wearing a seat belt.

For more information about seat belt use in our county, visit [togetherforlife.org](http://togetherforlife.org)

### References

1. Dunn, L., Holliday, A., & Vegega, M. (2016, March). Motor vehicle occupant protection facts – *Children, youth, young adults (Fact book. Report No. DOT HS 812 251)*. Washington, DC: National Highway Traffic Safety Administration.
2. Center for Health and Safety Culture. (2016). *Utah community survey on seat belt use in Cache, Carbon, Sevier, and Tooele Counties*. Montana State University, Bozeman, Montana. (N= 1831)
3. State of Utah Department of Human Services Division of Substance Abuse and Mental Health (2017). *Student Health and Risk Prevention (SHARP) Statewide Survey*. Retrieved from <http://dsamh.utah.gov>

## TOOL 2.3. SAMPLE STATEMENTS FOR COMMUNITY CONVERSATIONS

These statements are provided to keep seat belt use at the forefront of awareness.

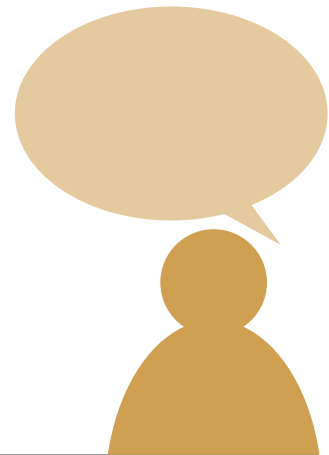


### Call to Action about Seat Belt Use

As a school who cares about our youth, we need to speak up about the importance of always wearing a seat belt. Motor vehicle crashes are a leading cause of death for young people ages 5 to 24.<sup>2</sup> Not wearing a seat belt can result in serious and devastating consequences. The good news for our community is most teens in our county are wearing their seat belts when riding in a car driven by someone else.<sup>7</sup> We need to make sure our young people know that we want them to buckle up. We need to provide a consistent message about the importance of always wearing a seat belt. I encourage you to join me in working together to increase seat belt use. It is our collaborative responsibility to keep our youth safe.

### A Community Event

Our school is excited about the upcoming [event] on [date]. Events like these take an enormous amount of collaboration and effort, and require our school staff and parents to work together. Keeping our youth safe is everyone's responsibility. We can be proud that most students wear a seat belt. Unfortunately, for those who choose not to wear a seat belt, the consequences can be devastating. Please join me in encouraging our students to always wear a seat belt and to speak up and get others to wear their seat belts too.



### **Voicing Concern and Hope about Seat Belt Use**

Adolescence is a time of learning to make independent choices. Many of the choices teens make will impact their future. As a community, we hope our youth are equipped to make positive choices including the important choice to always wear a seat belt. I am proud that in our county, most teens are choosing to wear a seat belt when riding in a car driven by someone else.<sup>7</sup> Let's support our youth in continuing to make this important choice. We know from the 2016 Utah Fatal Crash Summary that there were 80 deaths due to unrestrained occupants in Utah and it was estimated that 40 of those deaths would have been prevented had the occupant been restrained. I encourage you to join me in working together to increase seat belt use.<sup>4</sup>

### **School Buses**

We are often asked about school buses and why most school buses are not equipped with seat belts. According to the National Highway Traffic Safety Administration (2016), school buses are designed to be safer than passenger vehicles in avoiding crashes and preventing injury.<sup>19</sup> School buses are approximately seven times safer than passenger cars or light trucks.<sup>19</sup>

## REFERENCES

1. Dunn, L., Holliday, A., & Vegega, M. (2016, March). *Motor vehicle occupant protection facts – Children, youth, young adults (Fact book. Report No. DOT HS 812 251)*. Washington, DC: National Highway Traffic Safety Administration.
2. Centers for Disease Control and Prevention (CDC). (2015). *Leading Causes of Death. (Web-based Injury Statistics Query and Reporting System database)*. Atlanta. [www.cdc.gov/injury/wisqars/leading\\_causes\\_death.html](http://www.cdc.gov/injury/wisqars/leading_causes_death.html)
3. National Center for Statistics and Analysis. (2015, June). *Children: 2013 data. (Traffic Safety Facts. Report No. DOT HS 812 154)*. Washington, DC: National Highway Traffic Safety Administration. Available at [www-nrd.nhtsa.dot.gov/Pubs/812154.pdf](http://www-nrd.nhtsa.dot.gov/Pubs/812154.pdf)
4. State of Utah Department of Public Safety Highway Safety Office. (2017). *Utah Fatal Crash Summary 2016*. Retrieved from <http://utah.gov>
5. Perkins, MPH, Ron. (2016) *Utah observational survey of seat belt use*
6. Center for Health and Safety Culture. (2016). *Utah community survey on seat belt use in Cache, Carbon, Sevier, and Tooele Counties*. Montana State University, Bozeman, Montana. (N= 1831)
7. State of Utah Department of Human Services Division of Substance Abuse and Mental Health (2017). *Student Health and Risk Prevention (SHARP) Statewide Survey*. Retrieved from <http://dsamh.utah.gov>
8. Miller, W., & Rollnick, S. (2002). *Motivational interviewing: preparing people for change*. (2nd ed.). New York: Guilford Press.
9. Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 513-531.
10. Wittig, C. (2012). Employee' reactions to organizational change. *OD Practitioner*, 44(2) 23-28.
11. Fernandez, W. G., Mitchell, P. M., Jamanka, A. S., Winter, M. R., Bullock, H., Donovan, J., George, J. St., Feldman, J. A., Gallagher, S. S., McKay, M. P., Bernstein, E. and Colton, T. (2008), Brief Motivational Intervention to Increase Self-reported Safety Belt Use among Emergency Department Patients. *Academic Emergency Medicine*, 15: 419–425. doi: 10.1111/j.1553-2712.2008.00096.x
12. Miller, W., & Rollnick, S., (2002). *Motivational interviewing*, Guilford Press: New York.
13. Utah Department of Public Safety, Highway Safety Office. *Utah Crash Summaries 2015*. Salt Lake City, UT: Utah Department of Public Safety. Retrieved from: <http://highwaysafety.utah.gov/Crash=Data/Utah-Crash-Summaries/>
14. Utah Department of Public Safety (2016). *Driver License*. Retrieved from <https://dld.utah.gov/licensingid-cards/driver-education/>
15. Utah Teen Driving Task Force. (2013). *Strategic Plan 2013-2018*. Retrieved from <https://www.health.utah.gov/vipp/pdf/MotorVehicle/TeenDrivingPlan.pdf>
16. Barlinska, J., Szuster, A., & Winiewski, M. (2013). Cyberbullying among adolescent bystanders: Role of the communication medium, form of violence, and empathy. *Journal of Community and Applied Social Psychology*, 23, 37-51. doi: 10.1002/casp.2137
17. Potter, S., Fountain, k., & Stapleton, J. (2012). Addressing sexual and relationship violence in the LGBT community using a bystander framework. *Harvard Review of Psychiatry*, 20(4), 201-208. doi: 10.3109/10673229.2012.712838
18. Otto, J., Ward, N., Swinford, S., & Linkenbach, J. (2014). Engaging in worksite bystanders to reduce risky driving. *Transportation Research Part F: Traffic Psychology and Behavior*, 26(Part B), 370-387.
19. National Highway Traffic Safety Administration. (2016). *School buses*. Retrieved from [www.nhtsa.gov/School-Buses](http://www.nhtsa.gov/School-Buses)