Preventing Distracted Driving among College Students

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Preventing Distracted Driving among College Students

Abstract

Driving while distracted increases the likelihood of a crash and resulted in nearly 3,331 deaths and 387,000 injuries in 2011. Based on the April 2013 National Highway Traffic Safety Association’s (NHTSA) Report, fatalities due to distracted driving are on the rise and the highest proportion of fatalities by age group is the 20-29 year old category. NHTSA has also reported that young drivers 18 to 20 have the highest incidence of crash or near-crash experience when compared to all other age groups, and that this group reports the highest level of phone involvement at the time of a crash or near-crash. Finally, reports indicated that young drivers are less likely to say something to a driver who is sending a text message while driving than older age groups, even if they believe it is unsafe. Taken together, these data indicate a critical need for interventions addressing distracted driving among college age young adults. To our knowledge, to date little has been done to educate college students about the dangers of distracted driving and engage these students in promoting a safe driving culture. Intervening among college students has the potential for making real-time behavior change, can foster a lifetime of safe driving habits among these students, and can help contribute to a culture of safe driving that can be created and sustained through positive messages from peers. The purpose of this project is to address this need and reduce the frequency of distracted driving behaviors among college students. Specifically, the current study has three aims: 1) To implement a low-cost, interactive, public educational event on 20 college or university campuses in the Chicagoland area and begin to engage college age students in a social media conversation that can continue beyond the educational workshop, 2) To evaluate the Distracted Driving Workshop on each of the 20 college/university campuses, and 3) To understand whether any institution-level factors contribute to a culture of safe driving among students. We expect approximately 50 students to attend each of the 20 workshops, for a total of 1,000 participants. Students will complete surveys immediately before, after, and 3 months after the workshop to evaluate whether the workshop contributed to changes in knowledge, attitudes, or behaviors around distracted driving. In addition, data will be collected about college/university characteristics including their size, student body composition, and the institution’s involvement in prevention programming, including education related to distracted driving. Data will be analyzed using repeated measures analysis of variance and hierarchical linear modeling. Results will be disseminated to college and universities directly, and to the scientific community in the form of a conference presentation and scientific manuscript. The ultimate goal of this project is to advance the dialogue about how to promote safe driving among college students.
Preventing Distracted Driving among College Students

Background and Significance

Distracted Driving

Driving while distracted increases the likelihood of a crash and resulted in nearly 3,331 deaths and 387,000 injuries in 2011. Based on the April 2013 National Highway Traffic Safety Association’s (NHTSA) Report, fatalities due to distracted driving are on the rise and the highest proportion of fatalities by age group is the 20-29 year old category.1

Distracted driving involves the movement of a person's attention away from the primary task of driving, and can include taking your eyes off the road (visual distraction), your hands off the wheel (manual distraction) and/or loss of concentration on the road (cognitive distraction).2 Distracted driving has become an epidemic due to a surge in cell phone use. According to the Pew Research Center’s 2013 report, cell phones are now used by 91% of adults in the United States with 81% of American adults sending or receiving texts.3,4 The availability of the smartphone has contributed to the popularity of text messaging as more than 196 billion text messages were sent or received in the United States in June 2011, up nearly 50% from June 2009.1 Smith et. al reported that 95% of 18-29 year olds use the text messaging feature on their phone and they send an average of 87.7 text messages per day.4

Texting while driving is the riskiest driving behavior as it involves manual, cognitive and visual distractions. Hosking et. al reported young drivers who text while they drive spend up to 400% more time with their eyes off the road than drivers who do not text.5 Furthermore, retrieving and sending text messages has a detrimental effect on a number of safety driving measures such as the ability to stay within their driving lane, detect hazards and to detect and respond appropriately to traffic signals.5 Typical patterns of health risk behavior engagement are initiated in early adolescence and become more frequent through late adolescence.6 Pharo et al. investigated risk-taking behavior and reported that adolescents had higher levels of overall risk-taking behavior compared to young adults.7 However, while adolescents take more risks overall, college-aged young adults reported higher levels of risky driving behavior.8 In fact, research suggests that the development of the prefrontal cortex, where impulse, inhibition, decision making, and judgment are centered, may not be fully developed until age 25; this may contribute to risky driving behavior in young adults.9

In the first nationally representative telephone survey on distracted driving, NHTSA reported attitudes and behaviors of 6,000 drivers 18 and older from all 50 States.8 Young drivers 18 to 20 had the highest incidence of crash or near-crash experience (23%) compared to all other age groups. Further, this group reported the highest level of phone involvement at the time of a crash or near-crash (13%), with 8% reporting they were sending a text or e-mail, 3% were reading a text or email, and 2% were talking on a cell phone. Younger drivers under 25 were more likely to report that they drift out of the lane or roadway than older drivers due to texting. Drivers under 24 are much more likely to text while driving than older drivers. Finally, reports indicated that young drivers are less likely to say something to a driver who is sending a text message while driving than older age groups, even if they believe it is unsafe.

Taken together, both self-report data from drivers and actual statistics regarding distracted driving-related fatalities indicate a critical need for intervention among college age young adults. Intervening among college students has the potential for making real-time behavior change, can foster a lifetime of safer driving habits among these students, and can help create a culture of safe driving that can be sustained through positive messages among peers.

Prevention/Education

Educating drivers about the risks of distracted driving can have a significant impact in terms of reducing injuries and fatalities.10 The majority of the education efforts in the U.S. in regards to distracted driving awareness have been focused on high school students and their parents. While no gold standard for prevention programs has been accepted, a few programs have been designed and implemented to address safe driving among teens. One such effort involved a collaboration between a local pediatric hospital and high school, where hospital staff facilitated an interactive educational session for high school students, followed by resources to design and implement a peer-to-peer educational campaign; both components were shown to have short-term effects in terms of reducing texting while driving among teenage participants.11 Another study investigating newly-licensed young drivers, almost all of which were teens, showed that
participating in an educational group focused on building resilience and empowerment substantially reduced the drivers’ risk of having a crash. Finally, a comprehensive intervention for teen driving offenders that offered safety and prevention educational components and exposed participants to former trauma patients and their families showed significantly decreased recidivism rates after six months. Although work in this area has just begun, these programs targeting teens have been met with success.

While efforts to reach teen drivers have begun, despite the fact that the highest proportion of fatalities is in the 20-29 age category, to the best of our knowledge, there have been no prevention programs developed that focus on distracted driving among college age students. Past research can however be used to build such a program, as successful prevention efforts have targeted young adults around issues such as sexually transmitted diseases, alcohol and drug addiction, smoking, and weight management. Components including increasing knowledge, changing beliefs, and demonstrating benefits have been cited as critical to any prevention campaign focused on promoting health and well-being. Further, successful techniques have used a multi-level approach incorporating technology, visual aids, messages, and videos, as well as a peer group format. Combining components of effective health promotion programs would allow for the most beneficial changes among college aged students. Further, positive effects may radiate out, as past work has found that the adoption of healthy lifestyle choices by university students can have an impact on their peers, family and community environment.

Specific to the intervention techniques mentioned above, incorporating technology can be beneficial in promoting changes in behavior. Driving-simulators are now popularly used in high schools to educate teens about how to drive and the dangers of distracted driving. A growing body of evidence indicates driving-simulator measurements are predictive for on-the-road driving performance and beneficial in modifying behavior. Other technology features used to reduce high risk behaviors include the development of mobile applications (“apps”). These apps are designed to reduce distracted driving-related motor vehicle crashes and minimize risk exposure by automatically disabling cell phone devices while a vehicle is in motion. The apps may send calls to voicemail and silence email and text alerts when a vehicle reaches 10 mph but allows for emergency calls for “911.”

Research has also indicated that well-constructed visual aids and videos are a highly effective and desirable means of risk communication among young adults. Mass media campaigns have been proven to be effective for reducing drinking and driving and alcohol-involved crashes for the general population. A smoking-cessation program among young adults stated that the majority of participants reported that relevant messages and videos increased their motivation and confidence to quit smoking. In a study designed to identify recruitment strategies for university alcohol programs, young adults preferred a self-directed program using pamphlets and brochures when offered five program options. However, Gaines and Vitale reported teens and adults had dramatically different responses when evaluating seat belt usage in educational materials. Therefore, the development of Public Service Announcements (PSA’s) and educational brochures and posters must target young adults’ specific preferences.

Finally, peer involvement has been reported to be an effective component of health promotion. Peer education engages members of a ‘target’ community and trains them in health-related information and communication skills, to promote healthy behavior, such as safer driving, to their peers. For example, peer-to-peer methodology was reported to be successful in promoting teen safety belt use. While there are no specific studies assessing peer-to-peer training in promoting safe driving among young adults, one study found that training a small group of university students as health promoters to pass the knowledge they had acquired on to their peers had a multiplying effect.

Pilot work

Shriners Hospitals for Children has a significant interest in distracted driving prevention because many of the children and adolescents we treat are victims of motor vehicle crashes. We have therefore begun doing work to both better understand the problem of distracted driving, and attempt to prevent motor vehicle crashes associated with distracted driving. Specific to contributing to the knowledge base around distracted driving, in 2012, we conducted a pilot study at Boston College (BC) to assess undergraduate college students’ driving habits and perspectives on texting while driving (defined as the reading, replying, and initiating of texts while the car is in an active gear). One hundred eighty-five students completed a survey on their driving behavior; students ranged in age from 18 to 22 years (64 males, 121 females, mean age 19.0 ± 1.1 years), represented all 50 states, and had an average of 2.6 years of driving experience. For 81.1% of the study
participants, texting was their primary form of communication, as they used texting more than talking on the phone, email, or social networking. Over four-fifths of BC students claimed to read text messages while stopped at a traffic signal and approximately half of those drivers were also likely to reply to texts at that time. In addition, 41% of BC undergraduate participants reported they were likely to read a text while they were driving. 96.2% responded that they had witnessed a friend texting while driving and 50.3% reported witnessing a parent or guardian engaging in this same activity. When asked if they had ever asked someone to stop texting while driving, only 68.3% of the BC students who were surveyed said yes.

Specific to prevention efforts, since 2008, Shriners has been combatting America's distracted driving epidemic by increasing awareness of the dangers of distracted driving and facilitating education and advocacy efforts aimed at changing behaviors and making our roads safer. Through local and national initiatives, Shriners has collaborated with the United States Department of Transportation, National Safety Council, USAA Insurance, Allstate Insurance, Illinois High School & College Driver Education Association (IHSCDEA), Illinois State Police, representatives from the Illinois Secretary of State’s Office, and the Distraction Advocate Network. In April 2011, Shriners participated in the first statewide distracted driving summit in Illinois, sponsored by FocusDriven and the National Safety Council. The event included 400 participants (age range 16-72 years of age), including representatives from local, state and national government, the medical field, the corporate sector, law enforcement, the education sector, safety organizations, youth groups, and the general public. The Summit was well-publicized and received local and national print and television coverage. Participants who completed the summit evaluation found the following topic areas to be most beneficial in changing their driving behavior: personal stories, science and research, offering strategies for helping participants stop distracted driving, peer involvement, and use of the driving simulators which allowed participants to experience distracted driving in a safe environment. Further, most attendees reported that the Summit speakers explained the dangers of distracted driving more comprehensively than other conferences and workshops they had attended. The driving simulator in particular emerged as a successful intervention component, as the percentage of attendees who said they will never text and drive increased from 52% to 82% after participating in the simulation. Further, the percentage of attendees who rated the danger of texting and driving as “Very Dangerous” increased from 68% before, to 89% after participating in the simulation.

We used the feedback from the IL summit to develop two additional Summits in San Antonio, Texas (April 2012) and Tampa, Florida (November 2012) (see Appendix A for copies of all Summit Agendas). In addition to these national efforts, Shrine staff also routinely present the dangers of distracted driving to high schools students in the state of Illinois. While both the summits and high school presentations have been very successful, there is a critical need to address distracted driving among college age students, as these young adults have been reported to have the highest level of risky driving behavior and highest proportion of distracted driving-related motor vehicle fatalities. To our knowledge, to date little has been done to educate college students about the dangers of distracted driving and engage these students in promoting a safe driving culture.

Specific Aims

The purpose of this project is to reduce the frequency of distracted driving behaviors among college students.

**Aim 1:** To implement a low-cost, interactive, public educational event on 20 college or university campuses in the Chicagoland area and begin to engage college age students in a social media conversation that can continue beyond the educational workshop.

*Objective 1:* Recruit 20 colleges/universities that are interested in hosting a Distracted Driving Workshop.

*Objective 2:* Identify one or more student organizations with which to partner to host the workshop, and conduct outreach to students to advertise the event.

*Objective 3:* Hold the 2-hour workshop for college age students.

**Aim 2:** To evaluate the Distracted Driving Workshop on each of the 20 college/university campuses.

*Objective 1:* Collect pre-, post-, and follow-up surveys from college age students to understand how the workshop impacted students’ knowledge, attitudes, and behaviors around distracted driving.

**Aim 3:** To understand whether any institution-level factors contribute to a culture of safe driving among students.
Objective 1: Collect data using the College/University Information Form from the designated university official. 
Objective 2: Analyze data to identify whether any institutional factors are impacting knowledge, attitudes, or behavior around distracted driving. 
Objective 3: Disseminate information to colleges and universities with recommendations for what they can do to make their campus culture more supportive of safer driving practices.

Components of the Distracted Driving Workshop

The Distracted Driving Workshop (“workshop”) will focus on educating college students about the dangers of distracted driving and the limits of the multi-tasking brain. To engage this particular audience, the workshop will be delivered through the use of interactive presentations, educational materials, demonstrations, and activities. The ultimate goal of this educational approach is to shift the behavior of college age students when they get behind the wheel of a car. A second objective is for participants to influence the behavior of their peers, both for their own safety (as passengers in a vehicle) but for the safety of others as well.

Personal stories - Presentations from real victims, their families, and distracted drivers will highlight how all individuals are affected by motor vehicle crashes that result from distracted driving. Specifically, a video that was created through a partnership with AT&T will be shown that includes a testimonial from a college-aged individual who killed someone while driving distracted. These testimonials make the problem real to the audience by sharing that this could also happen to them.

Science & Research - The educational portion of the workshop will focus on teaching college students about research that has been conducted to understand the limits of the multi-tasking brain. Scientific results will be shared in an interactive way, and will clearly demonstrate that you are unable to use a cell phone while at the same time trying to do another activity that requires your attention.

Solutions - To facilitate behavior change, we will offer tips on how to reduce distracted driving through modifications of personal behaviors and will offer strategies for how to influence others in order to reduce motor vehicle related injuries and deaths. Technology solutions that prevent distracted driving through apps on mobile devices will be presented. We will also demonstrate effective distracted driving prevention campaigns from across the country that can be adapted for students’ campus as well as their home communities.

Peer Involvement - We will encourage attendees to make a pledge at the event and encourage them to recruit other students. We will provide educational materials for the students to share with their classmates that will include PSAs, brochures and posters. Students will be instructed on the best methods in changing behaviors in their community.

Simulators - A driving Simulator will be part of each workshop to educate students on safe driving habits and the repercussions of distracted driving. Simulators can train students on different distracted driving scenarios, in a safe environment with no stress. The Simulator will test three main types of distractions: visual (taking your eyes off the road), manual (taking your hands off the wheel), and cognitive (taking your mind off what you’re doing). Participants will receive immediate feedback on their driving behavior while they are texting while driving or talking on the phone. The virtual instructor evaluates the behavior of the student continuously, and immediately gives feedback when the student commits an error. This fast and systematic feedback makes clear to students the dangers of driving distracted.

Social Networking - Finally, a key piece of the workshop will be to engage the participants to follow the existing distracted driving social networking campaign that has been set up through Facebook. Through social networking activities, distracted driving advocates keep followers up to date on what is new in the world of distracted driving, including research and statistics, and changes in legislation across the country. This effort also provides daily reminders of why it is important to make a commitment to not drive distracted. Distracted driving is a difficult behavior to change and is a hard habit to break, especially for this age group. Reaching out to individuals in a long-term way using their preferred medium for communication can provide needed ongoing support for this prevention effort.
Research Design and Methodology

Design

In order to evaluate the effectiveness of the Distracted Driving Workshop among college age students, this project will incorporate a pre-, post-, and follow-up evaluation design, where participants will serve as their own controls. Specifically, participants will be asked to complete surveys about their knowledge and behavior before participating in the workshop, immediately after the workshop, and three months after the workshop. The evaluation will be guided by a modified version of Kirpatrick’s model for evaluating training programs. This model suggests that evaluation programs collect and evaluate data specific to: a) reaction, or what participants thought and felt about the instruction (i.e., satisfaction with program), b) learning, or the resulting change in participants’ knowledge, skills, and attitudes, and c) behavior, or the transfer of knowledge, skills, and/or attitudes from the workshop to life. In the current study all three of these aspects will be measured using project-specific survey instruments.

Using this model, two hypotheses and two exploratory research questions that map directly on to the Specific Aims presented above will drive the collection and analyses of evaluation data. First, our hypotheses both address Aims 1 and 2: 1) Participants will experience a significant change in knowledge and attitudes about distracted driving from before to after the workshop, and 2) Participants will report a significant reduction in distracted driving behaviors from before to 3 months after the workshop. Second, our exploratory research questions will examine: 1) Whether any subgroups of students (i.e., younger/older, males/females, Caucasian/ethnic minority) were more or less likely to benefit from the intervention (Aims 1 and 2), and 2) Whether any institutional factors (i.e., characteristics about the college or university) are related to distracted driving knowledge, attitudes, and behaviors (Aim 3).

Recruitment

Chicago area colleges and universities located within a 120 mile radius of the downtown area will be contacted to assess their interest in hosting a Distracted Driving Workshop (See Appendix B for Statement of Work). In order to facilitate student attendance and sustainability of themes related to safe driving, within each school we will seek out one or more student-led organization(s) to help partner and run the event. Each workshop will then be open to all students on campus who are interested in participating. Recruitment strategies will differ depending on the college or university, as effective strategies will be developed with the collaborating student organization(s). However, strategies are expected to include posting flyers and sending emails to the student body. Efforts will capitalize on existing mechanisms for student outreach. We anticipate enrolling a total of 1,000 students across the 20 sites (approximately 50 students per college/university).

Instruments

College Students - A total of three surveys will be administered to students: pre-workshop, post-workshop, and follow-up. These surveys will ask questions about the participants’ knowledge about how to define distracted driving, the dangers of distracted driving, and how to prevent distracted driving; and attitudes about distracted driving and how much of a problem it presents. In addition to these template questions, pre- and follow-up surveys will ask about participant’s distracted driving-related behaviors, and the observations about the distracted driving of others in the participant’s friend/family group. Finally, post-workshop surveys will also ask questions about the participant’s satisfaction with the program and how the workshop could be modified for future implementations (see Appendix C for all survey instruments).

We will also collect demographic data from participants in order to better understand trends in terms of distracted driving, but also to understand whether there were certain students for whom the program was more successful. This information will include students’ age, sex, race, major, and the number of years they have been driving, and will assist in further refining the program.

University Characteristics - We will also ask college/university contacts to complete a project-specific “College/University Information Form,” which will include basic statistics on the college/university (e.g., size, commuter/non-commuter school, number of students who keep cars on campus), as well as questions about any other
distracted driving-focused efforts they are currently or have implemented in the recent past. This will help provide more information on the current culture about distracted driving on each campus.

**Process Data** - Finally, in addition to collecting data from college student participants and school officials, we will also collect intervention process data, including the number of schools contacted, the number of school who agreed to partner, and the number of attendees at each presentation.

**Procedures**

**Data collection** - All students attending a workshop will be asked to complete paper surveys immediately before and immediately after the workshop. Specific to the first survey, students will be told that completing this survey will indicate their consent to join the research portion of the project. Students will be asked to provide an email address on their pre- and post-surveys, and this will serve two purposes: to link the surveys, and to contact students after 3 months with a third, follow-up survey. Students will be reminded at the time of each survey assessment that their participation in the research is voluntary, and that their answers will remain confidential and will only be reported in aggregate. After each workshop, each email address will be assigned a unique project identification number, and de-identified data will then be entered into a database created in the Statistical Package for the Social Sciences, version 20.0 (SPSS), by the Research Coordinator. De-identified data packets will be kept in a locked file cabinet in the Research Coordinator’s office. Follow-up data will be collected via an email survey sent to participants 3 months after the workshop. In the event that there is a failure with a student’s email address, at the time of initial survey completion, students will also be asked to provide a secondary email address and cell phone number for text outreach. As an incentive to complete all three survey tools, for each survey they complete, participants will gain one entry into a raffle to win one of three computerized tablets.

**Data analysis** - We will use descriptive data to summarize levels of satisfaction with the program, and baseline knowledge, attitudes, and behaviors around distracted driving.

Repeated measures analysis of variance (ANOVA) will be used to address both hypotheses, including changes in knowledge and attitudes about distracted driving from before to after the workshop (hypothesis 1) and assess changes in distracted driving behaviors from before to 3 months after the workshop (hypothesis 2).

We will also evaluate whether certain groups were more or less likely to benefit from the Distracted Driving Workshop. This will be done by including key demographic factors (e.g., age, sex, race) as additional independent variables in the repeated measures ANOVAs presented above.

Finally, we will evaluate whether factors about the college or university (e.g., size of institution, whether other distracted driving efforts are occurring on campus) impact results. In particular, a two-level (student nested within institution) hierarchical linear modeling (HLM) will be used to evaluate whether there are systematic differences between student knowledge, attitudes, and behaviors by institution-level factors. HLM controls for the inherent correlation that exists between students in the same institution, while assessing for the impact of institution-level factors on outcomes including knowledge about, attitudes towards, and behaviors around distracted driving.

**Protection of Human Subjects**

The targeted study population includes English-speaking college students in the Chicagoland area who are 18 years of age or older. Approval for the project from the Institutional Review Board will be sought prior to initiating any project-related activities.

Recruitment strategies will differ depending on the college or university, as effective strategies will be developed with the collaborating student organization(s). However, strategies are expected to include posting flyers and sending emails to the student body. Efforts will capitalize on existing mechanisms for student outreach. Students participating in the workshop will be asked to complete survey assessments, and will be told at the time of their first survey completion that completing the survey will indicate their consent to join the research portion of the project. Pre- and post- surveys will be completed on site, immediately preceding and following the workshop. Email addresses will be collected on each survey, which will both serve to link the pre- and post- surveys, but also to send participants a third, follow-up survey, 3 months after the workshop. Students will be reminded at the time of each survey assessment that their participation in the research is
voluntary and will not affect their relationship with their college or university, and that their answers will remain confidential and will only be reported in aggregate.

We anticipate enrolling a total of 1,000 students across the 20 sites (approximately 50 students per college/university).

After survey completion, each email address will be assigned a unique project identification number, and de-identified data will then be entered into a database created in the Statistical Package for the Social Sciences, version 20.0 (SPSS), by the Research Coordinator. De-identified data packets will be kept in a locked file cabinet in the Research Coordinator’s office. Follow-up data will be collected via an email survey sent to participants 3 months after the workshop.

We anticipate no greater than minimal risks to participants as a result of participating in this evaluation study. Potential risks however include discomfort related to thoughts or emotions that might arise as the participants hear about the dangers of distracted driving. There are no alternative treatments or procedures, but youth and caregiver participants will be reminded that their participation is voluntary. Protections will also be put into place to protect participant confidentiality. Specifically, the only identifiable piece of information being collected is the participants’ email address, and only project staff will have access to this address. Information linking these addresses with project identification numbers will be stored in a password protected excel spreadsheet. Finally, all data packets will be kept in locked file cabinets in the Research Coordinator’s office.
References


8. NHTSA. *Young Drivers Report the Highest Level of Phone Involvement in Crash or Near-Crash Incidences.* Washington DC 2012.


Budget

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**Total for project: $50,000**
Budget Justification

Personnel:

Lawrence C. Vogel, M.D. is the Medical Director of the Spinal Cord Injury Program and Chief of Pediatrics at Shriners Hospitals for Children, Chicago and a Professor of Pediatrics at Rush Medical College. As Principal Investigator, Dr. Vogel will have overall responsibility for the project and manuscript preparation. He will devote 10% of his time.

Erin H. Kelly, Ph.D. is a Community Psychologist at Shriners Hospitals for Children, Chicago and Affiliated Research Assistant Professor of Disability and Human Development at the University of Illinois in Chicago. For the past 6 years, Dr. Kelly has been involved in a Shriners funded grant for which she is currently the Principal Investigator. Dr. Kelly has extensive experience conducting quantitative and qualitative analyses. Dr. Kelly will serve as the project Co-Principal Investigator and will share overall responsibility for the project with Dr. Vogel. In particular, she will be responsible for project research design, data analyses, research-related implications of the findings, and manuscript preparation. If the proposed study is funded, she will devote 10% of her time on the project.

Jennifer Smith is the President of Distraction Advocate Network. Jennifer’s work on the issue of distracted driving grew substantially after the September 2009 National Distracted Driving Summit in Washington, D.C., where she was a special guest of U.S. Department of Transportation Secretary Ray LaHood. Since then she has worked with other families of distracted driving victims to bring grassroots-level change to numerous states across the country. Jennifer worked closely with Oprah Winfrey on her “No Phone Zone” campaign, and appeared on the first episode dedicated to the campaign, entitled “America’s New Deadly Obsession.” She has also appeared on Fox News, CNN, and many other major network shows, including recent appearances on Larry King Live and 20/20. Jennifer participated in the “Global Call to End Distracted Driving” press conference at the United Nations. At the event, UN Secretary General Ban Ki-Moon, U.S. Ambassador Rice, and Russian Ambassador Churkin announced the “Decade of Action for Road Safety.” She currently works with AT&T on their “It Can Wait” campaign. Jennifer will be responsible for the educational program and presenting at the colleges. She will devote 30% of her time on the project.

Sahar Hassani, M.S. is the Director of Research Administration at Shriners Hospital for Children, Chicago and will provide administrative support for the grant. She will also ensure compliance with the Rush University Medical Center Institutional Review Board (IRB). She is the Principal Investigator for the Shriners Auto Safety Project and routinely presents on the dangers of distracted driving at high schools and conferences. She also served on the conference committee for the Distracted Driving Summits held in Illinois, Florida and Texas. She has experience and publications in outcomes reviews, motion analysis and quantitative assessment methods. She will devote 10% of her time.
Dean Larson, Ph.D. is President of Larson Performance Consulting, LLC. Dean is experienced in training design, systematic evaluations of training programs, risk reduction through improving safety programs, and controlling hazards. He will assist with evaluation design and data analysis. He will devote 5% effort for the project.

A Research Coordinator will be responsible for scheduling the college visits, surveying the college student participants, managing the data, maintaining the enrollment of participants over time, assisting with data analysis, and assisting with abstract and manuscript preparation. The Coordinator will devote 20% of his or her time.

Louis Fogg, Ph.D. is Associate Professor at Rush University and will serve as a statistical consultant to advise project staff on statistical issues as needed. In particular he will provide support on hierarchical linear modeling (HLM) analyses and power calculations ($1,000).

**Equipment:**

Driving Simulators-We are requesting $4,000 for 2 driving simulators that will be used at each College/University. Across the 20 colleges and universities, we anticipate that over 1,000 students will be trained on the simulators as part of the workshops.

Tablet Computers-We are requesting $3,000 for the purchase of five computer tablets. Specifically, we are requesting two computer tablets for Jennifer Smith and the Research Coordinator, for teaching, data analysis, and manuscript and abstract preparation. The remaining three computer tablets will be used in a raffle as incentives for students to complete follow-up assessments.

**Other:**

IRB costs-We are requesting $1,500 for the Rush University Medical Center IRB to pay for the initial project submission and subsequent amendments.

Office Supplies-We are requesting $500 to purchase office supplies including ink cartridges and an external hard drive.

Travel-We are requesting $1,000 to be used by Jennifer Smith and the Research Coordinator to travel to each of the 20 colleges and universities.
NAME
Vogel, Lawrence C

POSITION TITLE
Professor

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE</th>
<th>YEAR</th>
<th>FIELD OF STUDY</th>
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<tr>
<td>Northwestern University, Evanston, IL</td>
<td>BA</td>
<td>1969</td>
<td>Mathematics</td>
</tr>
<tr>
<td>University of Illinois, Chicago, IL</td>
<td>MD</td>
<td>1973</td>
<td>Medicine</td>
</tr>
<tr>
<td>Yale University, New Haven, CT</td>
<td>Resident</td>
<td>1976</td>
<td>Pediatric Residency</td>
</tr>
<tr>
<td>Michael Reese Hospital/University of Chicago, Chicago, IL</td>
<td>Fellow</td>
<td>1978</td>
<td>Pediatric Infectious Diseases</td>
</tr>
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</table>

A. Personal Statement
Dr. Vogel has been the Medical Director of the Spinal Cord Injury Program at the Chicago Shriners Hospitals for Children for three decades. He is recognized as a world expert on spinal cord injuries in children and has published extensively with 19 book chapters and over 100 peer-reviewed manuscripts on this subject. Dr. Vogel has a well-established track record in conducting productive, multi-center clinical research projects in the role of both Principal Investigator and Co-Investigator. Dr. Vogel has a long-standing interest in the prevention of spinal cord injuries, as demonstrated by his participation in three Distracted Drivers Summits over the past two years. In addition, as one of his major initiatives as President of the American Spinal Injury Association (ASIA), in 2011 he formed the ASIA Prevention Committee.

B. Positions and Honors

Positions and employment

ACADEMIC APPOINTMENTS:
1978–1979 Assistant Professor Department of Pediatrics, University of Chicago, Chicago, IL
1979–1986 Assistant Professor Department of Pediatrics, University of Illinois, Chicago, IL
1987–1998 Assistant Professor Department of Pediatrics, Rush Medical College, Chicago, IL
1999-2006 Associate Professor Department of Pediatrics, Rush Medical College, Chicago, IL
2006–present Professor, Department of Pediatrics, Rush Medical College, Chicago, IL
1981–present Chief of Pediatrics, Shriners Hospitals for Children, Chicago, IL
1982–present Medical Director of the Spinal Cord Injury Program, Shriners Hospital for Children, Chicago, IL
2005–present Assistant Chief of Staff, Shriners Hospitals for Children, Chicago, IL

Honors
1971 Alpha Omega Alpha
2013 James J. Peters Distinguished Service Award and Lectureship

Advisory Committees
2002-present International Spinal Cord Injury Data Set, Executive steering committee
2007-present Consortium for Spinal Cord Medicine (Chairman 2007-present)
1998-present American Paraplegia Society, Board of Directors (Past-President 2009-2011)
2003-present American Spinal Injury Association, Board of Directors (President 2011-2013)

C. Selected peer-reviewed publications (in chronological order).
(Publications selected from 128 peer-reviewed publications)


D. Research Support
1. 1998-current (study remains ongoing with institutional support since 2008).
   Long-term Outcomes and Life Satisfaction of Children and Adolescents with Spinal Cord Injuries. PI. Shriners Hospitals for Children funding. Long-term outcome study of adults with pediatric-onset spinal cord injuries. 10%. $75,000/year

2. 1998-2009. Providing young adolescents with disabilities, work experience and guidance toward adulthood. Transition program grant from Shriners Hospitals for Children. (Co-PI) 5% $35,000/annual


8. 2006-2010. Reducing Obesity and Obesity-Related Secondary Conditions in Adolescents with Disabilities. Disability and Rehabilitation Research Grant (NIDRR). (Co-PI) 5% $750,000/5years


10. 2010-2011. Autonomic dysreflexia, and abnormal cardiovascular control following spinal cord injury - translating knowledge into best practice for health care practitioners. (Co-PI) 5% PVA $25,000/year


12. 2010-2015. Obesity Prevalence, Adaptations and Knowledge Translation in Youth and Young Adults with Disabilities. R1. Prevalence, risk factors and health consequences of obesity/overweight in adolescents and young adults with disabilities from culturally diverse backgrounds (NIDRR). (Co-PI) 2% $200,000/5years.

13. 2010-2015. Rehabilitation Engineering Research Center (RERC) on: Technologies for Children with Orthopaedic Disabilities (H133E100007) (NIDRR). (Co-PI) 2.5%.
14. 2010-2015. Advanced Rehabilitation Research Training in Pediatric to Adult Transition (NIDRR) (Co-PI) 5%. 
A. Personal Statement
As a community and prevention researcher, my research focuses on understanding and improving the psychosocial and physical health of youth and young adults with acquired physical disabilities, with particular attention to factors in their environments that influence their adjustment. I have been conducting research with individuals with physical disabilities for 15 years, and have been an Investigator with Shriners Hospitals for Children-Chicago since 2007. I have led or co-authored 22 peer-reviewed publications and over 126 presentations or abstracts at national or international meetings on psychosocial outcomes among individuals with spinal cord dysfunction and their caregivers. During this time I have established a track-record leading multi-site and interdisciplinary collaborations that have resulted in successful participant enrollment and retention, and successful dissemination of results. In addition, I am engaged in a number of professional activities including the Research Committee of the Academy of Spinal Cord Injury Professionals, the Pediatric Committee of the American Spinal Injury Association, and the Practice Council of the Society for Community Research and Action. I have also mentored a team of research assistants, including clinical researchers, graduate students, and postdoctoral fellows, and am currently a reviewer for five journals focusing on the areas of spinal cord injury, orthopedics, or pediatrics. Beyond this work, I am also committed to injury prevention efforts, and I participated in the Distracted Driving Summit in Illinois in 2011. My training, interests, and experiences demonstrate my ability to develop and execute successful research projects in these areas.

B. Positions and Honors

Positions and employment
1999-2001 Research Coordinator, Department of Disability and Human Development, University of Illinois, Chicago, IL
2000-2005 Program Evaluator, Extended Services Department, Schwab Rehabilitation Hospital, Chicago, IL
2001-2003 Project Director, Department of Disability and Human Development, University of Illinois, Chicago, IL
2001, 2003 Instructor, Department of Psychology, University of Illinois, Chicago, IL
2006 Instructor, Department of Psychology, DePaul University, Chicago, IL
2007-2012 Research Project Director, Shriners Hospitals for Children, Chicago, IL
2007-present Investigator, Scientific Staff, Shriners Hospitals for Children, Chicago, IL
2009-present Affiliated Research Assistant Professor, Department of Disability and Human Development, University of Illinois, Chicago, IL
2011-present Adjunct Research Assistant Professor, Orthopaedic and Rehabilitation Engineering Center, Marquette University, Milwaukee, WI
2012-present Principal Investigator, Shriners Hospitals for Children, Chicago, IL

Honors
2000-2003 Predoctoral Research Fellow, National Institute of Mental Health Prevention Research Training Program, University of Illinois, Chicago, IL
2003 Provost’s Award for Graduate Research, University of Illinois, Chicago, IL
2003-2004 Dean’s Scholar Award, University of Illinois, Chicago, IL
C. Peer-reviewed publications (in chronological order).


**D. Research Support**

1. 2007-2011. Relationship between social participation, quality of life, and psychosocial factors of children and adolescents with spinal cord injuries and their caregivers. Shriners Hospitals for Children. (Co-I) 80%.
   $232,000/year

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Smith</td>
<td>Executive Director</td>
</tr>
</tbody>
</table>

| EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.) |
|--------------------|------------------|
| INSTITUTION AND LOCATION | DEGREE (If applicable) | MM/YY | FIELD OF STUDY |
| University of Oklahoma | 1992 | General Education |
| Dallas County Community College | 1995 | General Education |

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

**A. Personal Statement**

Jennifer Smith has been an advocate against distracted driving since her mother was killed by a person talking on his cell phone while driving in September of 2008. Since that day she has worked her way to becoming one of the leaders in the field of preventing distracted driving crashes by becoming knowledgeable on the research and statistics and collecting a database of crash data and victims families involved in the real life tragedies occurring every day. She and the network of advocates she collaborates with educate the public about the dangers of cell phone use while driving across the entire country. Jennifer now travels the nation and worldwide to give presentations to schools, the public, organizations, government entities, and corporations on the issue and helps families who have lost loved ones find a way to turn their tragedies into action by getting involved in advocacy in her role as Executive Director of the Distraction Advocate Network.

Jennifer’s work on the issue of distracted driving began when her mom’s story was featured as the lead story in the NY Times Pulitzer Prize winning series, ‘Driven to Distraction’ and it grew substantially after the September 2009 National Distracted Driving Summit in Washington, DC called by Secretary LaHood where she was a special guest of the Secretary. The following year, she gave the closing remarks at the 2nd National Distracted Driving Summit. She maintained that relationship with the Secretary and the Department of Transportation and the national Highway Transportation Safety Administration and has worked with other families of distracted driving victims to bring grassroots level change to numerous states and communities across the country.

Previously, the President and Co-Founding board member of FocusDriven - Advocates for Cell-Free Driving to support victims and families of cell phone-related crashes. Jennifer worked closely with Oprah Winfrey on her No Phone Zone Campaign appearing on her first episode, ‘America’s New Deadly Obsession’ in January of 2009 and at the viewing rally for the April 30 ‘No Phone Zone Day’ in Washington, D.C. hosted by Gayle King. She has also appeared on Fox News, CNN, and most other major network shows including appearing on Larry King Live, 20/20, and Rock Center in January of 2013.
Jennifer also worked closely with Secretary LaHood and the Department of Transportation in the Global Call to End Distracted Driving at the United Nations with the UN Secretary General Ban Ki-Moon, US Ambassador Susan Rice, and Russian Ambassador Vitaly Churkin for their announcement of the United Nations directive barring 40,000 employees from text messaging while operating vehicles on official business. Internationally, she speaks yearly at the International Road Federations Caribbean Regional Congress on Road Safety.

She speaks at safety conferences across the country and at teen and youth centered events and high schools. She presents at law enforcement conferences and police departments. She presents to the medical community on educating patients on the dangers as preventative measure. Jennifer also most recently hosted the Illinois, Texas, & Florida Distracted Driving Summits which brought together nearly 300 attendees in each state to engage them in further distracted driving efforts, which her organization, Distraction Advocate Network, plans to hold in other states as well. In a collaborative effort, Jennifer assisted with the Virginia Distracted Driving Summit held by Drive Smart Virginia held this September.

Jennifer has been recognized by the Department of Transportation as a Woman in Transportation History for her work over the years. This spring she was a member of Secretary LaHood’s Distracted Driving Stakeholders Meeting to discuss continued efforts to combat distracted driving. Jennifer continues to work with both the Department of Transportation and the National Highway Transportation Safety Administration to prevent distracted driving fatalities and injuries.

B. Grants/Funding and Honors

2010-11 The Allstate Foundation - development of organizational capacity to curb cell-phone related crashes ($120,000)
2010-11 Oprah Winfrey - Harpo Studios ($90,000)
2011 The Allstate Foundation - 6 Months of Fellow work
2012 NHTSA - Development of victim impact training guidelines
2012 USAA (2 state summits) ($110,000)
2013 AT&T - It Can Wait Speakers Bureau

C. Events, Presentations, and Media Coverage

2013

- Jan 10 Rock Center with Brian Williams, NBC
- Jan 29 Texas Briefing at the Capitol, Austin, TX
- Feb 12 House Transportation Committee Workshop, Tallahassee, FL
- Feb. 13 Broward County Schools - National Safe Driving Video Conference, Deerfield Beach High School
- Mar 4 Oklahoma Capitol - Gen TxT
- Mar 8 Virginia Capitol - meeting with Governor’s policy team w/DriveSmart VA
- Mar 14 Live radio interview w/CBS Radio Los Angeles, CA
- Apr 14 Lifesavers Conference- Denver, CO
- Apr 17 Mid-East Technical High School, OH
- Apr 23 USDOT Distracted Driving Stakeholders Meeting, Washington, DC
- Apr 24 Port Edwards, Wisconsin High School Presentation
- May 14 Barbados Occupational Health & Safety Presentation, Bridgetown, Barbados
• May 15-17  2nd Caribbean Regional Congress on Road Safety, Bridgetown, Barbados
• July-Aug  Worked with MTV and AT&T on the Change Agents PSA series
• Jul 11-14  1st Annual Friends & Family Advocates Retreat, Salt Lake City, UT
• Jul 12     Advocates & Families trip to Univ. of Utah Distracted Driving Research Lab
• Jul 21     Rock & Roll Chicago Half Marathon - Family Teresa Breen ran to honor her son, JB and raise $2,000 from Traveler’s Insurance
• Sept 19    Virginia Distracted Driving Summit, Richmond, VA
• Sept 19    Coordinated victim families and advocates for It Can Wait National Pledge Day events
• Sept 20    NOYS Teen Distracted Driving Summit, Washington, DC
• Sept 26-27 Lake Region General Health (CE credit), Laconia Police Dept., Laconia High School

2012

• Feb. 16-17 Missouri Distracted Driving Summit, Opening Keynote, Jefferson City, MO
• Mar. 26 - Families of distracted driving with the US Sect. of Transportation Ray LaHood, Washington, DC
• Mar. 27 - NTSB Distracted Driving Forum, Washington, DC
• Apr. 26 - Texas Distracted Driving Summit, San Antonio, TX
• May 8-10 IRF Caribbean Regional Congress on Road Safety, Presentation on distracted driving facts & advocacy, Montego Bay, Jamaica
• May 17 - DuPont Sustainable Solutions, Presentation to employees, Virginia Beach, VA
• Jun 11-12 - MO LETSAC Conference, 2 workshop presentations, Lake Ozark, MO
• Sept. 26 - Shriners Hospital for Children Chicago, Lunch & Learn-TX Summit recap, Chicago, IL
• Oct. 13 - Xzavier-Survivor Heroes' Rally To End Distracted Driving, Milwaukee, WI
• Oct. 24-26 - MO Blueprint Conference, Branson, MO
• Oct. 29-30 - Conway Truckload & Diamond Schools, Joplin, MO
• Nov. 13 - Florida Distracted Driving Summit, Tampa, FL

2011

• Jan. 20 – Press Conference at US Dept. of Transportation with Sect. Ray LaHood for FocusDriven’s 1 year anniversary, Washington, DC
• Feb. 16 – Presentation at NHTSA Region 2 Meeting, Albany, NY
• Mar. 7 – Participation in Consumers Union Distracted Driving event, New York, NY
• Mar. 11 – Presentation at Transportation & Infrastructure Convention, Washington, DC
• Mar. 18 - Presentations at Great Lakes Teen Safe Driving Conference, Crystal Lake, IL
• Mar. 22 – Associa Legislative Day, Austin, TX
• Mar. 27-29 – Panel Presentation on Victim Impact Panel at Lifesavers Conference, Phoenix, AZ

• Mar. 30 – Press Conference at Texas Capitol to launch the Texas Dept. of Transportation Distracted Driving Campaign – Talk, Text, Crash, Austin, TX
• Apr. 14 – Featured in The Economist
• http://www.economist.com/node/18561075?story_id=18561075&CFID=162438955&CFTOKEN=64942995
• Apr. 19 – Presenter for Thompson Reuters Webinar on Distracted Driving with RITA Administrator Peter Appel and Attorney Todd Clement
• Apr. 20 – Presentation at Nebraska Safety Council Convention, Lincoln, NE
• Apr. 21 – Hosted the Illinois Distracted Driving Summit with Sect. Ray LaHood, IL Sect. of State Jesse White, IL Senate President John Cullerton, and IL State Representative John D’Amico, Addison, IL
• Apr. 22 – Featured guest appearance on 20/20 · Apr. 28 - MT Radio Show
• Jun. 7 – Keynote address at NHTSA Region 7 Meeting, Coralville, IA
• Jun. 9 – Keynote Luncheon Address at the Oklahoma Safety Council Annual Meeting, Norman, OK
• Aug. 9-11 - Transportation and Infrastructure Convention Meeting, Presentation at General Session, Dallas, TX

2010

• Jan. 12 – Launch of FocusDriven from US Dept. of Transportation with Sect. Ray LaHood in Washington, DC.
• Jan. 18 – Featured Guest Appearance on The Oprah Winfrey Show, ‘America’s New Deadly Obsession’
• Jan. 19 – Featured on Good Morning America
• Feb. 18 – Press Conference with The Maryland Highway Safety Foundation & MD Governor O’Malley Annapolis, MD
• Feb. 18 – Testimony at the MD Senate Transportation Hearing
• Mar. 15 – Presentation at Texas Safety Conference & Expo, The Woodlands, TX
• Apr. 11-13 – Panel Presenter at Lifesavers Conference, Philadelphia, PA
• Apr. 16 – Press Conference with Oklahoma Department of Transportation: Work Zone Awareness Week, Oklahoma City, OK
• Apr. 30 – The Oprah Winfrey Show appearance at Washington, DC featured viewing rally with Gayle King for the ‘No Phone Zone’ episode with Sect. Ray LaHood, NHTSA Administrator David Strickland, NTSB Chairman Deborah Hersman
• May 3-5 – Panel Presentation at Intelligent Transportation Society of America Annual Conference with NHTSA Administrator David Strickland, Houston, TX
• May 4 – Presentation at Houston-Galveston Area Regional Safety Council meeting, Houston, TX
• May 4 – Testimony at Texas Senate Transportation Committee Meeting, Houston, TX
• May 26 – Huffington Post editorial · Jul 7 – Press Conference Dept. of Transportation regarding lobbying efforts against distracted driving efforts with Sect. Ray LaHood, Washington, DC
• Aug. 20 – Guest on Larry King Live, CNN
• Aug. 28 – Presentation at National Charity League mother/daughter event, Rockwall, TX
• Sept. 16 – Presentation at iZup Technology Solution Test Drive with teens & parents, Arlington, VA
• Sept. 21 – Featured Speaker (closing remarks) at the 2nd Annual US Dept. of Transportation National Distracted Driving Summit, Washington, DC
• Sept. 21 – Press Conference with victim’s families at the 2nd National Distracted Driving Summit with Sect. Ray LaHood, Washington, DC
• Sept. 26-29 – Participation in the Governor’s Highway Safety Association Annual Conference, Kansas City, MO
• Nov. 16-17 - NHTSA Law Enforcement National Conference, New Orleans, LA
NAME
Sahar Hassani

POSITION TITLE
Research Administrator

INSTITUTION
Shriners Hospitals for Children®-Chicago
2211 N. Oak Park Ave
Chicago, IL 60707

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

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<th>DEGREE (if applicable)</th>
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<tr>
<td>The Ohio State University, Columbus, OH</td>
<td>B.S.</td>
<td>05/91</td>
<td>Psychology/Biology</td>
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<tr>
<td>Wright State University, Dayton, OH</td>
<td>M.S.</td>
<td>05/95</td>
<td>Physiology/Biophysics</td>
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A. Personal Statement

Sahar Hassani is the Director of Research Administration at Shriners Hospitals for Children-Chicago. Her research interests are in cerebral palsy, osteogenesis imperfecta, childhood obesity, scoliosis, spina bifida and injury and prevention from car collisions. She is the principal investigator of the Automotive Safety Project.

B. Positions and Honors

Positions
- May 2007-Present  Research Administrator, Shriners Hospitals for Children – Chicago
- May 1996-May 2007 Kinesiologist, Motion Analysis Laboratory, Shriners Hospitals for Children – Chicago

C. Selected Peer-reviewed Publications:


D. Research Support.

Ongoing Research Support:
#67007 Hassani 8/2008 - 12/2015
Private Foundation
Automotive Safety
Role: Principal Investigator

#9158 Ackman, MD (PI) 1/2009 - 12/2013
RAB
FARG II
Role: Co-PI-Chicago

#67018 Hassani, S. Co-PI 1/2013-3/2014
Private Foundation/Industry
Assessing Gait and Postural Stability in Children with AIS
Role: Co-PI

#67022 Hassani, S. Co-PI 1/2012-12/2013
Private Foundation/Industry
Composition Factors Associated with Outcomes for Adolescent Idiopathic Scoliosis Spinal Fusions
Role: Co-PI
BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

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<tr>
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<tr>
<td>Dean R. Larson</td>
<td>President, Larson Performance Consulting, LLC</td>
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<tr>
<td>Purdue University Calumet Hammond, IN</td>
<td>M.A.</td>
<td>2008</td>
<td>History (Early American)</td>
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<tr>
<td>Purdue University West Lafayette, IN</td>
<td>Ph.D.</td>
<td>1994</td>
<td>Education – Institutional Technology</td>
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<tr>
<td>Naval Postgraduate School Monterey, CA</td>
<td>M.S.</td>
<td>1971</td>
<td>Management – Communications Management</td>
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<tr>
<td>Purdue University West Lafayette, IN</td>
<td>B.S.</td>
<td>1965</td>
<td>Management – Industrial Management</td>
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<td>U.S. Naval Destroyer School - Department Head Course</td>
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<td>U.S. Marine Corps Command and Staff College – Reserve Course</td>
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<tr>
<td>National Defense University – Reserve Course</td>
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**Professional Positions and Memberships**

2011 – Present  Capella University, Faculty

2005 – Present  Larson Performance Consulting, LLC, President

1994 -- 2010  Purdue University Calumet, Developer of and professor for Emergency Management Certificate Program, Project Assistant to the Vice Chancellor Academic Affairs, Visiting Assistant Professor

1989 -- 1995  Argonne National Laboratory, Environment, Safety & Health Training Manager

1995---2003 & 1975---1989  U.S. Steel - Gary Works, Department Manager, Safety and Industrial Hygiene
Committees and Boards
Member, Board of Governors, Shriners Hospital for Children – Chicago
Chair, Research Committee, 2013 to present
Associate Member, 2009 – 2012
Member, 2013 - present

NFPA Technical Committee on Common Mass Evacuation Planning
Chair
2013 to present

Technical Committee on Risk Management
2011 to present

Indiana Committee for Campus Safety and Emergency Preparedness
First Chair
2006-2007

Indian Emergency Response Commission
Commissioner
2003 to present

Technical Committee on Emergency Management and Business Continuity
Principal member 2000 - present
Task Group Chair 2001 – present

Honors
2003 – Indiana Chamber of Commerce – 2003 Safety Award for Innovative and Successful Health and Safety Initiatives in the Workplace

1999 – Commendation of Excellence: “U.S. Steel – Gary Works for Showing Successful Safety & Health Initiatives in the Workplace” Indiana Chamber of Commerce

Selected Publications & Presentations

2. *Barriers to Implementing Emergency Management Policies and Programs*, Purdue University, April 9, 2013

3. *NFPA 1600 and the Private Sector Preparedness Program (PS Prep)*, Indiana University Purdue University Indianapolis November 5, 2012 and University of Indianapolis December 5, 2012

4. *Crisis Communication: A Case Study* Purdue University, October 16, 2012


7. *Increasing the Effectiveness and Reducing the Risk of Your Exercise (presentation)*, Indiana Division of Mental Health and Addiction All-Hazards Committee Meeting, Indianapolis, June 5, 2012
8. What you Need to Know about PS-Prep, (panel) Continuity Insights Management Conference, Scottsdale, AZ, April 16, 2012


10. Safety Engineer as Leader in Managing Risk: People At Risk Need Us, (presentation) American Society of Safety Engineers – Calumet Chapter, Hammond, IN, January 12, 2012

11. Introduction to NFPA 1600, (presentation) Standards Institution of Israel, Tel Aviv, September 5, 2011

12. CEM Overview (presentation) – Indiana Emergency Response Conference, Indianapolis, 8 August 2011

13. Personal Preparedness as a Function of National Resilience (presentation), Rotary Club, Manteno, IL July 26, 2011


15. Role of Safety and Industrial Hygiene Professionals in Emergency Management, (co-presenter), NFPA Annual Convention, Boston, MA June 13, 2011

16. Gestion de Desastres y Emergencias, (presentations), Santiago April 12 and Antofogasta, April 14, 2011 in Chile,
   a. Key Aspects of Prevention and Preparedness for Emergencies,
   b. Exercises for Increasing Preparedness for Emergencies,
   c. Proposal for NFPA 1600 for Fast Recuperation from Emergencies
   d. Santiago – April 13 Controlling Risk
   e. Antofogasta – April 14 NFPA 122


18. NFPA 1600 – An Introduction for a Resilient Organization and NFPA 1600 for a Resilient Tourism Industry, (presentation), 1st Simposium Capitulo Mexico de NFPA, Cancun, Mexico, 24 February 2011

19. Introduction to NFPA 1600 and Preparing for Flooding in Thailand (presentations), Thailand Ministry of the Interior, Bangkok, Thailand, 3 December 2010


22. CEM Overview (presentation) – Indiana Emergency Response Conference, Indianapolis, 8 October 2010

23. Veterans Administration Emergency Capabilities Assessment; NFPA 1600 – Introduction to 2013 Edition (presentation) and CEM Overview (presentation) – ISO TC 223 Workshop on Emergency Capability Assessment – Shanghai, China 16 September 2010
24. APELL: A positive legacy of Bhopal (article) – IAEM Bulletin August 2010

25. EM and BC in the International Area (presentation) – NFPA Convention, Las Vegas, June 8, 2010


27. Preparedness in the Value Chain of the Chemical Sector, United Nations Environmental Programme (UNEP) sponsored, Zhangjiagang, China, April 27, 2010

28. Social Media and the Safety Professional (presentation), Calumet Chapter ASSE, Hammond, IN March 11, 2010


31. Prevention. Key to preparation for emergency (presentation)

32. Exercises for increasing preparation for emergency (presentation), NFPA Capitulo Argentino Chapter, IRAM Buenos Aires, Argentina, October 16, 2009

33. The importance of preparing for emergencies on university campuses (presentation), UTN University, Bahia Blanca, Argentina, October 13, 2009

34. Does a Flatter World Enhance Response to Disasters?, World Conference on Disaster Manager, Toronto, June 22, 2009

35. NFPA 1600 and TC 223 on Societal security (presentations), Office of Disaster Preparedness and Management and Trinidad and Tobago Bureau of Standards, Trinidad and Tobago, West Indies, April 23 and 24, 2009

36. Proposal of the Norm NFPA 1600 for the fast recovery of the operations and businesses, NFPA 1600 Communication of crisis and public information, Preparation for the emergency exercises, and NFPA 1600 Experiences and tools for its application, (presentations), Bogota, Columbia, April 22, 2009
BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Louis F. Fogg

POSITION TITLE
Associate Professor

eRA COMMONS USER NAME (credential, e.g., agency login)
lfogg

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

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<th>FIELD OF STUDY</th>
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<tr>
<td>Penn. State University</td>
<td>BS</td>
<td>1971</td>
<td>Psychology</td>
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<tr>
<td>University of Chicago, Chicago, IL</td>
<td>PhD</td>
<td>1987</td>
<td>Behavioral Methodology</td>
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A. Personal Statement
Dr. Fogg is an expert in clinical research methodology who studied with Donald Fiske, the renowned authority in research design and measurement. Dr. Fogg has provided the statistical expertise on over 25 NIH funded studies, and is a past president of the Chicago Chapter of the American Statistical Association. He has over 140 peer-reviewed publications and has written extensively in the areas of clinical trials and experimental design. He and Dr. Kelly have collaborated on a series of data analyses on innovative methods for conducting community research. Dr. Fogg will lend his expertise to data collection, database management and data analysis for the length of the project.

B. Positions and Honors
1980-1984 Research Associate, Illinois State Psychiatric Institute, Chicago, IL
1990-Present Associate Professor, Departments of Behavioral Sciences and Psychiatry, Rush University, Chicago, IL
1998-2002 Director of Analytic Services, Rush Behavioral Outcomes Group
1998-Present Board of Directors, American Statistical Association-Chicago Chapter
2005-Present Visiting Professor, University of Illinois at Chicago
1991-Present Associate Professor, College of Nursing, Rush University, Chicago, IL
2010-Present Editorial Board Member, Research in Nursing and Health

C. Selected peer-reviewed publications most relevant to the current application

Additional recent publications of importance to the field


D. Research Support

**Ongoing Research Support**

<table>
<thead>
<tr>
<th>Grant Number</th>
<th>PI Name</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>R01 HL083971</td>
<td>Burgess (PI)</td>
<td>03/01/2008-02/28/2013</td>
<td></td>
</tr>
<tr>
<td>NIH/NHLBI</td>
<td>Sleep Length and Circadian Regulation in Humans</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>The major goals of this project are to test the effect of sleep deprivation and night (dark) length on circadian phase shifts to bright light.</td>
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<td></td>
<td>Role: Co-I Statistician</td>
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<tr>
<td>R01 NR00134</td>
<td>Wilbur (PI)</td>
<td>07/01/2009-06/30/2014</td>
<td></td>
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<tr>
<td>NINR/NIH</td>
<td>Reducing Health Disparities in African American Women</td>
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<tr>
<td></td>
<td>This study will contribute to identifying a reimbursable, practical way of delivering a behavioral change intervention in clinical settings that will increase adherence to PA and be attractive and appealing to African American women.</td>
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<td>Role: Co-I Statistician</td>
<td></td>
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<tr>
<td>R01 HL105395</td>
<td>Crowley (PI)</td>
<td>4/9/12 – 2/28/17</td>
<td>0.6 calendar</td>
</tr>
<tr>
<td>NIH/NHLBI</td>
<td>Adolescent Sleep Delay: Circadian Regulation and Phase Shifting with Light</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>The major goal of this project is to construct and compare phase response curves to bright white light in pubertal adolescents and middle-aged adults. In doing so, we propose to examine possible mechanisms underlying the pubertal circadian phase delay.</td>
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<tr>
<td></td>
<td>Role: Statistician</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R01 HL083971</td>
<td>Burgess (PI)</td>
<td>3/1/08 - 2/28/13</td>
<td>0.6 calendar</td>
</tr>
<tr>
<td>NIH/NHLBI</td>
<td>Sleep Length and Circadian Regulation in Humans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The major goals of this project are to test the effect of sleep deprivation and night (dark) length on circadian phase shifts to bright light.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Role: Co-Investigator</td>
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</tr>
</tbody>
</table>
Circadian Phase Assessments at Home

The major goals of this project are to establish the validity of an at home circadian phase assessment procedure in healthy controls and people with delayed sleep phase disorder.

Role: Co-Investigator

Racial Differences in Human Circadian Rhythms

The major goal of this project is to determine whether there are racial differences in the ability of the circadian clock to phase shift to realign with shifted sleep schedules that create circadian misalignment (such as in shift work and jet travel).

Role: Statistician

Multidisciplinary Treatment for Obstructive Sleep Apnea and Insomnia

The purpose of this research project is to determine the efficacy of a multidisciplinary treatment model for patients with OSA and comorbid insomnia. The specific aims are to determine the efficacy of a treatment model combining CBT and CPAP for individuals with OSA and comorbid insomnia and to determine if there are relative benefits in the sequence of treatment initiation.

Role: Statistician

Development of Combined Assessment of Psychiatric Environments (CAPE) profiles – Psychiatric Inpatient Version

The purpose of this study is to develop a tool to measure the extent patients have experiences during inpatient psychiatric treatment that promote safety and recovery oriented services, ones marked by security, connection, continuity, identity, agency and empowerment.

Role: Statistician

Alcohol Alters the Circadian Response to Light in Humans

The major goal of this project is to investigate the effects of alcohol on circadian phase shifts to light in humans.

Recently Completed Research Support

Practical Circadian Interventions for Night Shift Work

The major goals of this project are to study the use of bright light, dark, and melatonin for improving adaptation to simulated night shifts.

Role: Co-I Statistician
Blue Light and Melatonin for Treatment of Circadian Rhythm Disorders and Jet Lag

The major goals of this project are to study the effectiveness of combinations of blue and white light and melatonin on phase shifting the human circadian clock.
Role: Co-I Statistician

Physical Restraints and Therapy Disruptions in Hospitals
Purpose of the study is to perform a national study on incidence and reasons for the use of physical restraints.
Role: Co-I Statistician

Effects of Short and Long Nights on the Circadian Clock
The major goals of this project are to study the effects of regular short and long sleep episodes on the functioning of the human circadian clock.
Role: Co-I Statistician

Preliminary Study of Safety and Efficacy of Policosanol for HIV Dyslipidemia
The goal of this study is to conduct a placebo-controlled, randomized, double-blind, crossover trial to evaluate the safety and efficacy of a 12-week course of sugar cane derived policosanol in a sample of 70 persons with HIV-related dyslipidemia.
Role: Co-I Statistician

Engaging Low-Income Parents in Prevention Programs
The goals of this study are to develop and test an innovative parent training program for promoting healthy relationships between parents and young children.
Role: Co-I Statistician

Evaluating Innovations in Nursing Education
This study will examine the effect of a virtual community on work-life, recruitment, and retention among nursing faculty.
Role: Co-I Co-Investigator

Phase Response Curves for Home Remedies to Treat Circadian Misalignment
The major goal of this project is to develop phase response curves for bright light and melatonin treatments currently available over the counter.
Role: Co-I Statistician

Reducing Risk for Children of Mexican Immigrant Mothers
The goal of this study is to develop a culturally relevant program for Mexican immigrant mothers and their children by enhancing mother-child communication and improving the mental health outcomes of their children.

Role: Co-Investigator

A Chronic Grief Intervention for Alzheimer’s Caregivers

The purpose of this study is to use a pre-test/multiple post-test quasi-experimental design to measure the effects of an intervention on Alzheimer’s caregiver knowledge, communication and conflict resolution skill, and chronic grief within the first year after they have placed their loved one in a nursing home.

Role: Co-Investigator
Appendices

Appendix A:
Agendas from Distracted Driving Summits held in Illinois (April 2011), Texas (April 2012), and Florida (November 2012)

Appendix B:
Statement of Work, including Project Timeline

Appendix C:
Survey Instruments, including Pre-, Post-, and Follow-up Workshop Surveys, and College/University Information Form
Appendix A

Agendas from Distracted Driving Summits held in Illinois (April 2011), Texas (April 2012), and Florida (November 2012)
Registration opens at 8:00 a.m. with a complimentary continental breakfast.

**Opening Keynote Address: United States Secretary of Transportation Ray LaHood**
9:00 - 9:30 a.m.
Welcome by Jennifer Smith, President, FocusDriven
Introduction by Janet Froetscher, President & CEO, National Safety Council

**When Tragedy Strikes: FocusDriven Victim Impact Panel**
9:35 - 10:10 a.m.
Moderator: Jennifer Smith, President, FocusDriven
Panelists: Chuck/Gloria Wilhelm, Parents of Matthew Wilhelm
Teresa Breen, Mother of JB Breen
Emani Lawrence, Granddaughter of Linda Doyle

**Unlocking Dangerous Behavior: Key Research**
10:15 – 10:55 a.m.
Moderator: David Teater, Senior Director of Transportation Initiatives, National Safety Council
Panelists: Joel M. Cooper, Ph.D., Assistant Research Scientist, Texas Transportation Institute
Paul Atchley, Ph.D., Cognitive Psychologist, University of Kansas

**Break**
10:55 - 11:10 a.m.

**Keynote Address: Illinois Secretary of State Jesse White**
11:10 - 11:40 a.m.
Introduction by Terry Walsh, Global Sales Leader, Training Solutions, DuPont Sustainable Solutions

**Steering Springfield: The State of Illinois Legislation**
11:45 a.m. - 12:20 p.m.
Moderator: John Ulezycki, Group Vice President – Strategic Initiatives, National Safety Council
Panelists: Representative John D’Amico, Illinois House Transportation & Motor Vehicles Committee
Senator John Cullerton, Illinois State Senate President

Boxed lunches will be provided for all attendees in the lobby from 12:20 - 12:50 p.m.

**Lunch Address: Corporate Cell Phone Policies**
12:50 - 1:20 p.m.
David Teater, Senior Director of Transportation Initiatives, National Safety Council
When Tragedy Strikes: FocusDriven Victim Impact Panel
Countless families across the nation have been affected by crashes involving cell phone use. Listen to the stories of Illinois families whose lives are changed forever because other people were driving while making phone calls and text messages.

Unlocking Dangerous Behavior: Key Research
The facts don’t lie – driving while using a cell phone is extremely dangerous. Listen to leading researchers discuss what the science shows and how to use this knowledge to focus messaging to the public.

Steering Springfield: The State of Illinois Legislation
Laws prohibiting distracted driving are necessary. Become updated on current legislation and learn the elements of effective laws.

Corporate Cell Phone Policies
Get an overview of current best practices for corporate policies on the use of electronic devices in motor vehicles, as well as issues that arise during implementation of these policies. Learn about employer liability for employee distracted driving.

Traumatic Injuries: Physician Experts Leading the Way in Prevention
Understanding potential outcomes is another way to educate the public and promote safe behaviors. The medical panel will share an overview of injuries such as traumatic brain injuries and spinal cord injuries. The panel will share how the medical community can engage on this issue, its role in injury prevention and effective methods for framing the issue.

Driving the Message Home: Engaging Schools, Teens and Parents
Gaining support from youth is crucial to a future without distracted driving. Participate in a discussion about how to target this age group and involve schools and parents to create lifelong safety habits.

On the Patrol: Case Studies in Law Enforcement
Highly visible enforcement is proven to reduce distracted driving. Learn strategies and tactics Illinois departments have employed to reduce this dangerous behavior.

### Traumatic Injuries: Physician Experts Leading the Way in Prevention

**Moderator:** Sahar Hassani, M.S., Director of Research Administration, Shriners Hospitals for Children – Chicago

**Panelists:**
- Peter Smith, M.D., Orthopaedic Surgeon, Shriners Hospitals for Children, American Academy of Orthopaedic Surgeons
- Lawrence C. Vogel, M.D., Chief of Pediatrics, Medical Director of Spinal Cord Injury Services, Shriners Hospital for Children
- Gail Rosseau, M.D., Neurosurgeon, NorthShore University Health System, ThinkFirst Foundation

### Driving the Message Home: Engaging Schools, Teens and Parents

**Moderator:** Roger Voigt, American Driver and Traffic Safety Association (ADTSEA)

**Panelists:**
- Susan Duchak, Senior Corporate Relations Manager, The Allstate Foundation
- Dale Ritzel, Ph.D. President, Illinois High School & College Driver Education Association (IHSCDEA)
- Dan Kleinfeldt, Illinois High School & College Driver Education Association (IHSCDEA)
- Judy Weber-Jones, National Leader for Impact on Teen Driver Safety, Project Ignition

### On the Patrol: Case Studies in Law Enforcement

**Moderator:** Michael R. Stout, Governor’s Highway Safety Representative, Director - Division of Traffic Safety, Illinois Department of Transportation

**Panelist:** Scott Kristiansen, Sergeant, Buffalo Grove Police Department

### Closing Remarks: Jennifer Smith, President, FocusDriven

**Schedule:**
- 1:25 – 2:10 p.m.: Traumatic Injuries: Physician Experts Leading the Way in Prevention
- 2:15 - 2:55 p.m.: Driving the Message Home: Engaging Schools, Teens and Parents
- 2:55 – 3:10 p.m.: Break
- 3:10 – 3:40 p.m.: On the Patrol: Case Studies in Law Enforcement
- 3:45 – 4:00 p.m.: Closing Remarks: Jennifer Smith, President, FocusDriven
Texas Distracted Driving Summit  
April 26, 2012

TxDOT and Shriners Hospitals for Children are hosting the first Texas Distracted Driving Summit, which aims to increase awareness of the dangers of distracted driving and provide individuals with tools to start education and advocacy efforts in their own communities. The groups plan to hold the one-day event in San Antonio on April 26, 2012. The event will be open to invitees only – decided upon by the hosting organizations and any sponsors. Approximately 300 attendees would be expected.

U.S. Transportation Secretary Ray LaHood plans to attend the event, providing the opening keynote address. Media will be invited to the event, providing exposure for the issue of distracted driving, as well as for all organizers. TxDOT and DOT will be promoting the event nationally and statewide. Secretary LaHood, USAA representatives, Shriners Hospital representatives and TxDOT representatives would conduct a press conference with families of victims of distracted driving accidents. TxDOT and Shriners developed a draft agenda for the event, which is provided in Appendix A. The agenda is subject to approval by USAA.

## Distracted Driving Summit Topics

Subject to further discussion, this one-day event may include, but not be limited to, the following types of presentations:

- **Opening Keynote Address: United States Secretary of Transportation Ray LaHood**  
  During the Illinois Distracted Driving Summit, held last April, Secretary LaHood called distracted driving an epidemic, focusing primarily on cell phone use; he went on to note that taking one’s eyes off the road for only a second can put oneself and others in danger. His remarks focused on the fact that no call or email cannot wait until a driver gets to his or her destination. He also discussed the number of states that have passed legislation to curb distracted driving and noted the work of the current Administration to prevent federal government employees from driving while distracted. He shared the names of other organizations that are leading the charge to prevent distracted driving.

- **When Tragedy Strikes: Victim Impact Panel**  
  During this panel discussion, families who have felt firsthand just how devastating cell phone use while driving can be will share their stories.

- **Unlocking Dangerous Behavior Panel: Key Research**  
  During this panel, leading researchers in this field will share their knowledge and provide insights into why this behavior is so dangerous.

- **Corporate Cell Phone Policies Panel**  
  This panel will provide an overview of current best practices for corporate policies on the use of electronic devices in motor vehicles, as well as issues that arise during implementation of these policies.

- **Traumatic Injuries Panel: Physician Experts Leading the Way in Prevention and Victim Perspective on Living with Spinal Cord Injury**
Medical experts will share an overview of injuries such as traumatic brain injuries and spinal cord injuries. A family member or person who is living with a spinal cord injury as a result of distracted driving will also be part of this session.

- **Returning Veterans and Distracted Driving Panel (tentative)**  
  DOD representatives will discuss the issue of veterans returning home and the issue of distracted driving.

- **On the Patrol Panel: Case Studies in Law Enforcement**  
  Law enforcement will share highly visible enforcement strategies and tactics that have been proven to reduce distracted driving.

- **Wrap-Up Panel Discussion**

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**Background**

The concept for the Texas Distracted Driving Summit is based on the success of an Illinois Distracted Driving Summit, the first statewide distracted driving summit of its kind, as well as national distracted driving summits that were led by the U.S. Department of Transportation. Other states are contemplating similar distracted driving summits this year as well.

For the first statewide distracted driving summit in Illinois, held in April 2011, was led by FocusDriven (a nonprofit dedicated to distracted driving awareness started by Jennifer Smith, a distracted driving advocate) and the National Safety Council, in partnership with Shriners Hospitals for Children – Chicago, and sponsored by the Allstate Foundation and DuPont. The event included 400 invited participants, including representatives from local, state and national government; the medical field; the corporate sector; law enforcement; the education sector; safety organizations; youth and the general public. Media were also invited to the event and local media covered the event, including: the affiliates for ABC, CBS, and FOX, as well as the local cable news station, the *Chicago Tribune, Chicago Sun-Times, Daily Herald* and *Courier-News*. Following the Illinois summit, participants formed a taskforce that has developed a resource kit for communities looking to conduct grassroots awareness work.

Following the successful Illinois event, Shriners Hospitals for Children has continued its efforts to join in the fight against distracted driving. The organization has a significant interest in this issue because of the many children and adolescents they treat who are victims of car accidents. In fact, the organization established the Automotive Safety Project, which aims to reduce serious and fatal motor vehicle injuries in infants, children, adolescents and teens by providing the necessary education to communities across the nation. With hospitals in Galveston and Houston, Shriners has an interest in educating Texans about the dangers of distracted driving. Shriners is considered the lead entity in coordinating this event and is working to replicate the Illinois summit in states across the United States.
## Appendix A: Texas Distracted Driving Summit Draft Agenda
### April 26, 2012

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Registration opens</strong>&lt;br&gt;Complimentary continental breakfast</td>
<td>7:45 a.m.</td>
</tr>
<tr>
<td><strong>Welcome from TxDOT</strong>&lt;br&gt;Discusses the impact of distracted driving in Texas and thanks partner – Shriners Hospitals for Children – and sponsor – USAA</td>
<td>9:00–9:10 a.m.</td>
</tr>
<tr>
<td><strong>USAA Opening Remarks</strong>&lt;br&gt;Discusses importance of this issue for USAA and introduces Secretary LaHood</td>
<td>9:10–9:20 a.m.</td>
</tr>
<tr>
<td><strong>Secretary LaHood Keynote</strong>&lt;br&gt;Provides overview of the issue of distracted driving, sets tone for summit and introduces Jennifer Smith</td>
<td>9:20–9:50 a.m.</td>
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<tr>
<td><strong>Jennifer Smith Opening Remarks</strong>&lt;br&gt;Discusses agenda and goals for the day</td>
<td>9:50–10:00 a.m.</td>
</tr>
<tr>
<td><strong>When Tragedy Strikes: Victim Impact Panel</strong>&lt;br&gt;Moderated by Jennifer Smith, participants include Texas victim family members</td>
<td>10:00–10:50 a.m.</td>
</tr>
<tr>
<td><strong>Press Conference</strong>&lt;br&gt;TxDOT, USAA, Shriners, Secretary LaHood and victims’ families adjourn to ready room for press conference</td>
<td>10:50 a.m.</td>
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<tr>
<td><strong>Break</strong></td>
<td>10:50 – 11:10 a.m.</td>
</tr>
<tr>
<td><strong>Unlocking Dangerous Behavior Panel: Key Research</strong>&lt;br&gt;Introduced by TxDOT or USAA representative; speakers include:&lt;br&gt;  - Joel Cooper, Ph.D., University of Utah&lt;br&gt;  - Paul Atchley, Ph.D. University of Kansas</td>
<td>11:10 a.m. – 12:00 p.m.</td>
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<tr>
<td><strong>Lunch Presentation</strong>&lt;br&gt;Introduced by TxDOT or USAA representative;&lt;br&gt;  - NHTSA representative discusses teen programs&lt;br&gt;  - Volvo representative discusses distracted driving initiatives/new vehicle safety technologies</td>
<td>12:00–1:15 p.m.</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>1:15–1:25 p.m.</td>
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<tr>
<td><strong>Traumatic Injuries Panel: Physician Experts Leading the Way in</strong></td>
<td>1:25–2:05 p.m.</td>
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</tbody>
</table>
Prevention and Victim Perspective on Living with Spinal Cord Injury
Introduced by TxDOT or USAA representative; panel is moderated by Sahar Hassani, M.S., Director of Research Administration at Shriners Hospital for Children-Chicago; panelists include:
- Lawrence C. Vogel, M.D. Chief of Pediatrics, President of American Spinal Injury Association
- Family member or person who is living with a spinal cord injury as a result of DD

Corporate Cell Phone Policies Panel
2:05–2:35 p.m.
Introduced by TxDOT or USAA representative; panel moderator is Dean Larson, Ph.D. Board Member, Shriners Hospitals for Children; panelists include:
- Todd Clement, Attorney, The Clement Firm
- Texas corporate representative – HEB or other recommended by USAA
- Daniel Ross, CEO, iZup--Illume Software

Returning Veterans and Distracted Driving Panel (tentative)
2:35–3:05 p.m.
Introduced by TxDOT or USAA representative; panel moderator is TBD; panelists are TBD

Break
3:05–3:15 p.m.

On the Patrol Panel: Case Studies in Law Enforcement
3:15–4:00 p.m.
Introduced by TxDOT or USAA representative; panel moderator is TBD; panelists include:
- Shannon Trice, Syracuse, NY/NHTSA pilot
- DPS and/or SAPD representative

Wrap-Up Panel Discussion: Where Do We Go From Here?
4:00–4:25 p.m.
Panelists offer next steps recommendations; panelists include:
- USAA representative
- TxDOT representative
- Jennifer Smith
- Sahar Hassani
- Law enforcement representative
- NHTSA representative
- Auto manufacturer
- Researcher

Closing
4:25–4:30 p.m.
TxDOT thanks USAA for generous underwriting of the conference and adjourns meeting
**During the two to three minute panel changeovers, we can have short video clips from some of the “Faces of Distracted Driving” videos to hold audience attention during transitions.**
This summit aims to increase awareness of the dangers of distracted driving and facilitate education and advocacy efforts that will change behaviors and make Florida roads even safer.

7:15 a.m. - 8:30 a.m. Registration
8:30 a.m. - 8:40 a.m. Welcome
Lora Hollingsworth
Chief Safety Officer
FLORIDA DEPARTMENT OF TRANSPORTATION

8:40 a.m. - 8:50 a.m.
USAA Opening Remarks
KEVIN BERGNER, President
USAA PROPERTY AND CASUALTY INSURANCE GROUP

8:50 a.m. - 9:00 a.m.
Jennifer Smith
President, DISTRACTION ADVOCATE NETWORK

9:00 a.m. - 9:45 a.m.
Florida Faces of Distracted Driving
VICTIM PANEL:
Moderator: Jennifer Smith,
DISTRACTION ADVOCATE NETWORK
› Kristin Murphy, speaking on behalf of her
daughter, Chelsey Murphy
› Russell Hurd, speaking on behalf of his daughter,
Heather Hurd
› Elissa Schee, speaking on behalf of her daughter,
Margay Schee

9:45 a.m. - 10:00 a.m. BREAK

10:00 a.m. - 10:05 a.m.
Kevin Bergner
Introduction of Secretary LaHood

10:05 a.m. - 10:25 a.m.
Keynote Address
RAY LAHOOD, Secretary
UNITED STATES DEPARTMENT OF TRANSPORTATION

10:30 a.m. - 11:15 a.m.
The Science and Research
Behind Distracted Driving
Moderator: Joel Camarano, USA
› Steven Kass Ph.D., Professor of Psychology,
UNIVERSITY OF WEST FLORIDA
› Paul Atchley Ph.D., Professor of Psychology,
UNIVERSITY OF KANSAS

11:20 a.m. - 12:15 p.m.
Corporate Cell Phone
Policies and Implementation
Moderator: Jennifer Smith,
DISTRACTION ADVOCATE NETWORK
› Todd Clement, Attorney, THE CLEMENT FIRM
› Leo Hamilton, Corporate Safety Director,
DUPONT
12:15 p.m. - 1:30 p.m.
LUNCH PROVIDED

12:45 p.m. - 1:20 p.m.
Lora Hollingsworth
Introduction of Sandy Richardson

12:50 p.m. - 1:10 p.m.
Sandy Richardson
NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION, REGION 4

1:10 p.m. - 1:30 p.m.
BREAK NETWORKING

1:30 p.m. - 2:15 p.m.
Enforcing Distracted
Driving Laws: Case Studies
From the Front Lines
Moderator: Lora Hollingsworth,
FLORIDA DEPARTMENT OF TRANSPORTATION
› Lt. Rod Peterson, Traffic Division,
Logan City Police Department, Utah
› Officer Chris Andres, Novato Police
Department, Novato, California

2:20 p.m. - 2:55 p.m.
Traumatic Injuries and
Distracted Driving: Physician
and Victim Perspectives
Moderator: Sahar Hassani,
SHRINERS HOSPITAL FOR CHILDREN, CHICAGO
› Dr. Lawrence C. Vogel, M.D. Chief of
Pediatrics, Shriners Hospital for Children,
Chicago; Professor of Pediatrics, Rush
Medical College; President of Spinal Cord
Injury Association
› Grant Family: Parents of Hannah Grant,
Traumatic Brain Injury
› Berry Family: Simone Berry, Peter Berry,
Aaron Berry; victims of a Distracted Driving
Accident, Spinal Cord Injury

2:55 p.m. - 3:15 p.m. BREAK

3:15 p.m. - 4:15 p.m.
Educating Teens & Parents
› Jay Anderson, Stay Alive Just Drive
› Wesley Sapp and Victoria Alvarez,
Drive for Life, Ocala, FL
› Tyler Kraus, Executive Director,
Reynolds Right Hands
› Andrea Brands, Director of Consumer
Safety & Education, AT&T

4:15 p.m. - 4:25 p.m.
Where Do We Go From Here?
Next Steps in Florida
Jennifer Smith, DISTRACTION ADVOCATE NETWORK

4:25 p.m. - 4:30 p.m.
Closing Remarks
FLORIDA DEPARTMENT OF TRANSPORTATION
Appendix B

Statement of Work, including Project Timeline
Statement of Work

**Study Goals and Tasks** (See next page for Timeline)

**Goal 1:** To implement a low-cost, interactive, public educational event on 20 college or university campuses in the Chicagoland area and begin to engage college age students in a social media conversation that can continue beyond the educational workshop.

1. **Task 1.** January 2014 – Hire and train the Research Coordinator.
2. **Task 2.** January-June 2014 – Recruit 20 colleges/universities that are interested in hosting a Distracted Driving Workshop and designate one official from each academic institution for collaboration.
   - Identify one or more student organizations within each academic institution with which to partner to host the workshop.
   - Coordinate with student organization leadership to schedule date/time to hold workshop.
   - Facilitate outreach to students to advertise the event.
3. **Task 3.** March-August 2014 – Conduct a two-hour Distracted Driving Workshop for college age students on each college/university campus.

**Goal 2:** To evaluate the Distracted Driving Workshop on each of the 20 college/university campuses.

4. **Task 4.** March-August 2014 – Collect pre- and post-workshop data.
   - Administer pre-workshop evaluation survey of students’ knowledge, attitudes, and behaviors regarding distracted driving, immediately prior to the workshop.
   - Administer post-workshop evaluation survey of students’ knowledge, attitudes, and satisfaction with the workshop, immediately after the workshop.
5. **Task 5.** June-December 2014 – Administer follow-up evaluation survey to participating students to investigate knowledge, attitudes, and behaviors regarding distracted driving, 3-months after the workshop.
6. **Task 6.** December 2014 – Analyze data.

**Goal 3:** To understand whether any institution-level factors contribute to a culture of safe driving among students.

7. **Task 7.** March-August 2014 – Collect data from the designated college or university official using the College/University Information Form.
8. **Task 8.** September 2014 – Analyze data attending to relationships between college/university factors and student respondents’ knowledge, attitudes, and behaviors around distracted driving.

**Goal 4:** Disseminate study findings to appropriate audiences.

9. **Task 9.** October-December 2014 – Offer recommendations for college campuses to make their campus cultures more supportive of safe driving practices.
10. **Task 10.** October 2014 – Submit one abstract highlighting study findings to a scientific meeting.
11. **Task 11.** December 2014 – Submit one scientific manuscript highlighting study findings to a peer-reviewed journal.
Figure 1. Timeline for completion of grant-related tasks.
Appendix C

Survey Instruments, including Pre-, Post-, and Follow-up Workshop Surveys, and College/University Information Form
Preventing Distracted Driving among College Students
Pre-Workshop Survey

As part of this program, we will ask you to complete three brief surveys. Two of these surveys will be done today, and you will be asked to complete the third in 3 months. We are asking you to provide us with your email address on these three surveys for two reasons: 1) Because we are not asking for any identifying information (including your name or social security number, etc.), we will use your email address to link your surveys with each other; and 2) We will send the third survey via email in 3 months. Just in case you change your email address or close your account before we send the third survey, please provide us with a secondary email address or cell phone number where we can reach you. We will ONLY use the secondary email address and cell phone number if the survey we send to your primary email address bounces back. None of this contact information will be shared with anyone else.

Primary email address: ________________________________
Secondary email address: ________________________________
Cell phone number: ________________________________

Please answer the following honestly. None of this information will be used to identify you, so your responses will be confidential. Although we appreciate your thoughtful response to every question, you are free to not answer any question in the survey for any reason and you may withdraw from the study at any time.

1) Do you currently have a valid driver’s license?   Yes  No  

2) Do you have regular access to a car on campus?   Yes  No  

3) Do you have regular access to a car at home?   Yes  No  

4) Please mark how many hours each week you spend driving a car.

   0  2  4  6  8  10

5) Please mark how many hours each week you spend as a passenger in a car.

   0  2  4  6  8  10

6) Do you own and/or use a cell phone?   Yes  No  
   If yes, please continue.
   If no, please skip to question #20.

7) How do you use your phone? (circle all that apply)
   A. Talking
   B. Texting
   C. E-mail
   D. Social Networking (e.g. Facebook, Pinterest, Snapchat, etc.)
   E. Games

8) Which of these is the way you primarily use your phone? (circle one response)
   A. Talking
   B. Texting
   C. E-mail
   D. Social Networking (e.g. Facebook, Pinterest, Snapchat, etc.)
   E. Games
9) During the past 30 days, how often have you read or sent a text message while driving? (Mark one)

- Every day
- 5-6 days per week
- 3-4 days per week
- 1-2 days per week
- Only in an emergency
- Not at all

10) During the past 30 days, how often have you talked on the phone while driving? (Mark one)

- Every day
- 5-6 days per week
- 3-4 days per week
- 1-2 days per week
- Only in an emergency
- Not at all

11) During the past 30 days, how often have you used any app (e.g. email, Facebook, etc.) on the phone while driving? (Mark one)

- Every day
- 5-6 days per week
- 3-4 days per week
- 1-2 days per week
- Only in an emergency
- Not at all

12) Please mark one response for each of the following questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Neutral</th>
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<th>Very Likely</th>
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13) While driving in severe road conditions (high traffic, adverse weather), how likely are you to...

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<tr>
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</table>
14) While driving in normal traffic under normal road conditions, how likely are you to...

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</table>

15) While stopped at a red light or stop sign, how likely are you to...

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<th>Very Likely</th>
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<tr>
<td>Play games?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16) Which assistive device methods do you use (if any) while talking on the phone and driving? (Circle all that apply)
- A. Bluetooth through vehicle
- B. Bluetooth through ear piece
- C. Other hands-free ear piece (e.g. ear buds plugged into phone)
- D. Speakerphone with phone resting somewhere (e.g. in your lap)
- E. I do not use any assistive devices
- F. Not applicable – I do not talk on the phone while driving

17) How do you respond to texts while driving? (Circle all that apply)
- A. Text with one hand
- B. Text with two hands
- C. Text without looking at the phone
- D. Using voice recognition to send a text
- E. Call the person
- F. Not applicable – I do not respond while driving

18) When you receive a text message while driving, when do you typically respond?
- A. Immediately, while maintaining the same speed
- B. Immediately, after slowing down
- C. Wait for the next red light or stop sign
- D. Pull over to the side of the road then respond
- E. Not applicable – I do not respond while driving
19) What are reasons you text or talk on the phone while driving? (Please indicate the appropriate response in each box)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Texting</th>
<th>Talking on the phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>For information-oriented reasons (e.g., giving or receiving directions)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Out of boredom (e.g., saying “hi”, catching up, relieve boredom)</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

20) How much do you believe using a cell phone while driving affects driving performance?

- Not at all
- Very much

21) What do you think is the most distracting to do on your phone while driving? (circle one)

- Read and/or send a text
- Talk on the phone
- Read and/or send an email
- Browse a social networking site
- Play a game on the phone

22) How dangerous do you think it is to do each of these while driving?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not at all</th>
<th>Very dangerous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Talk on the phone?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Email?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Access a social networking site?</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

23) How would you rate your knowledge of the dangers of distracted driving?

- No knowledge
- A lot of knowledge

24) Are you familiar with the laws on texting or talking while driving in the state(s) in which you drive?

- Texting: Yes No
- Talking: Yes No

25) A. Do you believe that states should pass laws banning texting while driving? Yes No
   B. If these measures are taken, do you believe that states will be able to successfully enforce these laws? Yes No

26) A. Do you believe that states should pass laws banning ALL talking on the phone while driving? Yes No
   B. If these measures are taken, do you believe that states will be able to successfully enforce these laws? Yes No

27) A. Do you believe that states should pass laws banning talking while driving without a hands-free device? Yes No
   B. If these measures are taken, do you believe that states will be able to successfully enforce these laws? Yes No
28) Have you witnessed your friends texting (reading, replying, or initiating) while driving?   Yes   No

29) Have you witnessed your parent(s) or guardian(s) texting (reading, replying, or initiating) while driving?  
   Yes       No

30) Have you ever asked someone to stop texting while driving while you were in the car? 
   Friends:       Yes       No 
   Parents/Guardians:       Yes       No

31) Before today, have you ever heard anything about the dangers of texting or talking while driving? 
   Texting:   Yes       No 
   Talking:   Yes       No 
   If yes, where? (Please be as specific as possible when naming events you’ve attended, courses you took, radio stations, TV networks, websites, newspapers, etc.)

   Did you reduce or stop texting or talking while driving after hearing about these dangers? 
   Texting:   Yes       No       Not applicable 
   Talking:   Yes       No       Not applicable

32) Do you know anyone who has caused an accident due to texting while driving?   Yes   No

33) Do you know anyone who has caused an accident due to talking while driving?   Yes   No

34) A. In general, do you think it is a serious crime if a driver causes an accident due to texting or talking while driving? 
   Yes   No 
   B. Do you believe the driver should be punished in the same manner as a driver who was drinking and driving? 
   Yes   No 
   C. Compared to a driver who causes an accident while drinking and driving, how should a driver who causes an accident due to texting or talking while driving be punished?   More       Less

35) Is raising awareness about the dangers of distracted driving something you’d be interested in doing?   Yes   No

Please tell us a little about yourself:

Age: ____________

Sex:    Male    Female

Race:   African-American   Asian   Caucasian   Hispanic   Other: ____________________________

College Major: ____________________________

Hometown (please include city, state, and country): ____________________________

How long have you had your driver’s license? ____________ years/months/weeks/days (circle unit)

What is your main form of transportation...
   At home? ____________________________
   At school (if you live on campus)? ____________________________

Thank you for your time!
Preventing Distracted Driving among College Students  
Post-Workshop Survey

As part of this program, we will ask you to complete three brief surveys. Two of these surveys will be done today, and you will be asked to complete the third in 3 months. We are asking you to provide us with your email address on these three surveys for two reasons: 1) Because we are not asking for any identifying information (including your name or social security number, etc.), we will use your email address to link your surveys with each other; and 2) We will send the third survey via email in 3 months. Just in case you change your email address or close your account before we send the third survey, please provide us with a secondary email address or cell phone number where we can reach you. We will ONLY use the secondary email address and cell phone number if the survey we send to your primary email address bounces back. None of this contact information will be shared with anyone else.

Primary email address: ____________________________
Secondary email address: ____________________________
Cell phone number: ____________________________

Please answer the following honestly. None of this information will be used to identify you, so your responses will be confidential. Although we appreciate your thoughtful response to every question, you are free to not answer any question in the survey for any reason and you may withdraw from the study at any time.

1) Please mark one response for each of the following questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Neutral</th>
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<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, how likely do you think it is that you could be involved in a serious crash?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>If you drive while was using a cell phone, how likely do you think it is that you could be involved in a serious crash?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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2) While driving in severe road conditions (high traffic, adverse weather), how likely are you to...

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<td>Text?</td>
<td>□</td>
<td>□</td>
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<td>Talk on the phone?</td>
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<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Access a social networking site?</td>
<td>□</td>
<td>□</td>
<td>□</td>
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4) While stopped at a red light or stop sign, how likely are you to...

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</table>

5) How much do you believe using a cell phone while driving affects driving performance?

<table>
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<tr>
<th>Likelihood</th>
<th>Not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Very much</th>
</tr>
</thead>
</table>

6) What do you think is the most distracting to do on your phone while driving? (circle one)

A. Read and/or send a text
B. Talk on the phone
C. Read and/or send an email
D. Browse a social networking site
E. Play a game on the phone

7) How dangerous do you think it is to do each of these while driving?

<table>
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<tr>
<th>Activity</th>
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8) How would you rate your knowledge of the dangers of distracted driving?

<table>
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<tr>
<th>Knowledge Level</th>
<th>No knowledge</th>
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<th>3</th>
<th>4</th>
<th>A lot of knowledge</th>
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9) Are you familiar with the laws on texting or talking while driving in the state(s) in which you drive?
   Texting: Yes No
   Talking: Yes No

10) A. Do you believe that states should pass laws banning texting while driving? Yes No
    B. If these measures are taken, do you believe that states will be able to successfully enforce these laws? Yes No

11) A. Do you believe that states should pass laws banning ALL talking on the phone while driving? Yes No
    B. If these measures are taken, do you believe that states will be able to successfully enforce these laws? Yes No

12) A. Do you believe that states should pass laws banning talking while driving without a hands-free device? Yes No
    B. If these measures are taken, do you believe that states will be able to successfully enforce these laws? Yes No

13) Now that you have heard about the dangers of texting or talking while driving, do you think you will reduce or stop texting or talking while driving?
    Texting: Yes No Not applicable
    Talking: Yes No Not applicable

14) A. In general, do you think it is a serious crime if a driver causes an accident due to texting or talking while driving? Yes No
    B. Do you believe the driver should be punished in the same manner as a driver who was drinking and driving? Yes No
    C. Compared to a driver who causes an accident while drinking and driving, how should a driver who causes an accident due to texting or talking while driving be punished? More Less

15) How much did this workshop change your views on distracted driving?
    Not at all 1 2 3 4 Very much 5

16) What did you like about this workshop?
    __________________________________________________________________________________________

17) What did you dislike about this workshop?
    __________________________________________________________________________________________

18) Would you recommend this workshop to someone else? Yes No
    Why or why not? ____________________________________________________________________________

19) Is raising awareness about the dangers of distracted driving something you’d be interested in doing? Yes No

Please tell us a little about yourself:

Age: _________

Sex: Male Female

Race: African-American Asian Caucasian Hispanic Other: _________________________________

College Major: _________________________________
Hometown (please include city, state, and country): ____________________________

How long have you had your driver’s license? ____________ years/months/weeks/days (circle unit)

What is your main form of transportation at home? ____________________________

At school? ____________________________

Thank you for your time!
Preventing Distracted Driving among College Students
Follow-up Workshop Survey

As part of this program, you were asked to complete three brief surveys. This is the last of the three surveys; the first two were done during the Distracted Driving Workshop three months ago. As indicated when you completed your first survey, we are asking you to provide us with your email address on these three surveys to link your surveys with each other. None of this contact information will be shared with anyone else.

Primary email address: ________________________________
Secondary email address: ________________________________
Cell phone number: ________________________________

Please answer the following honestly. None of this information will be used to identify you, so your responses will be confidential. Although we appreciate your thoughtful response to every question, you are free to not answer any question in the survey for any reason and you may withdraw from the study at any time.

1) Do you currently have a valid driver’s license? Yes No

2) Do you have regular access to a car on campus? Yes No

3) Do you have regular access to a car at home? Yes No

4) Please mark how many hours each week you spend driving a car.

0 2 4 6 8 10

5) Please mark how many hours each week you spend as a passenger in a car.

0 2 4 6 8 10

6) Do you own and/or use a cell phone? Yes No

If yes, please continue.
If no, please skip to question #20.

7) How do you use your phone? (circle all that apply)
   A. Talking
   B. Texting
   C. E-mail
   D. Social Networking (e.g. Facebook, Pinterest, Snapchat, etc.)
   E. Games

8) Which of these is the way you primarily use your phone? (circle one response)
   A. Talking
   B. Texting
   C. E-mail
   D. Social Networking (e.g. Facebook, Pinterest, Snapchat, etc.)
   E. Games

9) During the past 30 days, how often have you read or sent a text message while driving? (Mark one)
   □ Every day  □ 3-4 days per week  □ Only in an emergency
10) During the past 30 days, how often have you talked on the phone while driving? (Mark one)

- □ Every day
- □ 5-6 days per week
- □ 1-2 days per week
- □ Only in an emergency
- □ Not at all

11) During the past 30 days, how often have you used any app (e.g. email, Facebook, etc.) on the phone while driving? (Mark one)

- □ Every day
- □ 5-6 days per week
- □ 1-2 days per week
- □ Only in an emergency
- □ Not at all

12) Please mark one response for each of the following questions.

<table>
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<td>In general, how likely do you think it is that you could be involved in a serious crash?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>If you drive while using a cell phone, how likely do you think it is that you could be involved in a serious crash?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>If you rode with a driver who was using a cell phone, how likely do you think it is that you could be involved in a serious crash?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>How likely is it that you would stop using a cell phone while driving if asked by a friend who was your passenger?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>How likely is it that you would ask a friend to stop using a cell phone while driving when you are the passenger?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

13) While driving in severe road conditions (high traffic, adverse weather), how likely are you to...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Neutral</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Talk on the phone?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Email?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Access a social networking site?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Play games?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

14) While driving in normal traffic under normal road conditions, how likely are you to...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Neutral</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Talk on the phone?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
15) While stopped at a red light or stop sign, how likely are you to...

<table>
<thead>
<tr>
<th></th>
<th>Very Likely</th>
<th>Somewhat Likely</th>
<th>Neutral</th>
<th>Somewhat Unlikely</th>
<th>Very Unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk on the phone?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access a social networking site?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play games?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16) Which assistive device methods do you use (if any) while talking on the phone and driving? (Circle all that apply)
- A. Bluetooth through vehicle
- B. Bluetooth through ear piece
- C. Other hands-free ear piece (e.g. ear buds plugged into phone)
- D. Speakerphone with phone resting somewhere (e.g. in your lap)
- E. I do not use any assistive devices
- F. Not applicable – I do not talk on the phone while driving

17) How do you respond to texts while driving? (Circle all that apply)
- A. Text with one hand
- B. Text with two hands
- C. Text without looking at the phone
- D. Using voice recognition to send a text
- E. Call the person
- F. Not applicable – I do not respond while driving

18) When you receive a text message while driving, when do you typically respond?
- A. Immediately, while maintaining the same speed
- B. Immediately, after slowing down
- C. Wait for the next red light or stop sign
- D. Pull over to the side of the road then respond
- E. Not applicable – I do not respond while driving

19) What are reasons you text or talk on the phone while driving? (Please indicate the appropriate response in each box)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Texting</th>
<th>Talking on the phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>For information-oriented reasons (e.g., giving or receiving directions)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Out of boredom (e.g., saying “hi”, catching up, relieve boredom)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

20) How much do you believe using a cell phone while driving affects driving performance?
21) What do you think is the most distracting to do on your phone while driving? (circle one)
   A. Read and/or send a text
   B. Talk on the phone
   C. Read and/or send an email
   D. Browse a social networking site
   E. Play a game on the phone

22) How dangerous do you think it is to do each of these while driving?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not at all</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Text?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B. Talk on the phone?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>C. Email?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>D. Access a social networking site?</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

23) How would you rate your knowledge of the dangers of distracted driving?

<table>
<thead>
<tr>
<th>Knowledge Level</th>
<th>No knowledge</th>
<th>A lot of knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

24) Are you familiar with the laws on texting or talking while driving in the state(s) in which you drive?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25) A. Do you believe that states should pass laws banning texting while driving?   Yes    No
   B. If these measures are taken, do you believe that states will be able to successfully enforce these laws?   Yes    No

26) A. Do you believe that states should pass laws banning ALL talking on the phone while driving?   Yes    No
   B. If these measures are taken, do you believe that states will be able to successfully enforce these laws?   Yes    No

27) A. Do you believe that states should pass laws banning talking while driving without a hands-free device?   Yes    No
   B. If these measures are taken, do you believe that states will be able to successfully enforce these laws?   Yes    No

28) Have you witnessed your friends texting (reading, replying, or initiating) while driving?   Yes    No

29) Have you witnessed your parent(s) or guardian(s) texting (reading, replying, or initiating) while driving?
   Yes    No

30) Have you ever asked someone to stop texting while driving while you were in the car?
    Friends:   Yes    No
    Parents/Guardians:   Yes    No

31) Have you ever heard anything about the dangers of texting or talking while driving since the workshop?
Texting: Yes  No
Talking: Yes  No
If yes, where? (Please be as specific as possible when naming events you’ve attended, courses you took, radio stations, TV networks, websites, newspapers, etc.)

_______________________________________________________

Did you reduce or stop texting or talking while driving after hearing about these dangers?

Texting: Yes  No  Not applicable  Talking: Yes  No  Not applicable

32) Do you know anyone who has caused an accident due to texting while driving?  Yes  No

33) Do you know anyone who has caused an accident due to talking while driving?  Yes  No

34) A. In general, do you think it is a serious crime if a driver causes an accident due to texting or talking while driving?  Yes  No
B. Do you believe the driver should be punished in the same manner as a driver who was drinking and driving?  Yes  No
C. Compared to a driver who causes an accident while drinking and driving, how should a driver who causes an accident due to texting or talking while driving be punished?  More  Less

35) Since the workshop, have you talked with friends or family about distracted driving issues?  Yes  No

36) Have you brought up this issue in any classes or with classmates?  Yes  No

37) Have you gotten involved with any campaigns and/or helped raise awareness of the dangers of distracted driving?  Yes  No

38) Have you intentionally searched this issue on the internet? (maybe add as part of that one question about specific places they’ve heard about this issue)  Yes  No

39) Is raising awareness about the dangers of distracted driving something you’d be interested in doing?  Yes  No

Please tell us a little about yourself:

Age: __________

Sex:  Male  Female

Race:  African-American  Asian  Caucasian  Hispanic  Other: ________________________________

College Major: ________________________________

Hometown (please include city, state, and country): ________________________________

How long have you had your driver’s license? ____________ years/months/weeks/days (circle unit)

What is your main form of transportation...

At home? ________________________________

At school (if you live on campus)? ________________________________

Thank you for your time!
Preventing Distracted Driving among College Students
College/University Information Form

1) Name of institution: ________________________________

2) Name and title of contact person: ________________________________

3) Type of college or university
   ___ 4-year institution
   ___ Community college

4) Size of institution (# of undergraduate students and graduate students, if applicable): ________________

5) Please describe your student body
   a) Average age: ________________________________
   b) Racial composition: ________________________________
   c) Breakdown in terms of males/females: ________________________________
   d) Socio-economic status: ________________________________

6) (For 4-year institutions) What percentage of students graduates after 4 years? ________________

7) What percentage of students lives on or near campus (vs. percentage of students who are commuters)? ___
   ________________

8) How do most students get to and from class?
   ___ Drive
   ___ Bus
   ___ Train

9) For schools with the majority of students living on/near campus:
   What percentage of students keeps cars on campus? ________________________________
   For schools with the majority of students commuting to campus:
   What percentage of students drives cars or parks their cars on campus? ________________________________

10) Do you have statistics on the number of car accidents that occur on campus each year? ________________

11) Approximately how many sessions focused on student health and well-being does the university sponsor each year? ________________

12) Previous to our partnership, has the university ever sponsored any distracted-driving educational events? __
   If yes, how successful were these events in terms of attendance, informal and formal evaluations? ________________
13) Have any other groups sponsored any distracted-driving educational events on campus? ________________

If yes, what groups? How successful were these events in terms of attendance, informal and formal evaluations? ________________

14) Has distracted driving ever been discussed at the college/university level in terms of being an issue for students?
   ___ Yes
   ___ No

15) When considering other issues that affect your student body, how important would you say distracted driving is to the health and well-being of your students?

   1  2  3  4  5
   Not at all Important
   Very Important

Thank you for your time!