



Increasing Seat Belt Use Among 8- to 15-Year-Olds

Volume II Appendices



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16. Abstract The broad aim of this research project was to determine the nature and causes of non-use of seat belts among 8- to 15-year-olds, and to recommend interventions and strategic approaches to increase usage among this age group. This report provides detailed background information from three phases of research: a literature review; 28 in-home family immersion interviews conducted in Illinois, Georgia, and Arizona; and detailed findings from qualitative testing of intervention concepts through 96 triads among tweens aged 8–15, six focus groups with parents in Pennsylvania, Iowa, Wisconsin, and California, and two focus groups with adult/teen influencers in Iowa and California. Interventions tested included those based on new products, community and school influence, communications, and key influencers (parents, older teens). Findings from the first and second phases of research suggested there are three segments or targets within the 8-15 age range with different attitudes and behaviors toward safety restraints. More specifically, 8- to 10-year-olds (younger tweens), 11- to 12-year-olds (older tweens), and 13- to 15-year-olds (young teens) seem to be motivated by different influencers and peer groups. There also appears to be a gap in messages on seat belt safety directed to parents of 8- to 15-year-olds. That is, after hearing about the importance of child safety restraints for infants, parents report almost no information on the continued importance of safety restraints and/or how to transition children to appropriate restraint systems from infant to toddler to pre-teen. Finally, in terms of messages and interventions, 8- to 15-year-olds say hearing about the consequences of not wearing seat belts from other children their age, or from slightly older youth, would make the consequences of not wearing a belt seem more real and alarming.					
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**APPENDIX A:
PHASE I LITERATURE REVIEW**

Increasing Seat Belt Use Among 8- to 15-Year-Olds

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Literature Review: Influencing Change in Safety Behavior Among 8- to 15-Year-Olds

I. Project Overview

Motor vehicle crashes are a leading cause of injury and death among children and teenagers in the United States. Proper use of vehicle restraints has been shown to be an effective means to prevent many of these injuries among children, yet usage is far from universal. Previous public awareness and educational campaigns have achieved success in increasing the number of young children who are restrained in appropriate car seats and boosters seats. However, research has shown a decline in restraint usage during the pre-teen and early teenage years.

The 8–15 age group is of particular interest to NHTSA because it encompasses a critical time period beginning at the time when children are graduating from booster seats and continuing until they begin driving their own vehicles. The establishment of proper safety behaviors during this time period is likely to have a lifelong impact, particularly given that many health behaviors may stabilize from 9–10 years of age (Martin et al., 1999).

As a result of these findings, NHTSA has contracted research focusing on 8- to 15-year-olds in order to understand why seat belt usage declines in this age group, and to use this information to develop successful interventions to counter the behavior.

II. Document Overview and Summary of Results

The purpose of this document is to summarize the results of a literature review conducted to inform the development of an intervention targeting seat belt usage among 8 to 15-year old children. The review recounts key findings from studies conducted by other researchers, and interprets the findings within the context of NHTSA’s current goals. The final section of this document summarizes lessons learned about affecting children’s safety behavior in general and seat belt usage in particular.

This literature review has revealed a dearth of information on the factors influencing child seat belt use. The few studies that have focused on child seat belt use tend to present the results of interventions aimed at changing non-use behaviors, without necessarily measuring or addressing specific attitudes or motivations associated with seat belt use or non-use. The message strategies guiding these interventions are also rarely described in any detail. Moreover, most studies on seat belt usage within this age group have not been longitudinal in nature; hence it is difficult to identify possible “successful” interventions to model.

Much of the health and safety research conducted on the age group in question is quantitative in nature. Most published studies also focus on a very narrow subject pool, often consisting of a population of children in a particular geography who have been targeted with a specific health or safety intervention. As a result, this review has identified some factors that may be helpful in influencing child safety behavior, but it is unclear whether these factors will be successful when applied to children on a national basis, or in varied settings and contexts.

Because relatively few studies have focused exclusively on child seat belt use, this literature review also included other programs that target the selected age group for other types of health or safety behavior change. The vast majority of the health and safety literature on children addresses bicycle helmet usage and, to a lesser extent, overall safety. Aeffect has examined and reported on some of these studies when they contain insights on children's attitudes toward safety topics and behaviors, receptivity to various messaging channels, and examples of successful interventions. Key findings from this body of literature relate to the importance of changing social norms and using multiple intervention delivery channels to prompt, reinforce, and maintain behavior change.

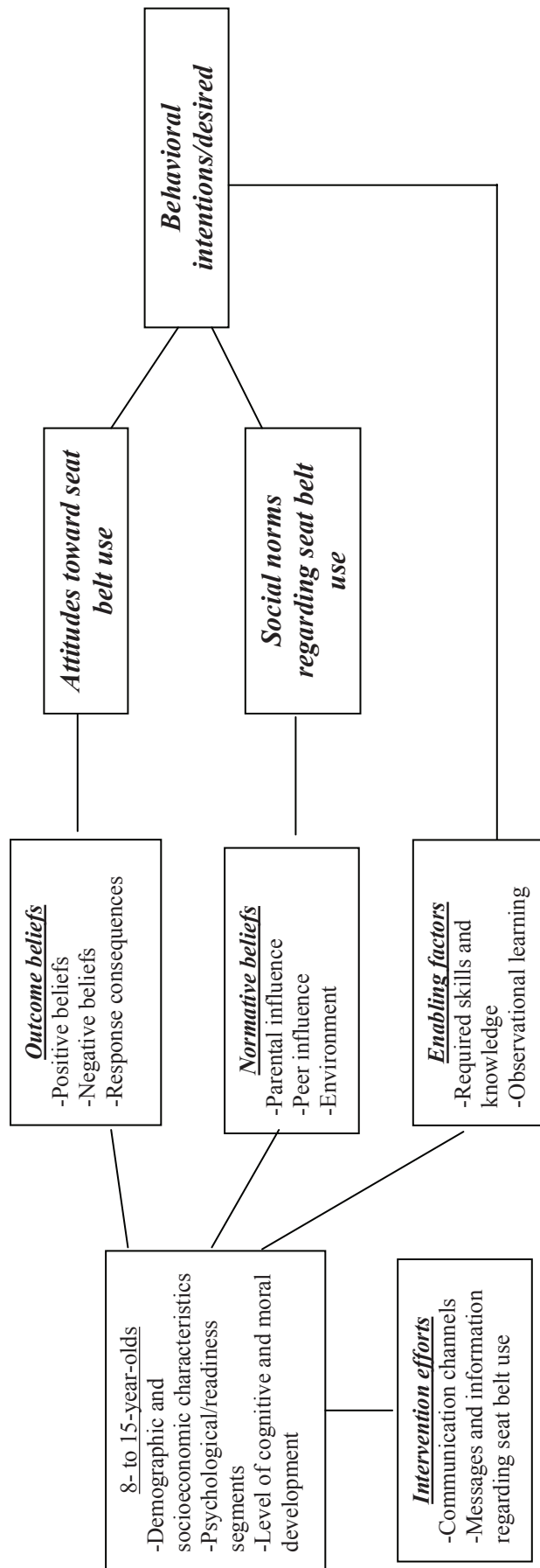
III. Methods

Aeffect's approach to this literature review was constructed around the structural framework/model guiding this project, which is derived from the theory of reasoned action and theory of planned behavior. A systematic review of published literature was conducted to identify interventions that encourage seat belt use among children in the 8–15 age range. In addition, information was gathered on each component of the theoretical model, and areas were isolated where little research exists and future primary research will be needed. In particular, this literature review specifically sought information on the following major topic areas:

- Demographic, socioeconomic and psychological characteristics of 8- to 15-year-olds
- Level of cognitive and moral development
- Successful communications channels and messages
- Examples of successful health and safety interventions targeting 8- to 15-year-olds
- Outcome beliefs (positive and negative beliefs about seat belt use/non-use)
- Role of parents, peers and environment in creating normative beliefs and behaviors
- Factors that enable seat belt usage—skills, knowledge, observational learning
- Attitudes toward seat belt usage
- Social norms regarding seat belt usage

Please refer to the following page for a copy of the structural framework being used to guide information collection for this project.

Structural framework to guide project tasks



To meet the information needs of this review, bibliographic searches were conducted in a complete range of abstract and full text databases, including Medline, ISI Web of Science, Dissertation Abstracts, Health and Safety Science Abstracts, PsychInfo, and Social Sciences Abstracts. Searches were focused on studies that target health or safety behavior change among 8- to 15-year-olds, and those that discuss cognitive development issues that may affect children's adoption of safety behaviors. Relevant studies were also found by reviewing bibliographies of articles and books on these topics. Included literature encompasses studies from around the world. Material was retrieved using the library resources of the University of Illinois at Urbana-Champaign and the University of Georgia.

IV. 8- to 15-Year-Olds

Overview

The focus of this project is children between the ages of 8 and 15. Children in this age group fall into three smaller sub-groups based on age: 8- to 10-year-olds, 11- to 12-year-olds, and 13- to 15-year-olds. Children ages 8-12 are frequently referred to as "tweens," children in transition between childhood and adolescence. Younger tweens are ages 8-10, while 11- to 12-year-olds are considered older tweens (Guber, 1999). The oldest sub-group included in this project is 13- to 15-year-olds or young teens.

Tweens and young teens represent a sizeable population segment. The Census Bureau reports that in 2000 there were approximately 33 million children between the ages of 8 and 15 living in the United States, representing 11.7% of the total U.S. population (Census Bureau, 2000). This age group includes a relatively high number of racial and ethnic minorities compared to other age groups. Specifically, it is estimated that in 2005 African Americans will account for approximately 16% of this age group, and Hispanics will account for approximately 17% of 8- to 15-year-olds (Guber, 1999).

While children between the ages of 8 and 15 do share some of the attitudes and desires of younger children and older teens, they belong to neither group. During this point in their lives, children are beginning to form independent identities. They think more about who they want to be and what they want in life. They take on new responsibilities and make small-time decisions, or "little choices" that were previously made for them by their parents. However, tweens and young teens still have a somewhat uncertain "sense of self" and instead of feeling like self-confident, experienced children, they feel more like self-conscious, inexperienced teens (Porter Novelli et al., 2000).

Children in this age group often aspire to be older than their years, and their actions and choices often reflect these aspirational qualities. They may consume media targeted at older teens and look for opportunities to assert their independence (Guber, 1999). Yet, they are still children, and unlike older teenagers, most continue to have close relationships with their parents (Brown and Washton, 2001). Children in this age group tend to remain more in the sphere of influence of their parents and family, compared to their older counterparts. They report a greater sense of attachment to their parents, and are more likely to participate in family activities (Brown, 2001).

Children in this age group also often exert a tremendous influence on their parents. They are major media consumers, and many parents look to them for expertise on the latest and greatest products for both children and adults. In fact, 70% of parents ask for their children's opinion before buying products for the family, not just items for their children (Feldman, 2004).

Despite their attachment to parents, tweens and young teens are strongly motivated by their peers and what their peer group considers to be cool. Children in this age group strive to fit in and be accepted by their peers. They also have a tendency to attempt to emulate people and things they think are cool. However, the definition of what is cool can

change frequently among this age group as they are constantly seeking out new things (Guber, 1999).

Children in this age group spend most of their time in school and other structured activities. When asked to name their favorite interests or hobbies, tweens and young teens mention listening to music, sports, watching television, and hanging out with friends. Among boys, playing video games is also a favorite hobby, while going to the mall is favored among girls (Guber, 1999).

Cognitive, psychological, and development factors

Because so much change is happening in the years between 8 and 15, this age group is by no means homogeneous in its attitudes and behaviors. Each year of growth brings dramatic increases in exposure to, and participation in, risk behaviors such as smoking, drug use, and sexual activity. For example, U.S. Department of Health and Human Services data show that one-third of 14-year-olds have engaged in one or more risk behaviors (e.g., smoking, drinking), while among 15-year-olds the percentage increases to nearly one-half (Brown, 2001).

Younger children in this age group—ages approximately 8 to 11—tend to live safer and healthier lifestyles than older children. They report healthier diets and pay more attention to safety behaviors, such as use of sunscreen or bicycle helmets. They are also more likely to believe in the importance of using safety gear during recreational activities (Brown, 2001). Research on these children has also shown that they are cognitively capable of perceiving the risks and injury potential of relevant situations (Hillier et al., 1998). Hence, unlike those directed at children younger than 8, safety interventions targeting 8- to 11-year-olds do not necessarily have to educate them about the consequences of their actions.

Older children in this age group—ages approximately 12 to 15—are beginning to exert more independence and emerge from their family sphere. Half of 12-year-olds have paying jobs, such as baby-sitting or yard work. By the age of 14, 57% are working for pay (Brown, 2001). This age group is also most at risk when it comes to seat belt usage. Yet only a couple of studies have attempted to isolate the reason for this. Tinsley et al. found that habit and enjoyment are more important for 12- to 15-year-olds, compared to younger children, when it comes to seat belt usage (1995). Another study concluded that children take increased risks as they get older because their perceived vulnerability to injury declines (Hillier et al., 1998).

Seat belt use is often discussed in the context of other risk behaviors common in the teen years, such as tobacco use, sexual activity, and alcohol use. Some researchers theorize that non-use of seat belts co-occurs with other risk behaviors. However, the results of actual studies do not necessarily confirm this theory. One study of older urban teens (average age of 15) found that non-use of seat belts was not correlated with other risk behaviors. Rather, the authors concluded that non-use of seat belts among this population was more strongly associated with personal psychological factors such as depression, problems in school, and lack of support at home. As in other studies, the authors also found a correlation between teen seat belt use and use by other persons in the same car (Schichor and Beck, 1990).

Additional factors that influence children's health and safety decisions appear to change as children grow older, and are often dependent on the type of behavior under consideration. For behaviors with more serious consequences, such as alcohol or tobacco use, personal factors such as enjoyment or worry tend to be more important than the influence of authority figures such as parents or teachers. Decisions about less serious behaviors such as physical exercise or tooth-brushing tend to remain under parental influence for a longer period of time. Researchers suggest that this difference may be related to the fact that risky behaviors, as opposed to health-promoting behaviors, are frequently motivated by factors unrelated to health—such as personal expression or peer acceptance (Tinsley et al., 1995).

One study of students ages 9–17 found that a factor combining habit and enjoyment is the strongest predictor of health behaviors. The authors suggest that interventions targeting this group should occur early in order to preempt the development of negative health behaviors (Tinsley).

Demographic and socioeconomic characteristics and their effect on safety/health behaviors

Several studies have found that a child's sex does not significantly affect seat belt usage (Thuen and Rise, 1994), however it does appear to have an effect on risk assessment on the whole. Girls are more likely to respond to risk situations by assessing their vulnerability to injury, whereas boys are more likely to take stock of the severity of the injury they might incur. Researchers therefore conclude that for young boys in particular, merely educating them as to the risk potential of a behavior is not likely to influence their decisions (Hillier et al., 1998). Such differences between boys and girls may have an impact on future intervention development and should be further explored in primary research.

Among children 11 and under, increasing age is correlated with decreased safety restraint usage. However, research on the behaviors of this age group and their parents has found that belt usage is more likely to be maintained through age 11 if the parent is a consistent belt user. Researchers suggest that because of the relationship between parental use and children's use, successful interventions could target either parent or child, but preferably both (Russell et al., 1994). Children are also likely to be influenced by the behaviors of their older siblings (Morrongiello and Bradley, 1997).

Limited research has been done regarding the effect of racial or ethnic background on seat belt usage. The studies that have been done with different racial or ethnic groups tend to involve very small populations within a specific geographic area and their findings are, therefore, difficult to apply to broader situations. However, the Centers for Disease Control and Prevention's Youth Risk Behavior Survey, or YRBS, indicates that African American and Hispanic teenagers have a higher likelihood of rarely or never wearing a seat belt (when riding in a car driven by someone else) than White teenagers (YRBS, 2003).

V. Outcome Beliefs

Risk perception

Within the literature on child risk assessment and risk taking, in which seat belt usage is often discussed, one question that has not been adequately answered by research is whether children view non-use of seat belts as a risky behavior. In fact, there are few studies that address whether they consider the outcomes of non-use at all, either in negative or positive terms. If children do approach non-use of seat belts as they do other risk behaviors, it may influence NHTSA's approach. For example, risk behavior literature has shown that emotion, convenience and situational factors are key parts of children's risk taking decisions. In addition, some risk reduction researchers advocate for increasing children's perceptions of injury risk in order to positively affect behavior (Morrongiello and Matheis, 2004).

Positive and negative beliefs associated with seat belt use

One study of 7th graders measured children's beliefs in the potential positive and negative outcomes of seat belt usage. Researchers found that those who express high intentions of using seat belts believed in positive outcomes such as protection from injury, being safe, and less worry about police. They placed the highest value on feeling safe and reduced likelihood of injury. In contrast, those children who had low intentions of wearing seat belts placed more value on negative outcomes such as restricted movement and "overprotection." They did not place a high value on positive safety-related outcomes (Thuen and Rise, 1994).

VI. Normative Beliefs

Parental and peer influence

Whether or not parents, caregivers, and peers are consistent users of seat belts has a great effect on the normative beliefs and behavior of children. The effect of normative beliefs regarding peer use has been demonstrated most thoroughly with regard to bicycle helmet use, where many researchers have found that helmet use is strongly related to use by peers. In fact, peer helmet use is a stronger predictor than even prior bicycle injuries (Dannenberg et al., 1993). A second study that investigated predictors of helmet use also found that normative beliefs such as perceived support from friends and parents had a significant positive effect on usage, more so than perception of personal risk or injury (Otis et al., 1992).

Attention to perceived norms is essential even when program activities are designed to influence other attitudes or beliefs, as evidenced by one intervention targeting 8- to 12-year-olds. In this study, researchers found that the injury prevention program was more effective among those who already had more favorable normative beliefs about safety behaviors (Farley et al., 1997).

Another study of 4th–9th graders found that children’s use of bicycle helmets was significantly associated with social norms—specifically whether friends actually wore helmets and the “social consequences” of doing so. The authors recommended that communications should focus on addressing these social concerns when promoting helmet use (Carlson Gielen et al., 1994).

A study of 10th-graders in California examined sex, race/ethnicity, socioeconomic status and risk-taking behaviors. The authors found that the strongest correlates of seat belt use were use by parents and friends. In comparison, demographic and socioeconomic factors were weak predictors (Maron et al., 1986).

Thuen and Rise (1994) also examined the role and source of children’s normative beliefs about seat belt use. They measured the influence of parents, friends, best friends, and classmates and found that parents had the most influence on their children’s motivation to use seat belts. Subjective norms were particularly important in predicting adolescent use of seat belts while riding in the back seat.

VII. Enabling Factors

Role of skills and knowledge

Most interventions and research focused on seat belt use by children and teens assume that children have the skills and abilities to correctly use seat belts, such as how to buckle and correctly position a seat belt. None appear to address parents’ role in teaching these behaviors or family rules that may govern the behavior.

Some interventions have been based on the premise that children may lack knowledge of the consequences of non-use of seat belts. These interventions work by exposing children to images of potential outcomes such as crashed cars, or testimonials from crash survivors. The assumption is that if children could more correctly appraise the potential outcomes of not wearing a seat belt, they would be less apt to take the risk. However, research on risk appraisal finds that children may not be making behavioral choices based on realistic outcome appraisals. In their 1998 study, Morrongiello and Rennie found that younger children were more likely to believe bad luck was the source of any injury they might experience from risk-taking. Other research has shown that school-age children perceive their skills and abilities to be better than they actually are (Glick and Mickalide, 2001). It is not clear from these studies whether seat belt use would be subject to the same risk appraisal of skills/knowledge.

Observational learning

In addition to modeling parents and peers, children engage in passive observational learning through media, particularly television watching, which occupies the largest proportion of the time children spend away from school. Potts et al. described the potential influence of safety behaviors modeled on television programs, which may directly affect seat belt usage. In addition, they suggest that this type of negative modeling may undermine children's general approach to rule-following in general, thus indirectly influencing safety behaviors (1996).

A 1997 study by the American Coalition for Traffic Safety (ACTS) examined seat belt use in popular television programs. In their review of 135 television shows, the ACTS found that one in four drivers and one in five front-seat passengers portrayed were wearing seat belts. Just one in ten rear seat occupants did so. While these results were not specific to children or teens, because TV is such a pervasive influence in the lives of children, the "norms" established on TV are likely to affect their attitudes toward seat belt use. ACTS terms this influence the normative behavior of "fictional peers" (Greenberg and Gregg, 1997).

VIII. Attitudes Toward Seat Belt Use and Other Safety Behaviors

Only a few published studies have specifically measured children's attitudes toward seat belt use. One study of high school students used word association techniques to identify positive and negative feelings and attitudes regarding several risk behaviors, including smoking, sexual activity, and seat belt use. For seat belt use, researchers found that 33% of teens' associations could be categorized as negative, including discomfort, danger (fear of being trapped), social stigma and difficulty remembering to do it. In comparison, 52% of their associations were positive. The study further revealed strong relationships between affective qualities (feelings) and risk behaviors, validating the hypothesis that teens' decisions regarding risky behaviors are not necessarily cognitively-based. The researchers concluded that interventions designed to influence teen behaviors must take into account both the affective and cognitive components (including rewards and outcomes) of the decision (Benthin et al., 1995).

In 2003, Volkswagen of America conducted a survey of several hundred high school students in which they found the primary reasons cited for not wearing a seat belt were peer pressure, physical discomfort, a "feeling of invincibility," and the belief that they are not necessary for short trips (NHTSA press release, 2003).

In a 2001–2002 study conducted by the South Dakota Coalition for Children, focus group discussions with 9th–12th graders revealed that according to some children seat belts are not cool, not a habit, and are not needed for short trips or when they are in a hurry. Other reasons for inconsistency include the belief that they have a low risk of being in a crash, laziness, and the perception that seat belts are hard to find or that they limit movement. When teens were asked why they do wear seat belts, their top reasons include "to be safe," because it's the law, their parents want them to, and because it's a habit.

A survey conducted as part of the South Dakota study indicated that students do not buckle up for the following reasons:

- They forget
- Seat belts are uncomfortable
- They don't want to
- Seat belts are broken or stuck
- Car does not have safety equipment
- Not enough seat belts in car

Participating teens identified several ways in which organizations might encourage seat belt use among other teens—such as reminder signs, public relations, school/community presentations by nurses or crash survivors, and exhibits of crashed cars. Interestingly, even though these ideas were generated by teens themselves, the program did not have any measurable effect on actual usage rates in participating communities (Rice, 2002). These findings confirm other evidence showing that the factors affecting child and teen seat belt use are multi-faceted and require close attention to message development and delivery channels.

IX. Interventions

Channels and approaches

Many studies addressing children’s safety behaviors attribute their success to the use of multiple communications channels. Specifically, successful programs often target children directly as well as through one or more authority figures in their lives, such as school teachers, parents, physicians, law enforcement personnel, and other community members. Frequently, these community efforts are supplemented by some form of marketing or public relations. However, no interventions were found that exclusively employed media or promotional activities without any educational or participatory components.

One study examining community-based injury prevention programs in ten communities found that the following elements are most important in achieving positive outcomes: long-term strategy, tailoring for the local community, local injury surveillance, and time for cultivating local networks. The researchers explained that these factors work together to create a “culture of safety” within communities which contributes to the initial acceptance and reinforcement of safety behaviors (Towner, 2002).

Similarly, a Seattle-based bicycle helmet intervention attributed their success to a multi-dimensional approach which was organized around a significant community coalition. Their program encompassed education targeted toward parents, school-based events for children, mass-media advertising, and financial incentives. It also focused on a specific age group (age 5–12), allowing them to hone their messages and approaches based on the specific barriers identified by the audience. In particular, qualitative research with children revealed that they resisted wearing bicycle helmets largely because they did not want to be “different” or be seen as a “nerd.” These findings directly influenced message and activity development (Bergman et al., 1990).

Message strategy

The published literature on health and safety interventions indicates that messages targeted at child behavior change have not necessarily been developed using a strategic approach. The actual content and strategy of the messages employed in the interventions researched is also rarely discussed, making it difficult to model any new interventions off previous success.

Many studies recommend that future interventions include messaging on the importance of seat belt use in back seats (Edgerton et al., 2002). Very little research has been published that explores how to influence this behavior, yet many researchers have found very low levels of usage of seat belts in the rear seating position, and little understanding of why usage varies so much from the front seat to the back.

Following are three of the most common message strategies employed in child-targeted health and safety interventions:

1. Education

The majority of health and safety interventions targeting children appear to employ an educational approach. However, interventions that use only educational programming or solely target knowledge change have not been shown to be successful (Klassen et al., 2000). The same is true of programs encouraging proper use of child safety seats. In contrast, programs that employ both education and other resources, such as community activities, enforcement, incentives, or some combination of these are more successful (Zaza et al., 2001). Moreover, even if some short-term gains are achieved through educational programming, the results are typically not maintained over time (Rivara et al., 1994).

2. Participatory programming

Successful interventions targeting safety behavior change in children often use interactive or participatory approaches, such as skits or mentoring programs (Lehman, 1990). An intervention targeting safety behaviors of 8-year-olds (including seat belt usage and use of bicycle helmets) attributed its success to a different approach to education and knowledge acquisition. Although researchers worked from the assumption that changes in children's knowledge would lead to changes in attitudes and behaviors, they allowed participants to engage with the material on their own terms. Specifically, researchers employed participatory, interactive programs that encouraged children to interpret material and draw individual conclusions, as opposed to conveying safety information using a more didactic approach (Morrongiello et al., 1998).

Another high-school-based program used student participation in assemblies where crash impact forces were demonstrated on student volunteers. The program also incorporated a random reward program, achieving a 20% mean increase in student seat belt use (Bross and Spellicy).

Floerchinger-Franks et al. (2000) came to similar conclusions in a pilot program designed to increase seat belt and bicycle helmet use. These researchers successfully involved students in an inter-school contest to raise usage levels.

Participatory education appears to be successful even for children in younger age groups. A traffic safety program targeting children ages 5 to 11 in New York City presented children with potentially hazardous situations and encouraged them to discover their own solutions by working with older (teen) mentors, looking at situations from alternate points of view and taking personal responsibility for their own safety. This was found to be more effective than simply presenting traffic safety rules (Lubman, 1999).

3. Reward or penalty-based programs

This literature review did not uncover any examples of programs that used penalties to discourage unsafe health or safety behaviors. Several programs did, however, employ rewards to encourage children and parents who wore seat belts. Such programs were generally conducted along with an educational or awareness component that complemented the behavioral rewards.

A 1988 program used a reward approach with elementary school children which resulted in seat belt usage increasing from 18% to 62%. Like other programs that employ rewards, the results were not sustained at this level once the rewards were withdrawn (Roberts et al., 1988). A similar intervention which employed pizza coupons and stickers as rewards saw increases in usage, which again decayed somewhat after the reward period ended (Roberts et al., 1990).

Little long-term follow-up has been done to determine the lasting effects of reward programs.

Channels

Interventions that have demonstrated the greatest success utilize more than one channel to communicate with children and their parents. In particular, those that take advantage of resources and organizations in local communities appear to have the greatest impact. Following are descriptions of specific intervention channels that have been successfully employed.

1. Health care providers

Several interventions have used physicians as one of several channels to deliver safety messages because parents view them as an authoritative resource. Physician counseling on topics such as bicycle helmet use and child safety in the home has been shown to be effective (DiGiuseppi, 2000). Health care providers

may also prove to be an efficient channel for reaching children, given that a study of 11- to 14-year-olds found that 75% had been to a physician in the past year (Millstein et al., 1992).

Nurses and emergency room personnel are other health care providers who have been involved in delivering seat belt safety messages to children. Typically, they have participated in school assemblies or one-on-one educational programs as part of larger community-based programs. The effectiveness of health care personnel in effecting behavior change has not been frequently evaluated on its own. However, one study did find that clinical interventions consisting of physician counseling and use of written educational materials did result in a significant increase in parental safety behaviors, including proper use of motor vehicle restraints (DiGuseppi and Roberts, 2000).

2. Parents/family

As noted earlier, the seat belt behaviors of parents or caregivers has been found to be the most influential factor in children's use of seat belts. Many studies have demonstrated this correlation, but few interventions solely target parents in order to reach their children. Parents are generally targeted with one or more components of programs geared toward both children and their families. At minimum, studies suggest that parents should be considered in any program whose intent is to change children's seat belt behaviors because their influence in this area is so great. No research appears to have addressed the potential for children to influence parents' seat belt usage, thus reinforcing their own behaviors and taking advantage of the influence that children exert on their parents in other situations.

One concern with targeting parents to influence their children is the fact that there is a notable gap between what parents report about their children's seat belt usage and the frequency of use described by children. As noted in a 2004 study of 4th and 5th graders, parents tend to over-report their children's seat belt usage. As a result, it is recommended that interventions target both parents and children to influence seat belt usage (Ehrlich et al., 2004).

The desired behaviors of interventions targeting parents are typically role modeling—*i.e.* encouraging parents to use seat belts on every trip. Another approach addressed in one study is the encouragement of strict rule setting. A 1996 study explored the role of parental rules on children’s use of bicycle helmets. Researchers found that strict parental rules were strongly associated with regular helmet use, while partial rules or no rules had little effect (Miller et al., 1996).

3. Schools

Schools are frequently the forum used by health researchers to deliver safety programs of many types. Many studies have used school assemblies, checkpoints, competitions, enforcement programs, or in-class educational units to influence child behaviors. While some of these have been successful, there is danger in relying on schools as a forum for one-time delivery via student assembly or presentations. Many studies have shown that successful interventions need more regular reinforcement than can be provided by a single event-based program (Lehman, 1990 and Roberts, 1988 and 1990).

4. Peers

Peer behaviors and attitudes toward seat belt use become more important as children grow older and experience more influences beyond their immediate family circle. Peer influences may be indirect (observed behaviors) or direct (comments, teasing, etc.). One study of 8 and 9 year old children examined not only the influence of peer behavior in risk situations, but the results of active, persuasive efforts of friends. The authors found that friend persuasion had a significant ability to alter children’s choices, so long as it was a situation where the child would not be completely abandoning his or her own, original convictions. In addition, the study found that the number of persuasive appeals made by friends was just as important in influencing change as the message or content of the appeal (Christensen and Morrongiello, 1997). These findings suggest that negative peer influences may be countered by instilling children with strong convictions about the importance of seat belt use.

5. Legislation and law enforcement

A 1996 study showed that when seat belt laws are a primary enforcement violation, or where there are laws applying to seat belt use in both the front and back seats, seat belt use increases and fatal motor vehicle crashes decrease (Hatcher and Scarpa, 2001).

Similarly, legislation mandating the use of safety helmets among bicyclists has been shown to have a positive effect on child behaviors (Cote, 1991). However, given that there are existing laws mandating children’s seat belt use, it is not clear that additional legislation is likely to increase usage rates.

X. Conclusions

- ◆ It is evident from this literature review that children’s health and safety behaviors can be influenced through focused strategies that target them with appropriate messaging and incorporate community support/resources such as parents, schools, law enforcement entities, physicians and local media. Successful child-targeted interventions discussed in this document demonstrate some or all of the following elements:
 - Target both children and parents
 - Empower and trust children to look at the facts, draw conclusions, and make safety decisions for themselves
 - Involve the community, especially with an approach customized to the characteristics of the local area
 - Address peer influence/normative forces
 - Do not rely on a one-time only delivery
 - Employ more than one channel (direct toward children, parents, teachers, community, physicians, media, etc.)
- ◆ Lessons learned from other health interventions, such as bicycle helmet safety, indicate that addressing children’s education/knowledge alone is not sufficient to elicit change. In isolation of any other reinforcing factors, enhancing children’s knowledge does not necessarily lead to change in behaviors. This is particularly true of long-term behavior change that is needed for seat belt interventions to be truly effective. Additionally, attitudinal/emotional factors also play a role in determining the extent to which children will be receptive to changing their behavior.
- ◆ Interventions whose goal is to change behaviors without also changing more deep-seated attitudes are not likely to be successful in the long term. For example, reward-based programs often do achieve behavior change goals, but tend to experience significant declines after the programs end.
- ◆ Most surprising in this literature review is the lack of attention paid to the content and tone of health and safety messages targeted toward children. Given the sophisticated nature of most marketing messages being directed at children, health and safety communications face considerable competition when it comes to attracting their attention and garnering their trust. Any seat belt safety program developed by NHTSA will undoubtedly benefit from a more strategic approach to message development based specifically on the barriers and motivations identified among this age segment. Secondary research has indicated that some attitudes—such as anticipatory regret, fear, peer acceptance, or self-empowerment—are more likely to be associated with certain safety behaviors. However, qualitative research with children is needed to understand if/how these attitudes are related to seat belt use in particular.

- ◆ This literature review reveals that the scope and focus of previous research on influencing children's behaviors has been limited and narrowly concentrated. More specifically, there is little information available within the academic realm regarding how to appeal to the hearts and minds of children on a broader level. As such, there may be opportunities to capitalize on knowledge and expertise within the private sector, particularly among companies that market products and services to children.

- ◆ The barriers to seat belt usage identified in this review suggest that NHTSA should pay special attention to the following behaviors as they develop child-targeted seat belt interventions:
 - Using seat belts on every trip, including short trips and trips close to home
 - Lower belt use in the rear seating position; this has not been well-researched, either in its frequency or methods of encouraging seating position among parents or children

- ◆ The following topics represent key information that will be needed to develop a successful child intervention. This literature review revealed significant information gaps in these areas that will need to be filled via primary research:
 - Primary drivers of seat belt usage (affective/emotional and cognitive/rational)
 - Primary barriers to seat belt usage (affective/emotional and cognitive/rational)
 - Perceptions of non-use of seat belts as risky
 - Internal and external factors that influence the formation of health and safety habits
 - Internal and external factors that influence long-term maintenance of positive behaviors
 - Role of peer behaviors as initiating and reinforcing normative forces
 - Differences between children based upon racial/ethnic background and/or socioeconomic status

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**APPENDIX B: FINDINGS FROM PHASE II
IMMERSION INTERVIEWS**

Increasing Seat Belt Use Among 8- to 15-Year-Olds

**In-Home Immersions
Topline Report
Section IV Summary of Findings**

February 2006

IV. Summary of Findings

I. Audience Profile

A. Differences by Geography Among Families

Where relevant, regional differences in findings have been noted throughout this report. Major distinctions between States are differences in safety restraint laws and media coverage on safety restraints. More parents in Illinois and Georgia express concern for getting a ticket than in Arizona, which lacks a primary law. Despite this, Arizona parents emphasize and refer to “the law” more frequently as a reason why they started to wear their seat belts. Parents from Illinois and Georgia mention *Click It or Ticket* campaigns, while those in Arizona mention news and commercial coverage on the law.

“Definitely [wear seat belt more] – the money [from the ticket] did it. I cuss and grumble every time I have to plug it in, but yeah, law enforcement did its job.” (Mother of White Male, 14, most-of-the-time user, IL)

“Actually, we started wearing our seat belts when, well, when they made it a law, just about the time she was 1...” (Grandmother of Hispanic female, 8, always user, AZ)

Other, more minor distinctions are that there is more residential truck and SUV use in Georgia and Arizona, and different safety concerns by region. For example, water/pool safety ranks alongside fire safety in importance among respondents in Arizona, while gun and violence safety are cited as concerns more often among respondents from urban and inner city areas regardless of a child’s age.

“I take things into consideration; kind of like for example the pool safety. Here in Arizona that’s big...” (Mother of Hispanic female, 13, always user and male, 14, sometimes user, AZ)

B. Differences by Age Among 8- to 15-Year-olds

Overall, 8- to 15-year-olds in this study are considerably influenced by their parents, primarily receive information about safety from their parents and schools, and are still primarily passengers in their parents’ vehicles as opposed to other adults’ or friends’ vehicles. Previous research supports the notion that children in this age group maintain close relationships with their parents (Brown and Washton, 2001).

Children in the targeted age range consist of “younger tweens” (8-10 years) and “older tweens” (11-12 years) (Guber, 1999), as well as young teens (13-15 years). Younger tweens are in their childhood years, and young teens are entering adolescence; meanwhile older tweens occupy the middle ground of transition between the two. Within Piaget’s theory of human cognitive development, tweens (8-12 years) are in the phase of concrete development, learning abstract thought and rational decision-making about concrete objects. Young teens (13-15 years) are in

the next stage—formal operations—and are able to engage in more abstract thinking involving hypothetical and deductive reasoning (DeVries and Zan, 1994).

Young tween respondents appear to be more driven by parental influence and desire to comply with rules. They demonstrate a simpler understanding of why they wear seat belts and often repeat, almost verbatim, the reasons their parents give them for wearing their seat belts. Discussions with parents and children indicate that younger tweens are less likely to perceive their own power in choosing whether or not they wear their seat belts.

“To keep myself safe and so I won’t go crashing through the windshield. So I’m safe.”
(White, Female, 8, always user, IL)

Meanwhile, older tween and young teen respondents demonstrate more independent decision making. They report more awareness of why they should wear seat belts and describe instances when they have consciously decided to wear or not wear seat belts for various reasons. At this age, they also cite more concerns about the opinions of their peers. Older youth report more peers/friends who do not wear seat belts and are less likely to say they would tell friends to wear their seat belts.

“...there were a lot of kids in [my Orchestra teacher’s van] and she could get distracted and like wasn’t paying attention so I wanted to be safe...” (AA, Female, 12, most-of-the-time user, IL)

“... It’s kind of like, um...put your seat belt on...OK Mom.... Unless like I’m in a really bad mood – then you are like gosh Mother, no.” (Hispanic, Female, 14, always user, AZ)

“I mean, no I wouldn’t say anything. It’s their choice to do what they want. Who am I to force you to make you wear your seat belt?” (AA, Male, 15, always user, GA)

Findings suggest that sex may also play a role in safety behavior differences among youth. In this sample, the majority of females report that they “always” wear their seat belts, while less than half of males report “always” wearing their seat belts. While several past studies posit that sex does not significantly affect seat belt usage (Thuen and Rise, 1994), other studies suggest that girls are more sensitive to their vulnerability to risk (Hillier et al., 1998). Some female respondents in this study say that appeals emphasizing the amount of risk associated with not wearing a seat belt would encourage them to wear their seat belts more often.

“If I knew how many people were killed each year in car accidents then I would probably wear it more often...Because the chances are better of it happening to you.” (White, Female, 13, always user, GA)

“Well, when I see stuff on the news, like, if people died in a car crash, that makes me really want to wear my seat belt a lot ...” (AA, Female, 12, most-of-the-time user, IL)

No significant differences emerge in terms of child seat belt usage among varying annual household income levels or ethnicities.

While themes for age and sex generally apply, discussions with parents about their other children bring personality to the fore as an important consideration in terms of mediating variables. They say that some children display very different attitudes and behaviors regarding safety, despite growing up in the same environment as their siblings. In citing these more extreme personality differences, parents frequently say children feel invincible or want to rebel/resist being told what to do.

“...my daughter will be more aware that there is a reason to take safety into your hands but yet my son won’t. He is careless and unaware that there is a potential for danger. An accident can happen any time.” (Mother of Hispanic Female, 13, always user, and Male, 14, sometimes user, AZ)

C. Differences Among Parents by Ethnicity and Gender

This study revealed some differences by ethnicity among self-reported parental seat belt use. Most White parents report “always” wearing their seat belts, followed by approximately two-thirds of Hispanic and half of African American parents. Approximately half of the African American parents in this study report wearing their seat belts “most of the time” or “sometimes,” compared to less than a third of White parents reporting any frequency below “always.”

There are also some differences by sex of parents. Where there are discrepancies on seat belt use between parents, fathers are more likely to be inconsistent in their own seat belt usage and enforcing usage with their children. Female spouses report telling their husbands to wear their seat belts or make sure their children do so. Children also say they have more freedom in deciding whether to wear their seat belts or sitting in the front with their fathers.

D. Differences Among 8- to 15-Year-Olds for Interests and Channels of Information

Youth 8 to 15 years old report a range of interests that vary by age. Popular interests reported among 8- and 9-year-olds are *Harry Potter*, toys, video games, and TV channels like Nickelodeon, Cartoon Network, and Disney Channel. Popular interests among the older youth (12-15 years) are music videos, movies, cell phones, MP3 players, and engaging in Internet activity like Instant Messenger and MySpace.com.

“Cartoons, Animal Planet, Endurance, that show...It’s real cool, it’s on Discovery Kids Channel – there are like these teenagers and they have these really hard challenges to get these little triangles...” (White, Female, 9, always user, IL)

“I love eating sweets. I like Star Wars. I like hanging out with friends. I like dogs a lot... I really like games...” (AA, Female, 12, most-of- the-time user, IL)

“...MySpace is a big thing...everybody has an iPod and everybody has a cell phone and like during school and stuff, it’s like texting, everyone texts...and you can’t really do a lot of stuff here in Arizona. The only things to do are bowling, movies, mall.” (Hispanic, Female, 14, always user, AZ)

Consistent with previous research conducted by Aeffect, children with lower socioeconomic status in this study report lower participation in organized activities like extracurricular lessons or team sports. Similarly, they are also more likely to say they watch more television or spend more time playing video games.

To further understand the interests and influences that affect children in the target age range, all children were asked to create a collage out of magazine pictures that represent their interests, personalities, and/or goals. These collages can be grouped into three categories, those made by 8- to 10-year-olds, 11- to 12-year-olds, and 13- to 15-year-olds. While certain images appear on the collages across all age groups, each of these age categories has specific themes not shared with other age groups. Observed similarities across all collages include images of video games, movies, musicians, and athletes.

Young tweens (8-10 years) express interest in things such as cartoons, toys, and games. More specifically, images of the movie *Harry Potter* are especially popular with young tweens. Images of other children’s movies, such as *Narnia*, *Zathura*, and *Chicken Little* also appear. Pictures of cartoon characters abound, including characters from animated shows like *Trollz*, *Kim Possible*, and *Scooby Doo*. Also common in this category are pictures of toys like *Bratz* dolls, *Candy Land*, and outdoor scooters. Video systems like Nintendo and X-Box are included in their collages, as well, along with video games featuring characters like Super Mario Brothers. Some collages in the 8- to 10-year-old category include pictures of teenage pop singers, like Lindsay Lohan, Hillary Duff, and Jessie McCartney. R&B musicians like Usher and Mary J. Blige also appear. Among the 8- to 10-year-old males, pictures of athletes and cars are also displayed.

Older tweens (11-12 years old) are in a phase of transition from childlike interests to more adolescent interests. As a result, interests reflected in their collages share some similarities with young tweens and some with young teens. There are two collages made by 11-year-olds in this study, and the images represented on these collages are most similar to those found in the 8- to 10-year-old category (i.e. *Narnia* images, cartoon characters, etc.).

Interests of 12-year-olds in this study represent the pre-teen phase, where interests held by 8- to 10-year-olds still exist, but teenage interests are starting to emerge. For example, pictures from *Harry Potter* and the Disney television show *That’s So Raven* appear, along with Gameboys and video game pictures found in the younger children’s collages. Images of teenage musicians like Hillary Duff and Lindsay Lohan continue, however, more adult musicians like Green Day, Blink 182, and Gwen Stefani start to appear, as well. Images of iPods and phones suggest that new technology is becoming more important to them. For girls, pictures of jewelry start to appear. For both sexes, we see more brand names and logos, specifically for shoes like Steve Madden. For males, pictures of sports cars or newer cars are also popular.

Young teens (13-15 years old) indicate more interest in clothing brands, music, and celebrities. Collage images include more materialistic items, such as various shoe and clothing brands like Dickies, K-Swiss, Aeropostale, and Converse. iPods, cell phones, and more expensive jewelry (Rolex, diamond rings) also appear. A range of music artists are represented on almost all teenage collages, including R&B artists Mariah Carey, Marquis Houston, and Missy Elliott, or alternative rock artists such as Good Charlotte, Gwen Stefani, and Korn. Country artists like Carrie Underwood and Johnny Cash are shown as well. More athletes and cars are depicted on these collages, especially among males. *Harry Potter*, video games, and some younger-audience movies still appear even in young teens' collages.

II. Motivations & Barriers

A. Safety Restraint Motivators Among 8- to 15-Year-Olds

Children ages 8-15 who report that they wear their seat belts always or most of the time share many of the same motivators for wearing their seat belts. Most say it is simply a habit, or that they have always worn their seat belts as far back as they can remember. Some explain that their parents have always required them to wear seat belts in the car, or that their whole family has always worn their seat belts to be safe. In addition, many children explain that they wear seat belts because of the consequences of not buckling in or for the benefits of being safe. External reminders such as a light blinking or the car beeping serve as a reminder among children who reporting having this feature in their family's vehicle.

"I can't even say [where I learned about seat belts]. It's just a family thing. It just keeps getting driven in your head, over and over." (AA, Male, 15, always user, GA)

"Because they [kids at school] know, they want to be safe and not get hurt...You might get hurt like real, real bad. Or, if you sit in the front seat and you crash, glass can come on you." (White, Male, 9, always user, GA)

"...My Dad always reminds me [to buckle up] in the morning...He just does it automatically just to make sure. There is also a little light that comes on if it's not buckled." (White, Male, 15, always user, AZ)

When children are younger, they are more apt to automatically follow their parents' instructions, as well as have a simpler understanding of why they should buckle up. For example, most younger tweens indicate that their parents tell them or ask if they are buckled in, as well as say they buckle up to "be safe." When parents are asked how their children feel about wearing their seat belts, they explain there is little to no resistance, just compliance.

"...we say 'seat belts,' and she's already got it buckled...she knows that it doesn't matter if we're going to the corner store or if we're going, you know, out of state. She's gotta have her seat belt on at all times in the car." (Grandmother of Hispanic Female, 8, always user, AZ)

As children grow older, they appear to exercise more conscious decision making when it comes to safety restraint usage. Parents with older tweens or young teens explain that there are more instances where their children wish to decide when they will or will not wear their seat belts, unlike when their children were younger. However, even though older children are beginning to make their own choices, parental influence as a motivator for seat belt usage can still be effective. Even the oldest children interviewed indicate that they do not have a problem when parents ask them to buckle up. A few say they know they should, while others appreciate the reminder or do not consider it to be a big deal.

“I just don’t wear my seat belt that much because sometimes its like frustrating, or I’m in a bad mood, I just don’t care and I don’t listen to people that much...” (AA, Female, 12, most-of-the-time user, IL)

“... It’s kind of like, um put your seat belt on...OK Mom...Unless like I’m in a really bad mood – then you are like gosh Mother, no.” (Hispanic, Male, 13, sometimes user, AZ)

“Well like, most of the time, I’m in it. And sometimes she has to tell me, and when she does tell me I always put it on.” (White, Male, 13, most-of-the-time user, IL)

B. Safety Restraint Barriers Among 8- to 15-Year-Olds

When 8- to 15-year-olds are asked why they do not buckle in, similar responses are given across age groups. The most common response is that they forget to wear their seat belts. Children indicate that sometimes this is due to distractions like talking with friends or family members as they enter the car. Others indicate that the family may be in a rush to reach their destination. Some children say that they are tired and this causes them to forget to buckle up. Another commonly given reason for not wearing a seat belt is that they are only riding for a short distance, in their neighborhood, or in a low traffic area (as opposed to the highway).

“Well I was talking to my mom, so I kind of got distracted. And we were in a rush.” (AA, Female, 12, most-of-the-time user, IL)

“My mom drives us to the bus stop because it’s like too far to walk but it’s not that far. And so we don’t wear any seat belts when we go over there.” (White, Female, 13, always user, GA)

“I thought it would be ok because like I felt like safe with my mom driving, just down the street.” (White, Male, 13, most-of-the-time user, IL)

“Yeah, at about 5:30 in the morning, it gets pretty hard to remember...I take the bus, but I wake up at 5:30 am first to go to the seminary. My dad drives us there, and I’m pretty tired at that time in the morning.” (White, Male, 15, always user, AZ)

Among children who do not always wear their seat belts in the car, some indicate that their parents do not enforce a consistent seat belt rule in the car. These children say that their parents either never or do not consistently remind them to buckle in. When asked about routine behaviors for when they get into the car, some inconsistent wearers indicate that there is no ritual of buckling in before their parents start the engine or drive away. Other times, children may have their seat belts on for part of the car ride, and take it off at some point during the trip. Some say they do not wear their seat belts when they are uncomfortable or want to stretch out on the car seat because they are tired or not feeling well.

“Like I said if I’m sick or if I’m really injured or if I hurt my legs...But any other reasons I should have my seat belt on.” (AA, Female, 9, always user, GA)

“I do remember comfort was an issue whether they would wear their seat belts or not. Because I remember when we would go on trips that they would be tired and I would let them take off their seat belt while we were on the highway...and lay down...But yet there were times where they didn’t put it back on... I just kind of wanted to get on the road and get to where I was going. So...I let them be comfortable. To me...if they are comfortable is probably more important than safety.” (Mother of Hispanic Female, 14, always user, and Male, 13, sometimes user, AZ)

Several parents try to alleviate the discomfort their child experiences when wearing a seat belt by allowing him or her to wear the shoulder strap behind them, or allowing their child to put the shoulder strap under his or her arm. One mother explains that she allows her teenage daughter to wear her belt behind her back because she does this herself to remove the discomfort of having the strap across her chest. Other parents use seat belt covers or clips to alleviate their child’s discomfort.

“We did get some complaints like, ‘it’s cutting into my neck’ and stuff like that. So we bought these little things that fit over it, so it keeps it closer and not cut into your neck.” (Parents of White, Male, 15, always user, AZ)

“She had trouble with the straps coming too far over her face, where she would have to adjust it. So several times she would put it under her arm.” (Mother of White Female, 13, always user, GA)

When 8- to 15-year-olds are asked to describe the ideal seat belt, many give suggestions for improving on the comfort of the belt, such as making it more stretchy or fuzzy, or changing the direction/layout of the straps. Some children who forget to wear their seat belts recommend built-in reminders like seat belts beeping, lighting up, or made in a different color to get their attention. One child mentions that she likes riding in the cars where the seat belt automatically straps in once the door closes, because she does not have to remember to put the belt on. Some children talk about aesthetic differences like being able to decorate their seat belts or having a restraint that looks like a racecar seat belt. Other 8- to 15-year-olds indicate that if the radio would not turn on unless their seat belts were fastened, they would be motivated to wear it.

“Well those cars that have the seat belts that went automatically when you got into the car... when you close the car door it just wraps around you. That’s a good way. And I won’t have to remember.” (AA, Female, 12, most-of-the-time user, IL)

“Names of bands on there, or something. But pictures...Yeah, I can look at it, the different bands written on it...” (White, Male, 13, most-of-the time user, IL)

“Probably make it like really soft, put like material around it.” (Hispanic, Male, 12, most-of-the-time user, AZ)

C. Safety Restraint Motivators Among Parents

Parents indicate that they wear their own seat belts for a variety of reasons, including personal safety and habit. For parents, the habit was not always formed from childhood, but many indicate that once they started a family of their own, safety became a higher priority in their lives. Some parents indicate that being in a car crash or knowing someone personally who has been in a car crash has influenced them to wear their seat belts. Other parents indicate that their spouses encourage them to wear their seat belts. Parents also say that they want to model seat belt behavior for their children, asking them to do as they do and not just what they say.

“After my kids were born, after (using) the chair (child safety seat) in the car, putting them in seat belts...I figured if they had to do it (wear seat belts), I should do it as well.” (Mother of White Male, 13, most-of-the-time user, IL)

“It was my first accident...I broke my 7th vertebrae...my daughter was very little at the time, she was in the back seat and...she didn’t have her seat belt on and she got thrown forward and it hurt...Unfortunately I learned through a bad mistake. And I’ve never done it since...” (Mother of White Male, 15, always user, AZ)

Seat belt laws are also a motivator suggested by parents, as they do not want to be ticketed for not wearing their seat belts. Like the children in this study, parents say that external reminders like lights or beeps in the car encourage them to buckle in, either to make the beeping stop or because they are reminded to make a safe decision. Sometimes, parents also describe brochures about seat belt and traffic safety as motivators that they find at work or are given to their children at school to show their parents.

“... I have to admit, I probably wouldn’t wear a seat belt if the people in Springfield wouldn’t slap a fine on us if they catch us.” (Mother of White Male, 14, most-of-the-time user, IL)

“...My wife used to work in a job where she would bring home a brochure, sometimes I would see stuff in there about seat belts. Sometimes I will get information in my mailbox. You know, junk mail...I’ve seen it in schools and just on TV basically.” (Father of Hispanic Male, 12, most-of-the-time user, AZ)

“...my car tells me when I don’t have my seat belt on... I find that extremely helpful. And I can tell you that there have been, many, many, many times, that I see the little seat belt indicator then I put it on, to make the light go away, but it is not because I’m trying to be safe, but because it is a reminder.” (Mother of Hispanic Female, 14, always user, and Male, 13, sometimes user, AZ)

D. Safety Restraint Barriers Among Parents

Reasons parents give for not wearing their seat belts include being in a hurry, distracted, or forgetful. They often explain they are in a rush to get the children to school, get to work on time, etc. Distractions include having conversations on their cell phones as they enter the car, thinking about work, or if they are talking or listening to their children. One teenager explains that his father does not always wear his seat belt when he has a lot of things to carry, like his laptop and briefcase.

“Well, we always try to wear our seat belts. It doesn’t always work... I’m a single mom, so I’m hurrying, I mean, I rush. We are always... you know... work and taking them to violin and whatever...” (Mother of AA Female, 12, most-of-the-time user, IL)

Other barriers parents report are that they did not have seat belts in their family’s cars growing up, or seat belt laws were not enforced when they were younger. For example, some parents indicate that they did not start wearing their seat belts until a seat belt law was passed in their state.

“I never grew up wearing seat belts, so when they first became a law it was really weird, but now I feel very unsafe without one.” (Mother of White, Male, 11, most-of-the-time user, AZ)

As found in the interviews with 8- to 15-year-olds, parents also say that belts are not as crucial for short trips or non-highway driving, but are more necessary during road trips or bad weather. These exceptions may be passed on to their children, as one child who does not wear a belt regularly says that he got used to not having to wear a belt during short trips, and explains this is why it is not a habit for him.

“I use mine the major part of the time...If I’m driving from here to around the corner to Safeway I don’t put it on.” (Mother of Hispanic Female, 14, always user, and Male, 13, sometimes user, AZ)

“That is when I don’t really wear mine, short trips. We started going on a lot of short trips. So I’m used to not wearing my seat belt.” (Hispanic, Male, 13, sometimes user, AZ)

E. Habit Formation Among 8- to 15-Year-Olds

One theme that emerged across many interviews is that wearing a seat belt is more often a habit than a decision. For most of the children in this study who wear seat belts regularly, restraint usage is described as automatic or almost unconscious by the children and the parents. Parents of these regular users say they have encouraged their children to wear seat belts through modeling, consistent reminders, or enforcement behavior such as not starting or moving the car until their child is buckled up. Depending on the child's personality and how much their environment enforces seat belt usage, children develop seat belt habits at a variety of ages.

"Yeah – it's just like by nature that I just put it on when I get in the car." (AA, Male, 15, always user, GA)

"...we started to wear our seat belts because we wanted to show her that everybody has to wear their seat belts. And that's basically when we started wearing our seat belts all the time." (Grandmother of Hispanic Female, 8, always user, AZ)

"It's all about consistency. The girls know. The car won't move. We will not move the car until the seat belts are on." (Father of Female, 9, always user, IL)

When parents are asked when their children began to take it upon themselves to buckle in, many indicate it was when the children went from child seats or booster seats to using the seat belts alone. They explain that from this point the child gradually learned to buckle in on their own as a habit. However, in this study, consistent seat belt usage appears to decrease with age, with 8- to 9-year-olds "always" wearing a belt most often, followed by 11- to 12-year-olds, and 13- to 15-year-olds.

"... if she wasn't in a seat belt she was in a (child safety) seat so I guess (age) 4 or 5 something like that [is when she started wearing a seat belt]. When ever they have to stop, what is it 60 pounds when they have to start being in those booster chairs? (Mother of AA Female, 9, always user, GA)

When asked what their ideal would be for their child's seat belt use, most parents say they want their children to understand the importance of it, while others simply want it to be a habit that their child does not have to think about. A few parents explain that if it is a decision (and not a habit) there is a greater chance that they will not wear their seat belts.

"Well, I would like for him to think that anything could happen at any time, so you can always be prepared." (Mother of White, Male, 13, most-of-the-time user, IL)

"That is exactly what I want. I don't want them to think about it. Because if you think about it, you open the door for a decision. A habit...there are good habits as well as bad habits that are really hard to break." (Father of White Female, 8, always user, IL)

F. Additional Safety Restraint Barriers

Other barriers to seat belt use reported by parents and their children include physical barriers, such as older vehicles missing or containing broken seat belts. Some parents and their children indicate that their seat belts are unable to retract, or that food and debris has fallen into the buckle, making seat belts more difficult to fasten. Once this renders a seat belt unusable, parents express little likelihood to get it repaired.

“[The seat belts] worked but sometimes I don’t know what they did, they had cookies or they had something in the seat, the holster part, where the clip goes in, sometimes it wouldn’t close all the way. So I would have to keep playing with it, or it would slip down the seat.” (Father of Hispanic Male, 12, most-of-the-time user, AZ)

Discussions with some children reveal some inconsistencies among spouses regarding enforcement of seat belt use. For example, some children explain that one of their parents does not wear or enforce wearing a seat belt as much as their other parent. However, during parent interviews, one spouse may say that their husband or wife enforces the seat belt rule in their car and believes that their spouse always buckles themselves in, unaware that this is not the case. There are also inconsistencies in situations where children ride with other adults who do not require them to wear seat belts, when children ride on city or school buses with no seat belts installed, or when children see other instances in which people are not wearing seat belts.

“One time my dad, when I was little, he didn’t have on a seat belt, so I was like, yeah whatever, I don’t have to have mine on. And then finally he started wearing it and then I started following him and I wear it too. And it is just like whatever your parents do, you do.” (AA, Female, 12, most-of-the-time user, IL)

“A couple of times when we are on the bus, I reach over to get a seat belt but there is no seat belt on the busses. So, I’m like, oops I forgot and sometimes I want to wear one, because if we are on a field trip and we are just riding a regular bus on the highway then it makes me kind of want to wear it.” (White, Female, 13, always user, GA)

In some cases, specifically in Georgia, a few respondents encountered media coverage or police officers indicating that seat belts could be harmful in a car crash. For these respondents, there is some concern about the safety of seat belts. In one instance, a woman recently heard a report of a woman in a neighboring town who was decapitated during a collision. A police officer told her that the woman would still be alive if she had not been wearing her seat belt.

“I think [my friends think seat belts are unsafe] mainly because some seat belts aren’t safe. You hear about call backs on the news. They choke people because they weren’t positioned right.” (AA, Male, 15, always user, GA)

“I don’t like wearing one. Hate it. I had a friend killed wearing a seat belt and I guess that is why. And they said if he wasn’t wearing a seat belt he might have lived.” (Mother of White Male, 9, always user, GA)

III. Children's Safety Environment

A. Summary of Children's Activities

All 8- to 15-year-olds were asked to participate in an activity in which they listed people who wear their seat belts on one side of a diagram and those who do not wear their seat belts on the other. Children were free to list types of people, specific people, and famous people. The purpose of this exercise was to gain a sense of the seat belt usage environment surrounding them. The following themes that emerged from children's responses are consistent with other findings in this research.

Safety rules appear more salient in the lives of younger children in this study; with more indicating they are surrounded by those wearing/required to wear seat belts. Tweens often list friends and family as those who wear their seat belts. Younger tweens (8-9 years old) are more apt to list "everyone," friends, and classmates, as well as not identify anyone who does not wear seat belts. Mentions of fictional/famous characters who wear seat belts are Harry Potter, characters from *Zathura*, and race car drivers. Some older tweens mention "actors in family-based shows", police officers, and firemen.

"Pretty much everybody out there in my school wears seat belts." (White, Male, 9 always user, GA)

Interests of older children, gathered in interviews and through collages, involve more TV, movies, and music. This is reflected in more mentions of famous people in their seat belt lists. They are also more exposed to individuals who do not wear seat belts as they gain more independence, and opportunities to ride with friends. Older respondents give more reasoned answers for their lists. On average, young teens more often mention famous people or fictional characters and their friends as people who do not wear their seat belts. Among the reported non-wearers are: Homer Simpson, Paris Hilton, Michael Jackson, actors from *2 Fast 2 Furious* (a movie about drag racing), and friends. Teens often describe these people or characters as "irresponsible" or "careless", therefore not concerned with wearing their seat belts. Some reported wearers are: Adrian Monk (from the television show *Monk*, about an obsessive-compulsive detective), babies ("they don't have a choice"), policemen, and firemen, in addition to family and friends. They are all described as being "careful", "cautious", and "safe."

"Like the smart people. Like the geeks and stuff [wear their seat belts]... Because they know all about cars and everything and they know that safety is real important and stuff." (AA, Female, 12, most-of-the-time user, IL)

"Homer Simpson [doesn't wear a seat belt]...Because he doesn't always think a lot, and he doesn't really care." (White, Male, 13, most-of-the-time user, IL)

Eight- and 9-year-olds were asked to draw their family inside of a car and discuss where they are going, who is in the vehicle, and what they are doing in the vehicle. Roughly one-third of children drew in seat belts, while the remaining two-thirds did not draw in seat belts. This remains the same across children regardless of how often they actually wear their seat belts.

B. Summary of Children’s Worksheets Listing Safety Rules and Perceptions

To get a sense of children’s safety environment and perceptions about safety, all 8- to 15-year-olds were asked to list safety rules for when they are at home, school, or anywhere else. In general, when asked to think of safety rules at home and at school, popular mentions among 8- to 15-year-olds are fire safety, not playing with knives, locking doors or avoiding strangers, and staying in groups/with chaperone or letting people know where they are.

“Never open a door while a parent isn't home, always stay with a parent or chaperone in a public place, pay attention to what you are doing, don't go places by yourself.” (Hispanic, Female, 12, always user, IL)

“I think about seat belts and fire drills, fires...” (Hispanic, Male, 12, most-of-the-time user, AZ)

Eight- and 9-year-olds in the young tween age range (8-10 years old) more often discuss listening to/staying near their parents, behaving properly (i.e., not running in the house), school rules, safety drills, and fire and sharp object safety behaviors. Similarly, when asked to describe unsafe activities that children engage in, most mention playing with fire or unsafe objects like glass or knives.

“Stay next to your mom at all times, listen to your mom, don't play with knives or sharp objects.” (Hispanic, Male, 8, always user, IL)

“We practice for.... Like tornado drill, fire drill and there is one more kind of drill...” (White, Male, 9, always user, GA)

The safe and unsafe behavior lists of older tweens (11-12 years old) share some characteristics of the lists of 8- to 9-year-olds and 13- to 15-year-olds. While there are still references to fire safety, proper behavior, and staying under the watch of parents or teachers, some more mature safety issues also begin to emerge. Older tweens list activities such as drug use, theft, and property damage. Again, as with their recreational interests, the 11-year-olds in this sample share more commonalities with the 8- to 9-year-olds, and 12-year-olds display more similarities to the 13- to 15-year-olds.

“[Unsafe behaviors are] Go swimming without an adult, fighting, doing drugs, doing graffiti, playing with fire.” (Hispanic, Female, 12, always user, AZ)

“Don't look for cars, run around, run downstairs, don't cook alone.” (AA, Male, 11, always user, GA)

A common mention among older children (13-15 years old) is protecting oneself from strangers by locking doors or hanging out in groups. When asked to name unsafe behaviors of people their

age, older children cite safety issues like bad crowds, doing drugs, going places alone or not locking doors, and playing with lighters, guns, or knives.

“Ride bike without helmet, don't wear seat belts, use weapons (even play weapons like paintball guns), play unsafe games, walking around outside when it's dark out, driving, drinking, or smoking underage.” (White, Male, 13, most-of-the-time user, IL)

C. Parental Concerns About Safety and Seat Belt Use

When asked what safety concerns rank higher than seat belt safety, parents of 8- to 15-year-olds commonly say fire safety, stranger danger, street safety, and playing with harmful objects. Safety concerns for parents of tweens (8- to 12-year-olds) consistently include fire, pedestrian, and harmful object safety; as well as stranger danger. As children begin to approach their teenage years (13-15 years old), parents start to mention drugs, safe sex, peer pressure, weapons, and keeping a cell phone on them. When asked about safety concerns they consider less important than seat belt safety, parents of 8- to 15-year-olds give mixed responses, with the more popular mentions being safety gear like helmets/knee pads, healthy eating, and household safety.

“Like when she rides her bike we're always out there watching her. And, when she does go outside when she's alone, she has to be in the backyard 'cause it's completely fenced, because we're worried about kidnappings, strangers talking to her and stuff.” (Grandmother of Hispanic Female, 8, always user, AZ)

“Oh it's in the top right now, with smoking and unprotected sex.” (Mother of AA Male, 15, always user, GA)

D. Children's Sources of Safety Information

Most safety education programs appear to be concentrated in the earlier years of education, pre-junior high. The Departments of Education for Illinois, Georgia, and Arizona maintain different learning standards to guide safety education in public schools. Given that instruction and programs are left to local discretion, the variance of safety education mentions is not surprising. When asked where they learn about safety in general, 8- to 15-year-olds talk about their parents or school, with the younger ages more frequently referencing parents, teachers, or police/firemen, specifically. Some also learn safety behaviors through their church, community groups, or other people in their lives, while a few say they learn about safety through television, as well.

“Officer Friendly people came to my school and they said always wear your seat belts. And, firemen came too. My teacher said it too...” (AA, Female, 12, most-of-the-time user, IL)

“On channel 8 they used to have a morning thing about safety before all the regular shows would come back on.” (Hispanic, Female, 8, always user, AZ)

Additional places where children say they learn about safety are scout groups, church, or within their communities. For example, one respondent mentions a fire safety house set up at a local carnival to demonstrate what to do in case of a fire. Other sources from which children say they get information about safety are adult influencers in their lives, such as family members like aunts, uncles, and grandparents.

In general, school safety programs described by children focus on fire safety, stranger danger, and safety in the home. Respondents also mention D.A.R.E. (Drug Abuse Resistance Education) for junior high, and health or sex education later on in high school. On average, 8- to 15-year-olds do not recall learning about seat belts in school, and those who do are younger respondents. A small number of older respondents recall hearing about seat belts in school from teachers within the context of recent crashes at school. A few parents say their children have safety weeks in school that cover the topic of seat belts. A review of the state learning standards suggests that seat belt use is not reinforced in schools prior to 8th or 9th grade after suggested initial coverage during early grades— like kindergarten and first grade in Georgia and Arizona, and in early or late elementary school in Illinois.

“Well yeah, like in 6th grade [learn about safety in school]. You just learn the same thing over and over, it’s kind of annoying. Like safety topics, like Stranger Danger, don’t do drugs and stuff.” (Hispanic Female, 14, always user, AZ)

“...In middle school, like when they have their little safety weeks, then they will review...whenever they do fire prevention, they will hit the subject...I’m thinking it’s 2nd, 3rd grade on up.” (Mother of White Male, 14, most-of-the-time user, IL)

Parents report non-related adults, such as teachers, coaches, friends, or friends’ parents as influencers in their children’s lives. Some parents and children suggest that peer influence may be a useful intervention. When children are younger (8-9 years old) they are more apt to say that family and friends’ parents tell them to buckle up and that their friends buckle up. As they get older, children ride with friends and friends’ parents more and are more likely to report that they encounter people who do not buckle up. Parents stress the importance of peers in the lives of their teenage children and young teens in this study. In addition, some teen respondents display signs of being more sensitive to the opinions of their peers when they say they are less likely to tell them to wear their seat belts than younger respondents.

“Right now the most important people in his life are his friends. But other influences are his teachers, coaches... his neighbors, but right now his friends are definitely on the top.” (White, Male, 13, most-of-the-time user, IL)

E. Parental Sources of Safety Information

Parents say they get general safety information from a variety of sources, including their children, who bring home information in letters or brochures from school. Other safety information comes from doctor’s offices, pediatricians, hospitals, the workplace, or neighborhood watch programs. Parents indicate that they sometimes obtain safety information from articles that pop up on their Internet home pages, or they may “Google” or search the

Internet for safety information. They also receive information from television or radio programs or commercials. Frequently, parents indicate that they have knowledge of safety information based on “common sense” that they have learned over time, or from learning about other adult friends’, family, or fellow parents’ experiences. Many of these information channels also apply for seat belts.

“Well, when my kids were in school, they gave a lot of pamphlets [about safety] and stuff that they would bring home and you get involved in the school through PTA and stuff that would help out a lot.” (Parents of White Male, 15, always user, AZ)

“Well, you know I get this one e-mail that is called emotional health, I have asthma so a lot of times, I will get Emotional Health and they give you little tidbits on how to keep your blood pressure down and just overall health tips. But sometimes they will mention safety things in there as well.” (Father of Hispanic Male, 12, most-of-the-time user, AZ)

“I don’t spend a lot of time or training or effort in teaching my children to be safe per say. I kind of just go through life and if something happens we talk about it... It goes back to that principle...Common sense...” (Mother of Hispanic Female, 14, always user, and Male, 13, sometimes user, GA)

“I think I go back to my own life experiences. Even though I hear other people tell me what they do for safety... I really base what I end up doing...on my own life experiences.” (Mother of Hispanic Female, 14, always user, and Male, 13, sometimes user, AZ)

F. Parental Knowledge of Car Safety Information

Parents’ reported knowledge of how to keep their children properly restrained in the car is varied and at times limited. When asked how they learned about car seats, the majority of parents say their hospital required them to have a car seat in order to take their child home. In describing how they learned about booster seats, parents mention hospitals, pediatricians, friends, product packaging, seeing a graduation of seats in the store, or from child safety restraint laws. Parents’ understanding of why and how long booster seats should be used and when a child can sit in the front seat varies by state and across families.

“...the hospital had child birthing classes, and they talked about car seat education, and they talked about the different seats and when you use them. I don’t remember specifics, but that is the first time I learned about them.” (Father of Hispanic Male, 12, most-of-the-time user, AZ)

More specifically, parents in this study appear to be unclear about guidelines on when their child should move from booster seat to regular car seat and when their child can sit in the front seat. When asked how they decided when their child should graduate to a regular car seat, parents say their child was a certain weight, age or height, or when their feet touched the ground. Parents

frequently say that their children were “big for their age” or too big for the seat in justifying when they stopped using a booster seat. When asked when their child could sit in the front seat some parents say their child has to be a certain age or size. Others say that sitting in the front seat is a special treat, their children take turns, or the oldest child gets to sit in the front.

“So truthfully, with [child’s name] was probably sitting in a seat belt by 4 and I know they say by age 4 they shouldn’t be in a seat belt, but she is a big kid.” (Mother of Female, 13, most-of-the-time user, GA)

The age at which parents say their child stopped using a booster seat or was allowed to sit in front does not generally coincide with law requirements or recommendations, which suggest that parents are not getting uniform information. Age requirements for child safety seat usage vary across states. In Illinois, children 8 and under are required to sit in booster seats, in Georgia the age requirement is 6 or younger, and in Arizona 5 or younger. Of all States, Arizona parents’ booster seat usage for their children comes the closest to the age stipulated in law. Most respondents in Arizona cite 4 or 5 as the age children stopped sitting in booster seats. In Illinois, Georgia, and Arizona, it is recommended children do not sit in the front seat with an air bag unless they are 12 or 13 years of age. However, some parents indicate they are aware of and follow this standard.

“As close as I can remember I had just the one type of car seat that is adjustable so its not so much a booster its just like a general purpose car seat that is kind of a shallow... with the padding in there and it’s got the strap that you just adjust according to the child’s size. So it’s kind of like a one size fits all. We had a booster for one of the kids, but I don’t remember which one.” (Father of Hispanic male, 12, most-of-the-time user, AZ)

“I know in GA you either have to be 100 pounds or a certain age [to wear a regular seat belt] and I forgot the age...” (Mother of AA Female, 9, always user, GA)

“When his legs got a little too long to sit in the back [he moved to the front]... Maybe about 11 or 12...” (Mother of AA Male, 15, always user, GA)

G. Parental Understanding of “Traffic Safety”

When parents are asked to describe what they think “traffic safety” means, they give a range of responses that tend to focus on factors outside the car, rather than inside it. Many think of traffic safety as relating to obeying traffic signals, speed limits, and rules of the road while driving. “Wearing your seat belt” is mentioned, as well. Others say they think of pedestrian safety, such as looking both ways before crossing the street, bicycle safety, and knowing which direction to face against traffic when walking or riding a bike.

“Traffic safety just means...you know pedestrians, there should be an overall safety for all people crossing ...So just basically trying to use good common sense and respect other people and vehicles.” (Father of Hispanic Male, 12, most-of-the-time user, AZ)

“...traffic safety with me would mean in the car, but yeah, it also brings to mind being a pedestrian and looking both ways before you cross the street and stuff like that.” (Mother of Hispanic Female, 14, always user, and Male, 13, sometimes user, AZ)

Appendix C: Detailed Findings by Concept for Phase III

Concept A (Assembly)

You are at school, and your class attends an assembly in the auditorium. The speaker is a child your age. They talk about the importance of wearing a seat belt to prevent injuries. They were injured in a car accident because they were not wearing their seat belts, and want other kids to learn from their experience.

Detailed Youth Reactions/Verbatim Comments on Concept A

Most youth indicated that hearing from someone their age about belt safety would have a greater impact on their perceptions and behaviors than hearing about it from an adult. Because the speaker is a child their age, respondents indicated that they would be more likely to pay attention and listen in the assembly and could more easily relate to the speakers' stories.

"The fact that it's about a kid our age and if somebody our age got hurt, it makes more of an impact than some old dude... But somebody our age we tend to care more about that because they're so young and have a full life to live." (Racine, White, 9th Grade, Non-Regular User, Male)

Regardless of age, children indicated that they may like to hear about seat belt use from other children their age (or children slightly older than themselves) who have been in crashes, given that this makes the need to wear a seat belt seem "more real" and heightens their perception that an injury could actually happen to them.

"Cause in a way it could happen to you. It's just kind of warning you." (San Diego, Hispanic, 8th Grade, Non-Regular User, Male)

"I liked it because it shows how important [it is] that you should wear your seat belt. It shows you that you should wear your seat belt or something like that might happen." (San Diego, Hispanic, 4th Grade, Regular User, Female)

"Good idea. The person can actually talk about it to the kids so they don't grow up doing that." (San Diego, African American, 7th Grade, Regular User, Male)

While both girls and boys indicated positive reactions to Concept A, more girls than boys had positive reactions to the idea of an assembly (80% versus 70%).

"It helps people find out what happened to other people when they don't wear seat belts." (Iowa, Hispanic, 7th Grade, Regular User, Female)

"I think it's a good idea because you see it and you don't want that to happen to you." (San Diego, African American, 9th Grade, Non-Regular User, Female)

“I wouldn’t listen to the kid. Because it would be kind of dumb.” (Racine, Hispanic, 8th Grade, Regular User, Male)

“My school assemblies are boring ... and I usually fall asleep.” (Philadelphia, African American, 6th Grade, Regular User, Male)

Some boys and girls suggested their friends might talk or not pay attention during an assembly, however, few overall reacted negatively (4%) to the idea of attending an assembly on seat belt safety.

“Some kids at our school, well, most of the kids, they really don’t care, because at assembly nobody is listening.” (Iowa, White, 5th Grade, Non-Regular User, Female)

“It is a good idea... but I think kids would just think that kid is stupid and like [they are] talking in assemblies anyways....” (San Diego, Hispanic, 9th Grade, Regular User, Female)

A few youth also indicated that their schools no longer hold assemblies. To improve attentiveness or practicality, some children suggested that it might be better if speakers went directly to classrooms instead of conducting assemblies.

“... It is a small school. They don’t really have [assemblies] ...there are award assemblies. If you have a 4.5 GPA then you get an award.” (San Diego, White, 8th Grade, Regular User, Male)

“One on one or like two or three people... It’d be better for a classroom or something.” (Racine, African American, 6th Grade, Non-Regular User, Male)

“Yeah [it would be more effective if speakers came to classrooms], because if they came around to your classroom teachers would obviously give you some type of assignment so you’d have to listen.” (Racine, Hispanic, 8th Grade, Non-Regular User, Female)

Most agreed that exposure to an assembly would have a lasting effect on their belt use, and said that they would wear a belt afterward if they learned about the serious consequences of not wearing a seat belt.

“[If] the kid has been badly injured and if he is in a wheelchair because of it, then yeah. I would wear my seat belt.” (Iowa, Hispanic, 7th Grade, Non-User, Male)

“It would help people remember to wear their seat belt because they’ll see what will happen to them.” (Philadelphia, White, 7th Grade, Regular User, Female)

“... A guy comes in and talks about bleeding and [a] cracked skull. That is scary. I would definitely wear my seat belt.” (San Diego, African American, 7th Grade, Regular User, Male)

Detailed Parent Reactions/Verbatim Comments on Concept A

Most parents responded favorably to the idea of an in-school assembly in which a fellow student describes his or her personal experience surviving a car crash because he or she was wearing his or her seat belt.

“Especially if they were in a wheelchair or they had something devastating happen to them from the crash. I would definitely take [my children].” (Parent, Philadelphia)

“It makes it more real to see a person this happened to.” (Parent, Racine)

Parents explained that positive peer pressure can be effective and that a young speaker would be credible to their children.

“Yes, sometimes if they won’t listen to their parents they will listen to kids their own age.” (Parent, Racine)

“They can relate to that better...Peer pressure is always better.” (Parent, Racine)

“It’s a peer and it’s real.” (Parent, Des Moines)

Many parents also expressed that they like the idea of their children being educated about seat belts or safety at school.

“As far as I’m concerned, they should do the safety thing at school. They should be starting it when they are little. By the time they get to middle school like my daughter, then it’s too late.” (Parent, Racine)

Detailed Influencer Reactions/Verbatim Comments on Concept A

Everyone in both the adult and teen influencer groups voted positively for Concept A, or “assembly.” However, among some teen influencers, they expressed the belief that 8- to 15-year-olds are more likely to pay attention at an assembly if visuals of crashes or injuries are used. Respondents from both groups indicated that they like the idea of another peer or child speaking.

“I think that it’s all right, but I mean something....like I think they’d want something more to catch their eye.” (San Diego, Teen Influencer)

Concept R (Radio Lock)

You get into the car and when the car starts up you don't hear the radio like usual. In this car, the radio doesn't go on until everyone riding in the car buckles their seat belts.

Detailed Youth Reactions/Verbatim Comments on Concept R

While some youth indicated that they don't necessarily like the idea of having a radio interlock, most indicated that it would be very effective in getting them or their friends to wear their seat belts or to wear them more consistently. They often explained this is because they need to hear music in the car to prevent boredom or because listening to the radio is a habit or routine.

"Because we like to listen to the radio...And, that would be like boring silence the whole way, so you'll want to listen to something, so you'll be like, oh yeah. If I want the radio to come on, the seat belts have to be clicked." (San Diego, African American, 7th Grade, Non-Regular User, Female)

Many youth had positive reactions to the radio interlock device, saying that they listen to the radio every time they ride in the car. Most tweens and teens easily cited at least a dozen musical artists they enjoy, as well as indicate specific genres of music they prefer, such as hip hop, rap, rock, country, or Christian music.

"It would be hard for me to sit in the car without listening to music." (Iowa, African American, 8th Grade, Regular User, Male)

"Because kids our age really like music and they can't listen to it if they don't buckle up, so buckle up!" (Iowa, White, 5th Grade, Non-Regular User, Female)

Inability to listen to the radio was said to be a strong motivator for seat belt use, though some children (11%) did react negatively to a radio interlock device, indicating that it might be difficult to get all passengers in the car to wear a belt. A few indicated that they or their parents still might not wear their seat belts, even if it meant the radio was not operational. A few of these children explained that they might simply buckle the seat belt and sit on it in order to maintain use of the radio.

"People would be getting into fights. If someone didn't want the radio on, then they would just take off their seat belt." (Racine, White, 8th Grade, Non-Regular User, Male)

"Like my mom probably wouldn't like the idea much even though she does like the radio. I don't think she would like it because she doesn't always listen to it just like sometimes when she's bored." (Iowa, White, 3rd Grade, Non-Regular User, Female)

"But people would try to get out of it. Some already buckle their seat belt in back of them." (Philadelphia, White, 7th Grade, Regular User, Female)

"Then again the thing is, you could just put the seat belt behind you." (Racine, White, 8th Grade, Non-Regular User, Male)

“I would just tell them [friends] to move and they could just click it and sit on it.” (Iowa, African American, 8th Grade, Regular User, Male)

On the other hand, most children agreed that a radio interlock would increase their inclination to ask their friends to wear their seat belts. Currently, many boys and girls said they would not ask or encourage friends to wear their seat belts when riding in the car, but would become more demanding if the radio were controlled by their friends’ behaviors.

“I have to hear the radio or CDs, so I’m going to make everyone put on their seat belt.” (Philadelphia, African American, 6th Grade, Regular User, Male)

“I’d force people to put them on so I could put the radio on.” (Racine, Hispanic, 9th grade, Regular User, Male)

“[I’m going to] tell them [friends] they have to put their seat belt on or they won’t be allowed to ride.” (Racine, White, 6th Grade, Non-Regular User, Male)

While the radio interlock concept consistently generated high appeal among all youth subgroups, it had slightly lower appeal among 2nd/3rd graders (66% positive) who may not yet be as “into” music as children in older grades (71%-76% positive).

“Actually my friends don’t listen to it [radio]. They have DVD’s.” (Iowa, White, 3rd Grade, Regular User, Male)

“I don’t even like the radio.” (Iowa, White, 2nd Grade, Non-Regular User, Male)

It was also directionally more appealing for females (80% vs. 68% males) and African Americans (81% vs. 70% white, 72% Hispanic).

“I like it because people would much prefer to hear music.” (Philadelphia, African American, 5th Grade, Regular User, Female)

“Because I don’t know anybody my age that doesn’t ride with the radio on...because a radio is like a huge thing in a car.” (San Diego, Hispanic, 9th Grade, Regular User, Female)

Detailed Parent Reactions/Verbatim Comments on Concept R

With concept R, parents were given a scenario in which their car radio would not turn on unless all passengers were buckled up. Overall, the majority of respondents indicated that this concept is more applicable to their children than themselves. Many said music is very relevant for their older children and that this device would motivate them to buckle up.

“...my daughter...when we get in she’s pressing the buttons, so she would buckle up for sure...it’s the whole music thing with her, so at this age, I think that would be an incentive for her.” (Parent, Philadelphia)

“The radio lock will be an incentive because most teenagers want to listen to their music.” (Parent, Des Moines)

“If my kid is in a car and she can’t get the radio on, she is going to put on her seat belt...She would make everybody in the car put on their seat belt.” (Parent, Philadelphia)

Several indicated they would be willing to pay for an option like this.

“...it’s kind of great because it lets you know what your kid’s actually doing in the backseat behind your back...and the music sounds good and all of a sudden the radio goes, someone in the backseat is screwing off.” (Parent, San Diego)

“My kid’s life is more than money itself, so I would pay for something like that.” (Parent, San Diego)

Others mentioned it would not pertain to their children because they bring portable music devices into the car instead of using the car radio.

“Well with CD players and Walkmans, they don’t care.” (Parent, Racine)

“And your kids have iPods or MP3 players, or CD players...They don’t need the car radio.” (Parent, San Diego)

A few parents had adverse reactions to this concept. They explained that they do not like options they have no control over in their own vehicles. Others expressed concerns that they would not be able to listen to their own radio if one child refuses to buckle up. Several said they would find some way around the device.

“I wouldn’t like anything going on in my car that I don’t have any control over.” (Parent, Racine)

“I’d break something to fix that. I know how to disconnect wires, so it wouldn’t affect me at all.” (Parent, Racine)

Parents were especially receptive to the idea of a radio interlock device that is “parent-controlled.” They explained that they could turn it on or off, or described a device that locks certain radio stations or volume.

“You said the magic word...If it was standard it might be kind of fun. Parent Control. I like that.” (Parent, Des Moines)

When envisioning this concept, parents often pictured the intervention as something they would want for a young teenage driver to ensure they are buckling up when driving on their own.

“I’d do it in my kid’s car, but not in my car.” (Parent, Racine)

“My kids right now it would not be a consideration, but maybe when they are older and driving age.” (Parent, Racine)

“The big thing is trying to catch them at it. Because they will get in the car and take off and if you are not watching them, they probably won’t [buckle up].” (Parent, Racine)

“That would be a good one when you are concerned about teenagers when they get a certain age.” (Parent, Des Moines)

Detailed Influencer Reactions/Verbatim Comments on Concept R

Almost all adult influencers voted neutrally towards Concept R, or the radio interlock device. Most of the adult respondents indicated that they would not purchase this device nor would they ask about it if it was possible to obtain the device as a part of a standard safety package offered with a new car. Some said that not having a radio on in the car would not be a motivator to wear their seat belts because they do not drive with the radio on, or if they are driving 8- to 15-year-olds in their vehicles, they do not turn it on.

“If there are kids in the car I usually don’t have the radio on because they are jabbering.” (Iowa, Adult Influencer)

Some teen influencers also indicated that it may not always work if you don’t want to listen to the radio. However, when asked if this device would help 8- to 15-year-olds wear their seat belts more, some said that it would. Similar to some of the adult influencers, a few teen influencers indicated that they do not need a device in the car to help remind them because if they are driving alone or with passengers in the car, they insist that everyone put on their seat belts.

“...I do the same thing that my mom does...everybody has to have a seat belt even if I have somebody 20 years older. I don’t start the car until all the seat belts are on.” (San Diego, Teen Influencer)

Other adult influencers indicated that they frequently listen to the radio in the car and that the device would probably work for their family. However, although a few respondents reacted positively to the device, they said that motivating seat belt use among 8- to 15-year-olds is difficult, and that their restraint behavior is usually engrained by the time they are 4-5 years old. Given this belief, they indicated that it is doubtful a radio interlock device would change children’s behaviors.

“I do [have a positive reaction], but again I believe so much in them that I don’t have a problem with anything that gets kids to wear their seat belts, but to me you have got them or you have lost them by the time they are 4 or 5 years old.” (Iowa, Adult Influencer)

Concept V (Video Games)

You are playing a video game that involves driving or racing in an automobile. Before you begin playing, the game gives you an option to wear your seat belt in the automobile. If you wear your seat belt, you get extra points. If you don't wear your seat belt, bad things will happen.

Detailed Youth Reactions/Verbatim Comments on Concept V

Among all age groups, youth indicated that they currently play video games or have played video games in the past. While most said that the idea of winning more points in a game would be fun, they concluded that wearing a seat belt in a game would not have an impact on their behaviors in real life.

"I think people might like go play a video game and put on the seat belt just to get extra points, but then they won't think about it when they go in the car really." (San Diego, Hispanic, 4th Grade, Regular User, Female)

Many children in the 8 to 15 year old age group indicated that they play video games, and some suggested that they have played driving games in the past. They reportedly play games on a variety of system platforms, including but not limited to Sony PlayStation or PlayStation 2, Xbox 360, and Gameboy/Advance.

"Good idea. Because kids like playing video games a lot, and I know I love racing games and sports games." (San Diego, African American, 7th Grade, Regular User, Male)

"I'm getting a Game Cube today." (Iowa, White, 4th Grade, Regular User, Male)

"PS and X-BOX. If you count Game Boys we have two different ones." (Racine, White, 6th Grade, Regular User, Male)

Youth generally expressed strong interest in Concept V (video games), as well as interest in electronically experiencing consequences of both wearing and not wearing a seat belt in a driving game.

"I think they might like it because they might mess around ... they might say yeah and then they might say no [to seat belt option]. They might want to see what happens if you don't and what happens if you do." (San Diego, Hispanic, 5th Grade, Regular User, Male)

"My brother would say not to wear a seat belt [in the game] because of explosives and stuff." (San Diego, Hispanic, 2nd Grade, Non-Regular User, Male)

"You can see the difference. One with the seat belt and one without so you can see the difference if you do wear it and if you didn't." (San Diego, 3rd Grade, Non-Regular User, Female)

Children in grades 2 and 3 had the most favorable reaction to the video game concept, suggesting that the concept's appeal skews younger rather than older. For example, 75% of 2nd/3rd graders expressed positive reactions to the video game concept, compared to 48% to 53% of youth in other age/grade segments.

“If there were more games like this, kids would be more likely to wear seat belts in a real car.” (Philadelphia, African American, 2nd Grade, Regular User, Male)

“Yeah [I like the idea]... I get extra points...if they don't wear the seat belt then they will be like “Ah.” They would probably try it out and then the game will get all messed up and they won't be racing...Then they will try racing with the seat belt and they will be like “Oh I am driving really good.” “So I could have a cool ride if I wear my seat belt.” (San Diego, Hispanic, 3rd Grade, Non-Regular User, Male)

While both boys and girls had positive reactions to the video game concept, boys appear to spend more time playing video games than girls. In addition, boys generally indicated that they would play the game both ways; with and without a seat belt to compare the two scenarios.

“I might try it [without a seat belt] to see what happened.” (Racine, White, 6th Grade, Regular User, Male)

“I'd do the negative [without a seat belt] first and then the positive [with a seat belt].” (Racine, White, 6th Grade, Non-Regular User, Male)

In contrast, girls revealed they are more likely to wear a belt in the video game just to achieve extra points. Additionally, some girls, especially teenagers, indicated that they do not play video games very often. Rather, their male friends or brothers engage in gaming activities, so Concept V does not pertain to them.

“They're boys. Girls are like playing outside [over playing video games]...I'd rather do my nails or something like that.” (Iowa, African American, 6th Grade, Regular User, Female)

“[I like the idea] Because people who play the game will get extra points, and then they'll know that they should wear their seat belt more, because if they don't then bad things will happen and they don't get extra points.” (Iowa, White, 2nd Grade, Regular User, Female)

“Well,[I like that] you get extra points, and maybe if you had extra points it would get you to a higher level of the game.” (Iowa, White, 4th Grade, Non-Regular User, Female)

African American youth and children who don't regularly wear seat belts also reacted more favorably to the video game concept than did other groups. Non-belt wearers expressed a strong interest in visualizing consequences of not wearing a seat belt within the video game.

“I would want to see what the bad things [consequences in the game] are first.” (Iowa, African American, 6th Grade, Non-Regular User, Male)

“I think it is good because it has a moral. You can tell the lessons in it because you might see what might happen in the future if it actually does happen.” (San Diego, Hispanic, 3rd Grade, Non-Regular User, Female)

Young people suggested that positive rewards for wearing a belt in the video game might be: extra points, skipping to the next level, special cars, more cheat codes, ability to play levels not accessible to others, remaining in the vehicle during a crash, or survival.

“You could come in first by taking a shortcut.” (Iowa, White, 3rd Grade, Non-Regular User, Male)

“I would think that if you wore your seat belt, cops wouldn’t chase after you in the game.” (Philadelphia, African American, 6th Grade, Regular User, Male)

“Maybe if you hit the wall you won’t go flying over it, you’ll probably get like a bump. You’d probably get like little bruises and go on playing.” (Iowa, White, 4th Grade, Non-Regular User, Male)

Conversely, other youth indicated that negative consequences of not wearing a belt in the video game might be: lost points, flying from the vehicle, lost time due to arrest/ticket, being more closely watched by police in the game, injury with blood, or death.

“If the bad things will happen, you’ll crash.” (Philadelphia, African American, 2nd Grade, Regular User, Male)

“You have accidents or get chased by the police or something.” (Racine, African American, 8th Grade, Regular User, Female)

“If you are going fast and [there is] a red light and [you] don’t stop you can go through the windshield.” (San Diego, Hispanic, 4th grade, Non-Regular User, Male)

Despite the positive or negative consequences that might be experienced in a video game, most children indicated that video game experiences do not transfer over to real life. That is, few felt that the game experiences would influence their real-life behaviors when riding in a car.

“If I don’t wear my seat belt, it is just a game. I might die in a game, but it’s not like I died in real life. Who cares?” (San Diego, Hispanic, 5th Grade, Regular User, Female)

“...but it would only make them wear it in the game, but it wouldn’t make them wear it in real life.” (San Diego, African American, 9th Grade, Non-Regular User, Female)

“It’s a video game. Nobody really cares.” (Iowa, African American, 6th Grade, Non-Regular User, Male)

Detailed Parent Reactions/Verbatim Comments on Concept V

Reactions to the idea behind a driving video game that rewards players for wearing a seat belt were highly mixed. Although parents were not opposed to letting their children play such a game and indicated their children do play video games, there was much skepticism about whether the game would be effective. Many parents pointed out that the game is too abstract and did not anticipate it would have any effect.

“It’s just a game.” (Parent, San Diego)

Some even said their children would be curious to see what would happen if they didn’t wear their seat belts in a video game.

“Bad things can happen in the game. They might want to experience what those bad things are.” (Parent, Philadelphia)

“Like my son, sometimes he would do that and sometimes he would actually drive around and crash that so bad things would happen. Probably that would be cool to him.” (Parent, Des Moines)

Others attempted to give suggestions that they said might make a video game more effective in influencing children’s behavior, such as removing the option of wearing a seat belt or not.

“I think if you don’t put your seat belt on, the game won’t start...if you had to press ‘seat belt’... you learn.” (Parent, San Diego)

Detailed Influencer Reactions/Verbatim Comments on Concept V

Among adult influencers, votes were equally positive and neutral. One respondent suggested that the game should not even start until the player has buckled up in the video game. However, another respondent explained that if the player who wears his seat belt walks out of a crash while the player without a seat belt dies, it is sending a message that you can drive as fast as you want in a car if you are wearing a seat belt.

“I wouldn’t even make it a win or lose or you are penalized for not doing it. You just don’t go because you didn’t put your seat belt on.” (Iowa, Adult Influencer)

Teen respondents reacted neutrally to the idea, saying that wearing your seat belt in the game does not necessarily transfer to behavior in real life.

“I don’t think it will get them to wear their seat belt, only when they are playing the game they might and then when it comes to actually having to wear it, I don’t know if they’d think about it.” (San Diego, Teen Influencer)

Concept E (Theme Park)

You're on vacation with your family and visit a theme park. This theme park has a special building with things to do that demonstrate how you can be safe in a car. You might be able to get your picture taken with crash test dummies or play computer games that show what happens when cars hit each other traveling at different speeds.

Detailed Youth Reactions/Verbatim Comments on Concept E

Concept E received positive reactions from about half of youth. Children who voted positively believe that an exhibit would be fun and educational at the same time. Many also indicated that it would be beneficial to see the consequences of not wearing a seat belt through computer games or simulations. Others reported feeling neutral to negative about the idea. Some indicated that it would be boring and they would not go into an exhibit like this at a theme park because they are there to have fun, not learn. Meanwhile, other respondents said that they would be more likely to visit an exhibit like this in an educational setting like a museum.

"[I like this idea] because if people figured out what two cars collided against each other [looked like] and people are watching and the dummies, they flew out of the windshield and stuff, it would influence people to put their seat belts on so that wouldn't happen to them." (Iowa, White, 5th Grade, Non-Regular User, Male)

Nearly all youth interviewed have visited a theme park, science center, or museum in recent years. Most said they have visited theme parks close to home, such as Adventure Land and Des Moines Science Center (Des Moines area), Hershey Park (Philadelphia), Discovery World (Milwaukee area), or Lego Land or Science Center (San Diego). Some mentioned attending theme parks such as Disney World or Epcot Center. Given their attraction to these parks, it is not surprising that more than half (54%) expressed a positive reaction to the idea of an exhibit on seat belts within a theme park.

"I like doing stuff like that, where you can, like, play with it, see how it works." (San Diego, White, 8th Grade, Non-Regular User, Female)

"Well, [I've been to] Adventure Land, and I'm going there today, actually." (Iowa, White, 4th Grade, Non-Regular User, Female)

"Last week, I went to Six Flags." (Racine, African American, 6th Grade, Non-Regular User, Male)

Though some children expressed neutral (32%) or negative (14%) reactions to the exhibit idea, these children generally explained that they prefer to go on rides at a theme park, not participate in educational activities while there.

"If you're going to the amusement park, it should be rides. It's not supposed to be a safety park." (Philadelphia, African American, 3rd Grade, Regular User, Male)

"Most likely the kid wouldn't want to go in there. Most likely they'd want to go to the rides and stuff." (San Diego, Hispanic, 4th Grade, Regular User, Male)

*“You don’t really want to see people crash (at a theme park), you want to ride rides.”
(Philadelphia, African American, 5th Grade, Regular User, Female)*

Youth respondents often explained that they might react more favorably to the concept if it were placed within a science center, children’s museum, or discovery center, where its educational focus might fit more closely with their expectations. Children who have visited science centers or related theme parks (e.g., EPCOT) said such an exhibit would fit well and effectively garner their interest in these environments.

“I think of this idea as belonging in a museum not an amusement park...” (Philadelphia, African American, 4th Grade, Regular User, Female)

“Probably more so [at a museum] than a theme park because a theme park is more for fun and a museum is more for learning.” (Racine, White, 6th Grade, Non-Regular User, Male)

“[Idea would work best at] Epcot Center. It is like futuristic and stuff, and it can show cars accelerating at really high speeds.” (Racine, White, 7th Grade, Regular User, Male)

Children in 2nd grade and in 6th/7th grades expressed the greatest interest in a theme park exhibit, compared to youth in other age/grade cells (61% and 63% positive, respectively, vs. 42%-52% in other cells). Younger children indicated an interest in playing games at an exhibit. Sixth and seventh graders expressed interest in seeing the crash simulations and having their pictures taken with the crash test dummies, as a joke for friends.

“I kind of like it because it would be cool to get on the computer and I could experience what it would be like to be in a crash, and as a game.” (San Diego, Hispanic, 2nd Grade, Non-Regular User, Male)

“I know kids that are weird enough that they would want to go get their picture taken with crash test dummies or play computer games where cars hit each other.” (Racine, White, 7th Grade, Regular User, Female)

“It seems fun, too. Well not fun to look at crashes, but just to know what the outcome is of not wearing a seat belt is interesting, like you want to know if I do it right and wear my seat belt, I’ll be safe. But, if I don’t, then this will happen.” (San Diego, African American, 7th Grade, Non-Regular User, Female)

Interest in a theme park exhibit dropped off considerably, however, among 8th-9th graders (only 42% positive). In general, older youth explained that it’s silly to get your picture taken with a crash test dummy or to play games at an exhibit. Interestingly, many younger children (grades 2-4) did not know what crash test dummies are and/or were just not interested in having their picture taken with them.

“The computer game I like about what happens when cars crash. But the crash test dummies... like to get a picture with them because they’re crashed?” (Iowa, White, 2nd Grade, Regular User, Male)

“Dummies are weird, very weird.” (Iowa, White, 2nd Grade, Non-Regular User, Female)

“Like I wouldn’t go to that place. I don’t know anybody my age who would, but I think that the little kids would be real big on it.” (San Diego, Hispanic, 9th Grade, Regular User, Female)

“I might [visit the exhibit], but I wouldn’t take no picture with the dummy.” (Iowa, White, 5th Grade, Non-Regular User, Male)

African American youth and children who don’t wear seat belts regularly expressed more favorable reactions to the exhibit concept than their white or Hispanic counterparts. Over two-thirds of African American youth (69%) expressed positive reactions to the concept compared to about half of white (45%) and Hispanic (51%) youth. Similarly, 62% of non-belt wearers expressed a positive reaction compared to 47% of regular belt wearers. In discussion, African Americans and non-belt wearers indicated a strong desire to experience crash simulations and see what happens with and without a seat belt in the exhibit. Some youth indicated that experiencing an exhibit like this might have an impact – at least a short-term impact—on their behaviors, while others felt it would not.

“I like that you can see what kinds of things you’re not supposed to do. And see things you’re supposed to do, like one is wearing a belt and one is not. The one wearing a seat belt is ok, and the one who is not, is not OK.” (Philadelphia, African American, 4th Grade, Regular User, Male)

“Well, it will show you if you don’t wear it you will get hurt, and if you do you’ll have a chance that you’ll live in a car crash. It’ll like show you what will happen...And it would make people more aware of what could happen and they’d probably wear their seat belt.” (Iowa, White, 3rd Grade, Non-Regular User, Male)

Detailed Parent Reactions/Verbatim Comments on Concept E

This concept appealed to a majority of parents, particularly the interactive and hands-on qualities of the exhibit.

“It sounds interesting...Instead of watching a video about it, you can actually do it yourself, hands on.” (Parent, Racine)

“You can sit in the car and see it happen. That stuff you remember.” (Parent, Des Moines)

“Kids usually like hands-on and experiments.” (Parent, San Diego)

“[Children] Want to see the actual crash test. The actual car. Go in and smash it.” (Parent, Des Moines)

As a caveat, parents did note that the effects of an exhibit are likely to be short-term.

“Like at Disney they have it. My son went and he got whiplash on the ride. You would think he would buckle up, but I think it wears off.” (Parent, Philadelphia)

“They would have to show something really disastrous to show why you need your seat belt on to do any kind of effect like that.” (Parent, Racine)

Many parents suggested that the exhibit be presented in contexts other than a theme park. They recommended other venues that are more accessible to families who do not take vacations often, such as a traveling exhibit that can visit fairs, schools, or museums.

“That should be in a mall or something. To be honest with you, we haven’t been on vacation in eight years.” (Parent, Philadelphia)

“Do you think if you took a big trailer, like one of those Winnebago’s, and sent it to school, because not all kids are going to be able to go to these theme parks?” (Parent, San Diego)

“It would be really good at a theme park when you are waiting in a long line and if they had little kiosks and like these is what happens at 0-20 and then 20-40 mph...” (Parent, Racine)

Other respondents pointed out the exhibit would be more attractive in certain venues, where there is less competition for children’s attention. They explained that in a theme park, children are more likely to opt for rides or non-educational entertainment, but in a mall or fair they may be inclined to visit an exhibit.

“I think that if that was at a mall, you would be at the store shopping with your mom or you could be going through this [exhibit]...but if you have that compared to roller coasters and games, I think that would lose out.” (Parent, Philadelphia)

“...it is a mild experience. Kids are going to gravitate toward things they want to ride. I don’t see them going into a building [for an exhibit].” (Parent, Des Moines)

Detailed Influencer Reactions/Verbatim Comments on Concept E

Adult and teen influencers provided mixed responses to Concept E. Among adult influencers, some indicated that they like the theme park exhibit idea as it would provide a hands-on learning experience for children.

“I just like hands-on experience...If kids can go in and actually do something...” (Iowa, Adult Influencer)

However, other adult influencers said that the video gaming aspect of the exhibit would lead 8- to 15-year-olds to not take the exhibit seriously. Rather, children might make cars crash just for fun in a video game style exhibit.

“I think it would be just like video games where they shoot people and stuff. It is too much gamey and I think they will take it as a joke.” (Iowa, Adult Influencer)

Teen influencers provided neutral reactions to the exhibit idea. While some indicated that they think youth 8-15 may wear their seat belts more after going through this exhibit, others said that it may be too boring, whether it is in a theme park or at a science center. To make it more interesting, one respondent suggested trying to make it more comical or funny.

“I think it would be good because that is something that kids would watch when they’d see what happens when cars hit each other. That would catch my eye and I think they’d pay attention to it.” (San Diego, Teen Influencer)

“Try to be funny or something? The way cars crashed or something.” (San Diego, Teen Influencer)

Concept S (Sports/Coaches)

Your coach tells everyone on your team to be safe because your team can't win unless everyone is healthy and in good physical condition. He tells you that it's very important for you to wear your seat belt when riding in the car to prevent injuries. He reminds you to put on your seat belt on your way home after the game because he expects to see you at the next practice.

Detailed Youth Reactions/Verbatim Comments on Concept S

This concept received positive ratings among many respondents due to the wide participation in sports among youth. Many said that their coach would say something like this and that it would help remind them to wear their seat belts. However, 4th-7th graders provided the lowest ratings, as many in this age group report a lack of involvement in sports. Conversely, among 8th and 9th graders, those involved in sports explained that if they didn't wear their seat belts and got injured, that it would be letting down the team. Therefore many said that if their coach were to tell them to buckle up, they would.

"It encourages you to wear your seat belt because you want to play and be a better athlete and help the team out." (Racine, African American, 8th Grade, Non-Regular User, Male)

Many youth of all ages appear to participate in sports and play on organized youth teams. Participation appears to be strongest among younger children (grades 2-3) who are experimenting with different sports, and frequently playing soccer, baseball, flag football, swimming, skating, dancing, etc. These children indicated that they may or may not like their coaches, and may or may not follow the coach's directions, depending on how they feel at the time or if they remember.

"Well, you might forget to [wear your seat belt] even if he [coach] told you to." (Iowa, White, 2nd Grade, Non-Regular User, Female)

"Some people don't really listen to their coach." (Iowa, White, 3rd Grade, Regular User, Female)

"It's only going to help them for a couple times...It's just going to help them for the season they're playing and then they're going to have to wait until next year to wear their seat belts again." (Iowa, White, 2nd Grade, Non-Regular User, Male)

Despite this, 2nd and 3rd graders generally like sports and want to hear what the coach has to say. As such, over two-thirds were receptive to hearing about seat belt use from their coach (68% positive), though some thought the coach is too focused on teaching sports skills to concern himself with safety belt discussions. Others said that seat belt directions from the coach would show that he really cares about them.

"I like it because he says put on your seat belt because he really expects you at the next practice." (Philadelphia, African American, 2nd Grade, Regular User, Female)

"I think it is a good idea because if you forget then you could be in a car accident and you couldn't play. So your coach reminds you as a kind of joke. I like that idea." (San Diego, Hispanic, 3rd Grade, Non-Regular User, Male)

“...I don’t think your coach really cares [about seat belts]. They just want you to have fun and do the best you can.” (Iowa, White, 3rd Grade, Regular User, Female)

In grades 4-7, interest in sports among youth appears to decline somewhat, as youth begin to narrow their interests and make their own decisions about how to spend their time. Oftentimes, youth in grades 4-7 described participation in school-related sports led by a gym teacher who may or may not be a mentor. In some cases, gym is dreaded (especially by non-athletic girls and overweight boys), or in other cases preferred (especially by boys and academically challenged students). Given this, it is not too surprising that interest in the sports and coaches concept declined among 4th-7th graders (42-47% positive).

“People probably wouldn’t care what the coach says because he doesn’t really have a lot of power over you. He is just a coach.” (San Diego, Hispanic, 5th Grade, Regular User, Female)

“He’s saying “wear your seat belt so you can win for me,” not for your own safety.” (Philadelphia, African American, 5th Grade, Regular User, Male)

“I don’t really have a coach; I did when I was little when I did baseball. I wouldn’t have a coach to tell me that.” (Racine, White, 6th Grade, Non-Regular User, Female)

By grades 8-9, youth involved in sports typically express a passion for their sport of choice, and in some instances, view it as a vehicle for future opportunity. In some situations, African Americans and older boys, in particular, discussed sports with a degree of seriousness, commitment, and discipline, indicating that if they follow a prescribed path, they are promised a college sports career. Along these lines, African Americans expressed the most favorable reaction to Concept S (70% positive) and suggest the greatest inclination to do everything their coach tells them to do. Some likened a coach’s instruction to wear seat belts to his direction to study and maintain a certain grade point average so that they can continue to play sports and pass college admissions.

“Because I play sports and I know how it feels to have a top player or someone that you really need that is not really healthy or that is not in good condition at that time when you really need them and they are out and missing. That is a real big factor for every team.” (San Diego, African American, 9th Grade, Regular User, Male)

“My coach is always talking about our grades and [how] he’s going to help get people to college.” (Racine, African American, 8th Grade, Non-Regular User, Male)

“I listen to whatever my coach tells me and if he tells me to buckle up I will or he’ll make me run laps for football.” (Racine, White, 9th Grade, Non-Regular User, Male)

In contrast to African Americans, white and Hispanic youth (45% and 47% positive, respectively) were more apt to think the coach doesn’t care about anything besides the sport at hand, and/or to believe the coach wouldn’t tell them to wear seat belts. If he did, they said they may or may not follow his direction.

“No, he wouldn’t just say that generally. We just practice and that’s it. (Racine, White, 6th Grade, Non-Regular User, Female)

“I think there are different relationships with coaches because if you don’t like the coach you just blow them off. But if you admire and respect them then you listen to them.” (Racine, White, 9th Grade, Non-Regular User, Male)

“I don’t think so [that coach would have an impact] because if they don’t wear their seat belts it’s likely their mom would tell them so the coach wouldn’t make a difference, because the coach would be just like their mom trying to get them to do something they don’t want to do.” (San Diego, Hispanic, 4th Grade, Regular User, Male)

Detailed Parent Reactions/Verbatim Comments on Concept S

Several parents described strong positive reactions to the idea of a sports coach or gym teacher encouraging their children to wear their seat belts.

“My daughter is into volleyball, so I think something like that would be good for her.” (Parent, Racine)

“I think they usually respect their coach.” (Parent, Des Moines)

However, even more parents positively responded to the general idea of other authorities in their children’s lives reinforcing seat belt use or communicating important messages to their children. Parents explained that such messages either mean more to their children when heard from another person, or that other adults simply have a more direct influence on their children.

“...as a parent, they think you’re nagging them and when they hear it from other people, they’re like, ‘You know what, Mom? So and so says the same thing you did’.” (Parent, Philadelphia)

Many parents suggested that the concept be expanded to include leaders in other activities, as not all children are involved in sports.

“...I mean what if you don’t play sports? So that is only getting to a certain group of kids.” (Parent, Philadelphia)

“There were times when I listened to my music teacher in school more than my parents and had more respect for her at the time.” (Parent, Racine)

Detailed Influencer Reactions/Verbatim Comments on Concept S

“Sports and coaches” also received mixed reactions from adult influencers. One respondent questioned whether a coach would actually tell a player to wear his or her seat belt.

“Man that is like preaching or something. Would a coach really do that and would a coach really think about the seat belt?” (Iowa, Adult Influencer)

Others explained that the coach would say something like this and that children often will talk to their coach about things, as they are like another family member.

“Kids will talk to their coach. That is a different family.” (Iowa, Adult Influencer)

Teen influencers rated Concept S positive to neutrally. Some on the more neutral side indicated that a child may not listen to their coach if they are eager to get home or do not like the coach. Conversely, if they do like him, some respondents said that they would listen. Additionally, other respondents pointed out that not every child has a “coach.” When asked who else might influence children 8-15 to wear their seat belts, “friends” and “older siblings” were named as role models.

“For the kids that are still focused on listening to the coach, but other kids might be ready to go home.” (San Diego, Teen Influencer)

For respondents with influence over 8- to 12-year-olds, in order to encourage seat belt use among this age group, one respondent who drives said that she would tell them she would limit the child’s activities at the place they were going to. Another respondent said she would just explain the consequences of not wearing their seat belts.

“Just by like telling them things that are going to happen and then also depending on like, where they might want to go, you could kind of like well, if you don’t wear your seat belt, then maybe there will be less things you get to do. Make compromises.”(San Diego, Teen Influencer)

Concept Z (Ring Tone Reminders)

You get into the car, and your car reminds you to wear your seat belt by playing a song clip or pre-recorded voice until the driver and passengers buckle up. The song or reminder sounds can be downloaded to your car in advance just like cell phone ring tones.

Detailed Youth Reactions/Verbatim Comments on Concept Z

While many children said that a ring tone reminder could be helpful, they also indicated that it would have to be a negative or annoying tone or voice in order for it to work. If it is a song they like, respondents indicated that they would be less likely to buckle up in order to hear the song.

“I don’t think you should choose the tone or the song because you could download your favorite song and then you wouldn’t want to buckle up so then you’d listen to the song. But if it was an annoying song, I’d buckle up right away.” (Racine, White, 9th Grade, Non-Regular User, Male)

Though approximately half of youth (52%) expressed positive reactions to Concept Z, the concept generally met with mixed reactions which vary considerably by age and race/ethnicity. In fact, the appeal of this concept across the age/grade spectrum resembles a bell curve, with the lowest appeal at age extremes (grades 2 and 9 – 32% and 28% positive, respectively) rising from each extreme to peak appeal among 4th-5th graders (73%-69% positive).

“I think it’s good because it reminds you to wear your seat belt, like if you forget.” (San Diego, Hispanic, 4th Grade, Regular User, Female)

“And, you can download the songs you really like into it.” (San Diego, Hispanic, 4th Grade, Regular User, Female)

“It would be kind of annoying, but the recorder would remind them.” (San Diego, Hispanic, 5th Grade, Regular User, Female)

Younger children (2nd graders) did not always understand what a song clip or unique ring tone is, so accurately assessing their reaction to the concept is difficult. Despite this, some felt that if a short song reminded them to wear their belts, they might choose not to wear a belt so they could hear the song. Others said they might get involved in the song and forget to put their seat belts on entirely.

“It’s just music.” (Philadelphia, African American, 2nd Grade, Regular User, Female)

“If that’s your favorite song, then you start going crazy and forget to put on the seat belt.” (Philadelphia, African American, 2nd Grade, Regular User, Female)

“...you’d probably be tuned to the song and forget to buckle up. (San Diego, Hispanic, 8th Grade, Non-Regular User, Male)

“... maybe they like the song and they will just go around the city without their seat belt where they can just hear the song and then pay no attention to the road and crash or something.” (San Diego, Hispanic, 3rd Grade, Regular User, Male)

Older children (9th graders) said their belt use behaviors are already well established, hence an indicator beep is already sufficient to remind them; that is, they felt ring tone reminders are unnecessary.

“Cars already do that, they ding, and people can just set it up so it turns off and they don’t have to listen to it.” (Racine, Hispanic, 9th Grade, Regular User, Male)

Youth in the 3rd-8th grades, however, appeared receptive to Concept Z, though many suggested that annoying sounds or tones would be needed in order for the concept to work effectively. More specifically, they suggest that an annoying sound or ring tone would encourage them to put on their seat belts, while a favorite or pleasant song would not.

“Probably if it is a bad song they don’t like. Yeah [would influence people to buckle up more].” (Iowa, Hispanic, 7th Grade, Non-Regular User, Male)

“Fair to say the Barney introduction song, that might help.” (Iowa, White, 4th Grade, Regular User, Male)

“They’ll get so annoyed that they will eventually buckle their seat belt.” (Philadelphia, White, 7th Grade, Regular User, Female)

African American youth expressed more favorable reactions to the ring tone concept (77% positive) compared to white or Hispanic respondents (35% and 48%, respectively).

“That might be good if it kept on hearing it and you might get annoyed and put your seat belt on.” (Racine, African American, 8th Grade, Non-Regular User, Male)

“That is good. It’s just like the little sign on the dashboard that had that in case that one of the doors is open.” (San Diego, African American, 9th Grade, Regular User, Male)

“Well, people would buckle because things are annoying and nobody wants to listen to them. You’re going to buckle up.” (Iowa, African American, 6th Grade, Regular User, Female)

Detailed Parent Reactions/Verbatim Comments on Concept Z

In general, reactions to the concept of downloadable ring-tones for in-car reminders to buckle up were negative. Most parents said they would not let their children download ring-tones for their car, even though it would probably appeal to them. They explained that while their children already download ring-tones for their phones, hearing these tones is obnoxious and is not something they want to encourage.

“..my son, he downloaded the song on his phone because he really likes it.” (Parent, San Diego)

“They have more than music now [for ring-tones]. They have like singing from a movie...Or they like yell, ‘Shut up!’. It’s just stupid.” (Parent, Philadelphia)

Many parents indicated that this idea is redundant, since audio reminders already exist in all cars.

“[Had negative reaction] Because that is just like the things that you already have in the car. When you don’t put it on...ding-ding-ding...” (Parent, Philadelphia)

*“I think most cars now have the chime to remind you...That is annoying enough.”
(Parent, Racine)*

Several parents pointed out that if their children like the ring-tones, they will not be motivated to buckle up because they would want to hear them.

*“You are going to do something that I like for me to stop doing something negative...then when I do something right like fasten my seat belt, what I am enjoying is going to stop?”
(Parent, Des Moines)*

“You know, they might not do it just to hear it tell them...So, maybe if it was more irritating, it would be better.” (Parent, San Diego)

Indicating that this device appears counter-intuitive, parents suggested ring-tones of songs that children do not want to hear or of parent’s voices telling them to buckle up.

“Download like Gilbert Godfrey or something like that.” (Parent, Des Moines)

“...it could be my voice telling them to use it... ‘You put that seat belt on or I’m going to sing to you!’” (Parent, Philadelphia)

“The voice you need to download. The parent voice..” (Parent, San Diego)

As with Concept R, some parents expressed more interest in Concept Z as it applies to novice drivers.

“I think it would be better if my daughter is driving, that a voice would come on saying buckle your seat belt, buckle your seat belt, and keeps going until she does put it on.” (Parent, Racine)

Detailed Influencer Reactions/Verbatim Comments on Concept Z

Ring tone reminders, or Concept Z received neutral to negative votes among adult and teen influencers. Respondents from both groups indicated that they would not want this in their car because it would be “annoying.” While they indicated that it may help motivate seat belt use among those ages 8-15, they also think that if the ring tone is a song that they like that the child would be likely to buckle and unbuckle the seat belt to hear the song. However, one teen respondent said that there is already a beeping device in his/her parents’ car that has encouraged seat belt use in the past for the driver, so a ring tone may be effective.

“I think so-so cause that’s like how the seat belt beeps... Most of the time, like he [father] almost always has it on, but like if we just go to the store, sometimes he doesn’t wear it. And I’m like can you just buckle up because it [beeping] is just so annoying. So it just depends. (San Diego, Teen Influencer)

Concept N (Mall Event/Neat IM Event)

You hear from your friends about a local event going on at the shopping mall or at a local hangout. Your friends received text messages on their phones about this event, and there has been a lot of talk about it. You know that it is an event about safety and that there will be demonstrations and interactive activities.

Detailed Youth Reactions/Verbatim Comments on Concept N

About half of tween and teen respondents had positive reactions to this concept. Those who would attend a mall event explained that they would be likely to go if their friends were going, and would see it as a social event. More specifically, they would be more likely to go to the event if there was free food, store coupons, or celebrities in attendance. Most explained they would not just go to a “safety event” but would need more to draw them there.

“I liked it because it was an event at the mall and everybody is going to be going.” (Racine, African American, 9th Grade, Non-Regular User, Male)

Though just over half of all youth (51%) indicated positive reactions to Concept N (Mall event), the idea appears to generate more favorable reactions from specific groups, such as girls (57%), African Americans (66%), 6th/7th graders (57%), and children who don’t wear seat belts regularly (70%). These children said that they would like to go to any event at the mall and to hang out there afterward.

“I like it because it’s just something that is interesting. You can go to it and also have fun with your friends. But you’ll actually learn.” (Racine, White, 7th Grade, Regular users, Female)

“If you know the people are your friends and they are going to go, then sure. It is at the mall. I will go.” (Iowa, Hispanic, 7th Grade, Non-Regular User, Female)

“It seems like it would be interesting to go to the mall with friends.” (Racine, Hispanic, 9th Grade, Non-Regular User, Female)

Kids who aren’t initially positive about the mall event idea indicated that they probably wouldn’t go to an event like this unless there was some special attraction featured. More specifically, they explained that a featured celebrity, free stuff, or prizes would attract them there. Similarly, some said they would go if encouraged by their friends to attend.

“I think a lot of people would go if there was like...a celebrity, somebody really famous, and like you could take your autograph with them...” (Iowa, African American, 6th grade, Regular User, Female)

“If they were giving away free food maybe...Something that you could give away. Like gift cards to somewhere or something.” (San Diego, Hispanic, 9th Grade, Regular User, Female)

“If my friend went and I wasn’t the only one going...” (Racine, White, 6th Grade, Non-Regular User, Female)

Many tweens/teens suggested that they would go to see music artists, sports stars, or famous actors. Some suggestions include 50cent, TI, Derek Jeter, Dwayne Wade, Allen Iverson, Jessica Simpson, or Jessica Alba. Boys, in particular, indicated a willingness to go to the mall to see attractive women—such as the Jessicas (above), Halle Berry, or Pamela Anderson—wrestlers, or NASCAR drivers (Jeff Gordon or Tony Stewart). Conversely, girls said they would go to see female stars, such as Jennifer Lopez, Jennifer Anniston, Raven, etc. Both boys and girls expressed likelihood to go to see comedians, such as Will Smith or Dave Chappelle.

“If there were famous people there, then it might be more interesting ... Tony Stewart, bass player in Fly, pretty much anybody.” (Philadelphia, White, 7th Grade, Regular User, Female)

“You would have to have somebody famous... Gibson... Vin Diesel... Jessica Simpson... Jennifer Lopez.” (Racine, White, 7th grade, Regular Users, Male)

“Dave Chappelle... Dwayne Wade... Halle Berry... Janet Jackson... Keisha Cole... Jennifer Lopez.” (Iowa, African American, 8th Grade, Regular Users, Male)

If children went to the event, most said it might or might not have impact on their behaviors. While some agreed that they wouldn't do what a celebrity tells them to do outright, most indicated that it would give them something to think about and consider. Some suggested that a mall event like this might have short-term impact, but that it would likely not influence their behavior as much as attending an assembly (Concept A) or theme park exhibit (Concept E).

“Yeah [Forget after a while] ... It wouldn't be the first thing that came to your mind.” (Racine, White, 9th Grade, Non-Regular User, Female)

“I would just go to see Dwayne Wade.” (Iowa, African American, 8th Grade, Regular User, Male)

“[Wouldn't encourage someone to wear seat belt because] If you were with your friends, you'd be talking to them and not paying attention to what was being said.” (Racine, White, 6th grade, Non-Regular User, Female)

Detailed Parent Reactions/Verbatim Comments on Concept N

When presented with the idea of a youth event at a local mall or hangout where children can learn about safety, most parents were open to the concept and indicated they would be in favor of letting their children attend. Parents indicated that certain aspects would draw younger children than older youth. For example, cartoons or animals were said to appeal to younger children, while the mall venue or celebrities like “Raven” or “Bow Wow” were said to draw older children.

“Even if the celebrities weren't there, I would still go because I have younger kids.” (Parent, Des Moines)

“I think it's more for younger kids but not older teens unless there is some celebrity draw.” (Parent, Racine)

However, parents did express skepticism over whether their children would go or get much out of the event.

“...allowing them to see this event but...It doesn't mean they are interested in hearing the message.” (Parent, Philadelphia)

“They are only going for that person and not the message.”(Parent, Racine)

Detailed Influencer Reactions/Verbatim Comments on Concept N

Adult influencers gave mostly neutral to negative ratings for the “IM event.” Those who voted negative explain that they think the types of people who would go to the event are the people who probably already wear their seat belts. One respondent said that if there were NASCAR drivers at the mall event, then there would be credible celebrities at the event to talk about their personal experiences with car crashes and safety.

“Celebrities would be good, but I would want NASCAR drivers. I would want somebody who could really tell you what it is like to crash. Those kind of guys would tell you “I don't get in anybody's car without a seat belt on.” (Iowa, Adult Influencer)

Concept M (Mood Belts)

You get into the car, and this time, there's a mood seat belt in your car. It's a seat belt that changes colors. One day you might be blue, another day red. The belt might be one color until you put it on, and then it might change to a different color once you have it fastened. It might even glow in the dark.

Detailed Youth Reactions/Verbatim Comments on Concept M

About half of respondents had a favorable reaction to this concept. Youth who liked the idea thought it would be fun to look at the mood belt and wear it. In addition, many felt it would serve as a reminder to buckle up. Among those who voted less favorably towards the concept, many of them older respondents, some felt it was “just for kids” or “not necessary” to have in the car. Some liked the glow in the dark idea more than the mood belt, especially males.

“Yeah, it would probably influence a couple people that they would say, “Oh, cool, it changes colors. Let's see what mine does” and they would buckle in.” (Iowa, White, 4th Grade, Non-Regular User, Female)

Although just under half of the youth (49%) expressed positive reactions to Mood Belts, reactions to this concept are skewed by sex. Almost twice as many girls as boys expressed positive reactions to this concept (62% girls vs. 36% boys). In discussion, girls indicated that they would like a belt that changes colors, and would like it to change to pink, purple, turquoise, orange, or blue. Some girls indicated that they would like the belt to sparkle like glitter, but were not especially intrigued by the idea of a glow-in-the-dark belt.

“I like the mood part, cause I have a mood ring at home, and it will match.” (Philadelphia, African American, 3rd Grade, Regular User, Female)

“I would want it to be colors of the rainbow.” (Philadelphia, African American, 2nd Grade, Non-Regular User, Female)

“I think it is a good idea because a passenger sees it and the person who owns the car...they can ask “what mood is it on?” (San Diego, Hispanic, 2nd Grade, Non-Regular User, Female)

In contrast, boys said that Mood Belts are: like a mood ring, for girls, and/or unnecessary. Some boys indicated that they would not like a mood belt because they don't want people to know their feelings, for example, when they're feeling mad, afraid, or sad.

“I don't think it's necessary to change colors.” (Racine, White, 6th Grade, Non-Regular User, Male)

“It's a seat belt. Is it supposed to change colors? And plus like, because it's a mood seat belt, when you're sad, they'll say, “What happened to you? What's making you so sad about this?” Because you might not want to talk about it.” (San Diego, Hispanic, 6th Grade, Regular User, Male).

*“A lot of the girls would probably like that [Concept M] because they always wear goofy rings.”
(Iowa, White, 5th Grade, Regular User, Male)*

Though boys did like the idea of a glow-in-the-dark belt, in most cases, they did not buy into the basic mood belt concept. If boys were to have a mood belt, they indicated that they would want the belt to turn bright colors, specifically, red, green, black, and blue.

*“I like it because it’s like “Pimp my Ride” because it would be glowing and that would be cool.”
(Philadelphia, African American, 4th Grade, Regular User, Male)*

“Yeah [I’d wear it more] because if it is at night and it is glowing in the dark I can see it to put it on.” (San Diego, African American, 7th Grade, Regular User, Male)

“... because what if you don’t know if your seat belt is on and it could glow in the dark and you could see if it...like your mom could see if it is on because they might think it is off.” (San Diego, Hispanic, 3rd Grade, Regular User, Male)

There are also some differences in reaction to mood belts by age/grade. In general, mood belts appear to have the greatest appeal for 4th/5th graders (62% positive) and lowest appeal for 8th/9th graders (31% positive). The former age group said they like the opportunity to express their mood in a fun way, while the latter age group suggested the concept is for younger children.

“It would be kind of like magic.” (San Diego, Hispanic, 4th Grade, Regular User, Female)

“Maybe little kids under 7 would like this but not teens.” (Philadelphia, Hispanic, 9th Grade, Non-Regular User, Male)

“It would probably get more smaller kids to wear their seat belts because they can watch it change colors.” (Racine, African American, 8th Grade, Regular User, Female)

Youth who liked Mood Belts indicated a willingness to ask their parents to buy it, or to buy it themselves using their own money. However, some did not believe their parents would let them install mood belts in the car. Most indicated that they would expect a Mood Belt to cost \$15 to \$25.

“It depends on how much it costs. If it cost like \$25, maybe. Probably won’t though. Because he [dad] will just tell me to put it on and it saves money.” (San Diego, Hispanic, 5th Grade, Male)

“\$30 - \$40, maybe \$50 to glow in the dark and change colors.” (Iowa, White, 5th Grade, Non-Regular User, Female)

Detailed Parent Reactions/Verbatim Comments on Concept M

Most parent respondents had negative reactions to the concept of a seat belt that changes colors when buckled, although they said it would appeal to younger children and females.

“I don’t think the teenagers would care about that too much...Sounds like something young children would like.” (Parent, Racine)

“My teenage girls would get the biggest riot out of that.” (Parent, Racine)

The general consensus was that a product like this is not likely to improve children's seat belt use, especially in the longer term after the novelty has worn off.

*"I think, again, it's a novelty idea. Once you've seen it five times, they get bored with it."
(Parent, San Diego)*

Some parents also indicated the color-changing belt would have an adverse effect, such that children are buckling and unbuckling to see the belt change colors, or unbuckling because they prefer one color over another.

*"The negative would be the putting it on and taking it off to see if it is going to change color."
(Parent, Des Moines)*

Detailed Influencer Reactions/Verbatim Comments on Concept M

Adult and teen influencers had neutral to negative opinions about Concept M. While some adult respondents indicated that it might be fun for a child, others said that eventually the excitement would dissipate.

"They would think it was good for awhile but then it would wear off." (Iowa, Adult Influencer)

Also, one respondent mentioned that the children would be likely to unbuckle and buckle their seat belts to watch it change colors, which is dangerous. Additionally, several adult influencers explained that the glow-in-the-dark seat belt could be used by law enforcement as a way to see into the car and whether or not someone is buckled in.

*"They would be unbuckling it to see what color it is going...Encouraging them not to use it."
(Iowa, Adult Influencer)*

"They glow in the dark and it would be easy to catch people who didn't have them on." (Iowa, Adult Influencer)

Among teen influencers, some indicated that a child roughly 8-12 might like a mood seat belt or color-changing seat belt, but that this would not work for 13- to 15-year-olds. One respondent said that it may be distracting to the driver as well.

"It could be distracting if it glows in the dark." (San Diego, Teen Influencer)

Concept P (Contest/Promotion “So I Can ...”)

You see a commercial on TV that shows different kids/teens saying that they wear seat belts so they can grow up to be whatever they want to be. They say they buckle up to be a firefighter, an actress, a scientist, or a rock star. The ad invites you to go online and enter a contest, saying “I buckle up so I can _____” (You fill in the blank.) Prizes will be given for best entries.

Detailed Youth Reactions/Verbatim Comments on Concept P

Just under half of all respondents reacted positively towards Concept P. Many indicated that they would enter the contest to win the prizes, but that the idea behind the contest would probably not stick with them. In addition, some did not make the connection of “being what you want to be” and “wearing your seat belt.”

*“Just telling kids to buckle up so they can grow up to be what they want to be doesn’t work.”
(San Diego, African American, 9th grade, Non-Regular User, Female)*

While 44% of all youth reacted favorably to Concept P (contest), most children, especially younger children, did not entirely connect with the idea that buckling up today will allow you to grow up to be something you want to be.

“That’s lying. Just because you wear a seat belt doesn’t mean you’ll be a firefighter or a rock star or any of that.” (Philadelphia, African American, 3rdGrade, Regular User, Male)

“I don’t know if buckling up would change your career or anything.” (Racine, White, 6th Grade, Non-Regular User, Male)

“What you want to be has nothing to do with the seat belt.” (Philadelphia, African American, 2nd Grade, Regular User, Female)

While older children (teens) understood the idea that wearing a seat belt allows you to “grow up to be what you want to be,” they thought the connection is weak and/or dumb. Some children suggested that they can grow up to be whatever they want to be regardless of whether they wear seat belts.

“The whole phrase... like I buckle up so I can be whatever is just like immature and cheesy. Unrealistic...No one would say that.” (San Diego, Hispanic, 9th Grade, Regular User, Female)

“...How does wearing your seat belt allow you to become a fire fighter?” (Racine, White, 9th Grade, Non-Regular User, Male)

“It just doesn’t seem like something that would make people wear seat belts.” (Racine, White, 9th grade, Regular User, Male)

Youth who express an interest in the promotion said they like the idea of potentially winning prizes while learning about the importance of seat belt use. However, reactions to Concept P differ by sex, race/ethnicity, belt use, and age/grade. Generally speaking, girls, African Americans, non-belt wearers and older youth indicated more positive reactions to the promotion idea than other groups. For example,

girls expressed directionally more positive reactions towards the contest/promotion than boys (48% vs. 39%).

“It gives kids a chance to express their ideas. I think it’d be really cool to win certain prizes.” (Racine, White, Regular User, 7th Grade, Female)

“I think it’s good because it tells you you need to buckle up, and you could win a contest.” (San Diego, Hispanic, 3rd Grade, Non-Regular User, Female)

“If you fill out that blank it might make you think about it when you get in the car and make you think about your future and it might impact it.” (Racine, Hispanic, 8th Grade, Non-Regular User, Female)

Additionally, African Americans revealed significantly more positive reactions to the contest concept than White or Hispanic youth (57% vs. 38% White and 36% Hispanic).

“If you win ...you can be like I wear my seatbelt because I won this.” (Racine, African American, Non-Regular User, 8th Grade, Male)

“It would make me think about it more.” (Racine, African American, Non-Regular User, 9th Grade, Male)

“[It’s good] ‘cause ... it’s like saying, if you don’t wear your seat belt, you could get in an accident and would be killed; where if you wear your seat belt, you’re going to grow up to be whatever.” (San Diego, African American, Non-Regular User, 7th Grade, Female)

Older children in 7th/8th/9th grade also had directionally more favorable reactions than younger children (51% vs. 40-41%) to Concept P (promotion/contest). While some said they would enter themselves, many in higher grade levels indicated that they like the idea, but saw it as an activity for younger children in grade school.

“Yes [I’d wear my seat belt more], because you’re trying to wait for the results. When you get in the car, you’ll see a seat belt and then you’ll think about [it] ... you think you’re going to win that iPod.” (San Diego, African American, 7th Grade, Non-Regular User, Female)

“[I like this] because you get a chance to win prizes and you can enter in this contest and maybe you’ll win. It could be interesting.” (Iowa, Hispanic, 7th Grade, Regular User, Male)

“That is like a little kid thing. That is cute though.” (San Diego, Hispanic, 8th Grade, Regular User, Female)

“I think young kids would, but like I don’t know. I wouldn’t do it.” (San Diego, Hispanic, 9th Grade, Regular User, Female)

Girls indicated that if they entered the contest, they’d like to win a shopping spree, makeover, or game system. Boys indicated that they’d like to win sports or concert tickets, basketball shoes, an Xbox 360, or cash. In most cases, a \$50 cash incentive was deemed considerable enough to elicit their participation.

“Depends on what the prize is ... if [it’s] money, iPod, something popular...” (Philadelphia, White, 7th Grade, Regular User, Female)

“[I’d enter this contest] Maybe for the prize...PS3...Xbox 360.” (Racine, African American, 8th Grade, Regular User, Male)

I would probably take...whatever they give me I will take. (Iowa, African American, 6th Grade, Non-Regular User, Male)

Many youth came up with suggestions for how they would complete the phrase “So I Can ...” They indicate that they would wear seat belts so they can live, be safe, not die, skate, be a veterinarian, be a lawyer, or be a mom someday.

“I buckle up so I can be safe.” (Philadelphia, African American, 2nd Grade, Regular User, Male)

“I want to be a basketball player and a wrestler.” (Philadelphia, African American, 2nd Grade, Regular User, Male)

“I want to be a neurosurgeon.” (Racine, Hispanic, 8th Grade, Non-Regular User, Female)

Despite the many suggestions, many children said they would not enter the contest because they don’t think they would win. They frequently questioned how the contest would work given that many children could submit the same response. Most said they wouldn’t bother with the contest because they know they might feel badly if they didn’t win something.

“The chances of me winning would be so slim and the judge would be completely random so I wouldn’t want to waste my time.” (Racine, White, 9th Grade, Non-Regular User, Male)

“No, because I don’t think they should, like, choose whose is the best because they say in terms of who you want to be.” (San Diego, Hispanic, 2nd Grade, Regular User, Female)

“[I] Just wouldn’t enter because there would be other people, and their idea might be the best so it’d be a waste of time.” (San Diego, African American, Non-Regular User, Female)

Regardless of whether they feel they would enter the contest or not, most agreed that the promotion would have little influence on their real-life use of seat belts.

“I really don’t think [I’d wear my seat belt more] ... it doesn’t really click to me. If I get in the car, I want to wear my seat belt because I want to see what I want to be when I grow up. It’s not, it won’t really stick.” (San Diego, African American, 7th Grade, Non-Regular User, Female)

“Not really [wouldn’t wear seat belt more] ...I just think they need more policemen to solve the problem. If people got charged \$63 or whatever it is.” (Iowa, White, 5th Grade, Regular User, Male)

“No [kids wouldn’t wear seat belts more]. They’d probably just want the prize and lie [about wearing seat belts].” (Racine, Hispanic, Regular User, 9th Grade, Male)

Detailed Parent Reactions/Verbatim Comments on Concept P

Parents were generally supportive of a promotion inviting children to enter a contest online by filling in the statement, “I buckle up so I can...” The majority indicated this promotion would appeal mostly to younger children, explaining that the message would not resonate with an older youth audience.

“It may be something good for 8- to 10-year-olds, but not teens.” (Parent, Racine)

“My younger one, maybe. My oldest one probably wouldn’t.” (Parent, Racine)

“I have a teenager...There is no connection between buckling and achieving.” (Parent, Des Moines)

Most parent respondents pointed out that for their children to be motivated enough to enter the contest, substantial prizes need to be presented, such as video game systems, iPods, or trips.

“Depends on how committed they were to the contest and what prizes were being given.” (Parent, Racine)

While they were supportive of the concept, some did express skepticism as to whether the program would actually induce seat belt usage or behavioral change in the long run.

“They can write about it all day long, but that don’t necessarily mean that they’re gonna [wear their seat belt].” (Parent, Philadelphia)

“I don’t know how much it would encourage it once they win the prize.” (Parent, Racine)

Detailed Influencer Reactions/Verbatim Comments on Concept P

Reactions to this concept were split among adult influencers, with about half voting positive and half voting neutral. Respondents in this group agreed that although it may be a good idea given that children may think about seat belts more while entering the contest, that over time, they will more than likely forget about the message. Teen influencers echoed a similar view, stating that children may forget the message. They also said that the contest would mostly be for children ages 8-12 as opposed to 13-15.

“I think even if it is that one occasion it will make them think about it, but it will probably be just that one time.” (Iowa, Adult Influencer)

“They’d probably forget.” (San Diego, Teen Influencer)

Additionally, one respondent indicated that for 8- to 15-year-olds to habitually wear their seat belts, the habit should be instilled in them at an earlier age. Therefore, the respondent said that a contest is not going to help non-users because it will automatically attract users to enter.

“I think it goes back to what [other respondent’s name] said awhile ago...that [contest] is going to reach the people who already wear their seat belts...you got to get them at infancy.” (Iowa, Adult Influencer)

Concept B (Branded Belts)

You get into the car, and you notice there are different symbols or pictures on the seat belts in your car. In fact, everyone in the car has a belt expressing their own personality or interests. Your belt might have the logo of your favorite sports team or perhaps show your school's mascot. You can add pictures, drawings, or symbols to your seat belt to make it your own.

Detailed Youth Reactions/Verbatim Comments on Concept B

Branded belts were favored by less than half of youth respondents. Those who liked the concept thought that it would be fun to decorate your belt to make it your own and that it could serve as a reminder to buckle in because it stands out. Those who disliked the idea thought that it is silly to decorate a seat belt or that their parents would not allow them to draw on the car.

"I think my friends would like it a lot because you can make it your own." (Philadelphia, White, 7th Grade, Regular User, Female)

Though only 42% of youth indicated positive reactions to Concept B (Branded belts) overall, specific youth groups had more favorable reactions to the idea of designing their own seat belts. In particular, girls, African Americans, 4th-6th graders, and non-regular belt wearers found this idea to be positive. Directionally more girls than boys liked the idea (45% vs. 38%), and the majority of African Americans did too (53% vs. 35% White and 38% Hispanic). Non-regular belt wearers were also more positive than regular belt wearers (53% vs. 31%).

"I would put stickers. I would put my name in designs and I would be like "Keep off my belt." "Caution." (San Diego, African American, 7th Grade, Regular User, Male)

"It would catch your attention, and you definitely would want to put on your seat belt." (San Diego, Hispanic, 6th Grade, Regular User, Male)

"I think my friends would like it. A lot of my friends like to draw." (Racine, White, 6th grade, Non-Regular User, Female)

"[I like it because] you can draw anything you like." (Iowa, White, 5th Grade, Non-Regular User, Female)

In discussion, youth who liked the branded belt concept indicated that it would be fun to decorate their seat belts. Girls indicated they would decorate their seat belts with their names, favorite colors, glitter, pictures of boys they like, celebrities, sports they play, and/or team mascots.

"Happy faces...Art...Butterflies." (San Diego, Hispanic, 2nd Grade, Regular User, Female)

"My favorite baseball team and football and soccer and puppies and birds." (San Diego, Hispanic, 3rd Grade, Regular User, Female)

"Probably like pictures of me and my friends." (Iowa, White, 5th Grade, Non-Regular User, Female)

“Johnny Depp.” (Iowa, White, 5th Grade, Non-Regular User, Female)

“Soft stuff and flowers and stickers and bows. A lock of hair of mine.” (San Diego, Hispanic, 5th Grade, Regular User, Female)

Boys said they probably wouldn't decorate their belts, but if they did, they'd put sports trading cards, mascots, girls (“babes”), music stars, and “blings” (such as decorative metallic dollar signs or emblems).

“If you could put an Eagles or Sixers logo on it, it would be OK.” (Philadelphia, African American, 6th Grade, Regular User, Male)

“Miami Heat...The Steelers...My favorite band logo, “HIM”. (Racine, White, 7th Grade, Regular User, Male)

“I'd draw monsters because I'm good at that kind of drawing, cartoons.” (Racine, White, 6th Grade, Non-Regular User, Male)

“For baseball, I'd put the Padres.” (San Diego, Hispanic, 6th Grade, Regular User, Male)

“Probably put girls on there. It depends who I'm driving with.” (Racine, White, 8th Grade, Non-Regular User, Male)

Some children said that their parents would not like the idea of a branded belt and probably wouldn't let them decorate seat belts given that it might lower the car's value. On the other hand, other children indicated that their parents would likely go along with anything that would help them remember to wear their seat belts.

“My mom wouldn't let me draw on it, but she'd probably let me clip things.” (San Diego, Hispanic, 2nd Grade, Regular User, Female)

“If they [parents] thought it would help me wear my seat belt more I don't think they'd care [if I decorated seat belt]...” (Iowa, White, 5th Grade, Regular User, Female)

“They [moms] don't want it all decorated and stuff with certain things when you're selling it.” (Iowa, White, 3rd Grade, Non-Regular User, Male)

“Nobody wants to buy a car after somebody drew on it.” (Iowa, White, 3rd, Non-Regular User, Female)

Many children indicated that they would be more likely to wear than not wear a decorated belt because it was something they made and tells about their interests. Some non-wearers indicated they would want to put the belt across them so that other people could see it, rather than just sitting on it like they do now.

“You get your own kind of seat belt.” (Racine, White, 7th Grade Regular User, Male)

“I like it because which would you rather have, a plain seat belt, or one that you actually like?” (Iowa, White, 5th Grade, Non-regular User, Male)

Detailed Parent Reactions/Verbatim Comments on Concept B

Overall, parents were not particularly supportive of this concept idea. While several said decorating a seat belt can be fun for younger children, the majority indicated they would not want/let their children personalizing their seat belts. Most parents explained that by marking their territory, children would get more attached to certain seats and then fight over who sits where.

“My youngest has stickers all over her seat. She put them on herself. It’s hers.” (Parent, San Diego)

“They don’t want to sit in the same seat...That would be just something else to fight about.” (Parent, Philadelphia)

“I think they’d fight over it. What if someone switched seats? ‘Hey, that’s my seat.’ ‘No, that’s my seat.’” (Parent, San Diego)

A few parents also indicated they are not comfortable with their children decorating the inside of the car.

“My husband won’t even let us put a bumper sticker on the car. Can you imagine a car full of seat belt with stickers and junk all over it?” (Parent, Philadelphia)

“If they could draw on their seat belt, that’s fine. But, there would be drawing on the ceiling in the car.” (Parent, San Diego)

Detailed Influencer Reactions/Verbatim Comments on Concept B

Among adult influencers, “branded belts” received almost all negative votes. Respondents agreed that children would fight over what seat was theirs based on which belt was decorated.

“That was my seat and I want to sit there.” (Iowa, Adult Influencer)

Among teen influencers, while some believed that a decorated belt would help remind 8- to 15-year-olds to wear their seat belts more, many indicated that their parents would not want to “mess up the car” with drawings on the seat belts. However, some said that if the drawings were not permanent, then it would probably be okay.

“They’d [8- to 15-year-olds] probably think it’s cool.” (San Diego, Teen Influencer)

“[They’d wear it more] Because they see it right there. It’s the first thing they look at.” (San Diego, Teen Influencer)

Concept C (Cable Program)

You watch the cable television program “Myth Busters” on TLC, and this week, the guys try to explore whether or not you’re really just as safe in the car without a seat belt as when you’re wearing one. They also explore whether or not you really need a seat belt when you’re just going on a short trip or when driving in town.

Detailed Youth Reactions/Verbatim Comments on Concept C

Many youth reacted neutrally to the Myth Busters concept because they have not heard of the program. Once it is explained to them, most said that it might be interesting to watch. Those who have seen the show also said that it might be a good episode for the show. However overall, youth indicated that watching this program will not necessarily affect their restraint usage or perceptions. When asked if seat belts were featured in another program they regularly watched, some children indicated that it could have an effect on their restraint behavior, but for the most part, would not.

“I don’t know that many people who watch the show. It’s really suited for people who watch the show.” (Racine, White, 9th Grade, Non-Regular User, Male)

Most children initially tendered positive (41%) or neutral (40%) reactions to Concept C (Cable program). In discussion, the majority of children indicated that they have never seen the featured program, “Myth Busters.” As a result, some reserved judgment on this concept, initially reacting neutrally.

“...Most people don’t watch Myth Busters.” (Iowa, Hispanic, 7th Grade, Non-Regular User, Male)

“I don’t think kids watch TLC that much.” (San Diego, Hispanic, 6th Grade, Non-Regular User, Female)

After discussing the cable program concept further, however, more children appeared to think that they would either enjoy “Myth Busters” or like to see seat belts featured in other programs they watch. Most youth indicated that they watch television, ranging from 1 hour a day to ‘all the time.’

“I would [watch Myth Busters] because it sounds interesting.” (Racine, White, 7th Grade, Regular User, Female)

“I would probably put it in “That 70’s Show” because they really don’t like wearing their seat belts.” (Iowa, African American, 6th Grade, Non-Regular User, Male)

“... I actually do watch [TV] most of the day. I’ll fall asleep with the TV on.” (Iowa, Hispanic, 7th Grade, Regular User, Male)

More boys than girls appear to have watched “Myth Busters,” particularly older boys (6th grade and up). Viewers of the program like it, and were able to recite specific episodes they’ve seen on air. Most viewers indicated a strong interest in seeing seat belt use explored on the show. They indicated that it would be interesting to see how they test seat belt use and to see the consequences incurred when wearing or not wearing a seat belt.

“Normally they have it on three times in a row and I watch it.” (Racine, White, 9th Grade, Non-Regular User, Male)

“The part that would be interesting is seeing if it’s just as safe without a seat belt. Seeing what they would do for that.” (Racine, White, 8th Grade, Non-Regular User, Male)

“It’ll be an interesting way to learn things because they’ll probably air some pretty fun things in there.” (Iowa, Hispanic, 7th Grade, Regular User, Male)

“One time they did one on if you are actually in as much danger if you are talking on a cell phone while you are driving as if you were drunk driving.” (Iowa, Hispanic, 7th Grade, Non-Regular User, Male)

When asked what their favorite networks are, children 8-15 mentioned Nickelodeon, Disney, Cartoon Network, MTV, ESPN, BET, FOX, Discovery Channel, Animal Planet, and WB. In addition to watching these networks, many children said they also visit the networks’ web sites regularly.

“On Disney Channel [website], you can play Raven games and stuff like that.” (San Diego, African American, 7th Grade, Non-Regular User, Female)

“I go to...sometimes I go to Disney [website], and I go to Neopets.” (Iowa, White, 2nd Grade, Regular User, Female)

“Well, I go on to like NBA.com and search for NBA broadband.” (Iowa, White, 4th Grade, Regular User, Male)

“BET [web site]...You can go read about, like, the movements, the stuff that’s going on, and then you can vote for your favorite videos.” (San Diego, African American, 7th Grade, Non-Regular User, Female)

“myscene.com...barbie.com...cartoon network.com...” (Philadelphia, African American, 4th Grade, Regular Users, Female)

Younger children and tweens (2nd-5th graders) frequently mentioned watching such programs as “Fairly Odd Parents,” “The Suite Life of Zack and Cody,” “Jimmy Neutron,” “Sponge Bob,” and “That’s So Raven.”

“The Suite Life of Zack and Cody, Sponge Bob, and Ed, Edd and Eddie.” (San Diego, Hispanic, 4th Grade, Non-Regular User, Female)

“I like That’s So Raven and the Sweet Life of Zack and Cody and Lilo and Stitch.” (San Diego, Hispanic, 5th Grade, Regular User, Female)

“Sometimes [I watch] Kim Possible and Ed, Edd and Eddie.” (Iowa, White, 2nd Grade, Regular User, Female)

“I like to watch Cartoon Network, or Nickelodeon...” (Iowa, White, 3rd Grade, Regular User, Male)

Tweens said they watch many of these same shows, but also tune in for music videos and classic sitcoms.

“I like ‘Hogan Knows Best’ on VH1. That is a good show.” (San Diego, Hispanic, 6th Grade, Non-Regular User, Female)

“BET, Comedy Central... I think those are my two favorite ones.” (Iowa, Hispanic, 7th Grade, Regular User, Male)

“[The Channels we watch the most are] Discovery channel... Spike...MTV2... HBO...Cinemax...VH1 and Cartoon Network...TBS.” (Racine, White, 8th Grade, Non-Regular Users, Male)

Teens expressed interest in a broader range of programs, adding into the mix such programs as “Family Guy,” “The Simpsons,” “MTV Cribs,” “Gilmore Girls,” “WWF Smack Down,” “WWF Raw,” and “Law & Order.”

“Family Guy...The Simpson’s...CSI Las Vegas.” (Racine, White, 9th Grade, Regular User, Male)

“The Hills...Gilmore Girls...” (San Diego, White, 8th Grade, Non-Regular Users, Female)

“Cops, Family Guy, Simpsons, MTV Cribs, Anything on MTV, ESPN...” (Philadelphia, White, 7th grade, Non-Regular Users, Male)

Though there were mixed reactions to Concept C, it appeared to garner the most favorable response from White respondents (54%), 7th graders (56%), and boys (47%).

“I love TLC, trading spaces, myth busters...” (Philadelphia, White, 7th Grade, Regular User, Female)

“A lot of people watch Myth Busters so I think they would see that and they would know what would happen [without a seat belt].” (San Diego, White, 8th Grade, Regular User, Male)

Detailed Parent Reactions/Verbatim Comments on Concept C

Parents generally gave positive reactions to the concept of a cable program like Myth Busters exploring the effectiveness or necessity of seat belts. Most said they would be in favor of their children watching programming like that (as well as seat belt ads), and some said the program would appeal to adults, as well.

“That is like the bible for my boys. It’s the most important show...my boys and their dad don’t miss it.” (Parent, Racine)

Some noted they do not have cable subscriptions. Others said that if that program were more widely available they would make use of it.

*“...it needs to be on a prime time channel for everybody to see.” (Parent, Philadelphia)
“I’d rent the video.” (Parent, San Diego)*

Detailed Influencer Reactions/Verbatim Comments on Concept C

Most adult influencers voted positively for Concept C, the “cable program.” One respondent indicated that the show would promote seat belt use among this age group by attempting to show the logic of wearing your seat belt.

“I think they would present some common sense facts that would attempt to show this age group the logic in wearing your seat belt. That was always my approach. There has got to be logic and there it is.” (Iowa, Adult Influencer)

Among teen influencers, Concept C received mostly negative reactions. Respondents indicated that 8- to 15-year-olds would not be likely to watch the show, or if they did may not pay attention. When asked if it would encourage children if seat belts were implemented in a common children’s show, like Sponge Bob, teens still indicated that unless it was very “obvious” the character was wearing a seat belt, that the children may still not notice.

“I don’t know if they’d pay attention...Unless...like they would say “he put on his seat belt” or something like that.” (San Diego, Teen Influencer)

Concept X (Celebrity Message)

You receive a pre-recorded voice message on either your cell phone or home phone from your favorite celebrity—maybe an actor, athlete, or musician. For example, it might say, “Hi, this is _____ and I want to let you know that I wear my seat belt every time I’m in the car, and I think you should too. If you want to know why, visit my website at www.blank.com

Detailed Youth Reactions/Verbatim Comments on Concept X

Just over a third of respondents voted favorably toward Concept X. Most agreed that although it would be fun to get a pre-recorded voice message from a celebrity, it would not have an impact on their behaviors. Many also indicated that you can’t always trust that it is really the celebrity’s voice or that the person really does wear a seat belt. Youth said that sometimes celebrities will do anything for money or publicity.

“It’s kind of like what they do for any advertisement. They say they use it, but sometimes they really don’t. It’s just for money and stuff.” (Racine, White, 7th Grade, Regular User, Female)

Although most youth admire celebrities, just over one-third (37%) in total expressed positive reactions to Concept X, which involves delivering pre-recorded messages to youth from celebrities via their cell or home phones. Regardless of their reaction to this concept – positive, neutral, or negative—all children indicated that they would tell someone about the call, primarily a friend or sibling.

“I would let everyone hear it [the message]. (San Diego, African American, 7th Grade, Non-Regular User, Female)

Despite mixed reactions, some youth subgroups did reveal more positive reactions to the idea, including girls (48% positive), African Americans (78% positive), and younger children (2nd-4th graders - 59% positive).

“Liv Tyler...She plays Arwen in my favorite movie [Lord of the Rings]. If she sent that, I’d probably listen to her.” (Iowa, White, 3rd Grade, Regular User, Female)

“I think I’d keep the message forever. I wouldn’t erase it.” (Iowa, African American, 6th Grade, Regular User, Female)

“A lot of kids would probably listen to their favorite celebrity, I’m guessing.” (Iowa, White, 5th grade, Regular User, Male)

Many children indicated, however, that they would be unlikely to actually receive such a call given that they do not answer the phone at home, nor do they have cell phones.

“It depends on if my parents are at home because I usually let my mom get it [the phone] because it’s usually for her.” (Racine, White, 6th grade, Non-Regular User, Male)

“[I answer the phone] when my mom tells me to.” (Iowa, White, 2nd Grade, Non-Regular User, Male)

“I’m not allowed to [answer the phone] ...” (Racine, Hispanic, 9th Grade, Non-Regular User, Male)

Older children may have cell phones but generally thought the concept is silly and/or said they would not trust a pre-recorded message.

“I don’t think it would really happen...a celebrity would be calling.” (Racine, White, 6th Grade, Non-Regular User, Male)

“Some people sound like celebrities so a business might hire them to do that.” (Racine, White, 6th Grade, Non-Regular User, Female)

“Because we know that someone actually makes them say that.” (Iowa, Hispanic, 7th Grade, Regular User, Male)

Detailed Parent Reactions/Verbatim Comments on Concept X

When presented with a concept in which children receive a pre-recorded call from a favorite celebrity about seat belt use, most parents reacted favorably, saying celebrities grab their children’s attention. However, parents said calls would only appeal to younger children.

“I can see that for maybe 7-, 8-, or 9-year-olds...They would think it was cool...They have cell phones.” (Parent, Des Moines)

While parents anticipated that their children would enjoy pre-recorded celebrity calls, they say the seat belt message may get lost. Parents explained they can see their children sharing the calls with their friends and signing up to receive calls, but did not indicate the calls would have an effect on seat belt usage.

“I don’t know how effective it would be, but I wouldn’t object.” (Parent, Philadelphia)

“They would probably sign themselves up to get it.” (Parent, Racine)

A few parents were uncomfortable with the idea of their children’s cell phone numbers being disclosed, even through government or private company websites.

“Too many predators...You’re opening yourself wide up.” (Parent, Philadelphia)

Detailed Influencer Reactions/Verbatim Comments on Concept X

Adult influencers provided mixed reactions to Concept X. While respondents indicated that a child would enjoy getting a message from a celebrity, one respondent questioned the difficulty of implementing a tactic like this. Teen influencers had a generally positive opinion of this concept, and stated that children would probably want to hear from their favorite athlete or actor.

“Whatever age group it is they have some kind of idol on TV and if somebody called them they would be like “Yeah!” (Iowa, Adult Influencer)

Concept L (Little Extra Belt)

You get into the car, and this time, there's a seat belt with a little extra belt. The little extra belt can be used to strap in your favorite stuffed animal. This seat belt keeps both you and your favorite stuffed animal safe when riding in the car.

Detailed Youth Reactions/Verbatim Comments on Concept L

Young respondents (2nd and 3rd grade) had the most favorable responses to Concept L. Older respondents (3rd – 8th grade) were far removed from the period of time when they would have brought a stuffed animal into the car. However, most older respondents indicated that this concept may be good for younger children, and could help teach them to wear their seat belts more frequently. Younger children believed that it would be fun to strap their stuffed animal in and that it would help remind them to buckle in themselves.

"I think that is good for little kids because they like having their stuffed animal and this would learn them that they should be buckled too." (San Diego, Hispanic, 4th Grade, Regular User, Female)

Overall, youth reactions to Concept L were mixed, with 35% positive, 30% neutral, and 36% negative to the idea of buckling in their favorite stuffed animal. Despite mixed responses, 2nd graders, girls, and minority respondents expressed more favorable reactions to this concept than do other groups. In fact, over half of 2nd graders (53%) gave the little seat belt a "thumbs up", and some indicate that it is their favorite idea. Most children who liked the idea said that they would use a little seat belt to buckle in their favorite stuffed animal. A few suggested that they might want to buckle in a Barbie or other type of toy, which, of course, could be a safety concern.

"I like it [the concept] that when you have your favorite stuffed animal, she's safe." (Philadelphia, African American, 2nd Grade, Regular User, Female)

"I would want to keep my favorite stuffed animal safe and not lose it. That would be a good idea." (San Diego, Hispanic, 2nd Grade, Non-regular User, Female)

"Just because sometimes I like to pretend, and it would be cool if there was an extra belt for the stuffed animal." (Iowa, White, 2nd Grade, Non-Regular User, Female)

Favorite stuffed animals among young children (2nd-5th grade) were said to range between 8 to 12 inches in length, and to take a variety of forms, from stuffed bunny rabbit to stuffed space alien. Some children said that they currently buckle in their animal under their own belt, and would prefer that their animal had its own belt. Others said they worry that their animal will fly off the seat and either get dirty, damaged, or make them take their own belt off to retrieve it.

"That is what I do sometimes when I go on vacations. For example, tomorrow I like bringing my teddy bears. I strap her in the middle of the car." (San Diego, Hispanic, 5th Grade, Regular User, Female)

"And one time we took Big Bear. He was a middle-sized bear with a necktie and he had a nice little fur coat with a little vest and I buttoned it on, and then there was an extra...seat belt it was

all empty because none of us were there...So we strapped him in... He was like one of the family.” (San Diego, Hispanic, 2nd Grade, Regular User, Male)

“When I go to [my] grandparents, I always lose Becca my teddy bear in the car, so that would be cool to strap her in.” (Philadelphia, African American, 4th Grade, Regular User, Female)

“[I like] that you can bring your stuffed animal, and it wouldn’t drop on the floor so it wouldn’t get dirty.” (Iowa, White, 2nd Grade, Regular User, Female)

Young children (2nd to 3rd grade) who don’t regularly wear seat belts suggested that buckling in an animal would help them remember to buckle their own seat belts.

“I think it would help remind you again to keep your stuffed animal safe. Strapping it in would remind you to put yours on.” (San Diego, Hispanic, 3rd Grade, Non-Regular User, Male)

“Yes [I’d remember more], because you would buckle your stuffed animal because you like it and you’d always remember to do that, and you’d remember, “Oh, I’ve got to get mine, too.” (Iowa, White, 2nd Grade, Non-Regular User, Male)

Younger children indicated that they would not forget to buckle in their animal because if they forgot, their animal would feel sad and concerned that they didn’t care for it anymore. Others said that they would buckle their animal in so their animal wouldn’t get damaged (or injured) in a car crash.

[Stuffed animal if not buckled in would feel] Probably sad. Probably thinking maybe, “I thought you cared about me.” (Iowa, White, 3rd Grade, Regular User, Female)

“He would feel happy and good in a seat belt] because if he got in a car accident he would stay sitting.” (Iowa, White, 3rd Grade, Non-Regular User, Male)

“[I like it] Because it’s cute and the animal’s safe, too.” (Iowa, White, 2nd Grade, Non-Regular User, Female)

Many little children said that they would ask their parents to buy a little seat belt device and would expect it to cost 5 to 10 dollars. Some suggested that it might come with the car for free, as something they got at the car dealer or gas station. When asked what the product might be called, children suggested such ideas as “Little Strap,” “Buddy Belt,” or “Bunny Belt.”

“Depends on the size of the animal, cause some are small. Probably be around ten [dollars]”. (Iowa, White, 5th Grade, Non-Regular User, Female)

“Uhh...maybe Teddy Belt?” (Iowa, White, 3rd, Regular User, Female)

“Baby Seat belt.” (Iowa, White, 3rd Grade, Regular User, Female)

“Maybe “Double Belt”?” (Iowa, White, 2nd Grade, Non-Regular User, Male)

Detailed Parent Reactions/Verbatim Comments on Concept L

Parents' initial reactions to this concept were overwhelmingly positive. The majority say that the concept of a little belt for a stuffed animal, doll, or action figure is "cute" and that buckling up their toys would encourage children to buckle themselves up. Many parents mentioned that their children already buckle their toys up in the car.

"My ten year-old has a little baby that she puts in a seat belt...If she does not bring that doll, she don't get in that seat belt." (Parent, Philadelphia)

"..they would buckle up the animal as soon as they got in the car, probably before they even buckled themselves." (Parent, Philadelphia)

When further probed, many parents specified that this concept is more geared towards younger children, with most saying that their children (8-15 years old) are too old to do this.

"[Children took stuffed animals with them] All the time...When they were little." (Parent, Philadelphia)

"Mine still likes stuffed animals, but she's too old to get into that" (Parent, Racine)

Respondents often suggested names for a product like this, like "buddy system" or "buddy buckle." Parents say they are willing to pay up to \$25 for a small belt.

Detailed Influencer Reactions/Verbatim Comments on Concept L

"Little Extra Belt" received generally positive to neutral votes from adult and teen influencers. Several adult respondents indicated that it will help motivate behavior in children as it would encourage responsibility for their stuffed animal, and in turn themselves.

"You are showing them they can keep something else safe besides themselves and I think as they grow older they will think about that." (Iowa, Adult Influencer)

Some concerns over safety were raised by a respondent who said that it may be dangerous to teach a child that it is okay to strap in another object so that it is sitting in their lap. For example, while it is a stuffed animal today, the child might think that it is okay to put a small child in the extra belt another day.

"That is a little dangerous because you don't want to teach them that they can put anything like that in your lap like another child..." (Iowa, Adult Influencer)

Teen influencers said that this idea fits for 8- to 10-year-olds as opposed to older children. A few mentioned that having the extra belt for their stuffed animal or doll would help remind them to wear their seat belts because they think of seat belts when they see it and have their toy in the car with them. Like the adult influencers, some teen influencers agreed that by strapping in their favorite toy, children are learning the act of buckling up themselves as well.

"Yeah, like when I was little I brought like a baby doll or whatever when I was in the car. I'd like put her next to me so that would have helped me remember." (San Diego, Teen Influencer)

Initially, one teen was adverse to the idea because he said that not everyone has a stuffed animal that they bring into the car. The respondent then suggested that the extra belt could also hold video games or other things of interest to the child.

“I think it’d be a pretty good idea, if you like video games, it doesn’t necessarily have to be a stuffed animal. It could be something like a prize possession that they have that you’d strap next to them.” (San Diego, Teen Influencer)

Concept O (Blink of an Eye)

You see a commercial, billboard, or other advertisement. It says: “In a blink of an eye, you can fasten your seat belt. In a blink of an eye, you can lose your child.”

Detailed Parent Reactions/Verbatim Comments on Concept O

The majority of parents were highly receptive to the message, “In a blink of an eye you can fasten your seat belt, in a blink of an eye you can lose your child.” Respondents described this message as “the truth,” “eye opening,” “powerful,” and “reality.” One said it gives her “goose-bumps”; another said “it goes straight to the heart.”

“I think people pay attention when you refer to your child a lot. You’re not messing around. It’s not just a ticket and it’s not just a fine. It’s a life... You can’t make it up.” (Parent, Philadelphia)

“It’s a reality check. When you think about losing your child, it wakes you up and start thinking maybe we should start wearing them.” (Parent, Racine)

“...a lot of people don’t feel for themselves as much as they feel for their children.” (Parent, Philadelphia)

“It’s something that is so simple that can prevent something so tragic.” (Parent, San Diego)

Most indicated that the message is relevant to them and that they would buckle up/make sure their children are buckled up after reading it.

“I think that speaks more to the parent.” (Parent, Racine)

“If I had difficulty, I would be more persistent after seeing that advertisement.” (Parent, Philadelphia)

“If you see something like that, you’re going to make them buckle up whether they like it or not.” (Parent, Racine)

Some noted that while the message would catalyze thought, it wouldn’t necessarily prompt them to change their behavior, especially in the long term.

“...it makes you think...that’s all.” (Parent, Philadelphia)

“I think it would work for the minute, but after you forgot about the sign, the seat belt would go off again. It wouldn’t stick with me like that.” (Parent, Philadelphia)

“Well, it certainly is a true statement and it wouldn’t invoke me to do anything different than I do now.” (Parent, Des Moines)

In terms of execution, respondents reported that an outdoor message, such as on a billboard, would be effective. One said that a digital sign that they can see daily as they are driving would be a good reminder.

“Not putting it on a commercial as opposed to a billboard where everyone could see it...If you had to drive by a billboard every day that would get to you...” (Parent, Racine)

“...if I saw that on a billboard and I wasn’t wearing my seat belt, I’d put it on.” (Parent, Racine)

“If it was something I saw on a routine basis like...that digital thing, ‘Click it or Ticket.’ That stayed with me because I saw it everyday...” (Parent, Des Moines)

When asked what would make the message more effective, many suggested a visual component, such as “a picture of a child.”

“A picture is worth a thousand words. You have an empty child’s seat next to a wrecked car. Play on your emotions more than words.” (Parent, Des Moines)

Detailed Influencer Reactions/Verbatim Comments on Concept O

The majority of adult influencers voted positively for the “Blink of an Eye” concept. While a couple of teen influencers agreed that they would not pay attention to a message like this themselves, they indicated that it would be effective in reaching their parents or other adults with children. One respondent said that it would impact their parents because they are concerned for their children.

“Because it’s like...They [parents] care about us...They care about their kids.” (San Diego, Teen Influencer)

Among the adult influencers, some suggested that the message would work well with a dramatic visual such as a funeral procession or a small child’s casket. One respondent indicated that the message catches your attention like the “Click It or Ticket” slogan.

“I think a picture would make a difference. A picture is worth a thousand words. A picture of a kid fastened with a seat belt and another picture of a seat belt with no kid.” (Iowa, Adult Influencer)

Concept I (Insurance Discount)

Your car records and saves information on whether drivers and passengers (like your children) wear seat belts for every trip. This information can be downloaded and sent to your insurance company to qualify you for a discount on your annual car insurance payment. When everyone buckles up in your car, you save money.

Detailed Parent Reactions/Verbatim Comments on Concept I

Most parents indicated they would be interested in an insurance discount that rewards consistent seat belt use. They explained that what is most appealing to them about this concept is the money they would be saving.

"I think it would encourage some people that don't wear their seat belts just for the money factor." (Parent, Racine)

Parents also specified that this concept, while motivating for them, would not mean much to their children unless they passed along financial incentives to them, as well.

"...if I save money, I'll give you a couple of extra bucks for the mall and they'd be right there...They'd be buckling up." (Parent, Philadelphia)

"If they have a stake in it, they are going to be paying insurance, so I think they would do it themselves...When you got little kids, they don't have the concept that mom and dad are going to save money." (Parent, Des Moines)

"To me it is like telling your kid, 'Turn the lights off when you leave a room so the electric bill doesn't go up any higher.' It doesn't matter to them. I can walk and see everywhere they have been because the lights are on." (Parent, Des Moines)

When probed for the level of discount that would motivate them to change their family's seat belt behavior, a majority said that the threshold is 20% or more. Most respondents indicated that savings of 1-2% a year, or even 5-10% is not meaningful for them.

"If you're gonna download my information, I want 30%." (Parent, Philadelphia)

"Considering what I pay for car insurance, I guess if it was reduced by say 25%." (Parent, Racine)

"It's going to have to be more like 20%." (Parent, Racine)

"For 5%? Oh, no way...25 and up, you can work with that." (Parent, Philadelphia)

While parents liked the idea of financial savings, some voiced concerns about invasion of privacy.

"Other than the fact that it saves you money...There is too much information. Next thing, they will want to know is where I am going to, where I am sneaking off to." (Parent, Des Moines)

“That spooks me out a little bit like Big Brother is watching you.” (Parent, Racine)

“I like the idea that you can save money, but like he said, it’s my business what’s going on in my car.” (Parent, Racine)

Others were wary of whether usage can be accurately recorded, or had other concerns that include inability to receive a discount because of non-compliant children, occasional forgetfulness, or older cars that may not be equipped to track usage.

“I don’t like that it only applies to newer vehicles and not older ones. Someone who can’t afford a newer vehicle, why would they not be able to save?” (Parent, Racine)

“...I don’t wear my seat belt completely, the whole time, every time, and I don’t want to get busted for that.” (Parent, San Diego)

When asked how a discount might be implemented, respondents presented a variety of possibilities, such as in proportion to a family’s seat belt usage, or in the form of a rebate, credit, lower premium, free months, or monthly discount.

“Two months free.” (Parent, Philadelphia)

“I pay my car insurance every month, so I’d expect a discount every month.” (Parent, Racine)

Most were not willing to pay to have a tracking device installed in their car, but said they would be open to installing a device provided by insurance companies. Parents indicated they would be able to download usage information to their computer and send it to an insurance company however their willingness to do this was mixed.

“I could, but I wouldn’t.” (Parent, Des Moines)

“Well, if you want the discount, we’d have to.” (Parent, Philadelphia)

“It depends on how long it takes to do. If it’s three hours a month, then it’s not worth it.” (Parent, Racine)

Detailed Influencer Reactions/Verbatim Comments on Concept I

All adult influencers and teen influencers voted positively for Concept I (insurance). Both groups indicated that car insurance is expensive, and a discount on car insurance premiums would be a motivator for seat belt use. Both groups also said that a substantial discount would be needed in order to participate in a program like this, such as 15%-30% off.

“Car insurance is really expensive.” (San Diego, Teen Influencer)

“I would like a substantial discount...15% to 20%.” (Iowa, Adult Influencer)

Although Concept I received positive ratings, among the adult group several respondents raised concerns over the cost of implementing a tracking device in cars. Some conjectured that the cost of manufacturing

the devices would in turn inflate the costs of automobiles over time. One respondent also indicated that the cost to the insurance companies to implement the device would in turn decrease the discount.

“It would cost the car manufacturer...Think of all the cars on the highway that don’t have this in their car...Even if they started, it would take years...It would inflate the cost in some way I am sure.” (Iowa, Adult Influencer)

“Well, what kind of cars are going to be equipped and how much would it cost the insurance company to put that kind of computer information into every car that is on the road? It would outweigh the cost of the discount and that would be massive.” (Iowa, Adult Influencer)

When respondents were told that this may be a device supplied at no additional cost to the consumer, some members of the adult group indicated that they would be willing to electronically send their information to the insurance company in order to save money.

“If it would save me money I would [send information to insurance company].” (Iowa, Adult Influencer)

However, when asked if they would be more likely to wear their seat belts if they received a discount, a couple of respondents said that they wear their seat belts anyway and tell their passengers to do so, therefore it may not have an effect on their behavior.

“The people that believe in them are going to do it [buckle up anyway]” (Iowa, Adult Influencer)

Some said that it may be a motivator for those who do not regularly wear their seat belts, however, a few suggested that among avid non-users, even with a tracking device in the car, they would find ways around wearing their seat belts.

“The thing that comes into my mind there would be some people who would find a way around it...they are not going to wear seat belts no matter what you tell them.” (Iowa, Adult Influencer)

DETAILED REACTIONS ON GENERAL APPROACH FROM PARENTS

Parents' own orientation to seat belt use appears to influence how they approach seat belt use with their children. For example, those who said they always wear their seat belts tended to report they enforce this behavior with their children, such as not starting the car until everyone is buckled up, and frequently checking if their children are buckled up.

"It's pretty much the same [with or without children in the car]. If the kids are in the car, get them buckled up. I even got a car seat for the little one." (Parent, Racine)

"It's automatic every time I get in the car. They wear one because I tell them to." (Parent, Racine)

"We lied to our kids and told them the car wouldn't start unless they were buckled up. I'm sorry. Until my oldest was 12, she believed that." (Parent, San Diego)

In contrast, parents who said they do not consistently wear their seat belts indicated they are less apt to insist their children use seat belts without exceptions.

"Then she won't fasten it back up until I do...If I go out to gas and forget, she'll take loose hers and not put it back on." (Parent, Philadelphia)

"It's my personal choice...I think it's up to the person...Very few times [have my children chosen to wear their seat belt]." (Parent, Racine)

"Whenever they want to [my children wear a seat belt]." (Parent, Racine)

"I don't like wearing one, so I wouldn't make them do that." (Parent, Racine)

One theme that emerged in group discussions is that parents favor interventions that require little effort on their part (if any) to get their children to buckle up. The majority of concepts fall under this category: school assemblies, events, exhibits, coaches, peers, celebrities, or to an extent self-motivation triggered by a radio interlock device or interesting seat belt product.

"They're teenagers and don't want to listen to you, so even when you do tell them to buckle up, they're not hearing you anyway. I think [the radio lock is] outside of that." (Parent, Racine)

"Kids tend to listen to other people, like doctors are supposed to be God. I think like teachers, they look up to teachers. So I think they should learn it in school...doctors, coaches, everywhere." (Parent, Philadelphia)

Parents in one group offered that the strategic combination of two concepts may be more effective than individual interventions by themselves. Parents in a group in Philadelphia suggested an intervention that combines Concepts I and R, explaining that an insurance discount would motivate parents to buckle up and encourage their family to buckle up, while an interlock device would be incentive for children to buckle up. They said that an insurance discount is not important to children, and that a separate incentive is needed.

"I think R and I should be combined somehow...Because the kid and the adult both benefit." (Parent, Philadelphia)

"I'm saving money and they listen to the radio." (Parent, Philadelphia)

Appendix D: Sample Recruitment Screener

Child Triads: Market: Des Moines, Iowa

AFFECT, INC., 520 LAKE COOK ROAD, SUITE 100, DEERFIELD, IL 60015

DATE: _____
INTERVIEWER INITIALS: _____
PARENT'S NAME: _____
CHILD'S FIRST NAME: _____
ADDRESS: _____
CITY & STATE: _____
TIME START: _____ TIME STOP: _____ TRIAD SESSION NUMBER: _____

SCREENING QUESTIONS

[ASK TO SPEAK WITH A PARENT/GUARDIAN IN THE HOUSEHOLD.] Hello. My name is _____, and I'm calling from _____ [RECRUITMENT FACILITY]. We are conducting a survey among people in your area and would like to include your opinions. The survey is being conducted for the National Highway Traffic Safety Administration of the U.S. Department of Transportation. We are not attempting to sell you any product or service. We are simply interested in your opinions.

1. For classification purposes only, do you or anyone in your household work in . . . [READ LIST]

- | | | |
|--|--------------------------|---------------|
| Marketing, advertising or public relations | <input type="checkbox"/> | THANK AND END |
| Market research | <input type="checkbox"/> | |
| Law enforcement | <input type="checkbox"/> | |
| The automotive industry | <input type="checkbox"/> | |
| Local, state or federal government | <input type="checkbox"/> | |
| None of the above | <input type="checkbox"/> | |

2. In the past six months, have you participated in any focus groups or interviews for market research?

- | | | |
|-----|--------------------------|---------------|
| Yes | <input type="checkbox"/> | THANK AND END |
| No | <input type="checkbox"/> | CONTINUE |

3. RECORD GENDER. [DO NOT ASK]

- | | | |
|--------|--------------------------|----------|
| Male | <input type="checkbox"/> | CONTINUE |
| Female | <input type="checkbox"/> | |

4. Do you have any children ages 8 through 15 currently living in your household?

Yes

1 CONTINUE

No

2 THANK AND END

5. What is the age, grade (just completed) and sex of each of the children living in your household?
 [RECORD AGE, GRADE (IF APPLICABLE), AND GENDER IN CHART BELOW]

	AGE	GRADE	GENDER (M/F)
1	Age ___	Grade ___	Gender ___
2	Age ___	Grade ___	Gender ___
3	Age ___	Grade ___	Gender ___
4	Age ___	Grade ___	Gender ___
5	Age ___	Grade ___	Gender ___
6	Age ___	Grade ___	Gender ___
7	Age ___	Grade ___	Gender ___

SELECT ONE CHILD PER HOUSEHOLD. CHECK QUOTAS. (IF CHILD DOES NOT MEET QUOTA REQUIREMENTS, THANK AND END. IF ONE CHILD LISTED ABOVE IS AGE 15, CHECK PARENT QUOTAS AND CONTINUE WITH SURVEY IN ORDER TO RECRUIT PARENT. SKIP QUESTIONS [18-21] PERTAINING TO THE CHILD.)

6. To make sure we are talking to a wide variety of people in your area, could you please tell me your racial or ethnic background?

White/White

1 RECRUIT n=64 (32 male,32 female)
SKIP TO Q.9

African American/Black

2 RECRUIT n=16 (8male, 8 female)
SKIP TO Q.9

Hispanic/Latino

3 RECRUIT n=16 (8 male, 8 female)
CONTINUE

Asian

4 THANK AND END

Other

5

7. Do you speak Spanish as a second language?

Yes

1 CONTINUE

No

2 THANK AND END

8. Do you have a child who speaks Spanish as a second language?

Yes

1 CONTINUE

No

2 THANK AND END

9. Which category includes your age? [READ LIST]

18-25

1

26-35

2

36-45

3

46+

4

CONTINUE

10. Does your household currently own or lease at least one motor vehicle that is driven nearly every day for work and/or personal reasons?

Yes

1 CONTINUE

No

2 THANK AND END

11. Are you the primary driver of your child/children?

Yes

1

No

2

CONTINUE

Share responsibility with spouse/other

3

12. Thinking of the last 10 times that you were in a car, truck or van, how many of those times did you wear your seat belt? [DO NOT READ LIST]

Record exact number: _____

1-7

1

NON-REGULAR USER

(May Recruit for Adult Group: n=7)

8-10

2

REGULAR USER

(May Recruit for Adult Group: n=3)

13. When was the last time you did not wear your seat belt? [READ LIST]
- | | | |
|-----------------------|---|---|
| Within the last week | 1 | NON-REGULAR USER
<i>(If recruit adult, recruit as non-regular user even if Code 2 in Q.12)</i> |
| Within the last month | 2 | |
| More than a month ago | 3 | REGULAR USER |
| Never | 4 | |

14. How often, if ever, does your child ride in a motor vehicle driven by you or someone else in your household? [READ LIST]
- | | | |
|---------------------------------|---|---------------|
| Every day | 1 | |
| Several times a week | 2 | CONTINUE |
| Once or twice a week | 3 | |
| Several times a month | 4 | |
| Once or twice a month | 5 | |
| Less than once or twice a month | 6 | THANK AND END |
| Never | 7 | |

15. Which category includes your total annual household income before taxes? [READ LIST]
- | | | |
|-----------------------|---|---------------|
| Under \$30,000 | 1 | |
| \$30,000 to \$50,000 | 2 | |
| \$50,000 to \$70,000 | 3 | RECRUIT A MIX |
| \$70,000 to \$100,000 | 4 | |
| Over \$100,000 | 5 | |

INVITATION

We are holding a casual, small group discussion about safety and seat belts for the National Highway Traffic Safety Administration of the U.S. Department of Transportation and we would like to include the opinions of your child. During this session, she/he will have an opportunity to share his/her thoughts on this topic. The session will last 1 hour and 15 minutes. Neither you nor your child will be asked to buy any products nor will you be contacted at a later date. We're simply interested in your child's opinions. All information that your child provides will be kept confidential and participation is completely voluntary. Your child can choose to stop participating at any time. For participating, you will be paid \$50. Are you willing to allow your child to participate?

16. RECORD AGREEMENT TO PARTICIPATE

- | | | | |
|-----|--------------------------|---|-------------|
| Yes | <input type="checkbox"/> | 1 | SKIP TO Q18 |
| No | <input type="checkbox"/> | 2 | CONTINUE |

17. Would you be interested in participating in a focus group discussion with other parents about safety and seat belts? The discussion would last about 2 hours and you would be paid \$65 for your time.

- | | | | |
|-----|--------------------------|---|----------------------------------|
| Yes | <input type="checkbox"/> | 1 | CHECK QUOTAS_SKIP TO QUESTION 22 |
| No | <input type="checkbox"/> | 2 | THANK AND END |

18. May I speak to your child for a few minutes to make sure he/she will be comfortable participating in a group discussion?

INTRODUCE SELF TO CHILD AND EXPLAIN THAT INTERESTED IN ASKING THEIR OPINIONS ON SAFETY.

Would you be comfortable speaking with other children your age about your opinions on safety?

- | | | | |
|-----|--------------------------|---|---------------|
| Yes | <input type="checkbox"/> | 1 | CONTINUE |
| No | <input type="checkbox"/> | 2 | THANK AND END |

19. Thinking of the last 10 times that you were in a car, truck or van, how many of those times did you wear your seat belt? [DO NOT READ LIST]

Record exact number: _____

- | | | | |
|------|--------------------------|---|------------------|
| 1-7 | <input type="checkbox"/> | 1 | NON-REGULAR USER |
| 8-10 | <input type="checkbox"/> | 2 | REGULAR USER |

20. When was the last time you forgot to wear your seat belt? Have you forgotten... [READ LIST]

- | | | | |
|---------------------------------|--------------------------|---|---|
| Within the last week | <input type="checkbox"/> | 1 | NON-REGULAR USER
[RECRUIT AS NON-REGULAR USER
EVEN IF CODE 2 IN Q.19] |
| Within the last month | <input type="checkbox"/> | 2 | |
| More than a month ago | <input type="checkbox"/> | 3 | REGULAR USER |
| Never | <input type="checkbox"/> | 4 | |
| Unsure/Don't Know [DO NOT READ] | <input type="checkbox"/> | 5 | CONFIRM WITH PARENT |

21. What are your favorite things to do after school or in your free time and why are they your favorite things to do? [RECORD VERBATIM RESPONSE]

ASSESS HOW WELL RESPONDENT EXPRESSES HIM/HERSELF. CONTINUE ONLY IF ARTICULATE [BASED ON INTERVIEWER TRAINING].

ASK TO SPEAK WITH THE ADULT/PARENT AGAIN. IF CHILD TERMINATES ON ANY OF THE ABOVE QUESTIONS, THANK AND END WITH THE PARENT/GUARDIAN BY INFORMING HIM/HER THAT WE'VE ALREADY FILLED OUR QUOTA FOR TODAY.

22. Thank you for agreeing to [participate] or [allowing your child to participate] in this research study. The research sessions are being held on June 29th and June 30th. Will [you] or [your child] be able to join us at [INSERT DATE AND TIME]?

Yes

1 CONTINUE

No

2 THANK AND END

[SELECT APPROPRIATE SESSION NUMBER FROM GRIDS ON FOLLOWING PAGE]

QUOTA GRID AND SCHEDULE: CHILD TRIAD INTERVIEWS [DES MOINES]

GROUP	SEAT BELT USER*	RECRUIT	DATE	TIME AM/PM	SEX	AGE	GRADE	ETHNICITY
#1	Regular	n=4			Male	8	2nd	White
#2	Regular	n=4			Female	8	2nd	White
#3	Regular	n=4			Male	8-9	3rd	White
#4	Regular	n=4			Female	8-9	3rd	White
#5	Regular	n=4			Male	9-10	4th	White
#6	Regular	n=4			Female	9-10	4th	White
#7	Regular	n=4			Male	10-11	5th	White
#8	Regular	n=4			Female	10-11	5th	White
#9	Regular	n=4			Female	11-12	6th	AA
#10	Regular	n=4			Male	12-13	7th	Hispanic
#11	Regular	n=4			Female	12-13	7th	Hispanic
#12	Regular	n=4			Male	13-14	8th	AA
#1	Non-Regular	n=4			Male	8	2nd	White
#2	Non-Regular	n=4			Female	8	2nd	White
#3	Non-Regular	n=4			Male	8-9	3rd	White
#4	Non-Regular	n=4			Female	8-9	3rd	White

#5	Non-Regular	n=4			Male	9-10	4th	White
#6	Non-Regular	n=4			Female	9-10	4th	White
#7	Non-Regular	n=4			Male	10-11	5th	White
#8	Non-Regular	n=4			Female	10-11	5th	White
#9	Non-Regular	n=4			Male	11-12	6th	AA
#10	Non-Regular	n=4			Male	12-13	7th	Hispanic
#11	Non-Regular	n=4			Female	12-13	7th	Hispanic
#12	Non-Regular	n=4			Female	13-14	8th	AA

QUOTA GRID AND SCHEDULE: PARENT FOCUS GROUPS [DES MOINES]

GROUP	SEAT BELT USER	DATE	TIME AM/PM	SEX	AGE OF KIDS*	ETHNICITY
#1 Parents	Regular User (n=3) Non-Regular User (n=7)	June 29th	6:00-8:00 PM Or 8:00-10:00 PM	Male/Female	8-10 (n=2) 11-12 (n=2) 13-15 (n=2)	3/10 must be an ethnic minority

23. Can we have permission to audiotape the session for research purposes only? The tapes will not be sold or used for commercial purposes in any way, and [your] or [your child's] privacy will be protected. All tapes will be destroyed upon completion of the project. We simply use them as a way to remember what we talked about during the session.

Yes

CONTINUE

No

THANK AND END

[REMINDEE PARTICIPANT OF SESSION DATE AND TIME. INFORM PARTICIPANT THAT HE/SHE WILL BE RECEIVING A REMINDER CALL A FEW DAYS BEFORE THE SCHEDULED SESSION. RECORD NAMES AND ADDRESS ON THE FIRST PAGE.]

Appendix E: Sample Discussion Guides

TRIAD INTERVIEW GUIDE FOR TWEENS/TEENS NHTSA – INCREASING SEAT BELT USE AMONG 8- TO 15-YEAR-OLDS JUNE 2006

1. INTRODUCTION

- Thank them for participating.
- Introduce self and Aeffect.
- Identify purpose of the research. “Today, we are going to talk about traffic safety.”
- Explain this is not like school. “You don’t need to raise your hands and we’ll be talking about your opinions so there are no wrong answers. Just be honest and tell me what you think, even if it’s different from what someone else thinks. I want to hear everyone’s ideas.”
- Remind respondents of your objectivity. “I want to hear both the good and the bad things you have to say. If you have positive things to say, it won’t please me; if you say negative things, it won’t hurt my feelings.”
- Reinforce anonymity. "Nobody will know that any of the information you share today came from you. All of your answers will be grouped with other children like you, and we're not going to say that Johnny said this or Katie said that."
- Explain that session will be tape-recorded and observed.

2. WARM-UP

- Can you tell me a little bit about yourself? First name, age, grade in school, hobbies.
- What is the best part about being ____ (age)? What is the worst part about being (age)?
- What’s your favorite subject in school? Least favorite?
- What do like to do when you’re not in school? [Probe: participation in structured activities]
- Are you having fun this summer? What do you like to do for fun?

3. MEDIA USE

- Do you watch television? If so, what programs do you like the best?
- Do you read magazines? If so, which magazines do you read most often?
- Do you use the computer? Go online? If so, which sites do you like the best?
- When you're watching television or on the computer, do you ever notice any of the ads? If so, what catches your attention most?
- What ads do you think are most effective in influencing you (that is, getting you to buy a product or to do something the sponsor wants you to do)?
- Have you ever seen any advertising that encourages you to wear a seat belt when riding in the car? If so, can you describe the ad(s) to us. Was it effective in getting you to wear your seat belt? Why or why not?

4. SEAT BELT USE

- Let's talk now about wearing a seat belt. How many of you wore a seat belt on the ride over here today? Anyone who didn't?
- Why do you/don't you wear a seat belt?
- Out of the last 10 times, how many times did you wear your seat belt?
- What are the main reasons you do wear a seat belt? [Probe: feelings, motivations, knowledge regarding belt use]
- What are the main reasons you don't wear a seat belt? [Probe: feelings, motivations, knowledge regarding non-belt use]
- Is there anything you could think of that would encourage you or other children/teens your age to wear a seat belt more often?

5. REACTIONS TO CONCEPTS

I'm now going to show you some ideas that people came up with that might or might not encourage you to wear a seat belt. I'm going to show you each idea, and then ask you some questions about it.

[For tweens only say:] After I show you each idea, I want you to show me what your reaction is to the idea giving me a thumbs up (good idea), thumbs down (bad idea), or thumbs across (so/so) idea.

Concept A (Tweens/Teens)

(READ/SHOW CONCEPT)

- What do you think of this idea? (Tween vote: Thumbs up v. Thumbs down/Teen vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends say about this idea? Why? (Probe reactions of their peer group or how it could be changed to elicit more positive reactions.)
- After attending this assembly, do you think you might wear your seat belt more often? Why or why not?

Concept B (Tweens/Teens)

(READ/SHOW CONCEPT)

- What do you think of this idea? (Tween vote: Thumbs up v. Thumbs down/Teen vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends say about this idea? Why? (Probe reactions of their peer group or how it could be changed to elicit more positive reactions.)
- If you could design your own seat belt, what would you put on it?
- If your seat belt had pictures or drawings like this, do you think you might wear it more often? Why or why not?

Concept C (Teens Only)

(READ/SHOW CONCEPT)

- What do you think of this idea? (Teen vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends say about this idea? Why? (Probe reactions of their peer group or how it could be changed to elicit more positive reactions.)
- Have you ever watched “Myth Busters”? If so, what is your impression of this program? Would you be interested in watching a “Myth Busters” episode featuring results of wearing/not wearing a seat belt? If “Myth Busters” demonstrated how wearing a seat belt could save your life, do you think you would decide to wear it all the time, if you don’t already?
- What is your impression of featuring seat belts in popular television programs?
- When you see products featured in television programs or movies, do you think that you would be more likely to consider using them? Why or why not?

Concept E (Tweens/Teens)

(READ/SHOW CONCEPT)

- What do you think of this idea? (Tween vote: Thumbs up v. Thumbs down/Teen vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends say about this idea? Why? (Probe reactions of their peer group or how it could be changed to elicit more positive reactions.)
- Have you been to a theme park or museum in the last year? If so, which one(s)?
- Would you be interested in visiting the exhibit described? Why or why not?

- What parts of this exhibit do you think you might like the best? Why?
- What, if anything, might you expect to see in this exhibit?
- What would make the exhibit really cool or fun for visitors?
- If you visited this exhibit and learned what happens if you don't wear a seat belt, do you think you might wear one more often? Why or why not?

Concept L (Tweens Only)

(READ/SHOW CONCEPT)

- What do you think of this idea? (Tween vote: Thumbs up v. Thumbs down)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends say about this idea? Why? (Probe reactions of their peer group or how it could be changed to elicit more positive reactions.)
- When you travel in a car do you ever bring along a favorite stuffed animal? What do you usually bring along?
- Would you strap in your favorite stuffed animal? If so, how would your favorite stuffed animal feel about wearing a seat belt?
- If you and your favorite stuffed animal were riding in the car would you both wear your seat belts? How often would your favorite stuffed animal wear its seat belt?
- If your seat belt had a little extra belt like this, do you think you might wear it more often? Why or why not?

Concept M (Teens/Tweens)

(READ/SHOW CONCEPT)

- What do you think of this idea? (Tween vote: Thumbs up v. Thumbs down/Teen vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?

- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends say about this idea? Why? (Probe reactions of their peer group or how it could be changed to elicit more positive reactions.)
- If your seat belt changed colors, what colors would you want it to possibly change to?
- If your seat belt changed colors, do you think you might wear your seat belt more often? Why or why not?

Concept N (Teens Only)

(READ/SHOW CONCEPT)

- What do you think of this idea? (Teen vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends say about this idea? Why? (Probe reactions of their peer group or how it could be changed to elicit more positive reactions.)
- Have you been to a shopping mall or local hang-out in the past month? If so, which one(s)?
- Do you instant or text message your friends via pager, cell phone, or PC? How often do you do this?
- Would you be interested in going to an event like this if you learned about it through an instant or text message? Why or why not?
- What would make an event like this seem cool or fun? What would actually get you to go there?
- If you visited this event do you think you might wear a seat belt more often?

Concept P (Tweens/Teens)

(READ/SHOW CONCEPT)

- What do you think of this idea? (Tween vote: Thumbs up v. Thumbs down/Teen vote: Positive, Neutral, or Negative)

- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends say about this idea? Why? (Probe reactions of their peer group or how it could be changed to elicit more positive reactions.)
- What does this idea say to you about wearing a seat belt? (Probe: Understanding that wearing a seat belt can save your life and let you grow up to be what you hope to be someday).
- Would you enter this contest? Why or why not?
- What type of prize would you be interested in?
- How would you complete the blank? What do you want to achieve?
- If you saw these ads, do you think you might wear your seat belt more often?

Concept R (Teens Only)

(READ/SHOW CONCEPT)

- What do you think of this idea? (Teen vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends say about this idea? Why? (Probe reactions of their peer group or how it could be changed to elicit more positive reactions.)
- How often do you listen to the radio when you're in the car?
- If you got into the car and the radio didn't turn on unless you were buckled in, do you think you might wear your seat belt more often? Why or why not?
- Would it effect whether you told other passengers to wear their seat belt?

Concept S (Tweens/Teens Only)

(READ/SHOW CONCEPT)

- What do you think of this idea? (Tween vote: Thumbs up v. Thumbs down/Teen vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends say about this idea? Why? (Probe reactions of their peer group or how it could be changed to elicit more positive reactions.)
- Do you think sports coaches wear their seat belts? Why or why not?
- If a coach said this to you, do you think you might wear your seat belt more often? Why or why not?

Concept V (Tweens/Teens)

(READ/SHOW CONCEPT)

- What do you think of this idea? (Tween vote: Thumbs up v. Thumbs down/Teen vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends say about this idea? Why? (Probe reactions of their peer group or how it could be changed to elicit more positive reactions.)
- How often, if at all, have you played video games in the past month? If so, which system(s) do you have? Which games do you play? [Probe: interest in driving games]
- Are there any other video games you can think of where wearing a seat belt could be featured?
- If you played a driving game where wearing a seat belt helped you win, do you think you might wear your belt more often in your real car? Why or why not?

Concept Z (Tweens/Teens)

(READ/SHOW CONCEPT)

- What do you think of this idea? (Tween vote: Thumbs up v. Thumbs down/Teen vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends say about this idea? Why? (Probe reactions of their peer group or how it could be changed to elicit more positive reactions.)
- Do you or does anyone in your family have a unique ring tone on their cell phone? What does it play?
- If your car could use unique ring tones in your car in place of buzzer, would you ask your parents to use them? Why or why not?
- If you had a unique song clip or pre-record voice remind you to wear your seat belt, do you think you might wear your belt more often? Why or why not? Would you not wear the belt so you could hear the ring tone?

6. COMPARATIVE

Thinking about all of the ideas I showed you today ...

- Which do you like the best? Why?
- Which do you like the least? Why?
- Which do you think would be most likely to get you to wear your seat belts or to wear them more often?
- Which do you think would be least likely to get you to wear your seat belts?
- Is there anything else you'd like to tell me about any of these ideas?
- Viewer questions (time permitting)

GROUP DISCUSSION GUIDE FOR PARENTS
NHTSA – INCREASING SEAT BELT USE AMONG 8- TO 15-YEAR-OLDS
JUNE 2006

1. INTRODUCTION

- Thank them for participating.
- Introduce self and Aeffect.
- Identify purpose of the research. “Today, we are going to talk about traffic safety.”
- Explain that we'll be talking about your opinions so there are no wrong answers. “Just be honest and tell me what you think, even if it’s different from what someone else thinks. I want to hear everyone’s ideas.”
- Remind respondents of your objectivity. “I want to hear both the good and the bad things you have to say. If you have positive things to say, it won’t please me; if you say negative things, it won’t hurt my feelings.”
- Reinforce anonymity. "Nobody will know that any of the information you share today came from you. All of your answers will be grouped with other people like you, and we're not going to say that John said this or Kate said that."
- Explain that session will be tape-recorded and observed.

7. WARM-UP

- First, I’d like to get to know you, and allow you to get to know each other. I’d like you start by telling us a little bit about yourself: your first name, what you do for a living and what community you live in.

8. MEDIA USE

- Do you watch television? If so, what programs do you like the best?
- Do your children watch television? If so, what programs do they watch most often?
- Do you read magazines? If so, which magazines do you read most often?
- Do your children read magazines? If so, what magazines do they read most often?

- Do you use the computer? Go online? If so, which sites do you like the best?
- Do your children use a computer/go online? If so what sites do they visit most often?
- When you're watching television or on the computer, do you ever notice any of the ads? If so, what catches your attention most?
- What ads do you think are most effective in influencing you (that is, getting you to buy a product or to do something the sponsor wants you to do)?
- What type of ads, if any, do you think influence your children most?
- How would you feel about advertising that encouraged them to wear seat belts?
- Have you ever seen any advertising that encourages people to wear their seat belts when riding in the car? If so, can you describe the ad(s) to us. Was it effective in getting you to wear your seat belt? Why or why not? Would this same advertising be effective for your child? Why or why not?
- Who should sponsor advertising to encourage people to wear seat belts? What organization do you respect that can talk to you credibly about this topic?

9. SEAT BELT USE

- Let's talk now about wearing a seat belt. I know some of you probably wear a seat belt yourself and some of you don't. How many of you wore a seat belt on the ride over here today? Who didn't?
- Out of the last 10 times, how many times did you wear your seat belt?
- What are the main reasons you do wear a seat belt? [Probe: feelings, motivations, knowledge regarding belt use]
- What types of things influenced whether you wore your seat belt or not?
- What are the main reasons you don't wear a seat belt? [Probe: feelings, motivations, knowledge regarding non-belt use]
- How often do your children wear their seat belts?
- What types of things influenced whether your children wore their seat belts or not?
- Is there anything you could think of that would encourage children to wear seat belts more often?

10. REACTIONS TO CONCEPTS

I'm now going to show you some ideas that people came up with that might or might not encourage your children to wear seat belts. I'm going to show you each idea, and then ask you some questions about it.

Concept I

(READ/SHOW CONCEPT)

- What is your impression of this idea? (Vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends or people you know say about this idea? Why? (Probe reactions of others or how it could be changed to elicit more positive reactions.)
- If you could receive a discount on your insurance in this manner, would you try to receive one?
- How would you expect this to work? For example, would you expect to receive a specific lump sum discount (say \$50, if you sent in information showing your family wore seat belts most of the time), or would you expect to receive a discount related to the proportion of the time you wore a belt. For example, if you wore your belts 100% of the time, you'd get a \$100 discount, etc.
- (If dependent on discount, probe:) What type of discount would you need to receive in order to participate in a program like this? If the discount were say 1-2% off the annual cost of your insurance would you participate? (insert increasingly higher amounts, if refused, 5%, 10%, 15%, 20%, etc.)
- If you had to add a free device to your car that would allow you to gather and download the information on your family's seat belt use would you add this device?
- Do you have a computer at home that you or your spouse use? How comfortable would you or your spouse be downloading the data and sending it electronically to your insurance company?
- If a program like this allowed you to receive a meaningful discount, do you think you and your children might wear your seat belts more often? Why or why not?

Concept O

(READ/SHOW CONCEPT)

- What do you think of this idea? (Vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends or people you know say about this idea? Why? (Probe reactions of others or how it could be changed to elicit more positive reactions.)
- What does this message say to you?
- How does this message make you feel?
- What, if anything, would make this message more relevant or more effective?
- To what extent, if at all, would this message influence whether you consistently ensured your children were wearing their seat belts when riding as passengers in your car?

Concept R

(READ/SHOW CONCEPT)

- What do you think of this idea? (Vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends or people you know say about this idea? Why? (Probe reactions of others or how it could be changed to elicit more positive reactions.)
- How often do you listen to the radio when you're in the car?
- If you got into the car and the radio didn't turn on unless you were buckled in, do you think you might wear your seat belt more often? Why or why not?
- Would you be willing to install a device like this into your car or your teen's car to ensure everyone was wearing a seat belt?

- Would you be willing to pay for a “radio lock” device for your car? What would a reasonable price be?
- Assuming some new cars offered this option as part of their standard safety package (e.g. with airbags, anti-lock breaks, etc.) how likely do you think you might be to ask dealers for a “radio lock” device?
- How effective, if at all, do you think a “radio lock” might be in ensuring that you and your children wear seat belts more often/more consistently?

Concept Z

(READ/SHOW CONCEPT)

- What do you think of this idea? (Vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends or people you know say about this idea? Why? (Probe reactions of others or how it could be changed to elicit more positive reactions.)
- Do you or does anyone in your family have a unique ring tone on their cell phone? What does it play?
- If your car could use unique ring tones in your car in place of buzzer, would you use them? Why or why not? Would you leave your seat belt off so you could hear the ring tone play?
- If you had a unique song clip or pre-record voice remind you to wear your seat belt, do you think you and your children might wear your seat belts more often? Why or why not?

Other Concepts

(ROTATE OTHER CONCEPTS/TIME-PERMITTING)

- What do you think of this idea? (Vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?

- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends or people you know say about this idea? Why? (Probe reactions of others or how it could be changed to elicit more positive reactions.)
- How, if at all, would this idea affect your child's seat belt use?

11. COMPARATIVE

Thinking about all of the ideas I showed you today ...

- Which do you think would be most likely to get you to wear your seat belts or to wear them more often?
- Which do you think would be most likely to get your children to wear their seat belts or to wear them more often?
- Is there anything else you'd like to tell me about any of these ideas?
- Viewer questions (time permitting)

GROUP DISCUSSION GUIDE FOR ADULT INFLUENCERS
NHTSA – INCREASING SEAT BELT USE AMONG 8- TO 15-YEAR-OLDS
JUNE 2006

1. INTRODUCTION

- Thank them for participating.
- Introduce self and Aeffect.
- Identify purpose of the research. “Today, we are going to talk about traffic safety.”
- Explain that we'll be talking about your opinions so there are no wrong answers. “Just be honest and tell me what you think, even if it’s different from what someone else thinks. I want to hear everyone’s ideas.”
- Remind respondents of your objectivity. “I want to hear both the good and the bad things you have to say. If you have positive things to say, it won’t please me; if you say negative things, it won’t hurt my feelings.”
- Reinforce anonymity. "Nobody will know that any of the information you share today came from you. All of your answers will be grouped with other people like you, and we're not going to say that John said this or Kate said that."
- Explain that session will be tape-recorded and observed.

12. WARM-UP

- First, I’d like to get to know you, and allow you to get to know each other. I’d like you start by telling us a little bit about yourself: your first name, what you do for a living and what community you live in.
- All of you are here today because you are involved in children’s lives. Can you tell me a little about your involvement, the ages of the children, and the activities that you are involved in? In what ways do you currently influence their behaviors? (Probe: keep them away from drugs, keep them involved in other activities, etc.)

13. MEDIA USE

- Do you watch television? If so, what programs do you like the best?

- Do you read magazines? If so, which magazines do you read most often?
- Do you use the computer? Go online? If so, which sites do you like the best?
- When you're watching television or on the computer, do you ever notice any of the ads? If so, what catches your attention most?
- What ads do you think are most effective in influencing you (that is, getting you to buy a product or to do something the sponsor wants you to do)?
- What type of ads, if any, do you think influence children most?
- How would you feel about advertising that encouraged them to wear seat belts?
- Have you ever seen any advertising that encourages people to wear their seat belts when riding in the car? If so, can you describe the ad(s) to us. Was it effective in getting you to wear your seat belt? Why or why not? Would this same advertising be effective for your child? Why or why not?
- Who should sponsor advertising to encourage people to wear seat belts? What organization do you respect that can talk to you credibly about this topic?

14. SEAT BELT USE

- Let's talk now about wearing a seat belt. I know some of you probably wear a seat belt yourself and some of you don't. How many of you wore seat belts on the ride over here today? Who didn't?
- Out of the last 10 times, how many times did you wear your seat belt?
- What are the main reasons you do wear a seat belt? [Probe: feelings, motivations, knowledge regarding belt use]
- What types of things influenced whether you wore your seat belt or not?
- What are the main reasons you don't wear a seat belt? [Probe: feelings, motivations, knowledge regarding non-belt use]
- Is there anything you could think of that would encourage children to wear a seat belt more often? Is there anything you can do to encourage them to wear seat belts more often? How open would you be to encouraging them to wear seat belts?
- Do you provide rides for any children? (If yes) Do you encourage children to wear their seat belts when they are in the car with you?

15. REACTIONS TO CONCEPTS

I'm now going to show you some ideas that people came up with that might or might not encourage children to wear seat belts. I'm going to show you each idea, and then ask you some questions about it.

Concept I

(READ/SHOW CONCEPT)

- What is your impression of this idea? (Vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends or people you know say about this idea? Why? (Probe reactions of others or how it could be changed to elicit more positive reactions.)
- If you could receive a discount on your insurance in this manner, would you try to receive one?
- How would you expect this to work? For example, would you expect to receive a specific lump sum discount (say \$50, if you sent in information showing your family wore seat belts most of the time), or would you expect to receive a discount related to the proportion of the time you wore a belt. For example, if you wore your belts 100% of the time, you'd get a \$100 discount, etc.
- (If dependent on discount, probe:) What type of discount would you need to receive in order to participate in a program like this? If the discount were say 1-2% off the annual cost of your insurance would you participate? (insert increasingly higher amounts, if refused, 5%, 10%, 15%, 20%, etc.)
- If you had to add a free device to your car that would allow you to gather and download the information on your family's seat belt use would you add this device?
- Do you have a computer at home that you or your spouse use? How comfortable would you or your spouse be downloading the data and sending it electronically to your insurance company?
- If a program like this allowed you to receive a meaningful discount, do you think you and your passengers might wear your seat belts more often? Why or why not?

Concept O

(READ/SHOW CONCEPT)

- What do you think of this idea? (Vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends or people you know say about this idea? Why? (Probe reactions of others or how it could be changed to elicit more positive reactions.)
- What does this message say to you?
- How does this message make you feel?
- What, if anything, would make this message more relevant or more effective?
- To what extent, if at all, would this message influence whether you consistently ensured children were wearing their seat belts when riding as passengers in your car?

Concept R

(READ/SHOW CONCEPT)

- What do you think of this idea? (Vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends or people you know say about this idea? Why? (Probe reactions of others or how it could be changed to elicit more positive reactions.)
- How often do you listen to the radio when you're in the car?
- If you got into the car and the radio didn't turn on unless you were buckled in, do you think you might wear your seat belt more often? Why or why not?
- Would you be willing to install a device like this into your car to ensure everyone was wearing a seat belt?

- Would you be willing to pay for a “radio lock” device for your car? What would a reasonable price be?
- Assuming some new cars offered this option as part of their standard safety package (e.g. with airbags, anti-lock breaks, etc.) how likely do you think you might be to ask dealers for a “radio lock” device?
- How effective, if at all, do you think a “radio lock” might be in ensuring that you and your passengers wear seat belts more often/more consistently?

Concept Z

(READ/SHOW CONCEPT)

- What do you think of this idea? (Vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?
- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends or people you know say about this idea? Why? (Probe reactions of others or how it could be changed to elicit more positive reactions.)
- Do you or does anyone in your family have a unique ring tone on their cell phone? What does it play?
- If your car could use unique ring tones in your car in place of buzzer, would you use them? Why or why not? Would you leave your seat belt off so you could hear the ring tone play?
- If you had a unique song clip or pre-record voice remind you to wear your seat belt, do you think you and your passengers might wear your belt more often? Why or why not?

Other Concepts

(ROTATE OTHER CONCEPTS/TIME-PERMITTING)

- What do you think of this idea? (Vote: Positive, Neutral, or Negative)
- What do you like about this idea?
- What do you dislike about this idea?

- What comes to mind when I read this statement? What words would you use to describe it? Why?
- What would your friends or people you know say about this idea? Why? (Probe reactions of others or how it could be changed to elicit more positive reactions.)
- How, if at all, would this idea affect children's seat belt use?

16. COMPARATIVE

Thinking about all of the ideas I showed you today ...

- Which do you think would be most likely to get you to wear your seat belts or to wear them more often?
- Which do you think would be most likely to get children to wear their seat belts or to wear them more often?
- Is there anything else you'd like to tell me about any of these ideas?
- Viewer questions (time permitting)

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