



## Road safety education

Number 27, 2011

**1 Bicycle helmet wearing among adolescents: effectiveness of school-based injury prevention countermeasure**

Buckley, L, Sheehan, M, and Chapman, R.  
Transportation Research Record, 2009  
Issue 2140, pages 173-181.

This article presents the results of a study that examined the effectiveness of a theory-based injury prevention program, Skills for Preventing Injury in Youth. The findings showed a significant decrease in cycling without a helmet among the intervention students and no change for the students in the comparison group after 6 months.

**2 Building on success: improving the delivery of road safety education, training and publicity.**

MVA Consultancy  
Road Safety Research Report 99  
Department for Transport, London, 2009  
Online [accessed 21 January 2011]. [Click here](#) to view.

In 2006 the UK Department for Transport commissioned research to identify how to improve road safety education, especially in schools, and to raise its status. This report presents the findings from that research.

**3 Correlates of motorcycle helmet use among recent graduates of a motorcycle training course**

Ranney, ML, Mello, MJ, Baird, JB, Chai, PR, and Clark, MA  
Accident Analysis and Prevention, 2010  
Volume 42, Issue 6, pages 2057-2062.

This study used data from a web-based survey to assess motorcyclists' attitudes and behaviours towards helmets in a U.S. state with a limited helmet law. Because attitudes are often more easily changed than normative beliefs, education may increase helmet use. However, 44% of non-helmeted riders in the survey said they would only wear a helmet if forced by law. Therefore legislation may be a more effective strategy than education to increase helmet use.

**4 Does the adolescent brain make risk taking inevitable? A sceptical appraisal**

Males, M

Journal of Adolescent Research, 2009

Volume 24, No. 1, pages 3-20.

Theories that the adolescent brain has cognitive flaws that impel risk taking are increasingly influential. Leading researchers warn that brain science is insufficiently advanced to yield definitive findings that teenage behaviours are internally driven. In fact the author says the best statistics show that adolescents do not take excessive risks compared to adults, and that adolescent risks are associated much more significantly with conditions of poverty and corresponding adult behaviours than uniquely adolescent factors.

**5 Education in road safety: are we getting it right?**

McKenna, F

Report 10/113

RAC Foundation, London, 2010

Online [accessed 11 February 2011]. [Click here](#) to view.

This report was commissioned by a motoring peak body to evaluate road safety education initiatives in the United Kingdom. Recommendations include calls for closer collaboration between practitioners, academics and policy makers.

**6 Evaluating the effectiveness of a road safety education intervention for pre-drivers: an application of the theory of planned behaviour**

Poulter, D and McKenna, F

British Journal of Educational Psychology, 2010

Volume 80, Issue 2, pages 163-181.

This article was produced because the authors observed a lack of research on the effectiveness of pre-driver education. The research used the framework of the Theory of Planned Behaviour, and a sample of 199 British students (15-16 years old). Two experiments were conducted. Poulter and McKenna reached the conclusion that the effectiveness of road safety interventions are short term, and limited to some psychological factors with the risk of unintended consequences.

**7 Feasibility study on evaluating driver education curriculum**

Williams, AF, Preusser, DF and Ledingham, KA

DOT HS 811 108

Department of Transportation, National Highway Traffic Safety Administration, US  
2009

Online [accessed 21 January 2011]. [Click here](#) to view.

The objectives of this project were to identify and examine previous evaluations of driver education programs, focusing on research design issues, and to determine the feasibility of conducting a comprehensive evaluation of a driver education curriculum developed by the American Driver and Traffic Safety Education Association (ADTSEA). An evaluation of ADTSEA requires it being introduced in schools and communities so that it can be evaluated. The authors anticipate encouraging schools and communities to introduce ADTSEA would be a challenge, and the evaluation would be a high cost venture.

**8 Lasting effects of short-term training on preschoolers' street-crossing behaviour**

Albert, RR and Dolgin, KG

Accident Analysis and Prevention, 2010

Volume 42, Issue 2, pages 500-508.

Albert and Dolgin's study examines how one hour of training effects preschool children's conceptual knowledge of traffic safety and road-crossing behaviour on a real street. Forty children, aged four to five years, were assigned to one of four conditions: game, story, song, and control. Each condition participated in four 15-minute classroom-based lessons over four weeks.

**9 Older driver retraining: An updated systematic review of evidence of effectiveness**

Korner-Bitensky, N, Kua, A, von Zweck, C and others

Journal of Safety Research 2009

Volume 40, Number 2, pages 105-111.

This systematic review covers studies of the effectiveness of older driver retraining for improving skills and reducing crash rates. Articles published from 2004-2008 were grouped according to the intervention provided and outcome studied. The authors found strong evidence that education combined with on-road training improves driving performance and moderate evidence that it improves knowledge.

**10 Teen driver safety: large-scale evaluation of driver education: review of the literature on driver education evaluation: 2010 update**

Lonerio, L and Mayhew, D

AAA Foundation for Traffic Safety, Washington DC., 2010

Online [accessed 21 January 2011]. [Click here](#) to view.

This report reviews and comments on the arising needs of driver education, such as on-going teenage education and attitudinal change after drivers licence acquisition. It finds that many constraints to driver education still exist and calls for reviews of education programs with a stronger evidence base.

**11 Understanding the role of self-identity in habitual risky behaviours: pedestrian road-crossing decisions across the lifespan**

Holland, CA, Hill, R and Cooke, R

Health Education Research, 2009

Volume 24, Issue 4, pages 674-685.

This study compared contributions of self-identity and attitudes to the prediction of intentions in two situations. Three hundred and sixty-two adults (17-92 years) completed a questionnaire measuring self-identity, attitudes, intentions, experience, social identity variables and personal limitations. Self-identity strongly predicted intention to cross, but did not directly predict behaviour. Self-identity was less effective in the higher risk scenario, where intention to perform the behaviour was lower. Implications for theories of compensation in older age and for design and targeting of pedestrian safety education are discussed.

**12 Where there's no green man: Child road-safety education in Ethiopia**

Salmon, R., & Eckersley, W.  
Development in Practice, 2010  
Volume 20, Issue 6, pages 726-733.

The authors review road-safety education in Ethiopia and conclude that it is frequently culturally inappropriate and impractical. Drawing from their experiences, the authors suggest ways that might make road-safety education in developing countries more effective.

**13 Young driver education programs that build resilience have potential to reduce road crashes**

Senserrick, T, Ivers, R, Boufous, S and others  
Pediatrics 2009  
Volume 124, Number 5, pages 1287-1292.

This is a study of 20,822 first-year drivers aged 17 to 24 in New South Wales. Participants completed a questionnaire and consented to data linkage in 2003-2004. Questionnaire items included year of participation in 2 specific education programs related to driving – one 'driver-focused' and the other 'resilience focused'. Survey data were subsequently linked to police-reported crash and offense data for 1996-2005. The resilience-focused program was associated with a 44% reduced relative risk for crashes.

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