

Traffic Safety Education

Toolbox for Law Enforcement Presentations

Revised September 2004

TOOLBOX GOAL:

To assist the SRO in delivering information that reduces the frequency and severity of traffic incidents involving youth.

OBJECTIVE:

To provide a source of materials for presenting/preparing traffic safety presentations for youth.

Senior High School

COMMERCIAL VEHICLES (*Senior High - estimated time 50-55 minutes*)

GOAL: Understand the special driving challenges created by commercial vehicles on the roadway.

OBJECTIVE: Students will understand that they may need additional skills when driving on a roadway that is shared by commercial vehicles.

A. Special challenges

- blind spot
- ability to turn and change directions
- tire failures
- following distance
- turning path
- loss of cargo or weight shift
- safe passing

B. Hazardous Materials

- placard awareness (officer should make it clear that you should never approach a vehicle to read a placard)
- safe distances
- notification (hazmat authorities, law enforcement)
- spills and leaks (notify authorities)
- don't light flares

Activities/resources

No Zone (DOT FHWA program that posters, videos—blind spot, mirror positioning, distance from other cars)

HazMat (DOT placard poster)

Use fire personnel for a presentation on motor vehicle related scenes

NHTSA commercial vehicle hand-outs

Lysol presentation (drop of liquid in a cup placed in the middle of a room)—explain the process of how rapidly an odor spreads, and why things expand—

THIS PRESENTATION COULD BE USED IN A MATH CLASS

DRIVING CONDITIONS (*Senior High – estimated time 50-55 minutes*)

GOAL: High school students will understand how the driving environment affects their ability to safely operate a motor vehicle.

OBJECTIVE: To understand special driving problems that are related to weather, road design, railroad crossings, and construction zones.

- A. Weather
 - Rain
 - Snow
 - Slippery conditions (sleet, frost, hail, ice, standing water, leaves, grass clippings)
 - Sun or fog
 - Wind

- B. Road Debris or objects in the roadway
 - Animals (deer, cows)
 - Farm equipment
 - Rocks, spilled cargo, tire pieces

- C. Hazards
 - Road defects (asphalt irregularities, pot holes, edge drop off)
 - Oil spills
 - Draw bridges (slippery surface)

- D. Construction Sites
 - Warning of upcoming construction (proper signage—speed regulation, flag man, police car with flashing lights, informational signs)
 - Channeling (navigating cones)
 - Speed control
 - Additional laws related to construction zones

- E. Railroad Crossings
 - Warning (signage, arm bars, flashing lights)
 - Control (gates and warnings)
 - Driver perspective (view of oncoming train)
 - Buses and commercial vehicles may be required to stop
 - Stalled car on the track

Activities/resources

Railroad Associations programs
Videos produced by car manufacturers
Videos produced by insurance companies
Presentation by an accident Reconstructionist
CRASH! The Science of Collisions

PROSECUTION OF THE IMPAIRED DRIVER

(Senior High – estimated time 50-55 minutes)

GOAL: Give the high school students an understanding of the legal consequences of operating a motor vehicle impaired.

OBJECTIVE: Demonstrate to High School students the arrest/prosecution procedures for an impaired driving offense which includes: traffic stop, Sobriety Testing, Implied Consent, Chemical Testing, and penalties which results in a conviction.

- A. Reasonable/ Probable Cause Traffic Stops
- B. Phase One Observations
 - Odor
 - Visual
 - Speech
- 1. Short Term Memory questions
 - a. Multiple Tasks
 - b. Posing Multiple questions
 - asking for insurance, registration, drivers license
 - while searching asking questions about a different topic
- C. Phase Two SFST'S (Standardized Field Sobriety Test)
 - a. HGN (Horizontal Gaze Nystagmus)
 - Involuntary Jerking of the Eye
 - 4 of 6 possible Cues = .08 BrAc or above
 - Validation Studies
 - b. Walk and Turn
 - Instruction Phase 2 cues possible
 - 6 cues possible during the task
 - Validation Studies
 - c. One Leg Stand
 - Test is 30 seconds in length
 - 4 cues
 - Validation Studies
 - d. Optional Testing
 - Finger to Nose
 - Rhomberg
 - Alphabet Number
 - e. Admin Per Se/Implied Consent
 - Refusal Suspension- One Year
 - Officers Choice of Multiple Testing
 - Restricted permit over states legal limits
- D. Chemical Testing Phase Three
 - Blood Sample
 - Breath Sample
 - Urine Sample
- E. Penalties
 - Administrative MVD
 - Action Civil Cost
 - Collisions cost to insurance companies
 - Dram Shop

a. Possible Statistics

- Loss of life
- Numbers of crashes
- Court Action
- . Legal fees

F. Underage Drinking Violations

- Court Sentencing
- MVD administrative action
- Juvenile versus adult penalties for DUI

Activities/resources

Golf Carts

Fatal Vision Goggles (Shoot Free throws on Basketball court, Demonstration of Sobriety Testing (SFST)

CRASH! The Science of Collisions (note: this is a product that would have to be purchased)

Pictures of fatal wrecks (Multiple vehicle collisions, Single vehicle collisions, Collisions of underage drivers)

Local news stories

Invite Prosecutor to discuss legal actions

Mock Trial

Visit to a courthouse

Visit to youth court

Parental/Host civil liability

Booking videos

Wisconsin DOT video – The Truth is in the Eyes - The Dick Studdard video – (machine whereby the entire screen is the eye)

PHYSIOLOGY OF THE IMPAIRED DRIVER (*Senior High – estimated time 50-55 minutes*)

GOAL: To educate youth in the way that alcohol/drugs affect your ability to operate a motor vehicle safely.

OBJECTIVE: Student will understand how alcohol is absorbed/eliminated and how it affects the brain (vision, coordination, reaction time, risk taking) ability to operate a motor vehicle safely.

A. Alcohol Elimination/Absorption Rates

- Brain
- Liver
- Stomach

B. Physiological and Psychological Effects

- Blood Alcohol Effects
- Weight
- Time Spent Drinking

E. Gender

D. Food

F. Alcohol Content

F. Affects on Driving

- Searching
- Eye Focus
- Double Vision
- Distance Judgment
- Side Vision
- Visual Acuity
- Night Vision

G. Drugs other than Alcohol

- Central Nervous System (CNS) Depressants
- Central Nervous System (CNS) Stimulants
- Hallucinogens
 - a. PCP
 - b. Narcotics
 - c. Inhalants
 - d. Cannabis

H. Impaired Walking

- It is possible that there are similar side effects for people who drink and walk. A key factor that affects impaired walkers is that reaction times are slowed by alcohol. The thought process to determine whether evasive action is needed to avoid getting hit by a moving vehicle is slowed. This reduced margin of error for pedestrians may contribute to the large percentage of pedestrian fatalities who are impaired every year.
- Total pedestrian fatalities

- Impaired pedestrian fatalities
- Breakdown of pedestrian fatalities by sex, age and time of day
- Key Message: Impaired walking can also be hazardous to your health

Activities/resources

Video from the DRE (Drug Recognition Expert) program

Fatal Vision Goggles demonstration (Basketball Court, Sobriety Testing, Walking Obstacle course)

CRASH! The Science of Collisions

Elimination Rate formula

THE LAW AND YOUth (State Traffic Law) (Senior High)

GOAL: To provide high school students local Law Enforcement interpretations of traffic laws in their community.

OBJECTIVE: Provide School Resource Officers commonly asked questions on Law Enforcement perceptions of traffic laws. This class will be questions/answer format with limited amount of lecture.

Pre-Requisite: School Resource Officers should have a current copy of their State traffic laws and be comfortable in answering at a minimum the listed topics that are most commonly asked.

- A. Interpretation of when a vehicle is required to stop at Traffic Control Device
 - 1. Stop Sign requirements
 - 2. Red Light Requirements
 - 3. Law Enforcement directions overriding governing Traffic Control Device
 - 4. Flagman present around construction zones
 - Railroad stops required
 - Yield Signs

- B. Speed Enforcement
 - 1. State statutory definition for speeding
 - 2. Commonly acceptable tolerance zone before enforcement
 - School Zone speeding limit tolerance over posted limit
 - Residential, Business, and Highway tolerance

- C. Operation of Speed Detection Devices
 - RADAR
 - Laser
 - Pacing
 - VASCAR
 - Aerial Observations (helicopter, fixed-winged airplanes)
 - Photo speed detectors
 - 1. Failure to reduce speed to avoid a collision
 - 2. Implied Statuary Speeds (if any) in non-posted areas
 - Residential
 - Business
 - Rural/Highway areas
 - School Zones

- C. Turns
 - Wide Turns
 - Turn signal requirements
 - 1. Vehicle signals
 - 2. Hand Signals
 - Lane of travel when making turns (closest available lane)
 - U-Turns
 - From Private Drives

- D. Safe Following Distances
 - State Statute Definition
 - NHTSA recommended following distance
 - Types of vehicles they are following

- E. Failure to stop for Law Enforcement on traffic stop
 - Failure to pull over on command of emergency equipment
 - Fleeing from Law Enforcement (pursuits)

- F. Pedestrians
 - Crossing in marked crosswalks
 - Crossing in unmarked crosswalks (intersections)
 - School Zones
 - Walking near roadways

- G. Collision Statutes
 - Requirements for witnesses
 - Requirements of parties to report collisions
 - Requirement to give medical aid
 - Penalties for Leaving the scene

- H. Reckless Driving/Aggressive Driving/Drag Racing
 - Types of violations
 - Statutory Requirements
 - Civil/criminal penalties (possibility of felony charges)

- I. Vehicle positioning/ passing
 - Vehicles at slower speed staying to the right
 - Passing in opposing lanes of traffic
 - Passing vehicles left and right same direction
 - Emergency Vehicle approaching
 - Funeral Processions
 - Entering Highways/Interstates

- J. Bicycle Laws
 - Clinging to vehicles
 - Staying to the right
 - Multiple riders
 - Carrying packages
 - Equipment requirements
 - a. Seat, Handle Bars, Brakes
 - b. Lights/Reflectors
 - c. Prohibited items (horns, whistles, state-specific)

- K. Parking Requirements
 - Stopping
 - Standing
 - Handicap Places
 - Shoulder of Roadway

- L. Occupant Protection
 - Safety Belt
 - Child Restraint Systems

- M. Equipment
 - Lighting/Reflector requirement
 - Emissions/vehicle inspections
 - Glass/ eye protection
 - Windshields
 - Fuel Caps
 - Television/Monitor in vehicles
 - Braking Systems
 - Warning Device/Horns
 - Tires/Rims

- N. Impaired Driving
 - State presumption levels
 - MVD administrative actions
 - Interlock Ignition Devices

- O. Insurance Requirement
 - State minimum levels of coverage
 - Self-Insured
 - State reporting and proof of current insurance
 - Penalties

Activities/resources

State licensing books for reference

THE LAW AND YOUth (GDL) (Senior High – estimated time 30-55 minutes)

GOAL: To understand the requirements to complete GDL process.

OBJECTIVE: To understand all the elements of the Graduated Licensing Requirements in your state. To enable a student to get a drivers license before the age of 18.

- What are the elements of GDL (Specific to your state)
- Night Driving
- Zero Tolerance
- Passengers Restrictions
- Driver Education
- Seat Belt Requirements
- Parental Involvement practice instruction (50 hours)
- Administrative action for violations under GDL
- Must have a permit for 6 months
- Must have accident free violations driving to obtain permanent license
- Consequences of not completing
 - a. Violation will result in loss of license. (State Specific requirements)
 - b. Explain specific requirements and or actions in your state

Activities/resources

Officer led discussion

State Operators Manual

Examples of the different licenses/permits

Examples of parental involvement form

Affidavit

Examples of Basic test

Road Test from FHWA.dot.gov

Get information from licensing agency

OCCUPANT PROTECTION (*Senior High - estimated time 50-55 minutes*)

GOAL: For teenagers and new drivers to be safe occupants in Motor Vehicles.

OBJECTIVE: Students will know why safety belts protect them and how to use restraints correctly. Students will have an understanding of consequences for not using safety restraint systems.

A. Safety Belts

- State Laws
- Proper Adjustments for seating
 - Snug Lap belt after fastening across hips
 - Adjust center post mounting for height, if vehicle so equipped
 - Belt over top of shoulder and across chest to distribute force in event of crash. Check frequently for snug fit
 - Keep seat back in upright position to avoid sliding out of the seat in frontal crash

B. Head Restraints

- Proper adjustment
- Seat position

C. Child Restraint Systems

- Rear Facing
- Forward Facing
- Booster Seat
- Infant cradle Seat

D. Safest if seated in the back

E. Infant seats/rear facing/birth to 20 lbs

F. Child Seat for children up to 40 lbs and 4 years old

G. Booster seat up to 60 lbs.

H. Air Bags

- Speed of Deployment
- Foreign Objectives
- No passengers under 12 years old
- Protect against head and chest injuries
- Driver should adjust seat for minimum 10 inch clearance between chest and steering wheel
- Raise seat
- Air Bags/Side impact protection
- Upper door frame
- Seat edge/door panel

I. Being a safe occupant

- Seating position
- Window obstructions

- Projectiles
- Doors Locked
- Interior Lighting
- Passenger awareness for personal safety

Activities/resources

Find a seatbelt from a junkyard

Deployed airbag

Find an ejection from vehicle story/Success Story of being properly restraint show pictures/videos/testimonial

Seat belt click it race

4 pictures (select which car had the fatality)

NHTSA fact sheet (Safety Belts and Teens – 2003 Report)

SAFE DRIVING PRACTICES (*Senior High – estimated time 50-55 minutes*)

GOAL: To help students understand various factors that may affect their safe operation of a motor vehicle.

OBJECTIVE: Demonstrate to students how the use of safe driving practices will result in reduced risk and crashes when operating a motor vehicle.

A. Fatigued driving

- Types
- Effects
- Physical Fatigue Symptoms
- Mental Fatigue Symptoms
- Myths (coffee, cold showers, air)
- Delaying Fatigue Onset
- Delaying Fatigue Symptoms
- Drowsy Driving

B. Distracted driving

- Cell Phone Use
- Talking with friends
- Scenery
- Radio/Dash Instruments
- Personal grooming
- Reading
- Disciplining children
- Eating
- Attention to animal in vehicle
- In car video/DVD

C. Space perception

- Safe following distance
- Leaving an “out” or open zone
- Paying attention to traffic (deep space scan)
- Blind spots
- Passing (not filling the other car’s safe zone)

D. Emotions Affecting Driving

- General Effect
- Physical Effect
- Controlling Emotions
- Passengers
- Aggressive Driving

E. Basic Vehicle Inspections

- Basic car care maintenance (scheduled services, oil changes, tire pressure, etc.)

F. Precision Driving

G. Five basic maneuvers (steering, controlling vehicle, etc.)

Activities/resources

Videos on distracted driving/road rage/aggressive

Presentation by officer/prosecutor on prosecuting someone for road rage

Have state-specific statues on road rage (if applicable)

MOTORCYCLES (*Senior High - estimated time 50-55 minutes*)

GOAL: To understand the importance of safety and how to safely operate a motorcycle as a mode of transportation.

OBJECTIVE: To encourage new and young motorcycle riders to use the necessary safety equipment and to learn safe operation of a motorcycle.

- A. Complete Rider Education Course
- B. Wearing proper protective gear (clothing, gloves, long sleeve jacket, boots, jackets and eyewear)
- C. Know the laws (insurance requirements, helmets, eye protection, licensing requirements)
- D. Analyze data. Obtain data on National, State, and Local stats

Activities/resources

Presentation of Motor Officer to show skills

Diagram of Motorcycle

Consult with Rider Education and Licensing Programs in the area

Demonstration of types of Motorcycle helmets

Videos

Article from local newspaper

NHTSA publications

Motorcycle Safety Foundation

State highway safety offices

MVA

State motorcycle safety administrators

JR. HIGH/MIDDLE SCHOOL

IMPAIRED DRIVING (*Jr. High/Middle – estimated time 50-55 Minutes*)

OBJECTIVE: Educate Jr. High/Middle school students about the dangers of riding in a motor vehicle with an impaired driver.

GOAL: Give the students an understanding of the significant effects that alcohol and other drugs have on a person's ability to operate a motor vehicle safely.

- A. Factors Influencing Drinking..”Why people choose to use alcohol/Drugs?”
 - Peer Pressure
 - Parents
 - Sociological Factors
 - Anxiety
 - Have a good time
 - Media
 - Custom
 - Hospitality
 - Happy Hour
 - Special Occasions

- B. Symptoms of impaired driving
 - Odor
 - Balance
 - Slurred Speech
 - Watery and Bloodshot eyes

- C. Affects on Driving
 - Searching
 - Eye Focus
 - Double Vision
 - Distance Judgment
 - Side Vision
 - Visual Acuity

- D. Consequences of impaired driving
 - Underage Drinking Violations
 - a. Court Sentencing
 - b. MVD administrative action

- E. Adult Sentencing-Check state Statutes
 - Jail
 - Legal Fees
 - MVD actions
 - Insurance Fees
 - Probation Fees

- F. Civil Cost
 - Collisions cost to insurance companies
 - Dram Shop
- G. Possible Statistics
 - Loss of life
 - Numbers of crashes
- H. Student's Rights
 - School related activities (suspension from sports and extracurricular)
- I. Strategies for denying a ride from an impaired driver
 - Avoid the Situation if possible
 - Have a back up plan
- J. Additional Training for educators
 - Drug Impairment Training for Educational Professionals (DITEP) (NHTSA/IACP sponsored training program). Collaboration between school resource officers and nurses.
 - Collaboration with school nurses: Create an absorption rate chart with weight, # of drinks, etc., add drug impairment effects, liver and brain pictures with impairment effects.
 - Collaboration with school nurses: Discuss the effects of impairment on the use of daily drugs.
- K. Consequences of Hazing Activities
 - Sports related – team initiations

Activities/resources

Develop a discussion about why people choose to use alcohol and drugs

How do you stop somebody from drinking and driving?

Develop a discussion on consequences of drinking and driving

Fatal Vision with use of golf cart around a driving course

Video of Legislators driving a course

Photos of Drunk Driving incident (Check COPS footage of drunk drivers falling down, etc., booking room video-prosecutors)

MADD Presenter

Brandon Silvera (video)

Signed contract between parent and child—used in conjunction with #e above

Include pictures of actual crashes

Collaborate with school art department to decorate a car during prom season and display it on the school lawn

Conduct an actual DUI trial in school auditorium

Conduct mock trials utilizing students whereby they would have to research laws, act as judges, etc.

OCCUPANT PROTECTION (*Jr. High/Middle- estimated time 20 Minutes*)

GOAL: For children to be safe passengers in Motor Vehicle.

OBJECTIVE: Students will know why safety belts protect them.

A. Seat Belts

- State Laws
- Proper Adjustments for seating

B. Child Restraint Systems

- Rear Facing
- Forward Facing
- Booster Seat
- Infant Seat

C. Air Bags

- Speed of Deployment
- Foreign Objectives

D. Being a safe passenger

- Seating position
- Window obstructions
- Projectiles
- Doors Locked
- Interior lighting

E. Parental Involvement

- Distribute newsletters to parents regarding safety/booster seat checkpoints and other
- Traffic safety information.

Activities/resources

4-stage hand out

NHTSA coloring book

Find a seatbelt from a junkyard

Deployed airbag

Booster Seat info

Take home sheet for parental participation

Disney video "Pull, Buckle, Click and Check" Videos

Check with local authorities on times/places for car seat inspections

(listing of area safety seat inspection coordinators)

Have children draw positive restraint messages

Use "Convincer" in hands-on demonstration (check with sheriff and police depts.)

Roll-over machine demos (partner with body shops)

BICYCLES (Jr. High/Middle – estimated time 45-50 minutes)

GOAL: To reduce the number of bicycle related crashes by promoting bicycle helmet use.

OBJECTIVE: To understand basic traffic law as it relates to bicycle riding.

- Traffic Law
 - a. riding the bike in the street
 - b. riding at night
 - c. double riding
 - d. wearing a helmet
 - e. safety equipment (brakes, reflectors, seat, flag)
 - f. riding through a crosswalk
 - g. bicycle positioning
 - h. hand signals
 - j. walking bike in crosswalk
- Helmets
 - a. parts of the helmet
 - b. why do they protect us
 - c. proper fitting
- State laws
 - a. Investigate State laws regarding electric scooters, pocket rockets, and mini bikes.

Activities/resources

NHTSA bicycle video

NHTSA brochures

Youth Bicycle organization presentation and/or brochures

Bill Nye The Science Guy video

Bicycle rodeo (small course to demonstrate skills, partner with insurance companies, rotary and alliance clubs, masons, etc.)

Activity sheet with hand signals

Be Safe on Your Bike video

Contact League of American Bicyclists for resources

Contact the Brain Injury Association

Contact National Safe Kids (distribution of bike helmets)

OCCUPANT PROTECTION (Jr. High/Middle School - estimated time 50-55 minutes)

GOAL: For pre-teens to be safe passengers in Motor Vehicle.

OBJECTIVE: Students will know why safety belts protect them and how to use restraints correctly.

A. Safety Belts

- State Laws
- Proper Adjustments for seating

B. Child Restraint Systems

- Rear Facing
- Forward Facing
- Booster Seat
- Infant cradle Seat

C. Air Bags

- Speed of Deployment
- Foreign Objectives

D. Being a safe passenger

- Seating position
- Window obstructions
- Projectiles
- Doors Locked
- Interior lighting
- Passenger awareness for personal safety

Activities/resources

Find a seatbelt from a junkyard

Deployed airbag

Take home sheet for parental participation

Videos find some new videos

Find an ejection from vehicle story/Success Story of being properly restrained. Show pictures/videos/testimonial

Seat belt click it race (people in car and switch seats)

4 pictures (select which car had the fatality)

ELEMENTARY SCHOOL

BICYCLES (Elementary – estimated time 30-40 minutes)

GOAL: To promote safe bicycling among youths.

OBJECTIVE: To understand basic traffic rules as they relate to bicycle riding.

A. Traffic Rules

- riding the bike in the street, accompanied by an adult
- walking bike in crosswalks
- riding at night
- double riding
- wearing a helmet
- safety equipment (brakes, reflectors, seat, flag)
- hand signals
- use caution when bicycling in or near driveways
- communicate with adult/teacher at all times
- be safe, be seen

B. Helmets

- parts of the helmet
- why do they protect us
- proper fitting

C. State laws

- Investigate State laws regarding electric scooters, pocket rockets, mini bikes.

Activities/resources

NHTSA bicycle video (Ride Smart, It's Time to Start)

Bill Nye The Science Guy video

Bicycle rodeo (small course to demonstrate skills)

Egg experiment to demonstrate helmet use

Hand signal activity sheet

NHTSA bike ability checklist

PEDESTRIAN SAFETY (Elementary – estimated time 15-20 minutes)

GOAL: Students will learn how to safely cross the street

OBJECTIVE: Students will demonstrate various techniques for safe pedestrian habits.

- Stop, Look and Listen
- Safe practices (retrieving a ball or toy from the street)
- Crossing intersections (crossing guards, law enforcement, adults)
- Traffic controls
- Safe positioning while walking the roadway
- Buddy system (always walking with friend)
- Parked cars

Activities/resources

Floor exercises (school crossing guard, stopping at the edge of the road)

Worksheet for parents on how they cross the road

Demonstrate crossing the street for sibling, adults and friends

NHTSA resources (Prevent Pedestrian Crashes and Walk ability Checklist)

SCHOOL BUS SAFETY (*Elementary- estimated time 20 minutes*)

GOAL: To reinforce safety practices consistent with school transportation policy.

OBJECTIVE: Students will learn the importance of safe habits on or around school buses.

- A. Bus stop safety
 - before school (standing safe distance from the curb, no pushing other students, no throwing at vehicles, etc.)
 - after school (properly exiting the bus -cross in front of the bus)

- B. Behavior on the bus
 - Stay in your seat
 - Noise distractions (no yelling, screaming)
 - Throwing objects
 - Body parts hanging out the window
 - Fighting
 - Misconduct (tread carefully on sexual areas)
 - No weapons (knives, guns, etc.)

- C. Emergency exit techniques
 - Using the back door
 - Keeping the back door clear
 - Keeping the aisle clear
 - Opening the door
 - Roof escape (if available)

Activities/resources

Identify unsafe practices on the bus (worksheet)

Demonstration on exiting the bus from the back door (using a real school bus)

Videotape kids getting on and off the bus (right and wrong way)

NHTSA school bus brochures

NHTSA RESOURCES

Pamphlets/Brochures

<u>Item No.</u>	<u>Title</u>
1P1258	Safety Belts and Teens – 2003 Report
2P1121	Facts About: Drinking and Driving...Hispanics
4P1197	The Courage to Live Program – A Judicial Outreach Program to Combat Underage Drinking and Driving
6P0009	Before Your Child Gets On a Motorcycle
6P0010	Choosing a Helmet
6P0051	Law Enforcement Pedestrian Safety
6P0084	School Bus: Kids: The School Bus and You
6P0092	Kids Guide to Safe Walking
6P0146	Getting to School Safely Community Action Kit
7A0003	Bicycle Safety Resource Guide
9P0190	Asientos Elevados “Booster” – Una Guia Para Los Padres Para La Compra Y Uso
1P1258	Are You Using It Right? (child safety seat)
6P0114	Walkability Checklist
6P0018	Prevent Pedestrian Crashes
6P0166	Bikeability Checklist
1A0138	Air Bags, Today and Tomorrow
6P0009	Before Your Child Gets on a Motorcycle

Videos

<u>Item No.</u>	<u>Title</u>
6A0041	Ride Smart, It's Time to Start

NOTE: Many of these publications are available in PDF format and downloadable at www.nhtsa.dot.gov and/or can be ordered.

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