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THINGS THAT DIDN'T WORK!

INTRODUCTION

WHY DO WE CARE ABOUT THINGS THAT DIDN'T WORK?

SESSION

- Short presentations from the panel
- Questions from the floor on the presentations
- Share your experiences of 'things that didn't work'
- Discussion on what we can do differently across the sector

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WHY SHARE EVALUATION RESULTS?

Regardless of the findings, we should share to:

- Allow others to replicate – economies of scale
- Allow others to innovate – improve on what is already delivered
- Prevent others from repeating mistakes
- Do No Harm

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QUICK EXAMPLE – UNINTENTIONALLY DOING HARM

- Day long pre-driver intervention – presentations on learning to drive process and road safety (consequences) plus car park drive

- 'Basic' evaluation (pre and post questionnaires):
  - Some positive results

- 'In-depth' evaluation (pre and post questionnaires plus focus groups):
  - Pre group work – positive attitudes towards road safety
  - After focus groups – "excusing" risky behaviour
  - Post questionnaires – increases in perceived proportions of drivers engaged in risky behaviours

- Despite best intentions, normalised bad behaviour through the intervention

- Intervention revised and re-evaluated (better results!)

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Deirdre O'Reilly – Learning Lessons

Learning lessons

Deirdre O'Reilly
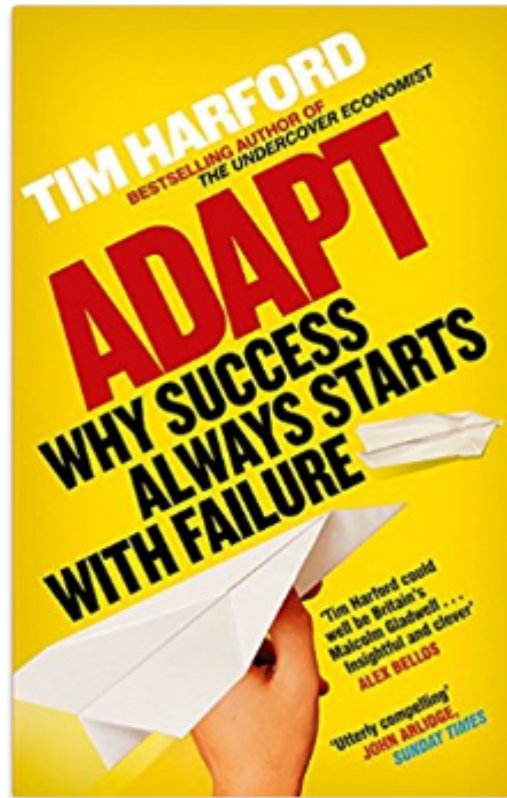
1. INAPPROPRIATE SPEED

2. DRIVER DISTRACTIONS Most commonly mobile phones

3. LACK OF SEAT BELT

4. ALCOHOL OR DRUG IMPAIRMENT

Incentives

highways england

First Go Scooter Project.

A Project Aimed at Pre Licence 15 yr old Students to introduce them to Mechanical Transport.

•How it all began……

- **In 2008, whilst compiling data for the Motor Cycle Forum within the Casualty Reduction Partnership we noticed an alarming rise in the number of 16 yr olds involved in collisions whilst riding mopeds/scooters.**

- **Chief Causation factors were "Panic" and "Lack of Experience"**

- **Current CBT training was insufficient to give the experience needed. (Too short, one off etc)**
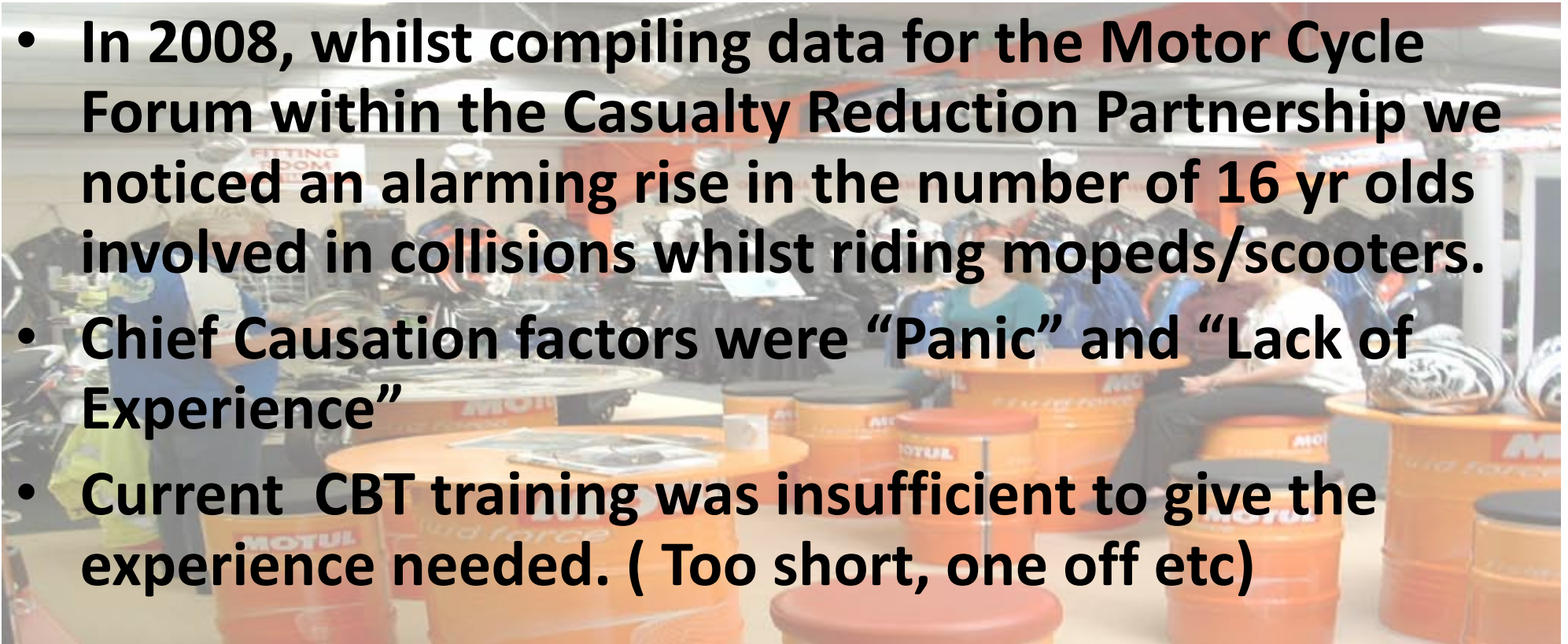
So What did we do?

- **Formulate a Business Plan.**
- **Obtain Funding.**
- **Decide on Target Audience.**
- **Lesson Plan.**
- **Locate and Obtain Resources.**
- **Risk Assessment.**
- **Set a date for Pilot Scheme.**

How did it go?

- **All Secondary Schools in Northampton contacted, 7 replied requesting to attend.**
- **5 were offered training in the Pilot Scheme, and 2 attended, with 29 students and observers in total.**
- **With one exception, all reports rated from good to excellent from students and observers.**
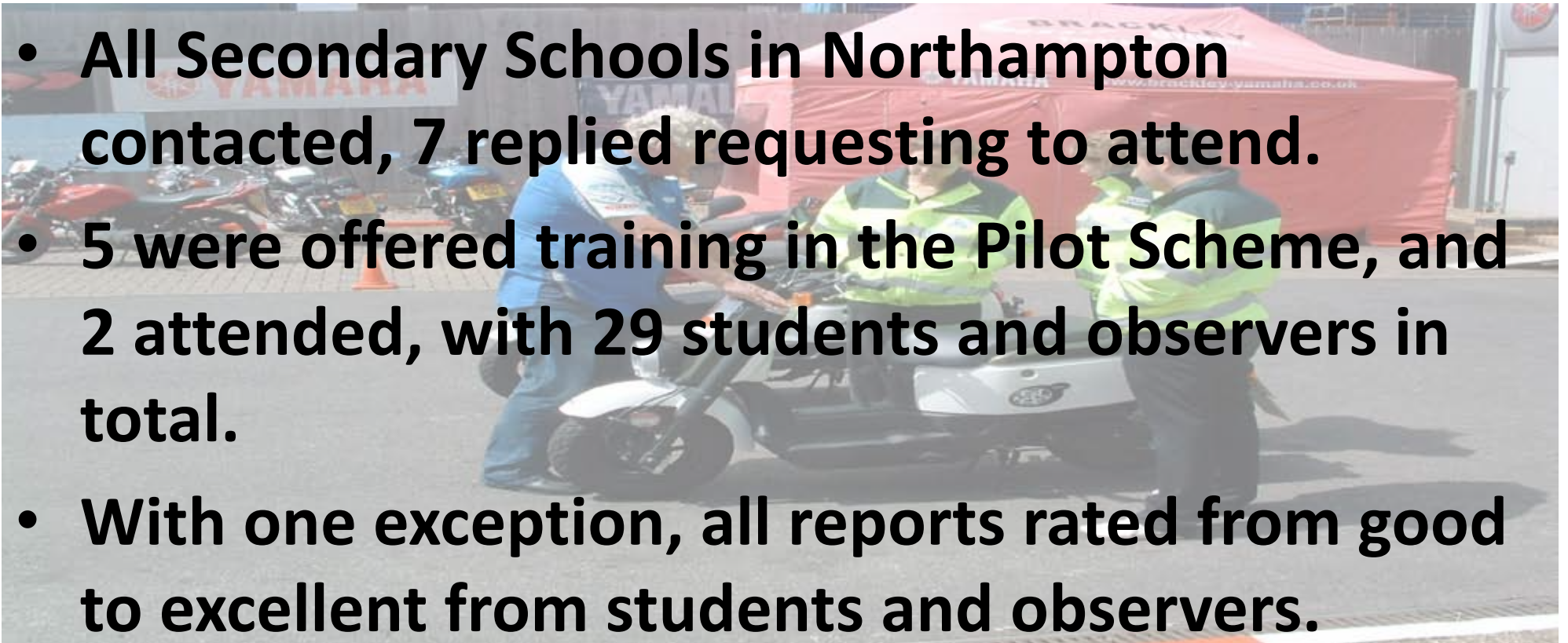
What Fell Off?

- **Partners, other interested parties, failed to engage.**
- **Schools failed to show an interest.**
- **Schools engaged and expected, just failed to attend.**
- **Conflicting Programs were given as a reason, or simply plain forgot.**
- **Capacity for 160 – take up 29.**
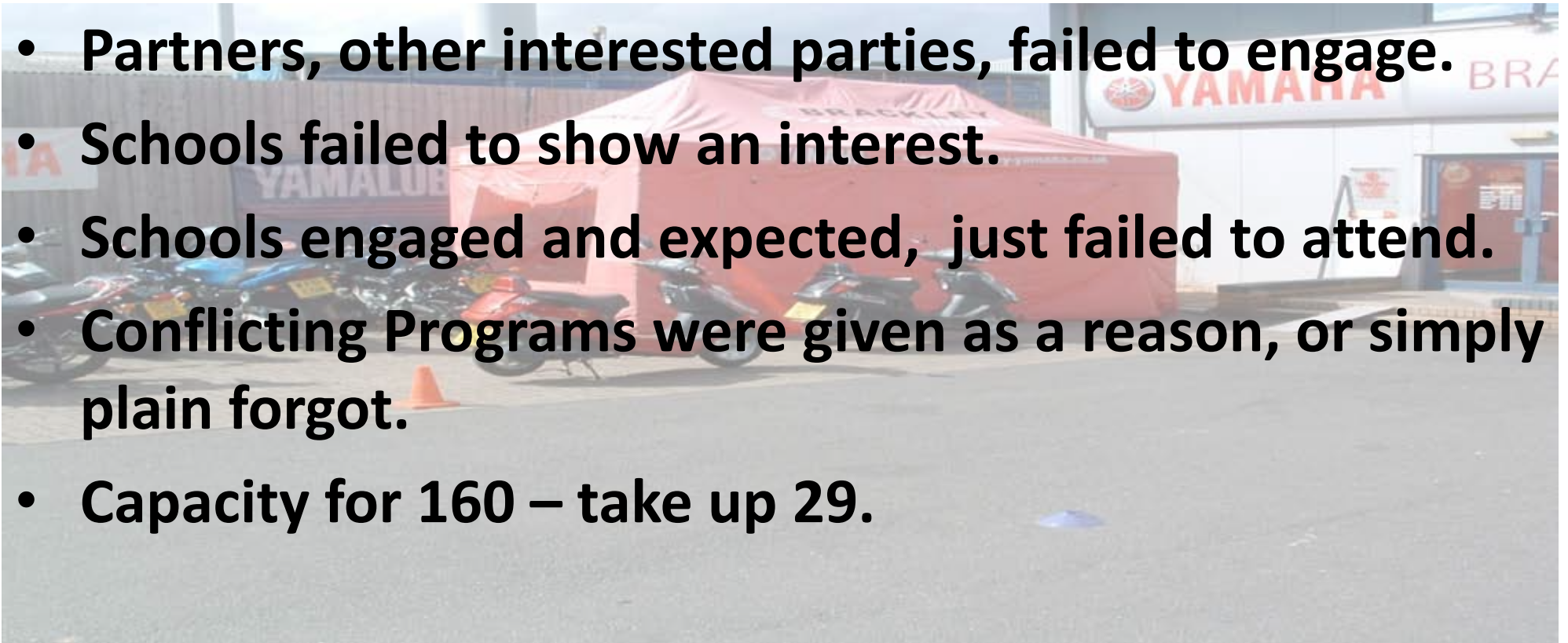
Lessons Learnt......

- Schools.
  Face to Face.
  Chase em!
  Plenty of Time.
  Do your research.

- Insurance.
  Make sure you are covered.

- Feedback.
  Read it and act upon it.

- Funding.
  Is it regular?
  Cost out per student.
  Charge the school?

Points to Ponder.....

- **Run away and hide, or find the positives?**
- **Money – Saving Face – Competency to run future projects.**
- **Salvage what you can from the wreckage.**
- **If this was your baby, who do you talk to?**
- **What is your structure to debrief?**
- **Demoralise or Inspire.**
- **Did we achieve anything?**
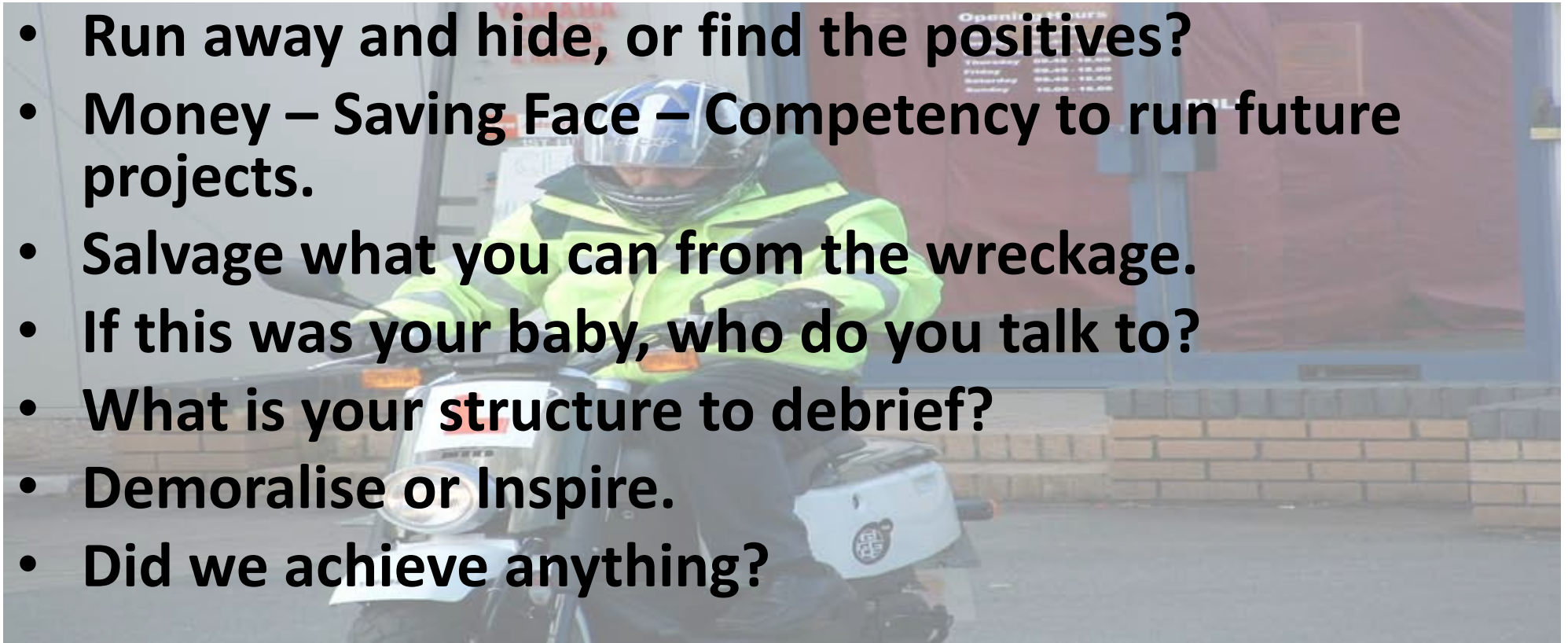
Look-But-Fail-To-See Errors

- Common, especially for experienced drivers

- Rely on schemas when searching for approaching traffic

- Schemas could inform eye scan pattern

Stimuli from Crundall, Humphrey and Clarke (2008)

Cognitive Conspicuity?

- Dual drivers make fewer LBFTS errors

- Can we put drivers "in mind" of motorcycles

- Increase cognitive conspicuity of motorcycles
  - Reduction in LBFTS errors for motorcycles?

Training

Results

- Replicated Crundall et al.'s findings

- **No effect of training**

- Using training to raise the cognitive conspicuity of motorcycles is not effective from a single delivery

- Visual – rather than cognitive – effect
  - motorcycles harder to see because they are smaller than cars

Lessons Learned

- Not all training works – useful pilot

- What we knew beforehand Vs what we know now
  - Seems the same, but…

- Back on message: Focus on increasing motorcyclist visibility

- Methodological: definition of "experienced" driver

Paul Copeland- Piloting rural 40mph zones

Road Safety **GB**

We liked it so much

We did...

local transport projects
traffic engineering and transport planning

East Riding of Yorkshire Council

Pilot Rural 40mph Speed Limit Zones –
A Review of their Effectiveness

August 2016

What did we do?

Four locations – three evaluated

- Alignment
- Width
- Flows
- Speeds
- Traffic Mix
- Injury Collisions

So how effective was it?

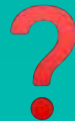|	Long Lane	Meaux Road	Ling Lane	Elloughton Dale
Injuries	🤔	👎	👍	👍
Speed	🤔	👌	👍	👍
Flows	🤔	⬆️	🔁	🔁
Effectiveness	❓	❓	👍	👍

Dr Shaun Helman – When findings are not what we hoped for…
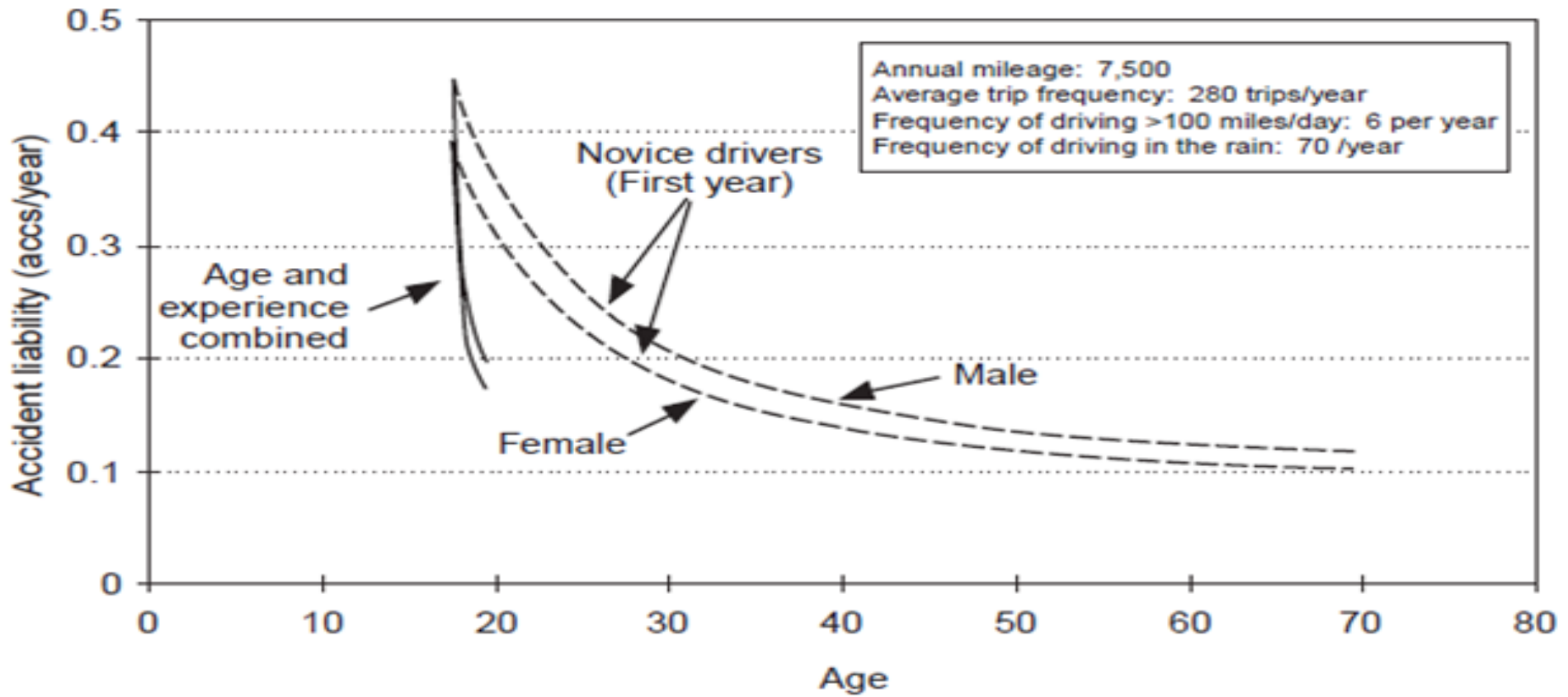
Some philosophy…

"The…scientist who mutters sadly, 'The experiment is a failure; we have failed to achieve what we had hoped for' is suffering mainly from a bad script writer. An experiment is never a failure solely because it fails to achieve predicted results. An experiment is a failure only when it also fails adequately to test the hypothesis in question, when the data it produces don't prove anything one way or another."

Pirsig, R. M. (1999). *Zen and the art of motorcycle maintenance: An inquiry into values*. Random House.

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Forsyth et al.(1995)

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New syllabus study (2011-2012)

Time 1 (just after commencing learning)

Time 2 (just after practical test)

Treatment group

Data

New syllabus and process

Data

Control group

Data

Existing approach

Data

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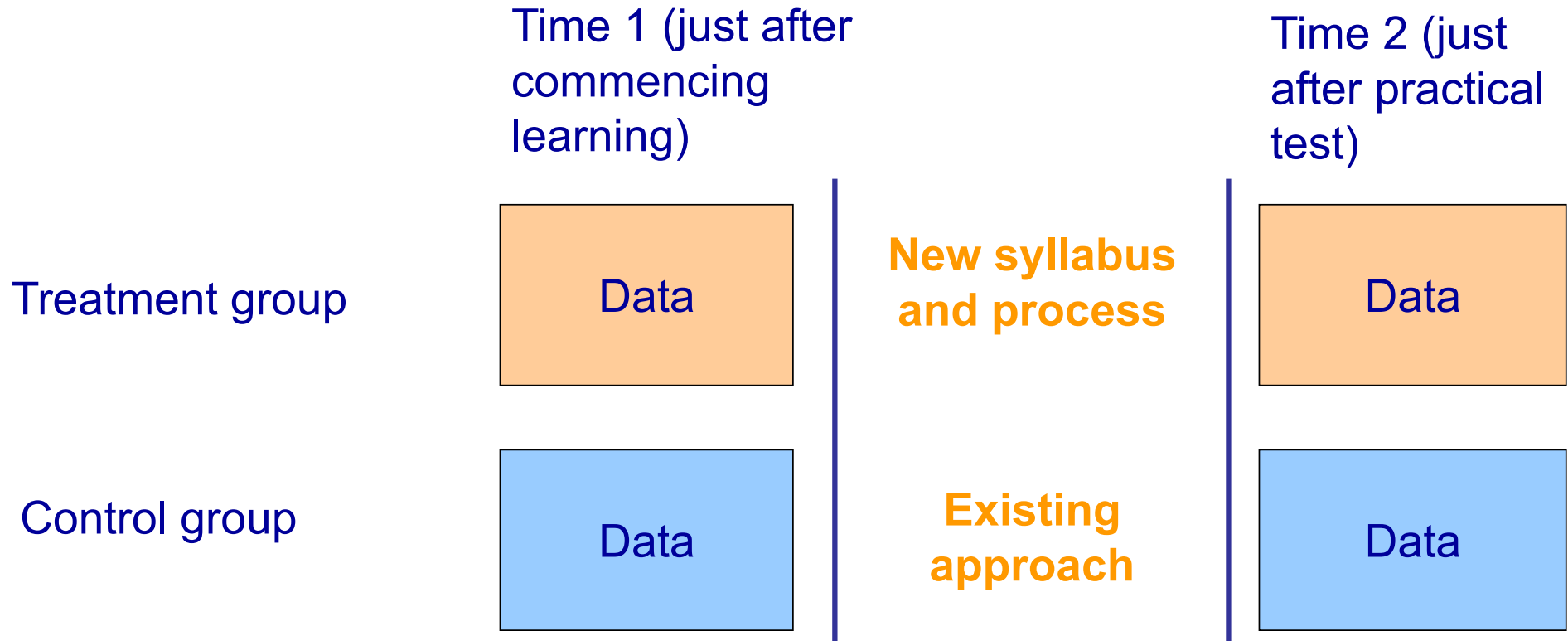
Quantitative measures

- Age and gender

- Number of hours of driving lessons with driving instructor

- Number of hours of driving practice with friends and family

- Sensation seeking scale – (Arnett, 1994)

- Attitudes towards risk scale – (Franken, Gibson, & Rowland, 1992)

- Item on self-rated likelihood of being involved in accident compared with average driver (Horswill, Waylen & Tofield, 2004)

- Item on self-rated driving skill compared with average driver (Horswill, Waylen & Tofield, 2004)

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- Driver Attitudes Questionnaire (DAQ) – (Parker, Stradling & Manstead, 1996)

- Driver Behaviour Questionnaire (DBQ) violation items – (Reason, Manstead, Stradling, Baxter & Campbell, 1990)

- DAQ-style Items on seat-belt wearing and mobile phone use

- Thrill seeking items from the Driver Stress Inventory (DSI) – (Matthews, Desmond, Joyner, Carcary, & Gilliland, 1997)

- 'Worry about accidents' items

- HP scores and MC scores from the theory test

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…continued

- Picture speed test – a set of four pictures measuring self-reported speed in certain traffic situations (Horswill & Coster, 2002)

- Photo-animation measures of gap acceptance, close following, and overtaking (Horswill & Coster, 2001; 2002)

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Speed ratings

Photo-animation risk measures – close following

Below is a series of pictures. Each picture depicts you getting closer to the car in front.

Q16   Imagine that you have passed your driving test, and that you are following the car depicted below. Please tick the picture that indicates the distance from the car in front that you feel you would choose to drive at. Assume that you are blocked from overtaking, and that the vehicle in front is travelling at 60mph.

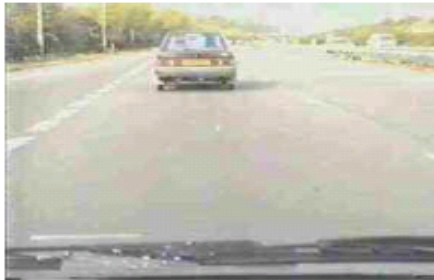# Photo-animation risk measures – close following

Photo-animation risk measures – overtaking

Below is a series of pictures. Each picture depicts an oncoming vehicle getting closer to you.

Q36   Imagine that you have passed your driving test, and you have been behind the car depicted below for 15 minutes, driving at 20mph, and want to overtake. The oncoming vehicle speed is 35mph. Please tick the picture that indicates the MOST RISKY overtaking situation you think you would tolerate.
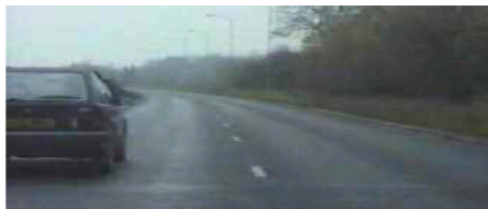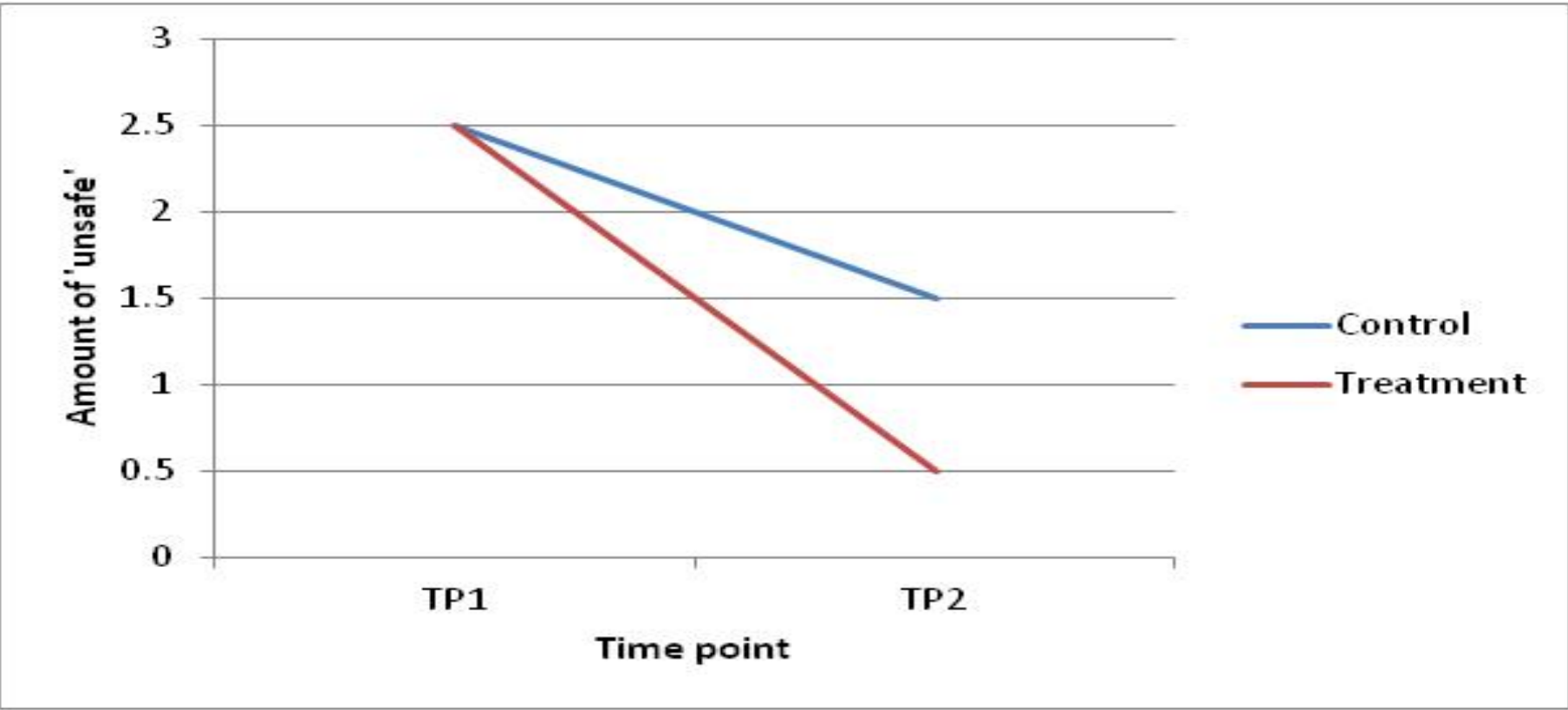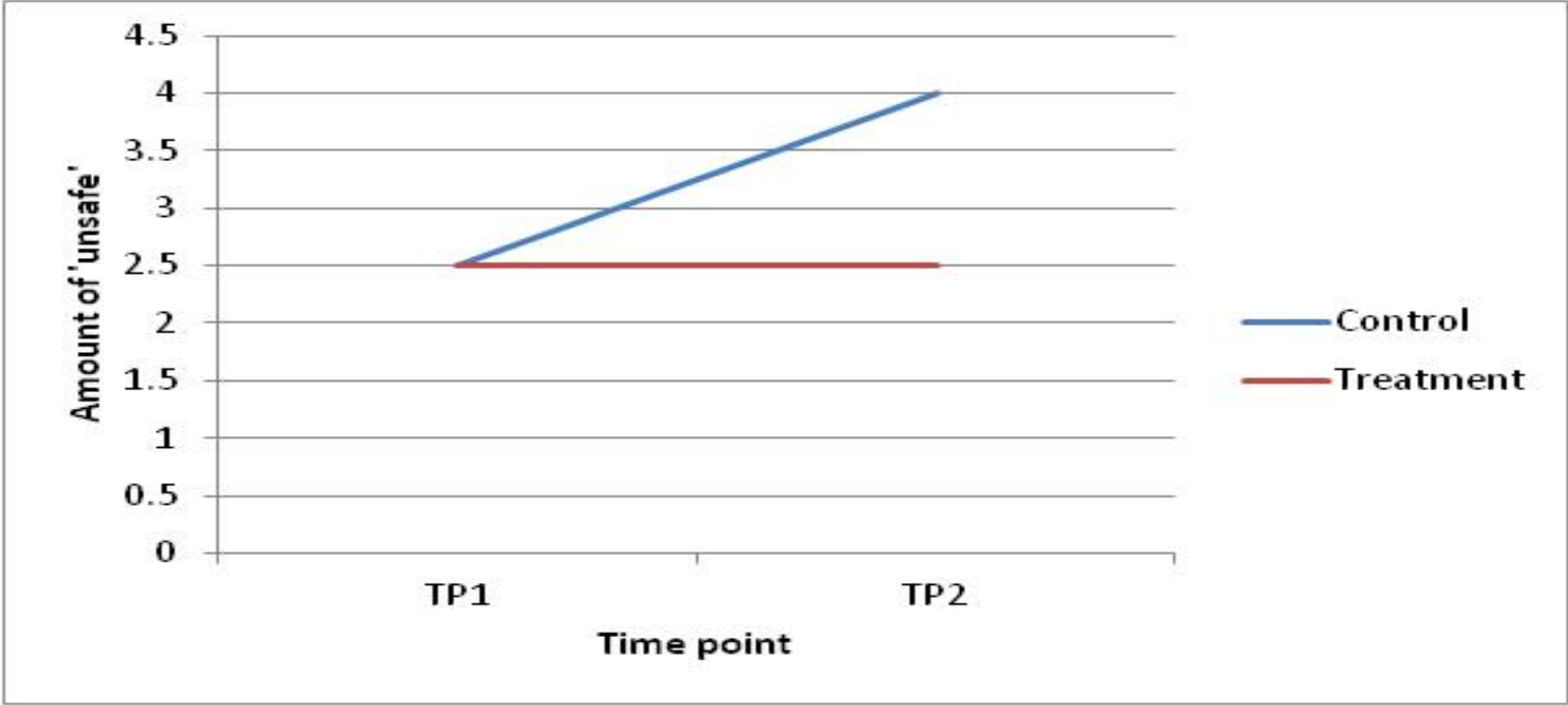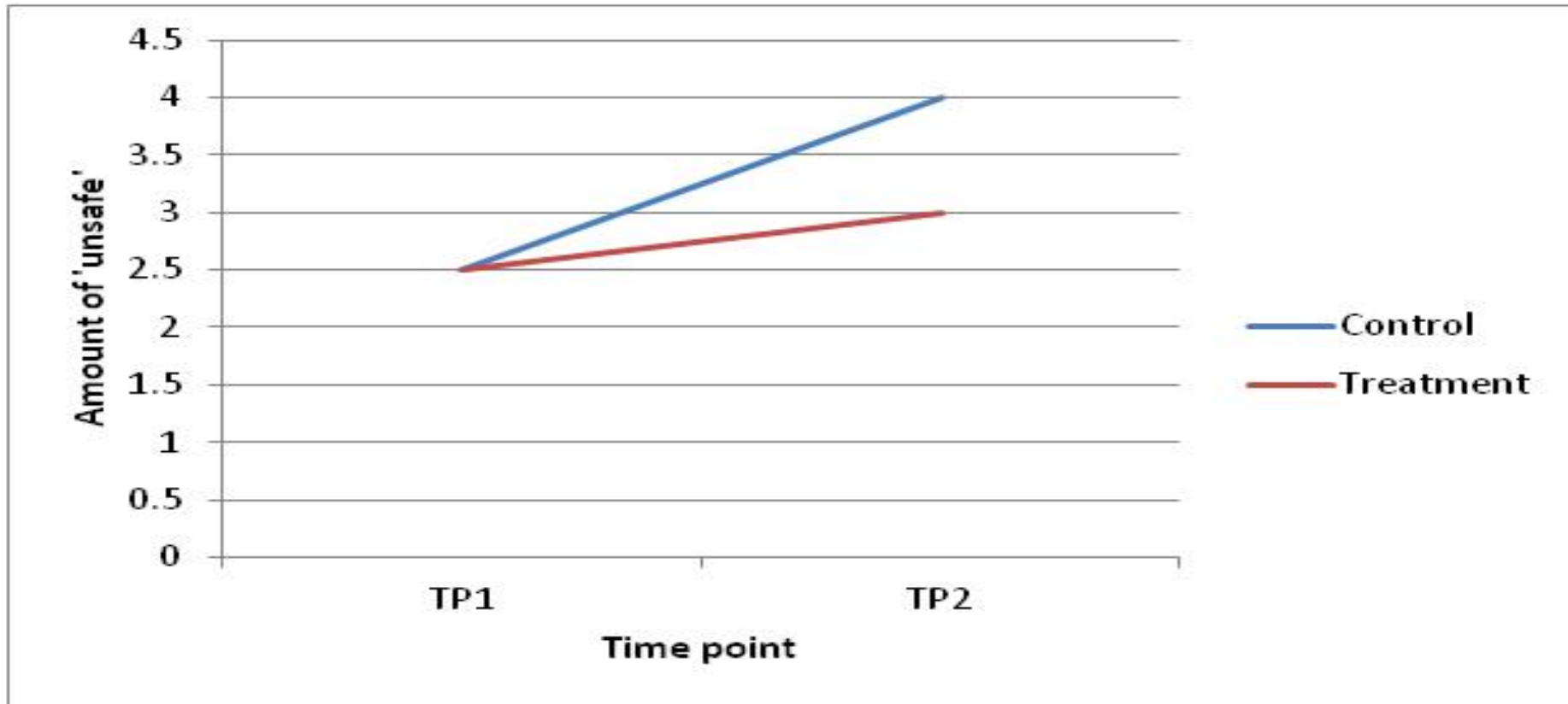
Photo-animation risk measures – overtaking

What would we LIKE to see?
Measures where high score = unsafe

What would we LIKE to see?
Measures where high score = unsafe

What would we LIKE to see?
Measures where high score = unsafe

What we actually found

Measure	Change in treatment group relative to control group over learning period	Safety effect
DAQ (drink driving)	Slight decrease compared with no change	Favourable
Worry about accidents	No change compared with slight decrease	Favourable
Self-rated skill	Larger increase	Unfavourable
Self-rated likelihood of accident	Slight decrease compared with slight increase	Unfavourable
Thrill-seeking (DSI)	Larger increase	Unfavourable
Attitudes to risk (disapproval)	Slight decrease compared with slight increase	Favourable
Overtaking photo animation	Larger decrease	Favourable
Close following photo animation	Smaller decrease	Unfavourable
Gap acceptance photo animation	Small increase compared with larger decrease	Unfavourable

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Importantly…

- DVSA were able to rethink the roll-out of the new syllabus, and ultimately abandon it

- Also, when combined into one dataset, we did find something interesting regarding the risk-taking measures
  - The change observed in risk-taking from the beginning of learning and test pass depends on the measure

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Measure	Time point	
	TP1	TP2
Speed	43.65	45.30[**]
	(5.41)	(4.70)
Close following	7.3	6.57[**]
	(3.06)	(2.96)
Overtaking	7.69	6.20[**]
	(3.86)	(3.78)
Gap acceptance	8.32	8.23
	(2.50)	(2.32)
Accident Likelihood	4.91	4.75
	(2.02)	(1.91)
Skill[a]	5.01	5.80[**]
	(2.12)	(1.72)
DBQ violations[b]	1.40	1.37
	(.51)	(.46)
Thrill-seeking[c]	2.71	3.05[*]
	(2.22)	(2.44)

Helman S., Kinnear N. A. D., McKenna F. P., Allsop R. E., and Horswill M. S. (2013). Changes in self-reported driving intentions and attitudes while learning to drive in Great Britain. *Accident Analysis and Prevention*, 59, 425–431.

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Questions?

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Over to you... Questions for presenters

Think more about the process of learning from what didn't work than the intervention itself.

Your projects and evaluations

Road Safety GB

#NRSC2018

Which of the following programmes were effective? – Frank McKenna

- Bicycle training to reduce injury

- High school driver training to reduce crashes

- Deter juvenile delinquents by taking them to prisons

- Toughened pint glass to reduce injuries in bars

- Infant simulator to prevent teenage pregnancy

Other examples

- Graham Compton – Fatal4 enforcement clinics
- Ruth Gore – the use of virtual reality

Questions for you....

- What are the barriers to sharing unexpected results?

- How can we overcome these barriers?

- What are the barriers to evaluating?

- Where do you currently share results and how can we share amongst larger audiences?