NHTSA
NATIONAL HIGHWAY TRAFFIC
SAFETY ADMINISTRATION

TSI
Transportation Safety Institute

Aging Road User

PROGRAM
MANAGEMENT

*Virtual Live
Training*

Virtual Live
Training

Aging
Road User

PROGRAM MANAGEMENT

Presenters: Pam Mccaskill, Taylor Bee, Alison West (tech support), Amy Ziegler (tech support)

Module 1: Introduction

Objectives

- List the Aging Road User course goal and objectives
- Identify the elements of the Highway Safety Program Guideline No. 13
- Explain the crash data and the need for an Aging Road User program
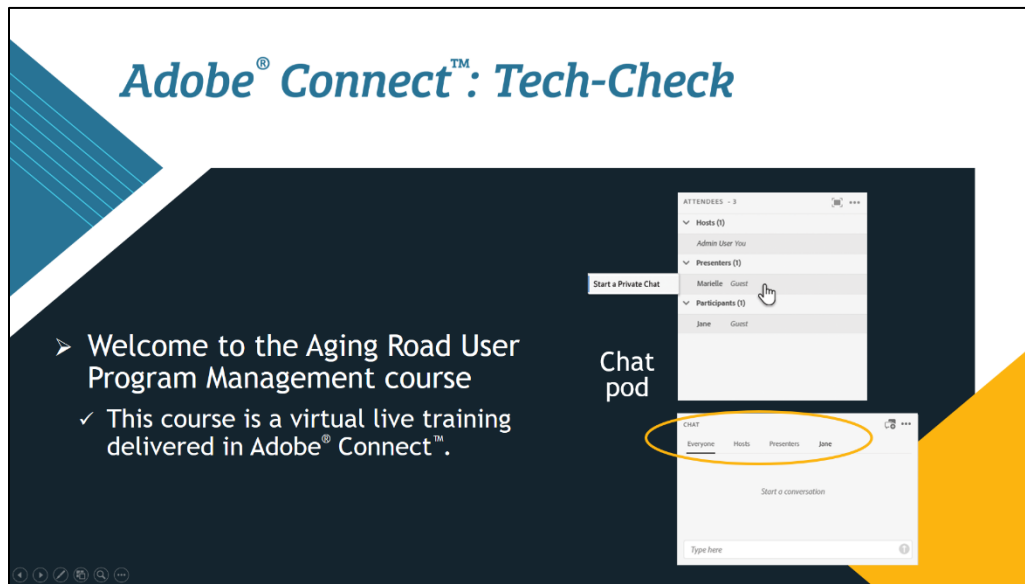- List the Aging Processes

Table of Contents

Welcome

Slide 1.

Virtual Live Training Overview

Slide 2.

Introductions and Expectations

Slide 3.

Slide 4.

Course Administration
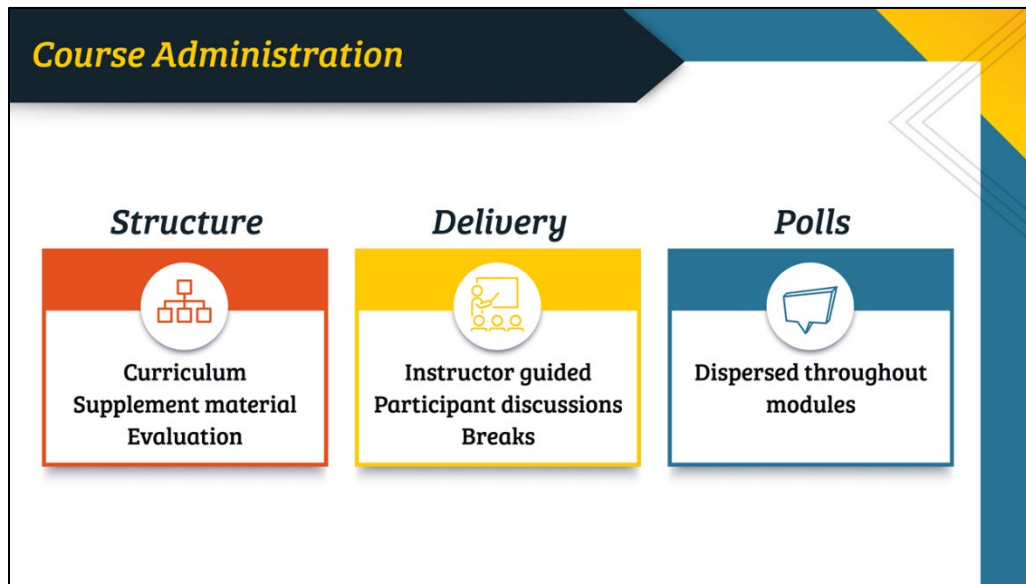
Slide 5.

Have you ever taken a virtual live course from the Transportation Safety Institute before?

Poll

A. Yes
B. No

Slide 6.

Course Agenda and Description

---------------- Slide 7. ----------------

Module 1: Introduction

Module 2: Program Management, Evaluation, and Data

Module 3: Engineering and Enforcement

Module 4: Service Providers

Module 5: Communication Program

Module 6: Building an Effective Coalition

Module 7: Conclusion

Course Description

This course is designed so that those involved in aging road user safety can gain the skills and knowledge to manage a successful and sustainable aging road user safety program.

The course acknowledges that those involved with aging road user safety have specific needs that are often not met in other courses.

This is NOT a course in data analysis or developing an Aging Road User Safety Action Plan.

Slide 8.

Course Benefits

Slide 9.

The Aging Road User Program Management course will teach individuals tasked with coordinating an aging road user program how to develop and manage a comprehensive program to reduce aging road user crashes, injuries, and fatalities.

**This course is most beneficial for participants who are:**
- State and community coordinators of aging road user safety
- State Highway Safety Office Managers
- Law Enforcement Liaisons
- Aging Road User coordinators within State DOT
- Program managers at State DOT
- Program managers at nonprofits with programs for older adults

At the State-level, there are agencies that are responsible for coordinating aging services. These agencies should be collaborating with the State DOT-Transit offices in the planning for and provision of transportation services for older adults.

State Highway Safety Offices should:
- Collaborate with State Units on Aging and other social services providers on providing support related to aging road users who are transitioning from driving
- Collaborate with State DOT-Transit offices to provide information at the local level on how individuals can access transportation services for older adults
- Develop joint communications strategies and messages related to driver transitioning

The Aging Road User Program Manager
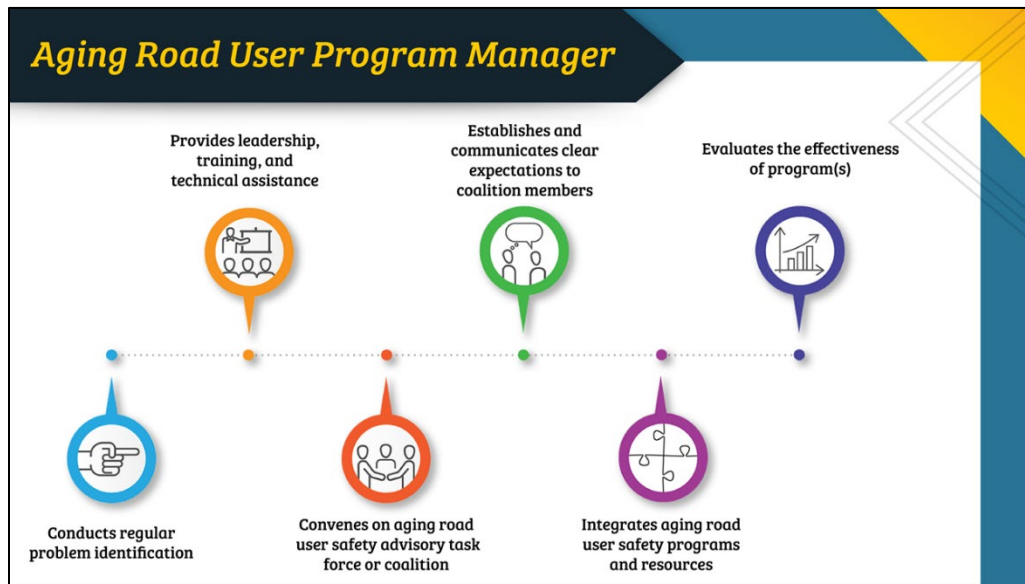
Slide 10.

Challenges of building the program include.

Course Goals and Objectives

Slide 11.

Course Objectives

By the end of this course, you should be able to:

- Explain why aging road user safety is important
- Explain the crash data and the need for an Aging Road User program
- List the Aging Processes
- Define the role of the aging road user program manager
- Identify the elements of the Highway Safety Program Guideline No. 13

———— Slide 12. ————

Course Objectives

By the end of this course, you should be able to:

- Explain why aging road user safety is important
- Explain the crash data and the need for an Aging Road User program
- List the Aging Processes
- Define the role of the aging road user program manager
- Identify the elements of the Highway Safety Program Guideline

Overview of the Highway Safety Program Guideline No. 13

How to Save Lives:
Brief Overview of HSPG No. 13

Older Driver Safety

➢ Program Management
➢ Roadway Design for Older Driver Safety
➢ Driver Licensing
➢ Medical Providers
➢ Law Enforcement
➢ Social and Aging Services Providers
➢ Communication Program
➢ Program Evaluation and Data

Slide 13.

There are 21 highway safety guidelines. The guidelines establish how to determine is effective. Number 13 is Older Driver Safety.
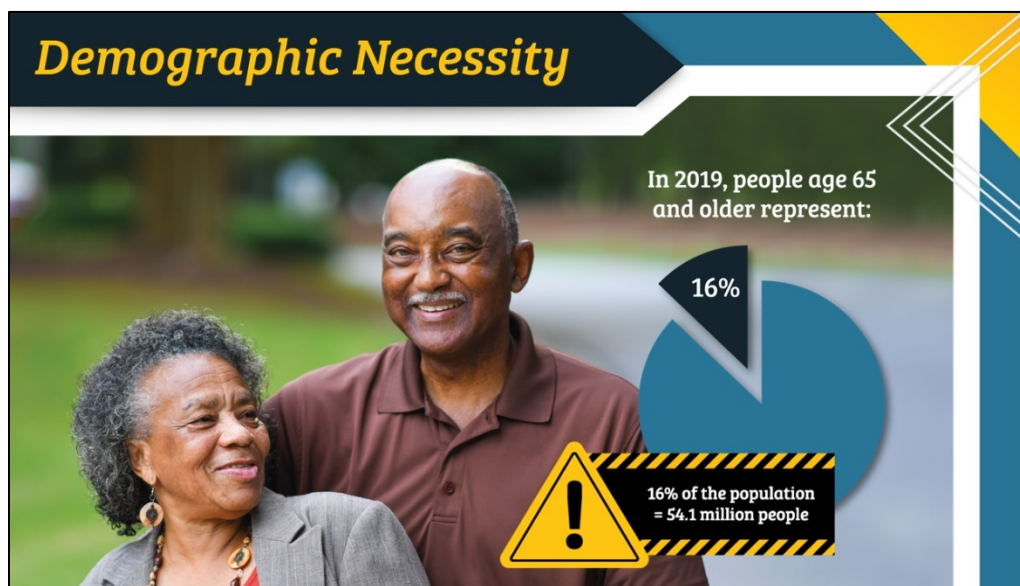
Slide 14.

What Does It Mean?

➢ Older Driver = Aging Road User
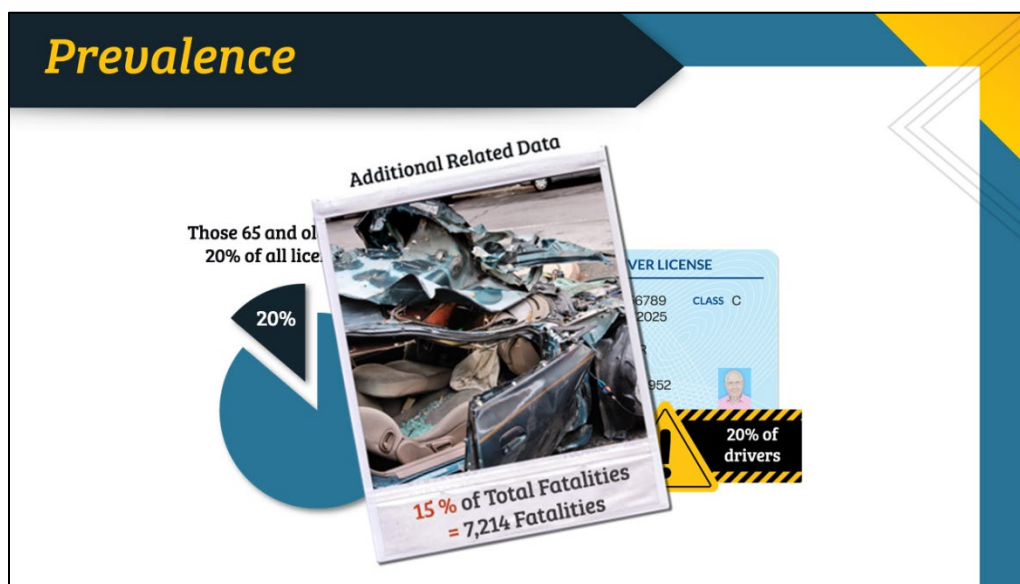➢ According to NHTSA, an Older Driver is anyone over the age of 65

Slide 15.

According to NHTSA, an Older Driver is anyone over the age of 65. Older Driver and Aging Road User are terms that are interchangeable.

Older driver was changed to Aging Road User, according to NHTSA.

Aging Road User Facts and Crash Data

Slide 16.

Slide 17.

Crash Data

Fatalities in Crashes Involving Older Drivers, by Person Type, 2010–2019

| Year | Older Drivers | Passengers of Older Drive by Age | | Occupants of Other Vehicles | Nonoccupants | Total* |
		<65	65+			
2010	3,423	31	855	986	487	5,782
2011	3,409	12	723	984	508	5,636
2012	3,471	18	793	1,044	612	5,940
2013	3,601	18	748	1,107	583	6,057
2014	3,564	9	740	1,128	610	6,052
2015	3,891	29	803	1,259	686	6,668
2016	4,242	13	931	1,418	738	7,342
2017	4,272	15	895	1,480	769	7,431
2018	4,316	18	876	1,487	802	7,488
2019	4,458	29	934	1,449	863	7,733

Source: Fars 2010–2018 Final File, 2019 ARF
*Includes passenger fatalities of unknown age.

Slide 18.

26% more people were killed in crashes involving older road users. Most fatal crashes involving older road users occur during the daytime, weekdays, and involving another vehicle.

Baby Boomers in U.S. Population
(Squaring the U.S. Population Pyramid 1950-2030)
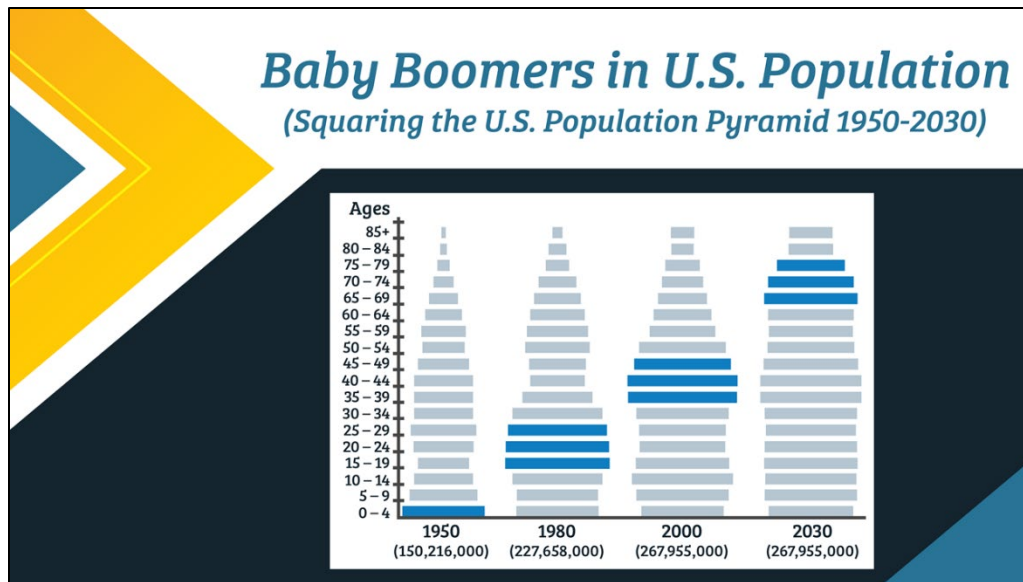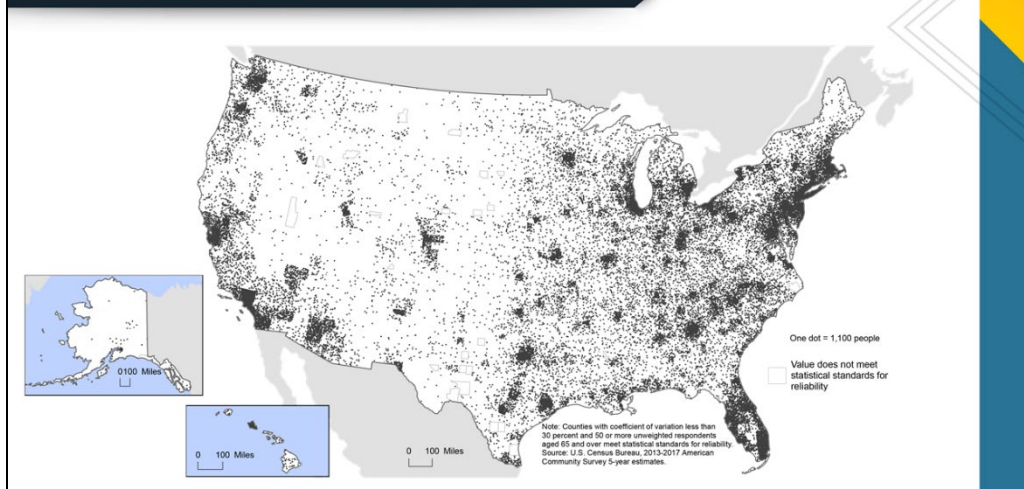
———— Slide 19. ————

In 2030, the older population is projected to be twice as large as it was in the year 2000 – growing from 35 million to 71.5 million. Although not all geographic regions are experiencing a significant rise in the numbers of aging road users, law enforcement interactions with older people are increasing.
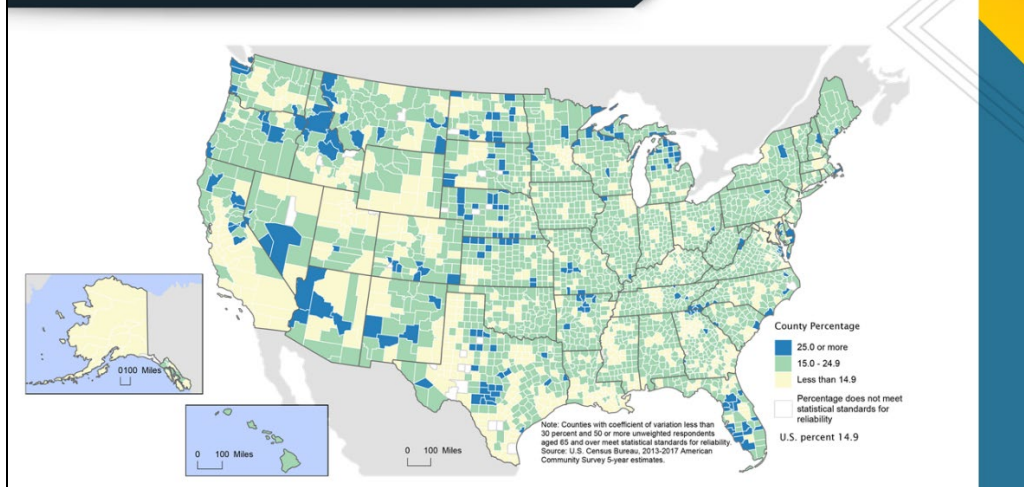
Slide 20.

Slide 21.

Slide 22.

NHTSA>Road Safety>Older Drivers> State information/Medical Information

Fewer Crashes - More Injuries

Fewer crashes because they drive fewer miles

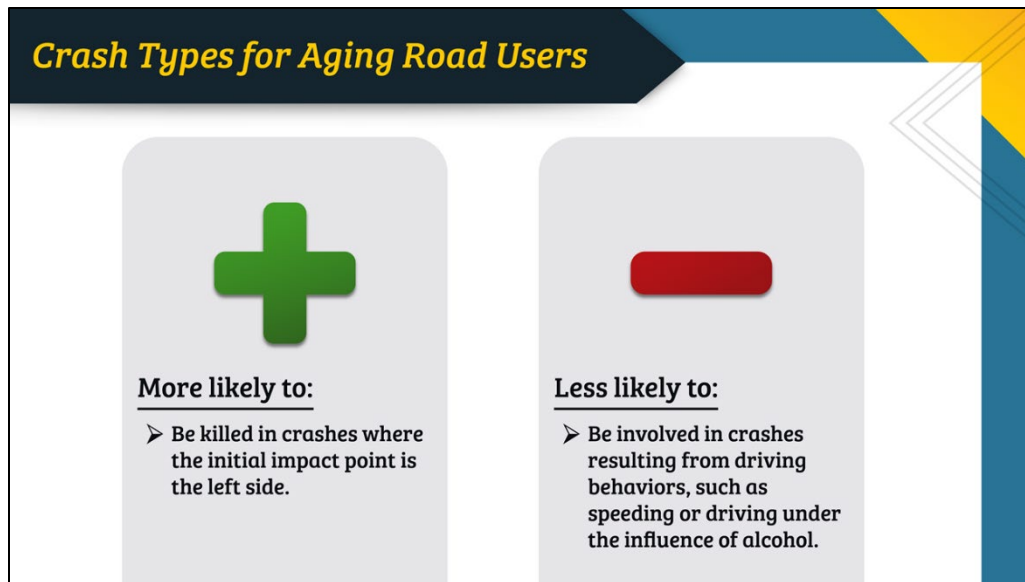Fatal crashes per-mile-driven are highest
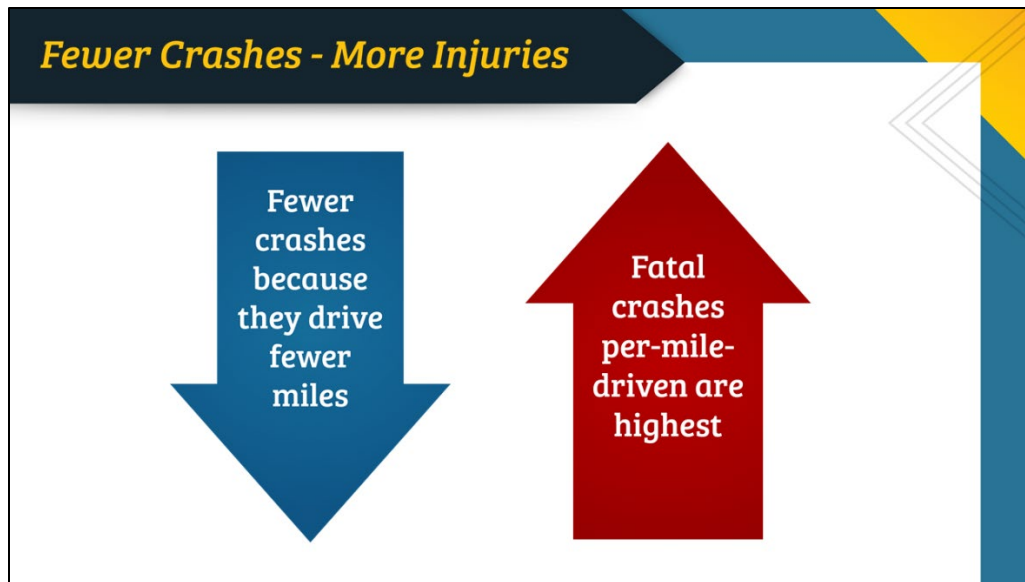
Slide 23.

The older road users are, the fewer crashes they tend to have because they drive fewer miles.

Compared with younger drivers, aging road users are less likely to be involved in a crash. However, older people drive fewer miles than young and middle-aged drivers and they tend to limit their driving to local roads rather than highways and other high-speed roads. In this way, they limit their exposure to crashes.

Despite their limited exposure to crashes, the number of fatalities among aging road users involved in crashes remains relatively high.

One reason for this is that, in general, aging road users are more fragile than other drivers so there is a much higher risk they will be seriously injured or killed in a crash.

Crash Types for Aging Road Users

More likely to:
- Be killed in crashes where the initial impact point is the left side.

Less likely to:
- Be involved in crashes resulting from driving behaviors, such as speeding or driving under the influence of alcohol.
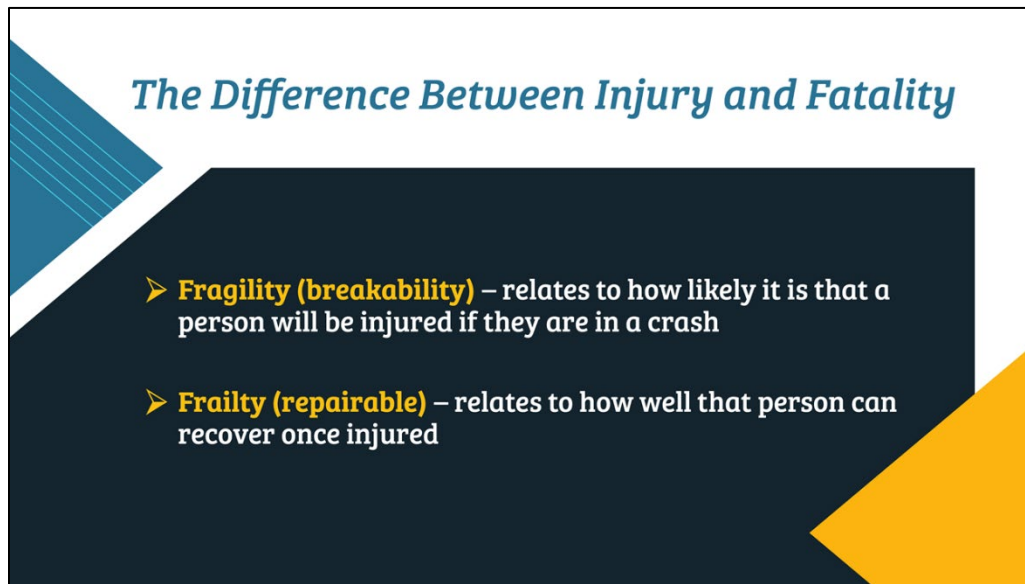
Slide 24.

When compared to younger drivers, aging road users are more frequently killed in crashes where the initial impact point is the left side (16% vs 10%).

When compared to younger drivers, aging road users are less likely to be involved in crashes resulting from driving behaviors, such as speeding or driving under the influence of alcohol.

The Aging Process

The Difference Between Injury and Fatality

➤ **Fragility (breakability)** – relates to how likely it is that a person will be injured if they are in a crash

➤ **Frailty (repairable)** – relates to how well that person can recover once injured
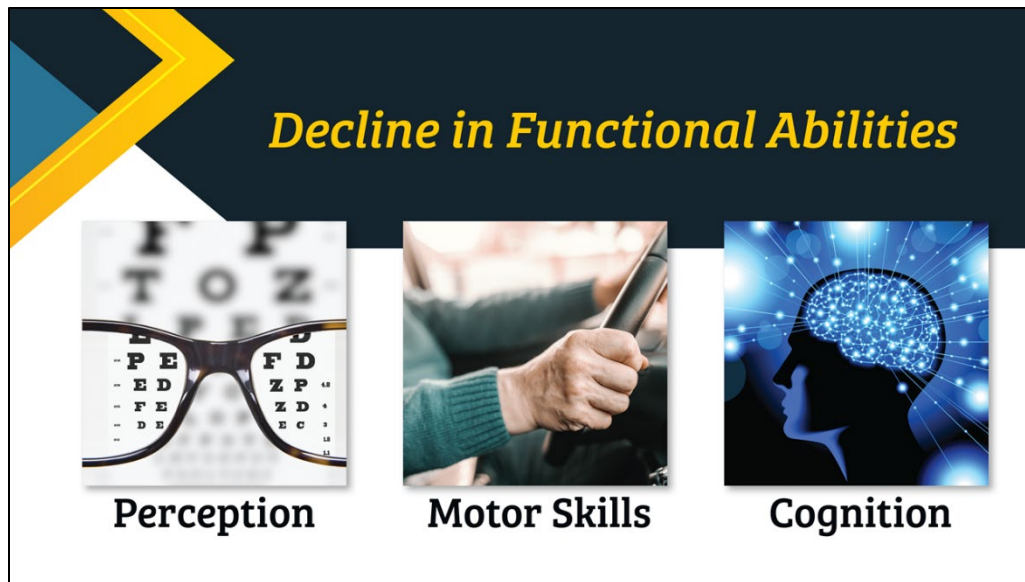
Slide 25.

Fatal crashes per-mile-driven are highest for aging road users, who are more likely to sustain an injury, than other drivers involved in the same crashes. This is because of two related issues in older people—fragility and frailty.

- Fragility relates to how likely it is that a person will be injured if they are in a crash
- Frailty relates to how well that person can recover once injured.

These two important factors mean the difference between an injury and a fatality.

Slide 26.

Now that we've looked at some numbers, let's look at what may be the difference in drivers over the age of 65 versus those under the age of 65.

Normal aging and age-related medical conditions and prescription over-the-counter medications can cause declines in aging road users' functional abilities, including their:

- Perception (eyesight and hearing)
- Motor skills
- Cognition

These declines, in turn, can negatively impact the skills needed for safe driving.

Slide 27.

There is a strong link between changes in vision and crash risk. Most States recognize vision requirements for all drivers.

Changes in vision are a natural part of the aging process.

Vision tends to decline in age and can be more severe as a result of physiologic changes and an increase in diseases such as cataracts, glaucoma, macular degeneration, and stroke.

Some problems common with the aging road user are:

- Difficulty reading road signs
- Seeing lane lines, curbs, medians, other vehicles, and pedestrians, especially inclement weather and at night
- Glare
- Impaired contrast sensitivity
- Increase in time to adjust to changes in lightness and darkness

Adequate visual acuity and field of vision are important for safe driving.

Slide 28.

The majority of people with hearing loss don't consider themselves hard of hearing. They may have a difficult time admitting that they have hearing loss and may try to hide it. The most important direct effect of hearing loss is increased difficulty with oral communication.

Signs and symptoms of hearing loss may include:

- Muffled quality of speech and other sounds
- Difficulty understanding words, especially against background noise or in a crowd of people
- Asking others to speak more slowly, clearly, and loudly
- Inappropriate responses to direct questions
- Withdrawal from conversations – appearing inattentive

Hearing loss is not considered to decrease driving safety or increase the risk of a crash. The ability to hear well is generally of lesser importance for safe driving than for other functional abilities. Problems can arise, however, if a person cannot hear the siren of an approaching emergency vehicle.

Drivers with hearing impairment are likely to have difficulty understanding your words – especially when you are in an environment with a lot of background noise. They may turn their "good ear" to you ask you speak up or look directly at you.

Tips you can use when talking with someone who has a hearing problem are:

- Face the person
- Speak clearly and at a reasonable speed
- Stand in good lighting
- Reduce background noises
- Repeat yourself if needed
- Remain patient, positive, and relaxed
- Ask how you can help

Slide 29.

Declines in motor skills, such as strength, flexibility, coordination, and general mobility have been associated with an increase in crash risk. To drive safely, people must be able to:

- Properly use the brake and gas pedals
- Turn the steering wheel
- Turn their head to use the mirrors
- See what is behind the vehicle

Loss of motor skills can make it difficult for drivers to:

- React quickly to changing traffic conditions
- Keep the vehicle centered in the lane
- Change lanes safely
- Back up without hitting objects

Even prior to driving, physical abilities are needed to enter the car safely and fasten the seatbelt. Changes related to age and musculoskeletal diseases (such as arthritis) can decrease an individual's ability to drive safely.

Slide 30.

Cognitive abilities are needed to:

- Plan when and where to drive
- Remember and follow the rules of the road
- Travel routes and find destinations
- Recognize and respond appropriately to potential traffic hazards

Dementia is a medical condition that can lead to various cognitive impairments such as problems with memory, executive function, etc. Dementia is a progressive disease, and most people in the early stages of the disease can drive safely. However, as the dementia progresses, most individuals will eventually be unable to drive safely.

Slide 31.

A driver taking any medication has the potential to become an at-risk driver. Even taken properly, medication can cause declines in driving abilities and many medications warn not to operate machinery or drive.

Approximately 84 percent (83.6) of older adults take at least one prescription medication and approximately 35 percent (34.5) take five or more. Many older adults also take over-the-counter medications and herbal supplements that can interact badly with prescription medications.

DREs can help – If you encounter someone who appears impaired, solicit assistance from a Drug Recognition Expert. The DRE is trained to conduct standardized systematic evaluations to determine if alcohol, drugs, or medical conditions impair the driver.

Driving is a complex activity that requires a variety of high-level cognitive skills, including memory, visual processing, attention, and executive skills. Certain medications that are common in the older population can have a large impact on cognition.

Summary

Slide 32.

Aging Road User

PROGRAM MANAGEMENT

Module 2: Program Management, Evaluation, and Data

Objectives

- Define problem identification
- List the purposes of problem identification
- Identify the qualities of good data
- Define different types of data
- Indicate the components of the data evaluation baseline
- Explain the purpose of the Problem Statement
- Develop S.M.A.R.T. goals

Table of Contents

Module Introduction

Module 2: Program Management, Evaluation, and Data

At the end of this module, you should be able to:

- Define problem identification
- List the purposes of problem identification
- Identify the qualities of good data
- Define different types of data
- Indicate the components of the data evaluation baseline
- Explain the purpose of the Problem Statement
- Develop S.M.A.R.T. goals

Problem Identification
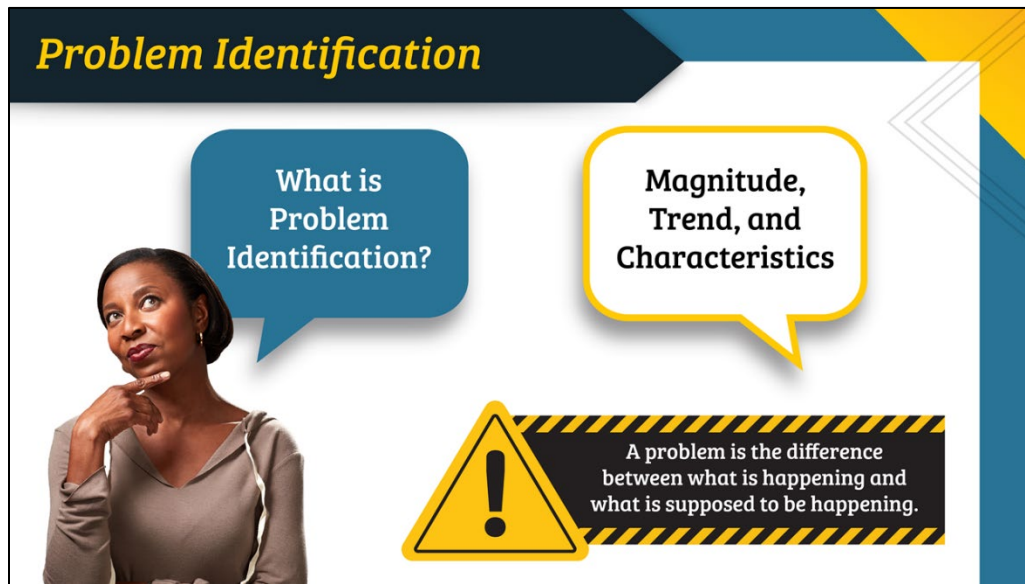
What is Problem Identification?

- Magnitude
    - How big is the problem compared to other traffic safety program areas?

- Trend
    - Is it getting better or worse? (Increasing/decreasing or staying the same)

- Characteristics
    - Who, What, When, Where, How, Why

A problem is what's happen versus what's supposed to be happening.

Problem identification serves two important functions:

1. It provides the information necessary for selecting an appropriate countermeasure and target audience for your program. You will be looking for information on the magnitude of the problem, the underlying causes, and the target groups most affected. This information should enable you to select the most effective countermeasure.

2. It may provide some of the baseline data needed to determine if the program meets its objectives. You may start your problem identification with crash data, but you will also need to collect other types of data in order to understand the problem you have, and to select the most effective strategy for dealing with it.
For example, this might include baseline observations of seat belt use, measures of enforcement levels, public opinion and awareness surveys, or speed counts. At this stage, it is also helpful to gather any trend data that may have been collected over the prior few years so that you will be able to show a trend before and after your program.

Problem identification will help you understand what data you need to collect to evaluate your program.

Before you collect your baseline data, it is critical that you carefully plan and document the procedures you will follow, so that data collected later in the project can be compared with your baseline.

In order for the data to be compared, it has to be collected at the same locations and times of day, using the same collection forms, and ideally the same observers.

Failure to follow the same data collection procedures can make it difficult to understand and interpret your results.
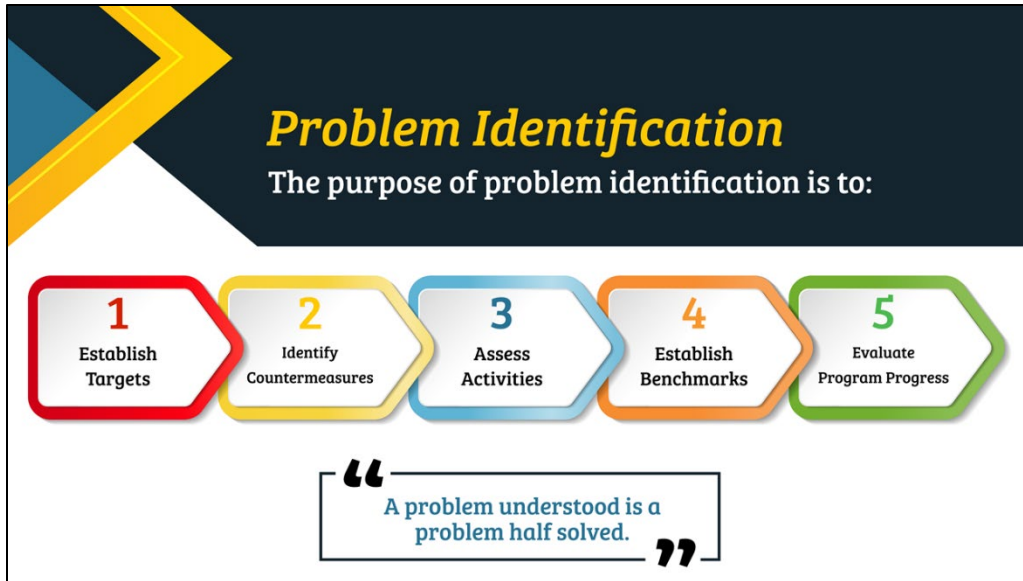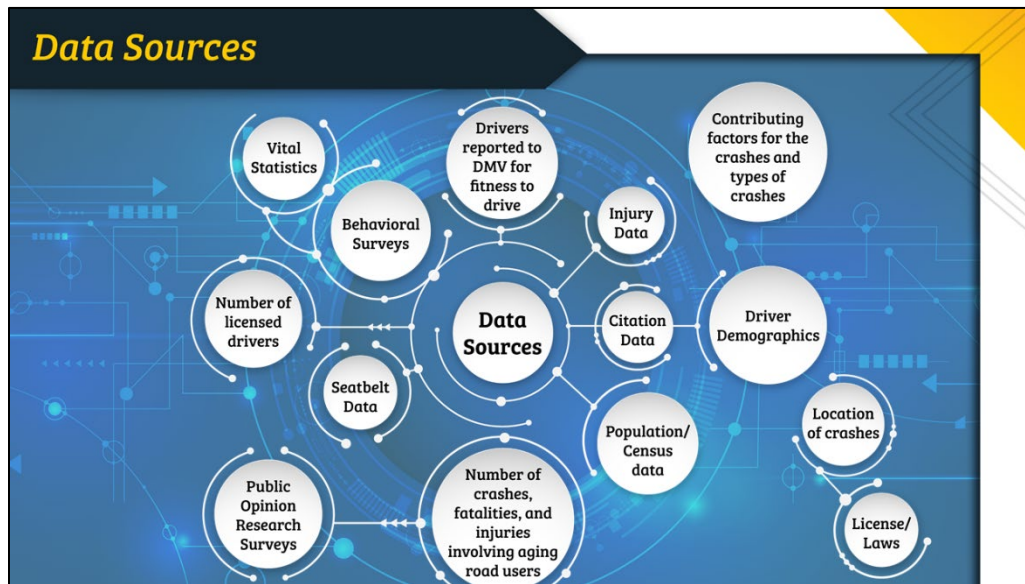
Slide 4.

Qualities of Good Data
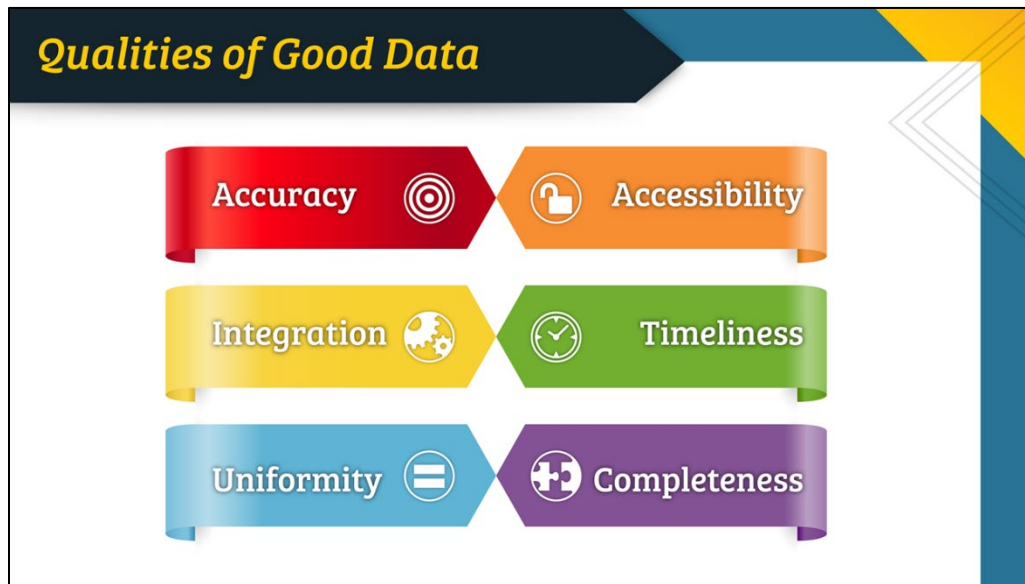
Slide 5.

- Timely – The length of time for processing the information into the database from the date of incident to its validation in the official file.
- Accurate – Throughout the process, quality control procedures are in place to ensure that the data are accurate.
- Complete – Database includes any and all information as required by statute or regulation.
- Uniform – Is the data reflective of National Standards: Model Minimum Uniform Crash Criteria (MMUCC), National EMS Information System (NEMSIS), and The Manual on Classification of Motor Vehicle Traffic Accidents (D16.1)
- Integrate – Data fields are the same in the different traffic records systems to allow for linkages.
- Accessible – Principal Users have access to the information.

Taylor Bee calls this the "NHTSA 6-Pack"

Data Sources

Slide 6.

Aging Road User Safety Data Types
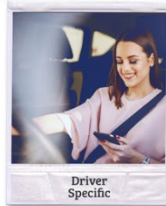
Slide 7.

Slide 8.

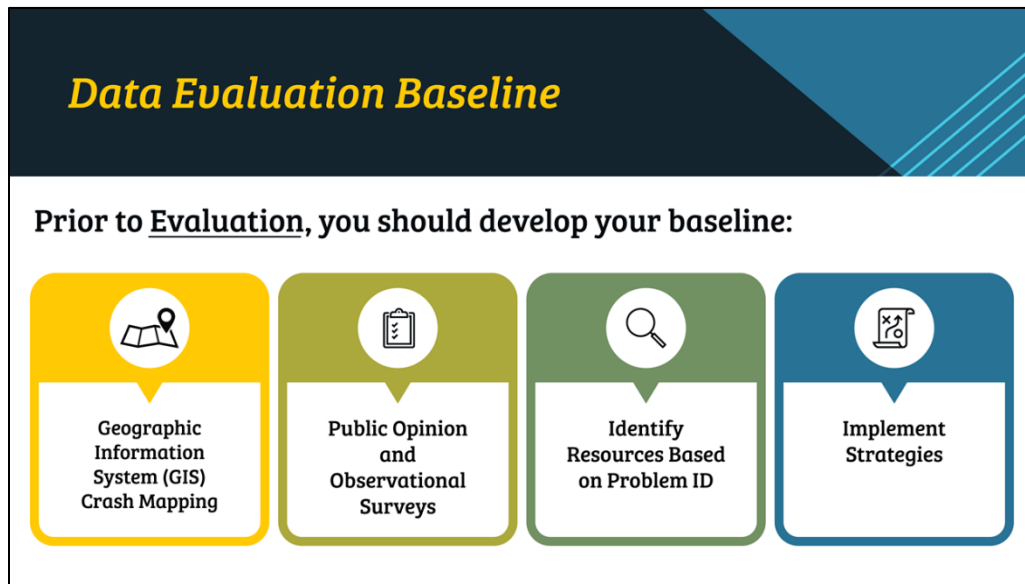Slide 9.

Slide 10.

Slide 11.

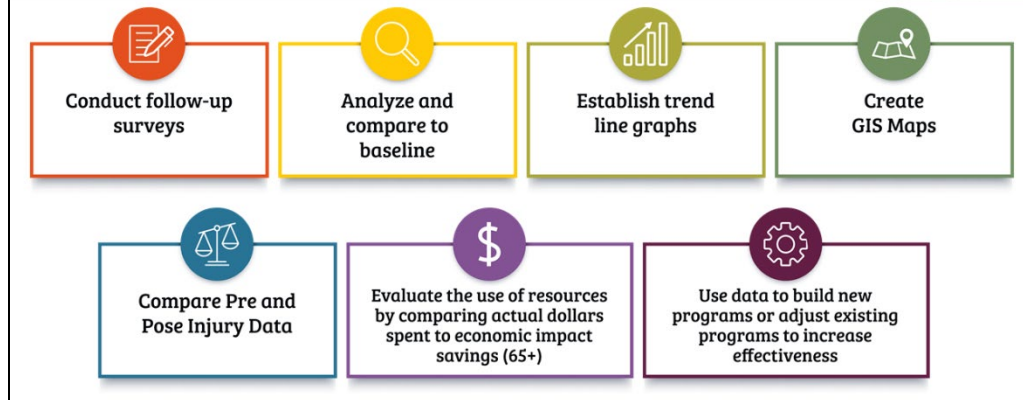

Slide 12.

Slide 13.

Slide 14.

Data Evaluation

Slide 15.

Gather Baseline Data – Now that you have refined your program objectives and developed a plan for measuring results, you should collect baseline data before you implement your program.
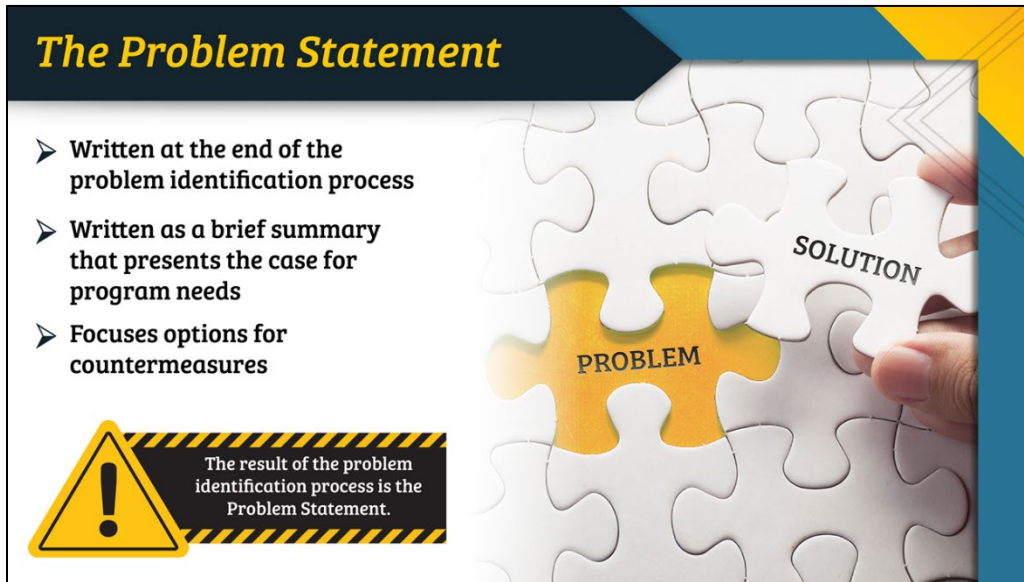
Slide 16.

- **Conduct follow-up surveys**
  - Public opinion
  - Behavioral
- **Analyze and compare to baseline**
- **Establish trend line graphs**
  - Behavioral change
  - Crash, injuries, and fatalities (pre and post) 65+
  - Compare before and after population and DL data to see if any changes were experienced that may impact your analysis
- **Create GIS Maps**
  - Crash location/clusters
  - Crash causation
  - Contributing factors
  - Population (65+ involvement)
- **Compare Pre and Post Injury Data**

- **Evaluation the use of resources by comparing actual dollars spent to economic savings (65+)**
  - Trauma Registry
  - EMSTARS/NEMSIS
  - Vital Statistics
  - Average cost per person (fatality and injury) to determine economic impact

- **Use data to build new programs or adjust existing programs to increase effectiveness**

The Problem Statement

Slide 17.

Setting and Prioritizing Goals

Slide 18.

Once you have identified the problem and selected a strategy for addressing it, you need to define what you expect to accomplish. Develop **S.M.A.R.T.** objectives:

Specific – Avoid using generalities like "improving traffic safety" or "increasing awareness." If you identify exactly what you want to happen, then you can document your success. Sometimes you can be specific about the amount of change you anticipate, expressed either in absolute (increase enforcement visibility by 75%) or relative (increase citations by 15% over baseline) terms. At other times, you can simply observe and record the change in behavior.

Measurable – For an objective to be measurable there must be something you can quantify, like increases in law enforcement participation of numbers of tickets issued for seat belt violations.

Action-oriented – Action is good. You can usually see an action and count the number of times it happens. It is much easier to document that impaired driving laws were enforced by counting the number of traffic stops and citations/arrests, than it is to document if public support for OP law enforcement increased. When resources allow for it, it is ideal to measure behavior(s) directly related to your objectives.

Realistic – You must make sure that your overall goal can actually happen as a result of your plan. For example, a public information campaign on the value of traffic safety enforcement cannot be expected to reduce traffic deaths community-wide. It can change knowledge,

attitudes and awareness, but public information and education programs generally have not been shown to change behavior in traffic safety, unless they are linked to something more powerful, such as highly visible enforcement. Take a hard look at the problem you are trying to solve and select a specific countermeasure that will address that problem, and then establish a reasonable target for success.

Time-Specific – Projects don't last forever, and objectives should have deadlines. Deadlines make it clear to everyone when results can be expected. They also keep people focused on what needs to be accomplished by when, so it will be very obvious if you meet them or not. They challenge you to accomplish what you set out to do, and serve as a constant reminder of your criteria for success.

This is all the more reason to be honest and practical when you write them.

Poll

Which of the following statements is a SMART goal?

A. Alter the timing of traffic lights and signals.
B. Reduce fatality crashes in Spring County, Fredonia by 65% and pedestrian injuries of 43% by the year 2020.
C. Raise awareness for aging road user safety.
D. Educate families and caregivers.

Slide 19.

Summary

Slide 20.

Module 3: Engineering and Enforcement

Objectives

- Define the 'Four Es' with an emphasis on Engineering and Enforcement
- Select the appropriate countermeasure to achieve goals
- Summarize how a strategic approach to aging road user safety must include engineering, enforcement, education, and EMS

Table of Contents

Module Introduction

Module 3: Engineering and Enforcement

Slide 2.

At the end of this module, you should be able to:

- Define the 'Four Es' with an emphasis on Engineering and Enforcement
- Select the appropriate countermeasure to achieve goals
- Summarize how a strategic approach to aging road user safety must include engineering, enforcement, education, and EMS

The Four Es

Slide 3.

Slide 4.

Slide 5.

Slide 6.

Slide 7.

Engineering Improvements

Slide 8.

- **Handbook for Designing Roadways for the Aging Population:**
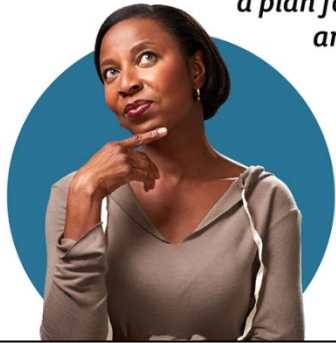 https://safety.fhwa.dot.gov/older_users/handbook/aging_driver_handbook_2014_final%20.pdf

Slide 9.

- **FHWA – Strategic Highway Safety Plan (SHSP):** http://safety.fhwa.dot.gov/hsip/shsp/

Slide 10.

Slide 11.

Law Enforcement and the Aging Road User

Slide 12.

Slide 13.

Law enforcement's role in balancing public safety and quality of life for everyone, including aging road users, is to:

- Protect and serve – reduce traffic personal injuries and fatalities

During a traffic stop, it's the law enforcement officer's responsibility, to assess the driver's ability to safely operate a vehicle. Taking appropriate action protects the driver and other road users.

- Provide helpful information to family members and others caring for at-risk drivers
- Identify at-risk drivers through proper intervention

At the State-level, there are agencies that are responsible for coordinating aging services. These agencies should be collaborating with the State DOT-Transit offices in the planning for and provision of transportation services for older adults.

- Document traffic stops for future tracking
- Refer at-risk drivers to the appropriate agencies

Driver rehabilitation specialists and medical professionals can offer a thorough assessment of a driver to determine their ability to drive. They can also provide treatments and training to improve and extend someone's ability to drive. Law Enforcement officers can help aging road users get the assistance they need by:

- Referring them to the licensing agency for re-examination
- Referring them to an optometrist, ophthalmologist, or general practitioner
- Suggesting they talk about their limitations of their driving with their family

Driving is Important

➢ Been driving for most of their lives

➢ Driving is a key to independence

➢ May lack access to adequate transportation options

➢ Many alternative transportation options cannot be easily used

➢ Reluctant to ask for help

Slide 14.

Driving is important to aging road users.

They have been driving for most of their lives. Losing a license is an undeniable sign that aging road users are reaching the point in life where they may not be able to take care of themselves in the future.

Driving is a key to independence. Most people rely on driving to ensure full independence, and aging road users are no exception. They want to hold onto that independence for as long as possible.

There are several reasons to maximize aging road users' ability to drive as long as possible. Older adults in suburban or rural areas may lack access to adequate transportation options.

Many alternative transportation options cannot be easily used by older adults. For example, some older adults are not physically capable of walking to a bus stop. Alternative transportation systems often require advance reservations, may serve only disabled or low income adults, and may only cover trips for medical appointments.

Family members are often too far away or too busy to help. Older adults may be reluctant to ask for as much help as they need – limiting quality of life.

Documentation

Slide 15.

It is important that law enforcement officers document traffic stops for any impaired driver. Documenting traffic stops:

- Supplies a written history
- Is important to the law enforcement agency, licensing authority, and driver's family/physician
- Provides a tracking history to determine potential unsafe patterns that may be developing

Document the stop in writing. Understand that when a driver is verbally warned, there is no means of tracking driving history and subsequently the law enforcement agency, court, and State department of motor vehicles does not receive a record of the contact. Potentially, a driver could be stopped multiple times for violations by several law enforcement officers and without a written history; the at-risk driver may not be identified. With a written history, a pattern of unsafe driving behavior can be tracked.

Written documentation can include:

- Citations
- Written warnings
- Referrals as needed

Discretion is a critical element of the law enforcement officer's job, but if it is determined that a driver should be re-examined, a documented record depicting dangerous driving can help driver licensing staff better understand law enforcement officer concerns.

Slide 16.

It is not as exciting to stop aging road users as it is to stop an aggressive, speeding, or impaired driver. However, it is equally important and in the best interests of public safety. It's common for law enforcement officers to avoid enforcement action or document stops of aging road users.

This is about improving older drivers driving, to keep them safe as long as possible.
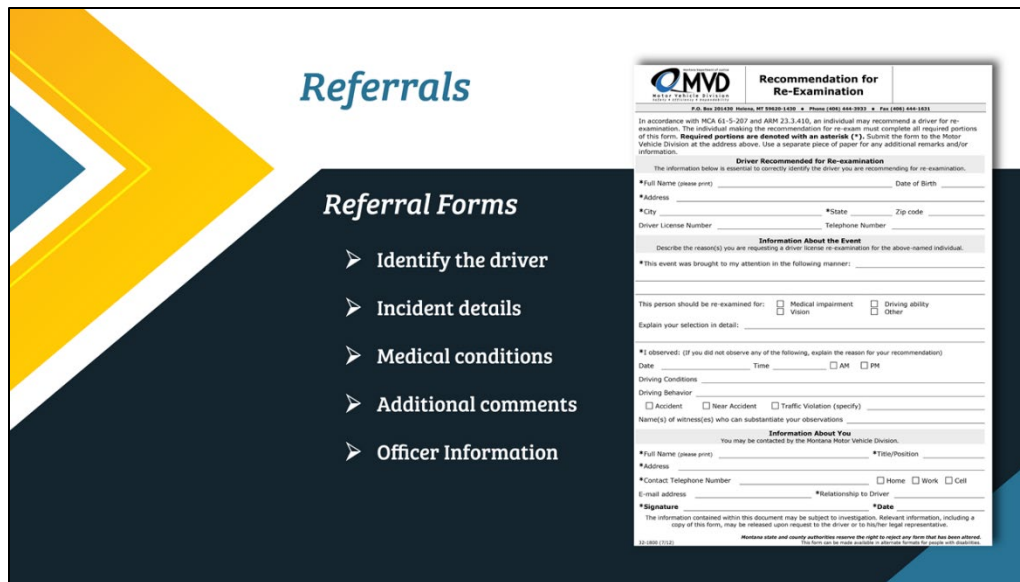
Referrals

Slide 17.

Slide 18.

Law enforcement officers may have concerns about the ability of a driver to safely operate a motor vehicle. Although they vary, each State has a form that a law enforcement officer can complete that will alert the licensing authority the driver is in need of re-examination. No matter what type of referral is made, law enforcement officers must cite the driver or give a written warning. This creates a paper trail of the interaction.

Law enforcement Officers should find out how and where to obtain the proper form in their jurisdiction. It may be available at their office? The motor vehicle office? Their State's web site? Or The offices of the State police or highway patrol?

It is important that law enforcement officers provide thorough, accurate reporting on any form used.

- Identify the driver
- Incident details
- Medical conditions
- Additional comments
- Officer information

<div align="center">Slide 19.</div>

One referral option that may be available to the law enforcement officer is the driver's family.

A phone call to a child, niece or nephew, or other loved one may be all that's necessary to ensure that the driver gets the follow-up care and attention that's called for in some cases. Law enforcement officers should still complete a State referral form in addition to notifying the family.

If the driver is impaired, the law enforcement officer may need to help find the information to locate the family. Law enforcement officers can look for:

- A cell phone
- An ID bracelet
- Documents in the vehicle

Families may ask the law enforcement officer to intervene with their loved ones. Family members are often reluctant to refer their own family members and may defer to police rather than have to confront their loved one about his/her declining ability. In most States, family members or the public can refer drivers for re-examination.

Many States require law enforcement officers to report neglected seniors. A patient suffering from dementia who is found wandering may be the victim of self-neglect or neglect at the hands of a caregiver. Officers should:

- Learn their statutory responsibilities
- Know what resources they can call on

Summary

Slide 20.

Officers need to report neglected seniors.

Module 4: Service Providers

Objectives

Drivers' Licensing

- List practices that should be implemented at DMVs
- Describe the types of data related to medical conditions of drivers for analysis
- Identify and assess renewal procedures for driver licensing policies
- Identify characteristics of a user-friendly DMV website versus a poorly designed DMV website
- Summarize the types of education that should be directed toward law enforcement and health care professionals

Medical Personnel

- Identify the tools and resources for health care professionals to assess and counsel clients on driving safely
- Recognize health care professionals who have direct contact with older adults
- Identify the specialty practice area of driver rehabilitation services for aging road users with and without medical conditions
- Differentiate the range of aging road user services

Social and Aging Services Providers

- Summarize the responsibilities of the State Highway Safety Offices
- List three (3) examples of Alternative Transportation Services providers
- Define State Units of Aging (SUAs) and describe their roles and responsibilities
- Demonstrate the proper use of the Rides in Sight website and give examples of Rides in Sight listed services

Table of Contents

Module Introduction

Slide 1.

Module 4: Service Providers

Drivers' Licensing

Slide 2.

At the end of this module, you should be able to:

- List practices that should be implemented at DMVs
- Describe the types of data related to medical conditions of drivers for analysis
- Identify and assess renewal procedures for driver licensing policies
- Identify characteristics of a user-friendly DMV website versus a poorly designed DMV website
- Summarize the types of education that should be directed toward law enforcement and health care professionals

Slide 3.

Slide 4.

Slide 5.

Slide 6.

Slide 7.

Slide 8.

Slide 9.

Slide 10.

Referrals should be based on function and medical concerns, not on age.

Poll

A. True
B. False

Slide 11.

Medical Personnel

Slide 12.

At the end of this module, you should be able to:

- Identify the tools and resources for health care professionals to assess and counsel clients on driving safely
- Recognize health care professionals who have direct contact with older adults
- Identify the specialty practice area of driver rehabilitation services for aging road users with and without medical conditions
- Differentiate the range of aging road user services

The Trust Factor

As we age, our memory and decision-making skills may worsen which reduces our ability to remain safe behind the wheel.

Older adults tend to trust:

➢ Family, Friends, and Caregivers
➢ Law Enforcement
➢ Health Care Professionals

Slide 13.

Slide 14.

Roles of the Health Care Professional

➢ Assessment
➢ Remediation and referral to treatable medical problems that could impair driving ability
➢ Counseling

Slide 15.

The new clinicians guide was created to assist in this process.

Continuing Education Units

In the United States, many States require CEUs for health care professionals to maintain their licenses.

Format types of CEUs include:

- ➢ Conferences and Workshops
  - ✓ Professional associations
  - ✓ Healthcare education agencies
  - ✓ Hospitals
  - ✓ Educational institutions
- ➢ Written Publications (Articles, Books)
- ➢ Online Learning Programs (Self-Paced, Webinars)
- ➢ Audio Training (CDs, Podcasts)
- ➢ Video Training (DVDs, Digital Streaming)

Slide 16.
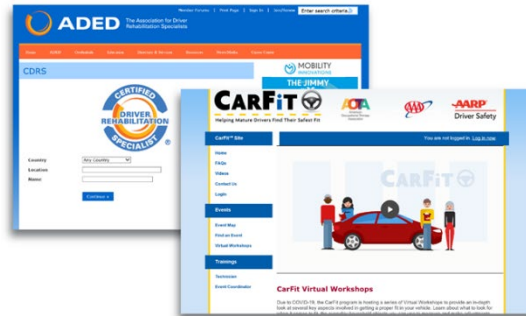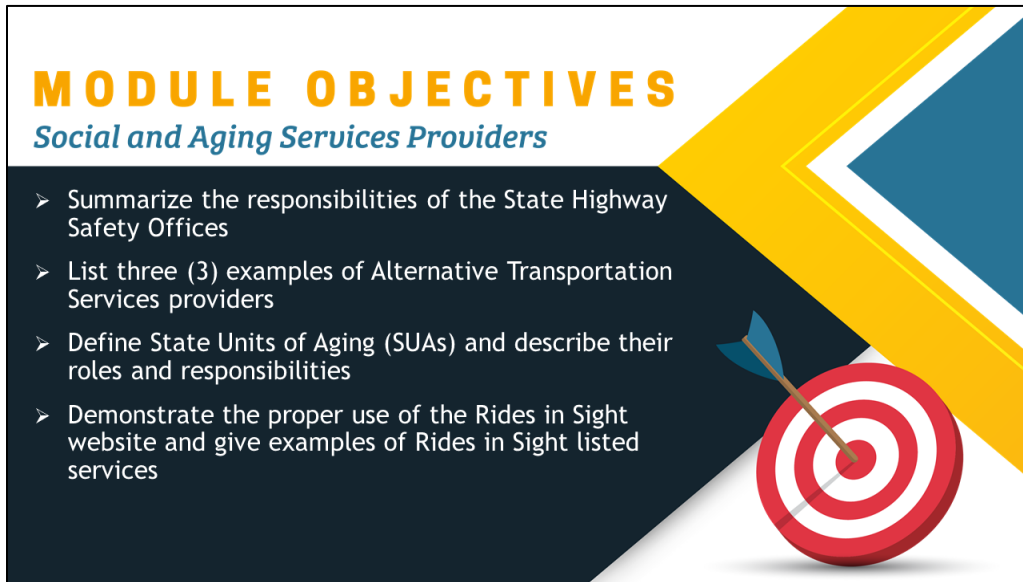
Slide 17.

Social and Aging Services Providers

Slide 18.

At the end of this module, you should be able to:

- Summarize the responsibilities of the State Highway Safety Offices
- List three (3) examples of Alternative Transportation Services providers
- Define State Units of Aging (SUAs) and describe their roles and responsibilities
- Demonstrate the proper use of the Rides in Sight website and give examples of Rides in Sight listed services

Slide 19.

Slide 20.

Slide 21.

Slide 22.

Most volunteers for meals on wheels are over 65.

Slide 23.

ChORUS Video!!!

Summary

Slide 24.

Module 5: Communication Program

Objectives

- List qualities of an effective communications program
- Describe market research/segmentation
- Understand message discipline
- Recognize the differences between Earned, Owned, and Paid Media
- Describe evaluation
- Identify helpful resources

Table of Contents

Module Introduction

Module 5: Communication Program

Slide 2.

At the end of this module, you should be able to:

- List qualities of an effective communications program
- Describe market research/segmentation
- Understand message discipline
- Recognize the differences between Earned, Owned, and Paid Media
- Describe evaluation
- Identify helpful resources

Communication Plan

Slide 3.

An Effective Communications Program

A well organized, effectively managed communications program should:

➢ Use data to identify specific audiences (e.g., low-belt-use, high risk motorists)

➢ Develop and test messages for these target audiences

➢ Provide material and media campaigns in more than one language as necessary

➢ Utilize earned, paid, and social media as appropriate

➢ Evaluate all communication campaign efforts

Slide 4.

The Communications Planning Pyramid

Communications

Program

Policy

Slide 5.

The Traffic Safety Disciplined Process

The Communications Planning Pyramid

Policy: The bottom of the pyramid refers to the statement of intent, commitment, rule, protocol or procedure. (e.g.: Increase seat belt use through HVE/media, reinforce the law.)

Program: The next big step in the pyramid asks us to consider what mechanisms will best target the audience to take action. Research shows the best way to influence someone is by tapping into what's important to them. Data is the basis of any good communications strategy and should drive everything else, such as identifying your audience, utilizing media relations and advertising, and allocating budget and staff resources. Program managers should begin by reviewing crash and enforcement data to help you determine the facts and prioritize problem areas. Collecting basic demographic information (gender, age, education level, occupation, income) is essential. And it is even more useful to know the audience's psychographics, emotional triggers, lifestyles, and values in order to develop and send the correct message. This is known as "qualitative research" vs. "quantitative research." It is statistical in nature, and is typified by things such as phone surveys, opinion polls.

Communications: Better results are achieved through year-round communications programs. Awareness levels among target audiences are sustained at higher levels when messages are coordinated and integrated throughout the year.

Continued reinforcement helps create positive behavioral change. Goals, objectives, strategies, tactics, and integrated marketing communications will ensure the highest level of success.

Market Research/Segmentation

Slide 6.

Key Components for a Communications Plan:

- Use data to identify your target audience.
- Test messages to be sure they resonate with audience.
- Develop creative material that tracks with messaging.
- Don't mess with the brand – be firm.
- Use enforcement messages to support enforcement and social norming in off enforcement periods.

Slide 7.

Segmentation:

- Distinct from other segments of the market
- Homogenous within the segment
- Responds similarly to market stimulation
- Can be reached by market intervention

Slide 8.

Market Segmentation: How to Divide and Conquer

Geographic
- Regional
- Neighborhood
- Corridor

Geographic means relating to geography or belonging to or characteristic of a particular region.

Demographic
- Age
- Gender
- Family Size
- Generation (e.g., Gen-X)
- Income
- Occupation
- Education
- Ethnicity
- Nationality
- Social Class

Demographic refers to the statistical characteristics of human populations (such as age or income) used especially to identify markets. In the business sector, demographic refers to a market or segment of the population.

Psychographic
- Activities
- Interests
- Opinions
- Attitudes
- Values

Psychographics is the market research or statistics classifying population groups according to psychological variables (such as attitudes, values, or fears).

Behavioristic
- Previous Conviction
- Previous Injury
- Level of Consumption
- Mode of Travel After Consumption

Behavioristic is the adjective form of behaviorism. Behaviorism is the theory that human and animal behavior can be explained in terms of conditioning, without appeal to thoughts or feelings, and that psychological disorders are best treated by altering behavior patterns.

Technographic
- Mobile
- Broadband
- Computer
- Gaming
- Social

Technographics data is a market research segmentation scheme based on the role that technology plays in consumers' lives. Your partner or agency can provide technographics. You can also Google, for example, "usage habits of millennial men."

Slide 9.

Media: Earned, Owned, and Paid
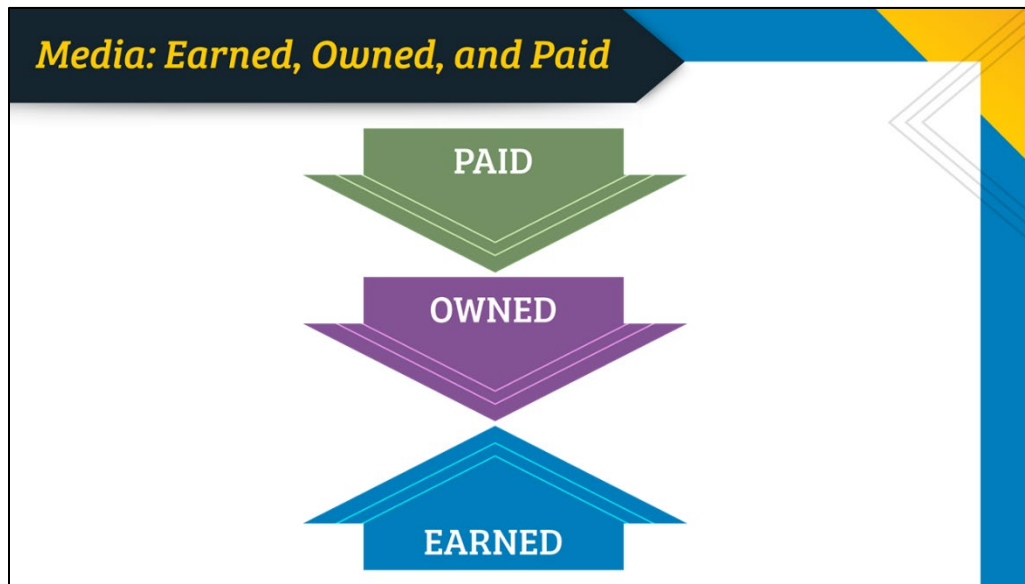
Slide 10.

All media channels are related.

PAID media is not just an end unto itself; it also feeds activity and engagement on your OWNED media channels. This happens when a television or radio ad is tagged with a website address, when a banner ad links to a video on your YouTube channels, or when a pay-per-click ad links to a landing page.

What happens on OWNED media then feeds word-of-mouth on EARNED media channels, and vice versa. News, opinion and content sharing pass back and forth generating activity and engagement in both spheres. For example, a feature news story you land in a printed newspaper is EARNED media, however, when it is posted to an online newspaper website and then you share it on Facebook for all to "like" and comment on, it becomes part of your OWNED media activity.

On the other hand, if you link a news release to a Tweet, and it's picked up by a news outlet and carried on their website and in their newscast or newspaper, you've moved content from an OWNED channel to an EARNED channel.
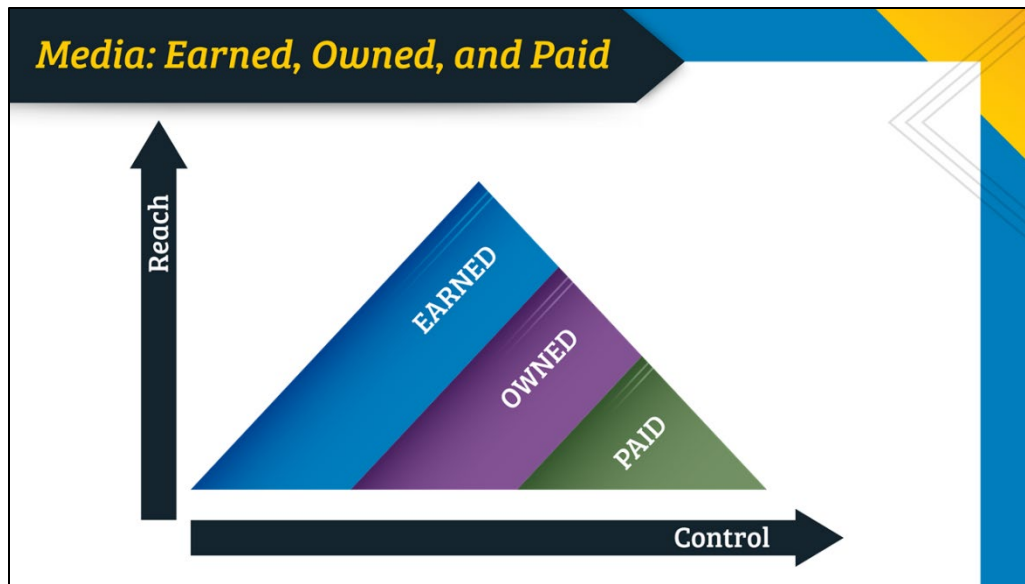
Slide 11.

There are three types of media channels in terms of reach and control.

Owned channels offer the most control and lowest reach. This means you are reaching a targeted audience with content you develop and post. On owned channels, you are inviting them to connect with you and engage with your content. Some channels work to develop a relationship, solicit feedback, promote content sharing, and more!

Paid media channels offer slightly less control but more reach than owned channels. As with owned channels, you retain a great deal of control of your image and message. But now, you are paying to reach a larger yet still specific type of audience you'd like to attract. And these individuals have not necessarily opted to engage with you, as those on your owned channels have. However, the goal is to drive them from paid media to your owned channels where they may decide to become more deeply involved with your content, posts, videos, photos, etc.—and perhaps become an advocate by commenting positively and sharing with their network of contacts.

Earned media offers the least amount of control but the largest reach. You are sending out press releases, holding events, sharing news, generating feature coverage, pitching stories. When you gain coverage, it may be across all types of earned media channels, including traditional media outlets, online publishers, and social media sites—which is known as generating buzz or word-of-mouth.

Slide 12.

MORE THAN EVER, EARNED MEDIA IS THE RESULT OF BRAND BEHAVIOR. "Earned media" is a traditional PR term that essentially means getting your brand into free media rather than having to pay for it through advertising. However the term has evolved to also include the transparent and highly regarded word-of-mouth that is created through social media. Marketers are fast learning how to listen and respond to both the good and bad buzz, as well as consider when and how to stimulate earned media through word-of-mouth and content sharing. Bloggers, chat rooms and forums, as well as online media outlets and publishers, all play a role in sharing your news and content.

- Successful earned media requires a person to consume and then, ideally, share your stories.
- You have a robust storytelling strategy in place that is supported by a good buzz monitoring program.
- Examples of earned media are media coverage, word of mouth and viral content sharing.
- Earned media enjoys high credibility because it is shared among trusted contacts or comes from a valued online publisher or news source.
- The downside? It's hard to control and measure, and the word-of-mouth can be negative. Having a good plan in place for less than positive news can minimize the risks of having little control over this category of media.

Slide 13.

PAID MEDIA IS NOT DEAD, BUT HAS BECOME MORE OF A DRIVER TO OTHER CHANNELS.
Many are predicting the death of advertising. However, that prediction may be premature as no other type of media can guarantee the immediacy and scale that paid media can. However, according to Forrester Research, advertising such as television, radio and outdoor are shifting away from being the foundation of any campaign and are evolving into a catalyst that is needed at key periods to drive more engagement with owned media channels. Nowhere is this trend clearer than with mobile advertising, which has grown 145% in the first half of 2013 and drives users to owned brand assets such as websites, online videos, social channels and more. In fact online ad revenues have hit a historic $20.1 billion high for the first half of this year, according to a report by the Interactive Advertising Bureau.

- With paid media, you buy select media channels on which to run your ads in order to reach a specific type of audience.
- You use paid media to drive traffic and engagement to your owned and earned channels.
- Examples of paid media are print ads, TV, banner ads, paid search.
- Paid media is a strong choice for quickly getting a message out, and across a large portion of your target audience, while controlling the message and image.
- The downside is there is lots of ad clutter these days, and so we are experiencing lower response rates (in general), though that's not the case for online paid advertising. Also there is a lack of credibility and authenticity to most advertising that keeps audiences resistant to your message.

Slide 14.

OWNED MEDIA CHANNELS YOU CONTROL AND HAVE BECOME THE CENTER OF A NEW ADVERTISING/MARKETING. There is fully-owned media (like your website) and partially-owned media (like your Facebook fan page or Twitter account). Owned media creates brand portability. Now you can extend your brand's presence beyond your web site so that it exists in many places across the web - specifically through social media sites and unique communities. During a recessionary period when marketing budgets were being sharply cut, the ability to communicate directly with consumers who want to engage with your brand through long-term relationships has become invaluable. Its expected this trend of high engagement and two-way communications channels is now here to stay.

- Here you have complete control. You are the publisher, in essence, and produce all of the content.
- You use owned media to put forth key messages and build relationships and brand affinity with your target audiences.
- Examples of owned media are your website, your social media channels and blog
- Owned media is a strong choice for shaping your message, and over time you can build a broad collection of content. Since these channels are often handled by staff, owned media means low out-of-pocket cost. Also, messaging can be generated quickly and as needed.
- The downside is there is no guarantee your audiences will want to engage with your content. Often, official corporate or brand content is met with suspicion and thought to be self-serving. That's why working to deliver authentic, helpful, compelling and engaging content on owned media channels is very important. This takes time and effort to achieve.

Slide 15.

In an ideal state of action:

Paid Media is driving traffic to and through owned media—to learn more, to explore, to engage.

Earned Media is doing the same, and along the way it's creating a buzz—word-of-mouth.

In turn, the word-of-mouth on Owned Media channels, specifically social media, can make a topic, product or brand announcement newsworthy.

What is all this activity worth? How is it measured? Certainly, you can gather individual results for each channel:

- What reach and frequency did you achieve with paid media? How many click-throughs did your banner ads receive?
- How many likes did you get on Facebook this week? What was the open rate on your email?
- How many stories ran via media outlets last month? What was the attendance at your last special event?

Ultimately, however, engagement across all channels should be delivering people to your bottom line—however you define that.

Most often, the bottom line is conversions on your website, which is usually at the very center.

- How much more website traffic did all your integrated marketing activity generate?
- What actions did the website visitors take that you value?
- Did they view your video, fill out the form, request information, download the file?

These kinds of actions can be set up and tracked in Google Analytics and will lead you to estimating a true return on your resources. After all, no matter if media is PAID, OWNED or EARNED…it must be driving measurable RESULTS.

Resources

Slide 16.

Summary

Slide 17.

Module 6: Building an Aging Road User Safety Coalition

Objectives

- Identify the need for a coalition
- Identify multidisciplinary partners needed to build an effective coalition
- Discuss how to build stakeholder relations
- Define the roles and responsibilities of stakeholders and partners
- Discuss best practices

Table of Contents

Module Introduction

<div align="center">Slide 1.</div>

Module 6: Building an Aging Road User Safety Coalition

Slide 2.

At the end of this module, you should be able to:

- Identify the need for a coalition
- Identify multidisciplinary partners needed to build an effective coalition
- Discuss how to build stakeholder relations
- Define the roles and responsibilities of stakeholders and partners
- Discuss best practices

Overview of a Coalition

Slide 3.

You cannot do it all yourself: build an integrated coalition.

Why do you need to build and work within a coalition? Working alone means limited resources, authority, ability, and credibility—You cannot do it all yourself.

An integrated coalition creates comprehensive, effective countermeasures.

Slide 4.

Coalition Members

Slide 5.

Specific problems need specific expertise and knowledge. Identifying members needed to provide a comprehensive understanding of the problem yields comprehensive countermeasures. The different perspectives provided by a multidisciplinary coalition will also better define the community context.

An effective coalition consists of many different perspectives. The perspectives are indicative of the role each individual member plays. This includes identifying the problem then solving the problem (for example; an engineer will have a greater insight in the regulations governing any and all engineering components proposed as a solution; local business owners can provide accurate data regarding pedestrian, bicycle, and vehicle traffic at or near the problem area). The more perspectives you get, the better the chances of developing an integrated countermeasure(s).

To identify the perspective best suited for a given situation, think of who the stakeholders may be. This is the stakeholder most interested and benefitted by identifying and solving a pedestrian and bicycle safety problem.

Slide 6.

A stakeholder is a person or entity with an interest in this problem area.

- Citizens
- Citizen-based organizations, nonprofits, schools, faith-based organizations
- Public employees, officials, agencies
- Public health organizations
- Private-sector entities such as business owners and developers
- Transit/taxis
- The media
- Representatives from all 4 Es
- Tribal leaders
- Community elders

Best Practices

Slide 7.

- Write a Problem Statement
- Identify the benefits of coalition membership
- Exchange contact information
- Assign action items with dates
- Send summation e-mails following meetings and phone calls
- Coalition may break out and develop separate task forces to work on separate aspects of the problem

You can take many different approaches to building and maintaining a coalition, but some approaches work better than others. There are certain practices that will help focus the coalition's efforts and keep lines of communication open and clear, for example, writing a Problem Statement.

Writing the Problem Statement is essential for the coalition to be effective. The Problem Statement is a summary of the problem. The Problem Statement will frame options for countermeasures. It functions as a guiding force honing all efforts toward the coalition's goals.

By referring back to the Problem Statement, it will be easier to identify the benefits of involvement for each stakeholder, which is important because buy-in helps to cultivate individual efforts.

All members should be familiar with the other members. They should all possess contact information and be encouraged to use the contact information. Keep in mind that there may be topics that divide members.

When contentious topics arise and members disagree, map the discussion back to overlapping interests as identified in the Problem Statement; simply put, keep it positive and focused. Assigning action items with dates will help keep the focus and strengthen member buy-in.

You should summarize any coalition meetings or phone calls for the sake of clarity with a follow-up e-mail to all coalition members.

Coalition members and stakeholders should represent all those entities that can play a unique and meaningful role in identifying problems/challenges and selecting countermeasures. Remember they are also the ones to help communicate successes.

Summary

Slide 8.

Aging Road User

PROGRAM MANAGEMENT

Module 7: Conclusion

Objectives

- Summarize the purpose and practical applications of the information presented in the modules

Table of Contents

Module Introduction

Module 7: Conclusion

Review of Course Modules
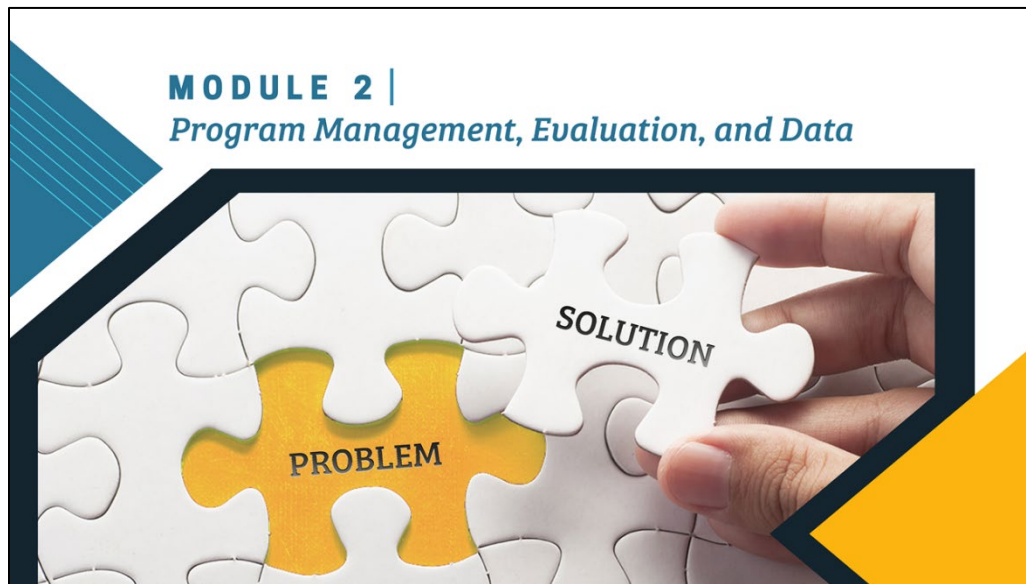
Slide 2.
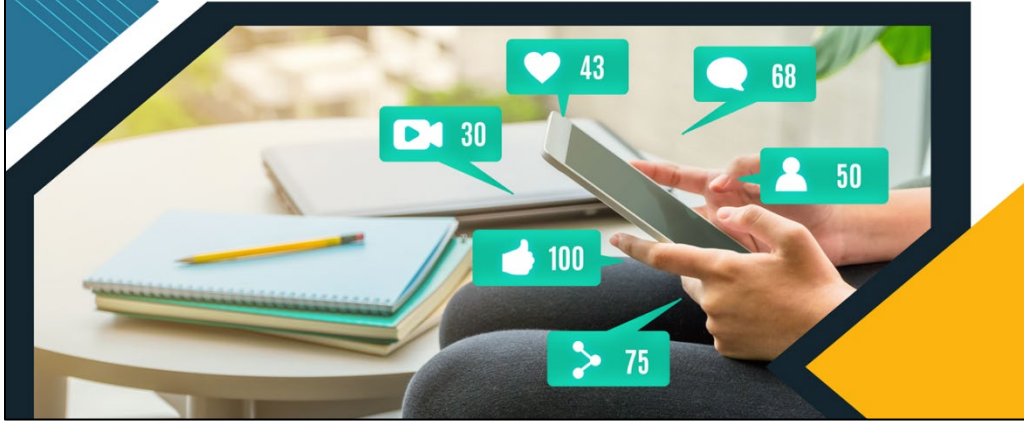
Slide 3.
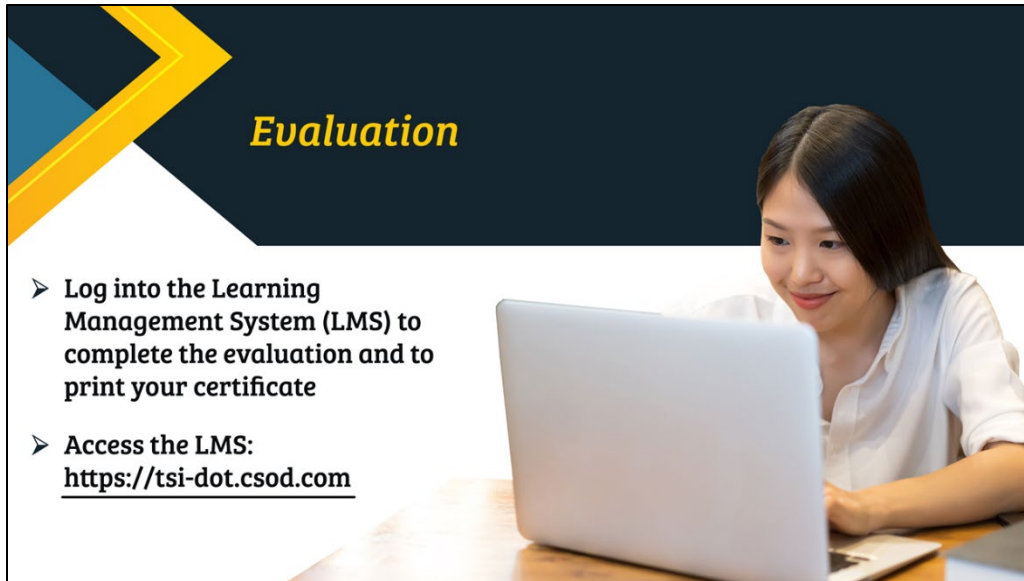
Slide 4.

Slide 5.

Slide 6.

Expectations and Evaluation

Slide 7.

Slide 8.

Slide 9.