Use of Relational Frame Theory to Change Youth Attitudes of Impaired Driving

by

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Abstract

The leading cause of death in young drivers aged 16 to 25 is traffic related accidents; of those accidents 55% involved drugs, alcohol or both. Using relational frame theory (RFT) to change youth attitudes about impaired driving; its consequences and risks can be beneficial in providing multiple research-based options of effective strategies. RFT challenges thoughts and views on language which in turn can change human behaviour. The goal of the manual is to support staff and students in a school setting to begin programs to promote sober driving. The training manual will include information about RFT, various theories, strategies, and information about impaired driving. The manual will contain several tools and campaigns to facilitate active dialogue and promote changing attitudes towards impaired driving. The setting for the campaign will take place in a high school setting. The results are projected to have a positive change in attitudes among youth, which may decrease impaired driving rates among youth. A future recommendation of implementation of the manual to assist the staff and students to begin the campaign, troubleshoot and provide modifications in order to promote a successful campaign.
Acknowledgements

I would like to acknowledge and thank all of my family and friends who supported me throughout my Behavioural Psychology journey and completing my thesis. For those friends within my class, I cannot thank you enough for constantly encouraging me to be the most successful and pushing me to always do my best. Words truly cannot thank you enough, I love you all!

The placement staff and clients: Thank you for all the knowledge you had on impaired driving and providing ongoing support through the practicum experience and the beginning stage of writing my thesis. Thank you for providing ideas for campaigns and expanding ones which are already existing.

Pamela Shea – Thank you for your time and energy to which you provided guidance, support, suggestions and constant encouragement that you provided me throughout my final practicum and writing my thesis. Your feedback to help improve my thesis, increase my confidence and allow for a vision I had take form. I feel fortunate to have had you assist me through this process.
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Changing Youth Attitudes Towards Impaired Driving: A Guide to Assist Teachers and Students to Promote Change in Attitude

The leading cause of death in young adults being killed is traffic related and impairment of either drugs, alcohol or both is 55% (Mothers Against Impaired Driving, 2015). Impaired driving is a widely used term for the use of a motorized vehicle along with any illicit substance found in the body. According to Statistics Canada, the highest age group of impaired drivers was 20-24, but drivers aged 25-34 reported that they had driven while impaired. Blood alcohol content in Ontario must be below 0.08% for all drivers, but for novice drivers such as drivers who are within 5 years of completing the graduating license program or drivers 21-years and under there is a zero tolerance (Ministry of Transportation, 2017). Youth substance use has been a growing conversation around the world, the World Health Organization (WHO) reports that youth ages 15-19 are the largest group to engage in heavy episodic driving (Jenkins, Slemon, & Haines-Saah, 2017).

Using Relational Frame Theory (RFT) may provide effective strategies to reduce impaired driving among youth through changing youth attitudes about impaired driving; its consequences and risks can be beneficial in providing multiple research based options of effective strategies. RFT (Hayes, Barnes-Holmes and Roche, 2001), involves the study of observed language and cognition and their relationship to human behaviour. Views on RFT, determine that the process underlying language is a relational frame (Stewart, 2017). Research within RFT found that a change in conditioned reinforcing, establishing, evaluating and responding can have an effect on motivation through environmental stimuli in various ways (Stewart, 2017). Using RFT paired with harm reduction techniques and the nudge theory to assist in changing adolescent attitudes surrounding impaired driving.

Alcohol has always been recognized as an impairment while driving, but in recent years’ cannabis has become the most common used drug throughout the world (Watson & Mann, 2016). The most reported impairment of people driving is the influence of cannabis is North America (Watson & Mann, 2016). Using the RFT model to create changes in youth attitudes surrounding impaired driving and assist in the reduction of youth driving while impaired and road side injuries/deaths related to impaired driving. Impaired driving is a social problem that affects everyone personally or someone they know, RFT can be a positive tool in assisting to lower impaired driving rates by changing trained thoughts when it comes to impaired driving.

Within this thesis a manual will be developed with multiple strategies based on the principals of RFT, harm reduction techniques and the nudge theory. Through various techniques in mind, the goal is changing the attitudes of youth about impaired driving. It is projected that the manual will support peer leaders to beginning the campaigns presented in the manual within the school setting to promote sober driving.

Literature Review

RFT has become widely known in the behaviour analysis community but for those outside of this area, the theory is not known (Blackledge, 2003). Blackledge (2003) argues that RFT has been relatively unnoticed because the theory uses technical terms for
cognition. Its view on psychopathology is not obvious to others external to the field of behaviour analysis – which itself is relatively unknown. Another barrier to the dissemination of RFT is the belief that behaviour is not greatly impacted by language or cognition (Blackledge, 2003). RFT has contributed to further research and development of other theories that can be assistive when working with people (Blackledge, 2003).

Acceptance and commitment therapy (ACT) uses acceptance and mindfulness practices while incorporating commitment and behaviour change (Hayes, Luoma, Bond, Masuda & Lillis, 2005). There is a link between ACT and the human language and cognition being RFT (Hayes et. al, 2005). The link is evident between behaviour therapy and clinical treatments viewing behavioural principles (Hayes et. al, 2005). The method of ACT focuses on flexibility and new approaches emerge regularly (Hayes et. al, 2005). Mindfulness and acceptance are not just methods to treat mood disorders such as anxiety and depression (Hayes et. al, 2005).

RFT focuses on behaviours that are directly observable and allows for the study of human language to be viewed with great accuracy (Blackledge, 2003). RFT has challenged thoughts and views on how language and cognition are related to human behaviour, and pushes towards various ways of relating behaviour changes in humans (Blackledge, 2003).

Dixon et al. (2003) notes that when tasks have been repeatedly presented to a participant they were able to perform and decide on the stimuli based on the stimulus. Sidman (1986) created a diagram to explain that participants A=B and A=C, while B=C can create a new relation in thinking. With a new equivalence relation being created that allows for parallel diagram and relations to go from A to B, A to C and B to C (Sidman, 1986). In relation to reducing impaired driving and youth, A=impaired driving in this equation (Sidman, 1986). The other two being B and C would be the new thoughts about impaired driving or the thoughts we need to change to sober driving is cool and there are other methods to arrive home safely (Sidman, 1986).

Existing approaches to discussing substance abuse with youth tend to emphasize prevention and abstinence, though these are often ineffective (Jenkins, Slemon, & Haines-Saah, 2017). Using a RFT model to teach techniques and strategies to staff supervisor and youth to give options to assist in learning and awareness about using alcohol or drugs while driving. Dixon, Dymond, Rehfeldt, Roche, and Zlomke (2003) created a way to view a situation in which a client is faced with a stimulus to which they have two options for stimuli. This equation was demonstrated until the participant linked each sample stimulus to the conditioned stimuli (Dixon et al., 2003). With all tasks and stimuli, the participants are able to link to the appropriate stimulus and function (Dixon et al., 2003).

Nudge theory is a behavioural theory that looks at positive reinforcement for ones behaviour while hinting and suggesting to influence motivation for the outcome that would be the “right” behaviour (Jackson, 2013). Harm reduction techniques involve teaching clients with the skills needed to identify and notice harms that can happen when they are choosing to use (Jenkins, Slemon, & Haines-Saah, 2017). Harm reduction
techniques are used to allow the client to decide on the alternative less risky behaviour to using (Jenkins, Slemon & Haines-Saah, 2017). Many programs focus on abstinence for youth when discussing alcohol and drug use, although this approach is often ineffective (Jenkins, Slemon, & Haines-Saah, 2017). Many programs use the principal of what works for one works for all which is also false throughout the youth age group, and presumably ineffective for all (Jenkins, Slemon, & Haines-Saah, 2017). In utilizing more individualized approaches, harm reduction techniques may be helpful in reducing the harm of substance use without the abstinence approach (Jenkins, Slemon, & Haines-Saah, 2017). An abstinence approach is an extinction approach. Extinction is when a behaviour is weakened conditioned response which ends in a behaviour being eliminated (Jenkins, Slemon, & Haines-Saah, 2017). Having an abstinent only approach is not always safe when regards to certain behaviours, having youth on an abstinent approach about being impaired is unattainable. Using an abstinent approach is not feasible because youth have been told that multiple different times throughout their life and to date that approach has not been successful. A majority of programs also only target the high risk youth populations which they believe will be the highest consumers of drugs and alcohol (Jenkins, Slemon, & Haines-Saah, 2017). Only giving programs to youth that schools may feel are at the highest risk for drug and alcohol use can limit access to interventions which other youth populations that may be struggling with alcohol or drug use (Jenkins, Slemon, & Haines-Saah, 2017). Using a harm reduction technique along with RFT can have a positive affect on youth and drug and alcohol abuse because it avoids shaming youth for using substances (Jenkins, Slemon, & Haines-Saah, 2017). Harm reduction techniques are often non-existent when conversing with youth and the topic of drugs and alcohol (Jenkins, Slemon, & Haines-Saah, 2017). Therefore, bridging that gap by removing abstinent-based approaches and beginning with harm reduction approaches may have a positive affect on youth drug and alcohol consumption (Jenkins, Slemon, & Haines-Saah, 2017).

Dixon et al. (2003) provides an example of a relational framing diagram which demonstrates how changing attitudes can have an impact on decreasing the rates of impaired driving. Dixon et al. (2003) diagram is when you think of heavy drinkers there are two trained thoughts, one being the Irish and the other being dim-witted, the derived view is that the Irish are dim-witted. The figure is explained as creating new relations can be created between the stimuli without any type of feedback or reinforcement (Dixon et. al, 2003). Derived relations can be created and evolve and create new symmetry (Dixon et. al, 2003). New relations forming allow for people to change their thoughts and relations which allow for change in original relations that one may have (Dixon et. al, 2003).

Viewing RFT with regards to youth and impaired driving, is that a behavioural function that has been established with a stimuli will have an equivalent function for the other related stimuli (Dixon et. al, 2003). For example, the stimulus would be the thoughts that “going to parties is cool” and “creates friendships”, which is related to experiences of drinking or smoking at parties without experiencing adverse consequences, which results in the derived relation or attitude that to impaired driving relates to being cool, popular, fun and getting away with any impaired driving (Dixon et al., 2003).
When adolescents get their drivers license, they increasingly assume the role/responsibility of driving friends, which often leads to driving friends to parties (Dixon et al., 2003). Shifting attitudes of adolescents regarding impaired driving, through the use of RFT could be an effective way to decrease their rates of impaired driving among youth (Sidman, 1986). Derived relation of smoking and drinking at parties results in impaired driving, when going to parties can be negatively reinforced through direct observational experience (Sidman, 1986). Without having direct experience, youth can derive thoughts surrounding impaired driving through the absence of explicit reinforcement history (Sidman, 1986). These relations may not be directly learnt from peers, family, and other social platforms, but these relations are noted when an individual view those within their close circle which are driving while impaired (Sidman, 1986).

Given these principals, changing the derived relation/thought that “impaired driving is cool” can be changed by using principals based on the nudge principal. Two main areas may be challenged in the attitude.

1. There are cooler and more popular methods of going and coming home from parties
2. Driving Impaired is not Cool

As stated above the Nudge principal states that positive reinforcement - when paired with hints or suggestions- can motivate people to make a decision subconsciously (Jackson, 2013). The nudge approach does not involve the use of direct instructions which may result in a reduction of resistance (Jackson, 2013). The use of nudge approach can allow for group or individual work to reduce resistance due to not being given ultimatums or forced into a choice (Jackson, 2013). To achieve the best outcomes, the practice of nudging should be completed with the client unaware of any thought or
behaviour changes that are being influenced from any other external forces (Jackson, 2013). A nudge can be influenced by anything within a clients’ environment, allowing for one to be “nudged” or guided into a choice that can have benefits for the clients (Jackson, 2013). A nudge would not be considered if it can have a negative effect or be unsafe for the client (Jackson, 2013). A successful nudge does not only need to be guiding one to the desired outcome but it could be based on a cost-effective manner, however the client needs to believe that they made the decision on their own (Jackson, 2013). Nudging can be an important factor and beneficial to assist with behavioural changes whenever rules and enforcement techniques fail (Jackson, 2013). The nudge theory can be successful when the person delivering the “nudge” has a positive rapport with the client (Vlaev, King, Dolan, & Darzi, 2016). The nudge theory works in beneficial ways with humans due to the fact that people are influenced by others and the nudge theory is greatly based on influencing others to make a behavioural change (Vlaev et al., 2016). Knowing the framework behind the nudge theory can allow for different variations on how to use the nudge theory effectively (Vlaev et al., 2016). The nudge theory is not intended to replace behaviour changes such as rules and legislations made in the society, but to expand on those rules and legislations (Vlaev et al., 2016).

Method

A training manual will be designed to teach peer leaders strategies which may be used to influence attitudes related to impaired driving among adolescents. Although there are many campaigns surrounding impaired driving, many are driven by a scare-tactic approach which has been since proven ineffective among the adolescent age group. A teacher representative from the school that would begin the campaign will use the evaluation tool as well as reviewing the manual to view possible approaches on the topic of impaired driving.

This training manual will include information related to RFT, various theories, strategies, and information regarding impaired driving. This training manual will include an evaluation form which staff will provide to students. Students will be encouraged to fill out these forms in order to demonstrate if they are an appropriate peer role model. Best practice use of the manual will include presentation by those who are engaged about the topic of impaired driving and strategies that have been proven effective in engaging adolescents in participating. Best practices will be demonstrated through research of different theories or techniques while working with adolescents and changing attitudes in the RFT model by Dixon et al. (2003). This training manual will provide multiple approaches and campaign ideas to engage the rest of the student body to recognize the effects that impaired driving can have. This training manual will contain ideas to promote discussions among youth about impaired driving. Furthermore, the manual will include activities that will promote alternatives to impaired driving, and raise awareness throughout the school.

Though this training manual will be created for changing attitudes among youth in schools about impaired driving, the manual could also be used to assist in changing attitudes regarding addiction or with adults that drive while impaired. This training manual can be used for any form of impaired driving. This training manual can be used across any age group and implemented by anyone providing services to those experiencing the affects of addiction.
Participants
The participants will be youth in high schools and should be facilitated by youth aged 13-19. The participants can be male or female. The participants can be those who engaged in little to no drug or alcohol use, to those using drugs or alcohol daily. Participants can also join for educational purposes.

An evaluation form will be developed and provided which will facilitate the designation of effective peer leaders (Appendix A). The evaluation will look at several areas of what is deemed a positive role model and peer leader. All participants will be then placed in their chosen roles with the assistance of staff in the respective school. Staff within the school will only assist in creating activities and supervising conversations between peer leaders.

Setting
The setting will typically take place in a high school setting, being a classroom or meeting area within the respective school. The meetings will take place during school hours, typically for a time period during lunch hour, or when a teacher supervisor can assist students.

Design
The sessions will be conducted in groups which are facilitated by the designated Peer Leaders, with assistance from a staff supervisor. Students will be considered for peer leadership roles by the staff supervisor. The staff will have the students will out the evaluation forms and also discuss with students if they want to be a peer leader or just assist with planning for events to raising awareness. The group will discuss information related to impaired driving and substance use. From those discussions, students will reach out to other students in their schools to discuss substance use and abuse. Using peers to discuss this information will be beneficial to reduce resistance in regards to the topic of substance use. With assistance from other education groups about impaired driving such as Mothers Against Drunk Driving (MADD) and Ontario Students Against Impaired Driving (OSAID), it is important to use information from many sources when discussing impaired driving. With using OSAID support, it could be possible to obtain impaired goggles to use during an awareness program in the school. OSAID would also be beneficial to network with for assistance in awareness program ideas, and building a positive and dedicated team of students to discuss impaired driving and ways to reduce impaired driving.

Results

Learning Manual
A learning manual for changing youth attitudes towards impaired driving can be found in Appendix B. The learning manual was created to assist professionals working in addiction-related fields and those working with youth to change youth attitudes towards impaired driving. The manual is expected to create a change in views surrounding impaired driving, and teach alternatives to avoid impaired driving. It also acts as a catalyst for ideas to promote a change in attitudes towards impaired driving using various behavioural theories. The manual will contain ideas and raise awareness towards impaired driving. The results will be measured by a questionnaire given to the students and staff, and can be distributed to the public through social media to view impaired driving rates after campaign completion.
Discussion

Strategies for the reduction of youth impaired driving must be considered. There are multiple statistics that demonstrate how the issue of impaired driving and youth needs to be addressed due to current strategies not causing a significant reduction in impaired driving. The leading cause of death in young drivers aged 16 to 25 is traffic related accidents; of those accidents 55% involved drugs, alcohol or both (“Mothers Against Drunk Driving, 2015”). Changing youth attitudes through RFT in relation to impaired driving. RFT focuses and challenges thoughts and views on language which in turn can change human behaviour. The manual was created to support staff and students in a school setting to start programs to promote sober driving. The manual contains several tools and campaign ideas which may be used to facilitate active dialogue and to promote changing attitudes towards impaired driving. Through the combination of multiple strategies, the program and have an impact on how youth view impaired driving.

With the creation of this manual, it is hypothesized that there will be a decrease in impaired driving in youth that participate in activities contained within the manual. The manual has been designed to be implemented in a variety of settings, allowing for a greater impact in the treatment of youth impaired driving in typical high school settings, as well as a possible application to the field of addictions. Learning about RFT and nudge theory can be beneficial in ABA settings such as schools when changing attitudes or effectively nudging to retrieve desired outcomes from a clinical point of view.

The manual (Appendix B) contains various campaigns to change youth attitudes. It is designed to provide easy access to resources and information. It was designed to be utilized by those with a basic reading proficiency.

The manual and literature review are linked to RFT and nudge theory. Many approaches for youth currently use the “scare” approach and that has been proven ineffective. It is anticipated that RFT and nudge theory can be beneficial in decreasing impaired driving rates in youth.

Strengths

A strength of this manual is the inclusion of multiple strategies and techniques included to influence different populations to potentially reduce impaired driving. The manual allows the facilitators to choose from a number of resources, which will allow the facilitators to take ownership of the project and feel supported and have resources for any selection of strategies. The resources included within the manual has current information to support changing attitudes towards impaired driving.

Limitations and Challenges

The major limitation for this manual would be that the manual was not implemented and is strictly theory based. Without implementing the manual with students in a school setting, it is challenging to predict how successful the manual would be in the reduction of impaired driving. A possible method of measuring success would be a questionnaire provided to the students and staff at the school after a campaign.

A second limitation is the manual is student directed, with supervision of a teacher or staff in a school setting. The students could drift away from the manual based on Relational Frame Theory and begin using “scare tactics” or other strategies not
supported by research. There is no treatment integrity assessments and students completing the projects will not be trained.

A third limitation is the location and population that the manual is implemented in. The manual is not targeted a specific area of youth, which leads to it being a more basic set of campaigns that can be applicable to typical high school students. Based on the school or area the manual is being used in, such as a school with extremely high risk youth, the events and activities in the manual may not be sufficient in the reduction of impaired driving. The location can also be an issue. If the school is in a small rural area it is possible that events are not as easily hosted, due to lack of public space, funding or long travel times for students that live far from the school, which is more typical in rural areas.

A fourth limitation could be timing of the manual delivery. Based on when in the school year the manual is delivered, it could cause the manual to be ineffective. If the manual was implemented during a time where students are stressed or busy, such as during midterms, student engagement and attendance could be much lower.

A fifth limitation is a lack of feedback. Given that the manual will be implemented by the students and teachers upon the conclusion of the thesis, there will be no feedback about the implementation of the thesis. This will be an obstacle in making the manual more effective. Having feedback is vital to improve outcomes surrounding about impaired driving. Implementation of the manual could have reduced the limitations, however due to time constraints, implementation could not be completed.

Multilevel challenges are challenges at the client level, program level, organizational level and societal level. Client are not forced to attend, therefore the ones that do not attend may be the ones that need the program the most. Clients may not be motivated to participate in campaigns. Programs are run by students who have no training and may improperly implement. Organization level is that schools might be unable to donate space or time for campaigns, possible lack of support from school. Societal level can have an avoidance of activities and campaigns due to the topic of impaired driving, could feel as though attending implicates them as someone who needs the education about impaired driving.

**Recommendations**

Further recommendations for this study would be to implement the manual. This would provide insight in to which campaigns create the most success. Implementing the manual will also help determine which campaigns require further supports, clarifications, additional resources or changes, in order to create more positive outcomes. Research can be completed to further to review other theories that may be beneficial to supporting the thesis. Research can be updated based on new theories that are supportive of RFT to allow for benefits to the thesis. It will also identify any required training of students involved within the group to be identified. Also providing assistance to students and teachers to begin the campaign and complete a campaign during the initial application of the manuals will not only allow trouble shooting but will provide support and vision during this critical time.

The field of Behavioural Psychology can benefit from this thesis because there has been little application of RFT to change attitudes, particularly in regards to impaired driving. Most studies in relation to RFT have been through theory based studies without
application. The nudge theory and relational frame can be helpful in teaching others about changing their thoughts and attitudes. The nudge theory has adequate studies from a theory based perspective, but has minimal implementation within practical fields where efficacy can be demonstrated. Having further practical research of RFT and nudge theory can be beneficial to allow for more insight on the positive and negatives of the application of both theories.

**Impact / Insights**

**Benefits of the Project**

The benefit of this project is that it describes potentially effective ways to reduce impaired driving. Reduction of impaired driving of youth as new drivers could greatly impact future occurrences of impaired driving within society. This manual will focus on students in a high school setting but provides suggestions to disseminate the campaigns and other fundraisers out to the community, in order to benefit society as a whole.

**Lessons Learned**

Throughout the development of this manual and placement at the agency, attendance of the impaired driving course was recorded to establish if an individual received their licence back. The agency provided a Back on Track course - a course provided to clients who had an impaired driving charge, as a requirement for participants in order to receive their licenses back. A main challenge observed was communication between the clients and therapists. Specifically, clients often did not understand what the therapists said or wanted. Communication breakdowns also occurred when the clients resisted the treatment with the therapists. The agency also needed extensive communications within the different departments regarding the clients’ needs and other treatments they might be receiving from other therapists in various departments. The therapeutic communications should be delivered in a positive manner because clients may take offense to what a therapist may say, especially when clients do not see their addition as a problem, which may result in resistance to treatment plans.
References


Appendix A

Peer Leader Evaluation Form

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Age: _______</th>
<th>Grade: _______</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>I am able to communicate information clearly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am outgoing and able to create conversations with others easily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have confidence in the information I discuss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willing to discuss alcohol and substance use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to view other peoples view points on difficult subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am willing to learn new information and discuss with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can maintain an open mind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to let others know when I am overwhelmed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I work well with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to think of awareness ideas to reach other students and adults in discussing substance use</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How much do you know about substance use and impaired driving?

________________________________________________________________________

Briefly describe why you would be a positive role model? (Use back of page if necessary)
Appendix B:

Changing Youth Attitudes Towards Impaired Driving: A Guide to Assist Teachers and Students to Promote Change in Attitude

A Guide to Reduction of Impaired Driving

Developed by Hillary Brownlee
Honours Bachelor of Behavioural Psychology
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2018
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Overview

This manual is designed for professionals working with youth in fields related to, but not limited to, addictions counsellors, teachers, guidance counsellors, principals, support staff in schools, child and youth workers, police and probation officers. Youth will be assisted through this manual with the assistance of a professionals working in a field related to working with youth.

This manual is to be used as a resource for professionals working with youth to assist youth in changing their attitudes towards impaired driving. The manual provides evidence based strategies for youth to create and implement with peers. It is suggested that students have the support of teachers when implementing the manual. These strategies and awareness techniques aim to decrease impaired driving among youth.
Objectives

1. Change youth attitudes towards impaired driving to lower rates of youth that are driving while impaired. Youth are more likely to have heavy episodic drinking, the legal limit for blood alcohol content (BAC) is 0.08%, which can cause youth to be impaired the day after drinking.

2. Through guidance of a professional in youth settings, the manual will assist the youth to create awareness campaigns while using theories such as the relational frame theory (RFT), nudge theory and harm reduction techniques.

3. Provide education on the facts about impaired driving and driving laws in Ontario.

4. Facilitate and create a group of student mentors who will become leaders in changing attitudes in youth.

5. The manual will educate youth leaders on how to connect with appropriate individuals within the community to assist and raise awareness amongst the community.

6. The manual will provide a variety of activities youth can choose from in order to engage peers in workshops or activities to assist in changing attitudes towards impaired driving.
Recruitment of Youth

In a school setting a teacher, principal or support staff will begin the recruitment process for the dry driving support group. The process below is an effective process to solicit youth who are interested in facilitating the dry driving campaign.

1. Inform students about general information about the dry driving campaign and the need for student facilitators. Energy and enthusiasm may be generated by the use of posters in a common area. The posters displayed throughout the school will raise awareness to get the campaign started. The posters are basic and generic; and at any point can be modified to specially target your schools’ population. Example posters are included in Appendix A.

2. Create a meeting time within school hours to meet with youth as a group to begin the meeting. This will encourage participation from rural students or students with part time jobs following school.

3. As youth come forward expressing interest, create a location within the school to discuss interest. During the first meeting, the professional will hand out the Peer Leader Evaluation Form found in Appendix B. This evaluation form will assist in assigning projects to youth with their strengths in mind. The form will also assist professionals to determine positive role models within the group to use techniques while talking to peers about impaired driving.

4. Youth will be encouraged to join the campaign at any point to volunteer and add any assistance to the group. Youth will also be informed that they can decide to remove themselves from the campaign at any point, for any reason, at any time.
Meetings

Meeting times can be weekly or bi-weekly. Weekly meetings are recommended amount to begin campaign and get other youth involved. Meetings should be a minimum of 20 minutes.

With assistance from a professional within the school, youth involved in the meetings will discuss knowledge surrounding impaired driving. Youth will need a knowledge of the legal limit (0.08% BAC) and the fail warn limit (0.05%-0.08% BAC). The BAC level for people 21 and under and novice drivers (drivers with less than 5 years experience) have a BAC of 0.00%.

Theories that will be topics of discussion during meetings and used by youth throughout their campaign process are RFT, nudge theory and harm reduction.

Youth will be encouraged to examine and discuss the strategies within this document and as a group select strategies which they feel passionate about. This will encourage ownership, passion and enthusiasm within the facilitators.
Theories
Relational Frame Theory (RFT)
RFT can create and also change youth attitudes towards impaired driving; its consequences and risks. Research within RFT has found that media messaging, life experiences and communication with individuals within society can create specific views or frames. From these frames other frames can be derived which may distort their views. These frames however may be changed by providing new frames. These new frames may lead to changing thought patterns which may lead to changes in behaviour.

Web Resources
https://www.youtube.com/watch?v=gtulP4l_fnw

Nudge Theory
The nudge theory is a behavioural theory which centers on decision making processes which promotes “nudging” people to make different choices by changing their choice architecture. The theory does not restrain freedom, change financial incentives, or coerce individuals but rather makes individuals more mindful, decreases response efforts for desired behaviours, changes environments, or re-frames the presentation.

Web Resources
https://behavioralpolicy.org/what-is-nudging/
https://www.youtube.com/watch?v=jsy1E3ckxIM
https://www.youtube.com/watch?v=2lXh2n0aPyw

Harm Reduction
Harm reduction technique is preparing clients with skills to learn how to identify and notice harms that can happen when they are choosing to do something. Harm reduction is teaching other behaviours and thoughts to change previous harmful behaviours, to create less harmful behaviours.

Web Resources
https://www.healthlinkbc.ca/healthlinkbc-files/substance-use-harm-reduction
https://www.youtube.com/watch?v=Xb71R036o-k
CAMPAIGN
Campaign
The professional and youth can reach out to other agencies within the community to support the cause and give other information in relation to impaired driving. Using community partners allows for greater knowledge and utilizing a variety of teaching methods. Community partners can assist in promoting campaigns and information with others in the community to allow for a greater impact on the community.

The campaign ideas are the decision of each school or group based on their own ideas or interests in that school. Campaign ideas have been listed to introduce ideas that can be used to get started in your school. To create an effective campaign, it is helpful to give yourself enough time to get set up and prepared. Pick a date and get it approved in the school. Then choose an idea to kick off the campaign, and get that idea approved by the school. Based on your idea, begin discussing with peers, creating a plan, promoting it throughout the school, and gathering any supplies that may be needed.

Community partners:
- Police
- Racing against drugs campaign
- Ontario Students Against Impaired Driving (OSAID)
- Mothers Against Drunk Driving (MADD)
- Addiction counsellors

Alternatives to impaired driving:
- Taxi
- Parents/family members
- Designated driver
- Sober events
Campaign ideas
Dry Driving
Dry Driving

Purpose
Dry Driving campaign is a positive way to nudge and change attitudes with youth to discuss and view sober driving as the cooler thing to do. Youth will run and create campaigns with the assistance of this resource.

Material
Materials will be displayed as campaigns which can be found on pages 14 through 56.

Method
Dry Driving is the main purpose of this resource. Dry Driving will be displayed through representing a reduction in impaired driving.
Dry Driving is an attempt to nudge those who discuss it to view “DD” as designated driver. “DD” is a common term among youth and others when deciding plans on who will drive others to their locations safe and sober. Having a “DD” is a great way in avoiding impaired driving but when something occurs and the “DD” is no longer sober, and the rest of the drivers are impaired alternatives need to be known.
SURVEY
SURVEY

Purpose
Survey should be created by the students to raise awareness and promote change in thoughts that their peers may have towards impaired driving. Thoughts towards impaired driving need to change from its cool to drink and drive to its cool to drive sober. Through using surveys created by students for other students and teachers within the school it can be so widespread questions to reach many different populations within a school.

Material
Sample surveys outlines will be provided in Appendix C.

Method
Surveys can be created to assist in what campaigns the students would follow, the student’s interests, and thoughts associated with impaired driving.

There are many platforms to create a survey, there are also multiple ways to deliver a survey. A survey should be created and delivered in a way that the majority of the school would be able to understand and complete.
Websites to Create a Survey

www.surveymonkey.com

www.typeform.com/Questionnaire-Creator

www.qualtrics.com/Survey-Platform/Build-Survey

https://www.smartsurvey.co.uk/questionnaire-design

https://www.zoho.com/survey/help/user-guide.html
PEP RALLIES
Pep Rallies

Purpose

Group leaders can create pep rallies to support the school teams within their schools. Pep rallies are a great way to promote supporting each other and raising school spirit. With the use of a pep rally, creating a promotion while incorporating the sports team that the pep rally is for. Promoting the sports team while using the opportunity to discuss impaired driving and some risks associated with it. Pep rallies can be used to pass out information for safe ways to get home safely, such as small pocket sized phone numbers to taxi companies, spaces for placing family/friends phone numbers, and a way to promote campaigns that the students want to promote.

Material

Student leaders will need to have speakers, to allow for music and announcing through a microphone. Students can have banners/signs throughout the gym to promote dry driving as well as supporting their peer athletes. There can be balloons or streamers to allow for the environment to be more engaging in what the campaign is.

Method

Student leaders with collaboration of the teacher support, will create a pep rally event within the school. A principal or vice-principal will need to approve the theme, date, time and location of the pep rally. A pep rally will be in support of a school sports team. Create a plan – break down activities so others involved know what happens next. Involve other groups within school. Do not panic if it doesn’t go as planned, just go with the flow. Have one lead person. Have similar outfits to look together as a group. Have someone taking videos and pictures to add promotional purposes with social media.

In creating the pep rally, it is important on getting the entire school or majority of the school involved. Create poster that can be displayed around the schools or announcements to be mentioned on the daily announcements. The teachers in the morning of the pep rally can remind students of the upcoming pep rally that day. Involving as many people through announcements over multiple days, as well as posters in high traffic areas in the school allow for the majority of the students to view and discuss with other peers leading up to the pep rally.

Pep rallies may take place in a part of the school that has the most room to allow for the majority of the school to be in one area. The school gymnasium is an appropriate spot to have a pep rally due to the space. An alternative location may be an auditorium within the school. The pep rally should be to the point and not overly long to avoid students not focusing on the issue being discussed.
Tools that can assist you.
https://tv.varsity.com/articles/5054356-10-things-you-need-to-know-before-your-first-pep-rally
https://www.youtube.com/watch?v=4ksn5WkDbgE
https://www.youtube.com/watch?v=hkSwqBa0YyE

Example
If the pep rally is to support the basketball team. The basketball team can do a shoot off (shots from the free throw line, using 1 or 2 nets), one by one shoot to see if they can get a basket. If a player misses they would be eliminated, they can read off a fact about impaired driving that students may or may not already know.

**BONUS!**
To add a twist to it, the players could wear impaired goggles donated by the local police in their town or Ontario Students Against Impaired Driving (OSAID).
FUNDRAISERS WITH COMMUNITY SUPPORT
Fundraisers with Community Support

Purpose
Using community supports to create ways to promote impaired driving. Using community supports is beneficial because it gets information and knowledge out to different platforms.

Material
Fundraising with the community can help with promoting the campaign and promote Dry Driving. Students reach out to community members in the surrounding area. Students should be encouraged to reach out to local first responders to involve them with the campaigns.
For the decals, they can be sold and distributed within the community through other community centers, sports facilities, and local businesses.
Sporting events can be held within gym in respective school hosting the event.

Method
Decals for cars can be created by students. Students can try to reach out to a local place that creates decals to see if they can get a donated or discounted decals for cars that have Dry Driving on it. With the decals, it will create awareness with other drivers when they see the decal. Decals should be colourful and unique to allow for others to notice.
Using a sporting event to have a game doing one of the following matchups; students vs. teachers, students vs. police or other first responders, teachers vs. police or other first responders. With challenging teachers and first responders in the area it can bring in others to view the match, allow for support from outside people and get local supports from first responders.
**Extra:**
Decal creation competition within students in school to create a design that can be used as a decal for people to place on their vehicles. Having students get involved in the creation of the decal can promote more inclusion and a sense of pride if their design is picked and they see it out in the public.
BRACELETS
Bracelets
Purpose
The bracelets can influence others to begin to look at driving sober as a cool or popular thing to do when there is an initiative behind it.

Material
Creating rubber bands to sell to other students or supporters of the cause “Dry Driving” on the front with a choice of what kind of message you would like on the back. The bracelets can be sold for $3, proceeds will go towards the purchase of more bracelets and/or hosting events in promotion of impaired driving.

Method
Students can go to local cab companies to talk to them about the possibility about putting their cab phone number on the back of the bracelets to deter impaired driving. The incentive to putting the cab number on the bracelet would allow for essentially free advertising for that company, and in return ask/negotiate for a discount on the cab fare (10%).

Students can go to the local bars to also promote dry driving. By talking to the bars, for the ones that have cover to give free cover to those who are designated drivers. The local bars may also give a free appetizer to those who are designated drivers, as well as the possibility of free non alcoholic beverages throughout the night.

To begin, bracelets can be sold within the school to other students and staff within respective school. Afterwards, they can be sold within the community through other community centers, sports facilities, bars, cab companies, car dealerships, set up a vendor at local shopping areas and local businesses.
**Extra:**
Bracelets can be sold at other local businesses to allow for not just youth to be involved in the bracelet campaign.
FIRST RESPONDERS PRESENT INFORMATION
First Responders Present Information

Purpose
Reaching out to the first responders in the community (police, paramedics, firefighters, front line workers in hospitals). Having first responders come in to discuss information surrounding impaired driving can be beneficial in discussing information to change ideas about impaired driving.

Material
First responders can be present within the school to talk to students about impaired driving, laws and risks related to impaired driving. Allow for questions from students about anything they would like to ask about impaired driving, though it is important to discuss before with the first responders coming to talk to students that scare tactic stories are not what should be discussed. First responders visiting schools can break barriers associated with first responders and negativity surrounding those professions.

Method
Presentations can be made to larger groups, or small groups to generate discussion and allow for a more “just hanging out” feeling. Having a smaller group can be helpful to youth because it will feel less like hey are being lectured by the adults around.
First responders in the community can be police, paramedics, firefighters, nurses/doctors and addiction/mental health workers. First responders can attend the school or their work environment to discuss impaired driving.
**Extra:**
First responders can assist with promoting campaigns to the community. Breaking barriers down that having to deal with police is not helpful. Allowing for progress for reducing impaired driving together.
POSTER IDEAS
Poster Ideas

Purpose
The posters are to be created to change views on impaired driving and changing the thought of drinking and driving is cool to driving sober is cool.

Material
The posters can be done within class at the decision of the teacher to brainstorm or put together ideas. The teachers do not have to give time within class to get the students to create ideas for the poster, but it is highly recommended to give some time to get ideas and assist students in deciding the theme for their poster. The posters will be created within homeroom classrooms as a way of creating a competition. First, students within group can create posters to have examples. The students in the school can then view examples and create their own.

Method
Posters can be created how the students feel it will best promote the campaign. Poster contest between classes can assist with a competition within school, as well as earning a pizza party for the class. The posters will be later displayed in the hall for all to view. The students within the group can reach out to local newspapers to get them involved in promoting the posters and campaign of Dry Driving. The posters will be created to be displayed within the school, mainly placed in high traffic areas.

As a result of the competition, prizes can be awarded to the selected homeroom class with the best poster, the prize can be bracelets, decals and a pizza party.
Posters idea help:

- Colourful
- Visually appealing
- Positive
- No scare tactics
- Promotions
- Information
  - Who?
  - What?
  - When?
  - Where?
  - Why?
  - How?
WALKS THROUGH TOWN
Walks Through Town

Purpose
Creating a walk through the town will lead to further awareness towards impaired driving.

Material
While on the walk, brochure or mini information papers can be handed out to the public or local stores. The information on the brochure can be local taxi numbers, alternatives to impaired driving, promoting a campaign created by students. Posters can be held by students while walking throughout the town to raise awareness.

Method
Allowing for others in the community to take notice of the campaign to get involved may raise awareness to individuals or businesses. Walks can be lead by the local police to assist in making sure the walk is safe, and vehicles driving around will take note to the lights/sirens which adds a safety component.
Students within school, walking with posters with assistance of police to ensure safety of students and staff. Walking around town can be a way to promote other services within the community.
**Extra:**
Design t-shirts can be designed from a plain white shirt and fabric markers. Students can create messages, designs with Dry Driving being the focus. The t-shirts can be worn on the walk to look more uniform and together as a group.
CHALLENGING OTHER SCHOOLS IN THE AREA
Challenging Other Schools in the Area

Purpose
Using other schools to challenge can promote awareness and a competition between each other to see which school can promote the message more. Schools can have different approaches to reducing impaired driving.

Material
To challenge other schools, it must be done in a positive and promoting manner. Challenges can be done through social media, using sporting or other extra curricular activities that involve other schools, staff can challenge staff at other schools. Students within one school can reach out to challenge another local school. Students can challenge other schools through social media, getting the teacher assisting the group to reach out to a member at another school, having the principal reach out to challenge other schools or put out a challenge with the local newspaper.

Method
When schools have a different approach and create competition will allow to view what promotional ways have the best success. Schools can use each other to be involved in changing youth attitudes towards impaired driving through challenging each other and creating a friendly competition. Students can get the local newspaper involved to allow for publicity of the events to raise awareness. The campaign will begin in one school, and can be challenged that another school becomes involved. Other schools may host the first school in a challenge or vice versa.
Alternatives to Impaired Driving
Taxi Services (Cornwall, Ontario)

<table>
<thead>
<tr>
<th>Taxi Company</th>
<th>Phone Numbers</th>
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<tr>
<td>Choice Taxi</td>
<td>(613) 938-8899</td>
</tr>
<tr>
<td>Tip Top Taxi</td>
<td>(613) 932-2727</td>
</tr>
<tr>
<td>Veteran’s Blue Line</td>
<td>(613) 932-7311</td>
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</table>
Parents/Family Members/Friends

Have a safety plan for times you will be driving to a location or need to find a way home.

To create a safety plan when driving to an event:

- Have a discussion with parents’/family members/friends.
- Let them know where you will be.
- Have a discussion beforehand to plan a pick-up time.
- Make sure to have a phone to contact them in case of a time/location change.
- Give a reminder with about 30 minutes to desired pick-up time, based on how far away the person picking you up is.
- If this plan fails, call a taxi if possible.
- If you cannot call a taxi, call another friend or family member to get another ride.
Designated driver

A designated driver is a driver within the group which abstains from consuming alcohol or drugs to drive others to their location safely.

Planning for a designated driver:
- Plan for someone to not drink before hand.
- Take turns within the group for who is the designated driver.
- Plan to have a vehicle to drive to locations needed.
- Plan and decide as a group a desired departure time.
- Plan a pick up time for each person to relieve any chances for someone to drive their vehicle.
- Make sure to consume non-alcoholic drinks or not participate in drug use.
- Throughout the night remind others within the group for the departure time.
FEEDBACK SURVEY
Feedback Survey

The survey will be produced to rate how well the group, campaign and interest by other students is going throughout. The survey will provide feedback to staff and students involved in the group to see ways to improve and allow for chances for students to note any changes they would like to see. The survey will be created in different versions as the group begins and will not be related to the starting off survey. The survey can be changed at any point for staff and students to allow for the most answers and best chance at constructive feedback. Students that participate within the activities or campaigns will be given feedback forms to complete at their discretion.

The survey can be delivered through a paper copy and dropped off at a location of the groups choosing throughout the school for easy and convenient location for all. The survey can also be delivered online to have access at the survey at any time of day and submitted through an online survey generator system. The survey can also be shared through social media with the online survey generator.

Feedback surveys will be anonymous.

*Refer back to Example Survey to use an online survey generator.*
Questions for Feedback Survey

These questions are a suggestion; they are not mandatory. Any question can be changed to fit your survey better or create your own feedback questions. Surveys can be a rating scale of 1-10, 1-5, strongly disagree to strongly agree, emoticons (emoji/smiley faces) or symbols.

Surveys will serve the purpose of allowing for feedback to be received from all of the participants and organizers of the campaigns. This will allow for feedback on various campaigns to view which one is more effective for each school and student body.

*Put the rating scale at the top of the survey is clear the rating scale can be anything the group chooses.
Example questions for feedback for participants of the event or campaign

1) What campaign or event did you attend?
2) What did you like about the campaign or event?
3) What did you dislike about the campaign or event?
4) Would you participate in a campaign or event in the future?
5) Did you find the information presented was useful?
6) Did you feel comfortable asking for clarification if needed?
7) Do you feel as though the campaign event were appropriate for you?
8) How was the organization level of the event?
9) Were the presenter’s or campaign leaders friendly/approachable?
10) Was the length of the event appropriate for you?
11) Are there any other comments you have about the event or campaign?
12) Did the campaign provide any new information to you?
13) Would you encourage other peers to participate in future campaigns or events?
14) Would you be willing to share events on social media platforms?
15) Would you like to join the group and assist in creating campaigns?
16) Do you have any ideas for campaigns or events you would like to see?
17) Did the leaders of the campaign knowledgeable about the topic about impaired driving?
18) Did you learn anything new about impaired driving?
19) On what level did you participate in the campaign?
20) Do you feel the goals and objectives of the campaign were made clear by the group leaders?
**Example questions for staff feedback**

1) Did you learn anything new throughout the campaign or event?
2) Do you think the students delivering the campaign or event deliver in a positive and inclusive manner?
3) Do you think the other students participated well in the campaign or event?
4) How engaging were the students to get their peers to participate in the campaign or event?
5) Do you think the material was delivered appropriately throughout the campaign or event?
6) What campaign or event did you attend?
7) Did the campaign or event create learning and discussion among other students?
8) Do you have any suggestions to improve any future campaign or event?
9) Do you have an idea to engage students through a campaign or event?
10) What was the best part of the campaign or event?
11) What was your least favourite part of the campaign or event?
12) Would you like to see further campaign or event to raise awareness towards impaired driving?
13) Would you like to assist in future campaign or events within the school?
14) Do you think one (or more) student(s) demonstrated positive leadership roles?
15) Do you have a way students can improve leadership skills?
16) If you were in charge of assisting students what is one thing you would do differently?
17) What were some positive contributions you noticed by staff and students running campaign?
18) Is there any constructive feedback you can provide the group?
19) Did you notice a clear goal and objective of the group through their campaign?
20) Did the students respect others opinions and remain open minded through discussions with peers?
Example questions for students in the group feedback

1) How well do you think the campaign or event was delivered?
2) How well do you think peers participated?
3) Do you have anything you would change for next time?
4) Do you feel you delivered a clear message?
5) Do you feel you created a positive environment for others to participate?
6) Did the group problem solve together?
7) Is there anything you can do to support the group more?
8) What is a positive you bring to the group?
9) Do you work effectively in a group setting?
10) Do you have any experience you can bring to the group?
11) How well can you problem solve?
12) Is there problem solving skills that can be improved within the group?
13) Would the group benefit from more meetings?
14) Do you feel recognized for your contribution within the group?
15) Is there a sense of pride within the group after completing a campaign?
16) Do you see yourself engaging in the group/campaigns within a year?
17) Briefly describe the atmosphere within the group?
18) Do you enjoy group meetings?
19) Did you accomplish the campaigns the group wanted to complete?
20) Did the campaign live up to your expectations?
Appendix A
Example Posters

Calling all students!

Who?
Looking for students in grades 9-12.

What?
Looking for students to join a campaign to reduce impaired driving. Students will discuss issues surrounding impaired driving, view information and ways to change attitudes of peers to reduce impaired driving. Students will lead campaigns with support of Mrs. Idenkno.

When?
Lunch hour and possibility of after school.

Where?
Library, first 20 minutes of lunch.

Motor vehicle crashes are the leading cause of death among 16 to 25 year olds, and alcohol and/or drug impairment is a factor in 55% of these crashes.

On average, approximately 4 people are killed each day in crashes involving alcohol and/or drugs.

Zero tolerance for drivers 21 and under, and novice drivers of any age.

BAC legal limit is 0.08%. BAC warn range is 0.05%-0.08%.

Students will also have the opportunity to receive volunteer hours.

Source: https://en.wikipedia.org/wiki/Infographic
Student Leaders Needed!

Duties
Students will lead group, through sharing ideas and creating campaigns. Students will lead campaigns with the support of staff. Students will discuss the need for change on approaches for discussing impaired driving. Students will look to change youth attitudes towards impaired driving.

Facts
Young people have the highest rates of traffic death and injury per capita among all age groups.
Motor vehicle crashes are the leading cause of death among 16 to 25 year olds.
0.00% BAC for novice drivers and drivers 21 and under.

These are the steps

#1 Join
#2 Share ideas
#3 Design a campaign
#4 Present awareness campaign

Need Volunteer Hours?
Join the campaign and receive volunteer for applicable hours.

Appendix B
Peer Evaluation Form
Peer Leader Evaluation Form

Name: ____________________________  Age: ________  Grade: ________

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<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<td>I am able to communicate information clearly</td>
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<td>I am outgoing and able to create conversations with others easily</td>
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<td>I have confidence in the information I discuss</td>
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<td>Willing to discuss alcohol and substance use</td>
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<td>I am positive</td>
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<td>I am able to view other peoples view points on difficult subjects</td>
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<td>I am willing to learn new information and discuss with others</td>
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<td>I can maintain an open mind</td>
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<td>I am able to let others know when I am overwhelmed</td>
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<td>I work well with others</td>
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<td>I am able to think of awareness ideas to reach other students and adults in discussing substance use</td>
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How much do you know about substance use and impaired driving?

___________________________________________________________________

Briefly describe why you would be a positive role model? (Use back of page if necessary)

___________________________________________________________________
Example Survey #1

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Example Survey #2

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Example Survey #6

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