



**Native CARS**  
Native Children Always Ride Safe

ATLAS

# The Native CARS Atlas: The development of a web-based tool to improve child passenger restraint use in tribal communities

Tam Lutz

KIM Conference 2015

# Tam se ne snat





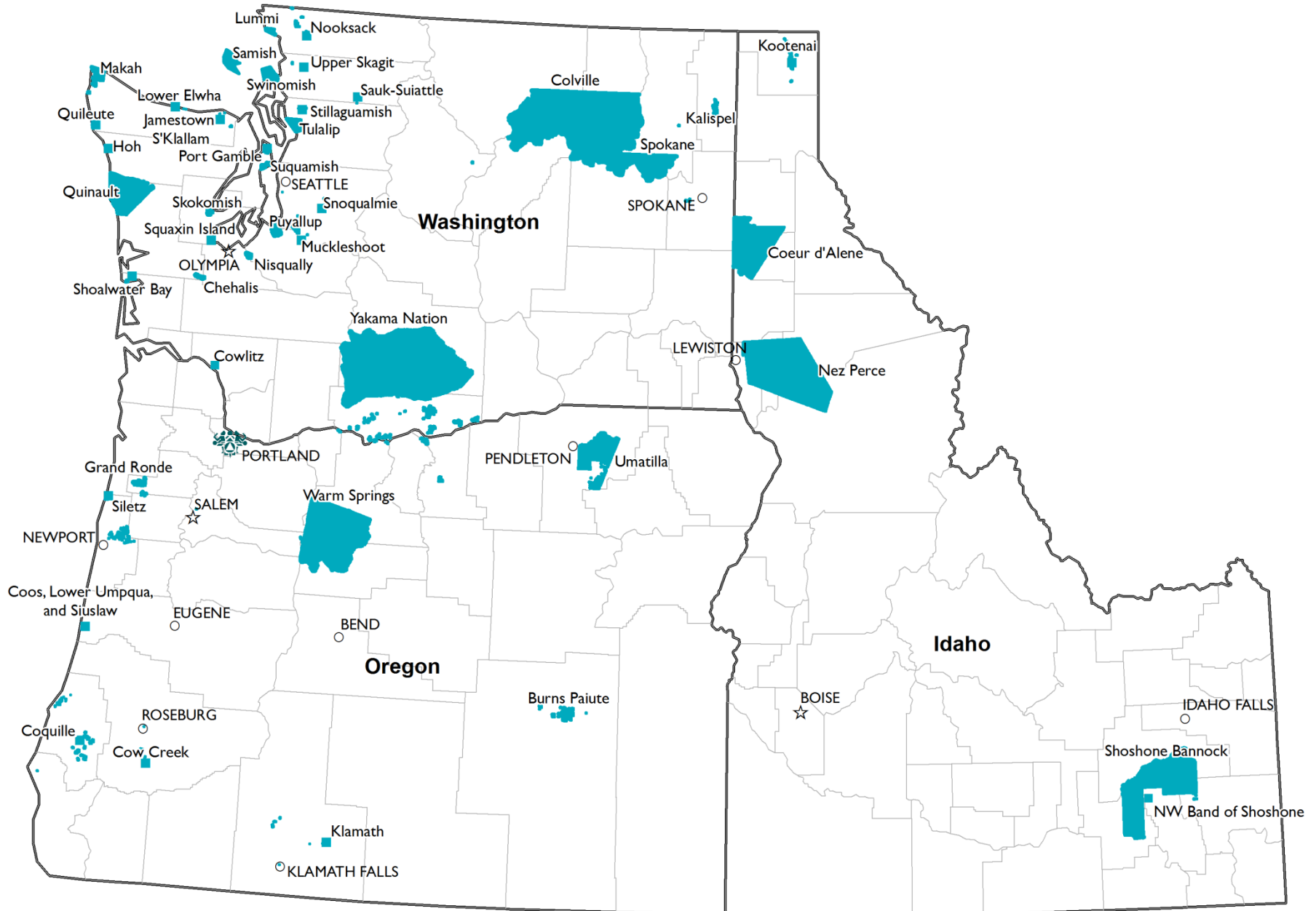
# Native CARS ATLAS

Native Children Always Ride Safe



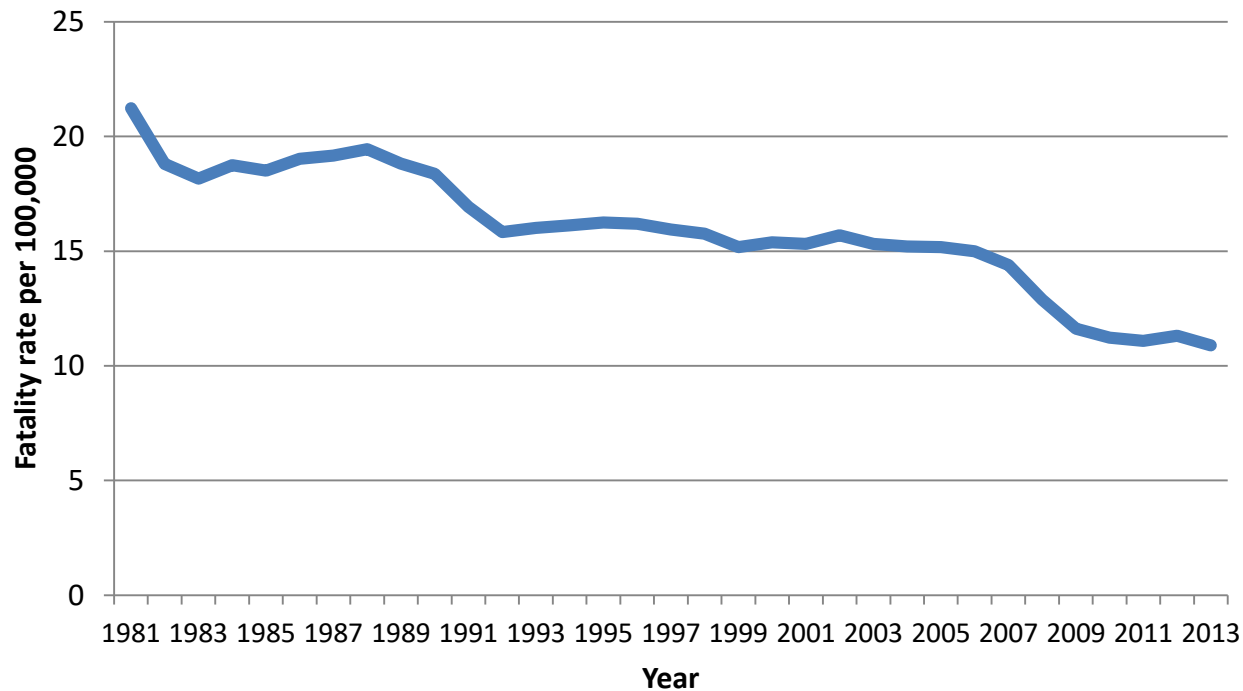


# 43 Northwest Tribes



# Motor Vehicle Fatalities

United States Unintentional Motor Vehicle Death Rates per 100,000,  
All Races, All Ages, 1981-2013

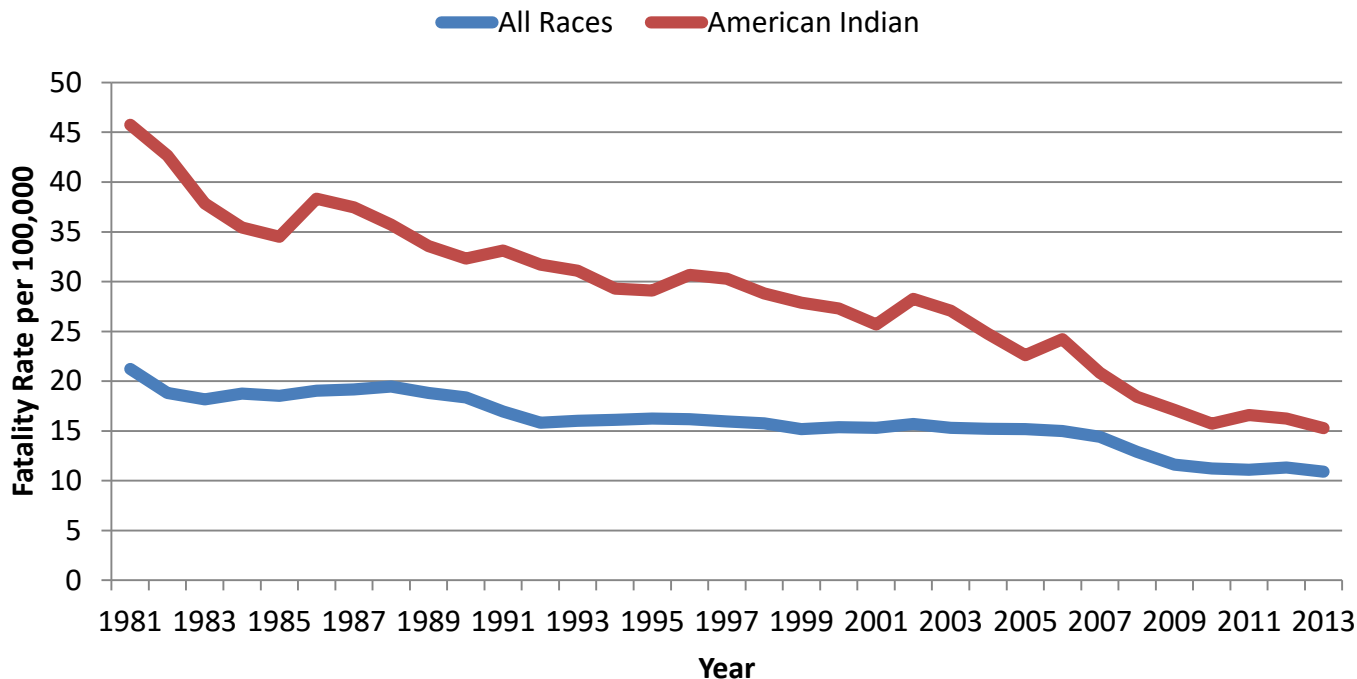


Source: WISQARS. NCHS Vital Statistics System for numbers of deaths. Bureau of Census for population estimates



# Motor Vehicle Fatalities

United States Unintentional Motor Vehicle Death Rates per 100,000, All Ages, 1981-2013

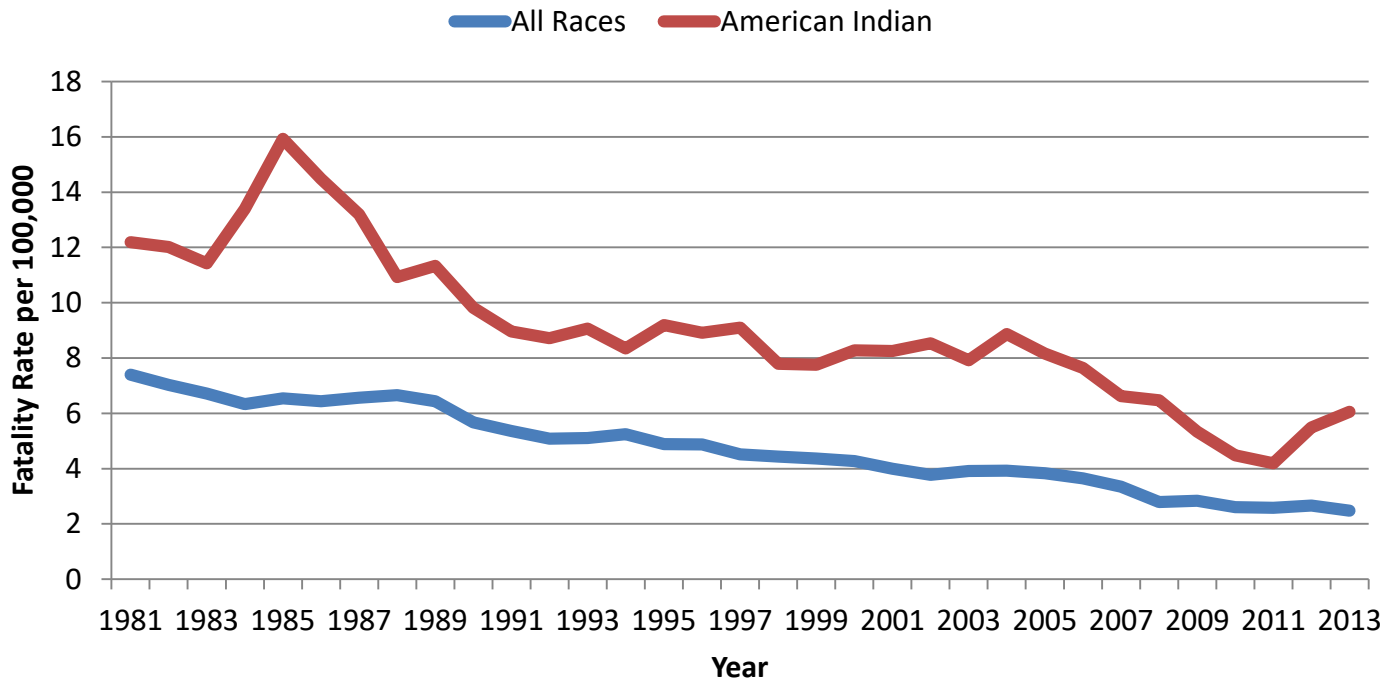


Source: WISQARS. NCHS Vital Statistics System for numbers of deaths. Bureau of Census for population estimates



# Child Motor Vehicle Fatalities

United States Unintentional Motor Vehicle Death Rates per 100,000, Ages 0-9 (3 year rolling averages), 1981-2013



Source: WISQARS. NCHS Vital Statistics System for numbers of deaths. Bureau of Census for population estimates





# Why the Disparity?

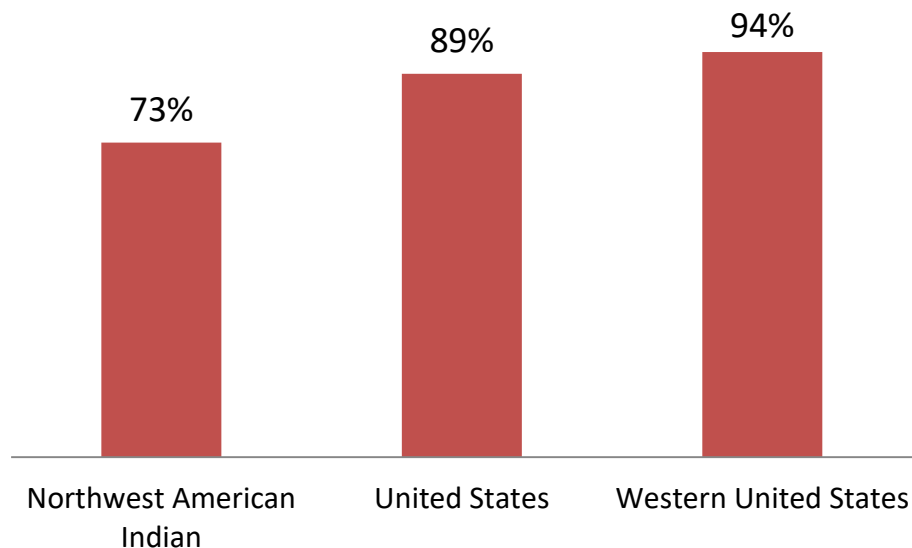
- Difference in road safety?
- Difference in types of vehicles driven?
- Longer EMS response time?
- Is it an urban/rural phenomenon?
  - 71% of American Indians live in urban areas, according to the 2010 US Census
- Difference in restraint use?





# Child Restraint Use

Percent of Children Age 0-8 Using Any Type of Restraint, 2009



Source: Native CARS Study & NHTSA's National Center for Statistics and Analysis



# Why Does the Child Restraint Use Disparity Exist?

- Were American Indians driving older cars?
- Did people not have child safety seats?
- Did people not know the child safety seat recommendations?
- Were they not subject to child passenger restraint laws?





**CLICK IT**  
— **OR** —  
**TICKET**

Because of cultural differences, campaigns that have worked in other US communities may not have been as effective in tribes





# So, How Do We Fix it?











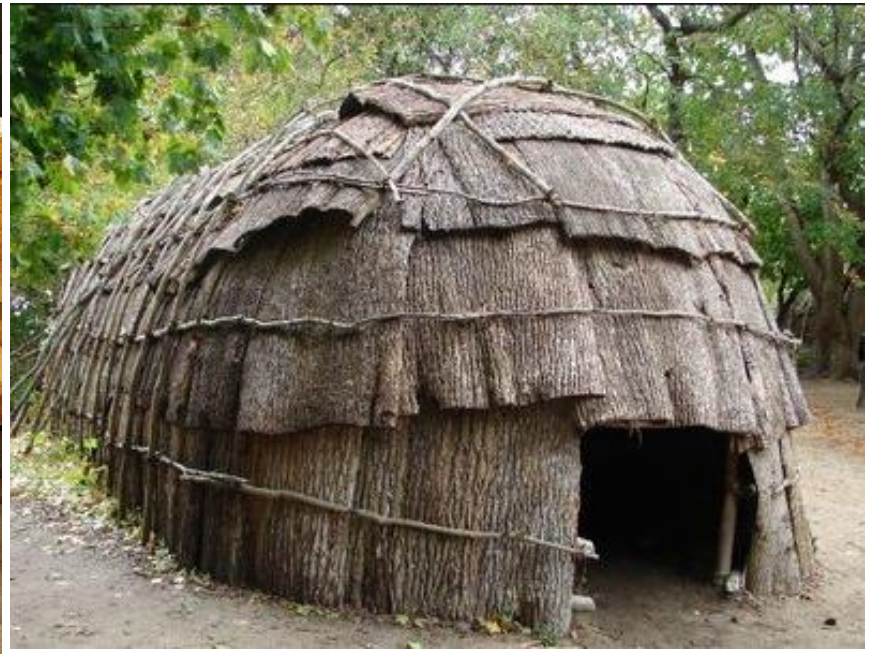








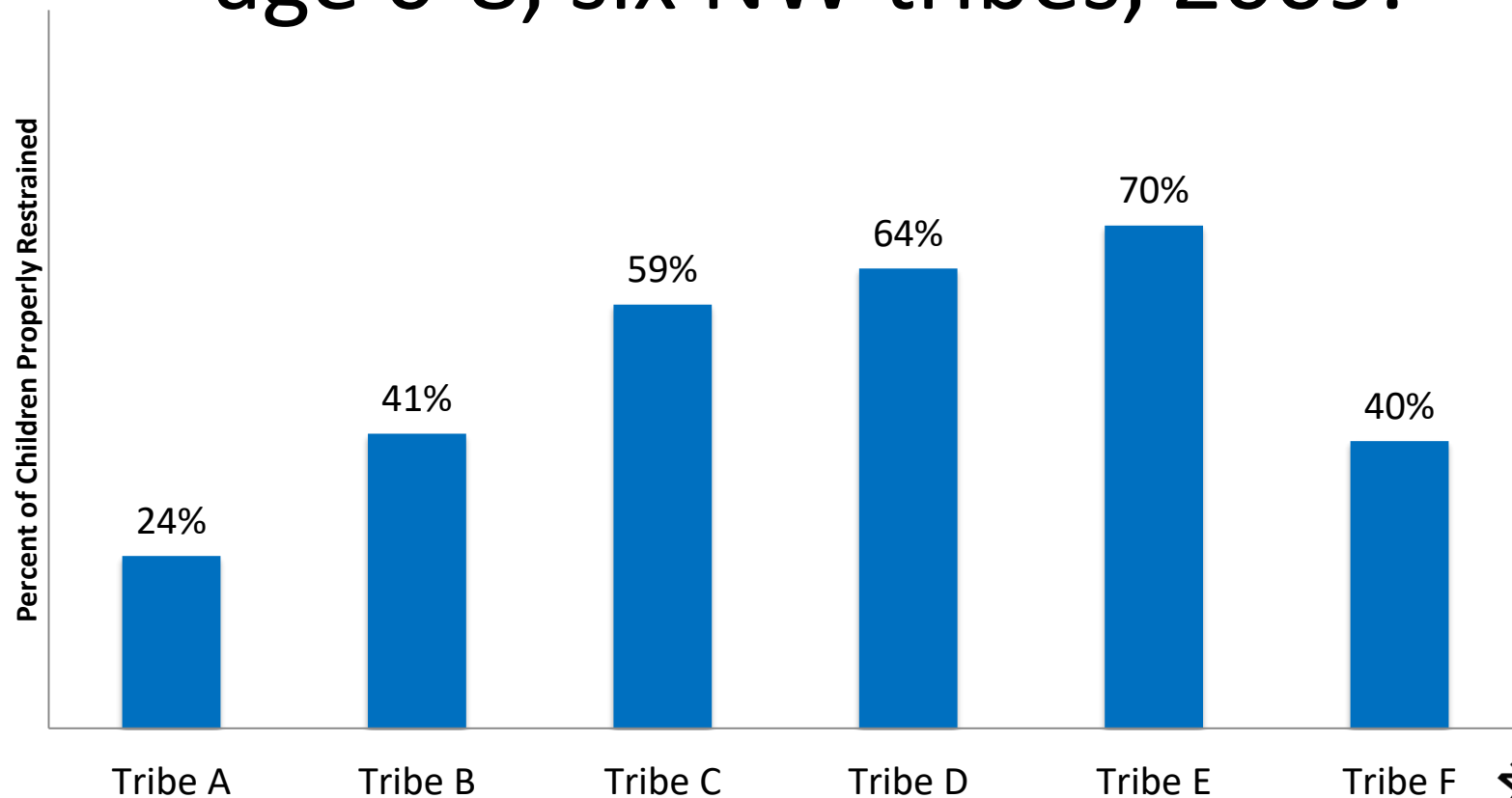


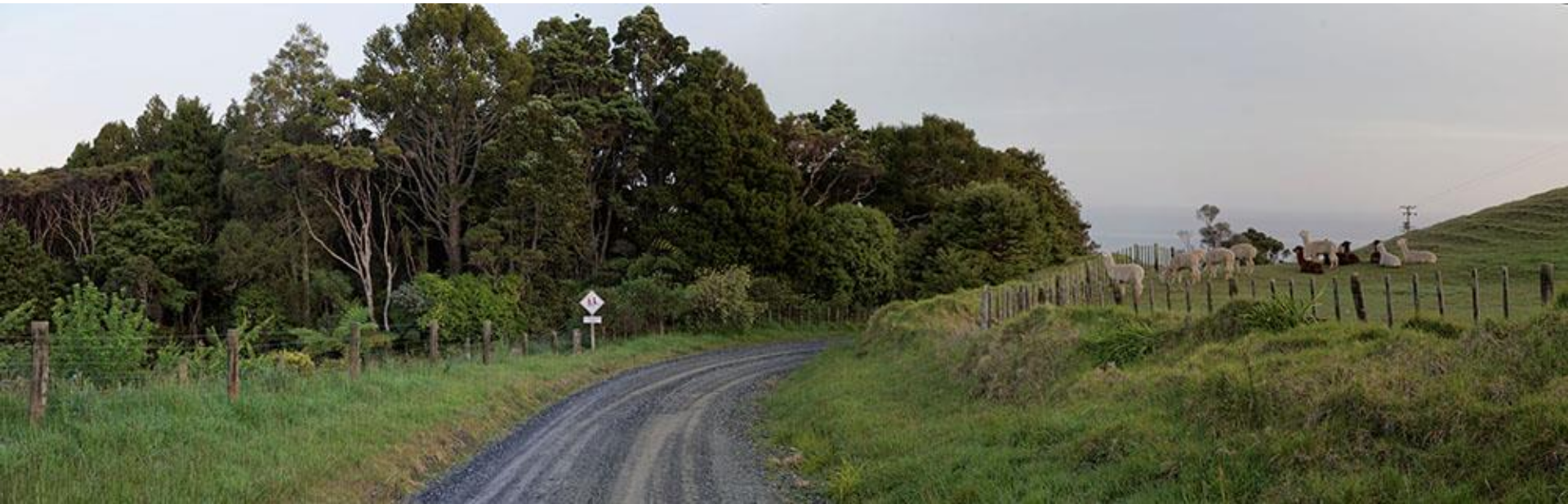
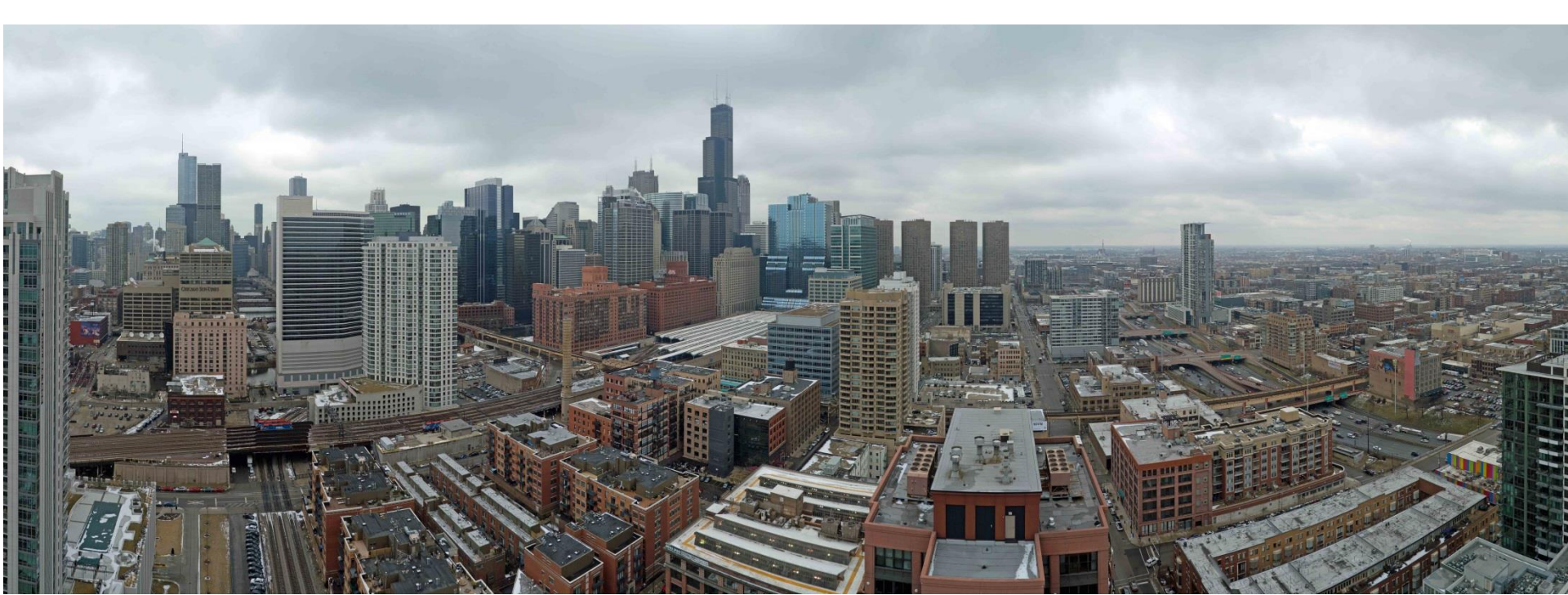






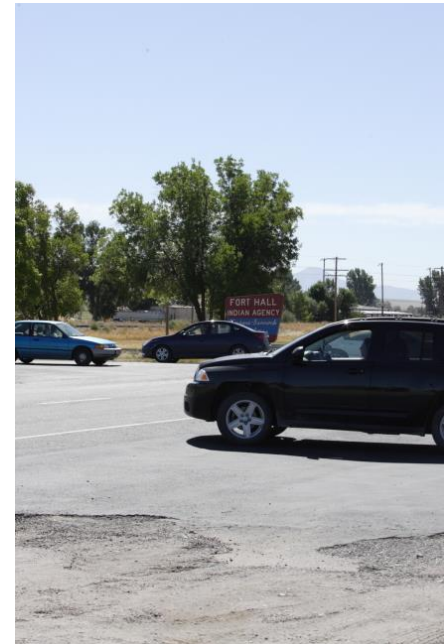
# Percent of properly restrained children age 0-8, six NW tribes, 2009.







# Beyond Child Passenger Safety Expertise





# Native CARS



**A Community Based Participatory  
Research Success Story**

# All Facets of the Study were Community Driven



# Community Data to Drive Interventions

- Need to identify appropriate approach
  - Do we need to build awareness
  - Should add to existing health or safety practices
  - Is the community *ripe* for policy change
- Need to understand the community practices, norms, beliefs, strengths, barriers?
- Need to know who are children most at risk?
- Need to know if what we are doing now addresses what we find in our data?
  - Do people need seats?
  - Is current information reaching drivers ?



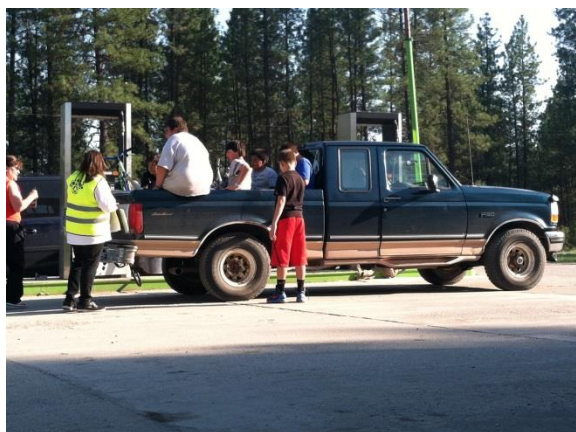
# Quantitative Data

- Establish baseline proper child safety seat use
- Identify risk factors for improper and unrestraint
- Data collection elements included:
  - Driver seat belt use, race, age
  - Child's age, weight, whether they were 4'9"
  - Child's restraint, seat position (front/back), relationship to driver
  - Minutes from home, type of vehicle, # of passengers





# Vehicle Observation Survey



# Qualitative Data

- Helped explain and elaborate on quantitative data – gave us the Why
- Examined some results in more detail
- Established internal and external facilitators and barriers to child safety seat use
- Described family or social norms that may influence restraint behaviors
- Provided evidence of consistent use or improper use
- Suggested interventions





# Qualitative Methods

- Site coordinators used screener to recruit purposeful sample of parents of children 0-8 years
  - Age of child
  - Parental use of child safety seats
  - Gender
  - Smaller subset of professionals who have contact with target population
- Semi-structured one-on-one interviews
  - Reveal factors relevant to child safety seat use
  - Relay personal experience, tell “their story”

Attachment C

**Elicitation Interview Screener – For Parents/Caregivers**  
(Insert Name of Tribe)

Native CARS Study  
(insert dates of interviews)

Site Coordinator: Hello. My name is (insert name of site coordinator) and I am Native CARS Site Coordinator for the (insert name of tribe). May I speak to (name of person being recruited)?

If not that person on phone repeat when (name of person being recruited) comes on the phone: Hello. My name is (insert name of site coordinator) and I am Native CARS Site Coordinator for the (insert name of tribe).

You may have received a letter in the mail asking you to participate in the Native CARS study along with the Northwest Portland Area Indian Health Board are conducting a research study about child safety seat use in American Indian children. As part of the study we are conducting interviews in the community. We are scheduling interviews for next Thursday or Friday (date) at (location). The interview will take approximately 45 minutes. You will receive a gift card for \$20.00 for helping us. Does this sound like something you'd be interested in?

( ) Yes  
Before I schedule you for an interview, I would first like to ask you just a couple questions to be sure that you meet the criteria for the interview and so that the interviewers will know a little bit about you.  
These questions will only take a few moments to answer.

( ) No  
Thank you for your time, and have a great day.

1. Document gender of respondent:  
( ) Male  
( ) Female

Continue  
Continue





# Risk for Inadequate Restraint

- Booster seat age
- Weak or no law
- Unrestrained driver
- Not with own parent
- Close to home





# Emergent Themes of Qualitative Data: Norms

## Knowledge

“From a societal standpoint I think they occurred because people realized that too many young children were being injured by the seatbelts themselves. While the seatbelts were a good idea, for an infant or for a very small child, in an impact the seatbelt was probably causing internal injuries of some sort.”

## Watching over/protecting “community’s children”

“We are extended family and you look out for everyone...”

“I know that culturally that children are the tribes biggest asset and ..., you know raising a healthy generation and the generation is going to be the tribe of the future in strong way.”

## Lack of Family Enforcement

“They’re probably not going to-unless they change, you know what I mean, because children do what they learn. And if the parents are relaxed, the child will probably be relaxed. Unless something changes that for them.”

## Tribal Sovereignty

“I know that I’m not always right. I think it our sovereignty, our rights on our reservation not to on the rez if we didn’t want too. I always say it’s my native right, I don’t have to use a seatbelt on the rez, but the kids do.”



# Emergent Themes of Qualitative Data: Barriers

## Nonparent drivers

“My mom, she’s kind of older and if she’ll just drive around the houses, like the property, she’ll tend to just let the kids stand up and stuff.”

## Local/Short/Hurried trips

“Just going to store.”

“I think just because it’s quicker not to have to use them, it’s quicker and easier in just getting in and go.”

## On reservation vs. off-reservation

“A lot of what you hear out here is, Oh this is a reservation, we don’t need to wear a seatbelt.”

## Lack of Laws or Law Enforcement

“But if they was to meet one of our tribal officers on the road and the officer seen that kids aren’t in their seats, I don’t think that they would get stopped. I don’t think anything would happen.”





# Emergent Themes of Qualitative Data: Facilitators

## Laws/fines and law enforcement

“Like I just know that if we were to get stopped that there is a fine if the kids aren’t in their seatbelts. So when we leave the reservation they’re in their seatbelts.”

## Consistent routines

“I tell them to put it on and they do. They jump in and buckle up. It is just a habit.” “I don’t go nowhere until she buckles her in. The car will sit there.”

## Accident Experience

“Honestly, what works for me for anything is other people’s experience. An example I guess which seems kind of bad but well this happened to so and so because they didn’t follow the rules or the laws or the weight limits and everything.”

## Child Influence

” He gets into his booster in the back seat and buckles in. He won’t even, if I start the car and start backing out and he’s not ready, he’ll say, ‘Dad I’m not ready yet.’”



"We are **extended family** and you make sure you look out for everyone..."

"I tell them to put it on and they do. They jump in and buckle up. It is **just a habit.**"

"My 6-year-old is too old for a seat."

"Last year after 2 **tickets** I really started paying attention..."

"If they go with **grandma** they may have to use regular seat belts."

Risk of riding improperly restrained	Relative Risk	95% Confidence Interval
Booster seat age (vs. infants)	1.80	1.43, 2.27
Weak or no law (vs. NHTSA guidelines)	1.66	1.05, 2.64
Unrestrained driver (vs. restrained driver)	1.46	1.32, 1.62
Not with own parent (vs. with parent)	1.29	1.19, 1.41
Close to home (vs. >5 minutes away)	1.16	1.06, 1.27

"Sense of **safety on the rez**, things don't happen."

"Going a **short distance**, I might just put kid on my lap, so I can hurry up and get there."





# Community Interventions

- Informed by community data
- Developed by community
  - Site Coordinator, their supervisors, advisory members
  - Focus Groups
- Implemented by community



# Intervention Design Process

- Review observation and interview data
  - Associations with use and non use
  - Barriers & facilitators
  - Community strengths

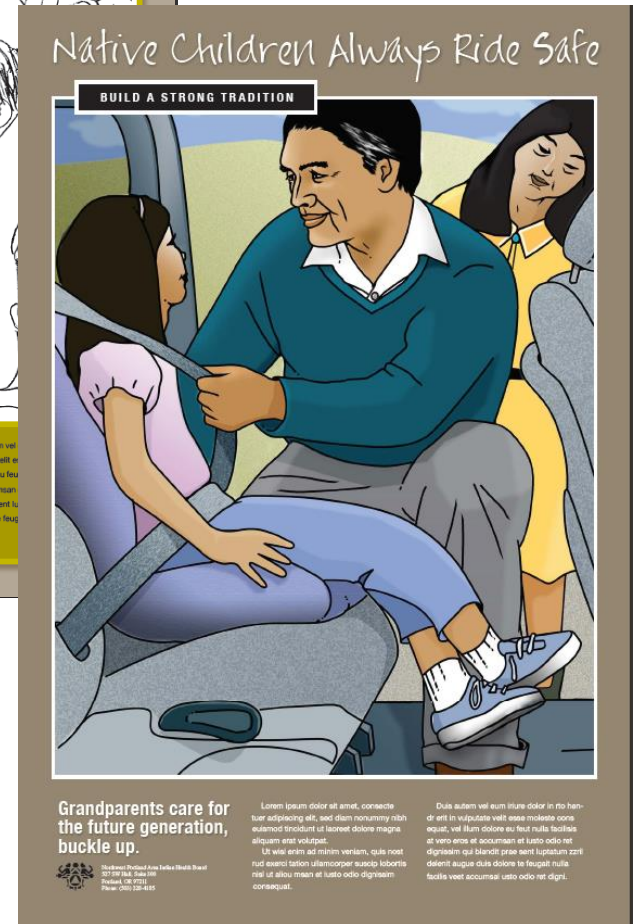
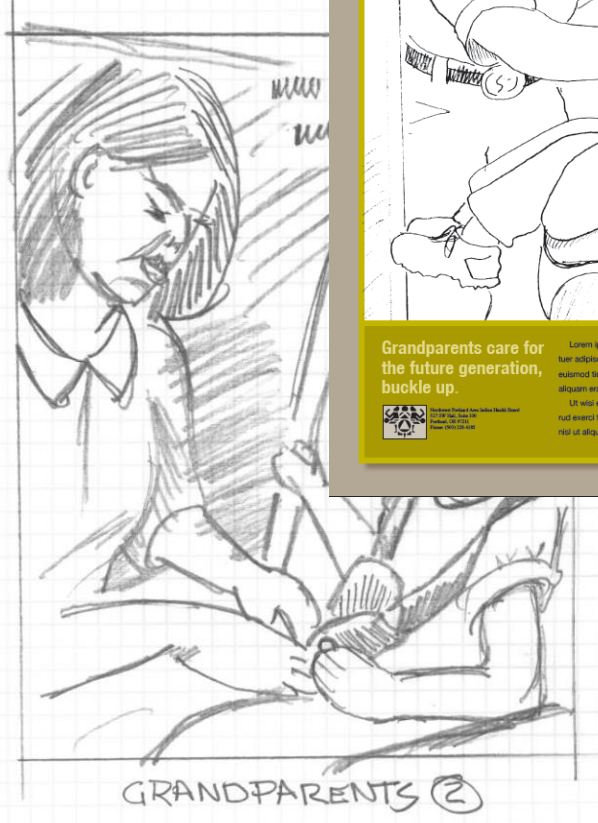


**Issue + Approach + Audience+ Collaborators = Intervention**

- Determine what are the main issues
- Determine your best approach
- Determine who is your audience
- Scan community for collaborators and resources



# Developing Media Materials



# Native Children Always Ride Safe



**Grandparents &  
grandchildren  
always  
ride safe.**

***Shoshone-Bannock  
Tribes***



Northwest Portland  
Area Indian  
Health Board





BUILD A STRONG TRADITION

# Native Children Always Ride Safe



## We all care for the future generation.

Life is complicated and sometimes children have to ride in vehicles with grandmas and grandpas, aunts, uncles or friends. But it is important that they are in child seats even when with other drivers. No matter who they're riding with, all children from birth to 8 should ride in a child safety seat appropriate for their age and height. If your child spends a lot of time riding with another driver, it's a great idea to have an additional child seat for the other driver's car to make keeping your child safe easy and convenient.

**Colville Confederated Tribes**



Northwest Portland  
Area Indian  
Health Board







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# Native Children Always Ride Safe

**Every Trip,  
Every Time**



## Use child safety seats on and off the reservation.

*Spokane Tribe of Indians*



Northwest Portland  
Area Indian  
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# Native Children Always Ride Safe



***Protect our children.  
Use child safety  
seats.***

***Nez Perce Tribe***



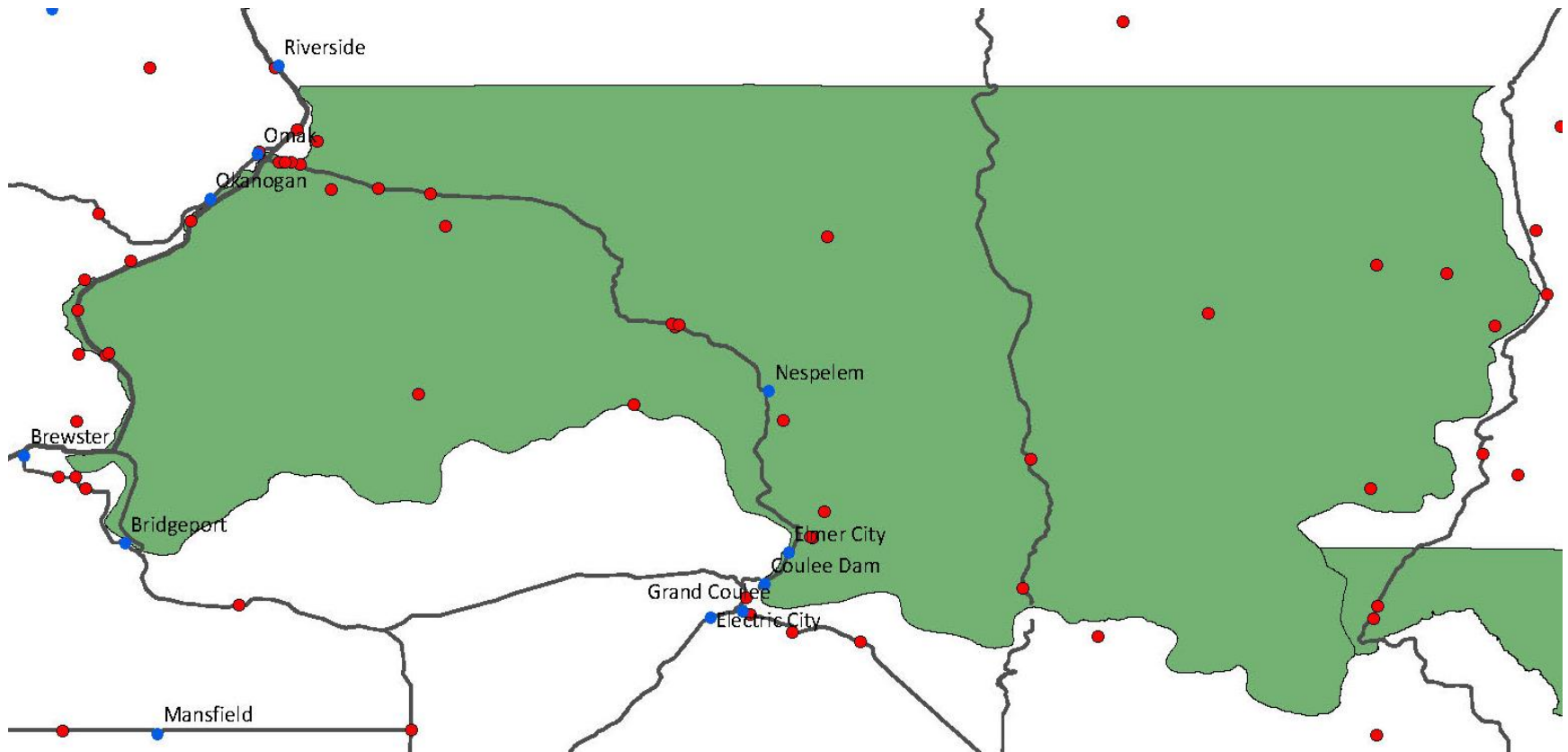
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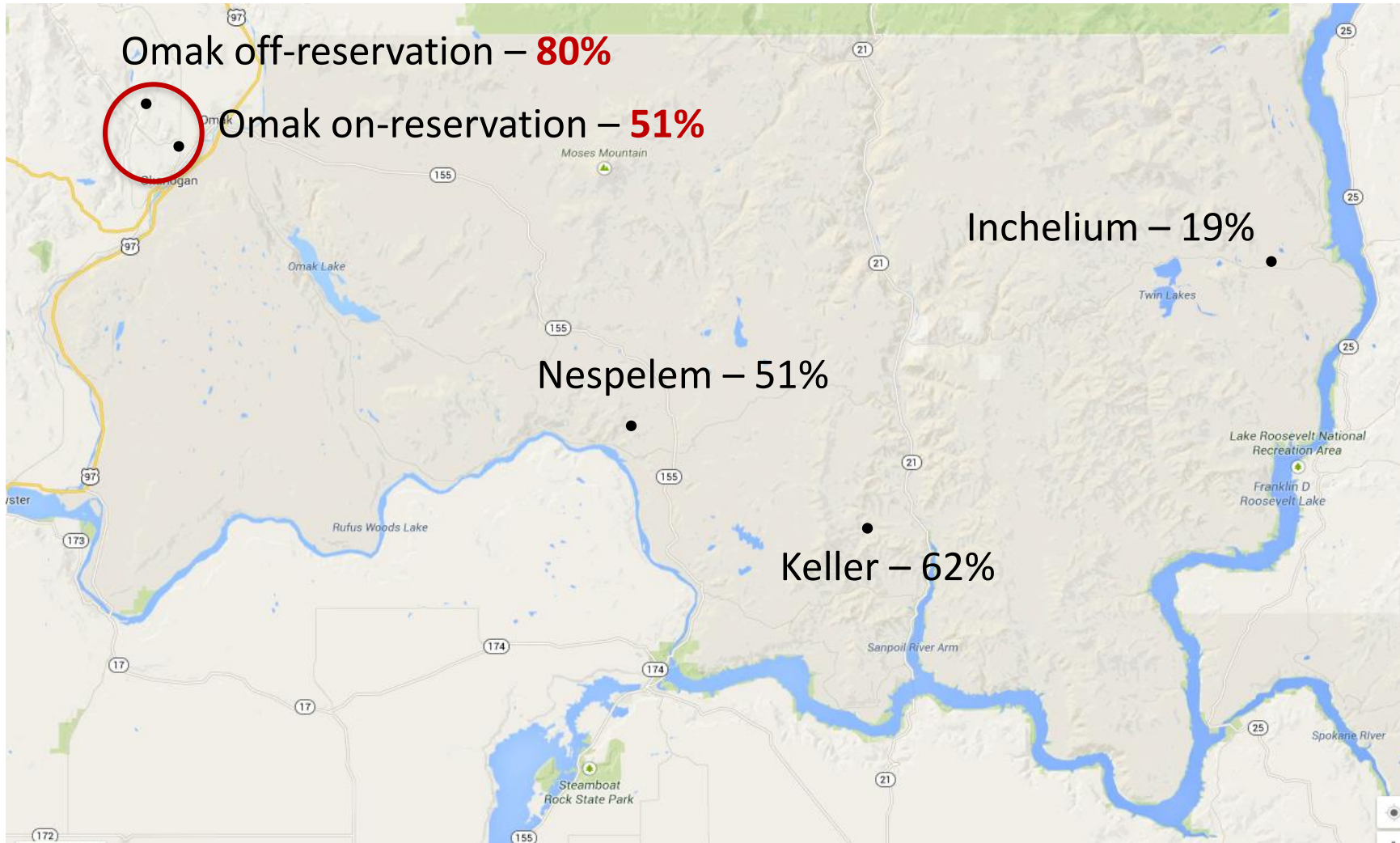


# Fatal crashes on Colville Reservation, 2001-2009





# Proper Restraint at Colville, 2009





# Risks for Improper Restraint

- Booster-seat age kids (age 4-7)
- Kids traveling close to home
- Kids riding in trucks
- On reservation



# Community Context

- Drivers knew kids should be in boosters until age 8 and in the back seat until age 13
  - Washington state law
- Previous tribal outreach had been successful
  - Booster seat distribution
  - CPS tech doing community education





# Interventions

- CPS tech outreach
  - 4 Child passenger safety techs trained
  - 8 Car seat clinics
  - 234 seats distributed at car seat clinics and SNAP classes
- Public Awareness Campaign
  - Posters
  - PSAs, Billboards
  - Facebook



# Law and Order Code

- Two year process
  - Draft law
  - Public hearings
  - Diversion program
  - Police officer training
- Law passed Aug 2011
  - Safety seat until age 8
  - <13 in back seat

## Enacted Tribal Law

### §-3-13 Child Passenger Restraints – Use Required

(a) Whenever a child who is less than sixteen years of age is being transported in a motor vehicle that is in operation and equipped with a safety belt system in a passenger seating position, the driver of the vehicle shall keep the child properly restrained as follows:

- (1) A child must be restrained in a child restraint system, if the passenger seating position is equipped with a safety belt system that allows sufficient space for proper installation until the child is eight years old, unless the child is four feet nine inches or taller.
- (2) The child restraint system must comply with the standards of the United States Department of Transportation; and is determined to be appropriate for the child's individual height, weight, age and must be secured in the vehicle in accordance with both the instructions of the vehicle manufacturer and the car seat manufacturer.
- (3) A child who is eight years of age or older or four feet nine inches or taller shall be properly restrained with the motor vehicle's safety belt system properly adjusted and fastened around the child's body.
- (4) The driver of a vehicle transporting a child who is under thirteen years old shall transport the child in the back seat positions in the vehicle where it is practical to do so.

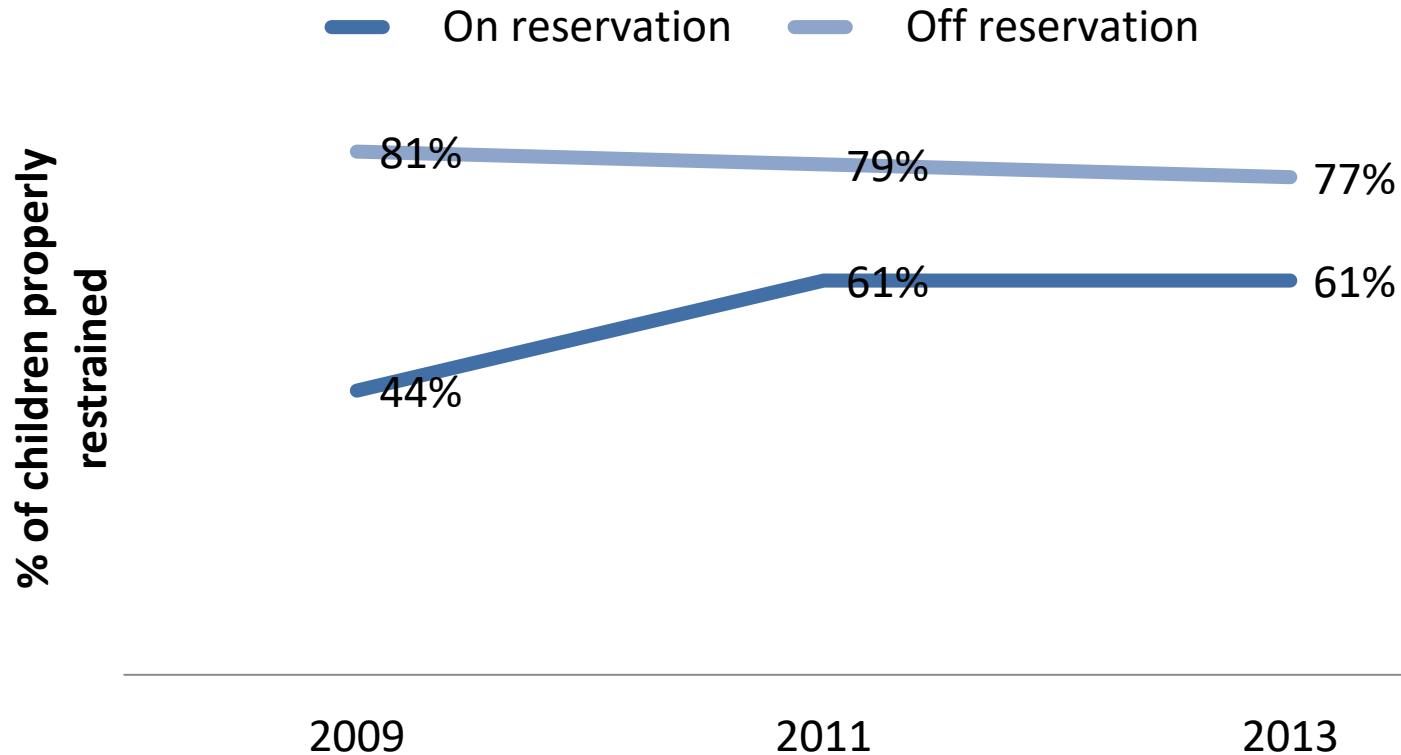
(b) Enforcement of subsection CTC § 3-3-13 (a) is subject to a visual inspection by law enforcement to determine if the child restraint system in use is appropriate for the child's individual height, weight, and age. The visual inspection for usage of a child restraint system must ensure that the child restraint system is being used accordance with instructions of the vehicle and the child restraint manufacturers. The driver of a vehicle transporting a child who is under thirteen years old shall transport the child in the back seat positions in the vehicle where practical to do so.

- (1) The requirements of subsection CTC § 3-3-13 (a) do not apply in any seating position where there is only a lap belt available and the child weighs more than forty pounds.
- (2) A person violating subsection CTC § 3-3-13 (a) may be issued a notice of traffic infraction. If the person to whom the notice was issued presents proof of acquisition of an approved, non-expired child passenger restraint system or a child booster seat, and the person has not previously had a violation of this section dismissed, the jurisdiction shall dismiss the notice of traffic infraction.
- (3) Failure to comply with the requirements of this section shall not constitute negligence by a parent or legal guardian. Failure to use a child restraint system shall not be admissible as evidence of negligence in any civil action.

(Amended 8/25/11, Codified 8/4/11, Resolution 2011-570)



# Did child safety seat use increase on the Colville Reservation?







# Making a Difference



# What made it work?

Collaboration



Community  
Leadership



Sustained  
Improvement





# Evaluation

Did it work?

*Process Evaluation*

*Impact Evaluation*

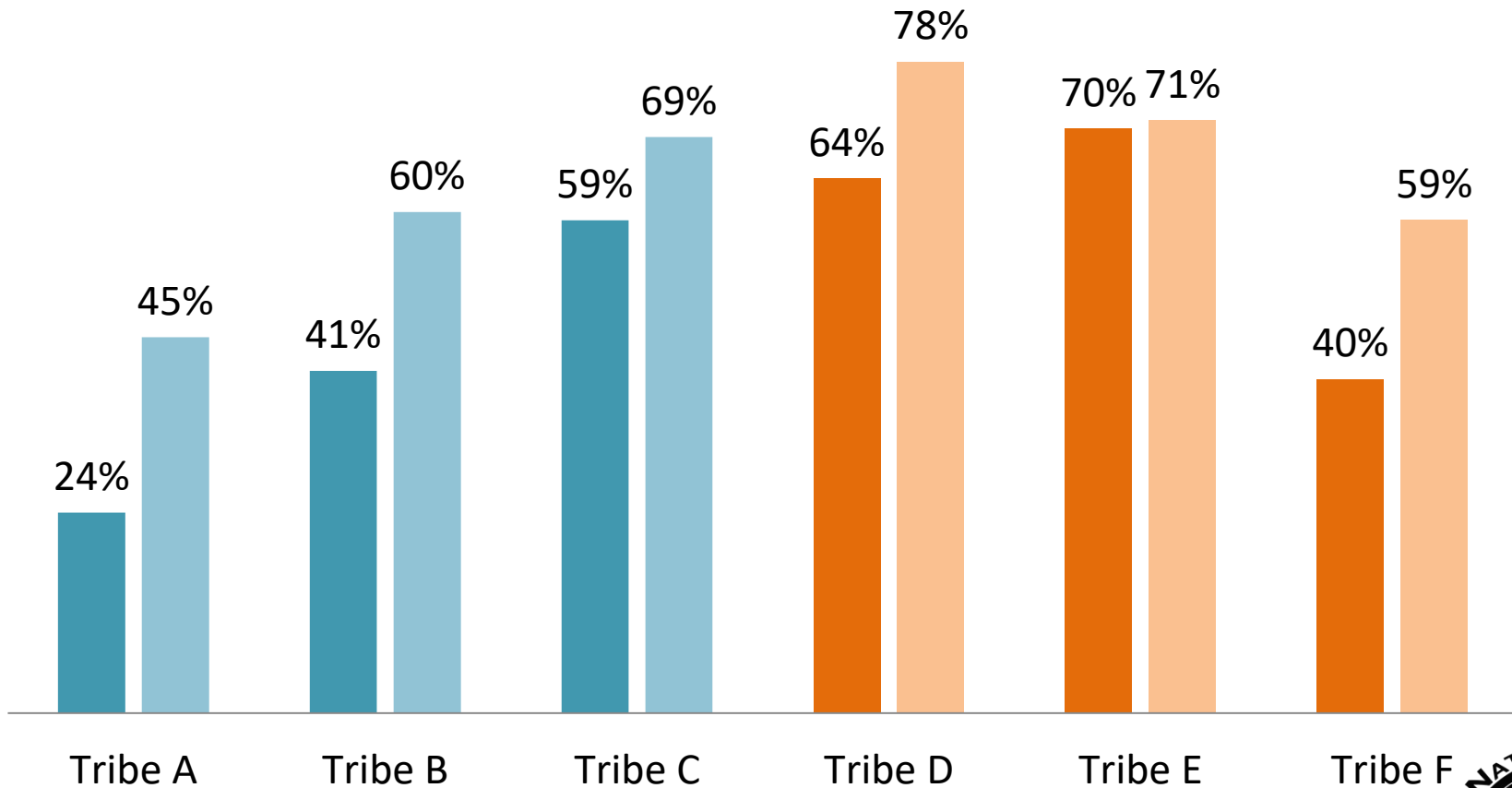
*Outcome  
Evaluation*







# Did proper restraint increase?





# Native CARS ATLAS

## Native CARS Atlas

Welcome to the Native CARS Atlas,  
where you can learn how to start a child  
passenger safety movement in your community —

**Get Started**



**Module 1:**  
Intro

[Take a Look](#)



**Module 2:**  
Build and Organize Your Coalition

[Take a Look](#)



**Module 3:**  
Check Your Community's  
Readiness

[Take a Look](#)



**Module 6:**  
Create a Data-Driven Awareness  
Campaign

[Take a Look](#)



# Atlas Contributing Authors



Left to right: Kootsie Cunial (Klamath Tribes), Iola Hernandez (Shoshone Bannock Tribes), Rebecca Hunt (Colville Tribes), Brandy Bishop (Grand Ronde Tribes), Bernadine Phillips (Colville Tribes), Crissy Garcia (Nez Perce Tribe)



# Atlas Content Outline

## **1: Introduction**

- Goals, objectives and benefits

## **2: Build and Organize Your Coalition**

- Strategies for building a team
- Sample meeting agendas
- Fundraising ideas



## 3: Check Your Community's Readiness

- How to determine readiness
- Child passenger safety strategies depending on readiness level

Stage	Description	Activities
High Level of Community Ownership	Detailed and sophisticated knowledge exists about motor vehicle injuries and child passenger safety. Effective evaluation guides new directions. Model is applied to other issues.	<ul style="list-style-type: none"><li>• Expand to related topics (distracted driving, bicycle helmets, etc.)</li></ul>
Denial/Resistance	At least some community members recognize that child passenger safety is a concern, but there is little recognition that it might be affecting people locally.	<ul style="list-style-type: none"><li>• Establish partnerships</li><li>• Build awareness more broadly (media about motor vehicle injuries, car seat recommendations)</li><li>• Data collection</li><li>• Community outreach</li></ul>

## 4: Why & How to Collect & Use Data

- Find existing data resources
- Collect community-specific data
  - Do vehicle observations to determine the proportion of properly restrained kids
  - Determine groups at risk
  - Conduct Elicitation Interviews
  - Conduct focus groups







## 5: Make Data-Driven Plans to Improve Child Passenger Safety

- Pinpoint mode of intervention: awareness, education, behavior change, public health practice, policy
- Create & evaluate an intervention





## 6: Create a Data-Driven Awareness Campaign

- Determine messages & audience
- Create specific types of media
- Download Native CARS media, both ready to customize and ready to print





# Native CARS

Native Children Always Ride Safe

# ATLAS

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☒ Determine the Issues to Address

☒ Define Your Target Audience

☒ Decide What Action the Audience Should Take

☒ Deliver a Recognizable Message

☒ Create the Campaign Materials - Native CARS Examples

☒ Create Your Own Campaign Materials

☒ Measure the Success of Your Campaign

☐ Check Your Community's Readiness - Quiz

## Module 6 - Create a Data-Driven Awareness Campaign

This module describes how to develop a data-driven media campaign customized for your community. In our experience, people from a variety of different roles have successfully led the development of media campaigns in tribal communities:

- Child passenger safety advocates
- Newly certified Child Passenger Safety Technicians (CPS techs)
- Health educators
- Program managers

If your role is similar to any of these, you will likely be able to successfully implement a media campaign. If not, you may be able to tap into your coalition ([Module 2](#)) to help you with your media campaign.

[What Is a Media Campaign?](#)

[Determine the Issues to Address](#)

[Define Your Target Audience](#)

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##### ☒ Create Your Own Campaign Materials

##### ☒ Measure the Success of Your Campaign

##### ☐ Check Your Community's Readiness - Quiz

## What Is a Media Campaign?

A media campaign uses several different types of media to influence or inspire people to adopt a healthy behavior or belief. These media options can include:

- Advertisements
- Articles in newspapers, magazines, or websites
- Banners
- Billboards
- Booths at health fairs
- Flyers
- Mass emails
- Posters
- Radio and television public service announcements (PSAs)
- Skits at community or school programs
- Social media postings
- Sponsorship ads at community activities

Effective media campaigns use several of these types of media to increase exposure to the message. And studies show that media campaigns are effective when you hand out free or reduced-price products. We'll give some examples on how to do this later in this module.



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## Determine the Issues to Address

You will want to base your media campaign on issues most relevant to your community. You may have collected data about child passengers as part of your activities in Module 4. As you gathered and studied your data, you probably started to notice certain themes, or issues, come about. Here are some of the issues the first Native CARS tribes noticed in their communities:

- Non-parent drivers were more likely to have children improperly restrained in the vehicle.
- Families didn't see law enforcement as part of the solution to having children properly restrained in car seats.
- Children of booster seat age were more likely to be improperly restrained.

Once you've done your research and narrowed down the issues you want to tackle, the next step is to define your target audience.



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## Define Your Target Audience

Your target audience is the people you are trying to reach. As you look through each of the issues to address, think through what specific type of person you're trying to target.

- Age: Teenager or elder?
- Gender: Male or female?
- Location: Urban or rural? On or off the reservation?
- Ethnicity: American Indian or Hispanic? Other community members?
- Marital status: Single, married, divorced?
- Income: Rich, middle class, or poor?

Please note that the broader your target audience, the more difficult it will be to reach them. For example, if you define your target audience as "everyone," then you're attempting to target everyone from age 0 to 110, male to female, all around the world. It will be very difficult to find one unifying message for that large of an audience. It will help immensely to narrow down your target audience as much as possible.

**“** When you're trying to reach everybody, you're reaching nobody.

Once you've narrowed down your target audience as much as possible, you'll want to learn a little bit more about them. What media do they consume? How often are they exposed to it? What look and feel appeals to them?

One way to find out these answers is to look at your community as if you were an outsider. Observe people as much as possible and ask them a lot of questions. Ask about what types of media they use. Ask what images appeal to them. Ask what types of messaging would persuade them to do something. You may have done some of this type of work via qualitative methods in Module 4.

As you do more and more research, you will probably learn that there is not one common look and feel that your entire target audience all shares. That's why you should use different types of media to target different audiences. You can also use different imagery for different audiences. But always remember, the more you tailor your message to your target audience, the more effective that message will be.





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## Decide What Action the Audience Should Take

You want to have a crystal clear idea of the action your audience should take. For example, you found that non-parent drivers were more likely to have children improperly restrained. The action you may want to communicate is that elders should keep children under 4'9" in booster seats.

Try this. Take a moment and think about a possible action for this target audience and issue. We'll show you what we did in just a moment.

- **Target audience:** Booster-seat-aged kids and their drivers
- **Issue:** Children of booster seat age were more likely to be improperly restrained.

What action do you want this audience to take?



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##### < Module 6 - Create a Data-Driven Awareness Campaign

###### ☒ What Is a Media Campaign?

## Deliver a Recognizable Message

Our research showed that community-specific media campaigns were effective for Tribes. Here are a few tips to make your message community-specific:

- **Recruit community members to be models, actors, and actresses.** You should use images of those who many people in your community recognize. At the very least, the models, actors, and actresses should look like they're from your community.

Use someone notable and respected in the community, like:

- A respected Tribal elder
- A family who is active in the community
- An adorable child everyone knows
- A local celebrity

A local celebrity we used for a Shoshone-Bannock poster was Wiley Peterson, a Shoshone-Bannock tribal member and a national professional bull rider.



- ☒ Determine the Issues to Address
- ☒ Define Your Target Audience
- ☒ Decide What Action the Audience Should Take
- ☐ **Deliver a Recognizable Message**
- ☐ Create the Campaign Materials - Native CARS Examples
- ☐ Create Your Own Campaign Materials
- ☐ Measure the Success of Your Campaign
- ☐ Check Your Community's Readiness - Quiz

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BUILD A STRONG TRADITION  

## Native Children Always Ride Safe



### “To Cowboy Up is to Buckle Up!”

*Wiley Petersen, Professional Bull Rider and Member of Shoshone-Bannock Tribes*

At tribes, we look out for each other. Watching out for all children is a strong tradition that has kept our communities strong. Be a role model by always keeping ANY child riding with you in a child seat or booster seat appropriate for their age and size, and encourage your friends and family members to do the same.




Northwest Portland Area  
Indian Health Board

**Please note:** If you are taking photos or videos, you need to have the necessary permission to use people's images. If you are taking any photos or videos of people, they all must give their consent. Here is a [model release form](#) you can use for photo/video consent. You can use this for both adults and minors. For more information on model consent, please visit the [American Society of Media Photographers resources page](#).

- **Use local imagery:** Try to use images that show a familiar place that is recognizable by nearly everyone in your community. This may be a mountain, river, meadow, even a familiar building. This helps viewers see the message as coming from their own communities and encourages them to open their minds to your message.



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## Create the Campaign Materials - Native CARS Examples

Here are three examples of campaign materials we used.

### 1. Example #1

**Issue:** Non-parent drivers were more likely to have children improperly restrained.

**Target audience:** Elders

**Action audience should take:** Elders should keep children under age 13 in an appropriate child safety seat in the back seat of the vehicle.

#### Special considerations:

- Models should look like an elder and dress like an elder.
- Text should be large and readable.
- Language should address specific issues for elders.
- Message could consider values that elders hold dear--future generations, traditions, or beadwork.
- [Billboard: Booster seats billboard from Colville](#)
- [Table Top display: Booster seat correct use and 5 -Step Test](#)

### 2. Example #2

**Issue:** People were buckling their seat belt when driving off the reservation, but unbuckling it when they drove onto the reservation. Children riding off the reservation were also more likely to be properly restrained than children riding on the reservation.

**Target audience:** People driving on and off reservations

**Action audience should take:** 1) Understand that children are always safer in a proper child safety seat--whether on or off the reservation. 2) Adults get in the habit of using seat belts, because children watch and will copy their attitudes and behavior.

#### Media samples:

- [Billboard: Spokane](#)
- [Video PSA: Spokane](#)

### 3. Example #3

**Issue:** Families didn't see law enforcement as part of the solution to having children properly restrained in car seats.

**Target audience:** All drivers driving on and off the reservation

**Action audience should take:** 1) Begin to see local law enforcement as caring professionals who want to keep kids safe. 2) Understand you may be fined for not properly restraining your child.

#### Special considerations:

- ☒ Create the Campaign Materials - Native CARS Examples
- ☐ **Create Your Own Campaign Materials**
- ☐ Measure the Success of Your Campaign
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## Posters, Billboards, Flyers, or Table-Top Displays

1. Discuss and decide on the issue, target audience, and action the audience should take.
2. Determine the main message you want to communicate.
3. Discuss and decide on a creative concept that you want to execute.
4. Draw rough draft stick figure drawing of what you imagine the media piece will look like.
5. Determine whether you will be creating the media by yourself or if you'll need to contract with a vendor.
  - a. For example, if you're not a skilled photographer, and your intention is to have professional posters printed, you can contact a professional photographer to take photos that may capture your concept best.
  - b. Or if you're not comfortable with graphic artist software, hire a graphic artist to construct your concept from your stick drawing and provided text. Skilled graphic artists may also have ideas in terms of layout, font style, and overall design that you had not considered that will improve the quality of your poster.
6. Draft your text. Make sure you keep it brief, clear, and to the point. Provide contact information, if appropriate.
7. Determine whether to use photos or illustrations.
  - a. If photos:
    - i. Recruit models and identify any needed props.
    - ii. Scout out locations for photo shoot. Then determine if any equipment needs are required for that location.
    - iii. Prepare any technical notes, sketches, and directions as needed for photographer.
    - iv. Make a schedule. Send emails and make phone calls to remind models and crew to be available for the shoot. Be flexible and have backup options in case of cancellations.
    - v. Notify models of the time they should be on location, any special instructions before they get to the location, and what they can expect on the day of the shoot.
    - vi. Provide support on the day of the shoot as needed.
  - b. If illustrations:
    - i. Have a graphic artist create rough sketches of the illustrations with text.
    - ii. Share these sketches with a formal focus group of community members or an informal focus group of trusted advisors and people from the target audience.
8. Review the media with a focus group or those from the target group.
9. Finalize the design and layout.
10. Scout out locations for poster or billboard
11. Determine evaluation criteria.
12. If creating a billboard:
  - a. Scout out locations for a poster or billboard.
  - b. Determine whether billboard will be with a local advertising company that will rent you time limited space on an existing billboard or if you will be constructing a permanent and reusable billboard in your community.



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## Measure the Success of Your Campaign

You can measure your campaign's success based on both the process (actually getting the campaign started and implementing it) and the outcomes (whether they were good or bad). Here are some of the ways we measured the success of our campaign.

### Process measures:

1. **Media saturation:** We counted how many times the radio and television PSAs were broadcast.
2. **Table tent, billboard, and poster coverage:** We counted the number table tents, billboards, and posters we placed--in elder centers, fitness buildings, Tribal offices, Indian Health Service, casinos, hotels, and grocery stores.

### Outcome measures:

1. **Installation visitors:** We counted the number of people who came in looking to have a seat installed because they heard about the message through the campaign.
2. **Attendance:** We counted the number of people who attended informational meetings mentioned in media messages.
3. **Surveys:** We asked people at health fairs or in the clinic if they have seen or heard the media messages. Then we documented the percentage who said "Yes."







Native CARS  
Native Children Always Ride Safe

ATLAS

# Native CARS content for download

Native Children Always Ride Safe **Build a Strong Tradition**



**Tough guys use booster seats.**

There is no rush to move children to a seatbelt alone. Most children remain in booster seats from 4-8 year-olds. Oregon law states that children over 40 pounds OR who have reached the upper weight limit of their car seat's harness system, must use a booster seat until they are 4'9" tall OR age 8.

Proper fit of a vehicle seat belt can be determined by using the following 5-Step Test developed by SafetySeatUSA.

If your child has not met each bullet in the 5-Step Test, then your child should remain in a booster seat until they do, which is usually about the time that they are about 4'9" in height.

**The 5-Step Test**

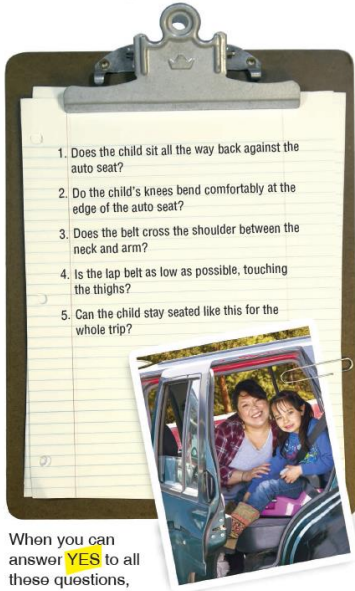
- Does the child sit all the way back against the auto seat?
- Do the child's knees bend comfortably at the edge of the auto seat?
- Does the belt cross the shoulder between the neck and arm?
- Is the lap belt as low as possible, touching the thighs?
- Can the child stay seated like this for the whole trip?

Boosters are best for children under 4'9".

The Klamath Tribes    Northwest Portland Area Indian Health Board

**Booster seat or seat belt?**

**The 5-Step Test.**



When you can answer **YES** to all these questions, then your child may transition to using a seat belt in the back seat.

See: <http://www.carseat.org/Boosters/630.htm> for more information.





# Module 6 Quiz

1. An effective media campaign uses several different types of media.

☒ True

☐ False

[If the person answers "True"]

- Correct. This allows more people to be exposed to the message. Some media campaign examples are advertisements, website articles, posters, billboards booths at health fairs, mass emails, social media postings, and radio or television PSAs.

[If the person answers "False"]

- That is incorrect. You'll want to use several different types of media, such as advertisements, website articles, posters, billboards booths at health fairs, mass emails, social media postings, and radio or television PSAs.

2. When defining your target audience, it's best to keep it as broad as possible.

☐ True

☒ False

[If the person answers "True"]

- That is incorrect. It's best to narrow down your target audience as much as possible. This will make your campaign much more effective.

[If the person answers "False"]

- Correct. It's best to narrow down your target audience as much as possible. This will make your campaign much more effective.





## 7: Provide Child Passenger Restraint Education

- Ideas for outreach partnerships
- Child passenger restraint education resources
- Lesson plans and presentations developed for different audiences
- Strategies for CPSTs to keep certification current





## 8: Implement or Access a Child Safety Seat Distribution Program

- Developing partnerships with existing programs
- Starting your own car seat distribution program
  - Determine need
  - Set goals
- How to promote & manage your program





# Module 9: Develop Policy, Law Enforcement Interventions, and Public Health Practices

Need to develop a law?

Sections 2-14 discuss how to develop a child passenger restraint law

Have a weak law?

Sections 8-14 discuss how to strengthen an existing child passenger restraint law

Want officers to enforce the law?

Section 15 discusses how to work with law enforcement officers to ensure child restraint laws are enforced

Need other Policy and Practice ideas?

Section 16 discusses other other possible policy and practice interventions



# Guide on Tribal Laws

- Primary laws verses secondary laws
- Public Law 83–280
- Sample laws: Tribal and State
- Recommendations vs laws
- Research how your tribe implements and changes law and order codes
- Draft a child passenger restraint law





# Guide to Tribal Laws

- Submit the law for placement on the business council's meeting agenda
- Campaign during the public comment period
- Present to the business council
- Spread the word about the new law





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# Work with law enforcement

- How CPSTs can help officers spot child safety seat violations
  - 2 hour training for law enforcement officers
- Encourage future law enforcement involvement
  - Help at an information booth
  - Issue stickers to children in seats
  - Become a CPST







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# Other Policy and Practice Interventions

- Develop an electronic health record system alert for Tribal clinic or hospital
- Have community health workers incorporate child safety seat education at home visits
- Enact policies to require child passenger restraint use in public transportation
- Establish a practice of checking CR use among children arriving to educational institutions



# 10: Demonstrate Your Progress and Successes

- Translate success so they become community norm
- Report, present, and use results



# Tribal Site Resources and Partners

- Washington Safety Restraint Coalition
- Washington Traffic Safety Commission
- Safe Kids
- Indian Health Service
- Tribal Target Zero Program
- Tribal Health Programs
- Tribal Early Childhood/Head Start Programs
- Tribal Police
- Tribal Attorneys
- Tribal Health Boards
- Tribal Workgroups
- Neighboring Police Departments
- Fire and EMS Departments



# Future Feedback Needed

- Reviewers
- Resource Links
- Partnerships





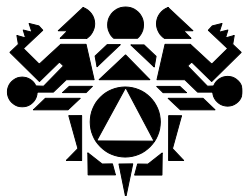
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Northwest Portland Area  
Indian Health Board



Spokane Tribe  
of Indians







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# Hy'shqe Si'am –Thank You



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