

Making Education Work

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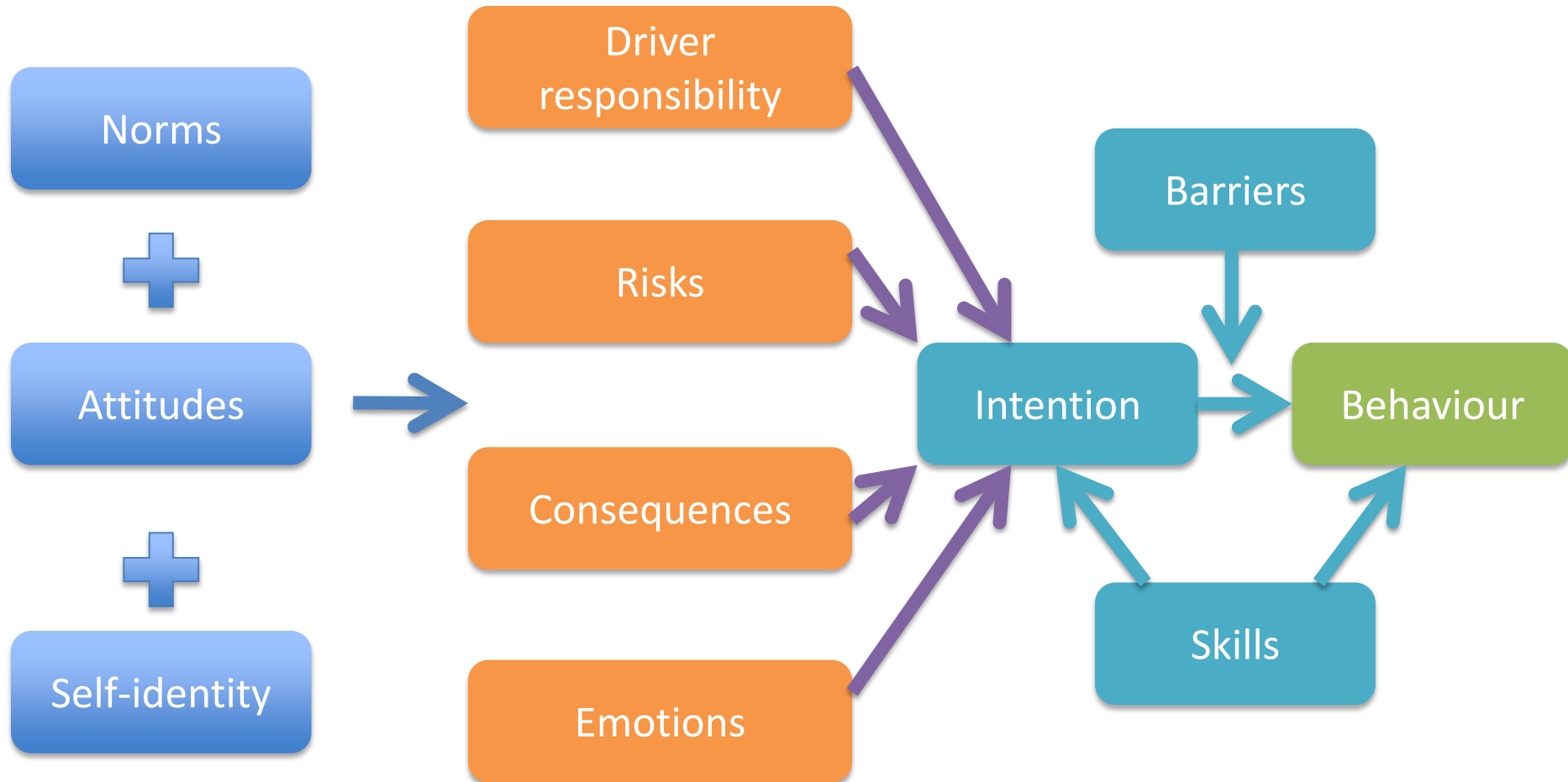


What do we mean by education?



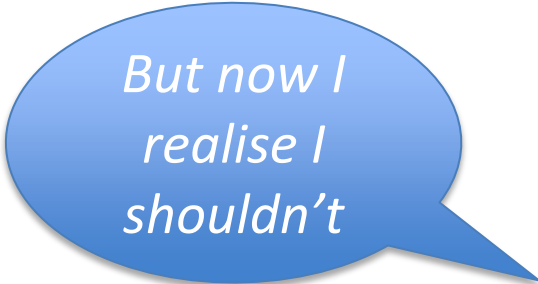
What we
need is a
good theory!

Integrated driver model (Fylan 2011)




Norms

- “Peer Pressure”
- Beliefs about what other people do.
- Beliefs about what other people (whose opinion you value) want you to do.
- Beliefs about what you *should* do.



*But now I
realise I
shouldn't*



*My friends all use
their mobiles while
driving and they
expect me to
answer mine too.*

Attitudes

- Beliefs about a particular behaviour and an evaluation of how good/bad, important/unimportant it is.
- You can have many different beliefs about the same behaviour.

*But... it's not as safe
as I thought ...it
distracts me ...I
could crash ...it's
not worth the risk.*

*Texting while
driving ... is safe;
is fun;
keeps me in touch;
saves me time.*

Driving self-identity

- What sort of driver are you?
- This guides your decisions on the road.

I'm a skilled driver

I'm a bit of a boy racer

I'm a considerate driver

I'm a safe driver

I'm not a real speeder

How does education work?

- Provide information that can change beliefs and therefore attitudes.
- Improve practical driving skills.
- ? Change norms ?

We need to think more broadly than education.

Behavioural Change Techniques

- Substantial research around predicting behaviour.
- Limited evidence base around changing behaviour.
- Health psychologists recognised a need for a common language of behaviour change: the taxonomy of behaviour change techniques (Abraham and Michie, 2008).

27 techniques

Information

- Risks
- Consequences
- Others' approval

Teaching

- Instruction
- Demonstrating
- Feedback on performance

Planning

- Forming specific intentions
- Setting goals
- Identifying barriers

27 techniques

Agreeing

- A new way of living / driving
- Practising
- Signing a behavioural contract

Supporting

- Observing others
- Social support
- Self-talk

Implementing

- General encouragement
- Setting graded tasks
- Follow-up

27 techniques

Monitoring

- Keeping a record
- Using cues
- Reviewing goals

Managing

- Time management
- Stress management
- Self-motivation

Feeling good

- Rewards
- Role model
- Relapse prevention

Road Safety Schemes

- Usually developed by practitioners.
- Rarely theory-led.
- Rarely evidence based.
- Make the assumption that if people know about the risks then they will stop behaving in this way.
- But we know that this is not (necessarily) true.

Five Schemes

1. Presentations by road safety professionals/ emergency services.
2. DVD resource.
3. Workshop on driving risks.
4. Theatre in education.
5. Presentations by accident survivors.

1. Presentations by road safety professionals/ emergency services



Information on risks



Information on consequences



Instruction



General encouragement

2. DVD case study resource



Information on risks



Information on consequences



Instruction



Identifying others' barriers



General encouragement

3. Workshop on driving risks



Information on risks



Information on consequences



Instruction



Role model



General encouragement

4. Theatre in Education



Information on risks



Information on consequences



Instruction



Identifying others' barriers



General encouragement

5. Presentations by accident survivors



Information on risks



Information on consequences



Identifying others' barriers



Cues



Role model



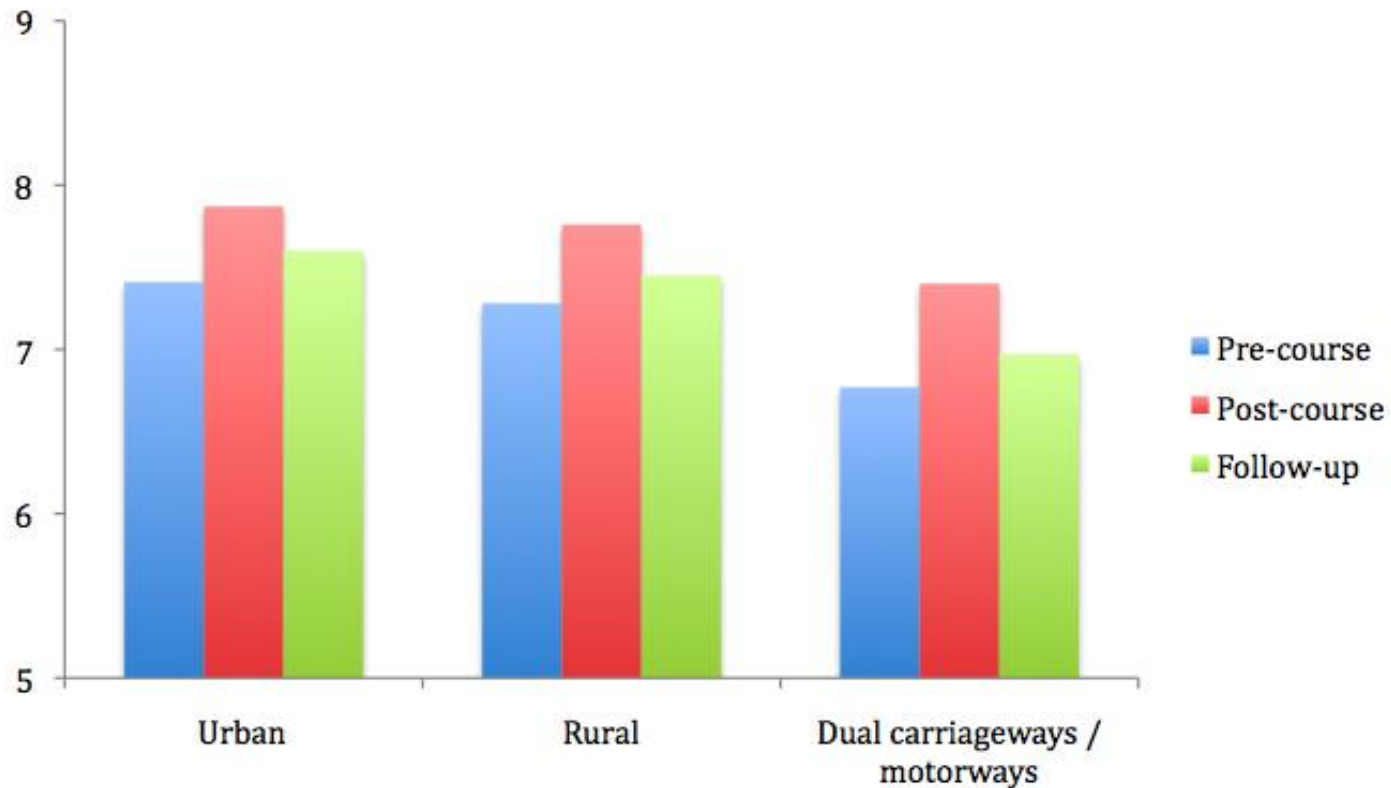
General encouragement

Why aren't more techniques used?

What do evaluations show?

- Often very large changes in attitudes and intentions but they tend to be short-term only.
- To achieve more long-lasting change it's important to address a wider range of BCTs, such as those around planning, supporting and rewarding change.

Intentions to drive within the speed limit: NSAC clients



No such shift in intentions for speed offenders in areas where there are no courses.

Making interventions work 1

- Identify the problem: review the evidence to specify who, what, when, where and why.
- Review what we know already: what other interventions are used and do they work?
- Identify the project stakeholders.
- Identify a theoretical framework.
- Develop the intervention aims and objectives.
- Identify which BCTs will be used to meet each objective.
- Agree an appropriate format and duration for the intervention.

Making interventions work 2

- Develop intervention materials.
- Review.
- Produce a communications plan and materials.
- Train the people who will deliver the intervention.
- Plan the evaluation: budget; methods; sample; outcome measures; timescale.
- Develop the evaluation materials.
- Evaluate and share what works and also what doesn't.

Example: What's Driving Us?

Aims to produce safer and more responsible attitudes towards driving and to increase motivation to drive with consideration for other road users.

1. Increase clients' perceptions of driving as a complex and difficult task.
2. Increase clients' recognition that the way they drive and the risks they take have negative consequences for other road users and increase the likelihood of crashing.
3. Increase clients' awareness of the physical, emotional, and financial consequences of being involved in a crash.
4. Increase clients' understanding of the need for traffic rules.
5. Increase clients' insight into the things that influence their driving.
6. Encourage clients to identify and overcome their own barriers to safe and considerate driving.

What are these drivers like?



You're overtaking and the other driver speeds up.



You're going through road works on a dual carriageway with a 50mph speed limit and average speed cameras and a lorry driver starts tailgating you.



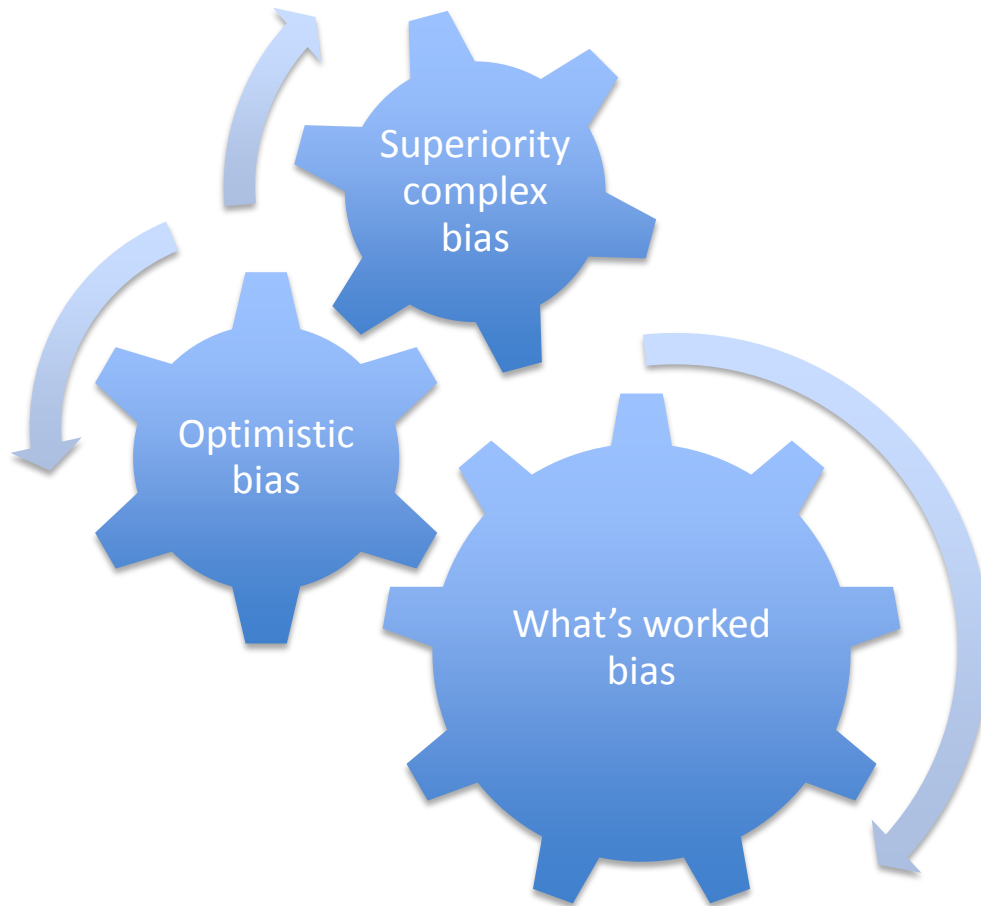
You're trying to join a motorway and a driver in the nearside lane doesn't move over.

Supporting: observing others

Information on consequences

Information on others' approval

Myth 4: It won't happen to me



Supporting: observing others

Information on risk

Planning: identifying barriers

BCTs used in WDU

Group 1: Giving information		
BCT1	Information about risk: telling people about the increased risk associated with the target behaviour.	✓
BCT 2	Information about consequences: telling people about what might happen to themselves and others if they are involved in a collision.	✓
BCT 3	Information about other people's approval: telling people or encouraging them to consider what other people think of them engaging in the target behaviour.	✓
Group 2: Teaching		
BCT 4	Instruction: telling people how they can achieve the target behaviour.	✓
BCT 5	Demonstrating: showing people how to do the target behaviour.	
BCT 6	Feedback on performance: giving people feedback on how they are doing and what they can do to improve.	

BCTs used in WDU

Group 3: Planning		
BCT 7	Setting general goals: getting people to set a goal.	✓
BCT 8	Forming specific intentions: identifying exactly how these goals are to be met, including when and where the target behaviour will be carried out and how it will be achieved.	✓
BCT 9	Identifying and overcoming barriers: anticipating what might prevent people from carrying out the new behaviour and identifying how they can overcome any potential difficulties.	✓
Group 4: Agreeing		
BCT 10	A different way of living / driving: getting people to choose a different way of living that will involve different life choices.	✓
BCT 11	Practising: agreeing with people what and how often they are going to practise a specific activity.	✓
BCT 12	Signing a behavioural contract: making a written pledge to behave in a particular way and signing it, witnessed by another person.	

BCTs used in WDU

Group 5: Supporting		
BCT 13	Observing others: watching other people perform the behaviour. This can be in person or a video clip.	✓
BCT 14	Gaining social support: identifying other people who can help achieve the target behaviour.	✓
BCT 15	Self-talk: encourage the person to talk themselves (out loud or silently) though how they will achieve or maintain the target behaviour.	
Group 6: Implementing		
BCT 16	General encouragement: giving the person praise and encouragement while they try to change, independent of the success they actually have in changing.	
BCT 17	Setting graded tasks: setting the person tasks that are initially easy to perform and then gradually increasing the level of difficulty until they have mastered the new behaviour.	
BCT 18	Follow-up: making contact with the person again after the intervention.	
Group 7: Monitoring		
BCT 19	Keeping a record: asking the person to keep a record of their progress.	
BCT 20	Using cues: encouraging the person to identify prompts or cues in their environment to remind them of the target behaviour.	✓
BCT 21	Reviewing goals: encouraging people to review the progress they have made against their goal.	

BCTs used in WDU

Group 8: Managing		
BCT 22	Time management: helping people to fit the new behaviour, plus any practice required, into their lifestyle.	✓
BCT 23	Stress management: helping people to identify and manage any stress that they experience so that they are better able to focus on and to achieve the target behaviour.	✓
BCT 24	Self-motivation: encouraging the person to identify the benefits of changing their behaviour and therefore to increase their motivation to change.	✓
Group 9: Feeling good		
BCT 25	Providing rewards: providing rewards (e.g. praise, financial incentives) upon achieving or maintaining a specific degree of change.	
BCT 26	Becoming a role model: encouraging people to identify who they might be a role model for and encouraging them to set a good example to them and to be a positive force in their communities.	✓
BCT 27	Relapse prevention: once the change has taken place, enabling the person to continue to feel motivated to maintain the change and to feel in control of their behaviour.	✓

Conclusions

- There have already been some major improvements in the way that we view courses for offender motorists.
- To make interventions work we need to think beyond education.
- Interventions should be evaluated.
- We need to develop an evidence base of effective BCTs.
- We need to understand which BCTs are more effective to change which theoretical constructs.

Thank you

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