Title of Intervention: Child Pedestrian Injury Prevention Project (CPIPP)

Website: http://wachpr.curtin.edu.au/projects/detail/CPIPP.cfm

Intervention Strategies: Environments and Policies, Group Education, Supportive Relationships

Purpose of the Intervention: To improve children's road-related behavior and to enhance the safety of their road environment

Population: Children aged 5-9 years

Setting: Three communities in the Perth metro-area of Western Australia; community-based, school-based, home-based

Partners: Local governments, school administrators

Intervention Description:
- Environments and Policies: Structural improvements made in the communities included new footpaths, safer parking/drop-off areas, marking to indicate safe crossing areas, traffic calming devices, programs to map and mark footprints to show children safer pedestrian routes and changes in speed limits around schools.
- Group Education: Nine 40-minute pedestrian safety lessons were taught by teachers in schools at specified times throughout the year. The key focus of the activities was pedestrian skills training in a real road environment using school access and local roads. All strategies were cross curricular and actively involved parents.
- Supportive Relationships: Home activities were sent home to supplement school activities. Parents were encouraged to work on these with their children.

Theory: Not mentioned

Resources Required:
- Staff/Volunteers: Teachers, city planning staff, observers
- Training: Half-day training for teachers
- Technology: Not mentioned
- Space: Classroom, meeting spaces
- Budget: Not mentioned
- Intervention: School-based safety curriculum, construction of new foot paths, crosswalk markings, traffic calming devices, paint
- Evaluation: Questionnaire, workbooks, observer schedule

Evaluation:
- Design: Quasi-experimental
- Methods and Measures:
  - Teacher lesson log
  - A self report questionnaire assessed children's pedestrian knowledge and road crossing and playing behaviors.
  - Brief student interview
  - Assessment of student workbooks

Outcomes:
- Short Term Impact: No differences were detected in children's pedestrian safety knowledge between the intervention and comparison groups.
- Long Term Impact: Children in the high and moderate intervention groups were significantly more likely to cross the road with adult supervision and play away from the road than the comparison group.

Maintenance: Not mentioned
Lessons Learned: Programs have an impact if the entire community is involved. For this program to be effective, it had to improve children’s behaviors and the road itself.

Citation(s):