

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):

Cross, D., M. Stevenson, et al. (2000). "Child pedestrian injury prevention project: student results." *Prev Med* 30(3): 179-87.

Stevenson, M., H. Iredell, et al. (1999). "Measuring community/environmental interventions: the Child Pedestrian Injury Prevention Project." *Inj Prev* 5(1): 26-30.