

**Title of Intervention:** Buckie Bear

**Intervention Strategies:** Group Education

**Purpose of the Intervention:** To increase children's use of safety belts

**Population:** Kindergarteners, parents

**Setting:** Montessori school in Blacksburg, Virginia; school-based

**Partners:** School administrators

**Intervention Description:**

- Group Education: The teacher introduced the "Buckie Bear" story to her pupils in which a young child named Buckie Buckle who always used his safety belt rode in a car at different times with his father, mother, grandpa, grandma and cousin. With each of these drivers, a scenario was given whereby Buckie buckled up and claimed (along with the other children and the audience), "I love my buckle buckled." Each driver gave one of the standard excuses for not using a safety belt and was subsequently injured when the vehicle crashed. The children and audience were cued with large signs to repeat aloud key phrases in the skit, such as "I love my buckle buckled" every time he buckled up. The students practiced this story as a skit to be presented to their parents. The class participated in activities related to the skit for about 30 minutes each day over a two-week period. At the end, the story was made into coloring book format and given to the children. Parents of the children were invited to come early one afternoon and watch the play. The next day the children performed it for the older children.

**Theory:** Not mentioned

**Resources Required:**

- Staff/Volunteers: Teachers, observers
- Training: Not mentioned
- Technology: Not mentioned
- Space: Classroom, performance area
- Budget: Not mentioned
- Intervention: Buckie Bear story, props for skit, coloring book
- Evaluation: Not mentioned

**Evaluation:**

- Design: Pre- and post-evaluation
- Methods and Measures: Observations were made of adult and child seat belt usage while driving to and from school.

**Outcomes:**

- Short Term Impact: Not measured
- Long Term Impact: Seat belt use significantly increased in program participants. Observation of the skit resulted in similar increases in belt use for both primary school children and their parents.

**Maintenance:** Not mentioned

**Lessons Learned:** The children seemed to influence the parents in this situation. If the children are willing to wear safety belts, it becomes routine.

**Citation(s):**

Lehman, G. R. and E. S. Geller (1990). "Participative education for children: an effective approach to increase safety belt use." J Appl Behav Anal 23(2): 219-25.