

What Works and Doesn't Work for Preventing Distracted Driving?*

SUPPORT USE	CAUTION	AVOID	DISCRETION
<p style="text-align: center;">Good Quality Study AND Positive Impact on Prevention</p> <hr/> <p>There is strong evidence based on research and evaluation that these strategies have been shown to reduce texting while driving.</p> <ul style="list-style-type: none"> • Steering Teens Safe^{1,2} • Front Windshield Sticker Reminder³ 	<p style="text-align: center;">Quality of Study has Limitations AND Impact on Prevention Inconclusive</p> <hr/> <p>These strategies need additional research and evaluation.</p> <ul style="list-style-type: none"> • Center line rumble strips⁴ • Road shoulder rumble strips⁵ • Cell phone bans⁵ 	<p style="text-align: center;">Low Quality Study AND Negative Impact on Prevention</p> <hr/> <p>The study design is poor. These strategies need additional research and evaluation.</p> <ul style="list-style-type: none"> • No studies were identified 	<p style="text-align: center;">Very Low Quality Study or No Evaluation AND Unknown Impact on Prevention</p> <hr/> <p>The study design is very poor and need well-designed evaluation or no evaluation was conducted.</p> <ul style="list-style-type: none"> • High-visibility enforcement of cell phone laws with public awareness campaign^{8,9} • State all-driver distracted driving laws and high school students' texting while driving behavior¹⁰ • Distracted driving law enforcement¹¹ • Center line rumble strips¹² • Computer-delivered driver safety behavior screening and intervention program initiated during an emergency department visit¹³ • High School/Hospital Educational Program¹⁴ • Public Service Announcements¹⁵ • Reviews from Expert Panels¹⁶ • Systems Approach to the Management of Distracted Driving¹⁷
<p style="text-align: center;">Good Quality Study AND Negative Impact on Prevention</p> <hr/> <p>High quality study methods with negative results</p> <ul style="list-style-type: none"> • Exposure to trauma room with motivational counseling/intervention⁷ 	<p style="text-align: center;">Moderate Quality Study AND Limited Negative Impact on Prevention</p> <hr/> <p>Moderate quality study methods with limited negative results</p> <ul style="list-style-type: none"> • No studies were identified 	<p style="text-align: center;">Low Quality Study AND Poor Negative Impact on Prevention</p> <hr/> <p>Low quality study methods – poor negative results</p> <ul style="list-style-type: none"> • No studies were identified 	<p style="text-align: center;">Quality Study or No Evaluation AND Unknown Impact on Prevention</p> <hr/> <p>The study was designed as a quality study; however the evidence is inconclusive or no evaluation was conducted.</p> <ul style="list-style-type: none"> • Laws prohibiting all cell phone use¹⁸ • Cell Phone Filter/Blocker^{19,20}

No published studies were identified that had evaluated the following activities:

- Pledges not to text while driving
- Information on distracted driving as a required component of driver education
- Communication and informational campaigns about the dangers of texting while driving

*Prepared by the Injury Prevention Committee of the Texas Governor's EMS & Trauma Advisory Council, 2017. Committee members conducted an extensive literature review among peer-reviewed journals, as well as government and injury prevention websites. The Nursing Levels of Evidence from "Evidence-based practice in nursing & healthcare: a guide to best practice" by Bernadette M. Melnyk and Ellen Fineout-Overholt. 2005, were used to determine criteria for evidence-based strategies/interventions. It was determined that strategies/interventions in Levels I-II showed strong evidence based on research and evaluation. If evaluation of strategies/interventions in those levels were effective in reducing distracted driving, they were placed in the High or Green category. If an article was in Levels III-V, the strategies/interventions were placed in the Moderate or Yellow category. If the evaluation of strategies/interventions in Levels I-IV showed the strategy/intervention was ineffective or harmful, it was placed in the Low or Red category. Studies/interventions in Levels V-VII and activities described on websites that: 1) had not been published in a peer-reviewed journal or 2) did not provide evaluation results, were placed in the Very Low or Gray category.

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