

Young Researchers Seminar 2009

Torino, Italy, 3 to 5 June 2009

An Exploration: Delivering effective education interventions to improve knowledge and understanding of safe driving in a prison setting

Rebecca Hutchins



Table of contents

1 Background

2 Method

3 Results

4 Summary and Lessons Learnt

5 Questions



Delivering effective education interventions in a prison setting

Rebecca Hutchins



FEHRL



Background

A first...

- Exploration of road safety educational interventions in a prison setting

The challenge...

- Released prisoners without a driving licence are more likely to reoffend than those with one.
- 'Passing the test' vs. developing a thorough understanding of the theoretical issues relating to safe driving

The aim...

- Examine the impact of exposure to different levels of learning materials, instruction, and support has on the accumulation and understanding of knowledge by participants.

Educational Interventions

Four different interventions:

- **Intervention 1-** Giving candidates access to the Theory Test question bank, and formal tuition in a classroom setting
- **Intervention 2-** Giving candidates access to DSA advocated material and formal learning support in a classroom environment using group discussion, interaction and formal presentations as learning tools
- **Intervention 3-** Giving candidates sole access to the Theory Test question bank with no learning support.
- **Intervention 4-** Giving candidates access to the learning support materials advocated by the DSA with no learning support

Method

Methodology

- A before (Time Point I)-after (Time Point II) study
- At Time Point I- participants completed one of two questionnaire packs.
- Exposure to the Intervention
- A Time Point II- participants completed the opposite questionnaire pack.

Qualitative interviews- Conducted at Time Point II

- General impressions
- Books and materials used to prepare for the theory test
- Lessons/classes attended in preparation for the theory test
- Improving knowledge and understanding of safe driving

Method Continued

Participants

- Intervention 1 was delivered in two prisons, a male Young Offenders Institution (YOI, n=9) and a female prison (n=8).
- Intervention 2 was delivered in a male prison (n=10)

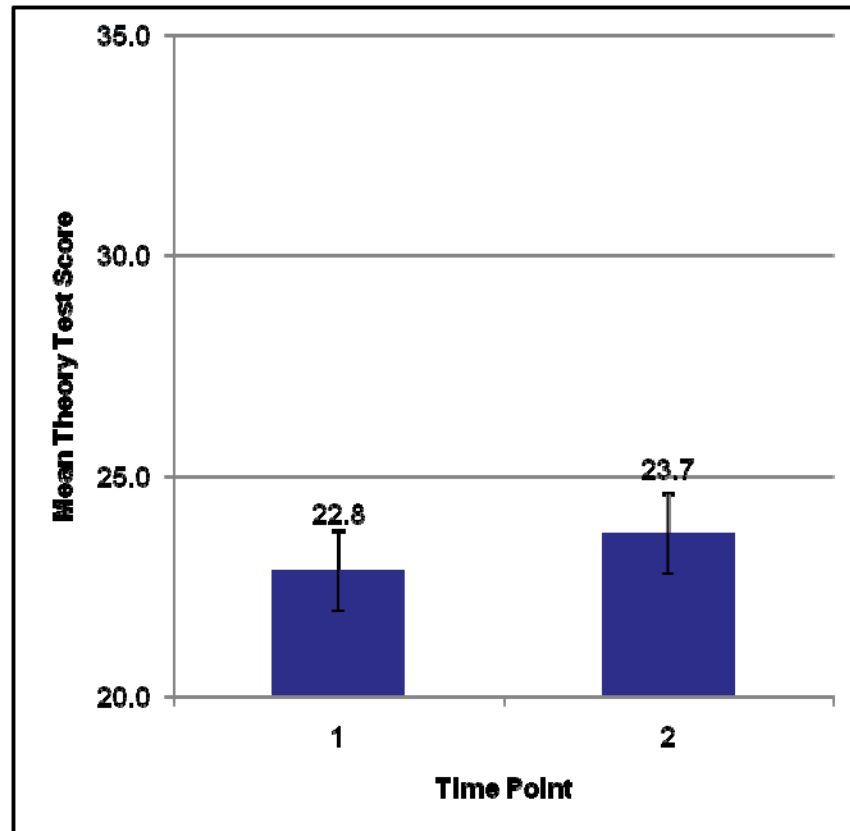
Measures

- UK Theory Test- 35 items
- Attitude Advisor- 100 items

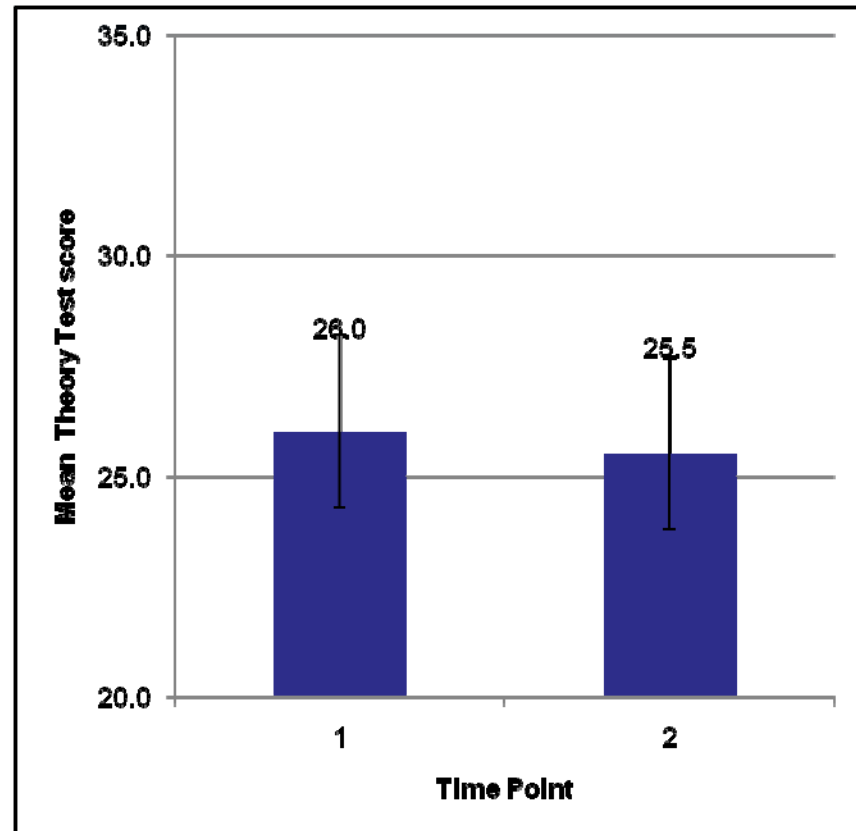


Quantitative findings- Theory Test scores

Intervention 1



Intervention 2



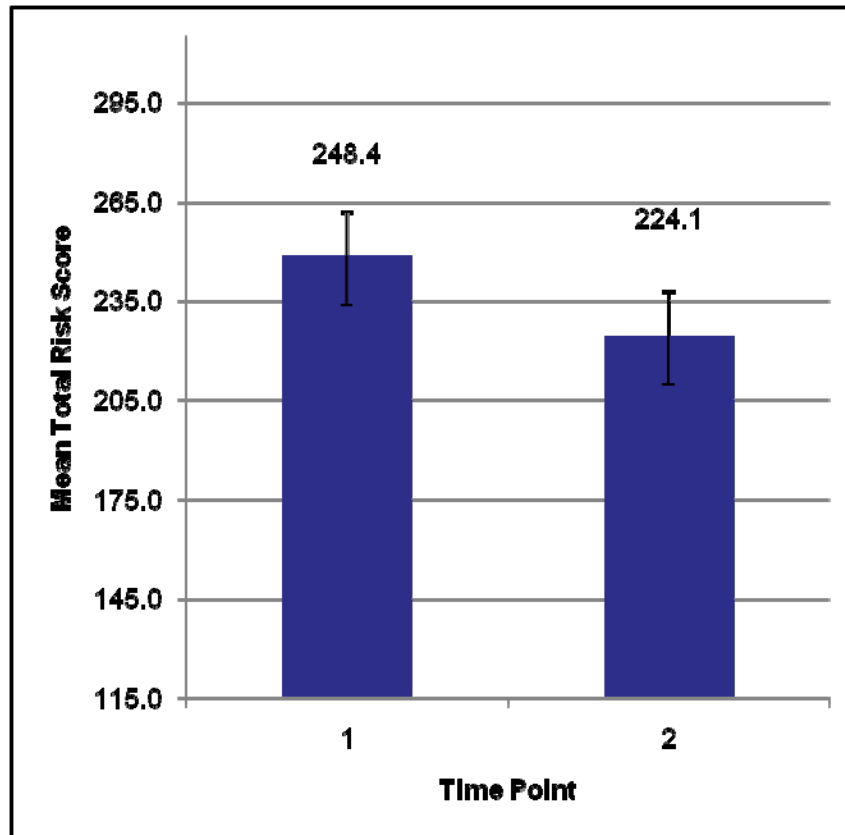
Delivering effective education interventions in a prison setting

Rebecca Hutchins

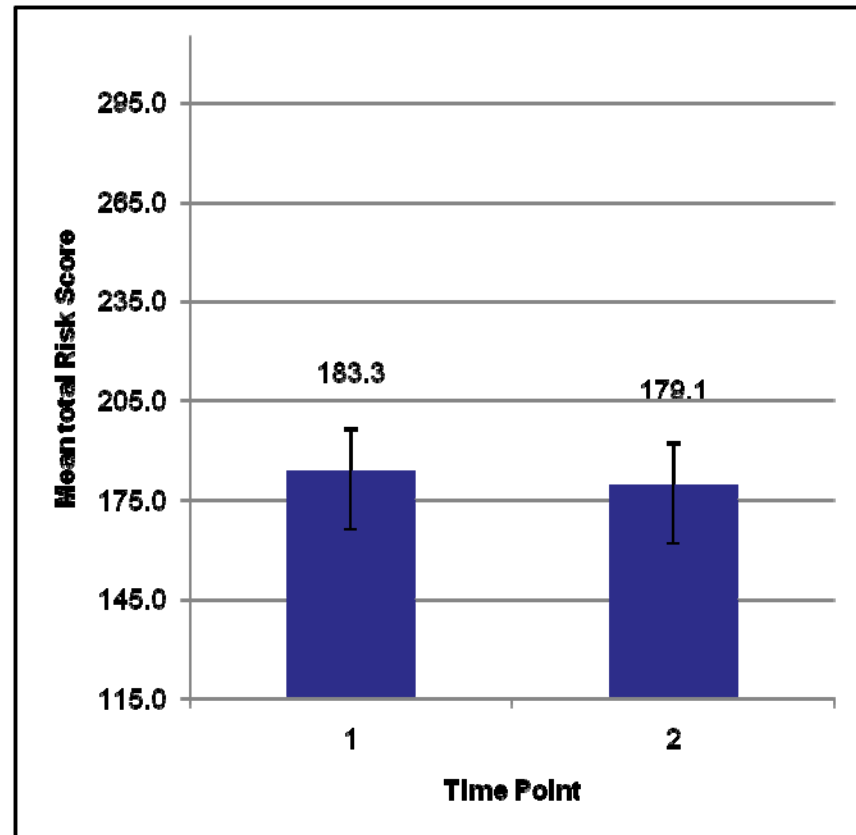


Quantitative findings- Attitude Advisor scores

Intervention 1



Intervention 2



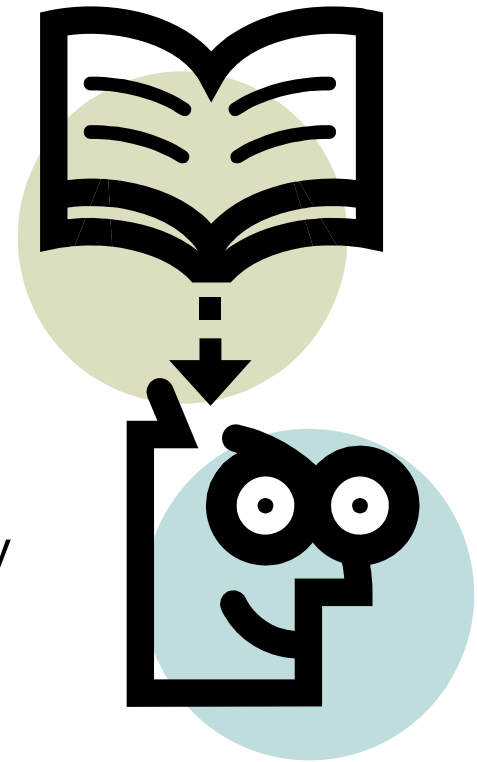
Delivering effective education interventions in a prison setting

Rebecca Hutchins



Qualitative data- Themes

- **Perception of the intervention**
 - Interaction in small groups
 - Combination of self-study and group interaction
 - Feedback on trainer
- **Characteristics of safe drivers**
 - Awareness of hazards
 - Consideration of others
 - Knowledge of rules of the roads leading to safety
- **Advantages of the intervention**
 - Combating unlicensed driving
 - Motivation/confidence



Qualitative data

Perception of the Interventions

“I liked the lessons, the format was clear, the tutor was good”
(Female Prisoner)

“When I read the book, it gave me more confidence. I think that the lessons added to the things I had learned in the book.”
(Male Young Offender)

“They were lively. I think that was due to having a good mix of age range, character, and attitude. It was relaxed; there was no pressure which was good. We liked being split into little study groups and discussing what the correct answer would be. It clarified the direction we should be going in... I quite like the method of teaching.”
(Female Prisoner)

Qualitative data

Characteristics of safe drivers

- Safe drivers were defined by participants as being drivers who demonstrated behaviours associated with safe driving such as:
- patience,
- understanding,
- calmness, and
- consideration of others



“Driving is not just about practical it’s about how you see hazards and people’s attitudes and things...” (Male Young Offender)

“I became aware of all the hazards around I thought ‘imagine if I had carried on driving without knowing this stuff’, it would have been a big mistake. It has scared me a bit because I know now that I should be a better driver.” (Male Young Offender)

Qualitative data

Advantages of the intervention

“At first I thought I couldn’t do it. I actually found that I knew more than I thought I did. There was still a lot that I didn’t know but basically doing this has made me read the whole book. I can’t wait to do my driving theory now.”
(Female prisoner)

“It could give people the help they need- I think that’s a big part of getting your licence- I don’t have a problem with the actual driving, it was the theory that I was more scared of- you know, going through the book...in here, you’ve got so much time that you can go through it thoroughly. There are loads of reasons why it’s a good idea.”
(Male Prisoner)

Summary and Lessons Learnt

- No improvement of candidates' scores on the theory test, **but** a reduction in accident risk scores exist following exposure to Intervention 1.
- The qualitative findings indicate that participants enjoyed taking part in the interventions

Lessons learnt

- Prison Regimes
- Resourcing issues
- Quick turnarounds
- Unforeseen circumstances

However, the qualitative data provides encouraging evidence for the effectiveness of the interventions in drawing out themes which go beyond simply passing the theory test.



Thank you! Do You Have Any Questions?

Presented by Rebecca Hutchins
TRL Wednesday 3rd June 2009
Tel: (+44) 1344 770318
Email: rhutchins@trl.co.uk