

10/23/17

1000 hours PST

Amy

Andy

Anne

Daniel

Ed

Ellie

Jan

Jennifer

Margarita

Stephanie

- What are the present strengths/shortcomings of what we are doing now.
 - Stop/Drop/Roll
 - Doing an exercise, put down a mat, physically do it
 - Hot liquids burn like fire, bonfire in a cup
 - Coffee mug with a fire while someone is holding a mug with a fire
 - Strollers with a cup holder right above the child
 - Smokey the bear, only you can prevent forest fires
- What metric are you using to see if it works...to remember it is not the only thing, they need to do something
- It only takes a second to change our life forever
- FISE program, the fact that it comes from a fire fighter gives it credibility. If it was a teacher saying it, might be less credible
- Firefighter is a novelty, which also gives them credibility
- How much is focused on awareness versus prevention?
- AARBF messaging is more prescriptive
- Kaiser is putting more money into preventative messaging
- How inspections are done to help prevent fires during construction
- Awareness vs. prevention
 - Could be a two-step...awareness leading to prevention.
 - Turn your pot handles in...why?
 - Reason behind the rules
- Have to think about the audience for the message as well...turning the handles in is for the adults. Stop, drop and roll is for the kids, for example.
- If you can tie it into things they can rehearse, it becomes reflexive
 - Flow decision chart
- Myths get perpetuated, handed down from one fire fighter to another
- Prevention vs. Mitigation

- Is our prevention messaging too far downstream, there are earlier events that could have been changed
- At what point do we want the prevention message to intercede in stopping the chain of events
- Tools vs. Toys is a prevention message
- Candles is a prevention message
- Prevention – Event – Mitigation
- Messaging seems to focus on mitigation part
- For the purpose of this grant, we should lean towards the mitigation messages
- For the survey, it is going to be necessary to make sure we are all need to be on the same page when we talk about prevention, reaction, mitigation
- For the survey we hope they will have clear answers to the questions on what behavior they are trying to change. In analysis we can look at whether it is a prevention or mitigation message.
- Focus on fire prevention vs. burn prevention gives us a place to start
- Fire prevention focuses on both individual injuries but also property and the potential for more people getting burned/injured
- Burn prevention is very individual
- Survey Design
 - For the survey, we could cast as wide a net as possible in the beginning to see what are the important messages, that is one strategy
 - What is your most successful program and why? Then sift through it to see what comes to the top
 - Cost benefit on designing a survey.
 - A broad one, we gain some insight from a lot of different people. However, not depth when you do it that way. Need to know what they survey is for.
 - Recommend we go for fire messaging only on this grant, do burn prevention in another grant.
 - We could include burn in the survey because surveys are easy to do.
 - Could provide evidence to do a second grant. Get feedback from burn units as well, for example.
 - What if we narrow the focus on specific topics vs. doing it very broadly?
 - Shortcoming...handing someone a pamphlet and expecting something (bad)
- Evaluation/Measure Success
 - What is the ultimate goal, how do we measure success? Number of people take piano stars vs. escalator.
 - Can we connect the behavior to a message and then measure that?
 - Year one of a FISE teach them what to do when clothes catch on fire.
 - Year two we don't teach but have them demonstrate what to do, that is a measure of behavioral change that occurred.
 - We want to know that the messages we are giving are causing the desirable outcomes and that it could have been anyone that received the training would have reacted the same.

- Create a computer-generated behavioral evaluation...such as manipulating the handles on pots on a stove.
- Spotting the problem is different than fixing the problem, more accurate assessment
- Gamification
- Our messages need to expand a wide range of audience, not just kids
- Do an evaluation at a booth, hand them a smartphone or something where they actually correct what is wrong. Simulator. App.
- Think Tank
 - Big broad list for survey
 - Then phone surveys from there
 - Then Think Tank with 8 sponsored people and others who can self-fund
 - Day 1 on messages
 - Day 2 on behavioral change

Survey Design

FISE elements to be included in survey

- Smoke alarms
- Dial 911
- Two ways out, get low and go
- Stop drop and roll
- Cool a burn
- What else do you do?

- Take primary messages and ask everyone else if they are doing them
 - Are you doing other ones?
 - What populations are you focusing on?
 - Are you effective?
 - How do you know?
- Rank order the results
- Get buy in from a larger demographic?
- With others, could be contributing to future research
- Asking about others we might hear from people that we might normally hear from.
- Survey Format
 - Start with online survey
 - Move to phone
 - Then think tank
 - Students to do the surveys
 - May have recorded and then transcribed
 - OR
 - Might have the students enter the info, which would be faster, if they are able to do it
 - If we don't have to wait for transcriptions then able to do more

- Short survey, online, with an intro from Jennifer, contact info if they have questions, are they willing to participate in future stuff (phone, Think tank)
- Then a select group has follow up with telephone survey.
- As responses come in, they can be called on a rolling basis
- Add something to the survey for them to recommend someone else
- Can throw a wide net towards fire, burn prevention, burn centers. Avoids having to go back and resample later.
- Evaluation tool
 - Observational learning...kids behind others doing stop/drop/roll are learning from the kids in front of them doing it. Not as good as doing it, but still happens
 - Is seeing them as functional as actually doing it?
 - Don't time or space to have every person be measured on it, so the observational learning theory applies to the evaluation process as well. Randomly select people for evaluation is just as effective as assessing behavioral change.
 - Delivery for consistent evaluation has to be idiot-proof to ensure validity.
 - Stratified sampling vs. random sampling...
 - Male/female, then add in different races, adds more complexity
 - However, can be addressed through truly random sampling
- IRB
 - Skeleton of survey has to be developed prior to submitting IRB
 - Should not be a complex IRB, exempt.
- Tomorrow
 - Bare bones on survey questions for IRB
 - Put benchmarks on the Task Matrix
 - Qualtrix demo tomorrow
 - Logistics of Think Tank meeting
 - 1640 adjourn

10/25/17
0900 hours

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- To Do's
 - Ed - Map out a formal date for every two months for a conference call to update everyone on the project.
 - Ed - Create a project website with content, progress, etc. on WTC, keep it generic, post survey
 - Jennifer and Ed to sked call with Andy/Ellie progress reports. Mid month, WIG
 - Jennifer to put on monthly AARBF staff call
- Survey tool
 - Ready by?
 - Ellie to talk with Andy
 - Schedule on survey development and delivery
 - Need draft of survey questions
 - Need to beta test survey
 - Five different types
 - Interview list (Jennifer and Ed)
 - Pull from the Google Doc End of November
 - Additional people from survey
 - AARBF to prepare a list using Google Doc that they will then send out (11/15)
 - Email blast by CSUN with a follow up by each person that knows the contact
 - Do social media as well
 - Email blast by other organizations on behalf of AARBF/CSUN
- Think Tank PQ2
 - 8 SMEs or less
 - Presentation by Andy and Ellie
 - Glimmer of a tool presented
 - Burbank area
- Beta version of tool created PQ3
 - Webinar
 - Beta testers
 - Open to anyone who wants to beta test
 - 45 days of testing
- Finalization of tool PQ4
 - Larger rollout in PQ4
 - Finalize training

Adjourn 1200