

Monroe County STOP-DWI Impaired Driving Mock Crash Guide

Includes
Planning Process
The Program
Follow Up to the Program

Mock DWI Crash Prep:
Monroe County STOP-DWI Program
2022

Planning Process

Determine working partners for Mock Committee. STOP-DWI is happy to make connections and/or facilitate the committee for your school.

note: ALL agencies should review the developed plan in advance.

Suggestions:

- **From the School:**
 - School Superintendent/Principal
 - Transportation Director/Facility Director
 - SADD Chapter (if applicable)
 - Drama Club/Department (including student and parent actors and tech experts)
 - Counselors
- **First Responders/Law Enforcement:** (more specific agencies are provided later in the program)
 - Ambulance Service
 - Fire Department
 - Police/School Resource Officer
 - 911 Dispatcher
 - Hospital Trauma Team member
 - (felony DWI) probation officer
- **Other Personnel:**
 - PTSA member
 - District Attorney
 - Member from the Coroner's Office
 - Hearse service/funeral director
 - Tow Company
 - STOP-DWI Coordinator
 - Media Personnel
 - Local prevention coalitions

Set Date and Time:

You will need at least 1 hour before program for set-up and 1.5 hours for the program – it is suggested that the program takes place during the warmer months due to most if not all of the program taking place outdoors

Potential Program Start Time: 09:00

Potential Program End Time: 11:00

Rain Date: Students will be observing the on-scene portion outdoors

- it is recommended that you plan a different day *in advance* if rain prevents the outdoor portion
- if a rain date is not possible, plan an indoor activity *in advance* for students to participate in in lieu of the outdoor portion
- depending on the size of the student body/size of the site, try to obtain a tent that could cover the student observers and technology in case of light rain so the program does not have to be canceled
- Discuss the potential of doing the event in light rain, as that's the reality of crashes

Who attends the program?

Usually 12th graders with the program being held every year – it is recommended the program take place in the morning towards the end of the school year on the day of senior prom (if applicable to the district) – this way, students can watch the program in the morning and then from there get ready for their evening with the message in their minds. It is recommended for the school to include some sort of requirement for this event. For example, if students do not attend the program, they will not have access to their prom tickets. For certain sized student bodies, some schools do it bi-annually with juniors and seniors together.

Scene:

Set type of crash – usually 2 cars – make sure to have access and egress for Rescue, Ambulance Police, Hearse, etc. *note:* it is important to make the scene look as real as possible while maintaining all participants' safety. That being said, with permission and assistance from the tow service, try not to position the vehicles just simply near each other, try to create a head-on or T-bone collision that will resonate with the observers and will seem more realistic. That being said, it is important to remember that this is not only training for the first responders and extrication should be able to happen in a timely manner so the audience can still actively pay attention and not lose interest.

Tow Company:

You will need a Tow service to provide the wrecks and remove them after the program. Check with the tow service to learn what can OR cannot be done to the wrecks by rescue (i.e. configuration of the post-crash vehicles). The angle of the collision and script *cannot* be set until the prop vehicles have been identified, including what damage is present (head-on or T-bone)? *Note:* a smoke machine under the wreck has added realism. It either needs to be plugged into an extension cord or a portable power unit under/in the vehicle.

Does the Program require road closures? How to prepare:

If the school does not have an accessible area for the program to take place on its campus, it may be necessary for the program to take place on a public road which would require a temporary road closure; (again, this should be determined in advance)

If it becomes necessary for there to be a road closure it is important to coordinate with the town in which the event is taking place as well as all emergency personnel taking place in the program. *Note:* STOP-DWI has highway signs advising of a drill/road closure if there is a need for signage to secure the area

Community Members:

Due to the fact that this program is set to be as realistic as possible, including lights and sirens from emergency vehicles, there could be cause for concern for individuals in the community. Therefore, it is important to inform community members about this event. Whether this be a flyer sent out in the mail, a robo call sent out to community members, or posts in a town Facebook page (if applicable), the community should be warned in some way so there is not an influx of 911 calls when the program occurs. It also may be beneficial to invite these community members to this event given that they may not have gotten one of these programs in high school and may not have a lot of information when it comes to STOP-DWI.

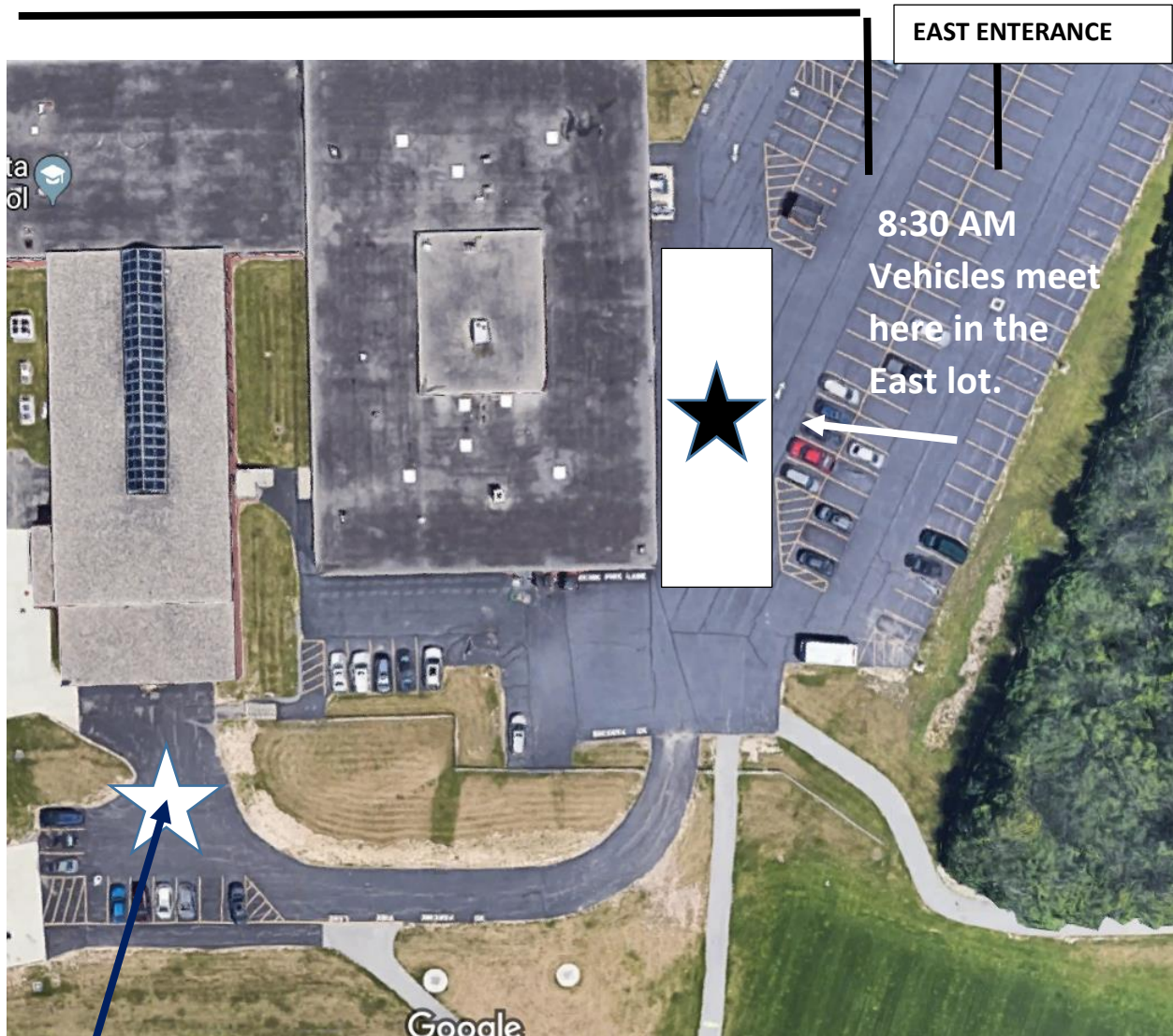
Scene Layout Diagram:

During the overall planning process, a diagram should be made including the crash scene, access and entryways for different emergency personnel as well as the nearest fire hydrant, any technology needed for the program and where observers and speakers will be seated/located.

An example diagram is provided on the next page:

Annual DWI Reenactment, RH High School, 8:30 set up, 9 AM start Friday, June 10

RH Senior High School 1799 Lehigh Station Road



Crash area will be surrounded by bleachers

- 1) 911 call is made at the crash site. 911 Operator says "help is on the way."
- 2) Sheriff enters first, siren on.
- 3) Firetrucks next.
- 4) Ambulance next.
- 5) When ambulance leaves, hearse will back in

The Program

First Responders and other outside parties: Staged nearby and called in by portable radio or cell phone: Police/Fire radio secondary channels are usually used.

- A- Police – What agencies?
 - a. Recommended agencies:
 - i. Sheriff's Office/Local Police Department
 - ii. State Trooper
 - iii. Public Information Officer
 - iv. ARIDE Officer
 - v. Crash Investigation Officers
 - vi. Probation Officers (specifically dealing with felony DWI)
 - b. The officers will be the first on scene at the collision. They will check all the occupants of the vehicles for immediate first aid when they will then discover the driver of the first vehicle is impaired. They will conduct a field sobriety test on the driver and the driver will subsequently be arrested. In addition, the officers should conduct a search of the impaired driver's vehicle. When they conduct the search, they may find a bag of marijuana with the passenger of the vehicle. This will tie into both occupants of the vehicle being impaired and highlighting the fact that not only is driving while intoxicated is illegal, but driving while impaired by marijuana is also illegal.
- B- Fire/rescue Department
 - a. Recommended personnel:
 - i. Fire Chief(s)
 - ii. Fire Safety Officer

Coordinate with the Chief to determine what trucks would usually respond to a scene such as this – the rescue team will be responsible for extrication of the students in the vehicles. *Note:* when removing the “deceased” student from the vehicle, it is important that when they are placed on the ground that they are covered (if you have a deceased student). As previously mentioned, this scene should be as realistic as possible, so the deceased would ordinarily be covered by a tarp/blanket.
- C- Ambulance
 - a. Recommended personnel:
 - i. Coordinate with supervisor to determine how many ambulances are available for the program – based on this information determine if you will need to do a repeat trip route for the program
 - ii. ALS fly-car with paramedic
 - b. The ambulance service will arrive on scene with/right after the fire personnel. They will provide emergency medical treatment on all patients involved in the collision and load patients into the ambulance and “transport” them to the hospital. As previously mentioned, if there is only one ambulance is available, you may have to do a repeat trip route for multiple patients.
- D- Coroner
 - a. Pronounce victim deceased at the scene
 - b. Speak to some of the crashes they've witnessed
- E- Hearse/Funeral Director
 - a. Hearse can remove victim directly from the scene

- b. If the committee chooses to have the “deceased” student placed in a body bag, it is recommended that if the bag is zipped, do not zip the bag past the student’s face. While we want this experience to resonate with students, we don’t want to scar students by completely zipping up the body bag with the actor inside of it.



Individuals involved in the collision:

Volunteer students – Drama Club is a great resource. You will need actors that will play the part and stay in character! Script how many actors will be needed and what role they play. If possible, it is recommended to include parent/adult actors to play parents of the victim and perhaps parents of the impaired driver. *Note:* caution should be used in considering the number of injured compared to ambulances available.

It is important to check school policies *in advance* to determine if student actors need signed parental permission to participate in the event.

Schedule a rehearsal date for all actors and provide script of the activity (in pain, screaming mad, upset driver, unconscious, dead, etc.). Actors should wear old clothing that can be stained and torn to look the part and so EMS personnel can cut and tear to administer treatment without worry. If you’re concerned that the actors will give information beforehand, some schools do not let the actors know until the day of with rehearsal being directly before.

Crash victim set-up:

- Car 1:
 - o Driver: This driver is impaired. This driver is wearing a seatbelt and should have no injuries besides some minor cuts and bruises.
 - o Front Seat Passenger: This passenger was not wearing a seatbelt and is severely injured. This person will be treated by emergency personnel (perhaps immediate first aid by first arriving officers). This person will be transported by

ambulance. When officer search this person's seat/the vehicle, they should find a bag of "marijuana" that both occupants of the vehicle had been smoking.

- Car 2:
 - o Driver: The driver of this vehicle is not impaired and is wearing a seatbelt but still (potentially) thrown from the vehicle. This individual will be pronounced dead on scene by emergency personnel.
 - o Front Passenger: This person is not impaired, is wearing a seatbelt, is injured but not severely and is not trapped. This individual will be treated by emergency personnel and transported via ambulance.
 - o Backseat Passenger: This person was not wearing a seatbelt and is injured. This person will be trapped in the vehicle and firefighters will have extricate. This person does not necessarily need to be transported via ambulance.

If you have enough students to participate, one option a school did was have another car drive up to the scene to find what had happened to their friends. These students were the ones who ran checking on everyone and screamed as they saw what had unfolded. They were also the ones to call 911.

Makeup – Drama Department:

You will need supplies and props for "wounds" and people that know how to apply it. The STOP-DWI Office can connect you with makeup artists for this. Actors should wear bathing suits under their clothing because clothing will get dirty, torn, and potentially cut. Please do NOT have actors wear their own clothing (especially their own prom clothing).

911 Call:

It has worked best to do a live call with the student caller having a cordless microphone and a 911 call-taker/dispatcher standing at the sound system. This ensures the conversation matches what the students are actually seeing.

There are many options in regard to who will be calling 911. With a real collision there are often multiple 911 callers coming from people inside the car as well as witnesses driving by. For the program, it may be beneficial to have multiple callers, or just one.

- People inside the vehicle:
 - o The impaired driver: For this program the impaired driver is usually not injured/has extremely minor injuries in the collision. Therefore, it is possible for them to be a 911 caller which may give observers insight on how impaired the driver is based on how to call goes and perhaps their emotions throughout the aftermath of the collision.
 - o Someone in the car with the impaired driver: This person is a passenger in the vehicle with the impaired driver. This person may or may not be impaired and they may or may not be injured. It is possible for this person to be a 911 caller to observe how friends/passengers of the impaired driver react.
 - o Victim in the other vehicle: This person was in the vehicle hit by the impaired driver. This is the probably the most 911 caller for these programs. This person is usually a

passenger (while the driver is usually the deceased). This person should provide a lot of emotion to the 911 call and should not be impaired in any way.

- Witnesses:

- Another student: This caller may be another student, perhaps a friend of those involved that was coming from the same dance/event. This person is not involved in the collision but rather witnessed the crash and calls 911 as they run up to the scene and check on their friends. This person is not impaired and should be displaying a lot of emotion. If appropriate and possible, this person may be dressed in “prom clothes” to signify the importance of the event despite them coming from an after party.
- Teacher/Chaperone: This caller is an adult figure that may be a teacher or some sort of chaperone from the event the students are coming from. This person is not involved in the collision but rather witnessed the crash and calls 911 as they run up to the scene and check on their students. This person is not impaired and should be displaying a lot of emotion.
- Other Adult: This caller is not involved with the school. This adult could be the parent of another student or could just be a random witness. This person is not involved in the collision but rather witnessed the crash and calls 911 as they run up to the scene and check on those involved. This person is not impaired and should be displaying a lot of emotion.

Narration:

Crash scene, Rescue, Treatment of Injured, Police Investigation, Coroner, and Arrest work best with narration. It is important to coordinate with all agencies involved to determine if there will only be one narrator or if there is going to be a rotation so each agency will narrate what their department does. *Note:* it is extremely important that whoever is chosen as the narrator(s); 1. is experienced with what they’re talking about and even ties things back to laws pertinent to impaired driving and 2. Speak with emotion. Even though the scene in front of the observers is extremely “active” and there’s a lot going on, it is still important that the narrator does not speak in a monotone voice and speaks with emotion so students can both actively listen and observe. Tying it back to crash scenes they’ve experienced as a first responder, would be helpful with the emotional piece.

Audio Equipment:

Should be set up so all students are able to clearly hear the commentator. Make sure all actors involved have cordless microphones so observers can hear every part of the program. Make sure to coordinate with the school’s technology department to establish a back-up system and confirm that there is a reliable power source for the sound systems with the program taking place outside.

Post-Crash Scene: this portion can be conducted indoors or outdoors

1. Death notification: Parent actor or Parent of the “deceased” student (do NOT use students for this role) – Police and/or Coroner will make the notification this can either be done in person or over the phone. If possible, try to have the parents come to the actual scene of the collision.

Directly before or directly after – it would be informational for a representative from URM trauma to talk about their role when it comes to these types of collisions

2. Legal Information: Invite either the District Attorney, an Assistant District Attorney, and/or a Judge to speak to the students. They should talk about the arraignment process/conviction process as well as prison time when it comes to DWI. It also could be helpful for them to mention their professional experience with DWIs over the years; *note*: it would also be useful for either the legal team or a law enforcement officer to talk about the law when it comes to marijuana (this is still impaired driving!). STOP-DWI can make this connection
3. STOP-DWI Coordinator: Our team can pull together statistical information and speak for a few minutes on how prevalent this crime is in our community and what we see for trends to this regard. We will tailor this to the information narrated in the crash program itself.
4. Probation Officer: After the legal team personnel discussed the legal process of what happens to an impaired driver in the aftermath, it could be helpful to invite a probation officer to speak to the students. Many people convicted of felony DWI will eventually if not immediately be placed on probation and their officers often see them at least once a week. These officers can provide insight on the fact that there is more of a punishment than jail time and a potential fine. STOP-DWI can make this connection.
5. Optional – funeral service: Rather than a “formal” funeral service, it may be more beneficial to have eulogies performed by other students for the “deceased” victim. This is also where the parent of the “deceased” student have an opportunity to speak about their child. Students should write the eulogy as if they have really lost their friend.
6. Victim Statement: If possible you should invite someone who has been directly impacted from a DWI to speak to the students. Allow them to talk about their experience if they feel comfortable and talk about how it has impacted them and allow them to share their message with the students. If possible, it may be beneficial to try and find a speaker from your district or one of your surrounding districts. As a committee, try and find a speaker that you feel will resonate with the students and keep them intrigued. STOP-DWI is happy to connect you with speakers of this sort.
7. Final Statement: For the end of the program, the “deceased” student should write some sort of written statement, whether it be a poem or just a monologue. When the student reads their statement, it should be followed by silence and the program will be over to allow the students to really take in the message. STOP-DWI can also provide a great poem recording to this regard.



After the Conclusion of the Program

Student Actors:

It is important that the student actors continue to “play the part” after the immediate conclusion of the program. That being said, when the “deceased” student reads their final message, and the other actors have either been arrested or transported via ambulance, it would not be appropriate for the actors to immediately come out and take a bow and/or immediately start talking to their friends in the crowd. Allow them to take some time away from the crowd while the other speakers talk and then they can rejoin their peers at the conclusion of the event as a whole.

Handouts and Other Information:

At events such as these, it is important to have organizations such as STOP-DWI or prevention coalitions attend as a useful resource for more information to students who may have more questions. If possible, try to have a set area near the scene of the program with informational handouts with representatives from STOP-DWI (or a similar traffic safety organization) that could hand these papers out and answer any questions.



The Collision Vehicles:

If possible, try to coordinate with the committee, specifically the school administration and Tow Company to see if the vehicles involved in the collision can stay on the school campus for about a week or so after the event. If you are able to do this, it is recommended that you place a (clearly visible) STOP-DWI banner on the vehicle(s) so that students will still be able to see, understand, and resonate with the message longer than just the day of the event. Another option is to bring them to the fire station for any who drive by to see the message behind how important it is to have a SOBER plan.

Overall Message

The whole purpose of this program is to educate students on the seriousness of driving while intoxicated and the impact it can have on everyone involved. While the scene may be difficult to watch, it is important for students to get the message. The biggest concern with a program such as this is that it will only “stick” with the students for about 48 hours. The key is to make the program invigorating and impactful so that students will remember it. Whether it be highlighting the eulogies for the “deceased” student or having a DWI victim go into detail about what happened in their life, it is important to try to promote active listening. In addition, when it comes to the scene itself, it is important for first responders to remember that this should be treated as a real collision. Most of these students have not witnessed a collision first hand so they don’t know what occurs. It is important to remember that this is not an opportunity only for training as a first responder. It is vital to treat this as a real scene, and all involved should act with a sense of emergency while also understanding that this is an educational opportunity. It is important to remember that even if just one student is impacted by this program, it is one life that is potentially saved.