

2017

HEALTH POLICY TOOLKIT

INTRODUCTION

Do you consider yourself to be a “health and safety advocate”? If not, you should! We all have a role to play in shaping health policy, whether you’re a victim advocate, concerned citizen, researcher, or health practitioner. It is vital that we share data, research findings, program activities, and personal stories with decision makers. Routine health policy advocacy ensures decision makers are armed with current information, enabling the development and institution of policies based on the best available evidence.

This guide is designed to provide tools and information to help you effectively communicate your health policy messages. It is divided into short sections. Simply click on the section you would like to read.

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These tools and resources provide basic information to help develop effective advocacy skills.

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Communicate Your Message

These resources can assist you with effectively garner support from your community and decision makers on the issues.

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Develop Tools and Messages

Use these examples and tips to help you tailor and disseminate key messages about your issue.

- [Sample Letter, Email, or Fax](#)
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Issue Toolbox – NYS Universal Seat Belt Policy

Use the information provided in the toolbox to educate about the need for a universal seat belt policy in NYS.

- [Pending Back Seat Safety Belt Legislation – 2017 Session](#)
- [State Occupant Restraint Laws](#)
- [Sample Social Media Posts](#)
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CASE STUDY

The following case study illustrates how to use the tools in this guide to address your issue.

Example: A dangerous loophole exists for backseat passengers over the age of 15 in New York State’s Occupant Restraint Law that only requires people under age 16 to be buckled up in the back seat of a motor vehicle.

| TAKE ACTION | PARENTS/TEENS | EDUCATORS |
|---|---|--|
| <p>UNBELTED BACKSEAT PASSENGERS BECOME BULLETS, PUTTING THEMSELVES AND EVERYONE IN THE VEHICLE AT RISK IN THE EVENT OF A CRASH. THE PASSENGER CAN ALSO BE EJECTED FROM THE VEHICLE, RESULTING IN SERIOUS INJURY AND OFTEN DEATH.</p> <ul style="list-style-type: none"> • LEARN ABOUT EXISTING STATE LAWS • WATCH THE VIDEOS | <p><i>As parents, learn what you need to do to keep teens safe in the car.</i></p> <ul style="list-style-type: none"> • Take a pledge with your teens to buckle • Watch and share videos • Post on Twitter or Facebook • Contact your Legislator • Write to your local newspaper | <p><i>Help prevent crash related deaths and injuries among teens in NYS. Get the facts and share them with the community!</i></p> <ul style="list-style-type: none"> • Show the videos • Post messages on Twitter or Facebook • Contact your Legislator • Hold a press event or write to a newspaper |

LEARN THE BASICS

What is Advocacy?

Advocacy includes a wide range of activities that involve identifying, embracing, and promoting a cause. Advocacy activities can include: public education and influencing public opinion; agenda setting and policy design; lobbying; policy implementation, monitoring, and feedback; and election-related activity. Advocacy is about using effective tools to create social change.

Education is a form of advocacy that entails giving factual information to an audience about an issue or cause; this can include educating the public or policymakers and candidates (e.g., by creating a campaign).

Example: A local health department develops and distributes a fact sheet about the problem of residential fires and successful policies adopted in other states.

Lobbying is any advocacy activity aimed at influencing a legislator's vote on a specific piece of legislation (whether at the local, state, or federal level).

Example: A concerned citizen writes a letter to a Senator requesting that s/he support bill #490389 which requires that all trampolines be sold with safety net enclosures.

Direct Lobbying is influencing specific legislation by stating a position to a legislator who contributes to the development of legislation.

Grassroots Lobbying is when an organization urges the general public to contact legislators and request they take action on specific legislation.

Lobbying always involves advocacy, but advocacy doesn't always involve lobbying.

Top 10 Advocacy Tips

1. **Know your limits** – Make sure that you are familiar with the federal lobbying regulations. For a helpful explanation of these regulations please see [GHSA's Speak Up: Lobbying Do's and Don'ts](#). If you have any questions, be sure to speak with your supervisor.
2. **Know your legislators and their staff members** – Be familiar with your legislators' districts and constituencies, voting records, personal injury-related experiences, expertise and interests. Understand his or her policy priorities, concerns, and perspectives. Sometimes you may not be able to meet with your legislator, but can get a meeting with their staff. They are essential sources of information and may significantly influence their policy decisions.
3. **Identify new (untraditional) groups and legislators to partner with** – do not dismiss anyone because of previous disagreements or because you lack a history of working together. Reconnect to see if you can find common ground.
4. **Foster and strengthen relationships** – especially with allies and legislators who are flexible and tend to keep an open mind. Work with those who are neutral to help bring them on your side – they are more likely to change their mind than those who oppose your policy.
5. **Create a hero opportunity** – present the problem as a sympathetic, compelling issue that needs to be fixed, and your solution as realistic, affordable, and effective.
6. **Be honest, straightforward, and realistic** when working with legislators and their staff. Never: make promises you can't keep, lie, or mislead a legislator.
7. **Be polite and friendly** – remember names and thank those who help you (your partners, legislators and their staff).
8. **Learn the legislative process** – be aware of the issues and controversial areas. Identify groups who would oppose your efforts, their reasons and identify strategies to address their concerns.
9. **Be brief, clear, accurate, persuasive, timely, and persistent** when presenting your position and communicating what you need/want from the legislator or staff member.
10. **Follow up with legislators and their staff** – offer your assistance and provide additional information in a timely and professional manner. Always be a reliable resource for them.

Adapted from the American Public Health Association www.apha.org

Advocacy Resources

- Centers for Disease Control and Prevention’s Media Outreach guide is a comprehensive resource which includes basic media relations information, publicity tools, samples, and checklists as well as communication tools.
www.cdc.gov/SafeChild/images/SafeChild_MEDIA%20GUIDE-a.pdf
- Safe States Alliance serves as the national voice in support of state and local injury and violence prevention professionals engaged in building a safer, healthier America. Their 2013 Congressional Outreach Guide contains a wealth of information about the advocacy process.
www.safestates.org/?page=PolicyTools
- Mental Health America Advocacy 101. This is a comprehensive guide with strategies and tools for advocacy. It contains detailed information about how to build a coalition and communicate with legislators.
www.mentalhealthamerica.net/action/Advocacy_Guide.pdf.
- National Association of County and City Health Officials’ (NACCHO) Communications Toolkit has detailed guidance for reaching policymakers and the media.
www.naccho.org/advocacy/marketing/toolkit/index.cfm
- Research!America Public Health Advocacy Toolkit and series of print ads highlight the day-to-day benefits that prevention and public health research delivers to Americans' health. These ads, spotlighting unintentional injuries, emphasize the leadership role that the Centers for Disease Control and Prevention plays in protecting Americans from needless suffering.
www.researchamerica.org/toolkits
- The Community Toolbox, developed by the University of Kansas, is an online resource that provides practical, step-by-step guidance in community-building skills. (Refer to Chapter 25.) http://ctb.ku.edu/en/tablecontents/chapter_1025.aspx

Webinars and Online Trainings

- American Public Health Association “Power of Policy” Webinar Series
www.apha.org/programs/cba/webinars/default.htm
- Brain Injury Association of New York State offers two webinars on policy advocacy “So You Want to Be an Advocate: Federal Overview” and “So You Want to Be an Advocate: New York State Legislature”
<http://bianys.org/bianys-webinars>

COMMUNICATE YOUR MESSAGE

How to Find Legislators' Contact Information

NYS

To Search by Member:

To find information about a specific member of the NYS legislature, including district office addresses, district maps, committee assignments, biographies, sponsored legislation, etc.

www.senate.state.ny.us

www.assembly.state.ny.us

Important Committees

[New York State Senate Health Committee](#)

[New York State Assembly Health Committee](#)

[New York State Senate Transportation Committee](#)

[New York State Assembly Transportation Committee](#)

Pending NYS Bills and Current Laws

Current NYS Laws:

Find current NYS laws by searching here:

<http://public.leginfo.state.ny.us/menugetf.cgi?COMMONQUERY=LAWS>

NYS Bill Search:

Find current NYS bills by bill number or by keyword here: <http://assembly.state.ny.us/leg/>

Information for Other States:

Find information about legislature and pending bills in your state:

www.statescape.com/resources/statelinks/statelinks.aspx

Find out what highway safety laws currently exist in your state:

www.iihs.org/iihs/topics#statelaws

Elevator Speech Template

An Elevator Speech is a quick 30-45 second speech where you state the issue you are advocating for, why the issue is important, a possible solution, and how the legislator can help to reach that solution. The speech should be memorized so you can deliver it at any given moment.

1. What are you advocating for? State the problem.

Did you know? (Insert statistic)

This is a problem because _____

2. Why should the Senator/Assemblyman care?

As Senator/Assemblyman representing my district this issue deserves your attention because _____

3. State a possible solution.

Through evidence we know that _____

_____ is a possible solution to

diminishing the problem of _____

4. How he/she can help.

I/We could use your help by _____

Framing and Reframing Arguments

- Centers for Disease Control and Prevention “Adding Power to Our Voices” Guide helps organizations involved in injury and violence prevention speak with a consistent voice with the belief that collective voices are louder than that of a single individual. The guide includes press releases, speeches, annual reports and research articles to help professionals better communicate with their audience.
www.cdc.gov/injury/framing/CDCFramingGuide-a.pdf
- Framing the issue is critical because it gives your audience a particular mindset about your issue. Depending on your audience, you may need to reframe your issue to gain more support.
http://ctb.ku.edu/en/tablecontents/sub_section_main_1237.aspx
<http://sfa.frameworksinstitute.org/>
- Not everyone is going to support the mission or be willing to change the status quo; therefore, it is important to know how and when to study your opponents. The Community Tool Box offers strategies for handling opponents.
http://ctb.ku.edu/en/tablecontents/sub_section_main_1214.aspx
- The Community Toolbox provides tactics that may be used by your opponents and how to recognize them, as well as strategies for knowing when, how, and way you should respond.
http://ctb.ku.edu/en/tablecontents/sub_section_main_1277.aspx

Tips for a Successful Visit

Appointments with an Assemblyman or Senator should be scheduled as far in advance as possible, preferably a month or more, as legislators' schedules fill up quickly. Anticipate between 15 to 30 minutes for an appointment.

1. Identify the Senator and Assemblyperson who represent your district.

Visit www.senate.state.ny.us and www.assembly.state.ny.us to find out who represents you in the NYS Legislature by typing in your zip code. If you live in a different state, visit www.statescape.com/resources/statelinks/statelinks.aspx.

2. Decide where you will meet.

Legislators have local offices in their districts as well as an office in the Capital during the legislative session. View the NYS [legislative calendar](#) to see what days the legislature is in session. To find your state's legislative calendar, visit www.statescape.com/resources/statelinks/statelinks.aspx.

3. Call your legislator's office.

NYS Senate switch board: (518) 455-2800

NYS Assembly switchboard: (518) 455-4100

For other states, visit www.statescape.com/resources/statelinks/statelinks.aspx

4. Speak to the appointment secretary.

Introduce yourself and indicate that you are a constituent and, as applicable a member of the (fill in the blank).

5. Ask with whom you will be meeting with.

It is preferable to meet with your legislators but you may be asked to speak to a member of the staff. In NYS, legislators will be in session beginning at 2p.m., so appointments scheduled for after that time will generally be with staff. Legislative staff often have considerable knowledge and influence and can provide significant insight into your legislators' views.

6. Plan for your meeting.

Stick to only three or four related priorities. List the bill numbers. Develop an elevator speech and a few key handouts. Be concise. You have a limited time so make every sentence count. Bring someone who has been personally affected by the issue to share their story to help show how the change would make a positive impact.

7. Confirm your appointment.

Before your visit (at least one week in advance), you may wish to confirm your appointment by calling your legislator's office.

8. Prepare for your appointment.

Practice your elevator speech and have a strategy for addressing potential opposition. Know your legislator's position on the issue(s) and their voting record.

9. Send a thank you letter after the meeting.

After speaking with your representative, it is very important to send a letter thanking him or her (and any other staff that attended) for taking the time out of their schedule to meet with you. Summarize your key points made during the meeting and remind the legislator how they can help accomplish your advocacy goals.

Develop Tools and Messages

Sample Letter, Email, or Fax

Date

Senator Name

Address

By fax

Dear Senator (insert name),

I am writing to ask you to **support Senate Bill #**. This bill will require the use of seat belts by all passengers sixteen years of age or older riding in any seating position in a motor vehicle. The Senate Transportation Committee has approved this bill with bipartisan support and now I ask you to ensure a vote on the bill by the full Senate with your vote of approval.

This legislation is important to me because, (a friend or family member) was seriously hurt/killed in a crash whose life may have been saved if he/she was buckled up in the back seat. Unrestrained occupants in the back seat of a vehicle are at great risk of ejection from a car and can also cause injury to other occupants in a car, including the driver. **Senate Bill #** is common sense legislation that can reduce fatalities and injuries on New York State roads. In fact, 25 other states have passed similar legislation.

It is time for the **New York State** Senate to **pass Senate Bill #**. I ask you to please make sure that this legislation is brought to the full Senate for a vote and you support the legislation. I look forward to your response to this request.

Your name

Your home address

Tips for Being Interviewed

A great way of getting media exposure for your injury topic is to give interviews. Local television and radio stations are constantly on the lookout for story ideas and guests to have on their shows. Local talk shows have also become a significant force in statewide politics. As a public health professional, you know more about public health issues than most people in your community and can credibly share your concern and knowledge on a local talk show.

Here are some tips to help you arrange and prepare for an interview:

- **Arrange an appearance.** Call or write the talk show host or producer. Explain your interest and experience in a particular aspect of public health, and outline why people in your community should care. Again, it is best to have an upcoming event or a local angle as a “news peg” to make your pitch more attractive.
- **Familiarize yourself with the program.** Learn the name of the host, the show, the station and names of other guests appearing on your program. Find out whether the interview will be live or taped, if there will be call-in questions and the length of the interview. Listen to the program to become familiar with the style and positions of the host and the format of the show.
- **Prepare for the interview.** Write out the most important points you hope to make, including anecdotes and personal stories you want to share, questions you might anticipate and answers to those questions. Role play answering those questions with a partner. Also, you may want to think out some counter-arguments to your issue and prepare responses to them. Remember, the media usually presents both sides of a story so you want to be able to counter your opponents’ viewpoints.

When being interviewed, there are several things to keep in mind to help make the interview go smoothly:

- **Speak in a natural, audible tone.** Remember to remain calm during the interview, even during stressful moments. Do not get defensive or angry. Keep in mind that the reporter decides what goes in the story or what doesn’t, so you don’t want to say anything that you would not want to see on the evening news.
- **Avoid jargon and acronyms.** Remember, not everyone is an expert on your issue. You should use language that will be easily understood by someone outside of your field of expertise.
- **State your message.** Answer interview questions by stating your main message first, followed by supporting points. Present your arguments as concisely as possible while showing enthusiasm for your subject. If you don’t know the answer to a question, say so.
- **Be concise.** It is important to keep your answers short, especially in broadcast interviews. Sound bites in broadcast interviews usually run around eight seconds long, so you want to get your message out quickly. Print reporters also look for concise quotes for their stories.
- **Clothing.** Avoid solid white or black clothing and anything with tight stripes. Solid designs in gray, blue and brown look best. Avoid large, flashy jewelry. Large jewelry will

create a reflection off the TV lights. Dress professionally. If you wear a uniform to work (lab coat, military, etc.) consider wearing that for your interview.

- **Look at the interviewer.** Unless otherwise instructed, look directly at the host. Do not look at the camera. Relax and avoid nervous gestures or mannerisms. Use, but do not overuse, your smile and hand gestures.
- **Sit straight.** You want to sit up straight, but not stiff, and lean slightly forward in your chair. Do not lean into the microphone. Avoid swiveling in your chair. If standing, stand up straight.
- **You're always "on."** Remember, even if you are not speaking, you may still be on camera. And any comments you make prior to or after the formal interview may be caught on camera or tape, so mind your actions.
- **After the interview, follow up with a note of thanks** to the reporter, host or producer of the program. You can often request a taped copy or written transcript of the program for your files.

Adapted from the American Public Health Association's Media Advocacy Manual www.apha.org

Tips for Working with Local Media

Writing a letter to the editor or an op-ed demonstrates that your issue is of concern to constituents as well as creating more awareness among the general public. Once your submission is published, you can send an email to your legislator directly to share the information.

Letters to the Editor

- Used to respond or rebut something recently published in a newspaper or magazine. Generally, letters to the editor should be short and concise, no more than 200 words.
- Make sure to check and see if the publication you are submitting the letter to has any specific guidelines. For instance, the New York Times requires letters to refer to an article published within the last 7 days.
- Include any professional/personal experience you may have that is relevant to the topic.

Op-eds

- Op-eds are longer and can be considered a persuasive article that can be used to increase the visibility of your issue. There is no need to wait for a news article to begin writing an op-ed. Instead, think about predictable events related to your issue (for example, if your issue is seat belt use, recently-published events could be related). Write most of the op-ed when you have time to think and fine tune your piece.
- Monitor the news to determine the best time to submit. Google alerts and other web services are helpful for tracking news and can provide hooks and timing for your piece. The final piece can be altered based on what piece of news you are reacting to and should be submitted promptly for consideration.
- Most op-eds relate to a recent issue in the news in addition to providing a different perspective, idea, or action. While still considered opinion pieces, op-eds are balanced with factual information
- Check a paper's website first for guideline for accepting op-ed submissions. Op-eds are typically 750 words or less but tailor yours depending on the individual paper's guidelines.

Newspaper Articles

- If you work for an organization that has a Public Information Officer, schedule a meeting with them first to learn more about the organizations media outreach guidelines, as well as the local media environment and reporters who typically cover your issue.
- Develop relationships with local reporters who cover your issue. Share information about the issue and any programs your organization or partners may offer. Provide your contact information and offer to be a resource for data and other information as needed. Send reports, success stories, and other information to contacts on a regular basis to maintain the relationship.

Adapted from the Safe States Alliance Congressional Outreach Guide www.safestates.org/?page=PolicyTools

Issue Tool Box – NYS Universal Seat Belt Law

Pending Back Seat Safety Belt Use Bills – 2017 Session

TOPIC: Back seat safety belt use

Assembly Bills:

- [**A1582**](#)
SPONSOR: MOSLEY
CO-SPONSERS: JAFFEE, HOOPER
MULTI- SPONSERS: BLAKE, PERRY
SUMMARY: Provides that no person sixteen years of age or over shall be a passenger in the back seat of a motor vehicle, unless such person is restrained by a safety belt.
-

Senate Bills:

- [**S2928**](#)
SPONSOR: DILAN
CO-SPONSERS: BOYLE, CARLUCCI, KENNEDY
SUMMARY: Provides that no person sixteen years of age or over shall be a passenger in the back seat of a motor vehicle, unless such person is restrained by a safety belt.
- [**S3446**](#)
SPONSER: SERRANO
SUMMARY: relates to rear passenger seat belts requirement.

RATIONALE: Currently, the NYS Occupant Restraint Law only covers front seat and back seat passengers up to age 16. Therefore, a gap in the law exists for those ages 16 and older who sit in the back seat. New York, the first state in the nation to pass a primary seat belt law, now lags behind over half the country on this issue.

Extensive research has shown that unbelted rear seat passengers can kill and injure others. A sixty pound unbelted passenger traveling in the rear seat would exert a force of approximately 2,700 pounds, or more than one ton, into the driver's seat in a head-on crash at 30 miles per hour.

State Occupant Restraint Laws

- New York State Governor's Traffic Safety Committee provides excerpts of NYS vehicle and traffic law.
www.safeny.ny.gov/seat-vt.htm
- Insurance Institute for Highway Safety (IIHS) has overviews of key highway safety issues, in addition to research, news and legal information on each topic.
www.iihs.org/iihs/topics#statelaws
- Governors Highway Safety Association provides state highway safety laws, published in two formats, by type of law and by state.
www.ghsa.org/html/stateinfo/

Sample Letter, Email, or Fax

Date

Senator Name

Address

By fax

Dear Senator (insert name),

I am writing to ask you to **support Senate Bill #**. This bill will require the use of seat belts by all passengers sixteen years of age or older riding in any seating position in a motor vehicle. The Senate Transportation Committee has approved this bill with bipartisan support and now I ask you to ensure a vote on the bill by the full Senate with your vote of approval.

This legislation is important to me because, (a friend or family member) was seriously hurt/killed in a crash whose life may have been saved if he/she was buckled up in the back seat. Unrestrained occupants in the back seat of a vehicle are at great risk of ejection from a car and can also cause injury to other occupants in a car, including the driver. **Senate Bill #** is common sense legislation that can reduce fatalities and injuries on New York State roads. In fact, 25 other states have passed similar legislation.

It is time for the **New York State** Senate to **pass Senate Bill #**. I ask you to please make sure that this legislation is brought to the full Senate for a vote and you support the legislation. I look forward to your response to this request.

Your name

Your home address

Sample Social Media Posts

- Most serious car crashes happen close to home. Wear a seat belt every time.
- It's quick and easy to do. The three second life saver. Buckle up front and back!
- Be protected, not ejected. Wear a seat belt! www.youtube.com/watch?v=mKHY69AFstE
- Seat belts – every person, every seat, every time.
- Riding in the back seat without a seat belt? You can become a “back seat bullet.” Buckle up every seat, every time. www.youtube.com/watch?v=mKHY69AFstE
- Best friends or family in the car? Show you care. Buckle up and remind them to do the same.
- Your head should never go through the windshield. Make it click!
- Crashes happen when least expected. You Only Live Once... Buckle up!
- Say YES to wearing a seat belt in the back seat.
- Your younger sister or brother is watching you. Buckle up – front and back seat too! Chances are they'll do it too!
- Crashes happen when you don't expect them to. The seat belt is your only chance of survival in a crash. Click it front and back seat too!
- Research shows that during a head-on collision, an unbelted passenger involved in a sudden crash can weigh as much as a young elephant, roughly 2,700 pounds!
www.njbackseatbullets.com/video/video1.html

Educational Resources

- NYS Motor Vehicle Traffic Injury [Data](#)
- Policy Brief (see pg. 17)
- Back Seat Fact Sheet:



backseatfinal.pdf

- Centers for Disease Control and Prevention provides reference information on the impact that seat belt policy can have in addition to facts on seat belt usage.
 - www.cdc.gov/motorvehiclesafety/seatbeltbrief/index.html
 - www.cdc.gov/motorvehiclesafety/seatbelts/facts.html
- Videos depicting the “back seat bullet” issue.
 - [THINK! UK](#)

Death in the backseat: a gap in New York's safety belt law

Recommendation & Summary: *Unbelted backseat passengers are at increased risk of injury as compared to belted backseat passengers. In a crash, unbelted backseat passengers become "bullets", putting themselves, the driver, and front seat passenger at risk for serious injury or death.*

Each year in New York more than 2,300 adults are injured and approximately 30 adults die who were unbelted backseat occupants.

Passenger safety restraints are proven effective in reducing motor vehicle crash injury. Legal requirements for safety restraint use result in high rates of compliance. Under current law in New York, rear passengers 16 years of age and older are not required to wear a safety belt. Revising and upgrading New York law to mandate safety belt use for all occupants (all ages, all seating positions) would help prevent death, injury, and reduce hospital related costs among New York road users.

The Facts:

Safety belts work

- Safety belts also prevent occupants from being ejected from the vehicle, an event associated with high risk of injury and death.
- Relative to occupants who are not ejected from vehicles, occupants who are ejected in non-rollover crashes are nearly twice as likely to die, and those who are ejected in rollover crashes are 4 times more likely to die.¹
- There is a 45% reduction in the risk of a fatal injury to front-seat car occupants when lap and shoulder belts are used.² The risk of a moderate to critical injury is reduced by half.
- Among back-seat outboard occupants in cars, lap and shoulder belts reduce the risk of fatal injury by 44%; among back-seat outboard occupants of vans and SUVs, the reduction is 73%.³

Unbelted occupants pose a risk to other people in the vehicle

- Exposure to unbelted occupants increases the risk of injury or death to other occupants in the vehicle by 40 percent.⁴
- In a frontal crash, an unbelted rear seat passenger sitting behind a belted driver increases the risk of fatality for the driver by 137 percent compared with a belted rear seat passenger.⁵

Current safety belt laws

- There are mandatory safety belt laws in all states except New Hampshire.
- In some states, these laws cover front-seat occupants only, but belt laws in 28 states and the District of Columbia cover all rear-seat occupants, too.
- **New York's safety belt law does not cover rear seat occupants 16 years of age and older.**
- **New York's safety belt law is primary** meaning police may stop vehicles solely for belt law violations.⁶

2010-2012 deaths and injuries among unbelted adults in the backseat in New York⁷

- ✓ 89 deaths (30 deaths/year)
- ✓ 7,094 injuries (2,365 injuries/year)

Works Cited:

1. National Highway Traffic Safety Administration. 2010. Incremental risk of injury and fatality associated with complete ejection. Report concerning Federal Motor Vehicle Safety Standards, Ejection Mitigation; Phase-In Reporting Requirements. Docket Document No. NHTSA-2009-0183-0054, November 10, 2010. Washington, DC: U.S. Department of Transportation.
2. National Highway Traffic Safety Administration. 2011. Traffic safety facts, 2009: occupant protection. Report no. DOT HS-811-390. Washington, DC: National Highway Traffic Safety Administration.
3. Morgan, C. 1999. Effectiveness of lap/shoulder belts in the back outboard seating positions. Report no. DOT HS-808-945. Washington, DC: National Highway Traffic Safety Administration.
4. MacLennan, P.A.; McGwin, Jr., G.; Metzger, J.; Moran, S.G.; and Rue III, L.W. 2004. Risk of injury for occupants of motor vehicle collisions from unbelted occupants. *Injury Prevention* 10(6):363-7.
5. Bose, D.; Arregui-Dalmases, C.; Sanchez-Molina, D.; Velazquez-Ameijide, J.; and Crandall, j. 2013. Increased risk of driver fatality due to unrestrained rear-seat passengers in severe frontal crashes. *Accident Analysis and Prevention* 53:100-4.
6. Safety belts: State Laws as of August 2015. Available at: <http://www.iihs.org/iihs/topics/laws/safetybeltuse?topicName=safety-belts>. Accessed 8/4/15.