

Mock Crash Handbook



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Preparation

The mock crash is a portrayal of a motor vehicle crash to increase the awareness of the dangers of driving under the influence, driving unrestrained and high risk taking behaviors that result in motor vehicle crashes. With the participation of first responders, the mock crash demonstration simulates the arrest, rescue, and the medical transport of the injured students, as well as the death notification and transport of the deceased. Students witness first hand the devastating and lifetime effects of unhealthy decisions. It is an opportunity to increase the awareness and compliance of the Louisiana traffic safety laws, reinforce healthy decision making skills and decrease the number of injuries and fatalities associated with motor vehicle crashes.

According to SADD, research has proven that “scare” tactics only have a limited impact, therefore the event should accompany the Sudden Impact Program, parent sessions, and other reinforcement activities. The handbook provides a comprehensive approach to a successful crash. Some simple suggestions will enhance the learning experience and are indicated by the designated bullet.

- ✧ Separate the crash into scenes. This provides for a better flow of vehicles, a stronger and clear message and avoids the chaos of multiple personnel doing multiple functions at one time.
- ✧ Confirm that the issue of DWI is represented comprehensively: Parental involvement should be included addressing attorney fees, job loss, emotional impact.
- ✧ Assure that the injury component is addressed realistically. When EMS exits the crash scene, the injured should be taken to a hospital where the physician explains the lifelong consequences to the injuries.
- ✧ Mock crash demonstrations don't necessarily need to be large, just realistic. Keep in mind that all components should be visible and audible by all.
- ✧ To maintain the attention of the students and avoid divided attention, the crash is divided into separate scenes. Each scene should convey a message. Avoid lights, sirens, and chaos.
- ✧ Each scene is should be narrated to provide an explanation of the action taking place. Laws associated with the particular scene, traffic safety messages and a synopsis of what is taking place should be delivered through clear and concise narration.
- ✧ The demonstration should have two parts: 1) the crash and rescue and 2) the panel of speakers to entertain comments and questions from the audience. To capitalize on the teaching moment, the moments following the event should encourage questions from the student body and comments from the participants. The expertise and real-life experience of first responders and medical staff members is invaluable. The panel also provides a debriefing moment for students.
- ✧ Have guidance counselors available for students.



Planning

Participating agencies – The agencies that participate in mock crashes represent the multiple disciplines associated with crashes and include New Orleans EMS (EMS), Spirit of Charity Trauma Center (medical personnel), Louisiana State Police (law enforcement) and the Orleans Parish Coroner's Office (coroner's office).

- ✦ All responsibilities and roles should remain standardized unless discussed in advance of the crash. Regardless of the agency, the discipline should assume the scripted role. The standardization enhances the safety of the participants and students.

Student Volunteers – The selection of the student volunteers is crucial to the success of the crash. Volunteers should be capable of theatrical play, enthusiastic about displaying the message and willing to accept the responsibilities of the designated role.

- ✦ Based upon student feedback, the student body relates better to participants who are well-known in the school.
- ✦ Students are required to wear long sleeves and pants to protect themselves from metal or debris.
- ✦ Three of the four participating students have parental involvement in the script. Parents are encouraged to participate in the script, however a designee may assume the role.
- ✦ Parental consent should be obtained by the school for participation and transport of the student volunteer.
- ✦ The ability of the student volunteers to represent their involvement in a violent situation is crucial to the success of the crash. Students are encouraged to place themselves in a violent situation that directly represents a motor vehicle crash.

Communication – Setting up a mock crash requires time and communication. Communication begins with crash lead and the school. The school must be aware of the commitment of participants, student body and supplies.

- ✦ Create a contact list. The contacted list should be readily available by the crash lead. This includes cell numbers and email addresses.
- ✦ The crash lead and the selected student volunteers should meet on 2 occasions to review the script, roles and responsibilities.
- ✦ The communication between the lead and the students is vital to the success. The student volunteers are responsible for the success of the crash.
- ✦ Communication includes securing all agencies for the specified dates, notification of planning meeting, pre crash meeting and mock crash details.

Planning the Event Date – The school should provide 2 available dates. One for the mock crash and one inclement weather date.

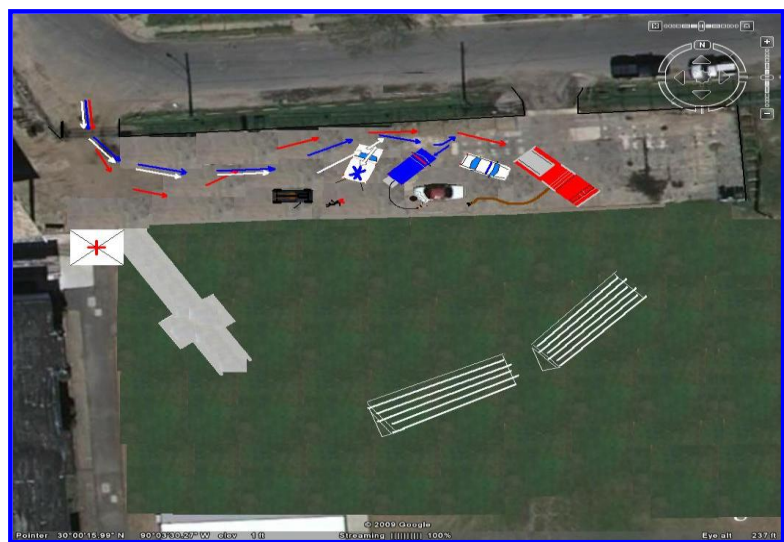
- ✦ The month of the crash should play a role in the time of the event, as most events are outdoors.
- ✦ Emphasis should be placed surrounding special events such as homecoming, prom, graduation, or other special events when engaging in high risk behavior is more prominent.
- ✦ A minimum of two months advance notice is required.

Location – The location should meet the needs of the school, needs of emergency personnel and student body.

- ✦ Consider the following when selecting a location:
 - emergency vehicle size
 - access to the site (entrance and exit)
 - surrounding neighbors and neighborhood parking on the street
 - staging of vehicles – where can the emergency vehicles convene pre crash
 - field of vision for students and can the students hear the narration
 - arrangement of students
 - available of electrical outlet (smoke machine)
 - noise

Equipment – All responsibilities and roles should remain standardized unless discussed in advance of the crash. See list below.

Provide a diagram of emergency vehicle placement, traffic flow and arrangement of students to all participating agencies.



Personnel and Roles

Louisiana State Police – 2 units / motorcycles

- crash investigation
- field sobriety
- central Lock up
- personnel for death notification
- narrator
- selection of wrecked vehicles
- transport of wrecked vehicles to and from site
- arrangement of crashed vehicles
- assistant to narrator for cueing of vehicles
- personnel at staging area directing flow
- 1 person for site meeting
- media
- panel of experts
- photographer (optional)

New Orleans EMS –

Approx. 74,000 people are injured each year in MVC's in LA. The portrayal provides a powerful message during the crash.

- 1 truck for treatment and package for transport
- 1 rescue unit for extrication
 - Removal of hazardous conditions
 - Pre-cut of vehicles
- sprint vehicle
- make up artist
- stabilization equipment and supplies
- injury notification
- 1 person for site meeting
- media
- panel of experts

Spirit of Charity Trauma Center – secure time and date of crash
communication with agency directors
script



- rehearsal with students
 - Week before crash
 - Morning of crash
- medical stabilization – mock “Room 4”
- facilitate pre crash meetings
- crash facilitator/lead
 - Oversee crash and personnel
 - Maintain flow of crash and personnel
 - Ensure safety of personnel and students
- conduct pre crash meeting morning of crash
- grant writing / claims
- establish code word for an emergency situation
- 1 person for site meeting
- media

panel of experts

Coroner – 4 personnel

Pronunciation of deceased
Transport of deceased
panel of experts

School – mock crash advisor

4 – 6 students
revision of script
arrange site meeting 2 weeks prior to event
arrange meeting with student participants
notification of surrounding agencies / neighbors
media
2 parents for injury / 2 death notification / 1 central lock up
secure the site / parking lot
consent from participating students' parents

Responsibilities and Equipment

Louisiana State Police

arrangement of vehicles
material under cars/cleaning solution
tarps for crashed vehicles
4 cones

New Orleans EMS

smoke machine
materials to secure sharp objects
2 stretchers

Spirit of Charity Trauma Center tent

signs / ties
medical equipment
makeup

Coroner

body bag and tags
stretcher

School

podium
microphone(s)
4 chairs for injury / death notification
consents for participating students
electrical source
speakers / sound system

Pre Crash Meeting

To insure the safety of participants and the success of the mock crash, a pre crash meeting is mandatory the morning of the crash. All personnel should meet on site one hour prior to the crash. The briefing should include In detail the traffic flow, student participation, a review of the script and role assignments.

Pre Crash Details and Preparations: (by Chris Lodice, New Orleans EMS)

Stage vehicles to parallel script. Stage 2 vehicles head on with side view facing audience. Set the driver's side of vehicle #2 towards audience.

- Use vehicles with heavy front end damage if possible
- Have fuel and fluids secured prior to delivery to stage
- Disable batteries
- Remove glass hazards
- Open windshield of vehicle #1 on audience side of vehicle (Passenger side) (extrication)
- Cover and pad broken windshield edges
- Debrief role playing victim and victim removal players about broken glass hazard around windshield.
- Clear pyrotechnics and make pre-cut relief cuts to unseen portions of vehicle if using heavy extrication scenario. Remove interior trim to "A", "B", "C" post & roof rail to expose any potential inflators. Pre-cut wire harness to involved doors to be removed. (A light extrication is the removal of a door. A heavy extrication would be one of, or combination of; roof removal, dash displacement, or side removal.)
- Debrief role playing victim of what to expect with working rescue tools.
- Issue safety glasses to victim and any other player that will be in close proximity of the working rescue tools.
- Keep an "ABC" type of fire extinguisher on back stage side of vehicles
- Have a "Real Emergency" code word established with all players in case of a real emergency during the performance that will be a STOP ALL command.
- Will need 2 sources of 110v a/c power; 1 for the smoke machine that will be positioned underneath the vehicles close to the POI, and 2nd for the P.A. system.
- Will need a tarp to cover both vehicles and road cones to keep the tarp secured
- If in warmer weather, wait till last min. to place players in vehicles to prevent heat injuries and preserve make-up appliances.

Player make-up suggestions. Make up should parallel crash details and reflect layout of victims. Examples include:

- Driver of vehicle #1 – Forehead Laceration with mild bleeding
- Fatality in vehicle # 1 – Head & facial trauma with heavy blood loss. (avoid too much blood on arms to prevent victim from slipping out of rescuers grip while moving from out of windshield area).
- The driver of vehicle #2 will have head & face trauma with heavy blood loss, multiple extremity fractures, open and closed
- Any other passenger that will not be transported by EMS should have minor injuries only.

Emergency responder staging area

- Have all responders briefed of all safety concerns including an aerial view of stage and route to the stage
- Advise of restrictions of emergency lights and sirens when approaching stage location and at what point to turn them on
- Have all emergency players briefed on parking locations, extrication location and to be cautious as to what the point of focus will be for the audience as each event unfolds.

Panel of Experts

Following the crash, provide the student body an opportunity to ask questions, express concerns and debrief.

- ✦ Be sure to thank all agencies involved.
- ✦ Allow the student volunteers an opportunity to express the feelings associated with their specific roles.
- ✦ Reinforce mock crash messages:
 - Underage DWI laws
 - Options available to avoid the circumstance
 - The lifetime consequences to the associated injuries
 - The consequences do not end with the closing of the crash.
 - Measures that could have been taken to avoid the crash.
 - The seat belted occupants survived.
 - Louisiana statistics
 - Personal stories from agencies involved.
- ✦ If a victim of a former MVC is available, involve the person as a guest speaker.

Mock Crash Worksheet



School: **Jesuit High School**
 Date of crash: **October 22, 2010**
 Rainy date: **October 29, 2010**

Agencies: Interim LSU Trauma Center other
Louisiana State Police other
New Orleans EMS other
Orleans Parish Coroner's Office other

- Grade level in attendance _____
 - o Number of students _____
- Location of crash on school premises _____
- Type of crash scenario impaired driving texting other _____
- Staging area _____
- Traffic flow: Enter (street) _____
 Exit (street) _____
- Arrangement of student body _____
- Press release _____ permission for media on campus: Yes No
- Draft script received (date) _____
- How many student actors: 4 6 males females
- How many vehicles: 2
- Crashed vehicles arriving (date) _____
- Parental consents for student actors: received missing _____
- Number of parent actors: _____
- Surrounding perimeter notified: yes no how: _____
- E-mail crash details: date _____ LSP NO EMS Coroner school
- Microphone: 1 or more: describe _____
 students with microphones _____
 Participants with microphones _____
- Podium: yes no
- EMS rescue confirmed _____
 - smoke machine
electricity available: Yes No
- EMS trucks confirmed _____

LSP units confirmed _____ field sobriety and arrest: Trooper _____
▪ _____ towing secured
(company) _____

Narrator: Melissa other: _____

Music: Yes No

Trauma unit confirmed _____ equipment _____

Coroner confirmed _____

Parent injury notification _____ by Dr. _____
Names _____

Death notification _____ by Capt. Lt. _____
Names _____

Makeup confirmed _____ by: _____

Review of script with students (date) _____
○ Long sleeve / long pants _____
○ Allergies: _____ insects/wasps _____
_____ food coloring _____
_____ skin allergies _____
_____ medical conditions _____
_____ other _____

Pre crash meeting: (date) _____ (time) _____
▪ (location) _____

Guidance Department notified / standby: Yes No

Trial: Yes No date: _____

Other: _____



Sample Script



**** Everything that is in RED or HIGHLIGHTED (underlined) is a scripted part (Numerous wireless mics will be used in this scenario)****



Participants:

- Vehicle 1 – Barron – driver, intoxicated
 - Michael – passenger, deceased
- Vehicle 2 – Joe – driver, mild injuries
 - Mark – pinned, extrication, severe injuries

Wireless microphones:

- Driver vehicle 1 – Barron (intoxicated)
- Driver vehicle 2 – Joe – (mild injuries)
- Trooper – scene, arrest, lock up
- Extrication/ rescue
- Physician – mock room 4

Jesuit High School 102210

Hand Held microphones:

- LSP – death notification and parents (hand off)
- LSP - narrator

Prayer / Intro.....CRASH OCCURS AT THIS TIME: Tarps are removed from vehicles; smoke machine activated:

SCENE 1 – NARRATIVE OF MECHANISM OF INJURY AND STUDENTS CRY FOR HELP

These two cars have just been involved in a high speed collision on Carrollton Avenue. A witness to the crash has called 911 and emergency personnel have been dispatched to the scene.

The driver of the, _____, Barron, is a 17-year old male. He and his passenger friend had been drinking at VooDoo Fest and were on their way home. Due to his impairment, he ran a red light and impacted another vehicle in the intersection. Barron was the only one wearing a seat belt. Although Barron is conscious, he has been screaming to his friend who isn't responding.

*** WAIT while Barron screams to Michael**

His friend, Michael, the front passenger, is also a 17-year old male. Upon impact, his body was thrown forward through the front windshield because

Narrative begins



he was not wearing his seat belt. He hasn't answered to his friend's screams and it appears that he may be dead.



* *WAIT before introducing Car 2*

* *Barron starts crying and continues to scream to Michael who is not moving*

* *WAIT a few seconds*

After the Fest, the guys in the _____ dropped off their dates and went for a burger at Camellia Grill. The driver of the _____, Joe, a 17 year-old male is conscious at first and appears dizzy and confused. Joe was the only person in the _____ that was wearing his seatbelt. Unfortunately, Mark, the unrestrained front seat passenger, was thrown with such force he is pinned under the dash board with severely crushed legs and head trauma. Although Mark has obvious trauma to his face and head, he is conscious and cannot free himself. He is in a tremendous amount of pain.



**PAUSE; Mark is SCREAMING!!!!*

**Then Joe gets out of the car crying and trying to free Mark from the passenger seat. Barron continues to scream and runs to the other vehicle. Barron realizes the severity of the collision and discovers that the passengers in the other vehicle are friends from their own school.*

**Joe and Barron evaluate Mark & Michael*

SCENE 2 - TROOPER SURVEY SCENE

**Trooper
Sam rolls**

Keep in mind that, in some cases, emergency personnel must drive several miles and the first person to the scene may not arrive for 10-15 minutes. During the response, they may be slowed by motorists who fail to yield to them and then have to deal with onlookers blocking the roadway around the crash scene. That can be a long time if ... you are the victim.

**A siren is heard and the Trooper arrives on the scene*

To the victims' advantage, a Trooper happens to be in the proximity of the crash. He is the first to arrive on the scene and will emergently try to evaluate the condition of the victims.

**Pause while Trooper SURVEYS the scene and condition of the victims*

**The Trooper is running between vehicles, assessing the situation, determining who is in immediate need of assistance, and calling for back up frantically on his radio*



*****TROOPER SCRIPT*** responds with something similar to: “I need back up, quick; this is a severe crash involving multiple victims, the injuries are severe, please send me EMS as soon as possible. Hurry, this may be a fatal of one or more victims”.**

**EMS +
2nd LSP
Daryl
Roll**

SCENE 3 - EMS ADMINISTERS MEDICAL ATTENTION

** Ambulance arrives on scene with siren*

Michael, the 17-year old passenger in the _____ appears to be dead. His injuries were too severe; therefore, there will be no immediate effort to remove his body from the wreck. All effort will be made toward saving lives. EMS personnel will begin administering medical attention to the severely injured, who is Mark. While rendering attention to Mark, they determine that he is trapped inside the vehicle. The paramedics are in need of the EMS Rescue Unit; as the door must be cut open to safely remove Mark from the vehicle. He remains conscious and in a great amount of pain. He is screaming and his injuries are severe; Mark needs to be removed quickly by the Rescue Unit in order to receive further medical care. EMS provides as much medical assistance to Mark as they can, then turn their attention to Barron and Joe.

** PAUSE while EMS offers assistance to the victims (moderately injured receive assistance as well).*

Because EMT's are unable to remove Mark from the vehicle, they are awaiting the arrival of the EMS Rescue Unit for further assistance. The first 60 minutes following a severe injury crash is the most critical time period. Mark is alive and screaming in pain. EMT's stabilize Mark and the others. Joe has mild bruising and is shaken, but his injuries are not as severe as Mark's, who will be transported via ambulance.

Paramedics determine that Michael is dead and therefore the state trooper dispatches the coroner.



- **Trooper radios Troop B desk to dispatch the coroner using microphone.**
- **Another Trooper on Channel will answer saying "Coroner has been contacted and is enroute."**

- Barron screams when he hears that the coroner is coming for Michael
- PAUSE while EMT's decide on rescue of other victims

SCENE 4 - TROOPER ARRESTS STUDENT

**SFST
(LSP) +
arrest**

While EMS is rendering care, the trooper's primary objective is to protect the crash scene. He must first consider the safety of the victims, rescue workers and bystanders. He will also gather evidence to be used in court if necessary. He will try to determine what caused the crash and who is responsible. He will also determine what charges if any will be filed against the wrongful driver.

** PAUSE while troopers survey the accident scene **

Barron, the driver of _____ has only minor injuries, mainly because he was wearing his seatbelt. As the trooper talks with him, he can smell the odor of an alcoholic beverage on Barron's breath. He performs a field sobriety test.

**EMS
Rescue
rolls**



** Trooper's microphone is on. Trooper does a SFST over mic and places Barron under arrest (all audible) Conduct a shorter version of SFST*

**PAUSE while Barron is handcuffed, read Miranda rights and placed in trooper's unit*

SCENE 5 - EMS RESCUE AND EMS EXTRICATION

**EMS Rescue arrives on the scene – make sure that the Trooper is done and the participant is in the back of the unit before diverting attention to Rescue.*

**EMS
transports
& arrival
to hospital**

The extrication of Mark will take additional time, but which is necessary and critical to his survival. The tool the rescue personnel are using is a Hurst Rescue Tool, also called the "Jaws of Life." The spreaders can exhibit up to 44,000 pounds of force and the cutters can exhibit 152,000 pounds of force. This presents a certain amount of danger to the victims and the rescuers, which is why rescuers will place cervical collars on the victims' necks to keep the vertebrae in line. This will prevent paralyzing damage to the spinal cord if their necks are fractured or broken. The victims will also be covered to protect them from flying glass and debris as the Hurst Tool is used to cut away parts of the vehicle. When the "Jaws of Life" arrive, Mark will be

placed on a backboard to keep his back straight, and his head immobilized as he is removed from the vehicle.



EMS Rescue talks to extricated participant – while he is working, he is explaining to Mark that he is trapped and he will have to use the equipment to take the doors off of the vehicle, calm down for me, etc.....

**PAUSE while the “Jaws of Life” are being used and Mark is extracted and loaded into the ambulance.*

**Ambulance leaves scene with Mark & Joe.*

Cue
Trooper
Sam to
return

SCENE 6 – LOCK UP

- Trooper, arrested participant and mother on scene of central lockup. This should be conducted as Trooper removes Barron from the rear of the unit. Mother runs up as he is taken out.

The Trooper arrives at Central Lock-Up, where Barron will be processed and booked. Barron is extremely emotional, knowing that he has caused a severe injury to 2 classmates and death of another. He remains upset and extremely anxious, not knowing what to expect. Barron’s mother has been contacted and she arrives at Central Lock Up, confused, angry, upset and awaiting answers to the multiple questions racing through her mind.



Mother – arrives, begin asking questions – what is my son doing here, there must be a mistake, what do you mean he is arrested? How do I get him out? I need to see him....



Trooper – introduces himself to Barron’s mother and states why Barron has been arrested. Define the underage drinking law, vehicular homicide and vehicular negligent injury laws. Inform the mother of Barron’s condition, and the condition of the other passengers. Explains to Mother that she cannot enter Lock-Up and she should contact an attorney.



Mother – So what do I do from here? How am I going to pay an attorney and all of the fines associated with this decision that you made? How can I ever face Michael’s parents again and what about Mark and Joe’s parents? I am going to lose my job over this. Barron – you do know that me or your father would have been glad to come get you, instead of you driving drunk. This is just horrible.

**Trooper brings Barron inside. (Then moves vehicle)*

**Mother puts hands over face to conclude scene.*

**Ambulance arrives on scene with patients.*

SCENE 7 - MEDICAL



(Dr. Elder / Geisler) Microphone on: Attention Trauma Team RM 4: 17 Year old MCV, prolonged extrication, GCS 6, ETA 2 minutes. 2nd victim 17 yr. old, MVC, GCS 14, stable condition.

The trauma team is waiting for the arrival of the trauma victim. The victim arrives and life saving measures continue. The entire team works on Mark to assess and treat his injuries.

**The ambulance arrives at LSU Interim Hospital Trauma Center.*



** **MD calls out orders** – Microphone on – Dr. Elder/Geisler run room 4(s)*

**Nurses – responding to orders for documentation*

Due to the severity of the impact, Mark's legs were crushed under the dashboard. His pulses are weak and there are obvious deformities – indicating multiple broken bones. As his legs begin to be severely discolored and swollen, the doctors realize that he must undergo immediate surgery to save his legs. He is at high risk of having both legs amputated. In addition to losing his legs, his mental status has become diminished. Mark is diagnosed with a Traumatic Brain Injury. He will need the blood evacuated from his head to lessen the impact of the head injury. Joe's injuries aren't as severe and his vital signs are stable. A staff member dresses his wounds and notifies his parents.

Mark's parents have been notified that their child has been involved in a motor vehicle crash. Directions are given to the LSU Trauma Center, however for safety reasons, the severity of his condition is not discussed until the parents arrive. Mark's parents arrive at the hospital and wait to speak with the doctors who are working with their son.

**The doctor meets with the parents. (Need 2 chairs).*

**MD microphone on - meets with parents explaining the extent of injuries, etc.*



******* DOCTOR SCRIPT*****The doctor informs the parents that their son has severely injured both of his legs and they may not be able to re-attach the extremities. The doctor also informs the parents that their son has injured his brain due to a violent blow to his head during the crash, as a result of not wearing his seatbelt. They are informed that their son will never be the same as he was before the crash.**

Mark will require months of rehabilitation. He will need to re-learn fine motor skills including feeding himself, writing, and brushing his teeth. He

Cue
Coroner

may have to get prosthetic legs fitted for his body. He will require years of physical therapy to re-build his muscles and rehabilitate the nerves that were damaged in his brain. His parents are devastated.

*Parents cry out in obvious emotional pain (seated in two chairs)

SCENE 8 - CORONER'S DEPARTURE WITH STUDENT

Now that medical attention has been administered to the living the rescuers can now turn their attention to the corpse.

- *Coroner arrives on scene*
- *Michael's shoe is removed and a toe-tag is placed on his foot before he is put in a body bag and loaded in the Coroner's van*

SCENE 9 - DEATH NOTIFICATION

With the transport of the body to the coroner's office, State Police prepares for death notification to Michael's parents. Captain Saizan, with the State Police will handle the death notification. While en route, Captain Saizan has reviewed what he will say and how he will approach the family. No matter how many times Captain Saizan has done death notifications, each one is more difficult than the last. It's dark, and a small light is left on by Michael's mom on the front porch, waiting for his arrival home. He knocks at the front door. As he anxiously waits, he sees a lamp go on in the den and an adult female approaches the door, securing her robe and brushing her hair away from her eyes.



*****Captain Saizan Script: Microphone On*****Introduction & Notification

- *Michael's parents are in shock and in obvious emotional pain and grief.*

He offers his condolences. After consoling the parents, Captain Saizan departs with great sadness. He thinks of the pain that the family must endure – the funeral, the family, the friends, the family pictures, and the others involved in the crash. We have been to the worst neighborhoods and the best neighborhoods. *Pause* You have to ask yourself, could this have been you?

THE END – (thank you's, school faculty speaks, panel)

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