

Checklist for Design of Tip Cards and Brochures for Aging Road Users



Through the years, FDOT has developed and used educational tip cards in many safety programs and campaigns. To ensure that the materials being developed provide aging road users with the information needed to safely respond to traffic control devices, our Safe Mobility for Life Program worked with FSU, Department of Psychology on a human factors research project. This project allowed us the opportunity to study younger, middle, and older adults on the use and benefit of educational tip cards. This research-based checklist will assist in the design of future educational materials to benefit aging road users.

GUIDELINES

| FACTOR | ADVICE |
|--|--|
| LEGIBILITY | <input type="checkbox"/> Font size minimum of 12-14 point x-height |
| | <input type="checkbox"/> Serif font if large, otherwise sans-serif |
| | <input type="checkbox"/> Prefer bolded text, particularly for headers |
| | <input type="checkbox"/> Avoid decorative font |
| | <input type="checkbox"/> Mixed case for body text except where emphasis is needed then uppercase |
| | <input type="checkbox"/> High enough contrast that can be read at $<40 \text{ cd/m}^2$ |
| | <input type="checkbox"/> Prefer black on white or white on black text |
| | <input type="checkbox"/> Consider colored text or backgrounds for emphasis but avoid blue/violet |
| | <input type="checkbox"/> Left-justify text for passages |
| | <input type="checkbox"/> Double-space text when possible |
| | <input type="checkbox"/> Limit line lengths to 50-65 characters for brochures |
| | <input type="checkbox"/> Avoid wrapping text around pictures and illustrations |
| <input type="checkbox"/> Avoid glossy material for cards and brochures | |
| PICTORIAL MATERIALS | <input type="checkbox"/> Add pictures to text to convey complex instructions |
| | <input type="checkbox"/> Prefer high resolution photos to convey real-life events |
| | <input type="checkbox"/> Prefer high quality illustrations when conveying detailed information |
| | <input type="checkbox"/> Caption pictorial materials that are not easy to interpret |
| | <input type="checkbox"/> Try to use culturally relevant illustrations |
| LAYOUT | <input type="checkbox"/> Provide key information first (top) |
| | <input type="checkbox"/> Use bulleted lists to break up paragraphs of text |
| | <input type="checkbox"/> Use color to make the material attractive and engaging |
| | <input type="checkbox"/> Use headings and subheadings to create visible sections |
| | <input type="checkbox"/> Try to keep 10-35% of the page as white space to reduce clutter |

| | |
|-----------------------------------|--|
| COMPREHENSION & MEMORY | <input type="checkbox"/> Try to cover only one general topic per card |
| | <input type="checkbox"/> Chunk information and use short sentences |
| | <input type="checkbox"/> Present 6 or fewer chunks of information in a section |
| | <input type="checkbox"/> Use active voice and avoid passive and negative phrases |
| | <input type="checkbox"/> Avoid jargon by using everyday language |
| | <input type="checkbox"/> Aim for a Flesch-Kincaid score of grade 8 or lower |
| | <input type="checkbox"/> Visuals should support imagining the actual road environment, preferably using photo depictions of roadway environments |
| | <input type="checkbox"/> Keep alternating phase representations close together to support integration |
| | <input type="checkbox"/> Focus on actions for road users to take |
| | <input type="checkbox"/> Encourage simulation of the target behaviors |
| | <input type="checkbox"/> Encourage self-testing of memory for the target behaviors |
| ATTITUDES | <input type="checkbox"/> Encourage self-reference by using terms such as I rather than driver |
| | <input type="checkbox"/> Consider an emotional appeal to facilitate attention, memory, and positive attitudes toward the behavior |
| | <input type="checkbox"/> Try to enhance self-efficacy of the road user by using positive appeals |
| | <input type="checkbox"/> Remind road users in a non-threatening way about regulations |
| | <input type="checkbox"/> Consider generating alternate forms of the material to maintain attention |
| MOTIVATION | <input type="checkbox"/> Create an electronic version for distribution through social media |
| | <input type="checkbox"/> Consider reinforcing information with road signs, ads, press releases |
| | <input type="checkbox"/> Try to specify implementation intentions rather than goal intentions by suggesting concrete steps to adhere to the regulation |
| | <input type="checkbox"/> Use consistent layout and logos to brand materials to enhance credibility |

To view examples of these guidelines applied to tip cards developed to educate aging road users on traffic control devices, continue on to pages 3-6.

Prepared for



Florida Department of Transportation
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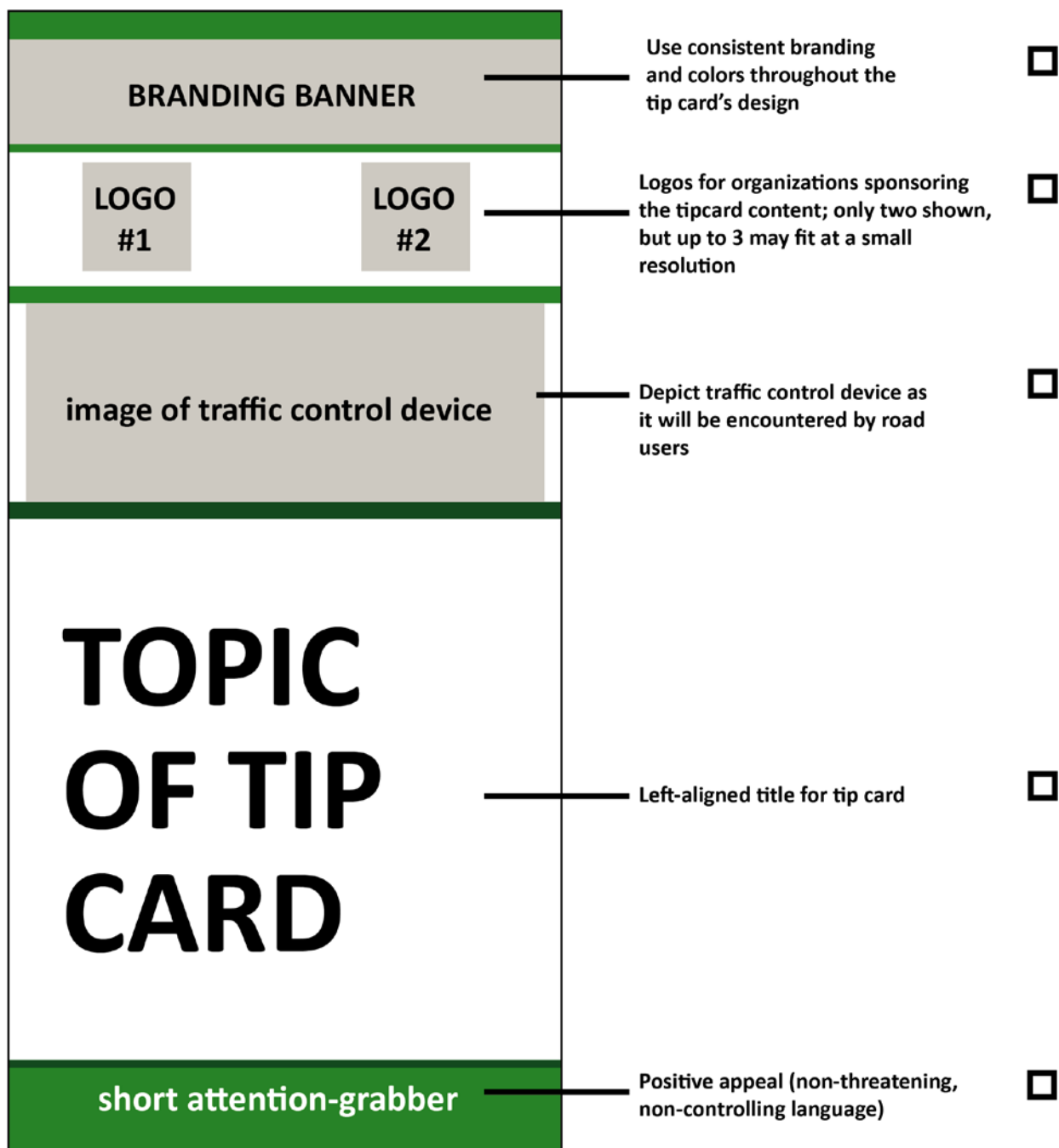
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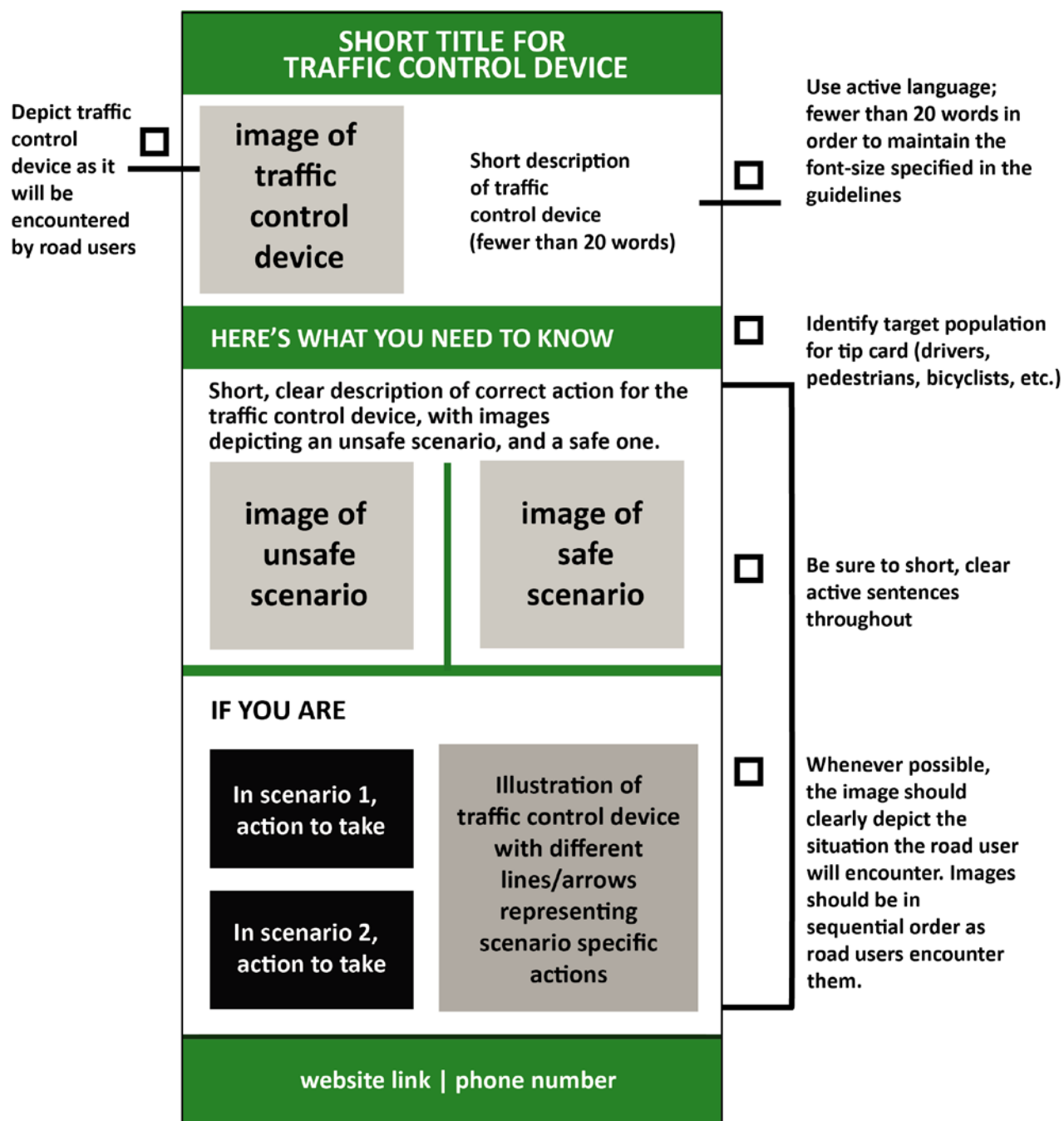
Dr. Neil Charness
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www.FLsams.org/Roadway.htm

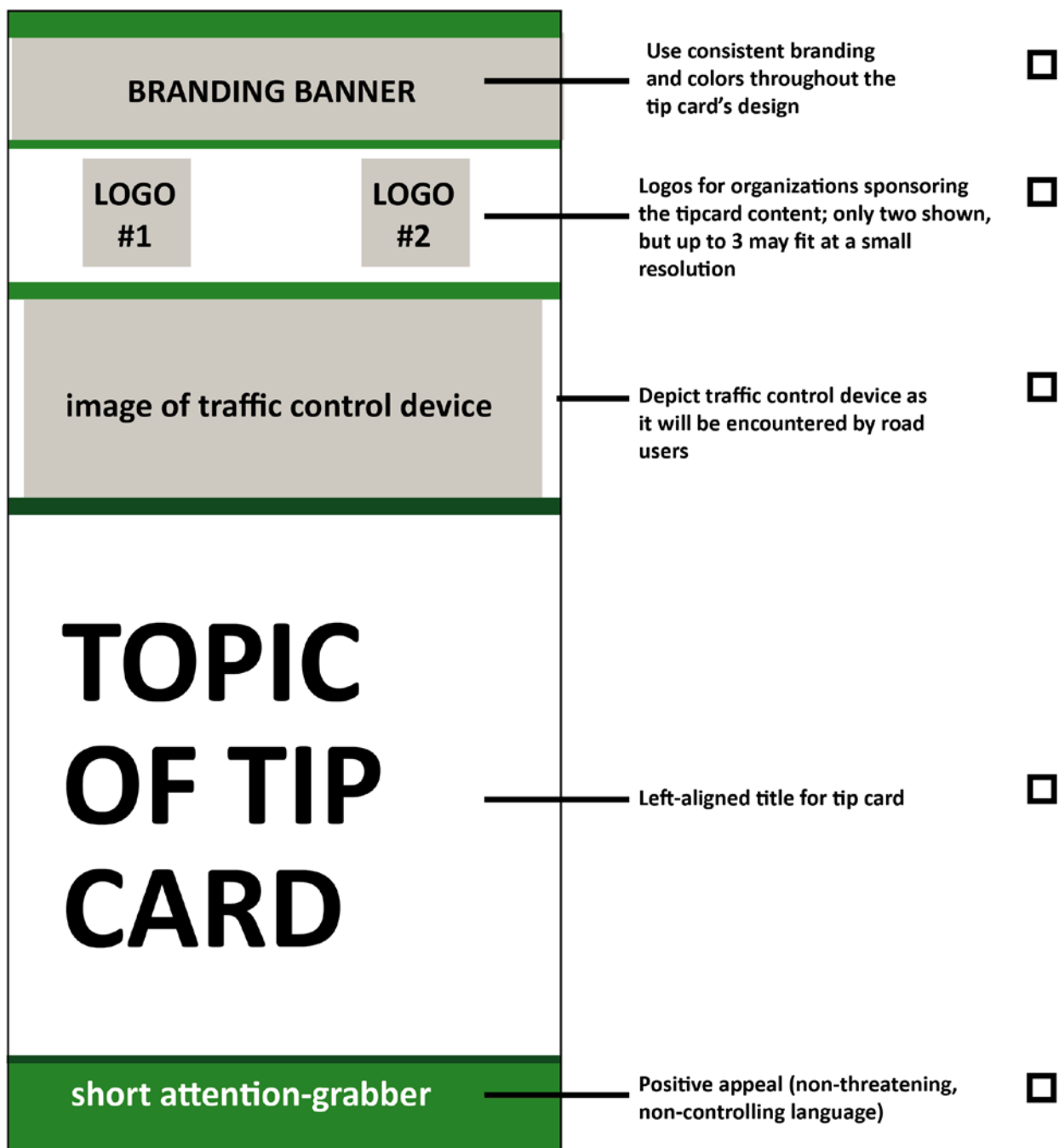
Front of “What You Need to Know” Tip Card



Back of “What You Need to Know” Tip Card



Front of “See This > Do This” Tip Card



Back of “See This > Do This” Tip Card

