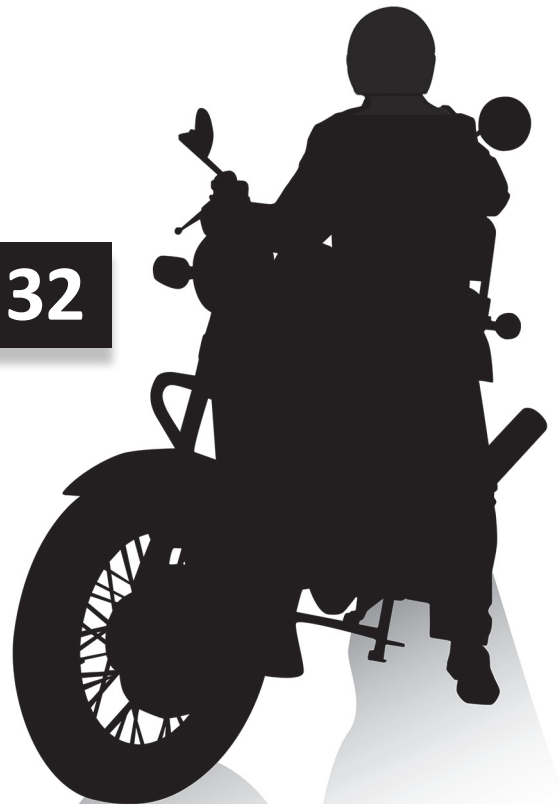


## Motorcycle Mentorship Module 32

# Post Deployment High Risk Self-Destructive Behaviors





**Warning:** Incorrect or inaccurate information could lead to tragic results on the road. If a question arises that is not covered in the guide and you don't know the answer from your own experience and training, simply state, "That is a great question, I'll get back to you with the answer."

**Your Service Safety Center will help with these types of questions should they arise. Their numbers are as follows:**

US Army Driving Directorate: **334.255.3039**

USMC Safety Division: **703.604.4459**

US Navy Shore Safety: **757.444.3520 x7165**

US Air Force Safety Center: **505.846.0728**

USCG Safety Division: **202.475.5206**



## Preface

**About:** The Defense Safety Oversight Council (DSOC) Motorcycle Mentorship Modules are a set of thirty six (36) facilitation modules designed for the purpose of increasing rider knowledge on various aspects of riding and providing additional capability for self-policing within peer groups. The modules are intended as a mechanism to further decrease motorcycle related mishaps and fatalities within Department of Defense (DoD) by encouraging riders to talk, live, and think about the topic.

**Using the Module:** The module content enclosed is intended as a facilitation guide to assist you with discussing the topic. However, it is still critical to use your skills and talent to engage participants and develop “buy-in” on this subject from your group. To maximize this, motivate and moderate your participants, control the accuracy of participant feedback, and be mindful of their time.

Page	Section
2	<b>Facilitation Guide – A brief overview on conducting a facilitated discussion of a topic</b>
3	<b>Module Overview</b> – This section provides the facilitator a synopsis of the topic, learning objectives, and the suggested environment, props, and handouts for conducting the module
4	<b>Module Discussion Introduction</b> – This section provides guidance to the facilitator in opening up the discussion and getting participants talking about the topic and their relevant experiences
5	<b>Discussion Areas</b> – This section provides various discussion topics, sample facilitation questions, and factual information for the facilitator to lead the discussion
7	<b>Wrap-Up</b> – This section provides guidance to the facilitator on wrapping up the topic discussion
8	<b>Feedback Form</b> – A feedback form to be given to all participants for their feedback on the module discussion
9	<b>Resources</b> – Additional resources and definitions to assist the facilitator in preparing for and conducting the topic facilitation
N/A	<b>Handouts</b> – Figures, pictures, diagrams, etc. to assist the facilitator to better demonstrate a topic idea

## Facilitation Guide for DSOC Mentorship Modules

It is recommended that this Mentorship Module be conducted in a facilitation style. Using the information provided in this Mentorship Module, you, as the facilitator, will lead a discussion on the subject. *You should not be conducting a lecture!* The facilitator's role is to help with how the discussion is proceeding. Participants will have much more "buy in" and connectivity with the information if they have input. One of your roles as the facilitator is to control the accuracy of the input and control the time. From the Mentorship Module, generate questions which will lead to group discussion. The more you let the group participate, the more success you will have.

### Competencies of a Facilitator:

- Prepare prior to the event
- Make sure everyone gets a chance to participate and help members to express themselves
- Ask rather than tell
- Honor the group, display respect for the members, and acknowledge participant contributions
- Ask for others' opinions
- Listen without interrupting
- Demonstrate professionalism and integrity

The key characteristic distinguishing facilitation from other types of leadership, like scripted training, is that the outcomes are never predetermined in a facilitative setting. Although the background information provided with this Module remains the same, the result will depend on the participants, the knowledge and experience they bring, and the information that they feel they need to take away. The group uses the activities provided by the facilitator to unlock expertise, ensure thorough discussion, stay focused and reach decisions that are better than those any individual could come up with alone.

At the beginning of each Mentorship Event, discuss why the participants are there and what they will receive as a result of participating. Adults have limited time and they want to know "What's in it for me?" A facilitator should make training fun. Encourage humor and laughter in your Mentorship Event.

### Principles of Adult Learning:

- ➔ Adult Learners want material that is relevant to them. "What's in it for me?" "What will I get out of this that will make a difference to me?"
- ➔ Adult Learners come to training events with varying amounts of experience. They like to share their experiences. If you have minimal or no motorcycle experience, you can still draw from your group.
- ➔ Even if you have motorcycle experience, you should draw from your group because people tend to remember what "they" said longer than what you said. Information that they "own" is more valuable to them.
- ➔ Facilitators are not always subject matter experts; nor do they need to be. Facilitators may draw on the existing knowledge of the participants and the information provided in these Modules.

## Section I: Module Overview

**Time Frame:** One 20-40 minute facilitator-led discussion

**Level of Prior Knowledge:** Participants should have basic familiarity with motorcycles and interest in rider safety. Intended participants are those who have, will, or are currently deployed—this includes any operational temporary duty assignment.

**Synopsis:** Studies and evidence shows post deployment behaviors result in vehicle crashes among service persons. Motorcycle crashes are not exclusively tied to deployments; however, motorcycle mishaps rates are higher among military demographics when compared to civilian rates and private motor vehicle (PMV) mishap rates increase among post-deployed servicepersons. Most importantly we must understand, despite evidence proving increased mishap rates among post-deployed service persons—riders can choose to reduce risk and reduce or prevent motorcycle mishaps associated with risky behaviors. Self-destructive behaviors such as impulsiveness, irresponsible choice making, under developed resilience and coping skills, and substance abuse are also contributing causes of motorcycle mishaps—regardless of individual deployment history.

Facilitated learning and discussions concerning rider behavior and choices should encourage participants to understand that their choices and behaviors can either result in reduced risk as a motorcyclist or can contribute to mishap, injury, or permanent incapacitation. This module does not assume or suggest facilitators are able to fully explore and apply the concepts of behavioral modification, psychological analysis, or assess participants for high-risk behaviors; however, this module provides a framework in which participants are able to think about how we can change our behaviors and thinking to reduce personal risk while riding a motorcycle.

### Learning Objectives:

- ➔ Understand the historical and factual evidence suggesting increased risk to mishaps related to post deployment behaviors.
- ➔ Understand risky motorcycling behavior is a choice and rider can choose to reduce risk and risky behaviors.
- ➔ Understand the similarities of high-risk behaviors and sensation-seeking personalities.
- ➔ Understand risky behavior and motorcycle crashes are not necessarily related to the 16-25 age groups.
- ➔ Understand non-riding activity—associated with post deployment behaviors—contribute to increased rider risk.
- ➔ Participants will describe techniques identifying and countering undesirable post deployment or impulsive behaviors.

## Section II: Module Discussion

**Introduction:** Facilitate discussion: What are high-risk behaviors and Post-Deployment behaviors?

High-risk and Post-Deployment behaviors are actions, decisions, and behaviors undertaken by specific demographic groups most likely to be involved in crashes and other driver behaviors that are considered to be among the most dangerous activities for the personnel involved.

These decisions and behaviors, and the personality traits associated with risk-taking, affect the occurrence and severity of crashes and the effectiveness of measures such as safety campaigns, law enforcement, and driver training.

Open discussions with participant-centered activities. Have attendees introduce themselves (or each other) and share their current motorcycle make and model. All activities should encourage participant interaction and develop camaraderie and a willingness to participate in discussions. Ask for and encourage participant sharing of experiences related to the module topic.

### Sample questions may include:

- Do risk-takers join the military or does the military create risk-takers?
- What behaviors describe a sensation-seeker or risk-taker?
- Why might someone knowingly take unnecessary risk while riding a motorcycle?
- Why might someone's behavior change after returning from deployment?
- For those who have deployed, what are your behavioral or attitudinal changes—if any?
- What relationship is there between risk taking behaviors and sensation-seekers?

- Risk-taking is often a result of personality, those experiences and actions that make us who we are. Sensation-seeking and risk-taking are thought to be the result of conscious decisions that were arrived at without careful thought being given to consequences. These 'sensation-seeker' personality types are over-represented in statistics concerning crashes and mishaps among motorcyclists.
- Post-Deployment behavior is a related but separate set of circumstances and behaviors wherein a (possibly non-sensation seeking) personality acquires new behaviors under extreme circumstances. Survival behaviors that are appropriate for a battle zone are inappropriate for urban and suburban societal situations. Traveling through a hostile area when deployed may require driving at maximum possible speeds, weaving around traffic and ignoring traffic control devices in order to avoid being fired upon or encountering concealed explosive devices. Those same behaviors at home will result in a lengthy list of traffic violations, criminal charges and likely cause a crash.



## Suggested Discussion Areas:

### Discussion Area 1: Understanding Risky Behavior

*Introduction:* How well do we really understand why we act and behave in the manner that we do? Through better understanding how individual behavior and decision making is developed within us, we may adjust our behaviors, acts, and improve our safety attitude.

#### Facilitation Questions:

- How might personality influence our behavior?
- What determines our personality?
- If our personality results in undesirable behaviors how can we develop desirable behavior?

#### *Facilitator Notes:*

Generally speaking, individual personality is the culmination of one's experiences, learned values, education, and growth and development. It is the resulting combination of external (social factors and inter-personal personal relationships) and our innate abilities, motivations, and self-image. Personality traits contribute to individual behavior and can be used as determinants (indicators or warnings) of mishaps. Research and studies identify two primary personality traits as strong "red flags" that warn of high-probability for mishap: general social maladjustment and distractibility. Military motorcycle crash statistics confirm this. Note: many of the military motorcycle mishap trends included inexperience or underdeveloped operator skills as contributing factors of crashes; however, skills are more readily developed and refined while personality traits are deeply embedded and difficult to change.

General social maladjustment includes negative characteristics such as unlawful conduct, immaturity, substance abuse problems, and egotism. Distractibility describes behavioral traits such as an inability to remain focused, lack of attention to details, inability to follow procedural discipline. Facilitators should not expect or plan to change personalities; rather they should help participants understand how personality influences our behaviors and how to reconsider choices made through intuition, gut feelings, and initial impulses.

Facilitators should guide discussions that lead to participant understanding of basic behavioral modification and the currently used sanctions and punishments for riding behaviors. However, facilitators should avoid focusing on the actual rewards and punishment aspects of military specific behavioral modification (keep the details concise and brief—avoid preaching regulations) and instead encourage interaction and discussion on the personal benefits of choosing reduced-risk behaviors such as responsibility to family members (spouse, children, siblings, and parents), honoring each participants value and importance to their unit, service, and country or how personal safety is part of one's ability to achieve long-term goals such as completing educational goals, personal goals, and achieving a life fulfilled.

## Discussion Area 2: Post Deployment Behaviors

### Facilitation Questions:

- How might individual behavior change during deployments?
- What attitudes might change, during deployments, and how does this relate to post-deployment behaviors?
- How do our attitudes and experiences change our behaviors?
- How can we reduce or prevent undesirable behaviors or prevent unnecessary risk taking while riding a motorcycle

### *Facilitator Notes:*

New or different personal experiences, associated with deployments or new environments, have high potential to change our perceptions, understanding, knowledge, and attitudes. There are many reasons for subtle or significant changes in personal behaviors during any change in one's normal or routine daily life—military deployments have the potential to significantly change service member attitude, behaviors, and perceptions. For those who engaged in active combat, the experience may or may not contribute to undesirable post-deployment behaviors; too, the combatant who is not exposed to active engagement with adversaries may or may not develop high-risk post deployment behaviors. The facilitator's task is to address the most common undesirable post-deployment behavioral such as increased risk-taking, self-destructive behaviors, and reintegration difficulties related to motorcycle riding and safety.

**Note: In moderate to extreme cases of post-deployment self-destructive behaviors the facilitator should not attend to participant needs—those needs are best served by the participant's commander and behavioral health experts.** This module serves pre-deployment or fully reintegrated and adjusted participants who are able to explore, discuss, and apply reasoning to their individual rider safety choices.

Military deployments typically include operational conditions and leadership that promotes calculated risk-taking and risky operational behaviors necessary to personal survival and mission goals. Many deployment behaviors and decision-making habits do not transfer to home station, garrison, or civil environments. For example, the hyper-vigilance necessary during deployment is not part of "home life" and hyper-vigilance can lead to unnecessary risk-taking such as excessive speed, aggressive maneuvering, or distrust of all roadway users, while riding a motorcycle. The facilitator should allow participants to explore behavioral differences while deployed and while at home. Participants should understand the important attitude and skills used during deployments—the things that keep them safe—are the things that may cause injury or worse to self and those around them. For example, aggressive driving in a combat environment may reduce your exposure to threats but, on the public roadways aggressive driving could result in property damage, injury, or death of other roadway users (including children passengers and pedestrians).

Post-deployment behaviors are not always directly linked to undesirable rider behavior, sometimes diminished personal reintegration and normalizing attempts result in high-risk riding behaviors. For example, substance abuse (heavy drinking) is one indicator of undesirable post-deployment behavior. Drinking, as an attempt to self-medicate, and then riding a motorcycle while intoxicated is a dangerous combination. In this example, heavy drinking and riding impaired is the result of a coping issue. Alternatively a high-risk, sensation-seeker, and sober motorcycle rider operating at high speed and aggressively is a manifestation of the riders need for excitement, adrenaline, or substitute to the deployment experiences. Both riders are high-risk; both should use coping and safety skills in reducing



the chance of injury but, each one needs different means of countering the undesirable behaviors. The facilitator should understand the differences and avoid addressing all post deployment behaviors as equal and in the same manner.

The facilitator can guide discussions that identify and explain the different support services available to participants. Rider education and courses are offered to reintegrating service persons. Block or personal leave, special pass, and decompression time (rest and relaxation) allow service members time to re-adapt to pre-deployment conditions, enjoy time with family and friends, and reflect and concentrate on personal efforts to increase safety, reduce risk, and reestablish the peacetime attitude. The facilitator should also guide participants on ways to self-assess risky behavior thoughts, attitudes, and how to use antidotes to prevent unnecessary risk taking (see module 31 for additional information). The facilitator should encourage participants to talk with their Battle Buddy, Shipmate, Wingman, Brethren, etc. and discuss ways to cross-check attitudes and plans to ride—mentors and peers can help identify risks that are not apparent to the rider.

## **Wrap-Up:**

Ask participants how they would apply the knowledge they gained from this discussion to their next deployment schedule. What opinions or preconceptions about post-deployment have changed?

Distribute copies of the DSOC Motorcycle Mentorship Module Evaluation form to all participants and request that they deliver or mail the completed form to the Command or Command Safety Office for processing.

Remind everyone to ride safe, and see you at the next Mentorship Meeting.

## DSOC Motorcycle Mentorship Feedback Form

Presenter Name:

Date:

Topic/Title:

Unit Number:

**Please review each statement below and check the response that closely matches your experience in the Mentorship Module today:**

**1. Please rate the presenter's performance:**

☐ Prepared   ☐ Not Prepared   ☐ Engaging   ☐ Not Engaging   ☐ Led Discussion   ☐ Lectured

Comments:

**2. I was given opportunities to participate in the module's discussion**

☐ Never   ☐ Only Once   ☐ 2-4 Times   ☐ Many Times Throughout Discussion

Comments:

**3. With regard to my personal riding experiences, this discussion was:**

☐ Relevant   ☐ Not Relevant   ☐ Interesting   ☐ Not Interesting

Comments:

**4. This discussion topic has provided me with specific learning points that I can use to be a safer, better informed rider**

☐ None   ☐ One Idea or Fact   ☐ 2-4 Learning Points   ☐ 5 or More

Comments:

**5. I would be interested in participating in other Motorcycle Mentorship Module discussion topics**

☐ Never Again   ☐ Willing to Try Another Module   ☐ Would Like to Do Modules Regularly

Comments:

Thank you for your participation. Please make note of any other suggestions or comments below (continue on the back if needed):

Deliver or mail this completed form to the Command or Command Safety Office for processing. Please do not return this form directly to the Module Presenter.

## Resources

### Continued Reading:

- Bell, Nicole S.,** Paul J. Amoroso, David H. Wegman, and Laura Senier, "Proposed Explanations for Excess Injury Among Veterans of the Persian Gulf War and a Call for Greater Attention from Policymakers and Researchers," *Injury Prevention*, Vol. 7, No. 1, March 2001, pp. 4–9.
- Bell, Nicole S.,** Paul J. Amoroso, Jeffrey O. Williams, Michelle M. Yore, Charles C. Engel Jr., Laura Senier, Annette C. DeMattos, and David H. Wegman, "Demographic, Physical, and Mental Health Factors Associated with Deployment of U.S. Army Soldiers to the Persian Gulf," *Military Medicine*, Vol. 165, No. 10, 2000a, p. 762.
- Bell, Nicole S.,** Paul J. Amoroso, Michelle M. Yore, Gordon S. Smith, and Bruce H. Jones, "Self-Reported Risk-Taking Behaviors and Hospitalization for Motor Vehicle Injury Among Active Duty Army Personnel," *American Journal of Preventive Medicine*, Vol. 18, No. 3, April 2000, pp. 85–95.
- Boehmer, T. K.,** W. D. Flanders, M. A. McGeehin, C. Boyle, and D. H. Barrett, "Postservice Mortality in Vietnam Veterans: 30-Year Follow-Up," *Archives of Internal Medicine*, Vol. 164, No. 17, September 27, 2004, pp. 1908–1916.
- Bray, Robert M.,** J. A. Fairbank, and Mary Ellen Marsden, "Stress and Substance Use Among Military Women and Men," *American Journal of Drug & Alcohol Abuse*, Vol. 25, 1999, pp. 239–256. 2006, pp. 261–270.
- Gackstetter, G. D.,** T. I. Hooper, S. F. DeBakey, A. Johnson, B. E. Nagaraj, J. M. Heller, and H. K. Kang, "Fatal Motor Vehicle Crashes Among Veterans of the 1991 Gulf War and Exposure to Munitions Demolitions at Khamisiyah: A Nested Case-Control Study," *American Journal of Industrial Medicine*, Vol. 49, No. 4, April 2006, pp. 261–270.
- Hedlund, J. H.,** R. G. Ulmer, and D. F. Preusser, "Determine Why There Are Fewer Young Alcohol-Impaired Drivers." Washington, D.C.: National Highway Traffic Safety Administration, 2001.
- Hooper, Tomoko I.,** S. F. DeBakey, A. Lincoln, H. K. Kang, D. N. Cowan, and G. D. Gackstetter, "Leveraging Existing Databases to Study Vehicle Crashes in a Combat Occupational Cohort: Epidemiologic Methods," *American Journal of Industrial Medicine*, Vol. 48, No. 2, August 2005, pp. 118–127.
- RAND** (2010). *Understanding and Reducing Off-Duty Vehicle Crashes Among Military Personnel*, (DSOC Contract W74V8H-06-C-0002). Arlington VA: RAND Corp.





## ACKNOWLEDGMENTS

This module was developed collaboratively through the Defense Safety Oversight Council's (DSOC) Private Motor Vehicle Accident Reduction Task Force (PMV TF), Service Safety Centers, Line Leaders, Military Riders, National Safety Council, and the Motorcycle Safety Foundation. The DSOC wishes to recognize the organizations and the Service Men and Women who made this Motorcycle Mentoring Module possible.

Some of the principal contributors to this effort include the following:

Mr. Joseph J. Angello, Jr., DSOC Executive Secretary  
Major General Margaret Woodward, USAF, PMV TF Chair  
Colonel John "Odie" Slocum, USAF, PMV TF Vice-Chair  
Major Alejandro Ramos, USAF, PMV TF Executive Secretary  
Mr. Jerry Aslinger, DSOC Program Manager

Captain Richard D. Jones, US Naval Safety Center  
Mr. Walter Beckman, US Army Ground Driving Task Force  
Mr. Peter Hill, HQMC SD, PMV-2 Working Group Chair  
Mr. John Waltman, HQMC SD  
Mr. Dave Kerrick, US Naval Safety Center  
Mr. Don Borkowski, US Naval Safety Center  
Mr. Bill Parsons, USAF Safety Center  
Mr. Mark Erpelding, USAF Safety Center  
Mr. William Walkowiak, USAF Safety Center  
Mr. Arthur Albert, USAF Safety Center  
Mr. Dale Wisnieski, USCG Traffic and Recreational Safety  
Ms. Wendy Medley, US Joint Bases Subject Matter Expert  
Ms. Debra Ann Ferris, National Safety Council  
Dr. Ray Ochs, Motorcycle Safety Foundation  
Ms. Karen F. Nelson, Concurrent Technologies Corp.  
Mr. Robert A. Gardiner, Concurrent Technologies Corp.  
Mr. Steve Kurtiak, Global Support Services  
Mr. Zack Sionakides, Cape Fox Professional Services

