This search summary contains the results of a literature search undertaken by the Lincolnshire Knowledge and Resource Service librarians in; February 2013

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If you would like this search re-run with a different focus, or updated to accommodate papers published since the search was completed, please let us know. This literature searching service is available to support public health / health and social care commissioning in Lincolnshire.

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“Google can bring you back 100,000 answers, a librarian can bring you back the right one.”
Neil Gaiman
“Google can bring you back 100,000 answers, a librarian can bring you back the right one.”

Neil Gaiman
Peer Support/education and accident prevention

Completed on: 5th February 2013

Jan Badcock

**Peer educators -- contributing to child accident prevention.**
Carr S Community Practitioner, 01 May 2005, vol./is. 78/5(174-177), 14622815

This paper describes the evaluation of an innovative approach to tackling the issue of childhood accident prevention in the home, in a deprived inner city and multi-ethnic community in the north of England. Three local mothers were recruited and trained to take on the role of peer educators. The evaluation design was informed by the theory of change approach that focuses on exploring how and why an initiative works. In order to achieve a diverse exploration of the situation, data was collected using individual and focus group interviews, visit summary forms and accident incidence proforma. The aim of this paper is to describe the qualitative findings and to highlight some of the successes and challenges of this approach in order to provide practice development messages.

**The effects of adult guidance and peer discussion on the development of children’s representations: evidence from the training of pedestrian skills.**
Tolmie A, Thomson JA, Foot HC, Whelan K, Morrison S, McLaren B
British Journal of Psychology, May 2005, vol./is. 96/Pt 2(181-204), 0007-1269;0007-1269 (2005 May)

It was hypothesized that practical training is effective in improving children's pedestrian skills because adult scaffolding and peer discussion during training specifically promote E3 level representation (linguistically-encoded, experientially-grounded, generalizable knowledge), as defined by Karmiloff-Smith’s (1992) representational redescription (RR) model. Two studies were conducted to examine in detail the impact of this social input in the context of simulation-based training in roadside search skills. A group of 5-8-year-olds were pre-tested on ability to detect relevant road-crossing features. They then participated in four training sessions designed to promote attunement to these, under peer discussion versus adult guidance conditions (Study 1), and adult-child versus adult-group conditions (Study 2). Performance at post-test was compared with that of controls who underwent no training. Study 1 found that children in the adult guidance condition improved significantly more than those in the peer discussion or control conditions, and this improvement was directly attributable to appropriation of E3 level representations from adult dialogue. Study 2 found that progress was greater still when adult scaffolding was supplemented by peer discussion, with E3 level representation attributable to the children’s exploration of conflicting ideas. The implications of these findings for the RR model and for practical road safety education are discussed. Available in fulltext from British Journal of Psychology at EBSCOhost