

students based on perceptions of student engagement in risk-taking behaviour (eg, alcohol, violence, transport risks) and reported on dose, adherence, quality of process and participant responsiveness.

Results/Outcomes The findings of teacher focus groups are presented regarding perceptions of the implementation of the curriculum based injury prevention programme and perceived responsiveness for high-risk young adolescents. Programme strengths and weaknesses are reported in the context of meeting the needs of high-risk young adolescents and the amount of material high-risk young adolescents received in line with the SPIY curriculum.

Significance/Contribution to the Field Teachers provide insight into responsiveness of high-risk young adolescents for a curriculum based injury prevention programme as well as the way it is implemented for high-risk young adolescents. Findings of this research have the potential to enhance implementation of school based interventions for high-risk young adolescents who are still participating in mainstream schooling and maximise programme effect and sustainability.

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REACHING HIGH-RISK YOUNG ADOLESCENTS: A PROCESS EVALUATION OF A SCHOOL BASED INJURY PREVENTION PROGRAMME

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K Dingli, L Buckley, R Chapman, B Reveruzzi, M Sheehan. *Centre for Accident Research and Road Safety Queensland, Queensland University of Technology, Australia*

Background Adolescent injury is a serious public health concern. Adolescents classified as high-risk are a population most vulnerable to harm from injury due to increased engagement in risk-taking behaviour.

Aims/Objectives/Purpose The aim of this research is to evaluate responsiveness of high-risk young Australian adolescents (13–14 years) to a curriculum based injury prevention programme.

Methods Fifteen schools implemented the Skills for Preventing Injury in Youth (SPIY) programme in April to June 2012. Focus groups were conducted with a random sample of teachers after the conclusion of SPIY in July 2012. Teachers classified the risk-level of