RISK COMMUNICATION: Measuring the Impacts of Implementing IPM programs in Schools

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WHY DO WE MEASURE IMPACTS?:

- Program management -
  1. QA/QC
  2. CONFIRMATION to the adopting community

- GPRA - gov performance reporting act

- Politics - study so you won’t be able to implement
Risk

- Probability
- Severity

Tech def = probability * magnitude = hazard

Soc. def = hazard + outrage

Idea of control voluntary vs. involuntary (out of control)
5 basic steps of risk communication (must be in order)

- credibility
- awareness
- understanding
- solutions
- enactment or implementation
Risk perception

- Risk means different things to different people
- People tend to ignore or discount discreet, familiar, voluntary, and low-probability risks
- Feelings of control and opportunities for participation influence attitudes of acceptability of the risk
- People evaluate risk as members of a community
- Trust is an important influence on risk perceptions
Traditional measures:

- Reduction of pesticide risk - toxicity - AI & LD
- Reduction of pest risk
- Cost Benefit Analysis
- Adoption of IPM Laws and Policies

Problems of science, perception and verification
Measuring impacts of the implementation of IPM

- **Diffusion as a management tool** - % members of a community adopting an innovation over time
- **Causes of pesticide use** (behavior)
- **Pesticide use** - (precaution and PM efficiency)
- **Certification** (deeds versus words)
- **Transferability** - horizontal (geographical implementation) and vertical (topical)
What the Monroe IPM Model Measured

Originally -
- Pesticide applications pre and post
- Pest perception....attitudes

Later we added DIFFUSION

Fact is - this was NOT a study but an IMPLEMENTATION!
What we measured

- **Diffusion (1/2 subjective???)**
  1. IPM STds - training, Pest Press, pest sighting logs, monitoring stations, no preventive treatments
  2. Membership in statewide coalitions

- **Causes of pesticide use** - pest perception and complaints

- **Pesticide use** - annual # applications/pilot school

- **Transferability** - increasing the rate of diffusion
  1. Awareness
  2. Risk mitigation (+attributes and negative attributes)
IPM is a cluster of technologies (cultural, mechanical, biological, genetic, and chemical) which is an integrated application (based on biological information) designed to allow humans to compete with other species (pests).
A Shift to IPM

Monroe IPM Model

Scheduled Treatments

Environment

Scheduled Treatments

Safe Environment

Cultural Sanitation

Chemical Sanitation

Exclusion

Mechanical

Education:
monitoring, prevention, treatment (identification, biology, technology)
Spanning 10 Years, 7 States and 5 EPA Regions:

- 71% Reduction in Pesticide Applications
- 78% Reduction in Pest Complaints to School Administrations
## Indiana - 10 years

<table>
<thead>
<tr>
<th>School district and year of inception</th>
<th>Number of Schools</th>
<th>Pest pressure * and the most common pests</th>
<th>Mean number of Pesticide Applications +/- school/y, pre-IPM (2 years)</th>
<th>Mean number of pesticide applications /school/y, post-IPM (% reduction)</th>
<th>Percent reduction in requests for pest control</th>
<th>IPM STAR® certification and/or recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana: Monroe County Community School Corporation (1995)</td>
<td>21 (3 pilot schools)</td>
<td><strong>Moderate</strong> Blattidae (3 spp.), Formicidae (3 spp.), Vespidae (2 spp.), Apidae, Muridae (2 spp.)</td>
<td><strong>12 +</strong> scheduled monthly treatments plus callback treatments</td>
<td><strong>1 (92%)</strong></td>
<td><strong>90%</strong></td>
<td>IPM STAR®, news reports (5), awards (5)</td>
</tr>
</tbody>
</table>
## Alabama – 5 years

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<th>School district and year of inception</th>
<th>Number of Schools</th>
<th>Pest pressure* and the most common pests</th>
<th>Mean number of Pesticide Applications +/- school/y, pre-IPM (2 years)</th>
<th>Mean number of pesticide applications /school/y, post-IPM (% reduction)</th>
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<th>IPM STAR® certification and/or recognition</th>
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<td>Alabama: Auburn City Schools (2000)</td>
<td>9 (3 pilot schools)</td>
<td><strong>Severe</strong> Blattidae (2 spp.), Vespidae (2 spp.), Formicidae, Buthidae, Loxoscelidae, Muscidae, Psychodidae, Phoridae, Muridae</td>
<td><strong>20 +</strong> scheduled monthly treatments plus callback treatments</td>
<td><strong>6 (70%)</strong></td>
<td><strong>90%</strong></td>
<td>IPM STAR®, News reports (1), awards (2)</td>
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</table>
# Arizona 5 years

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<tr>
<th>School district and year of inception</th>
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<th>Pest pressure* and the most common pests</th>
<th>Mean number of Pesticide Applications +/- school/y, pre-IPM (2 years)</th>
<th>Mean number of pesticide applications /school/y, post-IPM (% reduction)</th>
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<td>Arizona: Kyrene Schools (2000)</td>
<td>26</td>
<td><strong>Light</strong> Blattidae (3 spp.), Formicidae (3 spp.), Apidae, Muridae (2 spp.), Gryllidae, Tephritidae, Psychodidae, Phoridae, Theridiidae, Buthidae, Columbidae (pigeons), Felidae (feral cats)</td>
<td>12 + (scheduled monthly treatments, callback treatments, and &quot;clean out&quot; every summer before school started)</td>
<td>1 (83%)</td>
<td>85%</td>
<td>IPM STAR®, News reports (4), awards (3)</td>
</tr>
</tbody>
</table>
## Florida – 1 year

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<tr>
<th>School district and year of inception</th>
<th>Number of Schools</th>
<th>Pest pressure* and the most common pests</th>
<th>Mean number of Pesticide Applications +/- school/y, pre-IPM (2 years)</th>
<th>Mean number of pesticide applications /school/y, post-IPM (% reduction)</th>
<th>Percent reduction in requests for pest control</th>
<th>IPM STAR® certification and/or recognition</th>
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<tr>
<td>Florida: Brevard County Public Schools (2004)</td>
<td>82 (3 pilot Schools)</td>
<td><strong>Severe</strong> Blattidae (3 spp.), Formicidae (4 spp.), Gryllidae, Apidae, Rhinotermitidae, Culicidae, Lepismatidae, Loxoscelidae, Pediculidae, Muridae (2 spp.), Ardeidae (snowy egret), Icteridae (grackle), Sturnidae (European starling), Colubridae (2 spp. snake), Chiroptera (bats), Felidae</td>
<td>24 +</td>
<td>Less than 20 (first year) (58%)</td>
<td>50%</td>
<td>New program</td>
</tr>
</tbody>
</table>
End of year 2000 2001 2002 2003 2004 2005

Percent of Arizona students attending IPM schools

- Students
- School districts

Percent of Arizona districts adopting IPM

End of year
Arizona Integrated Pest Management/Indoor Air Quality in Schools Coalition - Protecting 1/3 of Arizona’s School Children from Pests and Pesticides

Kyrene School District
Mesa Public School District
Gilbert Unified Schools District
Scottsdale Unified School District
Washington Elementary School District
Paradise Valley Unified School District
Tempe School District #3
Catholic Diocese of Phoenix Schools
Salt River Pima-Maricopa Indian Schools
Hopi Schools
Tucson Unified School District

Salt River Pima-Maricopa Indian Community
Hopi Environmental Protection Office
Ecolab
Orkin
Arizona Department of Environmental Quality
Arizona Department of Health Services
US Environmental Protection Agency
University of Arizona
State cooperative extension participation

- **38%** of land grant institutions have IPM in Schools programs

- **38%** have informational programs (e.g. - websites, manuals, fact sheets, etc.)

- **26%** have interactive programs (training sessions, CEUs)

- **14%** have diffusion programs (information, interaction AND demonstrations with recognition programs)

(Percentages based on 50 states)
STAR Certification

Reducing Pest and Pesticide Risks

ipm
IPM STAR CERTIFIED

www.ipminstrument.org
THE END