

# Social Norms Workshop #1

Using a Social Norms Approach to  
Prevent Youth Substance Use  
in School-Based Interventions

## Resource Supplement

12.14.22



# ADAPT

A Division for Advancing  
Prevention & Treatment

CULTIVATING PREVENTION

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# ADAPT: A Division for Advancing Prevention & Treatment

## Mission

The mission of ADAPT is to advance knowledge, skills, and quality outcomes in the field of substance use prevention while supporting successful integration of strategies informed by the best available evidence into communities.

## Goals

1. Advance substance use prevention strategies through essential training and technical assistance services and resources.
2. Promote public health and public safety partnerships in substance use prevention.
3. Prepare the future public health and public safety workforces through student engagement in ADAPT operations and projects.

## HIDTA Prevention

ADAPT supports the National High Intensity Drug Trafficking Area (HIDTA) Program by operationalizing the National HIDTA Prevention Strategy. ADAPT assists HIDTAs with implementing and evaluating substance use prevention strategies within their unique communities. ADAPT also keeps HIDTA communities up to date with advances in prevention science. A variety of trainings, technical webinars, and other resources to cultivate, nurture, and support hospitable systems for implementation are offered throughout the year.

## Technical Assistance

Technical assistance is available to all HIDTA communities in the following domains:

1. Identification of the Best Available Evidence in Substance Use Prevention
2. Training
3. Implementation
4. Evaluation
5. Finance/Budgeting
6. Sustainability
7. Early Response
8. Prevention Communication
9. Systems Development
  - Infrastructure
  - Assessment

## Learn More

Visit us at <https://www.hidta.org/adapt/> to learn about our technical assistance services, event and training announcements, resources, and more!

## Contact Us

For more information, email us at [adapt@wb.hidta.org](mailto:adapt@wb.hidta.org) or reach out to Lora Peppard at [lpeppard@wb.hidta.org](mailto:lpeppard@wb.hidta.org).

## Connect with Us

For frequent updates from ADAPT, be sure to *follow* and *like* us on the platforms below. These platforms provide an opportunity to share resources and connect with each other.



Like our Facebook page today @

<https://www.facebook.com/ADAPT-100681361632663/>



Follow our LinkedIn Company page for the latest insights and updates @

<https://www.linkedin.com/company/adapt-a-division-for-advancing-prevention-treatment>



Follow us on Twitter @

[https://twitter.com/ADAPT\\_CDPP](https://twitter.com/ADAPT_CDPP)



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# ADAPT

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# PREVENTION INTERVENTION RESOURCE CENTER

Access e-learning courses, evidence-based program registries, & other resources to support you in advancing evidence-based prevention programming in your community.



<https://www.hidta.org/adapt/prevention-intervention-resource-center/>

# COME LEARN WITH US!

*Announcing the*

## HIDTA PREVENTION LEARNING MANAGEMENT SYSTEM



[adaptlms.hidta.org](http://adaptlms.hidta.org)

### GET STARTED!

#### Substance Use Prevention Fundamentals Course

- Designed to help you understand the field of substance use prevention.
- Defines key prevention concepts and connects HIDTA's mission with the goals of substance use prevention.
- Introduces critical targets for prevention, explores the ways prevention exists in multiple contexts, and shares what works (and what doesn't) in substance use prevention.



# PRESENTER BIO

## Michael Haines, MS



Michael P. Haines is a private consultant and former Director of the National Social Norms Resource Center. Mr. Haines and his staff implemented the first successful use of the Social Norms Approach to reduce heavy alcohol use. The effort was chosen as an Exemplary Program by the U.S. Department of Education, a national model by the New York Times, and featured in the Chronicle of Higher Education and USA Today.

Mr. Haines is a Fellow of the American College Health Association, was a developer of their National College Health Assessment for which he received their Hitchcock Award.

Mr. Haines was honored with the Northern Illinois University Presidential Award for Excellence and the Outstanding Service Award for National Drug Abuse Prevention from the U.S. Department of Education.

Currently, he is a consultant to the state of Maine, the National Social Norm Institute, and programs in Georgia, and Illinois.

# PRESENTER BIO

## H. Wesley Perkins, PhD



Dr. Perkins is a Professor of Sociology at Hobart & William Smith Colleges and Project Director of the Alcohol Education and the Youth, Health and Safety Projects, initiatives providing research, educational resources, and strategies to reduce risk-related and problem behaviors among youth and young adults. This Project has received multiple national awards from the U.S. Department of Education as a Model Prevention Program.

Dr. Perkins has published extensive research on promoting health and well-being and numerous publications on prevention of violence and substance abuse among youth. He developed the theory underlying the social norms approach to preventing risk behavior and edited a book on *The Social Norms Approach to Preventing School and College Age Substance Abuse*.

Dr. Perkins has delivered over 400 guest lectures, keynote addresses, research presentations, and workshops for universities, secondary schools and professional conferences and has consulted with hundreds of secondary schools, institutions of higher education, and community health agencies about social norms interventions throughout the United States, Canada, England, and Scotland.

December 14, 2022

ADAPT Mind the Message

## Social Norms Workshop #1

### *Using a Social Norms Approach to Prevent Teen Substance Use in School-Based Interventions*

#### **H. Wesley Perkins, PhD**

Professor of Sociology

Youth Health and Safety Project Director

Alcohol Education Project Director

Hobart and William Smith Colleges

#### **Michael Haines, MS**

Director

Michael Haines & Associates

## Learning Objectives:

1. Increase understanding of the theory and principles of social norms approaches to substance use prevention.
2. Learn how to develop data-based norm messages to correct misperceptions about peer substance use by reframing data to create positive norm information.
3. Determine effective message delivery methods including students, teachers, parents, and school-based media channels.
4. Understand the evidence supporting social norms interventions.

**Using a Social Norms Approach to Prevent Teen  
Substance Use in School-Based Interventions**

**PART 1**

**Theory and principles of social norms approaches  
to substance use prevention**

**H. Wesley Perkins, PhD**

**Professor of Sociology**

**Hobart and William Smith Colleges**

**Geneva, New York**

**perkins@hws.edu**

**[www.AlcoholEducationProject.org](http://www.AlcoholEducationProject.org)**

**[www.YouthHealthSafety.org](http://www.YouthHealthSafety.org)**

**The Social Norms Approach**

- What is it and how does it differ from other approaches to substance abuse prevention among youth?
- What are the basic principles of the approach?

## Current Theoretical Models for Risk Behavior Prevention

- Health Education
- Health Terrorism
- Asset Based Resistance
- Social Control
- Social Norms

### Starting Point for Social Norms Approach

**Humans are group oriented.**

**We are largely influenced by and conform to peer norms.**



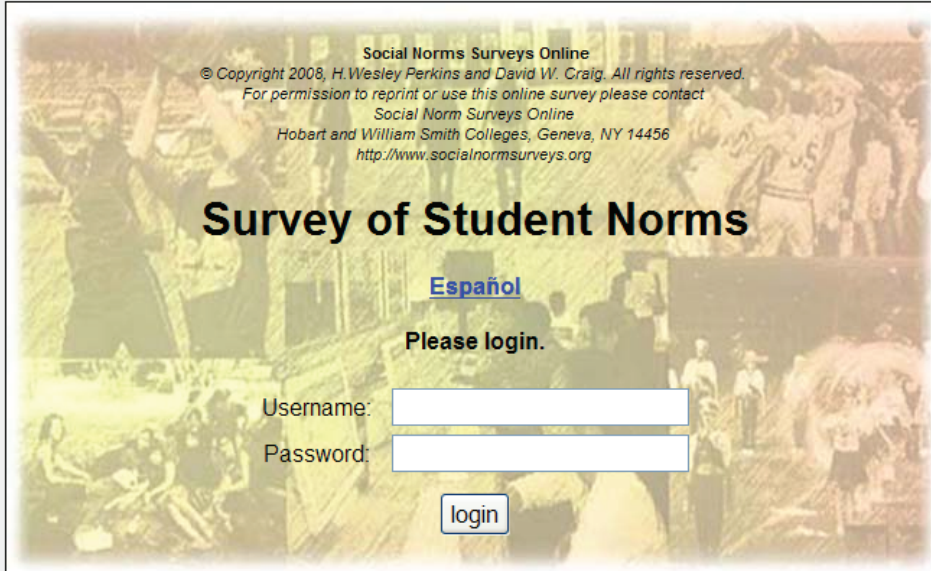
Long Tradition of Theory and  
Research on Peer Influence and  
Conformity to Peer Norms

What about Perceptions of Peer Norms?

# Two indisputable findings in the research literature:

1. The peer norm is one of the strongest predictors of personal behavior.
2. Peer norms about substance use and other risk behaviors are grossly misperceived in the direction of overestimated behavior and permissiveness in attitudes.

## Web Surveys Online



Social Norms Surveys Online  
© Copyright 2008, H.Wesley Perkins and David W. Craig. All rights reserved.  
For permission to reprint or use this online survey please contact  
Social Norm Surveys Online  
Hobart and William Smith Colleges, Geneva, NY 14456  
<http://www.socialnormsurveys.org>

### Survey of Student Norms

[Español](#)

Please login.

Username:

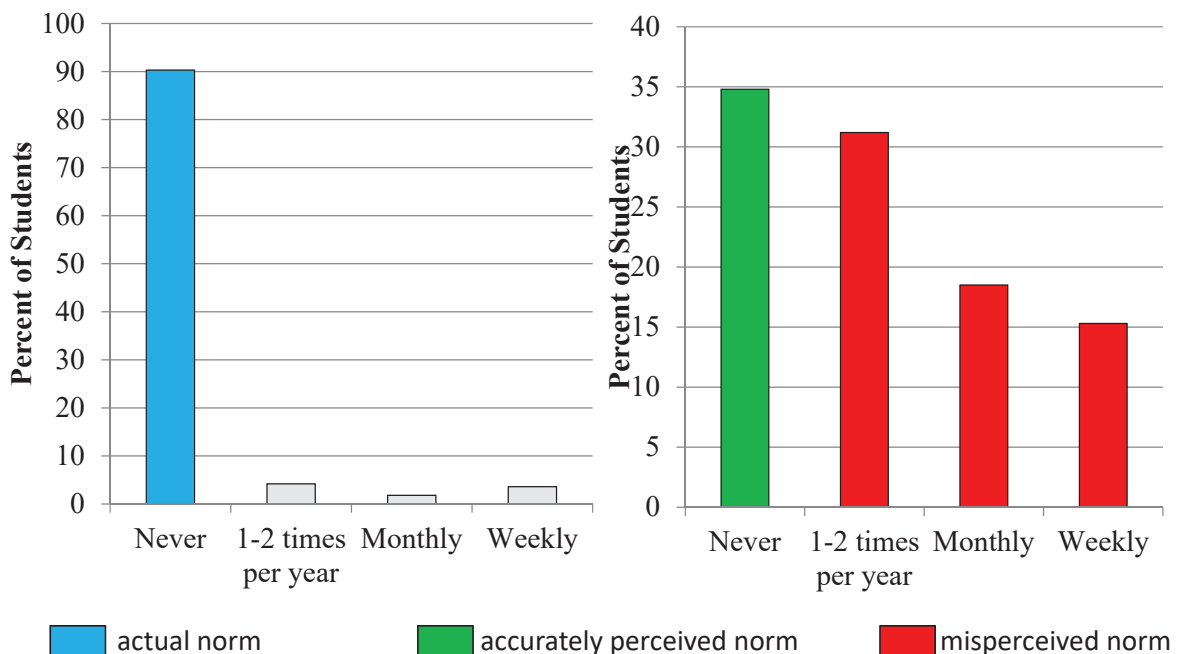
Password:

# Sample Secondary School Data

119 School Cohorts Surveyed  
Grades Ranged from 6 -12  
12 States across the USA  
52,462 Respondents

Source: HW Perkins and DW Craig, [www.YouthHealthSafety.org](http://www.YouthHealthSafety.org)

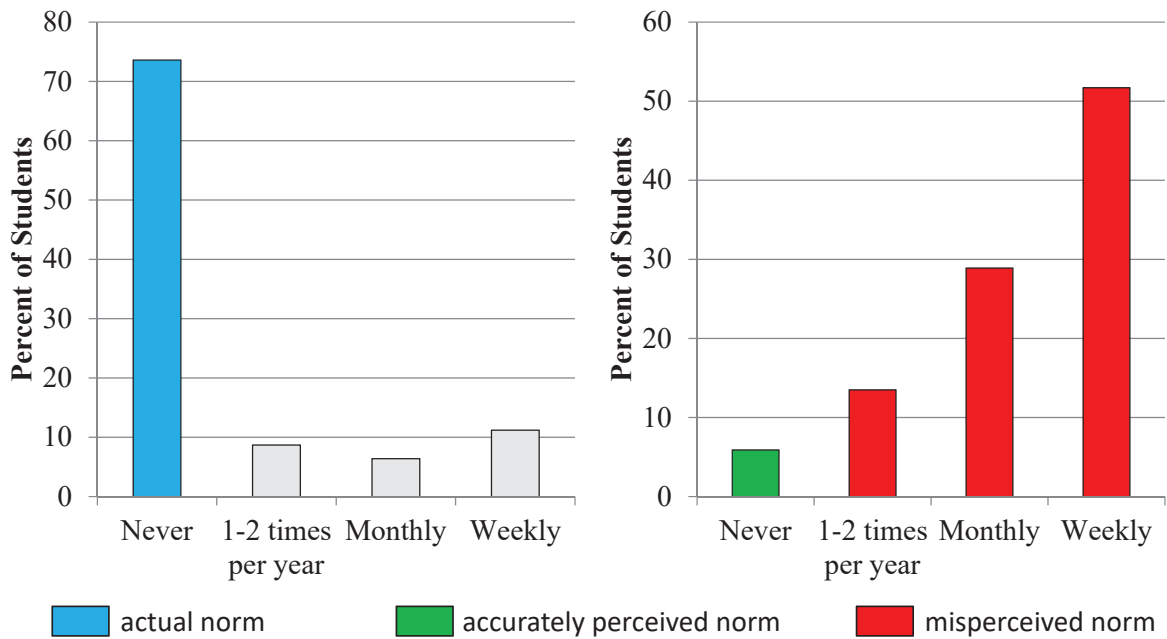
## Grades 6 - 8 Personal Tobacco Use and Perceived Norm



Source: HW Perkins and DW Craig, [www.YouthHealthSafety.org](http://www.YouthHealthSafety.org)

## Grades 9 - 12

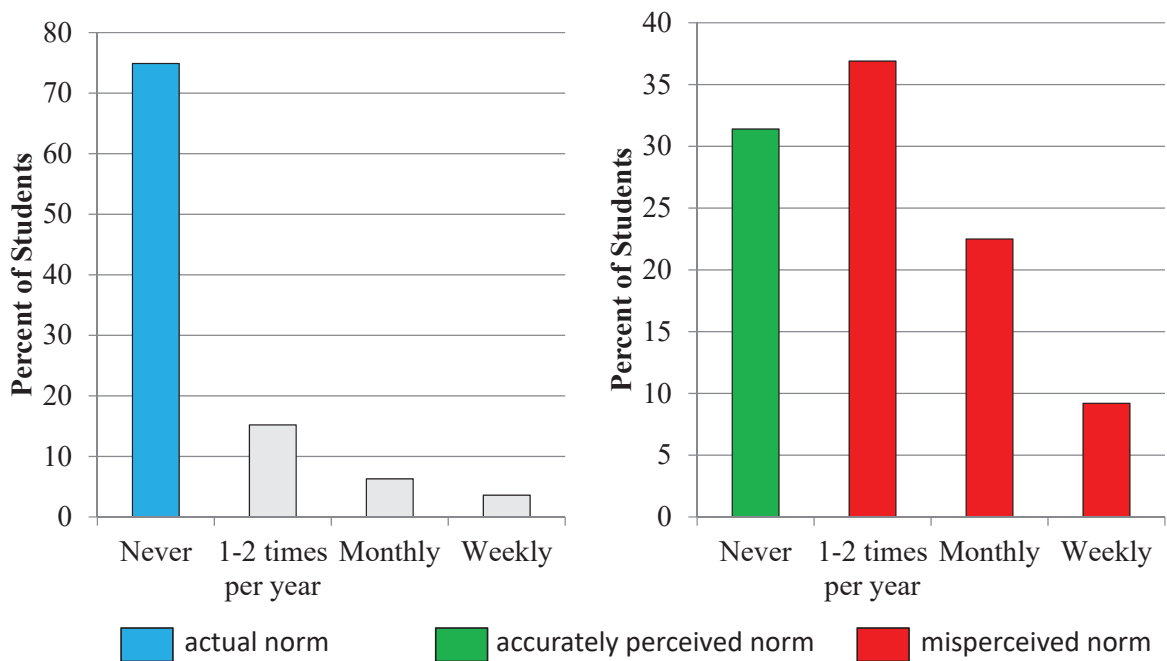
### Personal Tobacco Use and Perceived Norm



Source: HW Perkins and DW Craig, [www.YouthHealthSafety.org](http://www.YouthHealthSafety.org)

## Grades 6 - 8

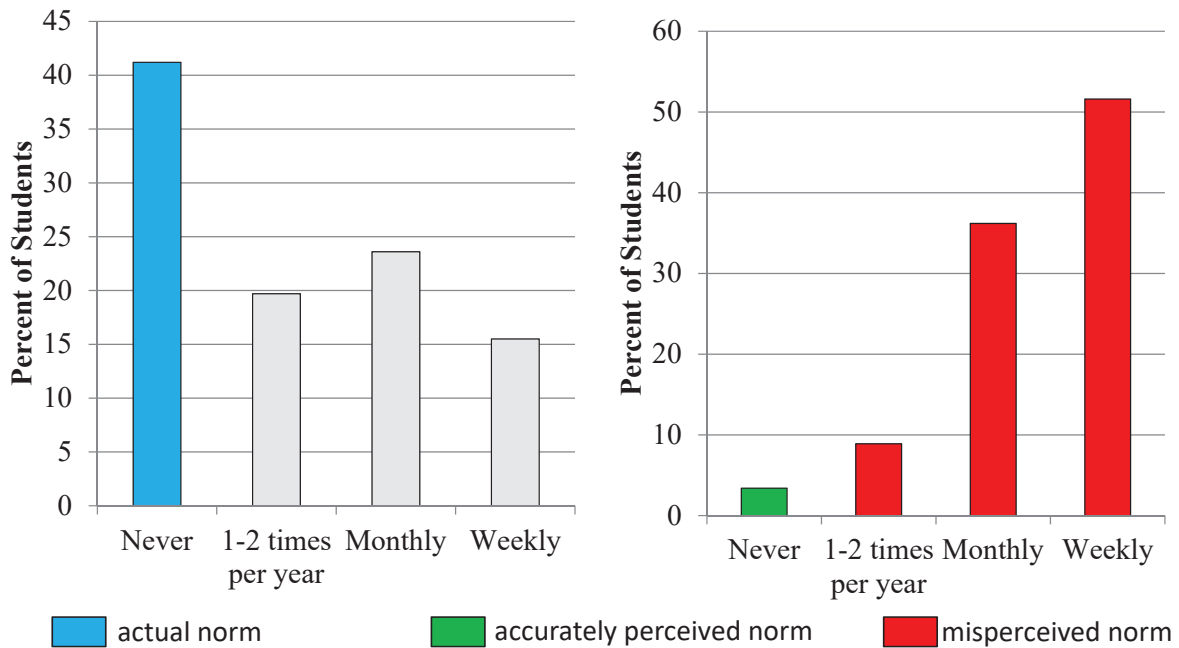
### Personal Alcohol Use and Perceived Norm



Source: HW Perkins and DW Craig, [www.YouthHealthSafety.org](http://www.YouthHealthSafety.org)

## Grades 9 - 12

### Personal Alcohol Use and Perceived Norm



Source: HW Perkins and DW Craig, [www.YouthHealthSafety.org](http://www.YouthHealthSafety.org)

## Myth and Reality at a Midwest US High School:

*Results from a Survey of Student Norms Conducted at a Midwestern School*

<http://alcohol.hws.edu>

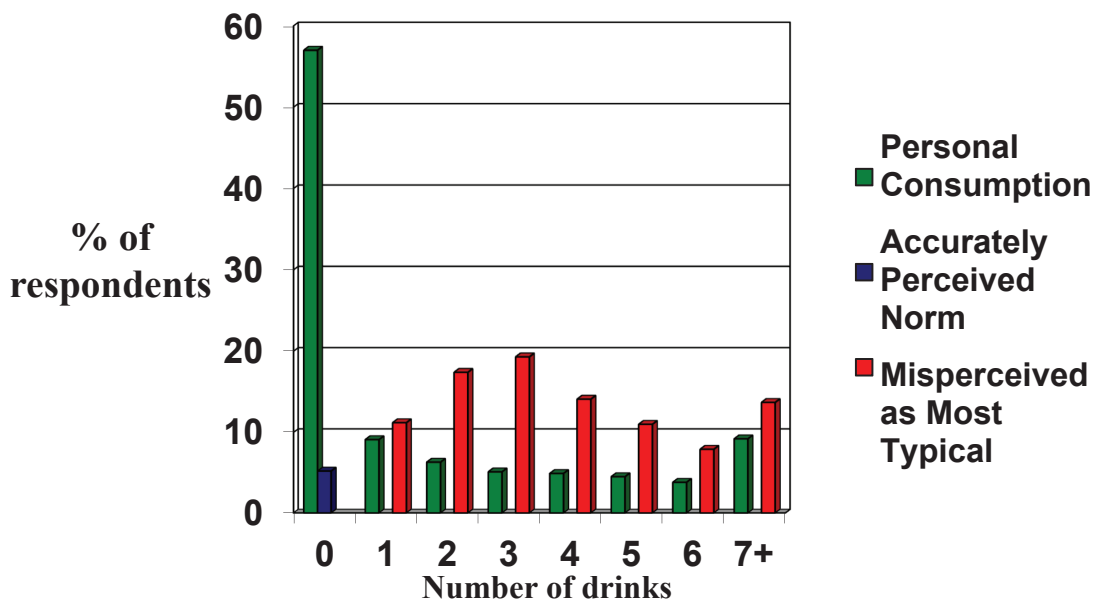
# Who Participated?

Almost Everyone!

1,116 students took the survey

96% of the entire student body

## Quantity of Alcohol Typically Consumed at Parties and Social Gatherings



# Research Shows Misperceived ATOD Norms Exist

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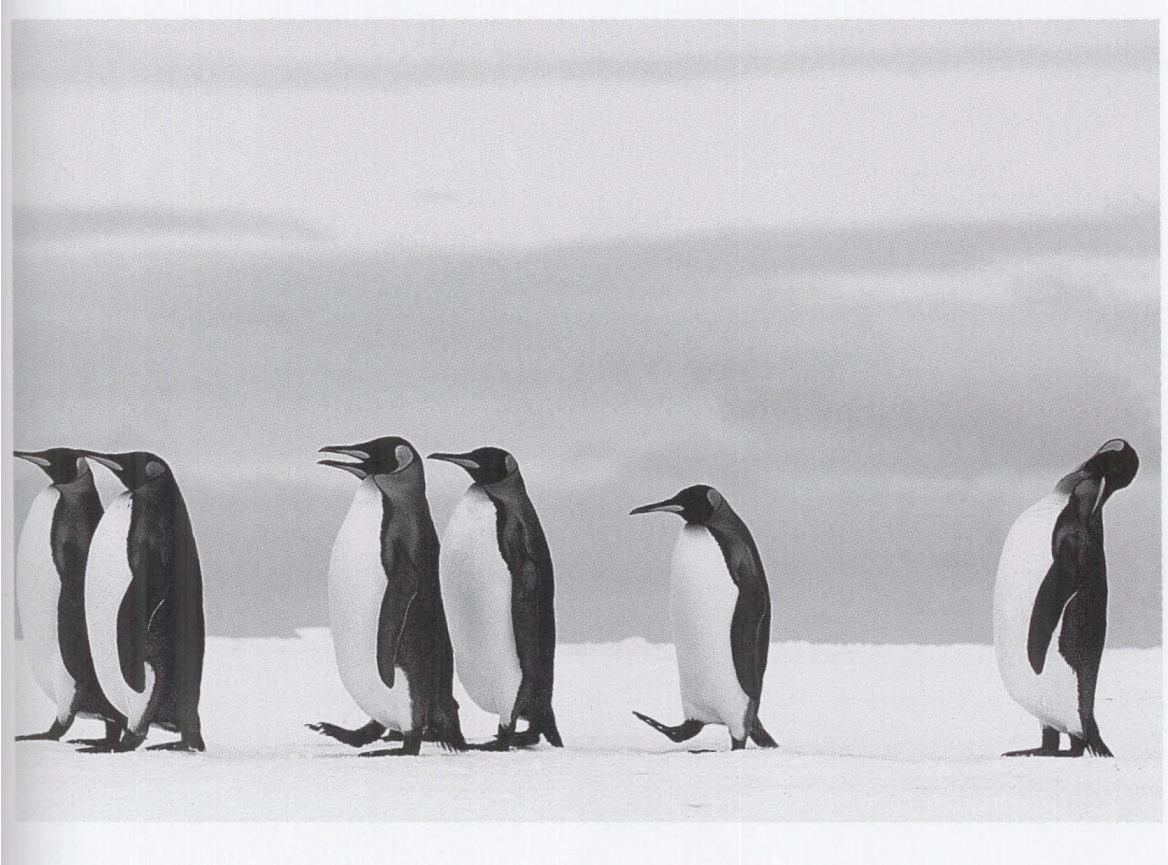
- **In All Types of Schools (Countries, Size, Programs, Actual Norms, Age Levels)**
- **Across Subpopulations of Youth**
- **For Attitudes, Use, Policy Support, and Protective Behaviors**
- **For All Types of Drugs**

*Source:* Perkins, H. W. (2014). Misperception is reality: the “Reign of Error” about peer risk behaviour norms among youth and young adults. In M. Xenitidou & B. Edmonds (Eds.), *The Complexity of Social Norms* (pp. 11-36). Springer.

## Causes of Misperceptions

- **Psychological - mental attribution processes**
- **Social psychological - memory and conversation patterns**

*Source:* HW Perkins, “Social Norms and the Prevention of Alcohol Misuse in Collegiate Contexts,” *Journal of Studies on Alcohol*, 2002.



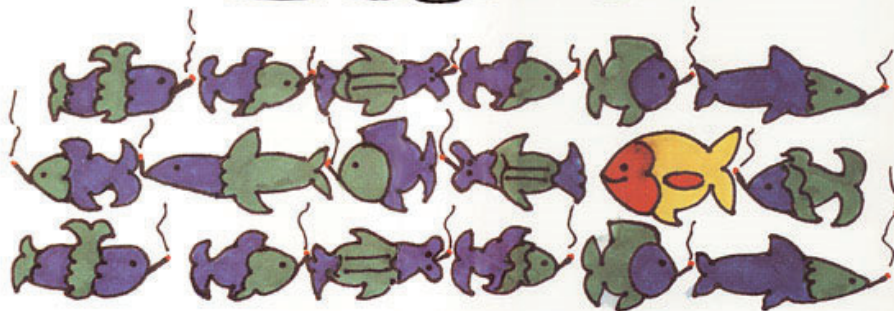
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# Cause of Misperceptions

- Psychological - mental attribution processes
- Social psychological - memory and conversation patterns
- Cultural – entertainment, advertising, news and health advocacy media

*Source:* HW Perkins, "Social Norms and the Prevention of Alcohol Misuse in Collegiate Contexts," *Journal of Studies on Alcohol*, 2002.

DARE TO BE DIFFERENT



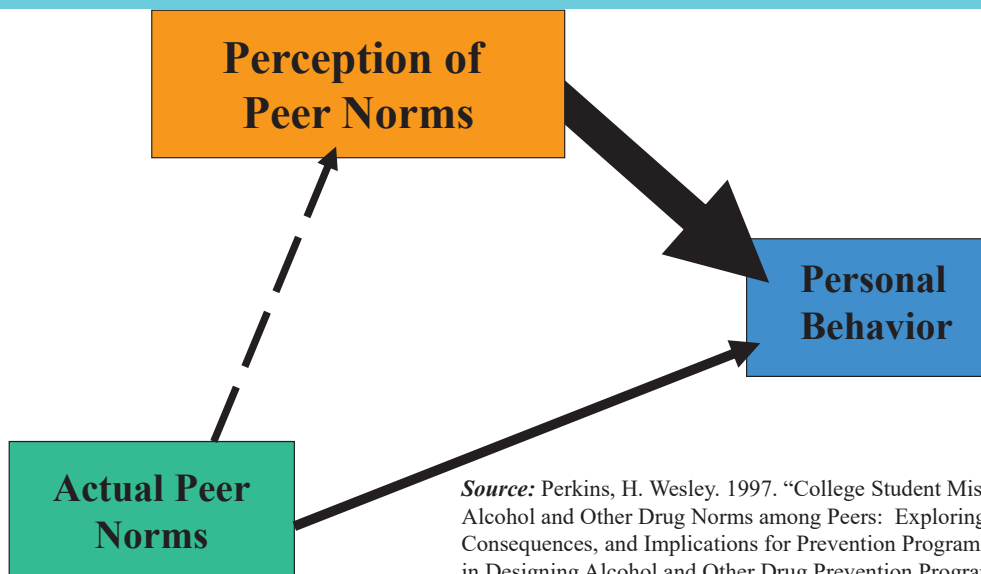
**PLEASE DON'T SMOKE!**



Illinois Attorney General Jim Ryan & Illinois Association of Park Districts



## Peer Influence on Personal Substance Use Behaviors



*Source:* Perkins, H. Wesley. 1997. "College Student Misperceptions of Alcohol and Other Drug Norms among Peers: Exploring Causes, Consequences, and Implications for Prevention Programs." Pp. 177-206 in *Designing Alcohol and Other Drug Prevention Programs in Higher Education: Bringing Theory into Practice*. The Higher Education Center for Alcohol and Other Drug Prevention, U.S. Department of Education.

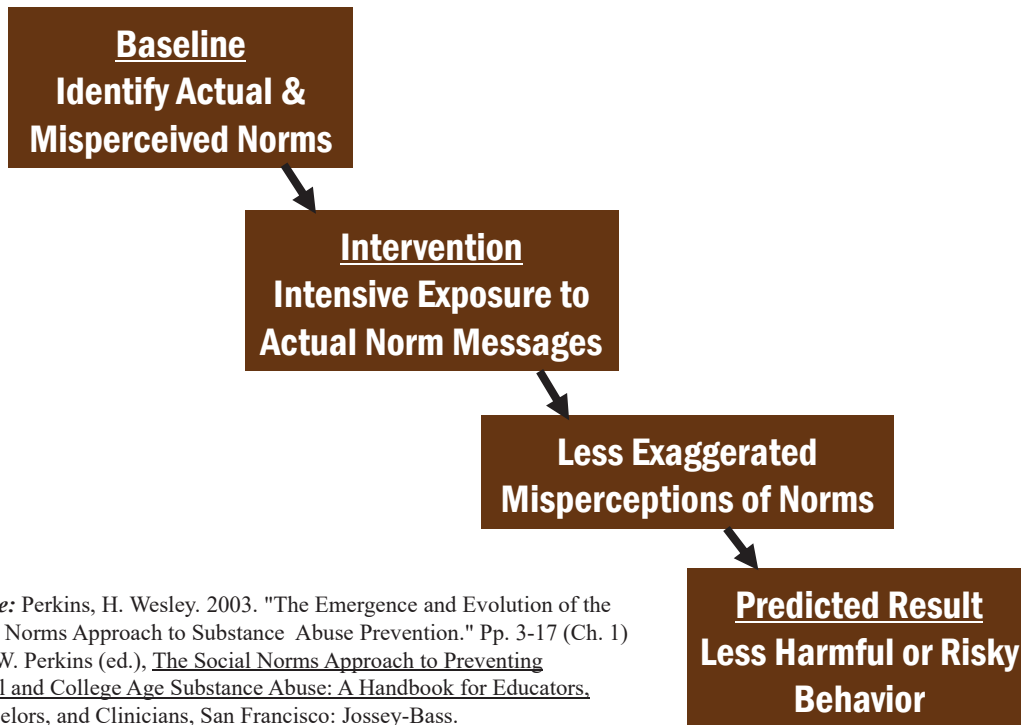
# Consequences of Misperceptions

- **Definition of the situation produces a “Reign of Error”**
- **Actual Use and Abuse Increases**
- **Layers of Misperceptions Compound**
- **Opposition is Discouraged from Speaking**
- **Intervention by Others Declines**
- **“Carriers” of Misperception Add to Problem**

*Source:* Perkins, H. Wesley. 1997. “College Student Misperceptions of Alcohol and Other Drug Norms among Peers: Exploring Causes, Consequences, and Implications for Prevention Programs.” Pp. 177-206 in Designing Alcohol and Other Drug Prevention Programs in Higher Education: Bringing Theory into Practice. The Higher Education Center for Alcohol and Other Drug Prevention, U.S. Department of Education.

Translating Social Norms Theory  
into Prevention Strategies

# The Social Norms Model



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**A HEALTHY Dose  
of Reality...**



## **Examples of Strategies to Reduce Misperceptions and Strengthen Positive Norms**

- **Print media campaigns**
- **Peer education programs and workshops for targeted risk groups**
- **New student orientation presentations**
- **Counseling interventions**
- **Curriculum infusion**
- **Electronic multimedia (digital signage and social media messaging)**

### **Using a Social Norms Approach to Prevent Teen Substance Use in School-Based Interventions**

#### **PART 1**

#### **Theory and principles of social norms approaches to substance use prevention**

**H. Wesley Perkins, PhD**

**Professor of Sociology**

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**Using a Social Norms Approach to Prevent Teen  
Substance Use in School-Based Interventions**

**PART 4**

**Evidence supporting social norms interventions**

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## Research on Effects of Perceived Norms and Social Norms Intervention Programs

- Longitudinal pre/post case studies of school populations (including research on effects by degree of exposure)
- Experiments with intervention and quasi control sites
- Experiments with randomly assigned intervention and control conditions for individuals, classrooms, and schools

## Similar Initial Effects in Rates of Heavy Drinking Reduction at Different Schools Over 2 Years

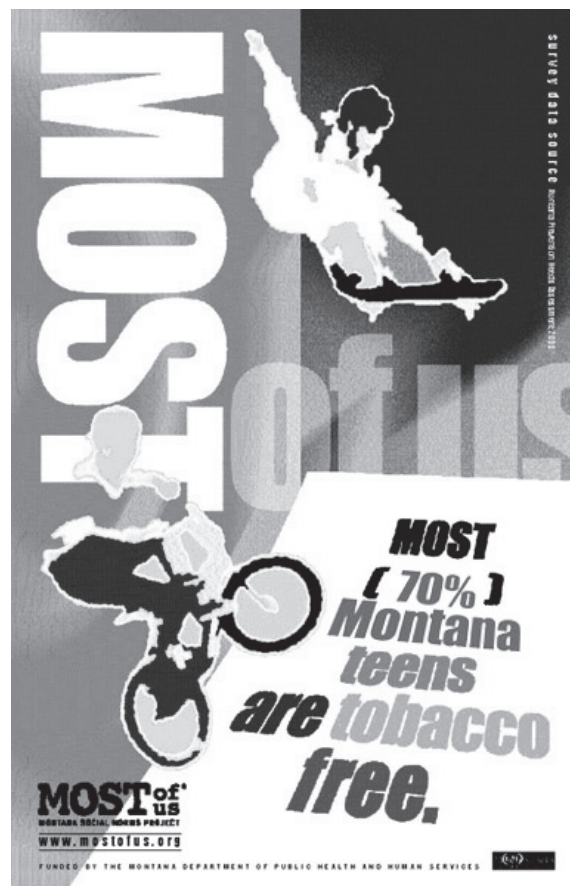
- **Hobart & Wm. Smith Colleges, NY**    **-21%**
- **University of Arizona**    **-21%**
- **Western Washington University**    **-20%**
- **Rowan University, NJ**    **-20%**
- **Northern Illinois University**    **-18%**

Source: H. W. Perkins (ed.), *The Social Norms Approach to Preventing School and College Age Substance Abuse*, 2003.

## Six Years of Declining Negative Consequences Related to Alcohol Misuse Among Students Exposed to a Social Norms Intervention at U of Virginia

	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
% No Consequences	33	38	44	46	48	51
% Multiple Consequences	44	40	36	34	31	26

**Source:** Turner, J., Perkins, H. W., & Bauerle, J. (2008). Declining negative consequences related to alcohol misuse among students exposed to a social norms marketing intervention on a college campus. *Journal of American College Health*, 57(1), 85-94.

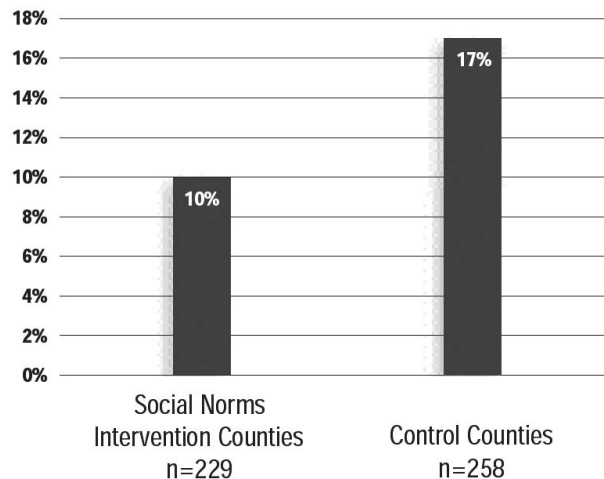




“Most of us are tobacco free: an eight-month social norms campaign reducing youth initiation of smoking in Montana.”

Source: Linkenbach, J. W., & Perkins, H. W. (2003). In H. W. Perkins (Ed.), *The Social Norms Approach to Preventing School and College Age Substance Abuse: A Handbook for Educators, Counselors, and Clinicians*. Jossey-Bass.

Montana Youth Trying Smoking For the First Time between 2000 and 2001



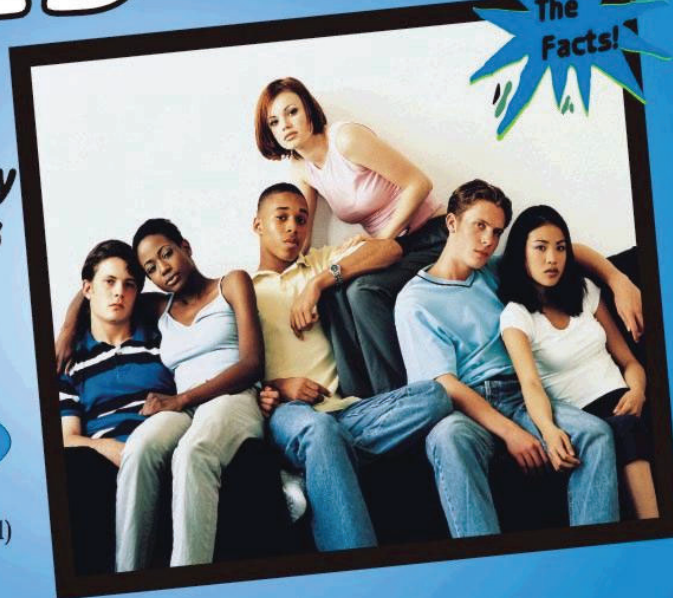
\*Significant difference between intervention and control groups at  $p < .05$

# UNITED

**Most of Us  
Most of Us Are Healthy  
Most of Us Don't Drink  
Most of Us**

**4 OUT OF 6**

DeKalb & Sycamore Study, DCP/SAFE, (N=1172, 2001)



Funded in whole or in part by IDHS and the Center for Substance Abuse Prevention

## 8 out of 10 don't smoke!



**Health tools to share:**

- 1. Leave places where people are smoking**
- 2. Say "No thanks" if someone offers you tobacco**
- 3. Avoid places where people are smoking**

DeKalb & Sycamore Study, DCP/SAFE, (N=654, 2000)

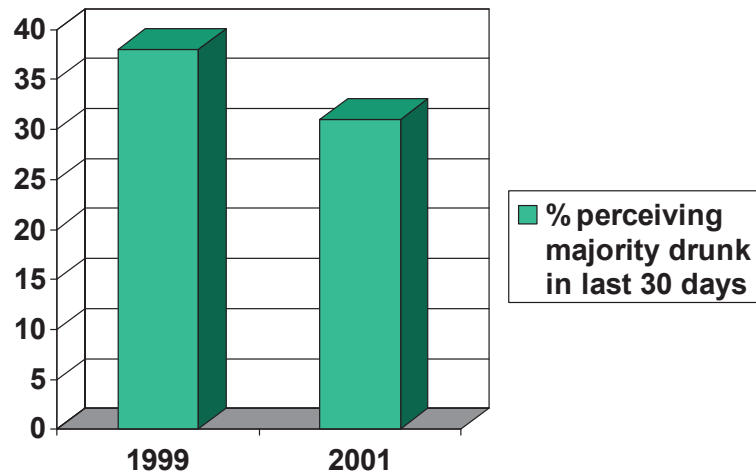
Funded in whole or in part by IDHS and the Center for Substance Abuse Prevention



“Using social norms to reduce alcohol and tobacco use  
in two midwestern high schools.”

## Student Perceptions

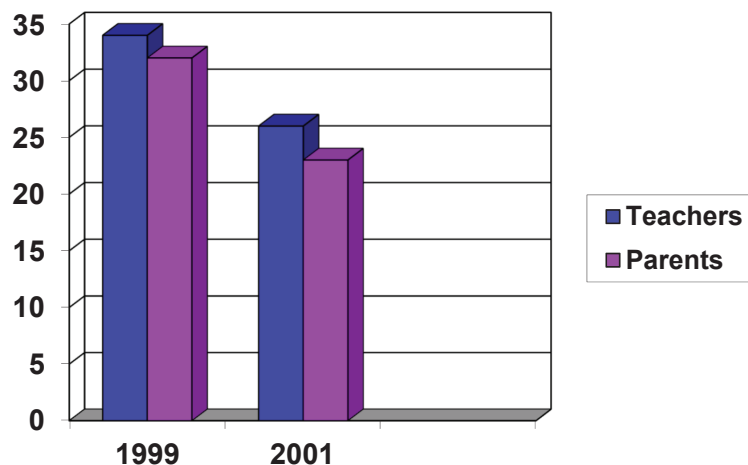
Perceptions of student intoxication in last 30 days



Source: Haines, M. P., Barker, G. P., & Rice, R. (2003). In H. W. Perkins (Ed.), *The Social Norms Approach to Preventing School and College Age Substance Abuse: A Handbook for Educators, Counselors, and Clinicians*. Jossey-Bass.

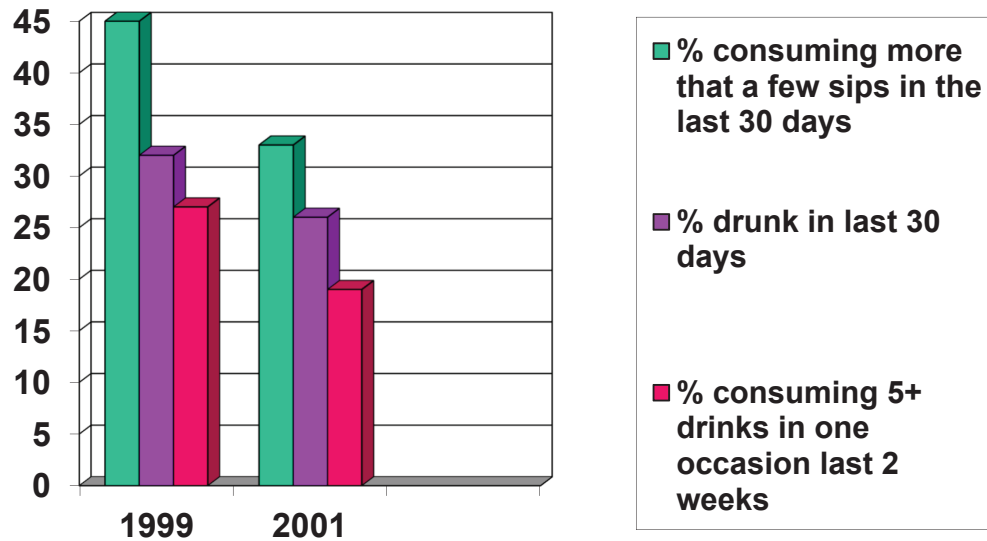
## Parent and Teacher Perceptions

Perceived % of Student having 5 or more drinks in last two weeks



Michael Haines, DeKalb, IL Project

# Student Alcohol Use



Source: Haines, M. P., Barker, G. P., & Rice, R. (2003). In H. W. Perkins (Ed.), *The Social Norms Approach to Preventing School and College Age Substance Abuse: A Handbook for Educators, Counselors, and Clinicians*. Jossey-Bass.

“Effects of the social norms intervention *The GOOD Life* on norm perceptions, binge drinking and alcohol-related harms: a cluster-randomised controlled trial.”

Sample of 1,355 students (age 13-17) enrolled in 38 schools in southern Denmark participated in matching pre- and post-surveys

***Results for students exposed to social norms intervention compared to control group students:***

- 1) Overestimates of peer lifetime binge drinking were cut in half.
- 2) Personal reports of two+ alcohol-related harms cut by one-third.
- 3) Frequent binge drinking among students with the most permissive attitudes was cut by two-thirds.

Source: Vallentin-Holbech, L., Rasmussen, B. M., & Stock, C. (2018). *Preventive Medicine Reports*, 12, 304-11.

# When is the Social Norms Approach Most Effective?

- **Clear positive norm messages**
- **Credible data**
- **Absence of competing scare messages**
- **Dosage is high (ongoing and intense social marketing of actual norms)**
- **Synergistic delivery strategies**
- **Broad student & community population receives message along with high-risk target groups**

Source: H. W. Perkins (ed), The Social Norms Approach to Preventing School and College Age Substance Abuse , 2003

## **Using a Social Norms Approach to Prevent Teen Substance Use in School-Based Interventions**

### **PART 4**

#### **Evidence supporting social norms interventions**

**H. Wesley Perkins, PhD**

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**[www.AlcoholEducationProject.org](http://www.AlcoholEducationProject.org)**

**[www.YouthHealthSafety.org](http://www.YouthHealthSafety.org)**

# Communicating with Teens about Substance Use

*Developing Data-based Norm Messages*

*Delivering Norm Messages to Target Populations*

*December 14, 2022*

Michael Haines

mhaines@niu.edu 815-751-0624

1

## 2020 Teen Drug Use Data (Use in last 30 days)

From: 2020 NIDA MTF Survey n = 32,260 8<sup>th</sup>, 10<sup>th</sup> & 12<sup>th</sup> graders

<b>Drank alcohol</b>	<b>21%</b>
<b>Used marijuana</b>	<b>15%</b>
<b>Used hallucinogens</b>	<b>1%</b>
<b>Used heroin</b>	<b>.2%</b>
<b>Used any illicit drug</b>	<b>16%</b>

2

## **Traditional Prevention Exaggerates risk behaviors**

**Almost 25% of U.S. Teens Use  
Alcohol, Marijuana, or other Drugs**

**Over 1 in 7 use Marijuana and some even use  
heroin!**

From: 2020 NIDA MTF Survey n = 32,260 8<sup>th</sup>, 10<sup>th</sup> & 12<sup>th</sup> graders

3

## **2020 Teen Drug Avoidance Data (No use in last 30 days)**

From: 2020 NIDA MTF Survey n = 32,260 8<sup>th</sup>, 10<sup>th</sup> & 12<sup>th</sup> graders

<b>Drank no alcohol</b>	<b>79%</b>
<b>Did not use marijuana</b>	<b>85%</b>
<b>Did not use hallucinogens</b>	<b>99%</b>
<b>Did not use heroin</b>	<b>99.8%</b>
<b>Did not use any illicit drug</b>	<b>84%</b>

4

## **The Social Norms Approach** **Highlights healthy norms**

### ***Overwhelming Majority of U.S. Teens Are Drug Free***

**85% do not use marijuana and 77% of students do not use alcohol.**

***American school-age youth, choose to avoid illicit drugs!***

From: 2020 NIDA MTF Survey n = 32,260 8<sup>th</sup>, 10<sup>th</sup> & 12<sup>th</sup> graders

5

## **Which story will you tell?**

### **Almost 25% of U.S. Teens Use Alcohol Marijuana or other Drugs**

**Over 1 in 7 children use Marijuana and some even use heroin!**

**or** **Overwhelming Majority of U.S. Teens Are Drug Free**

**85% do not use marijuana and 77% do not use alcohol.**

**American school-age youth, choose to avoid illicit drugs!**

© Michael Haines 2022

6

# How will you tell it?

## Overwhelming Majority of U.S. Teens Are Drug Free

85% do not use marijuana

77% do not use alcohol

**American school-age youth choose to avoid illicit drugs!**

© Michael Haines 2022

7

## Social Norms Formula

### Identify

Protective practices, healthy beliefs, safe behaviors that are the norm.

### Model & Promote

Pro-social attitudes and health-positive behaviors

**= Health Enhancement and Risk Reduction**

© Michael Haines 2007

8

## Message Development

1. Use multiple data points - numbers and phrases
2. Many messages → One idea  
Many messages reach many segments
  - a) Descriptive & Injunctive norm messages
  - b) Direct & Indirect perception challenging messages
3. Use their language (*Vernacular Messages*)
4. Change messages often
5. Beware the Messenger - Believability

© Michael Haines 2006

9

## Your Story-Your Message

- *Descriptive norm messages* describe what behaviors teens actually DO
- *Injunctive norm messages* identify teens approval or disapproval of behaviors.

10

## Injunctive norm message



**JHS Students Do Not Approve of Students using Marijuana**

**87% of JHS students who took the April 2009 survey.**

11



**The Overwhelming Majority (88%) of JHS Students Typically Party without Weed**

**Descriptive norm message**

12

**At Long Beach High...**

**69%**

**Disapprove of Teen Drinking**

69% of Long Beach students disapprove of teen drinking. Based on a survey of all Long Beach HS students conducted in October 2010. n = 679

**Injunctive Norm Message**

13

**strength in numbers**

**72%**  
of ETHS students choose healthy options other than drinking when they're with their friends.

**SUPPORT YOUR FRIENDS' HEALTHY CHOICES!**

**Make a pact ahead of time not to drink.  
Leave parties together if there's drinking.  
Stand your ground— together.**

©2011 Drug Prevention and Use Survey ©2010 ETHS students surveyed. Funded by the Evanson Community Foundation, Rotary Club of Elmhurst, Evanston and Tobacco Settlement Fund.

**Descriptive Norm Message**

14

## Your Story-Your Message

- *Direct perception challenging messages* correct teens' misperceptions of peer drug use norms.
- *Indirect perception challenging messages* support correction of misperceptions of peer drug norms without a direct challenge.

15

Direct  
perception  
challenge



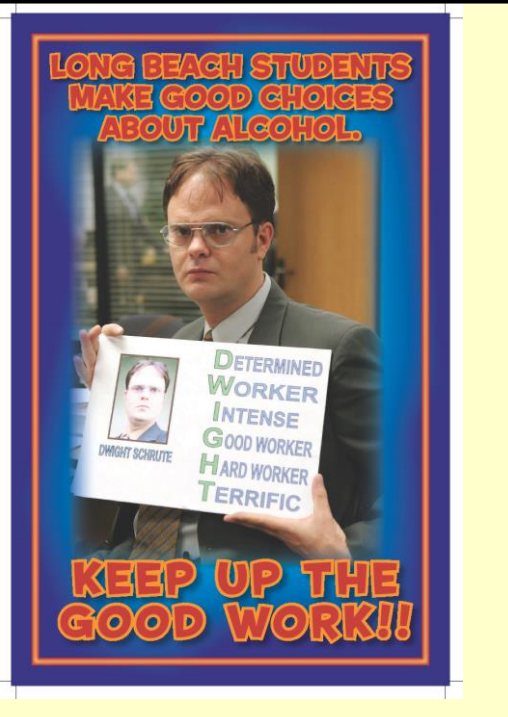
**FACT**  
9 out of 10

Wayland High School Students  
choose non-alcoholic drinks  
when they hang out  
with friends.

(Data collected from 2010 Wayland High School Survey)

16

**Indirect  
Perception  
Challenge**



17

**Direct  
perception  
challenge**

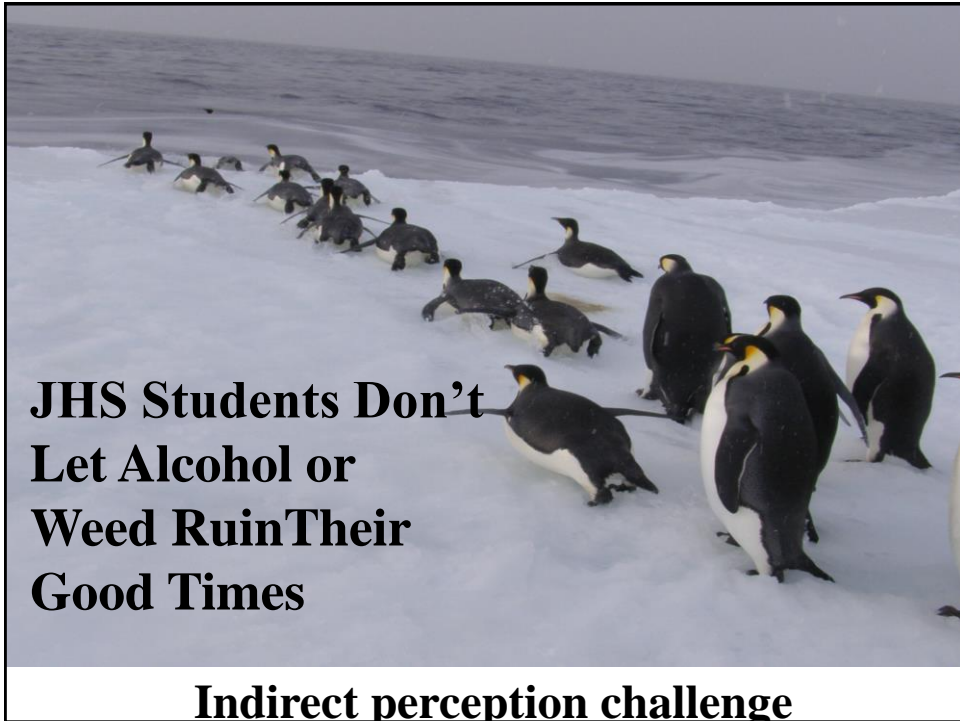
**May the Facts Be with You!**

**JHS Students Prefer  
Soft Drinks to  
Alcohol When They  
Get Together with  
Friends**



87% soft drinks - 13 % Alcohol  
Based on Survey data from 970  
JHS students April 2009

18



19

**Indirect Perception  
Challenge**

**LONG BEACH  
STUDENTS CARE . . .**

**THEY DON'T PRESSURE  
EACH OTHER TO DRINK**

87% of LBS students disapprove of pressuring another student to drink. Data from Long Beach Student Survey.

A parody poster for Long Beach Students Care... featuring a scene from The Office. The poster shows two men in an office setting, one standing and one sitting at a desk. The text is overlaid on the image. The background of the poster is yellow.

20

## Weston students make good choices!



### Top Ten Reasons they give for not drinking alcohol:

- I like to make smart decisions
- My parents would kill me
- I like to be safe
- I don't like the taste
- I don't want to jeopardize my athletics
- I could get arrested
- Sports drinks and soda taste better
- Almost all of my friends don't drink
- I like to be the driver
- I promised my grandma & grandpa

Data from Weston Student Intercept Survey.

### Indirect perception challenge

21

Miss Mandy Knows Long Beach Students are GREAT!



THEY DON'T PRESSURE EACH OTHER TO DRINK. THEY HAVE A GOOD TIME WITHOUT ALCOHOL.

**90% do not typically drink when hanging out with friends!**

Data from Long Beach Student Survey.

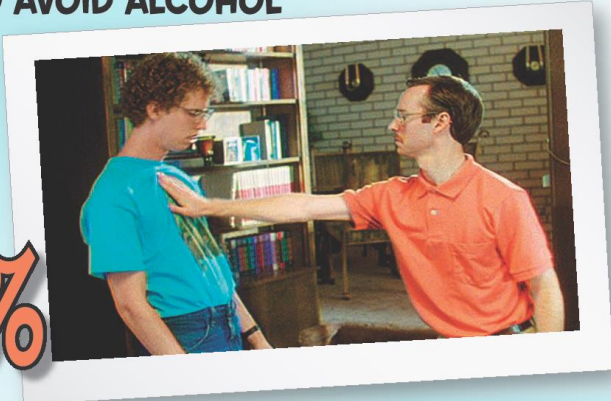
Indirect perception challenges

Descriptive norm  
Direct perception challenge

22

**Direct perception Challenge**

## LAKE TRAVIS STUDENTS CHOOSE TO AVOID ALCOHOL



**93%**

**THINK IT IS WRONG TO PRESSURE ANOTHER STUDENT TO DRINK**

93% of LTHS students disapprove of high school students pressuring other students to drink. Based on a 2012 survey of all LTHS students.

**Injunctive Norm Message**

23

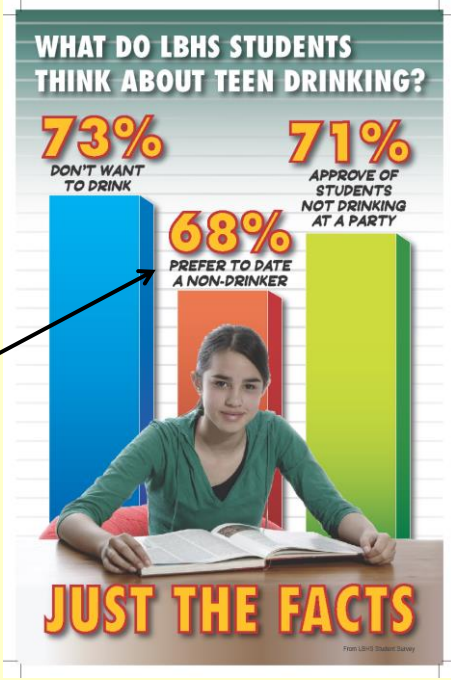
**Direct Perception Challenge** →

**Injunctive Norm Message** ←

### WHAT DO LBHS STUDENTS THINK ABOUT TEEN DRINKING?

<b>73%</b> DON'T WANT TO DRINK	<b>71%</b> APPROVE OF STUDENTS NOT DRINKING AT A PARTY
<b>68%</b> PREFER TO DATE A NON-DRINKER	

**Indirect Perception Challenge**



**JUST THE FACTS**

From LBHS Student Survey

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# Message Development

1. Use multiple data points - numbers and phrases
2. Many messages → One idea  
Many messages reach many segments
  - a) Descriptive & Injunctive norm messages
  - b) Direct & Indirect perception challenging messages
3. Use their language (*Vernacular Messages*)
4. Change messages often
5. Beware the Messenger - Believability

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For Nerinx students,

going out with friends  
is soooooooooo not  
about alcohol.

Based on surveys conducted at Nerinx  
and other St. Louis area private schools May 2005 (n = 2838)

26


45



**No matter what  
everyone says,  
not everyone at  
Chaminade  
drinks.**

Based on surveys conducted at Chaminade  
and other St. Louis area private schools May 2005 (n = 2838)


27



**Juniors and Seniors  
at  
Chaminade  
don't drink and drive.**

Based on surveys conducted at Chaminade  
and other St. Louis area private schools May 2005 (n = 2838)

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**NERINX**  
students respect  
their friends who  
choose not to  
drink.

Based on surveys conducted at Nerinx  
and other St. Louis area private schools May 2005 (n = 2838)

29

## Believability

- Cite data source(s)
- Transfer credibility  
(match believable info with less credible)
- Use *fun facts* with your data
- Use local data
- Combine local data with national data
- Beware the messenger

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## Sources and Believability of Information

Source	Frequency of Obtaining Information (Sometimes to Very Frequently)	Rank	Believability of the Information (Somewhat Believable to Very Believable)	Rank
Your friends	78%	1	49%	8
The Internet	71%	2	33%	13
<b>Your parents</b>	62%	<b>3</b>	78%	<b>1</b>
Nurse, doctor or other health professional	52%	4	76%	2
The police, DARE, etc.	51%	5	73%	3
Your coach	46%	6	62%	5
A poster at school	45%	7	51%	7
Your Teachers	43%	8	66%	4
School counselor	26%	9	56%	6
Student peer educator	24%	10	43%	9
Church Group or Minister	19%	11	40%	10
A flyer/handout	14%	12	38%	11
School Newspaper	9%	13	33%	13

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## Message Delivery

1. Direct marketing - Personal interaction
  - a. One on One
  - b. Small group
  - c. Speaker programs
2. Direct marketing – Postcards, flyers, etc
3. Broadcasting – Banners, PSA, billboards, etc.
4. Screen savers, movie trailers, yard signs, posters
5. Swag – mouse pads, pens, red ribbons, etc.
6. Interactive – Buttons, contests, quizzes, etc.
7. *Stall Street Journals, Toilet Papers, etc*

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Dear Mom and Dad,

We believe the information that you share with us about alcohol and tobacco.

Research shows that you are a believable and a valuable source of truthful information.<sup>1</sup>



<sup>1</sup> Partnership for a Drug Free America, 1999 and DeKalb & Sycamore Study, DCP/SAFE, (N=1172, 2001)

“Most of us don’t use alcohol”

*DeKalb & Sycamore Study, DCP/SAFE, (N=1172, 2001)*

- \* 7 out of 10 students don't drink alcohol at parties
- \* 4 out of 6 students haven't had any alcohol during the past 30 days

“Please Continue to share the **FACTS** with us!”



*Funded in whole or in part by IDHS and the Center for Substance Abuse Prevention*

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They listened  
to you then...



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## **And they listen to you now!**

**Celebrate the healthy choices our students continue to make:**

- Most do not typically drink alcohol when socializing.
- They do not drink and drive.
- They support students who choose not to drink at parties.
- They do not approve of parents providing alcohol to students.

### **We know you care too!**

- Discuss these healthy norms with your child.
- Talk to your student about your expectations and alcohol rules.
- Talk to other parents about their successful strategies to support healthy choices.

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## **Message Delivery**

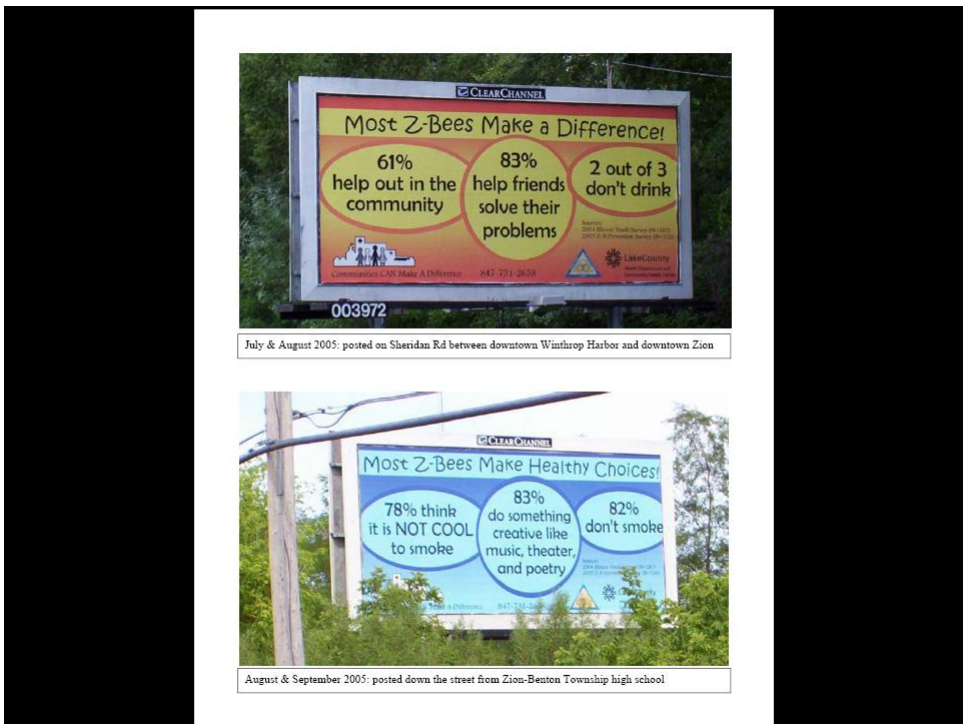
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- 7. *Stall Street Journals, Toilet Papers, etc***

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# *The Stall Street Journal*

- Anywhere High School January 4, 2021 -

## **Romance at Anywhere High**

In a recent survey, students at Anywhere High School were asked, "If you were with a friend, what is most romantic?"

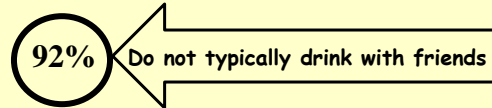
Going out for dinner	30.2%
Going to downtown	28.0%
A walk in the park	21.2%
Watching a movie	12.7%
Dancing	7.9%

A total of 296 students from all grade levels responded to an informal survey conducted in the cafeteria in April, 2013.

**Boxers 82% --- Briefs 18%**

The survey asked students, "What do you Like?"

Boxers	82%	Briefs	18%
Coke	73%	Pepsi	27%
Beef	69%	Veggies	21%
Soft drinks	80%	Alcohol	20%



"Do you approve or disapprove of..."

	<u>Approve</u>	<u>Disapprove</u>
Lowering the drinking age to 18	80%	20%
Alcohol use that interferes with academics, athletics, or friendships	15%	85%
Students who drink and drive	4%	96%

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## **Breadth and Depth of Messaging**

**80% or more have seen or heard messages at least one time**

**and**

**50% or more have seen or heard messages 6+ times**

40

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## **Traditional Prevention**

**Uses Scare tactics - exaggerates problems**

**Tries to coerce healthy teen choices**

**Alienates teens**

## **Social Norms Approach**

**Celebrates healthy teen behaviors –  
highlights solutions**

**Uses credible messages from credible  
messengers to nudge teen choices**

**Partners with teens**

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## **Which story will you tell?**

**Overwhelming Majority of U.S.  
Teens Are Drug Free**

85% do not use marijuana and 77% of students do not use alcohol.

**American school-age youth,  
choose to avoid illicit drugs!**

## **How will you tell it?**

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# Michael Haines & Associates

Kingston, IL 60145

815-751-0624

[mhaines@niu.edu](mailto:mhaines@niu.edu)

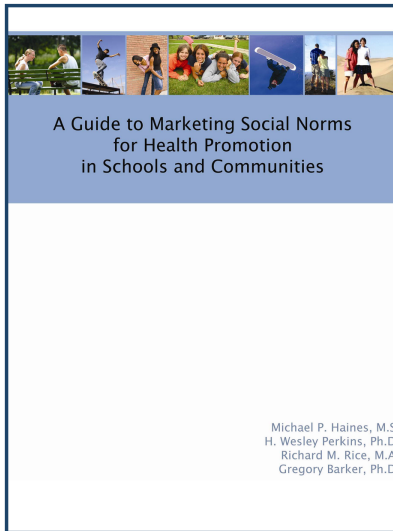
## Social Norms Consultation



TRAINING • RESEARCH • DEVELOPMENT

# ADDITIONAL RESOURCES

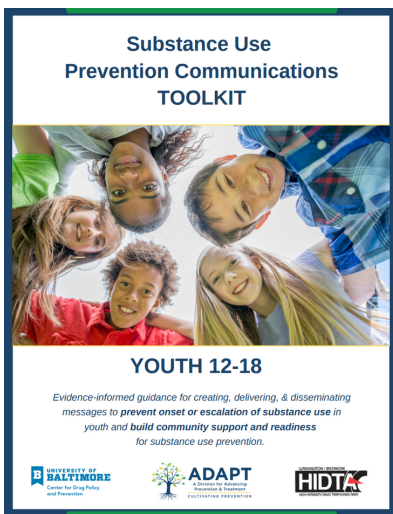
## A Guide to Marketing Social Norms for Health Promotion in Schools & Communities



**A Guide to Marketing Social Norms for Health Promotion in Schools and Communities** is intended as a comprehensive, step-by-step manual for those who are interested in using the social norms approach to address school-age and community-wide issues. This guidebook is intended to provide both the theoretical and practical information necessary to conduct an effective social norms intervention. It will be a valuable resource for anyone involved in such an effort—be they community members, school administrators and staff, or health promotion professionals.

Access the guide [HERE!](#)

## Substance Use Prevention Communications Toolkit



The **Substance Use Prevention Communications Toolkit** provides evidence-informed guidance for creating, delivering, and disseminating messages to prevent onset or escalation of substance use in youth aged 12-18 and build community support and readiness for substance use prevention.

Access the toolkit [HERE](#) to get started in applying these strategies to your conversations with and for youth!

# UPCOMING WEBINARS & WORKSHOPS

**01.19.23**

3:00-4:30pm

ET

## **Using Evidence-Based Registries to Identify Substance Use Prevention Interventions**

In partnership with **Blueprints for Healthy Youth Development**, this webinar will introduce steps to navigating the Blueprints registry to find evidence-based interventions based on community needs. Attendees will also learn how interventions are certified as either model plus, model, or promising designations.

Register [HERE](#)

**01.25.23**

3:00-4:30pm

ET

## **Social Norms Workshop #2: Developing & Delivering Social Norms Information to Prevent Teen Substance Use in Schools and Communities**

This workshop will prepare you to create different types of social norms messages to increase the likelihood they will effectively challenge misperceptions of substance use. Participants will also learn about effective delivery of social norm messages using an array of interpersonal and media methods that leverage roles perceived as trustworthy by youth (i.e., caregivers, teachers, public safety, etc.). Examples from successful social norms messaging campaigns will be presented and discussed.

Register [HERE](#)

**02.09.23**

3:00-4:30pm

ET

## **Social Norms Workshop #3: Collecting & Using Data in Social Norms Interventions and Impact Assessments for Schools & Communities**

This workshop will take you through steps for collecting and using data in social norms interventions and strategies for evaluating the impact of your messaging. Participants will learn how to maximize the utility of existing data sources and when and how to collect new data to inform the creation of positive social norms messages. Strategies will be presented for how to respond to youth (and adults) who are skeptical of the accuracy of true positive social norms. Lastly, participants will learn essential measures, and outcomes for evaluating the impact of social norms interventions.

Register [HERE](#)



# MIND the MESSAGE CAMPAIGN

# YOUR MESSAGE COUNTS

when it comes to preventing substance use.

Join the **MIND the MESSAGE** Campaign today and increase the impact of your communications in preventing the onset and escalation of substance use in youth aged 12-18.

Over the course of three months, you will receive **usable communications strategies** supported by the **best available evidence** on the following topics:

1. Developing a Communications Plan
2. Communicating Social Norms
3. Using Frames Effectively
4. Mass Media Campaigns

## Why Join?

### LEARN

Advance your knowledge through twice-weekly emails EDUCATING you on 4 essential prevention communication topics.

### USE

Apply that knowledge and take your skills to the next level by participating in CAMPAIGN WORKSHOPS.

### SHARE

MOTIVATE others to learn and use the most effective substance use prevention communications strategies.

Make **YOUR** message count.  
**PLEDGE TODAY!**

If you are working in  
substance use prevention,  
**THIS CAMPAIGN  
IS FOR YOU.**

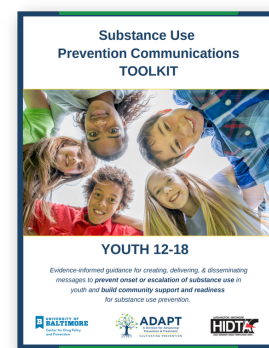


## It takes a community.

Join a community of professionals who have committed to **MIND the MESSAGE** and turn the tide on youth substance use.

### Have you already reviewed the Substance Use Prevention Communications Toolkit?

Check it out now if not! This campaign is the next stop on your learning pathway. Join the campaign for the next level of guidance to advance your use of best practices in prevention communications.



## Upcoming Events:

**TODAY**

Make your message heard by pledging to **MIND the MESSAGE**.

**JAN 25**

Register for Social Norms Workshop 2: Developing and Delivering Social Norms information to Prevent Youth Substance Use in Schools and Communities

**FEB 9**

Register for Social Norms Workshop 3: Collecting and Using Data in Social Norms Interventions and Impact Assessments for Schools and Communities (Date TBD)

Learn more @ [hidta.org/adapt](https://hidta.org/adapt)

