

# Applying a Social Norms Approach to Teen Health in Ohio

## Youth-Led Prevention Network

## Adult Allies Summit

### Prevention Action Alliance

December 14, 2018 - Columbus Ohio

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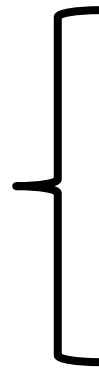
**Social Norms Consultation**



TRAINING • RESEARCH • DEVELOPMENT

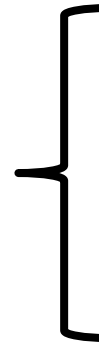
# What are **Social Norms**?

## Injunctive Norms



*Community Standards*  
*Collective Mores*  
*Group Expectations*  
*Shared Beliefs*  
*Mutual Values*

## Descriptive Norms



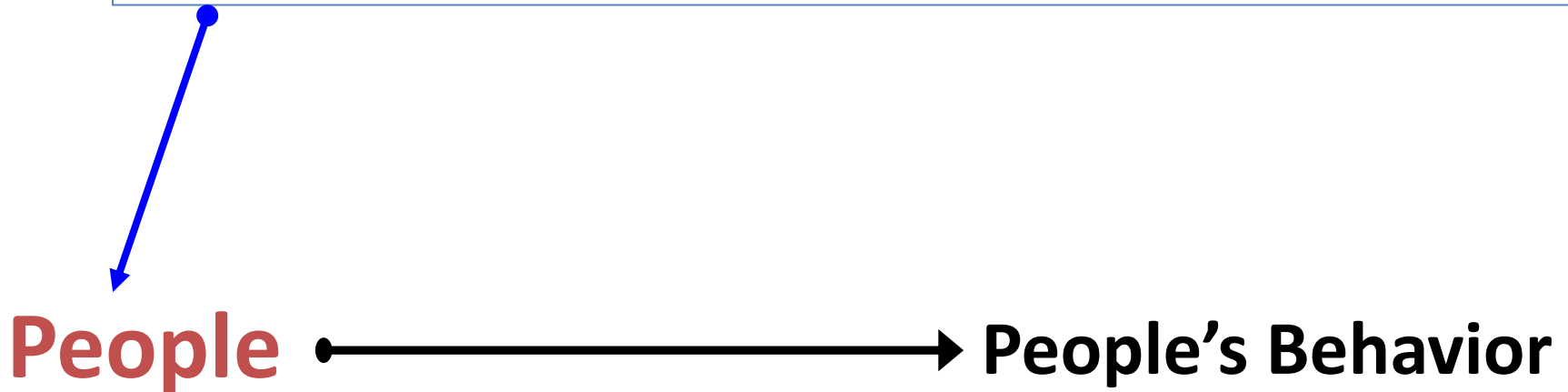
*Societal Customs*  
*Typical Behaviors*  
*Cultural Traditions*  
*Common Practices*  
*Public Conduct*

# How do **Social Norms** Work?

*Perceptions of others behavior*

And

*Perceptions of others approval of behavior.*



# **Social Norms Approach**

**Changing perceptions of  
Social Norms changes behavior.**

**Increasing perceptions of healthy  
Social Norms increases public health.**

# **Social Norms Premises**

**Every functioning social system  
has health positive social norms.**

**(a majority who hold pro-social attitudes and/or practice protective behaviors).**

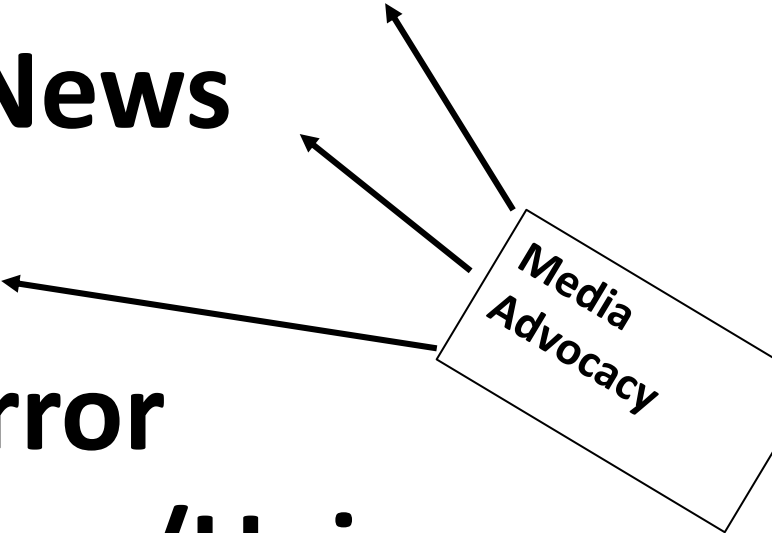
**Healthy norms are often misperceived.**

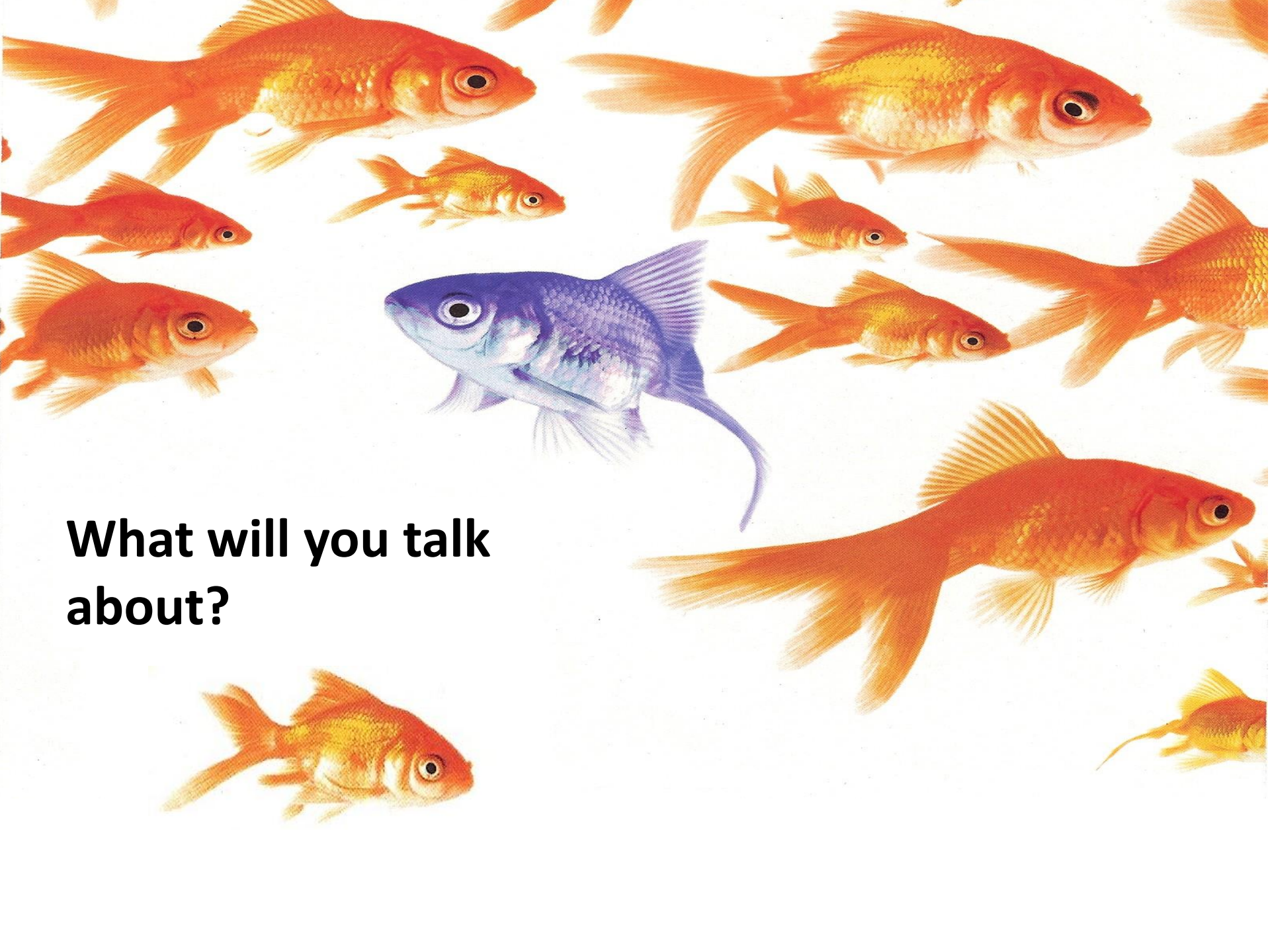
**(Problems are over estimated and solutions are under estimated)**

# ***Misperception of Social Norms*** ***creates real pressure***

- to expect, tolerate, and even adopt non-normal risky behaviors and beliefs.
- to minimize, suppress, and even hide normative safer behaviors and beliefs.

# Why Are **Social Norms** Misperceived?

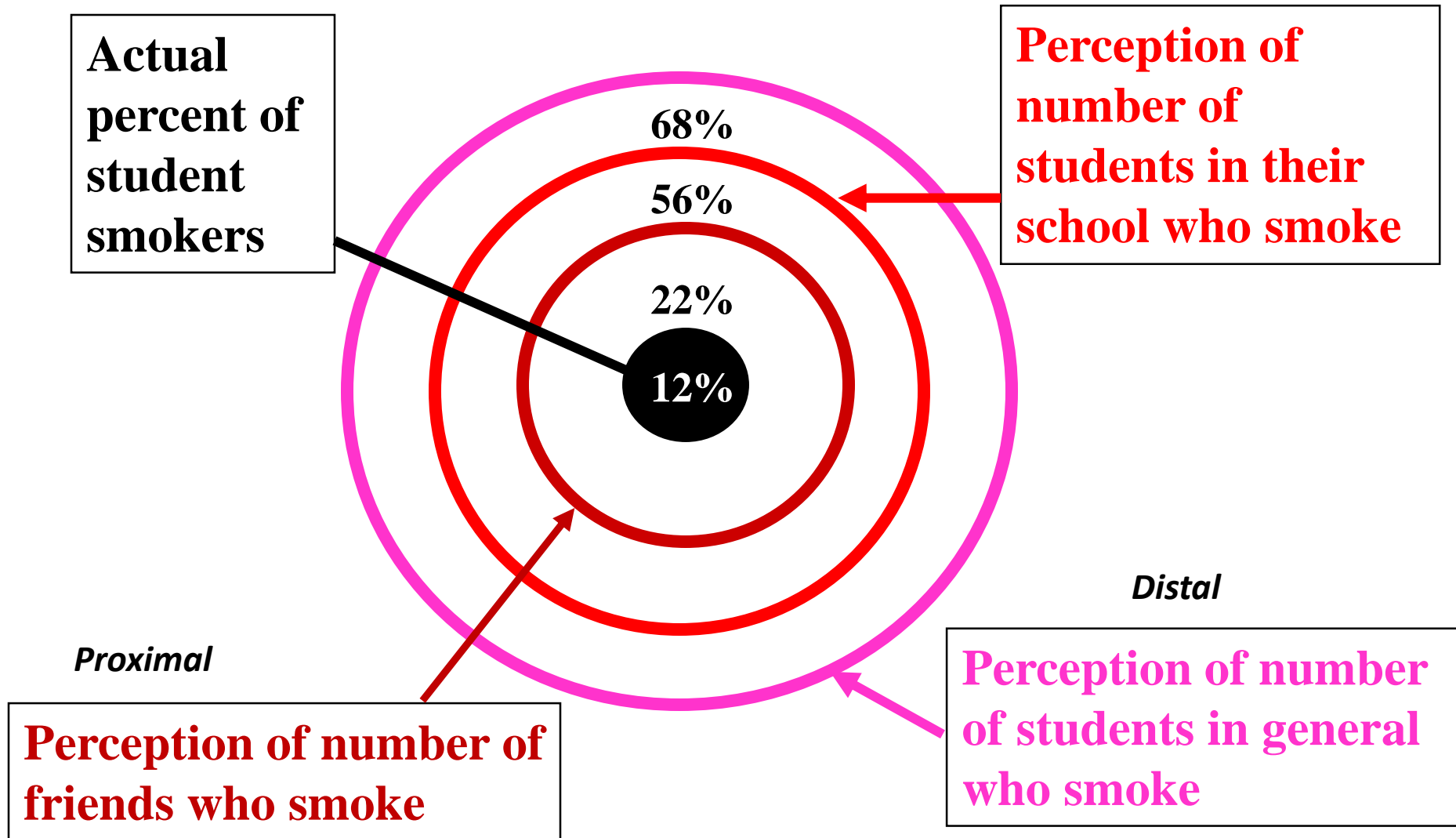
- **Public Conversation**
  - **Commercial News**
  - **Pop Culture**
  - **Attribution Error**
  - **False Consensus/Uniqueness**
- 
- A diagram consisting of a rectangular box labeled "Media Advocacy" tilted at an angle. Three arrows originate from the top-left corner of this box and point towards the first three bullet points: "Public Conversation", "Commercial News", and "Pop Culture".



**What will you talk  
about?**



# Attribution Error



**Actual Student Use**

V

**Perception of Typical Student Use**

**Anonymous High School**

| <b>Thirty Day Use</b>      | <b>Student<br/>actual</b> | <b>Student<br/>perception</b> | <b>Faculty<br/>perception</b> |
|----------------------------|---------------------------|-------------------------------|-------------------------------|
|                            |                           |                               |                               |
| Drank <b>alcohol</b> ?     | <b>41%</b>                | <b>92%</b>                    | <b>83%</b>                    |
| Smoked <b>cigarettes</b> ? | <b>11%</b>                | <b>73%</b>                    | <b>63%</b>                    |
| Used <b>marijuana</b> ?    | <b>18%</b>                | <b>68%</b>                    | <b>58%</b>                    |

# Data from **OHYES 2016** (7-12 grades) n= 39,838 and **those attending this meeting** n=

|                                       | <b><u>Actual</u></b><br><b><u>OHYES</u></b> | <b><u>% Over</u></b><br><b><u>Estimated</u></b> |
|---------------------------------------|---|---|
| • Alcohol use - 30 days               | <b>9%</b>                                   | <b>%</b>  |
| • Physically bullied - 12 months      | <b>10%</b>                                  | <b>%</b>  |
| • Depressed/Hopeless – last two weeks | <b>35%</b>                                  | <b>%</b>  |
| • Marijuana use - 30 days             | <b>6%</b>                                   | <b>%</b>  |
| • Rx Drugs use – 30 days              | <b>1%</b>                                   | <b>%</b>  |
| • Suicide attempt – last year         | <b>5%</b>                                   | <b>%</b>  |
| • Vaping – 30 days                    | <b>9%</b>                                   | <b>%</b>  |

# **Risk Behaviors of Ohio Youth**

**33% feel depressed or hopeless**

**10% are physically bullied**

**9% drink alcohol**

**9% are vaping**

**6% use marijuana**

**5% attempt suicide**

**1% use Rx drugs (without a doctor's Rx)**

From: Ohio Healthy Youth Environment Survey 2016 7-12 Grades n= 39,838

# **Healthy Norms of Ohio Youth**

**99% do not use Rx drugs (without a doctor's Rx)**

**95% do not attempt suicide**

**94% do not use marijuana**

**91% do not drink alcohol**

**91% are not vaping**

**90% are not physically bullied**

**67% do not feel depressed or hopeless**

From: Ohio Healthy Youth Environment Survey 2016 7-12 Grades n= 39,838

# Which story will you tell?

# Why?

**1 of 3 Ohio youth are depressed and  
2 of 10 attempt suicide!**

**Almost 10% of Ohio teens drink alcohol, vape, or  
use marijuana.**

**or**

**9 out of 10 Ohio Teens Are  
Drug Free!** Over 90% of students do not  
use marijuana or alcohol!

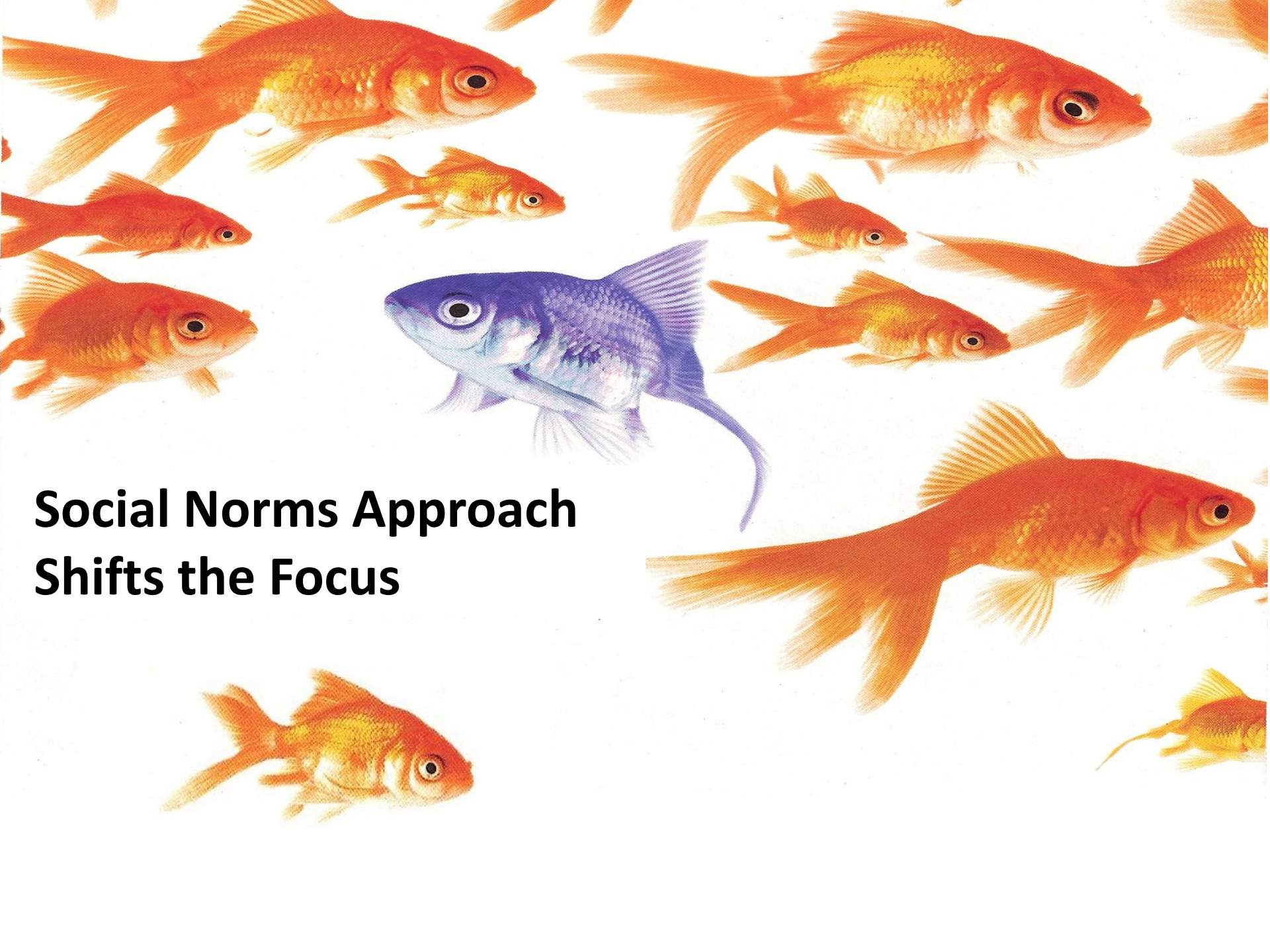
**Families, schools, and youth are keeping Ohio  
healthy!** 2 out of 3 kids are not depressed --  
90% are not bullied.

# **Social Norms** Approach

Correcting misperceptions of  
**Social Norms** changes behavior.

(Not *changing* norms but reinforcing  
healthy norms that *already exist*.)

Increasing visibility of healthy  
**Social Norms** increases public health.



**Social Norms Approach  
Shifts the Focus**





**Social Norms Approach  
Shifts the Focus!**

**Questions?**

# **Social Norms Formula**

## **Identify**

**Protective practices, healthy beliefs, safe places  
used by many.**

## **Model & Promote**

**Social Marketing – Policy – Structural Change**

**= Health Enhancement and  
Risk Reduction**



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

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H. Wesley Perkins, Ph.D.  
Richard M. Rice, M.A.  
Gregory Barker, Ph.D.

# Five-Stage Model

1. Initial Planning Stage
2. Data Collection Stage
3. Strategy Development Stage
4. Implementation Stage
5. Evaluation Stage

From: *A Guide to Marketing Social Norms for Health Promotion in Schools and Communities*, Haines, Perkins, Barker and Rice 2004

# Five-Stage Model

## **1. Initial Planning Stage**

**Defining the issue - What is the problem?**

**What is/are the population(s) to be served?**

**What solutions are already exist?**

**Develop solution objectives.**

# **Audience = Population**

- **Size of Community**  
**County? Region? State?**
- **People at risk of the problem?**
- **Youth?**
- **Family? Friends? Faculty?**
- **Bystanders?**
- **Everyone?**

# Five-Stage Model

## 2. Data Collection Stage

**Interviews** (face-to-face, telephone, online, etc.)

**Surveys**

**Sampling** (Intercepts, Survey Monkey, etc.)

**Social Media**

**Focus Groups**

**Direct Observation**

**Archival Records**



# **Social Norm Data Collection Checklist**

- **Every audience contact = opportunity to gather information.**
- **Use data to demonstrate need and identify audience.**
- **Collect both quantitative and qualitative data**
- **Use many different methods to collect information.**
  - **Surveys**                      -- **Focus Groups**              -- **Sampling**
  - **Interviews**                  -- **Observation**              -- **Archives**              -- **Social Media**
- **Collect information to help determine social marketing efforts**
  - **Message development**              -- **Best graphic elements**
  - **Media channels**                      -- **Media impact**
  - **Audience saturation and habituation**
- **Use data to demonstrate the veracity of messages.**
- **Use data for both process and outcome evaluation.**

# Focus Group Exercise

# **Focus Group Rules**

- 1. Everyone participates.**
- 2. One at a time.**
- 3. Short answers.**
- 4. One can always “Pass”.**
- 5. Participant first names only.**
- 6. No right answers.**
- 7. Stick to the question.**
- 8. No judging or “killer” comments.**

# Focus Group Checklist

- ☐ Group participants = 8-10
- ☐ Recruit 12 to get 10, 10 to get 8, etc.
- ☐ Provide an incentive to attend. If food, eat before or after, not during.
- ☐ Participants should not attend as pairs, buddies, bf or gf, etc.
- ☐ There are name tags or name cards for each participant.
- ☐ Facilitator or note taker is not a friend, family member, teacher, etc to the participants.
- ☐ Only one facilitator and one note taker.
- ☐ Questions proceed from general to specific and facilitator anticipates probing opportunities.
- ☐ There is an outline describing the anticipated flow of the questions and group process.
- ☐ The facilitator introduces self, describes the purpose of the meeting, and explains the ground rules.
- ☐ The facilitator has chosen an *ice breaker* question that is non-invasive, easily answered for one round, and is gender appropriate.
- ☐ The space is large enough to accommodate all the participants and allows the facilitator and other participants to be visible to all.

# Five-Stage Model

## 3. Strategy Development Stage

**Strategies to “grow” solutions:**

**Education and Counseling**

to change individuals within the Social Environment

**Technology and Structural Modification**

to change the Physical Environment

**Social Marketing and Media**

to change the Social Environment

**Public Policy and Laws**

to change the Physical or the Social Environment

# Five-Stage Model

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# **Social Marketing:**

**Uses principles of commercial marketing for social good.**

**Product-Price-Place-Promotion**

**Social Norms Marketing is a type of Social Marketing**

# **Product = Message**

**What are you “selling”?**

**No use of alcohol?  
Moderate use of alcohol?  
Sober driving?**

**Alternatives to suicide?  
ID of at risk of suicide?  
Bystander intervention?**

**Depression screening?  
Positive responses to hopelessness?  
Depression counseling?**



$$\text{Price} = \text{Cost}$$

- **Time?**
- **Privacy?**
- **Power?**
- **Self esteem?**
- **Beliefs?**

**Place** = Site and Media Channels  
**Promotion** = Added value to messages

Use focus groups, interviews, and other qualitative tools to:

- Create vernacular message content
- Determine media channels (electronic, print, digital, etc.)
- Identify sites to disseminate messages
- Explore various promotional strategies to increase message salience, recall, reach, etc.

**Questions?**

# Five-Stage Model

## 3. Strategy Development Stage

Develop strategies to “grow” solutions

### Message Development

What story will you tell?

Why will you tell it?

# Message Development Exercise

## Indirect Norm Challenging Messages

# At Long Beach, Students Have a Good Time Without Alcohol

They respect students who don't drink



87% of Long Beach students disapprove of students pressuring other students to drink. 66% disapprove of HS students drinking alcohol at all. 66% approve of a student not drinking at a party where others are drinking. 77% disapprove of parents providing alcohol to students. Based on a survey of all Long Beach HS students conducted in October 2010. n = 679

**Indirect Norm  
Challenging Message**

**AT LONG BEACH . . .**

**GOING OUT WITH FREINDS  
IS SO NOT ABOUT ALCOHOL**



**Injunctive Norm Message**

**66%** *approve of a student  
who does not drink  
at a party where  
others are drinking*



## Direct Norm Challenging Message

**LONG BEACH STUDENTS  
CHOOSE TO AVOID ALCOHOL**



**87%**

*disapprove of pressuring another student to drink*

## Injunctive Norm Message



## Injunctive Norm Message



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

# Direct Norm Challenging Message & Descriptive Message

## Miss Mandy Knows Long Beach Students!



Most students drink something other than alcohol when hanging out with friends.

### WHY DO LONG BEACH STUDENTS CHOOSE NOT TO DRINK ALCOHOL:

- I LIKE TO BE SAFE • I PROMISED GRANDMA & GRANDPA
- I DON'T LIKE TO BE STUPID • MY PARENTS WOULD KILL ME
- I LIKE TO BE THE DRIVER • MOST OF MY FRIENDS DON'T DRINK
- SPORTS DRINKS & POP TASTE BETTER • I DON'T LIKE THE TASTE
- I COULD GET ARRESTED • IT WOULD JEOPARDIZE MY ATHLETICS

Data from Long Beach Student Survey.



# Indirect & Direct Norm Challenging Messages

## All messages are Descriptive

**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 Norm Challenging Messages

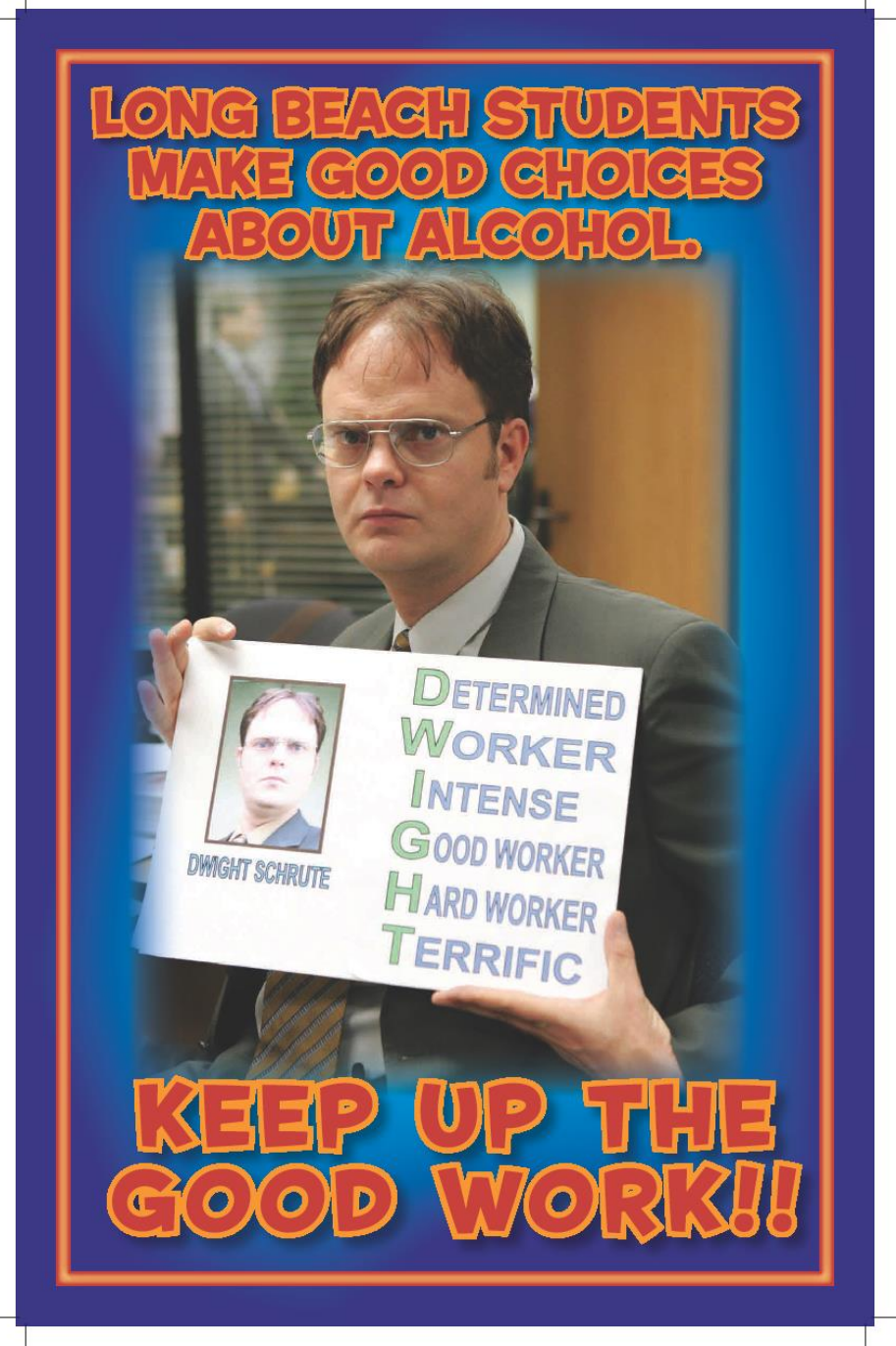
**LONG BEACH  
STUDENTS CARE . . .**



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

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

## Indirect Norm Challenging Message







# **Long Beach Students are the Best in Mississippi**

- **High Grade Point**
- **All-State Athletic Reputation**
- **Low Alcohol Use Rate\***

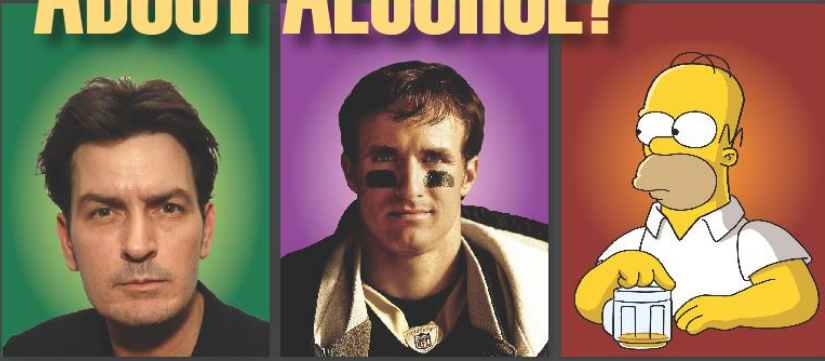
\* Data based on LBHS Student Survey

**Direct Norm Challenging Message**

**Indirect Norm**  
**Challenging Message →**

**Direct Norm**  
**Challenging Message →**

**WHO MAKES  
HEALTHY CHOICES  
ABOUT ALCOHOL?**



*Charlie?*      *Drew?*      *Homer?*

**LONG BEACH STUDENTS  
MAKE HEALTHY CHOICES ABOUT ALCOHOL**

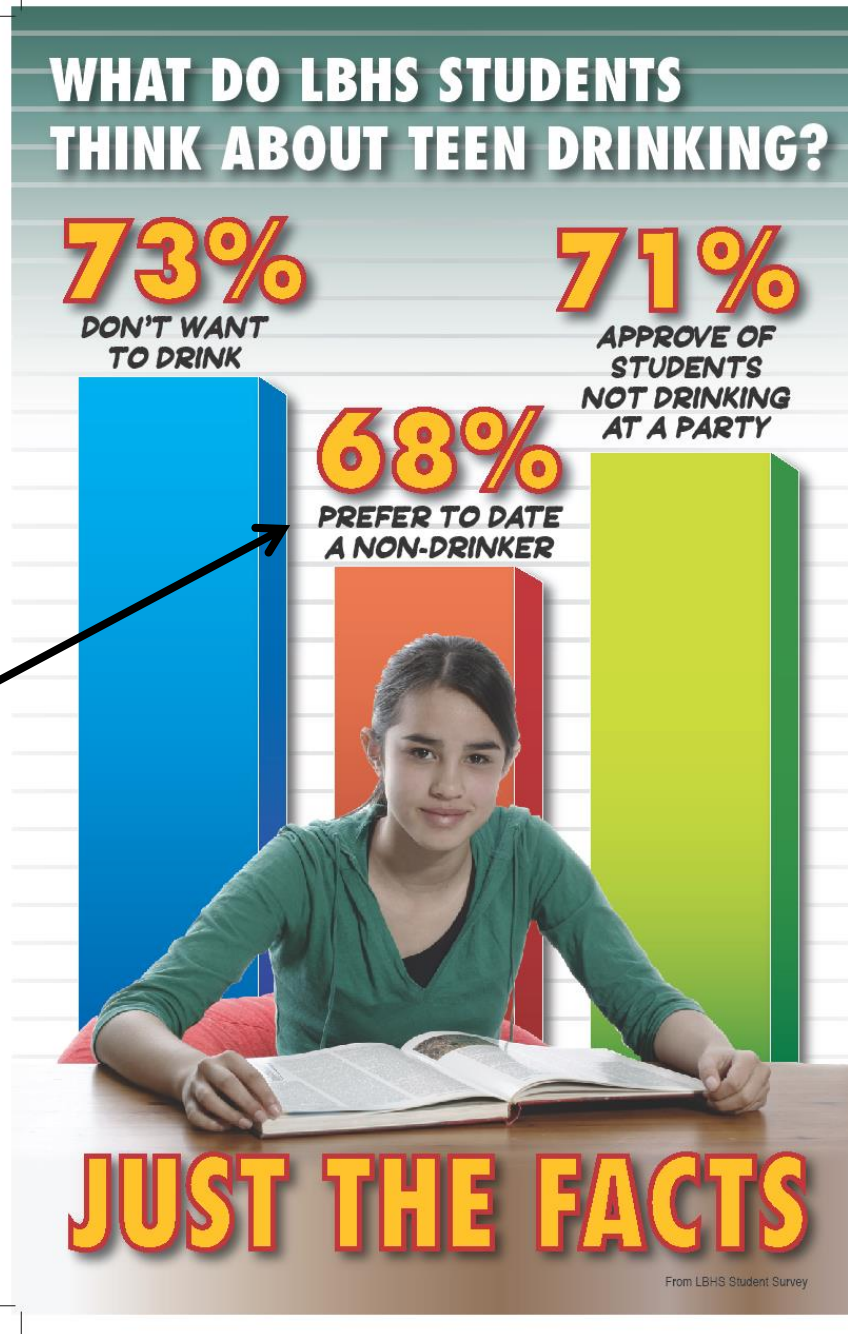
**67% DON'T  
DRINK AT ALL**

Data from LBHS Teen Norms Survey, October 2011.

**Direct Norm  
Challenging  
Message →**

**Indirect  
Norm  
Challenging  
Message**

**Injunctive  
Norm Message  
←**





# Message Development Checklist

- Use multiple data points
- Many different messages → One idea
  - (Many different messages reach many audience segments)
  - Direct & Indirect norm challenging messages
  - Descriptive & Injunctive & Aspirational norm messages
  - Protective Behaviors
- Use their language (*Vernacular Messages*)
- The message describes or links to a protective norm from the population.
- The message is stated in a positive manner.
- The message is affirming/empowering/supportive.
  - (Not a warning, threat, or a finger wagging “You should...”)
- The message is true - based on information from the audience.
- Change messages often
- Beware the Messenger

# Five-Stage Model

## 3. Strategy Development Stage

Develop strategies to “grow” solutions

**Media Channels**

How will you tell your story?

Sell your message?

# Types of Media Channels

**Posters**

**Flyers / Leaflets**

**Radio / TV**

**Placemats / Table Tents**

**Newspapers**

**Billboards**

**Buttons**

**Candy Wrappers**

**Valentines**

**Screen Savers**

**Banners**

**Social Media**

**Direct Mail**

**Stall Street Journals**

They listened  
to you then...



# *And They Listen To You Now!*

Congratulations Parents!

On the Social Norms survey\* conducted at your child's school, students rated their PARENTS as the #1 source of believability for alcohol information.

They trust you. Talk. They'll listen.

Take time to share this postcard with them.

- Tell them you are proud of them for making healthy choices not to drink alcohol. The survey clearly indicated that the majority of students at your child's school don't drink.
- Create a family plan to help them develop strategies to avoid situations where alcohol is present.
- Reassure your children that their friends will respect their choice not to drink.

You love them. Keep them safe.

"Social Norms- *The Way Things Really Are*"

\*For more information on this program visit  
[www.independentschools.org](http://www.independentschools.org)

# 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>



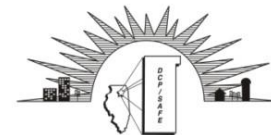
<sup>1</sup> *Partnership for a Drug Free America, 1999 and DeKalb & Sycamore Study, DCP/SAFE, (N=1172, 2001)*

## “Most of us don’t use alcohol”

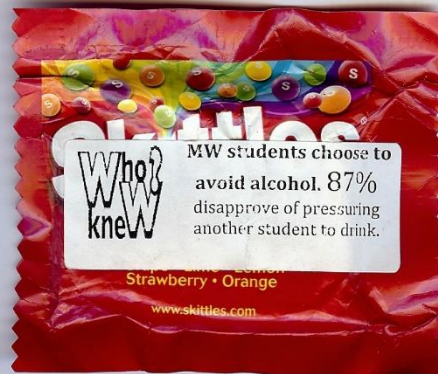
*DeKalb & Sycamore Study, DCP/SAFE, (N=1172, 2001)*

- \* 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!”







# The Stall Street Journal

- Anywhere High School January 4, 2014 -

## *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?"

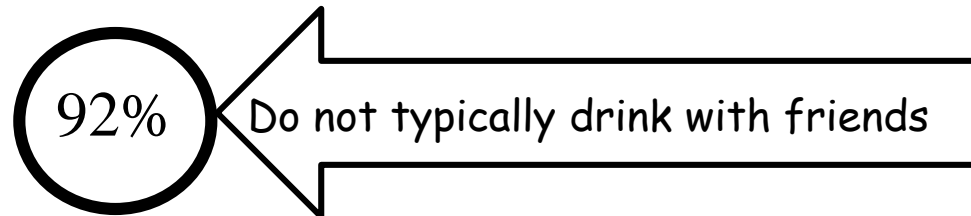
|                      |       |
|----------------------|-------|
| Going out for dinner | 30.2% |
| Going to Boston      | 28.0% |
| A walk in the park   | 21.2% |
| Watching a movie     | 12.7% |
| Dancing              | 7.9%  |

A total of 196 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...”

Lowering the drinking age to 18

Approve

80%

Disapprove

20%

Alcohol use that interferes with academics, athletics, or friendships

15%

85%

Students who drinking and driving

4%

96%



# **Social Norm Media Design Checklist**

- **Supporting evidence for the message is in the media.**
- **The message is the most visible element in the media**
- **The message a quick-read (short, pithy).**
- **The text is a readable font (especially if printed over a graphic element).**
- **Agency or program logo is a very small feature.**
- **Any graphic is eye-catching.**
- **Graphic elements are consistent with the text.**
- **Graphics are culturally sensitive for the audience.**

**Questions?**

# The Role of Peer Programs in Social Norms Efforts

**Identify + Model + Promote**

**Collect  
Success  
*Information***

**Surveys  
Focus groups  
Interviews**

**Demonstrate  
Success  
*Stories***

**Print Media  
Drama  
Social Media**

**Reward  
Success  
*Vividly***

**Press  
Promotions  
Policy**

**The  
New York  
Times**  
**Opinionator**  
*Exclusive Online Commentary From The Times*

**FIXES**

**The Destructive Influence of Imaginary Peers**

By [TINA ROSENBERG](#)

March 27, 2013

<http://opinionator.blogs.nytimes.com/2013/03/27/the-destructive-influence-of-imaginary-peers/>

**When Deviants Do Good**

By [TINA ROSENBERG](#)

February 27, 2013

<http://opinionator.blogs.nytimes.com/2013/02/27/when-deviants-do-good/>

# **Social Norms Marketing Checklist**

- **Collect baseline evaluation data**
- **Inform and engage stakeholders**
- **Collect positive descriptive and injunctive norms data**
- **Create many messages supported by data**
- **Determine effective media channels**
- **Determine effective media**
- **Test messages and media**
- **Create final media**
- **Disseminate media frequently (new media every 2-3 weeks?)**
- **Evaluate media impact and exposure**  
**(80% viewed and 50% viewed 8+ times)**
- **Collect post-test data**

# **It Is Normal to Be Healthy**

**Showcase Solutions**

**Use Positive Tactics**

**Highlight Protection**

**Reward Behavior Change**

**Emphasize Health**

**Partner with Audience**

**Prize Compliance**

**Unify Populations**

# **Social Norms Consultation**



TRAINING • RESEARCH • DEVELOPMENT

# **Social Norms Consultation and Training**

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