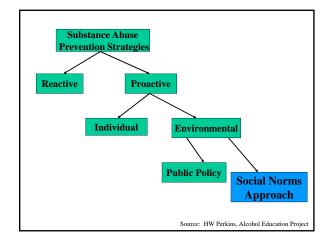
"Is Everybody Really Doing it?" Using a Social Norms Approach to Successfully Reduce Youth Risk Behaviors

Training Workshop sponsored by WNY Prevention Resource Center, Batavia, New York January 28, 2013

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Prevention Today Requires Science Based Strategies

- 1. Good Theoretical Reasoning
- 2. Good Data (Evidence Based)

Current Theoretical Models for Substance Abuse Prevention

- Health Education
- Health Terrorism
- Social Control
- Social Norms

Starting Point for Social Norms Approach

Humans are group oriented.

We are largely influenced by and conform to peer norms.

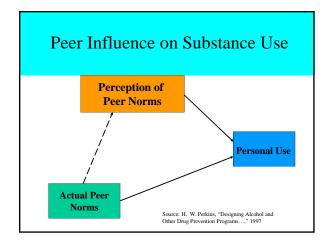
Long Tradition of Theory and Research on Peer Influence and Conformity to Peer Norms

What about Perceptions of Peer Norms?

First came observations

Items	Personal Attitudes	Perceived Norm
1) One should not drink, 2) never get drunk, or 3) never drink to an intoxicating level that interferes with academics or other responsibilities.	81 %	37 %
4) Occasional drunkenness interfering with academics or responsibilities is OK, or 5) a frequent drunk is okay.	1 9 %	63 %

Then came theory



Then came more observations

College Student AOD Norms in NY State (Core Survey Data, 1996)

ALCOHOL

- Actual Norm Drinking Twice/Month or Less Often (60%); only 5% drinking daily
- **Perceived Norm** 89% Believe the Typical Student Drinks at least Weekly. 25% Believe Daily Drinking is the Norm.

Source: Survey conducted by New York State Office of Alcoholism and Substance Abuse Services, 1996

College Student AOD Norms in NY State (Core Survey Data, 1996)

TOBACCO

- **Actual Norm** No Use (54%) with only 26% using daily
- **Perceived Norm** 94% Believe the Typical Student is a User. 69% Believe Daily Use is the Norm.

Source: Survey conducted by New York State Office of Alcoholism and Substance Abuse Services 1006

College Student AOD Norms in NY State (Core Survey Data, 1996)

MARIJUANA

- **Actual Norm** No Use (66%) with only 13% using weekly
- **Perceived Norm** 92% Believe the Typical Student is a User. 65% Believe Weekly Use is the Norm.

Source: Survey conducted by New York State Office

College Student AOD Norms in NY State (Core Survey Data, 1996)

HALLUCINOGENS

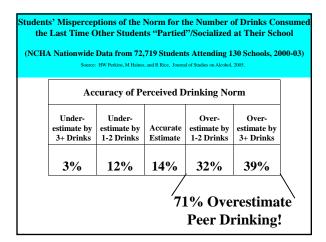
- Actual Norm No Use (91%)
- **Perceived Norm** 61% Believe the Typical Student is a User . 15% Believe Weekly Use is the Norm.

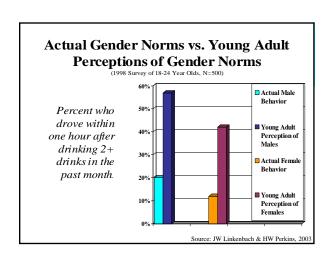
Source: Survey conducted by New York State Offic of Alcoholism and Substance Abuse Services. 1996 College Student AOD Norms in NY State (Core Survey Data, 1996)

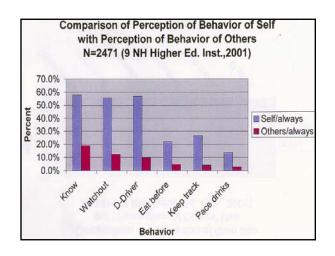
COCAINE

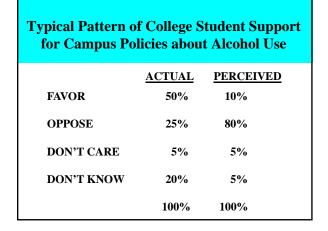
- Actual Norm No Use (95%)
- **Perceived Norm** 61% Believe the Typical Student is a User . 16% Believe Weekly Use is the Norm.

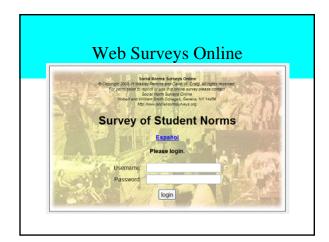
Source: Survey conducted by New York State Offic of Alcoholism and Substance Abuse Services, 1996





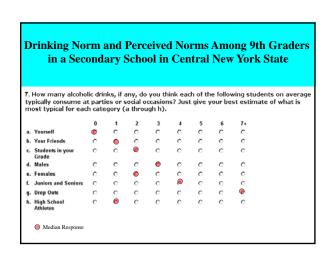






Tobacco Attitudes and Perceptions Among 6 - 8 Graders (%) in a Washington State School Personal Perceived Attitude Norm Tobacco use is never a good 87 60 thing to do. Occasional tobacco use is ok, but not daily use 26 Daily tobacco use is ok if that's what the individual wants to do 8 14

Tobacco Attitudes and Perceptions Among 9-12 Graders (%) in a Washington State School Personal Perceived Attitude Norm Tobacco use is never a good thing 71 23 to do. Occasional tobacco use is ok, but not daily use 10 36 Daily tobacco use is ok if that's 19 41 what the individual wants to do



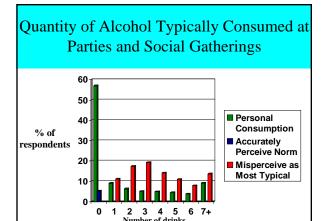
Myth and Reality at Midwest High School:

Results from a Fall 2005 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



Riding with a Drinking Driver

- **Reality** (**Actual Norm**) The majority (60%) never ride with a drinking driver,
- Who does? Among those who correctly believe the majority do not: 32% have ridden with a drinking driver in the last year.

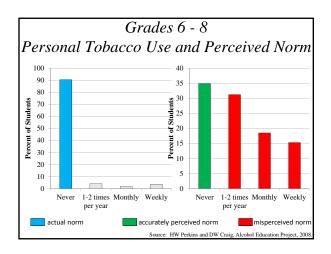
But among those who incorrectly believe the majority do: 60% have ridden with a drnking driver in the last year.

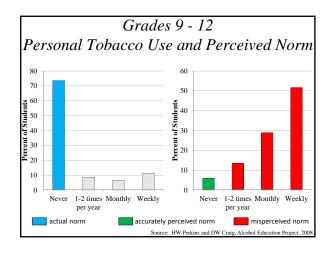
Parental Control of Alcohol Use

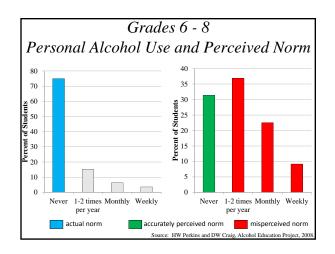
- Reality (Actual) 74% of students say their parents do not permit any alcohol use at all or only a few sips at a family or religious gathering; for 92% no drinking with friends is allowed under any circumstance.
- Myth (Perceived Norm) The majority (52%) thought the other parents were more permissive in allowing more drinking at home or with friends.

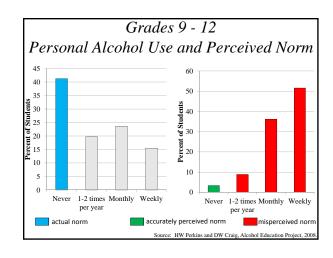
Sample Secondary School Data

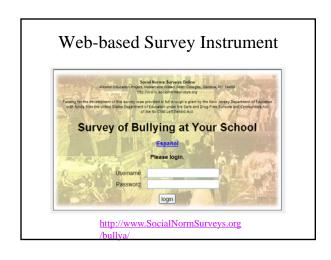
119 School Cohorts Surveyed Grade (Year) Levels Ranged from 6 -12 12 States across the USA 52,462 Respondents

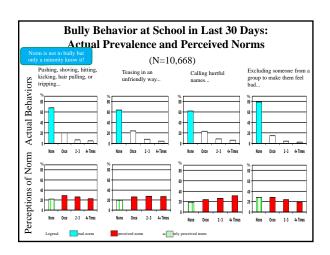


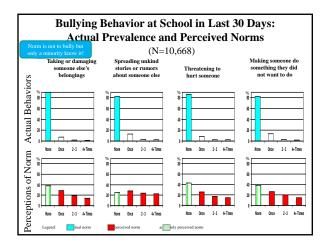


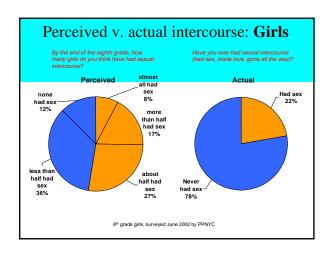


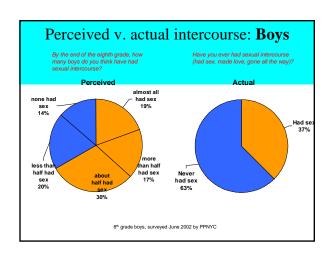












Two indisputable findings in the research literature:

- 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.

Research Shows Misperceived ATOD Norms Exist

- In All Types of Colleges (Regions, Size, Programs, Actual Norms)
- In Primary and Secondary Schools
- Across Subpopulations of Youth
- In a State-wide Population of Young Adults
- For Attitudes, Use, Policy Support, and Protective Behaviors
- For All Types of Drugs

Back to Theory

Cause of Misperceptions

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

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

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 Misu in Collegiate Contexts," Journal of Studies on Alcohol, 2002.

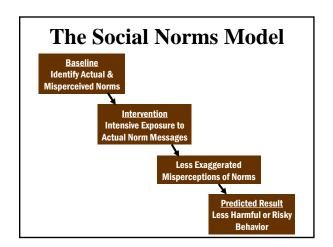


Consequences of Misperceptions

- 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 Contribute to the Problem

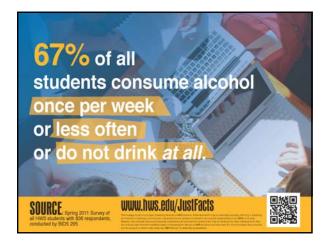
Source: H. W. Perkins, "Designing Alcohol and Other Drug Prevention Programs...," 1997

Translating Social Norms Theory into Prevention Strategies

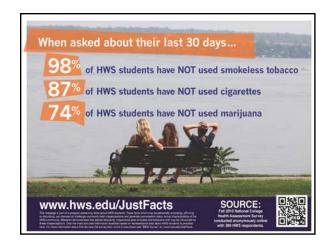


Examples of Strategies to Reduce Misperceptions and Strengthen Positive Norms

• Print media campaigns



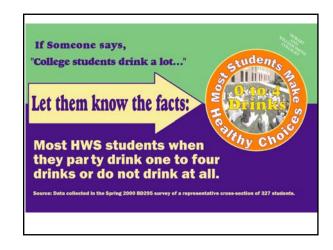


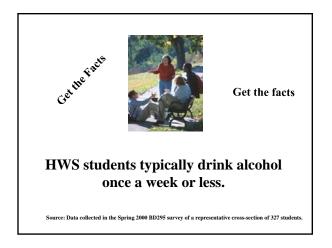


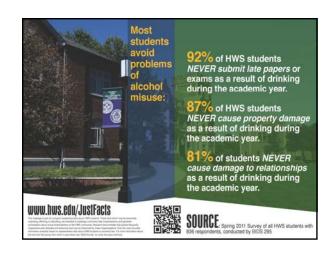


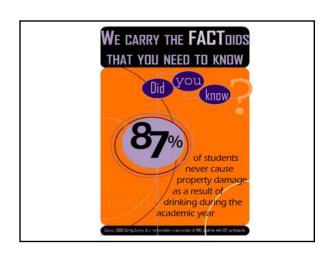


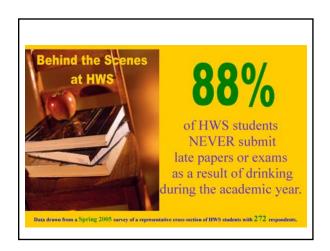


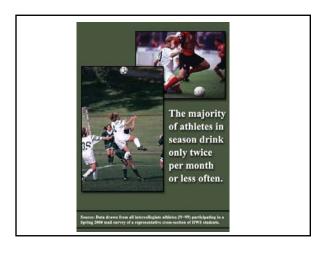


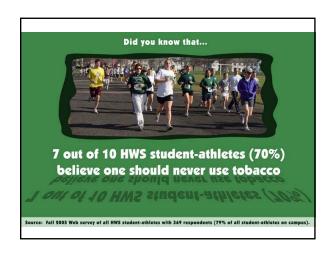


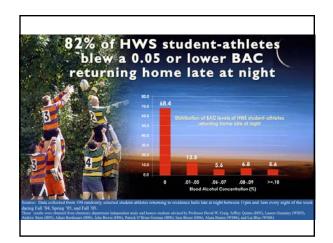








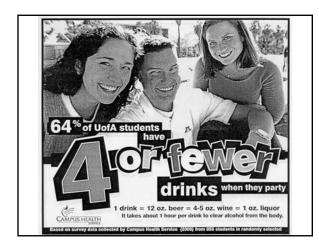












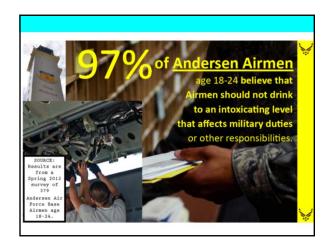




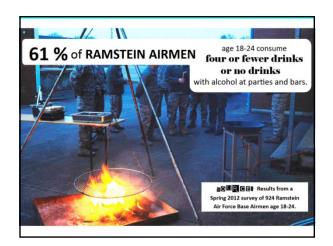


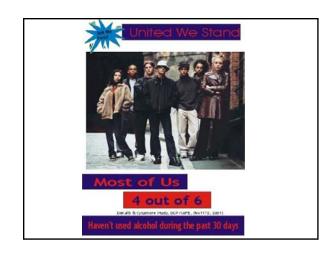




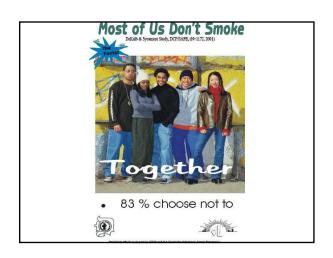




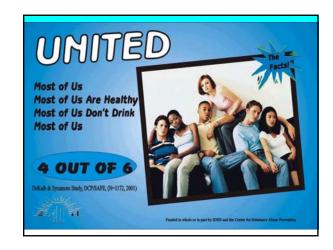






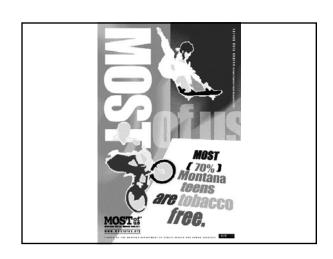






















High School Teens in City of Rochester NY Did You Know?

87% of high school teens do not smoke cigarettes.

3 out of 4 do not use marijuana.

Two-thirds (66%) do not drink alcohol.

4 out of 5 do not ride with a driver who has been drinking alcohol.

 $8\ out\ of\ 10\ teens$ know their parents think it is wrong for them to drink alcohol.

9 out of 10 teens know their parents think it is wrong for them to smoke cigarettes.

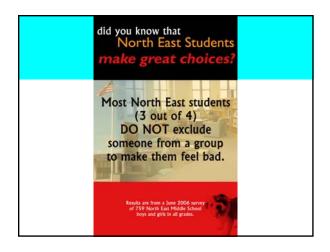
Source: 2007 Youth Risk Behavior Survey of 4,223 teens age 14-18

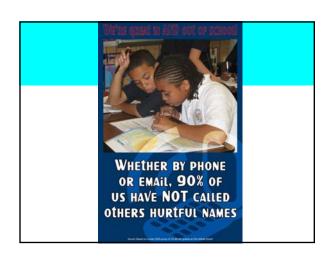




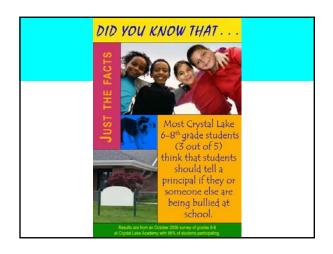


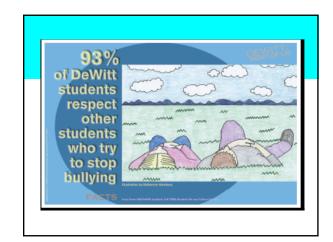












Examples of Strategies to Reduce Misperceptions and Strengthen Positive Norms

- Print media campaigns
- Video campaigns
- Peer education programs and workshops for targeted risk groups
- New student orientation presentations
- Counseling interventions
- Curriculum infusion
- Electronic multimedia

Research on Effects of Perceived Norms and Social Norms Intervention Programs

Research on Effects of Perceived Norms and Social Norms Intervention Programs

- Multi-site cross-sectional studies
- Longitudinal panel studies
- Brief intervention experiments using random assignment
- Longitudinal pre/post case studies of school populations
- Experiments with experimental and control counties
- Experiments with experimental and control classroom interventions
- Longitudinal experiments randomly assigning institutions to experimental and control conditions

Evaluation of Program Effects of First 18 Months at HWS (Rates of Change) • Frequent Heavy Drinking: - 21% Consequences of Drinking - property damage - 36% - missing class - 31% inefficient in work - 25% - 40% - unprotected sex - memory loss - 25%

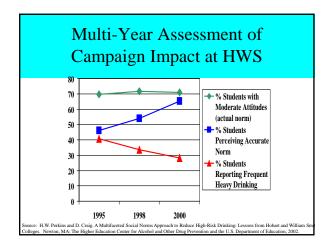
Similar Initial Effects in Rates of Heavy Drinking Reduction at Different Schools Over 2 Years

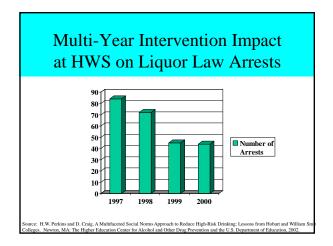
Hobart & Wm. Smith Colleges, NY -21%
University of Arizona -21%

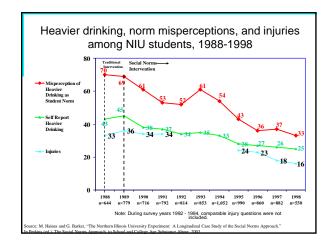
Western Washington University
 Rowan University, NJ
 -20%
 -20%

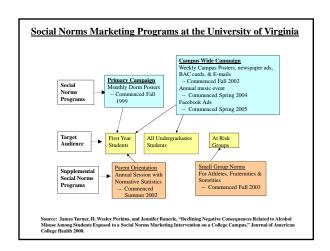
• Northern Illinois University -18%

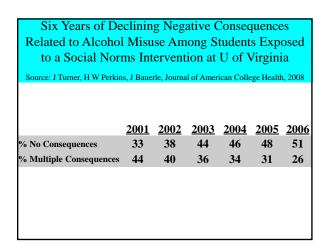
Source: H. W. Perkins (ed.), The Social Norms Approach to Preventing School and College Age Substance Abuse, 2003.

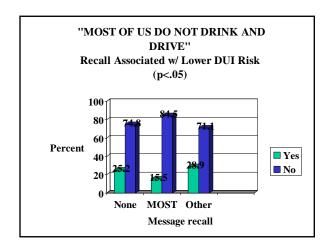


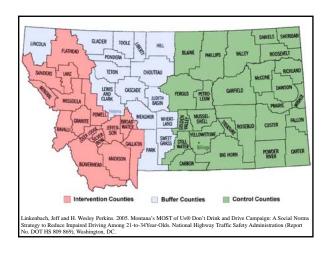


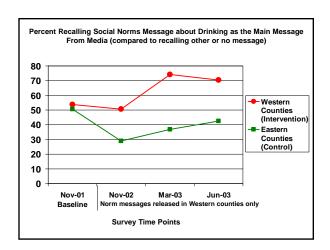


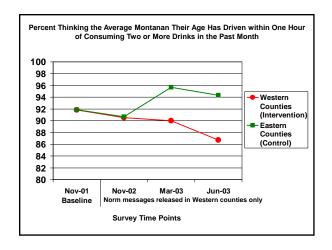


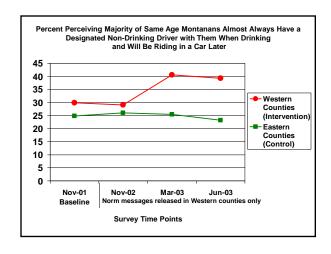


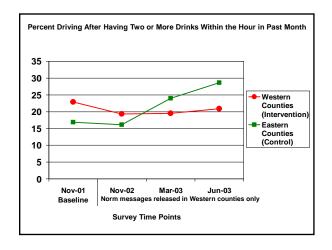


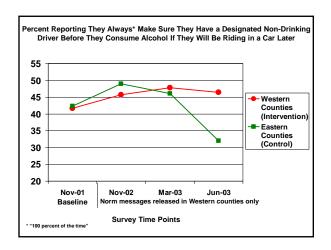


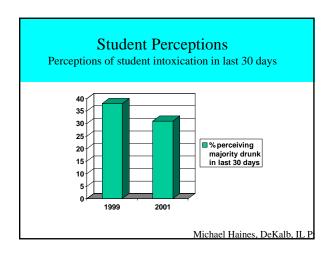


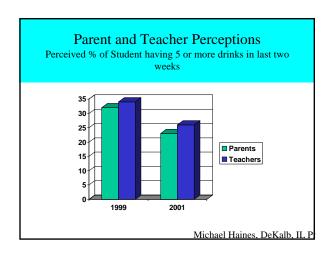


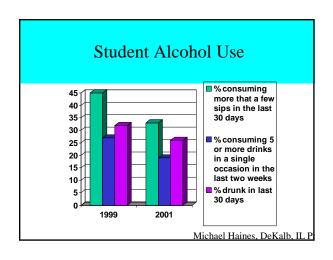


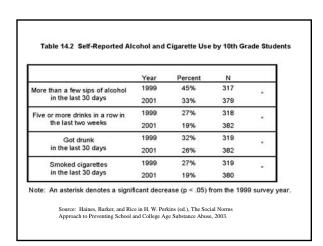


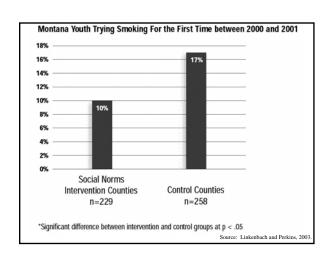


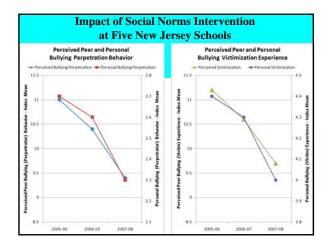












Various Topics Being Addressed by Social Norms Interventions Correcting Misperceptions

- Alcohol, Illicit Drug and Tobacco Norms
- · Sexual Activity and Risk Taking
- Violence Against Women
- Adolescent Bullying
- Academic Climate
- · Parenting Behaviors
- · Seat Belt Use
- · Recycling and anti-littering

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 strategies
- Broad student population receives message in addition to any high-risk target groups

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

"Is Everybody Really Doing it?" Using a Social Norms Approach to Successfully Reduce Youth Risk Behaviors

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