Reducing Youth Alcohol Use through Positive Community Norms in Minnesota

Al Fredrickson – MN DHS, Alcohol & Drug Abuse Division
Phyllis Bengtson – MN DHS, Alcohol & Drug Abuse Division
Presentation Overview

- Origins of the Regional Prevention Coordinator system
- Origins of the MN Planning & Implementation (P&I) Project
- P&I Project Design
- Results
- Lessons Learned
- Questions and Discussion
Lead Agency -

- Alcohol and Drug Abuse Division
- Single State agency for SAMHSA Block Grant
- 20% Primary Prevention Set Aside
- Federal Definition of Primary Prevention
Challenges:

- Limited impact (but sustained funding)
- Programs ended when funding stopped
- Some areas of the State never received funding
- Individual focused
- Did not use the SPF framework
Origins of MN’s Regional Prevention System

- No prevention infrastructure in MN
- Found out about how California was working with prevention funding
- Block grant model
- Paper to implement CA model in MN
- Management slow to accept new model
- Based on the fact that the block grant $ is everyone’s tax $
Regional Prevention Coordinator
Alcohol Tobacco and Other Drugs

Communities across Minnesota have concerns about youth using alcohol, tobacco and other drugs. Our role is to help support individuals and communities working to prevent this.

We help support, facilitate, and consult on:
- Where to begin
- Getting the right people to the table
- Creating a plan
- Putting the plan into action
- Figuring out what’s working and what’s not
How do we do what we do?

We use the Strategic Prevention Framework.
Origins of the Planning & Implementation Project

The Times they are a’Changing . . . at both the State & Federal level

• Call for Outcomes
• Prevention focus shifting from individual to environmental
• From Programs to a ‘Community Impact’ Model
• A Focus on the Importance of Community Norms
Initial Challenges

• Getting agency administration “on-board”
• Existing recipients might resist change
• History of 2-3 year grant periods
• Not exactly sure what the grants should require
  • How to change “environment”?
  • How to change “community norms”?
Vision for Planning & Implementation (P&I) Grants

- Foster development of effective coalitions to impact the community environment
- Seek long term impacts by “seeding” efforts
- Leverage statewide Regional Prevention Coordinators (RPCs) as TA providers for P&Is
- Change community norms
- Increase local capacity to provide effective ATOD prevention
P&I Project Funding Process

- Competitive selection process based on underage drinking levels (need-based)
- Fund community-based efforts for 5 years
- Fund full-time grant coordinator
- Seek high level of community commitment
P&I Project Components

• Coalition Leadership
  • Conduct a Community Needs Assessment & Develop a Strategic Plan

• Extensive training

• Evidenced-Based School Curriculum

• Youth Involvement
  • Youth Groups
  • Youth Leadership Academy (YLA)
P&I Project Components

- Responsible Beverage Server Training
- Alcohol Compliance Checks
- P&I Coordinator housed in the High School
- Media Campaign using the Positive Community Norms framework
- Integrating Science of the Positive & Positive Community Norms frameworks into all other strategies/activities
Planning & Implementation Grant
MN Department of Human Services, Alcohol & Drug Abuse Division

Goal: Reduce Underage Alcohol Use

Build community capacity
Funded coalitions will be expected to have staff and members attend training and grantee meetings to learn best practices and skills.

Positive Community Norms Campaign
Work with vendors to survey community members and to create a campaign message toward changing norms within the community around the issue of underage drinking.

Address needs of high-risk populations
Applicants must address diversity issues in their application through design and implementation of their work plan and the coalition’s organizational structure.

Parent Engagement
Applicant determines strategies for parent engagement and must include them in the goals, objectives, and activities section of the proposal.

Law Enforcement Strategies
Work with local law enforcement to have alcohol compliance checks done with each licensed establishment a minimum once each year.

Form a community coalition
A collaboration between sectors of a community which agree to work together toward a common goal of building a safe, healthy, and drug-free community. Meet monthly through the duration of the grant.

Conduct a community assessment
One-on-one conversations with community leaders, MN Student Survey data analysis, community readiness, etc.

Prevention curriculum
Implement an alcohol prevention component in at least 6th, 7th, 8th and two of grades 9-12 within each school in the defined community.

Work with or form a youth group
Meet twice per month, participate in a Photo Voice project, assist with prevention strategy implementation.

Overview of Project Deliverables
Dr. Jeff Linkenbach: Director and Chief Research Scientist

- Founder of Science of the Positive philosophy and the Positive Community Norms Framework.
- 30 years experience in health promotion
- Developed award-winning programs to change norms
On this site in Austin, MN in 2005...
“If we want HEALTH, we must promote HEALTH.”

- Linkenbach, 2000
Positive Community Norms framework seeks to improve health and safety by

• growing positive community norms and

• cultivating cultural transformation.

PCN is based on the Science of the Positive™ developed by Jeff Linkenbach, Ed.D.
Positive Community Norms Framework

- Leadership
- Communication
- Integration

Individuals
Families Peers
Schools Workplaces
Communities

Increase Positive Community Norms
Improve Health & Safety
Cultural Transformation
Science of the Positive
Cycle of Transformation
<table>
<thead>
<tr>
<th>The Actual Norm</th>
<th>The Perceived Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>The actual behavior or attitude of the majority of a population; what <em>most</em> people do or believe.</td>
<td>The perceived behavior or perceived attitude of most people; what we think <strong>most</strong> people do or believe.</td>
</tr>
</tbody>
</table>

“How often do you smoke?”

“How often do most students in your school smoke?”

**Normative Theories**

“How often do you smoke?”

“How often do most students in your school smoke?”
Norms & Perceptions

Norm

76%

Of 11th grade males did not use alcohol in past 30 days

Perceived Norm

64%

Of 11th grade males think most students in their school use alcohol monthly or more often

2016 Minnesota Student Survey
Actual and Perceived Norms Across the Social Ecology

Actual Norm
84% of students reported never trying marijuana.

Perceived Norms
- 65% of students thought MOST students had tried it
- 63% of students thought MOST adults had tried it
- 77% of parents thought MOST students had tried it
- 74% of school staff / teachers thought MOST students had tried it
- 80% of school staff / teachers thought MOST adults had tried it

Odds Ratio Definition

• A measure of association between an exposure and outcome
  
  – i.e. the odds that a teen drinks alcohol given that his/her parents allow teen drinking at home compared to the odds of a teen drinking alcohol given that his/her parents do not allow teen drinking at home.

• Effect size measure, measures the magnitude of a relationship
Odds Ratio Interpretation Example

Students who do NOT drink monthly or more often are 15.5 times LESS LIKELY to also use marijuana monthly or more often.
Risk Ratio

- Alcohol Use (Q15e)

- Do your parents allow you and your friends to drink alcohol at your home? (Q20)

- Students who report their parents allow them and friends to drink alcohol at home are 9.5 times MORE LIKELY to drink monthly compared to students who reported their parents do NOT allow them and friends to drink alcohol at home.
Accurate Perceptions of Positive Norms are Protective
Protective Ratio
2017 Student PCN Survey – Cohort 3 P&Is

• Alcohol use (Q15e)

• How often do you think most students in your school do the following? Alcohol (Q16e)

• Students who perceive MOST students do NOT drink monthly or more often are 6.9 times LESS LIKELY to drink monthly than students who perceive MOST students drink monthly or more often.
Protective Ratio
2017 Student PCN Survey – Cohort 3 P&Is

• Marijuana use (Q15f)

• How often do you think most adults in your community do the following? Marijuana (Q17f)

• Students who perceive MOST adults in the community use marijuana less than monthly are 5.3 times LESS LIKELY to use marijuana than students who perceive MOST adults use marijuana monthly or more often.
Close the Gap Between Actual and Perceived Norms
Norms Are Culture
Positive Norms Data Grows Health
According to the Science of the Positive - Culture is:

- Shared values & attitudes *(SPIRIT)*
- Shared beliefs & perceptions *(SCIENCE)*;
- Shared behaviors & rituals *(ACTIONS)*;
- Shared experiences *(RETURNS)*
It’s about shared NORMS

“Its who we are, What we believe and how we do things around here.”
Q6b: How do you think the following people would feel about this statement? “Drinking alcohol is never a good thing for anyone my age to do.” B: Most students in your school.

- 2012 HS students 2.27 times more likely to NEVER drink if chose AGREE compared to DISAGREE.

What Happened in the Cultural Environment of these 10 MN Communities?

- 2016 HS students 3.61 times more likely to NEVER drink if chose AGREE compared to DISAGREE.
Q9: In your opinion, when most students in your school hang out with their friends, would they rather drink alcohol or not drink alcohol.

• 2012 students were 2.05 times more likely to never drink if they chose would rather not drink alcohol to Q9 compared to those who chose they would rather drink alcohol.

• 2016 students were 3.31 times more likely to never drink if they chose would rather not drink alcohol to Q9 compared to those who chose they would rather drink alcohol.

This is statistically different...
Core Assumption of The Science of the Positive:

The POSITIVE exists, it is real, and is worth growing

(Be Positive)

The solutions are in the community
Should We Discontinue Risk Education?
Positive Community Norms provides a **new frame** for viewing our communities.

**Concern**  
+  
**Hope**
Overall...

- Most youth are making good decisions and have healthy, protective beliefs about alcohol, tobacco, and other drugs.

- Many youth drastically over-estimate the prevalence of alcohol, tobacco, and other drug use among their peers, which puts them at greater risk for using these substances themselves.

- Any youth are using substances which are both illegal and dangerous is too many.
“Our community has totally changed how we look at kids”
“This has given us ‘hope’ up in the Iron Range.”
“I am excited that people are beginning to have the tough conversations about alcohol within their families.”
“I have witnessed huge shifts in perceptions, community members really listening to the youth, and adults letting kids know that we care.”
“I am energized and inspired by the outcomes demonstrated by this approach.”
“Everyone Lies On Those Surveys!”
# Demographic Data

(Grades 7-12, n=6446) MN – DHS-PCN Student Data from P&I Project 2017

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
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<tr>
<td>Middle/High</td>
<td>49.5%</td>
<td>50.5%</td>
<td>100.0%</td>
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</table>

<table>
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<th></th>
<th>Native American or Native Alaskan</th>
<th>Asian</th>
<th>White or European American</th>
<th>Black or African American</th>
<th>Native Hawaiian or other Pacific Islander</th>
<th>Other</th>
<th>Prefer not to answer</th>
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<tbody>
<tr>
<td>Middle/High</td>
<td>6.6%</td>
<td>3.4%</td>
<td>78.2%</td>
<td>4.2%</td>
<td>1.0%</td>
<td>12.1%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>
“How often do you think most students in your school use alcohol?”

(Grades 7-12, n=6446) MN – DHS-PCN Student Data from P&I Project 2017 – Q16e

10 school districts in Cohort 3 MN DHS ADAD Positive Community Norms Student Survey May 2017
“How often do you use alcohol?”

(Grades 7-12, n=6446) MN – DHS- PCN Student Data from P&I Project 2017 –Q15e

10 school districts in Cohort 3 MN DHS ADAD Positive Community Norms Student Survey May 2017
Assessment of Change Over Time

• Annual Student Surveys
  • All students grades 7-12
  • High participation rates

• Limitations
  • Self-report
  • Did not capture data on each strategy, only on the total mix of strategies
Between 2004 to 2013 in the first cohort of P&I schools

9th grade alcohol use in the previous 30 days went from:

• 28.6% above the state average to

• 4.8% below average
Cohort 2 P&Is: Students who have *ever used* alcohol

High schools alcohol use went down 23 percent

Jr. high school alcohol use went down 50 percent
Promising data from cohort 2
PCN survey 2012-2016

• 66 percent reduction in monthly use of Meth

• 60 percent reduction in monthly use of other illegal drugs (includes heroin)

• 55 percent reduction in monthly use of over the counter drugs for the purpose of getting high

• 50 percent reduction in the use of prescription drugs without a doctor’s prescription
Lesson’s Learned

• Positive approach was beneficial
• Key to give ownership to the community
• It’s not the big media; it’s the conversations
• Youth are powerful agents for change
• TA by RPC’s was critical
• Prevention Works!
Challenges

- Coordinator Turnover
- Push back by other State Agencies
- Push back by some community members
- Large amount of new information for the coordinator and coalition to learn
- Need to educate State level administration to keep them on-board
- Getting perceived norms on the MN Student Survey
Thoughts
Questions
Comments?
After the conference, please complete online evaluations that you will receive via email.

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