



Reducing Youth Alcohol Use through Positive Community Norms in Minnesota

Al Fredrickson – MN DHS, Alcohol & Drug Abuse Division

Al.Fredrickson@state.mn.us

Phyllis Bengtson – MN DHS, Alcohol & Drug Abuse Division

Phyllis.Bengtson@state.mn.us

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 -



DEPARTMENT OF
HUMAN SERVICES

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

ATOD Prevention in MN in 2005

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

1 NW REGION



Melissa Perreault • Polk County Public Health
PO Box 403 • 816 Main Avenue, Suite 125
Crookston, MN 56716
Office: 218-281-3385 • Cell: 218-289-0697
Melissa.Perreault@co.polk.mn.us

www.rpcmn.org

Funded by MN Department of Human Services- Alcohol and Drug Abuse Division

2 NE REGION



Laura Bennett • Carlton-Cook-Lake-St. Louis
Community Health Board
404 West Superior Street, Suite 220-230
Duluth, MN 55802
Office: 218-733-2861 • Cell: 218-349-1829
laurab@communityhealthboard.org

www.rpcmn.org

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3 W CENTRAL REGION



Kelly Felton • Pine River-Backus Family Center
245 Barclay Avenue • PO Box 1
Pine River, MN 56474
218-329-6879
kellyjoyfelton@gmail.com

www.rpcmn.org

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4 E CENTRAL REGION



Jenilee Telandar
905 Forest Avenue E • Mora, MN 55051
Office: 320-679-6330 • Cell: 320-420-5487
jenilee.telandar@co.kanabec.mn.us

www.rpcmn.org

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5 SW REGION



Sean Culhane • Project Turnabout
660 - 18th Street • PO Box 116
Granite Falls, MN 56241
Office: 320-564-4911 • Cell: 507-401-1164
sculhane@projectturnabout.org

www.rpcmn.org

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6 SE REGION



Dan Thiner • Parenting Resource Center
105 1st Street SE, Suite A
Austin, MN 55912
Office: 507-437-8330 • Cell: 507-720-2757
dan@familiesandcommunities.org

www.rpcmn.org

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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 - PhotoVoice**
 - **Youth Leadership Academy (YLA)**

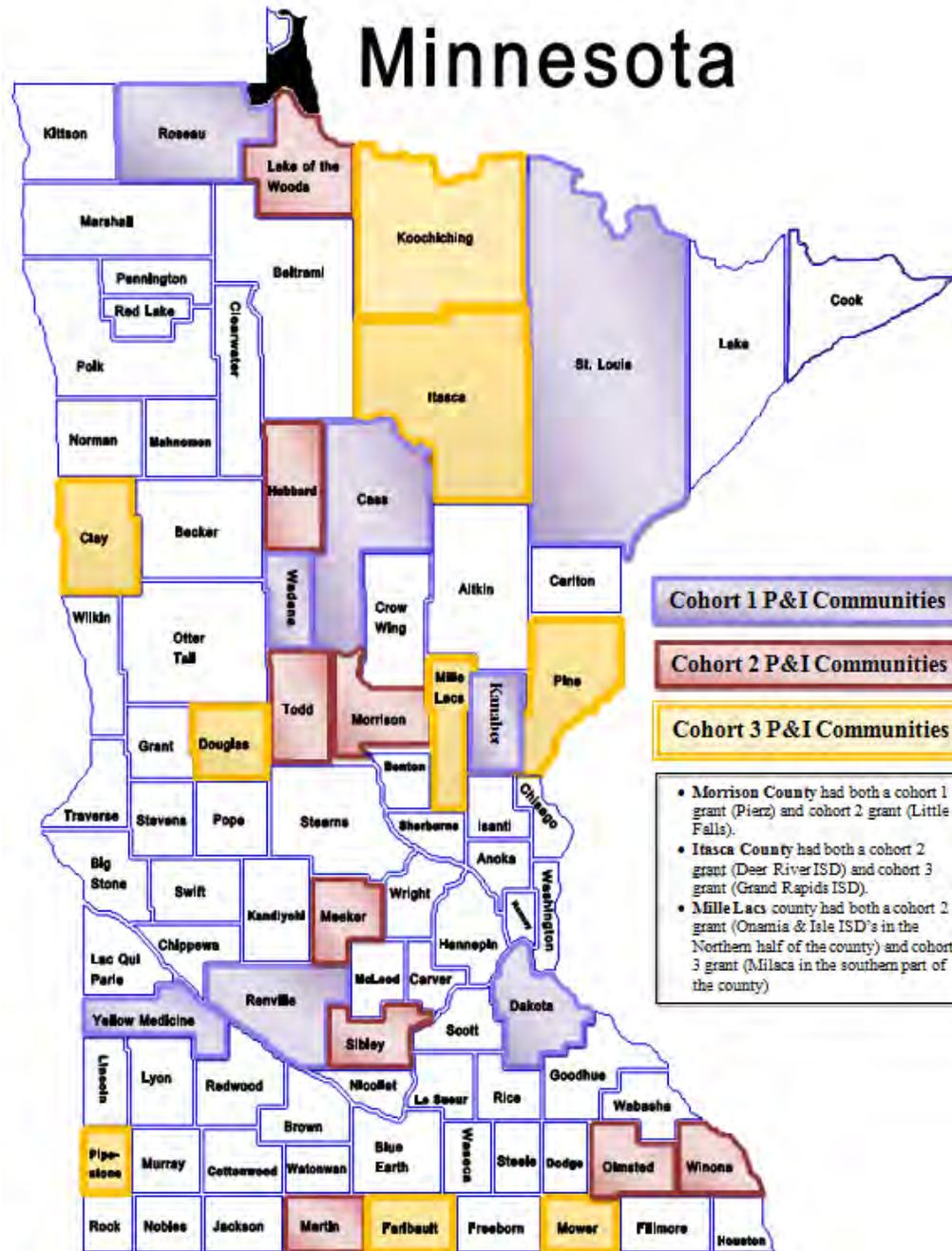
Youth Leadership Academy



P&I Project Components

- **P&I Coordinator housed in the High School**
- **Responsible Beverage Server Training**
- **Alcohol Compliance Checks**
- **Social Host Ordinance/focus on environmental strategies**
- **Media Campaign using the Positive Community Norms framework**
- **Integrating Science of the Positive & Positive Community Norms frameworks into all other strategies/activities**

Minnesota



Cohort 1 P&I Communities

Cohort 2 P&I Communities

Cohort 3 P&I Communities

- Morrison County had both a cohort 1 grant (Pierz) and cohort 2 grant (Little Falls).
- Itasca County had both a cohort 2 grant (Deer River ISD) and cohort 3 grant (Grand Rapids ISD).
- Mille Lacs county had both a cohort 2 grant (Onamias & Isle ISD's in the Northern half of the county) and cohort 3 grant (Mille Lacs in the southern part of the county)

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**

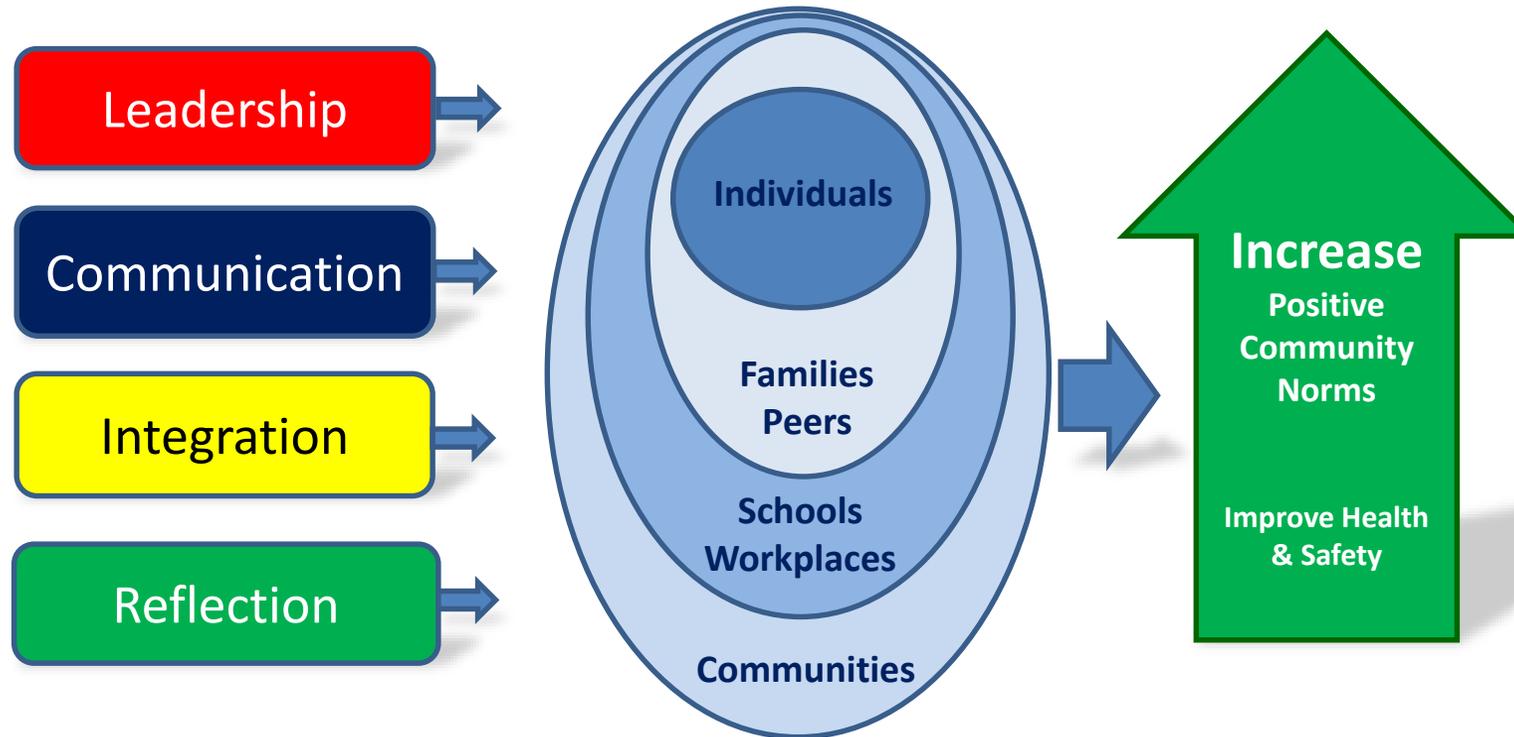


On this site in Austin, MN in 2005...



10 school districts in Cohort 3 MN DHS ADAD Positive
Community Norms Student Survey May 2017

Logic Model for Positive Community Norms Framework





Core Assumption of The Science of the Positive:

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

(Be Positive)

Linkenbach, J. (2007, 2009-2011, 2015-2016). The Science of the Positive: The Seven Core Principles Workbook: A Publication of The Montana Institute, LLC.



And...

We often
misperceive
this beauty,
truth,
goodness...



“If we want
HEALTH,
we must
promote
HEALTH.”

- Linkenbach, 2000



Draw the Line.

Establish clear rights, rules and limits within the family.
83% of ETHS parents have talked to their children at least once in the past year about family rules and consequences related to alcohol, tobacco and other drug use.

strength in numbers

2004 Strength in Numbers Parent Survey. N=317 ETHS parents. This publication is supported by Drug-Free Communities Support Program grant number 2003-ND-FX-0041, funded by the Office of National Drug Control Policy, the Rotary Club of Evanston Lighthouse & Tobacco Settlement Funds.

For more information and resources, visit www.peerservices.org



Social Norms Theory says...
we tend to do (or believe)
what we think
MOST people do (or believe).
(the perceived norm)

and often what we think
most other people do is wrong!



Perception is Everything....



NORMS

What's really happening
in our communities?

Majority
data
(51% or
more).

NORM

Minority
data
(49% or
less).

Non-NORM

Normative Theories

The Actual Norm

The actual behavior or attitude of the majority of a population; what **most people** do or believe.

“How often do you smoke?”

**The
GAP**

The Perceived Norm

The perceived behavior or perceived attitude of most people; what we think **most people** do or believe.

“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

**The
GAP**

Perceived Norm

64%

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

2016 Minnesota Student Survey



science:positive

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



Source: MN P&I PCN Student Survey 2013 (grades 6-12), n= 5137; PCN Parent Survey, 2013, n= 2016; PCN School Survey, 2012, n= 479.

Close the Gap Between Actual and Perceived Norms



Norms Are Culture





It's about shared **NORMS**

“Its who we are,
What we believe
and how we do
things around here.”



science:positive

Positive Norms Data Grows Health



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.

This is statistically different...

- 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.

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

Risk Ratio

2017 Student PCN Survey – Cohort 3 P&Is

- 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.

Protective Ratio

- Alcohol Use (Q15e)
- Do your parents allow you and your friends to drink alcohol at your home? (Q20)
- Students who report their parents do **NOT** allow them and friends to drink alcohol at home are 9.5 times LESS LIKELY to drink monthly compared to students who reported their parents do allow them and friends to drink alcohol at home.

Risk Ratio

2017 Student PCN Survey – Cohort 3 P&Is

- Students who drink alcohol monthly or more often are 16.6 times more likely to also use marijuana monthly or more often



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



Should We Discontinue Risk Education

Risk Ratio

- Marijuana Use (Q15f)
- How much do you think people risk harming themselves physically or in other ways if they do the following? Smoke marijuana once or twice a week (Q25d)
- Students who perceive the risk of smoking marijuana one or twice a week as no risk or slight risk are 16.7 times MORE LIKELY to use marijuana monthly compared to students who perceive the risk to be moderate or great.



Positive Community Norms provides a **new frame** for viewing our communities.

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.**

**The solutions
are in
the community**



PCN Messaging





Truth
IS

3 out of 4

LPGE H.S. students DON'T drink alcohol in a typical month

94% of DRHS students
say their parents
DON'T allow
underage drinking
at home.



THE MOVEMENT

Data from 2015 PCN Survey of 320 Deer River 6-12 grade students. Funded by MN DHS-ADAD.

**73% of
Onamia teens**

think parents should talk to
them about NOT drinking alcohol

OUR VOICE
OUR CHOICE



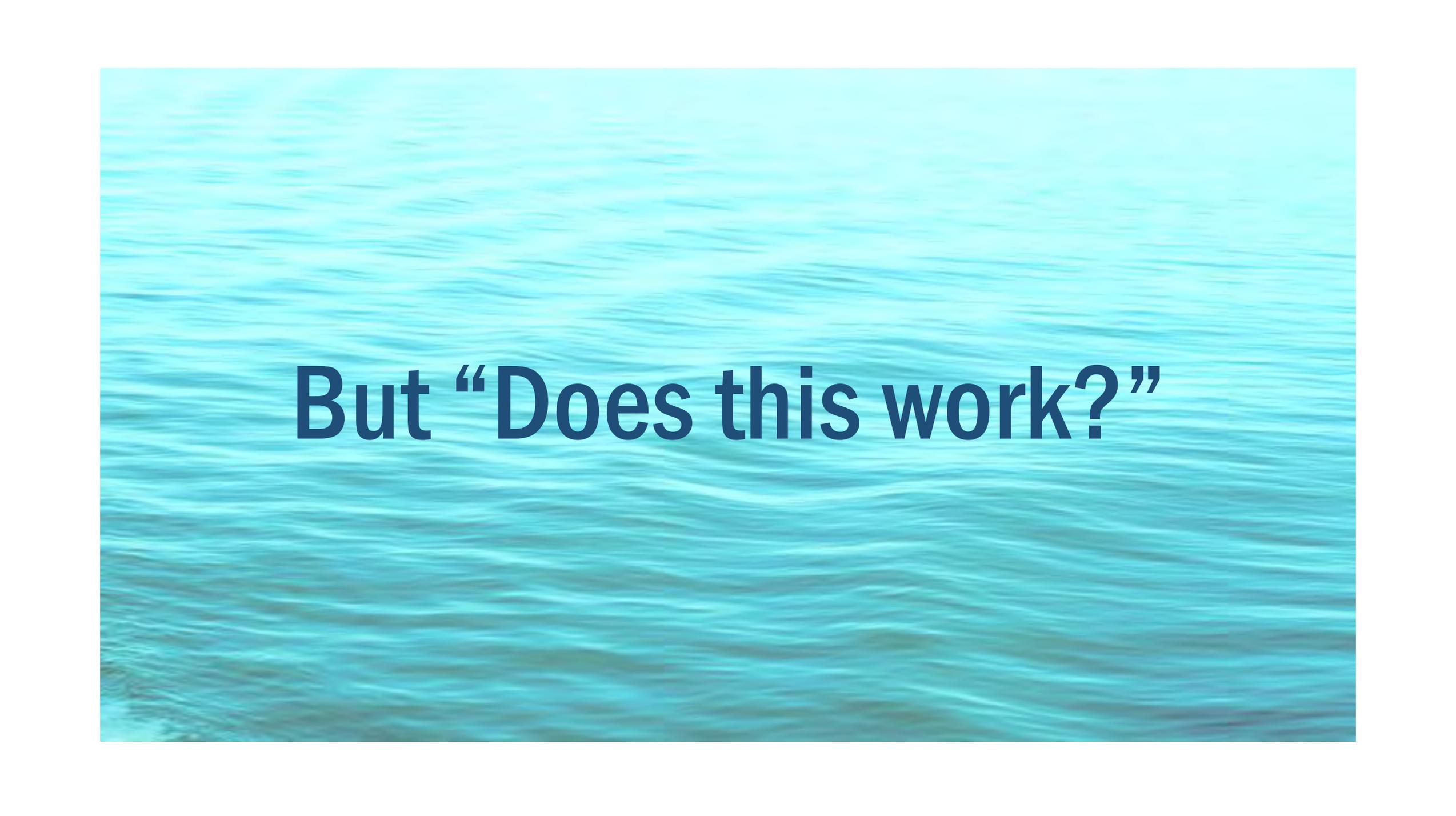
**Mille Lacs Area
Partners for Prevention**
"Navigating our way to a healthier future"



**Rum River
Health Services Inc**

Stats from the 2012 PCN Student Survey, n=202 Onamia 7-12 grade students.
Funded by a grant from the MN Department of Human Services Alcohol and Drug Abuse Division.

www.mappcoalition.com



But “Does this work?”

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**

Methodology

- Online survey administered in either February or March.
- Depending on the school district, students surveyed were either in 6th-12th grade or 7th-12th grade.
- Response rate goal of 85%. An overall response rate of 80% reached.

Demographic Data

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

	Female	Male	Total
Middle/High	49.5%	50.5%	100.0%

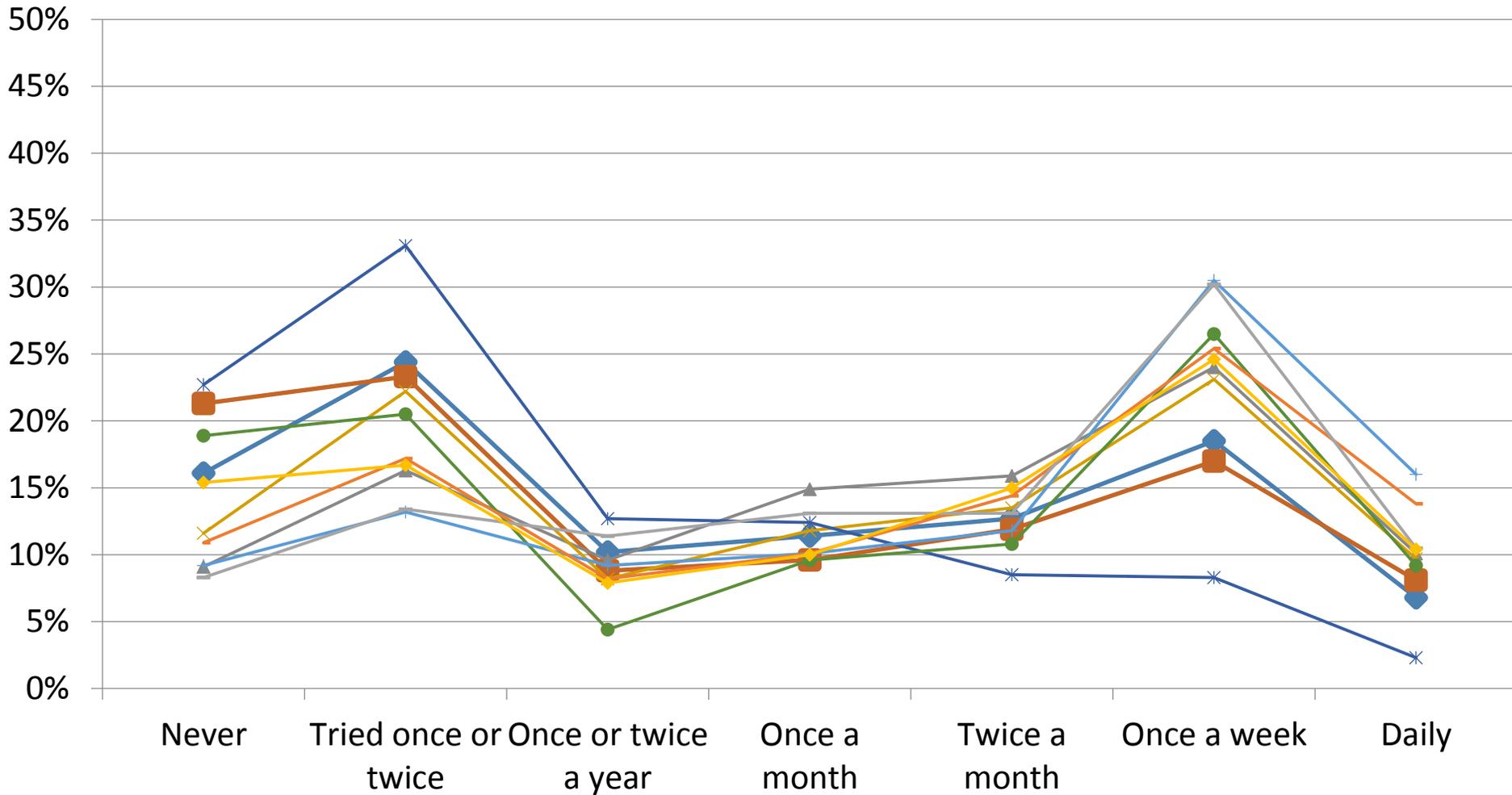
	Native American or Native Alaskan	Asian	White or European American	Black or African American	Native Hawaiian or other Pacific Islander	Other	Prefer not to answer
Middle/High	6.6%	3.4%	78.2%	4.2%	1.0%	12.1%	5.0%



**“Everyone Lies On Those
Surveys!”**

“How often do you think most students in your school use alcohol?”

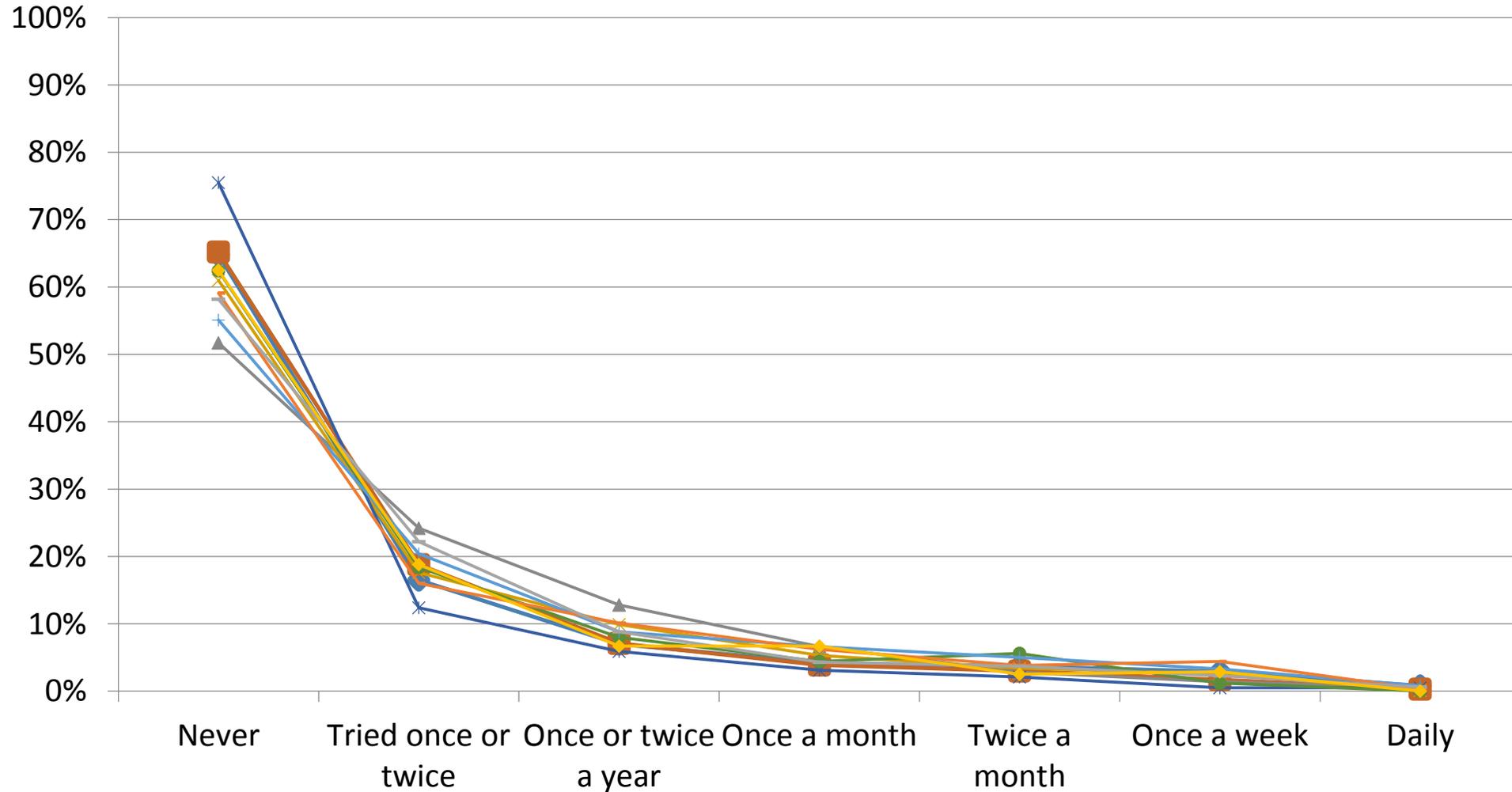
(Grades 7-12, n=6446) MN – DHS-PCN Student Data from P&I Project 2017 – Q16e



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

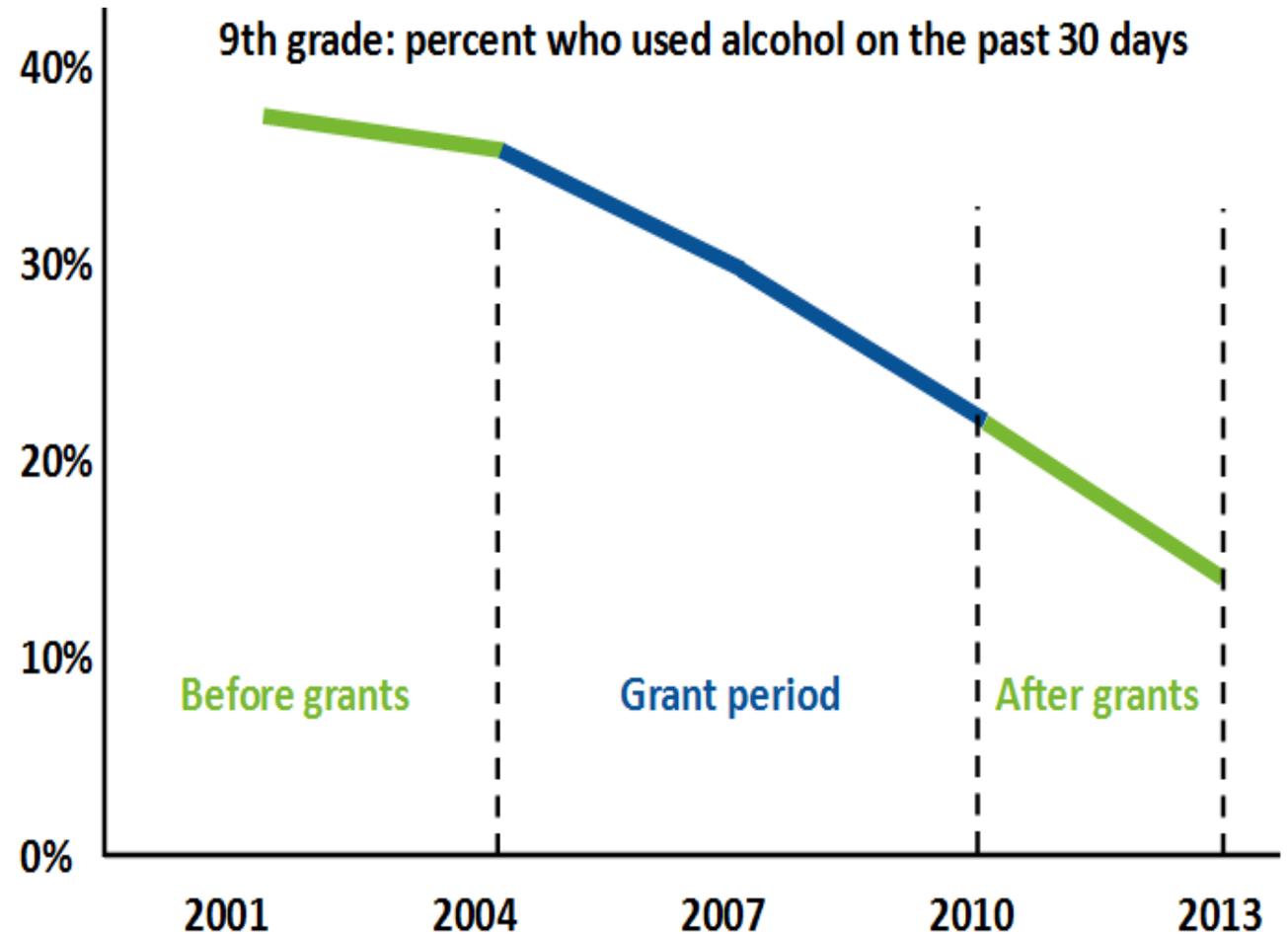


10 school districts in Cohort 3 MN DHS ADAD Positive Community Norms Student Survey May 2017

Between 2004 to 2013 in the first cohort of P&I schools

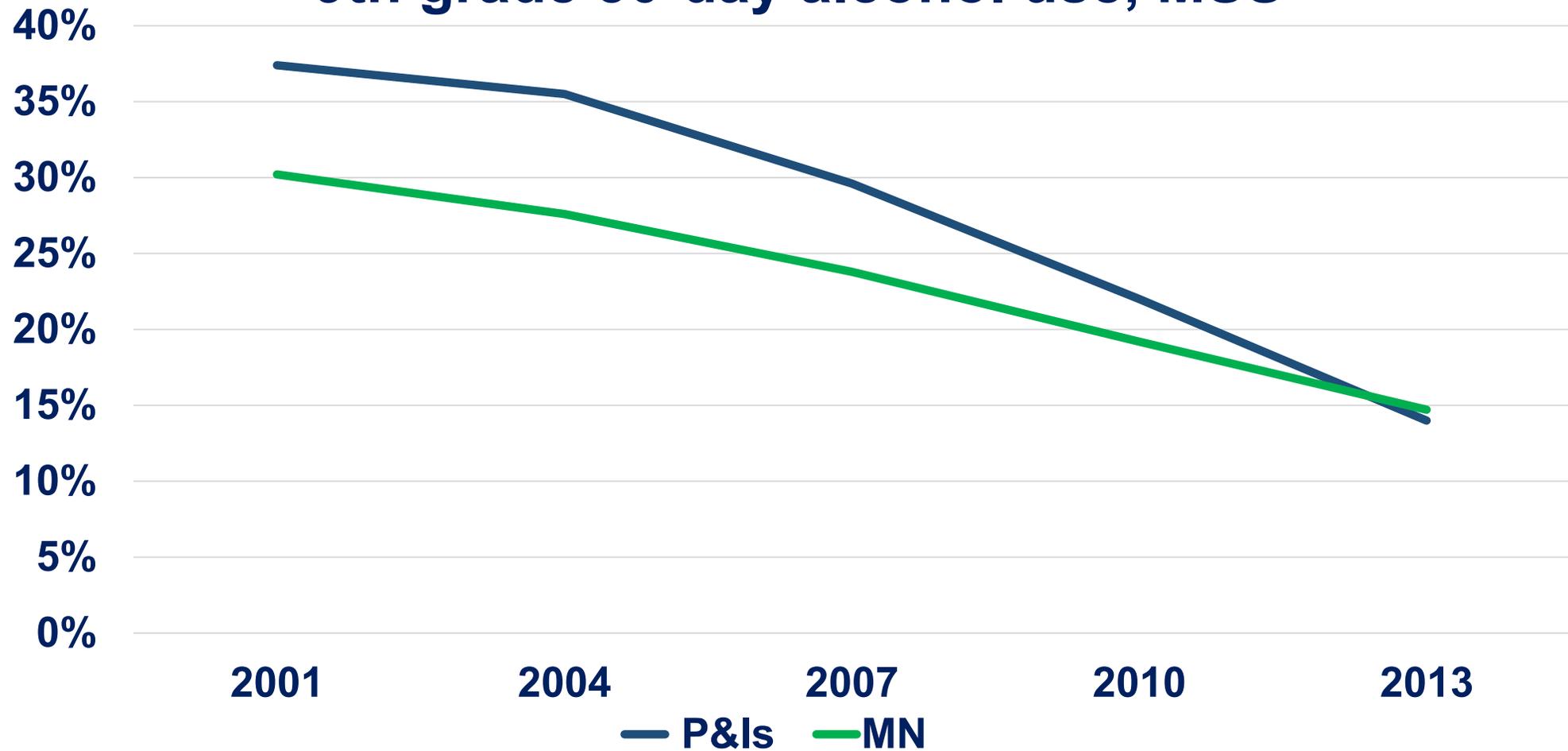
***9th grade alcohol use
in the previous 30 days
went from:***

- 28.6% above the state average to***
- 4.8% below average***



Cohort 1 P&I

9th grade 30-day alcohol use, MSS

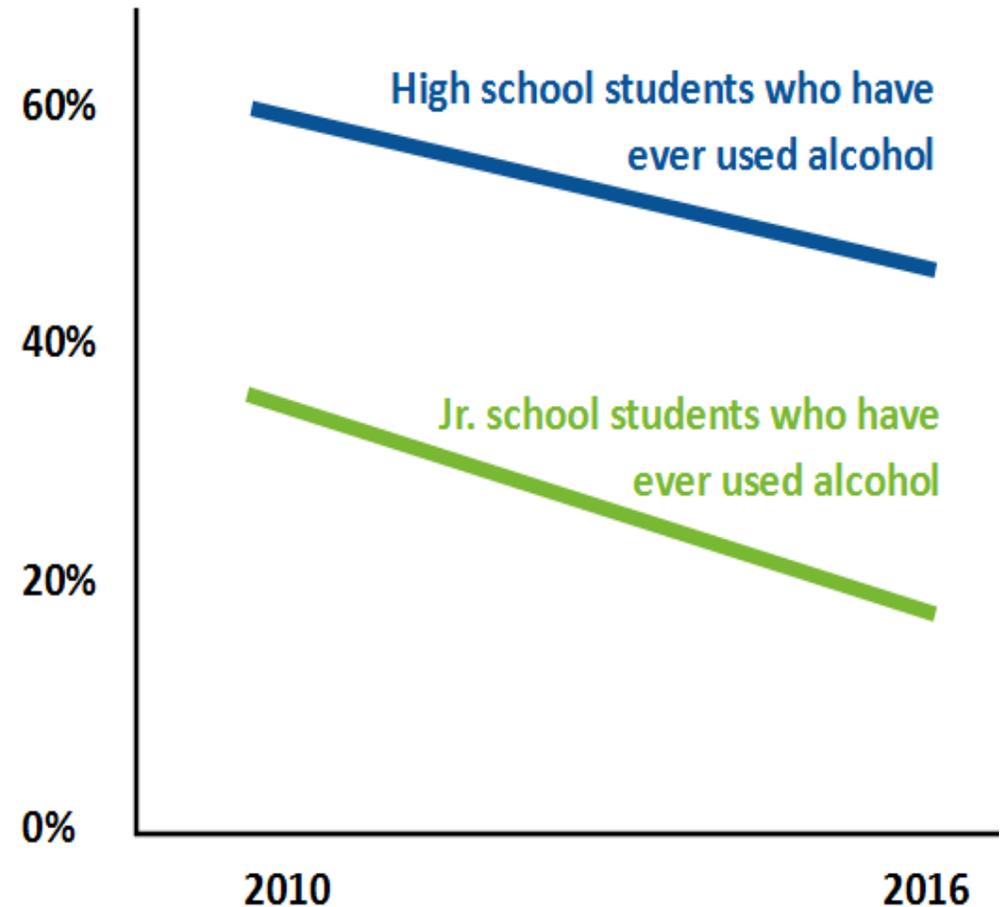


Cohort 2 P&Is: Students who have ever used alcohol

High schools alcohol
use went down
23 percent



Jr. high school
alcohol use went
down 50 percent



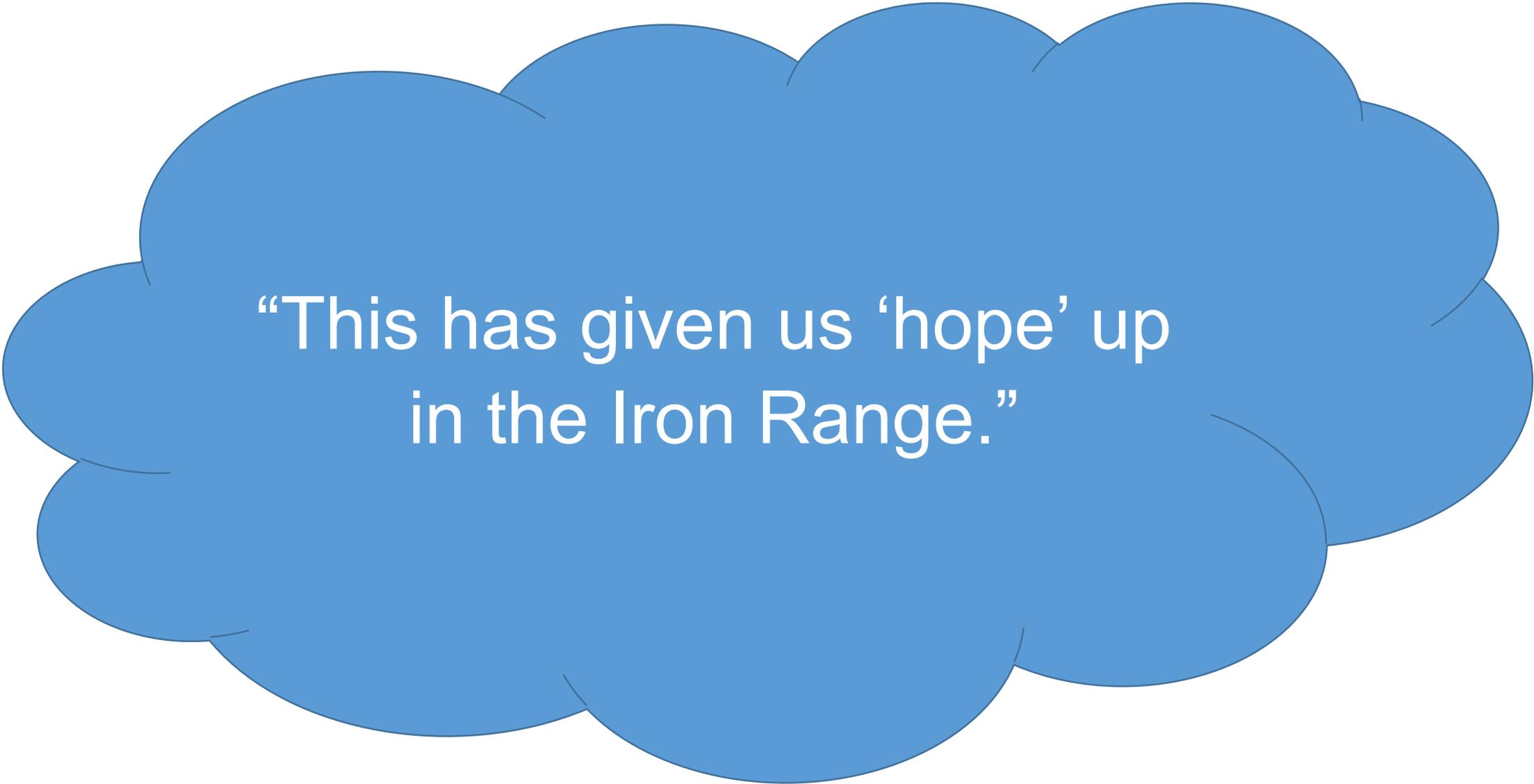
Promising data from cohort 2

PCN survey 2012-2016

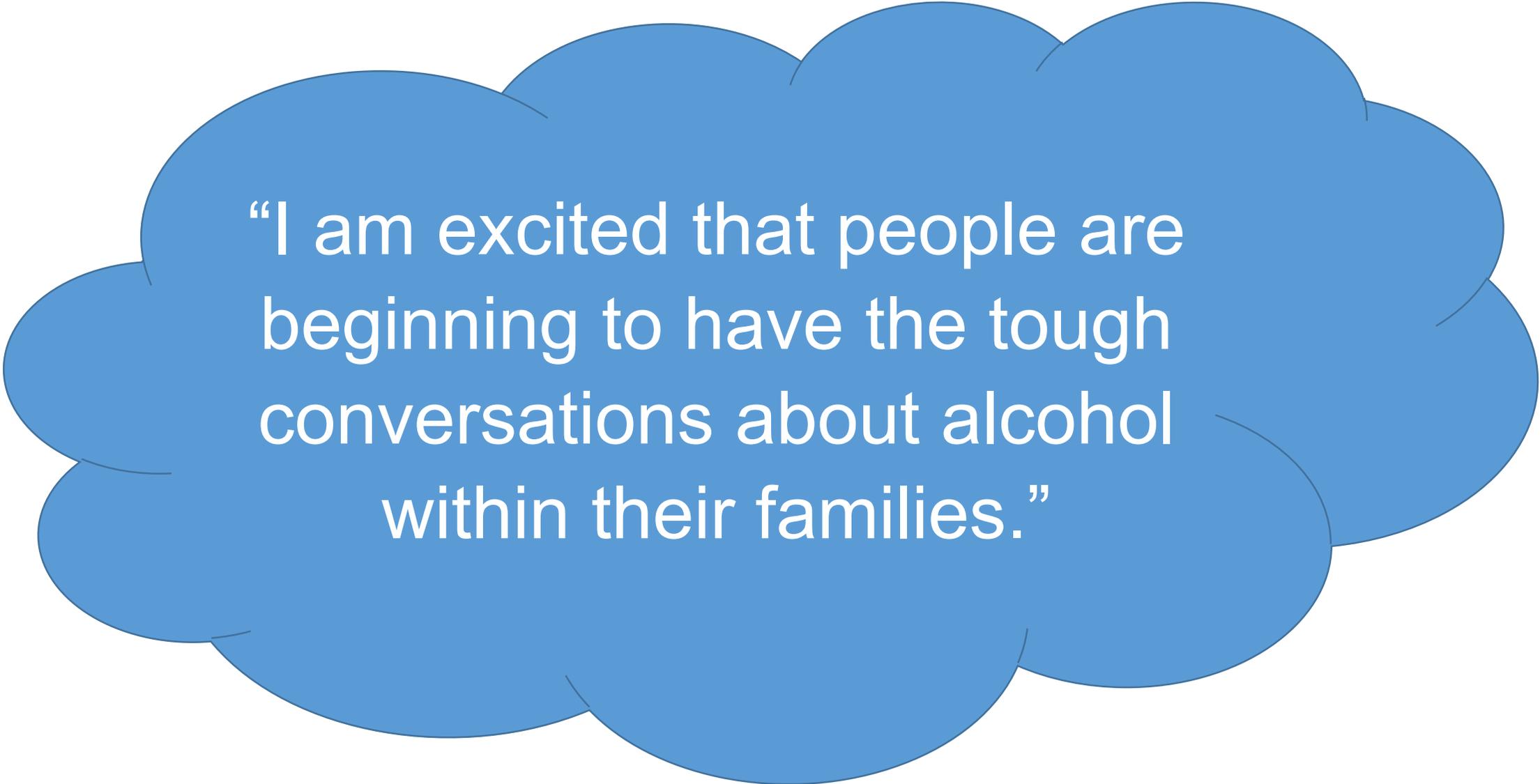
- **66 percent reduction in monthly use of Meth**
- **60 percent reduction in monthly use of other illegal drugs (includes heroin)**
- **55 percent reduction in monthly use of over the counter drugs for the purpose of getting high**
- **50 percent reduction in the use of prescription drugs without a doctor's prescription**

P&I Community Member Comments . . .

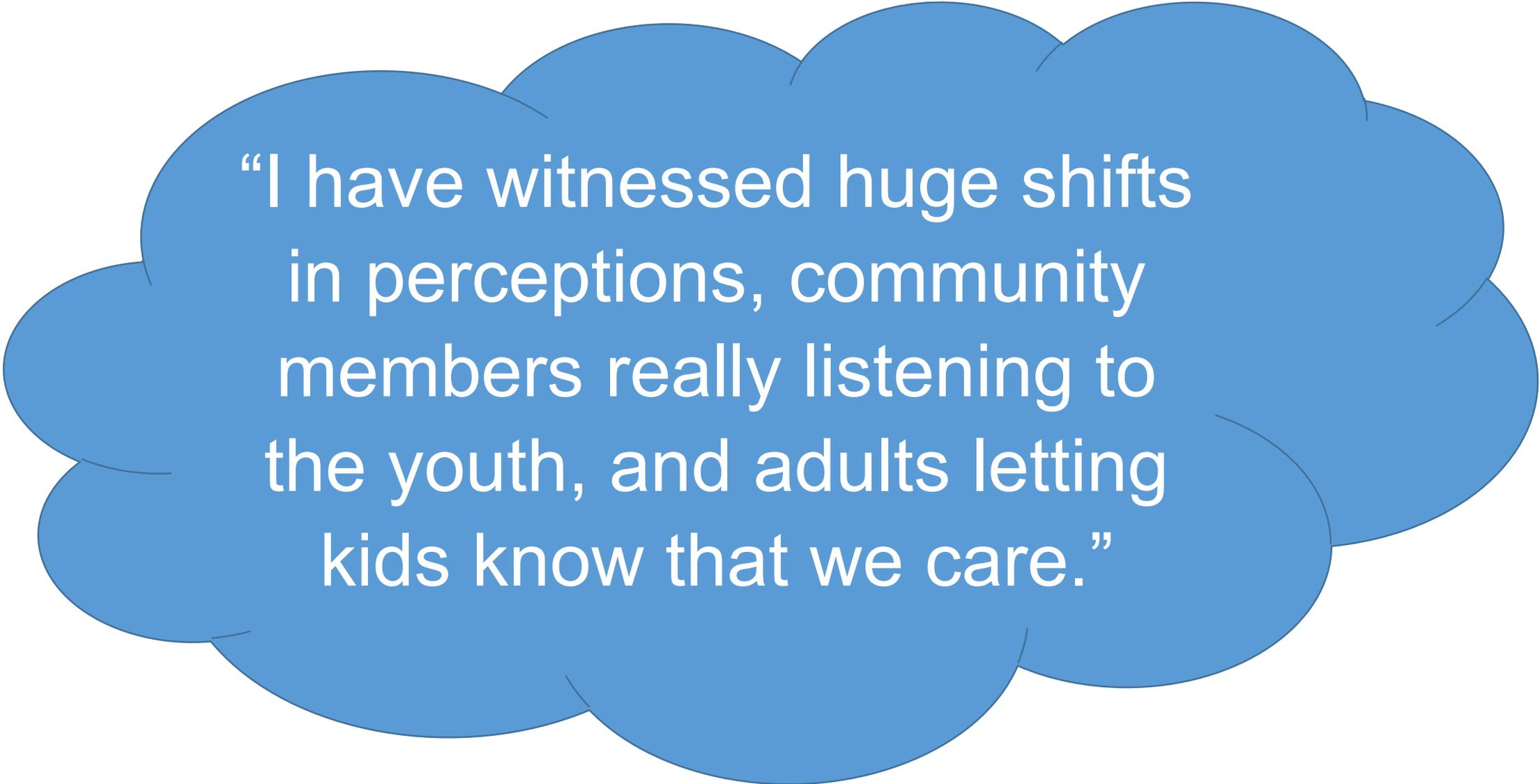
“Our community has totally changed how we look at kids”

A large, blue, cloud-like shape with a thin black outline, centered on a white background. Inside the cloud, the text "This has given us 'hope' up in the Iron Range." is written in white, sans-serif font, centered horizontally and vertically.

“This has given us ‘hope’ up
in the Iron Range.”

A large, blue, cloud-like shape with a thin black outline, centered on a white background. Inside the cloud, the text is written in white, sans-serif font.

“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.”

Lesson's Learned

- **Positive approach is beneficial**
- **Key to give ownership to the community**
- **Misperceptions Matter**
- **It's not the big media; it's the conversations**
- **Youth are powerful agents for change**
- **Comprehensive community approach is KEY!**
- **TA by RPC's is critical**

Challenges

- **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**
- **Coordinator Turnover**



**Thoughts
Questions
Comments?**



National Prevention Network
Bridging Research to Practice

www.npnconference.org

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