The Social Norms Approach to Violence Prevention

UNIVERSITY OF MINNESOTA
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Agenda

- Models of prevention
- Social norms theory, research and definitions and lessons from alcohol interventions
- Implementation
- Case study examples
- Challenges and next steps
Questions

How do we create a culture that:

- Encourages victims to report?
- Encourages bystanders to intervene?
- Inhibits perpetrators from perpetrating?

In other words: how do we grow the health of your campus community and inhibit harmful behavior?
How does the Social Norms Approach fit into a Comprehensive Prevention Effort?

Developing mutually reinforcing synergistic interventions at different levels of the social ecology

- Data gathering
  - Normative policy development
  - Wording policies consistent with SNA
  - Community wide SNA media campaign
  - Address influence of outside norms

- Examine norms within sub-populations
  - Tailored media campaigns
  - Integration of SNA into other efforts
  - Training of key stakeholders and leaders

- Group-specific social norms clarification & bystander intervention skills training
  - Integrate normative information into Trx and Response

- Individualized normative feedback both as an intervention and as a form of conversation
Approaches to Behavior Change

- Fear and Scare Tactics
- Providing Information
- The Science of the Positive
  Marketing Positive Messages
  Marketing Positive Norms
If You’re Under 21
And Try To Buy Alcohol,
We’ll Do Worse
Than Tell Your Mom.

IT’S NOT A LECTURE, IT’S THE LAW:
THE LEGAL DRINKING AGE IS 21

Pennsylvania Liquor Control Board
In The Public Interest.
Are your kids under the right influence?

www.attitudesmatter.com
Panel Finds that Scare Tactics for Violence Prevention are Harmful

“Programs that use ‘scare tactics’ to prevent children and adolescents from engaging in violent behavior are not only ineffective, but may actually make the problem worse, according to an independent state-of-the-science panel convened this week by the National Institutes of Health.”

NIH Press Release – October 15, 2004
I out of 6 women is a victim of rape or attempted rape.

Rape is a Man's Issue Too.

©2004 Rape Treatment Center, Santa Monica, CA
www.911rape.org

If I see a guy getting a girl drunk for sex – I’m not afraid to say something.

Steven G. - Varsity Track

BEING A FRIEND MEANS STOPPING HIM BEFORE HE DOES SOMETHING STUPID.

"Sometimes it takes another guy to recognize a bad situation."

Joe B. - Med Student
I choose a good life with her.

YOUR CHOICES EVERYDAY HELP STOP VIOLENCE AGAINST ABORIGINAL WOMEN
The Social Norms Approach

COMBINING SOCIAL MARKETING TECHNIQUES WITH NORMATIVE FEEDBACK

“MARKETING THE TRUE NORM”
What is a Norm?

- “Social norms” refer to the acceptability of an action or belief.
- Are unspoken rules about what is “normal” for that group or setting.
- Perceptions of social norms predict what people will say and do and are often inaccurate (i.e. norms are ‘misperceived’).
- Norms exist for individuals, groups and communities.
Are you ready for the SNA?

- To implement the SNA requires data, community buy-in and an implementation infrastructure.

- A “Science of the Positive” approach may be a good first step if you are not ready to use the SNA (for instance “It’s on Us”).

- Small group norms interventions are also a good first step and a way to get experience with the model.

- It may be important to coordinate different campaigns and programs to avoid redundancy, habituation and create mutually-reinforcing interventions.

*Note: many surveys unfortunately do not ask about perceptions so the misperception cannot be calculated*
**Terminology**

- **Actual norm**: what people actually believe (attitudinal or injunctive) or do (behavior)

- **Perceived norm**: what people think that other people believe or do (aggregated for a group)

- **Misperceived norm**: when the perceived norm is different from the actual norm

*Note: There is a difference between trying to change an actual (negative) norm, and correcting the misperception of a healthy, misperceived norm*
Assumptions

- Human beings are social and are influenced by other human beings.
- Negative, extreme or more visible behavior gets more attention and seems to be “normal” generating pressure to conform to it.
- Telling the truth (correcting the misperception) introduces cognitive dissonance and begins a process of change.
- For a norm to be perpetuated, it is not necessary for the majority to believe it, but only for the majority to believe that the majority believes it.
Correcting Misperceived Norms

- People *over*-estimate risk behaviors (negatives) and *under*-estimate protective behaviors (positives)
- *Misperceived norms* exert powerful (and unconscious) effects on behavior
Misperceptions are pervasive and influential

Documented overestimations include:

- Frequency and quantity of alcohol use
- Amount of alcohol-related negative consequences
- Number of drinkers
- Comfort with “hooking up”
- Belief in rape myths
- Sexual activity and number of partners
- Unsafe sex practices
- Victim self-blame for assaults (?)
- Belief in false reports
More Misperceptions

Documented underestimations include:

- Willingness to intervene and confront problems and abusive behavior
- Belief in victim reports
- Support for policies and enforcement
- Respect for someone who intervenes
- Tolerance for diversity and respect for difference
- Academic commitment and future goals (for some groups and schools – for others may be overestimated)
Other Areas of Misperception

Documented overestimations include:

- Gambling
- Anti-immigrant sentiment
- Homophobia among heterosexuals
- Bullying and sexting

Documented underestimations include:

- Willingness to intervene and confront abuse
- Respect for someone who intervenes
- Support and practice of green behaviors
- Spirituality and religiosity
Effects of misperceptions

- Earlier initiation of drinking and sexual activity
- Increase in high-risk behaviors
- Pressure to be sexually active or ‘hook-up’
- Self-justification and denial for perpetrators
- Perceived lack of support for intervention and less likelihood of intervening
What beliefs underlie misperceptions?

- **Pluralistic Ignorance**: the incorrect belief that one's private attitudes, judgments or behavior are different from others.

- **False Consensus**: the incorrect belief that one represents the majority when one is actually a minority.
False Consensus Norms

Individuals who engage in problem behavior overestimate other’s support for their attitudes and actions, including:

- Perpetrators of domestic violence
- Men who sexually assault
- Problem drinkers
- Gamblers
- People who engage in risk behaviors

Perpetrator overestimations predict subsequent problem behavior

A false consensus norm constitutes a “self-serving bias”
Impact of Misperceptions

- “Spiral of silence”
- Empowerment of the vocal minority
- Visible behavior has disproportionate influence
- Increased passive bystander behavior
- Marginalization of those who speak out
- Disempowerment of the responsible majority
An anti-hazing “hero”

...when I stepped up, I was kind of like the main person wasn’t going to take it anymore... And after I stood up and said something at our chapter meeting and presented this whole thing on hazing in front of my chapter... I was really nervous and really wasn’t sure how the whole chapter was gonna take to that idea or even just how they were going to respond to it, cuz I just felt that...I’m the only one in this chapter who feels that hazing is wrong...
...But then afterwards, you know, that night or the next day I got some e-mails from my brothers who are saying, “Hey, I think you have, you know, the right mind-set... and we support you.” And I felt really, really glad that I wasn’t the only one in my fraternity who felt that and that there were people in the fraternity who really felt that hazing is wrong and that they supported my efforts in trying to stop it.

Daniel Kim in the RESPONSE ABILITY DVD 2011 winner of the anti-hazing hero award
Effects of PI and FC

- Individuals who are in ‘pluralistic ignorance’ tend to closet how they feel and act and be silent in the face of problem behavior.

- Individuals who are in ‘false consensus” feel justified to act in negative ways and are more likely to do so and have the most extreme misperceptions.

- The combination of PI and FC serves to amplify and encourage negative behavior and suppress positive behavior.
College Men’s Attitudes about Rape
Florida State University

<table>
<thead>
<tr>
<th>Statement</th>
<th>% Who Disagree (Self)</th>
<th>% Who Disagree (Most Guys)</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is only women who dress suggestively that are raped</td>
<td>79%</td>
<td>44%</td>
</tr>
<tr>
<td>If a woman is willing to go home with a man consent to have sex is implied</td>
<td>73%</td>
<td>35%</td>
</tr>
<tr>
<td>A lot of women lead a guy on and then cry rape</td>
<td>61%</td>
<td>45%</td>
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FSU Sexual Violence Prevention Survey
By the end of the eighth grade, how many girls do you think have had sexual intercourse?

Have you ever had sexual intercourse (had sex, made love, gone all the way)?

**Perceived**
- None had sex: 12%
- Less than half had sex: 36%
- About half had sex: 27%
- More than half had sex: 17%
- Almost all had sex: 8%

**Actual**
- Never had sex: 78%
- Had sex: 22%

8th grade girls, surveyed June 2002 by PPNYC
According to a September 2002 survey of PS140 6-8th graders, 67% believe that sexual intercourse is for adults in committed or married relationships.
Social Norms and Leadership

- Leaders underestimate others’ discomfort and desire to have them intervene.
- Leaders are often “carriers of the misperception” and thereby contribute to the problems they are responsible for solving.
- Leaders can serve to inhibit and reduce problems and their causes.

To what extent are your community leaders and collaborators (on and off-campus) “carriers of the misperception?”
Social Norms Methods

- Use media channels to inform people of **actual** (healthy) norms = Social Norms Marketing
- Social norms interventions in small groups ("snowball survey")
- Tailored individual feedback

*The goal is to correct misperceptions to create behavior change*
Example Questions

- On how many occasions have you been sexually active in the past 30 days?
- On how many occasions during the past 30 days do you think the *average or typical student* at X has been sexually active?

Note: for salience or relevance it may be better to use more ‘local’ norms
Social Norms Marketing

Using the techniques of social marketing to correct norm-misperceptions by advertising the correct norm to a group or population.
Social Norms Campaign Implementation

- Data collection
- Message selection
- Poster selection
- Small group norms campaigns
- Social Norms Marketing Campaigns
- Combined small group and campus marketing campaigns
Assessment & Message Selection

- **Assessment**
  - How much of “X” actually exists?
  - How much of “X” do others believe exists?

- **Selection of normative message**
  - Is “X” a norm?
  - Is the message positive, inclusive & empowering?

Message choice based on the strength of the norm, degree of misperception, relevance to program outcomes and student focus-group feedback.
Designing the Poster

- Select possible statistics
- Market test the statistics
- Design pilot posters
- Market test the poster designs
- Select final poster and statistic
- Implement the campaign and solicit feedback through surveys and intercept interviews and address believability issues
65% of UA students have four or fewer or no drinks when they go out.
Using Normative Feedback in Small Groups

- Collect data (in the workshop or prior)
- Integrate into workshop presentations as an exercise-discussion
- Engage audience to explain the misperception
- Work with group leaders to support them to foster healthy norms

*The Small Group Norms Challenging Approach*
Individualized Normative Feedback

Is usually provided using results of on-line survey feedback tailored to the individual

- Effective with alcohol abuse (BASICS)
- Currently being tested with domestic violence abusers
- Is applicable to use with sexual assault perpetrators
Case Studies and Examples
A Model Rape Prevention Program for Men

- Developed by Alan Berkowitz
- Tested by Christine Gidycz of Ohio University in a CDC funded study
- Incorporates definition of consent, normative feedback (about men in the workshop and men on campus), and practice in bystander intervention strategies (responding to scenarios)
- Offered in parallel with a women’s program
- Workshop recipients were men and women in residence halls with matched control groups
- Intensive facilitator training
Four-month outcomes for SGN Intervention

- Perceived that their peers would be more likely to intervene (including sexually aggressive men)
- Perceived less reinforcement from peers for sexually aggressive behavior (among sexually aggressive men)
- Associated less with sexually aggressive peers
- Less likely to engage in sexually aggressive behavior (1.5% experimental versus 6.7% control)
- Reduced victimization among women (7-month)
- **But assaults rebounded at 7-month follow-up**

*Preventing Sexual Aggression Among College Men: An Evaluation of a Social Norms and Bystander Intervention Program*”
*Violence Against Women, 17(6): 720-42*
Vernon Hills High School

SOCIAL NORMS
ALCOHOL CAMPAIGN
LONGITUDINAL DATA
VHHS students prefer to keep the drama on the stage.

Most are alcohol free so they can participate in sports & activities.

N=1296; VHHS Teen Norms Survey, Oct. 2010. Funding provided by the Illinois Dept. of Human Services, VHHS and Signal Graphics. For more information email: vhhsocialnorms@gmail.com
VHHS students make healthy choices!

- Alcohol free
- Tobacco free
- Marijuana free

Graph showing trends from 2006 to 2012:
- Alcohol free: 71% to 95%
- Tobacco free: 83% to 89%
- Marijuana free: 85% to 89%
What do they **think** is going on?

- **Students who believe <50% of their peers drank alcohol in the past 30 days**
  - 2006: 52%
  - 2008: 60%
  - 2010: 74.3%
  - 2012: 70.9%

- **Students who believe ≥50% of their peers drank alcohol in the past 30 days**
  - 2006: 48%
  - 2008: 40%
  - 2010: 25.7%
  - 2012: 29.1%
A Experimental Design Research Study

- Federally funded social norms intervention with matched experimental and control groups conducted by Bill DeJong of the Higher Education Center

- Trial one found that experimental schools had slightly less alcohol use whereas control schools had increased use.

- Trial two found no effect of the social norms intervention.

- Additional data analysis determined that alcohol outlet density predicted whether or not social norms media campaigns were effective.

Comment: Must address environmental issues and/or strengthen SN component
High school social norms media campaign
Posters for boys and girls and for both
Focus on BI and healthy relationships
Boys Attitudes and Perceptions of “Trash Talking” Girls

“I don’t like to hear boys talk trash about girls or women.”

• 83% of male students agree or strongly agree with the above statement.

• 63% of male students agree or strongly agree that most other male students agree with the above statement.
4 Out of 5 Gateway Guys Really Don’t Want To Hear Trash Talk About Girls.

Here’s what they do about it:

- TELL THEM TO STOP
- LEAVE THE CONVERSATION
- CHANGE THE SUBJECT
- WARN THEIR FRIENDS ABOUT THE PERSON
- WARN THE PERSON BEING TALKED ABOUT

In a survey taken by Gateway High School students in January 2006, 83% of male students agreed or strongly agreed with the following statement, “I don’t like to hear other guys talk trash about girls or women.”

This campaign is a collaboration between Gateway High School students and the Southern Hilltown Domestic Violence Task Force. Artwork by Gateway students.

Project funded in part by a grant awarded to the Town of Chester for the Southern Hilltown Community Assistance Program by the HUD, and the DHCD MA CDBG program.
More than 80% of you agree that in most relationships at Gateway...

• Couples share decision making
• Each Person is allowed to have outside friendships
• Each Person chooses how and where they spend their free time

Data from a survey taken by 349 out of 419 Gateway High School students in January 2006.

This campaign is a collaboration between Gateway High School students and the Southern Hilltown Domestic Violence Task Force. Artwork by Gateway students.

Project funded in part by a grant awarded to the Town of Chester for the Southern Hilltown Community Assistance Program by the HUD, and the DHCD MA CDBG program.
Two-year follow up findings

- Boy’s misperception of other boys’ comfort with trash talk is corrected
- Boy’s misperception of norm for consent is reduced by half (from 73% to 82% with norm of 97/95%)
- Students who report that they have a friend who has been abused increases by 44% (from 18% to 26%)
- Increase of 32% in boys who do something in response to hearing “trash talk” (from 38% to 52%)
Combined Small Group Norms and Media Campaigns
University of Central Missouri EPIC Program
“Encouraging Positive Interventions in Chapters”

- Collect actual and perceived norms in Greek chapters for alcohol-related bystander scenario’s
- Share results of data with chapters in tailored workshops
- Social norms media campaign
- Active BI Video contest
- Also offered as an in-class program on sexual assault for first year students
Program Overview

- 90 minutes
- Shared social norms data and taught theory
- Taught bystander intervention theory and skills
- Used clickers to teach, check understanding and reflect
- Practiced skills with role plays and scenario worksheets
Data Collected

- Norms for alcohol use
- When I would like someone to intervene on my behalf
- When I would intervene in a situation
- How much I am bothered by risky situations
How much does the following bother you?  
(fraternity)

<table>
<thead>
<tr>
<th>Perception</th>
<th>Reality</th>
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<tbody>
<tr>
<td>Not at all</td>
<td>7.7%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>50.0%</td>
</tr>
<tr>
<td>Very much</td>
<td>38.5%</td>
</tr>
</tbody>
</table>

Noticing an intoxicated chapter member harassing or bothering someone
What I want from my sisters...
(Data from one sorority)

- 100% of you said they want their sisters to...
  - Step in when I’m drinking to the point of harming myself
  - Step in if I’m drinking to the point of putting the health & safety of others in jeopardy
  - Step in if I’m intoxicated and embarrassing the chapter

What are the “what I want from my peers” questions for sexual harassment and sexual assault and how do these differ by group?
91% of UCM fraternity men think it’s acceptable to stop a brother from drinking more if he has had too much.

95% of UCM fraternity men think it’s unacceptable for a brother to miss chapter commitments due to alcohol use.

91% of UCM fraternity men think it’s unacceptable for a brother to miss class due to alcohol use.
Did You Know?

85% of UCM Greek students think it’s unacceptable to miss class due to alcohol.

Data collected from Fall 2009 EPIC survey.
Intervening Data

Comfort level - Cutting off a chapter member

Scale 1-5, 1 = Not at all, 5 = Very

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<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
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<td>8.2</td>
</tr>
<tr>
<td>3</td>
<td>18.4</td>
<td>18</td>
</tr>
<tr>
<td>4 &amp; 5</td>
<td>67.7</td>
<td>73.2</td>
</tr>
</tbody>
</table>
Florida State University
Sexual Violence Prevention Project

- Campus-Wide Social Norms Marketing (SNM) Campaign
  - Correct Student Misperceptions of Attitudes and Behaviors That Influence Sexual Violence

- Peer-Facilitated Men’s and Women’s Workshops
  - Trained Peer-Educators to Facilitate 90-Minute Workshops
  - Targeted to ‘All Male’ or ‘All Female’ Groups on Campus (Predominately Within the Greek Community)

- Campus Based Community Action Team (CAT)
  - Component of Healthy Campus 2020 Committee Chaired by FSU Vice President for Student Affairs
  - 10-Member Sexual Health/Sexual Violence Prevention Sub-Committee
FSU Sexual Violence Prevention Survey (Actual and Perceived Norms)

- Sexual activity
- Attitudes on consent, rape myths & bystander intervention
- Actual behavior for bystander intervention, consent, disapproval of sexist remarks

*On-line survey administered to 3,000 male undergraduates*
SN Marketing Campaign Themes

- Bystander theme: “Most FSU men would intervene to prevent sexual harassment or sexual assault”

- Rape myth-not blaming victims theme: “Most FSU men agree that blaming sexual assault victims is wrong”

- Sexually active theme: “Most FSU men are not as sexually active as you might think”
97% of FSU men surveyed would admire someone who intervened to prevent sexual assault.

Based on an FSU Spring 2013 Random Male-Only Survey (N=941)
How do FSU men measure up? 98% of you agree that if a close friend were in an abusive relationship or being sexually assaulted, they would want someone to help or intervene on their behalf. Measuring up is about making the right choices.

FSU Spring 2010 mandated Male-only Survey (13-56A)

FSUmeasureup.com

This item was supported by funding from the Hope Prevention Educators project provided by the Centers for Disease Control and Prevention (CDC) through the Florida Department of Health (11PH66). The comments are solely the responsibility of the authors and do not necessarily represent the official view of the CDC, or the Florida Department of Health.
9 OUT OF 10 FSU MEN
would do something to help
IF THEY SAW A WOMAN
BEING MISTREATED

FSU Spring 2011 Random Male-Only Survey (N=738)
This item was supported by funding from the Rape Prevention Education project provided by the Centers for Disease Control and Prevention (CDC) through the Florida Department of Health (FDOH). The contents are solely the responsibility of the authors and do not necessarily represent the official view of the US Department of Health and Human Services, the CDC, or FDOH.
97% of FSU men would do something to help a woman if they saw her being mistreated.

FSU Spring 2011 Random Male-Only Survey (N=738)

This item was supported by funding from the Rape Prevention Education Project provided by the Centers for Disease Control and Prevention (CDC) through the Florida Department of Health (FDOH). The contents are solely the responsibility of the authors and do not necessarily represent the official view of the US Department of Health and Human Services, the CDC, or FDOH.
Media Campaign Outcomes

- Misperceptions corrected in all four campaign theme areas
- Increase from 85% to 90% in men who say they get consent before sex
- Increase from 62% to 71% who stop “first time date says no”
- Small increase (from 88% to 91%) of men who would intervene if they saw emotional abuse
- Better outcomes for workshop (from 77% to 85% for BI)
Normative Feedback in On-line Courses

- An evaluation of EverFi’s AlcoholEdu found that the critical ingredient in the course’s success was the normative feedback component.

- Two on-line courses integrating normative feedback and bystander intervention have shown positive outcomes.

- A recent study of EverFi’s Haven suggests that the two most important content areas are normative feedback and bystander intervention.

- EverFi identified a strong negative backlash from a sub-group taking the course.

*Do your students take an on-line course and could you use the data for a social norms intervention?*
A Culturally Specific Campaign

MOST Native American teens keep tobacco SACRED

MOST of US
www.mostofus.org
Common Elements of Success

- May be single issue or multiple issue
- Contains multiple synergistic elements in addition to the social norms intervention
- Has an interactive component
- Reaches students through multiple channels and venues
- Trains leaders in skills and to not be ‘carriers’
- Uses an oversight coordinating committee
- Sustained over time
- Positive focus, discernible steps, actionable
- Avoids approaching BI punitively
Challenges and Next Steps
Challenge 1: Readiness

- Do you have buy-in from key stakeholders?

- Have key stakeholders and leaders (including community members) been trained in the model and do they know how to address questions and skepticism?

- Do you have the infrastructure necessary to measure and document changes and to implement a media campaign?

- Is there a team assigned to oversee and implement the process?

*Implementing a campaign without the necessary structures in place can lead to campaign failure*
Challenge 2: Salience

- Are the norms “salient” to the audience (i.e. does the recipient feel that the messages are relevant to them?)

- Does the target audience (group or community) function as a group?

- Is the target audience so heterogeneous that group norms are not relevant?

- What groups will be left out of your intervention because they do not feel a part of the larger community?

*Messages must be salient to be effective – therefore message salience must be assessed and evaluated. How can we design messages that are salient to our target groups and the larger community at the same time?*
Challenge 3: Believability

- Messages about accurate norms contradict the misperception and create cognitive dissonance which will result in the message being rejected in order to resolve the dissonance.

- All questions and concerns about believability must be addressed with patience and by taking skepticism seriously.

- Focus groups and intercept interviews are a good way to assess believability issues.

- Strategies must be developed to address concerns about survey methodology and target audiences must be educated about reliability and validity issues.

- Ongoing efforts should be made to address believability issues by modifying campaign practices.

*The SNA assumes that messages will not be believed. Therefore believability issues must be addressing as an ongoing process.*
Be Prepared for Push-back

THE OTHER 30%?

- People who weigh less than 110 lb?
- Students who did have 10-14 the night before?
Challenge 4: Evaluation

- Do you have an effective means of evaluation in place?
- Are your measurements sensitive enough to detect changes?
- Is it possible to have any kind of control group or comparison group?
- Because some negative behaviors may increase in college no-change is not necessarily a negative outcome
- Is misperception correction correlated with behavior change?
- Is it possible to measure “ripple effects”?
- Are their external influences impacting your campaign?

*Evaluation must be built into the process from the beginning*
Challenge 5: Unrealistic Expectations

- What are realistic expectations for a social norms campaign?
- When a campaign is successful, is there a limiting point? (i.e. how far can the misperception be pushed down?)
- Implementation challenges (readiness, believability, salience) must be addressed and fidelity to the model is necessary for a campaign to be successful.

The success of many social norms campaigns in pushing down the misperception and improving health from year to year may generate unrealistic expectations of what it is possible to accomplish.
Challenge 6: Keeping things fresh diversifying your campaign

- **Internally to your issue** - focus on another aspect of your target problem. For example, with alcohol focus on event specific norms, relevant protective behaviors, specific sub-populations, etc.

- **Horizontally to other issues** - expand to incorporate other issues such as violence prevention, leadership development, ecological/green issues, etc.

- **Developmentally within an issue** - look at your issue developmentally and identify the next step in a developmental continuum. For example, after addressing individual alcohol use one can begin to address bystander issues. Using a Stages of Change model, one can identify layers of the issue that are misperceived even while perceptions have been corrected for the original target issue.

- **Vertically to get “underneath” an issue** - incorporate issues that underlie the problem, i.e. begin to address spirituality, self-esteem, values and intentions, self-confidence etc. from a social norms framework. (i.e. create a “ripple” effect from below)
Other applications of the SNA

- As a philosophy of prevention
- Providing normative feedback in small groups
- Providing normative feedback one on one
- To reduce barriers to bystander intervention
- As a component of another strategy
Sharing your program with others

- Present your data on misperceptions to community groups and coalitions
- Offer training in the social norms approach and in particular educate about misperceptions including in academic classes
- Seek out opportunities to address criticisms and disbelief
- Reach out to and engage partners and potential allies, including individuals who are fostering the misperceptions
- Combine different program elements that are synergistic and avoid efforts that sensationalize
Putting it all Together

Developing mutually reinforcing synergistic interventions at different levels of the social ecology

- Data gathering
- Normative policy development
- Wording policies consistent with SNA
- Community wide SNA media campaign
- Address influence of outside norms

- Examine norms within sub-populations
- Tailored media campaigns
- Integration of SNA into other efforts
- Training of key stakeholders and leaders

- Group-specific social norms clarification & bystander intervention skills training
- Integrate normative information into Trx and Response

- Individualized normative feedback both as an intervention and as a form of conversation
The critical question

What increases or decreases the misperception?

Anything that increases the misperception is bad for prevention no matter what the issue or strategy.

Misperceptions are one of many influences on SH & SA and their correction can be combined with other strategies.
Goal

To develop mutually reinforcing programs and activities that create synergy between each other and foster a comprehensive environment of change with norms-correction being one component.
How do you want to use the SNA?

- What healthy norms do you want to strengthen?
- What unhealthy norms do you want to reduce?
- What elements of your comprehensive approach would be most synergistic with norms correction? (or be strengthened by it?)
- What resources do you have in the community to support it (including data)?
- Who are the carriers of the misperception?
Questions to address

- Where could you integrate normative feedback into your institutional efforts including in the classroom?
- What norms (campus and local) do you want to address?
- What norms are influential and misperceived?
- What are the resources that you need to implement a campaign?
- Who are the ‘carriers of the misperception’ inside and outside of the institution?
Final Comments

- The SNA is “easier said than done”
- Key stakeholders and participants must be trained and on-board so that they do not serve as “carriers of the misperception”
- The technical aspects of collecting data and designing media are challenging and require resources, training and preparation
- One can start small by implementing small-group norms interventions and integrating the SNA into other efforts

To make a lasting difference takes expertise, time, effort and patience
Widespread Diffusion of the SN Approach

Journal publications for SN studies in 2011

Alcohol and Alcoholism
Journal of Anxiety Disorders
Journal of Substance Abuse Treatment
Communication Research
Journal of Urban Health
Addiction
Group Processes and Intergroup Relations
Journal of Occupational Health Psychology
Journal of Studies on Alcohol and Drugs
Journal of Consumer Behavior
Journal of Scandinavian Studies in Criminology and Crime Prevention
Teaching of Psychology
Violence against Women
Alcohol and Alcoholism
Journal of American College Health
Psychology and Marketing
Psychology of Addictive Behaviors
Addictive Behaviors
Journal of Urban Health
New Media and Society

Countries conducting SN Research (published 2011)

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Resources & Studies


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