

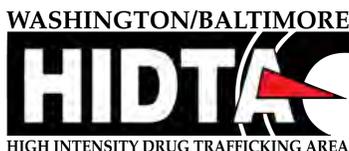


Social Norms Workshop #3

Collecting & Using Data in Social Norms Interventions and Impact Assessments for Schools and Communities

Resource Supplement

2.9.23





ADAPT

A Division for Advancing
Prevention & Treatment

CULTIVATING PREVENTION

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ADAPT: A Division for Advancing Prevention & Treatment

Mission

The mission of ADAPT is to advance knowledge, skills, and quality outcomes in the field of substance use prevention while supporting successful integration of strategies informed by the best available evidence into communities.

Goals

1. Advance substance use prevention strategies through essential training and technical assistance services and resources.
2. Promote public health and public safety partnerships in substance use prevention.
3. Prepare the future public health and public safety workforces through student engagement in ADAPT operations and projects.

HIDTA Prevention

ADAPT supports the National High Intensity Drug Trafficking Area (HIDTA) Program by operationalizing the National HIDTA Prevention Strategy. ADAPT assists HIDTAs with implementing and evaluating substance use prevention strategies within their unique communities. ADAPT also keeps HIDTA communities up to date with advances in prevention science. A variety of trainings, technical webinars, and other resources to cultivate, nurture, and support hospitable systems for implementation are offered throughout the year.

Technical Assistance

Technical assistance is available to all HIDTA communities in the following domains:

1. Identification of the Best Available Evidence in Substance Use Prevention
2. Training
3. Implementation
4. Evaluation
5. Finance/Budgeting
6. Sustainability
7. Early Response
8. Prevention Communication
9. Systems Development
 - Infrastructure
 - Assessment

Learn More

Visit us at <https://www.hidta.org/adapt/> to learn about our technical assistance services, event and training announcements, resources, and more!

Contact Us

For more information, email us at adapt@wb.hidta.org or reach out to Lora Peppard at lpeppard@wb.hidta.org.

Connect with Us

For frequent updates from ADAPT, be sure to *follow* and *like* us on the platforms below. These platforms provide an opportunity to share resources and connect with each other.



Like our Facebook page today @

<https://www.facebook.com/ADAPT-100681361632663/>



Follow our LinkedIn Company page for the latest insights and updates @

<https://www.linkedin.com/company/adapt-a-division-for-advancing-prevention-treatment>



Follow us on Twitter @

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Subscribe to our YouTube channel for informative video content @

https://www.youtube.com/channel/UCbxhs3Kx69_OfAMw628PO7w/

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PREVENTION INTERVENTION RESOURCE CENTER

Access e-learning courses, evidence-based program registries, & other resources to support you in advancing evidence-based prevention programming in your community.



<https://www.hidta.org/adapt/prevention-intervention-resource-center/>

COME LEARN WITH US!

Announcing the

HIDTA PREVENTION LEARNING MANAGEMENT SYSTEM



adaptlms.hidta.org

GET STARTED!

Substance Use Prevention Fundamentals Course

- Designed to help you understand the field of substance use prevention.
- Defines key prevention concepts and connects HIDTA's mission with the goals of substance use prevention.
- Introduces critical targets for prevention, explores the ways prevention exists in multiple contexts, and shares what works (and what doesn't) in substance use prevention.



PRESENTER BIO

H. Wesley Perkins, PhD



Dr. Perkins is a Professor of Sociology at Hobart & William Smith Colleges and Project Director of the Alcohol Education and the Youth, Health and Safety Projects, initiatives providing research, educational resources, and strategies to reduce risk-related and problem behaviors among youth and young adults. This Project has received multiple national awards from the U.S. Department of Education as a Model Prevention Program.

Dr. Perkins has published extensive research on promoting health and well-being and numerous publications on prevention of violence and substance abuse among youth. He developed the theory underlying the social norms approach to preventing risk behavior and edited a book on *The Social Norms Approach to Preventing School and College Age Substance Abuse*.

Dr. Perkins has delivered over 400 guest lectures, keynote addresses, research presentations, and workshops for universities, secondary schools and professional conferences and has consulted with hundreds of secondary schools, institutions of higher education, and community health agencies about social norms interventions throughout the United States, Canada, England, and Scotland.

February 9, 2023

ADAPT Mind the Message

Social Norms Workshop #3

Collecting and Using Data in Social Norms Interventions and Impact Assessments for Schools and Communities

H. Wesley Perkins, PhD

Professor of Sociology

Youth Health and Safety Project Director

Alcohol Education Project Director

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www.AlcoholEducationProject.org

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Learning Objectives:

- 1. Learn** how to collect and use data in social norms interventions.
- 2. Understand** how to maximize the utility of existing data sources and determine when and how to collect new data to create positive social norms messages.
- 3. Identify** essential measures and outcomes for evaluating the impact of social norms interventions.
- 4. Prepare** to respond to youth (and adults) who are skeptical of the accuracy of true positive social norms.

Model of Social Norms Approach to Prevention

Baseline

Identify
Actual &
Misperceived
Norms

Intervention

Intensive
Exposure to
Actual
Norm
Messages

Predicted Results

Less
Exaggerated
Misperceptions
of Norms → Less
Harmful or
Risky
Behavior

Source: HW Perkins, 2003

Three Purposes of Data Collection for Social Norms Interventions

Needs Assessment

(Demonstrating Need for Intervention)

Norm Message Creation

(Communicating Actual Norms)

Impact Evaluation

(Assessing Results of Intervention)

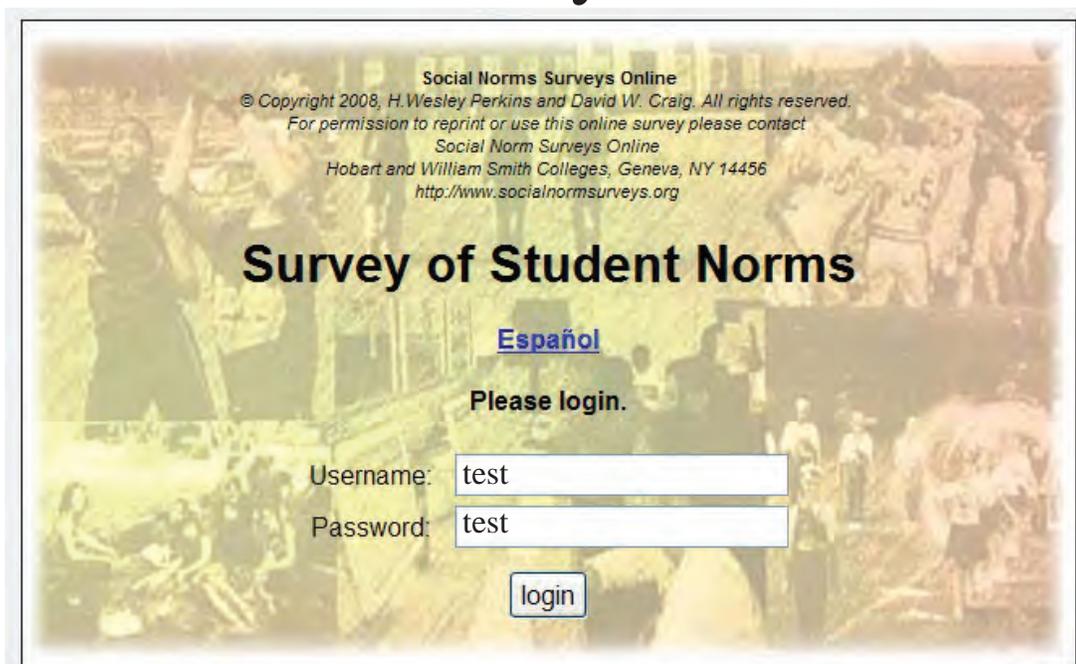
Especially Useful Types of Survey Data

1. Personal attitudes and perceived attitudinal (injunctive) norms about substance use in general and about support for reporting drugs at school
2. Personal frequency/quantity of use in last 30 days or in typical week and perceived peer norm for frequency/quantity of use
3. Personal negative consequences of substance use and perceived peer norms for experiencing consequences
4. Personal use of and perceived peer norms for use of protective strategies to avoid substance use
5. Other measures about social interests and healthy life styles to expand norms reporting and draw more attention to the campaign
6. Recall of message exposure (frequency and context)

Source: HW Perkins, HWS Alcohol Education Project

<http://www.socialnormsurveys.org/hshpost2/>

Web Surveys Online



Social Norms Surveys Online
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Social Norm Surveys Online
Hobart and William Smith Colleges, Geneva, NY 14456
<http://www.socialnormsurveys.org>

Survey of Student Norms

[Español](#)

Please login.

Username:

Password:

Survey Data Collection Methods

(interview, paper, and online)

- Orientation Surveys
- Student Exit Surveys
- Convenience Surveys
- Surveys of Classes
- Grade or Entire School Surveys

Source: HW Perkins , HWS Alcohol Education Project

Other Data Collection Methods

(interview, paper, and online)

- School safety records
- Local police records
- Convenience surveys
- Focus group surveys

Source: Perkins and Craig, HWS Alcohol Education Project

Survey Sampling Issues

- Who is the target population?
- Will the sampling method produce a representative sample?
- What is the response rate?
- How large should the sample be?
- Anonymous or confidential?
- Timing of administration?
- Turnover in student populations?
- Demographic variation across samples?

Source: HW Perkins, HWS Alcohol Education Project

Establishing Clean Reliable Data

Consistent item coding

Protocol for dealing with extreme values

Misinterpreting blank responses

Isolating and removing intentionally dishonest submissions

Source: HW Perkins, HWS Alcohol Education Project

Common confusion when interpreting results:

Example – Suppose

65% of students abstain from substance use

Finding A: 30% perceive that the typical student abstains

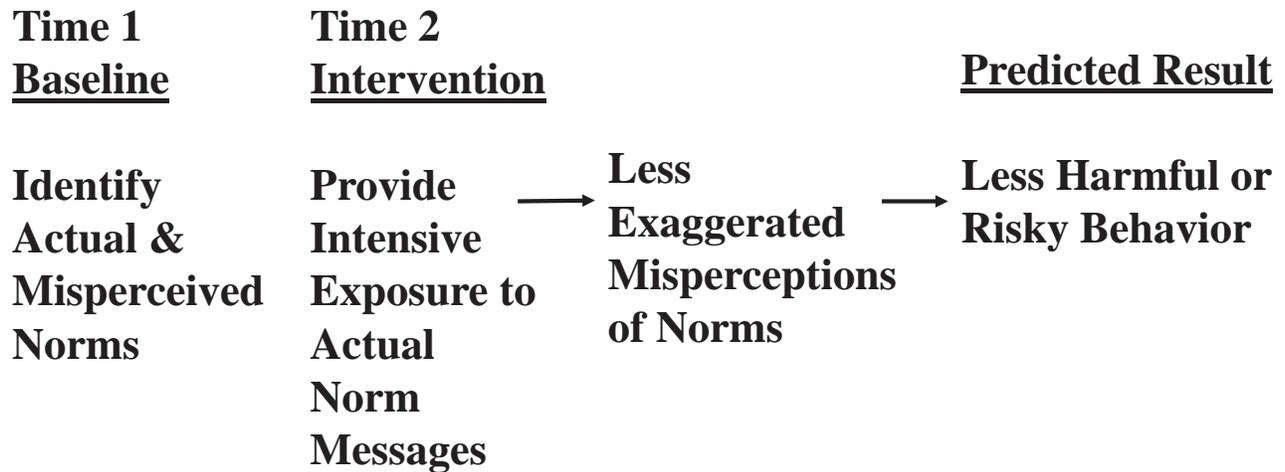
Finding B: 65% perceive that the typical student abstains

Source: HW Perkins, HWS Alcohol Education Project

A Closer Look at Evaluation Outcomes in Social Norms Interventions

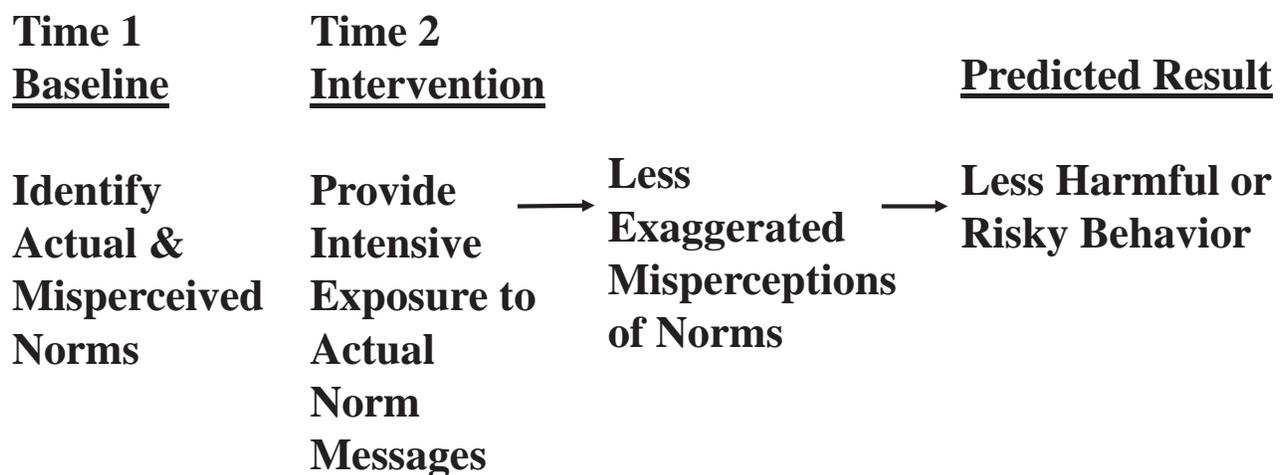
Source: HW Perkins, HWS Alcohol Education Project

Model of Social Norms Approach



Source: H. Wesley Perkins, 2003

Possible Outcomes of Social Norms Approach



YES

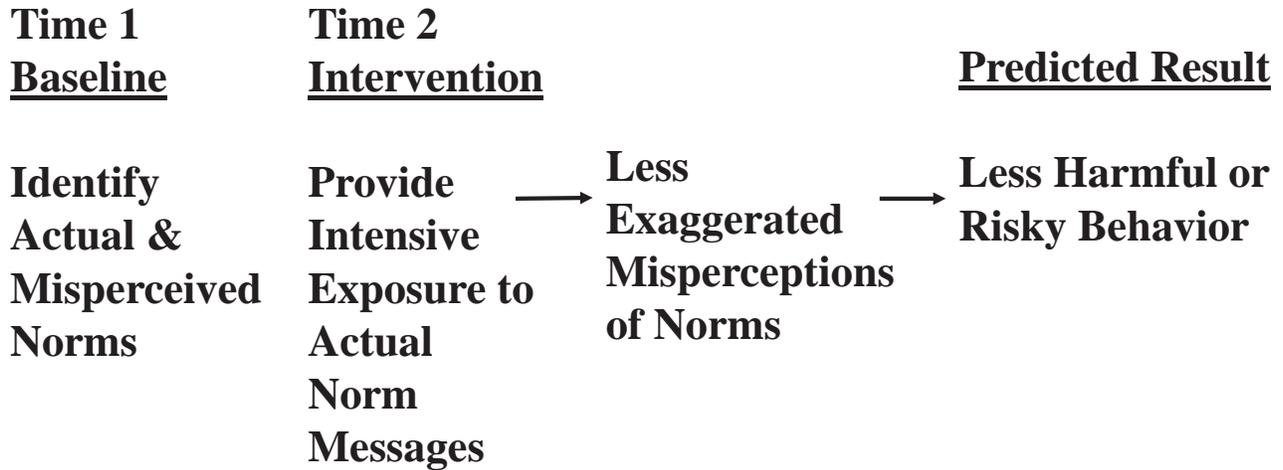
YES

YES

YES

Source: H. Wesley Perkins, 2001

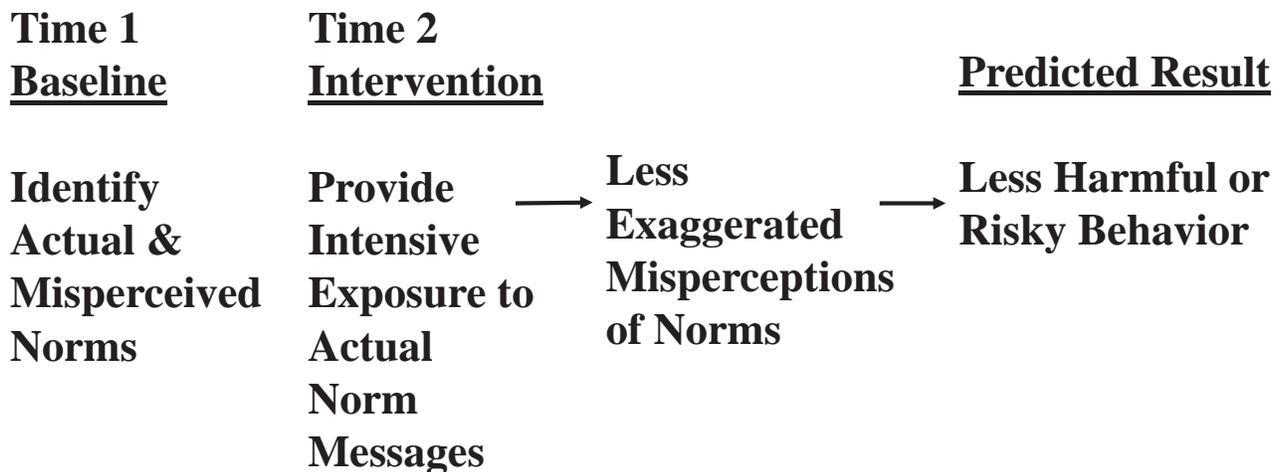
Possible Outcomes of Social Norms Approach



YES	NO	NO	NO
	<p>Not enough dosage or synergistic strategies to generate sufficient message awareness</p>		

Source: H. Wesley Perkins, 2001

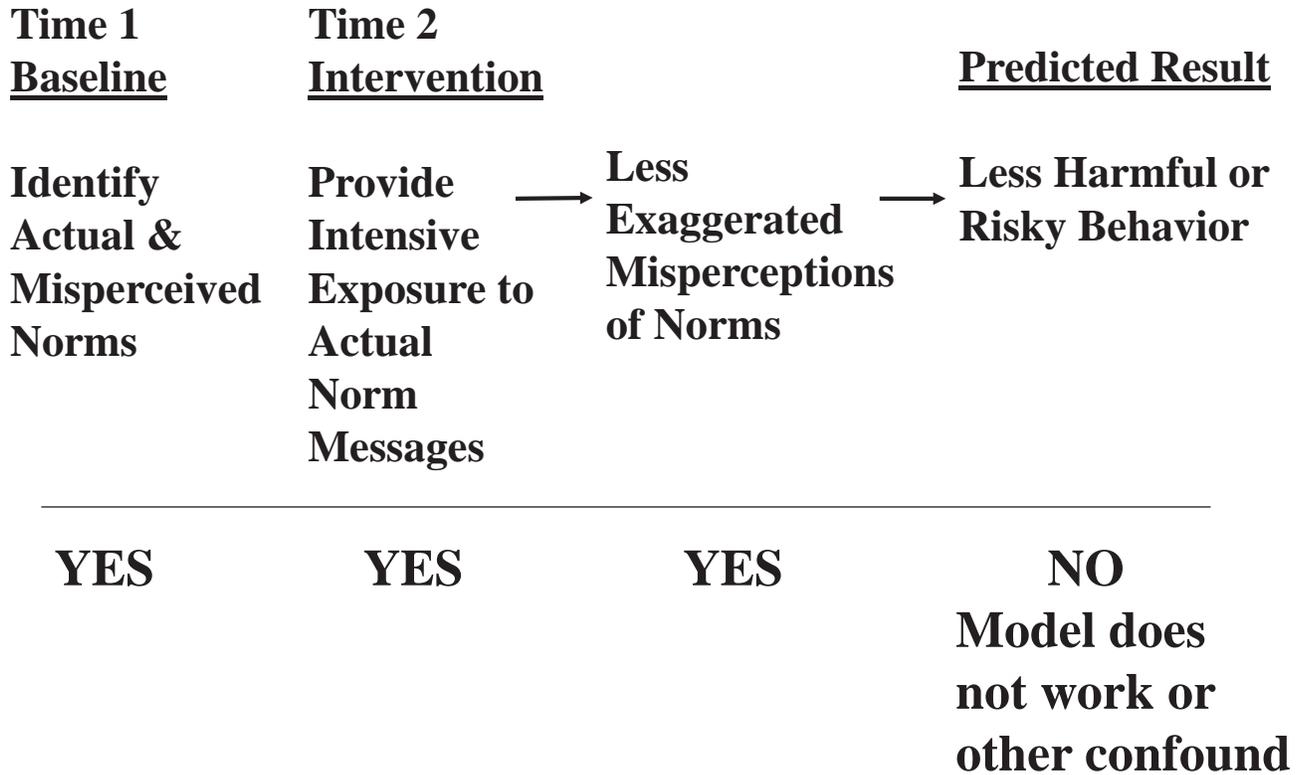
Possible Outcomes of Social Norms Approach



YES	YES	NO	NO
		<p>Confusing or Counter Messages</p>	

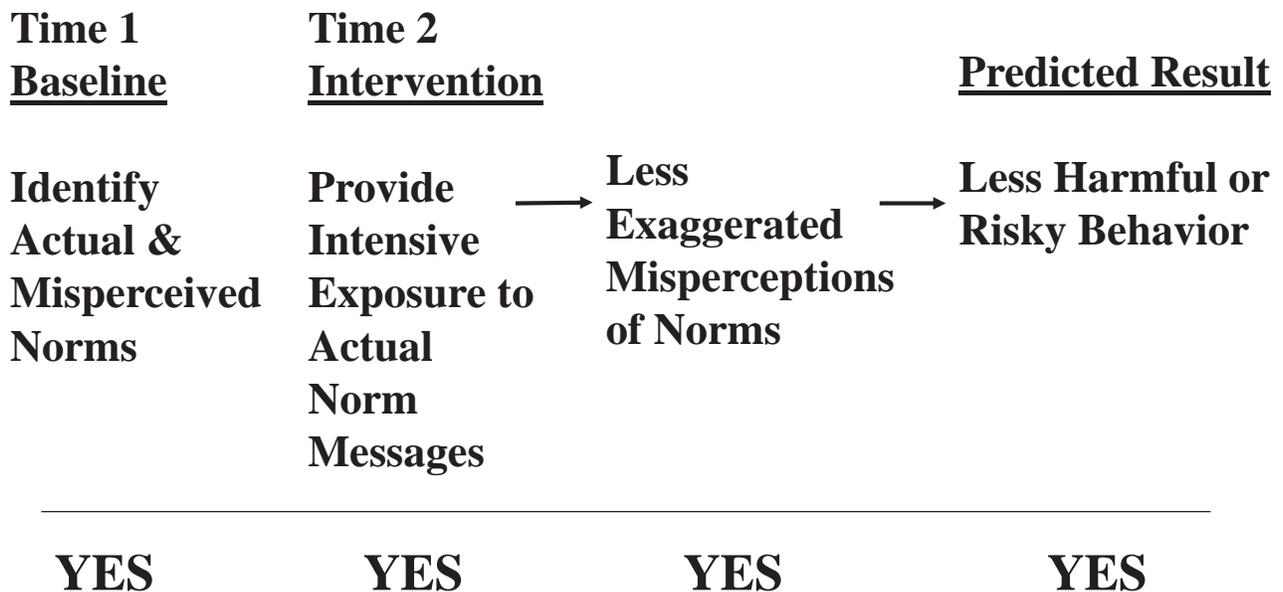
Source: H. Wesley Perkins, 2001

Possible Outcomes of Social Norms Approach



Source: H. Wesley Perkins, 2001

Possible Outcomes of Social Norms Approach



Source: H. Wesley Perkins, 2001

RESPONDING TO SKEPTICISM ABOUT DETERMINING SUBSTANCE USE NORMS BASED ON PERSONAL REPORTING IN SURVEYS

Some people might suggest...

“Maybe personal drinking or other substance use is actually underreported while perceptions of peer drinking norms are accurate.”

Source: HW Perkins , HWS Alcohol Education Project

Common Questions about the Reliability of Survey Results on Personal Drinking and Drug Use

- 1. Do people remember accurately?**
- 2. Are people afraid to be fully truthful?**
- 3. Do people just intentionally lie?**

Source: HW Perkins , HWS Alcohol Education Project

1. Do people remember accurately?

- Individual errors do occur when recalling personal behavior in surveys, but the inaccuracies (memory errors) are both more and less than what was really consumed so the overall average is still accurate.
- Attitudinal norms (what most believe is appropriate) are not subject to recall error and still show the same gap between actual attitudes and misperceived norms.
- Anonymous BAC testing, when compared to survey results based on recall of drinking behavior, confirms that young adults do not underreport their own drinking levels.

Source: HW Perkins , HWS Alcohol Education Project

2. Are people afraid to be fully truthful?

- Anonymous surveys are used so there is no fear of being personally identified—surveys were entered online using randomly drawn passwords for access and personal computer accounts were not used.
- The same gap between personal behaviors and perceived norms is found when respondents of legal drinking age and those under age are considered separately, (even though those who are of legal age will have less fear of reporting that they drink).
- The same gap between personal use and perceived use norms is found in surveys about tobacco use where there is little fear or penalty for revealing personal use and the gap is there is studies of youth seat belt use too where personal use is much higher than the perceived norm.

Source: HW Perkins , HWS Alcohol Education Project

3. Do people just intentionally lie?

- Reliability tests of surveys based on logical consistency of responses show only 1% to 3% intentionally provide erroneous answers.
- The same overall results and patterns of association within the data are typically found when multiple surveys of the same population are conducted over time—this would require an unbelievably organized conspiracy of liars to produce such consistency!
- When groups that took the survey are later asked anonymously if they personally lied, very few say yes, but they frequently think “everyone else lied.”
- Why do so many misperceive others as lying when few do? --This provides another example of how we misperceive peer norms.

Source: HW Perkins , HWS Alcohol Education Project

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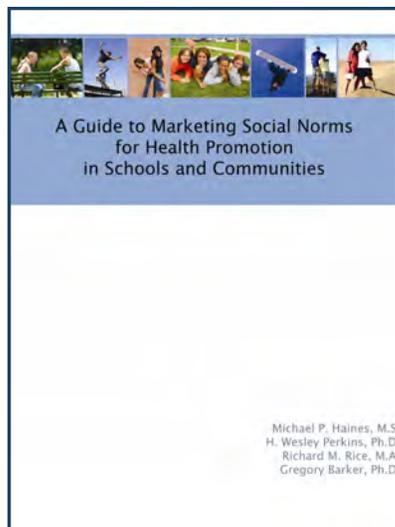
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www.YouthHealthSafety.org

SOCIAL NORMS INTERVENTION RESOURCES

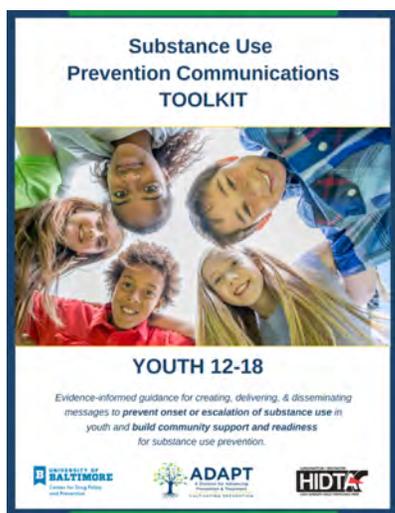
A Guide to Marketing Social Norms for Health Promotion in Schools & Communities



A Guide to Marketing Social Norms for Health Promotion in Schools and Communities is intended as a comprehensive, step-by-step manual for those who are interested in using the social norms approach to address school-age and community-wide issues. This guidebook is intended to provide both the theoretical and practical information necessary to conduct an effective social norms intervention. It will be a valuable resource for anyone involved in such an effort—be they community members, school administrators and staff, or health promotion professionals.

Access the guide [HERE!](#)

Substance Use Prevention Communications Toolkit



The **Substance Use Prevention Communications Toolkit** provides evidence-informed guidance for creating, delivering, and disseminating messages to prevent onset or escalation of substance use in youth aged 12-18 and build community support and readiness for substance use prevention.

Access the toolkit [HERE](#) to get started in applying these strategies to your conversations with and for youth!

Social Norms Surveys Online

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Alcohol Education Project

Hobart and William Smith Colleges, Geneva, NY 14456

<http://www.AlcoholEducationProject.org>

Survey of Student Norms

[Español](#)

Please login.

Username: test

Password: test

login

Social Norms Surveys Online

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Survey of Student Norms

Page 1 of 3

This is a survey of what students think about their school, the use of alcohol, tobacco, and other substances, and about other behaviors related to health and safety. We want you to tell us about yourself and your perceptions of other students. You will not be asked to submit your name--this is an anonymous survey. Questions that ask about other students are referring to students at your school. Please read each question carefully. There are no "right" or "wrong" answers-- just give your best estimate. This survey is voluntary. If you do not wish to respond to a question you may leave it blank and continue on.

1. What grade are you in?

6

7

8

9

10

11

12

2. How old are you?

9

10

11

12

13

14

15

16

17

18

19

20

21+

3. Gender:

(choose one)

 Male Female

4. Activities: Which of the following groups or activities have you participated in this school year?

(check all that apply)

- a. School club or student government
- b. Varsity sport, junior varsity sport, or junior high or modified sport
- c. Performing theatre, dance or musical group
- d. Volunteer service work
- e. Religious group
- f. Part-time job

5. What is your most typical transportation to and from school?

(select one)

- School bus
- Walk or ride bike
- I drive
- Brother, sister, or friend drives
- Parent or another adult drives
- City bus or train

6. Think of your four closest friends that are about your age. Are they good friends with each other?*(select one)*

- None are good friends with each other
- Some of them are good friends with each other
- All four of them are good friends with each other
- I do not have four good friends my age

7. How important do you believe it is to...

	Not at all important	Somewhat important	Important	Very important
a. Volunteer in your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Make friends with people different from you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Take your classes and school work seriously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Be physically active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Eat a healthy diet including fruits and vegetables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. At this school...

	Strongly agree	Agree	Disagree	Strongly disagree
a. I feel that other students care about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel that teachers care about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am encouraged to help and respect other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I don't fit in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Other students look to me to show them how to act	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. It is easy to make friends here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I can't do much to change bad things that happen here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I am happy here most of the time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Teachers don't really try to stop kids who are bullies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9a. Which statement below about student use of tobacco (including cigarettes, cigars, and chewing tobacco) do you feel best represents your own attitude?*(select one)*

- Tobacco use is never a good thing to do.
- Occasional tobacco use is ok, but not daily use.
- Daily tobacco use is ok if that's what the individual wants to do.

9b. Which statement below about student use of tobacco (including cigarettes, cigars, and chewing tobacco) do you expect to be the most common attitude among students in general in your grade?

(select one)

- Tobacco use is never a good thing to do.
- Occasional tobacco use is ok, but not daily use.
- Daily tobacco use is ok if that's what the individual wants to do.

10a. Which statement below about student use of e-cigarettes (vaping) do you feel best represents your own attitude?

(select one)

- e-Cigarette use is never a good thing to do.
- Occasional e-Cigarette use is ok, but not daily use.
- Daily e-Cigarette use is ok if that's what the individual wants to do.

10b. Which statement below about student use of e-cigarettes (vaping) do you expect to be the most common attitude among students in general in your grade?

(select one)

- e-Cigarette use is never a good thing to do.
- Occasional e-cigarette use is ok, but not daily use.
- Daily e-cigarette use is ok if that's what the individual wants to do.

11. Which statement below about drinking alcoholic beverages do you feel best represents your own attitude?

(select one)

- Drinking is never a good thing to do for anyone at any age.
- Drinking in moderation is all right for adults, but not for students my age except for just a few sips in a family or religious gathering.
- Occasional drinking at my age beyond just a few sips in a family or religious gathering is okay as long as it doesn't interfere with school work or other responsibilities.
- Occasional drinking at my age is okay even if it does interfere with school work or other responsibilities.
- Frequent drinking at my age is okay if that's what the individual wants to do.

12. Which statement below about drinking alcoholic beverages do you expect to be the most common attitude among students in general in your grade?

(select one)

- Drinking is never a good thing to do for anyone at any age.
- Drinking in moderation is all right for adults, but not for students my age except for just a few sips in a family or religious gathering.
- Occasional drinking at my age beyond just a few sips in a family or religious gathering is okay as long as it doesn't interfere with school work or other responsibilities.
- Occasional drinking at my age is okay even if it does interfere with school work or other responsibilities.
- Frequent drinking at my age is okay if that's what the individual wants to do.

Next >

Social Norms Surveys Online

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Survey of Student Norms

Page 2 of 3

13-1. How often do you think students in each of the following categories typically use tobacco (including cigarettes, cigars and chewing tobacco)?

Just give your best estimate of what is most typical for each category (a through g).

	Never	1-2 times per year	Once a month	Twice a month	Once a week	Twice a week	Daily
a. Yourself	<input type="radio"/>						
b. Your friends	<input type="radio"/>						
c. Students in your grade	<input type="radio"/>						
d. Males in your grade	<input type="radio"/>						
e. Females in your grade	<input type="radio"/>						
f. High School Juniors and Seniors	<input type="radio"/>						
g. School Athletes	<input type="radio"/>						

13-2. How often do you think students in each of the following categories typically use e-cigarettes (vaping)?

Just give your best estimate of what is most typical for each category (a through g).

	Never	1-2 times per year	Once a month	Twice a month	Once a week	Twice a week	Daily
a. Yourself	<input type="radio"/>						
b. Your friends	<input type="radio"/>						
c. Students in your grade	<input type="radio"/>						
d. Males in your grade	<input type="radio"/>						
e. Females in your grade	<input type="radio"/>						
f. High School Juniors and Seniors	<input type="radio"/>						
g. School Athletes	<input type="radio"/>						

14. Not counting just a few sips in a family or religious gathering, how often do you think students in each of the following categories typically consume alcohol? Include beer, wine, wine coolers, liquor and mixed drinks in your answer.

Just give your best estimate of what is most typical for each category (a through g).

	Never	1-2 times per year	Once a month	Twice a month	Once a week	Twice a week	Daily
a. Yourself	<input type="radio"/>						
b. Your friends	<input type="radio"/>						
c. Students in your grade	<input type="radio"/>						
d. Males in your grade	<input type="radio"/>						

- e. Females in your grade
- f. High School Juniors and Seniors
- g. School Athletes

15. How many alcoholic drinks, if any, do you think each of the following students on average typically consume at parties or social occasions?

Just give your best estimate of what is most typical for each category (a through g).

- | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7+ |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Yourself | <input type="radio"/> |
| b. Your friends | <input type="radio"/> |
| c. Students in your grade | <input type="radio"/> |
| d. Males in your grade | <input type="radio"/> |
| e. Females in your grade | <input type="radio"/> |
| f. High School Juniors and Seniors | <input type="radio"/> |
| g. School Athletes | <input type="radio"/> |

16. How often do you think students in each of the following categories typically use marijuana?

Just give your best estimate of what is most typical for each category (a through g).

- | | Never | 1-2 times per year | Once a month | Twice a month | Once a week | Twice a week | Daily |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Yourself | <input type="radio"/> |
| b. Your friends | <input type="radio"/> |
| c. Students in your grade | <input type="radio"/> |
| d. Males in your grade | <input type="radio"/> |
| e. Females in your grade | <input type="radio"/> |
| f. High School Juniors and Seniors | <input type="radio"/> |
| g. School Athletes | <input type="radio"/> |

17. How often do you think students in each of the following categories typically use illicit drugs other than marijuana?

Just give your best estimate of what is most typical for each category (a through g).

- | | Never | 1-2 times per year | Once a month | Twice a month | Once a week | Twice a week | Daily |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Yourself | <input type="radio"/> |
| b. Your friends | <input type="radio"/> |
| c. Students in your grade | <input type="radio"/> |
| d. Males in your grade | <input type="radio"/> |
| e. Females in your grade | <input type="radio"/> |
| f. High School Juniors and Seniors | <input type="radio"/> |
| g. School Athletes | <input type="radio"/> |

18. Overall, what percentage of students at your grade level do you think use NO tobacco or vaping products at all?

Just give your best estimate (from 0 to 100%).

_____ %

19. Overall, what percentage of students at your grade level do you think consume NO alcoholic beverages at all?

Just give your best estimate (from 0 to 100%).

%

20. How often, if ever, have you consumed alcohol at a party or social occasion with other students in the last 12 months?*(select one)*

- Never
 A few times, but not monthly
 About once a month
 About once a week or more often

21. During the past 30 days, on how many days did you:*(enter zero for never or no days -- do not leave blank)***a. Use tobacco (including cigarettes, cigars, and chewing tobacco)** days**b. Use e-cigarette (including any vaping products)** days**c. Use alcohol (not counting just a few sips in a family or religious gathering)** days**d. Use marijuana** days**22. If you never smoked tobacco or vaped, or if you have smoked or vaped but sometimes choose not to, how do you resist pressure from those who are smoking/vaping?***(choose all that apply)*

- a. I don't go to places where people are smoking or vaping
 b. I leave places where people are smoking or vaping
 c. I avoid smokers or vapers
 d. I hang out with people who don't smoke or vape
 e. I tell people that I don't want to smoke or vape if they ask me

23. If you never drink alcohol, or if you have consumed alcohol but sometimes choose not to, how do you resist pressure from those who are drinking alcohol?*(choose all that apply)*

- a. I don't go to parties where people are drinking
 b. I leave parties where people are drinking
 c. I hang out with people who don't drink
 d. I tell people that I don't want to drink if they ask me
 e. I hold an alcoholic drink, but don't drink from it
 f. I drink non-alcoholic drinks like water or pop

24. How recently, if ever, have you been drunk in the last 12 months?*(select one)*

- Never
- Within the last year, but not within the last 30 days
- Within the last 30 days, but not within the last 7 days
- Within the last 7 days

25. Overall, what percentage of students at your grade level do you think have been drunk on at least one occasion in the last 7 days?*Again, just give your best estimate (from 0 to 100%).* %[Next >](#)

Social Norms Surveys Online

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Alcohol Education Project

Hobart and William Smith Colleges, Geneva, NY 14456

<http://alcohol.hws.edu>

Survey of Student Norms

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26. If you did not drink at all beyond just a few sips during the last 12 months, check the box here and skip the next question.

27. During the last 12 months which, if any, of the following has occurred as a consequence of your drinking?

(Select one answer for each item a through o)

	Not during the last 12 months	Once during the last 12 months	More than once during the last 12 months
a. Physical injury to yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physical injury to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. fighting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Damage to property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Cutting class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Inefficiency in homework, classroom, or lab work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Late papers, missed exams, failure to study for exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Damaged friendships or relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Impaired driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. After drinking could not remember events or actions that occurred while drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Missed or performed poorly in an athletic event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Hospitalization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Punishment by parent or guardian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Trouble with police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Sickness (hangover, nausea, illness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. What limits, if any, do your parents apply to you about drinking alcohol in your home?

(select one)

- No drinking is allowed (other than a few sips in a family or religious gathering)
- Some drinking is allowed with a parent when only family members are present
- Some drinking with friends is allowed if a parent is present
- Drinking is allowed without a parent present as long as I do not get drunk or drive afterwards

No limits

29. What limits, if any, would you say are most typical of other students' parents concerning student drinking in the home?

(select one)

- No drinking is allowed (other than a few sips in a family or religious gathering)
- Some drinking is allowed with a parent when only family members are present
- Some drinking with friends is allowed if a parent is present
- Drinking is allowed without a parent present as long as the student does not get drunk or drive afterwards
- No limits

30. Who do you think students should tell if they saw a weapon (knife or gun) at school? And what would most other students say?

(Check all that apply)

I think students should ...

(check all that apply)

- a. Tell a principal
- b. Tell a teacher or counselor
- c. Tell a hall monitor
- d. Tell a friend
- e. Tell a police officer or security person
- f. Tell a parent or another adult relative
- g. Tell a brother, sister, or cousin
- h. Not tell anyone

Most other students would say ...

(check all that apply)

- a. Tell a principal
- b. Tell a teacher or counselor
- c. Tell a hall monitor
- d. Tell a friend
- e. Tell a police officer or security person
- f. Tell a parent or another adult relative
- g. Tell a brother, sister, or cousin
- h. Not tell anyone

31. Who do you think students should tell if they saw drugs (other than tobacco or alcohol) at school? And what would most other students say?

(Check all that apply)

I think students should ...

(check all that apply)

- a. Tell a principal
- b. Tell a teacher or counselor
- c. Tell a hall monitor
- d. Tell a friend
- e. Tell a police officer or security person

- f. Tell a parent or another adult relative
- g. Tell a brother, sister, or cousin
- h. Not tell anyone

Most other students would say ...*(check all that apply)*

- a. Tell a principal
- b. Tell a teacher or counselor
- c. Tell a hall monitor
- d. Tell a friend
- e. Tell a police officer or security person
- f. Tell a parent or another adult relative
- g. Tell a brother, sister, or cousin
- h. Not tell anyone

32. During this school year have you ever felt bullied at school?*(select one)*

- Never
- Rarely
- Sometimes
- Often

33. How often have you skipped school this year because you were afraid of other students hurting you or making fun of you?*(select one)*

- Never
- once
- 2-3 times
- 4 or more times

34. On a scale of one to ten, how safe do you feel at school?*(select one)*

- | Very
threatened | | | | | | | | | | Very safe |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| <input type="radio"/> |

35. How often do you think students in each of the following categories use seat belts when driving or riding in a motor vehicle?*Again, just give your best estimate for each category (a through d).*

- | | Almost Never
0-10% of the
time | Seldom 25%
of the time | Half 50% of
the time | Usually 75%
of the time | Almost
Always
90-100% of
the time |
|------------------------------------|--------------------------------------|---------------------------|-------------------------|----------------------------|--|
| a. Yourself | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Your friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Students in your grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. High School Juniors and Seniors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

36. How often during the last year have you been a passenger in a motor vehicle with a driver who drank alcohol just before or while driving?

(select one)

- Never
 Once
 Twice
 3 or more times

37. What percentage of students do you think have ridden during the last year as a passenger in a motor vehicle with a driver who drank alcohol just before or while driving?

Just give your best estimate (from 0 to 100%).

%

38. Are you currently licensed to drive an automobile?

(select one)

- No
 Yes, but with a restricted permit (for example, requiring another licensed driver in the car or only allowing driving at particular times of the day)
 Yes, without restrictions

39. What is your weight and height?

Weight

pounds

Height (enter feet and then inches)

feet

3

4

5

6

7

inches

0

1

2

3

4

5

6

7

8

9

10

11

40. Which best describes what you think of your current weight?

(choose one)

I am...

- Very underweight
 Somewhat underweight
 About right
 Somewhat overweight
 Very overweight

41. What would you guess is the average male and female weight for males and females in your grade?

(just give your best guess for each below)

Average male weight in your grade

pounds

Average female weight in your grade

pounds

42. How often do you think students in each of the following categories typically participate in at least 30 minutes of moderate physical activity (physical activity that increases your breathing or heart rate)?

Just give your best estimate of what is most typical for each category (a through g).

	Never	Once a month	Twice a month	Once a week	2-3 times a week	4-5 times a week	Daily
a. Yourself	<input type="radio"/>						
b. Your friends	<input type="radio"/>						
c. Students in your grade	<input type="radio"/>						
d. Males in your grade	<input type="radio"/>						
e. Females in your grade	<input type="radio"/>						
f. High School Juniors and Seniors	<input type="radio"/>						
g. School Athletes	<input type="radio"/>						

43. How many servings of fruits and vegetables do you think students in each of the following categories usually have per day (1 serving = 1 medium piece of fruit, 1/2 cup chopped, cooked or canned fruits/vegetables, 3/4 cup fruit/vegetable juice, small bowl of salad greens, or 1/2 cup dried fruit)?

Just give your best estimate of what is most typical for each category (a through g).

	Servings per day							
	0	1	2	3	4	5	6	7+
a. Yourself	<input type="radio"/>							
b. Your friends	<input type="radio"/>							
c. Students in your grade	<input type="radio"/>							
d. Males in your grade	<input type="radio"/>							
e. Females in your grade	<input type="radio"/>							
f. High School Juniors and Seniors	<input type="radio"/>							
g. School Athletes	<input type="radio"/>							

44. On an average day, how many sweet drinks (such as soda, pop, soft drinks, flavored drinks, energy drinks, sweet tea) do you think students in each of the following categories drink? One drink would equal a 12 ounce can, bottle or glass. Do not include diet, light, unsweetened, or zero calorie drinks or seltzer water.

Just give your best estimate of what is most typical for each category (a through g).

	Sweet drinks per day							
	0	1	2	3	4	5	6	7+
a. Yourself	<input type="radio"/>							
b. Your friends	<input type="radio"/>							
c. Students in your grade	<input type="radio"/>							
d. Males in your grade	<input type="radio"/>							
e. Females in your grade	<input type="radio"/>							

- f. High School Juniors and Seniors
- g. School Athletes

45. What is your race or ethnic origin?

(choose one)

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino
- White/Caucasian
- Other

46. What is your approximate grade point average for last term's courses.

(using a 4pt scale where A=4.0, B=3.0, C=2.0, D=1.0, and F=0.0)

- | | | | | | | | | | | | |
|---------------------------|-------------------------|-------------------------|------------------------|-------------------------|-------------------------|------------------------|-------------------------|-------------------------|------------------------|-------------------------|------------------------|
| A/A+
4.0 | A-
3.7 | B+
3.3 | B
3.0 | B-
2.7 | C+
2.3 | C
2.0 | C-
1.7 | D+
1.3 | D
1.0 | D-
0.7 | F
0.0 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

47. During the last 12 months how often have you seen or heard information about what most students or the majority do or think about alcohol, tobacco, vaping, or other drug use based on survey results from students at your school?

(choose one)

- Never
- Once
- Twice
- 3 - 4 Times
- 5 - 9 Times
- 10 - 19 Times
- 20 or more times

48. Where did you see or hear this survey information about what most students do or think about alcohol, tobacco, vaping or other drug use?

(Check 'Never' or how often seen/heard for each item a through l)

- | | Never | Once | More than once |
|---|-----------------------|-----------------------|-----------------------|
| a. On posters at school... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. In school newsletters... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. On a computer screen saver... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. On a school web page... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. On other printed material (t-shirts, flyers, gift cards, give-away items)... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. On a school TV or computer video... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. In school announcements over school PA (speaker system)... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. In school assemblies... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. From teachers in class... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. From talking with other students... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. From talking with parents... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Finish >

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Thank you for taking the survey!



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2. Communicating Social Norms
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4. Mass Media Campaigns

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USE

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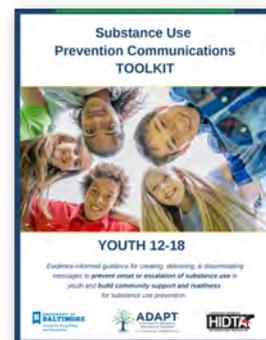
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