AIHEC
Behavioral Health Institute
Dine’ College
Tsaile, AZ

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I am pleased to provide these slides to accompany my presentation and to assist you in your important work in serving community health.

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Questions or additional information please contact me so I may assist you in your very important work.

jeff@MontanaInstitute.com
Montana Summer Institute
July 7-10, 2015 Big Sky, MT
Agenda

• Science of the Positive Process
• Positive Community Norms Framework
• So Old It’s New Again
• Exploring Hope & Concern
• Identify Cultural Protective Factors
• Understanding Norms
• Reflection / Evaluation
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“I’m Okay, You’re At Risk...”
Deficit Models

We’re okay - you’re at risk!
“Is the universe a friendly place?”

- Albert Einstein
Core Assumption

The POSITIVE exists and is worth growing.
The solutions are in the community.
The diagram illustrates a cycle that connects action, science, spirit, and return. Here's a breakdown of the components:

- **Action**: Integrating Change and Transformation
- **Science**: Learning Planning Effectiveness
- **Spirit**: Positive Hopeful Energy-giving
- **Return**: Rest Reflection Evaluation

The cycle suggests a continuous process where action leads to science, which then feeds into spirit, and finally returns to action, completing the loop.

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Guiding Questions

**Spirit**
What will be the spirit of our work?

**Science**
How will we approach the science?

**Action**
What will be our actions?

**Return**
What returns will we seek?
Word Association

Brainstorm a list of words that you associate with SPIRIT, SCIENCE, ACTION & RETURN

For example:

SPIRIT
“Energy- Giving”
“School Spirit”
“Intention”
“Hopeful”
What will be the “spirit” of our work?
What will be the “Context” of our work?
15 BUCKS FOR SEX ISN'T NORMAL.
BUT ON METH IT IS.
Fear Appeals

Persuasive messages that scare an audience into adopting a recommended response

But are they effective?
MOST of us
Native American teens keep tobacco SACRED

A MESSAGE FROM THE MONTANA DEPARTMENT OF PUBLIC HEALTH PROGRAM SERVICES

www.mostofus.org

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WWW.MONTANA-INSTITUTE.COM
Fear Appeals can...

have **unintended adverse effects** associated with public health communication activities:

1. label and stigmatize,
2. expand social gaps, and
3. promote poor health as a value.

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

- Linkenbach, 2000
Are we busy or are we effective?
Change and Transformation
Focus of Actions

**Change (PCN)**
- Temporary
- Surface level
- Combines same elements-new formats
- More common
- Easier to measure
- Linear & stages
- Current paradigm

**Transformation**
- Lasting
- Deep core
- New elements, synergistic reactions
- More rare
- Difficult to measure
- Cyclical & quantum leaps
- Paradox & shifts
“Change works in the Frame.

Transformation works on the Frame.”

Linkenbach 2011
Science of the Positive Process

Return

Action

Spirit

Science
Positive Community Norms Framework

- Leadership
- Communication
- Integration

Increase Positive Community Norms
Improve Health & Safety

Communities
Schools Workplaces
Families Peers
Individuals

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Navajo Social Ecology

Navajo Leadership Model

Positive Community Norms Framework

Navajo Wellness Model

Environment

Community

Families

Individuals

Increase Cultural Traditions Improves Health & Safety

Increase Cultural Traditions Improves Health & Safety
The Seven Core Principles of the Science of the Positive
Canyon de Chelly 2014

1. be positive
All is good/well. T’áa áltsoiįį hózhóó háž’a

2. be present
This time, this moment. Kwee oolkiłgíí, kwee hoolzhízhígíí

3. be perceptive
We are connected by K’e. Hwiindzino kééhiíít’í

4. be purposeful
Legacy in the making. Siih jinízingo hiihíina

5. be peaceful
We feel humbled and open minded about ourselves with constant improvements. K’é nídzingo nihiintsakees yá’adoate’ííhíí bil nooseel dooleel

6. be passionate
We will inspire responsible teachings with positive intentions. Bée yá’át’ééhgo na’niiiniigíí bée lá’hodoonííl

7. be proactive
A heartfelt belief in your purpose. Biníye’ Ahát’ Igíí ajeí bée woodła’
The PCN Communications Model

1. Planning & Environmental Advocacy
2. Baseline data
3. Message development
4. Communication plan
5. Pilot test & refine materials
6. Implement campaign
7. Evaluation

CULTURAL LANDSCAPE

Project Goal

Linkenbach, 1999

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Positive Community Norms Framework

Leadership

Communication

Integration

Increase Positive Community Norms

Improve Health & Safety

Communities

Schools Workplaces

Families Peers

Individuals

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So how do we grow positive norms in our communities?
Oh Boy!
A Survey.

Participation is voluntary, results only reported as group statistics...
Have you used clickers before?

Used Clickers?

A. Yes  63%
B. No   38%
C. Don’t know  0%
1. How old are you?

- A. 21 or younger: 9%
- B. 22 - 29: 4%
- C. 30 – 39: 30%
- D. 40 - 49: 22%
- E. 50 – 59: 9%
- F. 60 or older: 26%
How would most WY adults respond:
“It is a sign of personal weakness or inadequacy to receive treatment for suicidal thoughts and behaviors.”

- A. Strongly Agree (12%)
- B. Agree (28%)
- C. Neither (12%)
- D. Disagree (32%)
- E. Strongly Disagree (16%)

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88%

WY adults either disagree or strongly disagree

“It is a sign of personal weakness or inadequacy to receive treatment for suicidal thoughts and behaviors.”

WYSAC,
Wyoming Suicide Prevention Awareness Survey, 2008, n=1276
What percent of American Indian or Alaska Native adults in Minnesota reported **NOT** using any illicit drug other than marijuana in the past 12 months?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>8%</td>
<td>A. 0-20%</td>
</tr>
<tr>
<td>27%</td>
<td>B. 21% – 40%</td>
</tr>
<tr>
<td>19%</td>
<td>C. 41% - 60%</td>
</tr>
<tr>
<td>27%</td>
<td>D. 61% -80%</td>
</tr>
<tr>
<td>19%</td>
<td>E. 81% -100%</td>
</tr>
</tbody>
</table>
According to the 2010 Minnesota Survey of Adult Substance Use, 89% of American Indian and Alaska Native adults in Minnesota reported not using any use of illicit drugs other than marijuana in past 12 months

Epidemiological Profile of Substance Use + Related Factors in Minnesota’s American Indian + Alaska Native Communities, April 2014
What percent of American Indian or Alaska Native adults in Minnesota reported **NOT** using marijuana in the past 30 days?

<table>
<thead>
<tr>
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<th>Percentage</th>
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<tr>
<td>A.</td>
<td>0-20%</td>
</tr>
<tr>
<td>B.</td>
<td>21% – 40%</td>
</tr>
<tr>
<td>C.</td>
<td>41% - 60%</td>
</tr>
<tr>
<td>D.</td>
<td>61% - 80%</td>
</tr>
<tr>
<td>E.</td>
<td>81% - 100%</td>
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</tbody>
</table>
According to the 2010 Minnesota Survey of Adult Substance Use, 79.0% of American Indian and Alaska Native adults in Minnesota reported non use of marijuana in the past 30 days

Epidemiological Profile of Substance Use + Related Factors in Minnesota’s American Indian + Alaska Native Communities, April 2014
What percent of American Indian or Alaska Native students in Minnesota said they “strongly agree” or “agree” that they feel safe in their neighborhood?

<table>
<thead>
<tr>
<th>Percentage</th>
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</tr>
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<tbody>
<tr>
<td>10%</td>
<td>A. 0-20%</td>
</tr>
<tr>
<td>29%</td>
<td>B. 21% – 40%</td>
</tr>
<tr>
<td>29%</td>
<td>C. 41% - 60%</td>
</tr>
<tr>
<td>24%</td>
<td>D. 61% - 80%</td>
</tr>
<tr>
<td>10%</td>
<td>E. 81% - 100%</td>
</tr>
</tbody>
</table>
In 2013, 87.0% of American Indian and Alaska Native students said they “strongly agree” or “agree” that they feel safe in their neighborhood.
Are MN American Indian/Alaska Native students more or less likely to report getting alcohol from their parents as compared to the state average?

- A. Much More Likely
- B. Somewhat More Likely
- C. Same
- D. Somewhat Less Likely
- E. Much Less Likely
American Indian/Alaska Native students are less likely to report getting alcohol from their parents as compared to the state average: 9% vs. 14%
Examples of NORMs

Norms are majority data (51% or better)

- 54% of MN high school senior girls (51% boys) report not drinking alcohol in the past 30 days. (MN Student Survey, 2007)
- 75% of MN high school senior girls (65% boys) report not binge drinking in the last 2 weeks. (MN Student Survey, 2007)
- 92% of MN high school senior girls (72% boys) report not smoking tobacco in the past 30 days. (MN Student Survey, 2007)
- 99% of MN high school senior girls (97% boys) have not used methamphetamines in the past year. (MN Student Survey, 2007)
RUDYARD
596 Nice People - 1 Old Sore Head!
Social Norms Theory

Norm    | The GAP | Perceived Norm

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**Social Norms Theory**

<table>
<thead>
<tr>
<th>The Norm</th>
<th>The Perceived Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>The actual behavior or attitude of the majority of a population; what <strong>most people</strong> do or believe.</td>
<td>The perceived behavior or perceived attitude of most people; what we think <strong>most people</strong> do or believe.</td>
</tr>
</tbody>
</table>

The GAP

```
“How often do you drink alcohol?”
```

```
“How often do most students in your school drink alcohol?”
```
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!
Wyoming MS/HS School Data
Typical Data Pattern

Linkenbach, 2003
Perception is everything.

And therefore, so too is misperception.
Misperceptions of norms are a “hidden risk factor.”
Actual vs. Perceived Norms

MOST Minnesota High School students in 10 schools, **85%**, reported using alcohol **less than monthly**.

However, **48%** of these same students perceived that MOST students drink monthly or more often.

**These students were 5 times more likely to drink monthly than students who did NOT misperceive the norm.**

Source: ten schools, MN P&I 2013 PCN Student Survey, grades 6-12, n=5137
Misperceptions of norms impact BOTH RISK and PROTECTION

- Over-estimate the amount of risky or harmful behaviors in their “peers.”

- Under-estimate the amount of healthy or protective behaviors.
In a statewide survey of WY 10th & 12th graders:

MOST students, 84%, reported NOT using marijuana in the past 30 days.

However, 75% of these same students perceived that MOST students had used marijuana in the past 30 days.

Source: WY PNA 2010, n= 6591
Safe Sleeping  *(Injunctive Norm)*  

Most parents, **70% strongly agree**: “Babies should only sleep or nap in safety-approved cribs, bassinets or ‘pack and play’ with a firm mattress that fits close to the sides.”

- However, **83%** of parents did **not** think most parents would strongly agree.

- And, **97%** of HV service providers did **not** think most parents would strongly agree. (Q27)
Most Idaho adults, 86% reported they had **NOT** driven a motor vehicle within two hours after drinking alcohol in the past 60 days.

However, 89%, perceived that MOST Idaho adults had driven after drinking.

**These adults were 2.9 times more likely to drink and drive than those that did NOT misperceive the norm.**

Source: Idaho 2012 PCN Community Survey, n=1448
MOST Montana young adults (4 out of 5) don't drink and drive

DESIGNATED DRIVERS SAVE LIVES
Impaired Driving Among Young Adults in Montana

Results of Western vs. Eastern Montana after 15 month campaign

• 16.5% increase in support of .08 BAC law

• 13.7% decrease in driving after 2+ drinks then driving w/in one hour in past month

• 15% increase in use of non-drinking designated drivers when drinking
Core Assumption

The POSITIVE exists and is worth growing.
The solutions are in the community.
MT Youth Trying Smoking for the First Time Between 2000-2001

41% difference in proportion *Statistically significant at p < .05
MOST (78%) High School Students in San Juan County do NOT drink alcohol in a typical month.

2013 Youth Risk & Resiliency Survey (YRRS), San Juan County (n=1523). New Mexico Department of Health
CONGRATULATIONS GRADUATES!

STATISTICS SHOW:

3 out of 4 San Juan County High School Students Disapprove of Drinking Alcohol Regularly

2011 Youth Risk & Resiliency Survey (YRRS), San Juan County (n=2087). New Mexico Department of Health
There has been a significant improvement in the percent of high school students reporting they did not use alcohol in the past month. Corresponding increase in accurate perception of peers’ use of alcohol.
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Concern + Hope
The Importance of **HOPE**
Essentials for Childhood: Promoting Healthy Outcomes From Positive Experiences

AUTHORS: Robert Sege, MD, PhD, and Jeff Linkenbach, EdD

*Boston Medical Center, Boston, Massachusetts; and Center for Health & Safety Culture, Montana State University, Bozeman, Montana

KEY WORDS
child abuse, early childhood, public health, promotion, collective impact

ABBREVIATIONS
CDC—Centers for Disease Control and Prevention
SSNRs—safe, stable, nurturing relationships

Dr Sege conceptualized and designed this article consultation with Dr Linkenbach, wrote the first draft, submitted it for review and revision by Dr Linkenbach, and prepared the final draft for submission; Dr Linkenbach participated in the conceptualization and drafting of this manuscript and reviewed and edited the

The field of child maltreatment prevention is undergoing a transformation. Clinical practice is moving toward the promotion of factors that support optimal child development and broadening its focus to include the healthy outcomes that arise from positive childhood experiences. In September, the Centers for Disease Control and Prevention (CDC) announced grants for the implementation of Essentials for Childhood: Steps to Creating Safe, Stables, Nurturing Relationships, a strategy designed to promote the development of family environments in which children thrive. We were members of a working group that advised the CDC on Essentials. This Perspective will highlight the new strength-based approach that guided its development.

By focusing on the key role of safe, stable, nurturing relationships (SSNRs), Essentials highlights the health effects of positive experi-
Hope & Concern Worksheet
Examples of Concerns
Examples of Hopes
Welcome to our Gallery of...

Hope and CONCERN

Our Youth’s Perspective:

Hope: What are the factors that prevent youth from using alcohol in the school community of Nay Ah Shing?

CONCERN: What factors lead to alcohol use among youth in Nay Ah Shing?

Hopeful to continue...

“This sign represents hope. There aren’t many reservations around, when we see it, it gives us hope for future generations of Native American people.”

- Nay Ah Shing youth

Youth Photo Voice Project

The Gallery of Hope and Concern is an enviromental strategy implemented by the Nay Ah Shing youth group. The youth group is funded by grant from MN-DHS, ADAD for drug and alcohol prevention within the upper Mille Lacs County area.
Concern

Violence

We have seen drinking and drugs bring violence. Violence gets people hurt. It doesn’t make us feel safe when we go to bed at night or when we walk somewhere alone. Young people may feel that joining in this behavior makes them feel more safe.

Disrespect

Drinking and drug abuse are against our heritage. Graffiti on our ceremonial building is a disrespect to our traditions and culture that are slowly fading away. We can’t pass on our traditions to the young when people don’t respect our ceremonial buildings.
GRAFFITI

Instead of this playground being a fun place to play, it is a concern because there have been many fights and much damage to the playground. It has become a scary place that is not well lit or monitored. It gives kids another place to drink and do drugs. This needs to change.

ABANDONED HOMES

People vandalize other’s houses, even if they are abandoned. It doesn’t make the reservation look very nice. It’s disrespectful to the people who built the homes and to the entire community. This are also places kids go to drink or do drugs.
“Drinking and drug abuse are against our heritage. Graffiti on our ceremonial building is disrespect to our traditions and culture that are slowly fading away. We can’t pass on our traditions to the young when people don’t respect our ceremonial buildings.”
Hope

Ceremonial Building

The ceremonial building is a place where we practice our sacred heritage. Here we can keep our traditions and culture safe. Passing on our traditions is very important to teach future generations; traditions such as singing, dancing, and learning our language! This is a place we go to pray, heal and have good times. It's a place to learn the culture and the stories of our ceremonial drum.

A Good Life

The school gives us hope for our future. It teaches us discipline and how to make good decisions. School is a place we feel safe and people care about each other. It gives us a better life and prepares us for college and getting good jobs.
**Family**

Family is hope because there is always a lot of love in families. Everyone in a family cares for each other every day and night. Family is respect; you respect your family and your family respects you. Family connects you to your culture. Family roots anchor you in your community. You can depend on your family.

---

**Art**

Why is art hope? The beauty can inspire you to create your own beautiful masterpiece! Art is a part of my culture. Art comes in many forms and has so much to do with my community. As for me, I draw and write; I practice art!
“Family is hope because there is always a lot of love in families. Everyone in a family cares for each other every day and night. Family is respect; you respect your family and your family respects you. Family connects you to your culture. Family roots anchor you in your community. You can depend on your family.”
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What will be the spirit of our work?

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**Action**
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**Return**
What returns will we seek?
ACE Pyramid

- Adverse Childhood Experiences
- Social, Emotional, & Cognitive Impairment
- Adoption of Health-risk Behaviors
- Disease, Disability, and Social Problems
- Early Death
- Death

Whole Life Perspective

Conception

Scientific Gaps
Safe, Stable, Nurturing Relationships and Environments

• **Safety:** The extent to which a child is free from fear and secure from physical or psychological harm within their social and physical environment

• **Stability:** The degree of predictability and consistency in a child’s social, emotional, and physical environment

• **Nurturing:** The extent to which a parent or caregiver is available and able to sensitively respond to and meet the needs of their child

www.cdc.gov/violenceprevention/childmaltreatment/essentials
Essentials for Childhood – Steps to Create Safe, Stable, and Nurturing Relationships and Environments document: Proposes a process and strategies that communities can consider to promote safe, stable, nurturing relationships and environments for children and families

www.cdc.gov/violenceprevention/childmaltreatment/essentials

Actions for promoting Safe, Stable, Nurturing Relationships and Environments are suggested in four goal areas:

- Raise Awareness and Commitment to Support Safe, Stable, Nurturing Relationships and Environments and Prevent Child Maltreatment
- Use Data to Inform Action
- Create the Context for Healthy Children and Families through Norms Change and Programs
- Create the Context for Healthy Children and Families through Policies
Reflections...

What are examples of when you experienced:

• Safety
• Stability
• Nurturing
Example Norms of Safe, Stable, Nurturing

• Stability in grandparents and teachings.
• Medicine man (grandfather) – spiritually
• Principles of love and hope was foundation
• Instilled values / experiences from parents
• Encouragement with dad
• Native American Church
Examples Norms of Safe, Stable, Nurturing

• Large family provided safety at school and on the res.
• Having an emotional archeologist – someone who can go deep to bring forth and preserve
• Cultural gatherings – like smokehouse
• Ceremonies – smudging
• Grandma and grandpa were there right across school
• Traditional Hogan
• Speaking our native language
Examples of ‘BIG’ things you heard
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“I AM BECAUSE WE ARE”
Reflect Back

What are some of the most useful and meaningful things you learned today?
Reflections on the day (take aways)

• Experience with colleagues
• Tradition
• All the new learning
• Dr. Cecil’s influence on how we are connected spiritually
• The difference between change and transformation
• The focus on hope as a social scientists
• The limits of Western science and what we can learn
Reflections on the day (take aways)

• Connection with others
• Measuring misperceptions
• Stuff about Cecil – meeting a Native from another tribe
• Common hope we all have in the tribal colleges
• Incredible wisdom of all of our positive strength / resilience
• Incredible experience of sharing with other cultures
• We need to first do awareness activities – for change
• Hope and resilience
Reflections on the day (take aways)

• Hope of new young researchers to carry us on
• The connection between hope and concern
• The hope of bringing spirituality into science
• The experience and idea of hope and concern weave
• Connectedness and ideas to help my community heal
• How to live in the solutions and not the problem
• Appreciate of stories and making a different in people
• We will develop a conceptual framework for our project
Reflections on the day (take aways)

• Purpose, knowledge, hopefulness, reflection, prayer
• Inspired by the knowledge, wisdom resilience- tribal college
• Everything we deal with is common with our issues
• Thank you until I see you again
• Thank you for your stories – they are a form of protection
• For Dr. Jeff L for bringing Western Science to our tribes
• For information and sharing
• A strong sense of empowerment
Reflections on the day (take aways)

- The knowledge and wisdom sharing from everyone
- Phraseology
- Scared the health into them
- Hearing and steering the conversation
- The Fed bureau of Love and happiness
- Perception is everything
- Mind the gap
- Science is catching up to ceremony
- Steven Hawkins might be Lakota
Reflections on the day (take aways)

• Oral tradition and how it must involve the elders
• Always reflect upon the spirit of the work we are doing
• Knowledge that there are many good people working
• Promise that we can continue to work together
• That we can continue to bring this back to our students
• New colleagues
• Healing spiritually damaged people
• Concentrate on the commonalities we have
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