



# Behavioral Health is Essential To Health



Prevention Works



Treatment is Effective



People Recover



# Making Numbers Talk: Using Data to Strengthen Your Social Marketing

Presented by:

Caring for Every Child's Mental Health Campaign

Social Marketing TA Team

*Disclaimer: The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).*



# Presenters

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# Learning Objectives

- Develop a more clear understanding of the social marketing planning process.
- Understand how to effectively use data in messaging and materials development to reach specific audiences.
- Learn more about how to develop messages that resonate with the audiences you are trying to reach.

# What brings you here?

Poll:

- What is your role in your system of care?
- What is the number one thing you want to get out of this training?

Write down:

- How do you define social marketing?

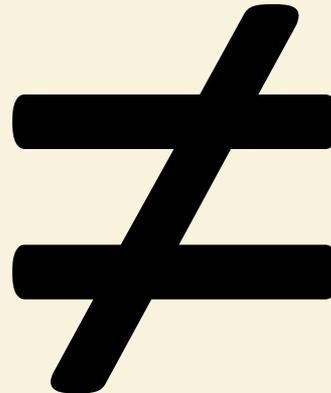
# What is social marketing?

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Social marketing is the marketing of behavioral change that benefits society as well as the audience.

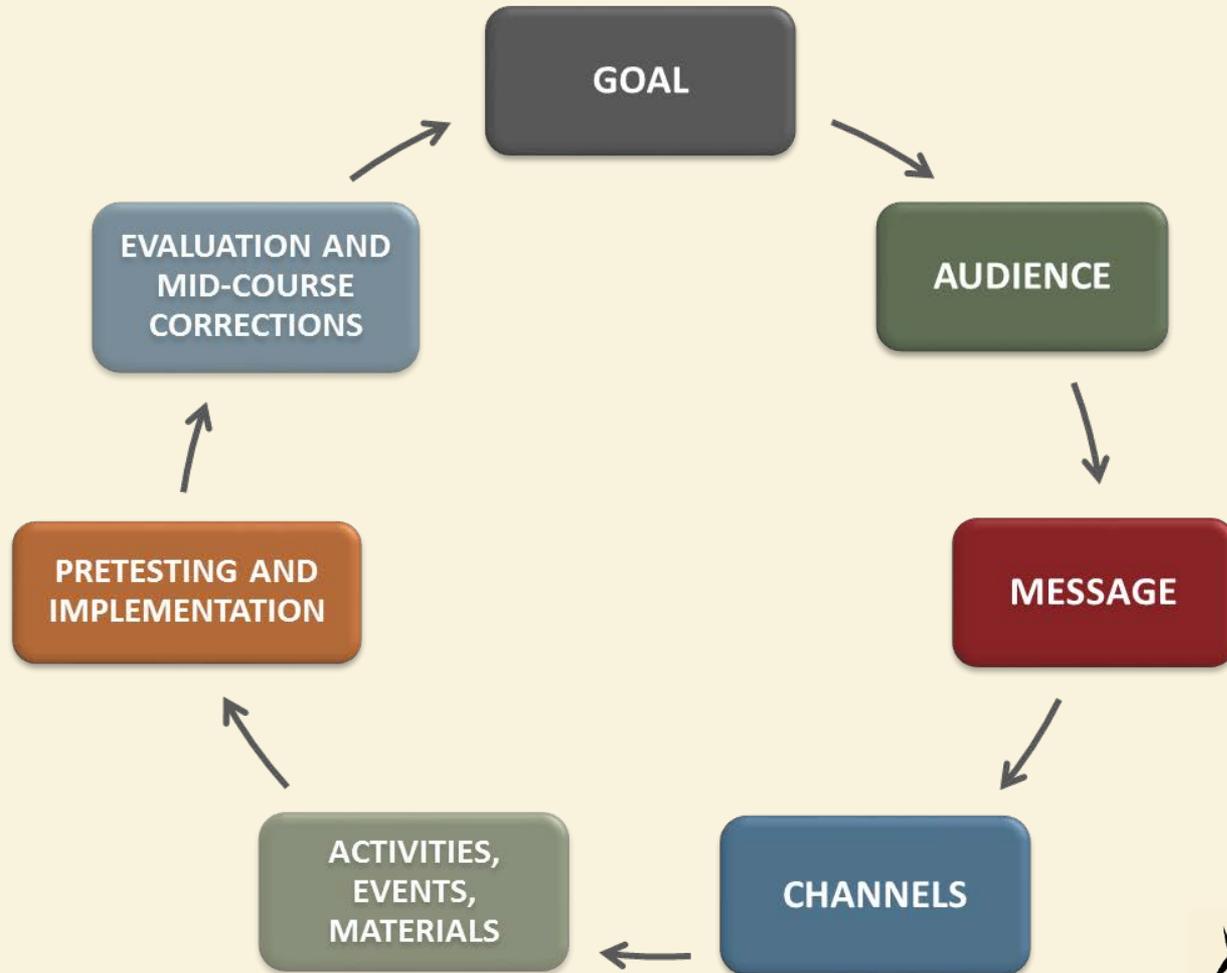
**(No, really. That's it.)**

# A Note on Social Media



(Two different things.)

# How do you do it?



# What's the goal?



# For example...

- Raise awareness among parents of young children about the availability and efficacy of system of care services.
- Change attitudes among Anyville's school board members about the impact of mental health on academic outcomes.
- Increase the number of Anyville high school youth accessing system of care services.



A social marketing goal should identify a change in \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_ in your audience.

# Who do we need to reach...

...and what do we know about them?





# Know Your Audience

- Who are you trying to reach?
- What motivates them to **think, feel, or act**?
- What barriers exist to changing attitudes, beliefs, and behaviors?
- Who is most likely to change?



# AUDIENCE SEGMENTATION EXERCISE

## Education



When analyzing your audience, you want to consider what motivates them to \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.

# Develop messages...

...that will resonate with the audience.



# Create Messages for Specific Audiences

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Messages should:

- Show the importance, urgency, or magnitude of the issue
- Be tied to specific values, beliefs, or interests of the audience
- Be culturally competent
- **Be pretested with your audience**



# Six Elements of Using Data Effectively in Messages

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1. Know Your Audience
2. Choose a Reliable Data Source
3. Make it Real
4. Put a Face on the Data
5. Be Symbolic
6. Know Your Limits

# The Science: Outcomes Data

- **Academics**
  - Only 6.3 percent of children in systems of care for 12 months had repeated a grade, compared with 9.6 percent of American students in the general public.
  - On average, 20 percent of high school students with emotional challenges nationwide drop out per year before finishing high school. In contrast, only 8.6 percent of youth in systems of care had dropped out of school after 12 months of services.
- **Emergency Room (ER) visits for Behavioral/Emotional Problems**
  - Before involvement with systems of care, children visited the ER an average of .33 times in the 6 months prior to intake. Frequency of visits declined to an average of .14 times in the 6 months prior, after one year of involvement in systems of care. This is a 58 percent reduction in ER visits.
- **Juvenile Arrests**
  - The average number of arrests for children involved in systems of care declined by 38 percent from 0.32 at intake to 0.20 at 12 months.

Source: Stroul, B. A., Pires, S. A., Boyce, S., Krivelyova, A., & Walrath, C. (2014). Return on investment in systems of care for children with behavioral health challenges. Washington, DC: Georgetown University Center for Child and Human Development, National Technical Assistance Center for Children's Mental Health. Retrieved from [http://gucchdtcenter.georgetown.edu/publications/Return\\_onInvestment\\_inSOCsReport6-15-14.pdf](http://gucchdtcenter.georgetown.edu/publications/Return_onInvestment_inSOCsReport6-15-14.pdf)

# The Art: Make it Real

Translate the data into terms that will resonate with your audience.

Before involvement with systems of care, children visited the ER an average of .33 times in the 6 months prior to intake. Frequency of visits declined to an average of .14 times in the 6 months prior, after one year of involvement in systems of care. This is a 58 percent reduction in ER visits.



**After children become involved with a system of care, they visit the ER half as often for behavioral and emotional problems.**

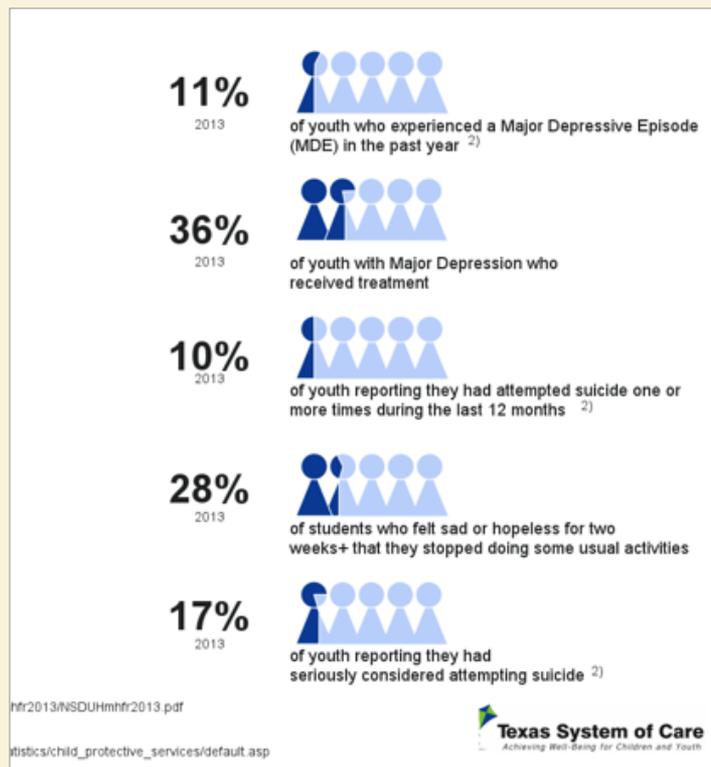
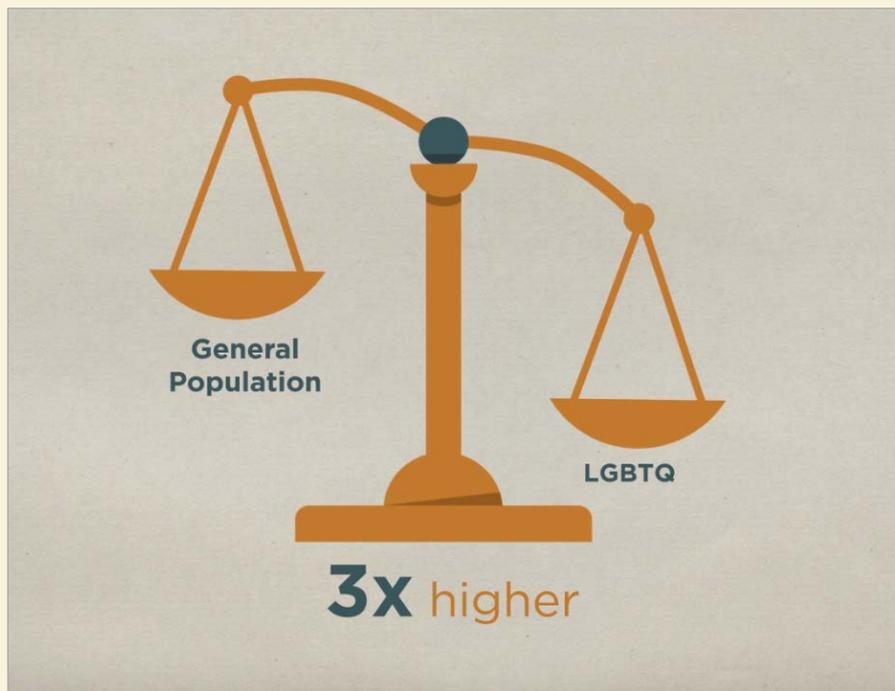
Source: Stroul, B. A., Pires, S. A., Boyce, S., Krivelyova, A., & Walrath, C. (2014). Return on investment in systems of care for children with behavioral health challenges. Washington, DC: Georgetown University Center for Child and Human Development, National Technical Assistance Center for Children's Mental Health. Retrieved from [http://gucchdtacenter.georgetown.edu/publications/Return\\_onInvestment\\_inSOCsReport6-15-14.pdf](http://gucchdtacenter.georgetown.edu/publications/Return_onInvestment_inSOCsReport6-15-14.pdf)



# The Art: Put a Face on the Data



# The Art: Be Symbolic



# Let's practice!

How do we translate your data into messages that will resonate with our audience?

- 52 percent of youth improved their school performance.
- 40 percent of youth improved their school attendance.
- 33 percent decrease in youth being suspended or expelled from school.



# Channels...

...are the means through which you will reach your audiences.



# Let the data work for you!

Promote  
data using...

Press releases

Fact sheets

Infographics

Social media  
messages

Email  
marketing  
messages

Websites

Brochures

Fliers

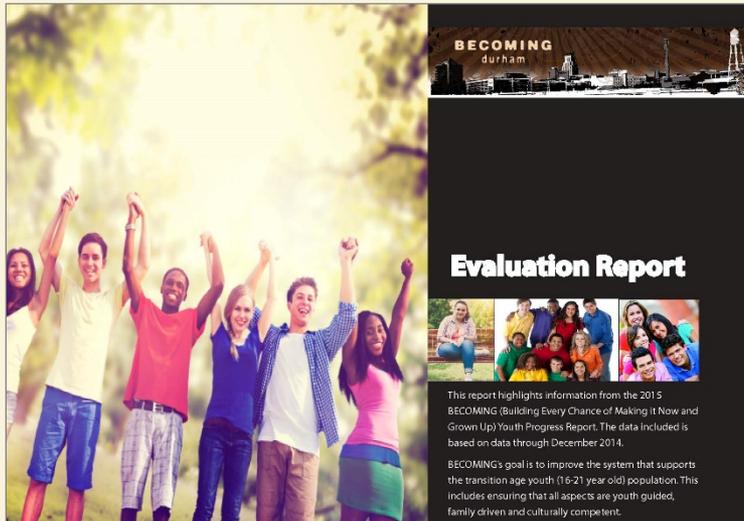
Presentations

# Activities, Events, and Materials...

...are what you will HOST, PRODUCE, or CREATE to carry your messages to your intended audience.



# Example: BECOMING Durham Evaluation Report



**BECOMING durham**

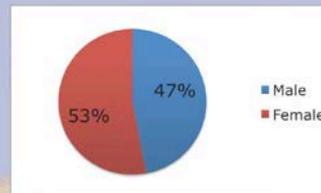
## Evaluation Report

This report highlights information from the 2015 BECOMING (Building Every Chance of Making It Now and Grown Up) Youth Progress Report. The data included is based on data through December 2014.

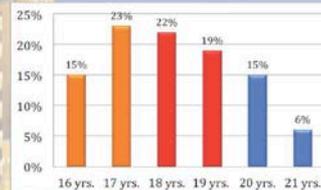
BECOMING's goal is to improve the system that supports the transition age youth (16-21 year old) population. This includes ensuring that all aspects are youth guided, family driven and culturally competent.

### Enrolled Youth

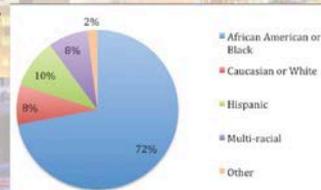
Gender



Age



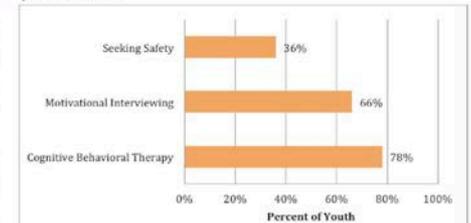
### Race/Ethnicity



- \* Most common diagnoses were Mood Disorders, ADHD/Conduct/OCD
- \* 62% had at least one accepted Child Protective Services report prior to enrollment
- \* Enrolled youth have experienced a significant number of traumatic events

### CLINICAL SERVICES RECEIVED

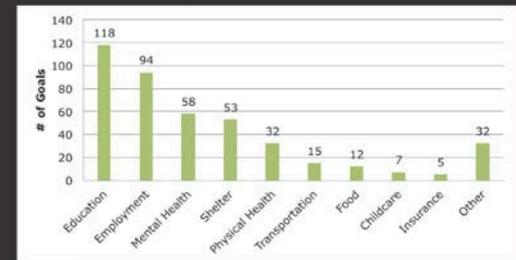
Below are the most common Evidence Based Practices BECOMING youth received.



\*percentages don't add to 100% because youth often received these interventions in combination.

### SUPPORT SERVICES RECEIVED

Youth receiving more intensive case management services by care coordinators/youth resource specialists were guided in developing key goals across life domains. A total of 76 youth worked with BECOMING staff to develop 400 goals. Of these, 44% completed at least one goal. The chart below shows the types of goals that were supported by these staff.



# Example: Texas Paving the Way Flier

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# Example: DC Website Content

**Mental Health Concerns Are A Reality.**

- 1 in 5** children ages 13-18 have, or will have, a serious mental illness.
- The average delay between onset of mental health symptoms and intervention is **8-10 years**.
- 2/3** of people with a diagnosable mental illness don't receive treatment
- 52%** of youth between 18-25 recognize anxiety disorders are a risk for suicide
- 16%** of youth began using illegal substances after a major depressive episode

# Pretesting...



...with your intended audience, and implementation of your plan!

# Evaluation and Mid-Course Corrections...



EVALUATION AND  
MID-COURSE  
CORRECTIONS

...ensure that your efforts are effective and allow you to adjust accordingly.

# Questions?

# Social Marketing TA Resources

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- 4–THE–CHILD Campaign Listserv
  - Subscribe today by emailing [4-THE-CHILD-subscribe@yahoogroups.com](mailto:4-THE-CHILD-subscribe@yahoogroups.com)
- SOCIal Marketing Matters
  - Subscribe by sending a blank email to [SOCmarketingTA@vancomm.com](mailto:SOCmarketingTA@vancomm.com) with “SUBSCRIBE” in the subject line
- Excellence in Community Communications and Outreach (ECCO) Program
  - <http://www.samhsa.gov/children/ecco-recognition-program>
- Knowledge Network for Systems of Care TV (KSOC-TV)
  - <http://www.samhsa.gov/children/multimedia>
- Awareness Day Planning Materials
- Tip Sheets and Resources



# Thank you for participating!

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