



CADCA 19<sup>th</sup> Annual National Leadership Forum

Charting the Course

February 11, 2009

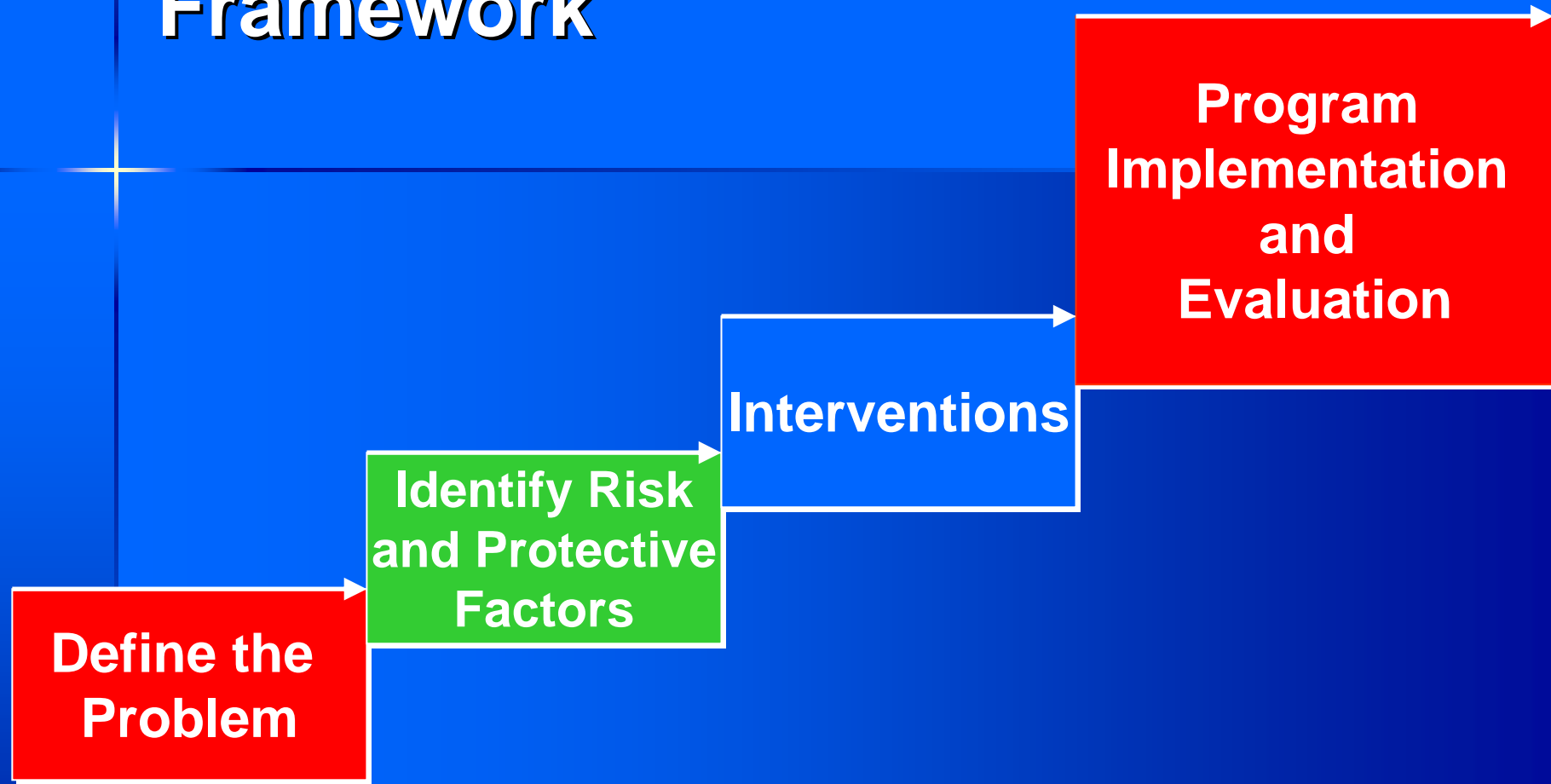
Using the Research Base for Prevention  
Science to Prevent Underage Drinking:  
**Communities that Care**

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S D  
R G

# Prevention Science Framework



Problem

Response

# Prevention Science Research Advances

## Etiology/Epidemiology of Problem Behaviors

- Identify risk and protective factors that predict problem behaviors and describe their distribution in populations.

## Efficacy Trials

- Design and test preventive interventions to interrupt causal processes that lead to youth problems.

## Prevention Services Research

- Apply lessons learned about etiology and effective interventions in real world settings.



## Community

## Family

## School

## Individual/Peer

### Risk Factors

	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
<b>Community</b>						
Availability of Drugs	✓				✓	
Availability of Firearms		✓			✓	
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	✓	✓			✓	
Media Portrayals of Violence					✓	
Transitions and Mobility	✓	✓		✓		✓
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓	
Extreme Economic Deprivation	✓	✓	✓	✓	✓	
<b>Family</b>						
Family History of the Problem Behavior	✓	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓	
<b>School</b>						
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓	
<b>Individual/Peer</b>						
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓	✓
Alienation and Rebelliousness	✓	✓		✓		
Friends Who Engage in the Problem Behavior	✓	✓	✓	✓	✓	
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓		
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓	
Constitutional Factors	✓	✓			✓	✓

# Protective Factors

## Individual Characteristics

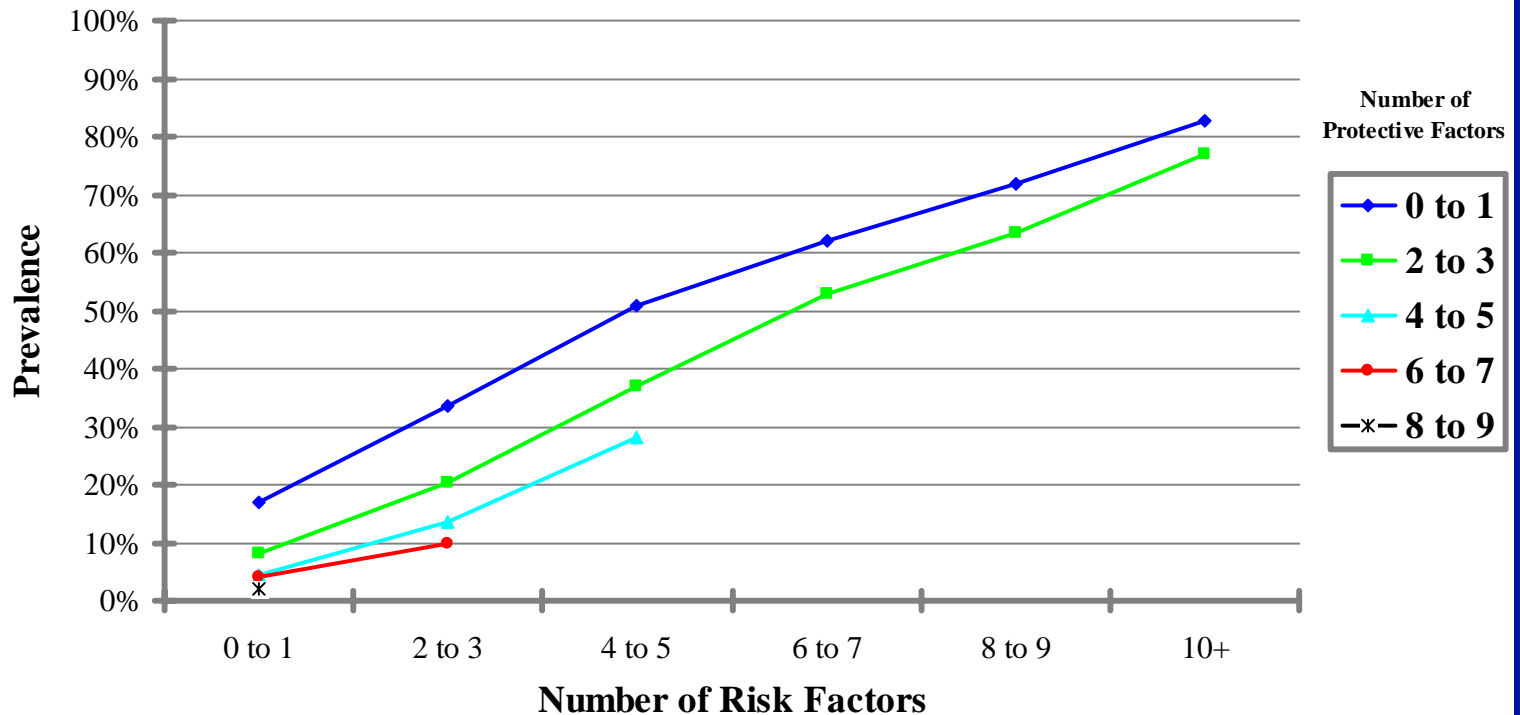
- High Intelligence
- Resilient Temperament
- Competencies and Skills

## In each social domain (family, school, peer group and neighborhood)

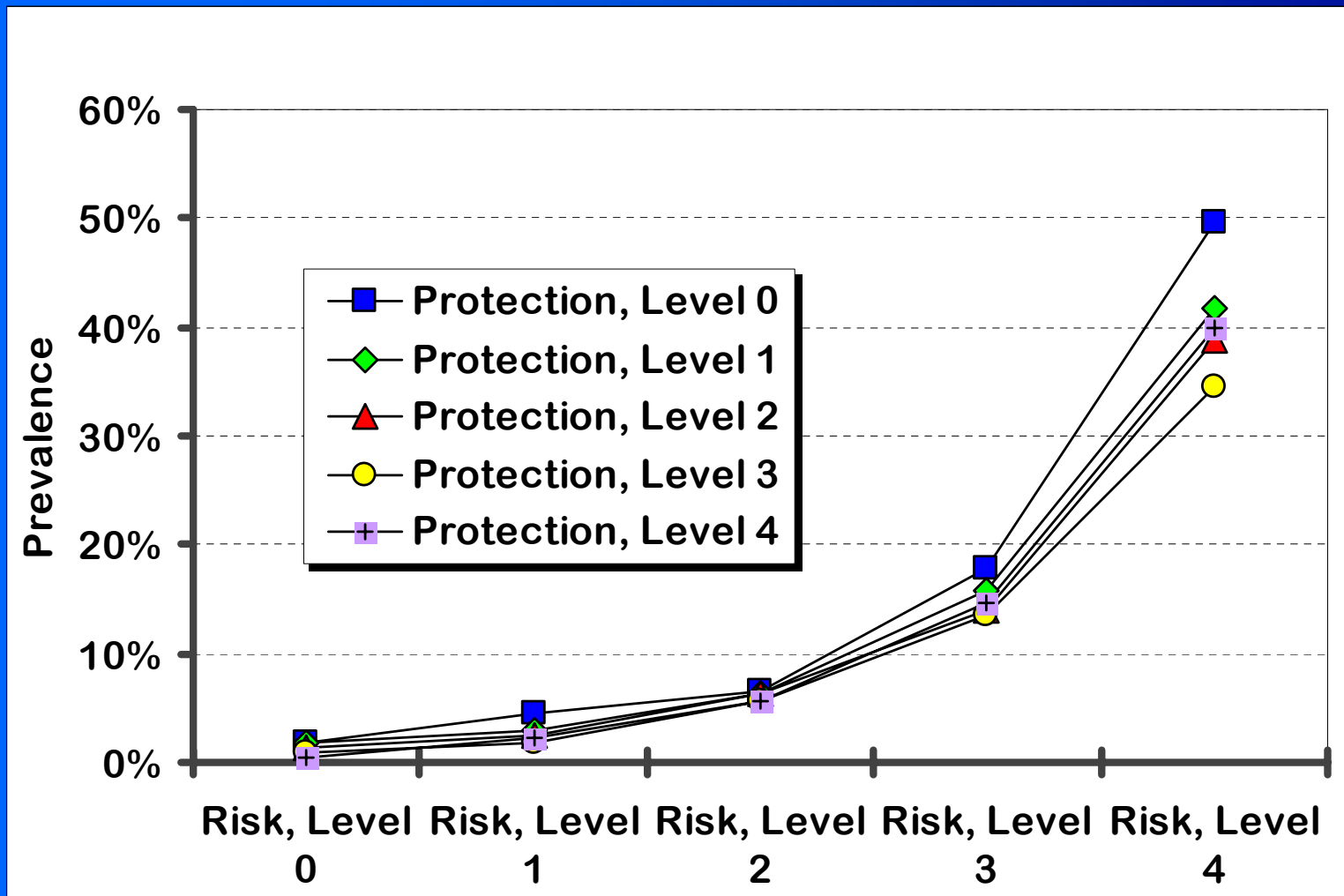
- Prosocial Opportunities
- Reinforcement for Prosocial Involvement
- Bonding
- Healthy Beliefs and Clear Standards

# Prevalence of 30 Day Alcohol Use by Number of Risk and Protective Factors

Six State Student Survey of 6th-12th Graders, Public School Students

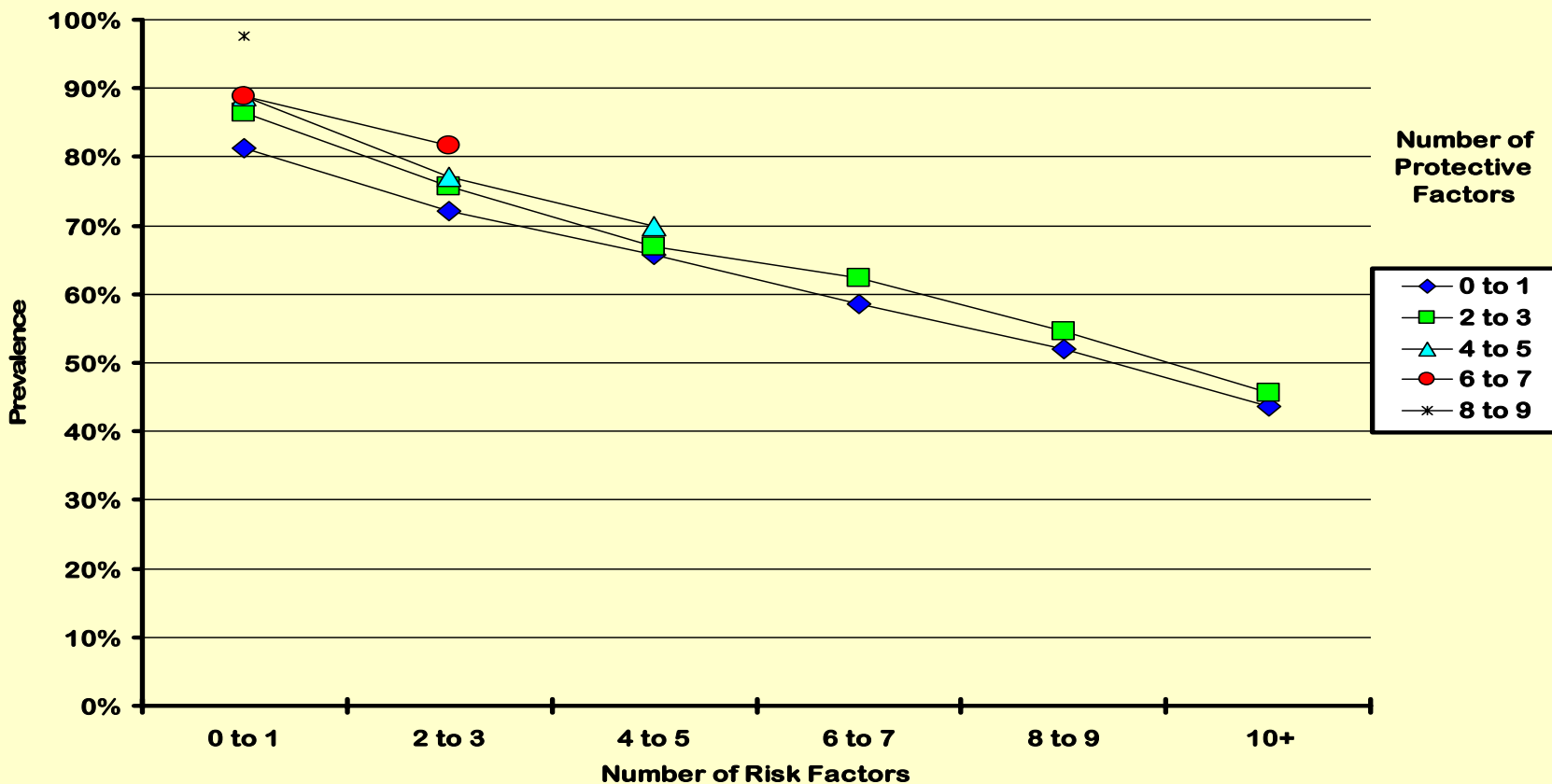


# Prevalence of "Attacked to Hurt" By Number of Risk and Protective Factors

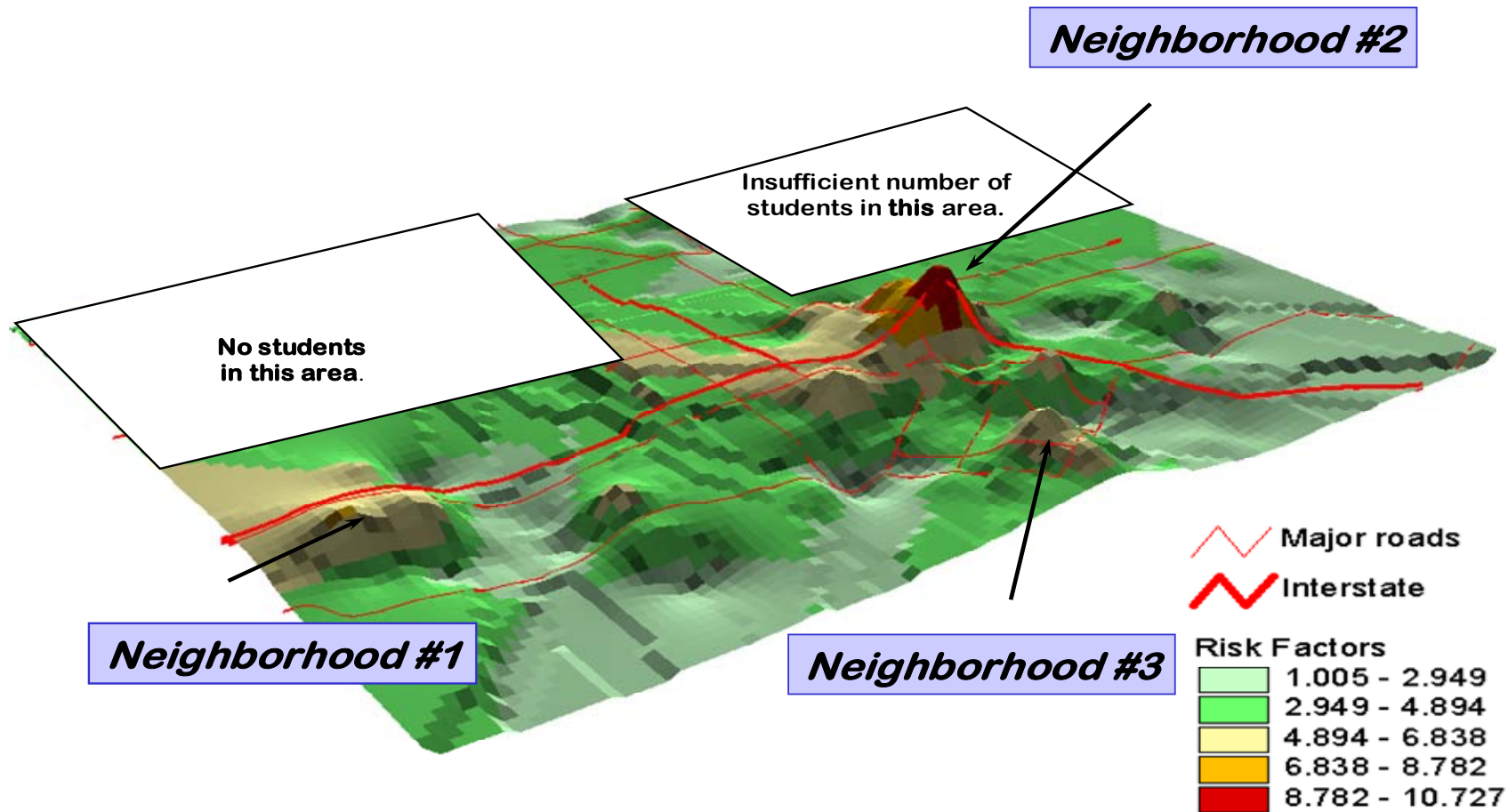


# Prevalence of Academic Success By Number of Risk and Protective Factors

Six State Student Survey of 6th-12th Graders,  
Public School Students



# Distribution of Risk in a City



# Prevention Science Research Advances

## Etiology/Epidemiology of Problem Behaviors

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- Design and test preventive interventions to interrupt causal processes that lead to youth problems.

## Prevention Services Research

- Apply lessons learned about etiology and effective interventions in real world settings

# Ineffective Prevention Strategies

## *Universal Prevention*

- Peer counseling, mediation, positive peer culture
- Non-promotion to succeeding grades
- After school activities with limited supervision, programming
- Drug information, fear arousal, moral appeal.
- DARE

## *Selected, Indicated Prevention*

- Gun buyback programs
- Firearm training
- Mandatory gun ownership
- Redirecting youth behavior
- Shifting peer group norms
- Neighborhood Watch

# Wide Ranging Approaches Have Been Found To Be Effective

1. Prenatal & Infancy Programs
2. Early Childhood Education
3. Parent Training
4. After-school Recreation
5. Mentoring with Contingent Reinforcement
6. Youth Employment with Education
7. Organizational Change in Schools
8. Classroom Organization, Management, and Instructional Strategies
9. School Behavior Management Strategies
10. Classroom Curricula for Social Competence Promotion
11. Community & School Policies
12. Community Mobilization

# Selected Findings

## Summary of Benefits and Costs (2003 Dollars)

Dollars Per Youth (PV)	Benefits	Costs	B - C
Early Childhood Education	\$17,202	\$7,301	\$9,901
Nurse Family Partnership	\$26,298	\$9,118	\$17,180
Life Skills Training	\$746	\$29	\$717
Seattle Soc. Dev. Project	\$14,246	\$4,590	\$9,837
Guiding Good Choices	\$7,605	\$687	\$6,918
Multi-D Treat. Foster Care	\$26,748	\$2,459	\$24,290
Intensive Juv. Supervision	\$0	\$1,482	-\$1,482
Big Brothers/Sisters (all costs)	\$4,058	\$4,010	\$48
(taxpayer costs only)	\$4,058	\$1,283	\$2,775

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# Prevention Science Research Advances

## Etiology/Epidemiology of Problem Behaviors

- Identify risk and protective factors that predict problem behaviors and describe their distribution in populations.

## Efficacy Trials

- Design and test preventive interventions to interrupt causal processes that lead to substance abuse and other problems.

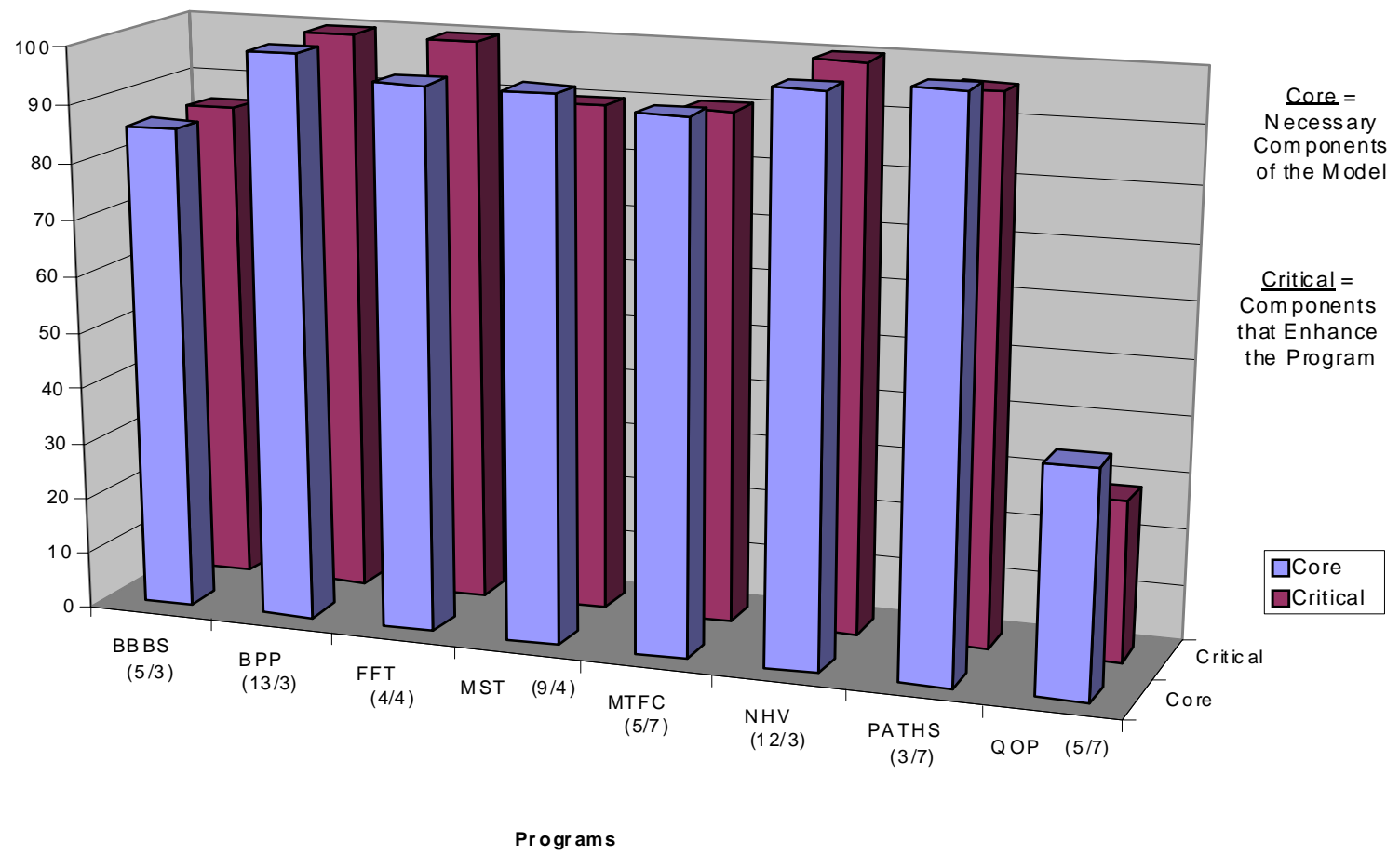
## Prevention Services Research

- Apply lessons learned about etiology and efficacious interventions in real world settings.

# Implementation Fidelity of Tested School and Family Programs Can Be Achieved in Community Settings

(Elliott & Mihalic –Blueprints Project)

Chart 2  
Core and Critical Component Progress - 2 years  
Percentage of All Core and Critical Components Achieved



# But...

- **Prevention approaches that do not work or have not been evaluated have been more widely used than those shown to be effective.**

(Gottfredson et al 2000, Hallfors et al 2000, Hantman et al 2000, Mendel et al 2000, Silvia et al 1997; Smith et al 2002)

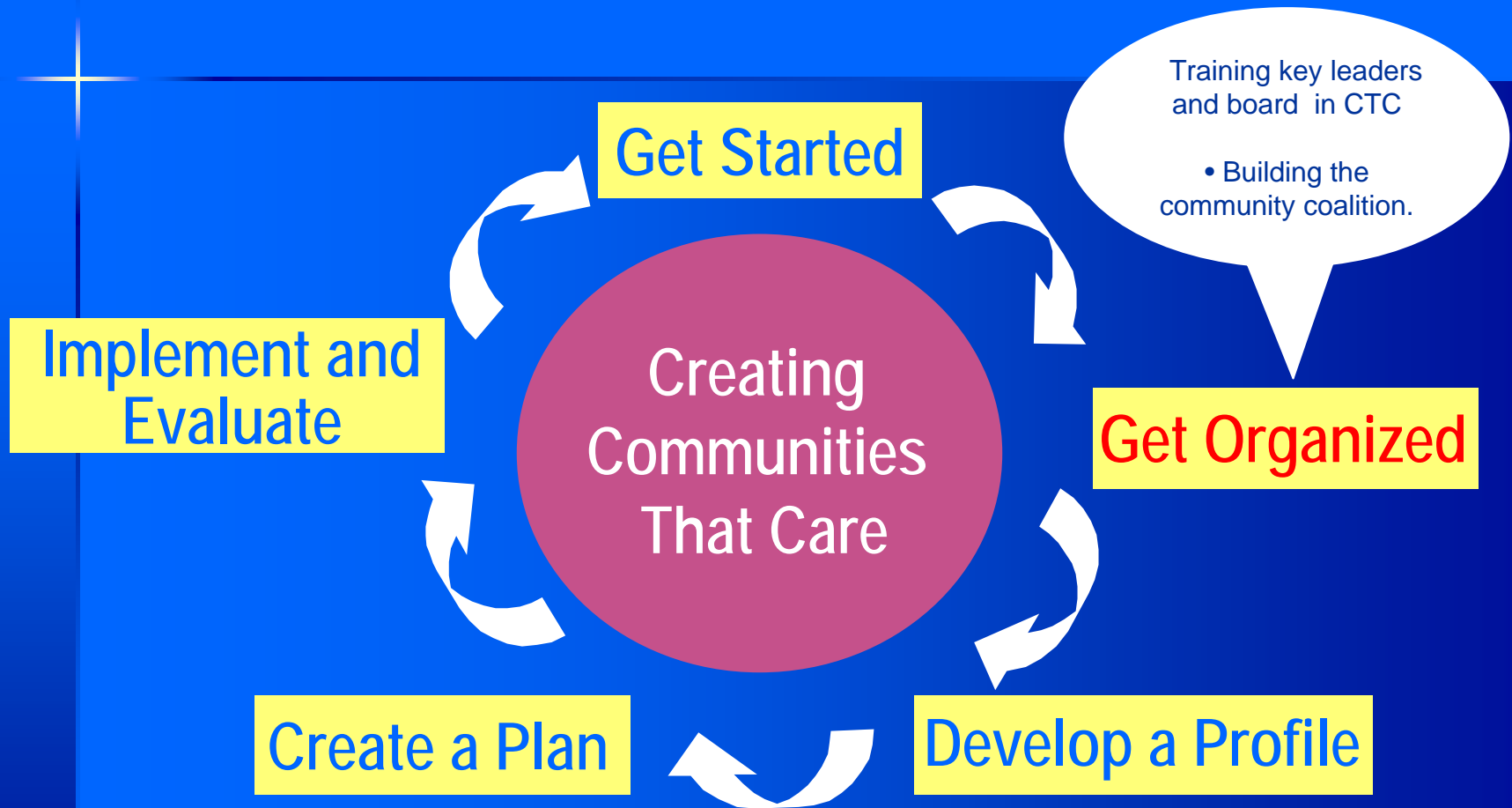
# Challenges for States and Communities in Using Prevention Science

- Matching tested, effective programs to local need
- Tested, effective programs/systems compete with “best practice” or usual practice
- Tested, effective programs require training, technical assistance, and monitoring to be delivered with fidelity

# *Communities That Care* Tools for Decision Making



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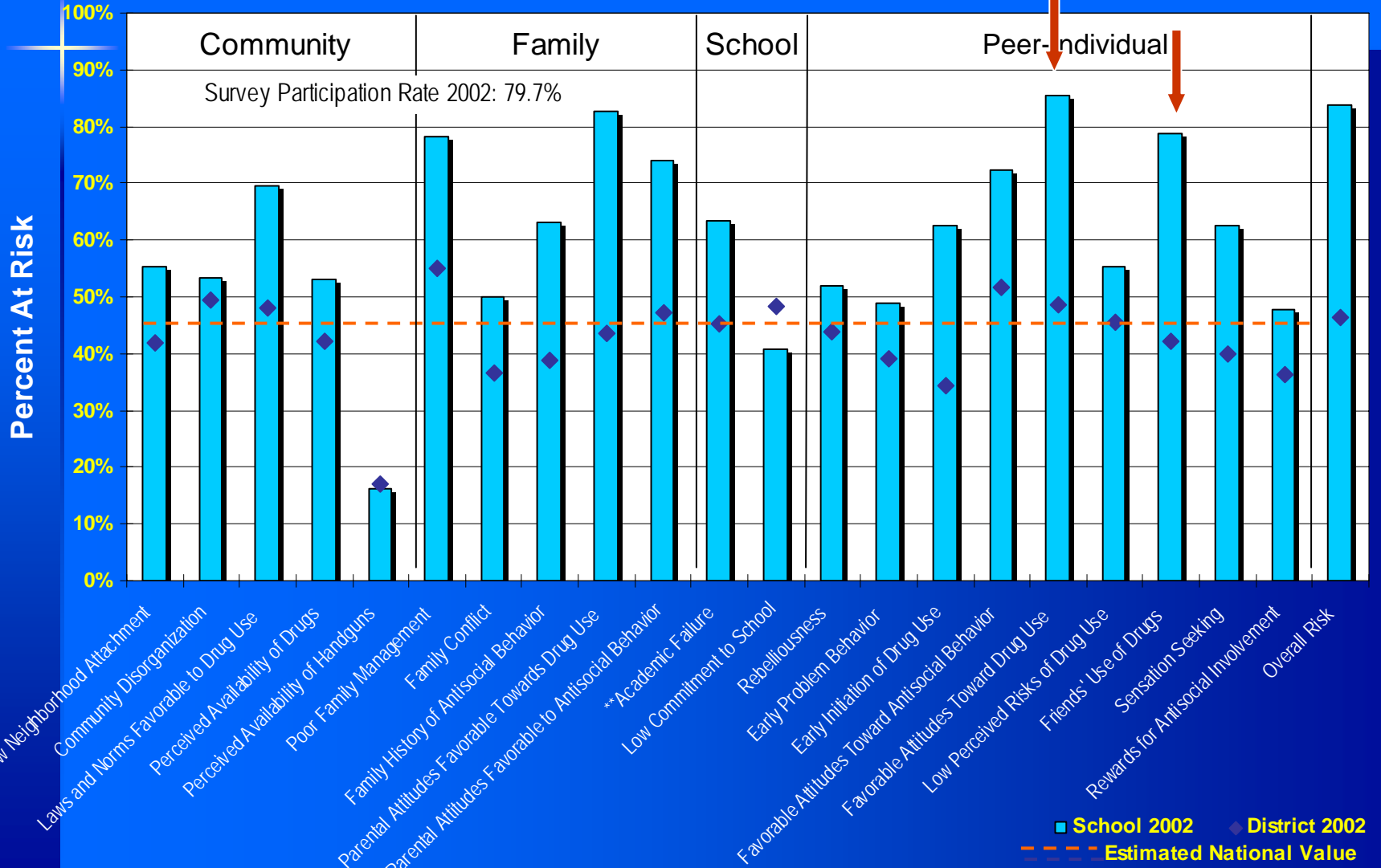


# The CTC Youth Survey Tool Helps Match Need to Tested, Effective Programs

- Identifies levels of 21 risk and 9 protective factors and academic and behavioral outcomes
- Guides planners to select tested, effective actions
- Monitors the effects of chosen actions

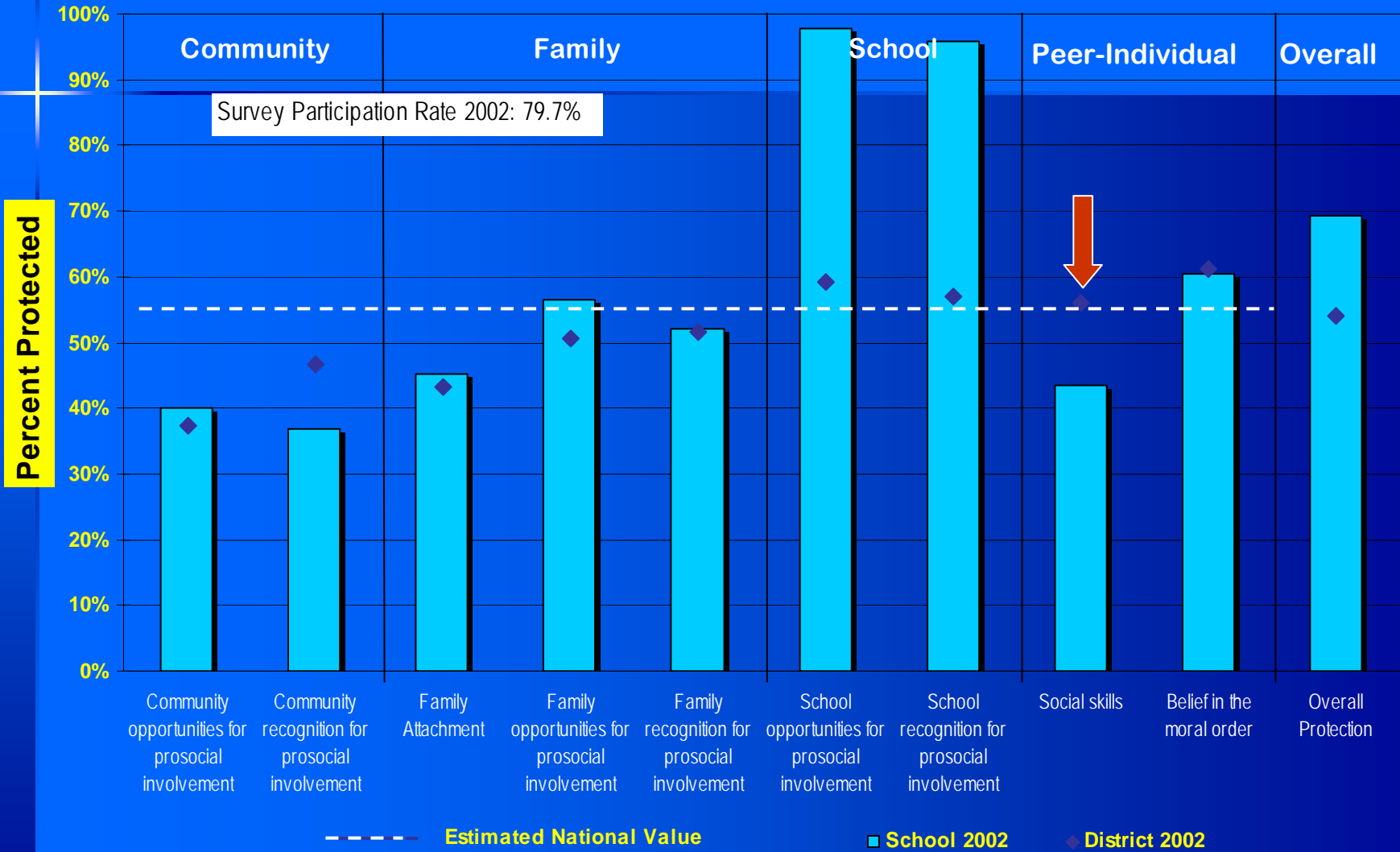
## Nova High School Risk Profile 10th Grade

2002

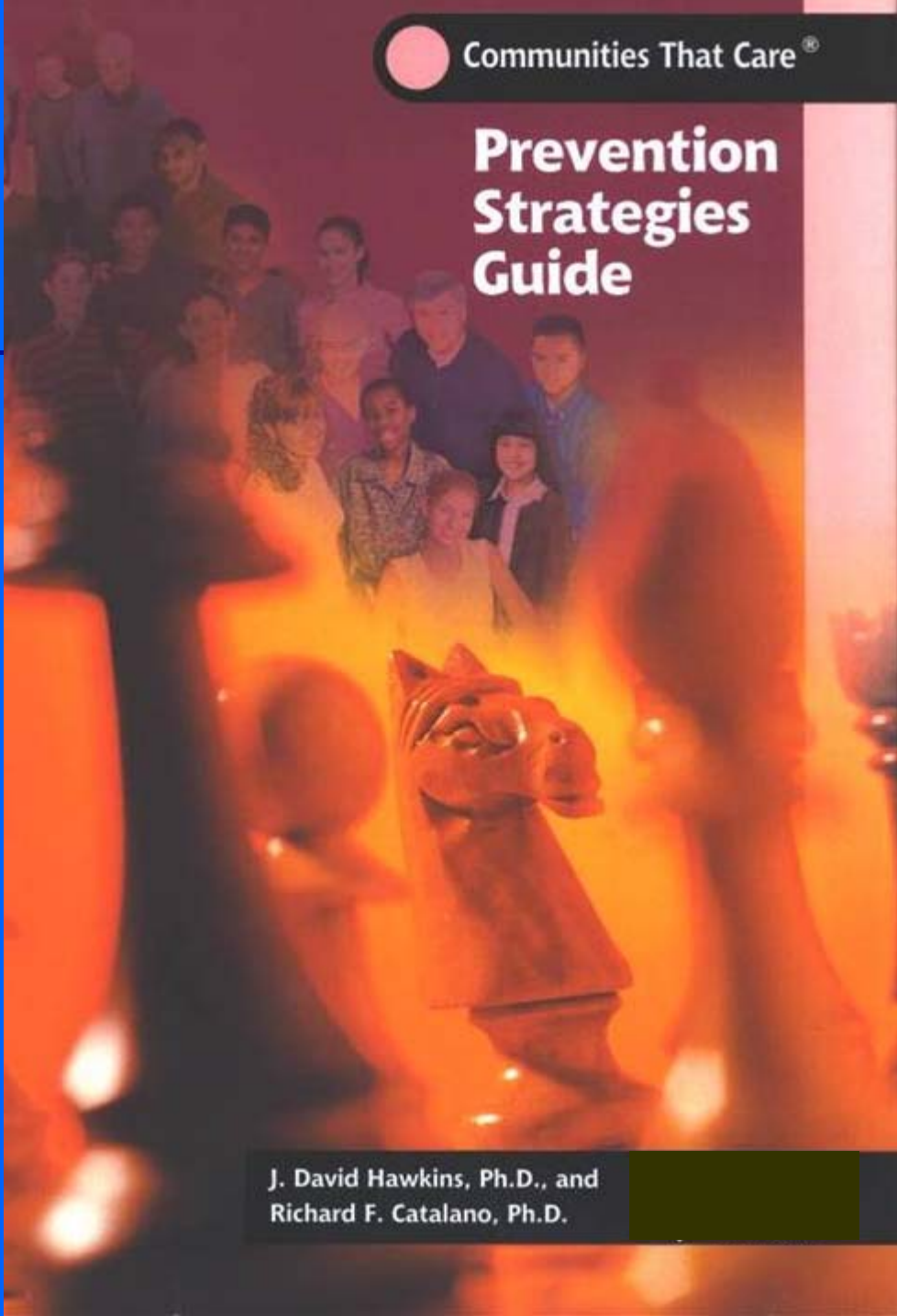


# Nova High School Protective Profile 10th Grade

2002



# Prevention Strategies Guide



J. David Hawkins, Ph.D., and  
Richard F. Catalano, Ph.D.

## Protective Factors

	Risk Factor Addressed	Program Strategy	Protective Factors					Developmental Period
			Healthy Beliefs & Clear Standards	Bonding	Opport.	Skills	Recog.	
Individual/Peer Domain	Rebelliousness	Family Therapy	☞	☞	☞	☞	☞	6-14
		Classroom Curricula for Social Competence Promotion	☞	☞	☞	☞	☞	6-14
		School Behavior Management Strategies	☞		☞		☞	6-14
		Afterschool Recreation	☞	☞	☞	☞	☞	6-10
		Mentoring with Contingent Reinforcement	☞		☞		☞	11-18
		Youth Employment with Education	☞	☞	☞	☞	☞	15-18
	Friends Who Engage in the Problem Behavior	Parent Training	☞	☞	☞	☞	☞	6-14
		Classroom Curricula for Social Competence Promotion	☞	☞	☞	☞	☞	6-14
		Afterschool Recreation	☞	☞	☞	☞	☞	6-14
		Mentoring with Contingent Reinforcement	☞		☞		☞	11-18
	Favorable Attitudes Toward the Problem Behavior	Classroom Curricula for Social Competence Promotion	☞	☞	☞	☞	☞	6-14
		Community/School Policies						
	Early Initiation of the Problem Behavior	Parent Training	☞	☞	☞	☞	☞	6-14
		Classroom Organization Management and Instructional Strategy	☞	☞	☞	☞	☞	6-10
		Classroom Curricula for Social Competence	☞	☞	☞	☞	☞	6-14
		Community/School Policies	☞					all
	Constitutional Factors	Prenatal/Infancy Programs	☞	☞	☞	☞	☞	prenatal-2

# Classroom Curricula for Social and Emotional Competence Promotion Middle and High School

- The Life Skills Training Program (Botvin et al., 1995)
- Project Alert Drug Prevention Curriculum (Ellickson et al., 1993; Ellickson and Bell, 1990)
- Alcohol Misuse Prevention (Maggs et al., 1998)
- ➔ ■ Towards No Drug Use (Sussman et al. 2003; 2003)



THE PREVENTION STRATEGIES GUIDE

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[Program Name](#) | [Recognition](#) | [Target Age](#) | [Protective Factors](#) | [Risk Factors](#) | [Components](#) | [Domains](#) | [Target Audience](#)  
| [Summary](#) | [References](#) | [Contact Information](#)

**Program Name:**

Project Towards No Drug Abuse (Project TND)

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**National Recognition:**

- \* SAMHSA Model Program
- \* NIDA Research-Based Prevention Program
- \* Blueprints for Violence Prevention Model Program

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**Target Age Range:**

14-18 years



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**Protective Factors Addressed:**

- \* Skills
- \* Healthy beliefs and clear standards

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**Risk Factors Addressed:**

- \* Favorable attitudes toward the problem behavior

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### How does it work?

Project Towards No Drug Abuse consists of twelve 40- to 50-minute lessons, which can be delivered by a health educator or through self-guided learning. The program motivates young people to reject drugs through:

- helping them correct their own perceptions and the perceptions of others that continuation high school students are more likely to use drugs
- teaching them the social skills that will help them bond with peers who are at low risk of using drugs
- teaching them decision-making skills that will help them channel their motivation and skills into positive actions.

The program is interactive and includes group discussions, games, role-playing, videos and student worksheets. It also includes information on tobacco cessation for students who already are smokers (Sussman, Dent, Craig, Ritt-Olsen, & McCuller, 2002; Sussman, Sun, McCuller, & Dent, 2003).

### Program effectiveness

Evaluations of program effectiveness at continuation high schools showed that, relative to members of a comparison group:

- after one year, students in the program were less likely to use marijuana and hard drugs (all drugs except for alcohol, tobacco and marijuana), and students who had been using alcohol were less likely to continue to do so (Sussman, Dent, Stacy, & Craig, 1998; Sussman, Dent, & Stacy, 2002)
- after one year, male students in the program were less likely to be victims of violence (Simon, Sussman, Dahlberg, & Dent, 2002)
- after two years, students who were in health-educator-led sessions (as opposed to self-guided sessions) were less likely to have used tobacco or hard drugs in the past 30 days. In addition, boys who had not used marijuana before being exposed to the health-educator-led program were still significantly less likely to have used marijuana in the past 30 days (Sussman et al., 2003).

A similar evaluation at standard high schools showed that students who used alcohol or hard drugs before the program were less likely to continue to do so after the program than were students in a comparison group (Dent, Sussman, & Stacy, 2001).

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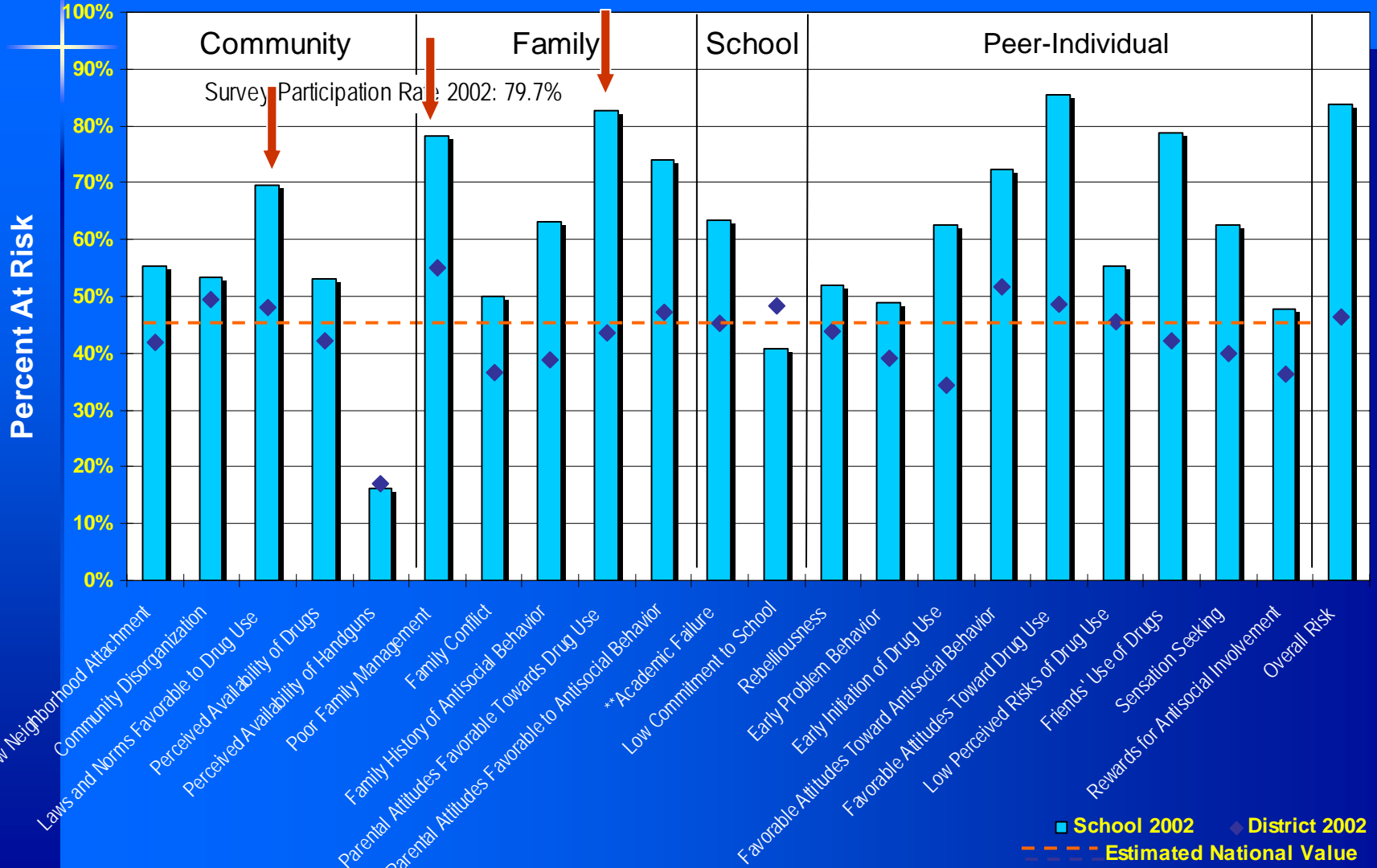
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# Nova High School Risk Profile 10th Grade

2002



■ School 2002   
 ◆ District 2002  
- - - Estimated National Value

**Protective Factors**

Risk Factor Addressed		Program Strategy	Healthy Beliefs & Clear Standards	Bonding	Opport.	Skills	Recog.	Developmental Period
Family Domain	Family History of the Problem Behavior	Prenatal/Infancy Programs	📄	📄	📄	📄	📄	prenatal-2
	Family Management Problems	Prenatal/Infancy Programs	📄	📄	📄	📄	📄	prenatal-2
		Early Childhood Education	📄	📄	📄	📄	📄	3-5
		Parent Training	📄	📄	📄	📄	📄	prenatal-14
		Family Therapy	📄	📄	📄	📄	📄	6-14
	Family Conflict	Marital Therapy	📄	📄	📄	📄	📄	prenatal
		Prenatal/Infancy Programs	📄	📄	📄	📄	📄	prenatal-2
		Parent Training	📄	📄	📄	📄	📄	prenatal-14
		Family Therapy	📄	📄	📄	📄	📄	6-14
	Favorable Parental Attitudes and Involvement in the Problem Behavior	Prenatal/Infancy Programs	📄	📄	📄	📄	📄	prenatal-2
		Parent Training	📄	📄	📄	📄	📄	prenatal-14
		Community/School Policies	📄	📄	📄	📄	📄	all



# Parent Training

## Middle & High School

- Guiding Good Choices<sup>®</sup> (Spoth et al., 1998, Mason et al., 2003)
- Staying Connected with Your Teen<sup>®</sup> (Haggerty et al., 2008)
- Creating Lasting Connections (Johnson et al., 1996)
- Iowa Strengthening Families Program (Spoth et al., 1998)
- Focus on Families (Catalano et al., 1999; 1997; Haggerty et al., in press)

# The *Communities That Care* Operating System Tools for Decision Making

- Form task forces.
- Identify and train implementers.
- Sustain collaborative relationships.
- Evaluate processes and outcomes for programs annually.
- Evaluate community outcomes every two years.
- Adjust programming.

Implement and Evaluate

Get Started



Get Organized

Create a Plan

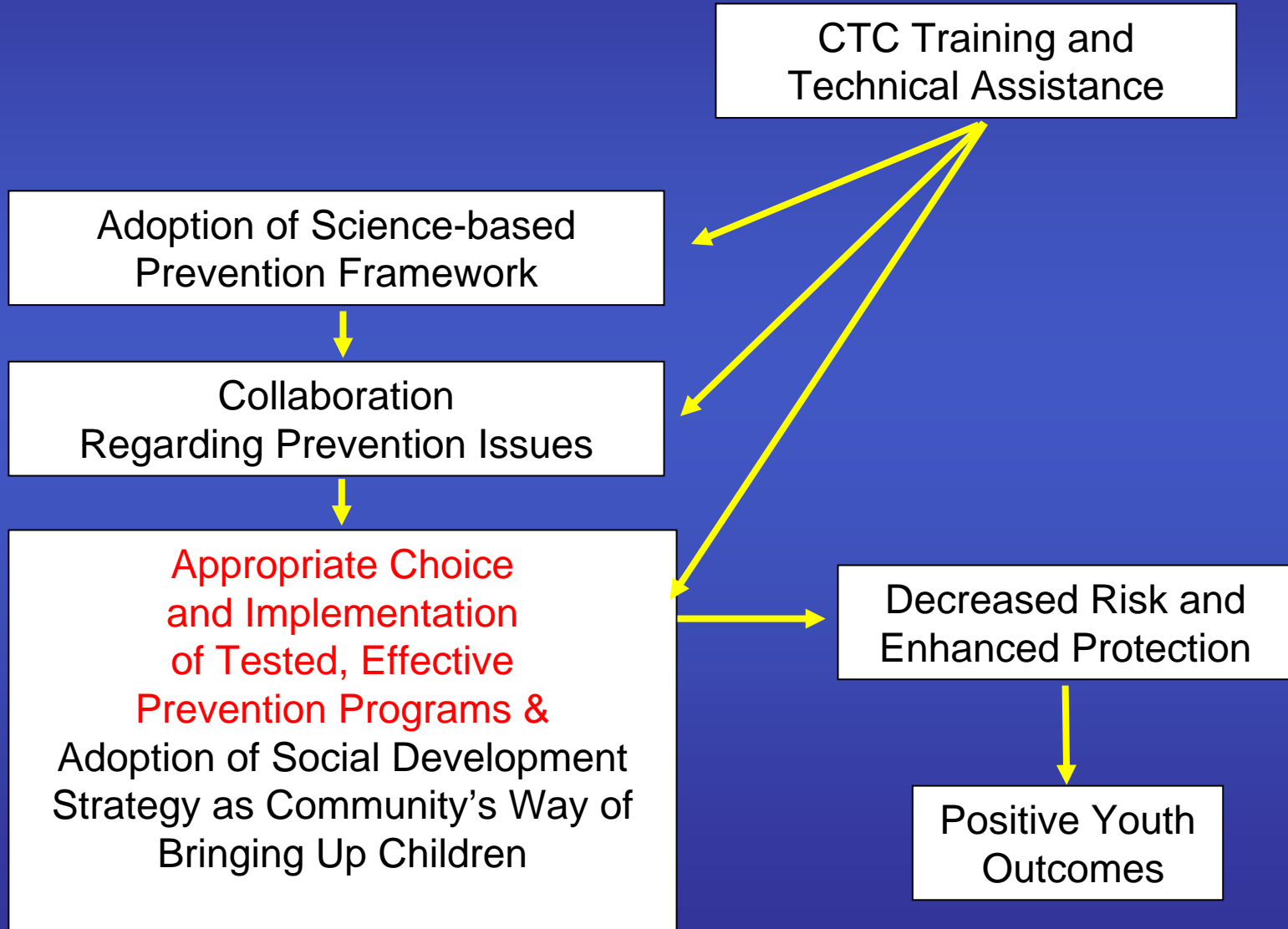
Develop a Profile







# Communities That Care Theory of Change



# Tested, Effective Programs Selected in 2004-2007

<u>PROGRAM</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
All Stars Core	1	1	1
Life Skills Training	2	4*	5*
Lion's-Quest Skills for Adolescence	2	3	3
Project Alert	-	1	1
Olweus Bullying Prevention Program	-	2*	2*
Program Development Evaluation Training	1	1	-
Participate and Learn Skills (PALS)	1	1	1
Big Brothers/Big Sisters	2	2	2
Stay SMART	3	3	1
Tutoring	4	6	6
Valued Youth Tutoring Program	1	1	1
Strengthening Families 10-14	2	3	3
Guiding Good Choices	6	7*	8*
Parents Who Care	1	1	-
Family Matters	1	1	2
Parenting Wisely	-	1	1
<b>TOTAL</b>	<b>27</b>	<b>38</b>	<b>37</b>

\*Program funded through local resources in one or two communities

# Exposure in the Community

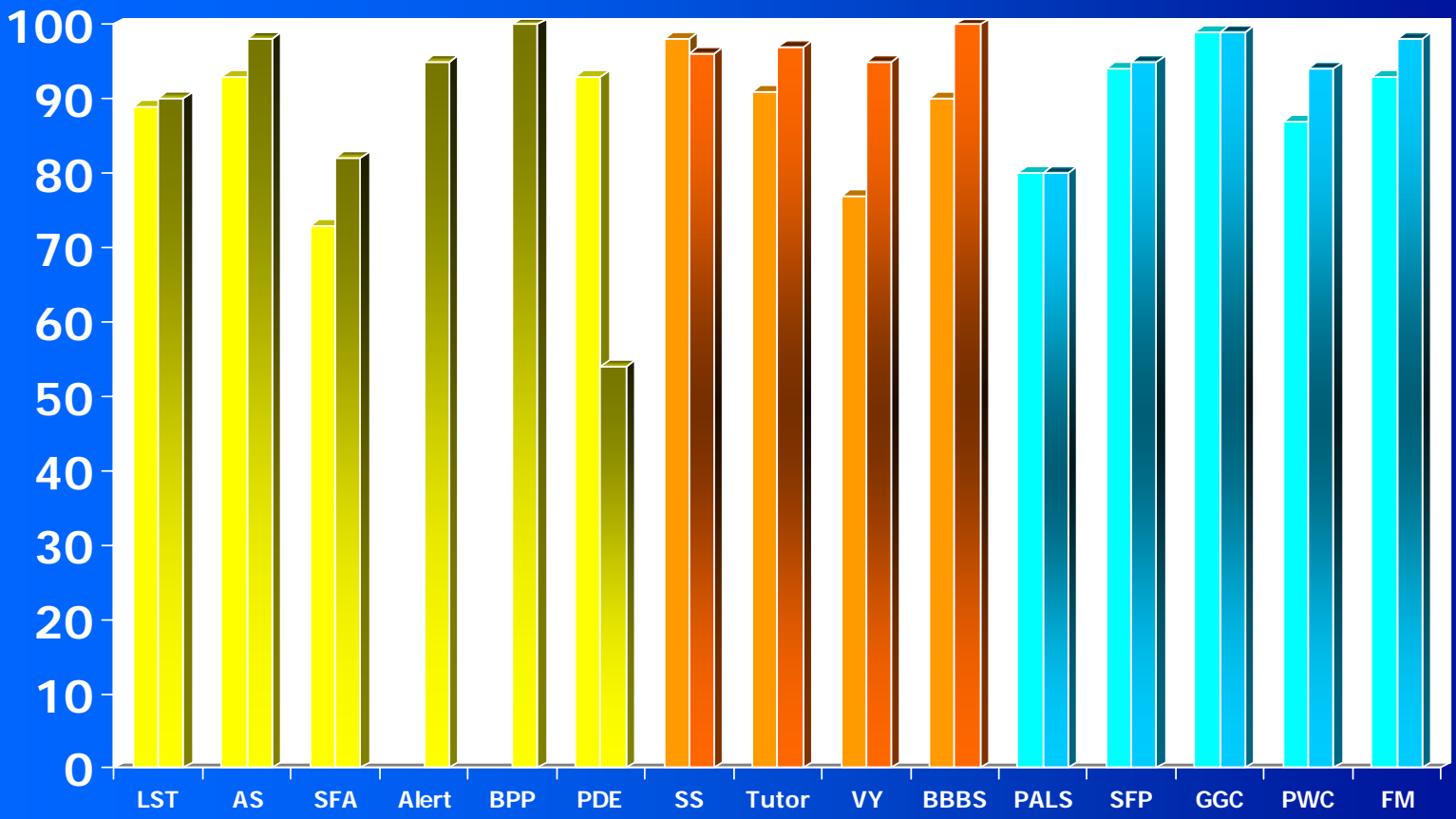
Program Type	2004-05	2005-06	2006-07
School Curricula	1432	3886	5165
After-school*	546	612	589
Parent Training	517	665	476

\*Includes PALS, BBBS, Stay SMART, and Tutoring programs

# Adherence Rates

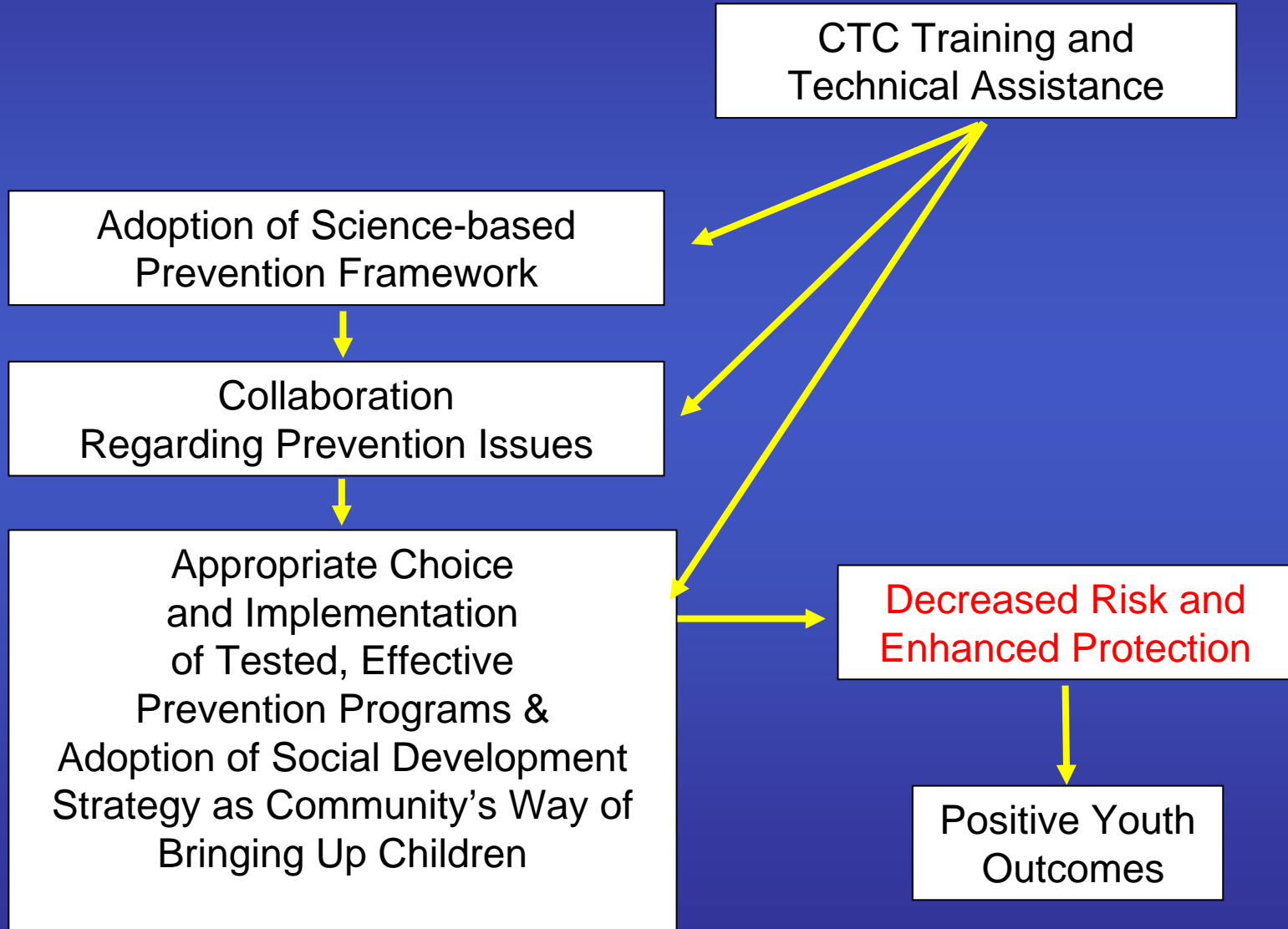
## 2004-05 and 2005-06 school years

Percentage of material taught or core components achieved

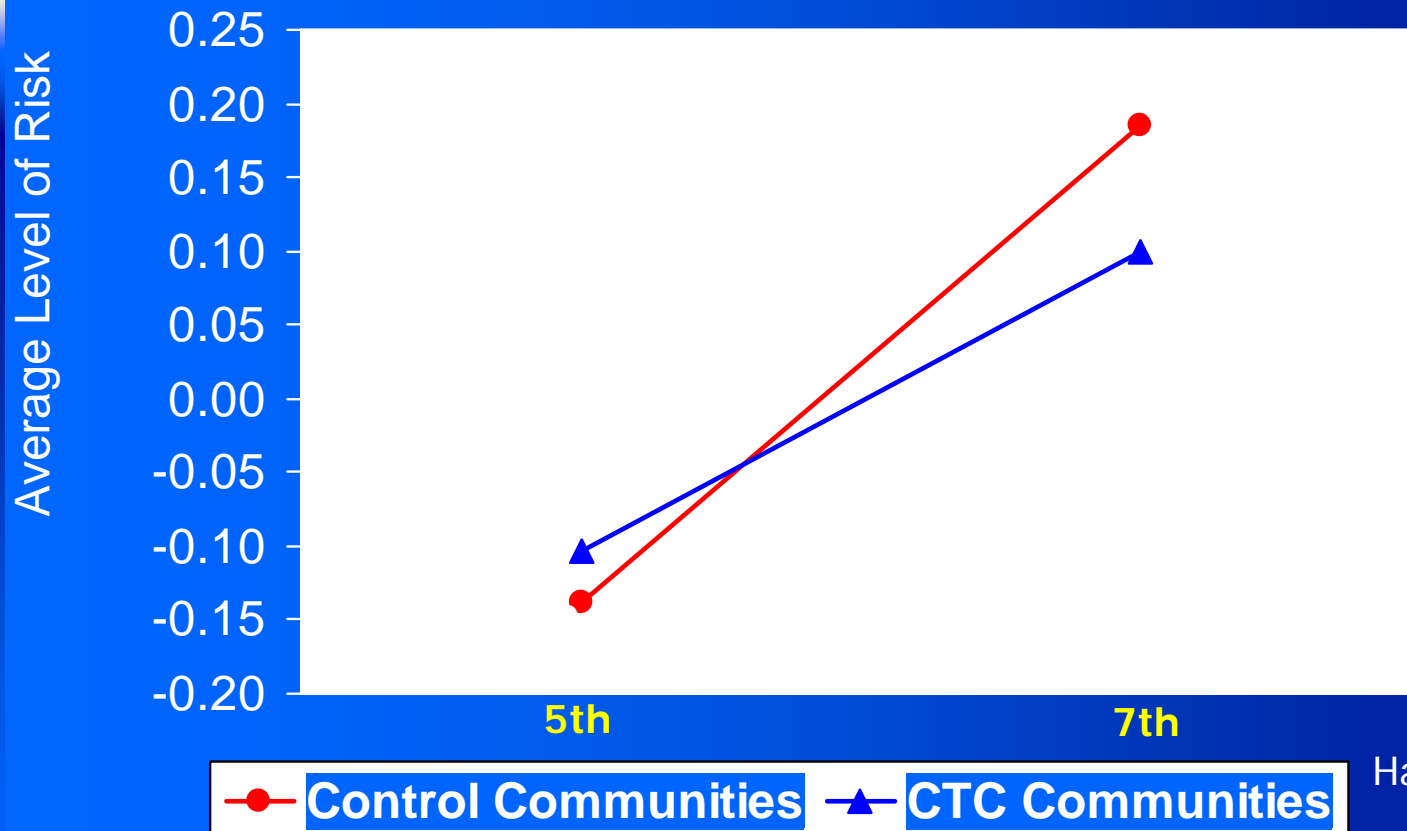




# Communities That Care Theory of Change



# CTC Changed Prioritized Risk Factors

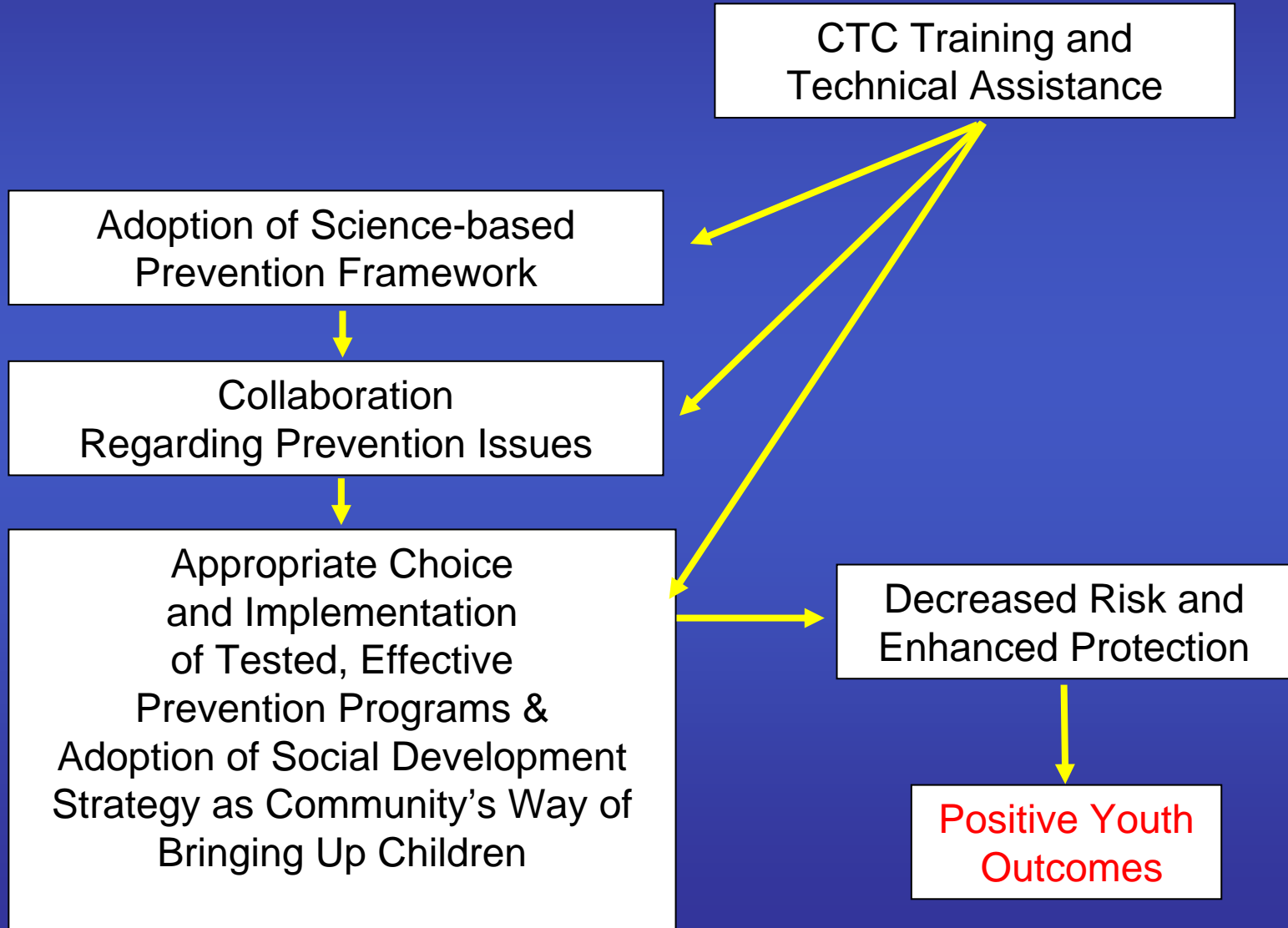


Hawkins et al., 2008

*Note.* Values are model-fitted levels of standardized average risk for students in the Youth Developmental Study panel sample. Nonsignificant difference in means at Grade 5,  $t(11) = 0.61, p > .05$ . Significant difference in means at Grade 7,  $t(11) = -3.13, p = .01$ .



# Communities That Care Theory of Change





# Effects of CTC on Onset of Drug Use and Delinquency

- Onset of substance use and delinquency between grade 6 and 8:
  - Alcohol use\*
  - Cigarette smoking\*
  - Smokeless tobacco use\*
  - Marijuana use
  - Other illicit drug use
  - Delinquent behavior\*
- Among 5<sup>th</sup> grade students who had not yet initiated.

**\*=Significant at  $p < .05$**



# Effects of CTC on Current Drug Use and Delinquency in the Panel

- Alcohol use\*
- Binge drinking\*
- Smokeless Tobacco Use\*
- Delinquency\*

\*=significant at  $p < .05$



The **Communities That Care**  
Prevention Operating System is  
available at:

<http://preventionplatform.samhsa.gov/>

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Charting the Course

February 11, 2009

Using the Research Base for Prevention  
Science to Prevent Underage Drinking:  
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