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Endowed Professor Lecture Series

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REDEFINING
**WHAT'S
POSSIBLE**

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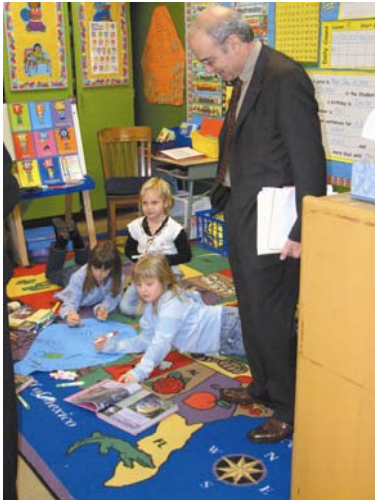
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December 9, 2009

Promoting Positive Adolescent and Adult Functioning through Social Development Intervention in Childhood

Richard F. Catalano, Jr., PhD
*Bartley Dobb Professor for the Study and Prevention of Violence;
Director, Social Development Research Group*

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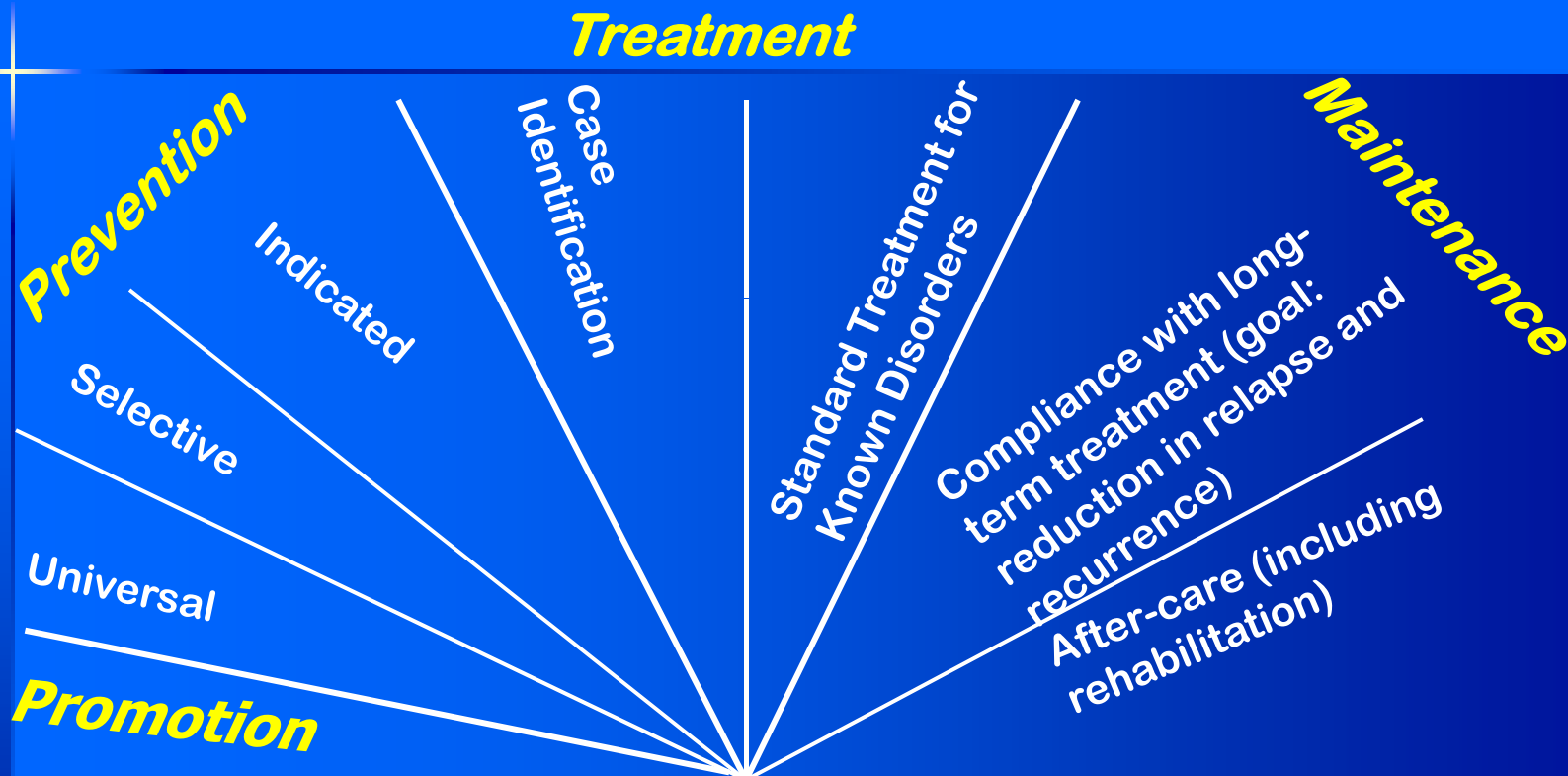
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WHAT'S
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Intervention Spectrum



Source: Institute of Medicine (2009). Preventing Mental, Emotional and Behavioral Disorders Among Young People. O'Connell, Boat & Warner (eds.) Washington DC: National Academy Press



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Prevention Makes Sense!

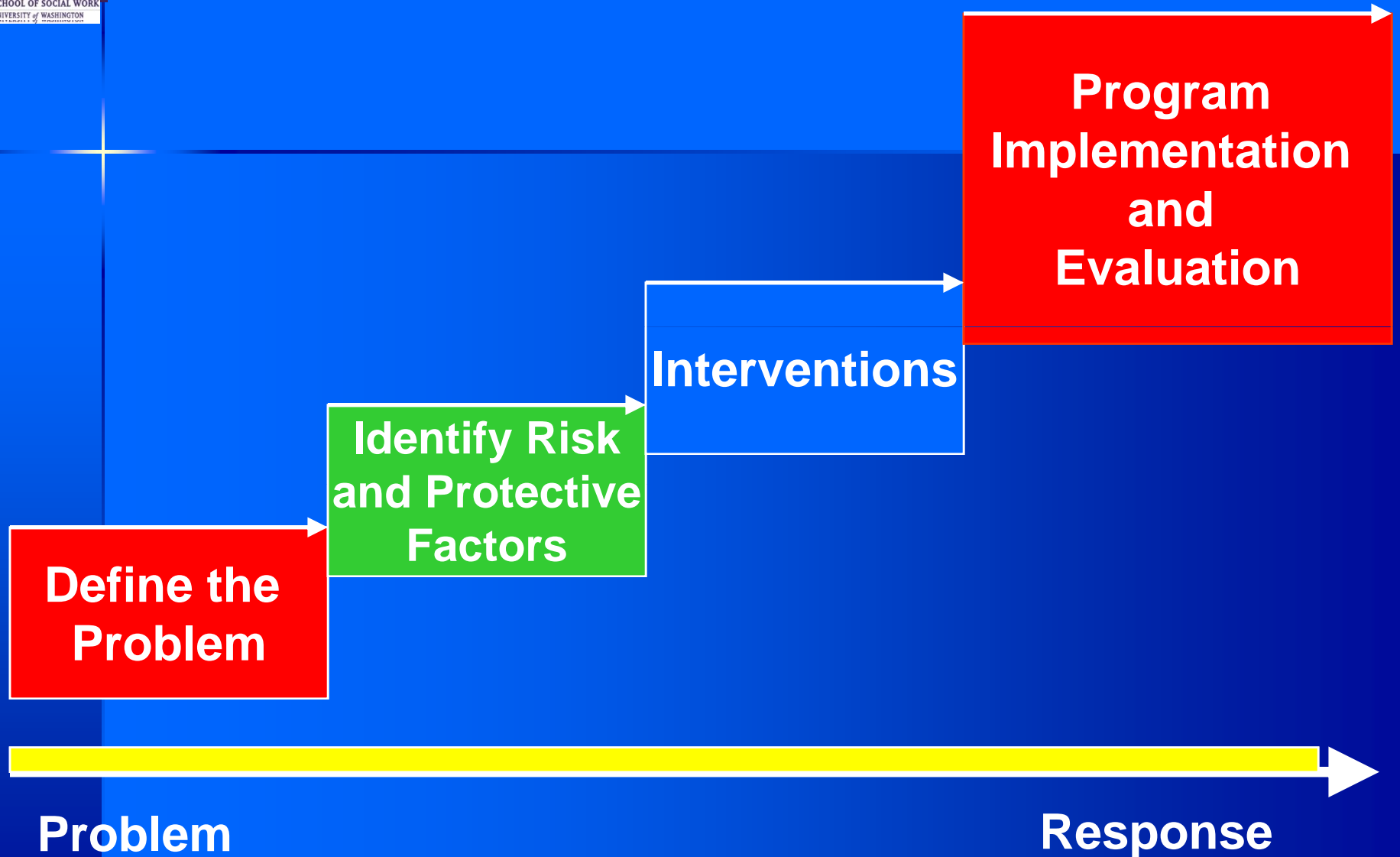


YOU NEVER KNOW HOW LONG YOU'VE GOT! YOU COULD STEP INTO THE ROAD TOMORROW AND -WHAM- YOU GET HIT BY A CEMENT TRUCK! THEN YOU'D BE SORRY YOU PUT OFF YOUR PLEASURES!





Public Health Framework





Research Advances in Prediction

- Longitudinal studies have identified the predictors of violence, substance abuse, and other problem behaviors...
- As well as the predictors of positive outcomes like success in school.



Risk Factors for Adolescent Problem Behaviors

Risk Factors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
Community						
Availability of Drugs	✓				✓	
Availability of Firearms		✓			✓	
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	✓	✓			✓	
Media Portrayals of Violence, Substance Use	✓				✓	
Transitions and Mobility	✓	✓		✓		✓
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓	
Extreme Economic Deprivation	✓	✓	✓	✓	✓	



Risk Factors for Adolescent Problem Behaviors

Risk Factors

	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
Family						
Family History of the Problem Behavior	✓	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓	



Risk Factors for Adolescent Problem Behaviors

Risk Factors

	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
School						
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓	



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Risk Factors for Adolescent Problem Behaviors

Risk Factors

	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
Individual/Peer						
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓	✓
Rebelliousness	✓	✓		✓		
Friends Who Engage in the Problem Behavior	✓	✓	✓	✓	✓	
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓		
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓	
Constitutional Factors	✓	✓			✓	✓



Promotive/Protective Factors

Individual Characteristics

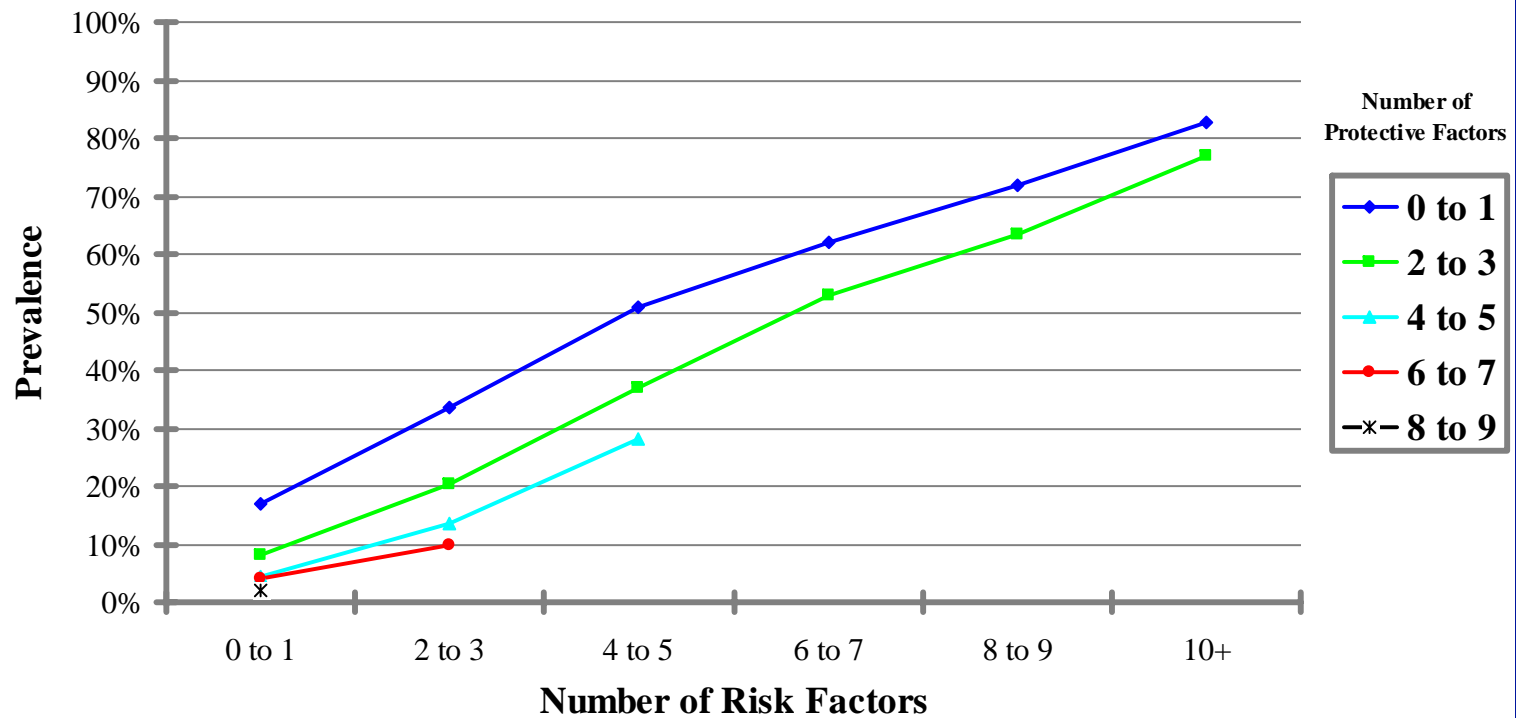
- High Intelligence
- Resilient Temperament
- Competencies and Skills

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

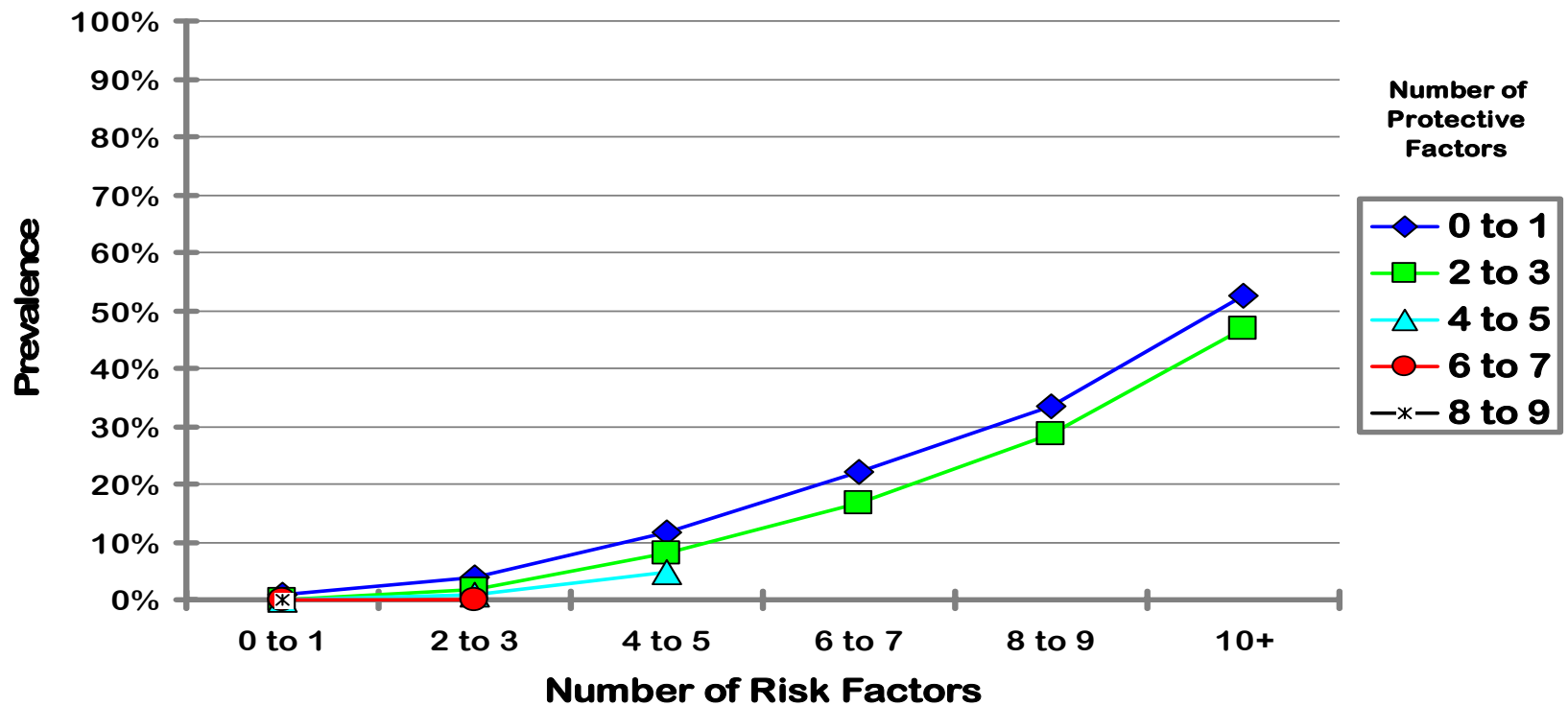




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Prevalence of 30 Day Marijuana Use By Number of Risk and Protective Factors

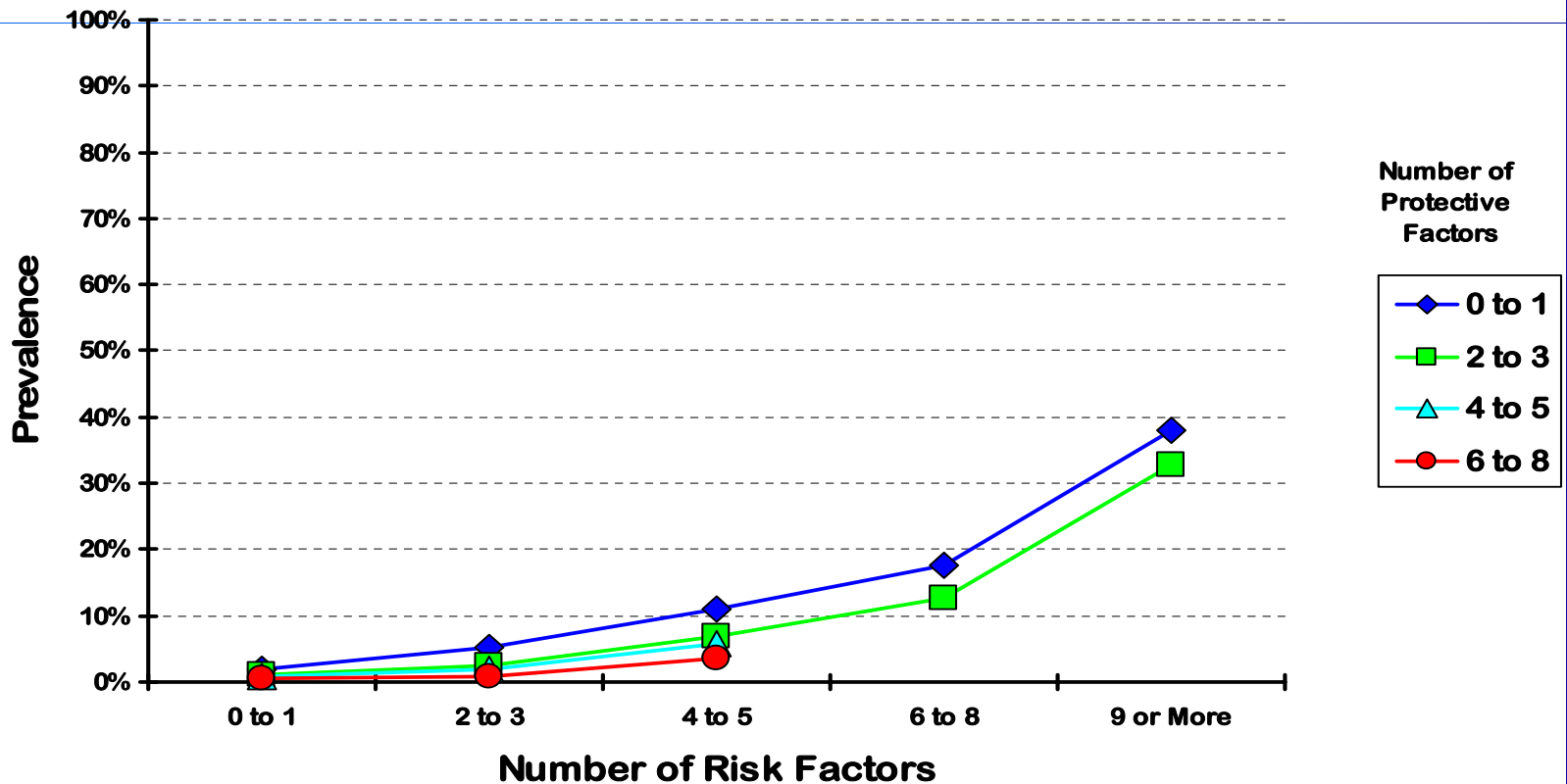
Six State Student Survey of 6th-12th Graders, Public School Students





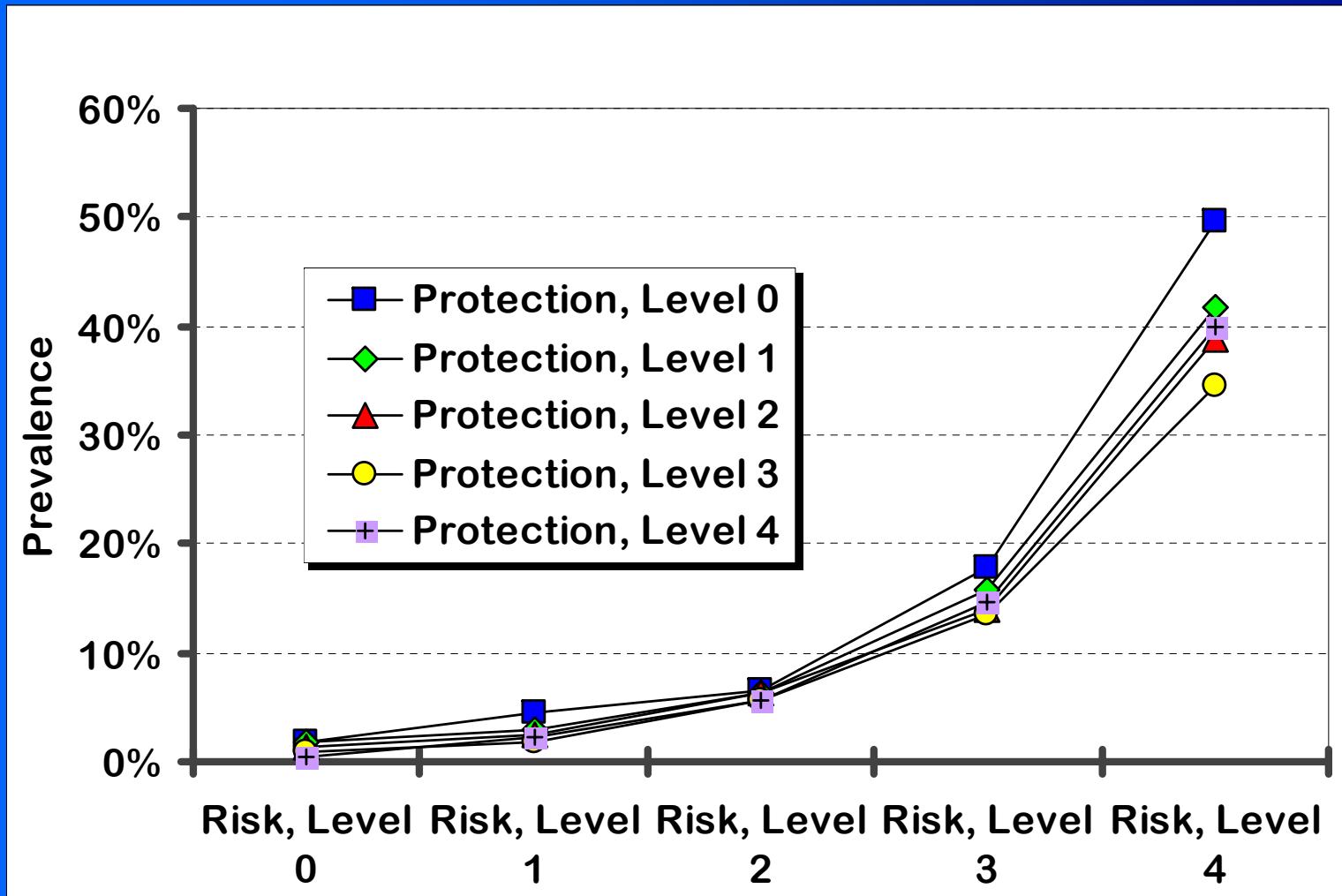
Prevalence of Any Other Illicit Drug Use (Past 30 Days) By Number of Risk and Protective Factors

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





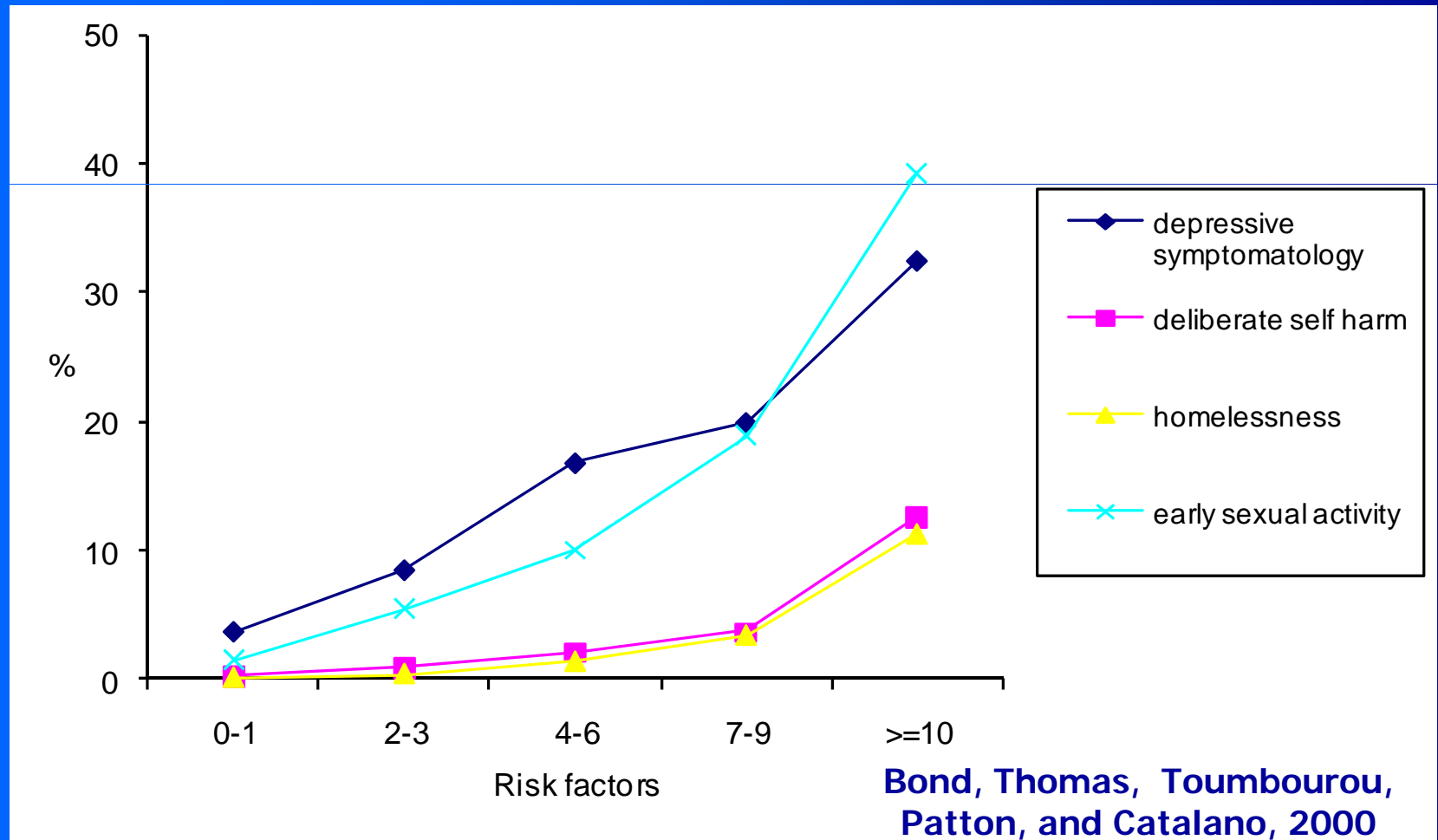
Prevalence of "Attacked to Hurt" By Number of Risk and Protective Factors





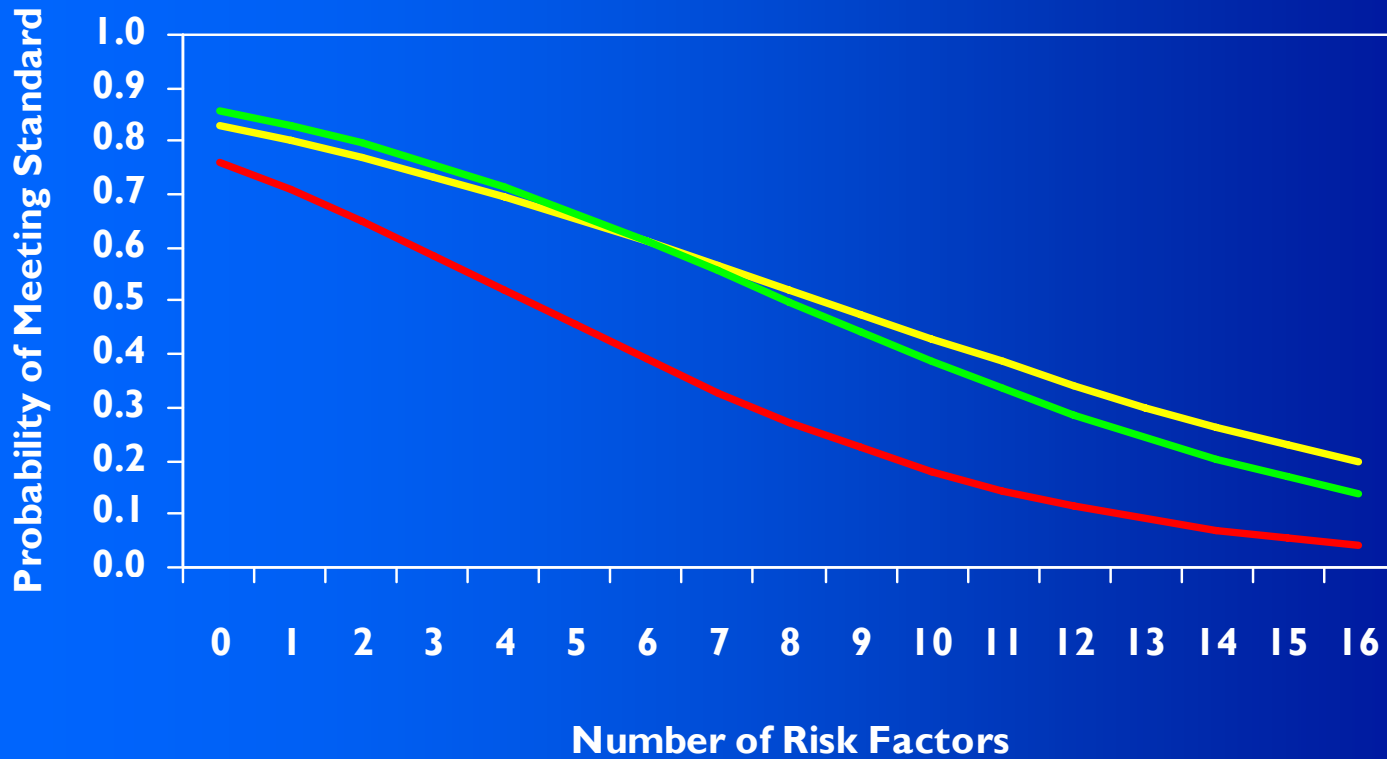
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Prevalence of Other Problems by Number of Risk Factors





Number of School Building Risk Factors and Probability of Meeting WASL Standard (10th Grade Students)

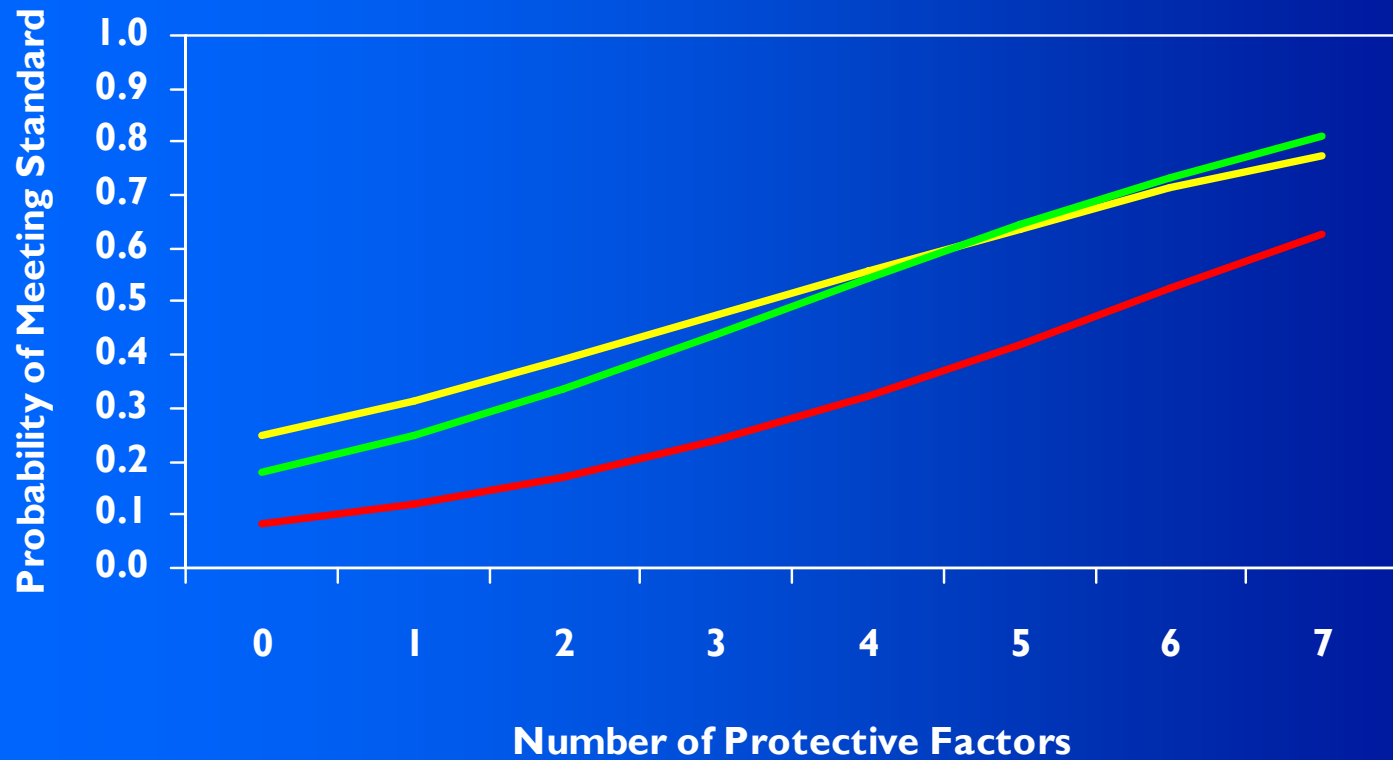


— Math — Reading — Writing

Arthur et al., 2006



Number of School Building Protective Factors and Probability of Meeting WASL Standard (10th grade students)



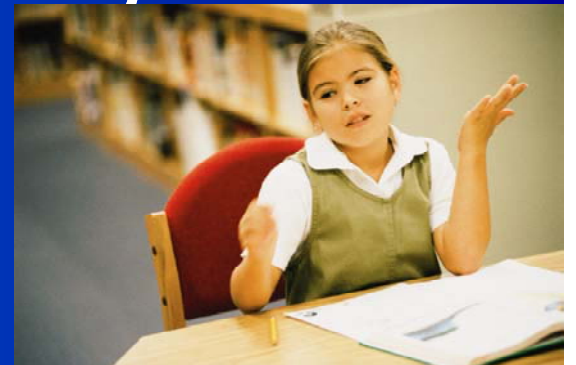
— Math — Reading — Writing

Arthur et al., 2006



Redefining What's Possible

Was it possible to Promote Academic Success and Prevent Drug Use, Violence and Mental Health Problems through Changing the Developmental Experiences of Elementary School Students?





Seattle Social Development Project (SSDP): Promoting Academic Success and Reducing Problems in Elementary School

Investigators:



Funded by:

National Institute on Drug Abuse, Office of Juvenile Justice and Delinquency Prevention, Robert Wood Johnson Foundation, National Institute on Alcoholism and Alcohol Abuse, National Institute on Mental Health, Burlington Northern Foundation, Seattle Public Schools



Which Risk Factors to Address?

Risk Factors		Substance Abuse	Teen Delinquency	School Pregnancy	School Drop-Out	Depression & Anxiety	Violence
Family							
X	Family History of the Problem Behavior	✓	✓	✓	✓	✓	✓
X	Family Management Problems	✓	✓	✓	✓	✓	
X	Family Conflict	✓	✓	✓	✓	✓	✓
X	Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓	
School							
X	Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓	✓
X	Lack of Commitment to School	✓	✓	✓	✓	✓	
Individual/Peer							
X	Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓	✓
	Alienation and Rebelliousness	✓	✓		✓		
X	Friends Who Engage in the Problem Behavior	✓	✓	✓	✓	✓	
X	Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓		
X	Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓	
	Constitutional Factors	✓	✓			✓	✓

Family

School

Individual/Peer

How to Address Protective Factors? The Social Development Strategy

The Goal...

Healthy Behaviors

...for all children and youth

Start with...

Healthy Beliefs
and
Clear Standards

**...in families, schools,
and peer groups**

Build...

Bonding
-Attachment
-Commitment

**...to families, schools,
and peer groups**

By providing...

Opportunities

Skills

Recognition

**...in families, schools,
and peer groups**

Be Aware of...

Individual Characteristics





SSDP: Intervention Components

- Component One: *Teacher Training in Classroom Instruction and Management*
- Component Two: *Parent Training in Behavior Management and Academic Support*
- Component Three: *Child Social and Emotional Skill Development*



Teacher Education



Proactive classroom management (grades 1-6)

- Establish consistent classroom expectations and routines at the beginning of the year
- Give clear, explicit instructions for behavior
- Recognize and reward desirable student behavior and efforts to comply
- Use methods that keep minor classroom disruptions from interrupting instruction



Interactive teaching (grades 1-6)

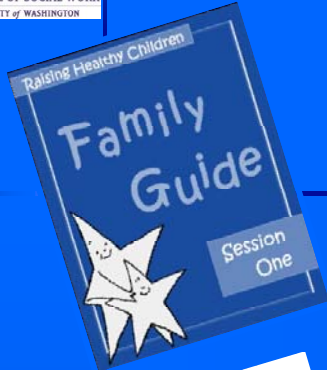
- Assess and activate foundation knowledge before teaching
- Teach to explicit learning objectives
- Model skills to be learned
- Frequently monitor student comprehension as material is presented
- Re-teach material when necessary



Cooperative learning (grades 1-6)

- Involve small teams of students of different ability levels and backgrounds as learning partners
- Provide recognition to teams for academic improvement of individual members over past performance

Parent Workshops



Raising Healthy Children (grades 1-2)

- Observe and pinpoint desirable and undesirable child behaviors
- Teach expectations for behaviors
- Provide consistent positive reinforcement for desired behavior
- Provide consistent and moderate consequences for undesired behaviors



Supporting School Success (grades 2-3)

- Initiate conversation with teachers about children's learning
- Help children develop reading and math skills through games
- Create a home environment supportive of learning



Guiding Good Choices (grades 5-6)

- Establish a family policy on drug use
- Practice refusal skills with children
- Use self-control skills to reduce family conflict
- Create new opportunities in the family for children to contribute and learn



Child Social, Cognitive and Emotional Skills Training

- Listening
- Following directions
- Social awareness (boundaries, taking perspective of others)
- Sharing and working together
- Manners and civility (please and thank you)
- Compliments and encouragement
- Problem solving
- Emotional regulation (anger control)
- Refusal skills

Emotional Skills, Conflict Resolution, Skill Reinforcement





Support Structures



■ School Staff

- 5 days of teacher training
- Coaching by teacher trainer
- Principal support



■ Family

- Training in each parenting curriculum
- Family support coordinator



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SSDP Design

- Initiated in 1981 in 8 Seattle elementary schools in high crime neighborhoods.
- Expanded in 1985, to include 18 Seattle elementary schools in high crime neighborhoods to add a late intervention condition and additional control students.
- **Quasi-experimental study**
 - Full treatment (grades 1-6) = 149**
 - Late treatment (grades 5-6) = 243**
 - Control = 206**
 - Parent training only = 210**



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SSDP Panel Retention

	Elementary			Middle		High			Adult				
MEAN AGE	10	11	12	13	14	15	16	(17)	18	21	24	27	30
N	808	703	558	654	778	783	770	--	757	766	752	747	720
%		87%	69%	81%	96%	97%	95%	--	94%	95%	93%	93%	91%

Interview completion rates for the sample have remained above 90% since 1989, when subjects were 14 years old.



SSDP Changed Risk, Protection and Outcomes

Hawkins et al. 1999, 2005; 2008; Lonczak et al., 2002.

At the end of 1st grade
• boys **less aggressive**
• girls **less self-harm**

By age 18

By age 18 Youths in the Full Intervention had

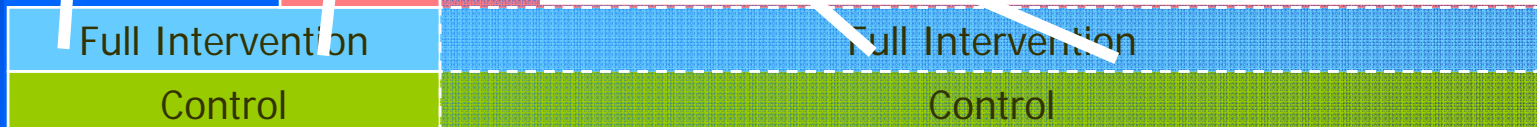
• By age 21, broad significant effects were

- found that
- more
- more
- more
- better
- fewer
- less delinquency
- less conduct disorder
- less child abuse

By age 27, continuing significant effects were found on educational and occupational outcomes mental health and risky sexual activity:

- more above median on SES attainment index
- fewer mental health disorders and symptoms
- fewer lifetime sexually transmitted diseases

children from

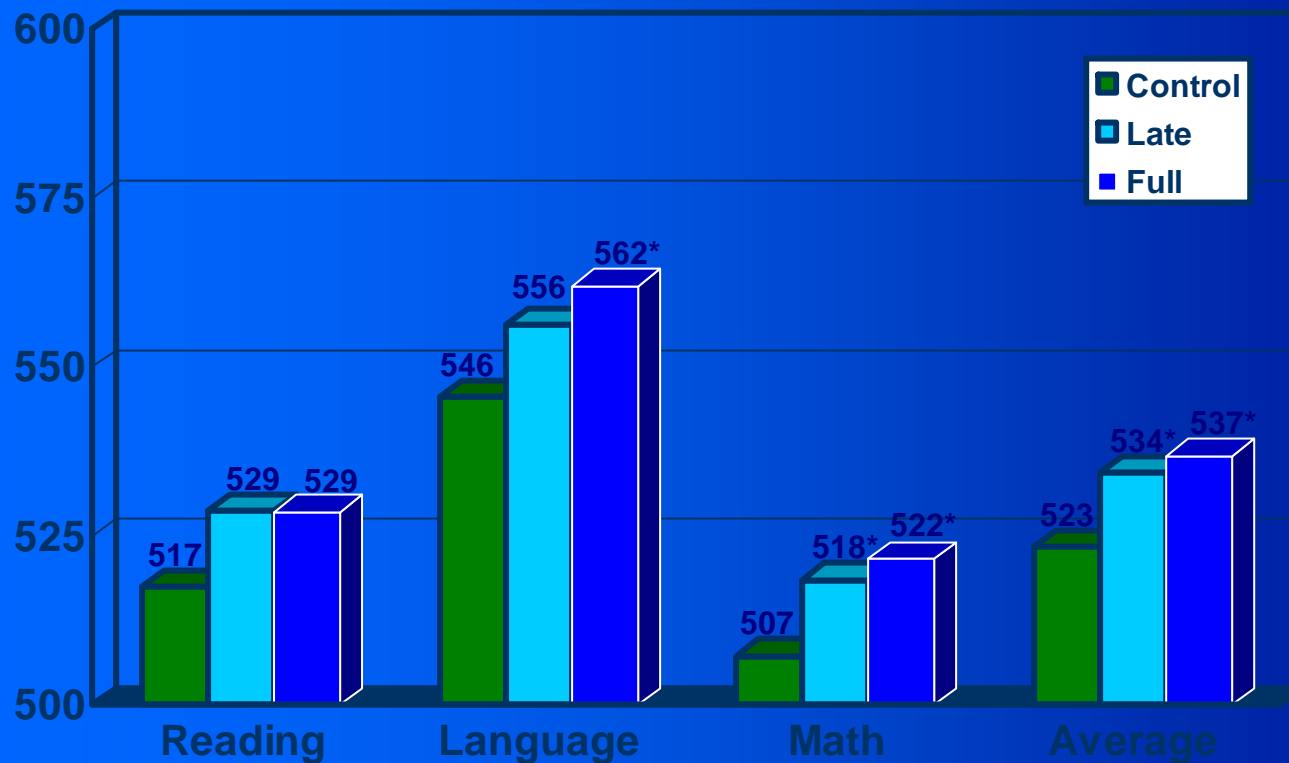


Grade

Age



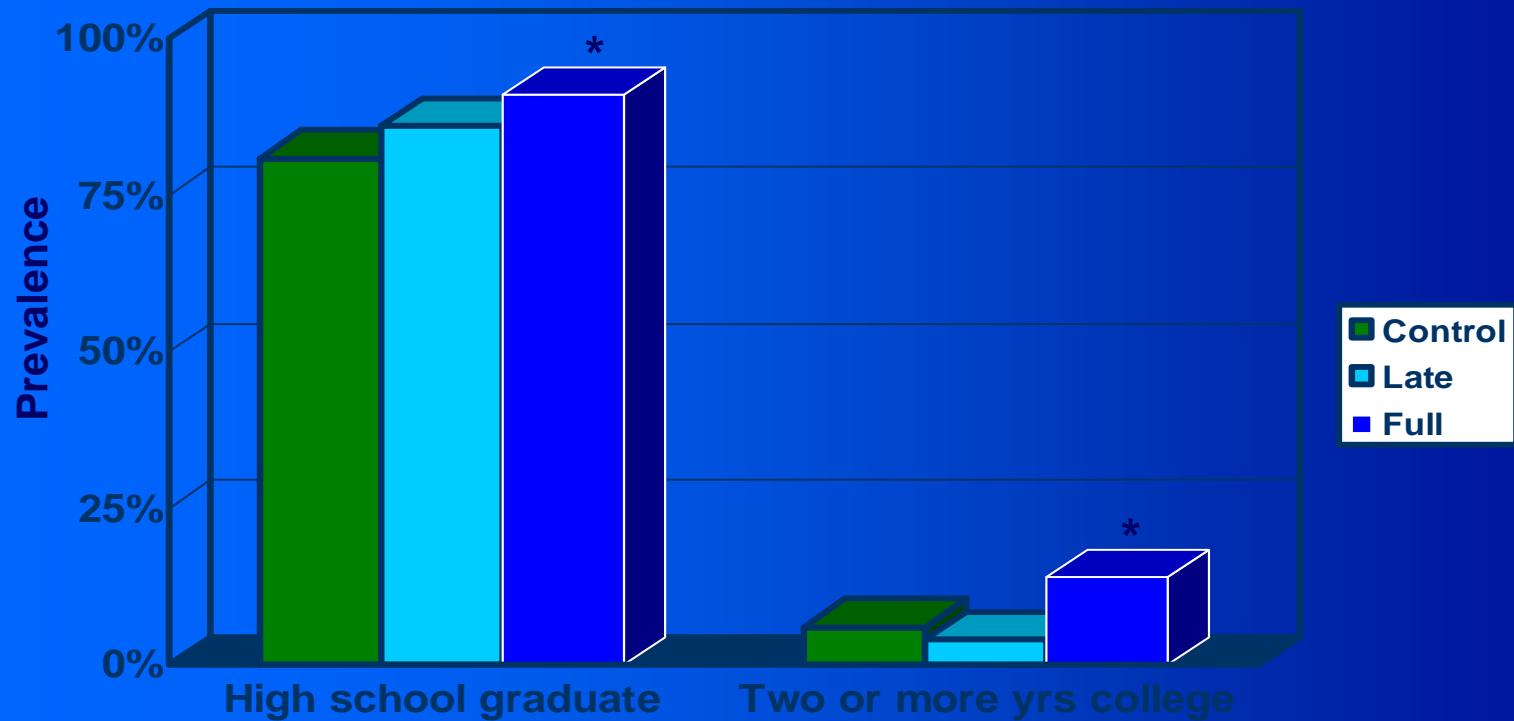
Redefining What's Possible Academic Success: 6th Grade Achievement Test Scores



* $p < .05$ compared with controls; N = 548 to 551.

Redefining What's Possible

Academic Success: High School Graduation and College Attendance at Age 21

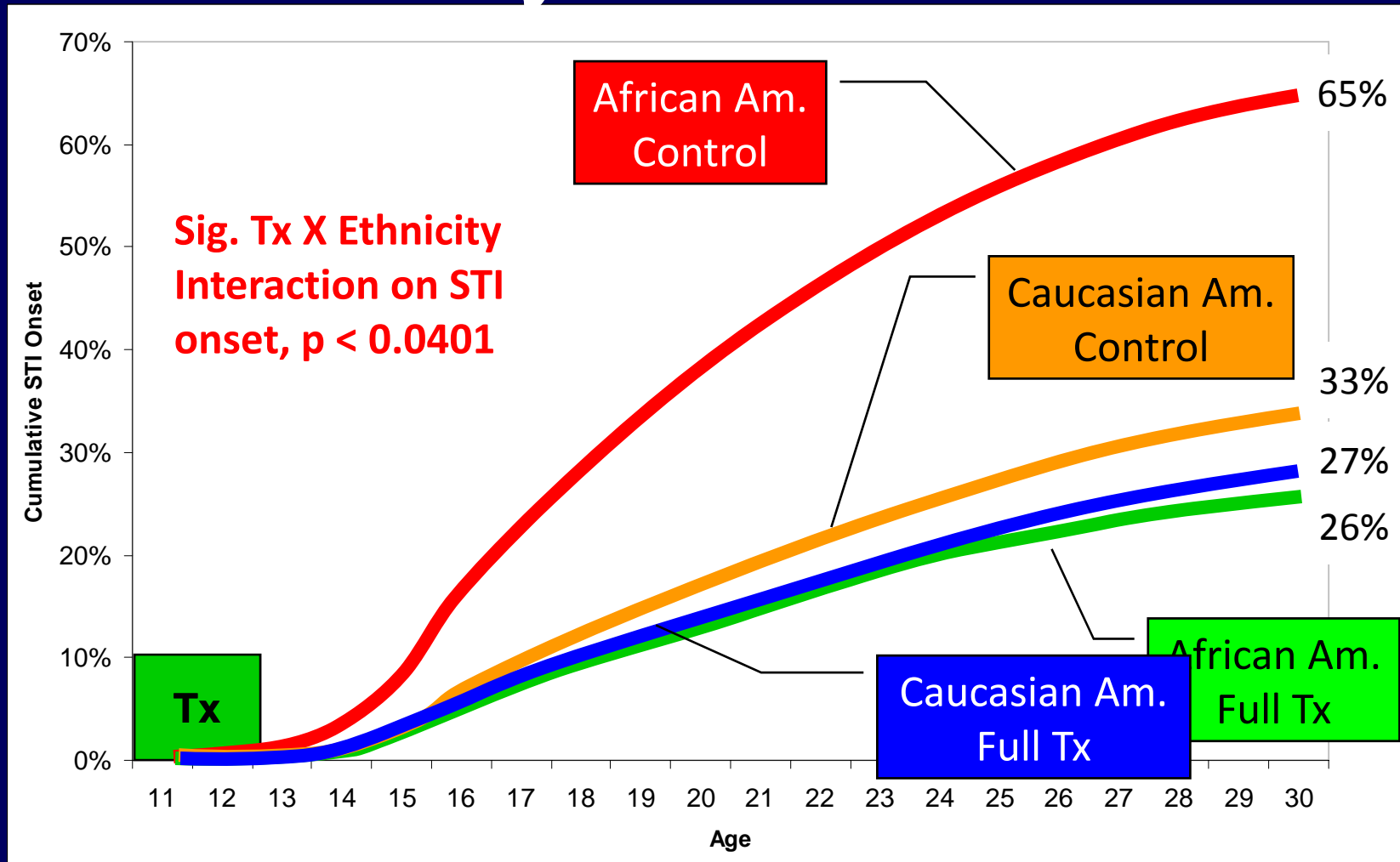


* $p < .05$
compared with controls.

Redefining What's Possible

Reduced Problems:

Sexually Transmitted Disease



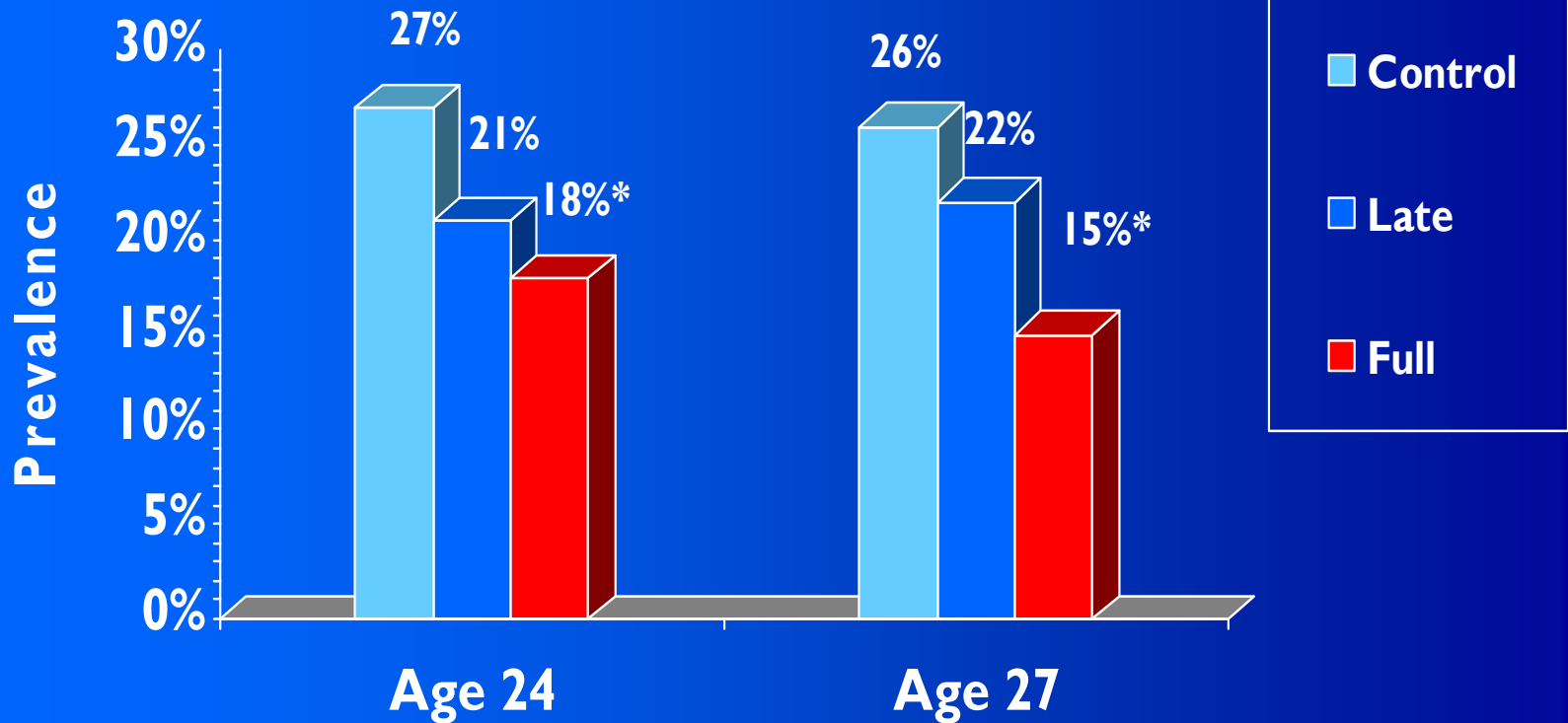


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Redefining What's Possible

Reduced Problems: Mental Health Disorder Diagnosis (GAD, Social Phobia, MDE, or PTSD)

Ages 24 and 27



* $p < .05$

Redefining What's Possible

Investment in SSDP Reduces Later Costs of Problems

An independent cost-benefit analysis estimated that projected benefits resulting from the SSDP intervention effects on high school graduation, crime and substance use





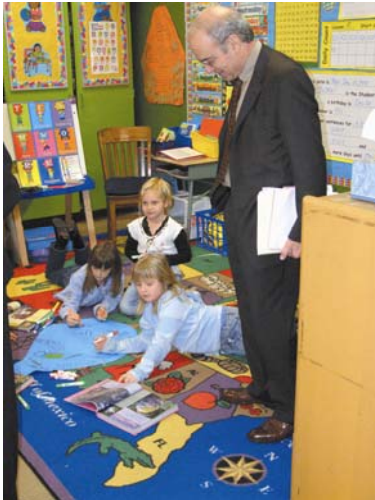
Conclusions from SSDP

- In high risk schools, increasing opportunities, skills and recognition and reducing risks for ALL children in the elementary grades can put more children on a positive developmental path.
- Parents and teachers trained to use the social development strategy while reducing risks can make a demonstrable difference that lasts into adulthood.
- The social development intervention appears to have biggest effects on those at greatest risk

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