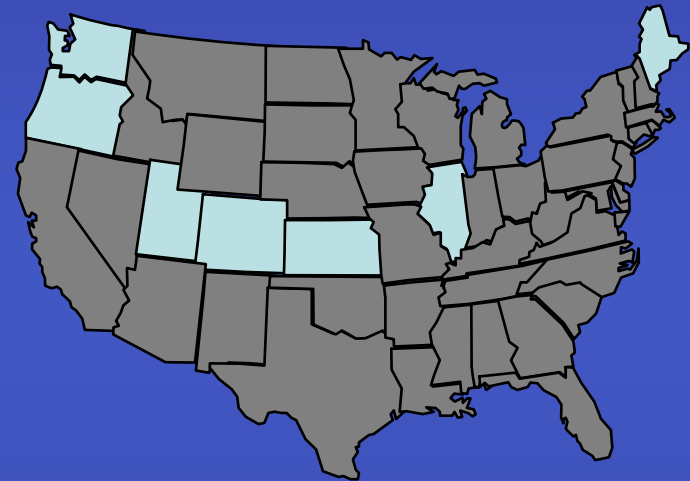




The Community Youth Development Study



Funded by:

National Institute on Drug Abuse

Center for Substance Abuse Prevention

National Cancer Institute

**National Institute on Child Health and Human
Development**

National Institute on Mental Health

National Institute on Alcohol Abuse and Alcoholism



CYDS State Collaborators

- **Colorado Alcohol & Drug Abuse Division**
- **Illinois Division of Community Health & Prevention**
- **Kansas Alcohol and Drug Abuse Services**
- **Maine Office of Substance Abuse**
- **Oregon Addictions and Mental Health Division**
- **Utah Division of Substance Use**
- **Washington Division of Behavioral Health and Recovery**



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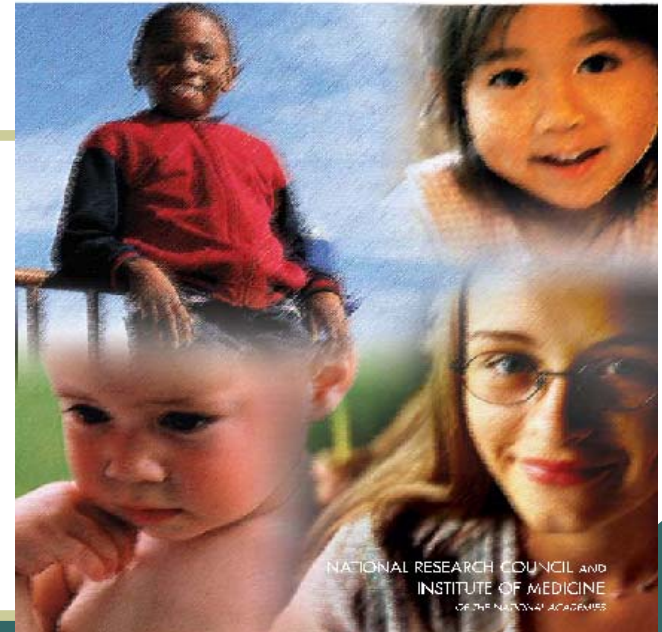
M. Lee Van Horn

Report of the Committee on Prevention of Mental Disorders and Substance Abuse Among Children, Youth and Young Adults

Preventing Mental, Emotional,
and Behavioral Disorders
Among Young People

Progress and Possibilities

O'Connell, Boat &
Warner, eds.
2009



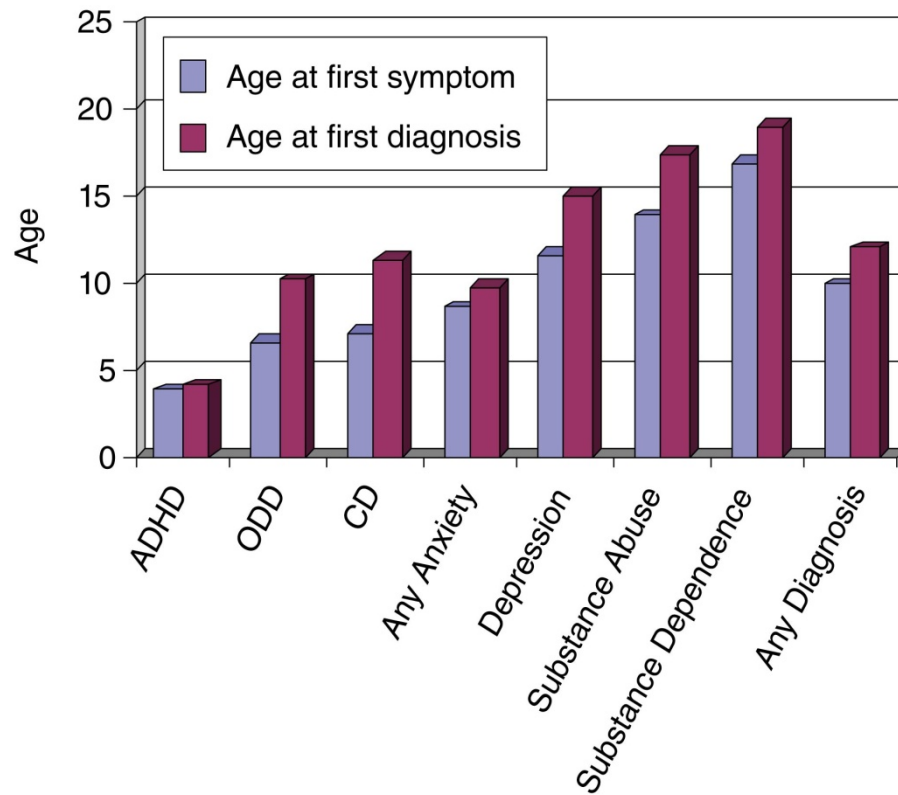
Disorders Are Common and Costly

- Around 1 in 5 young people (14-20%) have a current disorder
- Estimated \$247 billion in annual costs
- Costs to multiple sectors – education, justice, health care, social welfare
- Costs to the individual and family

Preventive Opportunities Early in Life

- Early onset ($\frac{3}{4}$ of adult disorders had onset by age 24; $\frac{1}{2}$ by age 14)
- First symptoms occur 2-4 years prior to diagnosable disorder

Prevention Window





Community Youth Development Study

- A community randomized trial of CTC
- 24 incorporated towns matched in pairs within state and randomly assigned to CTC or control condition.
- 4407 5th grade students- surveyed annually through 8th grade



Youth Development Survey

- Participants recruited in grades 5 and 6.
- Final consent rate = 76.4%

Sixth Grade	Eligible Population	Percent Consented	Percent Surveyed	Total Surveyed
Experimental	3170	76.2%	75.4%	2391
Control	2621	76.7%	76.3%	1999
Total	5791	76.4%	75.8%	4390



2007 YDS

- **96.2% Overall Student Participation**
- **11.9% (n=525) have moved out of project schools**

8th Grade	Eligible Population	Percent Surveyed	Total Surveyed
Experimental	2406	95.6%	2300
Control	2001	96.9%	1940
Total	4407	96.2%	4240



CTC Towns: Coalition of Stakeholders

- Received CTC Training
 - 6 trainings over 12 months
- Collected Data on Local Levels of Risk and Protection
 - CTC Youth Survey
- Prioritized Risk Factors to Address
- Implemented Appropriate Tested Prevention Programs from CTC menu
 - on average 3 per community per year

Results

- Using CTC System significantly reduced health risking behaviors among eighth grade students community wide.

Compared with controls:

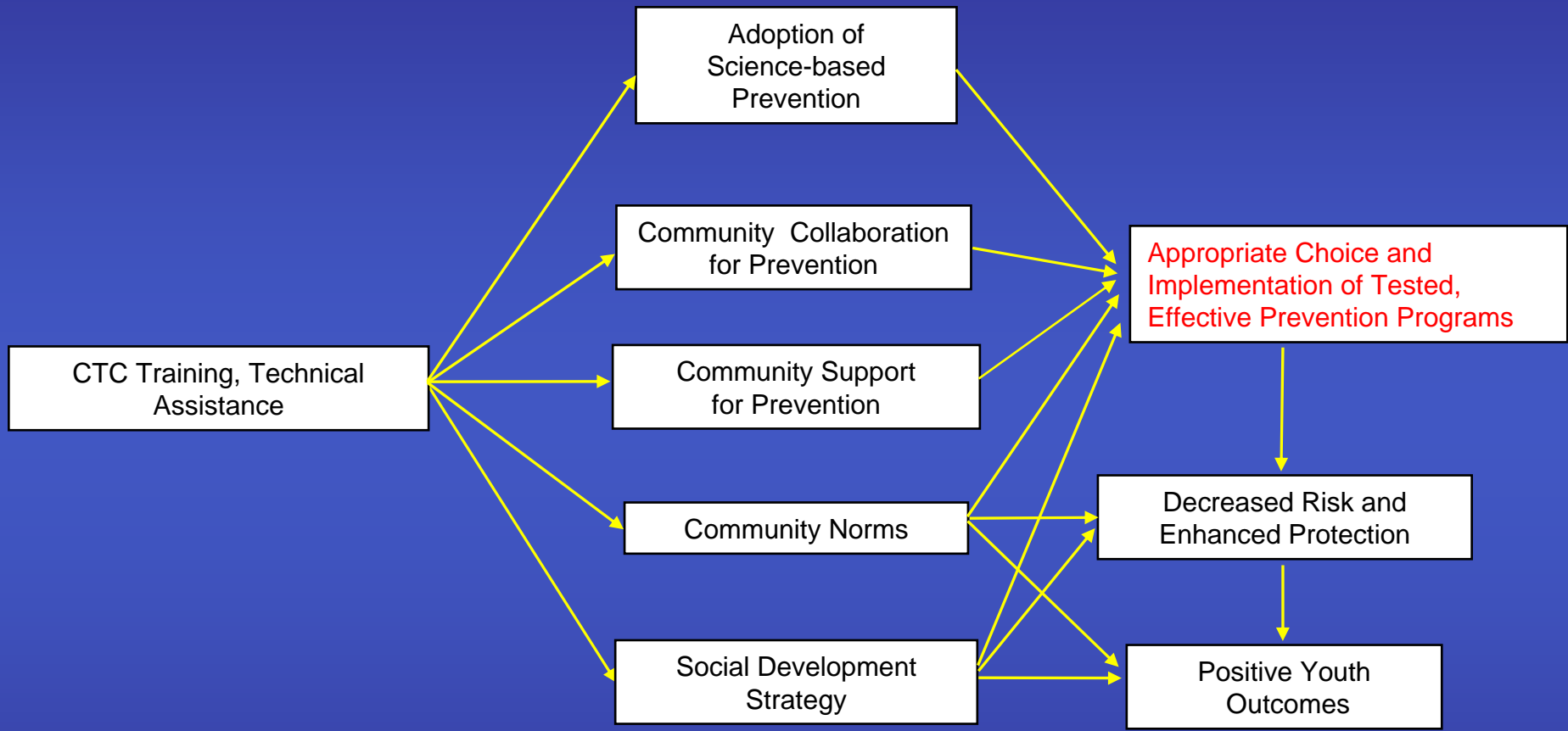
- 33% less likely to start smoking cigarettes.
- 32% less likely to start drinking alcohol.
- 25% less likely to start delinquent behavior.

Results

- Using CTC System significantly reduced health risking behaviors among eighth grade students community wide:
 - 23% less likely to drink alcohol currently than controls.
 - 37% less likely to “binge” (5 or more drinks in a row) than controls.
 - Committed 31% fewer different delinquent acts in past year than controls.



Communities That Care Logic Model



System Catalyst



System Transformation Constructs



System Outcomes

Program Selection

CTC Community Boards selected prevention programs from the CTC Prevention Strategies Guide, a menu* of programs that:

- ~ Showed significant effects on risk/protective factors, and drug use, delinquency, or violence
- ~ In at least one high-quality research study
- ~ Targeted children or families in grades 5-9
- ~ Provided materials and training



Programs Selected in 2004-2008

<u>PROGRAM</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
All Stars Core	1	1	1	1
Life Skills Training (LST)	2	4*	5*	5*
Lion's-Quest Skills for Adolescence	2	3	3	3
Project Alert	-	1	1	1
Olweus Bullying Prevention Program	-	2*	2*	2*
Program Development Evaluation (PDE)	1	1	-	-
Project Towards No Drug Abuse (TNDA)	-	-	-	2
Project Northland Class Action	-	-	-	1*
Participate and Learn Skills (PALS)	1	1	1	2
Big Brothers/Big Sisters (BBBS)	2	2	2	1
Stay SMART	3	3	1	1
Tutoring	4	6	6	7
Valued Youth Tutoring Program	1	1	1	0
Strengthening Families Program (SFP) 10-14	2	3	3	2
Guiding Good Choices (GGC)	6	7*	8*	7
Parents Who Care (PWC)	1	1	-	-
Family Matters	1	1	2	2
Parenting Wisely	-	1	1	2
TOTAL	27	38	37	37

*Program funded through local resources in one or two communities



Exposure in the Community

Number of Program Participants/Families Receiving Programming

Program Type	2004-05	2005-06	2006-07	2007-08
School Curricula	1432	3886	5165	5705
After-school	546	612	589	448
Parent Training	517	665	476	379

Note: Total eligible population of 6th, 7th, and 8th-grade students in 2005-06 was 10,031



Participant Attendance

Percent attending >60% of the total number of sessions

Program Type	2004-05	2005-06	2006-07	2007-08
School Curricula	96%	91%	95%	94%
After-school*	77%	81%	65%	70%
Parent Training	79%	78%	79%	75%

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



Balancing Research Goals and Community Practice

The Challenge: How could the UW:

- Measure fidelity across a range of programs?
- Encourage local ownership, high fidelity, and sustainability of prevention programs?



CYDS Implementation Fidelity Monitoring Tools

- **Staff training**
- **Fidelity assessment checklists**
- **Observations of programs**
- **Attendance documentation**
- **Pre/post participant surveys**



Required Staff Training

- Training from **program developers or certified trainers**
 - ~ Available for 11 of 16 programs*
- Training from **SDRG/CTC staff**
 - ~ CTC CPIT workshops emphasize program fidelity, completion of fidelity instruments, and discussion of potential challenges
- **All implementers received both trainings**

*Exceptions: PALS, Tutoring, Parents Who Care, Family Matters, Parenting Wisely

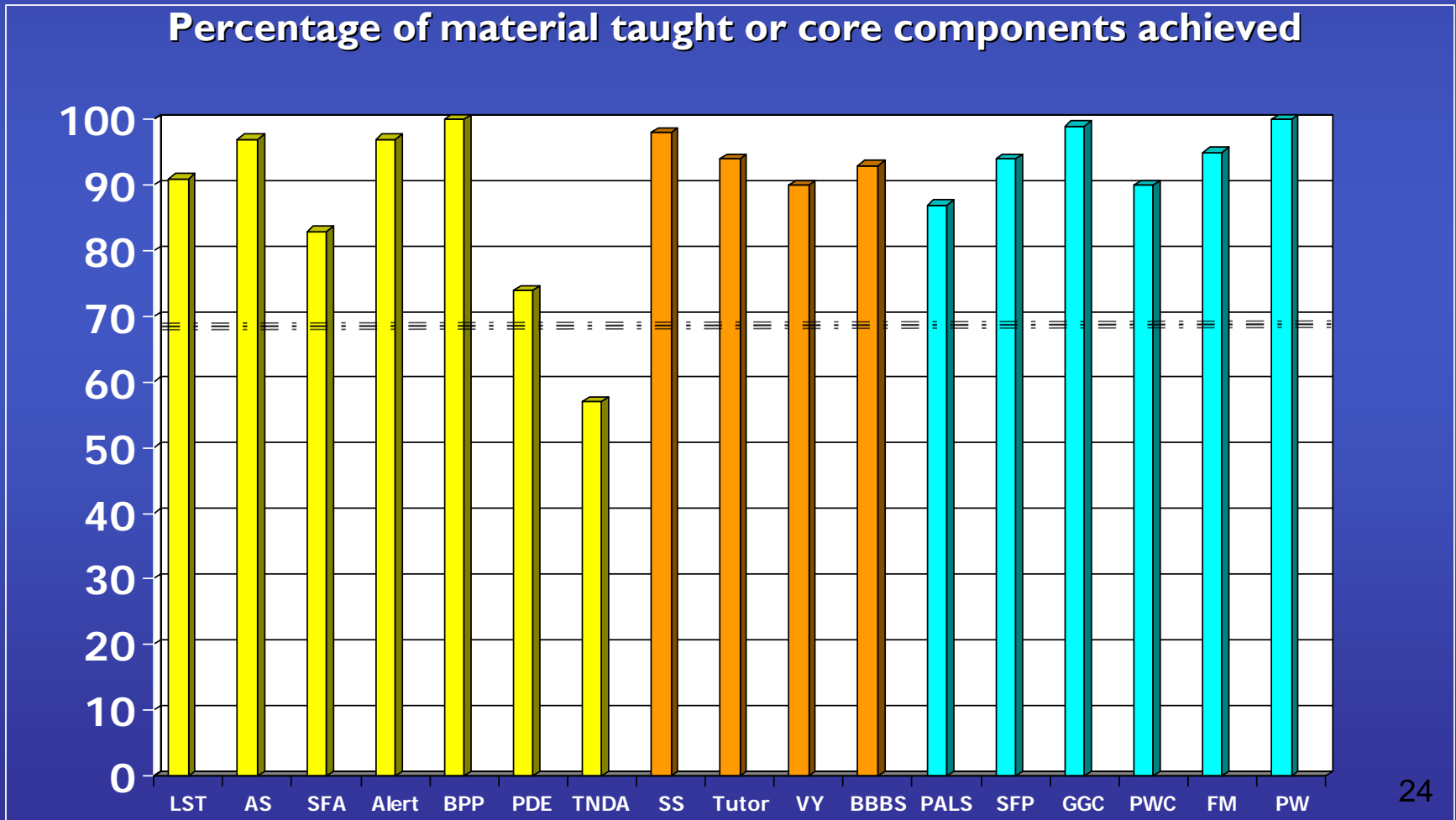


Fidelity Assessment Checklists

- **Provided similar information across programs to measure primarily adherence and dosage**
- **Checklists were completed by program staff, reviewed locally and analyzed at the UW**
- **3,000-4,000 checklists were completed annually**

Adherence Rates

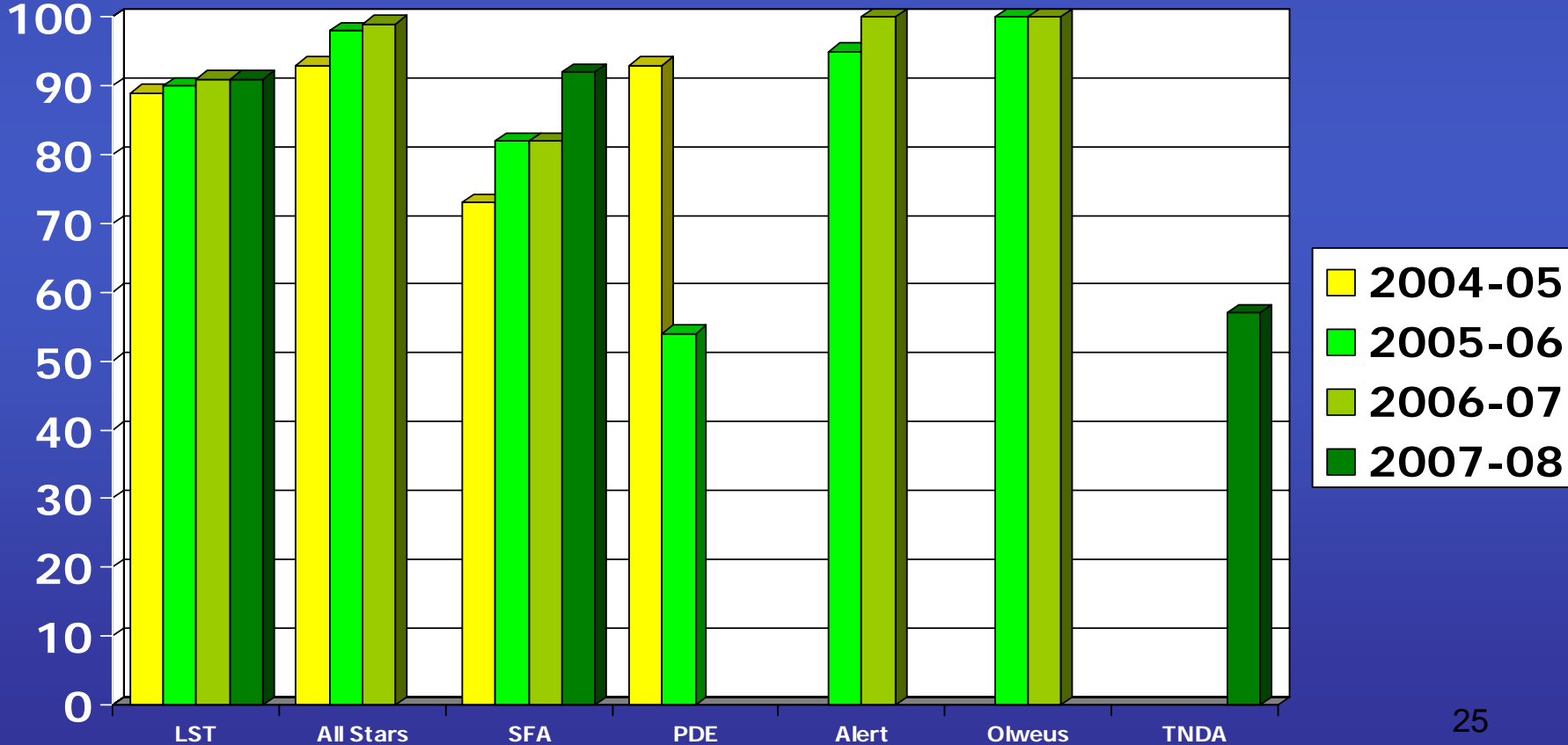
Averaged across all years





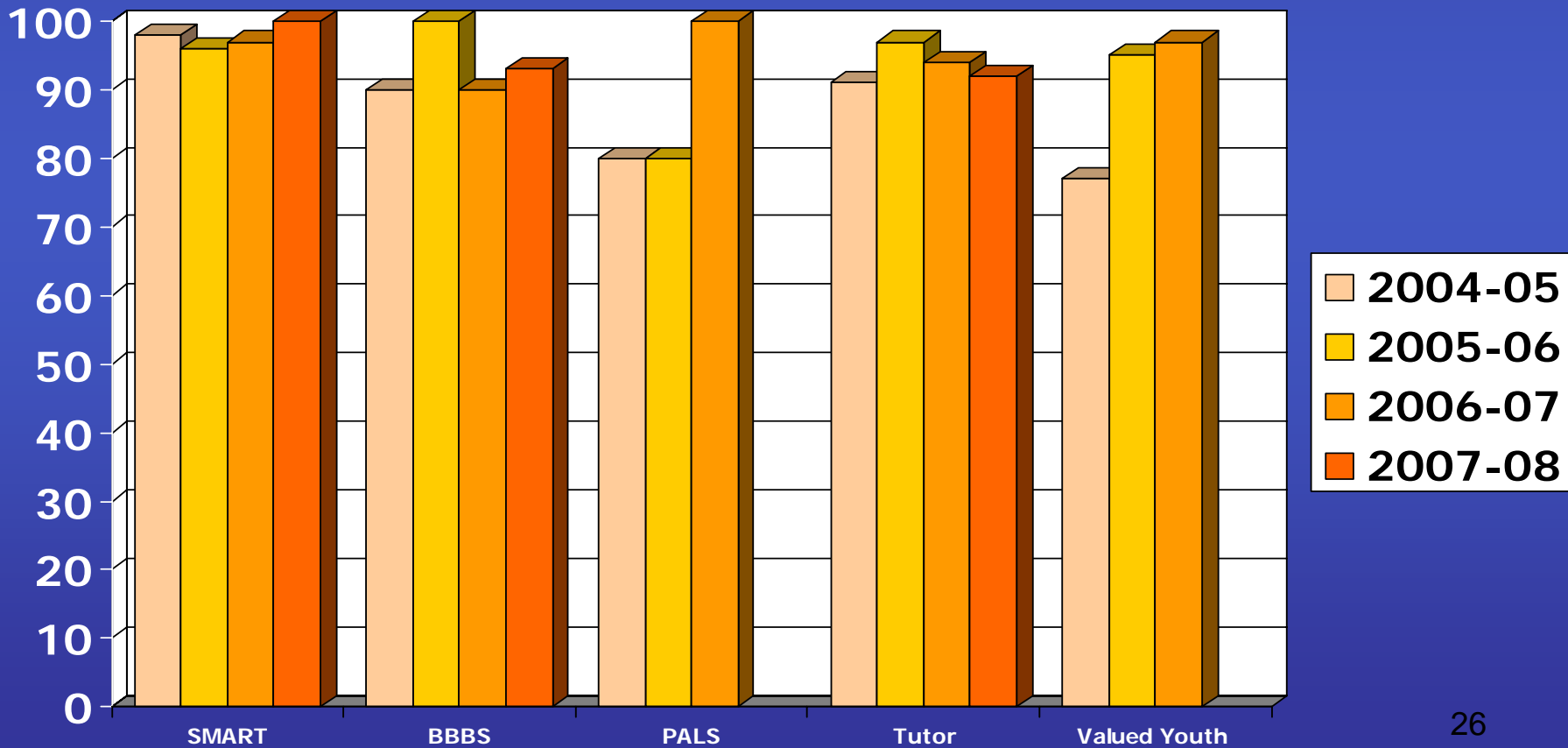
Adherence Rates School Based

Percentage of material taught or core components achieved



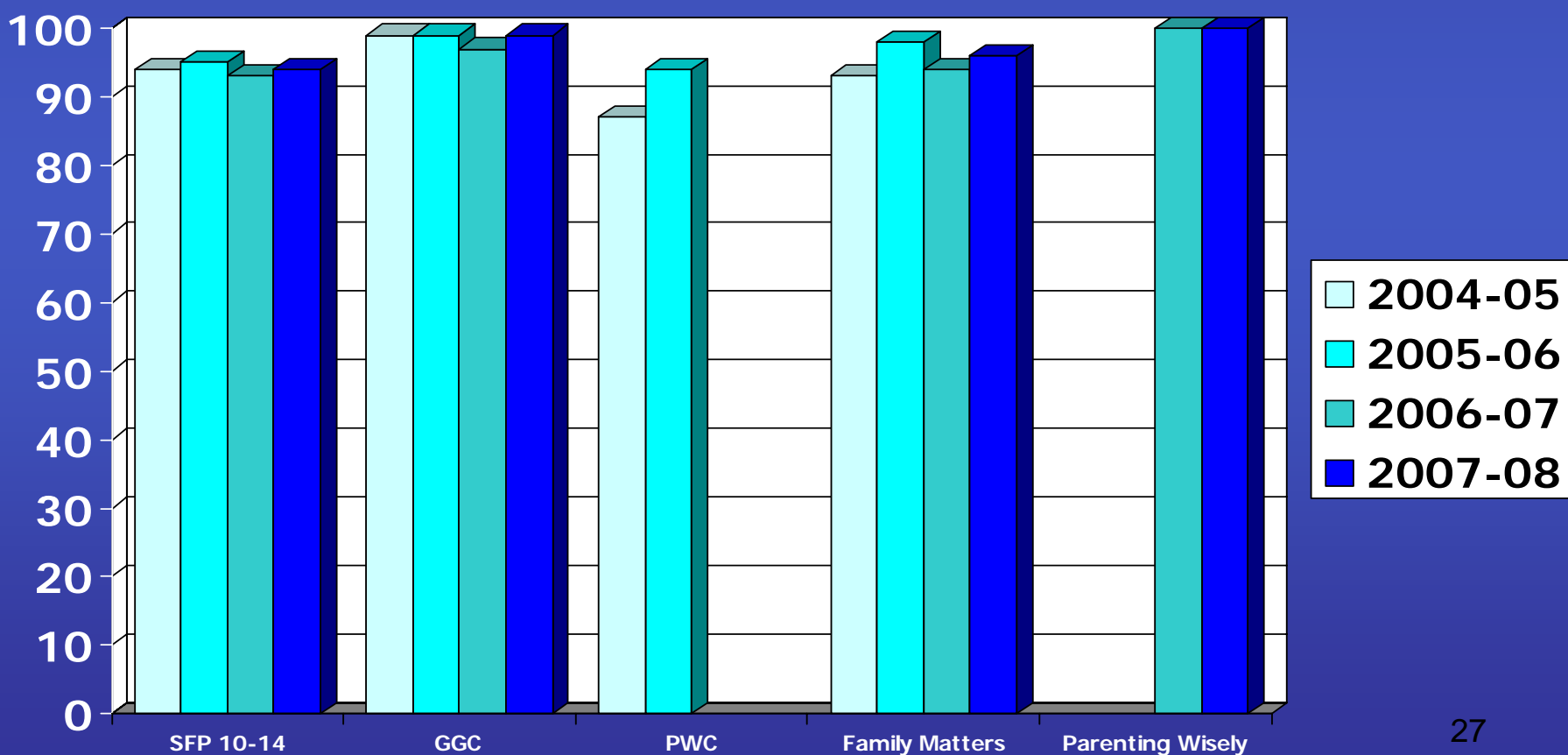
Adherence Rates Afterschool Programs

Percentage of material taught or core components achieved



Adherence Rates Parent Training

Percentage of material taught or core components achieved



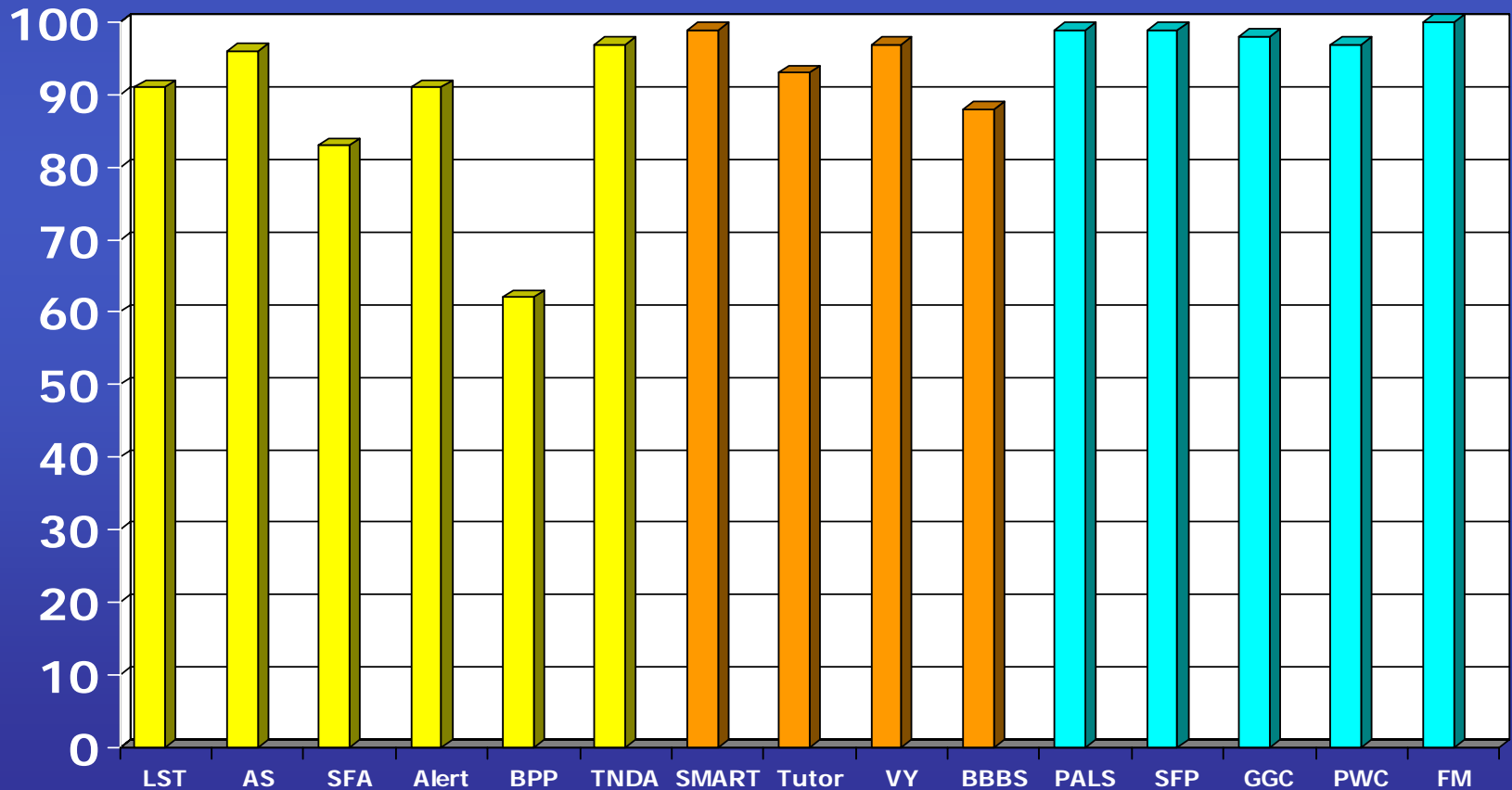


Delivery of Lessons

Averaged across all years

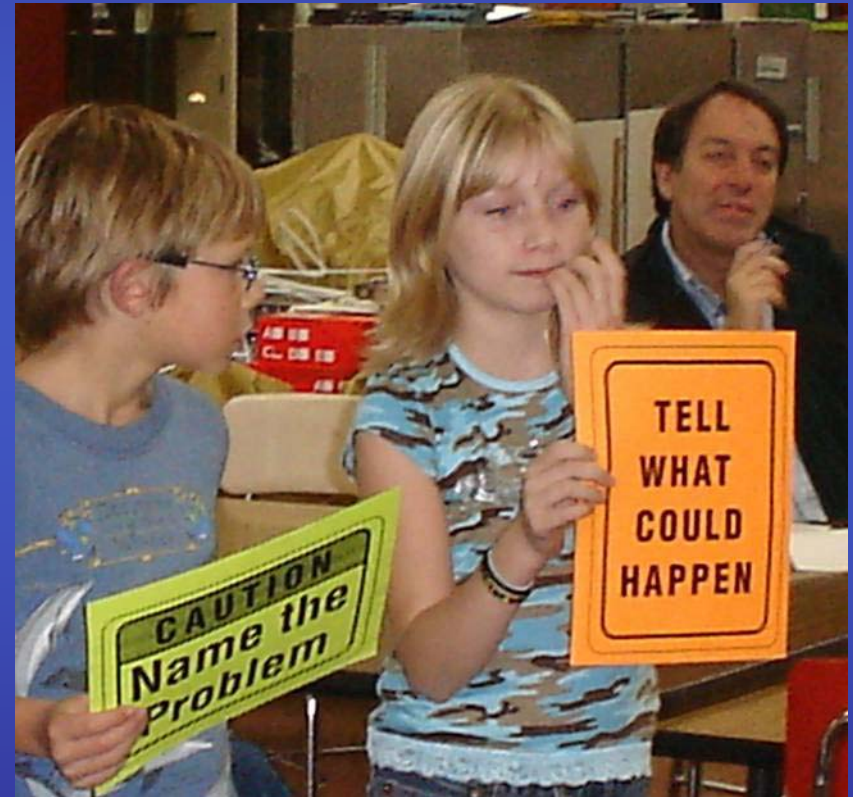
(number, length, and frequency of required sessions)

Percentage of delivery requirements met



Program Observations

- **Community volunteers observed 10-15% of sessions for 10 programs**
- **Completed fidelity checklists to assess adherence**
 - ~ **Rate of agreement w/ implementers was 92%-97%**



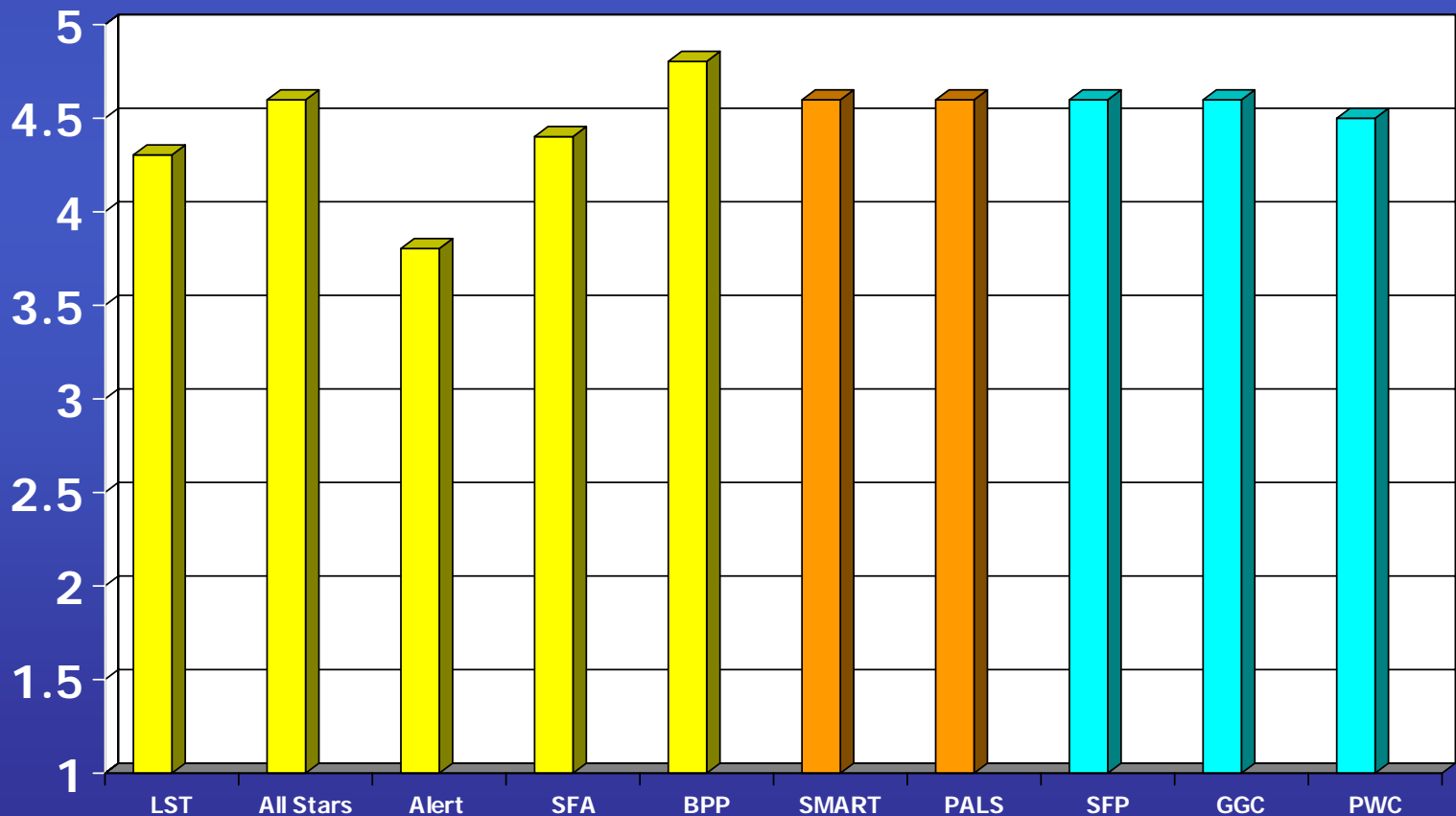
Quality of Delivery

- Observers rated the quality of delivery on 10 items (alpha = .87-.90) using a 5-point scale (higher scores indicate better quality)
- Example Items:
 - ~ In general, how clear were the program implementer's explanations of activities?
 - ~ To what extent did the implementer keep on time during the session and activities?
 - ~ Rate the implementer on the following qualities:
 - Level of enthusiasm
 - Rapport and communication with participants
 - Effectively addressed questions/concerns

Quality of Delivery

Averaged across all years

Average score on 10 items reported by program observers



Participant Responsiveness

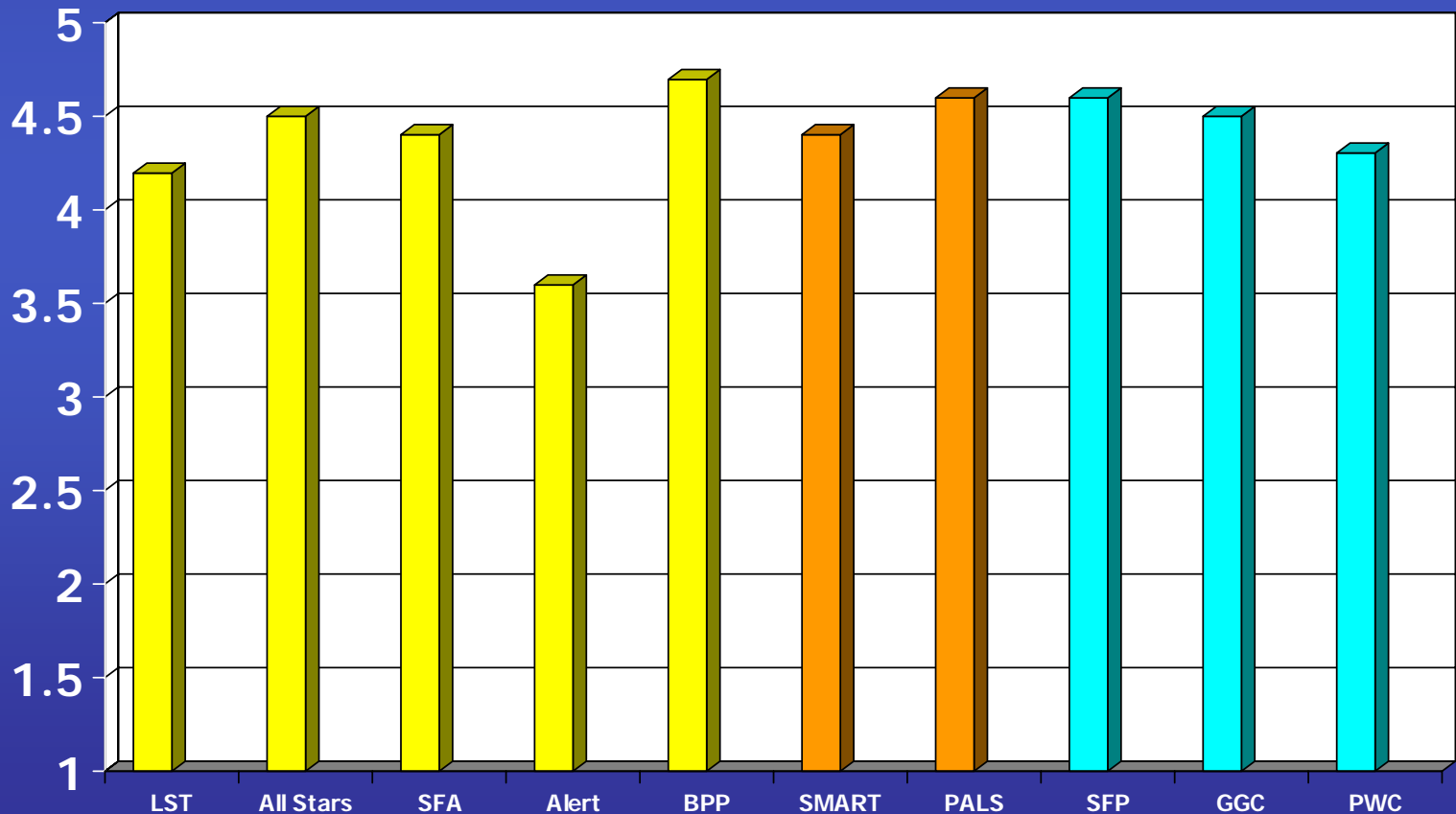
- Observers rated participant responsiveness on two items, using a 1-5 scale (higher scores indicate better responsiveness):
 - ~ To what extent did the participants appear to understand the material?
 - ~ How actively did group members participate in discussions and activities?



Participant Responsiveness

Averaged across all years

Average score on 2 items reported by program observers





Pre-Post Survey Results

Parent Survey Results (n=261) from SFP 10-14 in Community Q

PARENTING SKILL	Pre-survey Mean Score	Post-survey Mean Score
COMMUNICATION STYLE EG: I let my youth know the reason for the rules we have	2.82	3.26*
SCHOOL INVOLVEMENT EG: I attend parent-teacher conferences at school	3.13	3.39*
NURTURE AND SUPPORT EG: We take time to do something fun together as a family	3.04	3.37*
CONTINGENT PARENTING EG: I follow through with consequences each time he or she breaks a rule	2.86	3.28*

**Statistically significant change (p<.05) from pre-survey to post-survey based on t-tests*
 All items rated on a 1-4 scale (from “a little bit of the time” to “most of the time”)

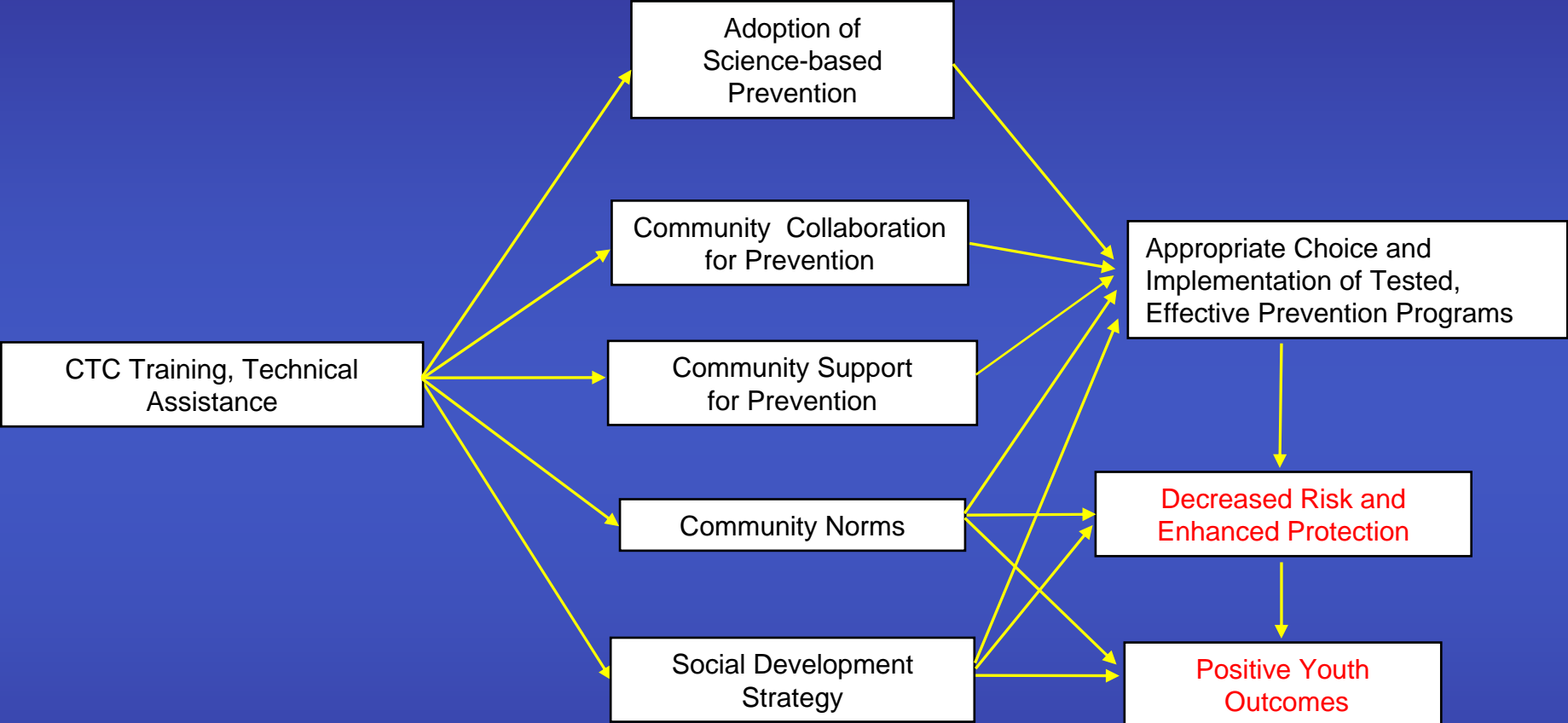
Implementation Summary

- We successfully “bridged” science and practice in the study, as researchers assisted local CTC community coalitions to ensure high implementation fidelity





Communities That Care Logic Model



System Catalyst

System Transformation Constructs

System Outcomes

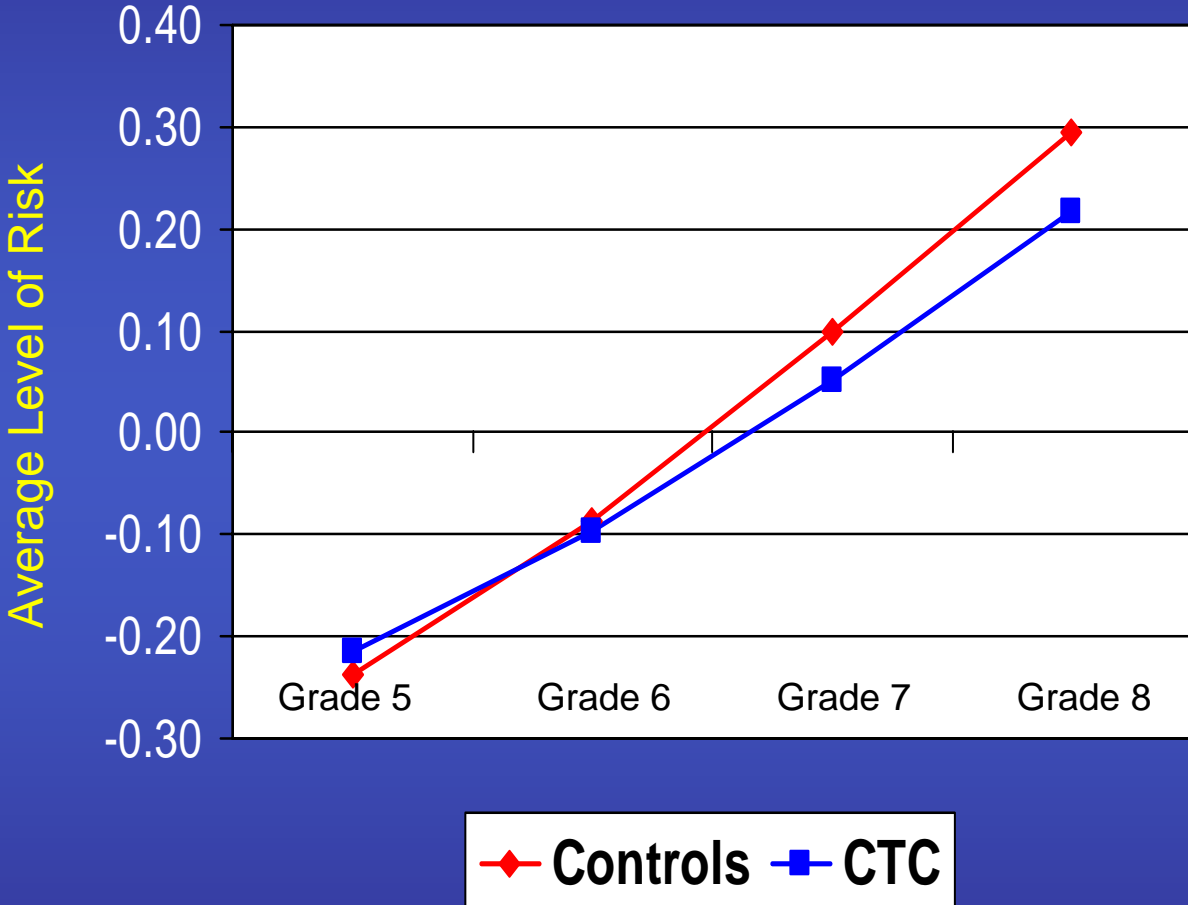


Prioritized Risk Factors in CTC Communities

- Family management problems
- Parental attitudes favorable to problem behavior
- Family conflict
- Low commitment to school
- Favorable attitudes toward problem behavior
- Friends who engage in problem behavior
- Academic failure
- Rebelliousness
- Laws and norms favorable toward drug and alcohol use



Results: Change in prioritized risk factors



Note. Results from a linear growth model with community matched pairs using data from YDS Grades 5 through 8 averaged across 40 imputed data sets; $\beta_{101} = 0.026$, SE = 0.010, t (df = 9, N = 4407) = 2.54, $p = 0.032$ for linear slopes; $\beta_{001} = -0.064$, SE = 0.031, t (df = 9, N = 4407) = -2.10, $p = 0.064$ for mean difference at Grade 8.

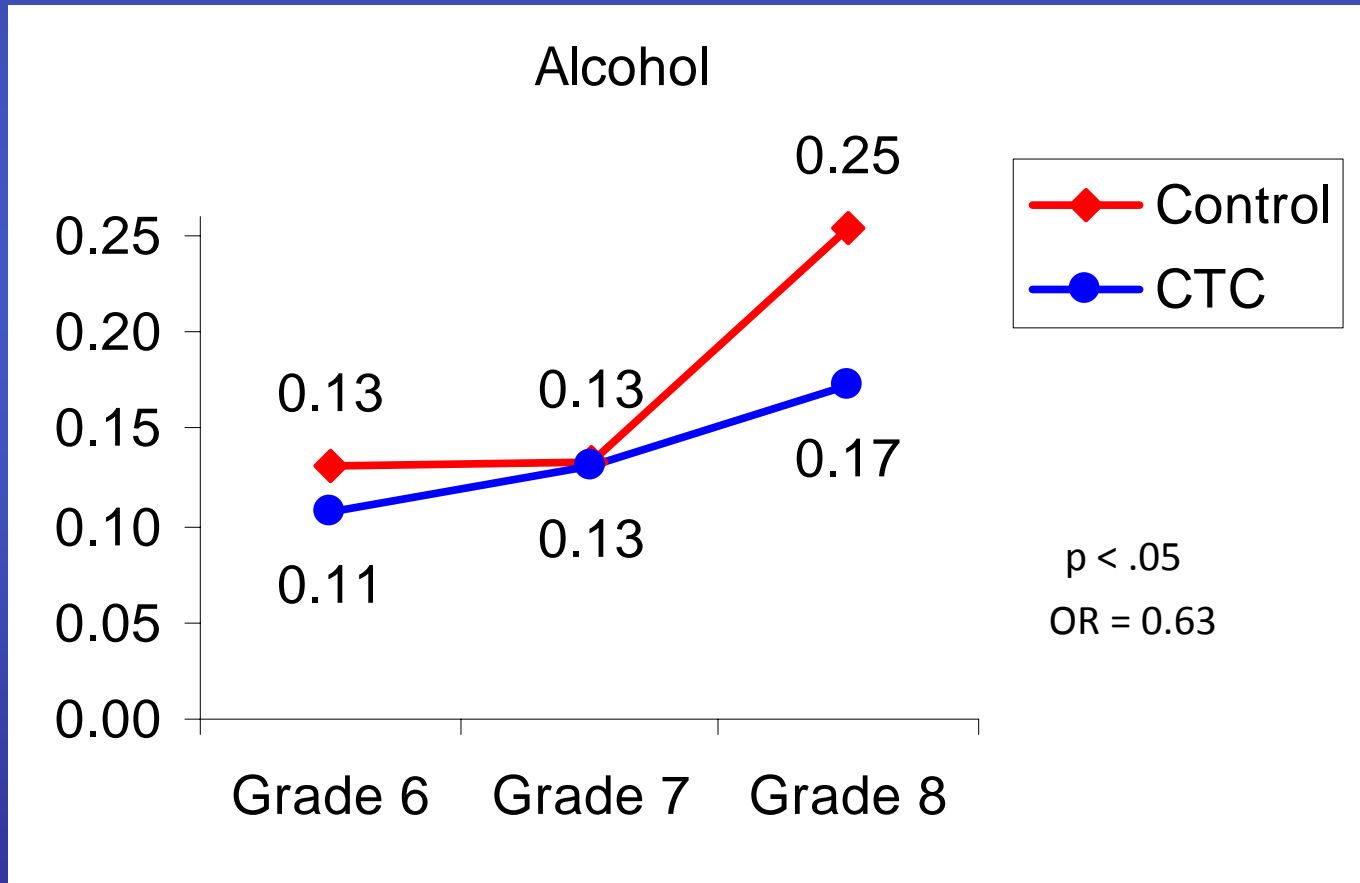
Effects of CTC on Initiation (Incidence) of Drug Use and Delinquency

- 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 5th grade students who had not yet initiated.



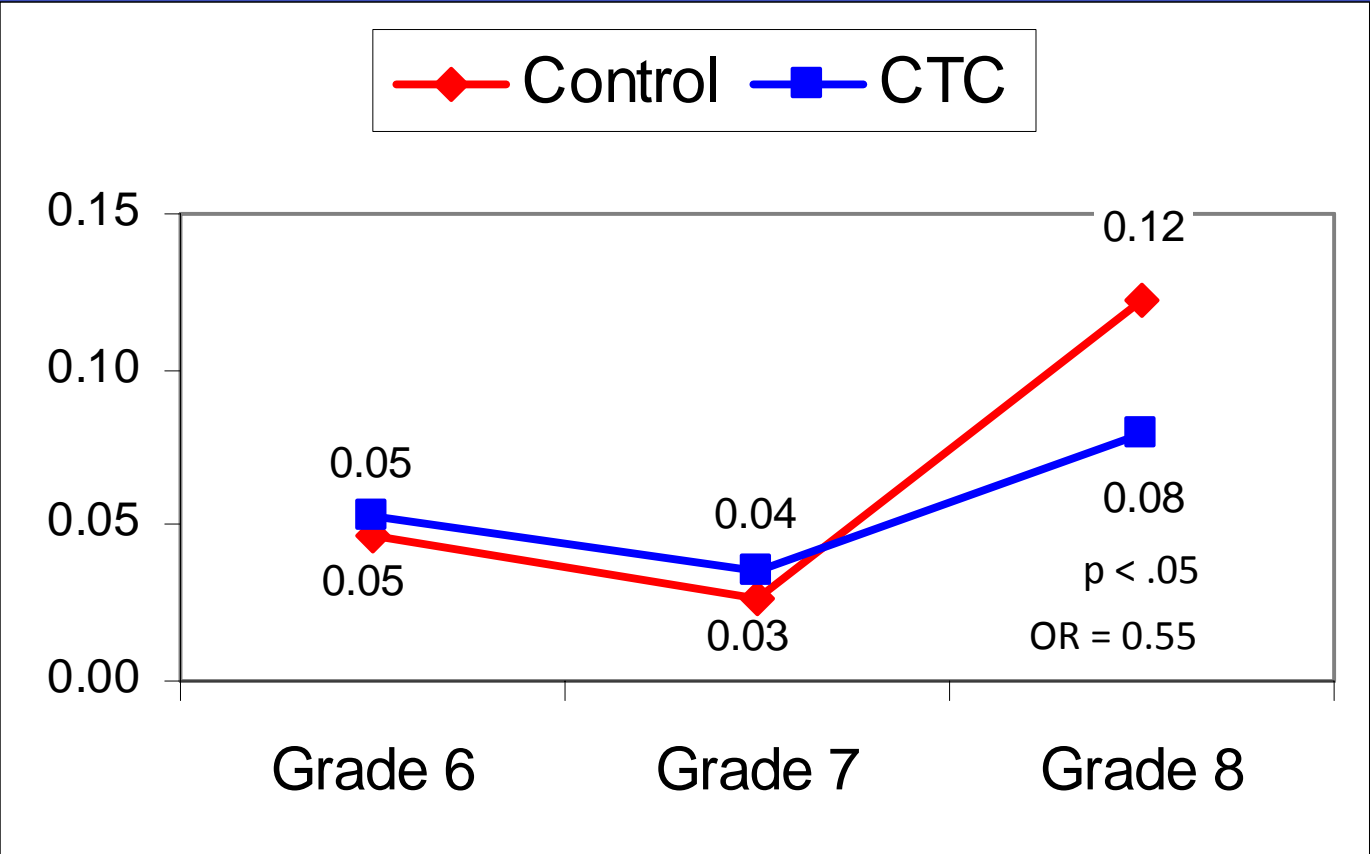
Onset of Alcohol Use

Adjusted Hazard



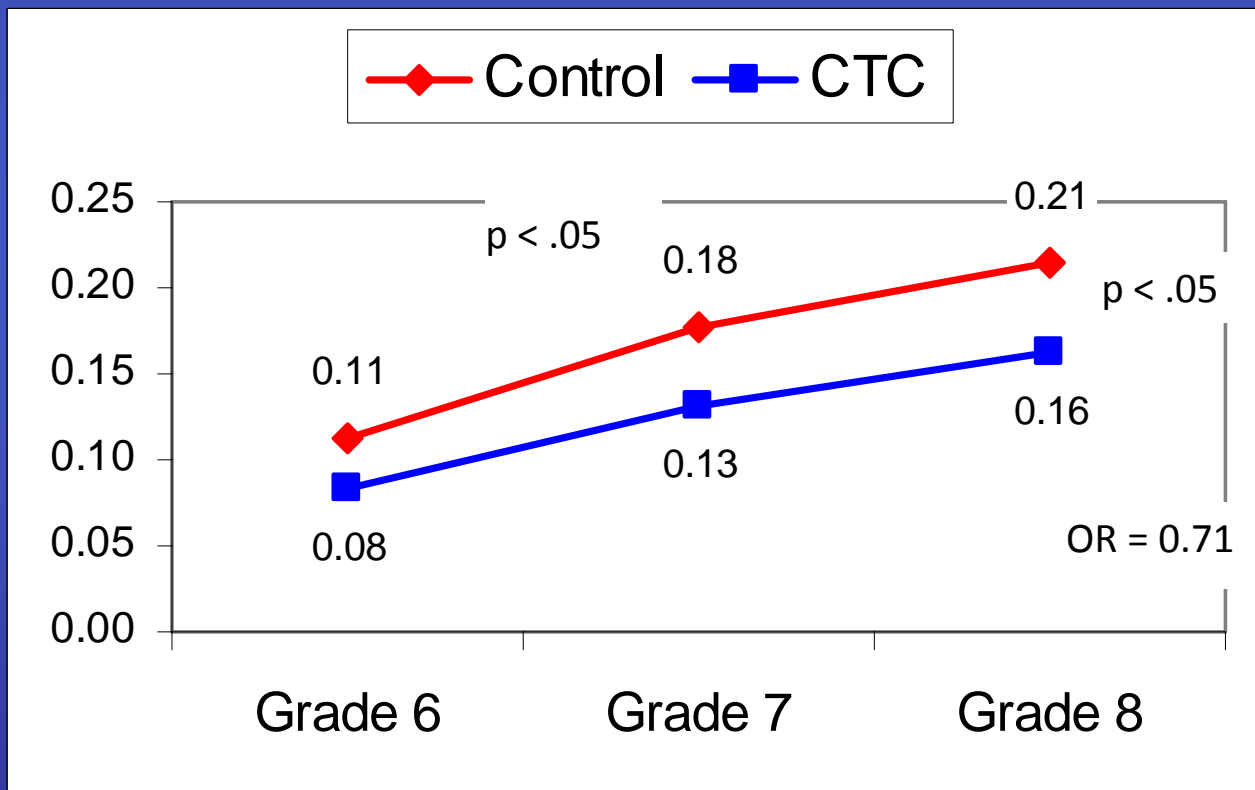
Onset of Cigarette Smoking

Adjusted Hazard



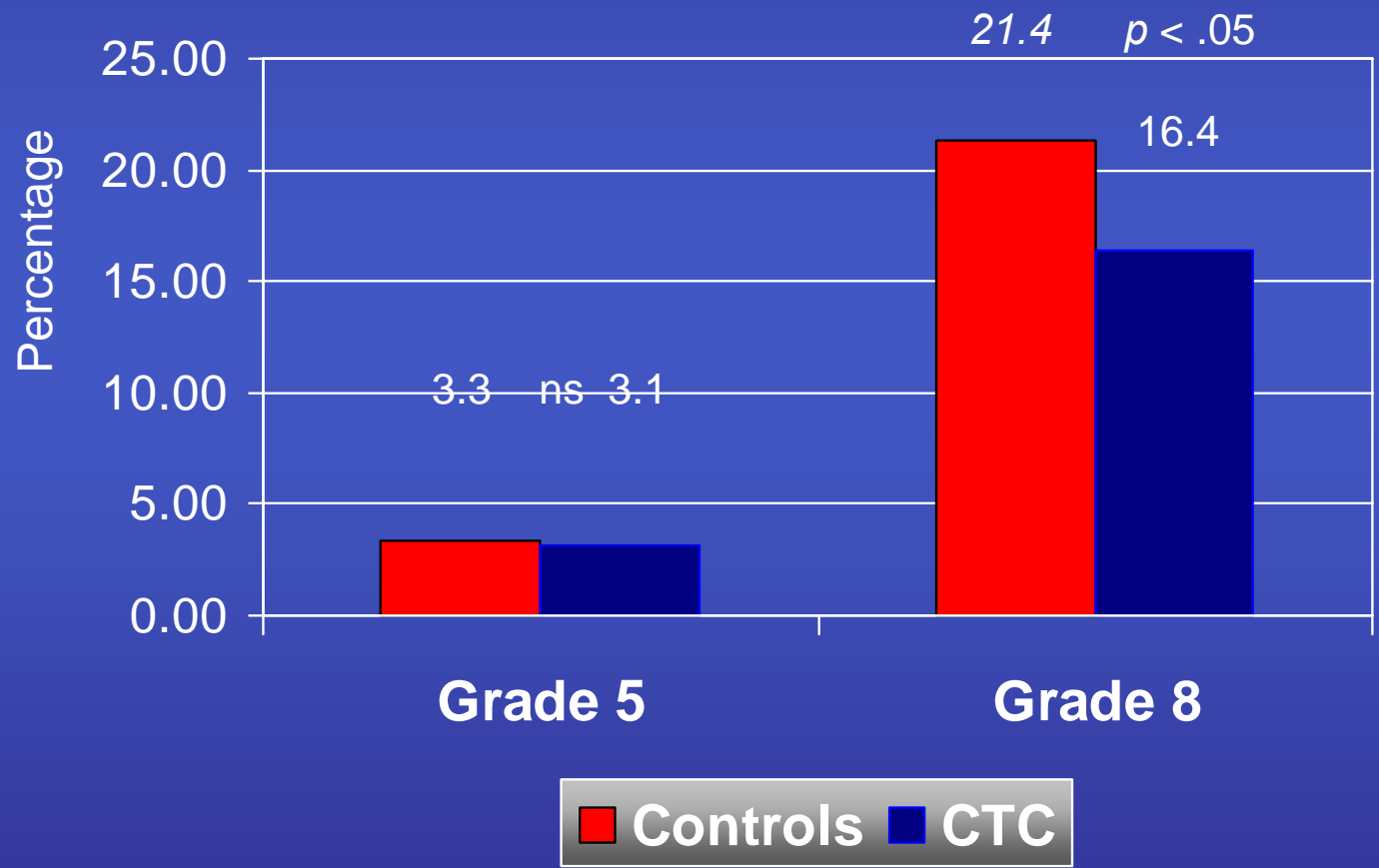
Onset of Delinquent Behavior

Adjusted Hazard



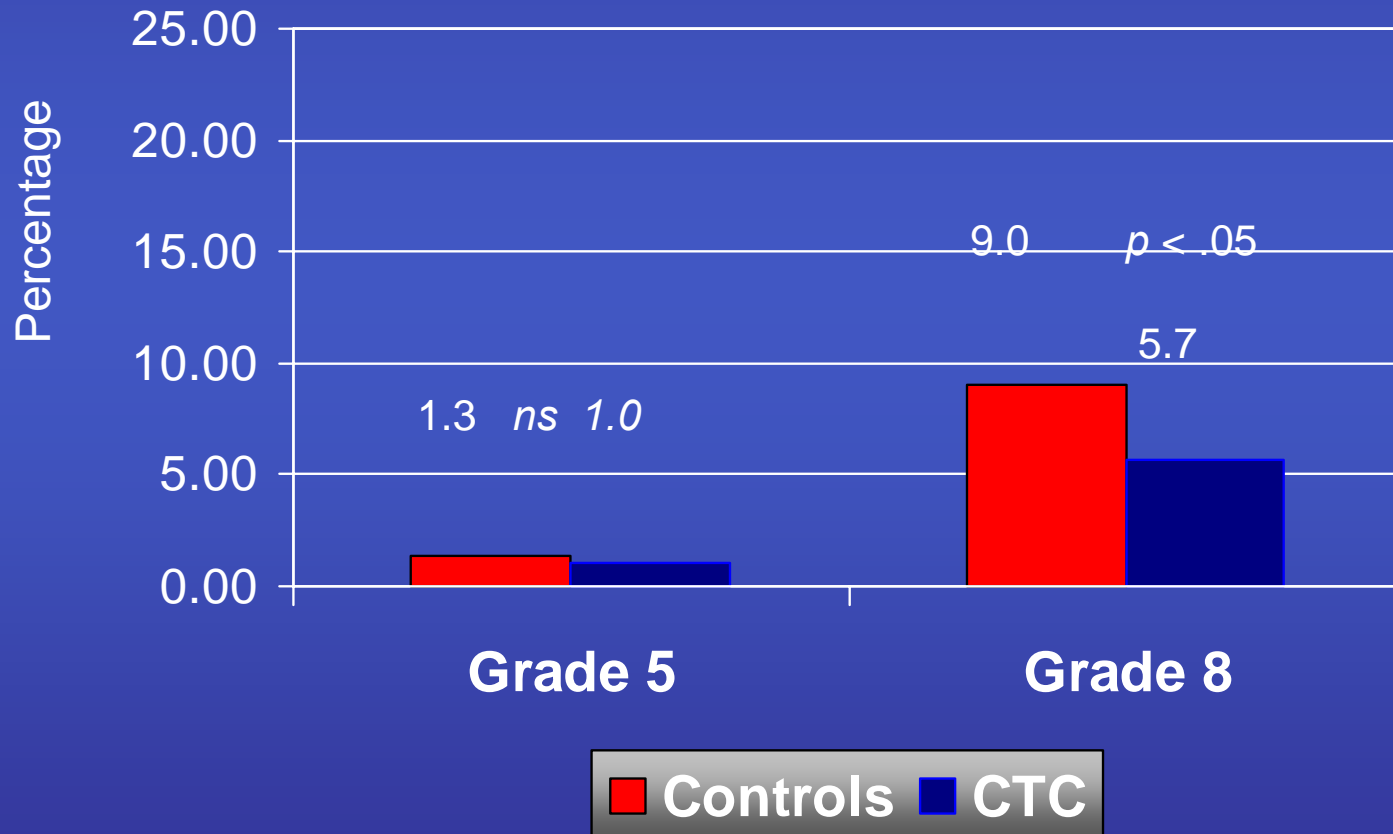


Prevalence of Current Alcohol Use In Panel In Control and CTC Communities



Note. Observed rates averaged across 40 imputations. ns = nonsignificant. N = 4407

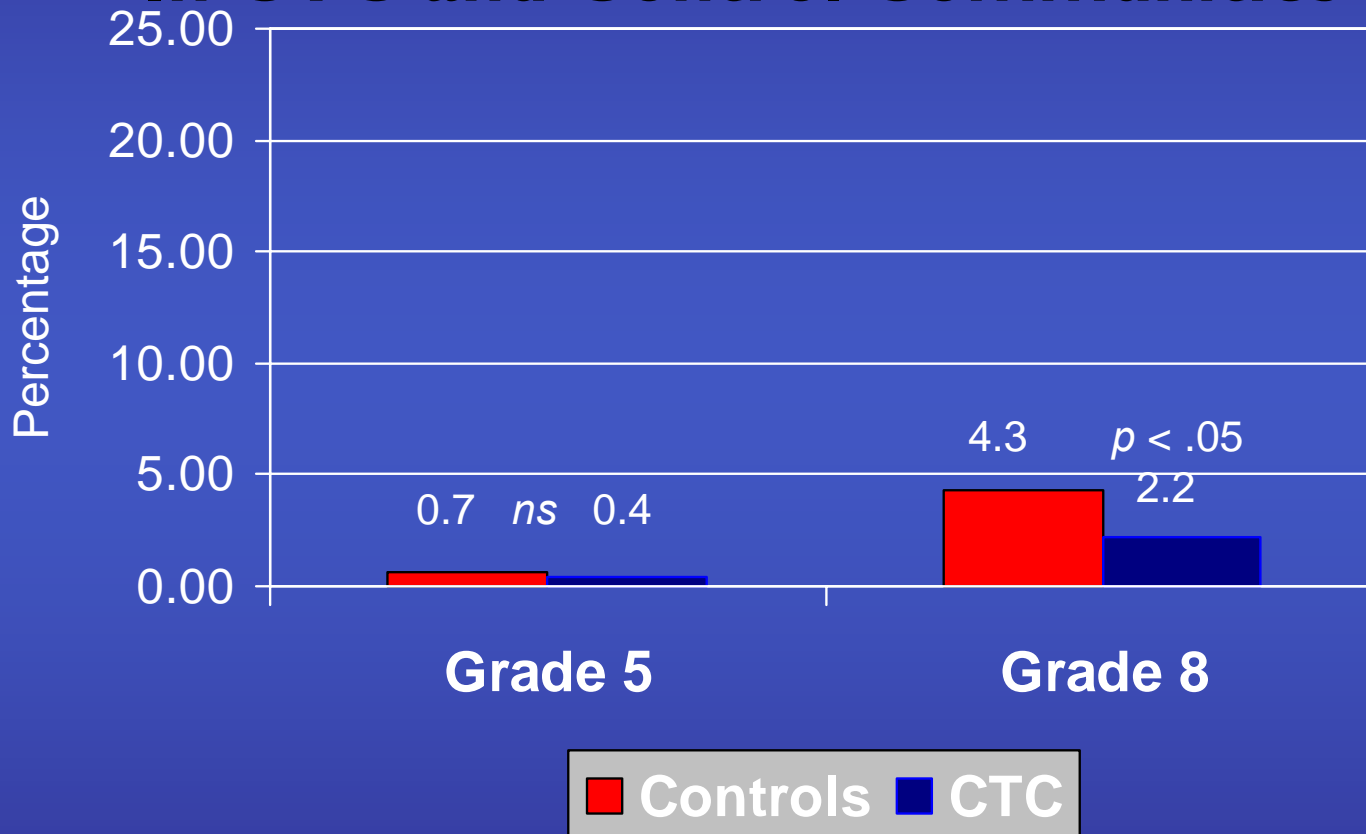
Prevalence of Binge Drinking in Past Two Weeks In Panel In Control and CTC Communities



Note. Observed rates averaged across 40 imputations. ns = nonsignificant. $N = 4407$



Prevalence of Current Smokeless Tobacco Use In Panel In CTC and Control Communities

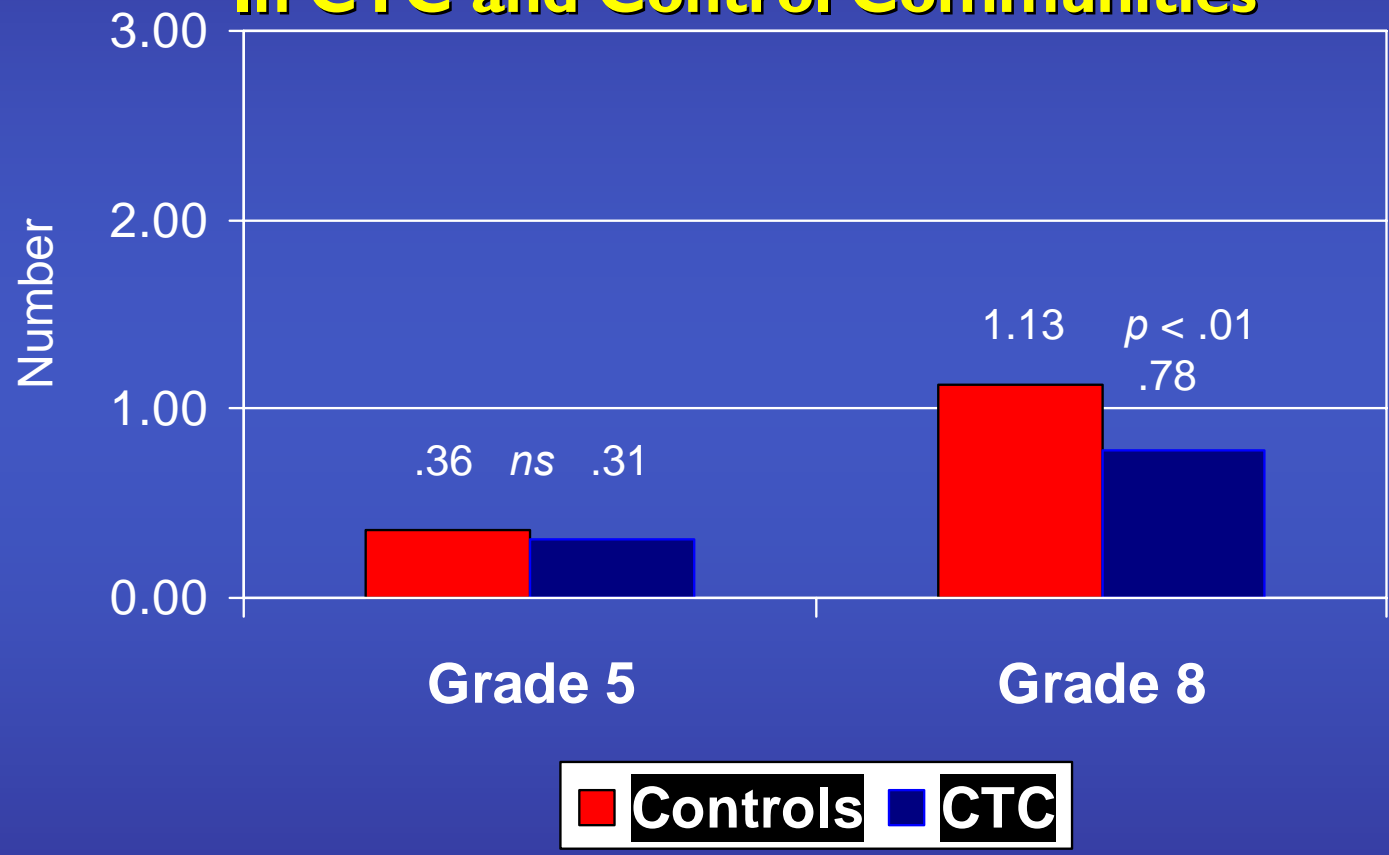


Note. Observed rates averaged across 40 imputations. ns = nonsignificant. N = 4407.



Mean Number of Different Delinquent Behaviors

Committed by Panel in Past Year In CTC and Control Communities



Note. Observed means averaged across 40 imputations.
ns = nonsignificant. N = 4407



Why Does CTC Work?

- Complete set of manualized trainings.
- Process for assessing community readiness.
- Milestones and Benchmarks that guide communities through the CTC process.
- Standardized assessment process for community needs assessment.
- Menu of tested and effective preventive interventions.
- Training and tools for monitoring implementation fidelity and quality and outcomes.
- Paid community coordinator.



Communities That Care is owned by the federal government and is available at:

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

NIDA Virtual Town Hall:

<http://www.visualwebcaster.com/drugabuse-TownHall/>

CSAP Contact:

Patricia Getty, Ph.D.

Acting Director, Division of Systems Development

Center for Substance Abuse Prevention

patricia.getty@samhsa.hhs.gov



Communities That Care: Challenge and Opportunity

- **Training and technical assistance are needed to install the CTC system with fidelity.**
- **CSAP Contact: Dr. Patricia Getty
240 276 2577
patricia.getty@samhsa.hhs.gov**



Using Prevention Science to Reduce Behavioral Problems Among Young People Community-wide

J. David Hawkins, Ph.D.

Professor of Prevention

Social Development Research Group

School of Social Work

University of Washington

jdh@u.washington.edu

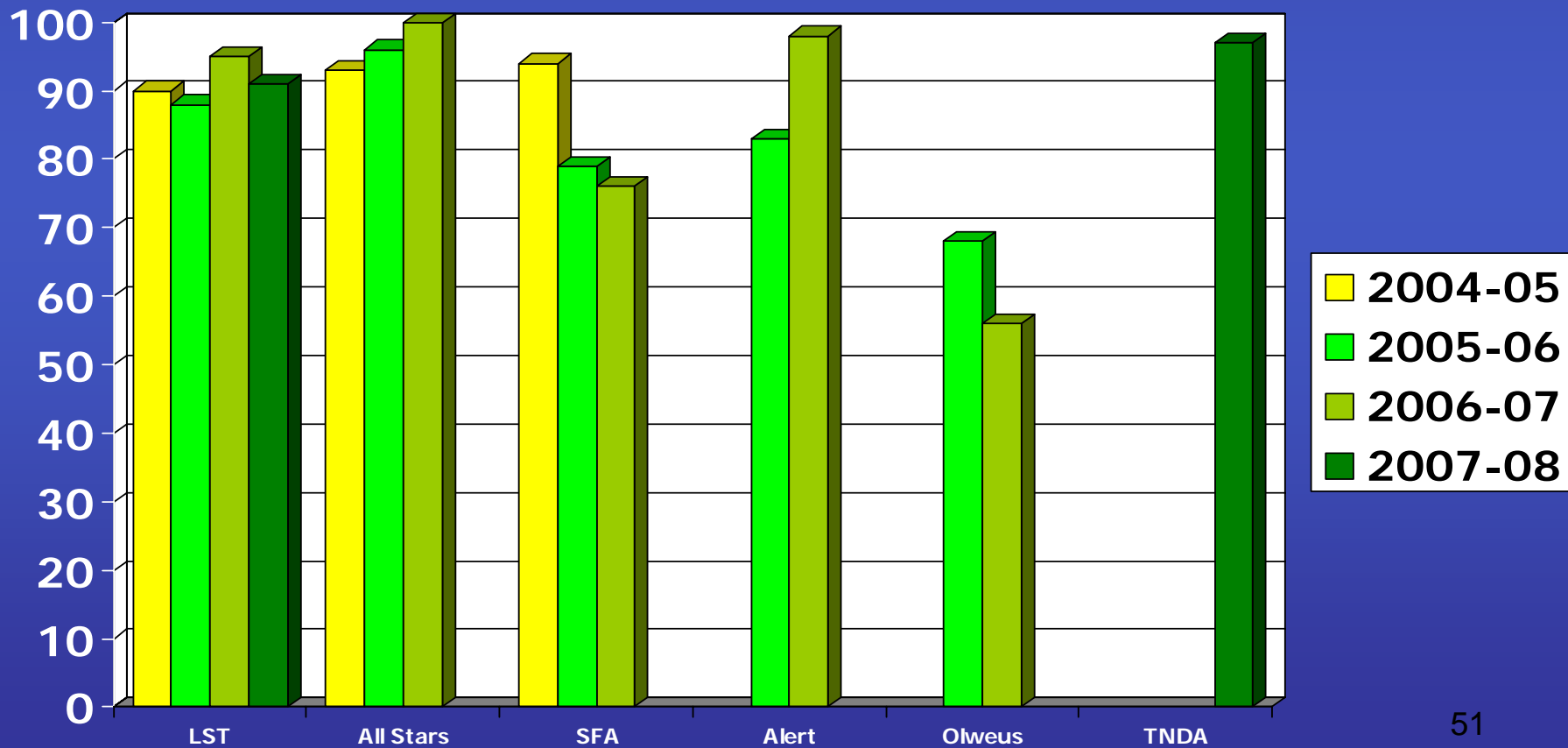
www.sdrg.org



Delivery – School Based

(number, length, and frequency of required sessions)

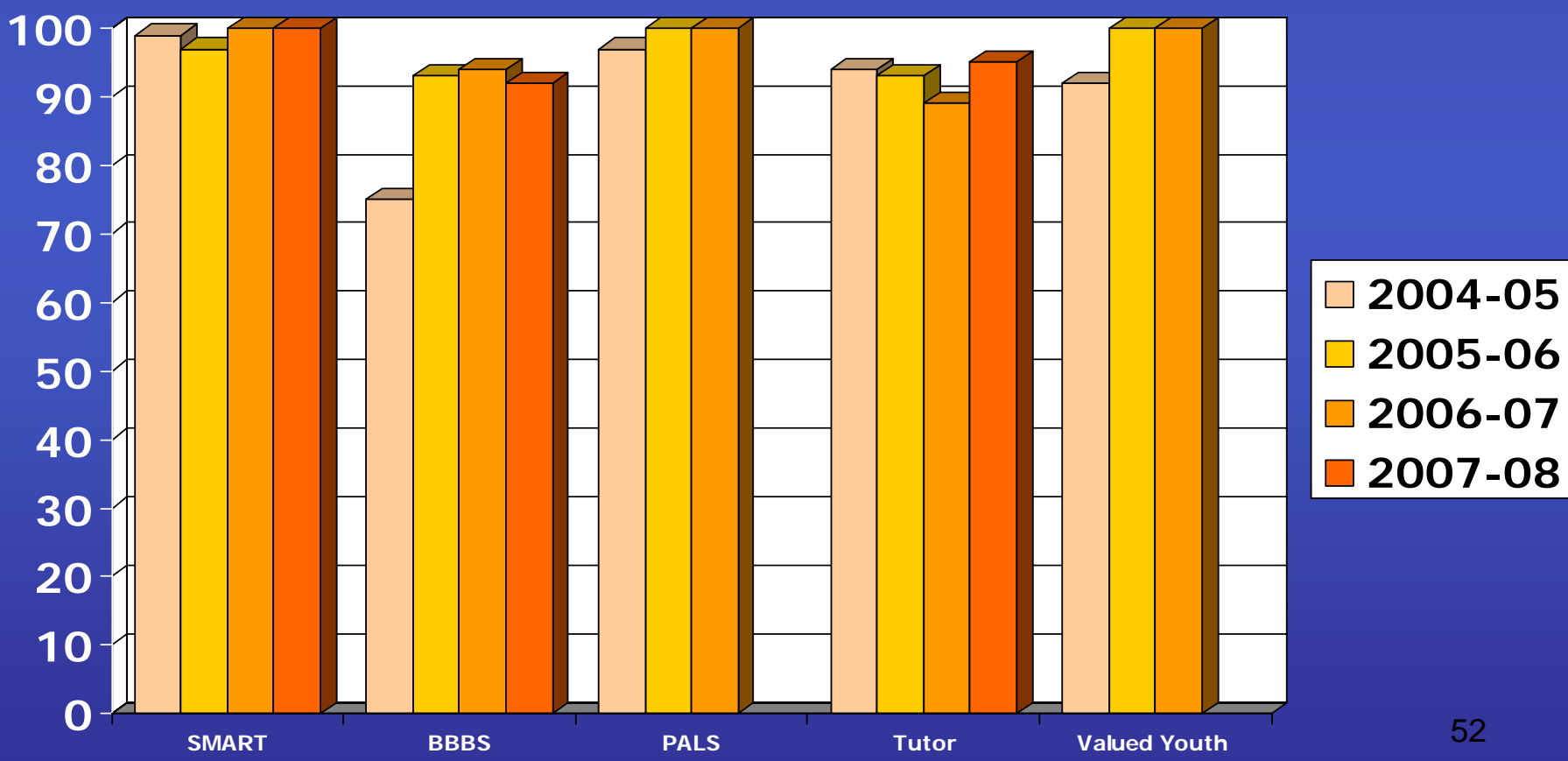
Percentage of delivery requirements met



Delivery - Afterschool

(number, length, and frequency of required sessions)

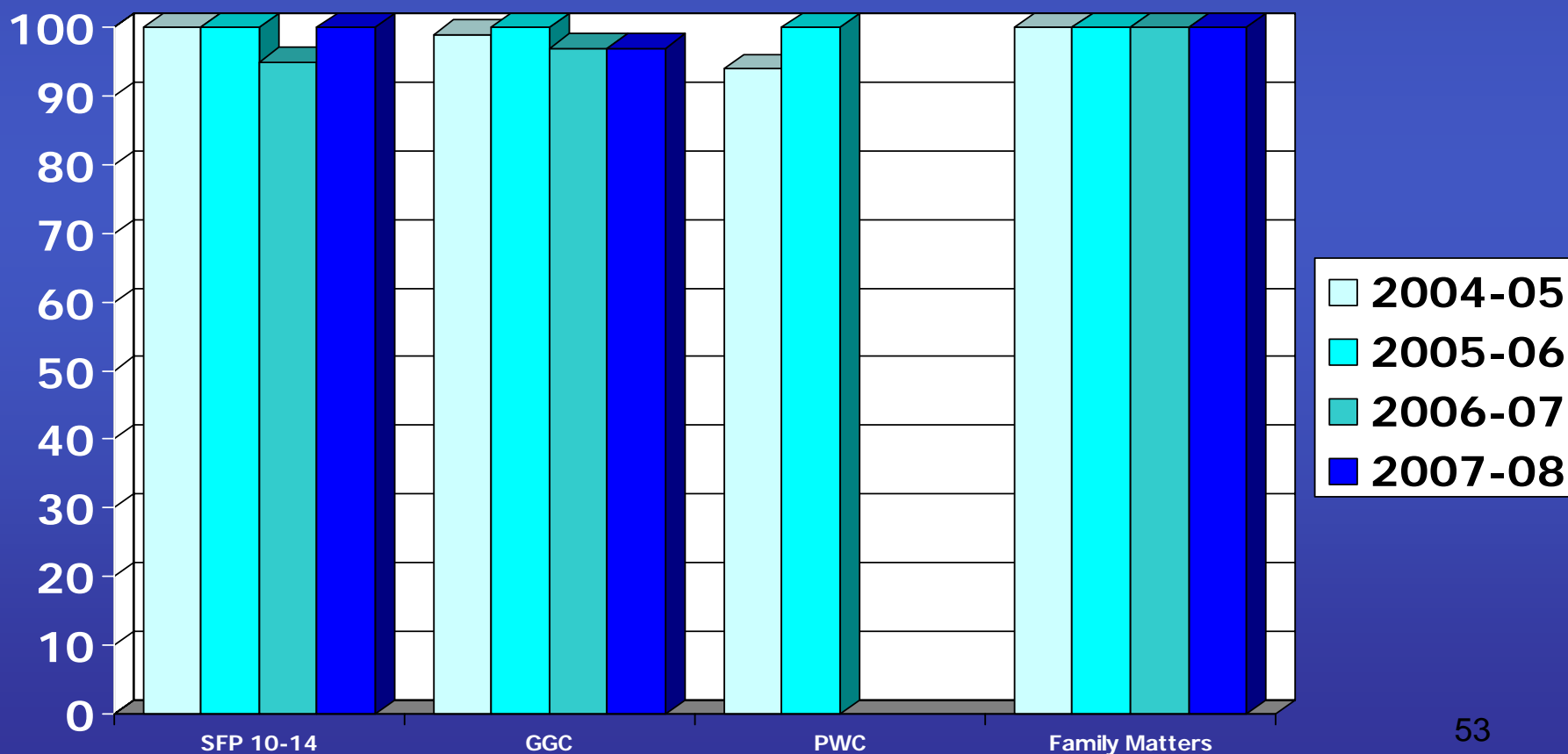
Percentage of delivery requirements met



Delivery - Parent Training

(number, length, and frequency of required sessions)

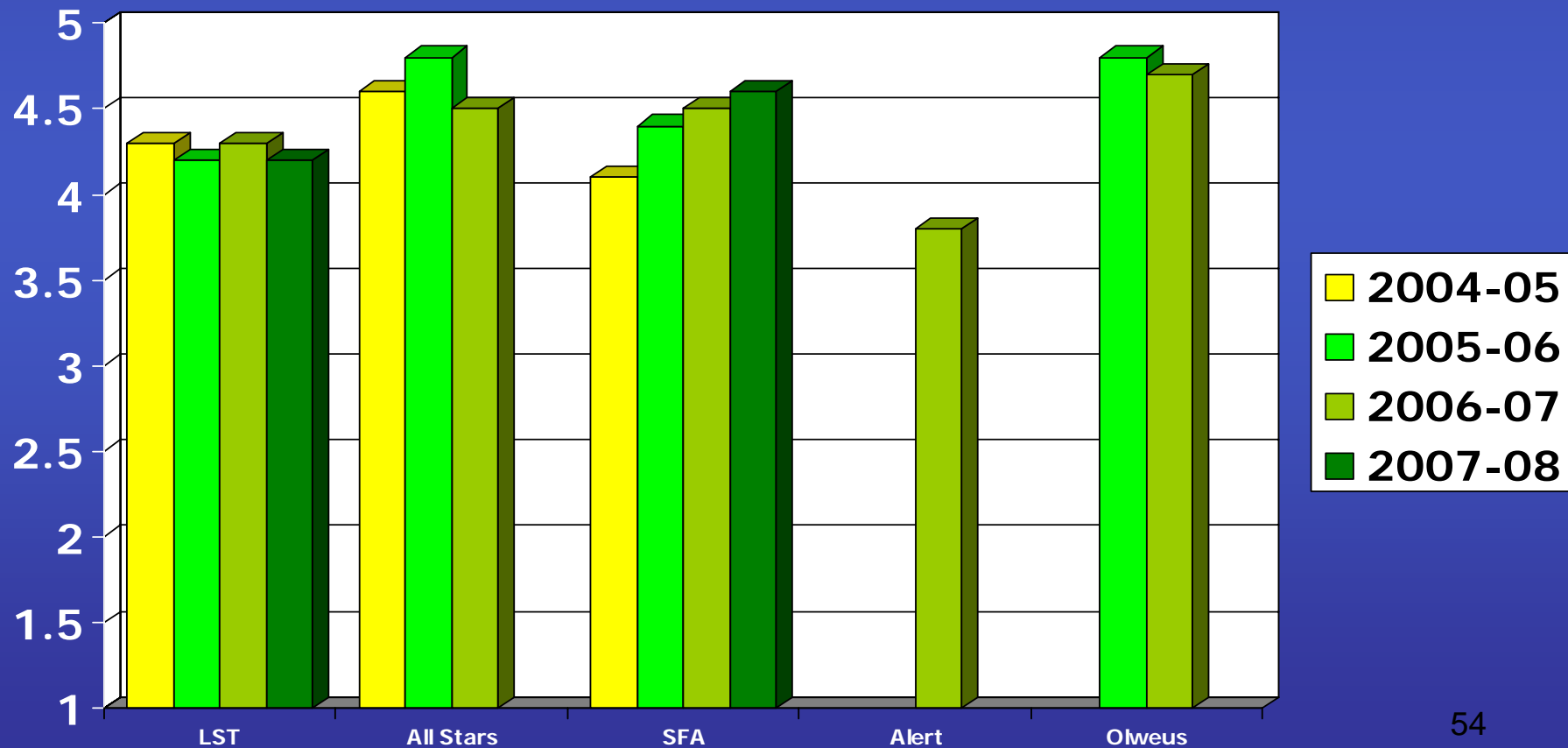
Percentage of delivery requirements met





Quality of Delivery School Based

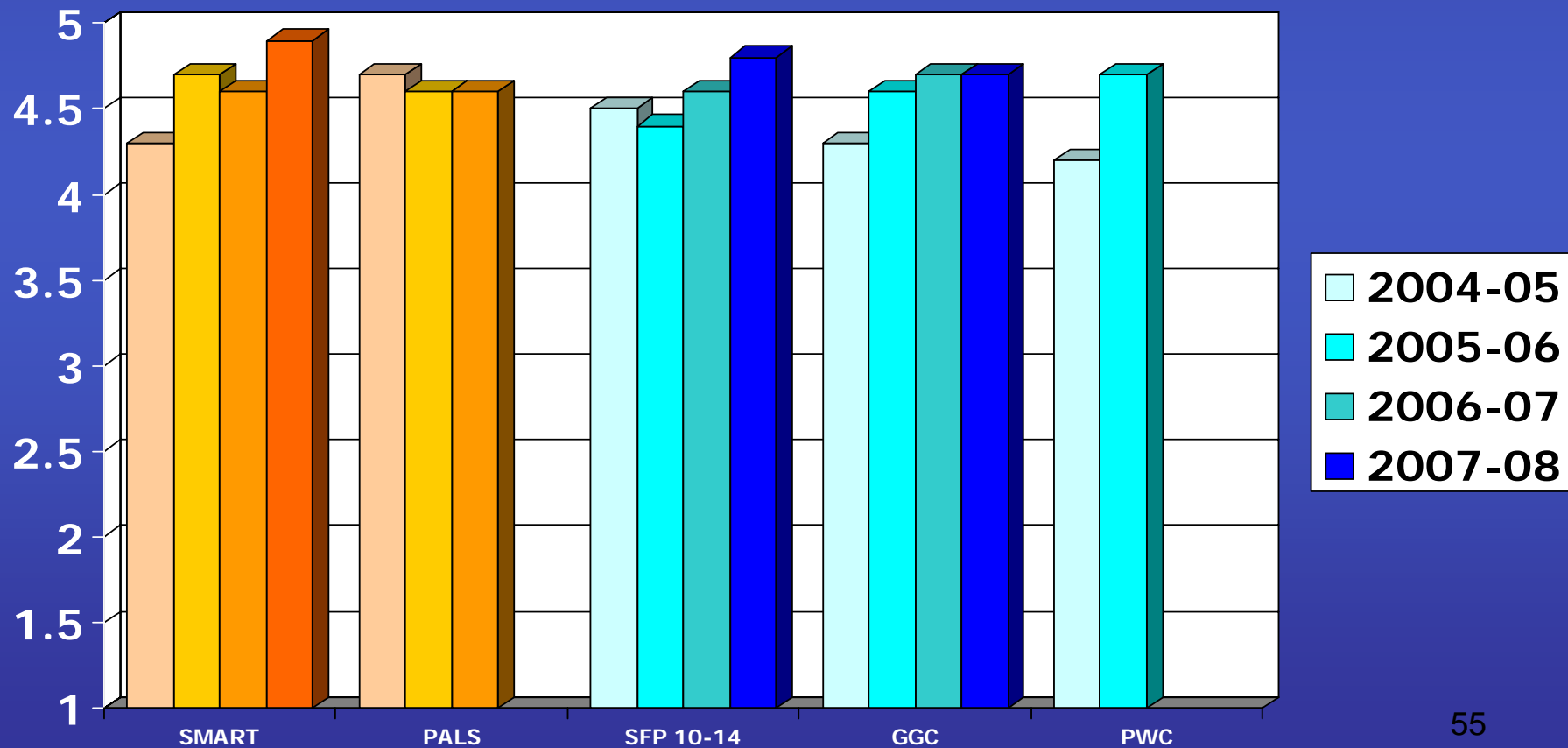
Average score on 10 items reported by program observers



Quality of Delivery

Afterschool & Parent Training

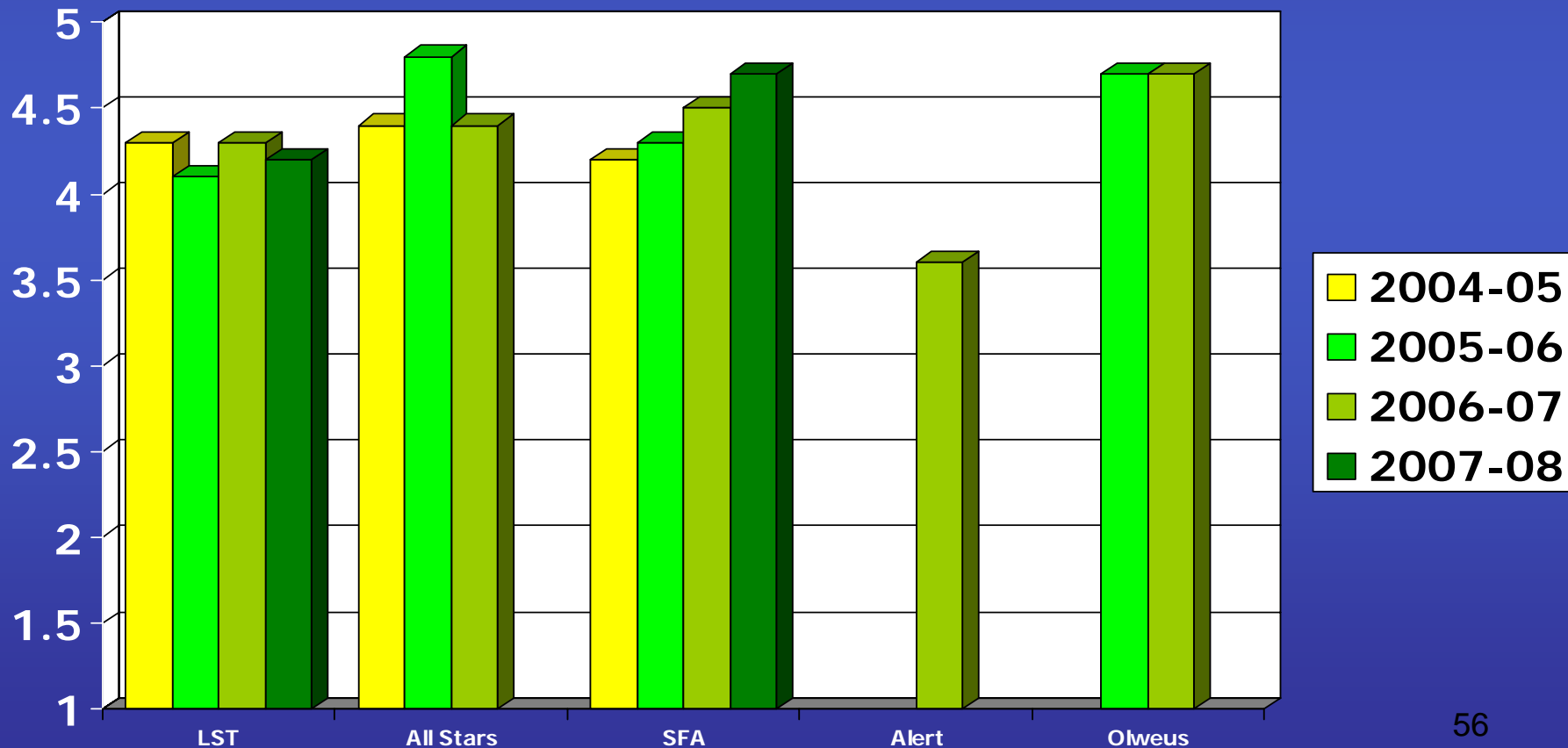
Average score on 10 items reported by program observers





Participant Responsiveness School Based

Average score on 2 items reported by program observers



Participant Responsiveness Afterschool & Parent Training

Average score on 2 items reported by program observers

