Communities That Care: A prevention system

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www.sdrg.org
Greetings from Seattle!
Three Things

1. Research foundation for delinquency prevention
2. Example and family and school interventions to prevent delinquency
3. Overview of Communities That Care and how CTC can change communities to promote well being
Prior to 1980, we found nine well designed randomized controlled trials prevention trials.

None were found to be effective….

Why?
Define the Problem

Identify Risk and Protective Factors

Interventions

Program Implementation and Evaluation

Public Health Approach
### Risk factors exist in different environments:

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Community</th>
<th>Substance Abuse</th>
<th>Delinquency</th>
<th>Teen Pregnancy</th>
<th>School Drop-Out</th>
<th>Violence</th>
<th>Depression &amp; Anxiety</th>
<th>Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of Drugs</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of Firearms</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Portrayals of Violence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions and Mobility</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Neighborhood Attachment and Community Disorganization</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extreme Economic Deprivation</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constitutional Factors</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Public Health Approach

Define the Problem

Identify Risk and Protective Factors

Interventions

Program Implementation and Evaluation

Problem Response
Ineffective Delinquency Prevention Strategies

- Didactic programs targeted on arousing fear (e.g. *Scared Straight*).
- D.A.R.E.
- Peer counseling programs.
- Segregating problem students into separate groups.
- After school activities with limited supervision and absence of more potent programming.
- Summer jobs programs for at-risk youth.
- Boot camps, group homes, detention centers, wilderness camps

Sherman, 2002/ Prevention Action, 2011
Effective Programs and Policies Have Been Identified in a Wide Range of Areas

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. Curricula for Social Competence Promotion
11. Community & School Policies
12. Community Mobilization

(Hawkins & Catalano, 2004)
Family Example
Guiding Good Choices

Strengthens parents’ skills to:

– build family bonding,
– establish and reinforce clear and consistent guidelines for children’s behavior,
– teach children skills to resist peer influence,
– improve family management practices, and
– reduce family conflict.
1. Ask Questions.
   “What are we going to do there?”
   “Do you have any money?”
2. Name the trouble.
   That’s….”
3. Identify the consequences.
   “If I do that….”
4. Suggest an alternative.
   “Instead, why don’t we….”
5. Move it, sell it and leave the door open.
   “If you change your mind….”

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Guiding Good Choices
Reduced Growth in Delinquency through Grade 10

From Mason et al. (2003)
Guiding Good Choices – Preventing Marijuana Use

New User Proportions for Marijuana Use by Experiment Conditions

Proportion

0.2
0.18
0.16
0.14
0.12
0.1
0.08
0.06
0.04
0.02
0

Pretest  Posttest  7th grade  8th grade  10th grade

School Example

Seattle Social Development Project: A Test of the Raising Healthy Children Program
<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Addressed By the SSDP Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family</strong></td>
<td></td>
</tr>
<tr>
<td>Family History of the Problem Behavior</td>
<td>✓✓</td>
</tr>
<tr>
<td>Family Management Problems</td>
<td>✓✓</td>
</tr>
<tr>
<td>Family Conflict</td>
<td>✓✓</td>
</tr>
<tr>
<td>Favorable Parental Attitudes and Involvement in the Problem Behavior</td>
<td>✓✓</td>
</tr>
<tr>
<td><strong>School</strong></td>
<td></td>
</tr>
<tr>
<td>Academic Failure Beginning in Late Elementary School</td>
<td>✓✓</td>
</tr>
<tr>
<td>Lack of Commitment to School</td>
<td>✓✓</td>
</tr>
<tr>
<td><strong>Individual/Peer</strong></td>
<td></td>
</tr>
<tr>
<td>Early and Persistent Antisocial Behavior</td>
<td>✓✓</td>
</tr>
<tr>
<td>Alienation and Rebelliousness</td>
<td>✓✓</td>
</tr>
<tr>
<td>Friends Who Engage in the Problem Behavior</td>
<td>✓✓</td>
</tr>
<tr>
<td>Favorable Attitudes Toward the Problem Behavior</td>
<td>✓✓</td>
</tr>
<tr>
<td>Early Initiation of the Problem Behavior</td>
<td>✓✓</td>
</tr>
<tr>
<td>Constitutional Factors</td>
<td>✓✓</td>
</tr>
</tbody>
</table>
Social Development in the Classroom

In RHC program classrooms:

Students have developmentally appropriate opportunities to be meaningfully involved in their classrooms.

Teachers identify and teach cognitive, behavioral, emotional and social skills.

Teachers use many different forms of recognition for students’ involvement.
Study Design

• Initiated full intervention and control conditions in 1981 in 8 Seattle elementary schools.

• Expanded in 1985 to 18 Seattle elementary schools to add a late intervention condition, a parent training only 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 (grades 5-6) = 210
Teacher Training in Classroom Instruction and Management

Child Social and Emotional Skill Development

Parent Training in Behavior Management and Academic Support

Intervention Components
1. Teacher Training

Proactive classroom management (grades 1-6)
Social Emotional Skills Training

Interactive teaching (grades 1-6)
Cooperative Learning
Motivation Strategies
2. 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
3. Parent Training

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
- 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
Intervention Effects Compared to Controls

At the end of the 2nd grade:
- boys less aggressive
- girls less self-destructive

By the start of 5th grade, those in the full intervention had:
- less initiation of alcohol
- less initiation of delinquency
- better family management
- better family communication
- better family involvement
- higher attachment to family
- higher school rewards
- higher school bonding

Effects of SSDP Intervention on School Bonding from Age 13 to 18

SSDP Intervention Effects Compared to Controls

By age 18 Youths in the Full Intervention had:

- less heavy alcohol use: 25.0% Control vs. 15.4% Full
- less lifetime violence: 59.7% Control vs. 48.3% Full
- less grade repetition: 22.8% Control vs. 14.0% Full
SSDP Intervention Effects Compared to Controls

By age 21, full intervention group had:
- More high school graduates: 81% Control vs. 91% Full
- More attending college: 6% Control vs. 14% Full
- Fewer selling drugs: 13% Control vs. 4% Full
- Fewer with a criminal record: 53% Control vs. 42% Full

Grade 1 2 3 4 5 6 7 8 9 10 11 12
Age 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27
SSDP: Proportion in 3 Conditions Who Met Criteria for GAD, social phobia, MDE, or PTSD diagnosis at ages 24 and 27

- Age 24:
  - Control: 27%
  - Late: 21%
  - Full: 18%*

- Age 27:
  - Control: 26%
  - Late: 22%
  - Full: 15%*

*p < .05
### Selected Benefit Cost Findings

**Summary of Benefits and Costs (2003 Dollars)**

<table>
<thead>
<tr>
<th>Dollars Per Youth (PV lifecycle)</th>
<th>Benefits</th>
<th>Costs</th>
<th>B - C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>$17,202</td>
<td>$7,301</td>
<td>$9,901</td>
</tr>
<tr>
<td>Guiding Good Choices</td>
<td>$7,605</td>
<td>$687</td>
<td>$6,918</td>
</tr>
<tr>
<td>Seattle Soc. Dev. Project</td>
<td>$14,246</td>
<td>$4,590</td>
<td>$9,657</td>
</tr>
<tr>
<td>Intensive Juvenile Supervision</td>
<td>$0</td>
<td>$1,482</td>
<td>-$1482</td>
</tr>
<tr>
<td>D.A.R.E</td>
<td>$0</td>
<td>$99</td>
<td>-$99</td>
</tr>
</tbody>
</table>

*Steve Aos, Associate Director*
Washington State Institute for Public Policy

[saos@wsipp.wa.gov](mailto:saos@wsipp.wa.gov)  [www.wa.gov/wsipp](http://www.wa.gov/wsipp)
The Challenge

How can we take tested and effective prevention programs to scale?
The Communities That Care Operating System

Get Started

Implement and Evaluate

Get Organized

Create a Plan

Develop a Profile

Creating Communities That Care
Public Health Approach

Define the Problem

Identify Risk and Protective Factors

Interventions

Program Implementation and Evaluation

Problem

Response
CTC…Go Faster, Get Further, and Take More People with You!
The Communities That Care Operating System

Get Started

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Creating Communities That Care

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Develop a Profile

Community readiness assessment.
- Identification of key individuals, stakeholders, and organizations.
The Communities That Care Operating System

Creating Communities That Care

Get Started

- Training key leaders and board in CTC
- Building the community coalition.

Get Organized

Implement and Evaluate

Create a Plan

Develop a Profile

SCHOOL OF SOCIAL WORK
UNIVERSITY OF WASHINGTON
## Example: Organizations Represented by Community Board Members

<table>
<thead>
<tr>
<th>Organization</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>25</td>
</tr>
<tr>
<td>Citizen Advocacy Organization</td>
<td>13</td>
</tr>
<tr>
<td>Community Coalition</td>
<td>11</td>
</tr>
<tr>
<td>Community Member</td>
<td>17</td>
</tr>
<tr>
<td>Health Agency</td>
<td>15</td>
</tr>
<tr>
<td>Human Service Agency</td>
<td>43</td>
</tr>
<tr>
<td>Juvenile Justice System</td>
<td>9</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>23</td>
</tr>
<tr>
<td>Local Philanthropic Organization</td>
<td>3</td>
</tr>
<tr>
<td>Media</td>
<td>4</td>
</tr>
<tr>
<td>Parent</td>
<td>13</td>
</tr>
<tr>
<td>Religious Group</td>
<td>21</td>
</tr>
<tr>
<td>School</td>
<td>104</td>
</tr>
<tr>
<td>Substance Abuse Prevention Organization</td>
<td>8</td>
</tr>
<tr>
<td>State, Town, City or Municipal Government</td>
<td>20</td>
</tr>
<tr>
<td>Youth Member</td>
<td>15</td>
</tr>
<tr>
<td>Youth Recreation Program</td>
<td>24</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total:** 376 Members
Creating Communities That Care

Get Started

Get Organized

Develop a Profile

Create a Plan

Implement and Evaluate

- Collect risk/protective factor and outcome data.
- Collect information on community resources.
- Construct a community profile from the data.
## Phase 3: Prioritized Risk Factors Addressed by CTC Communities in USA and the Netherlands

<table>
<thead>
<tr>
<th>Category</th>
<th>US</th>
<th>NL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laws &amp; norms favourable to drugs/ problem behv.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Low attachment to Neighbourhood</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Extreme economic deprivation</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Commitment to School</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Academic Failure</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Family</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor Family Management</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Family Conflict</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Parental attitudes favourable to problem behavior</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Individual/Peer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends’ Antisocial Behaviours</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Favourable attitudes towards the problem behavior</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Rebelliousness</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
The Communities That Care Operating System

Get Started

Get Organized

Create a Plan

Develop a Profile

Creating Communities That Care

- Define outcomes.
- Prioritize factors to be targeted.
- Select tested, effective interventions.
- Create action plan.
- Develop evaluation plan.
Evidence Based Programs….Where to Turn
http://www.blueprintsprograms.com/

Programs for Healthy Youth Development
Find a program through our step by step search approach >>

Find What Works
Help with these options

Follow Our Step by Step
Skip Our Step by Step Approach

How We Know What Works
Blueprints for Healthy Youth Development helps you match children's needs to cost-effective programs that have been proven to help them reach their full potential. Find programs that meet the highest scientific standard of evidence.
Tested and Effective Programs
Parent programs

• Creating Lasting Connections
• Family Matters
• Guiding Good Choices
• Parents Who Care
• Parenting Wisely
• Strengthening Families 10-14
The Communities That Care Operating System

- Form task forces.
- Identify and train implementers.
- Sustain collaborative relationships.
- Evaluate processes and outcomes.
- Adjust programming.

Get Started

Create a Plan

Develop a Profile

Get Organized

Implement and Evaluate

Creating Communities That Care
Example outcomes on targeted problem behaviors

8th Graders - 30 Day Marijuana Use

% of Students with this Problem Behavior

Survey Year

- 1998
- 2000
- 2002
- 2004
- 2006
- Goal for 2008

CTC Planning Begins

CTC Planning Begins

CTC Planning Begins

Goal for 2008
The Evidence Suggests

YES


“It's working. I am seeing the results of CTC & its programs on my department's work. For example, we are seeing fewer juvenile arrests and disturbances.”

- Police Chief Gonzalez, Quincy, WA
The Community Youth Development Study (CYDS)

A 24 community randomized controlled trial to test the Communities That Care system started in 2003.

Principal Investigator:
J. David Hawkins
University of Washington, Social Development Research Group

Funded by:
National Institute on Drug Abuse
National Institute on Alcohol Abuse and Alcoholism
Center for Substance Abuse Prevention
National Cancer Institute
National Institute on Child Health and Development
National Institute on Mental Health
Effects of CTC on Onset of Drug Use and Delinquency

- **Onset** of substance use and delinquency between grade 6 and 10:
  - Alcohol use—29% less likely
  - Cigarette smoking—28% less likely
  - Delinquent behavior—Odds—18% less likely
  - Smokeless tobacco use (NS)
  - Marijuana use (NS)
  - Other illicit drug use (NS)

- Among 5th grade students who had not yet initiated.

10th Grade Prevalence of Past Year Delinquent Behavior

Note: AOR = adjusted odds ratio from multi-level pre-post ANCOVA controlling for student and community characteristics and grade 5 delinquency.
10th Grade Prevalence of Past Year Delinquent Behavior

Note: AOR = adjusted odds ratio from multi-level pre-post ANCOVA controlling for student and community characteristics and grade 5 delinquency.
10th Grade Prevalence of Past Year Violent Behavior

AOR = .75
p < .05

Note: AOR = adjusted odds ratio from multi-level pre-post ANCOVA controlling for student and community characteristics and grade 5 delinquency.
10th Grade Prevalence of Past Year Violent Behavior

AOR = .75
p < .05

Note: AOR = adjusted odds ratio from multi-level pre-post ANCOVA controlling for student and community characteristics and grade 5 delinquency.
CYDS Timeline

April ’03
Start of Study

Spring ‘06
~ 3 years of CTC
~ 2nd year of programs

Youth Outcomes in Grade 7:
~ Lower levels of targeted risk
~ Lower rates of initiation of delinquency

Spring ‘07
~ 4 years of CTC
~ 3rd year of prevention programs

Youth Outcomes in Grade 8:
~ Lower rates of initiation of delinquency, alcohol, cigarettes, and smokeless tobacco
~ Lower prevalence of alcohol, binge drinking, smokeless tobacco
~ Fewer delinquent behaviors

Spring ‘08
~ Completed Year 5 of the study
~ Ended CYDS funding and technical assistance

Spring ‘09
No CYDS funding and no technical assistance for 1 year

Sustained effects in Grade 10:
~ Lower rates of initiation of alcohol, cigarettes, and delinquency
~ Lower prevalence of past-month cigarette use, past-month delinquency, past-year violence
Communities across the US are using Communities That Care.
Pennsylvania’s CTC coalitions 2012
**5 year Longitudinal Study of PA Youth**

% Relative reduction in negative developmental trajectory of CTC/EBP youth over comparison group

Research following 419 age-grade cohorts of youth over a 5-year period found youth in CTC communities using EBPs had significantly lower rates of delinquency and better academic achievement!

Program Implementation

CTC Training & Technical Assistance

Appropriate Selection & Implementation of Tested, Effective Prevention Programs

Decreased Risk & Enhanced Protection

Positive Youth Outcomes

“I think you should be more explicit here in step two.”
| ↑ Collaboration |
| ↑ Social development strategy |
| ↑ Adoption of tested and effective programs |
| ↑ High quality implementation |
| ↓ Targeted risk factors |
| ↓ Growth in community level delinquency and onset of drug use |

Provide Recognition

- Give appropriate recognition
- Make it specific!
- Focus on the positive
- Be sincere
- Praise effort, progress, and achievement