Preventing Adolescent Delinquency and Violence using the Communities That Care Prevention System: Findings from a Community-Randomized Trial

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What is Communities That Care?

- Community prevention and planning system
- Promotes healthy youth development and reduces youth problem behavior
- Coalition-driven
- Science-based and data-driven approach
- Tested-effective policies and programs
5-Phase Process

1. Get Started
2. Get Organized
3. Develop Community Profile
4. Create a Plan
5. Implement & Evaluate
A Community Randomized Trial of Communities That Care (CTC)
Community Youth Development Study

- 24 communities in 7 states
  - Washington, Oregon, Utah, Colorado, Kansas, Illinois, Maine

- Small towns with clear community names and boundaries
  - Average population size: 15,000 (1,500 to 41,000)
Community-Randomized Trial
Funding

- National Institute on Drug Abuse
  The Science of Drug Abuse & Addiction
  Grant #R01DA15183

- Co-funding:
  National Cancer Institute
  at the National Institutes of Health
  Eunice Kennedy Shriver National Institute of Child Health and Human Development
  National Institute of Mental Health
  National Institute on Alcohol Abuse and Alcoholism
CYDS Team

- J. David Hawkins (co-PI)
- Richard Catalano
- Robert Abbott
- Margaret Kuklinski
- Isaac Rhew
- Katarina Guttmannova

- Martie Skinner
- John Briney
- Abigail Fagan
- Eric Brown
- Kathryn Monahan
VISION FOR HEALTHY COMMUNITY Process

Phases

1. Get Started
2. Get Organized
3. Develop Community Profile
4. Create a Plan

Randomize

Year 1

Study Phase I: Training & Implementation
Study Timeline and Findings

Study Phase I: Train & Implement

- 2003
- 2004
- 2005
- 2006
- 2007
- 2008

Study Phase II: Sustainability

- 2009
- 2010
- 2011
- 2012
- 2013
Youth Development Survey (YDS)

- Active, written parental consent
- Self-administered questionnaire

<table>
<thead>
<tr>
<th>Consent rate</th>
<th>CTC</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>76.1%</td>
<td>76.7%</td>
</tr>
</tbody>
</table>

Response Mode

- **Grades 5-10**
  - Paper & Pencil: 100%
  - Online: 0%

- **Grade 12**
  - Paper & Pencil: 74%
  - Online: 26%

- **Age 19**
  - Paper & Pencil: 11%
  - Online: 89%
YDS Sample Size and Response Rates
(of the active living sample)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Eligible</th>
<th>Surveyed</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>4407</td>
<td>4390</td>
<td>99.8%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>4407</td>
<td>4240</td>
<td>96.2%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>4405</td>
<td>4240</td>
<td>96.3%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>4404</td>
<td>4220</td>
<td>95.8%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>4403</td>
<td>4135</td>
<td>93.9%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>4398</td>
<td>4068</td>
<td>92.5%</td>
</tr>
<tr>
<td>Age 19</td>
<td>4388</td>
<td>3986</td>
<td>90.8%</td>
</tr>
</tbody>
</table>

Number of students
YDS Sample Composition

**Sex**
- Male: 50%
- Female: 50%

**Race/Ethnicity**
- White: 64%
- Hispanic: 20%
- Black: 3%
- Native: 5%
- Asian/Pacific Islander: 2%
- Other: 5%
Delinquency and Violence Questions

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many times in the past year (12 months) have you …?</td>
</tr>
<tr>
<td>1. stolen something worth more than $5?</td>
</tr>
<tr>
<td>2. purposely damaged or destroyed property that did not belong to you (not counting family property)?</td>
</tr>
<tr>
<td>3. taken something from a store without paying for it?</td>
</tr>
<tr>
<td>4. been arrested?</td>
</tr>
<tr>
<td><strong>Violence</strong></td>
</tr>
<tr>
<td>5. attacked someone with the idea of seriously hurting them?</td>
</tr>
<tr>
<td>6. beat up someone so badly that they probably needed to see a doctor or a nurse?</td>
</tr>
<tr>
<td>7. carried a handgun?</td>
</tr>
</tbody>
</table>
Prevalence of Past-Year Violent Behavior at Baseline (Grade 5)

<table>
<thead>
<tr>
<th></th>
<th>Initiators</th>
<th>Non-Initiators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>91%</td>
<td>9%</td>
</tr>
<tr>
<td>Males</td>
<td>87%</td>
<td>13%</td>
</tr>
<tr>
<td>Females</td>
<td>94%</td>
<td>6%</td>
</tr>
</tbody>
</table>

SOCIAL DEVELOPMENT RESEARCH GROUP
UNIVERSITY OF WASHINGTON
School of Social Work
Ever engaged in any violent behaviors

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 12</th>
<th>Age 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>13%</td>
<td>21%</td>
<td>30%</td>
<td>34%</td>
<td>39%</td>
<td>41%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>11%</td>
<td>17%</td>
<td>28%</td>
<td>31%</td>
<td>35%</td>
<td>37%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ARR = Adjusted Risk Ratio
# p < .10  * p < .05  ** p < .01

ARR = Adjusted Risk Ratio

Control (n=2002)  CTC (n=2405)
Prevalence of Any Violent Behavior in the Past Year

- **Control**
- **CTC**

Graph showing the prevalence of any violent behavior in the past year across different grades and age groups, with a notable difference between Control and CTC groups. The graph indicates a statistically non-significant (ns) difference between the two groups.
Conclusions

• CTC prevented the initiation of violent behavior
  – Sustained effects through Grade 12
  – Effects on delinquency

• CTC lowered current prevalence of violent behavior
Thank you!

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