Unleashing the Power of Schools and Communities to Promote Positive Youth Development

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www.sdrg.org

Thanks to Richard F. Catalano, J. David Hawkins, Karl Hill, Sabrina Oesterle, Rick Kosterman, Jennifer Bailey
SDRG provides training and coaching from schools and communities implementing Raising Healthy Children (Seattle Social Development Project) and Communities that Care.
Three take aways…

1. The Social Development Strategy
2. Long term effects of the school based Raising Healthy Children intervention
3. Long term community wide effects of Communities that Care
Unleashing the Power of Prevention

10 Year Goals

• Reduce the behavioral health problems of young people by 20%

• Reduce racial and socioeconomic disparities in behavioral health problems by 20%
Is teen pregnancy rising or falling?
rate per 1,000

Childtrends 2015
What About School Drop Out Rates?

**Figure 1**

*Status Dropout* Rates Among Youth Ages 16 to 24, by Race and Hispanic Origin: October 1967-2014

*The status dropout rate measures the percentage of young adults aged 16 to 24 who were not enrolled in school and had not received a high school diploma or obtained a GED. This measure excludes people in the military and those who are incarcerated, but includes immigrants who never attended US schools.*

**Due to changes in the race categories, estimates from 2003 are not strictly comparable to estimates from 2002 and before. After 2001, the black race category includes Hispanics.*


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Juvenile Violent Arrests Rates

Arrests per 100,000 juveniles ages 10-17, 1980-2014

Violent Crime Index

Juvenile arrests (example)


Arrest estimates for 2013 and 2014 developed specifically for the BJS Online Data Analysis Tool on the Bureau of Justice Statistics' website (http://www.ojjdp.gov/ojstatbb/crime/JAR_Display.asp?ID=qa05268). These are preliminary estimates that will be updated upon release of final estimates on the Bureau of Justice Statistics' Arrest Data Analysis Tool.
Are More Teens Drug Free Than in 1983?

Figure 1

Percentage of Students who Reported Being Substance-Free* in the Past 30 Days: Selected Years, 1976-2014

*Students who reported using no alcohol, cigarettes, or illicit drugs in past 30 days.

Source: Original analysis by Child Trends of Monitoring the Future Data, 1976-2014

More than Doubled!
Mental Health Issues are Critical

Twenge, September, 2017, *The Atlantic*
A Prevention Quiz

• Before 1980….out of 9 delinquency prevention trials…how many were effective in prevention delinquency?
  • NONE found desired effects in preventing delinquency. (Berleman, 1980)

• How about ….14 tested drug abuse prevention?
  – largely ineffective (Elmquist, 1995; Hanson, 1992; Moskowitz, 1989).
  – In fact, drug information programs increased drug use in some studies (Tobler, 1986).
Public Health Approach

Define the Problem

Identify Risk and Protective Factors

Interventions

Program Implementation and Evaluation

Problem Response

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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>Depression &amp; Anxiety</th>
<th>Violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual/Peer</td>
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<td>Early and Persistent</td>
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<td>Alienation and Relational</td>
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<td>Friends Who Engage</td>
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<td>Favorable Attitude</td>
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<td>Early Initiation of the</td>
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<td>Constitutional Factors</td>
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</tbody>
</table>
The Social Development Model—
Five elements of Protection

SOCIAL DEVELOPMENT STRATEGY

Opportunities
Skills
Recognition

HEALTHY BEHAVIORS

Clear Standards
Bonding

Individual Characteristics

School of Social Work
The Social Development Strategy
Provide Opportunities that:

– build on individual characteristics
– are meaningful and age-appropriate
– fit a young person’s interests and abilities
– show young people that they are valued
Teach Skills

- take advantage of opportunities
- motivate the young person to want to learn the skill
- Break skills into small steps, model the steps, practice together
Provide Recognition

- give appropriate recognition
- make it specific!
- focus on the positive
- be sincere
- give praise for effort, progress, and achievement
Recognition: Quiznos Quest Kid of the Week—
Healthy Beliefs and Clear Standards

- at home
- at school
- consistent with community norms
- consistently enforced
What is the evidence that SDS has a collective impact?
SDS has been tested....

8th grade CTC vs Controls (standardized means)

\[ p=0.021 \]
Five important elements for social development
<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Skills</th>
<th>Recognition</th>
<th>Bonding</th>
<th>Healthy Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive greetings at the door</td>
<td>Gratitude</td>
<td>5-1 (5 positive interactions to 1 negative)</td>
<td>Establish-Maintain-Restore</td>
<td>Growth Mindset</td>
</tr>
<tr>
<td>Emotional Hooks</td>
<td>WOOP (wishes, outcome, obstacles, plan)</td>
<td>Wise Feedback</td>
<td>Acts of Kindness</td>
<td>Possible Selves</td>
</tr>
<tr>
<td>Providing Choice</td>
<td>Self-evaluation/monitoring</td>
<td></td>
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<tr>
<td>Opportunities to Respond</td>
<td>Character Strengths</td>
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</tbody>
</table>

-----------------------------------------Cooperative Learning-------------------------------------
Example: Seattle Social Development Project

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

PI’s
J. David Hawkins  Richard Catalano  Jennifer Bailey
Rick Kosterman  Karl G. Hill
Three Key Intervention Elements to Raising Healthy Children (SSDP)

1. Teacher Workshops in Classroom Instruction and Management
2. Parent Training in Behavior Management and Academic Support
3. Child Social, Cognitive and Emotional Skill Development

RHC/SSDP Intervention Components
1. Teacher Workshops in Classroom Management and Instruction

Proactive classroom management (grades 1-6)
- Establish clear standards and routines
- Teach and give clear, explicit instructions for behavior
- Recognize and reward desirable student behavior and efforts
- Use methods that keep minor disruptions from interrupting learning

Creating Active Learning Environments (grades 1-6)
- Assess and activate background knowledge
- Teach to explicit learning objectives
- Model skills to be learned
- Provide opportunities for all students to demonstrate understanding
- Re-teach material when necessary
- Motivate and engage learning

Cooperative learning (grades 1-6)
- Involve student teams of different ability levels and backgrounds
- Positive Interaction, Individual Accountability, Equal Participation, Simultaneous Interaction
2. RHC Parent Programs

Raising Healthy Children (grades 1-2)
- Observe and pinpoint desirable and undesirable child behaviors
- Teach expectations for behaviors
- Provide consistent positive recognition 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 that provides opportunities for 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
3. RHC Social Skills

- Listening
- Sharing
- Reporting vs. Tattling
- Compliments
- Manners
- Recognizing feelings
- Emotion (impulse/anger) management
- Problem solving
- Refusal skills
SSDP: Gender, Ethnicity & SES

**Gender:**
- Male, 51%
- Female, 49%

**Ethnicity:**
- European-American, 47%
- African-American, 26%
- Native-American, 5%
- Asian-American, 22%
- Of these, about 5% were Hispanic

**SES:**
- Eligible for free/reduced lunch (5th, 6th or 7th grades)
- Not, 48%
- Free/Reduced Lunch, 52%

**SES:** Eligible for free/reduced lunch (5th, 6th or 7th grades)
Study Design

Classroom, family and social skill interventions

Follow up data collection
Students and parents

90% Avg Retention

88%
Effects of SSDP Intervention on School Bonding from Age 13 to 18

Students from RHC Classrooms were significantly more likely to be...

**Age 21:**
- Better positive functioning at school or work
- Better emotional and mental health
- More likely to be attending college
- Less likely to have a criminal record
- Fewer lifetime sex partners (Lonzak et al., 2002)

**Age 24-27:**
- More involved in community
- Higher college completion
- More constructive self-efficacy
- More volunteerism
- Better economic attainment
- Better mental health (Hawkins et al., 2006)
SSDP Effects at on Lifetime Sexually Transmitted Infection Diagnosis

Overall significant effect on STI

Hawkins, et al., 2008

Age 24
AA control= 55%
AA Full= 12%

Age 27
AA Control= 61%
AA Full = 16%
SSDP Reduces Racial Disparity in Household Income

No overall effect on Household income

Hawkins, et al., 2008

Age 27
AA F $55,594
AA C $35,288

Hawkins, et al., 2008
Does RHC have a long lasting impact at age 39?

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Global Test Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Maintenance*</td>
<td>$T=2.904, \ p=.004$</td>
</tr>
<tr>
<td>Few Sub. Use Disorder Symp.</td>
<td></td>
</tr>
<tr>
<td>Low Sex Risk Behavior</td>
<td></td>
</tr>
<tr>
<td>Responsible &amp; Constructive*</td>
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<tr>
<td>Healthy Close Relationships</td>
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<tr>
<td>Civic Engagement</td>
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<tr>
<td>Mental Health*</td>
<td></td>
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<tr>
<td>Physical Health</td>
<td></td>
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<tr>
<td>Socioeconomic Success*</td>
<td></td>
</tr>
</tbody>
</table>

YES!

Kosterman, et al., 2017
Do you think the effects impact the NEXT generation?

Kosterman et al., presented at SPR, 2017,
YES! Parents who were in the SSDP intervention in childhood grow up to have children with….

...fewer developmental delays in the first five years of life.

- Communication
- Gross motor
- Fine motor
- Problem solving
- Personal/social

Overall (no delays)
- Control: 56%
- Intervention: 83%
The Social Development Model—Five elements of Protection

SOCIAL DEVELOPMENT STRATEGY

Opportunities
Skills
Recognition

HEALTHY BEHAVIORS

Clear Standards
Bonding

Individual Characteristics
YES! Parents who were in the SSDP intervention in childhood grow up to have children with...

...fewer teacher-rated child behavior problems and higher teacher-rated academic skills and performance ages 6-18 years.
YES! Parents who were in the SSDP intervention in childhood grow up to have children with...

...lower youth self-reported **problem behavior onset** ages 6-18 years.
Social Development Strategy

Healthy Behaviors

- Family
- School
- Community
- Individual/Peer

Bonding
- Healthy Beliefs
- Guidelines
- Clear Standards
- Monitoring
- Consequences

Opportunities
- Skills
- Recognition

Individual Characteristics
To our knowledge, this is the first study to demonstrate early childhood intervention effects cascading into the next generation 20+ years later!

Effects of a Social Development Strategy intervention in elementary school cascade across generations.

Hill et al., 2017, under review
The Social Development Model—Five elements of Protection

- Opportunities
- Skills
- Recognition

Healthy Behaviors

- Clear Standards
- Bonding

Individual Characteristics
The Challenge for Community Prevention:
Different Communities, Different Needs

- Different Norms & Values
- Different levels of risk and protection
- Different youth problem behaviors
- Different resources & capacity
Communities That Care

Features

• The Social Development Model to create environments where youth can thrive
• Community owned and operated: run by a coalition of community stakeholders from all sectors
• Data Driven: the community makes its decisions using the community’s own data
• Evidence Based: adoption and expansion of effective programs
• Outcome Focused: reductions in community levels of adolescent risk taking behavior; improvements in child & youth well-being
• Tested and Effective
The Communities That Care Operating System

Available at http://communitiesthatcare.net
CTC solves real problems in each community by giving kids a real voice.
Each CTC Community selects the right evidence based program, policy or practice to fit its’ unique needs.
Blueprints: Your Resource for Healthy Youth Development Programs

First Time Here?
Try Our Step-by-Step Search Approach

Get Started >>

Find What Works
Match your children’s needs to cost-effective programs that meet the highest scientific standard of evidence for promoting youth behavior, education, emotional well-being, health, and positive relationships.

View videos: “Why Use Blueprints” and “How Blueprints Helps.”

We review and rate programs that promote positive youth development. Find a program that matches your needs with the tools below, or view our entire List of Programs »

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## Tested Effective Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Drug use</th>
<th>Delinquency</th>
<th>Violence</th>
<th>School</th>
<th>Risky Sex</th>
<th>Mental Health</th>
<th>Risky Driving</th>
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<tr>
<td>Life Skills Training&lt;sup&gt;1&lt;/sup&gt;</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Staying Connected with Your Teen&lt;sup&gt;2&lt;/sup&gt;</td>
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<td>✓</td>
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<tr>
<td>Preventive Treatment Program&lt;sup&gt;3&lt;/sup&gt;</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Guiding Good Choices</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>Big Brothers/Big Sisters&lt;sup&gt;5&lt;/sup&gt;</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>

Randomized Trial of CTC: Community Youth Development Study

24 incorporated towns
- Matched in pairs within state
- Randomly assigned to CTC or control condition
- 5-year implementation phase
- 5-year sustainability phase
- 4-year long-term follow-up

Longitudinal panel of 4407 students
- Population sample of public schools
- Surveyed annually starting in grade 5
- Just completed Age 23 data collection
SDS has been tested...

8th grade CTC vs Controls (standardized means)

Community
- Opportunities
- Prosocial Rewards
- Neighborhood

School
- Opportunities for...
- Antisocial Rewards
- Commitment to...
- Academic Success

Family
- Opportunities
- Rewards
- Attachment

Peer/Individual
- Positive Peers
- Rewards
- Prosocial
- Social skills
- Belief in moral...
Sustained Effects Through Age 21

- In CTC communities:
  - 18% had never used gateway drugs (v. 12% of controls)
  - 38% had never engaged in delinquency (v. 29% of controls)
  - 62% had never engaged in violence (v. 55% of controls)
Montbello, CO.
Moving in the right direction

CHART 3: VIOLENCE AND DELINQUENCY
LAST 12 MONTHS

% Indicating Yes
0% 20% 40% 60% 80% 100%

Perpetration of Violence | Perpetration of Aggression | Victim of Violence | Family Victim of Violence | Delinquency

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2016</th>
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<tbody>
<tr>
<td>10%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>58%</td>
<td>44%</td>
<td></td>
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<tr>
<td>23%</td>
<td>14%</td>
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<tr>
<td>11%</td>
<td>8%</td>
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<tr>
<td>50%</td>
<td>36%</td>
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</tbody>
</table>

-6%*  -14%*  -9%*  -3%*  -14%*
Benefit cost ratio:

$\$5.13\$$ benefit for each $\$1\$ cost

Even when effect sizes are reduced by 50% because of developer involvement in trial

Washington State Institute for Public Policy, 2017
Funders

National Institute on Drug Abuse
Center for Substance Abuse Prevention
National Institute of Mental Health
National Institute on Alcohol Abuse and Alcoholism

National Cancer Institute
National Institute on Child Health and Human Development

State Collaborators

Colorado  DHS Alcohol & Drug Abuse Division
Illinois  DHS Bureau of Substance Abuse Prevention
Kansas  Dept. of Social & Rehabilitation Services
Maine  DHHS Office of Substance Abuse
Oregon  DHS Addictions & Mental Health Division
Utah  Division of Substance Use & Mental Health
Washington  Division of Behavioral Health & Recovery
Communities that Care PLUS

CTC is now widely available through web-streamed locally-facilitated training with coaching support.
CTC is Happening in Colorado

47 communities are using CTC now funded through the Colorado Department of Public Health and Environment to address risk for drug abuse and mental health issues and violence.

https://www.colorado.gov/pacific/cdphe/ctc
FIVE elements for YOU to build protection
UNLEASHING THE POWER OF SCHOOLS AND COMMUNITIES TO PROMOTE POSITIVE YOUTH DEVELOPMENT

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