How do your students learn?
Raising Healthy Children

Using the Prevention Science to Increase Academic Achievement and Reduce Barriers to Learning

March 3, 2012

Kevin P. Haggerty, Assistant Director
Are you more like.....

- YES
- Neither
- YES
Are you more like.....

YES                           Neither                           YES

A night Owl The early bird....
Are you more like.....

A good book fireside in Winter

Hiking on a spring day

YES                           Neither                           YES
Are you more like.....
Are you more like……..
Session Objectives

- Identify school based strategies to reduce barriers to learning through proactive classroom management, engaging instructional strategies, motivation, cooperative learning and social skills instruction.

- Identify strategies for successful involvement of parents in programs shown to positively impact positive youth development.

- Practice key steps for teaching social emotional skills in classrooms.
Protective Factors

Individual Characteristics
- High Intelligence
- Resilient Temperament
- Competencies and Skills (Cognitive, Social and Emotional)

In each social domain (family, school, peer group and neighborhood)
- Prosocial Opportunities
- Reinforcement for Prosocial Involvement
- Bonding (Attachment and Commitment)
- Healthy Beliefs and Clear Standards
The Social Development Strategy

The Goal…

Healthy Behaviors

Ensure…

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

…for all children and youth
Social development in a parent child interaction.

Parent-Child Interaction Coded for Opportunities Involvement Rewards Bonding etc.
Twenty Seven Years of Research on the Raising Healthy Children Program

- 1981-1987--Seattle Social Development Project in Seattle Public Schools
- 1985--1992--Raising Healthy Children in Renton Public Schools
- 1993-2005--Raising Healthy Children in Edmonds Public Schools
- 2000-2002--Raising Healthy Children in Everett, WA
- 2001-2003--Raising Healthy Children in Inkster, MI
- 2006-present--Raising Healthy Children in Bedford County, PA
Seattle Social Development Project, Raising Healthy Children in Elementary School

Investigators:
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Richard Kosterman, Ph.D.
Robert Abbott, Ph.D.

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National Institute on Mental Health, Office of Juvenile Justice and Delinquency Prevention,
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## Risk Factors Addressed

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Family</th>
<th>School</th>
<th>Individual/Peer</th>
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<tbody>
<tr>
<td>Family History of the Problem Behavior</td>
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<td>Family Management Problems</td>
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<td>Family Conflict</td>
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<td>Favorable Parental Attitudes and Involvement in the Problem Behavior</td>
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<td>Academic Failure Beginning in Late Elementary School</td>
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<td>Lack of Commitment to School</td>
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<td>Alienation and Rebelliousness</td>
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<td>Friends Who Engage in the Problem Behavior</td>
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<tr>
<td>Favorable Attitudes Toward the Problem Behavior</td>
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<td>Early Initiation of the Problem Behavior</td>
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<td>Constitutional Factors</td>
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Intervention Components

- **Component One:**
  Teacher Training in Classroom Management and Instruction

- **Component Two:**
  Parent Training in Behavior Management and Academic Support

- **Component Three:**
  Child Social, Cognitive and Emotional Skill Development
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

Effective Direct Instruction (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
- Use strategies that motivate engagement in learning

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
The 3 R's

Rights
Respect
Responsibility
Bonding and Connecting Video
Parent Programs

**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
Look at the list and check just one quality that you think is most important for you to create as a parent in your family.

Example:

Honest - tells the truth
Small Steps Toward Realizing Your Vision For Your Children

Below are examples of how parents can catch their children being good and move them closer to their vision at the same time.

1. Quality to be developed: has good friends
   Little ways to catch 'em being good are to say:
   ★ I like the way your friends used their inside voices when I asked them to.
   ★ Your friends play cooperatively and hardly ever fight.
   ★ Your friends share toys well. You have good friends.

2. Quality to be developed: neatness
   Little ways to catch 'em being good are to say:
   ★ Thanks for taking your dishes to the sink. That's what I call being neat.
   ★ All of your books are stacked neatly on the shelf. Way to go!
   ★ I see your clothes are all in the laundry basket. Neatly done!

3. Quality to be developed: responsible student
   Little ways to catch 'em being good are to say:
   ★ This homework is hard, but you're sticking with it. That's what I call a good student.
   ★ I like the way you start your homework right after dinner. That helps you become a good student.
   ★ I'm glad you ask for help when you get stuck with your homework. That's a sign of a good student.

4. Quality to be developed: honest
   Little ways to catch 'em being good are to say:
   ★ Thanks for telling me that you broke the glass. I appreciate your honesty.
   ★ I'm glad you were honest and told me that you got in trouble in school today. Let's see how you could have handled things differently. (Also doing some problem solving.)
   ★ When I asked if you were ready for bed, you said, "I still have to brush my teeth." That's what I call being honest.

5. Quality to be developed: artistic
   Little ways to catch 'em being good are to say:
   ★ I like the bright colors you used in this picture.
   ★ This picture has a lot in it. You have a lot of imagination.
   ★ It looks like drawing and coloring are fun for you.

Remember:
Catch 'Em Being Good Makes S-E-N-S-E
S = be Specific
E = use Eye contact
N = Note the positive
S = be Sincere
E = praise for Excellence and for Effort
Small Steps Toward Realizing Your Vision For Your Children

At the top of each section, write one of the five qualities you most want to develop in your children. (Look back on page 3 of this Family Guide.) Then write one thing you could say when you catch them being good. Use the examples on the previous page as your guide.

1. Quality to be developed:
   One thing I could say to catch 'em being good is:
   
2. Quality to be developed:
   One thing I could say to catch 'em being good is:
   
3. Quality to be developed:
   One thing I could say to catch 'em being good is:
   
4. Quality to be developed:
   One thing I could say to catch 'em being good is:
   
5. Quality to be developed:
   One thing I could say to catch 'em being good is:

Solves problems peacefully
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
What Are you Feeling?

FRUSTRATED
AFRAID
WORRIED
HAPPY
CONFUSED
CALM
SAD
ANGRY
EXCITED
PROUD

www.sdrg.org
Work It Out Station

Problem Solving Steps:
1. Define the problem – Ask Questions.
2. Talk about each other’s feelings.
4. Think about the consequences.
5. Agree on a solution.
6. Apologize and forgive.
Problem Solving Hopscotch

- Ask them to stop
- Make a deal.
- Chill out.
- Work it out.
- Ignore it.
- Walk away.
- Apologize.
- Share and take turns.
- Do something else.
- Do something else.
Initiated in 1981 in 8 Seattle elementary schools.

Expanded in 1985, to include 18 Seattle elementary schools 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

77% of the 5th grade students constitute the longitudinal study sample.
SSDP: Gender, Ethnicity & SES

- **Gender**
  - Female 396 49%
  - Male 412 51%

- **Ethnic Group**
  - European-American 381 47%
  - African-American 207 26%
  - Asian-American 177 22%
  - Native-American 43 5%
  - of these 44 5% were Hispanic

- **SES**
  - Eligible for free/reduced lunch (5th, 6th or 7th) 423 52%
Data have been collected on these Seattle youths and their parents from 1985 to 2006 (age 30).

### SSDP Panel Retention

<table>
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<tr>
<th>MEAN AGE G2</th>
<th>N</th>
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<td>808</td>
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<tr>
<td></td>
<td>11</td>
<td>703</td>
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<td>High</td>
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<td></td>
<td>27</td>
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<td></td>
<td>30</td>
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Interview completion rates for the sample have remained above 90% since 1989, when subjects were 14 years old.
SSDP 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
Seattle Social Development Project Effects at Age 12: California Achievement Test Scores

* *p < .05 compared with controls; N = 548 to 551.
Effects of SSDP Intervention on School Bonding from Age 13 to 18

SSDP Intervention Effects Compared to Controls

Hawkins, et al. (1999)

At age 18, the grade repetition rate is significantly lower for the Full Intervention group compared to the Control group. The Full Intervention group has a 23% repetition rate, while the Control group has a 14% repetition rate.
SSDP Intervention Effects Compared to Controls:

Hawkins, et al. (1999)

At age 18, heavy alcohol use was compared between control and full intervention groups. The full intervention group showed a significantly lower percentage of heavy alcohol use at age 18 compared to the control group.

- Control: 25%
- Full: 15%

This study suggests that the SSDP intervention has a positive effect on reducing heavy alcohol use among young adults.
SSDP Intervention Effects Compared to Controls: Less Lifetime Violence

Hawkins, et al. (1999)

At age 18, lifetime violence is compared between controls and full intervention groups. The graph shows that the full intervention group has 60% less lifetime violence compared to controls, while the late intervention group still shows a significant reduction, with 48% less lifetime violence compared to controls.

Grade 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27
SSDP Intervention Effects Compared to Controls

Hawkins, et al. (2005)

At age 21

81% High School Graduate

Control Full Intervention

91% Full

Late Tx

Control Full Intervention

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 Intervention Effects Compared to Controls:

Hawkins, et al. (2005)

At age 21 Attending College

Control: 6%
Full Intervention: 14%
Late Tx: 0%

Grade 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27
Age 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27
SSDP Intervention Effects Compared to Controls

Hawkins, et al. (2005)

At age 21

Selling drugs

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

Control

Full Intervention

Late Tx

Full Intervention

Control

13%

4%
SSDP Intervention Effects Compared to Controls

At age 21

Hawkins, et al. (2005)
SSDP Intervention Effects Compared to Controls:

Lonczak, et al. (2002)

At age 21, condom use at most recent intercourse:
- Control: 44%
- Full Intervention: 60%

Lonczak, et al. (2002)
Effects at ages 21, 24 and 27 on Lifetime STD diagnosis

Lonczak, et al. (2002); Hawkins, et al. (under review)
SSDP Intervention Effects Compared to Controls:

Among Females At age 21

Lifetime Pregnancy

- Control: 56%
- Full Intervention: 38%

Lifetime Births

- Control: 40%
- Full Intervention: 23%

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.

* indicates significance at p < .05.
An independent cost-benefit analysis by Washington State Institute for Public Policy estimated that projected benefits resulting from the SSDP intervention effects observed through age 21 would produce a net positive return per participant.
Full intervention in grades 1-6 was more effective than late intervention (grades 5-6).
Conclusions from SSDP test of Raising Healthy Children

- In the elementary years, parents and teachers can make a demonstrable difference that lasts into adulthood using the Raising Healthy Children program.

- Increasing opportunities, skills and recognition for children in the elementary grades can put more children on a positive developmental path.
Raising Healthy Children

A Social Development Approach to Planting the Seeds of Compassion

March 3, 2012

Kevin P. Haggerty, Assistant Director
Staff Development Year One

Summer
- Implementation Team Training

Fall
- Workshop Leader Trainings for RHC, SSS, & GGC
- Proactive Management

Winter
- Social & Emotional Skills Workshop

Spring
- Teacher coaching and support
Staff Development

Year Two

Summer
- Implementation team training

Fall
- Instructional Strategies—Direct Instruction
- Teacher coaching and support

Winter
- Instructional Strategies—Cooperative Learning
- Instructional Strategies—Motivation
- Teacher coaching and support

Spring
- Teacher coaching and support
Staff Development

**Year Three**

**Summer**
- Implementation team training and capacity building

**Fall**
- New teacher training

**Winter**
- Refresher training
- Teacher coaching and support

**Spring**
- Teacher coaching and support
Support Structures

- **School Staff**
  - Implementation team training
  - 7 days of teacher training
  - Coaching
  - Principal support

- **Family**
  - Training in each parenting curriculum


