



DASA Prevention Workgroup

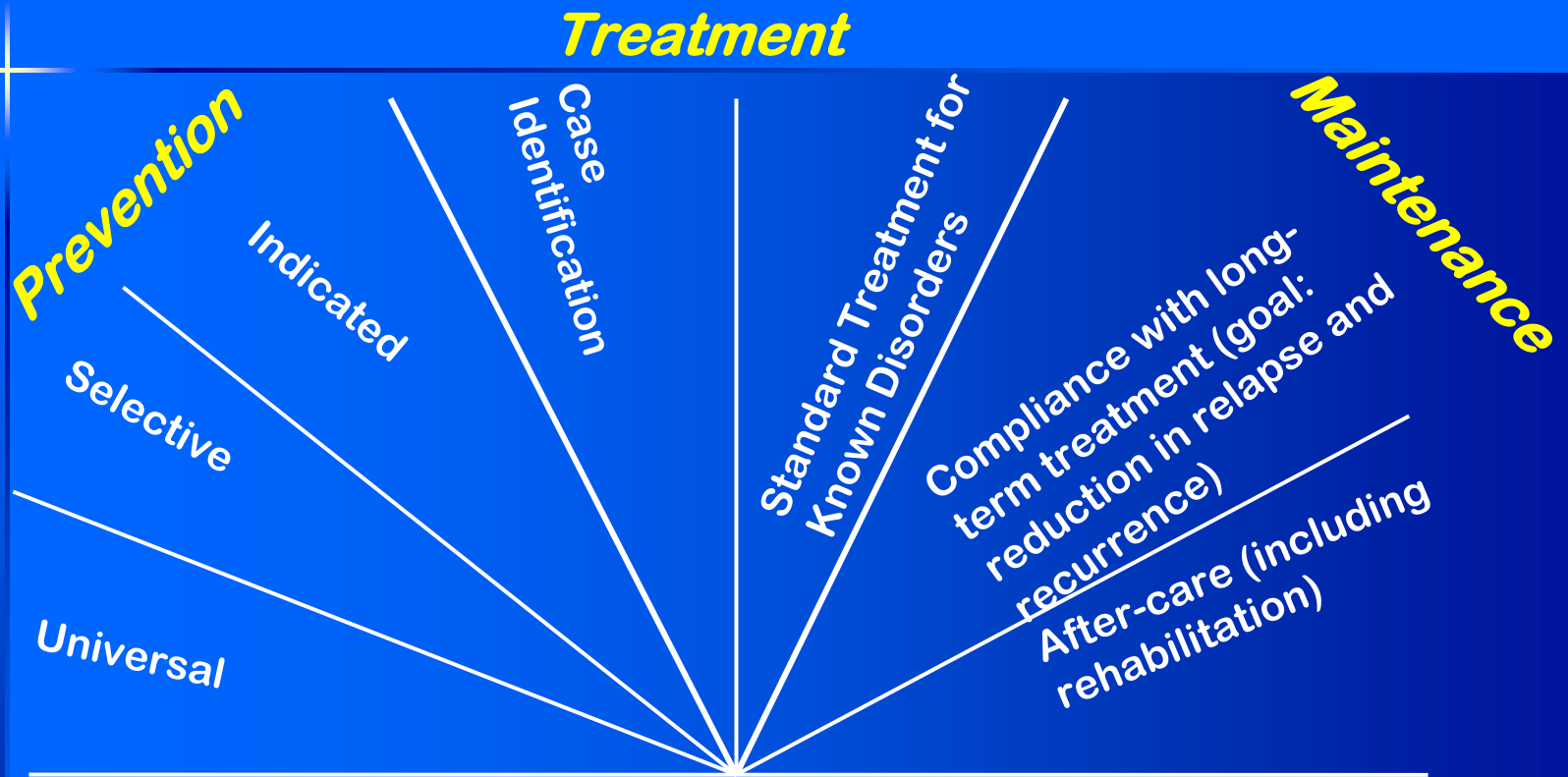
March 17, 2008

Research Advances in Prevention Science

Richard F. Catalano, Ph.D
Director

Social Development Research Group
School of Social Work
University of Washington
www.sdrdg.org

Intervention Spectrum



Prevention Science Research Advances

Etiology/Epidemiology of Problem Behaviors

- Identify risk and protective factors that predict problem behaviors and describe their distribution in populations.

Efficacy Trials

- Design and test preventive interventions to interrupt causal processes that lead to youth problems.

Prevention Services Research

- Apply lessons learned about etiology and effective interventions in real world settings.

Research Advances in Prediction

- Longitudinal studies have identified the predictors of substance abuse, violence, and other problem behaviors...
- As well as the predictors of positive outcomes like success in school and work.

Risk Factors for Adolescent Problem Behaviors

Risk Factors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
Community						
Availability of Drugs	✓				✓	
Availability of Firearms		✓			✓	
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	✓	✓			✓	
Media Portrayals of Violence					✓	
Transitions and Mobility	✓	✓		✓		✓
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓	
Extreme Economic Deprivation	✓	✓	✓	✓	✓	

Risk Factors for Adolescent Problem Behaviors

Risk Factors

	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
Family						
Family History of the Problem Behavior	✓	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓	

Risk Factors for Adolescent Problem Behaviors

Risk Factors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
School						
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓	

Risk Factors for Adolescent Problem Behaviors

Risk Factors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
Individual/Peer						
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓	✓
Rebelliousness	✓	✓		✓		
Friends Who Engage in the Problem Behavior	✓	✓	✓	✓	✓	
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓		
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓	
Constitutional Factors	✓	✓			✓	✓

Protective Factors

Individual Characteristics

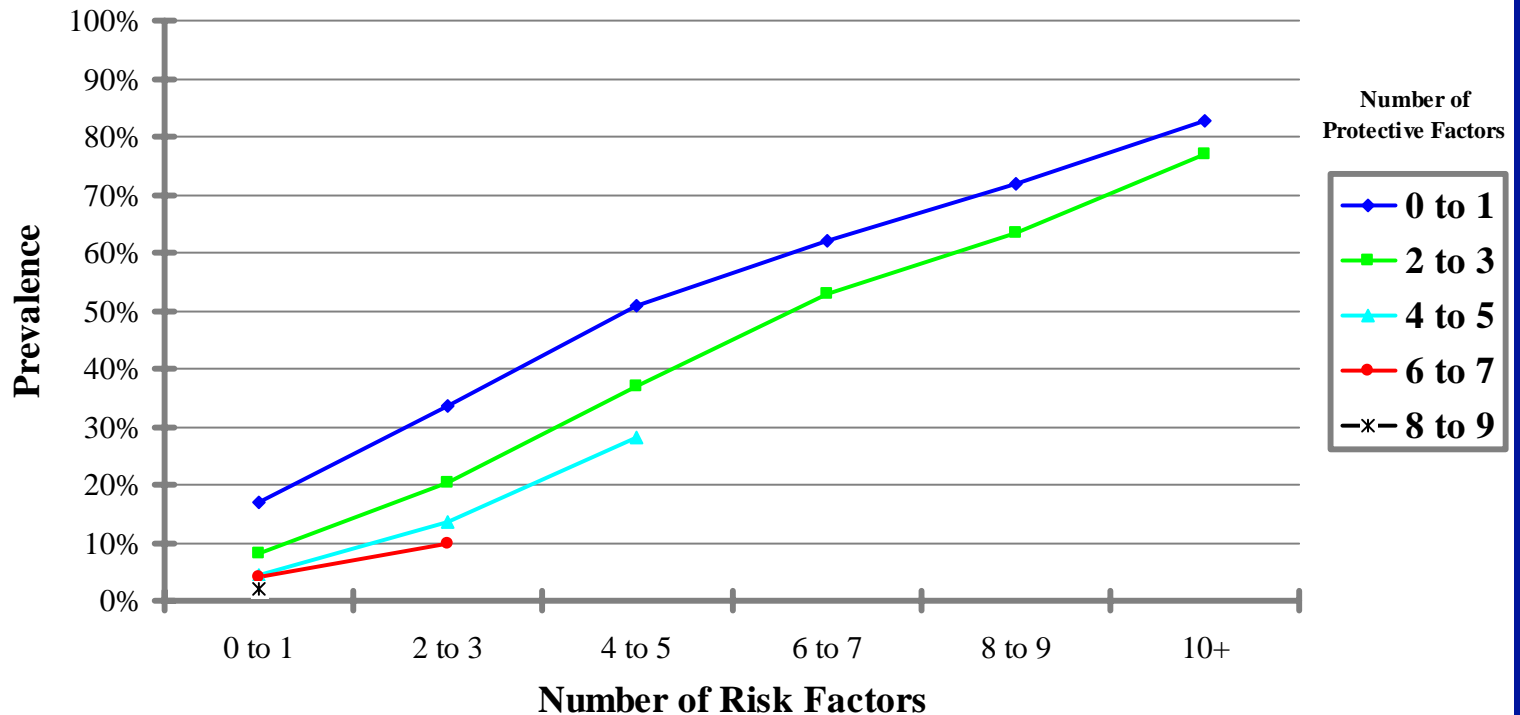
- High Intelligence
- Resilient Temperament
- Competencies and Skills

In each social domain (family, school, peer group and neighborhood)

- Prosocial Opportunities
- Reinforcement for Prosocial Involvement
- Bonding
- Healthy Beliefs and Clear Standards

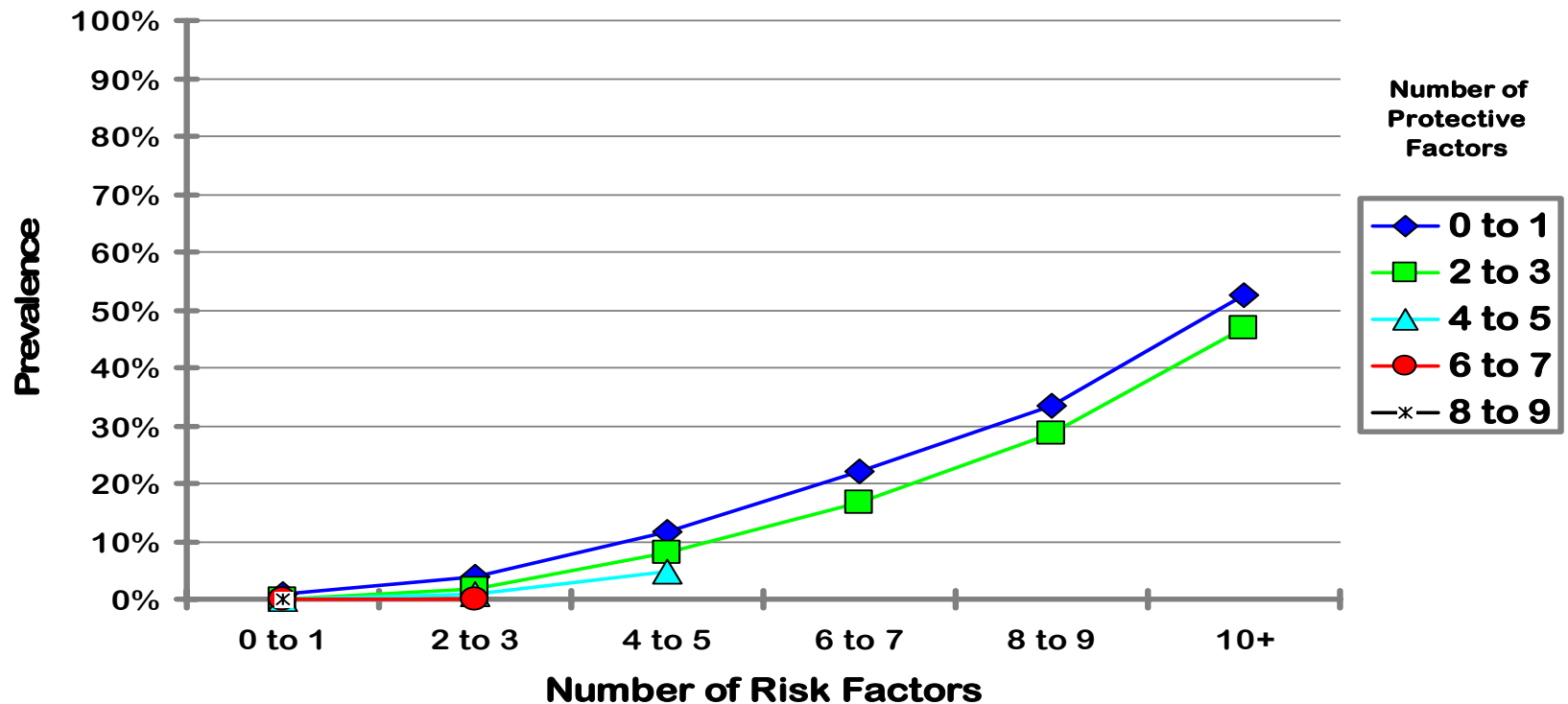
Prevalence of 30 Day Alcohol Use by Number of Risk and Protective Factors

Six State Student Survey of 6th-12th Graders, Public School Students



Prevalence of 30 Day Marijuana Use By Number of Risk and Protective Factors

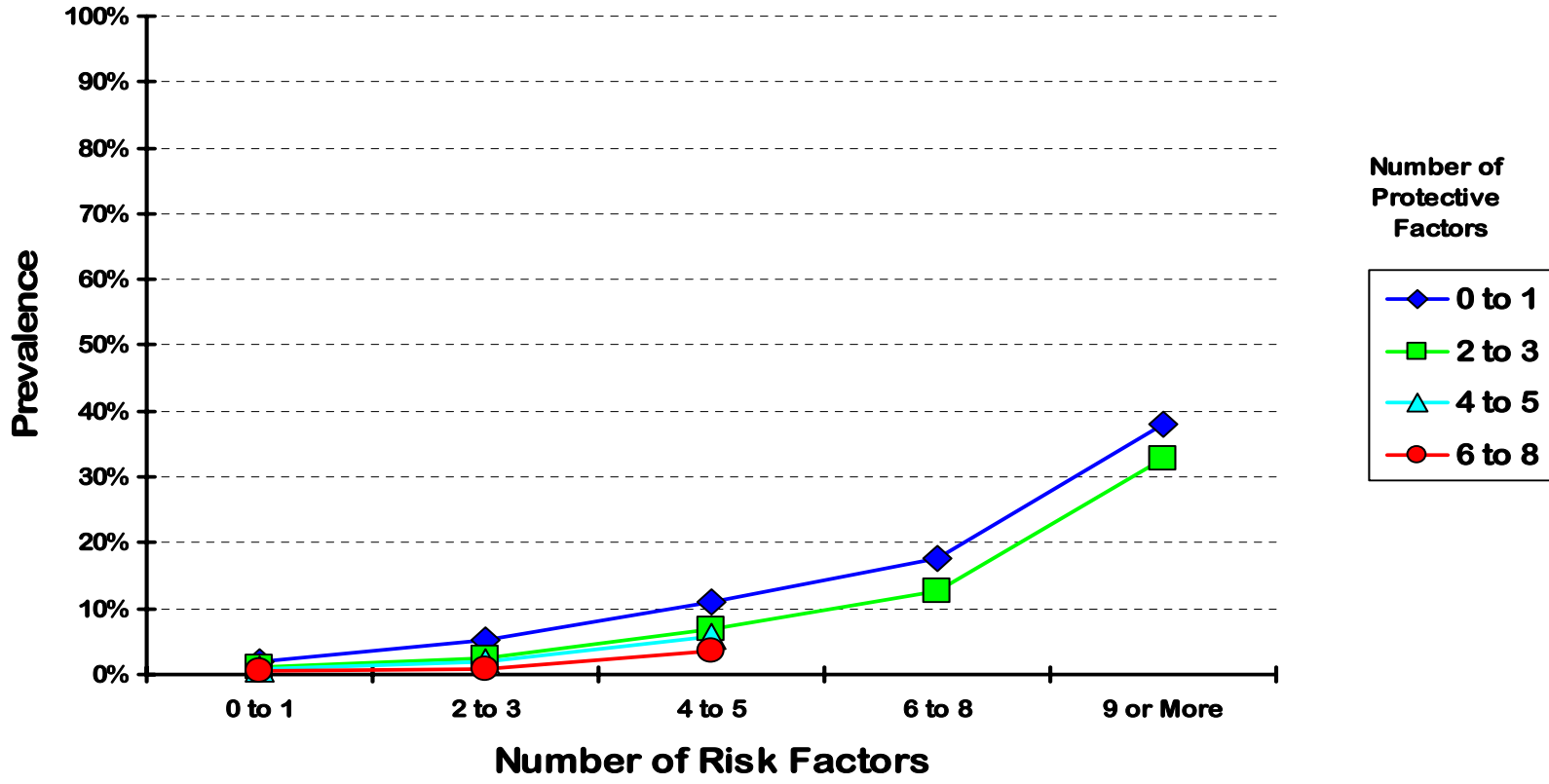
**Six State Student Survey of 6th-12th Graders,
Public School Students**



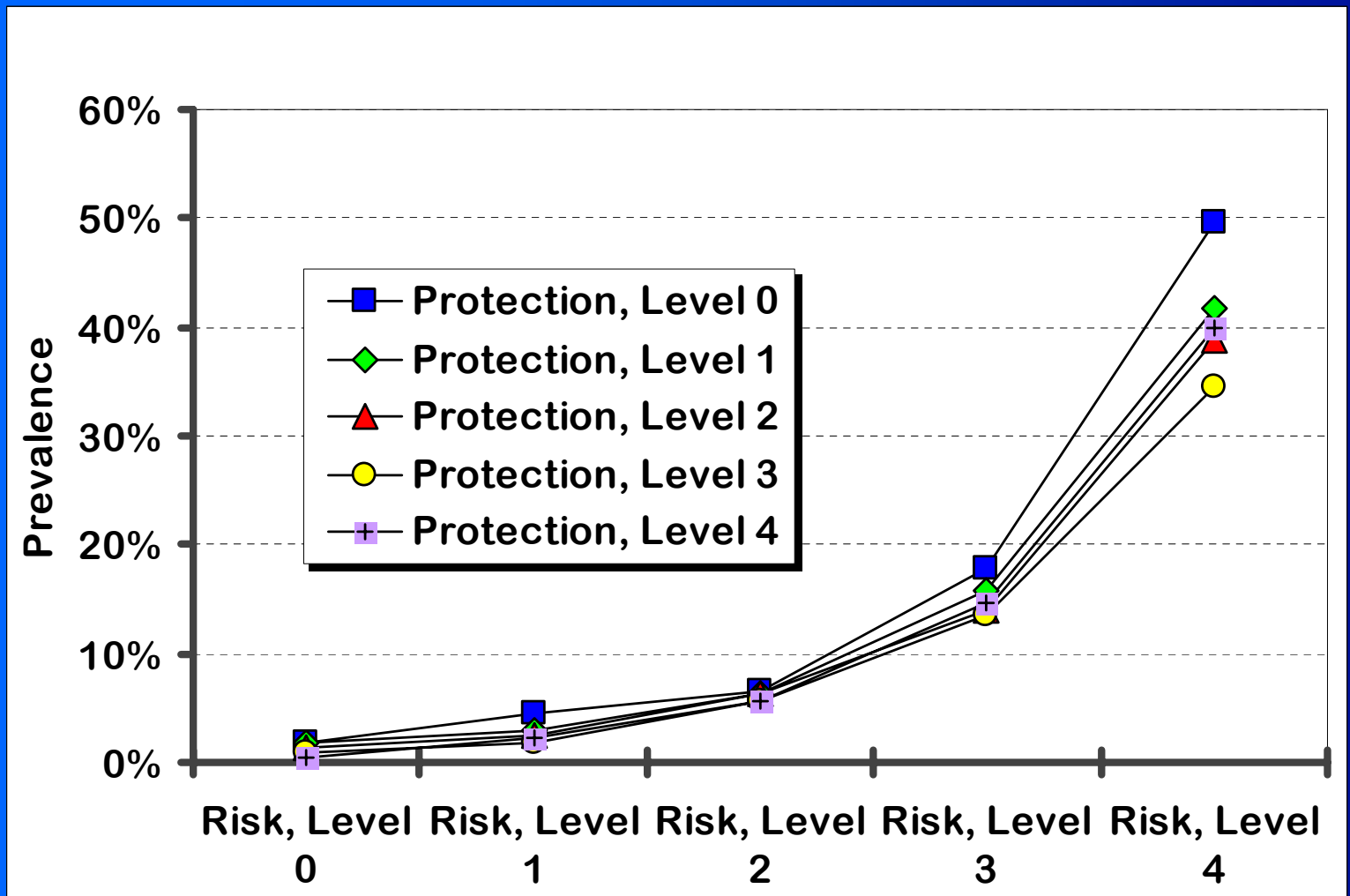
Prevalence of Any Other Illicit Drug Use (Past 30 Days)

By Number of Risk and Protective Factors

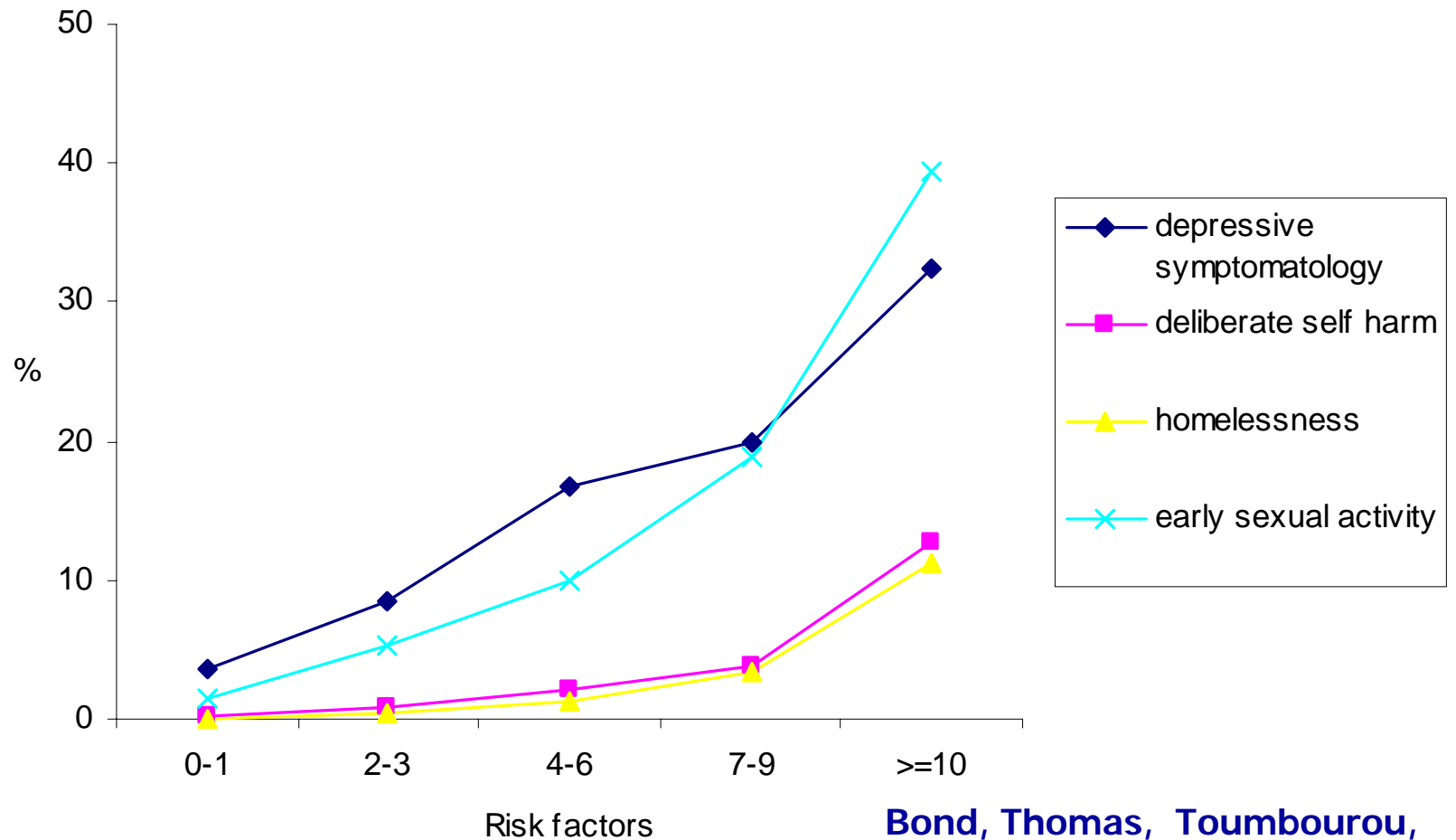
Six State Student Survey of 6th - 12th Graders, Public School Students



Prevalence of "Attacked to Hurt" By Number of Risk and Protective Factors



Prevalence of Other Problems by Number of Risk Factors



Bond, Thomas, Toumbourou,
Patton, and Catalano, 2000

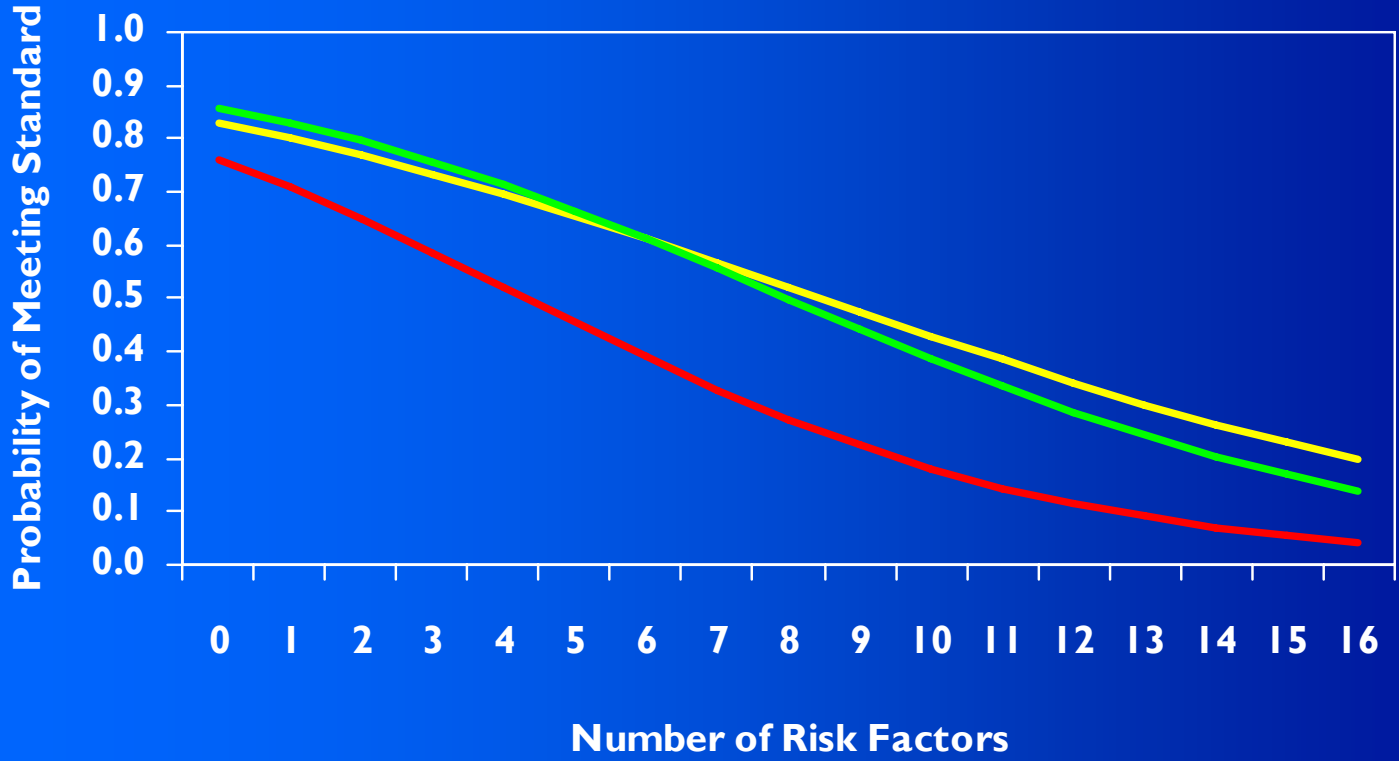
Building Level Exposure to Risk and Protection Predicts Standardized Achievement Test Scores

Washington Assessment of Student Learning (WASL) standardized achievement test scores of the school's 10th grade students

Healthy Youth Survey measures of a school's average number of elevated risk and protective factors among their 10th grade students

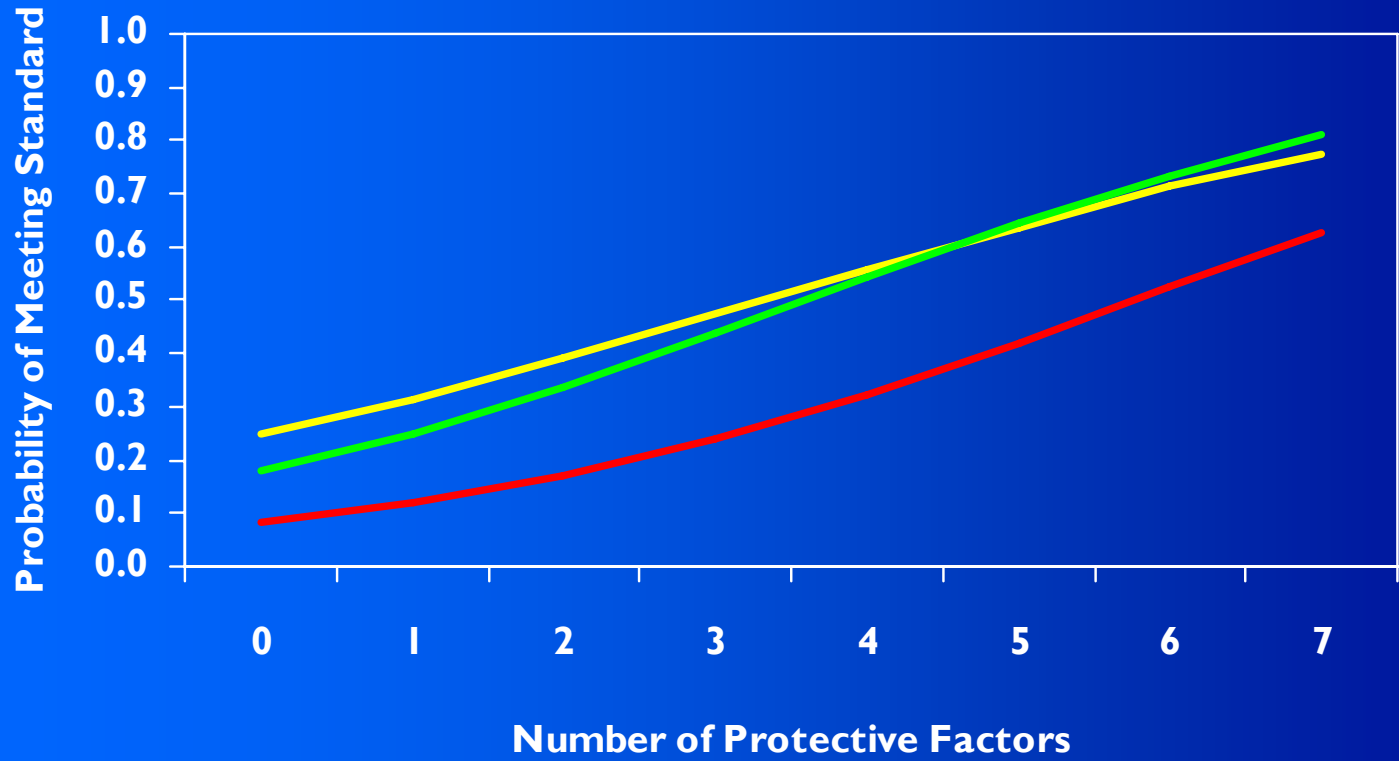
Data on 82,030 students in 423 schools and 156 school districts collected in 2002-03 at the school building level

Number of School Building Risk Factors and Probability of Meeting WASL Standard (10th Grade Students)



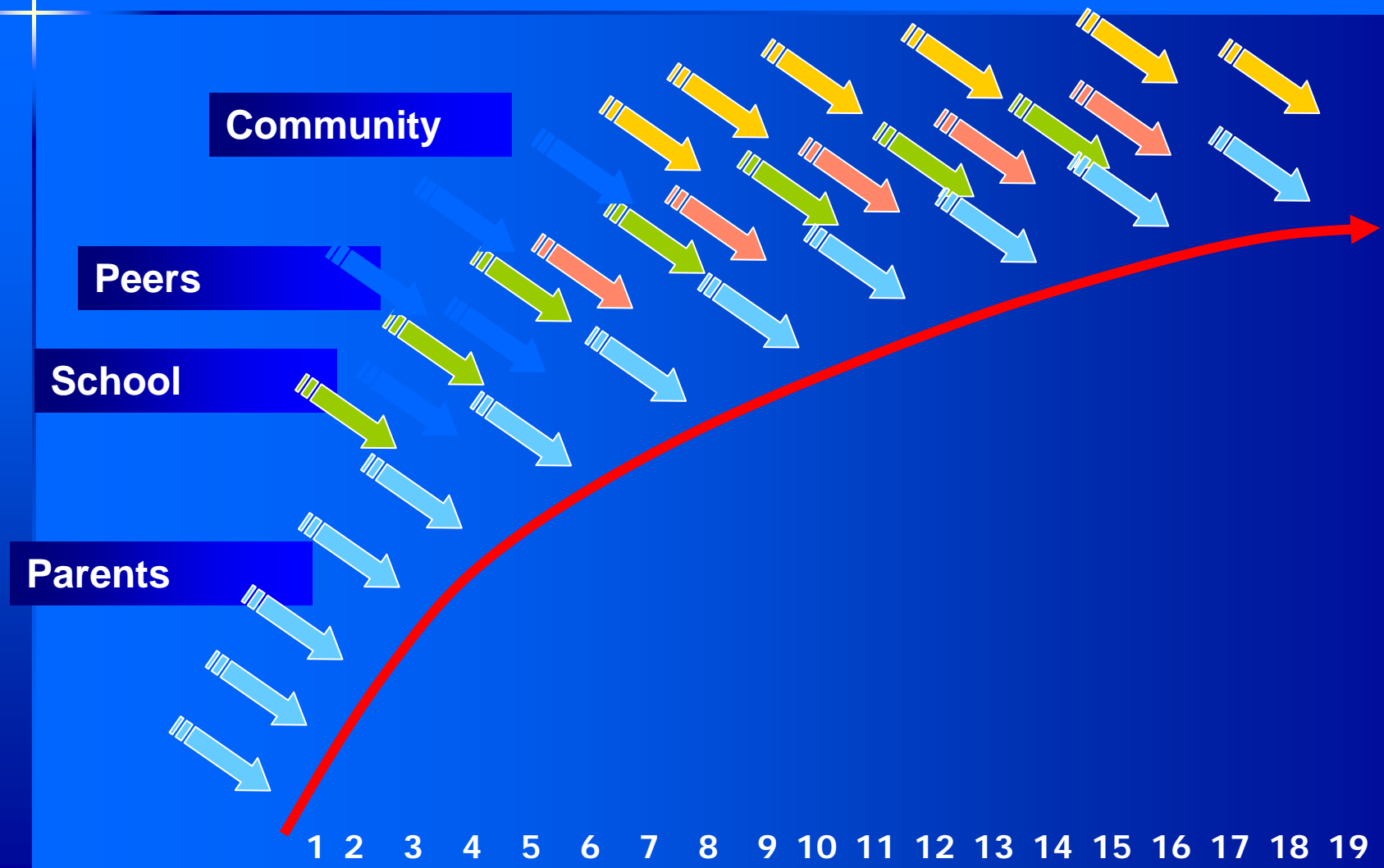
— Math — Reading — Writing

Number of School Building Protective Factors and Probability of Meeting WASL Standard (10th grade students)

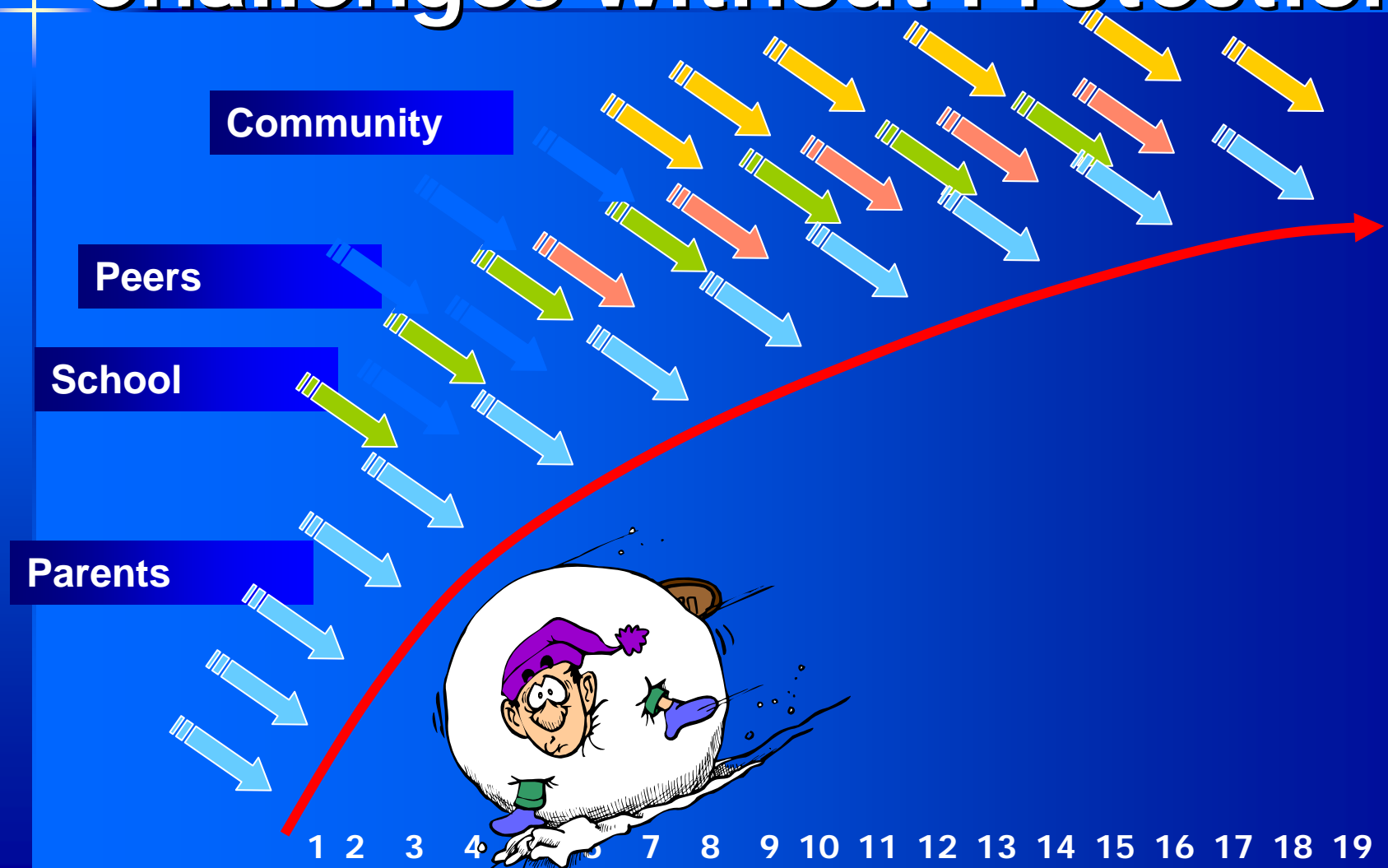


— Math — Reading — Writing

Factors Shaping Child and Adolescent Development



Snowball: Risk Accumulates through Early Developmental Challenges without Protection



Snowstorm: Extended Exposure to Positive Norms and Models of Problem Behavior without Protection

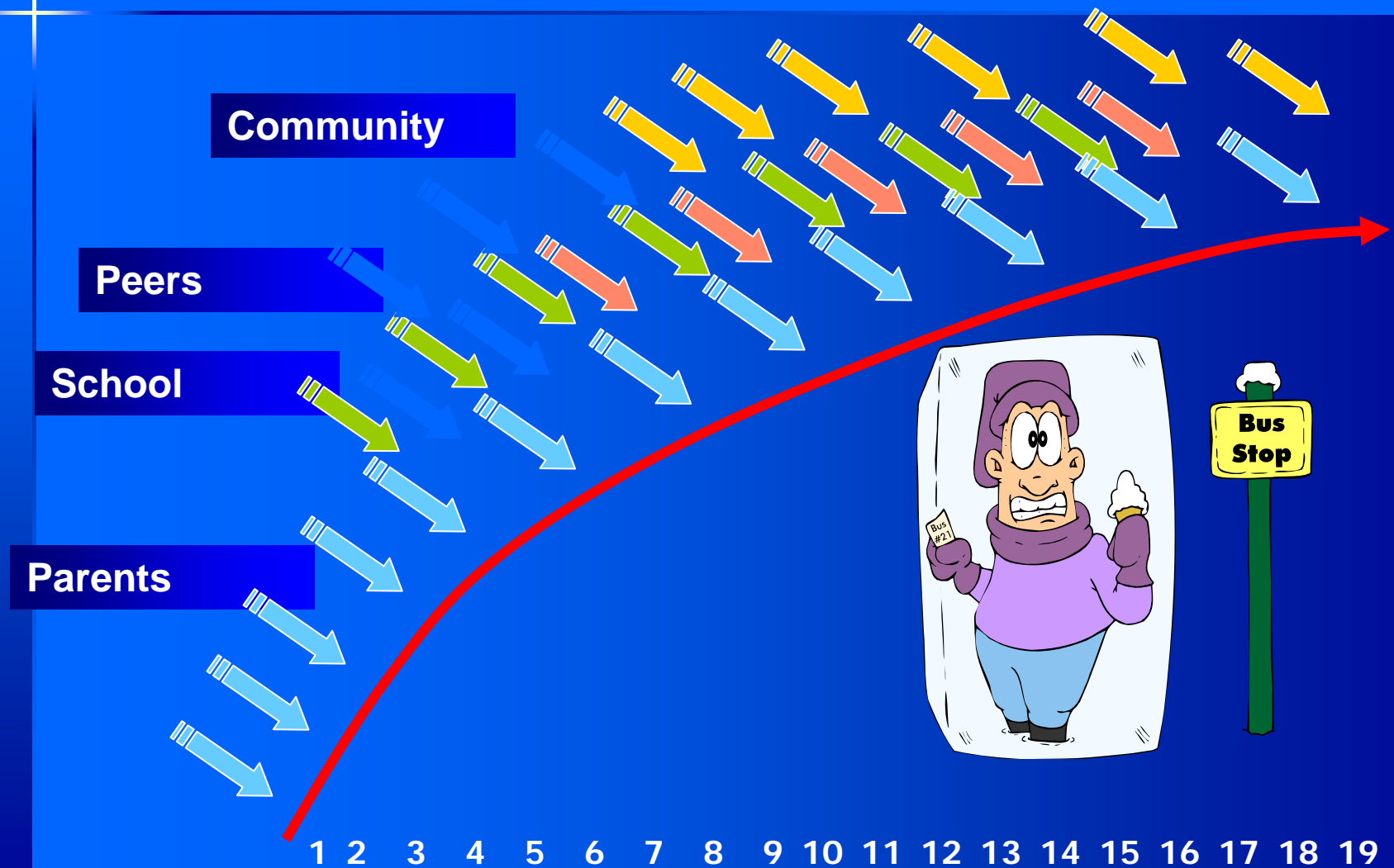
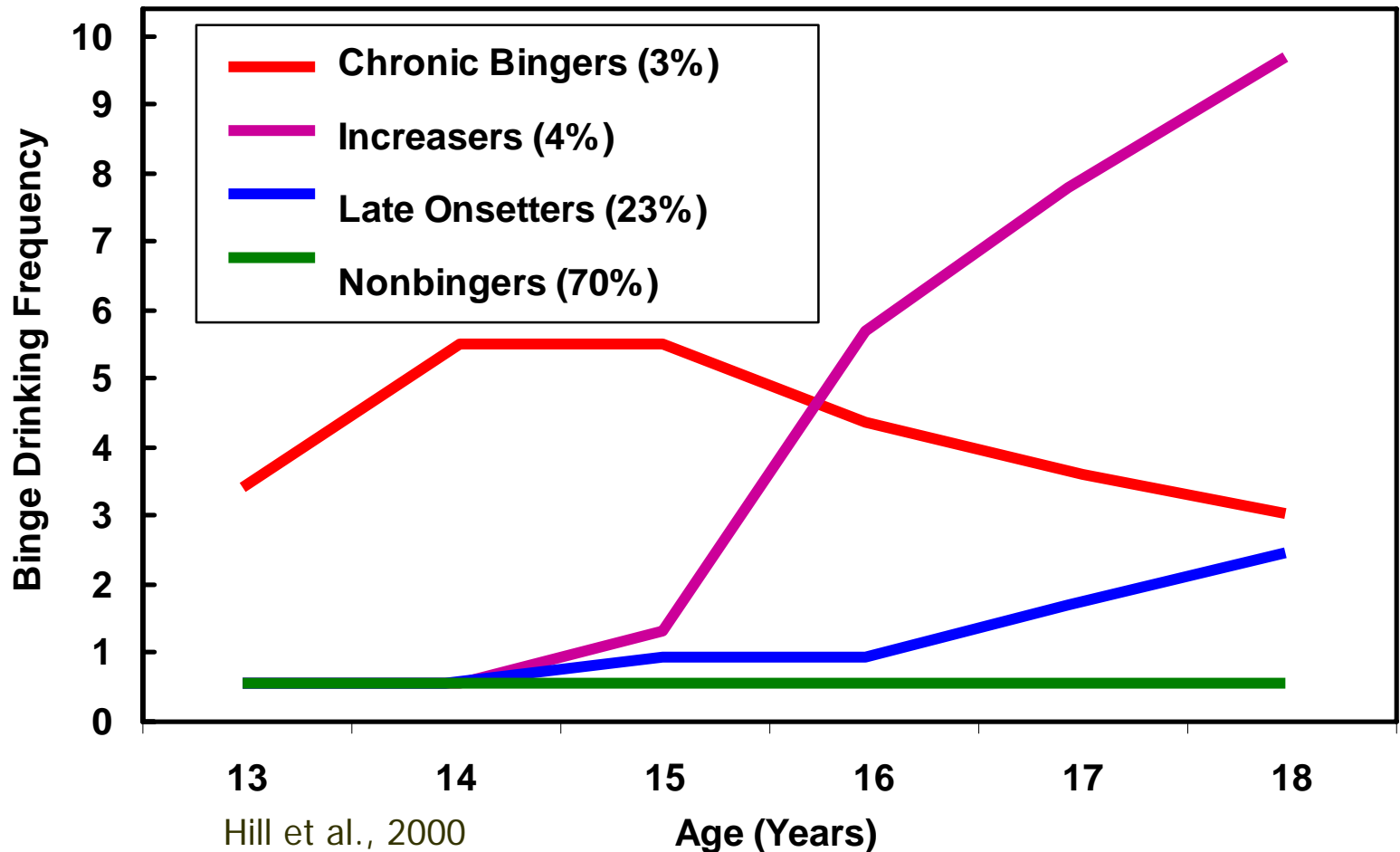


Illustration of Snowball and Snowstorm Patterns of Risk Using Binge Drinking Trajectories

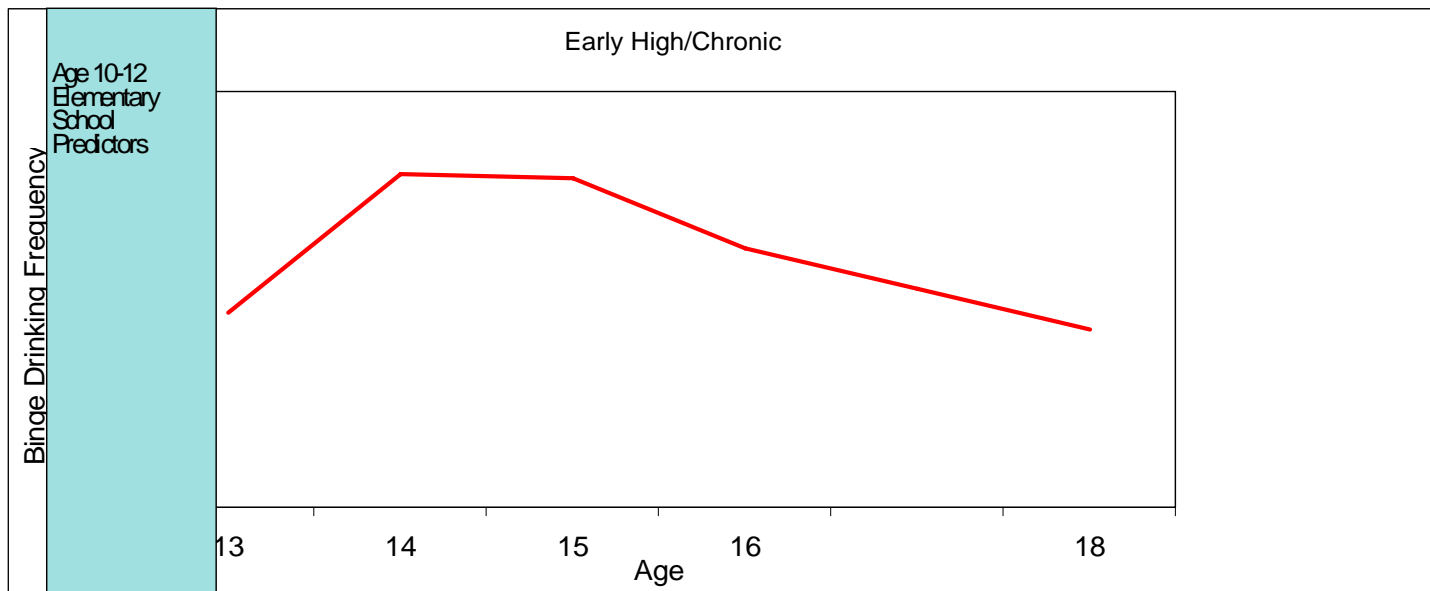


Both Early Chronic Bingers and Increasers had Problems at Age 21

- Early Chronic Bingers fewer completed high school, more were obese, and more had hypertension
- Increasers were more likely to have a diagnosis of alcohol abuse or dependence

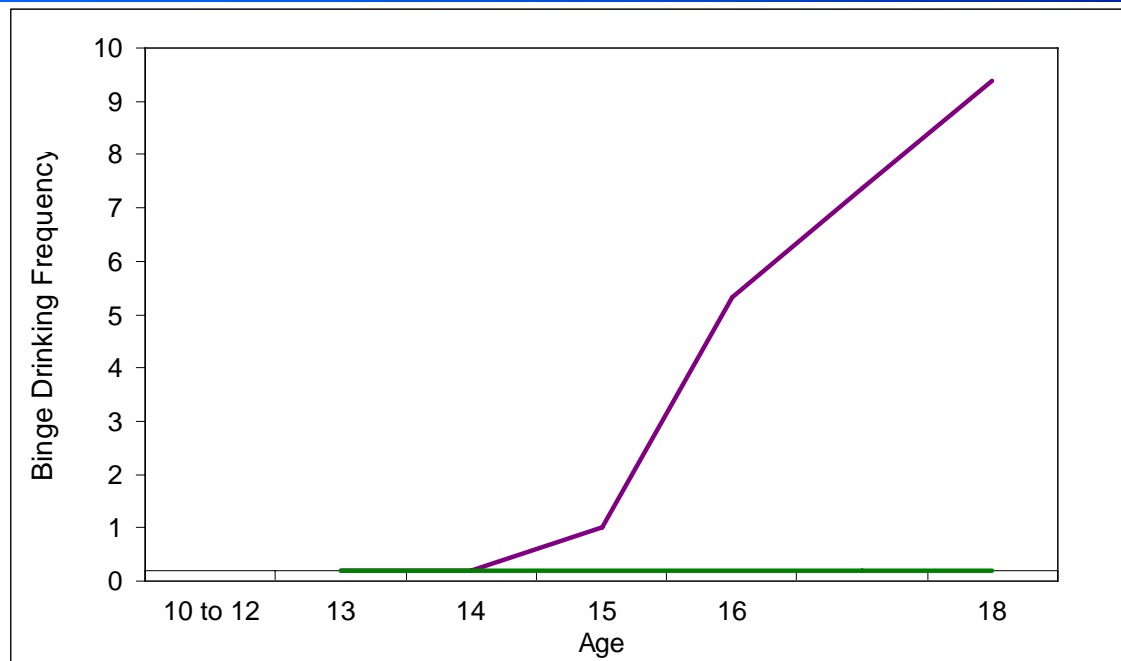
What Predicted Being a Early Chronic Binger?

Early Chronic Bingers had Snowball Pattern of Risk
Broad Array of Childhood Predictors (individual, family, school and peer)



What Predicted Being an Increaser type of Binge Drinker?

Increasers had Snowstorm Pattern of Risk-Predictors were Alcohol Availability, Friends Use, Favorable Attitudes



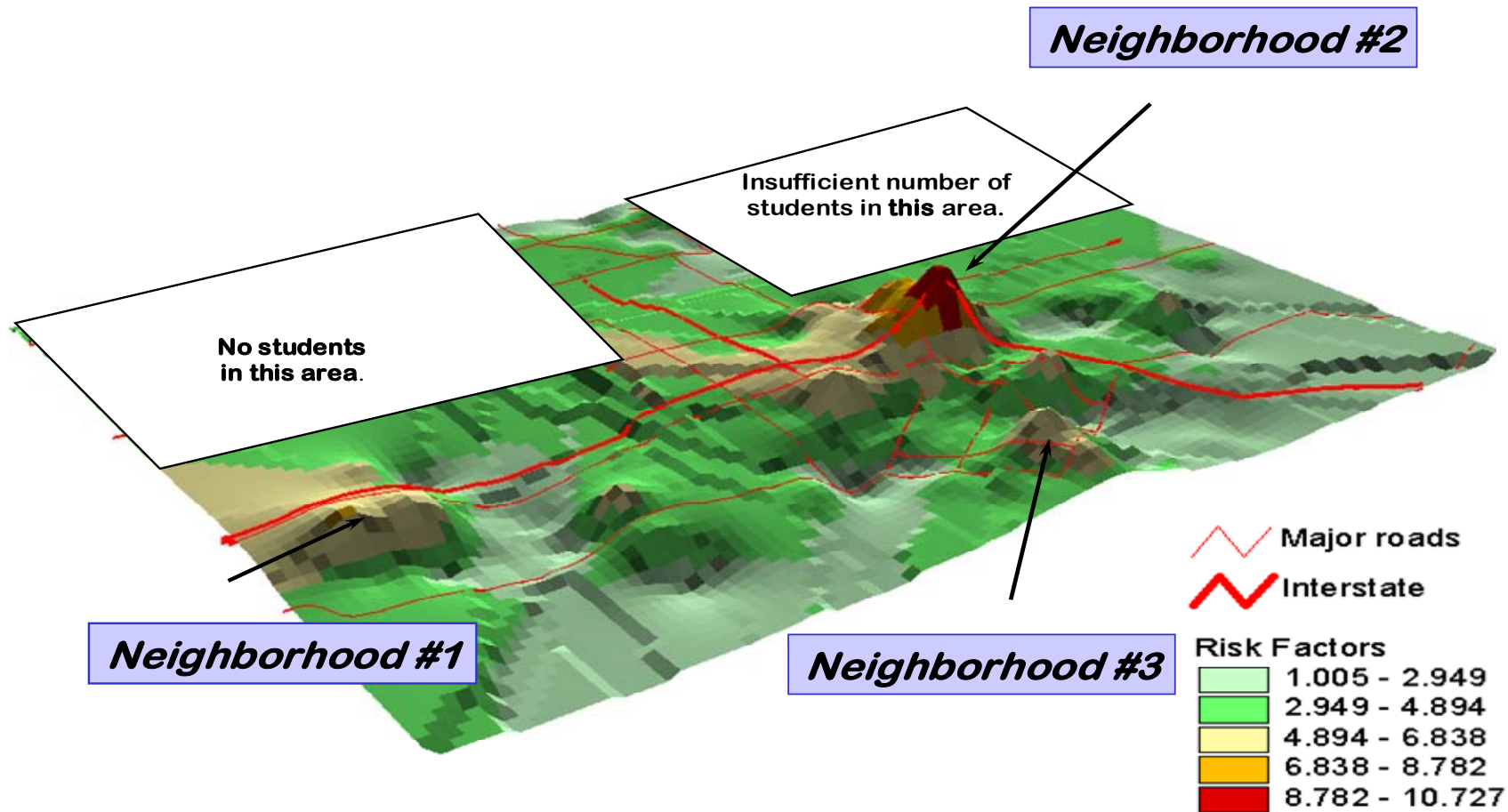
Prevention Implications of Binge Drinking Trajectories

- Both early chronic binge drinkers and increasers had later problems
- Implications of Snowball pattern of risk to prevent early chronic binge drinking
 - Intervene in childhood to reduce risk and enhance protection in multiple domains family, school, peer and individual
- Implications of Snowstorm pattern of risk to prevent increasers' binge drinking
 - Intervene in early adolescence to reduce positive norms and models of drinking and enhance protection

Epidemiology

- Different neighborhoods have different profiles of risk, protection, and outcomes.

Distribution of Risk in a City



What We Now Know About Risk and Protective Factors

- Both an individual's level of risk and level of protection make a difference
- Common risk and protective factors predict diverse problems and academic outcomes
- Risk and protective factors show much consistency in effects across diverse groups
- Different factors affect youth as they develop, some are affected by accumulated early challenges (**Snowball**), others by extended exposure to positive norms and models of problems with little protection (**Snowstorm**)
- Different neighborhoods have different levels of risk and protection

Prevention Science Research Advances

Etiology/Epidemiology of Problem Behaviors

- Identify risk and protective factors that predict problem behaviors and describe their distribution in populations.

Efficacy Trials

- Design and test preventive interventions to interrupt causal processes that lead to youth problems.

Prevention Services Research

- Apply lessons learned about etiology and effective interventions in real world settings

Ineffective Prevention Strategies

Universal Prevention

- Peer counseling, mediation, positive peer culture
- Non-promotion to succeeding grades
- After school activities with limited supervision, programming
- Drug information, fear arousal, moral appeal.
- DARE

Selected, Indicated Prevention

- Gun buyback programs
- Firearm training
- Mandatory gun ownership
- Redirecting youth behavior
- Shifting peer group norms
- Neighborhood Watch

Wide Ranging Approaches Have Been Found To Be Effective

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



Benefits and Costs of Prevention and Early Intervention Programs for Youth

Steve Aos, Associate Director

Washington State Institute for Public Policy

Phone: (360) 586-2768

E-mail: saos@wsipp.wa.gov

Institute Publications: www.wa.gov/wsipp

Selected Findings

Summary of Benefits and Costs (2003 Dollars)

Dollars Per Youth (PV)	Benefits	Costs	B - C
<u>Early Childhood Education</u>	\$17,202	\$7,301	\$9,901

Over 30 well-researched studies, mostly of programs for 3 & 4 year olds from low income families.

Key findings:

- improved education outcomes,
increased high school graduation
higher test scores
lower special education
lower grade repetition
- reduced crime,
- reduced child abuse & neglect.

Evidence of decay in early test score outcomes, but still statistically significant by high school graduation.

Selected Findings

Summary of Benefits and Costs (2003 Dollars)

Dollars Per Youth (PV lifecycle)	Benefits	Costs	B - C
<u>Nurse Family Partnership</u>	\$26,298	\$9,118	\$17,180

A home visitation program, with active nationwide dissemination. NFP is delivered by nurses and is for low income, soon-to-be first time mothers.

Evidence of:

- reduced crime for mothers and children,
- reduced child abuse & neglect,
- improved education outcomes.

Website: www.nursefamilypartnership.org/

Selected Findings

Summary of Benefits and Costs (2003 Dollars)

Dollars Per Youth (PV lifecycle)	Benefits	Costs	B - C
----------------------------------	----------	-------	-------

Life Skills Training

\$746

\$29

\$717

A three-year program for middle school youth designed to prevent tobacco, alcohol, and marijuana use. Delivered by classroom teachers.

Key findings: Delayed initiation of

- tobacco,
- alcohol,
- illicit drugs.

Website: www.lifeskillstraining.com/

Selected Findings

Summary of Benefits and Costs (2003 Dollars)

Dollars Per Youth (PV lifecycle)	Benefits	Costs	B - C
----------------------------------	----------	-------	-------

<u>Seattle Soc. Dev. Project</u>	\$14,246	\$4,590	\$9,837
---	-----------------	----------------	----------------

A multi-year grade school and middle school training program for parents (family management training) and teachers (classroom management, interactive teaching) for children with low socioeconomic status.

Evidence of:

- reduced crime,
- increased high school graduation,
- reduced grade repetition

Website: <http://depts.washington.edu/sdrg/>

Selected Findings

Summary of Benefits and Costs (2003 Dollars)

Dollars Per Youth (PV lifecycle)	Benefits	Costs	B - C
----------------------------------	----------	-------	-------

Guiding Good Choices

\$7,605

\$687

\$6,918

A multimedia training program (parenting skills, peer pressure refusal skills for students) implemented with families of middle school children.

Evidence of: • reduced crime,
• reduced alcohol initiation

Website: www.channing-bete.com/positiveyouth/pages/FTC/FTC-GGC.html

Selected Findings

Summary of Benefits and Costs (2003 Dollars)

Dollars Per Youth (PV lifecycle)	Benefits	Costs	B - C
<u>Multi-D Treat. Foster Care</u>	\$26,748	\$2,459	\$24,290

Multidimensional Treatment Foster Care is an alternative to group facilities for youth with chronic & severe criminal behavior. Delivered by trained families, the goal is to return the youth to the family; the primary family also receives therapy.

Evidence of: reduced crime

Website: www.oslc.org/

Selected Findings

Summary of Benefits and Costs (2003 Dollars)

Dollars Per Youth (PV lifecycle)	Benefits	Costs	B - C
Intensive Juv. Supervision	\$0	\$1,482	-\$1,482

We meta-analyzed 19 studies of intensive supervision programs for juvenile offenders. No statistically significant effect on recidivism rates.

Selected Findings

Summary of Benefits and Costs (2003 Dollars)

Dollars Per Youth (PV lifecycle)	Benefits	Costs	B - C
Big Brothers/Sisters	\$4,058	\$4,010	\$48

Mentoring program. Evidence: increased test scores, delayed alcohol and drug initiation. Website: www.bbbsa.org

Selected Findings

Summary of Benefits and Costs (2003 Dollars)

Dollars Per Youth (PV)	Benefits	Costs	B - C
Early Childhood Education	\$17,202	\$7,301	\$9,901
<u>Nurse Family Partnership</u>	\$26,298	\$9,118	\$17,180
<u>Life Skills Training</u>	\$746	\$29	\$717
<u>Seattle Soc. Dev. Project</u>	\$14,246	\$4,590	\$9,837
<u>Guiding Good Choices</u>	\$7,605	\$687	\$6,918
<u>Multi-D Treat. Foster Care</u>	\$26,748	\$2,459	\$24,290
<u>Intensive Juv. Supervision</u>	\$0	\$1,482	-\$1,482
<u>Big Brothers/Sisters (all costs)</u>	\$4,058	\$4,010	\$48
(taxpayer costs only)	\$4,058	\$1,283	\$2,775

Prevention Science Research Advances

Etiology/Epidemiology of Problem Behaviors

- Identify risk and protective factors that predict problem behaviors and describe their distribution in populations.

Efficacy Trials

- Design and test preventive interventions to interrupt causal processes that lead to substance abuse and other problems.

Prevention Services Research

- Apply lessons learned about etiology and efficacious interventions in real world settings.

Keys to Diffusion of Innovation

- Effective Program that makes a difference



- Capacity to disseminate with fidelity



- Market demand-funders, practitioners and consumers must want it.

Implementation Fidelity is
Required if Efficacious
Programs are to be Effective in
Community Settings

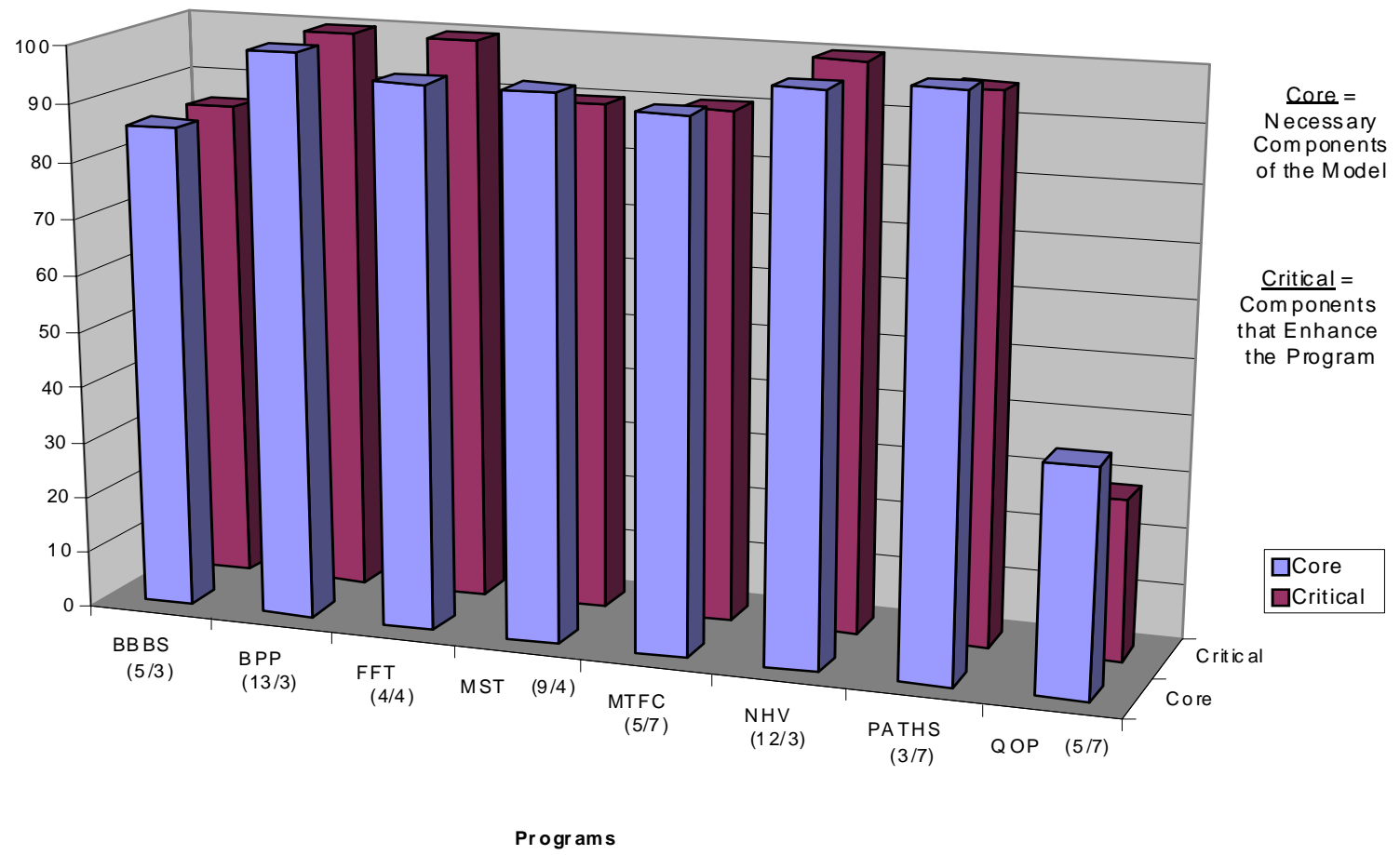
What Boosts Implementation Fidelity?

- Published material including manuals, guides, curricula.
- Certification of trainers.
- High quality, readily available technical assistance.
- Dissemination organization committed to distribution and delivery of tested program.
- Data monitoring system to provide feedback on implementation fidelity and outcomes.

With these elements in Place Implementation Fidelity Can Be Achieved

(Elliott & Mihalic –Blueprints Project)

Chart 2
Core and Critical Component Progress - 2 years
Percentage of All Core and Critical Components Achieved



But...

- **Prevention approaches that do not work or have not been evaluated have been more widely used than those shown to be effective.**

(Gottfredson et al 2000, Hallfors et al 2000, Hantman et al 2000, Mendel et al 2000, Silvia et al 1997; Smith et al 2002)

Challenges for States and Communities in Using Prevention Science

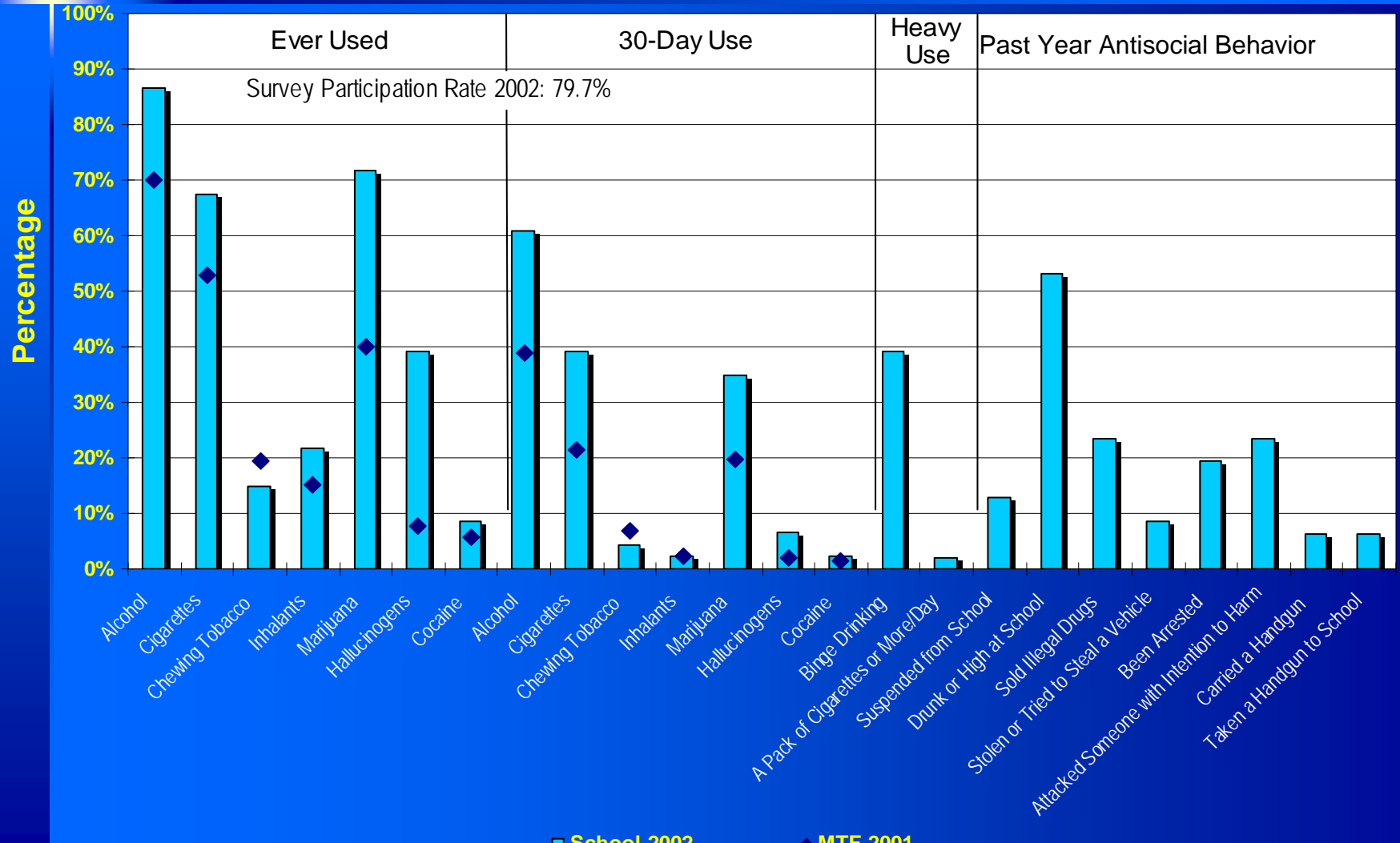
- Matching tested, effective programs to local need
- Tested, effective programs/systems compete with “best practice” or usual practice
- Tested, effective programs require training, technical assistance, and monitoring to be delivered with fidelity

The CTC Youth Survey Helps Match Need to Tested, Effective Programs

- Identifies levels of 21 risk and 9 protective factors and academic and behavioral outcomes
- Guides planners to select tested, effective actions
- Monitors the effects of chosen actions

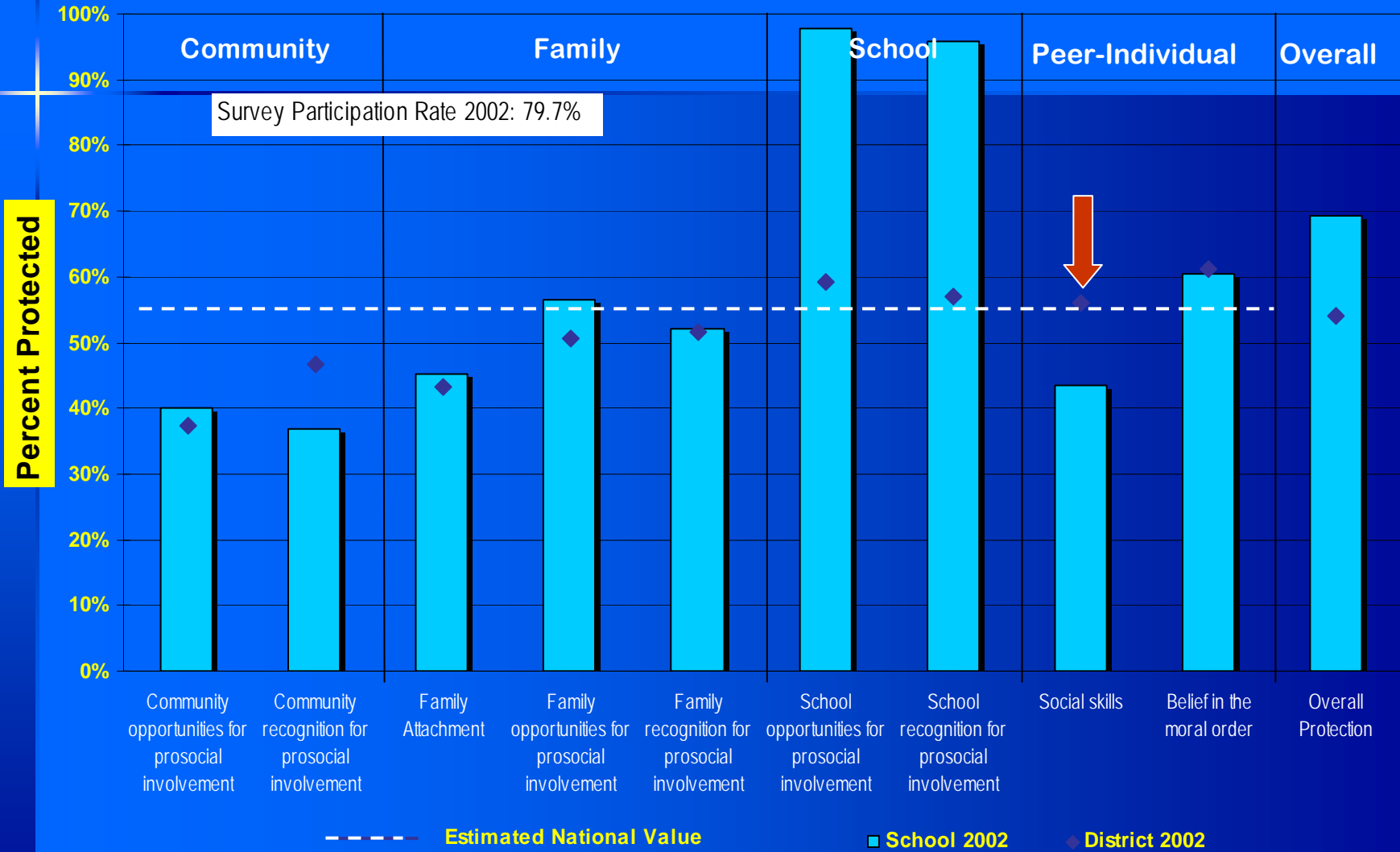
Nova High School Substance Use & Antisocial Behavior

10th Grade: 2002



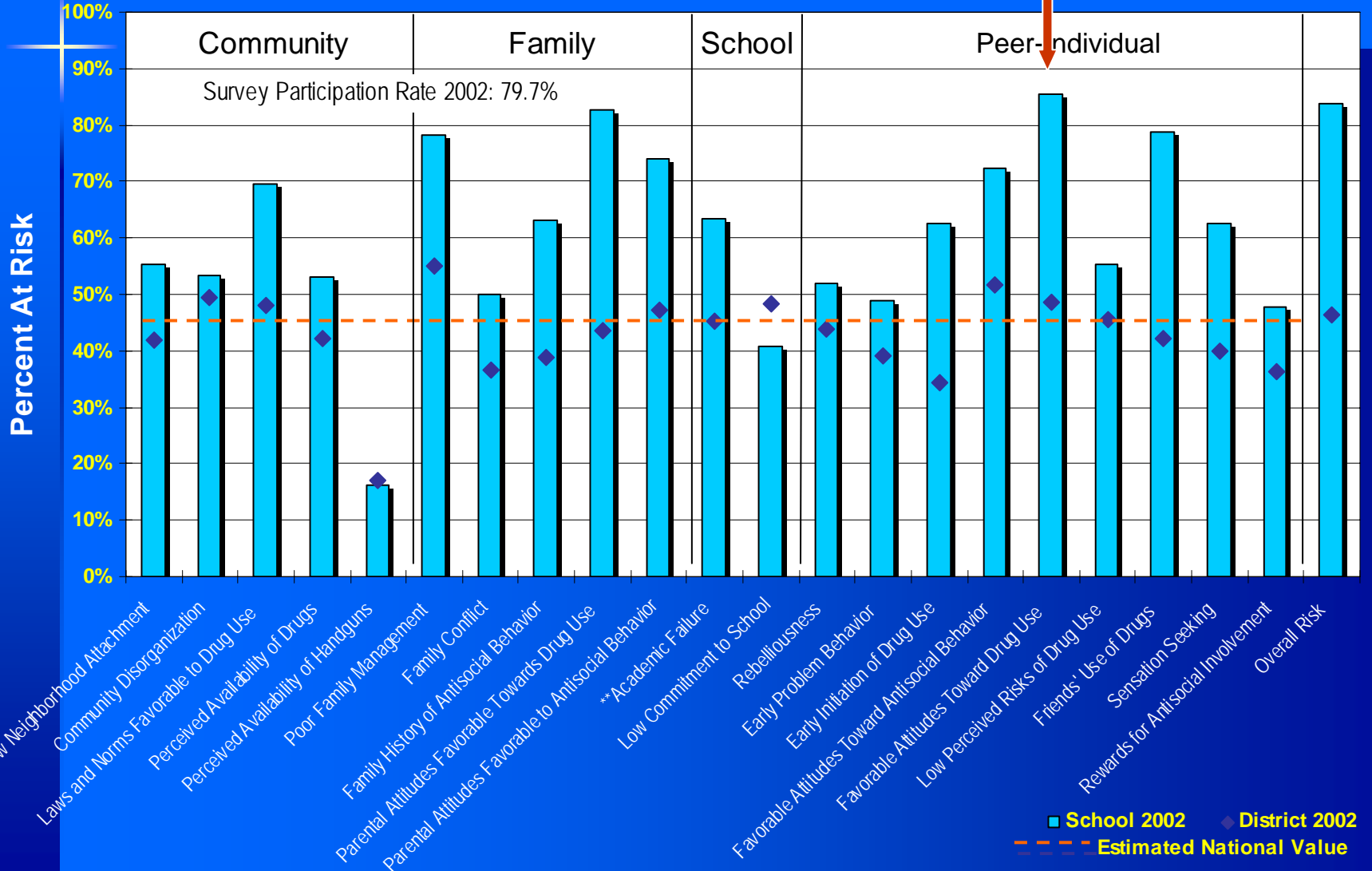
Nova High School Protective Profile 10th Grade

2002

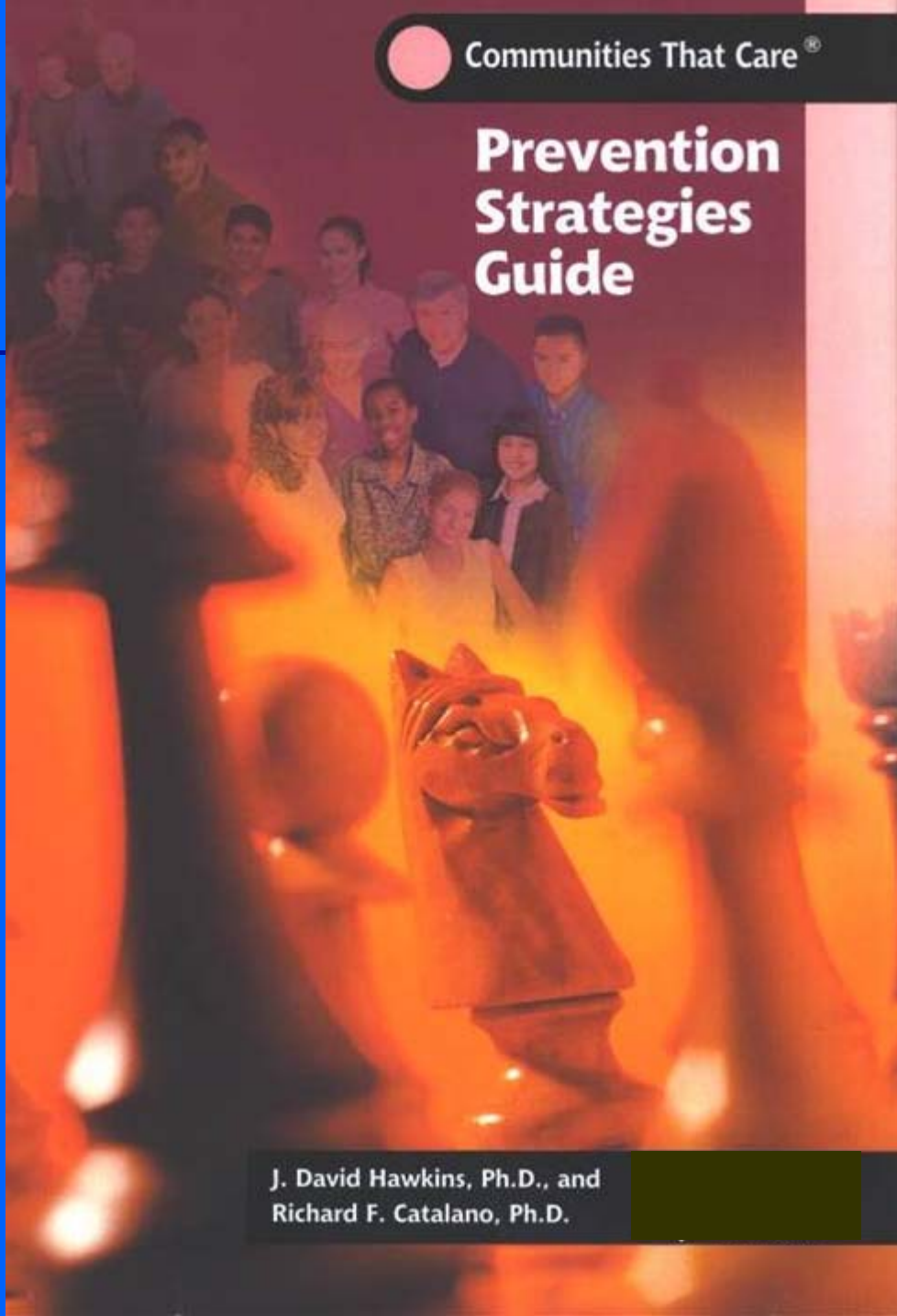


Nova High School Risk Profile 10th Grade

2002




Prevention Strategies Guide



J. David Hawkins, Ph.D., and
Richard F. Catalano, Ph.D.

Protective Factors

	Risk Factor Addressed	Program Strategy	Healthy Beliefs & Clear Standards	Bonding	Opport.	Skills	Recog.	Developmental Period
Individual/Peer Domain	Rebelliousness	Family Therapy	☞	☞	☞	☞	☞	6-14
		Classroom Curricula for Social Competence Promotion	☞	☞	☞	☞	☞	6-14
		School Behavior Management Strategies	☞		☞		☞	6-14
		Afterschool Recreation	☞	☞	☞	☞	☞	6-10
		Mentoring with Contingent Reinforcement	☞		☞		☞	11-18
		Youth Employment with Education	☞	☞	☞	☞	☞	15-18
	Friends Who Engage in the Problem Behavior 	Parent Training	☞	☞	☞	☞	☞	6-14
		Classroom Curricula for Social Competence Promotion	☞	☞	☞	☞	☞	6-14
		Afterschool Recreation	☞	☞	☞	☞	☞	6-14
		Mentoring with Contingent Reinforcement	☞		☞		☞	11-18
	Favorable Attitudes Toward the Problem Behavior	Classroom Curricula for Social Competence Promotion	☞	☞	☞	☞	☞	6-14
		Community/School Policies						
	Early Initiation of the Problem Behavior	Parent Training	☞	☞	☞	☞	☞	6-14
		Classroom Organization Management and Instructional Strategy	☞	☞	☞	☞	☞	6-10
		Classroom Curricula for Social Competence	☞	☞	☞	☞	☞	6-14
		Community/School Policies	☞					all
Constitutional Factors	Prenatal/Infancy Programs	☞	☞	☞	☞	☞	prenatal-2	

Classroom Curricula for Social and Emotional Competence Promotion

- The Life Skills Training Program (Botvin et al., 1995)
- Project Alert Drug Prevention Curriculum (Ellickson et al., 1993; Ellickson and Bell, 1990)
- Alcohol Misuse Prevention (Maggs et al., 1998)
- ➔ ■ Towards No Drug Use (Sussman et al. 2003; 2003)



THE PREVENTION STRATEGIES GUIDE

[New Search](#)

[Program Name](#) | [Recognition](#) | [Target Age](#) | [Protective Factors](#) | [Risk Factors](#) | [Components](#) | [Domains](#) | [Target Audience](#)
| [Summary](#) | [References](#) | [Contact Information](#)

Program Name:

Project Towards No Drug Abuse (Project TND)

[Return to top](#)

National Recognition:

- * SAMHSA Model Program
- * NIDA Research-Based Prevention Program
- * Blueprints for Violence Prevention Model Program

[Return to top](#)

Target Age Range:

14-18 years



[Return to top](#)

Protective Factors Addressed:

- * Skills
- * Healthy beliefs and clear standards

[Return to top](#)

Risk Factors Addressed:

- * Favorable attitudes toward the problem behavior

[Return to top](#)

Program Materials Available:

- * Program description
- * Videotapes
- * Evaluation tools
- * Technical assistance
- * Curriculum/program manual
- * Implementation guide

[Return to top](#)

Operating Domains:

- * School

[Return to top](#)

Target Audience:

- * Indicated
- * Universal
- * Selective

[Return to top](#)

Summary:

Background

Project Towards No Drug Abuse is a school-based program designed to help high school students resist substance use. It was originally developed for students in California's continuation high schools, which are for students who have transferred out of standard high schools because of academic or disciplinary problems. These schools typically have higher rates of substance use among students than do other schools. The project has since been replicated at standard high schools.



How does it work?

Project Towards No Drug Abuse consists of twelve 40- to 50-minute lessons, which can be delivered by a health educator or through self-guided learning. The program motivates young people to reject drugs through:

- helping them correct their own perceptions and the perceptions of others that continuation high school students are more likely to use drugs
- teaching them the social skills that will help them bond with peers who are at low risk of using drugs
- teaching them decision-making skills that will help them channel their motivation and skills into positive actions.

The program is interactive and includes group discussions, games, role-playing, videos and student worksheets. It also includes information on tobacco cessation for students who already are smokers (Sussman, Dent, Craig, Ritt-Olsen, & McCuller, 2002; Sussman, Sun, McCuller, & Dent, 2003).

Program effectiveness

Evaluations of program effectiveness at continuation high schools showed that, relative to members of a comparison group:

- after one year, students in the program were less likely to use marijuana and hard drugs (all drugs except for alcohol, tobacco and marijuana), and students who had been using alcohol were less likely to continue to do so (Sussman, Dent, Stacy, & Craig, 1998; Sussman, Dent, & Stacy, 2002)
- after one year, male students in the program were less likely to be victims of violence (Simon, Sussman, Dahlberg, & Dent, 2002)
- after two years, students who were in health-educator-led sessions (as opposed to self-guided sessions) were less likely to have used tobacco or hard drugs in the past 30 days. In addition, boys who had not used marijuana before being exposed to the health-educator-led program were still significantly less likely to have used marijuana in the past 30 days (Sussman et al., 2003).

A similar evaluation at standard high schools showed that students who used alcohol or hard drugs before the program were less likely to continue to do so after the program than were students in a comparison group (Dent, Sussman, & Stacy, 2001).

[Return to top](#)

References:

Dent, C. W., Sussman, S., & Stacy, A. W. (2001). Project Towards No Drug Abuse: Generalizability to a general high school sample. *Preventive Medicine, 32*, 514-520.

Simon, T. R., Sussman, S., Dahlberg, L. L., & Dent, C. W. (2002). Influence of a substance-abuse-prevention curriculum on violence-related behavior. *American Journal of Health Behavior, 26*, 103-110.

Sussman, S., Dent, C. W., Craig, S., Ritt-Olsen, A., & McCuller, W. J. (2002). Development and immediate impact of a self-instruction curriculum for an adolescent indicated drug abuse prevention trial. *Journal of Drug Education, 32*, 121-137.

Sussman, S., Dent, C. W., & Stacy, A. W. (2002). Project Towards No Drug Abuse: A review of the findings and future directions. *American Journal of Health Behavior, 26*, 354-365.

Sussman, S., Dent, C. W., Stacy, A. W., & Craig, S. (1998). One-year outcomes of Project Towards No Drug Abuse. *Preventive Medicine, 27*, 632-642.

Sussman, S., Sun, P., McCuller, W. J., & Dent, C. W. (2003). Project Towards No Drug Abuse: Two-year outcomes of a trial that compares health educator delivery to self-instruction. *Preventive Medicine, 37*, 155-162.

[Return to top](#)

Contact Information:

Steve Sussman, Ph.D.

Professor of Preventive Medicine and Psychology

Institute for Health Promotion and Disease Prevention Research and Research Center for
Alcoholic Liver and Pancreatic Diseases

1000 South Fremont Avenue, Unit 8

Building A-4, Room 4124

Alhambra, CA 91803

Phone: (626) 457-6635

Fax: (626) 457-4012

E-mail: ssussma@hsc.usc.edu

Ordering contact:

Stephen Hauk

Institute for Health Promotion and Disease Prevention Research and Research Center for
Alcoholic Liver and Pancreatic Diseases

1000 South Fremont Avenue, Unit 8

Building A-4, Room 4124

Alhambra, CA 91803

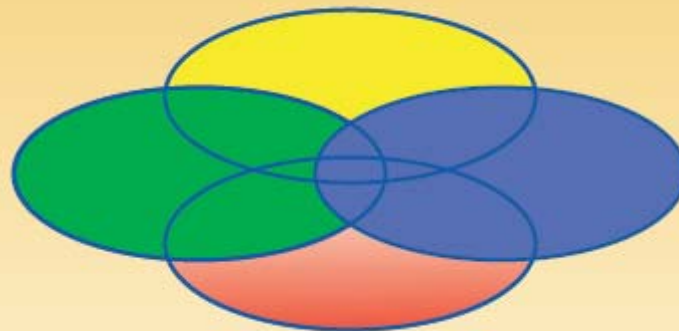
Phone: (626) 457-4045

E-mail: hauk@usc.edu

[Return to top](#)

[New Search](#)

**Report of the
Blue Ribbon Task Force on
Health Services Research
at the
National Institute on Drug Abuse**



Prevention Services Research Priorities at NIDA

- **REC 1:** NIDA should encourage randomized, controlled prevention trials when feasible because of their ability to produce strong evidence.
- **REC 2:** The Task Force recommends encouraging studies in nonacademic settings and with populations that may be at greater risk for onset of drug abuse.

Prevention Services Research NIDA Priorities-Opportunities

- **REC 3: Development and validation of epidemiological monitoring systems**
 - Research on community-level variation, reliability, predictive validity, and diagnostic ability of risk and protective factor measures (eg., Community Monitoring Systems, Biglan, Mrazek, Hawkins, 2004)
 - CSAP's State Prevention Framework-State Incentive Grants provide opportunity to collaborate with state agencies to develop statewide data systems
 - DASA's review of risk factors for young adult alcohol use could lead to development and validation of an epidemiological monitoring system for young adults

Prevention Services Research NIDA Priorities-Opportunities

- **REC 4: Research on best practices for organizing and sustaining prevention policy and services**
 - Development of methods for assessing adoption of a science-based framework for prevention services planning and organization
 - Development of methods for assessing characteristics and scope of prevention programs and policies in schools and communities
 - Development of methods for assessing costs and estimating benefits of prevention programs

Prevention Services Research NIDA Priorities-Opportunities

- **REC 4: Research on best practices for organizing and sustaining prevention policy and services**
 - Effects of organization, financing and dissemination on prevention science adoption and adaptation of tested effective policies, programs and practices
 - Randomized, controlled trials of approaches for organizing community prevention services (eg., WA SIG Grant, PROSPER, Community Youth Development Study)
 - Factors influencing the sustainability of tested, effective prevention programs in schools and communities

Prevention Services Research NIDA Priorities-Opportunities

- **REC 5: Research to understand the elements of effective diffusion of prevention practices and policies**
 - Assess the effect of school and community policy on substance use
 - Development of measures of implementation fidelity of efficacious prevention programs
 - Research factors influencing implementation fidelity and quality including organization, staff, and program characteristics
 - Assess the effect of prevention training and technical assistance methods on implementation of effective policy and practice

Summary

- There is a strong research base of predictors of later problems as well as positive outcomes like academic success.
- Both early prevention and prevention during adolescence are needed to address Snowball and Snowstorm patterns of risk and protection
- Programs and policies that address these risk and protective factors have demonstrated efficacy
- Prevention approaches that do not work or have not been evaluated have been more widely used than those shown to be effective.
- A system is needed to support states, schools, and communities to apply the research base for prevention science
- NIDA's prevention services research program can support collaborations between DASA and researchers



DASA Prevention Workgroup

March 17, 2008

Research Advances in Prevention Science

Richard F. Catalano, Ph.D
Director

Social Development Research Group
School of Social Work
University of Washington
www.sdrg.org