

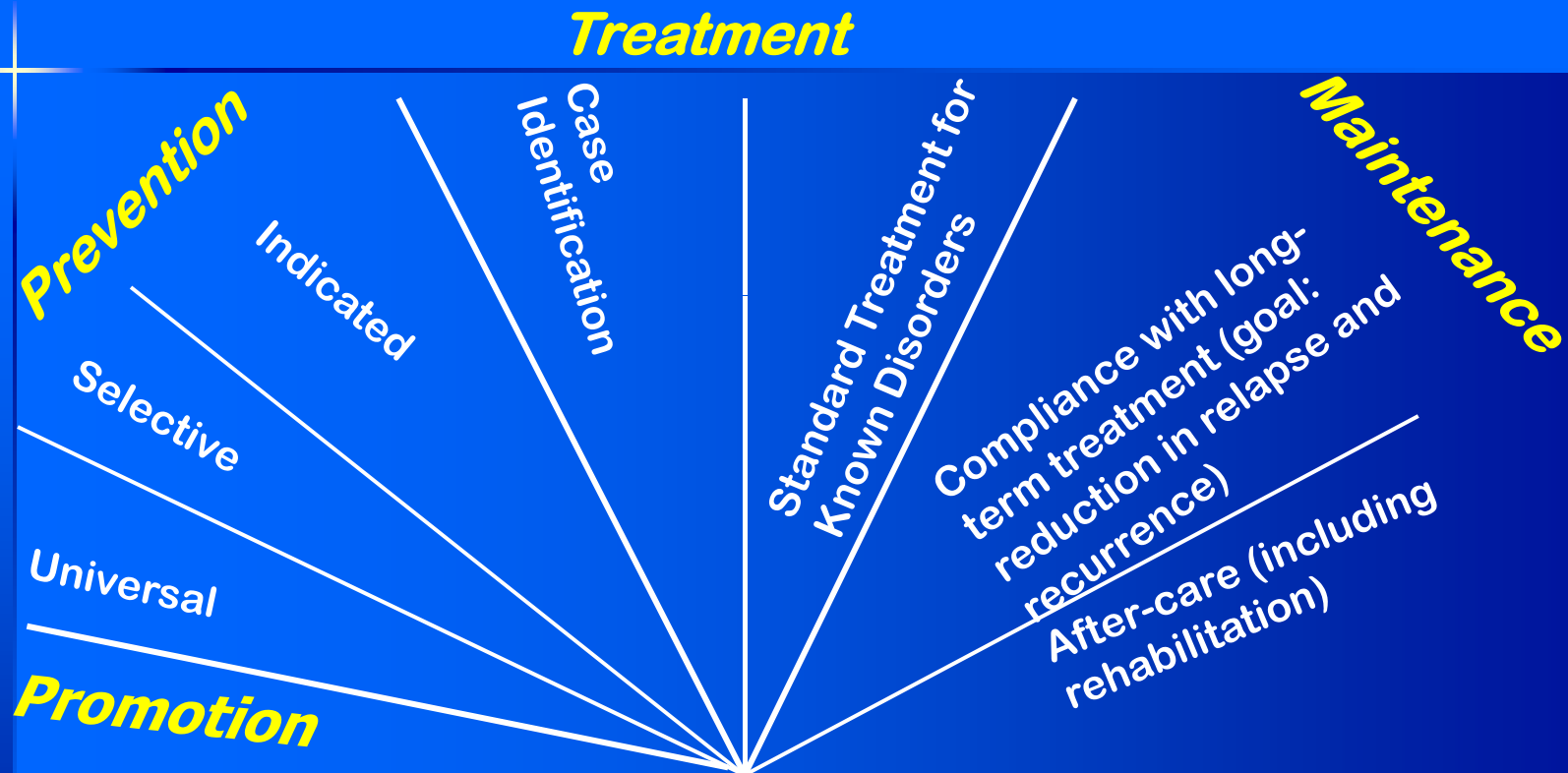


Washington State University
Pullman, Washington
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Using the Research Base for Prevention Science to Improve Community Outcomes: Communities that Care

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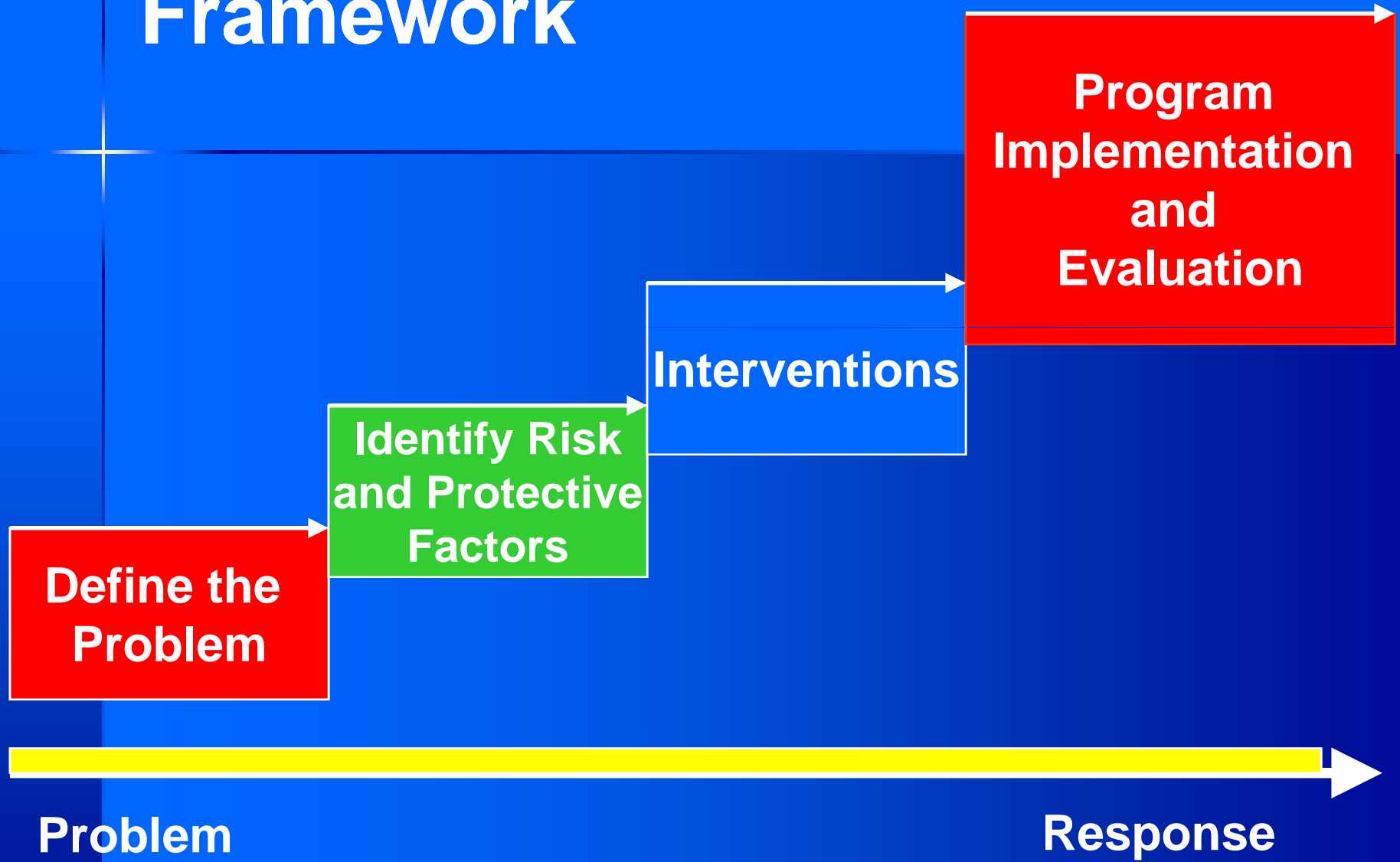
Intervention Spectrum



Source: Institute of Medicine (2009). Preventing Mental, Emotional and Behavioral Disorders Among Young People. O'Connell, Boat & Warner (eds.) Washington DC: National Academy Press



Prevention Science Framework





Prevention Science Research Advances

Etiology 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.



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 Young Adult Substance Misuse

Risk Factors	AGE Child (C) Adolescent (A) Young Adult (YA)	Substance Abuse
Community		
Availability of Drugs	YA	✓
Availability of Firearms		
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	YA	✓
Media Portrayals of Violence		
Transitions and Mobility	✓	?
Low Neighborhood Attachment and Community Disorganization	✓	?
Income, Parental Education	C, YA	✓



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 Young Adult Substance Misuse

Risk Factors	AGE Child (C) Adolescent (A) Young Adult (YA)	Substance Abuse
Family		
Family History of Substance Use	C, A	✓
Family Management Problems	C, A	✓
Family Conflict	C, A, YA	✓
Favorable Parental Involvement in Substance Use	C, A	✓



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 Young Adult Substance Misuse

Risk Factors	AGE Child (C) Adolescent (A) Young Adult (YA)	Substance Abuse
School		
Academic Failure Beginning in Late Elementary School	C,A,YA	✓
Lack of Commitment to School	A	✓



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	✓	✓			✓	✓



Risk Factors for Young Adult Substance Misuse

Risk Factors	AGE Child (C) Adolescent (A) Young Adult (YA)	Substance Abuse
Individual/Peer		
Early and Persistent Antisocial Behavior	C,A,YA	✓
Internalizing	C,A	✓
Friends who Engage in Substance Use	A,YA	✓
Favorable Attitudes Toward Substance Use	C,A,YA	✓
Early Initiation of Substance Use	C	✓
Adolescent Substance Use	A	✓
Constitutional Factors	C	✓



Risk Factors for Young Adult Substance Misuse

Risk Factors	AGE Child (C) Adolescent (A) Young Adult (YA)	Substance Abuse
Individual/Peer		
Not Living with Parents, Spouse	YA	✓
Being Unmarried	YA	✓
Unemployment or Working Long Hours	YA	✓
College Attendance	YA	✓



Protective Factors

Individual Characteristics

- High Intelligence
- Resilient Temperament
- Competencies and Skills

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

- Positive Opportunities
- Reinforcement for Positive Involvement
- Bonding*
- Healthy Beliefs and Clear Standards*

* Also predictors of young adulthood substance use, unknown for other protective factors



The Social Development Strategy

The Goal...

Healthy Behaviors

...for all children and youth

Start with...

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...

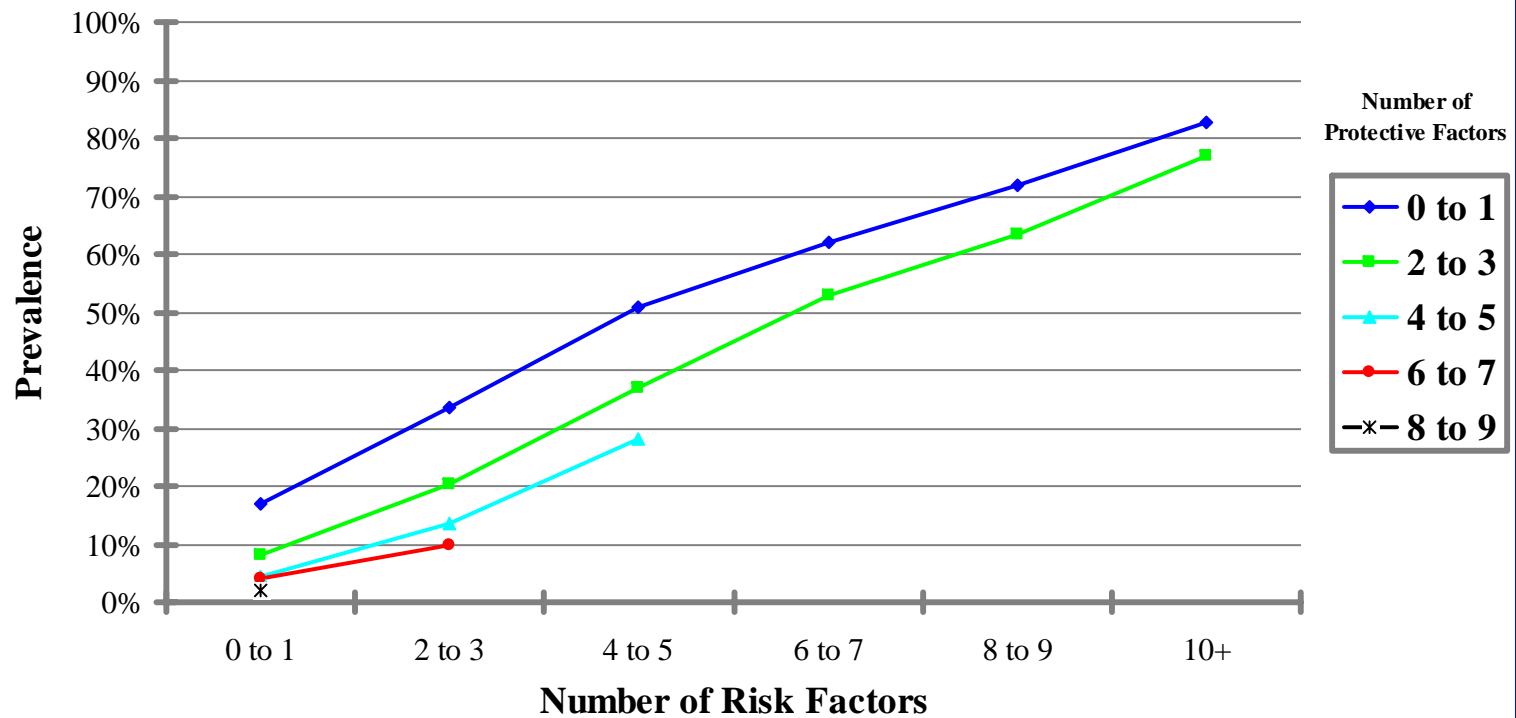
Individual Characteristics





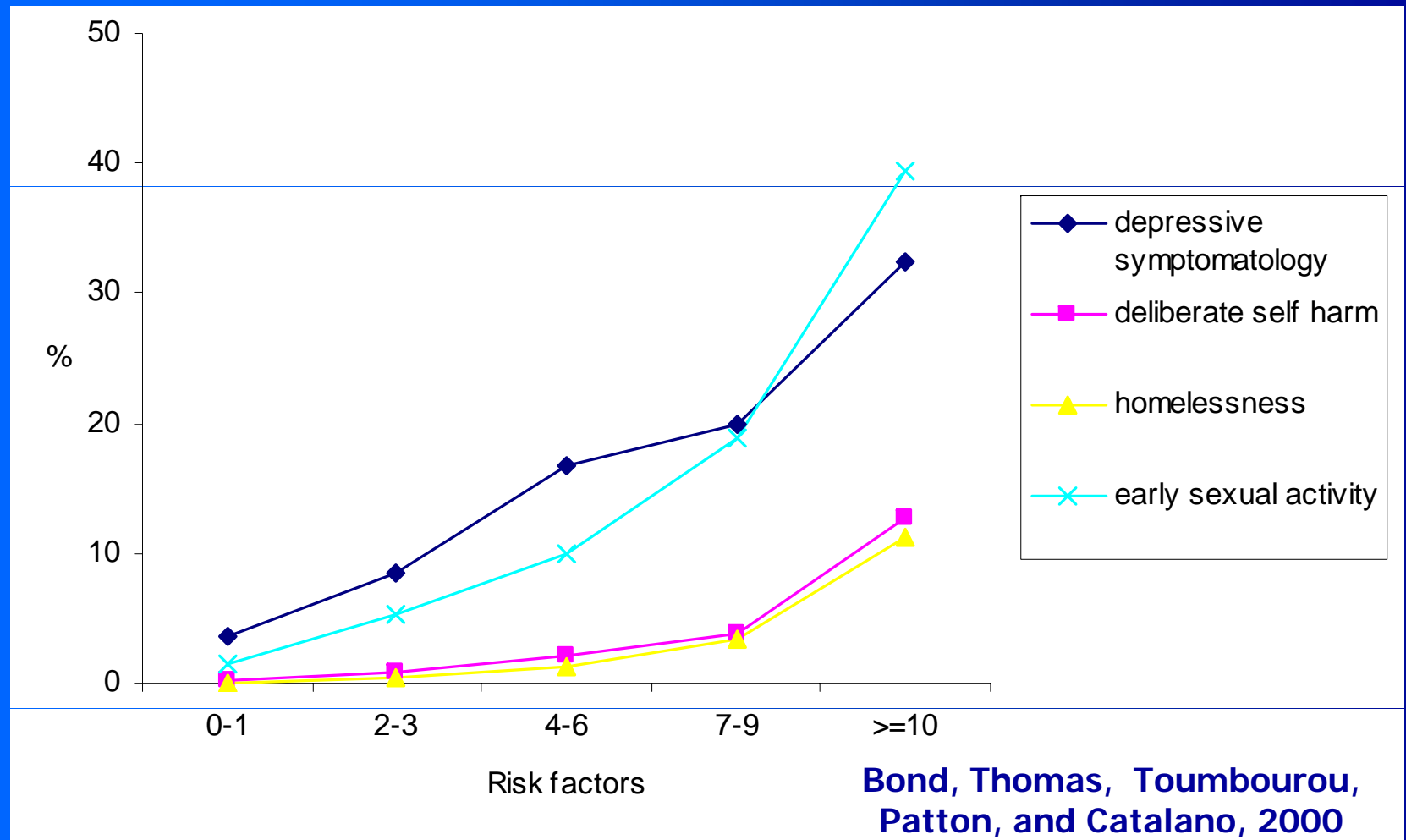
Prevalence of 30 Day Alcohol Use by Number of Risk and Protective Factors

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



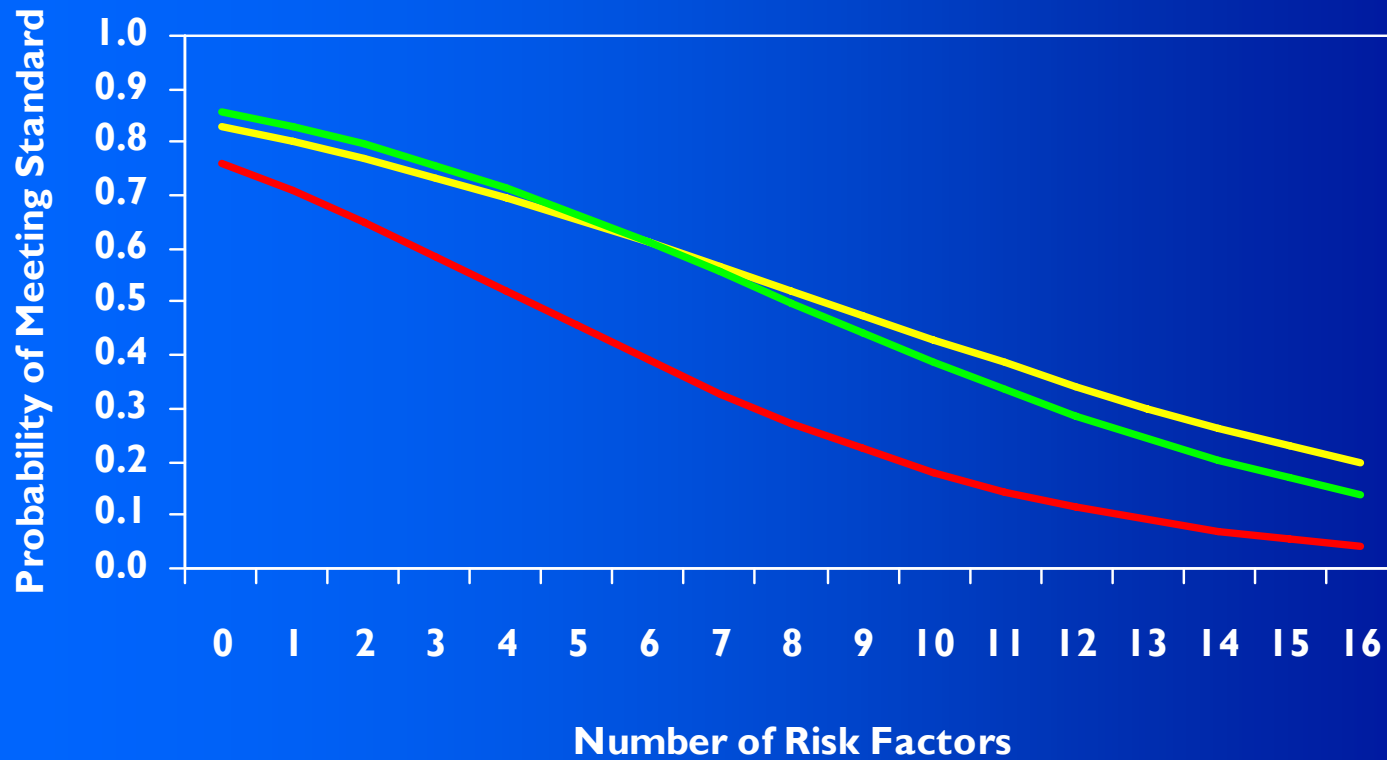


Prevalence of Other Problems by Number of Risk Factors



S D
R G

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



— Math — Reading — Writing

Arthur et al., 2006



Prevention Science Research Advances

Etiology 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.



Wide Ranging Approaches Have Been Found To Be Effective in Childhood and Adolescence

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

(Hawkins & Catalano, 2004)



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,” usual, or new practice
- Tested, effective programs require training, technical assistance, and monitoring to be delivered with fidelity
- Achieving population wide outcomes

Communities That Care Model for Achieving the Vision of Science Informing Practice



- **Providing the skills and tools for decision making**
 - Education and tools to empower communities to become advocates for tested, effective programs to meet their needs
 - Developed over the last 20 years through collaboration with community members



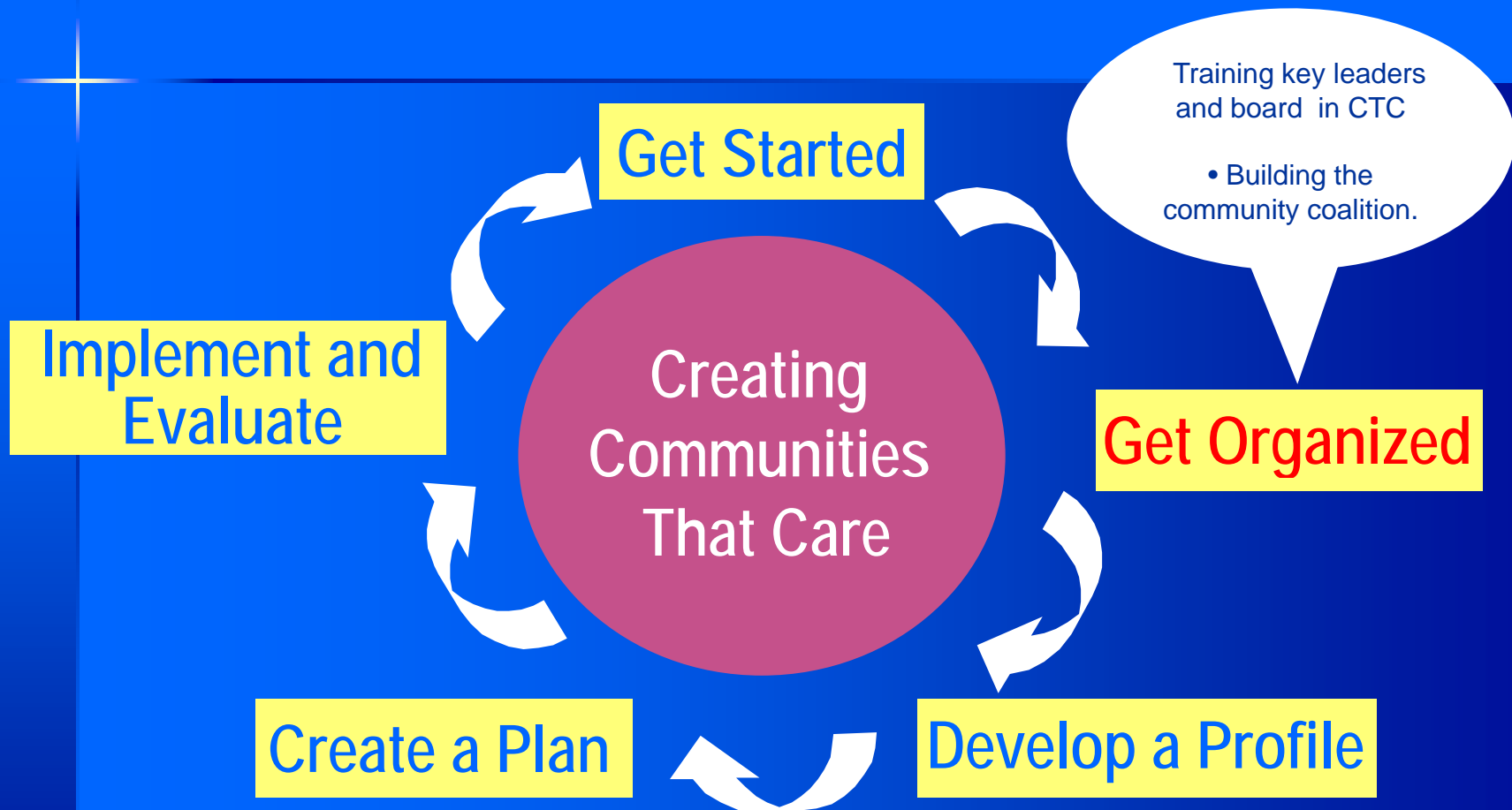


The *Communities That Care* Operating System





The *Communities That Care* Operating System





The *Communities That Care* Operating System





The CTC Youth Survey Tool 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

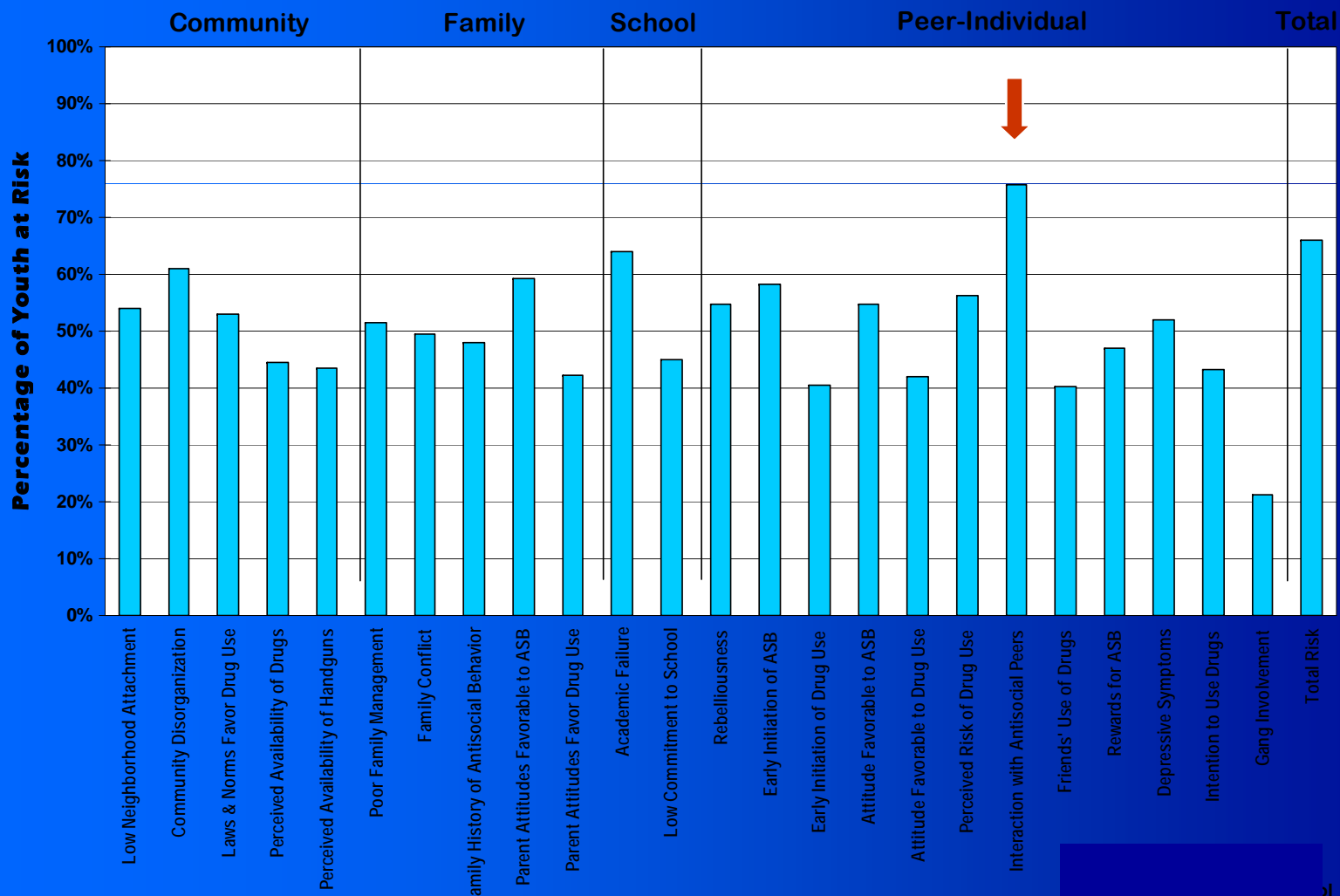


The *Communities That Care* Operating System



School A

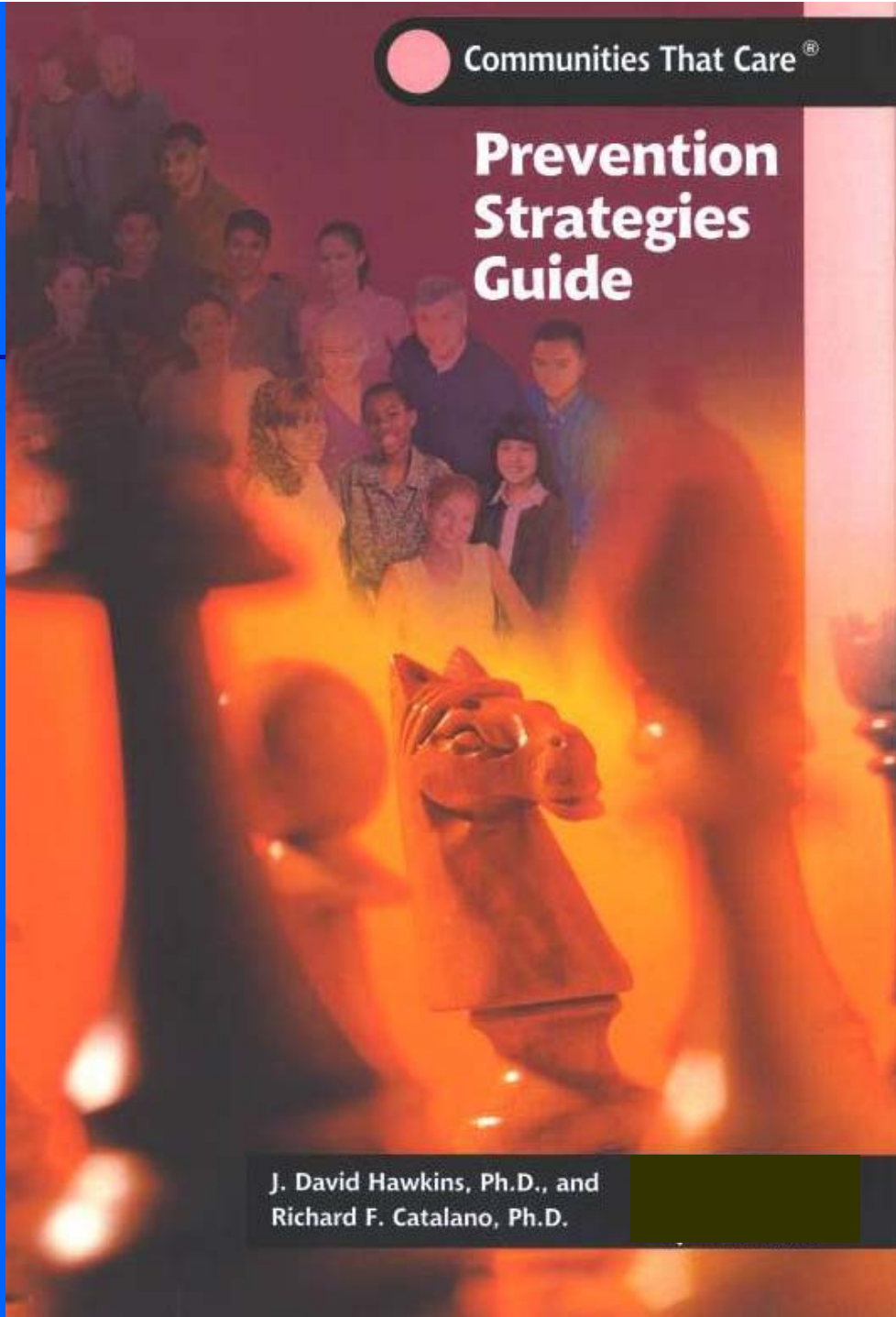
2005 Risk Profile





Communities That Care®

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 Middle and High School

- 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)

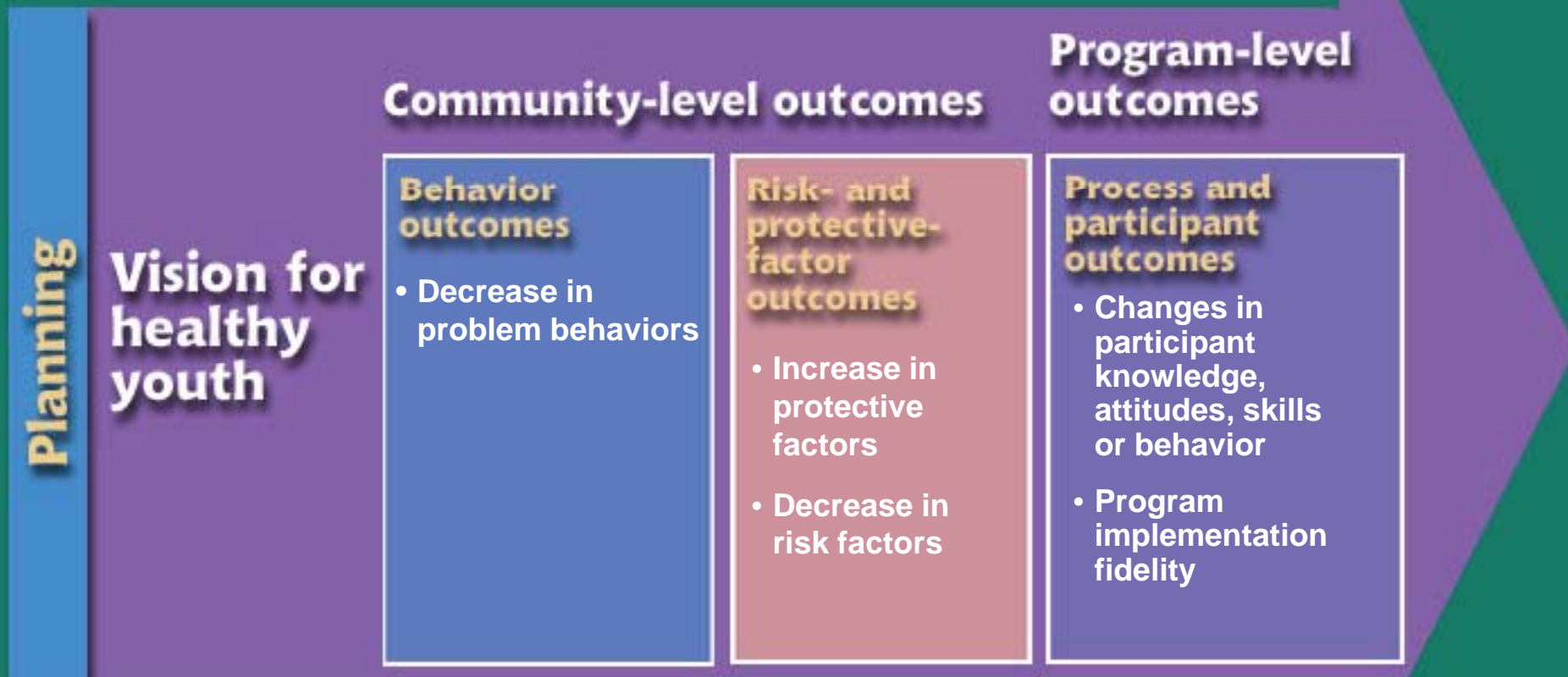


The *Communities That Care* Operating System Tools for Decision Making

- Form task forces.
- Identify and train implementers.
- Sustain collaborative relationships.
- Evaluate processes and outcomes for programs annually.
- Evaluate community outcomes every two years.
- Adjust programming.



Outcome-focused planning



Implementation and evaluation

Vision for healthy youth

(10 to 15 years)

Community-level outcomes

Behavior outcomes

- Decrease in problem behaviors

(3 to 10 years)

Risk- and protective-factor outcomes

- Increase in protective factors
- Decrease in risk factors

(1 to 4 years)

Program-level outcomes

Process and participant outcomes

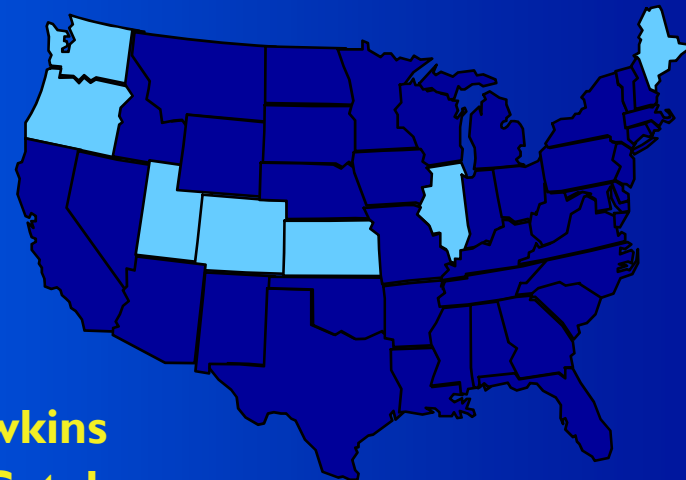
- Changes in participant knowledge, attitudes, skills or behavior
- Program implementation fidelity

(6 months to 2 years)

Implementation and Evaluation



Evidence of Effectiveness of CTC from Community Youth Development Study A 24 Community Randomized Trial



PI: J. David Hawkins

Co-PI: Richard F. Catalano

I: Kevin P. Haggerty

Funded in 2003 by:

National Institute on Drug Abuse

Center for Substance Abuse Prevention

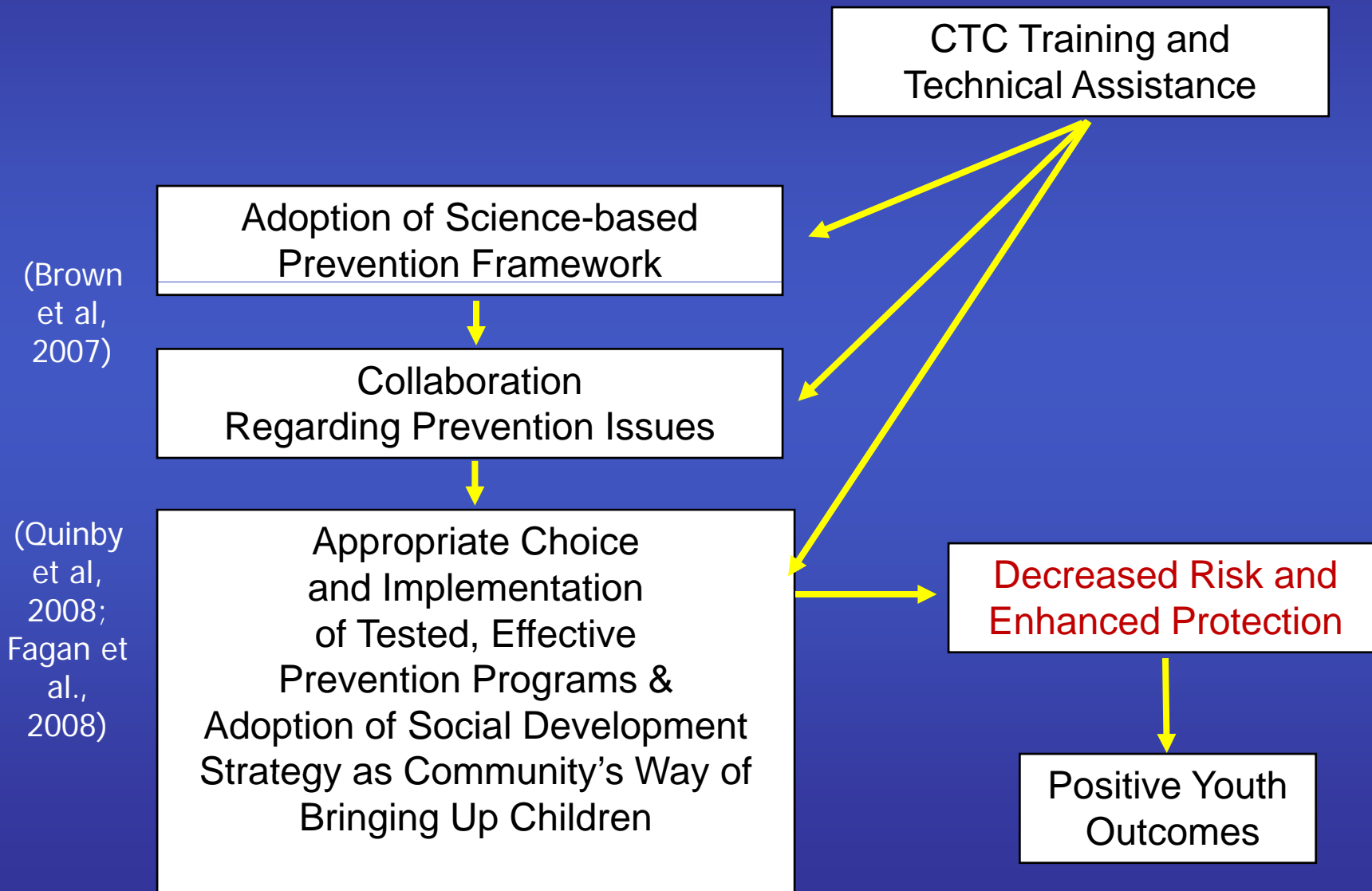
National Cancer Institute

National Institute on Child Health and Development

National Institute on Mental Health



Communities That Care Theory of Change

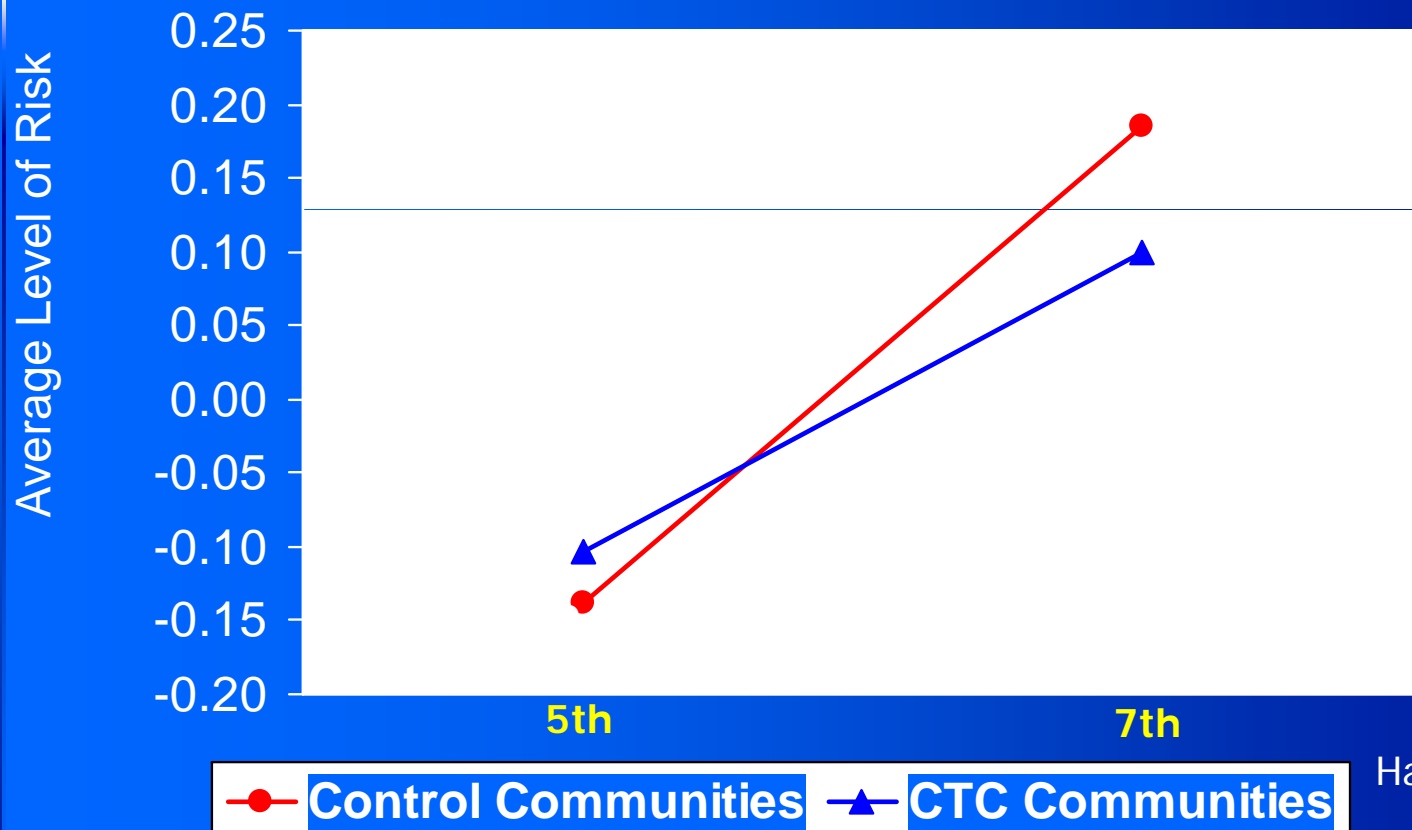




CTC Tools Assisted Community Coalitions to Prioritize Risk Factors

- Family management problems
- Parental attitudes favorable to problem behavior
- Family conflict
- Low commitment to school
- Academic failure
- Favorable attitudes toward problem behavior
- Friends who engage in problem behavior
- Rebelliousness
- Laws and norms favorable toward drug and alcohol use

CTC Changed Prioritized Risk Factors Community-wide

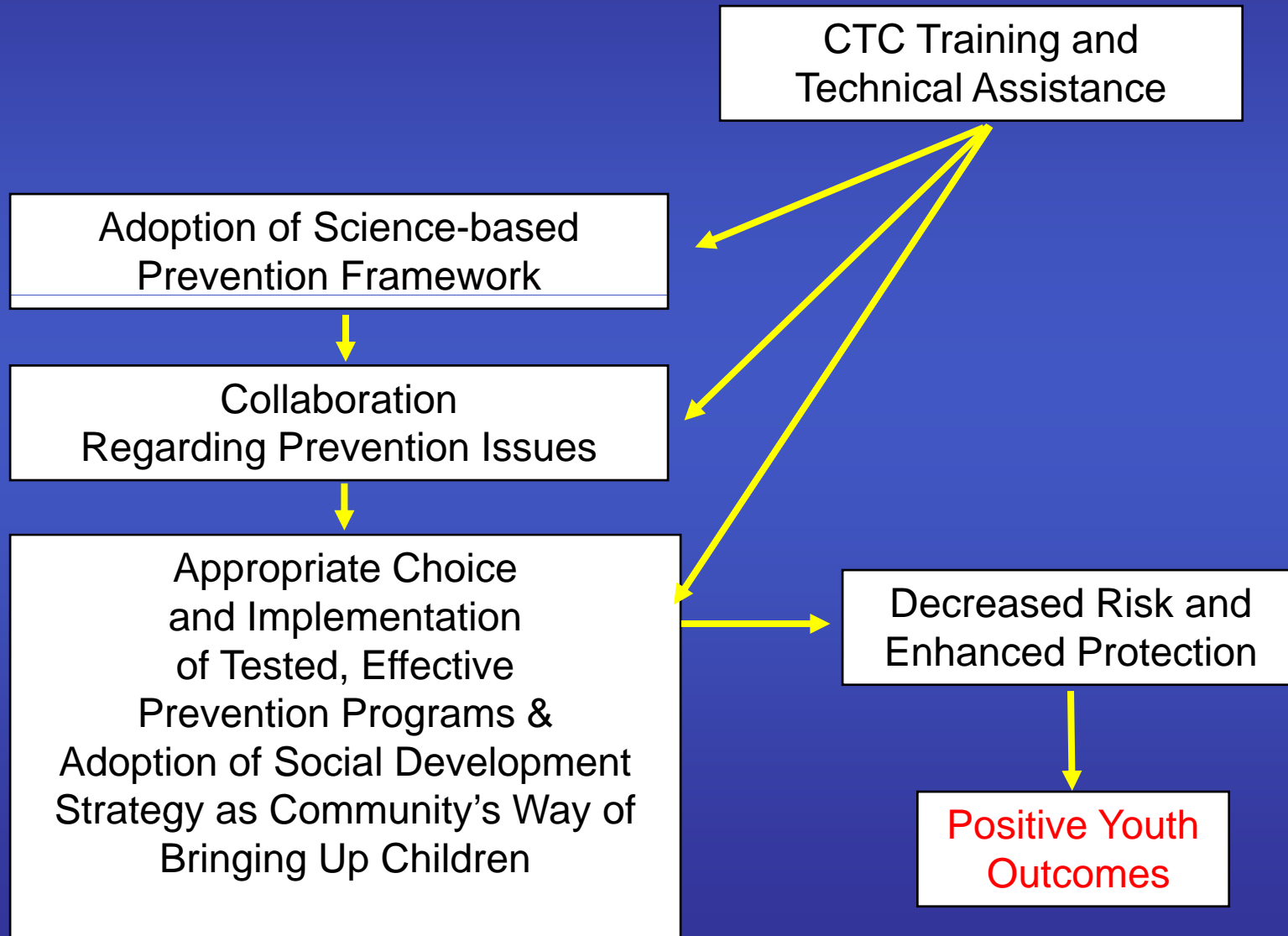


Hawkins et al., 2008

Note. Values are model-fitted levels of standardized average risk for students in the Youth Developmental Study panel sample. Nonsignificant difference in means at Grade 5, $t(11) = 0.61, p > .05$. Significant difference in means at Grade 7, $t(11) = -3.13, p = .01$.



Communities That Care Theory of Change





Effects of CTC on Onset of Drug Use and Delinquency

- Onset of substance use and delinquency between grade 6 and 8:
 - Alcohol use*
 - Cigarette smoking*
 - Smokeless tobacco use*
 - Marijuana use
 - Other illicit drug use
 - Delinquent behavior*
- Among 5th grade students who had not yet initiated.

*=Significant at $p < .05$



Effects of CTC on Current Drug Use and Delinquency in the Panel

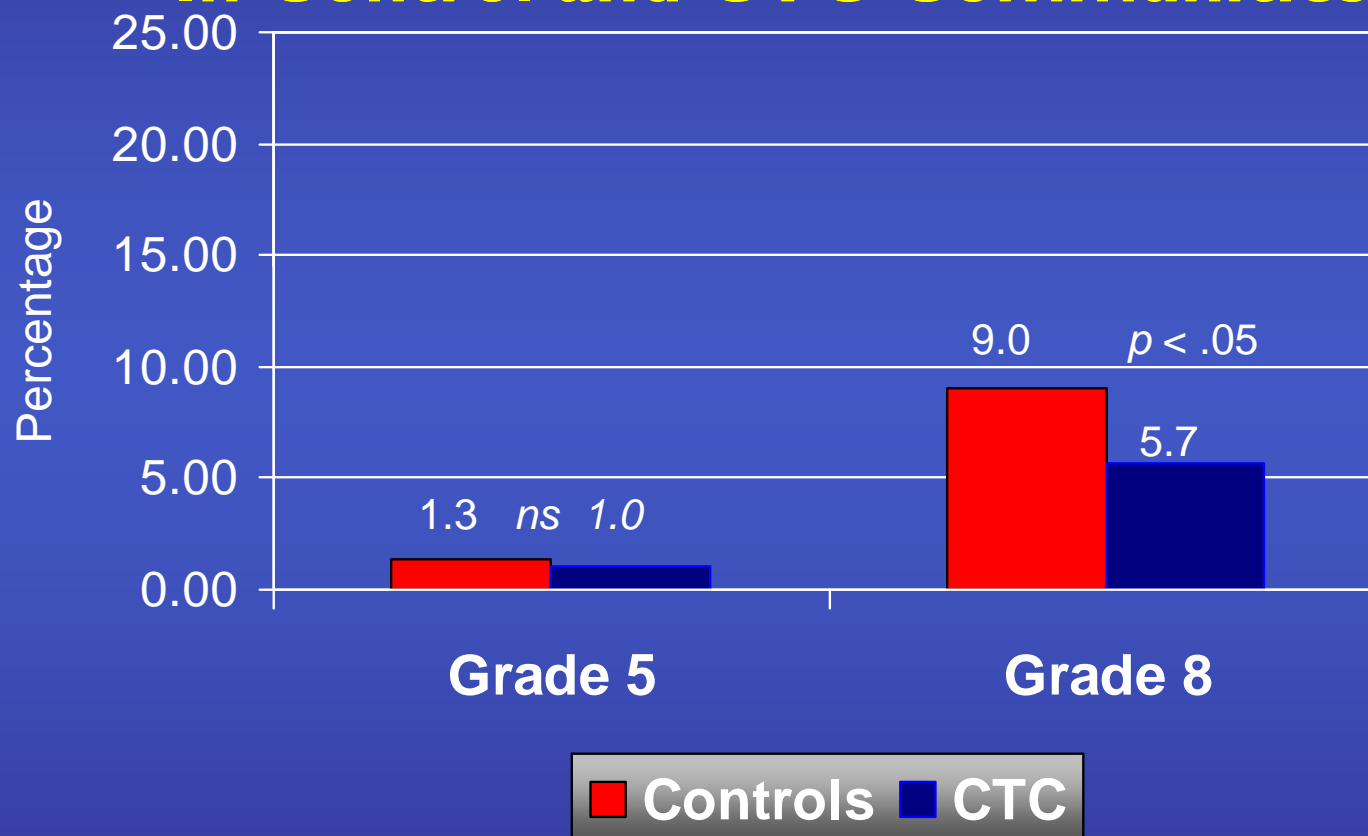


- Alcohol use*
- Binge drinking*
- Tobacco Use*
- Delinquency*

*=significant at $p < .05$



Prevalence of Binge Drinking in Past Two Weeks In Panel In Control and CTC Communities



Note. Observed rates averaged across 40 imputations. ns = nonsignificant. N = 4407.



Communities That Care is owned by the federal government and is available at:

<http://preventionplatform.samhsa.gov/>

NIDA Town Hall Meeting on CTC

<http://www.visualwebcaster.com/event.asp?id=61945>

Center for Substance Abuse Prevention Contact:

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V



Summary and Implications

- There is evidence that we can advance public health and achieve population wide outcomes in our communities by using CTC
- Risk and protective factors for young adulthood substance misuse overlap with those for adolescents.
- Unique risk factors in young adulthood also identified
- There are tested effective prevention programs for young adulthood.
- Using CTC to prevent young adult substance misuse will require modifications



CTC Modifications for Young Adults



- **Modification of youth survey to capture relevant child, adolescent and young adult risk and protective factors**
- **Development of normative data base and comparative display for risk and protective factors**
- **Development of Prevention Strategies Guide for young adulthood**
- **Development of tools for monitoring of fidelity and outcomes in routine program delivery**



Candice – they can meet in Rico's office.

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