

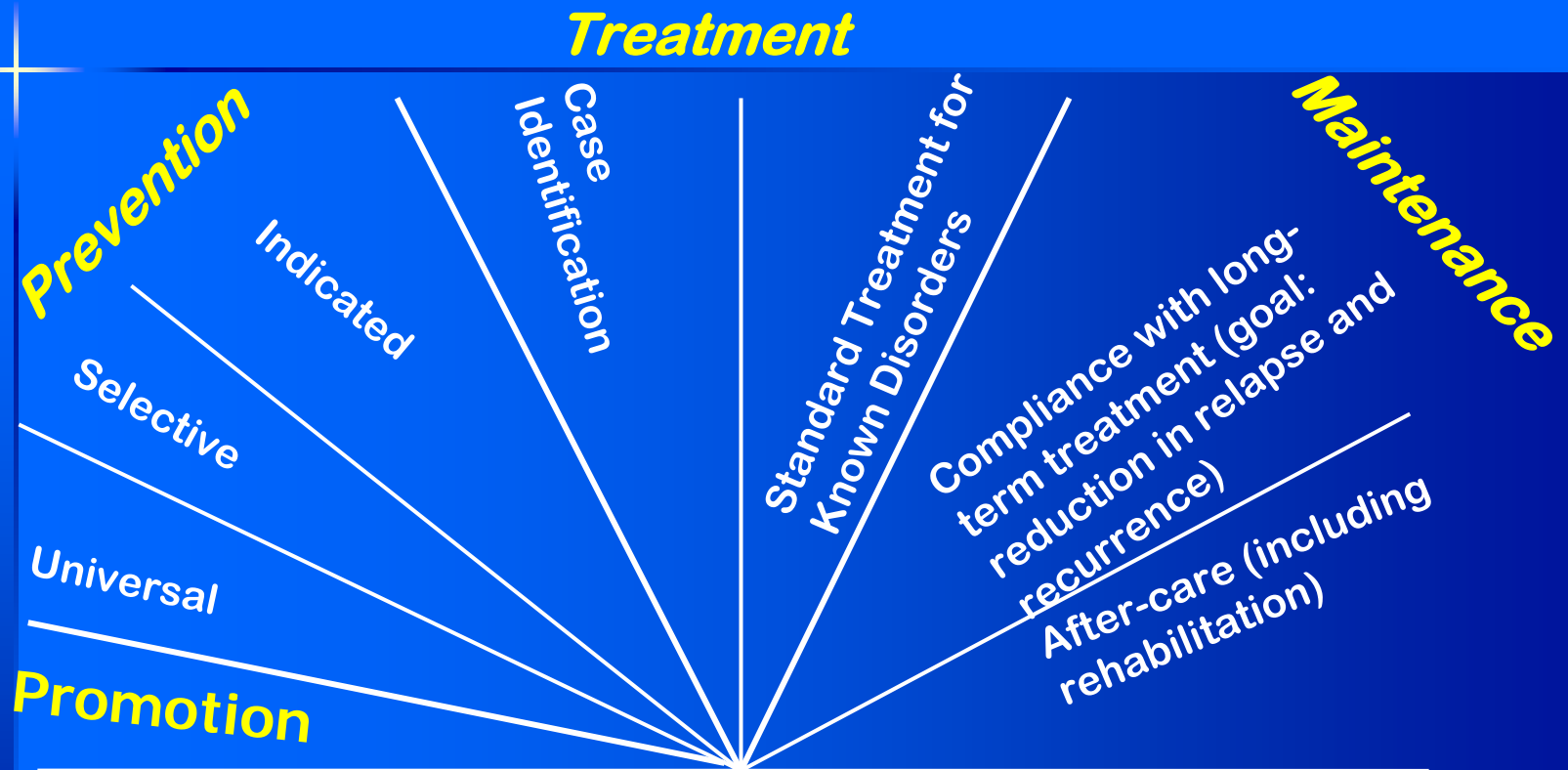


Frontline Responders: Coming Together for Military Youth
Tacoma, Washington
June 3, 2009

Communities that Care:
Using the Research Base for Prevention
Science to Promote Community Well Being

Richard F. Catalano, Ph.D
Bartley Dobb Professor for the Study and Prevention of Violence
Director, Social Development Research Group
School of Social Work
University of Washington
www.sdrdg.org

Intervention Spectrum



Prevention Makes Sense!

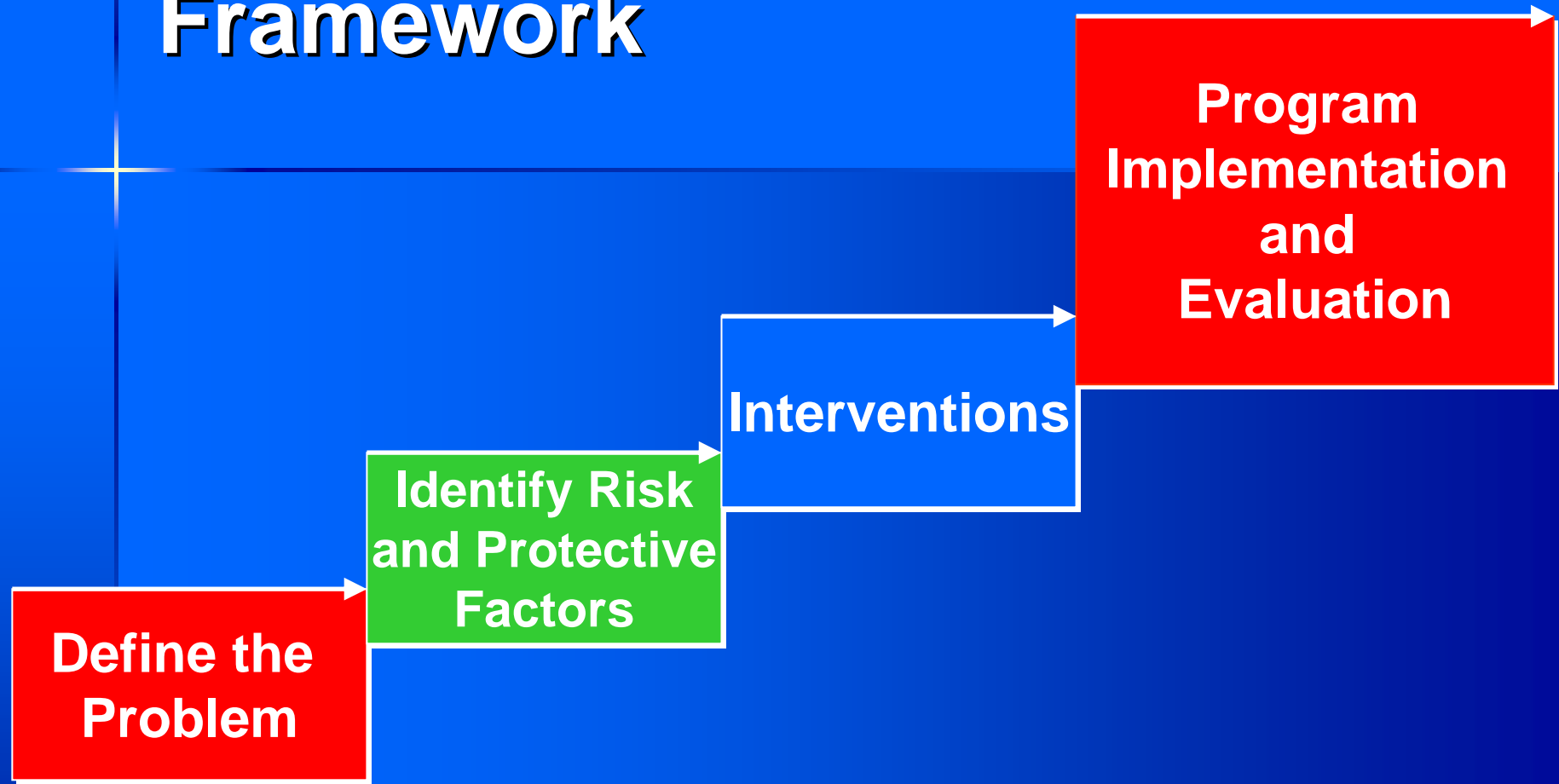


YOU NEVER KNOW HOW LONG YOU'VE GOT! YOU COULD STEP INTO THE ROAD TOMORROW AND -WHAM- YOU GET HIT BY A CEMENT TRUCK! THEN YOU'D BE SORRY YOU PUT OFF YOUR PLEASURES!



S D
R G

Public Health Framework



Problem

Response

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.

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	✓	✓	✓	✓	✓	

Family

School

Individual/Peer

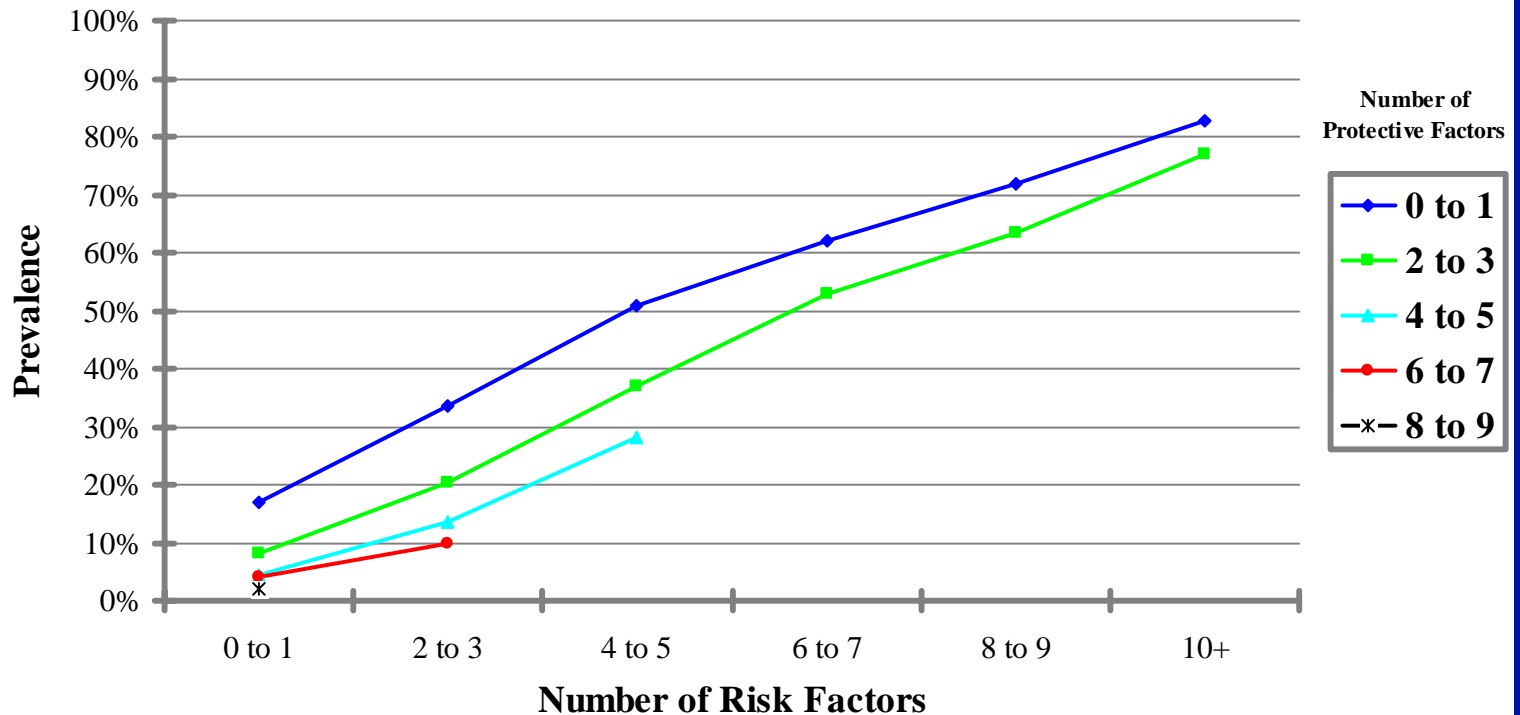
Risk Factors	<i>Substance Abuse</i>	<i>Delinquency</i>	<i>Teen Pregnancy</i>	<i>School Drop-Out</i>	<i>Violence</i>	<i>Depression & Anxiety</i>
Family						
Family History of the Problem Behavior	✓	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓	
Family Conflict	✓	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓	
School						
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓	
Individual/Peer						
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓	✓
Alienation and Rebelliousness	✓	✓		✓		
Friends Who Engage in the Problem Behavior	✓	✓	✓	✓	✓	
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓		
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓	
Constitutional Factors	✓	✓			✓	✓

Protective Factors

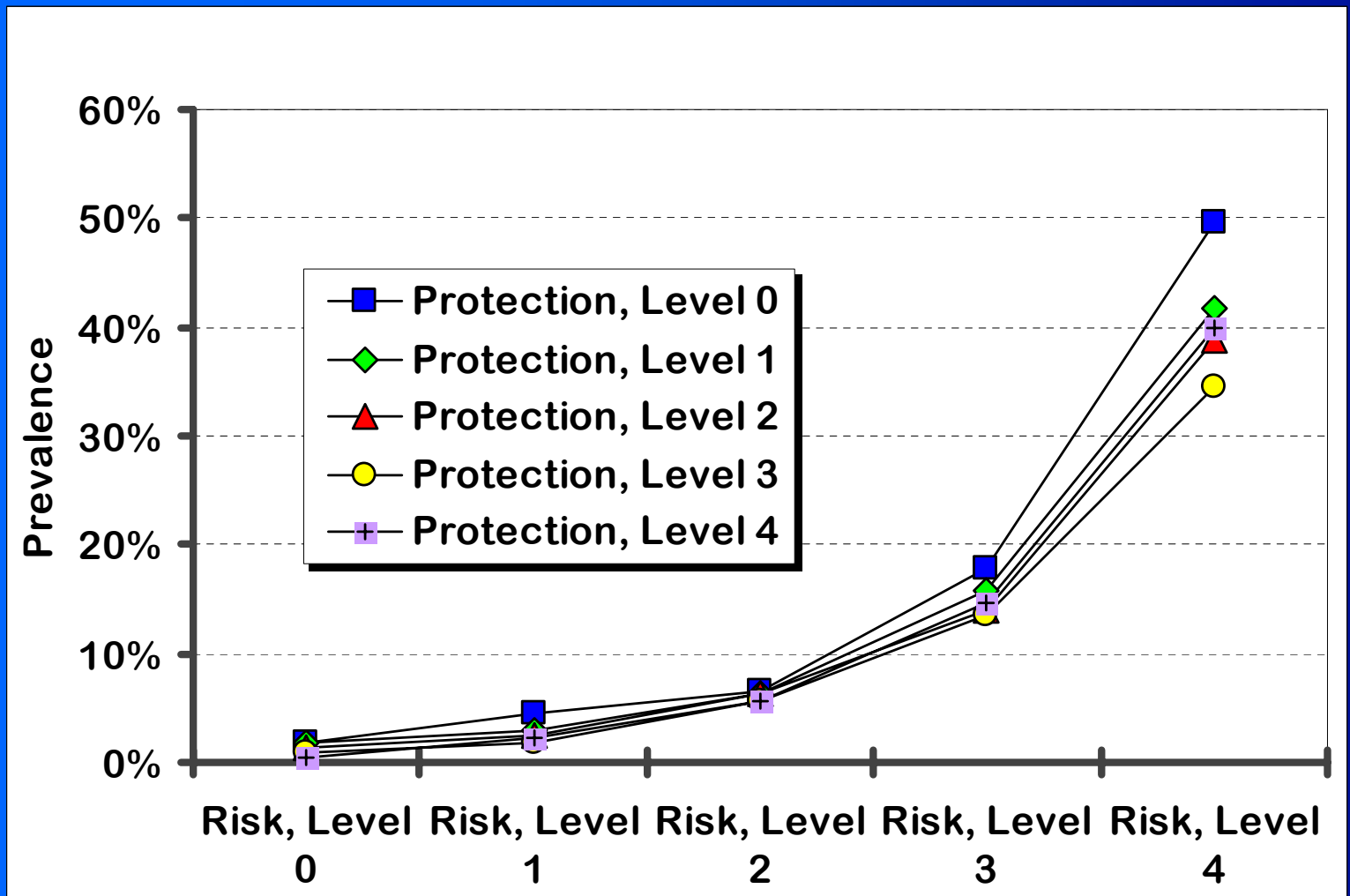
- Individual Characteristics
 - High Intelligence
 - Resilient Temperament
 - Competencies and Skills
- In each social domain (family, school, peer group and neighborhood)
 - Prosocial Opportunities
 - Reinforcement for Prosocial Involvement
 - Bonding or Connectedness
 - Clear Standards for Healthy Behavior

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

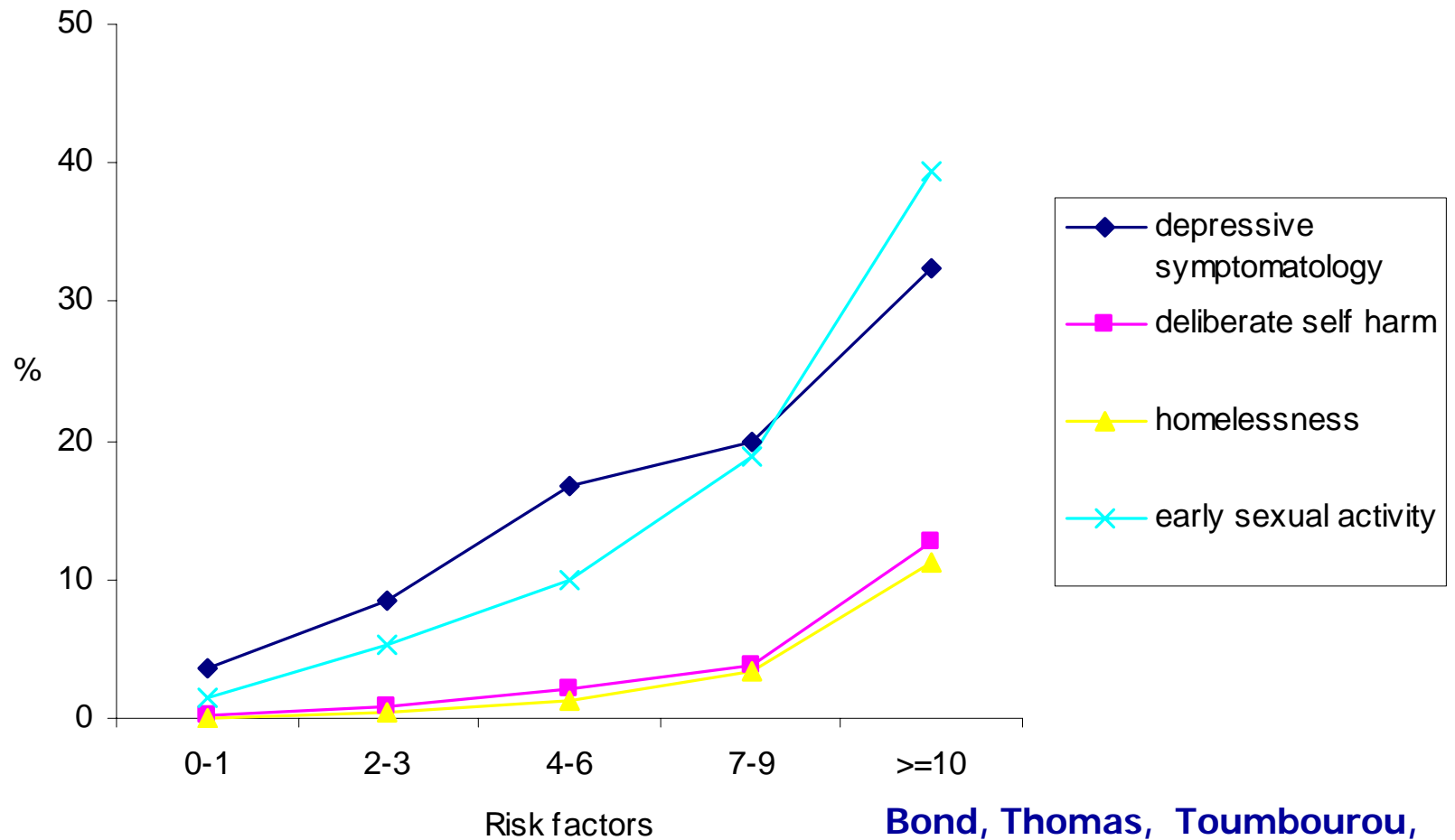
Six State Student Survey of 6th-12th Graders, Public School Students



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

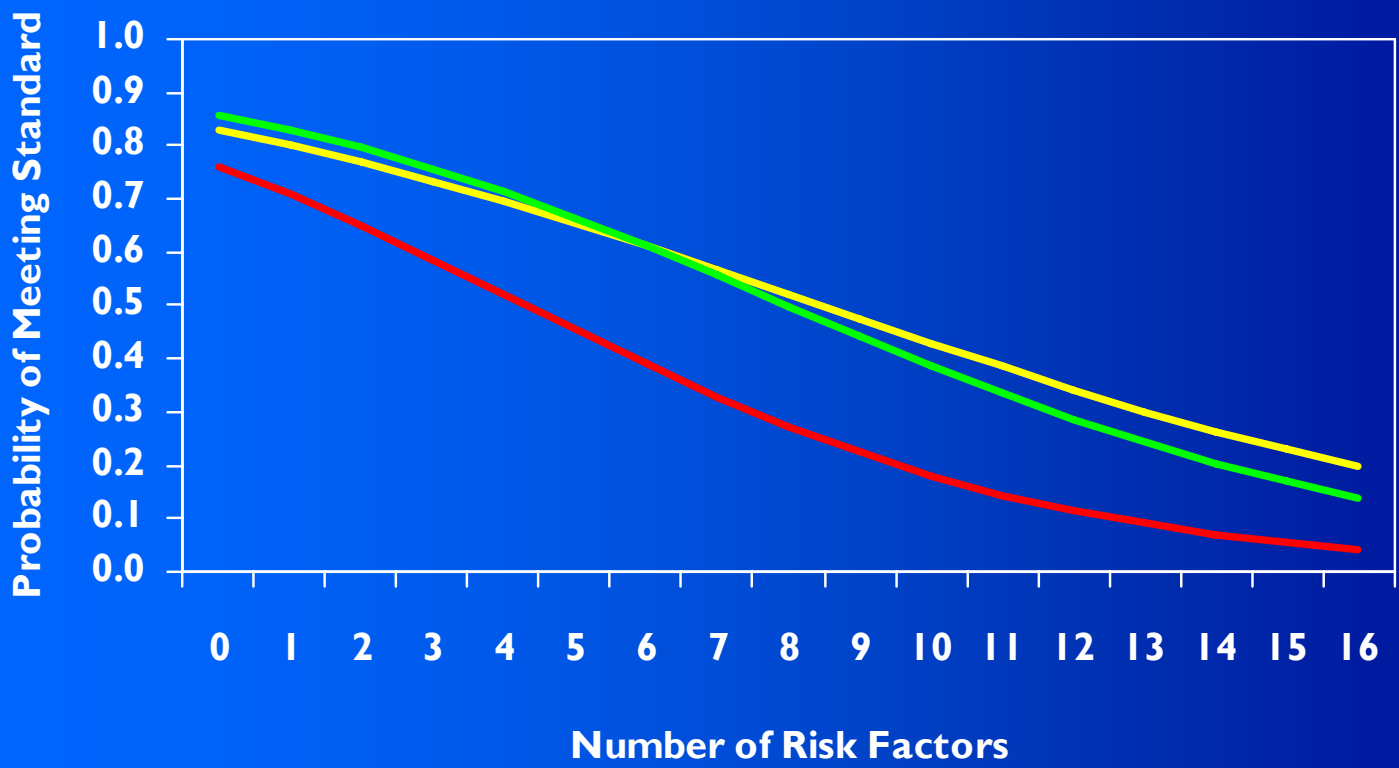


Prevalence of Other Problems by Number of Risk Factors



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

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



— **Math** — **Reading** — **Writing**

Premise for Promotion and Prevention

- The same risk and protective factors predict a wide range of adolescent health risking behaviors
- Studies have found that changing these shared predictors has effects on multiple outcomes

(Hawkins et al, 1999; Botvin et al, 2002 ; Flay et al, 2004; Haggerty et al, 2007; Schweinhart et al, 1992; 2005)

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.

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

(Hawkins & Catalano, 2004)

Selected Benefit Cost 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
Nurse Family Partnership	\$26,298	\$9,118	\$17,180
Life Skills Training	\$746	\$29	\$717
Seattle Soc. Dev. Project	\$14,246	\$4,590	\$9,837
Guiding Good Choices	\$7,605	\$687	\$6,918
Multi-D Treat. Foster Care	\$26,748	\$2,459	\$24,290
Intensive Juv. Supervision	\$0	\$1,482	-\$1,482
Big Brothers/Sisters (all costs)	\$4,058	\$4,010	\$48
(taxpayer costs only)	\$4,058	\$1,283	\$2,775

Steve Aos, Associate Director

Washington State Institute for Public Policy

saos@wsipp.wa.gov

www.wa.gov/wsipp



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)

The Challenge

- How can we take tested and effective prevention programs to scale ... while recognizing that communities are different from one another and that people want to have control over what programs they use?

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

Provides the education, skills and
tools for community-based
decision making

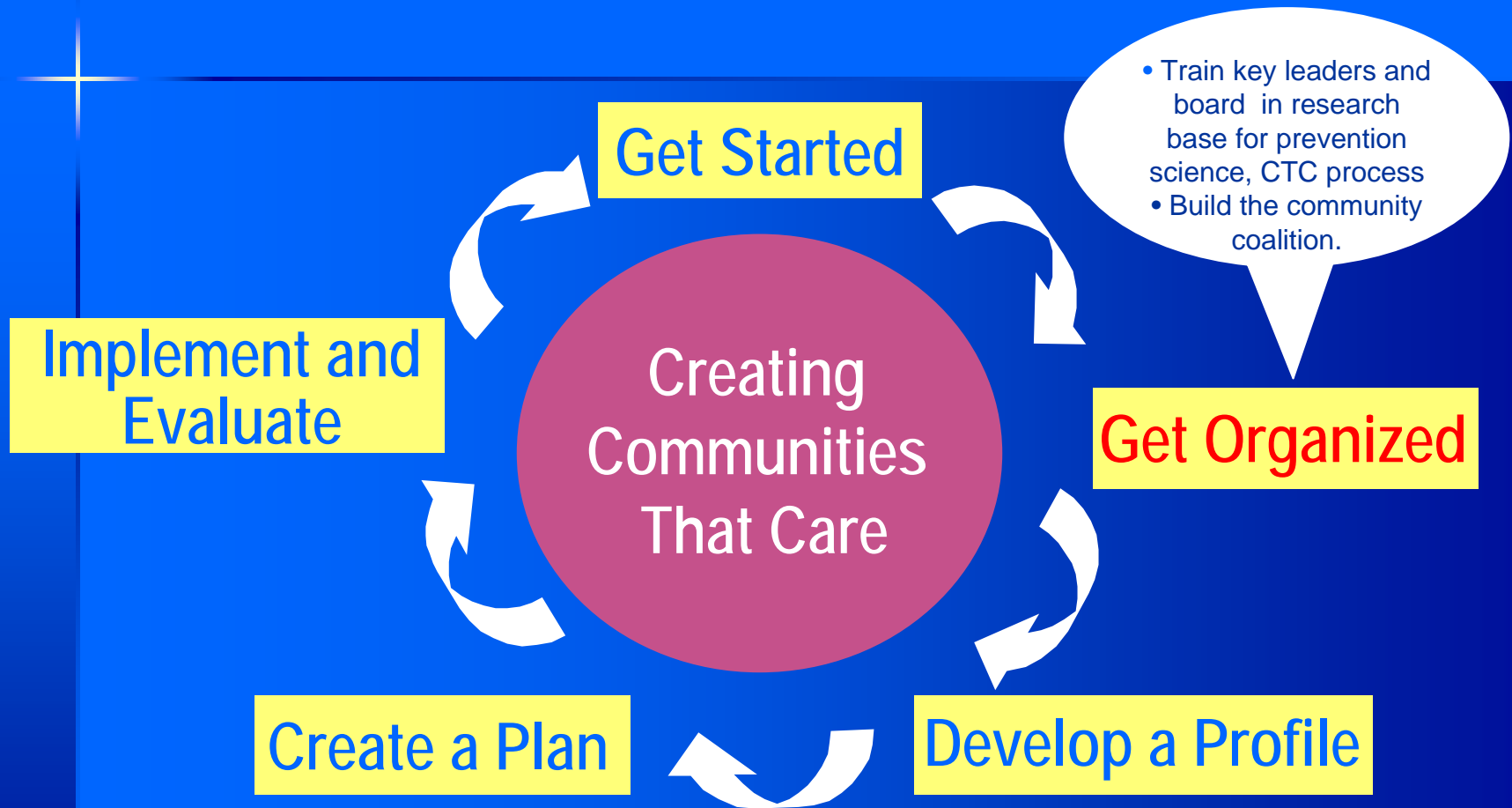
Empowers communities to
advocate for the tested,
effective programs that meet
their needs



The *Communities That Care* Operating System



The *Communities That Care* Operating System



The *Communities That Care* Operating System

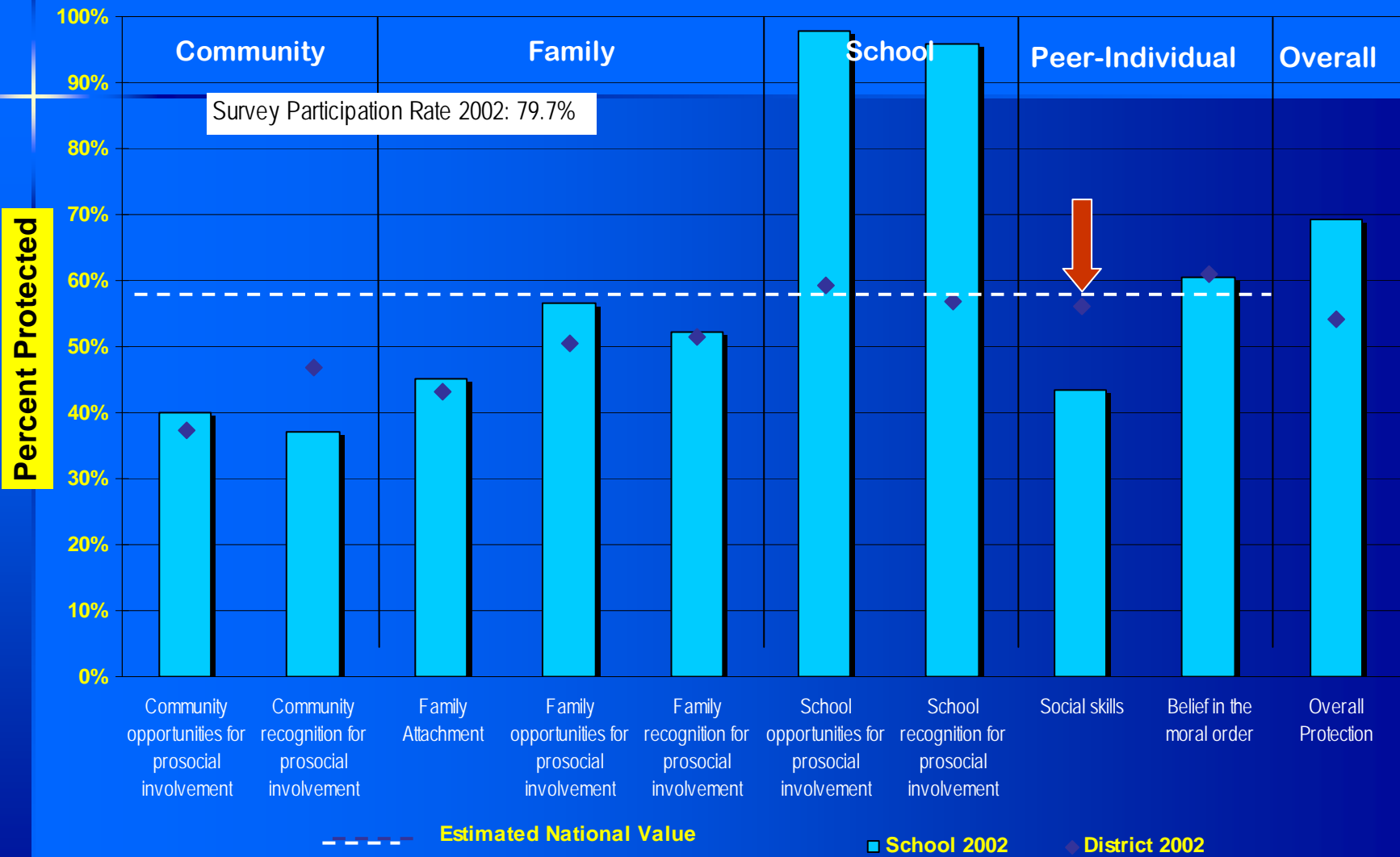


The *Communities That Care* Operating System



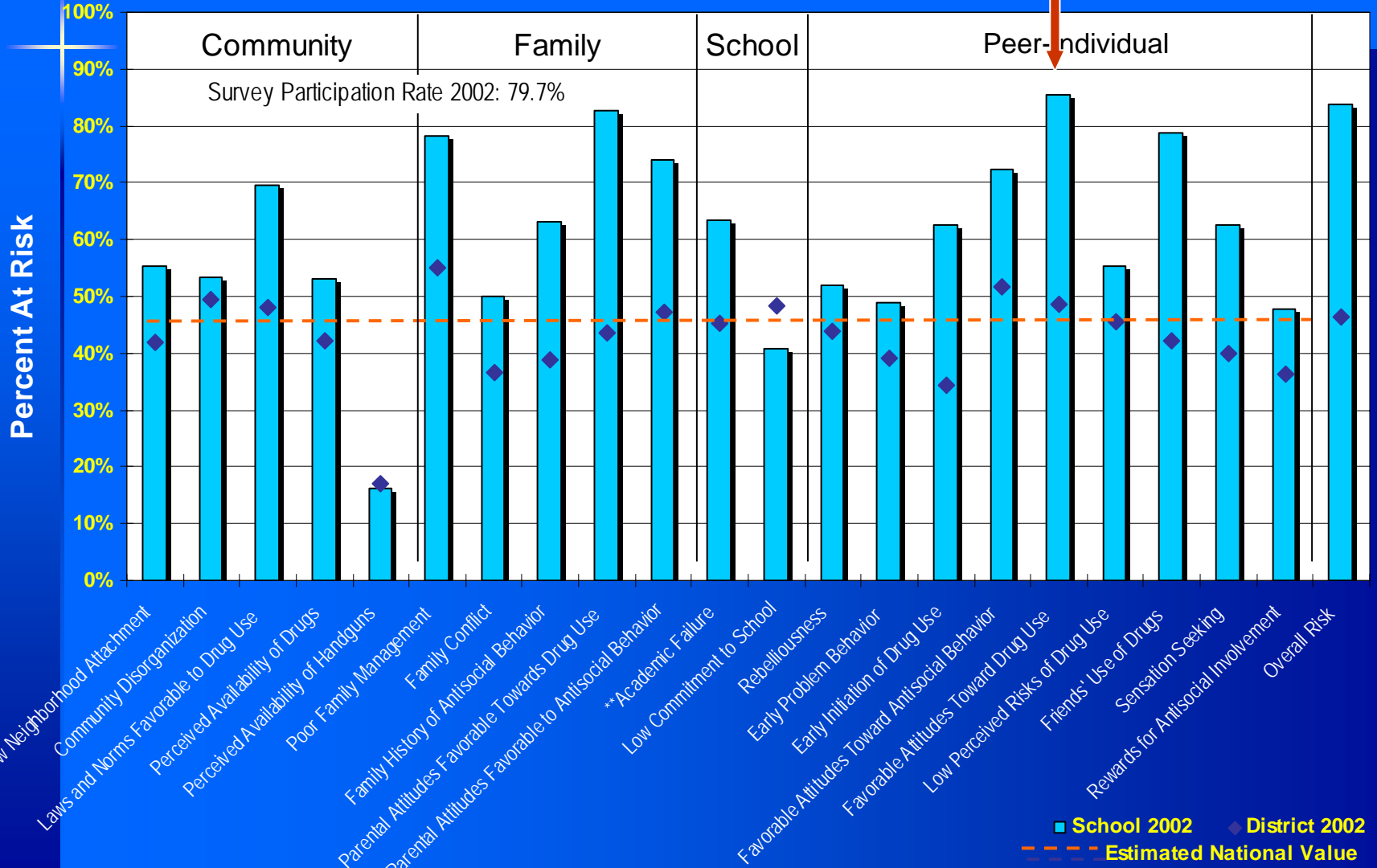
Nova High School Protective Profile 10th Grade

2002



Nova High School Risk Profile 10th Grade

2002



Protective Factors

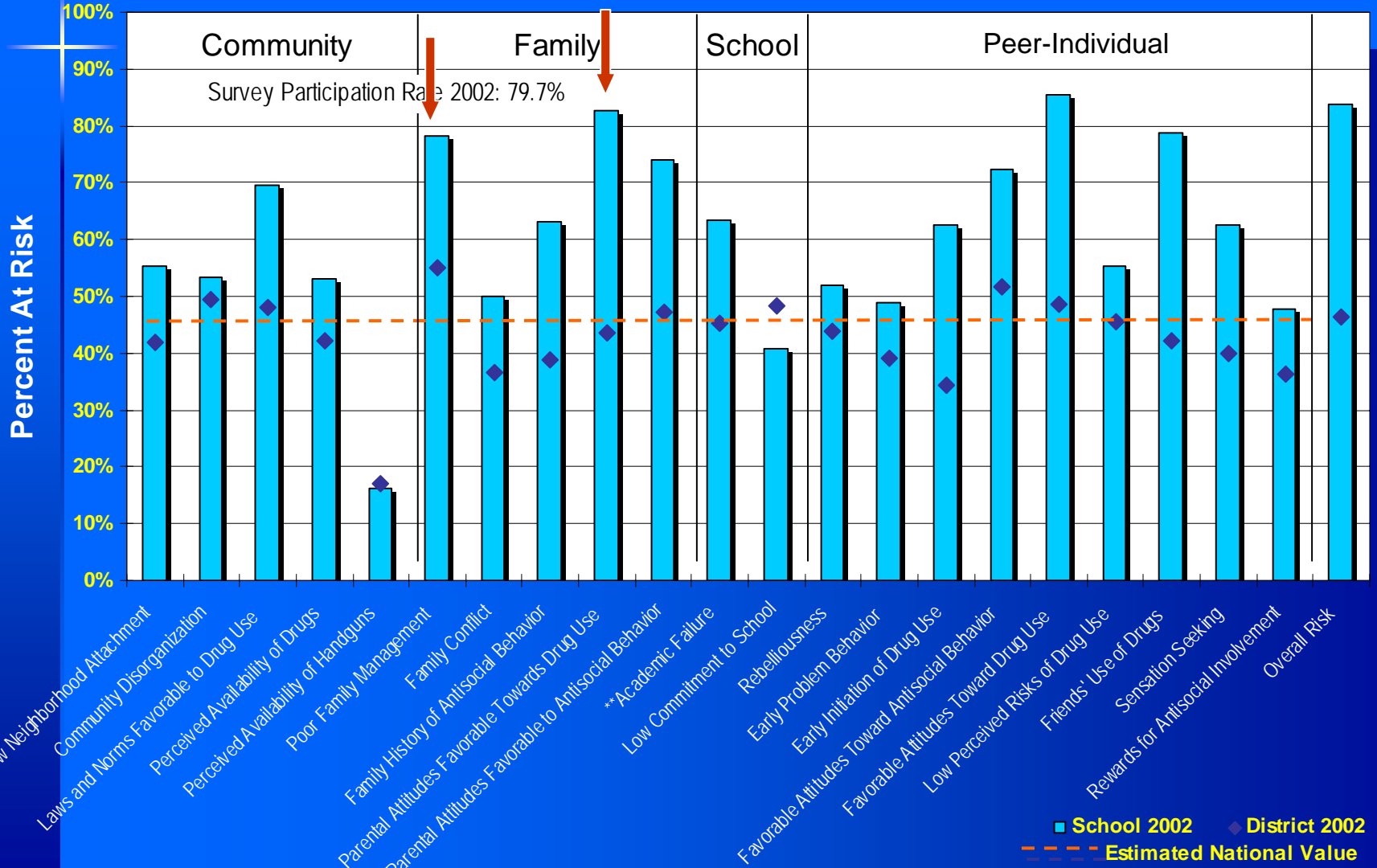
	Risk Factor Addressed	Program Strategy	Protective Factors					Developmental Period
			Healthy Beliefs & Clear Standards	Bonding	Opport.	Skills	Recog.	
Individual/Peer Domain	Rebelliousness	Family Therapy	☞	☞	☞	☞	☞	6-14
		Classroom Curricula for Social Competence Promotion	☞	☞	☞	☞	☞	6-14
		School Behavior 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)

Nova High School Risk Profile 10th Grade

2002



Protective Factors

Risk Factor Addressed		Program Strategy	Healthy Beliefs & Clear Standards	Bonding	Opport.	Skills	Recog.	Developmental Period
Family Domain	Family History of the Problem Behavior	Prenatal/Infancy Programs	☞	☞	☞	☞	☞	prenatal-2
	Family Management Problems	Prenatal/Infancy Programs	☞	☞	☞	☞	☞	prenatal-2
		Early Childhood Education	☞	☞	☞	☞	☞	3-5
		Parent Training	☞	☞	☞	☞	☞	prenatal-14
		Family Therapy	☞	☞	☞	☞	☞	6-14
	Family Conflict	Marital Therapy	☞	☞	☞	☞	☞	prenatal
		Prenatal/Infancy Programs	☞	☞	☞	☞	☞	prenatal-2
		Parent Training	☞	☞	☞	☞	☞	prenatal-14
		Family Therapy	☞	☞	☞	☞	☞	6-14
	Favorable Parental Attitudes and Involvement in the Problem Behavior	Prenatal/Infancy Programs	☞	☞	☞	☞	☞	prenatal-2
		Parent Training	☞	☞	☞	☞	☞	prenatal-14
		Community/School Policies	☞	☞	☞	☞	☞	all



Parent Training

Middle & High School

- Guiding Good Choices[®] (Spoth et al., 1998, Mason et al., 2003)
- Staying Connected with Your Teen[®] (Haggerty et al., 2008)
- Creating Lasting Connections (Johnson et al., 1996)
- ➔ ■ Iowa Strengthening Families Program (Spoth et al., 1998)
- Focus on Families (Catalano et al., 1999; 1997; Haggerty et al., in press)

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.

Get Started

Implement and Evaluate

Creating Communities That Care

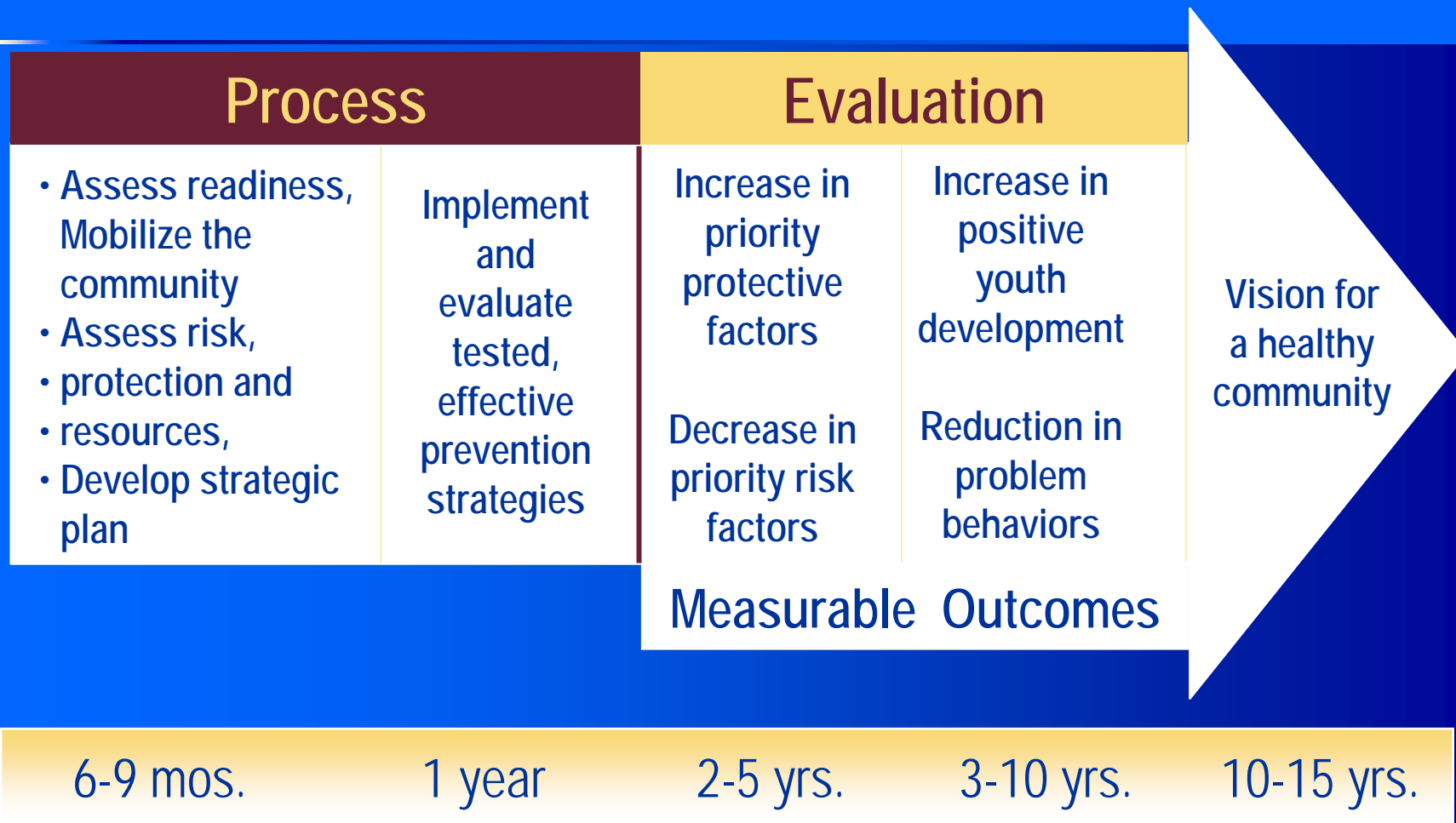
Get Organized

Create a Plan

Develop a Profile

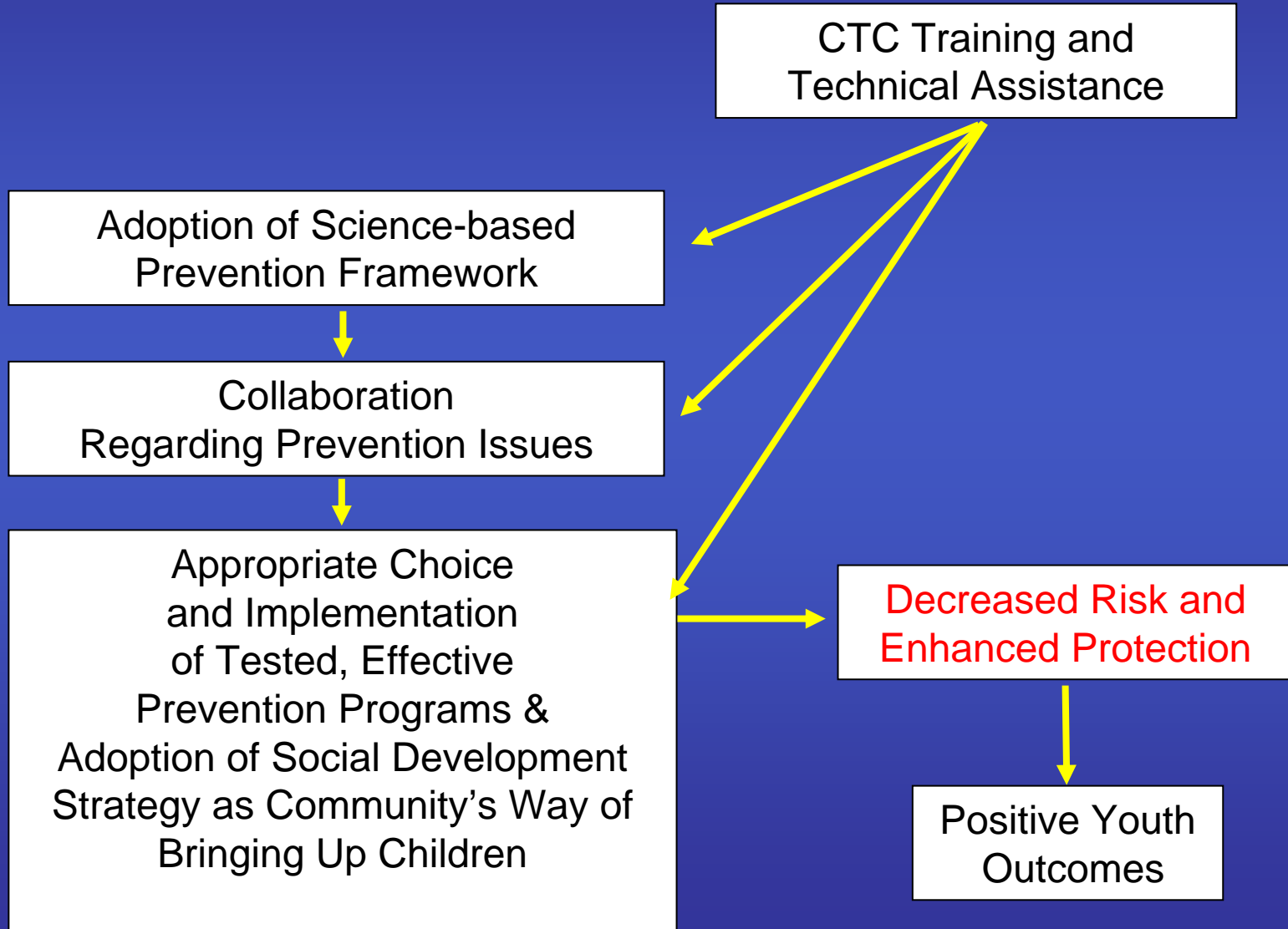


Process and Timeline

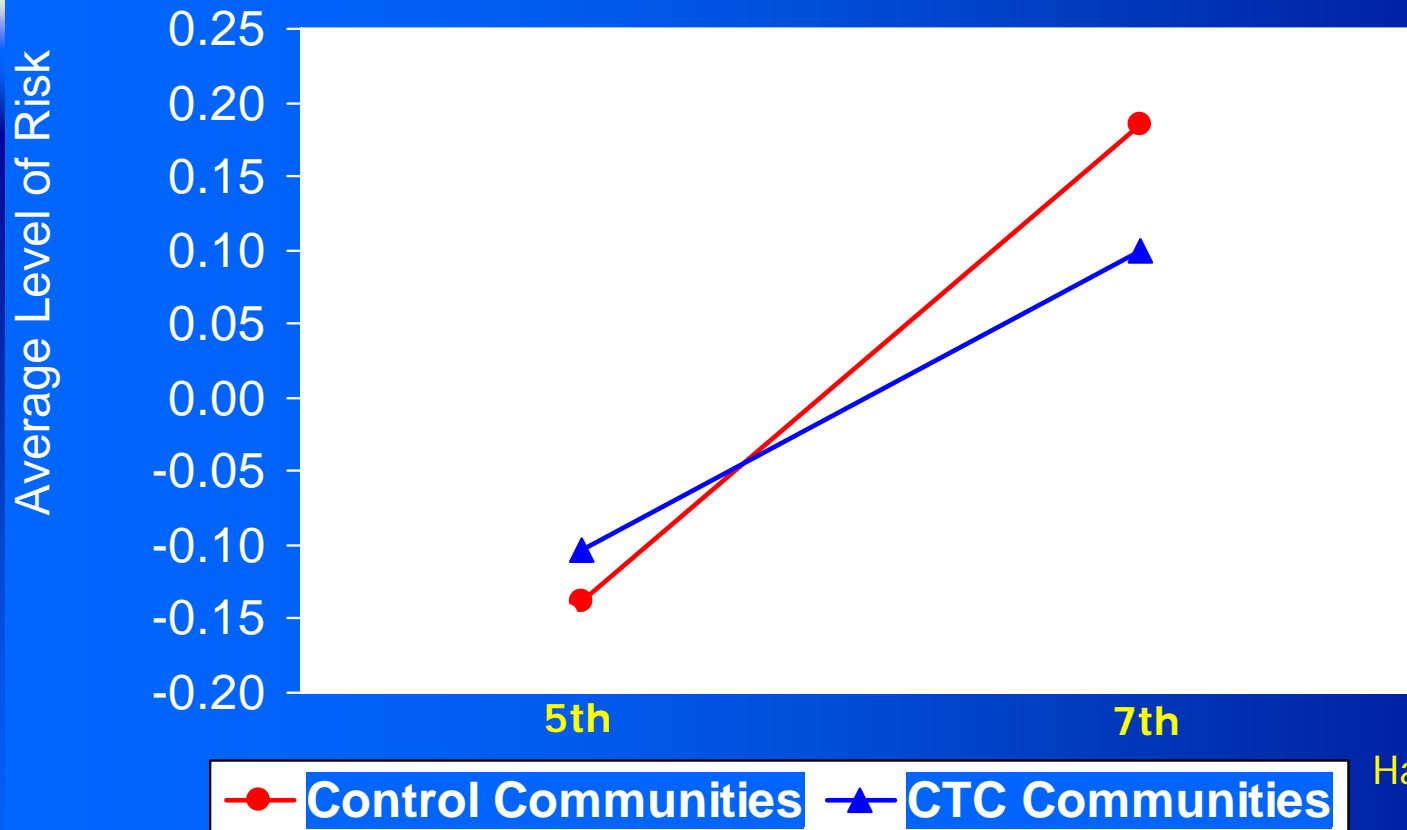




Communities That Care Theory of Change



CTC Changed Prioritized Risk Factors

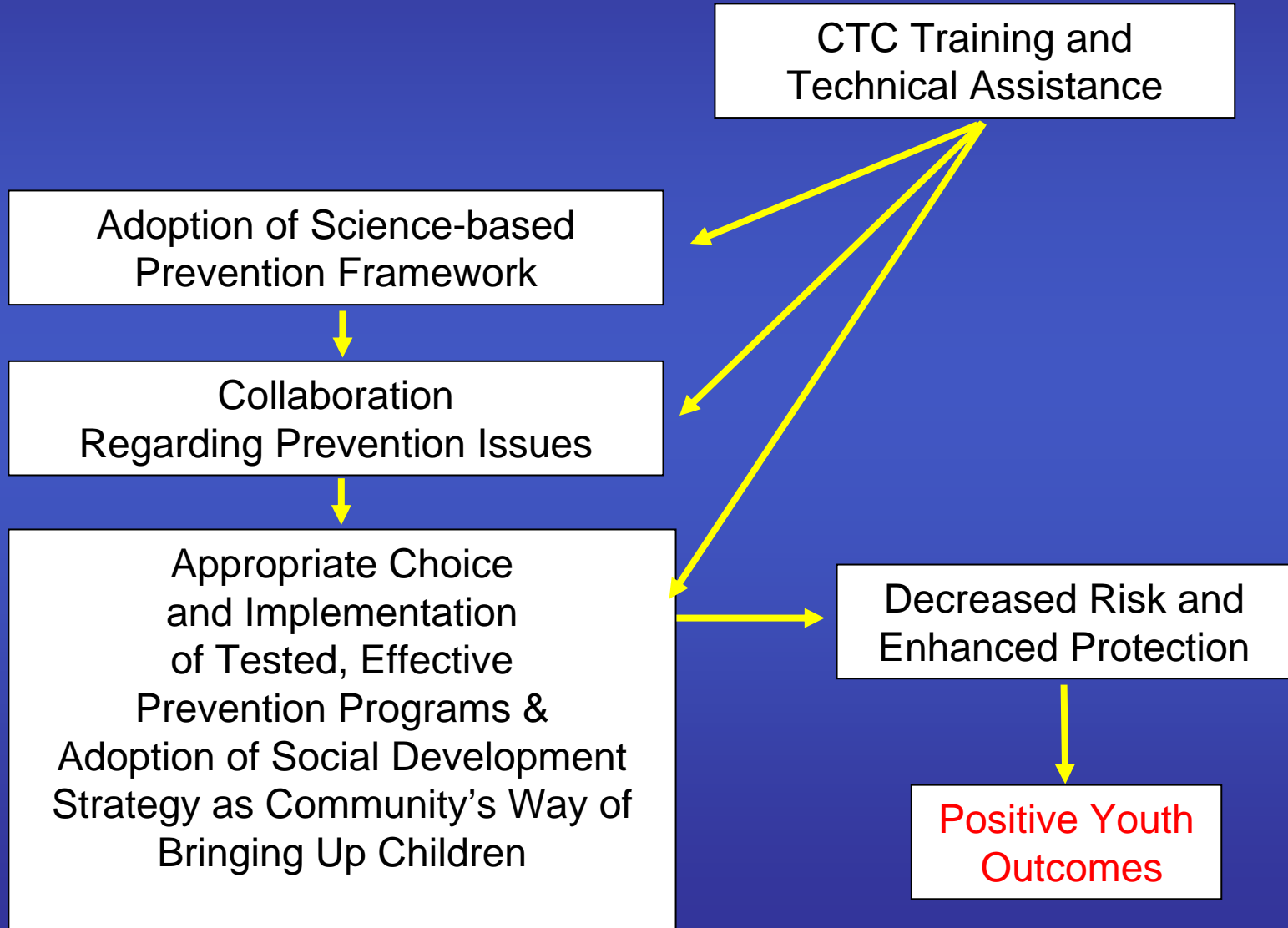


Hawkins et al., 2008

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

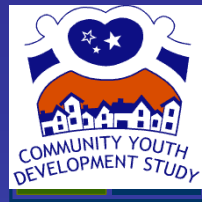




Effects of CTC on Onset of Drug Use and Delinquency

- 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*
- Smokeless Tobacco Use*
- Delinquency*

*=significant at $p < .05$



Summary and Implications

There is evidence that we can advance public health in our communities by using CTC to:

- Promote the collection of data on levels of risk and protection to focus community action on elevated risks.
- Engage in community efforts to strengthen protection and reduce risks.
- Sponsor, endorse and use tested and effective prevention programs.
- Deliver effective programs with fidelity



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

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

CSAP Contact:

Patricia Getty, Ph.D.

Acting Director, Division of Systems Development

Center for Substance Abuse Prevention

patricia.getty@samhsa.hhs.gov



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Communities That Care CYDS Publications



Arthur, M.W., Briney, J.S., Hawkins, J.D., Abbott, R.D., Brooke-Weiss, B. & Catalano, R.F. (2007). Measuring community risk and protection using the Communities That Care Youth Survey. *Evaluation and Program Planning*, 30, 197-211.

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Fagan, A. A., Hanson, K., Hawkins, J. D., & Arthur, M. W. (2008). Bridging science to practice: Achieving prevention program implementation fidelity in the Community Youth Development Study. *American Journal of Community Psychology*, 41, 235-249.



Communities That Care CYDS Publications



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Hawkins, J. D., Catalano, R. F., Arthur, M. W., Egan, E., Brown, E. C., Abbott, R. D., & Murray, D. M. (2008). Testing Communities That Care: The rationale, design and behavioral baseline equivalence of the Community Youth Development Study. *Prevention Science*, 9(3), 178-190.



Communities That Care CYDS Publications

Hawkins, J.D., Brown, E.C., Oesterle, S., Arthur, M.W., Abbott, R.D., & Catalano, R.F. (2008). Early effects of Communities That Care on targeted risks and initiation of delinquent behavior and substance use. *Journal of Adolescent Health*.

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