

Social Development Research Group

School of Social Work
University of Washington

2006 - 2007 Report



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Our Mission

The Social Development Research Group is a nationally recognized, interdisciplinary team of researchers united in a common mission...

To understand and promote healthy behaviors and positive social development among children, adolescents, and young adults by:

- Conducting research on factors that influence development
- Testing the effectiveness of interventions
- Studying service systems and working to improve them
- Presenting science-based solutions to health and behavior problems
- Disseminating knowledge produced by this research.

Our Values

Meaningful Work: We make a difference by conducting socially relevant research.

Excellence: We are committed to completing our work on time with quality and integrity.

Respect: We create an environment that emphasizes employee well-being, mutual respect, and teamwork.

Diversity: We have an inclusive work environment that honors diversity of ideas, perspectives, and people.

Opportunities, Skills, and Recognition: We provide opportunities to contribute, build skills for professional and personal growth, and recognize contributions and accomplishments.

Innovation and Learning: We lead our field by exploring new methods and advancing state-of-the-art knowledge.

Message from the Director

Friends and Colleagues,

The two years since our last biennial report have flown by, and September 2007 marked my third year as Director of SDRG. In the last couple of years we have instituted two major changes. First, we have actively sought opportunities to implement our effective prevention programs in new sites across the country to learn how best to take our science to practice. We are now implementing the Raising Healthy Children program in Bedford County, Pennsylvania in 12 elementary schools in five school districts with 257 teachers and 3,000 students. Read more about Raising Healthy Children, Bedford County, in the story on the following pages. In addition, we are offering training for states and communities in the Communities That Care prevention operating system. This new direction is adding substantially to the fulfillment of our mission of disseminating science-based solutions to health and behavior problems.

Our second new direction is to offer our data operations services to other researchers. This has provided opportunities for other research groups to take advantage of our expertise in data-collection design, data management, and consistently high rates of participant recruitment and retention. We have completed a number of projects for research groups in Seattle as well as across the country and in Canada. An added advantage is forming new relationships between SDRG researchers and those who use our Survey Research Division services. Read more about this division on pages 8-9 in this report or at www.sdrg.org/srd.

I also want to recognize an exciting new transition. In 2006, Kevin Haggerty, who has been at SDRG for more than 20 years, became SDRG's new Assistant Director. Kevin has contributed tirelessly in his new role and has made many contributions to our culture and science. We are all thrilled to have Kevin serving in this capacity.

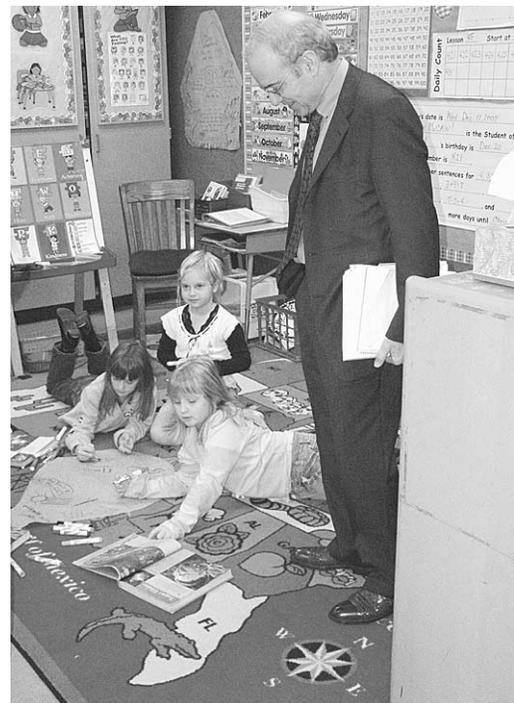
Throughout this report we present key findings to provide a broad flavor of our work. We

have started a listserv to notify you of our new discoveries (you may sign up at www.sdrg.org). I look forward to speaking with many of you as we move SDRG forward in its mission of creating science-based solutions to health and behavior problems and improving the well-being of children, youth, and young adults.

Please remember SDRG in your giving plans. We hope that you will contribute to our efforts to translate science to practice for the benefit of children, families, and communities. Thank you for your continued interest in and support of our work.

Sincerely,

Richard F. Catalano, Ph.D.
Director



Dr. Catalano talks with Bedford County elementary students about their Rain Forest project

SDRG: Making a Difference in Schools

Several of SDRG's projects have demonstrated that a social development approach to prevention can reduce risk and enhance protection in the family, school, and community (see our 2004-2005 report: <http://depts.washington.edu/sdrg/Report.pdf> for details). The Raising Healthy Children (RHC) intervention uses a social development strategy to enhance positive development by providing prosocial opportunities for young people, strengthening their skills to succeed, and ensuring that their efforts and accomplishments are recognized. We have found that this strategy develops a bond between children and positive adults in the families, schools, and communities in which children grow up.

In addition to developing and testing prevention and youth development programs, part of SDRG's mission is to disseminate the programs we have found to be effective. Over the past two years we have worked with the five school districts in rural Bedford County, Pennsylvania to integrate Raising Healthy Children into all of their 12 elementary schools. In spring 2006, the Unified Family Services Systems (UFSS) and Bedford County's collaborative Communities That Care (CTC) board received \$975,000 from the Pennsylvania Commission on Crime and Delinquency to implement the RHC program over four years. Ken Grace, Principal of Chestnut Ridge Elementary School, also chairs the UFSS CTC coalition and guided the coalition to choose and implement RHC. The coalition chose RHC because it has been shown to reduce barriers to learning by putting children on a positive developmental trajectory, while at the same time reducing risks for substance abuse, violence, aggressive behavior, early pregnancy, and academic failure.

In December 2007, after one year of implementing RHC, SDRG Director Richard F. Catalano and Assistant Director Kevin P. Haggerty visited Bedford County schools and talked with community members. "It's a career high for me to

see Raising Healthy Children being used by classroom teachers, principals, and school staff," Dr. Catalano said during the visit.

On the second day, they were joined by the Pennsylvania Secretary of Education, Dr. Gerald Zahorchak. "Going through the different classrooms today and seeing how the program has affected the instructor's teaching skills is just amazing. They have been able to actually teach in healthy environments, therefore allowing the students to instill that healthy environment into their lives," Dr. Zahorchak said. Also touring the schools was Geoff Kolchin, representing the Pennsylvania Commission on Crime and Delinquency. He remarked, "Bedford is a model county for research-based programs, and they should be proud to be using such a great program."



Involving families

The RHC program in Bedford County incorporates tested family, teacher, and student components. Family programs include three series of five-session workshops: Raising Healthy Children, Supporting School Success®, and Guiding Good Choices®, which are conducted by locally identified workshop leaders. The Raising Healthy Children program, aimed at parents of students in kindergarten through third grade, enhances parents' skills in effective behavior management. Supporting School Success, also for parents of students in these grades, provides parents with skills to support their child's academic success. Guiding Good Choices is for parents of students in fourth through seventh grade and helps strengthen parents' skills to set clear guidelines about drug use, reduce family conflict, and enhance their children's skills and opportunities for involvement in important family roles. In the first year, more than 170 parents attended these workshops.

Staff development, strong implementation

The school component of RHC includes staff development workshops for the 281 staff of the elementary schools in Bedford County. Each elementary school has developed a team to ensure strong implementation of RHC and to provide onsite teacher coaching. Elementary teaching staff receive three years of in-service training by RHC trainers. The major components of these workshops are Proactive School and Classroom Management, Social and Emotional Learning, Cooperative Learning, Motivational Strategies, and Effective Instructional Strategies. Each teacher also receives one-on-one coaching for support and feedback regarding the implementation of the classroom strategies. The coaching is provided by local implementation team members, with lead RHC trainer Dr. Dorothy Ghylin-Bennett.

Changing peer dynamics

Direct instruction of social and emotional learning is an important component of the RHC experience. Bedford County schools are providing instruction in social skills such as listening, problem solving, emotion regulation, manners, giving compliments, recognizing feelings, and sharing. The lessons teach and reinforce



Bedford County elementary students practice cooperative learning



Bedford County teachers participate in an RHC workshop on Proactive School and Classroom Management

social, emotional, and cognitive skills needed to cooperate in the classroom and follow class expectations. One teacher noted, “I liked the ideas to implement in the classroom, especially the ideas for solving problems between students.”

RHC is available for other districts to implement. You can find information about the program at <http://depts.washington.edu/sdrg/RHC.pdf>, or you may contact Kevin Haggerty (haggerty@u.washington.edu, 206-543-3188).

Moving science to practice

Moving science to practice is an important part of our mission at SDRG. With the Bedford County RHC project, we have moved our research trials of RHC into the real world of teachers, students, and parents. RHC Bedford County follows a long history of disseminating SDRG-tested parent (e.g., Supporting School Success®, Guiding Good Choices®, Staying Connected with Your Teen®) and community (Communities That Care) programs to help prevention practitioners, community leaders, teachers, and administrators take advantage of SDRG’s scientific research findings. If you’d like to learn more or support SDRG’s dissemination efforts, please contact Richard F. Catalano, Director of SDRG (catalano@u.washington.edu, 206-543-6382).

Community

Bringing Science-based Prevention to Communities

Projects

Cambodians Sentenced Home: An Examination Into the Lives of the Deported

PI: Tracy W. Harachi

FUNDING: Institute for Ethnic Studies in the United States; University of Washington Royalty Research Fund

Community Youth Development Study

PI: J. David Hawkins

FUNDING: National Institute on Drug Abuse; National Institute of Mental Health; National Cancer Institute; National Institute of Child Health and Human Development; Center for Substance Abuse Prevention

The Endowed Professorship in Prevention of Behavioral Problems Among Children and Youth

J. David Hawkins

Preventing Adolescent Cannabis Use in the Netherlands and the United States: A Binational Investigation of the Communities That Care Prevention System (*Administrative Supplement to the Community Youth Development Study*)

PI: J. David Hawkins

FUNDING: National Institute on Drug Abuse

Raising Healthy Children Through Communities That Care

PI: J. David Hawkins

FUNDING: Bruce and Jolene McCaw Foundation

Advances in prevention science over the past two decades have produced a growing list of tested and effective programs and policies for preventing adolescent health and behavior problems, although these programs have not been disseminated widely. SDRG is working to develop and test approaches for helping communities adopt tested, effective prevention programs and policies.

Communities That Care (CTC), developed by J. David Hawkins and Richard F. Catalano and tested at SDRG, seeks to activate community stakeholders to collaborate on the development and implementation of a science-based community prevention system. CTC has recently been acquired by the Substance Abuse and Mental Health Services Administration's Center for Substance Abuse Prevention. All CTC materials are available for free downloading at <http://ncadi.samhsa.gov/features/ctc/>.

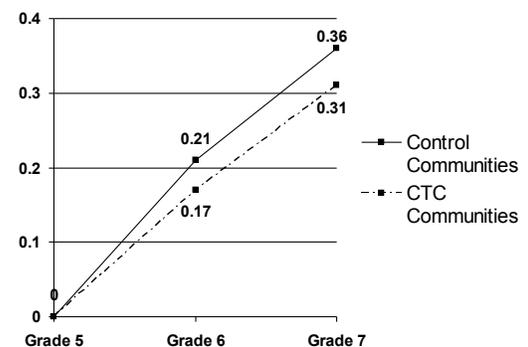
The Community Youth Development Study (CYDS) is a group-randomized trial of CTC in 24 communities (12 intervention and 12 control communities) across seven states.

Findings to date from CYDS:

- High-fidelity implementation of CTC in intervention communities by 18 months after initial training
- Significantly higher levels of adoption of science-based prevention and community collaboration in CTC than in control communities 1.5 years after initial CTC training

- Successful selection and implementation of tested and effective prevention programs in intervention communities during the second year of the study
- Significantly lower mean levels of targeted risk factors for students in seventh grade in CTC communities compared to control communities 20 months after selected tested and effective preventive programs were implemented in intervention communities
- Significantly fewer students in CTC communities than in control communities initiated delinquent behavior between fifth and seventh grade, 20 months after selected tested and effective preventive programs were implemented in intervention communities.

Rate of delinquent behavior initiation among CYDS students who had not yet initiated by grade 5



Recent CYDS findings are reported in: 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, 43*, 15-22.

Family

Engaging Parents to Strengthen Family Bonding

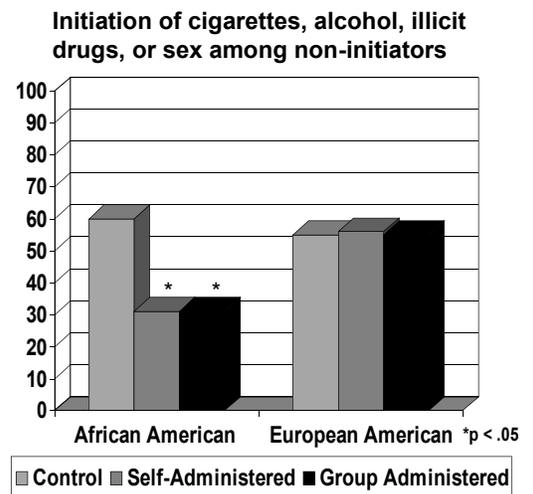


The bond between parent and child is important for healthy development of young people. The goals of SDRG family programs are to promote parenting skills and foster strong bonds between parents and their children. Our research has led to the testing of several

family-focused prevention programs such as Staying Connected with Your Teen® (formerly Parents Who Care), a universal prevention program to reduce adolescent problems and promote healthy development. The intervention is designed to teach skills such as holding family meetings, including teens in decision making, and increasing teen involvement in family life, which, in turn, promote parent-teen bonding.

Recently we reported results from the Family Connections study that tested the efficacy of Staying Connected with Your Teen with families of eighth-grade students. The program was offered in two delivery formats, a seven-session facilitated group

meeting and a 10-week self-administered program with telephone support. Among African American teens in the intervention condition we found significant reductions in initiation of drug use or sexual activity. In 10th grade, two years after the end of the intervention, the intervention group participants were 2.5 to 3 times less likely to initiate sex or substance use than their counterparts in the control group. We also detected significant reductions in the growth of violent behavior from 8th to 10th grade for the African Americans in the self-administered intervention compared to those in the control condition.



More detail on these findings can be found in: Haggerty, K. P., Skinner, M. L., MacKenzie, E. P., & Catalano, R. F. (2007). A randomized trial of Parents Who Care: Effects on key outcomes at 24-month follow-up. *Prevention Science*, 8, 249-260.

Projects

Cross Cultural Families

PI: Tracy W. Harachi
FUNDING: National Institute of Mental Health; National Institute of Child Health and Human Development

Family Connections

PI: Kevin P. Haggerty
FUNDING: National Institute on Drug Abuse

Longitudinal Study of Exposure to Family Violence

PI: Todd I. Herrenkohl
FUNDING: National Institute of Child Health and Human Development; Office of Behavioral and Social Sciences Research

Long-term Follow-up of Focus on Families

PI: Kevin P. Haggerty
FUNDING: National Institute on Drug Abuse

Project Family

PI: J. David Hawkins
IOWA PI: Richard L. Spoth
FUNDING: National Institute on Alcohol Abuse and Alcoholism; National Institute on Drug Abuse

Rural Adolescent Psychopathology Study

PI: W. Alex Mason
FUNDING: National Institute on Drug Abuse

School

Promoting Healthy Development Through School-based Interventions



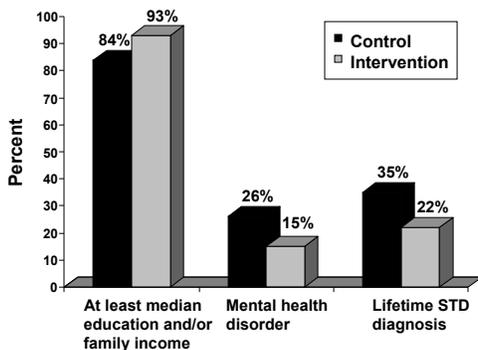
For more than 20 years SDRG has been working directly with schools to understand and improve children’s socialization experience. Through a variety of interventions, SDRG has developed methods for training teachers in proactive classroom management, interactive teaching, cooperative learning, and strengthening children’s cognitive, emotional, and social skills. Analyses of data collected from youths participating in our school interventions have demonstrated a positive impact on students, including

reduced risk factors, fewer problem behaviors, and enhanced protective factors. We have learned that children exposed to these interventions benefit not only during the years of the study, but continue to show positive benefits of the intervention into young adulthood.

Results from a long-term follow-up of participants in the Seattle Social Development Project (SSDP) show that those assigned to a universal intervention in Grades 1 through 6 demonstrated significantly better educational and economic attainment, mental health, and sexual health by age 27, 15 years following the intervention’s end. The SSDP intervention is described in the article on implementing Raising Healthy Children in Bedford County, Pennsylvania (pages 2-3 in this report).

Results of the 15-year follow-up of SSDP will be published in: Hawkins, J. D., Kosterman, R., Catalano, R. F., Hill, K. G., & Abbott, R. D. (in press). Effects of social development intervention in childhood fifteen years later. *Archives of Pediatrics and Adolescent Medicine*.

Long-term effects of the SSDP intervention at age 27



Projects

International Youth Development Study

PI: Richard F. Catalano
AUSTRALIA PI: John W. Toumbourou
FUNDING: National Institute on Drug Abuse

Raising Healthy Children

PI: Richard F. Catalano
FUNDING: National Institute on Drug Abuse

Raising Healthy Children: Bedford County, Pennsylvania

PI: Richard F. Catalano
FUNDING: Bedford County Commissioners, Bedford County Pennsylvania; Unified Family Services Systems

Seattle Social Development Project:

Developmental Risks for Depression, Anxiety, and Violence

PI: J. David Hawkins
FUNDING: National Institute of Mental Health

The Intergenerational Influence of Substance Use on Children

PI: Karl G. Hill
FUNDING: National Institute on Drug Abuse

Psychopathology and Health Risk Behavior Into Adulthood

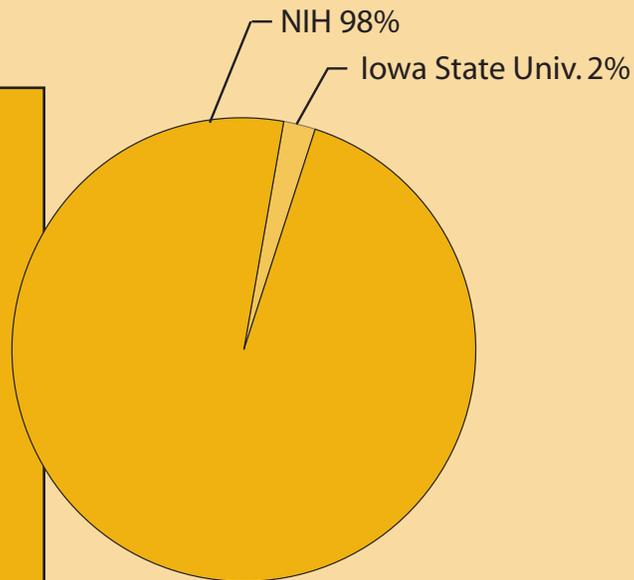
PI: Rick Kosterman
FUNDING: National Institute on Drug Abuse

Substance Use and the Consolidation of Adult Roles

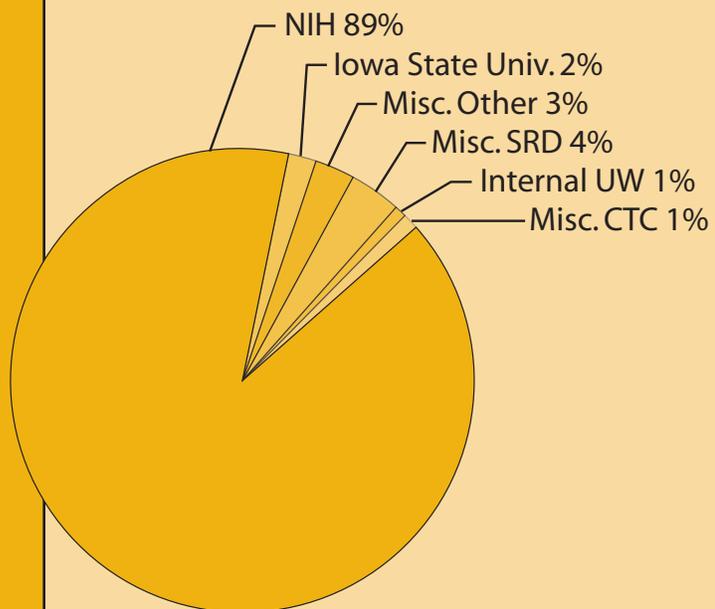
PI: J. David Hawkins
FUNDING: National Institute on Drug Abuse

2006 - 2007 Funding

In 1979 the Social Development Research Group was founded by Drs. Hawkins and Catalano with a staff of four and a research grant of \$150,000. Twenty-eight years later, we have more than 50 permanent staff and over \$7 million in sponsored research funding. Our growth is a direct result of our commitment to conduct quality research and test prevention programs to help youth recognize their full potential.



FY 2006 Funding



FY 2007 Funding

Survey Research Division

Since 1990 SDRG has centralized survey research services for SDRG projects. We have developed the systems, tools, infrastructure, and expertise to collect high-quality survey data with high response rates at local, regional, and national levels. In April 2006 the Survey Research Division (SRD) began offering data collection services to the larger research community with a focus on supporting NIH-funded projects. Since that time, the SRD has conducted 23 external projects with a 2007 budget of nearly \$700,000, working with researchers at the University of Washington, University of Oregon, Pacific Institute for Research and Evaluation, and privately funded endeavors across the United States and Canada. Current projects involve in-person interviewing; web and computer-assisted survey programming, hosting and coordination; subject locating; mail survey coordination; subject tracking database development; data entry; scanning; and report writing.

Working with several SDRG projects, the Survey Research Division has successfully designed and implemented mixed-mode approaches and web surveys and has located and surveyed hard-to-reach populations.



“We have been very pleased with our relationship with Survey Research Division. Their communication, responsiveness, expertise, flexibility, and collegiality have been vital to the success of the project thus far.”

*Chris Ringwalt, DrPH, Principal Investigator,
Pacific Institute for Research & Evaluation*

return by students to their classrooms. We found that the student-delivered method produced higher rates of consent form return and agreement to participate in the study (McMorris et al., 2004).

Achievements from several recently completed projects:

- In a pilot study for SDRG’s International Youth Development Study, the SRD compared two methods for obtaining active parental consent: return of consent forms in the mail versus return by students to their classrooms. We found that the student-delivered method produced higher rates of consent form return and agreement to participate in the study (McMorris et al., 2004).
- The SRD designed and tested a mixed-mode approach (using web and in-person surveys) for SDRG’s Raising Healthy Children study. We achieved high response rates (85%) while significantly reducing costs with the use of web surveys and did not observe any mode effects for sensitive or other questions (McMorris et al., in press).
- In a pilot for SDRG’s Community Youth Development Study, we compared mail and web-based data collection from teachers to determine if acceptable response rates and data quality could be achieved using a web-based survey method. While the mail mode achieved an overall higher response rate (94%, compared to 84% for the web mode), this study found that the web survey method achieved acceptable response rates. The web survey also had the advantages that 1) questionnaires could be customized to individual teacher and school specifications, 2) the survey could be lengthened without increased non-completion, and 3) data were of good quality with negligible rates of missing responses.
- In the Focus on Families project, we conducted in-person interviews with 322 parents in methadone treatment who were recruited into

the study in 1991 and were last interviewed 10 to 12 years ago. We located 98% and interviewed 87% of the surviving sample (Haggerty et al., 2008).

The SRD has extensive experience in the following areas:

- Developing and applying scientifically rigorous approaches to collect the highest quality data
- Conducting longitudinal studies with excellent retention rates across multiple survey modes

Response Rates by Survey Mode

Mode	Average Response Rate
Telephone	94%
Mail	96%
Web only	81%
Web & in-person	85%
School-based	86%
In-person	90%

- Interviewing a wide variety of research populations, including general households and specialized populations such as children, at-risk youth, ethnic and other cultural groups, those undergoing treatment for drug addiction, adjudicated delinquents, teachers, and key informants including elected and other public officials
- Conducting surveys on sensitive behaviors such as substance abuse and sexual behavior
- Using robust technologies that provide cost-efficient methods for collecting and managing data.

State-of-the-art technology

With support from a National Center for Research Resources award (PI: Richard F. Catalano), the

Survey Research Division implemented a state-of-the-art computerized data collection system. This system offers researchers a variety of survey modes to collect valid and secure data of highest quality while minimizing survey cost. This data collection system employs the industry’s leading software and hardware products for both traditional and innovative new survey modes.

We recently added three high-powered analysis servers, each capable of supporting multiple analysis processes and users simultaneously. SDRG and its Survey Research Division offer access to these servers to faculty and students in the research community at the University of Washington.

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

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New Principal Investigators

Todd Herrenkohl received funding in 2007 from the National Institute of Child Health and Human Development and the Office of Behavioral and Social Sciences Research for his project *Longitudinal Study of Exposure to Family Violence*. This project is a continuation of a longitudinal study examining the effects of family violence on children as they transition through adolescence and early adulthood. The study examines enduring effects, transitions, and life successes for individuals exposed to violence at a young age. Funding adds an adult assessment to three earlier waves of data collected over a 15-year period.



Rick Kosterman received funding in 2006 from the National Institute on Drug Abuse for his project *Psychopathology and Health Risk Behavior Into Adulthood*. This study examines the course, consequences, predictors, and prevention of depression, social phobia, and generalized anxiety, as well as their co-occurrence with risk for human immunodeficiency virus (HIV) infection and substance abuse and dependence in young adulthood in the Seattle Social Development Project sample through age 33. The study includes an investigation of the long-term effects of the SSDP intervention on these outcomes.

Kudos

Richard F. Catalano was awarded the 2007 August Vollmer Award by the American Society of Criminology. Established in 1959, the Vollmer Award recognizes a criminologist whose research scholarship has contributed to justice or to the treatment or prevention of criminal or delinquent behavior, either through a single outstanding work, a series of theoretical or research contributions, or the accumulated contributions by a senior scholar.

Kevin P. Haggerty was appointed assistant director of the Social Development Research Group. Mr. Haggerty was also the program chair for the annual meeting of the Society for Prevention Research in May 2007, where he and colleagues presented outcomes from a 12-year follow-up study of the Focus on Families intervention, a program for families whose parents are enrolled in methadone treatment.

Andrea LaFazia-Nielsen, former SDRG staff member, was chair of the team that won the 2007 Sloboda and Bukoski Cup at the Society for Prevention Research annual meeting. Competition for this cup is open to researchers who have completed terminal graduate degrees in the last five years or who are now enrolled in master's or doctoral training. Each team is given a data set and two months to complete a data analysis and then makes a presentation at the Society for Prevention Research's annual conference. LaFazia-Nielsen is the prevention services director at the Oklahoma Department of Mental Health and Substance Abuse Services.

Alex Mason was promoted to Research Associate Professor at the School of Social Work. The promotion recognizes Dr. Mason's broad contribution to scholarship, testing prevention interventions, and examining the development of psychopathology.

Executive

Richard F. Catalano, Director
Kevin P. Haggerty, Assistant Director
Charlotte Eidlin, Administrator
Irene Schleicher, Assistant to the Director
J. David Hawkins, Founding Director

Administrative

Diane Christiansen, Human Subjects/Grant Proposal Manager
Kara Estep, Research Coordinator
Francie Galbraith, Fiscal Unit Supervisor
Amy Haslund, Administrative Specialist
Krista Jordan, Fiscal Specialist
Megan Leady, Fiscal Technician
Shelley Logan, Assistant to David Hawkins
Sarah Phillips, Grants Coordinator
Tanya Williams, Public Information Specialist

Research

Robert Abbott, Investigator
Michael Arthur, Principal Investigator
Jennifer Bailey, Research Scientist
Blair Brooke-Weiss, Intervention Specialist
Eric Brown, Research Scientist
Rick Cady, Research Coordinator
Rebecca Cortes, Research Scientist
Elizabeth Egan, Research Scientist
Abigail Fagan, Research Scientist
Charles Fleming, Research Scientist
Tracy Harachi, Principal Investigator
Todd Herrenkohl, Principal Investigator

Karl Hill, Principal Investigator
Julia Hitchings, Research Assistant
Min Jung Kim, Research Assistant
Rick Kosterman, Principal Investigator
Jung-Eun Lee, Research Assistant
Carl Maas, Research Assistant
Elizabeth MacKenzie, Research Scientist
Alex Mason, Principal Investigator
Jim Mazza, Investigator
Barbara McMorris, Research Scientist
Sabrina Oesterle, Research Assistant Professor
Rose Quinby, Project Director
Aaron Riedl, Research Study Assistant
Martie Skinner, Research Scientist

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John Briney, Lead Data Manager
Mary Casey-Goldstein, Research Study Supervisor
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Kimberly Cooperrider, Technology Director
John Dwyer, Network Administrator
Kate Fernandez, Data Collection Manager
Mary Grassley, Data Manager
Koren Hanson, Data Manager
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