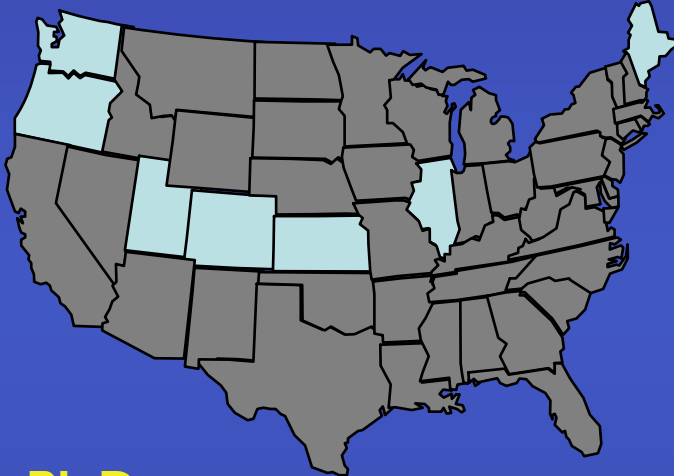




Using Prevention Science to Guide Youth Development in Brigham City



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Overview

- **Science based prevention.**
- **Programs that improve outcomes and produce more benefits than their costs.**
- **Brigham City's Youth Empowerment Team and the Communities That Care system - achieving better outcomes for young people.**
- **What can you do?**

Early Drug Abuse Prevention Findings

- Tested approaches were largely ineffective (Elmqvist, 1995; Hanson, 1992; Moskowitz, 1989).
- Drug information programs *increased* drug use in some studies (Tobler, 1986).



History of Crime Prevention in the U.S.

- Before 1980, nine experimental tests of delinquency prevention programs were conducted in the U.S.
 - **NONE** found desired effects in preventing delinquency. (Berleman, 1980)



The Premise of Prevention Science

To prevent a problem before it happens, the factors that predict the problem must be changed.



Advances in Prediction

- Studies following children over time have identified predictors of substance abuse, delinquency, violence, school dropout, teen pregnancy, and other problem behaviors –
Called : **Risk factors.**
- **AND** Studies have identified predictors of positive outcomes including success in school and avoiding health risk behaviors-
Called : **Promotive and protective factors.**

S	D
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Promotive and 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 for Behavior

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	✓	✓			✓	✓

Advances in Prevention

Controlled studies have identified both ineffective and effective prevention and youth development policies, programs and actions.



What Doesn't Work?

*Negative Effects

- **Waivers to Adult (Criminal Courts)***
- **“Scared Straight”***
- **D.A.R.E.**
- **Guided Group Interaction & Positive Peer Culture**
- **Gun Buyback Programs**
- **Peer Counseling Programs**
- **Summer Job Programs for At Risk Youth**

* Adapted from Sherman et al., 1997.

Effective Programs and Policies Have Been Identified in a Wide Range of Areas

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

Bullying Prevention Program

Description: Reduction of victim/bully problems

Target: Grades 4-7

Cost: Full-time consultant, minimal classroom costs

Contact: Dan Olweus, Ph.D.
Research Center for Health Promotion
(HEMIL)
University of Bergen
Christiesgt. 13, N-5015
Bergen, Norway 47-55-58-23-27

Bullying Prevention Program

Evidence of Effect

- Reductions in bully/victim problems of 50 percent.
- Reductions in antisocial behavior (theft, vandalism, truancy).
- Improvement in school climate.



Life Skills Training

Description: Curriculum for social competence promotion and drug abuse prevention

Target: Students ages 11 to 14.

Contact: Gilbert Botvin, Ph.D., Director
Institute for Prevention Research
Cornell University Medical College
411 East 69th Street, KB-201
New York, NY, 10021
212-746-1270



Life Skills Training Evidence of Effect

- Reduces tobacco, alcohol, and marijuana use 50-75%.
- Effects maintained through grade 12.
 - Cuts polydrug use up to 66%.
 - Reduces pack-a-day smoking by 25%.
 - Decreases use of inhalants, narcotics, and hallucinogens 25% to 55%.



Strengthening Families Program Ages 10-14

Description: Seven session family based program to reduce behavior problems and substance use by enhancing parenting skills, parent-child relationships and family communication.

Target: Parents and their children ages 10 to 14.

Contact: Virginia Molgaard
Iowa State University
vmolgaar@iastate.edu



Strengthening Families Evidence of Effects

- 26% to 56% relative reduction in lifetime drug use 4 years after program.
- 32% to 77% relative reduction in conduct problems 4 years after program.



Benefits and Costs of Prevention and Early Intervention Programs for Youth

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E-mail: saos@wsipp.wa.gov

Institute Publications: www.wa.gov/wsipp



Examples

Summary of Benefits and Costs (2003 Dollars)			
Dollars Per Youth (PV lifecycle)	Benefits	Costs	B - C
Strengthening Families	\$ 6,656	\$ 851	\$5,805
Life Skills Training	\$ 746	\$ 29	\$ 717
Intensive Juv. Supervision	\$0	\$1,482	-\$1,482



But...

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

(Gottfredson & Gottfredson, 2002, Hallfors et al 2001, Ringwalt et al., 2002.)



Different communities have different profiles of risk and protection.



And...

- **Community levels of risk and protective factors are significantly related to their levels of adolescent substance use.**

(Hawkins et al. 2004)



The Challenge for Community Prevention

- To address those risk factors most prevalent in a community with tested, effective programs that reduce those risk factors.
- To address those protective factors most depressed in a community with tested, effective programs that strengthen those protective factors.

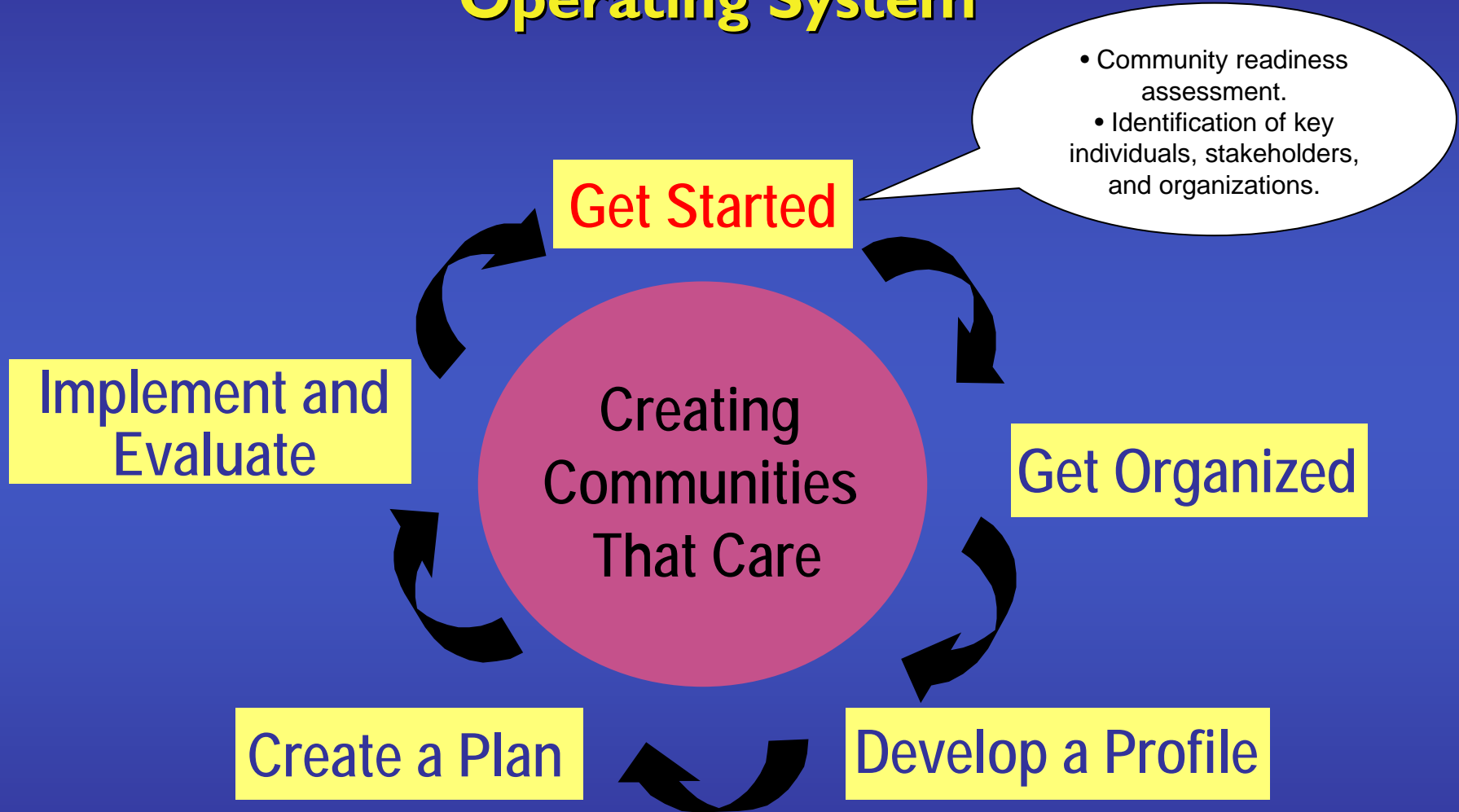


The *Communities That Care* System

- Operated by the Youth Empowerment Team.
- Measures community levels of protection and risk by surveying young people.
- Matches the community's profile of risk and protection with tested, effective actions.
- Focuses on outcomes: Are fewer teens using drugs? Fewer smoking? Fewer committing violent acts?

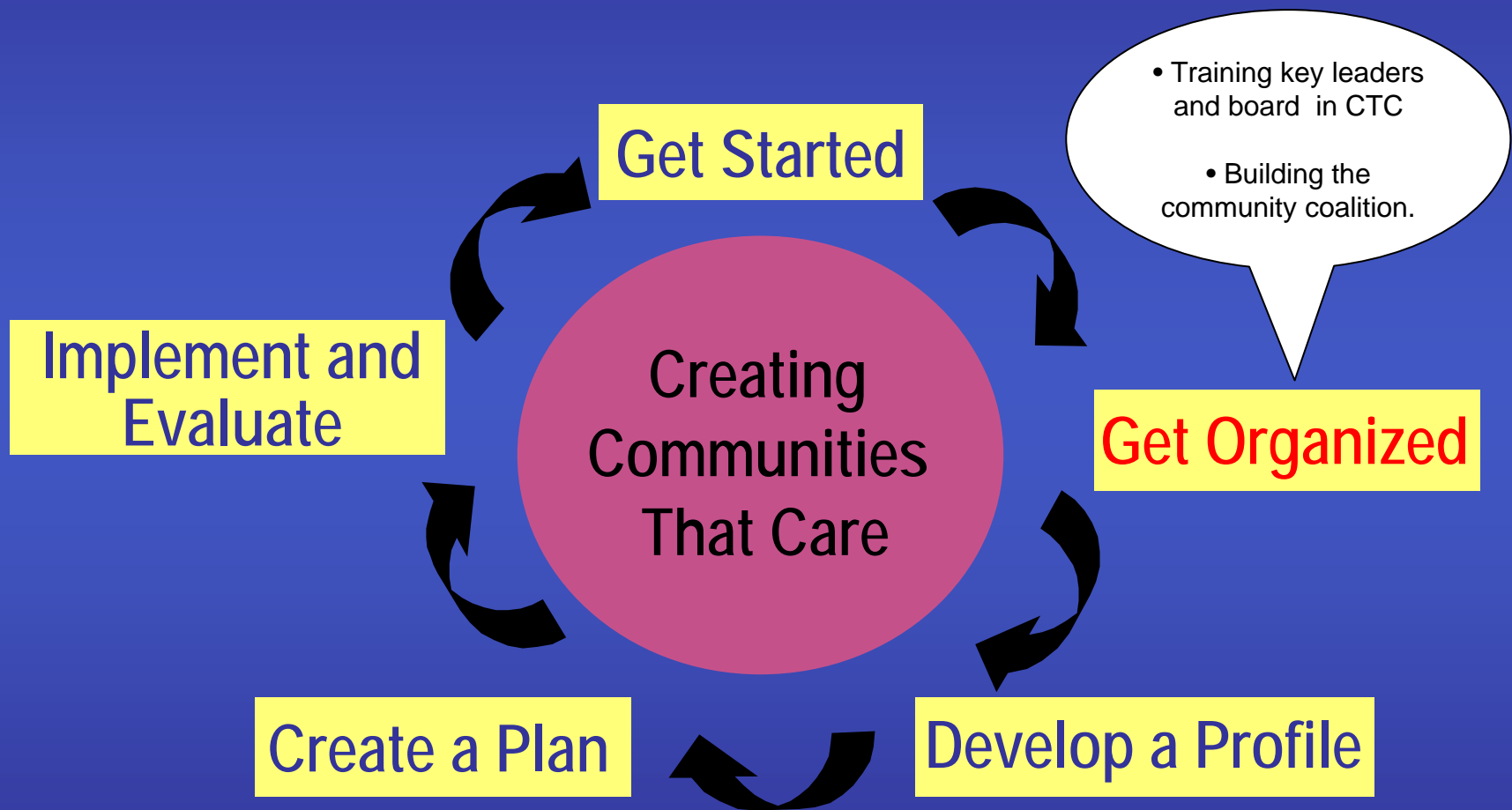


The Communities That Care Operating System





The Communities That Care Operating System





Get Trained and Organized

- In 2003, Brigham City's key leaders (mayor, police chief, school leaders, health care leaders, business, service, etc.) were oriented to the CTC process and
- Created a community board, the Youth Empowerment Team, to implement CTC.
- Brigham City's Youth Empowerment Team has been trained to use CTC system.



The Communities That Care Operating System



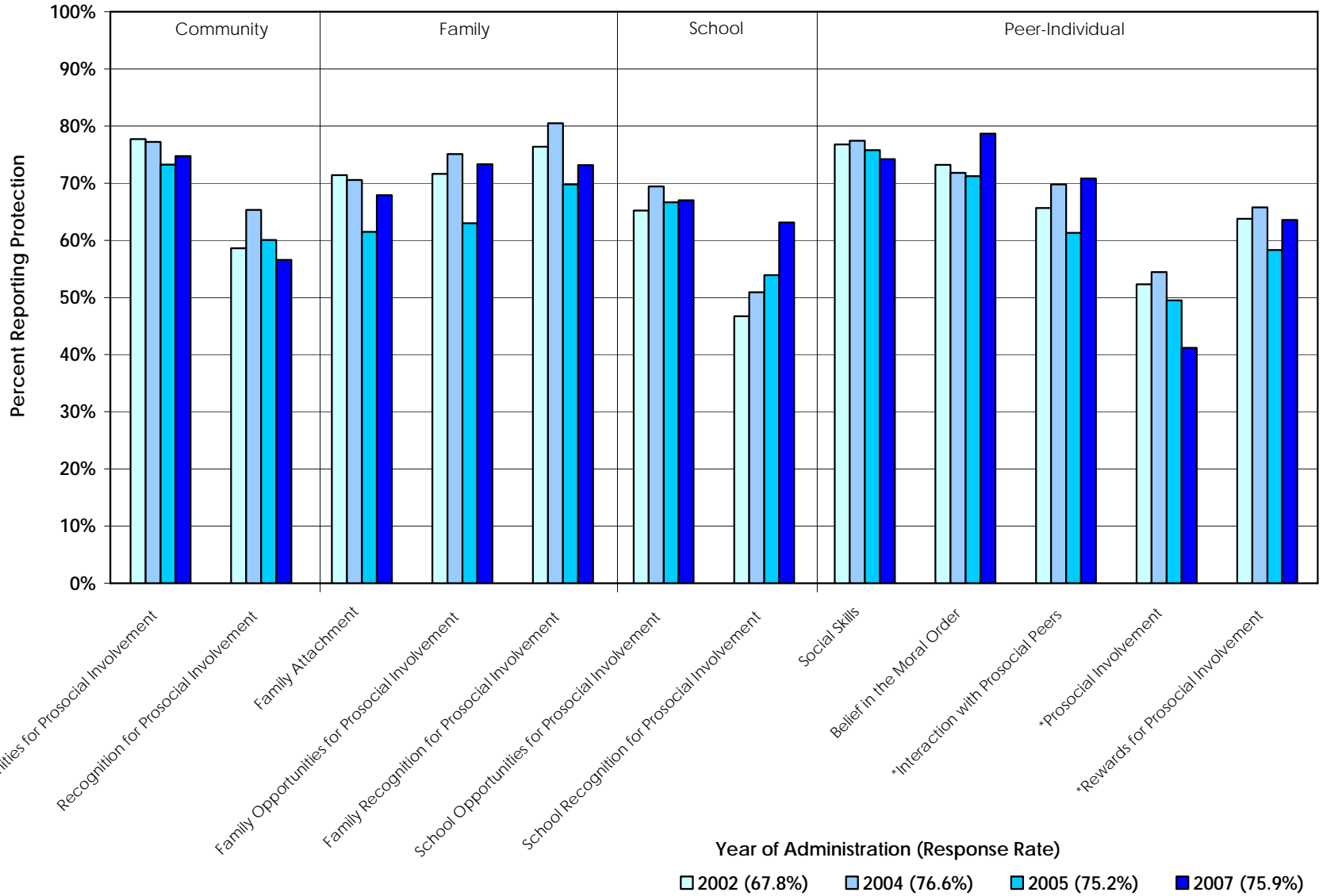


The CTC Youth Survey

- **Assesses young peoples' experiences and perspectives.**
- **Provides valid and reliable measures of risk and protective factors across gender, grade and racial/ethnic groups. (Arthur et al., 2002; Glaser et al., 2005)**
- **Identifies levels of risk and protective factors and health and behavior outcomes for district, city, school, or neighborhood.**
- **Guides planners to select appropriate tested, effective actions**
- **Monitors the effects of chosen actions.**

Brigham City, UT Protective Profile

8th Grade: 2002, 2004, 2005 and 2007

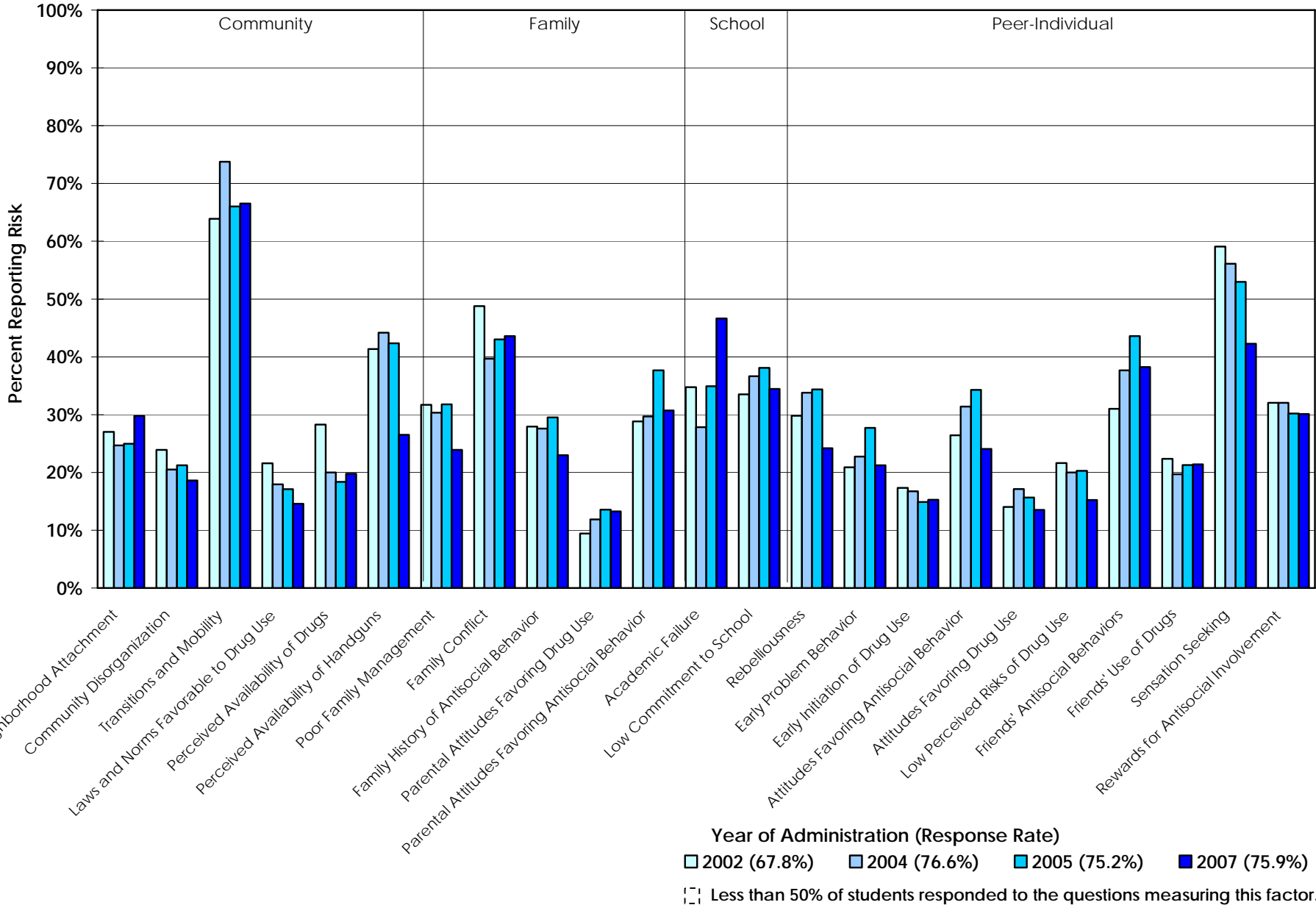


* These questions were not asked in one or more of the survey years (see Appendix B).

□ Less than 50% of students responded to the questions measuring this factor.

Brigham City, UT Risk Profile

8th Grade: 2002, 2004, 2005 and 2007

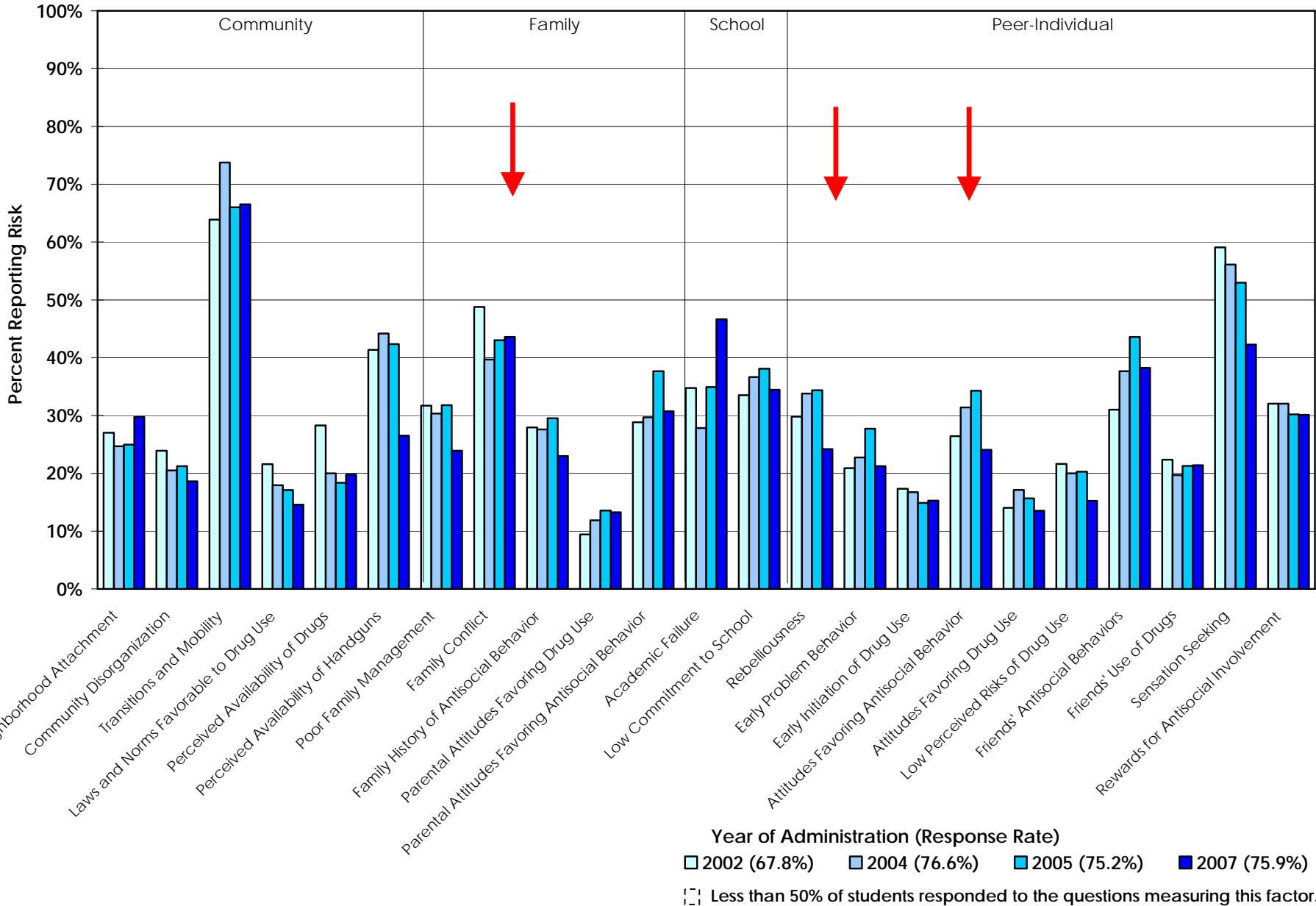


Brigham City's Prioritized Risk Factors

- Family Conflict
- Rebelliousness
- Youth Attitudes Favorable towards Antisocial Behavior

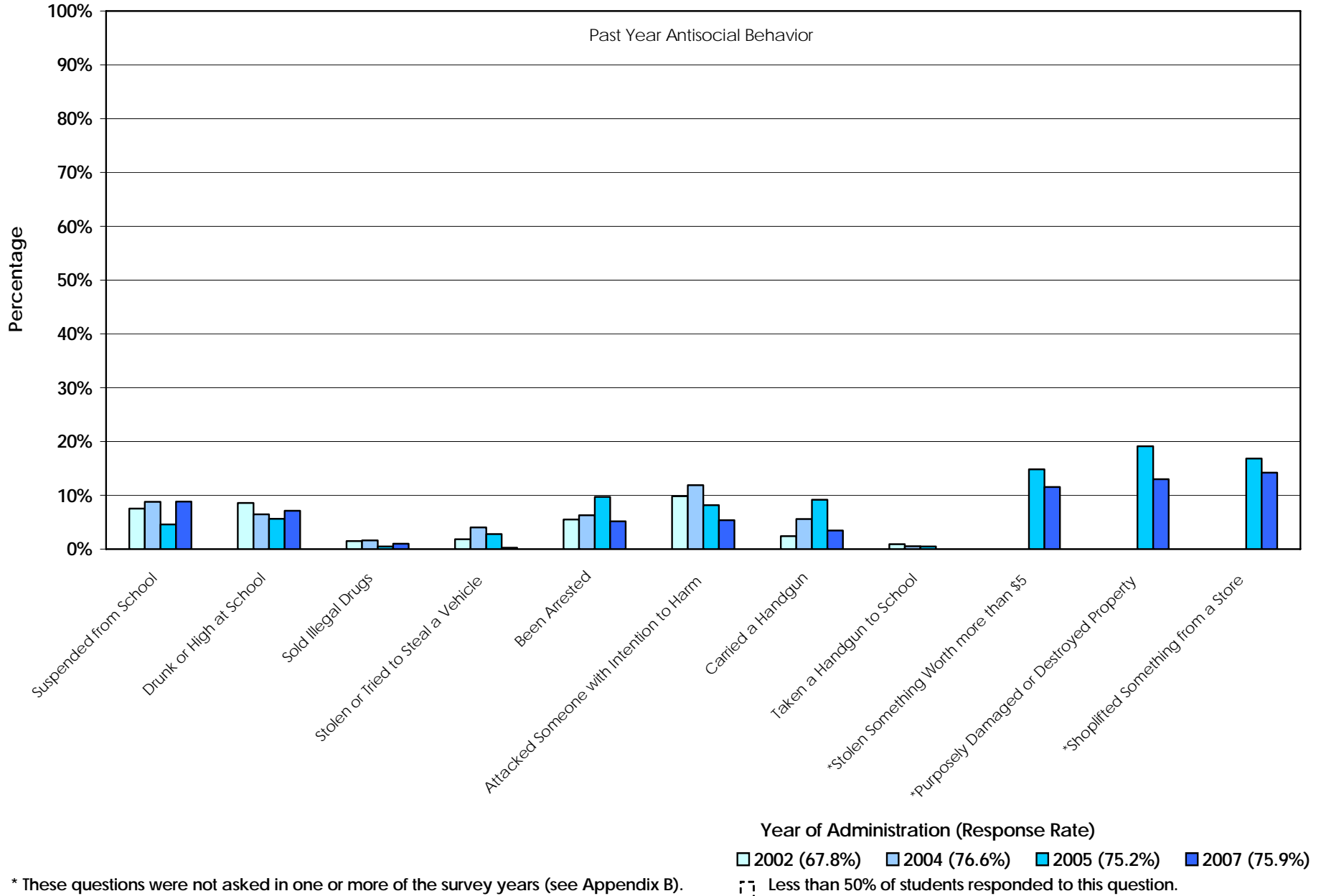
Brigham City, UT Risk Profile

8th Grade: 2002, 2004, 2005 and 2007



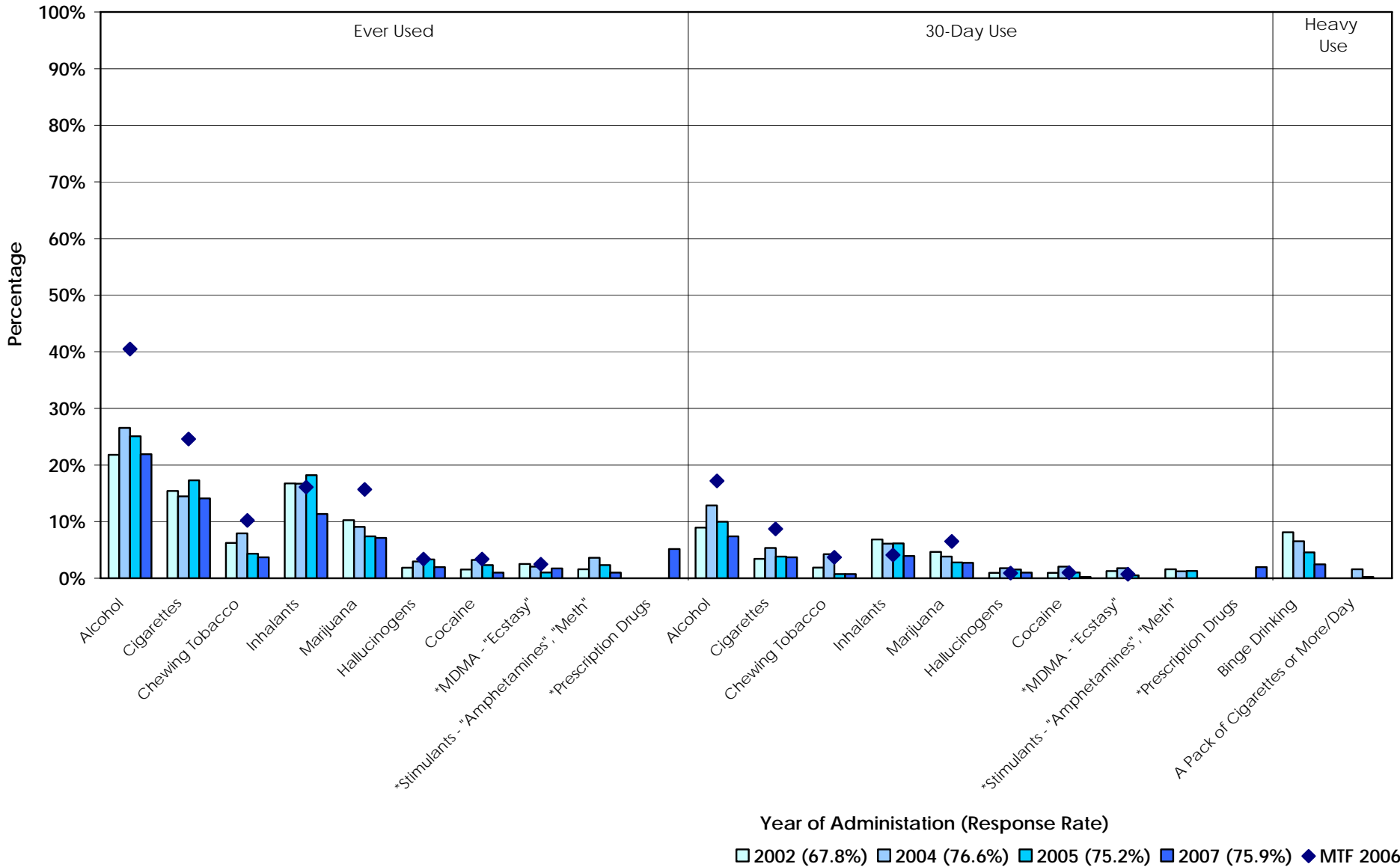
Brigham City, UT Antisocial Behavior

8th Grade: 2002, 2004, 2005 and 2007



Brigham City, UT Substance Use

8th Grade: 2002, 2004, 2005 and 2007



* These questions were not asked in one or more of the survey years (see Appendix B).

Less than 50% of students responded to this question.



The Communities That Care Operating System



Program Selection

- Brigham City's Youth Empowerment Team selected programs from a menu of options* that:
 - Showed significant effects on risk/protective factors and problem behaviors in at least one high-quality research study
 - Targeted grades 5-9
 - Provided materials and training

*As described in the *CTC Prevention Strategies Guide*



Addressing Risk with Effective Action

Factor Addressed	Program Strategy	Developmental Period
Family Conflict 	Prenatal/Infancy Programs	prenatal-2
	Early Childhood Education	3-5
	Parent Training	prenatal-14
	Family Therapy	6-14



Effective Training for Middle School Parents

- **Guiding Good Choices (Spoth et al., 1998)**
- **Adolescent Transitions Program (Dishion and Andrews, 1995)**
- **Parenting Adolescents Wisely (Gordon et al., 1998)**
- **Creating Lasting Connections (Johnson et al., 1996)**
- **The Strengthening Families 10 to 14 Program (Spoth et al, 1998)**
- **Focus on Families (Catalano et al., 1999; 1997)**

Youth Empowerment Team's Plan to Address Priority Factors

- **Rebelliousness and Favorable Attitudes
Towards Antisocial Behavior**
Olweus Bullying Prevention Program
- **Family Conflict**
Strengthening Families 10-14 Program
- **Opportunities and Recognition for
Prosocial Behavior**
SOaR into Action

Building Protection Using the Social Development Strategy: SOaR

The Goal...

Healthy Behaviors

...for all children and youth

Ensure...

Healthy Beliefs
and
Clear Standards

...in families, schools,
and community

Build...

Bonding
-Attachment
-Commitment

...to families, schools,
and community

By providing...

Opportunities

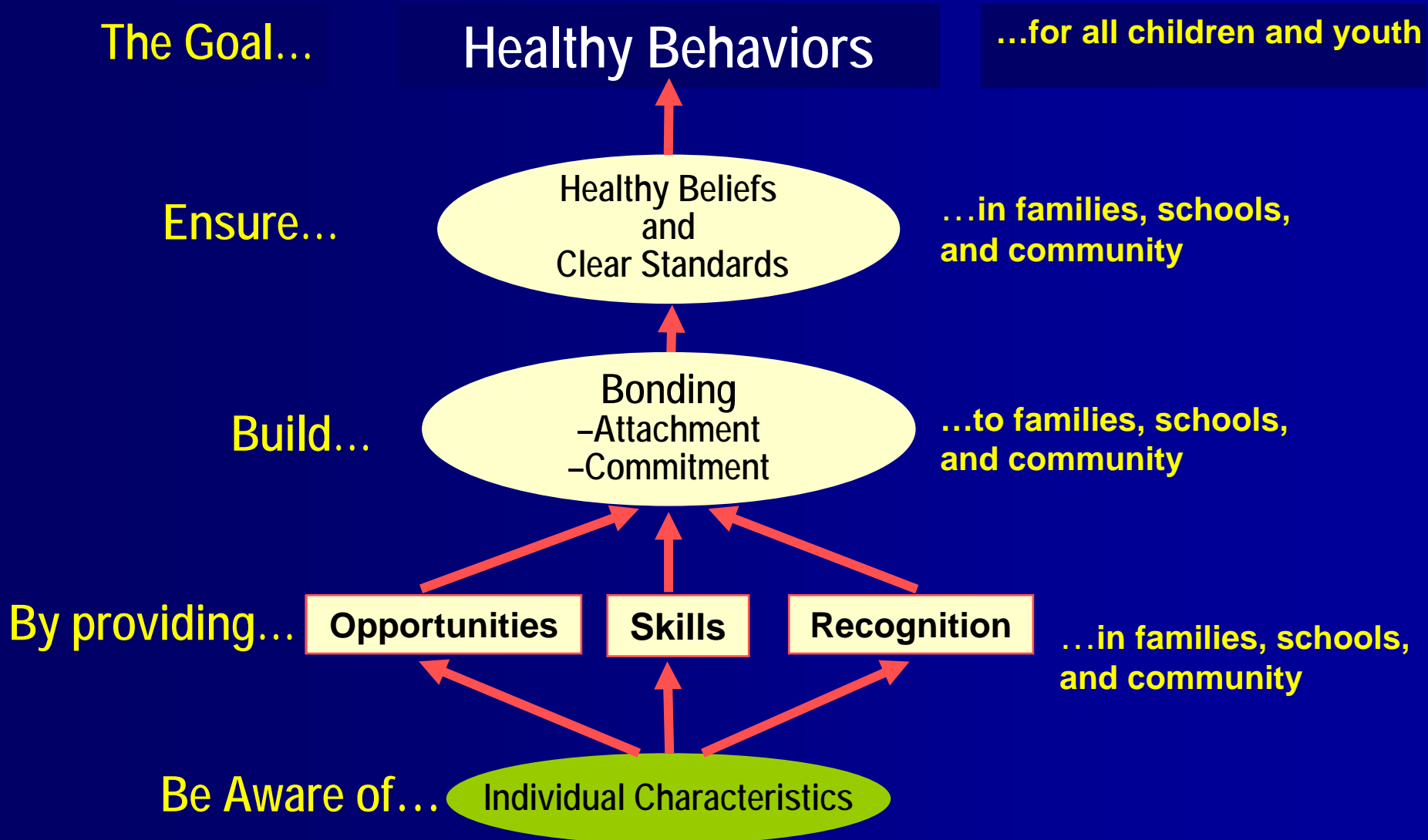
Skills

Recognition

...in families, schools,
and community

Be Aware of...

Individual Characteristics



S D
R G

The Communities That Care Operating System

- Form task forces.
- Identify and train implementers.
- Sustain collaborative relationships.
- Evaluate processes and outcomes.
- Adjust programming.

Implement and Evaluate

Get Started

Creating Communities That Care

Get Organized

Create a Plan

Develop a Profile



Effective Prevention Requires Implementation Fidelity

- **Program Definition (manuals, training and technical support)**
- **Adherence**
- **Adequate dosage or exposure**
- **Quality delivery**
- **Participant responsiveness**



SFP Implementation 2005-2006

Fidelity Component	Goal	Results Cycles 20-25	Achieved Goal
<i>Adherence</i>			
Content covered	70-100% of objectives covered	95%	<input checked="" type="checkbox"/>
Modifications	No/few major modifications	9 major modifications	<input checked="" type="checkbox"/>
<i>Dosage</i>			
Sessions held	7, 2-hour weekly sessions	7, 2-hour weekly sessions each cycle	<input checked="" type="checkbox"/>
<i>Participant involvement</i>			
Attendance	70-100% of families attend 4 out of 7 sessions	89%	<input checked="" type="checkbox"/>
Saturation	130 families	111 families (85% of goal)	<input type="checkbox"/>
<i>Quality of Delivery</i>			
Room set-up	Good set-up (3.0 or higher on a 4-point scale)	3.4 in overall set-up	<input checked="" type="checkbox"/>

Brigham City SFP Pre/Post Survey Results – Cycles 15 – 25

Youth Skill Construct	Sample Youth Survey Item:
Positive goals for the future	I know one step to take to reach one of my goals.
Relationship with parents	I listen to my parent(s)/ caregiver(s) point of view.
Stress Management	I do things to help me feel better when I am under stress.
Peer Pressure Skills	I know the things needed in a good friend.
Family Communication	We have family meetings to discuss plans, schedules, and rules.
Following Rules	I know there are consequences when I don't follow a given rule.

Brigham City SFP Pre/Post Survey Results – Cycles 15 – 25

Parenting Skill Construct	Sample Parent Survey Item:
Communication Style	I let my youth know the reason for the rules we have.
School Involvement	I attend parent-teacher conferences at school.
Nurture and Support	We take time to do something fun together as a family.
Contingent Parenting	I follow through with consequences each time he or she breaks a rule.

All constructs changed significantly in the expected direction

Brigham City SFP Participation

Year	Goal	Attendance	%
2004-05	100 families	142 families	142%
2005-06	130 families	111 families	85%
2006-07	110 families	60 families	55%

Over the course of the CYDS to date, have reached 23% of the Class of 2011

Reported Fighting Incidents Box Elder Middle School 2001-2006

2006-2007

2005-2006

2004-2005

2003-2004

2002-2003

2001-2002

← Olweus initiated

■ Fighting

0 20 40 60 80 100 120 140 160

2001-2002 2002-2003 2003-2004 2004-2005 2005-2006 2006-2007

■ Fighting

64

57

52

142

16

2006-2007

Reported Incidents of Disrespect Box Elder Middle School 2001-2006

2006-2007

2005-2006

2004-2005

2003-2004

2002-2003

2001-2002

← Olweus initiated

■ Disrespect

0 5 10 15 20 25 30 35 40

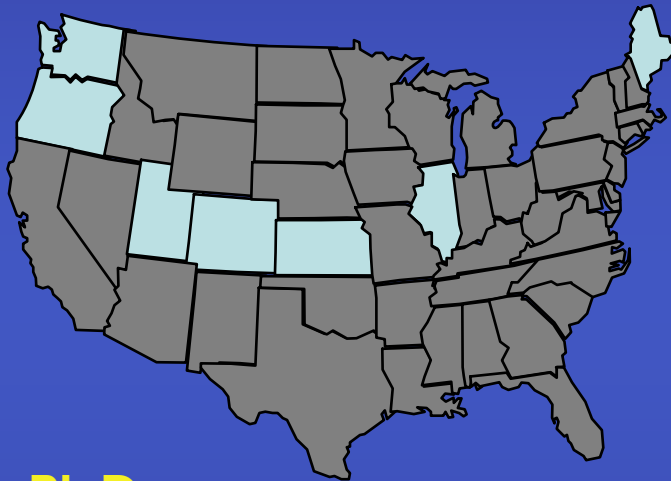
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
■ Disrespect	24	18	36	29	10	

What You Can Do to Support the Youth Empowerment Team

1. Provide young people with opportunities, skills and recognition for positive involvement.
2. Participate in the Strengthening Families Program.
3. Become a bridge between the Youth Empowerment Team and your school/community.
4. Observe Brigham City's prevention programs to ensure implementation fidelity.
5. Support the prevention programs in Brigham City schools. (Example: Olweus Bullying Prevention Program.)
6. Join the Brigham City Youth Empowerment Team!



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