

S D
R G

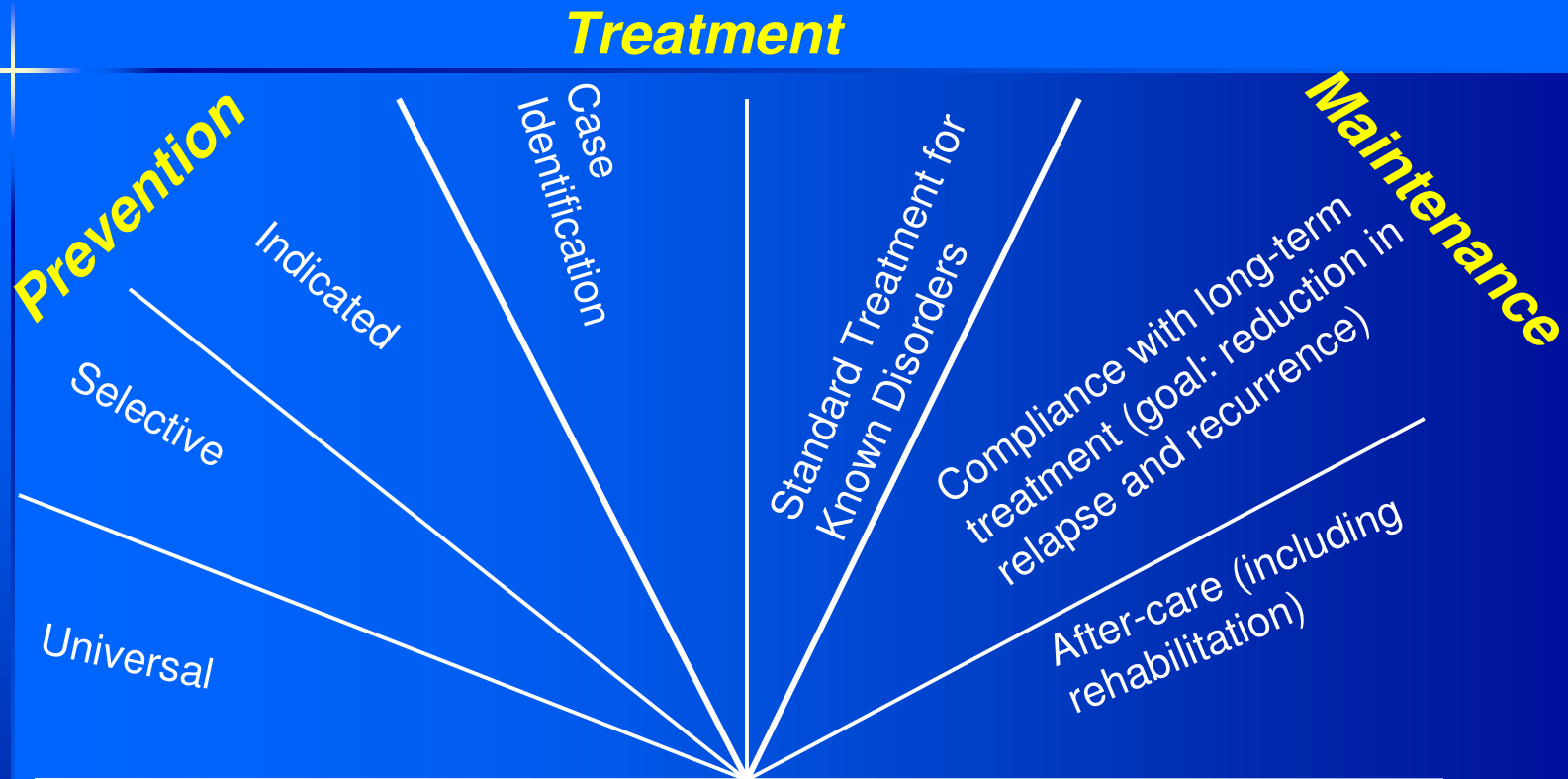
**National Research Council and Institute of Medicine
Committee on Adolescent Health Care Services and Models of
Care for Treatment, Prevention and Healthy Development
Washington, DC
January 22, 2007**

Prevention in Adolescent Health Care: Needs, Opportunities and Long-Term Impact

**Richard F. Catalano, Ph.D
Director
Social Development Research Group
University of Washington
www.sdrq.org**

Dr. Catalano is a board member of the Channing-Bete Company distributor of the Guiding Good Choices and Staying Connected with your Teen programs

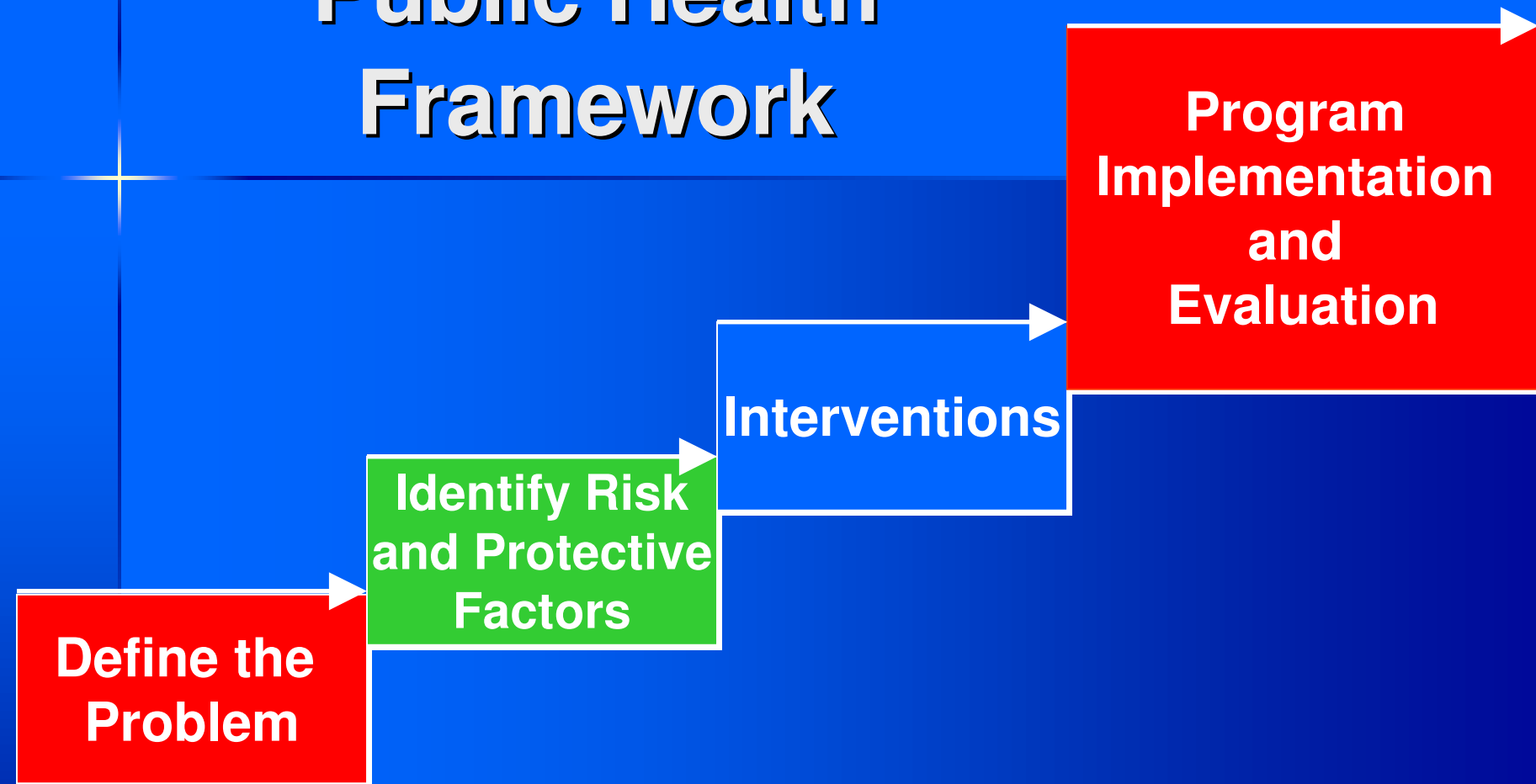
Intervention Spectrum



Source: Institute of Medicine (1994). Reducing risks for mental disorders: Frontiers for preventive intervention research. Patricia J. Mrazek & Robert J. Haggerty, Eds. Washington DC: National Academy Press

S D
R G

Public Health Framework



Problem

Response

Prevention Science Advances

Etiology/Epidemiology of Problem Behaviors

- n Identify Risk and Protective Factors that Predict Problem Behaviors.

Efficacy Trials

- n 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 Adolescent Problem Behaviors

Risk Factors

Family	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
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

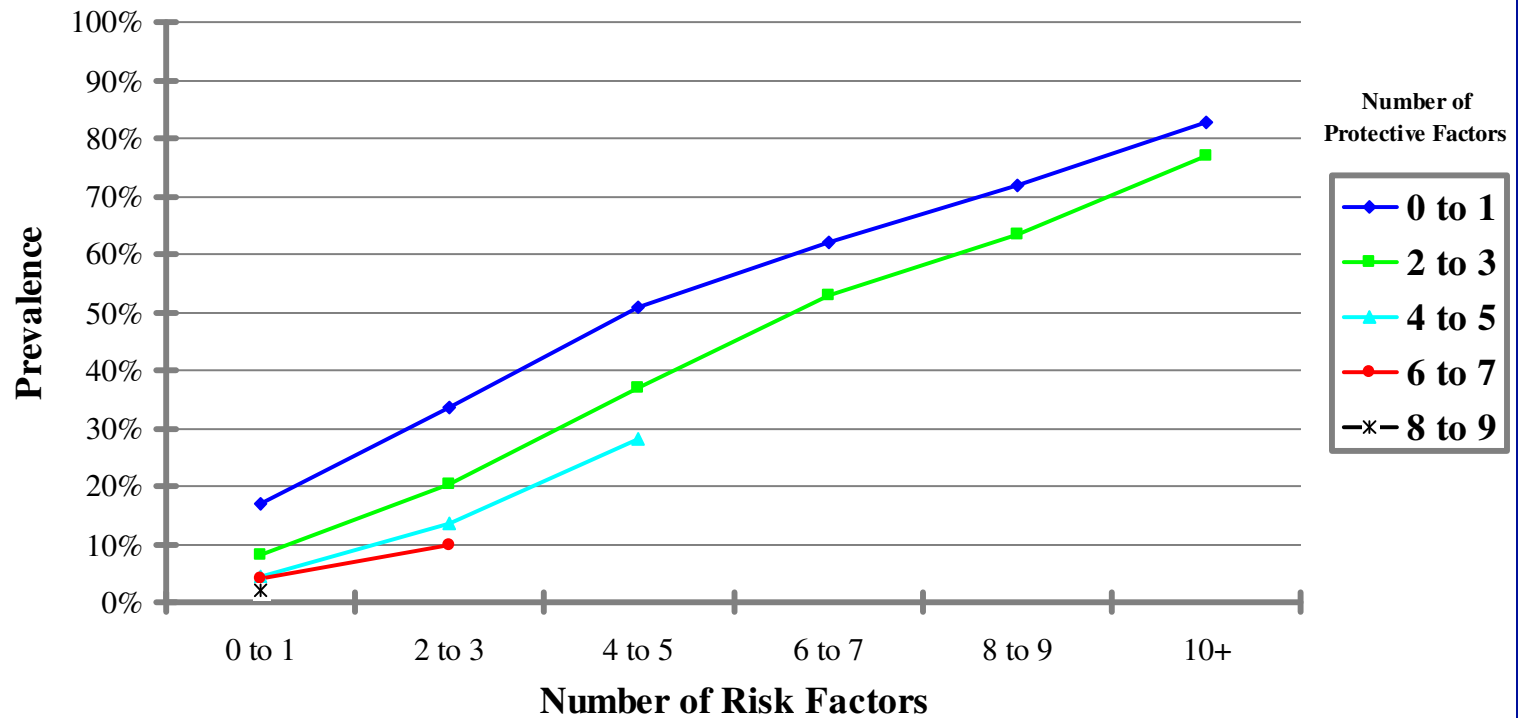
- High Intelligence
- Resilient Temperament
- Competencies and Skills

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

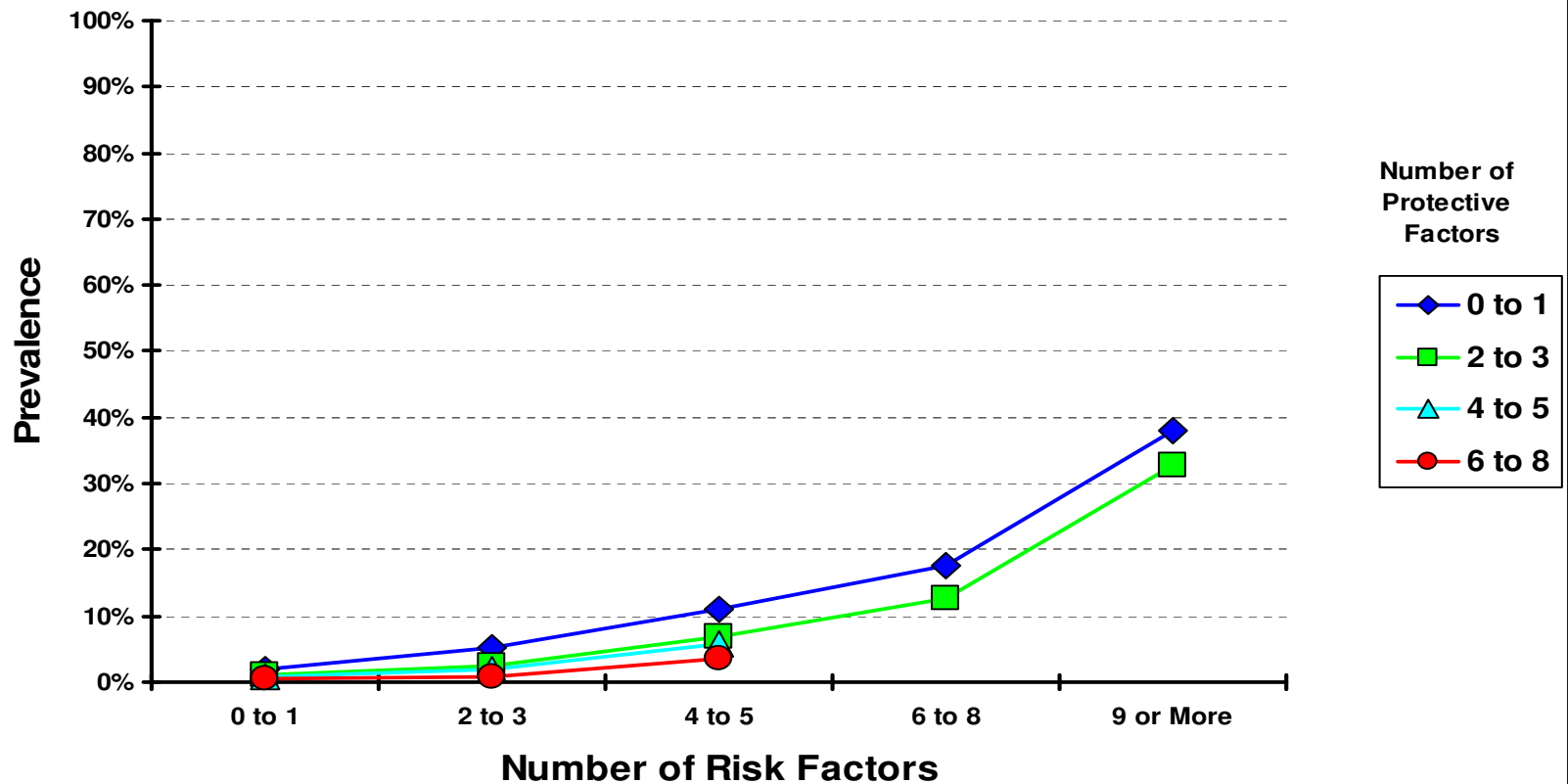
Six State Student Survey of 6th-12th Graders, Public School Students



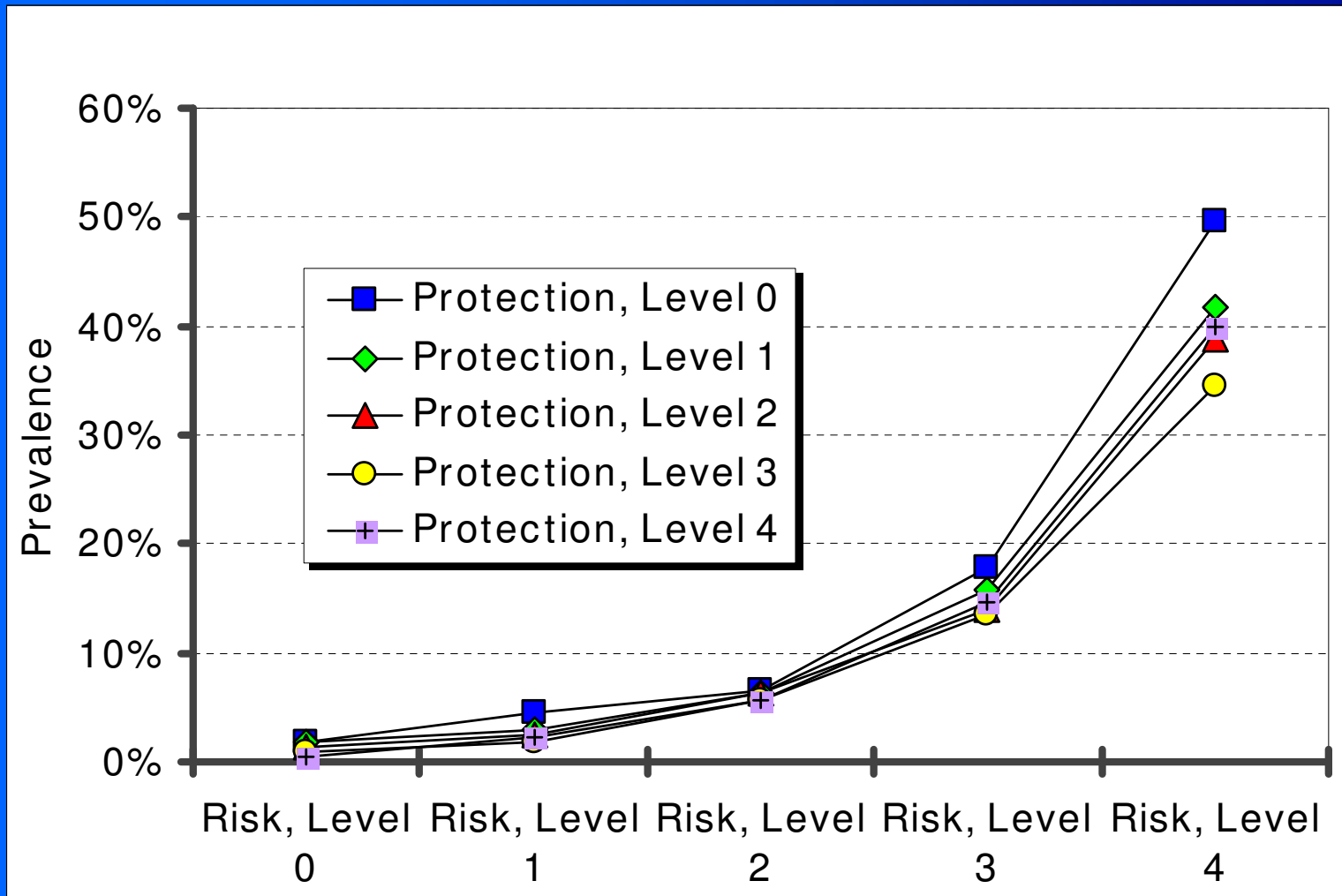


Prevalence of Any Other Illicit Drug Use (Past 30 Days) By Number of Risk and Protective Factors

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

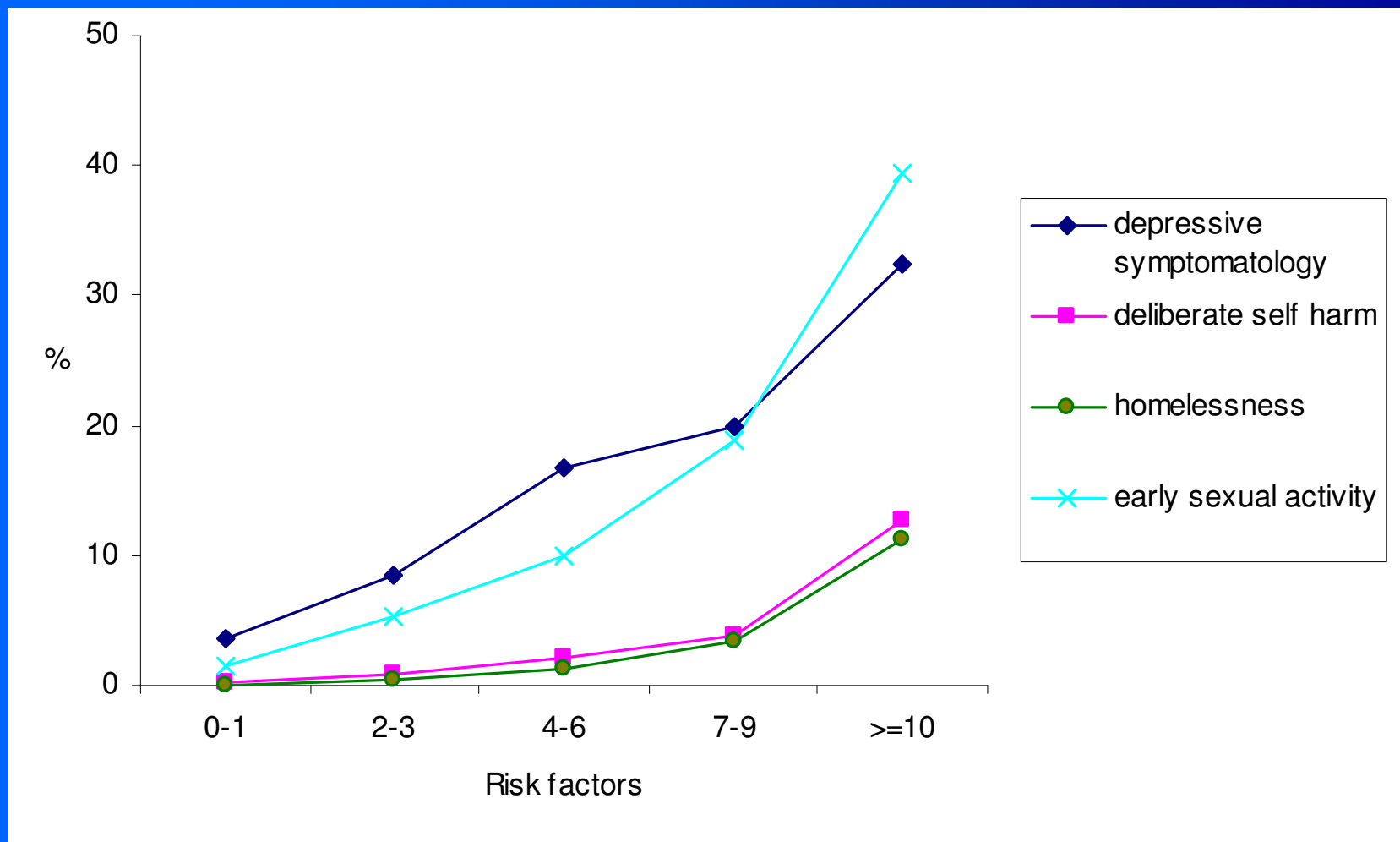


Prevalence of "Attacked to Hurt" By Number of Risk and Protective Factors



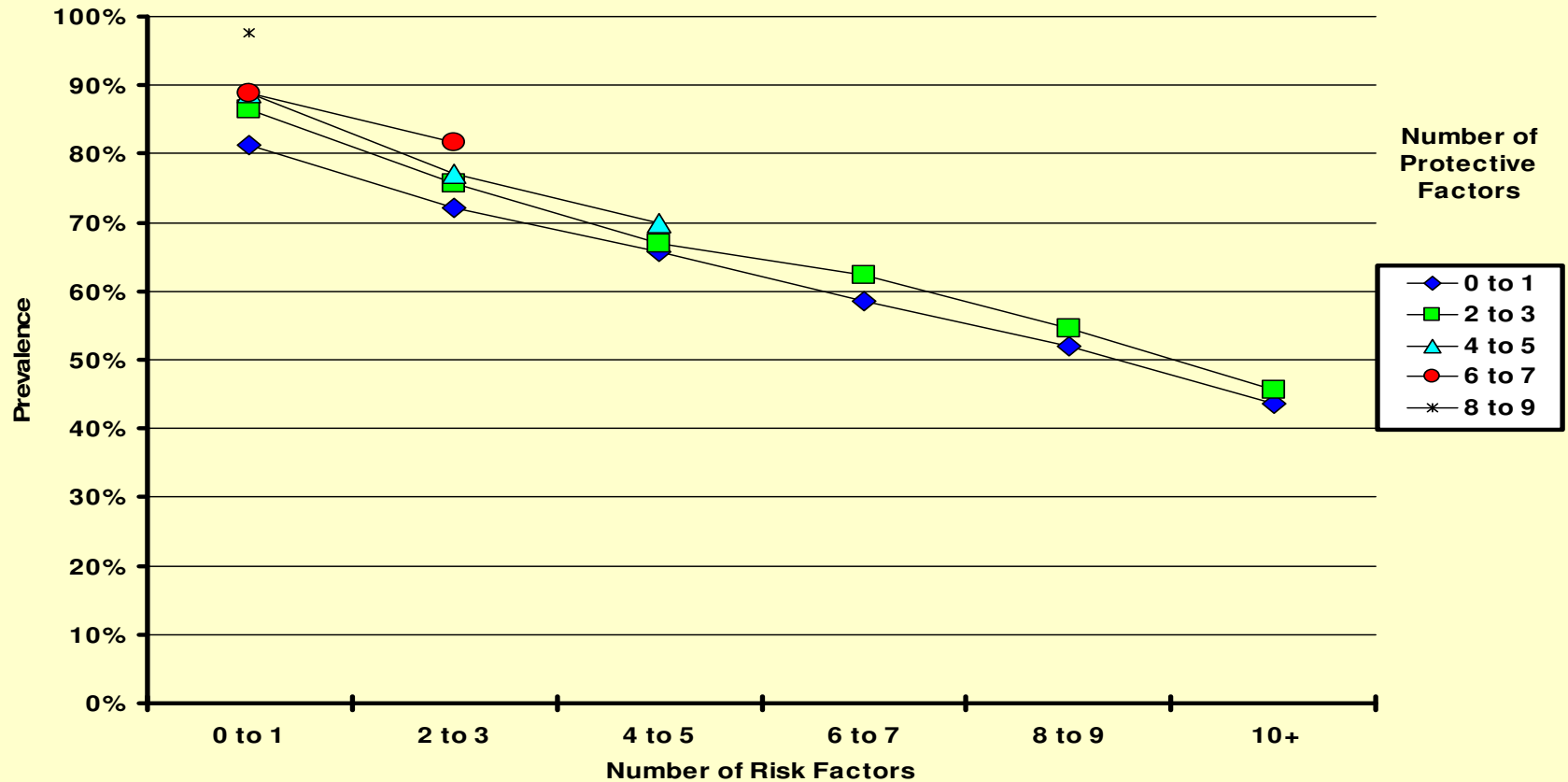


Prevalence of Mental Health and Social Problems by Number of Risk Factors



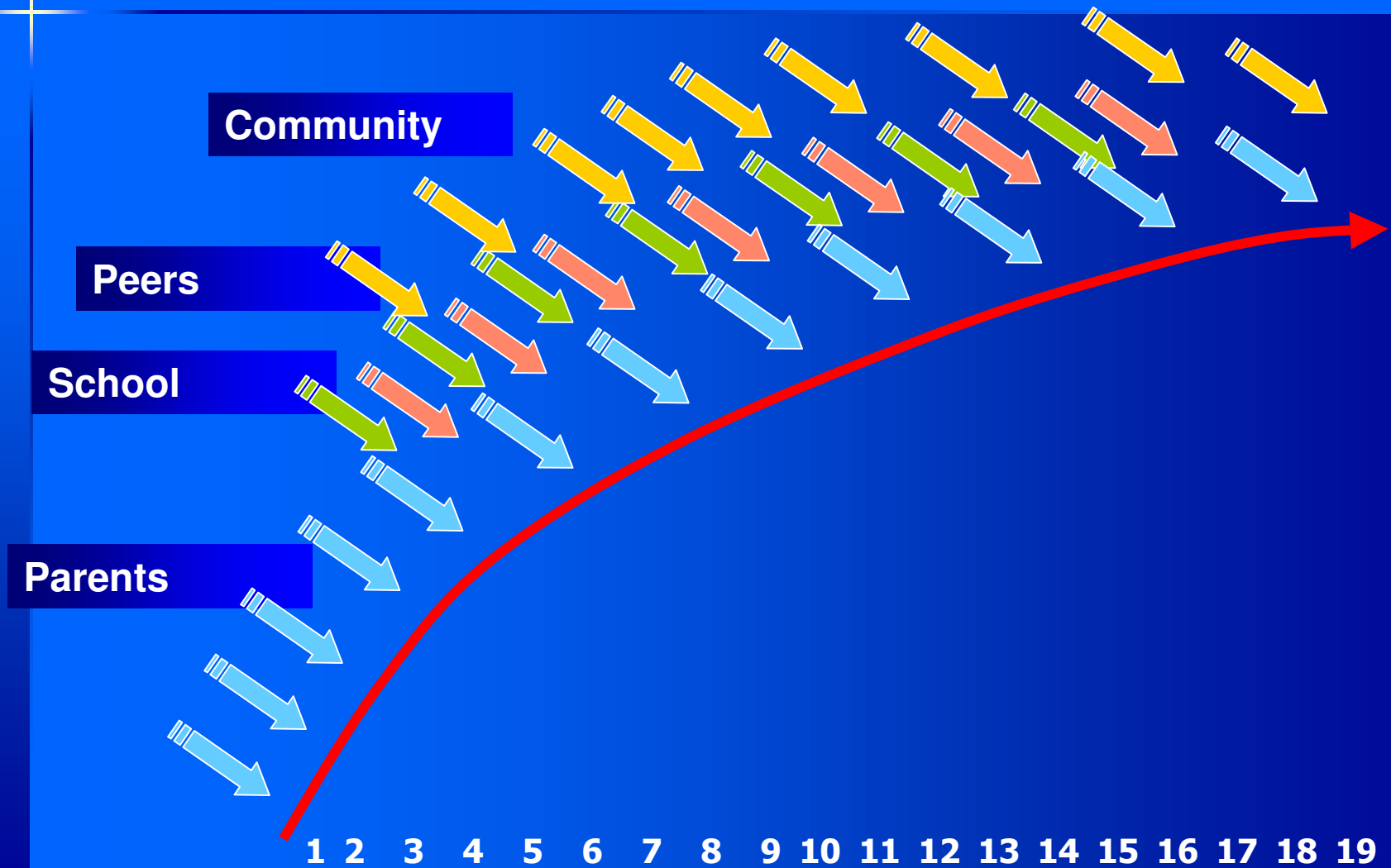
Prevalence of Academic Success By Number of Risk and Protective Factors

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



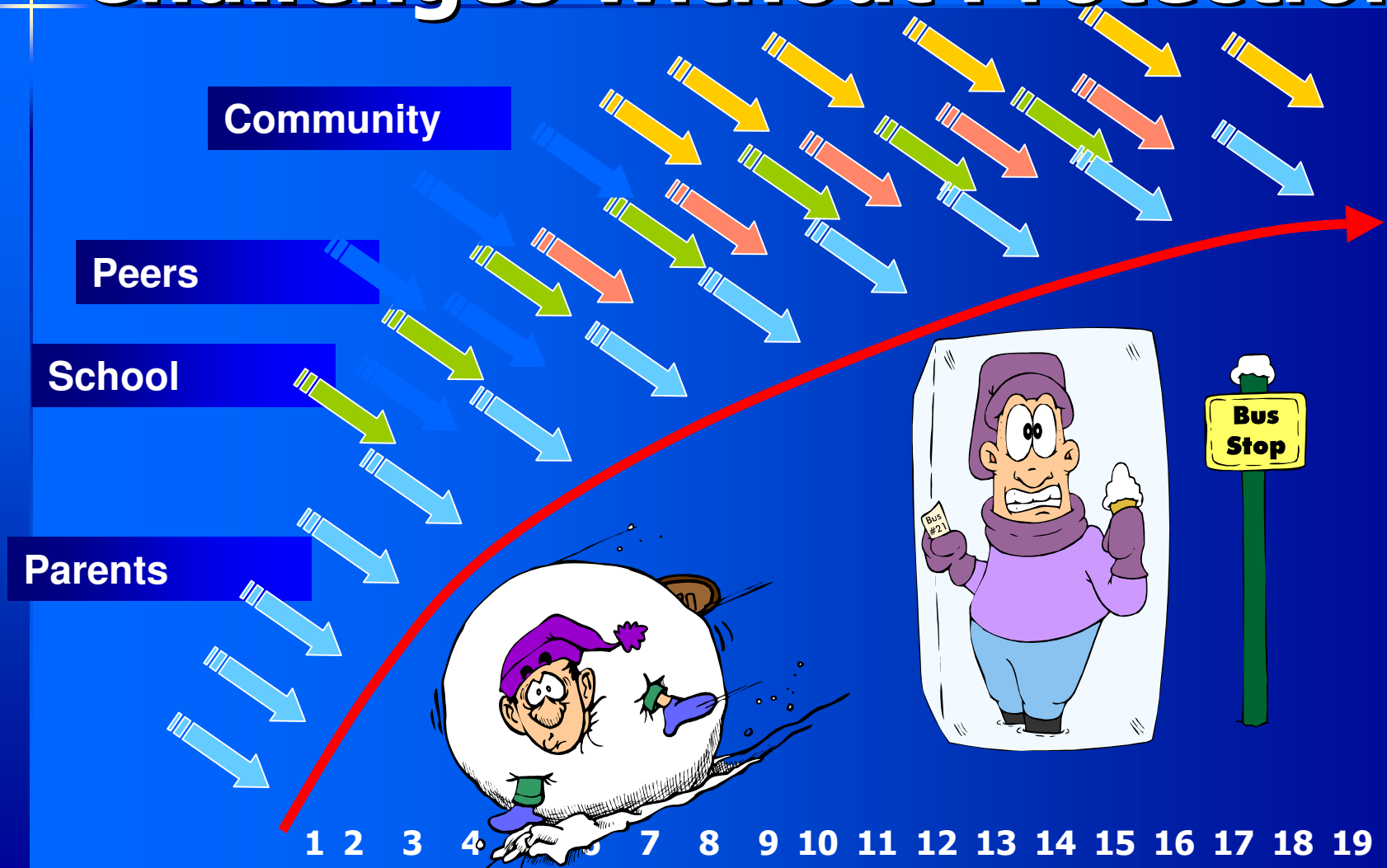
S D
R G

Factors Shaping Child and Adolescent Development



S D
R G

Snowstorm: Extended Exposure to Positive Norms and Models of Problem Avoidance Early in Developmental Challenges without Protection

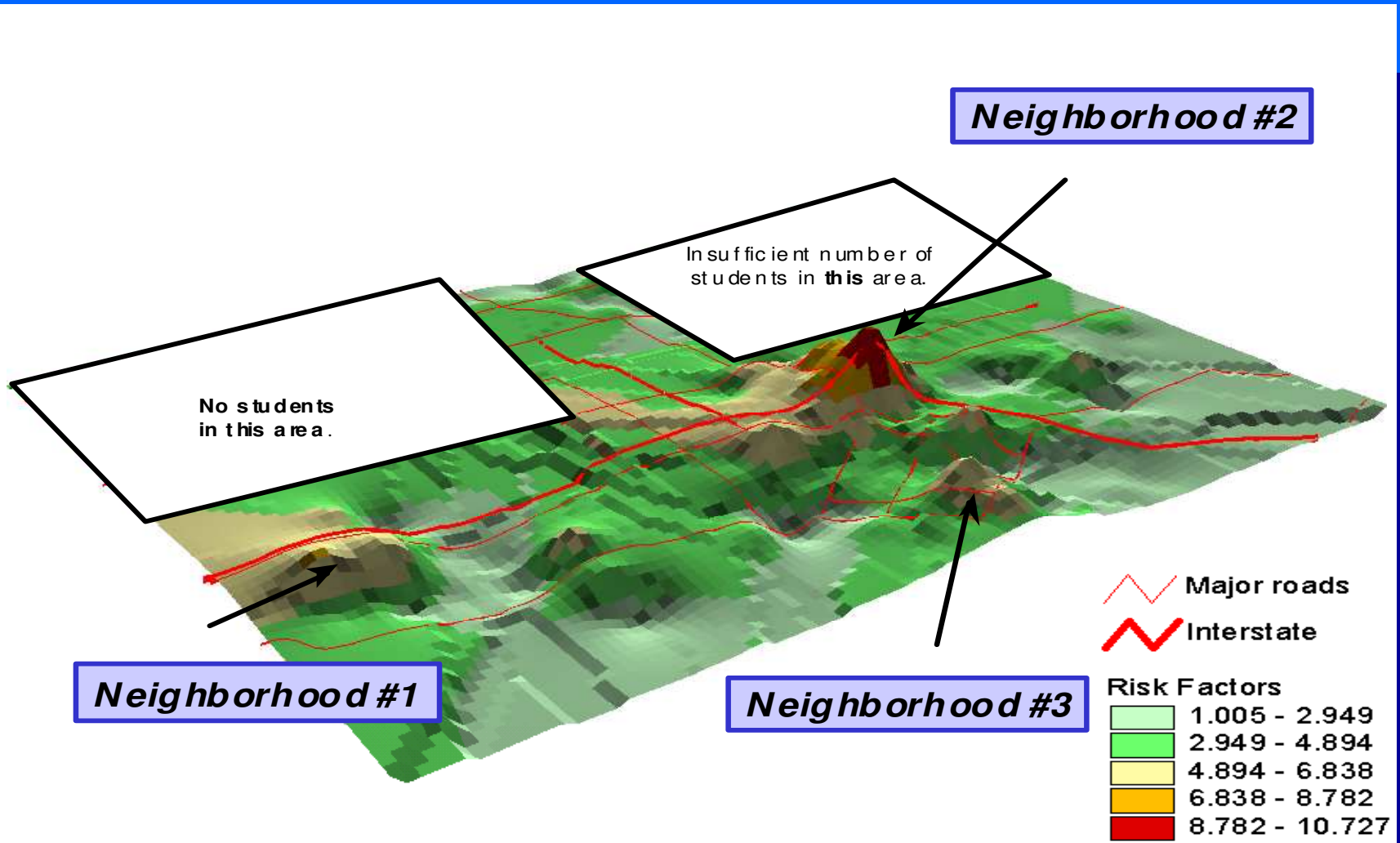


S	D
R	G

Epidemiology

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

Distribution of Risk in a City



What We Know About Risk and Protective Factors

- n Both an individual's level of risk and level of protection make a difference
- n Common risk and protective factors predict diverse health and behavior problems
- n Risk and protective factors show much consistency in effects across diverse groups
- n Different factors affect youth as they develop
- n Different neighborhoods have different levels of risk and protection

Prevention Science Advances

Etiology/Epidemiology of Problem Behaviors

- n Identify Risk and Protective Factors that Predict Problem Behaviors

Efficacy Trials

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



Ineffective Prevention Strategies

Universal Prevention

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

Selected, Indicated Prevention

- n Gun buyback programs
- n Firearm training
- n Mandatory gun ownership
- n Shifting peer group norms
- n 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

Selected Findings for Prevention Programs (Aos et al., 2005)

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



Selected Findings for Prevention Programs

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



Guiding Good Choices: Content

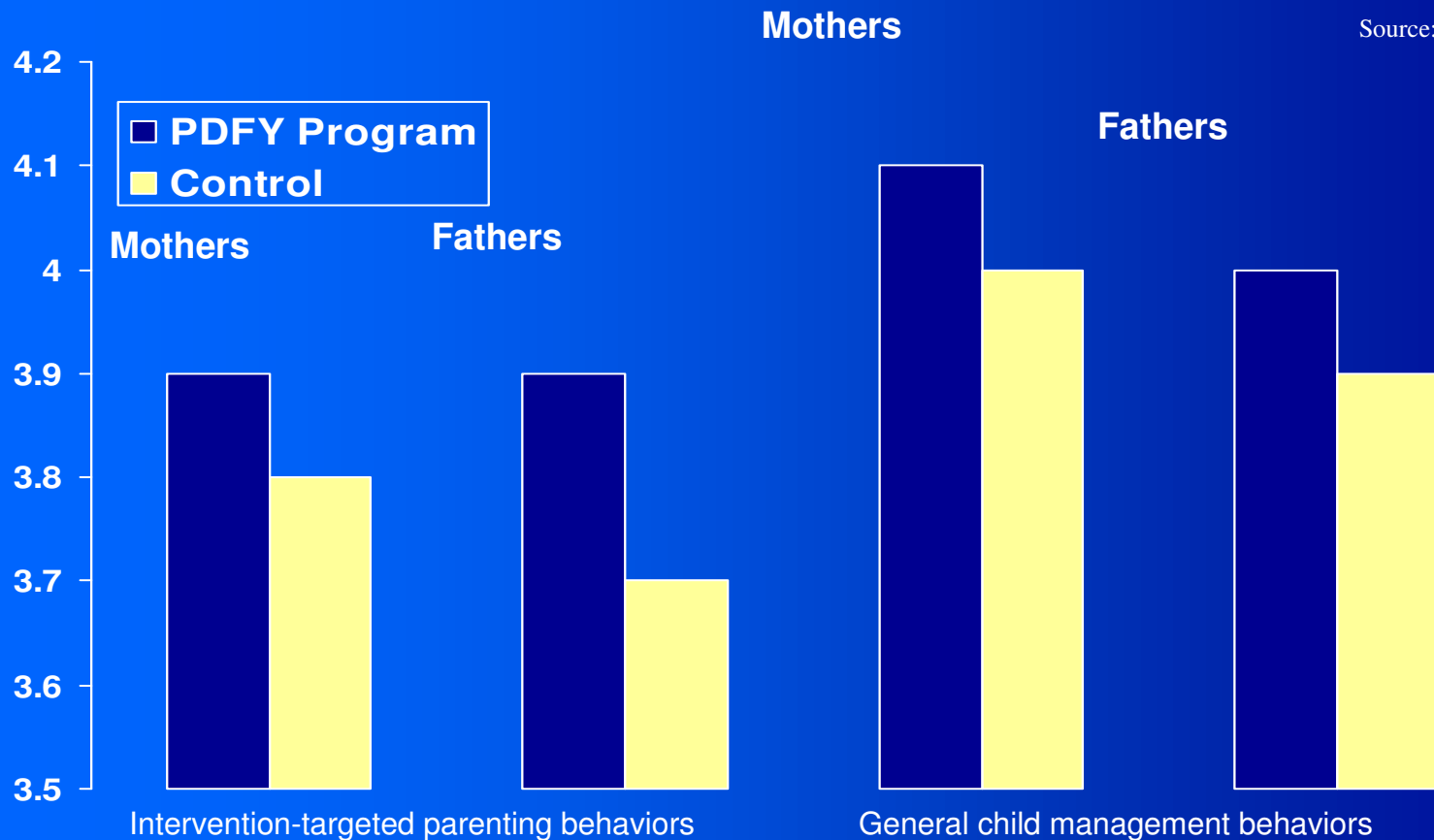
n **Randomized controlled trial of five 2 hour sessions led by 2 workshop leaders for parents of middle school students:**

1. **Getting Started:** How to prevent drug abuse in your family: The Risk Checkup
2. **Setting Guidelines:** How to develop healthy beliefs and clear standards about drug use.
3. **Avoiding Trouble:** How to say no to drugs.
4. **Managing Conflict:** How to control and express your anger.
5. **Involving Everyone:** How to strengthen family bonds.

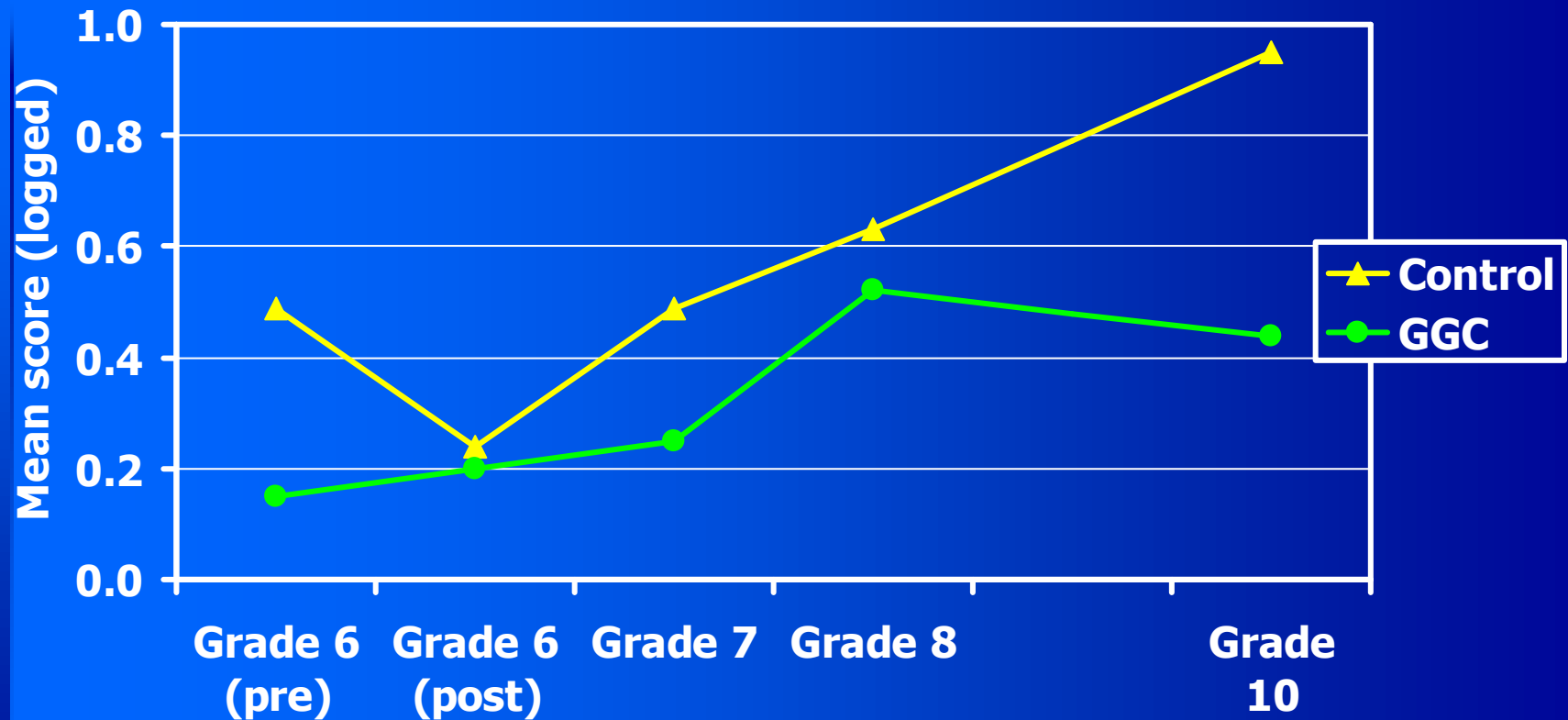
Guiding Good Choices Changes in Parenting Behaviors

PDFY and Control Group Improvements in Parenting Outcome Means, by Experimental Conditions

Source: Spoth et al., 1995

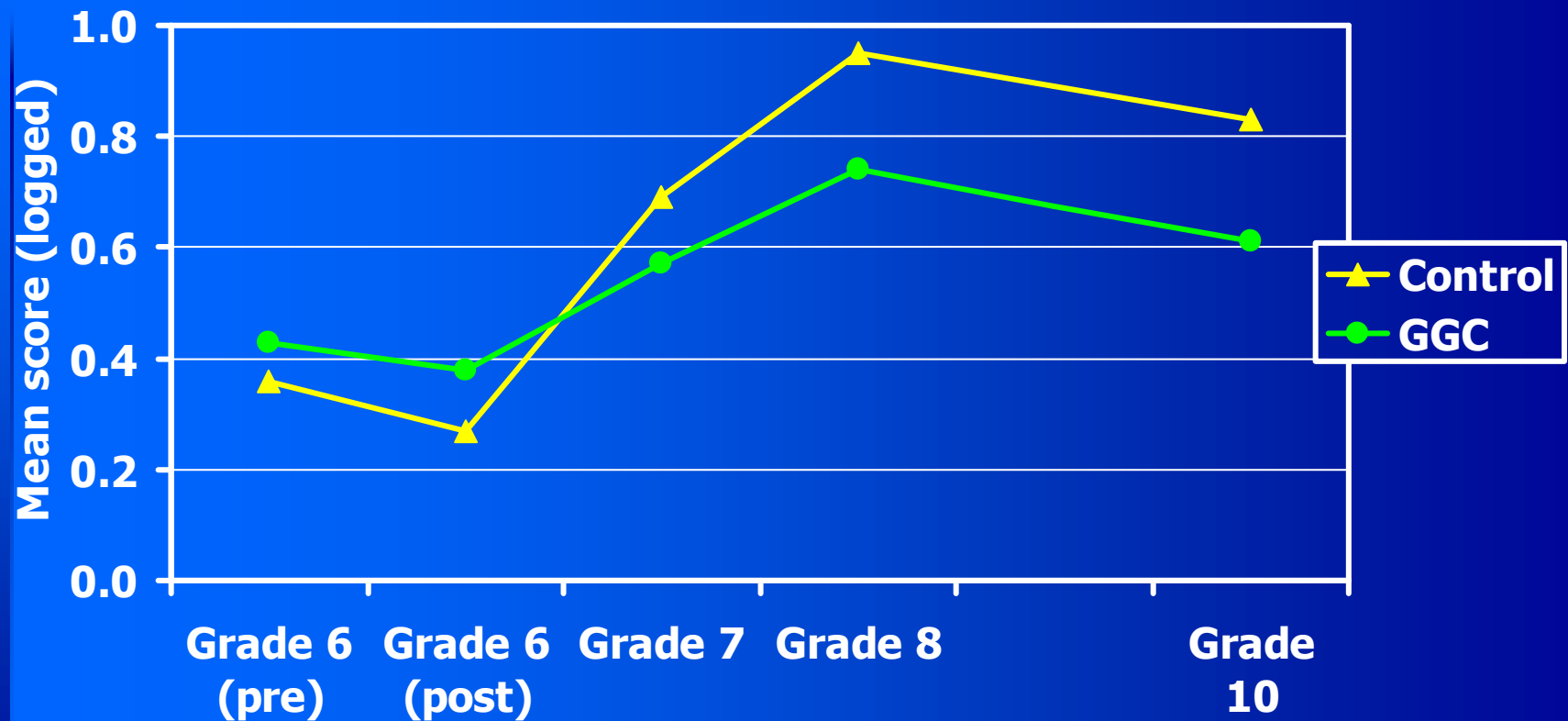


Guiding Good Choices Reduced Growth in Substance Use through Grade 10



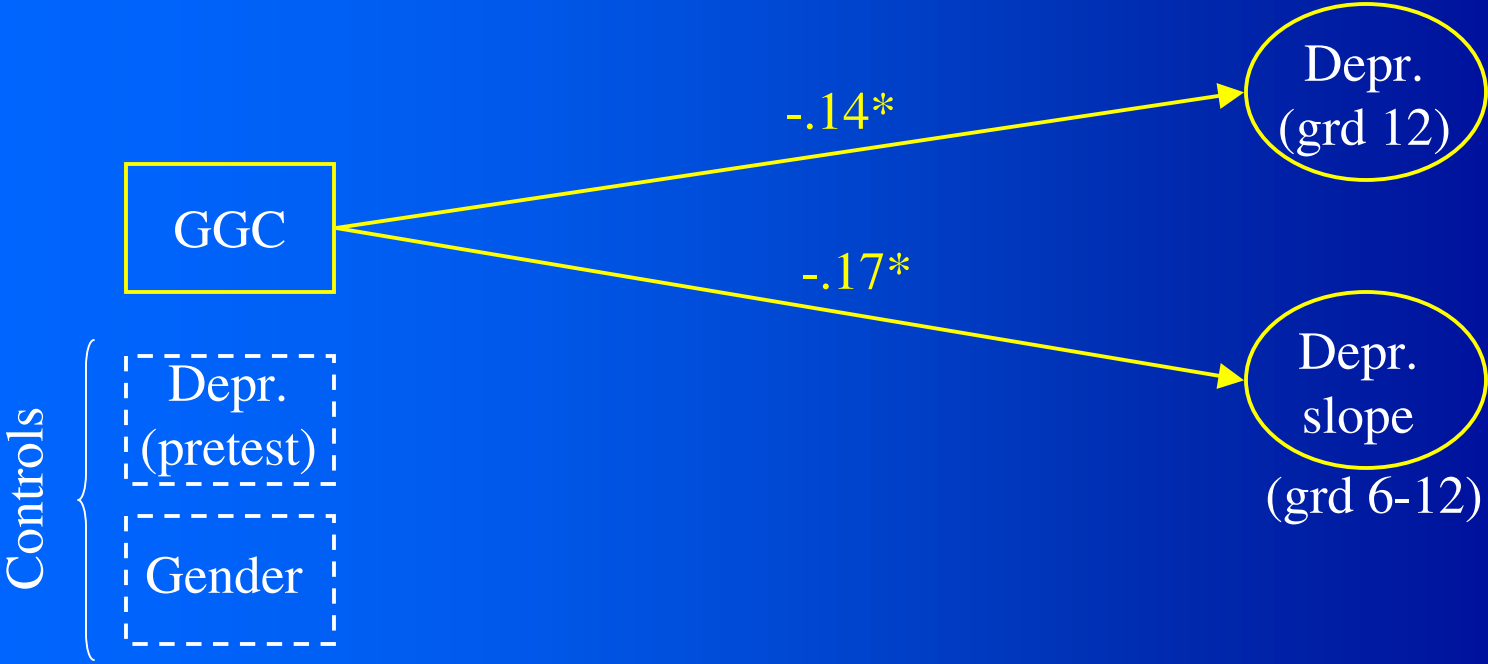
From Mason et al. (2003)

Guiding Good Choices Reduced Growth in Delinquency through Grade 10



From Mason et al. (2003)

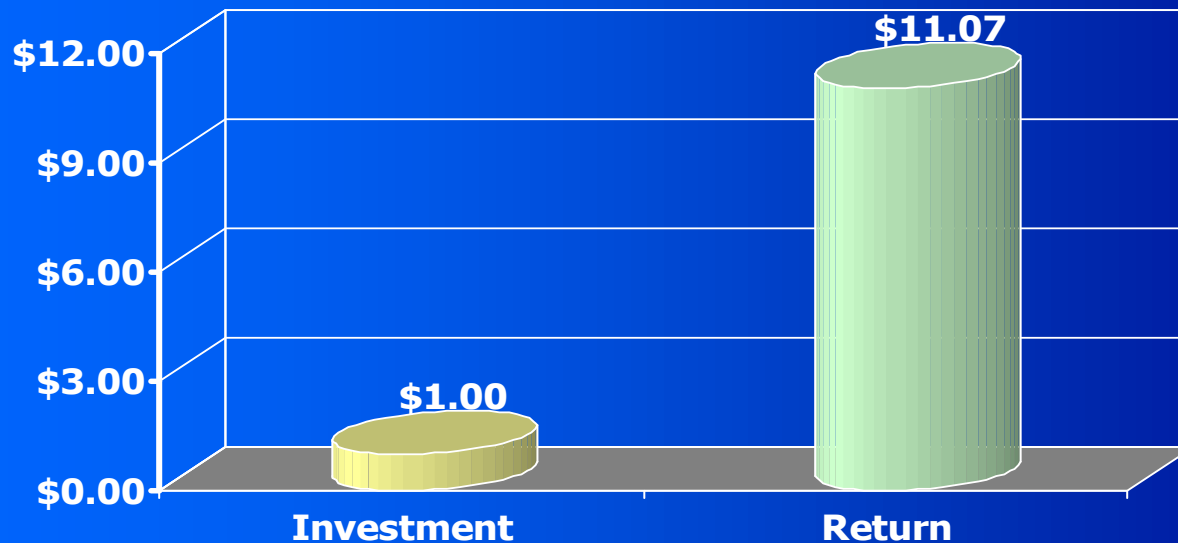
Guiding Good Choices Reduced Depression



CFI = .99; TLI = .98.
From Mason et al. (in press).

Guiding Good Choices Saves Money

An independent cost-benefit analysis estimated that GGC would return **\$11.07** in benefit for every dollar invested.



Outcomes examined: substance abuse, crime, education, child abuse/neglect, teen pregnancy, public assistance.

From Aos, Lieb, Mayfield, Miller, & Pennucci (2004) *Benefits and costs of prevention and early intervention programs for youth*. Olympia: Washington State Institute for Public Policy.

Efficacious Parent Training Secondary School

- n Guiding Good Choices[®] (Spoth et al., 1998)
- n Adolescent Transitions Program (Dishion and Andrews, 1995)
- n Staying Connected with your Teen[®] (Haggerty et al., 2006)
- n Creating Lasting Connections (Johnson et al., 1996)
- n Strengthening Families Program 10-14 (Spoth, 1998)

Summary of Prevention Science Advances

- n There is a research base for prevention science including longitudinally identified risk and protective factors, and
- n Efficacious prevention policies, programs and actions to prevent adolescent substance use, violence, school dropout, risky sexual behavior and depression-anxiety. Many have also been found to promote academic and life success.

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 in Using Prevention Science in Communities

- n Understand local exposure to risk and protection and prioritize need
- n Match tested, effective programs to local priorities
- n Prevention service systems to coordinate population needs assessment and support high fidelity implementation of tested, effective programs rarely exist

Why Communities that Care?

CTC provides communities with capacity to organize prevention service delivery in ways that utilize prevention science advances.

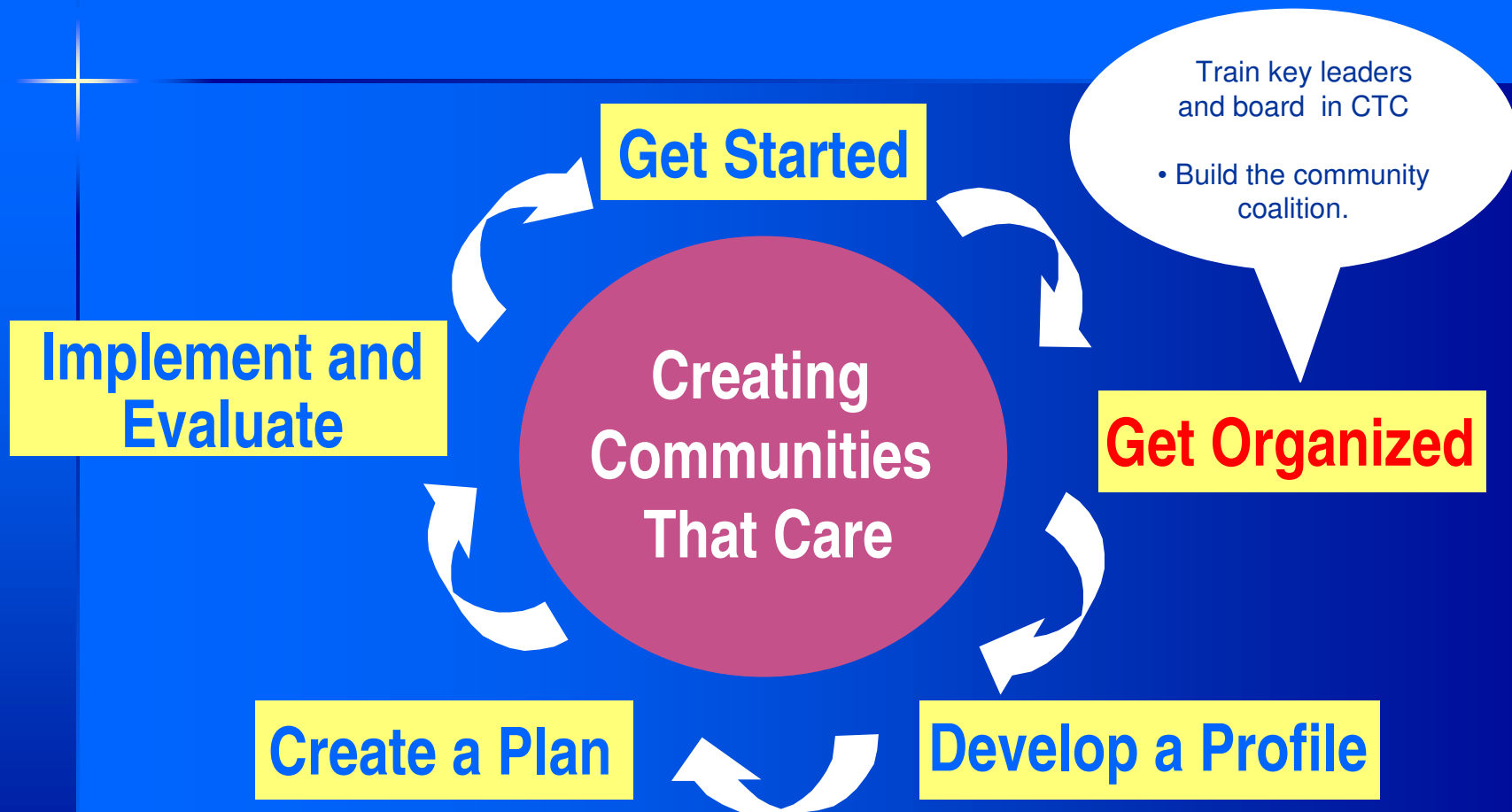
ⁿ CTC assesses community levels of risk, protection and outcomes and matches priorities to tested effective programs.

CTC has been recently acquired by the federal Center for Substance Abuse Prevention, making it widely available.

The *Communities That Care* Operating System



The *Communities That Care* Operating System



S	D
R	G

The *Communities That Care* Operating System



S	D
R	G

The *Communities That Care* Operating System



The *Communities That Care* Operating System

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

Implement and Evaluate

Get Started

Get Organized

Create a Plan

Develop a Profile



S D
R G

How Can Adolescent Medicine and Health Care Systems Help Prevent Health/Behavior Problems?

Know predictors of adolescent health and behavior problems

Advocate for evidence based prevention

Recruit practice to participate in effective parent programs

Have practice complete Risk Checkup

Join CTC or other community coalitions to promote youth development through implementing appropriate tested, effective prevention programs

S D
R G

**National Research Council and Institute of Medicine
Committee on Adolescent Health Care Services and Models of
Care for Treatment, Prevention and Healthy Development
Washington, DC
January 22, 2007**

Prevention in Adolescent Health Care: Needs, Opportunities and Long-Term Impact

**Richard F. Catalano, Ph.D
Director**

**Social Development Research Group
University of Washington
www.sdrdg.org**

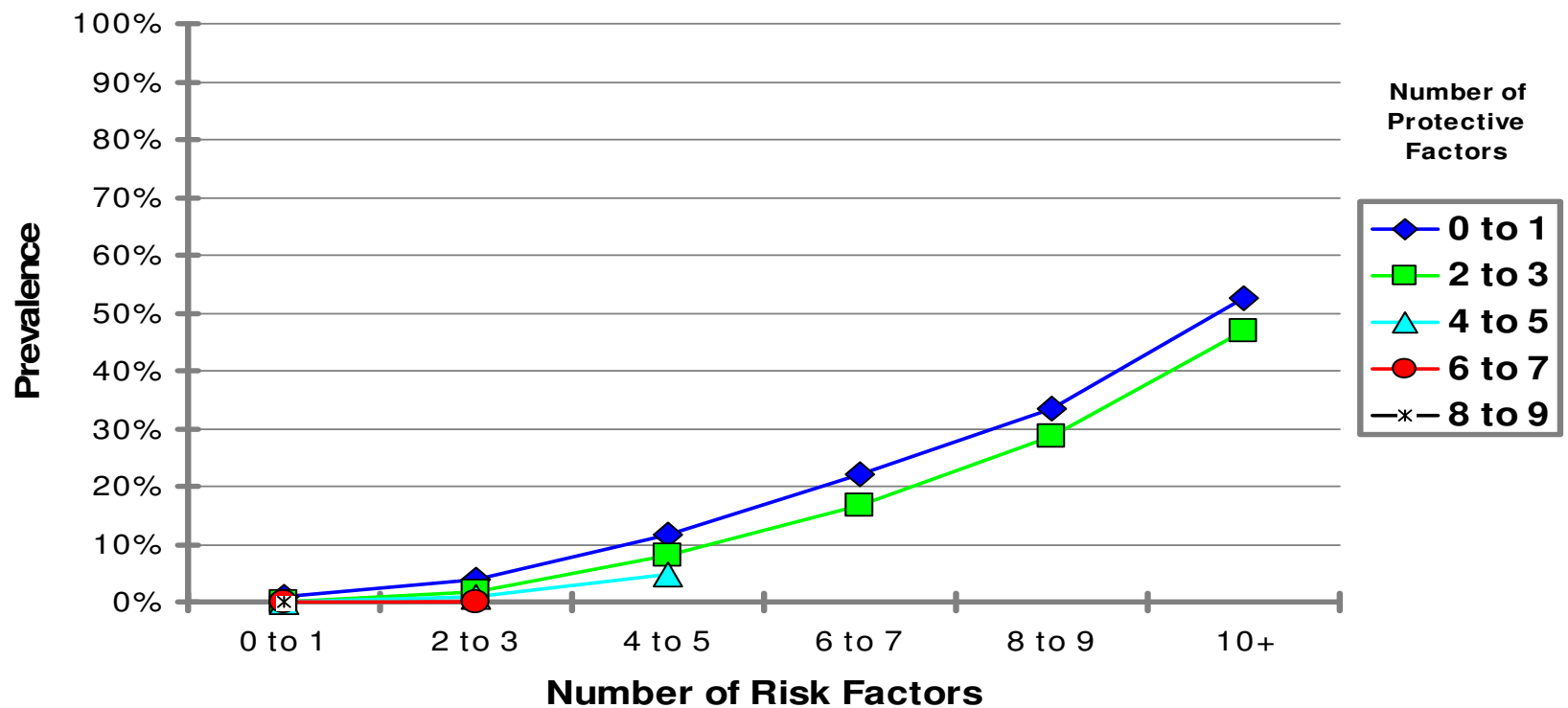
Dr. Catalano is a board member of the Channing-Bete Company distributor of the Guiding Good Choices and Staying Connected with your Teen programs

Etiology

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

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

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



Seattle Social Development Project

Quasi-experimental test of 2-6 years of:

- n Component One: ***Teacher Training in Classroom Instruction and Management***
- n Component Two: ***Parent Training in Behavior Management and Academic Support***
- n Component Three: ***Child Social and Emotional Skill Development***

Cost-Benefit

An independent cost-benefit analysis estimated that projected benefits resulting from the SSDP intervention would produce a net positive return per participant.



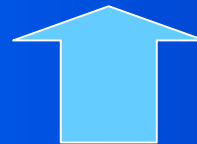


Keys to Diffusion of Innovation

n Effective Program that makes a difference



n Capacity to disseminate with fidelity



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

Process and Timeline

