Communities that Care: Using Research to Prevent Delinquency and Drug Use

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.sdrg.org
Prevention Science Framework

Define the Problem

Identify Risk and Protective Factors

Interventions

Program Implementation and Evaluation

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

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Substance Abuse</th>
<th>Delinquency</th>
<th>Teen Pregnancy</th>
<th>School Drop-Out</th>
<th>Violence</th>
<th>Depression &amp; Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of Drugs</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of Firearms</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Portrayals</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions and Mobility</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Low Neighborhood Attachment and Community Disorganization</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extreme Economic Deprivation</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
## Risk Factors for Adolescent Problem Behaviors

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Substance Abuse</th>
<th>Delinquency</th>
<th>Teen Pregnancy</th>
<th>School Drop-Out</th>
<th>Violence</th>
<th>Depression &amp; Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family History of the Problem Behavior</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Family Management Problems</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Family Conflict</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Favorable Parental Attitudes and Involvement in the Problem Behavior</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
## Risk Factors for Adolescent Problem Behaviors

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Substance Abuse</th>
<th>Delinquency</th>
<th>Teen Pregnancy</th>
<th>School Drop-Out</th>
<th>Violence</th>
<th>Depression &amp; Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Failure Beginning in Late Elementary School</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Lack of Commitment to School</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
## Risk Factors for Adolescent Problem Behaviors

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Substance Abuse</th>
<th>Delinquency</th>
<th>Teen Pregnancy</th>
<th>School Drop-Out</th>
<th>Violence</th>
<th>Depression &amp; Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual/Peer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early and Persistent Antisocial Behavior</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Rebelliousness</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Friends Who Engage in the Problem Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favorable Attitudes Toward the Problem Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Initiation of the Problem Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constitutional Factors</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
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
Why a Place Based Approach?

Communities Vary in Risk Exposure

John A. Pollard, Ph.D. Developmental Research and Programs

No students in this area.
Insufficient number of students in this area.
Neighborhood #2
Neighborhood #1
Neighborhood #3

Risk Factors
- 1.005 - 2.949
- 2.949 - 4.894
- 4.894 - 6.838
- 6.838 - 8.782
- 8.782 - 10.727

John A. Pollard, Ph.D. Developmental Research and Programs
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 |
The Challenge

- How can we increase use of tested and effective prevention policies and programs...
  while recognizing that communities are different from one another and need to decide locally what policies and programs they use?
Communities that Care
Translating Science to Practice

- Provides skills and tools,
- To build community capacity to change youth outcomes
- Through choosing tested, effective prevention programs matched to locally prioritized needs
The *Communities That Care* Operating System

**Get Organized**
- Assess in diverse groups: Key community issues: View of prevention, History of collaboration, Use of tested, effective programs
  - Identification of key individuals, stakeholders, and organizations.

**Get Started**

**Create a Plan**

**Implement and Evaluate**

**Develop a Profile**

---

Creating Communities That Care
The *Communities That Care* Operating System

**Get Started**
- Build the community coalition.
- Train key leaders and prevention board members in CTC
- Educate the community about CTC

**Get Organized**

**Create a Plan**

**Develop a Profile**

**Implement and Evaluate**

**Creating Communities That Care**
The *Communities That Care* Operating System

**Get Started**

- Create a Plan
- Develop a Profile
- Implement and Evaluate
- Create a Profile

**Get Organized**

- Collect risk/protective factor and outcome data.
- Construct a community profile from the data.
The CTC Youth Survey

- 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
Creating Communities That Care

Get Started

• Prioritize risk and protective factors and outcomes to be targeted.
• Review and match tested, effective interventions to priorities.
• Create action and evaluation plan.

Get Organized

Create a Plan

Develop a Profile
Survey Participation rate 79%
### School A Risk Factor Profile

#### Survey Participation Rate 2002: 79.7%

<table>
<thead>
<tr>
<th>Community</th>
<th>Family</th>
<th>School</th>
<th>Peer - Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Neighborhood Attachment</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Community Disorganization</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Perceived Availability of Drugs</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Poor Family Management</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Family Conflict</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Parental Attitudes Favorable to Antisocial Behavior</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Parental Attitudes Favorable to Drug Use</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Academic Failure</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Commitment to School</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Rebelliousness</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Early Problem Behavior</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Early Initiation of Drug Use</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Favorable Attitudes Toward Drug Use</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Favorable Attitudes Toward Antisocial Behavior</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Low Perceived Risks of Drug Use</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Friends Use of Drugs</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Sensation Seeking</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Antisocial Involvement</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
<tr>
<td>Overall Risk</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
<td>Peer - Individual</td>
</tr>
</tbody>
</table>

---

*Estimated National Value*
Communities That Care®

Prevention Strategies Guide

J. David Hawkins, Ph.D., and Richard F. Catalano, Ph.D.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebelliousness</td>
<td>Family Therapy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-14</td>
</tr>
<tr>
<td></td>
<td>Classroom Curricula for Social Competence Promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-14</td>
</tr>
<tr>
<td></td>
<td>School Behavior Management Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-14</td>
</tr>
<tr>
<td></td>
<td>Afterschool Recreation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-10</td>
</tr>
<tr>
<td></td>
<td>Mentoring with Contingent Reinforcement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11-18</td>
</tr>
<tr>
<td></td>
<td>Youth Employment with Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15-18</td>
</tr>
<tr>
<td>Friends Who Engage in the Problem Behavior</td>
<td>Parent Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-14</td>
</tr>
<tr>
<td></td>
<td>Classroom Curricula for Social Competence Promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-14</td>
</tr>
<tr>
<td></td>
<td>Afterschool Recreation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-14</td>
</tr>
<tr>
<td></td>
<td>Mentoring with Contingent Reinforcement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11-18</td>
</tr>
<tr>
<td>Favorable Attitudes Toward the Problem Behavior</td>
<td>Classroom Curricula for Social Competence Promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-14</td>
</tr>
<tr>
<td></td>
<td>Community/School Policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Initiation of the Problem Behavior</td>
<td>Parent Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-14</td>
</tr>
<tr>
<td></td>
<td>Classroom Organization Management and Instructional Strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-10</td>
</tr>
<tr>
<td></td>
<td>Classroom Curricula for Social Competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-14</td>
</tr>
<tr>
<td></td>
<td>Community/School Policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>all</td>
</tr>
<tr>
<td>Constitutional Factors</td>
<td>Prenatal/Infancy Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>prenatal-2</td>
</tr>
</tbody>
</table>

© 1998 Developmental Research and Programs
Tested, Effective Classroom Curricula for Social and Emotional Competence Promotion (Middle and High School)

- The Life Skills Training Program (Botvin et al., 1995; 2001)
- Lions’ Quest Skills for Adolescence (Eisen et al., 2002)
- Alcohol Misuse Prevention (Maggs et al., 1998)
- Toward No Drug Use (Sussman et al. 2003; 2003)
### School A Risk Profile

<table>
<thead>
<tr>
<th>Community</th>
<th>Family</th>
<th>School</th>
<th>Peer-Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Participation Rate 2002: 79.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Percent At Risk

- **Community**
  - Low Neighborhood Attachment
  - Community Disorganization
  - Laws and Norms Favorable to Drug Use
  - Perceived Availability of Drugs
  - Poor Family Management
  - Family History of Antisocial Behavior
  - Parental Attitudes Favorable Towards Drug Use
  - Parental Attitudes Favorable to Antisocial Behavior
  - Academic Failure
  - Low Commitment to School
  - Rebellion
  - Early Problem Behavior
  - Early Initiation of Drug Use
  - Favorable Attitudes Toward Antisocial Behavior
  - Low Perceived Risks of Drug Use
  - Rewards for Antisocial Involvement
  - Sensation Seeking
  - Overall Risk

#### Estimated National Value

- Community
- Family
- School
- Peer-Individual
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Family History of the Problem Behavior</td>
<td>Prenatal/Infancy Programs</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>prenatal-2</td>
</tr>
<tr>
<td>Family Management Problems</td>
<td>Prenatal/Infancy Programs</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>prenatal-2</td>
</tr>
<tr>
<td></td>
<td>Early Childhood Education</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>3-5</td>
</tr>
<tr>
<td></td>
<td>Parent Training</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>prenatal-14</td>
</tr>
<tr>
<td></td>
<td>Family Therapy</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>6-14</td>
</tr>
<tr>
<td>Family Conflict</td>
<td>Marital Therapy</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>prenatal</td>
</tr>
<tr>
<td></td>
<td>Prenatal/Infancy Programs</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>prenatal-2</td>
</tr>
<tr>
<td></td>
<td>Parent Training</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>prenatal-14</td>
</tr>
<tr>
<td></td>
<td>Family Therapy</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>6-14</td>
</tr>
<tr>
<td>Favorable Parental Attitudes and Involvement in the Problem Behavior</td>
<td>Prenatal/Infancy Programs</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>prenatal-2</td>
</tr>
<tr>
<td></td>
<td>Parent Training</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>prenatal-14</td>
</tr>
<tr>
<td></td>
<td>Community/School Policies</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>all</td>
</tr>
</tbody>
</table>
Tested, Effective Parenting Programs (Middle & High School)

- Guiding Good Choices® (Spoth et al., 1998, Mason et al., 2003)
- Staying Connected with Your Teen® (Haggerty et al., 2007)
- Strong African American Families (Brody et al., 2008)
- Iowa Strengthening Families Program (Spoth et al, 1998)
The *Communities That Care* Operating System

**Get Started**
- Create a Profile
- Develop a Profile
- Create a Plan
- Get Organized
- Implement and Evaluate
  - 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.
Communities That Care Process and Timeline

**Process**
- Assess readiness, Mobilize the community
- Assess risk, protection and resources
- Develop strategic plan
- Implement and evaluate tested, effective prevention strategies

**Evaluation**
- Increase in priority protective factors
- Decrease in priority risk factors
- Increase in positive youth development
- Reduction in problem behaviors

**Vision for a healthy community**

**Measurable Outcomes**
- 6-9 mos.
- 1 year
- 2-5 yrs.
- 3-10 yrs.
- 10-15 yrs.
Evidence of Effectiveness of CTC from Community Youth Development Study
A 24 Community Randomized Trial

PI: J. David Hawkins
Co-PI: Richard F. Catalano
Funded 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
National Institute on Alcohol Abuse and Alcoholism
Communities That Care

Theory of Change

Adoption of Science-based Prevention Framework

Collaboration Regarding Prevention Issues

Appropriate Choice and Implementation of Tested, Effective Prevention Programs & Adoption of Social Development Strategy as Community’s Way of Bringing Up Children

CTC Training and Technical Assistance

Decreased Risk and Enhanced Protection

Positive Youth Outcomes

(Brown et al., 2007)

(Quinby et al., 2008; Fagan et al., 2008)

(Hawkins et al., 2008)
Effects of CTC on Onset of Drug Use and Delinquency at Grade 8

Compared with controls:

- 33% less likely to start smoking cigarettes.
- 32% less likely to start drinking alcohol.
- 25% less likely to start delinquent behavior.

Among 5th grade students who had not yet initiated. Significant at p<.05

Hawkins et al., 2009
Effects of CTC on Cigarette Use Initiation Maintained Through Grade 10

Note: AOR = adjusted odds ratio from multilevel discrete time survival analysis controlling for student and community characteristics. (Hawkins et al., 2011)
Effects of CTC on Alcohol Use Initiation Maintained Through Grade 10

![Graph showing alcohol use rates from 5th to 10th grade for Control and CTC groups]

- **Control**: 23% at 5th grade, 33% at 6th grade, 44% at 7th grade, 59% at 8th grade, 67% at 9th grade, 75% at 10th grade.
- **CTC**: 20% at 5th grade, 38% at 6th grade, 47% at 7th grade, 53% at 8th grade, 61% at 9th grade, 67% at 10th grade.

**AOR = .62, p=.028 (in 10th grade)**

**Note**: Adjusted odds ratio from multilevel discrete time survival analysis controlling for student and community characteristics (Hawkins et al., 2011)
Effects of CTC on Delinquent Behavior Initiation Maintained Through Grade 10

Note: AOR = adjusted odds ratio from multilevel discrete time survival analysis controlling for student and community characteristics (Hawkins et al., 2011)
Effects of CTC on Current Drug Use and Delinquency in the Panel at Grade 8

- 23% less likely to drink alcohol currently than controls.
- 37% less likely to “binge” (5 or more drinks in a row) than controls.
- Committed 31% fewer different delinquent acts in past year than controls

significant at p<.05

Hawkins et al., 2009
Effects of CTC on **Prevalence of Delinquent Behavior in Past Year Maintained in Grade 10**

AOR = .83, p < .05

Note: AOR = adjusted odds ratio from generalized linear mixed regression analysis controlling for student and community characteristics and grade 5 delinquency. (Hawkins et al., 2011)
Effects of CTC on Prevalence of Past Month Cigarette Smoking at Grade 10

AOR = .79, p < .05

Note: AOR = adjusted odds ratio from generalized linear mixed regression analysis controlling for student and community characteristics and grade 5 smoking. (Hawkins et al., 2011)
Investment in CTC Pays Off

(Kuklinski et al., in press)
CTC Adds Value to Evidence Based Programs

- Provides skills and tools to assess and prioritize local risk, protection and youth outcomes
- Guides choice of evidence based programs matched to these priorities
- Builds capacity to insure program fidelity and engage target population
- Affects risk, substance use and delinquency community wide
Communities That Care on the Web

All CTC materials are available at:
http://www.communitiesthatcare.net

Communities That Care on Facebook
http://www.facebook.com/pages/Communities-that-Care/169417303103839

Communities That Care on Wikipedia
http://en.wikipedia.org/wiki/Communities_That_Care
Communities that Care: Using Research to Prevent Delinquency and Drug Use

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.sdrg.org