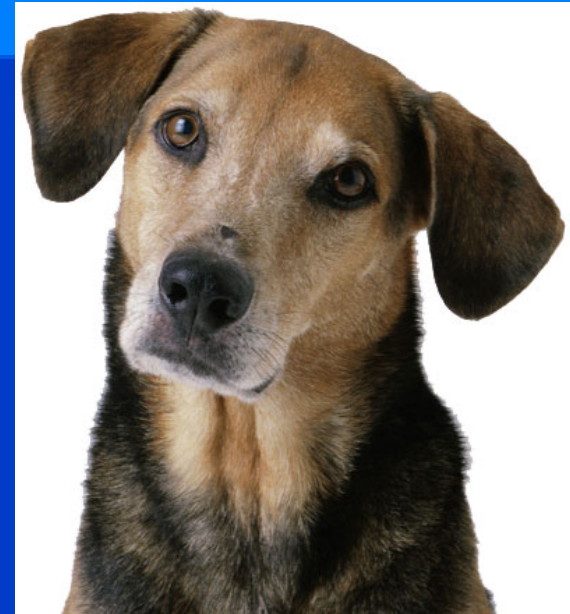


**How do your
students learn?**

Are you more like.....



YES

Neither

YES

Are you more like....



The early bird....



YES

Neither

YES

Are you more like.....



**A good
book
fireside
in Winter**



**Hiking on a
spring day**



YES

Neither

YES

Are you more like....



YES

Neither

YES

Are you more like.....



Flexible



YES

Neither

YES

Raising Healthy Children

A Social Development Approach to Prevention



**April 11-13, 2012
San Antonio, Texas**

**For More Information about Raising Healthy
Children go to www.sdrg.org and click on the**



Kevin P. Haggerty, *Assistant Director*

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Session Objectives

1. Understand the research foundation of Raising Healthy Children.
2. Identify the key components of the Raising Healthy Children program.
3. Identify the long term outcomes from the tests of the program.
4. Understand what it takes to implement Raising Healthy Children.



Research Advances in Prediction

- Longitudinal studies have identified the predictors of positive outcomes like success in school...
- As well as the predictors of substance abuse, violence, and other problem behaviors that interfere with student learning.



Thirty-two Years of Research on the Raising Healthy Children

1980

1985-----1992

2000-2002

2012

1981-----1987

1993-----2004

2006-----2012

Seattle Social Development Project in Seattle Public Schools

Raising Healthy Children in Renton Public Schools

Raising Healthy Children in Edmonds Public Schools

Raising Healthy Children in Everett, WA. Public Schools

Raising Healthy Children in Bedford, County, PA. Public Schools

Raising Healthy Children in Navasota Independent School District, Texas





Protective Factors

Individual Characteristics

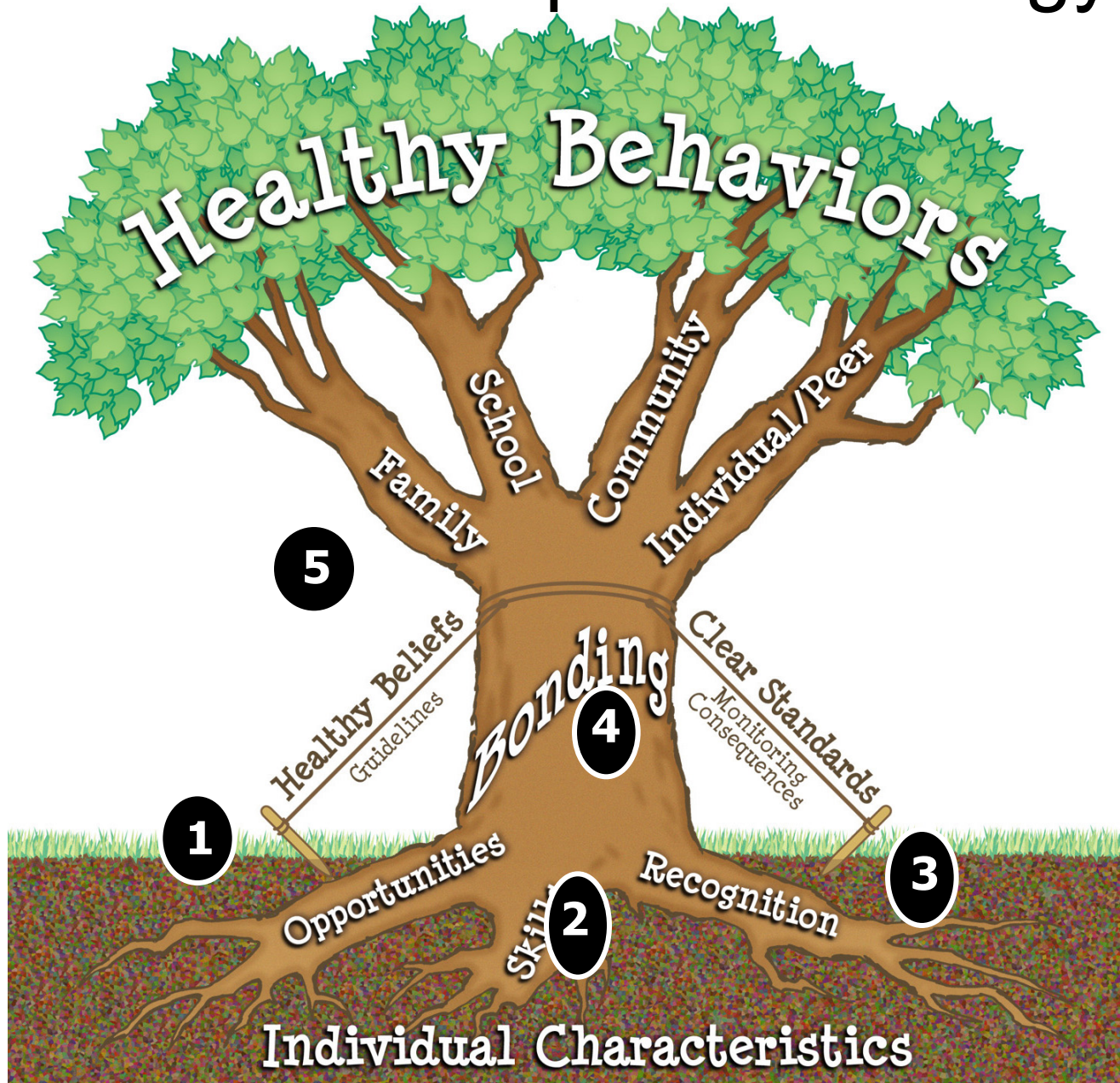
- ◆ High Intelligence
- ◆ Resilient Temperament
- ◆ Competencies and Skills
(Cognitive, Social and Emotional)

In each social domain

(family, school, peer group and neighborhood)

- ◆ Prosocial Opportunities
- ◆ Reinforcement for Prosocial Involvement
- ◆ Bonding (Attachment and Commitment)
- ◆ Healthy Beliefs and Clear Standards

Social Development Strategy





Social development in a parent child interaction



**Parent-Child
Interaction
Coded for

Opportunities
Involvement
Rewards
Bonding

etc.**



Risk Factors Addressed By the SSDP Intervention

		Substance Abuse		Delinquency	
Risk Factors					
Family		Family			
		Family History of the Problem Behavior	✓	✓	
	X	Family Management Problems	✓	✓	
	X	Family Conflict	✓	✓	
	X	Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓	
School		School			
	X	Academic Failure Beginning in Late Elementary School	✓	✓	
	X	Lack of Commitment to School	✓	✓	
Individual/Peer		Individual/Peer			
	X	Early and Persistent Antisocial Behavior	✓	✓	
		Alienation and Rebelliousness	✓	✓	
	X	Friends Who Engage in the Problem Behavior	✓	✓	
	X	Favorable Attitudes Toward the Problem Behavior	✓	✓	
	X	Early Initiation of the Problem Behavior	✓	✓	
		Constitutional Factors	✓	✓	

1

Teacher Training in
Classroom
Instruction and
Management

2

Parent Training
in Behavior
Management
and Academic
Support



Intervention
Components

Child Social and
Emotional Skill
Development

3



Intervention Components:

Teacher In-Service

Proactive classroom management (grades 1-6)

- Establish consistent classroom expectations and routines at the beginning of the year
- Give clear, explicit instructions for behavior
- Recognize and reward desirable student behavior and efforts to comply
- Use methods that keep minor classroom disruptions from interrupting instruction

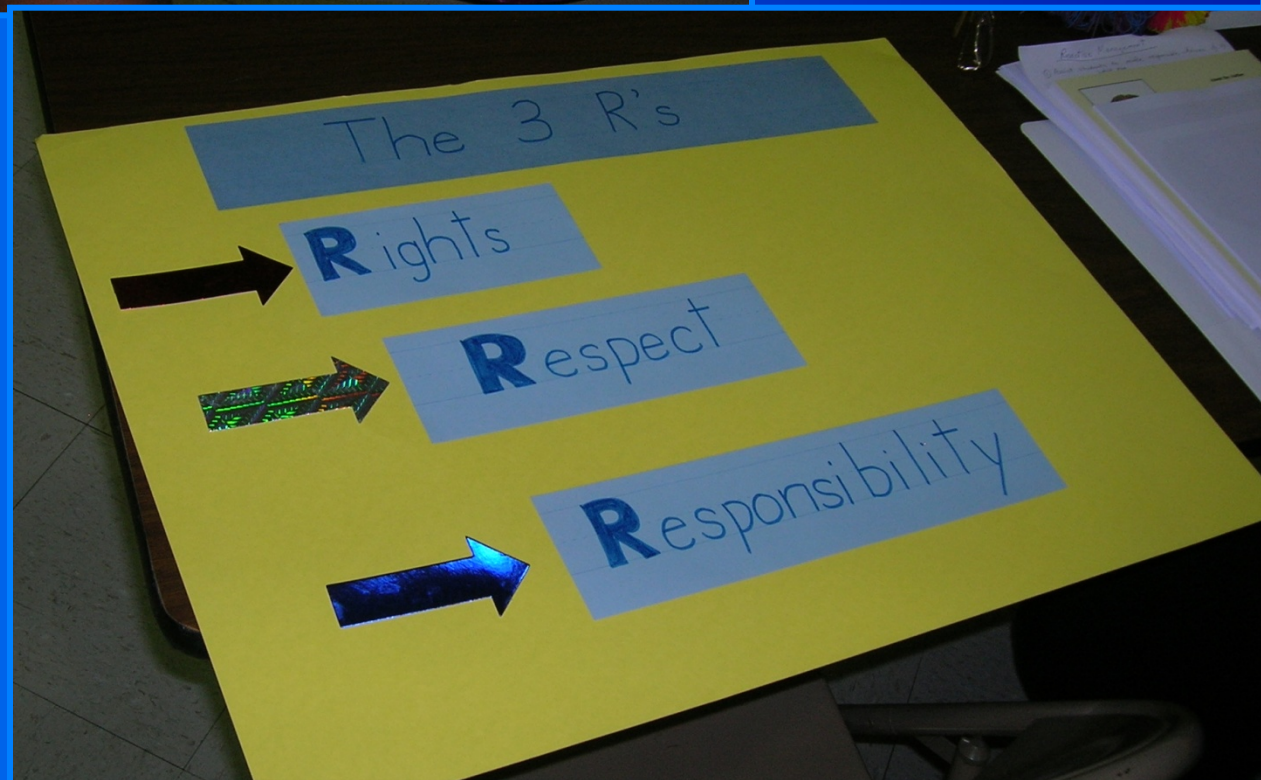
Effective Direct Instruction (grades 1-6)

- Assess and activate foundation knowledge before teaching
- Teach to explicit learning objectives
- Model skills to be learned
- Frequently monitor student comprehension as material is presented
- Re-teach material when necessary
- Use strategies that motivate engagement in learning

Cooperative learning (grades 1-6)

- Involve small teams of students of different ability levels and backgrounds as learning partners
- Provide recognition to teams for academic improvement of individual members over past performance





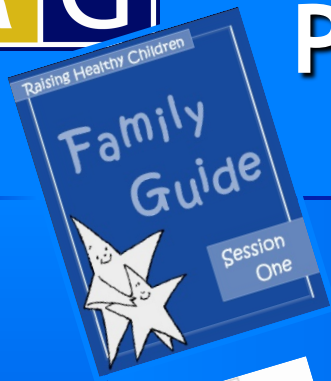


Bonding and Connecting Video





Intervention Components: Parent Programs



Raising Healthy Children (grades 1-2)

- Observe and pinpoint desirable and undesirable child behaviors
- Teach expectations for behaviors
- Provide consistent positive reinforcement for desired behavior
- Provide consistent and moderate consequences for undesired behaviors



Supporting School Success (grades 2-3)

- Initiate conversation with teachers about children's learning
- Help children develop reading and math skills
- Create a home environment supportive of learning

Guiding Good Choices (grades 5-6)

- Establish a family policy on drug use
- Practice refusal skills with children
- Use self-control skills to reduce family conflict
- Create new opportunities in the family for children to contribute and learn

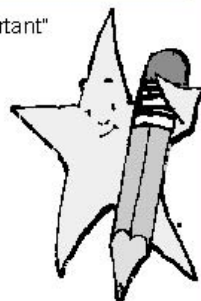


List of Qualities

Raising Healthy
Children

Go through the list below and identify the qualities that were "most important" in the family you grew up in—place a check in the "grew-up" column.

Then go back and place a check in the "create" column next to the qualities you think are "most important" for you to create as a parent in your family. You may have checks in both columns, or you may not.



Grew-Up		Create	
<input type="checkbox"/>	<input type="checkbox"/>	Artistic	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Assertive	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Athletic	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Controls temper	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Courteous	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Creative, imaginative	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Eats healthy foods	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Finishes projects or tasks	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Follows directions	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Gets along well with others	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Good at problem solving	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Has good friends	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Has interests and hobbies	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Helps others	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Honest - tells the truth	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Independent	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Is a good student	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Is organized	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Kind	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Learns from mistakes	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Likes to read / be read to	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Listens to parents	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Makes friends easily	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Neat/tidy	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Patient	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Respects parents and other adults	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Respects peers	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Respects people from other cultures and backgrounds	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Responsible	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Seems happy much of the time	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Self-motivated	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Shares with others	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Solves problems peacefully	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Stands up for beliefs	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Successful	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Talks with	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Well prepared	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Works hard	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Other: (specify) _____	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Other: (specify) _____	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Other: (specify) _____	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Other: (specify) _____	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Other: (specify) _____	<input type="checkbox"/>



Look at the list and check just one quality that you think is most important for you to create as a parent in your family

Example:

Honest - tells the truth



Intervention Components: Social and Emotional Skill Development



What Are **YOU** Feeling?

EMBARRASSED



SORRY



FRUSTRATED



PROUD



HURT



EXCITED



LONELY



ANGRY



RELAXED



SAD



CONFUSED



CALM



STRESSED



SURPRISED



COOL



HAPPY



HOPEFUL



WORRIED



AFRAID



BORED

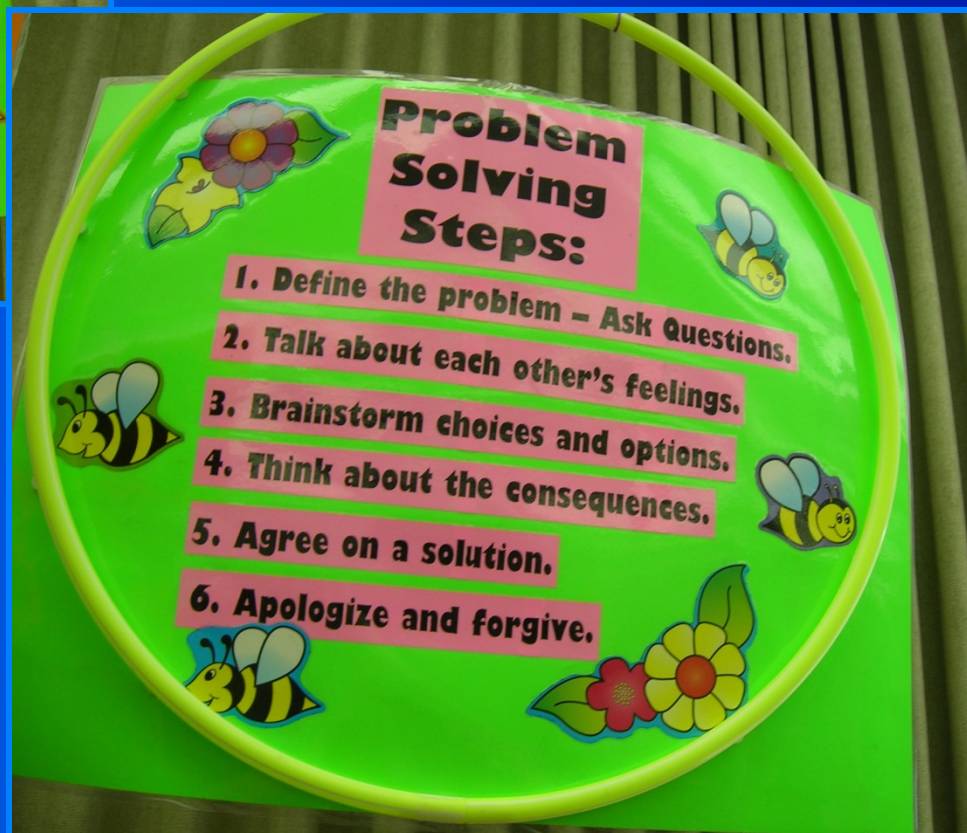


POSITIVE



HELPLESS









Problem Solving Hopscotch



Seattle Social Development Project, Raising Healthy Children in Elementary School

Investigators:

J. David Hawkins, Ph.D.

Richard F. Catalano, Ph.D.

Charlie Fleming, MA

Kevin Haggerty, MSW

Karl G. Hill, Ph.D.

Richard Kosterman, Ph.D.

Robert Abbott, Ph.D.

Funded by:

*National Institute on Drug Abuse,
National Institute on Mental
Health, Office of Juvenile
Justice and Delinquency
Prevention,
Robert Wood Johnson Foundation*





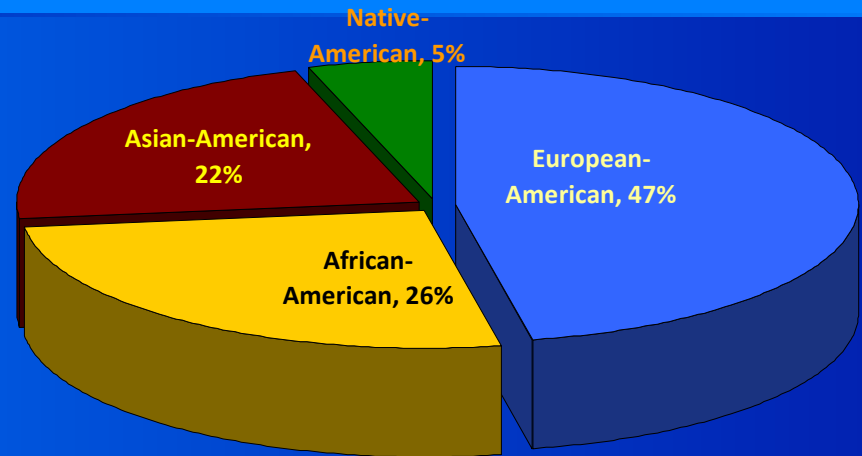
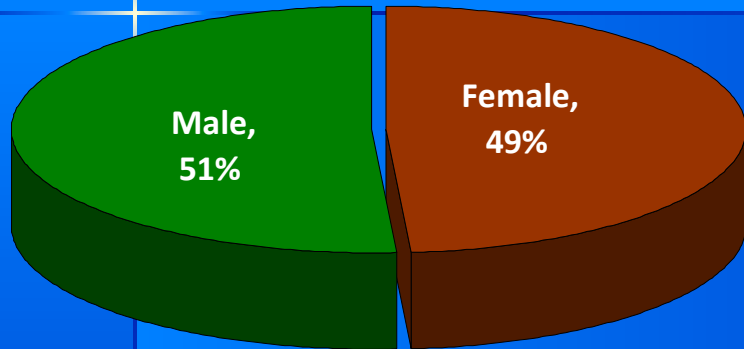
Seattle Project Study Design

- ◆ 1981-- began in 8 Seattle elementary schools.
- ◆ 1985—expanded to 8 Seattle elementary schools to add late intervention condition and additional control students.
- ◆ Quasi-experimental study
 - Full treatment (grades 1-6) = 149
 - Late treatment (grades 5-6) = 243
 - Control = 206
- ◆ 77% of the 5th grade students constitute the longitudinal study sample.

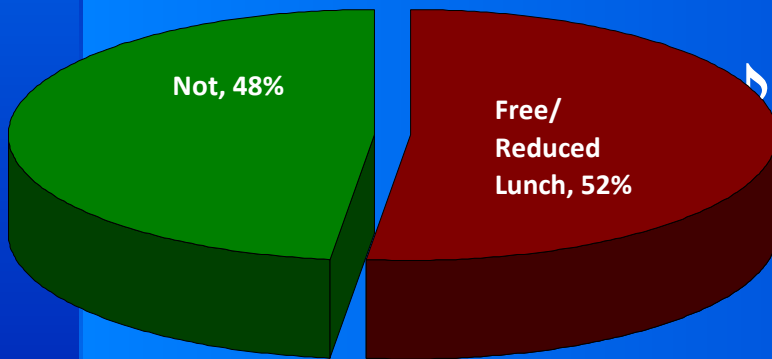




SSDP: Gender, Ethnicity & SES



Of these about 5% were Hispanic



SES: Eligible for free/reduced lunch (5th, 6th or 7th grades)



Panel Retention

Data have been collected on these Seattle youths and their parents from 1985 to 2006 (age 30).

	Elementary			Middle		High				Adult			
MEAN AGE G2	10	11	12	13	14	15	16	(17)	18	21	24	27	30
N	808	703	558	654	778	783	770	--	757	766	752	747	720
%		87%	69%	81%	96%	97%	95%	--	94%	95%	93%	93%	91%

Interview completion rates for the sample have remained above 90% since 1989, when subjects were 14 years old.



Intervention Effects Compared to Controls

- At the end of the 2nd grade
- boys **less aggressive**
 - girls **less self-destructive**

By the start of 5th grade, those in the full intervention had

- less initiation of **alcohol**
- less initiation of **delinquency**
- better **family management**
- better **family communication**
- better **family involvement**
- higher **attachment to family**
- higher **school rewards**
- higher **school bonding**

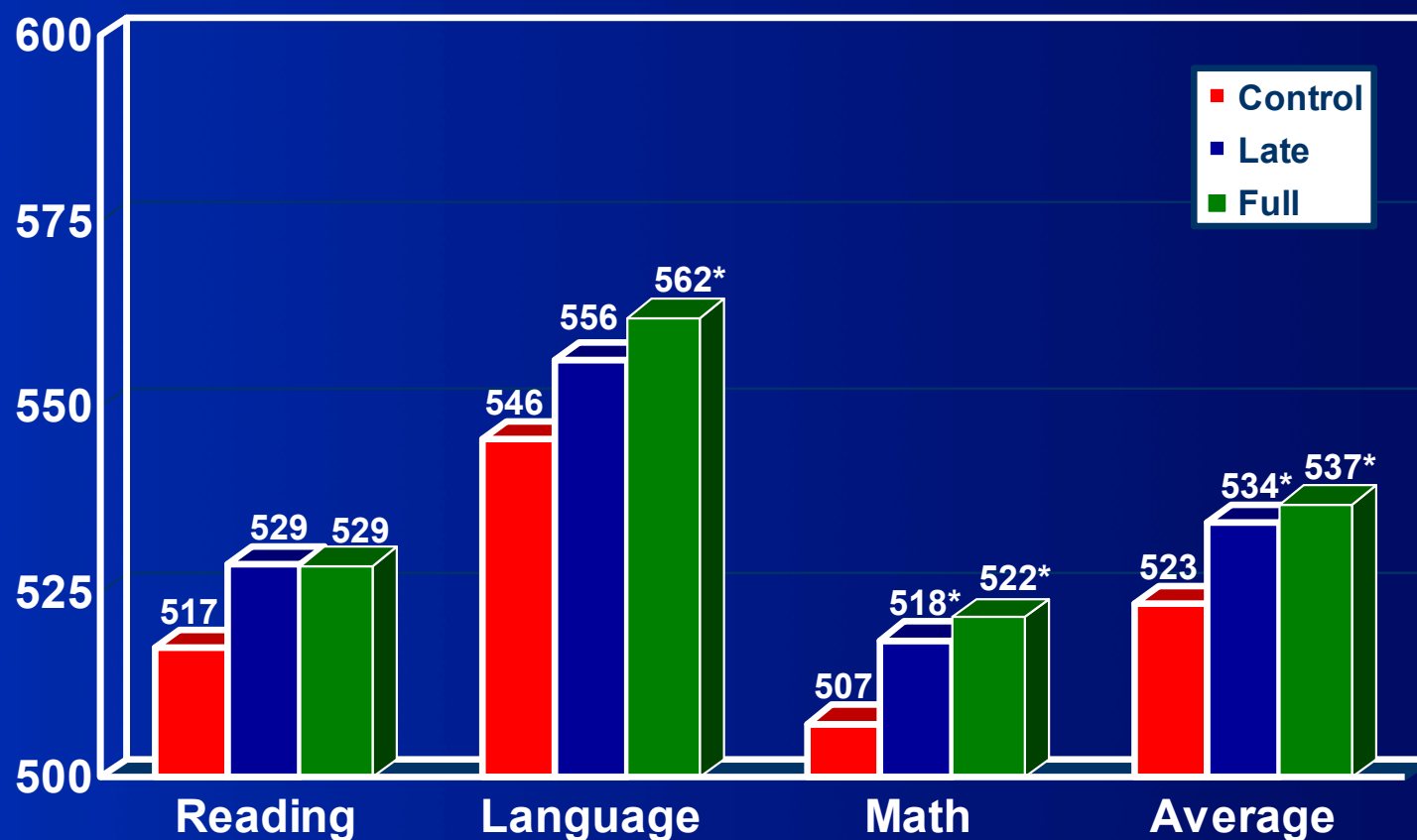


Grade 1 2 3 4 5 6 7 8 9 10 11 12

Age 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27



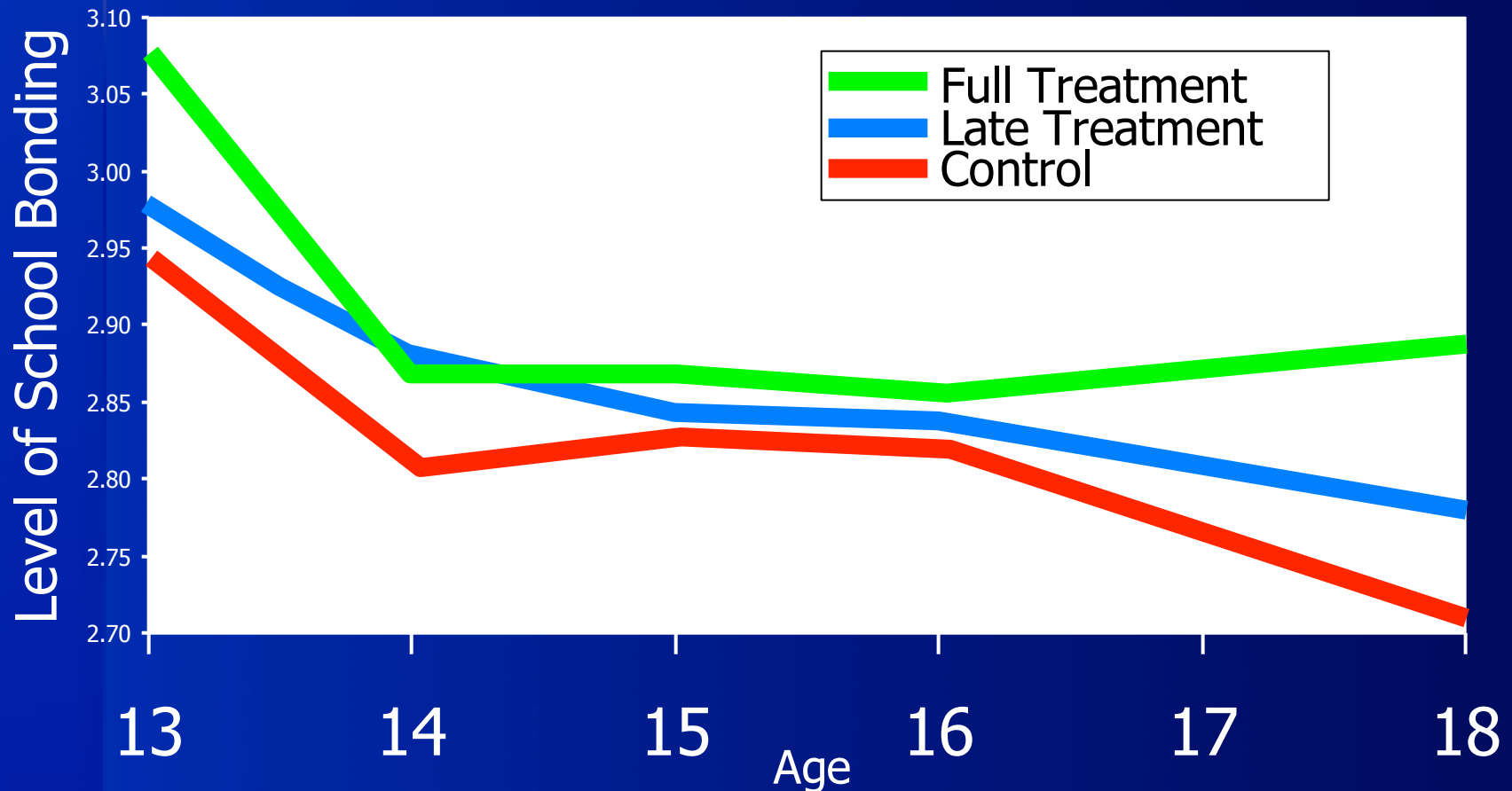
Effects at Age 12: California Achievement Test Scores



* $p < .05$ compared with controls; N = 548 to 551



Effects of Intervention on School Bonding from Age 13 to 18

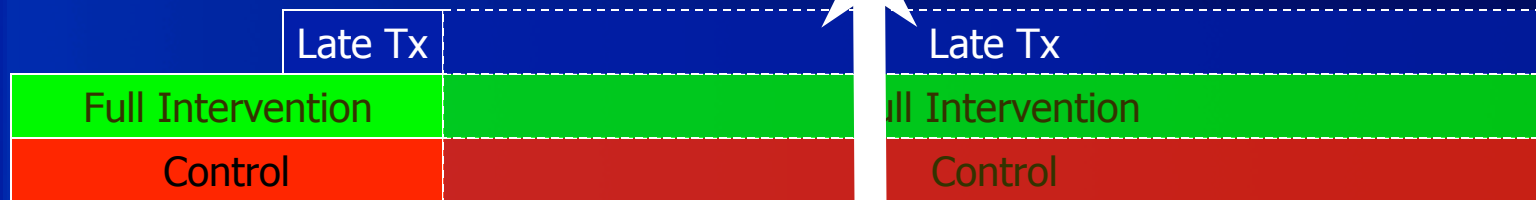
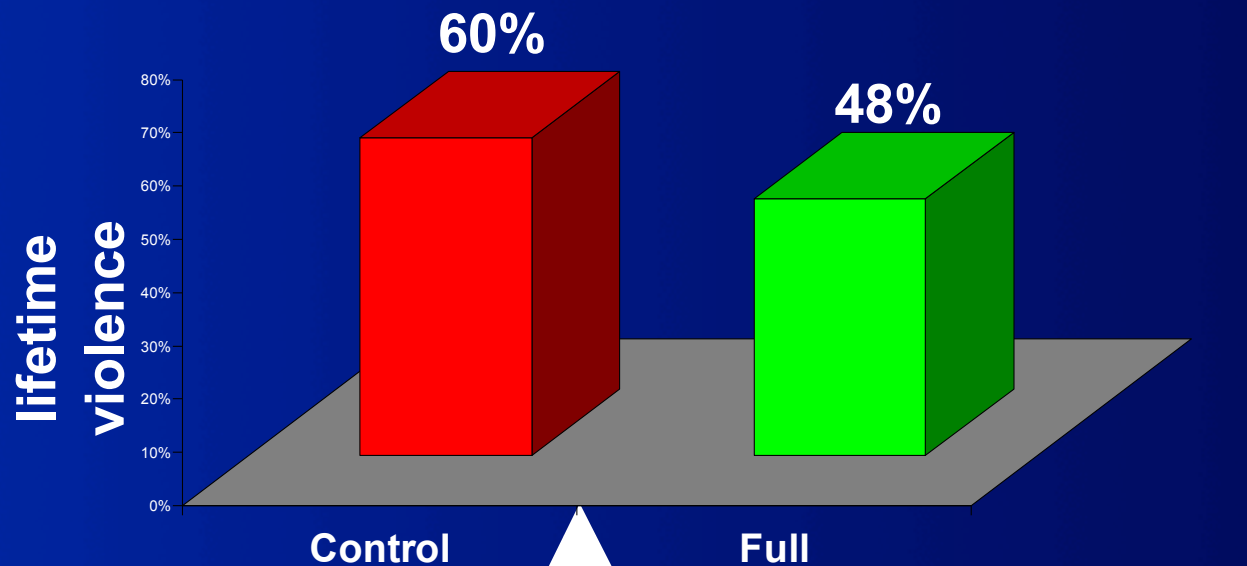




Intervention Effects Compared to Controls

Hawkins, et al. (1999)

At
age
18



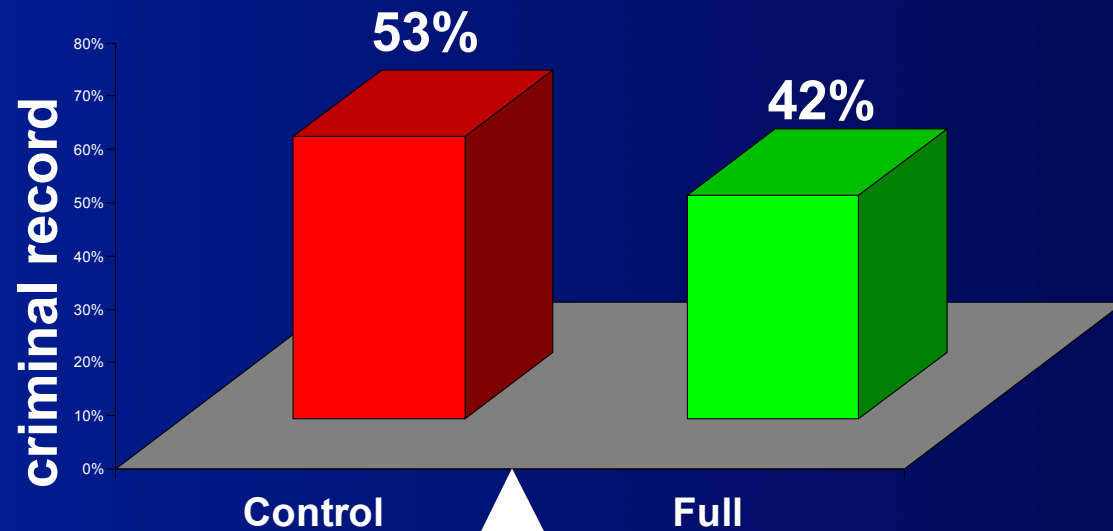
Grade 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27

Age 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27



Intervention Effects Compared to Controls:

At
age
21





SSDP Intervention Effects Compared to Controls

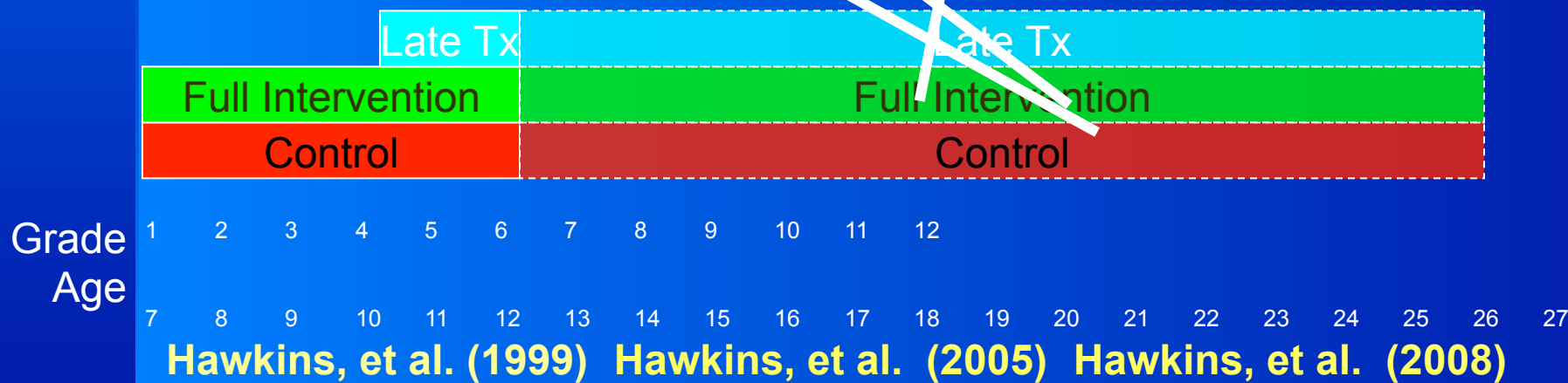
By age 18 Youths in the Full Intervention had

- less heavy alcohol use
- less lifetime violence
- less lifetime sexual activity
- fewer lifetime sex partners
- improved school bonding
- improved school achievement
- reduced school misbehavior

By age 27, compared with controls, those in the full Tx had significantly better:

By age 21, compared with controls, those in the full Tx had significantly

- better positive functioning at school or work
- better emotional and mental health
- more likely to have graduated high school
- more likely to be attending college
- less likely to have criminal record





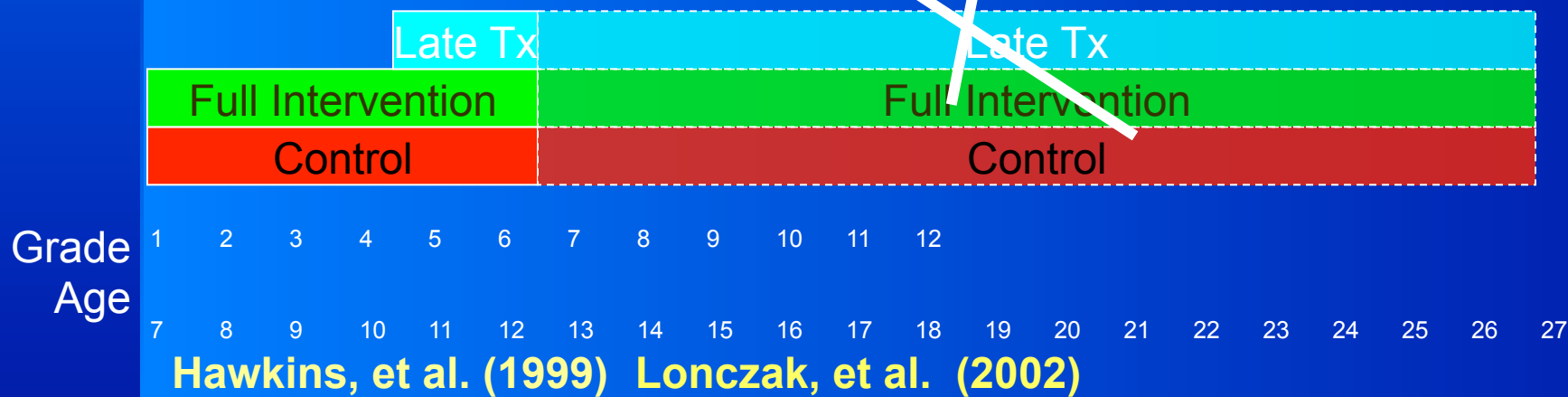
SSDP Intervention Effects Compared to Controls

By age 18 Youths in the Full Intervention were

- less likely to have had multiple sex partners

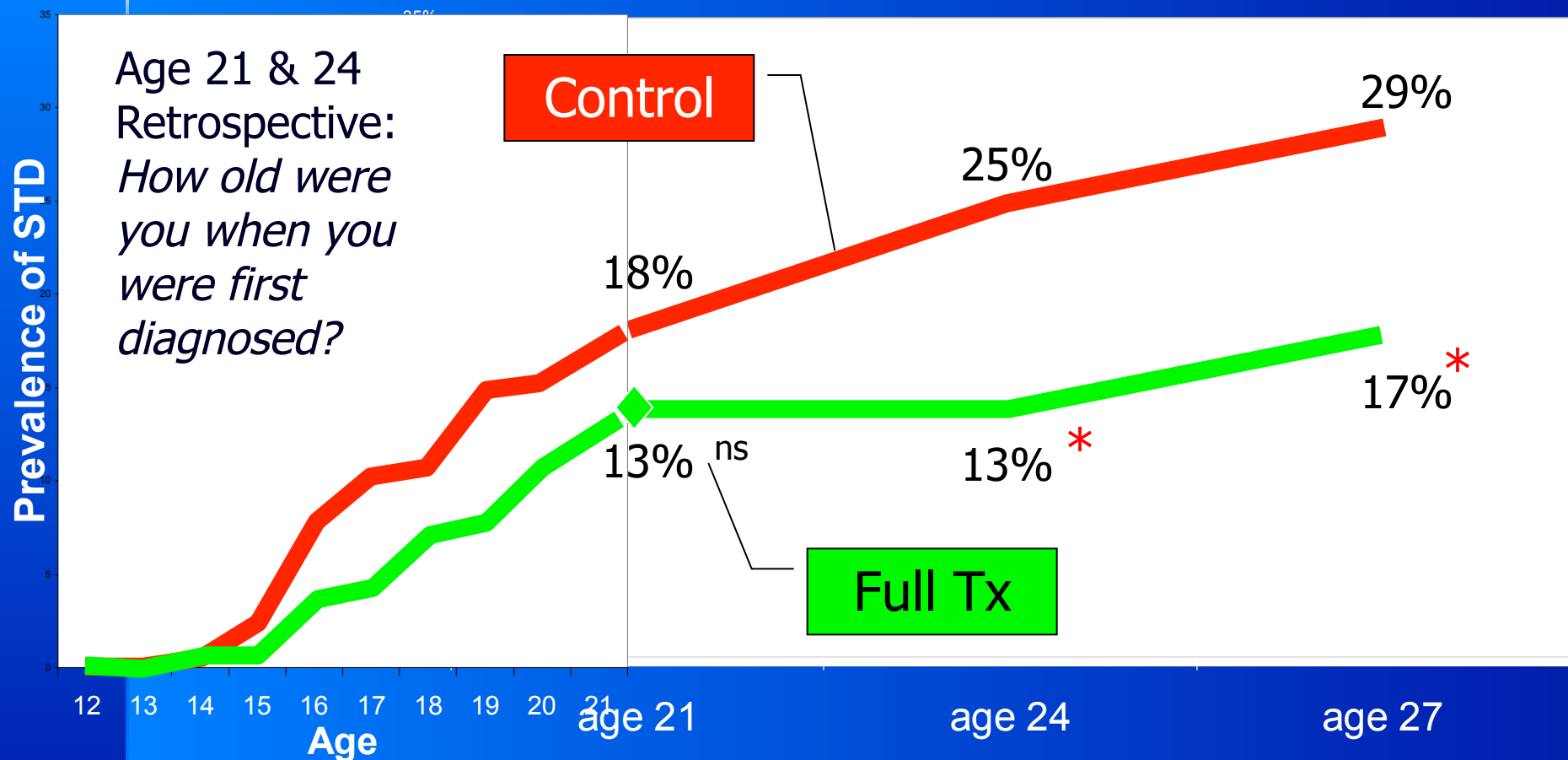
By age 21, compared with controls, those in the full Tx had significantly:

- fewer pregnancies and births among females





Effects at ages 21, 24 and 27 on Lifetime STD diagnosis



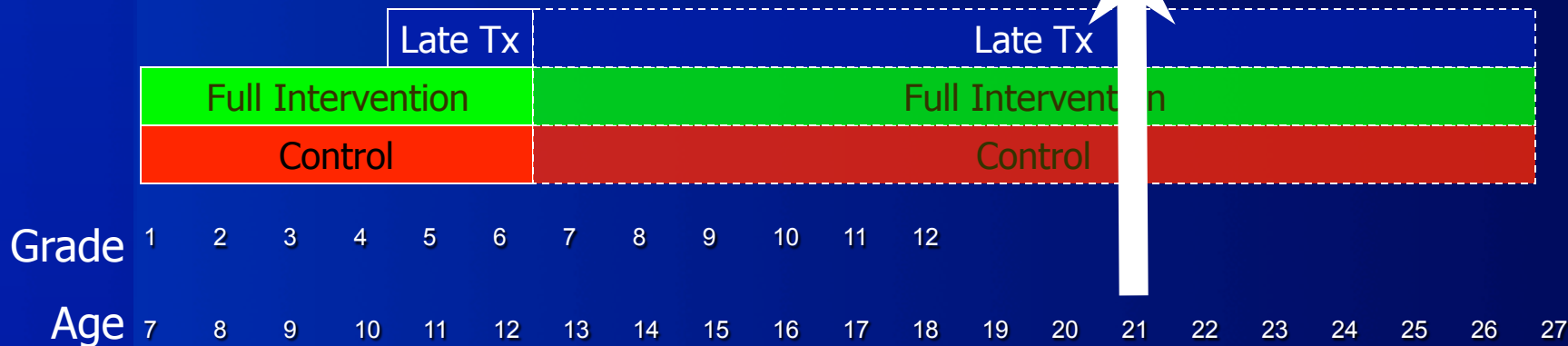
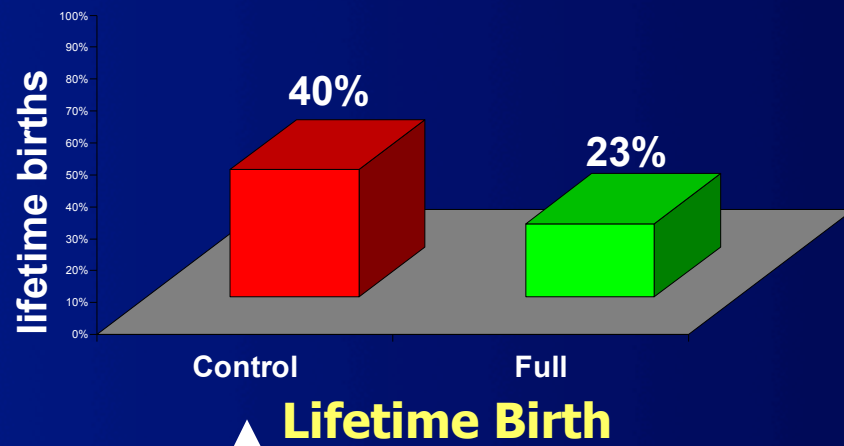
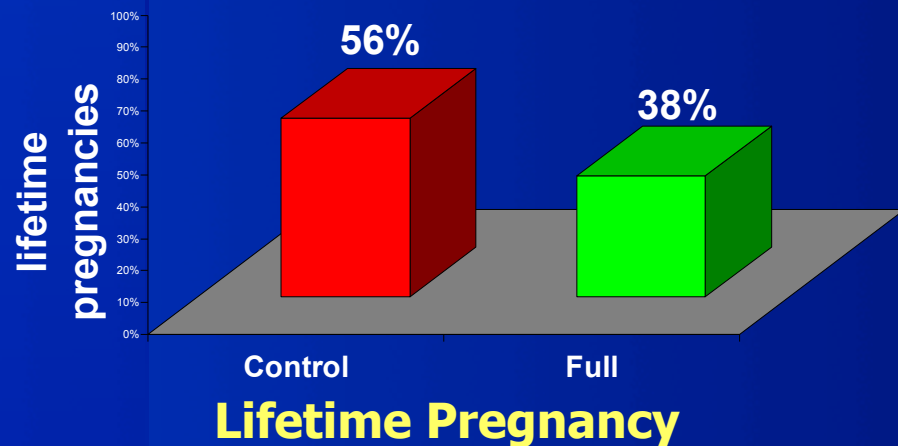
* $p < .05$

Lonczak, et al. (2002); Hawkins, et al. (under review)



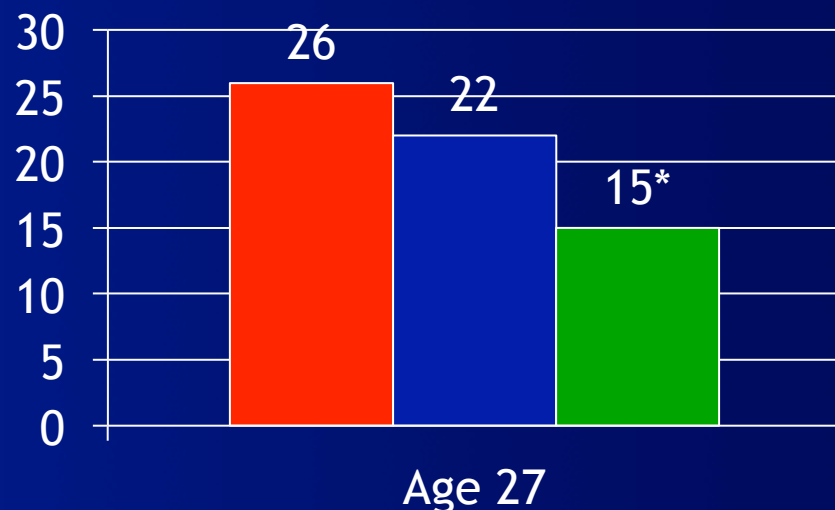
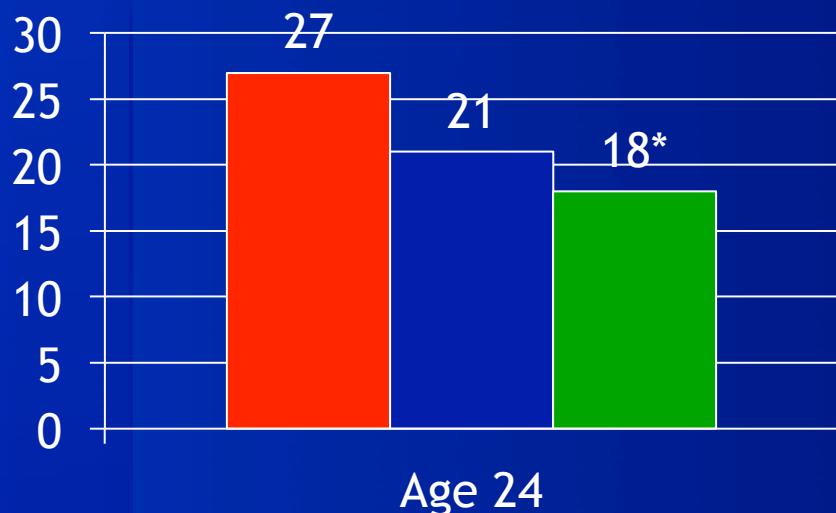
Intervention Effects Compared to Controls:

Among Females At age 21





Intervention Effects Compared to Controls: Proportion Who Met Criteria for GAD, social phobia, MDE, or PTSD diagnosis at ages 24 and 27.



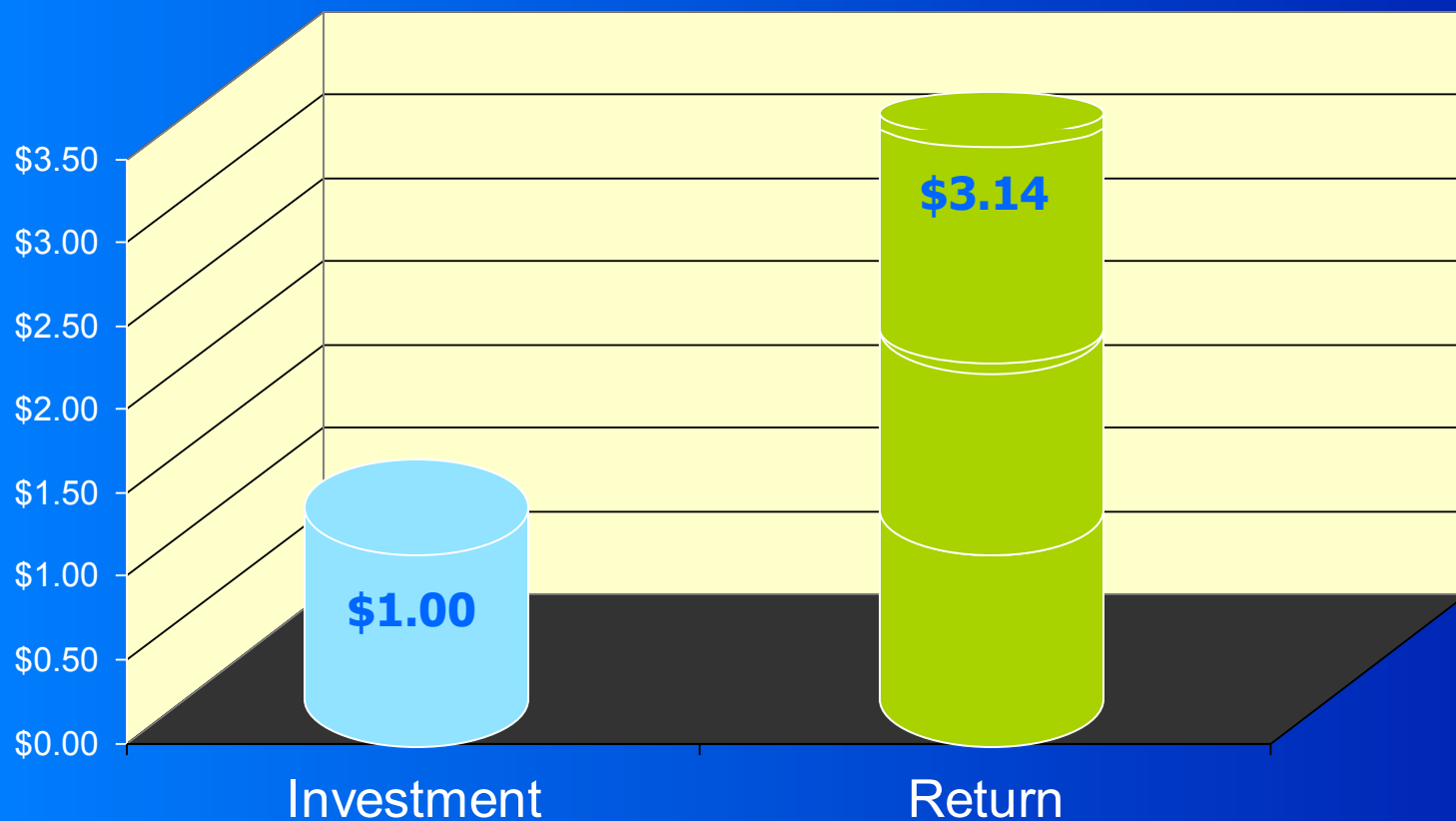
Grade 1 2 3 4 5 6 7 8 9 10 11 12

Age 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27



Cost-Benefit

An independent cost-benefit analysis by Washington State Institute for Public Policy estimated that projected benefits resulting from the SSDP intervention effects observed through age 21 would produce a net positive return per participant.





RHC Replication Study Design

- Began in 1993
- 5 randomly matched pairs of elementary schools
- Longitudinal panel of 1040 1st and 2nd grade students
- 76% of sample actively consented.

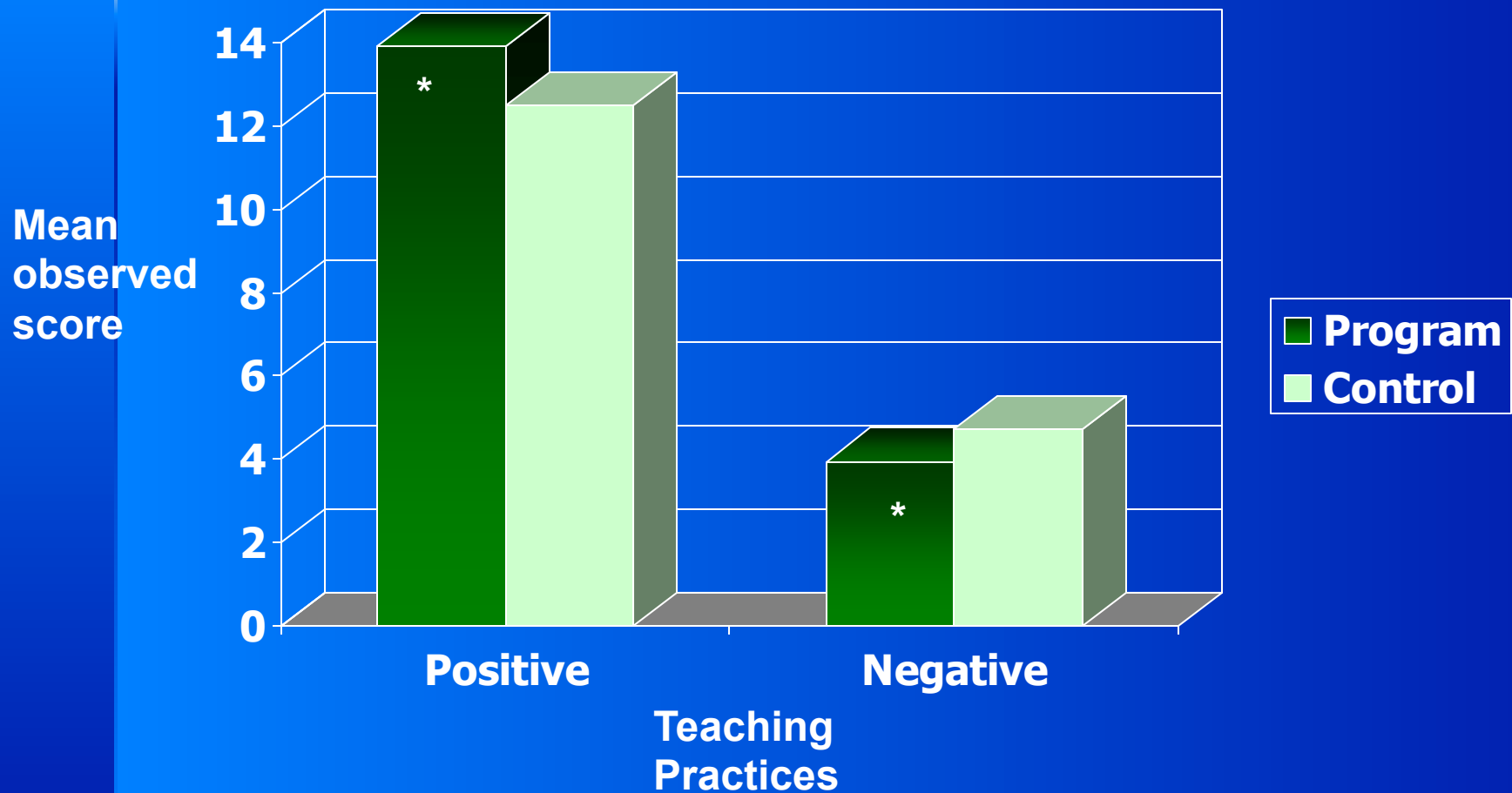


Teacher Training Grades 1-7

- Proactive classroom management
- Effective instructional strategies with a focus on reading
- Cooperative learning
- Social, emotional and problem solving skills reinforcement



Changing teaching practices



Effect size: Cohen's $d=.45$

* $P<.05$
Cohen's $d=.34$



Intervention Effects



At grade 11/12 students from program schools were significantly

More likely to

- have a written driving contract with their family
- help make family rules about driving

Less likely to

- drive with someone who has been drinking
- drive under the influence of drugs
- drive under the influence of alcohol

- antisocial behavior

Grade 10 and 11, students from program schools show

2nd and 3rd grades, controls program

alcohol use
marijuana use

frequency
management
prevention



Catalano et al., 2003;
Brown et al., 2005;
Haggerty et al., 2006



Conclusions from Tests of Raising Healthy Children

- In the elementary years, parents and teachers can make a demonstrable difference that lasts into adulthood using the Raising Healthy Children program.
- Increasing opportunities, skills and recognition for children in the elementary grades can put more children on a positive developmental path.



Possible i3 Department of Education Opportunities

- Large Scale Validation Studies are being requested
 - \$30 million over 5 years
 - Requires 20% \$ match

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Raising Healthy Children The Navasota Experience

**Dawn Marie Baletka
Debra Rios**

Raising Healthy Children Training System



Staff Development *Year One*

Summer

- Implementation Team Training

Fall

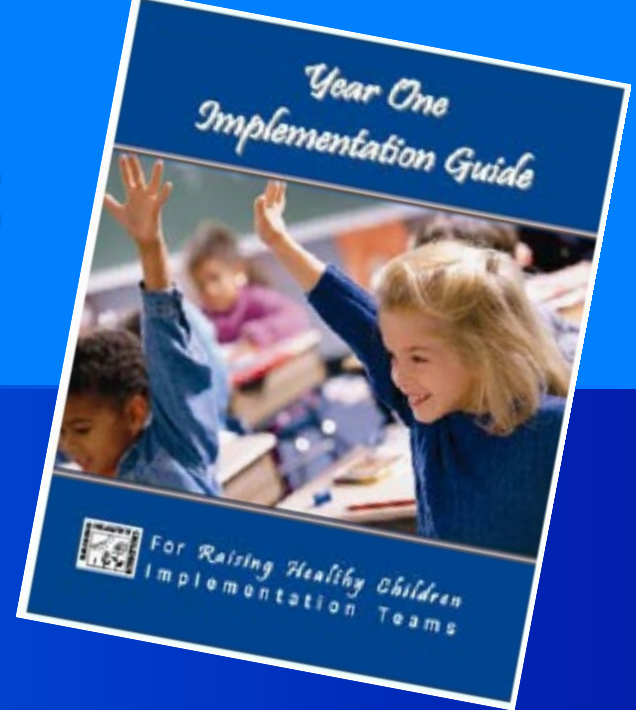
- Workshop Leader Trainings for RHC, SSS, & GGC
- Proactive Management

Winter

- Social & Emotional Skills Workshop

Spring

- Teacher coaching and support





Staff Development

Year Two

Summer

- Implementation team training

Fall

- Instructional Strategies—Direct Instruction
- Teacher coaching and support

Winter

- Instructional Strategies—Cooperative Learning
- Instructional Strategies—Motivation
- Teacher coaching and support

Spring

- Teacher coaching and support



Staff Development

Year Three

Summer

- Implementation team training and capacity building

Fall

- New teacher training

Winter

- Refresher training
- Teacher coaching and support

Spring

- Teacher coaching and support



Support Structures

■ School Staff

- Implementation team training
- 7 days of teacher training
- Coaching
- Principal support

■ Family

- Training in each parenting curriculum



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