Welcome to Today's Webinar!

Violence Prevention: School-Based Approaches to Conduct Problems

This event will start at 11:00 am EDT.

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Welcome to Today's Webinar

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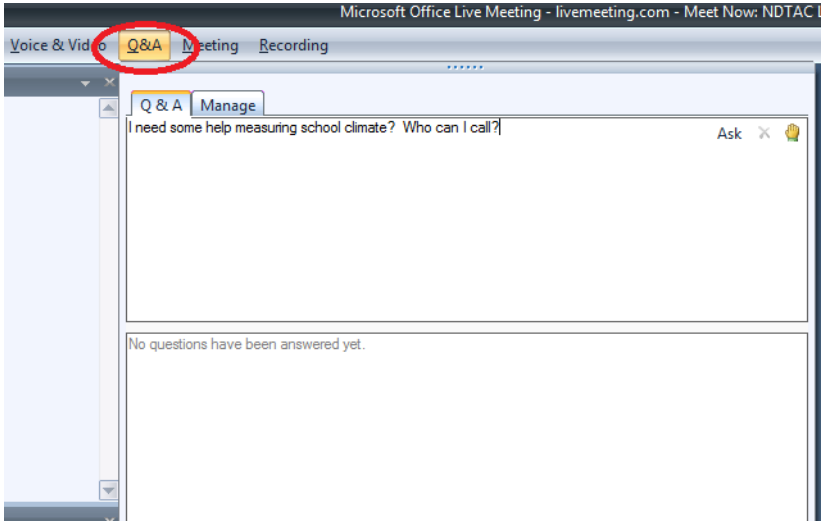
Q&A



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The Safe and Supportive Schools Technical Assistance Center

- Funded by the U.S. Department of Education's Office of Safe and Drug-Free Schools.
- Provides training and support to states, including 11 grantees funded under the Safe and Supportive Schools Program and other state administrators; administrators of districts and schools; teachers; support staff at schools; communities and families; and students.
- Goal is to improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Drug-Free Schools to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.

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Safe and Supportive Schools Website

http://safesupportiveschools.ed.gov

School-Based Prevention of Conduct Problems

Denise C. Gottfredson, Ph.D., University of Maryland

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Polling Question #1

Which of the following best describes your current role?

- ❑ State Education Personnel
- ❑ District or School Administrator
- ❑ Teacher or School Support Staff
- ❑ Community or Family Representative
- ❑ Student
- ❑ Researcher
- ❑ Other

Polling Question #2

Which of the following best describes the primary reason you chose to participate in today's session?

- ❑ You are responsible for providing leadership on the topic of violence prevention (whether at a state, district or building level) and are looking for information to inform your practice.
- ❑ You are gathering practical information and strategies on violence prevention in order to teach it to, or share it with, colleagues.
- ❑ You are gathering information to inform your own professional practice.
- ❑ More than one of the above.

What we will Cover Today

1. Nature and Extent of Juvenile Delinquency
2. In-School vs. Out-of-School Crime
3. Risk Factors for Problem Behaviors
4. Effective Practices for Reducing Conduct Problems
5. The Importance of High Quality Implementation

Polling Question #3

Which age group engages in the most criminal activity, according to arrest records?

- ❑10-14
- ❑15-19
- ❑20-24
- ❑25 and older

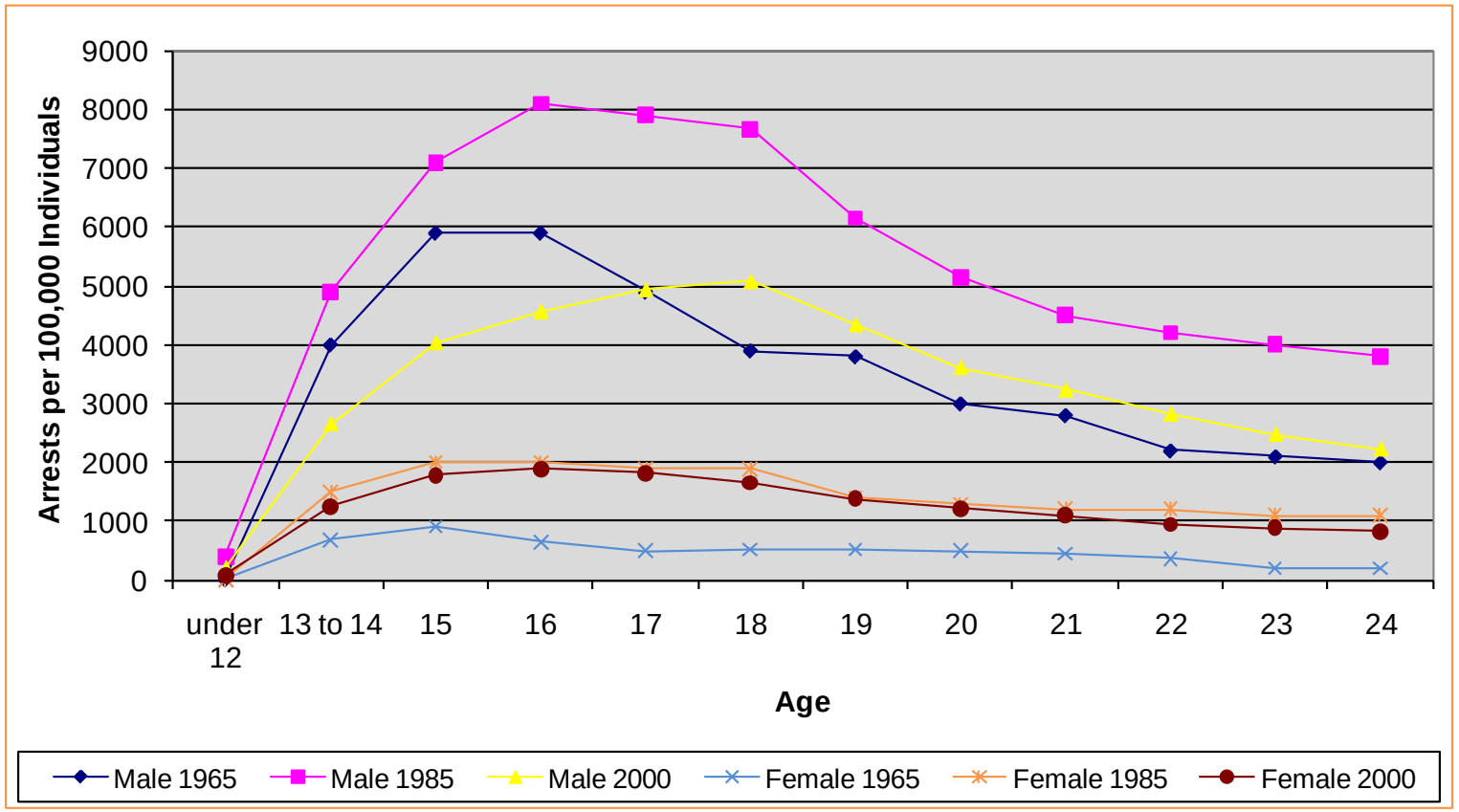
Self-Reported Problem Behaviors, Past 12 Months, High School Seniors, 2008

During the last 12 months, have you:	Total (N=2,254)
Gotten into a serious fight in school or at work?	12.4%
Taken part in a fight where a bunch of your friends were against another group?	16.8%
Hurt someone badly enough to need bandages or a doctor?	12.4%
Used a knife or gun or some other thing (like a club) to get something from a person?	3.2%
Taken something not belonging to you over $50?	9.5%
Taken part of a car without permission of the owner?	3.5%
Gone into some house or building when you weren't supposed to be there?	25.8%
Damaged school property on purpose?	11.5%
Used alcohol at least once?	69.6%
Used marijuana at least once?	32.9%

Gender Differences in Problem Behaviors, High School Seniors, Self-Reports, 2008

During the last 12 months, have you:	Male (Percent)	Female (Percent)
Gotten into a serious fight in school or at work?	14.9	9.6
Taken part in a fight where a bunch of your friends were against another group?	20.7	11.9
Hurt someone badly enough to need bandages or a doctor?	17.9	6.5
Used a knife or gun or some other thing (like a club) to get something from a person?	4.4	1.4
Taken something not belonging to you over $50?	12.4	6.4
Taken part of a car without permission of the owner?	5.1	1.5
Gone into some house or building when you weren't supposed to be there?	30.3	21.1
Damaged school property on purpose?	16.3	6.8
Used alcohol at least once?	**68.1**	**69.5**
Used marijuana at least once?	**33.7**	**30.2**

Age Specific Arrest Rates by Gender: 1965, 1985, 2000



Source: Uniform Crime Reports

Conclusions about Nature and Extent of Juvenile Delinquency

- Problem behavior is prevalent among juveniles.
- Arrest data and self-report data converge: males have higher rates of delinquency than females.
- “Gender gap” is greatest for most serious crimes.
- Arrests increase during early adolescence to peak in mid-adolescence, then they decline.

Different Types of Offenders?

- **Do juveniles differ in their…**
  - Frequency of offending?
  - Seriousness of offending?
  - Duration of offending?
- **Do juveniles specialize in different types of offenses?**

Chronic vs. “Adolescent-limited”

- Early research discovered that 52% of all crimes known to the police could be traced to 6% of the population.
- Subsequent research has confirmed that 7-25% of all offenders can be described as “high-rate, serious, chronic” offenders.
- The rest are “low-rate, minor, adolescent-limited” offenders.

Co-Occurrences of Problem Behaviors

If at Risk in This Area	Percent at Risk in This Domain	Sexuality	Depres-sion / Suicide	Antisocial Behavior	School Problems
Alcohol	31	70	33	49	23
Tobacco	20	77	39	53	26
Illicit Drugs	11	84	46	61	32
Sexuality	44	--	34	41	19
Depression / Suicide	25	59	--	38	18
Antisocial Behavior	28	64	34	--	22
School Problems	12	72	40	53	--

Co-Occurrences of Problem Behaviors, Cont.

If at Risk in This Area	Percent at Risk in This Domain	Alcohol	Tobacco	Illicit Drug Use
Alcohol	31	--	42	27
Tobacco	20	66	--	35
Illicit Drugs	11	72	60	--
Sexuality	44	49	34	22
Depression / Suicide	25	41	30	21
Antisocial Behavior	28	54	37	24
School Problems	12	62	43	31

Conclusions about Chronicity and Versatility in Offending

- A small segment of the population can be described as chronic offenders.
- Delinquents are primarily versatile.

Implications for school-based prevention practices?

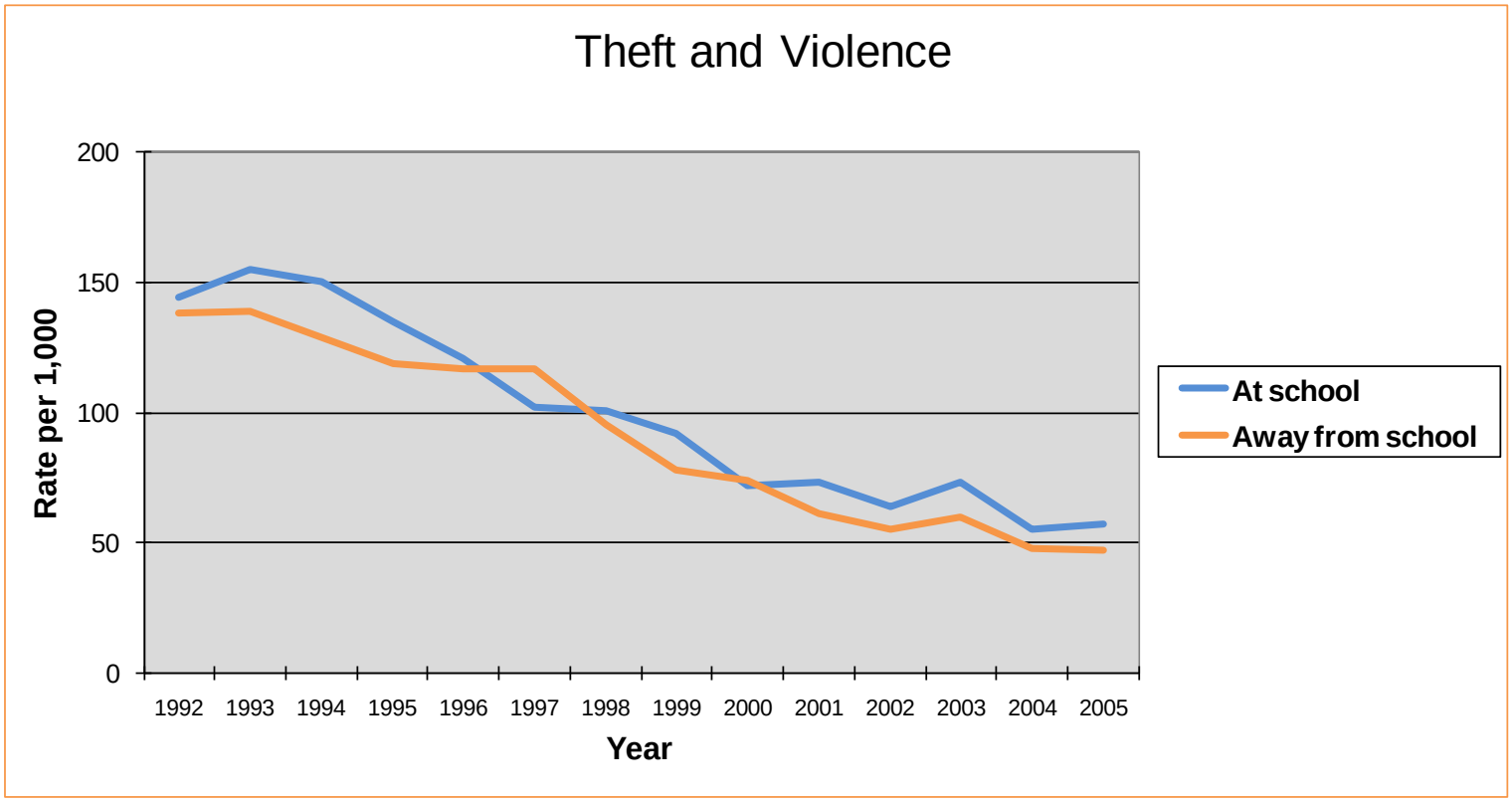
- We may need a two-pronged approach for the chronic vs. the “adolescent-limited” groups
- It makes little sense to specialize prevention
- Instead, target the risk factors that predict all kinds of problem behaviors to reduce all of them at once.

Polling Question #5

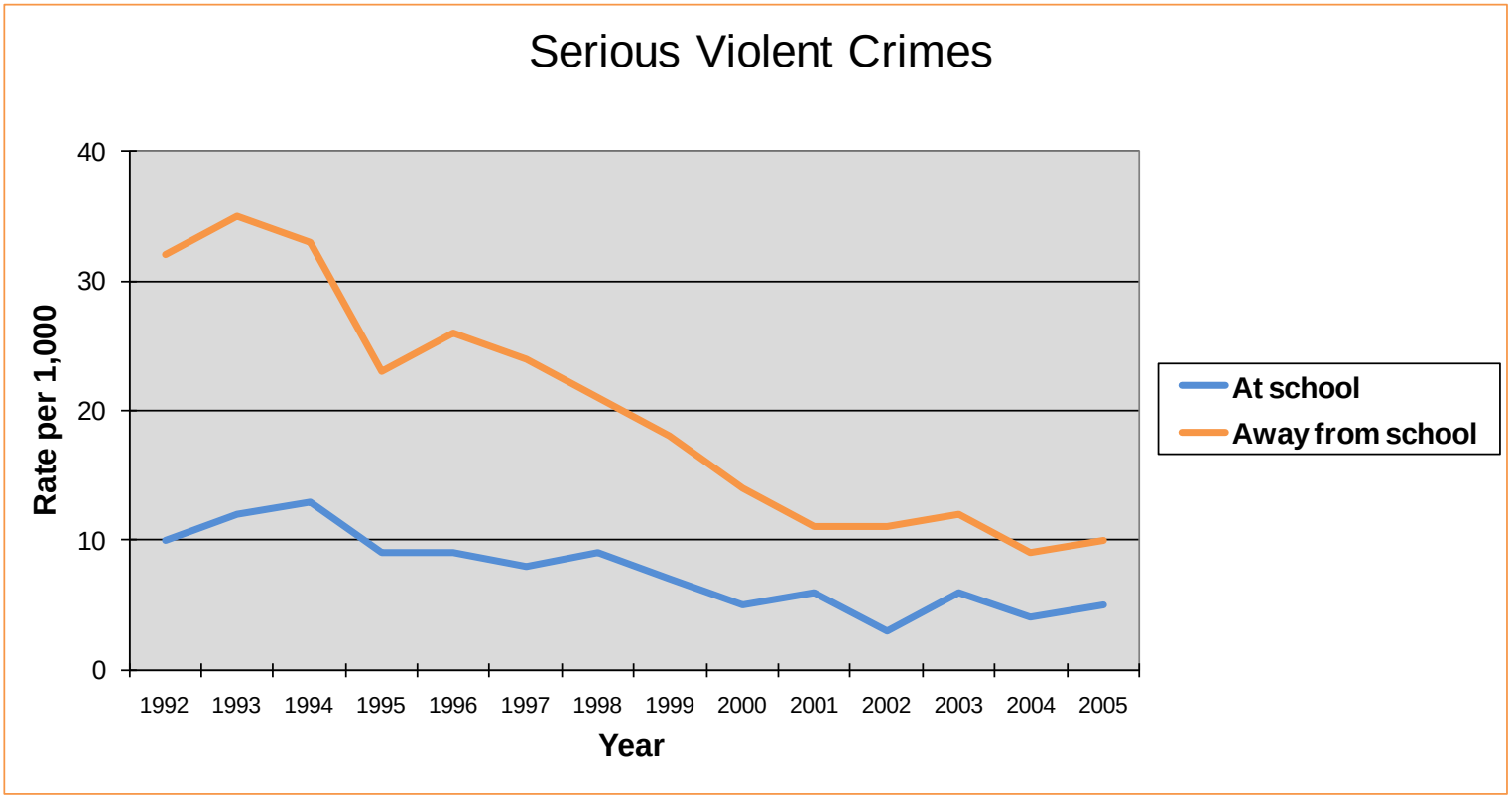
Is the rate of juvenile crime victimization higher in school or out of school?

- In school
- Out of school

Victimization by Location: Age 12-18, NCVS



Serious Violence by Location: Age 12-18: NCVS—Converging Rates



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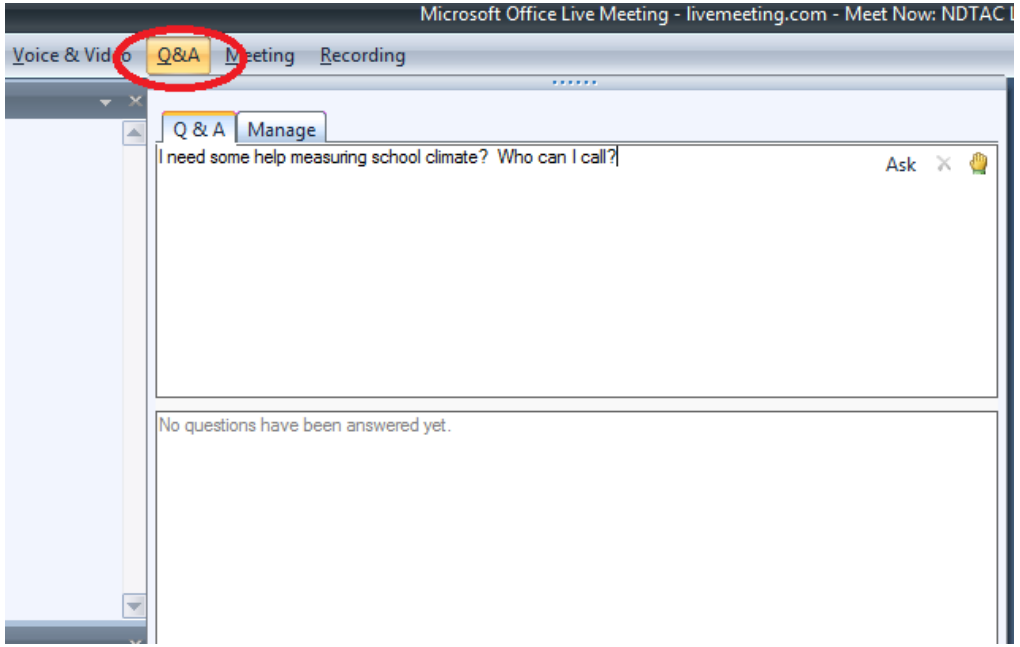

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Risk Factors for Problem Behavior

Risk factors are variables associated with a high probability of onset, greater severity, and longer duration of problem behavior.

Risk Factors for Future Offending, By Domain

Individual Factors	Family Factors	School and School-Related Factors	Peer Factors	Community Factors
Neuropsychological deficits: Executive Functioning Low Intelligence Early "Under-controlled" Temperament: (restless, impulsive, poor attention, uninhibited) Low empathy Impulsiveness Social Cognitive Skill Deficits	Family History of Crime Large Family Size Separation from Biological Parents Family Mgmt. Practices: • Poor Supervision/ Monitoring • Inconsistent Discipline • Lack of Warmth Family Conflict Weak emo'l bonds to fam. [Individ. Factor]	Individual School-Related Factors: • Academic Failure • Low Attachment to School • Low Commitment to Educational Goals School Factors: Inconsistent Disciplinary Practices Communal organization (+)	Peer Rejection in Elementary School Association with Delinquent Peers	Urban Location "Concentrated Disadvantage": • Poverty • High % Female-Headed Households • Residential Instability Low "collective efficacy" – willingness to intervene Community norms for behavior

Principles of Program Design

- Address predictors of the problem
- Intervene early
- Include those at greatest risk
- Address the diversity of the population

Important Dimensions of School-Based Prevention

- Address school environment risk factors vs. address individual risk factors.
- Targeting
  - *Universal*: Targets general population
  - *Selective*: Targets population at elevated risk for initiating problem
  - *Indicated*: Targets individuals already engaged in the problem behavior
- Effective programs/practices are available for all.

How Do We Know What Works?

- **Historical:**
  - Personal beliefs
  - Word of mouth
  - Testimonials
  - Marketing

- **Contemporary:**
  - Objective scientific evidence

Example of Rigorous Standards for Scientific Evidence

- **University of Colorado Blueprints Model Programs Criteria**
  - Evidence of Deterrent Effect with a Strong Research Design
    - Effects on delinquency (including childhood aggression and conduct disorder), drug use, or violence.
    - Experimental design with random assignment or quasi-experimental design with matched control groups.
    - Adequate sample size to ensure power.
    - Low attrition, especially differential attrition.
    - Reliable and valid measurement.
  - Sustained effect – at least one year beyond treatment
  - Multiple site replication (e.g., evidence that effects are replicated in more than one site, preferably in diverse settings.)

Classification of School-Based Prevention Activities: Individually-Oriented

- Prevention curriculum, instruction, or training
- Cognitive behavioral or behavior modification interventions
- Counseling/social work/therapeutic interventions
- Individual attention/mentoring/tutoring/ coaching
- Recreational, enrichment and leisure activities

Conclusions about Individually-Focused Interventions

- **Overall, individually-targeted school based prevention strategies are effective for reducing substance use and antisocial behavior.**
- **The most effective strategies are:**
  - Instructional programs that teach social competency skills using cognitive-behavioral methods; and
  - Other cognitive behavioral or behavioral programs.
- **Strategies that do *not* appear effective are:**
  - Counseling, social work, and other therapeutic interventions that are not based on behavioral or cognitive-behavioral models
  - Individual attention/mentoring/tutoring/ coaching
  - Recreational, enrichment and leisure activities

Risk Factors for Future Offending, By Domain

Individual Factors	Family Factors	School and School-Related Factors	Peer Factors	Community Factors
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Effective Program Models: Individually- Focused

Universal:
PATHS: Promoting Alternative Thinking Strategies LIFT: Linking the Interests of Families and Teachers GBG: Good Behavior Game
Targeted:
Preventive Treatment Program Behavioral Monitoring and Reinforcement Program

PATHS: Promoting Alternative Thinking Strategies

- **Comprehensive program for**
  - promoting emotional and social competencies
  - reducing aggression and behavior problems
- **For elementary school-aged children, entire classrooms**
- **Multi-year, universal prevention model**
- **Ideally initiated at the entrance to schooling and continues through Grade 5**
- **Taught three times per week for a minimum of 20-30 minutes per day by regular teacher**

PATHS: Content Designed to Teach

- Emotional literacy
- Self-control
- Social competence
- Positive peer relations, and
- Interpersonal problem-solving skills

PATHS: Content

- **Readiness and Self-Control Unit**
  - 12 lessons that focus on readiness skills and development of basic self-control
- **Feelings and Relationships Unit**
  - 56 lessons on emotional and interpersonal understanding
- **Self-control and initial problem-solving (integrated with Feelings unit)**
  - "Control Signals" Poster:
    - red light to signal "Stop - Calm Down,"
    - yellow light for "Go Slow - Think,"
    - green light to signal "Go - Try My Plan,"
    - "How Did My Plan Work?"
  - Children were taught skills to use with the different signals of the poster.
- **Interpersonal Cognitive Problem-Solving -- 33 lessons sequentially covering eleven problem-solving steps.**
- **Generalization procedures -- A variety of generalization techniques were included throughout the curriculum to foster transfer of the skills and ideas taught.**

PATHS: Risk Factors Targeted

Individual Factors	Family Factors	School and School-Related Factors	Peer Factors	Community Factors
Neuropsychological deficits: Executive Functioning Low Intelligence **Early "Under-controlled" Temperament: (restless, impulsive, poor attention, uninhibited)** **Low empathy** **Impulsiveness** **Social Cognitive Skill Deficits**	Family History of Crime Large Family Size Separation from Biological Parents Family Mgmt. Practices: • Poor Supervision/ Monitoring • Inconsistent Discipline • Lack of Warmth Family Conflict Weak emo'l bonds to fam. [Individ. Factor]	Individual School-Related Factors: • Academic Failure • Low Attachment to School • Low Commitment to Educational Goals School Factors: Disciplinary Practices Inconsistent Communal organization (+)	**Peer Rejection in Elementary School** Association with Delinquent Peers	Urban Location "Concentrated Disadvantage": • Poverty • High % Female-Headed Households • Residential Instability Low "collective efficacy" – willingness to intervene Community norms for behavior

PATHS: Relatively Inexpensive

- Program costs over a three-year period range from $15/student/year to $45/student/year.
- The higher cost includes hiring an on-site coordinator, the lower cost involves redeploying current staff.

PATHS: Outcomes

- Intervention teachers rated their classrooms as having fewer conduct problems.
- Socio-metric measures showed lower ratings for peer aggression and hyperactivity in the intervention classrooms.
- Classroom observers rated the atmosphere in the intervention classrooms as more positive and conducive to learning.
- All three data sources converged in suggesting a positive effect of the curriculum on antisocial classroom behavior.

Preventive Treatment Program (PTP)

- **AKA "Montreal Longitudinal Experimental Study"**
  - A longitudinal panel study of 1,037 kindergarten boys from age 6 through 26
  - An experimental study of a preventive intervention delivered to high-risk boys entering 2nd grade (average age=7) for two school years
- **Experimental study designed to prevent antisocial behavior of boys who display early, problem behavior.**
- **Long-term goal: to decrease delinquency, substance use, and gang involvement.**
- **Boys rated by their kindergarten teachers at above the 70th percentile on disruptive behavior were randomly assigned to treatment or control.**

PTP: Content

- **Parent management training based on Gerald Patterson's model (Oregon Social Learning Center) – 17 sessions**
  - Monitoring behavior
  - Clear rules
  - Rewards and punishments contingent on behavior
  - Managing family crises
- **Child Social Skills Training – based on a cognitive behavioral model – 19 sessions**
  - Delivered in small groups of 1-2 disruptive boys plus 3-5 pro-social peers
  - Coaching
  - Peer modeling
  - Role playing
  - Reinforcement contingencies

PTP: Outcomes

- **At age 12, three years after the intervention:**
  - Treated boys were less likely to report the following offenses: trespassing, taking objects worth less than $10, taking objects worth more than $10, and stealing bicycles.
  - Treated boys were rated by teachers as fighting less than untreated boys.
  - 29% of the treated boys were rated as well-adjusted in school, compared to 19% of the untreated boys.
  - 22% of the treated boys, compared to 44% of the untreated boys, displayed less serious difficulties in school.
  - 23.3% of the treated boys, compared to 43% of the untreated boys, were held back in school or placed in special education classes.

PTP: More Outcomes

- **At age 15, those receiving the intervention were less likely than untreated boys to report:**
  - Gang involvement;
  - Having been drunk or taken drugs in the past 12 months;
  - Committing delinquent acts (stealing, vandalism, drug use); and
  - Having *friends* arrested by the police.

PTP: Conclusions from Meta-Analysis (so far)

- **Individually-targeted approaches show positive results for**
  - Self-control or social competency instruction using cognitive-behavioral or behavioral instructional methods
  - Cognitive behavioral, behavioral modeling, or behavior modification interventions

Some Resources for Effective Programs

- Blueprints for Violence Prevention (http://www.colorado.edu/cspv/blueprints/)
- Coalition for Evidence-Based Policy "Top-Tier Evidence Initiative" (http://evidencebasedprograms.org/wordpress/)
- U.S. Department of Education Institute of Educational Sciences "What Works Clearinghouse" (http://ies.ed.gov/ncee/wwc/)
- The Campbell Collaboration (http://www.campbellcollaboration.org/)

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Communal Social Organization (CSO)

Schools in which "…members know, care about, and support one another, have common goals and sense of shared purpose, and…actively contribute and feel personally committed"

Effects of CSO

Structural Controls

- Percent Students male
- Concentrated Poverty/AA
- Size and Urbanicity
- Residential Crowding
- Grade Level

→ Communal School Organization → Student Delinquency

CSO→ Student Bonding→ Delinquency

Structural Controls

- Percent Students male
- Concentrated Poverty/AA
- Size and Urbanicity
- Residential Crowding
- Grade Level

→ Communal School Organization → Student Delinquency

Student Bonding

Conclusions from Meta-Analysis

- **Environmental change approaches are somewhat more effective than individually-targeted approaches**
- **Environmental change approaches: Positive results for**
  - School and discipline management interventions
  - Interventions to establish norms or expectations for behavior
  - Classroom or instructional management
  - Reorganization of grades or classes
- **More research needed on environmental change approaches: Many of the studies do not meet the contemporary requirements for establishing causal effects**

Project PATHE

- **Intervention Category:** school and discipline management interventions
- **Participants:** middle and high school students
- **Program Description:** comprehensive program to alter school organization and management structures; designed to reduce school disorder and improve the school environment to enhance students' experiences and attitudes about school
- **Implementer:** school staff
- **Duration/Intensity:** 2 years (middle) or 1 year (high)
- **Effect of Program:**
  - Improved School Climate
    - Smooth administration
    - Teacher morale
    - Discipline practices (clarity of rules)
  - Increased student school attachment and reduced student alienation
  - Decreased student crime, antisocial behavior, and substance use

Olweus Bullying Prevention Program

- **Intervention Category:** establishing norms or expectations for behavior
- **Participants:** elementary school students
- **Program Description:** school-wide program designed to alter environmental norms regarding bullying; among the recommended strategies are establishing clear class rules against bullying, regular class meetings to clarify norms, and contingent responses (praise and sanctions)
- **Implementer:** teachers
- **Duration/Intensity:** 20 months
- **Effect of Program:**
  - Decreased crime
  - Decreased anti-social behavior (bullying)

Child Development Project

- **Intervention Category:** classroom or instructional management
- **Participants:** elementary school students
- **Program Description:** program includes “cooperative learning” activities, a values-rich literature-based reading and language arts program, a positive approach to classroom management, “community building” activities, and “home-school” activities to foster parent involvement
- **Implementer:** teachers
- **Duration/Intensity:** 2 years
- **Effect of Program:**
  - Decreased crime (.27*)
  - Decreased substance use (.19*)

Project STATUS

- **Intervention Category:** Reorganization of grades or classes
- **Participants:** high risk students in grades 7 an 9
- **Program Description:** “school-within-a school;” integrated social studies and English class, including a law-related education curriculum and instructional methods emphasizing student participation, cooperative learning
- **Implementers:** school teachers
- **Duration/Intensity:** 1 school year, 2 hours per day
- **Effect of Program:**
  - Increased attachment to school
  - Decreased crime (.36*)
  - Decreased anti-social behavior (.23)
  - Decreased substance use (.40*)

Questions?

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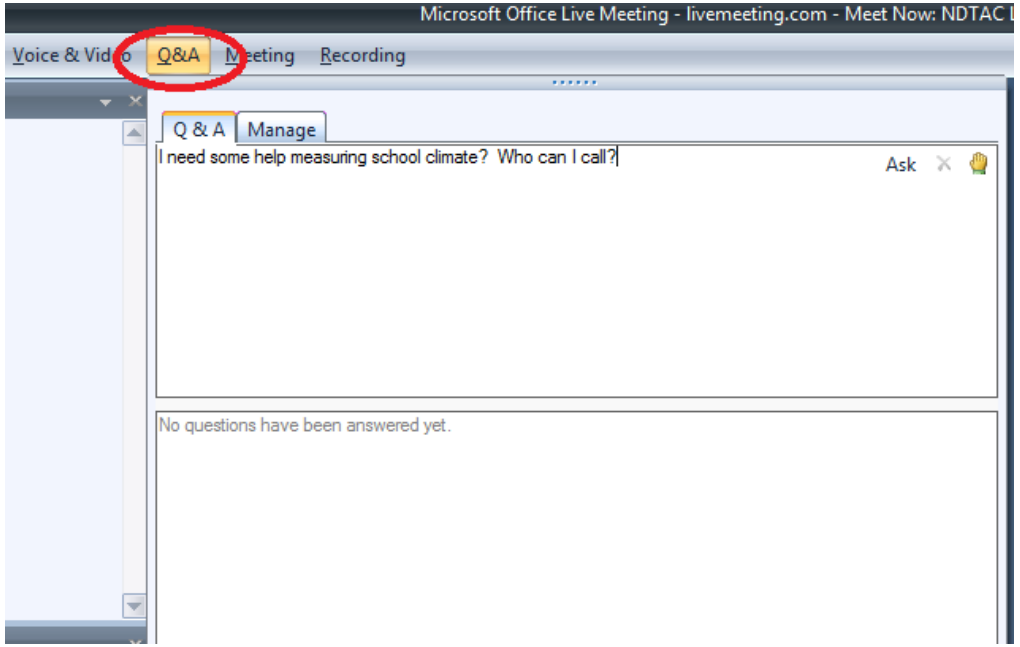

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Importance of Implementation Quality

- What do schools do to prevent conduct problems?
- How well do they do it?

National Study of Delinquency Prevention in Schools (NSDPS)

- **Collected, examined, and classified examples of prevention now being used in schools**
- **Collected data from a large national probability sample of schools**
  - Principal survey for program identification
  - Activity coordinator survey
  - Teacher and student surveys
  - Principal discipline and school-wide practices survey

Types of Prevention Activities

1.	Prevention curriculum, instruction, or training
2.	Cognitive behavioral or behavior modification interventions
3.	Counseling/social work/psychological/therapeutic interventions
4.	Individual attention/mentoring/tutoring/coaching
5.	Recreational, enrichment and leisure activities
6.	Referral to other agencies or for other services
7.	Improved instructional methods or practices
8.	Improved classroom management methods or practices
9.	Distinctive culture or climate for interpersonal exchanges - or improvements to intergroup relations or interaction between school and community
10.	Communication of norms or expectations for behavior.
11.	Use of external personnel resources in classrooms
12.	Youth roles in regulating and responding to student conduct
13.	School planning structure or process - or management of change
14.	Security and surveillance

Too Many Programs!

The typical school had 14 different unique programs or practices that they could name in place at any one time.

What Programs do Schools Use?

- 47% of middle schools use at least one of the 10 “effective” curricula that had been included on one or more government agency list of effective programs (Botvin’s Life Skills Training, etc.)
- But schools use MANY DIFFERENT curricula, and only 26% report using evidence-based programs “the most”.
- 28% use “locally-developed” curriculum “the most” .
- 46% use other manualized programs that are not recognized as effective “the most” .

Adequacy of Implementation

Grade	Percentage of quality dimensions rated "adequate"	Percentage of Activities
A	90-100%	18
B	80-89%	11
C	70-79%	11
D	60-69%	13
F	<60%	47
Total		100

Variation in Effects Related to Quality

- **Several evaluations have demonstrated that effects are higher in "high fidelity" samples.**
- **One example: Botvin et al., 1990's study of Life Skills Training implemented by regular teachers:**
  - % material covered ranged from 27 to 97.
  - Program is most effective in "high fidelity" classrooms (e.g., >60% covered).
  - Drug use of students at post-test inversely related to amount of material covered.

How to Increase Fidelity

- Ensure principal support
- Provide high quality training
- Supervise prevention activities
- Use structured materials and programs when possible
- Integrate programs into normal school operations
- Embed the program in a school planning activity

Conclusion: What Can Schools Do?

- Assess which programs are in place in your school.
- Partner with prevention scientists to assess which of these programs are supported by rigorous scientific evidence of effectiveness.
- Make better use of available resources on effective programs and practices.
- Focus resources on a smaller number of more effective programs.
- Pay much more attention to the quality of implementation.
- Assist in generating high quality research on environmental-change strategies to reduce problem behaviors.

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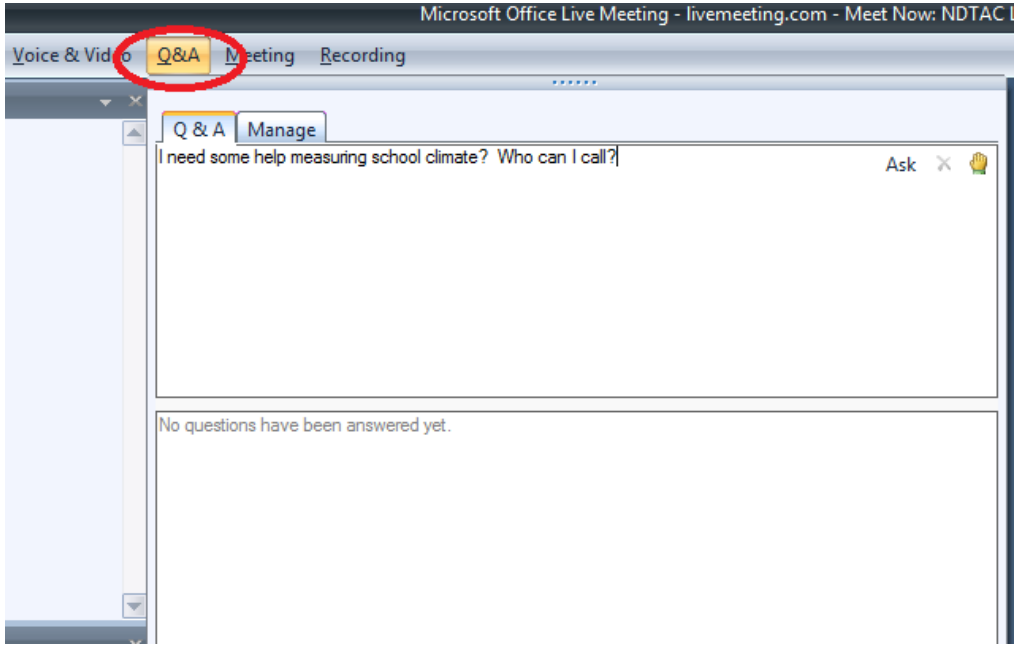

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Upcoming Webinars

- Reporting and Dissemination
  June 29, 2011 4:00 pm – 5:30 pm ET
  June 30, 2011 11:00 – 12:30 pm ET

- **Student Engagement**
  July 13, 2011 4:00 pm – 5:30 pm ET
  July 14, 2011 11:00 – 12:30 pm ET

- Substance Abuse Prevention
  August 24, 2011 4:00 pm – 5:30 pm ET
  August 25, 2011 11:00 am – 12:30 pm ET

- **School Based Climate Teams (Part 2)**
  September 14, 2011 4:00 pm – 5:30 pm ET
  September 15, 2011 11:00 am – 12:30 pm ET

References

1. Battistich, V., Schaps, E., Watson, M., and Solomon, D. (1996). Prevention effects of the Child Development Project: Early findings from an ongoing multi-site demonstration trial. *Journal of Adolescent Research, 11*, 12-35.

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