

2nd National Conference on

# Drug Abuse Prevention Research

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A PROGRESS UPDATE

Thursday, August 9—Friday, August 10, 2001

Omni Shoreham Hotel

Washington, DC

**NIDA**  
NATIONAL INSTITUTE  
ON DRUG ABUSE

National Institutes of Health

THE  
ROBERT WOOD  
JOHNSON  
FOUNDATION

## Program Book



August 9, 2001

Dear Colleagues:

The National Institute on Drug Abuse (NIDA) is pleased to welcome you to this important and timely conference, the *2<sup>nd</sup> National Conference on Drug Abuse Prevention Research: A Progress Update*. I would like to thank the Robert Wood Johnson Foundation (RWJF) for joining us in sponsoring this event.

Five years ago, NIDA sponsored its first national forum on drug abuse prevention research to bring together leaders of the field to establish a dialogue on the effectiveness of prevention research for use in communities. Since then, numerous scientific advances have emerged that have changed how we as a nation approach addiction, especially how we prevent and treat it. This conference is intended to provide participants with focused time to explore current preventive interventions for youngsters that have been shown to be effective in family, school, and community settings. The plenary panels led by leading prevention scientists will provide background in what has been learned and how this knowledge is being used in current prevention programming efforts. The hallmark of this conference is the format of the workshops, which will allow for lively discussion between the researchers, who have created many of our nation's most effective prevention programs, and the practitioners, who are implementing these programs in communities across the country.

We look forward to sharing current knowledge about drug abuse prevention and also to hearing your suggestions for future activities and efforts in the field.

I hope that this conference provides helpful information and strategies that can be applied in families, schools, and communities to prevent drug abuse among our nation's youth.

Sincerely,

A handwritten signature in black ink, appearing to read "Alan I. Leshner".

Alan I. Leshner, Ph.D.  
Director

THE  
ROBERT WOOD  
JOHNSON  
FOUNDATION

August 9, 2001

Dear Colleagues:

On behalf of the Robert Wood Johnson Foundation, welcome to the *2<sup>nd</sup> National Conference on Drug Abuse Prevention Research: A Progress Update*. We are especially pleased to be cosponsoring this important event with the National Institute on Drug Abuse (NIDA).

This promises to be an engaging and informative conference. Significant strides have been made in drug prevention research in the past decade. As researchers continue to unravel the overall complexity of drug abuse and addiction, they are also emerging with a clearer understanding of the factors that put children at risk for later drug use. This, in turn, has enabled prevention researchers to develop interventions that are showing some very promising positive outcomes. The science findings that will be showcased over the next two days will provide communities with new tools and ideas to confront and respond to drug abuse and its related health consequences.

Although the science has come quite a distance, much more remains to be done to ensure that evidence-based approaches to drug abuse prevention can be easily and readily adapted by all communities across the country. It is our Foundation's hope that the state-of-the-art knowledge that emerges from this conference will be able to be used in real-life settings. We also hope that this event ignites new and exciting directions for tomorrow's research endeavors that, ultimately, will improve the health and health care of all Americans.

Sincerely,

Steven A. Schroeder, M.D.  
President and CEO



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# Program





# Program

## Thursday, August 9, 2001

- 7:30 a.m. – 9:00 a.m.      REGISTRATION (*West Registration*)
- CONTINENTAL BREAKFAST (*Ambassador Ballroom*)
- 9:00 a.m. – 9:30 a.m.      WELCOME AND INTRODUCTORY REMARKS (*Regency Ballroom*)  
*Elizabeth B. Robertson, Ph.D., Conference Co-Chair and  
Chief, Prevention Research Branch, NIDA*
- Alan I. Leshner, Ph.D.  
Director, NIDA*
- Constance M. Pechura, Ph.D.  
Senior Program Officer, The Robert Wood Johnson Foundation*
- Donald R. Vereen, Jr., M.P.H., M.D.  
Deputy Director (Acting), Office of National Drug Control Policy*
- 9:30 a.m. – 10:15 a.m.      PLENARY: Prevention Research: A Progress Update, 1996-2001  
*(Regency Ballroom)*  
*Alan I. Leshner, Ph.D.  
Director, NIDA*
- 10:15 a.m. – 10:30 a.m.      BREAK (*Ambassador Ballroom*)
- 10:30 a.m. – 10:45 a.m.      NIH PERSPECTIVE ON PREVENTION (*Regency Ballroom*)  
*Ruth L. Kirschstein, M.D.  
Acting Director, National Institutes of Health*



# 2nd National Conference on Drug Abuse Prevention Research

A PROGRESS UPDATE

Thursday, August 9, 2001 (continued)

10:45 a.m. – 12:15 p.m. PLENARY PANEL I: Using Risk and Protective Factors in Prevention

*(Regency Ballroom)*

Moderators: Susan L. David, M.P.H., Conference Co-Chair and Deputy Chief,  
Prevention Research Branch, NIDA  
Janice Ford Griffin, Deputy Director, Join Together

**Why Risk and Protective Factors Matter in the Design of Effective Interventions**

*J. David Hawkins, Ph.D., Director, Social Development Research Group,  
University of Washington*

**What the Family Can Do About Early Risks**

*John B. Reid, Ph.D., Executive Director, Oregon Social Learning Center*

**What the School Can Do With Early Prevention Interventions**

*Sheppard G. Kellam, M.D., Senior Research Scientist, American Institutes for  
Research, and Director, Center for Integrating Education and Prevention  
Research in Schools*

**How the Community Can Set Positive Norms and Policies**

*Mary Ann Pentz, Ph.D., Director, Center for Prevention Policy Research,  
University of Southern California*

**How the Media Can Change Behavior**

*Joseph N. Cappella, Ph.D., Professor, Annenberg School for Communication,  
University of Pennsylvania*

12:30 p.m. – 1:45 p.m. LUNCHEON WITH TOPIC TABLES *(Regency Ballroom)*

2:00 p.m. – 3:15 p.m. CONCURRENT WORKSHOPS *(To be announced)*

**Strengthening Families Program: For Parents and Youth 10-14**

*Richard L. Spoth, Ph.D., Senior Research Scientist and Project Director, Prevention  
Programming and Research, Institute for Social and Behavioral Research,  
Iowa State University*

*Virginia Molgaard, Ph.D., Professor, Prevention Program Development,  
Iowa State University*

*Moderator: Eve E. Reider, Ph.D., NIDA*

**School-Based Drug Use Prevention: The Project ALERT Experience**

*Phyllis L. Ellickson, Ph.D., Director, Center for Research on Maternal, Child and  
Adolescent Health, The RAND Corporation*

*Virginia Tobin, M.S., Statewide Coordinator, Project ALERT*

*Moderator: Larry A. Seitz, Ph.D., NIDA*



Thursday, August 9, 2001 (continued)

**Reconnecting Youth**

*Jerald R. Herting, Ph.D., Research Associate Professor, University of Washington*

*Nanci Bratcher, Youth Services Coordinator, Council on Alcoholism and Drug Abuse*

*Moderator: Suman A. Rao, Ph.D., NIDA*

**ATLAS/ATHENA**

*Linn Goldberg, M.D., FACSM, Professor and Head, Division of Health*

*Promotion and Sports Medicine, Oregon Health Sciences University*

*Diane Elliot, M.D., FACP, FACSM, Professor, Division of Health Promotion and*

*Sports Medicine, Oregon Health Sciences University*

*Frank Costello, Strength and Conditioning Coach, Washington Capitals*

*Hockey Team*

*Moderator: Jack B. Stein, Ph.D., NIDA*

**Drug Abuse Prevention Campaigns and Sensation Seeking**

*Philip Palmgreen, Ph.D., Professor, University of Kentucky*

*Barbara Delaney, M.B.A., Senior Vice-President and Director of Research,*

*Partnership for a Drug-Free America*

*Moderator: Lucinda L. Miner, Ph.D., NIDA*

**Message Development for Latino Audiences**

*William D. Crano, Ph.D., Professor, Claremont Graduate University*

*Eusebio M. Alvaro, M.P.H., Ph.D., Director, Health Communication Research Office,*

*Arizona Cancer Center, University of Arizona*

*Lorenzo Espinoza, Program Director, Chamizal Collaborative Coalition*

*(CADCA Member Coalition)*

*Moderator: Susan L. David, M.P.H., NIDA*

**Project Quest Evaluation and Followup**

*Marvin Eisen, Ph.D., Principal Research Associate, Population Studies Center,*

*The Urban Institute*

*Lynn M. Wiegand, M.S., Schoolteacher, Montgomery County, Maryland*

*Moderator: Elizabeth B. Robertson, Ph.D., NIDA*

3:15 p.m. – 3:30 p.m.

**BREAK** (*Ambassador Ballroom Foyer*)



# 2nd National Conference on Drug Abuse Prevention Research

A PROGRESS UPDATE

Thursday, August 9, 2001 (continued)

3:30 p.m. – 5:15 p.m.

## PLENARY PANEL II: Identifying Effective Features in Prevention Interventions (Regency Ballroom)

Moderators: *Timothy P. Condon, Ph.D., Associate Director, NIDA*  
*Sue Rusche, Executive Director, National Families in Action*

### The Prevalence of Effective Middle-School-Based Curricula, Substantive Content, and Teaching Strategies

*Christopher Ringwalt, Dr.P.H., Center Director, Pacific Institute for Research and Evaluation*

### Evaluation of Community-Based Interventions

*Denise Hallfors, Ph.D., Research Associate Professor, University of North Carolina-Chapel Hill*

### Substance Abuse Communications Interventions

*Mark W. Lipsey, Ph.D., Co-Director, Center for Evaluation Research and Methodology, Vanderbilt Institute for Public Policy Studies, Vanderbilt University*

### Effective Implementation of Interventions

*Linda Dusenbury, Ph.D., Senior Researcher, Tanglewood Research, Inc.*

5:30 p.m. – 6:30 p.m.

## RECEPTION (Ambassador Ballroom)



Friday, August 10, 2001

7:30 a.m. – 8:30 a.m.

REGISTRATION (*West Registration*)

CONTINENTAL BREAKFAST (*Ambassador Ballroom Foyer*)

8:30 a.m. – 10:00 a.m.

PLENARY PANEL III: Assessing Substance Abuse in the Community for  
Prevention Planning (*Regency Ballroom*)

Moderators: *Peter J. Delany, D.S.W., Deputy Director, Division of  
Epidemiology, Services and Prevention Research, NIDA  
Jerilyn Simpson, President and CEO, San Bernardino  
Communities Against Drugs, Inc. (CADCA Member Coalition)*

**Measuring the Level of Substance Abuse in the Community**

*Zili Sloboda, Sc.D., Senior Research Associate, University of Akron*

**Understanding Community Risk and Protective Factors**

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

**Assessing Community Readiness for Prevention**

*Ruth W. Edwards, M.B.A., Ph.D., Research Scientist and Co-Director,  
Tri-Ethnic Center for Prevention Research, Colorado State University  
Pamela Jumper-Thurman, Ph.D., Research Associate, Tri-Ethnic Center for  
Prevention Research, Colorado State University*

**Evaluating Community Strategies and Programs**

*David P. MacKinnon, Ph.D., Professor, Arizona State University*

10:00 a.m. – 10:15 a.m. BREAK (*Ambassador Ballroom Foyer*)

10:15 a.m. – 11:30 a.m. CONCURRENT WORKSHOPS (*To be announced*)

**Bii-Zin-Da-De-Dah: The Listening to One Another Prevention Program**

*Leslie B. Whitbeck, Ph.D., Professor, Iowa State University  
Keyona King, M.P.H., Director of Research, Community Anti-Drug Coalitions  
of America  
Moderator: Eve E. Reider, Ph.D., NIDA*

**Focus on Families**

*Kevin P. Haggerty, M.S.W., Lecture Faculty Member, Social Development  
Research Group, University of Washington  
Dennis D. Embry, Ph.D., President and CEO, PAXIS Institute  
Moderator: Suman A. Rao, Ph.D., NIDA*



Friday, August 10, 2001 (continued)

## **Project Towards No Drug Abuse**

*Steven Sussman, Ph.D., Professor, University of Southern California*

*Brenda Cook, Program Director, Edmondson Community Organization, Inc.,  
(CADCA Member Coalition)*

*Moderator: Elizabeth B. Robertson, Ph.D., NIDA*

## **School-Based Drug Abuse Prevention With Multiethnic Youth Through Life Skills Training**

*Gilbert J. Botvin, Ph.D., Director, Institute for Prevention Research and Division of  
Prevention and Health Behavior, Cornell University Medical College*

*Roy Griffin, M.A., Coordinator, Improvement of Discipline and Learning  
Environment, Safe and Drug-Free Schools and Communities, Fort Worth  
Independent School District*

*Moderator: Lucinda L. Miner, Ph.D., NIDA*

## **Youth-Focused Media To Prevent Substance Use**

*John K. Worden, Ph.D., Professor, Department of Health Promotion Research,  
University of Vermont*

*Stephanie McGencey, M.P.H., Senior Vice-President for Training and Research,  
Community Anti-Drug Coalitions of America*

*Moderator: Susan L. David, M.P.H., NIDA*

## **Good Behavior Game/Mastery Learning**

*Nicholas S. Ialongo, Ph.D., Associate Professor, Department of Mental Hygiene,  
Johns Hopkins University*

*Darlene Patrice Walker, Assistant Director, Historic East Baltimore Community Action  
Coalition (CADCA Member Coalition)*

*Moderator: Larry A. Seitz, Ph.D., NIDA*

11:45 a.m. – 1:00 p.m.

## **LUNCHEON (*Regency Ballroom*)**

*Moderator: Lewis E. Gallant, Ph.D., Executive Director, National Association of  
State Alcohol and Drug Abuse Directors, Inc.*

## **Palo Alto Summit on Improving the Prevalence of Successful Adolescence**

*Anthony Biglan, Ph.D., Senior Scientist and Director, Center for Community  
Interventions on Child-Rearing, Oregon Research Institute*

## **The Robert Wood Johnson Foundation: Prevention Summit**

*Nancy Kaufman, R.N., M.S., Vice-President, The Robert Wood Johnson Foundation*



Friday, August 10, 2001 (continued)

1:00 p.m. – 3:00 p.m.

**PLENARY PANEL IV: Building Multicomponent Community Programs**

*(Regency Ballroom)*

Moderators: *Richard A. Millstein, Deputy Director, NIDA, and Acting Director, Division of Epidemiology, Services and Prevention Research, NIDA*  
*Ruth Sanchez-Way, Ph.D., Director, Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services*

**The Adolescent Transitions Program: A Multilevel, Family-Centered Preventive Intervention in Schools**

*Kathryn Kavanagh, Ph.D., Director, Project Alliance, Child and Family Center, University of Oregon*

**The Community Action for Successful Youth Project: Community Builders and the Prevention of Problem Behaviors Among Middle Schoolers**

*Carol W. Metzler, Ph.D., Research Scientist, Oregon Research Institute*

**Community Readiness, Media, and Schools**

*Michael D. Slater, Ph.D., Professor, Colorado State University*

**Families and Schools Together**

*Lynn McDonald, M.S.W., Ph.D., Director, Families and Schools Together Project, and Senior Scientist, Wisconsin Center on Education Research, University of Wisconsin*

3:00 p.m.

ADJOURNMENT









# Abstracts



# Abstracts

## PLENARY PANEL I USING RISK AND PROTECTIVE FACTORS IN PREVENTION

### Why Risk and Protective Factors Matter in the Design of Effective Interventions

J. David Hawkins, Ph.D.

Preventive interventions that do not address the predictors of drug abuse have little chance of succeeding. Over the past 20 years, knowledge of the predictors of substance abuse and dependence has grown exponentially, as have the number and variety of preventive interventions tested and shown to be effective in reducing risk for and use of substances. These programs have shown that some predictors, identified as risk and protective factors in longitudinal descriptive studies, are modifiable causes of drug abuse that can be changed through preventive interventions. Epidemiologic data show that exposure to multiple risk factors increases substance use prevalence, suggesting that preventive efforts should focus on populations or geographic areas where overall risk levels are high and protective levels low. Furthermore, profiles of risk and protection vary by area. Good epidemiologic data on levels of risk and protection, drug use, and related adolescent health and behavior outcomes are fundamental for matching preventive policies and services to the areas and populations served. These data also can form the baseline for monitoring changes in levels of risk, protection, substance use, and related outcomes over time; increasing accountability; and providing benchmarks for continual, outcome-guided improvement of prevention policies and services based in science.

Arthur MW, Blitz C. (2000) Bridging the gap between science and practice in drug abuse prevention through needs assessment and strategic community planning. *Journal of Community Psychology* 28(3):241-255.

Hawkins JD, Catalano RF, Kosterman R, Abbott R, Hill KG. (1999) Preventing adolescent health-risk behaviors by strengthening protection during childhood. *Archives of Pediatrics and Adolescent Medicine* 153(3):226-234.

Pollard JA, Hawkins JD, Arthur MW. (1999) Risk and protection: Are both necessary to understand diverse behavioral outcomes in adolescence? *Social Work Research* 23(3):145-158.

### What the Family Can Do About Early Risks



## 2nd National Conference on Drug Abuse Prevention Research

A PROGRESS UPDATE

John B. Reid, Ph.D.

A strong, broad, and rapidly expanding research base now exists that pinpoints family-level antecedents, risk, and protective factors that are directly involved in the early development of children and can lead to substance use, conduct problems, risky sexual activities, and other related problems in adolescence. The influence of family factors begins at birth or before and continues through early and middle childhood into adolescence. Increasingly, this developmental research base has been used to inform the design of preventive and clinical interventions that are specifically focused on helping families deal with a variety of risk factors that emerge from early childhood through middle adolescence. Many such interventions have been demonstrated to have strong and persistent effects in carefully controlled studies. This presentation will summarize new and relevant findings from basic research, exemplary interventions, and implications for the next generation of family-level interventions.

Capaldi DM, Eddy JM. (2000) Improving children's long-term well-being by preventing antisocial behavior. In: A Buchanan, B Hudson (eds.). *Promoting Children's Emotional Well-being*. Oxford, United Kingdom: Oxford Press, pp. 209-229.

Chamberlain P, Reid J. (1998) Comparison of two community alternatives to incarceration for chronic juvenile offenders. *Journal of Consulting and Clinical Psychology* 6:624-633.

Reid JB, Eddy JM. (1997) The prevention of antisocial behavior: Some considerations in the search for effective interventions. In: DM Stoff, J Breiling, JD Maser (eds.). *Handbook of Antisocial Behavior*. New York: John Wiley and Sons, pp. 343-356.

Webster-Stratton C. (1998) Preventing conduct problems in Head Start children: Strengthening parent competencies. *Journal of Consulting and Clinical Psychology* 66:715-730.

### What the School Can Do With Early Prevention Interventions

Sheppard G. Kellam, M.D.

Schools as communities are core units for prevention research and programs. Over the past three decades, much has been learned about early risk factors related to later drug abuse. A set of four rigorous prevention research strategies has been developed that is directed at these risk factors. These four strategies will be described, and data from the developmental epidemiologic strategy will be used to illustrate the central role of school and the influence of school environment on risk and prevention. The first strategy requires identifying early risk factors, directing interventions at them, and then determining whether the developmental trajectories toward risk of drug abuse have been improved. The second strategy involves intervening at times of more immediate, concurrent risk, just as the child enters middle school, for example, with exposure to drug-taking children. The third strategy involves multiple interventions at the community level, using school-based drug education, media, and parental awareness, for example. The fourth strategy is at the larger societal policy and law levels, using simulation modeling. All of these strategies are complementary, and all will be required in the next stage of prevention research and programming.

### How the Community Can Set Positive Norms and Policies

Mary Ann Pentz, Ph.D.

Before the mid-1980s, community-based prevention was associated with social activism and grassroots organizing to



achieve environmental change, typically in response to a community crisis. There was little evidence of effects of these approaches on preventing youth drug use. However, reviews of multicomponent, community-based prevention programs after this period have shown that several have been effective in changing youth drug use. The effective, “evidence-based” approaches share several features, including linking two or more of school, parent, mass media, community organization, and policy intervention components and community-wide involvement in and commitment to these interventions. Results have shown sustained effects on youth drug use for up to or exceeding 8 years and additional effects on parent-child communication, the efficiency of how community leaders organize for prevention, and community norms and policies for prevention. Despite the effectiveness of specific community-based programs, communities face several challenges in deciding whether to adopt a multicomponent program. These include greater cost compared with single-component programs, a greater time commitment for implementation, and a required commitment to long-term institutionalization once community leaders organize for prevention. There are also challenges facing researchers trying to evaluate such programs, including measuring community readiness to commit to a sustained multicomponent program. Status quo community norms and policies have shown weak relationships to youth drug use. Relatively little is known yet about whether and how changing the status quo as a result of community-based programs affects subsequent youth drug use and prevention programs.

### How the Media Can Change Behavior

*Joseph N. Cappella, Ph.D.*

To understand the potential of the media to change behavior, it is necessary to consider both their direct and indirect effects. Direct effects refer to the impact of mass media messages on beliefs, intentions, attitudes, social norms, and efficacy, which in turn affect behavior. Well-designed communication campaigns can have direct effects on behavior, as evidenced by research on smoking and drug use among adolescents. Indirect effects refer to the impact of mass media messages on mental frameworks, social institutions, interpersonal communication, and other processes that can affect targeted behavior “down the line.” For example, national media attention to problems such as drunk driving has affected State legislative activity, which in turn resulted in a reduction of fatalities. Media attention can also shape the public’s agenda of important problems, redirecting economic resources and highlighting public concerns.

Palmgreen P, Donohew L, Lorch EP, Hoyle RH, Stephenson MT. (Feb 2001) Television campaigns and adolescent marijuana use: Tests of sensation seeking targeting. *American Journal of Public Health* 91(2):292-296.

Worden JK, Flynn BS, Solomon LJ, Secker-Walker RH. (Nov 1996) Using mass media to prevent cigarette smoking among adolescent girls. *Health Education Quarterly* 23(4):453-468.

Yanovitzky I, Bennett C. (Aug 1999) Media attention, institutional response, and health behavior change: The case of drunk driving, 1978-1996. *Communication Research* 26(4):429-453.

## THURSDAY WORKSHOPS

### Strengthening Families Program: For Parents and Youth 10-14

*Richard L. Spoth, Ph.D.*

This presentation will include an overview of the Strengthening Families Program: For Parents and Youth 10-14 (SFP



10-14), the risk and protective factors the program addresses, and a summary of the program's core elements and topics. The speakers will review key substance-related outcomes of the SFP 10-14 from a followup assessment 6 years past baseline. Findings concerning the relationship of implementation quality and outcomes also will be presented, along with strategies for high-fidelity implementation. The speakers will describe SFP 10-14 participation research and related procedures for maximizing recruitment and retention and provide information on program materials and training.

### School-Based Drug Use Prevention: The Project ALERT Experience

*Phyllis L. Ellickson, Ph.D.*

Using Project ALERT as an example, this presentation will provide an overview of school-based drug prevention, what works, and why. It will discuss which drugs to target, which risk factors to address, and the principles that underlie effective drug use prevention programs. Concrete examples of how those principles can be translated into classroom lessons and activities will be provided. The presentation will describe Project ALERT's original evaluation and results and provide early information from a followup evaluation. It will conclude with a discussion of lessons learned from evaluation research and from the educators who adopt and implement prevention programs.

### Reconnecting Youth

*Jerald R. Herting, Ph.D.*

Reconnecting Youth (RY) is an indicated substance use prevention program targeting youth at risk of school failure. Many of these youth have co-occurring problems of drug involvement, depression, anger/aggression, and suicide-risk behaviors. RY addresses this constellation of behavioral outcomes. The speakers will describe the semester-long, school-based RY program and detail its skills development content, peer and mentor support intervention strategy, small-group classroom framework within the schools, and evaluation with respect to changing substance use and other behaviors. They will then present current continued testing of the RY program and its expansion to include a year-round curriculum and a parent component. The speakers will also discuss strategies for process and outcome evaluation of RY and tools and procedures for evaluation. Finally, they will discuss general implementation strategies and provide current information on program dissemination.

### ATLAS/ATHENA

*Linn Goldberg, M.D., FACSM, and Diane Elliot, M.D., FACP, FACSM*

Adolescents who participate in sports in the United States represent 50 percent of all students. Although participation in athletics can be beneficial, sports do not protect youth from alcohol and other drug use. This interactive workshop will demonstrate major aspects of the adolescent male health promotion and drug use prevention program, ATLAS, and its counterpart, ATHENA, designed to reduce drug use and disordered eating among adolescent female athletes. Both programs use a team-centered, coach-facilitated, and gender-specific approach. The speakers will describe how ATLAS and ATHENA work and how young athletes can develop resistance to the use of alcohol and illicit drugs and practice healthy lifestyles.

### Drug Abuse Prevention Campaigns and Sensation Seeking

*Philip Palmgreen, Ph.D.*

This presentation will describe the findings of a 15-year series of studies aimed at developing more effective antidrug messages for use in prevention campaigns and other interventions. The research has revolved around sensation seeking—a widely recognized risk factor for drug use. High-sensation seekers not only are much more likely to use a variety of substances but also require much more novel, stimulating, and dramatic messages to attract their attention



and persuade them. A targeting approach utilizing sensation seeking, known as SENTAR, will be illustrated with two campaign studies, the second of which demonstrated via a controlled time-series that SENTAR-based television campaigns can substantially reduce marijuana use among high-sensation-seeking adolescents.

### Message Development for Latino Audiences

*William D. Crano, Ph.D., and Eusebio M. Alvaro, M.P.H., Ph.D.*

Recent research suggests large differences in health-relevant (prevention) knowledge between Hispanic and Anglo youth and their parents. These differences occur despite intense media efforts mounted to help prevent the consequences of unsafe sex and drug abuse. We believe that mass-media prevention messages may place minority groups at a disadvantage if messages are not specifically tailored to address their cultures and concerns. The speakers will describe research on new approaches to presenting information that have been found to be effective for adolescent Hispanic audiences. They will report findings from research on drug use prevention among Anglo and Hispanic youth that involved an intensive, interactive, multimedia, computer-based approach that has proved effective in past research on HIV prevention. The speakers will review this research, detail recent findings that made use of antidrug messages, and discuss possible ways in which the approach may be extended and generalized in the efforts against drug abuse.

### Project QUEST Evaluation and Followup

*Marvin Eisen, Ph.D.*

The Skills for Adolescence (SFA), a widely used comprehensive life skills training curriculum with a dedicated drug education unit, was evaluated in a randomized study of 34 middle schools. Two years after baseline (1 year after intervention), data were collected from 5,691 eighth graders (77 percent student retention). Lifetime use and past 30-day use of alcohol, cigarettes, marijuana, and other drugs were measured. There were two significant treatment main effects at the end of the eighth grade: Lifetime use ( $p=.05$ ) and recent ( $p<.03$ ) marijuana use were lower in SFA than in control (“usual” programming) schools. There was one treatment by baseline binge drinking interaction, with baseline bingers reporting less binge drinking in SFA schools ( $p<.01$ ) but no SFA effect among baseline nonbingers. This study supports SFA’s life skills prevention approach and, because of its commercial availability, provides an additional step in bridging a major gap in the research-to-practice literature: identifying popular programs that work.

## PLENARY PANEL II

### IDENTIFYING EFFECTIVE FEATURES IN PREVENTION INTERVENTIONS

#### The Prevalence of Effective Middle-School-Based Curricula, Substantive Content, and Teaching Strategies

*Christopher Ringwalt, Dr.P.H.*

Many of the Nation’s middle schools continue to implement strategies that are either untested or ineffective and to use ineffective teaching strategies to do so. This presentation will report on the prevalence of the use of effective content and teaching strategies in U.S. middle schools and the prevalence of the use of evidence-based curricula in schools.



## 2nd National Conference on Drug Abuse Prevention Research

### A PROGRESS UPDATE

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Respondents were lead staff members who taught substance use prevention in a representative sample of 1,905 of the Nation's public and private middle schools. Data were collected in 1999 by a self-administered survey. Respondents were more likely to report giving primary emphasis to knowledge content (46.1 percent) and generic skills (29.9 percent) than to affective content (17.3 percent) and refusal skills (6.8 percent). Respondents were also more likely to use didactic (79.5 percent) than interactive (46.8 percent) teaching methods. Furthermore, only 26.8 percent of all schools, including 34.6 percent of public schools and 12.6 percent of private schools, used at least 1 of the 10 curricula deemed effective by NIDA and/or other institutions. These results demonstrate the considerable gap between current school prevention practices and the understanding of effective curricula and their components. Additional research is needed on the processes by which schools consider, adopt, implement, and institutionalize effective curricula and teaching practices.

### Evaluation of Community-Based Interventions

*Denise Hallfors, Ph.D.*

This presentation will review an evaluation of demand-reduction activities initiated by communities, primarily from the Fighting Back Project. Fighting Back brought local community members together to reduce the demand for substances. This approach relied on an inclusive participation process and local knowledge to identify problems and to devise strategies related to the continuum of care, such as public awareness, prevention, early identification, treatment, relapse prevention, and environmental improvement. Through interviews, local recordkeeping, and evaluator site visits, specific strategies were identified and compared across sites. Findings indicate that most planned strategies were not fully implemented. It was particularly difficult for institutions, such as health care organizations, schools, and churches, to sustain prevention interventions. Nevertheless, each site had a small number of strategies that it was able to deliver consistently. Outcome data from both the national survey and a meta-analysis of school surveys were linked to these strategies to examine effects.

Saxe L, Reber E, Hallfors D, Kadushin C, Jones D, Rindskopf D, et al. (1997) Think globally, act locally: Assessing the impact of community-based substance abuse prevention. *Evaluation and Program Planning* 20(3):357-366.

### Substance Abuse Communications Interventions

*Mark W. Lipsey, Ph.D.*

Meta-analytic techniques were used to synthesize the findings from 72 studies of the effects of a media intervention designed to prevent or reduce youth substance use. The overall effects on substance use knowledge, attitudes, and behavior were positive, of modest magnitude, and highly variable. The magnitude of the effects varied according to the source (radio, TV, print), the substance addressed (illicit drugs, alcohol, tobacco), the characteristics of the recipients (age, gender, risk level), and the characteristics of the message (thematic, repetition, targeting). Outcome research in this area is beset with methodological problems, which make assessment of the effects of media campaigns problematic and add uncertainty to conclusions.

### Effective Implementation of Interventions

*Linda Dusenbury, Ph.D.*

Prior research has identified key elements of effective prevention programs. It is clear that the success of theoretically valid prevention approaches depends, in part, on high-quality implementation. Effectiveness depends on dosage (how much of a program is delivered) as well as quality (how well a program is delivered), and training and technical assistance are important in promoting fidelity. Technologies such as the Internet and videotape also provide tools for standardizing and protecting essential content. However, organizations may be less inclined to maintain or institutionalize programs that cannot be modified, and program developers and program providers need to work together to develop strategies that promote high-quality implementation at the same time they allow programs to adapt to the needs of particular organizations or communities; this might extend to a reconsideration of the structure and





design of programs. Prevention researchers, policymakers, and practitioners need to collaborate to overcome barriers to effective implementation.

### PLENARY PANEL III ASSESSING SUBSTANCE ABUSE IN THE COMMUNITY FOR PREVENTION PLANNING

#### Measuring the Level of Substance Abuse in the Community

*Zili Sloboda, Sc.D.*

The key to planning and implementing a prevention program in a community lies in understanding the special needs of that community. It is clear from comparisons of substance abuse problems across communities that, although there are many common practices, there are sufficient differences warranting special attention in service delivery. Measuring substance abuse patterns and practices within a community is complex; thus, the use of multiple methods and multiple measurement systems is recommended. Various measurement methods will be discussed, with emphasis on their advantages and disadvantages. Adapting these approaches for prevention programming will be explored by addressing how to set prevention priorities and how to match programming to community needs.

#### Understanding Community Risk and Protective Factors

*Richard F. Catalano, Ph.D.*

Researchers have identified risk and protective factors for adolescent health and behavior problems, including substance abuse, mental health disorders, delinquency, violence, teenage pregnancy, and school dropout. Strategies that reduce or counter risk by enhancing protective factors are promising approaches to prevention, suggesting that prevention strategies need to be community-based, collaborative, and specific to each community's unique risk and protective profile. They also need to use prevention programs with demonstrated effectiveness. Thus, community-wide approaches need to (1) mobilize the appropriate leadership in communities, (2) assess the communities' unique risk and protective factor profile so that prevention programming addresses the most prevalent predictors of problem behavior, (3) inventory existing program resources to identify programming strengths and gaps, and (4) utilize programs that have demonstrated effectiveness in strengthening protective factors and reducing risk and problem behaviors.

Hawkins JD, Catalano RF, Kosterman R, Abbott R, Hill KG. (1999) Preventing adolescent health-risk behaviors by strengthening protection during childhood. *Archives of Pediatrics and Adolescent Medicine* 153(3):226-234.

Hawkins JD, Catalano RF, Miller JL. (1992) Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin* 112(1):64-105.

#### Assessing Community Readiness for Prevention

*Ruth W. Edwards, M.B.A., Ph.D., and Pamela Jumper-Thurman, Ph.D.*

Communities are at many different stages of readiness for addressing community issues. This readiness is a major factor in determining whether local prevention efforts can be effectively implemented and supported by the community. The speakers will describe the Community Readiness Model, which was developed to provide a practical tool to help communities mobilize to address a specific issue. Nine stages of community readiness are defined, ranging from "no awareness" of the problem to "professionalization." Assessment of the stage of readiness is accomplished using key informant interviews, with questions covering six different dimensions. Strategies for successful implementation have been developed for each stage of readiness. Once a sufficient level of readiness is achieved, community teams can be trained in use of the model. These teams then can develop specific, culturally appropriate strategies using local resources to guide their communities to more advanced levels of readiness, eventually leading to long-term



sustainability of local community drug abuse prevention activities.

### Evaluating Community Strategies and Programs

David P. MacKinnon, Ph.D.

This presentation will describe general guidelines for thinking about how prevention programs achieve or fail to achieve reductions in drug abuse. There are three major aspects of this approach to prevention. First, what are the risk and protective factors associated with drug abuse? For example, social norms and beliefs are related to drug abuse. Second, how does a prevention program change these risk and protective factors? For example, enforcement of laws on alcohol sales to minors may reduce alcohol use by reducing the availability of alcohol. Third, does the change in risk and protective factors explain the change in drug abuse? Methods to answer these questions are described in the context of the evaluation of community drug abuse prevention programs. The importance of a substantial sample of communities and the assignment of communities to research conditions will be discussed and illustrated with several examples.

Mackinnon DP. (1994) Analysis of mediating variables in prevention and intervention research. In: A Cazares and LA Beatty. *Scientific Methods in Prevention Research*. NIDA Research Monograph 139. U.S. Department of Health and Human Services Pub. No. 94-3631. Washington, DC: U.S. Government Printing Office, pp. 127-153.

Mackinnon DP, Johnson CA, Pentz MA, Dwyer JH, Hansen WB, Flay BR, Wang EY. (1991) Mediating mechanisms in a school-based drug prevention program: First-year effects of the Midwestern Prevention Project. *Health Psychology* 10(3):164-172.

Murray DM. (1998) *Design and Analysis of Group-Randomized Trials*. New York: Oxford University Press.

## FRIDAY WORKSHOPS

### Bii-Zin-Da-De-Dah: The Listening to One Another Prevention Program

Leslie B. Whitbeck, Ph.D.

Bii-Zin-Da-De-Dah is a culturally specific, family intervention that targets alcohol and other drug use among American Indian early adolescents. This session will provide an overview of the prevention program, with particular emphasis on the importance of culturally specific program components in work with American Indians. The process and ethics of building research partnerships with American Indian communities will be covered. Research findings from the project baseline survey and the prevention trials will be used to support the efficacy of traditional culture as a resiliency factor for American Indian adolescents and adults. Specific cultural risks also will be addressed. Prevention trials indicated that cultural content was more likely to be retained and used by mothers and children than generic content.

### Focus on Families

Kevin P. Haggerty, M.S.W.

The Focus on Families (FOF) preventive intervention was developed for parents receiving methadone treatment and their children. The primary goals of the project were to reduce parents' use of illegal drugs and reduce risk factors for their children's future drug use while enhancing protective factors. The intervention employs group training and home-based services to achieve the research goals. This presentation summarizes the lessons learned from the intervention research and the additional dissemination of FOF. Results find a pattern of significant differences favoring the experimental group at 12-month followup and a less stable pattern of reduced parent and child problem behaviors at 24-month followup. Results will be presented in consideration of conducting parenting interventions in treatment settings. Lessons learned from dissemination efforts and principles for effective dissemination will be offered.



## Project Towards No Drug Abuse

*Steven Sussman, Ph.D.*

Very few evidence-based, high school drug abuse prevention programs exist. The Project Towards No Drug Abuse (Project TND) is evidence-based, as indicated by the 1-year postprogram followup results of three experimental field trials. Summed across conditions and trials, 2,468 senior high school youth from 42 alternative and regular southern California high schools were surveyed. Twelve interactive class sessions provide motivation-skills-decisionmaking prevention material. The sessions are active listening, stereotyping, myths and denial, chemical dependency, talk show, marijuana panel, tobacco use cessation, stress/health and goals, self-control, positive and negative thought and behavior loops, perspectives, and decisionmaking and commitment. Relative to a standard-care comparison group, a year after receiving the program, participants experienced a 27 percent 30-day prevalence reduction in cigarette use, a 9 percent 30-day prevalence reduction in alcohol use among baseline drinkers, a 22 percent 30-day prevalence reduction in marijuana use, a 26 percent 30-day prevalence reduction in hard drug use, and a 25 percent 1-year prevalence reduction in weapons carrying among males.

## School-Based Drug Abuse Prevention With Multiethnic Youth Through Life Skills Training

*Gilbert J. Botvin, Ph.D.*

Advances in understanding the etiology and prevention of adolescent drug use have led to the identification of effective prevention approaches. One extensively used research approach to drug abuse prevention is a multiyear, multicomponent, school-based approach called Life Skills Training (LST). LST is designed to target a broad array of etiologic factors through components that teach drug resistance skills, norm-setting, self-management skills, and general social skills. Studies testing this approach show that it can cut tobacco, alcohol, and marijuana use among junior high school students by half. The LST approach not only reduces onset and early experimental drug use but also decreases escalation to more serious levels of drug involvement in terms of both the frequency and amount of a particular form of drug use, as well as with respect to the use of other classes of drugs. Moreover, research shows that this approach is effective when taught by different program providers and with different populations. A major challenge concerns how to take evidence-based programs such as LST to scale while maintaining their integrity and effectiveness. Findings supporting the effectiveness of the LST approach will be summarized, and initial efforts to move from research to practice will be discussed.

## Youth-Focused Media To Prevent Substance Use

*John K. Worden, Ph.D.*

The purpose of this research project is to develop and test a program of mass media messages designed to reduce regular cigarette and marijuana use among adolescents. The target population is a diverse sample of young people maturing from grades 4 to 5 to grades 7 to 8 during the intervention. Television and radio messages are developed in a variety of formats using diagnostic and formative research with youth in the target group. The 4-year campaign is placed as paid advertising in a media market representing both urban and nonurban youth. School surveys of cigarette and marijuana beliefs and behaviors are conducted in this area and in a comparison area before and after the campaign. This presentation will give an overview of the study and highlight the unique method of message development that involves target audience research, participation by experts in substance use prevention, and media design and production by creative advertising people.



### **Good Behavior Game/Mastery Learning**

*Nicholas S. Ialongo, Ph.D.*

The speakers will examine the immediate and longer term impacts of the second-generation Johns Hopkins Prevention Intervention Center field trial. There will be a particular focus on the effects of a universal, first-grade, classroom-based, preventive intervention designed to reduce the risk of antisocial behavior and drug use. This intervention featured two primary components: The first sought to reduce the risk for later antisocial behavior and drug use by enhancing teachers' behavior management skills; the second sought to enhance achievement by targeting the teachers' reading and mathematics instructional practices. The basis for the classroom behavior management component was the Good Behavior Game (Barrish, Saunders, and Wolfe, 1969). The principles underlying the reading and mathematics instructional component were derived from Mastery Learning (Bloom, 1982). At age 12, relative to controls, children who received the classroom intervention had significantly lower ratings from their teachers in terms of conduct problems. They were also significantly less likely than control children to meet diagnostic criteria for conduct disorder and to have been suspended from school in the past year. In addition, children who received the classroom intervention were less likely to have experimented with smoking. These results, although incomplete and in need of replication, lend support for targeting the early risk behaviors for antisocial behavior and substance use in the first-grade classroom.

## **LUNCHEON**

### **Palo Alto Summit on Improving the Prevalence of Successful Adolescence**

*Anthony Biglan, Ph.D.*

The speaker will provide an overview of a year-long effort to forge a future research and practice agenda on the prevention of substance abuse and other problem behaviors, known as the Palo Alto Summit. The presentation will summarize evidence gathered through the project showing that a small proportion of youth engage in numerous problem behaviors, which account for a large proportion of these problems and of many problematic health outcomes. Evidence of the substantial costs to society associated with these behaviors and outcomes, as well as interventions that have been found to be effective in targeting young people who have developed multiple problem behaviors, will be presented. The implications of this analysis for the prevention of drug abuse will be discussed.

## **PLENARY PANEL IV**

### **BUILDING MULTICOMPONENT COMMUNITY PROGRAMS**

#### **The Adolescent Transitions Program: A Multilevel, Family-Centered Preventive Intervention in Schools**

*Kathryn Kavanagh, Ph.D.*

The speaker will present information about the implementation of a tiered strategy of preventive interventions, the Adolescent Transitions Program, in a population of diverse families within a school setting and the results of the research so far. The utility of the Family Check-Up as a motivational tool and mechanism for collaboration with parents will be highlighted. The benefits of family work within schools will be discussed in terms of improved assessment/screening capabilities and intervention opportunities. The speaker also will address some of the problems in becoming a part of a school and working both within and outside its boundaries, which offers many challenges to col-



laboration and the ability to ensure family confidentiality. Strategies to meet these challenges will be presented. Ideas for future directions for preventive interventions in schools and for increasing the numbers of parents participating in these preventive intervention opportunities will be shared.

Dishion TJ, Kavanagh K. (2000) A multilevel approach to family-centered prevention in schools: Process and outcome. *Addictive Behaviors* 25(6):899-911.

Dishion TJ, McCord J, Poulin F. (1999) When interventions harm; peer groups and problem behavior. *American Psychologist* 54(9):735-764.

## **The Community Action for Successful Youth Project: Community Builders and the Prevention of Problem Behaviors Among Middle Schoolers**

*Carol W. Metzler, Ph.D.*

Research shows that monitoring the activities of early adolescents, setting and enforcing clear rules, and reinforcing prosocial behavior are essential for ensuring young people's academic and social success. The Community Action for Successful Youth (CASY) Project developed and tested a comprehensive approach to assisting parents, schools, and communities in improving the monitoring and guidance of middle-school youth. Dubbed "Community Builders," the CASY Project intervention involved multiple components in the community, school, and family: (1) community-level strategic planning, community organizing, and assistance with obtaining funding for programs; (2) assistance to schools in improving their behavior management practices; (3) development of free, supervised after-school programs on school grounds; (4) direct mail and parent-child homework activities to promote effective parenting; and (5) establishment of a parent training program and referral system for at-risk families. In this presentation, the components of the intervention, their effects, challenges to implementation, and lessons learned will be described.

Metzler CW, Biglan A, Ary DV, Li F. (1998) The stability and validity of early adolescents' reports of parenting practices constructs. *Journal of Family Psychology* 12(4):600-619.

Metzler CW, Taylor TK, Gunn B, Fowler RC, Biglan A, Ary DV. (1998) A comprehensive approach to the prevention of behavior problems: Integrating effective practices to strengthen behavior management programs in schools. *Effective School Practices* 17(2):8-24.

## **Community Readiness, Media, and Schools**

*Michael D. Slater, Ph.D.*

Community Action for Drug Prevention is a multilevel intervention trial incorporating community readiness training workshops, community- and school-level media, and an in-school drug abuse prevention program. The media effort provides community prevention leaders with media training and materials that support community action efforts and help ensure that the community reinforces the messages received by youth in schools. By the conclusion of the intervention (in fall 2003), this multilevel intervention will have been fielded in eight treatment communities around the United States, with comparison data being collected in eight control communities. In addition, in each intervention and control community, one middle school receives the All-Stars in-school prevention curriculum, and one does not. This design permits examination of community readiness/media intervention effects in increasing the effect of an in-school prevention curriculum as well as in influencing youth in the absence of an in-school curriculum. Lessons learned to date will be discussed.

Edwards RW, Thurman PJ, Plested B, Oetting ER, Swanson L. (2000) Community readiness: Research to practice. *Journal*



of *Community Psychology* 28:291-307.

Slater MD, Kelly K, Edwards RW. (2000) Integrating social marketing, community readiness, and media advocacy in community-based prevention efforts. *Social Marketing Quarterly* 6:125-137.

### **Families and Schools Together**

*Lynn McDonald, M.S.W., Ph.D.*

Families and Schools Together (FAST) involves outreach to and the engagement of whole families in multifamily groups to build relationships important at several levels of the youth's social ecology. Rather than delivering treatment or instruction, local teams of parents, youth, and professionals, who are culturally representative and collaborative, are trained to plan and facilitate family evenings at schools with meals, songs, and communication games. The FAST team structures repetitive, positive interactions sequenced in dyads (parent to youth, parent to parent) and in small groups (the youth's family, peer groups for parents, peer groups for youth). FAST activities apply theory and research from family stress, family systems, and community development in age-appropriate formats attractive to difficult-to-reach parents of at-risk youth. Participation in six weekly sessions has predictable results in systematically strengthening the social capital of youth from low-income communities. Of families who attend one FAST session, 80 percent complete six of the eight sessions. These retention rates hold across the inner city, rural Indian Nations, and suburban environments. Recently completed experimental studies with 1- and 2-year followups with schoolteachers blinded to condition indicate that the positive effects of FAST hold over time on academic competence, academic performance, social skills, and maladaptive behaviors (CBCL). FAST has an infrastructure for program replication, using trainers who conduct multiple site visits of new programs. The trainers conduct process and outcome evaluations of each new pilot. FAST has replications in more than 600 sites in 38 States and five countries, including six statewide initiatives.





# Biographies





## Biographies

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Dr. Alvaro is Director of the Health Communication Research Office at the Arizona Cancer Center, University of Arizona. He has research experience in social influence, mass-media health campaigns, and the development and assessment of health promotion and disease prevention interventions utilizing news media.

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Dr. Biglan is Senior Scientist and Director of the Center for Community Interventions on Child-Rearing at the Oregon Research Institute. His research on child and adolescent problem behavior has included numerous experimental evaluations of family, school, clinical, and community preventive interventions targeting substance use, antisocial behavior, and high-risk sexual behavior among adolescents.

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Dr. Botvin is Director of Cornell University's Institute for Prevention Research, Director of the Department of Public Health's Division of Prevention and Health Behavior, Professor of Public Health, and Professor of Psychiatry at Cornell University. He is well known for developing the Life Skills Training program, which is widely recognized as one of the most effective school-based prevention programs. Recently, Dr. Botvin was elected President of the Society for Prevention Research. He has published nearly 200 scientific papers and book chapters, has been invited to address many audiences, and has received numerous awards for his research.



## 2nd National Conference on Drug Abuse Prevention Research

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Ms. Bratcher has been Youth Services Coordinator of the Fighting Back Project at the Council on Alcoholism and Drug Abuse for the past 3 years. She coordinates, supervises, and provides training and assistance to 14 youth service specialists. Ms. Bratcher also implements and maintains these programs by coordinating efforts with communities and school districts.

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Dr. Cappella holds the Gerald R. Miller Chair at the Annenberg School for Communication, University of Pennsylvania. His research, which has been supported by grants from the Federal Government, the Pew Charitable Trusts, and the Markle, Ford, Carnegie, and The Robert Wood Johnson Foundations, has appeared in psychology, communication, health, and politics journals. Dr. Cappella is past President and a Fellow of the International Communication Association as well as a recipient of the B. Aubrey Fisher Mentorship Award.

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Dr. Catalano is Professor and Associate Director of the Social Development Research Group at the University of Washington School of Social Work in Seattle. His work focuses on discovering risk and protective factors for both positive and problem behaviors and designing and evaluating programs to address these factors.



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Dr. Condon is Associate Director of NIDA and Director of the Office of Science Policy and Communications. In these roles, he oversees the Institute's science planning, policy, congressional, and communications activities and coordinates NIDA's research training and science education programs. Dr. Condon received his doctoral degree in the neurosciences from the Department of Physiology, College of Medicine, Ohio State University. He is the author of numerous scientific and science policy reports. Dr. Condon has served on a number of Federal task forces and committees and has received numerous awards and honors for his leadership in setting science policy standards.

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Ms. Cook is Program Director of the Edmondson Community Organization, Inc., Weed and Seed Initiative. She also is a member of the Community Anti-Drug Coalitions of America, Safe and Sound Campaign of Baltimore, the Governor's Anti Gun Violence Project, and the Young People's Christian Crusade. Ms. Cook has received numerous awards for her participation and dedication to making a difference in her community and in the lives of young people.

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Mr. Costello enters his 16th season as the Washington Capitals Hockey Team's Strength and Conditioning Coach. He has experience in coaching youth as well as professional athletes. Mr. Costello is a four-time NCAA Track and Field All-American and was the Division I NCAA High Jump Champion in 1965 and 1966. He also has received prestigious awards, including NCAA Coach of the Year in 1975 and the International Sports Sciences Association Stan Jones Award as the top strength and conditioning coach in the United States.

**William D. Crano, Ph.D.**



## 2nd National Conference on Drug Abuse Prevention Research

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Dr. Crano is Professor of Psychology at Claremont Graduate University. His research focuses on drug and HIV prevention in adolescents. Dr. Crano is a Fellow of both the American Psychological Association and the American Psychological Society. He has served as Program Director in Social Psychology at the National Science Foundation, a North Atlantic Treaty Organization Senior Scientist, a Fulbright Fellow, and a liaison scientist for the Office of Naval Research.

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Ms. David is Deputy Chief of the Prevention Research Branch in the Division of Epidemiology, Services and Prevention Research at NIDA. She assists in managing the expansion and future directions for prevention research. Ms. David also directs NIDA's efforts to evaluate the impact of the White House National Youth Anti-Drug Media Campaign and has developed a portfolio of research grants on persuasive communications and drug use. In 1997, she co-authored the publication *Preventing Drug Use Among Children and Adolescents: A Research-Based Guide*.

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Ms. Delaney is Senior Vice-President and Director of Research for the Partnership for a Drug-Free America. She supervises strategic research on understanding trends in drug attitudes and behavior and evaluates the impact of media on the drug issue. Ms. Delaney graduated from Rutgers University and obtained her M.B.A. degree from Cleveland State University.

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Dr. Delany is Deputy Director of the Division of Epidemiology, Services and Prevention Research at NIDA. Prior to accepting a commission in the U.S. Public Health Service and joining NIDA, he taught at both the Catholic University of America and the University of North Carolina-Chapel Hill. Dr. Delaney is a licensed clinical social worker and a member of the Academy of Certified Social Workers with 19 years of experience in the fields of addiction and mental health. His primary research interest has been in the development of organizations and service systems to meet the needs of underserved populations.

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Dr. Dusenbury is Senior Researcher at Tanglewood Research, Inc., where her research focus has been on the dissemination and implementation of effective drug abuse prevention strategies. Previously, she worked on the development of prevention intervention research projects for youth. Dr. Dusenbury received a Clinical Training Grant from the National Institute of Mental Health to complete her postdoctoral training.

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Dr. Edwards, a trained social psychologist, is Research Scientist and Co-Director of the Tri-Ethnic Center for Prevention Research at Colorado State University. She has more than two decades of experience in prevention research and is a co-author of the Community Readiness Model.

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### A PROGRESS UPDATE

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Dr. Eisen, Principal Research Associate at The Urban Institute, has 30 years of research and evaluation experience in adolescent sexuality, substance use, and mental health, including primary prevention of high-risk behaviors and measurement of health behavior change. He has authored numerous journal articles, book chapters, and monographs on these topics.

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Dr. Elliot is Professor of Medicine in the Division of Health Promotion and Sports Medicine at the Oregon Health Sciences University. She has been a consultant to the World Health Organization on drug use in sports and a Fellow of both the American College of Sports Medicine and the American College of Physicians. Dr. Elliot is one of the American Medical Association's esteemed Master Faculty members. She is currently a U.S. Olympic Committee Crew Chief.

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Dr. Embry, a developmental psychologist, is President and CEO of the PAXIS Institute, which identifies, develops, tests, and markets large-scale behavior change programs. He and the PAXIS Institute are helping create substance abuse prevention plans for the States of Wyoming and Arizona. Dr. Embry has previously worked with “Sesame Street,” the Pentagon, and the Centers for Disease Control and Prevention.

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Mr. Espinoza is Program Director of the West Texas Council Chamizal Collaborative Coalition. During the past 5 years, he has been working in the south border communities of Sunland Park, New Mexico, and El Paso, Texas. Mr. Espinoza is committed to empowering the community through community-based organizations that focus on a holistic approach to prevention in substance abuse and environmental concerns.

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Dr. Gallant is Executive Director of the National Association of State Alcohol and Drug Abuse Directors, Inc. (NASADAD). Previously, for more than 7 years, he worked at the Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services. For 20 years, Dr. Gallant served in active military service as a Human Services Manager and Administrator in the U.S. Army Medical Department. He received his doctoral degree in social work, with an emphasis on human services administration, from the University of Texas-Arlington.

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## 2nd National Conference on Drug Abuse Prevention Research

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Mr. Griffin is Coordinator, Improvement of Discipline and Learning Environment, Safe and Drug-Free Schools and Communities, Fort Worth Independent School District. He is also Chairman of the Fort Worth Area Ryan White Care Act Planning Council and a Board Member of the County Mental Health and Mental Retardation Agency. Mr. Griffin formerly served on the Community Epidemiological Committee for NIDA and is currently a member of the African-American Researchers and Scholars Group.

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Dr. Kavanagh is Director of Project Alliance, Child and Family Center, University of Oregon. She has conducted family research and intervention programs for more than 20 years. Along with Dr. Thomas Dishion at the University of Oregon, she developed the Adolescent Transitions Program. Dr. Kavanagh's current research focuses on mechanisms of family change and assessment for diverse populations.

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Dr. Kellam is Senior Research Scientist at the American Institutes for Research and Director of the Center for Integrating Education and Prevention Research in Schools. He is a public health psychiatrist who has helped establish the structure and methods of prevention science and knowledge about early risk factors and their malleability. From 1963 through 1982, Dr. Kellam led the developmental epidemiological prevention and early intervention studies in Woodlawn, an African-American urban community on the south side of Chicago. Since 1983, with the Baltimore City Public Schools and Morgan State University, he has led two generations of population-based, randomized preventive field trials.

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Dr. Kirschstein was named Acting Director of the National Institutes of Health (NIH) on January 1, 2000. She served as the NIH Deputy Director between November 1993 and December 31, 1999, and also served as the Acting NIH Director between July 1993 and November 22, 1993. Prior to that, Dr. Kirschstein was Director of the National Institute of General Medical Sciences, beginning that appointment on September 1, 1974. A native of Brooklyn, New York, she received her B.A. degree in 1947 from Long Island University and her M.D. degree in 1951 from the Tulane University School of Medicine. Dr. Kirschstein has twice taken part in World Health Organization (WHO) deliberations in Geneva, Switzerland, in 1965 as a member of the WHO Expert Group on International Requirements for Biological Substances and in 1967 as a consultant on problems related to the use of live poliovirus oral vaccine. She has received many honors and awards, including the Presidential Meritorious Executive Rank Award, 1980; election as a Fellow of the Institute of Medicine, 1982; selection by the Office of Personnel Management as 1 of 10 outstanding executives and organizations for its first group of "Profiles in Excellence," 1989; election as a Fellow of the American Academy of Arts and Sciences, 1992; and the Public Service Award from the Federation of American Societies for Experimental Biology, 1993.

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Dr. Leshner was appointed Director of NIDA in February 1994. NIDA, one of the Institutes within the National Institutes of Health, supports more than 85 percent of the world's research on the health aspects of drug abuse and addiction. Before joining NIDA, Dr. Leshner had been with the National Institute of Mental Health (NIMH) since 1988, holding the position of Deputy Director and then Acting Director. He came to NIMH from the National Science Foundation (NSF), where he held a variety of senior positions focusing on basic research in the biological, behavioral, and social sciences as well as on science education. Dr. Leshner joined the NSF after 10 years at Bucknell University, where he was Professor of Psychology. His research has focused on the biological bases of behavior. Dr. Leshner is the author of a major textbook on the relationship between hormones and behavior and numerous book chapters and papers in professional journals. He received his undergraduate degree in psychology from Franklin and Marshall College and his master's and doctoral degrees in physiological psychology from Rutgers University. Dr. Leshner also holds honorary Doctor of Science degrees from Franklin and Marshall College and the Pavlov Medical University in St. Petersburg, Russia. He has been elected a Fellow of many professional societies and has received numerous awards from both professional and lay groups. In 1996, President Clinton conferred on Dr. Leshner the Presidential Distinguished Executive Rank Award, the highest award in Federal service. In 1998, Dr. Leshner was elected to membership in the Institute of Medicine, National Academy of Sciences.

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Dr. Lipsey is Professor of Public Policy at Vanderbilt University's Peabody College, where he serves as Co-Director of the Center for Evaluation Research and Methodology at the Vanderbilt Institute for Public Policy Studies. His research focuses on risk, prevention, and intervention for antisocial behavior and issues of methodological quality in program evaluation research.

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statistical methods in prevention research and applied psychology. Much of Dr. MacKinnon's research examines methodologies to determine how prevention programs achieve their effects.

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Dr. McDonald is Director of the Families and Schools Together (FAST) Project and Senior Scientist at the Wisconsin Center on Education Research, University of Wisconsin-Madison. She started a nonprofit, FAST International, to disseminate results from the FAST Project, a preventive intervention involving family therapy programming for low-income populations with adolescent addicts, including multifamily groups. Dr. McDonald is a mother of two youths and was recently appointed to the President's Advisory Council on Youth Drug Use.

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Ms. McGencey is Senior Vice-President for Training and Research at the Community Anti-Drug Coalitions of America. She oversees development of curricula and publications, convenes training sessions across the country, establishes strategic partnerships with other agencies, and offers satellite broadcasts and computer-based training and technical assistance services.

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Mr. Millstein is Deputy Director of NIDA. He has been instrumental in planning, developing, and implementing NIDA's programs in basic, clinical, epidemiological, and applied scientific research aimed at reducing the burden of drug abuse. Mr. Millstein has served in a variety of roles throughout his career in Government service, including a dual role both as Principal Advisor to the Director of the White House Office of National Drug Control Policy and as the U.S. Department of Health and Human Services' Liaison on drug demand-reduction activities. He is a recognized expert in the legal, ethical, and policy areas of mental health and addictive disorders. Mr. Millstein has authored and edited a number of key articles on a variety of public health issues. He has twice received the Presidential Executive Rank Award, the highest performance award bestowed on career civil servants.

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Dr. Miner is Chief of the Science Policy Branch, which coordinates legislative, research planning, and evaluation activities, in the Office of Science Policy and Communications at NIDA. Previously, she worked at NIDA's Intramural Research Program in Baltimore, Maryland. Dr. Miner has published numerous papers and book chapters on the genetic and biochemical bases of addiction.

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Dr. Molgaard is Professor Emerita in the Department of Human Development and Family Studies at Iowa State University. She is the first author of the Strengthening Families Program: For Parents and Youth 10-14 and has trained facilitators to deliver the program in more than 30 States across the country. Dr. Molgaard is the Co-Principal Investigator in three federally funded research projects designed to test this program.

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Dr. Palmgreen is Professor in the Department of Communication at the University of Kentucky. He has been Principal Investigator or Co-Principal Investigator on several projects investigating the targeting of televised antidrug public service announcements to at-risk, high-sensation-seeking populations. Dr. Palmgreen is a Scientific Advisor for the Office of National Drug Control Policy's National Youth Anti-Drug Media Campaign.

### **Mary Ann Pentz, Ph.D.**

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Dr. Pentz is Director of the Center for Prevention Policy Research and Professor in the Department of Preventive Medicine at the University of Southern California. Her research has focused on community and policy approaches to drug abuse prevention among youth. Findings from her longitudinal prevention trials contributed to the formulation of a U.S. Senate bill and use of evidence-based criteria for appropriating funds for prevention under the Safe and Drug-Free Schools and Communities Act. Dr. Pentz has served on various Federal projects, including chairing the NIDA Epidemiology and Prevention Study Section and The Robert Wood Johnson Foundation's Fighting Back Project. She has published widely in psychology, public health, and medical journals on the use of multicomponent approaches to community-based prevention.

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Dr. Rao is Health Scientist Administrator in the Science Policy Branch, Office of Science Policy and Communications at NIDA. Her interests include prevention research, developmental psychopathology, and juvenile justice issues. Dr. Rao received her doctoral degree in clinical psychology with an emphasis on children, adolescents, and families at the University of Oregon.

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adolescents and high-risk children. Over the past 30 years, OSLC scientists have studied more than 5,000 families and published more than 400 reports on their research findings.

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Dr. Robertson is Chief of the Prevention Research Branch in the Division of Epidemiology, Services and Prevention Research at NIDA. Her priorities for the Branch have been to create a developmental focus from early childhood to adulthood, to expand intervention contexts (e.g., the family and the media), and to develop basic prevention and prevention services research. Future directions for the Branch include the integration of HIV prevention into standard prevention paradigms and interventions for selective and indicated populations.

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Ms. Rusche is Co-Founder and Executive Director of National Families in Action. Under her direction, the organization has helped parents form drug use prevention groups, lead the parents' drug prevention movement, and contribute to the two-thirds reduction in regular drug use among adolescents and young adults. Ms. Rusche has been Principal Investigator on several grants, served on numerous public and private boards, testified before many congressional committees, given speeches throughout the world, and made numerous appearances in the national media.

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served as an officer and member of several national boards, including the National Health Council and the National Organization on Adolescent Pregnancy, Parenting, and Prevention. Dr. Sanchez-Way is Co-Founder of the National Organization of Latino Social Workers. She currently serves as a National Operational Volunteer for Girl Scouts U.S.A. and volunteers as a church lector and as an officer of her sailing club. Dr. Sanchez-Way received a doctoral degree in public administration at New York University and also has an M.S.W. degree from Fordham University. She is the recipient of numerous awards, including the first annual Excellence in Government Service Award given by the Mexican American Legal Defense and Educational Fund. Dr. Sanchez-Way received the DHHS Secretary's Award for Distinguished Service in June 2001.

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Dr. Seitz is a Program Official and Mathematical Statistician in the Prevention Research Branch in the Division of Epidemiology, Services and Prevention Research at NIDA. His major area of responsibility lies in developing the Branch's Small Business Innovative Research Program. Dr. Seitz also directs the school-based and workplace prevention research programs. He received his doctorate in applied statistics from Ohio State University.

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Ms. Simpson is President and CEO of San Bernardino Communities Against Drugs, Inc., a nonprofit drug prevention organization in San Bernardino, California. For more than a decade, she has been actively working to prevent substance abuse at the local level in San Bernardino County as well as at the State and national levels, with a multitude of organizations all working to address serious abuse problems. Ms. Simpson is a strong voice for prevention issues and



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Spoth's outstanding research has been recognized by NIDA, the Center for Substance Abuse Prevention, the Office of Juvenile Justice and Delinquency Prevention, and the U.S. Department of Education.

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Dr. Stein is Deputy Director of the Office of Science Policy and Communications at NIDA. He is a social worker by training and has extensive experience in prevention, treatment, and policy issues related to drug abuse, with a particular interest in the link to HIV/AIDS and other infectious diseases. Dr. Stein has conducted training and technical assistance at the community, State, and Federal levels. His doctoral degree is in the area of health services, particularly the role of professional training in improving health care providers' attitudes about drug abuse and HIV/AIDS.

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Dr. Sussman is Professor of Preventive Medicine and Psychology at the University of Southern California. He uses empirical program development methods in drug abuse research and has published 160 peer-reviewed articles and book chapters. Dr. Sussman's prevention intervention projects, including Project Towards No Tobacco Use and Project Towards No Drug Abuse, are considered model programs by numerous Federal and State agencies.

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Ms. Walker is Assistant Director for the Historic East Baltimore Community Action Coalition Youth Opportunity Center. She has 10 years of experience in advocating for the needs of youth and implementing several programs that are now noted as exemplary national models. Ms. Walker serves as a consultant and works diligently toward creating a national youth movement.

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Dr. Whitbeck is Professor of Sociology at Iowa State University. He has worked in partnership with American Indian Tribes in the Upper Midwest for the past 6 years designing and testing culturally specific, family-based drug abuse prevention programs. Dr. Whitbeck will move to the University of Nebraska-Lincoln, in August.

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# Acknowledgments



# Acknowledgments

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## Management Assistance Corporation

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