

CCJS652: Seminar on Juvenile Delinquency
Spring 2015
2165E LeFrak Hall
Monday 4:00-6:45



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COURSE DESCRIPTION

This course investigates the potential for preventing crime, delinquency, and associated social problems with high costs to society. It uses as illustrative cases recent developments in the prevention of juvenile delinquency, child abuse and neglect, bullying and other forms of victimization, substance abuse and alcohol misuse, teen pregnancy, and school drop-out. Preventive interventions in the domains of family, school, and community are explored. For each of these crime-related social problems, we will (1) identify the impact of each of these problems on the social welfare, (2) explore preventive interventions for these problems, and (3) examine evidence for the effectiveness of prevention strategies. Students will read and report on original research throughout the semester.

OBJECTIVES

By the end of this course, students will:

1. Understand the nature and extent of and risk factors for these problem behaviors: juvenile delinquency, child abuse and neglect, bullying and other forms of victimization, substance abuse and alcohol misuse, teen pregnancy, and school drop-out.
2. Be able to find, evaluate and report the available evidence regarding the prevention of delinquency and related social problems.
3. Be able to assess the evidence to determine the extent to which prevention programs are effective for reducing problem behaviors.
4. Be able to evaluate the contributions, limitations and potential of prevention research as a tool for preventing crime and promoting social justice.

CLASS FORMAT

This class format will include a combination of on-line lectures, class presentations, and class discussions. Students are expected to complete all of the reading assignments each week and to view a recorded lecture prior to the class meeting time. Students should come to class prepared with questions about the readings and lecture and should be ready to share their perspectives and opinions in a manner that illustrates critical thinking. Students will each lead one discussion about a selected reading. Class time will also be devoted to giving and receiving feedback on comprehensive exam practice questions.

REQUIRED BOOK

Biglan, A., Brennan, P.A., Foster, S.L., and Holder, H.D. *Helping Adolescents at Risk: Prevention of Multiple Problem Behaviors*. New York: The Guilford Press, 2005. (ISBN: 978-1-5-9385239-9)

READINGS

Original research articles will be assigned and should be read before each class. All readings are on ELMS.

GRADING POLICY

Grades will be based on class participation (50%) and final comprehensive exam question responses (50%). Class participation includes a classroom presentation (15%), peer review of comprehensive exam responses (15%), and contributions to discussions regarding the readings on a weekly basis (20%). Final letter grades will be assigned according to the following number system: **A+** = 97-100; **A** = 93-96; **A-** = 90-92; **B+** = 87-89; **B** = 83-86; **B-** = 80-82; **C+** = 77-79; **C** = 73-76; **C-** = 70-72; **D+** = 67-69; **D** = 60-66; **D-** = 60-62; **F** = below 60.

COMPREHENSIVE EXAM PREPARATION ACTIVITIES

The class is geared towards preparing doctoral candidates for comprehensive examinations in the prevention area. Students will be given six practice exam questions to work on throughout the semester. Students will read about the topics included in the exam, develop draft responses, participate in a peer review process to refine responses, and prepare responses for review by Professor Gottfredson. Students must prepare feedback for one peer response within one week of receiving draft response. After revising response based on peer review, students may submit a draft response for each question to Dr. Gottfredson once up until a week before the final responses are due. Students may revise their responses based on instructor feedback. The final responses will be graded for writing quality and scholarly content.

CLASS PARTICIPATION

Students are expected to attend class regularly and participate in class discussions and the peer review activities. Assigned readings and viewing of lecture should be completed before the class for which the topic is scheduled.

ACADEMIC DISHONESTY

Academic dishonesty will not be tolerated. If any of the following are suspected, appropriate and formal action will be taken:

1. Cheating: intentionally using or attempting to use unauthorized material, information or study aids in any academic exercise.
2. Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating academic dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of the academic code.
4. Plagiarism: intentionally or knowingly representing words/ideas of another as your own.

The University of Maryland code of academic integrity can be found at:
<http://www.president.umd.edu/policies/iii100a.html>

LOCATION OF COURSE MATERIALS

The course syllabus and readings as well as lecture powerpoints will be posted electronically at <http://elms.umd.edu>. Log in with your Directory ID (logon ID) and password. Videos of class lectures can be found on youtube at the link provided below. Search for the filenames found in the "Assignments Due Before Class" column on the course outline below.
<https://www.youtube.com/channel/UCXBr8IIfcO3eq7ngHj1Jzrg/videos>

USE OF TECHNOLOGY

Students may use their personal computers to take class notes. Please do not use computers or other electronic devices for other purposes during class time.

DISABILITY SUPPORT

Every effort will be made to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide a University of Maryland DSS Accommodation form which has been updated for the current semester. Students requiring special accommodations must inform me and provide the required DSS form within the first two weeks of class.

COURSE OUTLINE

Below is a schedule of lecture topics, readings, and assignments.
Class readings are to be done BEFORE the date on the schedule.

Date	Topic/Event	Assigned Reading(s)	Assignments Due Before Class
1/26/15	Course Overview and Principles of Prevention Science	Biglan:1,2; Reading List 1	
2/2/15	Who Engages in Problem Behaviors? Relating Risk Factors to Prevention Approaches	Biglan:4	View 652_riskfactors (52 min)
2/9/15	Standards of Evidence	Biglan pages 96-104; Reading List 2	View 652_standards (1 hour, 48 min) Response to question 1 to peer reviewer
2/16/15	Violence/Delinquency Prevention in Early Childhood	Reading List 3-4, 6-8 Biglan:5	View 652_violence_part1 (30 min) and 652_violence_part2 (33 min) Response to question 2 to peer reviewer
2/23/15	Violence/Delinquency Prevention in Adolescence	Reading List 5, 9-11 Biglan:7	View 652_violence_part3 (30 min) Student presentation on RL 11
3/2/15	Substance Abuse Prevention	Biglan:6, Reading List 12-17	View 652_substanceabuse_part1 (32 min) and 652_substanceabuse_part2 (52 min) Response to question 3 to peer reviewer
3/9/15	Child Abuse Prevention	Reading List 18-22	View 652_childabuse (60 min) Response to question 4 to

			peer reviewer Student pres. on RL 22
3/16/15	Spring Break		
3/23/15	Teen Pregnancy Prevention	Reading List 23-27	View 652_teenpregnancy (51 min) Student pres. on RL 26
3/30/15	Bully Prevention	Reading List 28-33	View 652_bullying (52 min) Student presentations on RL 32, 33
4/6/15	Truancy/Drop-out Prevention	Reading list 34-38	View 652_truancy (44 min) Student presentations on RL 37, 38
4/13/15	Schools and Prevention	Reading List 39-40	View 652_schools (1 hour)
4/20/15	Cost-Effectiveness	Biglan:3, Reading List 41-43	View 652_costeffectiveness (36 min)
4/27/15	What Doesn't Work	Reading List 44-49	View 652_doesnotwork Response to question 5 to peer reviewer
5/4/15	Prevention Systems	Biglan:9, Reading List 50-52	View 652_preventionsystems
5/11/15	Peer review feedback		Share responses to question 6
5/18/15			Final Exam Questions Due

Readings

Prevention Science and Standards of Evidence

1. Coie, J. D., Miller-Johnson, S., and Bagwell, C. (2000). Prevention Science. Pp 93-111 in Samenoff, A. J., Lewis, M., and Miller, S. M. (eds.) *Handbook of Developmental and Psychopathology, 2nd Edition*. New York: Kluwer Academic/Plenum Publishers.
2. Gottfredson, D. C., Cook, T. D., Gardner, F. E.M., Gorman-Smith, D., Howe, G.W., Sandler, I. N., and Zafft, K. M. (in press). Standards of Evidence for Efficacy, Effectiveness, and Scale up Research in Prevention Science: Next Generation. *Prevention Science*.

Violence/Delinquency Prevention

3. Hahn, R. A., Fuqua-Whitley, D. S., Wethington, H., Lowy, J., Crosby, A., Fullilove, M., Johnson, R., Liberman, A., Moscicki, E., Price, L., Snyder, S., Tuma, F., Cory, S., Stone, G., Mukhopadhyaya, K., Chattopadhyay, S. and Dahlberg, L. (2007). A Review of the Effectiveness of Universal School-Based Programs for the Prevention of Violence. *American Journal of Preventive Medicine* 33, S114-S129.
4. Lösel, F. and Beelman, A. (2006). Child Social Skills Training. In Welsh, B.C. and Farrington, D.P. *Preventing Crime: What Works for Children, Offenders, Victims, and Places*. New York: Springer.
5. Lipsey, M. W. and Wilson, D. B. (1998). Effective interventions for serious juvenile offenders: A synthesis of research. Pp 313-345 in Loeber, R. and Farrington, D. P. (Eds.) *Serious & Violent Juvenile Offenders: Risk Factors and Successful Intervention*. Thousand Oaks, CA: Sage.
6. PATHS (1 study):
 - a. Conduct Problems Prevention Research Group (1999). Initial Impact of the Fast Track Prevention Trial for Conduct Problems: II. Classroom Effects. *Journal of Consulting and Clinical Psychology* 67, 648-657.
 - b. Conduct Problems Prevention Research Group (2010). The Effects of a Multiyear Universal Social-Emotional Learning Program: The Role of Student and School Characteristics. *Journal of Consulting and Clinical Psychology* 78, 156-168.
7. FAST TRACK (1 study):
 - a. Conduct Problems Prevention Research Group (2007). Fast Track randomized controlled trial to prevent externalizing psychiatric

- disorders: Findings from grades 3 to 9, *Journal of the American Academy of Child Adolescent Psychiatry* 46, 1250-1262.
- b. Conduct Problems Prevention Research Group. (2010). Fast Track Intervention Effects on Youth Arrest and Delinquency, *Journal of Experimental Criminology* 6, 131-157.
8. Preventive Treatment Project (1 study):
- a. Tremblay, R. E., Pagani-Kurtz, L., Masse, L. C., Vitaro, F., and Phil, R. O. (1995). A bi-modal preventive intervention for disruptive kindergarten boys: Its impact through mid-adolescence. *Journal of Consulting and Clinical Psychology* 63, 560-568.
9. Multi-Systemic Therapy (1 study, 2 meta-analyses):
- a. Meta-analyses:
- i. Littell J.H., Campbell, M., Green, S., and Toews, B. (2005). Multisystemic Therapy for social, emotional, and behavioral problems in youth aged 10-17. *Cochrane Database of Systematic Reviews* 2005, Issue 4. Art. No.: CD004797. DOI: 10.1002/14651858.CD004797.pub4.
- ii. Curtus, N. M., Ronan, K. R., and Bourduin, C. M. (2004). Multisystemic Treatment: A Meta-Analysis of Outcome Studies. *Journal of Family Psychology* 18, 411-419.
- b. Missouri Study (Study A)
- i. Schaeffer, C. and Borduin, C. (2005). Long-Term Follow-Up to a Randomized Clinical Trial of Multisystemic Therapy With Serious and Violent Juvenile Offenders. *Journal of Consulting and Clinical Psychology* 73, 445-453.
10. Multidimensional Treatment Foster Care (2 studies):
- a. Eddy, J. M., Whaley, R. B., and Chamberlain, P.. (2004). The Prevention of Violent Behavior by Chronic and Serious Male Juvenile Offenders: A 2-Year Follow-Up of a Randomized Clinical Trial. *Journal of Emotional and Behavioral Disorders* 12, 2-8.
- b. Chamberlain, P., Leve, L.D., Degarmo, D.S. (2007). Multidimensional Treatment Foster Care for Girls in the Juvenile Justice System: 2-Year Follow-up of randomized clinical trial. *Journal of Consulting and Clinical Psychology* 75, 187-193.
11. Safe Dates:
- a. Foshee V. A., Bauman K.E., Ennett S.T., Linder G.F., Benefield T., and Suchindran C. (2004). Assessing the long-term effects of the Safe Dates program and a booster in preventing and

reducing adolescent dating violence victimization and perpetration. *American Journal of Public Health*, 94 (4), 619-624.

Substance Abuse

12. Spoth, R., Greenberg, M., and Turrisi, R. (2008). Preventive interventions addressing underage drinking: State of the evidence and steps toward public health impact. *Pediatrics* 121, Supp. 4, S311-S336.
13. Wagenaar, A.C., and Toomey, T. L. (2002). Effects of minimum drinking age laws: Review and analyses of the literature from 1960 to 2000. *Journal of Studies on Alcohol Supplement No. 14*, 206-225.
14. Iowa Strengthening Families Program
 - a. Spoth, R., Redmond, C., and Shin, C., Azevedo, K. (2004). Brief family intervention effects on adolescent substance initiation: school level curvilinear growth curve analyses six years following baseline. *J Consult Clin Psychol.* 72, 535-542.
15. Life Skills Training
 - a. Botvin, G.J., Baker, E., Dusenbury, L., Botvin, E., and T. Diaz (1995). Long-term Follow-up Results of a Randomized Drug Abuse Prevention Trial in a White Middle-class Population. *Journal of the American Medical Association* 273, 1106-1112.
16. BASICS
 - a. Baer, J.S., Kivlahan, D.R., Blume, A.W., McKnight, P., & Marlatt, G.A. (2001). Brief Intervention for Heavy-Drinking College Students: 4-Year Follow-Up and Natural History. *American Journal of Public Health*, 91(8), 1310-1316.
17. Communities Mobilizing for Change on Alcohol (1 study)
 - a. Wagenaar, A.C., Murray, D.M., Gehan, J.P., Wolfson, M., Forster, J.L., Toomey, T.L., Perry, C.L., Jones-Webb, R. (2000). Communities Mobilizing for Change on Alcohol: Outcomes from a randomized community trial. *Journal of Studies on Alcohol* 61, 85-94.
 - b. Wagenaar, A.C., Murray, D.M., Toomey, T.L. (2000). Communities Mobilizing for change on Alcohol: Effects of a randomized trial on arrests and traffic crashes. *Addiction* 95, 209-217.

Child Abuse

18. Stith, S. M., Liu, T., Davies, L. C., Boykin, E. L., Alder, M. C., Harris, J. M., Som, A., McPherson, M., Dees, J.E.M.E.G. (2009). Risk factors in child maltreatment: A meta-analytic review of the literature, *Aggression and Violent Behavior* 14, 13-29.
19. Nurse Home Visitation (2 studies)
 - a. Elmira, New York (Study 1)
 - i. Olds, D. L., Henderson Jr, C. R., Chamberlin, R., and Tatelbaum, R. (1986). Preventing Child Abuse and Neglect: A Randomized Trial of Nurse Home Visitation. *Pediatrics*, 78, 65-78.
 - ii. Olds, D. L., Henderson Jr, C. R., Cole, R., Eckenrode, J., Kitzman, H., Luckey, D., Pettitt, L., Sidora, K., Morris, P. and Powers, J. (1998). Long-term Effects of Nurse Home Visitation on Children's Criminal and Antisocial Behavior: 15-Year Follow-up of a Randomized Controlled Trial. *Journal of the American Medical Association* 280, 1238-1244.
 - b. Memphis, Tennessee Study (Study 2)
 - i. Kitzman, H., Olds, D. L., Henderson Jr., C. R., Hanks, C. A., Cole, R., Tatelbaum, R., McConnochie, K. M., Sidora, K., Luckey, D. W., Shaver, D., Engelhardt, K., James, D., and Bernard, K. (1997). Effect of Prenatal and Infancy Home Visitation by Nurses on Pregnancy Outcomes, Childhood Injuries, and Repeated Childbearing. *Journal of the American Medical Association*, 278, 644-652.
 - ii. Olds, D. L., Kitzman, H., Cole, R., Hanks, C., Arcoletto, K. K., Anson, E. A., Luckey, D., Knudtson, M. D., Henderson Jr., C. R., Bondy, J., and Stevenson, A. J. (2010). Enduring Effects of Prenatal and Infancy Home Visiting by Nurses on Maternal Life Course and Government Spending: Follow-up of a Randomized Trial Among Children at Age 12 Years. *Archives of Pediatrics and Adolescent Medicine*, 164, 419-424 .
20. Triple P
 - a. Prinz, R. J., Sanders, M.R. Shapiro, C. J., Whitaker, D. J., and Lutzker, J.R. (2009). Population-Based Prevention of Child Maltreatment: The U.S. Triple P System Population Trial. *Prevention Science* 10, 1-12.

21. Incredible Years
 - a. Webster-Stratton, C., Reid, M. J., and Hammond, M. (2001). Preventing Conduct Problems, Promoting Social Competence: A Parent and Teacher Training Partnership in Head Start. *Journal of Consulting and Clinical Psychology* 30, 283-302.
22. Child FIRST
 - a. Lowell, D. I., Carter, A. S., Godoy, L., Paulicin, B., and Briggs-Gowan, M. J. (2011). A Randomized Controlled Trial of Child FIRST: A Comprehensive Home-Based Intervention Translating Research Into Early Childhood Practice." *Child Development*, 82, 193-208.

Teen Pregnancy

23. Hoffman, S. D. (2006). *By the Numbers: The Public Costs of Adolescent Childbearing*. Washington, DC: National Campaign to Prevent Teen Pregnancy.
24. Kirby, D. (2007). *Emerging Answers 2007: Research Findings on Programs to Reduce Teen Pregnancy and Sexually Transmitted Diseases*. Washington, DC: National Campaign to Prevent Teen and Unplanned Pregnancy.
25. Carrera Program (1 study)
 - a. Philliber, S. Kaye, J., and Herrling, S. (2001). *The National Evaluation of the Children's Aid Society Carrera-Model Program to Prevent Teen Pregnancy*, Philliber Research Associates.
26. Be Proud! Be Responsible! (2 studies)
 - a. Jemmott, J.B., Jemmott, L.S., & Fong, G.T. (1998). Abstinence and safer sex HIV risk-reduction interventions for African American adolescents. *Journal of the American Medical Association*, 279(19), 1529-1536.
 - b. Jemmott, J.B. III, Jemmott, L.S., Braverman, P.K., & Fong G.T. (2005). HIV/STD risk reduction interventions for African American and Latino adolescent girls at an adolescent medicine clinic: A randomized controlled trial. *Archives of Pediatric Adolescent Medicine*, 159, 440-449.
27. Seattle Social Development Project (1 study)
 - a. Lonczak, H.S., Abbott, R. D., Hawkins, J.D. Kosterman, R., and Catalano, R.F. (2002). Effects of the Seattle Social Development Project on Sexual Behavior, Pregnancy, Birth, and Sexually

Transmitted Disease Outcomes by Age 21 Years. *Archives of Pediatrics and Adolescent Medicine*, 156, 438-447.

Bullying

28. Due, P., Holstein, B. E., Lynch, J., Diderichsen, F., Gabhain, S. N., Scheidt, P., Currie, C., and The Health Behaviour in School-Aged Children Bullying Working Group. (2005). Bullying and symptoms among school-aged children: international comparative cross sectional study in 28 countries *European Journal of Public Health* 15, 128-132
29. Nansel, T.R., Overpeck, M., Pilla, R., Ruan, W., Simons-Morton, B., and Scheidt, P. (2001). Bullying Behaviors among U.S. Youth: Prevalence and Association With Psychosocial Adjustment. *Journal of the American Medical Association* 285, 2094-2100.
30. Ttoft, M.M. and Farrington, D. P. (2011). Effectiveness of School-based Programs to Reduce Bullying: A Systematic and Meta-Analytic Review. *Journal of Experimental Criminology* 7, 27-56.
31. Olweus, D., & Alsaker, F.D. (1991). Assessing change in a cohort-longitudinal study with hierarchical data. In D. Magnusson, L.R. Bergman, G. Rudinger, & B. Torestad (Eds.), *Problems and methods in longitudinal research: Stability and change* (pp. 107-132). New York, NY: Cambridge University Press.
32. Kärnä, A, Voeten, M., Little, T.D., Poskiparta, E., Kaljonen, A., & Salmivalli, C. (2011). A large-scale evaluation of the KiVa anti-bullying program. *Child Development*, 82, 311-330.
33. Frey, K., Hirschstein, M.K., Snell, J. L., van Schoiack Edstrom, L., MacKenzie, E.P., & Broderick, C.J. (2005). Reducing playground bullying and supporting beliefs: An experimental trial of the Steps to Respect program. *Developmental Psychology*, 41, 479-491.

Drop-out/Truancy

34. Lochner, L. and Moretti, E. (2004). The Effect of Education in Crime: Evidence from Prison Inmates Arrests, and Self-Reports. *The American Economic Review* 94, 157-189.

35. Sweeten, G., Bushway, S. D., and Paternoster, R. (2009). Does Dropping out of School Mean Dropping into Delinquency? *Criminology* 47, 47-91.
36. Alexander, K., Entwistle, D., and Kabbani, N. 2001. The Dropout Process in Life Course Perspective: Early Risk Factors at Home and School. *Teachers College Record* 103, 760-822.
37. Tierney, J. P., Grossman, J. B., and Resch, N. L. (1995). *Making a difference: An impact study of Big Brothers/Big Sisters*. Philadelphia: Public/Private Ventures.
38. Schweinhart, L.J. (2007). Crime Prevention by the High/Scope Preschool Program. *Victims and Offenders* 2, 141-160.

Schools

39. Cook, P. J., Gottfredson, D. C, and Na, C. (2010). School Crime Control and Prevention. In Tonry, M. (ed). *Crime and Justice: A Review of Research*. Chicago: The University of Chicago Press.
40. Wilson, D. B., Gottfredson, D. C., and Najaka, S. S. (2001). School-Based Prevention of Problem Behaviors: A Meta-Analysis. *Journal of Quantitative Criminology* 17, 247-272.

Cost-Effectiveness

41. Cohen, M.A. (1998). *The monetary value of saving a high-risk youth*. *Journal of Quantitative Criminology* 14, 5-33.
42. Aos, S., Lee, S., Drake, E., Pennucci, A., Klima, T., Miller, M., Anderson, L., Mayfield, J., & Burley, M. (2011). Return on investment: Evidence-based options to improve statewide outcomes (Document No. 11-07-1201). Olympia: Washington State Institute for Public Policy. <http://www.wsipp.wa.gov/pub.asp?docid=11-07-1201> [read full 8-page report]
43. Aos, S., Lee, S., Drake, E., Pennucci, A., Klima, T., Miller, M., Anderson, L., Mayfield, J., & Burley, M. (2011). Return on investment: Evidence-based options to improve statewide outcomes (Document No. 11-07-1201). Olympia: Washington State Institute for Public Policy.

<http://www.wsipp.wa.gov/pub.asp?docid=11-07-1201> [skim detailed Appendix 1]

What Doesn't Work

44. Hallfors, D. and Godette, D., (2002). Will the 'principles of effectiveness' improve prevention practice? Early findings from a diffusion study. *Health Educ. Res.* 17, 461-470.
45. Ennett, S.T., Ringwalt, C.L., Thorne, J., Rohrbach, L.A., Vincus, A., Simons-Randolf, A., Jones, S., (2003). A comparison of current practice in school-based substance use prevention programs with meta-analysis findings. *Prev. Sci.* 4, 1-14.
46. Gottfredson D.C. and Gottfredson G.D. (2002). Quality of School-Based Prevention Programs: Results from a National Survey. *Journal of Research in Crime and Delinquency* 39, 3-35.
47. Dishion, T.J., McCord, J., and Poulin, F. (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist* 54, 755-764.
48. Petrosino A, Turpin-Petrosino C, Buehler J.(2003) "Scared Straight" and other juvenile awareness programs for preventing juvenile delinquency: A systematic review of the randomized experimental evidence. *Annals of the American Academy of Political and Social Science, Vol. 589, Misleading Evidence and Evidence-Led Policy: Making Social Science More Experimental*. Thousand Oaks: Sage Publications, Inc. in association with the American Academy of Political and Social Science, 41-62 . Stable URL: <http://www.jstor.org/stable/3658560>
49. Sloboda, Z., Stephens, R. C., Stephens, P. C. Grey, S. F., Teasdale, B., Hawthorne, R.D., Williams, J. and Marquette, J. F. (2009). The Adolescent Substance Abuse Prevention Study: A randomized field trial of a universal substance abuse prevention program. *Drug and Alcohol Dependence*, 102, 1-10.

Prevention Systems

50. Spoth, R., Greenberg, M., Bierman, K., and Redmond, C. (2004). PROSPER Community-university partnership model for public education systems: Capacity-building for evidence-based, competence-building prevention. *Prevention Science* 5, 31-39.
51. Spoth, R., Redmond, C., Shin, C., Greenberg, M., Feinberg, M., and Shanker, L. (2013). PROSPER community-university partnership delivery

system substance misuse outcomes through 6½ years past baseline. *American Journal of Preventive Medicine*, 56, 190–196.

52. Hawkins, J. David, Oesterle, Sabrina, Brown, Eric C., Abbott, Robert D., & Catalano, Richard F. (2014). Youth problem behaviors 8 years after implementing the Communities That Care prevention system. A community-randomized trial. *JAMA Pediatrics*, 168 (2), 122-129.