Introduction

Overview

This guide can help your community build positive, healthy futures for its youth.

The *Communities That Care® Prevention Strategies Guide* includes descriptions of 56 tested and, according to available studies, effective programs, policies and practices to help your community meet its unique prevention needs and fulfill funding requirements.

In this guide, you'll find helpful information to guide your program selections, including:

Program inclusion criteria Page 3

Information about how we selected the programs to include in this guide can be found here.

Research-based prevention planning Page 4

The programs in this guide will have the greatest impact in your community if implemented as part of a community-wide prevention-planning process, such as the *Communities That Care®* system. Find out more about this system and the research behind it.

How to use this guide Page 12

Information about how to use this guide can be found here.

Programs At-A-Glance Page 15

You can use the Programs At-A-Glance chart to quickly scan key program information.

Program listings Page 35

Find detailed descriptions of each program in this section.

Indexes by risk and protective factors Page 193

You can quickly identify programs that address particular risk or protective factors using the charts at the end of this guide.

How were programs selected for this guide?

Only programs that meet the following criteria are included in the guide, so you can make selections with confidence. Every program in this guide:

Addresses one or more risk or protective factors

associated with substance abuse, delinquency, teen pregnancy, school drop-out or violence. All programs, policies and practices included in this guide address one or more of the risk and/or protective factors that are part of the *Communities That Care* prevention-planning framework. We closely examined program materials, requested that program developers review the factors, and in many cases worked with individual program developers to make sure we have accurately identified the factors addressed by each program.

Intervenes at developmentally appropriate ages

from before birth through age 21. We closely examined the program materials and program evaluations to make sure each program includes developmentally appropriate activities and results in positive outcomes among youth in the targeted age group.

Has been found in high-quality evaluations to have positive effects

on substance abuse, delinquency, teen pregnancy, school drop-out and/or violence. We carefully selected programs that have been evaluated using high-quality methodologies, so that you can be confident that the reported outcomes are a result of the program.

Is available for implementation

within your community. The programs, policies and practices in this guide offer materials, training or technical support to help facilitate implementation in your community, or can be implemented without formal support.

Why does this edition of the *Communities That Care®* *Prevention Strategies Guide* have fewer programs, policies and practices than previous editions?

This guide seeks to help communities take actions that will lower risk, enhance protection and reduce or prevent problem behaviors. Therefore, the 2004 edition does not include programs, policies or practices that have been tested in studies but do not offer materials, training or technical support to facilitate implementation, unless they can be implemented without such support. It also does not include programs, policies or practices that have shown effects on risk and protective factors but not on the following problem behaviors: substance abuse, delinquency, teen pregnancy, school drop-out or violence.

Research-based prevention planning

The programs, policies and practices in this guide will have the greatest impact in your community when implemented as part of a community-wide prevention-planning effort, such as the *Communities That Care* system.

A comprehensive planning effort helps your community use resources efficiently and effectively to target its unique prevention needs. The *Communities That Care* system is a community action model, based on years of research and continuous improvement, that:

Takes a systematic approach to community building
—all parts of the community are involved (including those with control of resources and those who know how to implement programs), and gaps in existing community efforts and resources are identified. This means the community's financial and other resources are used more efficiently.

Focuses on promoting positive youth development and on preventing problem behaviors
—community needs are identified by assessing predictors both of problem behaviors and of positive youth outcomes: risk and protective factors that have been shown to predict youth outcomes in longitudinal research across a number of fields.

Helps communities collect the right data
—by focusing on both risk and protective factors, to create a community profile of these identified predictors.

Helps communities prioritize predictors
based on the community profile of risk and protection.

Matches prioritized predictors to tested, effective programs, policies and practices
that address these predictors.

Helps communities implement and evaluate an outcome-focused community action plan,
which increases accountability.

The research foundation

The *Communities That Care* prevention-planning system is grounded in research.

The primary areas of research that form the foundation of the *Communities That Care* system are:

- the public health approach—a comprehensive, community-wide approach to prevention
- demonstrated predictors of problem behaviors and positive youth outcomes:
  - — protective factors organized by the Social Development Strategy
  - — risk factors
- tested, effective programs, policies and practices.

The *Communities That Care* system uses the public health approach—a community-wide approach to prevention.

Research in the public health field has shown the effectiveness of a community-wide approach to public health problems.

Heart disease, breast cancer and drunk driving have all been addressed by involving the entire community to promote behavior change.
This comprehensive approach has proven successful in changing attitudes and behavior.

A community-wide approach is effective because it:

Affects the entire social environment

A community-wide approach focuses on both:

- influencing values, practices and policies that promote a safe and healthy community
- changing the conditions that put children at risk for adolescent health and behavior problems.

Develops a broad base of support and teamwork

Because all segments of the community are involved:

- Everyone has a part to play.
- No single organization, strategy, person or institution must address the challenges alone.

Brings long-lasting results

Programs, policies and practices are integrated into services and activities of existing organizations and institutions, which:

- establishes positive youth development and prevention as an important part of the community's mission
- broadens the community's ability to mount a successful initiative, because funding can be broadened beyond a single agency or organization.

Research-based predictors

Risk and protective factors

Like the community-wide approach, the use of data-based predictors of problem behaviors and positive youth outcomes —risk and protective factors—is also grounded in the successful public health model.

The Social Development Strategy

The Social Development Strategy (SDS) organizes the research on protective factors—the factors that can buffer young people from risks and promote positive youth development.

The SDS guides communities toward their vision of positive futures for young people. It begins with the goal of healthy, positive behaviors for youth. To develop healthy, positive behaviors, young people must be immersed in environments that:

Communicate healthy beliefs and clear standards for behavior at home, at school and in the community

Create strong bonds to those who hold healthy beliefs and clear standards in their families, schools and communities

To create these bonds, young people need:

- **opportunities** to be involved in their families, schools and communities in meaningful, developmentally appropriate ways—to make a real contribution and feel valued for their efforts and accomplishments
- the social, cognitive, emotional and behavioral **skills** to be successful at those opportunities
- **recognition** for their efforts and accomplishments.

Recognize the individual characteristics of each young person

Certain characteristics of some children (positive social orientation, resilient temperament and high intelligence) can help protect them from risk. Community members must ensure that children who do not have these protective characteristics are offered the opportunities, skills and recognition to build strong bonds.

Protective factors that buffer young people from exposure to risks

Healthy beliefs and clear standards for behavior

—communicated by families, schools, communities and peer groups

Bonding

—strong, attached relationships with adults who hold healthy beliefs and clear standards for young people

Individual characteristics

—such as a positive social orientation, high intelligence and a resilient temperament

Building protection: The Social Development Strategy

The goal...

Healthy behaviors

for all children and youth

Start with...

Healthy beliefs & clear standards

...in families, schools, communities and peer groups

Build...

Bonding

- Attachment
- Commitment

...to families, schools, communities and peer groups

By providing...

Opportunities

By providing...

Skills

By providing...

Recognition

...in families, schools, communities and peer groups

And by nurturing...

Individual characteristics

Risk factors

Risk factors are conditions that increase the likelihood that children will become involved in problem behaviors in adolescence and young adulthood.

Research has identified 20 risk factors

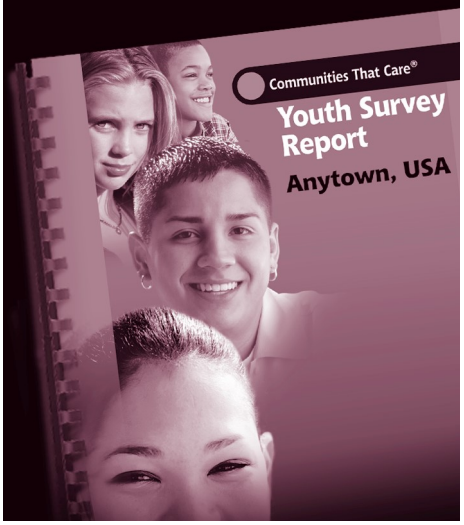
that can reliably predict these five adolescent problem behaviors: alcohol and other drug abuse, delinquency, dropping out of school, teen pregnancy and violence. These risk factors are based on a review of over 30 years of research across a variety of disciplines and are subject to rigorous research criteria. Risk factors must have been shown, in multiple longitudinal studies, to be reliable predictors of one of the five adolescent problem behaviors. The chart on the following page shows the 20 risk factors and the problem behaviors they predict.

The *Communities That Care* system provides tools and training for identifying priority risk and protective factors on which to focus a strategic prevention plan, and for tracking progress toward desired changes in those factors over time.

Tested, effective programs, policies and practices

are the final research foundation for the *Communities That Care* system. The *Communities That Care® Prevention Strategies Guide* is a tool to help you identify tested, effective programs that meet your community's unique prevention needs. Every program in the guide addresses one or more risk or protective factors, and has been found in high-quality evaluations to effectively reduce or prevent substance abuse, delinquency, teen pregnancy, school drop-out and/or violence.

The *Communities That Care® Youth Survey* helps communities measure levels of risk and protective factors and track progress toward desired changes in those risk factors.



Risk Factors — Adolescent Problem Behaviors

Risk Factors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of drugs	●				●
Availability of firearms		●			●
Community laws and norms favorable toward drug use, firearms and crime	●	●			●
Media portrayals of violence					●
Transitions and mobility	●	●		●	
Low neighborhood attachment and community disorganization	●	●			●
Extreme economic deprivation	●	●	●	●	●
Family					
Family history of the problem behavior	●	●	●	●	●
Family management problems	●	●	●	●	●
Family conflict	●	●	●	●	●
Favorable parental attitudes and involvement in the problem behavior	●	●			●
School					
Academic failure beginning in late elementary school	●	●	●	●	●
Lack of commitment to school	●	●	●	●	●
Peer and Individual					
Early and persistent antisocial behavior	●	●	●	●	●
Rebelliousness	●	●		●	
Friends who engage in the problem behavior	●	●	●	●	●
Gang involvement	●	●			●
Favorable attitudes toward the problem behavior	●	●	●	●	
Early initiation of the problem behavior	●	●	●	●	●
Constitutional factors	●	●			●

The *Communities That Care* process

The *Communities That Care* system uses a five-phase process to guide communities through the process of developing a strategic prevention plan. This chart shows the key goals, or milestones, for each phase, and the training, tools and technical support to help communities achieve those milestones.

Phase	Milestones	Training, Tools and Technical Assistance
Phase One: Getting Started	● Organize the community to begin the *Communities That Care* process. ● Define the scope of the prevention effort. ● Identify community readiness issues. ● Analyze and address community readiness issues, or develop a plan for addressing them. ● The community is ready to move to Phase Two: Organizing, Introducing, Involving.	Strategic Consultation *Investing in Your Community's Youth: An Introduction to the* Communities That Care *System* *Tools for Community Leaders: A Guidebook for Getting Started*
Phase Two: Organizing, Introducing, Involving	● Engage Key Leaders (positional and informal). ● Develop a Community Board to facilitate assessment, prioritization, selection, implementation and evaluation of tested, effective programs, policies and practices. ● Educate and involve the community in the *Communities That Care* process. ● The community is ready to move to Phase Three: Developing a Community Profile.	Key Leader Orientation Community Board Orientation Technical Assistance
Phase Three: Developing a Community Profile	● The Community Board has the capacity to conduct a community assessment and prioritization. ● Collect community assessment information and prepare it for prioritization. ● Prioritize populations or geographic areas for preventive action, based on risk- and protective-factor data. ● Identify priority risk and protective factors. ● Conduct a resource assessment and gaps analysis. ● The community is ready to move to Phase Four: Creating a Community Action Plan.	Community Assessment Training Community Resources Assessment Training *Communities That Care® Youth Survey* Technical Assistance

Phase	Milestones	Training, Tools and Technical Assistance
Phase Four: Creating a Community Action Plan	● The Community Board has the capacity to create a focused Community Action Plan. ● Specify the desired outcomes of the plan, based on the community assessment data. ● Select tested, effective programs, policies and practices to address priority risk and protective factors and fill gaps. ● Develop implementation plans for each program, policy or practice selected. ● Develop an evaluation plan. ● Develop a written Community Action Plan. ● The community is ready to move to Phase Five: Implementing and Evaluating the Community Action Plan.	Community Planning Training *Communities That Care® Prevention Strategies Guide* Technical Assistance
Phase Five: Implementing and Evaluating the Community Action Plan	● Specify the role of the Key Leader Board, Community Board and stakeholder groups in implementing and evaluating the plan. ● Implementers of new programs, policies or practices have the necessary skills, expertise and resources to implement with fidelity. ● Implement new programs, policies and practices with fidelity. ● Conduct program-level evaluations at least annually. ● Conduct community-level assessments at least every two years. ● Share and celebrate observed improvements in risk and protective factors and child and adolescent well-being.	Community Plan Implementation Training Technical Assistance

Searching for programs

There are three ways to search for programs in this guide:

Use the at-a-glance chart.

On pages 16-34, you will find a chart that lists all the programs in the guide alphabetically, along with key information such as:

- risk and protective factors addressed
- domain(s) the program operates in (family, school, community, individual)
- target age range of youth the program serves
- target audience—universal, selective or indicated.

You can use this chart to quickly scan program information and identify
which programs may meet your community's needs. Then, read more about the programs that interest you in the program descriptions section
of this guide.

Use the risk and protective factor indexes.

At the end of this guide, you will find charts that you can use to identify
all programs that address a particular risk or protective factor. You can then use the at-a-glance chart to further narrow your search and compare
programs, or turn directly to the program description for more in-depth
information about each program you identify for investigation.

When you have identified programs to investigate,

turn to the program description pages for more information.

About the program descriptions

Use the program information in this guide to help your community:

- match tested, effective prevention programs to its priority risk and protective factors
- fill identified gaps
- fulfill funding requirements.

Each program description includes key information to help you make selections, including:

Risk and protective factors addressed

This will help you match programs to your community's priority risk and protective factors.

Target audience

Each description indicates whether the program is:

- universal (available for everyone)
- selective (targeted to those exposed to specific risk factors)
- indicated (targeted to those who have shown early signs of problem behaviors).

Operating domain

Risk and protective factors should be addressed in all areas of young people's lives. Icons indicate what domain each program operates in—the family, school, individual or community.

Target age range

Risk and protective factors should be addressed in all developmental periods. Use the target age range information to fill identified developmental gaps in the prevention resources your community offers.

National recognition

Any national recognition of the program by other agencies or organizations will be listed. This can help you fulfill funding requirements.

Program materials available

Each program description lists any materials and support available with the program, such as curriculum manuals, trainings and technical support.

Program description

Each program includes a description of the program's background, how it works, and findings on the program's effectiveness.

Contact information

Contact information is provided for each program's developer and/or distributor.

Key to Icons and Acronyms

Target Age Range Indicator

Located directly under each program title
The shaded area indicates the target age range.

Target Audience Indicator

Located directly under the target age range

Universal
Available to everyone

Selective
Targeted to those exposed to specific risk factors

Indicated
Targeted to those who have shown early signs of problem behaviors

Operating Domain Indicator

Located directly under the target age range indicator
These icons indicate which domain(s) the program operates in.

Individual

Family

School

Community

Commonly used acronyms:

SAMHSA	Substance Abuse and Mental Health Services Administration
NIDA	National Institute on Drug Abuse
OJJDP	Office of Juvenile Justice and Delinquency Prevention
CDC	The Centers for Disease Control and Prevention

Programs At-A-Glance

Programs At-A-Glance

A

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Adolescent Transitions Program	■ Early and persistent antisocial behavior ■ Early initiation of the problem behavior ■ Family management problems ■ Friends who engage in the problem behavior ■ Transitions and mobility	■ Opportunities ■ Recognition ■ Skills	Individual Family School	Ages 11-14	Universal Selective Indicated	36
AIDS Prevention for Adolescents in School	■ Favorable attitudes toward the problem behavior ■ Friends who engage in the problem behavior	■ Skills	School	Ages 12-20	Universal	38
Alcohol Skills Training Program	■ Early initiation of the problem behavior ■ Favorable attitudes toward the problem behavior ■ Friends who engage in the problem behavior	■ Healthy beliefs and clear standards ■ Skills	Individual School Community	Ages 18-24	Selective	40
Al's Pals: Kids Making Healthy Choices	■ Constitutional factors ■ Early and persistent antisocial behavior ■ Favorable attitudes toward the problem behavior	■ Bonding ■ Healthy beliefs and clear standards ■ Opportunities ■ Recognition ■ Skills	School	Ages 3-8	Universal	42

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Anger Coping Program	■ Constitutional factors ■ Early and persistent antisocial behavior ■ Family management problems ■ Favorable attitudes toward the problem behavior ■ Friends who engage in the problem behavior	■ Opportunities ■ Recognition ■ Skills	Individual School	Ages 9-12	Indicated	44
Athletes Training and Learning to Avoid Steroids (ATLAS)	■ Favorable attitudes toward the problem behavior ■ Friends who engage in the problem behavior	■ Healthy beliefs and clear standards ■ Opportunities ■ Skills	School Community	Ages 14-18	Universal	46
BASICS (Brief Alcohol Screening and Intervention for College Students)	■ Favorable attitudes toward the problem behavior	■ Healthy beliefs and clear standards ■ Opportunities ■ Skills	Individual	Ages 18-24	Selective Indicated	48
Behavioral Monitoring and Reinforcement Program	■ Academic failure beginning in late elementary school ■ Early and persistent antisocial behavior ■ Lack of commitment to school ■ Rebelliousness	■ Recognition	Individual School	Ages 12-18	Selective	50

Programs At-A-Glance

B

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Be Proud! Be Responsible!	■ Early initiation of the problem behavior ■ Favorable attitudes toward the problem behavior ■ Friends who engage in the problem behavior	■ Skills	School Community	Ages 13-18	Universal	52
Big Brothers Big Sisters of America®	■ Early and persistent antisocial behavior ■ Early initiation of the problem behavior ■ Lack of commitment to school	■ Bonding ■ Opportunities	Individual	Ages 5-18	Selective	54
Brief Strategic Family Therapy	■ Constitutional factors ■ Early and persistent antisocial behavior ■ Family conflict ■ Family management problems ■ Favorable parental attitudes and involvement in the problem behavior ■ Friends who engage in the problem behavior ■ Low neighborhood attachment and community disorganization ■ Rebelliousness ■ Transitions and mobility	■ Bonding ■ Opportunities ■ Recognition ■ Skills	Individual Family	Ages 6-17	Selective Indicated	58

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Caring School Community™	■ Academic failure beginning in late elementary school ■ Early and persistent antisocial behavior ■ Friends who engage in the problem behavior ■ Lack of commitment to school ■ Rebelliousness	■ Bonding ■ Healthy beliefs and clear standards ■ Individual characteristics ■ Opportunities ■ Recognition ■ Skills	School Family	Ages 5-12	Universal	60
CASASTART (Center on Addiction and Substance Abuse Striving Together to Achieve Rewarding Tomorrows)	■ Constitutional factors ■ Early and persistent antisocial behavior ■ Early initiation of the problem behavior ■ Extreme economic deprivation ■ Family conflict ■ Family history of the problem behavior ■ Family management problems ■ Friends who engage in the problem behavior ■ Gang involvement ■ Lack of commitment to school ■ Low neighborhood attachment and community disorganization	■ Bonding ■ Opportunities	School Community	Ages 8-13	Selective Indicated	64

Programs At-A-Glance

C

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Child Access Prevention Laws	■ Availability of firearms	■ Healthy beliefs and clear standards	Community	Ages 0-17	Universal	68
Children's Aid Society—Carrera Program	■ Early initiation of the problem behavior ■ Extreme economic deprivation ■ Favorable attitudes toward the problem behavior ■ Favorable parental attitudes and involvement in the problem behavior ■ Lack of commitment to school	■ Bonding ■ Opportunities ■ Recognition ■ Skills	Community	Ages 11-19	Universal Selective	72
Communities Mobilizing for Change on Alcohol (CMCA)	■ Availability of drugs ■ Community laws and norms favorable toward drug use, firearms and crime ■ Friends who engage in the problem behavior	■ Healthy beliefs and clear standards ■ Opportunities	Family Community	Ages 18-20	Universal	74
Community Trials Intervention to Reduce High-Risk Drinking (Underage Access Component)	■ Availability of drugs ■ Community laws and norms favorable toward drug use, firearms and crime ■ Family management problems	■ Healthy beliefs and clear standards ■ Skills	Community	Ages 12-20	Universal	76

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Coping Power Program	■ Early and persistent antisocial behavior ■ Family conflict ■ Family management problems ■ Favorable attitudes toward the problem behavior ■ Favorable parental attitudes and involvement in the problem behavior ■ Friends who engage in the problem behavior ■ Lack of commitment to school ■ Rebelliousness ■ Transitions and mobility	■ Bonding ■ Opportunities ■ Recognition ■ Skills	Individual Family School	Ages 8-13	Indicated	78
Early Risers "Skills for Success"	■ Constitutional factors ■ Early and persistent antisocial behavior ■ Extreme economic deprivation ■ Family conflict ■ Family history of the problem behavior ■ Family management problems ■ Favorable parental attitudes and involvement in the problem behavior ■ Low neighborhood attachment and community disorganization	■ Bonding ■ Healthy beliefs and clear standards ■ Opportunities ■ Recognition ■ Skills	Individual Family School Community	Ages 6-12	Selective Indicated	82

Programs At-A-Glance

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Enforcement of the Law Against Tobacco Sales to Minors in Harlem	■ Availability of drugs	■ Healthy beliefs and clear standards	Community	Ages 12-14	Universal	84
Family Matters	■ Availability of drugs ■ Community laws and norms favorable toward drug use, firearms and crime ■ Family conflict ■ Family management problems ■ Favorable attitudes toward the problem behavior ■ Favorable parental attitudes and involvement in the problem behavior ■ Friends who engage in the problem behavior	■ Bonding ■ Healthy beliefs and clear standards ■ Opportunities ■ Skills	Individual Family	Ages 12-14	Universal	86
First Step to Success	■ Early and persistent antisocial behavior ■ Rebelliousness	■ Recognition ■ Skills	Individual Family School	Ages 3-8	Selective	88

E

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Functional Family Therapy	■ Early and persistent antisocial behavior ■ Early initiation of the problem behavior ■ Extreme economic deprivation ■ Family conflict ■ Family history of the problem behavior ■ Family management problems ■ Favorable parental attitudes and involvement in the problem behavior ■ Lack of commitment to school ■ Rebelliousness	■ Bonding ■ Opportunities ■ Skills	Individual Family	Ages 11-18	Selective Indicated	90
Get Real about AIDS®	■ Early initiation of the problem behavior ■ Favorable attitudes toward the problem behavior	■ Skills	School	Ages 9-18	Universal	94
Guiding Good Choices®—A Families That Care™ Program	■ Early and persistent antisocial behavior ■ Early initiation of the problem behavior ■ Family conflict ■ Family management problems ■ Favorable attitudes toward the problem behavior ■ Favorable parental attitudes and involvement in the problem behavior ■ Friends who engage in the problem behavior	■ Bonding ■ Healthy beliefs and clear standards ■ Opportunities ■ Recognition ■ Skills	Family	Ages 9-14	Universal	96

Programs At-A-Glance

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
High/Scope® Approach to Preschool Education H	■ Academic failure beginning in late elementary school ■ Constitutional factors ■ Early and persistent antisocial behavior ■ Extreme economic deprivation ■ Family conflict ■ Family history of the problem behavior ■ Low neighborhood attachment and community disorganization	■ Healthy beliefs and clear standards ■ Opportunities ■ Skills	School	Ages 3-5	Universal Selective	98
The Incredible Years	■ Early and persistent antisocial behavior ■ Family conflict ■ Family management problems ■ Favorable parental attitudes and involvement in the problem behavior ■ Lack of commitment to school	■ Bonding ■ Opportunities ■ Recognition ■ Skills	Family School Community	Ages 3-8	Selective Indicated	102

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Job Corps	■ Academic failure beginning in late elementary school ■ Extreme economic deprivation	■ Opportunities ■ Skills	Individual Community	Ages 16-24	Selective	106
LifeSkills® Training (LST)	■ Community laws and norms favorable toward drug use, firearms and crime ■ Early initiation of the problem behavior ■ Favorable attitudes toward the problem behavior ■ Friends who engage in the problem behavior	■ Healthy beliefs and clear standards ■ Individual characteristics ■ Skills	School	Ages 8-14	Universal	108
Lions-Quest Skills for Adolescence	■ Availability of drugs ■ Community laws and norms favorable toward drug use, firearms and crime ■ Early and persistent antisocial behavior ■ Early initiation of the problem behavior ■ Family management problems ■ Friends who engage in the problem behavior	■ Bonding ■ Healthy beliefs and clear standards ■ Individual characteristics ■ Opportunities ■ Recognition ■ Skills	Individual Family School	Ages 11-14	Universal	112

Programs At-A-Glance

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Multidimensional Family Therapy M	■ Constitutional factors ■ Early and persistent antisocial behavior ■ Early initiation of the problem behavior ■ Extreme economic deprivation ■ Family conflict ■ Family history of the problem behavior ■ Family management problems ■ Favorable attitudes toward the problem behavior ■ Friends who engage in the problem behavior ■ Lack of commitment to school	■ Bonding ■ Opportunities ■ Skills	Individual Family	Ages 12-17	Indicated	114
Nurse-Family Partnership (NFP)	■ Constitutional factors ■ Extreme economic deprivation ■ Family conflict ■ Family history of the problem behavior ■ Favorable parental attitudes and involvement in the problem behavior	■ Healthy beliefs and clear standards ■ Opportunities ■ Skills	Individual Family	Prenatal-2 years	Selective	118

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
The Olweus Bullying Prevention Program	■ Constitutional factors ■ Family management problems ■ Favorable attitudes toward the problem behavior ■ Friends who engage in the problem behavior ■ Rebelliousness	■ Bonding ■ Healthy beliefs and clear standards ■ Opportunities ■ Skills	Individual School	Ages 6-14	Universal	122
PALS (Participate and Learn Skills)	■ Early and persistent antisocial behavior ■ Extreme economic deprivation	■ Bonding ■ Healthy beliefs and clear standards ■ Opportunities ■ Recognition ■ Skills	Community	Ages 5-15	Universal Selective	126
The Parent-Child Home Program	■ Academic failure beginning in late elementary school ■ Family history of the problem behavior	■ Skills	Individual Family	Ages 1-4	Selective	130
Parenting Wisely®	■ Academic failure beginning in late elementary school ■ Early and persistent antisocial behavior ■ Family conflict ■ Family management problems ■ Favorable parental attitudes and involvement in the problem behavior	■ Bonding ■ Opportunities	Individual Family	Ages 9-18	Universal Selective Indicated	132

Programs At-A-Glance

P

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Positive Action®	■ Academic failure beginning in late elementary school ■ Availability of drugs ■ Community laws and norms favorable toward drug use, firearms and crime ■ Early and persistent antisocial behavior ■ Early initiation of the problem behavior ■ Family conflict ■ Family history of the problem behavior ■ Family management problems ■ Favorable attitudes toward the problem behavior ■ Favorable parental attitudes and involvement in the problem behavior ■ Friends who engage in the problem behavior ■ Gang involvement ■ Lack of commitment to school ■ Low neighborhood attachment and community disorganization	■ Bonding ■ Healthy beliefs and clear standards ■ Opportunities ■ Recognition ■ Skills	Family School Community	Ages 5-18	Universal	134

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Project ALERT	■ Community laws and norms favorable toward drug use, firearms and crime ■ Early initiation of the problem behavior ■ Family management problems ■ Favorable attitudes toward the problem behavior ■ Favorable parental attitudes and involvement in the problem behavior ■ Friends who engage in the problem behavior	■ Healthy beliefs and clear standards ■ Opportunities ■ Skills	Family School	Ages 12-14	Universal	138
Project Northland	■ Availability of drugs ■ Community laws and norms favorable toward drug use, firearms and crime ■ Family management problems ■ Favorable attitudes toward the problem behavior ■ Favorable parental attitudes and involvement in the problem behavior ■ Friends who engage in the problem behavior ■ Low neighborhood attachment and community disorganization	■ Bonding ■ Healthy beliefs and clear standards ■ Opportunities ■ Skills	Family School Community	Ages 11-18	Universal	140

Programs At-A-Glance

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Project SHOUT (Students Helping Others Understand Tobacco)	■ Early initiation of the problem behavior ■ Favorable attitudes toward the problem behavior ■ Friends who engage in the problem behavior	■ Healthy beliefs and clear standards ■ Opportunities ■ Recognition ■ Skills	School	Ages 10-14	Universal	144
Project Towards No Drug Abuse (Project TND)	■ Favorable attitudes toward the problem behavior	■ Healthy beliefs and clear standards ■ Skills	School	Ages 14-18	Universal Selective Indicated	146
Promoting Alternative THinking Strategies (PATHS®)	■ Constitutional factors ■ Early and persistent antisocial behavior	■ Bonding ■ Skills	Individual School	Ages 5-12	Universal Selective	148

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Reducing the Risk	■ Early initiation of the problem behavior ■ Favorable attitudes toward the problem behavior ■ Friends who engage in the problem behavior	■ Healthy beliefs and clear standards ■ Skills	School	Ages 14-18	Universal	152
Responding in Peaceful and Positive Ways (RIPP)	■ Community laws and norms favorable toward drug use, firearms and crime ■ Constitutional factors ■ Favorable attitudes toward the problem behavior ■ Friends who engage in the problem behavior ■ Lack of commitment to school ■ Media portrayals of violence	■ Bonding ■ Healthy beliefs and clear standards ■ Opportunities ■ Skills	School	Ages 11-13	Universal	156
Safe Dates	■ Early and persistent antisocial behavior ■ Early initiation of the problem behavior ■ Favorable attitudes toward the problem behavior ■ Friends who engage in the problem behavior	■ Healthy beliefs and clear standards ■ Skills	School Community	Ages 12-14	Universal	160

Programs At-A-Glance

S

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Safer Choices	■ Favorable attitudes toward the problem behavior ■ Friends who engage in the problem behavior	■ Healthy beliefs and clear standards ■ Skills	School	Ages 14-18	Universal	162
School Development Program	■ Academic failure beginning in late elementary school ■ Early and persistent antisocial behavior ■ Early initiation of the problem behavior ■ Favorable attitudes toward the problem behavior ■ Favorable parental attitudes and involvement in the problem behavior ■ Lack of commitment to school	■ Bonding ■ Skills	School	Ages 5-18	Universal Selective	166
Schools and Families Educating Children (SAFEChildren)	■ Academic failure beginning in late elementary school ■ Community laws and norms favorable toward drug use, firearms and crime ■ Family management problems ■ Lack of commitment to school ■ Low neighborhood attachment and community disorganization ■ Transitions and mobility	■ Bonding ■ Healthy beliefs and clear standards ■ Opportunities ■ Skills	Family School	Ages 5-6	Universal Selective	170

Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Second Step®: A Violence Prevention Curriculum	■ Constitutional factors ■ Early and persistent antisocial behavior	■ Bonding ■ Healthy beliefs and clear standards ■ Recognition ■ Skills	School	Ages 3-14	Universal	172
STARS for Families (Start Taking Alcohol Risks Seriously)	■ Early initiation of the problem behavior ■ Family management problems ■ Favorable attitudes toward the problem behavior ■ Favorable parental attitudes and involvement in the problem behavior ■ Friends who engage in the problem behavior	■ Bonding ■ Healthy beliefs and clear standards ■ Opportunities ■ Recognition ■ Skills	Individual Family	Ages 11-14	Universal Selective	174
Starting Early Starting Smart (SESS)	■ Family history of the problem behavior ■ Family management problems	■ Individual characteristics ■ Skills	Individual Community	Ages 0-7	Selective	176
Strengthening Families Program: For Parents and Youth 10-14	■ Early and persistent antisocial behavior ■ Early initiation of the problem behavior ■ Family conflict ■ Family management problems ■ Friends who engage in the problem behavior	■ Bonding ■ Healthy beliefs and clear standards ■ Opportunities ■ Skills	Family	Ages 10-14	Universal	180

Programs At-A-Glance

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Program	Risk Factors Addressed	Protective Factors Addressed	Operating Domains	Age Range	Target Audience	Page
Structured Playground Activities	■ Early initiation of the problem behavior	■ Opportunities ■ Skills	School	Ages 5-8	Universal	184
Teen Outreach Program	■ Early initiation of the problem behavior ■ Favorable attitudes toward the problem behavior ■ Friends who engage in the problem behavior	■ Bonding ■ Opportunities ■ Skills	School Community	Ages 12-17	Universal	186
Teenage Health Teaching Modules (THTM)	■ Early initiation of the problem behavior ■ Favorable attitudes toward the problem behavior ■ Friends who engage in the problem behavior	■ Opportunities ■ Skills	School	Ages 11-18	Universal	188
TLC: Teens Linked to Care	■ Early initiation of the problem behavior	■ Healthy beliefs and clear standards ■ Opportunities ■ Recognition ■ Skills	Community	Ages 13-24	Selective	190