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Organization of American States

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INTER-AMERICAN DRUG ABUSE
CONTROL COMMISSION
CICAD

Secretariat for Multidimensional Security

FIFTY-FOURTH REGULAR SESSION
December 11 - 13, 2013
Bogotá, Colombia

OEA/Ser.LJ/XIV.2.54
CICAD/doc.2053/13
6 December 2013
Original: English

THE IMPORTANCE AND ROL OF RESEARCH, INFORMATION AND EARLY WARNING SYSTEMS TO
DEVELOP, MONITOR, AND EVALUATE EVIDEN-BASED DRUG POLICY
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*Panel 2: The Importance and role of research,
information and early warning systems to
develop, monitor, and evaluate evidence-based
drug policy*

Eric C. Brown, Ph.D.

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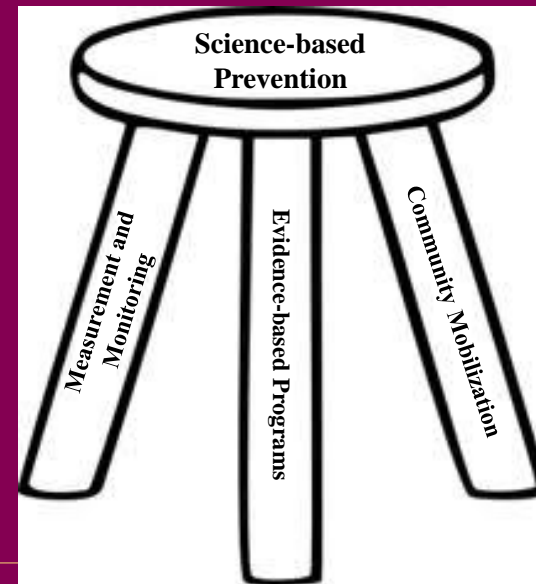
Inter-American Drug Abuse Control Commission,
Organization of American States;
12 de diciembre, 2013; Bogotá, Colombia

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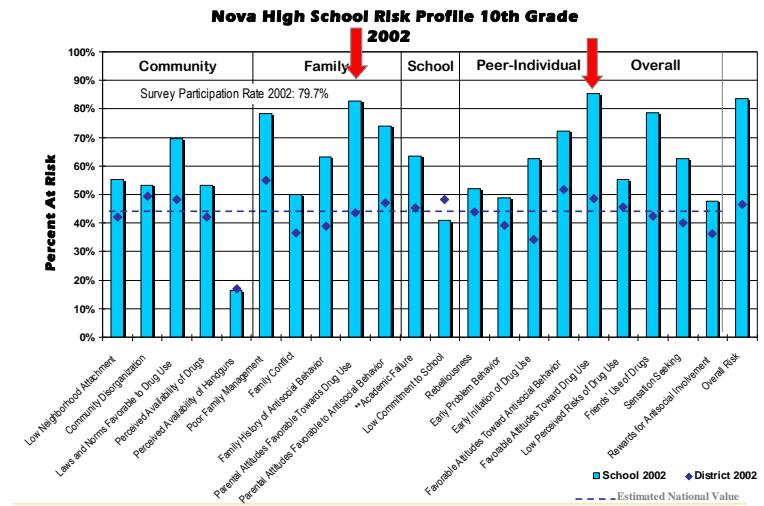


Risk Factors in the Community, School, Family, and Individuals/Peers

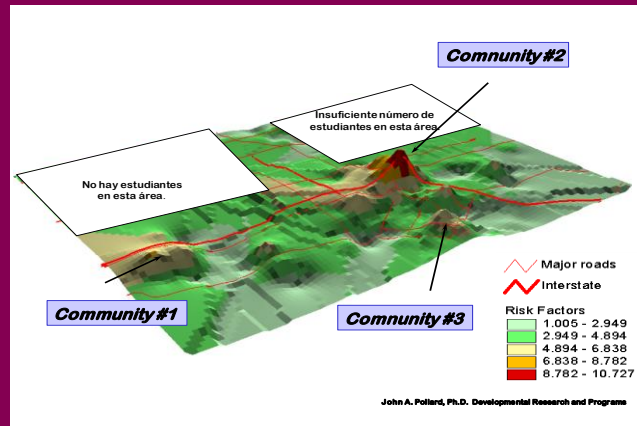
Behavior Problems in Adolescence →

| Risk Factor | Drug Abuse | Delinquency | Teen Pregnancy | School Dropout | Violence | Depression / Anxiety |
|--|------------|-------------|----------------|----------------|----------|----------------------|
| Perceived availability of drugs | ✓ | | | | ✓ | |
| Perceived availability of fire arms | | ✓ | | | ✓ | |
| Attitudes favorable to alcohol and drug use | ✓ | ✓ | | | ✓ | |
| Violence in the media | | | | | ✓ | |
| Change in placement (home, school, community) | ✓ | ✓ | | ✓ | | ✓ |
| Low level of bonding with community / school | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Associations with friends that get involved in problem behaviors | ✓ | ✓ | ✓ | ✓ | ✓ | |

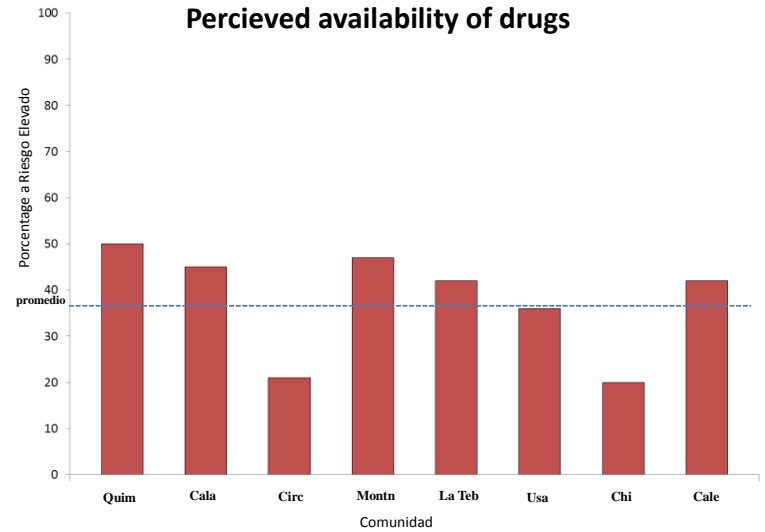
A Profile of Risk Factors for one U.S. High School

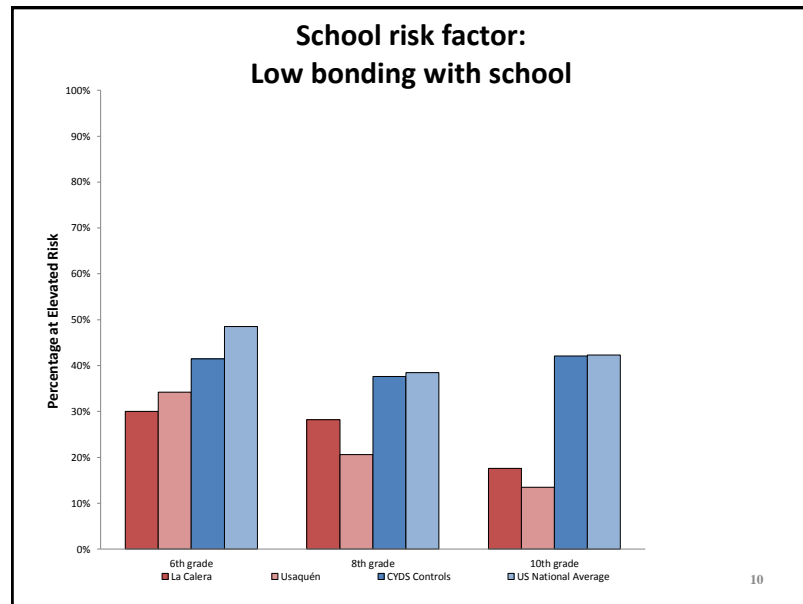
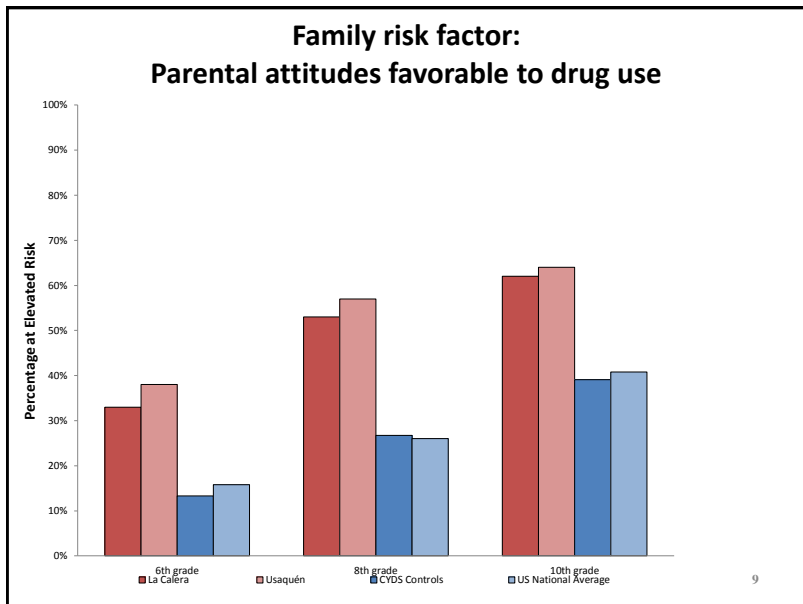


Distribution of Risk in a City



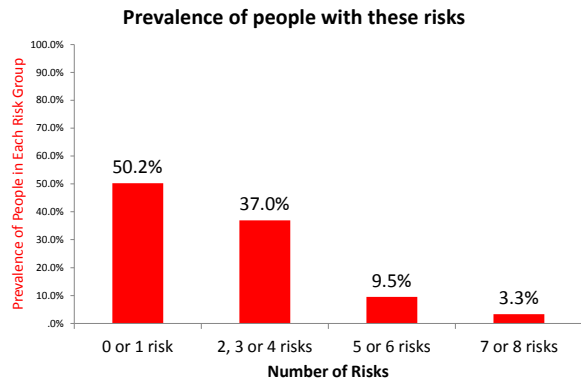
Community risk factor: Perceived availability of drugs



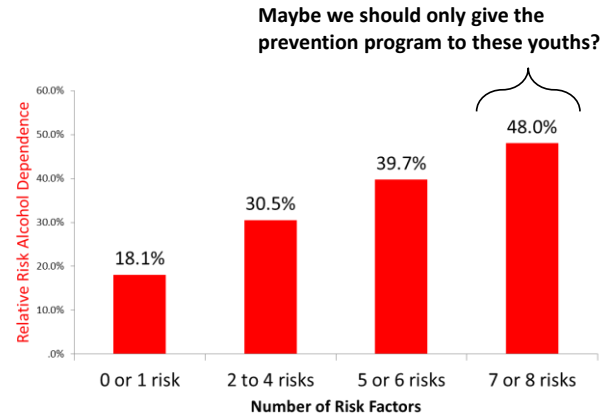




How many youths are there in each of these risk groups?



What is the risk of young adult alcohol dependence (age 21-33) for adolescents with more and more risk factors?



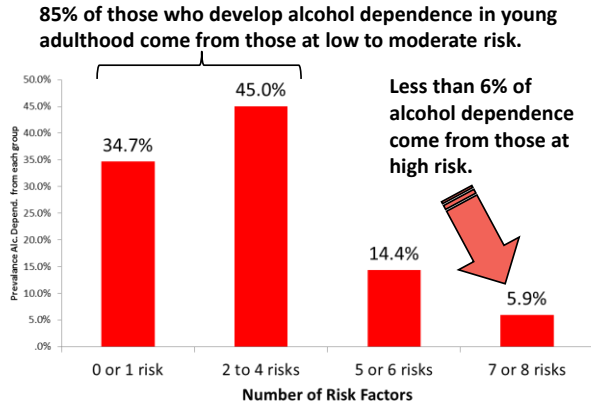


How much of the alcohol dependence in the young adult population (age 21 to 33) comes from each level of risk exposure?

Rose Theorem:

A large number of people exposed to a small risk may generate many more cases than a small number exposed to a high risk.

(Rose, 1992:24).



Lists of evidence-based psycho-social and socio-emotional learning prevention programs (U.S.)

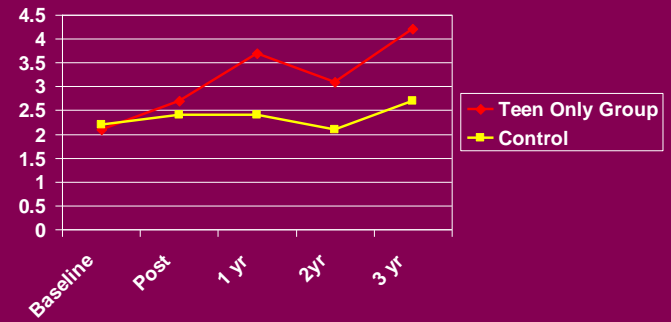
- Blueprints for Healthy Youth Development
[Center for the Study and Prevention of Violence, University of Colorado \(www.colorado.edu/cspv/blueprints/\)](http://www.colorado.edu/cspv/blueprints/)
- What Works Clearinghouse
[Institute of Educational Sciences, IES \(www.ies.ed.gov/ncee/wwc/reports/\)](http://www.ies.ed.gov/ncee/wwc/reports/)
- Safe and Sound: An Educational Leader's Guide to Social and Emotional Learning Programs
[Collaborative for Academic, Social, and Emotional Learning, CASEL \(www.casel.org/programs/selecting.php\)](http://www.casel.org/programs/selecting.php)
- The Center for Disease Control Community Guide
www.thecommunityguide.org/index.html
- The National Registry of Evidence-Based Programs and Practices
www.nrepp.samhsa.gov/Search.aspx
- The Office of Juvenile Justice and Delinquency Prevention Model Programs Guide
www.ojjpd.gov/mpg
- The Coalition for Evidence-Based Policy Social programs That Work (Top Tier)
www.evidencebasedprograms.org/wordpress/

Spanish-language prevention programs from “Blueprints for Healthy Youth Development”

| Program | Used in CASA? | If so, where? |
|---|---------------|--|
| Cognitive Behavioral Intervention for Trauma in Schools (CBITS) | No | |
| Comunidades Que Se Cuidan (CQC) | Si | Colombia |
| Coping Power | No | |
| Familias Unidas | No | |
| Functional Family Therapy (FFT) | No | |
| Good Behavior Game | Si | Brasil |
| Guiding Good Choices | No | |
| HighScope Preschool | Si | México, Chile |
| Incredible Years | No | |
| Life Skills Training (LST) | Si | Honduras, México, Nicaragua, Panamá, España, Venezuela, Colombia |
| Multisystemic Therapy (MST) | Si | Chile |
| Project Northland | No | |
| Project Towards No Drug Abuse | No | |
| Promoting Alternative Thinking Strategies (PATHS) | No | |
| Strengthening Families Program 10-14 | No | |
| Triple P | Si | Panamá |

Not all programs are effective, and some can make the situation worse

Teacher report of delinquent behaviors



Dishion et al, 1999 *American Psychologist*

Costs versus Benefits

Benefits and Costs for each participant (2003 Dollars USA)

| Program | Benefits | Costs | B - C |
|-----------------------------|----------|---------|----------|
| Early Childhood Education | \$17,202 | \$7,301 | \$9,901 |
| Nurse Family Partnership | \$26,298 | \$9,118 | \$17,180 |
| Life Skills Training | \$746 | \$29 | \$717 |
| Seattle Social Dev. Project | \$14,246 | \$4,590 | \$9,837 |
| Guiding Good Choices | \$7,605 | \$687 | \$6,918 |
| Multi-D Treat. Foster Care | \$26,748 | \$2,459 | \$24,290 |
| D.A.R.E. | \$0 | \$99 | -\$99 |
| Intensive Juv. Supervision | \$0 | 1,482 | -\$1,482 |

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**LOCAL AND FEDERAL
GOVERNMENTAL AGENCIES**



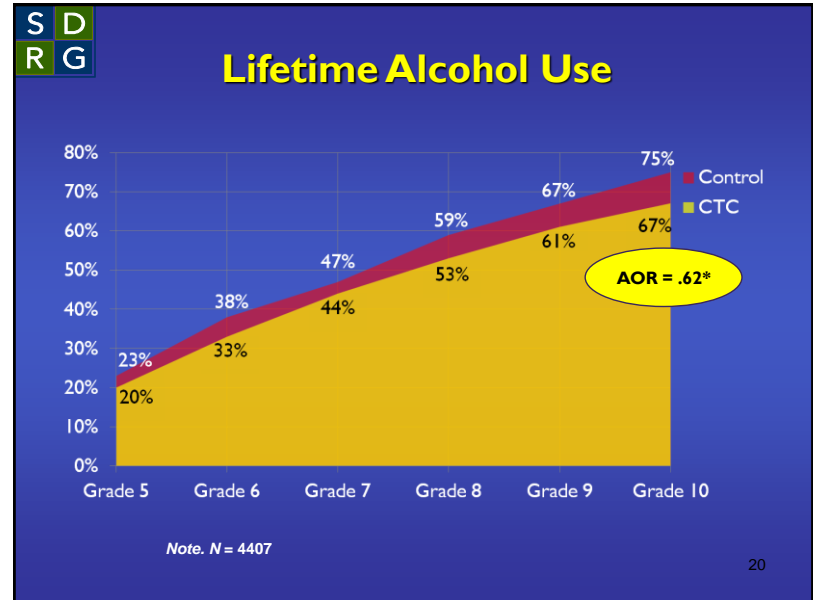
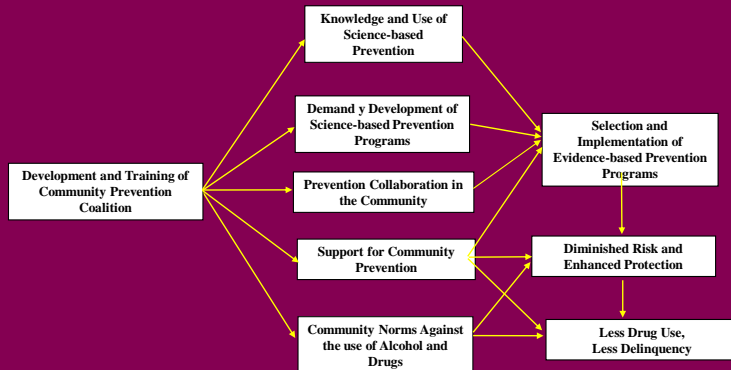
Community Prevention Coalition:

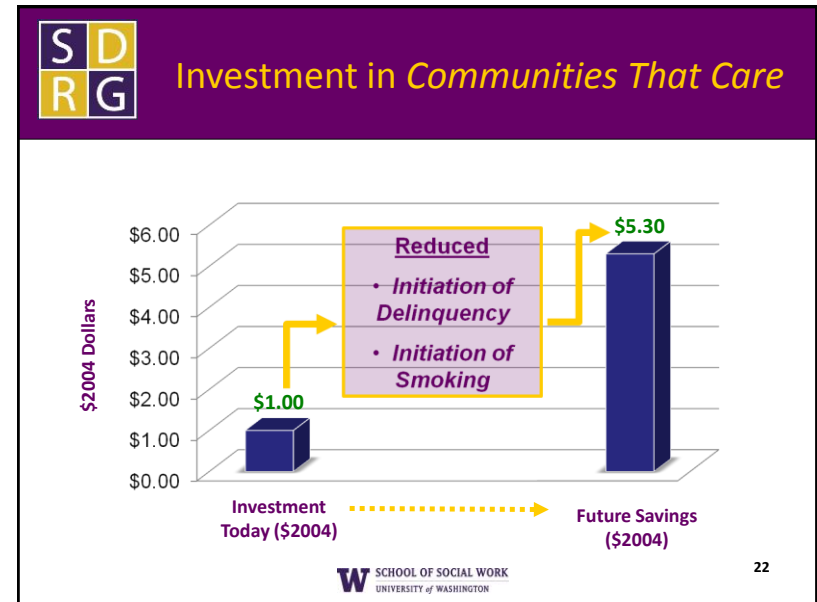
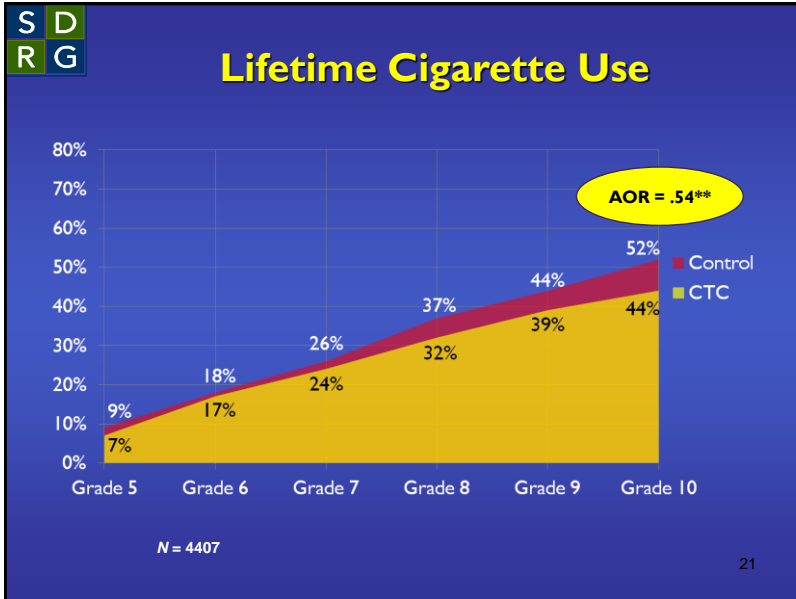
- Identify Key Leaders
- Create a workplan
- Review indicators



**COMMUNITY NEEDS
AND
GRASS-ROOTS EFFORTS**

Science-based Community Prevention System Logic Model





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