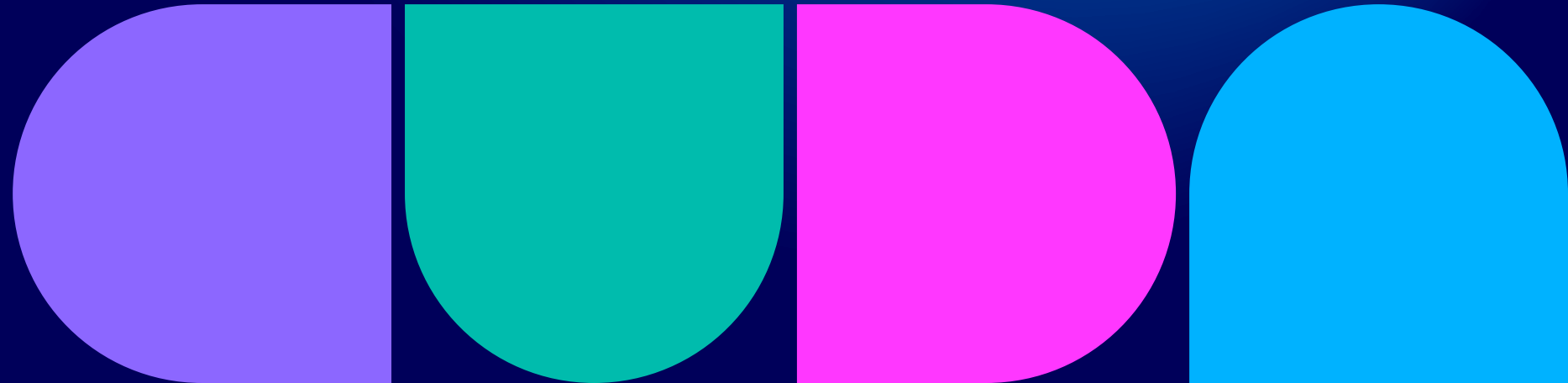


# European Conference on Drug-Related Violence

This presentation was delivered at the European Conference on Drug-Related Violence on 26-27 November 2024 in Brussels. The views expressed herein can in no way be taken to reflect the official opinion of the European Union.

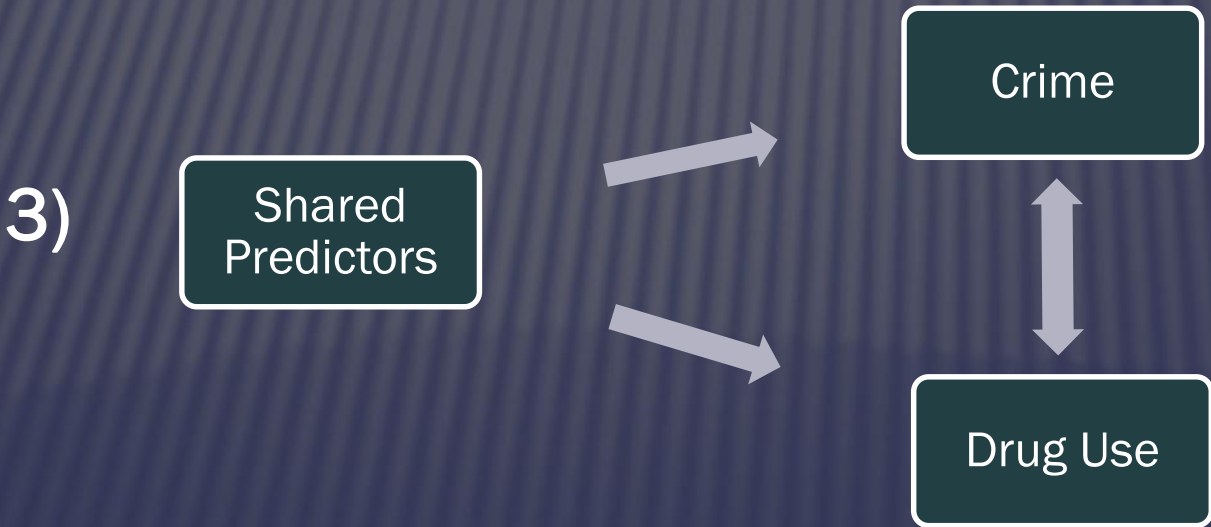
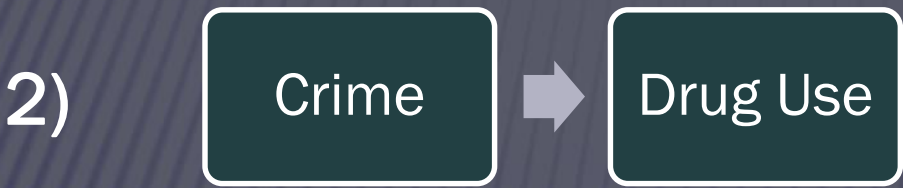


# Mobilizing Community Coalitions for Effective Prevention of Violence and Drug-related Behavioural Problems in Youth. The Example of “Communities That Care” – CTC

**European Conference on Drug-Related Violence**  
**26 - 27 November 2024**  
**Brussels, Belgium**

**Frederick Groeger-Roth**  
**Crime Prevention Council of Lower Saxony /**  
**Ministry of Justice of Lower Saxony, Germany**

# Theoretical Models - Causal Drug / Crime Links



# Upstream Prevention Approach



**WIRkt!**  
Fachverbund  
für kommunale Prävention  
in Niedersachsen

# Risk Factor Matrix

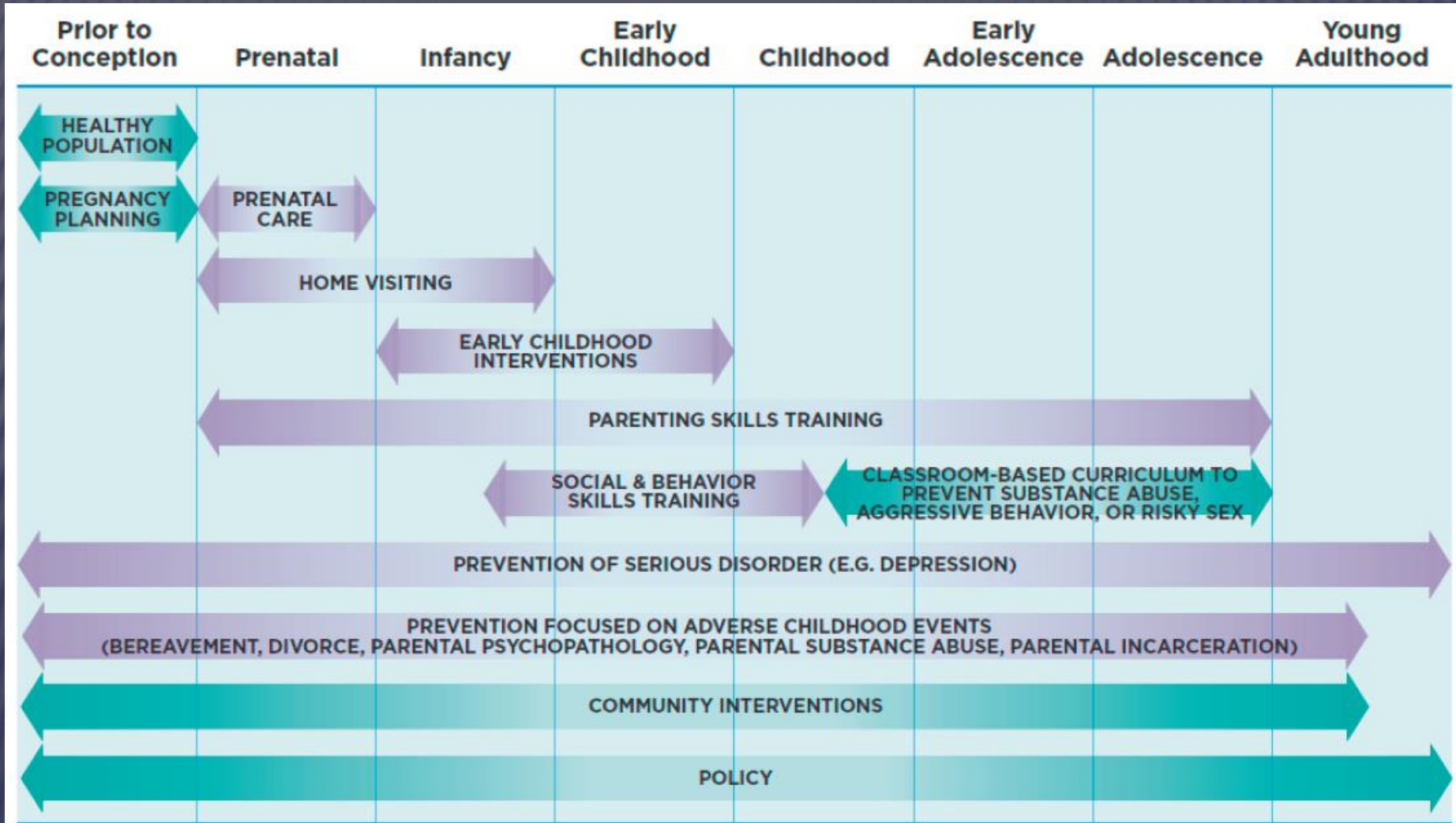
|   | Violence | Delinquency | Substance Abuse | School Dropout | Teenage Pregnancy | Depression and Anxiety |
|---|----------|-------------|-----------------|----------------|-------------------|------------------------|
| <b>Family</b>   |          |             |                 |                |                   |                        |
| Family History of Problem Behaviour                                   | ✓        | ✓           | ✓               | ✓              | ✓                 | ✓                      |
| Family Management Problems  | ✓        | ✓           | ✓               | ✓              | ✓                 | ✓                      |
| Family Conflict   | ✓        | ✓           | ✓               | ✓              | ✓                 | ✓                      |
| Favorable Parental Attitudes and Involvement in the Problem Behaviour | ✓        | ✓           | ✓               |                |                   |                        |
| <b>School</b>   |          |             |                 |                |                   |                        |
| Early and Persistent Antisocial Behaviour                             | ✓        | ✓           | ✓               | ✓              | ✓                 | ✓                      |
| Academic Failure Beginning in Late Elementary School                  | ✓        | ✓           | ✓               | ✓              | ✓                 | ✓                      |
| Lack of Commitment to School  | ✓        | ✓           | ✓               | ✓              | ✓                 |                        |
| <b>Peers and Individual</b>   |          |             |                 |                |                   |                        |
| Rebelliousness  |          | ✓           | ✓               | ✓              |                   |                        |
| Friends Who Engage in the Problem Behaviour                           | ✓        | ✓           | ✓               | ✓              | ✓                 |                        |
| Favorable Attitudes Towards the Problem Behaviour                     |          | ✓           | ✓               | ✓              | ✓                 |                        |
| Early Initiation of the Problem Behaviour                             | ✓        | ✓           | ✓               | ✓              | ✓                 |                        |
| Constitutional Factors  | ✓        | ✓           | ✓               |                |                   | ✓                      |
| <b>Community</b>  |          |             |                 |                |                   |                        |
| Availability of Alcohol and Drugs                                     | ✓        |             | ✓               |                |                   |                        |
| Availability of Weapons   | ✓        | ✓           |                 |                |                   |                        |
| Laws and Norms Favorable Towards Problem Behaviour                    | ✓        | ✓           | ✓               |                |                   |                        |
| Media Portrayals of Violence  | ✓        |             |                 |                |                   |                        |
| Transitions and Mobility  |          | ✓           | ✓               | ✓              |                   | ✓                      |
| Low Neighbourhood Attachment / Community Disorganisation              | ✓        | ✓           | ✓               |                |                   |                        |
| Extreme Economic Deprivation  | ✓        | ✓           | ✓               | ✓              | ✓                 |                        |



# Much Commonality in Protective Factors for Behavioral Health Problems

| <b>Protective Factors</b>                     | <b>Substance Abuse</b> | <b>Delinquency</b> | <b>Risky Sexual Behavior</b> | <b>School Drop-Out</b> | <b>Violence</b> | <b>Depression &amp; Anxiety</b> |
|---|------------------------|--------------------|------------------------------|------------------------|-----------------|---------------------------------|
| <b>Individual</b>                             |                        |                    |                              |                        |                 |                                 |
| Cognitive Competence                          | ✓                      | ✓                  | ✓                            | ✓                      | ✓               | ✓                               |
| Emotional Competence                          |                        | ✓                  |                              |                        |                 |                                 |
| Social/Behavioral Competence                  | ✓                      | ✓                  | ✓                            |                        | ✓               | ✓                               |
| Self Efficacy                                 |                        |                    | ✓                            |                        |                 |                                 |
| Belief in the Future                          | ✓                      | ✓                  | ✓                            |                        | ✓               | ✓                               |
| Self-determination                            |                        |                    | ✓                            |                        |                 |                                 |
| Pro-social Norms                              | ✓                      | ✓                  | ✓                            |                        | ✓               | ✓                               |
| Spirituality                                  | ✓                      | ✓                  | ✓                            |                        |                 |                                 |
| <b>Family, School and Community</b>           |                        |                    |                              |                        |                 |                                 |
| Opportunities for Positive Social Involvement | ✓                      | ✓                  |                              |                        |                 |                                 |
| Recognition for Positive Behavior             | ✓                      | ✓                  |                              |                        | ✓               | ✓                               |
| Bonding to Prosocial Others                   | ✓                      | ✓                  | ✓                            | ✓                      | ✓               | ✓                               |

# Effective Prevention Programmes: Multiple Outcomes



# Life Skills Training (LST) - a classroom-based universal prevention programme to reduce the long-term risk of alcohol, tobacco and drugs in middle-school

← Exchange prevention registry






Landespräventionsrat  
Niedersachsen

## At a glance

Country of origin  
USA

Last reviewed: 13.10.2023

|   |  |  |
|---|--|--|
| <b>Age group</b><br><br>11-14 years | <b>Target group</b><br><br>Pre-adolescents (11 - 14 years) students of the secondary school | <b>Programme setting(s)</b><br><br>School |
|---|--|--|

- ### Protective factor(s) addressed
- Individual and peers: clear morals and standards of behaviour
  - Individual and peers: individual/peers other
  - Individual and peers: Problem solving skills
  - Individual and peers: refusal skills and decision making
  - Individual and peers: skills for social interaction

- ### Risk factor(s) addressed
- Community: laws and norms favourable to substance use and antisocial behaviour

- ### Outcomes targeted
- Education
  - Other educational outcomes
  - Emotional well-being
  - Depression or anxiety
  - Emotion regulation, coping, resilience
  - Positive relationships
  - Substance use
  - Alcohol use
  - Use of illicit drugs
  - Smoking (tobacco)
  - Bullying
  - Crime
  - Violence

[https://www.euda.europa.eu/best-practice/xchange/life-skills-training-lombardy-lst-classroom-based-universal-prevention-programme-reduce-long-term-risk-alcohol-tobacco-and-drugs-middle-school\\_en](https://www.euda.europa.eu/best-practice/xchange/life-skills-training-lombardy-lst-classroom-based-universal-prevention-programme-reduce-long-term-risk-alcohol-tobacco-and-drugs-middle-school_en)

# Community Coalitions



...have the potential for building infrastructure for EBP  
(and for advocating for infrastructure on larger system levels):

- coordinated demand for programmes that fit to local population needs, norms and resources
- shared responsibility for implementation and results
- build up programme-specific and generic implementation knowledge

... but need support for this work

# Communities That Care:



is a tested community planning system

- to prevent multiple problem behaviours in youth (violence, delinquency, substance abuse, school failure and depression / anxiety)
- by tackling common underlying risk and protective factors
- through strengthening of community coalitions and implementation of evidence-based programmes  
(Hawkins, Catalano et al. 1992, Hawkins et al. 2002, Fagan et al. 2019)

implementation model:

- providing instruments, training and technical assistance for community prevention coalitions to adopt a prevention science approach

## CTC – Implementation Strategy:

- mobilizing community stakeholders and empowering community coalitions for strategic prevention planning (Phase 1 and 2)
- need and resource assessment: measuring profiles of risk and protection at community level (CTC - Youth Survey), focus on the most pressing r/p factors and assessment of existing resources and services (Phase 3)
- matching of effective prevention programmes to community needs, developing measurable goals, community action plan (Phase 4)
- monitoring and evaluation of results of programme implementation, adjustment of action plan (Phase 5)

# Communities that Care Phases



## 5-Phase Implementation

- 1) Bring Key Leaders on Board
- 2) Form or identify a broad-based local Coalition
- 3) Use data from all young people to understand protection, risk, outcomes
- 4) Identify prevention and health promotion priorities, create action plan
- 5) Implement the plan, collect data to monitor, celebrate success, course correct when needed

*Specific Milestones and Benchmarks support implementation every step of the way.*



European Monitoring Centre  
for Drugs and Drug Addiction

EMCDDA PAPERS

# **Communities That Care (CTC): a comprehensive prevention approach for communities**



## Databank Effectieve Jeugdinterventies

FOR HEALTHY YOUTH DEVELOPMENT

De databank Effectieve Jeugdinterventies bevat 224 programma's voor hulp bij opgroeien en opvoeden. Deze interventies zijn door een onafhankelijke erkenningscommissie beoordeeld.

### Zoek op onderwerp

Waar moeten de interventies zich op richten?



### Zoek op naam

Hoe heet de interventie?



## Xchange prevention registry

### About the Xchange prevention registry

Xchange is an **online registry of evidence-based prevention interventions**. Use the options below to find prevention programmes or strategies. Find here [a toolbox for implementers](#) to make their interventions ready for inclusion in Xchange and fitter for real-life use. [Read more about Xchange here](#).

### Our partners



The Xchange prevention registry is a collaborative effort between the EMCDDA and a number of partner organisations. [Learn more about our partners here](#).

Search for programmes



by age group



by setting



by outcomes targeted



by risk factor



All

All

All

All

Reset search form



Grünes Licht  
für Prävention

# Main Challenges for Using CTC in the European Context



- 1) number and quality of prevention programme evaluations, availability of menus and databases about effective programmes
- 2) dealing with legal, political and structural differences
- 3) capacity regarding training and technical assistance for communities



# Thank you very much for your attention!

## Communities That Care EU

With the financial support of the Prevention of and Fight against Crime Programme  
European Commission - Directorate General Home Affairs



Youth Survey

Effective Programmes

Implementation

Partner

About

## Communities That Care (CTC)

community-change process for preventing youth violence, delinquency, alcohol & drug use,  
and promoting well-being – through tested & effective programmes and policies

[www.ctc-network.eu](http://www.ctc-network.eu)