



PREVENTION RESEARCH CENTER

FIVE-YEAR ANNIVERSARY REPORT

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DIRECTOR'S LETTER

In 1998, just five years ago, the Prevention Research Center was established in Penn State's College of Health and Human Development, devoted to the study and evaluation of prevention programs and research. Its mission was to share findings with audiences ranging from local communities and state policy makers, to national practitioner organizations and academic peers. The focus of these programs was on children—those at risk of substance abuse, violence, teenage pregnancy, poverty, and the other conditions that can take hold of vulnerable youth as they develop toward adulthood. Researchers at the Center continue to work in partnership with local schools and local and state organizations, receive funding from foundations, federal and state agencies, and nonprofit organizations, and design and implement program evaluations and research studies that have borne fruit toward ensuring the well-being of children.

Faculty efforts focus on the following activities: (1) longitudinal, developmental research on risk and protective factors and their relation to well-being and maladaptation; (2) research to better understand how communities can work together with families, schools, community groups (social service, youth groups, the faith community), and industry to promote healthy lifestyles for children, youth and families; (3) collaborations with Pennsylvania communities to design, implement, and evaluate preventive interventions; (4) clinical trials of innovative models to promote competence and prevent maladaptive outcomes for children, adolescents, families, and communities; (5) prevention research activities within the College of Health and Human Development and the promotion of prevention research throughout the Penn State system; (6) policy-relevant information on best practices in prevention to federal, state, and local governments; and

(7) assistance to communities on the development, implementation, and evaluation of prevention programming.

From the outset, one of the Center's major foci has been on training the next generation of prevention scientists. Research seminars on prevention science are hosted regularly, and support is provided for graduate and faculty fellowships and conferences. Center activities are funded by a combination of College funds, permanent endowment, and active research grants. Commitment to outreach includes the provision of policy-relevant information on best practices in prevention to state, federal, and local governments. In addition, Prevention Research Center faculty and staff provide consultation and technical assistance to numerous local communities on the development, implementation, and evaluation of community-based prevention programs.

As we look back at the Center's first five years, and plan for the future, we wish to thank all those individuals and organizations who have guided, collaborated with, and supported us to where we are today—a leader in higher education-based prevention activities in the United States.

Thank you!

Mark T. Greenberg

Director, Prevention Research
Center for the Promotion of
Human Development

and

Edna Peterson Bennett Chair & Professor of Human
Development and Family Studies



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PREVENTION RESEARCH CENTER FOR THE PROMOTION OF HUMAN DEVELOPMENT FIVE-YEAR ANNIVERSARY REPORT 1998–2003

In October 2003, we celebrated our five-year anniversary.

Letters of invitation were sent to educators, policy makers and childcare advocates from Pennsylvania and beyond to gather with Center faculty, staff, and students, and Penn State administrators at the Penn Stater Hotel and Conference Center on October 30 to mark the Center's fifth anniversary. More than 120 individuals participated in the daylong celebration. The day began with remarks by Former Pennsylvania First Lady Michele Ridge, director of strategic development and community prevention planning for Channing Bete Company, Inc. and national spokesperson for the Communities That Care® prevention planning system. Mrs. Ridge also was present at the opening ceremonies for the Center in 1998, and graciously returned to join in the anniversary celebration.



Former Pennsylvania First Lady Michele Ridge and Dr. Mark Greenberg prepare to kick off the Prevention Research Center's five-year anniversary celebration.

Her comments were followed by morning panel discussions on the development and evaluation of new national and international prevention programs and specific prevention initiatives in the greater Harrisburg area. Afternoon panel discussions focused on partnering with communities to develop/evaluate prevention programs and on the sustainability of prevention programs.



Greenberg presents a gift to Dr. J. David Hawkins to commemorate his presentation of the annual Bennett Lecture in Prevention Science.

The celebration culminated with the presentation of the annual Bennett Lectureship in Prevention Science. This year's lecture was presented by Dr. J. David Hawkins, School of Social Work Kozmetsky Professor of Prevention and director of the Social Development Research Group at the University of Washington, who spoke on "Prevention Science: Two Decades of Progress, Plenty of Challenges."

To see just how far the Center has progressed, we need to look back to its origins.

THE PREVENTION RESEARCH CENTER IN 1998

When the Prevention Research Center was established in the College of Health and Human Development at Penn State in 1998, it represented the culmination of a long-time mission for its director, Dr. Mark Greenberg. A Pennsylvania native, Mark had hoped to return to his home state to create an organization that would contribute solutions to issues endemic in so many American communities—substance abuse, teenage pregnancy, violence, health—by promoting the healthy development of children, reducing the prevalence of high-risk behaviors and poor outcomes for children, youth, and families, and engaging faculty and students from many different disciplines in community partnerships to benefit children. From the outset he was joined by his long-time colleague, Dr. Karen Bierman, Distinguished Professor of Psychology, who has served as the Associate Director for the Center, and by Dr. Celeno Domitrovich, who has served as the Assistant Director.

The partnerships that were initially forged involved families, schools, community groups (social service, youth groups, the faith community), and local government in promoting healthy lifestyles for children, youth, and families. Innovative models developed by Center associates were developed to promote competence and prevent maladaptive outcomes for children, families, and communities. In addition, the Center engaged in basic research on the development of risk and protective factors that influence healthy development vs. maladaptation. Further, the Center sought to stimulate interdisciplinary research and collaborative projects with Pennsylvania communities to develop effective ways to decrease risk factors in children, families, and their communities.

Why Penn State? There were several key reasons. First, the College of Health and Human Development

and the Department of Human Development and Family Studies had developed a strategic plan in which prevention science would play a key role. Second, Penn State faculty already included a substantial number of experts in prevention science. Third, two outstanding doctoral programs (Human Development and Family Studies and Biobehavioral Health) in the College of Health and Human Development attracted high-quality faculty and graduate students. Finally, the initiation of the Children, Youth, and Families Consortium (www.cyfc.psu.edu) provided new collaborative opportunities for research, training, and outreach for faculty interested in studying family and youth issues and concerns. This convergence of forces provided both the framework and support for the development of a major university initiative in prevention research.

The new Center was officially opened on April 28, 1998, by Pennsylvania's then First Lady Michele M. Ridge, Penn State President Graham B. Spanier, and Dr. Barbara Shannon, Schultz Dean of the College of Health and Human Development, at a ceremony in Old Main on Penn State's University Park campus.



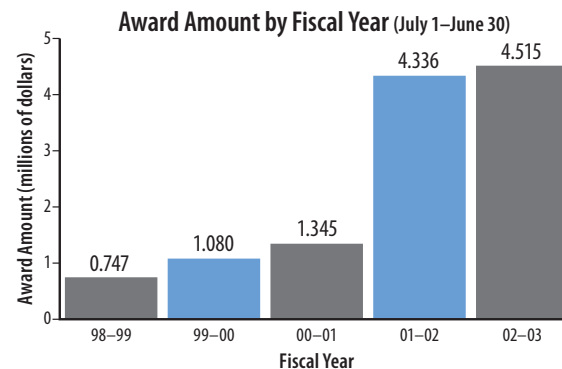
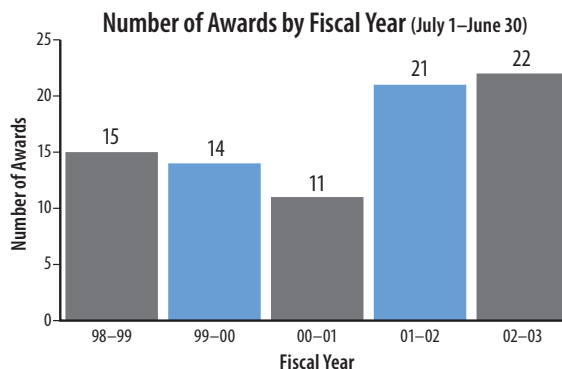
President Graham B. Spanier and Pennsylvania First Lady Michele Ridge reveal a commemorative poster marking the official opening of the College of Health and Human Development's new Prevention Research Center.
Photo: Greg Grieco

THE PREVENTION RESEARCH CENTER IN 2003

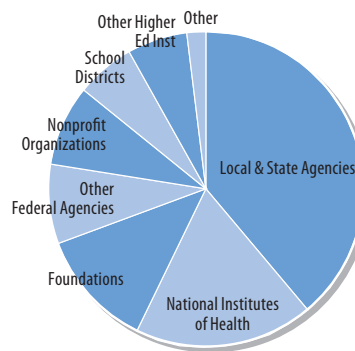
During its first five years, the Prevention Research Center has become the locus of research, technical assistance, and program development in prevention science in Pennsylvania. All of the activities described earlier continue today, but at a broader scale. The Center has offices and staff in State College, Harrisburg, and York. A total of 19 faculty members, 16 full-time Ph.D.-level research associates, and 2 postdoctoral fellows are currently associated with the Center.

Funded Research at the Prevention Research Center

Over its first five years, Center associates have demonstrated their commitment to research, program development, and program evaluation by gaining grants and contracts from state and federal funders, including foundations, state and federal agencies, school districts, and many others. In 1998–1999, the Prevention Research Center received 7 grants totaling more than \$700,000. Five years later, in 2002–2003, the Center administered 22 grants for a total of \$4,515,162. This growth has continued—in 2003–2004, the Center now has 25 funded grants totaling approximately \$5,156,458. In addition, the Center currently co-shares 7 grants totaling \$4,632,000 with other colleges and centers at Penn State. Three graphics well represent the significant growth in the number and amount of awards. The first graphic shows the growth in the number of awards received by Prevention Research Center associates from the Center's inception in 1998, to 2003. The second displays the growth in research award amounts by fiscal year, for the period 1998–2003. The third figure shows the numbers of grants by type of funder over five years.



Prevention Research Center Funders by Type, 1998–2003



COMMUNITY-UNIVERSITY PARTNERSHIPS TO PROMOTE HEALTHY DEVELOPMENT

A central goal of the Prevention Research Center is to create long-term engagement with communities to create mechanisms by which measurable and sustainable systems change can occur for children and families in the Commonwealth. Many Center projects exemplify this goal. Here, we highlight three of these projects:

- The Capital Area Early Childhood Training Institute
- The Harrisburg Center for Healthy Child Development
- PROSPER

The Capital Area Early Childhood Training Institute

In 1999, the Prevention Research Center collaborated with the Capital Area Funders Group to develop a plan to fill the tremendous need to raise the quality of childcare for infants and toddlers. In January 2000, the Center and the Greater Harrisburg Area Foundation jointly opened the Capital Area Early Childhood Training Institute (CAECTI) with both private and public funding from a variety of funders in the Greater Harrisburg area and the state of Pennsylvania.

The Institute, directed by Dr. Richard Fiene, is a community-based initiative to provide training, outreach, and research to parents and care providers of children birth to five years of age. It is empowered by a broad-based community advisory board with representatives from local and state government, citizens, social service and childcare providers, local foundations, and other professionals working in research and service in early childhood. Located in Harrisburg, the Institute serves an eight-county area (Dauphin, Cumber-



Dr. Richard Fiene

land, Perry, Lancaster, Lebanon, York, Franklin and Adams Counties) of south central Pennsylvania with a special concentration on Dauphin, Cumberland, and Perry Counties. CAECTI works in conjunction with other training organizations, childcare centers, and public and private agencies that serve children and families in the eight-county region to ensure high-quality, well-coordinated training for childcare providers in this region.

The Institute develops and coordinates training sessions throughout the region, including: on-site mentoring and consultative sessions; workshops for caregivers and parents of infants, toddlers and preschoolers; seminars for directors of childcare programs; and an annual summer training institute. The Institute's website lists available training opportunities in the eight-county area, as well as links to other websites containing information for parents and care providers. The Institute advocates for and helps develop high-quality early childhood education training programs for childcare providers and parents throughout the region and the state. The Institute also coordinates with other early childhood training institutes and initiatives. The Institute has conducted ongoing evaluation research of its programs and other childcare programs in Pennsylvania and these reports are available on its website. Finally, the Institute also affords growing opportunities for Penn State researchers.

The Institute has experienced substantial growth since its origins. After three years of operations it has been involved in twelve separately funded training and evaluation projects throughout Pennsylvania. It now has over fifteen part-time and full-time staff. For more information about the Capital Area Early Childhood Training Institute, visit its website at ecti.hbg.psu.edu.



The Opening of the CAECTI (l-r): Dr. Mark Greenberg, JoAnn Lawer (Pennsylvania Department of Public Welfare), Dr. Richard Fiene, Janice Black (President/CEO, Greater Harrisburg Area Foundation), William Lehr, Jr. (Chairman, Greater Harrisburg Area Foundation)

The Harrisburg Center for Healthy Child Development

The Harrisburg Center for Healthy Child Development was established in 1999 to extend the Prevention Center's research efforts in the Capital Area. As an urban center coping with high rates of child and adolescent risk, Harrisburg is the site of numerous prevention-related projects.

Beginning in 1999, the Center has partnered with the Harrisburg School District, Dauphin County, and a variety of public and private agencies, including Hempfield Counseling, Head Start, and the Community Action Commission, to introduce and evaluate new preventive interventions as well as to create systems change to improve the delivery of services to children and families. Barbara Carl has served as the Associate Director of the Center since 2002.

Dauphin County Delinquency Prevention. The first project, Dauphin County Delinquency Prevention, was funded by the Governor's Partnership for Safe Children and was coordinated with the local Communities That Care Initiative and the Harrisburg School District. The project was designed to build social competence and reduce aggression in elementary school children living in neighborhoods with high rates of delinquency. Over a four-year period the project implemented the PATHS Curriculum with K-4th-grade teachers in three Harrisburg elementary schools. This program was supplemented with both parent education and mentoring provided by Big Brothers/Big Sisters to a limited number of students.

Building on this early success, four other substantial projects have been initiated by the Harrisburg Center in collaboration with the Harrisburg School District and other community partners.

Development and Evaluation of Preschool PATHS.

A central concern of the PRC is the development of preventive interventions that build children's social and emotional competence and resiliency. Led by Dr. Celene Domitrovich and with the close cooperation of the Capital Area Head Start Program, a new version of the PATHS Curriculum was developed for preschool children. Using a randomized trial design (that also included Lycoming-Clinton Head Start), findings indicated that new Preschool PATHS leads to improvements in children's knowledge about emotions as well as their social and emotional competence as judged by both teachers and parents. The early research on this model was funded by federal offices of Head Start; however, the area Head Start programs have now been fully implemented and are sustained through local funding.

COMMUNITY-UNIVERSITY PARTNERSHIPS TO PROMOTE HEALTHY DEVELOPMENT (CONTINUED)

REACH. One of the greatest concerns of communities is preparing children to be ready for schooling. Children showing greater readiness are much more likely to succeed throughout their formal education. The REACH Project, funded by the W. K. Kellogg Foundation, supports both the implementation of an innovative model of preschool programming intended to create long-term systems change, as well as the evaluation of this initiative. Led by Drs. Domitrovich and Greenberg, the evaluation is a multi-level model. At the first level, the project will follow the development of over 300 young children over a 6-year period to assess the model's effects on academic and social competence. The second level of evaluation, led by Dr. Linda Burton and researchers from the Center for Research on Diverse Family Contexts, qualitatively assesses the effects of REACH on the attitudes and behaviors of both teachers and parents. At the third level, Barbara Carl, Associate Director of the Harrisburg Center, is leading a process of evaluation of systems change that includes assessment of school district operations, as well as broader systems change that is planned between the school district and community agencies, families, and other stakeholders.

Safe Schools/Healthy Students. Conducted in coordination with the Harrisburg School District, the PRC provides training, technical assistance, and evaluation to the SS/HS project. This initiative has multiple goals that are intended to create system change that leads to improved prevention, mental health treatment, and academic outcomes for Harrisburg students. Led by Drs. Meg Small and Celene Domitrovich, this wide-ranging project involves a number of innovations, including the development of new models for assessing and tracking student social and academic functioning as well as the introduction and support of prevention programming from preschool to high school.

HOPE. Funded by the Center for Mental Health Services (HHS), HOPE is a collaborative initiative involving Dauphin County Mental Health, Harrisburg City Schools, and Penn State. The goals of HOPE focus on institutionalization of the PATHS curriculum in Harrisburg schools, training and technical assistance to behavioral health providers to initiate linkages between the language and goals of mental health prevention and treatment, and a community education program focused on improving the competence of children and caregivers to provide nurturing social and emotional environments for children.



Preschool PATHS Training at the Prevention Research Center

PROSPER Partnerships

In collaboration with Dr. Richard Spoth and his colleagues at Iowa State University, the Center has developed the PROSPER project. PROSPER stands for PROMoting School-community-university Partnerships to Enhance Resilience. The goal of PROSPER is to utilize the combined efforts of prevention scientists, the Cooperative Extension system, and local schools and community leaders to develop community partnerships that strengthen families and help young people avoid substance abuse and behavioral problems. The first five years of the PROSPER project have involved about 10,000 youth in 28 communities throughout Pennsylvania and Iowa. Penn State's portion of PROSPER includes an award of \$9.9 million from the National Institute on Drug Abuse.

The PROSPER project promotes the development of sustainable partnerships among schools, communities and universities, in order to facilitate the delivery of evidence-based interventions designed to reduce adolescent substance use and problem behaviors and to promote youth competence. The need for PROSPER is clearly indicated by the alarming prevalence of youth substance use and related problems in both rural and urban areas. In response, numerous programs and practices intended to prevent youth substance use have been developed and widely disseminated. However, few of these programs have been carefully evaluated, and fewer still have been shown to be effective. PROSPER creates and strengthens linkages between the two existing systems for the delivery of preventive interventions with universal reach in the U.S., namely, the Cooperative Extension System and the public school system.

The PROSPER project supports the development of local partnership teams in seven Pennsylvania school districts. The teams—made up of school leaders, Cooperative Extension staff, parents, community leaders, students and health and social service providers—identify needs and offer evidence-based programs to improve the health and well-being of middle-school and high-school students. In seven other Pennsylvania school districts, local teams will receive technical assistance to implement similar programs following a three-year waiting period.

The first phase of PROSPER involves the development of school/community-university partnerships in selected communities in Iowa and Pennsylvania. A randomized trial is evaluating the effectiveness of the model on a range of outcomes, including youth competencies and problem behavior reduction. Also, the relationship between partnership functioning and intervention outcomes is being examined. Using the first phase results as a guide, the second phase will entail (a) an expansion to additional sites in Iowa and Pennsylvania and, most importantly, (b) the gradual inclusion of an increasing number of states, as part of a national network of partnerships. Participating PRC and Penn State faculty involved in PROSPER include Mark Greenberg (PI), Karen Bierman (Co-PI), Mark Feinberg (Research Director), Janet Welsh (Intervention Director), and Daniel Perkins, Claudia Mincemoyer, and Marilyn Corbin from the College of Agricultural Sciences and Cooperative Extension.

RESEARCH THAT INFORMS POLICY

From the outset, a strategic goal of the Center was to engage with policy makers to improve decision-making for children and families based on current scientific knowledge. Two projects highlight these efforts:

- The Early Childhood Care and Education Task Force
- Preventing Mental Disorders in School-Age Children

University Children's Policy Collaborative: The Early Childhood Care and Education Task Force

In 1999, the PRC joined with nationally recognized researchers from the University of Pittsburgh Office of Child Development and the Temple University Center for Public Policy to form the Universities Child Policy Collaborative (UCPC). UCPC was initiated to provide cross-university capability and cooperation in providing policy-relevant research on issues related to children and families to the state of Pennsylvania. Formed by the three major state-related universities, UCPC has built a matrix of research capabilities and a network of colleagues here and nation-wide to answer the most pressing questions about advancing the well-being of Pennsylvania's young children.

In April 2002 Governor Mark Schweiker created the 33-member Early Childhood Care and Education Task Force, which was empowered to provide recommendations for the future of early childhood services in Pennsylvania. The Governor's Office asked UCPC to play a key role in assisting the task force and Dr. Greenberg and the PRC led and coordinated the overall effort, which examined existing and potential programs and services for children from birth to age 8 and made recommendations for improving educational opportunities for children. Penn State contributors to UCPC included Dr. Richard Fiene

and Dr. E. Michael Foster, Associate Professor of Health Policy and Administration.

The task force submitted two reports in 2002. The first, *Early Care and Education: The Keystone of Pennsylvania's Future*, detailed research findings from four studies conducted by UCPC and cited four key factors in ensuring that Pennsylvania's children enter school ready to learn: gubernatorial leadership and vision; key components of school readiness: early care and education, health and family supports; foundation elements that assure progress toward the goal; and public information and engagement.

The second report, led by Dr. Fiene and entitled *Quality of Early Childhood Education Programs in Pennsylvania*, was the first comprehensive quality study completed in Pennsylvania that provided an evaluation of the services currently provided to children and outlined recommendations for developing baseline quality expectations for all early childhood programs. The survey of 372 early care and education providers found: 80 percent of care in Pennsylvania has been rated minimal or adequate at best; only 20 percent was rated good; Head Start's quality was significantly higher than all other forms of early care and education; 46 percent of Head Start programs are of high quality; preschool programs scored significantly higher on quality than did childcare centers and homes; and the quality of childcare centers and family/group childcare homes decreased since the mid-1990s.

UCPC research indicated areas that must be addressed to improve the quality of Pennsylvania's early care and education delivery system:

- **Teacher education:** Individuals with college degrees provide a much higher level of quality than

individuals with a high school diploma; however, in Pennsylvania, only 58 percent of teachers have early education degrees.

- **Planned curriculum:** More than 90 percent of childcare centers, Head Start sites, preschools and group homes reported use of a written program guide or curriculum, while about 50 percent of the family homes and legally unregulated providers reported using written sources to plan activities.
- **Accreditation:** Since this report Pennsylvania has fully launched its Keystone Stars quality improvement program to recognize childcare providers who exceed state health and safety licensing requirements. This incentive program may help contribute to a rise in the level of quality offered to children by licensed childcare providers.

For more information on the Early Childhood Initiative or to view the task force reports, visit the Prevention Research Center's web site at www.prevention.psu.edu.



Mr. Rogers and friends from the Early Childhood Care and Education Task Force

Preventing Mental Disorders in School-Age Children

PRC researchers conducted a review for the U.S. Department of Health and Human Services' Center for Mental Health Services on the effectiveness of prevention programs for reducing mental health problems in school-age children. The review was co-authored by Drs. Mark Greenberg and Celine Domitrovich, and Brian Bumbarger.

Thirty-four different programs were identified and found to significantly reduce aggression, depression, and anxiety and improve behavior and problem-solving skills. This good news shows the potential promise of widespread prevention programs to reduce mental disorders and behavior problems in childhood in a manner similar to what our nation has done to reduce heart disease and cancer.

The report also identified several characteristics shared by effective programs. Effective universal prevention programs (programs that were addressed to broad populations of children, families, and schools) focused on teaching emotional self-regulation as well as thinking and decision-making skills that improve social and emotional competence. Effective programs also created changes in the school and family ecology that supported the use and reinforcement of these new skills. Finally, they lasted one or more school years and were used regularly. The review also found ten programs that have successfully reduced the risk for conduct problems. Disorders of conduct are one of the most prevalent and stable child psychiatric disorders.

In addition, the review found several programs that have successfully reduced depressive symptoms, including programs that have reduced symptoms of anxiety and risk for suicide. These effective pro-

THE BENNETT ENDOWMENT

grams focus on teaching children and youth how to alter and utilize more effective thinking and behavioral coping strategies. The programs also showed children and adolescents how to more effectively use the support of others in times of stress. In addition, other programs were identified that successfully impact children experiencing the stress-related

effects of divorce or childhood bereavement that often manifest themselves in mental or behavioral problems.

The report, *Preventing Mental Disorders in School-Age Children*, is available under the publications' link on the Center's website at www.prevention.psu.edu.

The Bennett Endowment

A \$5 million commitment to Penn State's College of Health and Human Development from alumna Edna Bennett Pierce supports a variety of University and College efforts aimed at improving the health and welfare of children and adolescents. Bennett Pierce directed \$4 million of the total gift to an endowment for teaching, research and outreach programs involving children and adolescents. The endowment funds graduate and faculty fellowships, and provides other enhancements to the work of the Prevention Research Center.



Edna Bennett Pierce

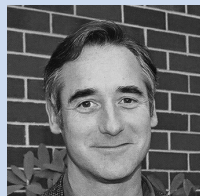
A resident of Wilmington, Delaware, and a civic leader and philanthropist, Bennett Pierce is a member of the "Famous 500," the first freshmen class of

women admitted to Penn State following World War II. She earned her bachelor's degree in home economics with an emphasis in child development in 1953. Her husband, C. Eugene Bennett, who died in 1996, began his doctoral studies in analytical chemistry at Penn State in 1951.

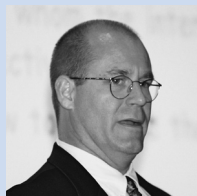
As a result of the generosity of the Bennett Endowment, the Center initiated a program of Graduate Prevention Fellowships. These fellowships last for one academic year and are awarded on a competitive basis.

Prevention Faculty Fellows

Clancy Blair, Ph.D.
Doug Coatsworth, Ph.D.
Scott Gest, Ph.D.
Kathy Hood, Ph.D.
Rukmalie Jayakody, Ph.D.
Jennifer Maggs, Ph.D.



Clancy Blair, Ph.D.



Doug Coatsworth, Ph.D.



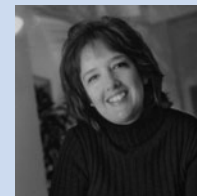
Scott Gest, Ph.D.



Kathy Hood, Ph.D.



Rukmalie Jayakody, Ph.D.



Jennifer Maggs, Ph.D.

The Bennett Lectureship

One of the Center's most visible outreach efforts is the Bennett Lectureship in Prevention Science. This annual lecture recognizes a leading scientist in this field. The Inaugural 2002 Bennett Lecturer in Prevention Science was Sir Michael Rutter, research professor of developmental psychotherapy at the University of London's Institute of Psychiatry. He spoke on the "Prevention of Psychological Dysfunction: Interfaces among Pessimism, Optimism and Realism."

Sir Rutter's research has explored resilience in relation to stress, developmental links between childhood and adult life, schools as social institutions, reading difficulties, psychiatric genetics, neuropsychiatry, infantile autism, effects of deprivation on Romanian orphan adoptees, and psychiatric epidemiology. He has published 38 books and more than 140 chapters and 300 scientific papers related to his research and serves on the editorial boards of nearly 20 journals.

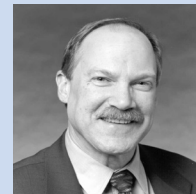


Sir Michael Rutter

Sir Rutter was elected a Fellow of the Royal Society in 1987 and was president of both the Society for Research in Child Development and the International Society for Research in Child and Adolescent Psychiatry. He has received honorary degrees from a dozen colleges and universities in Europe and the United States. He was knighted in January 1992.

The 2003 lecturer was Dr. J. David Hawkins, School of Social Work Kozmetsky Professor of Prevention and Director of the Social Development Research Group, University of Washington, Seattle. The title of his presentation was "Prevention Science: Two Decades of Progress, Plenty of Challenges."

Dr. Hawkins' research focuses on understanding and preventing child and adolescent health and behavior problems. He seeks to identify risk and protective factors for health and behavior problems across multiple domains; to understand how these factors interact in the development or prevention of problem behaviors; and to test comprehensive prevention strategies that seek to reduce risk through the enhancement of strengths and protective factors in families, schools, peer groups and communities.



Dr. J. David Hawkins

Since 1981 he has been conducting the Seattle Social Development Project, a longitudinal prevention study based on his theoretical work. Dr. Hawkins is the developer of the "Communities That Care" program, co-developer of the Social Development Model, a theory that provides a foundation for positive development and delinquency and drug abuse prevention, and co-author of "Preparing for the Drug (Free) Years" and "Parents Who Care" prevention programs.

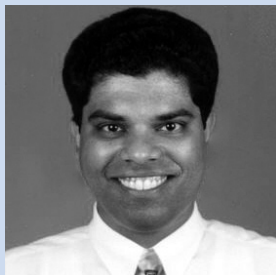
He is President of the Society for Prevention Research, and has served on numerous state and federal committees. He was awarded the 1999 Prevention Science Award from the Society for Prevention Research, 1999 August Vollmer Award, and the 2003 Paul Tappan Award from the Western Society of Criminology.

THE CENTER'S COMMITMENT TO GRADUATE TRAINING & OUTREACH

The Prevention Research Center is committed to rigorous training of the next generations of prevention scientists. This involvement includes both pre- and post-doctoral training programs that focus on collaborations with experienced mentors and emphasize growth in the number of externally funded studies that include funds to train students in prevention research. By following this mission, the Center seeks to strengthen the nation's supply of prevention researchers by preparing a core of well-prepared scholars in prevention science. Our goal is to ensure that each student is ready to launch his or her research career with the requisite skills for

scholarly publication, teaching, conference presentation, and grant proposal development.

Through enrollment in graduate programs and experience in funded research projects, pre- and post-doctoral students are trained to conceptualize problems and questions for study, design research studies, understand and apply appropriate data analysis, write for publication and proposal development, and collaborate on interdisciplinary teams. These skills are acquired through a combination of structured experiences (coursework, seminars, workshops) and mentorship.



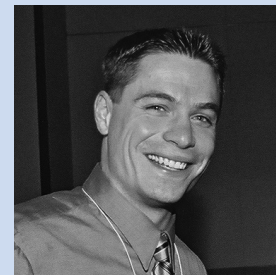
Brendan Gomez



Sarah Meyers



Richard Puddy



Nathan Riggs

Graduate Prevention Fellows

2002–2003

Nicole Freeman
Brendan Gomez
Cori-Ann Lupino
Sarah Meyers

2001–2002

Jacinda Dariotis
Nathan Riggs
Rachel Peters
Eliot Rosenbloom

2000–2001

Tanja Affifi
Beth Cerrito
Dawn Stauffer

1999–2000

Jan Corey
Rebecca Cortes
Liane Pena
Nathan Riggs

1998–1999

Jennifer Brooks
Devon Corneal
Chin-Ming Kam
Joseph Novotny

Postdoctoral Fellows

2003

Richard Puddy, Ph.D.

2002–2003

Nathan Riggs, Ph.D.

2001–2003

Janean E'guya
Dilworth, Ph.D.

PREVENTION SEMINARS

As part of its mission to promote prevention science through the training of next-generation prevention researchers, the Prevention Research Center conducts weekly seminars for Penn State graduate students and faculty. The seminars feature speakers from around the University who are engaged in prevention research, talks by visiting scientists and state officials concerned with prevention programming, discussion of prevention research issues, and presentations by graduate students involved in Prevention Research Center activities.

Seminars and Workshops Hosted by the Prevention Research Center, 1998–2003

1998

Mark Greenberg, Ph.D., Bennett Chair of Prevention Research, and Director, Penn State Prevention Research Center

Michael A. Smyer, Ph.D., Dean, Graduate School of Arts and Sciences, Boston College, jointly sponsored with the Gerontology Center, “Public policy as a preventive strategy, NHRA: Did it work?”

Wayne Osgood, Ph.D., Professor of Crime, Law, and Justice, Penn State

Susan Youtz, D.Ed., RN, Director, Rural Nursing Program, Penn State, “The evolution of a rural health outreach initiative in Huntingdon County, PA”

Karen Bierman, Ph.D., Director, Fast Track Program–PA, Penn State

Sukhdeep Gill, Ph.D., Leonard Parker Pool Prevention Fellow, Research Associate, Penn State Prevention Research Center, “Evaluation of an early Head Start program in Lehigh Valley”

Sherri Willis, Ph.D., Professor of Human Development – Gerontology, Penn State, “The ACTIVE project: A clinical trial in cognitive aging”

Andrew Tershakovec, M.D., Associate Professor, Department of Pediatrics, University of Pennsylvania School of Medicine

Jim Connell, Ph.D., Institute for Research on Reform in Education, Philadelphia, PA

Edward Smith, Dr.PH., Associate Professor of Human Development, Penn State

Tena L. St. Pierre, Ph.D., Associate Professor of Agricultural & Extension Education, Penn State, “SMART Moves: A prevention program for boys and girls clubs”

Kathy Hirsh-Pasek, Ph.D., Professor of Psychology, Temple University, “Effects of early child-care on cognition and language development”

Lori Bechtel, Ph.D., Professor of Biobehavioral Health, Penn State Altoona, “From curricular development to school health advocacy”

1999

Mark Greenberg, Ph.D., Bennett Chair of Prevention Research, Director, Penn State Prevention Research Center

Celene Domitrovich, Ph.D., Assistant Director, Penn State Prevention Research Center

Carla Walls, Associate Director, Harrisburg Center for Healthy Child Development, “Exposure to a community-level HIV prevention intervention: Who gets the message”

Edward Smith, Dr.PH., Director of Evaluation, Penn State Prevention Research Center, “Experimental, quasi-experimental, and party designs: Evaluating PA’s abstinence programs”

Paul Amato, Ph.D., Professor of Sociology, Penn State

Daphne Minner, Ph.D., Research Associate, Penn State Prevention Research Center, “Evaluating implementation fidelity: How do you do it?”

Matthew Sanders, Ph.D., University of Queensland, “Family intervention and the prevention of child psychopathology”

Tony D’Augelli, Ph.D., Professor of Human Development and Family Studies, Penn State, “Queer adolescents: Implications for prevention research and practice”

Monica Rodriguez, Ph.D., and **Nancy Jakabowick**, Ph.D., State University of NY at Albany, “Promoting effective self-regulatory strategies and positive life goals in early adolescence”

John W. Graham, Ph.D., Professor of Biobehavioral Health, Penn State, “Preventing alcohol-related harm in college students”

Dena Swanson, Ph.D., Assistant Professor of Human Development and Family Studies, Penn State, “Mentoring programs, relationships, and adolescence”

PREVENTION SEMINARS (CONTINUED)

John Swisher, Ph.D., Professor of Education, Penn State

Nancy Landale, Ph.D., Associate Professor of Sociology, Penn State, "Infant health outcomes among Puerto Ricans"

Eva Lefkowitz, Ph.D., Assistant Professor of Human Development and Family Studies, Penn State

Ralph Tarter, Ph.D., Professor, University of Pittsburgh

Steven Zarit, Ph.D., Associate Director, Penn State Gerontology Center, and Professor of Human Development, Penn State, "The success of prevention with the elderly: Lessons for other age groups?"

William Boyd, Ph.D., Distinguished Professor of Education, Penn State, "Improving student outcomes in a socially toxic environment: How much can schools do alone?"

Frank Worrell, Ph.D., Coordinator, School Psychology Clinic, Assistant Professor of Education, Penn State

Michelle Miller-Day, Ph.D., Department of Speech Communication, Penn State, "Ethnically sensitive approaches to adolescent drug use prevention"

Clancy Blair, Ph.D., Assistant Professor of Human Development, Penn State

Gary King, Ph.D., Associate Professor of Biobehavioral Health, Penn State

2000

Mark Greenberg, Ph.D., Bennett Chair of Prevention Research, and Director, Penn State Prevention Research Center

David Conroy, Ph.D., "Patterns of introjection associated with fear of failure: Implications for prevention"

Mark Feinberg, Ph.D., Research Associate, Penn State Prevention Research Center, "Developing a new intervention to reduce antisocial behavior: Collaborating with childbirth educators to teach co-parenting skills to expecting parents"

Emma Motrico, Ph.D., "Parenting Styles During Adolescence"

Linda Caldwell, Ph.D., Professor of Hotel and Recreation Management, Penn State

Cynthia Stifter, Ph.D., Assistant Professor of Human Development and Family Studies, Penn State

Gary Gottfredson, Ph.D., President, Gottfredson Associates, Inc., "National study of delinquency prevention in schools"

Scott Gest, Ph.D., Assistant Professor of Psychology, Arizona State University

David Schwebel, Ph.D., University of Washington School of Medicine, "Temperament and ability estimation as predictors of children's unintentional injuries"

JoAnn Robinson, Ph.D., Associate Professor of Pediatrics, University of Colorado Health Sciences Center, "Emotional vitality in infants and toddlers: Associations with later development and effects of early interventions"

Tasha Snyder, Ph.D., Assistant Professor of Rural Sociology, Penn State, "ELECT Program"

Celene Domitrovich, Ph.D., Assistant Director, Penn State Prevention Research Center

George Farkas, Ph.D., Professor of Sociology, Penn State

Carol Hammer, Ph.D., Associate Professor of Communication Disorders, Penn State

2001

Eric Loken, Ph.D., Instructor of Human Development and Family Studies, Penn State, "Can coaching help children qualify as gifted? Academic interventions designed to improve performance on the SAT"

Edward Smith, Dr.PH., Director of Evaluation Research, Penn State Prevention Research Center, "The ADAPT drug prevention trial: Results from year one"

Meg Small, Ph.D., Research Associate, Penn State Prevention Research Center, "Preventing problem behaviors: An overview of two federal agencies' history, structure, and strategy"

Mark Feinberg, Ph.D., Research Scientist, Penn State Prevention Research Center, "The efficacy of PA Communities That Care"

Jean Dumas, Ph.D., Distinguished Professor of Psychology, Penn State, "Parenting classes as prevention of child behavior problems: Engaging and retaining parents who are not asking for help"

Jim Derzon, Ph.D., Hamilton Fish Center on Violence Prevention

Diane Clark, Ph.D., Department of Psychology, Shippensburg University, "Girls in trouble: A gender analysis of early predictors for school removal, conduct disorder and later negative consequences"

Mary Dozier, Ph.D., Professor of Psychology, University of Delaware, and Director, Center for Early Experience, "Coping with disruptions in care: The challenge for young foster children"

Karen Bierman, Ph.D., Director, Consortium for Children, Youth and Families, and Distinguished Professor of Psychology, Penn State, "Using clinical judgment in adaptive preventive intervention design"

Janet Welsh, Ph.D. and **Celene Domitrovich**, Ph.D., Penn State Prevention Research Center, "The Tyrone Safe Schools Healthy Students Project: A federal inter-agency grant to reduce violence and improve students' competencies"

Daniel Perkins, Ph.D., Associate Professor of Agricultural and Extension Education, Penn State, "Extension and applied research: A natural fit"

Dixie Winters, Ph.D., Instructor, Penn State York, "Stop the bullying"

Kathleen Fisher, Ph.D., Assistant Professor, Hershey Medical School, "Developing an interactive board game to promote farm safety among Amish children"

Sukhdeep Gill, Ph.D. and **Jim Johnson**, Ph.D., Penn State York

Norma Keller, Executive Director, United Nations Rights of the Child

Richard Fiene, Ph.D., Director, Capital Area Early Childhood Training Institute, "The effectiveness of an infant mentoring project"

Doug Coatsworth, Ph.D., Assistant Professor of Human Development and Family Studies, Penn State

2002

Carl Kallgren, Ph.D., Director of Administration and Outreach, Center for Organizational Research & Evaluation (CORE), Penn State Erie, The Behrend College, "The CORE model of social intervention: A university-community partnership action plan"

E. Michael Foster, Ph.D., Associate Professor of Health Policy and Administration, Penn State

Tom O'Connor, Ph.D., Departments of Child & Adolescent Psychiatry and Social, Genetic, and Developmental Psychiatry, Institute of Psychiatry, London, "Evidence of long-term effects of early experience: Analyses of human data using animal models of early stress exposure"

Mark Greenberg, Ph.D., Bennett Chair of Prevention Research, and Director, Penn State Prevention Research Center, "Assessing the quality of early childhood services in Pennsylvania: The Governor's Task Force"

Sharon Landesman Ramey, Ph.D., The Susan H. Mayer Professor of Child and Family Studies, and Director, The Georgetown Center on Health and Education, Georgetown University, "Intensive interventions to enhance children's development: behavioral and biological evidence"

Joan McCord, Ph.D., Professor of Criminal Justice, Temple University, Philadelphia, PA, "How family matters: A report from a longitudinal study"

Ty Ridenour, Ph.D., Research Associate, Penn State Prevention Research Center, "The assessment of liability and exposure to substance use and antisocial behavior (ALEXA): Background and progress"

Sir Michael Rutter, Ph.D., Professor, Institute of Psychiatry, London, "Prevention of psychological dysfunction: Interfaces among pessimism, optimism, and realism"

Michelle DyKlyen, Ph.D., Office of Population Research, Princeton University, "Describing the most fragile families: Their parenting partnerships, resources, and mental health"

Elizabeth Cauffman, Ph.D., Assistant Professor of Psychiatry, Law & Psychiatry Research, Western Psychiatric Institute & Clinic, University of Pittsburgh, "Mental health issues among juvenile offenders"

Ann J. Ward, MA, Regional Director, and Co-Principal Investigator, The Appalachia Cancer Network, "Cancer clinical trials: Perceptions of rural Appalachians and implications for research"

Heather Cecil, Ph.D., Associate Professor, Penn State Harrisburg, "Reliability and validity of a sexual victimization scale for adolescents: The Sexual Experiences Survey"

David Schultz, Ph.D., Bloomberg School of Public Health, Johns Hopkins University, "Perceiving the angry face: Basic research into kids' development"

PREVENTION SEMINARS (CONTINUED)

Michael L. Hecht, Ph.D. and **Elvira Elek-Fisk**, Ph.D., Department of Speech Communication, and **David A. Wagstaff**, Ph.D., Methodology Center, Penn State, "Cultural appropriateness in drug prevention: an evaluation of the 'Keepin' it REAL' curriculum of the Drug Resistance Strategies Project"

Sherri Willis, Ph.D., Professor of Human Development and Family Studies, Penn State

Laura Ferrer-Wreder, Ph.D., Assistant Professor, Penn State Harrisburg, "Prevention science and theory building"

Ron Prinz, Ph.D., Professor of Psychology, University of South Carolina, "Improving parenting in the population: Should we pursue the high-risk or universal approach?"

Jane Gillham, Ph.D., Research Associate and Co-Director, The Penn Resiliency Project, Department of Psychology, University of Pennsylvania, and Visiting Assistant Professor, Psychology Department, Swarthmore College, "Prevention of depression in adolescents"

Elias Mporfu, Ph.D., C.R.C., Associate Professor of Rehabilitation Services, Department of Counselor Education, Penn State, "Treatment of conduct disorder in children: Practices in an African context"

Rebecca Wells, Ph.D., MHSA, Assistant Professor of Health Policy and Administration, Penn State, "The Center for Substance Abuse Prevention's RADAR Network as a strategy for disseminating effective prevention practices"

2003

Cal Izard, Ph.D., Unidel Professor of Psychology, University of Delaware

Pnina Klein, Ph.D., Professor of Education and Early Childhood Development, Bar-Ilan University, Israel, "Combining affect, cognition, and culture in early childhood education and care"

Scott Gest, Ph.D. and **Janet Welsh**, Ph.D., Penn State Prevention Research Center, "Social competence and peer affiliation patterns as predictors of within-year changes in attitudes about school"

Hiro Yoshikawa, Ph.D., Assistant Professor of Psychology, New York University, "Effects of welfare and anti-poverty policies on children's development: Towards a dynamic systems perspective"

Janine M. Zweig, Ph.D., Senior Research Associate, Labor and Social Policy Center, The Urban Institute, "An evaluation of victim service programs assisting domestic violence and sexual assault survivors: The case of STOP-funded communities"

Laura Foster, Ph.D. and **Bruno Anthony**, Ph.D., Child and Adolescent Psychiatry, University of Maryland, Baltimore, "Considering contextual effects in research and interventions with preschool children"

Gail Ritchie, M.S.W., Center for Mental Health Services, Substance Abuse Mental Health Services Administration, "Integrating prevention science into community programs: An evolving federal perspective"

Karen Bierman, Ph.D., Director, Penn State Children, Youth, and Families Consortium, and Distinguished Professor of Psychology, Penn State, "Early disruptive behaviors associated with emerging antisocial behavior among girls"

Sandra Azar, Ph.D., Professor of Psychology, Penn State, "A cognitive behavioral approach to understanding child maltreatment"

Meg Small, Ph.D., Research Associate, Penn State Prevention Research Center, "Creating demand for evidence-based interventions: Using prevention science to influence funders"

J. David Hawkins, Ph.D., School of Social Work Kozmetsky Professor of Prevention, and Director of the Social Development Research Group, University of Washington, Seattle, "Prevention science: Two decades of progress, plenty of challenges"

CENTER PROJECTS

Starting in 1998

■ Evaluation of Pennsylvania Communities That Care

Evaluation of the Commission's innovative "Communities That Care" initiative—a community-based program to promote healthy outcomes in youth currently operating in 47 sites across 34 counties in the Commonwealth of Pennsylvania.

Principal Investigator: Greenberg

Funder: Pennsylvania Commission on Crime and Delinquency

■ Preventing Mental Disorders in School-Age Children

Review of the effectiveness of prevention programs for reducing mental health problems in school-age children.

Principal Investigator: Greenberg

Funder: Johns Hopkins University, National Institutes of Health

■ PATHS

PATHS (Promoting Alternative Thinking Strategies) is a program designed to improve the social, emotional, and cognitive competence of elementary-age children.

Principal Investigator: Greenberg

Funder: Community Action Commission

Starting in 1999–2000

■ Lehigh Valley Early Head Start Program Evaluation

Evaluation of the Early Head Start Program being implemented through Community Services for Children (CSC), Bethlehem, PA.

Principal Investigator: Gill

Funder: Dorothy Rider Pool Health Care Trust

■ Capital Area Early Childhood Training Institute

The first in a series of grants to fund the Capital Area Early Childhood Training Institute.

Principal Investigator: Greenberg; Feine

Funder: Greater Harrisburg Area Foundation

■ The ELECT Feasibility Study

Feasibility study to determine if young women who participated in Pennsylvania's ELECT program could be re-contacted and interviewed one to five years after leaving the program.

Principal Investigator: Smith

Funder: Center for Schools and Communities

■ Prevention Seminars for School Administrators

A series of prevention training seminars targeted to school superintendents, building principals, and school board members.

Principal Investigator: Greenberg

Funder: Pennsylvania Commission on Crime and Delinquency

■ Bedford County (PA) Early Head Start Program Evaluation

An evaluation of the Allegheny Lutheran Social Ministries Early Head Start Program.

Principal Investigator: Gill

Funder: Allegheny Lutheran: Social Ministries of Bedford County

■ Promoting Social and Emotional Competence in Head Start Children and Their Families

A partnership with two Pennsylvania Head Start sites (Lycoming-Clinton and Capital Area) to develop, implement, and evaluate a teacher-implemented, school-based prevention program to meet the mental health needs of Head Start children.

CENTER PROJECTS (CONTINUED)

Principal Investigator: Greenberg

Funder: National Institutes of Health

■ Evaluation of Philadelphia Healthy Families

An evaluation of the efficacy of the Philadelphia Region Healthy Families Initiative (PRHFI).

Principal Investigator: Greenberg

Funder: William Penn Foundation

■ A Comprehensive Plan to Promote Safe Schools and Healthy Students in Rural PA

An evaluation of the implementation and outcomes of a comprehensive prevention strategy (universal social-emotional curriculum, academic support programs, school-based mental health services, therapeutic in-school suspension program) designed to involve the educational, social service, and law enforcement agencies in a coordinated effort to reduce violence and promote the health of children and families in a small, rural community.

Principal Investigator: Domitrovich

Funder: Tyrone Area School District

Starting in 2000–2001

■ Formative Evaluation of the CyberStart Initiative

An evaluation of a Pennsylvania state government program that was developed to provide resources for computer-based teaching and learning in pre-school programs across the state.

Principal Investigator: Blair

Funder: Center for Schools and Communities

■ Evaluation of Healthy Families of Harrisburg Project

Principal Investigator: Greenberg

Funder: Hempfield Counseling Associates

■ Research-based Delinquency and Violence Prevention

Principal Investigator: Greenberg

Funder: Community Action Commission

■ Blueprints for Violence Prevention

Principal Investigator: Greenberg

Funder: Pennsylvania Commission on Crime and Delinquency

■ Lycoming-Clinton Head Start Family Child Care Mentoring Evaluation

Principal Investigator: Fiene

Funder: Lycoming Head Start

■ Evaluation of the Marine Corps' New Parent Support Program

An evaluation, with J&E Associates as well as the Marine Corps, of the Marine Corps' New Parent Support Program.

Principal Investigator: Greenberg

Funder: U.S. Marine Corps

Starting in 2001–2002

■ Study of Implementation in Social-Emotional Learning Prevention Programs

Principal Investigator: Greenberg

Funder: Committee for Children

■ Psychophysiology of Adaptation: Children in Head Start

A longitudinal examination of physiological and psychological correlates of the adjustment to school in children in Head Start.

Principal Investigator: Blair

Funder: National Institutes of Health

■ Evaluating Pennsylvania's Pregnant and Parenting Teen Initiative

An evaluation of the short-term outcomes to adolescent mothers participating in Pennsylvania's Pregnant and Parenting Teen program.

Principal Investigator: Smith

Funder: Center for Schools and Communities

■ Child Rearing Across Generations

Principal Investigator: Greenberg

Funder: National Institutes of Health

■ Develop and Evaluate a CTC Self-Assessment System

Development and pilot of a web-based questionnaire regarding the functioning and efficacy of local Communities That Care prevention coalitions.

Principal Investigator: Feinberg

Funder: Pennsylvania Commission on Crime and Delinquency

■ Evaluation of Pennsylvania's Abstinence Education Initiative

Evaluation of the impact of abstinence education on sexual onset among young adolescents at 28 sites.

Principal Investigator: Smith

Funder: Center for Schools and Communities

■ Early Childhood Taskforce

A statewide look at the overall quality of early care and education quality in 372 facilities.

Principal Investigator: Greenberg

Funder: Pennsylvania Commission on Crime and Delinquency

■ Partnership Model for Diffusion of Proven Prevention

An assessment of the effectiveness of a model for the diffusion of empirically validated prevention programs focused on adolescent substance abuse and mental health. The project is being conducted in 14 communities in Iowa and Pennsylvania.

Principal Investigator: Greenberg

Funder: University of Iowa Partnership

Starting in 2002–2003

■ Children in Rural Poverty

Principal Investigator: Greenberg

Funder: University of North Carolina

■ REACH Evaluation Project

An evaluation of a comprehensive early childhood education program recently unveiled by the Harrisburg (Pa.) School District.

Principal Investigator: Greenberg

Funder: W. K. Kellogg Foundation

■ Drug Use Liability: Investigating Competing Models

Research designed to help better understand how children come to initiate the use of drugs, and to provide an important tool in research on and prevention of drug use.

Principal Investigator: Ridenour

Funder: National Institutes of Health

■ Inhalants Abuse and Dependence

Substance Abuse Module (SAM) questions specifically developed and tested for abuse and dependence diagnoses related to the different types of inhalants. An exploration of experiences relevant to use, and exploration of parents' and health care pro-

CENTER PROJECTS (CONTINUED)

professionals knowledge of inhalants, consequences of use, and efforts to warn children of this danger.

Principal Investigator: Ridenour

Funder: National Institutes of Health

■ Harrisburg Safe Schools/Healthy Students Project

Evaluation of the implementation and outcomes of a comprehensive prevention strategy (REACH pre-school program, universal drug prevention and social-emotional curriculum, school-based mental health services, transition program for 8th- and 9th-grade students) in a moderate-sized, urban community.

Principal Investigator: Domitrovich

Funder: Harrisburg School District

■ Sustainability Study

Principal Investigator: Small

Funder: National Mental Health Association

■ Comprehensive Tobacco Prevention Strategy School Programs

Principal Investigator: Bumbarger

Funder: Centre County Mental Health/Mental Retardation

■ Mental Health Promotion and Mental Illness Prevention Workshop for Business Leaders

Principal Investigator: Small

Funder: National Institutes of Health

■ Lebanon County Mentor Training Program

Funding for the CAECTI parent mentoring program, in which a speech pathologist works with parents whose children have special needs in the language domain.

Principal Investigator: Fiene

Funder: Child Care Resource Developers

■ CCC York County Relative/Neighbor Care

Two grants to provide training on the use of home-based early childhood environment rating scales to a group of childcare evaluators and trainers.

Principal Investigator: Fiene

Funder: Child Care Resource Developers

■ Pittsburgh Stars

Funding for the early childhood certificate and mentoring programs, which includes programs for infancy, accreditation, directors of programs, center-based staff, home-based staff, public school teachers, and special needs/inclusive practices.

Principal Investigator: Fiene

Funder: University of Pittsburgh

■ Promotion of Coparenting During Family Formation Period

Development and pilot test of a group-format program for first-time parents, being delivered to parents through Altoona and Harrisburg Hospitals' childbirth education departments.

Principal Investigator: Feinberg

Funder: National Institutes of Health

■ Understanding and Assessing the Needs of Young Children in Centre County

Four major project activities: development and screening of a screening tool; scan of providers for gap analysis; meetings with key stakeholders and parents on their needs; and analysis of existing, archival data.

Principal Investigator: Greenberg

Funder: Knight Foundation

PREVENTION RESEARCH CENTER FACULTY AND STAFF

Senior Administrative Staff

Mark T. Greenberg

Director

Edna Peterson Bennett Chair & Professor of Human Development and Family Studies

mxg47@psu.edu

Research Interests: Intervening in the developmental processes in risk and non-risk populations with a specific emphasis on aggression, violence, and externalizing disorders; promoting healthy social and emotional development through school-based prevention; the study of community partnerships and the diffusion of evidence-based programs; the interface of neuroscience and prevention



Karen L. Bierman

Associate Director

Distinguished Professor of Psychology

kb2@psu.edu

Research Interests: ADHD, adolescents, African Americans, aggression, antisocial, behavior problems, children, ethnic/racial, intervention, language delayed, minority, peers/friendship, preschool, prevention, rural, school problems, school violence, social competence, social development, social skills training



Celene Domitrovich

Assistant Director

cxd130@psu.edu

Research Interests: Application of knowledge of developmental psychopathology to create interventions for children that promote school readiness and prevent mental disorders

Projects:

- Harrisburg REACH Evaluation
- Safe Schools/Healthy Students Initiative
- Head Start REDI



Edward A. Smith

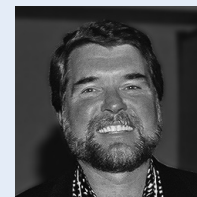
Director of Evaluation Research

eas8@psu.edu

Research Interests: Adolescents, health education, leisure time, pregnancy, prevention, program development/evaluation, rural, substance abuse

Projects:

- Adapting Life Skills for Training for South Africa
- Life Skills Infusion/Prevention in Rural Junior High Grades



PREVENTION RESEARCH CENTER FACULTY AND STAFF

Senior Administrative Staff (continued)

Richard Fiene

Director

Capital Area Early Childhood
Training Institute

rjf8@psu.edu

Research Interests: Childcare, infants, parent-child relationships, preschool, program development/evaluation, public policy, toddlers

Projects:

- Early Care and Education, and Infant and Toddler Training Program
- Mentoring Evaluation Projects
- Pennsylvania Early Childcare Quality Study



Barbara Carl

Associate Director

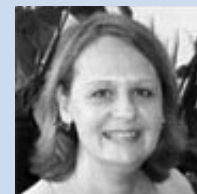
Harrisburg Center for Healthy
Child Development

bec109@psu.edu

Research Interests: Family/school/community partnerships and early childhood care quality improvement

Projects:

- Harrisburg REACH Evaluation
- HOPE (Harrisburg Outreach for PATHS Expansion)
- Safe Schools/Healthy Students Initiative



Brian K. Bumbarger

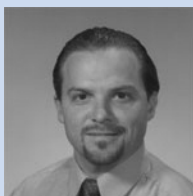
Policy Research and Outreach

bkb10@psu.edu

Research Interests: Adolescents, aggression, antisocial, behavior problems, children, classroom management, delinquency, policy/education, gangs, juvenile justice, prevention, prosocial behavior, public policy, risk factors, school violence, violence

Projects:

- Comprehensive Tobacco Prevention Strategy School Programs
- Partnership Model for Diffusion of Proven Prevention (PROSPER)



It's All About People

Research Associates

Mark Feinberg

mfeinberg@psu.edu

Research Interests: Adolescents, attention, children, family/families, genetics, parent-child relationships, prevention, stereotyping (race/gender)

Projects:

- Promotion of Coparenting at the Transition to Parenthood
- Partnership Model for Diffusion of Proven Prevention (PROSPER)
- Evaluation of Pennsylvania Communities That Care



Robert Nix

rnix@psu.edu

Research Interests: Use of quantitative analyses to understand how intervention programs effectuate change in children; examine how different aspects of parenting influence children's developmental trajectories; examine how poverty and neighborhood context shapes family processes and child functioning

Projects:

- Multisite Prevention of Conduct Disorders: The Fast Track Project
- Head Start REDI



Ty Ridenour

tar13@psu.edu

Research Interests: The etiology of problem behaviors, primarily substance use, and the prevention of problem behaviors; the development of self-report measures for elementary school-aged students that can be used to enhance research and intervention with these age groups

- Projects:*
- Drug Use Liability: Investigating Competing Models
 - Inhalants Abuse and Dependence



Meg Small

mxx693@psu.edu

Research Interests: Understanding the factors that allow organizations to successfully adopt and sustain evidence-based interventions; developing and testing methods that allow organizations to use data when making programmatic decisions

Projects:

- Safe Schools/Healthy Students Initiative
- Safe Schools/Healthy Students Sustainability Study



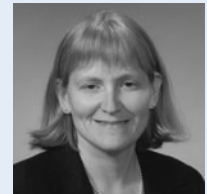
Janet Welsh

jaw900@psu.edu

Research Interests: Early language development and its relationship to social competence, and the impact of various aspects of the school ecology on students' behavioral and academic adjustment

Projects:

- Partnership Model for Diffusion of Proven Prevention (PROSPER)
- Head Start REDI



PREVENTION RESEARCH CENTER FACULTY AND STAFF (CONTINUED)

Affiliated Penn State Faculty

Clancy Blair

Associate Professor of Human Development and Family Studies

cbb10@psu.edu



Research Interests: Design and evaluation of preventive interventions; developmental relation between emotion and cognition in early childhood; application of epidemiological methods to the study of child development

Linda Caldwell

Professor of Recreation and Parks Management/Leisure Studies

lindac@psu.edu



Research Interests: Adolescents, leisure and health; leisure education, prevention research, and the developmental affordances of leisure



J. Douglas Coatsworth

Assistant Professor of Human Development and Family Studies

jdc15@psu.edu

Research Interests: Prevention research and theory; design and evaluation of family-based interventions to promote development and to prevent mental health and behavioral problems in children and adolescents; resilience

Sukhdeep Gill

Assistant Professor of Human Development and Family Studies

sgill@psu.edu



Research Interests: Program evaluation, needs of women and young children, and diverse and at-risk families

Scott D. Gest

Assistant Professor of Human Development and Family Studies

gest@psu.edu



Research Interests: Links between reading skills and social competence in elementary school; peer relations; early reading tutoring as a preventive intervention; longitudinal study of patterns of risk and adaptation from childhood to adulthood; behavioral inhibition and related internalizing dimensions of personality and psychopathology

It's All About People

Affiliated Penn State Faculty (continued)

Jennifer Maggs

Associate Professor of Human Development and Family Studies

jmaggs@psu.edu



Research Interests: Adolescent social development and health; transition to adulthood; risk behaviors; prevention science; research methods; alcohol expectancies

Claudia Mincemoyer

Assistant Professor of 4-H Youth Curriculum Development

cxm324@psu.edu



Research Interests: Positive youth development, nonformal curriculum, development and evaluation, life skills evaluation, experiential learning, curriculum marketing and delivery strategies



Daniel Perkins

Associate Professor of Family and Youth Resiliency and Policy

dfp102@psu.edu

Research Interests: Factors and assets related to a young person's development, including community youth development, youth's engagement of sports, youth's engagement in risky behavior, strength-based programming, family resiliency, and community resiliency

Emilie Phillips Smith

Associate Professor of Human Development and Family Studies

emilieps@psu.edu

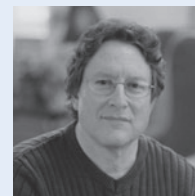


Research Interests: Home, school, and community partnerships in development and prevention; violence and delinquency; the roles of identity, ethnic identity, and ethnic socialization in child and adolescent development; socio-cultural factors and social capital; protective processes and resilience; experimental social innovation, applied research

Douglas Teti

Professor of Human Development and Family Studies

dmt16@psu.edu



Research Interests: Socioemotional development in infancy and early childhood, parenting, and intervention strategies designed to promote early development and parent-child relations

PREVENTION RESEARCH CENTER FACULTY AND STAFF (CONTINUED)

Administrative Staff

Mary Jo Luebbbers

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Janell Howe

Staff Assistant

juh6@psu.edu



Anne Stokes

Research Support Assistant

PA Early Childhood Care and Education Taskforce

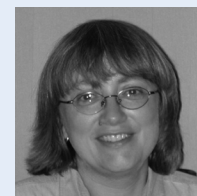
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svw3@psu.edu

RECENT PUBLICATIONS

Karen L. Bierman

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