



# National Prevention Network

## Bridging Research to Practice

Reducing Underage Drinking in Montana  
with Practical Tools that Develop the Social and  
Emotional Skills of Parents and Their Children

Annmarie McMahon

August 28, 2018 | 2:45 PM – 4:00 PM

# Montana State University

BOZEMAN, MONTANA

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Center for Health & Safety Culture





# Center for Health & Safety Culture

We are an interdisciplinary center serving communities and organizations through research, training and guidance to cultivate healthy and safe cultures.



# Center for Health & Safety Culture

## Core Issues

- Traffic Safety
- Substance Abuse
- Violence
- Child Wellbeing





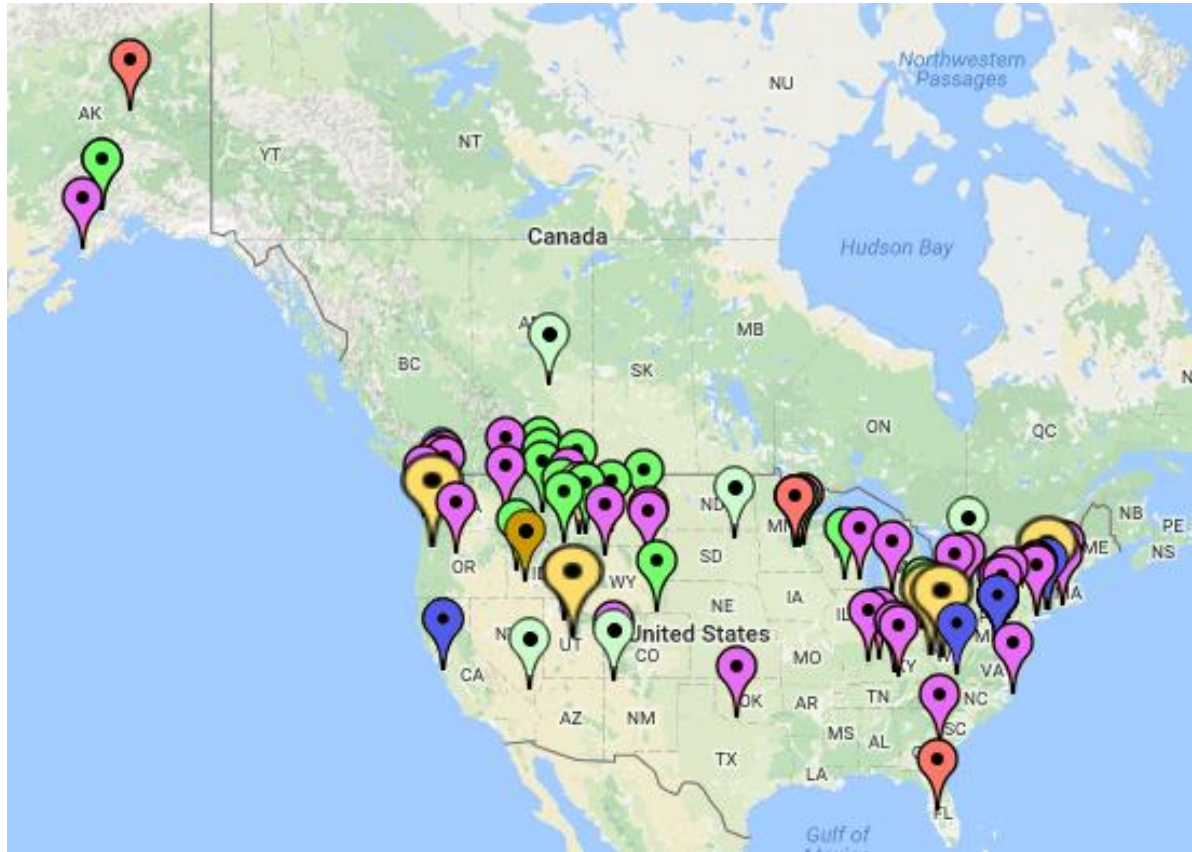
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Financial Disclosure: All funding for the Center for Health and Safety Culture comes directly (or indirectly) from federal, state, or county funding.



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## Current and Past Projects



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Think of someone that you would identify as **successful**.





Think of someone that you would identify as **unsuccessful**.



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# Why are they different?

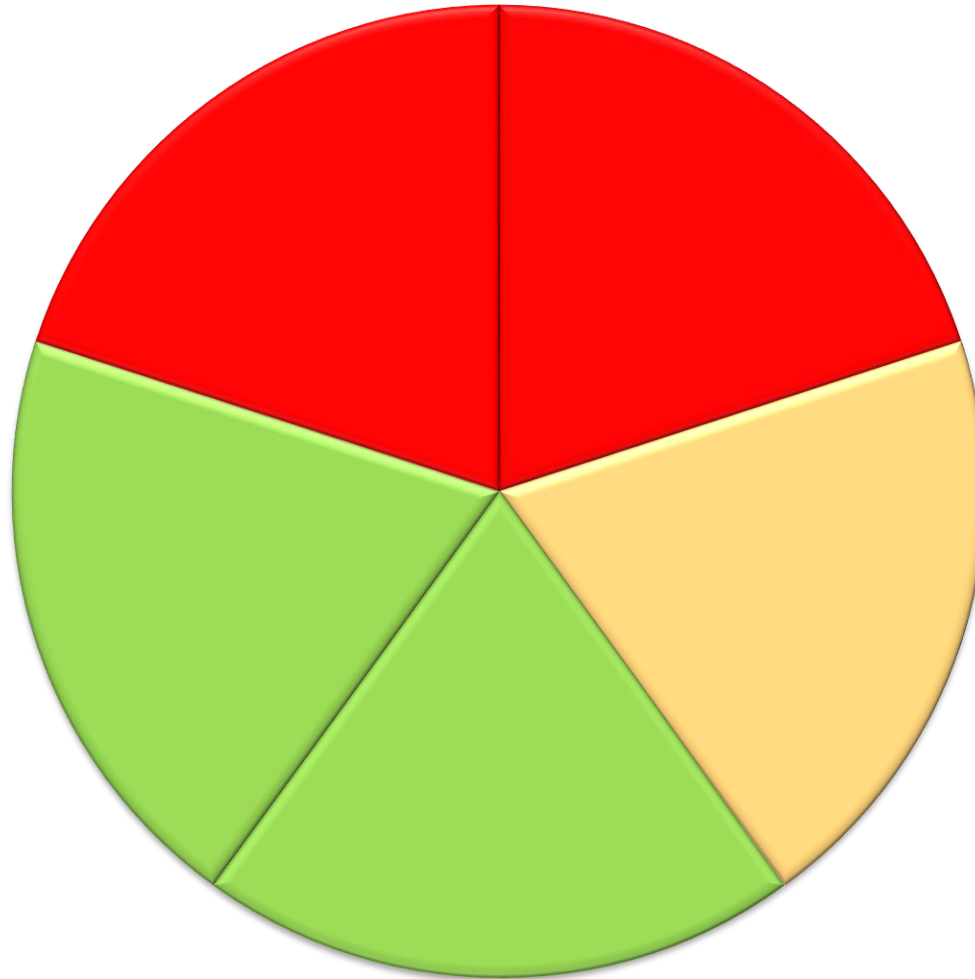


# Social and Emotional Skills

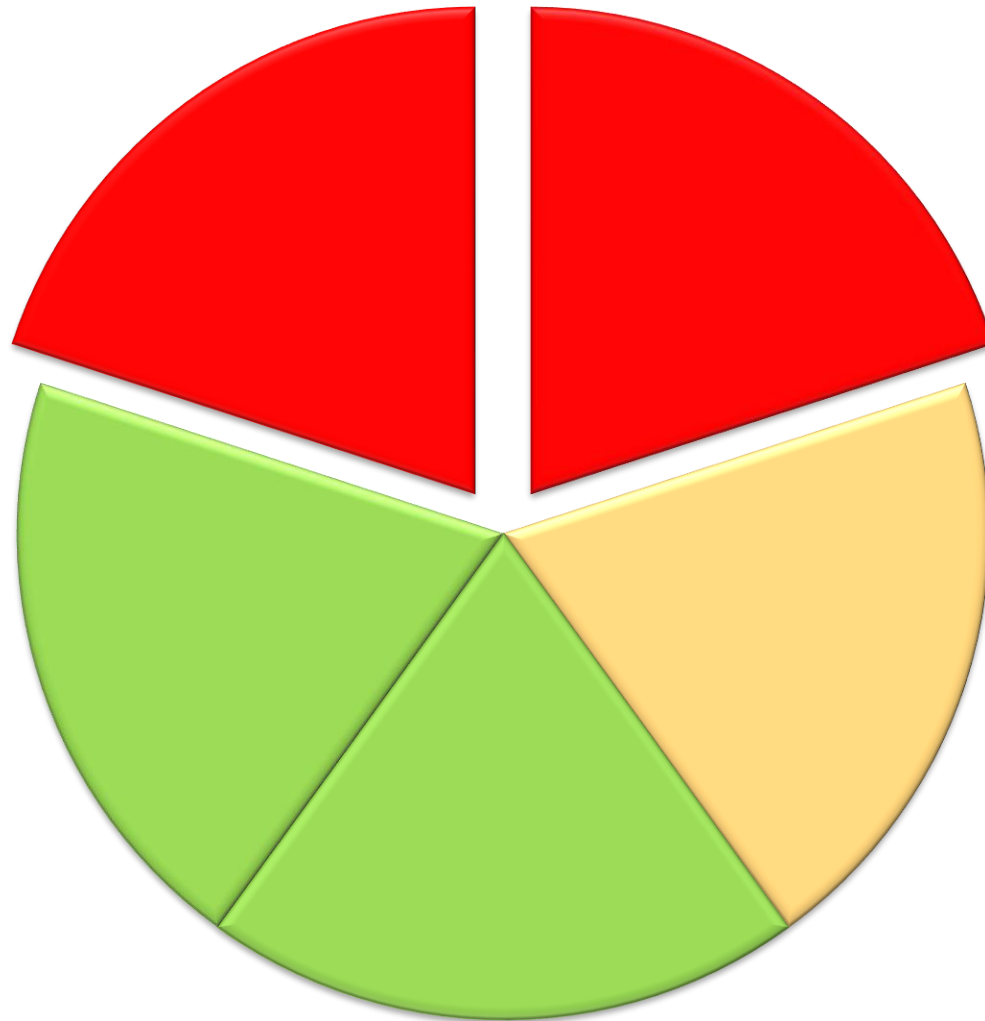




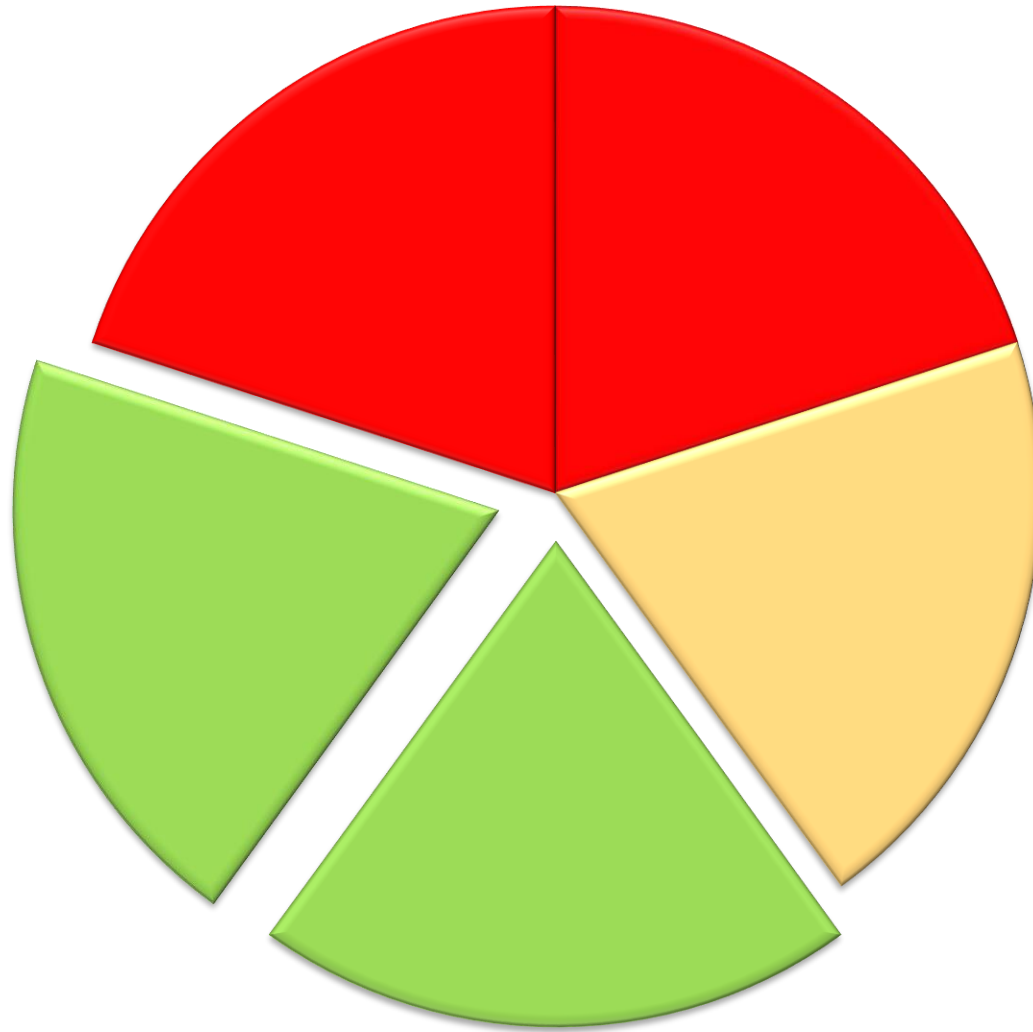
# Social and Emotional Competencies



# Social and Emotional Competencies

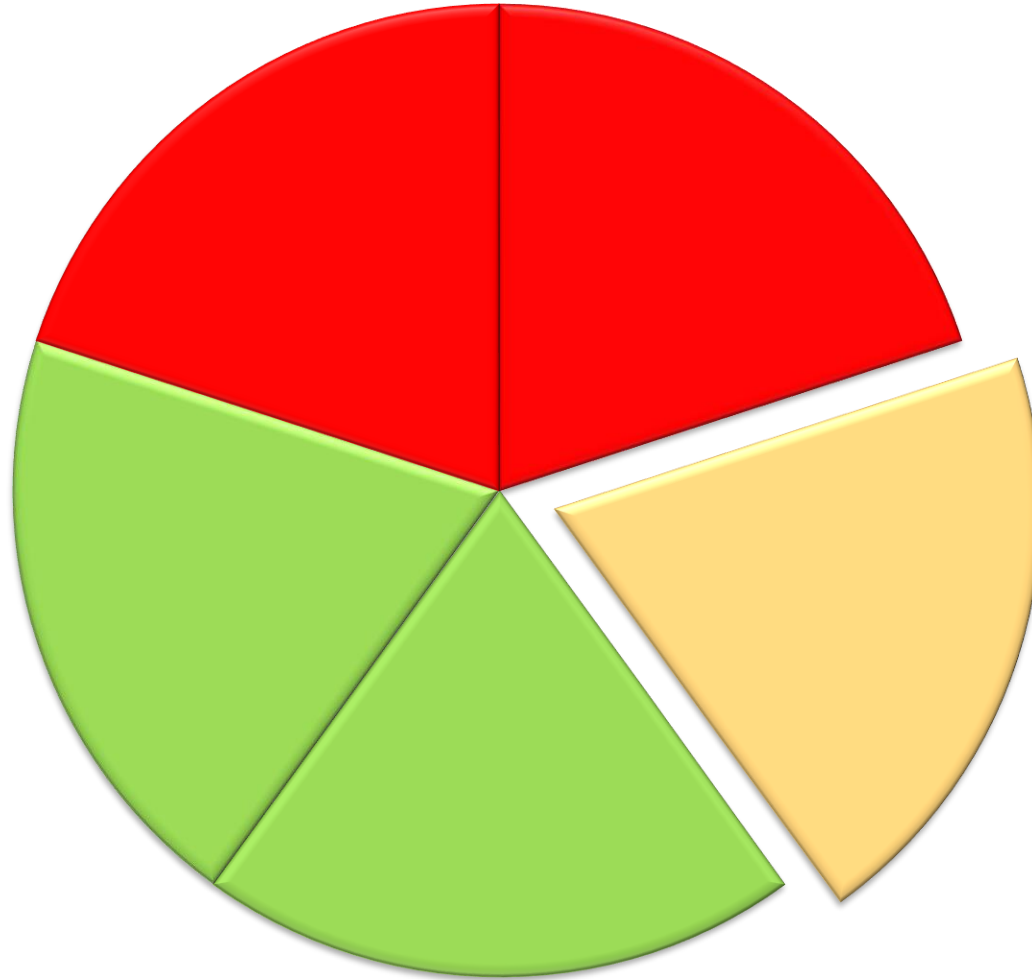


# Social and Emotional Competencies

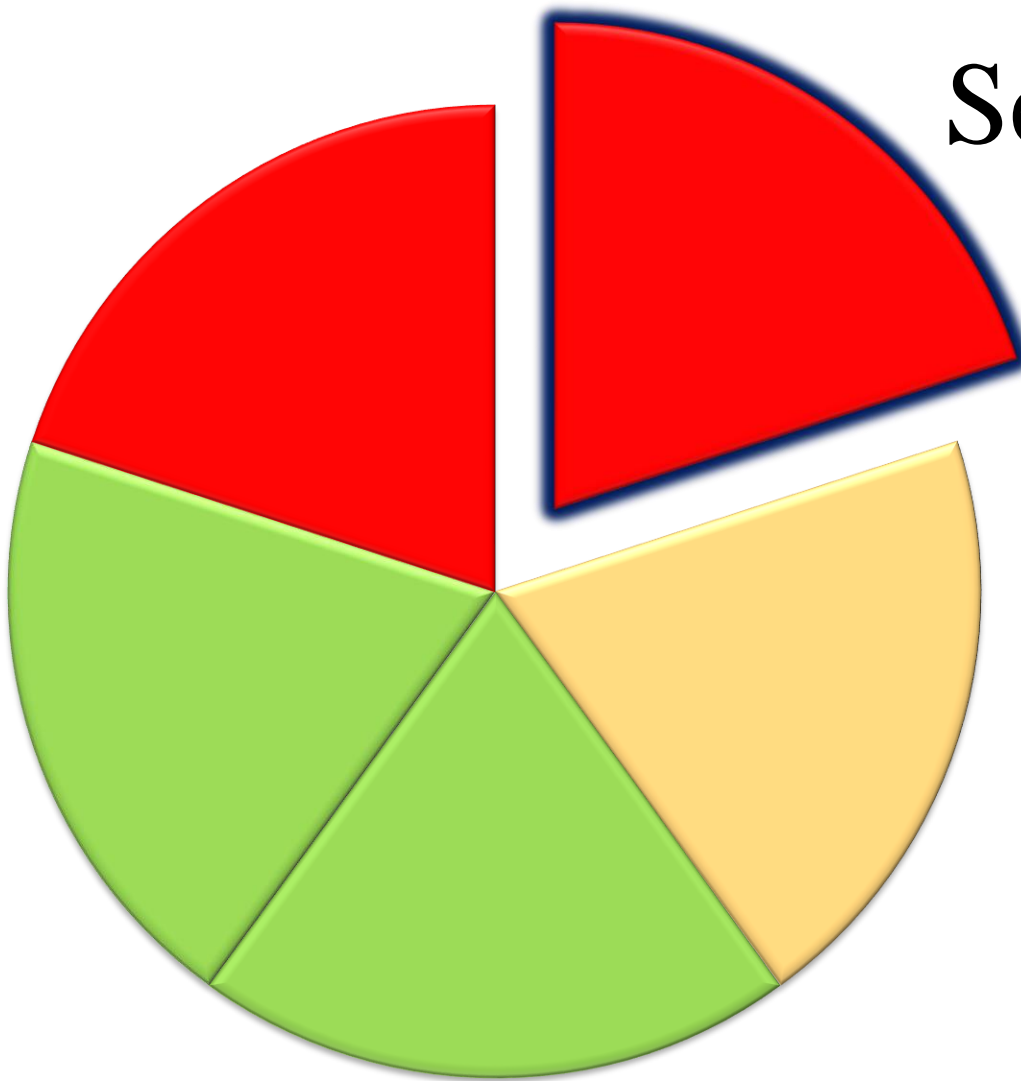




# Social and Emotional Competencies

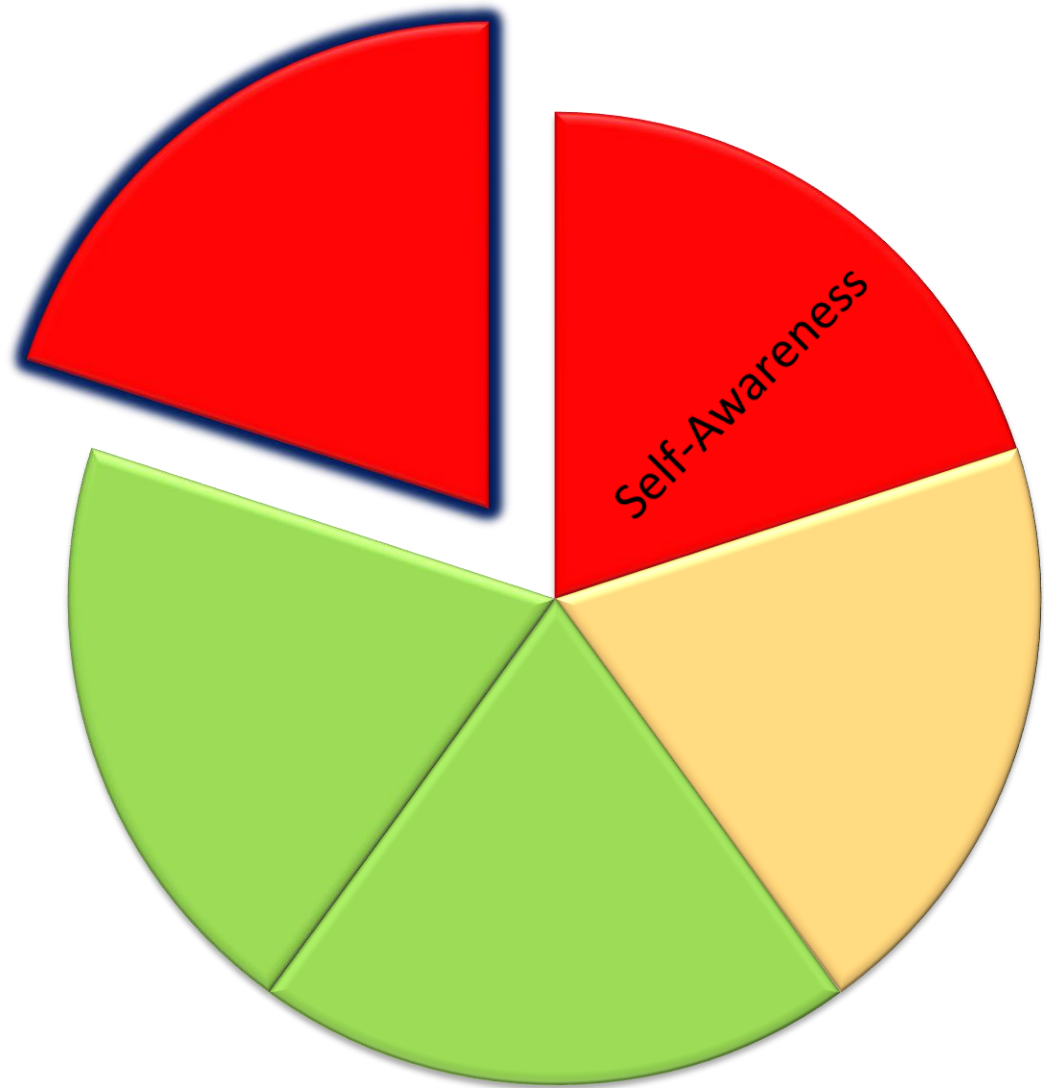


# Self-Awareness



Collaborative for Academic, Social, and Emotional Learning (CASEL) (2018). What is SEL? Retrieved from: <http://www.casel.org/what-is-sel/>

# Self- Management

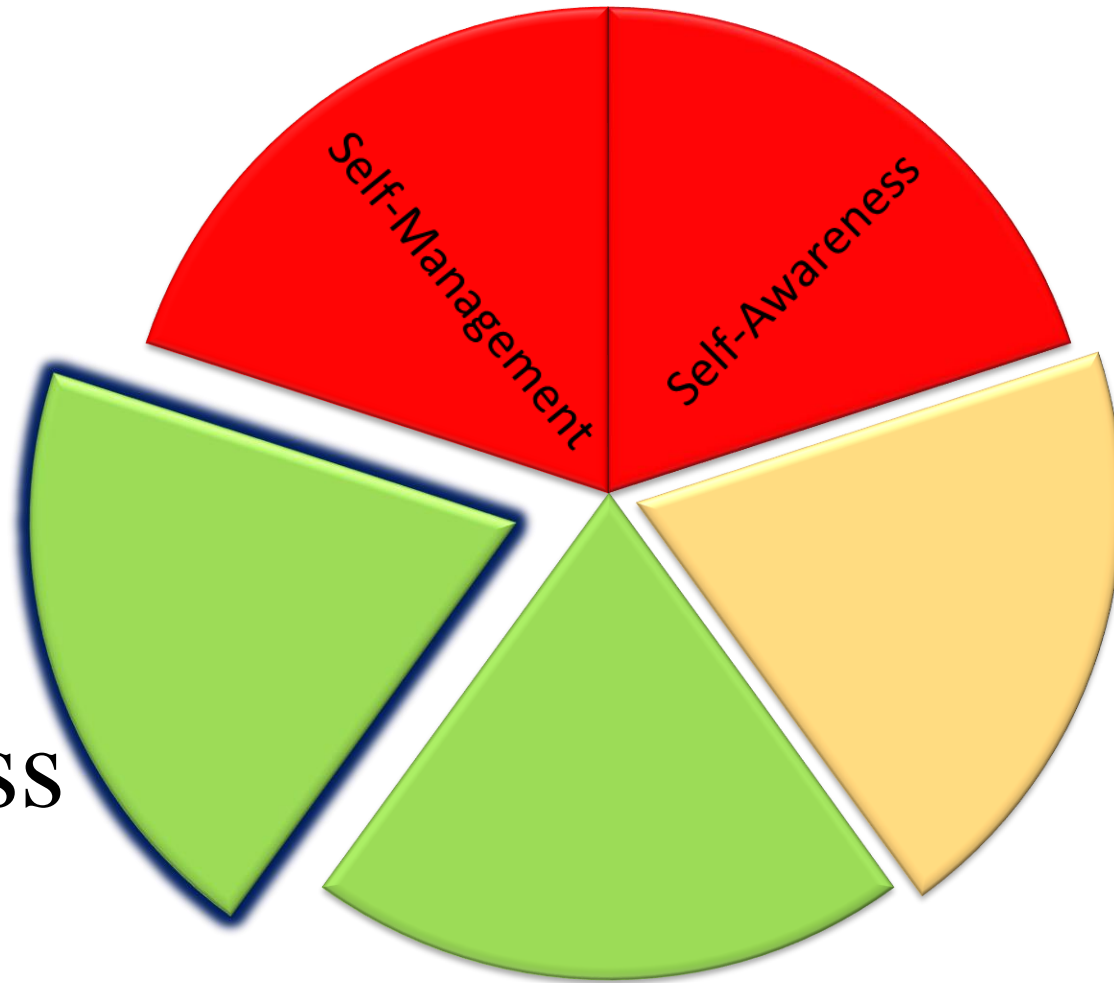


Collaborative for Academic, Social, and Emotional Learning (CASEL) (2018). What is SEL? Retrieved from: <http://www.casel.org/what-is-sel/>



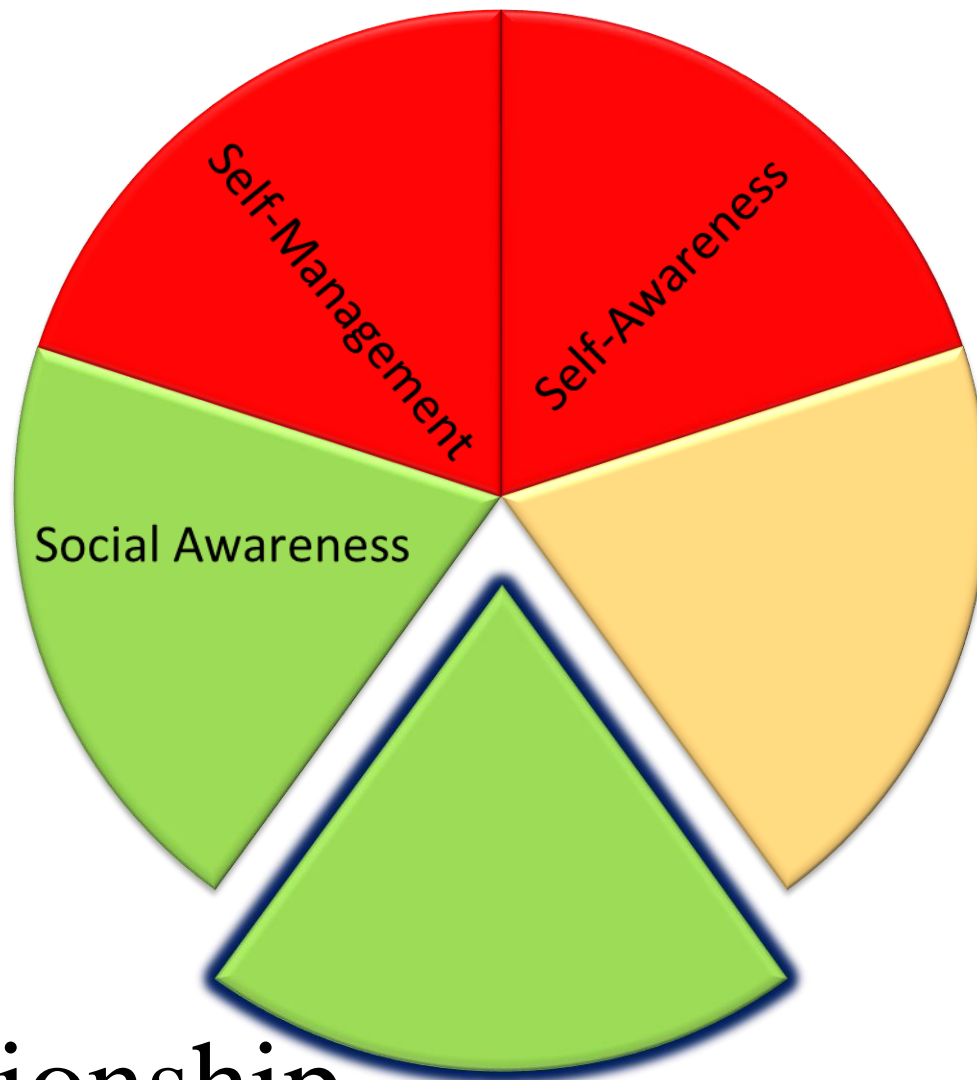


# Social Awareness



Collaborative for Academic, Social, and Emotional Learning (CASEL) (2018). What is SEL? Retrieved from: <http://www.casel.org/what-is-sel/>





# Relationship Skills

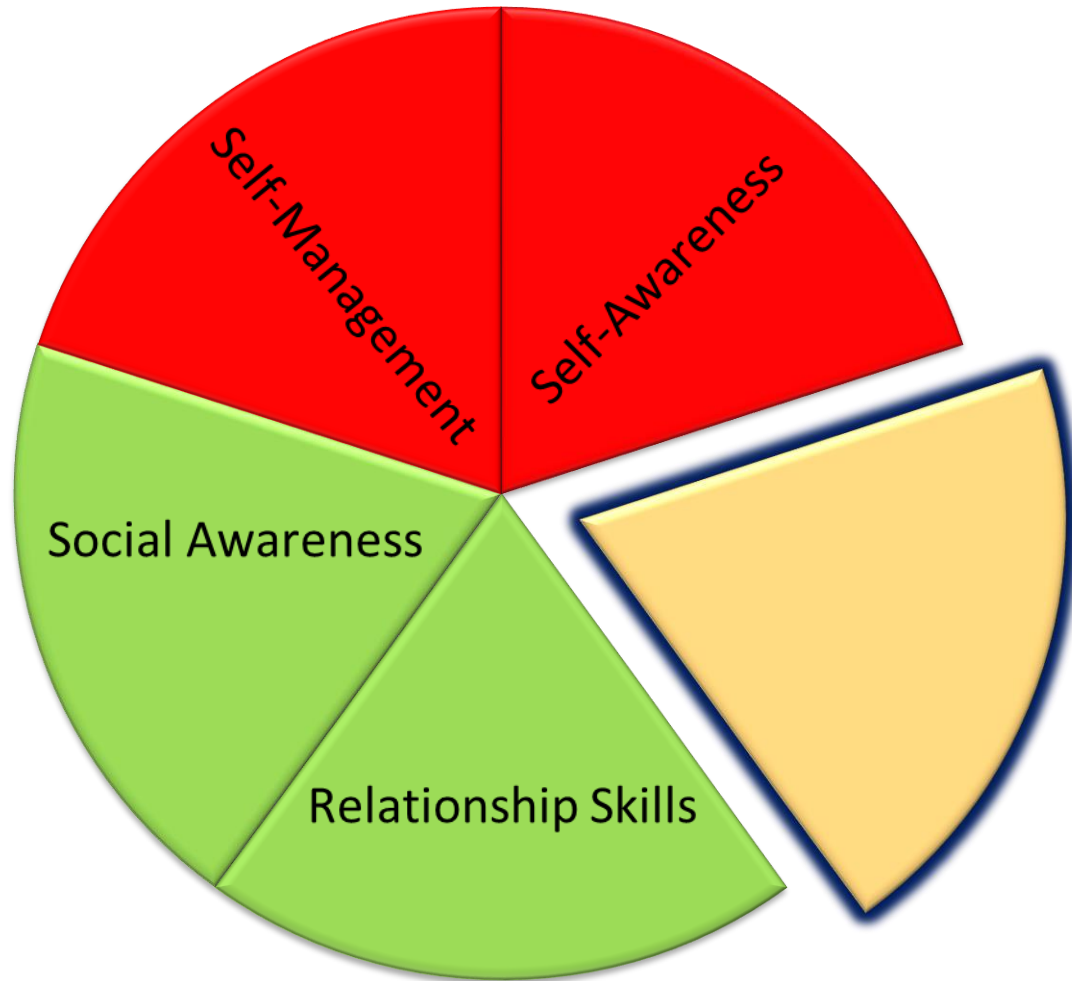
Collaborative for Academic, Social, and Emotional Learning (CASEL) (2018). What is SEL? Retrieved from: <http://www.casel.org/what-is-sel/>



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# Responsible Decision Making

Collaborative for Academic, Social, and Emotional Learning (CASEL) (2018). What is SEL? Retrieved from: <http://www.casel.org/what-is-sel/>

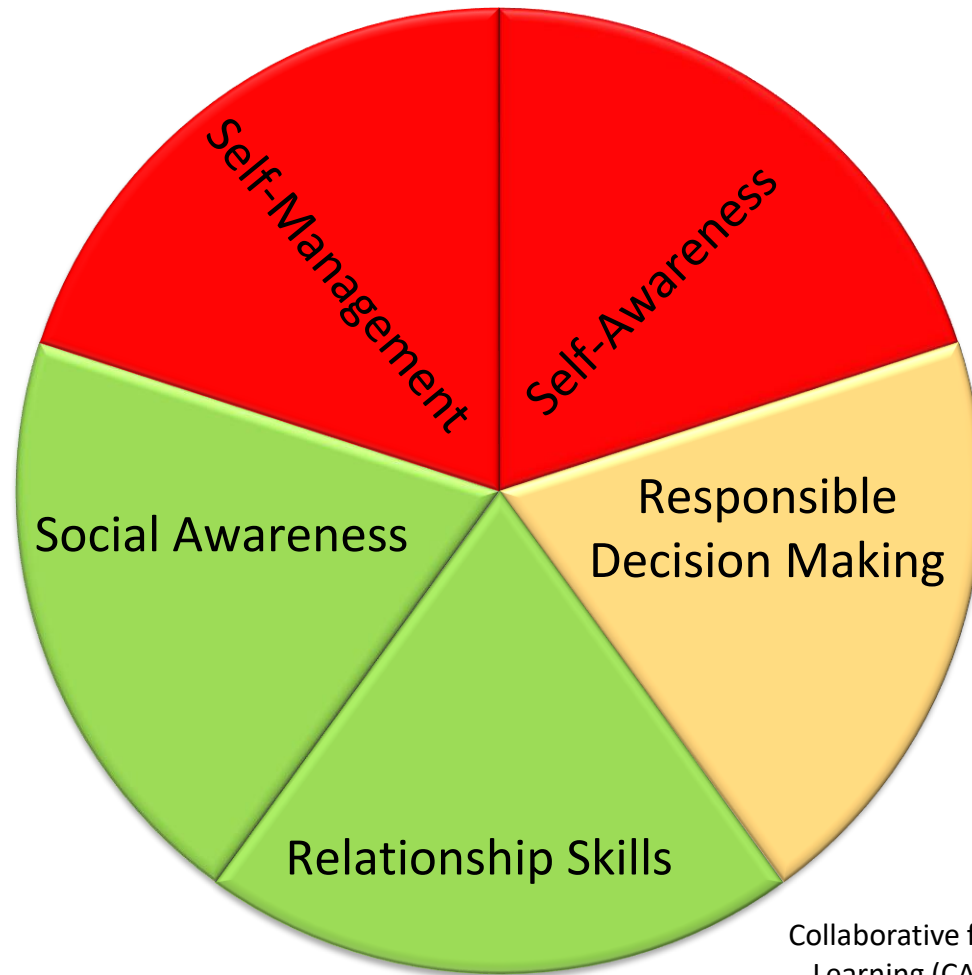


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# Social and Emotional Competencies



Collaborative for Academic, Social, and Emotional Learning (CASEL) (2018). What is SEL? Retrieved from: <http://www.casel.org/what-is-sel/>

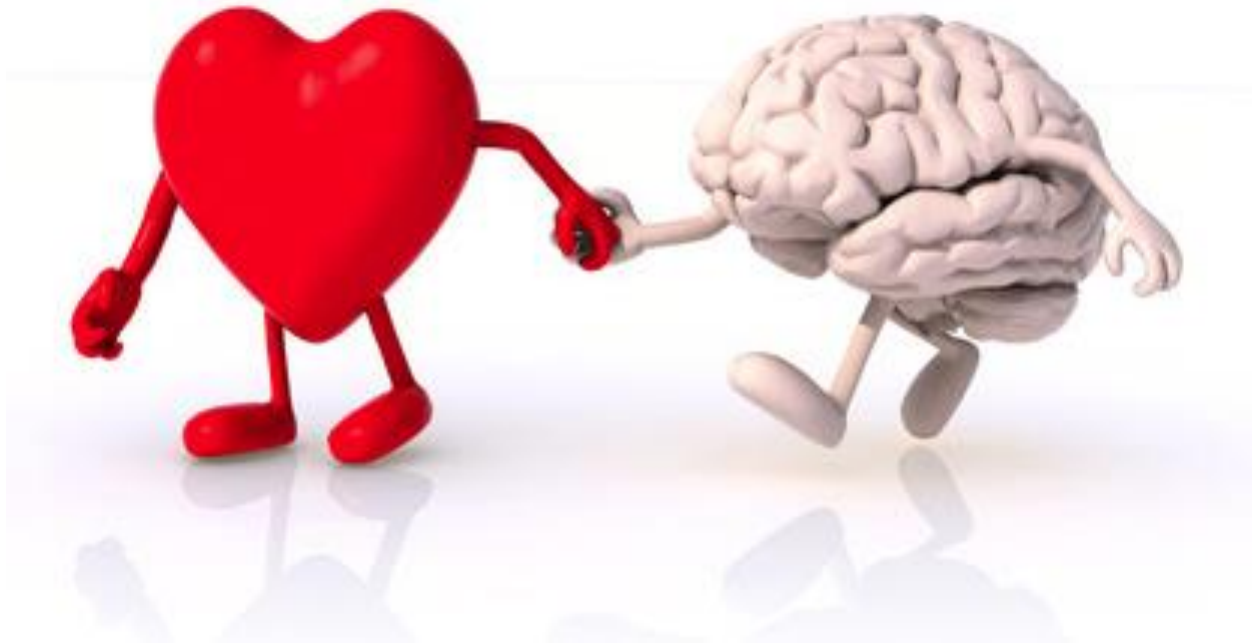




# Social and Emotional Skills and Competencies

				Responsible
Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Decision-Making
<ul style="list-style-type: none"> <li>• Identifying Emotions</li> <li>• Accurate Self-Perception</li> <li>• Recognizing Strengths</li> <li>• Self-Confidence</li> <li>• Self-Efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Impulse Control</li> <li>• Stress Management</li> <li>• Self-Discipline</li> <li>• Self-Motivation</li> <li>• Goal Setting</li> <li>• Organizational Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Perspective-Taking</li> <li>• Empathy</li> <li>• Appreciating Diversity</li> <li>• Respect for Others</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Social Engagement</li> <li>• Relationship Building</li> <li>• Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying Problems</li> <li>• Analyzing Situations</li> <li>• Solving Problems</li> <li>• Evaluating</li> <li>• Reflecting</li> <li>• Ethical Responsibility</li> </ul>

Collaborative for Academic, Social, and Emotional Learning (CASEL) (2018). What is SEL? Retrieved from: <http://www.casel.org/what-is-sel/>





# Positive Youth Outcomes



Hawkins, Guo, Hill, Battin-Pearson, & Abbott, 2001

Wilson, Gottfredson, & Najaka, 2001

Dusenbury, Falco, Lake, Brannigan, & Bosworth, 1997



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# Positive Youth Outcomes

- connection to school
- commitment to school

Hawkins, Guo, Hill, Battin-Pearson, & Abbott, 2001

- violent behavior
- school suspensions

Flay & Allred, 2003

- school truancy and dropout
- delinquency
- alcohol and drug use
- conduct problems

Wilson, Gottfredson, & Najaka, 2001



# Academic Outcomes



Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1): 405–432.

# Academic Outcomes

- 11 percentile-point gain in academic achievement



Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1): 405–432.



# Intermediate Outcomes



Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. Rebecca Taylor-Eva Oberle-Joseph Durlak-Roger Weissberg - Child Development – 2017



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# Intermediate Outcomes

- 13 percentile-point gain in academic achievement
- reduced:
  - conduct problems
  - emotional distress
  - drug use
- benefits regardless of race, socioeconomic background, or school location



Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. Rebecca Taylor-Eva Oberle-Joseph Durlak-Roger Weissberg - Child Development – 2017

# Long-Term Outcomes



Damon E. Jones, Mark Greenberg, Max Crowley, "Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness", *American Journal of Public Health* 105, no. 11 (November 1, 2015): pp. 2283-2290



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# Long-Term Outcomes



- four times more likely to attain a college degree
- more likely to have a full-time job at age 25
- lower chance of substance abuse or getting into trouble with the law as an adult

Damon E. Jones, Mark Greenberg, Max Crowley, "Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness", *American Journal of Public Health* 105, no. 11 (November 1, 2015): pp. 2283-2290



# Adverse Childhood Experiences (ACEs)



Substance Abuse and Mental Health Services Administration (2017). The role of adverse childhood experiences in substance abuse and related behavioral health problems. Retrieved from <https://www.samhsa.gov/capt/sites/default/files/resources/aces-behavioral-health-problems.pdf>



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# Adverse Childhood Experiences (ACEs)

- Experimentation with alcohol at an early age
- Drinking alcohol to cope with problems
- Problem drinking and drug use in adulthood



Sege, R., & Harper Browne, C. (2017). Responding to ACEs with HOPE: Health Outcomes from Positive Experiences. *Academic Pediatrics*, 17(7S). S79-S85.

Additional citations available upon request.

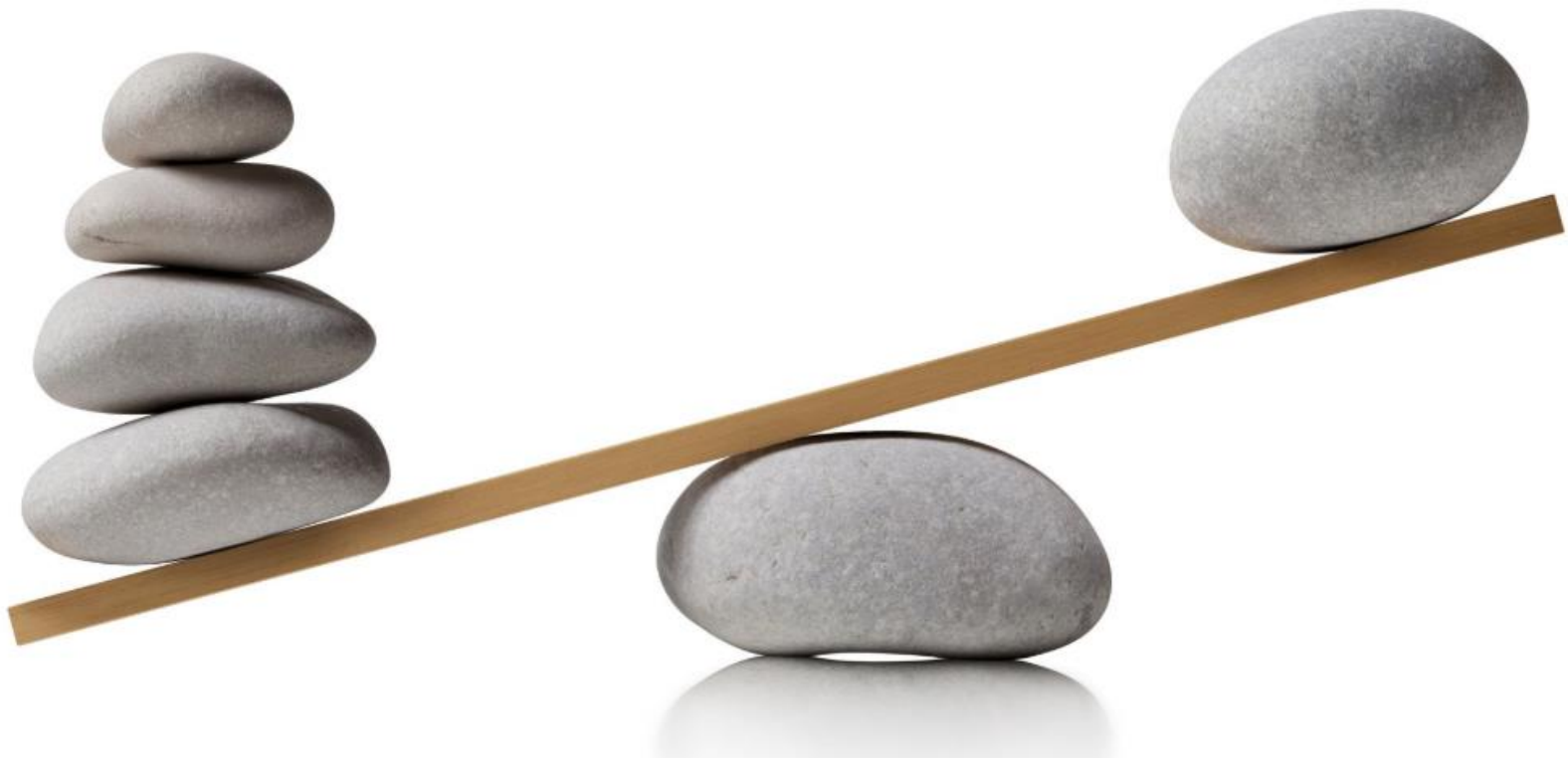


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# Risk and Protective Factors



National Institute on Drug Abuse (2003). Prevention drug use among children and adolescents: A Research-based guide for parents, educators, and community leaders. 2nd Edition. Retrieved from [https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/preventingdruguse\\_2\\_1.pdf](https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/preventingdruguse_2_1.pdf)



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# Risk and Protective Factors



- Negative peer influence
- Social norms misperceptions
- Difficulty in school and academic failure
- Difficulty managing negative emotions

Citations available upon request.

# Cross Culture



OECD (2015), Skills for Social Progress: The Power of Social and Emotional Skills, OECD Skills Studies, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264226159-en.2015>): pp. 2283-2290



# Cross Culture



## Outcomes:

- college completion
- job attainment
- health
- civic engagement

OECD (2015), Skills for Social Progress: The Power of Social and Emotional Skills, OECD Skills Studies, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264226159-en.2015>): pp. 2283-2290

# Workplaces



Cherniss, C. (2000). Social and emotional competence in the workplace. In R. Bar-On & J. D. A. Parker (Eds.), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace* (pp. 433-458). San Francisco, CA, US: Jossey-Bass.



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# Return on Investment



Belfield, C., Bowden, A., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The Economic Value of Social and Emotional Learning. *Journal of Benefit-Cost Analysis*, 6(3), 508-544. doi:10.1017/bca.2015.55



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# Return on Investment



\$11 for every \$1 Invested

Belfield, C., Bowden, A., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The Economic Value of Social and Emotional Learning. *Journal of Benefit-Cost Analysis*, 6(3), 508-544. doi:10.1017/bca.2015.55



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# External



# Internal



Bear & Watkins, 2006



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# Social Ecology



Individual

Family/  
Friends

Workplace  
School

Community

State

National











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# 3 Skills a Parent Should Have to Help Their Child be Successful



93% were  
social and  
emotional skills

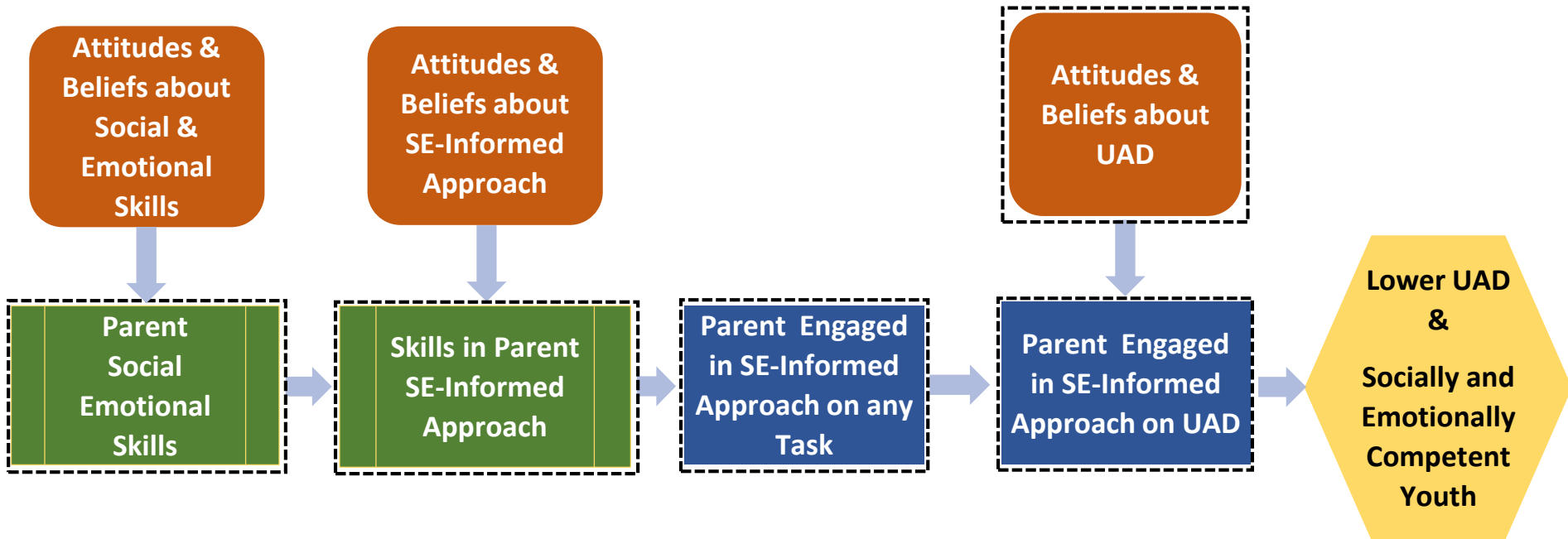




# 3 Skills Your Child Should Have to be Successful

90% were  
social and  
emotional skills





Included on final survey.



# 2017 Montana Parent Survey



# Most parents in Montana are engaging in protective behaviors to reduce underage drinking.

- 82% engage in conversations with their children about alcohol
- 66% have established a clear rule
- 80% have established clear consequences
- 90% recognize the need to model safe drinking behaviors
- 86% always monitor their children when they are out

Center for Health and Safety Culture. (2017). Montana Parent Survey. [Mailed Paper Form]. Montana State University..



# Most parents are following up with their children and holding high standards.

- 87% always uphold rules about not drinking alcohol
- 89% consistently uphold rules about when their child should be home (a curfew)
- 89% consistently uphold rules about having their child call or text when they are out
- 85% consistently follow through on consequences when their child breaks a rule about drinking
- 94% regularly acknowledge their child when they follow the rules they have established

Center for Health and Safety Culture. (2017). Montana Parent Survey. [Mailed Paper Form]. Montana State University..



# Most parents in Montana have clear expectations that underage drinking is not acceptable.

- 91% disapprove of underage drinking
- 74% agree that parents should not allow high school age children to drink in their home
- 94% agree that parents should establish clear rules and consequences about not drinking
- 93% agree that parents should discuss their children's future personal choices about alcohol to prepare their children for when they turn age 21

Center for Health and Safety Culture. (2017). Montana Parent Survey. [Mailed Paper Form]. Montana State University..





# Most parents have healthy beliefs about alcohol and underage drinking.

- 75% do not believe alcohol is necessary for celebrations
- 90% support enforcement of existing underage drinking laws
- 88% know that providing alcohol to a minor is illegal

Center for Health and Safety Culture. (2017). Montana Parent Survey. [Mailed Paper Form]. Montana State University..



Parents with high social and  
emotional skills were

**6 times**

more likely

to engage in best practices relative  
to parents with low skills.

Center for Health and Safety Culture. (2017). Montana Parent Survey.  
[Mailed Paper Form]. Montana State University..



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These results provide a better understanding of the existing, positive culture among Montana parents to reduce underage drinking.



[parentingmontana.org](http://parentingmontana.org)



# PARENTING MONTANA

**TOOLS FOR YOUR CHILD'S SUCCESS**



- Confidence
- Stress management
- Establishing routines
- Reading
- Discipline
- Sharing
- Lying
- Bullying
- Not obeying or listening
- Homework
- Chores
- Friends
- Conflict
- Back talk
- Tantrums / outbursts
- Anger
- Refusal skills and strategies
- Avoiding mixed messages about alcohol
- Monitoring
- Restricting access to alcohol
- Setting rules and guidelines about alcohol
- Rules and guidelines about alcohol for young adults





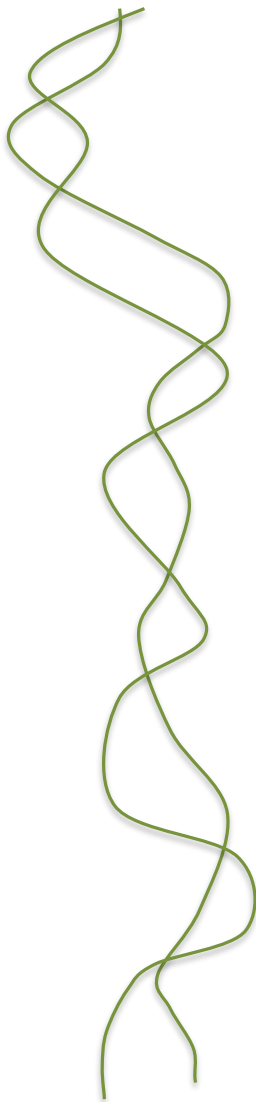
[parentingmontana.org](http://parentingmontana.org)



# PARENTING MONTANA

**TOOLS FOR YOUR CHILD'S SUCCESS**









# National Prevention Network

Bridging Research to Practice

How are your  
current  
programs or  
strategies  
addressing these  
skills?



How might your programs or strategies be bolstered by connecting to other programs or strategies?





**Positive Culture Framework Training**  
**September 25-27, 2018**  
**Savannah, Georgia**

- Registration closing September 11<sup>th</sup>
- Hotel Indigo room block closing September 15<sup>th</sup>



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# Center for Health & Safety Culture

- Guide Service
- Assessments, Surveys, and Evaluation
- Webinars
  - What is the Positive Culture Framework?
  - Positive Culture Framework Skills: Leadership, Communication, and Integration
  - Stigma
  - Social Norms
  - Laws, Policies, and Rules – How do They Change Behavior?
  - Social Ecology
  - Challenges of Fear Based Approaches
  - Hope and Concern



# Center for Health & Safety Culture

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- Follow us on Social Media



@CHSCWTI



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## Bridging Research to Practice

Reducing Underage Drinking in Montana  
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Annmarie McMahon

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