



Youth Development as a Strategy to Promote Adolescent

Reproductive Health: Expert Panel Meeting

**Division of Reproductive Health, Centers for Disease Control and
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Positive Youth Development: What Lessons Have We Learned Prior to Current Reviews?

Richard F. Catalano, Ph.D.

Director

Social Development Research Group

School of Social Work

University of Washington

www.sdrdg.org

History of Positive Youth Development Programs: United States Experience

- Early 1900's Adolescence emerges as a distinct stage of development
- Universal education and service programs such as the YM(W)CA, Scouting, develop
- 1950's Juvenile crime intervention and treatment programs first supported by government
- 1950-1970 Treatment programs for adolescents expand to substance use, conduct disorder, academic failure, teen pregnancy
- Mid 1960's-mid 1970's Prevention programs focused on a single problem begin to be developed, most were ineffective
- Mid 1970's-1980's Prevention programs begin to focus on precursors of a single problem, some successes occur
- Late 1980's-early 1990's Critiques begin of single problem approach to prevention



Positive Youth Development

Critiques of Single Problem Behavior Focus of Early Prevention Programs

Practitioners and Policy Makers

- Single problem focus ignores the whole child.
- Individual focus downplays the role of the environment.
- Developmental needs and competencies ignored.
- Problem-free does not mean fully prepared or healthy.
- Separates promotion from prevention.

Prevention Scientists

- Common risk and protective factors predict diverse problems.
- Risk and protective factors located in both individual and environment.
- Developmental needs, processes and tasks often ignored.
- Protective factors often not addressed.

Positive Youth Development Recommendations for a Broader Conception

Practitioners

- Focus on whole child
- Focus on developmental needs and challenges.
- Focus on the individual as well as the environment.
- Address cultural competence in program delivery
- Include promotion and prevention.

Prevention Scientists

- Address risk and protective factors for multiple problems
- Address risk and protective factors during critical developmental periods
- Engage multiple socialization units.
- Understand the developmental epidemiology of the target population.
- Include those at greatest risk.

Positive Youth Development

Relevance of these Critiques to the PYD Approach

- Convergence in critiques and program recommendations.
- Prevention science provides research base that supports focus on:
 - individual and environment,
 - whole child,
 - development, and
 - evidence that positive youth development approaches are likely to promote positive and reduce negative outcomes.

Prevention Science Research Advances

- Longitudinal studies have identified the predictors of positive outcomes like success in school and work...
- As well as the predictors of substance abuse, violence, and other problem behaviors.

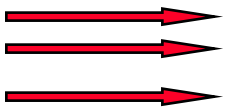


Focus on Expanded Range of Risk Factors for Adolescent Problems

| Risk Factors | Siblings/Abuse | Delinquency | Teen Pregnancy | School Drop-Out | Alcohol |
|---|----------------|-------------|----------------|-----------------|---------|
| Community | | | | | |
| Availability of Drugs | ☐ | | | | ☐ |
| Availability of Firearms | | ☐ | | | ☐ |
| Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime | ☐ | ☐ | | | ☐ |
| Media Portrayals of Violence | | | | | ☐ |
| Transitions and Mobility | ☐ | ☐ | | ☐ | |
| Low Neighborhood Attachment and Community Disorganization | ☐ | ☐ | | | ☐ |
| Extreme Economic Deprivation | ☐ | ☐ | ☐ | ☐ | ☐ |
| Family | | | | | |
| Family History of the Problem Behavior | ☐ | ☐ | ☐ | ☐ | ☐ |
| Family Management Problems | ☐ | ☐ | ☐ | ☐ | ☐ |
| Family Conflict | ☐ | ☐ | ☐ | ☐ | ☐ |
| Favorable Parental Attitudes and Involvement in the Problem Behavior | ☐ | ☐ | | | ☐ |
| School | | | | | |
| Early and Persistent Antisocial Behavior | ☐ | ☐ | ☐ | ☐ | ☐ |
| Academic Failure Beginning in Late Elementary School | ☐ | ☐ | ☐ | ☐ | ☐ |
| Lack of Commitment to School | ☐ | ☐ | ☐ | ☐ | ☐ |
| Individual/Peer | | | | | |
| Alienation and Rebelliousness | ☐ | ☐ | | ☐ | |
| Friends Who Engage in the Problem Behavior | ☐ | ☐ | ☐ | ☐ | ☐ |
| Favorable Attitudes Toward the Problem Behavior | ☐ | ☐ | ☐ | ☐ | |
| Early Initiation of the Problem Behavior | ☐ | ☐ | ☐ | ☐ | ☐ |
| Constitutional Factors | ☐ | ☐ | | | ☐ |

Expanded focus

Early focus



Focus on Protective Factors

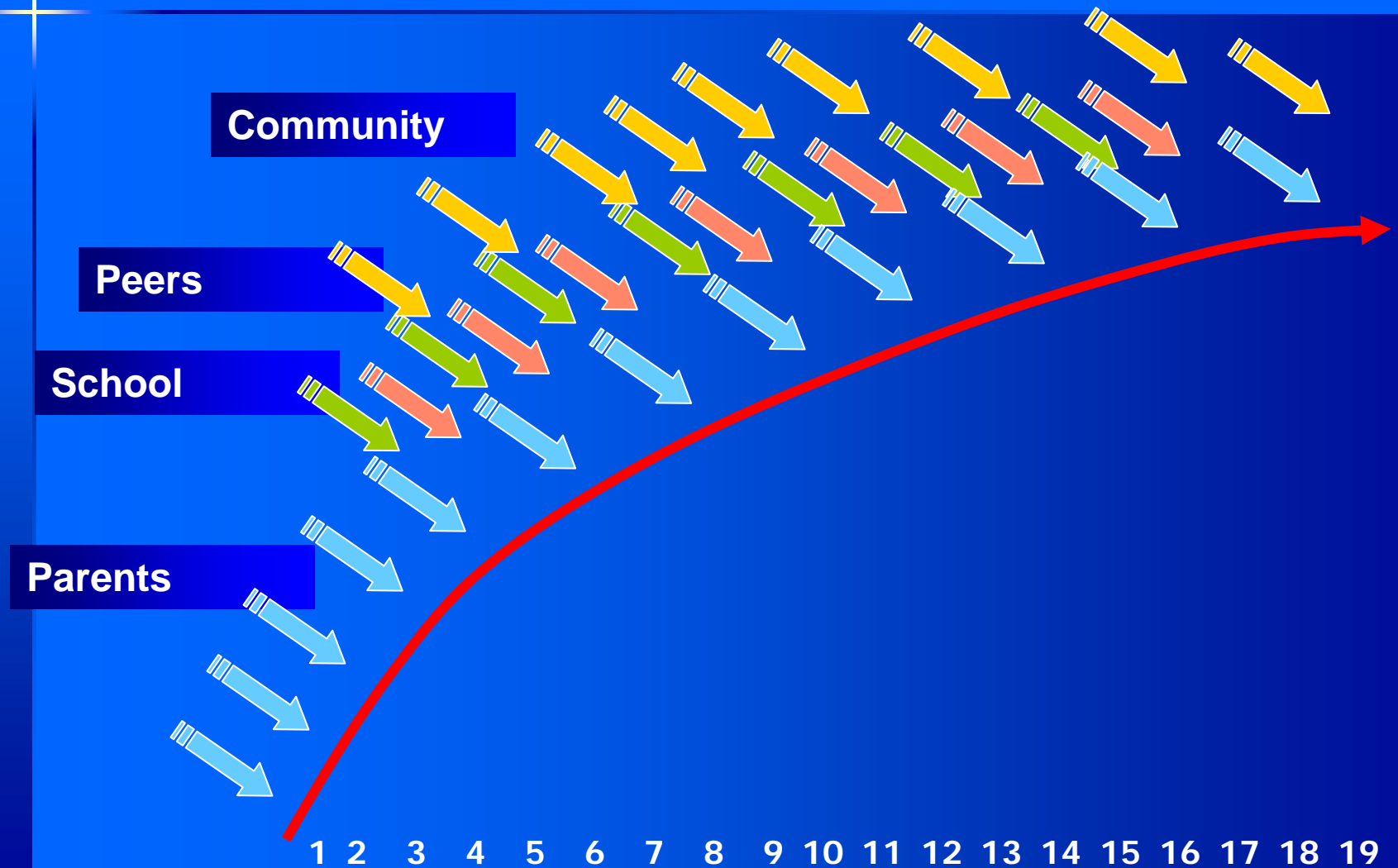
Individual Characteristics

- High Intelligence
- Resilient Temperament
- Competencies and Skills

In each social domain (family, school, peer group and neighborhood)

- Prosocial Opportunities
- Reinforcement for Prosocial Involvement
- Bonding
- Healthy Beliefs and Clear Standards

Factors Shaping Child and Adolescent Development



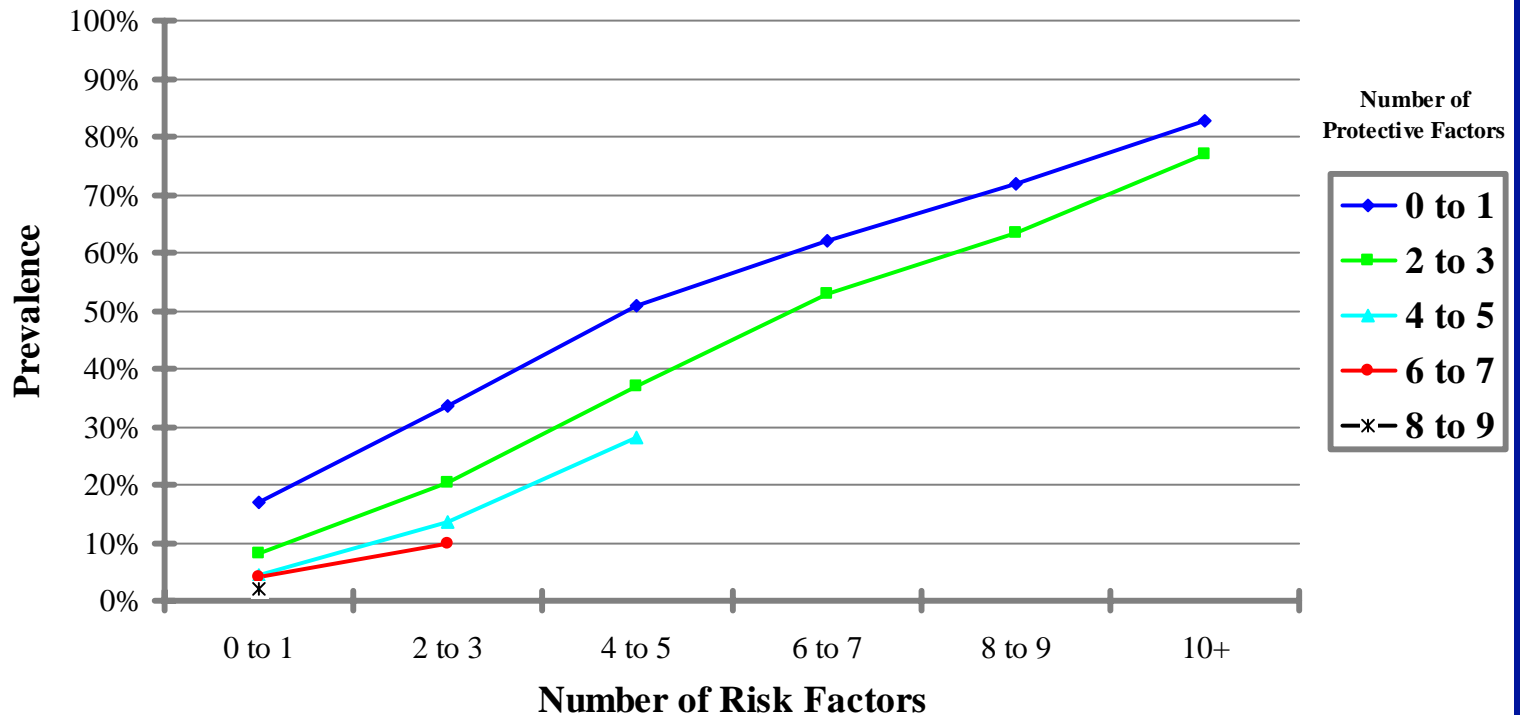


Positive Youth Development Research Base for Positive Youth Development

Etiological evidence generated that protective and risk factors affect both positive and problem behavior

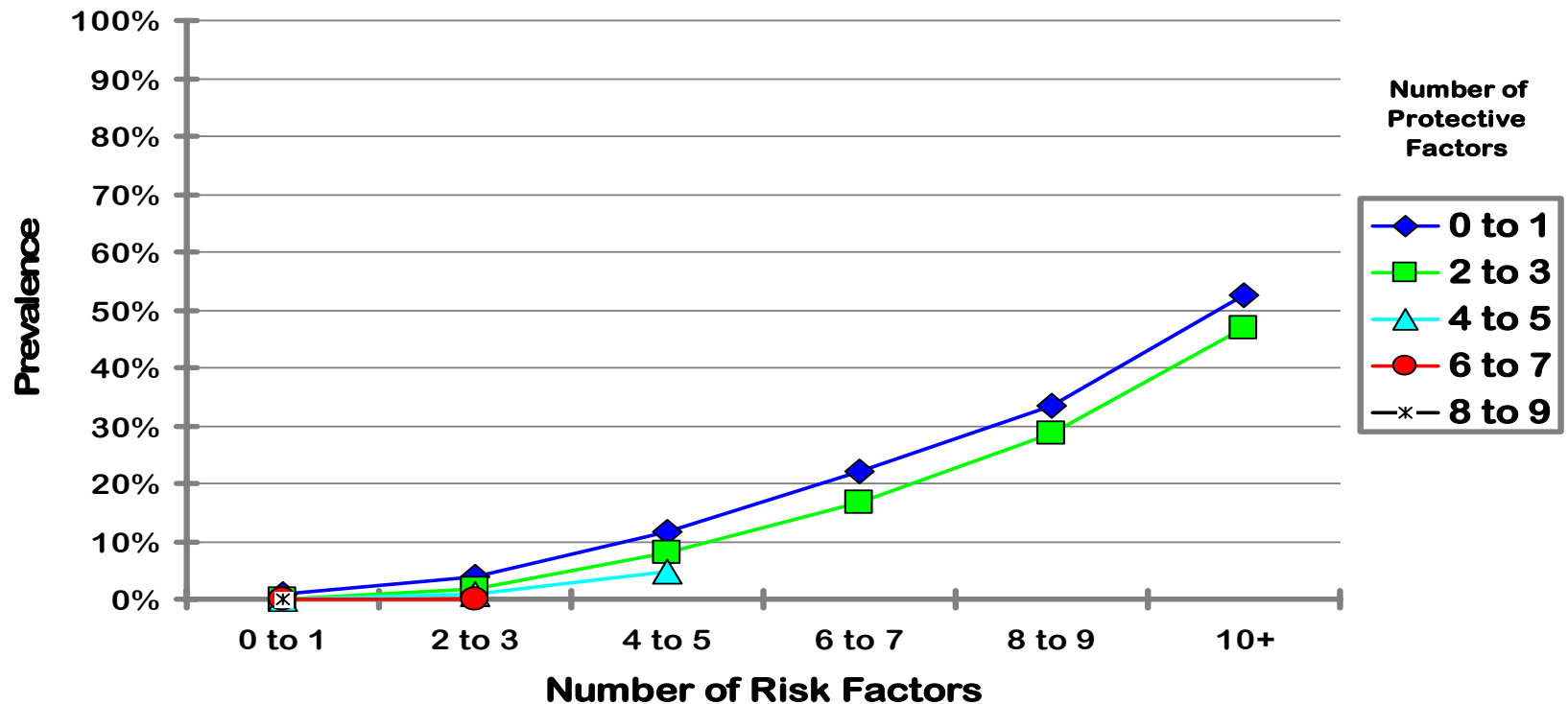
Prevalence of 30 Day Alcohol Use by Number of Risk and Protective Factors

Six State Student Survey of 6th-12th Graders, Public School Students



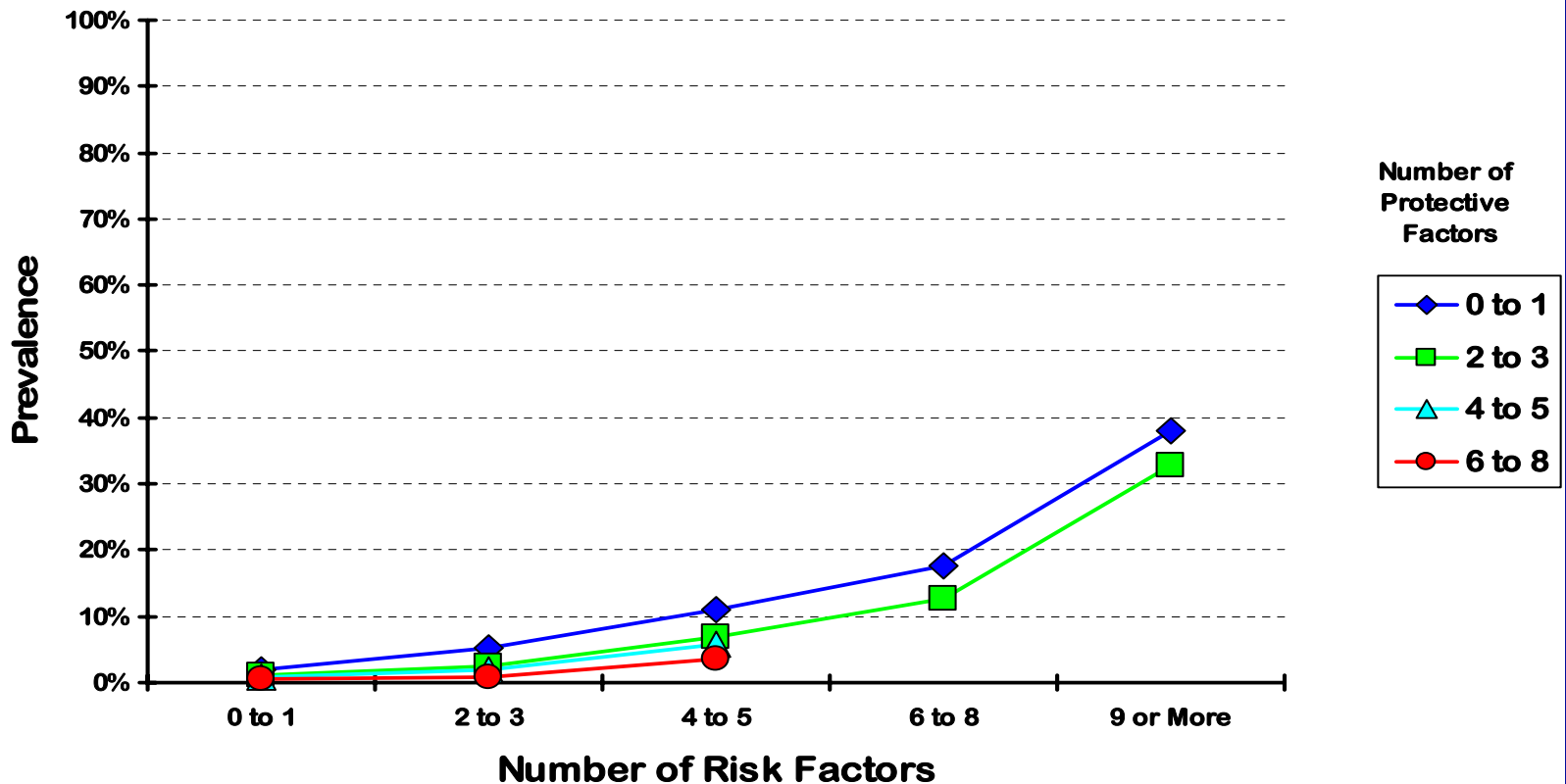
Prevalence of 30 Day Marijuana Use By Number of Risk and Protective Factors

**Six State Student Survey of 6th-12th Graders,
Public School Students**

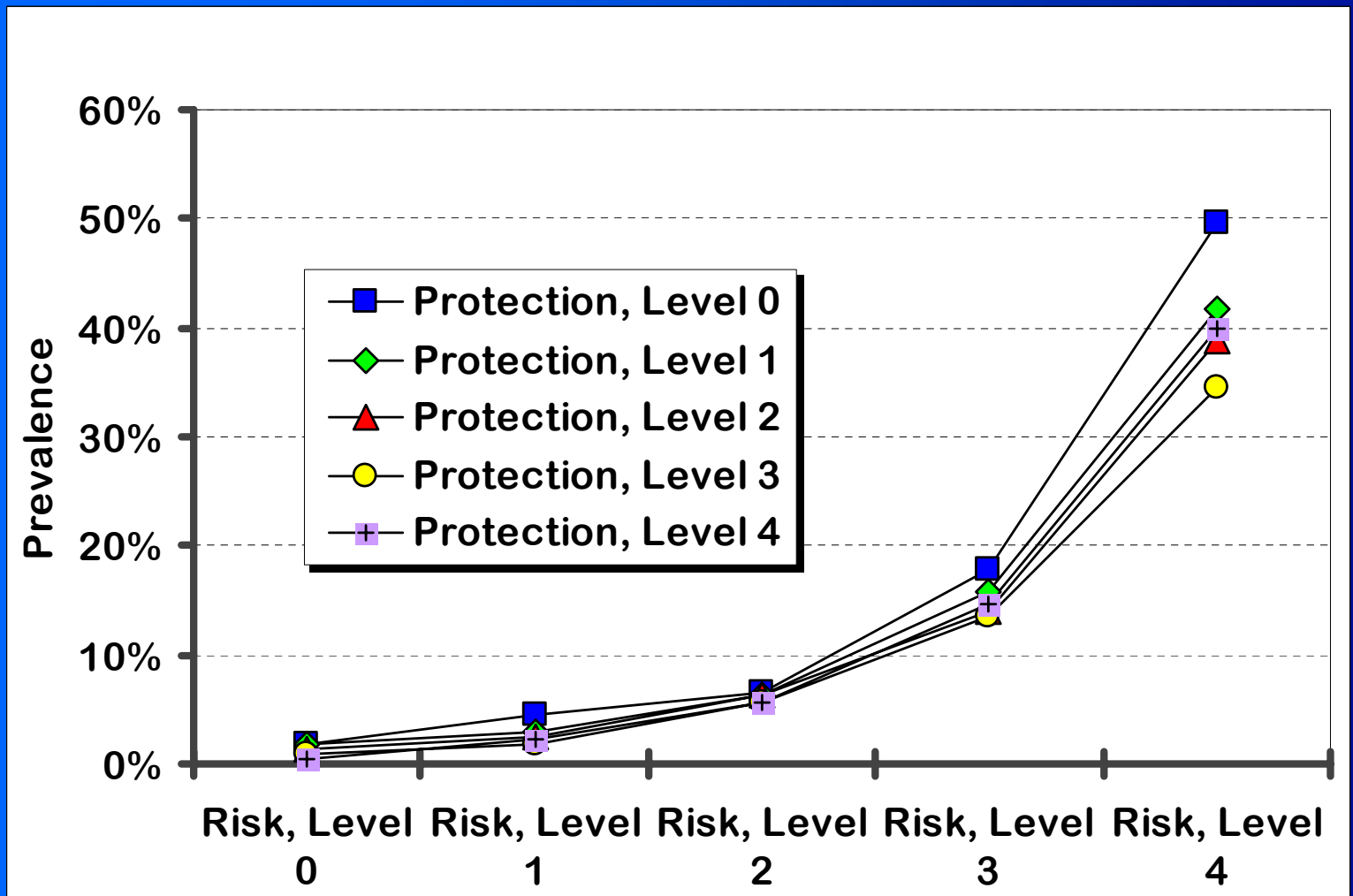


Prevalence of Any Other Illicit Drug Use (Past 30 Days) By Number of Risk and Protective Factors

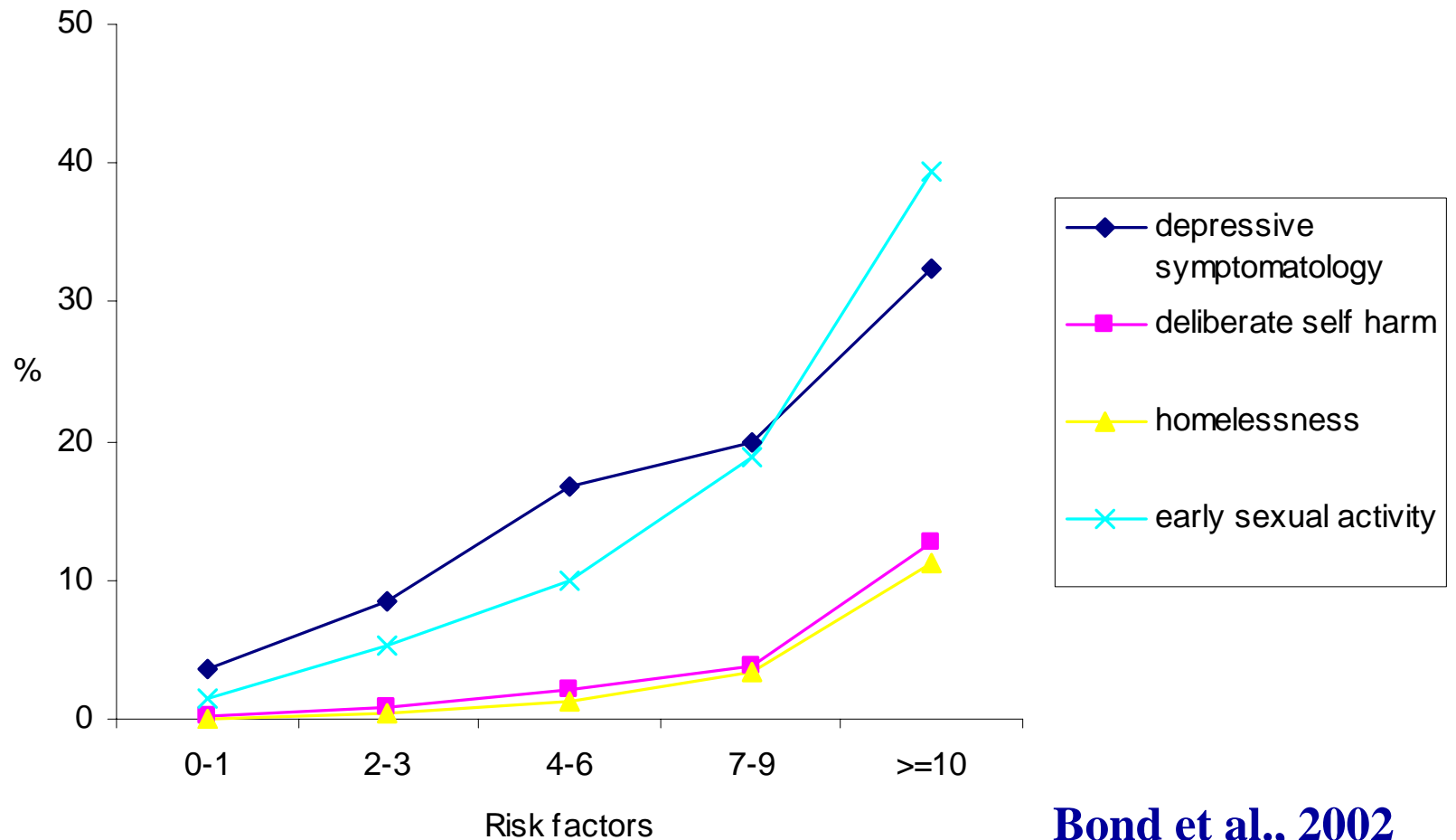
**Six State Student Survey of 6th - 12th Graders,
Public School Students**



Prevalence of "Attacked to Hurt" By Number of Risk and Protective Factors



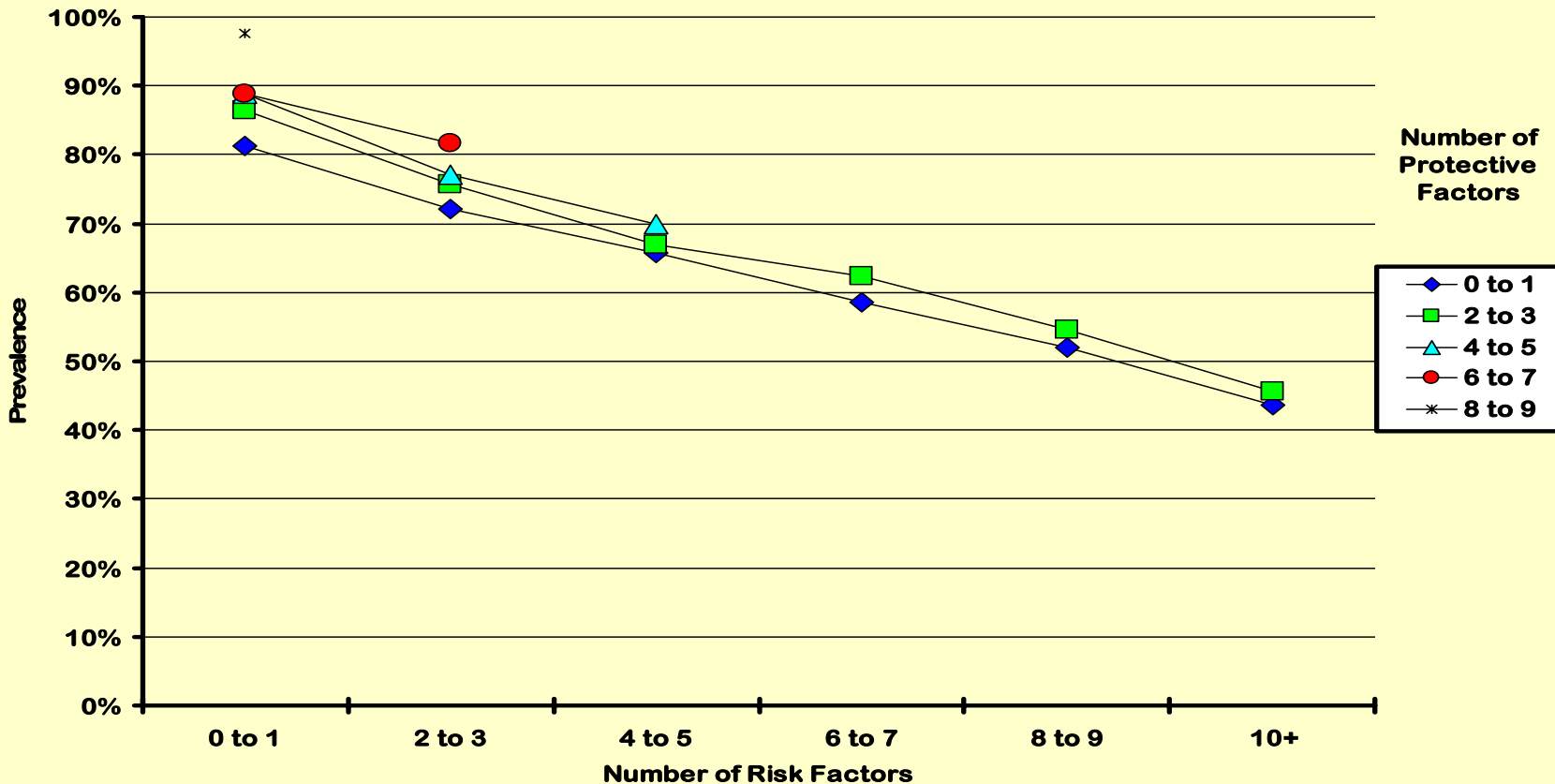
Prevalence of Mental Health and Social Problems by Number of Risk Factors



Bond et al., 2002

Prevalence of Academic Success By Number of Risk and Protective Factors

Six State Student Survey of 6th-12th Graders,
Public School Students



Positive Youth Development

2002 Program Review

Catalano et al., 2002

- Commissioned by HHS Assistant Secretary for Planning and Evaluation
- Inclusion Criteria
 - Promotive or preventive approach directed at youth aged 6-20
 - Address positive youth development constructs
 - Comprehensive
 - Strong evaluation
 - Demonstrate *behavioral* outcomes on either (or both) positive or problem behavior

Positive Youth Development Process to Define Concepts

- Reviewed literature that described youth development approach
- Augmented through Annenberg-Sunnylands Task Force on Positive Youth Development
- Empirical basis not fully established; rather purpose was to identify concepts being discussed to define the purview of this developing field

Positive Youth Development Concepts

- Social, emotional, behavioral, cognitive and moral competence
 - Self-efficacy
 - Positive emotions
 - Clear and positive identity
 - Opportunities for prosocial involvement
 - Recognition for positive behavior
 - Bonding
 - Prosocial norms
 - Self-determination
 - Belief in the future
 - Spirituality
 - Resilience
 - Strength of character
 - Life satisfaction
- In program activities and atmosphere**
- Catalano et al., 2002;
Seligman, Berkowitz et al., 2005;
Shek et al., 2007;
Catalano, et al., in press**

Positive Youth Development 2002 Review Study Results

25 of 77 rigorously evaluated
Positive Youth Development
programs met the inclusion
criteria and had evidence of
effectiveness

Positive Youth Development School Programs

- **Know Your Body** (Walter, Vaughn & Wynder, 1989)
- **Growing Healthy** (Connell & Turner, 1985; Connell, Turner & Mason, 1985; Smith, Redican & Olson, 1992)
- **Children of Divorce Intervention Program** (Pedro-Carrol & Owen, 1985)
- **Life Skills Traing (LST) in 56 New York Public Schools** (Botvin et al., 1990; Botvin et al., 1995)
- **Providing Alternative Thinking Strategies (PATHS)** (Greenberg & Kusche, 1996)
- **Project ALERT** (Ellickson, Bell & Harrison, 1993; Ellickson, Bell & McGuigan, 1993)

Positive Youth Development Family & School Programs

- **Child Development Project** (Battistich, Schaps, Watson and Solomon, 1996)
- **Fast Track** (Greenberg, 1998; The Conduct Problems Prevention Research Group, 1997)
- **Metropolitan Area Child Development** (Eron et al., 1997)
- **Reducing the Risk** (Kirby et al., 1991)
- **The Seattle Social Development Project** (Hawkins, Catalano et al., 1999, Lonczak, et al., 2002, Hawkins et al., in preparation)
- **The Social Competence Promotion Program** (Weissberg, Kaplan & Bose, 1997)
- **Success for All** (Slavin et al., 1996)

Positive Youth Development Family, School & Community Programs

- **Across Ages** (LoSciuto et al., 1996)
- **Adolescent Transitions** (Andrews, Soberman & Dishion, 1995)
- **Project STAR-Kansas** (Pentz et al., 1990; Pentz et al., 1994)
- **Project Northland** (Perry et al., 1996)
- **Richmond Youth Against Violence** (Farrell, Meyer & Dahlberg, 1996; Farrell & Meyer, 1998; Meyer & Farrell, in press; Meyer & Northrup, 1997)
- **Valued Youth Partnership** (Cardenas et al., 1992)
- **Woodruck Youth Development Project** (LoSciuto et al., 1997)

Positive Youth Development Community and other Multi- Domain Programs

Community

- **Bicultural Competence Skills** (Schinke et al., 1988)
- **Big Brothers/Big Sisters** (Tierney, Grossman & Resch, 1995)

School and Community

- **Teen Outreach** (Allan et al., 1996)

Family, Church & Community

- **Creating Lasting Connections** (Johnson et al., 1996)

School, Community & Work

- **Quantum Opportunities Program** (Hahn, Leavitt & Aaron, 1994)

Positive Youth Development

Most Common Youth Development Concepts Addressed in Effective Programs

| | |
|--|------|
| ■ Competencies | 100% |
| ■ Prosocial norms | 100% |
| ■ Self-efficacy | 96% |
| ■ Recognition for positive behavior | 88% |
| ■ Opportunities for prosocial involvement | 88% |
| ■ Bonding | 76% |
| ■ Positive identity, Self-determination, Belief in the future, Resiliency and Spirituality | <50% |

Positive emotions, life satisfaction, strength of character not assessed in 2002 review.

Positive Youth Development

Characteristics of Effective Programs

- Assured Implementation Quality 96%
- Employed Structured Curriculum or Program of Activities 96%
- Lasted at Least Nine Months 80%
- Increased Positive Behaviors 50%
- Reduced Problem Behaviors 92%

Positive Youth Development

What Have We Learned?

- Positive Youth Development (PYD) grew out of concerns with single problem focused prevention programs
- Policy makers, practitioners and prevention scientists had common concerns and recommendations for PYD programs
- 18 PYD concepts have been identified
- Promotion and Prevention programs are incorporating PYD constructs.
- Programs incorporating PYD constructs are promoting positive behavior and reducing negative behavior

Preliminary Literature Reviews

- Focus on sexual and reproductive health
- Evidence that PYD concepts affect sexual and reproductive health?
- Evidence that PYD programs can affect sexual and reproductive health?



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