



**Symposium on Positive Youth Development and Prevention
Programs in Adolescence: International and Chinese Experiences**

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Hong Kong

Positive Youth Development and Prevention Programs: What Lessons Have We Learned?

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History of Positive Youth Development: United States Experience

- Early 1900's Adolescence becomes a distinct stage of development
- 1950's Juvenile crime intervention and treatment programs first develop
- 1950-1970 Treatment programs 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 behavior approach to prevention, despite early successes



Positive Youth Development

Critiques of Single Problem Behavior Focus of Early Prevention Programs

Practitioners and Policy Makers

- Focus on single problems ignores the whole child.
- Focus on the individual and 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

- Many 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 developmentally appropriate risk and protective factors
- 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 for practitioner concerns.

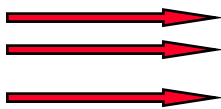


Focus on Expanded Range of Risk Factors for Adolescent Problems

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

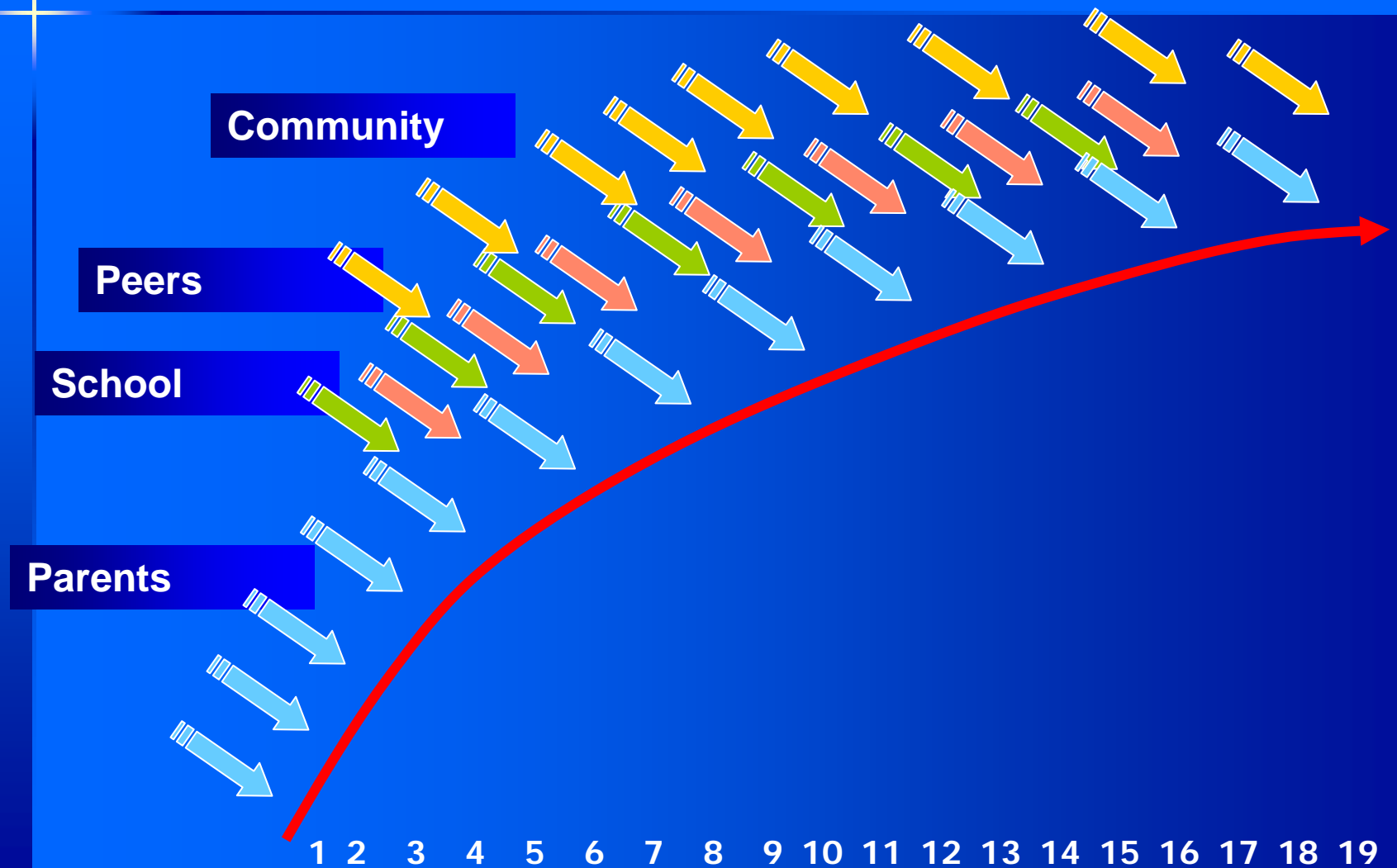
Individual Characteristics

- 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



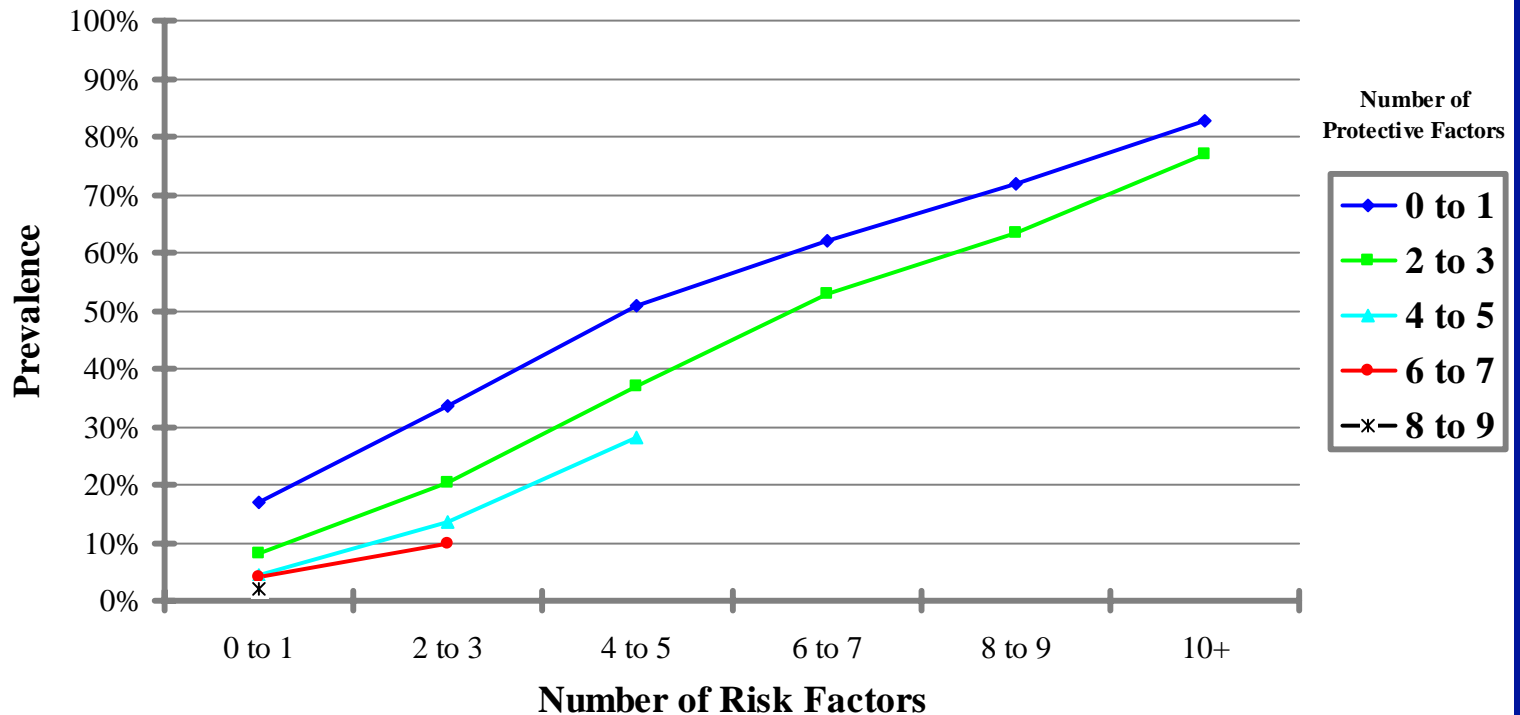


Positive Youth Development
*Research Base for Positive Youth
Development*

**Evidence generated that
protective and risk factors
affect both positive and
problem behavior**

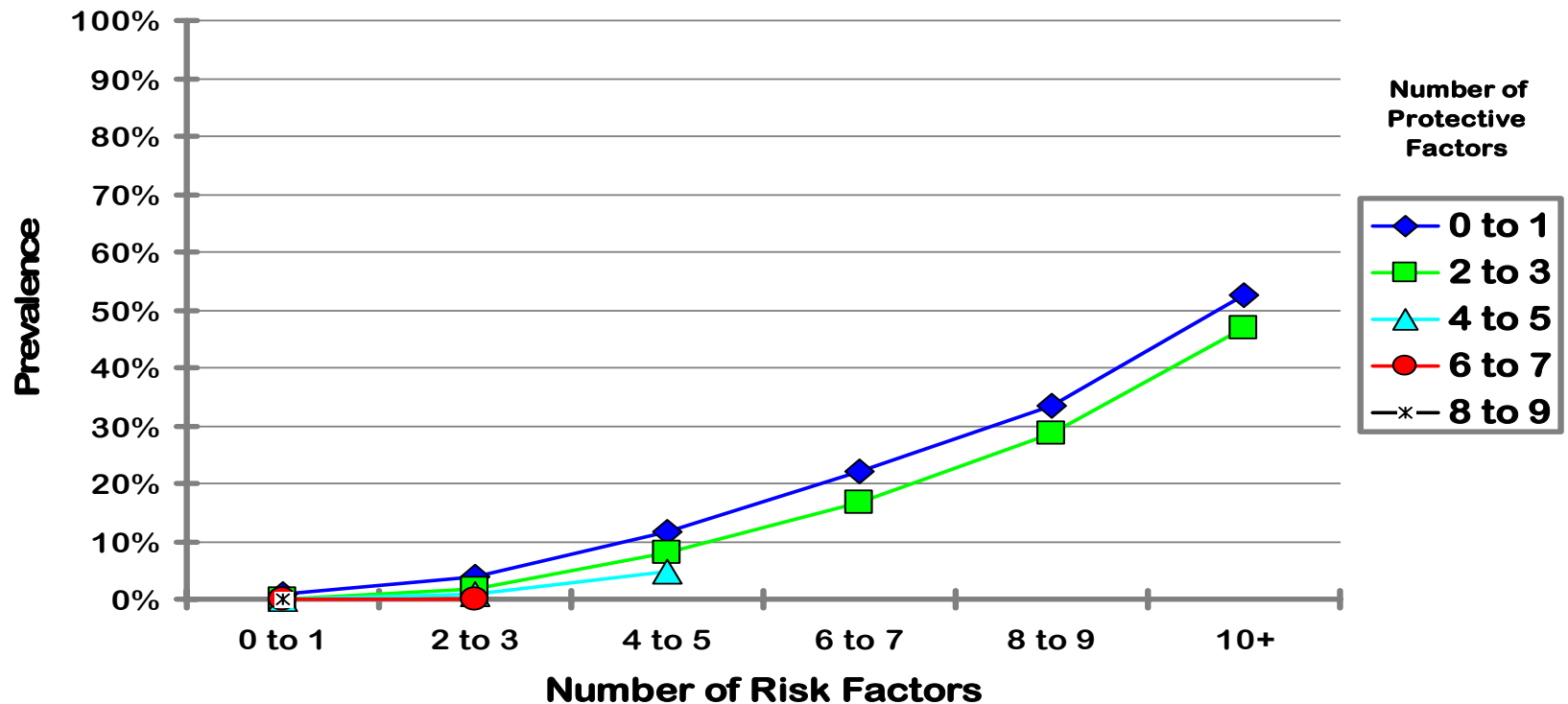
Prevalence of 30 Day Alcohol Use by Number of Risk and Protective Factors

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



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

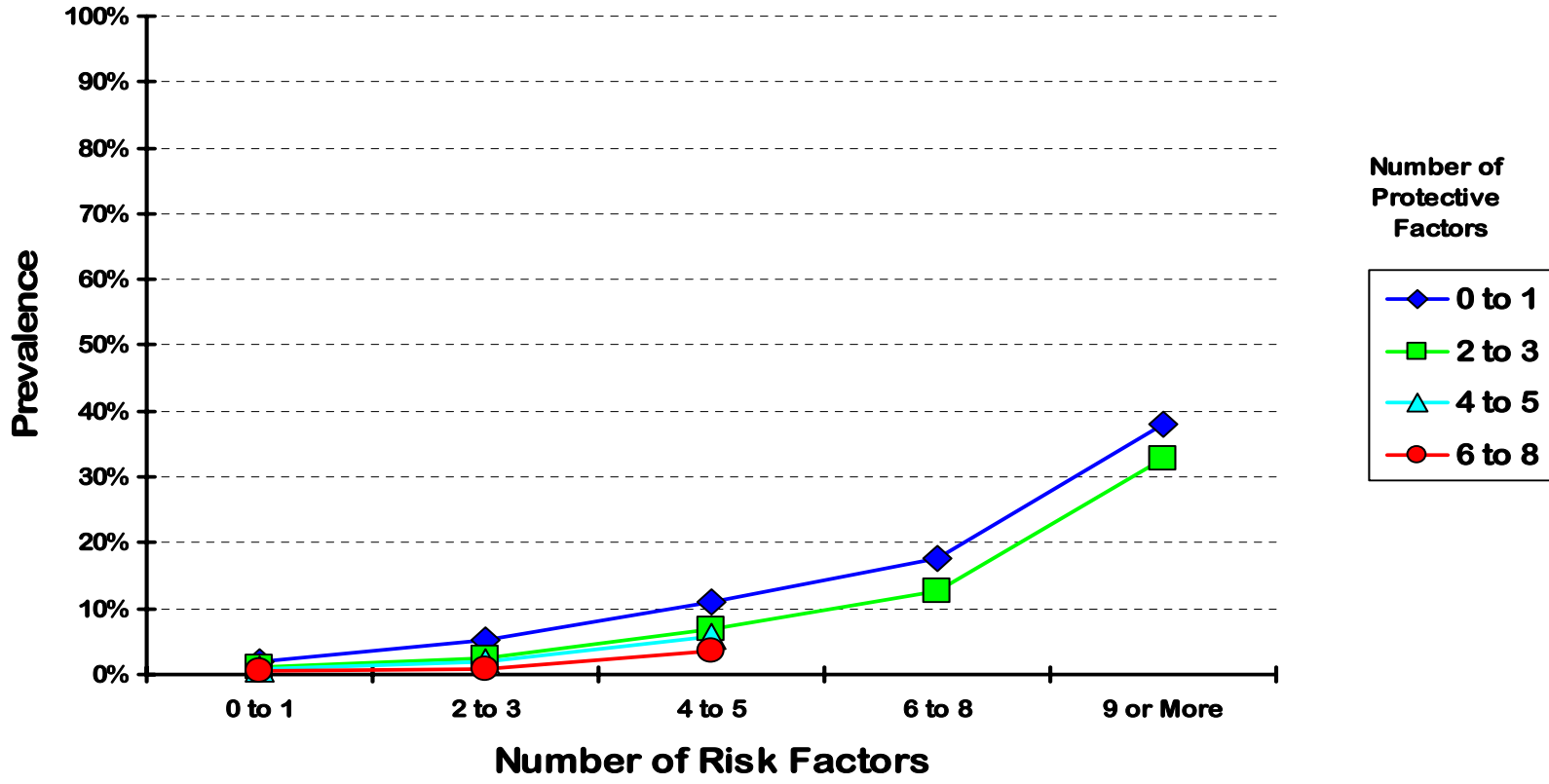
**Six State Student Survey of 6th-12th Graders,
Public School Students**



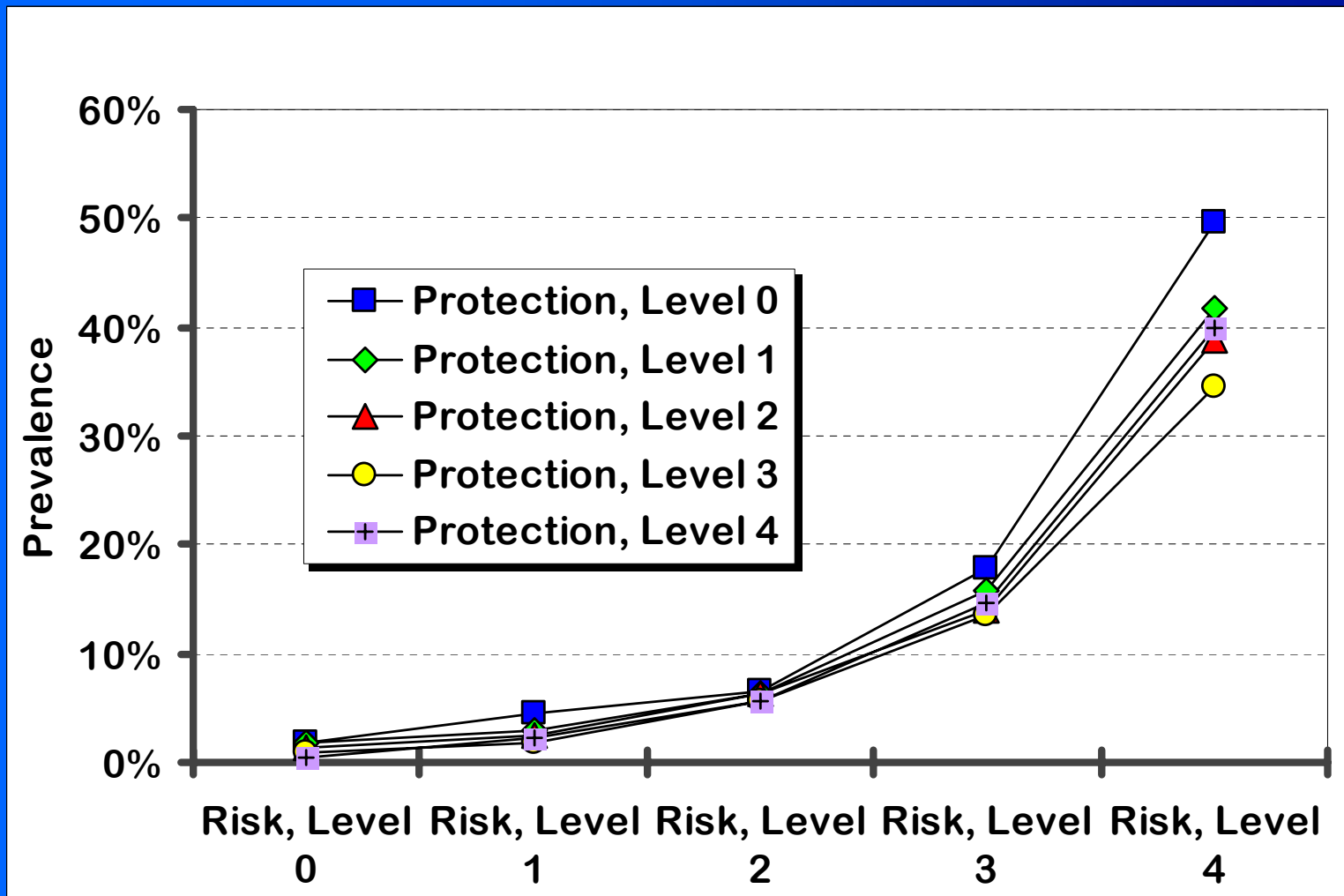
Prevalence of Any Other Illicit Drug Use (Past 30 Days)

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

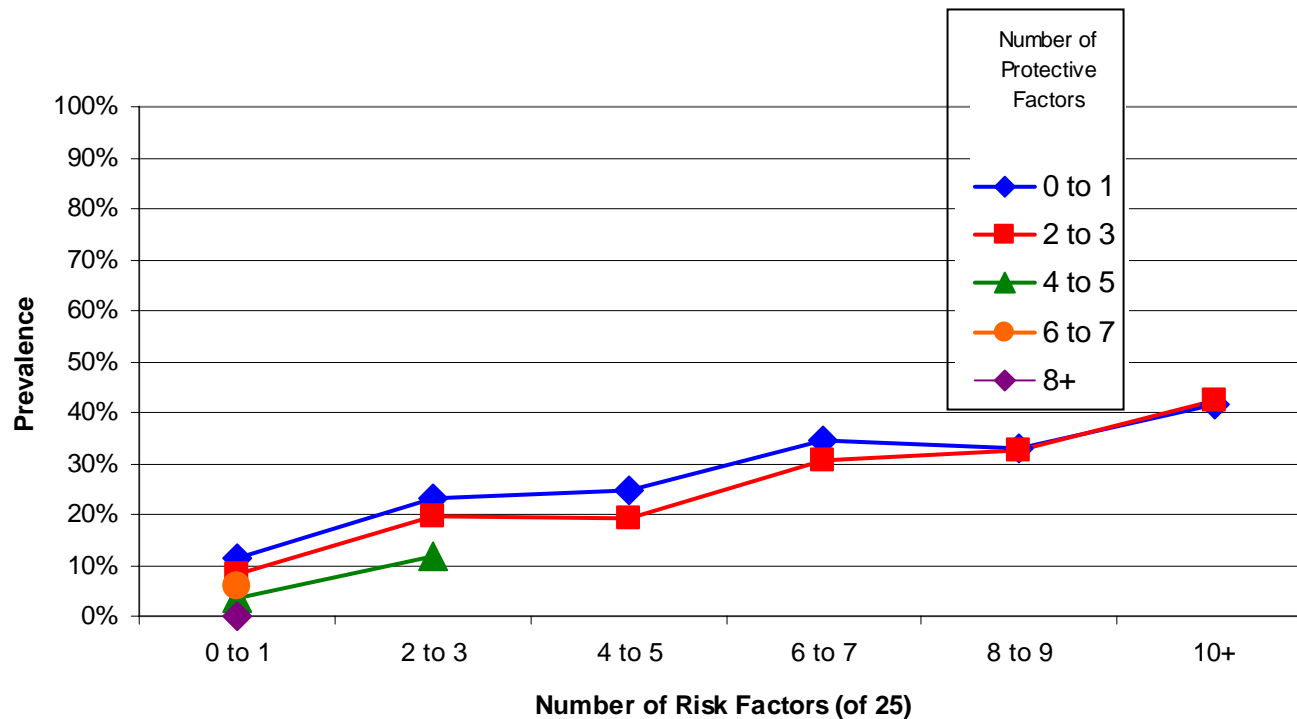




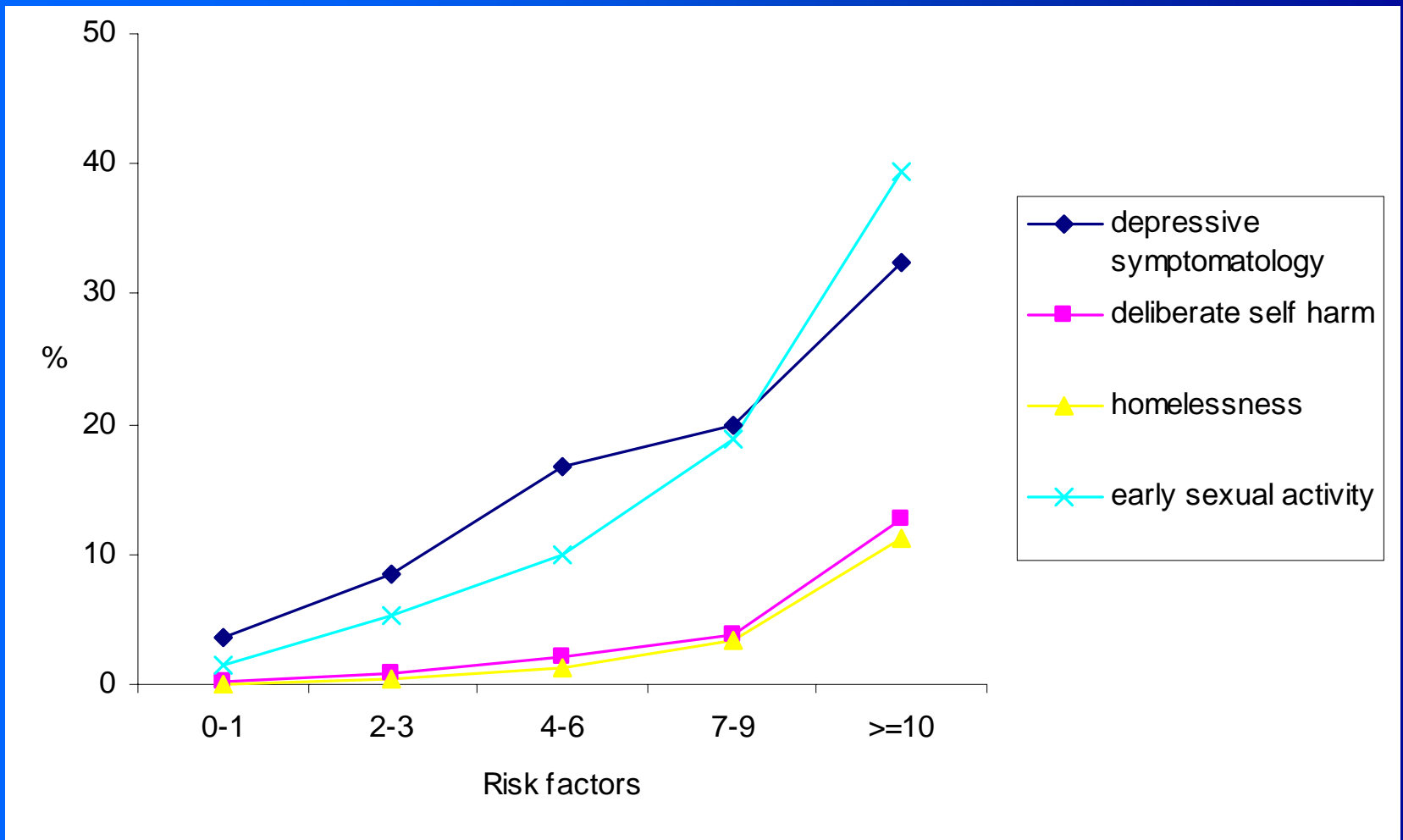
Prevalence of High Depressive Symptoms by Number of Risk and Protective Factors

Survey of 7th and 9th Grade Students in Washington State

(N = 1527)

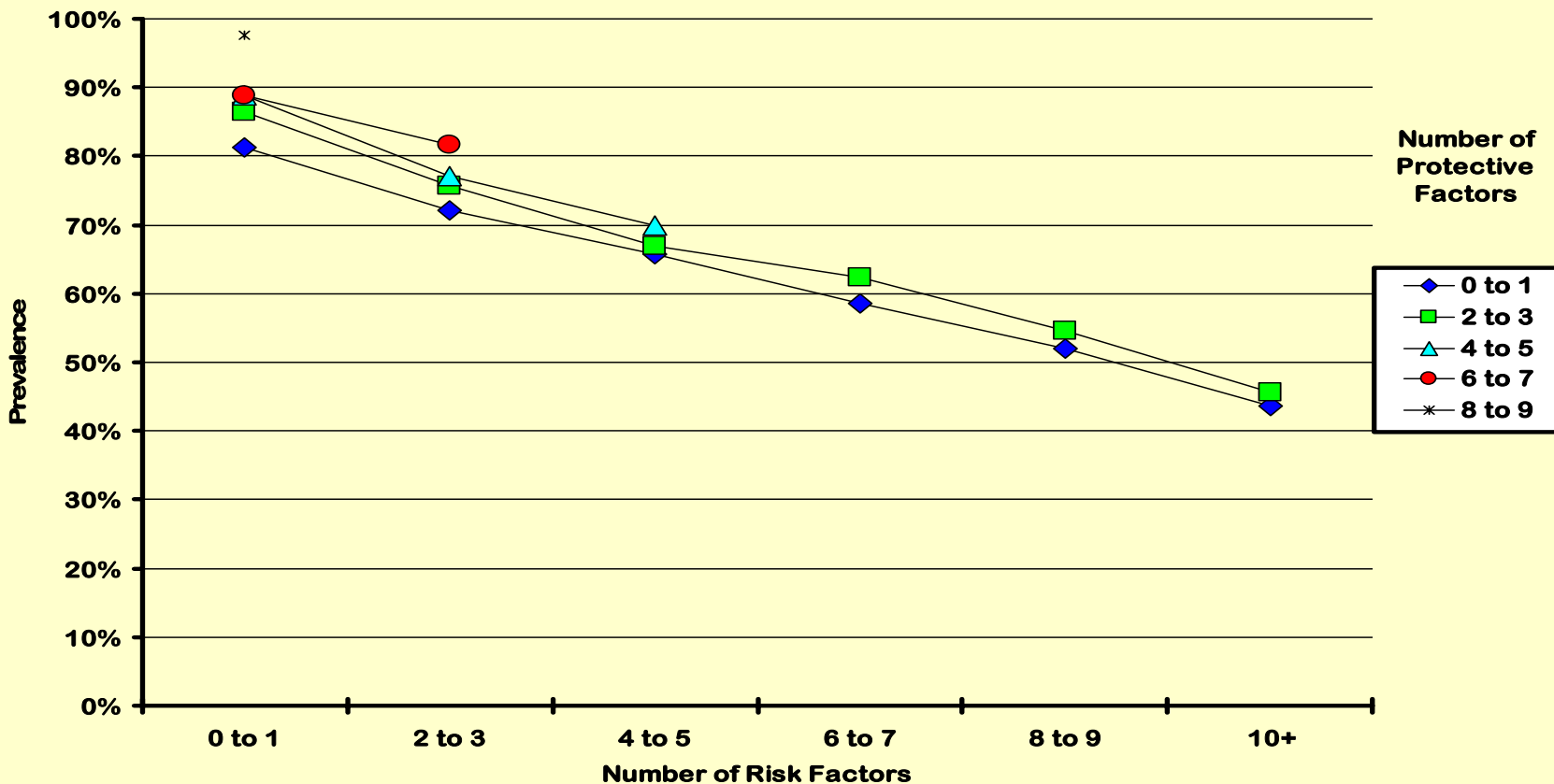


Prevalence of Mental Health and Social Problems by Number of Risk Factors



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 Review Study Inclusion Criteria

- Promotive or preventive approach directed at youth aged 6-20
- Address positive youth development constructs
- Comprehensive
- Strong evaluation
- Demonstrate *behavioral* outcomes

What Are Positive Youth Development Concepts?

Positive Youth Development *Concepts*

- Social, emotional, behavioral, cognitive and moral competence
- Self-efficacy
- Clear and positive identity
- Opportunities for prosocial involvement
- Recognition for positive behavior
- Bonding
- Prosocial norms
- Self-determination
- Belief in the future
- Spirituality
- Resiliency
- Life satisfaction

Positive Youth Development

25 Effective Programs Identified

Criteria:

Random assignment or quasi-experimental design

No serious methodological flaws

Demonstrate behavioral outcomes.

Positive Youth Development

Where Successful Programs Were Delivered

- Single Socialization Unit 38%
- Two Socialization Units 29%
- Three Socialization Units 33%

- Summary
 - Included a School Domain 88%
 - Included a Family Domain 58%
 - Included a Community Domain 33%

Positive Youth Development

Most Common Youth Development Constructs Addressed

- | | |
|--|------|
| ■ 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 Youth Development

Characteristics of Effective Programs

- Assured Implementation Quality 96%
- Lasted at Least Nine Months 80%
- Employed Structured Curriculum
or Program of Activities 66%
- Increased Positive Behaviors 50%
- Reduced Problem Behaviors 92%

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 Training (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 Multi-Domain Programs

- **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

An example of a family and school domain program with evidence of long term effects into young adulthood

S	D
R	G

Seattle Social Development Project Long Term Effects on Academic and Behavioral Outcomes

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Seattle Social Development Project Design

- Initiated in 1981 in 8 Seattle elementary schools.
- Expanded in 1985, to include 18 Seattle elementary schools to add a late intervention condition and additional control students.

- **Quasi-experimental study**

Full treatment (grades 1-6)	n=	149
Late treatment (grades 5-6)	n=	243
Control	n=	206

- 808 (77%) of the 5th grade students constitute the longitudinal study sample.

The Social Development Strategy

The Goal...

Healthy Behaviors

...for all children and youth

Start with...

Healthy Beliefs
and
Clear Standards

...in families, schools,
and peer groups

Build...

Bonding
-Attachment
-Commitment

...to families, schools,
and peer groups

By providing...

Opportunities

Skills

Recognition

...in families, schools,
and peer groups

Be Aware of...

Individual Characteristics



Risk Factors		Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Depression & Anxiety	Violence
Family							
	Family History of the Problem Behavior	✓	✓	✓	✓	✓	✓
X	Family Management Problems	✓	✓	✓	✓	✓	
X	Family Conflict	✓	✓	✓	✓	✓	✓
X	Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓	
School							
X	Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓	✓
X	Lack of Commitment to School	✓	✓	✓	✓	✓	
Individual/Peer							
X	Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓	✓
	Alienation and Rebelliousness	✓	✓		✓		
X	Friends Who Engage in the Problem Behavior	✓	✓	✓	✓	✓	
X	Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓		
X	Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓	
	Constitutional Factors	✓	✓			✓	✓

Family

School

Individual/Peer

Intervention Components

- Component One: *Teacher Training in Classroom Instruction and Management*
- Component Two: *Parent Training in Behavior Management and Academic Support*
- Component Three: *Child Social, Emotional and Cognitive Skill Development*

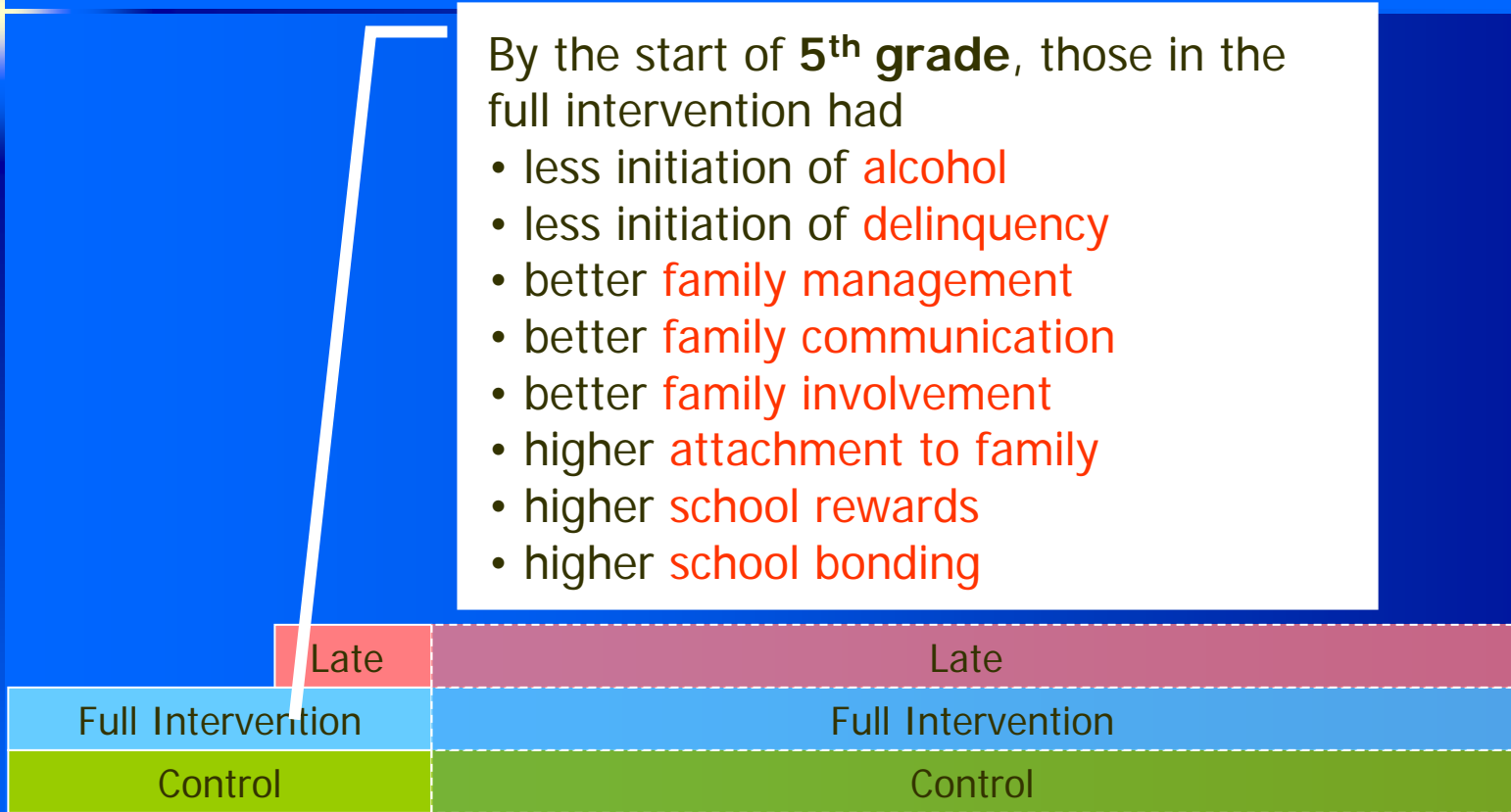


Seattle Social Development Project

Changed Risk, Protection and Outcomes

By the start of **5th grade**, those in the full intervention had

- less initiation of **alcohol**
- less initiation of **delinquency**
- better **family management**
- better **family communication**
- better **family involvement**
- higher **attachment to family**
- higher **school rewards**
- higher **school bonding**



Grade 1 2 3 4 5 6 7 8 9 10 11 12

Age 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27



Seattle Social Development Project

Changed Risk, Protection and Outcomes

By age 18 Youths in the Full Intervention had

- less heavy alcohol use: 25.0% C vs 15.4% Full
- less lifetime violence: 59.7% C vs 48.3% Full
- less lifetime sexual activity: 83.0% C vs 72.1% Full
- fewer lifetime sex partners: 61.5% C vs 49.7% Full
- improved school bonding
- less grade repetition: 22.8% C vs 14.0% Full
- reduced school discipline rpts: 58.0% C vs 46.0% Full



Grade 1 2 3 4 5 6 7 8 9 10 11 12

Age 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27



Seattle Social Development Project

Changed Risk, Protection and Outcomes

By age 21, broad significant effects were found on **positive adult functioning**:

- More **high school graduates**
- More **attending college**
- More **employed**
- Fewer **depressive symptoms**: 2.93 C vs 2.31 Full
- Fewer with a **criminal record**: 53% C vs 42% Full
- Less **drug selling**: 13% C vs 4% Full
- Fewer females were **pregnant**: 40% C vs 23% Full
- Fewer **STD's** among African American: 34% C vs 7% Full



Grade 1 2 3 4 5 6 7 8 9 10 11 12

Age 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27



Seattle Social Development Project

Changed Risk, Protection and Outcomes

Intervention has specific benefits for **children from poverty through age 18.**

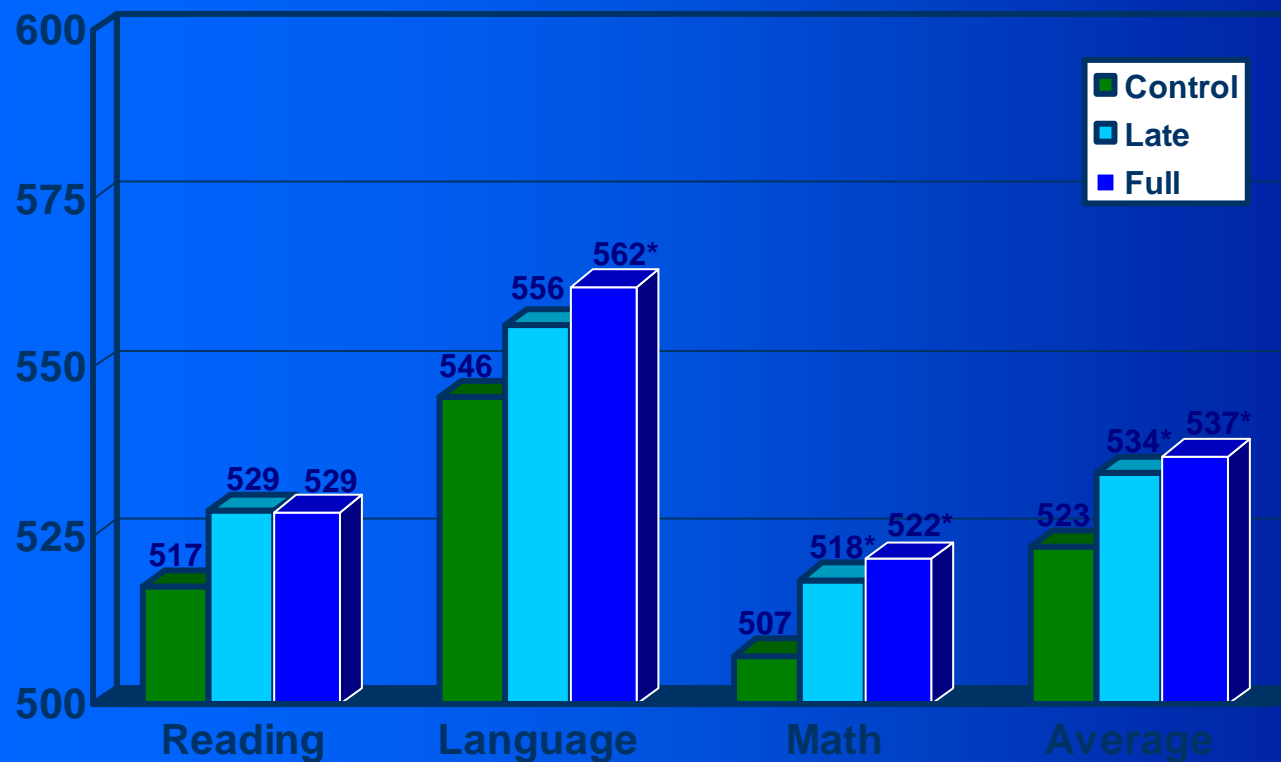
- More **attachment to school**
- Fewer **held back in school**
- Better **achievement**
- Less **school misbehavior**
- Less **drinking and driving**



Grade	1	2	3	4	5	6	7	8	9	10	11	12									
Age	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27

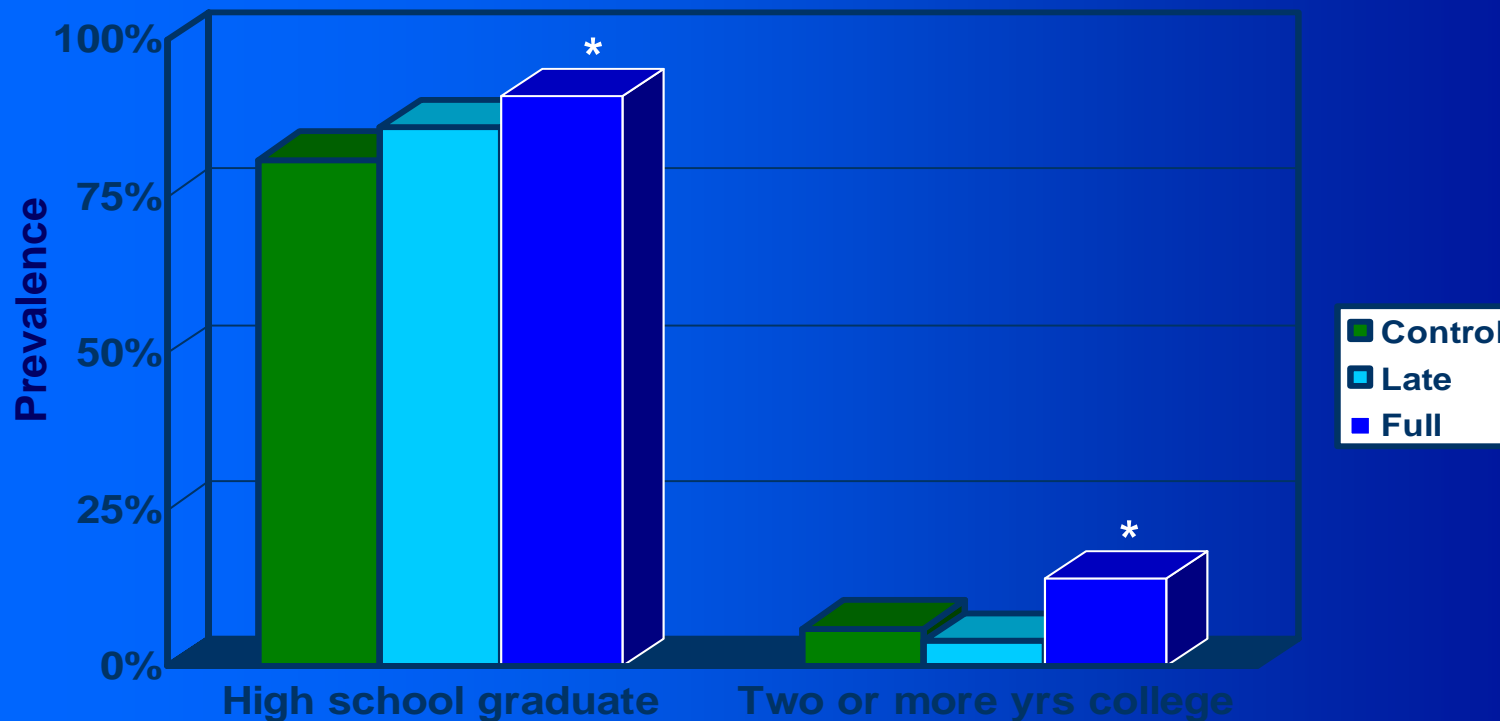


Seattle Social Development Project Effects at Age 12: California Achievement Test Scores



* $p < .05$ compared with controls; N = 548 to 551.

Seattle Social Development Project Effects at Age 21: Education



* $p < .05$
compared with controls.

Cost-Benefit

An independent cost-benefit analysis estimated that projected benefits resulting from the SSDP intervention would produce a net positive return per participant.



Positive Youth Development

Conclusions

- Promotion and Prevention programs are incorporating PYD constructs.
- Promotional programs without a problem behavior focus have been well evaluated.
- Programs incorporating PYD constructs are promoting positive behavior and reducing negative behavior.



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