Youth Development
Developments

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Positive Development is Public Safety

- Youth with essential and pro-social assets are less likely to be involved in risky behavior

- Key pro-social assets include attachment, engagement, and a strong sense of usefulness and belonging

- No single strategy can ensure positive development. It takes a broad system of community-based supports.

- <u>All youth</u> need the same opportunities and activities that youth in wealthy communities take for granted:

  - Supportive relationships
  - Rewards for work
  - Skill development
  - Success in learning

  - Physical activity and sports
  - Music and the arts
  - Civic engagement
  - Community/political involvement

Strong Correlational Evidence

Youth with more assets are less likely to report risky behaviors -- such as carrying weapons

Youth with particular asset	Rate of weapon carrying compared to other youth
Positive peer role model	55% as likely
Positive non-parental adult role model	63%
Involved in community activities	48%
Report future aspirations	53%
Able to exercise responsible choices	63%
Report good family communication	59%

* 14% of sample reported some weapon carrying

Aspy et al. (2004), *Journal of Counseling and Development*

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Strong Correlational Evidence

Youth with more assets are less likely to report that they have <u>previously used drugs/alcohol</u>

Youth with particular asset	Rate of drug/alcohol use compared to other youth
Positive peer role model	33% as likely
Positive non-parental adult role model	50%
Involved in community activities	50%
Involved in groups/sports	63%
Cumulative Effect: <u>All 9 Assets</u>	19%

Oman et al. (2004). *American Journal of Public Health*

Strong Correlational Evidence

6th- to 12th-Graders Reporting High-Risk Behaviors, by Level of Developmental Assets (*Search Institute*)

High-Risk Behaviors	0–10 Assets	11–20 Assets	21–30 Assets	31–40 Assets
Problem alcohol use—Has used alcohol three or more times in the past month or got drunk once in the past two weeks.	45%	26%	11%	3%
Violence—Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the past year.	62%	38%	18%	6%
School Problems—Has skipped school two or more days in the past month and/or has below a C average.	44%	23%	10%	4%

* Data based on aggregate sample of 148,189 students across the United States surveyed in 2003.

Key Questions

- How do we transform youth justice to focus on practical ways of facilitating youth development (i.e. attaching youth to positive assets and relationships)

- How do we aim for more than mere compliance and delivery of services?

Community Network for Youth Development
San Francisco

John W. Gardner Center for Youth and Their Communities

National Research Council

America's Promise — The Alliance for Youth

the forum FOR YOUTH INVESTMENT
moving ideas to impact

Developmental Assets

Institute for Applied Research in Youth Development
Tufts University

Putting Positive Youth Development Into Practice
a resource guide

National Collaboration for Youth
An Affinity Group of the National Human Services Assembly

PEPNet
Promising and Effective Practices
National Youth Employment Coalition

National Clearinghouse and Families & Youth

AED Academy for Educational Development
Connecting People > Creating Change

Youth Development Strategies, Inc.
Youth Development Framework

Not Adapted for Youth offenders

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More Appropriate Sources

Positive Youth Justice Model is Designed to be Simple, with a Focus on Measurement
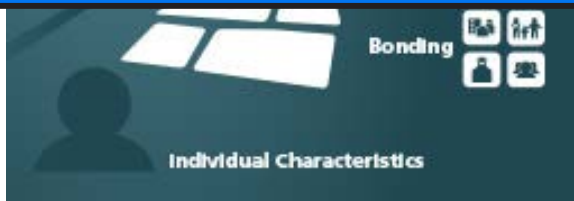
Positive Youth Justice
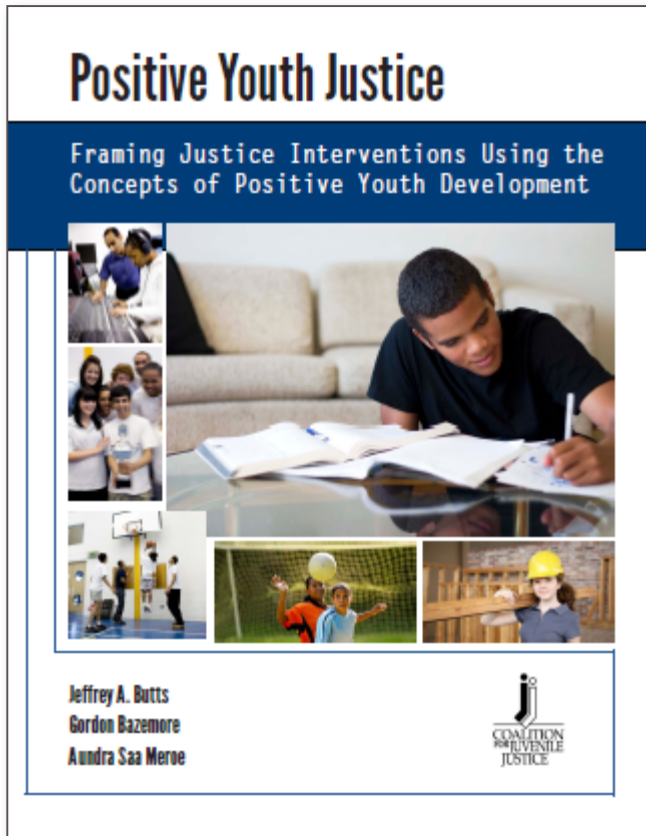
Butts, Jeffrey A., Gordon Bazemore, and Aundra Saa Meroe (2010)

Positive youth justice: Framing justice interventions using the concepts of positive youth development

Washington, DC: Coalition for Juvenile Justice.

www.juvjustice.org

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Positive Youth Justice

ASSETS

| DOMAINS		Learning/Doing	Attaching/Belonging
	Work	• Activities *(Tracked)* • Outcomes *(Measured)*	• Activities *(Tracked)* • Outcomes *(Measured)*
	Education	• Activities *(Tracked)* • Outcomes *(Measured)*	• Activities *(Tracked)* • Outcomes *(Measured)*
	Relationships	• Activities *(Tracked)* • Outcomes *(Measured)*	• Activities *(Tracked)* • Outcomes *(Measured)*
	Community	• Activities *(Tracked)* • Outcomes *(Measured)*	• Activities *(Tracked)* • Outcomes *(Measured)*
	Health	• Activities *(Tracked)* • Outcomes *(Measured)*	• Activities *(Tracked)* • Outcomes *(Measured)*
	Creativity	• Activities *(Tracked)* • Outcomes *(Measured)*	• Activities *(Tracked)* • Outcomes *(Measured)*

Positive Youth Justice

- Guidance for implementing positive youth development principles

- Plan for measurement

- NOT a "philosophy" or "perspective" and NOT a "program"

D.C. Department of Youth Rehabilitation Services

DYRS inspired the original development of the PYJ Model and fully embraced the approach.

The agency organizes its efforts across the six domains and reports on youth outcomes the same way.

The Six Domains of **Positive Youth Justice**

EDUCATION · RELATIONSHIPS · HEALTH · CREATIVITY · COMMUNITY · WORK
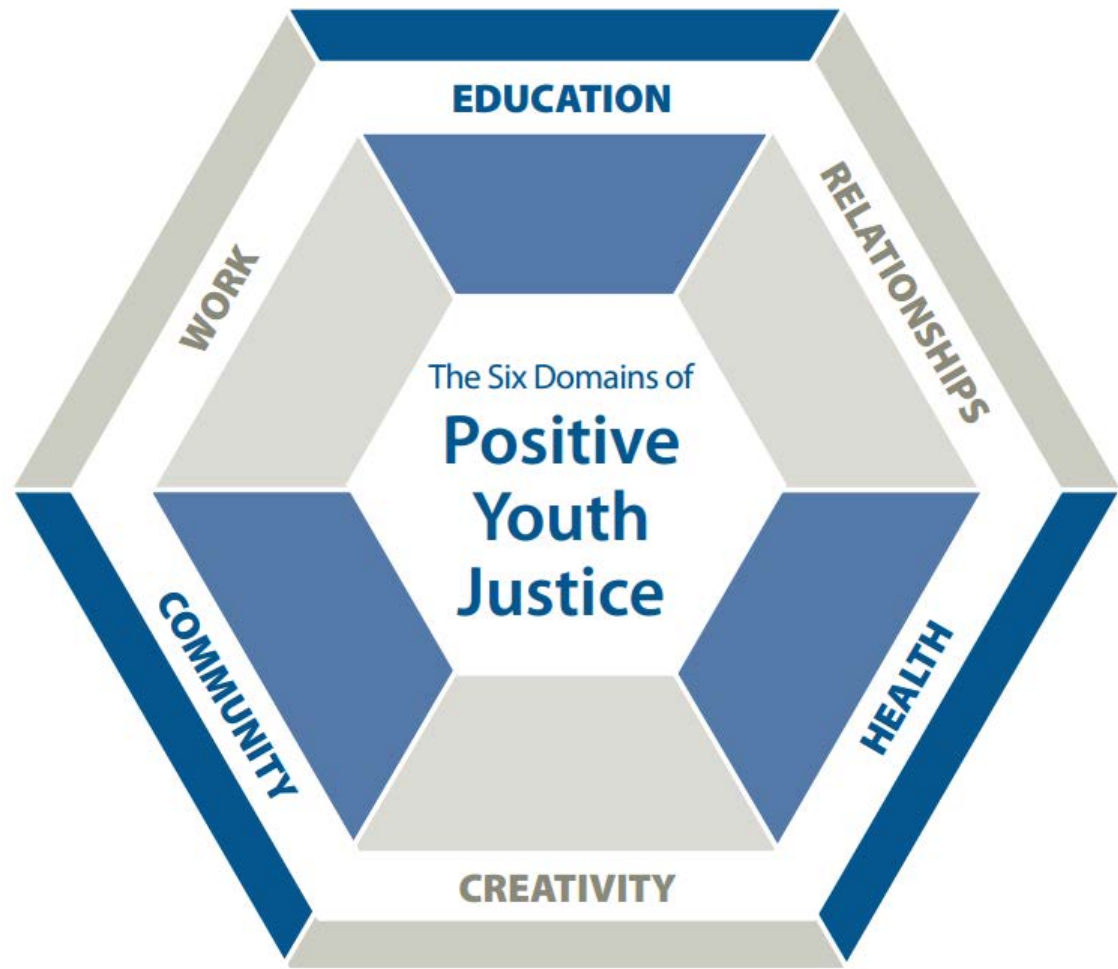
D.C. Department of Youth Rehabilitation Services

Outcomes for Youth Committed to DYRS

Number of Youth Achieving Education Milestones					
Milestone	FY 11	FY 12	FY 13	FY 14	Grand Total
Advancement to next school grade*			34	71	105
GED/HS Diploma*	28	48	18	32	126
College Enrollment	6	8	24	22	60
TOTAL	34	56	76	125	291
Number of Workforce Development Milestones Achieved					
Milestone	FY 11	FY 12	FY 13	FY 14	Grand Total
Certificates Earned**	23	117	106	92	338
25 Hours of Community Service Completed			7	31	38
Paid Work	5	51	38	35	129
TOTAL	28	168	151	158	505
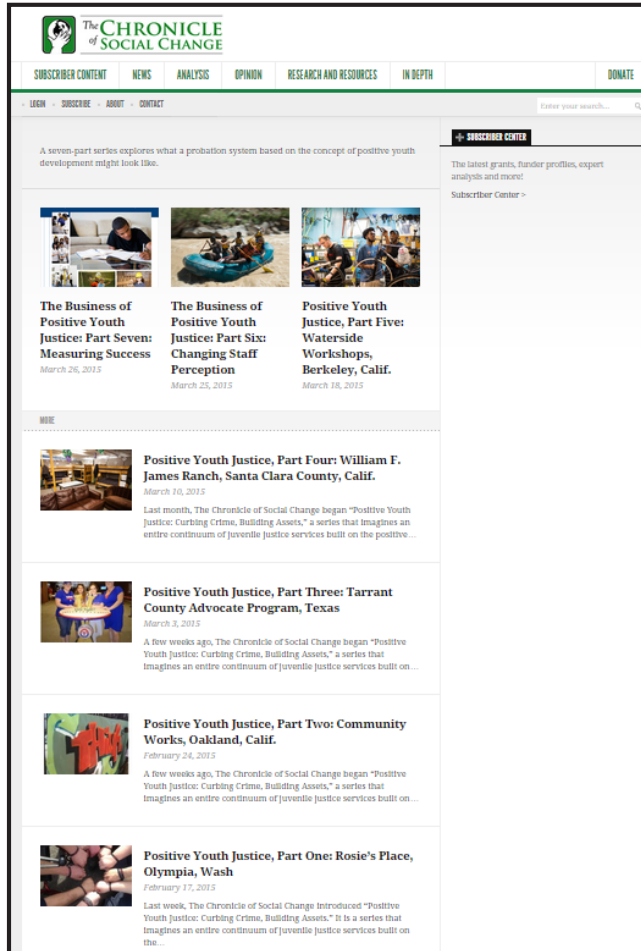
*These data are incomplete and primarily reflect outcomes reported by education service providers with DC YouthLink.

**Examples include food handler's license, A+ technology certification, and Microsoft Office proficiency.

The CHRONICLE of SOCIAL CHANGE
— CHILDREN AND YOUTH, FRONT AND CENTER —

Seven-part series on the application of Positive Youth Justice across the country.

https://chronicleofsocialchange.org/issue/positive-youth-justice

Even Wikipedia…

Article   Talk   Read   Edit   View history   Search

WIKIPEDIA
The Free Encyclopedia

Main page
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Positive youth justice

From Wikipedia, the free encyclopedia

The 'Positive Youth Justice' model offers an innovative alternative approach to working with children and young people in conflict with the law. Positive Youth Justice (PYJ) is both reactionary and progressive. It is *reactionary* against contemporary risk-based models of youth justice that stigmatise and exclude children by prioritising the prevention of negative behaviours and outcomes (e.g. offending, reoffending, reconviction, substance use, antisocial behaviour) that allegedly result from exposure to risk factors. This approach portrays children as passive, helpless, risky and dangerous unless adults intervene in their lives using risk-focused responses (Haines and Case 2012). PYJ is *progressive* through its focus on promoting positive behaviours and outcomes for children (e.g. access to their universal rights, access to and engagement with support services, opportunities and guidance, educational attainment, employment and training). PYJ seeks to normalise offending behaviour by children and to respond through promotional, child-friendly, diversionary and inclusionary interventions (see Case and Haines 2015a,b).

The successful application of the PYJ model in England and Wales has been illustrated by the 'Children First, Offenders Second' approach (Haines and Case 2015), a form of PYJ advocating the systemic use of child-friendly and child-appropriate responses grounded in positive prevention, diversion, evidence-based partnership working, children's participation and engagement, legitimacy and responsibilising adults to ensure positive outcomes for children.

In the United States, a form of Positive Youth Justice is supported by researchers at the John Jay College of Criminal Justice in New York City. The U.S. model is an effort to blend the science of adolescent development with the practice principles of positive youth development to design interventions for justice-involved youth. The PYJ model encourages youth justice systems to focus on protective factors as well as risk factors, strengths as well as problems, positive outcomes as well as negative outcomes, and generally to focus on facilitating successful transitions to adulthood for young people. As promulated in the U.S., the PYJ model is designed to facilitate youths' acquisition of two key assets (learning/doing and attaching/belonging) in six separate life domains (work, education, relationships, community, health, and creativity).

References

Haines, K.R. and Case, S.P. (2015) Positive Youth Justice: Children First, Offenders Second. Bristol: Policy Press.

Butts, J.A., Bazemore, G. and Meroe, A.S. (2010). Positive Youth Justice: Framing Justice Interventions Using the Concepts of Positive Youth Development. Washington, DC: Coalition for Juvenile Justice.

Butts, J.A., Mayer, S. and Ruth, G. (2005). Focusing Juvenile Justice on Positive Youth Development. Chicago, IL: Chapin Hall Center for Children at the University of Chicago.

Case, S.P. and Haines, K.R. (2015a) Children First, Offenders Second: The centrality of engagement in positive youth justice. The Howard Journal of Criminal Justice, 54 (2): 157-175.

Case, S.P. and Haines, K. R. (2015b) Children First, Offenders Second Positive Promotion: Reframing the Prevention Debate. Youth Justice Journal, Early view.

Haines, K.R. and Case, S.P. (2012) Is the Scaled Approach a Failed Approach? Youth Justice, 12 (3): 212-228.

Some Approaches Altered the Meaning

Some models using the terms "youth development" or even "positive youth justice" have different meanings.

European Developments

Researchers/ academics from Wales propose child-friendly, diversionary, inclusive, engaging, promotional practice and legitimate partnerships between children and adults. Their positive and principled model of youth justice is described in *Positive Youth Justice*: **Children First, Offenders Second**.
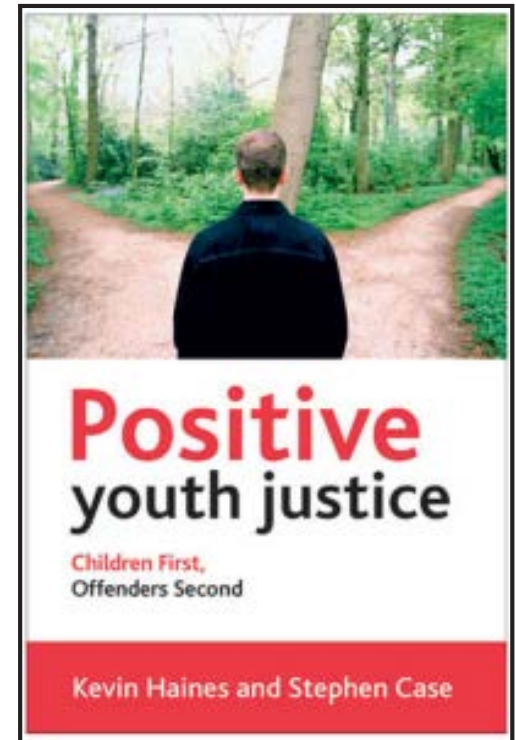
Policy Press (2015)

Oregon Youth Authority

OYA's PHD fram

Focuses on both
and staff develop
- Foster suppor
- Offer meaning
- Set high expe
  engagement,
  can occur.

Source: *Oregon Youth Authority*

90
Approximate percent of OYA's budget spent locally in facilities and communities

Why has OYA adopted PHD as its culture?

PHD is an effective strengths-based approach that promotes self-esteem and other positive outcomes. It emerged in 2012 when OYA work groups delved into research findings illustrating that strictly punitive measures ineffective and potentially harmful.

Before PHD was implemented across OYA, staff members typically focused on estab-

Sierra Health Foundation

Positive Youth Justice Initiative

Adopted the name Positive Youth Justice and launched an effort to redesign the youth justice systems in six California counties.

But then:

Initiative Design Elements
"The initiative uses an approach that invests in youth, treats trauma, provides wraparound service delivery and changes systems to strengthen local infrastructure and sustain the improvements."
http://www.shfcenter.org/pyji/background

Does Positive Youth Justice "Work" ?

- Not really the right question

- Similar to asking if adolescent development **"works"**

- PYJ helps youth-supporting communities & agencies focus their efforts to facilitate healthy development – the best way to reduce youthful offending

Does Positive Youth Justice "Work" ?

But, will PYJ ever be **"evidence-based"** ?

■ Depends on sustained investment by service providers, researchers, and funding sources

■ Requires an accumulation of findings from numerous, high-quality studies – not simple pre-post evaluations
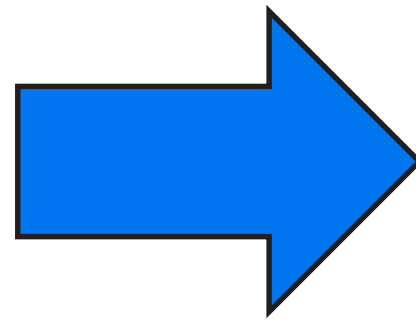
What Simple Evaluations Do…

Case Management
Compliance
Cognitive-Behavioral Therapy
Family Therapy
Drug Treatment
Mental Health Supports
Mentoring

What Simple Evaluations Do…

Outcomes

Recidivism

Employment

Sobriety

Graduation

Relapse

Reconviction

What Simple Evaluations Do...

Outcomes

What it Takes to Build Evidence…

Individual-level measurement of:

- **Inputs:**
  Services, activities, program efforts

- **Outputs:**
  Service participation, activities completed

- **Outcomes:**
  Youth behaviors and accomplishments

What it Takes to Build Evidence...

Service Provision	Service Participation	Behaviors/Accomplishments
x x x x x x	x x x x	+ − + − + + −
x x	x x	+ − + −
x x x x x	x	− − −
x x x x x x x	x x x x	+ + + + −
x x x x x	x x x x x	+ − + + + + + −
x x	x x	+ − −
x x x x x	x x x	+ − + + − −
x x x x x x x	x x x x	+ + −

What it Takes to Build Evidence...

■ We must be AGNOSTIC and open to new facts

■ Central goal is to find effective approaches
-- **NOT** to deliver a particular type of service or to ensure the financial stability of certain agencies

■ Advocating one form of intervention over another based on turf, convenience, bias or a concern for our own financial success is simply wrong

We Need to be Guided by Theory

Community disorder

Cognitive defects

Poverty   School failure

Family violence   Mental illness

Greed

Risk ➡ Crime ⬅ **Protective**

Unemployment

Poor nutrition

Substance abuse

Hopelessness

Lack of empathy

Poor decision-making

Family support

School success

Secure housing

Stable employment

Health   Positive friends

Ethical framework

Self-efficacy   Adult guidance

Community respect

Physical safety

Future aspirations

So, How Do We Focus Intervention?

We Need to be Guided by Theory

9 Factors Associated with Desistance:

- Age/Maturation
- Family/Relationships
- Sobriety
- Employment
- Hope & Motivation
- Avoid "Criminal Identity"
- Having Something to Offer Others
- Having a Place Within a Valued Social Group
- Being "Believed in"

British Ministry of Justice (2014)
"Transforming Rehabilitation: A Summary of Evidence on Reducing Reoffending"

PYJ is a Disruptive Innovation

- Simply acknowledging that adolescent development exists is <u>not</u> equivalent to implementing a developmental approach

- Understanding adolescent neuroscience does not automatically result in a developmental approach

- Youth justice systems must see the limits of the risk-based approach

PYJ : Consistent with Brain Science

■ Adolescence is dominated by
peer interactions, **novelty seeking**, and
elevated consumption behavior, which can be adaptive despite the associated risks

PYJ : Consistent with Brain Science

■ Adolescents have **poor self-control in emotionally charged** situations, are easily influenced by **peers** and don't think through **consequences** of some actions

PYJ : Consistent with Brain Science

■ Research suggests adolescence is characterized by rapid growth in brain areas governing **pleasure-seeking** & emotional **reactivity** – with slower development in areas that support **self-control and judgment**

PYJ : Consistent with Brain Science

■ Newest research suggests that
adversity and stress "down regulate"
the brain systems that allow for adaptive
behavior and "up regulate" the emotional
systems that can hijack rational regions
important for guiding choices
and actions

What Does This Mean for Justice?

- Understanding the adolescent brain is important if we're trying to influence adolescent behavior

- BUT, delinquency is not a neurological "disorder" or a mental health problem

Prevalence of Mental Health Problems

All U.S. Adolescents

21%

Juvenile Assessment Center Population (diversion)

29%

Probation Intake Population

46%

Secure Detention Population

69%
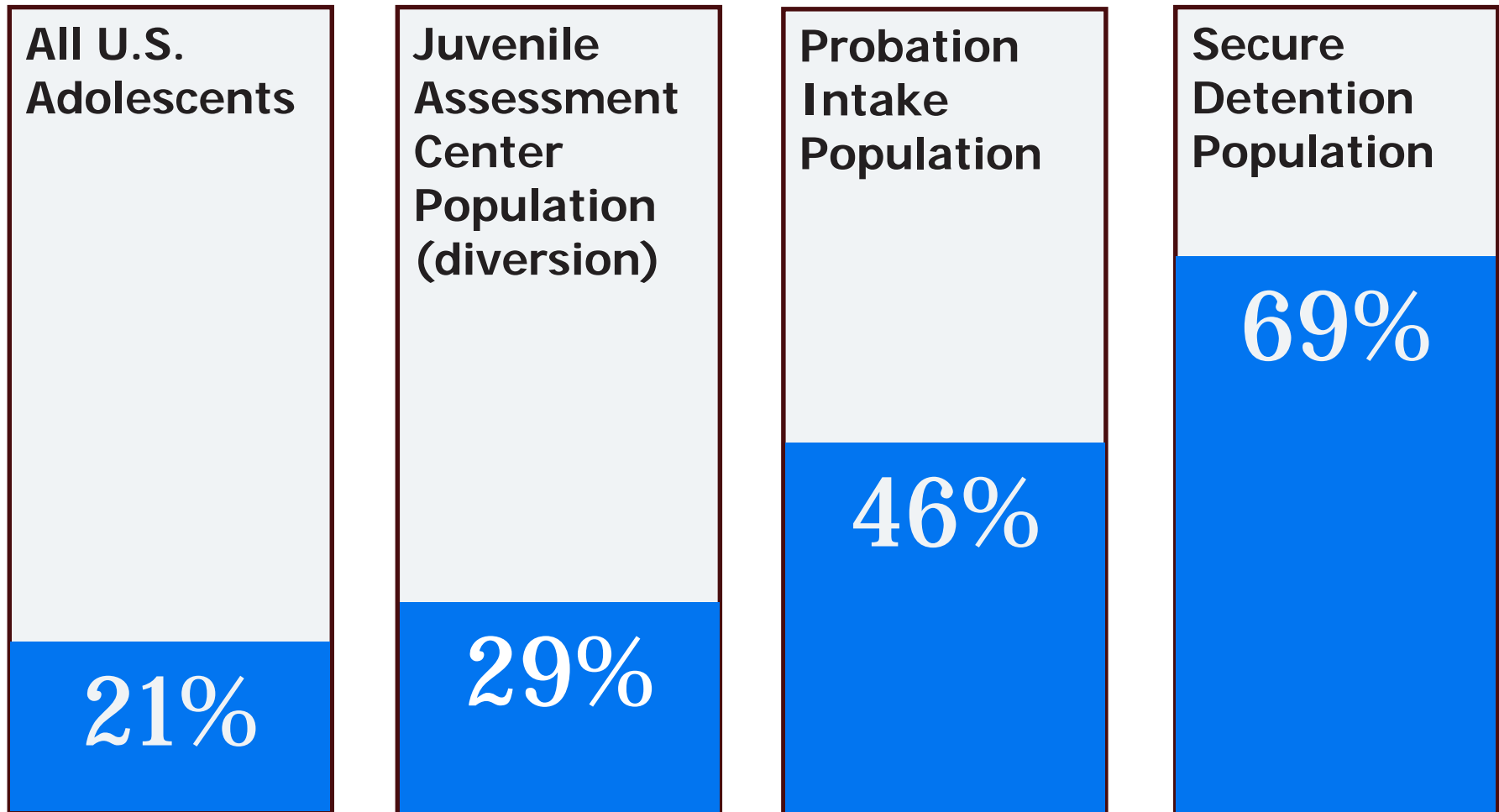
Prevalence of Mental Health Problems

Prevalence Increases as Youth Penetrate Justice System

Percent with Disorders

All Disorders
64%
59%
35%

Substance Abuse
47%
39%
17%

■ 17%
■ 5%

Teens in a Large City | Juvenile Justice Intake | Detention Facilities | Secure Placements
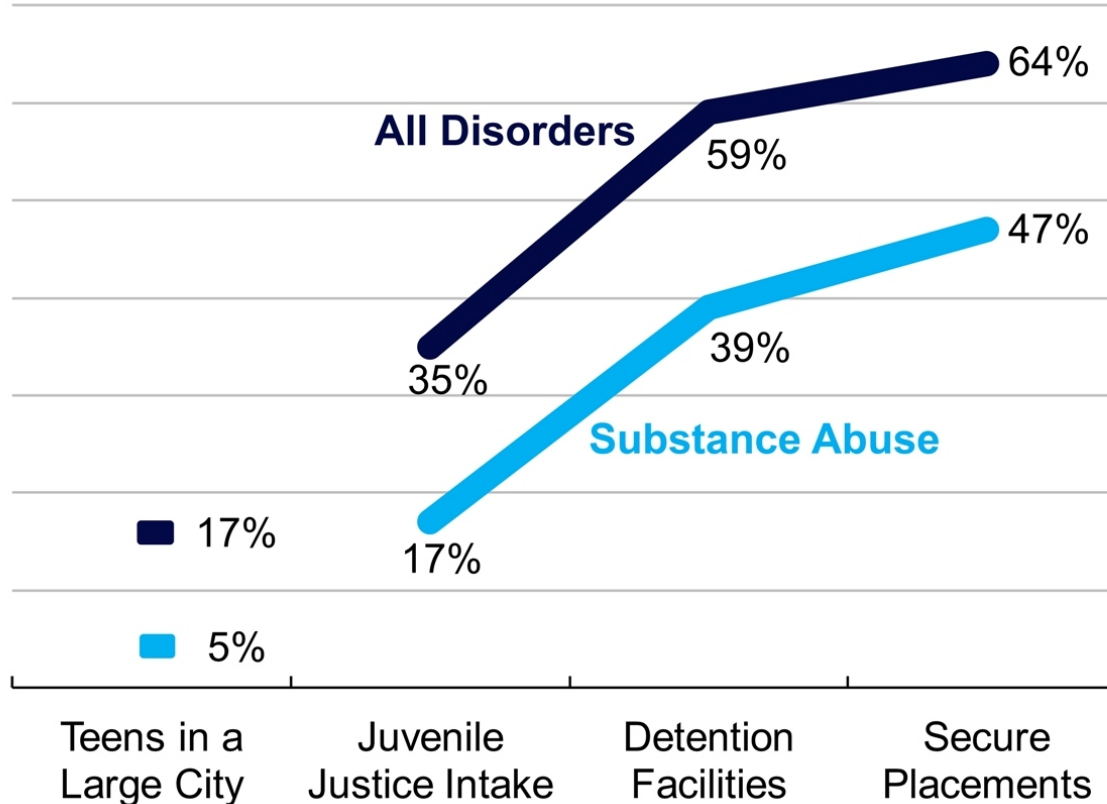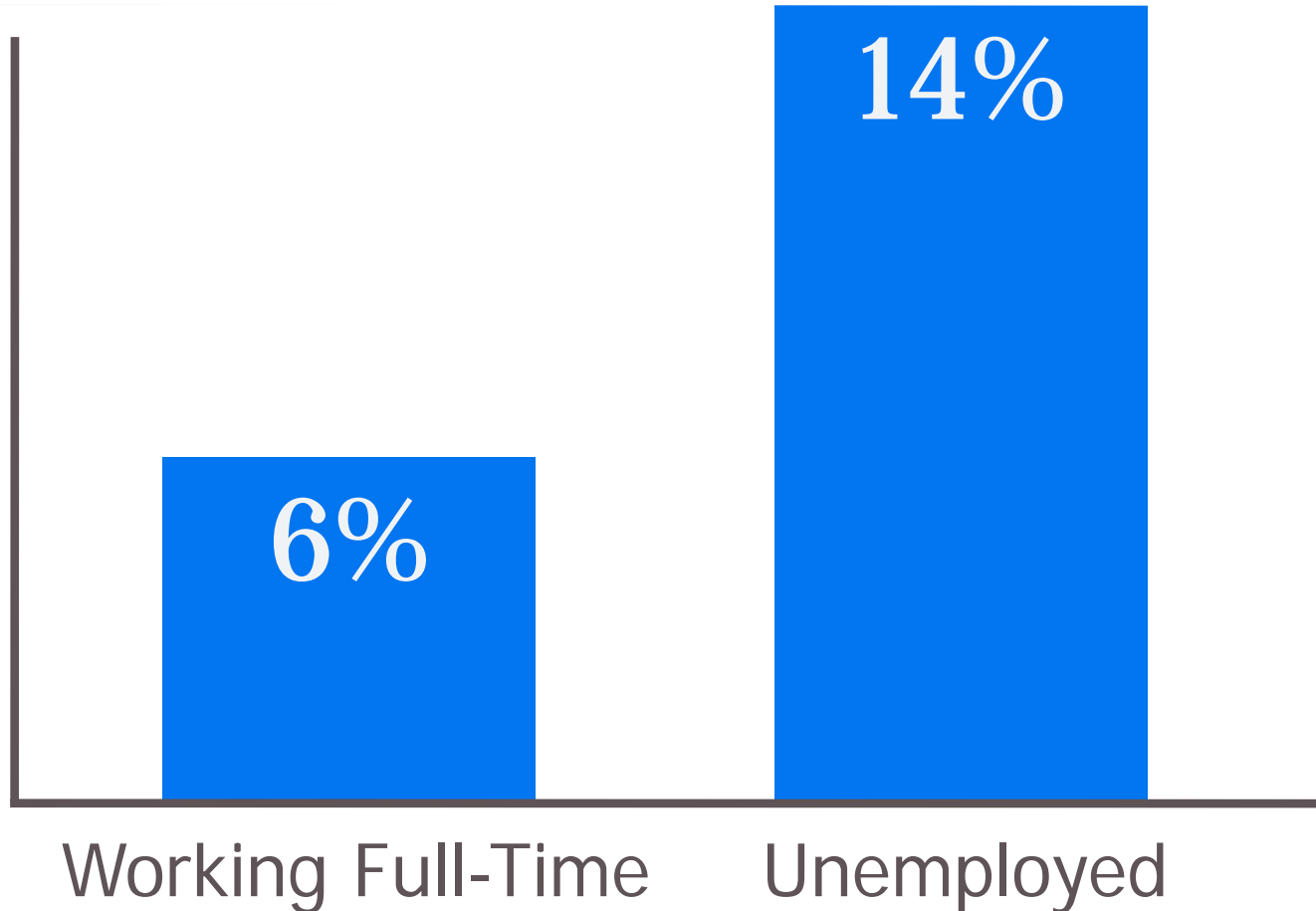
Are Rates of Mental Disorders Among Young Offenders Partly a Reflection of Their Social-Economic Status?

Amazingly, there are no good studies on mental health and socio-economic status among adolescents...
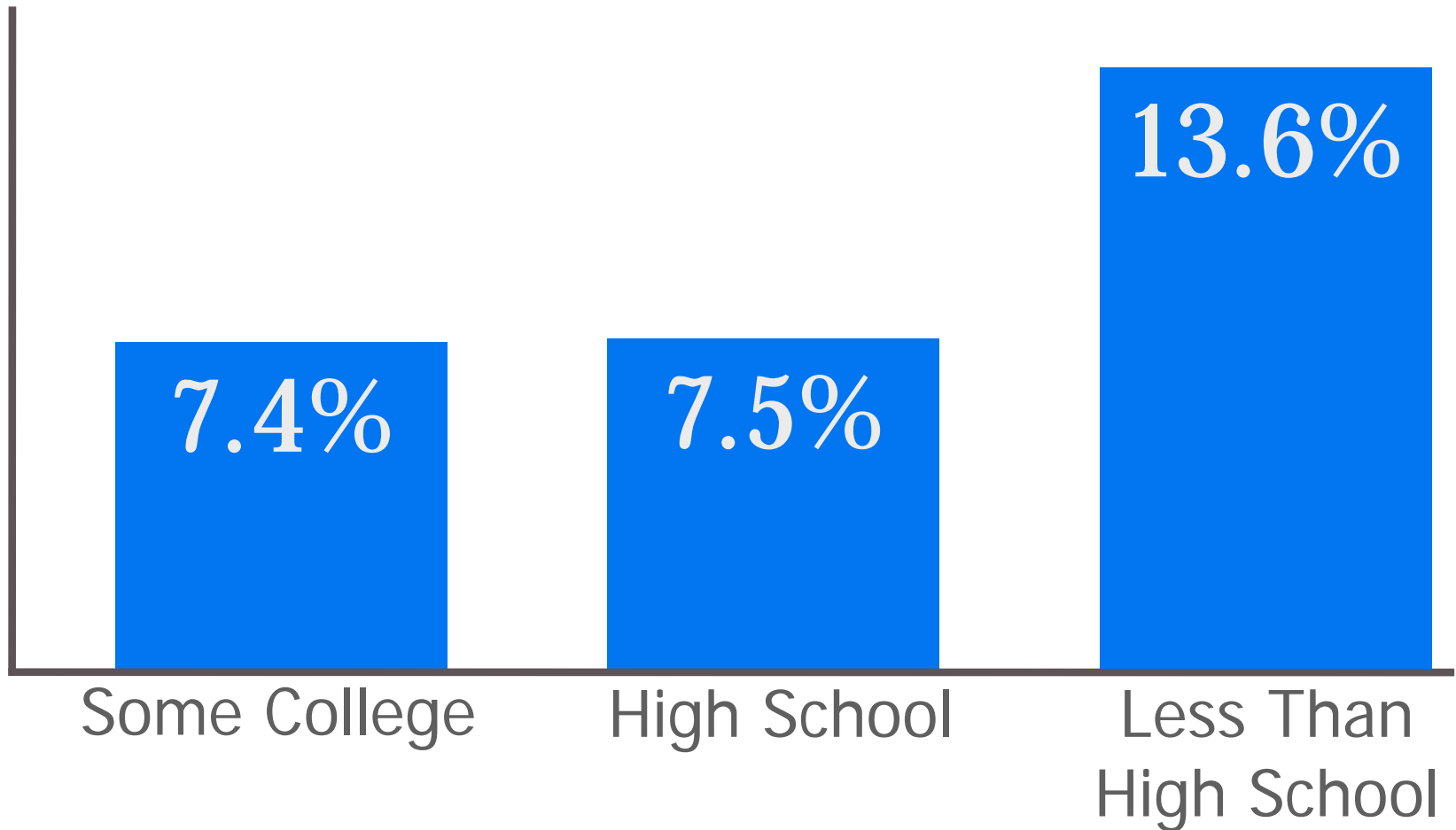
... but we know some things from studies of adults.

"Major Depressive Episode" in Past Year (Adults)

National Survey on Drug Use and Health, SAMHSA (2006)

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"Any Mood Disorder" in Adults Under 40

Bar chart showing "Any Mood Disorder" percentages by education level:
- Some College: 7.4%
- High School: 7.5%
- Less Than High School: 13.6%

National Health and Nutrition Examination Survey (III), reported in Jonas et al. (2006)

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"Any Mood Disorder" in Adults Under 40

National Health and Nutrition Examination Survey (III), reported in Jonas et al. (2006)

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"Dysthymia" in Adults Under 40

Bar chart showing: Some College 1.9%, High School 4.6%, Less Than High School 11.7%

National Health and Nutrition Examination Survey (III), reported in Jonas et al. (2006)

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"Dysthymia" in Adults Under 40

High Income: 0.9%
Moderate Income: 5.0%
Low Income: 8.9%
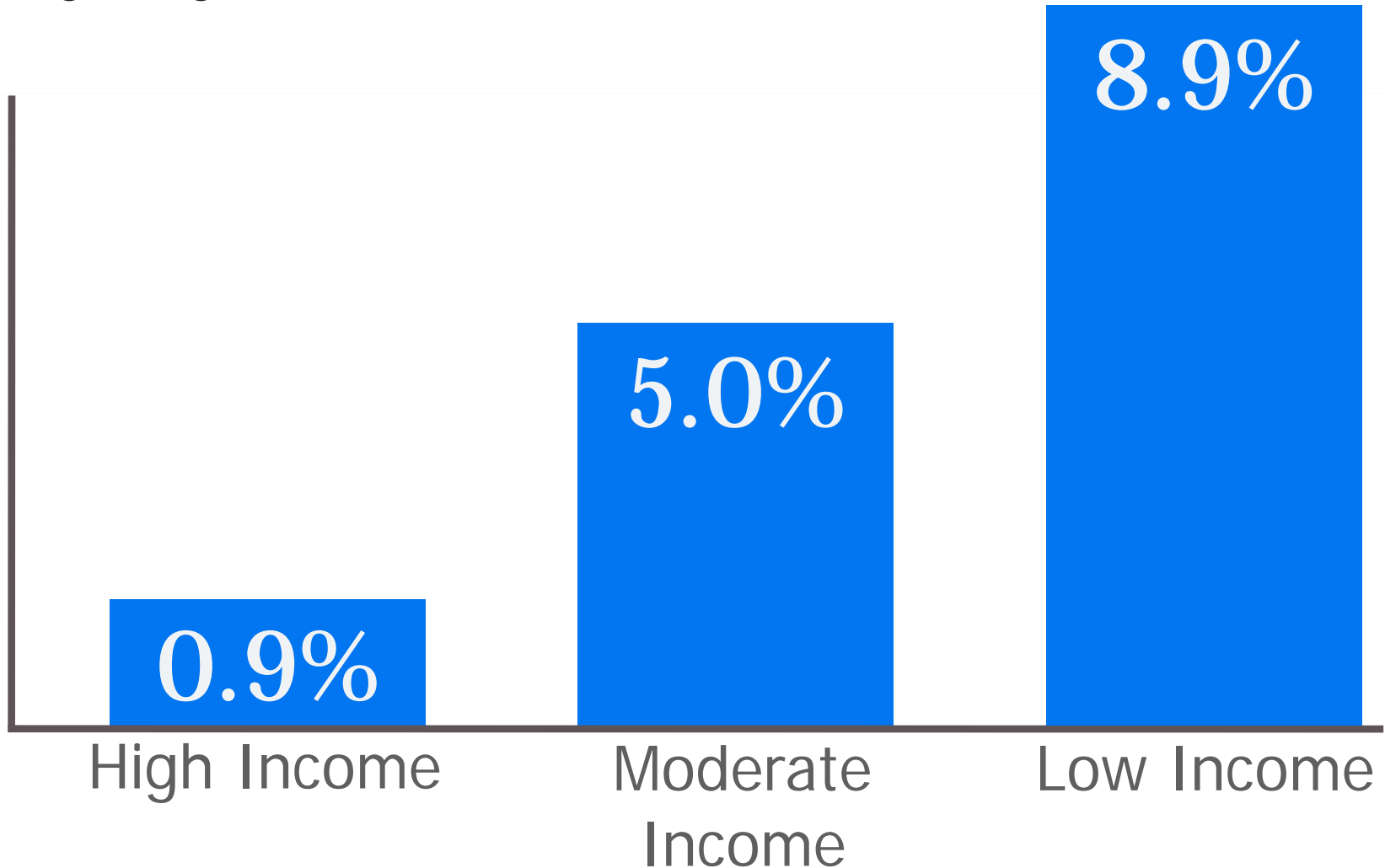
National Health and Nutrition Examination Survey (III), reported in Jonas et al. (2006)

Key Question

- Do youth become involved in persistent criminal behavior **because** of mental health problems?

or,

- Are mental health problems more common among youth that tend to be more deeply involved in the justice system?

**Very Different Implications for
Service Delivery and Crime Reduction Policy**

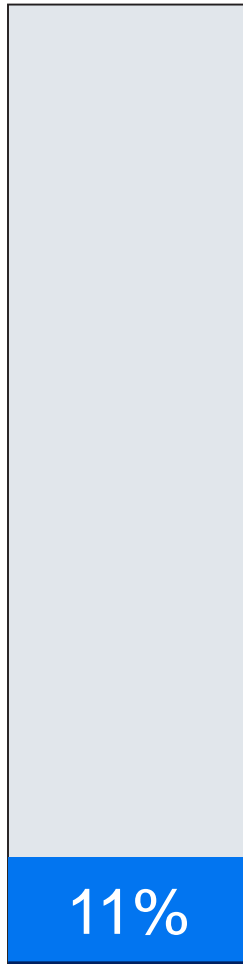100%

One More Example: Drug Problems

Rate of substance use disorders among all U.S. 12-17 year-olds.

- SAMHSA (2006)

8%

What proportion have a substance use disorder?

- McReynolds et al. (2008)

11%

Youth at a Juvenile Assessment Center
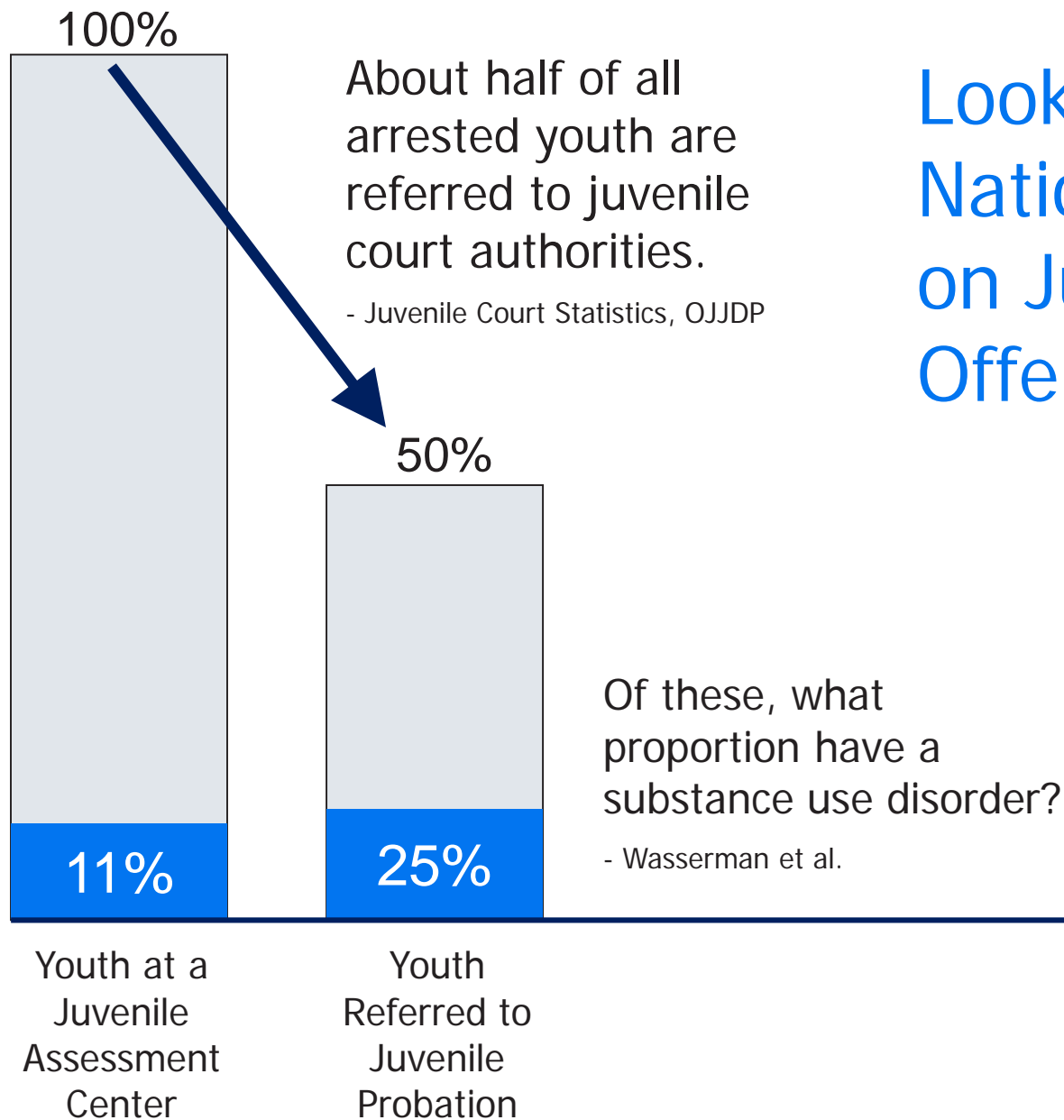
Looking at National Data on Juvenile Offenders...

About half of all arrested youth are referred to juvenile court authorities.

- Juvenile Court Statistics, OJJDP

Of these, what proportion have a substance use disorder?

- Wasserman et al.

100%

50%

11%

25%

Youth at a Juvenile Assessment Center

Youth Referred to Juvenile Probation

100%

About 20 percent of all court referred youth are held in secure detention at some point.

- Juvenile Court Statistics, OJJDP

20%

Of these, what proportion have a substance use disorder?

- Teplin et al.

11%   25%   49%

Youth at a Juvenile Assessment Center

Youth Referred to Juvenile Probation

Youth Held in Secure Detention

Substance Use Disorders

Among Youth Referred to a Juvenile Assessment Center

Abuse Disorders

Alcohol	2%
Marijuana	4%
Other drug	1%

Dependence Disorders

Alcohol	1%
Marijuana	5%
Other drug	1%

No Disorder	89%

Source: McReynolds et al. (2008)

Among Youth Referred to Juvenile Probation Intake

Abuse Disorders

Alcohol	7%
Marijuana	10%
Other drug	3%

Dependence Disorders

Alcohol	3%
Marijuana	13%
Other drug	4%

No Disorder	75%

Source: Wasserman et al. (2005)

Summing up...

■ Approximately 10% to 25% of young offenders have substance use issues that could be called "problematic" – either abuse or dependence

■ Most of these substance use issues involve alcohol and marijuana (80% to 90%)

■ Few youth (5%) have addiction or dependence problems involving serious, illegal drugs

■ So, why do we think solving the drug problem will solve the youth crime problem?

   (It's necessary, but not sufficient...)

Research-Informed Interventions

We need a strong, evidence-based approach that is:

- Suitable for all youth, including those <u>not</u> primarily affected by mental health or substance abuse issues

- Designed to support behavior change

- Focused on protective factors & healthy development, not just risk mitigation

- Suitable for collection of individual-level inputs, outputs, and outcomes

PYJ Model: Positive Youth Justice

	ASSETS	
DOMAINS	**Learning/Doing**	**Attaching/Belonging**
Work	• Activities *(Tracked)* • Outcomes *(Measured)*	
Education		
Relationships		
Community		
Health		
Creativity		

PYJ Model: Positive Youth Justice

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Relationships		
Community		
Health		
Creativity		

PYJ Model: Positive Youth Justice

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Community	• Activities *(Tracked)* • Outcomes *(Measured)*	• Activities *(Tracked)* • Outcomes *(Measured)*
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Creativity	• Activities *(Tracked)* • Outcomes *(Measured)*	• Activities *(Tracked)* • Outcomes *(Measured)*