

USAID Education Summit Youth Power



History of Positive Youth Development Programs and Outcomes in the United States

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Objectives

- What is the history of Positive Youth Development (PYD) in the United States?
- What concepts have been used to define PYD?
- What has been the impact of PYD?
- Provide an example of a PYD program and outcomes across development



History of Positive Youth Development Programs: United States Experience

- Early 1900's Adolescence emerges as a distinct stage of development
- Service programs, YM(W)CA, Scouting, 4H, Boys and Girls Clubs develop; education extended to be more universal
- 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, pregnancy
- Mid 1960's-mid 1970's Prevention programs focused on a single problem begin to be developed; most ineffective
- Mid 1970's-1980's Prevention programs 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 (PYD)

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

- Overlapping 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.



Recommendations for a Broader Conception of Youth Development

Practitioners/Policy Makers

- 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.



Convergence in critiques and recommendations led Department of Health and Human Services to commission the first review of youth development program efficacy (Catalano et al., 1998)



Positive Youth Development Concepts

- Reviewed literature that described youth development approach (1996)
- Identified concepts being discussed to define the purview of this developing field
- Augmented through subsequent national and international reviews eg., Annenberg-Sunnylands Task Force on PYD (Seligman, Berkowitz , Catalano et al., 2005)



Positive Youth Development *Concepts*

- Skills {
 - Social, emotional, behavioral, cognitive and moral competence
- Agency {
 - Self-efficacy
 - Self-determination
 - Clear and positive identity
 - Belief in the future
- Enabling Environment {
 - Opportunities for positive social involvement
 - Recognition for positive behavior
 - Bonding
 - Positive norms
 - Spirituality
 - Resiliency
 - Positive emotions
 - Life satisfaction

**Catalano et al., 1998; 2002;
Seligman, Berkowitz , Catalano et al., 2005;
Shek et al., 2007; Catalano, Hawkins &
Toumbourou, 2008; 2014**



Positive Youth Development Impact

Catalano, Berglund, Ryan, Lonczak, Hawkins, 1998. **Positive youth development in the United States. Research findings on evaluations of positive youth development programs.** Report to DHHS, Assistant Secretary for Planning and Evaluation and National Institute for Child Health and Human Development.

Gavin, Catalano, David-Ferdon, Gloppen, Markham, 2010. **A review of positive youth development programs that promote adolescent sexual and reproductive health.** Journal of Adolescent Health, 46 (3 Suppl. 1)*

*Sponsored by Centers for Disease Control and Prevention



PYD Program Review

Inclusion Criteria

- Promotive approach directed at youth aged 0-20
- Address positive youth development constructs
- Comprehensive (multiple concepts or socialization domains targeted)
- Strong evaluation
- Demonstrate *behavioral* outcomes on either (or both) positive or problem behavior



Review Methods

- Electronic search of online databases plus review of grey literature (1985-2007)
- Identified studies were summarized using a standard review form
- Each summary prepared independently by two reviewers who then met to reach consensus
- Program summaries were confirmed by original program developers (~70%)



Inclusion Criteria for this Presentation

- Found to be effective in the two reviews (38 total programs)
- Impact on substance Use or delinquent behavior (20 efficacious programs from the two reviews)



Effective Programs Pre-School

PYD Program

Abecedarian Project
(Campbell, Ramey et al., 2002)

High/Scope Perry
Preschool
(Schweinhart et al., 1992, 2005)

Substance Use, Delinquency outcomes

Substance use

Crime, substance use

Other outcomes

Academic achievement,
employment, teen birth

Academic achievement,
family relationships, teen
pregnancy, employment



Effective Programs Elementary School Age

PYD Program

Substance Use, Delinquency outcomes

Other outcomes

Seattle Social
Development Project
(Hawkins et al., 1999; Lonczak,
Hawkins et al., 2005; 2008)

Crime/delinquency,
heavy alcohol use,
violence

Academic achievement,
High school grad, ever
sex, # of partners,
delayed initiation, STI,
pregnancy or birth,
mental health diagnoses

Know Your Body (Walter,
Vaughan and Wynder, 1989)

Smoking initiation

Healthy diet

Promoting Alternative
Thinking Strategies
(PATHS) (Greenberg, 1996;
Greenberg & Kusche, 1997)

Aggression
(Externalizing),
conduct problems

Mental health symptoms
(Internalizing)

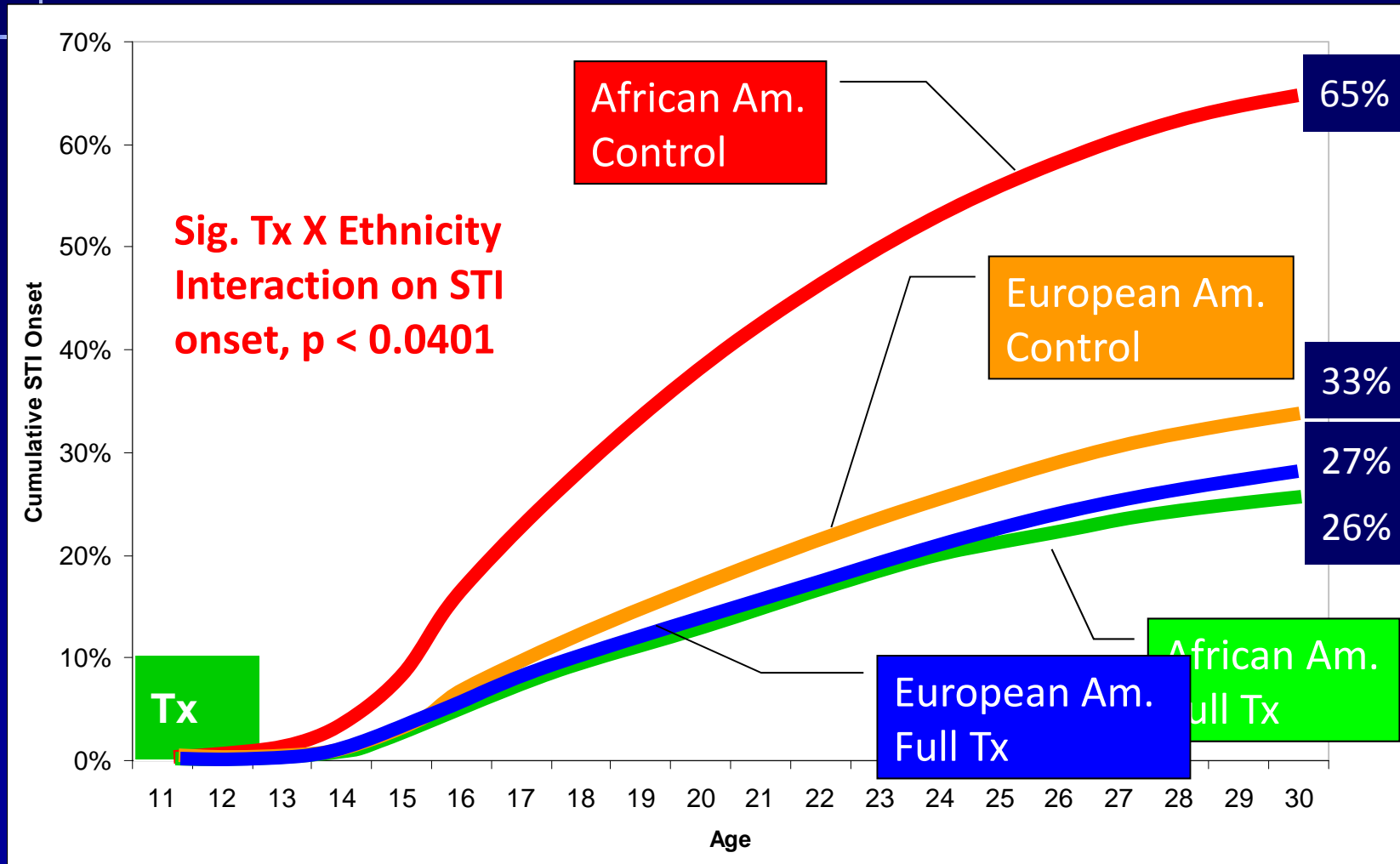


An Example PYD Program Seattle Social Development Project Intervention Components

- ***Teacher Training in Classroom Instruction and Management***
(opportunities, recognition, bonding, positive norms)
- ***Parent Training in Behavior Management and Academic Support***
(opportunities, recognition, bonding, positive norms)
- ***Child Social, Emotional and Cognitive Skill Development***
(skills, self-efficacy, self determination, belief in the future)



SSDP Reduced Disparities in Sexually Transmitted Infections





Effective Programs Middle School Age

PYD Program

Substance Use, Delinquency outcomes

Other outcomes

Aban Aya – SCI
(Flay et al., 2004)

Violence, school
delinquency,
substance use

Recent sex, condom use

Gatehouse Project
(Patton et al., 2006)

Substance use,
antisocial behavior

Ever sex

Reach for Health (O'Donnell
et al., 1998, 2002)

Violence

Recent sex, ever sex

Life Skills Training
(Botvin, Baker, et al, 1990)

Smoking, problem
drinking, polydrug use



Effective Programs Middle School Age

PYD Program

Substance Use, Delinquency outcomes

Other outcomes

Big Brothers/Big Sisters
(Tierney, Grossman & Resch, 1995)

Drug use, hitting,
skipped class

Academic competence in
subpopulations

Bicultural Competence
Skills
(Schinke, Botvin et al, 1988)

Alcohol, marijuana,
inhalants

Self control

The Social Competence
Program for Young
Adolescents
(Weissberg & Caplan, 1998; and
Caplan et al., 1992)

Minor delinquency

Positive behavior

The Midwestern
Prevention Project –
Project STAR – Kansas
(MPP)
(Pentz et al., 1994; Pentz et al.,
1989; Pentz, et al., 1990)

Smoking, marijuana,
and alcohol use



Effective Programs Middle School Age

PYD Program

Richmond Youth Against
Violence Project /
Responding in Peaceful
and Positive Ways
(Farrell & Meyer, 1998, 1997)

Staying Connected with
Your Teen
(Haggerty et al., 2007)

New Beginnings
(Wolchik, Sandler et al., 2002, 2007)

Substance Use, Delinquency outcomes

Violent behavior

Substance use,
violence

Substance use

Other outcomes

Ever sex

Mental health, # of
partners



Effective Programs Middle – High School Age

PYD Program

Substance Use, Delinquency outcomes

Other outcomes

Adolescent Sibling
Pregnancy Prevention
(East et al., 2003)

Substance use, gang
activity

Ever sex, pregnancy,
condom use, school
truancy

Familias Unidas
(Prado et al, 2007)

Substance use

STI, unprotected sex

Woodrock Youth
Development Project
(LoSciuto et al., 1997)

Substance use

Project Northland
(Perry et al., 1996)

Alcohol use



Characteristics of Youth Served by Effective Programs

Most programs:

- targeted youth exposed to multiple risk factors
- were delivered to mixed gender groups of youth
- Were delivered to a mixed race/ethnic groups
 - a third delivered to a single race/ethnic group including African American, Latino, Native American and White



PYD Concepts Addressed by Effective Programs

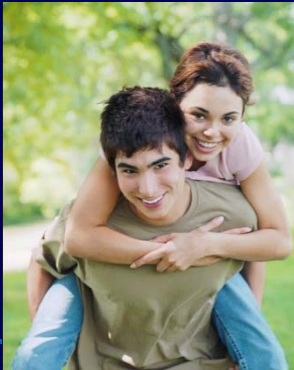
| # programs | PYD Concepts |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Half or more | Bonding, opportunities, recognition, cognitive competence, social competence, emotional competence, belief in the future, self determination |
| One-third-half | Behavioral competence, moral competence, self-efficacy, prosocial norms |
| One-quarter | Clear and positive identity |



Conclusions

There is evidence that PYD programs:

- Promote positive development and prevent many problems
- Have robust and sustained impact
- Demonstrate effects among diverse groups of youth and can reduce disparities
- Those programs with impact most frequently focused on skills, agency, and enabling environment



THANK YOU

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