

**Positive Youth Development and Juvenile Crime Prevention
Marion County Public Safety Coordinating Council**

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Trauma-Informed Programming

| Key Assumptions of a Trauma-Informed Approach (SAMHSA, 2014) |
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| Realize the widespread impact of trauma and understand potential paths for recovery |
| Recognize the signs and symptoms of trauma in clients, families, staff, and others involved with the system |
| Respond to the needs of at-risk youth by fully integrating knowledge about trauma into practices, policies, and procedures |
| Resist the potential re-traumatization through policies, practices and procedures |

| Six Principles for Trauma-Informed Practice (SAMHSA, 2014) |
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| Safety: |
| Trustworthiness and Transparency |
| Peer Support |
| Collaboration and Mutuality |
| Empowerment, Voice and Choice |
| Cultural, Historical and Gender Issues |

Developmental Relationships

| Search Institute 2014 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expressing Care By: <ul style="list-style-type: none">• Being present and warm• Investing time and energy• Showing interest• Being dependable |
| Expanding Possibilities By: <ul style="list-style-type: none">• Providing exposure to new ideas, experiences and places• Connecting youth with others who can help them grow• Helping youth navigate challenges and barriers successfully |
| Providing Support By: <ul style="list-style-type: none">• Encouraging youth effort and achievement• Providing practical guidance and feedback• Serving as a role model• Advocating and standing up for youth when needed |
| Sharing Power By: <ul style="list-style-type: none">• Respecting youth and taking them seriously• Asking for youth input and opinions• Responding to youth needs, interests and abilities• Working with youth to accomplish goals and solve problems |
| Challenging Growth By: <ul style="list-style-type: none">• Inspiring youth to think about future possibilities• Expecting youth to live up to their potential• Encouraging youth to stretch beyond their comfort zone• Holding youth accountable for boundaries and rules |

Youth Program Quality Standards

| Weikert Center for Youth Program Quality (YPQA- OREGON) |
|-----------------------------------------------------------------------------|
| Psychological and emotional safety is promoted |
| The physical environment is safe and free from health hazards |
| Appropriate emergency procedures and supplies are present |
| Program space and furniture accommodate activities |
| Healthy food and drinks are provided |
| Staff provides a welcoming atmosphere |
| Session flow is planned, presented and paced for youth |
| Activities support active engagement |
| Staff supports youth in building skills |
| Staff supports youth with encouragement |
| Staff uses youth-centered approaches to reframe conflict |
| Youth have opportunities to develop a sense of belonging |
| Youth have opportunities to collaborate and work cooperatively with others |
| Youth have opportunities to act as group facilitators and mentors |
| Youth have opportunities to partner with adults |
| Youth have opportunities to make plans |
| Youth have opportunities to make choices based on their interests |
| Youth have opportunities to reflect |
| Youth are supported in the development of specific academic skills |
| Youth are supported in developing academic mindsets and learning strategies |

Critical PYD Factors for Youth at Risk for Juvenile Crime

Several key PYD factors deemed as critical to building resiliency in youth. These include:

- Strengthening youth engagement with school and meaningful school-related activities, including supportive student-teacher relationships (Ang, Huan, Chan, Cheong, & Leaw, (2015).
- Developing relationships, communication skill development, training in conflict management, youth-adult mentoring and modeling (Butts, Brazemore, & Maroe, 2010).
- Building core competencies in a positive sense of self, self control, decision making, moral systems of belief, and pro-social connectedness (Guerra & Bradshaw, 2008).
- Goal setting, emotional regulation, self-control (particularly related to substance abuse) (Willis, Simons, Gibbons, & Scheier, 2015).
- School engagement & conduct, behavioral impulsivity, control over anti-social behavior, control over cognitive impulsivity, & control over aggression (Wolff, Baglivio, Piquero, Vaughn, & DeLisi, 2015)

Juvenile Crime Prevention Risk Assessment

Youth served by programs receiving JCP funds are assessed using a standard inventory that provides the opportunity for program impact data. The risk assessment contains several items that correlate with PYD outcomes, including:

- Increasing academic engagement
- Reduction of anti-social thinking, attitudes, values and beliefs
- Developing empathy and remorse
- Developing personal responsibility
- Having plans and goals for the future

It makes sense, then, that programs receiving JCP funding should focus on building resiliency by increasing these PYD outcomes (See table on next page).

Table 4 Aligning Risk and Resiliency Factors with JCP Outcomes

| Juvenile Crime Risk Factor | Resiliency Factors | Youth Development Outcome | Statutory Juvenile Crime Prevention Outcomes |
|--------------------------------------------|--------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Poor school engagement & conduct | Increased academic engagement | Academic Motivation and Success | Reduction in recidivism <u>OR</u> Lack of committing first crime <u>OR</u> No Deeper Penetration into the Juvenile System |
| | Participation in school-related activities | | |
| | Meaningful relationship with teachers | | |
| Anti-social thinking, attitudes and values | Relationship skills | Reduction of anti-social thinking, attitudes, values and beliefs. | |
| | Communication skills | | |
| | Conflict management skills | | |
| | Empathy development | Increased empathy and remorse | |
| | Anger management skills | | |
| | Moral social values | | |
| Lack of Self-Regulation | Prosocial awareness skills | Personal responsibility for behavior. Has plans and goals for the future. | |
| | Goal setting | | |
| | Goal management | | |
| | Self-control | | |
| | Impulse control | | |
| | Emotional self-regulation | | |
| Lack of Workforce Readiness | Decision making skills | Workforce ready | |
| | Higher-order thinking skills | | |
| | Social skills | | |
| | Communication skills | | |
| | Self control | | |
| | Positive self concept | | |

Juvenile Crime Prevention Program Theory

1. Juvenile crime preventions funds provide programming (and services) for youth deemed at risk for committing crimes
2. Programming is based on a positive youth development (PYD) approach and high quality youth program principles
3. Such programs build youth resiliency in the juvenile crime risk areas of: a) School engagement & conduct; b) Anti-social attitudes, beliefs, and values; c) Self-regulation; and d) Workforce readiness
4. Increased resiliency leads to a reduction in risk factors, which in turn,
5. Leads to juvenile crime prevention outcomes

