

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

**Mary E. Arnold, Ph.D.**  
**Professor and Youth Development Specialist**  
**Oregon State University**  
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## Trauma-Informed Programming

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

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

## Developmental Relationships

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

## 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

