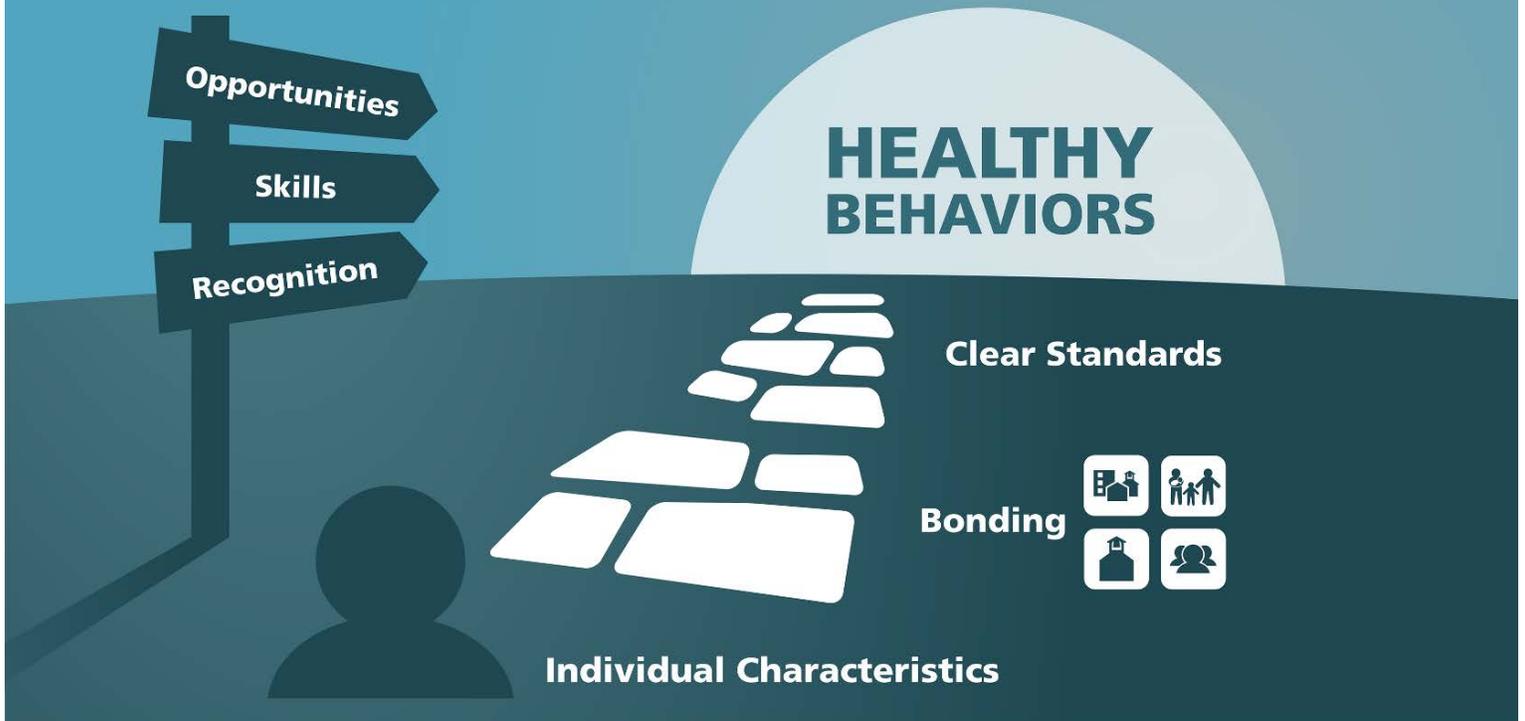


# SOCIAL DEVELOPMENT STRATEGY



## Communities That Care Social Development Strategy Training Part I



The EPISCenter represents a collaborative partnership between the Pennsylvania Commission on Crime and Delinquency (PCCD), and the Prevention Research Center, College of Health and Human Development, Penn State University. The EPISCenter is funded by PCCD and the Department of Public Welfare. This resource was developed by the EPISCenter through PCCD grant VP-ST-24388.

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*The Story of Nate (J. David Hawkins tells a version of this story often to illustrate the Social Development Strategy):*

I would like to tell you a story about a 7 year old boy named Nate. In school, Nate is not one of the "good kids" and he is not one of the "smart kids." In fact, Nate often doesn't do his homework and doesn't always follow the rules in the classroom.

Looking for a way to engage Nate, his classroom teacher (Ms. Carter) decided to give him an opportunity to take care of the classroom pet, a gerbil. When she offered this chance to Nate, he seemed surprised—but accepted.

On Monday morning, Ms. Carter explained to Nate how he should take care of the gerbil, and showed him where to find all of the supplies. On Monday afternoon, Nate carefully fed the gerbil, but Ms. Carter noticed that he had not also given the gerbil water.

On Tuesday, Ms. Carter went over the steps for taking care of the gerbil with Nate again. The rest of the week, Nate took very good care of the gerbil! She noticed that he was following all of the steps and checking on the gerbil often.



The following Monday, the teacher mentioned that Nate had taken very good care of the gerbil last week, and asked the students to notice how healthy and happy it was (running around on its wheel in the cage). She asked them to give Nate a round of applause for taking such good care of their pet. All of the kids clapped and Nate felt really good about himself in that moment....he also felt pretty good about his classmates and his teacher.

That day, the teacher gave a reading assignment. She told the class that reading was an important skill and that she wanted them to do well in school and in life.

Well.....do you think that Nate did the reading that night? YES!!!

## SOCIAL DEVELOPMENT STRATEGY

Opportunities

Skills

Recognition

# HEALTHY BEHAVIORS

Clear Standards

Bonding



Individual Characteristics

Component	Where in the story?
<p><b>Opportunities</b> <i>What is the opportunity Nate is given?</i></p>	
<p><b>Skills</b> <i>What skills does she teach Nate? How does she monitor his effort and performance?</i></p>	
<p><b>Recognition</b> <i>How does the teacher recognize Nate's effort and achievement?</i></p>	
<p><b>Bonding</b> <i>How does bonding come into play?</i></p>	
<p><b>Healthy Behaviors</b> <i>What healthy behaviors is the teacher ultimately trying to promote?</i></p>	
<p><b>Healthy and Clear Standards</b> <i>How does she communicate and reinforce the standards for those behaviors?</i></p>	
<p><b>Individual Characteristics</b> <i>How does the teacher take Nate's personality and existing skills into account?</i></p>	



# Operationalizing

SDS Component	Where in this story?
<p><b>Opportunities</b>  <i>What opportunities does the story illustrate?</i></p>	
<p><b>Skills</b>  <i>What skills do young people MASTER in the story?</i></p>	
<p><b>Recognition</b>  <i>How are the young person's efforts and achievements recognized? Is the recognition specific and meaningful?</i></p>	
<p><b>Bonding</b>  <i>Is bonding an intentional goal? How is appropriate, healthy bonding encouraged and recognized?</i></p>	
<p><b>Healthy Behaviors</b>  <i>What behaviors does the person wish to promote?</i></p>	
<p><b>Healthy and Clear Standards</b>  <i>How are standards for behavior routinely communicated?</i></p>	
<p><b>Individual Characteristics</b>  <i>How does the story show that individual characteristics were into account?</i></p>	

## Research Brief

Social Development  
Research Group



No. 17: February 2016

### Promoting Protection Community Wide: Effects of the Communities That Care Prevention System

Original research published in *Prevention Science* (2015)

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#### MISSION of SDRG

To understand and promote healthy behaviors and positive social development among diverse populations, we:

- ◆ Conduct research on factors that influence development
- ◆ Develop and test the effectiveness of interventions
- ◆ Study service systems and work to improve them
- ◆ Advocate for science-based solutions to health and behavior problems
- ◆ Disseminate knowledge, tools, and expertise produced by this research

**Community-wide** preventive interventions target both risk and protective factors to reduce problem behaviors and promote healthy youth development. Previous research has shown that the Communities That Care (CTC) prevention planning system reduces elevated risk factors and prevents adolescent problem behaviors.

Communities That Care does not focus exclusively on risk, however. At the heart of CTC implementation is the Social Development Strategy (SDS). The SDS seeks to provide youth with opportunities, skills, and recognition for prosocial (positive social) involvements and interactions in order to strengthen bonding. Bonding is hypothesized to promote acceptance of social standards, which in turn leads to prosocial behavior. These factors, which promote positive behaviors and protect against the development of problem behaviors, are called **protective factors**.

In CTC, all community members are encouraged to use the Social Development Strategy in their daily interactions with young people. Yet, to date, no study has examined CTC's effect on protective factors.

Researchers at the Social Development Research Group wanted to know whether CTC could significantly promote positive development among youth by:

1. Creating opportunities and recognition for prosocial involvement and interaction in youth's daily lives, and
2. Ensuring that youth learn the skills needed to succeed in these involvements and interactions.

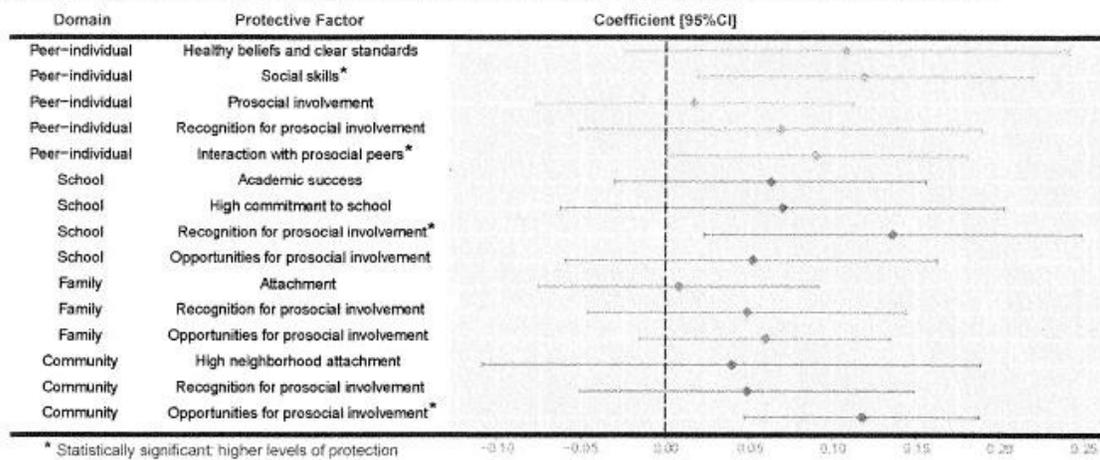
#### Methods

Data for this study came from the Community Youth Development Study (CYDS), a community-randomized trial of CTC in 12 experimental communities compared to 12 control communities.

#### Key Messages

- The Communities That Care (CTC) prevention planning system promotes positive development among youth by creating opportunities, developing skills, and providing recognition for prosocial involvement.
- Analyses across all protective factors found significantly higher levels of overall protection among youth in CTC communities compared to youth in control communities.
- Analyses across domains of influence found significantly higher levels of protection among CTC youth in their communities and schools and in peer/individual interactions, but not in their families.

**Figure 1 – Adjusted differences in mean levels of eighth-grade protective factors comparing CTC to control communities**



As part of the randomized trial, a longitudinal panel of 4,407 fifth graders was followed (starting in 2004) using the Youth Development Survey (YDS), a self-administered paper survey. The YDS measured fifteen specific protective factors divided into four domains of influence: peer/individual, family, school, and community. This research used global test statistics (GTS) to examine the overall difference in protective factor scores in Grade 8 (2007), controlling for Grade 5 (2004) protective levels. The same technique was used to examine the level of protection in each domain. For each individual protective factor, mean-level differences were examined.

## Results

The GTS across all protective factors indicated that the overall level of protection was significantly higher

among youth in CTC communities than for youth in control communities at the end of Grade 8. This overall effect appears to be due to increases in protection in every domain except one: family. The CTC communities showed higher protection in the community, school, and peer-individual domains. The adjusted mean-level differences of the fifteen protective factors are shown in Figure 1 above.

## Conclusion

Using the SDS within the CTC planning system had a positive effect in increasing the overall levels of protection community wide. As communities consider prevention strategies, it important to enhance protective factors while reducing risk factors. CTC is a helpful way of incorporating protection into community planning efforts.

For additional information on this topic, please refer to the original article:

Kim, B. K. Elizabeth, Gloppen, Kari M., Rhew, Isaac C., Oesterle, Sabrina, Hawkins, J. David (2015). Effects of the Communities That Care prevention system on youth reports of protective factors. *Prevention Science*, 16(5), 652-662.

This research was supported by research grant R01 DA015183-03 from the National Institute on Drug Abuse, with co-funding from the National Cancer Institute, the National Institute of Child Health and Human Development, the National Institute of Mental Health, the Center for Substance Abuse Prevention, and the National Institute on Alcohol Abuse and Alcoholism.



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For more information about Communities That Care visit: [communitiesthatcare.net](http://communitiesthatcare.net)

## Seattle Social Development Project Interventions

<b>Teacher Training In Classroom Instruction and Management</b>
Proactive classroom management
<ul style="list-style-type: none"> <li>• Establish consistent classroom expectations &amp; routines at beginning of the year</li> <li>• Give clear, explicit instructions for behavior</li> <li>• Recognize and reward desirable student behavior and efforts to comply</li> <li>• Use methods that keep minor classroom disruptions from interrupting instruction</li> </ul>
Interactive teaching
<ul style="list-style-type: none"> <li>• Assess and activate foundation knowledge before teaching</li> <li>• Teach to explicit learning objectives</li> <li>• Model skills to be learned</li> <li>• Frequently monitor student comprehension as material is presented</li> <li>• Re-teach material when necessary</li> </ul>
Cooperative learning
<ul style="list-style-type: none"> <li>• Involve small teams of students of different ability levels and backgrounds as learning partners</li> <li>• Provide recognition to teams for academic improvement of individual members over past performance</li> </ul>
<b>Child Social and Emotional Skill Development</b>
Interpersonal problem solving skills
<ul style="list-style-type: none"> <li>• Communication</li> <li>• Decision making</li> <li>• Negotiation</li> <li>• Conflict resolution</li> </ul>
Refusal skills
<ul style="list-style-type: none"> <li>• Recognize social influences to engage in problem behaviors</li> <li>• Identify consequences of problem behaviors</li> <li>• Generate and suggest alternatives</li> <li>• Invite peer(s) to join in alternatives</li> </ul>
<b>Parent Training</b>
Behavior management skills
<ul style="list-style-type: none"> <li>• Observe and pinpoint desirable and undesirable child behaviors</li> <li>• Teach expectations for behaviors</li> <li>• Provide consistent positive reinforcement for desired behavior</li> <li>• Provide consistent and moderate consequences for undesired behaviors</li> </ul>
Academic support skills
<ul style="list-style-type: none"> <li>• Initiate conversation with teachers about children's learning</li> <li>• Help children develop reading and math skills</li> <li>• Create a home environment supporting of learning</li> </ul>
Skills to reduce risks for drug use
<ul style="list-style-type: none"> <li>• Establish a family policy on drug use</li> <li>• Practice refusal skills with children</li> <li>• Use self-control skills to reduce family conflict</li> <li>• Create new opportunities in the family for children to contribute and learn</li> </ul>

For more information: <http://depts.washington.edu/ssdp/>

## Summary of SSDP Intervention Findings by Age

<b>At the end of the 2<sup>nd</sup> grade</b>	Less aggressive and significantly less externalizing-antisocial, and experimental group girls were rated significantly less self-destructive compared to controls; all other results were in the expected direction but not significant.
<b>At the start of 5<sup>th</sup> grade</b>	Less initiation of alcohol use and delinquency, and significantly better family management, family communication, family involvement, attachment to family, school reward, school attachment, and school commitment, compared to controls.
<b>At the end of 6<sup>th</sup> grade</b>	Intervention low-income girls were significantly less likely to initiate cigarette use, and more likely to report classroom and team learning opportunities, more classroom participation, more bonding and commitment to school, and fewer opportunities to get marijuana; and intervention group low-income boys were significantly more likely to report improved social skills, school work, and commitment to school, to have better achievement test scores and grades, and less likely to have antisocial peers, compared to controls.
<b>By late adolescence (age 18)</b>	Lifetime violence, heavy alcohol use, lifetime sexual activity, and lifetime multiple sex partners, improved school commitment, school attachment, and school achievement, and reduced school misbehavior.
<b>Poverty-by-condition interactions (age 18)</b>	Youths in the full intervention from poor families were significantly more likely to report improved school attachment and reduced grade repetition, and youths in the full intervention from working and middle class families were significantly less likely to report teen pregnancy and parenthood.
<b>Gender-by-condition interactions (age 18)</b>	Boys in the full intervention were significantly less likely to report grade repetition and sexual activity.
<b>Age 13 to 18</b>	School bonding declined in a linear fashion from age 13 to 18, and the rate of decline was slower in the full intervention group, compared to the control group. While the effect of the intervention on the rate of decline in school bonding was not statistically significant, the level of school bonding in the full intervention group was significantly higher at ages 16 and 18 ( $p < .05$ ), compared to controls. Statistically significant differences were found.
<b>Age 21</b>	Full-intervention group reported significantly fewer sexual partners and a greater probability of condom use at last intercourse, compared to controls. Significantly fewer females in the full intervention had become pregnant, and significantly fewer had given birth by age 21. Among African Americans, those in the full intervention condition were significantly more likely to use a condom, and significantly fewer had contracted a sexually transmitted disease by age 21.

Age 21	<p>Broad significant effects on functioning in school and work (constructive engagement, high school graduation, integrated at school, employed in the past month, years at present job, constructive self-efficacy), and on emotional and mental health (emotion regulation, symptoms of social phobia, suicidal thoughts, with marginal effects on depressive symptoms and diagnosis) were found.</p>
Age 24-27	<p>A significant multivariate intervention effect across all 16 primary outcome indices was found. Specific effects included significantly better educational and economic attainment, mental health, and sexual health by age 27 (all <math>p &lt; .05</math>). Specifically: Median SES attainment index , Civic engagement index , Completed associate degree, Integrated at school, Responsibility on job, Disorder criterion index, Disorder diagnosis index, GAD criterion count, PTSD criterion count, MDE criterion count, Suicide thoughts, Lifetime STD index , Past-year crime index.</p>

For more information: <http://depts.washington.edu/ssdp/>

## Opportunities

Opportunities for youth to engage in community change efforts are crucially important for personal and social change outcomes. Such opportunities foster critical awareness, activism, identity development, self-esteem, public efficacy/social responsibility, academic achievement, sense of belonging/connectedness, critical literacy, leadership skills, and overall psychosocial well-being.

Families can provide opportunities to their children by finding meaningful ways to contribute to the family (for example menu planning, household maintenance, household finance planning). Schools can ensure that youth have choices in their assignments, are invited to help create the class standards and have opportunities to be meaningfully engaged in learning. High quality out of school programs can also provide opportunities for young people to explore a broad range of new areas. Likewise, your CTC coalition should provide young people opportunities to be authentically and actively engaged in the process so they can build leadership, communication and activism skills.



One practical example of providing opportunities to those who typically don't have a voice is the **Photovoice** process. Photovoice provides young people the opportunity to identify issues, represent them, and change their community through a specific photographic technique. The process provides opportunity for young people "who seldom have access to those who make decisions over their lives" and enables them to act as catalysts for change in their own community. Another example is YELL (Youth Engaged in Leadership and Learning). YELL is a youth-led, after-school community research and advocacy program that enables youth to engage in social change.

### Tips for Providing Opportunities to Youth

When providing opportunities, keep in mind that opportunities should be:

- Age appropriate
- Meaningful
- Matched to the young person's individual characteristics and interests
- Challenging enough to be motivating, but not frustrating

(continued)

## Skills

While it's important to provide young people with meaningful opportunities, they need to be balanced with skill mastery. Too much opportunity without skill promotes frustration. Too much skill without enough opportunity results in boredom. When we provide a good match between opportunity and skill we maximize the potential for strong bonds. One example of this is Leadership Excellence, a small community-based program in Oakland, California that educates Black youth in personal and social change efforts. This process of engagement develops the capacity for youth to gain the skills necessary to engage effectively in community change efforts that reflect their values and beliefs of a just society.

In this fast changing and technological world, it becomes even more important to ensure that all young people are learning and practicing the social and emotional skills they need to be successful in life. These social and emotional skills also need to be taught in schools and reinforced in the community. The Collaboration for Social and Educational Learning (SEL) has been advocating for strong standards for social and emotional skills for schools across America (see CASEL <http://www.casel.org/statestandards-for-social-and-emotional-learning/>). SEL is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. All children need these characteristics to be successful, not only in school, but in life.



Social and emotional learning is gaining traction in states and districts across the country as they begin to develop and adopt specific standards for their students. Strong social and emotional skills contribute to better academic performance, improved attitudes and behavior in school, fewer negative school behaviors including class disruption and disciplinary referrals, and fewer reports of student's emotional distress. Schools that intentionally focus on social skill instruction and

reinforcement foster stronger connections and a more nurturing environment. Across America educators are becoming more aware of the need for direct instruction of social and emotional skills in classrooms. There are a variety of evidence-based curricula on the Blueprints for Healthy Development menu that provide schools tools to effectively instruct social and emotional skills, for example, PATHS, Positive Action, and Life Skills Training. Other schools employ specific SEL instruction into academic content such as math or social studies. Adult support and modeling of positive interactions and models of social-emotional competence increase overall student engagement in school.

(continued)

## Skills (cont.)

### Tips for Teaching Skills to Youth

**Be Realistic:** The skill should be appropriate for the youth's abilities. Children learn best and are willing to keep on trying when they gain success quickly. And remember that just because the one child learned a skill at a particular age, that doesn't mean that another child will necessarily be ready to learn that skill at the same age.

**Start Small:** If you want a child to learn a complicated skill, teach one part at a time. For example: If you want them to learn how to clean his room, start by teaching them how to put away his toys. Once he has mastered this skill, teach them how to fold and put away clothes or make their bed. A child's inability or lack of readiness to learn a certain skill may be the result of our failure to break a difficult task up into manageable steps and teach those steps one at a time.

**Build on Success:** Provide new challenges. If a child experiences 100% success 100% of the time, she may have a tendency to give up the first time she encounters something difficult. On the other hand, if a child experiences frequent failures, he can become so discouraged he will stop even trying.

When teaching youth, consider using these steps:

- **SELL & TELL:** Explain why the skill is important & break skill into small steps
- **SHOW:** Demonstrate each step
- **DO:** Coach while the child practices
- **GIVE FEEDBACK:** Recognize effort
- **USE:** Make sure the child can use the skill

(continued)

## Recognition

It's interesting to understand the perspective of youth related to recognition. For example, in Washington State, when over 11,400 eighth-grade students were asked "My teachers praise me when I work hard in school," 50% said Yes. When asked "My teachers notice when I'm doing a good job and let me know about it," 67% said Yes. The 9,200 10th graders surveyed saw even less reward, with 40% and 58%, respectively, reporting Yes. This means we have a long way to go to create environments where young people perceive they are recognized not only for their accomplishments, but for their effort.

There are concrete things that communities can do to increase youth recognition. For example, one community has chosen to implement the Lions Quest program *Skills for All* to foster stronger social and emotional skills for students in their schools. To do this, the school teamed up with Quizno's sub shop. Each week two students are recognized as the Quiznos Quest Kids of the week.



They get free sub sandwiches at the sub shop, and have their pictures posted in the local paper. Another community fostered a link between businesses and schools to recognize students' achievement and expanded it into recognition not only for academics but active community involvement.

Recognition can also become embedded in the fabric of the community. One fast-growing community in Utah has a monthly recognition for youth who are nominated by schools and out-of-school-time programs at the city council meetings. Each month, young people are recognized for their social skills, as well as their contributions to the school and community. Nominated youth attend the city council meeting, receive a few gifts donated by community businesses, and are acknowledged by the mayor. This is the "feel-good" meeting of the month for the city council members because the chambers are filled with family and friends who are supporting the youth's recognition.

When youth are recognized for their skillful involvements it promotes strong bonds. Bonding is the motivation to contribute to and follow healthy and clear standards. It is helpful to consider that some students are not going to feel good about being given an award at an all-school assembly, or in front of a large crowd. Knowing that the youth has a fear of being in front of crowds is important when providing feedback that will be meaningful and rewarding. For some, a quiet word or a note is more meaningful, for others, bring on the assembly and the news articles!

(continued)



## Recognition (cont.)

Regardless of past achievement, if students believe (or are taught to believe) that they can acquire new skills and improve existing skills through focus and exertion, their motivation to try will grow. Therefore, it is essential to help students learn to associate their achievement with their effort, which they can control, rather than with an innate ability they simply may or may not possess.

For educators implementing student-centered approaches to learning, this means that recognizing effort is critical. Recognition is most effective when it is specific to a skill or talent the student is developing, such as, “Maria, I can see your work to improve your writing. It has really improved. Your hard work is paying off.”

Here’s an example of “in the moment” feedback in a martial arts class: “Dante, you did a good job on that round kick! You kept your hands up the entire time, pointed your support heel at the target, and ended up back in your guarding stance! Nicely done! I know you have been working very hard on getting back into your guarding stance every time!”

### Tips for Providing Recognition to Youth

**Be specific and positive:** Notice what children are doing well, and recognize it. Encourage children for trying or getting started and course correct where necessary. For example, “It was great you got started on the dishes tonight without my asking.”

**Give only one improvement suggestion:** If necessary, give an improvement suggestion. It is difficult and discouraging to work on improving more than one thing at a time. For example, “Let me show you how to load the dishwasher.”

(continued)

## Bonding

The Social Development Strategy suggests that children learn patterns of behavior, whether prosocial or antisocial, from their social environment. Children develop strong bonds through three processes: (1) perceived and actual opportunities for involvement in activities and interactions with others, (2) skills for involvement and interaction, and (3) perceived rewards from involvement and interaction. When parents, teachers, friends and community members are consistent, that social bond of attachment and commitment develops between the child



and those people. Once strongly established, the social bond acts as a motivator to follow the beliefs and standards through establishing the youth's stake in conforming to the norms, values, and behaviors of the family, school, community and peer group. The behavior of the individual will be prosocial or antisocial depending on the predominant behaviors, norms, and values held by those individuals or institutions to whom/which the individual is bonded.

Think about gangs. Do gangs provide opportunities for involvement? Skills? Recognition? Do gangs promote a strong bond or commitment? Do gangs have clear standards for behavior? The answer to all of these questions is of course, yes. The challenge is that if we don't provide positive nurturing environments powered by the social development model, young people will seek out bonding in negative ways and are more likely to follow a negative path.

Bonding is a key element of the social development strategy and it is developed through three important processes—opportunities, skills and recognition. While these are important they may be limited due to a youth's individual characteristic, income, race, or culture. As communities are working to promote protection for youth it will be important to understand and address issues of inequality that might constrain young people from feeling connected or bonded to positive adult role models. Your community might choose to actively address these constraints so that the SDS can be a protective process for all young people in your community.

### Questions to Consider

- What families or youth in our community are systematically excluded from opportunities to be involved (consider language, income and cultural barriers)?
- What can we do to expand opportunities, skills and recognition activities to ensure that these families and youth are not systematically excluded?

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## Healthy and Clear Standards

Clear standards for behavior that are shared between family, school and community are important for young people to understand what behavior is expected. Yet, having clear standards and ensuring they are consistently enforced can be a challenge. For example, some families might be unclear about whether it's appropriate for their 17 year old student to drink alcohol. Some schools might have a clear "no use" alcohol policy, but it might not be constantly enforced—for example when a star athlete might miss the big game if they enforced the alcohol policy after they were caught drinking. Communities also might have an under 21 no use policy—but when they find youth using in public places...they ask them to pour out the alcohol while telling kids not to use.



Further, we know that there are disparities in healthy beliefs. For example, researchers recently found that when over 15,000 youth in 7th to 12th grades were asked whether they expected to live past the age of 35; there were very differing beliefs based on their race. Only one out of every two Black youth reported that they believed they would still be alive past age 35. The rate was 46% for second-generation Mexican Americans and 38% for foreign-born Mexicans compared to 66% for White youth. Our beliefs about our future are a core aspect of our identity. Some schools are using **Possible Selves** as a practice meant to help students self-regulate and increase motivation towards achieving personal goals. In order to do this, students are asked to visualize multiple possible selves, or versions of themselves in the future. As one part of the strategy, students envision what a positive future would look like, in which they achieve specific academic, vocational, or other goals.

(continued)

## Healthy and Clear Standards (cont.)

As another part, students imagine a negative future in which these goals were not achieved. While the end points envisioned are important for both of these exercises, the focus of this strategy is on understanding the choices and forks in the road that separate the paths to the two outcomes. After thinking of the positive future, students think about the efforts necessary to make it a reality. This is then used as a tool to formulate a detailed plan towards achieving their goals. Similarly, students discuss what choices might lead down the path to the negative future and how to handle these barriers as they arise. In controlled trials, reflecting on future selves increases growth mindset, self-efficacy, motivation, goal setting and management, relevance and purpose, academic initiative, effort, and performance.

Possible selves is just one example for helping develop healthy beliefs. Consider the tips below for establishing healthy and clear standards.

### **Tips for Providing Standards about Healthy Behaviors to Youth**

Healthy and Clear Standards:

- Are specific
- Are communicated clearly and often
- Teach skills needed for them to follow the standards
- Monitor adherence to the standards
- Provide consequences (to reinforce the positive and coursecorrect)
  - Positive consequences include support, acknowledgement, celebration
  - Negative consequences must be consistent, appropriate and moderate, and provide course-correction
  - Youth may require more frequent feedback than adults
  - Consequences for both adherence and non-adherence (positive and negative) should be discussed, and adults must follow through in a timely manner

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## Seattle Social Development Project Outcomes

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# PAYS Protective Factors (8 total)

<u>Community Domain</u> Protective Factors	Healthy Beliefs/ Clear Standards	Bonding	Opportunities	Skills	Recognition
Community Rewards for Prosocial Involvement					

<u>Family Domain</u> Protective Factors	Healthy Beliefs/ Clear Standards	Bonding	Opportunities	Skills	Recognition
Family Attachment					
Family <b>Opportunities</b> for Prosocial Involvement					
Family <b>Rewards</b> for Prosocial Involvement					

<u>School Domain</u> Protective Factors	Healthy Beliefs/ Clear Standards	Bonding	Opportunities	Skills	Recognition
School <b>Opportunities</b> for Prosocial Involvement					
School <b>Rewards</b> for Prosocial Involvement					

<u>Peer/Individual Domain</u> Protective Factors	Healthy Beliefs/ Clear Standards	Bonding	Opportunities	Skills	Recognition
Belief in the Moral Order					
Religiosity					

The EPISCenter represents a collaborative partnership between the Pennsylvania Commission on Crime and Delinquency (PCCD), and the Prevention Research Center, College of Health and Human Development, Penn State University. The EPISCenter is funded by PCCD and the Department of Public Welfare. This resource was developed by the EPISCenter through PCCD grant VP-ST-24368.

# PAYS Risk Factors *(21 Total)*

<u>Community Domain</u> Risk Factors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
Low Neighborhood Attachment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Perceived Availability of Drugs	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
Perceived Avail. of Handguns		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Law & Norms Favorable To Drug Use	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
<u>Family Domain</u> Risk Factors						
Family History of Antisocial Behavior (ASB)	<input checked="" type="checkbox"/>					
Poor Family Management	<input checked="" type="checkbox"/>					
Parental Attitudes Favorable To Drug Use	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Parental Attitudes Favorable To Antisocial Behavior	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Family Conflict	<input checked="" type="checkbox"/>					

<u>School Domain</u> Risk Factors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
Academic Failure	<input checked="" type="checkbox"/>					
Low Commitment to School	<input checked="" type="checkbox"/>					
<u>Peer-Individual Domain</u> Risk Factors						
Rebelliousness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Gang Involvement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Perceived Risk of Drug Use	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
Attitudes Favorable To Drug Use	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
Attitudes Favorable To ASB	<input checked="" type="checkbox"/>					
Sensation Seeking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Rewards for Antisocial Behavior	<input checked="" type="checkbox"/>					
Friends' Use of Drugs	<input checked="" type="checkbox"/>					
Interaction with Antisocial Peers	<input checked="" type="checkbox"/>					
Depressive Symptoms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>

# SOCIAL DEVELOPMENT STRATEGY

Opportunities

Skills

Recognition

## HEALTHY BEHAVIORS

Clear Standards

Bonding



Individual Characteristics

