

Empirically Supported Theories and Evidenced-Based Strategies to help Young People Enhance their
Thriving Behaviors, Develop Their Assets and Overcome Trauma

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Literature Review

Risk factors, limited developmental assets and adverse childhood experiences lead to negative adolescent problem behaviors. However, empirically supported theories and evidenced-based strategies are the best approaches to help young people enhance their thriving behaviors, develop their assets and overcome trauma. Like that which is adopted by the World Bank Country study, youth shall be defined as spanning the adolescent period from 10 to 24 years of age. Youth or adolescent development thus refers to the physical, social, and emotional processes of maturation that occur during the 10- to 24-year age period. Even though much of the attention for specific programs will be based on the middle childhood and adolescent developmental assets, which spans ages 8-18, for the purposes of a coalition, children ages K-3 and early childhood shall also be included.

When analyzing or studying adolescent behavior, one can consider that there are positive or negative contributory factors that may lead to either negative problem behavior or good pro-social behavior. Based on numerous researches on the protective and risk factors affecting young people's behavior, it can be concluded that young people predisposed to more risk factors than protective factors, would display negative adolescent problem behaviors, and those exposed to more protective factors would display positive pro-social behaviors. Research has established that accumulations of risk (Rutter 1979; Sameroff et al. 1987) and protective (Bowen & Flora 2002; Fraser et al. 1999) factors are predictive of negative and positive outcomes respectively. Also, research focused on risk and protective factors attempts to identify the characteristics that distinguish between those persons who have an increased likelihood of developing psychopathology or problem behaviors (Tebes et al. 2001) and those who appear to be protected from developing those problems (Gabalda et al. 2010; Ostaszewski & Zimmerman 2006). A

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Careful review of the available literature suggests that dealing with the problem behaviors of young people is complex and multi-faceted. Various longitudinal studies have identified risk factors as predictors of the increased likelihood of negative problem behaviors and have given clues as to the protective factors that can counteract the negative effects of risk exposure.

However, despite this wealth of knowledge there is still a gap between the information provided by these studies and the intervention programs that are put in place to deal with these problems.

According to Fisher et al. (2006), there are building blocks of development that contribute to three types of healthy outcomes. These are the prevention of high risk behaviors such as substance abuse, violence, early sexual intercourse and school failure; the enhancement of thriving behaviors such as school success, affirmation of diversity, the proactive approach to nutrition and exercise) and resilience or the capacity to function adequately in the face of adversity. In relation to high risk behaviors, the asset model performs a prevention function in the sense that the more assets young people have and or experience, the less likely they are to engage in a wide range of high-risk behaviors. (Fisher et al., 2006, p. 291) As for the enhancement of thriving behaviors, the asset model also assumes a promotion function in terms of the more assets young people have and or experience, the more likely they are to engage in a wide range of thriving behaviors. " (p. 291) In addition to having a prevention and promotion function, according to Fisher and her colleagues, the asset model fosters resilience for young people because the more assets youth tell us they have in their lives, the more likely they are to manifest resilience and overcome challenges or obstacles in life. (p. 291) Considering that these building blocks of development result in healthy outcomes that communities strive for, then the asset model is a good approach for a comprehensive prevention strategy. Fisher and her colleagues refer to this as a developmentally attentive community wherein they act to see that

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youth experience multiple developmentally rich life settings, and that all youth, not just those deemed to be at risk and or served by standard prevention or risk-reduction programs, are beneficiaries. This is an intentional approach that instead of viewing young people as deficits or problems to be solved, are assets to be developed. According to Fisher et al. (2006), the developmentally attentive community works to activate the strength-building capacity of its residents of all ages, promote collective action that seeks to recreate community infrastructure more conducive to positive development, and delineate pathways for a more equitable access to all facets of its revitalized infrastructure.

The Caribbean is rich in diversity including both English-speaking and non-English-speaking countries. Even though not limited to, the focus of this research and proposed intervention shall include Jamaica, the Bahamas, Bermuda, Turks and Caicos, British Virgin Islands; countries of the eastern Caribbean, including Antigua and Barbuda, Dominica, Grenada, Montserrat, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Anguilla; as well as Barbados, Trinidad and Tobago and Grenada. Everyday throughout the Caribbean various public and social media, report on the delinquent and criminal behaviors displayed by youth, often accompanied with the outcry and concern, expressed by the residents of specific communities or the public. Discussions and observations have revealed that young people influenced by negative contributing risk factors in their family, community, school and among themselves are more likely to exhibit inappropriate and problem behaviors, however if influenced by positive experiences or protective factors, they are more likely to display positive behaviors.

There are various research findings, journal reports and books that are available with information on the problem behaviors displayed by youth. There is however a need for

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community members, teachers, program providers and youth workers to be aware of the current factors contributing to youth exhibiting delinquent behaviors, as well the factors that help some of them display positive behavior. In addition to this, consideration need to be rendered to the possibility of trauma that young people may have experienced that could give understanding of the display of mental health or behavioral problems. In many instances, even with an understanding of the situation nothing is done to deal with the problems identified and the problem persist and sometimes worsens. According to (Wilks, Younger, Van Den Broeck, McFarlane, & Francis, 2007) in the Jamaican Youth Risk and Resiliency Behavior Survey conducted in 2006, “There are inadequate data from Jamaica and indeed throughout the region, on the protective or risk factors that should be augmented or decreased respectively, or even which interventions are most effective in the Jamaican context ” (p. 1). There is therefore a great need for an understanding of what contributes to negative adolescent behavior, with also an understanding of what may be helping some young people to display positive pro-social behaviors.

Whilst these studies have given great information about risk and protective factors, the question to ask is how we use the information gathered to inform programs that target specific domain and give pointers that will help the family, school, community and even young people, determine what to do to yield more pro-social behavior rather negative problem behaviors.

The literature on adolescent behavior is rich and extensive. Unfortunately, it is also very fragmented. The complexity of attempting to review the research is even greater due to the absence of a comprehensive typology in this field and especially for the audience targeted. Therefore, following deductive logic, the first step is to identify broad categories of basic and empirical research on issues related to positive youth development. Specifically, two main

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approaches of adolescent behavior are identified 1) positive youth development in relation to risk and protective factors and 2) positive factors or developmental assets, affecting positive youth development. In addition to these two main approaches, basic and empirical information regarding trauma and resiliency is provided. This literature review presents a review of core theories and applied research relevant to these main approaches, with the inclusion of trauma and resilience to clarify the factors that lead to adolescent negative or positive behaviors and then highlighting ways in which to increase the likelihood for positive thriving behaviors.

Risk and Protective Factors

Discussion of Risk and Protective Factors Relating to Youth Behavior

The study of adolescent behavior is a complex and multifaceted one, covering various domains and factors. Considering this phenomenon, this study shall glean the expertise of researchers that has produced information familiar to practitioners in the field of youth development. Hawkins and Weis (1985), presents a paper in the Journal of Primary Prevention describing a comprehensive developmental approach to preventing youth crime based on the social development model, an integration of social control theory and social learning theory. According to this model the most important domain of socialization, that influence behavior, are the family, schools, peers, and community. The premise of this model presents key information that has been used to develop this model. Here it is expected that to achieve what they consider as positive socialization; young people need to have the opportunity within each domain to be involved in conforming activities. In addition to this they need develop skills within these domains to be successfully involved and be consistently rewarded for desired behaviors by the people they interact with.

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According to Hawkins and Catalano (1996), "The social development model is grounded in tests of prior criminological theory. It hypothesizes similar general processes leading to prosocial and antisocial development and specifies sub-models for four specific periods during childhood and adolescent development." (p.149) Their contribution to the Cambridge Press book on crime and delinquency, highlighted the social development model as a theory of antisocial behavior, which organizes the results of research on risk and protective factors for delinquency, crime, and substance abuse into hypotheses regarding the development of antisocial and prosocial behavior. According to their theoretical explanation, Hawkins and Catalano (1996), indicate that the social development model seeks to explain a broad range of distinct behaviors ranging from the use of illegal drugs to homicide. They also point out that crime, including violent and nonviolent offending and drug abuse, is viewed as a constellation of behaviors subject to the general principles incorporated in the model. A predictive model of adolescent problem behaviors was being fleshed out and the risk and protective factors were more identifiable. Hawkins and Catalano (1996) reports that there is a growing body of knowledge regarding risk and protective factors for involvement in delinquent behavior and drug use. They state that it is clear empirically that multiple biological, psychological, and Social factors at multiple levels in different social domains - that is, within the individual and in the family, school, peer group, and community - all contribute to some degree to the prediction of delinquency and drug use. In this they point out the risk factors for drug abuse and criminal behavior that include community norms favorable to these behaviors, neighborhood disorganization, extreme economic deprivation, family history of drug abuse or crime, poor family management practices, family conflict, low family bonding, parental permissiveness, early and persistent problem behaviors, academic failure, peer rejection in elementary grades,

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association with drug-using or delinquent peers or adults, alienation and rebelliousness, attitudes favorable to drug use and crime, and early onset of drug use or criminal behavior. In addition to pointing out these risk factors, Hawkins and Catalano (1996), mention that investigators have also noted variability in responses to risk exposure and have sought to identify protective factors that enhance the resilience of those exposed to high levels of risk and protect them from undesirable outcomes. They point out three broad categories of protective factors against stress in children that have been identified. These are individual characteristics, including resilient temperament, positive social orientation, and intelligence (Radke Yarrow & Sherman, 1990); family cohesion and warmth or bonding during childhood; and external social supports that reinforce the individual's competencies and commitments and provide a belief system by which to live (Garmezy, 1985; Werner, 1989).

What appeared to have started out as a social development model developed into The Social Development Strategy framework based on longitudinal studies and more than 30 years of research undertaken by Dr. J. David Hawkins and Dr. Richard F. Catalano of the University of Washington. Dr. Hawkins and Dr. Catalano conducted systematic reviews of experimental and longitudinal studies to identify risk and protective factors that accurately predict behaviors (Hawkins, Catalano, & Miller, 1992; Catalano & Hawkins, 1996). As pointed out before, they developed the social development model to explain how risk and protective factors interact to create pathways to both healthy behaviors and problem behaviors. The SDS, which describes the pathway to positive behaviors, is one element of the social development model. Similarly, Sameroff (1998) found that resilient youth with strong problem-solving skills who lived in high-risk environments were more likely to engage in problem behaviors than youth without protective characteristics in low-risk environments. Moore and Redd (2002), affirm that high-

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risk behaviors do not always lead to delinquency, but certain factors, when present, significantly increases the likelihood of delinquent behavior.

Whilst the Social Development Strategy Framework has a common place in the field of youth development, it has helped to explain and understand subsequent researches that have taken place. In 2006 Dr. Robert Blum prepares information for World Bank HDNCY Youth Development Notes lecture series. It includes some of his previous work and that of other researchers, but the highlight is on two longitudinal studies that were undertaken in the United States and the Caribbean, to assess the relative importance of a range of micro-level factors in reducing youth risky behavior. The purpose for this issue of Youth Development Notes was to focus primarily on research related to micro-level factors, as they represent the most feasible entry points for direct youth interventions. According to Blum, 2006 identifying which factors have the greatest impact on youth behavior and outcomes, and their subsequent adult outcomes, can provide policymakers with a useful framework to guide both policy and programmatic choices. These factors he indicates can be categorized into three levels: the macro-environment; the micro-environment; and the individual. He explains the macro level factors as the systems and institutions that affect an individual, but with which the individual does not have direct contact, such as the state of the economy, poverty and inequality, legal frameworks, cultural background, the mass media, and social norms on gender. As it relates to the micro level factors, he refers to them as institutions and individuals with which the young person interacts on a personal basis. These include the young person's school, community, teachers, family, and peers. Blum, 2006 points out that the individual level factors are related to the cognitive, physiological and behavioral nature of the individual, and as such involves physical health and growth, self-esteem, and aggressive behavior.

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Blum, 2006 expounds on the fact that at each stage of the life-cycle, there exists an interrelated set of factors which impact behaviors, choices, and outcomes of individuals. He states that as regards to youth, risk factors are those which increase the likelihood that a young person will experience negative outcomes, whereas protective factors counterbalance the risk factors, increasing the likelihood that he or she will make a positive transition to adulthood. The Longitudinal studies in the US and the Caribbean, Blum refers to, indicate that two micro-level protective factors have a much greater impact on youth development than others. These are school presence and “connectedness”; and the sustained presence of a caring adult in the life of a young person. He says that the absence of these factors in the lives of youth show strong correlations to increased risky behavior, whereas the presence of these factors shows greater likelihood of decreasing these behaviors and promoting positive youth development. This becomes more apparent when the risk and protective factors are looked from the angle of each domain and that of specific problem behaviors.

Discussion of Youth Behavior in each Domain

Factors within the Family that Lead to Negative or Positive Behaviors

As it relates to the social development model or strategy, there are four risk factors within the family domain, that predict all adolescent problem behaviors. These risk factors include family history of the problem, family management problems, family conflict and the favorable parental attitude and involvement in the problem behavior. The first three are predictive of all the adolescent problem behaviors, and the fourth is predictive of three out five of them, substance abuse, delinquency and violence. It is possible to say that considering the nature of the matter, intervention is least likely geared towards dealing with the family's history of the problem behavior and their favorable attitude towards it or involvement in it. However, such information

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helps practitioners with foundational contextual information that can direct and inform the prevention or intervention strategies they intend to use. In a family with a history of addiction to alcohol or other drugs, children are at increased risk of developing alcohol or other drug problems themselves (Cloninger et al., 1985; Johnson et al., 1984; Brook et al., 1990). In families with a history of criminal behavior, children's risk for delinquency increases (Farrington, 1989). Similarly, children of teenage mothers are more likely to be teen parents, and children of dropouts are more likely to drop out of school themselves. In addition to the family's history, parents' attitudes and behavior toward drugs, crime and violence influence the attitudes and behavior of their children. Children whose parents approve of or excuse them for breaking the law are more likely to become involved with juvenile delinquency. Children whose parents engage in violent behavior inside or outside the home are at greater risk for violent behavior. Also, if parents use illegal drugs, are heavy users of alcohol, or tolerate children's use, children are more likely to become drug users in adolescence. The risk is further increased if parents involve children in their own drug or alcohol-using behavior for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator. Parental approval of children's moderate drinking, even under supervision, increases the risk that the children will use marijuana and develop problems with alcohol or other drugs (Barnes & Welte, 1986; Brook et al., 1986; Johnson, Schontz & Locke, 1984; Kandel & Andrews, 1987). It is these risk factors that have law and policy makers considering punitive measures for these actions. For some, these may even be considered child abuse or maltreatment.

Unlike the previous two risk factors, family management problems and family conflict tend to be the areas that most intervention are directed towards, because skills can be taught that would help with immediate change to the family situation. Apparently, poor family management

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practices include a lack of clear expectations for behavior; failure of parents to supervise and monitor their children (knowing where they are and whom they're with); and excessively severe, harsh or inconsistent punishment. Children exposed to these poor family management practices are at higher risk of developing all five problem behaviors (Kandel & Andrews, 1987; Brook et al., 1990; Farrington, 1989; Sampson, 1986; Hawkins, Arthur & Catalano, 1995). As for family conflict, persistent, serious conflict between primary caregivers or between caregivers and children appears to increase children's risk for all five problem behaviors. Conflict between family members appears to be more important than family structure (e.g., whether the family is headed by two biological parents, a single parent or another primary caregiver) (Brook et al., 1990; Sampson, 1986). Argumentatively, previously attention was given to the issue of divorce and its contribution to youth problem behaviors, however it is now realized that the problem is not with the divorce in and of itself, but the conflict between the parents. Unfortunately, children whose parents are divorced have higher rates of delinquency and substance abuse.

Protective factors are research-based predictors of positive youth development and healthy behaviors that buffer children's exposure to risk factors. The Social Development Strategy shows how three broad categories of protective factors; healthy beliefs and clear standards, bonding, and individual characteristics, work together to promote positive youth development and healthy behaviors (Hawkins, Catalano, & Arthur, 1995). The Social Development Strategy begins with a goal of healthy behaviors for all children and youth. For young people to develop healthy behaviors, adults must communicate healthy beliefs and clear standards for behavior to young people (Catalano & Hawkins, 1996). Promotion of protective factors has been demonstrated to reduce risk of problem behavior including drug use, violent or disruptive behavior, teen pregnancy, and dropping out of school. For the family domain attention

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is mainly given to bonding and healthy beliefs and clear family standards for behavior. Gaik, et.al, 2010, focuses a paper on the role of family relations, especially parent-child attachment, as determining factor in the development of antisocial behavior among adolescents. As it relates to family influences they report on some key issues, like parenting and child raising styles.

According to Gaik and his colleagues, parenting is generally known as an important risk factor linked with antisocial behavior. Previous studies list out many various important parenting practices that have been associated with antisocial behavior such as punitive discipline (yelling, nagging, threatening), inconsistent discipline, lack of warmth and positive involvement, physical aggression, insufficient monitoring and ineffective problem-solving modeling (Patterson, 1986; Patterson and Stouthamer-Loeber, 1984; Weiss et al., 1992) As children move into adolescence, monitoring becomes an important aspect of parenting. Patterson (1985) found a strong correlation between parents monitoring practices, adolescent delinquent behavior and deviant peer associations. It is proven that an inadequate parent monitoring seems to be important in the emergence and maintenance of antisocial behavior in children from middle childhood through adolescence. Furthermore, Patterson et al., (1998) in his research agreed that lack of parental involvement in the child's activities and inadequate supervision are strongly associated with externalized behavior disorders. These two variables are reported in many studies on behavior disorders and could constitute as specific factors.

As it relates to child raising styles, Gaik and his colleagues also consider them as the most influential factor in the development of antisocial behavior as indicated by several studies (Prinz, Onghena, Hellinckx, Grietens, Ghesquiere & Colpin, 2004). Negative child raising styles or inconsistent control and low parental supervision negatively affect the child's behavior. Studies support the affirmation that parents of aggressive children show coercive parental styles

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that have a negative effect on the child's development. Olweus (1993) identifies three specific factors of child raising styles that are conducive to an aggressive reaction pattern. The first identified factor is a negative basic attitude of the parents, especially the mother that is characterized by a lack of warmth and involvement. The second factor is the extent to which the parent is permissive of aggressive behavior. Thirdly parents that use power-assertive child raising methods increase the aggressive pattern of behavior in their children.

According to Cunningham & Correia (2003), the family is both the strongest protective factor and the strongest risk factor for youth behavior and outcomes. It is protective in that family connectedness, appropriate levels of parental discipline, moral guidance, protection from dangers in the adult world, and economic support allow young people to acquire personal and social skills while young. Conversely, parental displays of negative behaviors (substance abuse, violence); physical, sexual, and emotional abuse by family members; and the absence of parental guidance and support are risk factors. On the other hand, when young people have the opportunity to make meaningful contributions to their families, they are less likely to get involved in risky behaviors. By having the opportunity to make a contribution, students feel as if they're an integral part of their families. These strong bonds allow students to adopt the family norms, which can protect students from risk. For instance, children whose parents have high expectations for their school success and achievement are less likely to drop out of school. According to Blum, 2006, at the family level, factors such as the presence, or absence, of a caring adult, physical or sexual abuse in the home, risk-taking behavior by parents, and household poverty all play important roles in the development of youth. When parents are physically or psychologically absent, other caring adults (e.g. teachers, ministers, a coach) may moderate the otherwise devastating consequences.

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According to Maguire (2012), understanding the effects of risk and protective factors on adolescent health risk behaviors is vital. Whilst making both methodological and substantive contributions to existing research on family and adolescent health, he develops measures of family risk and protective factors for adolescent problem behaviors and tests the effects of these measures on three health risk behaviors in a Caribbean nation: illegal gun ownership, gang membership, and drug use. The data collected is from a sample of 2,376 adolescents in Trinidad and Tobago, a developing nation in the eastern Caribbean. In this study Maguire reports that the results show clearly that parents with poor family management skills and those who expose their children to adults who exhibit antisocial behaviors (whether the parents themselves or others) increase their risk for drug use, gun ownership, and gang membership. He states that similarly, parents who exhibit tolerant attitudes toward their children's misbehavior place them at increased risk for drug use and gun ownership. These findings, according to Maguire, are consistent with a growing body of research from developed nations on the effects of parenting practices on adolescent problem behaviors. He thus points out that although several domains of risk and protective factors exert an influence on adolescent health risk behaviors, research shows that family dynamics have a strong influence on problem behavior throughout childhood and adolescence. For instance, he says, weak family management practices, including insufficient supervision of adolescents by parents, results in premature autonomy, which sets insufficient limits on behavior and facilitates greater influence by deviant peers. Similarly, weak or unclear behavioral expectations and insufficient disciplinary practices are also associated with problem behaviors.

Situations or Dynamics Within the Community or Neighborhood that Lead to Negative or Positive Behaviors

Community or neighborhood risk factors include laws and norms favorable toward drug use, firearms and crime, the availability of drugs and firearms, low neighborhood attachment and community disorganization, transitions and mobility, as well as extreme economic and social deprivation. Whether through its laws and written policies or informal social practices, if communities encourage or communicate drug use, violence and crime through its media, parents and other community members, put their young people at risk for involvement in these behaviors. Obviously, the more accessible or available drugs and firearms are the more likely young people exposed to these will be at risk for engagement in drug use and violence. The unfortunate truth is that communities that experience extreme economic and social deprivation also predispose young people to delinquency, teen pregnancy, school dropout and violence. In a lot of places where this is the case there is low neighborhood attachment and community disorganization which means higher rates of drug problems, crime and delinquency. Even transitions and mobility within a community can increase young people's risk of involvement in drug use and crime. According to Karaman, (2013), the immediate surroundings of an adolescent influence problem behavior. In other words, when the risky behavior is exhibited, the probability of adolescents' exhibiting problem behavior increases.

Within the community domain the risk factor that predicts the likeliness of all adolescent problem behaviors is extreme economic deprivation. Children who live in deteriorating neighborhoods characterized by extreme poverty, poor living conditions and high unemployment are more likely to develop problems with alcohol and other drug use, delinquency, teen pregnancy and dropping out of school. They are also more likely to engage in violence toward

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others during adolescence and adulthood. Further, children who live in these areas and have behavior or adjustment problems early in life are even more likely to develop problems with drugs (Sampson, 1986; Sampson & Lauritsen, 1994; Farrington, 1989; Robins & Ratcliff, 1979; Elliott et al., 1989). Gaik, et.al, 2010, report that previous studies found that low family socioeconomic status is strongly associated with antisocial and aggressive behavior (Aguilar et al., 2000; Farrington, 2001; Patterson et al., 1998). Patterson et al. (1992) reported that poor families undergo great stresses and the parents are subject to negative experiences over which they have little control. Under such conditions, the parents are not very available to their child and they tend to use coercive and punitive parenting practices. Study supports the affirmation that parents of aggressive children show coercive parental styles that have a negative effect on the child's development. Moreover, coercive parents lack of positive reinforcement skills and they fail to eliminate unsuitable behaviors. According to Patterson (1992), parents at this stage unconsciously model and reinforce the coercive behavior exhibited by their children as the children learn that aggressive behavior normally leads to get what they want. Family variables are important and consistent for early forms of antisocial behavior and for later delinquency. Although many studies prove that poor monitoring, poor supervision, and harsh discipline are the cause of the child's antisocial behavior; family demographic variables such race, neighborhood and parental education also related to the antisocial behavior (Elliott et al., 1985).

Whether a poor or wealthy community, low neighborhood attachment and community disorganization is a risk factor that predicts substance abuse, delinquency and violence. Higher rates of drug problems, delinquency, violence and drug trafficking occur where people have little attachment to the community. Vandalism rates are high when there is low surveillance of public places. These conditions are not limited to low-income neighborhoods, they can also be found in

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more well-to-do neighborhoods. Perhaps the most significant issue affecting community attachment is whether residents feel they can make a difference in their communities. If the key players (such as merchants, teachers, police, and human and social services personnel) live outside the community, residents' sense of commitment will be lower. Lower rates of voter turnout and parent involvement in school also reflect attitudes about community attachment. Neighborhood disorganization makes it more difficult for schools, churches and families to promote positive social values and norms (Sampson, 1986, 1997; Sampson & Lauritsen, 1994; Herting & Guest, 1985; Gottfredson, 2001). This information is crucial and can inform intervention. Another crucial information is the attitudes and policies a community holds in relation to drug use, firearms and crime are communicated in a variety of ways: through laws and written policies, through informal social practices, and through the expectations parents and other members of the community have of young people. This risk factor predicts the likelihood of substance abuse, delinquency and violence. When laws, tax rates and community standards are favorable toward alcohol and other drug use, firearms or crime, or even when they are just unclear, young people are at higher risk (Sampson, 1986; Holder & Blose, 1987; Brook et al., 1990). One example of a community law affecting drug use is alcohol taxation, where higher tax rates decrease the rate of alcohol use (Saffer & Grossman, 1987; Hawkins, Arthur & Catalano, 1995). An example of conflicting messages about alcohol and other drug use can be found in community acceptance of alcohol use as a social activity. The beer gardens popular at street fairs and community festivals frequented by young people contrast with the "say no" messages that schools and parents may be promoting. This makes it difficult for children to decide which norms to follow. Laws regulating the sale of firearms have had small effects on violent crime, and the effects usually diminish after the law has been in effect for multiple years. Several

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studies suggest that the small and diminishing effect is due to two factors, the availability of firearms from other jurisdictions without legal prohibitions on sales or access, and lack of proactive monitoring or enforcement of the laws (Reiss & Roth, 1993).

In a community that has the risk factors mentioned before the availability of drugs that predict substance abuse and violence and the availability of firearms that predict delinquency and violence, are a great possibility. The more available alcohol and other drugs are in a community, the higher the risk for alcohol and other drug use and violence. Perceived availability of drugs is also associated with increased risk. In schools where children think that drugs are more available, a higher rate of drug use occurs (Johnston, O'Malley & Bachman, 1985). Apparently, firearm availability and firearm homicide have increased since the late 1950s. If there is a gun in the home, it is much more likely to be used against a relative or friend than against an intruder or stranger. Also, when a firearm is used in a crime or assault, the outcome is much more likely to be fatal than if another weapon or no weapon is used. While a few studies report no association between firearm availability and violence, more studies do show a relationship. Given the lethality of firearms, the greater likelihood of conflict escalating into homicide when guns are present, and the strong association between availability of guns and homicide rates, firearm availability is included as a risk factor (Reiss & Roth, 1993).

Media portrayals of violence predicts violence displayed by young people. Unlike what many may choose to believe, the effect of media violence on viewers' behavior, especially young viewers, is quite concerning. Research has shown a clear correlation between media portrayal of violence and the development of aggressive and violent behavior. Exposure to media violence appears to affect children in several ways: children learn violent behaviors from watching actors act violently; they learn violent problem-solving strategies; and media portrayals of violence

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appear to alter children's attitudes and sensitivity to violence (Eron & Huesmann, 1987; Huesmann & Miller, 1994).

Another risk factor to consider is transitions and mobility that are predictive for substance abuse, delinquency and school drop-out. According to research, even normal school transitions can predict increases in problem behaviors. When children move from elementary school to middle school, or from middle school to high school, significant increases in drug use, dropping out of school and antisocial behavior may occur (Hawkins & Catalano, 1996). Communities with high rates of mobility appear to be linked to an increased risk of drug and crime problems. The more people in a community who move, the greater the risk of criminal behavior and drug-related problems in families in these communities (Sampson, 1986; Sampson & Lauritsen, 1994). This fact might mean further study need to be conducted with Caribbean countries to give indication of the possible effects of migration or immigration.

Despite the risk factors that may exist in communities, there are still protective factors that help buffer young people from becoming involved in problem behaviors. According to the Social Development Strategy these protective factors, within the community domain, include healthy beliefs and clear community standards for behavior, opportunities and skill building for prosocial involvement and rewards/recognition for such involvement. It is important that communities consistently communicate healthy beliefs and clear standards for behavior and thus they must identify standards for behavior that can help young people avoid problem behaviors and become healthy, productive citizens. People must then communicate those healthy beliefs and clear standards in all areas of a young person's life, at home, at school and in the community.

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Over the course of the past two decades, research on adolescent development has shifted from a deficit perspective focused primarily on preventing negative outcomes to a strength-based perspective focused on identifying individual and ecological assets that contribute to positive youth development (PYD) (e.g., Benson & Scales, 2009; Theokas & Lerner, 2006). Within this PYD perspective, researchers have sought to explore how certain contextual factors or “external” developmental assets (Benson, Scales, & Syvertsen, 2011) may promote more adaptive outcomes among adolescents, including lowered risk and increased positive or thriving outcomes.

According to Blum, (2006), at the community level, the physical environment in which youth live and the institutions they confront daily are very powerful influences on their lives. The most relevant community institutions are schools, religious organizations, community organizations, police and the physical neighborhood. In what is often considered as the village raising the child, the community has a part to play in the positive outcomes of our youth. If this is the case, the community has to also take some responsibility when the outcomes of our youth are negative. It is often commented that the youth are not the problem, but simply results or outcomes of their environments.

According to Cunningham & Correia (2003), in the World Bank Country Study on Caribbean Youth Development, "the dynamics, structure, and organization of communities and neighborhoods help shape the lives, behaviors, and outcomes of adolescents. Their influences range from the provision of transportation systems, to the perceived degree of physical risk and safety, to community spirit and support. Churches, schools, sports and health centers, and other social organizations, which can provide a range of activities and supports to youth, are also part of the community and neighborhood infrastructure. Protective factors related to community and neighborhoods include well-functioning infrastructure, safe and secure spaces, trustworthy law

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enforcement officers, connectedness with organizations, and a clean physical environment."

(p.12)

Experiences and practices in the school environment that lead to negative or positive behaviors

The Social Development Strategy is predictive and thus it mainly focused on experiences rather than practices. As such, within the school domain there are two risk factors. These are academic failure beginning in late elementary school and a lack of commitment to school. Beginning in the late elementary grades, academic failure increases the risk of all five problem behaviors. It appears that the experience of failure, not any lack of ability, increases the risk of these problem behaviors (Najaka, Gottfredson & Wilson, 2001; Maguin & Loeber, 1996; Farrington, 1989; Gottfredson, 2001). Lack of commitment to school means the child no longer sees the role of student as meaningful and rewarding. Young people who have lost this commitment to school are at higher risk for all five problem behaviors (Najaka et al., 2001; Gottfredson, 2001; Jessor & Jessor, 1977).

According to the Social Development Strategy the protective factors, of the school domain are similar to the community domain in that it includes healthy beliefs and clear standards for behavior, opportunities and skill building for involvement and rewards/recognition for such involvement. Cunningham & Correia (2003), reports that connectedness to schools is highly protective against all risky behaviors, including using drugs and alcohol and engaging in violence or sexual activity. However, they point out that the school system can have devastating effects on those youth with low academic achievement, by not granting them a place in school and, as a corollary, making them feel socially excluded and "worthless." Blum, (2006), reports that in both the US and the Caribbean, school "connectedness" is one of the most important

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protective factors in the lives of young people. It goes without saying that one cannot experience this factor without being in school, hence the central importance of increasing school attendance. When this is combined with other important protective factors such as the presence of a parent or caring adult, or family “connectedness” in the lives of young people, the probability of reducing risky behaviors is even greater. Conversely, the presence of several risk factors, such as a history of skipping school, experiencing physical or sexual abuse in the home, and parental risky behavior can have a pile-up effect of increasing the likelihood of negative outcomes. (Blum, 2006) confirmed the conclusions of the US longitudinal study, that school attendance and connectedness as the single most important protective factors identified in reducing risky behaviors. Among youth that felt connected to school the study found that the probability of sexual activity falls 30% for boys and 60% for girls, engaging in violent activity by 60% for boys and 55% for girls and drug use 50% for boys and 30% for girls. The impact of school connectedness is said to be considerably stronger than the presence of the other factors, including peer/ family connectedness and even religious attendance. According to Blum, 2006, schools and teachers play a particularly powerful role given the number of hours per week a young person spends in that environment. Specifically, in addition to regular school attendance, teacher support, coupled with high expectations is a critical part of “school connectedness”. By contrast, if they have dropped out of school, or if school is abusive, the absence of that protective factor can increase chances of risky behavior dramatically. From a document on Idaho’s State Department of Education website it indicates that:

School effectiveness research show that the importance of positive and high expectations for school success. “The undermining of youths’ sense of self-efficacy through low expectations communicated at school is the beginning of the insidious process of

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decreasing motivation and increasing alienation” (Bernard, 1992). Researcher Jeff Howard states that “expectancies affect behavior in two basic ways: first they directly affect performance behavior by increasing or decreasing our confidence levels as we approach a task and thus affecting the intensity of effort we’re willing to expend; second, expectations also influence the way we think about or explain our performance. When people who are confident of doing well at a task are confronted with unexpected failure, they then attribute the failure to inadequate effort. The likely response to another encounter with the same or similar task is to work harder. People who come to a task expecting to fail, on the other hand, attribute their failure to lack of abilities. Once you admit to yourself, in effect, “that I don’t have what it takes, you are not likely to approach that task again with great vigor” (Howard & Hammond, 1985).

Common Factors Among Young People or from their Peers that Lead to Negative or Positive Behaviors

According to Blum 2006, individual level factors are related to the cognitive, physiological and behavioral nature of the individual (such as physical health and growth, self-esteem, and aggressive behavior). Importantly, as it relates to peer influence, Hawkins and Catalano, 1995 state that, "The increase in peer influences during the middle school period has important implications for both prosocial and antisocial behavior. As children begin the process of individuation from family, peer interaction becomes an important socializing force. Middle school children are exposed to a variety of peers with both prosocial and antisocial behavior patterns. The norms and values of peers with whom one associates have a large impact on behavior that persists through young adulthood. During this period, peer bonding increases in importance and can have a positive or negative impact on behavior depending on the

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preponderance of prosocial or antisocial influence represented by a child's peer network. On the antisocial path, the predictive power of antisocial peer bonding increases during this period." (p. 176)

Within the Social Development Strategy there are seven risk factors that predict the adolescent problem behaviors. These are constitutional factors, early and persistent antisocial behavior, rebelliousness, favorable attitudes to the problem behavior, early initiation of the problem, friends who engage in the problem behavior and gang involvement. Despite all the different factors that can be considered contributory to the behaviors displayed by young people, one thing for sure is the fact that they must take responsibility of their actions. As it relates to the individual person, understanding their constitutional factors, or their biological or physiological basis, help to get an understanding of their actions, good or bad. Constitutional factors are the risk factor that is considered predictive for substance abuse, delinquency and violence. These factors include sensation-seeking, low harm-avoidance and lack of impulse control, and appear to increase the risk of drug use, delinquency and/or violent behavior (Lerner & Vicary, 1984; Shedler & Block, 1990; Farrington, 1989; Gottfredson, 2001). Early and persistent antisocial behavior, having friends that engage in problem behaviors and early initiations are risk factors that are predictors of all adolescent problem behaviors. Although having favorable attitudes towards problem behavior is not a predictor of violence, it is an indicator of all the other problem behaviors. Young people who do not feel that they are part of society or bound by rules, who don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society are at higher risk for drug use, delinquency and dropping out of school (Jessor & Jessor, 1977; Kandel, 1982; Bachman et. al., 1981; Shedler & Block, 1990; Robins, 1980). There are some children who had not been exposed before, or displayed any antisocial behavior, but

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when they come into contact with others that have favorable attitudes toward the problem behavior, they too follow suit. During the elementary years, children usually express anti-drug, anti-crime and prosocial views; they have trouble imagining why people use drugs, commit crimes and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance, placing them at higher risk (Kandel et al., 1978; Krosnick & Judd, 1982; Gottfredson, 2001).

The earlier that young people use drugs, commit crimes, first drop out of school or become sexually active, the greater their chances of having chronic problems with the respective behavior. Aggressive behavior at ages 4-8 predicts later violent behavior (Nagin & Tremblay, 1999), and truancy in the elementary grades predicts school drop-out. For example, research shows that young people who start drug use before age 15 have twice the risk of drug problems than those who start after age 19 (Robins, 1978; Rachal et al., 1982; Kandel, 1982; Gottfredson, 2001). As if early initiation isn't enough problem, but early and persistent antisocial behavior adds to the fury. Boys who are aggressive in grades K-3 or who have trouble controlling impulses are at higher risk for alcohol and other drug use, delinquency and violent behavior. When a boy's aggressive behavior in the early grades is combined with isolation, withdrawal, hyperactivity or attention deficit disorder, there is an even greater risk of problems in adolescence. This risk factor also includes persistent antisocial behavior in early adolescence, such as misbehaving in school, skipping school and getting into fights with other children. Both girls and boys who engage in these behaviors in early adolescence are at increased risk for all five problem behaviors (Farrington, 1989; Moffitt, 1993; Hawkins et al., 1998; Lipsey & Derzon, 1998; Loeber & Stouthamer-Loeber, 1998; Robins, 1978; Gottfredson, 2001).

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It is known that young people, who have friends that engage in the problem behavior, especially when there is an absence of protective factors, are more likely to engage in the same problem behavior. This is one of the most consistent predictors that research has identified. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who engage in problem behaviors greatly increases their risk of developing those behaviors (Newcomb & Bentler, 1986; Brook et al., 1990; Kandel & Andrews, 1987; Hansen et al., 1987). It is no surprise that gang involvement is predictive of substance abuse, delinquency and violence. Research has shown that children who have delinquent friends are more likely to use alcohol and other drugs and to engage in violent or delinquent behavior than children who do not have delinquent friends. But the influence of gang involvement on alcohol and other drug use, delinquency and violence exceed the influence of delinquent friends on these problem behaviors. Gang members are even more likely than children who have delinquent friends to use alcohol or other drugs and to engage in delinquent or violent behavior (Thornberry, 1999; Battin-Pearson, Thornberry, Hawkins & Krohn, 1998; Battin, Hill, Abbot, Catalano & Hawkins, 1998).

As it relates to the protective factors of the Social Development Strategy, a resilient temperament and a positive social orientation is highlighted. Young people who are, resilient, actively involved and have strong support systems and whose friends are positive role models, have a better chance at being successful, rather than becoming involved in adolescent problem behaviors. According to Blum, 2006, youth choose to spend the majority of their free time with peers, and these relationships can provide important protective or risk factors in their lives depending on whether the peer group is pro or anti-social. Especially at that time when young people are seeking acceptance from their peers, positive peer influence is an important external

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factor wherein their best friends model responsible behavior. One of the reasons why this is crucial is the fact that having a friend who engages in the problem behavior is one of the most consistent predictors that research has identified. Even when young people come from well-managed families and do not experience risk factors, spending time with friends who engage in problem behaviors greatly increases their risk of developing those behaviors (Newcomb & Bentler, 1986; Brooks et. al., 1990; Kandel & Andrews, 1987; Hansen et.al., 1987).

Discussion of Interventions

A Program Model for Risk and Protective Factors - The Communities That Care System

There is extensive research that point to the fact that addressing protective factors as well as risk factors help bring about positive youth development. This would be like the supply and demand concept of drug prevention, wherein practitioners must deal with the supply and access of drugs, whilst also dealing with the needs challenges of people, which lessens the demand for drug use. Research in the field of prevention science has found that the most effective methods for promoting positive youth development and preventing problem behaviors involve addressing both risk and protective factors (Hawkins, Arthur, & Catalano, 1995; Pollard, Hawkins, & Arthur, 1999; Sameroff et al., 1998). The argument of the Social Development Strategy is that it must be woven into all areas of youth development in the community and include all segments of the community, which can establish healthy beliefs and clear standards through clear and consistent laws, values, policies and practices, for adult and youth behavior. This would also include individual relationships, where adults can serve as healthy role models for youth and provide them with opportunities and recognition for positive social involvement. Additionally, youth-servicing organizations and programs, can provide youth with opportunities to interact with adults and peers who have positive social values, skills to successfully take part

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in those opportunities and then receive recognition for their involvement. The Communities That Care system, developed from the Social Development Strategy takes all these into consideration. It involves all community stakeholders in identifying standards for behavior that can help young people avoid problem behaviors and become healthy, productive citizens. Being a copyrighted, structured process The Communities That Care system (CTC), provides tools for measuring levels of risk factors, selecting priority risk factors on which to focus a strategic plan and tracking progress toward desired changes in those risk factors. Rather than a program, as such, the CTC is an “operating system” that provides the structure, but not the content, of a community effort to address youth issues. It focuses on risk and protective factors, which are approached through a community-wide process that involves training at each step.

The CTC focuses on all five problem behaviors: substance abuse, delinquency, teen pregnancy, school drop-out, and violence. It aims to reduce the 19 research-identified risk factors – divided into individual/peer, family, school, and community categories – that may encourage these behaviors, and to strengthen the three protective factors – individual characteristics, bonding, and healthy beliefs and clear standards – that deflect adolescents from them. As with other models and programs the CTC has its advantages and drawbacks as well. Firstly, it is grounded in theory and research, and provides a menu of best practices to choose from and has an evaluation tool attached to it. Additionally, it is a community perspective, can be adapted to the needs of each community and is inclusive and participatory. Some of the drawbacks of the CTC is that being it is developed from a predictive model it is somewhat based on assumptions. On top of that it is inclusive and participatory for certain people and allows the choice of only a finite number of approaches. For the Caribbean the suggested evidenced-based

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programs from this approach might be beneficial to deal with some of the more urgent and immediate issues, as long as it is in tandem with the community-wide approach as well.

Addressing Specific Domains

The findings presented by Maguire (2012), suggest that family-based interventions could potentially play an important role in reducing gang membership, drug use, and illegal gun ownership among youth in Trinidad and Tobago. The World Bank Country study on Caribbean Youth Development, offer pertinent recommended actions for youth development, in relation to family as well as addressing community needs. According to Cunningham & Correia, 2003, "the family is one of the most important risk factors in the development of Caribbean youth, and it is thus a central entry point for public policy."(p. 81) They state that, "As a first step, governments need to put family and fathers firmly on the public agenda to demonstrate the critical nature of the issue. Second, it must put in place incentives to make parents accountable for their children, through the legal system, tax breaks, and so forth." They also point out that the education system, the public health system, and the media can also play a role in promoting healthy families and teaching fundamental parenting skills. For example, studies have shown that the levels of physical and sexual abuse are significantly reduced when parenting skills are taught after the birth of children and programs are family focused rather than child centered (Le Franc 2001). As for fathering, a number of Caribbean Non-Governmental Organization work actively on this issue. But as in the case of families and parenting, public policies should explicitly promote responsible fathering and access of fathers to their children. The private sector can play a key role in promoting profamily work policies. Cunningham and Correia, 2003 also offer suggestions regarding strengthening community and neighborhood. They suggest the support for youth

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NGOs, local organizations, and churches in the Caribbean region, which provide a range of services to youth and their families, as a good alternative to public services. They explain that these organizations have the advantage of greater flexibility and capacity to adapt and innovate, as well as greater credibility because of their proximity to the people and communities they serve. Moreover, local organizations and NGOs are often the only source of support for youth in the tertiary at-risk category. Governments should therefore directly support these organizations. One alternative would be to establish a competitive, community-based youth fund to finance initiatives addressing youth issues. Criteria for selection could include effectiveness, innovation, and sustainability.

Blum, 2006 indicate that, the impact of school connectedness is considerably stronger than the presence of the other factors, including peer/family connectedness and religious attendance. Even though this may not agree with the findings of other studies, from the perspective of fostering resiliency among youth. Blum mentions that public policy that focuses on reducing a single risk factor (or enhancing a single positive factor), will have important implications for several types of behavior, and subsequent youth development outcomes. He suggests that where multiple protective factors can be addressed, increasing school attendance, school connectedness, and caring adult/mentor relationships, the impact will increase even further. He underscores the close connection between positive health outcomes, reducing risky behaviors, school attendance and school engagement. Translating this into action he suggests explicit policies that can improve a student's sense of belonging to a school, which also point to the importance of programs that promote positive parenting and wherein there is a case of absent parents, programs that provide a caring adult in the life of a child have proven to be an effective second-best solution.

Addressing Problem Behaviors

Cunningham et. al 2008, prepares a policy toolkit for Middle Income Countries to support the needs of youth at risk. In their policy conclusion they state that, "Although the challenges facing young people today are great and those who are at risk are at a disadvantage, there are some effective solutions. Governments should view their portfolios as an investment in young people and should include both prevention and second-chance programs and policies that affect multiple kinds of behavior and target young people who are most at risk." According to Maguire (2012), throughout the developing world, nations continue to implement prevention and intervention programs for adolescent health risk behaviors in the absence of a clear understanding of risk and resilience. As this study shows, establishing valid measures of risk and protective factors is an important first step that can inform the development of programs and policies in these areas. Dr. Blum and his colleagues report that many of the factors associated with lower rates of participation in risk behaviors in the United States are the same in the Caribbean. According to them, this similarity is not surprising, in that many of the factors identified relate to the establishment of human bonds. They indicate that the finding suggest, similar to US experiences, is that interventions that strengthen the protective factors present in the lives of young people tend to be more effective than those focused on risk reduction alone. They state that, "We must apply our understanding of risk and protective factors to developing interventions that improve the outcomes experienced by all young people." In dealing with specific problem behaviors Dr. Blum and his colleagues offer some key information. They indicate that there is mounting concern in many countries of the Caribbean regarding youth violence. Among respondents younger than 16 years, parental connectedness was protective

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against violence: among those older than 16 years, self-reported attendance at religious services was associated with lower rates of violence.

According to the Eye on the Future Report, compiled by the Caribbean Community (CARICOM) Commission on Youth Development, "crime and violence is the number one concern among adolescents and youth in virtually all Member States within the Caribbean Community." Even though no specific interventions were recommended for this specific problem behavior one of their youth development goals support the report of Dr. Blum and his colleagues. The goal is to allocate more resources to targeted programmes to strengthen the protective factors – the family, the community, the school and faith-based organizations. Peltzer & Pengpid, (2014), in their study of physical fighting among adolescents in Caribbean countries, found a high physical fighting prevalence among adolescents in seven Caribbean countries. The clustering of other risk behaviors such as smoking, alcohol use, early sexual debut, truancy and bullying victimization suggest that public health interventions aiming at the prevention of interpersonal violence in adolescents should factor in these other problem behaviors (Fraga et al., 2011)

School-going youth who feel close to their parents have lower participation in substance use, violence, and sexual activity (Blum 2002). This would suggest that programs that target parental connectedness would be significant in dealing with the matter of substance abuse, violence and sexual activity. As it relates to sexual intercourse Dr. Blum and his colleagues point out that early initiation of sexual intercourse is of mounting concern in the Caribbean. Important to note is the fact that both rage and physical or sexual abuse experiences were associated with early sexual intercourse among all of the age groups. As was true for violence and substance abuse, there was a strong association between early initiation of sexual activity and skipping

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school. Regarding factors associated with delay of sexual activity, connectedness to parents was strongly protective among teenagers younger than 16 years and among respondents who were 13 years or older, attendance at religious services was associated with a lower rate of reporting ever having had intercourse than the rate among those who do not attend services. In their conclusion they report that young people who report connectedness to their parents are much less likely than others to report involvement in or experiencing of these negative health outcomes. Attendance at religious services is associated with less involvement in a range of risk behaviors. The same is true for school connectedness (as measured via "trying hard in school"), which they found to be associated with better self-assessed health status and less sexual intercourse among youths aged 13 to 15 years.

The Developmental Assets Framework

Discussion of the Developmental Assets Framework Relating to Youth Behavior

The forty developmental assets framework developed by the Search Institute of Minnesota are forty principles or factors that help our young people succeed. There are twenty external assets and twenty internal assets. The external assets are the positive experiences young people receive from the world around them. These 20 assets are about supporting and empowering young people, setting boundaries and expectations, and the positive and constructive use of young people's time. External assets identify important roles that families, schools, congregations, neighborhoods, and youth organizations can play in promoting healthy development. The 20 internal assets identify those characteristics and behaviors that reflect positive internal growth and development of young people. These assets are about positive values and identities, social competencies, and commitment to learning. The internal

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developmental assets will help these young people make thoughtful and positive choices and, in turn, be better prepared for situations in life that challenge their inner strength and confidence.

According to Benson (1995), and Lerner & Benson (2003), developmental assets are building blocks of development that help young people grow-up to be healthy, caring, and responsible. Grounded in extensive research (Benson, Galbraith, & Espeland, 1994; Benson, Galbraith, Espeland, 1998; Benson, 2001), the framework of developmental assets is a valuable tool to identify predictors for the prevention of juvenile delinquency among youth and serves as benchmark data to gauge community-based policy and program initiatives aimed at enhancing thriving behavior. Being more specific, Benson & Lerner (2003) and Lerner (1998), indicate that developmental assets are opportunities, skills, relationships, values, and self-perceptions that all young people need in their lives in order for them to achieve the goals prescribed by the mainstream society. Linking risky behaviors to developmental assets, Menon (1997) and Benson (1997), affirm that most of the youth with high-risk behaviors come from poor communities, and the reason why they fall prey to juvenile delinquency is because they lack high levels of external and internal assets. Apparently, the developmental assets framework indicates that the more assets a young person has the less likely they are to gravitate to negative behaviors and the more likely they are to succeed. However, most of these researchers believe that youth become more likely to engage in problem behaviors as their exposure to risk increases, even when they experience high levels of protection. Some have even concluded from their studies that focusing on protective factors alone is not enough and indicate that the most effective methods of promoting positive youth development and preventing problem behaviors involve addressing both risk and protective factors. Somehow, research shows that both addressing protective factors and risk factors are key to bringing about positive youth development.

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Wherein the developmental assets framework is a broad foundational approach that identifies correlation between the assets (positive experiences) and adolescent behavior, the Social Development Strategy is a predictive model identifying likely future behaviors before they occur. Both can therefore help to get an understanding as to the contributing factors of adolescent behavior, good or bad. Important to note is the fact that the developmental assets are good for proactive work and encouraging a strength and evidenced-based approach towards youth development. Even though the social development strategy has a deficit-language, it is good for understanding established cultures that foster negative behaviors and by integrating the developmental assets framework help to foster resiliency in young people.

The Importance and Benefits of the Developmental Assets Framework

Why are the developmental assets important and how do they benefit the young person? There are cumulative benefits of the developmental assets for young people, in that it helps deepen our understanding of what constitutes risk, explain the prevention of high risk behavior, explain the protection of high risk behaviors and it helps explain the expression of thriving behaviors and student achievement. According to Fisher et al. 2006, "various studies generate understanding regarding the developmental robustness of assets for individual young people. The evidence suggests that the more Developmental Assets young people experience and possess in their lives, the less likely they are to succumb to risks, the healthier, more caring, and more responsible they are likely to be, the more inclined they are to be successful in school,"(p.279-280).

Developmental Assets and High-Risk Behaviors

Apparently according to Fisher 2006, low levels of developmental assets appear to be a better predictor of engaging in risk behavior than many of the more widely used

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sociodemographic risk factors, such as living in poverty or being from a single-parent family. This is important in the understanding of the resilience theory, as it gives a better understanding of the successes of persons who come from poor communities and the lack of success of individuals who come from a good socioeconomic background. The study which helps to deepen an understanding of what constitutes risk, indicated that experiencing fewer than ten assets is two to five times as powerful in predicting risk than poverty. For example, regardless of their level of asset, a young person who live in low-income families are twice as likely as other youth to engage in anti-social behavior. Here the concentration is on the level of the young person's assets as the indicator or predictor for anti-social behavior. Fisher, 2006 state that, "these findings suggest that using asset levels as a primary means of identifying youth at risk may be better than relying on more standard demographic measures,"(p.280).

In addition to helping us get a deeper understanding of what constitutes high risk behavior, the developmental assets framework helps provide an explanation of prevention. In a study conducted by Benson and his colleagues in 1999, they noted that the higher the number of assets students reported they have, the less likely they were to report engaging in a variety of high-risk behavior patterns. "For example, 53 percent of young people who are viewed as asset-poor and report 0–10 assets have used alcohol three or more times in the past month or have gotten drunk at least once in the last two weeks, but only 3 percent of students viewed as asset rich, with 31–40 assets, report such problem alcohol use. Similar correlational patterns are evident with other common risky behaviors for youth, including tobacco use, drug use, sexual intercourse, depression and/or attempted suicide, antisocial behavior, violence, school problems, driving and alcohol, and gambling. Asset-rich students are many times less likely to engage in these behaviors than even asset-average youth, much less asset-poor youth," (Fisher 2006, p.

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280-281). Consistent with the studies of other researchers, Benson and his colleagues were able to show that high-risk behaviors tend to co-occur, meaning that young people who engage in one high-risk behavior pattern are several times more likely to engage in other patterns of risky behavior. "In addition to providing a preventive function, the Developmental Assets demonstrate their viability as protective factors in the sense that they mitigate against youth engagement in risk behaviors. The protective value of the Developmental Assets is best illustrated by findings that show how the number of risky behavioral patterns co-occur as a function of asset levels. The average number of 10 high-risk behavior patterns reported by young people drops sharply, by half or more, with each successive increase in the level of assets they report. Asset-poor young people with 0–10 assets report 4.4 high-risk behavior patterns. Youth with 11–20 assets report 2.4 risk patterns, while those with 21–30 assets report just 1 high risk behavior pattern. Asset-rich youth, with 31–40 assets, report just .3 risk patterns (Fisher 2006, p. 281).

The more developmental assets juveniles experience, the more likely they will avoid deviant behaviors and become positive, contributing members of the community (García, Lamberty, Jenkins, McAdoo, Crnic, Wasik, & Garcia, 1996). Communities that pay attention to these assets are able to see the difference as alcohol use, illicit drug use, and violence rates decline (Benson & Lerner, 2003). A longitudinal research study conducted by Lutheran Brotherhood and Search Institute at Sun City a community near Georgetown, Texas revealed that when adults focus on promoting the healthy development of children and adolescents their engagement in delinquent behavior decrease (Scales, Benson, Roehlkepartain, 2001). Furthermore, according to Benson, and Lerner (2003), Roehlkepartain, Benson & Sesma (2003) and Benson (1997), developmental assets have great power to protect youth from high-risk behaviors, while empowering thriving. The alleged reduction of deviant behavior caused by

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higher degrees in assets (Benson & Lerner, 2003), is a compelling reason to test this framework in the study of juvenile delinquency. Perhaps, Frederic Douglas understood it well when he said that it is easier to build a strong child than to repair a broken man (Roehlkepartain, et al., 2003). When children experience more assets in their lives, success in school, maintaining healthy behaviors and more positive attitudes can be demonstrated (Benson, 1997; Lerner, 1998, 2002; Benson, Galbraith, & Espeland, 1998).

According to Edwards et. al, 2007, prevention of at-risk behaviors through asset building requires all school professionals to cultivate schoolwide developmental assets by actively and proactively using curricula, group, or individual activities that help promote responsible choices. Students need to learn traits such as diligence, persistence, honesty, fairness, and respect for others. Because schooling occurs as children progress through many developmental pathways, children's school experiences are central to positive quality of life (Hegarty, 1994). By infusing the characteristics into the climate and daily routine of schools, prosocial systems are formed, developmental assets increase, and positive outcomes are engendered. Students who form strong bonds to prosocial systems are less susceptible to risk and are also less likely to manifest inappropriate school behaviors (Cunningham & Sandhu, 2000). School social workers can provide consultation services to assist teachers and school administrators in facilitating the development of prosocial and caring school environments.

Developmental Assets and Thriving Behaviors

According to Fisher 2006, "The concept of thriving encompasses something very different than the relative absence of pathology. Instead, it seeks to articulate the conceptual elements of thriving along with more explicit indicators of highly successful and even Developmental optimal development,"(p. 283-284). The Search Institute's thriving indicators or

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outcomes are school success, helping others, valuing diversity, maintaining physical health, exhibiting leadership, resisting danger, delaying gratification, and overcoming adversity. Fisher 2006, states that there is some conceptual similarity between the notion of Developmental Assets and that of thriving indicators, in that both concepts focus on the presence of strengths in young people's lives. However, assets are conceptualized as the building blocks of developmental success, whereas thriving indicators are signs or markers of highly successful development. In other words, Developmental Assets are predictors of the outcomes represented by thriving indicators. Experiencing and possessing assets defines conditions under which the attainment of those thriving outcomes is made more likely. According to Scales, et al. 2000, these indicators are thought to be important aspects of adolescent well-being for two reasons. First, an extensive review of the literature that pertains to the 40 developmental assets has shown that these thriving indicators are generally related to other positive outcomes, both in terms of proximal outcomes during adolescence as well as the more distal outcomes of early adulthood (Scales & Leffert, 1999). For example, school success has been shown to be related to lowered use of alcohol and other drugs (e.g., Hawkins et al., 1992), leadership opportunities are associated with positive mental health (e.g., Komro et al., 1996), and helping others may contribute to self-esteem (e.g., Conrad & Hedin, 1981). In addition, physical health positively affects school performance (U.S. Congress Office of Technology Assessment, 1991); the ability to use impulse control or delay gratification is related to decreased levels of delinquency (Patterson & Stouthamer-Loeber, 1984) and more ability for self-regulation (Kurdek & Fine, 1994); and valuing diversity and being culturally competent, although less well-studied, are related to peer acceptance (Parkhurst & Asher, 1992) and increased problem-solving ability (Mott & Krane, 1994). Scales, Peter et al. 2000, "provide additional evidence for the additive nature of developmental

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experiences and resources in impacting positive developmental outcomes among adolescents.

These findings suggest that the higher the number of positive developmental factors that a young person is exposed to the more likely he or she will be to also report thriving outcomes.

Specifically, youth with higher levels of developmental assets were considerably more likely than other youth to report being successful at school, overcoming adversity, and maintaining physical health, and delaying gratification," (p.41).

External Assets

According to Benson (2006), "external assets refer to the positive developmental experiences that need to be furnished to all youth by the socializing systems of a community. These assets emerge from constant exposure to interlocking systems of support, empowerment, boundaries and expectations, and structure."(p. 31) He states that these experiences and opportunities need to be offered by families, schools, neighborhoods, community organizations, religious institutions, and others, and through informal interactions with caring, principled adults and peers. They must also be supported and reinforced by the larger network of community institutions: government, health care, law enforcement, civic organizations, community foundations, business and corporations, and media.

The external assets are divided into four categories, with each listing a set of assets with specific description. The first category of the external assets are the support assets. Support can come from parents, family, neighbors, and other adults. It can be in the form of adult-adolescent communication, advice and help from parents, helpful neighbors, parent involvement in schooling, and a caring school environment (Search Institute, 2005). Scales, P., et.al (1999),"The support assets refer to the ways in which children are loved, affirmed, and accepted. Ideally, children experience an abundance of support not only in their families but also from

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many people in a variety of settings, such as in school or religious congregations, among extended family, within the family's social network, and in other areas in which socialization occurs,"(p.9). According to Benson, 2006 the support asset experiences include demonstrative forms of verbal and physical approval, symbolic gestures that young people matter, and environments where young people are welcomed, included and valued. He states that support for children and adolescents ought to be a daily enterprise. Starting with support within the family the first two assets focus on how families offer support through a caring environment in the family and through positive family communication. This is important as it addresses bonding and attachment and the young person's ability to have in depth conversations and seek advice from their parents when dealing with tough issues.

Fulkerson et. al 2006, The importance of family factors in adolescent health has been demonstrated over several decades. As expressed aptly by Garmezy & Masten, "Parents are one of nature's multifaceted buffer systems for human development," (p. 203). Parents have positive influence through affection, consistent discipline, and supervision. More recently, Resnick and colleagues showed that family connectedness is associated with decreased engagement in high-risk behaviors such as substance use and violence, and fewer psychological problems, including emotional distress and suicidal thoughts. Importantly, although not a family enterprise, other adult relationships are considered a support asset as the child becomes more dependent on other adults and their peers as they interact with the larger community. This asset focusses on nonfamily, intergenerational relationships. Scales, P., et.al (2006), "caring adults outside of young people's own families play significant roles in providing a number of the developmental assets and, therefore, in the promotion of adolescent well-being."(p.402). Benson, 2006 points out that of all the assets, it may be that adult relationships, for teenagers, generate more asset-

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building energy than any other developmental resource. To support this, he mentions other research findings that indicate that supportive relationships with adults erect a protective buffer against risk behaviors such as alcohol, tobacco, and illicit drug use, indicate that relationships become more powerful the longer they are sustained and the fact that young people benefit from more than one caring adult. Importantly, he has even given indication of how this asset generate some of the other assets, like community values youth, youth as resources adult role models etc. This leads into the support that young people need from their neighborhood, where young people experience caring neighbors. Rightly said Benson mentions that within many neighborhoods privacy seems to be important than community. This would be equivalent to the low attachment in neighborhood risk factor in the Social Developmental model.

The support asset category ends with support in schooling wherein the young person experiences a caring school climate and parents that are involved. I'll have to agree with Benson that when schools place priority on being relational and caring places this can result in academic achievement, self-concept and the learning of the ethic of care. Add parents that are actively involved in their child's school life and who create a positive learning environment at home, and one can only expect that their children would be motivated to learn and succeed in school. Parental support is one of the key influences on a student's school success (Finn & Rock, 1997; Henderson & Mapp, 2002; Miller, 2003; Scales, Benson, Leffert, & Blyth, 2000). The second category of external assets are the empowerment assets that according to Benson 2006, highlight the young person's need to be and feel valued. He indicated that empowered young people feel good about themselves and their skills. Scales, et.al (1999), "An important developmental need is to feel safe and valued. The empowerment assets focus on community perceptions of youth and the opportunities they have to contribute to society in meaningful ways,"(p.9). According to

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Benson 2006, the empowerment assets focused on community perceptions of youth and opportunities for youth to contribute meaningfully to society. The first two empowerment assets focus on the community perceptions of youth, in that this is where they are viewed as positive contributors to community life and thus given useful roles. It is not surprising that these assets are often rated low as they are a lot of people that do not believe that young people have a lot to offer. Instead, it is more for them to be portrayed as problems. Also, often rated low is the service to others asset, which is valuable both to the community and the young person. The problem here is both interest and creating consistent opportunities. The final empowerment asset is safety and when you think of it, when a person feels physically and emotionally unsafe, they are really disempowered. According to Benson 2006, "Young people who feel safe are more likely to feel valued and able to make a difference than youth whose safety is threatened. Growing up in an unsafe or violent environment also shapes the choices young people make,"(p.40).

Forming the third category of assets are boundaries and expectations that support, and empowerment need to be balanced. Clear and consistent boundaries complement support and empowerment, like how the healthy beliefs and clear standards are complemented by the bonding protective factor in the Social Developmental model. Ideally, young people experience boundary assets in the family, at school, in after-school programs, and in the neighborhood. They provide a set of consistent messages about appropriate behavior and expectations across socializing contexts. With this consistency across influencing systems, boundaries are set with clear signals about what is approved and celebrated and what is disapproved of. Here the assets start with family standards, then the school and eventually the neighborhood. The family and school have clear rules with consequences. The child's whereabouts is monitored always. Caring

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neighbors also take responsibility for monitoring the young person's behavior. What is key here is that in each domain the standards are clear and communicated.

According to Hawkins, et al. (2000), failure to set clear expectations, inadequate youth supervision, monitoring, and severe or inconsistent family discipline practices are found to be strong predictors for juvenile delinquency. It is important that positive expectations for success is also communicated. This ties in with the adult role model and positive peer influence assets, where positive, responsible behavior is modeled. The last of the assets in this category are high expectations and even though mainly relate to education can also be applied to other areas of life. Obviously, young people that know that there are high expectations of them, that are encouraged to do well are more likely to do so.

The final category of external assets is Constructive Use of Time. Here healthy communities provide a rich array of constructive after-school opportunities. Whether through schools, community organizations, congregations, or for-profit centers, structured activities stimulate positive growth and contribute to the development of the other assets. The assets in this category include creative activities where the young person spends time in lessons in music, theatre, or other arts. Similarly, are youth programs where it is suggested that young people participate in sports, clubs, or other organizations in the school or community. It is essential that these settings connect youth to principled, caring adults who nurture skill and capacity through group activities, lessons, relationships, and supervision. The unfortunate truth is that many young people lack access to developmentally appropriate and enticing programs, and for those who do have access, often disconnect from such prosocial and positive structure. Some choose not to join and for others their disinterest and lack of motivation cause them to drop out, only to regret that they had not stick with what could have become a lifelong skill, and in some cases vocation.

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These programs form an important part of a community's developmental infrastructure, obviously contributing significantly to young people's healthy development. Unfortunately, as indicated by Benson 2006, these places of constructive use of time are less available in communities where young people need them the most. He also states that it takes the effort of whole community to build and maintain a high-quality system of structure. Religious community and time at home are also included in constructive use of time. The reason for including religious community is that through faith communities young people have an opportunity for intergenerational involvement, are a part of a community that articulate their values and because it is a place that can offer structured activities for young people. Unfortunately, many congregations still struggle to engage young people meaningfully and have neglected to provide these opportunities of positive development. The last asset in the external asset category, the time at home assets, is not just simply promoting that young people spend time at home, but when they do they are not alone, but with parents, bonding, resting, doing homework, doing chores or spending time together being family. Interestingly, the external assets begin and end with a focus on family.

Internal Assets

According to Benson 2006, "internal assets focus on the inner life of young people: the commitments, passions, and competencies needed to guide an individual's choices and actions" (p.48). He indicates that nurturing this internal compass or term of reference is particularly crucial in societies such as the United States in which decision making is determined by individual choice rather than by the will of the community. He also states that to a certain extent, the internal assets deserve more attention now than previous decades. Benson, 2006 further explain that this is because of strong countervailing influences in contemporary society that steer

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children and adolescents away from responsible, caring and principled commitments" (p.48-50). He feels that without strong community attention to internal assets, the pervasive cultural messages about consumerism, instant gratification, and pursuit of personal interest cannot be adequately tempered. As such the internal assets which make up half of the total number of assets are grouped into four categories, commitment to learning, positive values, social competencies, and positive identity. According to Benson 2006, "strength in these four areas creates a kind of character and centeredness among youth that promotes wise, health-enhancing choices and minimizes risk taking" (p.50). The commitment to learning assets are the first five of the internal assets and according to Benson serve a dual power in that they are crucial in the long run for vocational success and engaged citizenship and they also play a preventative role of inhibiting some forms of health-compromising behavior.

Commitment to Learning is measured by achievement motivation which is how motivated the person is to do well in school. Along with school engagement the emphasis is on the internalization of the value of learning as a lifelong commitment. Reading for pleasure also speaks to this concept relating to motivation for learning. School engagement and completing homework are examples of a young person being actively engaged in learning. These students also report doing homework for an average of one hour per day. What a lot of people do not realize and pay attention to is the dual function of homework which as a discipline promotes learning and school success and is a good tool for structuring time and creating a daily routine. According to Wang and Fredricks, 2014 "youth who are disengaged from school are more likely to experience academic failure, school dropout, and a host of negative psychosocial outcomes (Li & Lerner, 2011). School engagement is a multifaceted construct that includes behavioral, emotional, and cognitive components (Fredricks, Blumenfeld, & Paris, 2004; Jimerson, Campos,

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& Greif, 2003). Behavioral engagement is defined as participation and task involvement in academic activities (Fredricks et al., 2004). Emotional engagement is conceptualized as identification with school, which includes belonging, enjoyment of school learning, and valuing or appreciation of success in school-related outcomes (Finn, 1989; Voelkl, 1997). Cognitive engagement is defined as strategic or self-regulated learning (Pintrich & De Groot, 1990). These three components of school engagement are dynamically embedded within individuals and provide a rich characterization of how students act, feel, and think"(p.722).

If a young person is committed to learning they also care about their school and thus they become invested in their place of learning. Bonding to school is an important factor that promotes school success and academic achievement. The caring school climate, high expectations of teachers, the involvement of teachers and other students, seen in the external assets, foster an environment that makes this bonding possible. Scales, P., et.al (1999), "a young person's commitment to learning is strongly influenced by relationships with family, peers, and others, as well as by the school environment" (p.119). He emphasizes the fact that learning does not just take place in schools and that it is important because it encourages commitment to learning in and out of school. He states that positive adjustment to and engagement with school pervasively influences social, psychological, and behavioral outcomes among adolescents. Learning from one's experience, learning about values and beliefs, learning about one's spirituality, learning how to get along with difficult people, acquiring specific job skills or skills that enable one to have pleasure doing a hobby, learning how to manage money are all examples of learning that could occur in school, but that perhaps primarily occurs outside of school. High scores on commitment to learning are related to academic achievement and are protective against failure, dropout, and discipline problems. Low scores in this category are associated with under

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achievement, antisocial behavior, and dropout (Search Institute, 2005). According to Edwards et al., 2007 prevention of at-risk behaviors through asset building requires all school professionals to cultivate schoolwide developmental assets by actively and proactively using curricula, group, or individual activities that help promote responsible choices. Students need to learn traits such as diligence, persistence, honesty, fairness, and respect for others. Because schooling occurs as children progress through many developmental pathways, children's school experiences are central to positive quality of life (Hegarty, 1994). By infusing the aforementioned characteristics into the climate and daily routine of schools, prosocial systems are formed, developmental assets increase, and positive outcomes are engendered. Students who form strong bonds to prosocial systems are less susceptible to risk and are also less likely to manifest inappropriate school behaviors (Cunningham & Sandhu, 2000).

Asset-rich schools and communities are those in which parents and other significant adults attempt to understand children's perspectives, consistently inform the children that they are loved and valued, show that they desire the children's success, and communicate with them about their difficulties in life (Aspy et al., 2004). According to Scales, P., et.al (2006), "school success is promoted when developmental nutrients: Provide caring and supportive relationships in the school community; increase student motivation and engagement; increase the value that students attach to education; increase the effectiveness of students' study habits; strengthen social norms and expectations that promote achievement; and increase parent involvement and student attendance (Starkman, Scales, & Roberts, 1999). Research shows numerous developmental influences playing a role in school success, including: family support (Gutman, Sameroff, & Eccles, 2002; Petit, Bates, & Dodge, 1997; Steinberg, 2001); relationships with non-family adults (Fletcher, Newsome, Nickerson, & Bazley, 2001; Wenz-Gross, Siperstein,

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Untch, & Widaman, 1997; caring school climate (Roeser, Midgely, & Urdan, 1996); providing children opportunities to feel useful, such as through service-learning (Araque, 2002; Billig, 2004); fairness of school discipline policies (Catterall, 1998); high expectations (Schmidt & Padilla, 2003); positive peer influence (Bagwell, Schmidt, Newcomb, & Bukowski, 2001; Mounts & Steinberg, 1995); participation in co-curricular and after-school programs (Barber & Eccles, 1997; Hofferth & Sandberg, 2001; Mahoney, Cairns, & Farmer, 2003; NICHD, 2004); achievement motivation and school engagement (Jessor, VanDen Bos, Vanderryn, Costa, & Turbin, 1995; Shiner, 2000); and social competencies (Arroyo & Zigler, 1995; Malecki & Elliot, 2002)", (p.692).

The second category of internal assets is positive values. These values include personal virtues such as honesty, integrity, responsibility, restraint, as well as caring about others and working for social equality and justice. Integrity is when the person acts on their convictions and stands up for their beliefs. Honesty and responsibility are assets where the young person tells the truth and can take personal responsibility. Equality and social justice include placing a high value on promoting equality and reducing hunger and poverty. Finally, restraint is when the young person believes it is important to abstain from sex, alcohol, and drugs. Scores in the excellent range of positive values give evidence of assets that will act as powerful guides in current and future decision making. Scores in the low range suggest a lack of personal values which can increase risk for alcohol and tobacco use, school problems, and violence (Search Institute, 2005). Benson, 2006 expounds on and explains the positive values. He states that the values assets fall into two types, the first two, caring as well as equality and social justice are related to prosocial values and the latter four, integrity, honesty, responsibility and restraint that address personal character, that constitutes a foundation for wise decision making. He points out

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that each personal character asset is an important predictor both of nonengagement in risk behaviors and of multiple positive outcomes. Important to note here is the fact that the caring values if not nurtured during childhood and adolescence become harder to develop later in life, with some implications for citizen participation and volunteerism as well as sustainability of marital relationships. It is important that these values are modeled and practiced. According to Benson, 2006, caring is rooted in the experience of being with people who choose to respond to human need with acts of caring and compassion. The more one's sphere of adult and peer influence manifests this action, the greater the chance that the seeds of compassion are planted.

Social Competencies is the third category with assets including planning and decision making, interpersonal competence-empathy, sensitivity, and friendship skills, cultural competence-knowledge and comfort with people of different backgrounds, resistance skills resisting peer pressure and dangerous situations, and peaceful conflict resolution. Scores in the excellent range indicate a rich set of social competencies which promote thriving, affirmation of diversity, and leadership (Search Institute, 2005). Two of the social-competencies assets focus on personal choice. This include planning and decision making and resistance skills. Obviously, the young person who has high resistance skills and can resist negative pressures and dangerous situations as well as have the ability to plan ahead and make wise decisions would be less likely prone to gravitate towards high risk behaviors. The other three social-competencies assets focus on healthy interpersonal relationships, taking into consideration the importance of interpersonal and cultural competence as well as peaceful conflict resolution.

The final category of internal assets is positive identity. The assets measured in this category include, personal power or when young person feels they have control over their life, self-esteem, sense of purpose, and a positive view of personal future. Scores in the excellent

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range reflect strengths in the adolescent's emerging identity. Scores in the low range can be associated with a risk of anxiety, depression, and even suicide or self-injurious behavior (Search Institute, 2005). According to Benson, 2006, "identity formation is one of the critical tasks of adolescence." This eighth asset category, he states, focusses on young people's views of themselves, their own sense of power, purpose and promise. Without these assets, young people can lose initiative, direction, or purpose" (p.56). According to Scales, P., et.al (2000), "Personal power and self-esteem are two dimensions of the construct of self-image. Personal power is closest to the dimension of self-efficacy and self-esteem is closest to self-worth" (p.43). According to Burrow et. al, 2010, "From the perspective of positive youth development, while finding that purpose in life helps youth resolve a sense of identity makes studying purpose important, finding that it also promotes thriving in youth makes doing so paramount" (p.1267).

Discussion of Interventions

Youth development work was previously isolated and focused on specific problems. The Search Institute has been gathering evidence for developmental assets since 1996. They have collected data from 2 million youth in 318 communities and 33 states across the United States. The result of their study shows that 15-18% of youth possess 0-18 developmental assets, 41% possess 11-20 assets, and 8% possess 31-40 assets. With a majority of youth having less than half of the total possible assets, the results of this study show that there is significant need for programs and curriculum aimed at helping youth develop more assets (Chew et al., 2010). In his book 'All Kids are Our Kids', Peter Benson indicates that the past several decades had seen a deep body of knowledge emerged with an exploration of specific areas such as family dynamics, support from other community adults, school effectiveness etc. He said that, "What has been missing is a broad vision that names a core group of the elements of healthy development and all

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of the community actors (family, neighborhood, school, youth organizations, congregations and more) needed to promote these essential elements"(Benson, 2006 p. 23). He further explains that the framework of Developmental Assets embodies this kind of broad vision. He states that, "in establishing benchmarks for positive child and adolescent developments, it weaves together a number of essential developmental "building blocks" that require broad community engagement to ensure their acquisition." Considering this and the fact that the asset model performs a prevention function of high risk behaviors, assumes a promotion function to enhance thriving behaviors and also foster resilience, forms a good argument for the forming of an asset building coalition that would unite community actors around the same philosophy and language. After highlighting the initiatives of a group in southwestern Missouri, Benson states that, "the framework of Developmental Assets unleashes creative community efforts of this kind to mobilize the power of individual citizens, organizations, and social institutions. It does so because the language of assets unifies communities around elements of positive development that intuitively and experimentally make sense to most residents."(p.23-24) "... the ultimate vision of asset building is for entire communities to unite around a vision of healthy development."(p.115)

Community Application of the Asset Model

Based on the fact that youth behavior is influenced by positive and negative experiences across several domains, is enough justification for a multifaceted approach for enhancing thriving behavior, building developmental assets and fostering resilience in response to trauma. The emphasis for efficacy when creating asset building communities means that everyone must have an understanding of this philosophy and be directed toward a cultural shift. Some of the things this include is change from a deficit to asset language; fragmented agenda to unifying

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vision; changing priorities to long term commitment; shift from focus on at risk youth to all children and adolescents; from early childhood only to the first two decades of life etc. The essence is consistently providing or fostering multiple exposures to the developmental assets. According to Benson, 2006 "Given that many strength-building capacities inherent in communities are too often dormant or underused and that societies in general are multilayered and complex, adequate models for change are both complicated and elusive" (p.122). Benson thus suggests three targets of asset building communities based on the additive power of the developmental assets. Firstly, he suggests that the vertical accumulation of assets should be enhanced, wherein each young person experiences more and more developmental assets consistently throughout childhood and adolescence. Secondly, he suggests that the horizontal accumulation of assets be reinforced, in which youth experience these resources in the multiple contexts of family, school, neighborhood, faith community, after-school programs, social service providers, parks, playgrounds, businesses, retail centers, and other places children and adolescents spend time. Lastly, Benson suggests extending the reach of assets so that all children and adolescents are embedded in asset-rich environments and relationships, not just those young people who are easy to reach, judged to be most at-risk, or involved in traditional prevention programs.

Benefits of a community and statewide focus on assets for youth

Whenever there is a community and statewide focus on assets there is an accumulative benefit. According to research found by Fisher et al. (2006, p. 290):

"The ecological orientation and community emphasis of the asset model argues that the greater the degree of positive developmental redundancy in family life and across community settings that shape and influence the lives of young people, the greater the

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contributions to their health, success, and developmental well-being. Here the focus is on the simultaneous reinforcing experiences of assets across the different contexts of young person's total ecology, such as family, peers, school, neighborhood, and community, that allows young people to perceive and feel safe, supported, and capable. Young people who experience such cumulative redundancy ought to be even more likely to enjoy protection from risk and to thrive than young people who do not".

"Adolescents engaged in four developmentally rich settings (family, school, structured youth activity, and faith community) evidenced six times fewer risk behaviors than adolescents without similar contextual redundancy" (Fisher et al, 2006, p.290).

Forming an Asset Building Coalition

According to Benson, 2006 building developmental assets is the work of the community, its young people, adults, organizations and institutions. He indicates that the focus must be on how to unleash and support the community capacity to build assets, rather than trying to create programs or systems that become intentionally or inadvertently substitutes for the kind of transformative community building that leads to a developmentally attentive community. He suggests that the community's asset-building efforts that include vision building, leadership systems, priorities, and processes, should not be designed to do the community's asset building or control what the community does. Rather, the goal is to inspire, equip, and unleash the people, places, and systems of the community to engage in asset-building action and transformation.

As a community embark on setting up an asset building coalition there are some foundational principles, an operational infrastructure and strategies that need to be applied to create the energy and support needed to sustain it. To cultivate community readiness and commitment there must be a community spirit that displays energy, enthusiasm, pride and

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passion. Having a shared vision, purpose and commitment are at the foundation of the coalition. Luckily the asset framework was constructed to facilitate broad public acceptance and engagement. Personal efficacy and responsibility as well as collective efficacy and public will are both important at the coalitions foundation. Benson, 2006 states that "essential to creating asset-building community is increasing public will to invest individually and collectively in young people's lives (through personal relationships) as well as in creating policies, programs, and practices that support their healthy development. Activating a community's asset-building power requires broad acceptance of two beliefs: that all residents have the capacity to build assets, and that all residents have a responsibility to do so" (p.159). Additionally, Benson points out the fact that it is also vital to stimulate collective efficacy and will, which means unleashing the shared concern, commitment, and expectations of multiple players in the community that create consistency, redundancy, and linkages across the many people and places in community that shape young people's lives. Some of the tips given by Benson include nurturing informal and formal relationships among individuals and organizations that have a stake in community life; engage in face-to-face dialogue with and among stakeholders (including young people), about the community, young people and asset building; communicate basic asset building ideas consistently and broadly across time; share data and stories on community life that highlight both the need and the possibility for change and transformation; reinforce messages and commitments with storytelling and recognition of asset-building efforts within the community etc.

In relation to creating an operational infrastructure, Benson 2006, points out that vision, energy, passion and commitment are necessary but insufficient to sustain a community's efforts to become more developmentally attentive. According to Benson, 2006, "as asset-building efforts take root and reach critical mass in a community, an infrastructure is needed to support

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and sustain the efforts. The local initiative, coalition, or organization plays a vital role of linking and supporting asset-building efforts in the community" (p.163). The operational infrastructure include eight core functions: the coalition should convene, network and organize committed leaders who have the passion to spread the word; then communicate broadly to the community to inspire and support engagement by distributing information, making presentations and tapping the media; provide tools, training and technical assistance that increase the capacity of individuals and organizations; conduct planning, decision making and governance that guide both the maintenance issues of the infrastructure and the missional priorities of unleashing community capacity; access resources (financial, personnel, skills) needed to support the core functions and capacity-building efforts; use formal documentation, assessment and evaluation; celebrate and recognize asset-building efforts and progress in the community and finally manage and coordinate schedules and budgets, and undertake other administrative tasks.

In addition to the foundational principles and operational infrastructure of the coalition, there are five action strategies that the Search Institute has identified that name the domain of community capacity needed to create developmentally attentive, asset-rich communities for children and youth. Apparently, each strategy is tied to sources of developmental strength and asset-building potential. The first strategy is engaging adults from all walks of life to develop sustained strength-building relationships with children and adolescents, within nuclear and extended families, neighborhoods, and other social networks. Having first dealt with a broad spectrum of individuals the second strategy then zeroes in and focus on young people. Here young people are mobilized to use their power as asset builders and change agents, tapping the power of peer influence as a positive force in healthy development. The third strategy then take on existing programs to invigorate, expand and enhance them to become more asset-rich and to

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be available to and accessed by all children and youth. This makes perfect sense considering many of the young people already attend these programs. Complementing the third strategy is the fourth one that aims to activate all sectors of the community, that the young people and their families must interact with daily. These include schools, congregations, youth organizations, businesses, human services, health care organizations, to be attentive to young people's development. The final strategy is the influence of decision makers and opinion leaders to leverage financial, media, and policy resources in support of this positive community transformation. According to Benson, 2006 "these five strategies serves as a framework for community planning and assessment. None alone is adequate to bring about the kind of transformative change needed to build the developmental infrastructure that leads to young people accumulating many developmental assets in numerous settings across time throughout childhood and adolescence. Like the developmental assets themselves, the action strategies are additive and synergistic, strengthening and reinforcing each other" (p.137).

Overview of Trauma and Resilience

Definition and Types of Trauma

Trauma occurs when a child or youth experiences an intense event or events that threatens or causes harm to his or her emotional and physical well-being. These experiences may range from extreme adverse events, such as war, terrorism, or natural disasters, to more common stressful events, such as community or domestic violence, neglect, medical emergencies, and physical or sexual abuse (National Child Traumatic Stress Network, 2003). Trauma results from exposure to an event which is experienced as physically or emotionally harmful or threatening and has lasting adverse effects on the individual's functioning in different areas of their life (e.g. physical, social, emotional). Complex trauma is the simultaneous or sequential occurrence of

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adverse events that is chronic, begins in early childhood, and occurs within the primary caregiving system (NCTSN).

According to Browne et al., (2015), all youth have stressful experiences from time to time. They point out that exposure to experiences that create mild or positive stress is considered necessary for healthy development because youth have “the opportunity to learn how to effectively manage stress, regulate emotions, and develop the social, behavioral, and cognitive coping resources needed to overcome these obstacles” (Gunnar, Herrera, & Hostinar, 2009, p. 4). Youth need to learn to cope with stressful situations, such as experiencing failure, in order to be fully prepared for adulthood (Harper Browne, 2014). However, they also point out that some youth are faced with extremely intense stressful experiences—traumatic events—such as being in a serious car accident, being abused by a caretaker, or witnessing violence in their neighborhood. The National Child Traumatic Stress Network (NCTSN) states, “Children who suffer from child traumatic stress are those children who have been exposed to one or more traumas over the course of their lives and develop reactions that persist and affect their daily lives after the traumatic events have ended” (2003, p. 1). According to the NCTSN (n.d.), traumatic events can be differentiated by the duration of the event and classified as “acute” or “chronic” trauma. Acute traumatic experiences (e.g., school shootings, death of a loved one) “occur at a particular time and place and are usually short-lived” (NCTSN, n.d., para. 1). Chronic traumatic experiences (e.g., recurring sexual or physical abuse, persistent neglect, family violence) “occur repeatedly over long periods of time” (NCTSN, n.d., para. 3). Both types of traumatic experiences can cause immediate and enduring negative biological, psychological, and behavioral effects; the effects of trauma on early brain development can be significant.

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Adverse Childhood Experiences are events that occur before the age of 18 which create stress that may overwhelm a child's ability to cope and result in lifelong health consequences. Adverse and traumatic events include abuse, neglect, violence, sexual abuse but can also include parental separation/ divorce or living in a household with an adult with addiction or mental illness. Multiple researches indicate that adversity and trauma can be a contributing factor and/or bring about symptoms consistent with a range of other behavioral health disorders in children and adolescents: specific learning disorders, ADHD, anxiety, depression, bipolar Disorder, oppositional defiant disorder, conduct disorder, substance abuse etc. In the Caribbean, many of the young people surveyed in the nine-country CARICOM study, report a history of sexual abuse in their lives. One-tenth report having been abused sexually, most frequently by adults outside the home or other teens, but many report abuses by adults in the home and siblings. Early sexual initiation is of concern in the Caribbean. Of the 34 percent of young people (between the ages of 10 and 18) in the English-speaking Caribbean who reported being sexually active, 82 percent of the males and 52 percent of the females reported having initiated sexual activity at or before the age of 13 (Ohene, Ireland, and Blum 2005). In relation to physical Abuse many of the young people surveyed report a history of abuse in their lives. About one-sixth state that they have been physically abused, with most of the abuse being attributed to an adult in their home. Evidence from Jamaica, Barbados, and Dominica suggests that parents' use of harsh disciplinary action on children is common.

Discussion of Resilience

"Resilience is a key factor in protecting and promoting good mental health. It is the quality of being able to deal with the ups and downs of life and is based on self-esteem" Jo Fox (2017). Children who face adversities and challenges end up lacking some of the assets they need

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to succeed. Fostering resilience and building their developmental assets is a strength-based approach that help them develop healthily, despite their adversity. According to Lee et al. 2012, in studying resilience, there are three critical conditions: growing up in distressing life conditions and demanding societal conditions that are considered significant threats or severe adversities; the availability of protective factors, including internal assets and external resources that may be associated with counteracting the effects of risk factors; and the achievement of positive adaptation despite experiences of significant adversity. In relation to the developmental assets framework resilience also refers to an individual's capacity to function adequately. Despite the type of trauma experienced the asset model fosters a resilience for young people because the more assets youth indicate they have in their lives, the more likely they are to manifest resilience and overcome challenges or obstacles in life. As a matter of fact, the more assets a young person has or experience, results in thriving behaviors, which includes resilience.

Addressing Trauma and Promoting Thriving

Through repeated healthy experiences and activities organized by the youth worker, the brain can develop healthier patterns and behaviors based on positive interactions. Daily life events also provide repeated opportunities for youth to negotiate the practical challenges of relationships and effectively incorporate what they learn from the adults providing direct care. By being intentional about what the research says youth need in order to thrive and using trauma-informed approaches over time, workers can help youth build the protective and promotive factors that are associated with the dynamic outcomes of healthy development and well-being (Browne, Notkin, Schneider-Muñoz, & Zimmerman, 2015).

Nonprofit Description

By Laws

ARTICLE 1: NAME

This non-profit, non-government organization shall be known as Dare to Serve Youth International (here-in after called D2SYI).

ARTICLE II: MISSION and OBJECTIVE

The mission of the D2SYI shall be to inspire, empower and enable youth leaders to serve young people at youth programmes, clubs and camps internationally. The overall objective is to raise funds needed for gathering resources and recruiting youth leaders for youth organizations.

ARTICLE III: BOARD OF DIRECTORS

1. The organization in general meeting may from time to time fix the maximum and minimum number of Directors to be appointed but unless such number is fixed as aforesaid the number of Directors shall consist of not less than six and not more than nine Directors.
2. Subject to these Articles and the provisions of the Law, the functions of the Board shall be to administer all matters in connection with the objects of D2SYI, and the Board shall have committed to it all the executive and administrative functions of the organization with power to appoint committees to deal with any particular matter, and also to co-opt individuals, who are not members of the Board, to assist with the work of the Board and the organization.

3. Compensation

There is no compensation for membership to the D2SYI Board of directors. However, any member of the Board or any person appointed by the Board to assist in the discharge of the functions, duties and operations of the organization, may be given such travelling, out-of-pocket allowances as the Board may from time to time determine, having regard to the funds which the organization may have available for such purposes. Notwithstanding the foregoing, any expenses incurred by any such person shall be reported to the Board in the form of an expense report. The board may, in its sole discretion, refuse to pay any expenses which it considers unreasonable or excessive.

4. Officers

- i. The Board shall from among themselves appoint officers annually at their first meeting after the Annual General Meeting. The officers of D2SYI shall consist of a Chairman, a Secretary, and a Treasurer.
- ii. Chairman - The Chairman shall serve for a term of three (3) years and shall preside at all meetings and appoint all special committees. He or she may sign and execute all contracts or other obligations and undertakings in the name of or in behalf of the D2SYI as authorized by the Board of directors. The Chairman shall keep a record containing the names and address of all members. The Chairman is a member of the Board of Directors. A Chairman elected and serving his or her entire term of three (3) years shall be eligible for re-election. He/ she shall summon and preside at all meetings of the organization and of the Board, except as otherwise provided for, and at all meetings over which he may preside, he/ she shall have an original vote on every question and, in the event of a tie, a

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casting vote. The Chairman shall, at all meetings, have complete authority on every question of order or procedure.

- iii. Secretary - The Secretary shall serve for a term of three (3) years and shall attend the meeting of the Board of Directors of D2SYI. The Secretary shall serve all notices and direct all communications pertaining to the organization and shall keep minutes of all proceedings of the general meetings and of the Board. All notices to members shall be issued by him/ her and he shall have charge of the records of the organization. In general, he or she shall perform all the duties incident to the office of Secretary. A Secretary elected and serving his or her entire term of three (3) years shall be eligible for re-election.
- iv. Treasurer - The Treasurer shall serve for a term of three (3) years and shall attend the meeting of the Board of Directors of D2SYI. He or she shall receive the money turned over to him by the Executive Director and all other money and shall disburse the same only upon itemized demands and upon the order of the Board of Directors. He or she shall account for all of the same by itemized statements in detail to each annual general meeting and to the Board of Directors when demanded. He shall also cause to happen all actions necessary to be compliant with all laws pursuant to finances. Also, he or she shall submit to the Board of Directors, at the annual meeting of the Members, a detailed budget of the proposed and anticipated expenditures for the forthcoming fiscal year of D2SYI. Upon approval of this said budget, or its modification, it becomes binding upon the officers of D2SYI and cannot be exceeded in the total amount set forth by more than 10% without a majority vote of the Board of Directors. A Treasurer

elected and serving his or her entire term of three (3) years shall be eligible for re-election.

5. Executive Committee

- i. Responsibilities - The Executive Committee shall consist of elected officers, during the term of their office, the immediate past chair and Executive Director. Their responsibility shall be to lead, manage and control the affairs of D2SYI.
- ii. Functions:
 - a) Meet at least once quarterly
 - b) Constitute standing and special committees
 - c) Receive and consider reports from the executive director and all committees
 - d) Call a general meeting of the membership at least three times per year

6. Meetings

- i. Annual General Meeting - The annual meeting of D2SYI shall be held at such time or place as shall be determined and announced by the Board of Directors. Open positions for the Board of Directors and the Officers shall be filled by election by the majority vote of the voting members participating in the election.

The order of business shall be as follows:

Chairman's Call to Order

Reading of Minutes

Receipt of annual report consisting of

- Chairman's Report
- Treasurer's Report – receipt of financial accounts and report of the auditor

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- Committees Report
- Executive Director's Report

Unfinished Business

New Business

Approval of membership dues and entrance fees

Election/ Appointment of Directors

Miscellaneous Business and Announcements and any resolution of which due notice has been given.

Adjournment

ii. Board of Directors Meeting:

- a) To carry on the business of the organization, regular Board of Directors' Meetings shall be held as necessary during the year at times convenient to the majority of the Board members, or at least quarterly. Time and place or method of these meetings shall be at the discretion of the Board of Directors.
- b) Special Directors' Meetings may be called in addition to the regular Directors' Meetings to take care of any emergency business requiring immediate action by the Board of Directors.
- c) Directors' Meetings, either Regular or Special, may be called by the Chairman or the majority of the Board of Directors.

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- iii. Notice of the Meeting - Notice of the annual general meeting, along with the proposed slate of officers and directors, shall be given at least 28 clear days prior to the time for such meeting. Notice shall be deemed to be delivered when it or the issue of the organization's official letter, containing such notice shall be deposited in the mail addressed to the member at his or her address as it appears on the records of the organization, as well as via email.
- iv. Quorum:
 - a) No business shall be transacted at any general meeting unless a quorum of members is present at the time when the meeting proceeds to business; save as herein otherwise provided, the presence of twelve members or a majority of the members of the organization present in person or by proxy shall be a quorum.
 - b) If within thirty minutes from the time appointed for any meeting of the organization a quorum be not present, it shall stand adjourned to the same day one week later at a time and place determined by the Board and if at such adjourned meeting a quorum be not present within half an hour from the time appointed for the Meeting, those members who are present shall be deemed to constitute a quorum and may do all business that a quorum might have done.
 - c) The Chairman may, with the consent of any meeting at which a quorum is present (and shall, if so directed by the meeting) adjourn the meeting from time to time and from place to place but no business shall be transacted at any adjourned meeting other than the business left unfinished at the

meeting from which the adjournment took place. When a meeting is adjourned for sixty days or more notice of the adjourned meeting shall be given as in the case of an ordinary meeting. Save as aforesaid, it shall not be necessary to give any notice of an adjourned meeting or of the business to be transacted thereat.

v. Voting Privileges -

- a) At every meeting of the DSYI, unless the Law otherwise provide, every question shall be decided by a simple majority vote of members present in person or by proxy.
- b) At any general meeting a resolution put to the vote of the meeting shall be decided on a show of hands, unless a poll is (before or on the declaration of the result of the show of hands). If a poll is duly demanded it shall be taken by ballot, and be determined by the number of votes the members carry. The result of the poll shall be deemed to be the resolution of the meeting at which the poll was demanded. In the case of an equality of votes, whether on a show of hands or on a poll, the chairman of the meeting at which the show of hands takes place or at which the poll is demanded, shall be entitled to a second or casting vote.

7. Disciplinary Actions

Any behavior or form of action deemed, in the judgment of the Board, to be detrimental to the D2SYI may be just cause for expulsion from the organization. If good cause for suspension or expulsion of a member be alleged against or deemed by the Board to exist in connection with any member, the matter shall be dealt with the next meeting of the

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Board, of which the member in question shall be given not less than seven (7) days' notice in writing (including particulars of the matter under complaint) and the said member shall be afforded the opportunity to attend the said meeting and address the Board in connection with the complaint made against him. If a majority of the Board members present at such meeting determine that a suspension or expulsion is desirable, the member concerned shall be suspended for such period as the Board may decide or be expelled as the case may be, which decision shall be final and binding on the member concerned. Notice of the annual general meeting, along with the proposed slate of officers and directors, shall be given at least 28 clear days prior to the time for such meeting. Notice shall be deemed to be delivered when it or the issue of the Consortium's official newsletter, containing such notice shall be deposited in the mail addressed to the member at his or her address as it appears on the records of the Consortium, with postage prepaid

ARTICLE V: FINANCES

1. The organization's year shall be deemed to begin on the first day of January and to expire on the last day of December of the same calendar year. The Officers and the other members of the Board shall continue in office until their successors be appointed in accordance with these Articles.
2. The books of account relating to the organization's affairs shall be kept in such manner as may be determined from time to time by the Directors.
3. The books of account shall be kept at the Registered Office of the Company, or at such other place or places as the Directors think fit and shall always be open to the inspection of the Directors.

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4. The Directors shall from time to time determine whether and to what extent and at what times and places and under what conditions or regulations the accounts and books of the organization or any of them shall be open to the inspection of members not being Directors, and no member (not being a Director) shall have any right of inspecting any account or book or document of the organization except as conferred by Law or authorized by the Directors or by the organization in general meeting.
5. The organization will hold its primary bank account with a licensed bank.
6. The accounts of the organization may be audited annually by an Auditor or firm of Auditors appointed by the organization at such remuneration as the Board may in its discretion determine. The Auditor's Report, together with a full statement of the accounts, shall be presented to the Board, the Report and accounts shall be presented by the Treasurer to the Annual General Meeting.

ARTICLE VI: INDEMNIFICATION

1. Every Member, Director (including for the purposes of this Article any Alternate Director appointed pursuant to the provisions of these Articles), Managing Director, agent, Secretary, Assistant Secretary, or other officer for the time being and from time to time of D2SYI and the personal representatives of the same shall be indemnified and secured harmless out of the assets and funds of the organization against all actions, proceedings, costs, charges, expenses, losses, damages or liabilities incurred or sustained by him in or about the conduct of the organization's business or affairs or in the execution or discharge of his duties, powers, authorities or discretions, including without prejudice to the generality of the foregoing, any costs, expenses, losses or liabilities incurred by him

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in defending (whether successfully or otherwise) any civil proceedings concerning the organization or its affairs in any court within this jurisdiction or elsewhere.

2. No such Member, Director, Alternate Director, Managing Director, agent, Secretary, Assistant Secretary or other officer of the organization shall be liable (i) for the acts, receipts, neglects, defaults or omissions of any other such director or officer or agent of the organization or (ii) by reason of his having joined in any receipt for money not received by him personally or (iii) for any loss on account of defect of title to any property of the organization or (iv) on account of the insufficiency of any security in or upon which any money of the organization shall be invested or (v) for any loss incurred through any bank, broker or other agent or (vi) for any loss occasioned by any negligence, default, breach of duty, breach of trust, error of judgment or oversight on his part or (vii) for any loss, damage or misfortune whatsoever which may happen in or arise from the execution or discharge of the duties, powers authorities, or discretions of his office or in relation thereto, unless the same shall happen through his own dishonesty.

ARTICLE VII: AMENDMENTS TO THE BY-LAWS

Any proposed amendment to these By-laws may originate with the Board of Directors. Any proposed amendment must be submitted first to the Board of Directors for their consideration. The proposed amendment shall specifically designate the Article and Section to be amended, shall quote the words to be deleted and the specific words to be substituted, or if the proposed amendment be an addition to the By-laws, it shall indicate the number of the Article and Section and the entire language to be added. A majority vote of the Board of Directors shall be required to approve the proposed amendment to the By-laws. If approved by the Board of Directors, a notice shall be sent to all voting members by the organization Secretary advising of the proposed

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amendment. Notice of any proposed amendments must be given thirty (30) days in advance of the Meeting at which the vote will take place. All proposed amendments must be ratified by a two-thirds favorable vote of all the voting members participating in the meeting's vote at which the amendments are presented.

ARTICLE VIII: CONFLICT OF INTEREST

1. Disclosure of Interests: Any Director, Officer, employee, or committee member having a financial or other personal interest, including a conflicting fiduciary interest (due to status as an officer or director of another organization), in a transaction, contract or other matter presented to the Board of Directors or a committee thereof for authorization, approval, or ratification shall provide prompt, full, and frank disclosure of such interest to the Board or committee prior to its acting on such contract or transaction.
2. Evaluation of Conflict of Interest Matters: The body to which such disclosure is made (i.e., the Board or applicable committee) shall determine, by a majority vote, whether a conflict of interest (due to a personal financial or other interest, including any conflicting fiduciary interest) exists or can reasonably be construed to exist, which would reasonably be expected by an objective third party to affect the Director's ability to make an unbiased decision in the best interest of the organization.
3. Appropriate Action when a Conflict of Interest Is Determined to be Present: If a conflict of interest is deemed to exist, such person shall not vote on, or use his or her personal influence on, or be present for or participate (other than to present factual information or to respond to questions) in the discussions or deliberations with respect to, such contract or transaction. Such person may be counted in determining the existence of a quorum at any meeting where the contract or transaction under discussion is being voted upon.

EMPIRICALLY SUPPORTED THEORIES & EVIDENCED-BASED STRATEGIES**ARTICLE IX: DISSOLUTION**

Whereupon this organization is dissolved, the Board of Directors will see to the selling of property, payment of all debts and the remaining assets will be distributed to non-profit organization whose mission is compatible or comparable to that of D2SYI.

ARTICLE X: ADOPTION

These By-Laws were established and ratified by a two-thirds majority vote of the Board of Directors present at the Special meeting of the D2SYI on, and witnessed by the following officers and Directors:

Dare To Serve Youth International Logic Model**Needs**

Young people in vulnerable communities need the intentionality of evidenced-based programs to increase protective factors and build their assets.

Risk vs Protective Factors

All youth may face some risk factors that can lead to problem behaviors such as substance abuse, delinquency, teen pregnancy, school failure and dropping out and violence. While all youth face some risk factors, Hawkins & Catalano's research found that youth that face multiple risk factors at home, in school and in the community, are more likely to exhibit more problem behaviors as adolescents. Having identified the risk factors facing youth, government and organizations need to respond with services and supports that build the positive protective factors, while preventing and reducing the behaviors that create these problems and heartache for youth, their families, and the wider community.

Developmental Assets

The “40 positive assets” for youth development elaborated by the Minneapolis-based Search Institute (SI) should be built into youth programs (SI 2006). A research base of now over 3 million youth has shown that regardless of race, gender, ethnic heritage, economic status, or geographic location, these assets promote four positive behaviors—leadership, good health, valuing diversity, and success in school—and protect youth from four high-risk behaviors—alcohol abuse, violence, drug abuse and premature sexual activity. Examples of the 40 assets include achievement motivation, reading for pleasure, adult support, establishing boundaries and expectations, constructive use of time, commitment to learning, and positive identity. Acquiring these assets helps youth thrive and serves as the foundation for their eventual contribution to family and community life as prepared and engaged adults.

Search Institute’s Developmental Assets (or asset) model is based on a set of theoretical hypotheses and empirical evidence that helping youth experience healthy developmental resources and opportunities and helping them to successfully achieve developmental tasks is one of the best ways to prevent negative behaviors and outcomes and to promote positive behaviors and outcomes. The asset model is based on a synthesis of multiple lines of inquiry aimed at identifying the “building blocks” of development that contribute to three types of healthy outcomes: The prevention of high-risk behaviors (e.g., substance use, violence, early sexual intercourse, school failure); The enhancement of thriving behaviors (e.g., school success, a formation of diversity, the proactive approach to nutrition and exercise); and Resilience, or the capacity to function adequately in the face of adversity.

A developmentally attentive community acts to see that youth experience multiple developmentally rich life settings, and that all youth, not just those deemed to be at-risk and/or

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served by standard prevention or risk-reduction programs, are beneficiaries. The developmentally attentive community works to activate the strength-building capacity of its residents of all ages, promote collective action that seeks to recreate community infrastructure more conducive to positive development, and delineate pathways for a more equitable access to all facets of its revitalized infrastructure.

According to Cunningham and Correia, 2003 "Government typically addresses youth issues through education, social safety net programs, job training, family services, sports, and culture. NGOs are also active across sectors. For example, the NYC-Dominca has a database of 141 organizations that provide different services to young people (see appendix table A4-6 for a sampling).⁶⁰ These programs play an important role in addressing the needs of specific groups of at-risk youth, including street children, children in inner-city communities, teenaged mothers, young fathers, drug addicts, children with disabilities, and other special needs groups. However, evaluation data on the effectiveness of these different interventions are generally lacking. These organizations are also plagued by problems common to civil society organizations in other countries, including lack of staff, limited space for programs, scarce and uncertain funding sources, and limited administrative capacity. A brief description of the types of services made available is provided below by theme, drawing primarily on information from Jamaica (Blank 2000) and Trinidad and Tobago (World Bank 2000b)" (p. 62).

Cunningham & Correia, 2003 also highlight other key programs such as art, theater, and other cultural activities that are increasingly used as vehicles to reach youth and deliver messages on youth development. They also mention community, sports and leisure. "Youth work has traditionally been carried out as a means of providing young people with avenues for collective leisure, exploration, talent development, and service to community" (Alexis, 2000). Reporting

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specifically on family and youth services they stated that many Caribbean governments support family and youth services, although these programs tend to be poorly funded and weak.

In their conclusion and recommendations Cunningham & Correia, 2003, reiterate that youth are not the problem, but are products of their environments. In their report evidence is presented of the factors that underlie the behaviors and outcomes associated with youth in the Caribbean. Two of the main factors highlighted happen to be the family and school. The report point out the family as the strongest protective and risk factor for youth behavior and outcomes. Protective in the sense of family connectedness, appropriate levels of parental discipline, moral guidance, protection from dangers in the adult world, and economic support that allow young people to acquire personal and social skills while young. On the flip side, parental displays of negative behaviors (substance abuse, violence); physical, sexual, and emotional abuse by family members; and the absence of parental guidance and support are risk factors.

Connectedness to schools was highlighted as highly protective against all risky behaviors, including using drugs and alcohol and engaging in violence or sexual activity. For example, among school-going adolescents, the probability of sexual behavior falls by 30 percent for boys and 60 percent for girls if they are connected to schools. However, they report that the school system can have devastating effects on those youth with low academic achievement by not granting them a place in school, making them feel socially excluded and "worthless."

Gaps

Vulnerable Communities

Poverty brings a lack of opportunity that leads to lack of wholesome family experiences and such vagaries as limited exposure to proper language and similar growth-encouraging

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experiences in the home. A child in poverty doesn't receive good health care, nutrition, emotional support or adult role-modeling.

In 2002 a World Bank country study of Caribbean youth development reported that many youth programs exist, but little is known about their effectiveness. After reporting on the efforts of government and nongovernmental organizations, the report highlighted that there was still limited information about youth themselves—particularly out-of-school youth who are unattached to formal institutions—and on the nature and effectiveness of the multitude of programs that exist. In 2008 World Bank conducted a study which reported of Youth at Risk in Latin America and the Caribbean. The findings of this report, combined with general lessons from around the world about youth development, have yielded a set of principles on which to base an effective investment portfolio for reducing and coping with at-risk youth in the LAC region.

It is reported that investing in At-Risk Youth Leads to lower demands on public funds in the future. They indicated that devising an effective strategy for reducing the number of at-risk youth required more effort to ensure that the chosen interventions address the specific needs of this subgroup of the youth population. To allocate scarce resources efficiently, policy makers need to target these resources to those most in need, using the most effective and accurate indicators to do so. Specifically, the report recommended targeting prevention programs to young people from poor families or neighborhoods.

In 2013 the Eastern and Southern Caribbean Youth Assessment (ESCYA) was done indicating a critical need for access to certified (professional) social workers, guidance counselors, and mentorship programs to serve the needs of youth requiring additional social support. They also indicated that there is a need for safe spaces, such as community clubs with organized programs

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and recreational facilities offering swimming, football, and table tennis, and other programs such as homework help, computer-aided teaching and learning, job listings, coaching, help preparing curricula vitae, and activities to prepare the youth for the world of work. The assessment added that parents and teachers complained of too few available facilities and programs that cater to the care of children when parents have to work long hours. In addition to this, the report of the assessment indicated that many available programs and centers are quite influential at a grassroots/local level but warrant capacity-building to make them more efficient and effective. Crucially they pointed out that a lack of sustained investment in youth, linked with global economic pressures and heightened drug trade throughout Latin America and the Caribbean region, resulted in the escalation of crime and violence.

In 2017 the Inter-American Development Bank Study, *Restoring Paradise in the Caribbean: Combatting Violence with Numbers* reported that violent crime rates are among the highest in the world. The average rate of victimization by assault and threat (6.8%) is higher than in any other region, including Latin America (4.7%). The report highlighted that violence in the Caribbean is highly concentrated in certain neighborhoods and demographic groups and thus it suggested that the Caribbean region needs to redirect its anti-crime efforts in favor of more interventions that are evidence-based and targeted at high-risk individuals and geographic areas.

In relation to youth programs Cunningham & Correia, (2003), indicate that there is available evidence that suggests that much is being done in youth development, with government and the NGO sector both active in different ways. The report points out that innovative private sector and private-public sector initiatives for youth also look promising, but limited information on the situation of youth themselves, particularly out-of-school youth who are unattached to formal institutions, and on the nature and effectiveness of the multitude of programs that exist

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makes evaluation and informed planning difficult. Further complicating matters is the cross-cutting nature of youth issues, which implies a need for effective coordination across institutional lines and is a challenge under the best of circumstances. With the plan to move forward the report suggests some principles and actions. According to Cunningham & Correia, (2003), the situation that many disadvantaged Caribbean youth find themselves in and the costs that at-risk youth behavior imposes on society, call for decisive action on the part of policymakers.

Considering that the problem is not the youth themselves, but the familial, community, social, and economic environment in which youth live and operate, they indicate that the challenge for policymakers is to facilitate a process and create an environment that maximize the protective factors while reducing the risk factors affecting youth.

The youth development principles presented by Cunningham & Correia, 2003, was based on available research and practice. They presented a set of principles to guide youth development efforts in Caribbean states at both the macro and microenvironment. These include a life-cycle, age-specific approach; selectivity and focus; an asset-based approach; comprehensive long-term supports for youth; and intersectoral, integrated approaches. The unfortunate truth is as pointed out by Cunningham & Correia, 2003, resource constraints implies the selectivity and prioritization of youth development interventions as well as efficient targeting. The common tendency and recommendation made is the classification system to define youth target groups and their needs. Cunningham & Correia, (2003), suggest three target groups. Youth at primary risk are youth who live in situations of disadvantage and poverty and are at risk of leaving school or otherwise compromising their healthy development, then youth at secondary risk are youth who have moved from a general to a specific risk and are in danger of entering into a harmful situation; and youth at tertiary risk are youth who are suffering the impact of particular situation

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and have lost their connections to family, communities, and social institutions. Even though the limitation is understandable this is a deficit approach that focusses mainly on the young people that are deemed needing to be fixed. However, Cunningham & Correia, 2003 suggests an assets-based approach. They indicate that in addition to focusing on the positive assets of youth, programs also need to hold youth to high standards, which means guiding the behaviors of youth, challenging their behaviors, and insisting on their personal responsibility and accountability. Another good youth development principle pointed out by Cunningham & Correia, 2003 is the need for comprehensive, long-term support for youth. They indicate that youth and children need more than academic or /vocational training; they require support to develop their social, moral, emotional, physical, and cognitive competencies. Not to mention what they indicate empirical analysis show, that programs need to be longer term and stick tenaciously with youth to gain a young person's trust, commitment, and active participation.

Complementing their recommendation for asset-based approaches, Cunningham & Correia, 2003 point out that the comprehensive needs of children and youth are best met through intersectoral coordination and collaboration as well as public-private sector involvement. Many countries and states have established interagency youth structures with the objective of planning, coordinating, monitoring, and, in some cases, funding youth development interventions. Others have moved beyond coordination and are experimenting with an integrated services model for youth development, which involves establishing a collaborative arrangement between service providers (governmental, nongovernmental, and private sector) and the communities in which youth and their families live. Although it appears that a lot of progress has been made with the integrated approach pilots, which they found to be more sustainable than past approaches, there seems to be a need for a common philosophy and language to tie them all together.

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Goals

1. Create asset-building coalitions in countries to develop fully funded evidence-based initiatives and programs, by lobbying for allocation of funds, and by providing resources needed for program participants.
2. Decrease the percentage of young people involved in adolescent problem behaviors such as delinquency, drug use, school drop-out etc.
3. Increase thriving behaviors

Process Objectives

Existing Coalition

Objective 1: Leverage funding allocations to raise \$25,000 for existing coalition (Cayman Islands) by June 2018

Objective 2: Gather resources and program activity supplies by June 2018

Objective 3: Recruit youth leaders to serve young people at specialized activities, programs and camps by June 2018

New Coalition

Objective 4: Leverage funding allocations to raise \$75,000 (\$25,000 each) for 3 startup coalitions (Jamaica, Bahamas and Turks & Caicos) by December 2018

Objective 5: Gather resources and program activity supplies by June 2019

Objective 6: Recruit youth leaders to serve young people at specialized activities, programs and camps by June 2019

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Objective 7: Leverage funding allocations to raise to startup of \$125,000 for 5 startup coalitions by December 2025

Build and Sustain Coalitions

Objectives 8: Sustainable fund allocation of \$200,000.00 - \$500,000.00 for ongoing technical advice, training and development and program implementation at all coalitions by December 2025.

Outcome Objectives

By December 30, 2025 (By When) as a result of implementing evidenced-based, asset building initiatives and programs, the participating young people (Who) developmental assets and thriving behaviors (What Change) will increase by 20% (How Much) as measured by comparison of the Attitudes and Behaviors (A&B) Survey and the Youth and Program Strengths (YAPS) survey results from 2017 to the Attitudes and Behaviors (A&B) Survey and the Youth and Program Strengths (YAPS) survey results of 2025.

Activities

Set up Dare to Serve Youth Secretariat & Storage Facility (US Based)

1. Administration
 - Recruit board of directors and submit non-profit documentation
 - Open a small office staffed by volunteers
2. Marketing/ Promotion
 - Create/ Launch a website
 - Plan official organization launch event
3. Fundraising

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- Initiate Project 365 International \$1/ day initiative for individuals and small business donations
- Recruit 100 daring women and 100 daring men in 5 selected states and host fundraising reception

Set up new coalition in selected countries

1. Conduct Country Readiness Assessment & Identify Key People in the country to lead the process
 - Luncheon with government heads and officials and community leaders
 - Meeting with organization, businesses, corporations
 - Launch preliminary research (schools)
 - Conduct interviews/ focus groups
 - Plan 1/2 day conference to introduce community members to asset building, launch asset-building movement and recruit task force
 - Task-force workshop to include Vision Meeting, and goal making for further needs assessment, creating awareness, recruiting additional supporters and setting up legal framework for the coalition.
2. Organizing the Task Force into a Board & Secretariat
 - Board preparation and strategic planning
3. Community Mobilization Process
 - Developing a Community Profile
 - Conduct asset building trainings
4. Creating a Community Action Plan
 - Involves defining measurable outcomes, reviewing programs/ policies/ strategies

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5. Implementing & Evaluating the Community Action Plan

- Set up new programmes
- Infuse asset-building strategies into existing programmes

Build & Sustain Coalition

1. Sustainable fund allocation for ongoing technical advice, as well as training and development

Partners

Dare to Serve Youth Office

- Funding agencies
- Local businesses
- Individuals as state representatives
- Program suppliers
- Local universities and churches
- Search Institute

Existing Coalition

- Cayman Islands Youth Development Consortium
- Caribbean Youth Assets HQ

New Coalitions

- Premier
- Government ministries responsible for education, youth and community affairs
- CARICOM
- UNICEF
- Local foundations and funding agencies

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- Local Chamber of Commerce
- Caribbean Conference of Churches
- Service Clubs and other civic organizations
- Youth Clubs and Programs
- Churches
- School

Process Measures

Quantitative (Measures of effort)

- Number of coalitions formed and sustained
- Amount of funds raised for existing coalition
- Amount of funds raised for new coalitions
- Number of resources gathered for program activities
- Number of youth leaders recruited for programs

Qualitative (Measures of effect)

- Increased developmental assets
- Increased thriving behaviors

Outcomes

Existing Coalition

- Outcome 1: Raised \$25,000 for existing coalition (Cayman Islands) by June 2018
- Outcome 2: Gathered resources and program activity supplies by June 2018
- Outcome 3: Recruited youth leaders to serve young people at specialized activities, programs and camps by June 2018

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New Coalition

- Outcome 4: Raised \$25,000 for 3 startup coalitions (Jamaica, Bahamas and Turks & Caicos) by December 2018
- Outcome 5: Gathered resources and program activity supplies by June 2019
- Outcome 6: Recruited youth leaders to serve young people at specialized activities, programs and camps by June 2019
- Outcome 7: Raised startup of \$125,000 for 5 startup coalitions by December 2025

Sustained Coalition

- Outcome 8: Raised \$200,000.00 - \$500,000.00 for ongoing technical advice, training and development and program implementation at all coalitions by December 2025.

Outcome Evaluation**1. Quantitative (Measures of effort)**

- **Organization and Program Assessment** to measure process objectives

1. Quantitative & Qualitative (Measures of effect)

- **The Search Institute Attitudes and Behaviors (A&B) Survey** to measure the eight principal asset domains: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity. In addition to measuring developmental assets also measure thriving indicators (succeeds in school, helps others, values diversity, maintains good health, exhibits leadership, resists danger, delays gratification, overcomes adversity), developmental deficits (alone at home, TV overexposure, physical abuse, victim of violence, drinking parties), risk-taking behaviors (e.g., substance use, sexual activity,

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antisocial behavior), and measurement of the Four Core Measures data required of Drug Free Communities grantees for COMET reporting.

- The Search Institute Youth and Program Strengths (YAPS) survey to measure the degree to which young people in school or community-based out of school time program (OST) experience program features and opportunities that define a high-quality program and use as a pre and post assessment to measure change over time and program impact.

Outcome Measures

The outcome measures of Dare to Serve Youth International is two-tiered in that it must take into consideration the outcomes or results of its initial efforts to leverage funding and resources from the United States and then the efforts and effect of the programs established and sustained based on the initial work mentioned.

The first-tier of outcome measures is a quantitative measure of effort that will measure the number of coalitions formed and sustained; the amount of funds raised for the existing and new coalitions; the number of resources gathered for program activities and the number of youth leaders recruited for programs. This is based on the outcomes outlined in the logic model.

The second-tier of outcome measures starts with a measure of effort that will measure the process of establishing the coalitions in each country targeted as well as the quantitative measures of effect because of these efforts.

Assessing the Country/ Community

Pre/ Post Test: Healthy Community Rating is designed to determine how well the community, organizations and its residents embody the characteristics of an asset building community. Under three main headings, Individual Commitment and Action; Organizational Commitment and

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Action and Community-wide Commitment and Action, items are rated using a simple Likert scale.

Assessing the Coalition

Pre/ Post Test: Asset-Building Community Mobilization Grid is designed to help the leadership team identify how their community-level asset-building effort is developing.

Process Evaluation: Capacities Checklist

Having identified needs and resources, clarified goals, and selected a strategy or program this capacity checklist tool will prompt leaders to specify what capacities are needed for the specific strategy or program chosen. The capacities listed here represent what research has shown to be important in planning, implementing, and evaluating prevention programs.

Pre/ Post Test: Characteristics of Asset-Building Community

There are thirty-six characteristics of assets an asset building community under specific headings addressing the five strategic actions for establishing an asset building coalition. This pre/ post test can be used by the leadership team to examine where they are in implementing these strategies. It can also be used to examine the progress of specific communities.

Assessing the Young People

The Search Institute Attitudes and Behaviors (A&B) Survey

Purpose of the Survey: The Attitudes and Behavior survey is intended to provide data, so you can develop asset-building strategies and create positive visions and actions for the youth in your school, program, or community. The Attitudes and Behavior survey has become a catalyst for thousands of communities, schools, programs, and coalitions for enhancing youth well-being.

Survey Measures: 40 Developmental Assets, which look at external supports and internal strengths; 24 youth risk behavior elements (e.g., substance use, sexual activity, antisocial

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behavior); 10 high-risk behavior patterns; Key social and emotional skills; 8 thriving indicators (succeeds in school, helps others, values diversity, maintains good health, exhibits leadership, resists danger, delays gratification, overcomes adversity); and 5 developmental deficits (alone at home, TV overexposure, physical abuse, victim of violence, drinking parties)

The Adverse Childhood Experience (ACE) Questionnaire

A 10-item self-report measure developed for the ACE study to identify childhood experiences of abuse and neglect. The study posits that childhood trauma and stress early in life, apart from potentially impairing social, emotional, and cognitive development, indicates a higher risk of developing health problems in adulthood.

Assessing the Program

The Search Institute Youth and Program Strengths (YAPS) survey

Purpose of the Survey: The YAPS survey can be used to monitor youth supports and strengths in programs, coalitions, networks, and collective impact initiatives; provide baseline data for planning and improvement; monitor trends and evaluate outcomes as well as life planning/coaching with individual youth.

Survey Measures: The Youth and Program Strengths survey contains the full version of our Developmental Assets Profile, which measures the 8 categories of Developmental Assets (external supports and internal strengths) as well as additional items that focus on qualities, determined in research, to be integral to high-performing youth programs. These 8 elements are physical and psychological safety, providing appropriate structure, providing supporting relationships, providing opportunities to belong, building positive social norms, supporting efficacy and mattering, providing opportunities for skill building and integrating family, school, and community efforts. The Youth and Program Strengths survey shows youth perspectives

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across the contexts of their lives: personal, peers, family, school, program, and community. The survey will shed light on how young people's perspectives vary by their level of program participation and examine how program quality correlates with youth levels of Developmental Assets, which are linked to academic, social-emotional, psychological, and behavioral well-being.

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Appendix

Example of An Asset Building Youth Program

Introduction

Community initiatives based on the Developmental Assets, work thoughtfully to determine how people in all spheres of life can be involved. There are five action strategies identified by the Search Institute for transforming a community towards positive change.

1. Engage adults from all walks of life to develop sustained, strength-building relationships with children and adolescents, both within families and in neighborhoods
2. Mobilize young people to use their power as asset builders and change agents.
3. Activate sectors of the community-such as schools, congregations, businesses, and youth, human service, and health-care organizations-to create an asset-building culture and to contribute fully to young people's healthy development.
4. Invigorate programs to become more asset rich and to be available to and accessed by all children and youth.
5. Influence civic decisions - by influencing decision makers and opinion leaders to leverage financial, media, and policy resources in support of this positive transformation of communities and society.

Program Description

Here is an example of a direct way that a community can implement the second strategy to mobilize young people to use their power as asset builders and agents of change.

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The summer Leadership and Prevention camp and Student Impact Training are held during the summer break. Giving the young people opportunities to enhance their strengths and capacities, they both affirm them as contributors to the wellbeing of their communities now and shapers of their own futures. The aim of the summer segment each year is to train and empower young people to deal with the issues of youth violence, substance abuse, teen pregnancy and other developmental issues within their society, by developing and implementing asset building initiatives.

The Youth Leadership and Empowerment weekend program is intended to be held in each district or local community, focusing on recognizing and developing youth as resources within their community. They are provided with the encouragement, skills, and knowledge to get involved in being proactive within their communities. It is the incorporation of key elements of authentic youth involvement such as empowering, listening, valuing, soliciting and respecting youth's opinions, ideas, feedback, and contributions that we ensure youth involved directly and indirectly feel that they are valued and heard. They are shaping the agenda of action and thus feel that they are contributing to other youth and to their community. This project extends the accumulation of Developmental Assets® to cultivate an asset-building community. Each of the assets serves to reduce alcohol, tobacco and other drug use, and reduce violent behavior by increasing thriving for today's children – tomorrow's adults.

With the notion that building assets reduces risks the school-based, after-school and weekend program supplement the summer program by consisting of specific activities to each category of the developmental assets framework. All these programs are intentional and purposeful in personal asset-building for the students that attend. The after-school program targets year 6 students as a series of preparatory activities as the students move from primary

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school to secondary school. Preparing these students with positive activities, within a positive environment, it has the intention to enhance the likelihood of positive developmental outcomes whilst inhibiting health compromising behaviors. The school-based program targets year 7 and 8 students as a continuation program of the transitions program they attended in year 6. Whilst these programs are created for a general audience to enhance thriving behaviors and reduce risks, they are intentionally designed as support programs to foster resilience for young people that have experienced trauma.

Program Logic Model

<i>Narrative Summary</i>	<i>Monitoring Indicators</i>	<i>Means of Verification</i>	<i>Critical Assumptions</i>
<p>WIDER OBJECTIVE Reduction of adolescent problem behaviors; violence, substance abuse, teen pregnancy, delinquency and school drop out</p>	<p>ULTIMATE INDICATORS</p> <ul style="list-style-type: none"> • Reduced numbers of bullying & violent acts among teens • Reduced rates of substance use among teens • Reduces teen pregnancy rates • Reduced truancy and school drop-out <p>INTERIM INDICATORS</p> <ul style="list-style-type: none"> • Reduced numbers of antisocial behavior or behavior problems • Decreased detentions/suspensions • Improved grades 	<p>SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> • Report from schools on cases of bullying • Police report on youth violence and criminal activity among youth population • Court report on appearances of young people for delinquent behavior • Report on youth drug use • Report for survey of student resources and assets 	<p>ASSUMPTIONS, RISKS AND PRE-CONDITIONS</p> <ul style="list-style-type: none"> • The community must agree that these problems/ issues are indeed affecting the development of our youth and that there are risk factors that contribute to this. • The community must agree that positive youth development is an effective approach to use in dealing with these issues.
<p>WIDER OBJECTIVE: Positive youth development/ Increased developmental assets</p>	<ul style="list-style-type: none"> • Healthy beliefs & clear standards • Skill building – planning & decision making • Community involvement & volunteering • Personal (internal asset) development • External asset development 	<p>SOURCES OF INFORMATION</p> <ul style="list-style-type: none"> • Scores from Attitudes & Behavior Survey • Parent report • Youth personal report • School report • Report from youth organizations • Youth and Program Strengths (YAPS) survey 	<p>ASSUMPTIONS, RISKS AND PRE-CONDITIONS</p> <ul style="list-style-type: none"> • All funds needed must be acquired so that materials/ equipment and other needed supplies are in place prior to the start of the programs.
<p>PROGRAM GOALS:</p> <p>Summer Program: Leadership & Prevention Camp Goal 1: Hold 1 week of student impact training to set up and mobilize youth community action groups Goal 2: Hold 1 week of camp Goal 3: Hold parent/ community sessions in each district</p> <p>Weekend Program: Youth Leadership & Empowerment Goal 1: Provide opportunity for young people to represent their peers on a local youth board and form a district youth council in their district. Goal 2: Hold weekend meetings on sessions of making right choices. Goal 3: Provide an opportunity for youth to be utilized as resources in their community by empowering them to deliver the asset message through drama, art and other creative forms. Goal 4: Hold activities and functions that provide opportunities for membership and involvement.</p> <p>After-school Program: Youth Transitions group for year 6 students Goal 1: Hold weekly afterschool sessions to build the Developmental Assets® in our young people through individual asset-building planning and creative programming.</p> <p>School-based Program: Igniting Sparks groups for year 7 & 8 students Goal 1: Hold weekly school-based sessions to help students discover and explore their “sparks”—their unique interests and talents—which in turn leads to greater personal and academic success.</p>	<p>SOURCES OF INFORMATION (Evaluation Tool & Methodology)</p> <ul style="list-style-type: none"> • Pre and post test • Satisfaction survey • Staff and volunteers’ evaluation • Program attendance & activity reports • Monthly community reports 	<p>ASSUMPTIONS, RISKS AND PRE-CONDITIONS</p> <ul style="list-style-type: none"> • It is supposed that young people believe there are problems or issues within their communities that affect their development. • It is supposed that young people want to take the leadership role in dealing with these issues to attend the camp and join action groups. • It is supposed that young people will be supported by their parents and the community at large. • The risk of mobilizing young people who lose interest or give up easily. • The community is dedicated to the cause. • Staff, teen leaders and volunteers are motivated to work with camp attendees to the point of getting them motivated as well 	

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ACTIVITIES:**Summer Program: Leadership & Prevention Camp**

Goal 1: Hold 1 week of student impact training to set up and mobilize youth community action groups

Target age – 13-17

- Teambuilding Exercises
- Skill-building workshops
- Role assignment
- Action planning
- Assign teen leaders to do presentations and facilitate group sessions
- Community Asset-mapping and Action planning

Goal 2: Hold 1 week of camp

Target age – 8-12

- General Session Workshops on making right choices
- Youth Development Issue Presentation & Discussion
- Personal Development Workshops
- Teambuilding Exercises

Goal 3: Hold parent/ community sessions in each district

- Hold a 1-hour session evening for the parents and community supporters

Weekend Program: Youth Leadership & Empowerment

Goal 1: Provide opportunity for young people to represent their peers on the coalition youth board and form a district youth council in their district.

- District youth council meet 3 times per month

Goal 2: Hold weekend meetings on sessions of making right choices.

- District youth partners group meet 3 times per month

Goal 3: Provide an opportunity for youth to be utilized as resources in their community by empowering them to deliver the asset/ making right choices message through drama, art and other creative forms.

- District youth partners group plan practice sessions in preparation for outreach campaign of the coalition

Goal 4: Hold activities and functions that provide opportunities for membership and involvement.

- Hold competitions, events/ functions and projects

After-school Program: Youth Transitions groups for year 6 students

Goal 1: Hold weekly afterschool sessions to build the Developmental Assets® in young people through individual asset-building planning and creative programming in their district

- COMMITMENT TO LEARNING: Homework Lab, Information Technology Zone, Reading Spot, Writer's Corner
- POSITIVE VALUES: Character Education
- CONSTRUCTIVE USE OF TIME: Arts & Crafts, Games & Sports, Drama, Music, Dance
- EMPOWERMENT: Becoming agents of change through community service-learning and volunteering
- SOCIAL COMPETENCES: Making right choices sessions
- POSITIVE IDENTITY: Personalized asset coaching sessions

School-based Program: Igniting Sparks groups for year 7 & 8 students

Goal 1: Hold weekly school-based sessions to help students discover and explore their “sparks”—their unique interests and talents—which in turn leads to greater personal and academic success.