Incorporating Positive Youth Development Research into Your Representation of Children

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Goals

To understand what research shows promotes positive youth development.

How you can make the most of available interventions and programs at disposition and other critical phases of a case.

Marshmallow Test

Positive Youth Development

Competence

Confidence

Connection

Character

Caring

Contribution

Strengths-based Approach

Build a partnership

- I'm glad to meet you…
- So, you and I are working together to…
- What do you think we should recommend to the judge…

Goals

- What's most important to you….
- What do you want to be doing in a year…
- What do you want to do when you are an adult…

Skills and Interests

- What are you good at…
- What do you like to do…
- How would other people describe you…
- What do you care about…

Resources and Supports

- Who's the person you can turn to no matter what…
- Who's the adult in your life, who you admire the most…
- Who are the adults in your neighborhood who care about young people…

A Problem to be Managed

...or a *Problem Solver*.

Typical Adolescent Development

- Striving for autonomy, self-direction and independence
- Testing limits
- Adventurous and energetic
- More reward focused / less punishment focused
- More arousable
- Less long-term planning ability
- Under-developed risk assessment

Age is foolish and forgetful when it underestimates youth.
Irish Proverb

Are you my conscience?

- Very few people are born without a conscience or capacity for empathy

- It can be adaptive to shut down your affective response and to distance yourself from feeling strongly about others

This is especially true if….

Trauma

…you've been traumatized.

Table 1. Child Traumatic Stress Reactions (By Age Group)

Age Group	Common Traumatic Stress Reactions
Young children (Birth–5 y)	▪ Withdrawal and passivity ▪ Exaggerated startle response ▪ Aggressive outbursts ▪ Sleep difficulties (including night terrors) ▪ Separation anxiety ▪ Fear of new situations ▪ Difficulty assessing threats and finding protection (especially in cases where a parent or caretaker was aggressor) ▪ Regression to previous behaviors (e.g., baby talk, bed-wetting, crying)
School-age children (6–12 y)	▪ Abrupt and unpredictable shifts between withdrawn and aggressive behaviors ▪ Social isolation and withdrawal (may be an attempt to avoid further trauma or reminders of past trauma) ▪ Sleep disturbances that interfere with daytime concentration and attention ▪ Preoccupation with the traumatic experience(s) ▪ Intense, specific fears related to the traumatic event(s)
Adolescents (13–18 y)	▪ Increased risk taking (substance abuse, truancy, risky sexual behaviors) ▪ Heightened sensitivity to perceived threats (may respond to seemingly neutral stimuli with aggression or hostility) ▪ Social isolation (belief that they are unique and alone in their pain) ▪ Withdrawal and emotional numbing ▪ Low self esteem (may manifest as a sense of helplessness or hopelessness)

Helping Traumatized Children: Tips for Judges
The National Child Traumatic Stress Network
www.NCTSN.org

Pre-Adjudication

Developing a plan of services, opportunities, supports

With the youth.

"I'm glad to meet you?"

"What are your goals?"

"Who are the adults you rely on?"

What Works

- ✓ Giving youth the support they need to develop their own plan based on their interests, skills, goals, and existing resources
- ✓ Creating a plan with parents that promotes stronger family attachments
- ✓ Creating lasting relationships with adults

What Works

- ✓ Restorative justice & victim-offender mediation
- ✓ Family group conferencing
- ✓ Meaningful, age-appropriate work and volunteer experiences
- ✓ Participation in activities the youth enjoys that include strong adult leadership and prosocial peers: sports, arts, life-skills, etc.

Look for Outcomes

Effective programs support at least five of these fifteen outcomes in youth:

- Bonding
- Resilience
- Social competence
- Emotional competence
- Cognitive competence
- Behavioral competence
- Moral competence
- Self-determination
- Spirituality
- Self efficacy
- Clear and positive identity
- Belief in the future
- Recognition for positive behavior
- Opportunities for pro-social involvement
- Pro-social norms

Effective Dispositions

Safety and Structure

Belonging

Self-Worth and Contribution

Independence

Close Interpersonal Relationships

Violation of Orders

- Challenge the attribution bias
- What need does the violation reflect?
- Consequence should fit the violation
- Violation plans can still be rooted in positive youth development and strengths-based approaches

Evidence-Based Programs

Blueprints for Violence Prevention Programs:
http://www.colorado.edu/cspv/blueprints/

Office of Juvenile Justice and Delinquency Prevention,
Model Programs Guide
http://www.ojjdp.gov/mpg/Default.aspx
http://www.ojjdp.gov/mpg/progTypesLeadership.aspx

FindYouthInfo.gov Program Directory
http://www.findyouthinfo.gov/program-directory

Evidence-Based Programs

The California Evidence-Based Clearinghouse for Child Welfare
http://www.cachildwelfareclearinghouse.org

The National Child Traumatic Stress Network

Empirically Supported Treatments And Promising Practices

http://www.nctsnet.org/nccts/nav.do?pid=ctr_top_trmnt_prom

The National Crime Victims Research and Treatment Center– Child Physical and Sexual Abuse: Guidelines for Treatment

http://academicdepartments.musc.edu/ncvc/resources_prof/OVC_guidelines04-26-04.pdf

Thank You

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Youth-Nex

http://curry.virginia.edu/research/centers/youth-nex

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Traditional Juvenile Justice vs. Positive Youth Development (PYD)

	Traditional Juvenile Justice	Postive Youth Development
Role of youth in community	• Target of change	• Agent of change
Role of youth in justice system	• Client	• Participant
Mission of juvenile justice system	• Public safety	• Community wellness
Key strategy of juvenile justice	• Control youth behavior	• Connect youth with social and developmental resources
Target of juvenile services	• Youth problems and deficits	• Youth strengths and assets
Purpose of service delivery	• Supervision and control	• Attachment and engagement
Intervention methods	• Probation supervision to ensure youth compliance with court orders	• Case management to ensure youth access to range of social resources
	• Individual and family counseling, group therapy (insight-based)	• Peer counseling, leadership development, family living skills
	• Job counseling, community service as punishment	• Work experience, community service as job preparation, career exploration
	• Outdoor challenge programs	• Conservation projects, community development projects, recycling and community beautification projects
	• Mentoring, Big Brother/Big Sister	• Youth/adult mentors work together on community service projects, intergenerational projects with elderly, etc.
	• Remedial education	• Cross-age tutoring (juvenile offenders teach younger children), educational action teams, decision-making skills training

Adapted in part from Bazemore and Terry (1997).

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