WHO BUILDS THE VILLAGE? 
YOUTH-ADULT RELATIONSHIPS ACROSS CONTEXTS AND TIME 

Youth-Nex 
Works in Progress 
February 20, 2014 

Valerie A. Futch, Ph.D. 
Nancy L. Deutsch, Ph.D.
THANKS

- William T. Grant Foundation
- Youth-Nex
- YAR Study Research Team
  - Nikki DuVal
  - Courtney Fox
  - Heather Lam
  - Chris Rates
  - Shannon Varga
- YN Post-Docs
  - Juliette Berg
  - Lauren Molloy
- Organizations and schools which partnered with us to recruit youth
- Kids and parents who graciously participate in this research
“Healthy behavior, staying in school, problem-solving skills - these are among the outcomes we all want to see in our young people. It is always encouraging to be able to point to a new mentoring initiative, a great afterschool program or a really innovative school, but to achieve community- and state-wide impact, you need to do something bigger. **You need to make high-quality interactions between young people and adults routine.**”

(Forum for Youth Investment, 2011; emphasis added)
Important Non-Parental Adults (NPAs)

73-82%

Positive Outcomes

How?

Settings  Range  Impact

Beam, Chen & Greenberger, 2002; DuBois & Silverthorn, 2005; Chu, 2010
THEORETICAL FRAME

Social Support

School Contexts

Parents

Peers

NPAs/VIPs

Validation

Instrumental

Informational

Companionship

Emotional

Social Support
THIS STUDY

Phase 1
• Screening Survey

Phase 2: Year 1
• T1 & T2 Youth Interviews
• VIP Interview
• T1 Parent Interview

Phase 2: Year 2
• T3 & T4 Youth Interviews
• VIP Interview

Phase 2: Year 3
• T5 & T6 Youth Interviews
• VIP Interview
• T3 Parent Interview

Development, Processes, Outcomes
RESEARCH QUESTIONS

How do youth *develop* and *sustain* relationships with non-parental adults across early, mid, and late adolescence?

What are the *characteristics of the relationships* with NPAs, and of the NPAs themselves, that attract youth and that youth find to be supportive? (Does this change over time?)

What are the characteristics of *settings* that foster (or impede) such relationships?

How do relationships with different significant adults provide different types of social support to youth? (Is this connected to different settings?)

In what ways do youth-adult relationships influence youth’s interactions within different contexts of their lives, if at all? (Do these relationships “travel”?)

Exploratory: How, if at all, are the size and/or content of a youth’s network of NPAs associated with outcomes? (Does this vary with different ecological characteristics?)
PHASE I - SCREENING SURVEY

- Adolescents recruited from after-school programs, schools, community
- N = 289
- Age range = 11-18, mean age = 14
- 57% female
- 33% of youth received free/reduced lunch
- 27% African American, 55% White, 4% Hispanic, 3% Asian-American, .3% Native American, 10% Multi-ethnic
PHASE I - MEASURES

- Demographics: Age, gender, race, school, grade, F/R lunch status, grades
- Activities
- Important Adults
- Experience in Close Relationships Scale (Wei, Russell, Mallinckrodt, & Vogel, 2007)
- Intergenerational Connections—Chicago Neighborhood Study (Sampson, Morenoff & Earls, 1999)
- Parental Supervision; Rochester Youth Development Study; Bjerregaard & Smith, 1993)
- Vaux Social Support Record (Vaux, 1988)
- Hare Area-Specific Self-Esteem Scale (Shoemaker, 1980)
- Future Aspirations (Center for Urban Affairs and Policy Research, 1995)
- Open-ended: What are the three most stressful things in your life?
If yes, please list the adult(s), their relationship to you (e.g., Ms. Kelly my teacher, Mr. Smith my soccer coach, my grandmother, etc.), how close you feel to him or her (on scale of 1–5 with 1 being not very close and 5 being very close), and how often you spend time with that person (every day, 2–3 times a week, once a week, a couple times a month, once a month, a few times a year).

<table>
<thead>
<tr>
<th>Name of Person</th>
<th>Type of Relationship (coach, teacher, etc.)</th>
<th>Closeness from 1–5 (1 being not very close, 5 being very close)</th>
<th>Time spent with that person (every day, once a week, once a month, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person #1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person #2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person #3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person #4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person #5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do you participate in any *other* after-school activities? If yes, please list them below:

<table>
<thead>
<tr>
<th>Activity #1</th>
<th>Name of Activity/Club (e.g. soccer, band)</th>
<th>How long have you been doing that activity (years or months)?</th>
<th>How many days per week do you participate in it?</th>
<th>How many hours do you usually spend on the days you participate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity #2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity #3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity #4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity #5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PHASE I – INITIAL RESULTS

<table>
<thead>
<tr>
<th># of Reported Significant NPAs</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>81%</td>
</tr>
<tr>
<td>2</td>
<td>52.90%</td>
</tr>
<tr>
<td>3</td>
<td>23.90%</td>
</tr>
<tr>
<td>4</td>
<td>10.70%</td>
</tr>
<tr>
<td>5</td>
<td>5.20%</td>
</tr>
</tbody>
</table>
PHASE I - INITIAL RESULTS

- Sports/Dance: 64%
- Arts/Music: 22%
- Clubs: 10%
- Afterschool: 10%
- Academics: 8%
- Religious: 5%
- Unstructured: 2%
- No Activity: 18%
PHASE I - INITIAL RESULTS

[Bar chart showing the initial results for different racial and ethnic groups across various roles such as Teacher, School Staff, Coach, Family, Parent, Religious Program Staff, Official Mentor, and Other/NonFamilial.]
PHASE II - SAMPLING

Based on overall sample demographics, a representative subsample would be:

- 41% Male, 58% Female
  - ~16 males, ~23 females
- 32% Eligible for Free/Reduced Lunch
  - ~13 Free/Reduced Lunch
- 55% White, 27% African-American, 4% Hispanic, 3% Asian-American, 10% Multi-Ethnic
  - ~22 White, ~11 Afr-Am, ~2 Hispanic, ~1 Asian-Am, ~4 Multi-Ethnic

Based on theoretical interests, sample would include:

- 50% Middle-School, 50% High-School
- Mean number of important adults is 2.39 (SD=1.62)
  - ~10 that report “0”, ~20 that report “1” to “3”, ~10 that report “4” or more
- Mean number of activities is 1.74 (SD=1.33)
  - ~10 that report “0”, ~20 that report “1” to “2”, ~10 that report “3” or more (skewed low)
PHASE II - SAMPLING

Relational Styles

- Experiences in Close Relationships Scale
  - Anxious
  - Avoidant
- Bad fit with our data
- Established better fit with two revised sub-scales
  - Anxious
  - Social-Support Seeking
## PHASE II - SAMPLING

### Factor 1 (Anxious)

<table>
<thead>
<tr>
<th>+/- 1 SD</th>
<th>High</th>
<th>Med</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td><strong>11</strong></td>
<td>25</td>
<td><strong>9</strong></td>
</tr>
<tr>
<td>Med</td>
<td>23</td>
<td><strong>134</strong></td>
<td>32</td>
</tr>
<tr>
<td>Low</td>
<td><strong>11</strong></td>
<td>36</td>
<td><strong>6</strong></td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>Med</td>
<td>Low</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td><strong>#3 (11 total)</strong></td>
<td><strong>#4 (9 total)</strong></td>
</tr>
<tr>
<td>Age</td>
<td><strong>13.38 (M)</strong> (12-16 range)</td>
<td><strong>14.5 (M)</strong> (12-17 range)</td>
<td><strong>13.91 (M)</strong> (12-16 range)</td>
</tr>
<tr>
<td></td>
<td><strong>Cases: Oldest (140, 251) Youngest (74, 56)</strong></td>
<td><strong>Cases: Oldest (135) Youngest (272, 30)</strong></td>
<td><strong>Cases: Oldest (33, 285) Youngest (274)</strong></td>
</tr>
<tr>
<td>GENDER</td>
<td>7 Male, 2 Female</td>
<td>16 Male, 8 Female</td>
<td>4 Male, 7 Female</td>
</tr>
<tr>
<td>ETHN</td>
<td>4 White, 5 Non-White</td>
<td>11 White, 14 Non-White</td>
<td>6 White, 5 Non-White</td>
</tr>
<tr>
<td></td>
<td><strong>Cases: Afr-Am (193), Hisp (140), ME (70, 251)</strong></td>
<td><strong>Cases: Afr-Am (35, 72, 130, 262, 271, 272, 275, 287), Nat-Am (122), Hisp (38, 58, 156), ME (135, 263)</strong></td>
<td><strong>Cases: Afr-Am (57, 274, 285), Asian-A (204), Hisp (12)</strong></td>
</tr>
<tr>
<td>#ADULTS</td>
<td>1 (M) (0-3 range)</td>
<td><strong>1.6 (M) (0-5 range)</strong></td>
<td><strong>2.6 (M) (0-5 range)</strong></td>
</tr>
<tr>
<td></td>
<td><em><em>Cases: Most (251, 39, 74), Least (140</em>, 70</em>, 56*, 47*)**</td>
<td><em><em>Cases: Most (25, 275, 135, 262), Middle (102), Least (many</em>)</em>*</td>
<td><em><em>Cases: Most (194, 274, 257), Least (235</em>, 8</em>)**</td>
</tr>
<tr>
<td>#ACTIV</td>
<td><strong>Cases: Most (47), Middle (39, 56, 70), Least (251, 193, 140, 74)</strong></td>
<td><strong>Cases: Most (25, 135, 262), Least (many)</strong></td>
<td><em><em>Cases: Most (274</em>, 257), Least (235, 182, 33)</em>*</td>
</tr>
<tr>
<td>Med</td>
<td></td>
<td><strong>#8 (23 total)</strong></td>
<td><strong>#6 (32 total)</strong></td>
</tr>
<tr>
<td>Age</td>
<td><strong>14.68 (M)</strong> (12-17 range)</td>
<td><strong>14.08 (M)</strong> (12-18 range)</td>
<td><strong>13.87 (M)</strong> (12-17 range)</td>
</tr>
<tr>
<td></td>
<td><strong>Cases: Oldest (98, 117, 209), Youngest (244)</strong></td>
<td><strong>Cases: Oldest (137) Youngest (many)</strong></td>
<td><strong>Cases: Oldest (54), Youngest (many)</strong></td>
</tr>
<tr>
<td>GENDER</td>
<td>10 Male, 13 Female</td>
<td>58 Male, 75 Female</td>
<td>12 Male, 19 Female</td>
</tr>
<tr>
<td>ETHN</td>
<td>9 White, 14 Non-White</td>
<td>76 White, 58 Non-White</td>
<td>16 White, 16 Non-White</td>
</tr>
<tr>
<td>#ADULTS</td>
<td>2.9 (M) (0-5 range)</td>
<td><strong>2.2 (M) (0-5 range)</strong></td>
<td><strong>3.0 (0-5 range)</strong></td>
</tr>
<tr>
<td></td>
<td><em><em>Cases: Most (40, 98, 269, 284), Least (209</em>, 67</em>, 117, 4)**</td>
<td><em><em>Cases: Most (many), Least (many</em>)</em>*</td>
<td><em><em>Cases: Most (many), Least (273</em>, 120</em>)**</td>
</tr>
<tr>
<td>#ACTIV</td>
<td><em><em>Cases: Most (192</em>, 164), Least (224)</em>*</td>
<td><strong>Cases: Most (many), Least (many)</strong></td>
<td><strong>Cases: Most (22, 139), Least (222, 203, 136, 107, 21)</strong></td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td><strong>#9 (36 total)</strong></td>
<td><strong>#1 (6 total) (IDs: 185, 218, 234, 237, 255, 279)</strong></td>
</tr>
<tr>
<td>Age</td>
<td><strong>13.8 (M)</strong> (12-16 range)</td>
<td><strong>13.9 (M)</strong> (11-17 range)</td>
<td><strong>13.17 (M)</strong> (12-15 range)</td>
</tr>
<tr>
<td></td>
<td><strong>Cases: Oldest (86, 198) Youngest (76)</strong></td>
<td><strong>Cases: Oldest (118, 146, 190), Youngest (50)</strong></td>
<td><em><em>Cases: Oldest (234</em>) Youngest (255</em>)**</td>
</tr>
<tr>
<td>GENDER</td>
<td>1 Male (247*), 9 Female</td>
<td>11 Male, 25 Female</td>
<td>0 Male, 6 Female</td>
</tr>
<tr>
<td>ETHN</td>
<td>6 White, 5 Non-White</td>
<td>25 White, 11 Non-White</td>
<td>4 White, 2 Non-White</td>
</tr>
<tr>
<td></td>
<td><strong>Cases: Afr-Am (59, 76, 163, 247), ME (277)</strong></td>
<td><strong>Cases: Afr-Am (6, 15, 63, 105, 153, 162, 173, 190), Asian-A (92), ME (118, 246)</strong></td>
<td><strong>Cases: Asian-A (218), Afr-Am (234)</strong></td>
</tr>
<tr>
<td>#ADULTS</td>
<td>1.7 (M) (0-4 range)</td>
<td><strong>2.9 (M) (0-5 range)</strong></td>
<td><strong>3.2 (M) (0-5 range)</strong></td>
</tr>
<tr>
<td></td>
<td><em><em>Cases: Most (175, 76, 277), Least (94</em>)</em>*</td>
<td><em><em>Cases: Most (100</em>, 173, 162, 118)</em>*</td>
<td><em><em>Cases: Most (234, 237), Least (218</em>, 185)</em>*</td>
</tr>
<tr>
<td>#ACTIV</td>
<td><em><em>Cases: Most (175</em>), Middle (59, 198), Least (94, 76)</em>*</td>
<td><strong>Cases: Most (26, 110, 179), Least (197, 162, 6)</strong></td>
<td><strong>Cases: Most (255, 279), Least (234, 218)</strong></td>
</tr>
</tbody>
</table>

*indicates 0 important adults
^ Outlier on stem-leaf plots for that group (none for #Adults)
PHASE II DATA

- Pre-Interview Survey
- Semi-Structured Interview (1 hour)
- Social Network Map
- Post-Interview Notes
**PHASE II DATA**

**Pre-Interview Survey**
- Demographics (after T1)
- Recent, Positive & Negative Interactions with adults (open-ended)
- 3 times each (alternating)
  - PYD (Lerner)
  - Depression (Eccles et al., 1999)
  - School Bonding (Hawkins et al., 2001)
  - IPAA (Armsden & Greenburg, 1989)
  - ECR
  - Network of Relationships Inventory (Furman & Buhrmester, 1985)
  - MEIM (Phinney, 1992)
  - Hare Self Esteem Scale
  - Intergenerational Connections
  - Parental Supervision
  - Future Aspirations
  - Individual Protective Factors
  - Presence of Caring Adult
  - Vaux Social Support Record
“Significant adults are persons you count on and that are there for you, believe in and care deeply about you, inspire you to do your best, and influence what you do and the choices you make.”

- Tell me a story about them...
- Describe your relationship...
- What do you usually do together?
- Were there times when you weren’t close?
- Is this relationship different than with other adults?
Other adult not close with (same questions)
SOR Scale for both
Social Network Map...
PHASE II DATA

- Other adult *not* close with (same questions)
- SOR Scale for both
- Social Network Map...
  - Positive/Negative Behaviors
  - Social Network Questionnaire
PHASE II DATA

Post-Interview Notes
- Summary
- Notes/Reflections
- Beginning analysis thoughts (recurrent themes, similarities/differences)
- Questions/follow-up issues for the team (protocol, logistic, concerns)
PHASE II - INITIAL RESULTS

“Closeness”
FOOD FOR THOUGHT

- How do youth define closeness to an adult?
- Does definition/level of closeness depend on setting (i.e., do we have different expectations of closeness in school versus in family, so a “5” doesn’t mean the same thing for a teacher as it does for an aunt)
- Asking youth what they think the question means
- Who would you not go to for different types of support
- NPAs, VIPs, YARs, oh my!
**NEXT STEPS**

- **VIP Interviews (1/year)**
  - General Mentoring
    - What makes a good mentor?
    - Did you have a significant adult when you were younger?
    - Daily interactions with youth
  - Their YAR
    - Why do you think they nominated you?
    - Tell me about the trajectory of your relationship with [youth]
    - What do you learn or how are you influenced by [youth]
    - How do you handle conflicts with [youth]?
    - Is this relationship important to you?

- **Parent Interviews (twice over course of study)**
  - Developmental perspective on youth
  - Perception of VIP
  - Relationship with VIP

- **T1 Youth Interview Bucket Coding**
Life Lessons
Internalization of Relationship Skills
Self-Awareness/Self-Worth
Personal
Relational
Social
Collective

Who
• Role
  • VIP
  • Other
  • Peer
  • Relationship to Youth
    • Familial
    • Non-Parental

Characteristics of Relationships
• Qualities of Interactions
  • Relational Processes
    • Social Support
    • Conflict/Negative Experiences
    • Mutuality/Respect/Trust/Empathy

Youth Identity

Influence (Outcomes)
• Life Lessons
  • Internalization of Relationship Skills
  • Self-Awareness/Self-Worth

Peer Relationship to Youth
• Familial
• Non-Parental
QUESTIONS AND THOUGHTS?