

Social Development Strategy Community Conversation

2023

Leader's Guide



TABLE OF CONTENTS

Page 1	About This Presentation
---------------	-------------------------

Page 3	Presentation
---------------	--------------

Page 27	Research Briefs #17, #23, #25
----------------	-------------------------------

ABOUT THIS PRESENTATION

Who Should Attend

Anyone. This presentation is intended to be adaptable and used for multiple audiences.

Time Considerations

This presentation, using every slide and activity, is designed to last 30 - 45 minutes. You can choose to show as many of the slides as you see fit to help participants understand the SDS. Remember to take into consideration how any additions or deletions may change your time frame and what the audience will take away.

Presentation Overview

This presentation does two things:

- Introduces the Social Development Strategy

- Encourages the audience to consider how they can apply components of the Social Development Strategy in their everyday interactions with young people

How to Prepare

This guide is organized in a way to allow you substantial flexibility in delivery. There are talking points included, but there is not a script to follow closely. Read through the entire guide, and determine which points will work best with your intended audience, and how you would like to structure the time.

Choose a Story

After reviewing the story options, choose one of the example stories or use a story of your own. Remember the goal is to inspire your audience with an example of a person who faced adversity/risks but was positively impacted by the caring involvement of one or more adults, and as an adult they are succeeding and thriving.

Stories often help information come alive. On slide 5, a story about the SDS in a school setting is provided in a video with Dr. David Hawkins. A different story with a community context is provided in the handout about Drew and Brinks page 2.

Sample Learning Objectives

Participants will be able to:

- Describe the key components of The Social Development Strategy

- Explain how to build bonding by providing opportunities, skills, and recognition to youth

- Consider how they can use the components of the Social Development Strategy in their everyday interactions with young people

INTRO SLIDE



Helping our Youth Thrive



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ACTIVITY

Get to know the audience

Take some time to find learn more about your audience. If time allows, do an introduction activity of your choosing to help everyone get more comfortable with who is in the room.

Ask a couple of key questions to help you gauge your audience, for example:

How many are parents?

Grandparents?

Business owners?

Educators?

Knowing about your audience can help shape your presentation and can help you better focus your presentation on the needs of your audience. For example, if your audience has a number of parents or grandparents, you can use the background information that includes examples for families.

SLIDE 1

Your Examples

Think back to your own childhood

OR

Think about a young person you know personally or a young person you know of.

- What adult made a difference
- What specifically did they do?





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ACTIVITY

Please think back to your own childhood OR think about a young person you currently know or know of.

What adult do you think helped to make a difference in the quality of your life, or in the quality of the young person's life you're thinking about?

Who was this person?

What did they do to make a difference?

Ask a few participants to share their stories. As these stories illustrate, opportunities, skills and recognition are everywhere in our community. Having a positive impact on a young person's life does not have to require hours of mentoring or expensive programs— a powerful impact can be created by just noticing young people around us and seeing them as the future adults of our community.

Handout - Building Protection in Everyday Life

*Using the handout **Building Protection in Everyday Life**, answer the first question only. Please note you will not be asked to return this handout.*

List the first names of 3 young people you interact with on a regular basis, focusing if you can on young people in this community. They may be your own children or grandchildren, neighbors, employees or co-workers, or a young person you see regularly in the community.

SLIDE 2



Think for a moment about the three young people you listed on your activity sheet. Now please take a moment to imagine each of them 20 years from now.

These same young people are the future adults of our community. They will be our neighbors, our co-workers, the plumbers, the politicians and the teachers of our grandchildren. They'll pay our Social Security benefits and stand next to us in the voting booth. They may even be our sons- or daughters-in-law.

Our interaction with these children will help determine the types of adults they will become. So how can we make a positive difference in the lives of these children?

The key is bonding!

What does that mean, bonding?

It's a sense of attachment and commitment to another person, or a place (like a neighborhood), or an institution (like a school). This is the same kind of special relationship you just described from your own childhood.

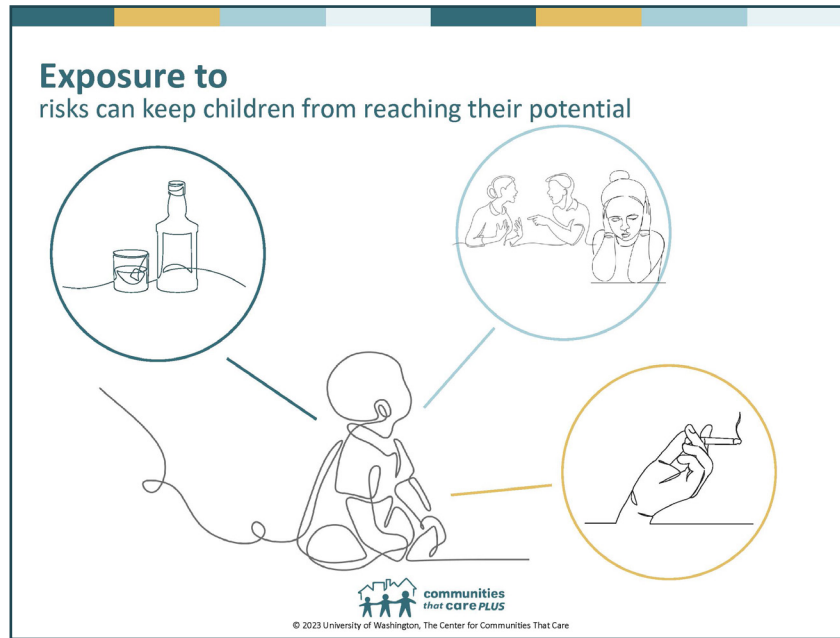
Why is bonding so important?

A child who is bonded to an adult is more likely to feel connected and valued, and is also more likely to follow the standards and expectations held by that adult.

What's so great about bonding?

It takes just one person to help a child! This is true whether you're a parent, an extended family member, a neighbor, a teacher or a member of a faith community.

SLIDE 3



Bonding is a protective factor.

You can think of protective factors as a shield around a child that helps protect them from the effects of risk factors. As you know, children are exposed to risks that can keep them from reaching their potential.

Risks for children occur in:

families

schools

communities

relationships with their peers

In other words, children face risks every day. Some children exposed to these unhealthy circumstances become involved in substance use, commit delinquent or violent acts, or drop out of school. Yet other children in similar situations don't develop problem behaviors. Why is this the case?

SLIDE 4



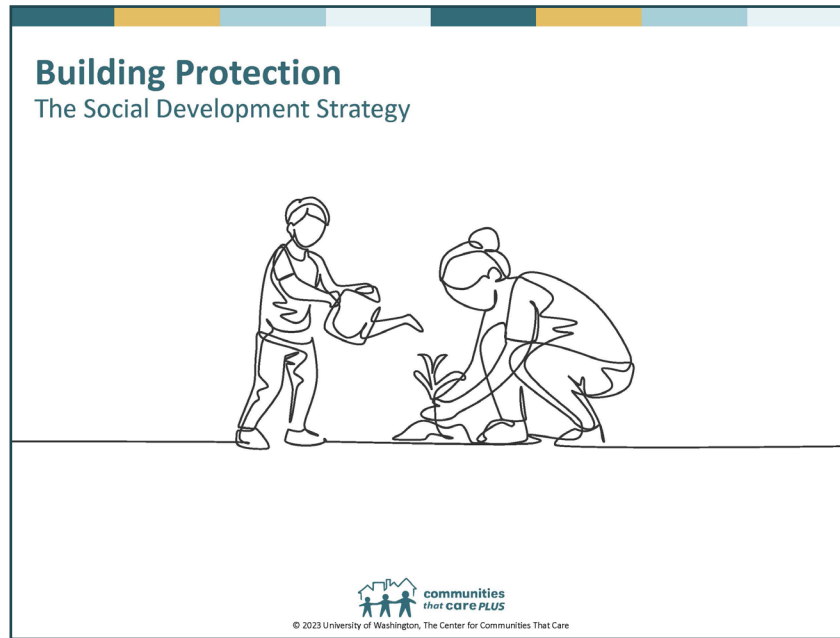
The answer is simple—it's those important connections with healthy adults and role models in their lives. Studies show that even children in tough surroundings can grow up and have success if they are bonded to a caring, responsible adult who has healthy and clear standards for behavior. When this happens, children are more likely to be successful in life!

Once again, think of those real-life examples. Was there a time when the person didn't do something they knew was wrong or unhealthy because they didn't want to upset that important person in your/their life?

Ask a few participants to share their stories.

Times may have changed, but the importance of bonding hasn't. Every adult has an opportunity to support the young people in our community.

SLIDE 5



We know bonding is effective because it's been proven to work. A key part of the science about bonding can be found in the Social Development Strategy.

The Social Development Strategy was developed to organize the research on protective factors. Using it, we can promote healthy behavior in our community's children so they can become healthy, productive, contributing members of our community.

Please turn to the SDS graphic in your handouts. (Direct participants to the handout)

What exactly is the Social Development Strategy? Let's watch a short video where Dr. David Hawkins explains it.

Show video <https://www.youtube.com/watch?v=BGylDS9nB4M&t=11s>

Note: if you believe the audience may not appreciate the video, you can use the SDS graphic and talking points on page 3 to explain the theory yourself!

Or, you can use the Drew and Brink handout (either read it to them or have them share reading it aloud to each other) and then continue with the questions on the next page.

SLIDE 6



ACTIVITY

Handout - Social Development Strategy

Let's take a look at the SDS handout to see how it works.

After hearing Dr. Hawkins, what questions do you have?

Now, I have an important question for you:

At your table discuss: Why is bonding so important?

After a couple minutes ask the group.

What did you come up with? Why is bonding so important?

Wait for answers, validate correct ones and add the following if missed:

It's an essential protective factor

When children feel bonded, they are more likely to feel connected and valued

It motivates children to abide by our clear standards.

OPTIONAL

Talking points for reviewing the SDS graphic:

Healthy behaviors develop when young people are surrounded by healthy and clear standards. Children are motivated to follow the standards you set for their behavior if they feel attached and committed—in other words, if they’ve bonded. Bonding develops by:

- 1. providing meaningful opportunities*
- 2. teaching the skills needed to succeed*
- 3. recognizing children for their contributions*

Finally, at the bottom you see, individual characteristics.

What do you think that means?

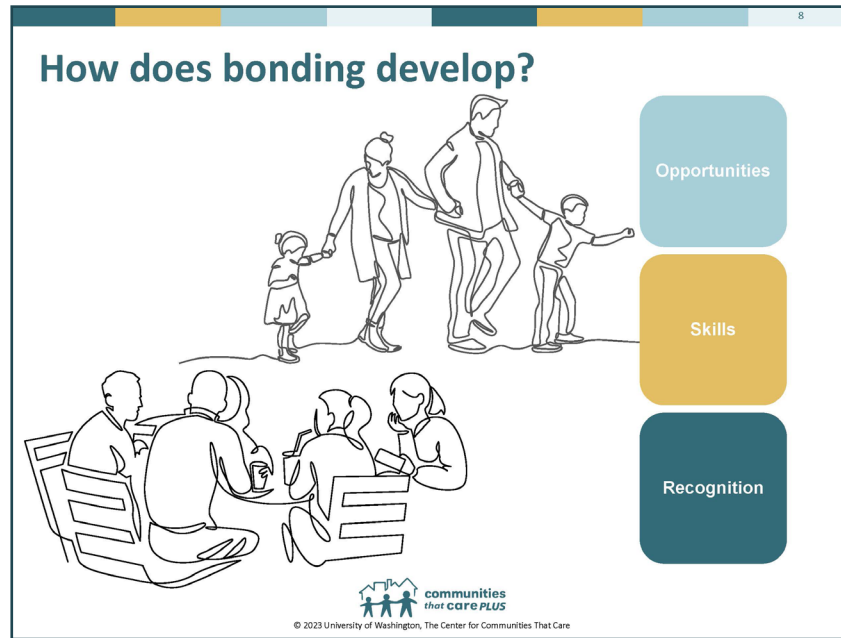
It means children are unique and when we provide them with opportunities, skills and recognition, we will be more effective when we attend to their individual characters.

For example, can you imagine that one child might LOVE receiving a public award during an assembly, while another would be mortified to have to stand up before a large group? The second child might be more rewarded by hearing from a parent that his teacher was proud of his work on a recent report.

So, one big question is: How do we make bonding with our community’s young people a part of everyday life?

NOTES

SLIDE 7



Let's review the essential details of how bonding develops.

- 1. We need to provide young people with meaningful opportunities that are age appropriate so they can be involved with and contribute to their families, schools, and communities in ways that are meaningful to them*
- 2. We also need to provide skills. When we give children opportunities, it's also important to make sure they have the skills necessary to be successful with that opportunity*
- 3. The final part of bonding is recognition. When we give young people opportunities and the skills to be successful, it's also important to make sure that they are recognized for their effort, progress, and accomplishments*

Working these ideas into our everyday lives helps build a community that supports and protects our young people.

OPTIONAL

If participants are still skeptical or unsure that the Social Development Strategy explains how young people develop healthy behaviors, consider explaining the SDS in terms of how young people can also develop unhealthy behaviors.

If it feels appropriate, you could add the example of gangs:

Gangs provide meaningful opportunities for involvement

Young people are taught skills to be successful in that involvement

Members are recognized for their contribution

Children are bonded to gangs and often refer to them as family

The result is that gangs are successful in shaping the unhealthy behavior of the young people they recruit.

NOTES

SLIDE 8

Why are opportunities so important?

Meaningful opportunities don't need to be grand gestures.

They can be **everyday things** you can do to make the young people in our community feel that they are an indispensable part of their families, schools and community.



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ACTIVITY

One step to help young people feel valued is to provide them with age-appropriate, meaningful opportunities for involvement. Meaningful opportunities are everyday things we can do to make the young people in our community feel that they are an indispensable part of their families, schools, and community.

For example, an opportunity for a young child is to set the table for dinner; a local skate shop could sponsor a middle schooler or a high schooler could help maintain a community garden.

Think for a moment of other examples of opportunities you've seen provided in our community. Then, share them with the person next to you!

Ask for one or two examples once you call the group back together.

We can help our youth feel they have an important role to play. Now let's look at some practical ways that you can provide opportunities, skills, and recognition to the young people in our community. (Unfortunately, the opposite can seem to be true in many communities. Young people often don't feel valued, and they can feel they're seen as a threat or, at the very least, a nuisance. We shouldn't be surprised when these young people don't feel bonded to the community)

Consider the children you see walking in your neighborhood or the teenager working for you part-time. Do these young people feel that they have an important role to play? Do you give them opportunities to be involved in meaningful ways?

Take a few responses before moving on.

Now let's look at some practical ways that you can provide opportunities, skills, and recognition for the young people in our community.

SLIDE 9

A presentation slide titled "What opportunities can you give?". It features three line drawings and three text boxes. The first drawing shows a person writing at a desk, with a text box stating: "Our journalism advisor gave me the opportunity to write the opinions column in our school newspaper." The second drawing shows a person holding up a piece of clothing, with a text box stating: "My dad lets me pick out my back-to-school clothes." The third drawing shows a person sitting on the floor with a dog, with a text box stating: "My neighbor gave me the opportunity to take care of her dog when she was out of town." At the bottom, there is a logo for "communities that care PLUS" and a copyright notice: "© 2023 University of Washington, The Center for Communities That Care".

What opportunities can you give?

Our journalism advisor gave me the opportunity to write the opinions column in our school newspaper.

My dad lets me pick out my back-to-school clothes.

My neighbor gave me the opportunity to take care of her dog when she was out of town.

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Opportunities exist everywhere in our community. They exist in families and schools, at work, and in our neighborhoods.

Take a look at the slide. These are three examples of opportunities that could be meaningful to different kinds of young people. There are a number of different opportunities you can provide for young people of all ages, no matter how you interact with them every day.

Choose examples that are applicable to your audience. If you have a general audience, use several examples.

Examples of opportunities that families can provide to young people include are:

Helping prepare meals (younger children), or making dinner once a week (older children)

Helping decide which brands are the best value when grocery shopping

Helping to figure out ways to reduce the electricity and water bills

Helping to decide on fun family activities

Opportunities that teachers can provide their students include:

Prepare the classroom each morning by passing out materials

Plan and teach (or help to teach) part of a class on a subject they enjoy

Set up, run, or take care of classroom equipment used daily

CONTINUED

Employers can ask young employees about their interests and how they feel they can contribute to the business, then look for opportunities based on their input.

For example, if a young employee is interested in math, provide them with the opportunity to balance the register or help with other store finances.

Other examples of opportunities that business owners or managers can provide include:

Enhancing your business's social media presence

Give their opinions on making a display more attractive, ideas for new products or services to offer, or ways to appeal to young buyers

Go over additional community roles that can provide opportunities. For example:

Coaches can provide players with opportunities to take care of team equipment or help lead some training exercises.

NOTES

SLIDE 10

What opportunities can you give?



Our advisor taught me how to create a compelling argument for an editorial.



My dad taught me to spend my money carefully and to pick out clothes that are OK for school.



My neighbor taught me how to feed and walk her dog.



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What would happen if I gave you the opportunity to perform brain surgery? Does anyone here have the skills required? Pause.

Opportunities are only one element in bonding. Without the proper skills, people won't be able to do a good job or be motivated to try again. That's why when you offer opportunities to young people, you must also provide them with the skills to succeed.

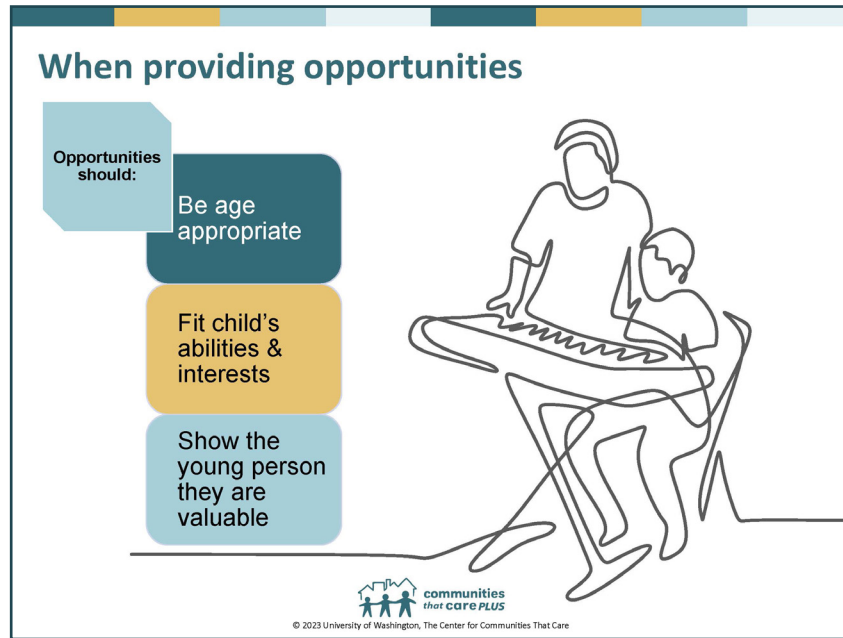
Of course, the skills needed to depend on the opportunities you're providing. On the slide are the skills that an adult would provide for the opportunities we just reviewed. When providing opportunities, ask yourself, "What skills will this young person need to succeed at this task?"

All opportunities require appropriate skills to ensure that a young person is successful. Think about the opportunities you will provide the young people in our community. What skills will you need to provide to ensure their success?

ACTIVITY

Have participants continue the **Building Protection in Everyday Life** activity by answering the third question on providing skills for the opportunities they identified in the second question. Please have a few participants share their answers before moving on.

SLIDE 11



There are three important things to keep in mind when providing opportunities:

- 1. ensure they are age-appropriate,*
- 2. fit a young person's abilities (and should fit their interests)*
- 3. clearly show a young person they are valuable.*

How can you better provide opportunities that will help our young people feel like they are more a part of our community?

ACTIVITY

Have participants continue the **Building Protection in Everyday Life** activity by answering the second question on providing opportunities for the young people they identified in the first question.

Please have a few participants share their answers before moving on. Thank you!

Now, let's move on to the second key ingredient for building bonding: skills.

SLIDE 12

What skills will young people need:

Background information

- Instructions should be clear and detailed
- Degree of specificity depends on the skill
- Do not assume that a child has certain skills



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Please keep in mind that the clearer and more detailed an adult's instructions are when teaching skills, the greater the likelihood that the youth will be successful with the opportunity.

Some skills may be very specific. For example, a business owner may have a particular way of handling deliveries. If this is the case, the owner would need to clearly explain how they would like the employee to handle the task.

Adults should not assume that a child has specific or certain skills. Even if the skill seems simple to them, it may be challenging to the child.

For example, the skills necessary to put away the dishes may seem self-explanatory. Still, if the child is young and has never done the task, they may get confused and put things in the wrong places.

SLIDE 13

Teach skills effectively



To motivate the young person to **want** to learn the skill

- Explain the skill
- Break it into small steps
- Model each step
- Practice
- Offer positive feedback

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No matter what skill you're teaching, it's good to have a plan for how to teach it. Here's one plan that may work for you. Let's say you're going to provide an opportunity for your son to help decide which television to buy for your family.

First, motivate your son to want to learn the skill. Then, tell him why the skill is important and how learning it correctly (and succeeding at the opportunity) will be a big help.

Next, explain the skill. Be clear on how the skill will help him succeed with the job at hand.

Break the skill into smaller steps. For example, show your son how to find the best consumer websites and magazines and organize his research.

Show your son a few places to look for the information he'll need, and let him know the budget range!

Help your son practice navigating a few websites. Double-check that he is tracking prices to stay within the budget.

Focus on the positive, what your son does well. Praise him for what he does right and offer advice on tasks that he's having trouble with.

If time allows, review the additional points on the following page about teaching skills.

I hope this gives you some helpful tips for those skills you wrote down that are needed for the three young people you're considering.

BACKGROUND INFORMATION

If time allows, share this info:

Explain to participants that it may not be possible to teach some skills in the exact step-by-step manner shown on the slide. Sometimes modeling it yourself can help!

For example, a great opportunity for participants is to get to know their neighbors and talk with their neighbor's children. They can get to know the children's names and ask questions about their interests, how they're doing in school and their goals for the future. Doing this allows young people to explain who they are and what's important in their lives.

Yet this opportunity may not require the first three steps on the slide. However, the participant would still be able to: model effective communication skills when speaking to the young person; give the young person an opportunity to practice effective communication; offer positive feedback on the way the young person communicated ("Wow, that's an interesting story!"); and discuss how to use the skill in other situations.

It's important to discuss how learning a new skill can impact other situations. For example, the skills learned when helping to research a new television for the family can be used when doing research for a school project.

SLIDE 14



ACTIVITY

Ok! Now let's turn to the 3rd step in building bonding: recognition!

Recognition reinforces these opportunities and skills! Recognition provides young people with the motivation to continue to perform. Suppose a child has an opportunity to be involved, learns the skills and takes advantage of the opportunity, but isn't recognized. In that case, they will be less likely to sign up for a repeat performance.

Different people like different kinds of recognition. For recognition to work, it needs to be seen as a positive experience by the individual child.

Some young people like to be recognized publicly.

Others may prefer to hear you comment positively about them to a third person.

The slide shows how an adult would provide recognition for a young person who successfully took advantage of the opportunities we've reviewed.

Now think about the young people you've identified. What are their likes and dislikes? What types of recognition can you provide them?

SLIDE 15



As we work to provide recognition, it helps to keep in mind these tips on effective recognition. Tell children what they do well! For example, let's say you've given a child the opportunity to help decide on and fix a meal for the family. You've taught them the skills to be successful, and they've done a great job.

Keep these points in mind:

Recognize specific behaviors.

Don't just say, "Great job!" Instead, say, "You did great at choosing a meal that you really like AND that wasn't too hard to make."

Focus on the positive.

Maybe your child did well at cooking two parts of the dish but messed up a little on another part. Providing tips for how to do better next time and reinforcing what a child does correctly is the best way to encourage her to keep practicing and mastering new skills—and is much more effective than focusing on mistakes.

Be sincere with your praise.

Give praise for effort (trying to complete an assignment or trying a new skill), for progress (doing better than before), and for achievement. Your child's efforts to learn and develop skills are as important as the eventual mastery of those skills. Think about it for a moment: one essential skill for a good life is the ability to persevere, to get back up even when we fail. Recognizing effort will reinforce children's willingness to keep trying even when they don't get it right the first time.

Let participants know that this is just an example—these tips can apply to giving recognition to any of the youth they interact within the community.

SLIDE 16



All the bonding, all the opportunities, and skill-building, and recognition - don't help our children develop healthy behaviors unless we ALSO give them clear guidelines and standards for behavior.

For example, I have a friend who is a high school teacher. She has been able to create strong bonds with her students. One day, she overheard a couple of her students talking about what happened at a party over the weekend. Because of her connection with them, she was able to share that the behaviors were not ok with her and could be harmful for them. They were surprised but willing to listen that these were important guidelines for their well-being.

Everyone in the community can help promote healthy and clear standards for youth. Even if you can't reduce all of the risks in children's lives, you can still build a protective shield to help them withstand those risks.

What are some examples?

Schools can set clear guidelines for behavior in many ways.

- Teachers and school officials can review standards for behavior and agree to announce and enforce them consistently. These standards could include rules against drug use, bullying, and violence or policies about taking care of school property.
- School officials can meet with parents, teachers, and students to discuss and help set policies.

Everyone in the community can promote healthy and clear standards.

- You can help organize an effort to clean up litter in your neighborhood or plant and maintain areas such as flower beds at your local park or playground.
- You can form neighborhood watch groups and have the youth in your neighborhood help out. You can also organize and support healthy youth activities.
- You can throw a neighborhood cookout that has an alcohol-free theme.

FOLLOW UP QUESTIONS

What healthy and clear standards would you share with the young people in our community?

Ask participants to share examples. If they cannot think of any, or are reluctant to answer, provide the following examples:

If you see a young person littering, pick up the litter and tell them know that you care about the neighborhood and hope he won't litter in the future. If you see a young person picking up litter, you can thank him for keeping the neighborhood clean.

Enforce rules for purchases at a business that you own or work at. For example, if you own or work at a store that sells tobacco and vaping products, you can take special care to ensure that these products are not being sold to minors.

ACTIVITY

Have participants continue the **Building Protection in Everyday Life** activity by answering the fifth question on sharing healthy and clear standards.

Ask that participants take a minute to look over all of their answers when they're finished.

Our conversation is almost done.

I want to thank all of you for your attention and participation.

You now have a personal plan for how to use the Social Development Strategy in your daily life.

I hope this approach makes sense and seems straightforward. Some people say it's just common sense – and sometimes it's helpful to express common sense in steps that are easy to apply.

Who would like to share their thoughts on what they can do to promote protection in young people's lives now that you know more about opportunities, skills, recognition, bonding, and healthy standards for behavior?

Allow some time for participants to share.

SLIDE 17



Now I'd like to ask you a question.

There's an important resource in our community that can help our young people become the healthy adults we want them to be. This resource has been in our community for years, is effective, and doesn't cost a dime. Do you know what this resource is?

That's right. This resource is YOU. The three young people you listed on your activity handout are just a few examples of the young people you can provide with opportunities, skills, recognition, and clear standards. Each person in this room has the power to help make our community a healthier place!

Remember, as young people need time to develop their skills, we need practice, too. Try to provide opportunities, skills and recognition as often as you can. The more you do, the better you'll connect with the young people you meet. And be sure to continue to model clear standards for healthy behavior.

The more adults in the community practice promoting the Social Development Strategy, the more protection we can build for our young people to thrive.

How many of you want the children in our community to become the healthy, responsible adults we know they can be?

Ask participants to raise their hands.

How many of you will provide opportunities, skills, and recognition to the children in our community while also promoting healthy and clear standards?

Ask participants to raise their hands again.

At the close of the presentation, take as many questions as you have time for. Give as many audience members a chance to speak as you can. Don't let one person dominate the question-and-answer time. If you don't know the answer to a question, say so. (You may want to offer to find the answer at a later time or direct the person to another source of information.)

I want to thank each of you for taking time to see how you can help our youth and make our community's future brighter.

Thank you for being here, participating, and taking this information away with you to build protection in everyday life.

Please complete and return the short evaluation form! I want to keep improving, and your feedback will help. Thank you!

For those of you who are interested in more detail, the handout packet includes some research briefs describing the long-term impacts of the Social Development Strategy.

OPTIONAL

Remind participants that even if they do not interact often with young people, they can pass along what they have learned in this presentation to neighbors, relatives who have children of their own, or local business owners or managers.

The more people in a community who know how to make the Social Development Strategy a part of their lives, the more protected young people will be from problem behaviors.

Research Brief

Social Development
Research Group



No. 17: February 2016

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

Original research published in *Prevention Science* (2015)

Kevin P. Haggerty
Director

Sabrina Oesterle
Assistant Director

J. David Hawkins
Richard F. Catalano
Founders

MISSION of SDRG

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

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

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

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

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

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

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

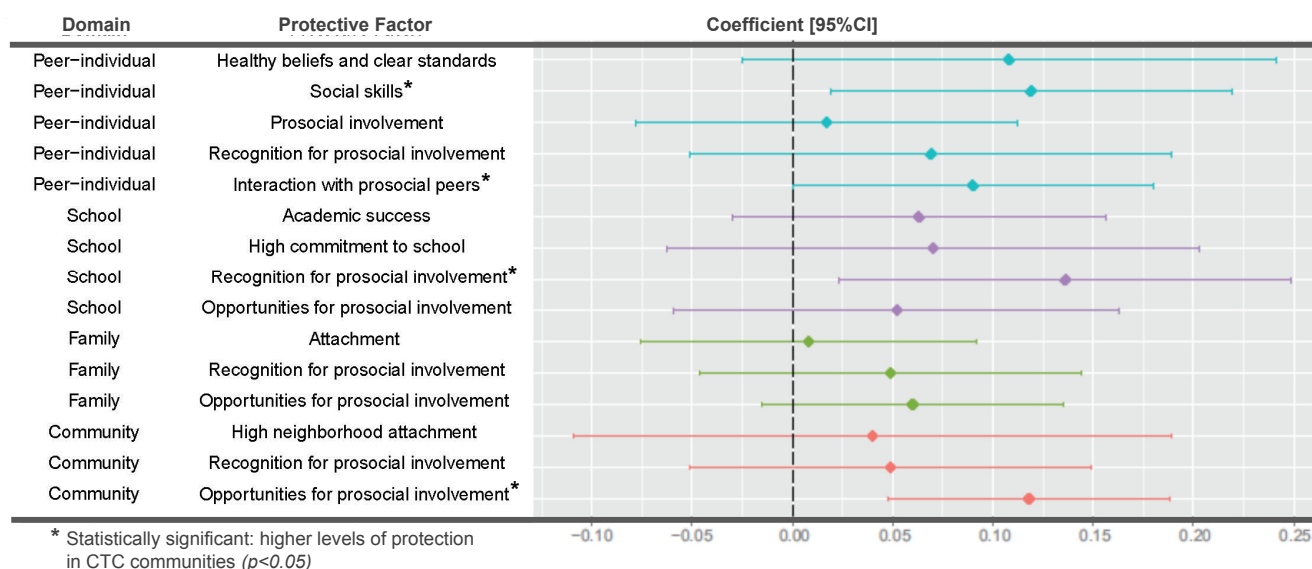
Methods

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

Key Messages

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

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



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

Results

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

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

Conclusion

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

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

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

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RESEARCH BRIEF

No. 23: May 2019

Social Development
Research Group



THE SOCIAL DEVELOPMENT STRATEGY

HOW CAN PREVENTION SCIENCE HELP YOUTH GROW INTO HEALTHY ADULTS?

Youth today face a world full of risks and challenges, including behavioral health problems like substance use, school drop-out, delinquency, violence, and early pregnancy. Research in the prevention field has often focused on reducing risks and unhealthy behavior. Two recent articles from Haggerty and McCowan (2018) and Cambron, Catalano, and Hawkins (2019) discuss the social development strategy (SDS) as an approach for building protection and preventing problem behaviors. Cambron et al. (2019) describe the SDS as a model for organizing prevention into a practical strategy that promotes positive youth development while reducing risk. Haggerty and McCowan (2018) review the use of the SDS in effective interventions and their impact on social inequalities such as poverty and health disparities.

Youth generally make decisions based on values learned from their community, family, or school, and shaped by their personality, experiences, and identity. Giving youth opportunities for engagement, the ability to learn and use skills, and recognizing their actions will promote bonding to their community. When youth are bonded to a healthy community, they make healthy decisions and grow into healthy adults. However, if youth are disconnected from community or bonded to an unhealthy community or group, they will be more likely to develop unhealthy behaviors (Cambron, et al., 2019). The SDS combines aspects of three theories: control theory, social learning theory, and differential association theory to understand the development of behavior. Control theory and the SDS agree that prosocial bonding promotes prosocial behavior, with the SDS adding that antisocial bonding promotes antisocial behavior. Based on social learning theory, the SDS hypothesizes that behavior is learned in groups through rewards and punishment. According to differential association theory, there are parallel but separate paths for prosocial and antisocial behavior.

The SDS moves beyond blaming individual youth for their behaviors, toward a broader understanding of the ways in which social structures can harm healthy youth development. The strategy defines two types of systemic inequities: position in the social structure (e.g., race, socioeconomic status, age, gender), and external constraints (e.g., neighborhood safety and community expectations for behavior). The flexibility of the SDS allows it to be adapted and integrated into communities with unique strengths, challenges, and goals for their youth.

The SDS provides a framework for building protection that supports healthy youth development even in the face of structural barriers such as poverty and health disparities.



Evidence for the Social Development Strategy

The Social Development Strategy builds on 30 years of evidence-based prevention research. Cambron et al. (2019) reviewed long-term research studies and found that the SDS holds together well as a theory for human development. Early interventions based on the SDS have had powerful results. These interventions, when delivered in childhood or middle school, have prevented later adolescent and adult problem behaviors like violence, smoking, drug and alcohol use and abuse, STIs, and criminal convictions and recidivism. These interventions also improved school bonding, civic engagement, positive social engagement in adulthood, and family attachment—and eliminated racial income disparities in adulthood (Haggerty & McCowan, 2018).

Implementation

Intervention programs based on the social development strategy work to increase healthy social opportunities, involvement, and rewards, so families, schools, and communities can help youth build the skills they need in the world. Classroom strategies for teachers, parenting skills, and community-wide use of the SDS are all interventions that have shown positive impact on youth development. In addition, youth who are systemically disadvantaged can increase their sense of empowerment, activism skills, belonging, and wellbeing by being involved in justice-orientated community change initiatives.

Four prevention programs based on the SDS have already produced excellent results: the Seattle Social Development Project (SSDP), Guiding Good Choices (GGC), Raising Healthy Children (RHC), and Communities That Care (CTC). Each of these programs has been successfully tested in long-term studies (Haggerty & McCowan, 2018). These programs have been successful with a variety of populations, from primarily White, low-income suburban youth in the Midwest, to multiethnic, urban youth in the Pacific Northwest, and in 12 small- to mid-sized communities in seven states with varied ethnicities.

The social development strategy can be used in many ways, from improving individual interactions in families, to designing and implementing community-wide initiatives like Communities That Care. The SDS and CTC recognize that communities are unique, and both models have been successfully adapted to urban and rural environments in the United States and abroad with many different kinds of communities: urban, suburban, and rural; communities of color; primarily White communities; and multiethnic communities. The SDS provides a framework for building protection that supports healthy youth development even in the face of structural barriers such as poverty and health disparities.

The Results:

Communities That Care

- Reduced delinquency by 25%, violence by 15%, alcohol use by 33%, and tobacco use by 32% in a randomized trial. (Hawkins et al., 2009, 2014)
- Improved school engagement by 16% and academic achievement by 33% in Pennsylvania (Feinberg et al., 2010)

Raising Healthy Children / SSDP

- Completely eliminated the disparity between Black and White young adults (age 27) in income, early pregnancies, and STIs (Hawkins et al., 2005)
- Each dollar brings a long-term savings of \$4.35 related to health and wellbeing (Washington State Institute for Public Policy, 2017)

Complete citations are in Cambron, Catalano, & Hawkins (2019) and Haggerty & McCowan (2018)

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

Cambron, C., Catalano, R. F., & Hawkins, J. D. (2019). The social development model. In D. P. Farrington, L. Kazemian, & A. R. Piquero (Eds.), *The Oxford handbook of developmental and life-course criminology* (pp. 224-247). New York, NY: Oxford University Press.

Haggerty, K. P., & McCowan, K. J. (2018). Using the social development strategy to unleash the power of prevention. *Journal of the Society for Social Work and Research*, 9(4), 741-763.

RESEARCH BRIEF

No. 25: June 2020

Social Development
Research Group



Childhood Preventive Intervention Across Generations

Trials of preventive interventions typically focus on the participants of the interventions, but **what if a universal social development intervention showed sustained effects across generations?** This was the question SDRG researchers and their collaborators asked about the Raising Healthy Children (RHC) preventive intervention implemented in the Seattle Social Development Project (SSDP) in the 1980s. The RHC intervention, delivered during elementary school, showed sustained positive effects on behavioral and health outcomes in participants into adulthood, years after the intervention ended. A recent study asked whether effects of the original intervention could now be seen in the children of SSDP participants.

The Intergenerational Project

The new study, SSDP-The Intergenerational Project (SSDP-TIP), was designed as **a nonrandomized controlled trial with follow-up of SSDP subjects' first-born offspring**, ages 1–22 (assessed in seven annual waves). Participants in the original SSDP panel were from public elementary schools serving high-crime areas in Seattle, Washington. The generations involved in SSDP and SSDP-TIP are shown in the table below.

Study	Group	Supports Provided Through RHC
SSDP (1980-2014)	Teachers	Training in methods of classroom management and instruction
SSDP (1980-2014)	G1: Parents	Skills training to promote opportunities for children's (G2) active involvement in the classroom and family
SSDP (1980-2014)	G2: Children	Social-emotional and refusal skills training
SSDP-TIP	G3: First-born children of 182 parents from G2	N/A

G = Generation

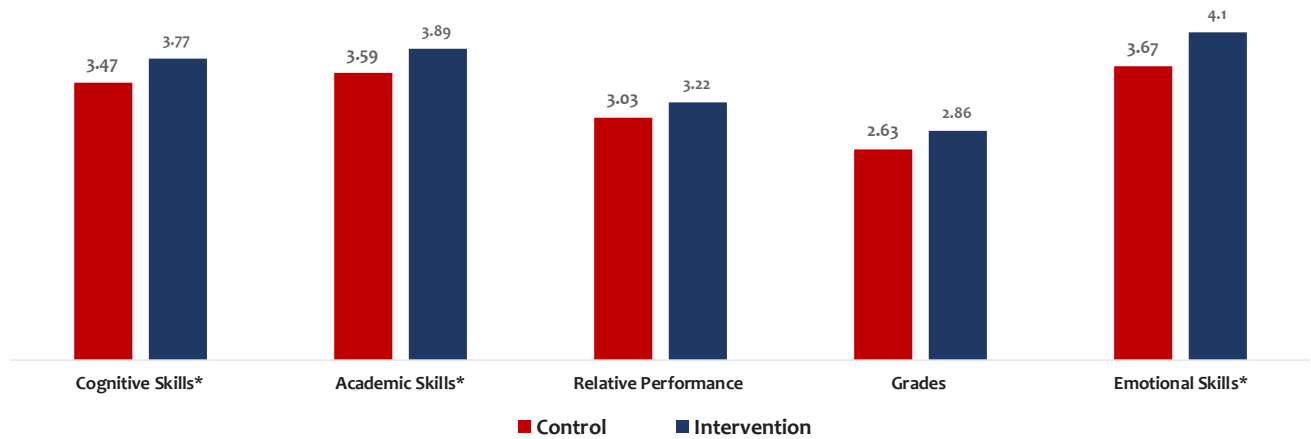
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Teacher-Rated G3 Academic Skills and Performance, Ages 6-18



*Significant finding after applying Benjamini-Hochberg False-Discovery Rate (FDR) multiple comparisons adjustment

SSDP-TIP focused on G3 children—the offspring of G2. The study examined G3’s self-regulation (emotion, attention, and behavior regulation), cognitive capabilities, and social capabilities. The study also examined G3’s risk behaviors from adolescence onwards, including substance use, delinquency, and early-onset sexual activity.

The study controlled for factors that might potentially muddle the results. Significant differences were observed in G3 across four domains: **lower rates of developmental delay** (ages 1–5; significant standardized betas ranged from .45 to .56), **lower teacher-rated behavior problems** (ages 6–18; significant standardized betas ranged from -.39 to -.46), **higher teacher-rated academic skills and performance** (ages 6–18; significant standardized betas ranged from .34 to .49—see the figure above), and **lower child self-reported risk behavior** (ages 6–18; odds ratio for any drug use = 0.27, $p < 0.01$).

A number of prevention trials implemented in the 1980s have continued to follow participants over the long term and have reported sustained positive effects into adulthood. To our knowledge, the present study is the first published report of intervention differences in the offspring of participants in a universal preventive intervention provided when G2 parents were children. ***These results indicate that positive results from childhood intervention can not only cascade into adulthood, but into the next generation as well.***

These differences are visible in ratings from multiple people with insight into the functioning of G3 children, including parents, teachers, and the G3 children themselves. G3 raters and participants were fully blind to the parents’ original exposure to intervention condition. Cost-benefit analyses have demonstrated the benefits of childhood intervention in one generation. This study suggests the potential of social developmental interventions for promoting positive effects that could endure across generations.

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

Hill, K. G., Bailey, J. A., Steeger, C. M., Hawkins, J. D., Catalano, R. F., Kosterman, R., Epstein, M., & Abbott, R. D. (2020). Effects of childhood preventive intervention across two generations: A nonrandomized controlled trial. *JAMA Pediatrics*. Advance online publication. <https://doi.org/10.1001/jamapediatrics.2020.1310>

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