Using the Advances of Prevention Science to Promote Digital Citizenship

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The content is solely the responsibility of the author.
My story: From probation to prevention
Before 1980, nine experimental tests of delinquency prevention programs were conducted in the U.S.

None prevented delinquency.
Drug Abuse and Delinquency Prevention in 1970’s

• Strategies:
  – Information
  – Fear arousal – “Scared Straight”
  – Just say “No”

• Outcomes:
  – No decreases in drug use or delinquency
  – Some information programs increased drug use
  – Scared Straight increased delinquency

• Lesson: Untested good ideas can make things worse.
Paradigm Shift: A Risk and Protection Focused Approach to Prevention

• To Prevent a Problem Before It Happens, Address its Predictors

• Research has Identified Predictors:
  – **Risk Factors including Adverse Child Experiences**
  – **Protective Factors**

• Develop Interventions to Change Malleable Risk and Protective Factors
<table>
<thead>
<tr>
<th>Risk Factors for Health &amp; Behavior Problems</th>
<th>Substance Abuse</th>
<th>Delinquency</th>
<th>Teen Pregnancy</th>
<th>School Dropout</th>
<th>Violence</th>
<th>Depression &amp; Anxiety</th>
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<td><strong>Community</strong></td>
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<td>Transitions and Mobility</td>
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<td>Low Neighborhood Attachment and Community Disorganization</td>
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<td>Favorable Parental Attitudes and Involvement in the Problem Behavior</td>
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<td>Academic Failure Beginning in Late Elementary School</td>
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<td>Lack of Commitment to School</td>
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<td><strong>Individual/Peer</strong></td>
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<td>Early and Persistent Antisocial Behavior</td>
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<td>Friends Who Engage in the Problem Behavior</td>
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<td>Early Initiation of the Problem Behavior</td>
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<td>Constitutional Factors</td>
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• Build Protective/nurturing environments and individual strengths

• Protective factors predict decreased behavioral health problems, even in the presence of risk.
Protective Factors

• Individual Characteristics
  • High Intelligence
  • Resilient Temperament
  • Competencies and Skills (cognitive, affective and behavioral)

• In social domains of family, school, peer group and neighborhood
  • Prosocial Opportunities
  • Reinforcement for Prosocial Involvement
  • Bonding (connectedness, attachment)
  • Clear and Healthy Standards for Behavior
The Social Development Strategy: Five elements of protection

The Goal...  
Healthy Behaviors...for all children and youth

Ensure...  
Healthy Norms and Clear Standards...in families, schools, and peer groups

Build...  
Bonding—Attachment—Commitment...to families, schools, and peer groups

By providing...  
Opportunities, Skills, Recognition...in families, schools, and peer groups

Be aware of...  
Individual Characteristics
Provide Opportunities that:

– build on individual characteristics
– are meaningful and age-appropriate
– fit a young person’s interests and abilities
– show young people that they are valued
Teach Skills

- take advantage of opportunities
- motivate the young person to want to learn the skill
- Break skills into small steps, model the steps, practice together
Provide Recognition

- Recognize specific behaviors
- focus on the positive
- be sincere
- Recognize effort, improvement, and achievement
All these behavioral health problems of young people have been prevented in controlled trials.

- Anxiety
- Depression
- Alcohol, tobacco, other drug use
- Risky driving
- Delinquent behavior
- Violence
- Aggressive behavior and conduct problems
- Self-inflicted injury
- Risky sexual behavior
- School dropout

Hawkins et al. 2015
The National Academies (NASEM) Endorsed the Effectiveness of Risk and Protection Focused Prevention (2009)

Over 70 effective policies and programs proven to prevent behavioral health problems are now available.

- Effective programs: [www.blueprintsprograms.com](http://www.blueprintsprograms.com)
- Effective prevention saves money: [www.wsipp.wa.gov](http://www.wsipp.wa.gov)
  Washington State Institute for Public Policy Benefit-Cost Results, May 2017
Blueprints for Healthy Youth Development

BLUEPRINTS: YOUR RESOURCE FOR HEALTHY YOUTH DEVELOPMENT PROGRAMS

FIRST TIME HERE?
TRY OUR STEP-BY-STEP SEARCH APPROACH
GET STARTED >>

FIND WHAT WORKS

Match your children’s needs to cost-effective programs that meet the highest scientific standard of evidence for promoting youth behavior, education, emotional well-being, health, and positive relationships.

View videos: "Why Use Blueprints" and "How Blueprints Helps."

We review and rate programs that promote positive youth development.
Find a program that matches your needs with the tools below, or view our entire List of Programs »
Effective Prevention Programs
Examples

Effective Prevention Policies Examples:

- Graduated Driver Licensing
- Night Driving Restrictions
- Social Host Liability
- Increased Taxes - Alcohol & Tobacco
- Minimum Legal Drinking Age – Age of Tobacco Possession
- Tobacco Clean Air Restrictions - Smoking Bans
- Alcohol & Tobacco Sales Restrictions (outlet density regulations, single cigarette & vending machine prohibitions)
Some programs prevent multiple behavioral health problems by addressing shared risk factors

<table>
<thead>
<tr>
<th>Program</th>
<th>Drug use</th>
<th>Delinquency</th>
<th>Violence</th>
<th>School</th>
<th>Risky Sex</th>
<th>Mental health</th>
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<td>Life Skills Training</td>
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<td>Strong African American Families</td>
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<td>MST (Multisystemic Therapy)</td>
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<td>Good Behavior Game</td>
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All these behavioral health problems of young people have been prevented in controlled trials.
Principles of Prevention Science

- Reduce Risk and Enhance Protection to Prevent Behavioral Health Problems
- Choose and Implement Programs and Policies Proven to Work
- Combine Evidence Based Programs and Policies Shown to Prevent Multiple Behavioral Health Problems for Greater Effects
Progress: Teen Pregnancy is Declining
rate per 1,000

Childtrends 2015
School Drop Out Rates are Declining

Figure 1

Status Dropout* Rates Among Youth Ages 16 to 24, by Race and Hispanic Origin:** October 1967-2014

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*The status dropout rate measures the percentage of young adults aged 16 to 24 who were not enrolled in school and had not received a high school diploma or obtained a GED. This measure excludes people in the military and those who are incarcerated, but includes immigrants who never attended US schools.

**Due to changes in the race categories, estimates from 2003 are not strictly comparable to estimates from 2002 and before. After 2001, the black race category includes Hispanics.

Juvenile Arrests Are Declining-
(example)

Teen alcohol and tobacco use have been declining...

Why not marijuana?
BUT-Teens’ Social Connectedness/Bonding Has Declined since I-Phone Release

Twenge, September, 2017, The Atlantic
OUR CHALLENGE

• How do we use the advances in digital technology to promote young peoples’ prosocial opportunities, skills, recognition, bonding, and healthy standards for behavior?
Promoting Opportunities for Prosocial Involvement

• Family discussion topic:
  – How can our family uses technology in positive ways?

• Side by side learning - adults and young people
Increasing Skills for Prosocial Involvement

• Social and emotional skills for recognizing one’s own feelings, for self regulation, for recognizing the feelings of others, for avoiding hurting others, and for problem solving, are essential for participation in a democratic society. Collaborative for Academic, Social, and Emotional Learning. (CASEL)

• What are the social and emotional skills needed for healthy participation in the digital world?
Healthy Standards for Behavior

• Working together, families can create norms for healthy digital behavior.
• Peer groups can create norms for healthy digital behavior.
  – Given the data from population studies on loneliness and depression, what are our norms for use of digital space?
  – Examples:
    • What is polite/healthy use of digital communication when with others?
    • “Let's agree to not text after 10 p.m. so we can sleep.”
    • "If we need to talk about something hard, let’s talk in person rather than texting on social media."
Think, Pair, Share

What did I hear worth remembering?

What questions do I have?

Where do we go from here?