

ADOLESCENT RESILIENCY: APPLICATIONS OF THEORY AND RESEARCH

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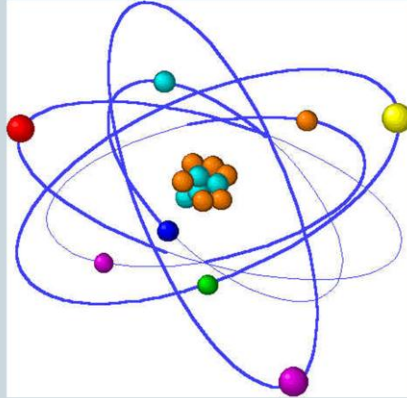
RESILIENCE



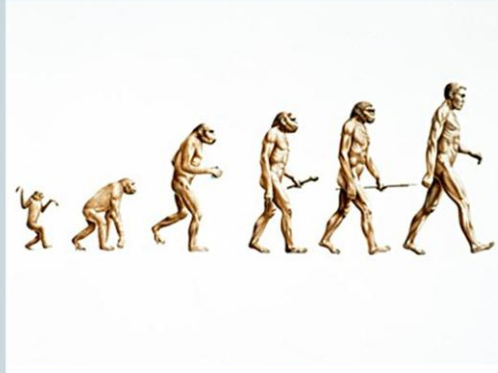
UNDERLYING ASSUMPTIONS



Relative vs. Absolute



Developmental vs. Static



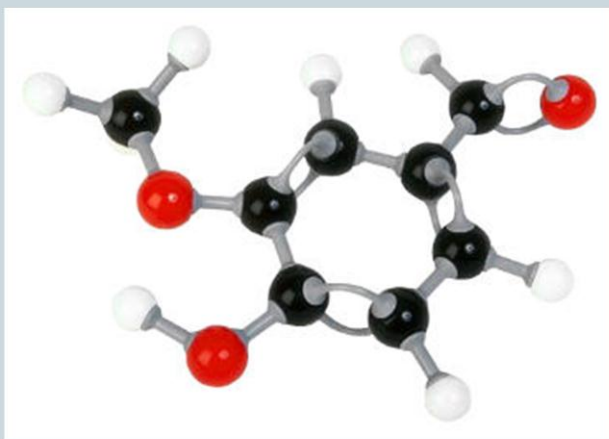


Strengths vs. Problems

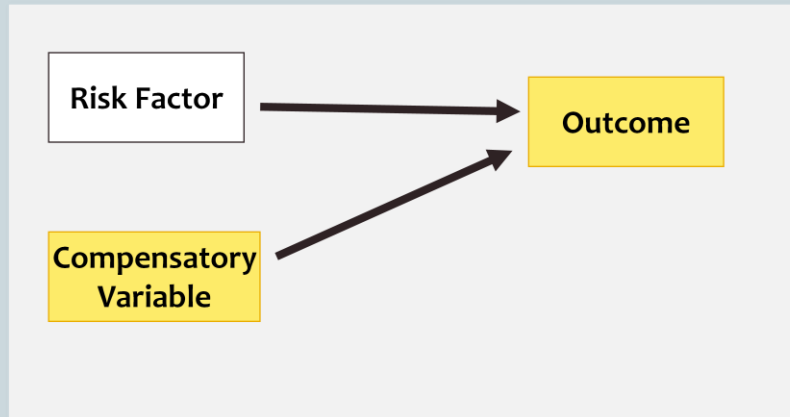
Process vs. Trait



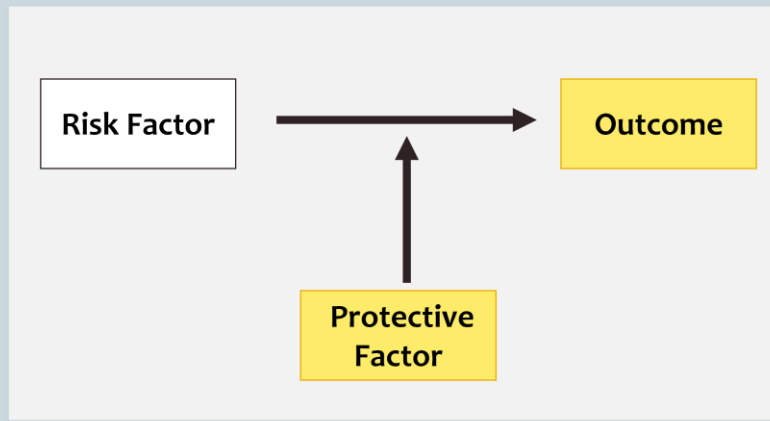
Three Models



Compensatory Model

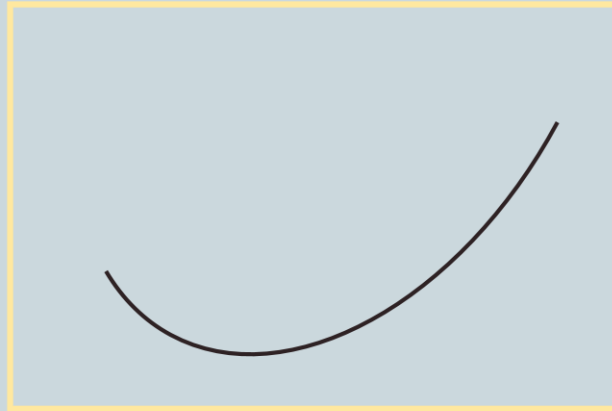


Risk-Protective Factor Model



Challenge Model

↑
**Negative
Outcome**



Risk →

EMPIRICAL EVIDENCE

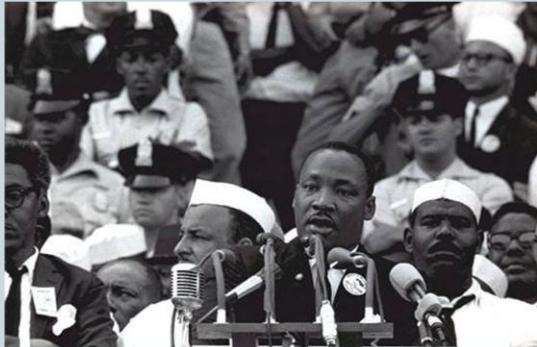


BALTIMORE YOUTH STUDY



- 2- Year interview study
- 270 - 18-20 year olds
- All African American males
- 70% left school before graduation

Sociopolitical Control (SPC) and Mental Health

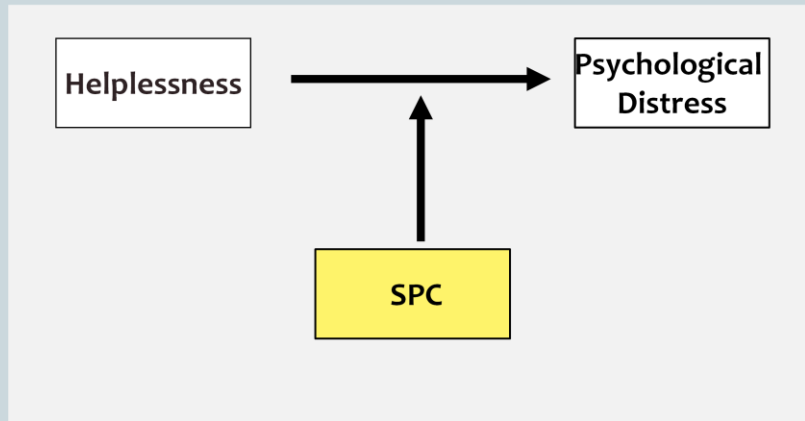


Risk: Helplessness

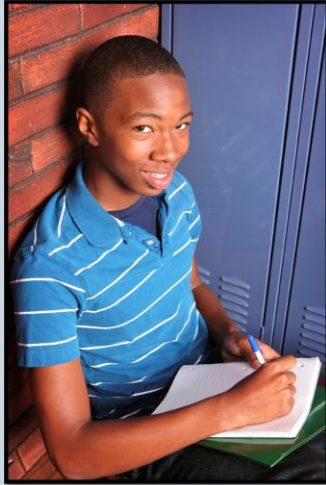
Protective Factor: SPC

Outcome: Distress

Sociopolitical Control (SPC) and Mental Health



FLINT ADOLESCENT STUDY



- **12-year** study (HS +8)
- 850 -**9th** graders
- 80 % **African-American** & 50% **female**
- **3.0** or lower GPA

Natural Mentors and School

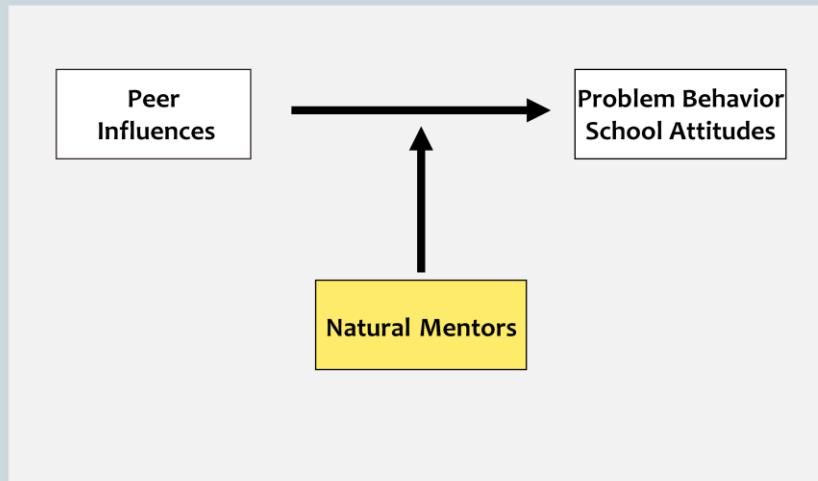


Risk: Negative Peer Influences

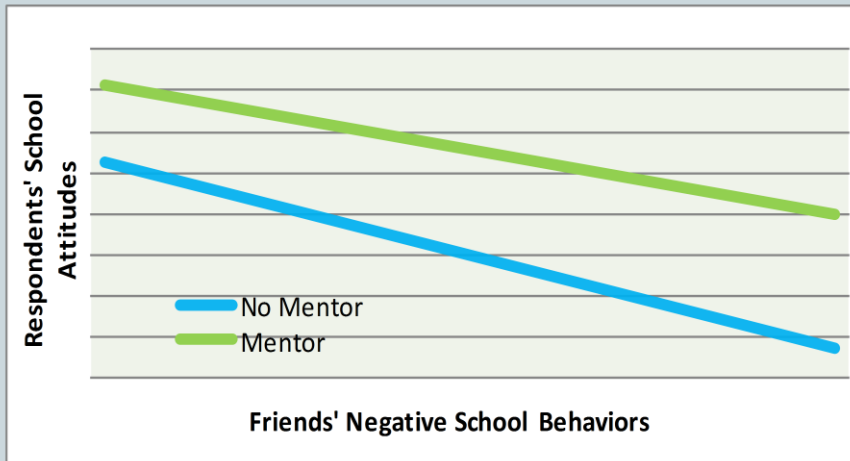
Protective Factor: Mentor

Outcome: School Attitudes

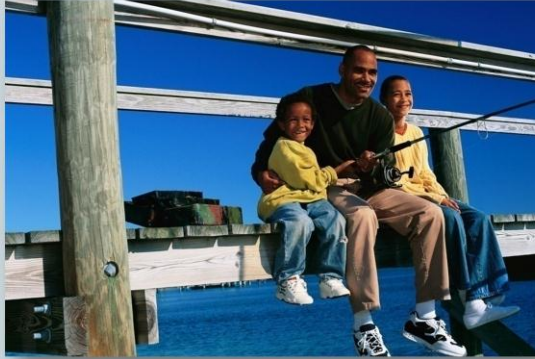
Natural Mentors and School



Protective Effects of Mentors



Suicide Ideation and Father Support

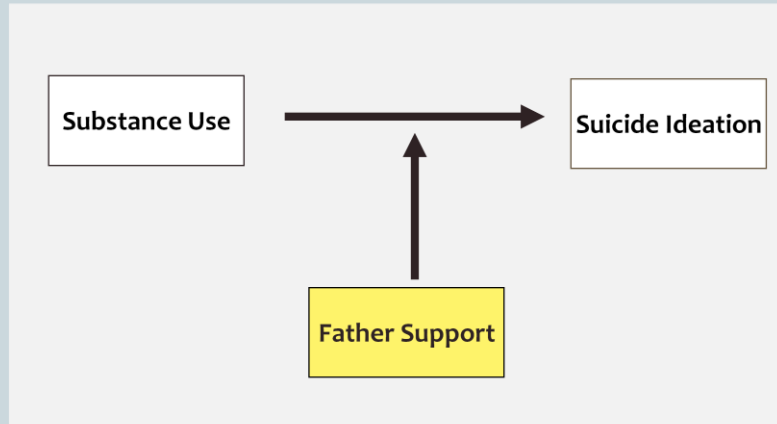


Risk: Substance use

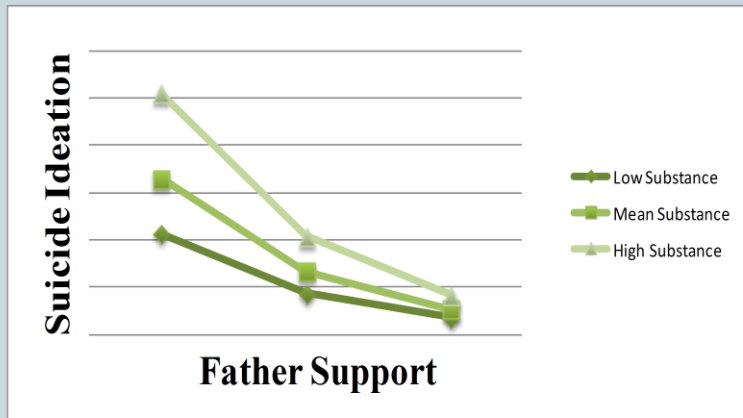
Protective Factor: Father support

Outcome: Suicide Ideation

Suicide Ideation and Father Support



Protective Effects of Father Support



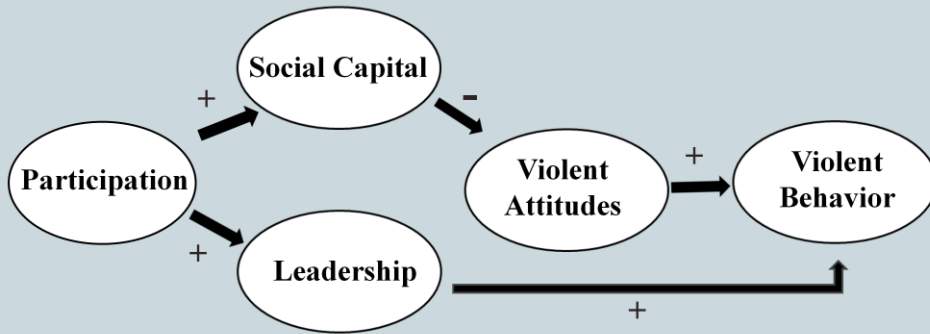
Prosocial Activities and Violent Behavior



Protective Factor: Activities

Outcome: Violent Behavior

Resiliency Process





Implications for Prevention

- **Assets and Resources**



- **Building Strengths**



- **Youth Engagement**



YOUTH EMPOWERMENT SOLUTIONS



Marc

Introduce the team

Thank you for opportunity to share our progress and our hopes for the future of the Youth Empowerment Solutions project.

A development year and the first three program years of this project have been funded by the US Centers for Disease Control and Prevention.

Our proposal was the only one funded from over 150 competing proposals responding to an RFP to develop youth violence prevention projects that focus on community change.



Everett

Youth Creating Change



Adult Training



Community Development





Everett

Skills Workshops



Community Projects

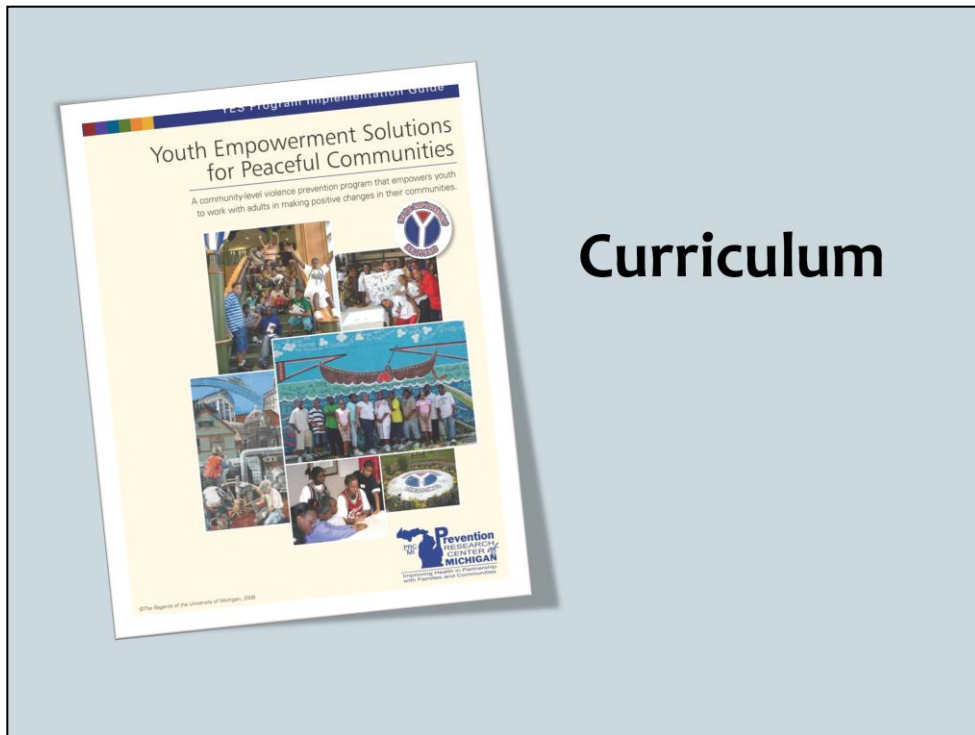


Ethnic Identity and Pride



Working with Adults





Curriculum

The first guide is a collection of afterschool sessions based on five thematic units. These weekly or biweekly sessions typically run for 1 or 1.5 hours. The guide specifies activities and resources needed for each session.

Unit 1: Youth as Leaders

Unit 2: Community and Culture

Unit 3: Change

Unit 4: Preparation

Unit 5: Action and Reflection

The second guide is an implementation guide for program facilitators.

The third guide is for adult neighborhood advocates who work with the youth.

PROCESS EVALUATION



Focus groups, interviews and questionnaires of youth and volunteer staff

- 1) Get adults to give up control
- 2) Get younger volunteers
- 3) Give adults more training

Solutions:

Created training program for adults

Did team building with adults and youth (ropes course)

Asked youth to interview and select volunteers

Recruited undergraduates to be volunteers

OUTCOME EVALUATION



Project counts & descriptions, police incidents near sites, property assessments, school youth surveys

- 1) Some evidence for property changes next to sites
- 2) Some evidence police incidents decreased near sites
- 3) Youth in YES slightly less screen time

EFFICACY EVALUATION



RCT underway looking at youth outcomes

Intervention -> empowerment-> less violence



