



From Risk to Resilience

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Why is prevention
so important?

***The Kids Are
Alright, Right?***



Compared to US Averages , Texas High School Youth Are

- More likely to ride with a driver who had been drinking alcohol
- More likely to have driven after drinking alcohol
- More likely to have attempted suicide
- More likely to have been physically hurt by their boyfriend or girlfriend

Compared to US Averages , Texas High School Youth Are

- More likely to have tried cigarette smoking
- More likely to drink alcohol before the age of 13 years
- More likely to have used cocaine, amphetamine, ecstasy, steroid, and injectable drugs
- More likely to have offered, sold, or given an illegal drug to or by someone on school property

Compared to US Averages , Texas High School Youth Are

- Less likely to use a condom during sexual intercourse
- Less likely to use any form of birth control
- More likely to be obese
- More likely to take diet pills, powders, or liquids to lose weight
- More likely to have vomited or used laxatives to lose weight or keep from gaining weight



We know what increases the risk of juvenile delinquency and other high risk problem behaviors.

Risk Factor	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
<i>Community</i>					
Availability of Drugs	√				√
Availability of Firearms		√			√
Community Laws & Norms	√	√			√
Media Portrayals	√				√
Transitions and Mobility	√	√		√	
Low Neighborhood Attachment	√	√			√
Extreme Economic Deprivation	√	√	√	√	√

Risk Factors for Adolescent Problem Behaviors

Risk Factor	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
<i>Family</i>					
Family history of problem behavior	√	√	√	√	√
Family management problems	√	√	√	√	√
Family conflict	√	√	√	√	√
Favorable parental attitudes and involvement in the problem behavior	√	√			√

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Risk Factors for Adolescent Problem Behaviors

Risk Factor	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
<i>School</i>					
Academic failure beginning in elementary school.	√	√	√	√	√
Lack of commitment to school.	√	√	√	√	√

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Risk Factors for Adolescent Problem Behaviors

Risk Factor	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
<i>Peer and Individual</i>					
Early and persistent antisocial behavior	√				√
Rebelliousness		√			√
Friends who engage in problem behavior	√	√			√
Gang involvement	√				√
Favorable attitudes toward the problem behavior	√	√		√	
Early initiation of the problem behavior	√	√			√
Constitutional factors	√	√	√	√	√

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Risk Factors for Adolescent Problem Behaviors

Research shows that youth who were abused or neglected were:

- 53% more likely to be arrested as juveniles;
- younger at their first arrest, committed twice as many offenses, and were arrested more frequently;
- 38% more likely to be arrested as adults;
- 38% more likely to be arrested for a violent crime; and
- 77% more likely to be arrested if they were female.



- The more risk factors are present, the greater the likelihood of problem behavior.
- Common risk factors predict diverse behavior problems.
- Risk factors occur across age groups and life domains.

Key Points



- Resiliency
- Youth Development
- Asset Development



Three Paradigms of the Positive

Resiliency

Bouncing back from adversity

Resiliency research shows that many youth who grew up in high-risk situations develop into caring and competent adults.

B. Bernard (1995). Fostering Resilience in Children. [<http://resilient.uiuc.edu/library/benard95.1>]



- Caring Relationships
- High Expectations
- Opportunities for Participation

B. Benard (1995). Fostering Resilience in Children. [<http://uiuc.edu/library/benard95.html>]

Environmental Characteristics of Resilient Youth

- Social competence
- Problem-solving skills
- Autonomy
- Sense of purpose



Personal Characteristics of Resilient Youth

Youth Development



The ongoing process in which all young people are engaged and invested to meet their basic personal and social needs and to build competencies necessary for successful adolescent and adult life.

National Youth Development Information Center [<http://www.nydic.org>]

- Physical competence
- Social competence
- Cognitive competence
- Vocational competence
- Moral competence



Youth development programs provide supports and services to help youth build basic competencies.

Research findings on Youth Development programs indicate significant improvements in:

- Interpersonal skills
- Quality of peer and adult relationships
- Self-control
- Problem-solving
- Cognitive competencies
- Commitment to school
- Academic achievement
- ATOD use
- School misbehavior
- Aggressive behavior
- Violence
- Truancy
- High-risk sexual behavior

Developmental Assets

Critical factors for young people's growth and development which offer a set of benchmarks for positive child and adolescent development

Search Institute. [<http://www.search-institute.org/assets/>]

40 Developmental Assets

External Assets	Asset Name and Definition
Support	<ol style="list-style-type: none">1. Family support2. Positive family communication3. Other adult relationships4. Caring neighborhood5. Caring school climate6. Parent involving in schooling
Empowerment	<ol style="list-style-type: none">7. Community values youth8. Youth as resources9. Service to others10. Safety
Boundaries & Expectations	<ol style="list-style-type: none">11. Family boundaries12. School boundaries13. Neighborhood boundaries14. Adult role models15. Positive peer influence16. High expectations
Constructive Use of Time	<ol style="list-style-type: none">17. Creative activities18. Youth programs19. Religious community20. Time at home

Internal Assets	Asset Name and Definition
Commitment to Learning	<ul style="list-style-type: none"> 21. Achievement motivation 22. School engagement 23. Homework 24. Bonding to school 25. Reading for pleasure
Positive Values	<ul style="list-style-type: none"> 26. Caring 27. Equality and social justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint
Social Competencies	<ul style="list-style-type: none"> 32. Planning and decision making 33. Interpersonal competence 34. Cultural competence 35. Resistance skills 36. Peaceful conflict resolution
Positive Identity	<ul style="list-style-type: none"> 37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future

Protective Consequences of Developmental Assets

High Risk Behavior Patterns		Percent with High Risk Patterns			
Category	Definition	If 0-10 Assets	If 11-20 Assets	If 21-30 Assets	If 31-40 Assets
Alcohol	Has used alcohol 3 or more times in the past month or has been drunk once or more in the past 2 weeks.	53	30	11	3
Tobacco	Smokes one or more cigarettes every day or uses chewing tobacco frequently	45	21	6	1
Illicit Drugs	Used illicit drugs 3 or more times in the past year.	42	19	6	1
Sexual Intercourse	Has had sexual intercourse 3 or more times in lifetime.	33	21	10	3
Depression/Suicide	Is frequently depressed and/or has attempted suicide.	40	25	13	4
Anti-Social Behavior	Has been involved in 3 or more incidents of shoplifting, trouble with police, or vandalism in the past year.	52	23	7	1
Violence	Has engaged in 3 or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the past year.	61	35	16	6
School Problems	Has skipped school 2 or more days in the past month and/or has below a C average.	43	19	7	2
Driving and Alcohol	Has driven after drinking or ridden with a drinking driver three or more times in the past year.	42	24	10	4
Gambling	Has gambled 3 or more times in the past year.	34	23	13	6

Thriving Consequences of Developmental Assets

Thriving Indicators	Percent w/ Thriving Indicators			
Category	If 0-10 Assets	If 11-20 Assets	If 21-30 Assets	If 31-40 Assets
Succeeds in School: Gets mostly A's on report card	7	19	35	53
Helps Others: Helps friends or neighbors one or more hours per week	69	83	91	96
Values Diversity: Places high importance on getting to know people of other racial/ethnic groups	34	53	69	87
Maintains Good Health: Pays attention to healthy nutrition and exercise	25	46	69	88
Exhibits Leadership: Has been a leader of a group or organization in the last 12 months	48	67	78	87
Resists Danger: Avoids doing things that are dangerous	6	15	29	43
Delays Gratification: Saves money for something rather than spending it all right away	27	42	56	72
Overcomes Adversity: Does not give up when things get difficult	57	69	79	86

Based on studies of 6th-12th grade public school students during the 1996-97 school year. Sample includes 99,462 students in 213 cities.

Main Vehicles of the Three Paradigms

Resiliency

Youth Development

Asset Development

Relationships

Services & Supports

Communities

What are Evidence-Based Programs/Practices (EBPs)?

Approaches to prevention or treatment that are based in theory and have undergone scientific evaluation. “Evidence-based” stands in contrast to approaches that are based on tradition, convention, belief, or anecdotal evidence.

~ National Registry of Evidence-based Programs and Practices

Why evidence-based programs?

- Stronger and more consistent positive outcomes
- Avoid potential of harmful effects
- Potential cost-savings to taxpayers and society
- Improving the well-being of our children at a population level.

Source: Catalano, R. & Milner, J. (2011). Evidence-based programs: An overview. Annie E. Casey Foundation. Nov. 2011

Age	Program	Available Cost/Savings Information
6 years through 12 years (Grades 1 through 6)	<p>Seattle Social Development Program</p> <p>Three part skills development/risk reduction intervention for teachers, parents, and students in 1st – 6th grades in high crime area urban schools. Teaches parents, children, and educators to promote child discipline and academic achievement in homes and classrooms and encourages students’ bonding to school.</p> <p><i>Results: Less aggression, better academic achievement, more socially competent, lower rates of alcohol use and delinquency. At age 21, more likely than control group to graduate high school, less likely to be involved in the courts, less drug/alcohol use.</i></p>	<p>\$9,837 cost savings</p> <p><i>(Benefits minus costs)</i></p>

Example of Evidence-based Programming

See “An Evidence-based home visiting model” by Parents As Teachers for a summary of the research http://www.parentsasteachers.org/images/stories/906_EBHVM.pdf
Aos, S., Lieb, R., Mayfeld, J., Miller, M., and Penucci, A. (2004). *Benefits and costs of prevention and early intervention programs for youth*. Washington State Institute for Public Policy. (www.wsipp.wa.gov).

Age

Program

**Available
Cost/Savings
Information**

Age 6 - 11

PATH (Promoting Alternative Thinking Strategies) Curriculum.
Comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school. *Results: Improves self-control, conflict resolution, social skills, planning skills. Reduces aggression and conduct problems.*

Cost: Between \$15-\$45 per student per year.

Sources:

Promising Practices Network: Programs That Work. <http://www.crimesolutions.gov/ProgramDetails.aspx?ID=193>

Center for the Study and Prevention of Violence (CSPV), a research program of the Institute of Behavioral Science (IBS) at the University of Colorado at Boulder.

<http://www.colorado.edu/cspv/blueprints/modelprograms.html>

Example of Evidence-based Programming

Age

Program

**Available
Cost/Savings
Information**

School-aged children

Peers Making Peace

School based peer mediation program which includes life and social skills training, conflict prevention and resolution, peer-led modeling and coaching.

Results: Significant decrease in discipline referrals (58%), assaults decreased by 90%, significant decrease in expulsions (7.3%).

Not available.

Sources:
SAMHSA'S National Registry of Evidence-based Programs and Practices, Legacy Program Description. <http://www.nrepp.samhsa.gov/ViewLegacy.aspx?id=16>

paxUnited. *Peers Making Peace*. <http://www.paxunited.org/peers-making-peace.aspx>

Example of Evidence-based Programming

Age	Program	Available Cost/Savings Information
Age 12-18 (6-7 grades)	<p>Life Skills Training</p> <p>School-based classroom intervention to prevent and reduce the use of tobacco, alcohol, and marijuana. Teachers deliver the program to middle/junior high school students in 30 sessions over three years. Students in the program are taught general self-management and social skills and skills related to avoiding drug use.</p> <p><i>Long Term Results (+6 years): Cut tobacco, alcohol, and marijuana use by 50-75%; cut poly drug use by 66%; decreased inhalants, narcotics, hallucinogens. Reduced pack a day smoking by 25%.</i></p>	<p>\$717 cost savings</p> <p><i>(*Benefits minus costs)</i></p>

Example of Evidence-based Programming

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Age	Program	Available Cost/Savings Information
Age 6-14	<p>Olweus Bullying Prevention Program Universal intervention for the reduction and prevention of bully/victim problems. Core components of the program are implemented at the school level, the class level, and the individual level. <i>Results: Substantial reduction in bullying and victimization, vandalism, fighting, theft, truancy. Significant improvements in social climate.</i></p>	<p>Cost: \$200 per school; \$55 per teacher.</p> <p>(Cost savings information unknown.)</p>

Sources:
 Center for the Study and Prevention of Violence (CSPV), a research program of the Institute of Behavioral Science (IBS) at the University of Colorado at Boulder.
<http://www.colorado.edu/cspv/blueprints/modelprograms.html>

Example of Evidence-based Programming

Age	Program	Available Cost/Savings Information
Age 6-18	<p>Check and Connect</p> <p>Increases school engagement through a trained monitor who builds a relationship with a disengaged student, individualizes basic and intensive interventions to meet student needs, teaches and models problem-solving skills, and encourages participation in extracurricular activities.</p> <p><i>Results: Significant decreases in truancy, absenteeism and dropout rates, increases in credit accrual and school completion.</i></p>	<p>Cost: \$1,000 to \$2,000 per student.</p> <p>(Cost savings information unknown.)</p>

Sources: University of Minnesota: <http://checkandconnect.umn.edu/>

Example of Evidence-based Programming

Age	Program	Available Cost/Savings Information
Ages 10-14	<p>Strengthening Families Program. A 7 week, family-based program that reduces behavior problems and substance use by enhancing parenting skills, parent-child relationships, and family communication. <i>Results: Decreases in aggression, delinquency, family conflict, improved parenting skills, decreased substance use.</i></p>	<p>\$5,805 cost savings</p> <p>(*Benefits minus costs)</p>

Sources:

Aos, S., Lleb, R., Mayfeld, J., Miller, M., and Pennucci, A. (2004). *Benefits and costs of prevention and early intervention programs for youth*. Washington State Institute for Public Policy. (www.wsipp.wa.gov).

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Example of Evidence-based Programming

Age

Program

**Available
Cost/Savings
Information**

Ages 10-14

Aggression Replacement Training
A cognitive behavioral intervention to improve social skill competence and moral reasoning, better manage anger, and reduce aggressive behavior. The program targets chronically aggressive children and adolescents.
Results: Decreases in aggression, delinquency, improved social skills.

\$8,805 cost savings

(*Benefits minus costs)

Sources:

Aos, S., Lleb, R., Mayfeld, J., Miller, M., and Pennucci, A. (2004). *Benefits and costs of prevention and early intervention programs for youth*. Washington State Institute for Public Policy. (www.wsipp.wa.gov).

National Center for Mental Health Promotion and Youth Violence Prevention. <http://www.promoteprevent.org/publications/ebi-factsheets/aggression-replacement-training%20AE-art%20AE>

Example of Evidence-based Programming

Age	Program	Available Cost/Savings Information
Age 11-18	<p>Functional Family Therapy</p> <p>A structured, three-phased, family-based intervention that works to enhance protective factors and reduce risk factors in the family. The first phase is designed to motivate the family toward change; the second phase teaches the family how to change a specific critical problem identified in the first phase; and the final phase helps the family generalize their problem-solving skills. <i>Results: Reduces offending in target child and sibling. Reduces cost of treatment.</i></p>	<p>\$14,315 cost savings</p> <p><i>(*Benefits minus costs)</i></p>

Example of Evidence-based Programming

Age	Program	Available Cost/Savings Information
Age 11-18	<p>National Guard Youth ChalleNGe Program</p> <p>This residential program provides a quasi-military environment in which students focus on discipline, academic excellence, teamwork, physical fitness, leadership, and service to the community. Post-residential mentoring follows. <i>Results: Increased educational attainment, employment, and earnings 36 months post-intervention.</i></p>	<p>Generates \$2.66 for every dollar expended on the program and an estimated return on investment of 166%.</p>

Example of Evidence-based Programming

TJJD Prevention Programs

- SB 653 (82nd Texas Legislature, 2012) defined prevention and intervention services as “programs and services intended to prevent or intervene in at-risk behaviors that lead to delinquency, truancy, dropping out of school, or referral to the juvenile justice system.”
 - TJJD Board approved \$1.5 million to go towards the provision of prevention and early intervention services.
 - Program announcement and submission guidelines related to prevention grants were distributed to all probation departments.
-



Target population

Children, adolescents, and youth (ages 6-17) who are not currently under departmental supervision, but are at increased risk of delinquency, truancy, dropping out of school, or referral to the juvenile justice system.

Outcomes

The minimum required first year data will include school attendance and juvenile justice referrals for participants. Counties are encouraged to engage in other data collection and analysis as possible.

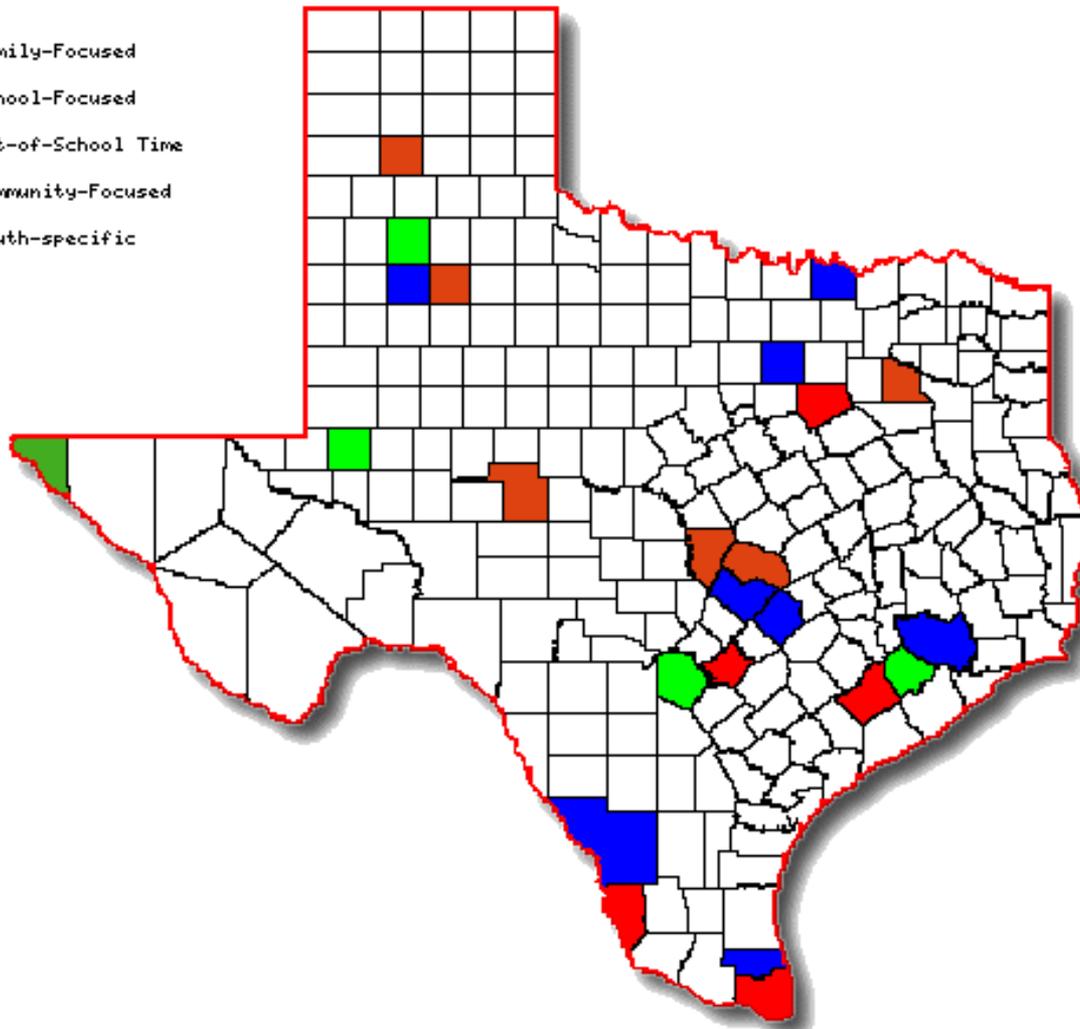
Program Activities

Preference for evidence/research-based or promising practices. Services are expected to be culturally competent and designed to successfully engage youth's family.

- 33 counties applied for funding.
 - 24 counties were awarded funding.
 - Funded programs included activities or services designed to focus on families, school-based interventions, out-of-school time, the mental health needs of youth, and skills or character-building activities for youth.
-

TJJD 2012 Prevention Programs

- - Family-Focused
- - School-Focused
- - Out-of-School Time
- - Community-Focused
- - Youth-specific





Grayson County

Bastrop County
Grayson County
Harris County
Lubbock County

Tarrant County
Travis County
Webb County
Willacy County

Family Focused Interventions

School-Focused Interventions

Bexar County
Ector County
Fort Bend
Hale County



Wharton County



Hale County

Out-of-School Time Interventions



Cameron County
Ellis County



Guadalupe County
Wharton County
Zapata County

Guadalupe County

Community-Focused Interventions

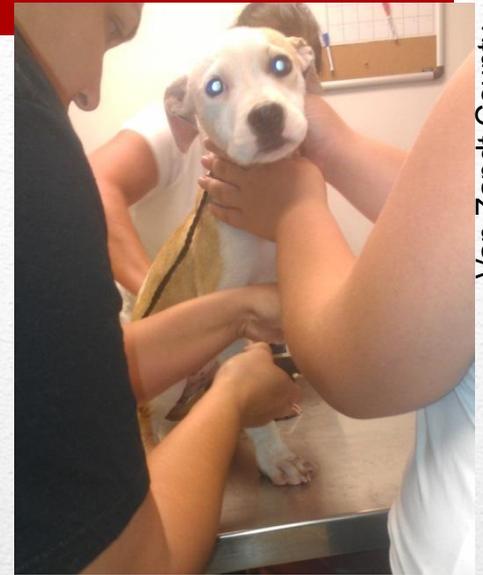
El Paso County



Guadalupe County

Youth-Focused Interventions

- *Curricula-based*
Burnet County
Williamson County
- *Service-based*
Mental Health – Crosby County
Mentoring – Tom Green County
4-H Partnership – Randall County
K-9 Partnership – Van Zandt County



Van Zandt County



Randall County



All programs have submitted their contract amendments, in accordance with their juvenile boards' directions.

Sites have obtained necessary training, sub-contracting or hiring staff as proposed. They are collaborating with local partners, obtaining referrals for services, and serving youth and families.

We have about 1500 consent forms thus far from parents, allowing us to obtain their children's discipline information, school attendance records, and graduation information.

CURRENT STATUS

Current Status

- Over 1960 youth received prevention services between March 1, 2012 and September 1, 2012.
 - Numbers for FY 13 are being finalized.
 - Services were designed based upon the needs identified by the local partners.
 - Some sites faced a slower start-up because of specific jurisdictional requirements.
 - TJJD-TEA agreement allows collection of school-related data directly from TEA.
-

Data Issues

- Every Grant S (and soon Grant T) site should have programs entered into the Program Registry.
 - Program name codes should be the same in the Registry as they are in JCMS, CW, or local database.
 - Program type should accurately reflect the type of service being provided.
-

Data Issues

- Every youth receiving services through Grant S (and soon Grant T) must be entered as a record into JCMS, CW, or the local department's database.
 - Every youth receiving services should be linked to Grant S (or Grant T)
-

- Grant T Request for Proposals was released on October 1, 2013 with a submission deadline of November 1, 2013.
- Grant T is the *School Attendance Improvement Project*.
- Total amount of funds to be allocated: \$650,000
- 32 probation departments indicated an intent to apply.

NEW GRANT T



TJJD Prevention and Early Intervention Services

Being a parent is hard work. Parenting a child with challenging behaviors is even harder. If your son or daughter needs help and you don't know where to turn, check out the resources listed below.

[We're in crisis now! Who can I call?](#)

[I think my child needs mental health services. Who do I call?](#)

[My child is using drugs or alcohol. Who do I call for help?](#)

[We need food stamps. What do I do?](#)

[My child is skipping school and not coming home by curfew. Who can help us get back on track?](#)

[My older child needs a place to live and help finding a job. Who can help?](#)

[I'm a single parent and need help with getting my child support. Who should I call?](#)

[I think my neighbor is abusing her child. What do I do?](#)

[I have another question that I'd like to ask. Who can I call?](#)

Other Resources



TJJD Prevention and Early Intervention Services

Being a parent is hard work. Parenting a child with challenging behaviors is even harder. If your son or daughter needs help and you don't know where to turn, check out the resources listed below.

We're in crisis now! Who can I call?

[National Suicide Hotline](#)

1-800-SUICIDE (1-800-784-2433) People in crisis generally don't have the energy or ability to take on a long search for help. Call 1.800.SUICIDE to be connected to an available certified crisis center.

[National Suicide Prevention Lifeline](#)

If you or someone you know is in an emotional distress or suicidal crisis, please call the Lifeline at 1-800-273-TALK (8255).

[Boys Town National Crisis Line](#)

1-800.448.3000, or for TDD call 800.448.1833; 24 hours a day, every day. This is the only national crisis line that children and parents can call with any problem, any time; staffed by caring professionals.

[Texas Runaway Hotline](#)

Call 1-888-580-4357 for help! Texas Runaway Hotline volunteer telephone counselors are dedicated to helping youths and families in need of assistance. After we've talked about your problem, we will help you consider your choices and develop a sensible solution.

[Texas Youth Hotline](#)

1-800-98-YOUTH connects callers with a trained volunteer who may provide referral information or simply provide a listening ear.

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GENERAL ASSISTANCE

[Texas Youth Connection](#)

Texas Department of Family and Protective Services (DFPS) Texas Youth Connection website contains information on services available to foster youth and other youth who are transitioning to adulthood

[Aunt Bertha](#)

Aunt Bertha collects all federal, state, county, city, neighborhood, and charity program information and makes it easy to find food, health, housing and employment programs.

[211](#)

2-1-1. 2-1-1 Texas is a free, easy-to-remember phone number connecting callers with health and human services in their community, state benefits, and a place to report abuse. Information and Referral (option 1) is available 24 hours a day, 7 days a week throughout the year. Information can be provided in over 90 different languages.

[Live CHAT Texas Government](#)

Texas.gov Live Chat. Live Chat is available 24 hours a day, 7 days a week to offer you help. (Please do not provide personal or confidential information such as a credit card number, Social Security number, bank account number, etc. during your Live Chat session.)If you use a pop-up ad blocker, Live Chat may not be available unless you disable the blocker before starting a session.

EDUCATION AND CAREER





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For More Information
