

Please think for a moment about your childhood years. What is one thing an adult in your community did to build a relationship with you?

SOCIAL DEVELOPMENT STRATEGY: A GUIDE TO IMPROVING BONDS WITHIN COMMUNITY FOR HEALTHY OUTCOMES

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SESSION OVERVIEW

1. What is the Social Development Strategy?
2. What's the evidence?
3. Examples of how it is used
4. What can you do?

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.

SOLUTION: A Risk And Protection Focused Approach To Prevention

To Prevent a Problem Before It Happens, Address its Predictors

Research has identified two types of predictors:

- Risk Factors (including Adverse Child Experiences)
- Protective Factors

The **Social Development Strategy** is a tool for enhancing five factors that are proven to build protection.



Adolescent and School Health

CDC > DASH Home > Protective Factors



[DASH Home](#)

[About DASH](#)

[Data](#)

[Disparities](#)

[Funded Areas](#)

Protective Factors

Adolescent Connectedness

[Parent Engagement in Schools](#)

[Positive Parenting Practices](#)

[School Connectedness](#)

[Resources](#)

[Health Services for Teens](#)

[High-Risk Substance Use Among Youth](#)

[Sexual Risk Behaviors](#)

[Program Evaluation](#)

[Health & Academics](#)

[How the WSCC Model Informs HIV, STD, and Pregnancy Prevention](#)

Adolescent Connectedness



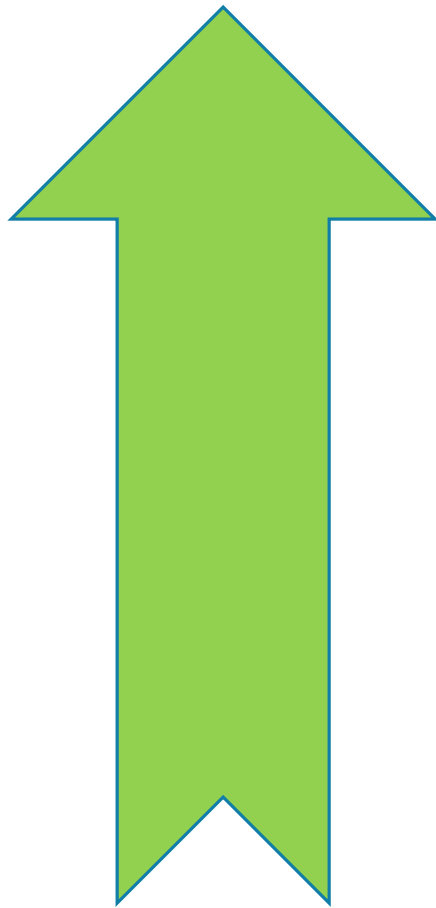
Youth Connectedness Is an Important Protective Factor for Health and Well-being

Connectedness is an important protective factor for youth that can reduce the likelihood of a variety of health risk behaviors. Connectedness refers to a sense of being cared for, supported, and belonging, and can be centered on feeling connected to school, family (i.e. parents and caregivers), or other important people and organizations in their lives. Youth who feel connected at school and home are less likely to experience negative health outcomes related to sexual risk, substance use, violence, and mental health.

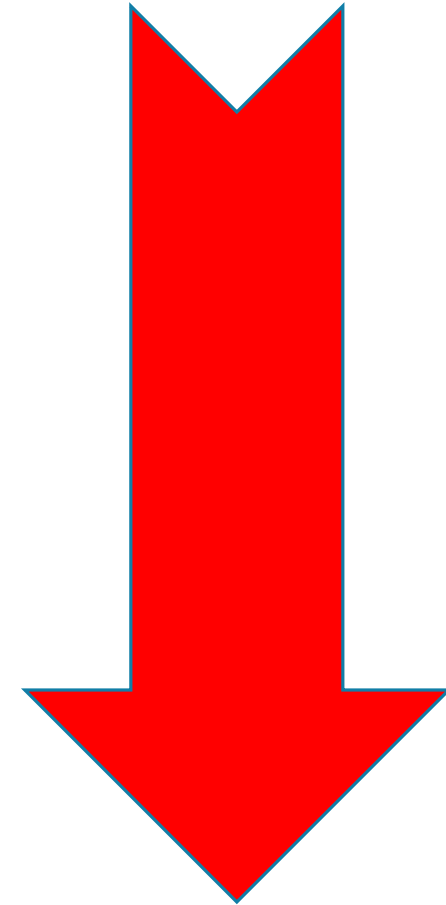
In addition, school connectedness (i.e. the belief by students that adults and peers in the school care about them as individuals) has been shown to have positive effects on academic achievement, including having higher grades and test scores, having better school attendance, and staying in school longer.

Adolescent Connectedness has Lasting Effects

Recent CDC findings published in Pediatrics suggest that youth connectedness also has lasting effects. Youth who feel connected at school and at home were found to be as much as 66% less likely to experience health risk behaviors related to sexual health, substance use, violence, and mental health in adulthood.



Hope
Protection



Concern
Risk

THE SOCIAL DEVELOPMENT STRATEGY: Five key protective factors

- Opportunities



THE SOCIAL DEVELOPMENT STRATEGY: Five key protective factors



- Opportunities
- Skills

THE SOCIAL DEVELOPMENT STRATEGY: Five key protective factors



- Opportunities
- Skills
- Recognition

THE SOCIAL DEVELOPMENT STRATEGY: Five key protective factors



- Opportunities
- Skills
- Recognition
- Bonding

THE SOCIAL DEVELOPMENT STRATEGY: Five key protective factors



- Opportunities
- Skills
- Recognition
- Bonding
- Shared Standards
for Healthy Behavior

CREATE OPPORTUNITIES for active involvement

- Opportunities



CREATE OPPORTUNITIES for active involvement

- INFANT

- Picking up your infant
- Reading to your preschooler



CREATE OPPORTUNITIES for active involvement

• INFANT

- Picking up your infant
- Reading to your preschooler

• CHILD

- Involving your child in decisions about chores
- Participating in sport, social, musical, and educational time with your child



CREATE OPPORTUNITIES for active involvement

• INFANT

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• CHILD

- Involving your child in decisions about chores
- Participating in sport, social, musical, and educational time with your child



• TEENAGER

- Engaging your teen in decisions about curfew
- Volunteering with your teen for a cause you agree on



WHEN PROVIDING OPPORTUNITIES...



- Build on individual characteristics
- Make them meaningful and age-appropriate
- Fit a young person's interests and abilities
- Show young people that they are valued.

TEACH SKILLS needed in opportunities



- Opportunities
- Skills

TEACH SKILLS needed in opportunities

1. SCHOOL SOCCER TEAM



TEACH SKILLS needed in opportunities

1. SCHOOL SOCCER
TEAM



SOCCER SKILLS,
SOCIAL SKILLS



TEACH SKILLS needed in opportunities

1. SCHOOL SOCCER
TEAM



SOCCER SKILLS,
SOCIAL SKILLS

2. ASKING TEEN ABOUT
CURFEW



TEACH SKILLS needed in opportunities

1. SCHOOL SOCCER
TEAM



SOCCER SKILLS,
SOCIAL SKILLS

2. ASKING TEEN ABOUT
CURFEW



COMMUNICATION,
NEGOTIATION



WHEN TEACHING SKILLS...



- Take advantage of chances to teach needed skills
- Motivate the youth to want to learn the skill
- Break skills into small steps
- Model the steps
- Practice together.

PROVIDE RECOGNITION for effort, improvement, and achievement



- Opportunities
- Skills
- Recognition

PROVIDE RECOGNITION for effort, improvement, and achievement

1. SCHOOL SOCCER
TEAM



SOCCER SKILLS,
SOCIAL SKILLS



“I like the way you
accepted the referee’s
call!”

2. ASKING TEEN ABOUT
CURFEW



COMMUNICATION,
NEGOTIATION



“Thanks for listening
and not interrupting
while I was talking.”



WHEN PROVIDING RECOGNITION...



- Recognize effort, improvement, and achievement
- Praise specific behavior!
- Focus on the positive
- Be sincere.

BONDING OCCURS when recognition is provided



- Opportunities
 - Skills
 - Recognition
- ↓
- Bonding

BONDING: A FEELING OF BELONGING

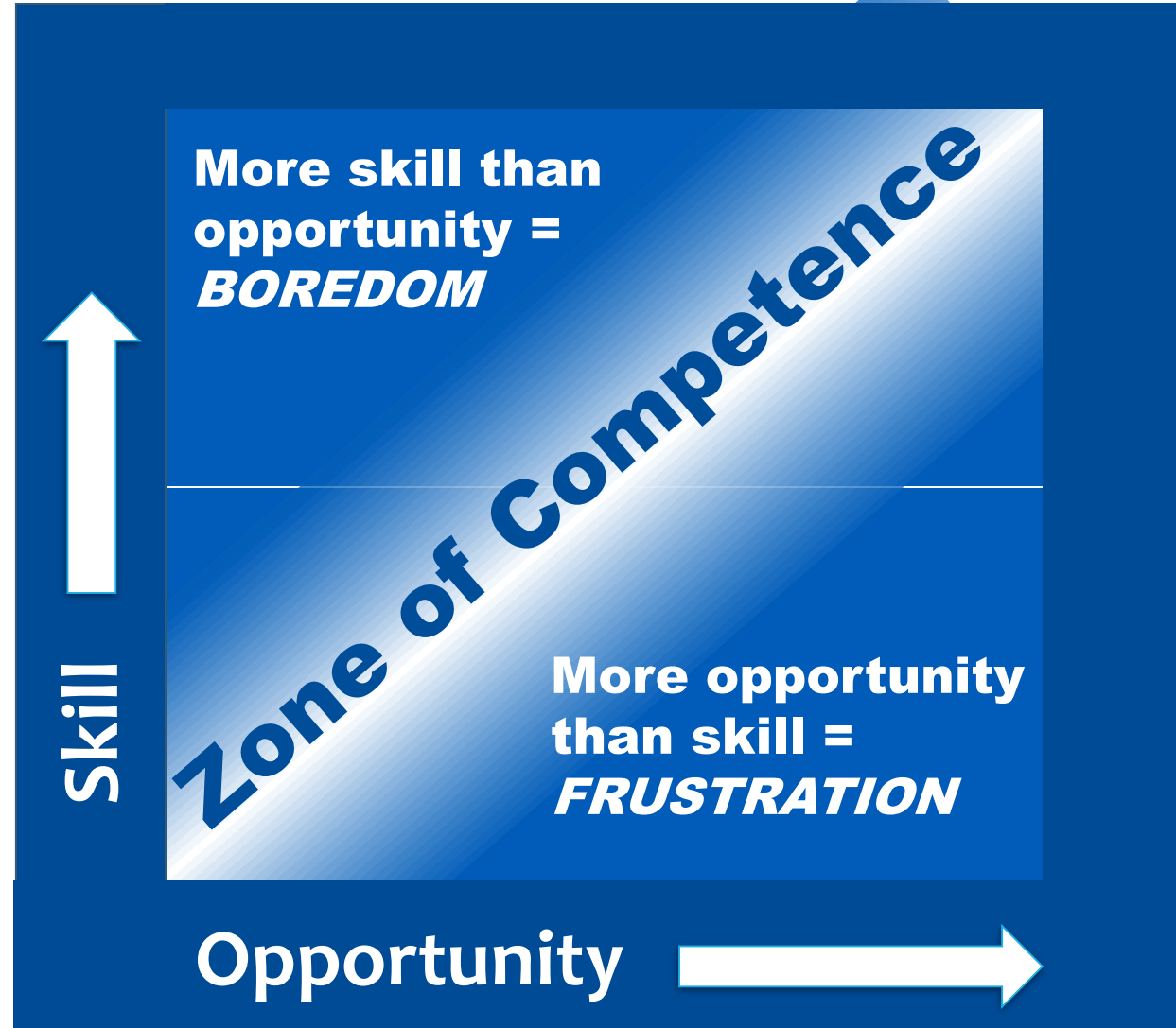


BONDING: A FEELING OF BELONGING



Bonding, the feeling of belonging to a family or group, motivates a child to live according to standards of that group.

BONDING



CLEAR STANDARDS FOR HEALTHY BEHAVIOR influence bonded kids



- Opportunities
- Skills
- Recognition
- Bonding
- Clear Standards for Healthy Behavior

SHARED STANDARDS FOR HEALTHY BEHAVIOR influence bonded kids

- AT HOME



- AT SCHOOL



- IN THE COMMUNITY



WHEN SETTING STANDARDS...



- Engage your child
- Say why standards are needed!
- Plan recognition for compliance
- Plan realistic consequences for violations
- Agree in advance
- Be consistent!

SOCIAL DEVELOPMENT STRATEGY



HEALTHY BEHAVIORS

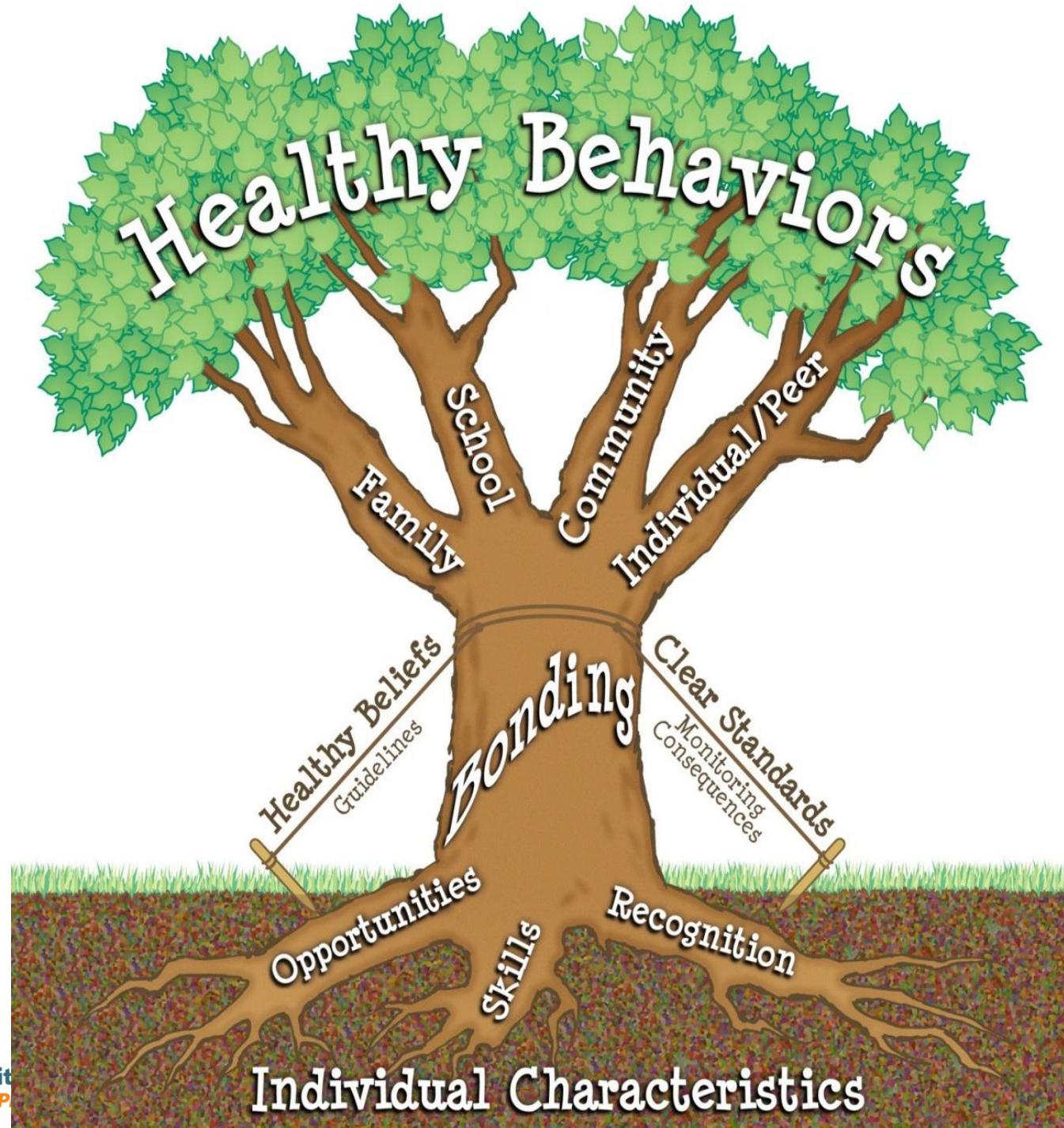


Clear Standards

Bonding

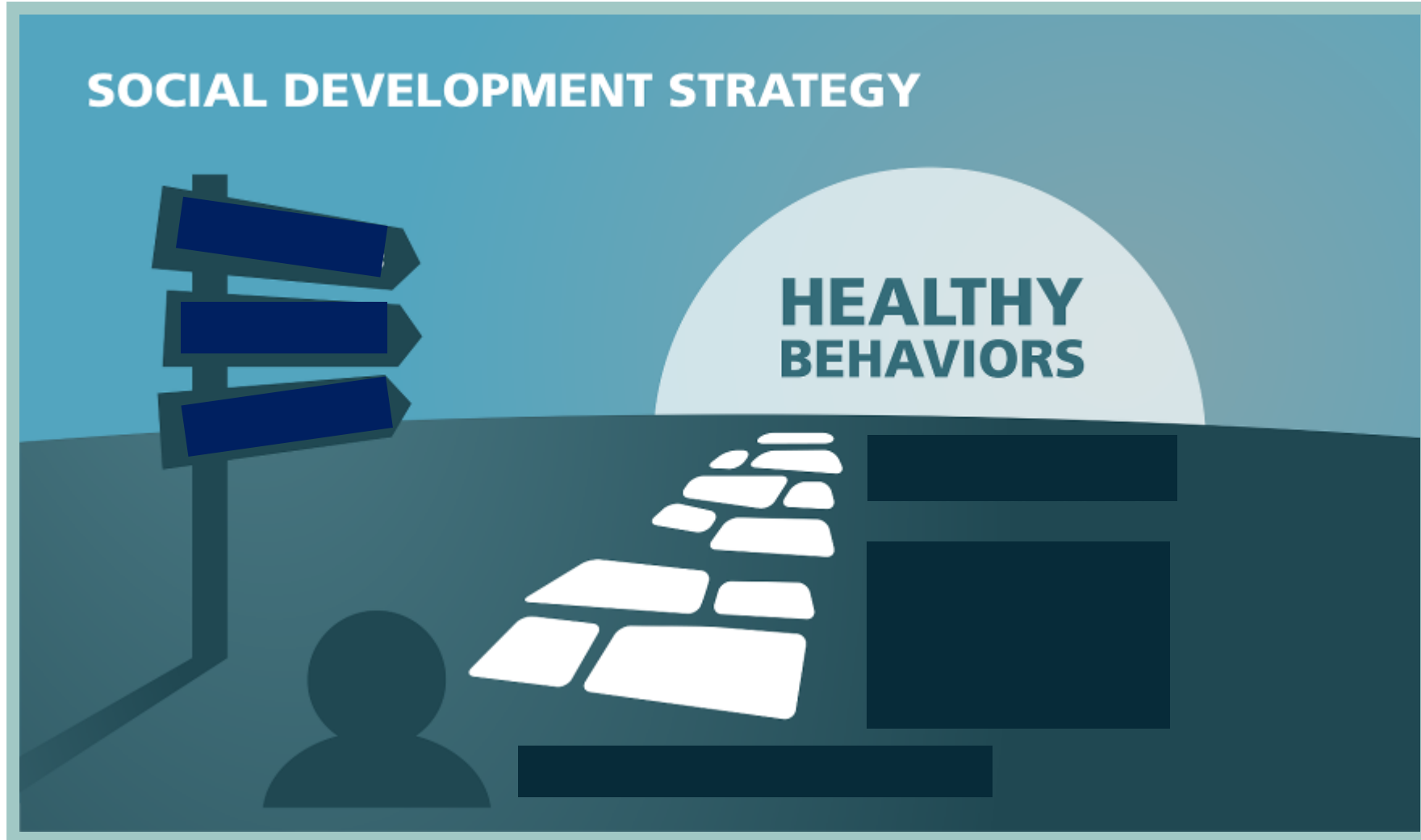


Individual Characteristics

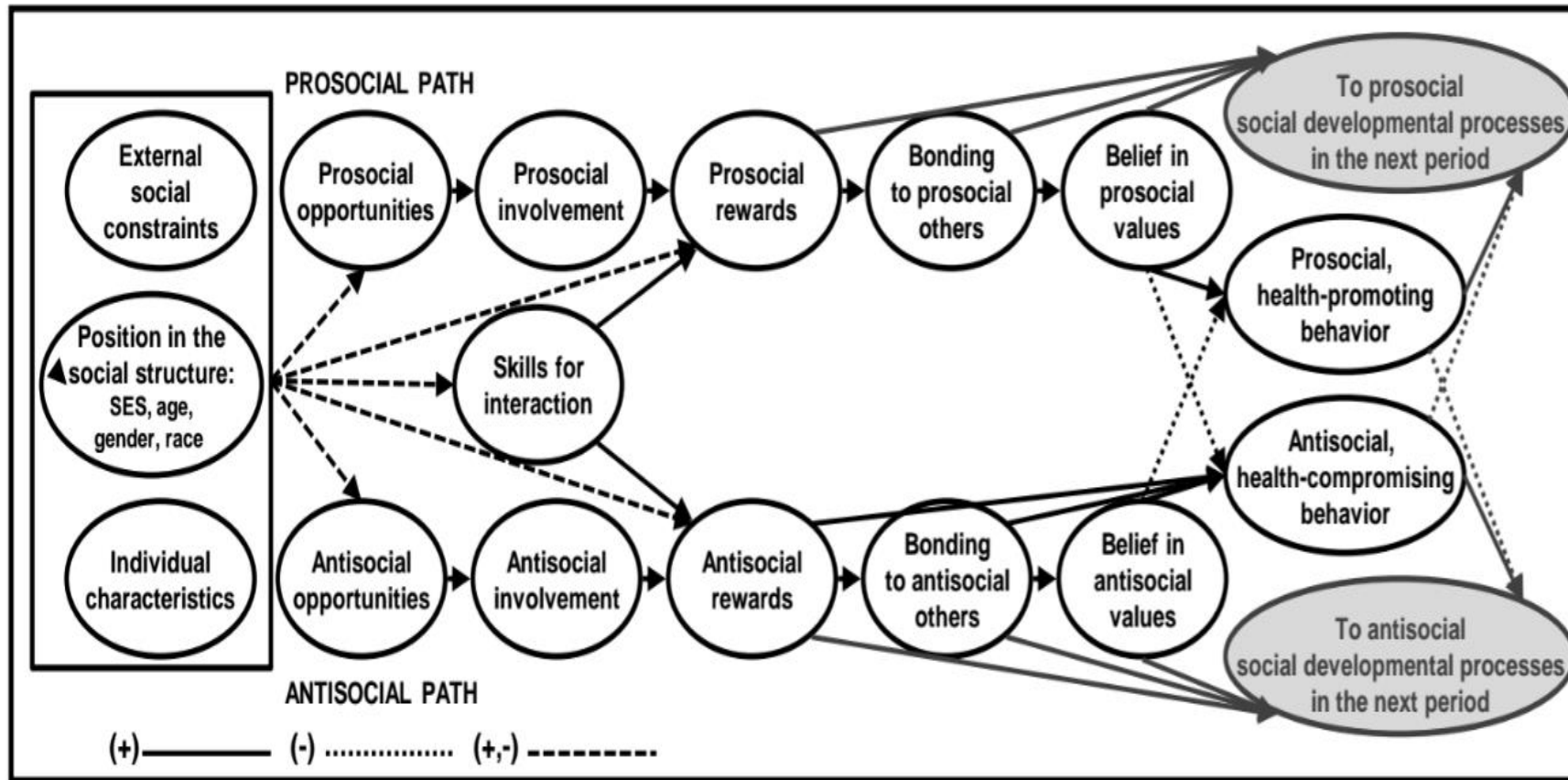


Social Development Strategy

FIVE IMPORTANT ELEMENTS FOR CREATING PROTECTION



WHAT IS THE EVIDENCE THAT THE SOCIAL DEVELOPMENT STRATEGY WORKS?



Explains between 8 and 51% of the variance of outcomes. See Cambron et al., 2019

THREE CORE COMPONENTS DURING GRADES 1-6

SEATTLE SOCIAL DEVELOPMENT PROJECT

Intervention: *Raising Healthy Children*



Teacher Training

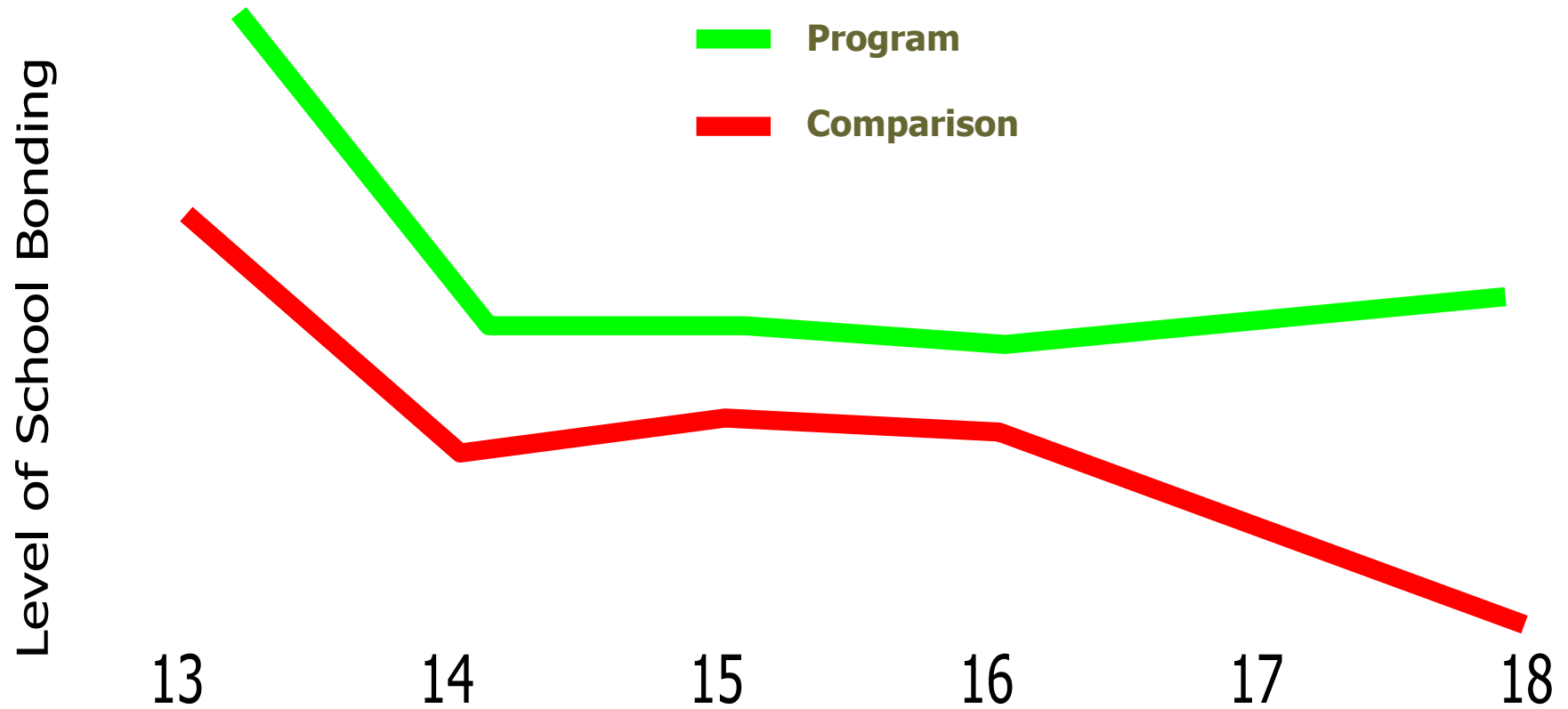


Parent Workshops



Child Skills Training

EVIDENCE OF INTERVENTION EFFECTS ON SCHOOL BONDING FROM AGE 13 TO 18



Hawkins, Guo, Hill, Battin-Pearson & Abbott (2001)

EFFECTS OF APPLYING SOCIAL DEVELOPMENT STRATEGY

AT THE END OF THE 2ND GRADE, FULL INTERVENTION GROUP

- girls were less self-destructive
- boys were less aggressive

(Hawkins et al., 1991)

BY THE START OF 5TH GRADE

- less initiation of alcohol
- less initiation of delinquency
- better family management
- better family communication
- better family involvement
- higher attachment to family
- higher school rewards
- higher school bonding

(Hawkins et al., 1992)



BY AGE 18

- less heavy alcohol use
- less lifetime violence
- less lifetime sexual activity
- fewer lifetime sex partners
- higher school bonding
- higher school achievement
- less school misbehavior

(Hawkins et al., 1999)

BY AGE 21

- better emotional and mental health
- better functioning at school or work
- more likely to be high school graduate
- more likely to be attending college
- less likely to have criminal record

(Hawkins et al., 2005)

BY AGE 27

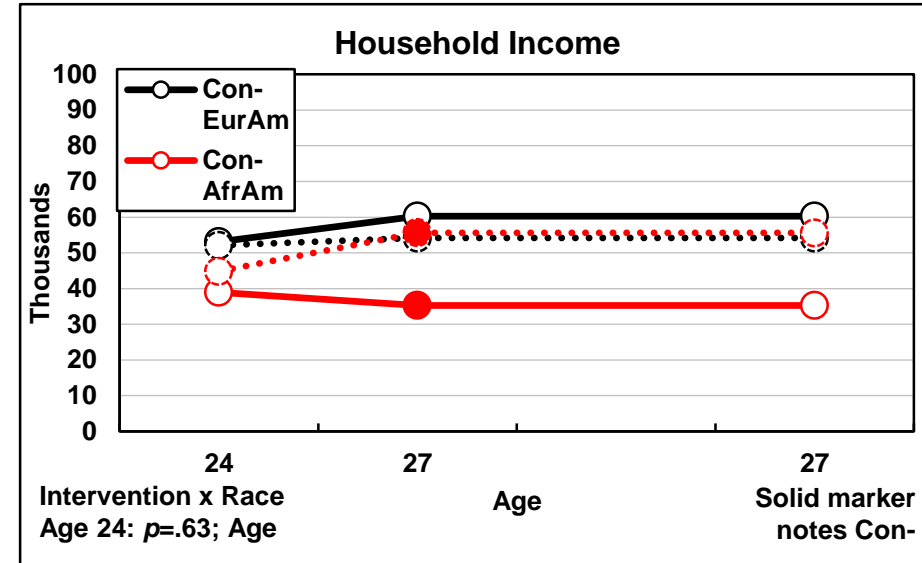
- more educational attainment
- more economic attainment
- more civic engagement
- better mental health

(Hawkins et al., 2008)

SSDP REDUCES RACIAL DISPARITY IN HOUSEHOLD INCOME



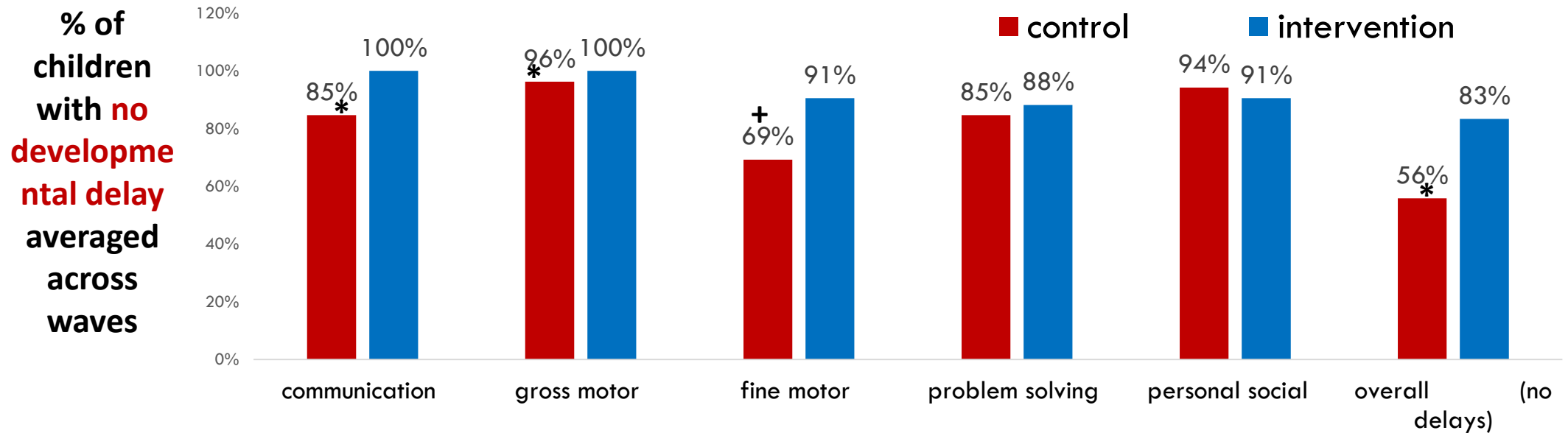
No overall effect on Household income



Age 27
AA F \$55,594
AA C \$35,288

PARENTS WHO WERE IN THE SSDP INTERVENTION IN CHILDHOOD GROW UP TO HAVE CHILDREN WITH....

...fewer **developmental delays** in the first five years of life.



+ p < .10

* p < .05

** p < .01

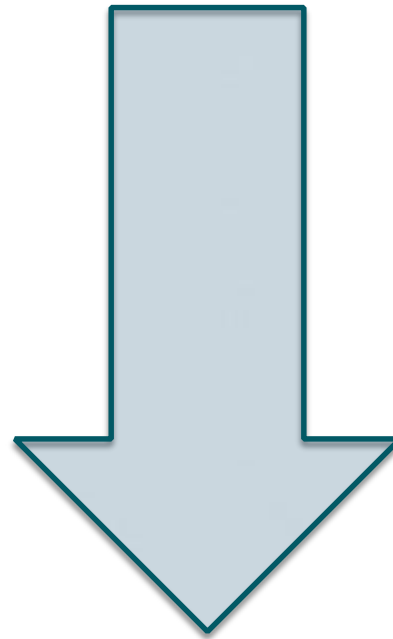
Hill et al., in press, *JAMA*

EXAMPLES OF EVIDENCE BASED PRACTICES FOR MIDDLE SCHOOL AND HOW THEY FIT...

Opportunities	Skills	Recognition	Bonding	Healthy Beliefs
Positive greetings at the door	Gratitude	5-1	Establish- Maintain- Restore	Achiever Model
Emotional Hooks	WOOP	Wise Feedback	Acts of Kindness	Possible Selves
Providing Choice	Self-evaluation/ monitoring			Growth Mindset
Opportunities to Respond	Character Strengths			

-----Cooperative Learning-----

COMMUNITIES THAT CARE - GRADE 8 RESULTS IN 3 YEARS



33% tobacco

32% alcohol

25% delinquent behavior

A trial of Communities That Care produced significant reductions in drug use and delinquency compared to control communities.

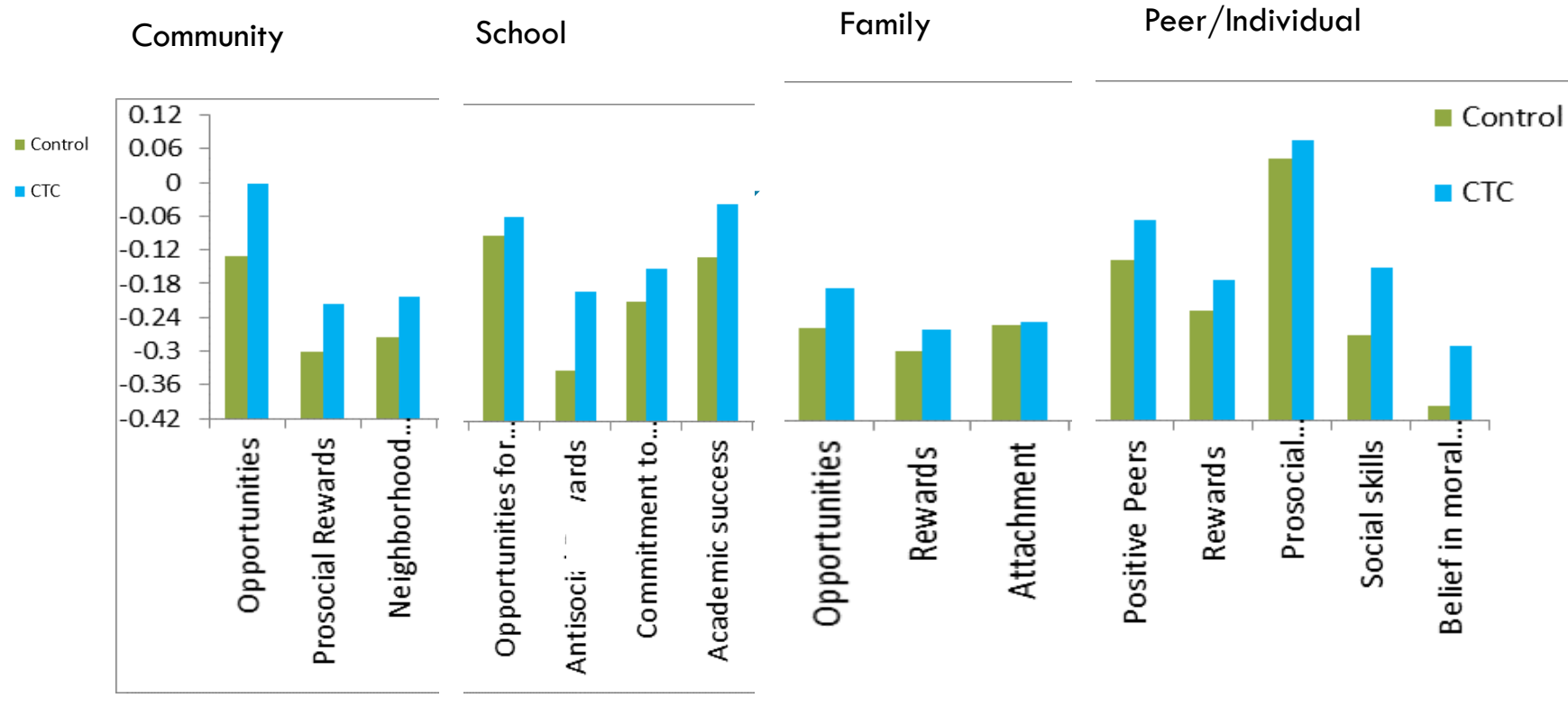
For more information visit www.commonitiesthatcare.net

Or www.sdrp.net/programs

Hawkins et al., 2008

THE SCIENCE....COMMUNITIES THAT CARE STRENGTHENED PROTECTION COMMUNITY-WIDE BY END OF GRADE 8

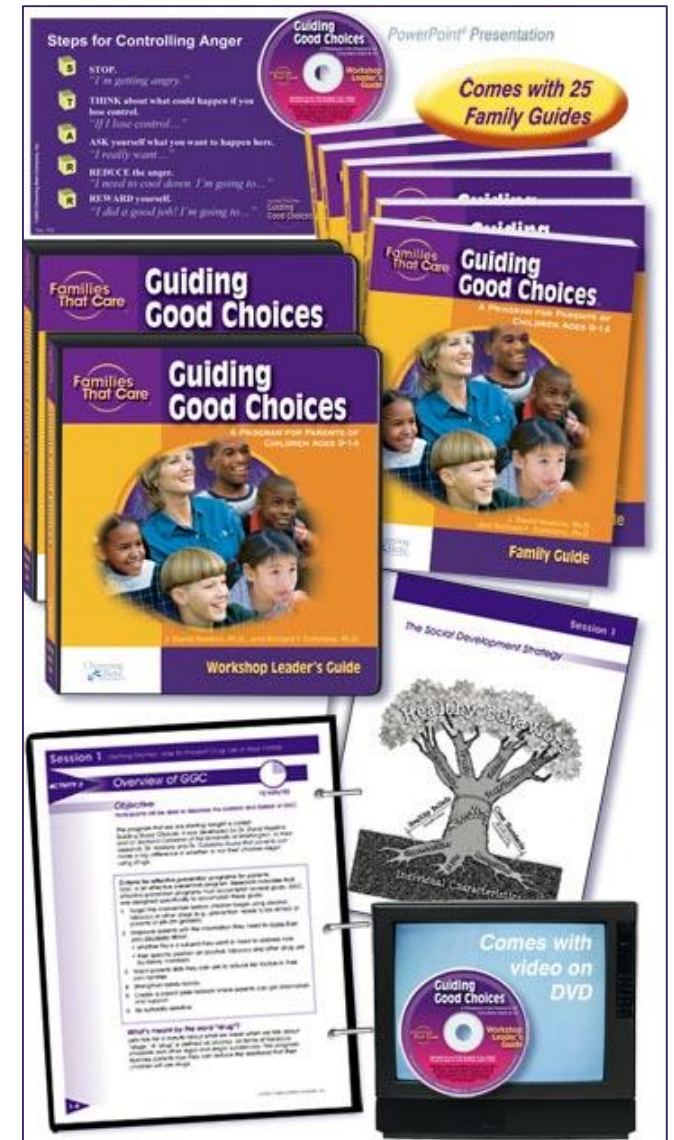
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Kim et al., 2016

Guiding Good Choices

- Universal prevention program for **parents of early adolescents** ages 11-14
- Theory grounded: **Social Development Strategy**
- **Five 2-hour sessions** emphasize **bonding, parenting skills, healthy communication**
- **2 RCTs demonstrated behavioral health impact:**
 - ✓ Affects **Parenting Behavior** regardless of family risk (Spoth et al., 1998)
 - ✓ Reduced Growth in **Substance Use** (Mason et al., 2003)
 - ✓ Reduced Growth in **Delinquency** (Mason et al., 2003)
 - ✓ Reduced **Depressive symptoms** (Mason et al., 2007)
 - ✓ **Cost-beneficial: Benefit-Cost Ratio: \$2.77** (WSIPP, 2018)



STAYING CONNECTED WITH YOUR TEEN

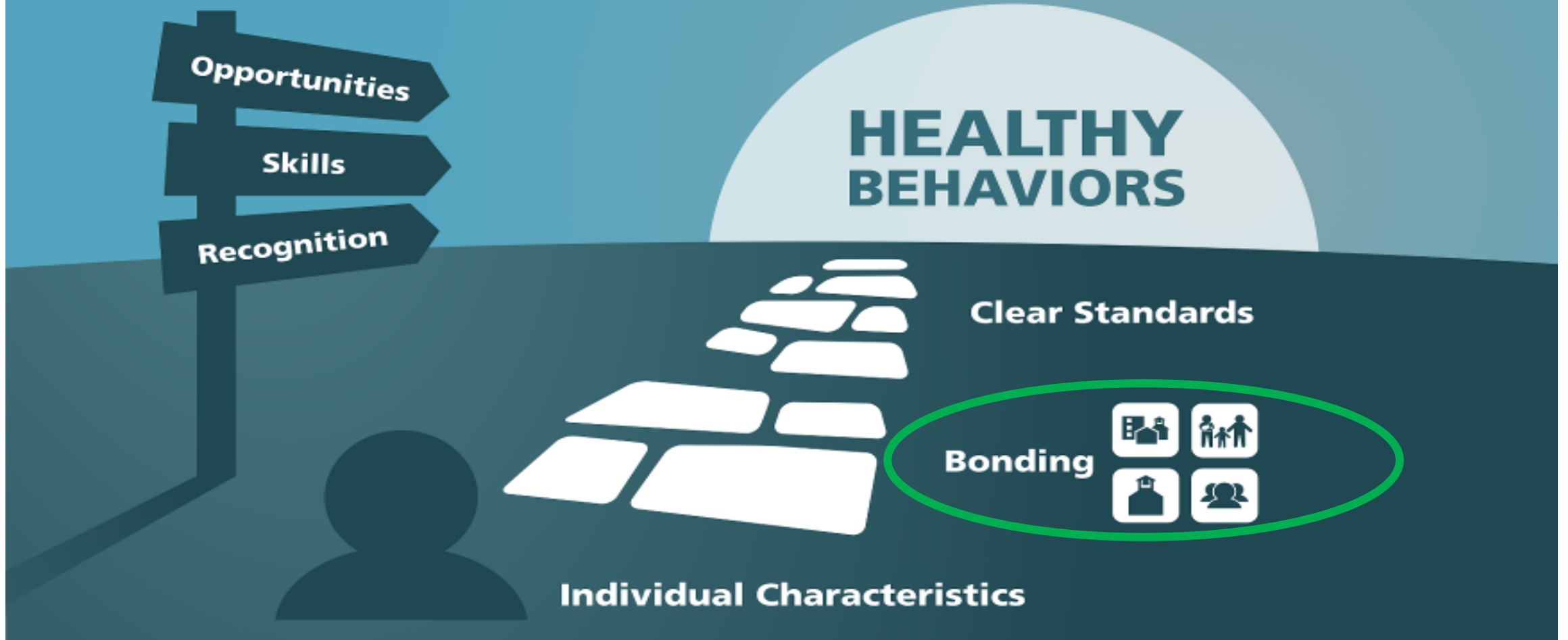


Staying Connected With Your Teen/Parents Who Care:

- Self-administered program
- Workbook and DVD
- 7-10 weeks to complete
- Evidence of Effectiveness:
 - ~ *Increased healthy attitudes and beliefs regarding drug and alcohol use*
 - ~ *Reduced initiation into drugs, alcohol, cigarettes and sex*
 - ~ *Reduced frequency of violent behavior*

Haggerty, K. P., Skinner, M. L., MacKenzie, E. P., & Catalano, R. F. (2007). A randomized trial of Parents Who Care: Effects on key outcomes at 24-month follow-up. Prevention Science, 8(4), 249-260.

SOCIAL DEVELOPMENT STRATEGY



SDS IN REAL LIFE : STAR



STAR (Skills Training and Recognition)

- Five Town Communities That Care
- An after-school community-based prevention program for 5th – 8th grade students that targets protective factors: (1) Prosocial Involvements; (2) Community Recognition for Prosocial Involvement; and (3) Interaction with Prosocial Peers



SDS IN REAL LIFE: STAR

SDS Component	SDS Reflected in Star
Opportunities	Youth are offered classes that align with particular interest they may have (e.g., martial arts)
Skills	The instructor of the class teaches the youth the skills needed to master skills and learn about how they can use their skill in service to their community
Recognition	Youth are recognized for their efforts at a community-wide celebration at the end of each cycle
Bonding	Youth developed connections with instructors who challenged and support them, creating a sense of investment in the youth
Individual Characteristics	Youth individual characteristics are observed and accounted for in teaching style and other interactions
Healthy Beliefs and Clear Standards	Instructors are examples to the youth of engagement in healthy behaviors and encourages youth to display same behaviors
Healthy Behaviors	Youth exhibit the healthy behaviors in the class and out among the community

SDS IN REAL LIFE: BUSINESSES THAT CARE (ZACATECAS, MEXICO)

- Four large employers with at least 600 employees each
- Core group of SDS Trainers within each company
- Commitment to training 60% of their work force within a six month period



SDS IN REAL LIFE: BUSINESSES THAT CARE (ZACATECAS, MEXICO)



SDS IN REAL LIFE: BUSINESSES THAT CARE



THE SOCIAL DEVELOPMENT STRATEGY IN MALMÖ, SWEDEN



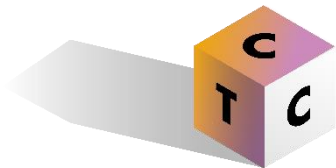
Workshop adapted for:	
Staff in Preeschool	3 hours + follow up
Staff in school	3 hrs + follow up
Leaders in sport, culture and other associations	2 hours
Enterprise, Trade and industry,	45 min.
Parents/residents in the community	2 hours
Community board (Phase 2)	3 hours

SOCIAL DEVELOPMENT STRATEGY

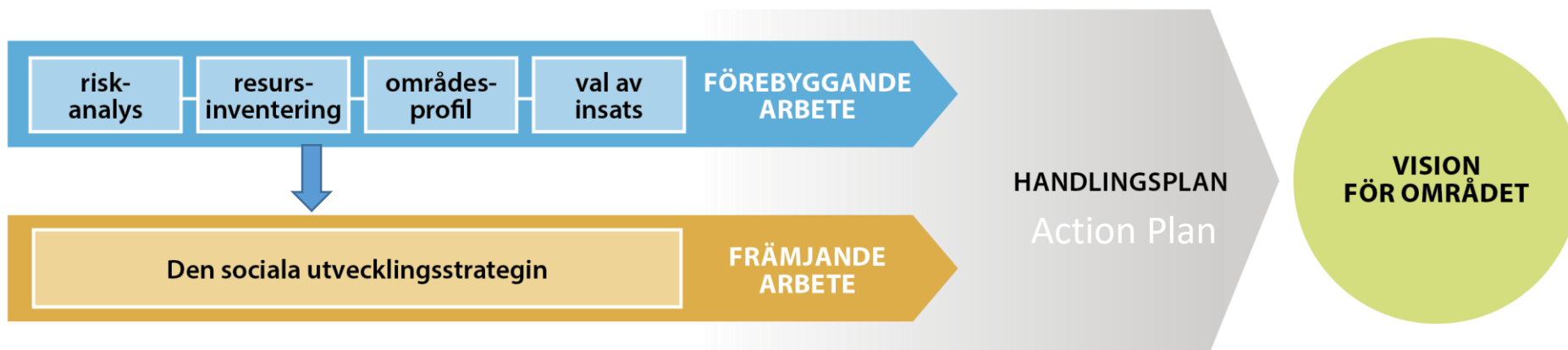


SOAR-trainings

- **Coordinators**, as soon as they are hired.
- **Community Board**, Phase 2 Part 1 and 2
- **Community Board** Phase 3 Part 3
- **Community** – on going process



Assessment Resource
Assesment Choose
 Effective
 Programs




Work with Social Development Strategy



PLANNING FOR HOW WE CAN USE THE SDS WHEN WE ARRANGE ACTIVITIES FOR CHILDREN WITHIN THE COMMUNITY?

Mall för planering av Främjande insatser/aktiviteter

Denna mall används i planeringsarbetet inför en insats/aktivitet för att säkerställa att den sociala utvecklingsstrategins alla komponenter kommer med. Mallen används också efter genomförd aktivitet/insats för reflektion och lärande.



Kontaktperson och verksamhet för insatsen:

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Aktivitet: (Beskriv kort aktiviteten)

På vilket sätt får barnet tillfälle att delta, möjlighet till inflytande?

På vilket sätt involveras barn/unga?	Hur anpassar vi efter ålder och mognad?	På vilken nivå är barnen delaktiga enligt Harts delaktighetsstege?	Kommentar efter genomförandet:

SDS: COMMUNITY BOND BUILDER

IT TAKES A TEAM

Applying Communities That Care's social development strategy lets community leaders like Aaron Parker help young people learn how to choose healthy behaviors that lead to bright futures. Life, like baseball, is a team sport that requires good habits, hard work and supportive relationships.



Coach

The coach is the committed and clearheaded adult who sets the standards, such as showing up on time and playing by the rules of the game.



Team

The team is a unified group of diverse players who share a common goal and follow the same rules, but also get to celebrate their differences and develop their strengths.



Community

Communities are empowered when they connect with young people and provide meaningful opportunities for youth to thrive.

BONDING

Bonding — with other youth, coaches, teachers and family and community members — is the magic that makes the social development strategy work, and it's what fosters lasting, healthy behaviors. Bonding is what motivates young people to follow standards for healthy behaviors and strengthens each step of the strategy.



1 Opportunities

The social development strategy emphasizes the importance of providing real-world opportunities for young people so they can develop new skills.

2 Skills

As young people master new skills, they build pride in themselves and confidence in their communities, which stand behind them.

3 Recognition

Recognizing a young person's newly acquired skills cements their sense of accomplishment and helps them build trust with the positive adults and peers in their lives.

4 Healthy behaviors

Now that they've learned the social development strategy, children are more likely to choose healthy behaviors, like conflict resolution, over unhealthy ones, like drinking or doing drugs.

- Bonding is the bridge that leads to adherence to clear standards and choosing healthy behaviors
- The impact is long lasting
- SDS provides an opportunity to build on the efforts already happening in the community
- SDS provides an opportunity for community collaboration

PROMOTE SDS IN YOUR COMMUNITY

- Be an example
- Be intentional about using the SDS
- Share the knowledge
- Plan together as a community

SOCIAL DEVELOPMENT STRATEGY: A GUIDE TO IMPROVING BONDS WITHIN COMMUNITY FOR HEALTHY OUTCOMES

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