



APA 118th Annual Convention

August 12-15

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Comprehensive Community Prevention and Treatment: A Developmental Asset-based Model

Richard Ponton, PhD
Sharon Moleski, MA
Danielle Pfeiffer, MA
Jessie Kauffmann, MSW
Vonetta Shannon-Kalieta, MA
Sharon Moleski, MA

Township of Ocean Department of Human Services
Oakhurst, New Jersey

August 13, 2010

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Agenda

- Promoting positive youth development:
Data-driven community change strategies
- Empowering youth through strength
focused peer leadership
- High school student athletes: Promoting
their strengths and meeting their challenges
- Positive Youth Development: What's missing from
adolescent drug treatment?





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Goals of the Symposium

- Provide an Overview of Positive Youth Development
- Describe one community's integrated prevention efforts and treatment programs.
- Demonstrate the integration of theory and data in the development of effective community prevention efforts.
- Honor and thank our colleagues who provide the foundational research and theory development





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Promoting positive youth development: Data-driven community change strategies

Richard Ponton, PhD

Township of Ocean Department of Human Services
Oakhurst, New Jersey

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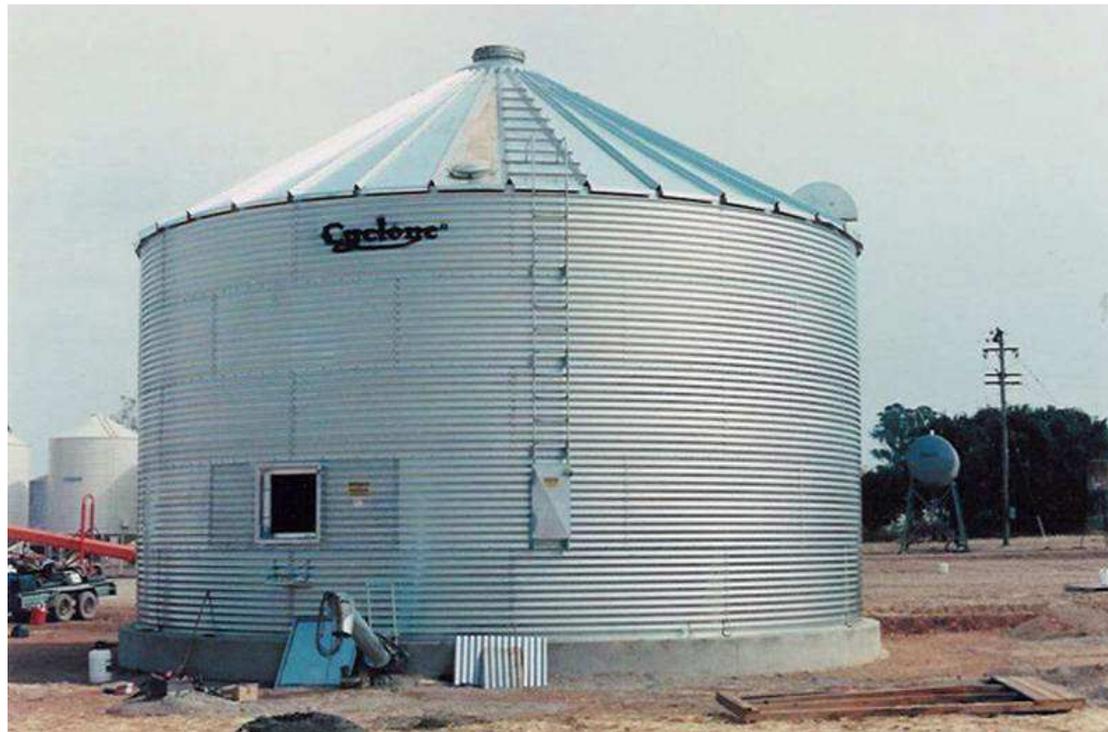


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Ocean Drug Abuse Council 1974



Youth Drug and Alcohol
Abuse Prevention

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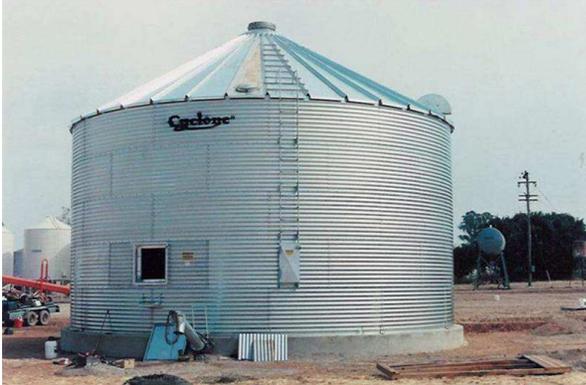


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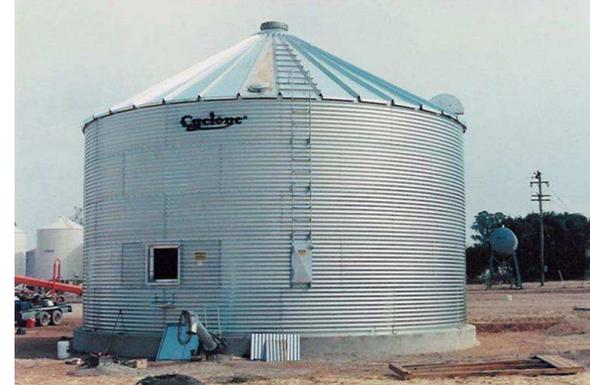
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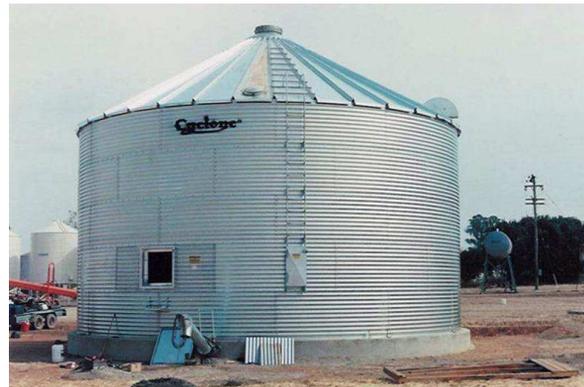
Ocean Community Services- 1985



Prevent Drug Abuse



Treat Alcohol and Drug Problems



Family counseling





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Human Services Department 1992



Drug/Alc Prevention



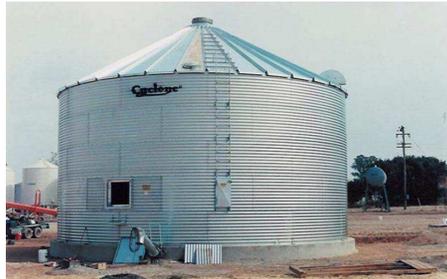
Drug/Alc treatment



Ind and Family Counseling



Recreation and Parks



Student Assistance



Employee Assistance



Senior Services



Child care program





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2004- Rethinking the model



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Foundational Theories

What works in prevention (2003)

Nation, Crusto, Wandersman, Kumpfer, Seybolt,
Morrissey-Kane and Davino

Positive Youth Development in US (2002)

Catalano, Berglund, Ryan, Lonczak, and Hawkins

Developmental assets: A synthesis of the scientific
research on adolescent development (2004) Scales and
Leffert





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Effective Prevention

from

Nation et al. 2003

- Comprehensive
- Varied teaching methods
- Sufficient dosage
- Theory driven
- Positive relationships
- Appropriately timed
- Socioculturally relevant
- Outcome evaluation
- Well-trained staff





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Positive Youth Development

(Catalano, et al. 2002)

- Promote bonding
- Foster resilience
- Promote social, emotion, cognitive, behavioral and moral competence
- Foster self-determination
- Foster spirituality
- Foster self-efficacy
- Foster clear and positive identity
- Foster belief in the future
- Provide recognition for prosocial involvement
- Foster prosocial norms





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What are Developmental Assets?

External Developmental Assets

Relationships and opportunities that young people experience in their families, schools, and communities

Internal Developmental Assets

Competencies and values that youth develop internally to guide behaviors and choices





The Categories of Developmental Assets

External Assets

- Support
- Empowerment
- Boundaries and Expectations
- Constructive Use of Time

Internal Assets

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity



External Assets

Support

Family Support
Positive family communication
Other adult relationships
Caring neighborhood
Caring school climate
Parent involvement in school

Empowerment

Community values youth
Youth as resources
Service to others
Safety

Boundaries and Expectations

Family Boundaries
School boundaries
Neighborhood boundaries
Adult role models
Positive peer influence
High expectations

Constructive use of time

Creative activities
Youth Programs
Religious community
Time at home

Internal Assets

Commitment to Learning

Achievement.
Motivation
School Engagement
Homework
Bonding to School
Reading for pleasure

Social Competencies

Planning and decision making
Interpersonal competence
Cultural competence
Resistance skills
Conflict resolution

Positive Values

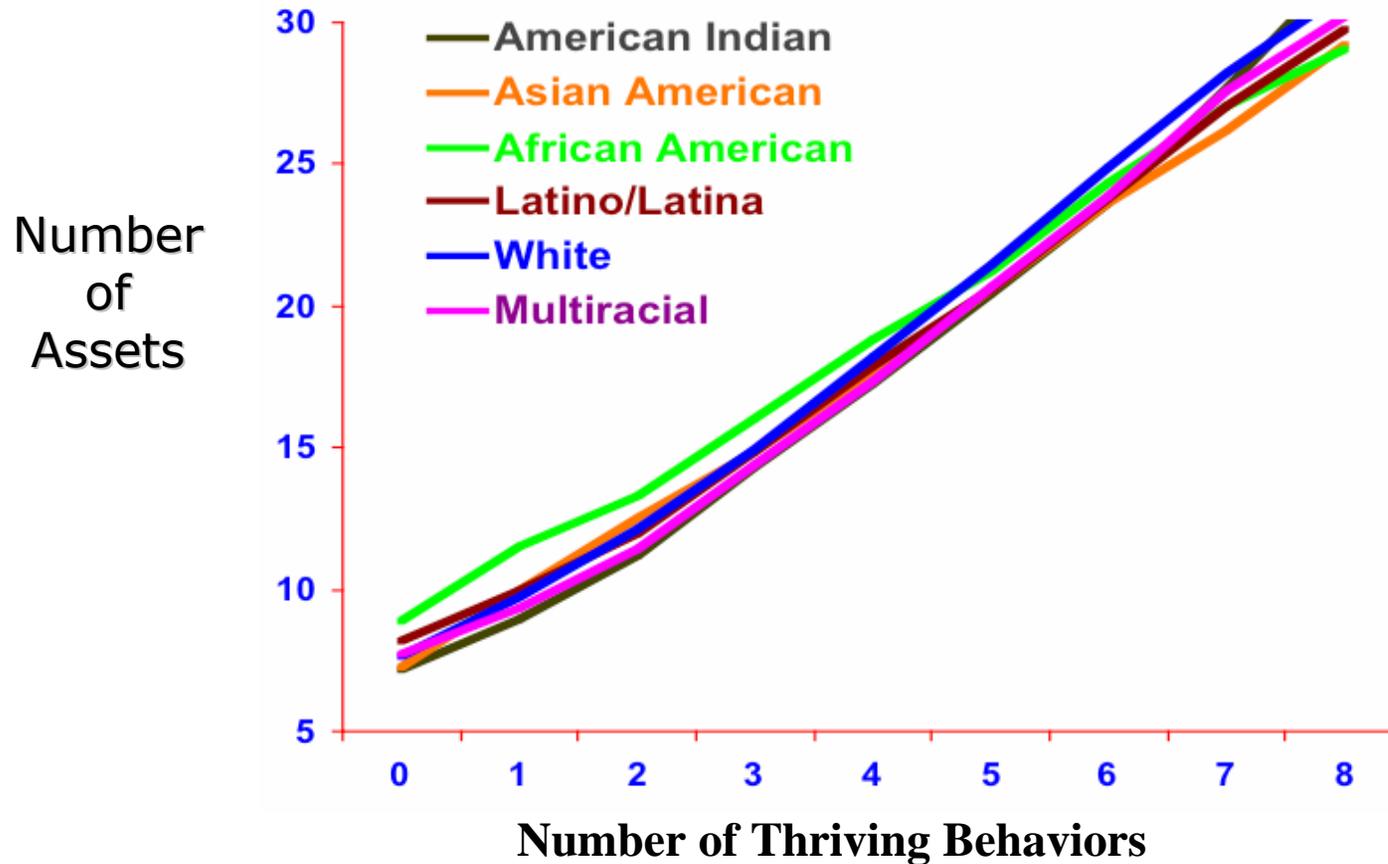
Caring
Equality and Social Justice
Integrity
Honesty
Responsibility
Restraint

Positive Identity

Personal Power
Self-esteem
Sense of purpose
Positive view of future

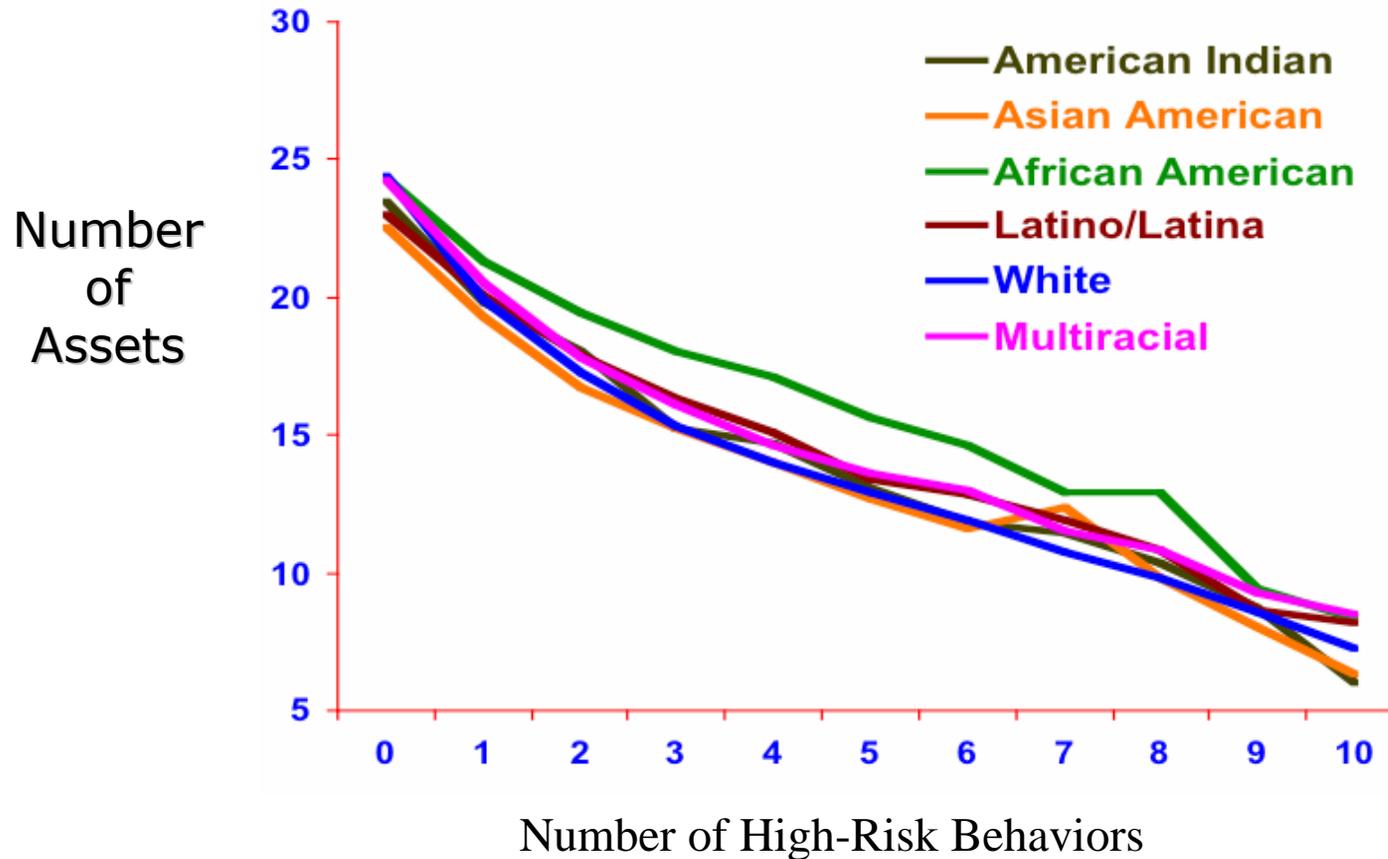


Thriving Behaviors and Developmental Assets, by Race/Ethnicity





High-Risk Behaviors and Developmental Assets, by Race/Ethnicity





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- Needs assessment...
 - Wipe the slate clean.
 - Look for indicators.
 - Survey (December 2005)
 - Follow the data

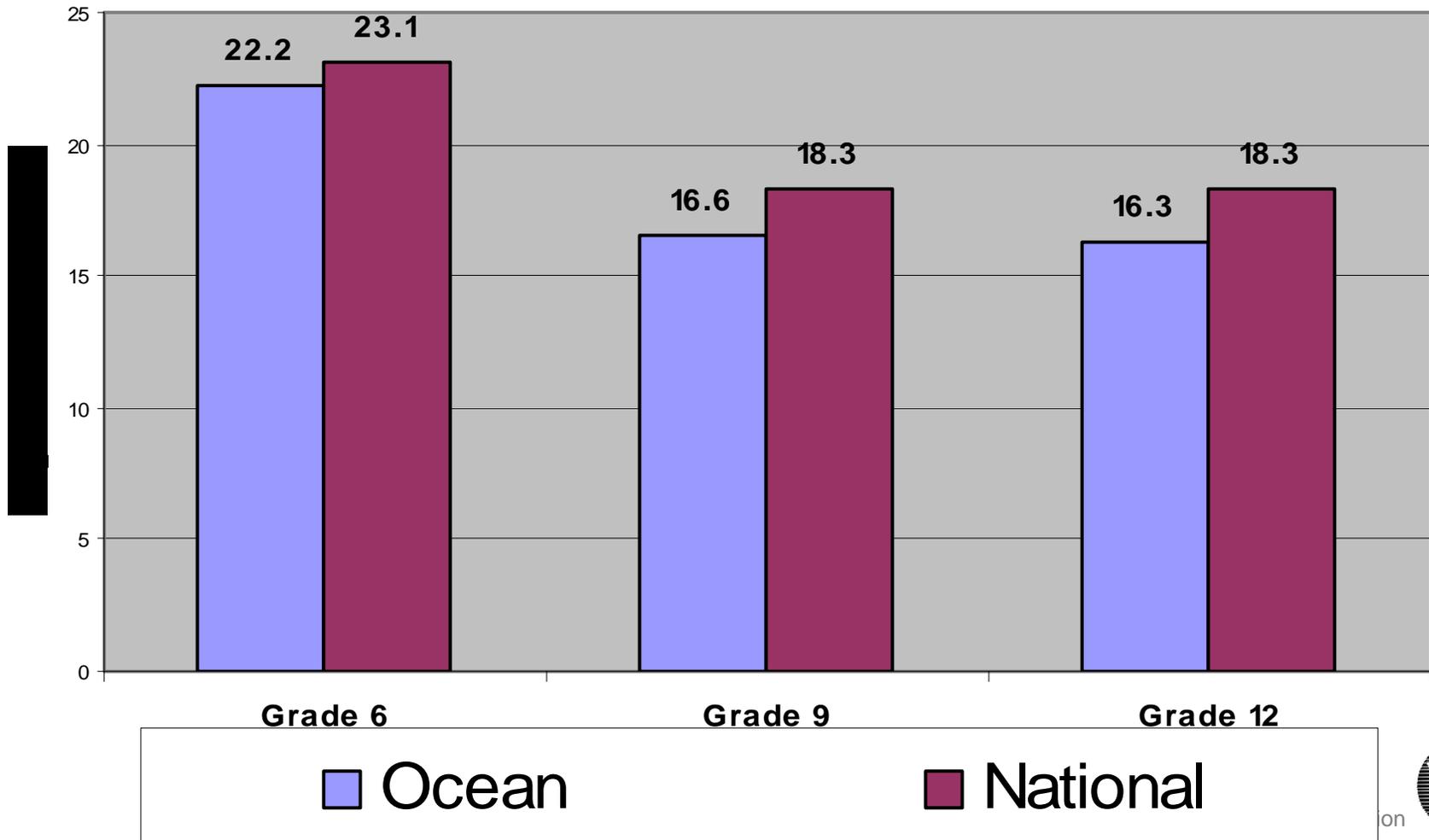
Initiatives

Evaluation



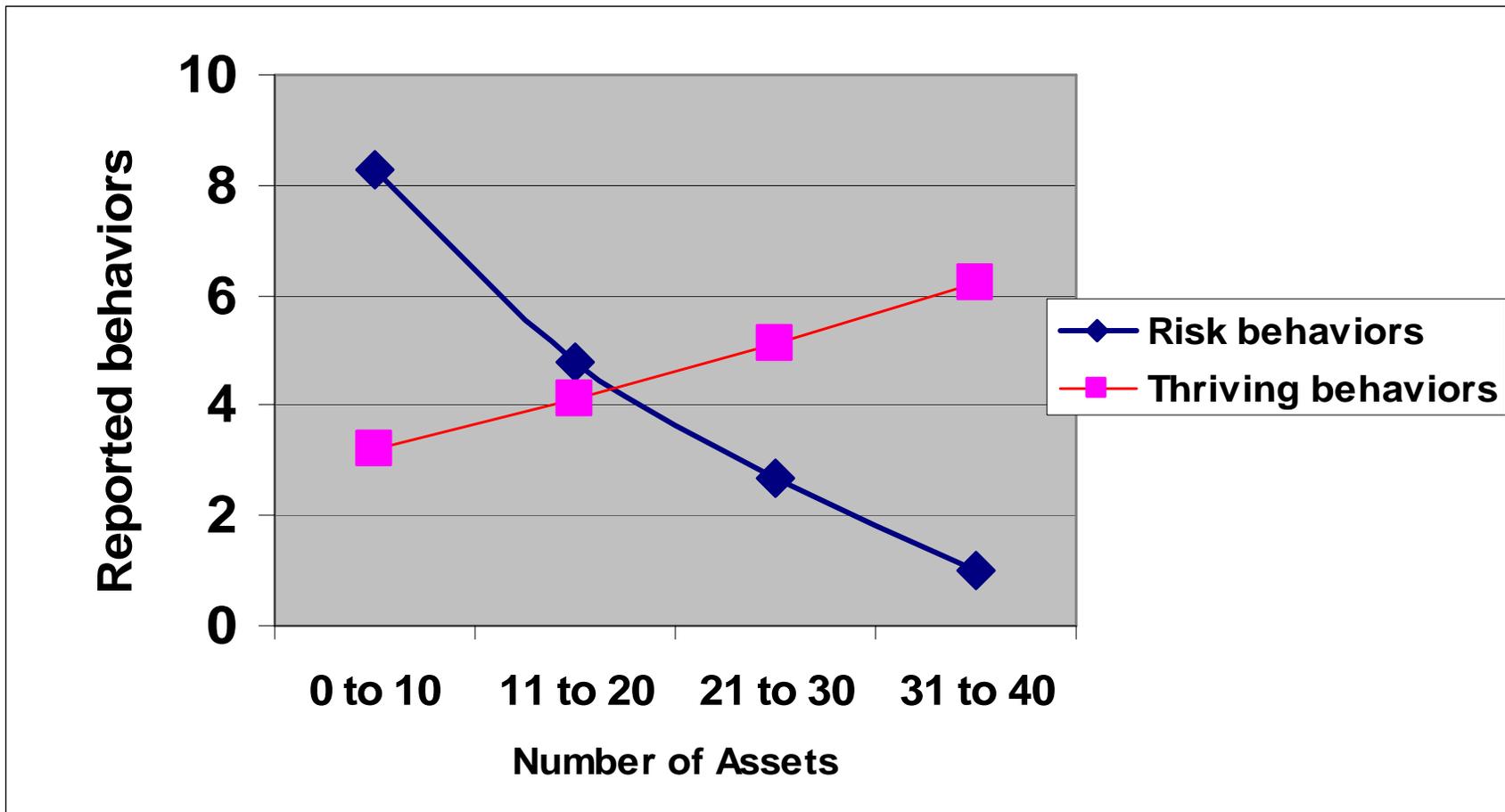


Ocean and National Average Number of Assets Decline from 6th to 12th Grade





Relationship of Assets to Behaviors in Ocean





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Healthy Community-Healthy Youth Initiative

Data in the drivers seat

- Attention
 - Published in local papers
 - Shared with policy makers
 - Shared with parents and youth
- Intention
 - Targeted interventions
 - Guide program development
 - Intentional promotion





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2009 Follow-up

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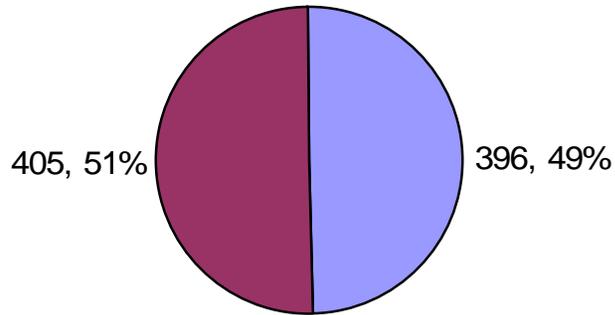




The Demographics: Who did we survey

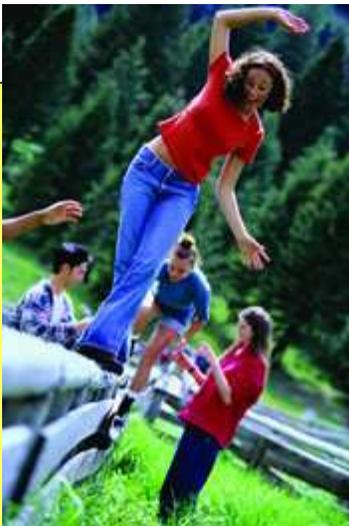
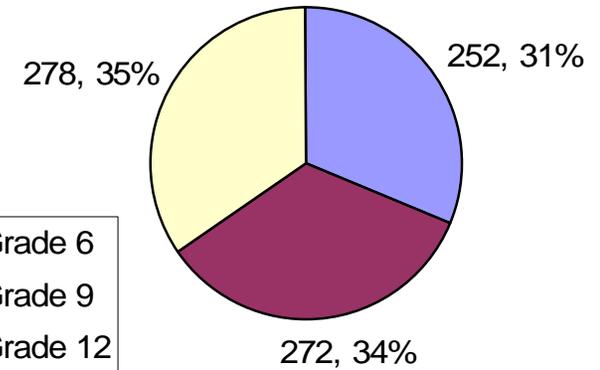
Youth by Gender

- Male
- Female



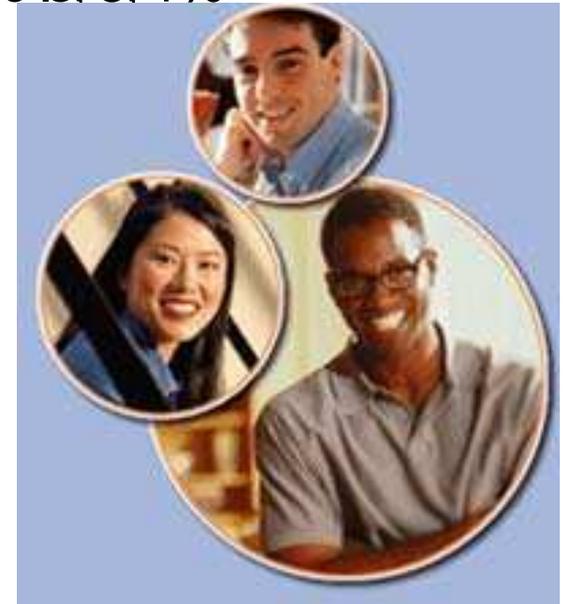
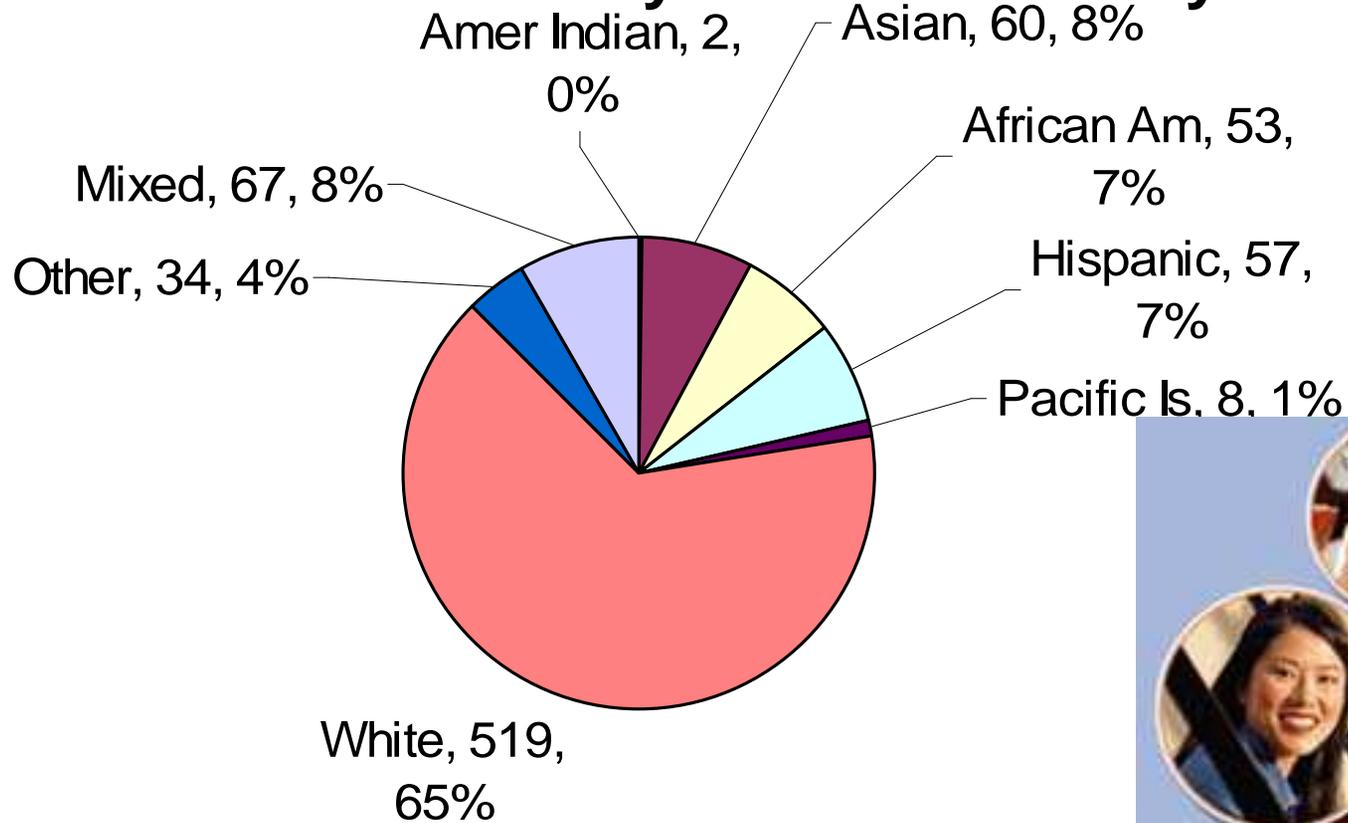
Youth by grade

- Grade 6
- Grade 9
- Grade 12





Youth by race and ethnicity





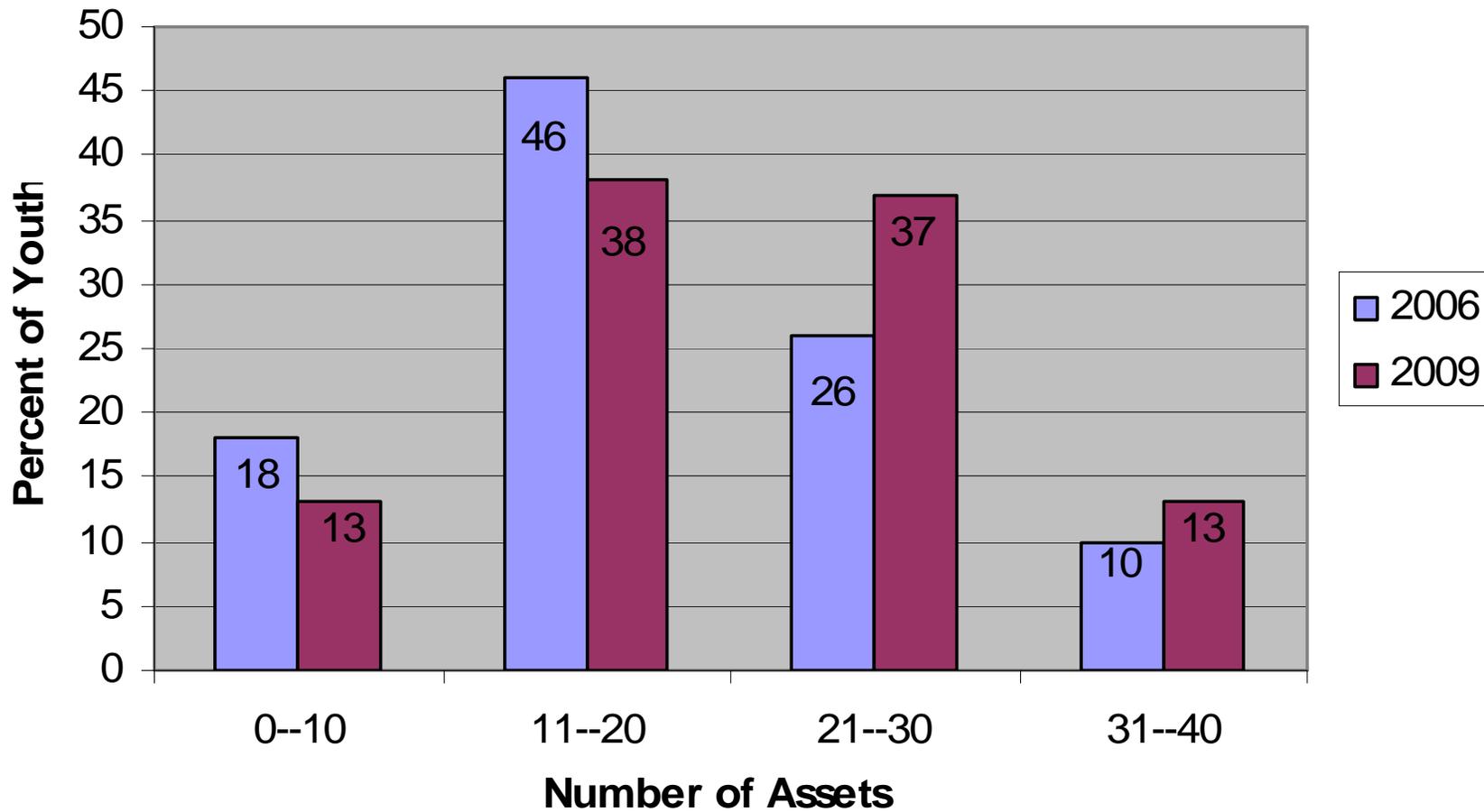
The goal

- Our goal from 2005 to 2008 was to increase the level of assets in the youth of our community. The School District, the Community Services Office, the Recreation Office, Project Extend, and other youth serving organizations, with the support and assistance of the Township Council, the Police Department, and the Alliance to Prevent Drug and Alcohol Abuse, cooperated in the mission to increase those positive building blocks in our community.



Today - 50% of our youth report protective levels of assets

Comparison of Average Asset Levels



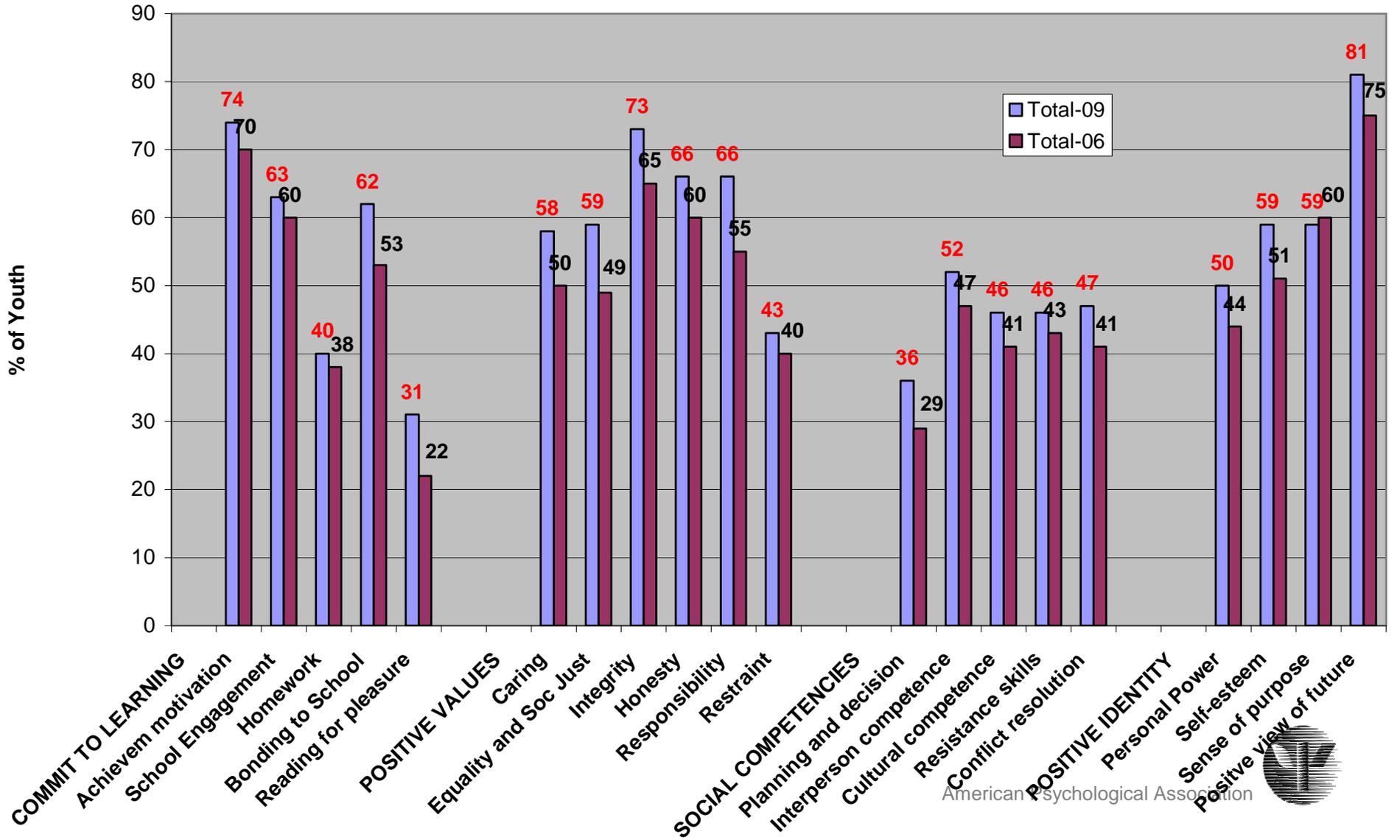


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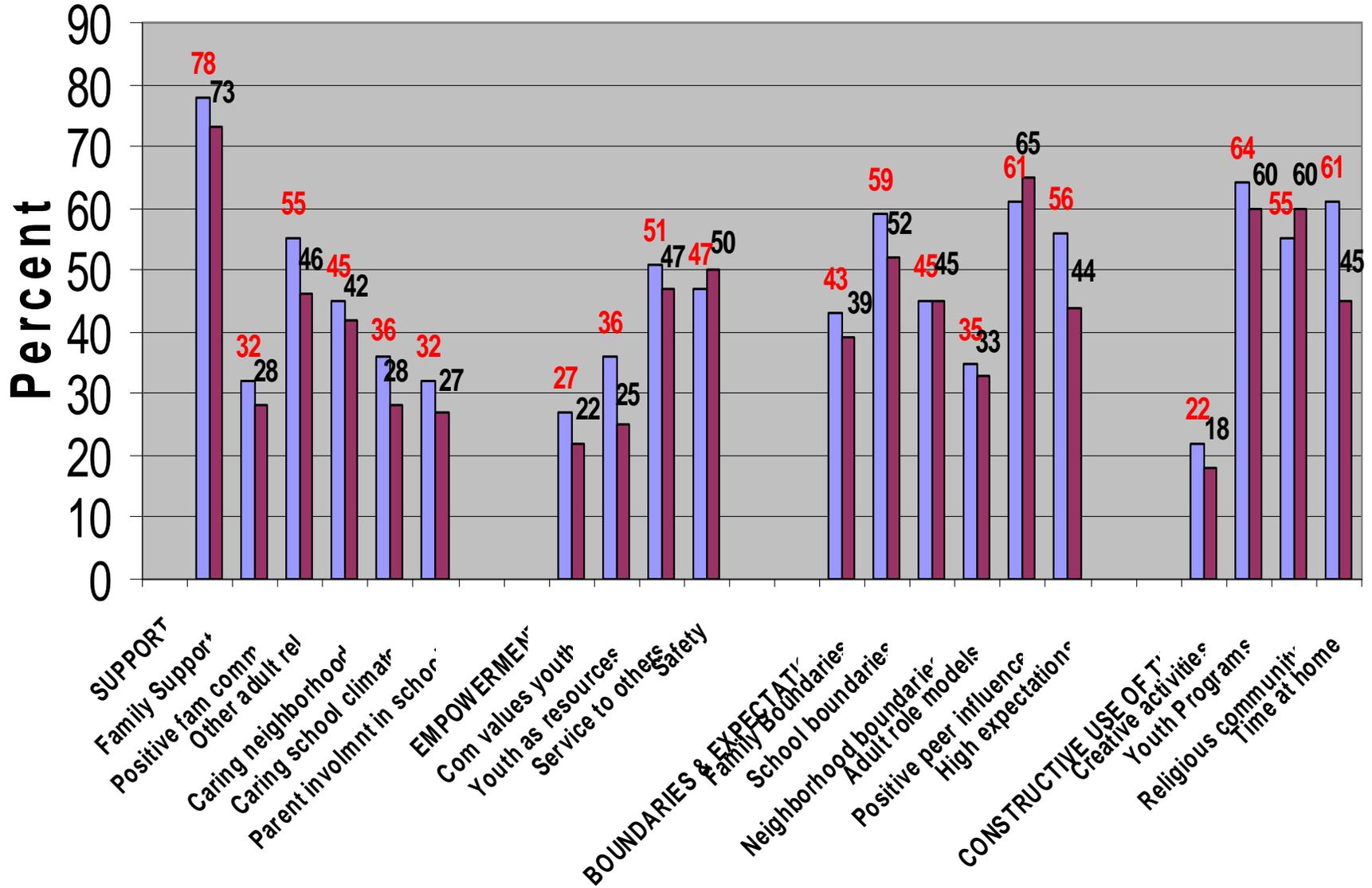
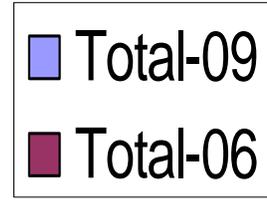
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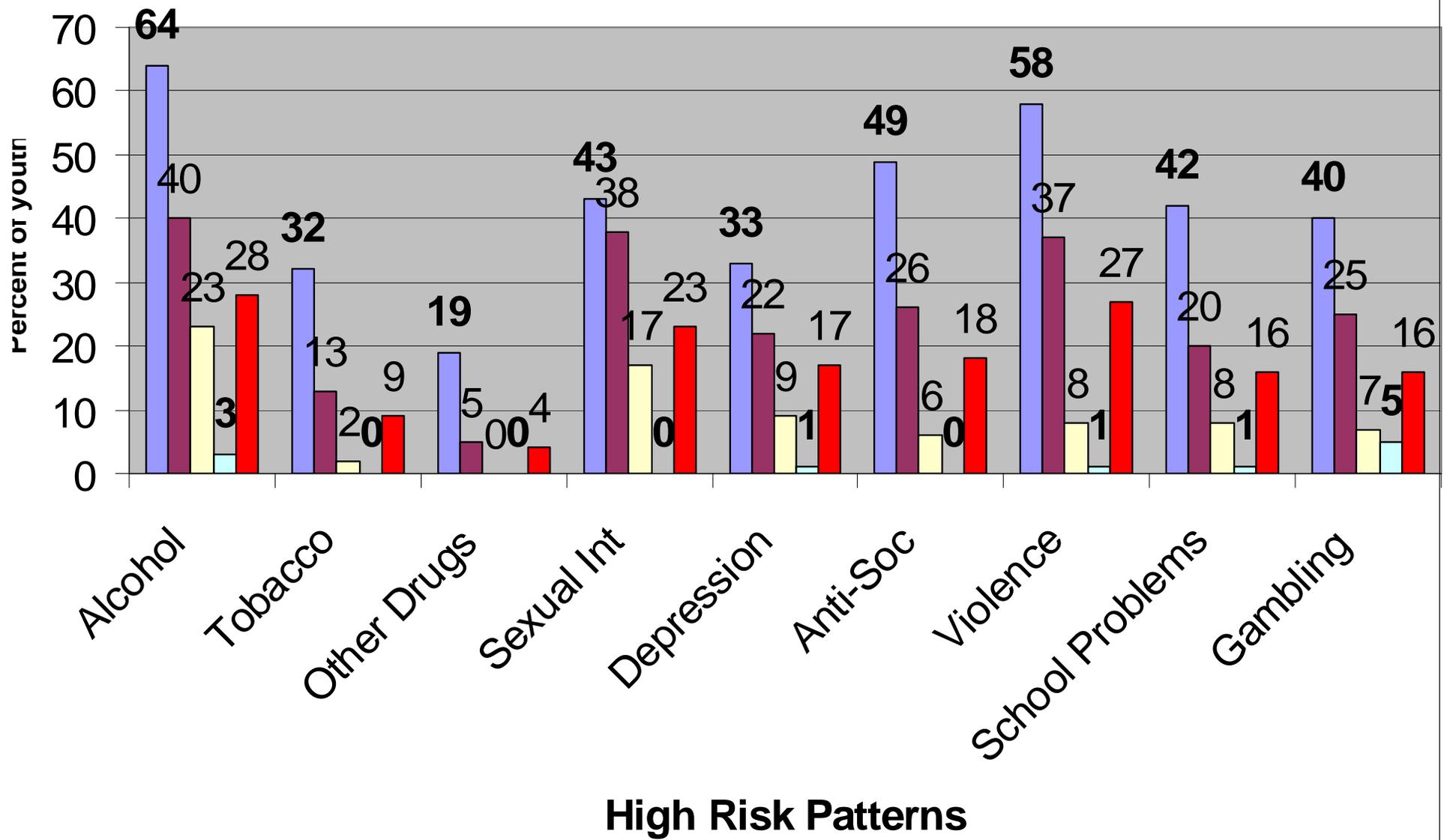
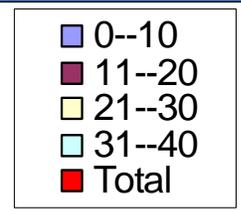
Internal Assets 09 & 06



External Assets 09 & 06



High Risk Patterns and Assets





So where do the data lead...

- We continue to have many young people using alcohol and other drugs.
- About one in four of our youth are engaged in patterns of behavior that are harmful to them.
- About one in five of our youth report significant sadness in their lives.





So where do the data lead

- On average, our young people report about 20 internal and external assets.
- There has been a significant increase in the number of assets reported by youth.
- Assets serve to protect our youth from high risk patterns and to promote success.





So the data suggest we...

- Continue to provide experiences in the community, school and home that promote the development of internal assets and provide external assets.
- Continue to focus on the Intermediate school age youth in our prevention efforts.
- Continue to address the prevention of substance abuse with a comprehensive and integrated program of service.





Conclusion

- Positive youth development research in general and in particular Search Institute's 40 Developmental Assets serve as a core of our comprehensive and integrated prevention effort.
- Data from the Attitude and Behavior Survey provides guidance to the professional staff and motivation to the community to promote positive change.
- Outcome data provide the feedback to the community on the impact of the change efforts.





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Thank You

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Empowering Youth through Strength Focused Peer Leadership

Danielle Pfeiffer, MA and Jesse Kauffmann, MSW

Township of Ocean Department of Human Services
Oakhurst, New Jersey

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Township of Ocean Growing Strong

- TOGS- Community wide positive prevention program
- Derived from Search Institutes 40 Developmental Assets
- It's mission is to provide leadership, knowledge and resources to children and families.
- Provides volunteer/service opportunities to youth to facilitate a sense of purpose and self worth.
- Strives to empower youth to be an asset to their community.





Development of TOGS & iTOGS

•High School TOGS Program

- Meets weekly during school hours
- Incorporates 9th-12th grades
- Eclectic demographics of members
 - Socio-economic status
 - Religion
 - Race
 - Gender
 - Culture and Ethnicity
- Averages 80 active members
 - Average of 60 attending weekly



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Development of TOGS & iTOGS

- **Results of Attitude & Behavior survey indicated a need for program implementation into middle school**
 - iTOGS was created to address deficit of assets in middle school ages
 - Covers grades 6th-8th.
 - Diverse demographics of members
 - Meets weekly after school
 - Average of 45 members; about 30 members weekly





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TOGS 2009-2010 Activities

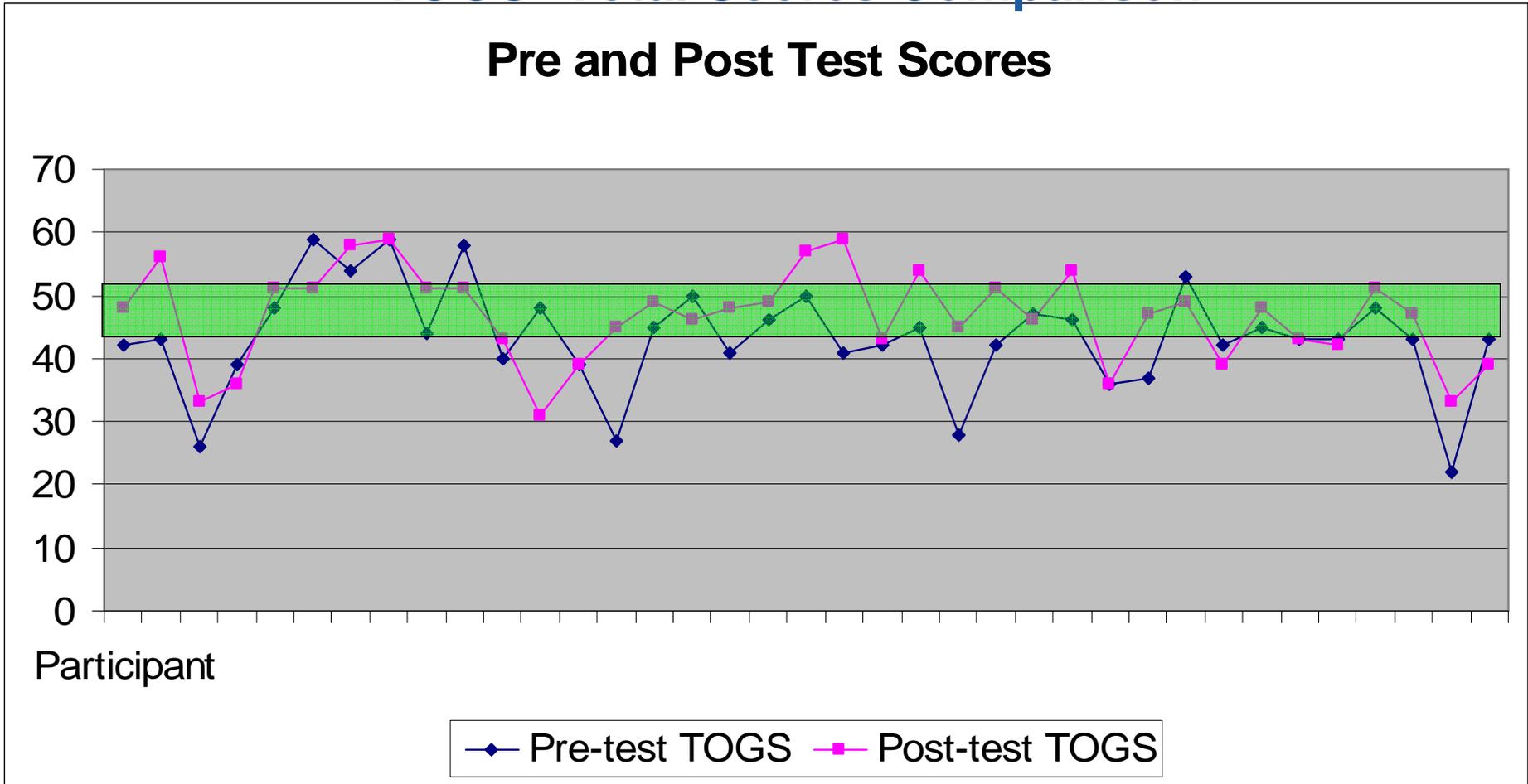
- Jersey Shore Diabetes Halloween Party
- Jersey Shore Diabetes Picnic
- iTOGS peer mentoring
- Book Club
- HCHY Conference
- Thanksgiving Food Drive
- Monmouth County Task Force
- Community Alliance Meetings
- **Reaching Out Program**
- Curriculum Fair
- Fall Festival
- Advisory Board Elections
- OTIS Fall Fest Dance
- **TOGS Tiger Mascot**
- **Jumping Brook Silent Auction**
- **Madhav Ghimire Foundation**
- **Haiti Fund**
- **Clothing Drive**
- Natural Highs Blue Claws Game
- Lock In
- Ropes Course
- Fundraising Activities
- Volunteer Corp
- Violence Awareness Week
- Equality Week
- American Cancer Society Relay for Life (**Planning Committee** and Event)





TOGS- Total Scores Comparison

Pre and Post Test Scores

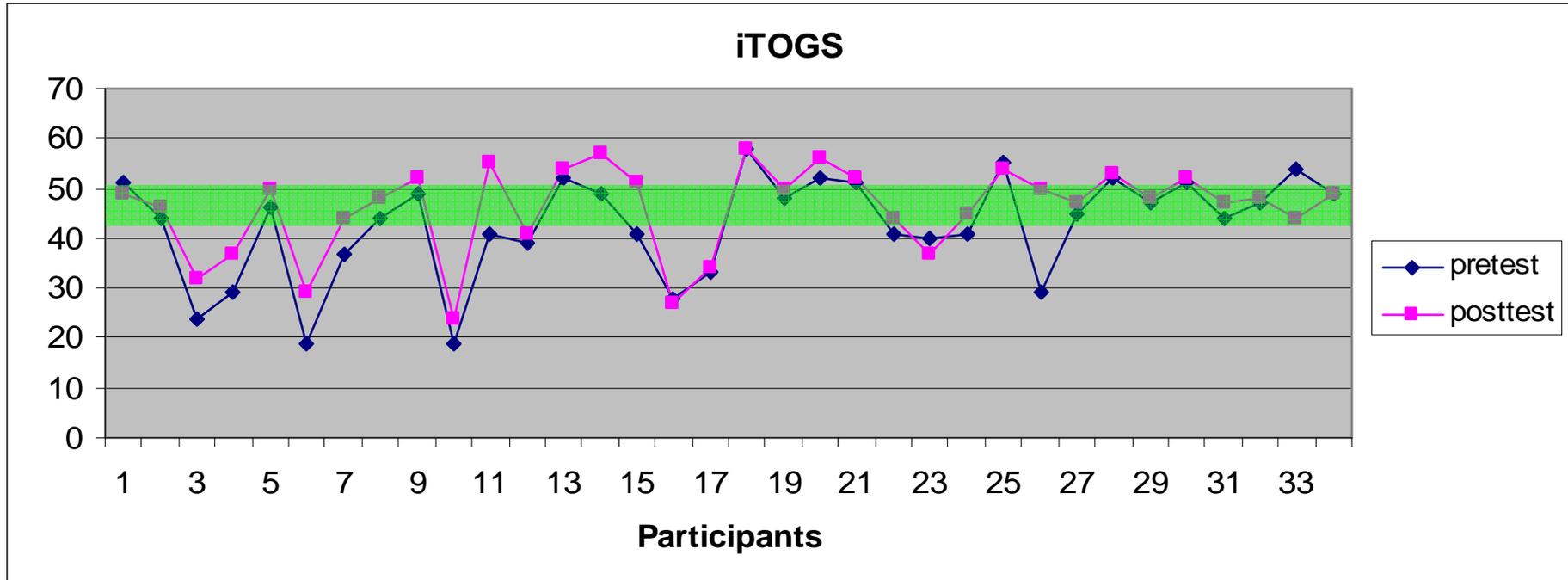


Indicates moderately high levels of assets





iTOGS- Total Scores Comparison





Developmental Asset Profile Results

- **Togs Results**

- Internal

- Pre-test Mean= 21.38 t= 3.938

- Post-test Mean= 23.57 p< .01

- External

- Pre-test Mean= 22 t= 1.449

- Post-test Mean= 23.16 p> .05 NS

- Overall

- Pre-test Mean= 43.35 t= 2.755

- Post-test Mean= 46.68 p< .01





Developmental Asset Profile Results

- **iTogs Results**

- Internal

- Pre-test Mean= 19.76 t= 4.723
- Post-test Mean= 21.88 p< .01

- External

- Pre-test Mean= 22.74 t= 2.572
- Post-test Mean= 24.12 p< .01

- Total

- Pre-test Mean= 42.62 t= 3.684
- Post-test Mean= 46.00 p< .01





Facilitation of TOGS and iTOGS Programs

- **Both Programs Facilitated by Student Assistance Counselor**
 - Breaks down stereotypical boundaries of school based counseling services
 - Provides a non-authoritative view of SAC in advisor capacity
 - Enables SAC to provide healthy outlet to students:
 - Identified as being in risky situations
 - Needing more support
 - Involvement with harmful peer groups
 - Challenges:
 - Navigating potential dual-relationships
 - Maintaining therapeutic boundaries
 - Fostering flexibility between role of advisor and counselor





Ropes Course Challenge

Activity enhances the following developmental assets:

- other adult relationships
- youth as resources
- services to others
- safety
- adult role models
- positive peer influence
- high expectations
- creative activities
- youth programs
- achievement motivation
- caring
- responsibility
- planning and decision making
- interpersonal competence
- peaceful conflict resolution
- personal power
- self-esteem
- sense of purpose





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American Cancer Society: Relay for Life

Activity Enhances the following assets:

- Other adult relationships
- Caring neighborhood
- Community values youth
- Youth as resources
- Services to others
- Adult role models
- Positive peer influence
- High expectations
- Creative activities
- Planning and decision making
- Personal power self esteem
- Sense of purpose
- Caring
- Integrity
- Responsibility





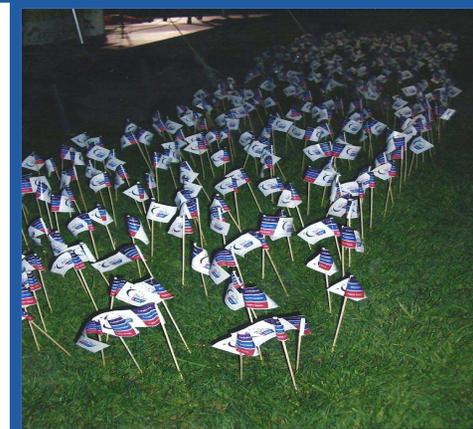
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*Cancer
Doesn't Sleep
and
Neither Do We!*





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TOGS/iTOGS Peer Mentoring Program

Activity Enhances the following assets:

- Caring school climate
- Community values youth
- Youth as resources
- Services to others
- Safety
- School boundaries
- Positive peer influence
- High expectations
- Creative activities
- Youth programs
- Achievement motivation
- Peaceful conflict resolution
- Self esteem
- Positive view of personal future
- School engagement
- Bonding to school
- Caring
- Quality and social justice
- integrity
- Honesty
- Responsibility
- Restraint
- Planning and decision making
- Interpersonal competence
- Resistance skills
- Personal power
- Sense of purpose





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🌸 “I felt like I could easily share my emotions with everyone in the group, an extreme turnaround for me because I used to hide all emotions”. “...overall group activities have encouraged me to further help communities on a global level by joining the ROTC program. I can help more people after I move out of high school, but don't worry I will always be a TOGS member.” - John Sagona





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🌸 "I had the pleasure to work with intermediate aged students as a mentor...while I was helping the kids out with their development; they essentially helped me out with mine. The opportunities that came up for me in the TOGS program helped build my developmental assets and had a huge help in making me who I am today." - Joey Olivadoti

AGENTS OF CHANGE





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🌸 "I have learned to become close to kids and understand the joy and fulfillment of making a difference in the world. I've learned ways to improve my assets, better myself, and be more accepting of others. Through TOGS I have made many new relationships and I have gained the respect of members of my community."
- Stephen Thiel





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🌸 “TOGS has had a profound positive impact on me and I strive to achieve as many healthy assets as possible. Participating in the many TOGS activities has always been rewarding and eye opening experience. Wednesdays at the intermediate school...served as a way I could give back to the same education system that served me.”
“Too often in the world people ask how is this good for me? What do I get in return? TOGS has taught me to ask questions like: how can I better myself? How can I help contribute to my community? How can I help?” - Reid McBride



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Thank You

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High School Student-Athletes: Promoting their strengths and meeting their challenges.

Vonetta Shannon-Kalieta, M.A.

**Walden University
August 13, 2010**





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Agenda

- The Student-Athlete Success Program and Healthy Community-Healthy Youth Initiative 2009 Attitude and Behavior Survey
- Building Targeted Assets
- Student-Athlete Developmental Assets Profile Results





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Student-Athlete Success Program

GOAL: TO ADDRESS THE DEVELOPMENTAL ASSET DECLINES IN THE STUDENT-ATHLETE POPULATION.





Pre-test administered prior to program involvement.

Youth received individual counseling or participated in mental skills training groups.

Post-test administered following program involvement





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Services Provided

**ATHLETES- MENTAL SKILLS TRAINING &
INDIVIDUAL COUNSELING**

**COACHES-COLLABORATION AND SUPPORT OF
COACHES WITH ATHLETES EXPERIENCING
DIFFICULTY**

**PARENTS-ENCOURAGED PARENTAL
INVOLVEMENT**





Targeted Assets

Declined External and Internal Assets on Healthy Community-Healthy Youth Initiative 2009 Attitude and Behavior Survey

- Support
 - Caring school climate
 - Parent Involvement
- Empowerment
 - Community Values Youth
- Boundaries and Expectations
 - School
 - Adult Role Models
 - Positive Peer Influence
 - High Expectations
- Constructive Use of Time
 - Creative Activities
- Commitment to learning
 - Achievement Motivations
- Positive Values
 - Honesty
 - Restraint
- Social Competencies
 - Planning and Decision
 - Resistance Skills
 - Conflict Resolution
- Positive Identity
 - Self-esteem
 - Sense of Purpose
 - Positive View of Future





Interventions

- ❑ **Support**
 - Provided a place to address athletic concerns
 - “Meet the Coaches Night”
- ❑ **Empowerment**
 - Encouraged youth to study their sport
- ❑ **Boundaries and Expectations**
 - Supported coaches in rule making and consistent rule enforcement
 - Presence added another adult for support
 - Helped youth to identify other team members who were doing well and encouraged them to associate
 - Goal Setting based on their personal values
- ❑ **Constructive Use of Time**
 - Management of activities, helped them to identify their resources
- ❑ **Commitment to learning**
 - Goal setting, taught how to measure goal progression
- ❑ **Positive Values**
 - Helped youth identify their strengths and weakness
 - Helped them to identify their values and make connection between their values and behavior choices.
- ❑ **Social Competencies**
 - Goal setting
 - Relaxation and Stress Control
 - Conflict Resolution: Helped youth to
- ❑ **Positive Identity**
 - Examine Self-talk
 - Goal Re-evaluation
 - Visualization





Developmental Asset Profile Results

- Total Mean Scores increased from of 42.6 to 44.5
- Internal mean scores increased from 21.06 to 22.41
- DAP results: showed significance at the .05 level in pre- and post -DAP total scores.





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Student-Athlete Success Program

- Goal: Address the decline in development assets for student-athlete population.
- DAP results: showed significant increase ($p < .05$) level in pre- and post -DAP scores for Internal Assets
- Student-Athlete reports: Consistent with the findings. Program involvement provided them with emotional benefits.





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Thank You

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Positive Youth Development: *What's missing from adolescent drug treatment?*

Sharon Moleski, MA, LPC, LCADC
Township of Ocean Department of Human Services



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Township of Ocean Department of Human Services

Youth Enrichment Strategies

- *Positive Treatment For Positive Change*
 - * Substance Abuse Evaluations
 - * Individual Counseling
 - * Family Counseling
 - * Group Counseling (Level I)
 - * Intensive Outpatient (IOP)





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Youth Enrichment Strategies

- *Positive Treatment For Positive Change*
 - * American Society of Addiction Medicine (ASAM)
 - * Cognitive Behavioral Therapy
 - * Motivational Interviewing
 - * Nurturing Parenting
 - * Adolescent Brain Development
 - * Positive Youth Development

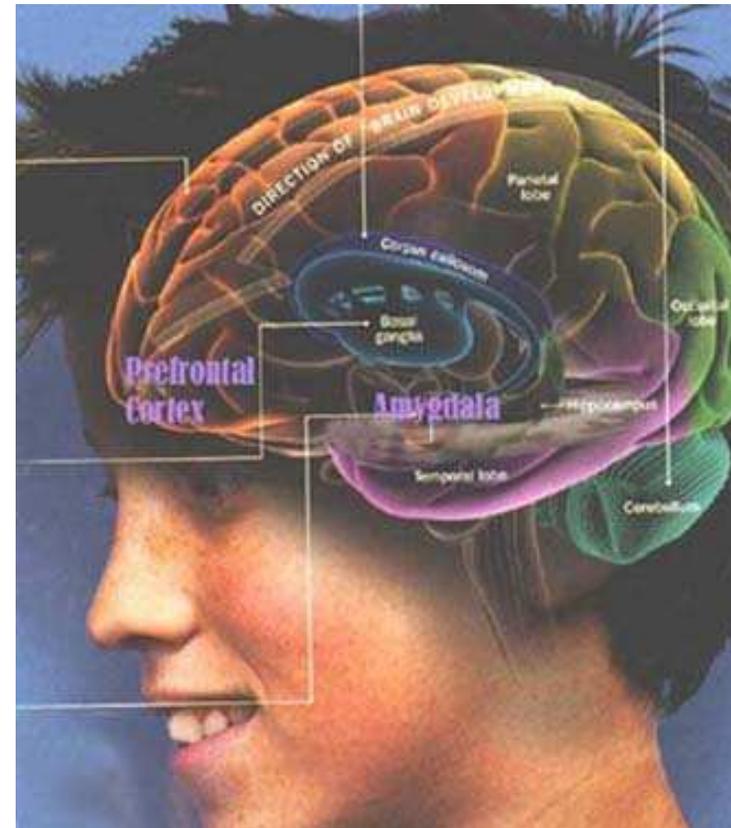




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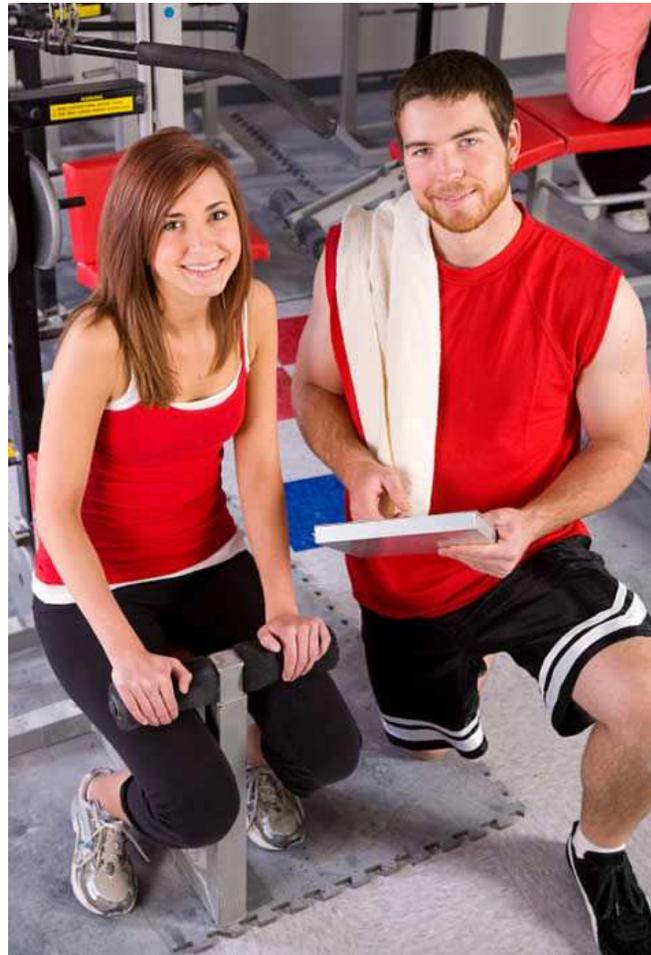


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Adolescent Brain Trainer



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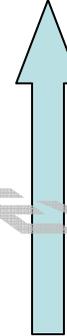
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External Asset:
Family Support

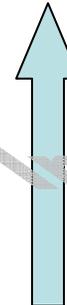
Mom & Dad



**External
Assets**



External Asset:
Family Support



**Internal
Assets**





Parents

□ External Assets

- Other adult relationships
- Positive family communication
- Parent involvement in schooling
- Safety
- Family boundaries
- Positive peer influence
- High expectations
- Time at home





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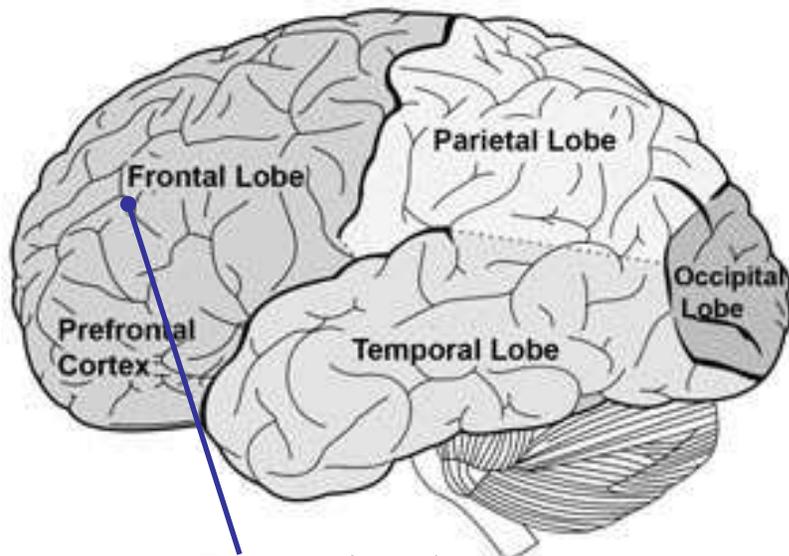


External Asset # 2 Positive family communication

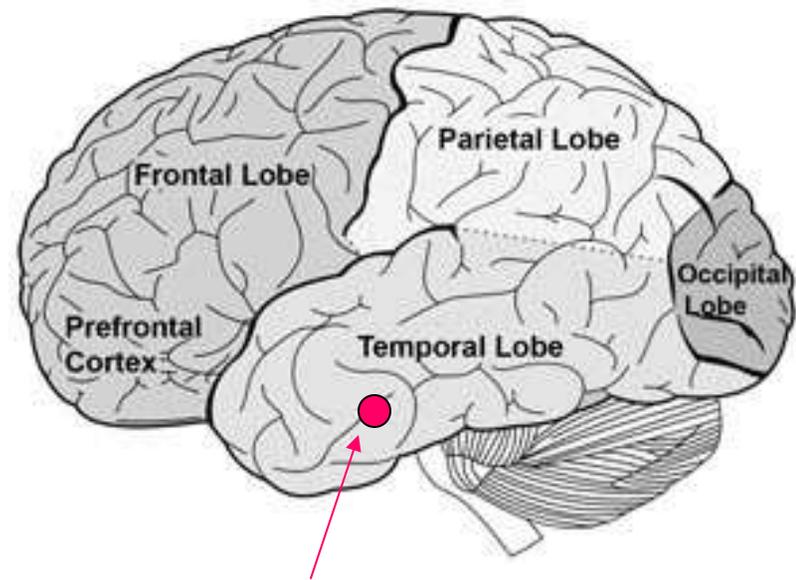




Teenagers process emotions and instructions differently from adults.

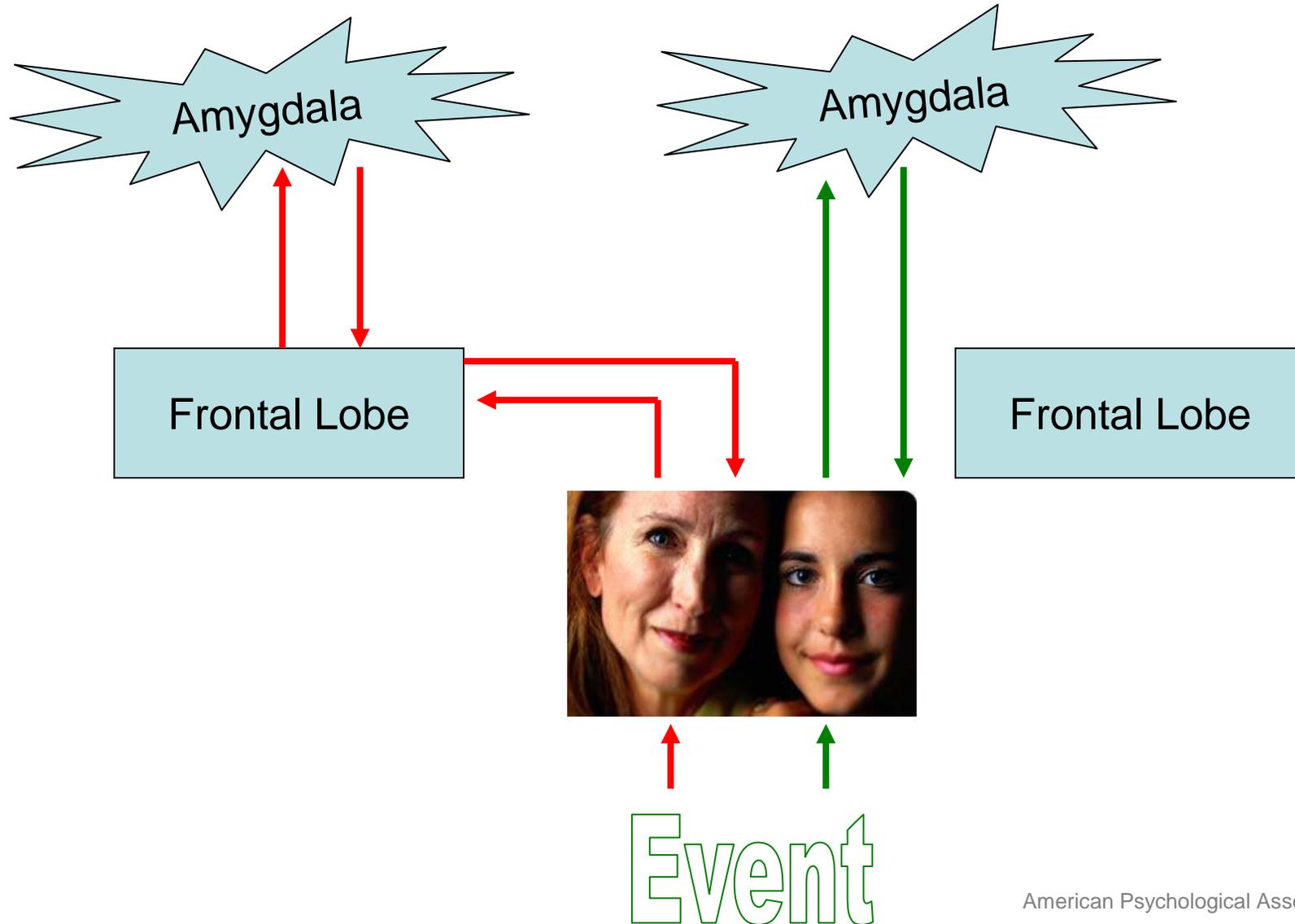


Frontal Lobe -
"the seat of rationality,"
self control, judgment,
emotional regulation,
restructured in teen years,
fully matures in the late 20's



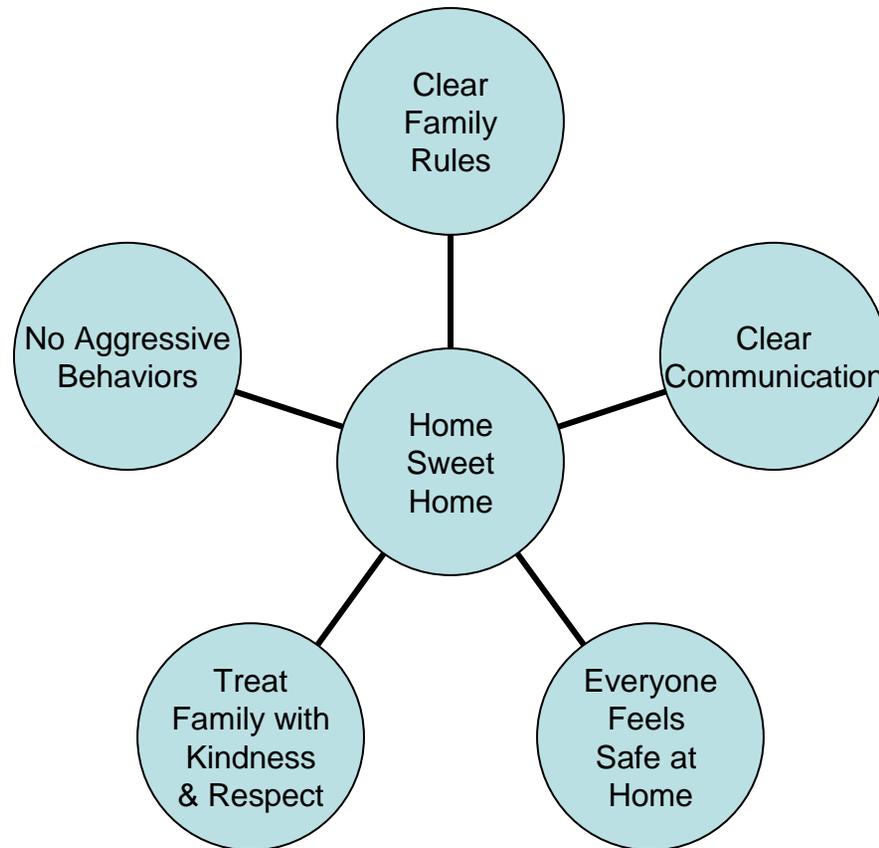
Amygdala -
"the seat of emotions,"
fear and anger, mid brain







External Asset #11: Family Boundaries





Teenagers

□ External Assets

- Other adult relationships
- Family support
- Positive family communication
- Parent involvement in schooling
- Safety
- Family boundaries
- Positive peer influence
- High expectations
- Time at home





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The Challenge:

Loss of Assets to Drugs & Alcohol

- Time loss to drugs and alcohol
- Loss of self esteem
- Loss of personal power
- Low achievement motivation
- Poor planning and decision making
- Low interpersonal competence
- Lack of integrity and honesty to self and others
- Non-constructive use of time





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Teenagers

□ Internal Assets

- Planning & decision making
- Interpersonal competence
- Resistance skills
- Personal power
- Self-esteem
- Sense of purpose
- Integrity
- Positive view of personal future
- Achievement motivation
- School engagement
- Reading for pleasure
- Peaceful conflict resolution
- Honest
- Caring
- Responsibility
- Restraint





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Internal Asset # 33: Interpersonal Competence



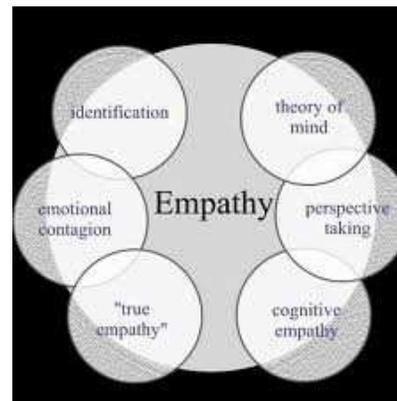
Anger Management



Communication Skills



Body Language/Non Verbal



Empathy





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Internal Asset # 35: Resistance Skills



Drugs & Alcohol



High Risk Behaviors



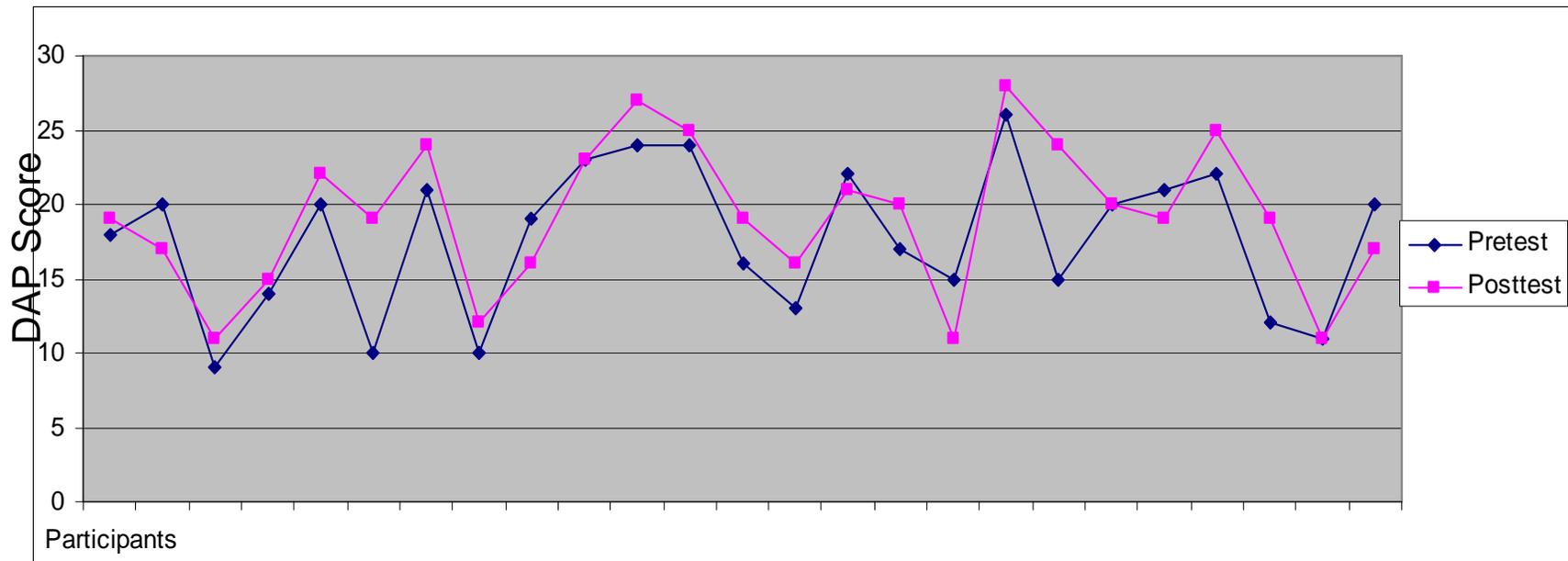
Sexual Behaviors





Internal Assets

Pretest-Posttest t comparison $p < .05$





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Thank You

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