

# **YOUTH PROGRAMS & PRACTICES**

## **Adolescent Diversion Project (U of Michigan)**

A strengths-based, advocacy oriented program that diverts arrested youth from formal processing in the juvenile justice system and provides them community-based services. This program is rated Effective. The program was associated with a significant reduction in the rates of official delinquency of participating juveniles as compared to juveniles formally processed in the system. However, the program did not significantly affect youths' self-reported delinquency.

## **Aggression Replace Training (ART)**

A multidimensional psychoeducational intervention designed to promote prosocial behavior in chronically aggressive and violence adolescents using techniques to develop social skills, emotional control, and moral reasoning. Among adolescents taking part in the intervention there was a statistically significant reduction in felony recidivism, improved social skills and a reduction in problem behavior among participants.

## **Behavioral, Emotional, and Social Training: Competent Learners Achieving School Success**

A classroom-based intervention, delivered by teachers, designed to prevent emotional and behavioral disorders in high-risk children. The program is rated Effective. Intervention group children showed statistically significant improvement in behaviors, social and behavioral competence, and student-teacher relationships, compared with control group children. Intervention group teachers showed statistically significant improvements in instructional practices, compared with control group teachers.

## **Big Brothers, Big Sisters Community Based Mentoring**

This program is rated Effective. It was associated with a statistically significant reduction in initiating drug and alcohol use and antisocial behavior among mentored youth, compared with non-mentored youth. Mentored youth also showed statistically significant improvement in relationships with parents and academic performance (i.e., better grades and fewer absences).

## **Career Academy**

A school within a school that uses a multifaceted approach to foster academic success, mental and emotional health, and labor market success. The program is rated Effective. The program had a significant, positive effect on earnings among young men in the Academy group. However, there was no significant effect on young women's labor market outcomes or on all participating youths' high school completion rate, post-secondary education or attainment, or social adjustment outcomes.

### **Children with Problem Sexual Behavior: Cognitive Behavioral Therapy**

This outpatient treatment program's primary goal is to reduce sexual behavior problems among school-age children, through the provision of cognitive-behavioral therapy (CBT), psychoeducational, and supportive services to children and families. This program is rated Effective. Compared to youths in play therapy, youths in the CBT for sexual behavior problems group had significantly fewer sexual offenses. There was no significant difference in the rate of non-sexual offenses between these groups.

### **Cognitive Behavioral Intervention for Trauma in Schools**

Cognitive and behavioral therapy group intervention for reducing children's symptoms of posttraumatic stress disorder and depression caused by exposure to violence. The program is rated Effective. The study found significantly lower scores of self-reported PTSD, depressive symptoms and psychosocial dysfunction than the comparison group.

### **Early Self-Control Improvement Programs for Children**

This practice consists of programs designed to increase self-control and reduce child behavior problems (e.g., conduct problems, antisocial behavior, and delinquency) with children up to age 10. Program types include social skills development, cognitive coping strategies, training/role playing, and relaxation training. This practice is rated Effective for improving self-control and reducing delinquency.

### **Eisenhower Quantum Opportunities**

Also known as the Eisenhower Foundation's Quantum Opportunities Program, the program is an intensive, year-round, multicomponent intervention for high-risk minority students from inner-city neighborhoods, which is provided throughout all 4 years of high school. The program is rated Effective. Program participants had significantly higher grade point averages, high school graduation rates, and college acceptance rates as compared with control group youths

### **Families and Schools Together (FAST)**

A multifamily group intervention program designed to build protective factors for children, empower parents to be primary prevention agents, and to build supportive parent-to-parent groups. The program is rated Effective. Two studies found participants had fewer problem behaviors than their controls. There were mixed study results on social skills and academic competency. Other study findings were higher academic performance, improved family functioning and lower special education placement.

### **First Step to Success**

An early intervention program designed to identify children with antisocial behavior and introduce adaptive behavioral strategies to prevent antisocial behavior in school. The program is rated Effective. Participants showed improvements in adaptive behavior, less maladaptive behavior and aggression, and more attention to the teacher. There were no differences between

groups on teacher ratings of withdrawn behavior and significant gains in functional impairment and academic competence.

### **Functional Family Therapy**

This is a family-based prevention and intervention program for dysfunctional youth, ages 11 to 18, who are justice-involved or at risk for delinquency, violence, substance use, or other behavioral problems. The program is rated Effective. Program participants showed a statistically significant reduction in general recidivism and risky behavior, compared with control group participants. However, there were no differences between groups on felony recidivism or caregiver strengths and needs.

### **Good Behavior Game**

A classroom management strategy for children ages 6 to 10 designed to improve aggressive and disruptive classroom behavior and prevent later criminality. The program is rated Effective. The analysis showed males with higher levels of aggression at first grade, but there were increasing and significant effects at sixth grade. Findings also include reduced rates of externalizing behavior and more peer acceptance

### **Group Violence Reduction Strategy**

This focused deterrence strategy in New Orleans, Louisiana, aims to reduce gang violence and homicide. The program is rated Effective. There were statistically significant reductions found in overall homicide, firearm-related homicide, gang member-involved homicide, and firearm assault from the pretest to the posttest period. Further, New Orleans showed significantly decreased homicide rates after the program was implemented, compared with 14 cities with similar violent crime rates

### **INSIGHTS into Children's Temperament**

A school-based intervention program delivered to urban elementary students, with the participation of parents and teachers, to address disruptive behaviors. The program was rated Effective. In both studies, authors found that the intervention had a marginal-to-moderate effect on behavior problems exhibited by children.

### **Juveniles Breaking the Cycle Program (Lane County, Oregon).**

Using comprehensive assessments, the program identified, provided, and coordinated individualized services for high-risk, drug-involved, justice-involved juveniles. This program is rated Effective. Results suggest that JBTC participants were significantly less likely to recidivate and had significantly fewer arrests, compared with non-JBTC participants. However, the impact on self-reported drug use was mixed.

### **Linking the Interests of Families and Teachers**

The program is designed to prevent the development of aggressive and antisocial behaviors in elementary children. The program is rated Effective. The intervention group showed less child

physical aggression, a reduction in substance use initiation; and although the entire sample showed significant mean increases in substance use growth over time, the intervention slowed down the rate.

### **Mentoring**

This practice provides at-risk youth with positive and consistent adult or older peer contact to promote healthy development and functioning by reducing risk factors. The practice is rated Effective in reducing delinquency outcomes; and Promising in reducing the use of alcohol and drugs; improving school attendance, grades, academic achievement test scores, social skills and peer relationships.

### **Multidimensional Family Therapy.**

A manualized family-based treatment and substance abuse prevention program developed for adolescents with drug and behavior problems. The program is typically delivered in an outpatient setting, but it can also be used in inpatient settings. The program is rated Effective. The program resulted in the greatest and most consistent improvements in adolescent substance abuse and associated behavior problems

### **Multidimensional Treatment Foster Care-Adolescents**

A behavioral treatment alternative to residential placement for adolescents who have problems with chronic antisocial behavior, emotional disturbance, and delinquency. This program is rated Effective. It was associated with a significant drop in official criminal referral rates, involvement in criminal activities, and days spent in lock up among MTFC-A boys. Similarly, the program was associated with a significant reduction in delinquency and days spent in lock up among MTFC-A girls.

### **Multisystemic Therapy (MST)**

A family and community-based treatment program for adolescent offenders who have exhibited serious anti-social, problem, and delinquent behaviors. The treatment group had fewer rearrests and spent fewer days incarcerated than a comparison group that received usually services. The program had a positive impact on family cohesion and social skills for the intervention group.

### **Perry Preschool Project**

A preschool project provides high quality education for disadvantaged children ages 3 to 4 to improve their capacity for future success in school and in life. Participants significantly outperformed their no-program peers in a range of education measures. They also had a higher rate of high school graduation or the equivalent certification. Participants had lower delinquency and crime rates; and at age 27, had higher earnings than no-program groups.

### **Police-Initiated Diversion for Youth to Prevent Future Delinquent Behavior**

This practice includes pre-court interventions or strategies that police can apply as an alternative to court processing or the imposition of formal charges against low-risk youth. This approach is designed to reduce reoffending by minimizing youth contact with the criminal justice system and divert youth

toward services that address their psychosocial development and other needs that contribute to their at-risk behavior. The practice is rated Effective for reducing future delinquent behavior.N-

### **Positive Action**

A school based social emotional learning program for students in elementary and middle schools to increase positive behavior, reduce negative behavior, and improve social and emotional learning as well as school climate.

### **Project Build**

A violence prevention curriculum designed to assist youths in a detention center to overcome obstacles such as gangs, violence, crime, and substance abuse. The program is rated Effective. Youths who participated in the program had significantly lower rates of recidivism compared to nonparticipants.

### **Promoting Alternative Thinking Skills.**

A prevention program that promotes emotional and social competencies and reduces aggression and behavior problems in elementary school-aged children. Children in the intervention group had less peer-rated aggression and more social competence. Intervention classrooms and a more positive atmosphere, a higher level of interest and enthusiasm, and a greater ability to stay focused than comparison group.

### **SNAPS Under 12 Outreach Project**

A multisystemic intervention for boys under age 12 displaying aggressive and antisocial behavior problems. This program is rated Effective. It was associated with a significant decrease in children's delinquency and aggression scores as well as a significant reduction in children's levels of behaviors such as rule-breaking, aggression, and conduct problems. However, there was no significant effect of the program on the total numbers of convictions.

### **School-Based Bullying Prevention Programs**

Aim to reduce bullying and victimization (being bullied) in school settings. Some interventions aim to increase positive involvement in the bullying situation from bystanders or witnesses. The practice is rated Effective for reducing bullying, bullying victimization, and for increasing the likelihood of a bystander to intervene. The practice is rated No Effects for increasing bystander empathy for victims of bullying.

### **School-Based Social and Emotional Learning (SEL) Programs**

Designed to foster the development of five interrelated sets of cognitive, affective, and behavioral competencies, in order to provide a foundation for better adjustment and academic performance in students, which can result in more positive social behaviors, fewer conduct problems, and less emotional distress. The practice was rated Effective in reducing students' conduct problems and emotional stress.

## **School-wide Positive Behavioral Interventions and Support**

A universal, school-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and change perceptions of school safety. The program is rated Effective. Students in the SWPBIS schools received significantly fewer school suspensions than students in schools that did not receive SWPBIS training. Perceptions of safety improved in the schools that implemented SWPBIS, but declined in the schools that did not implement SWPBIS.

## **Targeted School-Based Social Information-Processing Interventions for Aggression**

This practice examines targeted prevention efforts for particular students that attempt to improve one or more aspects of the students' social information processing, aiming to prevent and/or reduce aggressive or violent behavior in school-aged children. The practice is rated Effective for reducing aggressive behavior in school-aged children.

## **The Incredible Years**

A parent, teacher and child social skills training approach to reduce challenging behaviors in children and increase their social and self-control skills. The program is rated Effective. The evaluation reviewed multiple outcomes. Findings revealed that negative parenting practices decreased in the intervention group; there was greater improvement in school readiness measures; classroom atmosphere; child social competence; and stimulation for learning in the treatment group.

## **Treatment in Secure Corrections for Serious Juvenile Offenders**

This practice includes interventions targeting serious (violent and chronic) juvenile offenders sentenced to serve time in secure corrections. The overall goal is to decrease recidivism rates when juveniles are released and return to the community. The practice is rated Effective for reducing general recidivism and serious recidivism of violent and chronic juvenile offenders.

## **Universal School-Based Prevention and Intervention Programs for Aggressive and Disruptive Behavior**

Universal school-based prevention and intervention programs for aggressive and disruptive behavior target elementary, middle, and high school students in a universal setting, rather than focusing on only a selective group of students, with the intention of preventing or reducing violent, aggressive, or disruptive behaviors. The practice is rated Effective in reducing violent, aggressive, and/or disruptive behaviors in students.