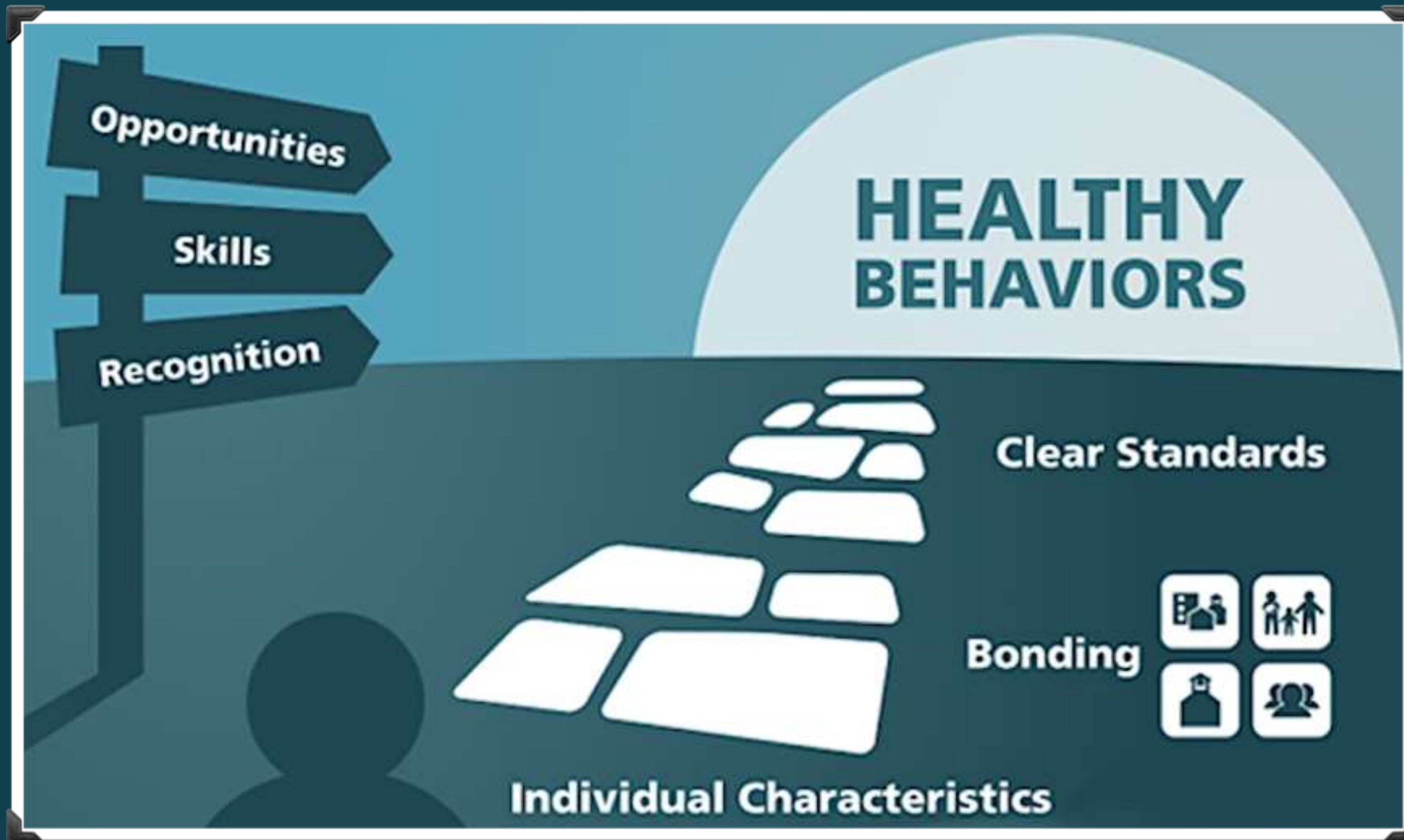




Social Development Strategy

How to use the science of bonding to help youth follow rules, adopt positive values, and live healthy, successful lives.

A Personal Testimonial From My Past!



Syracuse Elementary School in 1958



Mr. Marlin







“Michael , what is the most important thing to learn in
the second grade?

Now Michael, you want to grow up to be a
gentleman. I want you to grow up to be a
gentleman.

Your choices, today are not the choices of a
gentleman. Your choices need to change.”





Mrs. Schoenfield taught me new skills!

Hoppy, the Kangaroo Rat!

Opened the door for the girls every time we left the classroom!





Grandpa taught me new skills, too!



The rest of the year I helped him after school with his custodial work.



Most Improved



Presented to Mike Gailey

for Learning to be a gentleman!

Mrs. Bessie Schoenfield

Signature

May 31, 1958

Date



Don't forget
to
Recognize
Achievement

Syracuse Elementary School in 1958

My first experience with the Social Development Strategy was with my grandfather, Mrs Bessie Schoenfield, and the principal at Syracuse Elementary School the Second Grade!

Opportunities

Skills

Recognition

HEALTHY BEHAVIORS

Clear Standards

Bonding



Individual Characteristics



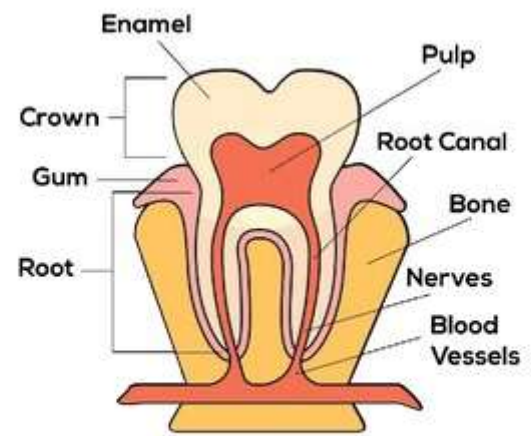
Grandpa



Mrs. Schoenfield



Mr. Gailey

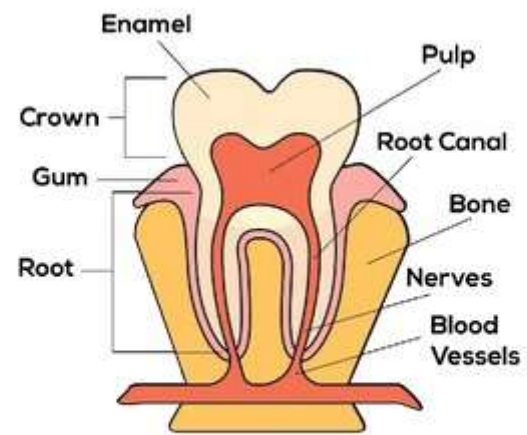


Tooth Anatomy

The Syracuse Elementary School Today

What is the most important thing to learn in the second grade?





Tooth Anatomy

The Syracuse Elementary School Today

What is the most important thing to learn in the second grade?



To be a gentleman,
and to be polite and respectful to others.





PART 1

RAISING ADULTS

"Begin with the end in mind."



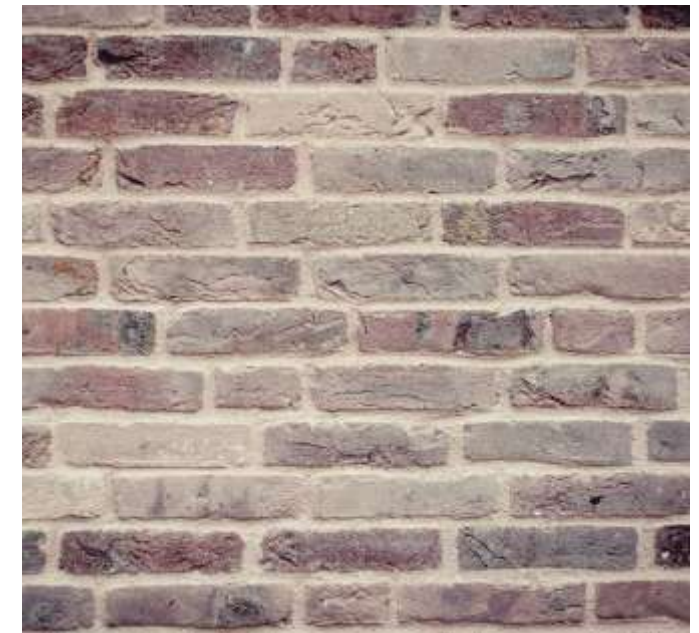
SHARE

What values, qualities, or behaviors do you want the youth you mentor to develop to become happy, healthy adults?



BARRIERS

What kinds of things could prevent our youth from reaching these goals? (and goals they have for themselves?)



RISK FACTORS

- Something that increases the chance of negative outcomes.
- Happen in all areas of a child's life (home, school, neighborhood, friends)
- Can be measured
- Buffered by protective factors

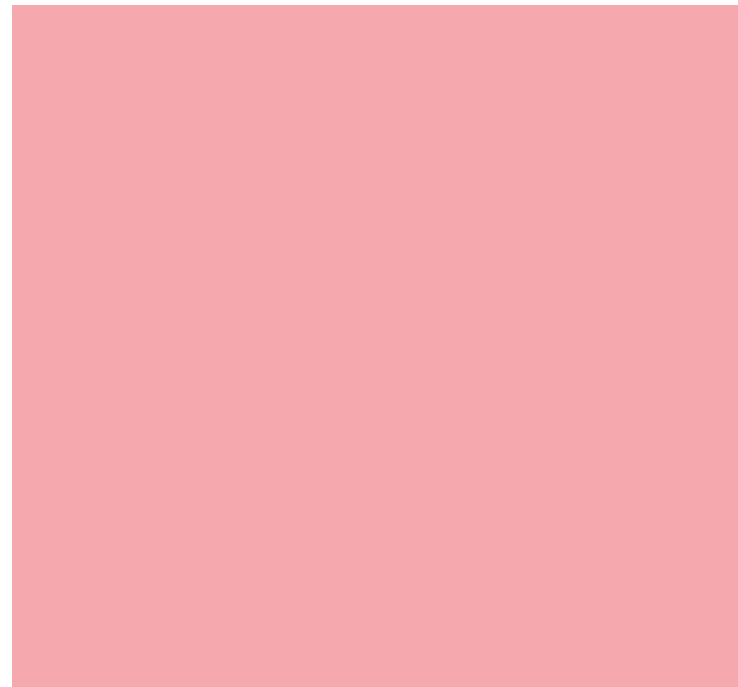


Community

Risk Factors for Youth Problem Behaviors		Substance Use	Delinquency	Teen Pregnancy	School Dropout	Violence	Depression & Anxiety
Community	Are drugs available to youth?	●				★	
	Are firearms available to youth?		▲			★	
	Does the community let kids get away with drugs, firearms, or crime?	●	▲			★	
	Does media glorify the behavior?	●				★	
	Does the neighborhood have people moving in and out often?	●	▲		☀		⬡
	Do kids like their neighborhood and feel their neighbors know them?	●	▲			★	
	Are youth experiencing poverty?	●	▲	◆	☀	★	
Family	Is there Family History of the behavior?	●	▲	◆	☀	★	⬡
	Are rules set and consistently enforced at home?	●	▲	◆	☀	★	⬡
	Are there high levels of family conflict?	●	▲	◆	☀	★	⬡
	Are parents engaged in or supportive of the behavior?	●	▲			★	
School	Are youth failing academically?	●	▲	◆	☀	★	⬡
	Do youth feel committed to school?	●	▲	◆	☀	★	
Individual/ Peer	Are youth getting into trouble often, at a very young age?	●	▲	◆	☀	★	⬡
	Are the youth rebellious?	●	▲		☀	★	
	Are the youth involved in gangs?	●	▲			★	
	Do youth have friends who are doing the behavior?	●	▲	◆	☀	★	
	Do youth have a positive view of the behavior (fun or cool vs wrong).	●	▲	◆	☀	★	
	Do they start the behavior at a young age?	●	▲	◆	☀	★	
	Personality traits that make them more likely to do the behavior?	●	▲			★	⬡

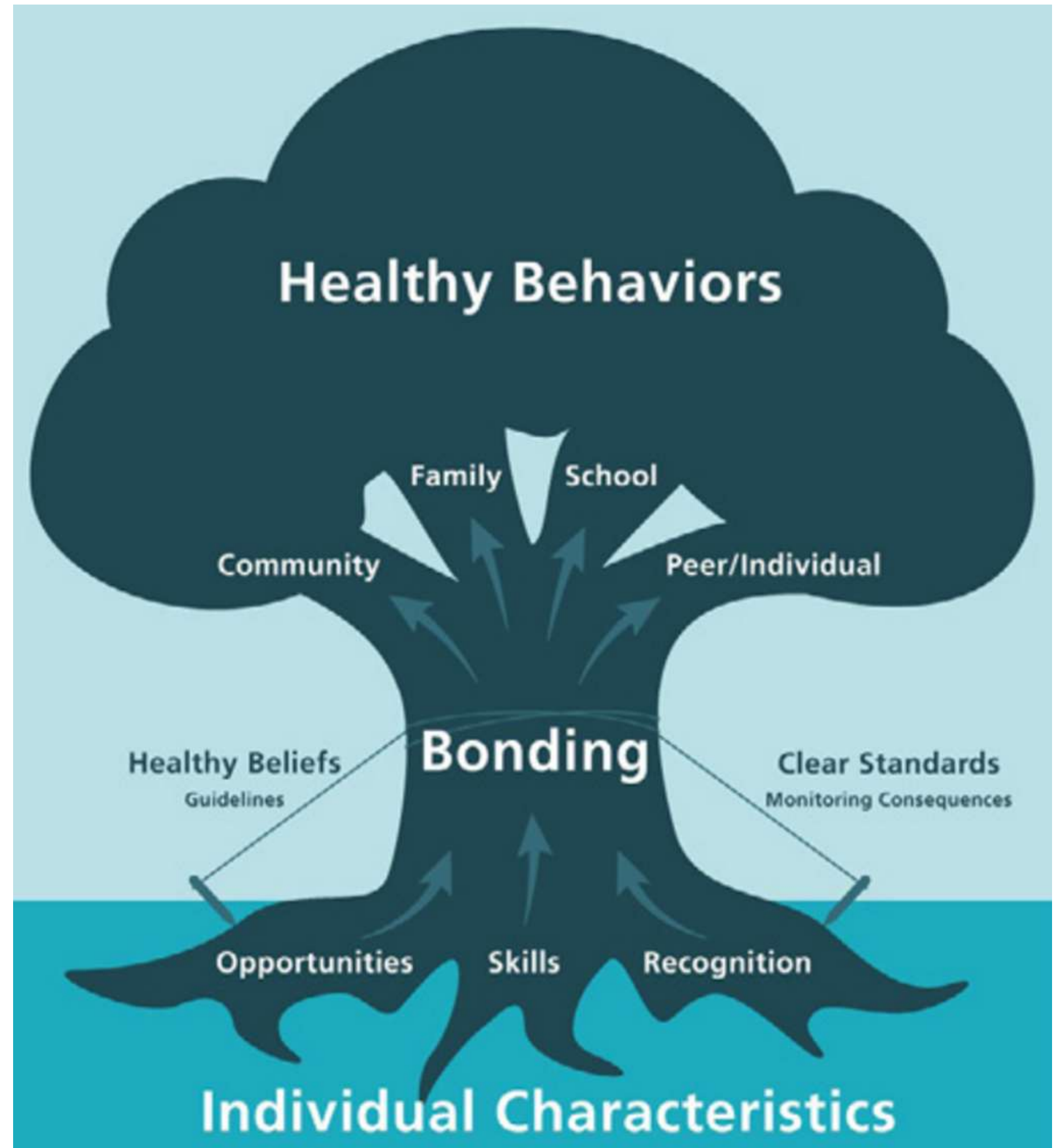
PROTECTIVE FACTORS

Protective factors are things that buffer kids from the risk factors they experience.



		Shared Protective Factors for Youth Problem Behaviors	Substance Use	Delinquency	Unsafe Sexual Behavior	School Dropout	Violence	Depression & Anxiety
Individual/ Peer		Problem-Solving Skills	●	▲	★	☼	★	■
		Naming & Managing Emotions		▲				
		Social Skills	●	▲	★		★	■
		Belief that they can set and achieve goals			★			
		Optimism	●	▲	★		★	■
		Independence & Empowerment			★			
		Positive Values (respect, honesty, etc.)	●	▲	★		★	■
		Spirituality	●	▲	★			
Family, School & Community		Opportunities for Positive Social Involvement	●	▲				
		Recognition for Positive Behavior	●	▲			★	■
		Bonding to Healthy Peers and Mentors	●	▲	★	☼	★	■

SOCIAL DEVELOPMENT STRATEGY (SDS)





How do we know it works?

RESEARCH BEHIND SDS

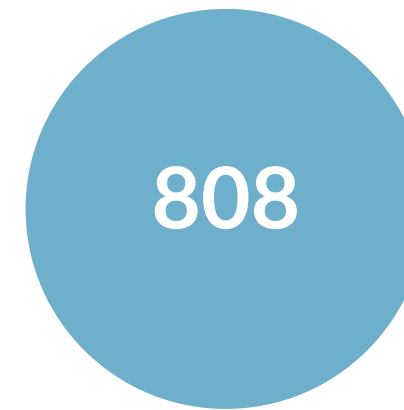
Researchers:

David Hawkins and Rico Catalano,
University of Washington

Question:

What motivates youth to grow up
and adhere to standards that
have been set for them that
would result in healthy lives?

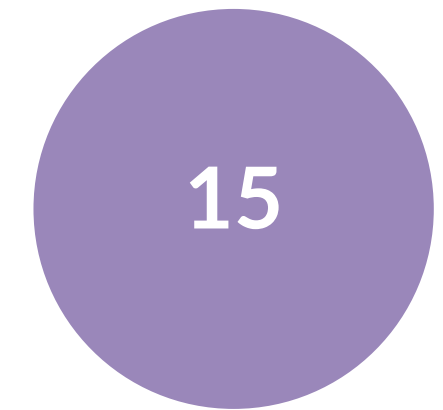
The Study:



Participants



Age



Years

Parents and elementary teachers
were provided training on SDS
during the elementary grades.

RESEARCH OUTCOMES

Reduced:

- Violence
- Smoking
- Drug and alcohol use
- Fewer sexually transmitted infections (STIs)
- Criminal convictions
- Eliminated racial income disparities in adulthood

Improved:

- School bonding
- Civic engagement
- Positive social engagement in adulthood
- Family attachment

1) Expectations and Rules



RULES & EXPECTATIONS

WHY do we have rules?



BECAUSE they help youth understand expectations and avoid negative consequences.

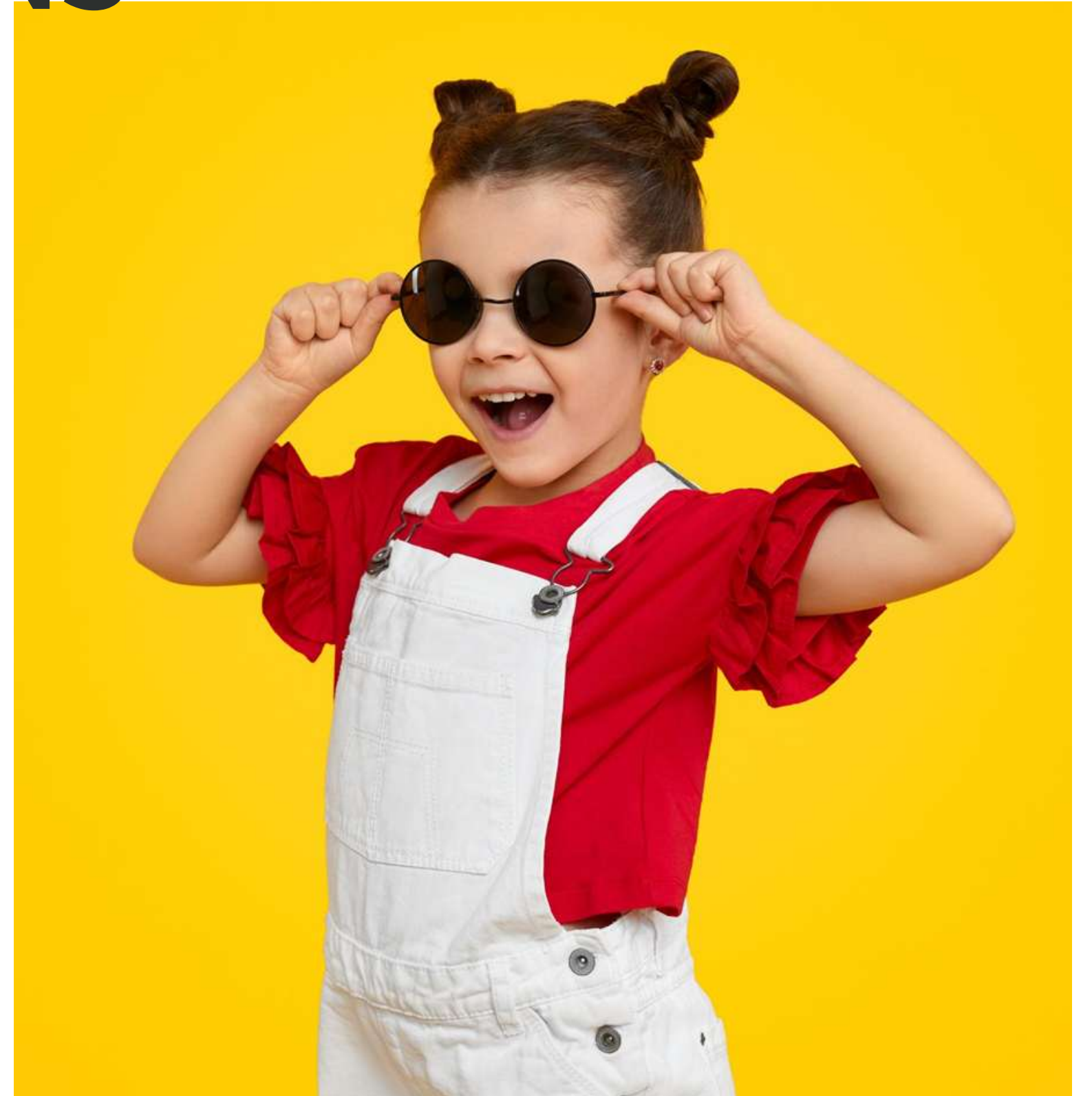


RULES & EXPECTATIONS

WHY do we have rules
and expectations?



BECAUSE of the values
and healthy outcomes
we want for them!



HOW TO SET CLEAR RULES

- Specific
- Communicate clearly & often, don't assume
- Teach skills needed for them to follow the standards
- Monitor adherence to the standards
- Provide consequences (to reinforce the positive and course correct)



SHARE

#2

Think about your youth, how did your parents or mentors show you what was expected of you?

Thinking back to the healthy values & behaviors you want the youth you mentor to develop ...

- What rules & expectations do you set for them?
- How can you communicate them clearly and follow through with consequences?

A photograph of three young children sitting on the grass in a park, with their arms raised high in the air, expressing joy and excitement. The child on the left wears a colorful patterned shirt, the middle child wears a white shirt, and the child on the right wears a striped shirt. The background is a soft-focus view of a park with trees and a fence.

How do we motivate
youth to follow rules?

1) Expectations and Rules

2) Bonding

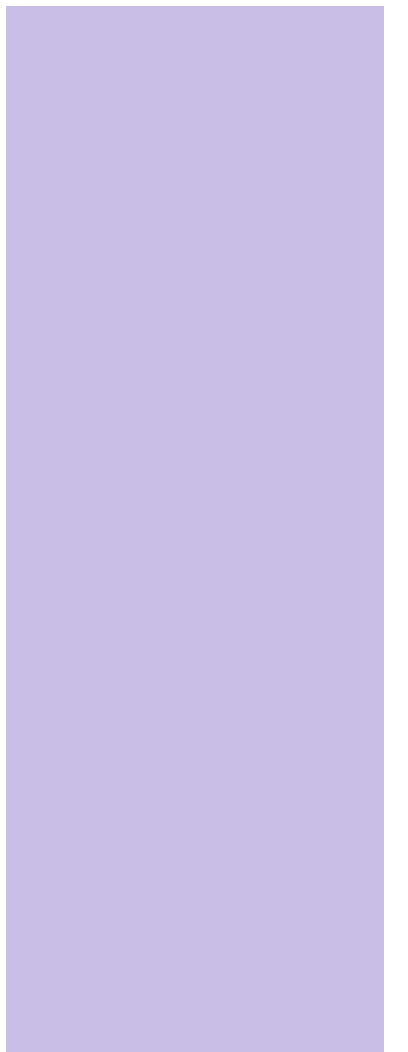


BONDING

+OPPORTUNITIES

+SKILLS

+RECOGNITION



1) Expectations and Rules

2) Bonding

a. Opportunities



OPPORTUNITIES

Opportunities to contribute or be part of something.

They should be:

- Age appropriate
- Meaningful
- Matched to the young person's individual characteristics and interests
- Challenging enough to be motivating, but not overwhelming



SHARE

#3

Think about your youth, how did your parents or mentors give you opportunities to contribute?

What are some opportunities you can provide to the youth you mentor?

Tips & Reminders

Opportunities should be:

- Age appropriate
- Meaningful
- Matched to the young person's individual characteristics and interests
- Challenging enough to be motivating, but not overwhelming

1) Expectations and Rules

2) Bonding

a. Opportunities

b. Skills



SKILLS

Consider using these steps when you're teaching skills:

- **Explain** importance of skill
- Break skill into **small steps**
- **Demonstrate** each step
- **Coach** while the child practices
- Give **feedback**
- **Recognize and Celebrate** effort
- Find opportunities for them to use skill



SHARE

#4

Think about your youth, how did your parents or mentors teach you skills?

What are some skills that you can teach to the youth you mentor?

Think of hard skills and soft skills

1) Expectations and Rules

2) Bonding

a. Opportunities

b. Skills

c. Recognition

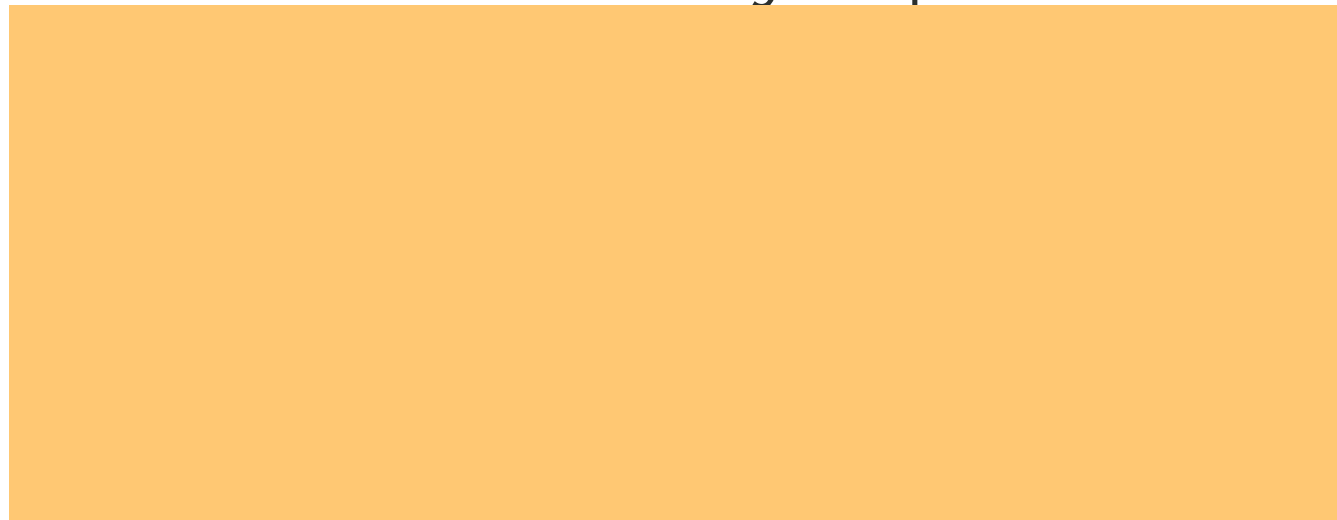


DISCUSSION

Think of a time where you felt recognized.

What made it meaningful?

How do you prefer to be recognized?



RECOGNITION

Being seen, validated, appreciated.

- Tailor to the individual
- Be specific and positive



EXAMPLES

WHAT SHOULD BE
RECOGNIZED?

- Improvement
- Effort
- Achievement
- Character strengths



EXAMPLES

HOW TO GIVE RECOGNITION

Learn how they want to be recognized, and personalize to their preference!

- Be genuine
- Be specific
- Use a warm and enthusiastic tone
- Encourage trying
- Share individual characteristics considering verbal/nonverbal ways to recognize:
 - Write a note
 - Offer a one-on-one or family reward activity
 - Eye contact
 - High fives/fist bumps
 - Public recognition

Thanks for asking so politely!

I noticed you were feeling nervous but you still did it! Do you feel proud of yourself when you go outside your comfort zone?

You worked hard on that!

Great job waiting your turn!

It was kind of you to invite them to play with you!

I've noticed you try really hard to be a good friend.

SHARE

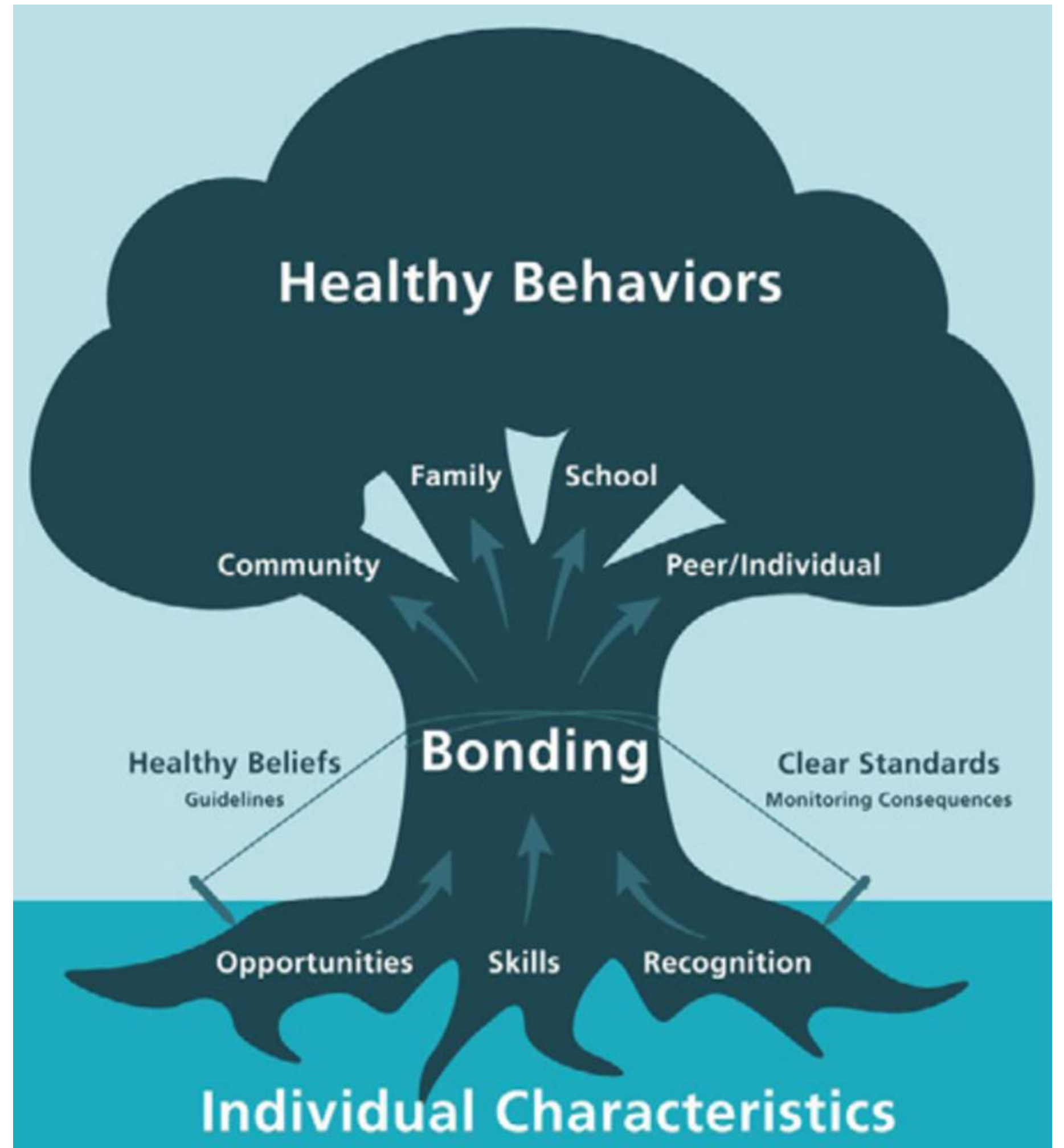
#5

Think about your youth, how did your parents or mentors give you recognition that was meaningful to you?

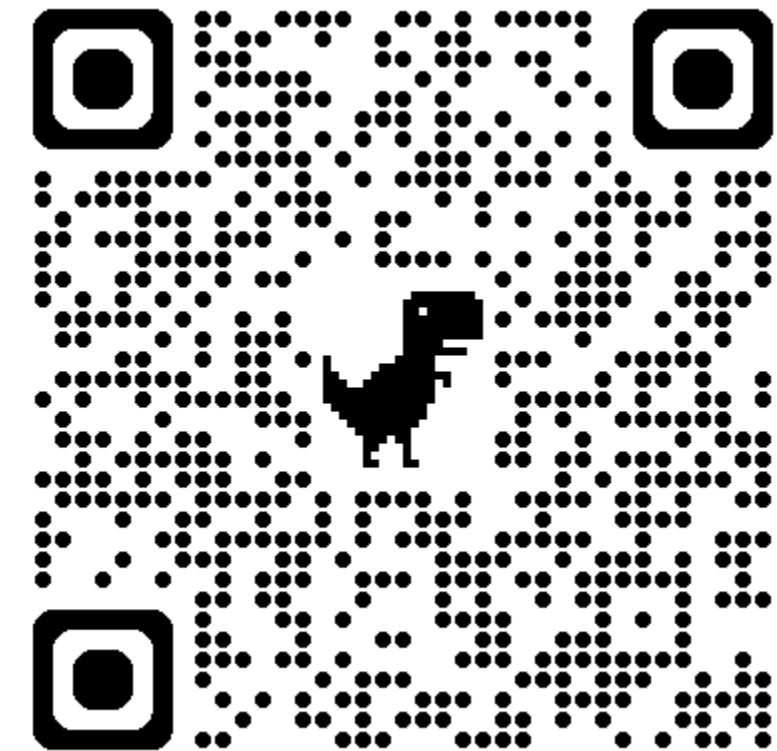
What ways can you be more intentional about giving recognition to the youth you mentor?

How can you tailor recognition to how individual kids like to be recognized?

SOCIAL DEVELOPMENT STRATEGY (SDS)



Get involved in a local
prevention coalition
near you!
utahprevention.org





GROUP DISCUSSION

- What will you do next with what you learned today?



Thank You!

We'd love to hear your feedback

