

The Science of Youth-Led Prevention in Ohio

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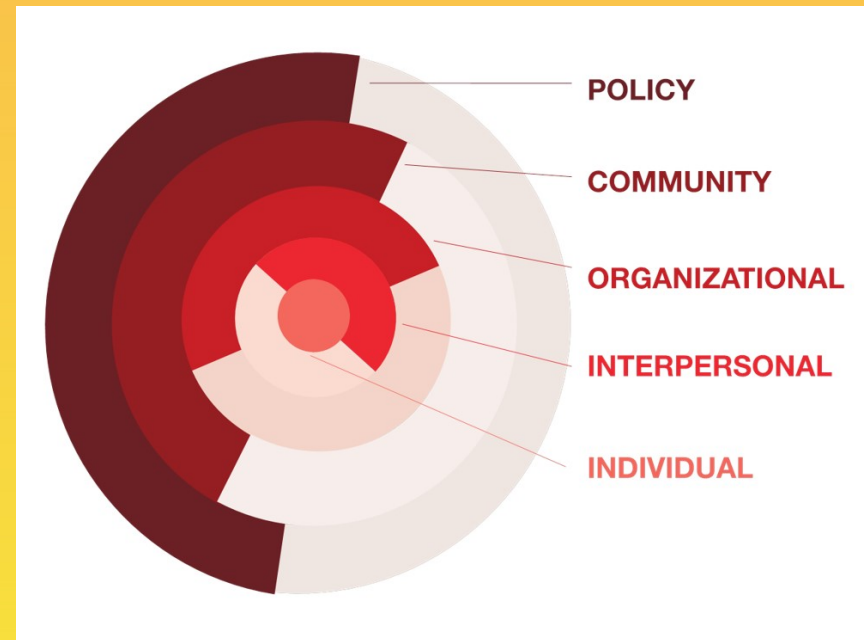
Objectives

1. Where does youth-led prevention (YLP) “fit” in the health care delivery system?
2. Why implement YLP?
3. What is YLP?
4. What is the evidence that supports YLP?
5. What is the Ohio Youth-Led Prevention Network (OYLPN)?



Public Health Approach

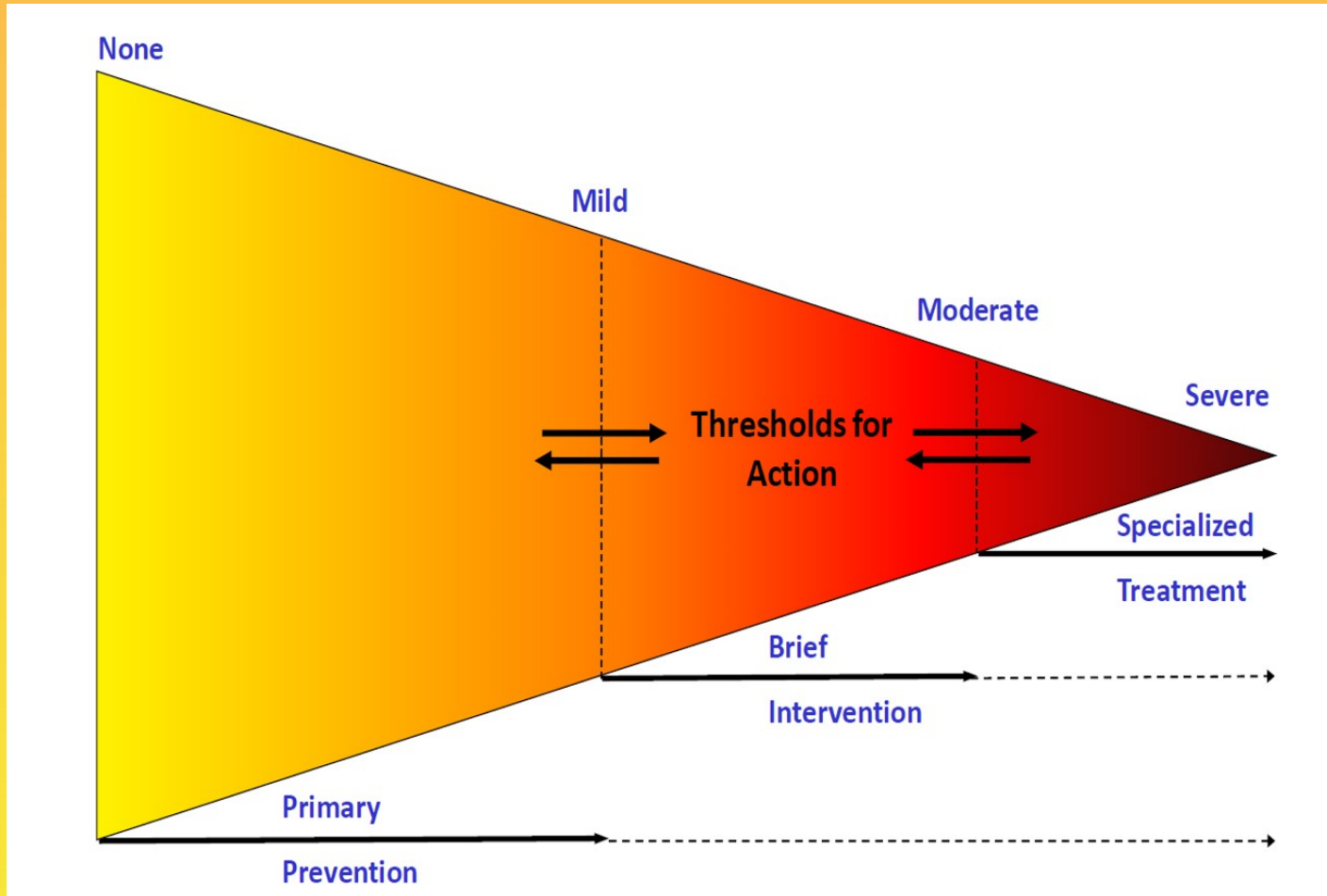
Health and educational outcomes are influenced by the characteristics of peers.



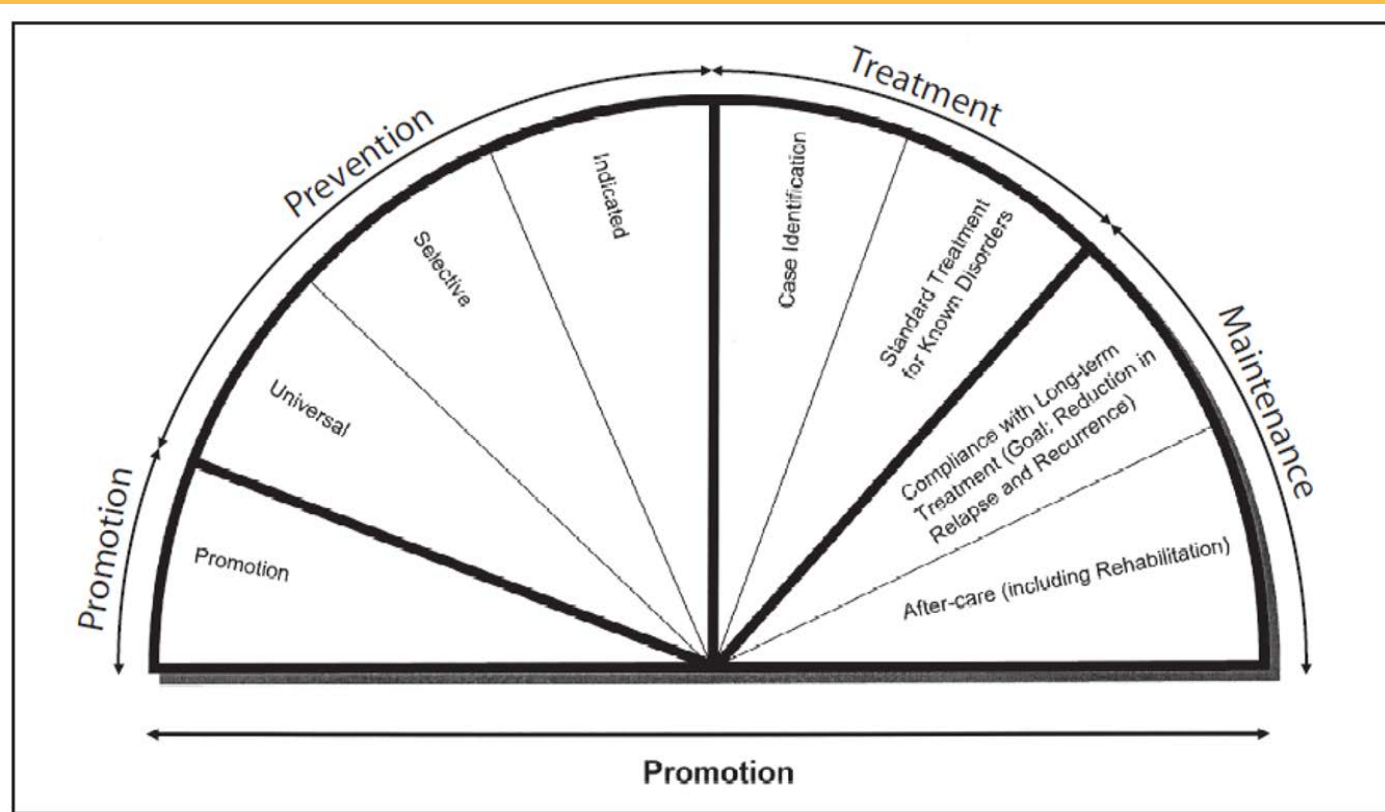
McLeroy KR, Bibeau D, Steckler A, Glanz K. An ecological perspective on health promotion programs. *Health Educ Behav.* 1998; 15(4):351-377



Intervention Funnel

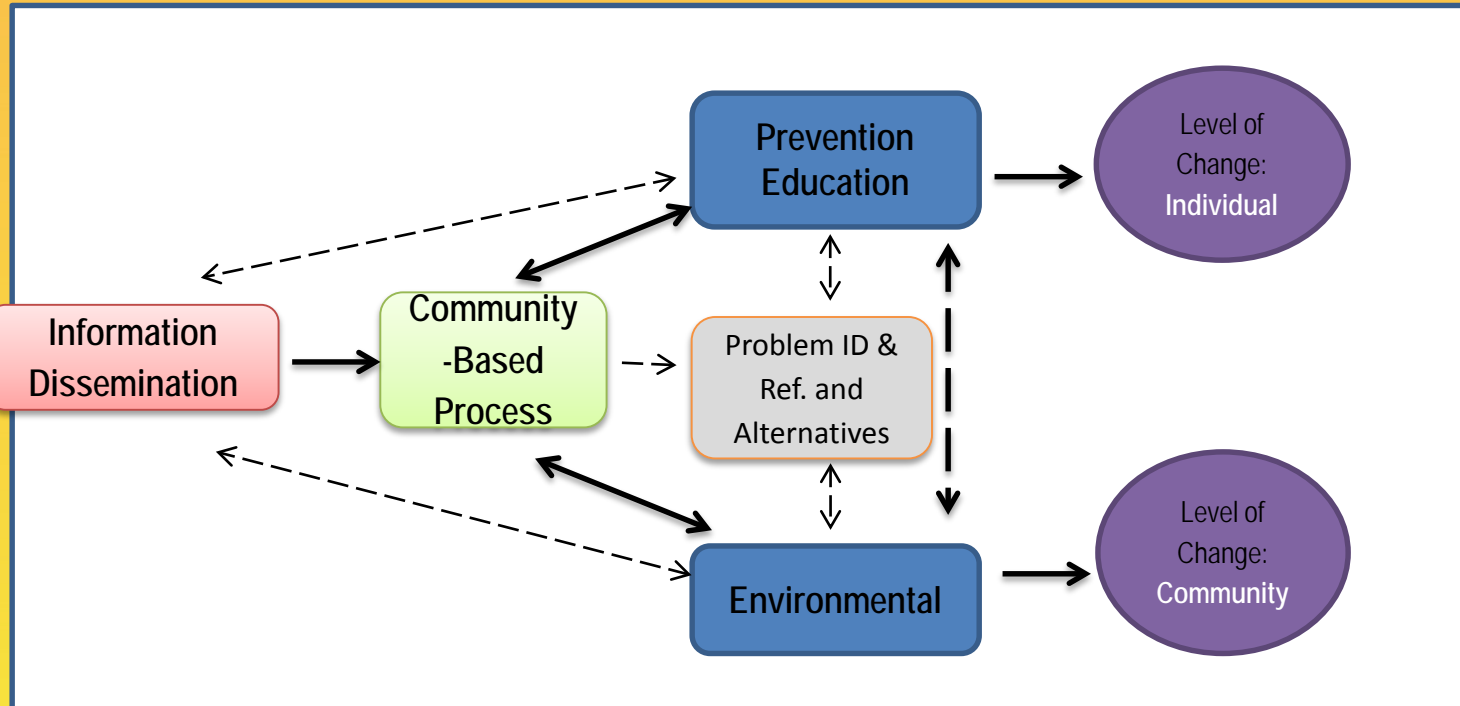


Continuum of Care

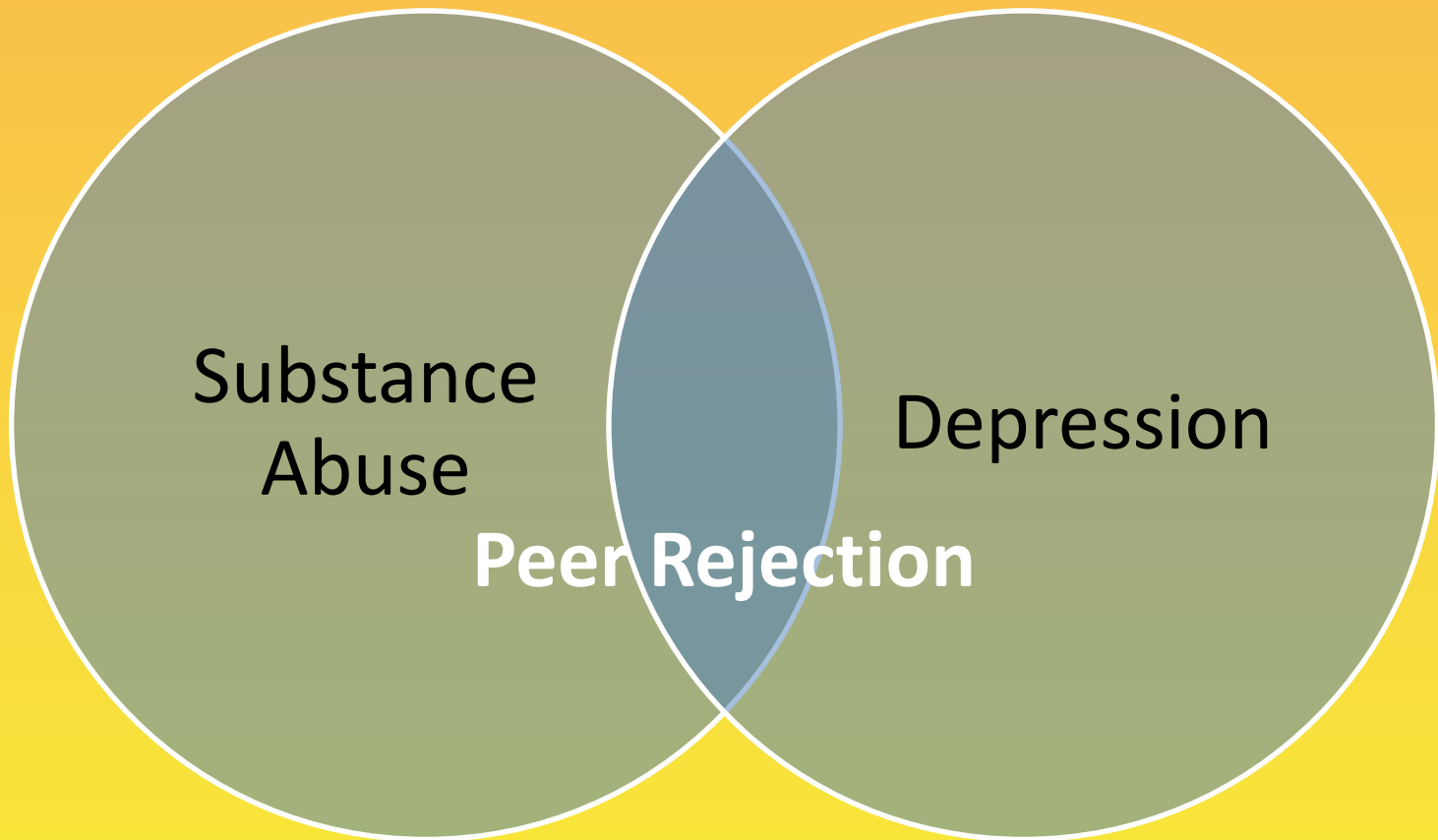


Source: Committee on Prevention of Mental Disorders and Substance Abuse Among Children, Youth, and Young Adults, 2009

CSAP Strategies



Shared Risk/Protective Factors



Why Youth-Led Prevention?

- YLP represents a sound investment through meaningful youth involvement in community prevention efforts.
- YLP has been viewed as a substance abuse prevention program.
- YLP is a comprehensive approach to addressing the emotional and behavioral health of youth and young adults.



Youth-Led Prevention...

- is an effective way of sharing knowledge.
- is credible because it is based on real experiences.
- is a good way of communicating ideas.
- encourages a stable peer network.
- protects students from being victimized or bullied.
- encourages strong interpersonal skills
- enables students to maintain healthy relationships



What is Youth-Led Prevention?

YLP IS...

- Youth hearing directly from their peers about how to handle issues.
- Youth given a voice in planning, decision-making, implementation, evaluation, and recognition processes.
- Youth involvement in the entire prevention process.

YLP is **NOT**...

- Adults telling youth: “Don’t use drugs.”
- Adults telling youth: “Seek help if you are feeling depressed.”
- The “token” youth at the table.
- Inviting youth to an activity.



Cornerstones of Youth-Led Prevention

1. Peer Prevention
2. Service Learning
3. Positive Youth Development
4. Youth Empowerment
5. Youth Organizing

Holden, D. J., Messeri, P., Evans, W. D., Crankshaw, E., Ben-Davies, M. (2004). Conceptualizing youth empowerment within tobacco control. *Health Education & Behavior*, 31, 548-563.



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Peer Prevention

- Positive peer pressure
- Knowledge sharing among peers
- Based on real youth experiences
- Encourages youth to develop their own ideas about prevention for implementation



Service Learning

- Serving others for the betterment of self and community is a key ingredient to healthy living.
- Youth learn about compassion and leadership.
- Youth develop self-esteem, communication, organizational skills, and a sense of empowerment.
- Youth learn about citizenship.
- Youth develop a sense of responsibility for their community.
- Youth develop a sense that citizenship requires them to actively participate in their communities.



Positive Youth Development

- Focuses on building the positive attributes young people need in order to be successful.
- Focuses on the strengths of youth instead of their risk factors to ensure that all youth grow up to become contributing adults.
- Provides supports and services necessary to help youth transition through various stages of development.

Chinman & Linney (1998) & Kim et al. (1998)



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Youth Empowerment

“Prevention has begun moving away from preventing something negative from happening to *a new paradigm, which emphasizes the need to promote positive youth development via youth empowerment.*”

(Kim et al., 1998, p. 5)



Empowerment

The process by which individuals gain influence of events and outcomes of importance to them.

(Rappaport, 1984)



Youth Empowerment

- Views youth as a *resource* rather than a *collection of problems*
- Focuses on fostering support via developmentally appropriate experiences and resources
- Provides a means for youth to develop a stable, positive identity by providing them an opportunity to participate in a variety of roles that allow them to experiment and better define their identity.

Cahill & Pitts (1997); Chinman & Linney (1998); Rappaport et al. (1984); Zimmerman (1990, 1995, 2000)



Youth Organizing

“Innovative youth development and social justice strategy that trains young people in community organizing and advocacy, and assists them in employing those skills to alter power relations and create meaningful institutional change in their communities.”

(Funder’s Collaborative on Youth Organizing, 2009)



What is the evidence that supports YLP?



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Youth-Led in the Literature

- Wernick, L. J., Dessel, A. B., Kulick, A., & Graham, L. F. (2013). LGBTQQ youth creating change: Developing allies against bullying through performance and dialogue. *Children & Youth Services Review, 35*, 1576-1586.
- Ford, R., Hershberger, S., Glenn, J., Morris, S., Saez, V., Togba, F. Watson, J., Williams, R. (2013). Building a youth-led movement to keep young people out of the adult criminal justice system. *Children & Youth Services Review, 35*, 1268-1275.
- Porfilio, B. J., & Gorlewski, J. A. (2012). Promoting active citizenship through the arts and youth: Canadian youth-led organizations as beacons of hope and transformation. *International Journal of Progressive Education, 8*(3), 48-61.



Youth-Led in the Literature

- Lee, J. P., Lipperman-Kreda, S., Saephan, S., & Kirkpatrick, S. (2012). Youth-led tobacco prevention: Lessons learned for engaging Southeast Asian American Youth. *Progress in Community Health Partnerships, 6*, 187-194.
- Denison, J. A., Tsui, S., Bratt, J., Torpey, K., Weaver, M. A., & Kabaso, M. (2012). Do peer educators make a difference? An evaluation of a youth-led HIV prevention model in Zambian schools. *Health Education Research, 27*, 237-247.
- Marko, T. L., & Watt, T. (2011). Employing a youth-led adult-guided framework: “Why drive high?” social marketing campaign. *Family & Community Health, 34*, 319-30.



Framework for Youth-Led

- Holden, D. J., Messeri, P., Evans, W. D., Crankshaw, E., Ben-Davies, M. (2004). Conceptualizing youth empowerment within tobacco control. *Health Education & Behavior*, 31, 548-563.



“Holden et al. Model (2004)”

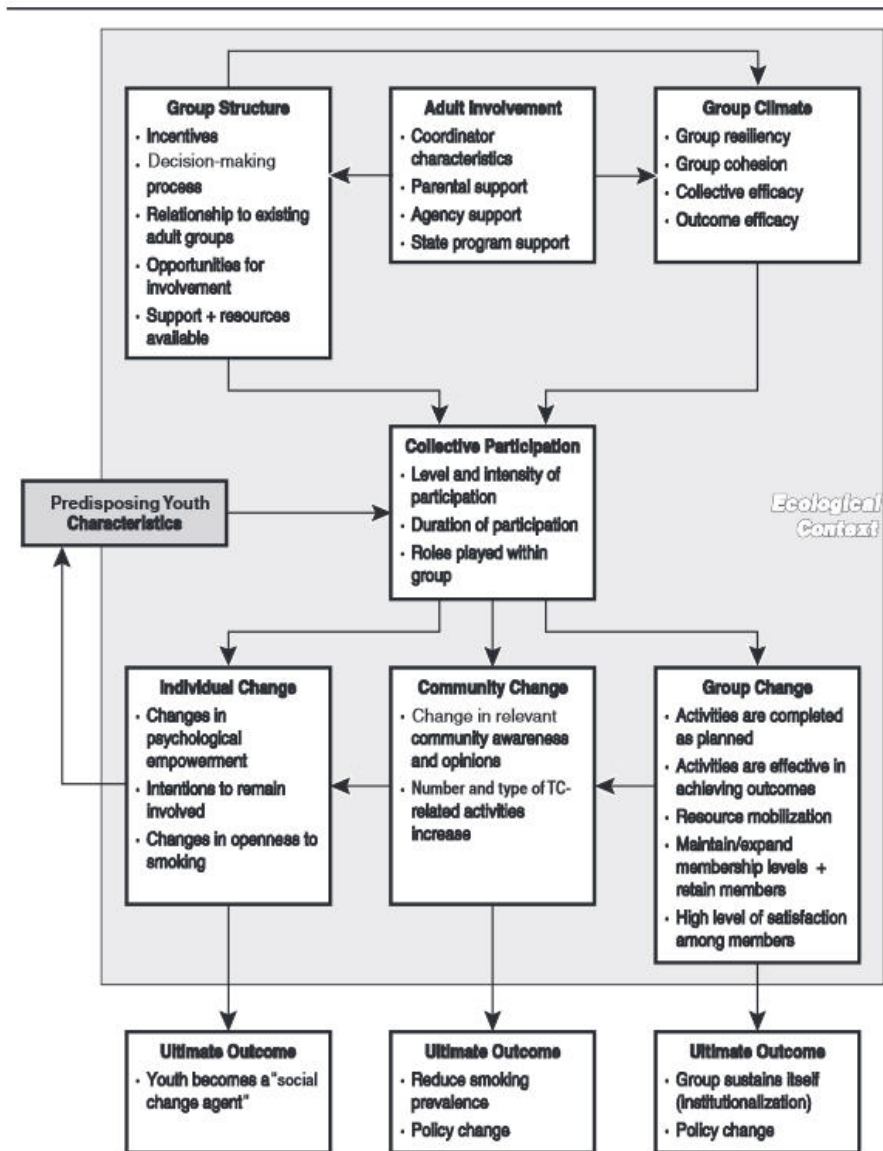


Figure 1. Youth empowerment conceptual framework.

Youth-led, Adult-guided Prevention (Holden et al., 2004)

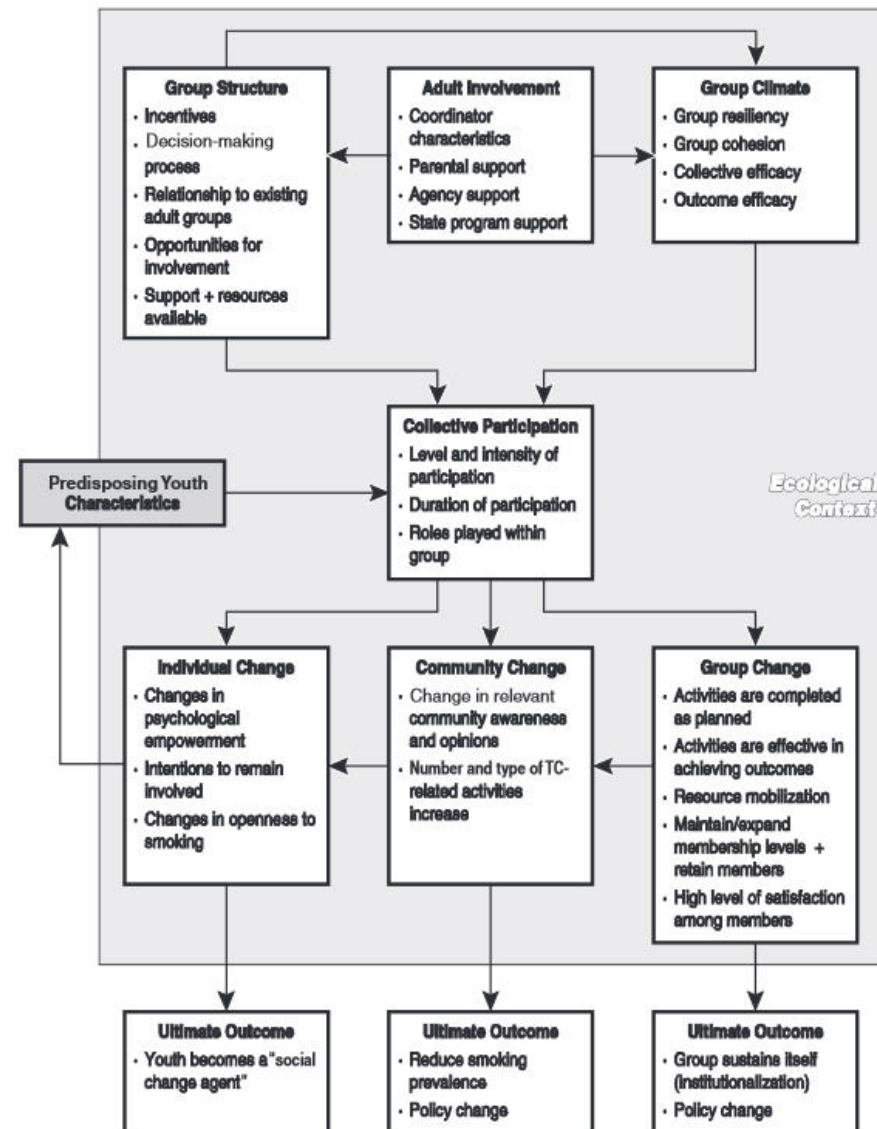
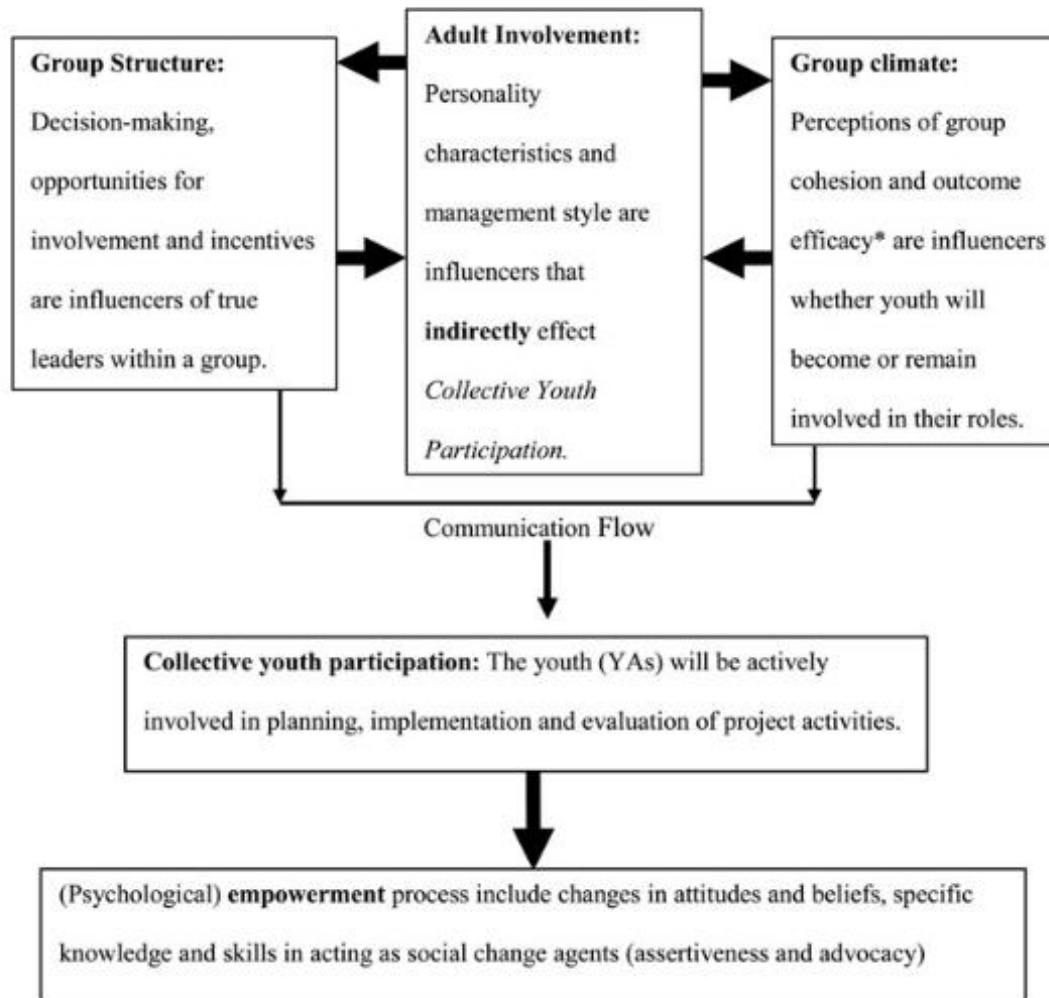


Figure 1. Youth empowerment conceptual framework.

Marko & Watt (2011)



* Outcome efficacy is the confidence youth feel that their group can influence both the adults and the peers in the community about the issue.

Figure 1. "Drugged Driving Kills" youth-led adult-guided framework: "Why Drive High?" campaign. Adapted and reprinted by permission of SAGE Publications.¹⁰

What is the Ohio Youth-Led Prevention Network? (OYLPN)



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The Ohio Youth-Led Prevention Network (OYLPN)



- The project was initiated by:
 - Ohio Department of Mental Health and Addiction Services (Ohio MHAS)
 - Drug Free Action Alliance
 - Includes largest youth-serving organizations of Ohio:
 - Ohio Teen Institute
 - Youth to Youth International



The OYLPN

- The OYLPN was formed to:
 - Build upon and expand partnerships between youth-led prevention programs across the state
 - Develop and strengthen Ohio's youth-led prevention efforts at both the state- and local-levels
 - OYLPN Adult & Youth Council members consist of youth-led prevention providers and youth from across the state (7 AC and 15 YC members)



OYLPN Guiding Statement

The majority of youth, aged 12-17, in Ohio do **not** report substance use, physical violence, and mental health issues. The OYLPN is dedicated to protecting and promoting the well-being of Ohio's youth.



Call to Action

We are the ones! Helping to prevent substance abuse and promote mental, emotional, and behavioral well-being doesn't take extraordinary efforts – just everyday actions by ordinary people. Those simple actions add up to healthier people, neighborhoods, and communities.

National Prevention Week 2012 Toolkit

<http://store.samhsa.gov/shin/content/SMA12-4687/SMA12-4687.pdf>



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