The Science of Youth-Led Prevention in Ohio

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Objectives

1. Why implement youth-led prevention (YLP)?
2. What is YLP?
3. What is the evidence that supports YLP?
4. What is the Ohio Youth-Led Prevention Network (OYLPN)?
5. What is the *theory of change* that supports YLP in Ohio? (Outcomes)
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.


Public Health Approach

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

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.”
• 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

Holden et al. (2004)

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.

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)

What is the evidence that supports YLP?
NREPP

- SAMHSA’s National Registry of Evidence-based Programs and Practices (NREPP)
- NREPP can be a first step to promoting informed decision making.
- NREPP rates the quality of the research supporting intervention outcomes and the quality and availability of training and implementation materials.
- NREPP does NOT provide an exhaustive list of interventions or endorsements of specific interventions.

http://www.nrepp.samhsa.gov/AboutNREPP.aspx

NREPP

- All interventions in the registry have met NREPP’s minimum requirements for review.
- The purpose of NREPP is to help the public learn more about available evidence-based programs and practices and determine which of these may best meet their needs.
- NREPP is a voluntary, self-nominating system in which intervention developers elect to participate.
- Use of NREPP as an exhaustive list of interventions is not appropriate, since NREPP has not reviewed all interventions.
- Policymakers and funders in particular are discouraged from limiting contracted providers and/or potential grantees to selecting only among NREPP interventions.
- Review of interventions and their posting on the NREPP Web site do not constitute an endorsement, promotion, or approval of these interventions by NREPP or SAMHSA.
Youth-Led in the Literature


Framework for Youth-Led


“Holden et al. Model (2004)”

![Diagram of the Holden et al. Model (2004)](image)

Figure 1. Youth empowerment conceptual framework.
Youth-led, Adult-guided Prevention
(Holden et al., 2004)

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. “Dugaged Driving Kills” youth-led adult-guided framework: “Why Drive High?” campaign. Adapted and reprinted by permission of SAGE Publications.
What is 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.
Making OYLPN Effective, Evidence-Based

- Contracted with Dr. Holly Raffle, Assistant Professor at Ohio University’s Voinovich School of Leadership and Public Affairs
- With the help of OYLPN Adult Council we have spent the past year creating a logic model and strategic plan.

Building the Case for YLP in Ohio...
Step 1: Model

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

Step 2: Theory of Change

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

• An articulation of the central processes or drivers by which change comes about for individuals, groups, or communities.

• A theory of change could derive from a formal, research-based theory or an unstated, tacit understanding about how things work (Funnel & Rogers, 2011).

An overall theory of change often looks something like this:

If XYZ YLP program does [PREVENTION STRATEGIES]

... then the majority of youth in the community will be reinforced for their positive choices and the rate of alcohol use will stay the same or decrease.
OYLPN Logic Model

• Develop a logic model and theory of change for youth-led prevention in Ohio.
  – Communicate the science/evidence base for youth-led prevention.
  – Communicate the value of primary prevention.
  – Initiate steps to coordinate youth-led prevention across Ohio.

OYLPN Theory of Change

• If a community adopts, embraces, and promotes protective factors using effective, evidence based strategies ... then the community will protect and promote the health and wellbeing of Ohio’s youth.
# OYLPN Theory of Change

## Contributing Factors: Key Protective Factors

<table>
<thead>
<tr>
<th>Factor</th>
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<tbody>
<tr>
<td>Healthy Beliefs and Clear Standards in a Community</td>
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<tr>
<td>Academic Commitment</td>
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<tr>
<td>Parental Support and Family Management</td>
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<tr>
<td>Family, School, and Community Involvement</td>
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<tr>
<td>Low Report of Adverse Childhood Experiences</td>
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<td>Social Modeling</td>
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<tr>
<td>Internal Assets</td>
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<tr>
<td>External Assets</td>
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<tr>
<td>Social Norms and Perception of Laws</td>
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<tr>
<td>Strong Bonds to Family, School, and Community</td>
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<tr>
<td>Transition to Adulthood</td>
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<td>Resiliency</td>
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## Strategies

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<th>Strategy</th>
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<tbody>
<tr>
<td>Information Dissemination</td>
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<tr>
<td>Prevention Education</td>
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<tr>
<td>Community-Based Process</td>
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<tr>
<td>Environmental Approaches</td>
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<tr>
<td>Alternative Activities</td>
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</table>
**OYLPN Theory of Change**

<table>
<thead>
<tr>
<th>Outcomes: Maintain low rates of adolescent substance abuse, physical violence, and mental health issues.</th>
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<tbody>
<tr>
<td>Alcohol Use</td>
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<tr>
<td>Tobacco Use</td>
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<td>Marijuana Use</td>
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<tr>
<td>Non-medical Use of Prescription Drugs</td>
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<tr>
<td>Violence</td>
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<tr>
<td>Mental Health</td>
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Making the case for YLP in Ohio...
16 Prevention Principles (NIDA)

• (P1) Prevention programs should enhance protective factors and reverse or reduce risk factors.

• (P6) Prevention programs can be designed to intervene as early as preschool to address risk factors for drug abuse, such as aggressive behavior, poor social skills, and academic difficulties.


16 Prevention Principles (NIDA)

• (P8) Prevention programs for middle or junior high and high school students should increase academic and social competence with the following skills:
  – Study habits and academic support; communication; peer relationships; self-efficacy and assertiveness; drug resistance skills; reinforcement of anti-drug attitudes; and strengthening of personal commitments against drug abuse.

16 Prevention Principles (NIDA)

• (P15) Prevention programs are most effective when they employ interactive techniques, such as peer discussion groups and parent role-playing, that allow for active involvement in learning about drug abuse and reinforcing skills.


SAMHSA Criteria

For states, tribes, and jurisdictions receiving Strategic Prevention Framework State/Tribal Incentive Grants, and their sub-recipients, SAMHSA has identified these criteria for defining an intervention as evidence-based:

• It is included in Federal registries of evidence-based interventions

• It is reported (with positive effects on the primary targeted outcome) in peer-reviewed journals

SAMHSA Continued

It has documented evidence of effectiveness, based on guidelines developed by SAMHSA/CSAP and/or the State. These guidelines include the following:

• **Guideline 1:** The intervention is based on a theory of change that is documented in a clear logic or conceptual model; AND

• **Guideline 2:** The intervention is similar in content and structure to interventions that appear in registries and/or the peer-reviewed literature; AND

• **Guideline 3:** The intervention is supported by documentation that it has been effectively implemented in the past, and multiple times, in a manner attentive to scientific standards of evidence and with results that show a consistent pattern of credible and positive effects; AND

• **Guideline 4:** The intervention is reviewed and deemed appropriate by a panel of informed prevention experts that includes: well-qualified prevention researchers who are experienced in evaluating prevention interventions similar to those under review; local prevention practitioners; and key community leaders as appropriate, e.g., officials from law enforcement and education sectors or elders within indigenous cultures.

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