



Supporting Adolescent Health and Development What Decision Makers Need to Know

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THE PROMISE OF ADOLESCENCE: REALIZING OPPORTUNITY FOR ALL YOUTH

A consensus study
report from

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Beth Cauffman, PhD

nationalacademies.org/AdolescentDevelopment

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Study Sponsors

The Funders for Adolescent Science Translation (FAST)

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- Bezos Family Foundation
- Chan Zuckerberg Initiative
- Ford Foundation
- Conrad N. Hilton Foundation
- National Public Education Support Fund
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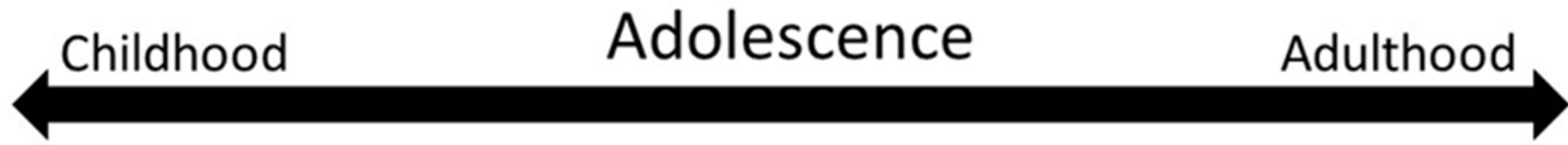
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(January through May 2018)

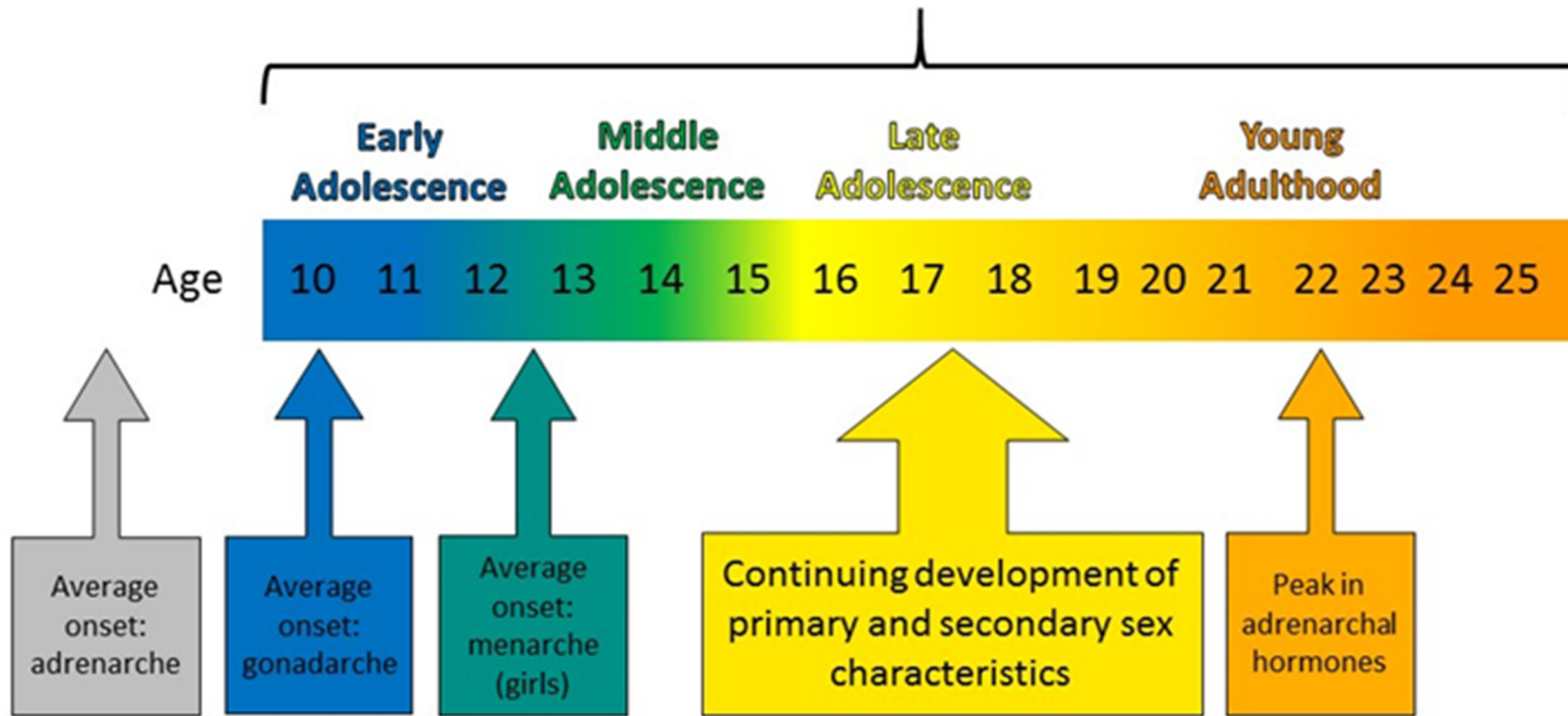
Statement of Task

The study sponsors asked the National Academies of Sciences, Engineering, and Medicine to provide an evidence-based report that:

- Examines the neurobiological and socio-behavioral science of adolescent development, and
- Explores how this knowledge can be applied to institutions and systems so that adolescent well-being, resilience, and development are promoted and that systems address structural barriers and inequalities in opportunity and access.

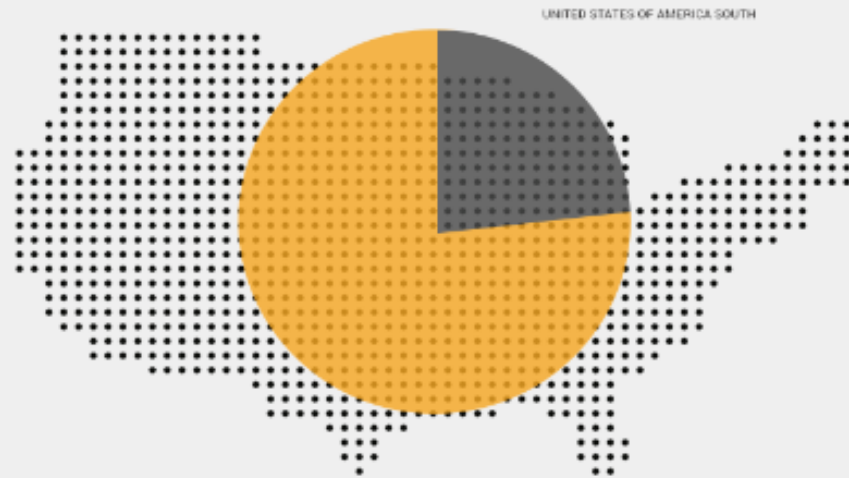


Developmental Periods of Adolescence



2017

There were approximately 73.5 million adolescents ages 10 to 25 in 2017, representing 22.6 percent of the U.S. population.



2020

The adolescent population is expected to become majority-minority by 2020.



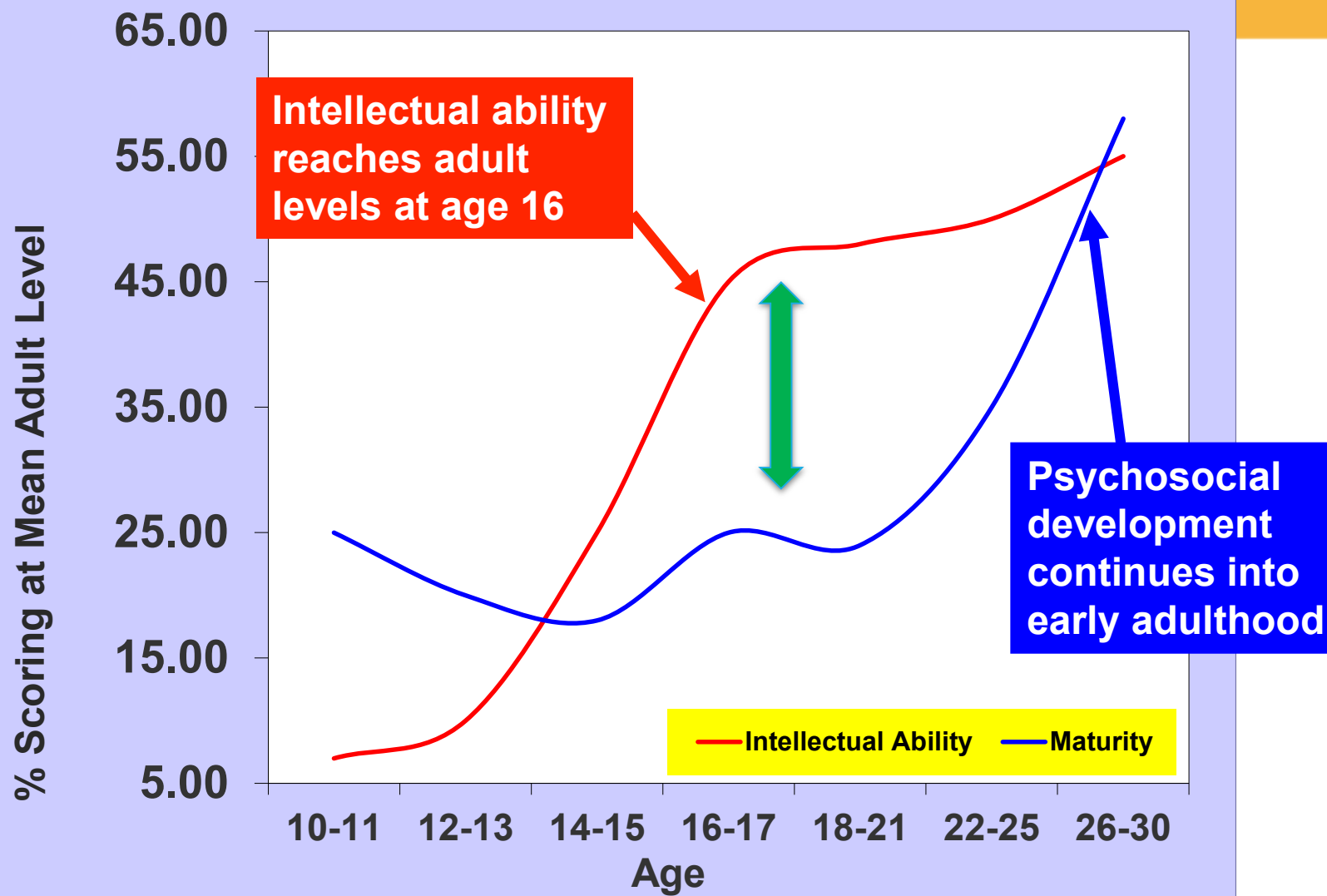
Relative to young children, adolescents have **advanced decision-making skills** and can better seek solutions that are **right for them.**

#PromiseofYouth

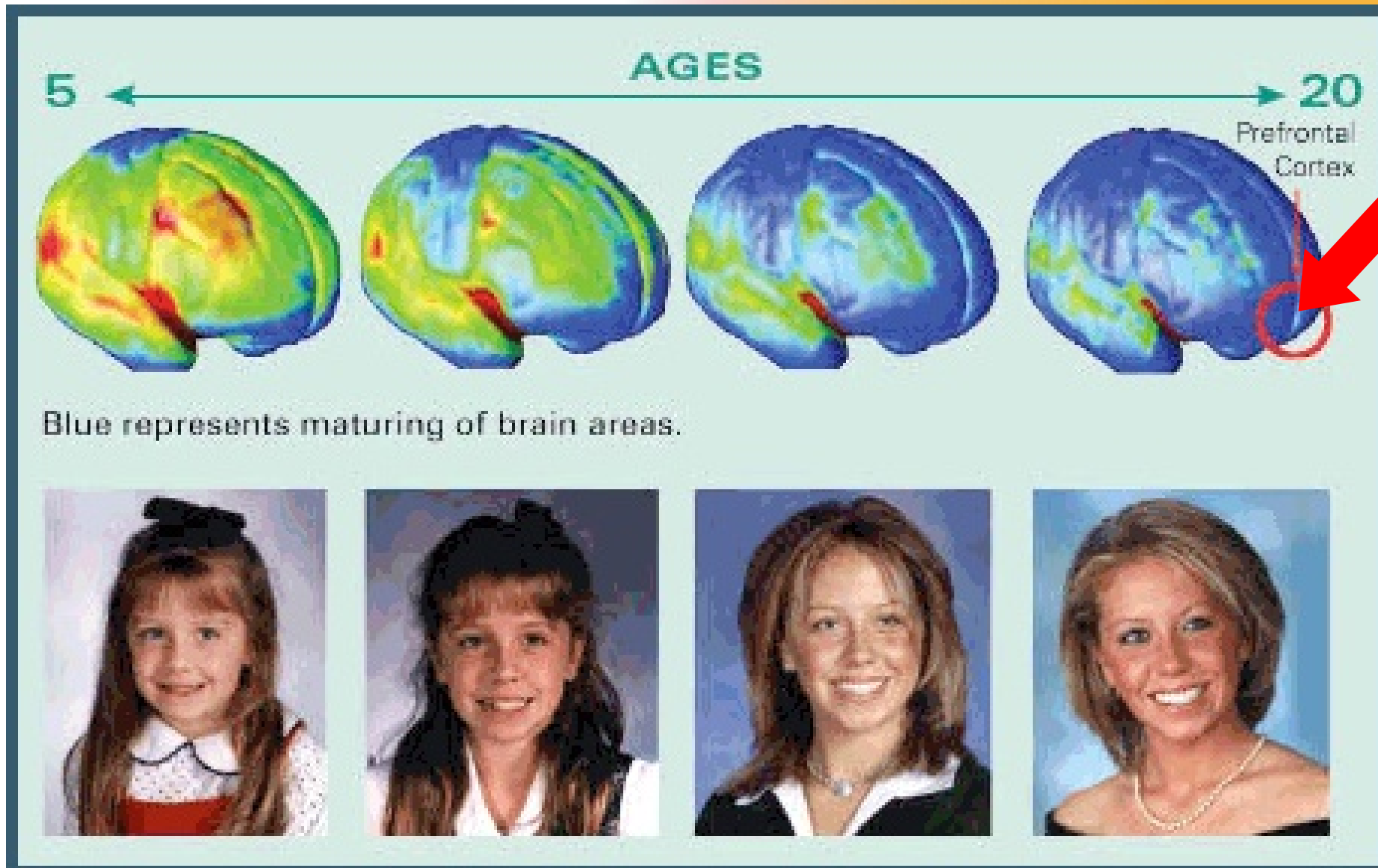
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Adolescent Decision- making

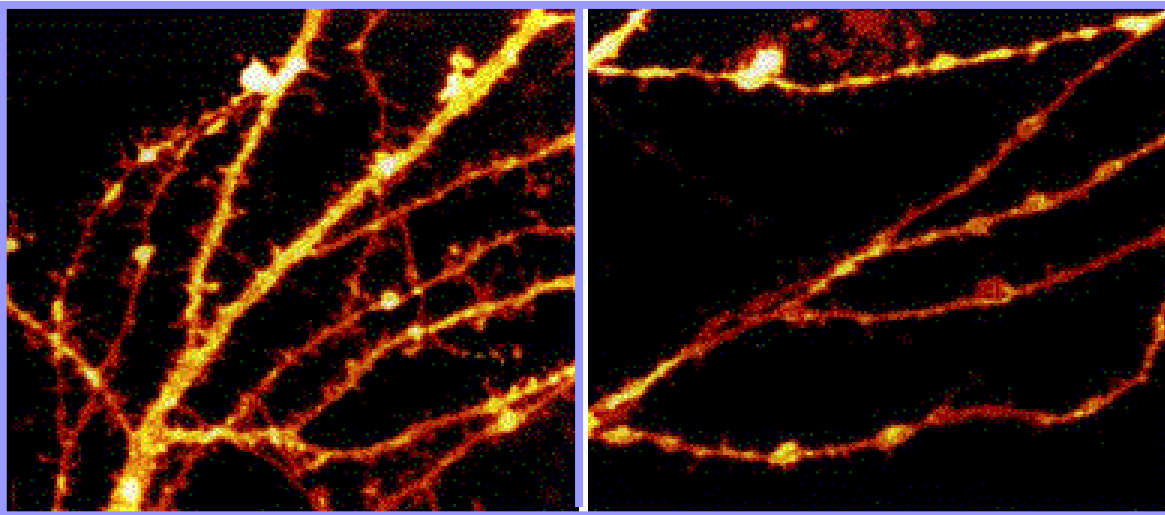


in
continues
Develop
Age 25



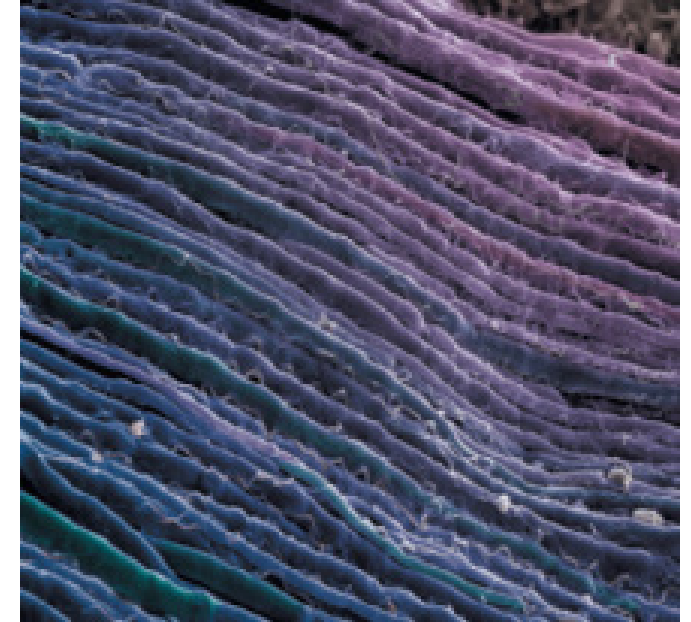
Changes in the Brain

Synaptic Pruning (↓ Grey Matter)



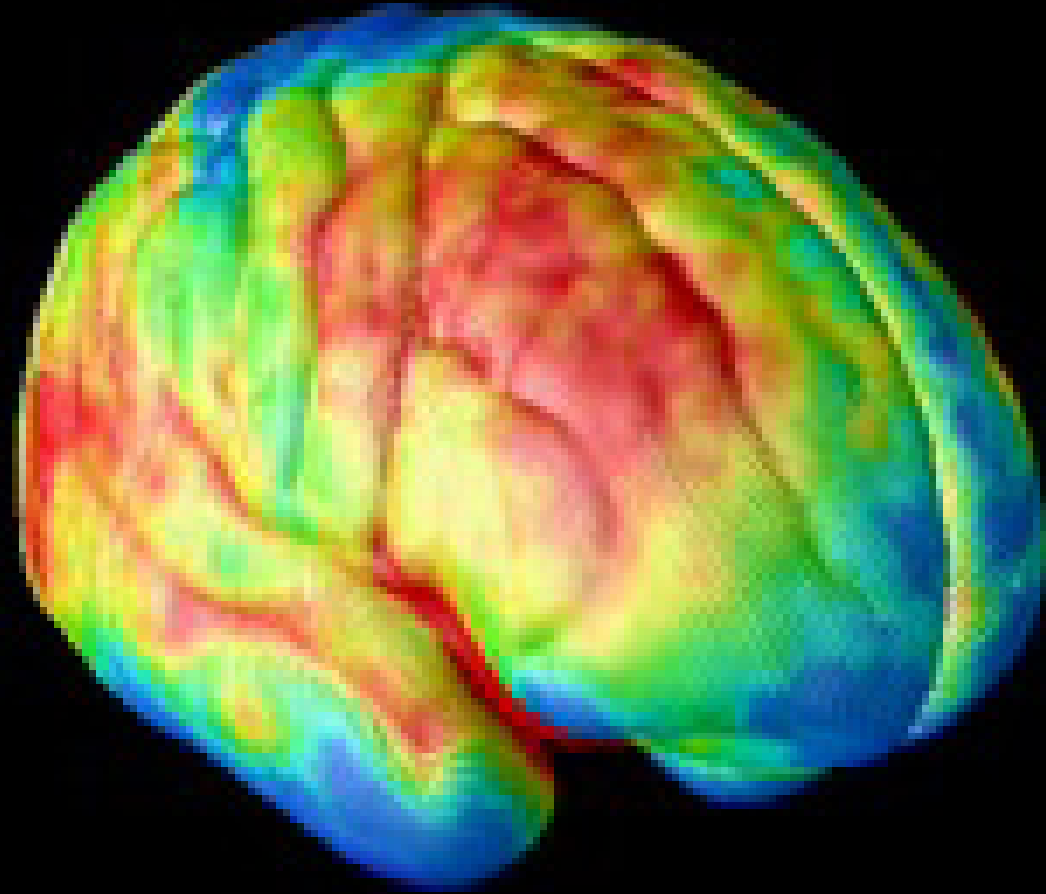
Infancy

Adolescence



Myelination (White Matter)

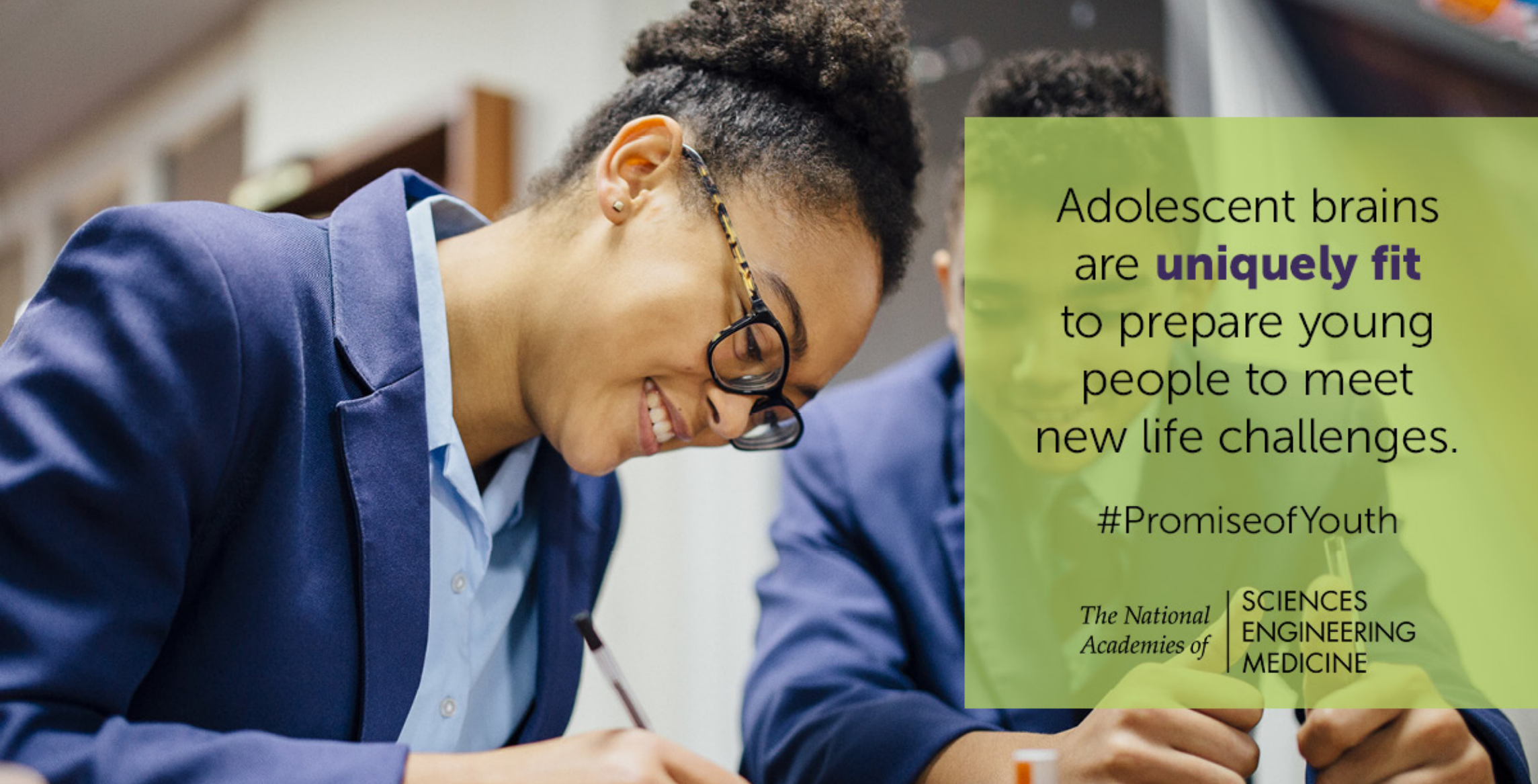




Gray Matter Amount

1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0.0





Adolescent brains
are **uniquely fit**
to prepare young
people to meet
new life challenges.

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Social
World of
Adolescents



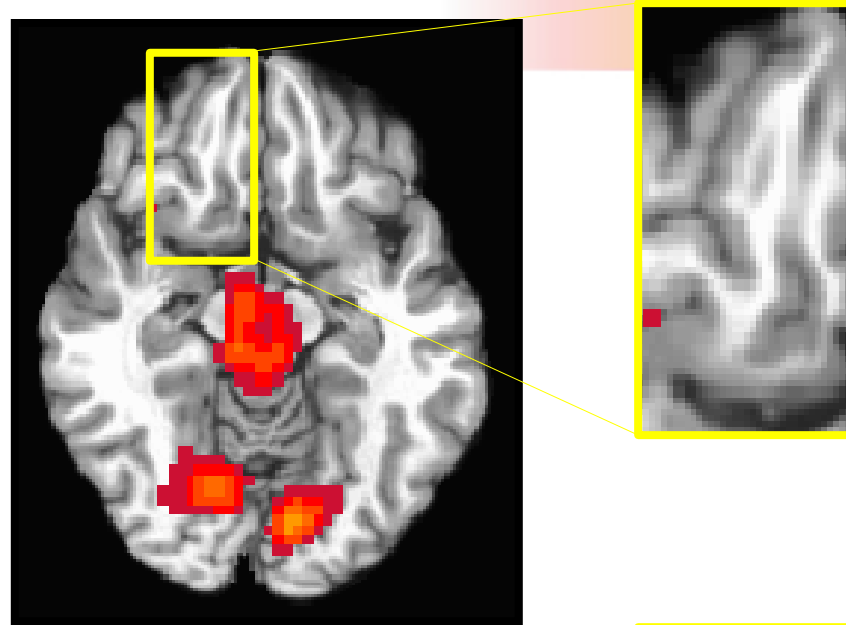
ADOLESCENTS TAKE MORE RISKS WITH THEIR PEERS



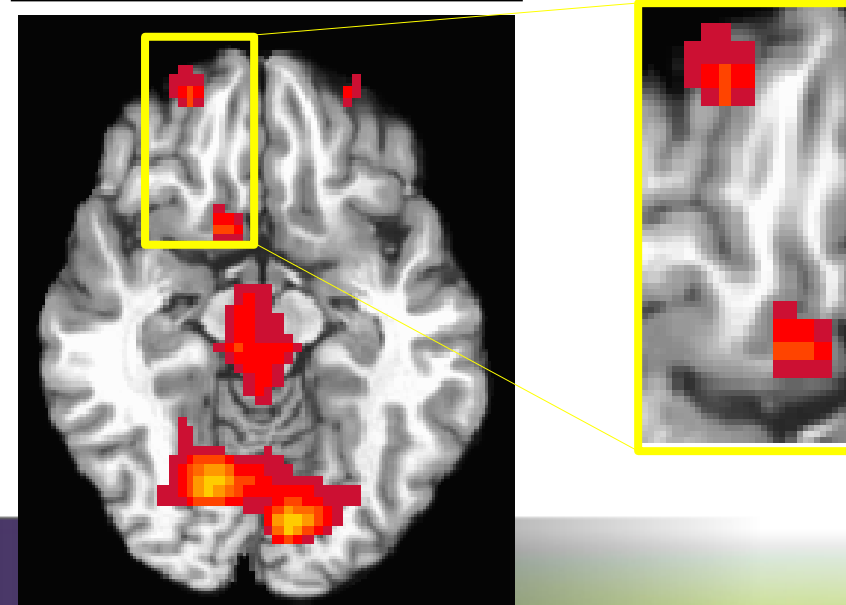
Gardner & Steinberg (2005)

Alone

Adults When
Friends
Watching



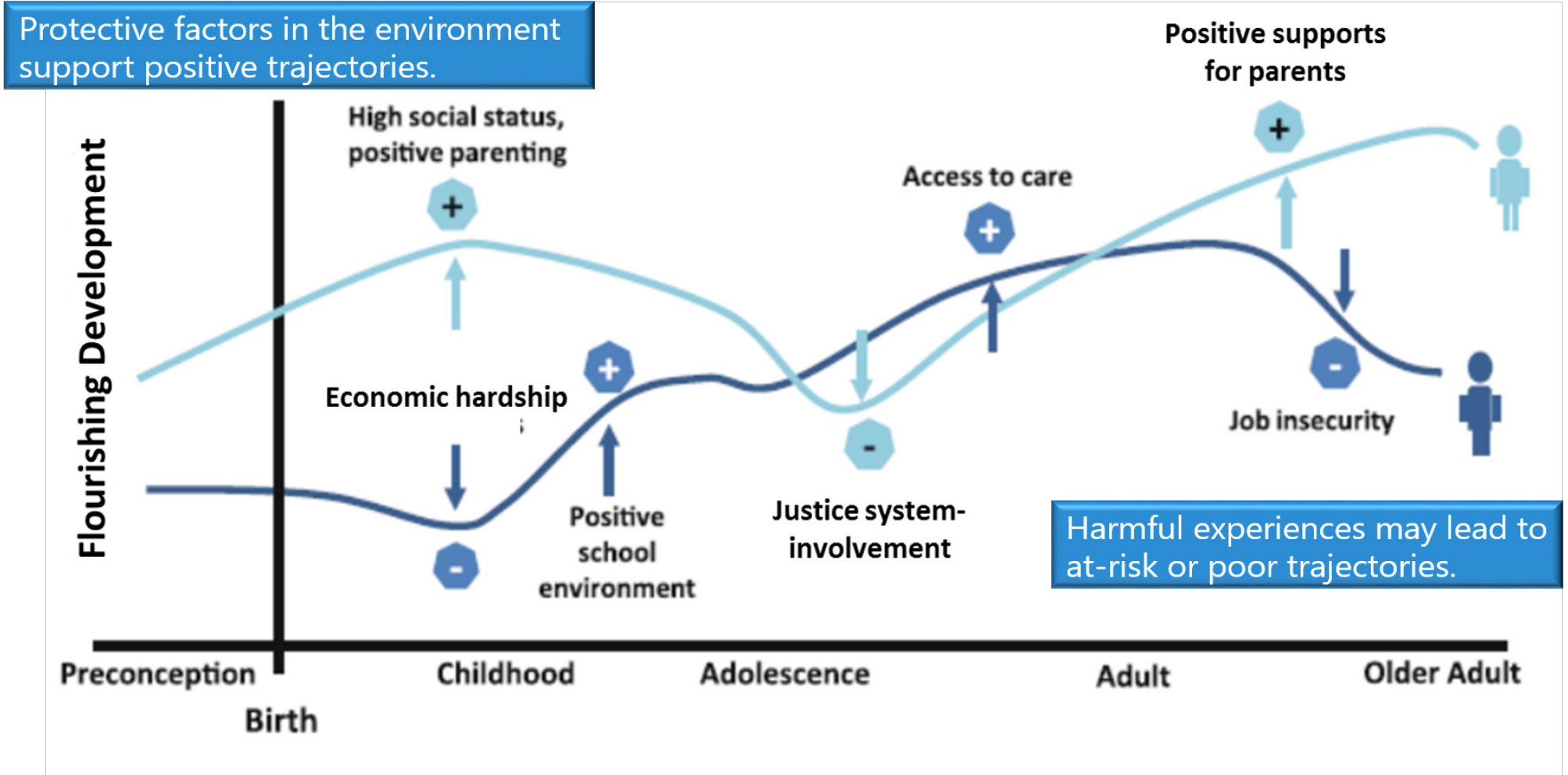
Friends
Watching




**ADOLESCENTS
ONLY**

Greater activation
in Orbitofrontal
Prefrontal Cortex
and the Ventral
Striatum when
friends are
watching.

Epigenetics: Environmental Influences that Shape Adolescent Development





**Adolescence is a period
of great opportunity**
to promote learning and
discovery and to address
the harmful effects of past
negative experiences.

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Promoting Positive Adolescent Health Behaviors and Outcomes: Thriving in the 21st Century

Tammy Chang, M.D., M.P.H., M.S.



Sponsor

The Office of the Assistant Secretary for Health (OASH)
of the U.S. Department of Health and Human Services



Summary of the Statement of Task

Review key questions related to the effective implementation of the Teen Pregnancy Prevention (TPP) program.

Explore the scientific literature surrounding key elements or core components of adolescent health programs using an optimal health lens.

The committee was charged with recommending:

- A research agenda that incorporates a focus on optimal health for youth
- Ways OASH can use its role to foster the adoption of promising elements of youth-focused programs
- Ways OASH youth-focused programs could be improved



Committee on Applying Lessons of Optimal Adolescent Health to Improve Behavioral Outcomes for Youth

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REBEKAH HUTTON, Program Officer

PAMELLA ATAYI, Program Coordinator



Study Methodology

- In-person closed session meetings (n=5)
- Public information-gathering session (n=1)
- Extensive review of the literature
 - Systematic review of core components of adolescent health programs
- Memos received from TPP Tier 1 B grantees (n=6)
- Papers commissioned (n=5) on adolescent health and media, consent, LGBTQ youth, youth with disabilities, and youth perspectives



5 Main Messages

- 1. Healthy risk taking during adolescence is normal and necessary.**



Examples of Healthy and Unhealthy Risks

Healthy

- Participating in a team sport
- Trying a new food
- Reaching out for help
- Apologizing for a mistake
- Public speaking
- Asking someone out on a date
- Enrolling in a challenging course
- Applying knowledge to a new situation
- Volunteering for a good cause

Unhealthy

- Driving under the influence of alcohol
- Engaging in sexual intercourse without protection
- Using coercion
- Lying
- Provoking a physical fight
- Bullying or cyberbullying
- Cheating on a test
- Skipping school
- Doing something because of peer pressure rather than personal beliefs



5 Main Messages

1. Healthy risk taking during adolescence is normal and necessary.
2. **More research is needed to identify, measure, and evaluate the effective components of adolescent health behavior programs.**



What are core components?

“discrete, reliably identifiable techniques, strategies, or practices that are intended to influence the behavior, outcomes, or well-being of a service recipient”

“Active ingredients” of programs or interventions:

- content
- processes
- locations and formats
- Implementation strategies



Promising components across health domains:

- Universal programs
- Promoting social-emotional learning and positive youth development competencies
- Beginning in childhood
- Including diverse youth and communities in program development
- Creating a supportive and inclusive culture in program settings
- Theory-based approaches



5 Main Messages

1. Healthy risk taking during adolescence is normal and necessary.
2. More research is needed to identify, measure, and evaluate the effective components of adolescent health behavior programs.
3. **Social emotional- and positive youth development programs provide a foundation upon which other skills and services can be built.**



Five “building block” skills

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making



5 Main Messages

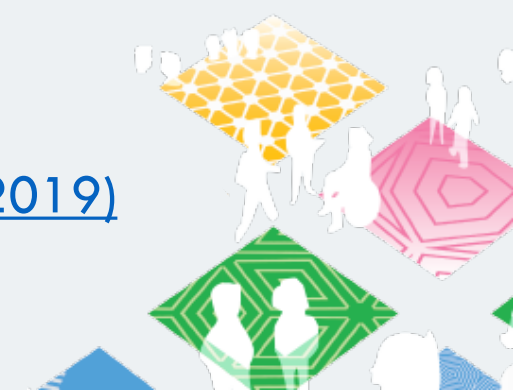
1. Healthy risk taking during adolescence is normal and necessary.
2. More research is needed to identify, measure, and evaluate the effective components of adolescent health behavior programs.
3. Social emotional- and positive youth development programs provide a foundation upon which other skills and services can be built.
4. **Programs can benefit from implementing and evaluating policies and practices that promote inclusiveness and equity.**



Incorporating cultural inclusiveness in programs

- Materials free of culturally biased information
- Information, activities, and examples inclusive of diverse cultures and lifestyles
- Values, attitudes, and behaviors acknowledge cultural diversity
- Relevant to youth from multiple cultures
- Skills to engage in intercultural interactions
- Build on cultural resources of families and communities

(CDC, 2019)



5 Main Messages

1. Healthy risk taking during adolescence is normal and necessary.
2. More research is needed to identify, measure, and evaluate the effective components of adolescent health behavior programs.
3. Social emotional- and positive youth development programs provide a foundation upon which other skills and services can be built.
4. Programs can benefit from implementing and evaluating policies and practices that promote inclusiveness and equity.
5. **Youth are experts in their own lives and should be involved in the decisions that affect them.**



Youth perspectives on programs



Richard Nukpeta
Mentor Foundation USA

Shayna Shor
University of Maryland

Natnael Abate
Promising Futures DC



Youth perspectives on programs

“I think ways to not make the situation worse is, I think, to just be open minded, just to make sure that you listen to what the person has to say first before you're quick to jump to a conclusion or hit them with the fact. And just sharing that knowledge is important, but like understanding where they're coming from, the reasons why they're doing what they're doing also plays a factor in helping that person and also other people who might be facing that same issue.”

– Natnael Abate



“Living my best life means to be happy and accepting of myself in all aspects. I’m free to make my own decisions and whether they turn out good or bad I know I’m one step closer to where I need to be [sic] in life.”

-Female, age 17, MyVoice



5 Main Messages

1. Healthy risk taking during adolescence is normal and necessary.
2. More research is needed to identify, measure, and evaluate the effective components of adolescent health behavior programs.
3. Social emotional- and positive youth development programs provide a foundation upon which other skills and services can be built.
4. Programs can benefit from implementing and evaluating policies and practices that promote inclusiveness and equity.
5. Youth are experts in their own lives and should be involved in the decisions that affect them.



Resources

www.nationalacademies.org/adolescent-health

The National Academies of Sciences, Engineering, and Medicine

SEARCH Q

About Us Events Our Work Publications Opportunities

Applying Lessons of Optimal Adolescent Health to Improve Behavioral Outcomes for Youth

SHARE f t in x

- About
 - Video and Interactive Summary
 - Publications
 - Description
 - Committee
 - Sponsors
 - Past Events
 - Contact

This committee used concepts of optimal adolescent health to examine key elements of behavioral health programs and interventions that can be used to improve adolescent health outcomes. The committee also considered the best ways to evaluate programs, looking at both core components and program units as a whole. The resulting report was used to inform a research agenda and provide recommendations to the Office of the Assistant Secretary for Health for the effective implementation of the Teen Pregnancy Prevention (TPP) program.

[Provide feedback on this project](#)

Video and Interactive Summary

Explore our interactive report summary and a video on teens and risk taking.

PROMOTING POSITIVE ADOLESCENT HEALTH BEHAVIORS AND OUTCOMES
LESSONS FROM A NATIONAL ACADEMIES REPORT

OVERVIEW DEFINITIONS

Teens and Risk Taking

Interactive Report Summary **Video: Teens and Risk Taking**

December 2019 **Consensus Study Report** HIGHLIGHTS

December 2019 **Consensus Study Report** POLICY BRIEF

February 2020 **Consensus Study Report** HIGHLIGHTS FOR RESEARCHERS

Supporting Adolescent Health and Development: What Decisionmakers Need to Know

ADOLESCENT RISK TAKING ISSUE BRIEF

PREVENTION MODELS ISSUE BRIEF

PROMOTING POSITIVE ADOLESCENT HEALTH BEHAVIORS AND OUTCOMES Thriving in the 21st Century

TWO PREVENTION MODELS: The Public Health Prevention Framework and the Institute of Medicine Intervention Classifications

Adolescence is a period of immense growth, learning, exploration, and opportunity during which youth develop the knowledge, attitudes, and skills that will help them thrive throughout life. While most youth traverse adolescence without incident, some need additional support to promote their optimal health. Sometimes such support comes in the form of prevention or intervention programs designed to encourage healthy behaviors that will follow the adolescent through adulthood.

In this report from the National Academies of Sciences, Engineering, and Medicine, the expert committee uses an optimal health framework to (1) identify core components of risk-behavior prevention programs that can be used to improve a variety of adolescent health outcomes, and (2) develop evidence-based recommendations for research and the effective implementation of federal programming initiatives focused on adolescent health.

This brief describes two of the most commonly cited prevention models in the health promotion and prevention literature: the Public Health Prevention Framework and the Institute of Medicine (IOM) Intervention Classifications. These models are neither equivalent nor mutually exclusive, but rather provide two different ways of describing health promotion and prevention activities. In this brief, each of the models is defined followed by a description and illustration of their overlap, with the goal of dispelling the widespread confusion between these two models in the prevention research and practice fields.

The National Academies of Sciences • Engineering • Medicine



Motivating Others through Voices of Experience

Value Added of Youth Voice

- Changes institutional culture and practice
- Can help design and implement new policies that better serve youth and young adults
- Builds awareness and understanding
- Builds self efficacy
- Builds sense of community
- Improves individual and organizational outcome



Foundation



Style #1	Style #2	Style #3
<p>The adult is in control with no intention of youth involvement.</p> <p>The Objective Personal growth of young people.</p> <p>The Byproduct Conformity of young people and acceptance of the program as it is.</p>	<p>The adult is in control and allows youth involvement.</p> <p>The Objective Personal growth of young people.</p> <p>The Byproduct Increased organizational effectiveness.</p>	<p>There is a youth/adult partnership (shared control)</p> <p>The Objective Increased organizational effectiveness</p> <p>The Byproduct Personal growth of young people and adults.</p>

ROGER HART'S LADDER OF PARTICIPATION



RUNG 8 - Youth initiated shared decisions with adults: Youth-led activities, in which decision making is shared between youth and adults working as equal partners.

RUNG 7 - Youth initiated and directed: Youth-led activities with little input from adults.

RUNG 6 - Adult initiated shared decisions with youth: Adult-led activities, in which **decision** making is shared with youth.

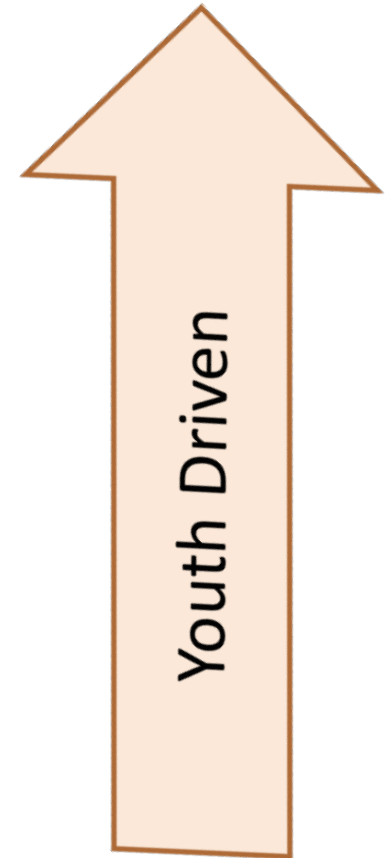
RUNG 5 - Consulted and informed: Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.

RUNG 4 - Assigned, but informed: Adult-led activities, in which youth understand purpose, decision-making process, and have a role.

RUNG 3 - Tokenism: Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.

RUNG 2 - Decoration: Adult-led activities, in which youth understand purpose, but have no input in how they are planned.

RUNG 1 - Manipulation: Adult-led activities, in which youth do as directed without understanding of the purpose for the activities.



Inform	Consult	Involve	Collaborate	Empower
Websites	Focus Groups	Co-Lead Workshops	Advisory Groups	Strategy Groups
Information Repositories & Kiosks	Surveys	Present at Conferences	Networking & Peer Support	Steering Committees
Media Releases	Face-to-face Interviews	Serve as Expert Panelist	Support Groups	Decision-making
Feature Stories	Public Meetings & Forums	Facilitate Groups	Family Advisory Councils	Hired in Staff Roles or Peer Roles
Fairs & Events	Suggestion Boxes	Development, Review and Dissemination of Materials/Products	Youth Advisory Councils	Leaders in Youth Movement & Family Movement
Open Houses	Interviews		Liaison to Provider and Policy Groups	
Fact Sheets, Brochures, and Leaflets	Patient Experience Trackers			

Safety, Transparency & Trust, Empowerment, Choice, Collaboration, Mutuality, Culturally Responsive, Peer Support

Youth Voice at the Agency Level

- Overall Vision & Commitment
- Collaborative Approach
- Empowered Representatives
- Commitment to Facilitation and Support of Y/YA Participation
- *Workforce Development & Readiness to Ensure Meaningful Participation*
- *Participation in Developing Programming/Program Policies*
- *Participation in Evaluation and Ensuring Program Quality*
- *Leading Initiatives & Projects*

Visit youthmovenational.org/yval for information and to request!

What do we need from adults?

- Freedom to say what we want
- Trust our abilities to do the task
- This goes both ways
- Communication (all aspects)
- Openness about youth/adult relationship
- Opportunities/choice between options
- Erase preconceived notions of youth
- Ex: lack of education/knowledge, not “just a kid”
- Don’t expect us to be adults and treat us like kids
- Open mind for leadership by youth
- Value youth voice in community
- Have energy for change
- Mentorship – commit to helping us make change
- Freedom to fail – let young people make mistakes adults have made before
- Examine their own blocks re: involving young people or power
- Ask our opinions
- Acknowledge the power and importance of youth voice
- Recognize how much we want change
- Don’t view pushback from youth as lack of respect
- Give us credit for maturity

Resources

- YVAL and YVOC
- YES! A Guide to Youth Engagement Strategies and Activities from ASPE
- What Help What Harms: Community Conversation Tool
- Walking the Walk: Youth Engagement Toolkit
- Search Institute's Developmental Relationships Framework
- Youth.gov New Section on Youth Adult Partnerships



@ Us Next Time

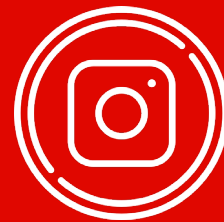
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Twitter

[@youthmove](https://twitter.com/youthmove)

History

- Established by Executive Order 13459, signed by President Bush in 2008 - *Improving the Coordination and Effectiveness of Youth Programs*
 - Support enhanced collaboration to improve outcomes for youth
 - Identify and disseminate evidence-based strategies that support youth
 - Create a federal interagency website on youth ages 10-24 – youth.gov
- 11 agencies named in Executive Order as partners
- 21+ federal departments and agencies are now partners

INTERAGENCY
WORKING GROUP
ON
youth PROGRAMS

- U.S. Department of Agriculture
- U.S. Department of Commerce
- U.S. Department of Defense
- U.S. Department of Education
- U.S. Department of Health and Human Services (Chair)
- U.S. Department of Homeland Security
- U.S. Department of Housing and Urban Development
- U.S. Department of the Interior
- U.S. Department of Justice (Vice Chair)
- U.S. Department of Labor
- U.S. Department of State
- U.S. Department of Transportation
- Consumer Financial Protection Bureau
- Corporation for National and Community Service
- National Endowment for the Arts
- National Science Foundation
- Office of National Drug Control Policy
- U.S. Agency for International Development
- U.S. Environmental Protection Agency
- U.S. Small Business Administration
- U.S. Social Security Administration



Webinar Recording: Positive Youth Development across the Federal Government

Recently, a live webinar conversation explored how the IWGYP helps federal agencies approach positive youth development and emerging ways that the IWGYP is tackling its mission.



Engage
with Youth to Promote
Change



Implement
Evidence-Based &
Innovative Programs



Locate
Program Funding in
Your Community

[Featured Grant Opportunity](#) |

[Standing Announcement for Title V State Sexual
Risk Avoidance Educatio...](#)

Positive Youth Development Definition

“Positive Youth Development is an intentional, prosocial approach that engages youth within their families, peer groups, schools, organizations, and communities in a manner that is productive and constructive; recognizes, utilizes, and enhances youth’s strengths and assets; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.”

<https://youth.gov/youth-topics/positive-youth-development/youth-adult-partnerships/yes-report>

INTERAGENCY
WORKING GROUP
ON
youth PROGRAMS

Youth Engagement at the Federal Level: A Compilation of Strategies and Practices



This compilation of briefs on the youth engagement efforts of 12 agencies and departments describes the accomplishments and basic mechanisms of these strategies while also noting barriers, challenges, and vision for the future. The conversations that informed this report consistently clarified that federal policymakers engaging young adults do so with two clear goals in mind: 1) to better support completion of their agencies' missions, and 2) to support the development of young adults.

Download the report (PDF, 53 pages).

Positive Youth Development	>
Key Principles	>
Integrating	>
Culture Influences	>
Involving Youth	>
Assessing Youth Involvement & Engagement	>
Effectiveness	>
References	>
Research Agenda	>
Youth Adult Partnerships	>

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Core Components of Effective Prevention Programs for Youth

- Using meta-analysis to collect and organize evidence on youth programs
- Identify “effectiveness factors” or core components of successful programs
- Translate that information into **practice guidelines**

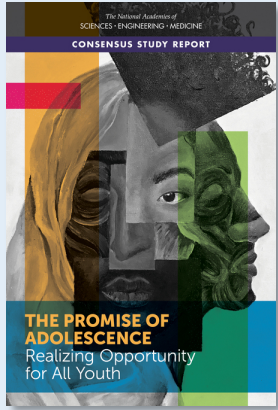


Core Components of Effective Prevention Programs for Youth

- Selected three outcomes:
 - Externalizing Behavior
 - Social/Interpersonal Skills
 - Self-Regulation
- Potential core components
 - Program content
 - Program structure
 - Implementation strategies and problems
 - Participant characteristics

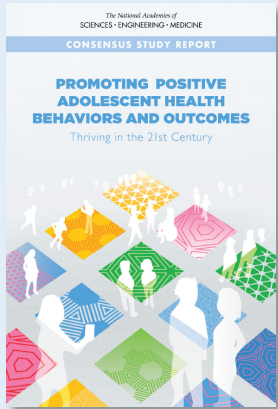
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