

Research Supporting Integrative Youth Development

Ninety-five percent of youth will not succeed in school without some adult support. Students social, emotional, and intellectual development is affected by families, classrooms, peer groups, neighborhoods, and religious ecologies. These ecologies provide the critical structures, resources, and opportunities that help them grow and thrive.

A student's development is enhanced when interconnections between different ecologies provide a web of support that is memorable, meaningful, and measurable. And, this web of support can be best demonstrated within the context of Integrative Youth Development. All programs tend to target a very specific behavior, such as drug use. And, these programs may actually get some results. However, what we know is that the most resource effective approaches work across the full spectrum of youth development.

This inclusive approach is defined by the basic principles of integrative youth development.

What is Integrative Youth Development?

Integrative youth development is the accumulative wisdom of those doing research on "what kids need to succeed" in the home, in schools, and in the community.

Today, the world has numerous theorists, university departments, companies, federal and state agencies offering competing frameworks and models for protecting youth from the present risks and preparing youth for the future[1]. These competing frameworks are each research based, factual, and will be effective in altering the trajectory[2] of a youth, through his/her lifetime. We know that each framework is true. And, we know all the frameworks are true, however like the tale of the blind men describing an elephant[3], no one has captured the totality of the field. In order to serve the needs of individual community members from diverse cultures, faiths, socio-economic classes, political philosophies, ages, races, and educational backgrounds, we have had to create a story that describes the totality of the youth development experience. We call our work Integrative because it integrates all of the best thinking on various aspects of youth development into a dynamic story that allows individuals to see the whole picture of what all kids need to succeed, and avoid risk behaviors.

[1] Reducing tobacco, alcohol, and other drugs, as well as numerous risk behaviors including but not limited to suicide, carrying a weapon to school, obesity, violence, teen pregnancy, AND the positive outcomes of student achievement, racial tolerance, community participation, and respect for the rule of law.

[2] The course their life will follow throughout their lifetimes.

[3] Once upon a time there was a wise man called his assistant and said, "Please go and gather together in one place all the men of the community who were born blind... and show them an elephant." "Sure, I will, as fast as I am can" replied the assistant, and he did as he

was asked. After the men were gathered, the wise man said to the blind men, 'Here is an elephant,' and to one man he presented the head of the elephant, to another its ears, to another a tusk, to another the trunk, the foot, back, tail, and tuft of the tail, saying to each one that that was the elephant. When the blind men had felt the elephant, the wise man went to each of them and said to each, "Well, blind man, have you seen the elephant? Tell me, what sort of thing is an elephant?" Thereupon the men who were presented with the head answered, "Sir, an elephant is like a pot." And the men who had observed the ear replied, "An elephant is like a woven basket." Those who had been presented with a tusk said it was a ploughshare. Those who knew only the trunk said it was a plough; others said the body was a grainery; the foot, a pillar; the back, a mortar; the tail, a pestle, the tuft of the tail, a brush. Then they began to quarrel, shouting, "Yes it is!" "No, it is not!" "An elephant is not that!" "Yes, it's like that!" and so on, till they came to blows over the matter. Just so are these preachers and scholars holding various views blind and unseeing... In their ignorance they are by nature quarrelsome, wrangling, and disputatious, each maintaining reality is thus and thus. Research suggests resilience is derived from three primary sources: (1) within-child factors, e.g. cognitive ability, self-control and positive temperament; (2) within-home factors, e.g. consistent parenting and secure attachment and (3) outside-home factors, e.g. school environments that encourage socially appropriate behavior (Masten and Coatsworth, 1998). These sources provide students with resources to overcome numerous negative influences that often block achievement (Frey, 1998; Goldstein and Brooks, 2002). Students who demonstrate resiliency possess resources or developmental assets that form three distinct categories; (1) personal, (2) social-emotional and (3) environmental protective factors (Frey, 1998; Miller et al., 1998; Werner and Smith, 1992). These developmental assets are protective factors aligned with the three sources of resilience mentioned previously.

Why Integrative Youth Development?

The ecological perspective of Integrative Youth Development (IYD) requires a systemic approach to ensure successful outcomes for all students, including those considered at-risk. That is, intervening with students considered at-risk is the responsibility of the student/youth (self-activation), as well as various combinations of parents, teachers, other professional and non-professional school staff and the youths' community (Bowen and Richman, 2002). This ecological IYD approach decreases dependence on current deficit-reduction assessments methods of research and intervention with youth. The traditional, negative perspective of first identifying deficits and pathology before offering aid contrasts sharply with ecological resiliency-based research, prevention and intervention approaches which emphasize a more positive perspective (Benson, 2003; Minnard, 2002; Seligman and Csikszentmihalyi, 2000).

Phactor Red - The Rule of Five Anchors:

The initial publication of the National Longitudinal Study of Adolescent Health (Resnick et al., 1997) concludes that youth's connectedness to such multiple support networks as family, school and community serves as an important protective factor across multiple domains, including emotional health, violence, substance use and sexuality.

In a recent speech entitled "Making A Difference in the Lives of Youth: An Urgent Agenda: delivered by Larke Huang, Ph.D. of the U.S. Department of Health and Human Services, SAMHSA Dr. Huang is quoted as saying:" Transforming Principles must be adopted – "Caring Communities vs. Fixing Youth" – a focus on resilience and strengthening youth which stems from connections in families, schools and communities. A sense of connectedness protects against engagement in high risk behaviors. So...What Do We Know Works? Youth, age 12-17, who are "connected" to multiple arenas in their lives do better. Youth who participate in school-based, community-based, or church-or-faith-based activities, were less likely to use illicit drugs...and engage in other risk behaviors. (Adolescent Health Study, NSDUH 2004; SAMHSA National Registry of Effective Programs and Practices; OJJDP Blueprints)"

Resilient children and youth's normal development is often fostered by significant social relationships. That is, the majority of resilient children experience unconditional acceptance from at least one important person, a charismatic adult (e.g. a parent, a school staff member, etc.) in their lives. (Goldstein and Brooks, 2002, Segal 1988) The Search Institute's Developmental Asset # 6 states: "Young person receives support from three or more nonparent adults." And others assert that five caring adults connected to each child makes all the difference. (Kimbell-Baker, 2004). It has been found this formula of 5 or more caring and connected adults in the life of each child makes a profound difference in youths' positive development. (Waiser, 2006, Glahn-Atkinson 2008)

Other people—caring, capable, and committed adults invested in the lives of young people—are the most important developmental asset associated with higher levels of positive youth development and, as well, with lower levels of problem/risk behaviors (e.g., substance use or violence) (Theokas & Lerner, 2006). For instance, the presence of mentors, formal and informal, is the most important asset for positive youth development that exists in communities (Theokas & Lerner,2006; Larson, 2006)

Some young people do well and stay in school despite tough circumstances. Researchers studying their resilience have found that children need personal anchors—stable, positive emotional relationships with at least one parent or key person. Parents are the key people in youngsters' lives, and they can benefit from family support efforts. Teachers and other adults can play an important role in fostering resilience. They may mentor students, either formally or informally. Or, they may play a role by offering something extra, perhaps by offering emotional support during hard times, acting as the student's advocate when conflict arises in school or at home, or providing an opportunity to pursue a special talent or interest (Garbarino, 1995).

Findings from The 4-H Study of Positive Youth Development (PYD) indicate that all youth, regardless of where they live, their family situations, their socioeconomic status, and their race or gender, have the capacity to thrive. Findings also show that when communities, families and schools provide access to youth development programs as well as opportunities for sustained adult interaction and mentoring, youth experience success. "This study has allowed us to track the behaviors of youth over several years and to learn how family, school and community experiences are shaping their development," said Tufts University Professor Richard M. Lerner, Ph.D., director of The 4-H Study of PYD and author of *The Good Teen* (Crown Publishers, October 2007). "We know that all youth have the

potential to succeed, but we've found that the likelihood of success is greatest when youth regularly experience positive adult interaction and mentorship and are involved in youth development programs.

Youth and Families: The Impact of Caring Adults in Families

Parents and family are the most important influence in every child's life, providing a foundation of love and support.

1) Teens who have involved and satisfying relationships with their parents are more likely to do well in school, be academically motivated and engaged, have better social skills, and have lower rates of risky behavior than their peers. (Moore, K.A., & Zaff, J.F. (2002). Building a Better Teenager: Summary of "What Works" in Adolescent Development. Report prepared for the John S. and James L. Knight Foundation. Washington, DC: Child Trends. <http://12.109.133.224/Files/K7Brief.pdf>)

2) Teens who believed that their parents cared about and supported them were less likely to be exposed to weapon violence or to commit violence with a weapon. (Henrich, C.C., Brookmeyer, K.A., & Shahar, G. (2005). Weapon violence in adolescence. Parent and school connectedness as protective factors. *Journal of Adolescent Health*, 37, 306–312.)

3) Youth who have positive relationships with their parents, meaning they perceive their parents as caring, value their parents' opinions about serious decisions, and feel that they can talk to their parents about problems, are less likely to use alcohol or drugs, attempt suicide, have low self-esteem, or use unhealthy strategies to control their weight.(Ackard, D., Neumark-Sztainer, D., Story, M., & Perry, C. (2006). Parent-child connectedness and behavioral and emotional health among adolescents. *American Journal of Preventive Medicine*, 30, 59–66.)

4) Teens whose parents demonstrate positive behaviors on a number of fronts are more likely to engage in those positive behaviors themselves. For example, teens of parents who are highly involved in community activities are themselves more likely to be involved in community activities such as leadership roles, sports, or other extracurricular or community service activities. (Fletcher, A., Elder, G., & Mekos, D. (2000). Parental influences on adolescent involvement in community activities. *Journal of Research on Adolescence*, 10(1), 29–48.)

5) Parents who know about their children's activities, friends, and behaviors, and monitor them in age-appropriate ways, have teens with lower rates of risky physical and sexual behaviors, as well as lower rates of drug, alcohol, and tobacco use than their peers. Teens who perceive that their parents have this monitoring role are more likely to do well academically and socially. (Moore, K.A., & Zaff, J.F., op. cit.)

6) Research has shown that father involvement and support is also linked with more positive outcomes for children, even taking into account the support children receive from their mothers. (Marsiglio, W., Amato, P., Day, R.D., & Lamb, M.E. (2000). Scholarship on fatherhood in the 1990's and beyond. *Journal of Marriage and the Family*, 62, 1173–1191.)

7) Committed and responsible fathering during infancy and early childhood contributes to the development of emotional security. (Amato, P.R., & Gilbreth, J.G. (1999). Nonresident fathers and children's well-being: A meta-analysis. *Journal of Marriage and the Family*, 61, 557–573.), curiosity (Pruett, K. (2000). *Fatherneed: Why father care is as essential as mother care for your child*. New York: Free Press.), and math and verbal skills. (Teachman, J., Day, R., Paasch, K., Carver, K., & Call, V. (1998). Sibling resemblance in behavioral and cognitive outcomes: The role of father presence. *Journal of Marriage and the Family*, 60, 835–848.)

Youth and School: The Impact of Caring Adults in Schools

Schools equip children and youth with the knowledge and skills to be successful throughout their lives. Teachers, school counselors, and coaches are examples of caring adults who can connect with teens in schools.

1) Having a teacher who gives emotional as well as instructional support can buffer the risk of early school failure. At the end of first grade, at-risk children whose teachers were moderately to highly supportive had levels of academic achievement similar to those of their low-risk peers. (Hamre, B., & Pianta, R. (2005). Can instructional and emotional support in the first-grade classroom make a difference for children at risk of school failure? *Child Development*, 76, 949–967.)

2) Teachers can play an important role in students' adjustment to middle school, which is an important and challenging developmental period for youth. Boys and girls who perceived an increase in levels of teacher support over the middle school years showed corresponding declines in depression and increases in self-esteem. (Reddy, R., Rhodes, J.E., & Mulhall, P. (2003). The influence of teacher support on student adjustment in the middle school years: A latent growth curve study. *Development and Psychopathology*, 15, 119–138.)

3) A positive student-teacher relationship has been linked to higher grades and a lower probability of engaging in risky behaviors or being suspended in the subsequent year. (McNeely, C. (2003). Connection to school as an indicator of positive development. Paper presented at the Indicators of Positive Development Conference. Washington, DC. <http://www.childtrends.org/Files/McNeely-paper.pdf>)

4) Numerous research studies have been conducted on the impact of teacher expectation on student achievement (Rosenthal & Jacobson, 1968; Cooper, 1984; Chaikin, Sigler and Derlega, 1974; Beez, 1970; Brophy & Good, 1978; Doubllass, 1964; Rowe, 1969; Mackler, 1969; Edmonds & Frederiksen, 1978; Brophy & Evertson, 1976; Cooper & Good, 1983; McDonald & Elias, 1976; Rutter, et al., 1979; Andrews, Soder & Jacoby, 1986; and Bamburg & Andrews, 1989). Consistently, these studies found that teachers' expectations of their students play a significant role in the quantity of student knowledge and the quality of the relationship between student and teacher - whether positive or negative.

Youth and Communities: The Impact of Caring Adults in Communities

A caring adult in the community who takes the time to make a real connection can play a

very significant role in a young person's life.

1) A review of 10 evaluated mentoring programs concluded that one-on-one mentoring programs can enhance positive youth development: mentored youth have exhibited significantly fewer school absences; higher college participation; better school attitudes and behavior; less drug and alcohol use, especially minority youth; less likelihood of hitting others; less likelihood of committing crimes; more positive attitudes toward their elders and toward helping; and improved parental relationships and support from peers. (Jekielek, Susan, Moore, Kristen A., & Hair, Elizabeth C. (2002). Mentoring Programs and Youth Development: A Synthesis. Report prepared for the Edna McConnell Clark Foundation. Washington, DC: Child Trends. http://www.childtrends.org/what_works/clarkwww/mentor/mentorrpt.pdf)

2) Research shows that youth who feel more supported and connected to caring adults in a community program are more likely to attend and get more from the program. (Grossman, J.B. (2004). What do youth programs do to foster connectedness and why? Background paper prepared for the National Research Council/Institute of Medicine, Board on Children, Youth, and Families, Committee on Adolescent Health Development. http://www.bocycf.org/grossman_paper.pdf) 3) Continuity of mentor relationships is important. For example, a study found that youth who were matched to one mentor for more than 12 months, compared with less than 12 months, reported significant increases in their self-worth, perceived social acceptance, perceived scholastic competence, valued school, had higher-quality parental relationships, and had significant decreases in drug and alcohol use. (Grossman, J.B., & Rhodes, J.E. (2002). The test of time: Predictors and effects of duration in youth mentoring relationships. *American Journal of Community Psychology*, 30, 199–219.)

4) In a study of approximately 800 mostly African-American teens in the Midwest, 52% of youth reported having a natural mentor, most often (36%) an extended family member such as an aunt, an uncle, a grandparent, or a cousin. Teens who had a natural mentor were less likely to use marijuana or participate in nonviolent delinquency and to have higher levels of school attachment, school efficacy, and a belief that it is important to do well in school. (Zimmerman, M.A., Bingenheimer, J.B., & Notaro, P.C. (2002). Natural mentors and adolescent resiliency: A study with urban youth. *American Journal of Community Psychology*, 30, 221–243.)

5) Close connections with caring adults can foster improvements in adolescents' relationships with others. For example, volunteer mentoring relationships can lead to improvements in teens' perceptions of their relationships with their parents in terms of intimacy, communication, and trust. (Rhodes, J.E., Grossman, J.B., & Resch, N.R. (2000). Agents of change: Pathways through which mentoring relationships influence adolescents' academic adjustment. *Child Development*, 71, 1662–1671.)

6) Providing an adult-to-youth or older youth-to-younger youth relationship is a powerful youth development strategy. Mentoring is one programmatic approach that has recently proven its power to effect positive alcohol and drug abuse, violence, and academic outcomes. In a scientifically controlled evaluation by Public/Private Venture (P/PV) of over 1000 adolescents involved in Big Brothers/Big Sisters, mentoring was found to not only

produce positive prevention outcomes like delay of onset of alcohol and drug use and reduced levels of violence, cutting classes, and skipping school but also improved relationships with both parents and peer and beginning improvements in grades (Tierney et al, November 1995).

Phactor Orange - Tangible Supports (Strings) and Phactor Yellow - Intangible Supports (Strings):

1) Consonant with the well-demonstrated "pile-up" effect of risk factors related to negative health indicators is an emerging body of work on the "pile-up" of protective factors. Peter Benson and his colleagues (1998) show that as the number of developmental assets increase, risk behavior patterns decrease and thriving behaviors (e.g. school success, affirmation of diversity, prosocial behavior) increase. Similarly, Jessor et al (1995) document that increases in the number of protective factors cause several behaviors to decrease.

2) The relationship between supports and GPA is similar for both females and males. The more supports females and males have, the more likely they are to have higher GPAs.

3) Evidence is plentiful that family poverty is a predictor of not doing well in school. Supports help low-income students succeed in school.

4) High-support youth in single-parent families are 13 times more likely to succeed in school than those with few supports. Furthermore, while 42% of low-support youth from single-parent families have problems in school, none of the high-support youth from single-parent families reported having similar problems.

5) Taken as a whole, protective factors contribute similarly to school success across racial/ethnic groups of students. Students with high levels of supports are about four to six times as likely as those with few supports to be successful in school:

- High-support African American students are 4.0 times more likely to be successful in school than low-support African American students.
- High-support Asian American students are 3.9 times more likely to be successful in school than low-support Asian American students.
- High-support Hispanic American students are 5.6 times more likely to be successful in school than low-support Hispanic American students.
- High-support Native American students are 3.8 times more likely to be successful in school than low-support Native American students.
- High-support European American students are 5.8 times more likely to be successful in school than low-support white students.
- High-support multi-racial students are 5.4 times more likely to be successful in school than low-support multi-racial students.

6) Other areas of research have shown that IYD:

- Correlates to Achievement
- Correlates to Effective Schools
- Correlates to School Reform
- Correlates to School Climate
- Correlates to Caring Community

7) Over 20 years of peer reviewed and reliable research has shown that the more protective factors (assets) teens have, the more likely they are to succeed in school, be accepting of people of other racial and ethnic backgrounds, help others, and avoid drugs, tobacco, alcohol, and violence. Vincent et al (1987) demonstrated the powerful effect of a coordinated school, parent, media, and community based effort in changing teenage risk behaviors, and increasing achievement. Resnick and Klein has similar findings in 1997, with their longitudinal study on school and community connectedness.

Phactor Yellow - Intangible Supports (Strings)

1) When teachers emphasize mutual respect among classmates, middle school students tend to feel more effective in their schoolwork than those whose teachers place less emphasis on mutual respect. (Ryan, A.M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, 38, 437-460.) 2) P/PV researchers validated the youth development principle that it is not the program per se that makes the difference, but rather the quality of relationships and opportunities for youth participation. They found that relationships that met frequently and proved long-lasting were those in which the adults focused on the developmental needs of the youth – not their academic competence – and treated the youth as a resource. More recent research by P/PV (Herrera et al, 2000) has focused on mentoring relationships in school-based settings. The results suggest " a school-based approach to providing disadvantaged youth with volunteer mentors provides a promising complement to the trained community-based model." (Herrera, C., C., & McClanahan, W. (2000). *Mentoring School-Age Children: Relationship Development in Community-Based and School-Based Programs*. Philadelphia: Public/Private Ventures.)(Morrow; K. & Styles, M. (1995) *Building Relationships with Youth in Program Settings: A Study of Big Brothers/Big Sisters*. Philadelphia: Public/Private Ventures.)

Phactor Green - The Child/Youth - Innate Biological Characteristics (The "Balloon")

1) Emotional Intelligence - Daniel Goleman - The concept of EQ, Emotional Intelligence, was popularized by Daniel Goleman. IQ often turned out to be limited as a predictor of professional and personal success. Most studies have found that people with high EQ tend to be more successful in life than those with lower EQ even if their IQ is average. Skills and

attitudes of emotional intelligence match the skills and attitudes that resilience research has identified as promoting life success: cooperation, communication, empathy, problem solving, self-awareness, self-efficacy, and goals and aspirations. Behaviorist paradigm, assumes that emotional intelligence is learned through direct teaching of emotional skills. Resilience and other related research (including brain science) has clearly documented the power of positive role models and nurturing climates to tap these inborn survival skills, including the cognitive ability to learn. Emotional intelligence, similar to resilience, is heavily impacted by the environments that adults create for kids and less by what can be taught in a classroom. (Goleman, Daniel (1997). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books).

2) Optimism - Martin Seligman - Psychologist Martin Seligman developed the concept of learned optimism. Seligman's years of research, involving more than 800,000 people and approximately 200 doctoral dissertations, has identified what is crucial to a happy successful life is what we say to ourselves when we experience failures and disappointments that inevitably come to even the most fortunate men and women. How we explain our setbacks to ourselves can make the difference between overcoming defeat and succumbing to it. Our explanatory styles are basically optimistic and pessimistic. Seligman claims that explanatory style develops in childhood, and without explicit intervention, is lifelong. There are three dimensions to explanatory style: permanence, pervasiveness, and personalization. The goal of parents, teachers, and youth workers is to help youth develop that critical resilience trait, optimism, by continually challenging pessimistic thinking. This means helping young people realize that bad events are not permanent, not pervasive, and not personal. Use a reframing strategy. Learning to listen for explanatory style and challenging the 3 P's is something caregivers can do in all their interactions with young people. (Seligman, M (1995). *The Optimistic Child: A Revolutionary Program That Safeguards Children Against Depression and Builds Lifelong Resilience*. Boston: Houghton Mifflin.)(Seligman, M. (1992) *Learned Optimism: How To Change Your Mind and Your Life*. New York: Pocket Books.)

3) Multiple Intelligences - Howard Gardner

4) Talents - Mihaly Csikszentmihalyic

5) Positive Social Orientation

6) Gender

Phactor Blue - "Scissor Cuts"

1) The psychological consequences of child abuse during early childhood can be long-lasting and can affect the development, mental health, and behavior of adolescents. (Johnson, J.G., Cohen, P., Gould, M.S., Kasen, S., Brown, J., & Brook, J.S. (2002). *Childhood Adversities, Interpersonal Difficulties, and Risk for Suicide Attempts During Late Adolescence and Early Adulthood*. *Archives of General Psychiatry*, 59(8), 741-749.)

Adolescents living with a mother who either has a serious mental illness, abuses alcohol, or uses illicit drugs are themselves more likely to use alcohol and illicit drugs. (Substance

Abuse and Mental Health Services Administration, Office of Applied Studies (May 13, 2005). Mother's Serious Mental Illness and Substance Use Among Youths. The NSDUH (National Survey on Drug Use and Health) Report.
<http://www.oas.samhsa.gov/2k5/motherSMI/motherSMI.htm>)

Teens who have fathers with substance-abuse problems are also more likely to use alcohol (Hartman, C.A., Lessem, J.M., Hopfer, C.J., Crowley, T.J., & Stallings, M.C. (2006). The family transmission of adolescent alcohol abuse and dependence. *Journal of Studies on Alcohol*, 67(5), 657–664.) and drugs (Hopfer, C.H., Stallings, M.C., Hewitt, J.K., & Crowley, T.J. (2003). Family transmission of marijuana use, abuse, and dependence. *Journal of the American Academy of Child and Adolescent Psychiatry*, 42,(7), 834–841.), or to have mental health disorders such as anxiety, depression, or conduct disorder. (Clark, D.B. (2004). Psychopathology risk transmission in children of parents with substance use disorders. *American Journal of Psychiatry*, 161(4), 685–691.)

Phactor Indigo - Caring for the Carers

Supports for Parents must be provided in order to increase their chance at sustaining their marriage. Research finds the following evidence in support of the benefits of sustained marriages for the well-being of children.

1) Children who grow up in households with their married mother and father do better on a wide range of economic, social, educational, and emotional measures than do children in other kinds of family arrangements. (Parke, M. (2003, May). Are Married Parents Really Better for Children? What Research Says About the Effects of Family Structure on Child Wellbeing. Center for Law and Social Policy.

http://www.clasp.org/publications/Marriage_Brief3.pdf) (Institute for American Values (2002). *Why Marriage Matters: Twenty-One Conclusions from the Social Sciences*. New York: Institute for American Values.)

2) Children raised in married-parent homes are less likely to experience mental health, behavioral, or health problems, achieve higher levels of education, and are less likely to become teen parents. (Parke, M., op. cit.) (Institute for American Values, op. cit.)

3) An analysis of 67 studies indicated that, compared with children who have experienced a divorce, children who live with their married parents have significantly better academic achievement, psychological and emotional adjustment, self-concept, and social relations, and lower levels of misconduct such as delinquency or aggression. (Amato, P. (2001). Children of divorce in the 1990s: An update of the Amato and Keith (1991) meta-analysis. *Journal of Family Psychology*, 15(3), 355–370.)

Phactor Violet - Social Norms (Climate or Context)

Youth aged 12 to 17 years who had positive attitudes toward school—who enjoyed going to school, who felt their assigned schoolwork was meaningful, or who felt that what they

learned in school would be important later in life—were less likely to have used illicit drugs or alcohol in the past year compared with youths who did not have positive attitudes toward school. For example, 18% of students who liked going to school used illicit substances during the past year, compared with 32% of students who didn't like or hated going to school. Similarly, 32% of students who liked going to school used alcohol during the past year, compared with 47% of students who had negative attitudes toward school. (Substance Abuse and Mental Health Services Administration, Office of Applied Statistics (July 4, 2003). School Experiences and Substance Use Among Youths. The NHSDA Report. <http://www.drugabusestatistics.samhsa.gov/2k3/school/school.htm>)

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