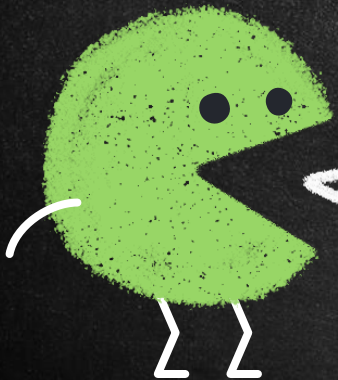
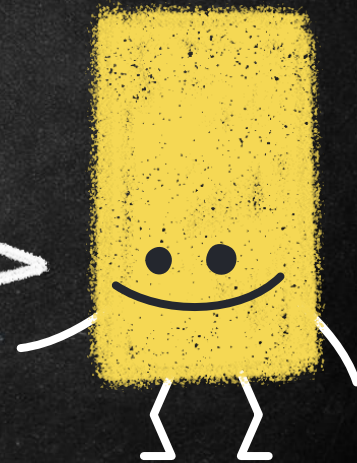


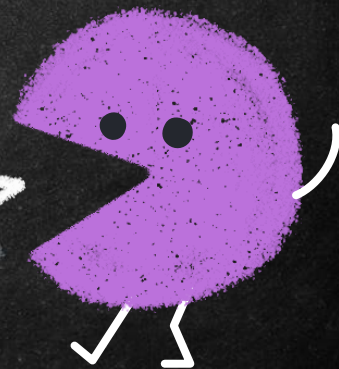
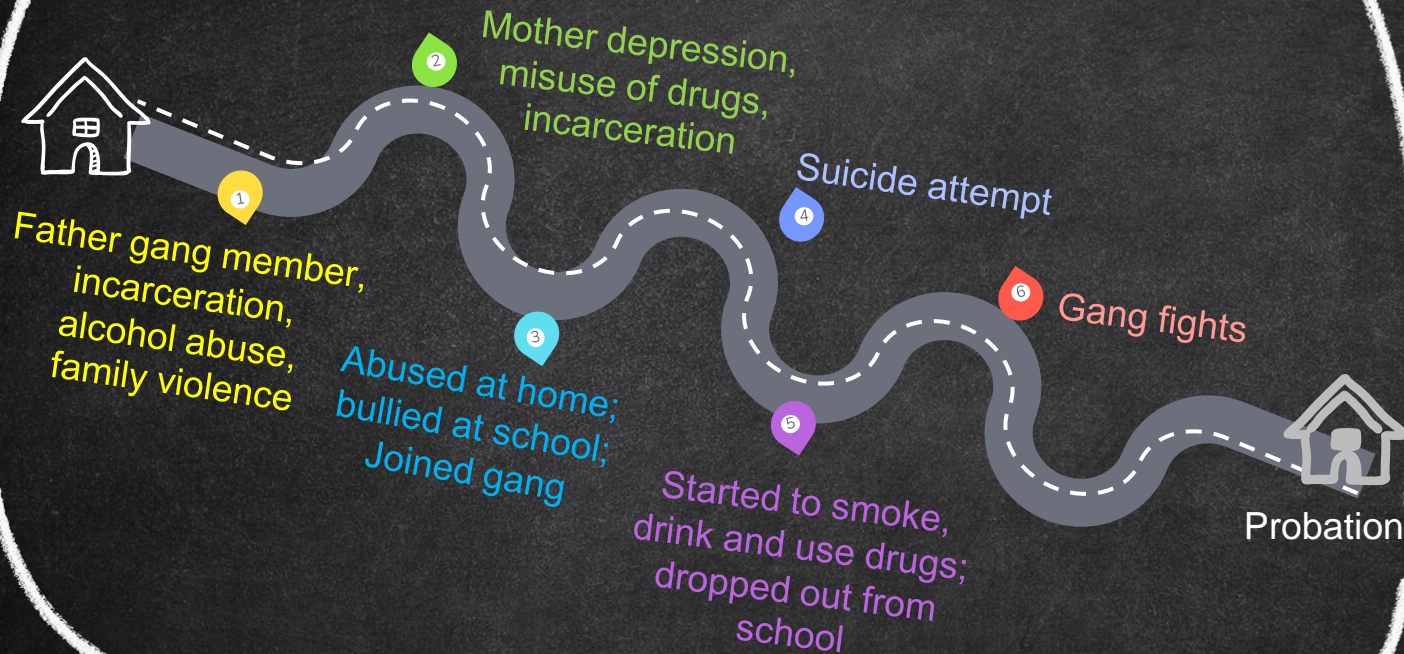
RESILIENCE IN YOUTH OFFENDERS



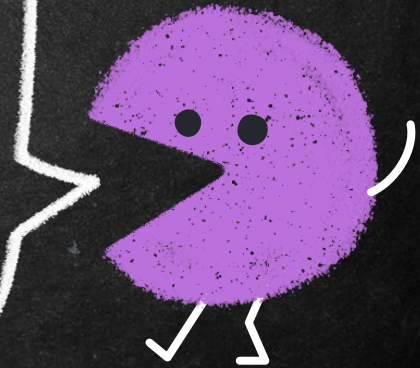
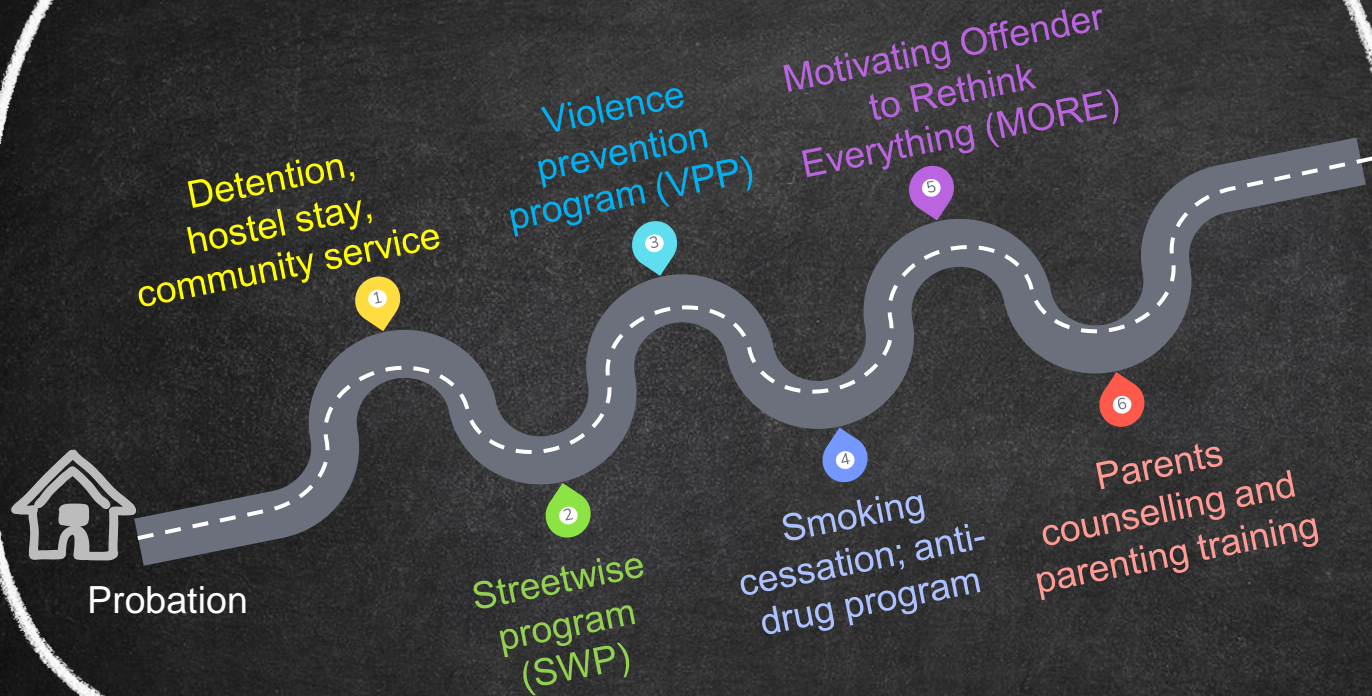
Dr. Li Dongdong | COY 2021 |
Translational Social Research Division |
National Council of Social Service



A Case Study (1)



A Case Study (2)





A CASE STUDY (3)

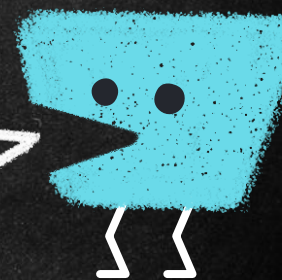
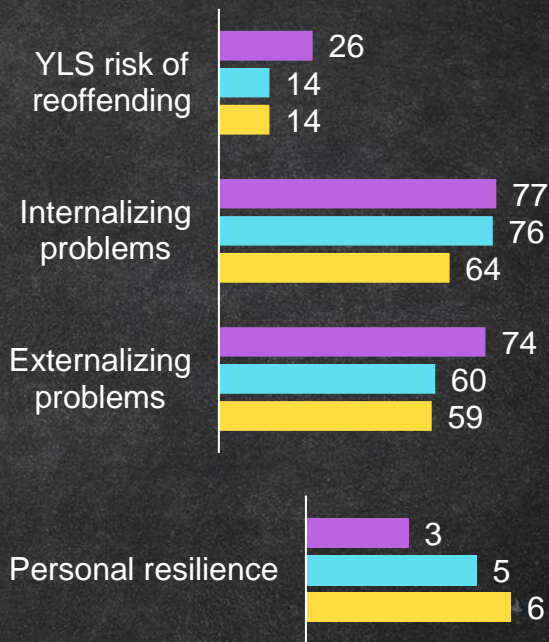
→ Three Interviews

- W1: start of order
- W2: after one year
- W3: order ended

→ Outcome

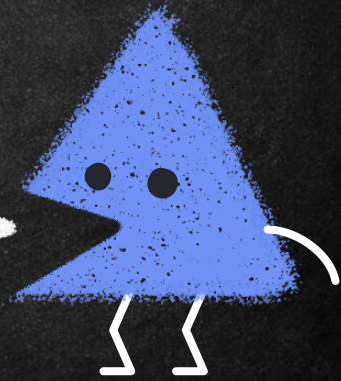
- Decreased risk
- Increased resilience
- Order completion
- No re-offending

■ W1 ■ W2 ■ W3



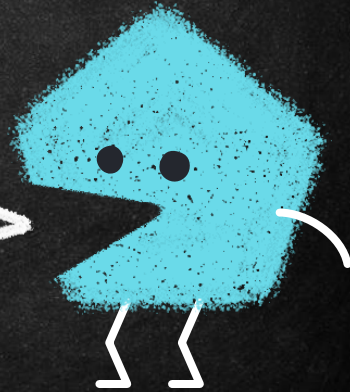
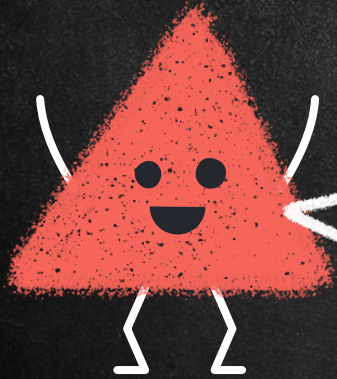
OUTLINE

- *Definition of Resilience and Protective Factors*
- *Mechanisms of Protective Effects*
- *Empirical Evidence*
- *Implications*



1.

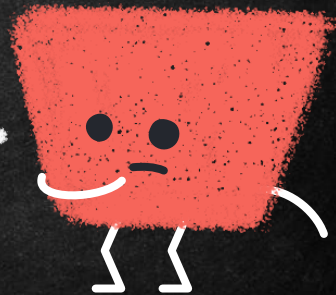
*DEFINITION OF RESILIENCE
AND PROTECTIVE
FACTORS*



Resilience

Positive adaptation when there is exposure to adversity (Ungar, 2015).

Resilience transforms potentially *toxic* stress into *tolerable* stress (National Scientific Council on the Developing Child, 2015)



INTERNAL PROTECTIVE FACTORS

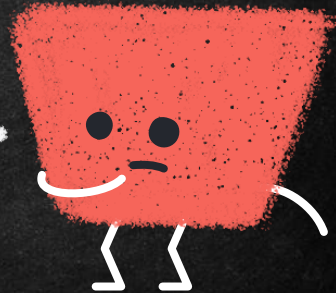
The **individuals'** characteristics, skills, and competencies (Khambati et al., 2018);

e.g. Individual resilience; personal resilience; internal assets

EXTERNAL PROTECTIVE FACTORS

Go beyond the individual, such as one's **family, schools, peers**, etc. (Syvertsen et al., 2019).

e.g. facilitative environment; social capital; external assets



2.

MECHANISMS OF PROTECTIVE EFFECTS



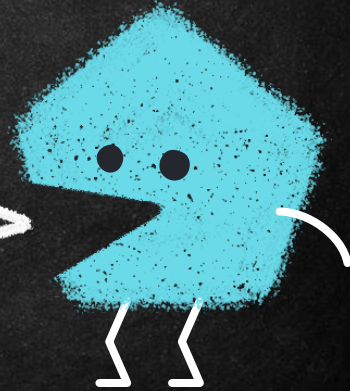
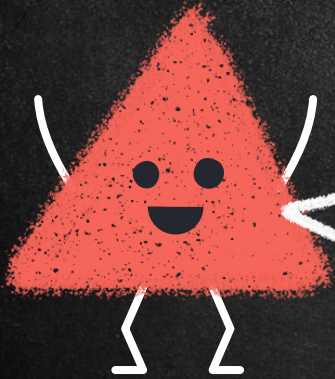
Risk Factors



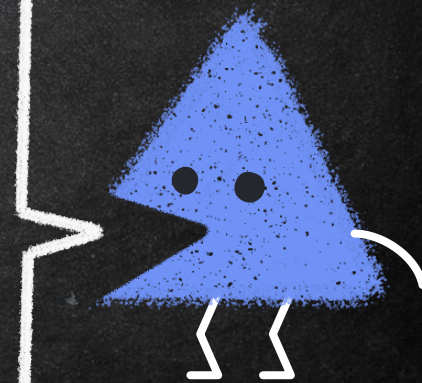
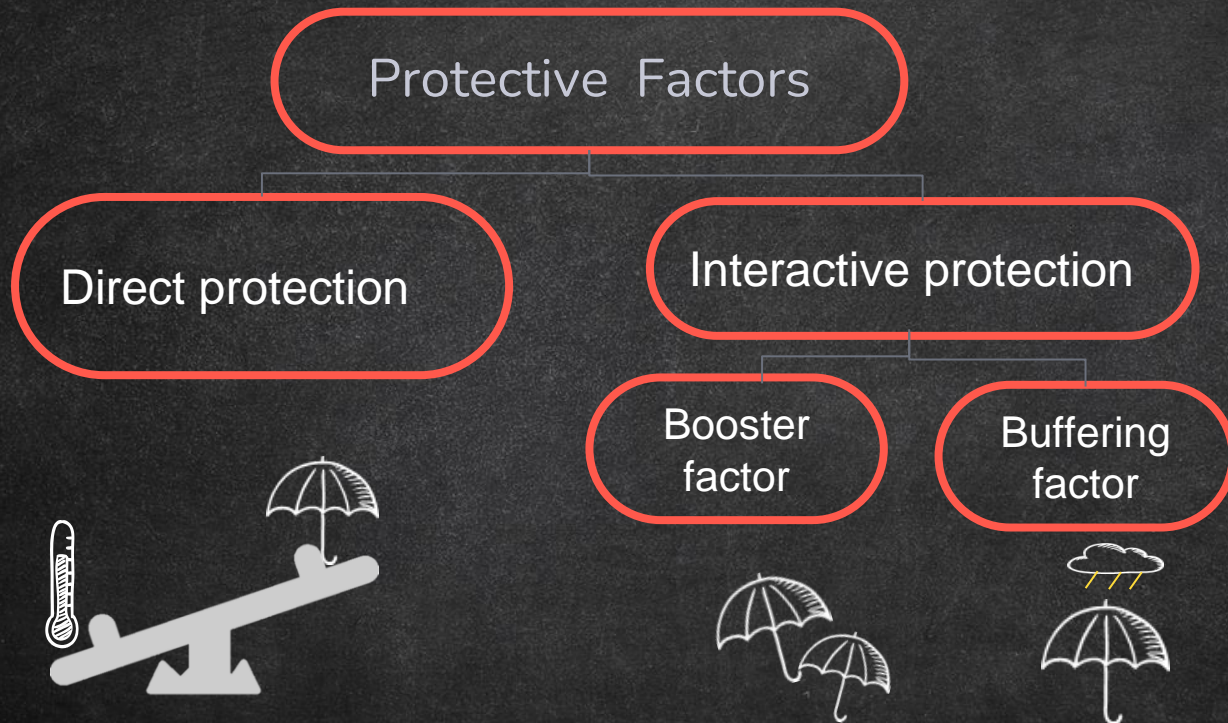
Protective Factors



Outcomes



MECHANISMS OF PROTECTIVE EFFECTS





*Photo from TTH website

BOOSTER FACTOR

- A protective factor that **boosts** or **amplifies** the effect of another *protective factor*
- For youth with a *protective factor*





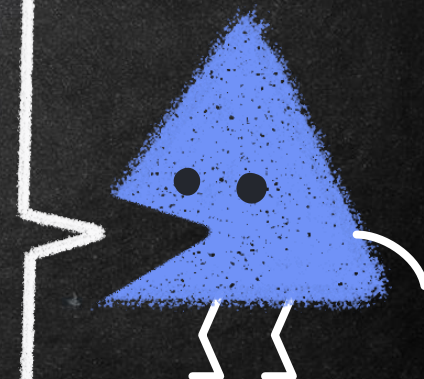
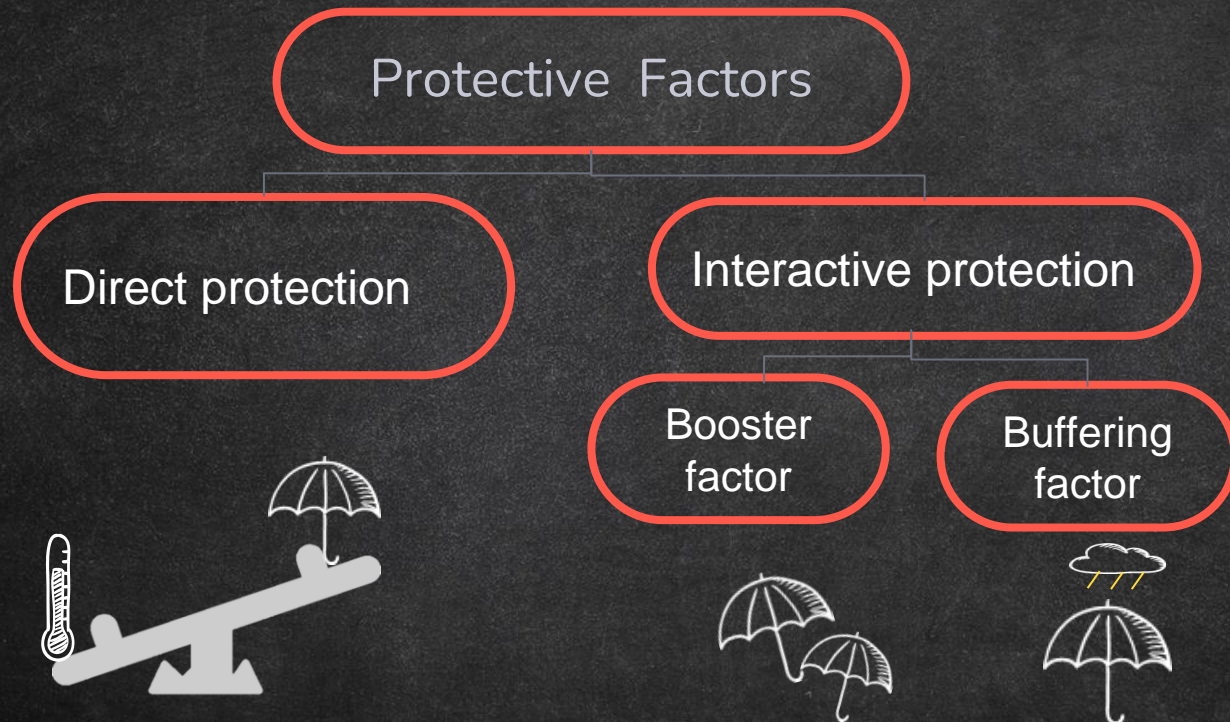
Photo from 123RF.com

BUFFERING FACTOR

- A protective factor that **buffers** or **reduces** the negative effect of a risk factor
- For youth with a *risk factor*



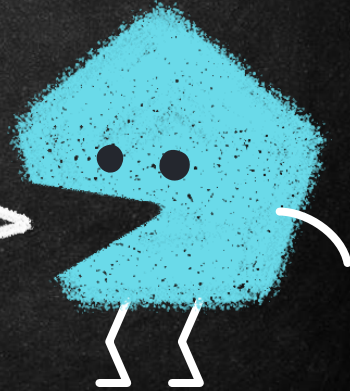
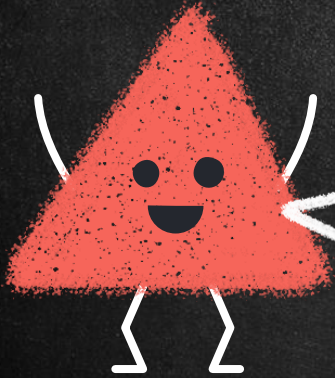
MECHANISMS OF PROTECTIVE EFFECTS



3.

EMPIRICAL EVIDENCE

Results from Three Projects



1. THE YOR STUDY

3744 youth offenders
charged between 2004 and 2008

Age

- Mean = 15.3
- SD = 1.21

Gender

- 3327 (89%)
were males

Risk and Protective Factors:

- YLS/CMI
- Child Maltreatment
- Family factors

Outcome:

- Reoffending

YOR: The Youth offender Recidivism study



2. THE PROBATION SUCCESS STUDY

701 youth offenders

whose probation orders ended in 2013 and 2014

Age

→ Mean = 15.96

→ SD = 1.50

Risk and Protective Factors:

→ YLS/CMI

→ SAPROF-YV

Gender

→ 609 (87%)
were males

Outcome:

→ Probation completion



3. THE EPYC STUDY

835 youth offenders
who were sentenced in 2016/17 with follow-up data

Age

- Mean = 17.6
- SD = 1.44

Gender

- 707 (85%)
were males

Risk and Protective Factors:

- Child maltreatment
- Adverse childhood experiences
- Protective assets

Outcome:

- Internalising Problems
- Depression
- Externalising Problems

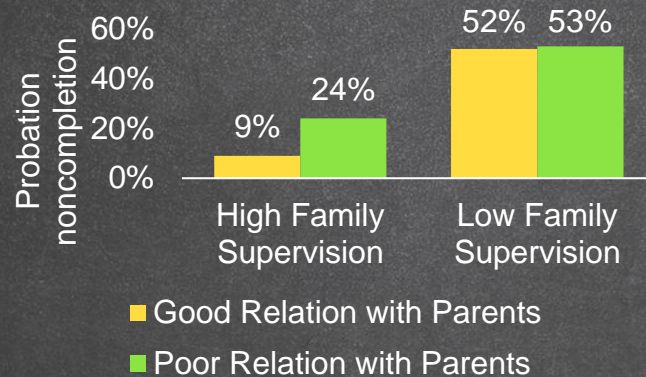


HOME FACTORS



Family supervision

Family supervision had strongest direct effect (4.47 times as likely) on **probation noncompletion**.



Intact functioning families

Youth offenders from intact functioning families are less likely to **reoffend** (Risk is reduced by 40+%)

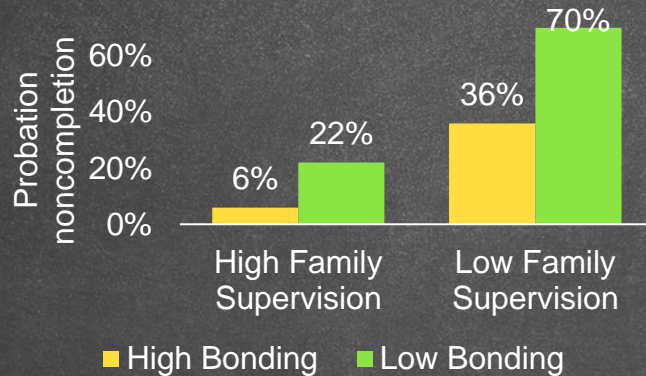
Youth offenders with higher baseline home assets had higher rate of decrease in **depression** over time.

Home Assets

SCHOOL/WORK FACTORS

Bond to School/Work

Bonding to school/work had significant direct effect 2.52 times as likely) on probation noncompletion.



School/Work Assets

School/Work assets had a significant buffering effect on the relationship between externalising problems & physical/emotional abuse.

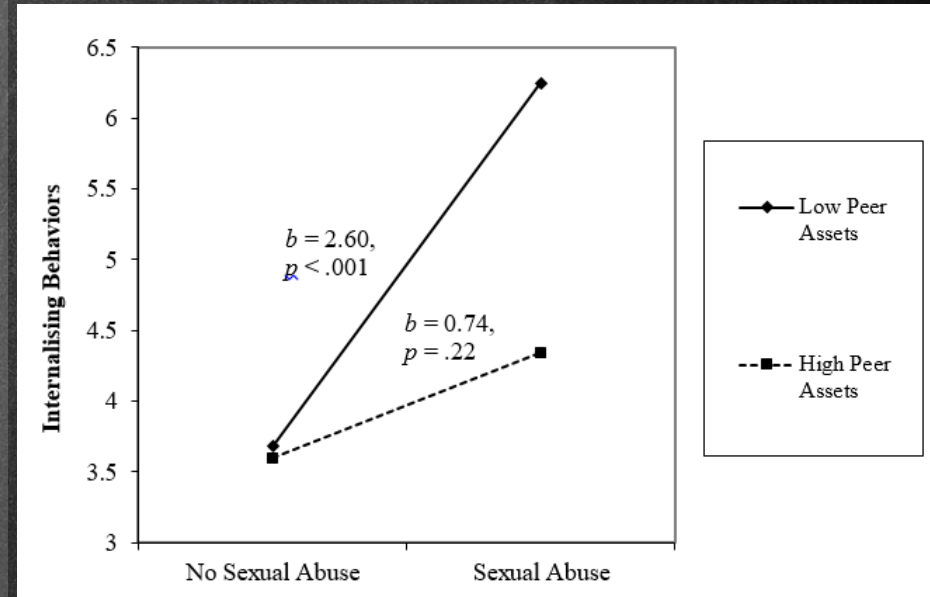
Youth offenders with higher baseline school assets had lower rate of increase in depression over time.

School Assets

PEER FACTORS

Peer Assets

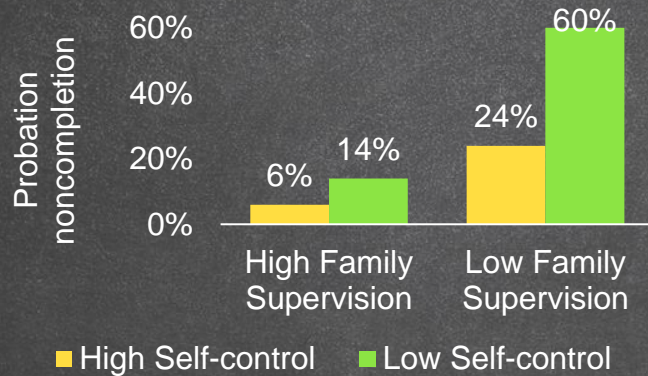
- Youth with higher peer assets reported lower **externalising problems**.
- **Depression** is found to decrease over time when there is increase in peer assets.
-
- Peer assets had a significant buffering effect on the relationship between **internalising problems** & sexual abuse.



INTERNAL FACTORS

Self-Control

- Self-control is significantly related to 13 out of 30 outcome measures for both maltreated and non-maltreated youth.

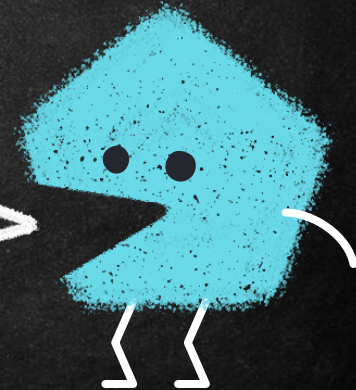
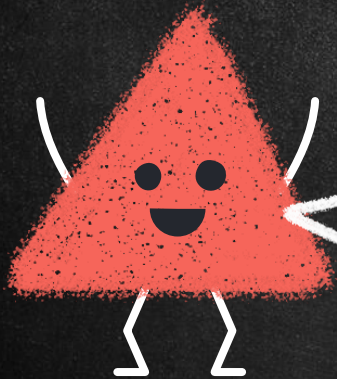


Internal Assets

- Internal assets had a significant buffering effect on the relationship between **externalising problems** & physical/emotional abuse.
- Depression** is found to decrease over time when there is increase in internal assets.

4.

IMPLICATIONS



Summary of Findings 1

Home Factors

- Higher family supervision → higher probation completion
- Intact functioning families → Less re-offending
- Higher initial home assets → higher decrease of depression

School/Work Factors

- Higher bonding → Higher probation completion
- Higher school/work assets → reduce the effect of physical/emotional abuse on externalizing problems
- Higher initial school assets → higher decrease of depression

Implications

- Foster more caring relationships among parents, educators & students
- Encourage youth's meaningful participation and have high expectations for them at home and in school activities
- Equip parents and school staff with knowledge on how to promote resilience

Summary of Findings 2

Peer Factors

- Higher peer assets → lower externalizing problems
- Higher peer assets → reduce the effect of sexual abuse on internalizing problems
- Higher peer assets → lower depression over time

Internal Factors

- Higher self-control → less negative outcomes
- Higher internal assets → reduce the effect of physical/emotional abuse on externalizing problems
- Higher internal assets → lower depression over time

Implications

- Importance of peer assets is likely heightened in adolescence, where peer relationships take the center stage as opposed to earlier life stages.
- Educate not just teachers, but also students on steps they can take to help others who are experiencing abuse or neglect.
- Preventive measures can focus on increasing youth's self-control, developing youth's goals & aspirations, and improving youth's communication, problem-solving and coping strategies

Systematic evaluation of programs

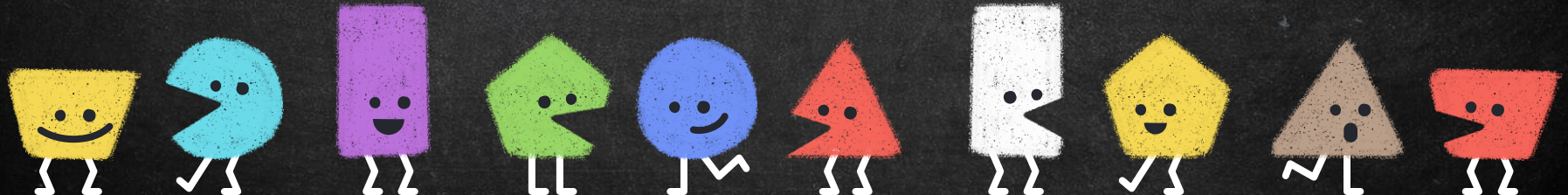
- **Early family/parent training programs** are effective for preventing antisocial behavior and delinquency (Piquero et al., 2016)
- **After-School Programs** are effective to promote personal and social Skills (Durlak et al, 2010)
- **Youth Mentoring Programs** are effective on multiple outcomes; with larger effect for more targeted programs (Raposa, et al., 2019; Christensen et al., 2020)
- **Early self-control improvement programs** are effective to improve self-control and reduce delinquency (Piquero et al., 2016)

Gaps and Future Work

- Effective programs should be scaled up
- Evaluation of effective staff development and training programs are needed
- How different aspects of program quality influence different youth outcomes should be studied
- Self-control improvement programs may benefit from taking more smaller scale approaches that are also briefer in duration

For more details of the global systematic reviews, please refer to:

1. Piquero, A. R., Jennings, W. G., Diamond, B., Farrington, D. P., Tremblay, R. E., Welsh, B. C., & Gonzalez, J. M. R. (2016). A meta-analysis update on the effects of early family/parent training programs on antisocial behavior and delinquency. *Journal of Experimental Criminology*, 12(2), 229-248.
2. Durlak, J. A., Weissberg, R. P., & Pachan, M.. (2010). A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents. *American Journal of Community Psychology*, 45(3-4), 294–309.
3. Raposa, E. B., Rhodes, J., Stams, G. J. J. M., Card, N., Burton, S., Schwartz, S., Sykes, L. A. Y., Kanchewa, S., Kupersmidt, J., & Hussain, S.. (2019). The Effects of Youth Mentoring Programs: A Meta-analysis of Outcome Studies. *Journal of Youth and Adolescence*, 48(3), 423–443.
4. Christensen, K. M., Hagler, M. A., Stams, G.-J., Raposa, E. B., Burton, S., & Rhodes, J. E.. (2020). Non-Specific versus Targeted Approaches to Youth Mentoring: A Follow-up Meta-analysis. *Journal of Youth and Adolescence*, 49(5), 959–972.
5. Piquero, A. R., Jennings, W. G., Farrington, D. P., Diamond, B., & Gonzalez, J. M. R. (2016). A meta-analysis update on the effectiveness of early self-control improvement programs to improve self-control and reduce delinquency. *Journal of Experimental Criminology*, 12(2), 249-264.



For more details of the local findings, please refer to:

1. Li, D. (2021). Trajectory of Depression among Youth Offenders: Risk and protective factors. A TSRD presentation.
2. Li, D., Ng, N., Chu, C. M., Oei, A., Chng, G., & Ruby, K. (2021). Child maltreatment and protective assets in the development of internalising and externalising problems: A study of youth offenders. *Journal of Adolescence*, 91, 35-47.
3. Li, D., Chu, C. M., Xu, X., Zeng, G., & Ruby, K.. (2019). Risk and Protective Factors for Probation Success Among Youth Offenders in Singapore. *Youth Violence and Juvenile Justice*, 17(2), 194–213.
4. Li, D. (2018). *Promoting Trauma-informed Youth Justice: Evidence from Three Research Studies*. Yellow Ribbon Conference, Singapore.
5. Chng, G. S., Chu, C. M., Zeng, G., Li, D., & Ting, M. H.. (2016). A Latent Class Analysis of Family Characteristics Linked to Youth Offending Outcomes. *Journal of Research in Crime and Delinquency*, 53(6), 765–787.

Thanks!

