Resilience in youth offenders

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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

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

- Protective Factors
  - Direct protection
  - Interactive protection
    - Booster factor
    - Buffering factor

*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

Protective Factors

- Direct protection
- Interactive protection
  - Booster factor
  - Buffering factor

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

Gender
- 609 (87%) were males

Risk and Protective Factors:
- YLS/CMI
- SAPROF-YV

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+%)

Home Assets

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

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.

School Assets

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

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

Summary of Findings 2	Implications
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	• 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
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	

Systematic evaluation of programs	Gaps and Future Work
• 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)	• 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!