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# CHAPTER 1

## Introduction

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In recent years, much has been written and discussed about the difficulties and challenges facing young people. Alcohol and other drugs, teen sexuality, depression and suicide and violence are among the issues often associated with the teen years, as well as teen out-of-school activities, parental roles, school issues, spiritual influences and social responsibility.

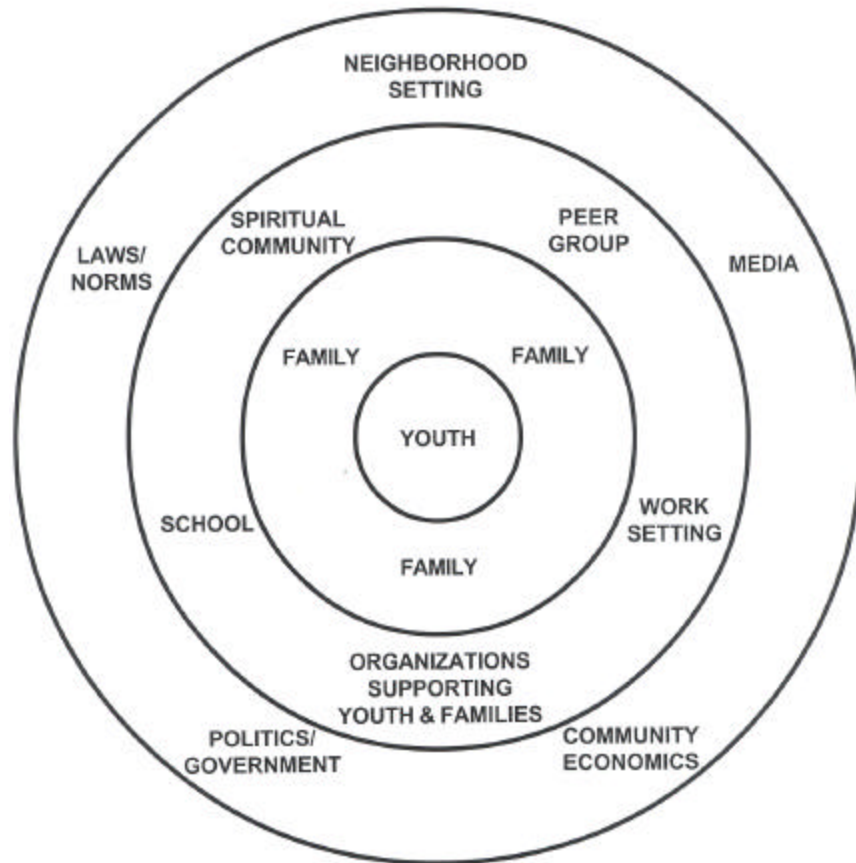
These issues affect our children or our neighbor's children. They are the focus of attention in the newspaper, weekly news magazine or nightly news on television. As parents, teachers, and members of the community, some of these issues concern us and we wonder what we can do to reduce negative behaviors and promote the positive aspects of our youth.

With these societal issues, communities become concerned and want to do something about the issues youth face. Our desire is for our communities to become better places for all people. Unfortunately, communities sometimes try to develop solutions before the issues have been clearly defined. Because some issues are not clear and others tend to be very complex, it is difficult to focus efforts, get organized, and ultimately implement effective solutions. Before the needs of our youth are addressed, it is important to have good, reliable information. The Teen Assessment Project survey and program process is designed to solicit responses about key youth centered issues:

- C What are the most serious issues teens face in our community?
- C How widespread are the problems?
- C Are there any clues as to the causes of these issues?
  - What are the positive aspects of youth, families, schools and our communities?
  - What can we build upon?
- C What new strategies and programs would be helpful to put into place?
  - How can youth, adults, school personnel and the larger community work together to make things better?

The Teen Assessment Project (TAP) was undertaken with these questions in mind. Before tackling the issues teens face in our communities, a better, more accurate understanding of our youth and their perceptions of the issues in their lives is needed. Adults can sometimes make incorrect assumptions about what young people are doing and how they are feeling and their perception of the world. As a result, youths' opinions were sought by asking them for their honest responses so their voices could be heard throughout our communities.

The Teen Assessment Project recognizes youth grow up in families that are part of communities. The positive development of youth is not influenced by just one factor, but many factors in their lives. Youth are nurtured and influenced first and foremost by their family. As they grow and develop, their peers, their school and the community in which they live also have an influence. These factors all work together to shape the development of youth.



**Figure 1-1: Ecological Model of Youth Development**

As can be seen from Figure 1-1, there are many levels of the individual and their environment that make up the ecological framework (Bronfenbrenner, 1977). Children do not grow up in isolation, they develop in ever-widening environments. The innermost circle represents the youth himself/herself: their temperament, physical health, skills and abilities. Next lies the family, which is seen as having a very strong influence in a youth’s life. A positive family climate is important to the successful development of children. The next tier of the circle: the school, peer group, spiritual community, youth and family serving agencies/ organizations as well as the work setting are important for the connections they provide between the different people and groups in a child's life. The outermost level of the circle represents community norms, community economics, the media and the neighborhood setting. These

factors influence development but in more indirect ways through systems that have impact on the lives of children. All level of influence affect youth throughout their growth and development.

### **Protective and Risk Factors in the Lives of Youth**

The ecology of youth development refers to the interrelationships of youth and their environment. By looking at youth development in this manner we can examine the factors that contribute to youth reaching their full potential in becoming caring, contributing, members of our society. Risk and protective factors exist at all levels of the ecological model. Some of these risk and protective factors involve the biological, cognitive or psychosocial changes experienced by the young person during the adolescent years. Other factors are directly related to the adolescent's changing social relationships, particularly those with family members and peers that can make involvement in problem behaviors more or less likely. At another level, transitions in adolescents' relationships with school, work, and society-at-large can influence their decisions and behaviors. Understanding the transitions that occur during adolescence can help to minimize the risk factors and enhance the protective factors to help support the healthy development of our young people.

*Protective factors* are those aspects that can increase a child's ability to resist negative influences and develop healthy life skills. Good problem solving skills, family support and caring, healthy peer influences, positive school environments and supportive neighborhoods and communities all serve as protective factors for youth.

*Risk factors* can create barriers to the development of healthy life skills and can increase the likelihood of youth being influenced in a negative way. Some examples of risk factors are negative attitudes toward self and others, a difficult temperament, poor parental monitoring, friends who engage in risky behaviors, a low commitment to school and communities that lack organized youth activities. A combination of these factors play a role in adding to the risk that the youth will engage in problem behaviors.

These factors influence whether young people will develop to their full potential. Our goal as parents and community members is to reduce the number of risk factors while at the same time increasing the number of protective factors. For the most successful positive development of youth, this must be done at the youth, family, school and community level. There are no quick solutions to complex youth issues because youth grow up and interact in multiple environments. If one area of a child's life is putting them at risk, for example, poor parenting, another area can act as protection and support, such as a caring adult. Child development is not influenced by one factor but by a whole mosaic of factors.

The Teen Assessment Project survey helps us understand teen attitudes, behaviors and perceptions. However, it is important to remember that TAP is a process, not just a survey. The collaboration around the development and implementation of the survey is an important feature of TAP. Having a project to work on can provide groups of like-minded individuals with a good reason to get and remain together. Often, community coalitions attempt to develop solutions before they have clearly defined the problem. This can lead to difficulty in focusing efforts and developing effective solutions.

The Monadnock United Way (MUW), Cheshire County UNH Cooperative Extension, and the Monadnock Action Network with Youth (MANY) encourages everyone to work together to address issues identified by this survey. Parents, youth, schools, and communities all have an interest in ensuring the programs and supports that exist in our region help provide a healthy environment for our youth. In doing this, it is important to look at the local strengths as well as the weaknesses to determine where successes exist and where additional efforts are needed.

MUW, Cheshire County UNH Cooperative Extension, and MANY asked the Consortium of Alternative and Prevention Programs, Monadnock Substance Abuse Services, Women's Crisis Services, Samariteens of the Monadnock Region, Cheshire County Coalition for Tobacco Free Youth, the Family Planning Collaborative and Hitchcock Clinic, The Division of Alcohol Prevention and Recovery (DADAPR -formerly BSAS), and school health professionals and administrators to help select 160 questions from the 1987 DAY survey and the large TAP question bank to make up the local survey. In addition, some questions were written locally. The survey results have been compiled and presented in this report. As well as assessing risk behaviors, the survey asked youth about many protective factors to help identify strengths in the Monadnock Region. These protective factors are summarized on the next two pages for your reference.

**Table 1-1: Monadnock Assessed Protective Factors**

<b>Level of Ecological Model</b>	<b>Question Subject</b>	<b>Figure #</b>
<b>Individual</b>		
Problem Solving Skills	why would not fight	9-30, 9-31
	best way to deal with anger	9-28, 9-29
Social/Interpersonal Skills	fitting in with others	6-1, 6-2
	peer pressure	4-2, 4-3
Personal Responsibility	designated driver	4-36
	why not use substances	4-69, 4-70
	exercise	6-19, 6-20
	seat belt use	6-21, 6-22
	use of birth control	5-8 - 5-11
	prevention of STDs	5-15
Spiritual Commitment	religious involvement	9-14, 9-15
Sense of Purpose in the Future	future plans	9-6, 9-7, 9-8
	improving things in future	9-11
<b>Family</b>		
Close Family Relationships	parent support	7-6, 7-7
	how parents get along	6-1, 6-2
Family Support and Caring	parent interest	7-8
Positive Parent/Child Communication	talks with mother	7-2
	talks with father	7-1
Parental Monitoring	parental monitoring	7-9 - 7-11
Parent Uses Democratic Parenting Process	decision making	7-5
<b>Peer</b>		
Positive Peer Influences	fitting in	6-1, 6-2
	peer pressure	4-2, 4-3
<b>School</b>		

Educational Aspirations	future plans	9-6, 9-7, 9-8
Positive School Performance and Attachment	average grades importance of grades	3-6 - 3-8 6-1, 6-2
Positive School Climate	school changes liking school quality of education safety	3-9 9-1 9-3 9-20 - 9-23 9-32 - 9-35
High but Reasonable Expectations	teacher expectations	9-4, 9-5
Involvement in Extracurricular Activities	non-school activities	8-1 - 8-6
<b>Community</b>		
Belonging to a Supportive Community	town environment fun things to do safety	9-9 9-9 9-24, 9-25
Meaningful Involvement in Community Organizations	volunteering social responsibility	9-12, 9-13 9-11
Other Adult Resources	adult monitoring who to talk to role models neighbor contacts	9-10 6-5, 6-6 6-7, 6-8 9-9

Source: Benson (1990), Bogenschneider et al. (1990), Bennard (1994), Lang and Krongard (1999).

Data from this important study can be used to:

- provide a portrait of local alcohol use, other substance use, and sexual activity patterns
- C provide data on youth depression and suicide
- C reveal how patterns of youth activity and mental health vary by such factors as grade, gender and school level
- C provide an awareness of the struggles faced by our youth as well as areas of strength in our communities
- C facilitate communication between children and parents
- C increase parents' awareness and involvement in the issues and concerns of their adolescent children
- C illustrate the relationship between youth risk behaviors and parents sharing their values, monitoring youth behavior, and establishing consequences for actions
- assist schools, agencies and youth organizations in program planning
- C provide locally relevant information to administrators and community policy-makers to determine if changes are needed
- C provide educators and other professionals with insight into local teen problems and concerns
- C provide parents, school and community with a vehicle for education, communication, collaboration and action
- C strengthen community linkages (partnerships, networks, collaborations, coalitions, etc.)
- C help youth, parents, schools and communities strive to build protective factors/assets which enable youth to develop to their fullest potential
- C set a baseline from which to evaluate the impact of youth-at-risk prevention programs
- C provide empirical evidence increasingly necessary for obtaining private and public funding.