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Feature Articles

We're Here, We're Hopeful, and We Can Do Well: Conceptions and Attributes of Positive Youth Development among Immigrant Youth [Article 090401FA001]

Forman, Yulika; Du, Dan; Kiely, Megan; Lerner, Richard M.; Carrano, Jennifer

Using qualitative and quantitative information from Grades 8 and 9 of the 4-H Study of Positive Youth Development (PYD), we describe the conceptions of thriving youth present within adolescent immigrants to the United States, and interrelate these conceptions with quantitative scores for PYD, contribution, and positive future orientation. Conceptions of thriving that included positive future orientation were associated with higher quantitative scores for PYD and Contribution. Conceiving of thriving as making contributions to themselves or their communities was associated with higher quantitative scores for Contribution. These findings suggest that immigrant youth whose qualitative definitions of thriving include the U.S.-based conceptions of PYD show quantitative evidence of positive functioning. We discuss limitations of the present study and directions for future research.

"Growing Without Limitations:" Transformation Among Young Adult Camp Staff [Article 090401FA002]

Garst, Barry A.; Franz, Nancy K.; Baughman, Sarah; Smith, Chris; Peters, Brian

A strong body of research has developed over the last decade regarding the developmental outcomes of camp experiences of children and adolescents. However, few formal studies have taken place to determine how camp experiences lead to deep personal change in young adults. Mixed methods were used to better understand how camp is transformative in lives of young adult camp staff and to identify conditions in the camp setting that facilitate change. A change model and conditions of change model were developed. Recommendations for future research are provided.

Differences in the Experiences of Boys and Girls in a Camp Environment [Article 090401FA003]

Miltenberger, Margaret; Jopling, Jane; Garton, Martha S.

Between the ages of nine and twelve, key developmental differences exist between genders. Boys' and girls' brains simply develop in a different sequence (Sax, 2007) and at a different rate (Hanlon, et al., 1999). Since the 1970's a tendency toward gender blindness and a lack of understanding about the real developmental differences between boys and girls may have limited the ability of youth professionals to best serve all youth. This paper highlights a study of whether boys and girls differ in camp experience and in life skill development as a result of camp? Fifteen counties with 28 individual camps participated in the study which measured (1) camp experience; (2) targeted life skills, and (3) leadership skills. The results showed significant differences between girls and boys. Researchers recommend that gender differences no longer

be ignored when programming and that camp activities and curriculum meet the developmental needs of both boys and girls.

'A Good Friend': The Role of Peer Networks in Juvenile Treatment Courts

[Article 090401FA004]

Linden, Pamela; Cohen, Shelly

A primary goal of Juvenile Treatment Courts is participant abstention from the use of alcohol and drugs. The present paper seeks to understand the role of social networks in participant abstention by examining the accounts of peer interactions of 37 current and former youth participants in New York State. This qualitative study found that while severing deviant network ties were involved in abstention in some cases, the dominant theme was the perceived protective role of emotionally close, albeit drug using, peers in supporting abstention. Although most cognitively based adolescent chemical abuse treatment programs explore the role of social networks in youth chemical use and abuse, the findings that youth in Juvenile Treatment Court programs have continued exposure to drugs and alcohol through interaction with their social networks suggest that social network interactions also enter into the discourse taking place within Juvenile Treatment Court settings.

The Use of Expressive Therapies and Social Support with Youth in Foster Care: The Performing Arts Troupe

[Article 090401FA005]

Greene, Audra Holmes; Goldenberg, Linda; Freundlich, Madelyn

The Performing Arts Troupe is a program that provides youth in foster care and youth from low income neighborhoods with expressive therapies and social support. The program is designed to assist youth in addressing the effects of trauma and developing competencies as they prepare to transition to adulthood. The article discusses the literature base for the program, the program activities and describes the impact of the program on youth through preliminary evaluations and case studies. The program offers an innovative combination of expressive therapies and social supports that has effectively met the needs of vulnerable youth.

Culturally Authentic Scaling Approach: A Multi-Step Method for Culturally Adapting Measures for Use with Ethnic Minority and Immigrant Youths

[Article 090401FA006]

Nicolas, Guerda; DeSilva, Angela M.; Houlahan, Sharon; Beltrame, Clelia

Given the increasing ethnic and racial diversity of youths in the U.S., researchers must be conscious of how youth are being recruited, retained, and assessed in research programs. In this article, we describe an efficient and replicable methodology, the Culturally Authentic Scaling Approach (CASA), which can be implemented to culturally adapt measures for use with ethnic minority and immigrant youths. Specifically, the steps involved in the CASA method are described, including developing community partnership, evaluating the theoretical equivalence, adjusting the selection and administration of measures. Engaging in an on-going dialogue with the community to increase cultural validity and build community relationships is also discussed. Addressing the cultural validity of measures used with ethnic and immigrant youths enhances the probability that the information obtained will be reflective of the cultural background of the participants and an accurate assessment of their experiences

Concept Analysis of Risk Behavior in the Context of Adolescent Development

[Article 090401FA007]

March, Alice L.

The term risk behavior is a concept that has been used in the literature for many years, particularly as it relates to adolescent developmental issues and adolescent health behaviors. Currently the literature specific to the conceptual analysis of risk behavior is limited and relates

in general to adults, rather than youths. The purpose of this investigation was to analyze not only the concept of risk behavior, but also its specific relationship to adolescents. Previous conceptual analyses have not considered how those concepts may be affected by the psychosocial development of adolescents. Therefore the specific aim of this analysis is to clarify the concept of risk behavior as it relates to youths. Following the process outlined by Walker and Avant (1995) the critical attributes, antecedents, consequences, and empirical referents for the concept of risk behavior are presented in this article.

Building a Launchpad for Youth Impact and Organizational Change

[Article 090401FA008]

Silliman, Ben

A recent report, *4-H Critical Indicators of Youth Development Outcomes for Mission Mandates*, outlines a nationwide evaluation of youth program quality and impact of three new programming initiatives. The plan is presented as a model for youth development impact and organizational change. Discussion focuses on the three components of the plan, including evaluation context, framework for assessing program quality and outcomes, and implementation issues critical to successful evaluation.

Program Articles

Participatory Evaluation with Youth: Building Skills for Community Action

[Article 090401PA001]

Wells, Elissa E.; Arnold, Mary E.; Dolenc, Brooke

This article describes an innovative training program that combines youth-adult partnerships, social inquiry, and community action as a method for effective youth engagement. Elements of the training are outlined, and program evaluation results are presented. In addition, several strategies for successful program replication are presented.

An Evaluation of the University of Illinois Extension Get Up & Move! Program

[Article 090401PA002]

Halpin, Mary Ann; Farner, Susan M.; Notaro, Stephen J.; Seibold, Sheri; McGlaughlin, Pat; Bosecker, Natalie; Farner, Barbara

Get Up & Move! is a program created by University of Illinois Extension to address childhood obesity. It provides ready-to-use materials for youth leaders to promote healthy lifestyles through physical fitness and healthy eating. The impact of the program on participants' physical activity was evaluated to see whether involvement produces an increase in physical activity to the USDA recommended 60 minutes per day. It was found that a significant increase in minutes of physical activity occurred in participants from an average of 51.88 minutes per day to an average of 58.84 minutes per day.

4-H Donated Meat Program: A Model for Service [Article 090401PA003]

Smith, Justen O.; Wesley, John L.

Meat continues to be the most in-demand food item for the Utah Food Bank. To address this issue, the 4-H Donated Meat Program was started by a 4-H Club in Davis County, Utah. When Utah State University Extension Agents in Davis, Salt Lake, Weber, and Morgan Counties became involved in the program it expanded rapidly. The program was made possible through generous donations from corporations allowing for the purchase of market livestock exhibited by 4-H youth at county fair livestock sales. USDA certified processed meat was then donated to the Utah Food Bank for distribution to hungry families in the counties participating in the program. The program has grown rapidly. In 2005, two counties were involved with 3,000 pounds of meat donated to the food bank. By 2007, ten counties were involved with 70,000

pounds of meat donated. This program has become a model of service for hundreds of 4-H youth in Utah. This program may be duplicated in other states to meet the demand for meat at food banks across the nation.

Resource Review

Collective Leadership Works: Preparing Youth & Adults for Community Change

[Article 090401RR001]

Dawson, Patricia A.

Collective Leadership Works is the latest resource kit developed by the Innovation Center for Community and Youth Development. The 181 page tool kit is filled with detailed lesson plans designed for youth and adult leadership activities. The resources will benefit groups at any stage of development. Contents have been divided into eight sections including Team Building, Youth-Adult Partnerships, Knowing Community and Place, Creating Ways to Come Together, Leadership and Relationship Development, Planning for Action, Reflection and Spreading the Word. Youth professionals will appreciate this well designed, interactive resource as they engage youth and adults in community building efforts.