



Transcript: Building Protective Factors Using the Social Development Strategy

Presenter: Kris Gabrielsen
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REBECCA BULLER: It's going to get it-- and find the pause. There we--

Good afternoon, everyone. We're so glad to have you with us. We will get started in just a moment. We want to have a few more people join, and then we'll move ahead. If you're just joining us, we're going to start in one minute. We've got a couple more people join the room and get going. We're about halfway there.

All right. Well, my name is Rebecca Buller and I am with the Great Lakes Prevention Technology Transfer Center. I want to welcome you to Building Protective Factors Using the Social Development Strategy with Kris Gabrielsen.

This training is brought to you by the Great Lakes PTTC and SAMHSA. The Great Lakes ATTC, MHTTC, and PTTC are funded by SAMHSA and under the following agreements. The opinions expressed in this webinar are the views of the speakers and do not reflect the official position of the Department of Health and Human Services or SAMHSA. The PTTC Network believes that words matter and uses affirming language in all activities.

Again, Thanks for joining us, and here are a few housekeeping items. If you're having technical issues, please individually message Rebecca Buller or Alyssa Chwala in the chat section at the bottom of your screen and we will be happy to help you. If you have questions, we ask that you please enter them into the Q&A tab at the bottom of your screen. And Kris has indicated that she'll pause to address them several times throughout the afternoon.

We will be using automated transcription for today's webinar, and certificates of attendance will be sent out within one to two weeks and will come in your email.

If you'd like to know more about what we are doing or information on upcoming events, please see our social media pages. And now, a little bit about our presenter. Kris Gabrielsen is the Co-Director of the Great Lakes Prevention Technology Transfer Center. She has worked in substance misuse prevention field for over 30 years

Kris was the associate director of the Western Center for the Application of Prevention Technologies, co-authored the first Substance Abuse Prevention



Specialist Training Curriculum, and co-authored the textbook, Substance Abuse Prevention, The Intersection of Science and Practice.

As a consultant, she has worked with states and communities across the nation to bridge the gap between research and practice, assisting prevention professionals in maximizing their effectiveness. At this point, I'm going to turn things over to Kris, and thank you so much. It's all yours.

KRIS GABRIELSEN: Great. Thank you so much, Rebecca, I appreciate it. I see several folks have already started introducing themselves in the chat box. I would love, though, for you to put three things in the chat box. Where you are right now, your role or position, and I'd love something-- to know something unique or notable that's near you that might be something perhaps that other people might not have near you. Just for some fun. So your location, your role or position, and something unique or notable near you. Just take a moment to do that

Ooh, Michelle's near Mount Rushmore and Crazy Horse. That's cool. Spam Museum in Austin, I love it. All right. Disney World. Oh, kids' drawings from your art class are nearby you. Great. A Hot Wheels car. Love it.

OK, they're coming in fast now. All right. A hoyo plant. I wonder what a hoyo plant is. That sounds cool. All right. And got lots of fun things. I love seeing all this. So thank you, everybody. Feel free to keep putting that in as we get going. It's great to see you all here. We've got a wonderful group to talk about protective factors today. So thank you.

All right. Well let's go ahead and get going of our path for today. What we are going to be covering is we'll first just talk a little bit broadly about protective factors, then move into the Social Development Strategy, we're going to take a deep dive into the Social Development Strategy and make sure that everyone understands exactly what the components are and how we can use the Social Development Strategy to build protective factors, and then we, of course, want to spend some time on how do we put the Social Development Strategy into action. So that's our plan for today. So let's move into the introductory piece.

First, I want to make sure everybody has a copy of the workbook. If you had registered before a couple of hours ago, you received an email with the workbook attached. I'm hoping that you were able to print it out for those of you who have access to a printer so that you can make some notes as we're going through the session today.

Alyssa put in the chat box today's-- the Box folder that contains the files for today's webinar, so you can go in there if you did not get the email. Rebecca also just posted the actual file. So if you aren't able to get it in the Box, you can click on that and access the workbook as well. So those-- and if you're



having any problems accessing it, feel free to message directly to Rebecca or Alyssa and they can help you out.

All right. So, let's talk about what prevention is. So we often throw the term prevention around, but we aren't necessarily all on the same page. So when I'm talking about the word prevention, this is the definition I like to use that really frames well what I mean when I say prevention. So I think of prevention as the proactive process of empowering individuals and systems to meet the challenges of life events and transitions by creating and reinforcing conditions that promote healthy behaviors and lifestyles.

So that proactive piece that we're going to do something before problems ever start is key in terms of what I'm going to be talking about when I see the word prevention today. Some other ways of thinking about this is that we are focusing upstream in terms of when I'm talking about prevention.

So good analogies for this are with our computers. We have antivirus software that we use to protect our computers from viruses ever getting in. So it's preventing it, it's not taking care of problems once things-- our computer's already infected with a virus. We want to protect-- we're preventing it from ever happening.

A lighthouse is a good example of prevention. So we have the light going out so that ships see where the rocks are, so that prevents shipwrecks from ever happening. Sunscreen is a great example. We want to prevent the sunburns. And of course, vaccinations are the way that we prevent from getting sick, different illnesses. So, if you want to keep that in mind, that's what I'm going to be talking about when I use the word prevention today.

So how do we prevent? How are we proactive? We are proactive by enhancing protective factors and by reducing risk factors. So that's the mechanism through which we can prevent substance misuse, is by enhancing protective factors and reducing risk factors. So we want to both reduce risks, we want the teeter-totter to start going down that way because we want the protective factors to increase and risk factors to go down.

We aren't going to talk about risk factors today. If you want to learn more about research-based risk factors, we are going to do another webinar on that. It's going to happen on June 23 from 10:00 to 11:30 Central Time, and you can register for that as well. There'll be a link put in the chat to our events page where you can sign up for that. So that's where Rebecca just put in. All right.

So back to protective factors. What do I mean when I say the words protective factors? I mean the conditions that we can create-- so we can create conditions for a healthy use and development and well-being. And what do I mean by protective factors? I mean the things that we can do to buffer the effects of exposure to risk factors.



We won't ever be able to raise all the risks that exist within a child's environment, but we can decrease them as much as we can, but then we also want to create that buffer so when risk factors are in their environment, we can buffer the effects of those.

What protective factors are not? So just to be clear, protective factors are not simply the opposite or absence of risk factors. Something completely separate in many cases. So don't just think of it as being the absence of-- or the opposite of a risk factor. I'm curious. With this picture, some of you may have already seen this before, but with this picture, what do you see? Go ahead and put it in the chat box, what do you see a picture of when you look at this picture? What do you see?

You see a woman. A young woman? What about-- a young woman or an old woman? A fancy young woman. A woman in a fur coat. Ah, some people see an old and a young woman. So yes, this is a famous picture that's an optical illusion that is both a young woman and an old woman depending on how you look at it.

So if you're looking for the young woman, she's looking like that where she's looking back over her shoulder, and you'll see that this is her chin. Goes up to her face. That's her perky little nose and her eyelashes. And that's her hair with a feather coming out of her-- the top of her hair. So I assume she has a hat on somehow. So that's her. She's looking that way.

And for the older woman, she's looking down like this. So the older woman, she has a large protruding chin here. Those are her lips. And that goes around to her nose right there. And that's her eye right there. So put in the chat if you were able to see-- if you can see both now.

So I see-- I see both. Let's see, how many people can see both? Anybody? I see no by one person. All right. Most people are saying both now. Oh good. All right. So again, if you aren't seeing both, the younger woman is looking like this and the older woman is looking like that. So you can practice on that. You can look at the handout with the slides and look at both. All right, well done.

So, why do I put this up here? Because we need to look at both risk and protective factors. And I have seen over the years, many people, many preventionists say, we need to only focus on protective factors or we need to only focus on risk factors and reducing risk factors. No, we need to do both.

We need to do both at the same time so we see the full picture of what's going on. So again, while we'll talk about protective factors here, the other half of the picture is risk factors, so we don't want to forget about that. But we also don't want to just focus on risk factors, we want to also focus on protective factors.



So that's my soapbox for the day. And now we can move on. All right. So there we are. For maximum effectiveness, implement strategies that enhance-- both enhanced protective factors and reduce risk factors. All right. So, the question becomes, how do we build protective factors in youth? The answer, in my mind-- you will get different answers from different people. In my mind, the best way to do it is to use the Social Development Strategy.

So let's talk about what the Social Development Strategy is. It operationalizes protective factors, puts them into action. And it was developed by Dr. David Hopkins and Rico Catalano of the Social Development Research Group at the University of Washington along with some of their colleagues.

This is what it looks like, and we're going to spend a bunch of time unpacking this. So as you're looking at and saying, oh my gosh, what is this and what is all this? Don't worry, it'll be really clear by the end of our session here today.

All right. For those of you fellow public health geeks, the theory base of the Social Development Strategy comes from the Social Control Theory, Social Learning Theory, and the Differential Association Theory. So if you're wondering where it comes from, it's pulled from these three developmental theories.

A few things about the Social Development Strategy. Research has shown to be effective across developmental stages, gender, race, ethnicity, and income levels. Good news, right? And it's been shown to be effective across different outcomes. So things like child behavior problems, violent substance use, alcohol misuse, drug use, et cetera. So it's not just specific to substance misuse prevention, but it has been shown to be effective across multiple problem behaviors.

All right. So, some of you might be saying, so what about-- a lot of people use the phrase developmental assets, the Positive Youth Development Theory or Model, resiliency, positive childhood experiences. There's lots and lots of lists out there that exist that have lists of protective factors.

So it's interesting. I was asked a few years ago now to do a training on these four things in the same training for a group of folks who are new to prevention and a coalition, and I was like, I'm not sure that's a good idea, first of all, and I tried to talk the people out of it, but they're like, no, they want them to know about all of them.

So, what I did is I took a deep dive into the research behind these different protective factor frameworks-- or in terms of-- they might call-- not all call them that, but essentially that's what they are. And what I found fascinating is that most of them, if not all of them, at some point pull from the same theoretical base or research base.



So it's like taking this information, these researchers, these practitioners, whoever they are for each one, delved into the research, knowledge, theories, and then it's like they have the nice same fertile soil, but they grew different plants, grew different protective factor frameworks out of them. But they were pulling from the same theory base, from the same research base. Which I found very helpful, because that's how you can boil down what's most important from each of these frameworks.

And what I found was the Social Development Strategy really boiled all of these down into what was most important and how, again, to operationalize these. So, why do I love the Social Development Strategy and I think you will, too? Because it boils down the essentials to building protective factors, it's straightforward to implement, and you can use them across all contexts. So within family systems, within schools, within communities, individual peers, et cetera, you can apply them in all those settings.

All right. So let's jump into questions. I see there is a question. Is there a source for the prevention definition provided? That's a great question, Melissa. You know what? I looked for that not too long ago and it's been used so many times, so many places, I couldn't find the actual source. So if somebody else knows the original source, I'd love to know that. I'm sorry I didn't-- I don't have the answer for that.

And I've been using that definition for many, many years. So it's been around for quite a while. I don't think it was SAMHSA or CSAP I see that somebody put in the chat. I don't believe it was originally. Any other questions at this point before we move on? Anyone, anyone? I'll pause for just a moment.

All right. Let me turn my pages here. My notes, make sure I cover everything. [INAUDIBLE] Medicine, 1994, Renee. That's a curious one. I will have to search to see if that's it. That's a good idea. It might be, that's very possible. Thanks for that lead.

All right. Well let's go ahead and move forward with-- let's start deconstructing the Social Development Strategy so that you understand everything-- every part of the Social Development Strategy.

So let's begin at the very bottom here. You'll see at the bottom that I highlighted in yellow, this is where we're going to start. We're going to start at the bottom and we're going to build all the way up to the top. So let's look at individual characteristics. Individual characteristics are personalities and traits, such as a resilient temperament, sociability, and the ability to learn quickly.

So let's take a quick look at each of those. So resilient temperament. So what I mean by that is those kids who can bounce back from failure-- so they fail at something, they don't wallow and oh my gosh, I could never do anything right. They don't fall apart, they bounce back and I'm ready to start again.



They're able to handle the frustration of learning new skills. So as we all know, as we learn new skills, even as adults, there can be a much frustration in learning those new skills. So having a resilient temperament can help you bounce back from those frustrations. Those who have resilient temperaments have a repertoire of social problem-solving skills.

So it's not just one way to help as they come upon problems, but they have multiple ways that they can address challenges that they come up against. And they have a belief in their own efficacy.

What's important with this is to know that resiliency can be learned. People often think of resilient temperaments as you're either born with it or you aren't. Granted, some people seem to naturally have a more resilient temperament that they seem to be born that way, but know that if we aren't, those who are born that way we can nurture that and teach that resiliency. So resilient temperament is one individual characteristic.

Sociability. So these are those folks who are really easy to be around, they're more likely to be chosen for new opportunities as they come up. And again, important to remember that the social skills can be learned to increase sociability.

So again, some people are just born this way. I mean, you even see the babies in the store in the grocery cart as you're going along. Some of them are waving, smiling, and they immediately get all this attention as it's reinforced. So definitely some people are born with more of it than others. But again, if somebody is not born with a lot of that, it can definitely be taught.

All right. So, why are these individual characteristics important? Why do we care when we're talking about the Social Development Strategy and building protective factors? The reason why is because our individual characteristics impact how we take opportunities-- if and how we take opportunities, how we learn new skills, and how we take recognition.

So the person who's highly social, as opportunities arise, they're like, I'm there, I'm ready, I'm in. Whereas those who might be more shy and withdrawn, that's important for us to recognize as we are working with youth in our prevention programs because they might need to be pulled into the situations to really encourage them to take those opportunities.

Same thing with skills. Some people just naturally are interested and be like, a new thing to learn? Great. Show me, I'm there, I'm ready to go. Other people are like, oh no, something new. I can't do that. I have two boys. They're both teenagers now. Very different in how they approach new opportunities.

One was my-- oh yeah? A new opportunity? Great, sign me up. And the other one was, why would you ask me to do that? So yeah, making sure we understand the individual characteristics as we present opportunities to youth



is extremely important. Again, I think I'm repeating myself, but considering the skills and recognition--

I do want to point out with recognition, individual characteristics, what recognition is considered by one person could be considered punishment for another. So for example, again, one of my kids, if there was an award to be had at school and the presentation-- the recognition was going up in front of the school and getting a certificate, fantastic.

The other kid, if he knew that the reward or the recognition was to go up in front of everybody at school, he would make sure he did not accomplish that because he did not want that recognition. So, we need to make sure, again, individually what people consider to be true recognition. And yeah, of course, this is true not just for youth, this is throughout life.

OK. So that's individual characteristics. And again, the reason it matters, is because opportunity, skills, and recognition together-- and I shouldn't say-- again, this is new, sorry. Opportunity, skills, and recognition together are the essential ingredients for bonding, and that's a key part, of course, of the Social Development Strategy, is we need to create that bonding, attachment, and commitment, and we'll get to talk about that more in just a minute.

All right. And I'm not seeing any questions, so I'm going to keep rolling along here. So let's move to this part. We just were at the very bottom with individual characteristics. Now we're moving into this next section. So again, the reason why individual characteristics down here with arrows pointing to all three is because they impact how people take opportunity, skills, and recognition. So let's talk about opportunity, skills, and recognition.

It takes all three-- and actually, I'm going to go back one slide. Opportunity, skills, and recognition, the reason why these are important is because they feed into this. They create that bonding attachment and commitment, all three of those. And they are the key ingredients to creating bonding.

So just like if you're making waffles, don't want to make anybody hungry, but I do love waffles. If you're making waffles, you can't keep out a key ingredient and expect the same results. You need your eggs, you need your flour, you need the other key ingredients with it. If you leave one key ingredient out, you will likely not get the waffles that you would expect. So, just with-- like that with Social Development Strategy, you need opportunity, skills, and recognition, all three to create the bonding. All right.

So opportunities. Some things to keep in mind with opportunities. They need to be meaningful opportunities, not token opportunities. Again, thinking about the youth we work with. We need to make sure that we are giving them opportunities that they view as our true opportunities-- again, not as punishment, for example. We want to make sure that it's something they would actually want to do.



You want to ensure the opportunities are developmentally appropriate. So given the opportunity to an eight-year-old versus a 16-year-old, obviously it would be really different, and you want to make sure that you cater the opportunities presented to a developmentally appropriate time for the youth you are working with.

Third, you want to match the opportunities to individual characteristics and interests, which we've already talked about. And finally, we want to make sure we have-- what I put here is the Goldilocks level of challenge. So we want just enough challenge to be challenging, but not too much challenge to make it so that they fail. So it's that Goldilocks level of challenge.

So I'd like you to turn to page 3 in your workbook. And again, the workbook is in your-- hopefully in the email that you received this morning or in the Box folder or the file folder that you have hopefully downloaded by now. And I want you to go ahead and just take a moment, I'm going to be silent for about one minute, I want you to write in your workbook an example of a meaningful opportunity. So this can be an opportunity either that you have provided to others or that you yourself received.

OK. Hopefully you all have something written in your workbook at this point or just jotted down on a piece of paper near yourself. What I would like you to do now is I'd like you to share this opportunity here. So if you could go ahead, then we're going to put in the chat a link to a Google Form, and this Google Form is going to funnel into a spreadsheet that I'll share here in just a minute.

So there it is, Alyssa just posted it. If you can click on there and add in what you wrote down, that would be great. I'm going to go ahead and stop sharing, and then I'm going to go over and share my other screen so that you can see what people are posting. All right. So here we go.

Here are some opportunities. Outdoor basketball summer league, opportunity to travel in Europe with a church group, neighborhood cleanup event, science camp. Music, love it. Mentorship. Oh, and I love that I provided an opportunity. Thank you. The foundations and prevention class with me. That is so fantastic, thank you. You just made my day. Thanks.

Free event for youth, free music lessons. Again, I love the music piece. I'm very partial to music, can you tell? Youth leadership camp, CADCA Academy, a group of eighth graders present an activity to fifth graders. Great. Youth group members, opportunity to travel and get more experience with life. Communication techniques, training. Great. All right, thank you so much.

And just to let you know, I will provide a link to this Google Spreadsheet once we're all done at the end of the session, or after the session we'll send out an email to all those who participated. So if you want to look through more thoroughly what folks have written, you'll be able to do that after the webinar.



All right. So, we're going to move on to-- we talked about opportunities, let's go ahead and move into skills. All right. So skills. Some things to keep in mind as we are thinking about skills. We have to do-- we have to do this part-- or I should say, we need to do this part. We don't always remember to do this part.

So thinking about those opportunities that are listed that we've given to folks. So like youth leadership opportunities. We need to make sure we give them the skills to be successful and taking that opportunity. Because opportunity without skill leads to frustration, and skill without opportunity leads to boredom. So we need to make sure we give the opportunities along with the skills to be successful.

Some things to keep in mind in terms of skill development. We want to be intentional and realistic. I'm going to give some more information on each of these in just a moment. We want to start small. We want to make sure to model and then practice. And we want to build on success. So these four things we need to keep in mind as we're thinking about skill development with youth.

Oh, and I want to say, the citation from this is Haggerty and McCowan, and on the last page of your workbook, I have the full citation if you want to read through it. It's a great article.

So first of all, with skills, we need to be intentional and realistic. So we need to be providing skills that are appropriate for youth's abilities. Now think back again, back to individual characteristics, we need to have them be developmentally appropriate and the appropriate for them individually in terms of that skill development.

We know the youth learn at different ages-- learn skills at different ages and paces and different ways. So we need to be intentional about that. And we need to remember that quick successes encourage children to keep trying and to keep learning. So as we're thinking about how we're going to teach those skills, we want to give them small pieces-- or I should say, let me rephrase that. We want to provide skill development opportunities where they can achieve some success, especially pretty quickly so that they're going to want to continue learning more.

So start small. So this builds off of what I was just mentioning. We want to break the skill into small steps and teach one small step at a time so, again, they can be successful. All right. We want to model, then practice. So this is-- again, this is a lifelong kind of thing. This is not just for youth, this is for adults as well. Just telling somebody had to do it but then not showing them how to do it sets people up for failure. So we need to show them the skill, how to do it, and then we need to provide many opportunities for practice.



We want to build on success. So we're thinking about that. We want to provide new challenges as people-- as youth are successful as they're building. So again, we have the small steps. So we've broken down the skill into small steps. As they do each step, we can provide them with the new challenge to build on that.

So keep in mind, though, 100% success 100% of the time can lead to giving up when they do face failure. So it's not that we don't want them ever to fail. We want them to push them a bit. Again, it's kind of that Goldilocks piece. But too much failure can lead them to give up completely.

So finding that balance and really watching to see where that Goldilocks level is with each child, with each youth. All right, so those were the four things we need to keep in mind when we're thinking about skills within the Social Development Strategy.

All right. Now let's turn back to the workbook. And I want you to go ahead and take a minute, page 3, and write an example of a skill you have taught when you did these things. You were intentional and realistic, you started small, you made sure to model, then practice, and you built on success.

So it could be with youth you're working with if you work with youth directly within prevention. Or maybe it's with a co-worker. Maybe it's with your own children if you have children. Perhaps it's a neighbor child that you have befriended. A niece, a nephew, whoever it might be. Think of a time when you taught a skill that you did these four things. So I'll go ahead and be quiet while you do that.

All right. Now we're going to put in the chat box a link to a Google Form where I would like you to go ahead and share the situation that you wrote down there. And if you aren't able to access the Google Doc, do feel free to go ahead and put it in the chat. I know I saw a few folks were blocked from that. Feel free to put it in the chat if you can't get there. And I'm going to go ahead and switch over to the other screen so we can see what people are writing.

All right. So people are on it. Thank you. OK, so skills, emotional maturity. Ah, so those emotional skills, very important. Breathing for relaxation. Love it. Communication skills, yes. When I learned Tableau, I was taught over various classes and practiced in between. I'm not familiar with Tableau. Is it a software maybe? Feel free to put that in the chat if you like.

Teaching thinking for a change curriculum, love it. Communication, media trainings. Oops, excuse me. Teaching mechanics. Great. That's a great real concrete example of teaching a skill. Great. Taught nieces and nephews how to tie shoes. Perfect. You want to-- you have to break down those skills so that they can be successful to be able to come all together in the end to tie them. Love that example.



All right. African-American genealogy workshop for family historians. Love it. So look at the range of all these things. This is-- it includes things that we typically think of communication skills, resiliency, or different things, but nowhere did I say that it has to be like a prevention topic that we are needing to teach.

The key is that we're trying to create that bonding, and we'll get to why in a little bit. But we use up to skills and recognition to create bonding, attachment, and commitment. So that's the key. It's not necessarily what you're teaching in terms of the opportunity, skills, and recognition, but it's the mechanism through which we are creating bonding.

All right, meditation skills. Love it. How to take tests. Absolutely, that is definitely a skill. Native language introductions, love it. Time management, so important. All right, great examples here yet again. All right, thank you. And I'm going to go ahead and switch back to our PowerPoint slides, and we're going to move into recognition. So that third critical ingredient, essential ingredient for bonding.

So recognition. We need to provide consistent recognition for the opportunities they take. So it's like great job taking that opportunity. The skills that they are learning and using. So want to recognize both. They've taken this opportunity and they've been working on these new skills and working hard. There might have been some frustration, there might have been the ups and downs as they're learning it, but they stuck with it and they learned it.

So again, thinking of the tying the shoes, I love that example. They have the opportunity to learn this new skill, breaking it down. Not an easy thing to learn, at least for my kids. It was not an easy skill for them. So the repetition, the model, and the practice. Again, tying all that in, love that example.

So then the recognition would be, wow, look, this was a really challenging task that you-- you wouldn't say it that way. But you wanted to learn to tie your shoes, you stuck with it. You figured out how to do each step and wow, look at you. That recognition. So again, the recognition is to depend on the kid in terms of what they view as recognition, so that's the third piece in terms of recognition.

So keep in mind with recognition, make sure they view the recognition as positive, not punishment. I already mentioned that. It's most effective when it's specific to the skill they're learning. So it's not just a, hey, great job, or, well. It's a, hey, I saw you that da-da-da-da-dah, da-da-da-dah, and you achieved da-da-da-da-dah. So getting real specific to what they have-- to the skill and opportunity that they took.

And of course, with recognition we want to focus on the positive. I think that goes without saying, but when you give-- recognition is not, well, you did great at this, but you really struggled with this. And I have to say, I experienced this



recently with a end-of-season gathering of sorts where the coach gave both the positive and the negative for every kid in front of everybody.

In my mind, that's not a great way to build bonding, and boy, were those kids squirming. Not a good situation. So, I kept that on here because just a reminder, we need to make sure we only focus on the positive during this recognition piece. Now as you're building skills, you want to give feedback of what's working, what's not, all that, but when it comes to recognition, please focus on the positive.

All right. Go back to your workbook, page 3. The drill now. Take a minute to write in your workbook of an example of recognition you provided that was viewed as positive by the recipient-- so it was well-received; it was specific to the skill the recipient was learning; and it focused on the positive.

So if you can go ahead and think about recognition you provided-- or if you prefer, if recognition you received that met those three go ahead and write those down, and I'll be silent for a minute.

All right. And now go ahead and share your recognition situation on the Google Form or put it in the chat. And Alyssa did message to me that she is taking what you are inserting in there and adding it. So into the Google Form so that yours will be recorded in that way. So thank you, Alyssa, for doing that. I'm going to go ahead and switch over to the other form-- spreadsheet, I should say. Let's go over to recognition.

All right. So kind words and praise and hugs and kisses. Sticker charts can be very rewarding for some. And again, knowing what-- the youth some. For me, that would have just been the best thing ever, seeing those stickers, absolutely. Teaching someone for the first time something they have never done before and providing a certificate at the end. Recognition for not becoming as angry when disappointed.

So yes, rewarding-- and sometimes it needs to be really small things that were providing recognition for in terms of building behaviors and skills. Very good point. I always start with positive comment followed with constructive criticism. And always end on a positive. So that's a little different than what I'm getting at in terms of recognition.

So recognition is purely that we've taken an opportunity-- so you're sharing that somebody has-- you've seen that they've taken that opportunity to present-- opportunity presented to them and learn those new skills to take advantage of-- successful advantage of that opportunity. So what we're talking about here was start with a positive comment followed with constructive criticism and always end on a positive.

That's a fantastic way of giving feedback to somebody as you're teaching them skills, but not necessarily what we're talking about with recognition here.



So recognition is a little bit different. Let me know if that doesn't make sense. You can put a question on the Q&A if it didn't make sense.

So recognition-- back to the tiny shoes. Purchase of new shoes with laces that can now be tied. Love it. And that would be if it's a pair of the shoes that they were really wanting, that would be great. Promoted to team captain, has good attitude and help teammates. Absolutely, that's great recognition. Can be.

Sticker reward system, prize box. We have prizes for showing up and participating. Giving a teacher positive recognition through a handwritten note, absolutely. So again, we need recognition, too, as adults. It's not just the youth that need it, we really need it as adults, absolutely. All right, so great examples here.

Just remember, it's that recognition piece of that you have seen-- again, specific to that-- you've seen that they took that specific opportunity and learn those new skills. And make sure that recognition is actually recognition for them, not viewed as punishment. I'm going to go ahead and stop sharing. We'll head back over to our PowerPoint slides.

All right. So, a few examples. I wanted to make sure we got really concrete back to-- we're thinking about prevention. And what we're doing with substance misuse prevention strategies, wanted to get back to what some examples can look like in terms of opportunity, skills, and recognition within those strategies.

So within the school setting, an example can be proactive classroom management, building opportunity, skills, and recognition. Interactive teaching and cooperative learning are also-- all three are designed to make available opportunities for students to be involved in pro-social activities, provide skills needed to undertake these activities successfully.

So again, not just providing opportunities without the skills, providing the opportunities with the skills necessary. And also they build in positive-- positive punishment? Positive reinforcement for successful involvement. So those are some examples within the school setting. Examples within the family setting. I put in a few examples of that.

These don't have to be set programs, like a parenting education program. These can be built in within the family structure that you can do all on your own without necessarily a formal prevention program. So for example, you could have the kids facilitate your family meeting. So we did this for a while-- not long enough, probably, while do that. But we would rotate who got to facilitate the family meetings.

And I think my boys were early elementary school when we were doing it faithfully, and they loved having the opportunity to facilitate our family meetings and be in charge, because that was a time for them to be in charge.



And they had-- but we gave them the skills. Yes, it was like, OK, so this is what needs to happen in order to facilitate it. At the time, you think, they did great. So that's an example of providing opportunity, skills, and recognition.

If, again, if this is not viewed as punishment-- in my household this would have been viewed as punishment. I know in others it doesn't. But giving the child an opportunity to choose what's going to be made for dinner. And really letting them choose, again, gives them some parameters. And then help them give them the skills to make that dinner, and then of course, provide the recognition for having done that.

Another example is researching, for example, the best cell phone plan for the family. My boys hated the cell phone plan that we were on. They didn't get cell phones till they were 13. But when they got them, they weren't unlimited. So I was like, I do not have the time or the interest to investigate this. If this is something you really want, go out, here's the parameters. Here's how much I'm willing to pay. Let me know what you find. And my oldest son took me up on that, and again, that helps create that bonding.

Some examples within the community. Having youth coalition members. Again, making sure that there's meaningful opportunities, skills to be successful as a coalition member, and recognition. 4-H clubs are fantastic with providing opportunity, skills, and recognition. And here are some specific strategies if you're looking like-- you want an example of a specific strategy, , there's something called the Photovoice process, and another one called Youth Engaged in Leadership and Learning. So if you're interested, you can take a deeper dive in looking at those.

All right. Thrown a lot at y'all today. So feel free to let me know if you need me to back up and cover anything that you didn't understand or if you just have other questions that you have at this point. All right. Pause for just a moment. Any questions? All right. Not seeing any. So we'll go ahead and we will forge on.

Next step, Social Development Strategy, bonding. And I really consider this to be the heart of the Social Development Strategy in so many ways. It's the centerpiece in terms of we have to have that bonding created in order for this to have any preventative effect. And also, it touches the heart in terms of that's where this bonding really resides.

All right. So, here we are within the Social Development Strategy we've talked about the individual characteristics that impact opportunity, skills, and recognition. Opportunity, skills, and recognition, all three together create the bonding. And this is where we're going to explore at this point, what is this bonding all about?

All right. So, we want kids to bond to positive influences. And again, opportunity, skills, and recognition together create this. And these bonds, the



reason why we have all three of those words in the Social Development Strategy, these bonds create the attachment and commitment in the relationship.

This can be a bond to a group. So for example, a team or a chess club within school or the coalition, or it could be within the family unit, or it could be a bond with a neighbor who's really special. It can be any of those kind of situations, but the important piece here is that there's attachment and commitment in the relationship.

So some examples in-- did I just skip over this-- oh, I just want to make sure-- no, OK. I didn't know if I had skipped a slide there. So when we're thinking about bonding examples-- so we're going to keep building off of those previous examples. When we think about proactive classroom management, interactive teaching, and cooperative learning-- so again, these are all strategies that have been shown to be effective in substance misuse prevention. As ways to address academic failure, low commitment to school, and other risk factors that we see place kids at greater risk.

So again, this is buffer the effects of the risk factors or to help reduce the risk factors at the same time. So, proactive classroom management, interactive teaching, and cooperative learning promote bonding through opportunity, skills, and recognition. So again, they have provided those three as we talked about in the previous section, that creates bonding to school. And it creates bonding with the teachers and the peers through these strategies.

All right. Examples within the family. So again, this can be everyday interactions that include opportunity, skills, and recognition, create bonding in the family. With those examples I mentioned before, that helps create the bonding. Examples within the community. So again, I'm going back. Do you see how this is essentially the repeat of the last set of slides?

Because by providing opportunity, skills, and recognition, you're creating that bonding. So things like with coalition members, 4-H clubs, youth participatory action strategies. All of these can create those bonds, because they provide opportunity, skills, and recognition. Am I repeating myself enough? You're like, please stop.

All right, so let's get to bonding, your example. So go to page 4-- so turn the next page. And I'd like you to write in an example of a bond you have experienced that was a result of opportunity, skills, and recognition. So think about-- this could be as an adult, could be as a kid. Where did you experience-- or with whom did you experience a bond because either that person or that group provided you with meaningful opportunities, skills to take advantage of those opportunities, and the recognition for having taken that meaningful opportunity and learn those skills?



All right. And you know the routine. Go ahead and share this information in this link that Rebecca just put in the chat. And if you can't get to that form, go ahead and post yours in the chat. And I'll go ahead and switch over.

All right. So we're going to go down to this one. All right. Opportunity-- let's see, I'm going to make sure that the format's wrapping. Sorry. Want to make sure I can see. Oops. A little bit of-- we want to wrap it so I can see the full responses. Oh, it's still not going. All right.

So opportunity to present nationally with another state, building a presentation together and formed a strong bond for future collaboration and friendship. Love it. So an example as an adult, the opportunity to do it, to present nationally. Hopefully skills, you work mutually in terms of the skills and creating that strong bond. Love it.

Scouting as a young person, absolutely. And then also as an adult, love it. Parenting class, yes. You can form the bonds within a parenting class with the opportunity, skills, and recognition created in that. A mentor or boss did this. A work retreat. Dance team. Member of African-American genealogy group. Members for research over 20 years. So that sounds like an excellent bond. If you've done that over 20 years, fantastic.

So just skipping down. Created a bond with community health worker cohort. Great. Daddy let him help remodel apartments when tenants moved out. He rewarded you and let you be his official painter. I used the skills and volunteer all the time now. So I'm going to-- I'm going to point some of these out, because again, when we're thinking about the Social Development Strategy, we don't have to think of formal prevention strategies. I know somebody commented in the chat, which I completely understand, can you tie this to prevention strategies more specifically.

What I'm wanting you to understand is that we can create these protective factors through things that don't typically look like a preventive strategy. So something like this where you're teaching skills-- in this case, an opportunity to remodel apartments, you're given an opportunity to participate and to be with your dad-- feel like a big deal. I'm guessing he gave you the skills to be successful.

And then recognition, became official painter. That would be pretty cool if you really looked up to your dad. And then you, again, that you've used the skill over time. But that kind of thing creates the bonding, the attachment, and the commitment. And again, we're going to talk about why this is so important in just a minute.

All right. So it doesn't have to be a formal prevention program to accomplish this. But at the same time, we want to build these things into all of our prevention programs so that we can do these things for all of our efforts. It'll



increase the likelihood of our success within prevention. All right. So I'm going to switch back to our slides.

And the reason why we want to create this bonding is because of-- we need to convey healthy beliefs and clear standards, and I call this the secret sauce. So this is what makes it all happen. It's the healthy beliefs and clear standards. Why is that? And again, just to point out where we're at, where the scale is spot here.

If we stop at bonding-- so if we stop at just creating that bond, that commitment, that attachment, and we don't convey healthy beliefs and clear standards to those with whom one is bonded, then we missed the opportunity for a preventive impact. So this is where we-- the prevention piece really comes in. Conveying healthy beliefs and clear standards around substance use, misuse, abuse, et cetera. This is where we have our preventive impact.

So let's look at these a little bit more. So when I'm talking about this, I'm talking about-- that it has to be clearly communicated with those whom-- with whom we are creating this bond. Not assumed. For groups, it can be a condition of participation. And for individuals, it must be communicated. So let me give some examples here, make this real.

So I'll go back to my kids. One of my kids is on the tennis team, and this happened actually a year or two ago. But he-- my son was going to go out somewhere on a Friday night or something. I was like, where are you going? Going over a friend's house and they go, what's going to be going on there? And I can't remember exactly how I asked it, but basically, is there going to be alcohol there? Just getting that out.

And he looked at me and he was like, no way. He said, do you think I would ever go somewhere with alcohol and risk being kicked off of the tennis team? And it was like, oh, didn't know your coach had conveyed that. Thank you, coach. So the coach had very clearly conveyed that if they were ever caught at a party with alcohol or other drugs, that was it, they were off the team.

Tennis is very important to my son, so he would never risk that and risk being kicked off of the tennis team. So this is the crux of how it becomes a preventive strategy. That by creating that bond, that commitment, that attachment, the person does not want to risk threatening that bond by not following the healthy beliefs and clear standards. I should say healthy clear standards, too. All right. So this is where it takes place, where the prevention happens.

All right, so here's a few more examples. So clear "no use" statement. That was actually-- that was just an example with the tennis team. Clearly communicated belief that substance misuse is harmful to youth. So again, this can be at the parenting level. I know with my own boys, just very clearly stated all along since they were young enough to understand-- start having



this discussion, that any use was not OK. Alcohol or other drugs, and we got into reasons why, developmentally appropriate as they went along.

But it was clearly communicated. It wasn't something that I just kind of hoped they knew and that they figure it out on their own, it was clearly communicated. With the example the team. The team coach very clearly communicated his belief that substance misuse was not going to be OK, was not helpful to any of his team members, and that they would be ticked off if they were caught doing that. So clearly communicated.

So, what if healthy beliefs and clear standards are not conveyed? What if we do that? What if we create-- we have the-- we think about individual characteristics, we make sure to give kids opportunities, we give them the skills needed to take advantage of those opportunities, we give them great recognition, we create that bond, that commitment, that attachment, and then we stopped there. Preventative effect may be missed, likely will be missed.

And the opposite can happen if unhealthy beliefs are conveyed, even unintentionally. So through comments like if a kid is part of a coalition and the side comments-- like what are you going to do this evening? Oh, we're going to go hang out at the bar and this and that or-- I would hope that's not happening, but it can be.

Or like I'm thinking at the 4-H situation, I know one of my kids was in 4-H for a while, And. I would have to say there were not always healthy beliefs and clear standards conveyed in my values in that situation. So I was like, hmm, not sure I want my kid bonded to this group of adults. I don't agree with all of the values that they are conveying.

So, you have to be very careful with whom and with which group a youth or youths are bonded, that healthy beliefs and clear standards are being conveyed.

And a great example of the Social Development Strategy going awry in many ways is thinking about gangs. So gangs are fantastic, as I say here, at creating bonds, bonds that kids can't get out of, and even adults. So they create that opportunity where opportunities often don't exist. They give them the skills to take advantage of those opportunities, and of course, all kinds of recognition.

Unfortunately, in our minds, the healthy beliefs and clear standards are not conveyed. It's actually unhealthy beliefs and unhealthy clear standards that are conveyed. So, we can't forget that last step of conveying unhealthy beliefs and clear standards.

All right. The reason why we want to do this, you'll see at the very top, is the ultimate outcome are healthy behaviors. So again, I'm going to go through this one more time. I know this is somewhat repetitive, but we want to make sure



we consider individual characteristics, possibly beef up some of those individual characteristics, like sociability and resiliency, so that when presented with meaningful opportunities, skill development to take advantage of those opportunities, and the recognition for having taken those meaningful opportunities and learn those new skills, which those three together create the bonding, attachment, commitment.

Those to whom they are bonded or the groups are conveying healthy beliefs and clear standards, and by doing that, that's how we achieve healthy behaviors. All right. So, the outcome is that youth are bonded to a healthy community or individual so that they make healthy choices. OK. All right.

So we made it through the Social Development Strategy, through all parts of it. Questions before we move on to putting this into action? Any questions? All right. And I see Glenna put in the chat that her youth-led prevention work every few years, the actual activities change based on student interests, but the bonding and social strategy remains the same. This presentation affirms our prevention efforts. Love it. Great to hear. All right. Any other thoughts, questions?

All right. We got one coming in. If the fundamental underpinnings of bonding aren't provided in the home, how much impact can occur from sources external to the family? It can be everything. I mean, there could be a highly dysfunctional family, things just are not going well, but if they get that bond outside the family, that can make all the difference.

That's where you hear-- if you think back-- or if you think of examples, people will say, this teacher was the teacher who saved me kind of thing. If you go back and analyze what was provided, you can usually see the opportunity, skills, recognition, bonding, healthy beliefs, and clear standards conveyed.

So absolutely. If it's not working well in this part of the context of a kid's life, look at the other parts of their life where you can create that-- really put into action the Social Development Strategy. All right. And it looks like we have a hand raised, but you're welcome-- if you can go ahead and put in the Q&A your question, that would be great.

OK, I see in the chat, what are some best practices to share with key leaders about social media role modeling? For example, not to put pics of alcohol on Facebook, et cetera? That is really important, and I'm not sure I can cover that in this session. But if you would like to email me, I can look for some resources to send your way. And I'll go ahead and put in the chat-- there's my email address. Because I don't-- I realize-- I don't-- I think I forgot to put on the PowerPoint slide, so there it is. Great question, though. Excellent question.

All right. Well, let's go ahead and move into putting the social development strategy into action. So, remember back? Hopefully doesn't feel too long ago that we talked about that we need to both enhance protective factors and



reduce risk factors for maximum effectiveness? We need to do this through comprehensive efforts.

So sometimes just one bonded relationship can have a great impact, but ideally through our prevention efforts, we want to have multiple strategies that both reduce risk factors and enhance protective factors. So we want to look at what we're doing, especially in different contexts within our communities, as well-- as much as we can do to wrap around and have increasing protective factors and decreasing risk factors, the more effective we will be.

So more equals better. The more people and organizations conveying healthy beliefs and clear standards to which youth are bonded, the more the protection from risk factors present in their environment. So remember how we talked about the concept of buffering the effects of the risk factors? This is where it comes into play. The more protection we can build up, the more we can buffer any risk factors that come into their lives.

This is a tool I actually created when I was a consultant. I just became the Co-Director of the Great Lakes PTTC back in October. So previously to that, I did some private consulting. I checked and I was able to share this with you all because I'm hoping that you can use this as a tool to look at your existing strategies within your prevention efforts and analyze whether or not they have the different components of the Social Development Strategy in them.

So this is in the Box folder that was shared, and it's also being put in the chat box right now, too, so you can download it that way. So it's a tool that you can use, if you find it helpful, to take a good look at what you're doing currently.

Some other things you might do in terms of taking action after this webinar is, first, really look at gaining buy-in from your leaders and management around implementing the Social Development Strategy, incorporate it into all the efforts that you're doing. Having those discussions about the importance of both enhancing protective factors and reducing risk factors and really get their buy-in on doing that.

Train. So in terms of training, train all of your program staff. If you have other folks working with you, train them on Social Development Strategy, your coalition members and volunteers also, getting them to understand it. This is being recorded. It will be up on our website within about a week. So you can use this recording if it would be helpful.

And the third thing is apply the Social Development Strategy Assessment Tool that I just posted. So those are three actions that you can take following the webinar to help put this information into action.

I am curious what you are thinking of doing after this webinar in terms of putting this information into action. If you could go ahead and write in your workbook on page 4 the action that you will commit to doing within the next 24



hours. This is key. If you are thinking, yes, I need to do some things, you have to do it within the next 24 hours, and you have to write it down in order to-- at least I'd have to say for me and the majority of people need to have it written down in order to really commit in your mind and get into action what you want to do.

So go ahead and take a minute to write that down, and then we'll do a little bit different step next after this. All right. So now we do have a Google Form yet again. But it's a little different. I'm not going to pull it up on the screen because I am including in that, if you like, you can include your name and email address in the form if you would like a check-in email from me about your commitment.

So if you want to have a little bit of accountability with this, I'm happy to play that role of accountability. I know, I love it when I have somebody else helps me with accountability. So if that interests you, you can add in your name and email address along with the action you're going to take. Or you can just put in your action item if you want to just put in that.

All right. And if you can't access the Google Form and want that accountability, you can feel free to email me. And again, I'll put my email address in one more time. You can email me your action step that you would like me to be your accountability partner for this. OK. All right.

So just give you a minute to do that. All right. And I see a few folks are sharing in the chat. And if you would like to-- anybody else, even if you put in the Google Form, because I'm not going to share the results of that, because it will have name and email addresses, we don't want to have that showing up. Then you can go ahead and put it in the chat what you're committing to do within the next 24 hours.

So add info about SDS to your agenda. Christine, I'm curious, what's your agenda? What's the agenda for? And Angelica, I love seeing-- improve your skills. What skills? Would you want to get a little bit more specific? And Bill, I see you said, visit the homeless shelter and include this in the assertive case management process. Love it.

Freya says, enhance my skills by using these useful tools. Great. Training newly recruited team mentors on protective factors. Love it. Using the SDS Assessment Tool. Great. Develop ways to assist youth in attaining their goals through strategic planning. And for those folks, if you could go ahead and email me instead of putting it in the chat, because I'm not necessarily going to be able to pull it out of the chat afterwards. So if you could go ahead and email me instead of putting it in the chat, that would be ideal to make sure it happens.

Training new staff. Great, Deb. Develop ways to assist youth in attaining their goals through strategic planning. Love it. Resiliency, collective, and coalition.



Share this training with them in advance, will follow up with what you learned. Great. You're actively working on protective factors in your community. Love it.

Share this information with and plan to have community health outreach workers watch the recording. Love it. Raise awareness of SDS to your coalition groups. All of these sound like fantastic actions. All right. I have a few more slides to share with you all. That was the link, what you got in there in the chat.

A few things to think about. One is, if you aren't already aware of it, we do have a Facebook page where we're doing a great job. We have a wonderful student intern who works with us on our Facebook page. She's just fantastic, her name of Chloe. She makes sure there is consistently new resources and information up there. So if you are a preventionist and want to keep up to date on things, I highly recommend you go to our Facebook page. And you see in the chat a link to our Facebook page.

And I encourage you to go ahead and click Follow and Like if you like so then our post will show up in your feed, so that you can see as we post new things. So if that interests you, I encourage you to go ahead and click on that link in the chat and click Follow and Like. And some upcoming webinars. Excuse me.

I already mentioned the risk factors for substance misuse. It's coming up on June 23. We also have a series we're kicking off starting this Thursday, and it's going to be three trainings on the nexus between substance misuse prevention, and you'll see the three other things-- suicide prevention, problem gambling prevention, and mental health promotion.

You sign up for those with just one link, but you will get-- you don't have to attend all three to get a certificate of participation. We'll send those out-- excuse me-- after each webinar. I also want to let you know a couple of things that aren't up on our website yet but are going to be really soon. So keep a watch out for them, is we are going to do a sustainability planning intensive. It's a seven-week course where we dive into and really help you get started on creating a sustainability plan.

The other thing is, if you're interested in attending a SAPS training and you are in the Great Lakes region, we are going to be holding one in-- a virtual one in July and then another one in September. We are probably going to release that-- or open up the registration for those most likely next week. Talked way too much.

So keep a watch out for that. If you aren't already signed up for-- and get our emails, make sure you're on there so you are notified when we open up registration for those. Let's see. Let's go on to here. We would love your feedback on the training today. The GPRA is really important for us to get



because that's how we show-- share information with our funders about our trainings, our events. Just three questions really quick.

We also have a follow-on survey. So once you're done with GPRA, it will go to-- click over to another survey, a feedback form. If you are willing to give us more information, that's more the qualitative information that is actually the really helpful stuff for us. That's where we really can know what worked well for you, what didn't within this webinar. So if you're willing to complete that, we would greatly appreciate it.

And with that, any last questions? I'm not seeing any in the Q&A. Feel free to go ahead and post something if you have any questions. I'll wait here for a minute. But otherwise, I want to say a huge thank you to both Alyssa and Rebecca who are on the backend for us. You saw it, they were there with us through the whole thing of making-- supporting me so much and getting everything in the chat for us. Thank you both, Alyssa and Rebecca.

And a huge thank you to you all for all the work that you're doing in the prevention field. Without you, this all wouldn't be happening. I can sit here and train all I want, but it's all that are doing the work. So please know how much I appreciate you and all the time and effort and devotion you give to prevention. Thank you for being here, and we hope to see you on another webinar very soon. Bye-bye.