

# **2008 YOUTH Survey Results TOWN OF Darien**

**Presented By:**

**Darien Coalition To Address At-Risk Behavior (DCAARB)**

**And**

**Lower Fairfield County Regional Action Council (LFCRAC)**

**In Collaboration with Quantitative Services, Groton CT and  
Support from Search Institute, Minneapolis, MN**

# Darien Youth Survey

Student Resources & Assets (Search Institute)

Alcohol, Tobacco & Other Drugs (Addendum)

- Survey logistics
- Search Institute results
- ATOD addendum results
- Recommendations for next steps

# Logistics of the Darien 2008 Youth Survey

November, 2008. Paper format, anonymous.

Darien students in grades 7-12.

Grade	Sample count	School Enrollment count	Sample/ Enrolled %
7	316	381	81.6
8	305	351	86.3
9	303	386	76.4
10	286	343	80.2
11	236	302	75.8
12	241	318	71.4
7-12	1,736	2,081	Avg. 81.2

# DEVELOPMENTAL ASSETS: EXTERNAL ASSETS

*Positive Experiences and Support a Young Person Receives From  
Formal and Informal Connections to the Community*

## SUPPORT

1. Family Support
2. Positive family Communication
3. Other Adult Relationships
4. Caring neighborhood
5. Caring School Climate
6. Parent Involvement in Schooling

## EMPOWERMENT

1. Community Values Youth
2. Youth Utilized As Resources
3. Service To Others
4. Safety – Youth Feels Safe!

## BOUNDARIES AND EXPECTATIONS

1. Family Boundaries
2. School Boundaries
3. Neighborhood Boundaries
4. Positive Adult Role Models
5. Positive Peer Influence
6. High Expectations

## CONSTRUCTIVE USE OF TIME

1. Creative activities
2. Available Youth Programs
3. Spiritual Community
4. Time At Home

# DEVELOPMENTAL ASSETS: INTERNAL ASSETS

*Things a community and family nurture within youth so they can contribute to their own development*

## COMMITMENT TO LEARNING

- 1.Achievement Motivation
- 2.School Engagement
- 3.Homework (1 hour/night)
- 4.Bonding To School
- 5.Reading for Pleasure

## POSITIVE VALUES

- 1.Caring and Helping
- 2.Equality and Social Justice
- 3.Integrity
- 4.Honesty
- 5.Responsibility
- 6.Restraint

## SOCIAL COMPETENCIES

- 1.Planning and Decision Making
- 2.Interpersonal Competence
- 3.Cultural Competence
- 4.Resistance Skills
- 5.Peaceful Conflict Resolution

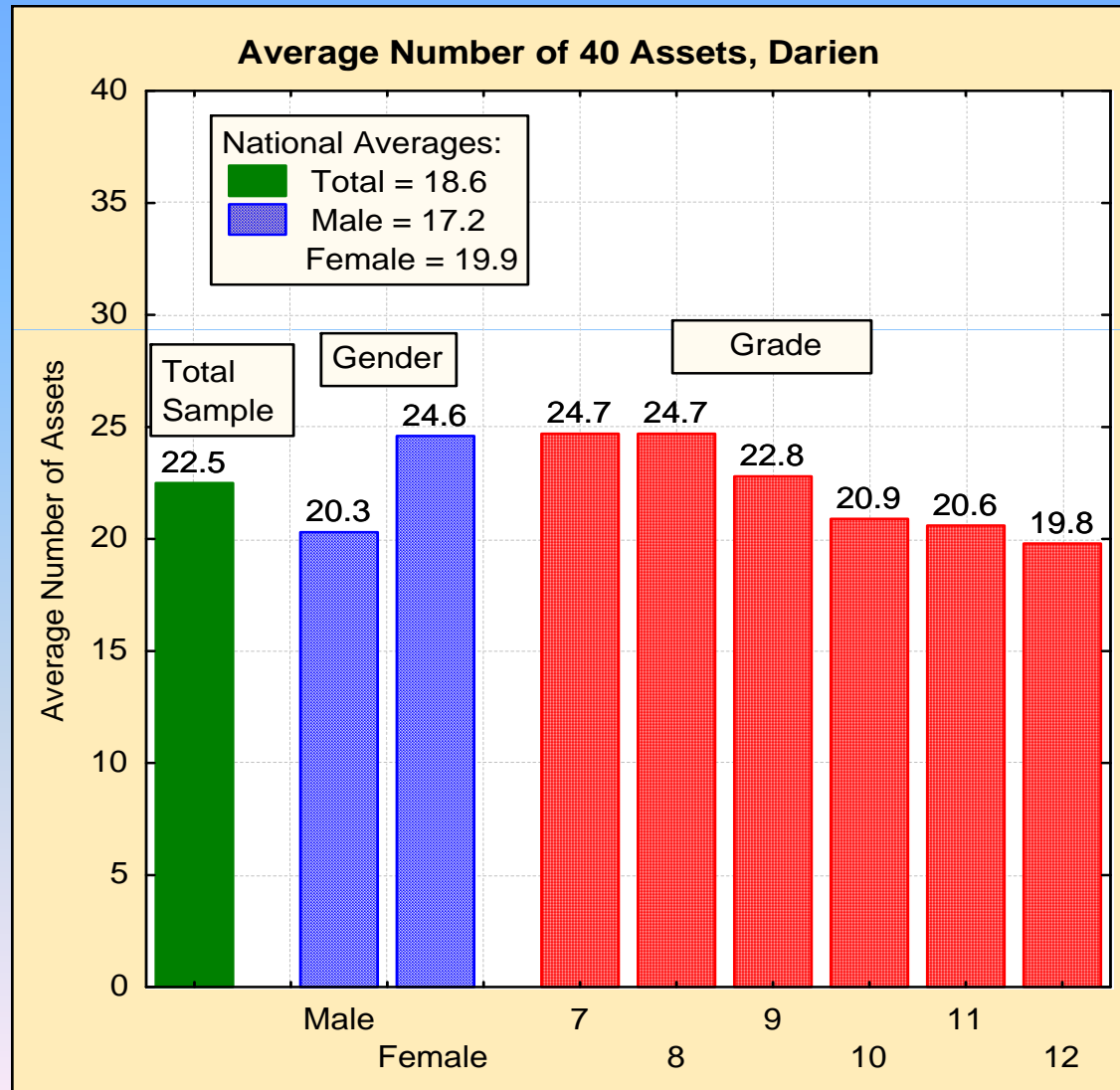
## POSITIVE IDENTITY

- 1.Personal Power
- 2.Self-Esteem
- 3.Sense of Purpose
- 4.Positive View of Personal Future

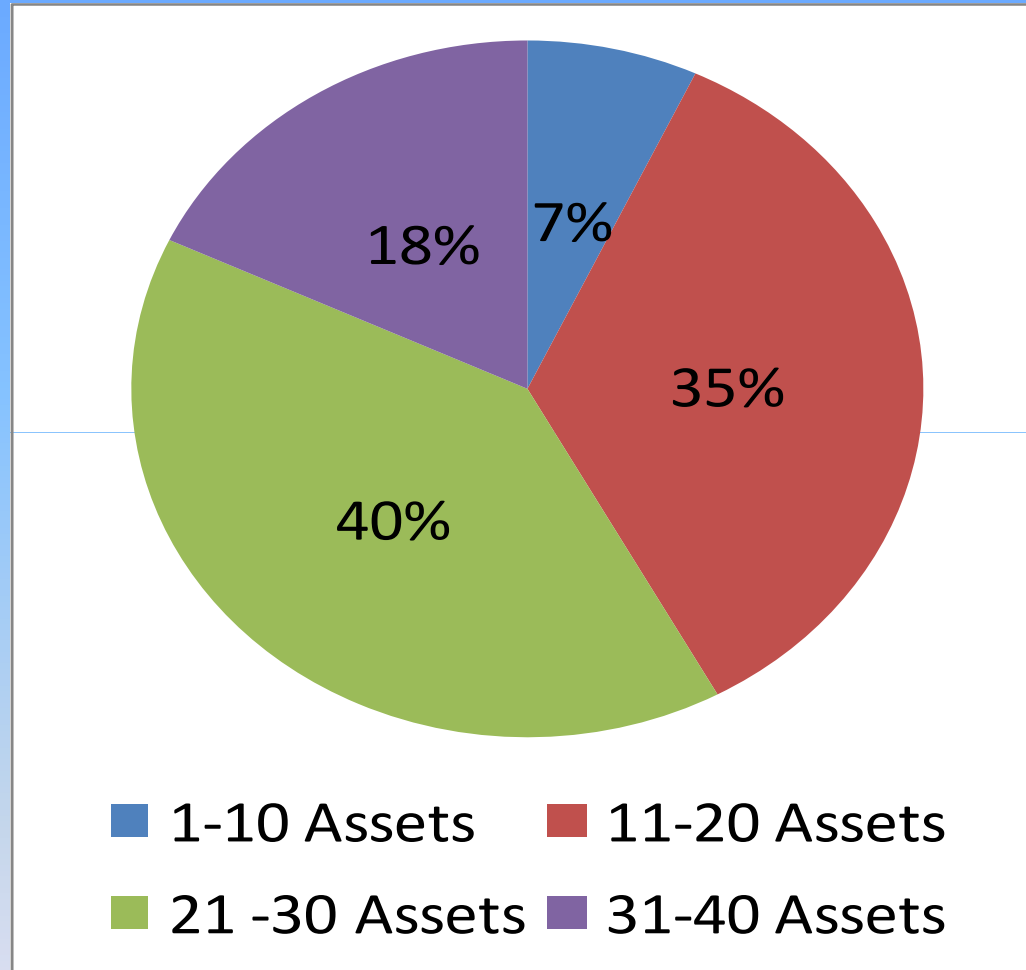
## SETTINGS FOR POSITIVE YOUTH DEVELOPMENT

- Physical and psychological ***safety and security***
- Developmentally appropriate structure, ***clear expectations, and opportunities to take part in leadership roles***
- ***Emotional and moral support***
- Opportunities to ***experience supportive adult relationships***
- Opportunities to learn how to form close, durable ***relationships with peers that support healthy behaviors***
- Opportunities to feel a ***sense of belonging***
- Opportunities to ***develop positive social values and norms***
- Opportunities for ***skill-building and mastery***
- Opportunities to develop ***self-confidence*** in one's ability to ***master one's environment***
- Opportunities to ***make contributions to one's community*** and develop a sense of mattering
- ***Strong links*** between families, schools, peers and broader community resources

# Youth Developmental Assets: Average Number of 40 Assets

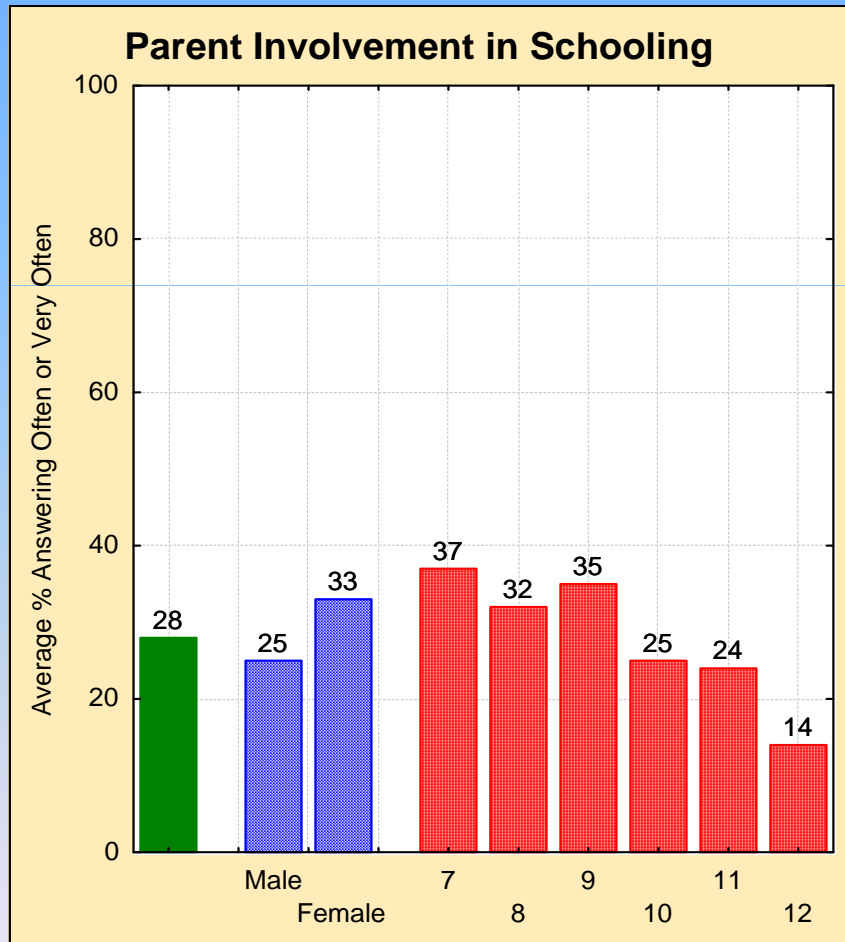


# Asset Summary for Darien Youth



“While there is no “magic number” of assets young people should have, our data indicate that 31 [target asset number] is a worthy, though challenging, benchmark for experiencing their positive effects most strongly.” *Source: Search Institute*

# Youth Developmental External Assets Support

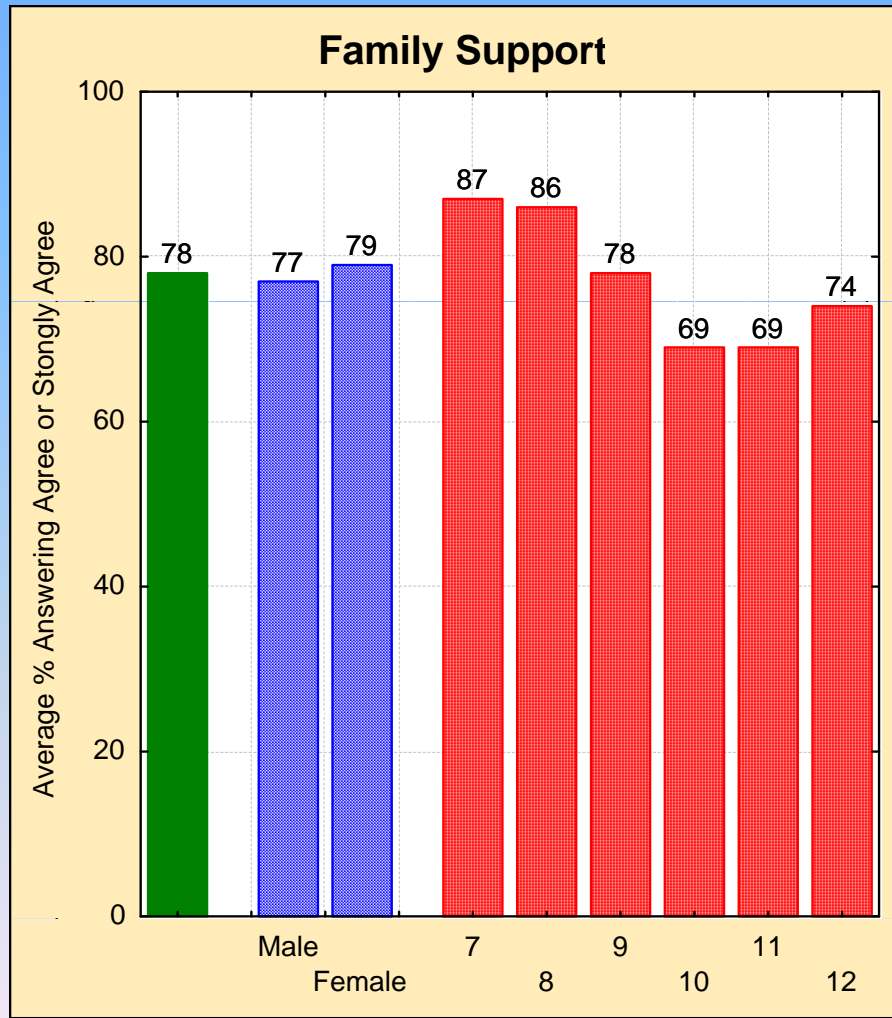


**Answer = Often or Very Often,**

**Questions = How often does one of your parents:**

- (1) Help you with your school work?**
- (2) Talk to you about what you are doing in school?**
- (3) Ask about your homework?**
- (4) Go to meetings or events at your school?**

# Youth Developmental External Assets Support



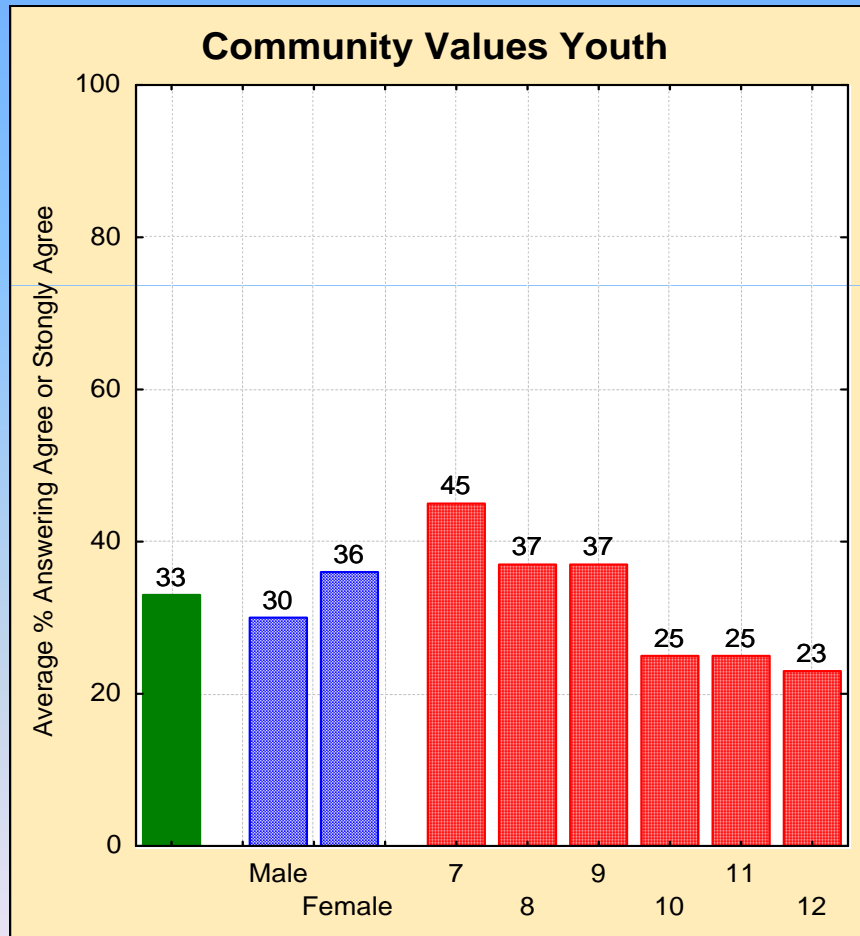
**Answer = Agree or Strongly Agree,**

**Questions = How much do you agree or disagree with the following?**

- (1) I get along well with my parents.**
- (2) My parents give me help and support when I need it.**
- (3) My parents often tell me they love me.**

# Youth Developmental External Assets

## Empowerment



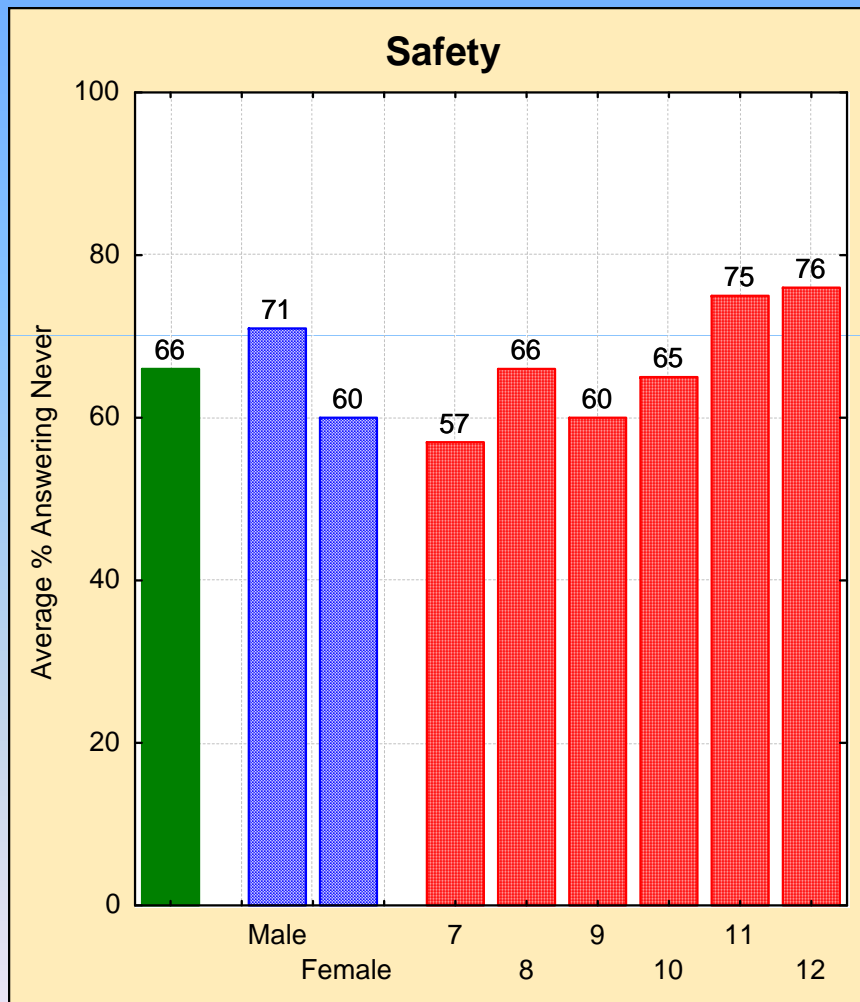
**Answer = Agree or Strongly Agree,**

**Questions = How much do you agree or disagree with the following?**

- (1) Adults in my town make me feel important.**
- (2) Adults in my town listen to what I have to say.**
- (3) Adults in my town don't care about people my age.**
- (4) In my town, I feel like I matter to people.**

# Youth Developmental External Assets

## Empowerment



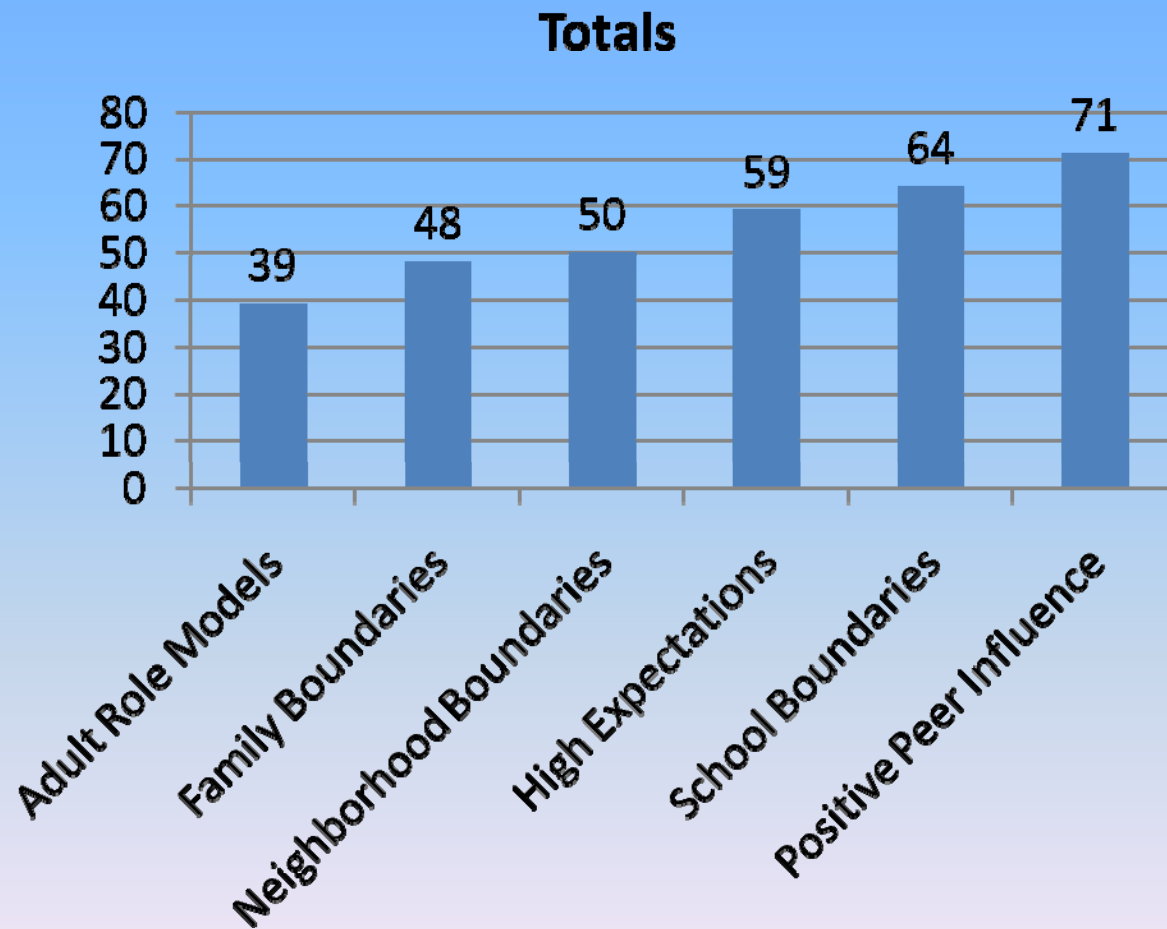
**Answer = Never.**

**Questions = How often do you feel afraid of:**

- (1) Walking around your neighborhood?**
- (2) Getting hurt by someone at your school?**
- (3) Getting hurt by someone in your home?**

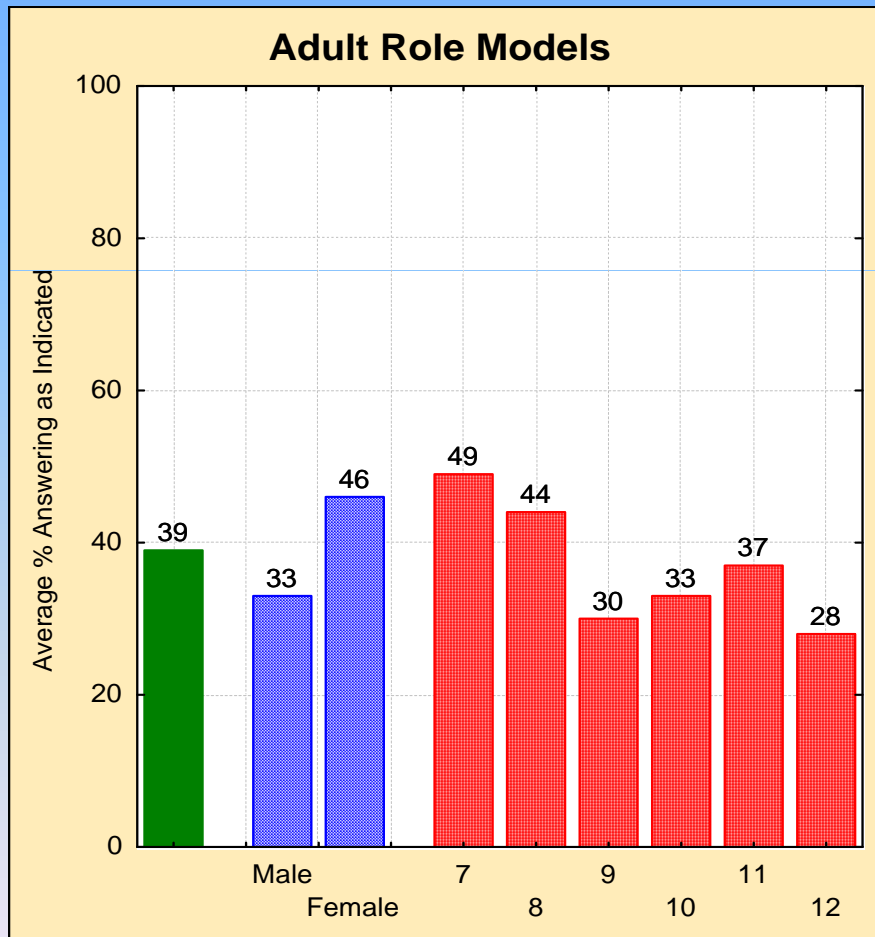
# Youth Developmental External Assets

## Boundaries and Expectations



# Youth Developmental External Assets

## Boundaries and Expectations



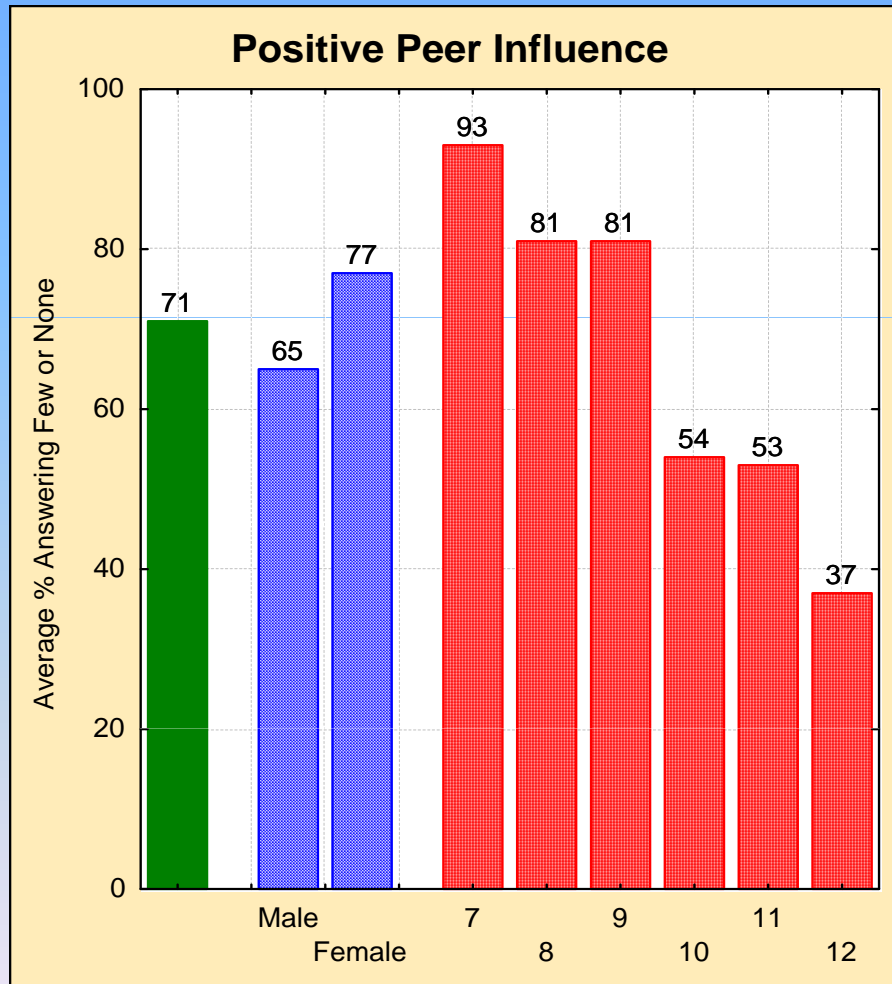
**Answer = Agree or Strongly Agree.**  
**Question = My parents spend a lot of time helping other people.**

**Q/A = I have known 2 or more adults for at least 2 years who spend a lot of time helping other people.**

**Q/A = I have not known any adults for 2 or more years that do things that are wrong or dangerous.**

# Youth Developmental External Assets

## Boundaries and Expectations



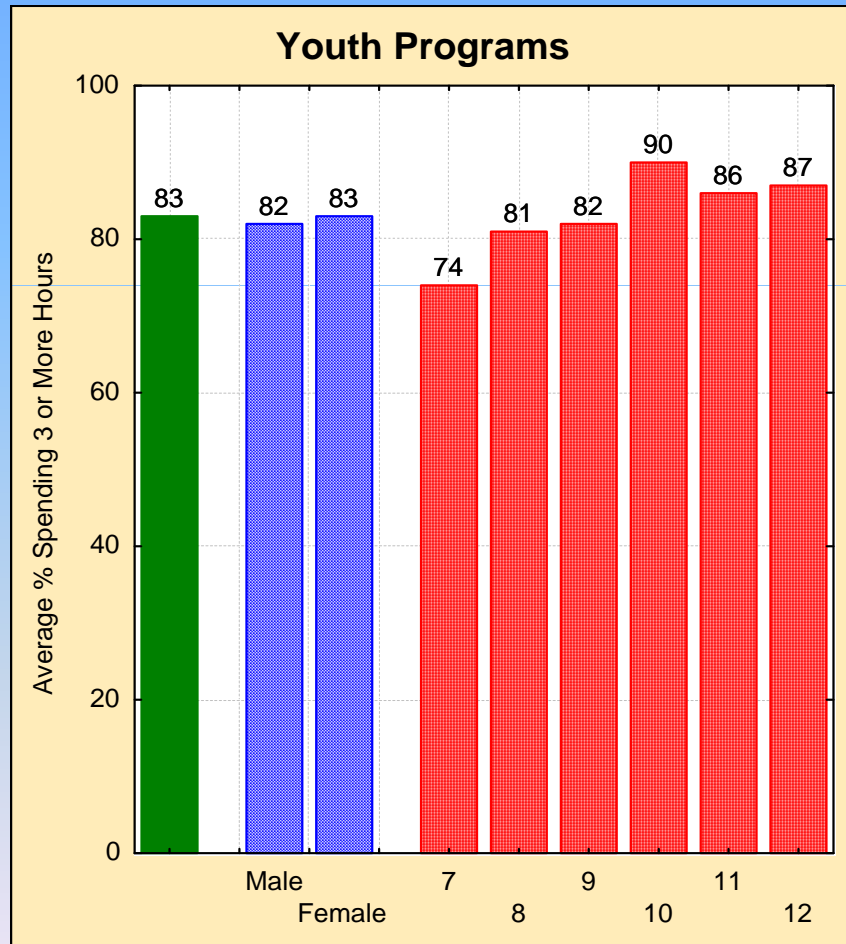
**Answer = Few or None.**

**Question = Among your closest friends, how many would you say:**

- (1) Drink alcohol once a week or more?**
- (2) Have used drugs such as marijuana or cocaine?**
- (3) Do not do well in school?**
- (3) Get into trouble at school?**

# Youth Developmental External Assets

## Constructive Use of Time



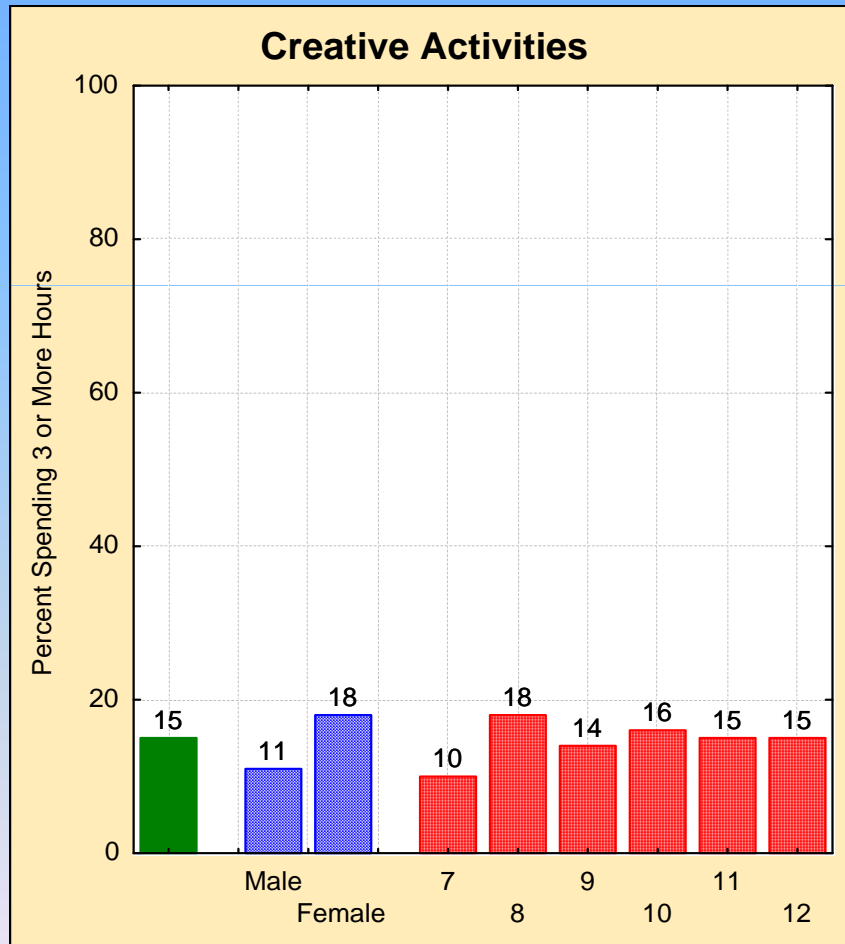
**Answer = 3 or more hours.**

**Question = During an average week, how many hours do you spend:**

- (1) Playing or helping with sports teams, school or community?**
- (2) In non-sports clubs or organizations at school?**
- (3) In non-sports clubs or organizations outside school?**

# Youth Developmental External Assets

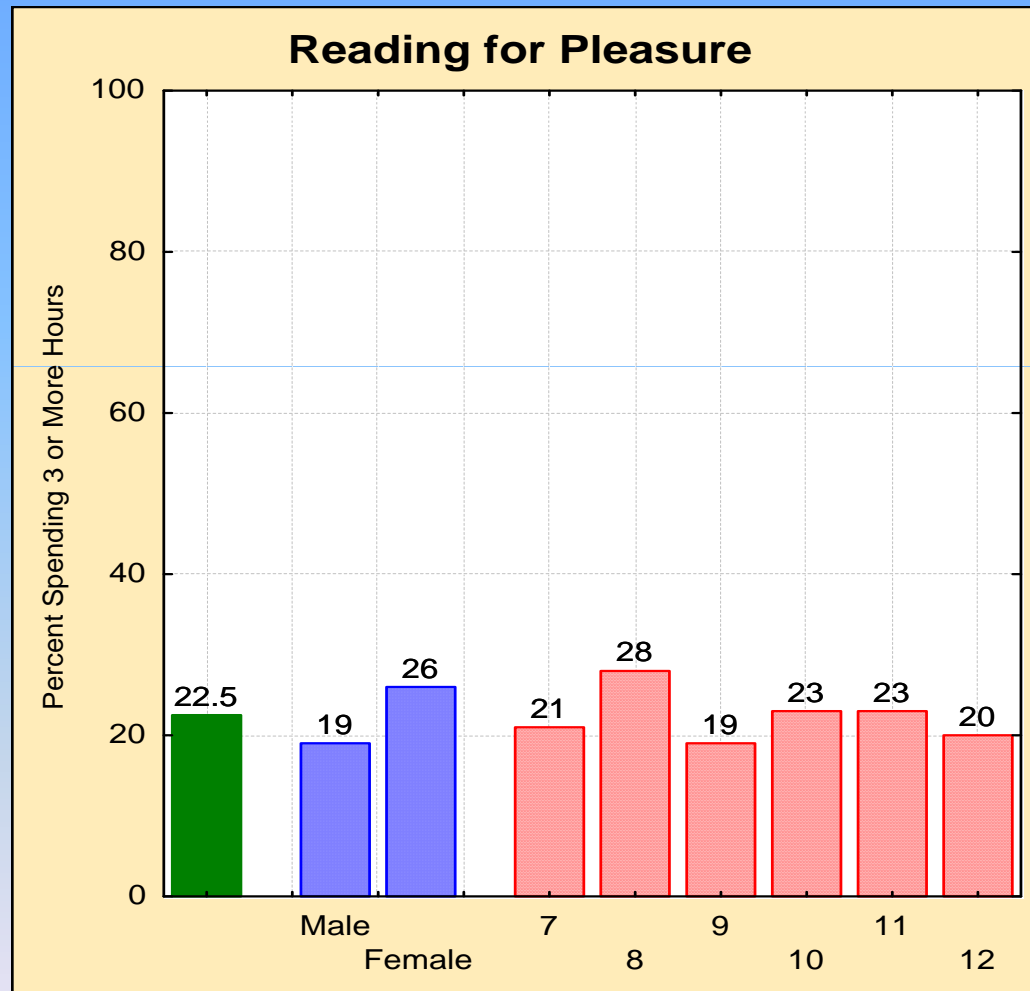
## Constructive Use of Time



**Q/A = I spend 3 or more hours per week practicing or taking lessons in music, art, drama or dance, after school or on weekends.**

# Youth Developmental Internal Assets

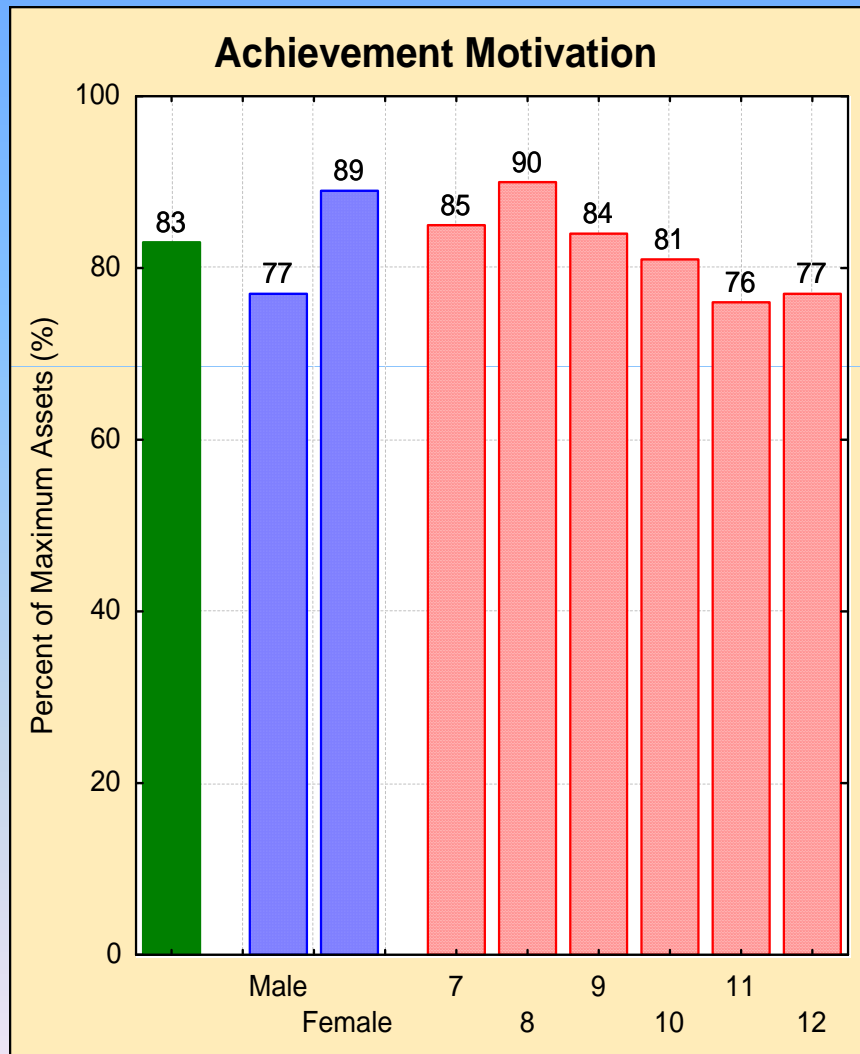
## Commitment to Learning



**Q/A = I spend 3 or more hours per week reading for pleasure.**

# Youth Developmental Internal Assets

## Commitment to Learning

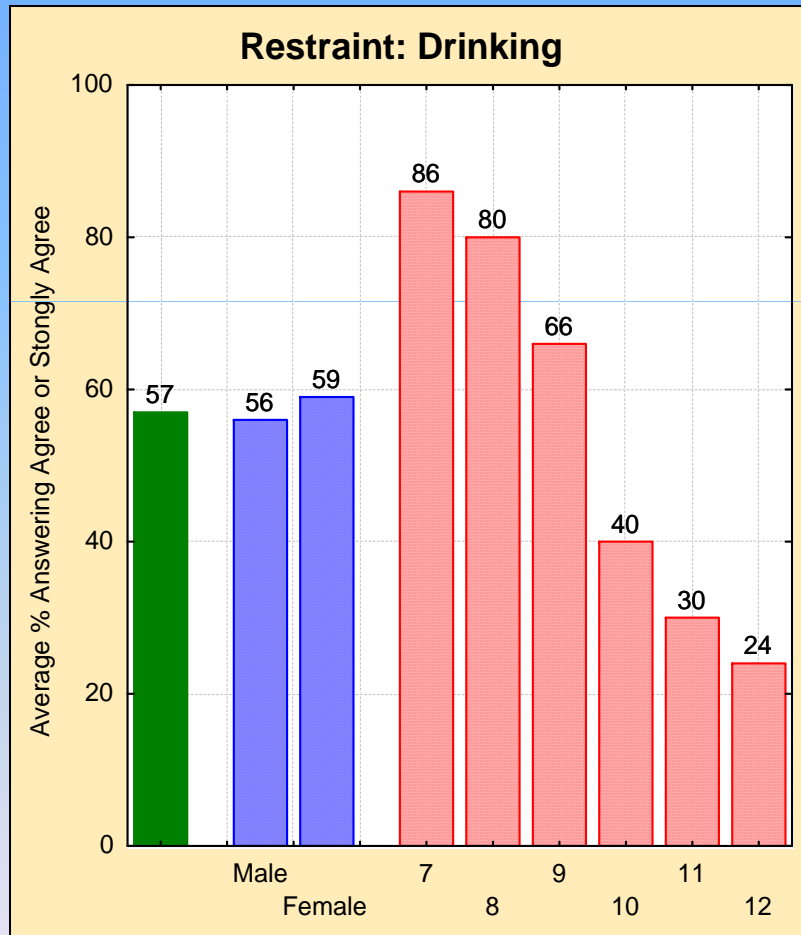


**Answer = Agree or Strongly Agree.**  
**Question = How much do you agree or disagree with the following?**

- (1) At school I try as hard as I can to do good work.**
- (2) It bothers me when I don't do something well.**
- (3) I do care how I do in school.**

# Youth Developmental Internal Assets

## Positive Values



**Answer = Agree or Strongly Agree.**

**Question = How much do you agree or disagree with the following?**

**It is against my values to drink alcohol while I am a teenager.**

# Youth Developmental Internal Assets

## Social Competencies

Asset Name	Definition	Total %	Gender %	
			Male	Female
<b>Planning &amp; Decision Making</b>	Knows how to plan ahead & make choices	<b>37</b>	<b>31</b>	<b>44</b>
<b>Interpersonal competence</b>	Has empathy, sensitivity, & friendship skills	<b>56</b>	<b>40</b>	<b>73</b>
<b>Cultural competence</b>	Has knowledge of & comfort with people of different cultural racial ethnic backgrounds	<b>49</b>	<b>43</b>	<b>56</b>
<b>Resistance skills</b>	Can resist negative peer pressure and dangerous situations	<b>56</b>	<b>48</b>	<b>66</b>
<b>Peaceful conflict resolution</b>	Seeks to resolve conflict nonviolently	<b>54</b>	<b>35</b>	<b>75</b>

# Youth Developmental Internal Assets

## Positive Identity

Darien youth have:

- **A positive view of their personal future**

*Grade 7: 83% → Grade 12: 75%*

- **Sense of purpose**

*Grade 7: 78% → Grade 12: 68%*

- **50%** of the *youth of all ages* indicated that they have a **sense of personal power**.

- **57%** of *girls* and **64%** of *boys* indicated that they feel good about themselves i.e. **self esteem**

# Darien Youth Survey

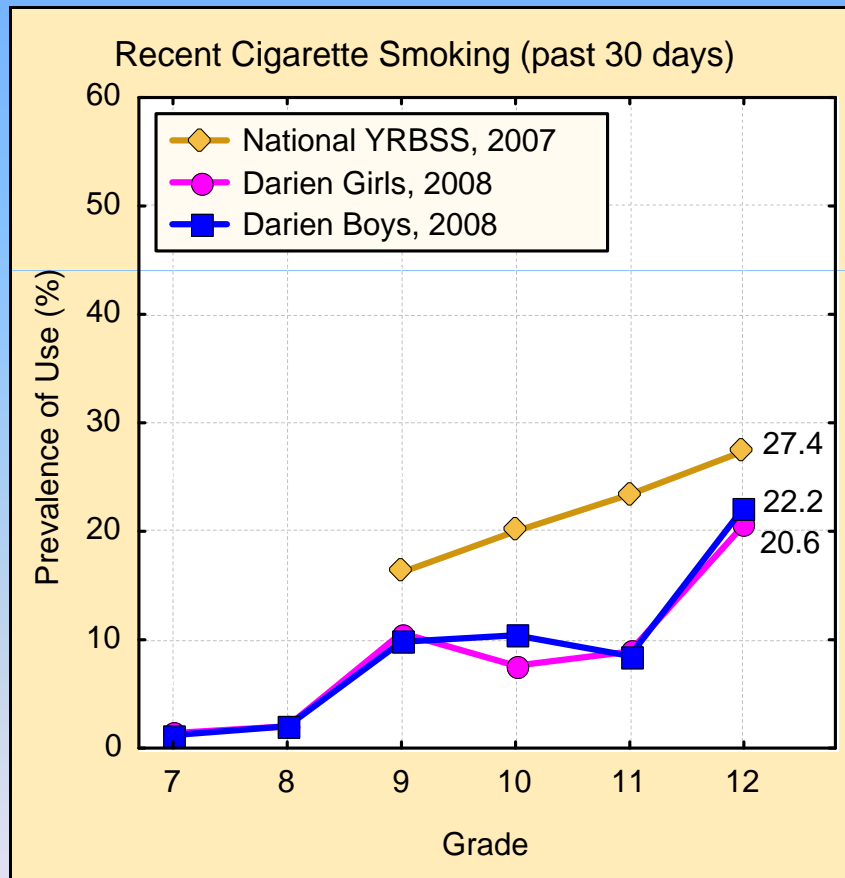
Alcohol, Tobacco & Drug

**ADDENDUM**

# Four Core Measures

1. Recent use i.e. use in last 30 days
2. Perception of harm
3. Parental perception of harm
4. Age of initiation

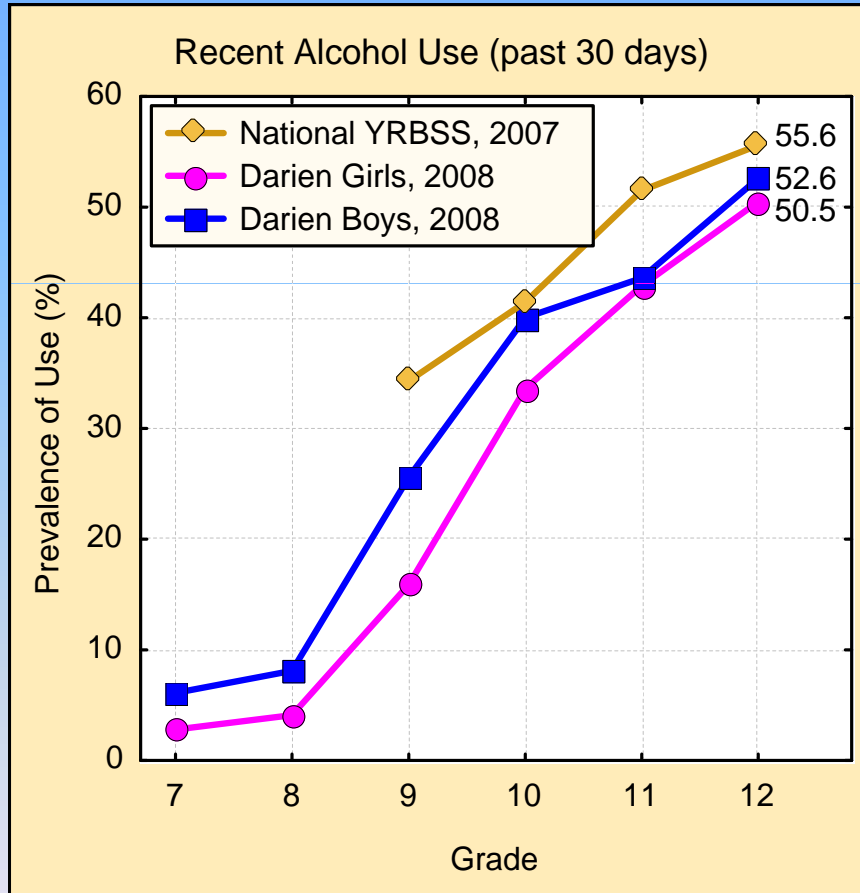
# 30-Day Cigarette Smoking



**Answer = at least 1 day.**

**Question = How many times in the past 30 days have you used tobacco?**

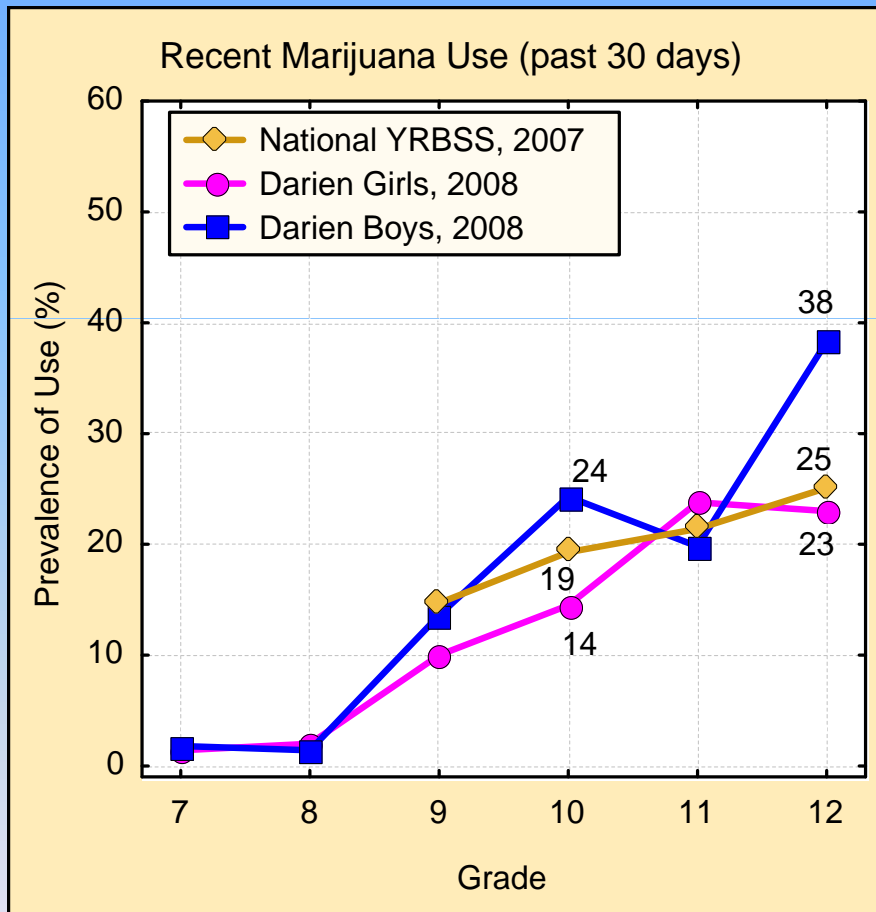
# 30-Day Use of Alcohol



**Answer = at least 1 day.**

**Question = How many times in the past 30 days have you had alcohol to drink?**

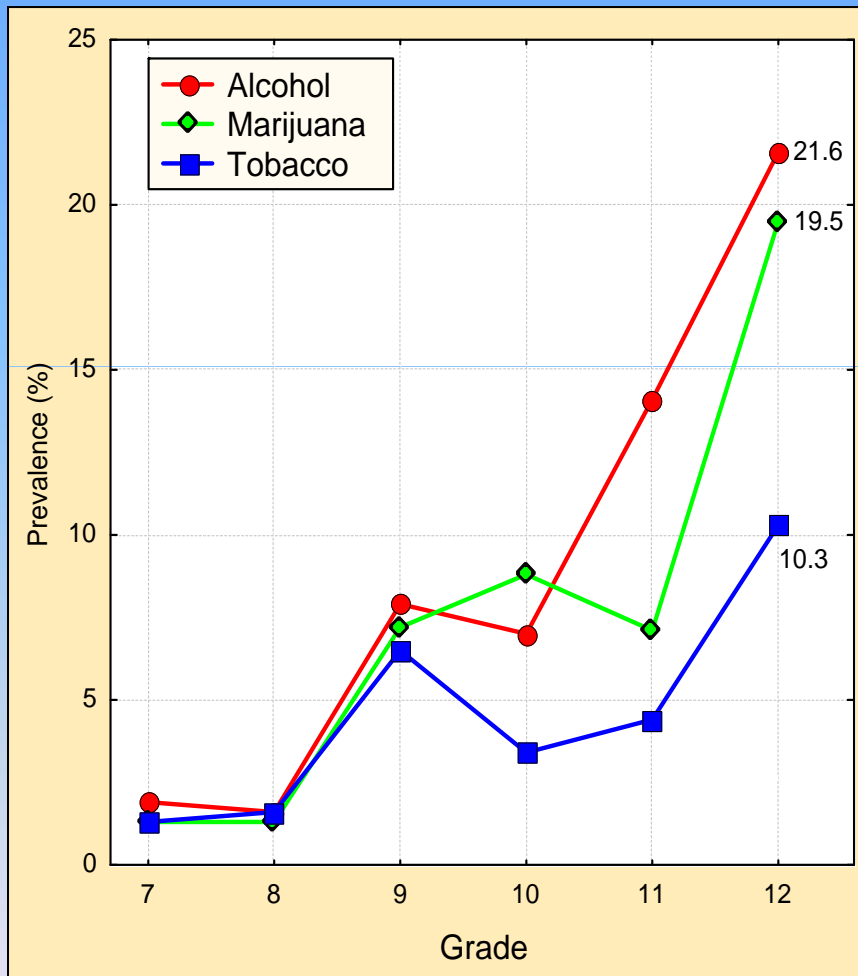
# 30-Day Use of Marijuana



**Answer = at least 1 day.**

**Question = How many times in the past 30 days have you smoked marijuana?**

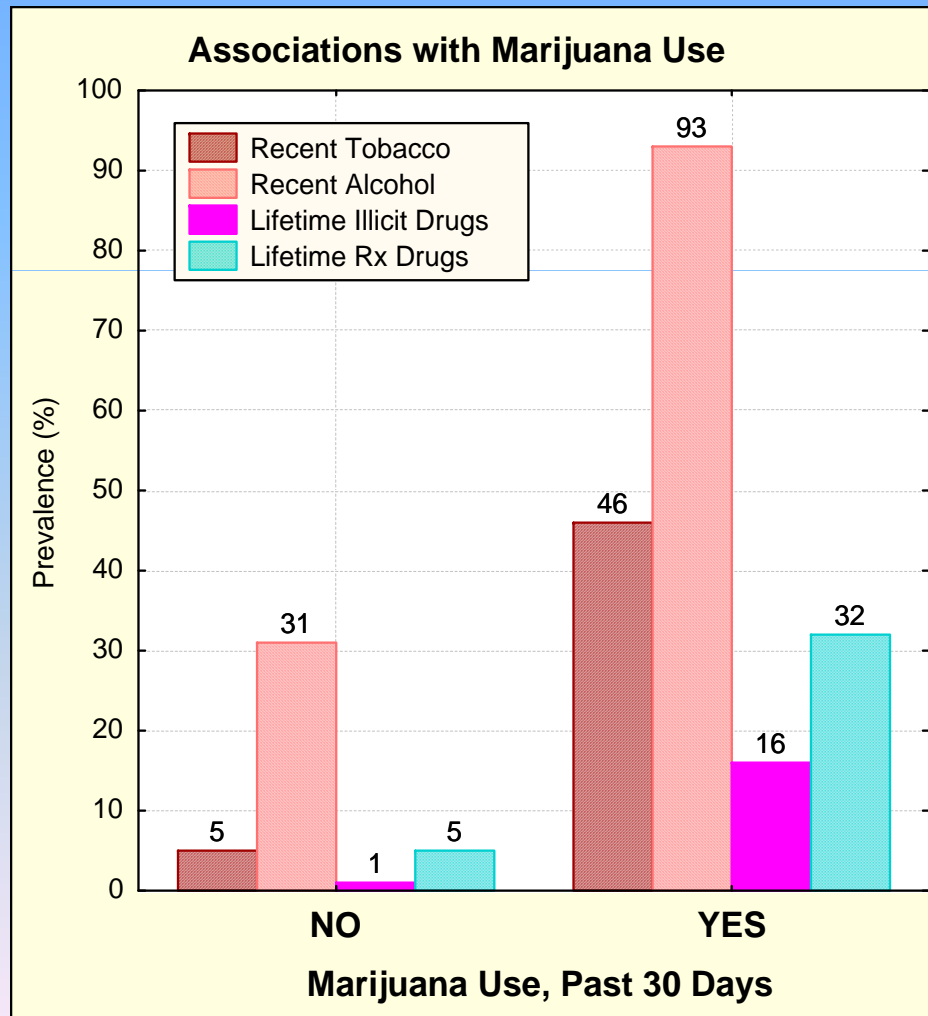
# Recent Heavier Use of Substances



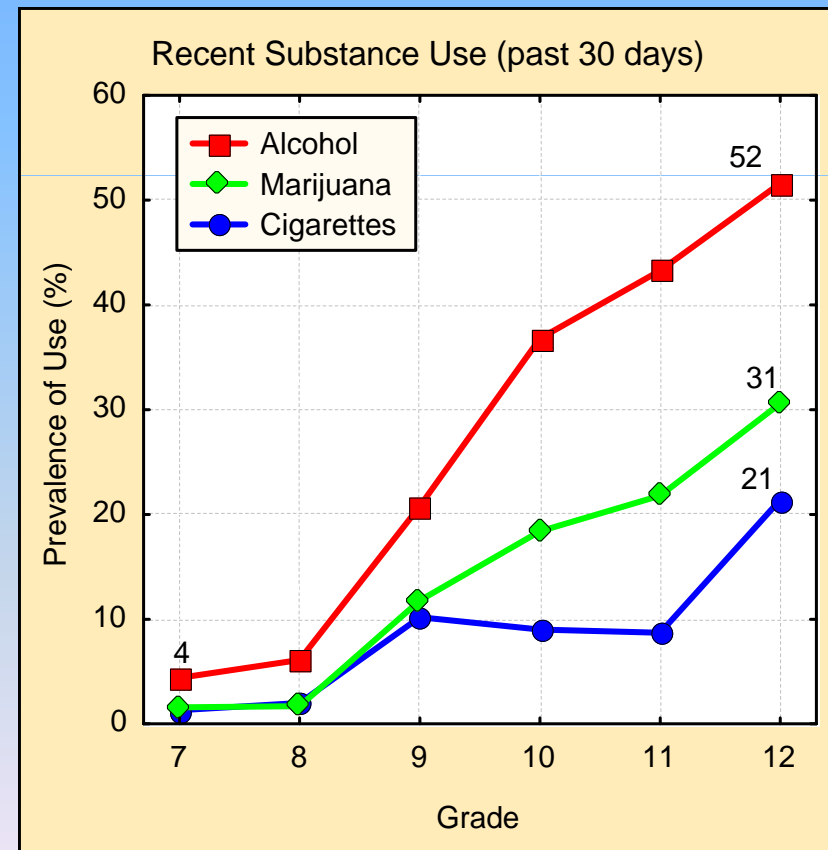
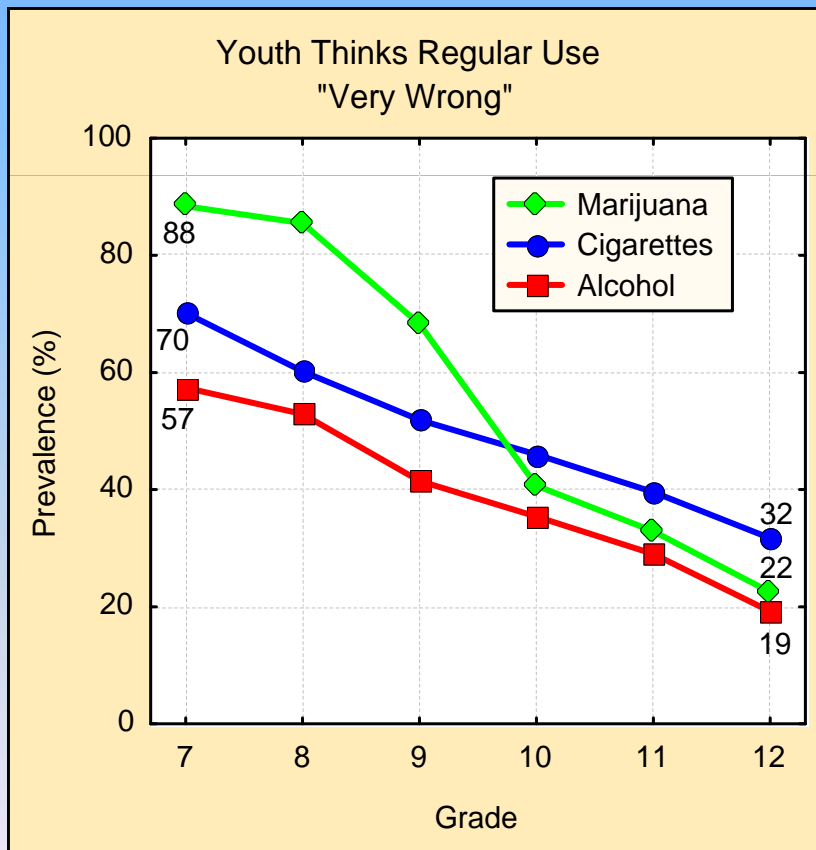
**Answer = 6 days or more.**  
**Question = How many times in the past 30 days have you:**

- (1) Used tobacco?**
- (2) Had alcohol to drink?**
- (3) Smoked marijuana?**

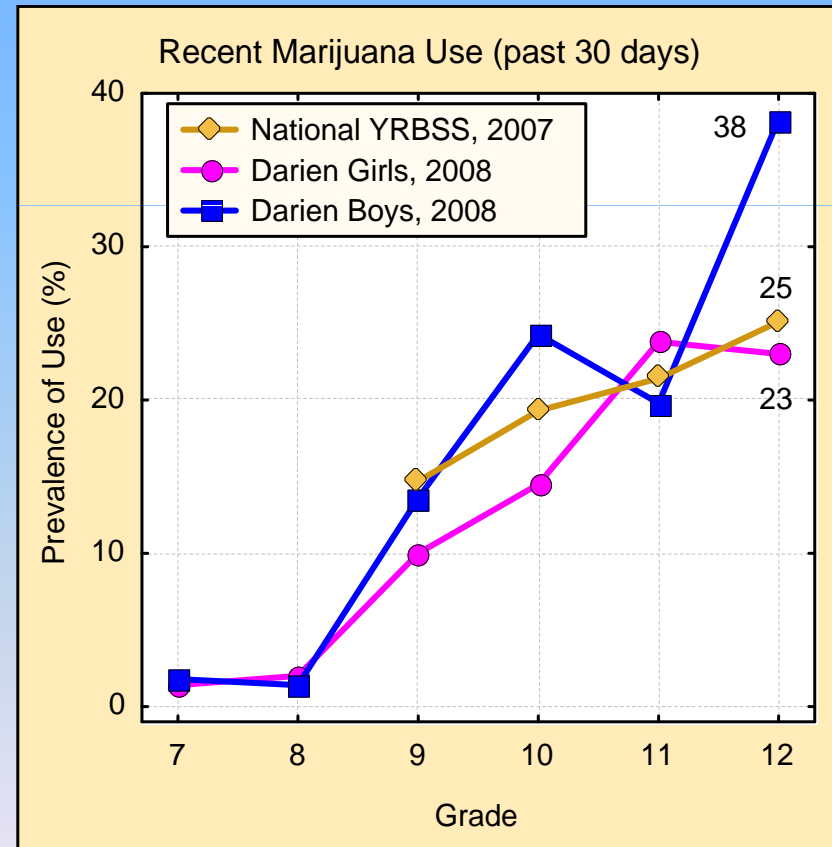
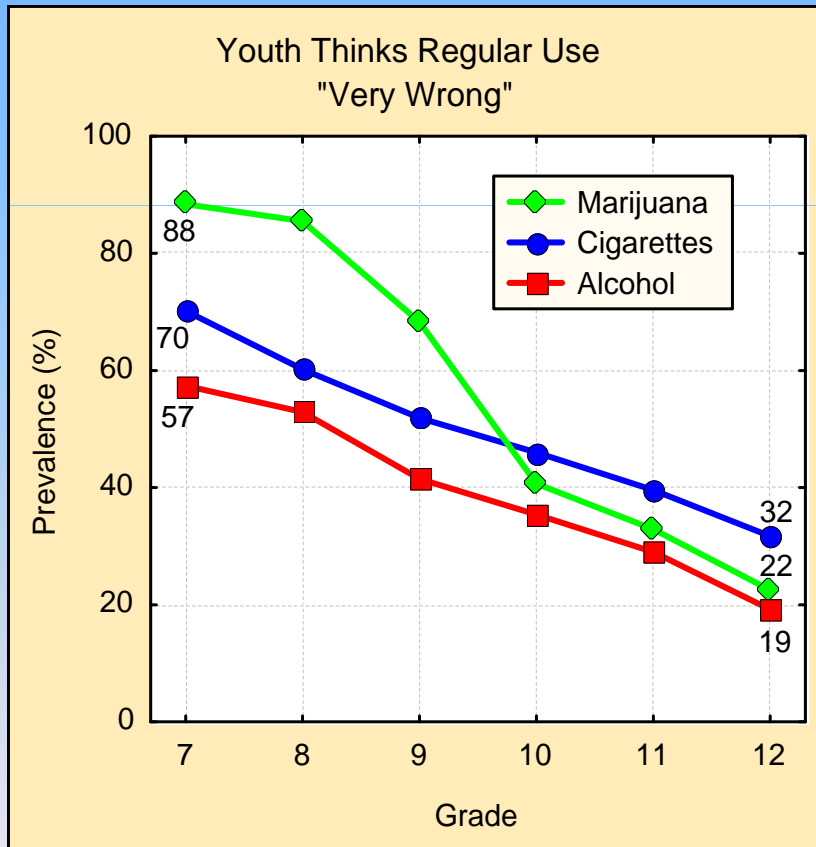
# Association of Marijuana Use With Other Substances – Grades 11,12



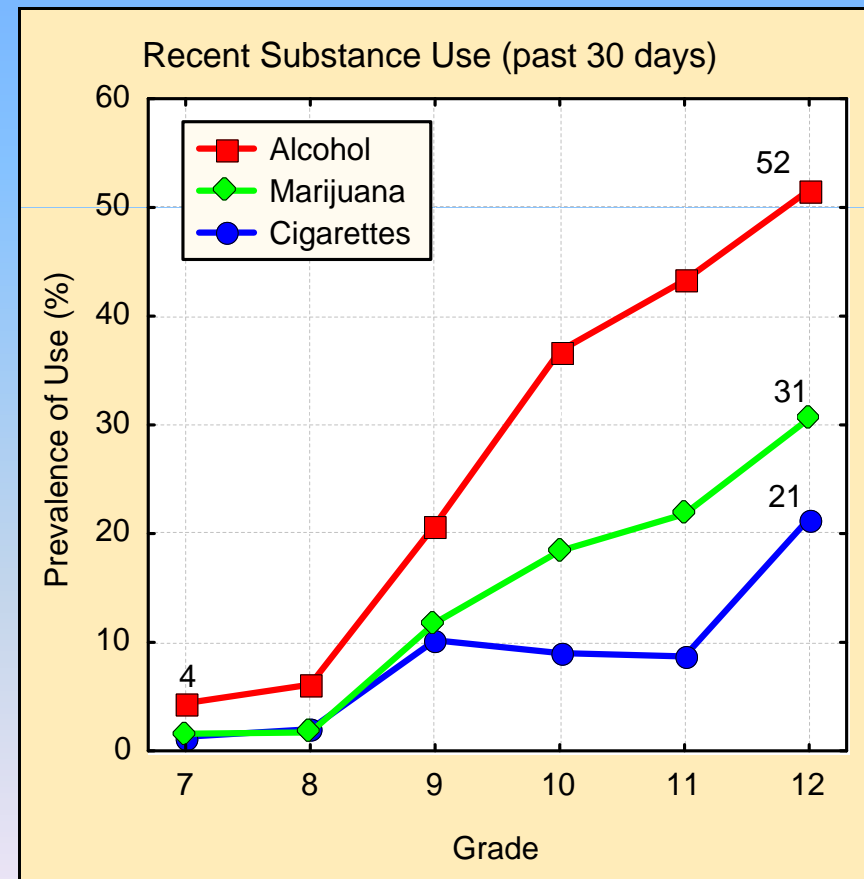
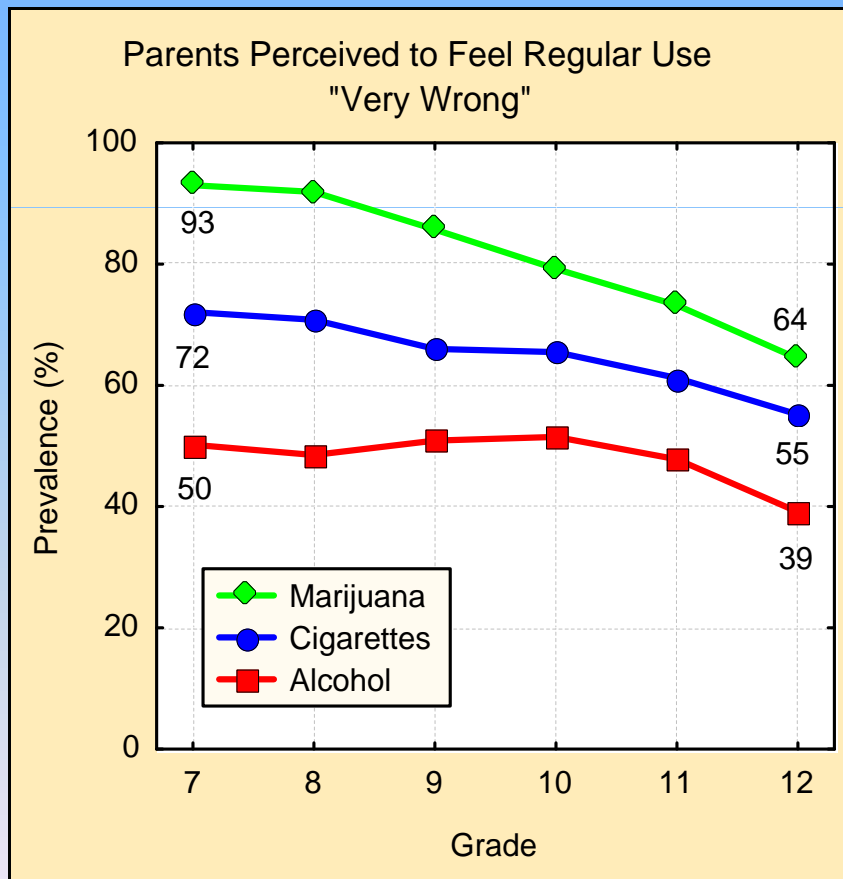
# Youth Feels Regular Use Of Substance Is "Very Wrong"



# Youth Feels Regular Use Of Substance Is "Very Wrong"



# Parents Perceived to Feel Regular Use Of Substance Is "Very Wrong"



# Age of Initiation of Substance Use

Darien 2008 survey, YRBSS 2007 survey

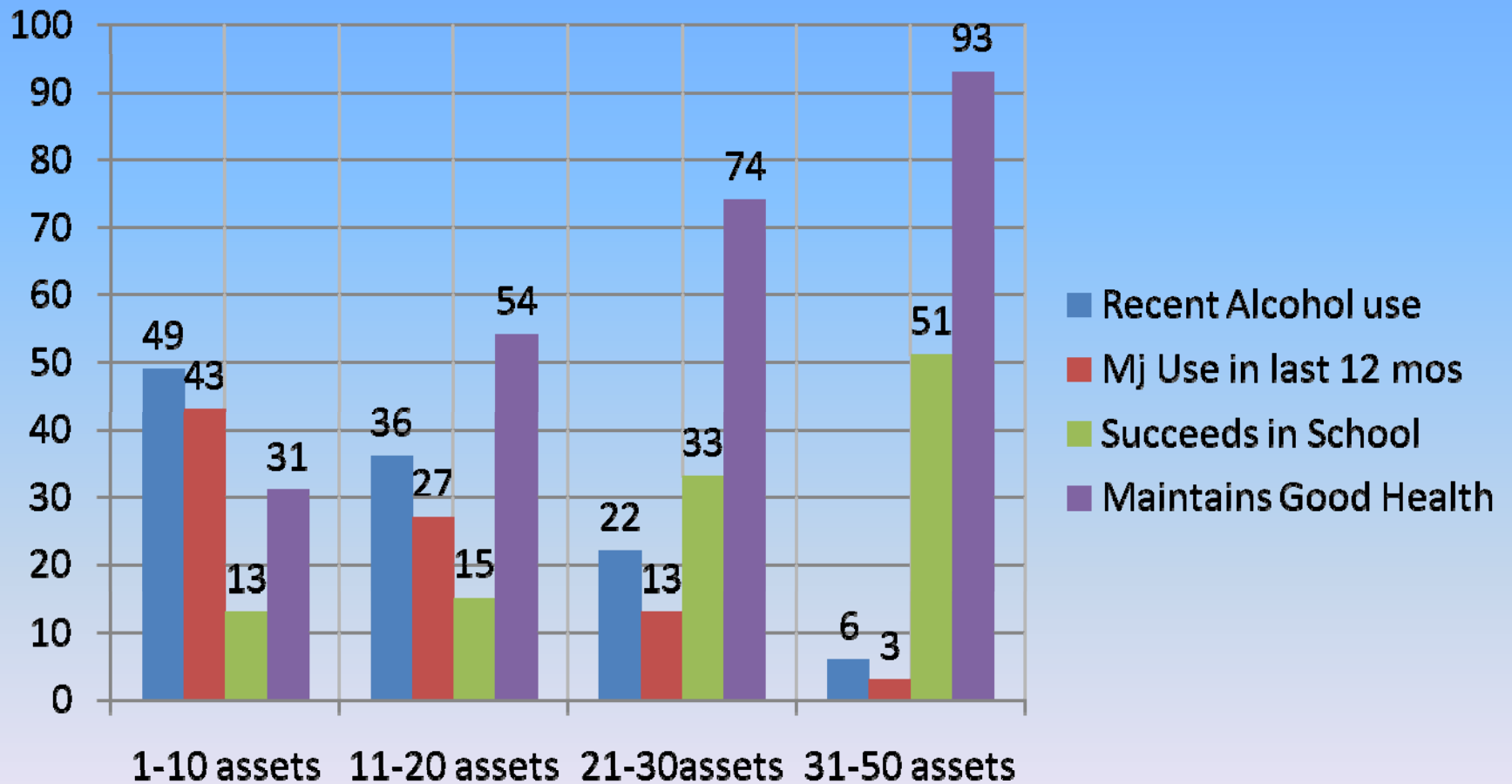
Gender	Drank Alcohol before Age 13		
	Darien	YRBSS	
		Conn.	National
	%	%	%
Female	17.3	15.3	20.0
Male	30.1	21.0	27.4

# Age of Initiation of Substance Use

Darien 2008 survey, YRBSS 2007 survey

Gender	Used Marijuana before Age 13		
	Darien	YRBSS	
		Conn.	National
	%	%	%
Female	0.9	--	5.3
Male	6.4	--	11.4

# Connection Between Assets, Risky and Positive Behavior



# Summary

## Strengths

- Strong family support
- Safe in their community
- Positive peer influence (Gr7-9)
- Participation in youth programs
- Free time at home
- Sense of restraint (Gr7-8)
- Positive view of personal future
- Motivated to achieve
- Sense of purpose
- High % of Gr 7-8 that don't use ATOD

## Areas to strengthen

- Family boundaries
- Community valuing youth
- Positive Peer Influence (Gr 10-12)
- Increase # of adult role models
- Creative use of time
- Reading for pleasure
- Sense of restraint (Gr 9-12)
- Gender specific programming
- Focused initiatives to decrease alcohol and marijuana rates in Gr 9-12

## WHAT NEXT?

- *What young people can do...*
- **Get involved** in a youth program, co-curricular activities, congregational program with supports their passions and provides sober, social relationships.
- Connect with positive non-parent adult role models.
- **Build relationships** with younger children through tutoring, peer counseling, etc. Mentoring has been shown to build assets in both the mentor and mentee.
- *Be a role model by encouraging younger kids to make healthy choices.*

## WHAT NEXT?

- *What families can do...*
- **Talk** about your values with your children
- **Set clear boundaries. Have rules and consequences for your children.**
- **Be consistent** in enforcing rules and consequence
- **Build parent networks** with other parents who share your beliefs/concerns
- **Involve** your children in home and community projects.
- **Talk** to your children. Ask them where they feel they need support to build their personal assets.

# Next Steps

- Community should access State and Federal grants to fund efforts to build assets, and reduce underage drinking and drug use.
- Grants would fund campaign to change existing social norms and provide resources (including designated staff) to address issues pertinent to youth.
- Utilize new initiative from Governor Rell entitled, “Settherulesct.org” which provides support to parents and community members to reduce underage drinking.

# What's next?

- What Community Organizations can do-
  - **Highlight** youth assets in your programs
  - **Provide meaningful ways** to involve young people in planning and running programs in your organization that serve youth
  - **Join** together with other agencies, citizens groups, faith organizations, youth and parents and determine what you will do together to stress assets and respond to community problems .
  - **Learn from and share with** others – What works?
  - **Monitor and evaluate** and **build on** your successes

