DEVELOPING RESILIENCE: A NEEDS ASSESSMENT OF YOUTH IN COLORADO SPRINGS

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Laurel Sullivan

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On my honor, I have neither given nor received

any unauthorized aid on this thesis

Laurel Sullivan

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ABSTRACT

The following study is a needs assessment of youth in Colorado Springs to inform Colorado Springs Teen Court about gaps in support for the youth, ultimately using the data to inform how they can best support youth as they move to expand the organization. Four protective factors were identified to understand the needs of youth: resilience, positive social support, opportunities for positive social involvement, and clear expectations of behavior. This study uses four different scales to assess these factors: the Child and Youth Resilience Measure (CYRM-28) (Ungar and Liebenberg 2011), the Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet et al. 1988), and two scales developed by the researcher to measure opportunities for positive social involvement and clear expectations of behavior. The data can be interpreted in two ways: as four individual protective factors, or as interacting factors, with social support, opportunities for positive social involvement, and clear expectations of behavior acting as mediating variables for resilience. The first method of interpretation suggests that Teen Court programs should focus on increasing social support among youth, with attention to race and class. Using the second method of interpretation with the goal of building resilience, Teen Court might focus on increasing the clarity of behavioral expectations for youth.

Beginning in the 1990s, youth courts, or teen courts, were part of a national movement to provide alternatives to the formal juvenile justice system in the United States (Butts and Buck 2000; Nessel 2000). Teen courts are based on a participatory model, with young people contributing to every step of the juvenile justice process; they serve as jurors, judges, and prosecutors and take part in the deliberation of charges and the imposition of sanctions (Butts and Buck 2000; Butts, Buck and Coggeshall 2000). There are over 200 teen court programs in the United States, and they are the primary diversion option to the juvenile justice system (Butts et al. 2002). Teen courts have agreements with the traditional juvenile justice systems, as a diversion method, agreeing to send juveniles to teen court in lieu of the standard court process; if they do not comply with the teen court process, they return to the regular juvenile justice system (Butts et al. 2002). This approach to juvenile justice takes a community-based approach, rooted in the principles of restorative justice. Additionally, teen courts are less expensive than juvenile courts, incentivizing states to adapt such programs for their juvenile populations (Butts and Buck 2000; Harrison, Maupin and Mays 2001).

Teen court programs have different processes, depending on the types of juvenile crimes under consideration, but for the most part, youth participating in teen court programs are referred for non-violent crimes with no prior felony arrests (Butts and Buck 2000; Butts et al. 2002). The process consists of an intake period where charges are reviewed, followed by a teen court hearing, and after receiving the disposition and completing sanctions, the juvenile has no record (Butts et al. 2002). If the trial goes to a court room setting, the court is composed of both youth and adult judges, and peer juries of trained teen volunteers. Teen courts are based upon the theoretical framework of positive peer pressure and peer justice (Butts et al. 2002; Harrison et al. 2001). With peers handing down sentences to those on trial, they send messages to their peers

and the community that criminal behavior is not acceptable, and youth ages 10-18 are more likely to respond to sanctions based on peer pressure than adult approval (Harrison et al. 2001).

Some scholars state numerous benefits of adopting teen court programs in communities, such as accountability for actions, cost savings for local governments, and greater community involvement and community cohesion, in addition to reduced recidivism and a greater understanding of the legal system (Butts and Buck 2000). On the other hand, the effectiveness of teen courts in reducing recidivism and positively supporting juveniles is challenging to study. Scholars examining the effectiveness of teen court programs tend to focus on recidivism rates rather than crime rates because of the various structural and environmental influences on crime rates that are often out of the individual's control, such as systemic racism (Harrison et al. 2001). An evaluation of teen courts that examined the outcomes from teen courts compared to the outcomes from traditional juvenile justice systems found that teen courts are a good alternative to the juvenile justice system, and that youth who are referred to teen courts are less likely to be re-referred to the juvenile justice system (Butts et al. 2002). While Butts et al.'s (2002) study breaks into the challenging field of evaluating the effectiveness of such programs, further research must examine the other beneficial components of teen court programs, such as restorative justice and community impacts, to better understand the effects of such programs on youth in the juvenile justice system.

This study surveyed youth in Colorado Springs so as to inform Colorado Springs Teen Court's (hereafter Teen Court) strategic plan and programmatic development.

> Colorado Springs Teen Court provides a Restorative Justice alternative to regular court sentencing for first-time misdemeanor juvenile offenders. Although Teen Court works in tandem with the Municipal Court system, it remains a locally based 501(c)(3) nonprofit organization that relies on community support to sustain its programs (Colorado Springs Teen Court 2020).

This organization has served over 9,000 youth in Colorado Springs and has only a 7 percent recidivism rate, compared to the juvenile recidivism rate in Colorado of 13.1 percent (Colorado Judicial Branch 2019). Over half of the clients are ages 13-15, with about 42 percent of the youth coming in for violent offenses, such as fighting or property damage, and 40 percent for theft or shoplifting. Three major programs exist within Colorado Springs Teen Court, with participation as follows: 85 percent peer panel, 11 percent trial, and 4 percent restorative mediation (Colorado Springs Teen Court 2020). Peer panels are a group of 3-6 trained youth volunteers with an adult case manager, where individual interviews are conducted with the defendant and one parent or guardian to determine sentencing options. Teen court trials happen with older defendants for more serious crimes, consisting of volunteer judges and teens trained to be prosecutors and defense attorneys. Restorative mediation consists of discussions between defendants, victims, and a Teen Court mediator, rooted in the restorative justice process to build awareness of harm and accountability among defendants. Teen Court has served the Colorado Springs community for 26 years and hopes to continue to empower youth through their work.

LITERATURE REVIEW

Protective Factors

One of the major ways programs that work with at-risk youth support their clients is by increasing protective factors and decreasing risk factors, thereby shielding individuals from the effects of adversity (Gilligan 2007; U.S. Department of Health and Human Services 2016). Risk factors are factors that increase one's likelihood to be "at-risk", such as low socioeconomic status, low-performing schools, and community disorganization (U.S. Department of Health and Human Services 2016). Protective factors are mediating variables between experiences of adversity and positive outcomes (Hariharan and Rana 2016). Examples of protective factors

include strong social support, consistent routine, sense of belonging or group membership, and family cohesion (Gilligan 2007; Rutter 1987). Therefore, lower income youth that have stronger social support, for example, are less likely to feel the impacts of this risk, due to the role of protective factors. For example, one might argue that a nine-year-old who lives in a single-parent household and has been evicted four times in the past year has faced significant adversity, making them more vulnerable. If this child has a teacher who serves as an advocate and mentor for this student, and provides them with necessary routines, that adult can make a positive difference in that child's life by serving as a protective factor. The presence of strong adult relationships and consistent routines (protective factors) counter the impact of significant risk factors, improving the youth's life experience. The protective factors that best mitigate the effects of adversity for one individual may be quite different from another individual. Programs that work with at-risk youth must recognize the importance of context to effectively mitigate the adversity experienced by youth. Using the aforementioned example, program support differs for a child who lives in a low-income single-family household and for a child who is adopted into a family and community with immense social support because the differences in the presence of various protective factors impact their needs.

Many studies discuss one or two protective factors in relation to one another. To best support the youth in a community, researchers must examine multiple protective factors in relation to one another. For this study, professionals at Teen Court, in consultation with the literature, identified four protective factors: resilience, social support, opportunities for positive social involvement, and clear expectations of behavior. This study aims to identify the effects of each of these factors to better understand how they operate and ultimately to inform Teen Court's work in supporting at-risk youth.

Resilience

Resilience has been studied since the late 1980s, most commonly in the field of psychology, studying at risk populations such as children who have schizophrenia or alcoholism in their family, or children with disabilities (Hariharan and Rana 2016). The construct of resilience has been and continues to be defined and redefined by various scholars, but two of the main components of resilience that remain relatively consistent are exposure to adversity and positive adaptation (Bottrell 2009; Luthar, Chicchetti, and Becker 2000; Roosa 2000; Ungar 2008). Exposure to adversity, or adverse conditions include socioeconomic disadvantage, urban poverty, houselessness, community violence, mental illness, abuse, and juvenile detention (Luthar et al. 2000). Positive adaptation represents how people respond and adjust to their environments as a result of adversity.

Luthar et al. (2000:543), prominent thought leaders about resilience, define it as "a dynamic process encompassing positive adaptation within the context of significant adversity." Initially, resilience was seen as a personality trait, also known as ego-resiliency, and Luthar et al. (2000) highlight the interaction between dynamic developmental processes and situational factors, such as external adversity, that impact an individual. To study resilience, Luthar et al. (2000) argue that scholars must understand both the situational influence, also known as the conditions of risk, along with an individual's ability to adjust to such conditions of risk. While they understand that the environment impacts an individual's resilience, Luthar et al.'s (2000) approach to resilience fails to examine the larger systematic and structural influences—such as socioeconomic status, race, or educational attainment—on resilience.

Luthar et al.'s (2000) work provided an important foundation for the study of resilience leading to a more nuanced understanding of resilience that incorporates political and social

influences, in addition to individual (Bottrell 2009). More recently, social scientists have taken a more social approach to understanding resilience, recognizing the importance of cultural practices, social processes and individual-social relations (Bottrell 2009). This approach to understanding resilience states that,

> in the context of exposure to significant adversity, whether psychological, environmental, or both, resilience is both the capacity of individuals to navigate their way to health-sustaining resources, including opportunities to experience feelings of well-being, and a condition of the individual's family, community, and culture to provide these health resources and experiences in culturally meaningful ways (Ungar 2008:225).

This definition of resilience still examines how individuals respond to adversity, while also working to understand the interaction between the individual and their social environments, and the impact these interactions have on determining the degree of positive outcomes experienced (Ungar 2008).

Recent scholarship emphasizes the salience of life circumstances influencing resilience, compared to the initial scholarship, which was more one-dimensional. The multidimensional nature of resilience has implications for how resilience is measured and studied. In order to study the construct of resilience, scholars must understand that the definition must be contextual, taking into account an individual within their community/ies, the resources available to them, and the conditions of their environments. (Bottrell 2009; Liebenberg, Ungar and Van de Vijver 2008; Ungar 2008). Specific measures have been created to test for resilience, specifically related to youth, accounting for the interaction between the individual, caregivers or community, and context (Liebenberg et al. 2008).

Social Support

Social support often plays a mediating role between resilience and positive outcomes, providing a buffer between the effects of at-risk environments and adolescents (Garcia-Reid,

Reid and Peterson 2005; Luthar et al. 2000; Rosenfeld, Richman and Bowen 1998). Social support is defined as "an individual's perception of how resources can serve as a buffer between stressful experiences and symptoms" (Yeh et al. 2014:146). Psychologically, there are two major functions of social support: providing a buffer from stress that can cause physical and psychological challenges and contributing to one's ability to adjust to life scenarios (Rosenfeld et al. 1998). The major sources of social support are neighborhood or community, school, family, and peers (Benard 1991).

Much of the research about social support has been in the context of the education system, working to understand how to better support at-risk youth (Garcia-Reid et al. 2005; Rosenfeld et al. 1998; Yeh et al. 2014). In regard to educational resilience, research shows that social support, provided by peers, family, school mentors, and community members is predictive of positive outcomes (Rosenfeld et al. 1998). Additionally, positive social relationships can incentivize engagement even when one's environment is challenging (Garcia-Reid et al. 2005). Therefore, working to understand gaps in social support among youth can increase positive outcomes for youth, such as academic success, response to adversity, and community engagement, despite environmental impacts.

One study about Latino youth in an urban setting found that "youth who perceive low or no social support are generally more isolated, attend school less frequently, receive poorer grades, and report that their parents or adult caretakers are less involved in their schoolwork" (Garcia-Reid et al. 2005:268). Additionally, researchers conducted a study that interviewed individuals who perceived not having social support to create intervention strategies to better support youth at risk of school failure (Rosenfeld et al. 1998). They found that students who perceive little to no social support identify challenges within their various microsystems

(community, school, peers, and family), providing important implications for policy makers (Rosenfeld et al. 1998). Intervention strategies can target various sources of social support to better provide for the youth.

Opportunities for Positive Social Involvement

Among preventative interventions for substance use and behavioral health programs is an emphasis on individuals' opportunities for positive social involvement. Opportunities for positive social involvement are best defined as "developmentally appropriate opportunities to be meaningfully involved with the family, school, or community" (U.S. Department of Health and Human Services 2016:3-7).

The concept of social cohesion explains the importance of social involvement for both individuals and community members. French sociologist Emile Durkheim originally coined the term describing it as "a characteristic of society that shows the interdependence in between individuals of that society" (Fonseca, Lukosch and Brazier 2019:233). Scholars agree that social cohesion occurs when there is an absence of conflict or crime and is often a characteristic of a society that has strong connections between individuals and groups (Fonseca et al. 2019). Modern scholars define social cohesion as

> the ongoing process of developing well-being, sense of belonging, and voluntary social participation of the members of society, while developing communities that tolerate and promote a multiplicity of values and cultures, and granting at the same time equal rights and opportunities in society (Fonseca et al. 2019:246).

Positive social involvement is a means to achieving social cohesion. Social involvement happens at three different levels: individual, community, and institutional. It is through social involvement at all three levels that the most effective social cohesion is achieved, resulting in a community rooted deeply in mutual trust, shared values, and loyalty. Assessing the opportunities

for positive social involvement is one way to examine social cohesion in a community on both an individual and community level.

Clear Expectations of Behavior

Youth are socialized by those around them, and their behaviors are heavily influenced by adult figures in their lives, often through setting expectations and observed behaviors. A study conducted about substance abuse among adolescents found that family drug and alcohol attitudes and behaviors heavily influenced initiation of drug use (Hawkins, Catalano, and Miller 1992). Additionally, the risk of drug abuse increases when there are unclear expectations for behavior from one's family (Hawkins et al. 1992). While this example focuses on the family as the institution setting expectations, various institutions, such as schools, friends, and the media, create expectations and norms that impact the manner in which youth behave. Having clear expectations of behavior is often identified as a key variable in protecting at-risk youth (U.S. Department of Health and Human Services 2016). This section examines the way that expectations are created and the role of institutions in shaping actions and behaviors of youth.

Durkheim created the concept of social facts in an effort to better understand the mutual dependence between institutions and individuals. According to Durkheim (1895:13),

> a social fact is every way of acting, fixed or not, capable of exercising on the individual an external constraint; or again, every way of acting which is general throughout a given society, while at the same time existing in its own right independent of its individual manifestations.

In other words, social facts are norms that become collective aspects of society that shape social phenomena and regulate behavior. Social facts maintain power over a long period of time, through sustained regulation and the development of a collective conscience. Eventually, these facts constitute different ways of acting and thinking that shape the manner in which the

individual exists (Durkheim 1895). Notably, social facts are measurable, laying the foundation for both sociology as a discipline, and this study.

Institutions, such as schools, churches, law enforcement and peers, play a crucial role in shaping these actions and behaviors. Seidman (2017:40) recognized this in saying that,

> Modern social institutions - the family, economy, government, church, educational system—are mutually dependent; they are locked into a network of exchanges that bind them together through functional interdependence, shared social norms, and the moral authority of the state into an integrated system.

According to the above definition, if social facts are described as a way of acting in which there are external forces impacting the actions of the individual, then setting clear expectations for behavior enhances an individual's ability to integrate into the world.

As the criminal justice system is another source of social norms, it is important to think about the manner in which institutions force assimilation through the guise of socialization. As these shared values or social facts shape institutions, the larger collective conscience of the society is shaped by those in power. What Durkheim's concept of social facts fails to recognize are the contextual issues of inequality that impact and distort social realities. These are elements such as gender, ethnicity, race, and social class, that must be taken into account when understanding the interaction between individuals and institutions. Similar to Luthar et al. (2000), Durkheim looks between groups and recognizes the relationship between the individual and the collective good but fails to look at the influences of these contextual issues of inequality. Therefore, when examining the expectations that are set for youth, particularly in the juvenile justice system, it is important to understand the norms and behaviors that are being set, but it is also important to examine by whom they are set, and what dominant narratives they uphold.

Conclusion

The four protective factors discussed above, resilience, social support, opportunities for positive social involvement, and clear expectations of behavior are commonly studied individually. This study aims to examine the interaction between these factors as a means to better understand their collective impact.

METHODS AND DATA

The Survey

A survey was created in Qualtrics (see Appendix A) in consultation with Teen Court to assess respondents on four major protective factors: resilience, social support, opportunities for positive social involvement, clear expectations of behavior. Teen Court identified the first three as important protective factors, based on the U.S. Department of Health and Human Services Report (2016) about facing addiction in America. After consulting the literature, a fourth factor, social support, was added. A Teen Court employee disseminated the survey using convenience sampling. Teen Court contacted roughly 80 organizations and nonprofits in the Colorado Springs area that also work with youth ages 10-18. Those organizations then distributed the online survey via social media platforms and in-person events. The survey was also sent to all Teen Court volunteers, who then distributed the survey to their friends. The total sample consists of 103 respondents, most of whom answered all of the questions.

Measures of Resilience

This study adapted the Child and Youth Resilience Measure (CYRM-28), a measure of resilience that takes into account culture and context (Ungar and Liebenberg 2011). This tool was developed using a mixed-methods approach to assess resilience cross-culturally, considering internal and external factors that impact an individual, working to avoid imposing harmful

dominant narratives (Ungar and Liebenberg 2011). The resilience measure consists of 28 questions, and after consultation with Teen Court, 15 were chosen as appropriate for this study. Respondents answered the questions with a six-point Likert scale ranging from *1 (strongly disagree)* to *6 (strongly agree).*

Measures of Social Support

The survey also adapted the Multidimensional Scale of Perceived Social Support (MSPSS), a scale designed to address the subjective assessment of social support (Zimet et al.1988). While quantitative in nature, this measure combines both qualitative and quantitative measures to assess social support (Zimet et al.1988). Additionally, it focuses on perceptions of social support from three sources: a trusted adult, a family member, and a friend. This approach to measuring social support demonstrates the importance of sources of social support, in addition to feeling socially supported. The scale has proven reliable in past studies, with strong test-retest reliability in addition to strong factorial validity (Zimet et al. 1988). The MSPSS originally had 12 questions, adapted to 6 questions for this study, 2 for each of the 3 factors. Respondents answered the questions on a six-point Likert scale ranging from *1 (strongly disagree)* to *6 (strongly agree).*

Measures of Opportunities for Positive Social Involvement

A measurement for understanding opportunities for positive social involvement was created by choosing four major subcategories in which individuals can be involved: neighborhood, friends, school and family. For each of these subcategories, respondents were asked two questions and answered on a six-point Likert scale ranging from *1 (strongly disagree)* to *6 (strongly agree).*

Measures of Clear Expectations of Behavior

To measure clear expectations of behavior, respondents were asked about the clarity of expectations set by an adult, if they appreciate clear expectations and follow them, and about their engagement or experience in all of the categories. Important expectations were identified in collaboration with Teen Court: watching TV, physical activity, treatment of friends, attendance at school, behavior at school, and alcohol and drug use. By asking respondents about their feelings or experiences in these categories, we aim to better understand if these clear expectations are in fact working, and if the respondent's actions line up with the expectations that are set. Respondents answered the questions on a six-point Likert scale ranging from *1(very unclear, strongly disagree, never)* to *6 (very clear, strongly agree, always),* respectively.

RESULTS

Table 1 shows the descriptive statistics for this study. The five demographic categories used in the analysis are: race, gender, free and reduced lunch (as a proxy for class), year in school and siblings. Due to the small sample size, all variables were made into dichotomous variables for a more accurate analysis. For gender, the sample was set to female and male, with the four non-binary respondents set to missing. To analyze race, whites were categorized as all respondents who identified as only white, and the Black, Indigenous, People of Color (BIPOC) group includes all other respondents. Free and reduced lunch (FRL), was either "no" or "yes," with those not sure set to missing. The year in school sample included middle schoolers (grades 5-8), and high school and above (grades 9-high school graduate), with the single respondent who is a first year in college placed into high school and above. Finally, siblings were measured as "yes" and "no."

Table 1. **Survey Respondent Demographics (N=103)**

Variables	Total %	N
Race		103
White	68.93	71
BIPOC	31.07	31
Gender		99
Female	71.72	71
Male	28.28	28
Free and Reduced Lunch		97
No	63.91	62
Yes	36.08	35
Year in School		103
High School or Above	83.50	86
Middle School	16.50	17
Siblings		103
No	11.65	12
Yes	88.35	91

A six-point index score was created for each of the protective factors, with higher numbers indicating the greatest amount of each of the protective factors. The alpha scores for each individual factor are greater than 0.65, indicating that each index is a good measure of the respective protective factor; the strongest index is resilience (alpha=0.89), followed by social support (alpha=0.85), clear expectations of behavior (alpha=0.76), and opportunities for positive social involvement (alpha=0.65). In this sample, the mean resilience score is highest of all protective factors (M=5.02) and the lowest mean score is opportunities for positive social involvement (M=4.4). Descriptive statistics for all of the index scores to measure the four protective factors are shown in Table 2.

Table 2. **Descriptive Statistics of Protective Factor Index Scores**

	Mean	SD	Min	Max
Resilience	5.02	0.63	2.07	6.00
Social Support	4.40	0.70	2.88	5.88
Opportunities for Positive Social Involvement	5.01	0.81	2.17	6.00
Clear Expectations of Behavior	4.88	0.49	3.50	5.79

The subsequent tables illustrate the differences in means within each protective factor and the demographic categories. The last row in each of the tables illustrates the differences in means

between the full protective factor index scores and the demographic categories. Due to the ordinal nature of all dependent variables and the small sample size, the Mann-Whitney (U) nonparametric test for comparison of means was used to examine the differences between demographic group means and all elements of each protective factors. To assess the effect size, or the size of differences in means across questions, a Cohen's *d* was calculated. The following scale was used to interpret the Cohen's *d* and determine the effect size: 0.01-0.19 (small effect), 0.20 to 0.49 (medium effect) and 0.50 and higher (large effect) (Roberts 2021). The effect sizes are adjacent to the means, and those with large effect sizes are in bold and highlighted. While the subsequent tables only show means and effect size, the z-scores and *p*-values are available upon request. The analysis below focuses on the areas of large effect size.

Table 3 includes the 15 variables used to assess resilience, in addition to the resilience index score at the bottom. There is a large effect (*d*=0.51) of race on how much respondents feel their parent(s)/guardian(s) know about them, with white respondents (M=4.9) reporting higher levels than BIPOC respondents (M=4.2) on average. Additionally, there is also a large effect (*d*=0.54) of free and reduced lunch (FRL) on how much respondents feel their parent(s)/guardian(s) know about them, with those not on FRL (M=4.9) reporting higher levels than those on FRL (M=4.2). There is a large effect (*d*=0.53) of year in school on how closely respondents feel their parent(s)/ guardian(s) watch them, with respondents in middle school (M=5.4) reporting higher levels than those in high school or above (M=4.8). Having siblings has a large effect (*d*=0.56) on how supported by friends' respondents feel, with those with siblings (M=5.0) feeling more supported than those without siblings (M=4.4). The largest effect (*d*=0.60) within these factors is between siblings and how important respondents feel it is to be involved in their community. Those without siblings (M=5.5) feel it is more important to be involved in their

community compared to those with siblings (M=5.0). Finally, while none of the demographic factors have a large effect on the overall resilience score, whether or not respondents receive free and reduced lunch has the largest effect (*d*=0.42), with those not on FRL (M=5.1) scoring a higher resilience score than those on FRL (M=4.9).

Table 3. **Means and Cohen's d Effect Sizes* for Resilience by Demographics**

	Race			Gender			FRL			School			Sibs		
	White	BIPOC	*d*	F	M	*d*	N	Y	*d*	HS	MS	*d*	N	Y	*d*
Ppl Look Up to	5.3	5.0	0.29	5.2	5.4	0.15	5.4	4.9	0.41	5.2	5.1	0.20	5.2	5.3	0.17
I Cooperate	5.1	4.0	0.26	5.0	5.2	0.16	5.2	4.9	0.31	5.1	4.8	0.42	5.0	5.1	0.08
Ed important	5.6	5.4	0.27	5.6	5.6	0.01	5.7	5.3	0.40	5.6	52	0.42	5.0	5.1	0.08
Behave	5.0	5.2	0.13	5.2	5.0	0.11	5.1	5.1	0.01	5.1	5.1	0.01	5.2	5.1	0.01
Parent Watch	5.0	4.8	0.20	4.9	5.0	0.10	4.0	4.7	0.16	4.8	5.4	**0.53**	5.3	4.9	0.33
Parent Know	4.9	4.2	**0.51**	4.7	4.8	0.09	4.9	4.2	**0.54**	4.7	5.4	0.13	4.6	4.7	0.07
Finish what start	5.2	4.8	0.41	5.0	5.2	0.23	5.2	4.8	0.42	5.0	5.0	0.05	5.0	5.0	0.05
Prob w/o Drugs	5.7	5.6	0.25	5.7	5.7	0.00	5.7	5.5	0.27	5.7	5.8	0.15	5.8	5.7	0.12
Friend support	5.0	4.8	0.18	5.0	5.1	0.11	5.0	4.8	0.15	4.9	5.2	0.25	4.4	5.0	**0.56**
Where to find help	4.4	4.3	0.06	4.4	4.4	0.05	4.4	4.3	0.12	4.3	4.9	0.46	4.6	4.4	0.24
Belong at school	4.6	4.6	0.08	4.6	4.9	0.29	4.7	4.5	0.18	4.6	4.8	0.24	4.9	4.6	0.32
Family support	5.3	5.1	0.14	5.2	5.3	0.14	5.3	5.0	0.28	5.2	5.3	0.10	5.0	5.2	0.25
Fair treatment	5.0	4.7	0.43	4.9	5.0	0.14	5.1	4.7	0.41	4.9	4.9	0.03	4.6	5.0	0.35
Strengths	4.9	4.9	0.03	4.8	5.1	0.29	4.9	5.0	0.12	4.9	4.8	0.17	5.0	4.9	0.13
Involved	5.1	5.1	0.03	5.1	5.0	0.10	5.2	4.9	0.32	5.1	4.9	0.27	5.5	5.0	**0.60**
Resilience	5.1	4.9	0.31	5.0	5.1	0.13	5.1	4.9	0.42	5.0	5.0	0.04	5.0	5.0	0.02

*Strong effect sizes in bold and highlighted

Table 4 includes the six measures to assess social support, with two measures for each source of social support: family, friends, and trusted adults. There is a large effect (*d*=0.78) of race on how respondents feel their family tries to help them, with white respondents (M=5.4) scoring higher than BIPOC respondents (M=4.6). There is also a large effect (*d*=0.54) of race on how respondents feel they can count on their friends when things go wrong, with white respondents (M=5.0) scoring higher than BIPOC respondents (M=4.4). There is a large effect (*d*=0.60) of whether or not respondents receive free and reduced lunch on how strongly they agree that their family really tries to help them, with those not on FRL (M=5.3) agreeing more strongly than those on FRL (M=4.8). There is also a large effect (*d*=0.62) of whether or not respondents receive free and reduced lunch on how strongly they agree that they talk about their problems with their family, with those not on FRL (M=4.7) scoring higher than those on FRL

(M=3.9). Finally, there is a large effect (*d*=0.61) of year in school on how strongly respondents agree that they can count on their friends when things go wrong, with middle schoolers (M=5.4) agreeing more strongly than those in high school or above (M=4.7). Race (*d*=0.63) and free and reduced lunch status (*d*=0.57) both have large effect sizes on respondents overall social support index, with white respondents (M=5.2) scoring higher than BIPOC respondents (M=4.7), and those not on FRL (M=5.2) scoring higher than those on FRL (M=4.7). Gender, year in school, and number of siblings have little to no effect on social support scores.

Table 4. **Means and Cohen's d Effect Sizes* for Social Support by Demographics**

	Race			**Gender**			**FRL**			**School**			**Sibs**		
	White	BIPOC	*d*	F	M	*d*	N	Y	*d*	HS	MS	*d*	N	Y	*d*
Trusted adult	5.3	5.0	0.38	5.2	5.4	0.15	5.3	5.0	0.40	5.2	5.4	0.17	5.3	5.2	0.05
Fam helps me	5.4	4.6	**0.78**	5.1	5.1	0.10	5.3	4.8	**0.60**	5.1	5.3	0.19	5.2	5.1	0.05
Count on friends	5.0	4.4	**0.54**	4.9	4.9	0.00	5.0	4.5	0.45	4.7	5.4	**0.61**	4.6	4.8	0.17
Talk with family	4.6	4.1	0.32	4.5	4.4	0.02	4.7	3.9	**0.62**	4.5	4.0	0.39	4.4	4.4	0.05
Talk with friends	5.3	4.8	0.48	5.2	5.1	0.07	5.2	5.2	0.03	5.1	5.5	0.39	5.4	5.1	0.20
Adult cares	5.4	5.1	0.36	5.4	5.3	0.04	5.5	5.0	0.49	5.3	5.5	0.21	5.3	5.3	0.03
Social Support	5.2	4.7	**0.63**	5.1	5.1	0.02	5.2	4.7	**0.57**	5.0	5.2	0.23	5.0	5.0	0.01

*Strong effect sizes in bold and highlighted

Table 5 illustrates the mean scores for all measures within the opportunities for positive social involvement factor, in addition to the mean positive social involvement index scores. There is a large effect (*d*=0.59) of gender on how strongly respondents agree that people in their families depend on them, with female identifying respondents (M=4.3) scoring higher than male identifying respondents (M=3.6). Additionally, there is a large effect (*d*=0.79) of gender on how strongly respondents agree that they help members of their family, with female identifying respondents (M=5.3) scoring higher than male identifying respondents (M=4.7). There is a large effect (*d*=0.85) of whether or not respondents receive free and reduced lunch on how strongly they agree that they are involved in a sport, club, or other group in their community, with those not on FRL (M=5.4) agreeing more strongly than those on FRL (M=4.2). Only free and reduced

lunch has a large effect (*d*=0.57) on respondents overall positive social involvement index with those not on FRL (M=4.6) scoring higher than those on FRL (M=4.2) on average.

Table 5. **Means and Cohen's d Effect Sizes* for Opportunities for Positive Social Involvement by Demographics**

	Race			Gender			FRL			School			Sibs		
	White	BIPOC	*d*	F	M	*d*	N	Y	*d*	HS	MS	*d*	N	Y	*d*
Community	5.2	4.6	0.43	5.1	5.1	0.04	5.4	4.2	**0.85**	5.0	5.2	0.13	5.2	5.0	0.12
Member at school	4.3	4.4	0.05	4.4	4.3	0.07	4.5	4.1	0.37	4.4	4.2	0.13	4.5	4.4	0.04
Use drug/alcohol	4.7	4.5	0.24	4.7	4.5	0.19	4.7	4.5	0.32	4.6	4.7	0.08	4.7	4.6	0.10
Neighborhood	4.3	4.0	0.23	4.2	4.4	0.17	4.4	4.1	0.23	4.2	4.3	0.05	3.8	4.3	0.36
Family depends	4.2	4.0	0.13	4.3	3.6	**0.59**	4.3	3.9	0.30	4.1	4.1	0.01	3.9	4.2	0.18
School absence	4.5	4.2	0.26	4.5	4.8	0.20	4.6	4.3	0.24	4.6	4.3	0.18	4.5	4.5	0.10
Attention hard	3.5	4.2	0.10	3.5	3.8	0.24	3.5	3.5	0.00	3.5	3.4	0.12	3.4	3.5	0.02
Help my family	5.1	5.1	0.04	5.3	4.7	**0.72**	5.1	5.0	0.16	5.1	5.5	0.48	5.1	5.1	0.05
Positive Soc Inv	4.5	4.3	0.27	4.5	4.4	0.12	4.6	4.2	**0.57**	4.4	4.5	0.02	4.4	4.5	0.04

*Strong effect sizes in bold and highlighted

Table 6 illustrates the mean scores for all measures regarding the clear expectations of behavior factor, in addition to the mean clear expectations of behavior index scores. There is a large effect (*d*=0.52) of race on how much respondents appreciate when clear expectations are set for them, with white respondents (M=5.0) appreciating this more than BIPOC respondents (M=4.5). Additionally, there is a large effect (*d*=0.64) of race on how often respondents exercise, with white respondents (M=4.7) being more physically active than the BIPOC respondents (M=4.0). There is a large effect (*d*=0.53) of whether or not respondents receive free and reduced lunch on how clear they are regarding the expectations for attendance at school, with those not on FRL (M=5.5) more clear regarding those expectations than those on FRL (M=5.1). There is also a large effect (*d*=0.50) of whether or not respondents receive free and reduced lunch on how clear they are regarding the expectations for drug and alcohol use, with those not on FRL (M=5.6) more clear on these expectations than those on FRL (M=5.1). Year in school has a large effect (*d*=0.60) on how clear respondents are about the expectations about behavior at school, with high schoolers and above (M=5.6) being clearer about the expectations compared to middle schoolers (M=5.2). There is also a large effect of year in school (*d*=0.70) on how often

respondents get in trouble at school, with high schoolers (M=4.3) getting in trouble less often than middle school respondents (M=3.9). There is a large effect of siblings (*d*=0.50; *d*=0.54) on how clear respondents are about the expectations about how friends should treat each other and attendance at school. Those without siblings (M=5.8;5.8) are clearer than those with siblings (M=5.4; 5.4). Siblings also have a large effect on the frequency of TV watched, with those without siblings (M=3.8) watching less TV during the weekdays, than those with siblings (M=3.1). Race and FRL have a large effect (*d*=0.63; 0.67) on respondents overall clear expectations of behavior index with white respondents (M=5.0) scoring higher than BIPOC respondents (M=4.7), and those not on FRL (M=5.0) scoring higher than those on FRL (M=4.7) on average.

Table 6. **Means and Cohen's d Effect Sizes* for Clear Expectations of Behavior by Demographics**

	Race			**Gender**			**FRL**			**School**			**Sibs**		
	White	BIPOC	*d*	F	M	*d*	N	Y	*d*	HS	MS	*d*	N	Y	*d*
TV to watch	4.7	4.2	0.41	4.6	4.5	0.07	4.6	4.4	0.18	4.5	4.6	0.06	4.5	4.5	0.03
Physical activity	4.9	4.3	0.47	4.7	5.0	0.21	4.9	4.4	0.40	4.8	4.5	0.23	4.7	4.7	0.01
Treat friends	5.6	5.2	0.45	5.5	5.5	0.09	5.6	5.3	0.44	5.5	5.4	0.14	5.8	5.4	**0.50**
School attendance	5.5	5.2	0.31	5.4	5.5	0.06	5.5	5.1	**0.53**	5.4	5.4	0.00	5.8	5.4	**0.54**
Behavior at school	5.6	5.3	0.46	5.6	5.5	0.14	5.7	5.3	0.49	5.6	5.2	**0.60**	5.8	5.5	0.41
Alcohol/drug use	5.6	5.3	0.26	5.5	5.4	0.05	5.6	5.1	**0.50**	5.5	5.3	0.19	5.4	5.5	0.07
Appreciate expect.	5.0	4.5	**0.52**	4.9	4.7	0.24	5.0	4.7	0.25	4.9	4.8	0.10	5.1	4.8	0.27
Follow expect.	5.1	4.9	0.29	5.2	4.8	0.49	5.2	5.0	0.25	5.1	4.8	0.30	5.4	5.0	0.48
I go to school	5.6	5.5	0.15	5.6	5.5	0.22	5.7	5.4	0.49	5.6	5.6	0.13	5.7	5.6	0.15
Trouble at school	4.4	4.3	0.14	4.5	4.1	0.44	4.5	4.3	0.29	4.3	3.9	**0.70**	4.4	4.4	0.08
Physically active	4.7	4.0	**0.64**	4.5	4.5	0.04	4.6	4.1	0.49	4.5	4.3	0.16	4.3	4.5	0.10
TV on weekdays	3.1	3.2	0.05	3.1	3.1	0.07	3.2	3.1	0.02	3.2	2.9	0.27	3.8	3.1	**0.54**
Use drugs/ alcohol	4.7	4.5	0.17	4.7	4.5	0.24	4.7	4.5	0.26	4.6	4.8	0.27	4.7	4.6	0.02
Bullied	5.1	5.0	0.02	5.1	5.0	0.06	5.1	5.0	0.08	5.1	5.0	0.06	5.1	5.0	0.05
Clear Exp Behave	5.0	4.7	**0.63**	4.0	4.8	0.20	5.0	4.7	**0.67**	4.9	4.7	0.32	5.1	4.9	0.41

*Strong effect sizes in bold and highlighted

Across all protective factor index scores, the only demographics that have large effects on the index scores are race and free and reduced lunch. Figure 1 displays the distribution of both social support composite and the clear expectations of behavior composite, by race.

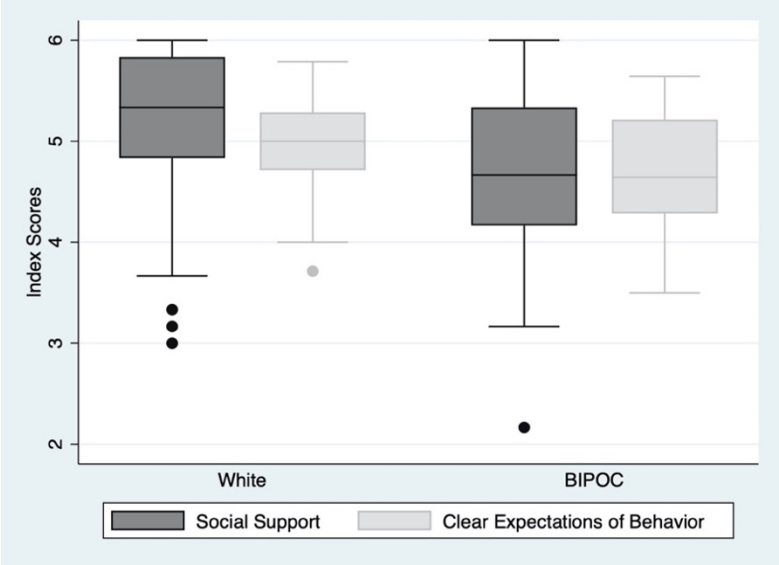

Figure 1. Comparison of Strong Effects from Protective Factors by Race

Figure 2 displays the composite scores for social support, opportunities for positive social involvement and clear expectations of behavior composite scores for those on free and reduced lunch and those not on free and reduced lunch.

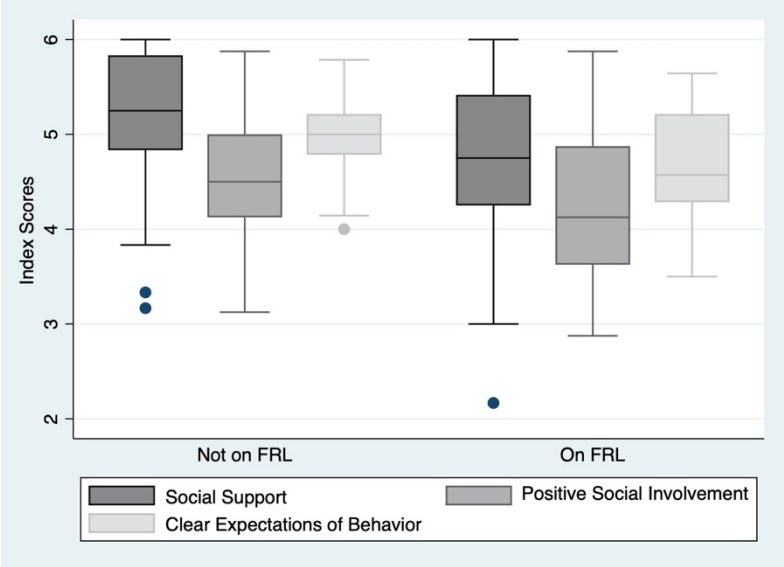

Figure 2. Comparison of Strong Effects from Protective Factors by Free and Reduced Lunch

Table 7 is a correlation matrix off all of the protective factors index scores. It indicates that among these respondents, all of the protective factors have a positive and strong correlation. Resilience and social support are most strongly correlated, while the weakest correlation is between social support and opportunities for positive social involvement. That being said, it is important to note that the three strongest correlations are with resilience.

Table 7. **Correlation between All Protective Factors**

Variables	Resilience	Social Support	Positive Social Involvement	Clear Expectations of Behavior
Resilience	1.000			
Social Support	**0.7815**	1.000		
Positive Social Involvement	**0.7295**	**0.5596**	1.000	
Clear Expectations of Behavior	**0.7122**	**0.6512**	**0.7042**	1.000

*Strong effect sizes in bold

Due to the high correlation between resilience and all protective factors, these data suggest that social support, opportunities for positive social involvement and clear expectations of behavior interact, impacting resilience, which then impacts positive outcomes. An OLS regression was run to examine the interaction of social support, positive social involvement, and clear expectations on resilience, while controlling for specific variables to see the independent and collective effects of factors on resilience. Table 8 shows the regression results, with Model 1 including only the protective factors and Model 2 including the protective factors with demographic variables. Because of missing data, models were run to only include respondents for whom all values were known. Additionally, the models were tested for heteroskedasticity, which was a problem in all models. This problem was accounted for by using robust standard errors.

In looking at the regression table, the notable impacts on resilience are social support, opportunities for positive social involvement, and clear expectations of behavior. It appears that the clear expectations of behavior factor has the strongest impact on resilience; with every unit of

increase in clear expectations of behavior, there is about a half unit increase on resilience. In Model 2 the impact remains, after controlling for all demographic factors. Social support and opportunities for positive social involvement are also notably related to resilience, but to a lesser degree. A unit increase in both positive social involvement and social support has about a quarter increase on resilience, with positive social involvement having a slightly stronger association with resilience than social support. The R-squared in Model 1 indicates that social support, positive social involvement, and clear expectations of behavior account for 64% of the variance in resilience. The only demographic variable that has a notable association with resilience is gender. The other variables do not have a notable impact on resilience when controlled for all factors.

Table 8. **Results from OLS Regression of Resilience (*n=82)***

	Model 1	**Model 2**
Social Support	**0.22**	**0.22**
	[-0,03, 0.47]	[-0.06, 0.45]
Positive Social Involvement	**0.27**	**0.29**
	[0.11, 0.44]	[0.13, 0.45]
Clear Expectations of Behavior	**0.45**	**0.45**
	[-0.10, 0.10]	[-0.10, 0.10]
Race (Ref:White)		
BIPOC		0.01
		[-0.22, 0.26]
Gender (Ref:Female)		
Male		**0.25**
		[0.05, 0.44]
Free & Reduced Lunch (Ref:No)		
Yes		-0.02
		[-0.27, 0.23]
Year in School (Ref:HS)		
Middle School		0.04
		[-0.20, 0.28]
Siblings (Ref:No)		
Yes		-0.08
		[-0.26, 0.11]
Constant	0.52	0.49
	[-1.12, 2.16]	[-1.0, 2.01]
Observations	82	82
R^2	0.64	0.67

**Bolded figures are notable*

DISCUSSION

This study identified four protective factors: resilience, social support, opportunities for positive social involvement, and clear expectations, through a survey of Colorado Springs youth. It is important to acknowledge that due to the small sample size, the data are not generalizable beyond these specific respondents, but may still provide a starting point as to how to better support youth in the city.

The protective factor with the lowest index score is social support (M=4.4), while resilience has the highest mean index score (M=5.02). Overall, race has a large effect on the index scores for social support (d=0.63), and clear expectations of behavior (d=0.63); class has a

large effect on social support (d=0.57), clear expectations of behavior (d=0.67), and opportunities for positive social involvement (d=0.57). None of the demographics have a large effect on resilience. Of the factors constituting resilience, those related to parents (how much respondents feel their parents watch them and know about them) have large effect sizes. Among factors constituting social support and positive social involvement, those related to family (how much a family helps respondents, if they can talk to their family about their problems, if their family depends on them, and if they help members of their family) have large effect sizes. Finally, for the factors constituting clear expectations of behavior, those related to school (attendance at school, behavior at school and how often respondents get in trouble at school) have large effect sizes. The correlation shows that social support, opportunities for positive social involvement, and clear expectations of behavior are most strongly correlated with resilience. The regression shows that all protective factors have a notable impact on resilience, with clear expectations of behavior having the most notable impact (β=0.45).

One way to interpret these data is as four separate protective factors, in which case the lowest mean index score is social support, suggesting that Teen Court might focus its programming on boosting social support among youth in Colorado Springs. Additionally, to better support the youth surveyed in this sample, Colorado Springs Teen Court programming should be developed using a critical lens to race and class. Race and class, as measured by FRL participation, have large effects on social support and clear expectations of behavior, while class has a large effect on opportunities for positive social involvement. The other demographic variables measured do not have large effects on any of the protective factors. White and wealthier respondents scored higher, which is an expected outcome given the dynamic of race and class within our society, and how these work to benefit the white and wealthy. Therefore,

programming that works with youth must attend to these inequities, and actively create programs that take into account the contextual issues of inequality that exist in the United States. As Durkheim's theory of social facts suggests, various norms shape society, and individuals and institutions play significant roles in shaping these norms (Durkheim 1895; Seidman 2017).

Another way to interpret these data is as three independent variables (social support, opportunities for positive social involvement, and clear expectations of behavior), as conducted in the regression, with resilience as the dependent variable. While all of the protective factors are strongly correlated with each other, the aforementioned independent variables are most strongly correlated with resilience. Perceived social support is the most strongly correlated to resilience, with higher levels of perceived social support correlating with higher levels of resilience. This disparity in effects of demographics on resilience and correlation between protective factors has implications for how resilience is studied. Protective factors are seen to be mediating variables between experiences of adversity and positive outcomes, and by increasing protective factors the effects of adversity are mitigated to some degree (Hariharan and Rana 2016). Much research about protective factors fails to address the interacting effects of such protective factors on positive outcomes (Roosa 2000). The literature suggests that social support has a mediating effect on resilience, and the data presented in this study furthers that finding to include opportunities for positive social involvement and clear expectations of behavior (Rosenfeld et al. 1998). According to these data, clear expectations of behavior has the largest impact on resilience.

Resilience is a complex concept and is the subject of contentious debate. This study's findings are consistent with that complexity, as resilience is the most complex of the four protective factors identified in this study. Resilience can be a protective factor, but recent

scholars also argue that it can be mediated by other variables that influence the process that ultimately leads to positive outcome such as social support, positive social involvement, and clear expectations of behavior (Hariharan and Rana 2016). Positive outcomes must emerge out of an understanding of the social facts that contribute to social cohesion and senses of social belonging (Fonseca et al. 2019; Durkheim 1895). On the face of it, resilience is difficult to build, but these data demonstrate that three other factors build resilience, with clear expectations of behavior most strongly impacting resilience.

Therefore, if clear behavioral expectations have a large impact on resilience, Teen Court might focus their programming on increasing the clarity of expectations of youth behavior. More specifically, they should work with parents, peers, and schools to create programming that develops long-range tracking of clear expectations of behavior after youth leave Teen Court, to ensure continuity after leaving the program. Teen courts, and Colorado Springs Teen Court more specifically, aim to deepen youth understanding and ownership of their actions, with a ultimate goal of behavioral change (Butts and Buck 2000), and a programmatic emphasis on developing clear expectations of behavior has been shown to positively impact on at-risk youth (U.S. Department of Health and Human Services 2016).

As an organization working with youth, Teen Court should consider dual ways of interpreting these data: both as four separate protective factors and as more causal variables, to shift the way that at-risk youth are supported through intentional programming. In order to best execute their goals, it is paramount that Teen Court examine the role of community institutions—including schools, family, and law enforcement agencies—in establishing community norms (Seidman 2017). Through a reflexive analysis of the impact of community institutions—Teen Court included—on youth norms, Teen Court can more effectively implement

their programming to increase protective factors and achieve positive outcomes for Colorado Springs youth.

EXECUTIVE SUMMARY:

- A total of 103 youth in Colorado Springs responded to the survey.
- The protective factor with the lowest index score is social support (M=4.4)
- The protective factor with the highest index score is resilience (M=5.02)
- Race has a large effect on social support (*d*=0.63) and clear expectations of behavior (*d*=0.63).
- Class has a large effect on social support (d=0.57), clear expectations of behavior (*d*=0.67), and opportunities for positive social involvement (*d*=0.57).
- Of the factors constituting resilience, social support, opportunities for positive social involvement, and clear expectations of behavior, those related to family and school have the largest effect.
- Social support, opportunities for positive social involvement, and clear expectation of behavior are most strongly correlated with resilience.
- All protective factors have a notable impact on resilience, with clear expectations of behavior having the most notable impact.
- The data can be interpreted in two ways: as four individual protective factors, or as social support, opportunities for positive social involvement, and clear expectations of behavior as mediating variables of resilience. If interpreting the first way, programs should focus on increasing social support among youth, with a critical lens towards race and class. If interpreting the second way, with an ultimate goal of building resilience, Teen Court should focus new programming on increasing the clarity of expectations of youth behavior.

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Appendix A.

Colorado Springs Youth Survey- Teen Court 2020

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You are invited to take part in a research study about youth in Colorado Springs. The purpose of this study is to assess the needs of youth in Colorado Springs so that Teen Court can better support them. Teen Court is an organization that empowers youth through restorative justice for a brighter future. You will complete a survey that takes about 5-10 minutes, asking questions about friends, family, and everyday routines. By taking this survey, you will provide important information to organizations that help youth in Colorado Springs. We do not expect you to experience any kind of harm or discomfort if you participate in this study, beyond what you would experience in everyday life. Taking part in this study is completely optional. You should only decide to take part in the study because you want to do so. If you choose to be in the study, you can stop at any time without consequences of any kind. All of the questions are optional, so you can choose to skip any question. Your identity will remain anonymous and the researcher will not know your name or any individual information. If you have any questions about Teen Court and the work they do, please contact Erick Groskopf at erick@springsteencourt.org. If you have questions about the survey and the research itself, please contact the principle researcher Laurel Sullivan at le_sullivan@coloradocollege.edu

Year in school

- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade
- Other _____

Age

- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18 or older

Gender

- Male
- Female
- Nonbinary
- Transgender male
- Transgender female

Race/ Ethnicity (check all that apply)

- African American or Black
- Asian American or Asian
- Native American/ American Indian
  - Tribal Affiliation _____
- Non-White/ Hispanic/ Latinx
- White
- Something else: _____

Identify the adult(s) primarily responsible for your care at home

- 1 parent
- 2 parents
- Other family members (grandparents, aunts, uncles, etc)
- Foster Parent
- Other arrangement

Highest level of education: Parent/Guardian 1

- 4 year college degree
- 2 year college degree
- High School diploma
- Did not complete high school
- Unknown

Highest level of education: Parent/Guardian 2

- 4 year college degree
- 2 year college degree
- High School diploma
- Did not complete high school
- Unknown

Were you on free and reduced lunch last year?

- Yes
- No
- Not sure

Do you have any siblings?

- No
- Yes
    - How many?

Do you feel close to at least one of your siblings?

- Yes, I am close to at least one of my siblings.
- No, I am not close to any of my siblings.

Please fill in your zip code: _____

Please indicate how you agree with each of the following statements. *(Participants were asked to indicate strongly disagree, disagree, somewhat disagree, somewhat agree, agree, or strongly agree).*

1. I have people to look up to
2. I cooperate with people around me.
3. Getting an education is important to me.
4. I know how to behave in different social situations.
5. I feel that my parent(s)/ guardian(s) watch me closely.
6. I feel that my parent(s)/guardian(s) know a lot about me.
7. I try to finish what I start.
8. I can solve problems without using illegal drugs and/or alcohol.
9. I feel supported by my friends.
10. I know where in my community to get help.
11. I belong at my school.
12. I think my family will support me during difficult times.
13. I feel treated fairly in my community.
14. I am aware of my strengths.
15. I think it is important to be involved in my community.

Please indicate how you agree with each of the following statements. *(Participants were asked to indicate strongly disagree, disagree, somewhat disagree, somewhat agree, agree, or strongly agree).*

1. There is a trusted adult who is around when I am in need.
2. My family really tries to help me.
3. I can count on my friends when things go wrong.
4. I can talk about my problems with my family.
5. I have at least one friend with whom I can talk about anything.
6. There is a trusted adult in my life who cares about my feelings.

When I have a problem I am most likely to see support FIRST from:

- Trusted adult
- Family Member
- Friend

Please indicate how you agree with each of the following statements. *(Participants were asked to indicate strongly disagree, disagree, somewhat disagree, somewhat agree, agree, or strongly agree).*

1. I am involved in a sport, club, or other group in my community.
2. I feel like an important member of my school community.
3. I use alcohol or drugs even if they cause social challenges, leading to fights or not getting along with others.
4. I enjoy spending time in my neighborhood.
5. People in my family depend on me.
6. When I am not in school my friends or teachers notice.
7. It is hard to pay attention in school.
8. I help members of my family.

It can be helpful when adults are clear about what they expect from young people. How clear are you regarding the following expectations: (*Participants were asked to indicate very unclear, unclear, a little unclear, a little clear, clear, and very clear)*

1. How much TV I can watch.
2. How much physical activity to get.
3. How friends should treat each other.
4. Attendance at school.
5. Behavior at school.
6. Alcohol and drug use.

Please indicate how you agree with each of the following statements. *(Participants were asked to indicate strongly disagree, disagree, somewhat disagree, somewhat agree, agree, or strongly agree*

1. In general, I tend to appreciate when expectations are clearly set for me.
2. In general, I follow expectations when they are set for me.

Fill in the circle that best describes your feelings or experience. *(Participants were asked to indicate never, very rarely, rarely, frequently, almost always, and always).*

1. In general I go to school.
2. I get in trouble at school.
3. I am physically active.
4. In general, I watch TV on the weekdays.
5. I do drugs or drink alcohol.
6. I have been bullied in the last year

Please indicate how you heard about this survey.

- Friend/peer at school
- Friend/peer outside of school
- Social media post
- Organization/ Non-Profit
- Other _____

Name of Organization/ Non-Profit

_____

Name of friend/peer

_____

Thank you for taking the time to take this survey!

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