

Cultural Arts Prevention and Intervention
for At-Risk Youth:
A Replicable Program Model

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**Cultural Arts Prevention and Intervention for at
Risk Youth: A Replicable Program Model**

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Outline

- Background
- Beginning Prodigy
- Prodigy Cultural Arts Program
- The Research
- The Future

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Introduction

- Since its inception in 1899 the Juvenile Justice system has approached juveniles in either a rehabilitative or a retributive manner depending on crime statistics, public opinion, and political agendas.
- The 1990's proved to be one of the harshest era's for youth in the Juvenile Justice system, as many youth were transferred to the Adult system, sentences were lengthened, and Boot Camps were at the height of popularity.
- Beginning in the late 1990's and early 2000's juvenile crime and violence and arrests have declined.

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Introduction

- These statistics, in combination with lack of empirical support for boot camps, publicized deaths of juveniles under the care of the JJ system, and the realization that two-thirds of the juvenile justice population have some type of mental health diagnosis have forced the JJ system to make some changes.
- The Juvenile Justice system has begun to look for alternative preventive interventions for juveniles.

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Beginning Prodigy

- Dr. Rowe's involvement in beginning Prodigy
- Process
- Funding
- Florida DJJ funding now in excess of \$5 million
- Multidisciplinary team makes Prodigy work: Social work, Community Psychology, Anthropology, Criminal Justice, Education, Artists

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A Cultural Arts Program with a Social Purpose



*Funded by The Department of Juvenile Justice
In partnership with:*



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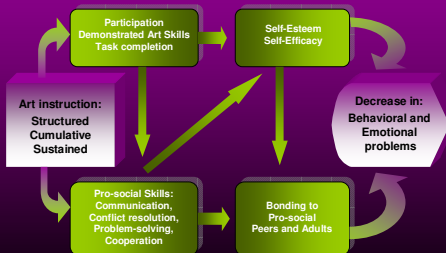
Cultural Arts Program

- An alternative preventive intervention for at-risk youth, ages 7-18 - includes, but not limited to visual, performing, media, and theatre arts.
- Runs for 8 weeks - youth attending twice per week for ninety minutes, after school.
- Youth select from a variety of cultural arts, learn art skills and engage in a social program focusing on positive social skills and becoming positive community members.



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Conceptual Framework



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Coordinated Curriculum

Artistic Focus

- Visual Arts
Studio, Media, Photography
- Performing Arts
Dance, Comedy, Drama, Drumming, Piano, Music Theory

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Classes

- Taught by artists, rather than art teachers who essentially become mentors for the youth.
- Curriculum is becoming manualized and includes learning objectives for each class.
- Instructors are trained in Child and adolescent development, learning styles, and child behavioral techniques
- Current Sites- Tampa and Lakeland.
Others to be added: Sarasota, Plant City, Town & Country, Clearwater, St. Petersburg, E. Tampa, New Port Richey

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Coordinated Curriculum

Personal Development Focus

- Workshops
 - Personal agency
 - Identity building
- Recognition for positive behavior

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Key Program Components



- Free program, transportation, and snacks
- Choice and variety of art activities
- Fun and challenging activities
- Caring staff/youth relationships

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Positive Outcomes for Art Skills and Pro-social Behavior

- ↑ **Following Instructions**, putting effort in their work and completing a task within the allotted amount of time
- ↑ **Task completion**, ability to focus on their own work
- ↑ **Pro-social Communication**, cooperation, respect, problem-solving capabilities and following group rules
- ↑ **Social Skills**, appropriateness in communications, assertiveness
- ↑ **Art skills**, achieving the goals of specific art classes
- ↑ **Development**, progress in age appropriate skills
- ↑ **Participation**, general enjoyment and degree of involvement in the art activities

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- A prevention, intervention and diversion research model program for female and male youth ages 7 through 17
- Over 3000 youth served
- Solid administrative infrastructure

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Rigorous evaluation by the University of South Florida in:



- ✓ School Performance
- ✓ Social Skills
- ✓ Conflict Management

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Youth

- Youth are considered “at-risk” in that they reside in impoverished neighborhoods, attend poorly rated schools, and have few to no resources available to them.
- Some youth are from the community, others have started to have involvement with the JJ system.
- The program works with the JJ system and is part of the juvenile’s court disposition (along with probation, fines, community service etc).



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The Research

- The objectives are to examine the effectiveness of the arts program to reduce delinquent behaviors, reduce substance use, and improve family functioning of at-risk youth.
- In addition, we wanted to know more about the youth who were attending the program.
- N= 370 total through the program (Tampa 250, LkInd. 120)



| PRODIGY | Measures |
|---|----------|
| <ul style="list-style-type: none">• Delinquency Index- standardized, frequency of "delinquent/risky beh., self-report, 16 questions. Individual items and total can be analyzed (Elliot, Huizinga, & Ageton, 1985).• Massachusetts Youth Screening Inventory (MAYSI)- standardized, self-report, designed specifically for JJ pop. regarding MH symptoms, 52 items, subscales analyzed (Grisso et. al., 2001).• Family Assessment Device (FAD)- standardized, self-report, family functioning (comm., roles), subscales, 60 items (Epstein, Baldwin, & Bishop, 1983) .• Community and School Resource Ques- developed for this study, family's knowledge and use of community resources, 40 items. | |

| PRODIGY | Measures |
|--|----------|
| <ul style="list-style-type: none">• School Info.- school behavior, attendance, academics- obtained from school personnel• Criminal Records- since most youth are on probation, records are checked pre and post.• Art Instructor's Brief Form- instructors complete at post-test a brief inventory regarding art skills (increase, stay same, decrease) and behaviors in classroom. | |

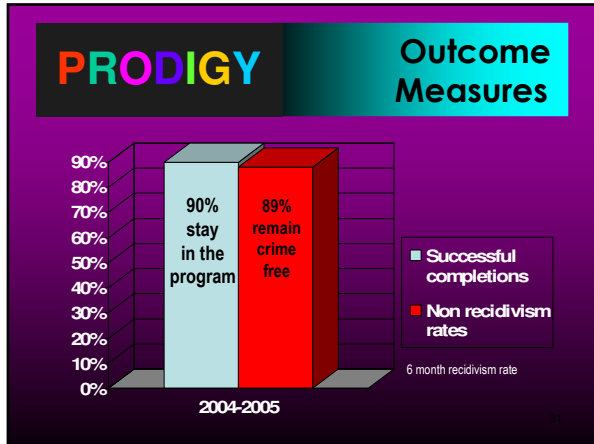


PRODIGY Initial Demographics

- Ninety-five percent of youth score in the mild category of delinquency behaviors.
- The youth report concerning mental health symptomatology.
- Angry/Irritable- 45-53%
- Somatic complaints- 29-39%
- Depressive/anxious symptoms- 24-32%
- Suicidal ideations- 6-11%


PRODIGY Demographics

- Drug/alcohol symptomatology- 4-11%
- Traumatized- boys- 25-53%
- Traumatized- girls- 17-50%
- Thought disturbance- 13-20%



PRODIGY Program Expansion

- Maintaining Program Fidelity
 - Identification and measurement of core components
 - » Classroom
 - » Program structure
 - » Length
 - » Instructor characteristics

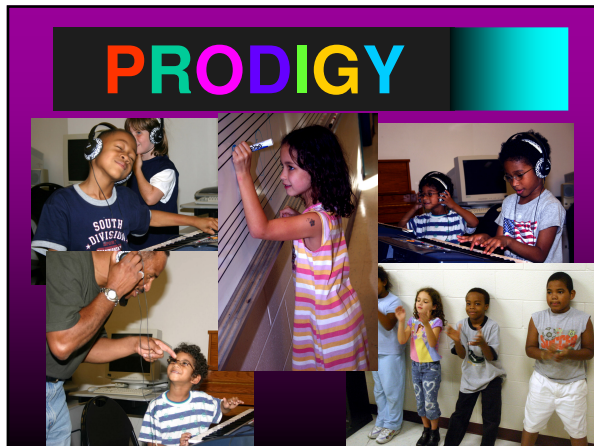


Organizational structure is around areas of expertise

PRODIGY Comparison Tampa / Lakeland

Lakeland

- Older youth
- Less culturally diverse
- Higher scores on delinquency and a significant reduction of such
- More alcohol/drug problems
- More depressed and anxious
- More suicidal ideation
- More trauma
- More thought disturbance
- Lakeland- 83%- crime free 6 mo. after program completion



PRODIGY **Comparison**
Tampa / Lakeland

Tampa

- Wide age range
- More culturally diverse
- More angry/irritable youth
- More somatic symptoms
- Tampa- 93%- crime free 6 months after program completion

PRODIGY **Analysis**

Contextual Analysis of Program Impact

- **Community Asset Mapping**
 - GIS analysis using secondary data
- Social and environmental stressors in low-income neighborhoods pose serious concerns for positive youth development.
- How effective are recruitment strategies for youth ages 10-17 to successfully reach children in some of the most vulnerable neighborhoods?

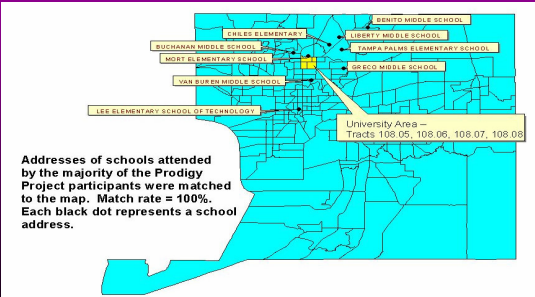
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Methods

- N = 221
- Secondary data were extracted from program records and geo-coded to map the concentration of participating youth by census tract.
- Census data and other aggregated public-use datasets were used to thematically map social and economic conditions at the census tract-level.

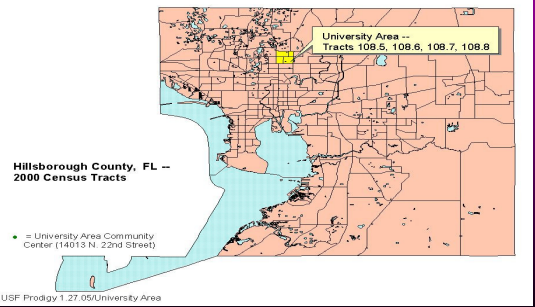
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Participant Schools



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USF Prodigy Project



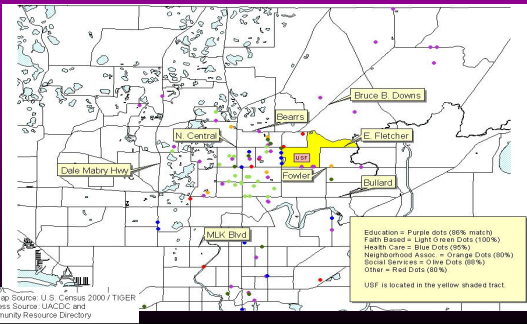
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Preliminary Results

- Youth participants are scattered across 56 census tracts within Hillsborough County
- Despite this, over one third (36.2%) of participants are concentrated within five specific neighborhood tracts
- Social and economic conditions in these areas suggests characteristics of environmental distress
 - Average high school drop out rate among the five tracts is significantly higher (31.1%) than that of the surrounding county (19.24%);
 - Mean poverty rate across the five areas is more than double (26.6%) the county rate (12.5%);
 - Average rate of female headed households with children present is nearly three times higher (19%) than the county level (7.8%).

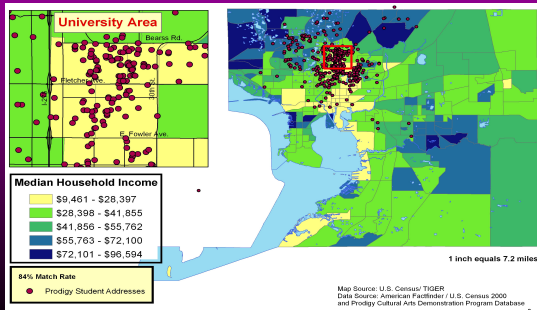
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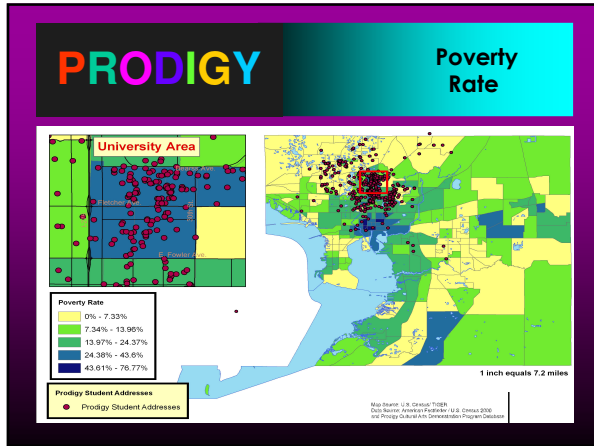
Community Resources

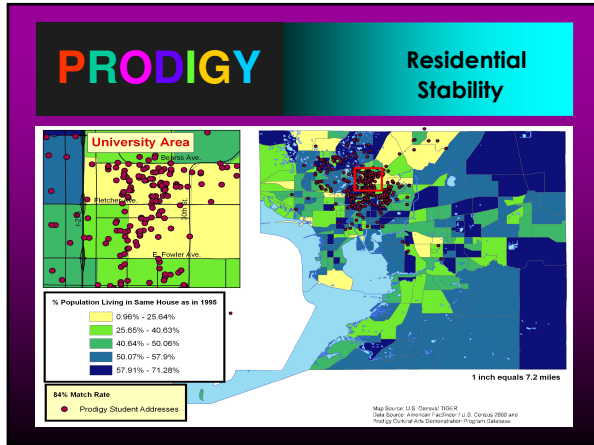


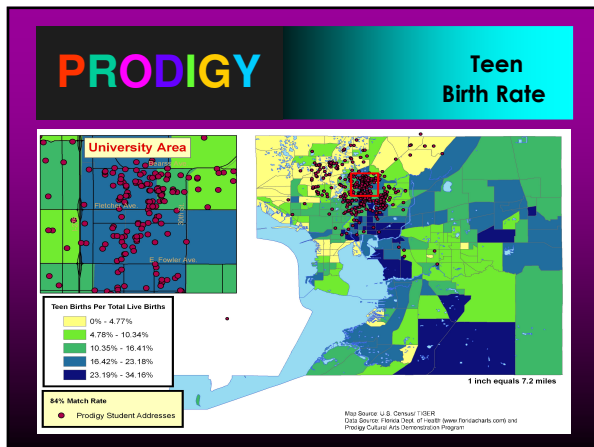
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Median Household Income









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Implications

- A key to the success of this intervention strategy is determining whether children exposed to environmental conditions placing them at greater risk for continued offending, are able to access our services.
- Social work has begun to use GIS mapping as an integral tool in assessing the effective delivery of intervention programs.
- This technology aids in the development of data driven decisions to more effectively target limited community resources.

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The Future

- Add parental art group and then identify any differences in effect
- Determine how long youth need to attend to garner effects?
- Expand data collection to include 6, 12 mos. follow-up
- Use substance abuse calendar for more accuracy
- Use future waiting list as a control group

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Conclusions

- Prodigy represents a new and radical approach by JJ system
- It is an intensive demonstration project requiring a multidisciplinary approach
- It is following the steps for becoming Evidence-Based
- It is setting the parameters to become a replicable preventive intervention for at-risk youth

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A Structured Program

- Asset-based youth development model
 - Promotes positive identity building
 - Pro-social norms
- Child-centered learning approach
 - Promotes collaboration and cooperation
- Social purpose art
 - Connects youth to community and family

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Art is Doing!

