



STRENGTHS OF MALE AND FEMALE CHILDREN AND YOUTH AT RISK IN CROATIA

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- 4.5 million inhabitants
- 950 000 children
- 1246 Islands





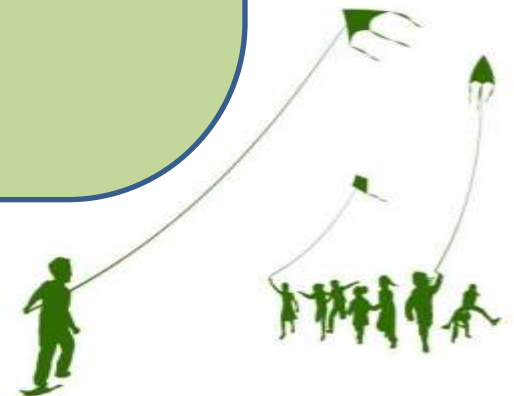
Scientific project

“Matching interventions with the needs of children and youth at risk: creating a model”

(Department of Behaviour Disorders at the Faculty of Education and Rehabilitation Sciences)

- Time frame: 1.1.2007. – 31.12.2011.

Main goal: To create and propose an intervention model for children and youth at risk / with behaviour problems that will be based on scientific assessment of psycho – social risks and strenghts of users and their intervention needs.



GOALS OF THIS PRESENTATION

- to discuss both male and female specific strength domains
- to define differences in strength domains between male and female subsamples
- to describe relations between strength, risk, and other life circumstances domains for male and female subsamples



SAMPLE: service users entering intervention system for the first time (N – 612)
in 8 Urban Areas

SUBSAMPLES	Male	Female
Number	511	101
Age Range	8-21,5	12-20
Average age	16.34	15.87
Risk level of subsamples (Assessed acording to YLS/CMI instrument)		
Low	35.5%	34.3%
Moderate	46.7%	45.1%
High	16.9%	19.6%
Very high	0.8%	1%

METHODS : Research pocedure

Assessment was done by trained professionals from:

Centres for Social Care (8)	State Attorney (3)	Other (3)
<ul style="list-style-type: none"> •Institutions established for the territory of one or more municipalities / cities in the same county •Legally empowered to perform 140 different public authorities from different fields, such as socal welfare, family law and criminal law protection. • Team for potection of children and youth with behaviour problems (social pedagouges, social workers and psychologiests): Assess children / youth needs, recommend, plan and supervise intervention 	<ul style="list-style-type: none"> •Institutions established for the territory of one or more municipalities / cities in the same county, and for every county •Satate Attorney in criminal proceedings prosecute adult / youth offenders • Professional associates (social pedagogue, psychologiests, social worker) during the committal proceedings : Assess children / youth needs, recommend intervention 	<ul style="list-style-type: none"> •Juvenile Court •Scholl •Counceling Centre

INSTRUMENT

Youth Level of Services / Case Management Inventory

(YLS / CMI, Andrews, Hoge i Leischield, 2002)

Part I: Assessment of Risks, Needs and Strenghts (42 risk items in 8 domains):

- Prior and Current Offenses/Dispositions
- Family Circumstances/Parenting
- Education/Employment
- Peer Relations
- Substance Abuse
- Leisure/Recreation
- Personality/Behaviour
- Attitudes/Orientation

Other parts: information about **responsivity factors** (other family and youth needs and special considerations) and **recommendations regarding level of service, goals of intervention, and means for achieving those goals.**



DATA ANALYSIS

Quantitative methods

(robust discriminative analysis, analysis of variance, quasi – canonical correlation analysis)

Qualitative method: text analysis

Transcription phase

Extensive reading phase

Recognizing themes phase

Integration of themes



RESULTS



Risk level frequencies	Male			Female		
	Low	Moderate	High	Low	Moderate	High
Prior and Current Offenses/Dispositions	27.1%	53.5%	19.4%	31.4%	52.0%	16.7%
Family circumstances / parenting	53.7%	32.7%	13.5%	42.2%	38.2%	19.6%
Education / Employment	27.5%	43.3%	29.2%	22.5%	47%	32%
Peer relationship	56.5%	34.1%	9.4%	57.8%	32.4%	9.8%
Substance abuse	65.5%	26.1%	8.4%	76.5%	17.6%	5.9%
Leisure / Recreation	26.1%	26.5%	47.5%	17.6%	25.5%	56.9%
Personality / Behaviour	21%	63.9%	15.1%	19.6%	58.8%	21.6%
Attitudes / Orientation	33.5%	56.5%	10%	30.4%	59.8%	9.8%

STRENGHT FREQUENCES

Strenghts	Male: Frequencies	Female: Frequencies
Family circumstances / parenting	45.5%	42%
Education / Employment	39.8%	41%
Peer relationship	22.9%	28.4%
Substance abuse	28%	39.2%
Leisure / Recreation	34.1%	22.5%
Personality / Behaviour	<u>18.6%</u>	<u>15.7%</u>
Attitudes / Orientation	25.1%	24.5%



QUALITATIVE DATA: STRENGTHS OF BOTH SAMPLES



TYPE

LEVEL

Personal strengths

**Relationships
strengths**

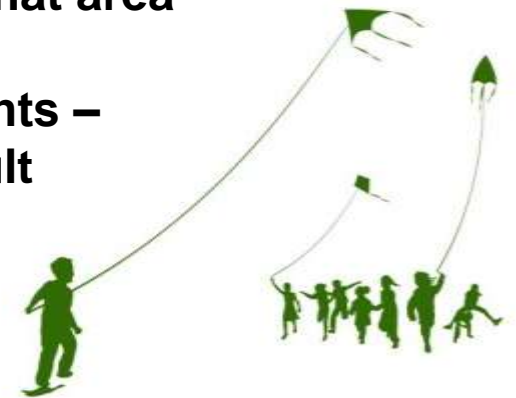
Activity strengths

**“Potential” strengths –
strength in process**

**Indicate availability of
pedagogical guidance**

**Indicate success /
development of
strengths in that area**

**“Realised” strengths –
strength as a result**



**FEMALE
SAMPLE**

**FAMILY
CIRCUMSTANCES
/PARENTING**

F- 42%

GOOD RELATIONSHIPS

1. Warm relationship within family
2. Warm relationship and connectedness with parents
3. Good relationship with one parent
4. Good relationship with other important person
5. Good relationship toward family

GOOD CHARACTERISTICS OF PARENTS

1. Caring parents
2. Compliant parent
3. Well-functioning parents

**EDUCATION/
EMPLOYMENT**

F- 41%

POTENTIAL FOR SUCCESS

1. Involvement in educational process /work
2. Satisfaction with the choice of school
3. Good cognitive abilities
4. Motivation

**SUCCESS
(PROCES/RESULT)**

1. Responsible attitude toward obligations
2. Good academic performance

**GOOD
RELATIONSHIPS**

1. With peers
2. With teachers

**PEERS
RELATIONS**

F- 28.4%

RELATIONSHIPS

1. Good relationships with peers
2. Focused on boyfriend

**CHARACTERISTICS OF PEERS /
RELATIONSHIP**

1. Prosocial peers
2. Good status in a group

SUBSTANCE ABUSE F- 39%	UNNACCEPTANCE OF ADDICTION RESOURCES 1. No interest 2. Does not consume 3. Negative attitudes		CONSUMPTION OF ALCOHOL / CIGARETTES 1. Consumption of alcohol 2. Consumption of cigarettes	
LEISURE / RECREATION F- 22.5%	ACTIVE LEISURE ACTIVITIES 1. Sports 2. Art 3. In school / community 4. Work		PASSIVE LEISURE ACTIVITIES 1. Association with prosocial peers 2. Reading, listening to music, computer	
PERSONALITY / BEHAVIOUR F – 15.7%	POSITIVE PERSONAL CHARACTERISTICS 1. Good cognitive abilities 2. Responsibility and maturity	BEHAVIOUR / ATTITUDES 1. Appropriate behaviour 2. Developed social skills		AVAILABILITY OF PEDAGOGICAL GUIDANCE 1. Compliant 2. Benign and peaceful 3. There are positive role models
ATTITUDES / ORIENTATION F - 24.5%	ADEQUACY AND IMPORTANCE OF ATTITUDES 1. Prosocial attitudes 2. Represent her attitudes		AVAILABILITY OF PEDAGOGICAL GUIDANCE 1. Accepts responsibility 2. Respects authority	

FEMALE SUBSAMPLE

RELATIONSHIP STRENGTHS	ACTIVITY STRENGTHS	PERSONAL STRENGTHS
<p><u>Good relationship with:</u> Parent/s peers teachers Professionals</p> <p><u>Prosocial characteristics of:</u> Parents peers</p> <p><u>Good status in peer group</u></p>	<p><u>Involvement in education / work:</u></p> <p>School Studying Work</p> <p><u>Involvement in leisure activities</u></p> <p>Sport Art Activities in school / community Peers</p> <p><u>Different interests</u></p> <p><u>Success</u> Good academical performance</p>	<p><u>Features:</u> Attitudes (prosocial in general; toward substance abuse) <u>Cognitive abilities</u> Responsibility and maturity</p> <p><u>Behaviour:</u> Adequate behaviour (in general) Developed social skills</p> <p><u>Characteristics important for pedagogical guidance:</u> <u>Compliance</u> <u>Benign and peaceful</u> <u>Positive role model</u></p>

**MALE
SAMPLE**

**FAMILY
CIRCUMSTANCES
/ PARENTING**

F – 45,5%

GOOD RELATIONSHIPS

1. Warm relationship within family
2. Warm relationship and connectedness with parents
3. Good relationship with one parent /other important person
4. Good relationship toward family

**GOOD
CHARACTERISTICS
OF PARENTS**

1. Caring and engaged parents
2. Compliant parent
3. Good parental skills
4. Well-functioning parents

**EXTERNAL FAMILY
RESOURCES**

1. Help of members of extended family
2. Financial stability of family

**EDUCATION/
EMPLOYMENT**

F – 40%

**POTENTIAL FOR
SUCCESS**

1. High cognitive ability
2. Autonomy and accountability
3. Motivation for academic achievement
4. Another positive interests

**SUCCESS
(PROCES/RESULT)**

1. Positive plans for the future
2. Polite behaviour in school
3. Good academic performance
4. Finished school
5. Studing / employed

GOOD RELATIONSHIPS

1. With teachers
2. With peers

<p>PEERS RELATIONS</p> <p>F- 23%</p>	<p>PERSONAL CHARACTERISTICS</p> <ol style="list-style-type: none"> 1. Sociability 2. Resistant to Peer Pressure 	<p>CHARACTERISTICS OF PEERS / RELATIONSHIP</p> <ol style="list-style-type: none"> 1. Prosocial peers 2. Good status in a group 3. Good quantity and quality of relationship
<p>SUBSTANCE ABUSE</p> <p>F- 28%</p>	<p>UNNACCEPTANCE OF ADDICTION RESOURCES</p> <ol style="list-style-type: none"> 1. No interest 2. Does not consume 3. Negative attitudes 4. Sport life style 	<p>CONSUMATION OF ALCOHOL / CIGARETTES</p> <ol style="list-style-type: none"> 1. Consumption of alcohol / cigarettes, not drugs 2. Aware of the problem with alcohol, motivated for change
<p>LEISURE / RECREATION</p> <p>F- 34.1%</p>	<p>ACTIVE LEISURE ACTIVITIES</p> <ol style="list-style-type: none"> 1. Sports 2. Art 3. Intellectual activities 4. Caring of self and others 5. Lots of different activities 	<p>PASSIVE LEISURE ACTIVITIES</p> <ol style="list-style-type: none"> 1. Association with prosocial peers 2. Reading, listening to music, computer 3. Lots of different interests with potential for active engagement

<p>PERSONALITY / BEHAVIOUR</p> <p>F- 18.6%</p>	<p>POSITIVE PERSONAL CHARACTERISTICS</p> <ol style="list-style-type: none"> 1. Good cognitive abilities 2. Emotional warmth 3. Self – criticality 4. Adequate confidence 5. Sociability 	<p>POSITIVE BEHAVIOR / ATTITUDES</p> <ol style="list-style-type: none"> 1. Positive changes in behaviour 2. Developed social / work skills 3. Helping others 	<p>AVAILABILITY OF PEDAGOGICAL GUIDANCE</p> <ol style="list-style-type: none"> 1. Polite and quiet, respects authorities 2. Open, honest, communicative 3. Feelings of guilt due to behaviour 4. Readiness for cooperation 5. Readiness for growth and development
<p>ATTITUDES / ORIENTATION</p> <p>F- 25%</p>	<p>AUTONOMY IN PROBLEM SOLVING</p> <ol style="list-style-type: none"> 1. Focused on its own resources 2. Boldness toward authority 	<p>AVAILABILITY OF PEDAGOGICAL GUIDANCE</p> <ol style="list-style-type: none"> 1. Respects the authority 2. Seek and accept help 	<p>PROSOCIAL ORIENTATION</p> <ol style="list-style-type: none"> 1. Prosocial attitudes and values 2. Prosocial changes in behaviour 3. Prosocial plan for the future

MALE SUBSAMPLE

RELATIONSHIP LEVEL	INVOLVMENT IN ACTIVITIES (+) SUCCESS	PERSONAL LEVEL
<p><u>Good relationship with:</u> Parent/s peers teachers Professionals</p> <p><u>Prosocial characteristics of:</u> Parents peers</p> <p><u>External resources of family</u> Financial stability Help of members of extended family</p> <p><u>Good status in peer group</u></p>	<p><u>Involvement in education / work:</u></p> <p>School Studying Work</p> <p><u>Involvement in leisure activities</u></p> <p>Sport Art Intellectual activities Health / Nature Peers</p> <p>Different interests</p> <p><u>Success</u> Good academical performance</p>	<p><u>Features:</u> Prosocial attitudes Lots of different interest Sociability Resistance to Peer pressure Emotional warmth Self – criticality Adequate confidence Cognitive ability</p> <p><u>Behaviour:</u> Positive changes in behaviour Adequate behaviour in school Developed social skills Prosocial planning for the future</p> <p>Autonomy in problem solving <u>Characteristics important for pedagogical guidance:</u> Respects the authority Seek and accept help</p>

COMPARISON OF SUBSAMPLES

•Similarities:

Similar categories for both samples; influenced by the description of risk areas

Most assessed strengths are: 1. relationship strengths, 2. activity strengths, 3. personal strengths

More “realised” than “potential” strengths

•Differences:

Quantity

male subsample (bigger) has more description in general, and in different areas

Quality

male subsample – more different descriptions in

Personal characteristics: autonomy in problem solving, sociability, emotional warmth, self – criticism, adequate confidence)

Leisure / recreation: more different interests



QUANTITATIVE DATA: Differences in strenghts between samples

Discrimination function	M		SD		F	P
	Male	Female	N1	N2		
.1075	-.06	.32	.88	.84	37.65	.000

The structure of discriminatory function

Variables	Discriminant Coefficients	Correlation with Discriminatory Function
Family circumstances / parenting	.17	-.16
Education / Employment	.07	-.02
Peer relationship	.33	30
Substance abuse	.63	63
Leisure / Recreation	-.64	-.55
Personality / Behaviour	-.20	-.05
Attitudes / Orientation	-.04	.07

The results of Univariate Analysis of Variance

Variables	M		SD		F	P
	Male	Female	Male	Female		
Family circumstances / parenting	.01	-.06	1.00	.99	4.79	.000
Education / Employment	.00	.02	1.00	1.00	.07	1.000
Peer relationship	-.02	.11	.99	1.06	1.43	.006
Substance abuse	-.04	.20	.98	1.07	6.06	.000
Leisure / Recreation	.04	-.21	1.01	.89	57.81	.000
Personality / Behaviour	.01	-.06	1.01	.94	29.24	.000
Attitudes / Orientation	.00	-.01	1.00	.99	4.25	.000

Female:

more strenghts in **Substance Abuse** domain

Male

more strenghts in **Leisure / Recreation** domain



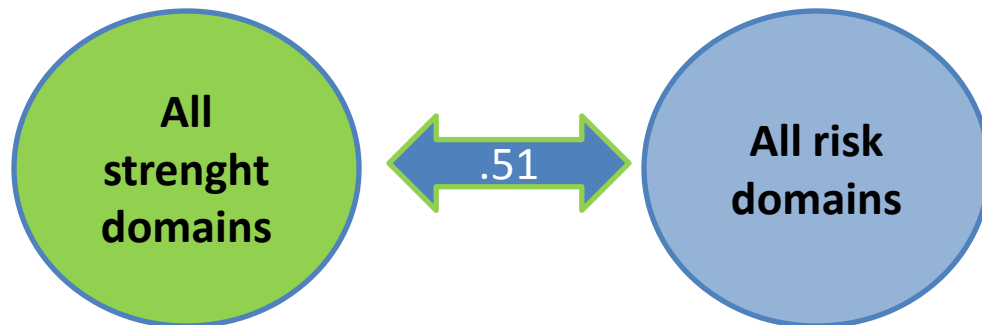
Relationships between strengths and risks domains

Tests of significance of quasi - canonical analysis

Strengths: Risk

Subsample	Number of factors	Correlation	Covariance	HI 2	DF	P
Male	1.	.51	2.68	150.14	42	.000
Female	1.	.48	2.07	25.03	42	.106

MALE



Female

no connection between strenght and risk domains

Male

Absence of risks in all area



Strenghts in all areas



Relationships between strenghts and other circumstances domains

Strenghts: Other youth characteristics

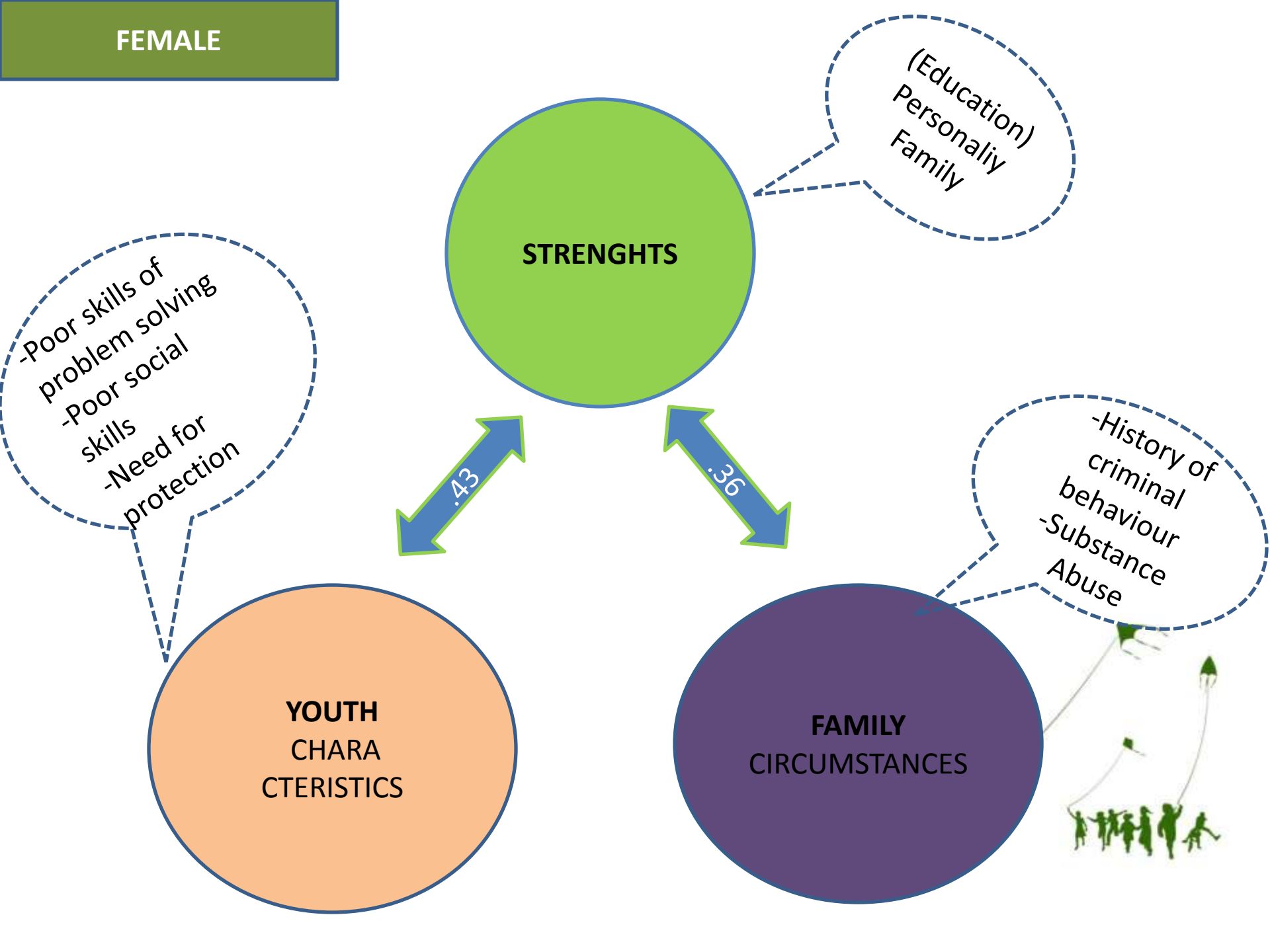
Male	1.	.47	2.38	123.39	156	.116
Female	1.	.43	1.84	17.16	156	.000

Strenghts: Needs and circumstances of Family

Male	1.	.35	.96	64.82	60	.313
Female	1.	.36	.43	13.05	60	.000



FEMALE



Female:

Coping skills / absence of sociopathological features in family

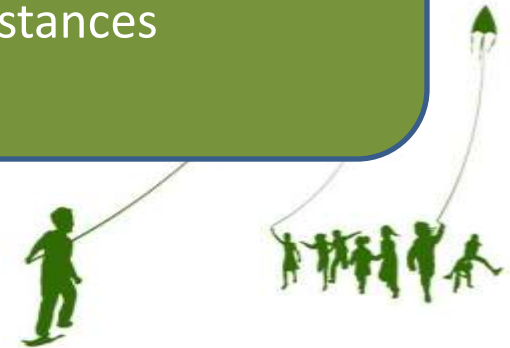


Strengths in Family, Personality / Behaviour and
Education/Employment domains

Male:

No connections

between strengths and other needs/circumstances



CONCLUSION

- Professional report of relative small number of strenght frequencies in all estimated domains, especially in personality / behaviour domain
- Assessed strenghts were influenced by the description of risks
- Strenghts are similar regarding level and type of strenght for both sexes (samples)
- Sample specificity**
 - Male sample has more strenghts in Leisure/Recreation domains
 - Female sample has more strenghts in Substance Abuse domains
 - There are different connections of strenght domains and other domains for male and female sample



METHODOLOGICAL AND PRACTICAL ISSUES

- Question regarding balance in risk and strength domains assessment
- Issues regarding identifications of specific strengths by practitioners during assessment
- Issues regarding user perspective
- Issues regarding strength based and gender specific treatment

Possible implications

Female: development of coping skills could affect strengths in personality / behaviour domain

Male: development of strengths in different domains could affect absence of risks in those domains



THANK YOU VERY
MUCH FOR YOUR
ATTENTION

HVALA

