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A REVIEW OF INFORMATION PUBLISHED BETWEEN THE YEARS 2005
AND 2015 ON YOUTH VIOLENCE PREVENTION IN THE UNITED STATES

BY

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Degree to be awarded: M.P.H.
Executive MPH

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Jeffrey Walker
M.P.H., Emory University, 2016
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An abstract of
A Thesis submitted to the Faculty of the
Rollins School of Public Health of Emory University
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2016

Abstract

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BY
Jeffrey Walker

Violence among youth is a widespread and societal problem. In order to make progress towards preventing youth violence, it is important to describe current literature. The purpose of this study was to describe and synthesize youth violence literature published between the years 2005 and 2015 based on the social ecological framework. The review was conducted to describe trends in recent information about 1) individual, relationship, community, and societal factors associated with youth violence; 2) youth violence prevention efforts as they align with the 10 essential public health services; 3) types of violence involving youth; and 4) settings where approaches to preventing youth violence occur. Articles were selected for review by identifying keywords derived from extensive review of youth violence literature, followed by performing multiple searches using those keywords in the Education Resources Information Center, PubMed, and Web of Science electronic bibliographic databases. The 76 peer reviewed articles included in the study captured a range of youth violence-related information and were produced from public health and multidisciplinary academic journals. Over more than half of the articles (80%) described and or focused on community level factors associated with youth violence, in contrast to few (1%) for societal level factors. Nearly half (43%) of the articles described and or focused on evaluating effectiveness, accessibility, and or quality of personal and population-based youth violence prevention, while few described and or focused on the development of policies and plans that support individual and community youth violence prevention efforts. There were uniform trends in the publication of articles describing and or focusing on specific types of youth violence (bullying, dating violence, firearm/weapons, gangs) and an increase in the number of publications focused or describing general youth violence between the years 2005 and 2011. Over half of the articles described and or focused on interventions, evaluations, or programs that were based in community settings (61%) and close to a fourth (25%) were focused in school-based settings. The study provides insight into understanding the contexts of strategies to prevent youth violence and may offer greater knowledge about addressing the underlying factors associated with the youth violence.

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Chapter 1: Introduction **[\(Table of Content\)](#)**

Introduction & Rationale

Youth violence can be defined as the intentional use of physical force or power, threatened or actual, against another person or group that results in high likelihood of injury, death, psychological harm, mal-development or deprivation among persons ages 10 to 24 (Dahlberg L et al, 2002.). Children, youth, and youth adults experience violence in many forms as victims, offenders, and or witnesses. The World Report on violence places violence into three categories: self-directed, interpersonal, and collective (2012). Youth violence is a sub-type of interpersonal violence. According to the World Health Organization (WHO), crosscutting each of these categories of violence is the nature of violent acts (2012). The nature of acts can be physical, emotional, psychological, sexual, and or one of negligence (WHO, 2012). Youth violence includes a range of acts, some of which include bullying, physical fighting, sexual and physical assault, and homicide (CDC, n.d.; WHO, 2012).

Globally, homicide is the fourth leading cause of death for youth, with an estimated 200,000 homicides occurring among youth 10–29 years of age each year (WHO, 2012). That amount is over 40 percent of the total number of homicides globally each year (WHO, 2012). Youth violence is also a national problem for many countries in spite its level of economic prowess. For example, violence is a leading cause of death among youth ages 1-24 in the United States (U.S.) (CDC, 2015). The physical injury or death consequences of youth violence are one aspect of the full impact of violence on individuals, communities, and societies.

Youth homicide and non-fatal violence not only add to the national burden of premature death, injury and disability, but also have a serious, often lifelong, impact on a person's psychological and social functioning (WHO, 2015). In 2008, the National Center for Injury Prevention and Control within the Centers for Disease Control and Prevention (CDC) commissioned the Development Services Group, a group consisting of criminologists, economists, public health researchers, psychologists, and other professionals from different disciplines, to review research literature in their disciplines related to programs concerning youth violence, aggression, and crime. Major findings of this panel recommended the need for continued research aimed at preventing and reducing youth violence.

The public health approach to preventing disease and conditions is a method based process that identifies and describes a health problem, develops and evaluates interventions to prevent the problem, and implements those interventions in communities (Thornton et al, 2002). They may occur consecutively or, more commonly, simultaneously. In the past decade, discourse on essential public health services and youth violence literature has begun to play a more important role in building evidence and evaluating impact. The core elements of any governing body working to provide population-based public health services for preventing youth violence are assessment, policy, and assurance; the 10 essential public health services listed in [Table 1](#) are nested in these core functions.

Table 1. The 10 Essential Public Health Services

<p>The 10 Essential Public Health Services</p> <ol style="list-style-type: none">1. Monitor health status to identify and solve community health problems.2. Diagnose and investigate health problems and health hazards in the community.3. Inform, educate, and empower people about health issues.4. Mobilize community partnerships and action to identify and solve health problems.5. Develop policies and plans that support individual and community health efforts.6. Enforce laws and regulations that protect health and ensure safety.7. Link people to needed personal health services and assure the provision of health care when otherwise unavailable.8. Assure competent public and personal health care workforce.9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services.10. Research for new insights and innovative solutions to health problems.
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Source: 10 Essential Public Health Services, the Core Public Health Functions Steering Committee, n.d.

Problem Statement

Violence by youth is a pervasive problem and takes many forms. Researchers and others who work in the field of youth violence prevention continue to identify factors that increase the risk that youth will engage in violent acts, as well as factors that decrease risk. Identifying risk factors is an important step to developing interventions aimed at preventing youth violence. The complexity of the interactions of multiple risk factors associated with violence in the U.S. and the dynamic nature of the environments they are nested in can potentially cause challenges if study of violence among youth becomes stagnant. Without a current context of the trends of literature on preventing youth

violence, there lays the potential that future research could base evidence off outdated focus areas of preventing youth violence, thus resulting in a widening gap between the violence prevention services rendered and translation of these programs into impact.

Theoretical Framework

This study will attempt to develop key questions in order to summarize and synthesize information about youth violence, prevention, and collaborations between the years 2005 and 2015 based on prevention context and the social ecological model (SEM) of violence. SEM is a framework used for understanding the multiple levels of a social system and interactions between individuals and environment within this system (CDC, n.d.). A social system can comprise of two or more individuals interacting directly or indirectly in a bounded situation (International Encyclopedia of the Social Sciences. 2008). There may be physical or territorial boundaries, but the central sociological point of reference is that the individuals are oriented, in a whole sense, to a common focus or inter-related core (International Encyclopedia of the Social Sciences. 2008).

All types and categories of violence are consequence of the complex interaction of individual, relationship, social, cultural, and environmental factors. SEM is a theory-based framework for understanding the multifaceted and interactive effects of personal and environmental factors that determine behaviors, and for identifying behavioral and organizational advantage points and facilitators for health promotion within organizations (CDC, n.d.). [Figure 1](#) illustrates the five layer, hierarchical levels of the SEM: individual, interpersonal, community, organizational, and policy/enabling environment. The most effective approach to public health prevention and control uses a combination of interventions at all levels of the model; many of these interventions are offered as public health services (Rosenberg, M., (2005).

Figure 1. The Social-Ecological Model: A Framework for Violence Prevention



Source: Adapted from the Centers for Disease Control and Prevention (CDC), The Social Ecological Model: A Framework for Prevention, <http://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html> (retrieved March 21, 2016)

Purpose Statement

The goal of this study is to summarize, describe, and synthesize current literature on preventing youth violence in the context of the social ecological model. Each level of the social ecological model interacts and influences the other levels and so collaboration is an inherent function of interventions within and between levels. Collaboration then is also a key element to summarizing, describing, and synthesizing the current literature. This study will not focus on the surveillance i.e., morbidity, mortality, incidence, and/or prevalence of youth violence, however, it will attempt to describe trends and the distribution of information that can potentially describe developments in youth violence prevention.

Research Questions

The guiding question for this study is, “what characteristics describe literature on youth violence between the years 2005 and 2015, based on the social ecological framework”? To achieve this goal, it will be necessary to learn about the following primary areas:

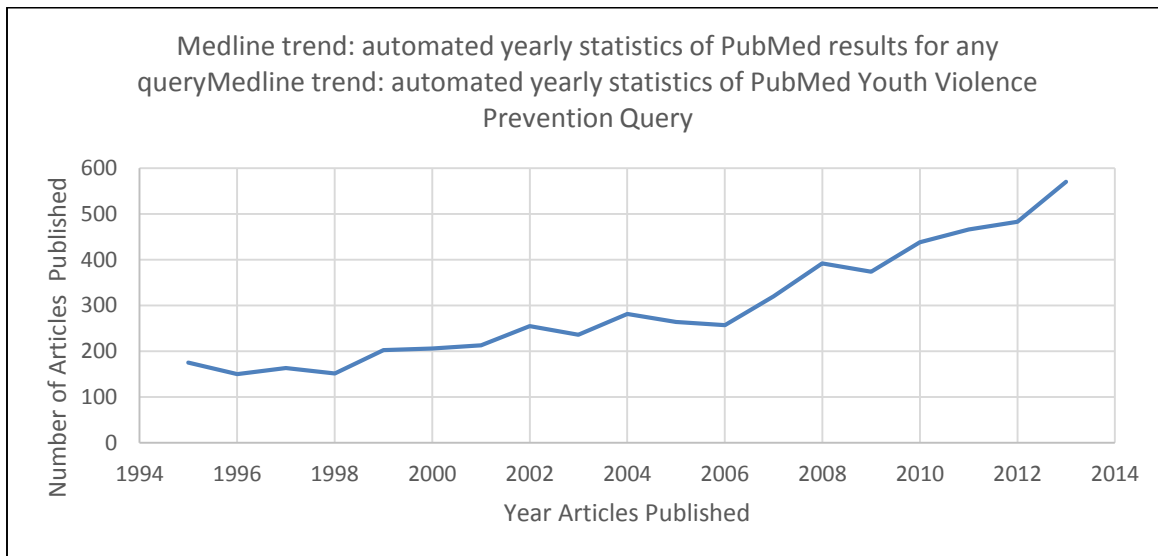
1. What are trends and distributions of information describing and or focusing on youth violence prevention literature when categorized in social-ecological levels?
2. What are trends and distributions of information describing and or focusing on categories of types of youth violence?
3. What are trends and distributions of information describing and or focusing on categories of settings/context for youth violence prevention programs, interventions, and or evaluations?
4. What are trends and distributions of information describing and or focusing on youth violence prevention literature when categorized into essential public health services?

These questions offer the potential to expand the current body of knowledge of efforts aimed at preventing youth violence through the collaboration of organizations, and thus understand the magnitude and evolution of this type of approach to preventing youth violence.

Significance Statement

Youth violence has a history of study by different disciplines in the U.S., including education, law, and psychology, but the focus on public health approaches to prevention emerged over the past three decades (Sumner et al., 2015). This was largely because of the prevalence of youth violence in the U.S. Important trends in the U.S. contributed to the recognition and agreement that violence could be addressed from a public health perspective (Dahlberg LL, Mercy JA, 2009). As a result, the attention devoted to youth violence prevention continues to increase (Krug, Mercy, Dahlberg, & Zwi, 2002). [Figure 2](#) illustrates this increase.

Figure 2. Medline trend: automated yearly statistics of PubMed youth violence prevention query



Source: (Alexandru Dan Corlan. Medline trend: automated yearly statistics of PubMed results for any query, 2015. Web resource at [URL:http://dan.corlan.net/medline-trend.html](http://dan.corlan.net/medline-trend.html). Accessed: 2015-11-14. (Archived by WebCite at <http://www.webcitation.org/65RkD48SV>

The field of public health aims to improve the health and wellbeing of communities to address challenges through services, evaluation, and development of programs that aims to bring about identifiable outcomes (The National Academies Press, Improving Health in the Community: A role for Performance). Youth violence public health interventions and services are applied to members in a community, and therefore it is critical to implement different types of intervention that are specific to the objectives of prevention specific types of violence by youth. Having and understanding of current literature is a key component of developing and communicating the evidence and effectiveness of interventions to prevent youth violence. Therefore, it is significant to have a context of current youth violence literature because it can guide evaluation of intervention outcomes and help target research for public health evidence and or services.

Definitions

This section will define terms, words, and phrases that have unique meaning in this study. Some of the terms are defined by how they are used in the study, while other terms have been adapted from research articles, seminal publications, and established dictionary definitions. [Table 2](#) provides a listing of the definition of terms used in this study. The chapter that follows will describe previous literature on youth violence as it relates to the social ecological framework.

Table 2. Definition of terms used in study

Term/Phrase	Definition
Youth	The dictionary definition of the word youth is “the time of life when someone is young: the time when a young person has not yet become an adult” (Merriam-Webster’s, n.d.). In this study, the term youth is used to refer specifically to “a person under the age of 24”.
Violence	According to Webster (2016), the term violence is a noun that means “exertion of physical force so as to injure or abuse (as in warfare effecting illegal entry into a house or an instance of violent treatment or procedure.” In this study, the term violence is a verb that adapts the World Health Organization (WHO) definition “the intentional use of physical force or power, threatened or actual, against

	another person, or against a group or community that results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation”.
<i>Prevention Collaboration(s)</i>	The dictionary definition of the word prevention is “the act of preventing or hindering” (Merriam-Webster’s 1993). According to Webster (2016), the word collaborate is a verb that means, “to work with another person or group in order to achieve or do something”. Webster defines Collaboration as “to collaborate”. In this study, the word collaboration is used to mean “groups or entities working together to achieve a defined and common purpose. The term prevention collaboration in this study is defined to mean “when groups or entities work together to prevent some defined action”.
<i>Partnership Development</i>	Webster defines partnership as “the state of being partners” and collaborates as “one of two or more people, businesses, etc., that work together or do business together”. In this study, the term partnership is a verb means “one or more groups collaborating through a formal or informal relationship”. Webster defines development as “the act or process of growing or causing something to grow or become more advanced”. For this study, development will mean “the act, process, or potential act or process of growing or causing something to grow or become larger or more advanced”. For this study, the phrase “partnership development” refers to “one or more groups collaborating through a formal or informal relationship to grow or cause something to grow or become more advance through action, process, or potential action or process”.
<i>Intervention Assessment</i>	The dictionary definition of the term word intervention is “the act or fact of intervening” (Merriam-Webster’s 1993) and the intervene is an intransitive verb defined by Webster as “to interfere with the outcome or course especially of a condition or process (as to prevent harm or improve functioning)”. For this study, intervention is defined as “that act, process, or potential act or process to interfere with the outcome or course especially of a condition or process”. Webster defines assessment as “the act of making a judgment about something: the act of assessing something”. For this study, the phrase “intervention assessment” refers to “the act or process or the potential act or process to assess something in order to interfere with the outcome or course of a condition or process.
<i>Surveillance</i>	The dictionary definition of the word surveillance is “the act of carefully watching someone or something especially in order to prevent or detect a crime” (Merriam-Webster’s 1993). In this study, the word surveillance is used to mean “categorization of words, phrases, and or terms the have a characteristic of an action, or potential actions related to a process of carefully watching a defined activity, event, or episodes in order to prevent or detect its prevalence and or incidence”.

Policy	The dictionary definition of the word policy is “a high-level overall plan embracing the general goals and acceptable procedures especially of a governmental body” (Merriam-Webster’s 1993). In this study, the word policy is used to mean “categorization of words, phrases, and or terms the have a characteristic of an action or potential actions related to a process of establishing a decisions, plan, and actions that is undertaken to achieve specific goal within a society”.
School Based:	Previous researchers have defined school based youth violence prevention programs as “programs that occur within school settings and focus on individual children, groups of children, or their peers (e.g., Powell, Muir-McClain, & Halasyamani, 1995; Wheeler, Keller, & DuBois, 2010). For this study, school-based programs are defined as “interventions and or programs that have actions, processes, or potential actions or processes that are characterized and categorized in a context or setting that occur within school settings and focus on individual children, groups of children, or their peers”
Community Based	Previous researchers have defined community based youth violence prevention programs as “approaches are those programs that occur outside of the family and school context” (e.g., DuBois, Holloway, Valentine, & Cooper, 2002; Wilson & Lipsey, 2000).For this study, community-based programs are defined as “interventions and or programs that have actions, processes, or potential actions or processes that are characterized and categorized as approaches are those programs that occur outside of the family and school context”.
Virtual Based	Webster defines virtual as “existing or occurring on computers or on the Internet”. The CDC defines electronic aggression as “any type of harassment or bullying (teasing, telling lies, making fun of someone, making rude or mean comments, spreading rumors, or making threatening or aggressive comments) that occurs through email, a chat room, instant messaging, a website (including blogs), or text messaging”. For the purpose of this study virtual will encompass the definition and characteristics of electronic aggression. For this study virtual based is defined as “interventions and or programs that have actions, processes, or potential actions or processes that are characterized and categorized as focusing on electronic aggression (all types of violence that occur electronically) Other terms used include cyberbullying, Internet harassment, and Internet bullying-have been used to describe this type of violence”.
<i>Medical Setting Based</i>	According to Webster, medical is defined as “requiring or devoted to medical treatment” and setting is defined as “the place and conditions in which something happens or exists”. For this study, medical setting based is defined as “interventions and or programs that have actions, processes, or potential actions or processes that are characterized and categorized occurring in a place in which a provider provides medical care to a patient or person”.

Chapter II Review of the Literature **[\(Table of Content\)](#)**

Introduction

The following literature review will provide necessary context to the aims and objectives of the research. The review will first discuss the established information about the relationships between the levels of the social ecological model and youth violence. This includes discussion of risk and protective factors associated with youth violence. The context, activities, and areas of focus for youth violence at the different levels of the social ecological model are of particular interest to this study. Second, the review will describe the magnitude, distribution, consequences, setting(s), and participants of youth violence in the U.S. Lastly, the review will interpret potential knowledge gaps in the current literature.

Social ecological model of youth violence

The social ecological framework has been used to look at the relationship between individual and contextual factors that influence violent behaviors (Krug, E. G et al, 2002; Brookmeyer et al, 2006; G. M. Zimmerman et al 2013). These behaviors occur within family and broader community context and consider youth violence as the consequence of interactions within these contexts (Dahlberg, L et al, 2001). The following information describes previous literature about the social ecological framework for youth violence.

Individual Level

The first level of the social ecological model examines biological and or personal history factors that could increase the chances of a person being a victim or an offender of violence (Matjasko, J. et al, 2010). Traditional risk and protective models focused exclusively on individual traits (Gorman-Smith, D, 2009). [Table 3](#) list factors that have been associated with the perpetration of youth violence. Youth's experiences, knowledge, and skills can influence their likelihood of

becoming involved in violence. The factors mostly associated as individual risk factors primarily centralized around cognitive function and or mood disorders. For example, Eisman and other researchers investigated the influence of violence exposure and social support on depression over time in a sample of urban youth during the high school years and found that violence exposure is a risk factor for depression (2015). The study suggests that social support may help reduce depression risk, even when adolescents are exposed to violence (Eismen et al, 2015).

Other studies exploring links between community context, parent–child relationships to predict adolescents’ depressive course indicate that both parent–child relationship can be mechanisms linking community social resources with adolescent depressive symptoms (Williams et all, 2014). Strengthening youth’s abilities solve difficulties that arise and their opportunities to participate in prosocial activities can significantly reduce the risk for violence (CDC, n.d.).

Relationship (Peer) Level

The second level of the ecological model explores how social relationships e.g., family, friends, intimate partners, and peers, increase the risk for violent victimization and offense of violence. Reingle and other researchers indicate that exposure to social influences, such as exposure to peers who use drugs and or that are in gangs, influence adolescents' chances for violent behavior (2012). Relationships between students and their peers, teachers, and families that are behaviors intended to benefit them have been documented as promoting youth’s well-being and preventing school violence (CDC, n.d; Ferguson et al, 2009; Dahlberg, 2001). Many of the interventions to leverage these types of relationships are designed as school-based violence prevention programs and focus on students’ social skills and problem-solving abilities (Caprara et al, 2014; Dijkstra, J, 2014). In addition, structural and social community adversity are linked with harmful youth outcomes through their effects on parenting (Conger et al. 2010), so research

recommends any study of parenting factors should also look at community effects (Low, S, 2014; Jagers, J. W, 2015; Chen, P., 2013).

Community Level

The third level of the social ecological model assesses the community contexts in which social relationships are surrounded and attempts to identify the characteristics of these settings that are associated with being a victim or offender of violence (Dahlberg LL, 2002). In [Table 2](#), a list of commonly identified risk factors at the community level illustrate that the perpetration of youth violence is associated with factors that not only influence individual and relationship context, but also impact groups context. The community level is primarily focused on settings or institutions in which social relationships take place (Dahlberg LL, 2002). Some common examples of community settings include schools, neighborhoods, and workplaces.

In the U.S., school-age children and adolescents spend many hours in school, therefore schools are widely considered to be important settings for developing youth and focusing youth violence interventions (Foster et al, 2013; Smith, Boutte, Zigler, and Finn-Stevenson, 2004; U.S. Department of Health and Human Services, 2001). Research has investigated how the intersecting social ecologies of family and school interacted with one another and in turn how they were related to youth violent behavior (Foster et al, 2013; Community Preventive Services Task Force, n.d.). There is supporting information that if students felt connected to their schools, they reported engaging in fewer types of violent behavior over time (RAND, 2001; Ozer, 2005). Among other factors, this may also be attributed to the fact that almost a decade ago most violence prevention programs were dominantly employed in schools; some of which have been evaluated as ineffective in preventing violence among youth (Elliott D et al, 1998).

Societal Level

The final level of the ecological model, societal level, examines the larger societal factors that influence the environment for perpetration, victimization, or witnessing of violence, those that reduce resilience against violence, and those that create and maintain gaps between different segments of society (CDC, n.d). Although all of the levels of the social ecological framework influence each other, the societal level is the broadest and associated mostly with governance. There is a growing body of literature that examines the association between underlying causes, social determinants i.e., poverty-unemployment; income inequality; rapid social change; and limited educational opportunities, of violence and a need for strengthened mechanisms for coordination among influencing organizations and structures (World Health Organization, 2014; Lee, J. H., & Ritu, S. 2011).

Public policy in the United States has historically considered youth violence as an ethical problem to be disciplined after the act of preparation, but growing scientific evidence supports a public health perspective on violent behavior as an interaction between cultural forces and failures in development (Lee, J. H., & Ritu, S. 2011; Rosenfeld, R., 2013; Hemphill, S. A., 2009). Public policy is central to the societal level as it relates to youth violence. The major public policy of the United States with regard to violent behavior has traditionally been after-the-fact incarceration and punishment by its justice system (Rosenfeld, R., 2013; Hemphill, S. A., 2009). Despite the declines in some types of youth violence, literature has indicated the social determinants of health, particularly at the community and societal level have an influence on the prevalence and incidence of youth violence. Therefore, social and economic policies play an important role in the prevention of youth violence and health equity. For example, economic growth is important for poverty-stricken areas because it gives the opportunity to provide resources to invest in improvement and reduces the risk

factor associated with violence. Most of the literature related to youth violence and social determinants is concentrated on a global focus and with specific attention to improvised countries (Marmot, M et al 2008).

Risk and protective factors associated with youth violence

Youth violence risk and protective factors are aspects of a person, group, or environment that make youth violence more or less likely to occur (CDC, n.d.). The more risk factors that accumulate in an individual or in a particular setting, the higher the likelihood that the individual will become involved in youth violence or that violence occurs in a certain setting (WHO, 2012). Importantly, factors occurring in early childhood can significantly increase the likelihood of involvement in violence later in adolescence and adulthood (Herrenkohl, T. I., et al, 2012; Bernat, D. H et al, 2012). The links between violence and the interaction between individual factors and the broader social, cultural and economic contexts suggest that addressing risk factors across the various levels of the ecological model may contribute to decreases in youth violence (Resnick MD et al, 2004; Herrenkohl, T et al, 2012; CDC, 2015; WHO, 2012; Kaufman, 2005; Deutsch, Arielle R et al, 2012; Pardini DA, 2012; Reingle, Jennings, & Maldonado-Molina, 2011). [Table 3](#) summarizes risk factors that research associates with perpetration of youth violence. Protective factors buffer young people from the risks of becoming violent.

Up to the present time, protective factors have not been studied as extensively or rigorously as risk factors, however, identifying and understanding protective factors are similarly as important as researching risk factors (CDC.n.d). While research has associated some factors as risk factors and protective factors, these associations to youth violence do not create inherently causative relationships. For example, low IQ is identified as a risk factor, but Maria M. Ttofi et al conducted a meta-analytic review of prospective longitudinal studies and found that higher level of intelligence

is a factor, which can predict low levels of offending differentially within the high-risk, therefore making IQ more of a protective factor. Because risk factors and protective factors have a distinct relationship with social determinants of health, there is a continuous need to explore these topics simultaneously. Now that the definition, social determinants, risk, and protective factors have been discussed, the next section will look specifically at youth violence in the U.S.

Table 3. Risk and Protective factors associated with the perpetration of youth violence

Risk Factors	
<p style="text-align: center;">Individual Risk Factors</p> <ul style="list-style-type: none"> ○ History of violent victimization ○ Attention deficits, hyperactivity or learning disorders ○ History of early aggressive behavior ○ Involvement with drugs, alcohol or tobacco ○ Low IQ ○ Poor behavioral control ○ Deficits in social cognitive or information-processing abilities ○ High emotional distress ○ History of treatment for emotional problems ○ Antisocial beliefs and attitudes ○ Exposure to violence and conflict in the family 	<p style="text-align: center;">Family Risk Factors</p> <ul style="list-style-type: none"> ○ Authoritarian childrearing attitudes ○ Harsh, lax or inconsistent disciplinary practices ○ Low parental involvement ○ Low emotional attachment to parents or caregivers ○ Low parental education and income ○ Parental substance abuse or criminality ○ Poor family functioning ○ Poor monitoring and supervision of children
<p style="text-align: center;">Peer and Social Risk Factors</p> <ul style="list-style-type: none"> ○ Association with delinquent peers ○ Involvement in gangs ○ Social rejection by peers ○ Lack of involvement in conventional activities ○ Poor academic performance ○ Low commitment to school and school failure 	<p style="text-align: center;">Community Risk Factors</p> <ul style="list-style-type: none"> ○ Diminished economic opportunities ○ High concentrations of poor residents ○ High level of transiency ○ High level of family disruption ○ Low levels of community participation ○ Socially disorganized neighborhoods
<p style="text-align: center;">Societal Factors</p> <ul style="list-style-type: none"> ○ Social norm that it is acceptable ••to use violence to resolve conflict and that consequences are minimal ○ Cultural norms ○ Health policies ○ Economic policies ○ Educational policies 	

Protective Factors	
<p>Individual Protective Factors</p> <ul style="list-style-type: none"> ○ Intolerant attitude toward deviance ○ High IQ ○ High grade point average (as an indicator of high academic achievement) ○ Positive social orientation ○ Highly developed social skills/competencies ○ Highly developed skills for realistic planning ○ Religiosity 	<p>Peer and Social Protective Factors</p> <ul style="list-style-type: none"> ○ Possession of affective relationships with those at school that are strong, close, and prosocially oriented ○ Commitment to school (an investment in school and in doing well at school) ○ Close relationships with non-deviant peers ○ Membership in peer groups that do not condone antisocial behavior ○ Involvement in prosocial activities ○ Exposure to school climates that characterized by: <ul style="list-style-type: none"> ○ Intensive supervision ○ Clear behavior rules ○ Consistent negative reinforcement of aggression ○ Engagement of parents and teachers ○
<p style="text-align: center;">Family Protective Factors</p> <ul style="list-style-type: none"> ○ Connectedness to family or adults outside the family ○ Ability to discuss problems with parents ○ Perceived parental expectations about school performance are high ○ Frequent shared activities with parents ○ Consistent presence of parent during at least one of the following: when awakening, when arriving home from school, at evening mealtime or going to bed ○ Involvement in social activities ○ Parental / family use of constructive strategies for coping with problems (provision of models of constructive coping) 	

Source: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, Division of Violence Prevention, Youth Violence: Risk and Protective Factors, n.d.

Youth Violence in the U.S: Magnitude, Prevalence, Consequences, Locations, & Participants

Magnitude

In 2013, youth violence was responsible for more deaths in this age group than the next seven leading causes of death combined (CDC, 2015). There are multiple approaches to measuring the magnitude of youth violence in the U.S. Some of the more common types of data sources used

for collecting information on youth violence include mortality, morbidity and other health data, self-reported, community data, crime data, economic data, and policy/legislative data (Sumner, S. A. et al, 2015). Starting in the mid-1990s, overall arrest rates began to decline, returning by 1999 to rates only slightly higher than those in 1983. Since 1993, the peak year of the epidemic, youth violence started to decline; as indicated mostly by reduced homicides, but there are other outcomes of youth violence outside of mortality. Beginning in the early 1990s the public health approach to violence shifted from describing the problem to understanding what worked in preventing it (Dahlberg LL, Mercy JA, 2009). By 1993, numerous violence-prevention programs were being developed and undertaken in schools and communities across the United States.

Despite the decline youth violence from the early 1990s, violence involvement remains a leading cause of morbidity and mortality for youth and young adults in the US. Homicide and suicide rose in the rankings of causes of death (Dahlberg LL, Mercy JA, 2009). Since 1965, homicide and suicide have been among the top 15 leading causes of death in the United States (Dahlberg LL, Mercy JA, 2009; Centers for Disease Control and Prevention, 2008). Homicide due to youth violence is widespread in the U.S. and has been the third leading cause of death for youth people between the ages of 15 – 24 between the years 2011 and 2013 (13,497) (CDC, 2015). Homicide was the second leading cause of death for youth people between the ages of 15 – 24 between the years 2005 and 2010 (31,549) (CDC, 2015). Bell, T. M. et al examined data from the National Electronic Injury Surveillance System-All Injury Program for years 2009-2013 using a linear regression to assess trends in rates of violence-related injuries among adolescents aged between 10 and 19 years. Their results indicate that the overall intentional injury rates in adolescents was stable during that time; however, rates of self-injury increased in younger adolescents and females.

Arrest trends from the report shows that violent crime arrests declined 0.8 percent in 2014 when compared with 2013 arrests, arrests of juveniles for all offenses decreased 8.5 percent in 2014 when compared with the 2013 number. According to the FBI, most crimes by young people do not reach the attention of the justice system (2015). Thus, arrests underestimate the quantity of violent crime and may not distinguish precisely between those who are and are not involved in violence (FBI, 2015). Nonetheless, arrest records are a feasible measure for the justice system's response to observe or report youth violence.

Prevalence

Prevalence refers to the proportion of youth involved in one or more violent behaviors. Self-reports by offenders or victims are used as a research tool for determining the extent of youth violence. Self-report data has been obtained from youth over a long period of time (a longitudinal survey) and or from different groups of people at the same point in time (a cross-sectional survey). The most used surveys to gather information about youth violence are administered at school and they attempt to capture violent behavior and victimization across all community settings. The national Youth Risk Behavior Survey (YRBS) monitors health risk behaviors that contribute to the leading causes of death, disability, and social problems among youth and adults in the U.S. including youth violence activities. According to the CDC's most recent Youth Risk Behavior Surveillance — United States, 2013, nationwide, 17.9% of students had carried a weapon (e.g., gun, knife, or club) on at least one day during the 30 days before the survey. During 1991–2013, a significant linear decrease occurred overall in the prevalence of having carried a weapon (26.1%–17.9%). Despite declines in past-year exposure to dating violence and lifetime exposure to household theft, children and youth are exposed to violence, abuse, and crime in varied and extensive ways, which prompts continued monitoring and prevention efforts (Finkelhor, 2015).

The most common motives were an interpersonal dispute or gang-related activities (FBI, 2015). The overall risk of violence and injury at school has changed substantially over the past 20 years. Twenty-nine percent of U.S. parents say they fear for their child's safety at school (Gallup, 2013). This is down from the 33 percent found after the Sandy Hook school shooting in Newtown, Connecticut, in December 2012, but still above the 25 percent measured a few months before that incident occurred. U.S. parents' fears about school safety reached a high of 55 percent in April 1999 after the Columbine High School massacre in Colorado (Gallup, 2015). Parents' concern have peaked following high-profile shootings -- as seen in 2001 (45%) after the Santana High School shooting in California, and in 2006 (35%) after a shooting in an Amish schoolhouse in Pennsylvania (Gallup, 2015).

Consequences

Youth violence accounted for almost 4,700 deaths in the ages between 10-19 in 2010, a statistic that is unchanged in over a decade (CDC, n.d.). Physical injuries from violence are all too common: in 2011, almost 800,000 youth ages 15 to 24 were cared for in emergency departments for injuries due to violence, and 11%t of these patients were hospitalized (CDC, n.d.). The communities most documented as historically and directly impacted by youth violence are children, adolescents from about age 10 through high school, and ethnic minority communities (Rosenberg, 2009). Much of previous literature on youth violence focuses exclusively on youth from ethnic minority communities and as a result, interventions dominantly focused on these communities on the individual, relationship, and community levels. For example, literature about African American and black males is dominant in literature on youth violence.

Research shows that although risk factors for violence vary by stage of development, most youth violence emerges during the second decade of life (Surgeon General, 2001). Research on

violence shows that opportunities for violence in areas of poverty or physical deterioration, or where there are few institutional supports are greater than other context. All members of communities are impacted through the negative effects of youth violence which include- safeness of mobility, the nature and quality of social relations, business activity, and housing prices (Tita, G et al., 2006) (Greenbaum, 2004). According to the CDC, homicide alone resulted in approximately 4,800 deaths and an estimated \$9 billion in lost productivity and medical costs in 2010 (2013). Each of the past 20 years of presidential, elections have seen gun control and violence as major topics of debate and issues within the US. Public safety and gun control continue to be at the forefront of news coverage and legislative debate. In addition, there are economic consequences of youth violence (Gallup, 2013).

In 2007, CDC published a study that estimated the medical and productivity-related costs of violence in the United States. The estimates were projected to exceed \$70 billion each year (2012). As noted earlier, social determinants play an important role in youth violence. Research indicates that economic conditions such as poverty, unemployment, inflation, and economic growth influence youth violence. Richard Rosenfeld, Mark Edberg, Xiangming Fang, and Curtis S. Florence theorized that cyclical economic change, reduced social spending, and changes in economic inequality are societal factors that influence youth violence. According to Richard Rosenfeld et al, these societal changes affect five community conditions: job loss from local business closings, public budget cutbacks, cyclical unemployment, reduction in after-school activities, and increased incidence of violent behavior as a characteristic of the community environment.

At the individual level, seven short-run factors have been described: increased likelihood of low-wage, unstable employment, economically induced stressors, increases in dysfunctional coping (e.g., drug and alcohol abuse), increased truancy, increased dropout, and decreased school

participation, negative attitudes toward school, changes in calculations of risk, and increased firearm carrying. At the relationship and community level, these produce chronic joblessness for youth and families, concentrated poverty, poor housing characterized by exposure to environmental toxins, physical degradation of neighborhoods, lack of access to health care, secondary labor markets, family disruption and instability, outmigration of better-off residents, low collective efficacy, low community attachment, and immigrant enclaves. Because of the economic impacts of youth violence, prevention and interventions requires a multitude of stakeholders across various sectors of society. In summary, youth violence and its many consequences can create a cyclical sense of hopelessness that is fueled by underlying causes associated with perpetration.

Locations

Youth violence occurs in any setting in the U.S, but as it relates to fatality, uomicide rates in urban schools are greater than the rates in rural schools (Ozer et al, 2005; Lambert, S, 2011). However, most of the research about youth violence is about has been limited to inner and urban cities (U.S. Department of Justice Office of Justice Programs, 2011). While youth homicide rates in major urban areas have dropped in recent years, rates in mid-sized urban areas are constant or even increasing in some areas. Youth living in inner city neighborhoods are at increased risk for exposure to violence (Seal, D et al, 2014), but youth in all settings are at some risk. It is estimated that between 50 and 96% of urban youth have witnessed or experienced some form of violence in their community (Seal, D et al, 2014).

Participants of youth violence prevention

Youth violence impacts entire communities and is not discriminatory of victims or offenders. The risk and protective factors that influence youth violence span multiple sectors. The scope and breadth of these factors are far beyond the responsibility and capacity of any one sector and no one

sector has exclusively prevented and or intervened on youth violence. [Table 4](#) lists some of the common participants of youth violence prevention and their role in prevention interventions.

Table 4. Participants of youth violence prevention & interventions

Role	Participant(s)
Funders	<ul style="list-style-type: none"> - Government and Community Agencies Organizations <ul style="list-style-type: none"> o Federal, state, and local - Private Organizations (for profit and nonprofit) - Clubs
Advocates	<ul style="list-style-type: none"> - Civic groups - Youth organizations - Volunteer Service Organizations - Parents/guardians - Higher education institutions & K-12 schools
Organizers/Programs	<ul style="list-style-type: none"> - Government and Community Agencies Organizations <ul style="list-style-type: none"> o Federal, state, and local - Civic groups & Non-profits - Clubs - Volunteer Service Organizations - Higher education institutions & K-12 schools
Surveillance	<ul style="list-style-type: none"> - Government and Community Agencies Organizations <ul style="list-style-type: none"> o Federal, state, and local - Law Enforcement - Professional Organizations -
Research/Evaluation	<ul style="list-style-type: none"> - Government and Community Agencies and Organizations - Higher education institutions & K-12 schools - Private Organizations (for profit and nonprofit)

Source: Adapted from Best Practices of Youth Violence Prevention: A Sourcebook for Community Action (Rev.). Atlanta: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2002. Thornton TN, Craft CA, Dahlberg LL, Lynch BS, Baer K. (2002).

Given the multitude of players involved in youth violence, prevention efforts primarily involve multi-sector collaborations. Collaboration can help clarify connections and identify joint strategies. They can also create the circumstances for diverse disciplines to understand each other’s perspectives, expertise, and contributions to the group. Their impacts are the most challenging to

link to activities, and there is a demand for a growing body of evaluation on the impact of interventions/services. Recognition of the role of collaboration in addressing multiple risk factors in a social ecological model context is emerging. For example, the UNITY Assessment of Youth Violence Prevention Activities in U.S.A. Cities revealed that cities with the greatest coordination and communication across sectors also had the lowest rates of youth violence.

Approaches to youth violence prevention

Most youth violence prevention programs target risk and protective factors in order to reduce the chances that children and youth will act violently during adolescence and beyond (Matjasko et al, 2012). Two types of classification systems are commonly applied to prevention approaches: universal/selected/indicated and primary/secondary/tertiary (Matjasko et al, 2012). The universal/selected/indicated (Institute of Medicine, 1994 and National Research Council and Institute of Medicine, 2009) distinction describes the intended population of a program, while the primary/secondary/tertiary (Institute of Medicine, 1994 and National Research Council and Institute of Medicine, 2009) distinction describes the timing of the prevention approach. In terms of youth violence prevention, universal programs are those administered to everyone within a distinct population regardless of risk; selected programs are directed to a population who is at-risk for youth violence but has yet to engage in violent behavior; and indicated programs are those that target individuals who show early signs of engaging in violence (Institute of Medicine, 1994).

Primary prevention programs address risk and protective factors to prevent violence before it occurs (Matjasko et al, 2012). Secondary prevention programs take place immediately following violent acts and seek to reduce the short-term consequences of violence. Tertiary programs take place after violent events and deal with the long-term consequences (Matjasko et al, 2012). There is, however, some inconsistency in how youth violence prevention programs are classified within

these dimensions (Matjasko et al, 2012). The research methodologies to evaluate prevention programs has most commonly used include secondary data analysis and literature reviews (Matjasko et al, 2012).

Population-wide reductions in youth violence are possible by expanding the implementation of evidence-based prevention strategies throughout a community to ensure that as many people who can benefit from the activity as possible are participating. Examples include reaching an entire county instead of just one neighborhood, influencing an entire school district rather than just one school, embedding a strategy within a state agency instead of just one organization, or adapting a school-based strategy for community settings.

A 2012 systematic meta-review of 25 years of meta-analyses and systematic reviews described the state of the field in evidence-based youth violence prevention programs and assessed promising youth violence prevention strategies that were related to violence and related behaviors at each level of the social ecology and by prevention. The researchers concluded that most reviews were conducted on family and school-based programs and much of the research has focused on school-based prevention (Matjasko et al, 2012). Results from this study conclude that few reviews have examined youth violence prevention programs at the community level.

Summary of current problem and study relevance

The previous review establishes a basis toward some context of what is previously known about the interactive effects of personal and environmental factors that determine youth violence; factors associated with the youth violence and prevention; and the magnitude, prevalence, consequences, locations, approaches, and participants of youth violence in the U.S. Previous literature on youth violence has focused on the identification of youth violence risk factors, protective factors, populations at greatest risk and highest burden of youth violence; strategies that

might facilitate youth violence prevention; the effectiveness of specific interventions; and coalescing youth violence programs evaluations. Despite the abundance of literature on youth violence and its prevention, there are gaps in knowledge about current literature in the context of the social ecological framework and collaborative centric prevention efforts. While it is important to know the effectiveness of dominantly studied areas of youth violence, namely school-based programs aimed at preventing youth violence, there is also a need to describe programs and evaluations in other contexts. This may be effective in finding strategies aimed at preventing youth violence and may address underlying factors associated with the development of youth violence e.g., social determinants.

As communities mobilize to address youth violence, it will be important to know more about the direction and distribution of information of focus in the recent decade that can facilitate a transfer knowledge and describe if promising programs are now proven. Various interventions may have approaches or components that can work in different context so it is important to communication that knowledge (assurance). The literature selected to explore these areas of opportunity are based on the current need to understand how collaborations across social systems is structured. Important factors to explore for the purposes of this study are the social ecological levels, essential public health services, categories of youth violence, and the settings in which interventions are based identified. A greater understanding of up these categories in the context of up to date literature holds the potential to inform future and targeted research, and thus add to the effectiveness of population-based services and interventions.

Chapter III: Methodology **[\(Table of Content\)](#)**

Introduction

The section describes the literature selected; the type of research design used and how it was applied to this study; this section also describes the procedures, data collection instrument, and how the information was collected during the project. Finally, this section describes the data analysis method for this study, including the techniques used. This study focused on quantifying the coverage of information addressing youth violence prevention in the U.S.

Population and sample

Information about youth violence, prevention, collaboration, that was based on studies and information in the U.S. that were published between the years 2005 and 2015. Out of 147 publications captured in the initial search, 76 were used. Those 76 articles included a mixture of original investigations, secondary analysis, and papers from public health and multidisciplinary academic research journals.

Research design

The research design of this study was a literature review. The literature review design was selected to give an overview trends and distributions of information about youth violence in the context of the social-ecological model, essential public health services, specific types of violence, and setting of youth violence prevention programs, intervention, and or evaluation.

Procedures

Multiple searches were conducted between June and December 2015 using distinct keywords to identify information that was published between 2005 and 2015. First, a list of keywords was generated to search scholarly databases. Keywords, listed in [Table 5](#), were derived from extensive review of articles in the youth violence literature based on words synonymous with persons

between the age of 1-24; keywords previously used to describe the prevention of violence; and words synonymous with collaboration. One phrase was created from a word and or phrase from each of these categories. For example, the terms “youth violence” “prevention” and “collaboration” were entered simultaneously in order to retrieve relevant articles.

In terms of the range, a search using terms from *youth* violence literature that are synonymous with persons between the age of 1-24, the prevention of violence, and multiple community organizations working together produced between 20 to over 100 references. This narrowed when the filter included the timeframe (2005 to 2015); restricted information to capture human only information, and that was produced in English. We scanned abstracts for of these.

Table 5. Keywords used for search

Youth violence literature terms synonymous with persons between the age of 1-24	Youth violence literature terms synonymous prevention of violence	Youth violence literature terms synonymous with multiple community organizations working together
Youth	Violence Prevention	Collaboration(s)
Teen	Violence Intervention	Coalition(s)
Adolescent		Partnership(s)
Juvenile		Taskforce
Child		Network
Young Adult		

Using the generated list of keywords, a search was performed in the following electronic bibliographic databases: Education Resources Information Center (ERIC), PubMed, and Web of Science (ISI Citation Indexes). These electronic bibliographic databases were selected off the Emory University Libraries database list. A preliminary scan of youth violence literature revealed that most

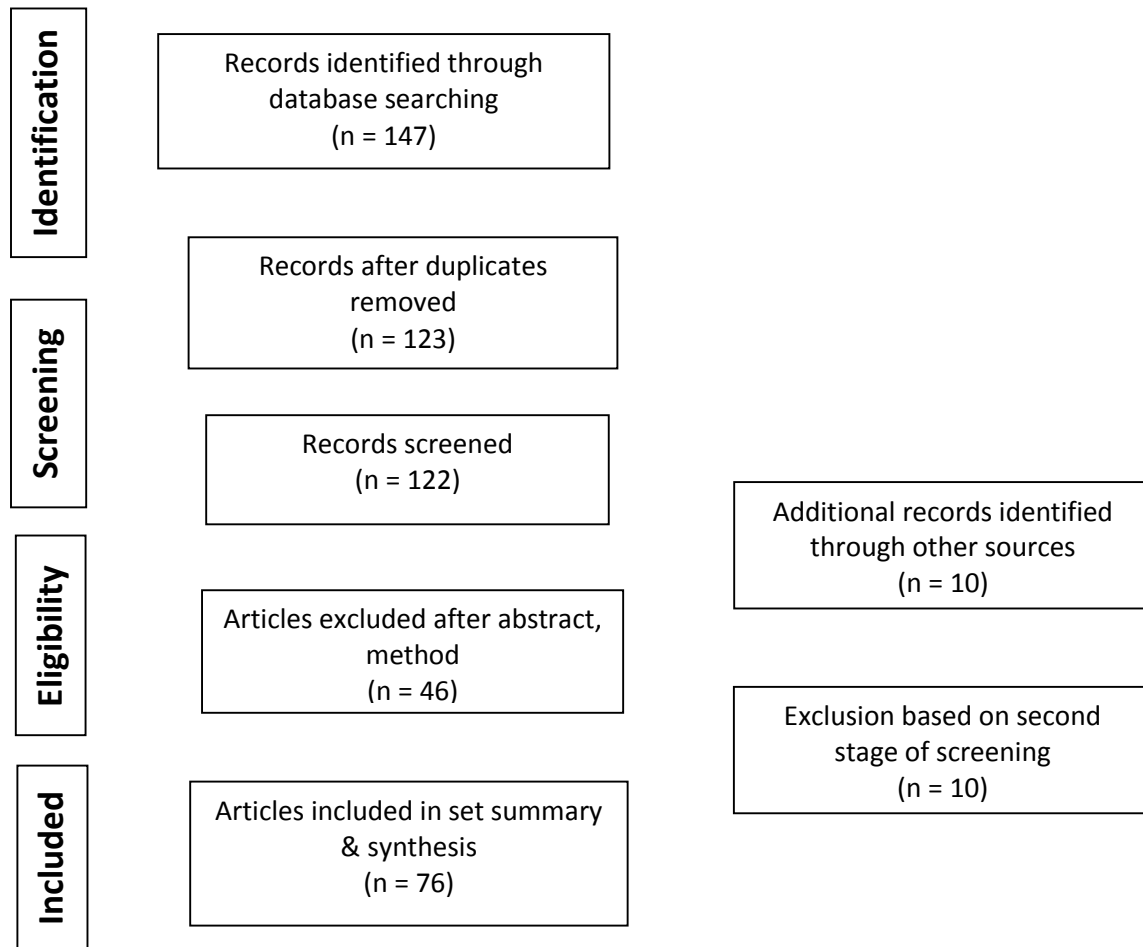
accessible information was derived from databases that had a social sciences, or education or, public health focus. Other databases were excluded from being used if they had a biological, medical, international studies, and/or clinical areas, as these areas are out of the interest of this study. A variety of inclusion criteria was used to narrow the lists information. To be included and classified as an included article, titles, abstracts, and methodology were examined and then the list in [Table 6](#) provides the inclusion criteria established for this study.

Table 6. Study inclusion criteria

Inclusion Criteria	
1	- Youth violence and intervention, and coalition or collaboration, partnerships, or intervention primary subject of the study or a main component of the study methodology
2	- Article focused on a topic related to public health practice or research <ul style="list-style-type: none"> ○ Activities conducted by, with, or involving a non-governmental, academic, and or local, state or federal health agency ○ Assessment and monitoring of youth violence and or health outcomes ○ Social determinants of health as well as health disparities
3	- Information published between 2005-2015 based on search criteria

Studies reviewing pharmacological, interventions; studies and or information occurring on or focusing on topic outside of the U.S.; literature and systematic review of previous research and or evaluations; and inaccessible document were excluded. Articles underwent a two-stage screening process. First, the abstracts, methods, and discussion of articles were gathered and screened based on the inclusion and exclusion criteria. The citations of article that were not excluded during the first stage of review were transferred into an excel spreadsheet database. [Figure 3](#) illustrates the identification, screening, and inclusion of information.

Figure 3. Diagram illustration the identification, screening, eligibility, and inclusion of information



The Microsoft excel based database served as the coding form and inventory of articles. Reference sections from those articles that met the first stage were scanned for additional potential articles. Summative results were categorized and coded according to a specific focus areas (metadata) as defined by the code form i.e., year that information was published (2005-2015); four-level social-ecological model; essential public health services public health activities; specific violence focus; and setting of program/intervention/evaluation focus; sample; methods; finding; and future research.

Instrument

[Table 7.](#) provides a description of the elements from the coding form that were used to summarize and analyze studies that met inclusion. This was based a recognized need for the examination of current youth violence literature that described social ecological model of youth violence; risk and protective factors associated with youth violence; the magnitude, prevalence, consequences, locations, approaches, and participants of youth violence in the US.

Table 7. Coding Form

Coding Form	
Level of Social-ecological model	- Levels were determined based on the risk and or protective factors described or focused on in the information found. Risk and protective factors have been cited in previous research. For example, if an article described and or focused on behavioral control, then it was coded as individual level
10 Essential public health services	- Articles were place in one category of the essential service that are listed in Table 1. based on the activity or context that the intervention was described in as it aligns to a public health service. The terms were used as interchanged descriptions of the relevant essential public health services and is listed below: <ul style="list-style-type: none"> ○ (1) Monitor health status to identify and solve community health problems = Surveillance ○ (4) Mobilize community partnerships and action to identify and solve health problems = Partnership Development ○ (5) Develop policies and plans that support individual and community health efforts = Policy ○ (9) Evaluate effectiveness, accessibility, and quality of personal and population-based health services = Intervention Assessment
Specific violence type focus	- Information categorized based on the type of violence described in the publication. Types of violence cited by previous literature include: bullying, dating violence, gun (other weapons) violence, and gangs. General youth violence was defined by studies that did not describe a specific type traditionally defined violence. Studies that described violence using the following terms were categorized as general youth violence: “violent crime with no arrest

<p>Setting of program, intervention, and or evaluation</p>	<ul style="list-style-type: none"> - School Based: Programs occur within school settings and focus on individual children, groups of children, or their peers (e.g., Powell, Muir-McClain, & Halasyamani, 1995; Wheeler, Keller, & DuBois, 2010) - Community Based: Approaches are those programs that occur outside of the family and school context and include things like mentoring and wilderness challenge programs (e.g., DuBois, Holloway, Valentine, & Cooper, 2002; Wilson & Lipsey, 2000) - Virtual Based: Programs that focus on electronic aggression (all types of violence that occur electronically) Other terms used include cyberbullying, Internet harassment, and Internet bullying-have been used to describe this type of violence. - Medical Setting Based: Interventions and or programs that have actions, processes, or potential actions or processes that are characterized and categorized occurring in a place in which a provider provides medical care to a patient or person”. - Policy Based: Interventions or approaches that have (potential and actual) actions, processes, and implications that are characterized or categorized as occurring in context related to policy
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Data analysis methodology

Information was captured in a Microsoft Excel spreadsheet. Within the spreadsheet were multiple tabs to organize information captured from each database search (9 tabs) and included tabs for articles included/excluded. The findings were summarized using pivot pie charts, line graphs, or bar graphs. The analysis of four categories, social ecological level described or of focus in information; the essential public health search aligned with description and or focus on information; the type of youth violence described and or of focus, and the setting of the evaluation, program, or research in the context of youth violence described in the information. Data was analysis using quantifiable sums and percentages and trends and distribution of information. The next section describes the results of the data analysis.

Chapter IV: Results **[\(Table of Content\)](#)**

Introduction

This chapter discusses the findings from the literature search and analysis for this study. The literature search for information published about youth violence prevention collaboration yield 147 publications from PubMed, Education Resources Information Center (ERIC), and the Web of Science databases. Out of the 147 publications, 24 were duplicates and therefore excluded. Of the 123 publications screened, based on a review of titles, abstracts, and methods, an additional 46 publications were excluded because they did not meet the inclusion criteria and 10 articles were added from other sources e.g., review of included articles reference sections. Following that process, 10 articles were excluded after the second stage of screening, resulting in a final 76 articles meeting the inclusion criteria for summarization and synthesis. The 76 peer reviewed articles included in the study captured a range of youth violence-related information and were produced from public health and multidisciplinary academic journals. Publications that were excluded fit into one or more of the following categories:

- information focused on youth violence topics outside of the U.S.;
- therapeutic or pharmacological interventions; (3) tertiary interventions e.g., recidivism;
- childhood abuse/domestic violence;
- the study group ages were outside of the 1-24 year age range that is define as youth for the purpose of this study; and or
- the study was not in the time range of the year 2005 and 2015.

This chapter describes the key findings e.g., summary and trends information for (1) identification of youth violence risk factors, (2) protective factors, populations at greatest risk and highest burden

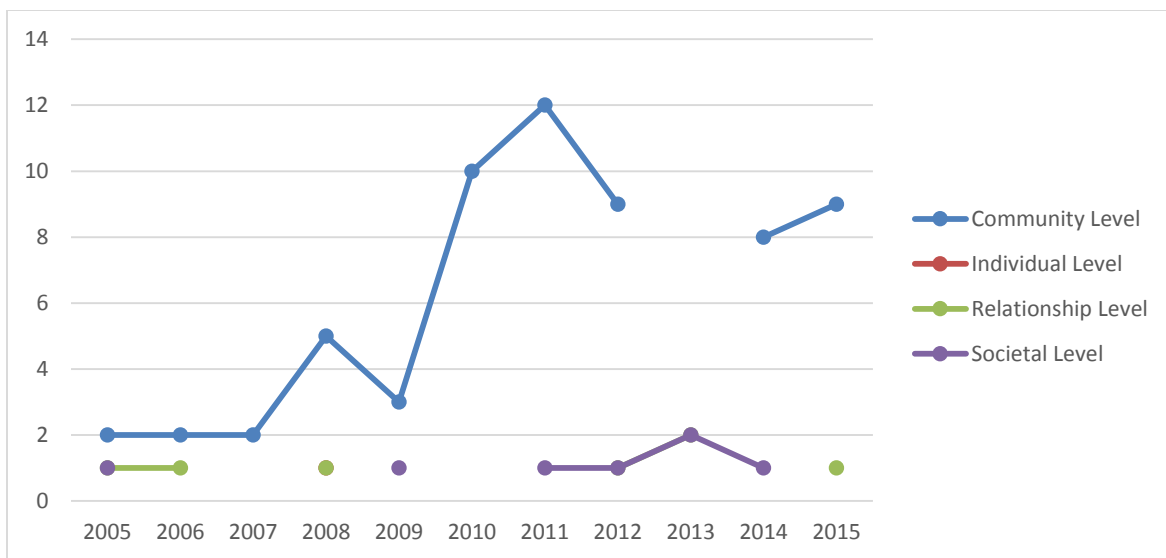
of youth violence, and (3) strategies described as implemented or planned to facilitate youth violence prevention.

Key findings

Trends and distribution (social ecological levels)

The following figures in this sub-section of results summarize trends and the distribution of information describing individual, relationship, community, and societal level factors associated with youth violence, as defined by the study, that was published between 2005 and 2015.

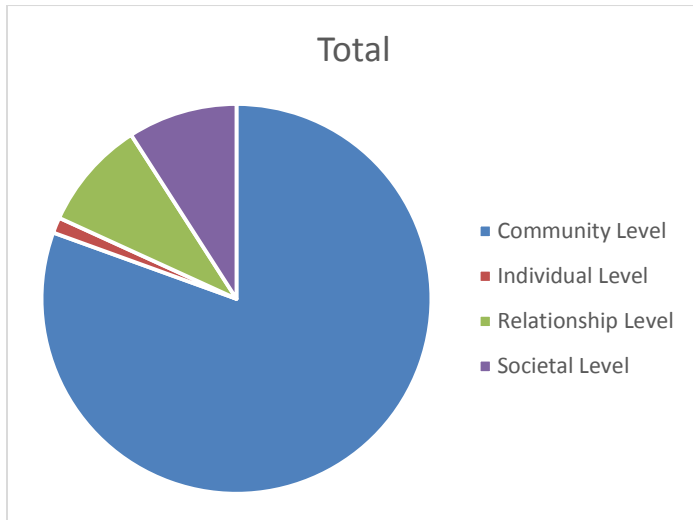
Figure 4. Trends of youth violence prevention collaboration information (social ecological levels)



[Figure 4](#) illustrates trends between the years 2005 and 2015 of information published about youth violence prevention in the context of collaborations as categorized by the levels of the social ecological model. Information associated with the societal level of the social ecological framework. This figure addresses Question 1) What are trends and distributions of information describing and or focusing on youth violence prevention literature when categorized in social-ecological levels. Publications describing and or focusing on community level context increased between 2005 and 2011. Publications focusing on community and relationship level or community and societal level

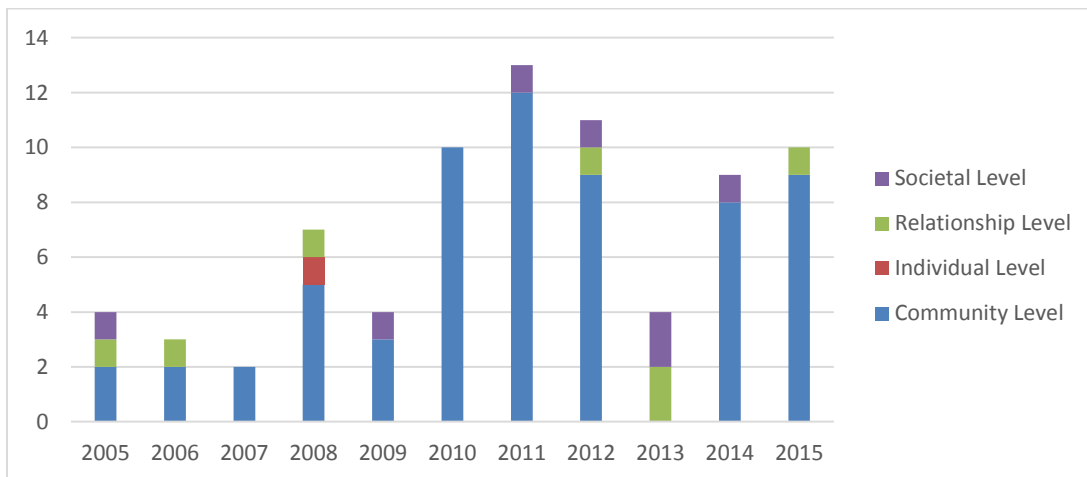
factors occur together for 6 years within that ten-year span; followed by three of the years focusing on relationship and societal level factors

Figure 5. Distribution of youth violence prevention collaboration information from 2005 -2015 (social ecological levels)



[Figure 5](#) illustrates the distribution of articles in term of there describing and or focus on levels in the social ecological model. Well over more than half of the articles (80%) focused on or described some elements of information related to the community level of SEM.

Figure 6. Distribution of youth violence prevention collaboration information 1-year interval from 2005 -2015 (social ecological levels)

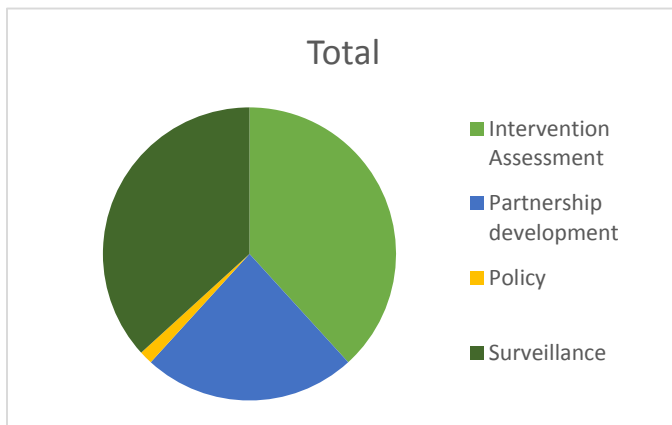


The bar chart in [Figure 6](#) illustrates the sum of changes, by publications, focusing on the social ecological individual relationship, community, or societal level factors associated with youth violence prevention between the years 2005 and 2015 at 1-year intervals. The information captured either focused on addressing or assessing factor(s) associated to a specific level as defined by the parameters of this study. Overall, it can be seen that the number of publications focusing on community level context increased between 2005 and 2011. The number of publications focusing on relationship and societal level factors remained steady between 2005 and 2012, while few publications focused on individual level factors. Publications focusing on community and relationship level or community and societal level factors occur together for six years within that ten-year span. This is followed by three of the years focusing on relationship and societal level factors.

Trends and distribution (essential public health services)

The following figures summarize trends and the distribution of information describing activities, as defined by the study that are aligned with the 10 essential public health services and were published between the years 2005 and 2015.

Figure 7. Distribution of youth violence prevention collaboration information between 2005 -2015 (essential public health services)



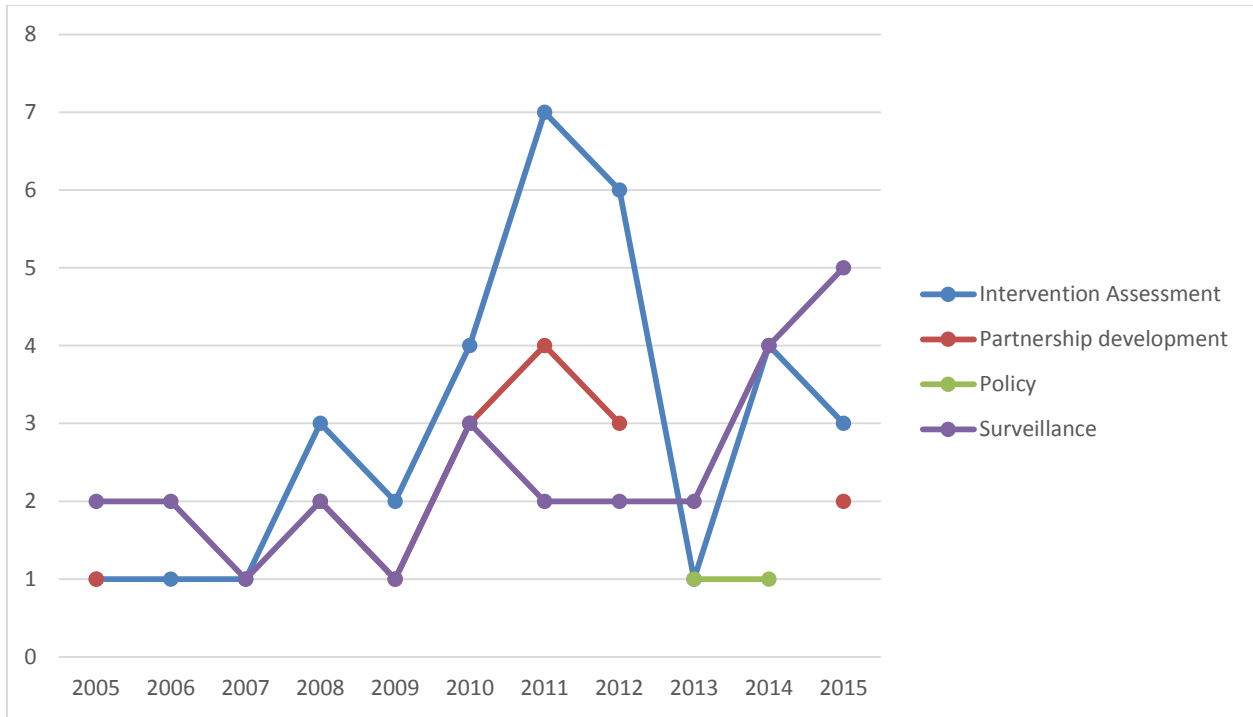
In [Figure 7](#), the pie charts illustrates the distribution of information that is categorized by the essential public health services public health activities intervention assessment, partnership development, policy and surveillance. Overall, it can be

seen that intervention assessment (38%) and surveillance (37%) account for the majority of the

information found between the years 2005 and 2015, policy account for the fewest distribution.

The other categories were much smaller. Partnership development accounted for 25% of articles.

Figure 8. Trend of youth violence prevention collaboration information between 2005 -2015 (essential public health services)

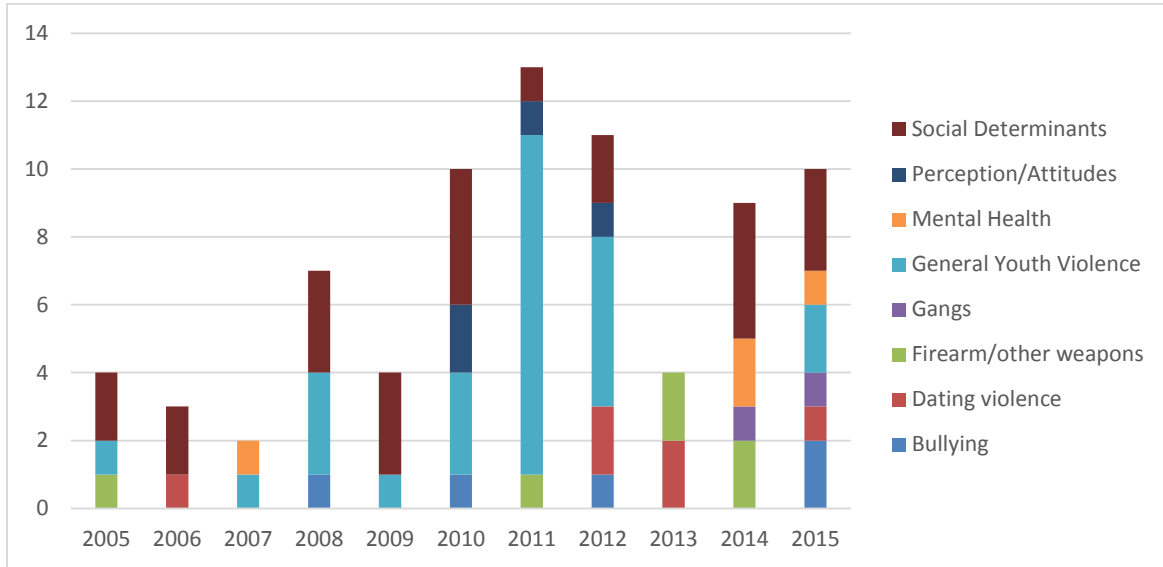


[Figure 8](#) illustrates that between 2005 and 2011 there was an increase in the number of articles describing and or focusing on intervention assessments. There was an increase in the number of articles published that describe and or on surveillance. Articles published describing or focusing on school based setting remained stable between 2007 and 2012. There were no articles captured by the search that are policy based between the years 2005 and 2012, and from 2014 to 2015

Trends and distribution of information on category of violence topics

The following figures in this sub-section summarize trends and the distribution of information describing the types of violence involving youth that was published between 2005 and 2015.

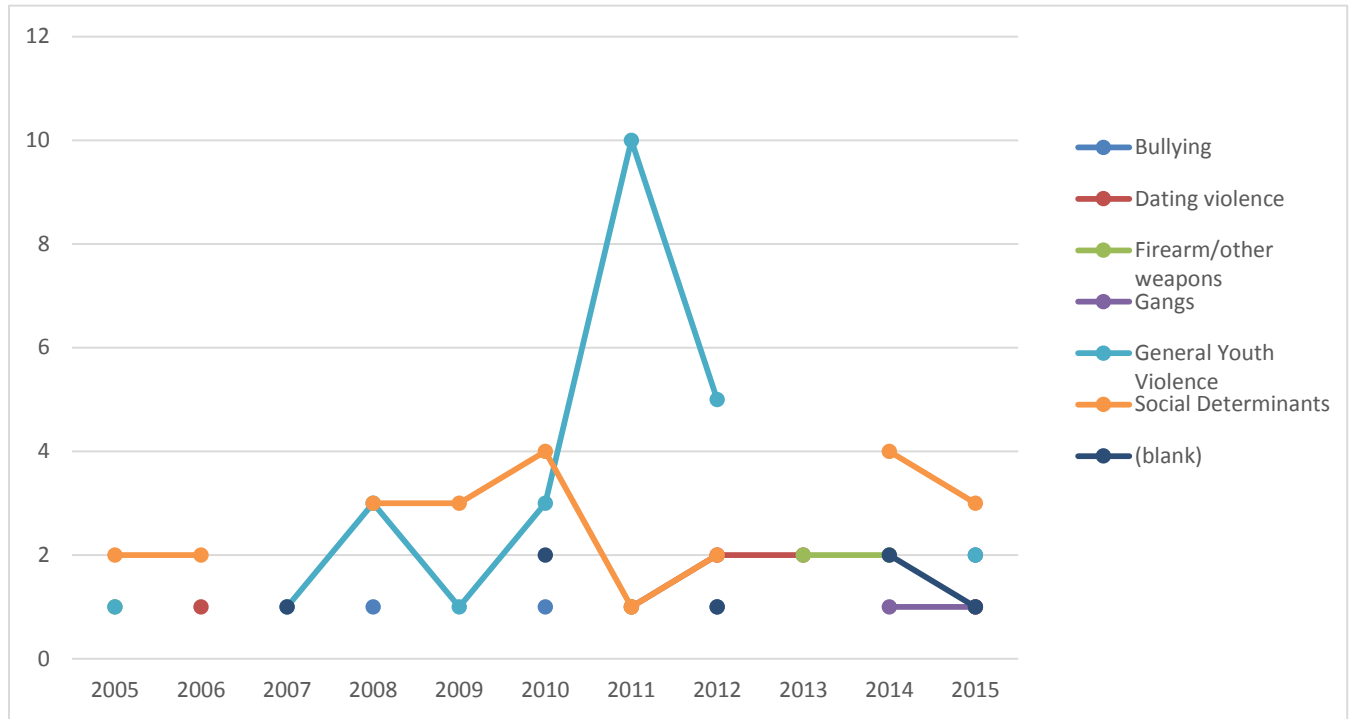
Figure 9. Distribution of youth violence prevention collaboration in topics by category



[Figure 9](#) illustrates the distribution of literature that describes and or focuses on a specific type of youth violence. Social determinants were included as some articles specifically addressed underlying causes rather than general or specific types of violent acts or means of violence. Overall, most literature described and or focused on general (27 articles) youth violence. When each type of violence was compared by year, the most number (10) of articles published in a 1-year interval was general youth violence (2011). As seen in [Figure 9](#), there was no 1-year interval in which literature covered all the types of youth violence. The frequency of occurrences when two types of youth violence literature is published in the same 1 year interval were: general youth violence and bullying (2008, 2010, 2012, 2015). It can be seen that the number of publications covering topics related to social determinants increased between the years 2005 and 2010 and were prevalent in all, but one of the years. Information published without a focus on a specific type of violence, but addressed the topic of youth violence from a general context, increased between the years the years 2005 and 2011. Information related to topics around perception/attitudes of youth violence was prevalent

between the years 2010 and 2012. The search captured topics related to firearm/other weapons and youth violence in the years 2005, 2011, 2013, and 2014.

Figure 10. Trend of youth violence prevention literature by topic

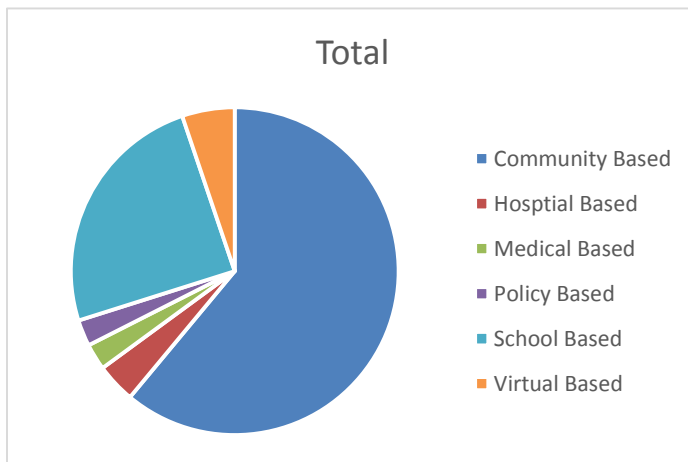


In [Figure 10](#), illustrates the youth violence topics that described between the years 2005-2015 by 1-year intervals. It can be seen that the number of publications covering topics related to social determinants increased between the years 2005 and 2010 and were prevalent in all, but one of the years. Information published without a focus on a specific type of violence, but addressed the topic of youth violence from a general context, increased between the years the years 2005 and 2011. Information related to topics around perception/attitudes of youth violence was prevalent between the years 2010 and 2012. The search captured topics related to firearm/other weapons and youth violence in the years 2005, 2011, 2013, and 2014.

Trends and distribution (setting of focus)

The following figures in this sub-section summarize trends and the distribution of information describing locations of youth violence interventions focused on prevention between the years 2005 and 2015.

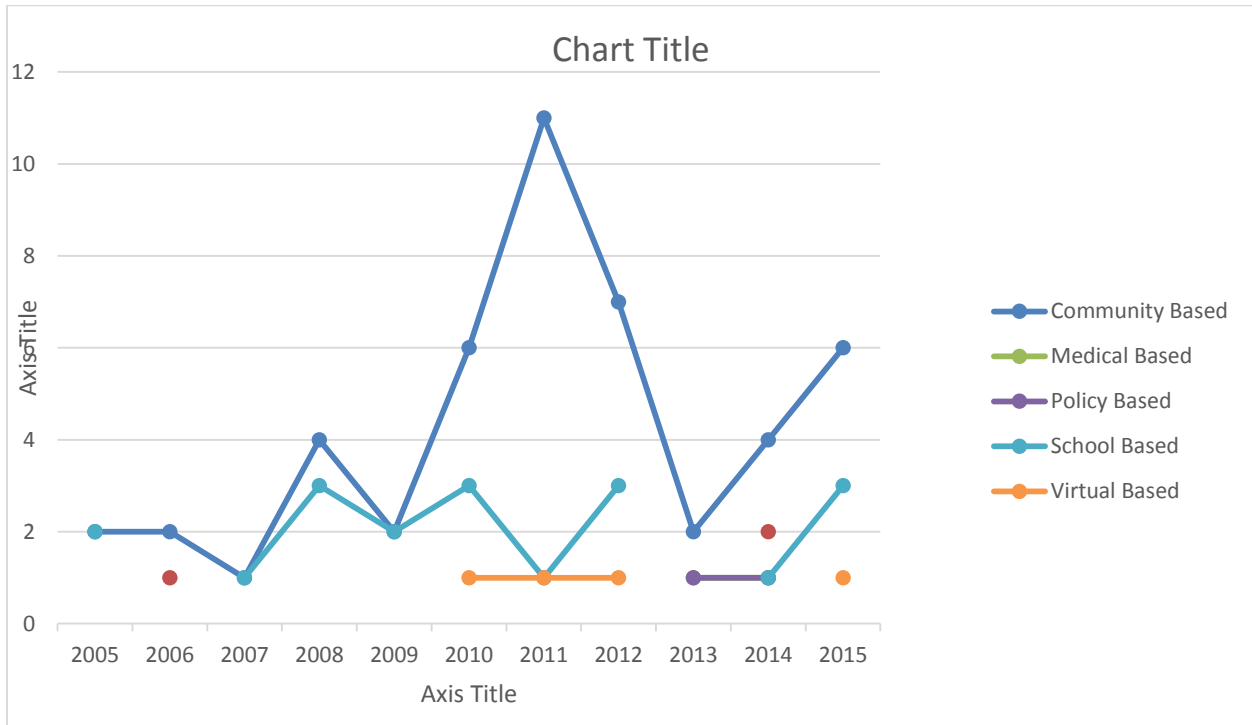
Figure 11. Distribution of youth violence prevention collaboration information between 2005 - 2015 (setting of intervention, evaluation, or program)



In [Figure 11](#), the pie chart depicts the cumulative sum of the settings described in information published between the years 2005 and 2015 about youth violence programs, interventions, and or evaluations in the context of collaborations. Overall, information

related to community based settings accounted for 61% of the total information captured. The largest number of information captured about community based. School based settings followed community based, accounting for 25% of articles between 2005 and 2015. Virtual based settings (5%) accounted for half of the combined hospital (4%), policy (3%), and medical based (3%) settings. Community based settings are defined in this study as “interventions and or programs that have actions, processes, or potential actions or processes that are characterized and categorized as approaches are those programs that occur outside of the family and school context”

Figure 12. Trend of Distribution of youth violence prevention collaboration information (setting of intervention, evaluation, or program)



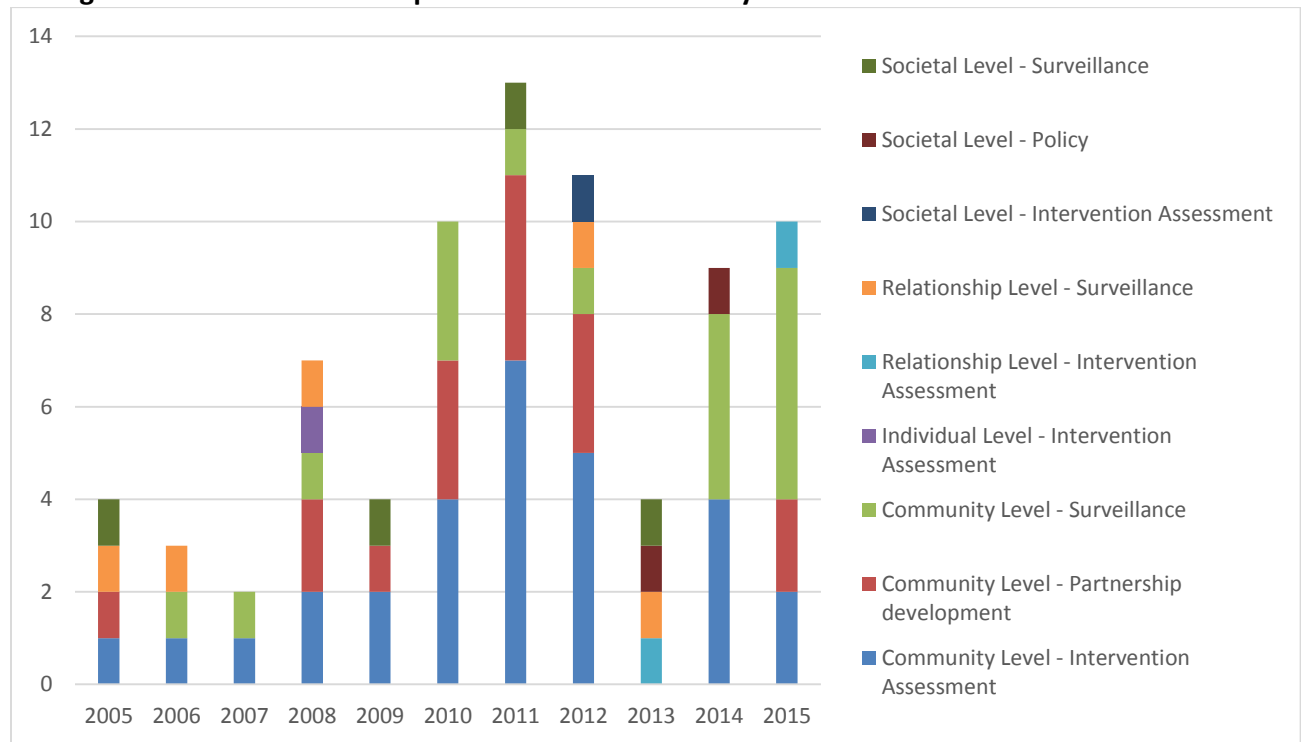
Other Findings

Trends in information (social ecological model and essential public health services)

The following figures, ([Figure 12](#), [Figure 13](#), and [Figure 14](#)), summarize trends and the distribution of youth violence literature describing youth violence combined information on the levels of the social ecological model (individual, relationship, community, and societal) and activities related to specific essential public health services (intervention assessment, partnership development, policy and surveillance). Information published without a focus on a specific type of violence, but addressed the topic of youth violence from a general context, increased between the years the years 2005 and 2011. Information related to topics around perception/attitudes of youth violence was prevalent between the years 2010 and 2012. The search captured topics related to firearm/other weapons and youth violence in the years 2005, 2011, 2013, and 2014. Information

describing and or focusing on community level intervention assessments (38%) accounted highest percentage of a single category of publications between 2009 through 2012. Information describing and or focusing on individual (1%) and societal (1%) level intervention assessments accounted for the lowest percentage of publications between the 10-year span. Together, information describing and or focusing on community level partnership development (21%) and community level surveillance (22%) accounted for nearly half of publications between 2005 and 2015.

Figure 13. Distribution of information on youth violence prevention collaboration based on social ecological model and essential public health services – 1 year interval 2005 - 2015



Information published without a focus on a specific type of violence, but addressed the topic of youth violence from a general context, increased between the years 2005 and 2011.

Information related to topics around perception/attitudes of youth violence was prevalent between the years 2010 and 2012. The search captured topics related to firearm/other weapons and youth violence in the years 2005, 2011, 2013, and 2014. Information describing and or focusing on community level intervention assessments (38%) accounted highest percentage of a single category

of publications between 2009 through 2012. Information describing and or focusing on individual (1%) and societal (1%) level intervention assessments accounted for the lowest percentage of publications between the 10-year span. Together, information describing and or focusing on community level partnership development (21%) and community level surveillance (22%) accounted for nearly half of publications between 2005 and 2015.

Figure 14. Trends in information on youth violence prevention collaboration based on social ecological model and essential public health services

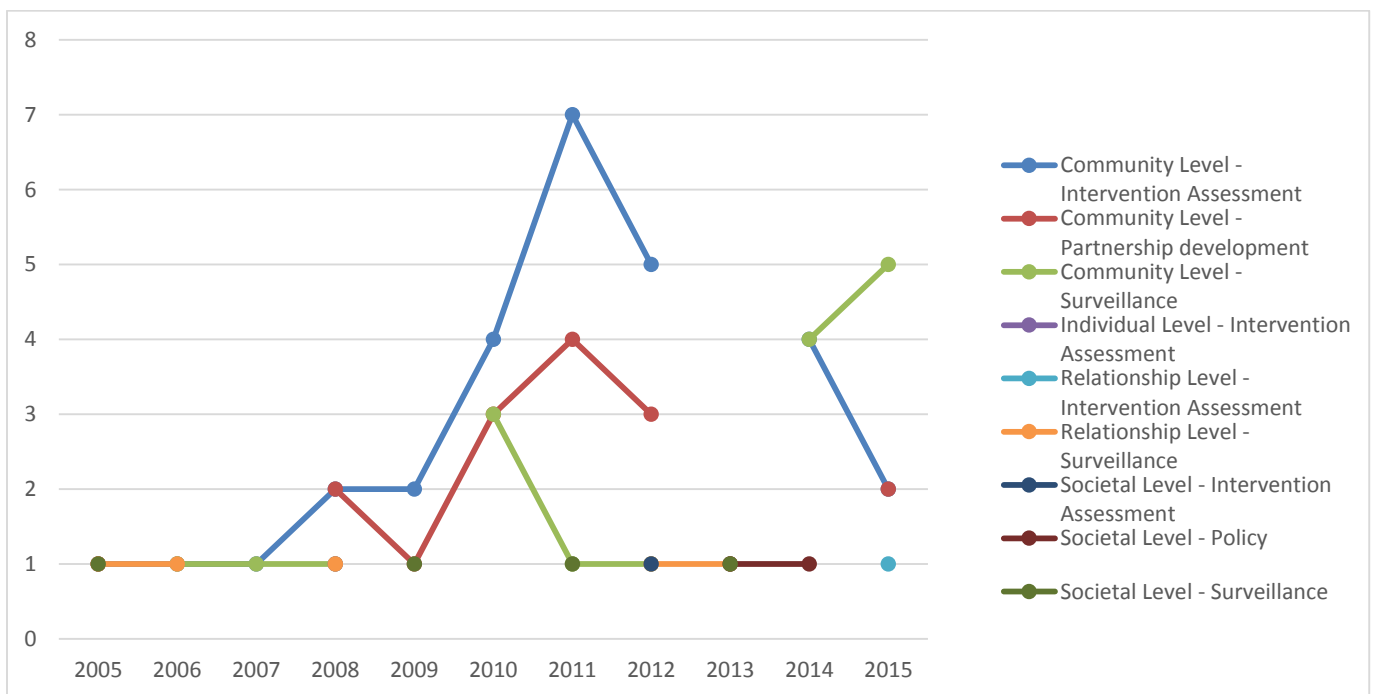


Figure 14, depicts the change in information about youth violence collaborative prevention, between in the years 2005 and 2015, in the context of the levels of the social ecological model (individual, relationship, community, and societal) and activities related to specific essential public health services (intervention assessment, partnership development, policy and surveillance).

Summary of Results

Collaboration and Youth violence Prevention articles focus on a wide range of sub-topics within the four overarching main topic categories (Partnership Development, Intervention

Assessment, Surveillance, and Policy) about youth violence (Figure 3), including: Bullying (N=4); Dating Violence (N=4); Firearm/Other Weapons (N=6); Gangs (N=2); General Youth violence Prevention (N=23); Mental Health (N=4); Perceptions/Attitudes (N=2); and Social Determinants/Risk Factors/Protective Factors (N=23). Examining trends across the ten years reveals that articles have predominately focused on topics about social determinates/risk factors/protective factors and general youth violence prevention (no specific violence type). Anaylsis reveals that the top three overarching topics are intervention (N=26); surveillance (N=25); and partnership development (N=16).

Chapter V: Discussion **[\(Table of Content\)](#)**

Introduction

The following section provides a summary of the study conducted to review information published between the years 2005 and 2015 on youth violence prevention in the United States. The limitations of this study will be described from multiply context. Next, the implications and recommendations of the study will then be discussed. Finally, concluding thoughts will be offered in terms of this study.

Summary of study

The goals of this study was to describe characteristics within the current youth violence literature as it related to social systems and collaboration. The study sought to gain a better understanding of the current literature by reviewing literature published between the years 2005 and 2015 in the context of 4 elements identified as potential means to inform the goal of the study. Based inclusion and exclusion criteria, 76 articles were used to analyze information based on the four areas of interest using a coding form and driven by the social ecological framework. The data analysis methodology selected was descriptive statistics via data visualizations. This analysis found that over more than half of the articles described and or focused on addressing community level factors associated with youth violence, in contrast to few for societal level factors. Furthermore, articles describing or focused on community based settings accounted for most domination percentage of the total information captured. In terms of youth violence literature as it relates to public health services, overall intervention assessment and surveillance accounted for the majority of the information found between the years 2005 and 2015, policy accounted for the fewest distribution. Overall, most literature described and or focused on general youth violence. When

each type of violence was compared by year, the most number of articles published in a 1-year interval was general youth violence.

Limitations

The literature review has provided insights regarding the focus of current youth violence literature, however, there are limitations to any generalization of findings from study. First, there is little research and or discussion around what attributes and or characteristics designate information as describing and or focusing on a specific topic and or category of information. Nevertheless, the findings appear well able to be applied across the public health topics related to youth violence.

Another limitation is that the literature is weighted by a focus on collaboration and presumes this to be an essential element in the function of applying the social ecological model as a theoretical framework. The study was intended to identify, summarize, and synthesize literature, however, there was variability of the extent that most information described a category rather than examine it extensively. In addition, it is likely that keywords that were selected to drive the search may have not captured all relevant information. In addition, the full capture of information that could have potentially been included in analysis was limited by search results of selected bibliographic databases. Finally, trends and distribution were the primary descriptors for analyzing the information captured, but they may only potentially account for a portion of information needed to fully describe and or synthesized information youth violence literature.

Implications

The literature review provides an opportunity to describe the focus of current literature as it relates to youth violence prevention within social systems. Findings from the review suggest that the describe in fatal and non-fatal youth violence may change the trajectory of focus in the types of violence and the level of interventions. For example, results showed an increase in general violence

as a topic and a leveled consistency in publications describing and or focusing on social determinants, which may imply that the underlying risk and protective factors of youth violence are of focus rather than preventing a specific type of youth violence. Conversely, results yielded little information on policy related categories and topics of focus, which suggest a greater need to examine the societal, level systems of youth violence prevention. Another limitation that was related more so to the methodology is that the theoretical framework selected, by its nature is broad and there was a challenge of separating and categorizing information into specific categories for each of the elements of interest.

Recommendations

Based on the results, implications and recommendations of the review, it is recommended that future researchers focus on societal level assessments, evaluations, and interventions in all settings and around all youth violence topic. This recommendation is based on the thought that the emerging supporting knowledge about addressing underlying causes of youth violence are essential to facilitating strategies can potentially prevent it's occurrences in the U.S. In addition, evaluation and assessment of policy at the population level should be examined to determine potential impacts of implementation and how those impacts influence youth violence, its prevention, and or its amplification.

Conclusions

The review conducted provides a basis that youth violence literature is focusing on underlying causes of youth violence school. The results show an emerging body of literature on general youth violence and social determinants of youth violence. Secondly, there is a dominance of community level information, but few information on societal level topics around youth violence prevention. In this review, it was illustrated that the a potential byproduct of the decreases in youth violence has

influenced a need for more understanding and study of social determinants. However, this study has limitations in the design of its methodology; therefore, generalization should not be made inferred. Finally, this study demonstrates a continued understanding of how youth violence can be prevented in the U.S. through continued scientific inquiry.

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[\(Table of Content\)](#)

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