

CENTER for YOUTH RESEARCH

ANNUAL REPORT

1986-87

112033

CENTER FOR YOUTH RESEARCH
Social Science Research Institute
University of Hawaii-Manoa
2500 Campus Road
Honolulu, Hawaii, USA 96822
(808) 948-7517

NOVEMBER, 1987
REPORT NO. 337

TABLE OF CONTENTS

	<u>Page</u>
Introduction and Statement of Center Functions	1
I. Obtaining Information: Networks	2
A. National Network of Youth Research Centers	2
B. University of Hawaii and East-West Center Youth Research Network	3
C. Youth Services Database Network	3
D. Network of Local and National Organizations	3
E. Forecasting: A Network of Community Leaders	4
II. Generating Information: Research Data	5
A. Youth Development Project	5
B. The Study of Violent Crime Settings	6
C. Female Delinquency	7
D. Surveys	7
III. Disseminating Information: Publications, Conferences, and Consultation	8
A. Publications	8
B. Conferences	10
C. Consultation	12
IV. Staff Members	13
V. Affiliates	15

U.S. Department of Justice
National Institute of Justice

112033

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this copyrighted material has been granted by
Center for Youth Research
University of Hawaii

to the National Criminal Justice Reference Service (NCJRS)

Further reproduction outside of the NCJRS system requires permission of the copyright owner.

NCJRS

JUN 30 1988

ACQUISITIONS

The Center for Youth Research

Annual Report 1986 - 87

The Center for Youth Research (CYR) began the year as the Youth Development and Research Center (YDRC). With the retirement of the YDRC Director, the Vice President for Research and Graduate Education established an Advisory Committee that made recommendations regarding the future development of the Center. The recommendations were designed to encourage the Center to:

- (1) refocus its work to include the study of delinquency within the context of all youth,
- (2) form a partnership with the community to integrate research and service within a common model,
- (3) establish a national network of similar youth research centers, and
- (4) become a source of youth information for the University of Hawaii.

To support this mission additional recommendations were made to reallocate staff positions to increase the Center's research capability, to seek additional extra-mural funds, to administratively relocate within the Social Science Research Institute (SSRI) to increase the Center's multi-disciplinary research identity, and to form an advisory council to provide advice, support and multi-disciplinary ties for the Center.

The President's endorsement of these recommendations occurred on December 30, 1986, and the organization chart and function statements received final approval on August 17, 1987. The new Statement of Functions described the mission of the Center as follows:

CENTER MISSION

- Conduct research related to youth in collaboration with University researchers, organized research centers at other universities, and/or community organizations.
- Serve as an information center for youth-related research at the University.
- Disseminate information on youth research, programs, and issues through publications, consultation, workshops, conferences, and expert testimony.
- Provide research and practicum opportunities for graduate students.

The theme that is central to this mission is **information**. Webster's Dictionary defines information as "the communication or reception of knowledge" and "knowledge obtained from investigation, study, or instruction." During the Center's transition, staff members began to reorganize the Center to support its revised mission and information theme. Communication and computer capabilities were increased, office space was rearranged, and criteria for the consideration of new Center projects were developed. These criteria include:

- (1) consistency with the mission of the Center,
- (2) advancement of knowledge,
- (3) relevance to Hawaii,
- (4) opportunities for extra-mural funding,
- (5) cohesiveness with other Center projects,
- (6) opportunities for collaboration,
- (7) use of Center resources, and
- (8) future implications.

Most importantly, Center activities began to be integrated within the theme of I. OBTAINING, II. GENERATING, and III. DISSEMINATING information relevant to youth research. These activities are described as follows.

I. OBTAINING INFORMATION: NETWORKS

As individuals, Center staff members engage in scholarship related to their interests, projects, professional organizations, and disciplines. It is the systematic approach to scholarship, however, that integrates these individual efforts and distinguishes the Center as an organized research unit. This systematic approach includes the creation and expansion of local and national networks to obtain information and forecast trends relevant to youth research. The knowledge derived from this information is shared with interested researchers, organizations, and individuals at the University of Hawaii and the State of Hawaii, and with colleagues nationally. The current status of the Center's networks is described below.

A. National Network of Youth Research Centers

One of the major goals of the Center is to establish a national network of those research centers with a primary focus on youth. The purposes of this network would be to share information, facilitate staff exchanges, and collaborate on national research projects. It is anticipated that the network will begin with a national conference to bring representatives of these research centers together and to establish a formal association.

Steps toward the formation of this network began in 1986-87 with a series of visits. Representatives from the

Center for Youth Development and Research of the University of Minnesota and the Center for Community Research and Action of New York University visited our Center, and our director visited the Children's Defense Fund in Washington, D.C., the Center for the Study of Children and the Law of the University of Virginia, the Center for Early Adolescence of the University of North Carolina, and the National Center for the Assessment of Delinquent Behavior and Its Prevention of the University of Washington. In addition, several other research centers have been contacted. So far, interest in participating in a conference and the network is unanimous. Therefore, planning for a conference in 1988-89 is underway.

B. University of Hawaii and East-West Center Youth Research Network

In 1986-87 the creation of a database is planned to serve as an information system on youth research occurring at the University of Hawaii and the East-West Center. This information system will be a public access database from which researchers and organizations in the State will be able to extract information to facilitate their collaborative contacts and research endeavors. A long range goal is to link this database with the national youth research center network described above to serve researchers and organizations in Hawaii, Asia and the Pacific Basin. At the present time a questionnaire has been created to collect information on youth-related research projects. Individual researchers will be contacted and interviewed.

C. Youth Services Database Network

The Center, in conjunction with Kamehameha Schools, is in the process of developing a comprehensive data-base system which would include demographic information, program descriptions, intervention techniques, types of services, staffing, and funding sources of all existing family and youth services on the island of Oahu and the Kona District of Hawaii. The system will eventually include information of all such services throughout Hawaii and will be accessible to all youth and family-related agencies throughout the State. The information gathered will provide the foundation for future collaborative efforts among social services programs available in Hawaii and the Kamehameha Schools.

D. Network of Local and National Organizations

Center staff members are represented in many professional organizations that are related to youth.

Representation in these organizations, often as officers, contributes to a multi-disciplinary perspective and provides the Center with opportunities to affect the discourse on youth issues. The intent is for the Center to be represented in the major professional organizations related to its work. A current list of these organizations from the disciplines of criminology, education, law, psychology, social work, and sociology, as well as several multi-disciplinary organizations, follows.

1. American Bar Association: Criminal Justice Section
2. American Psychological Association: Divisions of Child, Youth, and Family Services, Community Psychology, and Psychology and Law
3. American Society of Criminology
4. American Sociological Association: Division of Criminology
5. Association for Behavior Analysis
6. Association of American Law Schools: Clinical Legal Education Section
7. Council of Community Psychology Program Directors
8. District of Columbia Bar Association
9. Girls Clubs of America
10. Hawaii Community Education Association
11. Hawaii Correctional Association
12. Hawaii Criminal Justice Educators Association
13. Hawaii Educational Research Association
14. Hawaii Sociological Association
15. Hawaii State Bar Association
16. National Association of Social Workers
17. National Community Education Association
18. National Criminal Justice Association
19. Society for Research on Adolescence
20. State Advisory Council for Adult and Community Education
21. Washington State Bar Association
22. Western Society of Criminology

E. Forecasting: A Network of Community Leaders

Forecasting is a methodology that combines the use of archival information to distinguish trends over time with the judgement of community leaders to identify future events that will affect those trends. The concern with the future makes forecasting particularly applicable to youth issues including school completion, career planning, employment, teen suicide, adolescent pregnancy, and juvenile crime. Staff members of the Center, therefore, plan to create a network of community leaders to explore the use forecasting in addressing youth issues.

Forecasting is used to frame actions in the present in order to influence future outcomes. The basic question asked in forecasting is: How do we act now in order to

make it more likely that something will happen later? In this sense, forecasting techniques are invaluable to prevention work. They will never predict the future, but will reduce our uncertainty about the future and allow us to plan with foresight. Forecasting also provides a means to identify needs so that community leaders know what opportunities and services are missing for youth, permits clear problem formulation and, perhaps most importantly, promotes dialogue among those people who can have the greatest impact on the future of youth in Hawaii. This process can then be used to guide the way to informed decisions, to affect trends, and to influence social policy relevant to youth issues.

II. GENERATING INFORMATION: RESEARCH DATA

One of the major functions of the Center is to conduct research to generate data leading to new knowledge. Center research studies are often conducted with the collaboration of research colleagues, graduate students, and community organizations. A few studies have been supported with extra-mural funds. Currently, a major effort is being made to increase the base of extra-mural research funding. This effort has resulted in \$106,000 for the Youth Development Project beginning July 1, 1987 and other funds are expected to support research in collaboration with Kamehameha Schools in 1987-88. In addition, contact has been made with several federal agencies and national foundations to explore future grant proposals. Research studies in 1986-87 are described below.

A. Youth Development Project

The pilot Youth Development Project is a school-based program designed to promote healthy social behavior in youth and to decrease the likelihood of youths' involvement in future delinquent activity. The Project was begun in December, 1983, and is in its fourth year. The initial target population of this demonstration project was school children in Waiakea Elementary and Intermediate Schools in Hilo, Hawaii. Hilo Union Elementary School was a comparison school. These schools were chosen as a result of prior studies on delinquency rates in the community. Implementation of the Project with other populations is now under way. The Project is a cooperative venture among the staff of the Center for Youth Research, Hawaii State Department of Education, and several community service agencies. A detailed description of the Project is provided in the "Youth Development Project: Preventive Intervention in Delinquency, Revised Project Description" (Center Report No. 317).

The Youth Development Project was created to inhibit the downward spiral of failure experienced by youth at-risk for academic and social maladjustment. As a prevention project, it follows an empowerment model in which the school community enhances the possibilities of its members controlling their own circumstances. School staff develop and test methods which are used to solve school problems. Forecasting methods are to be employed in this process. Such methods reduce uncertainty about the future by allowing community leaders, especially teachers, to take action on the difficulties youth are likely to face. Additionally, the Project is composed of three interventions: social skills training, student team learning, and a parent liaison network. (These are discussed in the "Revised Project Description.") The methods are currently being assessed as prevention techniques and results to date are positive. (See Youth Development Project: First Year Evaluation, Center Report No. 321. Subsequent evaluation reports are in progress.)

The three interventions (i.e., social skills training, student team learning and a parent liaison network) now have been adapted to Hawaii's unique youth population. A number of materials for training teachers and for use with students have been developed as well. The Project is entering its dissemination stage by expanding its operation to other schools.

To date about thirty schools in the State have expressed an interest in replicating the Project. After Project staff provided numerous presentations including a videotape production entitled "The Waiakea Experiment" (aired on cable network television), sixteen schools committed one to six entire grade levels to implementing the Project. Four schools have been selected as Project demonstration sites. These are:

Hilo Union Elementary, grades 3-6
Mountainview Elementary & Intermediate, grades 3-8
Kapiolani Elementary, grades 3-6
Waimea Intermediate, grade 6

In addition, Waiakea Elementary and Intermediate and the ninth grade of Waiakea High School will continue to participate as the original experimental schools.

B. The Study of Violent Crime Settings

Violent crime settings are specific places in which the highest number of violent crimes are reported each year. The crimes are mostly assault and robbery, but also include murder and rape. Center staff members and graduate students have conducted several studies of these locations over several years. Studies in previous years traced the

history of some of these settings in downtown Honolulu, examined the associations between types of public activities across Honolulu and patterns of crime, and compared specific locations with different patterns of crime in Waikiki and downtown Honolulu.

The results of these studies have shown that the type of public activities of an area have historical roots and that these activities include different patterns of crime. A distinguishing characteristic of a violent crime pattern was the high number of sex-related businesses in these areas. Indeed, even within these areas, violent crimes are more frequent in the vicinity of sex-related businesses. In addition, comparisons of areas higher in property crimes with those higher in violent crimes show that the density, gender, ethnicity, and behavior of pedestrians varies widely across these areas, specific sites within areas, and hours of the day.

A study that was completed in 1986-87 developed a methodology to study specific street-corners at high-crime times using a video-based observation code. It is hoped that these studies will increase our understanding of how settings facilitate criminal activity and perhaps suggest changes in settings which will reduce crime.

C. Female Delinquency

Delinquency has been the major focus of work at the Center since the Center began in 1964. In recent years the study of female delinquency has become an increasingly important part of this work. Studies in 1986-87 examined the differential dispositions of males and females in 432 juvenile court cases. Evidence from many sources was used in a separate study to construct a profile of girls held in adult jails in the United States. Data from both studies indicated that girls charged with status offenses and minor crimes are more likely than boys to be placed in adult jails and as likely to receive the harshest disposition at each stage of the juvenile court process.

Plans are currently being developed to extend the study of female delinquency to the related topics of adolescent pregnancy and drug use. A study of ethnic factors in the incidence of child sexual abuse is also being planned. In addition, studies at the Center will be integrated with those conducted elsewhere in a book in preparation on female delinquency.

D. Surveys

Survey data can provide useful information on youth concerns. In 1986-87 data were collected on the high

school aspirations of 2,000 students in grades 7-11 and on the results of social skill training as seen by those conducting training in Hawaii (see Center Report No. 333). The types of surveys conducted elsewhere are being examined for possible use in Hawaii. It is expected that data from these surveys in Hawaii could be incorporated into the forecasting procedures described above for the purpose of delineating trends in Hawaii.

III. DISSEMINATING INFORMATION: PUBLICATIONS, CONFERENCES, AND CONSULTATION

Information obtained through professional networks and research is integrated and disseminated in a variety of formats. These formats may be categorized as publications, conferences, and consultation.

A. Publications

The category of publications includes scholarly manuscripts in books, chapters, and journals, Center reports, video tapes, and computer databases. In 1986-87, a book was published based on a national conference co-sponsored by the Center on childhood aggression and violence. It includes chapters by national scholars, including two from the Center, and provides a current overview of the field with implications for prevention and intervention programs. Topics range from genetics and neurology to social systems.

In addition, Center reports are now divided into those based on research and evaluation, those on policy and issues, and those on working papers. The intention is to provide more information about specific issues and policy alternatives in policy-and-issue reports and about projects in progress in the working papers.

The first videotape based on a Center project was also produced this year. It presented the Youth Development Project on public television and received the Silver Monitor Award from the International Television and Video Association. Additional videotapes on major national projects and computer databases are expected to be available from the Center in the future. Publications for 1986-87 are listed below.

1. Professional

Chesney-Lind, M. (1986). Women and crime: A review of the literature on the female offender. Signs: Journal of Women in Culture and Society, 12, 78-96.

Chesney-Lind, M. (1987). Girls and violence: An exploration of sex differences in serious delinquent behavior. In D. H. Crowell, I. M. Evans, and C. R. O'Donnell (Eds.), Childhood aggression and violence: Sources of influence, prevention and control (pp. 207-229). New York: Plenum Press.

Chesney-Lind, M. (1987). Review of Street Women by E. Miller. Contemporary Sociology: An International Journal of Reviews, 16, 379-380.

Chesney-Lind, M. (1987). Women's prison reform in Hawaii: Trouble in paradise. Jericho, 43, 6-7.

Crowell, D. H., Evans, I. M., & O'Donnell, C. R. (Eds.) (1987). Childhood aggression and violence: Sources of influence, prevention and control. New York: Plenum Press.

Higa, G., Manos, M., & Yempuku, A. (1986). Social skills assessment of disadvantaged and mainstream youth. Pacific Educational Research Journal, 3, 19-31.

O'Donnell, C. R. (1987). Childhood aggression and violence: Individual and system approaches. In D. H. Crowell, I. M. Evans, & C. R. O'Donnell (Eds.), Childhood aggression and violence: Sources of influence, prevention and control (pp. 285-294). New York: Plenum Press.

2. Center Reports

Evaluation of Honolulu Police Department's Drug Abuse Resistance Project, Center Report No. 329, July 1986.

Hawaii Risk Assessment Instrument: A Preliminary Report, Center Report No. 330, August 1986.

Youth Development and Research Center Annual Report 1985-86, Center Report No. 331, August 1986.

Social Skills Assessment of Disadvantaged and Mainstream Youth, Center Report No. 332, October 1986.

Social Skills Training in Hawaii: Survey Results of Island Trainers, Center Report No. 333, May 1987.

Girls' Crime and Woman's Place: Toward a Feminist Model of Female Delinquency, Center Report No. 334, May 1987.

Prisoners in Paradise: Women's Prison Problems in Hawaii, Center Report No. 335, May 1987.

3. Videotape

Keith, V., Manos, M., Kameoka, K., & Grossman, P. Youth development project: "The Waiakea experiment". The Center for Youth Research, University of Hawaii at Manoa, Honolulu, Hawaii.

B. Conferences

One of the major forms of dissemination is the sponsoring of conferences, usually in collaboration with other organizations and colleagues. Currently, planning is underway for conferences with representatives of youth agencies in Asia and the Pacific Basin and youth research centers in the United States. In 1986-87, the Center co-sponsored four conferences.

1. Conference on Children and Youth At Risk, Honolulu, December 11-12, 1986.

This conference, initiated by the Department of Education, was attended by over 500 individuals and community agencies involved with the at-risk population. Based on the theme, "Hawaii's Children At Risk: Policies, Programs, Practices, and People," the conference covered a wide range of topics and capitalized on the expertise and talents of many resource persons from Hawaii and the mainland. The conference included 7 keynote speakers, a panel presentation, 36 workshops and 22 action groups.

The intent of the first day of the conference was to assist participants in understanding the at-risk population and some of the promising programs and practices currently being implemented in Hawaii. The second day focussed on the question of "Where do we go from here?" The various agenda items were selected to broaden the perspective on the at-risk problem, to identify gaps in the delivery of services, and to propose solutions or actions to be implemented.

2. 'Aha Kuka Conference, "Meeting the Needs of Youth and Families at Risk through Partnerships", Honolulu, April 25, 1987.

The Center was a co-sponsor of this conference along with the Hawaii Community Education Association and the Hawaii Department of Education. The Center's staff played a major role in the planning and implementation of the Conference activities. Approximately 500 parents, educators, social service professionals, and educational/social service program administrators attended the conference. The conference addressed the problems of the at-risk youth and their families and presented workshops and forums for discussions focused on solutions to the problem. Portions of the conference proceeding will be printed in the first community education journal sponsored by the Hawaii Community Education Association.

3. Hawaii State 5th Annual Primary Prevention Conference: "Feeling Worthy: Promoting Self Esteem through Life's Transition", Honolulu, October 23-25, 1986.

The conference was attended by over 200 mental health professionals interested in the prevention of mental health disorders in adults, children and youth. Emphasis was placed on taking action in prevention work as well as on developing models for prevention.

4. Hawaii Correctional Association, Honolulu, January 15-16, 1987.

The Center served in a liaison capacity to the Hawaii Correctional Association for their annual conference. This past year the theme was "Corrections in Hawaii in the Year 2000."

The keynote speakers for the first day were Roger Endell, Commissioner, Alaska Department of Corrections, who spoke on "Making the Transition to a Department of Corrections," and the honorable Stanley Weigel of the U.S. 9th Circuit Court of Appeals who spoke on the issues in prison litigations.

The second day focussed on youth. The major presenter was Kenneth Ling, Administrator, 1st Circuit Family Court, who spoke on the future directions of Family Court. Members of the panel discussed the model juvenile justice code while the workshops focussed on parental responsibilities, juvenile restitution, assessment of incarcerated youths, adolescent aggression, PINS mediation and child sex abuse.

In addition, the Center was represented at the national meeting of the Association of Behavior Analysis, the Vermont Conference on the Primary Prevention of Psychopathology, and the Community Research and Action Conference. Papers were presented at the following meetings.

Chesney-Lind, M. "Girls Crime and Woman's Place: Toward a Feminist Model of Female Delinquency." Paper presented at the Association for Criminal Justice Research (California) Sacramento, April 23-25, 1987.

Chesney-Lind, M. & Sheldon, R. G. "Recent Trends in Female Delinquency." Paper presented at the Annual Meeting of the Western Society of Criminology, Las Vegas, Nevada, February 26 - March 1, 1987.

Chesney-Lind, M. & Chandler, S. "Feminization of Poverty." Presentation to the National Association of Social Workers Hawaii/Alaska Conference, Honolulu, Hawaii, March 4-6, 1987.

Chesney-Lind, M. "Juvenile Restitution - An Idea Whose Time Has Come." Presentation made to the Juvenile Restitution Conference, Honolulu, Hawaii, January 27, 1987.

Chesney-Lind, M. "Delinquency in Girls: Criminalizing Female Survival." Paper presented at the Annual Meeting of American Society of Criminology. Atlanta, Georgia, October, 1986.

C. Consultation

Consultation is the most direct form of dissemination. Ideally, Center staff members work closely with representatives of other organizations toward common goals. This process can develop and increase the effectiveness of specific projects and build cooperative working relationships for future endeavors. As the Center began its transition in 1986-87, staff members provided consultation on many projects and began consideration of how consultation can be used to support its revised mission and contribute to collaborative achievements based on needs and interests shared with other organizations.

The purposes of the consultations provided in 1986-87 included the construction of program objectives, the assessment of whether objectives were achieved, program development, and program evaluation. Programs included Na' Ohana Pulama, a professional parenting program funded through a grant from the State Department of Health,

Division of Mental Health; the Hawaii Educational Dissemination Diffusion System (HEDDS), the Comprehensive School Alienation Program (CSAP), the Career Education Project, and the Parent Community Networking Center, all of the State Department of Education; the risk assessment project of the Hawaii Adult Probation Office; the Judiciary, Program Services Branch; and the Drug Abuse Resistance Education Project (DARE) of the Honolulu Police Department. Among the contributions of these consultations were the support for the implementation of Parent Community Networking Centers in over 40 sites throughout Hawaii, the publication of a Resource Handbook for parent facilitators at these networking centers, the re-validation of a variety of risk instruments, to predict the recidivism of adult probationers, and the evaluation results supporting the effectiveness of DARE as an education program.

One of the most important assets of the Center is the positive working relationship with youth-related organizations that was established through many years of consultations. Accordingly, one of the goals of the Center is to **develop this relationship into a partnership** based on the assessment of youth needs and the research literature relevant to those needs. It is hoped that this knowledge-base composed of community organization experience and academic scholarship could be used collaboratively to develop programs, plan research, seek additional funding when appropriate, and advance the knowledge needed for positive youth development.

To achieve this partnership goal, Center staff members seek to **develop a consultation model to integrate the contributions of practitioners and researchers**. In this model the practitioners would offer the knowledge of their settings and of the youth who participate in their programs, and the researchers would offer the knowledge and methodology of science. Consultation could then be used to go beyond the evaluation of existing programs to use the current state of knowledge in the development of program excellence and in providing expert testimony to the legislative and judicial branches of government. In effect the Center would function as the hyphen in a science-practice model of consultation to form a synergism of research and service, for it is **the transformation of science into practice which makes the service of the Center valuable to the community** just as it is the guidance of practice which informs science.

IV. STAFF MEMBERS

The core staff of the Center is composed of a director, researchers, educational specialists, and a secretary. This

core is supplemented by graduate students, project staff members, consultants, and student helpers. The composition of the staff is intentionally multi-disciplinary and currently includes members with graduate education in clinical psychology, educational psychology, law, social work, sociology, and special education. The core staff members are listed below.

Meda Chesney-Lind is a criminologist whose area of specialization is girls' delinquency. She is an Associate Researcher at the Center and also an Associate Professor with the Women's Studies Program at the University, where she teaches courses on women and crime and the sociology of sex roles. Her research on female delinquency and official responses to girls' misbehavior has appeared in Crime and Delinquency, Signs, Criminal Justice and Behavior, Psychology Today, and numerous other journals. She was a consultant to the United Nations on this subject and is currently working on a book on female delinquency.

Katherine Hunt Federle is an Assistant Professor of Law at the University of Hawaii who began research work half-time at the Center in August, 1987. She joined the law faculty in 1986 after completing her LL.M. as a Prettyman Fellow at Georgetown University Law Center where she supervised a defense clinic, drawing on her experience as a public defender in Washington State. She earned her J.D. cum laude from the University of Puget Sound where she was Managing Editor of the Law Review and President of the Puget Sound Law Foundation. Her plans are to pursue her interests in juvenile law at the Center, focusing on interviewing and counseling of juvenile clients, the conflict between hanai and state-ordered adoptions, and the incarceration of status offenders.

Keith Y. Kameoka is an Educational Specialist. He received his B.S. in Human Development, and is currently completing his M.Ed. in educational psychology at the University of Hawaii. Keith's past experiences in working with troubled adolescents in educational and social service programs provides a link between the Center and youth services in the State. Presently, his interests generally focus on the improvement of youth programs that provide services to at-risk and troubled adolescents, the provision of alternative educational options, and interventions with disruptive youth gangs.

Michael J. Manos received his Ph.D. in special education and clinical psychology from the University of Arizona in 1981. He brought with him solid experience in multicultural education, having designed educational programs with Native Americans in Arizona. He later concentrated on delinquency prevention and intervention in Hawaii and currently directs a major prevention program in Hilo emphasizing social skills training and cooperative learning. Mike also teaches research methods in the School of Social Work.

Clifford R. O'Donnell became Director of the Center in 1987. He has been a Researcher at the Center since receiving

his Ph.D. from the University of Kentucky in clinical psychology in 1970. Cliff is also a Professor in the Department of Psychology. He has published widely in the areas of delinquency, prevention, social networks, and community psychology, and is currently working on the development of a theory for social intervention. His number one priority is contributing to the establishment of the Center as a nationally-recognized source of youth research, serving the University and State of Hawaii.

Joyce H. Tanji is an Educational Specialist who first joined the Center in 1974 as a Coordinator for the CLASS Project, a major program funded by CORBEH (Center at Oregon for Research in the Behavioral Education of the Handicapped). Previously, Joyce worked for six years as a social worker and learning center coordinator at Palama Settlement. She received her MSW from the University of Hawaii School of Social Work in 1967 with an emphasis in group work.

Her current interest is in the area of community education with a primary focus on the use of community resources, including families, schools, and private businesses and organizations, to address the problems of youth. In this regard, Joyce has been involved in the Youth Development Project and the development of a statewide computer information system on all available youth and family-related services.

Lanette K. Yoshioka has been the secretary of the Center since 1967. She supervises student helpers and contributes much to the smooth functioning of the Center.

V. AFFILIATES

A. Graduate Students

Hale Akamine, Department of Psychology
Bonita E. Grimmel, School of Social Work
Justice Shibayama, Department of Psychology
Salvador S. Ueda, School of Social Work

B. Youth Development Project Personnel

Ethel Borges, Teacher
Judith Fukuda, Teacher
Patricia Grossman, Site Coordinator
Joyce Iwashita, Teacher
Sandra Johnson, Assistant Coordinator
Toshiaki Kawasaki, Teacher
Roy Kobayashi, Teacher
Barbara Dian Mahoney, Teacher
Donald Meichenbaum, University of Waterloo, Consultant
Toshimasa Miura, Teacher
Yvonne Nakamura, Teacher
Yoshio Nekoba, Principal

Robert Omura, Consultant
Sharon Purbaugh, Teacher
Donna Saiki, Principal
Edward Seidman, New York University, Consultant
Elaine Sumida, Teacher
Sheila Watson, Teacher
Herbert Wegner, Teacher
Rodney Wong, Teacher
Wayne Yanagisawa, Teacher

C. Student Helpers
Lori Nishikimoto
Thoa Vu