

## Youth-Led Participatory Research (YPAR) Resources

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Websites: Please visit <http://yparhub.berkeley.edu/> co-developed with SF Peer Resources for YPAR curricula and examples from diverse contexts; <https://www.unicef-irc.org/adolescent-research-methods/> for UNICEF 2017 research brief on YPAR. For the Innovations for Youth (I4Y) Center: <http://i4y.berkeley.edu/home>

Brief video about the Best Practices Club Peer Resources YPAR project by O'Connell HS graduate and filmmaker Matthew Salanoa: <https://www.youtube.com/watch?v=LLYXLTWOWA>

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### Selected Academic Literature:

**Ozer, E.J., Cantor, J.P., Cruz, G.W., Fox, B., Hubbard, E., & Moret, L. (2008).** The diffusion of youth-led participatory research in urban schools: The role of the prevention support system in implementation and sustainability. *American Journal of Community Psychology, 41*(3), 278-289. Paper with community collaborators on youth-led research project (SF Peer Resources organization and teachers) and graduate student analyzes strategies used in our project to build capacity for schools and CBO's to implement youth-led research, using a new conceptual framework for diffusion of innovation developed by the CDC and colleagues.

**Ozer, E.J., Ritterman, M., & Wanis, M. (2010).** Participatory Action Research (PAR) in middle school: Opportunities, constraints, and key processes. *American Journal of Community Psychology, 46*(1-2), 152-166. Presents a conceptualization of how youth-led research can improve secondary school settings to maximize adolescent development as well as a laying out of key intervention processes. Discusses challenges of YPAR via case analysis of a project with a majority-Latino urban middle school site in SF.

**Ozer, E.J., & Schotland, M. (2010).** Psychological empowerment among urban youth: Measure development and relationship to psychosocial functioning. *Health Education and Behavior, 38*(4), 348-356. Drawing from existing theory and measures in the psychological empowerment field, as well as interview and survey data the participatory research project, we present a framework and psychometric analyses for a new measure of assessing psychological empowerment among diverse urban teens.

**Ozer, E.J., & Wright, D. (2012).** Beyond school spirit: The effects of youth-led participatory action research in two urban high schools. *Journal of Research on Adolescence, 22*(2), 267-283. Qualitative paper on how YPAR affected four diverse public high schools in terms of: a) creating or strengthening opportunities for students to provide input on decisions, policies, and practices within these school settings; and b) expanding the students' social networks and engaging adults as allies in their research and change efforts. Further, we consider the domains in which existing or new mechanisms of student influence operate, such as the planning of extracurricular "spirit" activities versus providing input on the academic curriculum or operations of the school site. Third, we analyze multiple features of the YPAR projects and their host schools to gain insights into the conditions under which changes in opportunities for student autonomy were initiated and sustained over time. Data included interviews with school staff; student focus groups, and extensive classroom observations.

**Ozer, E.J., & Douglas, L. (2013).** The impact of participatory research on urban teens: An experimental evaluation. *American Journal of Community Psychology, 51*(1-2), 66-75. Uses experimental design to test the effects of participatory research on teens (as compared to students in the same school who participated in a direct service youth development program. Despite a conservative design, we demonstrate a modest but significant effect on psychological empowerment including teens' participatory behavior, strategic thinking, and motivation to improve their schools. This is the first study to my knowledge to test youth-led research (or any similar type of youth development program) with an experimental design in schools (as opposed to students in selected groups such as a summer program).

**Ozer, E.J., Newlan, S., Douglas, L., & Hubbard, E. (2013).** "Bounded" Empowerment: Analyzing Tensions in the Practice of Youth-Led Participatory Research in Urban Public Schools. *American Journal of Community Psychology, 52*(1-2), 13-26. Qualitative paper on balancing ownership and control in school settings where student power is limited and some continuity of project is helpful in providing traction for making change. The paper includes a systematic analysis of constraints on student decision-making in the youth research process and identification of processes that help promote student power in the context of a range of constraints.

**Ozer, E.J., & Douglas, L. (2015).** Assessing the key processes of youth-led participatory research: Psychometric analysis and application of an observational rating scale. *Youth & Society, 47*, 29-50. Paper on youth participatory research observational process measure with respect to measure development, reliability; implementation quality; b) investigates patterns of implementation of YPAR across time and across sites.

**Ozer, E.J. (2016).** Youth-Led Participatory Action Research. In L. A. Jason & D. S. Glenwick (Eds.), *Handbook of methodological approaches to community-based research: Qualitative, quantitative, and mixed methods*. New York, NY: Oxford University Press. This chapter discusses youth-led participatory action research (YPAR), a change process that engages students in identifying problems that they want to improve, conducting research to understand the nature of the problems, and advocating for changes based on research evidence. After providing an overview of YPAR and its core processes, the chapter reviews the literature regarding the effects of YPAR on youth and their settings and identifies the benefits of YPAR.

*Other selected chapters and synthesis papers on YPAR:*

**Ozer, E.J. (2017).** Youth-Led Participatory Action Research: Overview and Potential for Enhancing Adolescent Development. *Child Development Perspectives, 11*: 173–177.

**Ozer, E.J., Piatt, A.A. (2018).** Youth-led Participatory Action Research: Principles, Implementation, and Diffusion in Diverse Settings. In N. Wallerstein, B. Duran, J. Oetzel, & M. Minkler (Eds.) *Community-Based Participatory Research for Health (3rd edition)*. San Francisco, CA: Jossey-Bass.

**Ozer, E.J., Piatt, A.A., Holsen, I., Larsen, T., Lester, J., Ozer, E.M. (2017).** Innovative Approaches to Promoting Positive Youth Development (PYD) in Diverse Contexts: Novel Applications of Participatory Research and New Technologies. In A.C. Petersen, S. Koller, F. Mottie-Stefanidi, & S.H. Koller (Eds.). *Positive Youth Development in Global Contexts of Social and Economic Change*, p. 201-221. Psychology Press.

**Kornbluh M, Neal JW, Ozer E.J. (2016).** Scaling-Up Youth-Led Social Justice Efforts through an Online School-Based Social Network. *American Journal of Community Psychology, 57*(3-4), 266-279.