

Table 1. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Relationships

	Experimental Research Studies			Nonexperimental Research Studies
Social Relationships	What Works	What Doesn't Work	Mixed Reviews	"Best Bets"
FAMILY RELATIONSHIPS				
Parent-Child Relationship	<p><i>Programs: Mentoring</i></p> <p>Big Brothers Big Sisters (BBBS): one-on-one mentoring program for youth. (t=480, c=479)</p> <p>-Treatment sample as a whole experienced an increase, significant at the .05 level, in quality of the parent-child relationship.</p> <p>-White male participants experienced particularly significant increases in comparison to the white males in the control group: Parent-child relationship quality: 5% Reported level of trust: 7%</p>			<p><i>Individual-level</i></p> <p>Significant degree of respect in parent-child relationships.</p> <p>Attachment to parents, but particularly the father, during childhood.</p> <p>Discouragement of qualities such as anxiety, bullying, or a quick temper in the adolescent.</p> <p>Limited participation in dating and heterosocial relationships.</p> <p><i>Peer-level</i></p> <p>In cases of divorce or single parenthood, parental coresidence with a partner to whom they are married, for whom the adolescent has affective feelings, and with whom the parent has a positive relationship.</p> <p>Parental and parent-figure</p>

Table 1. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Relationships

	Experimental Research Studies			Nonexperimental Research Studies
Social Relationships	What Works	What Doesn't Work	Mixed Reviews	"Best Bets"
				<p>employment, particularly in a high-quality, satisfying job.</p> <p>Parental religiosity.</p> <p>Parents, especially mothers, who offer socioemotional support, displays of affection, and appropriate power-sharing; who share similar interests and emotional needs with their child; and who employ cooperative social skills and problem-solving skills.</p> <p>Continuously adjusting the parent-child relationship to accommodate adolescents' changing socio-developmental needs (such as more responsibility, autonomy, and a more peer-like parent-child rapport.)</p> <p>Authoritative parenting style (warm, communicative, responsive, firm and consistent with discipline).</p>

Table 1. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Relationships

	Experimental Research Studies			Nonexperimental Research Studies
Social Relationships	What Works	What Doesn't Work	Mixed Reviews	"Best Bets"
				<p>Not employing “negative parenting” behavior, such as spanking ,slapping, or yelling at the adolescent.</p> <p>Parenting which encourages independent problem-solving and the acquisition of new and challenging social skills.</p> <p><i>Family-level</i></p> <p>Parent-child attachment beginning early in the child’s life.</p> <p>Avoiding parental divorce.</p> <p>Minimal family arguments, stress, and general conflict; promotion of love, fun, teamwork, and family cohesion.</p> <p>In the case of divorced or separated families, shared child custody, or particular attention to maintaining the child’s relationship with the non-custodial parent.</p>

Table 1. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Relationships

	Experimental Research Studies			Nonexperimental Research Studies
Social Relationships	What Works	What Doesn't Work	Mixed Reviews	"Best Bets"
				<p>Particular attention to parent-child relationship if there are young siblings or adult relatives residing with the family.</p> <p><i>Neighborhood-level</i></p> <p>Living in neighborhoods perceived to be of good quality; neighborhoods with sufficient educational resources.</p> <p><i>Programs: Social Skills Training</i></p> <p>Adolescent Social Skills Effectiveness Training (ASSET): social skills training program aimed at reducing parent-child conflict.</p> <p>Iowa Strengthening Families Program (ISFP): separate and joint social skills training sessions over 14 weeks.</p>

Table 1. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Relationships

	Experimental Research Studies			Nonexperimental Research Studies
Social Relationships	What Works	What Doesn't Work	Mixed Reviews	"Best Bets"
				<p>Positive Parenting Project: adolescent education on the responsibilities and sacrifices inherent in parenting. Discussion and perspective-taking on the motivations behind participants' parents decisions and demands.</p> <p>Training of social skills and parent-child communication in programs with unrelated goals (such as suppression of alcohol and tobacco use). Lessons included parent-child partnership in homework completion, and the development of parent-child communication skills.</p> <p>Mentoring relationships between the adolescent and an adult outside of the family.</p>
Sibling Relationships	<p><i>Programs: Education/ Training for Parents</i></p> <p>Training on reprimanding</p>			<p><i>Individual-level</i></p> <p>Specific personality traits: Low</p>

Table 1. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Relationships

	Experimental Research Studies			Nonexperimental Research Studies
Social Relationships	What Works	What Doesn't Work	Mixed Reviews	"Best Bets"
	siblings during/after conflict.			<p>frequency of upset for both siblings, short duration of upset and sociability in younger sibling, shyness in older sibling are associated with more positive sibling relationships.</p> <p>Relationships with older siblings; particular attention to the more conflictual relationships between siblings of younger ages.</p> <p>Relationships between same-sex siblings; particular attention to relationships between the more conflictual opposite-sex relationships.</p> <p>Siblings who do not engage in heavy drinking or other behaviors disruptive to the family.</p> <p>Common levels of delinquent or non-delinquent behavior.</p>

Table 1. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Relationships

	Experimental Research Studies			Nonexperimental Research Studies
Social Relationships	What Works	What Doesn't Work	Mixed Reviews	"Best Bets"
				<p><i>Family-level</i></p> <p>Non-hostile parents or parenting styles. High levels of parent-child and inter-parent affect. Consistent, non-differential parenting of both/all siblings.</p> <p>Employed mothers, particularly in the case of male siblings.</p> <p><i>Programs: Education/Training for Parents</i></p> <p>Positive reinforcement of cooperative play; use of time-outs in response to fighting.</p> <p>Reduction of conflict in the family environment through modification of parenting style.</p>
Grandparent and Other Family Member Relationships	<p><i>Programs: Education/Training for Grandparents</i></p> <p>Education of grandparents on perspectives and experiences of other generations in family. Encouragement for grand-</p>			<p><i>Individual-level</i></p> <p>Same-gender grandparent-grand-child relationships; particular attention to opposite-gender relationships.</p> <p>Particular attention to boys'</p>

Table 1. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Relationships

	Experimental Research Studies			Nonexperimental Research Studies
Social Relationships	What Works	What Doesn't Work	Mixed Reviews	"Best Bets"
	parents to become more influential in lives of grandchildren.			<p>relationships with family members, as they often have fewer family relationships than girls do.</p> <p><i>Family-level</i></p> <p>Active negotiation and development of the grandparent-grandchild relationships by both parties.</p> <p>In most cases, avoidance of parental divorce.</p> <p>Positive parent-grandparent relationships.</p> <p>Particular attention to non-parent family member relationships for non-African American youth.</p> <p><i>Programs: Education/Training for Grandparents</i></p> <p>Filial/Family Play Therapy (FFPT). Training to create an accepting, non-judgmental</p>

Table 1. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Relationships

	Experimental Research Studies			Nonexperimental Research Studies
Social Relationships	What Works	What Doesn't Work	Mixed Reviews	"Best Bets"
				<p>environment in custodial grandparent's home, and to become a source of positive influence.</p> <p>Multimodal Home Based Intervention for Custodial Parents Program. Provides social work, nursing, and legal aid to promote psychological stress, improve physical and mental health, and increase the custodial grandparent's level of social support and resources.</p>
NON-FAMILY RELATIONSHIPS				
Non-Familial Adult Relationships				<p><i>Individual</i></p> <p>Particular attention to boys' development of non-family adult relationships, as they often have fewer than girls.</p> <p>Particular attention to non-familial relationships for non-African American youth.</p>

Table 1. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Relationships

	Experimental Research Studies			Nonexperimental Research Studies
Social Relationships	What Works	What Doesn't Work	Mixed Reviews	"Best Bets"
				<p>Particular attention to developmental needs according to gender: Optimal teacher-child relationships are characterized by low levels of conflict and dependency for boys, and by closeness for girls.</p> <p>Mentor-like relationships that occur naturally between a child and an adult in his or her life, especially if established at an early age.</p> <p><i>Family-level</i> Close and accepting parent-child relationship from early on.</p> <p><i>Neighborhood</i> Residence in an area in which other adults are accessible.</p> <p><i>Programs: Mentoring</i> The adoption or development of specific qualities in mentoring</p>

Table 1. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Relationships

	Experimental Research Studies			Nonexperimental Research Studies
Social Relationships	What Works	What Doesn't Work	Mixed Reviews	"Best Bets"
				programs. These include: regular meeting times, reliable transportation, comprehensive supervision and training, and responsive mentoring.
Peer Relationships: Platonic Relationships	<p><i>Programs: Social Skills Training</i></p> <p>Big Brothers Big Sisters (BBBS): one-on-one mentoring program. Male minority participants reported a 6% increase in emotional support from peers. (t=480, c=479)</p>			<p><i>Individual-level</i></p> <p>Particular attention to boys' development of peer relationships, as they often have fewer and less close relationships than girls.</p> <p>Low levels of social anxiety.</p> <p>Lack of social difficulty or isolation in middle childhood. .</p> <p>Characteristics of socioemotional support, displays of affection, appropriate power-sharing, and similar emotional needs in the friendship dyad.</p> <p>Having peers that continue in the individual child's class for successive academic years.</p>

Table 1. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Relationships

	Experimental Research Studies			Nonexperimental Research Studies
Social Relationships	What Works	What Doesn't Work	Mixed Reviews	"Best Bets"
				<p><i>Family-level</i></p> <p>Closeness with, and ability to depend on, parents.</p> <p>A warm, authoritative parenting style with responsive discipline.</p> <p>Parental involvement in, and time spent with, the child and his or her peers.</p> <p>Parent-child attachment.</p> <p>Minimal hostility in the parent-youth relationship.</p> <p>Residing with a biological father; not residing with a stepfather.</p> <p><i>Neighborhood</i></p> <p>Residing in areas populated by youth near the same age of the individual.</p> <p>Living in more stable, less disadvantaged neighborhoods.</p>

Table 1. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Relationships

	Experimental Research Studies			Nonexperimental Research Studies
Social Relationships	What Works	What Doesn't Work	Mixed Reviews	"Best Bets"
				<p><i>Programs: Anti-violence Training</i></p> <p>The Expect Respect anti-bullying, anti-sexual harassment, anti-gender violence program. It employs a “whole school” approach, as well as parent involvement, to establish a universal understanding of, and response to, this kind of violence.</p>
Peer Relationships: Romantic Relationships	<p><i>Programs: Social Skills Training</i></p> <p>Anxiety-reduction through desensitization training and/or replication skills training.</p> <p><i>Programs: Anti-Dating Violence</i></p> <p>Safe Dates Project: Intervention consisted of role-playing, a poster contest, and a curriculum on violence, gender stereotyping and</p>			<p><i>Individual-level</i></p> <p>Physical attractiveness.</p> <p>Previous exposure to successful heterosocial exchanges and functional heterosocial relationships.</p> <p><i>Family-level</i></p> <p>Communication with parents, particularly mothers, about romantic relationships.</p> <p>Parents who have remained married or who otherwise model</p>

Table 1. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Relationships

	Experimental Research Studies			Nonexperimental Research Studies
Social Relationships	What Works	What Doesn't Work	Mixed Reviews	"Best Bets"
	<p>conflict management. Development of victim services available in the community. (N=1,892)</p> <p>A month after the end of the program, participants in the treatment group reported committing 60% less violence against their romantic partner than the those control group. .</p>			<p>functional romantic relationships. <i>Programs: Social Skills Training</i></p> <p>Practice dating, counseling, self-reinforcement, behavioral rehearsal, "heterosexual group discussion", participant modeling, self-observation by videotape, desensitization, sensitivity training, behavior-skills-training, sexual education, and "cognitive modification".</p>
Program Symbols	<p>ASSET BBBS FFPT ISFP</p>	<p>Adolescent Social Skills Effectiveness Training Big Brothers Big Sisters Filial/Family Play Therapy Iowa Strengthening Families Program</p>		

Table 2. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Skills

Relational Skill Areas	What Works -----	What Doesn't Work -----Experimental-----	Mixed Reviews -----	"Best Bets" (Non-experimental)
INTERPERSONAL SKILLS				
Conflict Resolution Skills	<p><i>Programs</i></p> <p>Linking the Interests of Families and Teachers (LIFT): intervention involving parent training and child-behavior modification program. (t=300, c=300)</p> <p>Adolescent Transitions Program (ATP): program that focuses on both improving parent management skills and developing the adolescent's goals/limit setting ability, peer supports, and problem solving ability. (t=105, c=38)</p> <p>Anger Coping Program: a program designed to increase adolescent perspective taking, social problem solving and social skills for managing conflict situations. (t=39,</p>			<p><i>Individual-level</i></p> <p>Agreeable disposition.</p> <p><i>Family-level</i></p> <p>Siblings with constructive conflict strategies.</p> <p>Parents with constructive strategies to resolve marital conflicts.</p> <p><i>Peer-level</i></p> <p>Peer acceptance.</p> <p>Ranking high in classroom social hierarchies.</p> <p><i>Programs</i></p> <p>Reciprocal Social Skills training for delinquent adolescents and their parent(s).</p> <p>Adolescent Social Skills Effectiveness Training (ASSET). Social skills training program</p>

Table 2. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Skills

Relational Skill Areas	What Works -----	What Doesn't Work -----Experimental-----	Mixed Reviews	"Best Bets" (Non-experimental)
	<p>c=13)</p> <p>Big Brothers/Big Sisters (BB/BS): a mentoring program (see earlier description). (t=480, c=479)</p> <p>Positive Youth Development Program: program that used stress management, self-esteem enhancement, problem solving, assertiveness training and the use of social networks (t=141, c=141)</p> <p>12-session anger control program providing training in problem solving, relaxation, and coping strategy. (t=15, c=15)</p>			<p>aimed at reducing parent-child conflict.</p>

Table 2. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Skills

Relational Skill Areas	What Works -----	What Doesn't Work -----Experimental-----	Mixed Reviews	"Best Bets" (Non-experimental)
Intimacy Skills	<p><i>Programs</i> Combination of interpersonal problem solving skills training with groups of peers who provide support for appropriate behaviors or "praise groups" (t=19, c=21)</p> <p>Big Brothers/Big Sisters (BB/BS). (see earlier description)</p>			<p><i>Family-level</i> A positive, affective relationship with parent. Having a sibling close in age.</p> <p><i>Peer-level</i> Peer acceptance.</p> <p><i>Programs</i> ASSET (see earlier description)</p>
Prosocial Behaviors	<p><i>Programs</i> Child Development Project: A program targeted at improving youth's prosocial orientation through cooperative activities, social skills practice, and practice with helping others. (t=2,438, c=2,321)</p>			<p><i>Individual-level</i> Regulated temperament, agreeableness, sociability, assertiveness, and low levels of negative emotionality. Perception of self as warm, considerate and friendly.</p> <p><i>Family-level</i> Authoritative parenting style. Parent(s) who value prosocial behavior.</p>

Table 2. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Skills

Relational Skill Areas	What Works -----	What Doesn't Work -----Experimental-----	Mixed Reviews -----	"Best Bets" (Non-experimental)
				<p><i>School-Level</i></p> <p>Classes designed to promote prosocial behaviors.</p> <p>Warm and supportive interactions with teachers.</p> <p><i>Societal-level</i></p> <p>Growing up in a rural community or small, non-urban town.</p>
INDIVIDUAL ATTRIBUTES				
Self-Control/behavior regulation	<p><i>Programs</i></p> <p>BB/BS: mentoring (see earlier description)</p> <p>The Bicultural Competence Skills Program (BCSP) is a program that promotes competence and positive identity in the bicultural adolescent through skills training. (N=137)</p>			<p><i>Individual-level</i></p> <p>Non-verbal intelligence and academic success.</p> <p>A combination of medication and behavioral treatments for youth with a hormonal imbalance or other health-related behavior problems.</p> <p><i>Family-level</i></p> <p>Authoritative parenting style.</p>

Table 2. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Skills

Relational Skill Areas	What Works -----	What Doesn't Work -----Experimental-----	Mixed Reviews -----	"Best Bets" (Non-experimental)
	<p>Cognitive/behavioral training program that provides skills training to promote competence. (t=15, c=15)</p> <p>Social relations intervention program that addresses social problem solving, positive-play training, group entry skill training, and dealing with negative feelings. (t=26, c=26)</p> <p>LIFT (see earlier description)</p> <p>Project Northland: Program that use youth skill and parent competence training. (t=1450, c=1450)</p>			<p>Absence or a minimum of corporal punishment and conflict in the parent-child relationship.</p> <p><i>Peer-level</i></p> <p>Peer acceptance.</p> <p>Friendships with non-delinquent peers.</p> <p><i>Neighborhood/Community</i></p> <p>Adaptive neighborhood dynamics such as residential stability, structural advantage, and low concentration of recent immigrants.</p>
<p>Social Confidence: Social Assertiveness, Social Self-Efficacy, and Social Initiative.</p>	<p><i>Programs</i></p> <p>LIFT program (see earlier description)</p> <p>Say it Straight (SIS): Social skills training. (t=1564, c=1295)</p> <p>Structured Learning Training</p>			<p><i>Individual-level</i></p> <p>Development of self-esteem, rehabilitation of certain manifestations of low self-esteem.</p> <p>Minimal aggression and antisociality in behavior.</p>

Table 2. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Skills

Relational Skill Areas	What Works -----	What Doesn't Work -----Experimental-----	Mixed Reviews	"Best Bets" (Non-experimental)
	<p>(SLT): Social reinforcement/behavioral modeling program aimed at fostering assertion skills. (t=45, c=45)</p> <p>Bicultural Competence Skills Program: A program that provides skills training to promote competence and positive identity. Participants were rated higher on assertiveness than control group youth.</p> <p>Project Northland (see earlier description)</p>			<p><i>Family-level</i></p> <p>High quality relationships and a high level of social support from parents and/or siblings.</p> <p><i>Peer-level</i></p> <p>Peer acceptance and peer support.</p> <p>Friend with high social status.</p> <p>Participation in school-related activities.</p> <p>Interpersonal peer interaction.</p> <p><i>Neighborhood/Community</i></p> <p>Frequent contact with community members, neighbors, and church leaders.</p>

Table 2. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Skills

Relational Skill Areas	What Works -----	What Doesn't Work -----Experimental-----	Mixed Reviews	"Best Bets" (Non-experimental)
Empathy/Sympathy	<p><i>Individual-level</i></p> <p>Healthy ego development, especially for special populations, such as aggressive teens.</p> <p><i>Programs</i></p> <p>Cognitive/Affective Empathy Training (CAET): a progressive training program aimed at improving adolescent empathetic response. (t=12, c=12)</p> <p>Communication Skills Training (CST): training program consisting of structured lesson plans as well as behavioral modeling techniques. (t=22, c=21)</p>			<p><i>Individual-level</i></p> <p>Religiosity.</p> <p>The development of certain characteristics, such as social cooperativeness, communicative responsiveness, and the ability to regulate one's emotions.</p> <p>Minimal egocentrism and aggression.</p> <p><i>Family-level</i></p> <p>A cohesive, supportive family.</p> <p>Parents who express sympathy for others.</p> <p>The presence of an older sibling.</p> <p>Parental engagement in logical reasoning.</p> <p><i>Peer-level</i></p> <p>Quantity of interaction with friends.</p> <p>Quantity of social interaction with opposite sex.</p>

Table 2. Review of the the Research Literature and Implications for Targeted Activities to Improve Adolescent Social Skills

Relational Skill Areas	What Works -----	What Doesn't Work -----Experimental-----	Mixed Reviews -----	"Best Bets" (Non-experimental)
				Positive relationships with peers; protection from or avoidance of bullying and alienation.
Program Symbols	ASSET LIFT BBBS SIS SLT BCSP CAET CST	Adolescent Social Skills Effectiveness Training Linking the Interests of Families and Teachers Big Brothers Big Sisters Say it Straight Structured Learning Training Bicultural Competence Skills Program Cognitive/Affective Empathy Training Communication Skills Training		