


# *BUILDING DEVELOPMENTAL RELATIONSHIPS*

*Jutta Dotterweich, ACT for Youth*

*PYD Network Webinar  
September 27, 2019*

# *Agenda*

- Introductions and PYD Network
  - Relationships are important
  - Developmental needs and relationships
  - Models of developmental relationships
  - Resources
  - Questions
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# *PYD Network: History & Background*



NYS AYD Partnership 1998 - 2012



PYD 101 Curriculum 2015

PYD Online Courses 2016-17

New: Building Organizational Capacity for  
PYD 2018-21

Website: [http://www.actforyouth.net/youth\\_development/professionals](http://www.actforyouth.net/youth_development/professionals)

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# *Relationships are key*

Resiliency research has shown that the single most important factor to overcome adversity and do well is to have at least one stable and committed relationship with a supportive parent, caregiver, or other adult.

Werner & Smith. 1992

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# *Relationships are key*


Research on quality youth development programs tells us that the relationships between adult program leaders and youth are very important, maybe more critical than other program components.

National Research Council Report.2002

Catalano, R.F. et al. 2004. Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs. ANNALS, AAPSS, 591.

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*But focus has  
been on...*

- Effective interventions (evidence-based programs or practices)
  - Incentives
  - Mentoring (prescriptive relationships)
  - Environmental factors
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*How do you describe your relationship with young people you are working with?*

Think about qualities...?

Purpose...?

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*What does an  
effective youth  
adult  
relationship look  
like?*

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PYD approach stresses

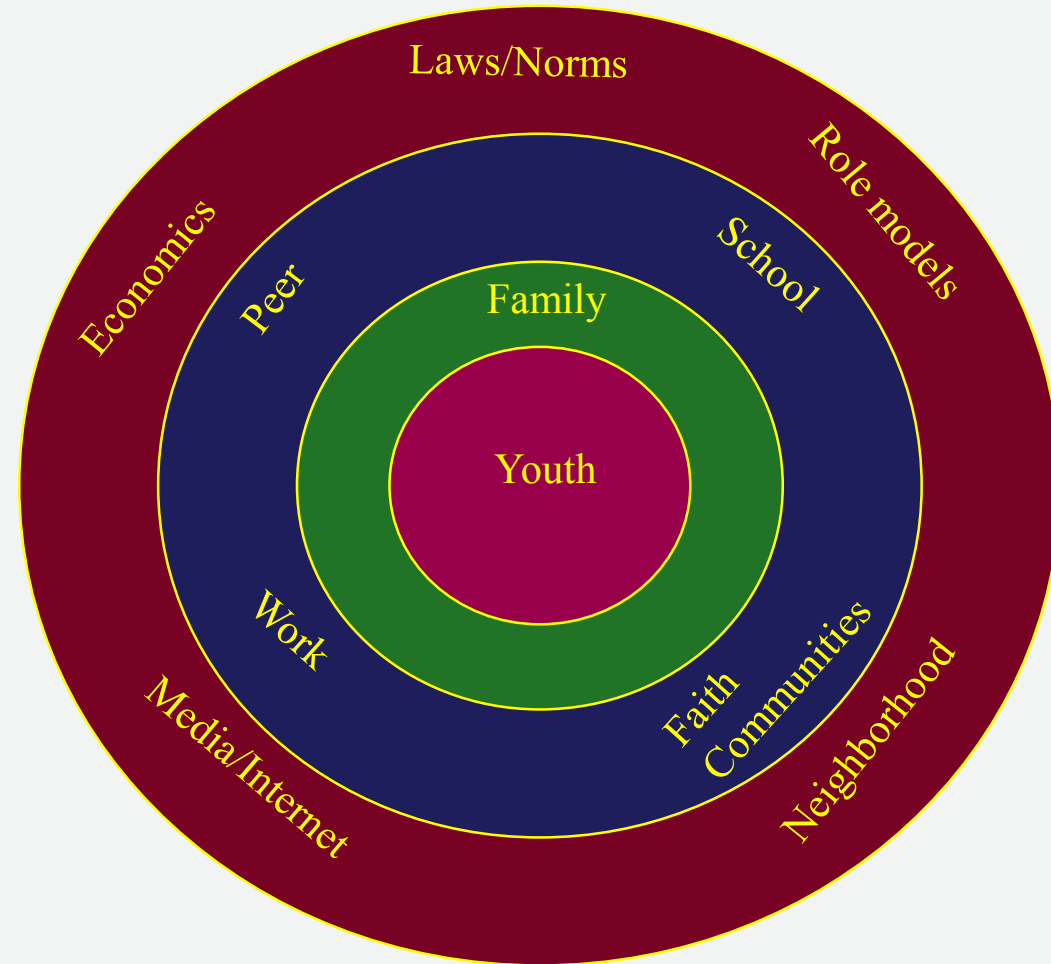
- Young people's agency
- Sharing decision making
- Learning from each other
- Promoting positive outcomes/growth

We define youth workers as “individuals who work with or on behalf of youth to facilitate their personal, social and education development and enable them to gain a voice, influence and place in society as they make the transition from dependence to independence” (Stone, Garza & Borden, 2004)





*What are key features of relationships that promote healthy development?*



# *Meeting developmental needs*

*Carol S. Dweck. 2017*

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## Three Basic Needs



*Motivation is commonly  
defines as the forces that  
drive and direct behavior*

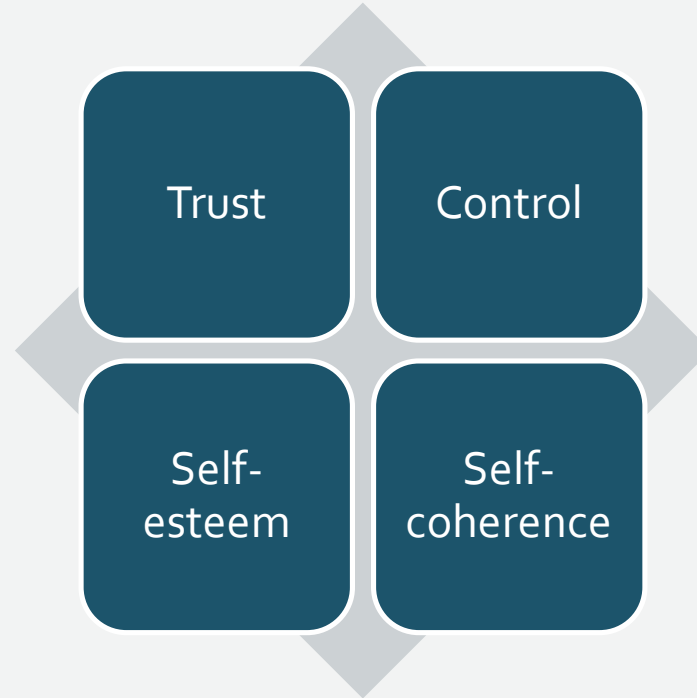
*Motivation derives from  
human needs*

*These needs will lead to  
goals to meet these needs*

*Mental representations  
(beliefs, experiences)  
shape personality*

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## Four Compound Needs



# *Developmental relationships*

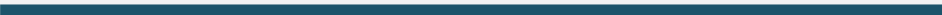
Developmental relationships are the active ingredients of effective interventions.

They are characterized by

- attachment/connection
- reciprocity
- progressive complexity
- balance of power


*Li & Julian. 2012*

Simple interactions are the building blocks; relationships emerge from accumulated interactions.



# *Developmental relationships*

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- Promote positive development for children and youth across diverse developmental settings
  - Effectiveness of programs, practices and policies is determined by whether they strengthen or weaken developmental relationships.
  - Strength based approach
  - Collective impact: when all members of an organization are using this approach, it amplifies the impact on the child/youth
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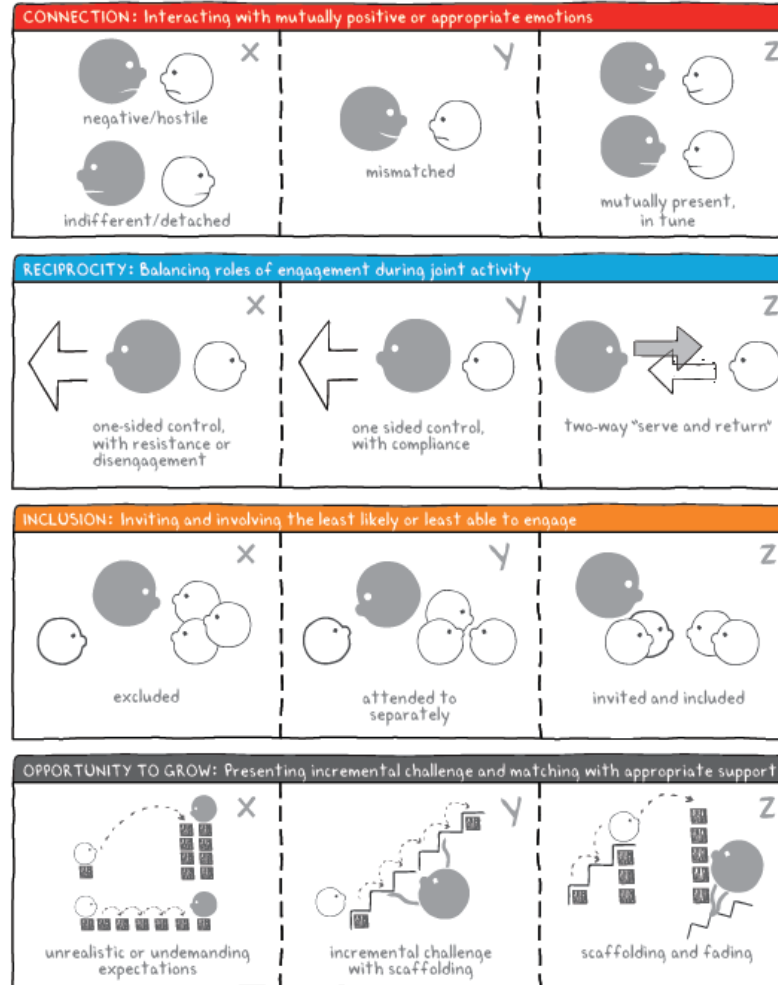
# Simple Interactions Tool

Simple Interactions

<https://www.simpleinteractions.org/>

## SIMPLE INTERACTIONS TOOL

Noticing and Appreciating Human Interactions Across Developmental Settings

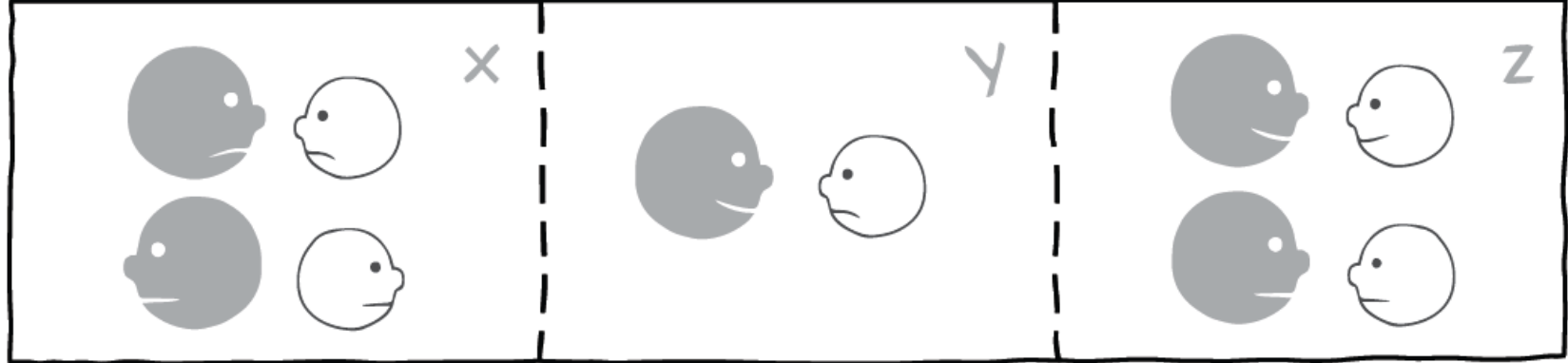


© Junlei Li, 2014. Updated with Tom Akiva and Dana Winters, 2018. Illustration updated by Kate Luchini.

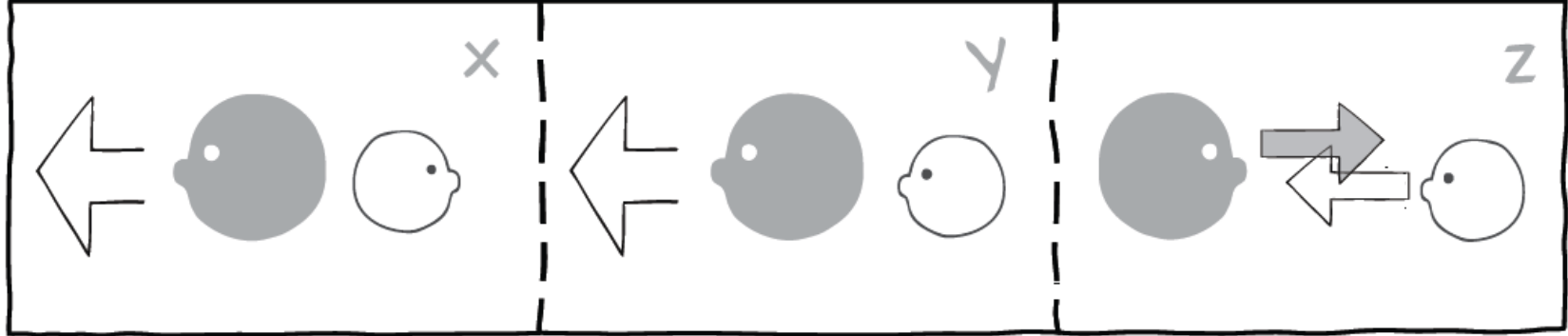
# SIMPLE INTERACTIONS TOOL

Noticing and Appreciating Human Interactions Across Developmental Settings

**CONNECTION:** Interacting with mutually positive or appropriate emotions



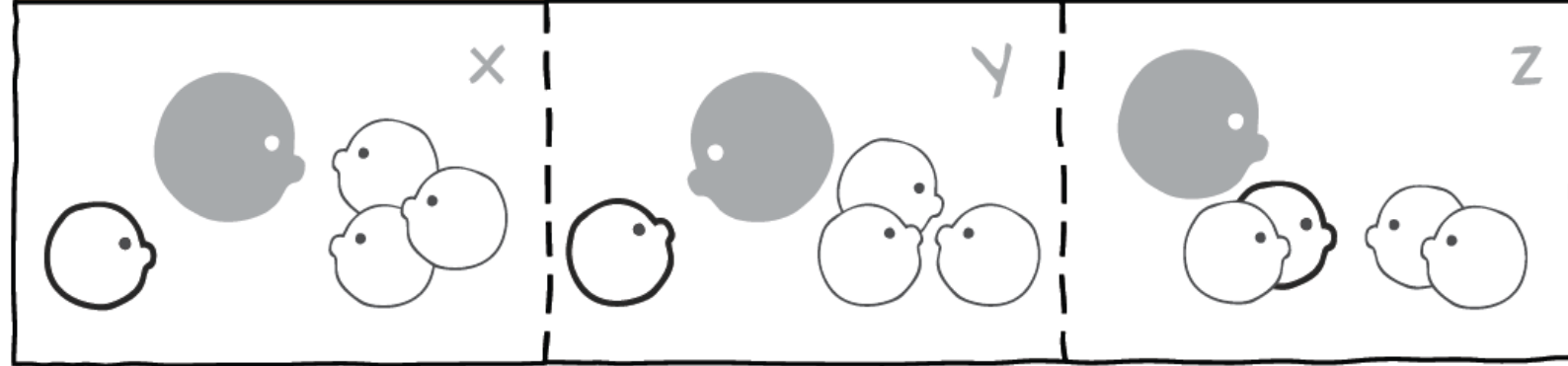
**RECIPROCITY:** Balancing roles of engagement during joint activity



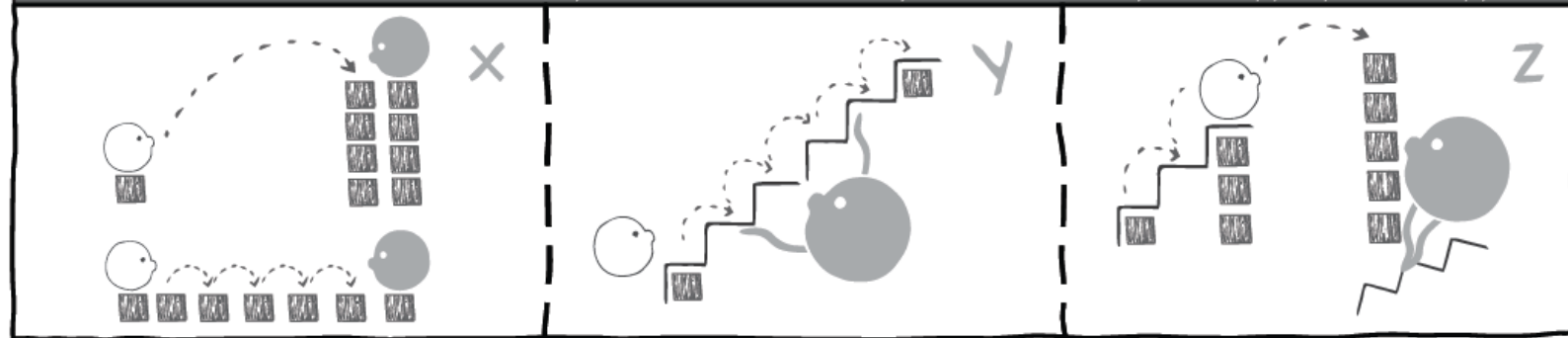
# SIMPLE INTERACTIONS TOOL

Noticing and Appreciating Human Interactions Across Developmental Settings

**INCLUSION:** Inviting and involving the least likely or least able to engage



**OPPORTUNITY TO GROW:** Presenting incremental challenge and matching with appropriate support



<https://www.simpleinteractions.org/the-si-tool.html>

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# *A promising approach to professional development*

*Akiva. T. et al. 2016*

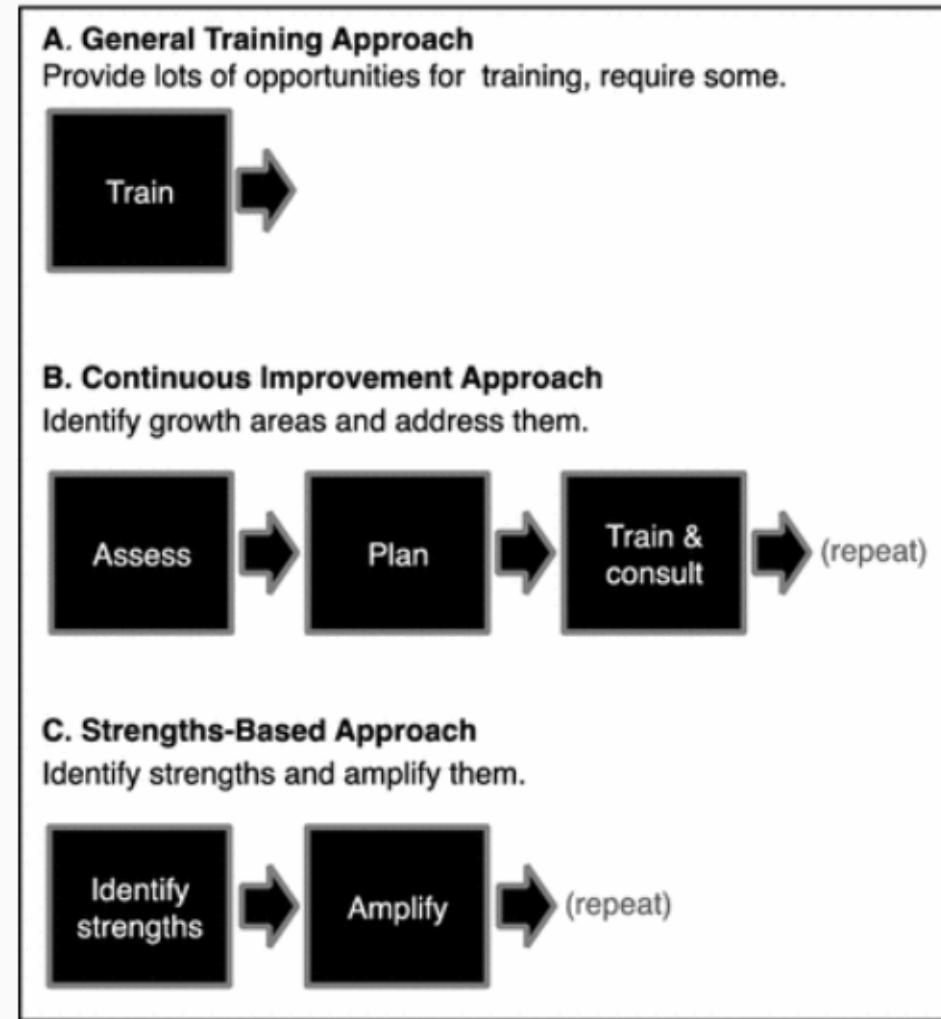


Fig. 1  
Approaches to OST professional development

*Any thoughts  
or comments?*





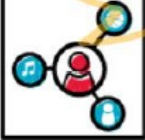


# *Search Institute's Developmental Relationship Framework*

<https://www.search-institute.org/developmental-relationships/developmental-relationships-framework/>

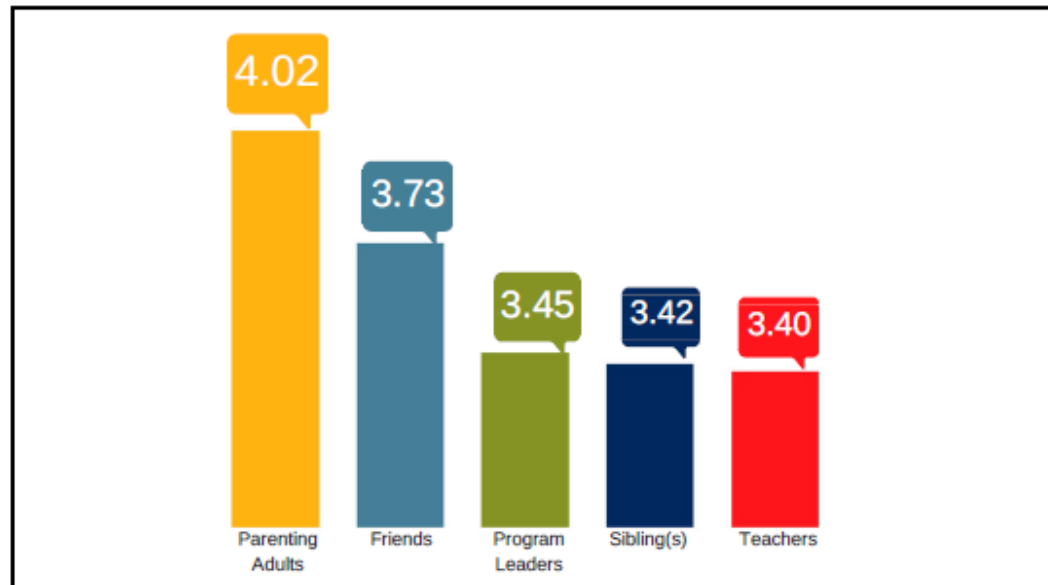
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Elements	Actions	Definitions
<b>Express Care</b>  <p>Show me that I matter to you.</p>	Be dependable Listen Believe in me Be warm Encourage	<ul style="list-style-type: none"> <li>• Be someone I can trust.</li> <li>• Really pay attention when we are together.</li> <li>• Make me feel known and valued.</li> <li>• Show me you enjoy being with me.</li> <li>• Praise me for my efforts and achievements.</li> </ul>
<b>Challenge Growth</b>  <p>Push me to keep getting better.</p>	Expect my best Stretch Hold me accountable Reflect on failures	<ul style="list-style-type: none"> <li>• Expect me to live up to my potential.</li> <li>• Push me to go further.</li> <li>• Insist I take responsibility for my actions.</li> <li>• Help me learn from mistakes and setbacks.</li> </ul>
<b>Provide Support</b>  <p>Help me complete tasks and achieve goals.</p>	Navigate Empower Advocate Set boundaries	<ul style="list-style-type: none"> <li>• Guide me through hard situations and systems.</li> <li>• Build my confidence to take charge of my life.</li> <li>• Defend me when I need it.</li> <li>• Put in place limits to keep me on track.</li> </ul>
<b>Share Power</b>  <p>Treat me with respect and give me a say.</p>	Respect me Include me Collaborate Let me lead	<ul style="list-style-type: none"> <li>• Take me seriously and treat me fairly.</li> <li>• Involve me in decisions that affect me.</li> <li>• Work with me to solve problems and reach goals.</li> <li>• Create opportunities for me to take action and lead.</li> </ul>
<b>Expand Possibilities</b>  <p>Connect me with people and places that broaden my horizon.</p>	Inspire Broaden Horizons Connect	<ul style="list-style-type: none"> <li>• Inspire me to see possibilities for my future.</li> <li>• Expose me to new ideas, experiences, and places</li> <li>• Introduce me to more people who can help me grow.</li> </ul>

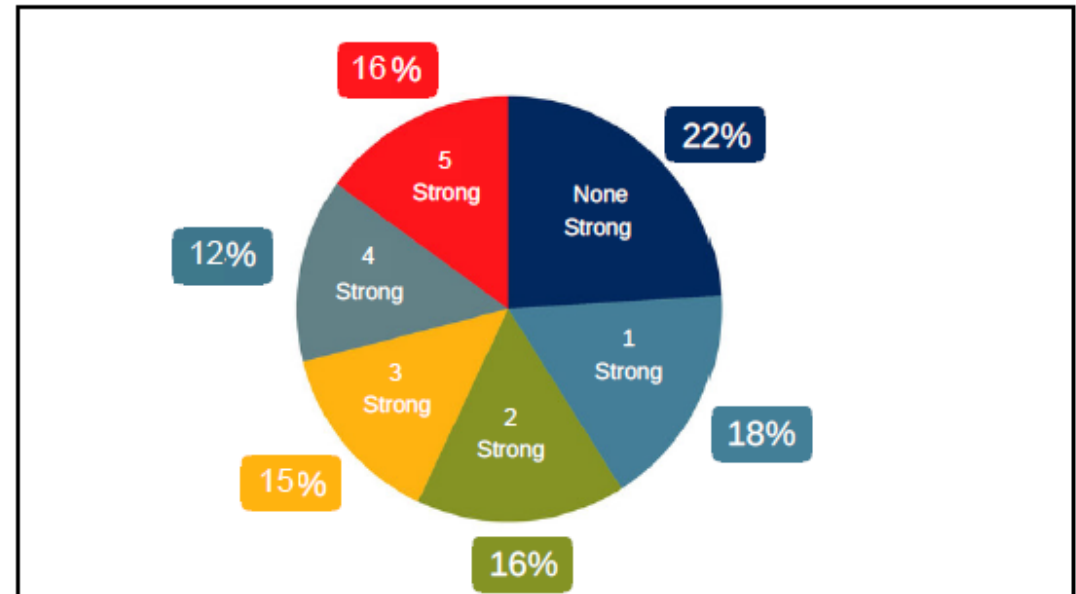
## STRENGTHS IN RELATIONSHIPS WITH PARENTING ADULTS

Looking across all five elements of a developmental relationship, young people reported the most strength in their relationships with parenting adults, followed by friends. Relationships with siblings, teachers, and program leaders (such as coaches, mentors, and club leaders) were roughly similar (3 = “sometimes,” 4 = “often”).



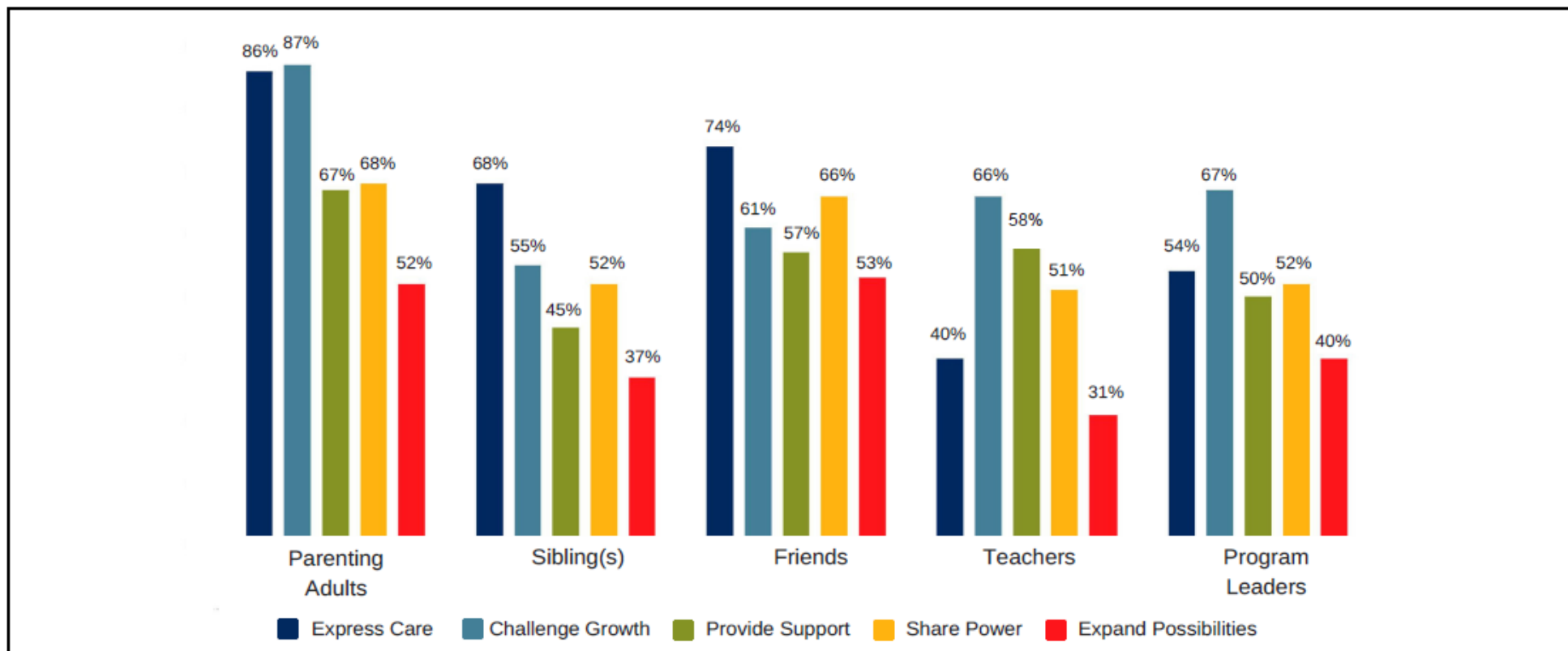
## MANY YOUTH LACK STRONG WEBS OF RELATIONSHIPS

Relationships are considered “strong” when young people experience the 5 elements of developmental relationships, on average, often or very often. In this study, only 28% of young people experience strength in 4 or 5 types of relationships. On the other hand, 40% identify just one or no types of relationships that are, on average, strong.




## DIFFERENT RELATIONSHIPS CONTRIBUTE DIFFERENT STRENGTHS

Young people differ in the elements of developmental relationships they report experiencing most in different kinds of relationships. Across all relationships, middle and high school students are least likely to experience “expand possibilities.” Here are the percentages of young people in this one community who said they experienced each of the five elements of developmental relationships “often” or “very often” within each type of relationship.








# *Impact of strong developmental relationships*

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- Young people are more likely to report a wide range of social-emotional strengths and competencies
  - Demonstrate academic strengths and civic commitment
  - Are more resilient in the face of stress and adversity
  - Impact amplifies when young people have a web of strong relationships
- 



# How to get started?

	1. Get to know each other Explore first impressions and shared interests.	2. Build mutual trust Explore mutual interests and bond through appropriate self-disclosure.	4. Confirm shared commitments Test the depth and boundaries of the relationship	5. Invest in each other's growth Put energy into reaching goals and adapt the relationship to match growth.
 Express Care	Listen	Be dependable		
	Be warm	Believe in me		
			Encourage	
 Challenge Growth		Expect my best	Stretch	
			Hold me accountable	
				Reflect on failures
 Provide Support		Navigate	Empower	Advocate
			Set boundaries	
 Share Power	Respect me	Include me		
		Collaborate		
				Let me lead
 Expand Possibilities		Inspire		Broaden Horizons
				Connect

# *Questions & Takeaways?*



# *Resources*

ACT for Youth: Youth Work Professionals

[http://www.actforyouth.net/youth\\_development/professionals/](http://www.actforyouth.net/youth_development/professionals/)

Simple Interactions

<https://www.simpleinteractions.org/>


Search Institute: Developmental Relationship Framework

<https://www.search-institute.org/developmental-relationships/developmental-relationships-framework/>

Search Institute: Relationships First. Creating Connections that Help Young People Thrive

<https://www.search-institute.org/wp-content/uploads/2017/12/2017-Relationships-First-final.pdf>

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# References

Werner, E. E., & Smith, R.S. (1992). *Overcoming the odds: High-risk children from birth to adulthood*. Ithaca, NY: Cornell University Press.

Li & Julian. 2012. Developmental Relationships as the Active Ingredient: An Unifying Working Hypothesis of “What Works” Across Intervention Settings. *American Journal of Orthopsychiatry*. Vol 82, No. 2, 157-166

Dweck. 2017. From Needs to Goals and Representations: Foundations for a Unified Theory of Motivation, Personality, and Development. *Psychological Review*. Vol 124, No.6, 689-719

Akiva. et al. 2016. Simple Interactions: Piloting a Strengths-Based and Interaction-Based Professional Development Intervention for Out-of-School Time Programs. *Child Youth Care Forum*. 46:285-305

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