Positive Youth Development I: Foundations

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Agenda

- Checking in: What is PYD?
- Review of theoretical foundation and supportive research
- Defining positive youth development
- Themes of adolescent development
- References
- Questions
What is Positive Youth Development (PYD)?
PYD Foundation
Theories and Research
Ecological Model of Development

- Reciprocal process
- Agency
Maslow’s Hierarchy of Needs

- **Physiological needs:** hunger, thirst, and so forth
- **Safety needs:** to feel secure and safe, out of danger
- **Belongingness and love needs:** to affiliate with others, be accepted, and belong
- **Esteem needs:** to achieve, be competent, and gain approval and recognition
- **Cognitive needs:** to know, understand, and explore
- **Aesthetic needs:** symmetry, order, and beauty
- **Self-actualization needs:** to find self-fulfillment and realize one’s potential
Social Toxicity

Social factors that poison youths’ well-being and healthy development
Inequity and Adolescence

Outcomes for Black, Latinx and LGBTQ Youth

↓ HS Graduation, College

↑ Poor Health Outcomes (pregnancy, STI, HIV, substance abuse)

↑ Detention Rate, Foster Care Placement
Supportive Research: Prevention

Risk Factors in Community Family School Peer/Individual

Protective Factors

School drop out Delinquency Substance abuse Teen pregnancy Violence
The Pair of ACEs

Adverse Childhood Experiences

- Maternal Depression
- Physical & Emotional Neglect
- Emotional & Sexual Abuse
- Divorce
- Substance Abuse
- Mental Illness
- Domestic Violence
- Incarceration
- Homelessness

Adverse Community Environments

- Poverty
- Violence
- Discrimination
- Poor Housing Quality & Affordability
- Community Disruption
- Lack of Opportunity, Economic Mobility & Social Capital

Interplay of Risk and Protective Factors

3 and more risk factors increase likelihood of problem behaviors

Protective Factors buffer risk factors

Low number of risk factors associated with lower prevalence of problem behaviors
Supportive Research: Resiliency

Risk Factors

Protective Factors

Internal:
- Social Competence
- Purpose
- Autonomy

External:
- Caring Adult
- High Expectations
- Participation

School drop out
Delinquency
Substance abuse
Teen pregnancy
Violence
Supportive Research: Youth Development

Developmental Assets

Reduction of Risk Behaviors

The more, the better

Promotion of Thriving

The more, the better
Supportive Research: Neuroscience

Reciprocal & Dynamic

Brain

Environment  ↔  Body
Defining Positive Youth Development

A philosophy or approach that guides communities in the way they organize programs, supports and opportunities so that young people can develop to their full potential.

Focus on building positive outcomes
Youth voice and engagement
Long-term involvement/Developmentally appropriate
Universal/Inclusive
Community-based/Collaborative
Adolescent Development
What has changed?
It All Starts with Puberty

Average age
Female: 8-10
Male: 10 -12

Variation in
- Timing
- Tempo
Birth to 3 -- Time of rapid intellectual, emotional & physical growth of brain & brain “wiring”
By age 6 -- 95% of brain development completed
By age 10-12 -- 2\textsuperscript{nd} major brain growth spurt
Adolescents (13-20s) Pruning and organizing
Adolescent Brain Development

https://www.youtube.com/watch?v=dISmdb5zfiQ
Adolescent Brain Development

- Period of growth
- Brain centers still maturing
- Imbalance: Emotional brain in the driver’s seat
Vulnerability & Opportunity

Increased injury/morbidity
Increased risk taking and thrill seeking, substance and alcohol use, mental health issues

Trying out new things, developing own identity
Civic engagement; create social change
Early adapters; innovation focused
Skills become more efficient
Tasks of Adolescence

- Adjust to maturing bodies and feelings
- Develop/apply abstract thinking skills
- Develop/apply more complex perspective taking
- Develop/apply new coping skills
- Sense of purpose, agency & autonomy
- Identify moral standards, values, and beliefs
- Understand/express more complex emotional experiences

- Renegotiate relationship with adults
- Take on increasingly mature roles and responsibilities
- Develop identity (different aspects)
- Form friendships that are close and supportive
Identity Formation

Self-identity is how you see yourself

Social identity is how others see you.

A Process of *Exploration and Commitment*
Multiple Social Identities

- Youngest child (of 4)
- Growing up in a rural community
- Middle Class

Circle:
- Female
- Tennis Player
- Student/College bound
Activity

Reflect on your social identities as an adolescent
Multiple Social Identities

- Adolescent population is increasingly diverse
- LGBTQ Youth come out earlier; identities continue to evolve
Sense of Self

A cohesive, congruent sense of self is linked to:
- Self-esteem
- Goal-setting
- Emotional well-being

How can you support young people in their exploration of identity?
The New Digital World

The average 8 to 12 year-old American kid spent four hours and 44 minutes looking at screens each day in 2019.

American teens, ages 13 to 18, used entertainment screen media for an average of seven hours and 22 minutes each day in 2019.

https://www.commonsensemedia.org/social-media-social-life-infographic
Impact?

Research ambivalent
- Youth with low social and emotional stability more likely to experience negative impact

Changes in
- connection
- focus
- rest
Positive Youth Development 101 (Manual)

The Positive Youth Development 101 curriculum offers an orientation to the youth development approach for professionals new to the field of youth work. Use this free curriculum to provide professional development to new youth workers, supervisors and administrators, funders, and community volunteers.

The 10-hour curriculum is structured in five distinct sections, each of which may be presented as a stand-alone workshop:

1. **Positive Youth Development**: theoretical underpinnings and key principles of positive youth development; brief review of adolescent development

2. **Positive Youth Outcomes**: positive outcomes and strategies to build these outcomes

3. **Youth Voice and Engagement**: opportunities for meaningful engagement; overcoming adultism

4. **Youth Development Programming**: features of effective youth development settings and youth-centered learning approaches

5. **Youth Worker Competencies**: competency frameworks, boundaries, and ethical dilemmas

http://www.actforyouth.net/youth_development/professionals/manual.cfm
References


References


ACT for Youth. Adolescent Identity Development. [http://www.actforyouth.net/adolescence/identity.cfm](http://www.actforyouth.net/adolescence/identity.cfm)

Questions?  Thank you!