

Positive Youth Development I: Foundations

JUTTA DOTTERWEICH

ACT FOR YOUTH

JULY 7, 2020



Agenda

- Checking in: What is PYD?
- Review of theoretical foundation and supportive research
- Defining positive youth development
- Themes of adolescent development
- References
- Questions

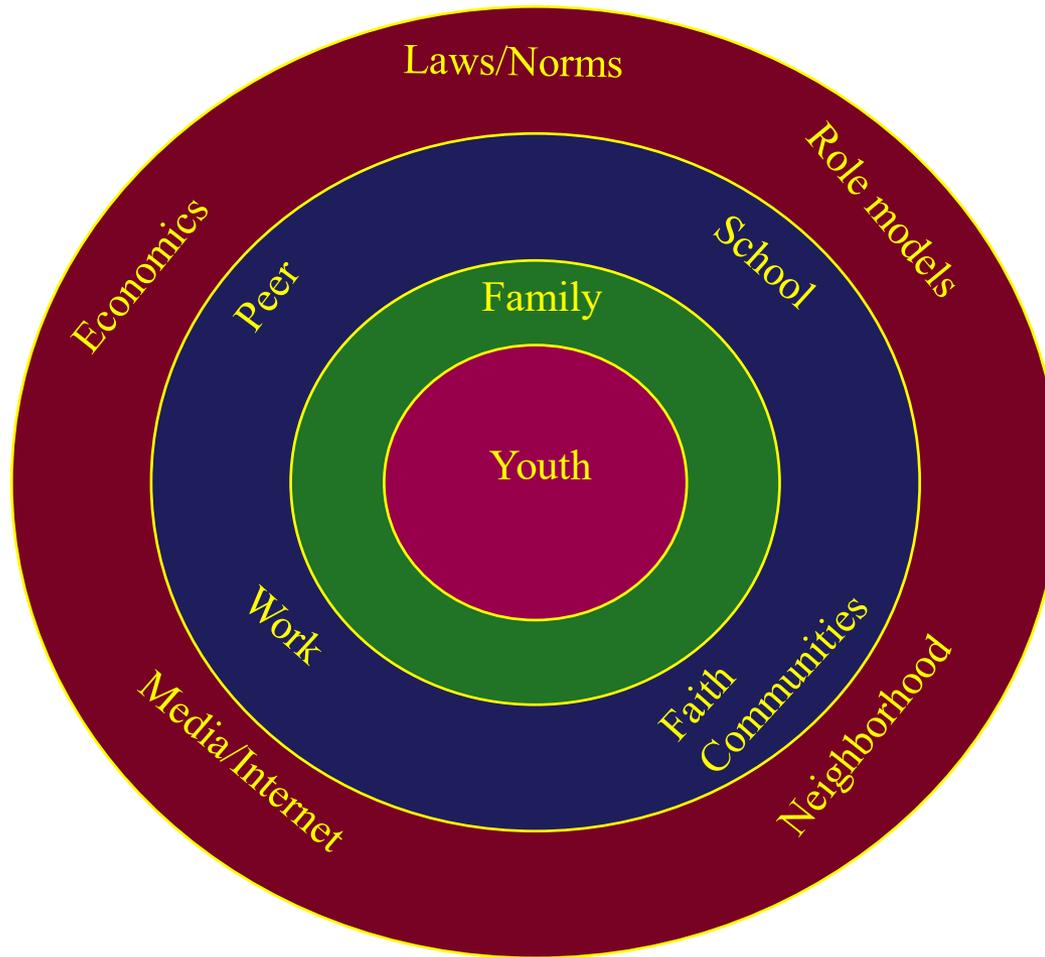
What is Positive Youth Development (PYD)?





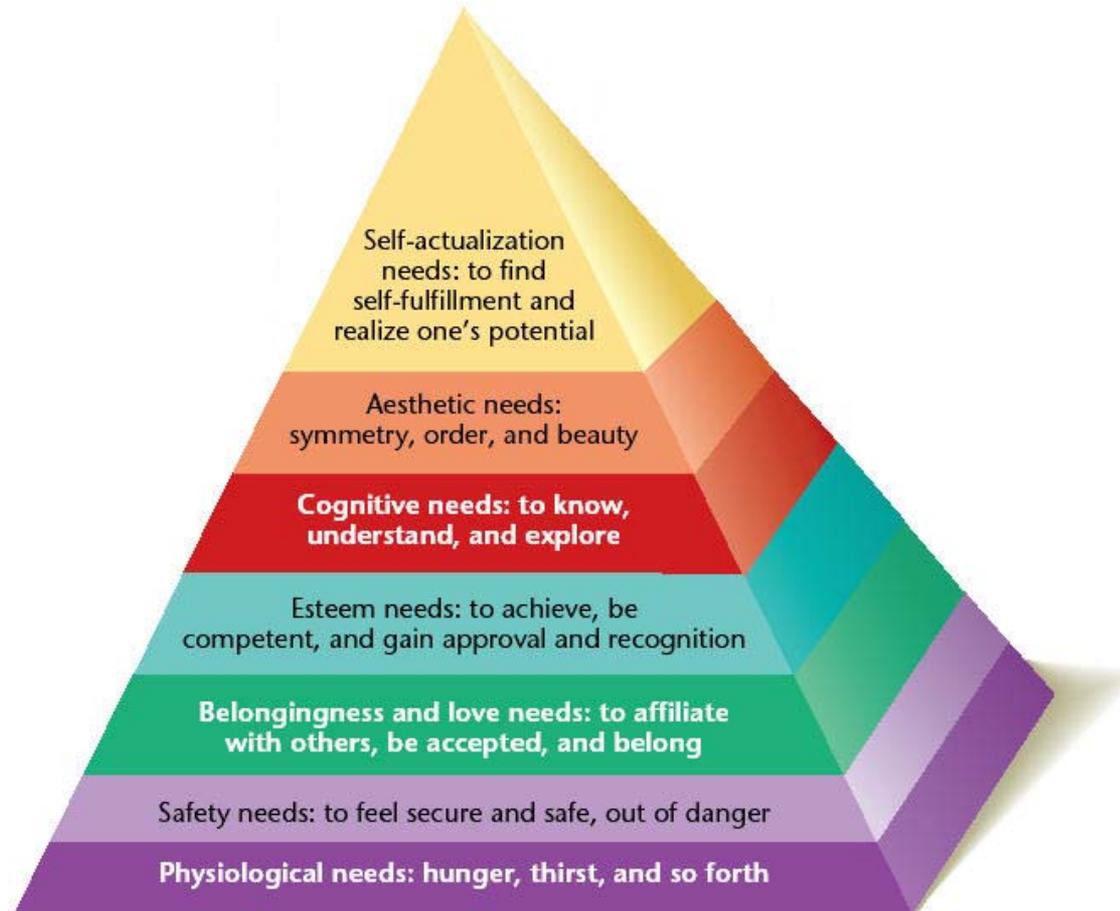
PYD Foundation Theories and Research

Ecological Model of Development



- Reciprocal process
- Agency

Maslow's Hierarchy of Needs



Social Toxicity

HOMOPHOBIA

VIOLENCE

SEXUAL EXPLOITATION

Social factors that poison youths' well-being
and healthy development

HEALTH THREATS

DISRUPTED FAMILY RELATIONSHIPS

POVERTY

SEXISM

RACISM

LACK OF BENEVOLENT ADULT AUTHORITY

Inequity and Adolescence

Outcomes for Black, Latinx and LGBTQ Youth

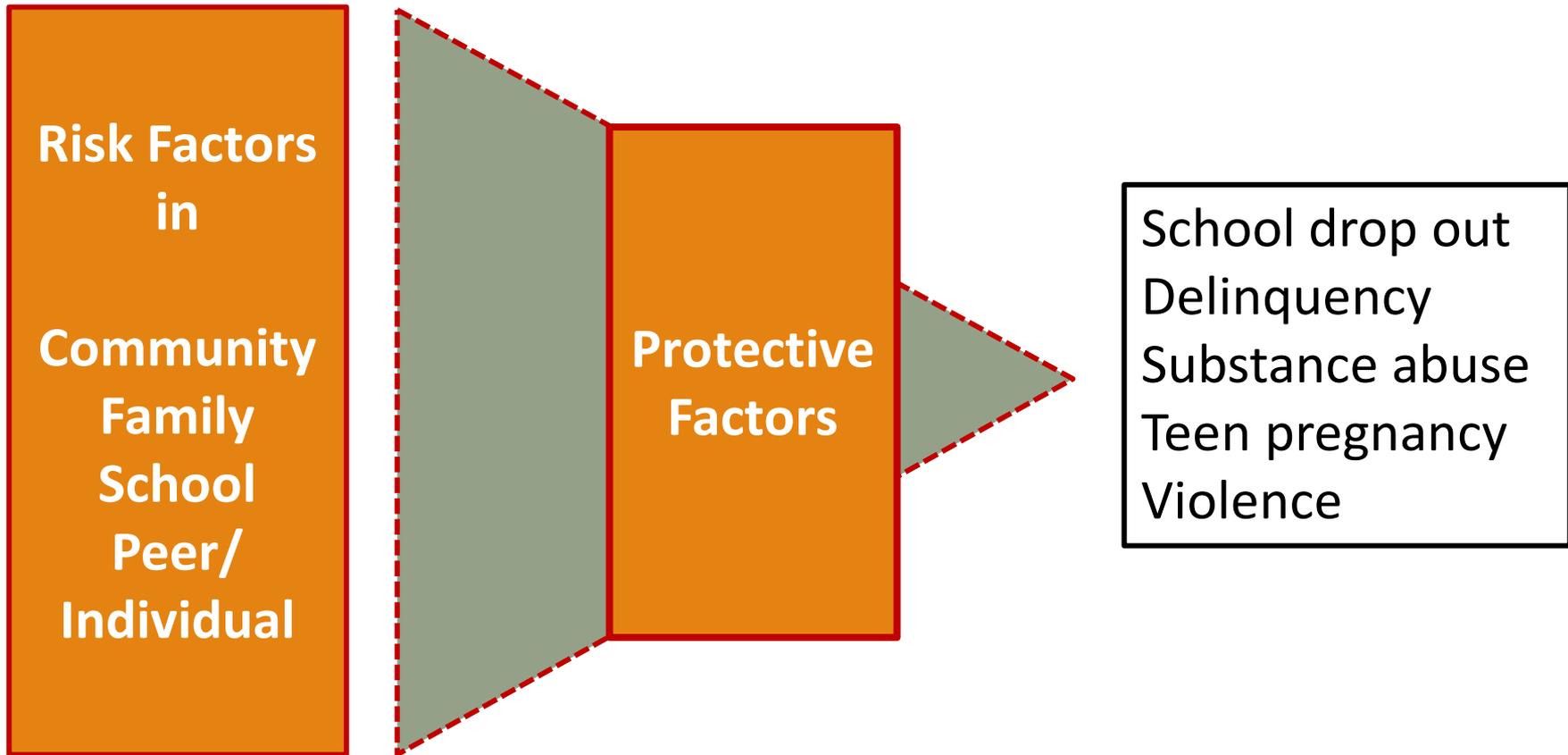
↓ HS Graduation, College

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

↑ Detention Rate, Foster Care Placement

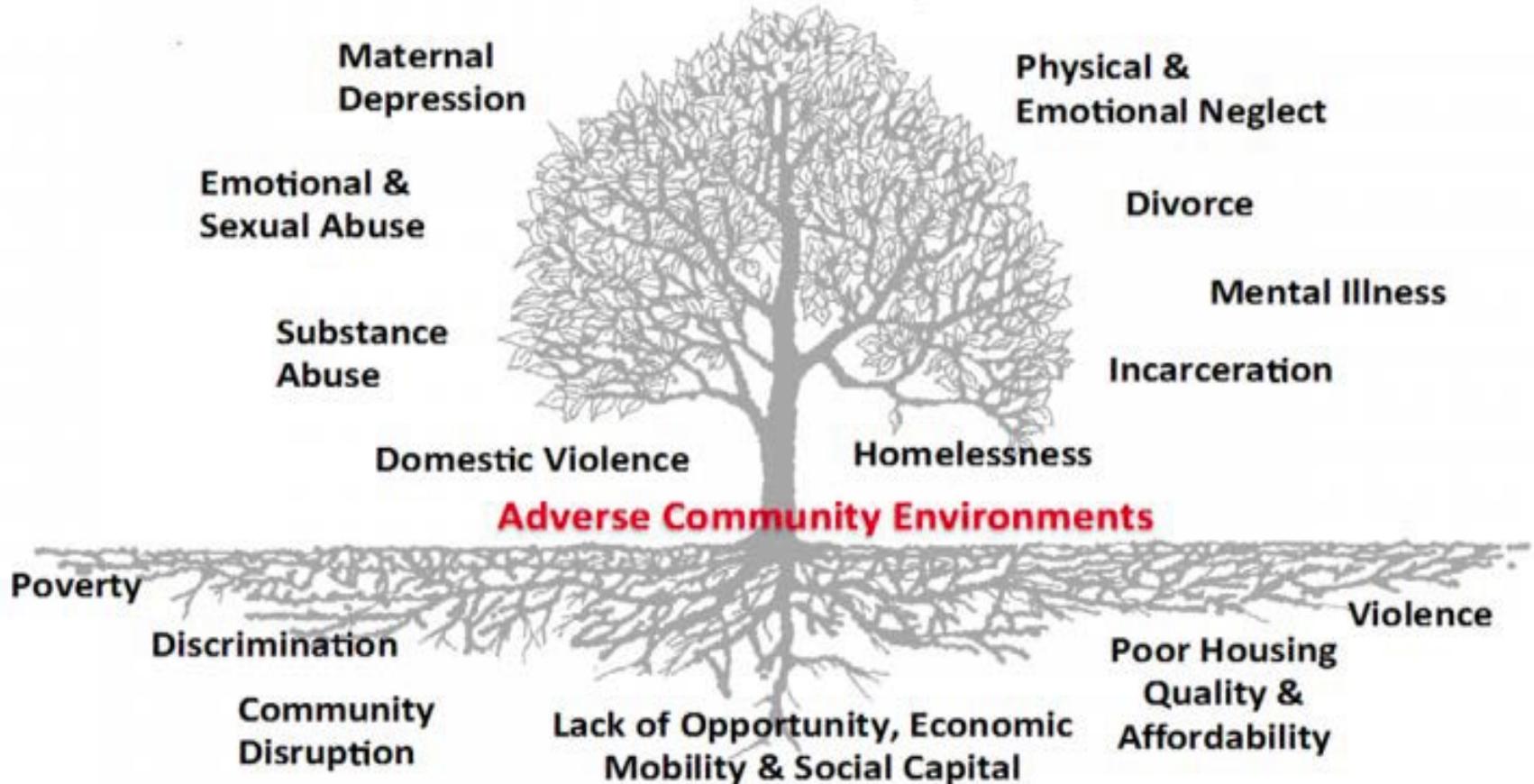


Supportive Research: Prevention



The Pair of ACEs

Adverse Childhood Experiences



Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.acap.2016.12.011

Interplay of Risk and Protective Factors

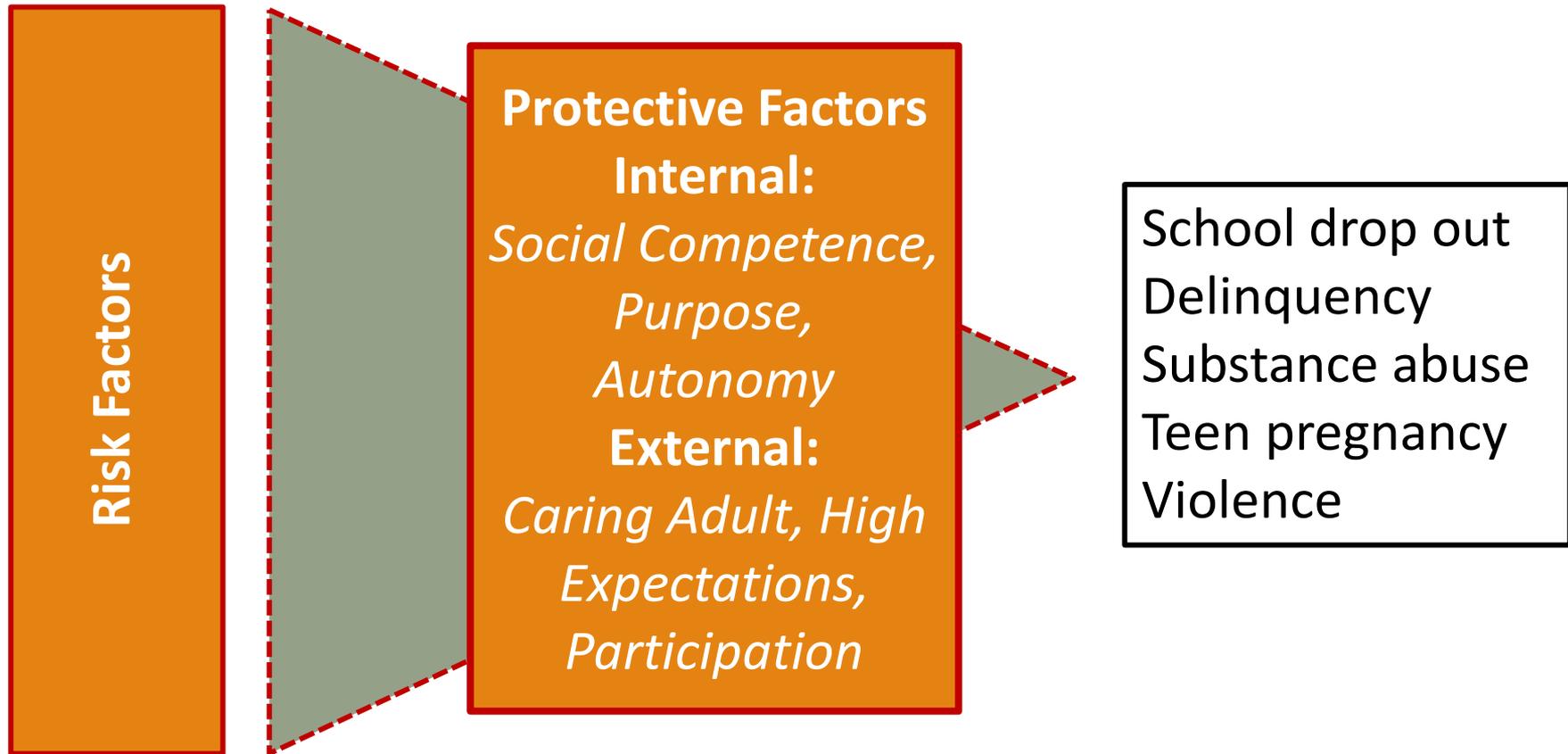
3 and more risk factors increase likelihood of problem behaviors



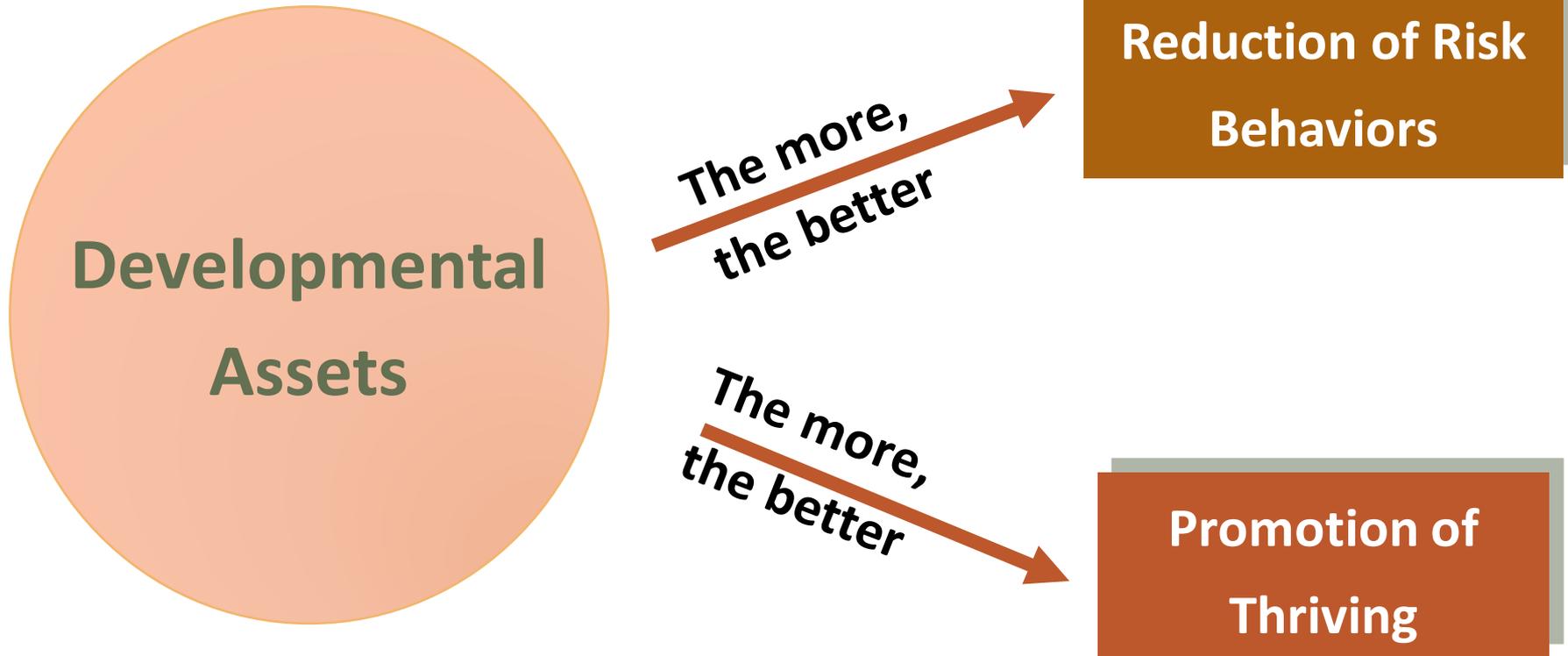
Protective Factors buffer risk factors

Low number of risk factors associated with lower prevalence of problem behaviors

Supportive Research: Resiliency

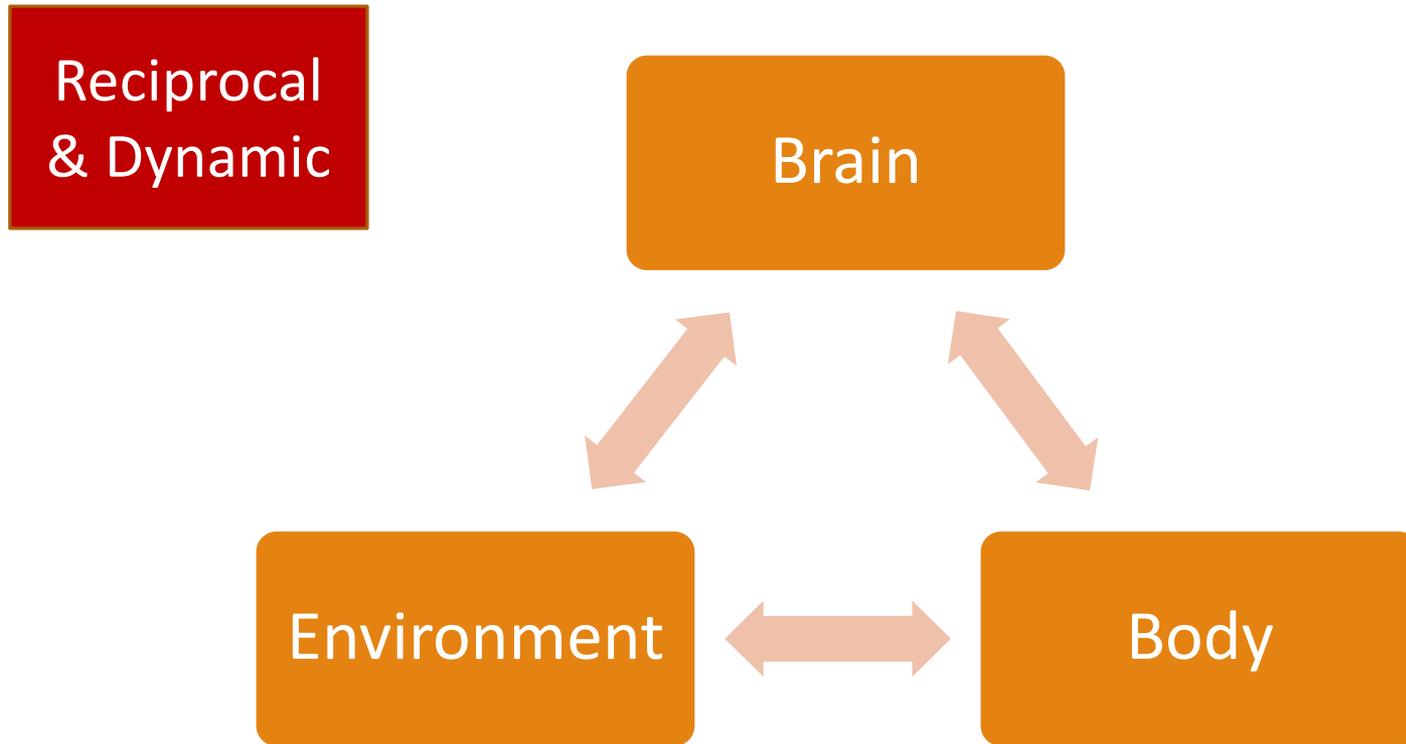


Supportive Research: Youth Development





Supportive Research: Neuroscience



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

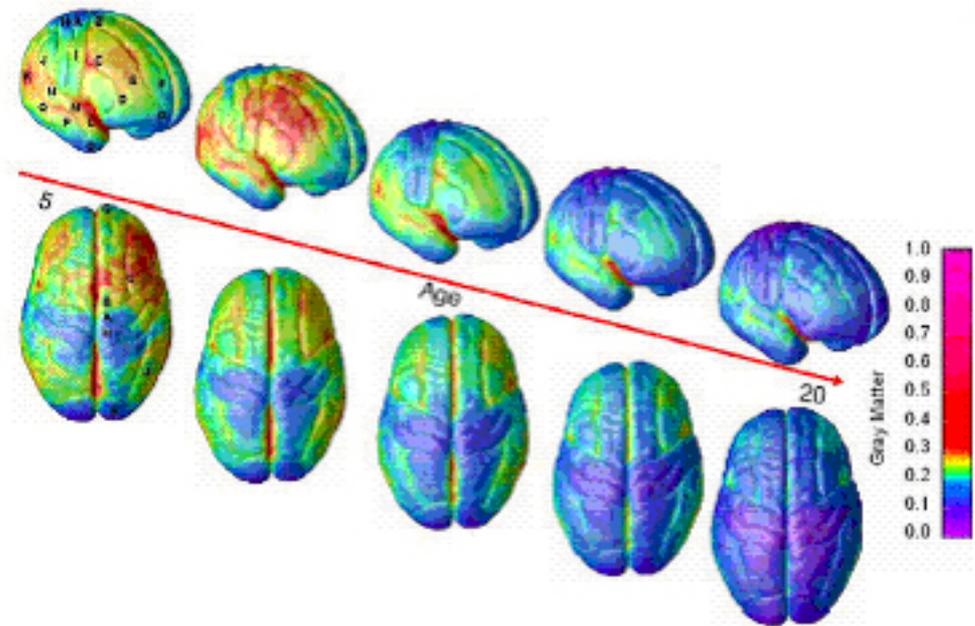


Average age
Female: 8-10
Male: 10 -12

Variation in
- Timing
- Tempo

Timeline of Brain Development

- 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 -- 2nd 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

PREFRONTAL CORTEX

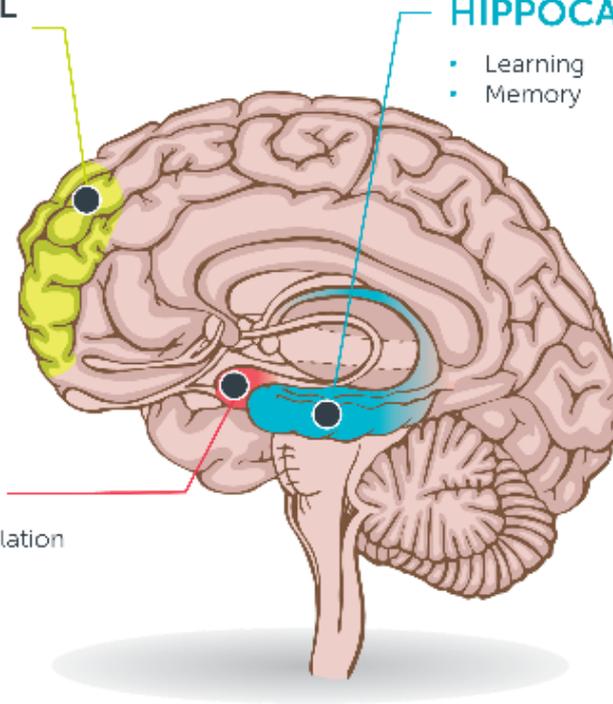
- Attention
- Concentration
- Focus

HIPPOCAMPUS

- Learning
- Memory

AMYGDALA

- Emotional Regulation
- Reactivity





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

Renegotiate relationship with adults

Take on increasingly mature roles and responsibilities

Develop identity (different aspects)



Form friendships that are close and supportive

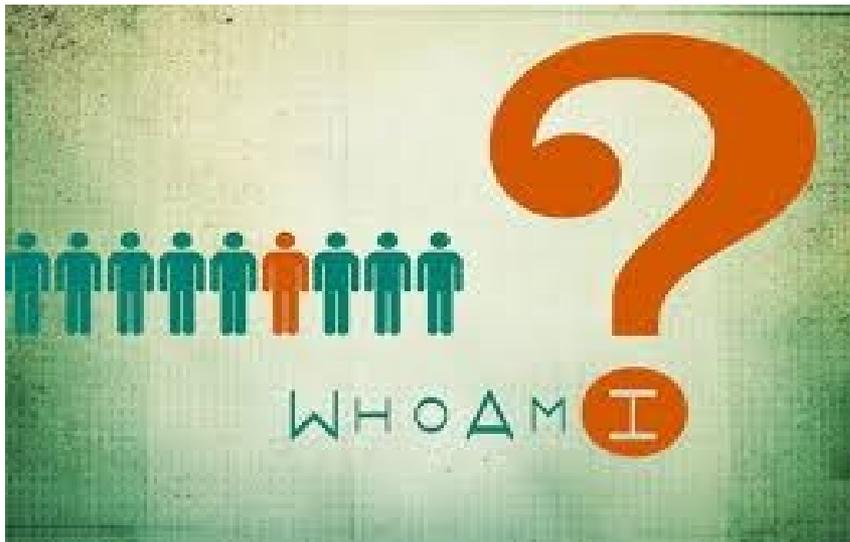
Understand/express more complex emotional experiences

Develop/apply new coping skills

Sense of purpose, agency & autonomy

Identify moral standards, values, and beliefs

Identity Formation

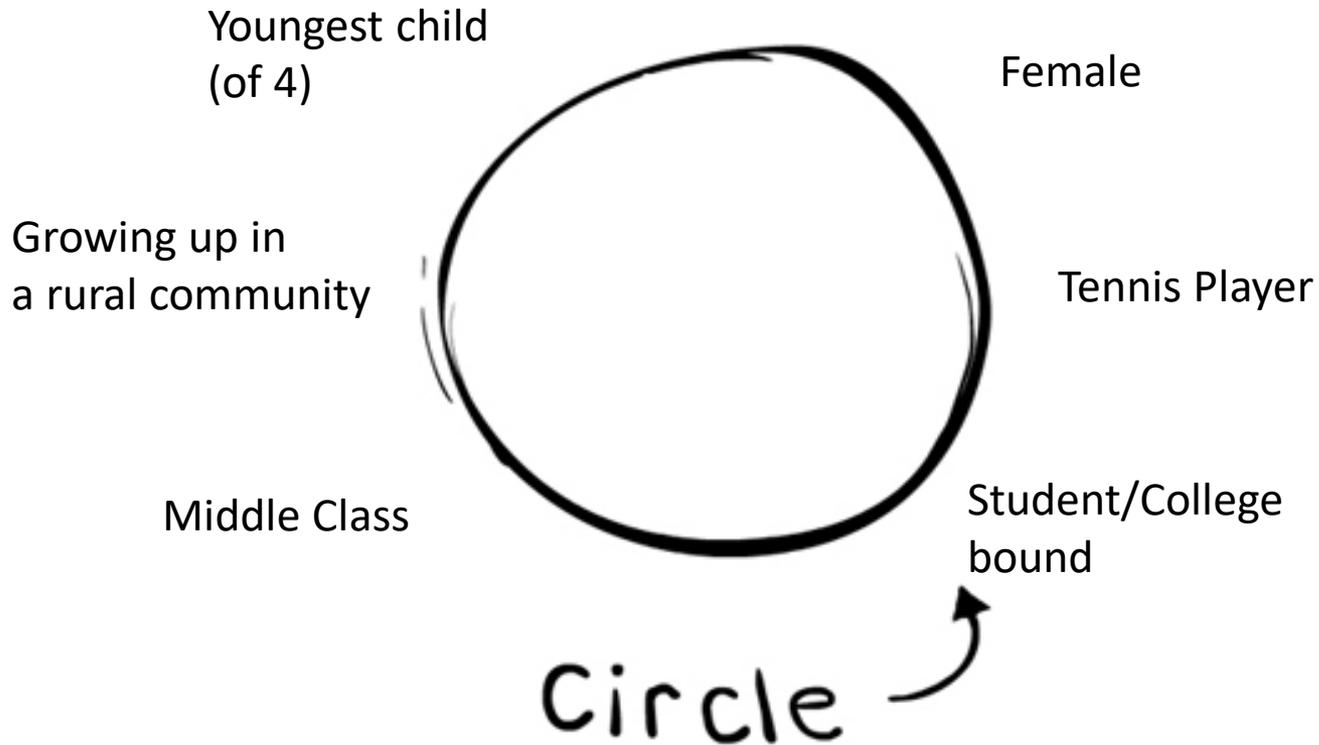


Self-identity is how you *see yourself*

Social identity is how *others see you.*

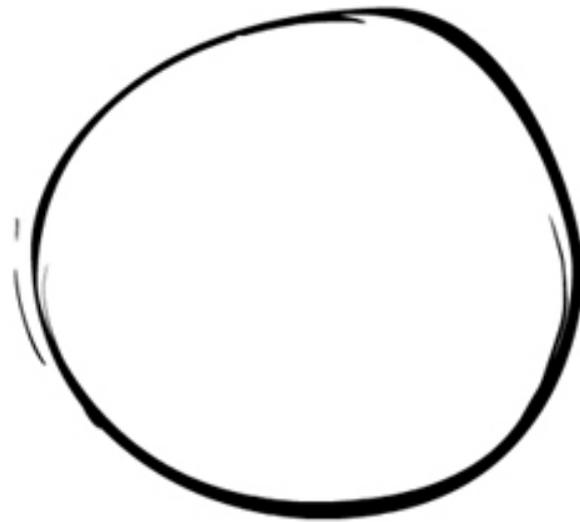
A Process of *Exploration and Commitment*

Multiple Social Identities



Activity

Reflect on your social identities as an adolescent



Circle ↷

Multiple Social Identities

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



Sense of Self

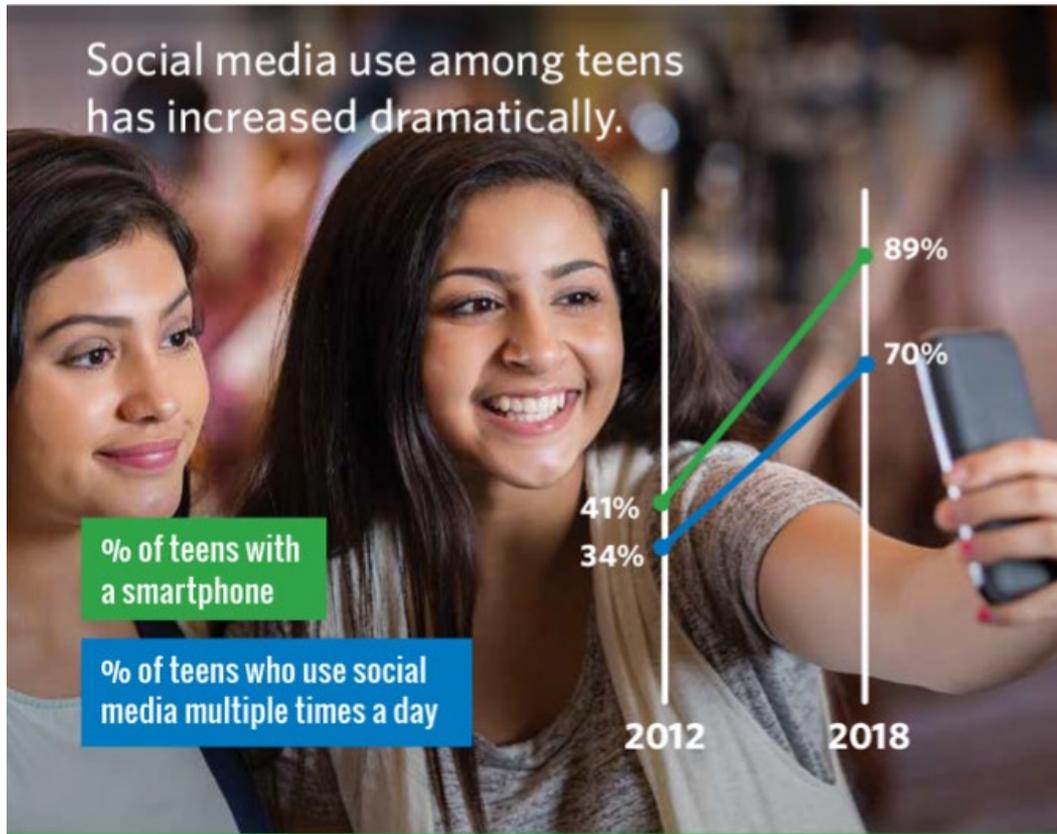
A cohesive, congruent sense of self is linked to

- 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

Impact?

Research ambivalent

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

Changes in

- connection
- focus
- rest



Feature Section

Youth Work Professionals

Professional Development

Positive Youth Development 101

PYD 101 Online Courses

Inclusive Program Environments

Competencies

Facilitation Tips

Teaching Techniques

Inclusiveness

Self-Care

Social and Emotional Learning Toolkit

Supporting Young Parents Toolkit

Find new resources each month in the [ACT for Youth Update!](#)

Positive Youth Development 101 (Manual)

printer-friendly

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

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.

Huitt, W. (2007). Maslow's hierarchy of needs. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University.

<http://www.edpsycinteractive.org/topics/conation/maslow.html>

Garbarino, J. (1995). *Raising children in a socially toxic environment*. San Francisco, CA: Jossey-Bass, Inc.

Hamilton, S. F., Hamilton, M. A., & Pittman, K. (2004). Principles for youth development. In S. F. Hamilton & M. A. Hamilton (Eds.), *The Youth development handbook: Coming of age in American communities*. Thousand Oaks: Sage Publications, Inc.

<http://ecommons.library.cornell.edu/bitstream/1813/21945/2/PrinciplesYD.pdf>

References

Bonnie, Richard J. & Backes, Emily, P. (editors) 2019. *The Promise of Adolescence. Realizing Opportunity for All Youth*. A Consensus Study Report. The National Academies of Sciences, Engineering, Medicine. The National Academies Press, Washington, DC. www.nap.edu

ACT for Youth. Adolescent Identity Development.
<http://www.actforyouth.net/adolescence/identity.cfm>

Christine Carter. 2020. *The New Adolescence. Raising Happy and successful Teens in an Age of Anxiety and Distraction*. Dallas: BenBella Books, Inc.



Questions?

Thank you!