Positive Youth Development II: Positive Youth Outcomes

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Housekeeping

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Please use the chat function for comments and questions
Agenda

- Recap – What is Positive Youth Development?
- Positive Youth Outcomes (different frameworks)
- Using a strength-based approach
- Developmental relationships
- Takeaways & Resources
Recap: 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
Positive Youth Outcomes: What are we thinking of?

Source: www.NCCP.org
Karen Pittman
Forum for Youth Investment
Ready by 21

“Problem free is not fully prepared”

“Fully prepared is not fully engaged”
Outcome Models

4-H – Essential Elements

Belonging
Positive relationship with caring adult
An inclusive environment
A safe environment

Mastery
Engagement in learning
Opportunity for mastery

Independence
Opportunity to see oneself as an active participant in the future
Offer opportunities for self-determination

Generosity
Opportunity to value others and give to others

A Shared Vision for Youth
Outcomes that Youth Organizations Can Influence

Healthy & Safe

Connected

Productive

External Assets
Support
Empowerment
Boundaries
Constructive Use of Time

What Teens Need to Succeed

Growing 40 Developmental Assets

Positive Identity
Positive Relationships
Social/Emotional Development
Cultural Competence

Community Connectedness
Social Responsibility
Leadership Development

Workforce Readiness
Career Awareness
Employment

Developed by the Forum for Youth Investment with the National Collaborative for Youth Research Group.
6 Cs

- Competence
- Caring
- Character
- Contribution
- Confidence
- Connection
<table>
<thead>
<tr>
<th>Competence</th>
<th>Confidence</th>
<th>Character</th>
<th>Caring</th>
<th>Connection</th>
<th>Contribution</th>
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<tbody>
<tr>
<td>Intellectual</td>
<td>Sense of mastery &amp; future</td>
<td>Sense of responsibility &amp; autonomy</td>
<td>Sense of sympathy &amp; empathy</td>
<td>Sense of membership &amp; belonging</td>
<td>Active participation &amp; decision-making</td>
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<tr>
<td>Emotional</td>
<td>Sense of self-efficacy</td>
<td>Sense of spirituality</td>
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<td>Sense of safety and structure</td>
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<td>Civic &amp; social</td>
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<td>Self-awareness</td>
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<td>Physical</td>
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<td>Cultural</td>
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<td>Work readiness</td>
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Embedded: SEL Core Competencies

- Recognize one’s emotions, values, strengths, and limitations
- Make ethical, constructive choices about personal and social behavior
- Form positive relationships, work in teams, deal effectively with conflict
- Manage emotions and behaviors to achieve one’s goals
- Show understanding and empathy for others
- Social & Emotional Learning

www.casel.org
How do we build/support the 6 Cs?
Services-Opportunities-Supports

- Provided *to or for* youth
- Intended to enhance health, safety, performance, and other forms of essential wellbeing and physiological functioning

**SERVICES**

- Conducted *with* youth
- Relationships and resources to support emotional wellbeing; structure and guidance; access to info and resources

**SUPPORTS**

- Done *by* youth
- Meaningful opportunities to practice and expand on what youth know and learn – either through work, service, or advanced learning

**OPPORTUNITIES**
SERVICES

OPPORTUNITIES

SUPPORTS

YOUTH

Family

Peers

Education

Safety

Businesses/Employment

Community organizations

Youth service organizations
Using a Strength-Based Approach

- People are active participants in the helping process (empowerment)
- All people have strengths, often untapped or unrecognized
- Strengths foster motivation for growth
- Strengths are internal and environmental

Sparks

"A spark is something that gives your life meaning and purpose. It’s an interest, a passion, or a gift."

Dr. Peter Benson, Search Institute

http://www.search-institute.org/sparks
What were your sparks?

Who were your spark champions?
Youth, Sparks, and Thriving

In a series of surveys of youth in middle and high school, 66 percent of students reported having at least one spark. When those youth were asked whether they had adult relationships that supported those sparks, approximately 55 percent reported having at least some support in developing their sparks.

*12,738 students in grades 5 through 12
Building Developmental Relationships

Sparks: What are your talents and passions?

Strengths: What are your abilities and values?

Struggles: What keeps you up at night?

Supports: People and places where you can be yourself?

4Ss interview:

Kent Pekel’s Ted Talk:
https://www.ted.com/talks/kent_pekel_getting_relationships_right
Search Institute’s Developmental Relationship Framework

- Express Care
- Challenge Growth
- Provide Support
- Share Power
- Expand Possibilities

https://www.search-institute.org/developmental-relationships/developmental-relationships-framework/
<table>
<thead>
<tr>
<th><strong>Elements</strong></th>
<th><strong>Actions</strong></th>
<th><strong>Definitions</strong></th>
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<tbody>
<tr>
<td>Express Care</td>
<td>Show me that I matter to you.</td>
<td>• Be dependable.</td>
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<td></td>
<td>Listen</td>
<td>• Be someone I can trust.</td>
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<td>Believe in me</td>
<td>• Really pay attention when we are together.</td>
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<td>Be warm</td>
<td>• Make me feel known and valued.</td>
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<td>Encourage</td>
<td>• Show me you enjoy being with me.</td>
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<td>• Praise me for my efforts and achievements.</td>
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<td>Challenge Growth</td>
<td>Push me to keep getting better.</td>
<td>• Expect me to live up to my potential.</td>
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<td>Expect my best</td>
<td>• Push me to go further.</td>
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<td></td>
<td>Stretch</td>
<td>• Insist I take responsibility for my actions.</td>
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<td></td>
<td>Hold me accountable</td>
<td>• Help me learn from mistakes and setbacks.</td>
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<td>Reflect on failures</td>
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<td>Provide Support</td>
<td>Help me complete tasks and achieve goals.</td>
<td>• Guide me through hard situations and systems.</td>
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<td></td>
<td>Navigate</td>
<td>• Build my confidence to take charge of my life.</td>
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<td>Empower</td>
<td>• Defend me when I need it.</td>
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<td></td>
<td>Advocate</td>
<td>• Put in place limits to keep me on track.</td>
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<td>Set boundaries</td>
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<td>Share Power</td>
<td>Treat me with respect and give me a say.</td>
<td>• Respect me.</td>
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<td></td>
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<td>• Take me seriously and treat me fairly.</td>
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<td></td>
<td></td>
<td>• Involve me in decisions that affect me.</td>
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<td></td>
<td></td>
<td>• Work with me to solve problems and reach goals.</td>
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<td>• Create opportunities for me to take action and lead.</td>
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<td>Expand Possibilities</td>
<td>Inspire people and places that broaden my horizon.</td>
<td>• Inspire me to see possibilities for my future.</td>
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<td>Broden Horizons</td>
<td>• Expose me to new ideas, experiences, and places</td>
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<td></td>
<td>Connect</td>
<td>• Introduce me to more people who can help me grow.</td>
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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.
Developmental relationships are the active ingredients of effective interventions. They are characterized by:
- attachment/connection
- reciprocity
- progressive complexity
- balance of power

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

Li & Julian. 2012
Simple Interactions Tool

SIMPLE INTERACTIONS TOOL

Noticing and Appreciating Human Interactions Across Developmental Settings

**CONNECTION**: Interacting with mutually positive or appropriate emotions
- X: negative/hostile
- Y: mismatched
- Z: mutually present, in tune

**RECI PROCENCY**: Balancing roles of engagement during joint activity
- X: one-sided control, with resistance or disengagement
- Y: one-sided control, with compliance
- Z: two-way 'serve and return'

**INCLUSION**: Inviting and involving the least likely or least able to engage
- X: excluded
- Y: attended to separately
- Z: invited and included

**OPPORTUNITY TO GROW**: Presenting incremental challenge and matching with appropriate support
- X: unrealistic or underdemanding expectations
- Y: incremental challenge with scaffolding
- Z: scaffolding and fading

(Organised by, 2013. Updated with Tim Auyeung and Darcy Masters, 2018. Illustrations updated by Kate Lasheen)
https://www.simpleinteractions.org/
Any questions, comments or takeaways?
Resources

Professional Development for Youth Workers

ACT for Youth is committed to promoting the language of positive youth development (PYD) and integrating core PYD principles into the field of youth work. We aim to enhance the capacity, knowledge, and competencies of adults who work with and for young people, as well as their organizations.

Positive Youth Development 101 Training

The 10-hour training curriculum Positive Youth Development 101 offers an orientation to positive youth development for new youth work professionals. The curriculum includes five sections:

http://www.actforyouth.net/youth_development/professionals/
Resources

ACT for Youth: Youth Work Professionals
http://www.actforyouth.net/youth_development/professionals/

Peter Benson: Sparks: How Youth Thrive (TED Talk)
https://www.youtube.com/watch?v=TqzUHcW58Us

Simple Interactions
https://www.simpleinteractions.org/

Search Institute: Developmental Relationship Framework
https://www.search-institute.org/developmental-relationships/developmental-relationships-framework/
References

ACT for Youth: Services, Opportunities, and Supports
http://www.actforyouth.net/youth_development/communities/


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