Agenda

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

Poll: When you hear the words ‘positive youth development’, what do you think of?

- Child and adolescent development
- Youth services and programs
- A philosophy or approach of working with young people
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

VIOLENCE  SEXUAL EXPLOITATION  HOMOPHOBIA

DISRUPTED FAMILY RELATIONSHIPS  HEALTH THREATS  SEXISM

RACISM  LACK OF BENEVOLENT ADULT AUTHORITY  POVERTY
Inequity and Adolescence

Outcomes for Poor, Black, Latinx and LGBTQ Youth

Lower High School & College Graduation

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

Higher Rates in 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
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
Interplay of Risk and Protective Factors

- 3 and more risk factors increase likelihood of problem behaviors
- Low number of risk factors associated with lower prevalence of problem behaviors
- Protective Factors buffer risk factors
Supportive Research: Youth Development

Developmental Assets

Reduction of Risk Behaviors
The more, the better

Promotion of Thriving
The more, the better
Emerging Science of Learning and Development (SOLD)

Brain Development

Malleability → Experience dependent growth → Context

Pamela Cantor et al. 2018
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
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 -- 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
<table>
<thead>
<tr>
<th>Vulnerability &amp; Opportunity</th>
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<tr>
<td>Increased injury/morbidity</td>
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<td>Increased risk taking and</td>
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<td>thrill seeking, substance</td>
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<td>and alcohol use, mental</td>
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<td>health issues</td>
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<tr>
<td>Trying out new things,</td>
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<tr>
<td>developing own identity</td>
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<tr>
<td>Civic engagement; create</td>
</tr>
<tr>
<td>social change</td>
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<tr>
<td>Early adapters; innovation</td>
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<td>focused</td>
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<td>Skills become more efficient</td>
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Tasks of Adolescence

Adjust to maturing bodies and feelings

Develop/apply abstract thinking skills

Develop/apply more complex perspective taking

Renegotiate relationship with adults

Develop/apply new coping skills

Take on increasingly mature roles and responsibilities

Sense of purpose, agency & autonomy

Develop identity (different aspects)

Identify moral standards, values, and beliefs

Form friendships that are close and supportive

Understand/express more complex emotional experiences
Identity Formation

Self-identity is how you see yourself

Social identity is how others see you.

A Process of *Exploration and Commitment*

Resource: [http://www.actforyouth.net/adolescence/identity.cfm](http://www.actforyouth.net/adolescence/identity.cfm)
Multiple Social Identities

- Lebanese
- Middle class
- Youngest of 4 kids
- 3 older brothers
- Female
- Guitar player
- College-bound
- 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


Diversity Wheel - Johns Hopkins University Diversity Leadership Council
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 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

Christine Carter. 2020
Questions?

Thank you!
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


Pamela Cantor et al. 2018. *Malleability, plasticity, and individuality: How children learn and develop in context*. Full article: [Malleability, plasticity, and individuality: How children learn and develop in context](tandfonline.com)

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