Zoom keeping

Experiencing delays?
Try closing out the other programs running on your computer.

Questions?
Use chat function. Post to Everyone.

Audio.
You control the volume. Please mute yourself during the presentation.
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
“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
Opportunity to be self-directed

Generosity
Opportunity to voluntarily practice service for others

Healthy & Safe

Connected
LEADING
- Positive identity
- Positive relationships
- Social/Emotional Development
- Cultural Competence

Productive
LEARNING
- Academic Achievement
- Learning and Innovation Skills
- Engagement in Learning
- College Access and Success

Work
- Workforce Readiness
- Career Awareness
- Employment

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

- Competence
- Caring
- Character
- Confidence
- Connection
- Contribution
<table>
<thead>
<tr>
<th>Competence</th>
<th>Confidence</th>
<th>Character</th>
<th>Caring</th>
<th>Connection</th>
<th>Contribution</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Emotional</td>
<td>Sense of self-efficacy</td>
<td>Sense of spirituality</td>
<td></td>
<td>Sense of safety and structure</td>
<td></td>
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<tr>
<td>Civic &amp; social</td>
<td></td>
<td>Self-awareness</td>
<td></td>
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<tr>
<td>Physical</td>
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<tr>
<td>Cultural</td>
<td></td>
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<tr>
<td>Work readiness</td>
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</tr>
</tbody>
</table>
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

Show understanding and empathy for others

Manage emotions and behaviors to achieve one’s goals

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 SUPPORTS OPPORTUNITIES

Family
Peers
Education

Safety

Youth service organizations

Community organizations

Businesses/Employment

Youth

OPPORTUNITIES
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

2 Core Strategies

Nurture individual strengths

Create supportive and caring environments
### Identify and Nurture Internal Strengths

<table>
<thead>
<tr>
<th>Social Competence</th>
<th>Problem Solving</th>
<th>Autonomy</th>
<th>Sense of Purpose &amp; Belief in the Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Responsiveness</td>
<td>-Ability to plan</td>
<td>-Positive Identity</td>
<td>-Goal direction, achievement motivation and educational aspirations</td>
</tr>
<tr>
<td>-Communication skills</td>
<td>-Flexibility</td>
<td>-Internal locus of control</td>
<td>-Special interest, creativity, imagination</td>
</tr>
<tr>
<td>-Could recruit support</td>
<td>-Insight</td>
<td>-Mastery and self efficacy</td>
<td>-Optimism and hope</td>
</tr>
<tr>
<td>-Empathy and caring</td>
<td>-Critical thinking</td>
<td>-Adaptive distancing and resistance</td>
<td>-Faith, spirituality and sense of meaning</td>
</tr>
<tr>
<td>-Compassion and forgiveness</td>
<td>-Resourcefulness</td>
<td>-Self-awareness and mindfulness</td>
<td></td>
</tr>
<tr>
<td>-Pro-social behavior</td>
<td></td>
<td>-Humor</td>
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</tbody>
</table>

Bonnie Benard. 2004
Build on Internal Strengths

You believe that young people have strengths (attitude)

You identify personal strengths (you look beyond the problems)

You teach them that they have strengths (name them, show them how they are being used, suggest how they can use them in the future)

You give it time – you persist

Nan Henderson
Home - Resiliency in Action | Nan Henderson, M.S.W., Ph.D.
"A spark is something that gives your life meaning and purpose. It’s an interest, a passion, or a gift."

Dr. Peter Benson. 2008

Video - https://www.youtube.com/watch?v=3YFw8oif_qU

http://www.search-institute.org/sparks
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
What were your sparks?
Poll: Who were your spark champions?
Activities to Explore Strengths

Strengths inventory

Activity/interest lists/questions

Multiple intelligences

Explore strengths by
- Drawing a picture
- Taking photos
- Exploring career interests/vision of your future

Social and Emotional Learning Toolkit
http://www.actforyouth.net/youth_development/professionals/sel/self-awareness.cfm
Iceberg Activity

Provide each youth with a large piece of paper and markers;

Explain iceberg:

Ask them to list all the things people can see about them above the surface and all their internal characteristics, talents, etc. below the surface

Hang up pictures and debrief with the group
Build a Supportive Environment

1. Increase bonding or connectedness
2. Set clear and consistent boundaries
3. Teach life skills
4. Provide caring and support
5. Set and communicate high and realistic expectations
6. Provide opportunities for meaningful participation
Creating Inclusive Program Environments for Youth with Different Abilities (Manual)

Youth with learning disabilities, ADHD, autism spectrum disorder, or trauma do not always disclose these conditions in program settings. Fortunately, even when facilitators lack this personal information about participants, there are ways to make programs more inclusive. Creating Inclusive Program Environments for...
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

https://www.simpleinteractions.org/
<table>
<thead>
<tr>
<th>Elements</th>
<th>Actions</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express Care</td>
<td>Show me that I matter to you.</td>
<td>• Be dependable.  • Really pay attention when we are together.</td>
</tr>
<tr>
<td></td>
<td>Listen</td>
<td>• Make me feel known and valued.</td>
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<td></td>
<td>Believe in me</td>
<td>• Show me you enjoy being with me.</td>
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<tr>
<td></td>
<td>Be warm</td>
<td>• Praise me for my efforts and achievements.</td>
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<tr>
<td></td>
<td>Encourage</td>
<td></td>
</tr>
<tr>
<td>Challenge Growth</td>
<td>Push me to keep getting better.</td>
<td>• Expect me to live up to my potential.</td>
</tr>
<tr>
<td></td>
<td>Expect my best</td>
<td>• Push me to go further.</td>
</tr>
<tr>
<td></td>
<td>Stretch</td>
<td>• Insist I take responsibility for my actions.</td>
</tr>
<tr>
<td></td>
<td>Hold me accountable</td>
<td>• Help me learn from mistakes and setbacks.</td>
</tr>
<tr>
<td></td>
<td>Reflect on failures</td>
<td></td>
</tr>
<tr>
<td>Provide Support</td>
<td>Help me complete tasks and achieve goals.</td>
<td>• Guide me through hard situations and systems.</td>
</tr>
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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></td>
<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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<tr>
<td></td>
<td>Set boundaries</td>
<td></td>
</tr>
<tr>
<td>Share Power</td>
<td>Treat me with respect and give me a say.</td>
<td>• Take me seriously and treat me fairly.</td>
</tr>
<tr>
<td></td>
<td>Respect me</td>
<td>• Involve me in decisions that affect me.</td>
</tr>
<tr>
<td></td>
<td>Include me</td>
<td>• Work with me to solve problems and reach goals.</td>
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<tr>
<td></td>
<td>Collaborate</td>
<td>• Create opportunities for me to take action and lead.</td>
</tr>
<tr>
<td></td>
<td>Let me lead</td>
<td></td>
</tr>
<tr>
<td>Expand Possibilities</td>
<td>Connect me with people and places that broaden my horizon.</td>
<td>• Inspire me to see possibilities for my future.</td>
</tr>
<tr>
<td></td>
<td>Inspire</td>
<td>• Expose me to new ideas, experiences, and places</td>
</tr>
<tr>
<td></td>
<td>Expand Horizons</td>
<td>• Introduce me to more people who can help me grow.</td>
</tr>
<tr>
<td></td>
<td>Broaden Horizons</td>
<td></td>
</tr>
</tbody>
</table>

Search Institute. 2017. Relationships First
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.

![Bar chart showing the percentage of young people who experienced different elements of developmental relationships in various types of relationships. The elements include Express Care, Challenge Growth, Provide Support, Share Power, and Expand Possibilities. The chart compares the percentages for Parenting Adults, Sibling(s), Friends, Teachers, and Program Leaders.]
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
Any questions, comments or takeaways?

Thank you!
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:
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/


Nan Henderson. Resiliency in Action Home - Resiliency in Action | Nan Henderson, M.S.W., Ph.D.


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