Positive Youth Development II: Positive Youth Outcomes

Jutta Dotterweich

ACT for Youth

jd81@cornell.edu

July 10, 2020

Housekeeping

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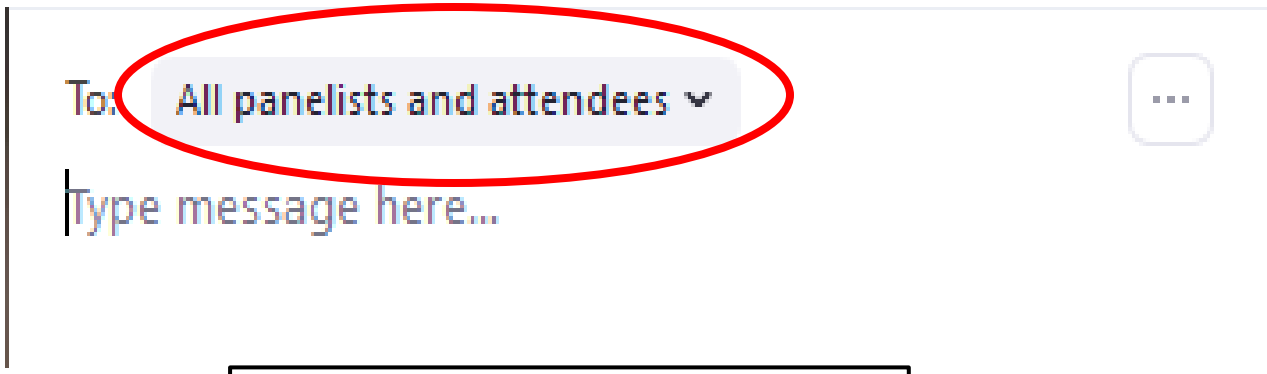


Please use the chat function for comments and questions

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

Source: www.NCCP.org

Positive Youth Outcomes: What are we thinking of?

Karen Pittman

Forum for Youth Investment

Ready by 21

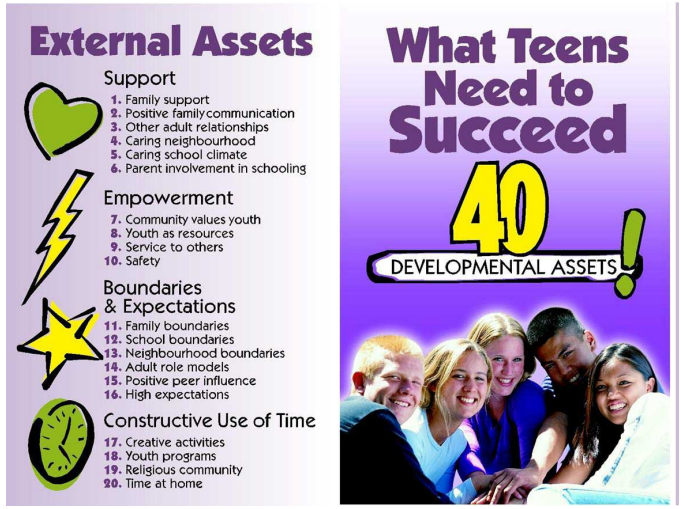
“Problem free is not fully prepared”

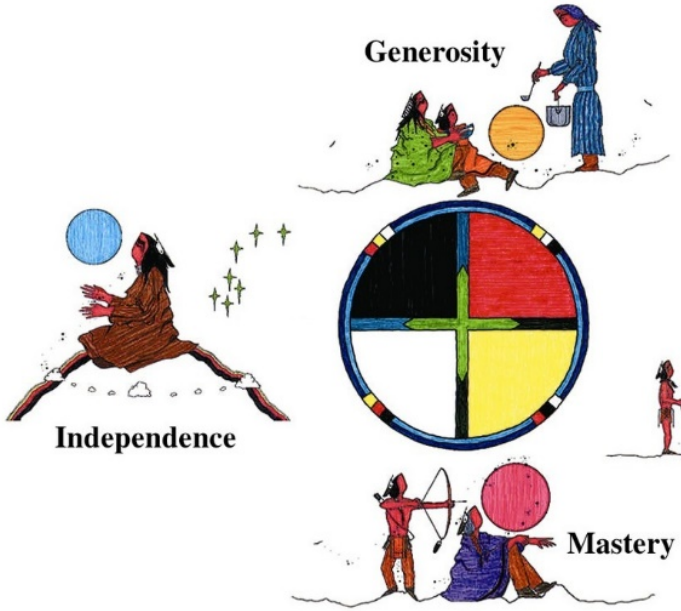
“Fully prepared is not fully engaged”

Outcome Models

4-H – Essential Elements

Belonging Positive relationship with caring adult An inclusive environment A safe environment	**Mastery** Engagement in le Opportunity for m
Independence Opportunity to see oneself as an active participant in the future Opportu self-deter	**Generosit** Opportunity to val practice service for





6 Cs

Confidence
Competence
Caring
Character
Contribution
Connection

Competence	Confidence	Character	Caring	Connection	Contribution
Intellectual	Sense of mastery & future	Sense of responsibility & autonomy	Sense of sympathy & empathy	Sense of membership & belonging	Active participation & decision-making
Emotional	Sense of self-efficacy	Sense of spirituality		Sense of safety and structure	
Civic & social		Self-awareness			
Physical					
Cultural					
Work readiness					

Embedded: SEL Core Competencies

Manage emotions and behaviors to achieve one's goals

Recognize one's emotions, values, strengths, and limitations

Show understanding and empathy for others

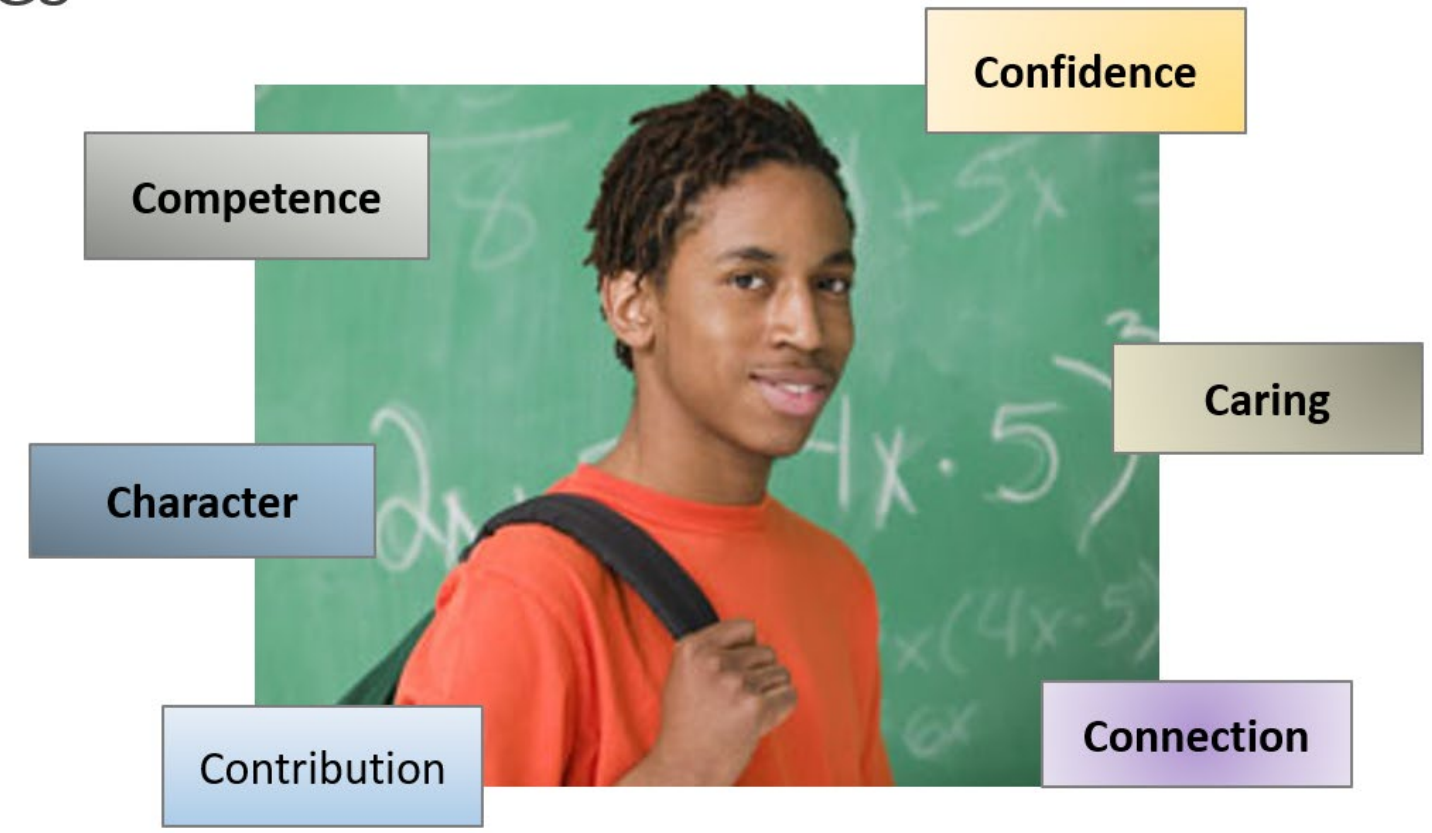
Make ethical, constructive choices about personal and social behavior

Form positive relationships, work in teams, deal effectively with conflict

www.casel.org

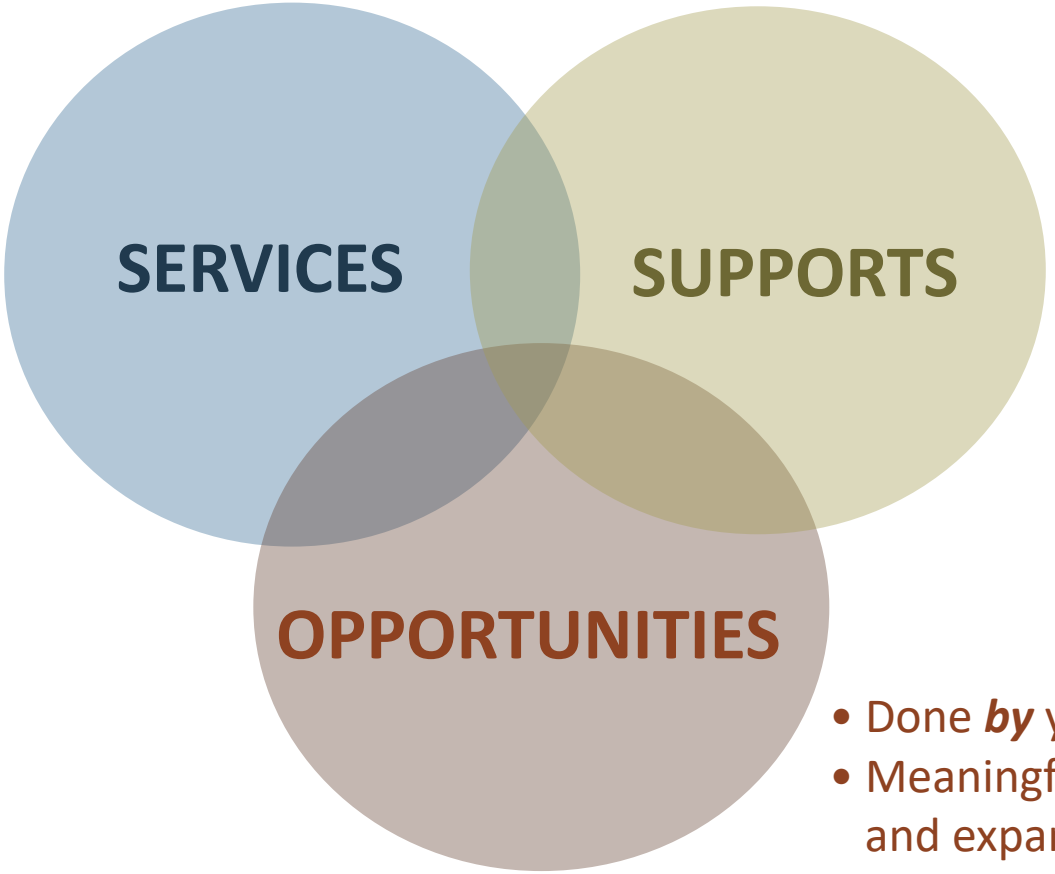
How do we build/ support the 6 Cs?

6 Cs



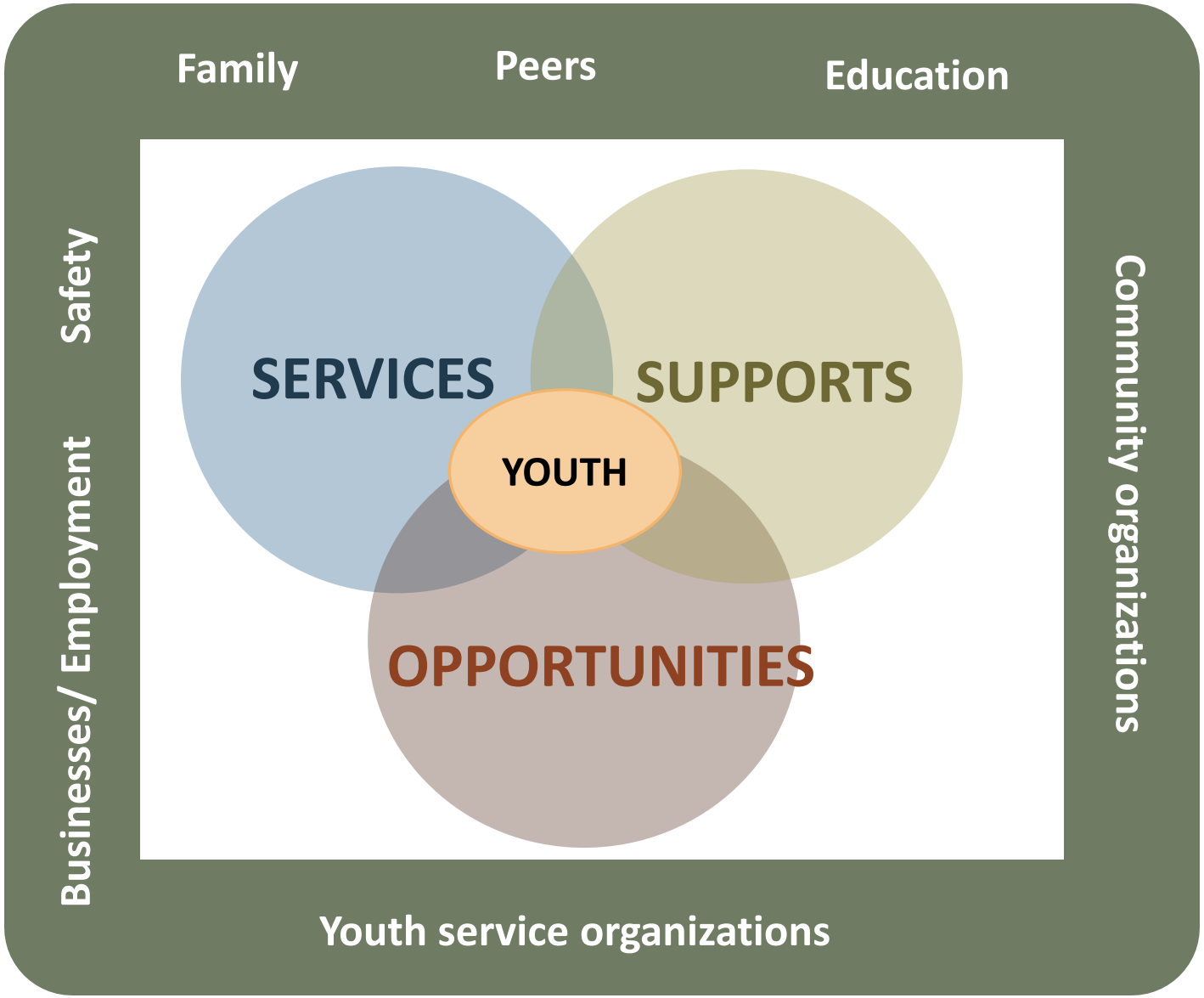
Services-Opportunities-Supports

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



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

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

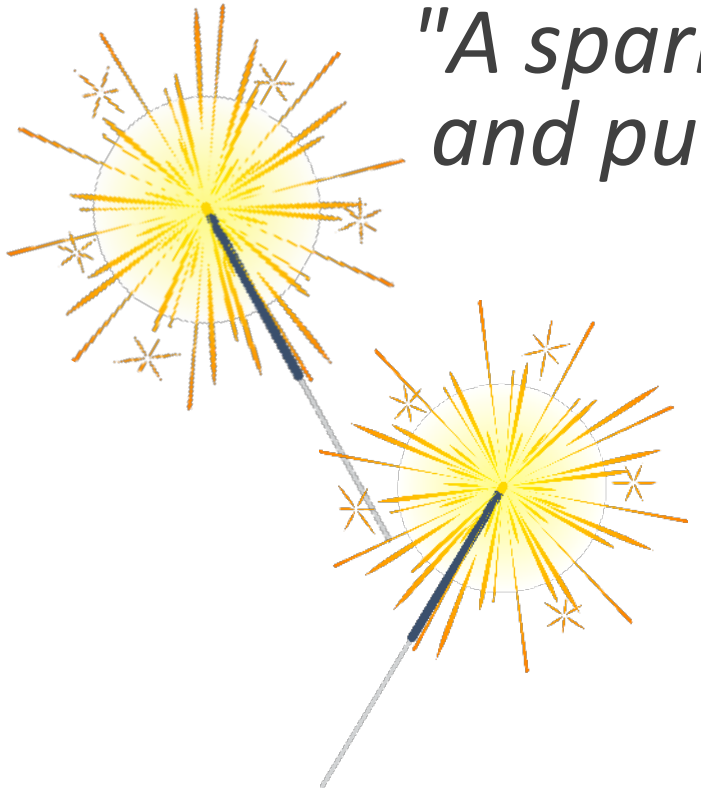

Family
Peers
Education
Safety
Businesses/ Employment
Community organizations
SERVICES
SUPPORTS
YOUTH
OPPORTUNITIES
Youth service organizations

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

Source: Saleebey, Dennis. 1992. The Strengths Perspective in Social Work Practice. Longman: White Plains, NY

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

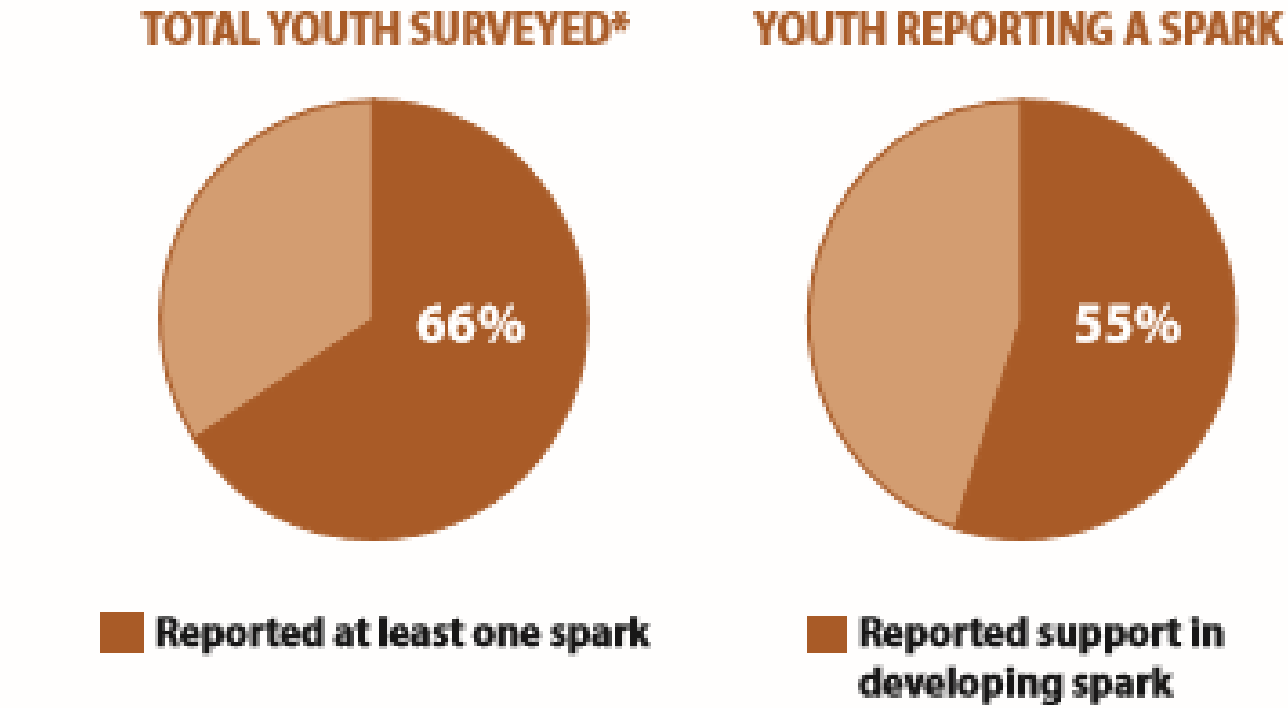
http://www.search-institute.org/sparks

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

https://www.search-institute.org/wp-content/uploads/2018/01/IE-Spark-Nov-2010-Brief.pdf

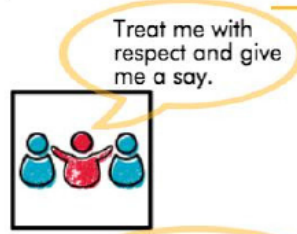
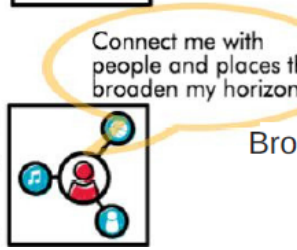
Building Developmental Relationships

4Ss interview:
https://www.search-institute.org/wp-content/uploads/2019/08/4-Ss-Interview-download.pdf

Kent Pekel's Ted Talk:
https://www.ted.com/talks/kent_pekel_getting_relationships_right

Search Institute's Developmental Relationship Framework

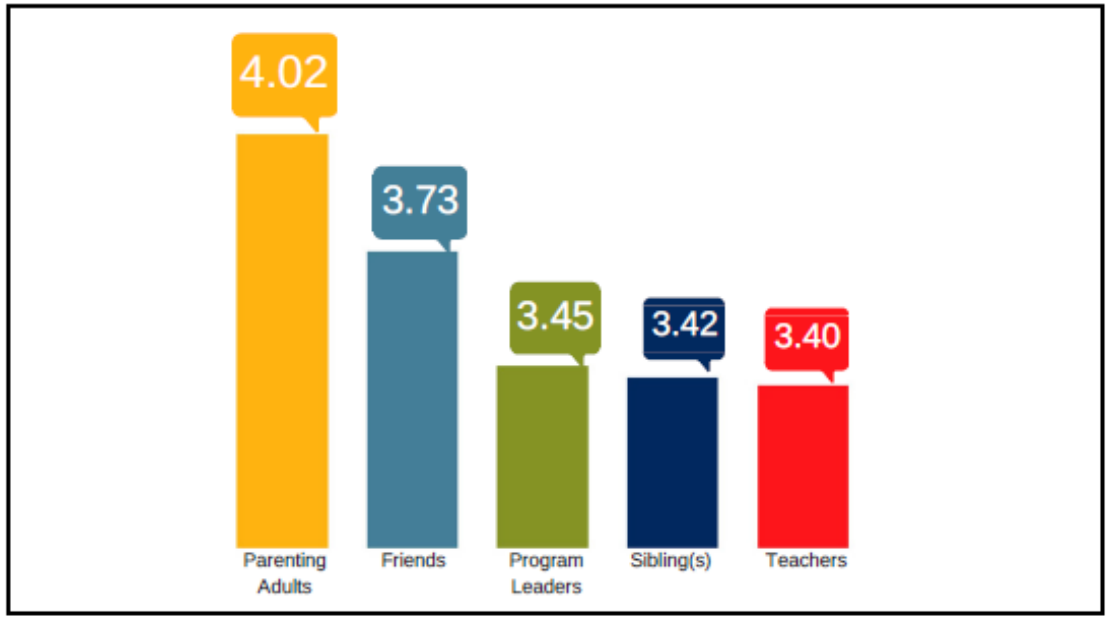
https://www.search-institute.org/developmental-relationships/developmental-relationships-framework/

Elements		Actions	Definitions
Express Care		Be dependable	• Be someone I can trust.
		Listen	• Really pay attention when we are together.
		Believe in me	• Make me feel known and valued.
		Be warm	• Show me you enjoy being with me.
		Encourage	• Praise me for my efforts and achievements.
Challenge Growth		Expect my best	• Expect me to live up to my potential.
		Stretch	• Push me to go further.
		Hold me accountable	• Insist I take responsibility for my actions.
		Reflect on failures	• Help me learn from mistakes and setbacks.
Provide Support		Navigate	• Guide me through hard situations and systems.
		Empower	• Build my confidence to take charge of my life.
		Advocate	• Defend me when I need it.
		Set boundaries	• Put in place limits to keep me on track.
Share Power		Respect me	• Take me seriously and treat me fairly.
		Include me	• Involve me in decisions that affect me.
		Collaborate	• Work with me to solve problems and reach goals.
		Let me lead	• Create opportunities for me to take action and lead.
Expand Possibilities		Inspire	• Inspire me to see possibilities for my future.
		Broaden Horizons	• Expose me to new ideas, experiences, and places
		Connect	• Introduce me to more people who can help me grow.

Search:
Relationships First

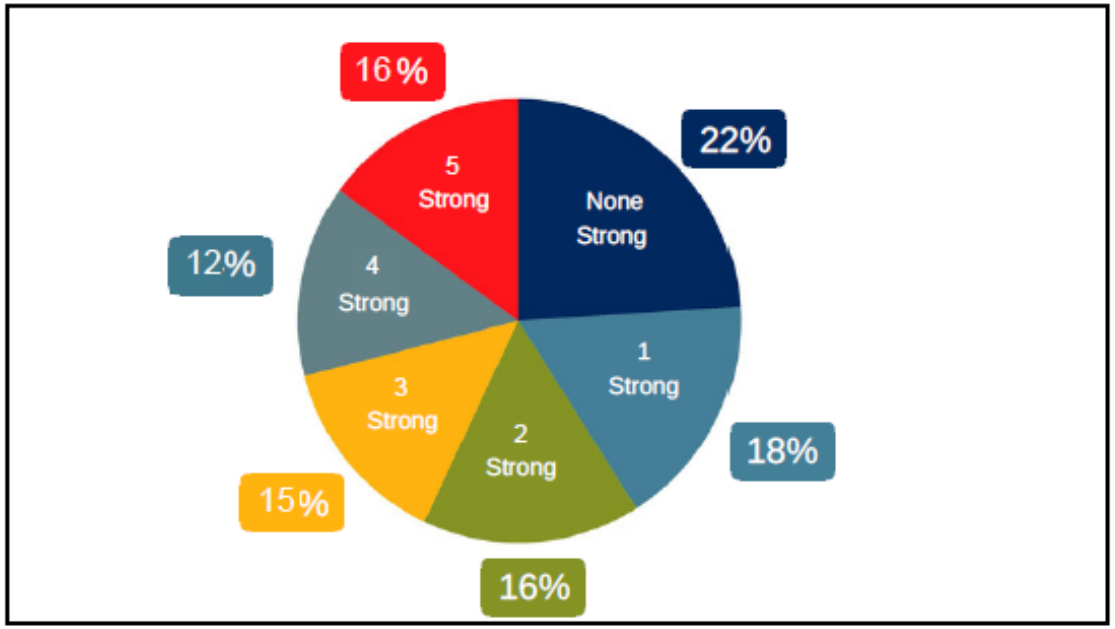
STRENGTHS IN RELATIONSHIPS WITH PARENTING ADULTS

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").



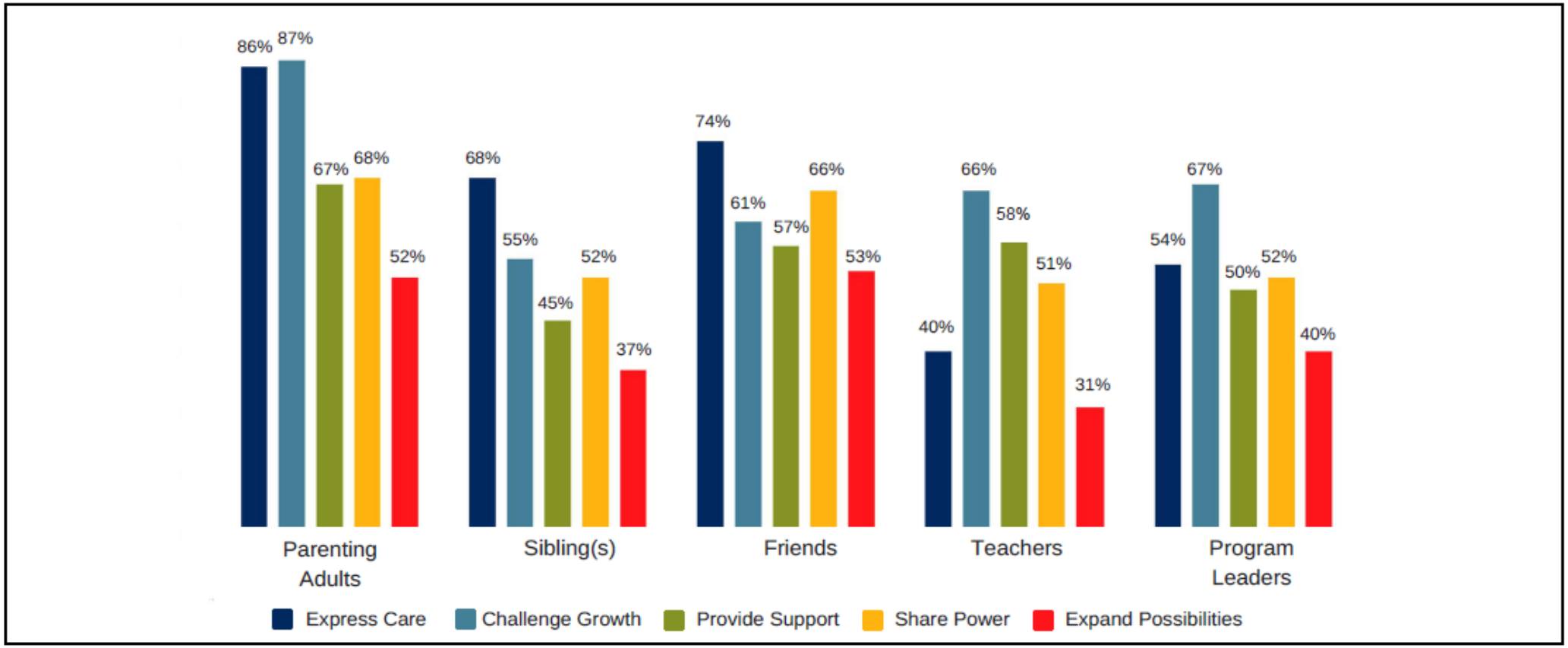
MANY YOUTH LACK STRONG WEBS OF RELATIONSHIPS

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.



Developmental Relationships

Li & Julian. 2012

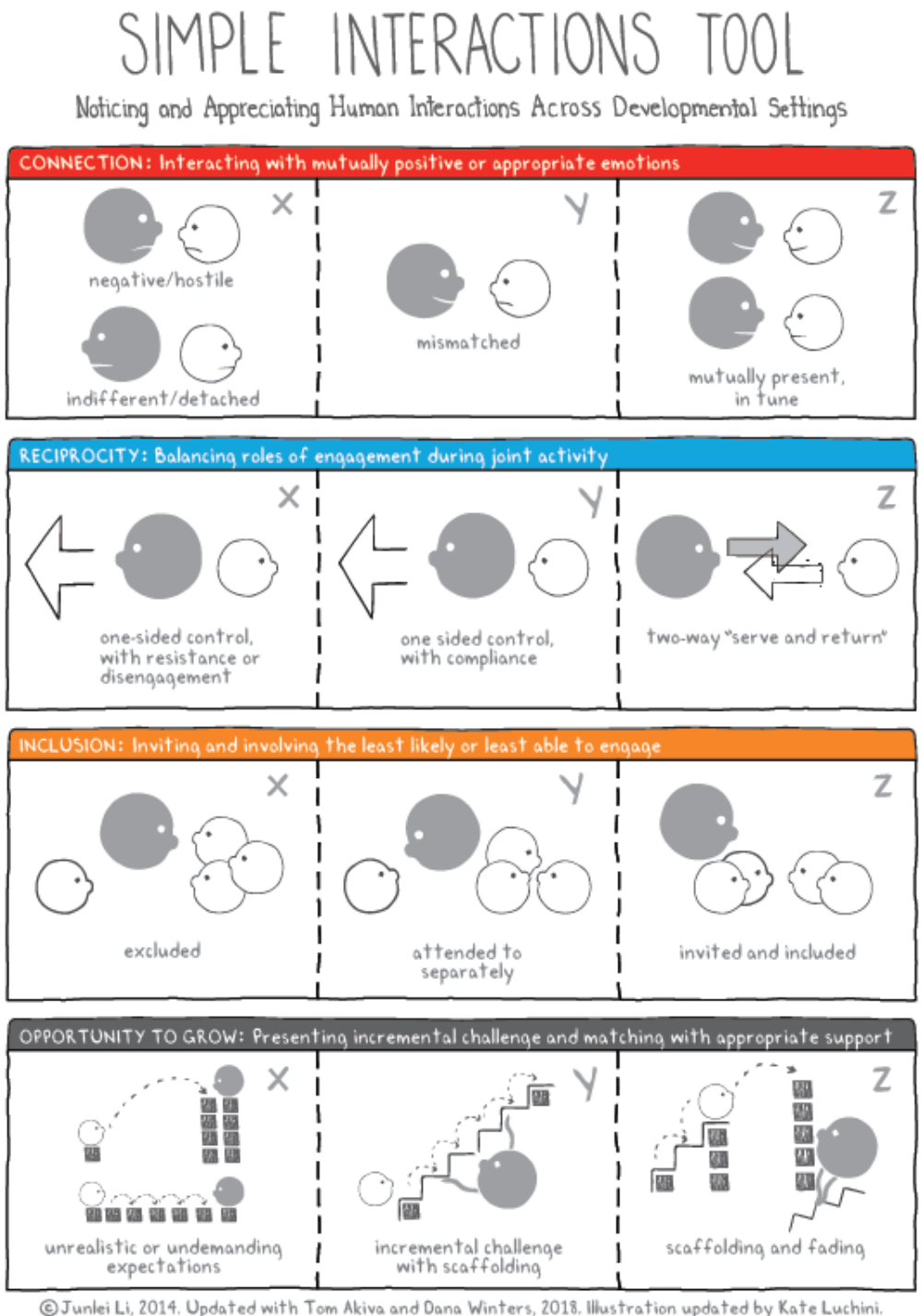
Developmental relationships are the active ingredients of effective interventions.

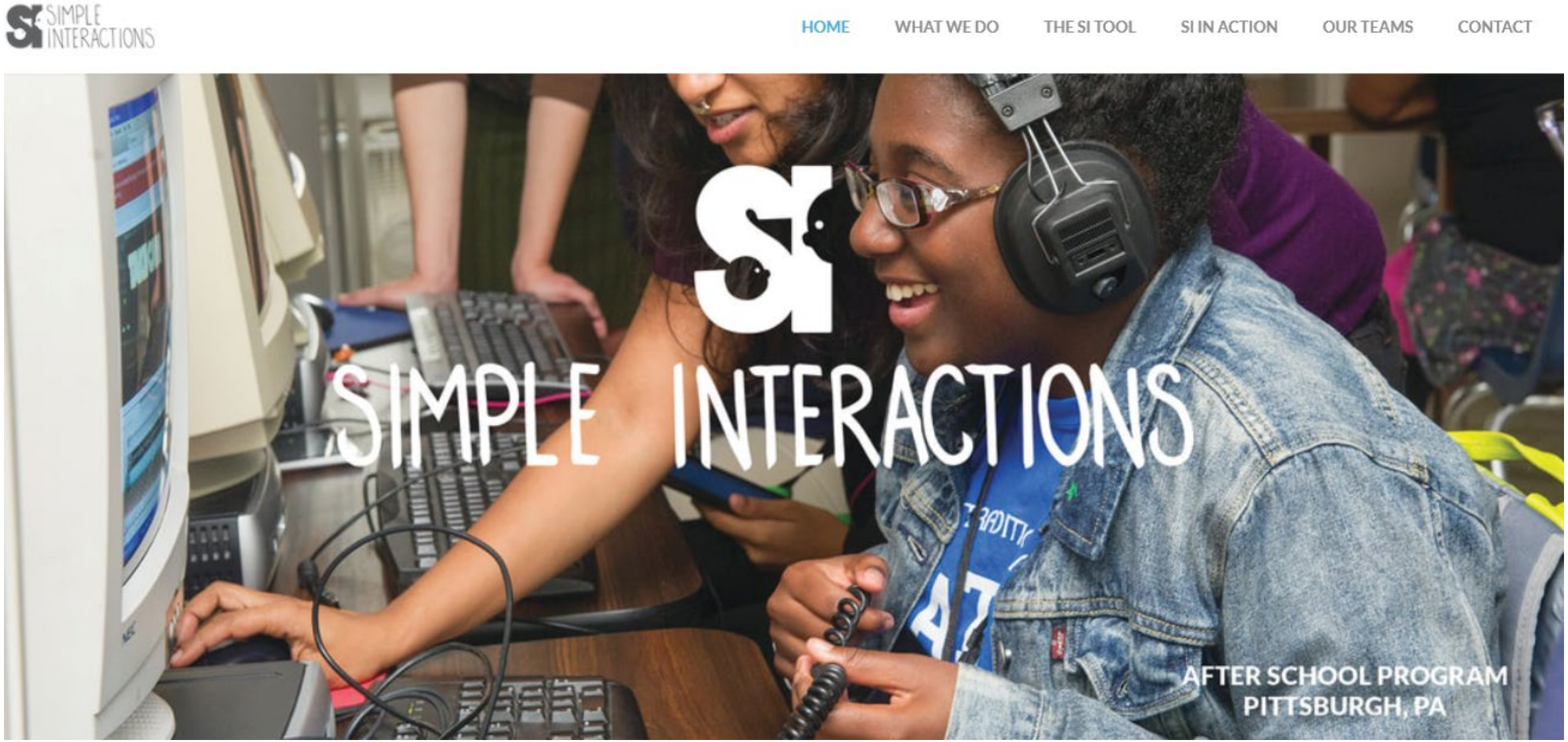
They are characterized by

- attachment/connection
- reciprocity
- progressive complexity
- balance of power

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

Simple Interactions Tool





https://www.simpleinteractions.org/

Any questions, comments or takeaways?

Resources

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/

Lerner, R. M. (2007). *The good teen.* New York: Crown.

Li & Julian.2012. Developmental Relationships as the Active Ingredient: An Unifying Working Hypothesis of "What Works" Across Intervention Settings. *American Journal of Orthopsychiatry.* Vol 82, No. 2, 157-166

Search Institute: Relationships First. Creating Connections that Help Young People Thrive https://www.search-institute.org/wp-content/uploads/2017/12/2017-Relationships-First-final.pdf