



Positive Youth Development II: Positive Youth Outcomes

ACT for Youth

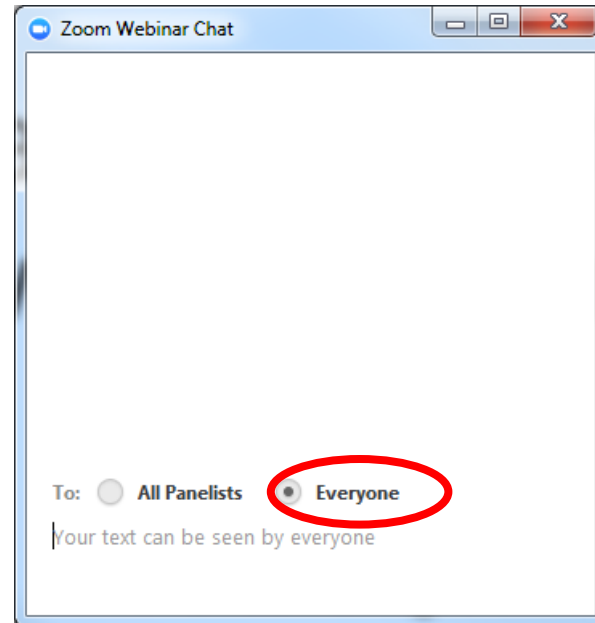
June 10, 2021

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



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 learning Opportunity for mastery |
| Independence Opportunity to see oneself as an active participant in the future Opportunity for self-determination | Generosity Opportunity to value and practice service for others |



A SHARED VISION FOR YOUTH
 Common Outcomes and Indicators

A SHARED VISION FOR YOUTH
 Outcomes that Youth Organizations Can Influence

Healthy & Safe
 THRIVING

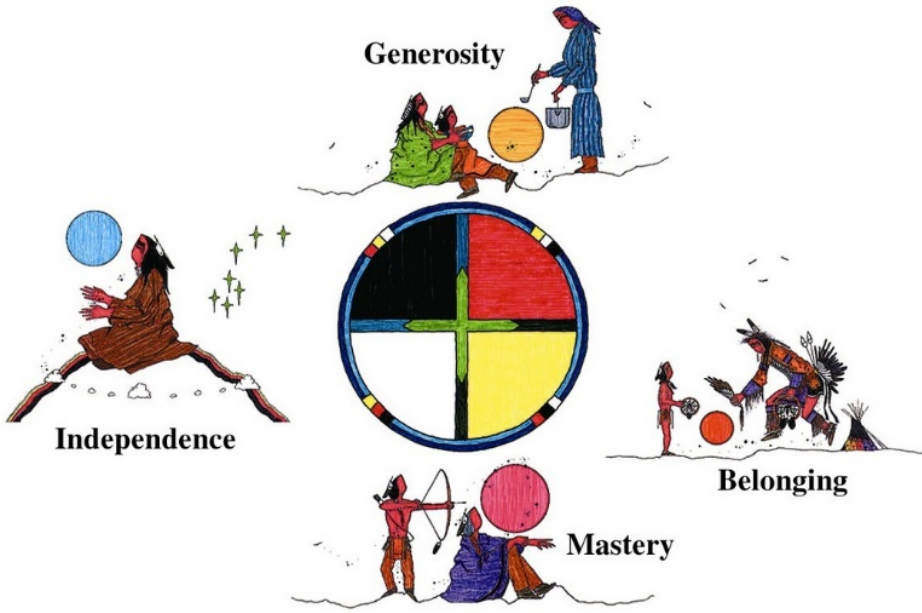
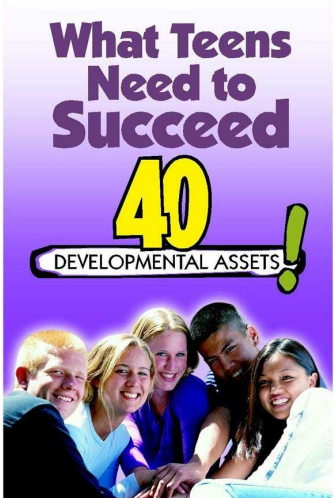
- Connected**
 CONNECTING
- Positive Identity
 - Positive Relationships
 - Social/Emotional Development
 - Cultural Competence

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

- LEADING**
- Community Connectedness
 - Social Responsibility
 - Leadership Development

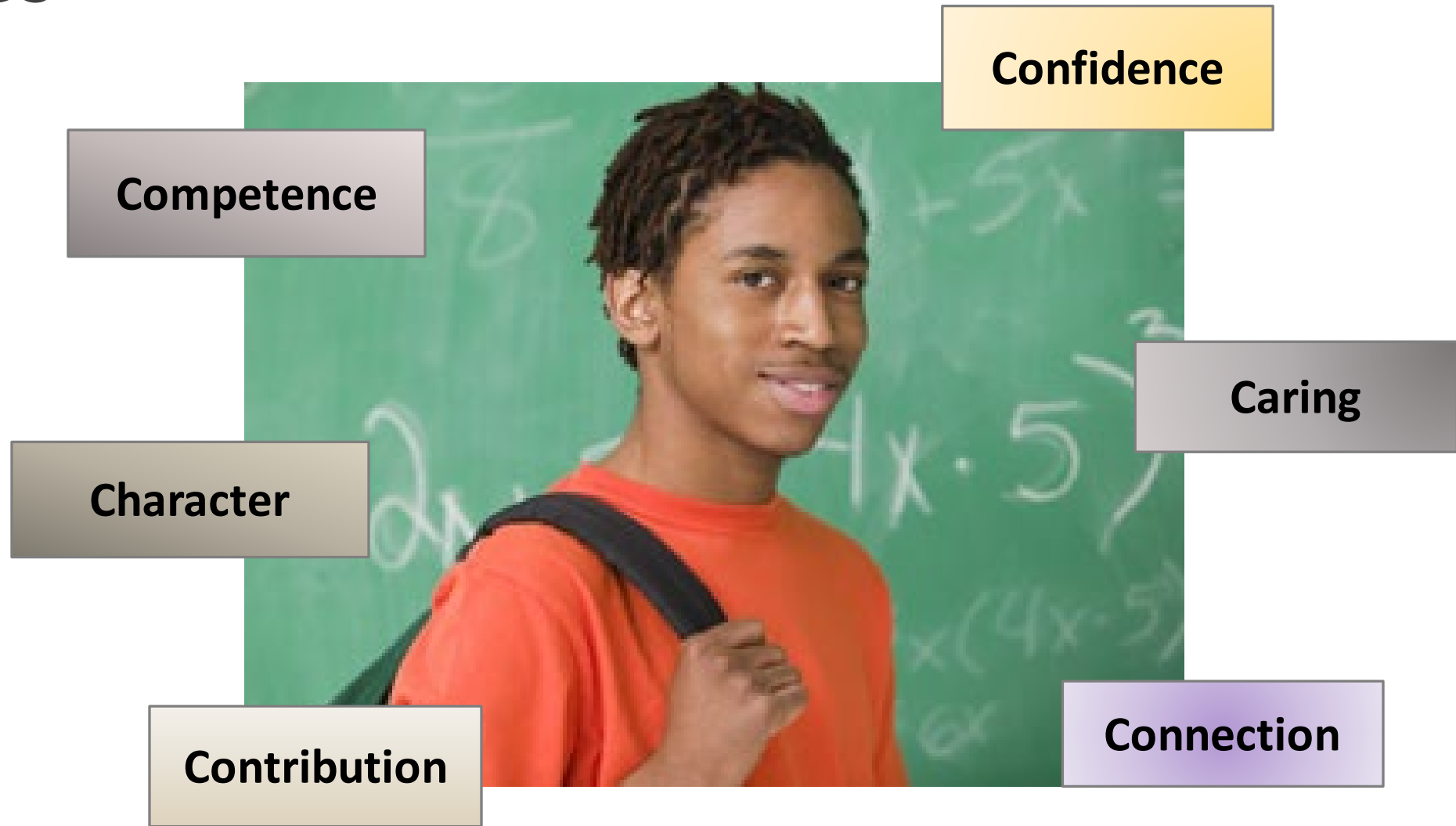
- WORKING**
- Workforce Readiness
 - Career Awareness
 - Employment

- External Assets**
- Support**
 - Family support
 - Positive family communication
 - Other adult relationships
 - Caring neighbourhood
 - Caring school climate
 - Parent involvement in schooling
 - Empowerment**
 - Community values youth
 - Youth as resources
 - Service to others
 - Safety
 - Boundaries & Expectations**
 - Family boundaries
 - School boundaries
 - Neighbourhood boundaries
 - Adult role models
 - Positive peer influence
 - High expectations
 - Constructive Use of Time**
 - Creative activities
 - Youth programs
 - Religious community
 - Time at home





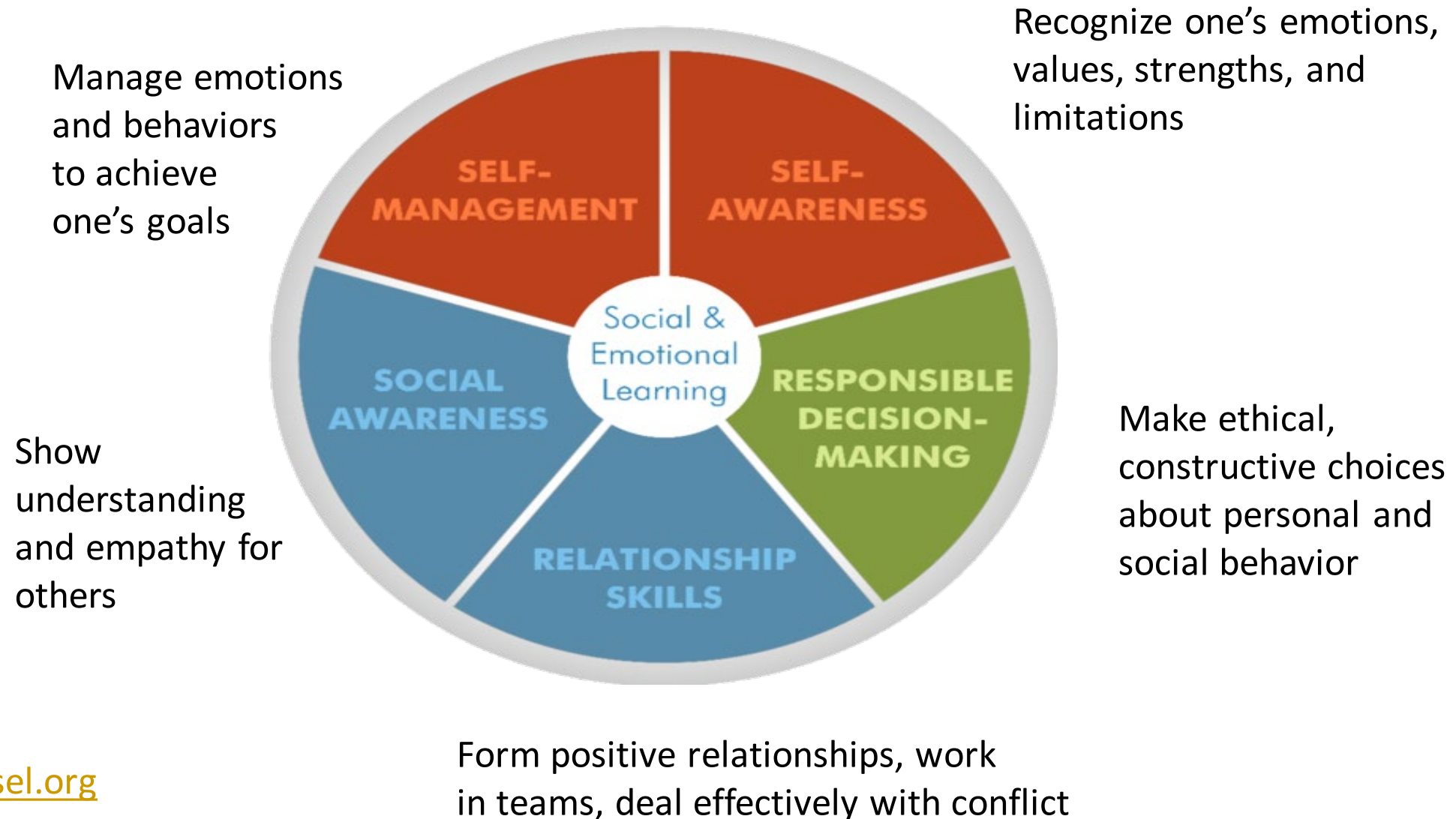
6 Cs





| 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 | | | | | |

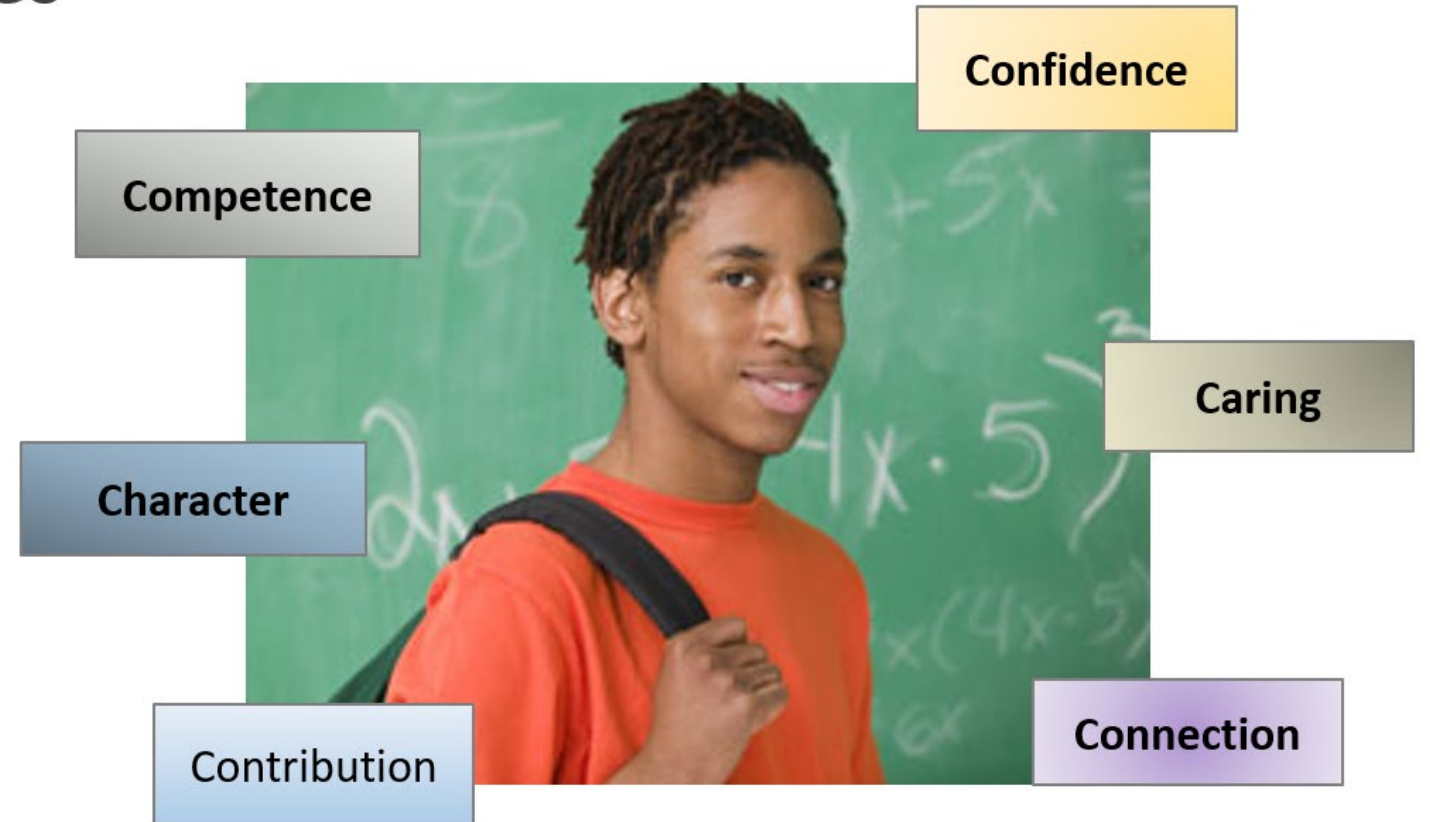
Embedded: SEL Core Competencies





How do we build/ support the 6 Cs?

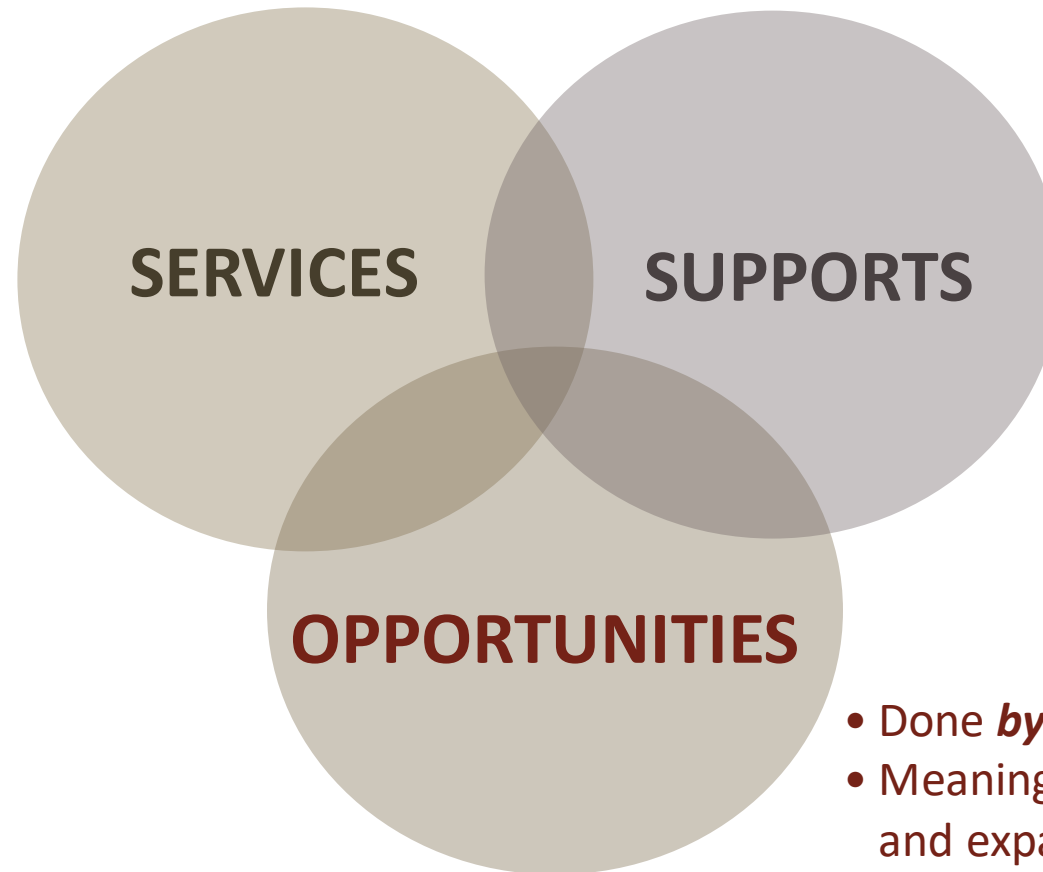
6 Cs





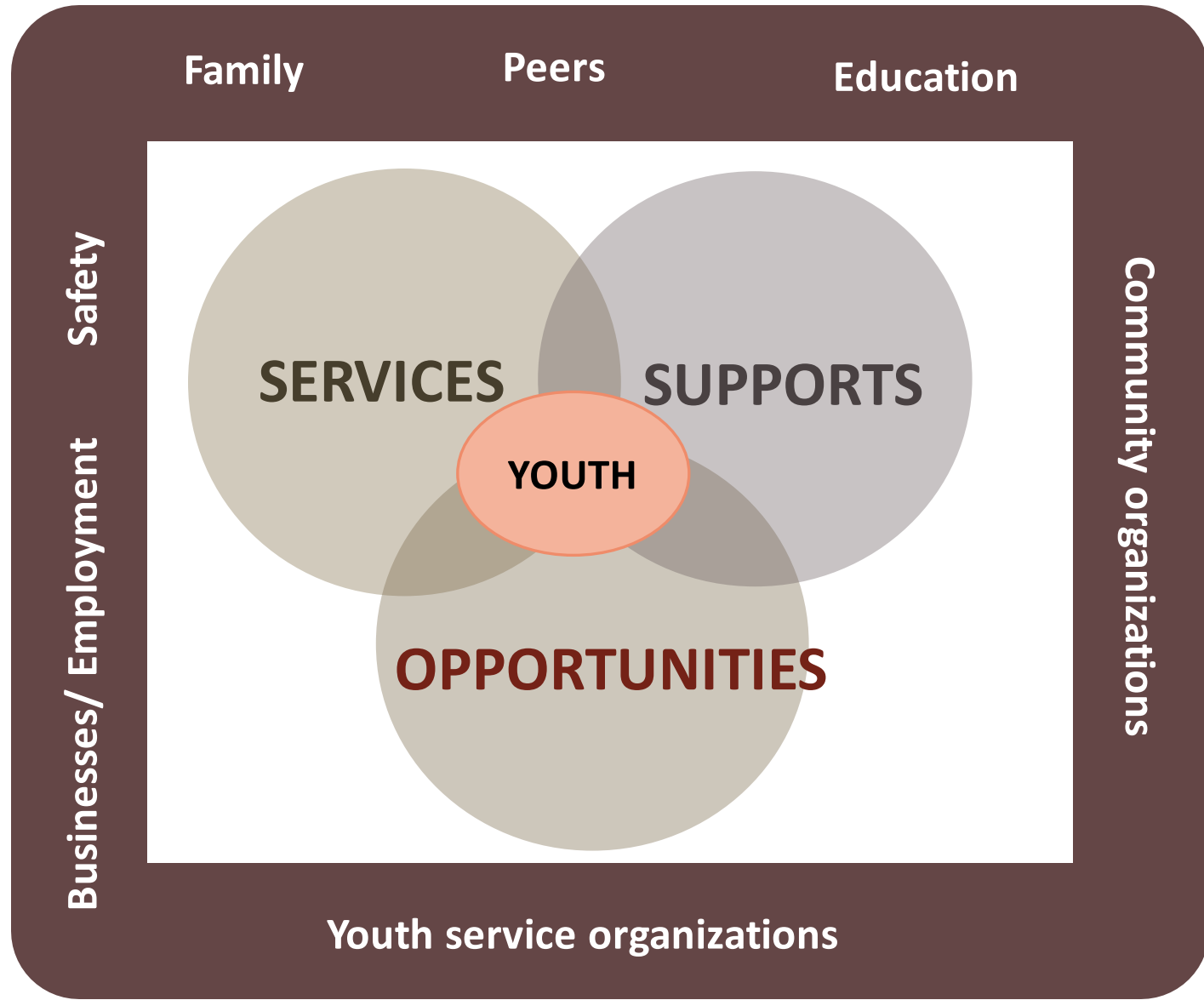
Services-Opportunities-Supports

- 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





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.



2 Core Strategies



Nurture individual strengths



Create supportive and caring environments



Identify and Nurture Internal Strengths

| Social Competence | Problem Solving | Autonomy | Sense of Purpose & Belief in the Future |
|---|--|---|---|
| <ul style="list-style-type: none">-Responsiveness-Communication skills-Could recruit support-Empathy and caring-Compassion and forgiveness-Pro-social behavior | <ul style="list-style-type: none">-Ability to plan-Flexibility-Insight-Critical thinking-Resourcefulness | <ul style="list-style-type: none">-Positive Identity-Internal locus of control-Mastery and self efficacy-Adaptive distancing and resistance-Self-awareness and mindfulness-Humor | <ul style="list-style-type: none">-Goal direction, achievement motivation and educational aspirations-Special interest, creativity, imagination-Optimism and hope-Faith, spirituality and sense of meaning |



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.](#)

Sparks



"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

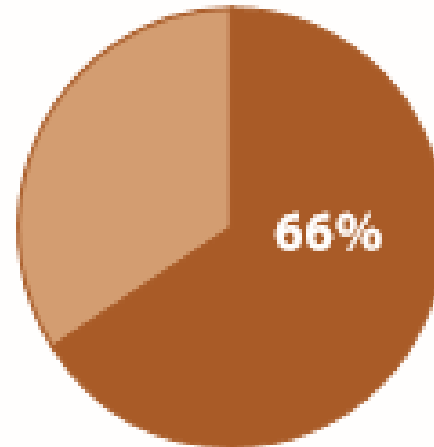
<http://www.search-institute.org/sparks>



Youth, Sparks, and Thriving

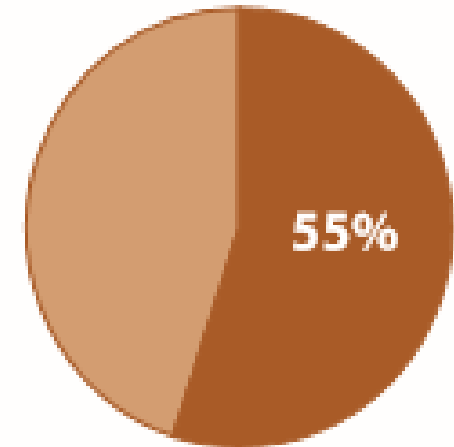
In a series of surveys of youth in middle and high school, 66 percent of students reported having at least one spark. When those youth were asked whether they had adult relationships that supported those sparks, approximately 55 percent reported having at least some support in developing their sparks.

TOTAL YOUTH SURVEYED*



■ **Reported at least one spark**

YOUTH REPORTING A SPARK



■ **Reported support in developing spark**

*12,738 students in grades 5 through 12

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

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

Nan Henderson

[Home - Resiliency in Action | Nan Henderson, M.S.W., Ph.D.](#)



Your Online Source for Positive Youth Development



[Youth Development](#)

[Adolescence](#)

[Sexual Health](#)

[Publications and Events](#)

[About Us](#)

[Home](#) > [Youth Development](#) > [Youth Work Professionals](#) > [Inclusive Program Environments](#)

Feature Section

Youth Work Professionals

Professional Development

Positive Youth Development 101

PYD 101 Online Courses

Supervisor's PYD Toolkit

Inclusive Program Environments

Competencies

Facilitation Tips

Creating Inclusive Program Environments for Youth with Different Abilities (Manual)

printer-friendly

Young people 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*



http://www.actforyouth.net/youth_development/professionals/inclusive-environments.cfm



Developmental Relationships

Developmental relationships are the active ingredients of effective interventions.

They are characterized by

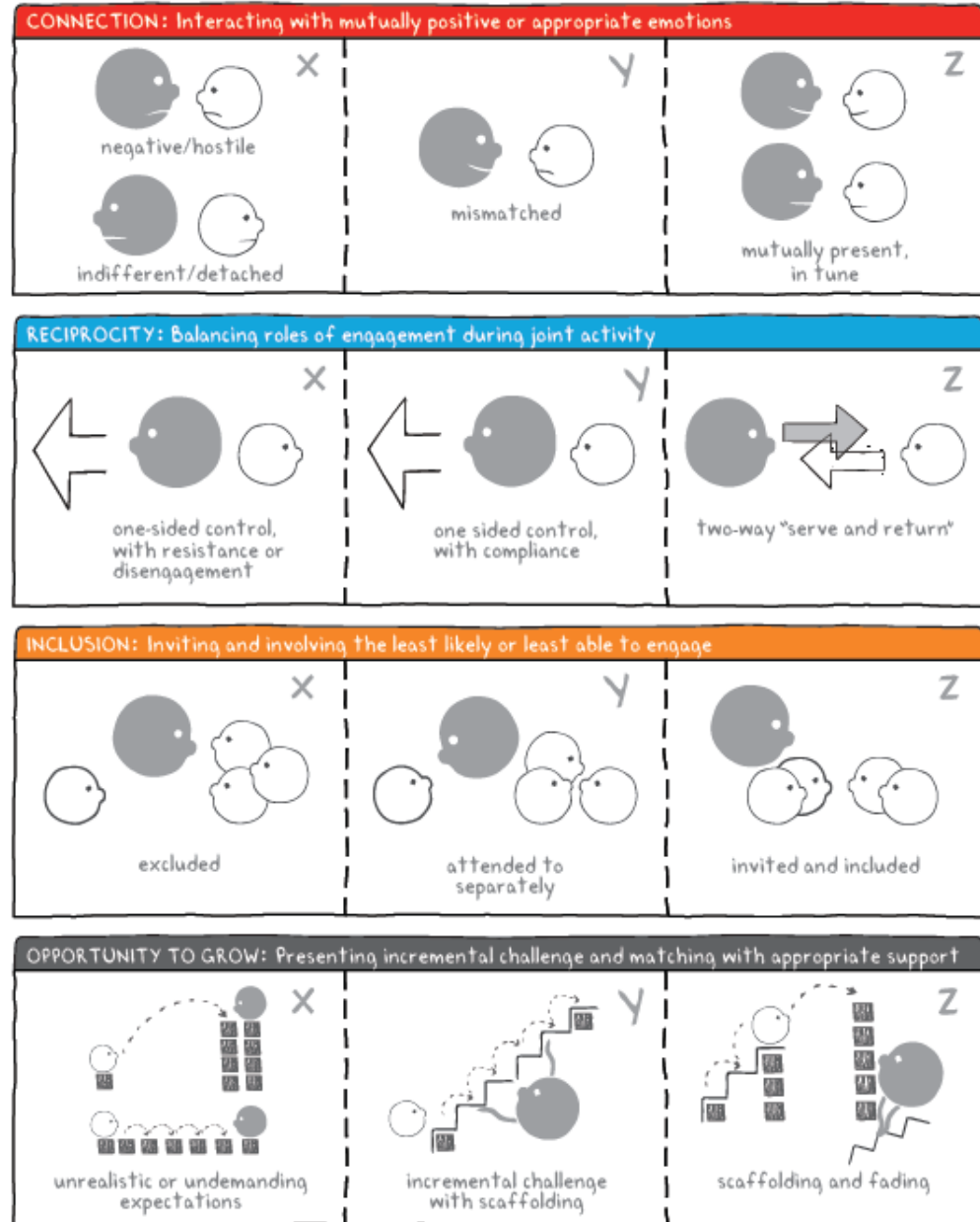
- attachment/connection
- reciprocity
- progressive complexity
- balance of power

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

Simple Interactions Tool

SIMPLE INTERACTIONS TOOL






Noticing and Appreciating Human Interactions Across Developmental Settings



<https://www.simpleinteractions.org/>



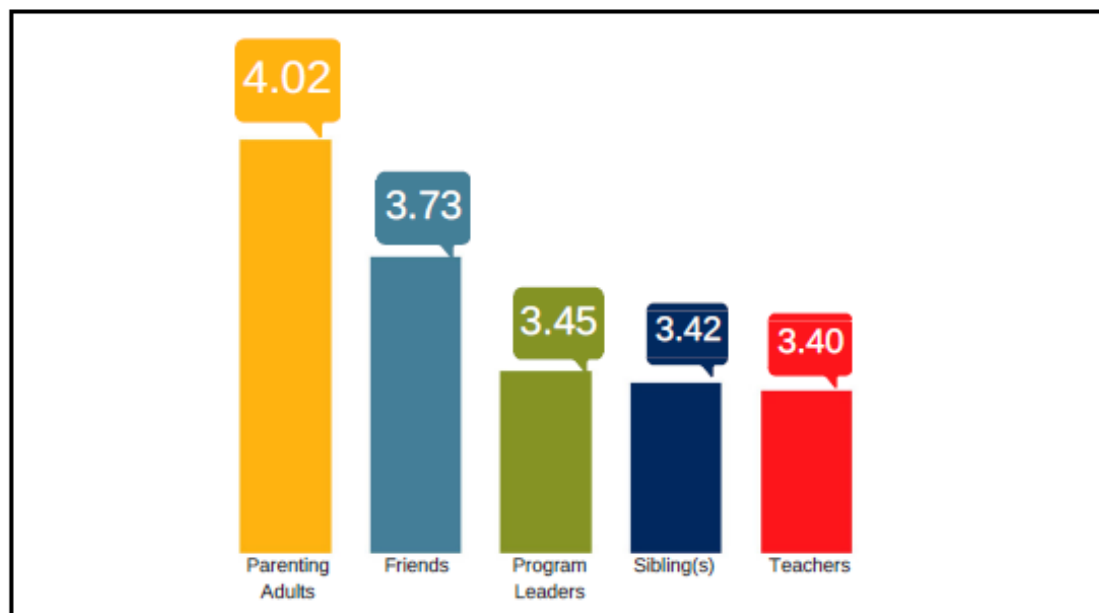
Developmental Relationship Framework

| Elements | Actions | Definitions |
|--|---|---|
| Express Care  Show me that I matter to you. | Be dependable Listen Believe in me Be warm Encourage | <ul style="list-style-type: none"> • Be someone I can trust. • Really pay attention when we are together. • Make me feel known and valued. • Show me you enjoy being with me. • Praise me for my efforts and achievements. |
| Challenge Growth  Push me to keep getting better. | Expect my best Stretch Hold me accountable Reflect on failures | <ul style="list-style-type: none"> • Expect me to live up to my potential. • Push me to go further. • Insist I take responsibility for my actions. • Help me learn from mistakes and setbacks. |
| Provide Support  Help me complete tasks and achieve goals. | Navigate Empower Advocate Set boundaries | <ul style="list-style-type: none"> • Guide me through hard situations and systems. • Build my confidence to take charge of my life. • Defend me when I need it. • Put in place limits to keep me on track. |
| Share Power  Treat me with respect and give me a say. | Respect me Include me Collaborate Let me lead | <ul style="list-style-type: none"> • Take me seriously and treat me fairly. • Involve me in decisions that affect me. • Work with me to solve problems and reach goals. • Create opportunities for me to take action and lead. |
| Expand Possibilities  Connect me with people and places that broaden my horizon. | Inspire Broaden Horizons Connect | <ul style="list-style-type: none"> • Inspire me to see possibilities for my future. • Expose me to new ideas, experiences, and places • Introduce me to more people who can help me grow. |

Search Institute. 2017. Relationships First

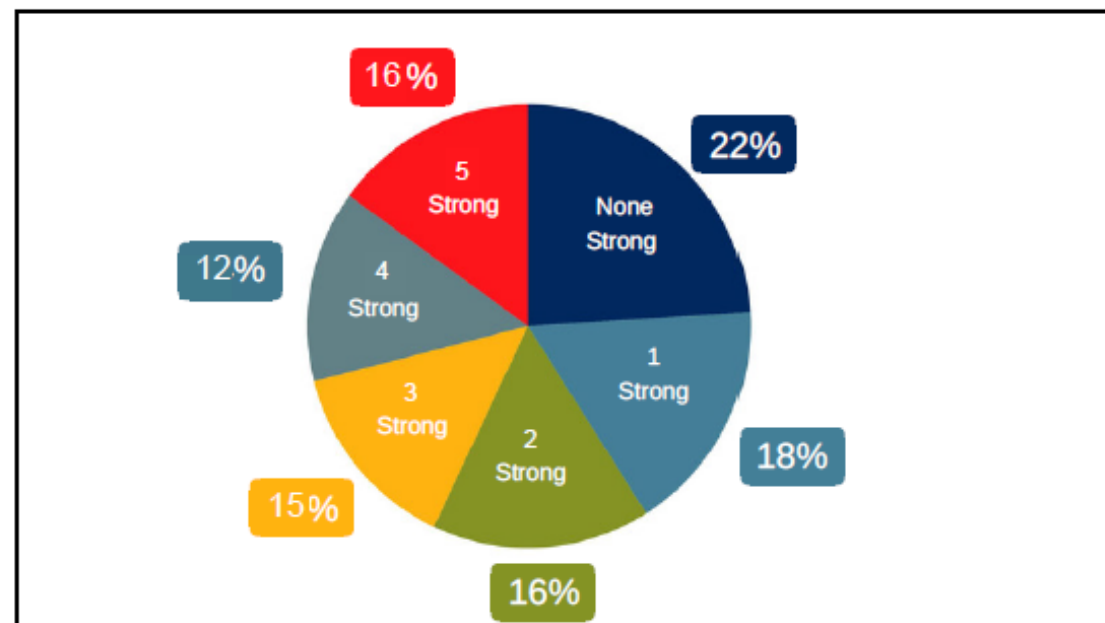
STRENGTHS IN RELATIONSHIPS WITH PARENTING ADULTS

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

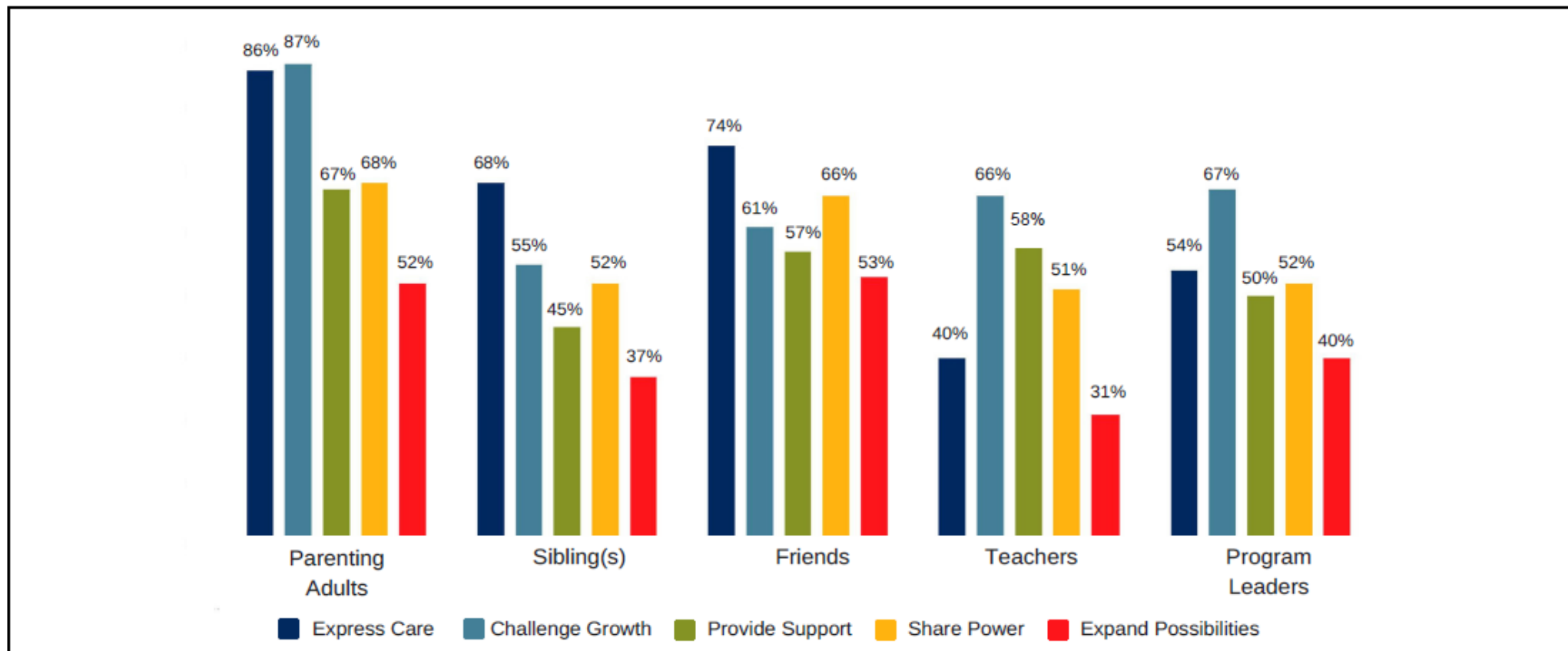
Relationships are considered “strong” when young people experience the 5 elements of developmental relationships, on average, often or very often. In this study, only 28% of young people experience strength in 4 or 5 types of relationships. On the other hand, 40% identify just one or no types of relationships 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.





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

Any questions,
comments or
takeaways?

Thank you!



Resources



Your Online Source for Positive Youth Development

[Youth Development](#) [Adolescence](#) [Sexual Health](#) [Publications and Events](#) [About Us](#)

[Home](#) > [Youth Development](#) > [Youth Work Professionals](#) > Professional Development

Feature Section

Youth Work Professionals

Professional Development

Positive Youth Development 101

PYD 101 Online Courses

Inclusive Program Environments

Competencies

Facilitation Tips

Professional Development for Youth Workers

printer-friendly

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/

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

Peter Benson. 2008. *Sparks: How Parents Can Ignite the Hidden Strengths of Teenagers*. New York: John Wiley and Sons

Benard, Bonnie. 2004. *Resiliency: What we have learned*. San Francisco: WestEd.

Nan Henderson. Resiliency in Action [Home - Resiliency in Action | Nan Henderson, M.S.W., Ph.D.](#)

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>