

POSITIVE YOUTH DEVELOPMENT 101

Presented by:

*Missouri Department of Health
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*ACT for Youth Center of
Excellence*

*Bronfenbrenner Center for
Translational Research
Cornell University*



Training Overview



What is Positive Youth Development?

Curriculum



What is PYD?

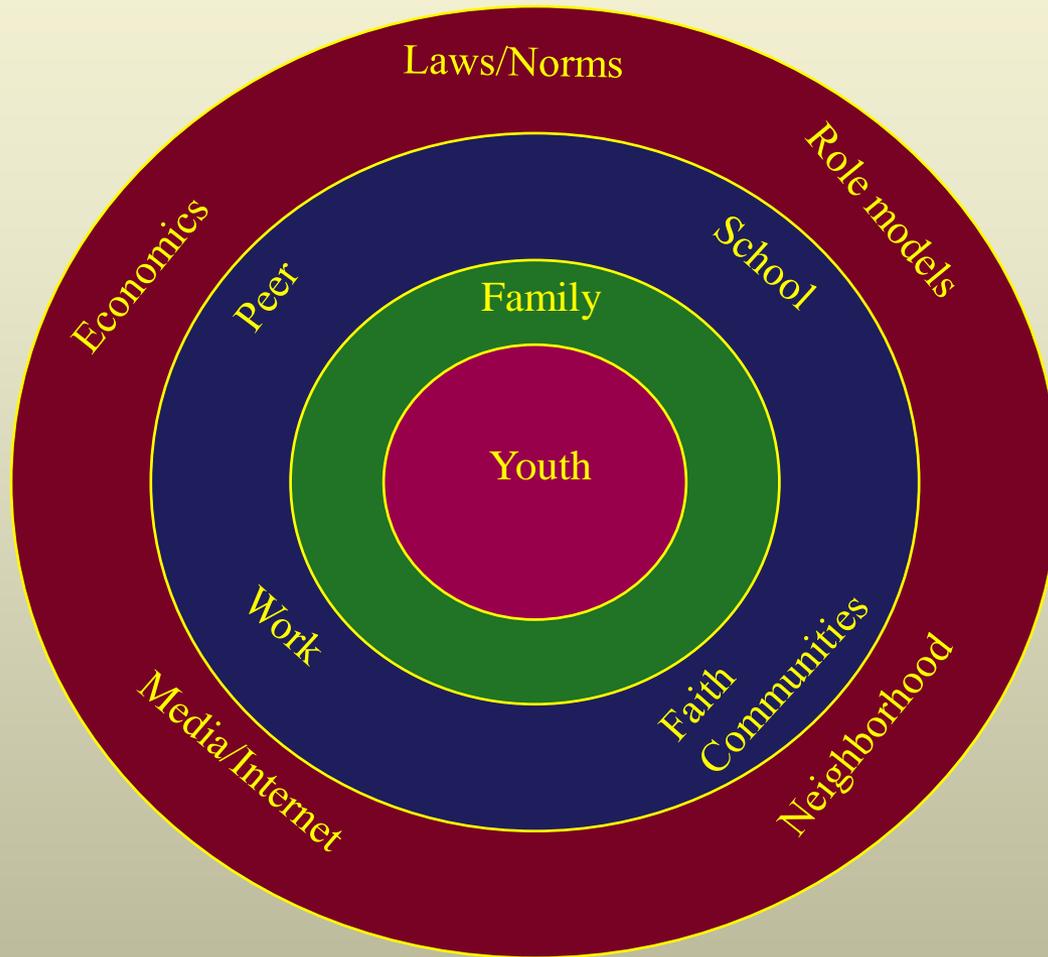
Child and adolescent
development?



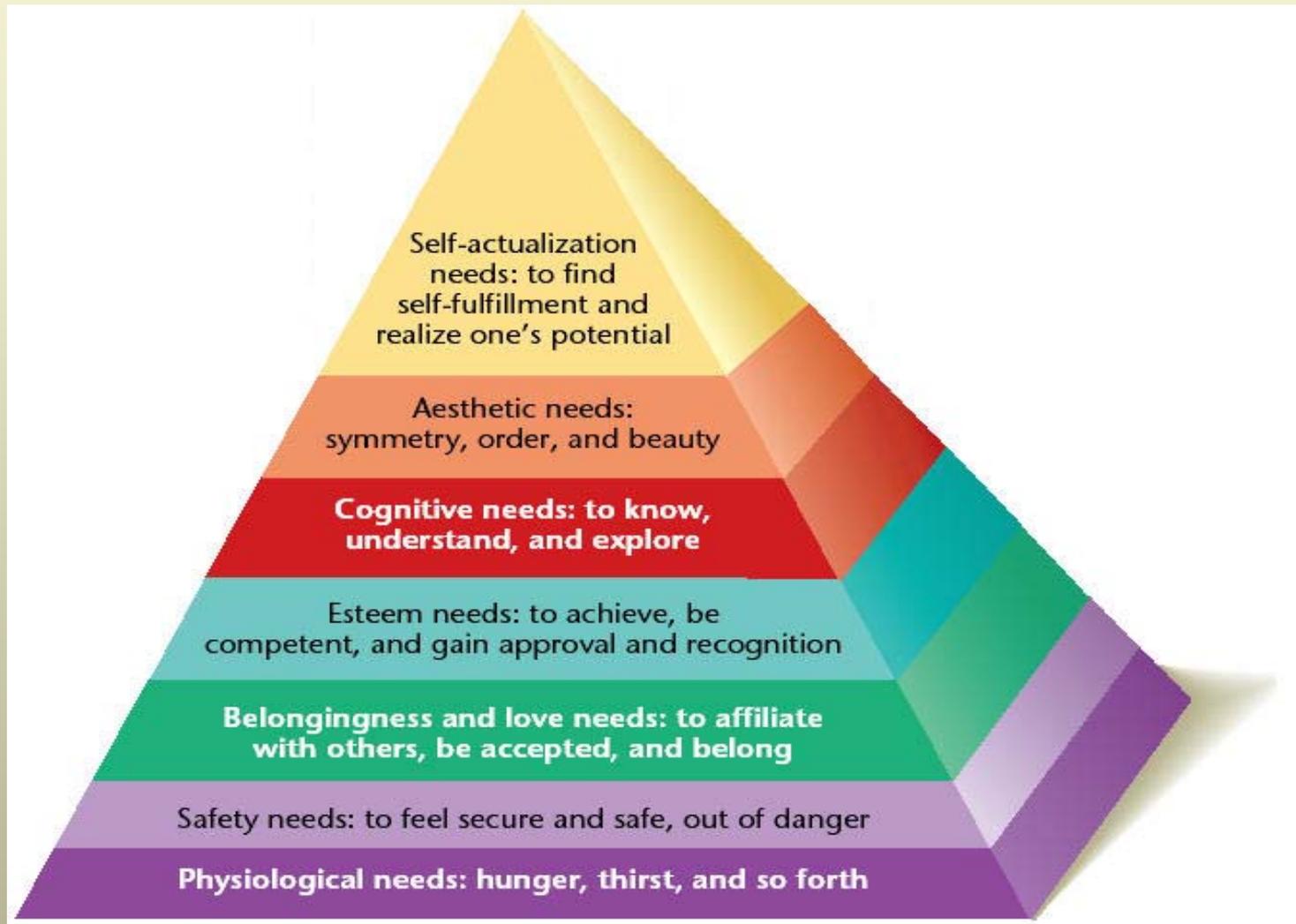
Youth programs?

A philosophy or
approach?

Ecological Model of Development



Maslow's Hierarchy of Needs



Social Toxicity

HOMOPHOBIA

VIOLENCE

SEXUAL EXPLOITATION

Social factors that poison youths' well-being and healthy development

DISRUPTED FAMILY RELATIONSHIPS

HEALTH THREATS

SEXISM

RACISM

POVERTY

LACK OF BENEVOLENT ADULT AUTHORITY

Supportive Research

Prevention Research

What predicts and prevents poor health outcomes?

Resiliency Research

What explains success despite the odds?

Youth Development Research

What predicts and promotes thriving?

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

Paradigm Shift

Traditional Youth Services

- Fixing Problems
- Reactive
- Troubled Youth
- Youth as Recipients
- Programs
- Professional Work

Positive Youth Development

- Building on strengths
- Pro-active
- All youth
- Youth as Participants/Resources
- Relationships
- Everyone's Work

Adapted from Search Institute. 2001.

Old Attitudes/New Attitudes. Speaking of Developmental Assets.

Overview of Adolescent Development

Curriculum



Activity: Adolescent Development



What is going on in adolescence?

- Physically/sexually
- Cognitively
- Socially and emotionally
- Morally

What are some major tasks and events?

Tasks of Adolescence

Adjust to maturing bodies and feelings

Develop/apply abstract thinking skills

Develop/apply more complex perspective taking

Renegotiate relationship with adults

Take on increasingly mature roles and responsibilities

Develop identity (different aspects)

Form friendships that are close and supportive

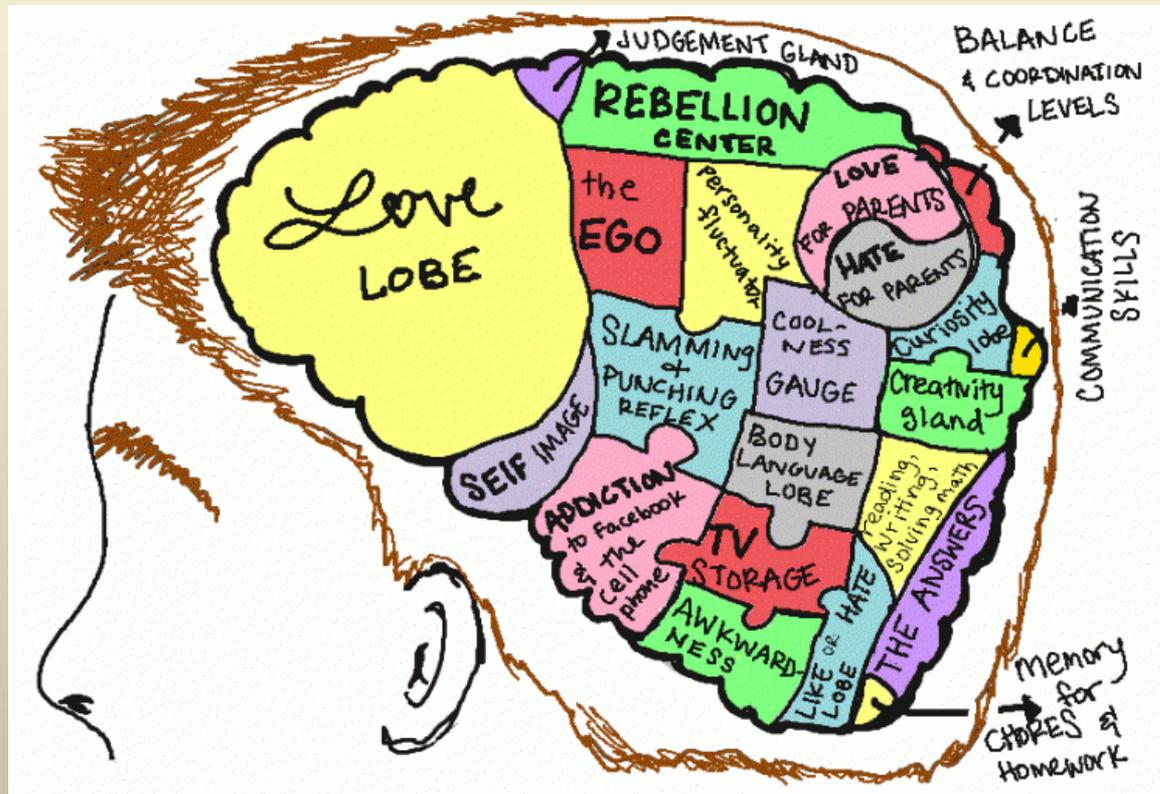
Understand/express more complex emotional experiences

Develop/apply new coping skills

Identify moral standards, values, and beliefs



Adolescent Brain Development



<https://www.youtube.com/watch?v=Aiy2bPVfHg8>

Focus: Risk Taking



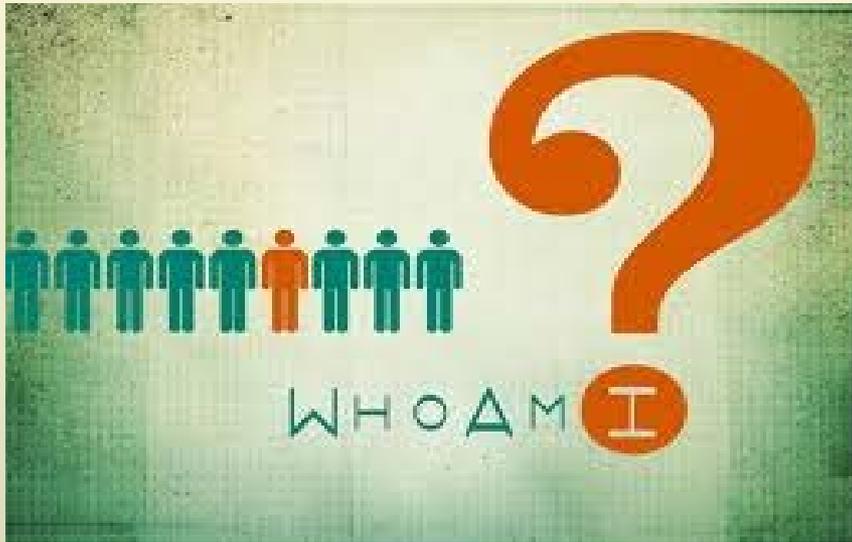
Do Something
www.dosomething.org

What Kids Can Do (WKCD)

www.whatkidscando.org/specialcollections/service_learning/index.html

ACT for Youth Toolkit: Risk Taking

<http://www.actforyouth.net/adolescence/toolkit/risk.cfm>



Focus: Identity Formation

Adolescent Identity Development

www.actforyouth.net/adolescence/identity/

Toolkit: Identity Development

www.actforyouth.net/adolescence/toolkit/identity.cfm

Youth Communication

www.youthcomm.org (search for *identity*)

Building Positive Youth Outcomes

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6 Cs

Competence

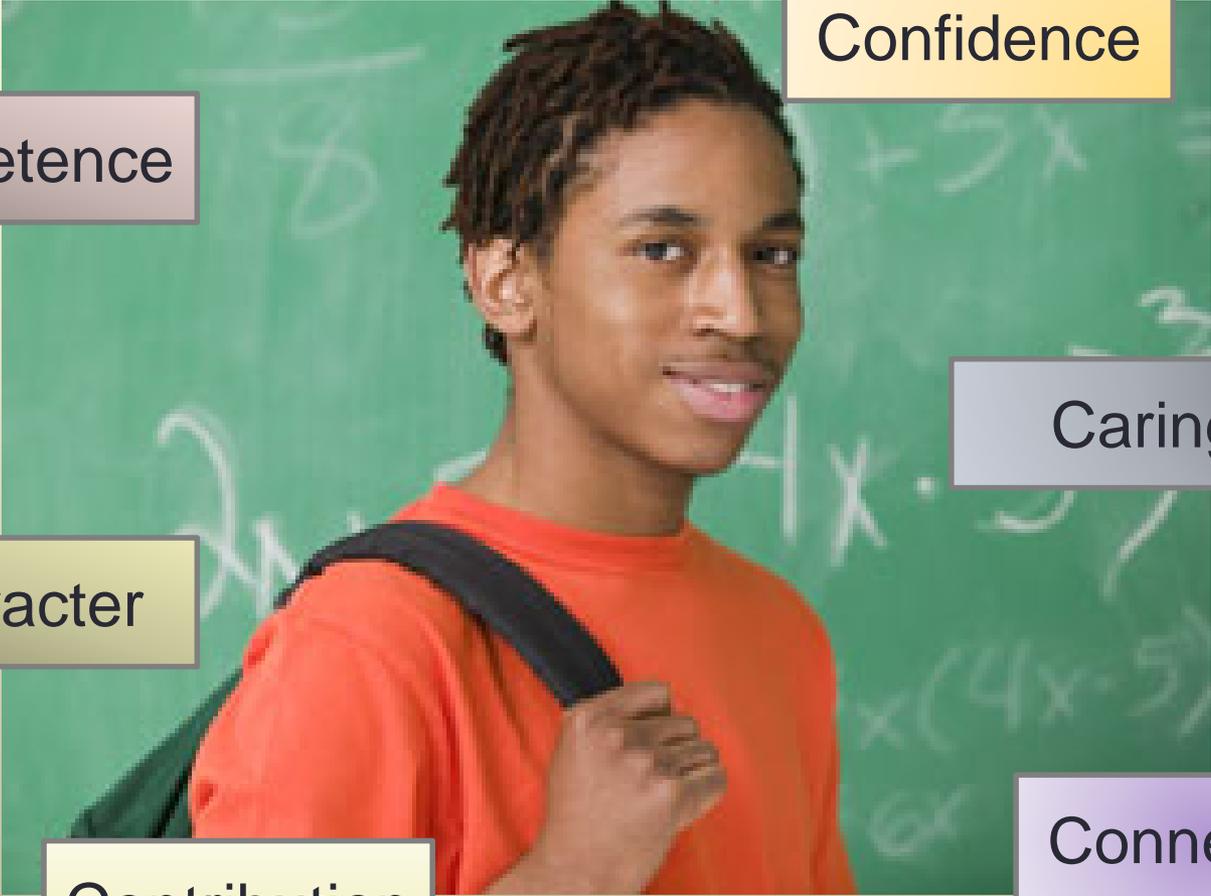
Confidence

Caring

Character

Contribution

Connection



Other Outcome Models



4-H – E

Belonging
Positive relationships
caring adult
An inclusive enviro
A safe environm

Independence
Opportunity to see o
an active particip
the future
Opportunity for
self-determinat



A SHARED V
Outcomes that You

Healthy & Safe
THRIVING

- Active/Healthy Living
- Social/Emotional Health
- Safety/Injury Prevention

Reclaiming Youth International
Equipping Adults to Work With Today's Youth

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Circle of Courage®

The Circle of Courage® is a model of positive youth development based on the universal principle that to be emotionally healthy all youth need a sense of belonging, mastery, independence and generosity. This unique model integrates the cultural wisdom of tribal peoples, the practice wisdom of professional pioneers with troubled youth, and findings of modern youth development research.

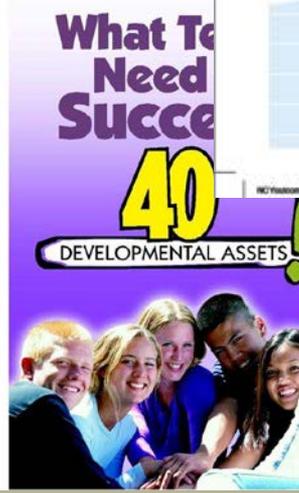
The Circle of Courage provides the philosophical foundation for the work of Reclaiming Youth International.

Generosity

Independence

Belonging

- External Assets**
- Support**
1. Family support
 2. Positive family communication
 3. Other adult relationships
 4. Caring neighbourhood
 5. Caring school climate
 6. Parent involvement in schooling
- Empowerment**
7. Community values youth
 8. Youth as resources
 9. Service to others
 10. Safety
- Boundaries & Expectations**
11. Family boundaries
 12. School boundaries
 13. Neighbourhood boundaries
 14. Adult role models
 15. Positive peer influence
 16. High expectations
- Constructive Use of Time**
17. Creative activities
 18. Youth programs
 19. Religious community
 20. Time at home



Strengths and “Sparks”

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Features of 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>

Youth Voice and Engagement

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Youth Engagement

... can be defined as involving youth in responsible, challenging action that meets genuine needs, with the opportunity for planning and/or decision-making affecting others...

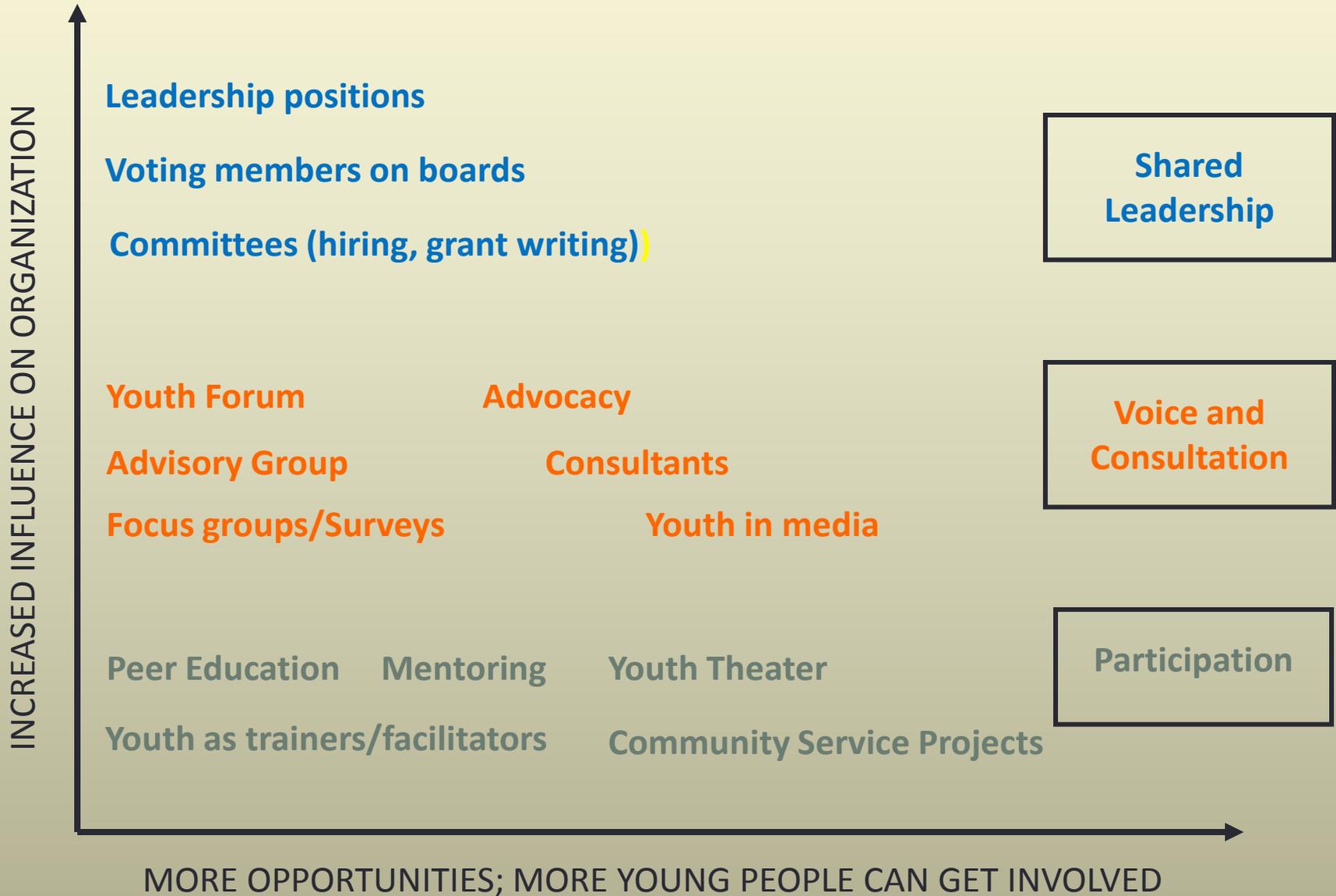
there is mutuality in teaching and learning (between youth and adults) and ... each group sees itself as a resource for the other and offers what it uniquely can provide.

National Commission on Resources for Youth, 1974



Examples of Youth Engagement

Meaningful Roles for Young People



Preparing Youth Leaders

Gardner Center, Stamford University. YELL

http://jgc.stanford.edu/our_work/yell.html

Washington Youth Voice Handbook

<http://www.commonaction.org/WYVH.pdf>

The Innovation Center: Toolkits

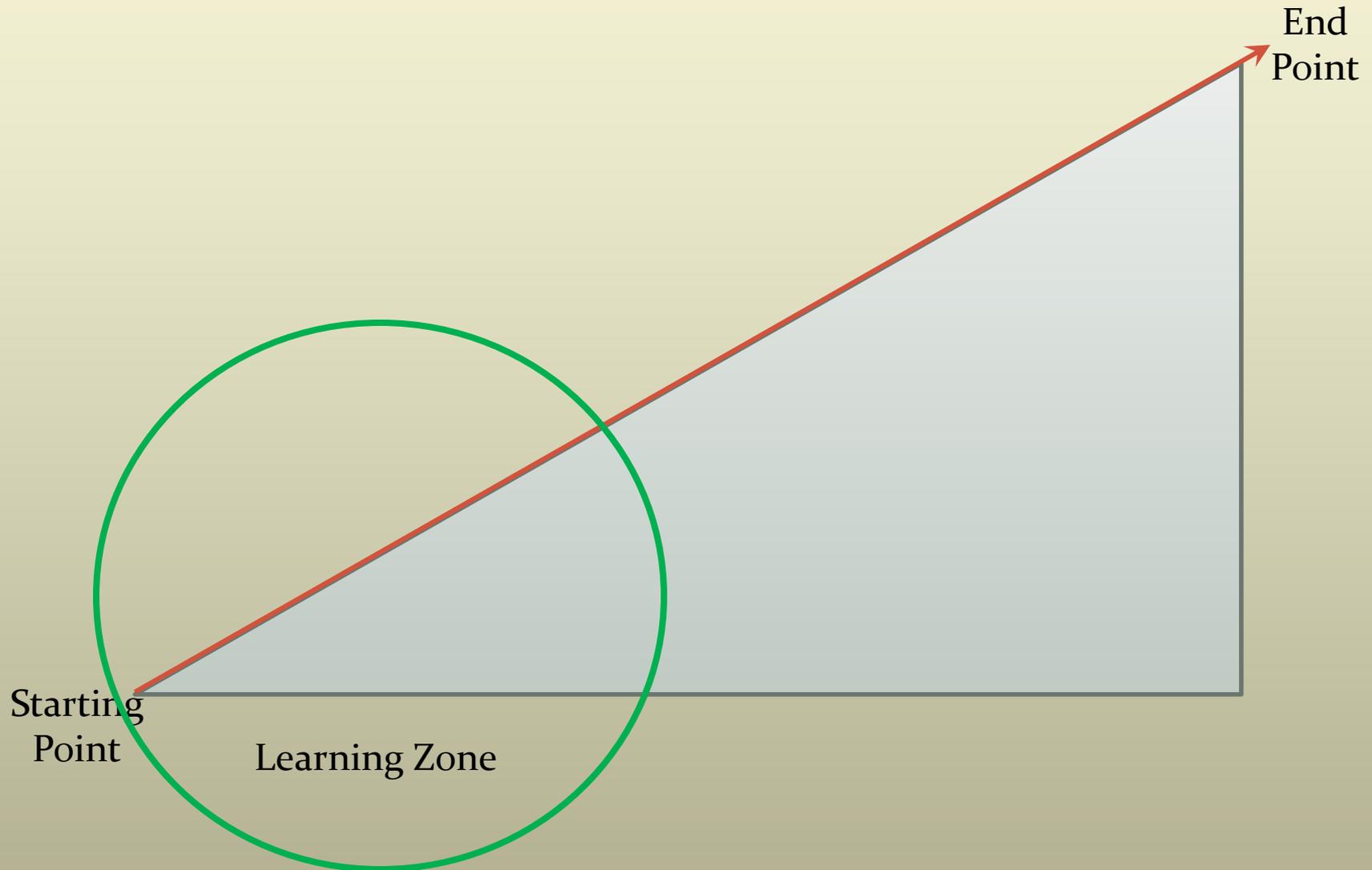
<http://www.theinnovationcenter.org/catalog/toolkits/resources>

Scaffolding, Feedback, and Praise

Curriculum



Scaffolding – A Teaching Strategy



Key Elements of Scaffolding

- Break down complex skills into smaller units/steps
- Assess the young person's skill level
- Work closely with the young person, providing guided support
- Ensure a positive ending

Feedback

Feedback is specific and descriptive, not interpretive or judgmental

Corrective Feedback

Describe the behavior and offer an alternative action or elicit an alternative from the child, asking what she or he could have done differently.

Positive Feedback

Describe the behavior emphasizing the child's strengths, skills, and the outcome.

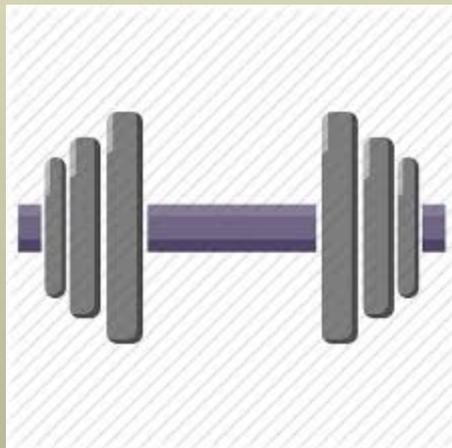
What to Praise?



Intelligence?

Chooses easier tasks

Gives up faster with challenging tasks



Effort?

Chooses difficult tasks

Handles failure

Video: Carol Dweck – A Study on Praise and Mindsets
<https://www.youtube.com/watch?v=NWv1VdDeoRY>

5. Youth Worker Competencies

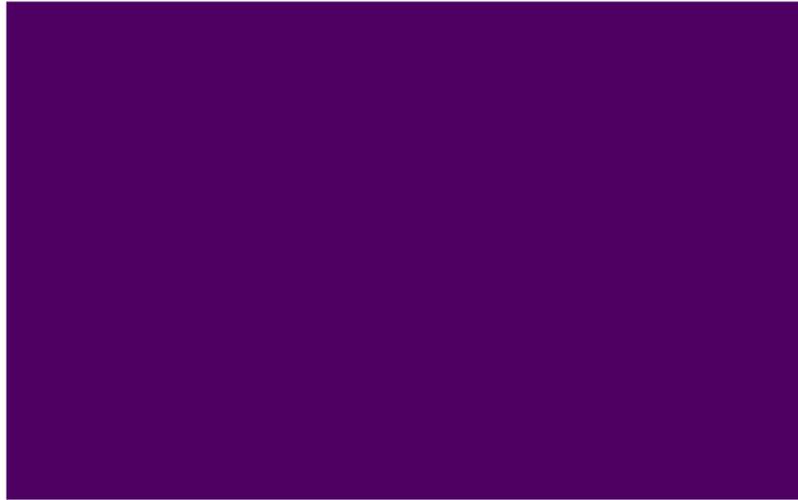
Curriculum

A stack of several books is shown, with a small green plant with four leaves growing out of the top. The word 'Curriculum' is written in a blue, cursive font across the bottom of the image, partially overlapping the books.

Competencies: Content Areas

- Child and Youth Growth and Development
- Learning Environment and Curriculum
- Child/Youth Observation and Assessment
- Interactions with Children and Youth
- Youth Engagement
- Cultural Competency and Responsiveness
- Family, School, and Community Relationships
- Safety and Wellness
- Program Planning and Development
- Professional Development and Leadership

Frameworks of Core Competencies



Youth Work Core Competencies

A Review of Existing Frameworks and Purposes

Developed for School's Out Washington
by Betsy Starr, Nicole Yohalem and Ellen Gannett, Next Generation Youth Work Coalition
October 2009



http://www.niost.org/pdf/Core_Competerencies_Review_October_2009.pdf

Special Thanks

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