USING
POSITIVE YOUTH DEVELOPMENT
STRATEGIES

PARTICIPANT GUIDE
Overall Goals

• To help staff recognize how positive expectations and experiences can improve youth outcomes while they are in the program and afterward
• To discuss how Positive Youth Development can be accomplished while maintaining the safety and security of youth and staff
• To develop staff skills for using Positive Youth Development practices with youth

Learning Outcomes

In this workshop, you will:
• Identify benefits to youth care workers of taking a Positive Youth Development approach
• Practice shifting your focus from youth deficits to their strengths to encourage growth and change
• Identify ways to use Positive Youth Development strategies on the job
• Develop program/activities for youth on your shift/unit with your team
• Identify ways to give youth positive opportunities for challenge and growth without risking safety and security

How to Use the Participant Guide

In this Participant Guide for Using Positive Youth Development Strategies, you will find materials needed to take notes on presentations and to participate fully in both group and individual activities.

You should keep this Participant Guide after the training session has concluded and use it as a reference and a resource as you return to your work. You may also be asked to discuss the content and the significance of this training with your supervisor and/or other staff members.
Youth Community Involvement Projects

1. A group of youth learned about the needs of a local hospital nursery. They make bumper pads, quilts, blankets, and pillows and visit regularly with infants in the nursery.

2. A youth group creates anti-gang videos for younger kids.

3. Young people grow vegetables for delivery to a homeless shelter.

4. Several youth have become regular companions to elderly nursing home residents.

5. A group of teenage women, propose, plan, and implement a service project that assists grandparents raising their grandchildren in high-crime neighborhoods. Over six-months, they help with shopping and other chores, including child sitting, lawn mowing, and house cleaning. The young women conclude the project by creating oral histories of the grandparents, and holding a social event.

6. Young men work with park rangers from the Bureau of Land Management on environmental restoration projects in a wildlife preserve in the Loxahatchee National Forest. A group of them works as part of the video team that documents the program and is used as a training film for new teens joining the group.
Your Expectations for Today’s Training

One thing I’d like to learn or do as a result of this program:
## SUPPORT

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<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>Family Support</strong></td>
<td>Family life provides high levels of love and support.</td>
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<tr>
<td>2.</td>
<td><strong>Positive Family Communication</strong></td>
<td>Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</td>
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<td>3.</td>
<td><strong>Other Adult Relationships</strong></td>
<td>Young person receives support from three or more nonparent adults.</td>
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<td>4.</td>
<td><strong>Caring Neighborhood</strong></td>
<td>Young person experiences caring neighbors.</td>
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<td>5.</td>
<td><strong>Caring School Climate</strong></td>
<td>School provides a caring, encouraging environment.</td>
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<tr>
<td>6.</td>
<td><strong>Parent Involvement in Schooling</strong></td>
<td>Parent(s) are actively involved in helping the child succeed in school.</td>
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## EMPOWERMENT

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<tr>
<td>7.</td>
<td><strong>Community Values Youth</strong></td>
<td>Young person perceives that adults in the community value youth.</td>
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<tr>
<td>8.</td>
<td><strong>Youth as Resources</strong></td>
<td>Young people are given useful roles in the community.</td>
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<tr>
<td>9.</td>
<td><strong>Service to Others</strong></td>
<td>Young person serves in the community one hour or more per week.</td>
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<tr>
<td>10.</td>
<td><strong>Safety</strong></td>
<td>Young person feels safe at home, school,</td>
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1 This list is an educational tool. It is not intended to be nor is it appropriate as a scientific measure of the developmental assets of individuals.
and in the neighborhood.

### BOUNDARIES AND EXPECTATIONS

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<th></th>
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<tbody>
<tr>
<td>11.</td>
<td><strong>Family Boundaries</strong></td>
<td>Family has clear rules and consequences and monitors the young person’s whereabouts.</td>
<td></td>
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<tr>
<td>12.</td>
<td><strong>School Boundaries</strong></td>
<td>School provides clear rules and consequences.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td><strong>Neighborhood Boundaries</strong></td>
<td>Neighbors take responsibility for monitoring young people’s behavior.</td>
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<tr>
<td>14.</td>
<td><strong>Adult Role Models</strong></td>
<td>Parent(s) and other adults model positive, responsible behavior.</td>
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<tr>
<td>15.</td>
<td><strong>Positive Peer Influence</strong></td>
<td>Young person’s best friends model responsible behavior.</td>
<td></td>
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<tr>
<td>16.</td>
<td><strong>High Expectations</strong></td>
<td>Both parent(s) and teachers encourage the young person to do well.</td>
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### CONSTRUCTIVE USE OF TIME

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<tbody>
<tr>
<td>17.</td>
<td><strong>Creative Activities</strong></td>
<td>Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</td>
<td></td>
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<tr>
<td>18.</td>
<td><strong>Youth Programs</strong></td>
<td>Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.</td>
<td></td>
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<tr>
<td>19.</td>
<td><strong>Religious Community</strong></td>
<td>Young person spends one hour or more per week in activities in a religious institution.</td>
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<tr>
<td>20.</td>
<td><strong>Time at Home</strong></td>
<td>Young person is out with friends “with nothing special to do” two or fewer nights per week.</td>
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</table>
### COMMITMENT TO LEARNING

<table>
<thead>
<tr>
<th></th>
<th>Internal Asset</th>
<th>TRUE for me</th>
<th>FALSE for me</th>
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</thead>
<tbody>
<tr>
<td>21.</td>
<td>Achievement Motivation</td>
<td>Young person is motivated to do well in school.</td>
<td></td>
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<tr>
<td>22.</td>
<td>School Engagement</td>
<td>Young person is actively engaged in learning.</td>
<td></td>
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<tr>
<td>23.</td>
<td>Homework</td>
<td>Young person reports doing at least one hour of homework every school day.</td>
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<tr>
<td>24.</td>
<td>Bonding to School</td>
<td>Young person cares about her or his school.</td>
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<tr>
<td>25.</td>
<td>Reading for Pleasure</td>
<td>Young person reads for pleasure three or more hours per week.</td>
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### POSITIVE VALUES

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<thead>
<tr>
<th></th>
<th>Value</th>
<th>TRUE for me</th>
<th>FALSE for me</th>
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</thead>
<tbody>
<tr>
<td>26.</td>
<td>Caring</td>
<td>Young Person places high value on helping other people.</td>
<td></td>
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<tr>
<td>27.</td>
<td>Equality and Social Justice</td>
<td>Young person places high value on promoting equality and reducing hunger and poverty.</td>
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<tr>
<td>28.</td>
<td>Integrity</td>
<td>Young person acts on convictions and stands up for her or his beliefs.</td>
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<tr>
<td>29.</td>
<td>Honesty</td>
<td>Young person “tells the truth even when it is not easy.”</td>
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<tr>
<td>30.</td>
<td>Responsibility</td>
<td>Young person accepts and takes personal responsibility.</td>
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<tr>
<td>31.</td>
<td>Restraint</td>
<td>Young person believes it is important not to be sexually active or to use alcohol or other drugs.</td>
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</table>
# Social Competencies

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<th>FALSE for me</th>
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<tbody>
<tr>
<td>32.</td>
<td><strong>Planning and Decision Making</strong></td>
<td>Young person knows how to plan ahead and make choices.</td>
<td></td>
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<tr>
<td>33.</td>
<td><strong>Interpersonal Competence</strong></td>
<td>Young person has empathy, sensitivity, and friendship skills.</td>
<td></td>
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<td>34.</td>
<td><strong>Cultural Competence</strong></td>
<td>Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</td>
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<tr>
<td>35.</td>
<td><strong>Resistance Skills</strong></td>
<td>Young person can resist negative peer pressure and dangerous situations.</td>
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<td>36.</td>
<td><strong>Peaceful Conflict Resolution</strong></td>
<td>Young person seeks to resolve conflict nonviolently</td>
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# Positive Identity

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<tr>
<td>37.</td>
<td><strong>Personal Power</strong></td>
<td>Young person feels he or she has control over &quot;things that happen to me.&quot;</td>
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<td>38.</td>
<td><strong>Self-Esteem</strong></td>
<td>Young person reports having a high self-esteem.</td>
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<td>39.</td>
<td><strong>Sense of Purpose</strong></td>
<td>Young person reports that &quot;my life has a purpose.&quot;</td>
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<td>40.</td>
<td><strong>Positive View of Personal Future</strong></td>
<td>Young person is optimistic about her or his personal future.</td>
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Universal Youth Needs

Young People demonstrate a positive identity when they have a sense of personal well-being and a sense of connection and commitment to others

1. Safety and Structure
   A perception that one is safe in the world and that daily events are somewhat predictable

2. Belonging and Membership
   A perception that one values, and is valued by, others in the family and in the community

3. Self-Worth and Ability to Contribute
   A perception that one is a “good person” who contributes to self and others

4. Self-Awareness and Spirituality
   A perception that one is unique and is intimately attached to extended families, cultural groups, communities, higher deities, and/or principles

5. Independence and Control Over One’s Life
   A perception that one has control over daily events and is accountable for one’s own actions and for the consequences one’s actions has on others

6. A Close Lasting Relationship with at least One Adult
   A perception that one has a strong and stable relationship with an adult

7. Competence and Mastery
   A perception that one is building skills and that one is “making it” and will succeed in the future
Positive Youth Development

*Positive youth development is a comprehensive way of thinking about the development of adolescents and the factors that facilitate their successful transition from adolescence to adulthood.*

Resiliency

*Resilience is ‘the power or ability to return to the original form, position, etc., after being bent, compressed, or stretched; elasticity.’*

*In people, ‘the ability to overcome challenges of all kinds – trauma, tragedy, personal crises, ...life problems – and bounce back stronger, wiser and more personally powerful.*

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3 Dictionary.com
Youth Development Principles

1. All youth have the capacity for positive growth and development. Positive youth development enables youth to thrive and flourish in their teen years, and prepares them for a healthy, happy and safe adulthood.

2. Positive youth development is an intentional process to promote protective factors in young people.

3. Positive youth development complements efforts to prevent risky behaviors and attitudes, and complements efforts that work to address negative behaviors in youth.

4. Young people’s assets (strengths) are both acknowledged and employed through positive youth development.

5. Positive youth development involves youth as active agents. Adults may set the structure, but youth are not just the recipients of services. Youth are valued and are encouraged to bring their assets to the table. Adults and youth work together to frame solutions and activities.

6. Youth leadership development is a part of positive youth development, but youth aren’t required to lead. Youth can attend, actively participate, contribute, or lead through positive youth development activities.

7. Positive youth development involves civic involvement and civic engagement—youth contribute through service to their communities. Positive youth development is an investment that the community makes in young people.

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4 http://www.findyouthinfo.gov/youth-topics/positive-youth-development/key-principles-positive-youth-development, accessed 8/14/14


Current Activities and Strategies We Use

Youth Development Principle #____

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Developmental Asset</th>
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Youth Development Principle #____

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# Data about Positive Youth Development

## Percentage of 6th- to 12th-Grade Youth Reporting Selected High-Risk Behaviors, by Level of Developmental Assets

<table>
<thead>
<tr>
<th>High-Risk Behaviors</th>
<th>0–10 Assets</th>
<th>11–20 Assets</th>
<th>21–30 Assets</th>
<th>31–40 Assets</th>
</tr>
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<tbody>
<tr>
<td>Problem alcohol use—Has used alcohol three or more times in the past month or got drunk once in the past two weeks.</td>
<td>45%</td>
<td>26%</td>
<td>11%</td>
<td>3%</td>
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<td>Violence—Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the past year.</td>
<td>62%</td>
<td>38%</td>
<td>18%</td>
<td>6%</td>
</tr>
<tr>
<td>School Problems—Has skipped school two or more days in the past month and/or has below a C average.</td>
<td>44%</td>
<td>23%</td>
<td>10%</td>
<td>4%</td>
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* Data based on aggregate Search Institute sample of 148,189 students across the United States surveyed in 2003.

## NOTES:

NOTES:
Characteristics of an Effective Youth Worker

Think about the best youth workers you work with or have known. What is it about them that makes them good at their jobs? What have you seen them do or heard them say that made you think of them as “the best.”

Make a list of these characteristics:
Reflection

Things that Sit Squarely with me:

Things that are Still Circling:
Listening

Non-Verbal Active Listening Behaviors:

I will practice active listening with ______________________ this week.
Case Study: Jose

- Jose, age 15
- Offense History:
  - Malicious Injury to Property
  - Battery (weapon at school)
- Length of stay: 8 months
- Diagnosis: Substance Dependence

Jose was committed to State custody for Malicious Injury to Property and Battery. When he was 15 years old he took a knife (buck knife) to school and got into a fight. He reported the knife was his protection. He also was involved in gang graffiti. Jose has an extensive history with probation and charges related to Minor Possession of Tobacco, Alcohol and Marijuana. He has been on and off of probation since age 14. He struggled in school and was on the verge of being suspended for truancy. Jose comes from a large family with several brothers and one sister. His family lives in a singlewide trailer. Both of his parents work two jobs so there is no adult supervision in the home after school. Jose gets along well with peers and is seen as a leader although he usually leads peers into negative behaviors. He reports starting to use marijuana and alcohol at an early age (age 9). Jose reports like to get “high” to avoid the chaos at home. Jose was involved in Drug Court prior to commitment.

List Jose’s Potential Strengths:
Case Study: Brittany

- Brittany, age 17
- Offense History;
  - Beyond Parental Control
  - Distribution of Controlled Substances
- Length of stay: 18 months
- Diagnosis: Bi Polar Disorder

Brittany was committed to State custody for selling her mother’s prescription medications at school. Brittany has an extensive history of running away and being defiant at home. Brittany’s parents are divorced and she goes back and forth between homes. She was on the honor roll at school and involved in groups like cheerleading and liked to play volleyball. Brittany has one little sister. Brittany does not get along well with peers and has a history of sexually acting out with older males. She has no substance abuse history but stole her mother’s prescription medications to sell. The presentence investigation report (psychosocial) indicated that Brittany was sexually abused as a child (age 7 by a babysitter) and was diagnosed with Bi Polar Disorder. Brittany has attempted suicide by attempting to hang herself. Brittany has been on probation and the family was receiving counseling at the time of her commitment.

List Brittany's Potential Strengths:
Case Study: Nicky

- Nicky, age 16
- Offense History:
  - Battery
  - Disturbing the Peace
- Length of stay: 5 months
- Diagnosis: Gender Dysphonia

Nicky was committed to State custody for Battery and Disturbing the Peace. He was in detention when he talked the other residents into rioting. Nicky is transgender male. He was in detention for getting into a fight at school. He was on the honor roll at school but isolated and did not get involved with other peers. Nicky has two younger brothers. He reports that he realized he was transgender after talking to a guidance counselor at school. Nicky’s parents are accepting of his sexual orientation but the rest of the family don’t know about it. He has some substance abuse history identified as “self medication”. When Nicky first came out to his parents they took him to a psychologist who diagnosed him with Gender Dysphoria.

List Nicky’s Potential Strengths:
Case Study: Christopher

Christopher, age 16
- Offense History:
  - Battery
- Length of stay: 2 months
- Diagnosis: Asperger's Syndrome

Christopher was committed to State custody for Battery. When he was at school, Christopher got into a fight when another peer took a book that he was looking at. This was the only criminal behavior that Christopher had shown. He was on an Individual Education Plan for Seriously Emotionally Disturbed at school. Christopher was a loner and did not do well in social settings. Christopher was able to explain why he hit the other boy but said it was his own fault for taking the book away from Christopher. Christopher's parents are divorced and his father's whereabouts are unknown. Christopher's mother has several boyfriends that have lived in the home. He has no substance abuse history. Christopher was diagnosed with Asperger's Syndrome when his mother had a mental health assessment completed. There is no history of services (probation, counseling) in the community.

List Christopher's Potential Strengths:
Case Study: Eric

- Eric, age 19
- Offense History:
  - Lewd Conduct with a Minor (x4)
  - Length of stay: 15 months, second commitment
  - Diagnosis: None

Eric was committed to State custody for a second time for Lewd Conduct with a Minor. Eric has four counts of Lewd Conduct since he was 14 years old. He has completed sex offender treatment during his first commitment. His most current charge involves him being non-compliant in out patient treatment for viewing pornography. Eric has completed his GED. Upon his release from his first commitment, Eric was in an independent living program and working at a fast food restaurant and taking some college online courses. Eric does not get along with his family due to his sexually aggressive behaviors. He has no substance abuse history.

List Eric’s Potential Strengths:
A Young Person You Know

First Name of Young Person: ________________________________

Strengths:
Positive Activities, Strategies and Experiences

Area of Youth Competence: ________________________________

*Activities* are organized to engage an individual or group, and have a clear positive purpose or outcome for the youth involved. Activities might include group games, learning to make music with simple instruments, making a video, putting on a play, etc.

*Strategies* are planned and intentional ways to engage youth, either individually or as a group to encourage development of certain positive characteristics and behaviors. Strategies may include teaching and recognizing the use of appropriate social and/or communication skills or peaceful conflict resolution, providing feedback to youth on their strengths, etc.

*Experiences* are planned opportunities to try out or become familiar with roles and tasks that youth may not otherwise get to experience. These might include community service projects (whether done in the community, for the community, or with community members), field trips (if available), guest entertainers, etc.

Ideas for Activities:

Ideas for Strategies:

Ideas for Experiences:
Preparation and Actions

- Be a role model – be on time, follow rules, respect other staff and youth, keep your promises
- Call each youth by name
- Communicate issues, ideas and decisions clearly
- Get to know each youth – where s/he is from, what they like, etc.
- Be an active listener
- Maintain and respect confidentiality
- Focus on each young person’s strengths – help youth see their own strengths
- Set high expectations for each youth’s success
- Set appropriate boundaries and limits
- Plan engaging and purposeful activities with youth
- Encourage participation by all youth
- Give youth opportunities to take leadership roles
- Recognize and acknowledge positive changes and growth in youth
- Prepare young people for upcoming transitions
- Recognize and respond to group and individual needs of youth
- Know your own values and how they affect your work with youth
- Mediate conflicts among youth as needed – teach them skills to resolve their own conflicts
- Use available resources creatively to achieve program goals
- Respond to youth suggestions and incorporate them whenever possible
- Support youth in taking appropriate risks
- Celebrate successes with youth
Action Plan

Next Steps I’ll take:

1. 

2. 

3. 

Support I need:

Where to get it:
References & Resources

WEBSITES:

Child & Youth Care Certification Board  [www.cyccb.org]
OJJDP Model Programs Guide  [http://www.ojjdp.gov/mpg/]
CJSP – Certified Juvenile Services Practitioner  [http://npjs.org.previewdns.com/certified-juvenile-services-practitioner/]
National Center for Youth in Custody  [http://ncyc.npjs.org/]
The International Child and Youth Care Network  [http://www.cycnet.org/network.html]
Positive Youth Justice  [http://positiveyouthjustice.org/]
Act for Youth Center for Excellence  [http://www.actforyouth.net/publications/manual.cfm]

ACTIVITIES:

[NOTE & FOLLOW COPYRIGHT RESTRICTIONS]


READING:


Youth Development Institute. *Core Competencies for Youth Work.*

Youth Work Central. [http://www.youthworkcentral.org](http://www.youthworkcentral.org)