

# YOUTH THRIVE

PROTECTIVE & PROMOTIVE FACTORS FOR HEALTHY DEVELOPMENT AND WELL-BEING

## Introduction

# Project Overview

- Multi-year initiative of the Center for the Study of Social Policy (CSSP)
- Examined the research from:
  - resiliency
  - positive youth development
  - neuroscience
  - impact of trauma on brain development

# Project Overview

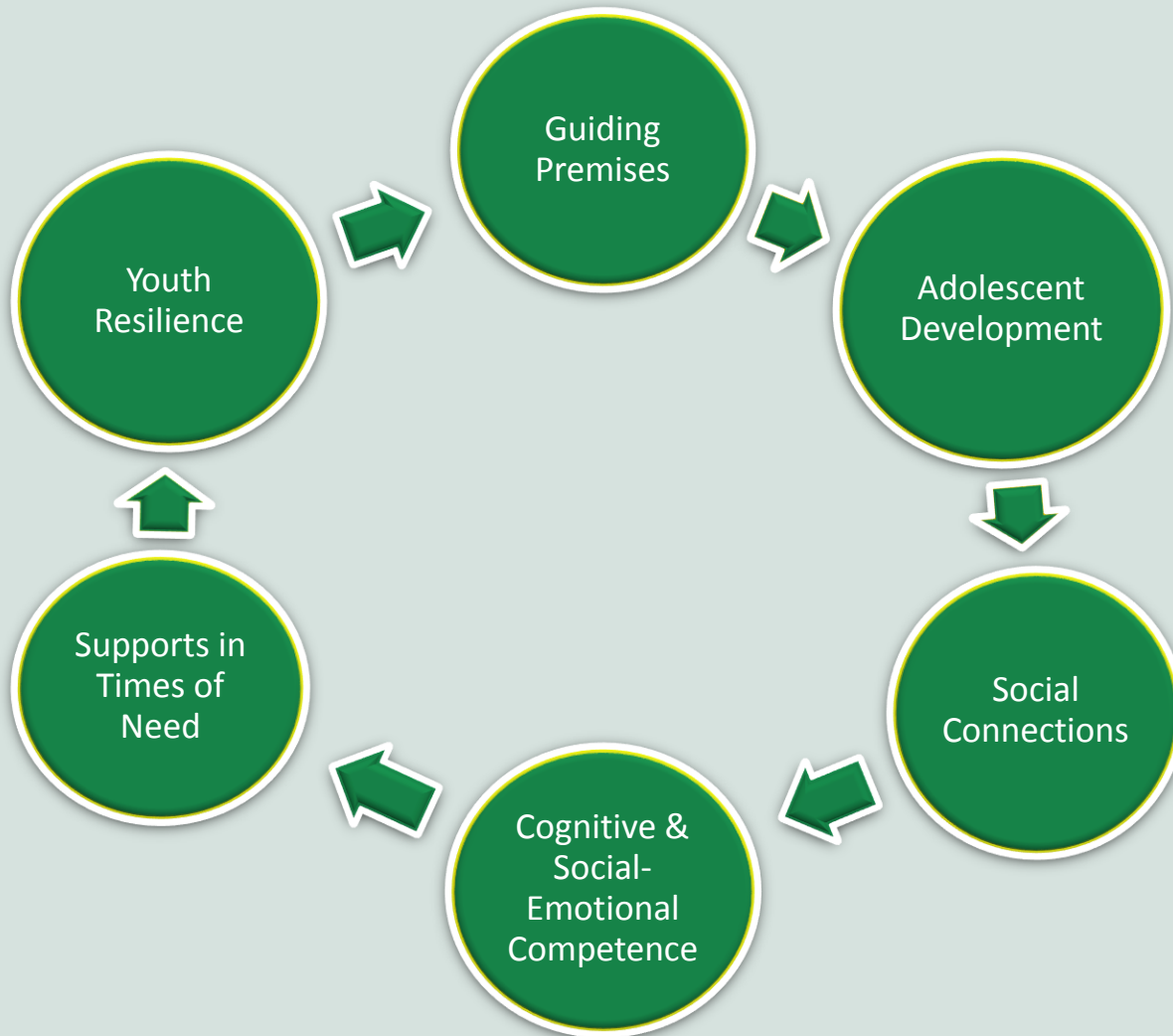
- How all youth can be supported
  - healthy development and well-being
  - reducing the impact of negative life experiences including toxic stress and trauma
- Focus was on vulnerable youth
- Not only about limiting risk factors
  - protective and promotive factors

# Two Goals of Youth Thrive™

- To provide a way for child welfare agencies to translate the federal mandate for child well-being into actions
- To disseminate information about how we can support and promote healthy development for young people



# Youth Thrive Framework



# Video Clip

- <http://youtu.be/XYujnWo-OPQ>



# Guiding Premises

Young people are best supported by child and youth care practitioners who understand and recognize the importance of self-awareness and self-care in their own professional practice.



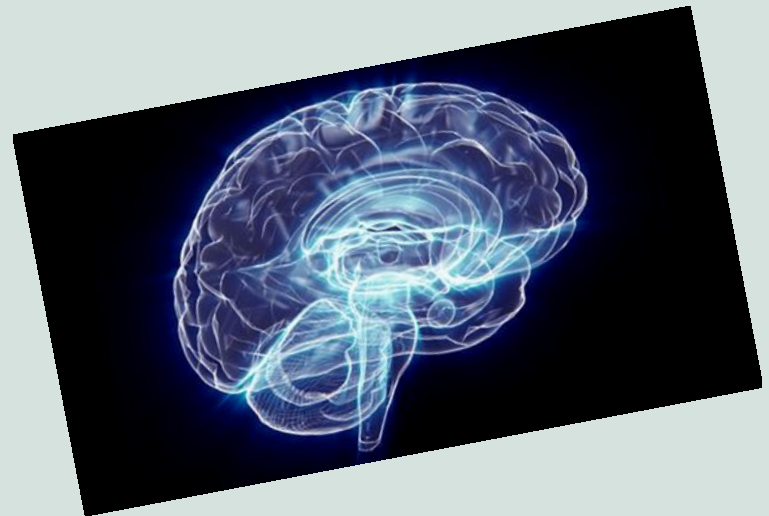
# Guiding Premises

Young people are best supported by child and youth care practitioners who are aware of the impact of traumatic stress and understand the need to use trauma informed methods. Trauma informed practice is a paradigm shift that focuses on trauma resolution through building resiliency. It is most concerned with what has *happened* to the youth and the subsequent impact to development rather than the youth's behavior (Bloom, 1997, Bloom, Farragher, 2013).



# Guiding Premises

Young people are best served by child and youth care practitioners who focus on assets and use strengths-based approaches with an awareness of current research regarding neuroscience and adolescent development.



# Guiding Premises

Young people are best supported by child and youth care practitioners who understand that attachments, connections, and relationships are a primary source of growth and learning. It is in relationships and through the use of relationships that we experience ourselves, learn, practice new skills, and grow as humans.



# Guiding Premises

Young people are best supported by child and youth practitioners who understand and provide culturally responsive services. Being culturally responsive means we take into account our culture, the culture of those individuals we serve, of the larger community, and the culture that is created within our programs and organizations.

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## Concrete Supports in Times of Need

# Concrete Supports...

...those things that we can count on when we are in need of extra help or resources

...can make it easier to get through a hard time or to address a specific issue

**Examples???**



# Think About a Time...

Who/where did you turn?

How did you know they could help?

How did it work out?

What did you learn?



# Access to Supports

- Helps address issues
- Not feel isolated
- Help build relationships with others



# Not as Easy as It Seems

- Difficult for a young person to ask for help
- Think they should be able to figure this out on their own.
- History of trauma or adversity
  - limited access to competent caring adults
  - missed opportunities to learn and practice important skills

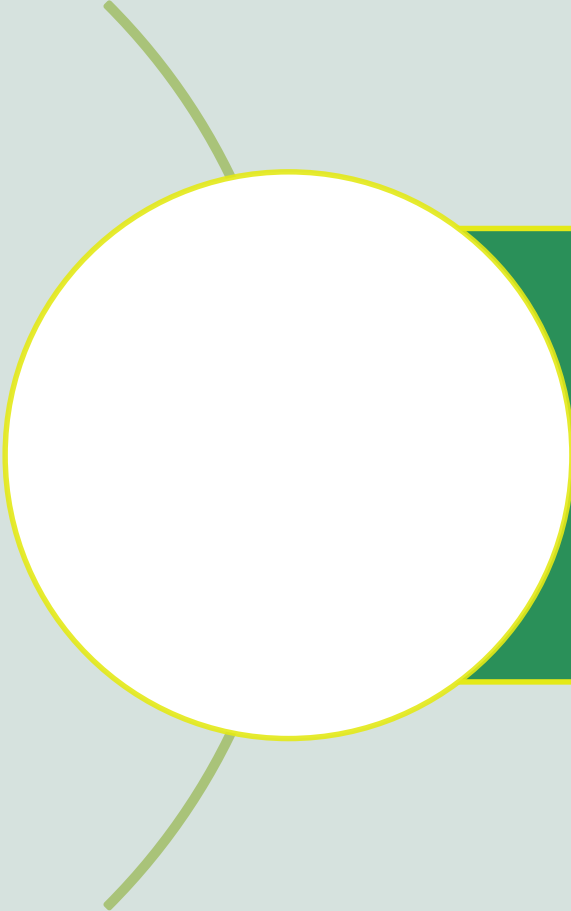


# Resource Round Up

- 5 volunteers
  - One comfortable wearing a blindfold and will act as the *youth*
  - 4 volunteers will play the role of *youth workers*



# Willingness to Seek Help



“People seldom refuse help if one offers it in the right way.” A. C. Benson

# Promote Help Seeking

- Coordinated support and services
- Individually focused
- Culturally responsive
- Grounded in respect and trust



# Increasing Willingness to Seek Support

- Examine your beliefs and attitudes about adolescents
- Work from a strengths-based perspective
- Understand the issues of those you serve

# Contact Information

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# YOUTH THRIVE™

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## Youth Thrive Protective and Promotive Factors:

*Factors that both mitigate risk and enhance healthy development and well-being for youth.*

<b>Youth Resilience</b>	<p>Internal, adaptive traits that evolve from youths' positive or adverse life experiences, and that enable youth to survive and thrive:</p> <ul style="list-style-type: none"> <li>▪ positive identity, positive self-concept</li> <li>▪ self-worth</li> <li>▪ self-compassion</li> <li>▪ sense of competence and self-efficacy</li> <li>▪ sense of personal responsibility</li> <li>▪ autonomy</li> <li>▪ timely help-seeking</li> <li>▪ belief in one's ability to influence the environment positively</li> <li>▪ self-advocacy</li> <li>▪ healthy coping</li> </ul>
<b>Social Connections</b>	<ul style="list-style-type: none"> <li>▪ Physically and emotionally safe, stable and supportive environments including equitable schools, communities and social institutions</li> <li>▪ Healthy, supportive, caring relationships with family and other adults who provide positive advice; promote high expectations; and set developmentally appropriate limits, rules and monitoring</li> <li>▪ Healthy, supportive, caring relationships with peers and intimate partners</li> <li>▪ Opportunities for constructive engagement in family, school, community and social institutions</li> </ul>
<b>Knowledge of Adolescent Development</b>	<ul style="list-style-type: none"> <li>▪ Youth and adults have accurate information about youth biopsychosocial and cognitive development, including the impact of trauma</li> <li>▪ Youth and adults have accurate information about preventing negative outcomes for youth (e.g., substance abuse, pregnancy, suicide, gang involvement)</li> <li>▪ Youth and adults recognize that all youth have strengths and capacities</li> </ul>
<b>Concrete Support in Times of Need</b>	<ul style="list-style-type: none"> <li>▪ Opportunities for additional skill building (e.g., tutoring, counseling)</li> <li>▪ Crisis assistance (e.g., mental health, substance abuse, intimate partner violence, health, housing, workforce development, legal, recreation, respite)</li> <li>▪ Psychoeducational assistance (e.g., cognitive, behavioral and academic assessment and services)</li> </ul>
<b>Cognitive and Social-Emotional Competence</b>	<p>Youth engage in behaviors that promote healthy biopsychosocial and cognitive development, including:</p> <ul style="list-style-type: none"> <li>▪ exercising self-regulation and impulse control</li> <li>▪ building critical thinking, planning, decision-making, conflict-resolution and communication skills</li> <li>▪ displaying a sense of right and wrong</li> <li>▪ understanding one's personal developmental history and needs</li> <li>▪ committing to realistic, productive goals, positive work habits, activities, values and beliefs</li> <li>▪ experiencing positive emotions (e.g., joy, love, hope, optimism, trust, faith)</li> <li>▪ demonstrating character strengths (e.g., respect, compassion, integrity)</li> <li>▪ identifying productive interests and seeking to excel</li> <li>▪ forming and sustaining healthy relationships</li> <li>▪ engaging in positive risk-taking</li> <li>▪ avoiding drugs, alcohol and risky sexual activity</li> <li>▪ building essential life skills (e.g., financial management, self-care, home maintenance)</li> <li>▪ deepening cultural knowledge</li> <li>▪ exploring spirituality</li> <li>▪ consuming nutritious foods and exercising within one's physical means</li> </ul>