

# Positive Youth Development and Resiliency

## Introduction

Positive Youth Development, or PYD, is a method of working with adolescents based on strengthening their personal assets.

The premise, steeped in many years of research, is that when youth are presented positive opportunities, care, and focus on their strengths, they are more likely to be successful in their academic, social, and emotional environments. PYD stems from the world of adolescent psychology – specifically adolescent development.

In other words, the adults who work with children and youth using a PYD approach are promoting strengths-based conversations and opportunities based on the youth's developmental stage and readiness. PYD methods can represent a shift in behavior for adults who work with children and youth. Throughout this overview, you will see notes for program and for mentors to consider along the way. Use these breaks to consider how these practices will look when you implement them within your own program.

### Implications for Program

- PYD may represent a shift in how your mentoring practices occur.
- Mentor selection criteria, training, and match support may need to be adjusted if program doesn't typically look for mentors who are more developmental-focused than directive- focused, or mentors who have more of a need to "fix" than "introduce and guide".
- Staff must be able to convey, demonstrate, and coach mentors to adopt PYD techniques.

### Implications for Mentors

- Mentors will be the primary practitioners of PYD with their mentee.
- For mentors to be effective, they will need to know how to draw out the positive aspects, interests, and development areas of their mentees.

## Learning Objectives

In this module, you will learn:

- The essential elements of PYD, so you can begin incorporating these elements into your work;
- What PYD mentoring conversations sound and look like, so you can train and support mentors to use this approach; and,
- How youth with incarcerated parent(s) or other family members may be especially impacted, so you can prepare mentors to work with their mentees effectively.

## Content Overview

Watch this 10 minute video

(<https://www.youtube.com/watch?v=0yOTFYZDOrI>) featuring Dr. Karen Pittman, President and Chief Executive Officer of The Forum for Youth Investment. In this video, Pittman defines and explains the origins of positive youth development (PYD), and highlights key elements of PYD for program providers to consider. Pittman also explains how integrating elements of PYD into the programs and spaces where youth spend their time not only helps them avoid problems but helps them thrive.

### **“Problem Free is not Fully**

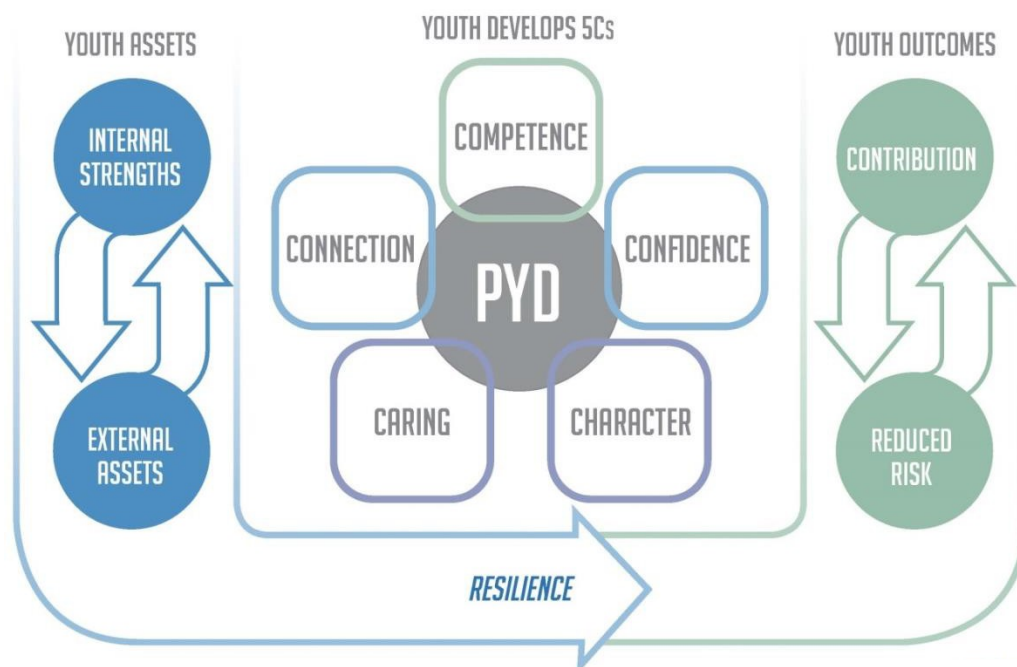
**Prepared”** As you watch this video, pay special attention to the areas that Dr. Pittman specifically recommends for program incorporation – the specific actions you can do to focus your programs using PYD.

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## Consider These Questions

- How can your mentoring programs focus on both preventing problems and promoting strengths?
- How can you move from focusing on things we don't want to things we do want in our work with youth?
- How might this inform the way you measure outcomes at your agency?

Based on Dr. Pittman's presentation, as well as bodies of work by other researchers and practitioners of PYD, this next section will explore what the elements of PYD look like in practice. We begin with an illustration graphic of these elements in action which captures the key concepts core to this approach.



## Essential Elements of Positive Youth Development

Dr. Pittman specifically called out three elements of PYD and how these apply to mentoring programs. Next, we will take a closer look at each of these elements and consider the implications for mentoring youth who have experienced parental incarceration.

**Element #1: Strengths-based approach** means to nurture the youth's positive abilities and interests.

**Positive opportunities:** Adults explore areas of youth's interest and find ways to expose youth to those areas. Examples could include camps, workshops, or clubs.

**Empowerment:** Adults promote healthy choices, decision making, and goal-setting.

**Complement to other approaches:** Adults pair PYD with special interest programs, such as community development, violence prevention, or college success.

**Implications for children of incarcerated parent(s):** By pairing PYD with understanding of the trauma and thus the behaviors expressed, mentoring programs can meet youth where they are and build on strengths, reduce fears

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through acceptance, and empower change.

## Implications for Program

- Staff will need to instruct and coach mentors in methods that nurture their mentee's positive attributes.
- Program staff will have to keep youth behaviors that are a result of family incarceration top-of- mind and work with the mentor in implementing positive strategies.

## Implications for Mentors

- Mentors will need to use methods that nurture their mentees positive attributes.
- Mentors will need to balance preventing problems with promoting strengths with their mentees.
- Mentors will need to understand and demonstrate the importance of building a relationship.

**Element #2:** Positive influences provided by the mentoring program as well as the mentor focus on using time spent with the youth to encourage development, interests, and feelings of worthiness.

**Replacement for negative factors or choices:** Mentors can focus on helping the youth build strong social connections, such as friendships, community programs, and religious or spiritual groups.

**Opportunities for mentors and mentoring:** Although no program can erase the trauma or conflict experienced, mentors and programs can recognize and celebrate healthy and safe youth choices.

When youth are exposed to positive activities and messages with their mentors, they expand their perspective. Additionally, the more time a youth spends in a positive, constructive way the less time they are spending in a negative situation.

**Implications for children of incarcerated parent(s):** A note of caution from research: This is a time of boundary testing and the impact of parental incarceration has been found to lead to the rejection of limit setting attempts by both their parents and other adults. Attempts to develop and set parameters around mentoring relationships with these young people will likely be met with the same challenging behavior. By offering positive messages in a caring and consistent way and having faith that the child will be responsive when they are ready, mentors and family members can help youth learn and practice appropriate interactions with others.

In Module 1, we focused on some of the challenges that families of the incarcerated encounter. When you complete this Content Overview, consider reviewing that information again using a PYD perspective. What implications emerge for your program's match support and training?

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## Implications for Program

- Program staff can brainstorm ideas to share with mentors about people and places they can expose youth to, based on the youth's positive interests and abilities.

## Implications for Mentors

- Mentors will need to resist focusing on preventing negatives and turn attentions instead to exposing youth to positive influences.

**Element #3:** Protective factors are the youth's positive internal and external influences or strengths which become the focus of PYD mentoring.

**Examples include** social connectedness, leadership, academic goal achievement, and personality traits like resilience, determination, integrity, and compassion.

**Opportunities for mentors and mentoring:** Programs and mentors can use an inventory tool with youth to promote self-discovery and empowerment and focus on growing targeted strengths. We will explore this in more detail later in this section.

**Implications for children of incarcerated parent(s):** As you learned previously, there are common behaviors that youth may express as a result of the trauma, grief, and embarrassment of having an incarcerated family member. Acknowledgement of the situation and exploration of strengths to develop, as well as talking about consequences of choices, can empower the youth to want to do better. To illustrate the application of this element and link it to desired outcomes, consider an approach that:

1. Uses positive asset development (such as Search Institute Developmental Asset Inventory) with the mentee. By focusing on the list of assets, program staff and the mentor can hone in on what assets the youth has already.
2. Hold conversations with the youth, depending on level of maturity and readiness, about his or her assets. Allow the mentee to self-evaluate and discuss both differences and commonalities.
3. Plan activities, outings, and exposure to people and resources that will continue to strengthen the positives.
4. Acknowledge the mentee's growth, and discuss ways these assets can be applied to other areas of interest and development needs.

PYD is well-documented as an effective approach in working with children and youth.

### Expectations:

For your program, we would expect to see:

- Match duration increases,
- Quality of match relationship increases,
- Family access to resources and support increases.

### Result/Outcomes:

As a result of using a PYD approach, your program should see the following outcomes with youth:

- Youth have a positive view of their future and view themselves as having purpose.

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- Youth have internal resources that allow them to cope with adversity, demonstrate interest in pursuing education and career goals.
- Youth feel confident in their social literacy.

## Indicators:

While these outcomes may not all be realized during the course of the match relationship, there are several indicators that your program should see in the youth you serve:

- Youth have expanded relationships with caring adults in school and community
- Youth have improved relationships with family
- Youth articulate (positive) goals and visions (purpose and hope) for their future
- Youth demonstrate improved social competence
- School attendance is consistent or improved

### Implications for Program

- Staff will need to train mentors and work with them to ensure they understand how these concepts apply to their time with the mentees. Additionally, staff will need to determine a strategy with both mentor and mentee that best enables these indicators, which should produce the desired outcomes.

### Implications for Mentors

- Mentors will do best when they can clearly recognize the indications that their PYD approach is having an impact on their mentee. The indicators referenced here are good guidelines to identifying that the approach is working.

## Tools to Employ a Strength-Based Model

There are many tools you can use with mentors and youth that guide your implementation of a PYD approach. In this project, we will focus on three:

1. **The Big 3 of PYD.** This tool captures what PYD looks like in action.
2. **Developmental Assets by The Search Institute.** This is an inventory of internal and external youth assets that staff and mentors can use to explore the assets of youth.
3. **The 5 Cs.** These define the characteristics an adolescent transitioning to adulthood will need to be most successful in his or her life.

In the next section, we will explore these tools and how they can be used with mentors and mentees.

## The Big 3 of PYD

The Big 3 of PYD refers to the three main elements of positive youth development that are seen across adolescent research<sup>1</sup>.

<sup>1</sup> Blum, R. W. (2003). Positive youth development: A strategy for improving health. In F. Jacobs, D. Wertlieb, & R. M. Lerner (Eds.), Handbook of applied developmental science: Vol. 2. Promoting positive child, adolescent, and family development through research, policies, and programs (pp. 237-252). Thousand Oaks, CA: Sage.

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1. Positive and sustained relationships between youth and adults.
2. Activities that build important life skills.
3. Opportunities for youth to use these life skills.

In the following case study about Anthony and his mentor, James we will meet a young man that is coping with the experience of family incarceration. As you read, consider how PYD could be an effective approach with Anthony and how the Big 3 could be used.

## Anthony's Story, Part 1

James has been mentoring Anthony for about five months. Anthony is a 16-year old whose family was living with his uncle, Chris, until his uncle became incarcerated about eight months ago. James and Anthony have already developed a pretty solid relationship, due mostly to James's use of PYD techniques. Anthony tells match support staff that he feels James really gets him and wants the best for him. He says that James helps him see the good things about himself and his environment, even though his uncle Chris' incarceration has caused some pretty concerning situations to deal with.

Anthony, his younger brother, Kane, and his mother had been living at his Chris' house for the past year. The family had moved in was when Anthony's mother hurt her back and could no longer work. Since she couldn't work, there was no money to pay the rent. Moving to Chris' apartment meant that Anthony would attend a different school.

Anthony has never had a strong relationship with Chris, who is now out on probation. Anthony has told James that Chris is lazy, always orders Anthony and his mom around, and constantly reminds them of the favor he is doing them by letting them stay in his apartment. Chris has his buddies over a lot, and Anthony has overheard them talking more than once about robbing a few places so they can take a trip together. Chris works on a construction crew but not steadily.

James has noticed that Anthony has been short-tempered and tired recently. He doesn't seem to want to talk much but hasn't lost his interest in music. He still choreographs dance moves and makes videos. Since the move required him to change schools, Anthony hasn't yet joined the new school's marching band or jazz band.

Anthony has expressed anger about having to possibly move again. He's concerned too that if his mother gets a second job, he will have to take care of his younger brother more and won't be able to do the things he likes to do: drums, dance choreography, making videos. He agrees, with some reluctance, that if he can keep his grades up he will be able to go to college. Anthony has been talking about getting a job so he has money for the things he wants to have and to help his mom, but he's not sure he'll have enough time for all that.



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## How Mentors Can Use the Big 3 to Support Positive Youth Development

Studies have clearly identified three principle external assets or protective factors that promote youth development and resilience to guide education and prevention practice. These principles are caring relationships, high expectation messages, and opportunities for meaningful participation and contribution.

Staff should encourage mentors to:

1. **Provide a caring relationship.** Caring relationships are defined as supportive connections to others in the child's life who model and support healthy development and well-being. Studies have identified caring relationships as the most critical factor promoting healthy and successful development even in the face of much environmental stress, challenge, and risk. Caring relationships convey that someone is "there" for a youth. This is demonstrated by an adult or peer having an interest in who a young person is, and in actively listening to, and talking with, the youth.

### Key Elements of Positive Youth Development:

- Healthy messages about bodies, behaviors, and interactions
- Safe, structured places to study, recreate, and socialize
- Strong relationships with adults like parents, mentors, and coaches
- Skill development
- Opportunities to serve and contribute positively to their communities.

2. **Provide high expectation messages.** High expectation messages are defined as the consistent communication of direct and indirect messages that the child can succeed. They are at the core of caring relationships and communicate belief in the youth's innate resilience and ability to learn. The message is "You can make it; you have everything it takes to achieve your dreams; I'll be there to support you." A high-expectation approach is individually based and strengths-focused. You are essentially identifying each youth's unique strengths and gifts, nurturing them, and using them to work on needs or concerns.
3. **Facilitate meaningful participation.** Meaningful participation is defined as the involvement of the child in relevant, engaging, and interesting activities with opportunities for responsibility and contribution. Providing young people with opportunities for meaningful participation is a natural outcome of environments that convey high expectations. Participation, like caring and support, meets a fundamental human need: to have some control and ownership over one's life. Resilience research has documented that youth who are given valued responsibilities, planning, and decision-making opportunities, and chances to contribute and help others in their home, school, and community environments have better outcomes.

Staff will need to deliver training, coaching, practice opportunities, and encouragement to mentors to use these protective factors as the core of their relationship with their mentee. Mentors will need to ensure their conversations and activities are demonstrating these three core principles.

Additionally, there are three important areas to develop in mentors so that they can effectively use the PYD approach. Program staff will need to:

- Assess mentor's relationship building skills and develop these skills accordingly;
- Support mentors in constructing and delivering activities that capitalize on strengths and exposure to external assets (see Developmental Assets in the next section).
- Promote mentors to act as connectors (Module 4), a method which exposes youth to people, organizations, and experiences that build their social network. Connecting mentees to these resources encourages their transition to adulthood as leaders, people who give back and become connectors themselves.

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## What does this mean in practice?

Given what you've just learned consider what this might mean for your program. Use the chart below to capture ideas.

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### **Provide a caring relationship**

What would a mentor need to understand?

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Activities:

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### **Provide high expectation messages**

What would a mentor need to understand?

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Activities:

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### **Facilitate meaningful participation**

What would a mentor need to understand?

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Activities:

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## The 5 Cs

Throughout this module we've referenced the 5 C's. At the beginning of this module you saw the graphic illustration of PYD constructs and outcomes. In the center, the 5 Cs were depicted as a product of PYD. Take all 5 Cs together and you have a youth who is thriving.

To many researchers, "thriving" is a critical measure of Positive Youth Development. In his book, *Liberty: Thriving and Civic Engagement Among America's Youth*, youth development expert Richard Lerner theorizes that young people will thrive if they develop certain behaviors, dubbed the "5 Cs," over the course of childhood and early adolescence: competence, connection, character, confidence, and caring/compassion.

Here's a more in-depth look at the 5 Cs. As you review them, consider the following:

- How you can coach mentors to help build these 5 Cs in their mentee.
- What match support calls would sound like if you focus on these areas.
- How you could use the assets to describe specific actions that will help a youth develop in the 5 C areas.
- How you will support a mentor to use both assets and 5 Cs together to determine best course of conversation or action with mentee.
- How you and the mentor can focus activities and conversations to gauge development over time and to recognize and celebrate success areas.

Competence	Connection	Character	Confidence	Caring/ Compassion
<ul style="list-style-type: none"> <li>• <b>Definition:</b> Intellectual ability and social and behavioral skills</li> <li>• <b>In Action Example:</b> Youth acts appropriately with people of different relationships to him/her, applies school and other learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definition:</b> Positive bonds with people and institutions</li> <li>• <b>In Action Example:</b> Youth is part of one or more organizations, has healthy relationships, has people &amp; resources to draw upon</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definition:</b> Integrity and moral centeredness</li> <li>• <b>In Action Example:</b> Youth makes commitments and sticks to them, avoids gangs or violent behavior, participates in activities that serve others</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definition:</b> Positive self-regard, a sense of self-efficacy, and courage</li> <li>• <b>In Action Example:</b> Youth makes plans for future, is attentive to health needs, takes calculated, safe risks to achieve goals</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Definition:</b> Humane values, empathy, and a sense of social justice</li> <li>• <b>In Action Example:</b> Youth articulates one or more causes that are meaningful, provides help to others, volunteers</li> </ul>

**Implications for children of incarcerated parent(s):** In modules one and two, you learned about common behaviors that a youth with an incarcerated family member may express. Those feelings of fear, guilt, abandonment, embarrassment or worthlessness can manifest very clearly as you consider the Developmental Asset Inventory as well as in the 5 Cs. For example, as a result of incarceration's negative impact on environment and personal well-being, youth may not be demonstrating positive family relationships, connectedness with others, or confidence. There is no hard and fast rule of course – each youth's situation and reactions will be different – but it is worth looking for relationships between their expressed behavior and both the 5 Cs and the positive assets. These may be temporary symptoms of the trauma, so looking for and building on the glimmers of positive assets is key. PYD can be a powerful tool for both your program and the mentors themselves to employ for helping youth break through their negative feelings - both internally and externally.

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**Consider each of the 5 Cs individually through the eyes of the child with an incarcerated parent. What insights can be gained?**

## Implications for Program

- Match support will need to work with mentors to identify ways that the 5 C's can be developed through exposure to opportunities in combination with conversations about feelings and concerns.

### Developmental Assets by Search Institute

The Search Institute, a youth development research center, has inventoried forty developmental assets that are critical for positive youth development. Twenty are external, relating to family and community. Twenty are internal, relating to a youth's self-identity, character, and values.

According to the Search Institute's research, the more assets a youth possesses, the less likely they are to participate in negative behaviors such as violence, self-harm, substance abuse, and poor academic performance.

And the more assets a youth possesses, the more likely they are to have greater social and emotional well-being, which helps them successfully transition to adulthood. They are better equipped to learn how to live responsibly and independently, set goals and plan for their future, express emotion appropriately, form positive relationships, and make good choices.

The inventory of Developmental Assets provides a list of assets that can be used to support a PYD approach to match support in many ways. First, it assists us in shifting our focus to a strength-based perspective. When we meet families that are facing many life challenges, it is natural for our attention to stay focused on the needs and concerns. This makes it very easy to miss the things going well – the assets – that are present with the youth and the family.

### **Consider Anthony's story. What assets does Anthony have externally? What internal assets are evident?**

Another way that the Developmental Asset Inventory can be helpful in match support is by providing ideas for activities that promote growth and development. For Anthony and James, what activities and opportunities emerge that might frame conversations and activities for the match?

Here is the next piece of Anthony's story. As you read it, consider how match support has used the Asset Inventory in conversations with Anthony and James.

#### Anthony's Story, Part 2:

James and Anthony, together with their match support, discussed Anthony's assets and they made quite a long list which really surprised Anthony. He had a sense of pride when they discussed his commitment to school, his talents with dance, his mother's caring commitment to him and his brother, and how proud she is of them. They talked about qualities they appreciated about him such as his honesty and his sense of responsibility and provided examples of where these qualities were demonstrated in their interactions.

They also discussed what Anthony would benefit from given his interests and goals and what he and James might do together to foster those. They were able to identify that Anthony was interested in joining the jazz band at the school but was concerned that he would need to work in order to help his mother. He was also concerned that his brother would need care. Match support noted that Anthony's mother might be interested in discussing housing and childcare options. James encouraged Anthony to approach the Jazz band teacher and share his interest and concern. They made a bit of a game out of it. For each challenge that Anthony takes on, he gets to teach James a new dance move which he records as part of a video he plans to make (James isn't the most graceful dancer and the two usually

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end up laughing).

James has discussed assets and areas for development with match support. Together they identified:

**Anthony's Assets:**

Family boundaries, School boundaries, High expectations, Achievement, Honesty, Responsibility, Resistance skills, Personal power

And they all agree that Anthony would benefit by exposure and development in these areas:

**Anthony's Areas for Development:**

Positive view of personal future, School engagement, Creative activities, Planning and decision-making, Adult role models, Youth programs, Service to others

James and match support have spent time brainstorming ways that James can introduce positive exposures and experiences that Anthony will both enjoy and benefit from. They also considered people that Anthony already knows who might be interested in helping. This helped prepare James to have a discussion with Anthony about what is important to him, what he'd like to accomplish, and what activities they could do together to foster his goals.

## What parallels you can draw to the 5 C's from the information shared above?

*Note: Although you will introduce the concept of internal and external assets to mentors during your initial match support meetings, you will explore it later during match support more in-depth training. It is important for you to have this inventory so you can convey the concept to the mentors and guide match support and coaching. We do not want to overwhelm the mentors so we will simply offer the inventory for your learning purposes as examples of assets. Mentors can read it on their own to gain practical examples of the content they learn in Module 3.*

### What does this mean in practice?

Take a look at both sets of assets and consider the following questions:

1. How can you/staff guide mentor and mentee use of the inventory?
2. How can you/staff use the inventory results to make the best match possible, and to guide both mentor and mentee during match support?
3. How can you/staff coach and support mentors to use the inventory in a fun, engaging, and helpful way so as to promote the positives and not focus on the areas for development, particularly until a strong, trusting relationship is formed?

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## 40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.

External Assets	<b>Support</b>	<ol style="list-style-type: none"> <li><b>1. Family support</b>—Family life provides high levels of love and support.</li> <li><b>2. Positive family communication</b>—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</li> <li><b>3. Other adult relationships</b>—Young person receives support from three or more nonparent adults.</li> <li><b>4. Caring neighborhood</b>—Young person experiences caring neighbors.</li> <li><b>5. Caring school climate</b>—School provides a caring, encouraging environment.</li> <li><b>6. Parent involvement in schooling</b>—Parent(s) are actively involved in helping young person succeed in school.</li> </ol>
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li><b>7. Community values youth</b>—Young person perceives that adults in the community value youth.</li> <li><b>8. Youth as resources</b>—Young people are given useful roles in the community.</li> <li><b>9. Service to others</b>—Young person serves in the community one hour or more per week.</li> <li><b>10. Safety</b>—Young person feels safe at home, school, and in the neighborhood.</li> </ol>
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li><b>11. Family boundaries</b>—Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li><b>12. School boundaries</b>—School provides clear rules and consequences.</li> <li><b>13. Neighborhood boundaries</b>—Neighbors take responsibility for monitoring young people's behavior.</li> <li><b>14. Adult role models</b>—Parent(s) and other adults model positive, responsible behavior.</li> <li><b>15. Positive peer influence</b>—Young person's best friends model responsible behavior.</li> <li><b>16. High expectations</b>—Both parent(s) and teachers encourage the young person to do well.</li> </ol>
	<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li><b>17. Creative activities</b>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li><b>18. Youth programs</b>—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li><b>19. Religious community</b>—Young person spends one or more hours per week in activities in a religious institution.</li> <li><b>20. Time at home</b>—Young person is out with friends "with nothing special to do" two or fewer nights per week.</li> </ol>
Internal Assets	<b>Commitment to Learning</b>	<ol style="list-style-type: none"> <li><b>21. Achievement Motivation</b>—Young person is motivated to do well in school.</li> <li><b>22. School Engagement</b>—Young person is actively engaged in learning.</li> <li><b>23. Homework</b>—Young person reports doing at least one hour of homework every school day.</li> <li><b>24. Bonding to school</b>—Young person cares about her or his school.</li> <li><b>25. Reading for Pleasure</b>—Young person reads for pleasure three or more hours per week.</li> </ol>
	<b>Positive Values</b>	<ol style="list-style-type: none"> <li><b>26. Caring</b>—Young person places high value on helping other people.</li> <li><b>27. Equality and social justice</b>—Young person places high value on promoting equality and reducing hunger and poverty.</li> <li><b>28. Integrity</b>—Young person acts on convictions and stands up for her or his beliefs.</li> <li><b>29. Honesty</b>—Young person "tells the truth even when it is not easy."</li> <li><b>30. Responsibility</b>—Young person accepts and takes personal responsibility.</li> <li><b>31. Restraint</b>—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol>
	<b>Social Competencies</b>	<ol style="list-style-type: none"> <li><b>32. Planning and decision making</b>—Young person knows how to plan ahead and make choices.</li> <li><b>33. Interpersonal Competence</b>—Young person has empathy, sensitivity, and friendship skills.</li> <li><b>34. Cultural Competence</b>—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</li> <li><b>35. Resistance skills</b>—Young person can resist negative peer pressure and dangerous situations.</li> <li><b>36. Peaceful conflict resolution</b>—Young person seeks to resolve conflict nonviolently.</li> </ol>
	<b>Positive Identity</b>	<ol style="list-style-type: none"> <li><b>37. Personal power</b>—Young person feels he or she has control over "things that happen to me."</li> <li><b>38. Self-esteem</b>—Young person reports having a high self-esteem.</li> <li><b>39. Sense of purpose</b>—Young person reports that "my life has a purpose."</li> <li><b>40. Positive view of personal future</b>—Young person is optimistic about her or his personal future.</li> </ol>

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Now that you've seen the lists of assets, have a look at the suggestions developed by match support with James to discuss with Anthony so they can start drawing upon Anthony's assets and planning developmental opportunities. We'll talk more about this in Module 4.

## Anthony and James, Part 3

### **Possible goals for Anthony and his family:**

- Family is introduced to services needed for help with childcare, transportation, food, and rent assistance.
- Anthony is introduced to positive influences that match his assets.
- Anthony is participating in activities of interest.
- Anthony is meeting people in academics, athletics, arts, career/vocational, spiritual/religious, etc.

Activities to support goals could include:

### **Match Support could:**

- Introduce Anthony and his mother to community services agency that works with children of incarcerated parents, or if appropriate,
- Inform his mother that the local church has worked with children of incarcerated parents and provides support services. Provide contact information for pastor/person at the church
- Provide information about childcare resources for Anthony's younger brother

### **Anthony could:**

- Stop in the jazz band teacher's classroom and ask to talk with him for information about being involved
- Ask to talk with his guidance counselor about going to college and financial aid options

### **Mentor could:**

- Take Anthony to watch the football half time show and meet the band director at the local college
- Bring Anthony to an information session at his school about financial aid options
- Browse the internet to learn more about music stores in the neighborhood to see what kind of programs they offer
- Visit a local music store to see what kind of programs they offer and ask about jobs they have open
- Check out local festivals in the community with free music and dance performances and attend one – or more - together.

## Resilience

For many years, resilience has been used in one way or another to describe a young person's ability to bounce back from a traumatic situation. Using the connections between resilience and PYD, some researchers describe resilience as the ability to use positive attributes and assets.

Regardless of the definition, being resilient is necessary to thriving, yet can be difficult for youth to achieve – particularly those who have been impacted by trauma like parental incarceration. This is because the mainstays of a youth's life may be shaken: housing, food, and school. Not to mention that the youth may be experiencing grief, anger, or embarrassment.

Research around resilience and its link to PYD has many theories and two main camps: resilience as an outcome of PYD, and resilience as a protective factor. The PYD approach in mentoring supports both theories. It recognizes resilience as an asset for those youth who demonstrate the ability to cope with stress and trauma, while also

Use the 5Cs to gauge, improve, reinforce, and celebrate mentee growth. Identify behavioral demonstrations that may be due to lack of resilience and recommend ways to begin building resilience.

# Positive Youth Development and Resiliency

supporting youth in developing the qualities and skills to be resilient when faced with trauma and stress.

## Wrap Up

The Big 3. 40 assets. 5 Cs. Resilience. The practices may be hard to keep straight at first, but the underlying principle is the same: youth need positive, nurturing environments in which to learn and grow into healthy adults.

To wrap up this section of your learning, here is a summary of what researchers have found to be successful with youth in PYD programs:

- Physical and psychological safety and security
- Structure that is developmentally appropriate, with clear expectations for behavior as well as increasing opportunities to make decisions, to participate in governance and rule-making, and to take on leadership roles as one matures and gains more expertise
- Emotional and moral support
- Opportunities to experience supportive adult relationships
- Opportunities to learn how to form close, durable human relationships with peers that support and reinforce healthy behaviors
- Opportunities to feel a sense of belonging and being valued
- Opportunities to develop positive social values and norms
- Opportunities for skill building and mastery
- Opportunities to develop confidence in their abilities to master their environment
- Opportunities to make a contribution to their community and to develop a sense of mattering
- Strong links between families, schools, and broader community resources

## Putting Positive Youth Development into Practice

Throughout this guide, you learned a lot about PYD in practice. To close, review the objectives identified at the beginning of this section and consider how you might act on them to:

- Begin incorporating these elements into your work?
- Train and support mentors to use this approach?
- Prepare mentors to work with their mentees effectively?