

Youth Development

Full Service Partnership Training

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Youth Development Framework

- Factors which facilitate healthy youth development
- Focus on positive adaptation and competence rather risk and pathology
- Models which focus on strengths, resources and positive experiences of youths
- Fundamental tenet – the more positive experiences youth have the more likely they will succeed developmentally

Facilitators of Positive Development

- Focus on strengths and assets rather than deficits and problems
 - The absence of problems by itself is not what prepares youth for a productive future
 - Emphasis on building of assets, or the skills and competencies that will allow youth to take on new roles as they transition from childhood to adolescence and from adolescence to adulthood

Facilitators

- Focus on Relationships
 - Relationships and interactions between youth and trusted adults are one of the key mechanisms through which healthy development occurs
 - Trusted adults include parents, teachers, neighbors, family members, business owners, spiritual leaders
 - Relationships should focus on youth involvement and voice

Facilitators

- The development and acquisition of youth assets occurs in multiple contexts and environments
 - Schools, workplaces, community organizations, social programs, faith based organizations and neighborhoods are all part of a youth's natural environment
 - Opportunities for the acquisition of developmental assets

Developmental Assets and Resilience

- Both perspectives promote protective factors and promotive factors
- Core element of both is a direct positive influence on development regardless of risk status
- Youth development perspective most relevant for adolescents and TAY

Intervention Programs that Promote Resilience

- Strategies that prevent or reduce risk and stressors
- Strategies that improve the number and/or quality of resources or assets
- Strategies that bolster and strengthen basic human adaptive systems
 - Cognitive functioning and attachment relationships

Intervention and Prevention Programs that Promote Resilience

- Target multiple risk factors
- Target multiple protective factors
- Across multiple contexts

Model of Youth Development

Needs → Resources → Youth Outcomes → Young
Adult Outcomes

Needs

- Material resources
- Safety and security
- Emotional Support
- Information and Technical and academic knowledge
- Spirituality/meaning in life
- Social support/interaction

Resources

- Adequate food, housing, clothing
- Health care
- Love, warm/close relationships with caring adults
- Supervision/monitoring - limit setting, control/discipline
- Positive role models
- High expectations
- Education in academic skills
- Training in life skills
- Training in social skills
- Moral values/responsibility/character expectations
- Interface with schools and other organizations
- Routines and traditions
- Community supports and services, norms, future opportunities

Youth Outcomes

- Health and Safety
- Social and Emotional Well-being
- Educational Achievement and Cognitive Attainment

Young Adult Outcome

Self-sufficiency as a young adult

Youth Development Programs and Activities

- Mentoring
- Civic engagement
- Education
- After-school programs
- Job training

After School Programs

- The hours between 3 and 7 pm are when most youth “get into trouble”.
- After school programs include academic, social and recreational activities.
- Examples:
 - Boys and Girls Clubs
 - Girls Incorporated
 - YMCA/YWCA
 - Faith based
 - Community-based organizations

Job Training

- Employment Programs help youth improve math and reading skills while in the program
- Employment programs expose youth to supportive relationships
- Employment programs increase young people's exposure to career development

Mentoring

- Mentoring of youth by caring adults is one of the most promising approaches to promote positive youth outcomes
- Opportunities for relationships with caring adults in addition to parents (or in some cases as a substitute)
- Examples:
 - School-based mentoring
 - Faith-based for youth who are high risk for suicide
 - Mentoring children whose parents are in prison
 - Big Brothers/Big Sisters

Civic Engagement

- Provides psychological, social and intellectual benefits to youth
- Examples
 - Service Learning
 - Volunteer activities
 - Political activism

Education

- Academic achievement programs are designed to meet young people's need for academic and technological knowledge which is provided by caring adults
- Non-school programs
 - Tutoring
 - Reading proficiency
 - Computer literacy
 - Safe Havens
 - Caring Adults

Traditional Mental Health Programs and Youth Development

- Mental Health interventions should focus on protective factors
- Focus on reduction of stress in the lives of children, youth and families
- Employ strategies that increase the number and/or quality of resources or assets available to young people
- Employ strategies that strengthen relationships

Mental Health Programs and Youth Development

- Engagement strategies – children and youth
 - Children and youth as involuntary clients
 - Intervention in the community and school
 - Skill based and active
 - Focus on skills for success in school, jobs, and in relationships

Mental Health Programs and Youth Development

- Engagement strategies – families
 - Decrease barriers to participation – transportation, child care, service delivery times and locations
 - Increase social supports and family support for youth
 - Focus on problem-solving, skill building, enhancing coping capacities and improving relationships with youth serving institutions such as schools

Youth Development Resources

- Child Trends – www.childtrends.org
- National Youth Development Information Center – www.nassembly.org/nydic/
- National Child Welfare Resource Center for Youth Development – www.nrcys.ou.edu/yd/
- Public/Private Ventures – www.ppv.org/ppv/youth/youth.asp

Youth Development Resources

- Youth Service California – www.yscal.org
- Chapin Hall – www.chapinhall.org
- Strengthening Families to Promote Youth Development – www.aecf.org
Search Publications