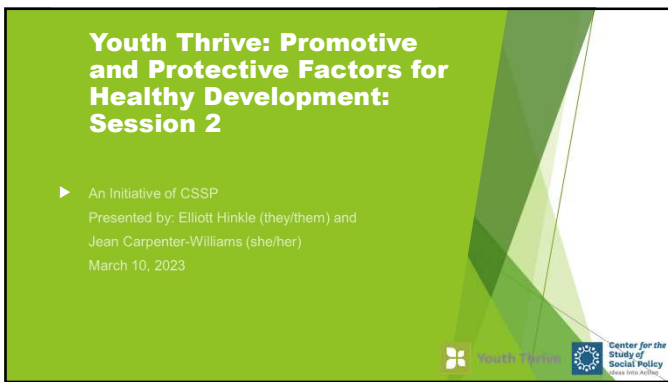
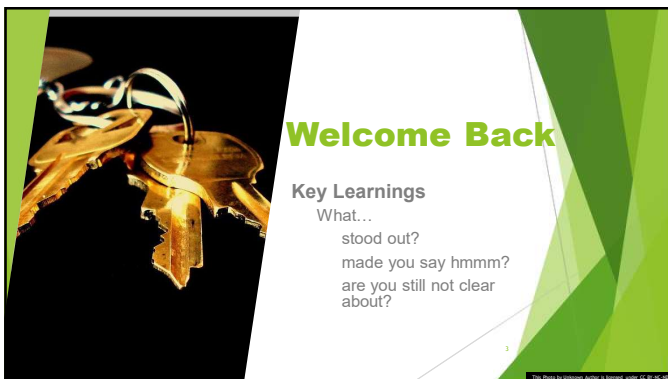




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Today...

THE YOUTH THRIVE PROTECTIVE AND PROMOTIVE FACTORS

	Knowledge of Adolescent Development: Understanding the unique aspects of adolescence and implementing policies and practices that reflect a deep understanding of development.
	Youth Resilience: Managing stress and functioning well when faced with stressors, challenges, or adversity.
	Concrete Support in Times of Need: Making sure youth receive quality, available, and respectful services that meet their basic needs (e.g., health care, housing, education, nutrition, income), and teaching youth to ask for help and advocate for themselves.
	Social Connections: Having healthy, sustained relationships with people, institutions, the community, and a force greater than oneself that promotes a sense of trust, belonging, and that one matters.
	Cognitive and Social-Emotional Competence: Acquiring skills and attitudes that are essential to forming an independent, positive identity and having a productive and satisfying adulthood.

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Social Connections

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Shaping the Future

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Social Connections

What Do We Want
From Relationships?



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Social Connections

- ▶ Help youth increase knowledge and develop skills
- ▶ Experience a sense of belonging & meaning
- ▶ Meet developmental needs

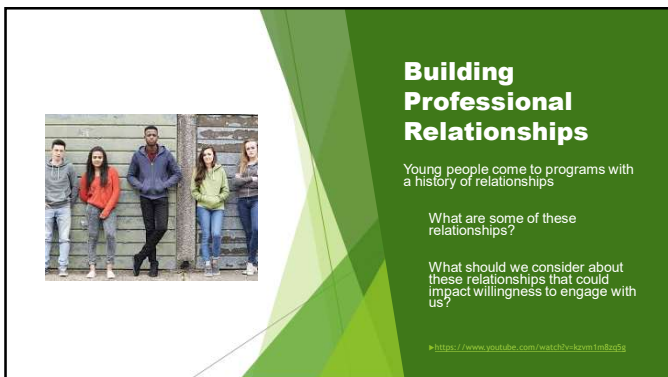
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Young People with Connections...

- ▶ Feel loved, wanted, and valued
- ▶ Feel people who care about them
- ▶ Feel secure & confident
- ▶ Willing to seek help

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Building Professional Relationships

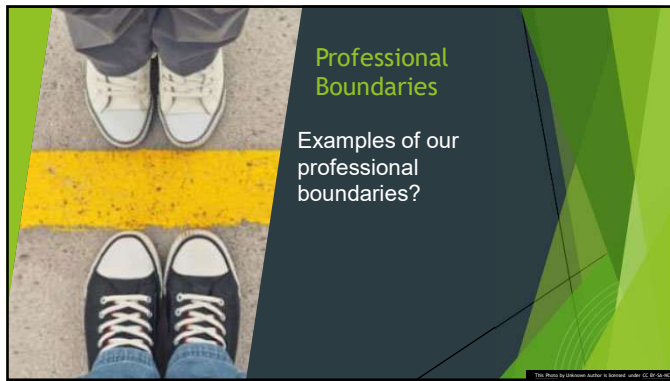
Young people come to programs with a history of relationships

What are some of these relationships?

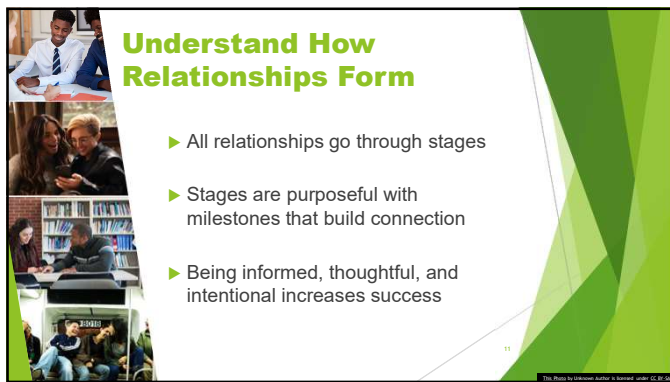
What should we consider about these relationships that could impact willingness to engage with us?

▶ <https://www.youtube.com/watch?v=kxpm1m8a0g>

9



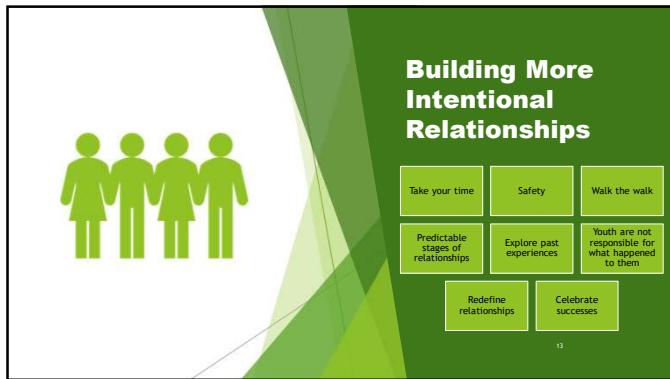
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Youth Development

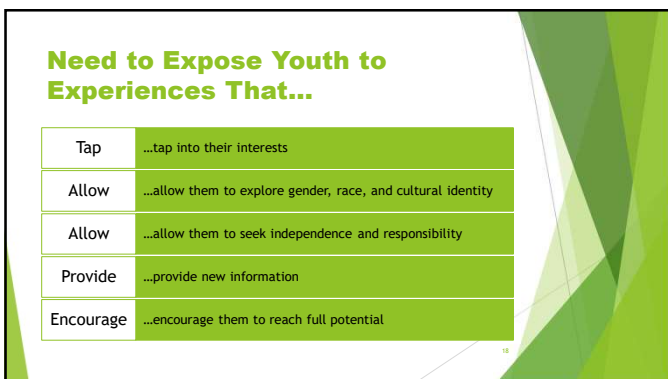
- ▶ Fully functioning adult is the outcome
- ▶ Focus on the whole person
- ▶ Balanced opportunities for development
- ▶ Cognitive and social/emotional (Not either/or)

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Where Can Young People Access Opportunities to Develop Competencies?

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Need to Expose Youth to Experiences That...

Tap	...tap into their interests
Allow	...allow them to explore gender, race, and cultural identity
Allow	...allow them to seek independence and responsibility
Provide	...provide new information
Encourage	...encourage them to reach full potential

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Small Group Discussion

- ▶ How are you and your programs...
 - ▶ focusing on cognitive and social-emotional competencies in your work?
 - ▶ working with outside groups to develop cognitive & social-emotional learning opportunities for youth in your community

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Concrete Supports

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  Center for the Study of Social Policy
United Way Initiative

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Concrete Supports Are.....

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Think about a time you needed help...

- ▶ Who/where did you turn?
- ▶ How did you know they could help?
- ▶ How did it work out?
- ▶ What did you learn?
- ▶ How was your access to resources shaped by your identities, life circumstance, and opportunities?

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Willingness to Seek Help

"People seldom refuse help if one offers it in the right way."

-A. C. Benson


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Willingness to Seek Help

"People seldom refuse help if one offers it in the right way."

A. C. Benson



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Promote Help Seeking

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

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Increasing Willingness to Seek Help

- ▶ Safety first
- ▶ Engage youth as helpers
- ▶ Be flexible and available
- ▶ Provide a different experience
- ▶ Examine your beliefs and attitudes about marginalized communities
- ▶ Examine your beliefs and attitudes about adolescents
- ▶ Work from a strengths-based perspective
- ▶ Understand the issues of those you serve

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Youth Resilience

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Helping Youth Thrive

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Resilience is...

- ...the process of managing stress and functioning well even when faced with adversity or trauma

<https://www.youtube.com/watch?app=desktop&v=1r9hj72blCo>



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The Myth of Natural Resiliency

- DeBellis (2010)
- Capacity for resilience; becoming resilient is an ongoing process and takes time, effort, and support
- Need trusting, supportive relationships with caring adults
 - guidance
 - encourage high expectations

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Think About It...

- What might a young person's current template tell them about their ability to manage stress?
- How might racial histories and contemporary transgressions impact a young person of color's perspective on their ability to recover from toxic stress?

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Resilience and Culture

"...resilience is more likely to occur when we provide the services, supports, and health resources that make it more likely for every child to do well in ways that *are meaningful to his or her family and community*. In this sense, resilience is the result of both successful navigation *to* resources and negotiation *for* resources to be provided in meaningful ways." (Fox, 2010 p.1)

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

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What Does Resilience Look Like?

<https://jamboard.google.com/d/1j9Ck0fLxjLxIMez-gl-eRz7HpkhNpaUN87BUU1F8Edt7Tugpr-sharing>

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Final Questions and Wrap Up

Any Questions?

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Thanks for joining us!

WHAT'S NEXT?

- Survey and certificate in the chat now
- Follow-up email with resources within two days
- Watch your inbox for the next issue of CalTrin Connect



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