



Youth Thrive: Promotive and Protective Factors for Healthy Development: Session 2

- ▶ An Initiative of CSSP
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Youth Thrive



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Welcome Back

Key Learnings

What...

stood out?

made you say hmmm?

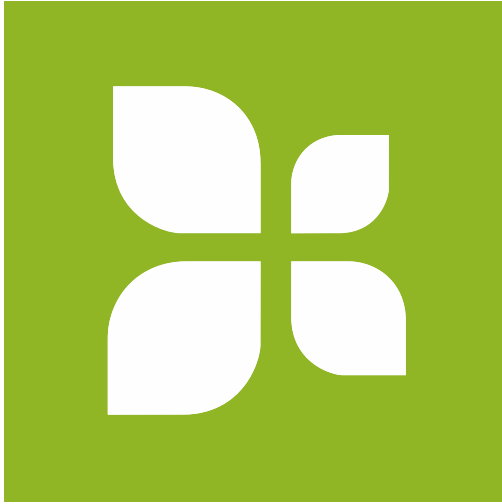
are you still not clear
about?

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, equitable, 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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Social Connections

What Do We Want
From Relationships?



A large crowd of stylized human figures in various shades of brown and tan, with one white figure in the center foreground with arms raised. The background is a dark, textured surface.

Social Connections

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



Young People with Connections...

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



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=kzvm1m8zq5g>



Professional Boundaries

Examples of our
professional
boundaries?



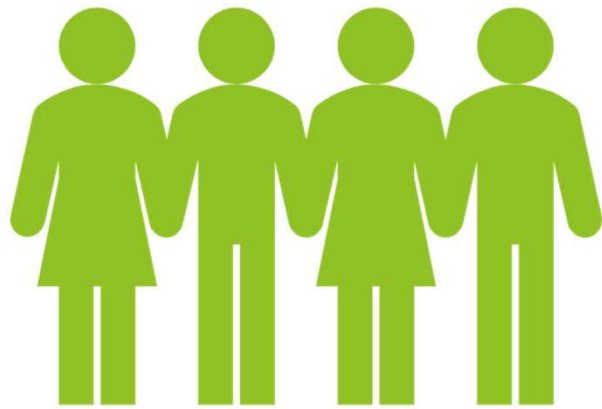
Understand How Relationships Form

- ▶ All relationships go through stages
- ▶ Stages are purposeful with milestones that build connection
- ▶ Being informed, thoughtful, and intentional increases success

Stages of Relationships (Brendtro and Ness)

- ▶ Checking it out
- ▶ Limit Testing
- ▶ Genuineness





Building More Intentional Relationships

Take your time

Safety

Walk the walk

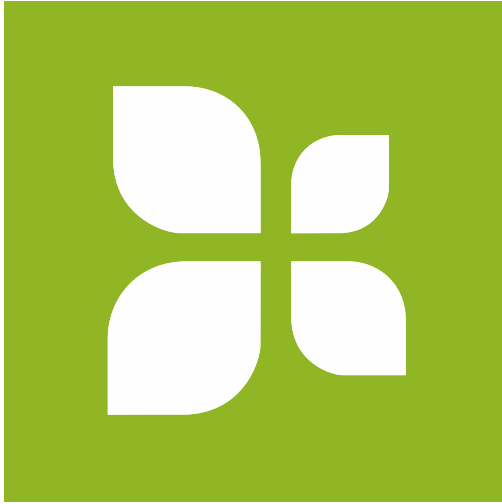
Predictable
stages of
relationships

Explore past
experiences

Youth are not
responsible for
what happened
to them

Redefine
relationships

Celebrate
successes



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Cognitive and Social-Emotional Competency



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Cognitive and Social-Emotional Competencies

Lay the foundation for forming independent identities

Promote productive, responsible, and satisfying adulthoods



Youth Development

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

Where Can Young People Access Opportunities to Develop Competencies?



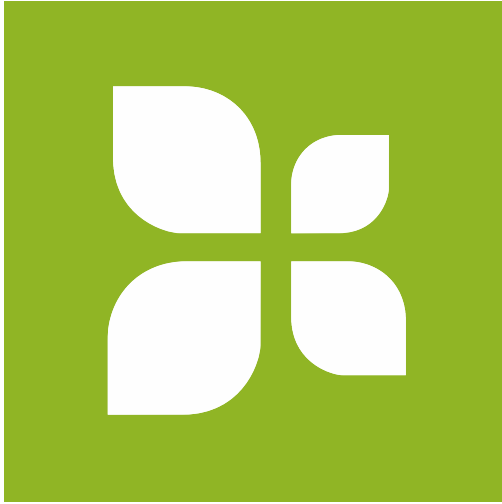
Need to Expose Youth to Experiences That...

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

A stylized graphic on the left side of the slide depicts four people in a circle, viewed from above. The figures are represented by solid-colored circles for heads and larger, rounded shapes for bodies. The colors are red (top), blue (left), orange (right), and green (bottom). The entire graphic is set against a dark blue background that features a large, faint, light-colored circular shape in the center. The slide's background is composed of various shades of green and blue geometric shapes.

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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The background image shows a large concrete structure, possibly a bridge or a large building, under construction. The structure features thick concrete pillars and beams. In the background, there are stacks of colorful shipping containers and construction equipment. A green geometric overlay with various shades of green and white patterns is positioned on the right side of the image. The text "Concrete Supports Are....." is written in a bright green, sans-serif font, centered on the right side of the image.

Concrete Supports Are.....



Think about a time you needed help...

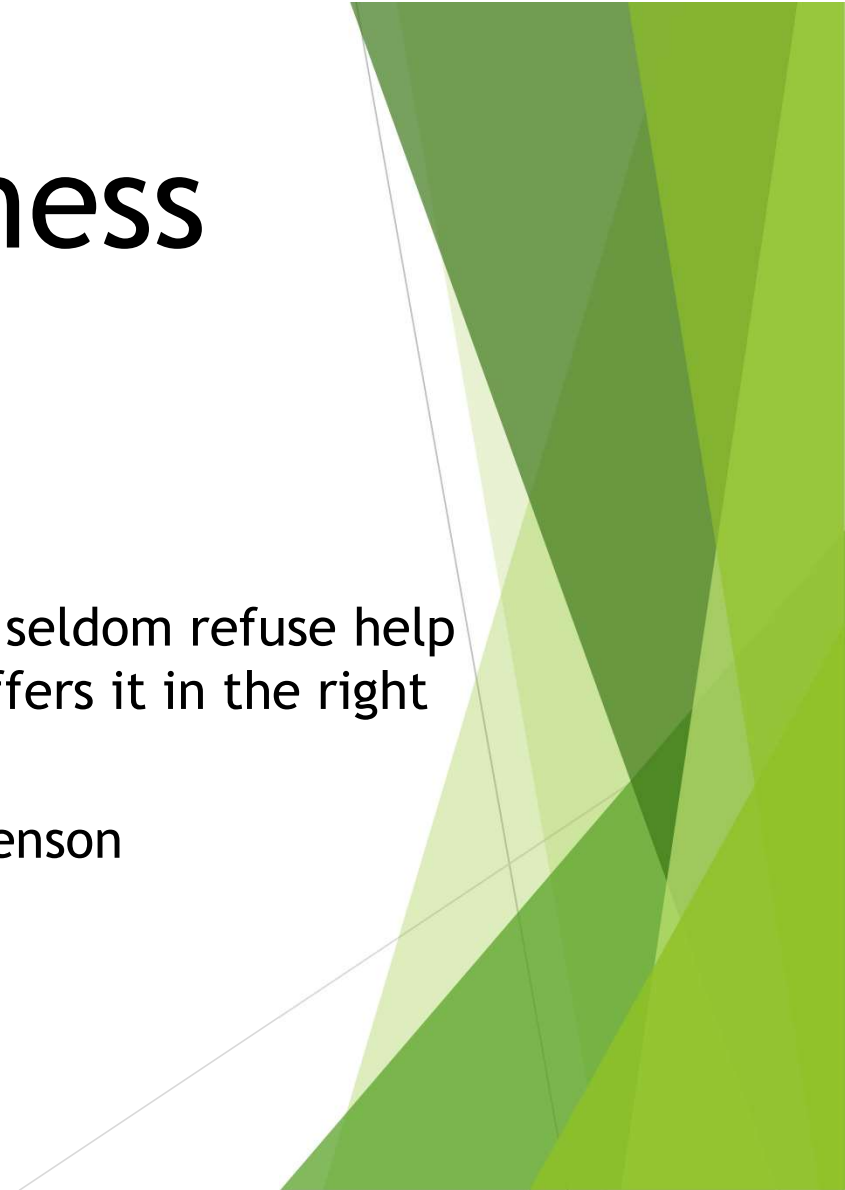
- ▶ Who/where did you turn?
- ▶ How did you know they could help?
- ▶ How did it work out?
- ▶ What did you learn?
- ▶ How was your access to resources shaped by your identities, life circumstance, and opportunities?



Willingness to Seek Help

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

-A. C. Benson



Willingness to Seek Help

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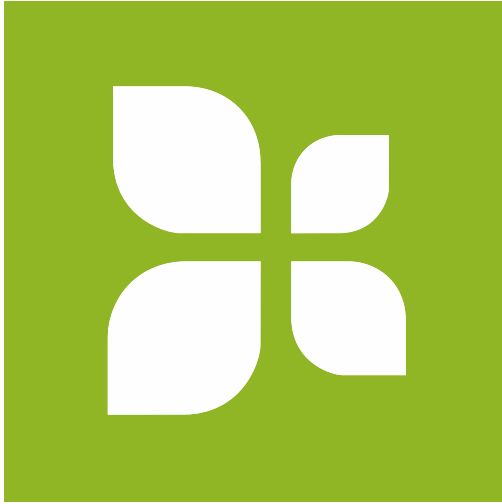


Promote Help Seeking

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

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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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=1r8hj72bfGo>





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



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?

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>

What Does Resilience Look Like?

<https://jamboard.google.com/d/1jz9CkofiLxjLxIMezgLeRz7HpkiNpatUNI87IUU1FEI/edit?usp=sharing>



Final Questions and Wrap Up



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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