

Welcome to

YOUTH THRIVE OVERVIEW

THE TRAINING WILL BEGIN SHORTLY

While you're waiting...



Icebreaker Question (answer in the chat)

What book is next on your reading list?



Survey & Certificate of Completion

Available following Part 2 of this training
(March 10)

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Before We Begin...

DURING



Access the notetaking slides now! The link can be found in the chat.



This presentation is being recorded.

DURING



Review interactive features for today's session. Locate the controls on the toolbar at the bottom of your screen.

Chat

Raise Hand

Mute/Unmute

Breakout Rooms

AFTER



Complete the survey at the end of Part 2 on 3/10 to receive your Certificate of Attendance.



A follow-up email will be sent to all participants within 2 days.

Hi, We're CalTrin!

Who we are

- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to provide training to FRCs and CAPCs
- We support child abuse prevention in California through professional development and extended learning.

What we offer

- Live webinars & small group training
- Virtual, self-paced courses
- Job aids & other resources



This training was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions, and/or recommendations expressed are those of the CEBC /CalTrin and do not necessarily reflect the views of the California Department of Social Services.

UPCOMING TRAININGS

mark your calendars!

Visit caltrin.org to view the full training calendar and the self-paced online training options



03/09 | Supervisando Exitosamente



03/10 | Youth Thrive Overview – Part 2 of Today’s Training!



March Protective Factor: Knowledge of Parenting & Child Development
03/14 Webinar | 03/28 Workshop



03/15 | So You Want to Implement Motivational Interviewing...Now What?



03/16 | Program Evaluation: Is the Protective Factors Survey Right for Us?



03/22 | Functional Family Therapy: Overview for Stakeholders & Providers

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

- ▶ An Initiative of CSSP
Presented by: Elliott Hinkle (they/them) and
Jean Carpenter-Williams (she/her)
March 3, 2023



Youth Thrive



Center for the
Study of
Social Policy
Ideas into Action

Introductions

- ▶ Elliott Hinkle (they/them), Unicorn Solutions
- ▶ Jean Carpenter-Williams (she/her), The University of Oklahoma National Resource Center for Youth Services
- ▶ In the chat:
 - ▶ Name/pronouns
 - ▶ Agency
 - ▶ Hope to get out of this session

AGENDA

Be

- be introduced to the Youth Thrive initiative, history, and goals

Become

- become familiar with a set of Guiding Principles that supports the Youth Thrive Framework

Explore

- explore the Youth Thrive Protective and Promotive Factors and the research behind each

Learn

- learn how these PPFs - important for all youth - work together





Youth Thrive in Practice: Voices from the Network

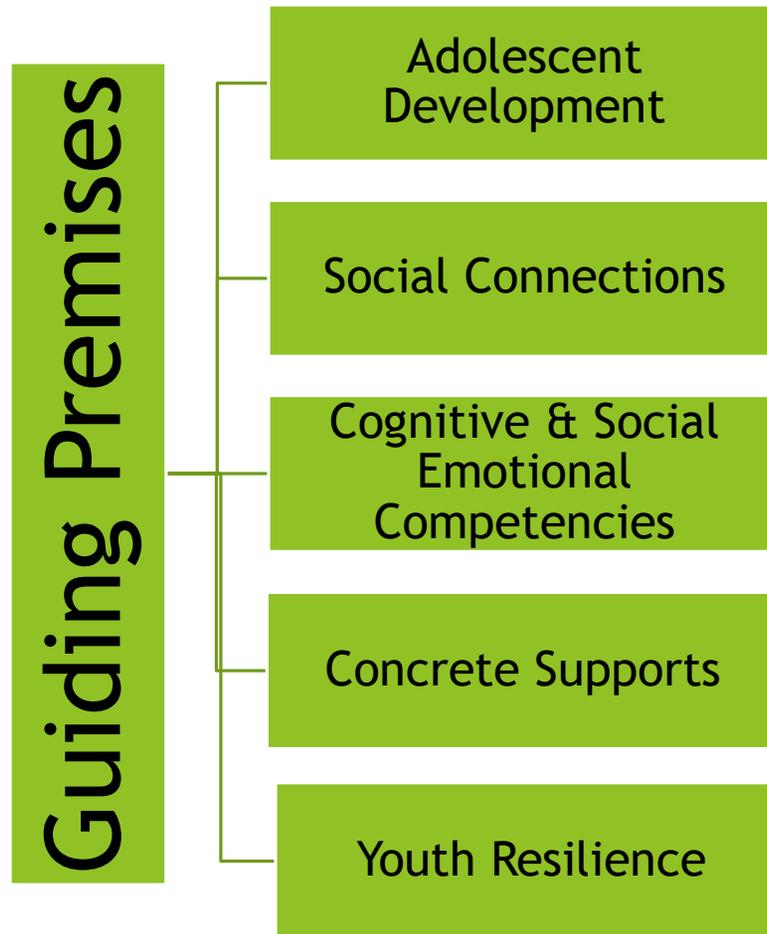
<https://cssp.org/resource/youth-thrive-voices-from-the-network/>



Brief History of Youth Thrive

- ▶ Persistent negative outcomes for youth in foster care
- ▶ Renewed commitment to focus on well-being
- ▶ New advances in adolescent neurobiology
- ▶ Increased understanding of importance of protective factors and youth voice
- ▶ Focused on improving systems
- ▶ Developed the Youth Thrive Framework for youth ages 9 – 26
- ▶ Centered equity in all Youth Thrive activities

Youth Thrive Framework



Guiding Premises



Less about *what* we do and more about *how* we do what we do...

- ▶ Young people are best supported by those who understand and recognize the importance of self-awareness and self-care in their own professional practice.
- ▶ Young people are best supported by those who are aware of the impact of traumatic stress and understand the need to use trauma informed practice 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 rather than their behavior (Bloom, 1997; Bloom, Farragher, 2013).
- ▶ Young people are best served by those who focus on assets and use strength-based approaches with an awareness of the current research regarding neuroscience and adolescent development.

Less About *What We Do* and More About *How We Do What We Do*

- ▶ Young people are best supported by those who understand that attachments, connections, and relationships are a primary source of growth and learning. It is in relationships and through our use of relationships that we experience ourselves, learn, practice new skills, receive feedback, and grow as humans.
- ▶ Young people are best supported by those who understand the role of race, racism and bias, and the ways in which race, other identities, privilege, and power shape the young person's life, as well as the practitioner's own life.
- ▶ Young people are best supported by those who understand and provide culturally responsive services. Being culturally responsive means, we take into account our culture, the culture of those individuals and families we serve, of the larger community, and the culture that is created within our programs and organizations.

Break Out Questions

- ▶ Discuss what this premise means to your group.
- ▶ Explain in what ways you agree or disagree with this premise.
- ▶ How does current policy and practice support this premise?
- ▶ What are examples of this premise in policy and practice at your agency (what would you see, hear, feel)?



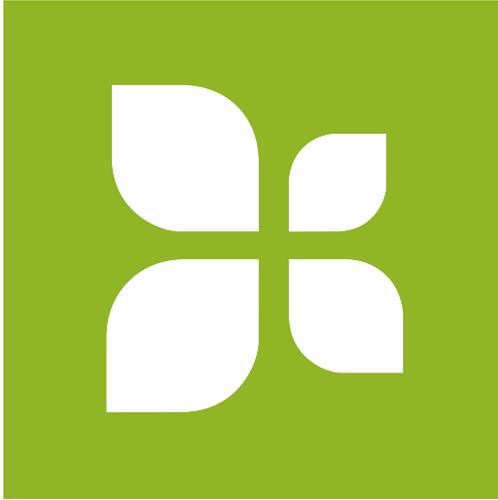
Reflections

Was there anything surprising that came up during your discussion?

Was there a premise that felt challenging to you, or to your group? What about to your agency?

Why is it important to have agreement on these guiding premises?

How do these premises support a young person's ability to thrive?



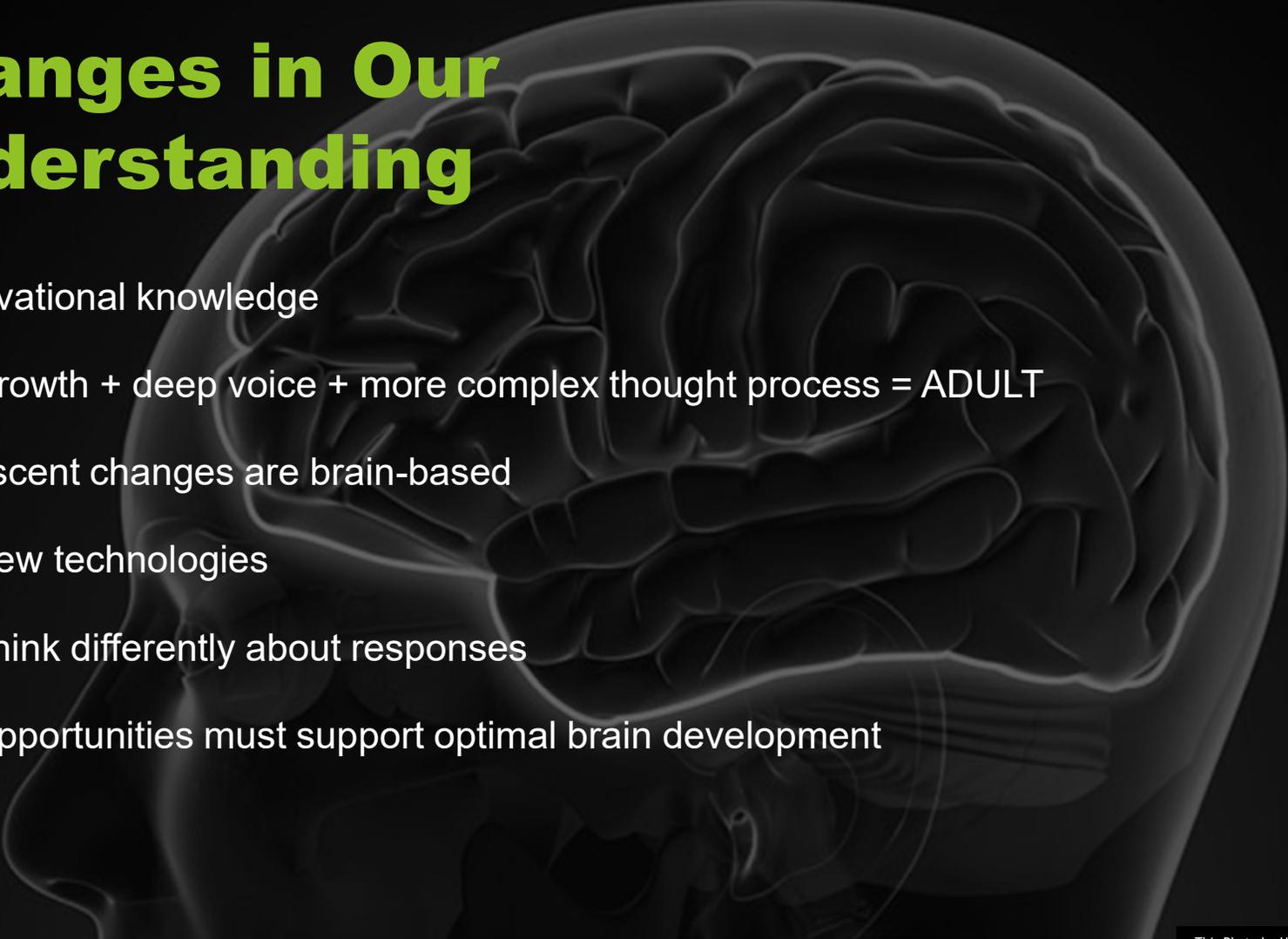
Youth Thrive

An initiative of CSSSP

Adolescent Development



Changes in Our Understanding

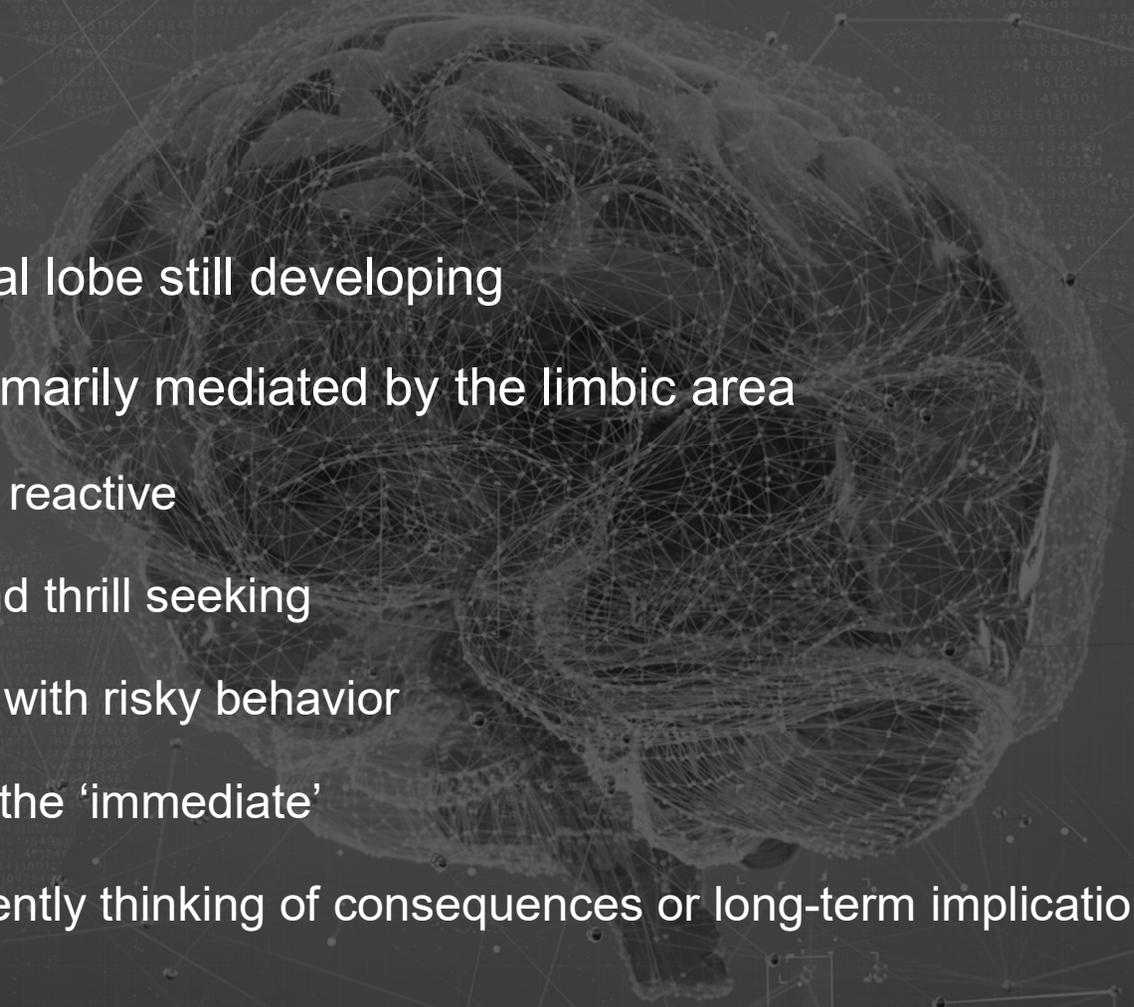


- ▶ Observational knowledge
 - ▶ Growth + deep voice + more complex thought process = ADULT
- ▶ Adolescent changes are brain-based
 - ▶ New technologies
 - ▶ Think differently about responses
 - ▶ Opportunities must support optimal brain development

Adolescent Brain Development



During Adolescence...

- ▶ Cortex & frontal lobe still developing
 - ▶ Behavior is primarily mediated by the limbic area
 - ▶ Emotionally reactive
 - ▶ Pleasure and thrill seeking
 - ▶ Experiment with risky behavior
 - ▶ Oriented to the 'immediate'
 - ▶ Not consistently thinking of consequences or long-term implications
- 

How Are We Really Using This New Information?

New information should be used to transform policies, systems, services, and supports; providing opportunities for success

Recent studies on adultification of African American children:

Perceived as older, less innocent, and less in need of protection than white peers

Impact seen in policing, school suspensions, more restrictive placements and more punitive responses

Let's Talk About Stress

▶ Normal Stress

- ▶ Age appropriate
- ▶ Manageable
- ▶ Geared toward development milestones
- ▶ Short in duration
- ▶ Supportive resources available
- ▶ Supports development

▶ Toxic Stress

- ▶ Beyond developmental understanding
- ▶ Chronic
- ▶ Cortisol levels go up and stay up
- ▶ Few or uncertain resources
- ▶ Impacts every area of development



Keep in Mind

- ▶ Impact of trauma and toxic stress does not have to be permanent
- ▶ Brain continues to form new connections and changes
- ▶ Positive experiences and caring relationship can rewire the brain

Healing Centered Engagement

- ▶ “What’s wrong with you?”
- ▶ “What happened to you?”
- ▶ “What’s right with you?”

Sean Ginwright (2018)



Four Core Components

Explicitly political rather than clinical

Culturally grounded – healing restores identity

Asset-driven, well-being focused

Supports providers with their healing

Final Questions and Wrap Up



Thanks for joining us!

WHAT'S NEXT?

- Join us for the 2nd part of this training on March 10
 - Same time, Same link
- Contact CalTrin for support or questions: info@caltrin.org



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