

Session 1

Personalizing Youth Work

Facilitator Notes

Key Concepts

- Caring, competent adults contribute to positive youth development.
- Relationships are key to positive youth development.
- Positive youth development occurs through attitudes, approaches and applications.
- Helping youth develop interdependence—rather than dependence or independence—will contribute to their positive development.

Materials

- Postcards
- Folders
- Quotes for Practitioners
- Sticky wall
- Half sheets of paper of various colors
- Handouts and overheads
- Flip chart, markers and tape
- ILC video
- Journal

Highlights

- Icebreaker
- Identifying participants' significant adults and how they made a difference in their lives
- Session video
- Recognizing interdependence as the goal in working with youth transitioning out of care

Challenges

- Engaging participants
- Processing how significant adults have influenced participants' lives and relating participants' experiences to their work with youth
- Facilitating a dialogue about the differences between dependent, independent and interdependent
- Introducing the concept of positive youth development

Session Objective

To introduce the concept of positive youth development

Session Outline

- ❑ Activity 1.1
Welcome and Introduction (30 minutes)
 - ⌘ Introducing challenges and opportunities faced during adolescence
- ❑ Activity 1.2
Curriculum Introduction (20 minutes)
 - ⌘ Reviewing the history and intent of the *Interdependent Living Curriculum*
- ❑ Activity 1.3
Identifying Significant Adults (40 minutes)
 - ⌘ Identifying how adults have contributed to participants' development
- ❑ Break (15 minutes)
- ❑ Activity 1.4
Session Video (30 minutes)
 - ⌘ Highlighting how youth in care perceive supportive adults
- ❑ Activity 1.5
Promoting Interdependence (35 minutes)
 - ⌘ Discussing how interdependent relationships promote positive youth development
- ❑ Activity 1.6
Session Wrap-up (10 minutes)

Session Handouts and Overheads

- 📄 Curriculum History 1a
- 📄 Project Survey Highlights. 1b
- 📄 Case Profile Information 1c
- 📄 Significant Adult Activity 1d
- 📄 Characteristics of Supportive Adults 1e
- 📄 Interdependent Living Activity. 1f
- 📄 Youth Development Outcome Areas 1g
- 📄 Positive Youth Development Principles 1h
- 📄 Interdependent Living quote 1i
- 📄 Overview of Curriculum Sessions 1j

Session 1—Activity 1.1

Welcome and Introduction

Learning Objective

Participants will understand the challenge of providing growth opportunities for youth in care.

Materials

- Variety of postcards
- Quotes for Practitioners

Time

30 minutes

Facilitator Preparation

- Spread out a variety of postcards (more postcards than the number of participants) face up on a table.
- Hang Quotes for Practitioners from **Introduction Handout b**—printed on separate sheets of card stock paper—around the room.

Procedure

Step 1

- Welcome participants to the first of eight sessions of the *Interdependent Living Curriculum*.

Step 2

- Ask participants to select one postcard from the table that reflects an opportunity or challenge they faced during their adolescent years.

Step 3

- Invite participants to introduce themselves and to identify what their postcard represents to them.

Step 4

- Once participants have introduced themselves, introduce yourself and discuss the postcard you selected.

Step 5

- Lead a discussion that incorporates participants' remarks about their postcards.
- Make the following points during the discussion:
 - Life is filled with opportunities and challenges that contribute to our personal growth.
 - Some experiences result in natural growth opportunities, while other experiences fall short of learning opportunities.
 - The *Interdependent Living Curriculum* is designed to support youth practitioners and promote the concept of interdependence.
 - It is important for youth transitioning out of care to have a variety of opportunities that fully prepare them for life.
 - Youth practitioners are challenged daily to provide growth opportunities for youth in care.

Step 6

- Ask participants to look at the quotes posted around the room that capture what youth in care and adult practitioners say about promoting

development. Ask individual participants to read the quotes aloud.

Step 7

- ❑ Once all quotes have been read, mention that this training will reinforce some of the work that participants are currently doing, as well as broaden participants' perspectives and point them to additional resources to benefit youth in care.

Step 8

- ❑ Review Session 1 objective:
 - To introduce the concept of positive youth development

Session 1—Activity 1.2

Introduction to Curriculum

Learning Objective

Participants will understand the concept of positive youth development and how the *Interdependent Living Curriculum* will address the skills necessary to implement this approach.

Materials

- Flip chart, markers and tape
- Handouts 1a, 1b and 1c

Time

20 minutes

Facilitator Preparation

- Write key words and concepts from Steps 1–3 on the flip chart.

Procedure

Step 1

- Distribute **Handout 1a** and provide participants with a definition of positive youth development.
- Tell participants that positive youth development is an intentional process that provides youth with a range of opportunities and supports for personal growth.
 - Working with youth versus doing to them or for them is an important approach in positive youth development
 - A positive youth development approach incorporates:
 - Youth as resources
 - A variety of learning experiences
 - New roles and responsibilities for youth
 - Key supports and relationships that foster positive personal development

Step 2

- Explain that the *Interdependent Living Curriculum* is made up of eight sessions that explore attitudes, approaches and applications for positive youth development.
 - Attitudes that support our efforts
 - Approaches that achieve our goals
 - Applications that guide our efforts
- The *Interdependent Living Curriculum* provides insights and strategies for supporting positive youth development. Explain that:
 - Sessions 1–4 highlight attitudes and approaches that promote positive youth development.
 - Sessions 5–8 focus on skills for applying the principles of positive youth development.

Step 3

- Provide a brief history of the curriculum.
- Acknowledge the following resources that contributed to curriculum development:
 - Youth, practitioners, and administrators from eight southeastern states that composed the Project Advisory Committee

- Youth in care
- Research
- Youth development curricula

Step 4

- Distribute **Handout 1b**.
- Mention that over 700 youth in care and over 200 youth practitioners were surveyed about their experiences and asked to make suggestions for improving services.

Step 5

- Write the following on a flip chart and state that a successful training is:
 - 40% facilitator's responsibility
 - 40% participants' responsibility
 - 20% synergy of the group

Step 6

- Invite participants to identify group norms for the training sessions and place them on flip chart paper to hang in the room each session.

Step 7

- Encourage participants to be fully engaged while attending the training.
- Acknowledge the many resources in the room:
 - Years of experience
 - Training backgrounds
 - Specialty areas
 - Lessons learned
- Welcome the contributions of each individual to enhance the overall learning of the group.

Step 8

- Distribute **Handout 1c** and ask participants to identify a youth that they are currently working with who is between the ages of 15 to 17.
- After they have identified a youth, ask them to complete the first box on **Handout 1c**.
- Explain that this case profile will be used throughout the eight sessions, and ask participants to keep it in the front pocket of their folders.

Session 1—Activity 1.3

Identifying Significant Adults

Learning Objective

Participants will be able to identify how adults contribute to positive youth development.

Materials

- Flip chart, markers and tape
- Handout 1d

Time

40 minutes

Facilitator Preparation

- Write the following questions on separate flip chart pages:
 - “How did this adult treat you?”
 - “How did you feel when you were around this adult?”
 - “What did this adult teach you about yourself and the world around you?”

Procedure

Step 1

- Facilitate a visualization activity where participants visit a specific time during their adolescent years. The mood in the room should be relaxed.
- Guide participants through the visualization with the following prompts:
 - Picture the house you lived in during this time of your life.
 - Where did you go to school?
 - Who were your best friends?
 - What was your favorite television show?
 - What was your favorite thing to do after school?
 - What clothes did you like to wear?
 - Who was a significant adult in your life?

Step 2

- Distribute **Handout 1d**.
- Ask participants to identify one adult who was significant during their adolescence and to write that person’s name and role on **Handout 1d**.

Step 3

- Ask the group:
 - “How did this adult treat you?”
- Ask participants to identify behaviors of these significant adults and write them on **Handout 1d**.
- Invite participants to share responses.
- Write responses on the flip chart.
- Spend time drawing out their experiences.
 - This activity will help participants acknowledge how adults contribute to positive youth development.
 - This concept is the foundation for the *Interdependent Living Curriculum*.
- Once all behaviors are shared, hang the flip chart in the front of the room.

Step 4

- Ask the group:
 - “How did you feel when you were around this adult?”
- Ask participants to identify feelings of these significant adults and write them on **Handout 1d**.
- Invite participants to share responses.

- Write responses on the flip chart.
- Spend time drawing out their experiences.
- Once all behaviors are shared, hang the flip chart in the front of the room.

Step 5

- Ask the group:
 - “What did this adult teach you about yourself and the world around you?”
- Ask participants to identify teachings of these significant adults and write them on **Handout 1d**.
- Invite participants to share responses.
- Write responses on the flip chart.
- Spend time drawing out their experiences.
- Once all behaviors are shared, hang the flip chart in the front of the room.

Step 6

- Go around the room and ask each participant to name the role of the adult they identified for the activity.
- Write each role on the same flip chart paper used in Steps 3–5.
 - Use different colored markers to highlight the roles.

Step 7

- Facilitate a discussion by asking the following questions:
 - “What words or phrases stand out for you?”
 - “What are some of the images or snapshots in your mind?”
 - “Where did you feel a bit upset or uncomfortable?”
 - “What are some common themes about significant adults?”
 - “What are some of the messages from this activity?”

Step 8

- Ask participants to share how a significant adult helped them prepare for adulthood.
- Ask participants the following questions:
 - “How are significant adult relationships different for youth in care?”
 - “Why is it important for youth in care to have significant adults in their lives?”
 - “What are some of the ways that you serve as a significant adult for youth in your life?”
- Acknowledge that foster care systems may contain barriers that interfere in contact with significant adults or in promoting new relationships.

Step 9

- Wrap up the activity by inviting participants to acknowledge the impact their significant adult made in their lives either by letting them know directly or by symbolically acknowledging their contributions.
- Mention that we should all aspire to be a significant adult to youth.

Step 10

- Point out that supporting youth is core to promoting development.
- Mention that the rest of the session will explore how best to support youth in their personal development.

From

Allen, S. (1999). *Tools of the trade curriculum*. Bonita Springs, FL: Southeastern Network of Youth & Family Services.

Session 1—Activity 1.4

Session Video

Learning Objective

Participants will understand how youth in care perceive supportive adults.

Materials

- Video
- Flip chart, markers and tape
- Half sheets of paper
- Sticky wall
- Handout 1e

Time

30 minutes

Facilitator Preparation

- Write the questions asked of youth in the video on flip chart paper:
 - “Why is it important for adults to like young people?”
 - “What are some characteristics of supportive caseworkers?”

Procedure

Step 1

- Invite participants to share youth responses to the interview questions that they were assigned prior to the training:
 - “Why is it important for adults to like young people?”
 - “What are some characteristics of supportive caseworkers?”
- Distribute half sheets and ask participants to write what youth reported in their dialogue assignment from the last session.
- Ask participants to write one idea per half sheet.
- Place the half sheets on the sticky wall to compare with the responses of youth in the video.

Step 2

- Introduce the video by acknowledging that the *Interdependent Living Curriculum* video was produced by young people and showcases youth in care.
- Mention that youth were behind and in front of the camera.
- Underscore that it is important to recognize that youth in care are “experts” on foster care since they are living the experience.

Step 3

- Before showing the video, assign table groups one of the following focus areas for which to pay particular attention:
 - Key words and phrases
 - Why is it important for adults who work with youth to like youth?
 - What are some characteristics of supportive caseworkers?
 - What skills are needed to support youth in care?

Step 4

- Show Session 1 video.

Step 5

- Facilitate a discussion by asking each group to share their observations of the video.

- Review youth interview responses to identify similarities and differences.

Step 6

- Distribute **Handout 1e** and mention that these characteristics were identified through surveys completed by over 700 youth in care throughout eight southeastern states.
- Stress that the identified characteristics are for all adults, not just child welfare practitioners.

Step 7

- Give participants a few minutes to review youth comments.
- Ask participants to reflect on the youth they identified in **Handout 1c**.
- Facilitate a discussion by asking the following questions:
 - “How many of the characteristics on **Handout 1e** are displayed by the adults in the identified youth’s life?” (Invite participants to circle those characteristics.)
 - “Can you think of young people in care who don’t have adults in their lives with these characteristics?”
 - “When you think of your own interactions, which characteristic(s) do you intentionally emphasize when working with youth?”
- Invite participants to reflect on the list of characteristics and to share with the group those characteristics they attempt to emphasize.
- Acknowledge that these characteristics engage youth in relationships that promote their personal development.

Step 8

- Stress that the *Interdependent Living Curriculum* will explore strategies that promote and support positive youth development, including enhancing supports outside of the child welfare system.
- If youth leaving care still depend upon the system for significant support, then we have failed to help youth achieve interdependence.

Session 1—Activity 1.5

Promoting Interdependence

Learning Objective

Participants will be able to recognize the relationship between interdependence and positive youth development.

Materials

- Flip chart, markers and tape
- Handouts 1f, 1g, 1h and 1i

Time

35 minutes

Facilitator Preparation

- Write the words “Dependent,” “Independent,” and “Interdependent” in the center of three separate flip chart pages. Place a box around each word. Hang the flip chart pages in front of the room.
- Write the 12 youth development outcome areas from the Facilitator Introduction on separate sheets of paper and hang them on the sticky wall.
- Write the definitions in Step 4 on the flip chart.

Procedure

Step 1

- Distribute **Handout 1f**.
- Direct participants to work in their table groups to identify words associated with “Dependent,” “Independent,” “Interdependent.”

Step 2

- Once participants have identified words with each term, invite each table to list words on the appropriate flip chart page.

Step 3

- Facilitate a discussion by asking the following questions:
 - “In looking across the identified words, what stands out for you?”
 - “What insights does this give you about working with youth in transition?”

Step 4

- Reveal definitions placed on flip chart paper:
 - Dependent—influenced or controlled by something or someone else
 - Independent—free from the influence, guidance or control of another or others
 - Interdependent—connected to surrounding persons and environments that contribute to an individual’s emotional, physical and psychological well-being
- Ask participants the following question:
 - “What are the goals in working with youth transitioning out of care?”
- Facilitate a discussion that highlights the relevance for the three terms during different developmental periods for children and youth.
- Tell participants that it is not an “either/or” mindset but about moving with children from dependence to interdependence as youth.
- Mention that many times practitioners move from one extreme to the other, without paying much attention to the development needs and strengths of youth.
- Stress that even though practitioners may say that the goal is helping youth

in care become independent, they really mean interdependent. We are all interdependent upon others (e.g., for employment, water, electricity, food, leisure activities). Promoting interdependence (social skills, friendships, knowledge) is critical for youth in care to succeed as adults.

Step 5

- Distribute **Handout 1g** and introduce youth development outcome areas that promote interdependence.
- Mention that these development outcomes can help focus practitioners' work. Since everyone has different needs and strengths, it is important to individualize our approach with youth in care. Promoting positive youth development helps ensure their successful transitions into adulthood.

Step 6

- Positive youth development means intentionally seeking to meet youth needs that are appropriate at this stage in their development.
- Distribute **Handout 1h** and introduce the following positive youth development principles:
 - Youth need opportunities to learn, practice and participate
 - Relationships provide support toward success
 - New roles and responsibilities promote personal growth
 - Youth participation builds confidence and self-esteem

From Advancing Youth Development Curriculum

Step 7

- Emphasize that human development is being interdependent on others for opportunities and supports.
- Discuss the importance of relationships, opportunities and participation for personal development.

Step 8

- Distribute **Handout 1i** and review.

“Through interdependent relationships with family, friends, and community, and particularly through connections with competent and caring adults, transitioning youth will have the resources and supports to succeed in all of the important areas of their lives.”

From “Its My Life”—Casey Family Programs Project

- In infancy and childhood there is a higher degree of dependency, but in late childhood and early adolescence people become more interdependent. Positive youth development is connecting youth with others in ways that can be mutually beneficial.

Session 1—Activity 1.6

Wrap-up

Learning Objective

Participants will be able to recall session information and learning.

Materials

- Flip chart, markers and tape
- Journal
- Handout 1j

Time

10 minutes

Facilitator Preparation

- Write words and phrases that capture the essence of this session on the flip chart. Some words or phrases include:
 - Developmental outcome areas
 - Relationships
 - Opportunities
 - Significant adult
 - Participation
 - New roles and responsibilities
 - Dependence—Interdependence—Independence

Procedure

Step 1

- Invite participants to recall what stood out for them in Session 1 and its relevance to their work.

Step 2

- Review highlights of the session by referring to words and phrases written on the flip chart.
- Explain how this session leads to the next one on youth development outcomes.
- Review comments made during this session (or contained within project survey information) regarding the importance of relationships and resources for positive youth development.
- Mention that promoting interdependence with youth in care means connecting them with caring adults and learning experiences throughout their development stages.
 - Positive youth development depends upon opportunities and supports that promote personal growth.

Step 3

- Distribute **Handout 1j** and review curriculum highlights from the remaining sessions.

Step 4

- Direct participants to ask 3–4 youth the following question from **Introduction Handout a** before the next session:
 - “What do you need to be successful on your own?”

Step 5

- Distribute journals and invite participants to complete Session 1.

- Let participants know that these journals are for their personal use and should be brought back to the following training sessions.

Step 6

- Remind participants of the next training date and time, to complete their interview questions and to bring handout materials with them to the next training.

Interdependent Living Curriculum History

Project Partners

Jordan Institute for Families at
The University of North Carolina at Chapel Hill School of Social Work
Southeastern Network of Youth & Family Services, Bonita Springs, Florida
Child Welfare Practitioners and Youth from Alabama, Georgia, Florida, Kentucky,
Mississippi, North Carolina, South Carolina, and Tennessee

Project Funded By

U.S. Department of Health and Human Services Administration for Children and
Families, Administration for Children, Youth and Families Children's Bureau
October 1, 2000–September 30, 2003
Project # 90CT0060

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Project Coordinator

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A partnership was forged with professionals and youth in care from eight southeastern states for the development, pilot testing, implementation and evaluation of the *Interdependent Living Curriculum*. This curriculum targets public child welfare staff working with older youth, ages 14–21, in foster care and in independent living programs. Using a youth development approach, the Curriculum will enable practitioners to work in partnership with youth and to support youth in becoming resources to themselves and others as they learn interdependent living skills.

Positive youth development is an intentional process that provides youth with a range of opportunities and supports for personal growth. Working with youth versus doing to them or for them is an important approach in positive youth development. A positive youth development approach incorporates:

- Youth as resources
- A variety of learning experiences
- New roles and responsibilities for youth
- Key supports and relationships that foster positive development

The curriculum is designed around three concepts which are key to positive youth development:

- Attitudes that support our efforts
- Approaches that achieve our goals
- Applications that guide our efforts

The *Interdependent Living Curriculum* offers participants:

- Opportunities to reflect on and learn from their work experiences
- Positive youth development approaches
- Feedback from youth in care about their experiences
- Methods to evaluate and incorporate youth development practices
- Interactive activities promoting fun, resource sharing and practice

Survey Highlights from Youth in Care and Child Welfare Practitioners

Over 700 youth and over 200 youth practitioners from foster care services in eight southeastern states were surveyed about their experiences with foster care and their suggestions for improving the system.

Key findings

Youth in Care

- Youth report significant support from the child welfare system and staff in their transition from care.
- Youth transitioning out of care want to be more involved in their case plans.
- Most youth respondents identified self-directed activities that are preparing them for interdependence.
- Peers (friends, siblings, other youth in care) play a significant—and often positive role—in supporting youth transitioning out of care.
- A majority of youth identified family members as important supports as they transition out of care.

Child Welfare Practitioners

- A majority of practitioners believe that youth in care should begin independent living services by age 14.
- Practitioners report that limited resources are the greatest challenge they face in providing support to youth transitioning out of care.
- Youth involvement with their case plan and strategies to maintain family contact vary by state.
- A majority of respondents recognize other youth and family members as potential resources for those transitioning out of care.
- A majority of respondents asked for more training on effective approaches to promote youth development.

Session 1—Handout 1c

Case Profile Information

First name of youth: _____ DOB: _____

Years in foster care:

Identified strengths:

1 Situations in which this youth serves as a resource:

2 Development areas in which this youth is succeeding:

3 Considerations regarding development stages for this youth:

4 Current sources of supports for this youth:

Emotional—

Motivational—

Strategic—

5 Relationships important to this youth:

6 Community resources with which this youth is engaged:

Session 1—Handout 1d

Identifying Significant Adults

Name of significant adult: _____

Role of significant adult: _____

What behaviors did this adult demonstrate toward you?

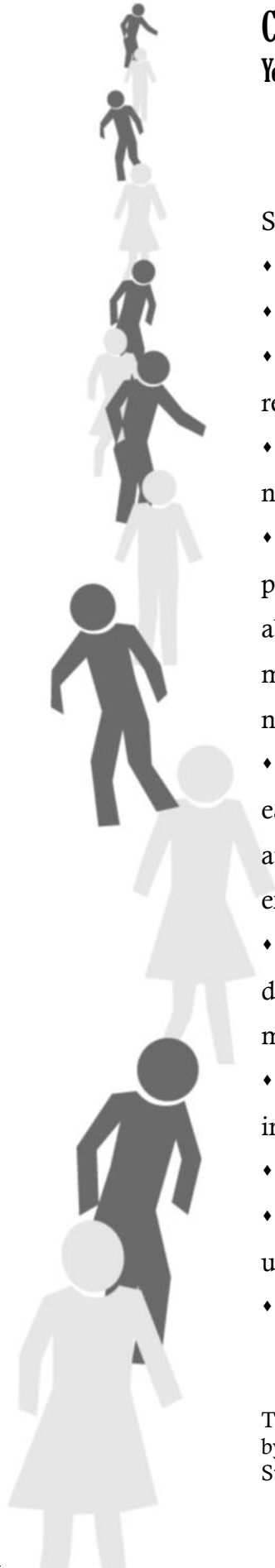
How did you feel when you were around this adult?

What did this adult teach you about yourself and the world around you?

From

Zeldin, S. (1996). *Advancing youth development curriculum*. Washington, DC: Academy for Educational Development/Center for Youth Development and Policy Research.

Session 1—Handout 1e



Characteristics of Supportive Adults

Youth Survey Comments

Smart ♦ Open minded ♦ Positive minded

- ♦ Accept alternatives ♦ Keep eyes open for us
- ♦ Know about IL skills and program policies
- ♦ Educated ♦ Positive help ♦ Should be able to relate to teenagers ♦ Flexible ♦ Respectful
- ♦ Make youth feel special ♦ Be open to explore new things ♦ Truly care about us ♦ Enthusiastic
- ♦ Individual approach with youth ♦ Set examples ♦ Treat youth like normal kids ♦ Be available to help at all times ♦ Show commitment to my needs ♦ Nice ♦ Hope ♦ Know how to network ♦ Work hard to help us and know us
- ♦ Interesting ♦ All ears ♦ Options ♦ Down to earth ♦ Thoughtful ♦ Dependable ♦ Positive attitude ♦ Be understanding and have realistic expectations ♦ Optimistic ♦ Laid back
- ♦ Outgoing personality ♦ Encourage positive decision making ♦ Have knowledge of available money ♦ Lots of time ♦ Involved with youth
- ♦ Stick with youth even after care ♦ Give good information ♦ Take active role ♦ Spend time
- ♦ Reliable ♦ Peer tutors ♦ Patient ♦ Caring
- ♦ Available ♦ Consistent ♦ Supportive ♦ Know us ♦ Be real ♦ Honest ♦ Good hygiene
- ♦ Understanding

These characteristics of supportive adults were identified by over 700 youth in care in the southeastern United States.

Session 1—Handout 1f

Interdependent Living Activity

Identify words which are associated with each of the following:

Dependent	Interdependent	Independent

Youth Development Outcome Areas

Identity

Safety and Structure

A safe and predictable environment that promotes honesty, trust and respect

Self-worth

A sense of being a good person who can and does make meaningful contributions

Mastery and Future

A perception that one has control over present actions and will succeed in the future

Belonging and Membership

A feeling of being included and motivated to be associated with others

Responsibility and Autonomy

A sense of accountability for one's actions toward self and others

Spirituality and Self-awareness

Appreciation of oneself and attachment to extended families, cultural groups, communities, higher deities and/or spiritual principles

Abilities

Physical Health

The ability and motivation to act in ways that best protect and ensure current and future health for oneself and others

Mental Health

The ability and motivation to respond affirmatively to and to cope with positive and adverse situations; to reflect on one's own emotions and surrounding and to engage in fun

Intellectual Ability

The ability and motivation to learn in school and in other settings; to gain the basic knowledge needed to graduate from high school; to use critical thinking and creative, problem-solving and expressive skills; to conduct independent study

Employment

The ability and motivation to gain the functional and organizational skills necessary for employment, including an understanding of careers and options and the steps necessary to reach goals

Civic and Social Ability

The ability and motivation to work collaboratively with others for the common good and to build and sustain caring relationships with others

Cultural Ability

The ability and motivation to respect and respond affirmatively to differences among groups and individuals of diverse backgrounds, interests and traditions

From

Zeldin, S. (1996). *Advancing youth development curriculum*. Washington, DC: Academy for Educational Development/Center for Youth Development and Policy Research.

Session 1—Handout 1h

Positive Youth Development Principles

Youth need opportunities to learn, practice and participate.

Competent and caring relationships provide support for success.

New roles and responsibilities promote personal growth.

Youth participation builds confidence and self-esteem.

From

Zeldin, S. (1996). *Advancing youth development curriculum*. Washington, DC: Academy for Educational Development/Center for Youth Development and Policy Research.

Session 1—Handout 1i

“Through interdependent relationships with family, friends, and community, and particularly through connections with competent and caring adults, transitioning youth will have the resources and supports to succeed in all of the important areas of their lives.”

From

Casey Family Programs. (2001, September). *It's my life: A framework for youth transitioning from foster care to successful adulthood*. Seattle, Washington: Author.

Session 1—Handout 1j

Overview of Curriculum Sessions

Session 1

Personalizing Youth Work

To introduce the concept of positive youth development

Session 2

Measuring Success

To emphasize how workers can use youth development outcomes successfully with youth in care

Session 3

Connecting with Youth Culture

To identify challenges, barriers and opportunities for youth input and participation

Session 4

Seeing Me Though Your Eyes

To present approaches for increasing youth input and participation

Session 5

Opportunities for Positive Youth Development

To promote application of workers' knowledge and skills for positive youth development

Session 6

Supports for Positive Youth Development

To teach participants three types of support that youth need for positive development: emotional, motivational and strategic

Session 7

Family & Community Connections for Positive Youth Development

To promote strategies for connecting youth with relationships and resources that promote their positive development

Session 8

Walking the Talk

To review the knowledge and skills participants obtained through the training and how these will be applied to promote positive youth development

