

Session 2

Measuring Success

Facilitator Notes

Key Concepts

- Positive youth development outcomes provide a framework to promote interdependence.
- Skilled workers use agency services, community resources and youth interactions to encourage positive youth development.
- Adult attitudes and behaviors—no matter how small—impact youth in care.

Highlights

- Identifying outcome areas for youth in care
- Session video
- Recognizing current services, resources and interactions which promote interdependence of youth in care
- Understanding how adult approaches promote or inhibit goals in working with youth in care

Challenges

- Facilitating activities and discussions which help participants learn how to promote interdependence of youth in care
- Encouraging participants to “walk in youths’ shoes” to identify interactions among youth, adults and peers that promote interdependence
- Facilitating participants’ understanding that youth in care desire many of the same outcomes practitioners strive to provide—attitude and approach often interfere with the working relationship (Activity 5)
- Communicating how youth experience being treated as objects, recipients or resources by workers and caregivers

Materials

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

Session Objective

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

Session Outline

- Activity 2.1
Welcome (15 minutes)
 - ☒ Acknowledging ways that adults contribute to the personal development of youth
- Activity 2.2
Safety, Permanency and Well-being (45 minutes)
 - ☒ Connecting program goals to positive development outcomes for youth
- Activity 2.3
Session Video (20 minutes)
 - ☒ Highlighting how youth perceive success
- Break (15 minutes)
- Activity 2.4
Helping Hands (30 minutes)
 - ☒ Identifying how agency services, community resources and interactions can promote positive youth development
- Activity 2.5
Approaches and Behaviors (40 minutes)
 - ☒ Identifying how various approaches affect youth in care
- Activity 2.6
Session Wrap-up (15 minutes)

Session Handouts and Overheads

- ☒ Outcome Measures From a Youth Perspective 2a
- ☒ Matrix of Positive Youth Development Outcomes 2b
- ☒ Services, Resources and Interactions to Support Youth Development 2c
- ☒ Promoting Positive Youth Development: A Quick History of Goals 2d
- ☒ Inventory of Definitions. 2e
- ☒ Situations for Conversations 2f

Session 2—Activity 2.1

Welcome and Introduction

Learning Objective

Participants will be able to acknowledge ways that adults contribute to the personal development of youth.

Materials

- ❑ Flip chart, markers and tape

Time

15 minutes

Facilitator Preparation

- ❑ Write “Safety,” “Permanency” and “Well-being” on a flip chart.
- ❑ Identify group norms, if this is a stand-alone session.
- ❑ 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 Session 2.

Step 2

- ❑ Ask participants to recall the significant adult they identified in Session 1.
- ❑ Remind participants of the youth development outcome areas and to think about how this adult supported their personal development.

Step 3

- ❑ Ask participants to quickly identify how their significant adult contributed to their safety, permanency and/or well-being.
- ❑ Instruct participants to identify a word or phrase that summarizes how this adult supported their personal development.

Step 4

- ❑ Invite participants to introduce themselves and to share the role of their significant adult and how this person supported their personal development.

Step 4

- ❑ Tell participants that this session will emphasize how youth development outcomes mesh with foster care goals and approaches that assist youth in care.

Step 5

- ❑ Review the highlights from the previous session:
 - Session 1
 - Importance of healthy youth/adult relationships
 - Importance of promoting interdependence
 - Attitudes that inhibit and promote positive youth development

Step 6

- ❑ Review Session 2 objective:
 - To emphasize how workers can use youth development outcomes successfully with youth in care

Session 2—Activity 2.2

Safety, Permanency and Well-being

Learning Objective

Participants will be able to connect program goals of safety, permanency and well-being to positive youth development outcomes.

Materials

- Flip chart, markers and tape
- Half sheets of paper
- Sticky wall
- Index cards
- Handouts 2a and 2b

Time

45 minutes

Facilitator Preparation

- Print development outcome areas on separate cards and place on the sticky wall.
- Print development outcome areas on separate index cards to use in Step 4.

Procedure

Step 1

- Write the words “Safety,” “Permanency” and “Well-being” on the flip chart.
- Facilitate a discussion by asking the following questions:
 - “What do these three terms mean to you?”
 - “If these are goals of your work, how are they measured?”

Step 2

- Distribute **Handout 2a** and allow participants to read it.

Step 3

- Facilitate a discussion by asking the following questions:
 - “What stands out for you in this article?”
 - “Why is it important for adults to understand what youth in care say about their desired goals and outcomes?”

Step 4

- Ask participants to form 12 groups. Distribute to each group an index card with a youth development outcome area written on it.
- Instruct each group to discuss the development outcome area as it relates to youth in care and to describe what a successful outcome for youth in this area might look like.

Step 5

- Instruct each group to place their descriptions on separate half sheets of paper.

Step 6

- Invite groups to introduce their descriptions by placing their half sheets next to their assigned development outcome area on the sticky wall and by reading each description aloud.

Step 7

- ❑ Facilitate a discussion by asking the following questions:
 - “What was difficult about this activity?”
 - “How do youth development outcomes fit into the safety, permanency and well-being objectives of your department?”
 - “For belonging and membership, what might youth in care have to give up, compromise or adjust?”
 - “How might youth development outcome areas be helpful in your work?”

Step 8

- ❑ Distribute **Handout 2b** and introduce the categories of each youth development outcome.
- ❑ Invite groups to use **Handout 2b** to review the particular development outcome area they were assigned in Step 5.
- ❑ State that **Handout 2b** will be used during subsequent sessions of the *Interdependent Living Curriculum*.
 - This handout is meant to serve as a guide to help identify strategies for promoting positive youth development.

Session 2—Activity 2.3

Session Video

Learning Objective

Participants will be able to identify how youth perceive success.

Materials

- Video
- Half sheets of paper
- Sticky wall

Time

30 minutes

Facilitator Preparation

- Write the questions asked of youth in the video on flip chart paper:
 - “What do you need to be successful on your own?”

Procedure

Step 1

- Invite participants to share youth responses to the interview question that they were assigned in the last session:
 - “What do you need to be successful on your own?”
- 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
 - How do youth identify success?
 - How does foster care prepare and/or fail youth?
 - With what development outcome areas do youth identify?

Step 4

- Show Session 2 video.

Step 5

- Facilitate a discussion by asking each group to share their observations.
- Review youth interview responses to identify similarities and differences.

Step 6

- Stress that the *Interdependent Living Curriculum* emphasizes the importance of development outcomes not only as worthwhile goals, but also as a way to connect service objectives to a youth driven perspective.

Session 2—Activity 2.4

Helping Hands

Learning Objective

Participants will be able to increase their knowledge of agency services, community resources and interactions that promote youth development.

Materials

- Flip chart, markers and tape
- Handouts 2c and 2d

Time

30 minutes

Facilitator Preparation

- Write youth development principles from **Handout 1h** on a flip chart.
- Write the following question on a flip chart:
 - “What agency services, community resources and interactions are available to youth in care to promote positive youth development?”

Procedure

Step 1

- Remind participants of the positive youth development principles and 12 outcome areas.
- Acknowledge that much of the participants’ work is promoting development of youth in care.
- Introduce this activity by discussing how services, resources and interactions which participants already use in their work promote youth interdependence. This activity will surface specific services and address how they promote youth development.

Step 2

- Distribute **Handout 2c**.
- Direct participants to use **Handout 2c** in responding to the question written on the flip chart.

Step 3

- Ask participants to brainstorm at their table about current agency services, community resources and interactions that contribute to the development outcomes listed on the left side of the chart.

Note: It might be helpful to provide examples of agency services, community resources and interactions, such as:

- *Agency services—assessment, shelter, clothing allowance, life skill classes*
- *Community resources—mental health services, mentoring, tutoring, recreation programs*
- *Interactions—participation in case plan development, family connections, peer relationships, volunteer opportunities*

Step 4

- Ask each group to write specific agency services, community resources and interactions on separate half sheets and place the half sheets on the sticky wall under the appropriate categories.

Step 5

- Facilitate a discussion by asking the following questions:
 - “What development outcomes are easily addressed by agency services, community resources and interactions?”
 - “What development outcomes are more difficult to address through agency services, community resources and interactions?”
 - “How might agency services, community resources and interactions differ for youth at different ages and with differing abilities?”
 - “In what ways might development opportunities for youth in care be limited?”
 - “Why it is important for foster care workers to be familiar with agency services, community resources and interactions that promote positive youth development?”
- Highlight the importance of not only being familiar with services and resources but also of being intentional in using them to promote positive youth development.
 - It is important to meet youth where they are—not where it is most convenient for adults or according to what adults believe youth need.
- Remind participants that the objective is to move youth from being dependent on the system to becoming interdependent.

Step 6

- Acknowledge that program objectives sometimes fall short of meeting the development needs of youth.
 - Research indicates that a positive youth development approach extends beyond traditional youth work.
- Distribute **Handout 2d** and review.
- Stress that positive youth development is about involving many relationships and resources to facilitate positive outcomes with youth.

Step 7

- Facilitate a discussion by asking the following questions:
 - “What stands out for you as you review the handout?”
 - “What feelings surface for you in considering efforts to broaden your work?”
 - “What are the implications to your work?”

Step 8

- Recognize that participants’ comments might reflect a fear of additional work or responsibilities.
- Stress that participants’ roles in this work is to operate in ways that introduce opportunities, broker relationships, provide new roles and responsibilities and increase youth participation.
 - While this approach means operating more intentionally in certain areas, it also recognizes the importance of involving other caring and competent adults in the lives of youth for the significant roles they play.
- Mention that the next activity will explore how our approach with youth can detract from or support our goals.

Session 2—Activity 2.5

Approaches and Behaviors

Learning Objectives

Participants will be able to recognize how various approaches affect youth in care.

Materials

- ❑ Flip chart, markers and tape
- ❑ Handouts 2e and 2f

Time

40 minutes

Facilitator Preparation

- ❑ Cut **Handout 2f** into small slips of paper for Step 4.
- ❑ Write questions listed below in Step 3 on two flip chart sheets in this manner:

Where have you been treated as a(n)		
Object	Recipient	Resource
How does it feel when you are treated as a(n)		
Object	Recipient	Resource

Where are foster youth treated as a(n)		
Object	Recipient	Resource
What behavior might be observed when youth in care are treated as a(n)		
Object	Recipient	Resource

Procedure

Step 1

- ❑ Introduce this activity by explaining that how we approach our work is influenced by many factors, such as work environment, policies, work experiences, how adults treated us as youth and what we were taught in school.
 - It is important to acknowledge that how we approach a situation or a person affects the outcome of our efforts.

Step 2

- ❑ Draw a line and write “Object” at the left end of the line, “Recipient” in the middle, and “Resource” at the right end of the line.
- ❑ Distribute **Handout 2e** and review definitions of the three different approaches to treating youth.

Step 3

- ❑ Conduct a brainstorming activity and flip chart responses by asking:
 - “Where (places/situations) have you been treated as an object, as a recipient and as a resource?”
 - “How does it feel to be treated as an object, a recipient and as a resource?”
 - “Where are youth in care treated as objects, recipients and as resources?”
 - “What behaviors might be observed when youth in care are treated as objects, as a recipients and as resources?”
- ❑ Facilitate a discussion by asking:
 - “Which approach contributes to building positive relationships?”
 - “When is an object approach most appropriate?”
 - “Why does a resource approach make best sense when working with adolescents in care?”

Step 4

- ❑ Ask participants to select a partner.
- ❑ Place slips of paper from **Handout 2f** into a bowl or envelope and ask pairs to draw one of the following situations:
 - Developing a case plan
 - Determining a recommendation to the court regarding sibling contact
 - Discussing a conflict between a youth and foster parent
 - Purchasing new clothes and supplies for school
 - Opening a bank account for a youth
 - Referring a youth to a job opening
 - Discussing why a youth has missed mandatory life skill classes
 - Discussing plans following high school graduation
 - Expressing concern over a youth’s selection of friends
 - Discussing various group home rules a youth has violated

Step 5

- ❑ Provide the group with an example of the activity by conducting a quick role-play about one of the identified situations.
- ❑ Demonstrate clear differences between the three approaches.
 - Examples:
 - Object—the same rules apply to you as everyone else; conformity is the goal
 - Recipient—persuasion is the primary approach with logic and incentives used to obtain buy-in
 - Resource—youth input and perspective are sought as part of the solution

*Note: The resource approach does not mean that youth “get their way,” but that they are part of the problem solving. Use an example from **Handout 2f**.*

Step 6

- ❑ Instruct participants to take turns in pairs being the worker and the youth.
 - The initial conversation on the assigned topic area should be the worker speaking to the youth as an object.
- ❑ Ask participants to speak with the youth as a recipient, and finally as a resource.
 - The facilitator should give groups one minute for each situation.

Note: Facilitator should time each conversation and sound a bell or whistle to move to next role.

Step 7

- ❑ Invite the other participant in each pair to assume the role of the youth and select another situation to role-play.
- ❑ Move through each approach, allowing one minute intervals.

Step 8

- ❑ Facilitate a discussion by asking the following questions:
 - “What were some of the feelings you experienced as the youth?”
 - “Where were you challenged as the worker?”
 - “Did your intentions as a worker change as you altered your approach?”
 - “What skills can workers use to engage youth as a resource?”

Step 9

- ❑ Referring to the line on the flip chart, tell participants that early in life children may be treated as objects and recipients for their physical and emotional needs.
 - Once the child develops beyond pre-school age, being treated as a resource will contribute to increased self-esteem and self-confidence.
 - While younger children can serve as a resource for child welfare practitioners, they probably have greater needs as recipients.
 - It is important to recognize that when children and youth are treated as objects and recipients they become dependent upon the caretaker.
 - This keeps some youth in a comfort zone of being taken care of and having others make decisions for them.
 - Shifting our approach gradually to incorporate youth as resources, enhances relationships with youth, contributes to their personal development and promotes interdependency and self-sufficiency.

Adapted From

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

Session 2—Activity 2.6

Wrap-up

Learning Objective

Participants will be able to recall session information and learning.

Materials

- Flip chart, markers and tape
- Journal

Time

15 minutes

Facilitator Preparation

- Write words and phrases that capture the essence of this session on the flip chart. Some words or phrases include:
 - Agency services
 - Community resources
 - Object
 - Interactions
 - Recipient
 - Resource
 - Youth development outcomes

Procedure

Step 1

- Invite participants to recall what stood out for them in Session 2 and its relevance to their work.

Step 2

- Review highlights of the session by referring to words and phrases captured on the flip chart.
- Relate the session to learning from Session 1 and explain how this leads to the next session on youth culture.
- Review comments made during this session (or contained within survey information) regarding difficult relationship issues between youth in care and adults in the foster care system.
- Mention that involving youth as resources is important for positive youth development.

Step 3

- Direct participants to ask 3–4 youth the following questions from **Introduction Handout a** before the next session:
 - “How might age differences influence how youth and adults work together?”
 - “What are some stereotypes of and assumptions about youth today?”
- Ask participants to interview youth regarding symbols of current youth culture prior to Session 3 and to bring pictures, words, symbols and other objects that represent the current youth culture to use in forming a collage.

Step 4

- Invite participants to complete Session 2 in their journals.

Step 5

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

Session 2—Handout 2a

Outcome Measures

From a Youth Perspective

by Ann E. Newman

In September 2000, 192 youth and 140 adults from 22 states attended Destination Future 2000 in Chevy Chase, Maryland. The conference, sponsored by The University of Oklahoma National Resource Center for Youth Development, provided an opportunity for young people in foster care to discuss their concerns and ideas regarding the foster care system. This year's discussion focused on the Chafee Independence Program. Attendees were divided into 10 groups and given a topic relating to the new legislation to discuss. Each group was asked to identify barriers for implementation, and suggest creative strategies for addressing them.

Most of the topics were ones that had been discussed before at other youth conferences. However, one group was asked to discuss outcome measures, a topic with which many practitioners struggle. This group was given the following question to consider: "The Chafee Independence Program states that each state needs to be accountable for their performance and effectiveness of independent living services. In 5 years, how will we know if you got the help you needed, while in foster care, to make it on your own?"

Below is a list youth devised:

- Attaining an education
- On a path to a good college and benefits (health)
- Receiving support both in care and aftercare—having resources—someone to ask questions
- Receiving and giving emotional support
- Not relying on welfare
- Breaking the cycle of abuse; not depending on the CPS system
- Being self-confident and having high self-esteem
- Being able to care for own children—healthcare, school, daycare, appropriate discipline
- Providing system payback—mentors, time, advocacy
- Utilizing and incorporating effective life skills into daily life
- Developing and maintaining appropriate relationships
- Maintaining personal residence and managing finances
- Having reliable transportation
- Knowing about resources and how to get them

The group's second task was to think of some creative strategies that would help them achieve some of these indicators, as well as offer suggestions on measures to track success. Below are their suggested strategies and ideas of how to track them.

Outcome	Strategy	Tracking
Education	<ul style="list-style-type: none"> • Tuition waivers with supportive IL services including ongoing aftercare services 	<ul style="list-style-type: none"> • Youth will have graduated with diploma or will still be attending college
Career Path	<ul style="list-style-type: none"> • Mentoring and job shadowing • Ongoing educational support • Provide job fairs • Continue Medicaid support until on job/career path 	<ul style="list-style-type: none"> • Continue a relationship between the agency and youth (i.e. aftercare services, follow-up, length of time in job, promotions)
Having Resources	<ul style="list-style-type: none"> • Support—both in-care and aftercare (i.e., maintain relationship with IL worker) • Have established bank account by time you leave care • Fund for emergencies for 18–21 year olds • Aftercare support groups/services 	<ul style="list-style-type: none"> • Maintaining youths' addresses phones etc. • Number of youth voluntarily staying connected • Agency establish case category for aftercare
Being Self-confident with High Self-esteem	<ul style="list-style-type: none"> • More positive environments • Leadership training/conferences • Expand youth-led events/training 	<ul style="list-style-type: none"> • Surveys of IL graduates • Youth involvement in training and improving the system

Outcome	Strategy	Tracking
Emotional Support	<ul style="list-style-type: none"> • Encourage foster parent connections • IL grads continue meeting • Empower foster parents with many of the guardian responsibilities to develop stronger ties • Effective mentor programs • Mental health and counseling services available 	<ul style="list-style-type: none"> • Administrative paperwork or contact log
Break Cycle of Abuse	<ul style="list-style-type: none"> • Positive foster care placements • Parenting classes—continued IL • Skills training • Ongoing training for youth • Continued counseling 	<ul style="list-style-type: none"> • Not having next generation going to foster care • Hospital records
Ability to Care for Own Children	<ul style="list-style-type: none"> • Parenting classes • Positive role models at home • Immediate aftercare support services before there is a problem • Help identify quality day care services • Parenting shadowing program • Teen/IL graduate parent support groups • Obtain money to support for daycare as part of aftercare services 	
Provide System Payback	<ul style="list-style-type: none"> • Agencies encourage IL graduate involvement (i.e. agency employee, and foster parent recruitment) • Stay in contact with IL graduates • Use IL graduates as mentors/volunteer trainers • Provide tuition support for volunteer work 	<ul style="list-style-type: none"> • Number of foster youth who come back and help • Alumni newsletter/report developed by them
Maintain Personal Residence	<ul style="list-style-type: none"> • Strong life skills training • Aftercare supports • Independent living allowances 	<ul style="list-style-type: none"> • Follow-up surveys (i.e. How often have you moved?, etc.)

What were the results?

Two themes emerge from the youths' discussions: make it on their own.

- Support
- Involvement

Support

More than once, youth articulate the need for support. They recognize, although they are emancipating, the continuing need of support from mentors, support groups and/or foster parents to

Involvement

In many ways youth involvement is a form of support for the youth. Involving them in training, as mentors, as employees or in aftercare services helps them transition, stay connected, and give them confidence. It also allows them to gain support from those with whom they are working and

gives them a sense of “giving back” to their community.

It’s interesting to note that out of the 14 outcomes youth identified, only 5 are tangible skills: Education, job/career, housing, healthcare and resourcefulness. However, by looking at the youth’s list, it’s intangible skills that they see as most important. Are we missing the boat? We talk about the importance of parenting, maintaining relationships, and having emotional support, but are we giving these the attention they demand? The youth know that without those intangible skills their tangible skills can only get them so far.

This presents a quandary for states as they begin to figure out ways to justify their programs. Traditionally, states focused on the measurable tangible skills to determine the effectiveness of

programs. Because of this, and the limited time practitioners have to work with youth, tangible skills have been the focus. However, if we listen to our young people and focused on intangible skills, wouldn’t programs be more successful? We would certainly know more about the success of our programs if we could find a way to measure those intangible skills. The idea of trying to measure the intangible skills isn’t something new. But how many times do we have to hear it before we get the hint?

From

Newman, A. (2000, December). Outcome measures: From a youth perspective. *Daily Living Newsletter*, 14(4), 9.

Session 2—Handout 2b, Matrix of Positive Youth Development Outcomes—1

Youth Development Outcome—Belonging and Membership

Youth feel included and motivated. They have meaningful roles as participants and leaders.

Indicators	Strategies	Things to Consider	How it Works
<ul style="list-style-type: none"> Youth identify with a group and join or volunteer in organizations or clubs 	<ul style="list-style-type: none"> Placement considerations include common interests and familiar settings 	<ul style="list-style-type: none"> Intimidating behaviors like bullying, name calling and physical harassment make youth feel unwelcome and excluded 	<ul style="list-style-type: none"> Residential placement requires all residents to come together each Sunday evening for family meals and activities
<ul style="list-style-type: none"> Youth take advantage of available opportunities to develop a sense of belonging 	<ul style="list-style-type: none"> Residential placement promotes group cohesion through shared experiences, open dialogue and consistent time together 	<ul style="list-style-type: none"> Ceremonies and traditions stimulate group cohesion 	<ul style="list-style-type: none"> Youth are invited to participate in a committee reviewing IL services and supports
<ul style="list-style-type: none"> Youth feel connected to at least one other pro-social person 	<ul style="list-style-type: none"> Provide youth ongoing opportunities to participate in group activities, team events, and gatherings 	<ul style="list-style-type: none"> Some youth may be reluctant to join without an invitation or encouragement 	<ul style="list-style-type: none"> Youth participate in birth family events during holidays
<ul style="list-style-type: none"> Youth participate in groups at school and/or in the community 	<ul style="list-style-type: none"> Encourage team sports, clubs, musical groups that promote membership and pride 	<ul style="list-style-type: none"> Don't force youth if they aren't motivated by shared interests 	<ul style="list-style-type: none"> Youth are involved in regular sports team or arts groups activity
<ul style="list-style-type: none"> Youth perceive belonging to family and community 	<ul style="list-style-type: none"> Family and community members can help youth feel valued and included 	<ul style="list-style-type: none"> Relationships and group dynamics can present challenges – support youth to express feelings and problem-solve situations 	<ul style="list-style-type: none"> Youth have access to family and community members of their choosing
<ul style="list-style-type: none"> Youth have one or more close friends 	<ul style="list-style-type: none"> Encourage youth to spend time with friends 	<ul style="list-style-type: none"> Common interests bring people together 	<ul style="list-style-type: none"> Youth are allowed sleepovers and outings with friends

Adapted From

Almquist, P., Brekke, B., Droymans, S. R., Fruechte, K., Matlack, M., McAndrews, B., Morreim, P., Ogg-Graybill, J., Piehl, B., Walker, J., & Zurcher, T. (2000, June). *Keys to quality youth development*. St. Paul, MN: University of Minnesota Extension Service.

Youth Development Outcome—Safety and Structure

Youth live in safe and predictable environments that promote honesty, trust and respect among all youth and adults

Indicators	Strategies	Things to Consider	How it Works
<ul style="list-style-type: none"> Youth are comfortable discussing interpersonal and intrapersonal issues 	<ul style="list-style-type: none"> Support a youth-directed group to establish expectations around safety and respect 	<ul style="list-style-type: none"> Intimidating behaviors like bullying, name calling and physical harassment make youth feel unsafe 	<ul style="list-style-type: none"> A foster home assigns roles to youth to monitor safe and respectful interactions among youth
<ul style="list-style-type: none"> Youth have a sense of predictability in their daily lives 	<ul style="list-style-type: none"> Allow youth to manage an area of daily living, such as making their own medical appointments 	<ul style="list-style-type: none"> Expectations regarding respect are maintained by all, not just those in charge 	<ul style="list-style-type: none"> Invite youth to orient new residents about daily routines and structure
<ul style="list-style-type: none"> Youth feel safe at home, at school and in the neighborhood 	<ul style="list-style-type: none"> Various environments have clear rules, expectations and consequences that promote safety and respect for youth and adults 	<ul style="list-style-type: none"> Public posting of expectations reinforces what everyone in the group has agreed to 	<ul style="list-style-type: none"> Establish clear expectations about safety and respect with foster parents and other adults (i.e., no name calling, no raising voices)
<ul style="list-style-type: none"> Youth are able to express concerns about safety issues 	<ul style="list-style-type: none"> Involve youth when discussing violations of expectations by youth and adults 	<ul style="list-style-type: none"> Safety encompasses physical, psychological and emotional well-being 	<ul style="list-style-type: none"> Youth identify key elements of safety and respect to incorporate in residential rules
<ul style="list-style-type: none"> Boundaries are clear and consistently supported 	<ul style="list-style-type: none"> Engage youth in leadership roles to monitor and promote safe and predictable settings 	<ul style="list-style-type: none"> Adults should be clear and consistent role models for youth 	<ul style="list-style-type: none"> Safety means respectful interactions between everyone – youth and adults
<ul style="list-style-type: none"> Environments maintain safety and respect for all regardless of differences 	<ul style="list-style-type: none"> Group members freely express when they feel ignored or insulted 	<ul style="list-style-type: none"> Respectful environments are key to feeling safe 	<ul style="list-style-type: none"> House rules support respectful interactions which promote healthy relationships

Adapted From

Almquist, P., Brekke, B., Droymans, S. R., Fruechte, K., Matlack, M., McAndrews, B., Morreim, P., Ogg-Graybill, J., Piehl, B., Walker, J., & Zurcher, T. (2000, June). *Keys to quality youth development*. St. Paul, MN: University of Minnesota Extension Service.

Youth Development Outcome—Self-worth

Youth feel good about themselves and about their ability to make meaningful contributions

Indicators	Strategies	Things to Consider	How it Works
<ul style="list-style-type: none"> Youth are able to articulate bad feelings about themselves 	<ul style="list-style-type: none"> Support opportunities for youth to process negative feelings 	<ul style="list-style-type: none"> Self-worth and personal power grow through service to others 	<ul style="list-style-type: none"> Foster parents spend designated time with youth each week to discuss what went well and what did not feel good
<ul style="list-style-type: none"> Youth are able to identify three things that they like about themselves 	<ul style="list-style-type: none"> Include youth in daily decisions and activities with clear roles and expectations 	<ul style="list-style-type: none"> Group celebrations are important to acknowledge accomplishments and contributions 	<ul style="list-style-type: none"> Establish a routine prior to breakfast for youth in care to identify what they hope to accomplish for the day
<ul style="list-style-type: none"> Youth are able to cite three accomplishments that they did not believe they could do 	<ul style="list-style-type: none"> Provide opportunities for youth to be supported and challenged 	<ul style="list-style-type: none"> Challenging opportunities promote self doubt and self growth 	<ul style="list-style-type: none"> Invite youth to share what they have achieved
<ul style="list-style-type: none"> Youth feel liked and respected by others 	<ul style="list-style-type: none"> Create an environment of open discussions focused on feelings, perceptions and experiences 	<ul style="list-style-type: none"> Understanding and empathy come through service to others 	<ul style="list-style-type: none"> Organize a group activity for youth to perform community services, such as cleaning graffiti, painting an elderly person's house, etc.
<ul style="list-style-type: none"> Youth take pride in their appearance 	<ul style="list-style-type: none"> Promote opportunities where youth are expected to “dress up” 	<ul style="list-style-type: none"> Remember that hair styles, clothes and accessories are matters of personal taste 	<ul style="list-style-type: none"> Provide an opportunity for youth to visit hair stylists to create new looks
<ul style="list-style-type: none"> Youth demonstrate a healthy sense of humor 	<ul style="list-style-type: none"> Provide more positive affirmations than negative feedback and reactions 	<ul style="list-style-type: none"> Laughing at yourself is different than others laughing at you 	<ul style="list-style-type: none"> Role model a sense of humor by sharing personal stories about lessons learned

Adapted From

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Youth Development Outcome—Mastery and Future

Youth feel proud of their accomplishments and confident that they will succeed in the future

Indicators	Strategies	Things to Consider	How it Works
<ul style="list-style-type: none"> Youth express optimism and enthusiasm about the future 	<ul style="list-style-type: none"> Give youth time and attention to show youth how to do new things 	<ul style="list-style-type: none"> Youth may be reluctant to try new things if they have experienced negative feedback when they fall short of desired outcomes 	<ul style="list-style-type: none"> Foster parents request that youth identify one new goal which will promote self-improvement
<ul style="list-style-type: none"> Youth are willing to try new experiences 	<ul style="list-style-type: none"> Give youth recognition when they do something well 	<ul style="list-style-type: none"> Developmentally appropriate opportunities need necessary supports 	<ul style="list-style-type: none"> IL group organizes community-based experiences which youth identified and planned
<ul style="list-style-type: none"> Youth set realistic but more difficult goals as their competencies increase 	<ul style="list-style-type: none"> Provide youth opportunities to process new experiences 	<ul style="list-style-type: none"> Youth will be eager to push toward independence even when unprepared 	<ul style="list-style-type: none"> Youth plan and prepare a group meal
<ul style="list-style-type: none"> Youth have one or more friends who are actively preparing for the future 	<ul style="list-style-type: none"> Provide opportunities for youth to spend constructive time sharing interests with peers 	<ul style="list-style-type: none"> Positive peer influence motivates youth to plan for future activities and experiences 	<ul style="list-style-type: none"> Youth join sports teams with hopes of having successful seasons
<ul style="list-style-type: none"> Youth can articulate interdependent skills and areas needing improvement 	<ul style="list-style-type: none"> Provide opportunities for self-assessment and practice of desired skills 	<ul style="list-style-type: none"> Feedback and observations from others will help youth understand areas for improvement 	<ul style="list-style-type: none"> Peer group provides feedback following personal presentation
<ul style="list-style-type: none"> Youth are open to feedback and observations about their skills 	<ul style="list-style-type: none"> Use positive affirmations more often than negative feedback 	<ul style="list-style-type: none"> Positive affirmations need to be repeated often before becoming internalized 	<ul style="list-style-type: none"> IL group celebrates individual accomplishments through rituals
<ul style="list-style-type: none"> Youth have personal resources to accomplish plans for the future 	<ul style="list-style-type: none"> Help youth understand what is needed to succeed 	<ul style="list-style-type: none"> Caring relationships contribute to personal growth 	<ul style="list-style-type: none"> Youth learn how to problem-solve with existing resources

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Matrix of Positive Youth Development Outcomes—5

Youth Development Outcome—Responsibility and Autonomy

Youth feel accountable for their own actions and their consequences to others

Indicators	Strategies	Things to Consider	How it Works
<ul style="list-style-type: none"> Youth feel they have some control over daily events 	<ul style="list-style-type: none"> Communicate clear expectations and boundaries 	<ul style="list-style-type: none"> Self worth and mental health issues may interfere 	<ul style="list-style-type: none"> Youth participate in expressive activities to process what they want to become
<ul style="list-style-type: none"> Youth are willing to accept new responsibilities 	<ul style="list-style-type: none"> Increase responsibilities as youth develop 	<ul style="list-style-type: none"> Frame responsibilities as “win/win” situations—not like burdens or additional work 	<ul style="list-style-type: none"> Systematically extend curfew as youth demonstrate responsible behavior
<ul style="list-style-type: none"> Youth readily acknowledge personal contributions and responsibilities 	<ul style="list-style-type: none"> Discuss with youth current and future responsibilities and contributions 	<ul style="list-style-type: none"> Low self-esteem may cause youth to discount personal contributions 	<ul style="list-style-type: none"> Invite youth to share in a group setting ways they are responsible and where growth is needed
<ul style="list-style-type: none"> Youth demonstrate consistent follow-through on tasks 	<ul style="list-style-type: none"> Assign developmentally appropriate tasks which engage and challenge youth 	<ul style="list-style-type: none"> Responsibility is learned through accomplishments and failures 	<ul style="list-style-type: none"> Process how youth are handling responsibilities
<ul style="list-style-type: none"> Youth solicit additional information about assigned tasks and expectations 	<ul style="list-style-type: none"> Invite questions or further clarification about expectations and assigned roles and responsibilities 	<ul style="list-style-type: none"> Communication is key in supporting youth to assume additional responsibilities 	<ul style="list-style-type: none"> Adults spend time with youth to talk about increased responsibilities and necessary supports
<ul style="list-style-type: none"> Youth demonstrate respect of others 	<ul style="list-style-type: none"> Role-model respect for what each person has to contribute 	<ul style="list-style-type: none"> Youth learn to value others through what is modeled in their environments 	<ul style="list-style-type: none"> Youth participate in experiences which expose them to different types of people
<ul style="list-style-type: none"> Youth appropriately express emotions 	<ul style="list-style-type: none"> Provide consistent feedback with alternative suggestions 	<ul style="list-style-type: none"> Appropriate emotional expressions are difficult 	<ul style="list-style-type: none"> Youth are held accountable for actions and words
<ul style="list-style-type: none"> Youth understand differences between right and wrong 	<ul style="list-style-type: none"> Surround youth with healthy, positive adults 	<ul style="list-style-type: none"> Right and wrong may vary by experience and perception 	<ul style="list-style-type: none"> Provide opportunities for youth to voice personal perspectives

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Matrix of Positive Youth Development Outcomes—6

Youth Development Outcome—Spirituality and Self-awareness

Youth feel unique and intimately attached to extended families, cultural groups, communities, higher deities and/or principles

Indicators	Strategies	Things to Consider	How it Works
<ul style="list-style-type: none"> Youth identify with family and cultural groups 	<ul style="list-style-type: none"> Provide opportunities for youth to explore cultural connections 	<ul style="list-style-type: none"> Family and cultural connections promote self awareness 	<ul style="list-style-type: none"> Youth interview elders from their cultural groups to understand their history
<ul style="list-style-type: none"> Youth identify unique personal qualities 	<ul style="list-style-type: none"> Identify unique qualities in youth 	<ul style="list-style-type: none"> Youth may need assistance identifying personal qualities 	<ul style="list-style-type: none"> Youth maintain scrapbooks of personal experiences and characteristics
<ul style="list-style-type: none"> Youth participate in some form of spiritual expression 	<ul style="list-style-type: none"> Residential placement provides supports for youth to continue spiritual participation and expression 	<ul style="list-style-type: none"> Youth should be able to explore various spiritual areas if interested 	<ul style="list-style-type: none"> Youth have opportunities to participate in spiritual activities of their choice
<ul style="list-style-type: none"> Youth identify community connections 	<ul style="list-style-type: none"> Provide access to community settings for spiritual practices 	<ul style="list-style-type: none"> Personal supports can provide transportation and other logistics to meet spiritual needs & interests 	<ul style="list-style-type: none"> Youth are part of groups with similar spiritual beliefs and practices
<ul style="list-style-type: none"> Youth understand, appreciate and reflect on their emotions 	<ul style="list-style-type: none"> Process emotional experiences with youth which validate their feelings 	<ul style="list-style-type: none"> Youth may not feel safe or comfortable expressing their emotions 	<ul style="list-style-type: none"> Youth maintain journals for private reflections on emotions

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Youth Development Outcome—Physical Health

Youth act in ways that best protect and ensure current and future health for themselves and others

Indicators	Strategies	Things to Consider	How it Works
<ul style="list-style-type: none"> Youth are able to perform daily tasks 	<ul style="list-style-type: none"> Provide youth with health maintenance information 	<ul style="list-style-type: none"> Support systems promote regular health maintenance and care 	<ul style="list-style-type: none"> Youth are responsible for daily health maintenance
<ul style="list-style-type: none"> Weights are proportionate to heights 	<ul style="list-style-type: none"> Discuss the range of healthy weight and height proportions 	<ul style="list-style-type: none"> Fashion images can promote unrealistic body images 	<ul style="list-style-type: none"> Set goals with youth to maintain healthy weight
<ul style="list-style-type: none"> Youth experience low incidence of illness 	<ul style="list-style-type: none"> Teach youth how to recognize signs of illness 	<ul style="list-style-type: none"> Youth need to know family medical history 	<ul style="list-style-type: none"> Connect youth to people with strong health maintenance skills
<ul style="list-style-type: none"> Youth know how to access helping resources 	<ul style="list-style-type: none"> Provide information and practice on accessing health resources 	<ul style="list-style-type: none"> Health care systems have barriers which might inhibit access (i.e., attitudes, parental consent, paperwork) 	<ul style="list-style-type: none"> Encourage youth to set and manage own appointments and to complete related paperwork
<ul style="list-style-type: none"> Youth eat healthy diets 	<ul style="list-style-type: none"> Provide dietary and nutrition information 	<ul style="list-style-type: none"> Busy schedules may promote poor diet 	<ul style="list-style-type: none"> Youth prepare menu and meals for household
<ul style="list-style-type: none"> Youth exercise regularly 	<ul style="list-style-type: none"> Encourage and provide opportunities for physical activity in areas of interest 	<ul style="list-style-type: none"> Exercise works when it is personally interesting 	<ul style="list-style-type: none"> Organize team activities (field activities, volleyball game) for the group household
<ul style="list-style-type: none"> Youth abstain from alcohol, tobacco and other drugs 	<ul style="list-style-type: none"> Provide opportunities to hear from addicts and cancer victims 	<ul style="list-style-type: none"> Family histories and peer groups influence use 	<ul style="list-style-type: none"> Youth self disclose use or are monitored through testing
<ul style="list-style-type: none"> Youth abstain from sex or regularly use contraceptives 	<ul style="list-style-type: none"> Discuss information regarding sexuality and health risks 	<ul style="list-style-type: none"> Peer pressure may encourage sexual contacts before youth are ready 	<ul style="list-style-type: none"> Openly discuss sexuality issues with youth and/or in peer group settings
<ul style="list-style-type: none"> Youth are aware of home safety issues 	<ul style="list-style-type: none"> Expose youth to safety measures in the home 	<ul style="list-style-type: none"> Youth may learn best with hands on approaches 	<ul style="list-style-type: none"> Assist in keeping homes safe

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Youth Development Outcome—Mental Health

Youth respond affirmatively and cope with positive and adverse situations. Youth reflect on their own emotions and surroundings and engage in leisure and fun

Indicators	Strategies	Things to Consider	How it Works
<ul style="list-style-type: none"> Youth regularly engage in recreation 	<ul style="list-style-type: none"> Help youth incorporate recreational activities into areas of youth lives 	<ul style="list-style-type: none"> Low self confidence and poor peer relations might inhibit participation 	<ul style="list-style-type: none"> Physical activities occur regularly in school, home life and IL functions
<ul style="list-style-type: none"> Youth have hobbies 	<ul style="list-style-type: none"> Support youth in identifying areas of interest 	<ul style="list-style-type: none"> Hobbies and interests are discovered as we journey through life 	<ul style="list-style-type: none"> Provide opportunities to explore hobbies and interests
<ul style="list-style-type: none"> Youth identify and pursue constructive alternatives to stressful situations 	<ul style="list-style-type: none"> Provide opportunities for youth to discuss fears, worries, stress 	<ul style="list-style-type: none"> Peer pressures may contribute to adolescent stress 	<ul style="list-style-type: none"> Provide privacy for youth to deal with stress in productive ways
<ul style="list-style-type: none"> Youth demonstrate coping skills 	<ul style="list-style-type: none"> Teach differences in healthy and unhealthy coping skills 	<ul style="list-style-type: none"> Coping skills may vary by person and by situation 	<ul style="list-style-type: none"> Role-play with youth how they will deal with conflict and stress
<ul style="list-style-type: none"> Youth are able to identify personal mental health needs 	<ul style="list-style-type: none"> Teach conflict resolution skills 	<ul style="list-style-type: none"> Youth complete self-assessment of mental health status 	<ul style="list-style-type: none"> Supportive relationships are critical to maintaining positive mental health
<ul style="list-style-type: none"> Youth express a variety of personal emotions to caring adults 	<ul style="list-style-type: none"> Provide opportunities to express issues in safe, supportive environment 	<ul style="list-style-type: none"> Youth may be comfortable discussing issues with only specific person(s) 	<ul style="list-style-type: none"> Provide youth weekly contacts with supportive people
<ul style="list-style-type: none"> Youth access helping resources 	<ul style="list-style-type: none"> Have youth practice accessing services 	<ul style="list-style-type: none"> Youth may be resistant to “counseling” activities and resources 	<ul style="list-style-type: none"> Youth identify strategies to maintain positive mental health
<ul style="list-style-type: none"> Youth demonstrate emotional self-control 	<ul style="list-style-type: none"> Obtain observations from schools and home life regarding self-control 	<ul style="list-style-type: none"> Everyone needs emotional releases 	<ul style="list-style-type: none"> Provide access to outlets (punching bag, journal, privacy) when needed

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Youth Development Outcome—Intellectual Ability

Youth are able and motivated 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

Indicators	Strategies	Things to Consider	How it Works
<ul style="list-style-type: none"> Youth consistently attend academic or vocational training 	<ul style="list-style-type: none"> Assist youth in identifying academic and vocational interests and resources 	<ul style="list-style-type: none"> Relationships can promote and support academic and vocational success 	<ul style="list-style-type: none"> Identify key persons (coach, teacher, sibling) who will promote success
<ul style="list-style-type: none"> Youth read for pleasure as well as for school 	<ul style="list-style-type: none"> Identify what youth enjoy reading 	<ul style="list-style-type: none"> Low reading skills and ability to focus may interfere with reading interests 	<ul style="list-style-type: none"> Provide access to appropriate reading materials (sports, news, fashion)
<ul style="list-style-type: none"> Youth communicate well orally 	<ul style="list-style-type: none"> Provide safe settings to communicate to individuals and groups 	<ul style="list-style-type: none"> Practice leads to competence 	<ul style="list-style-type: none"> Youth regularly communicate feelings and ideas in house meetings
<ul style="list-style-type: none"> Youth communicate well in writing 	<ul style="list-style-type: none"> Ask youth to write ideas, suggestions in areas of interest 	<ul style="list-style-type: none"> Some find it easier to write their feelings than to verbalize them 	<ul style="list-style-type: none"> Promote writing activities about interests and opinions
<ul style="list-style-type: none"> Youth are able to integrate knowledge into behaviors 	<ul style="list-style-type: none"> Provide opportunities to practice new knowledge 	<ul style="list-style-type: none"> Support is key to successful application of new knowledge 	<ul style="list-style-type: none"> Youth practice budgeting skills by managing personal expenses
<ul style="list-style-type: none"> Youth demonstrate creativity 	<ul style="list-style-type: none"> Provide opportunities for creative expression 	<ul style="list-style-type: none"> Creative expression includes art, dance, sports, decorating, cooking, music, debate, leadership 	<ul style="list-style-type: none"> Youth write a story or poem about their experiences in care
<ul style="list-style-type: none"> Youth lead and follow directions 	<ul style="list-style-type: none"> Encourage youth to seek clarification when needed 	<ul style="list-style-type: none"> Leadership opportunities promote self growth and awareness 	<ul style="list-style-type: none"> Incorporate youth as facilitators in life skill classes and peer groups
<ul style="list-style-type: none"> Youth demonstrate critical thinking and problem-solving skills 	<ul style="list-style-type: none"> Provide information and decision-making skills 	<ul style="list-style-type: none"> Everyone can learn from missteps and mistakes 	<ul style="list-style-type: none"> Discuss with youth how decisions lead to actions and alternative decisions

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Youth Development Outcome—Employment

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

Indicators	Strategies	Things to Consider	How it Works
<ul style="list-style-type: none"> Youth aspire to work and/or assume additional responsibilities 	<ul style="list-style-type: none"> Assist youth in identification of natural skills and abilities 	<ul style="list-style-type: none"> Some individuals prefer to work alone versus with groups or teams of persons 	<ul style="list-style-type: none"> Role play situations where youth request additional responsibilities
<ul style="list-style-type: none"> Youth are able to discuss personal experiences in the work world 	<ul style="list-style-type: none"> Encourage career explorations through daily experiences 	<ul style="list-style-type: none"> Introverted and extroverted persons perform at different levels depending on duties 	<ul style="list-style-type: none"> Encourage support persons to regularly process work experiences with youth
<ul style="list-style-type: none"> Employers request youth to work additional hours 	<ul style="list-style-type: none"> Support development of job readiness training and employment skills 	<ul style="list-style-type: none"> Getting along with others is often learned on the job 	<ul style="list-style-type: none"> Youth request overtime or altered work schedules on their own
<ul style="list-style-type: none"> Youth often choose employment above social opportunities 	<ul style="list-style-type: none"> Teach youth how to work with job placement agencies and assist youth with job coaching 	<ul style="list-style-type: none"> Processing work issues is important for youth 	<ul style="list-style-type: none"> Youth balance work with personal lives
<ul style="list-style-type: none"> Youth identify with workplace through work peers and company functions 	<ul style="list-style-type: none"> Help youth identify relationships which will assist in job acquisitions 	<ul style="list-style-type: none"> Employers sometimes treat staff as objects which can be a negative experience 	<ul style="list-style-type: none"> Provide transportation or other supports for youth to attend company functions
<ul style="list-style-type: none"> Youth discuss how work experiences increase self-esteem and identity 	<ul style="list-style-type: none"> Teach youth how to develop employment-based collaborations 	<ul style="list-style-type: none"> Belonging and self-worth contribute to employment success 	<ul style="list-style-type: none"> Invite youth to share how work contributes to their personal development
<ul style="list-style-type: none"> Youth seem motivated to perform well at work and meet expectations 	<ul style="list-style-type: none"> Provide opportunities for teamwork and cooperation with others 	<ul style="list-style-type: none"> Responsibility increases with delegated tasks and trust 	<ul style="list-style-type: none"> Ask youth to identify work accomplishments on a weekly basis
<ul style="list-style-type: none"> Youth organize daily lives to be punctual and productive at work 	<ul style="list-style-type: none"> Discuss realistic logistics (schedules, transportation, child care) related to successful work experiences 	<ul style="list-style-type: none"> Supports and logistics contribute to work success 	<ul style="list-style-type: none"> Allow youth to self-manage their work attendance

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Matrix of Positive Youth Development Outcomes—11

Youth Development Outcome—Civic and Social Ability

Youth are motivated to work collaboratively with others for the common good and to build and sustain caring relationships with others

Indicators	Strategies	Things to Consider	How it Works
<ul style="list-style-type: none"> Youth demonstrate ethical behaviors toward others 	<ul style="list-style-type: none"> Build compassion in youth through exposure to persons who are different 	<ul style="list-style-type: none"> Youth may be hesitant to initiate without encouragement 	<ul style="list-style-type: none"> Immediately confront disrespectful attitudes and treatment of others
<ul style="list-style-type: none"> Youth obey laws 	<ul style="list-style-type: none"> Provide youth opportunities for civic involvement 	<ul style="list-style-type: none"> Mistakes in judgment can lead to law violations 	<ul style="list-style-type: none"> Help youth participate in advocacy efforts to influence legislation
<ul style="list-style-type: none"> Youth listen to, respect and respond to ideas of others 	<ul style="list-style-type: none"> Encourage youth to promote ideas and suggestions for improved situations 	<ul style="list-style-type: none"> Observations and immediate feedback increase self awareness 	<ul style="list-style-type: none"> Set up a tour of homeless shelters or local city council meetings
<ul style="list-style-type: none"> Youth reflect on and refine their own values 	<ul style="list-style-type: none"> Suggest expressive activities which youth might enjoy 	<ul style="list-style-type: none"> Help youth identify their passions and concerns 	<ul style="list-style-type: none"> Provide youth with supplies for writing, art, music and other ways of self-expression
<ul style="list-style-type: none"> Youth are politically aware and active 	<ul style="list-style-type: none"> Provide youth with opportunities to view and understand others 	<ul style="list-style-type: none"> Youth form opinions from experiences and their environments 	<ul style="list-style-type: none"> Invite speakers to house meeting or IL group to inform and educate
<ul style="list-style-type: none"> Youth regularly make contributions to individuals and organizations in their communities 	<ul style="list-style-type: none"> Encourage youth to participate in community service activities 	<ul style="list-style-type: none"> Youth may have difficulty viewing themselves as resources for the community 	<ul style="list-style-type: none"> Initiate projects to clean up neighborhoods
<ul style="list-style-type: none"> Youth take responsibility for own actions and their consequences 	<ul style="list-style-type: none"> Ask youth to reflect and process feelings and actions 	<ul style="list-style-type: none"> Youth may need support in recognizing issues behind behaviors 	<ul style="list-style-type: none"> Provide youth with timely feedback and observations

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Youth Development Outcome—Cultural Ability

Youth respect and respond affirmatively to differences among groups and individuals of diverse backgrounds, interests and traditions.

Indicators	Strategies	Things to Consider	How it Works
<ul style="list-style-type: none"> Youth identify with specific cultural groups 	<ul style="list-style-type: none"> Value and promote family work 	<ul style="list-style-type: none"> Isolation from those with common traits may lead to self-doubts 	<ul style="list-style-type: none"> Provide opportunities for youth to spend time with cultural elders
<ul style="list-style-type: none"> Youth have one or more close friends of different races or ethnicities 	<ul style="list-style-type: none"> Promote youth opportunities outside of school to connect with persons from different backgrounds 	<ul style="list-style-type: none"> Prejudice is often based upon misinformation, fear or negative perceptions 	<ul style="list-style-type: none"> Develop projects which require youth to work closely with person(s) of different backgrounds
<ul style="list-style-type: none"> Youth listen to and respect opinions and needs of others 	<ul style="list-style-type: none"> Provide observations and feedback 	<ul style="list-style-type: none"> Encourage open dialogue and expression 	<ul style="list-style-type: none"> Support open dialogue in group meetings and peer settings
<ul style="list-style-type: none"> Youth appreciate and respect differences among individuals and groups 	<ul style="list-style-type: none"> Introduce youth to different persons through social settings, neighborhood projects, community events 	<ul style="list-style-type: none"> Negative characteristics can be viewed as personal qualities 	<ul style="list-style-type: none"> Encourage youth to explore various cultures and ethnic groups
<ul style="list-style-type: none"> Youth are able to connect personal attributes to family characteristics 	<ul style="list-style-type: none"> Introduce opportunities for youth to explore their cultural backgrounds 	<ul style="list-style-type: none"> Family characteristics can be both positive and negative 	<ul style="list-style-type: none"> Ensure that youth have regular contacts with family elders
<ul style="list-style-type: none"> Youth recognize that family histories and connections are part of their uniqueness 	<ul style="list-style-type: none"> Encourage youth participation in birth family functions and gatherings 	<ul style="list-style-type: none"> Family information is important for personal development 	<ul style="list-style-type: none"> Provide youth with honest, regular information about their birth families
<ul style="list-style-type: none"> Youth have healthy coping skills when treated negatively due to differences 	<ul style="list-style-type: none"> Provide information on how minority persons cope with oppression and discrimination 	<ul style="list-style-type: none"> Fear and resentment may promote generalized bias towards those who are different 	<ul style="list-style-type: none"> Explore with youth the sources of bias or insensitive attitudes toward others

Adapted From

Almquist, P., Brekke, B., Droymans, S. R., Fruechte, K., Matlack, M., McAndrews, B., Morreim, P., Ogg-Graybill, J., Piehl, B., Walker, J., & Zurcher, T. (2000, June). *Keys to quality youth development*. St. Paul, MN: University of Minnesota Extension Service.

Session 2—Handout 2c

Services, Resources and Interactions to Support Youth Development

Outcomes	Agency Services	Community Resources	Interactions
	Formal activities provided by the foster care system	Formal activities external to the foster care system	Interactions which promote youth development
Safety and Structure			
Self-worth			
Mastery and Future			
Belonging and Membership			
Responsibility and Autonomy			
Spirituality and Self-awareness			
Physical Health			
Mental Health			
Intellectual Ability			
Employment			
Civic and Social Ability			
Cultural Ability			

Session 2—Handout 2d

Promoting Positive Youth Development

A Quick History of Goals

Broaden the outcomes	➡	Beyond prevention and academics
Broaden the inputs	➡	Beyond services
Broaden the time frame	➡	Beyond quick fixes
Broaden the settings	➡	Beyond schools
Broaden the times	➡	Beyond traditional work hours
Broaden the actors	➡	Beyond the professionals
Broaden the targets	➡	Beyond labeling
Broaden youth roles	➡	Beyond recipients
Broaden the numbers	➡	Beyond pilots

From

Pittman, K., Irby, M., Tolman, J., Yohalem, N., & Ferber, T. (2001, September).

Preventing problems, promoting development, encouraging engagement: Competing priorities or inseparable goals? Takoma Park, MD: Forum for Youth Investment.

Inventory of Definitions

Youth Approached as Object

The adult knows what is best for the youth and views the youth as a member of a group or category (i.e., delinquent, abused, aggressive, oppositional).

In extreme situations the adult may decide she or he has a right to determine the circumstances under which the youth functions. Interactions occur without consideration of personal needs or individual strengths. A person being viewed and treated as an object usually knows it on some level.

“Category or class supercedes individuality.”

Youth Approached as Recipient

The adult still believes they know what is best for the youth, but she or he provides the youth an opportunity to participate. Thus, the youth is supposed to receive the benefits of what the adult gives to them.

The adult assumes that the youth will benefit from what the adult has to give, regardless of whether the youth accepts what the adult has to offer.

“Persuade the youth to accept what the adult has to give.”

Youth Approached as Resource

The adult respects what the youth can contribute and recognizes its value as something that will make a difference to the situation and be part of the solution.

Best results are obtained when youth are invited to participate with their insights, opinions, skills and talents.

“Work in partnership with youth as their own greatest resource.”

Adapted From

Lofquist, W. (1989). *Technology of prevention workbook*. Tucson, AZ: Associates for Youth Development, Inc.

Session 2—Handout 2f

Situations for Conversations

Note: Cut into slips of paper and distribute for Session 2.5 Step 4.

Developing a case plan

Determining a recommendation to the court regarding sibling contact

Discussing a conflict between a youth and foster parent

Purchasing new clothes and supplies for school

Opening a bank account for a youth

Referring a youth to a job opening

Discussing why a youth has missed mandatory life skill classes

Discussing plans following high school graduation

Expressing concern over a youth's selection of friends

Discussing various group home rules a youth has violated

