

## Tip Sheet

### ***V.I.T.A.L. Steps Applied to Case Practice***

#### **Focus: Positive Youth Development (PYD)**

**Best Practice Summary:** Through a positive youth development (PYD) framework, youth are more likely to join, attend, and be engaged in service delivery. Also, PYD involves a shift from targeting risk factors to promoting protective factors. In the 5 factor model of PYD, there are 5 components to build: Competence, Confidence, Character, Connection, Caring (compassion, social justice). By using Positive Youth Development frame interactions and work, we are supporting a young person's healthy development and counteracting trauma. PYD inputs can be represented through services, opportunities, and supports. We can embed PYD in every interaction with young people. In 2021 a provider consortium was created to partner with youth and develop manual of PYD guidance and coaching.

**Goals for activity:** Help young adults become healthy, productive and engaged

**V.I.T.A.L. Values, Essential Practice Principles, Core Practices in action. Applied in preparation for and during the process:** Strengthen and support, self-confidence, authentic youth engagement, belonging

- Opportunities include chances for young people to learn how to interact with the world around them. This involves giving opportunities to test out ideas and behaviors and experiment with different roles. It is important for the roles to be perceived as challenging and legitimate to young people.
- Services in PYD could include education, preparation for adulthood activities, after school activities, trauma-informed services. These services involve clear instructions, opportunities to express oneself and be part of a group, and supportive adults and peers who provide respect, high standards and affirmation to young people. Most Youth Service Bureaus offer PYD activities.
- Supports are defined by interpersonal relationships that allow the young person to take full advantage of existing services and opportunities. Supports are affirming and respectful, ongoing, and offered by a variety of people. Supports are relationship-driven.

**Adapted from:** National Association of Social Workers, (August 2020). Integrating Adolescent Brain Development Into Child Welfare Practice With Older Youth.

**Additional Resources and links on PYD:**

Benson, P. L., Scales, P. C., Hamilton, S. F., & Sesma, A., Jr. (2006). Positive youth development: Theory, research and application. In R. M. Lerner (Ed.), *Handbook of child psychology, Vol 1: Theoretical models of human development*, (pp. 894-941). Hoboken, NJ: Wiley.

Bradshaw, C., Brown, J. S., & Hamilton, S. F. (2008). Bridging positive youth development and mental health services for youth with serious behavior problems. *Child Youth Care Forum*, 37, 209–226.

<https://youth.gov/youth-topics/positive-youth-development>

<https://www.youthpower.org/positive-youth-development-pyd-framework>

### Suggested CQI Checklist

#### Positive Youth Development

- Are strengths of youth assessed?
- Is there attention to ensuring competency, caring (relationships)? community participation?
- What is the young adult's level of self-confidence?
- Would the youth benefit from being part of an activity or group?

For coaching and support of skill development in supervision-

**Reflective prompt to supervisor/manager:** Consider the core practice principles. Am I modeling the skills? Am I encouraging a positive youth development framework? Am I fostering team conversations about positive youth development? Reflect upon level of skill mastery:

**Foundational:** The team member is at an early stage of core practice and skill acquisition. The team member is supported in learning the skills. The team member has an opportunity to develop skills. Coaching agendas may target specific skills for development. The skills are demonstrated and actively coached by team leaders.

**Rising:** The team member occasionally applies the practices and skills independently. Coaching agendas focus on generalizing skills. The team member demonstrates increasing understanding of the practices. Skills are demonstrated and coached by team leaders.

**Secure:** The team member consistently applies skills independently to a wide range of settings and aspires to apply knowledge and understanding. There is a range of evidence that shows a deeper understanding of concepts and that skills are sustained over time.