

Tip Sheet

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

Focus: Building Self- Confidence in Young Adults

Best Practice Summary: Confidence is the belief that one will be successful. It's related to self-esteem (i.e., feeling good about yourself and feeling worthwhile) and resilience (i.e., the ability to bounce back from difficult experiences). Confidence can help adolescents make safe decisions and avoid situations that are not right for them. Helping young adults feel confident can certainly be a challenge. Young adults may worry they don't measure up to others and may be afraid to try new things. The fear of failure can cause youth to miss more opportunities. A 2018 study of adolescents suggests that self-concept (i.e., perception of self) plays a central role in emotional well-being. According to the study, a supportive classroom environment and positive social relationships affect teen well-being—but the impact is indirect. Positive self-concept seems to be the key variable in the well-being equation. If an adolescent has a positive self-image, then she may be more likely to connect with others and benefit from the supports provided. Young adults are experiencing increased anxiety, and are becoming more perfectionistic over time, measuring themselves against unrealistic standards. The following is a collection of suggestions that may augment other efforts to improve youth self-confidence.

Citation: Oberle, E. J Sch Health. 2018 Feb;88(2):101-111.

Goals: Strengthen self-confidence and esteem throughout the life of the young adult case.

V.I.T.A.L. Values and/or Essential Practice Principles in Action:

What values and principles are applied in preparation for conversations and activities and what is applied during the conversations?

In preparation: Understanding youth's strengths and interests. Understanding youth's challenges and his/her/their perception of self.

During meetings: Focus on resiliency, strengthening self-confidence.

Specific suggestions to augment practice may include:

- Encourage physical activity. Physical activity *alone* can improve self-esteem and self-concept in children and adolescents. Adolescents' self-concept is most strongly linked to their sense of attractiveness and body image, an area where many people struggle. Students who participated in supervised activities in schools or gymnasiums reported more significant growth in self-

esteem than those who exercised at home and in other settings. Getting out and engaging in some form of exercise can make us feel stronger, healthier, and more empowered.

Citation: Liu M, Wu L, Ming Q. How Does Physical Activity Intervention Improve Self-Esteem and Self-Concept in Children and Adolescents? Evidence from a Meta-Analysis. PLOS One. 2015 Aug 4;10(8):e0134804. doi: 10.1371/journal.pone.0134804. PMID: 26241879; PMCID: PMC4524727

- Encourage to accept oneself with kindness, openness, and acceptance—is a healthy alternative to the performance orientation and social comparison often tied up with self-esteem. Encourage young adults to treat their own mistakes with the kindness they would how a friend.
- Set goals and stay mindful of goals (e.g., write them down).
- Try to visualize accomplishing the goals that have been set. Consider how it will feel to achieve those goals.
- Avoid social comparisons. Social comparison is common through use of social media. Sometimes taking a break from social media may be warranted.
- Focus on individual growth and improvement.
- Praise the process and tie the process with the outcome. Emphasize the hard work and effort that resulted in the outcome.
- Discuss assertiveness and how to be assertive through body language, tone of voice, and non-verbal cues.
- Encourage diverse activities and interests
- Ask young adults for advice on how to approach different problems
- Capitalize on a youth's specific talent and interests.
- When helping youth learn how to do things, show and help them at first.
- Allow young adults to help others learn skills
- Redefined failure. Instead of viewing failure as a negative, try viewing it as an opportunity to learn.
- Encourage young adults to go after their dreams, even ones that seem out of reach.
- Try to help young adults understand that action leads to confidence. Encourage them to keep trying behaviors vs. talking about starting something.
- Allow youth to practice social skills
- Remind youth to surround themselves with a supportive group of peers. Perhaps it would be best to avoid others who trigger negative thinking.
- Remind youth that confidence may increase when 'bouncing back' from a setback.
- Help others through service learning, advocacy, and civic engagement. When young adults contribute to a larger cause, they learn to think beyond themselves and ultimately be more positive, empowered, and purposeful.

For Coaching and Support of Skill Development in Supervision:

Reflective prompts to supervisor: Reflect on the core practices: Engage & Exchange Information, Assess & Understand Strengths, Fortify & Support, Reflect & Adjust. Have I provided concrete examples? Am I demonstrating how to apply these skills in practice? Have I offered ways to assess self-confidence or self-esteem?

Additional sources:

www.kidshealth.org

www.positivepsychology.com

www.verywellfamily.com

Suggested CQI Checklist:

- Does the team talk to young adults about self-confidence?
- Does the team seek opportunities for youth to improve self-confidence?
- Omega Assessments include a question about self-confidence. Is this reviewed/considered for each young adult?
- How does the young adult describe his/her/their level of confidence across various abilities.

Level of Mastery Demonstrated: Consider the core principles and the level of skill mastery demonstrated by staff on this task.

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.