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Learning Objectives:

After viewing this presentation, participants will be able to...

- **distinguish** the current **PYD perspective** on youth development from the earlier **deficit perspective**.

- identify the leading PYD **frameworks**.

- identify the corresponding PYD **measurement tools** that can be used in evaluation and CQI efforts.

PYD and FYSB

- In March 2023 (as they mentioned at the APP conference last year in Atlanta) FYSB renamed the Division for Optimal Adolescent Development to the **Division of Positive Youth Development.**[1]

[1] Federal Register / Vol. 88, No. 55 / Wednesday, March 22, 2023 / Notices, https://www.govinfo.gov/content/pkg/FR-2023-03-22/pdf/2023-05824.pdf (p. 17229).

PYD and SRAE

- Since the SRAE program began in 2016, there has been a continued and expanding emphasis on PYD.

	2020	2021	2023	2024
"positive youth development"	4	6	7	9

- PYD approach and youth engagement were worth 4 points this year!

PYD and SRAE

- However, PYD is largely undefined in the NOFO (it does not appear in the glossary) and broadly defined elsewhere (such as youth.gov).

- For a federal definition see https://youth.gov/youth-topics/positive-youth-development.

Deficit Perspective: 1904-1990s

- "In the adolescent development literature ... prior to the 1990s ... a youth who was seen as manifesting behavior indicative of positive development was depicted as someone who was <u>not</u> taking drugs or using alcohol, <u>not</u> engaging in unsafe sex, and <u>not</u> participating in crime or violence.

- **"In short, for about the first 85 years of the scientific study of adolescent development, the field was framed almost exclusively by a deficit perspective about this period."**

Richard M. Lerner, "Promoting Positive Youth Development: Theoretical and Empirical Bases," White paper prepared for Workshop on the Science of Adolescent Health and Development, National Research Council, Washington, DC. September 9, 2005. National Research Council/Institute of Medicine. Washington, D.C.: National Academy of Sciences, https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=0531337b6e019338092ac921004e6625b3b63386. Bold added; underlining in original.

PYD Perspective: 1990s–Present

- "During the [1990s], a **new approach** to youth development has introduced a more affirmative and welcome vision of young people. This new approach envisions **young people as resources rather than as problems** for society. The positive youth development perspective emphasizes the manifest **potentialities** rather than the supposed incapacities of young people—including young people from the most disadvantaged backgrounds and those with the most troubled histories.[1]

PYD Perspective: 1990s–Present

- (cont.) "While the positive youth development approach recognizes the existence of adversities and developmental challenges that may affect children in various ways … it begins with a vision of a fully able child eager to explore the world, gain competence, and acquire the capacity to contribute importantly to the world. **The positive youth development approach aims at understanding, educating, and engaging children in productive activities rather than at correcting, curing, or treating them**…."[1]

P. 15 in William Damon, "What is Positive Youth Development?," *The Annals of the American Academy of Political and Social Science* vol. 591, Jan. 2004, "Positive Development: Realizing the Potential of Youth," pp. 13–24, https://legacychildrensfoundation.com/wp-content/uploads/What-is-Positive-Youth-Development.pdf.

Deficit vs. PYD

- "**Problem free is not fully prepared**."[1]

- "The best way to prevent problem behaviors [is] to focus on adolescent **strengths, not deficits**"[2]

- "Whereas this deficit model viewed youth as '**problems to be managed**,' the strengths-based PYD perspective instead views adolescents as '**resources to be developed**.'"[3]

1. Karen Pittman, founder of Ready by 21, as quoted in Jutta Dotterweich, "Positive Youth Development 101: A Curriculum for Youth work Professionals" (2015), ACT for Youth Center of Excellence, Bronfenbrenner Center for Translational Research, College of Human Ecology, Cornell University, Ithaca, New York, https://www.kansas4-h.org/resources/docs/PYD%20101.pdf.
2. Lerner, "Promoting Positive Youth Development: Theoretical and Empirical Bases," p. 12.
3. Brian M. Burkhard, Kathleen M. Robinson, Elise D. Murray, and Richard M. Lerner, "Positive Youth Development: Theory and Perspective" (2020), in Stephen Hupp and Jeremy D. Jewell (editors-in-chief) and Alana I. James and Patrick Leman (volume editors), *Encyclopedia of Child and Adolescent Development*, Wiley-Blackwell, London, pp 1–12, https://onlinelibrary.wiley.com/doi/epdf/10.1002/9781119171492.wecad310#citedby-section.

How do we get more specific?

- How do we move from a broad <u>perspective</u> to specific <u>constructs</u> we can target?

- How do we <u>measure impacts</u>?

How do we get more specific?

Framework	Measurement
• Catalano's 15 PYD Constructs	CPYDS
• Benson's 40 Developmental Assets	DAP
• Lerner's 5 C's	PYD-VSF

Catalano's 15 PYD Constructs

- Catalano et al. reviewed 77 PYD programs.
- They identified 25 that were successful.
- In the successful programs, 15 constructs were addressed:

1. Daniel TL Shek, Diya Dou, Xiaoqin Zhu, and Wenyu Chai, "Positive Youth Development: Current Perspectives," *Adolescent Health, Medicine and Therapeutics* 10:131–141, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6756153/ .

Catalano's 15 PYD Constructs

1. Promotion of **bonding**
2. Promotion of **social competence**
3. Promotion of **emotional competence**
4. Promotion of **cognitive competence**
5. Promotion of **behavioral competence**
6. Promotion of **moral competence**
7. Development of **self-efficacy**
8. Fostering **prosocial norms**

9. Cultivation of **resilience**
10. Cultivation of **self-determination**
11. Cultivation of **spirituality**
12. Promotion of **beliefs in the future**
13. Development of **clear and positive identity**
14. **Opportunity for prosocial involvement**
15. **Recognition for positive behavior**

1. Daniel TL Shek, Diya Dou, Xiaoqin Zhu, and Wenyu Chai, "Positive Youth Development: Current Perspectives," *Adolescent Health, Medicine and Therapeutics* 10:131–141, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6756153/ .

Catalano's 15 PYD Constructs: Measurement

- There is a survey called the CPYDS that measures all of Catalano's 15 constructs but, unfortunately, it's 90 items.

1. Daniel Shek, Andrew MH Siu, and Ty Lee, "The Chinese Positive Youth Development Scale: A Validation Study" (May 2007), *Research on Social Work Practice* 17(3):380–391, https://www.researchgate.net/publication/249681469_The_Chinese_Positive_Youth_Development_Scale_A_Validation_Study. There is an English-translated version of the CPYDS survey.

Benson's 40 Developmental Assets

- "The Developmental Assets Framework identifies 40 research-based, **positive experiences and qualities** that influence young people's development, helping them become caring, responsible, and productive adults."

1. Search Institute, "Developmental Assets Framework," retrieved 4/11/24 from https://searchinstitute.org/resources-hub/developmental-assets-framework. This page also has a list of all 40 "assets."

Benson's 40 Developmental Assets

- The "assets" are grouped into 5 **contexts**...

  o Personal

  o Social

  o Family

  o School

  o Community

1. Search Institute, "Sample Report Pages," retrieved 4/11/24 from https://www.search-institute.org/wp-content/uploads/2017/11/DAP-Sample-Report.pdf.

Benson's 40 Developmental Assets

- The "assets" are grouped into 5 contexts or 8 **categories**.

External	Internal
Support	Commitment to Learning
Empowerment	Positive Values
Boundaries & Expectations	Social Competencies
Constructive Use of Time	Positive Identity

1. Search Institute, "Sample Report Pages," retrieved 4/11/24 from https://www.search-institute.org/wp-content/uploads/2017/11/DAP-Sample-Report.pdf.

Benson's 40 Developmental Assets: Measurement

- "Assets" are assessed using a 58-item survey called the Developmental Assets Profile (DAP). It's $2/survey.

See next two slides.

1. Search Institute, "Sample Report Pages," retrieved 4/11/24 from https://www.search-institute.org/wp-content/uploads/2017/11/DAP-Sample-Report.pdf.

Developmental Assets Profile
Self-Report for Ages 11-18

Name / ID: _____ Today's Date: Mo:_____ Day:_____ Yr:_____

Sex: ☐ Male ☐ Female Age:_____ Grade:_____ Birth Date: Mo:_____ Day:_____ Yr:_____

Race/Ethnicity (Check all that apply):
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander
☐ American Indian or Alaska Native
☐ Hispanic or Latino/Latina
☐ Other (please specify): _____
☐ Asian
☐ White

Instructions: Below is a list of positive things that you might have in yourself, your family, friends, neighborhood, school, and community. For each item that describes you **now or within the past 3 months**, check if the item is true: **Not At All or Rarely, Somewhat or Sometimes, Very or Often, Extremely or Almost Always**. If you do not want to answer an item, leave it blank. But please try to answer all items as best you can.

I...		Not At All or Rarely	Somewhat or Sometimes	Very or Often	Extremely or Almost Always
1.	Stand up for what I believe in.	☐	☐	☐	☐
2.	Feel in control of my life and future.	☐	☐	☐	☐
3.	Feel good about myself.	☐	☐	☐	☐
4.	Avoid things that are dangerous or unhealthy.	☐	☐	☐	☐
5.	Enjoy reading or being read to.	☐	☐	☐	☐
6.	Build friendships with other people.	☐	☐	☐	☐
7.	Care about school.	☐	☐	☐	☐
8.	Do my homework.	☐	☐	☐	☐
9.	Stay away from tobacco, alcohol, and other drugs.	☐	☐	☐	☐
10.	Enjoy learning.	☐	☐	☐	☐
11.	Express my feelings in proper ways.	☐	☐	☐	☐
12.	Feel good about my future.	☐	☐	☐	☐
13.	Seek advice from my parents.	☐	☐	☐	☐
14.	Deal with frustration in positive ways.	☐	☐	☐	☐
15.	Overcome challenges in positive ways.	☐	☐	☐	☐
16.	Think it is important to help other people.	☐	☐	☐	☐
17.	Feel safe and secure at home.	☐	☐	☐	☐
18.	Plan ahead and make good choices.	☐	☐	☐	☐
19.	Resist bad influences.	☐	☐	☐	☐
20.	Resolve conflicts without anyone getting hurt.	☐	☐	☐	☐
21.	Feel valued and appreciated by others.	☐	☐	☐	☐
22.	Take responsibility for what I do.	☐	☐	☐	☐
23.	Tell the truth even when it is not easy.	☐	☐	☐	☐
24.	Accept people who are different from me.	☐	☐	☐	☐
25.	Feel safe at school.	☐	☐	☐	☐

Please continue to page two of the survey.

Source: https://www.bcchp.org/wp-content/uploads/2018/08/DAP-Adolescent.pdf

Note: The term "Parent(s)" means 1 or more adults who are responsible for raising you.

I am...	Not At All or Rarely	Somewhat or Sometimes	Very or Often	Extremely or Almost Always
26. Actively engaged in learning new things.	☐	☐	☐	☐
27. Developing a sense of purpose in my life.	☐	☐	☐	☐
28. Encouraged to try things that might be good for me.	☐	☐	☐	☐
29. Included in family tasks and decisions.	☐	☐	☐	☐
30. Helping to make my community a better place.	☐	☐	☐	☐
31. Involved in a religious group or activity.	☐	☐	☐	☐
32. Developing good health habits.	☐	☐	☐	☐
33. Encouraged to help others.	☐	☐	☐	☐
34. Involved in a sport, club, or other group.	☐	☐	☐	☐
35. Trying to help solve social problems.	☐	☐	☐	☐
36. Given useful roles and responsibilities.	☐	☐	☐	☐
37. Developing respect for other people.	☐	☐	☐	☐
38. Eager to do well in school and other activities.	☐	☐	☐	☐
39. Sensitive to the needs and feelings of others.	☐	☐	☐	☐
40. Involved in creative things such as music, theater, or art.	☐	☐	☐	☐
41. Serving others in my community.	☐	☐	☐	☐
42. Spending quality time at home with my parent(s).	☐	☐	☐	☐
I have...				
43. Friends who set good examples for me.	☐	☐	☐	☐
44. A school that gives students clear rules.	☐	☐	☐	☐
45. Adults who are good role models for me.	☐	☐	☐	☐
46. A safe neighborhood.	☐	☐	☐	☐
47. Parent(s) who try to help me succeed.	☐	☐	☐	☐
48. Good neighbors who care about me.	☐	☐	☐	☐
49. A school that cares about kids and encourages them.	☐	☐	☐	☐
50. Teachers who urge me to develop and achieve.	☐	☐	☐	☐
51. Support from adults other than my parents.	☐	☐	☐	☐
52. A family that provides me with clear rules.	☐	☐	☐	☐
53. Parent(s) who urge me to do well in school.	☐	☐	☐	☐
54. A family that gives me love and support.	☐	☐	☐	☐
55. Neighbors who help watch out for me.	☐	☐	☐	☐
56. Parent(s) who are good at talking with me about things.	☐	☐	☐	☐
57. A school that enforces rules fairly.	☐	☐	☐	☐
58. A family that knows where I am and what I am doing.	☐	☐	☐	☐

Thank you for completing this survey.

Source: https://www.bcchp.org/wp-content/uploads/2018/08/DAP-Adolescent.pdf

Lerner's 5 Cs

- Competence
- Confidence
- Connection
- Character
- Caring[1]

1. Richard M. Lerner, Jason B. Almerigi, Christina Theokas, and Jacqueline V. Lerner, "Positive Youth Development: A View of the Issues" (2005), *The Journal of Early Adolescence* 25(1):10–16.

Lerner's 5 Cs

- Competence
- Confidence
- Connection
- Character
- Caring[1]

ACF's 7 Cs

Competence

Confidence

Connection

Character

Caring

Contribution

Creativity[2]

1. Richard M. Lerner, Jason B. Almerigi, Christina Theokas, and Jacqueline V. Lerner, "Positive Youth Development: A View of the Issues" (2005), *The Journal of Early Adolescence* 25(1):10–16.
2. M. Dorsainvil and D. Dickinson, "Building on strengths: The role of positive youth development in Adolescent Pregnancy Prevention programming" (2023), Administration on Children, Youth and Families, Family and Youth Services Bureau, https://teenpregnancy.acf.hhs.gov/sites/default/files/resource-files/building-on-strengths.pdf.

Lerner's 5 Cs: Measurement

- Unfortunately, the original survey was 80 items and used a mix of different response categories, making it long and complex.

- Fortunately, Lerner and colleagues later developed a 34-item "short form" (PYD-SF) and **17-item "very short form" (PYD-VSF)** version, but those also used multiple response categories.

G. John Geldhof, Edmond P. Bowers, Michelle J. Boyd, Megan Kiely Mueller, Christopher M. Napolitano, Kristina Schmid Callina, Jacqueline V. Lerner, and Richard M. Lerner, "Creation of Short and Very Short Measures of the Five Cs of Positive Youth Development" (2013), *Journal of Research on Adolescence* 24(1):163–176.

Five Cs of Positive Youth Development—Very Short Form (PYD-VSF)

Category	Item
Competence (3)	I do very well at my class work.
	I have a lot of friends.
	I am better at sports than others my age.
Confidence (3)	I am happy with myself most of the time.
	All in all, I am glad I am me.
	I am happy with the way I look most of the time.
Character (4)	It is important to me that I help make the world a better place to live in.
	I enjoy being with people who are different than I am.*
	I hardly ever do things I know I shouldn't do.
	It is important to me that I accept responsibility for my actions when I make a mistake or do something wrong.
Caring (3)	When I see someone being bullied, I want to help them.**
	When I see someone being picked on, I feel sorry for them.
	When I see another person who is hurt or upset, I feel sorry for them.
Connection (4)	In my family I feel useful and important.
	Adults in my community make me feel important.
	I get a lot of encouragement at my school.
	My friends are good friends.

Total: 17 items

Results

PROJECT A: 2023–2024

PYD Impacts as Measured by the PYD-VSF				
Category	n	Scores		
		Entry	Exit	Change
Competence (3)	841	3.57	3.60	.03
Confidence (3)	842	3.73	3.75	.02
Character (4)	841	3.94	3.92	-.02
Caring (3)	823	4.06	4.00	-.06
Connection (4)	826	3.83	3.84	.00
Overall:		**3.83**	**3.82**	**.00**

Results

Project B: 2023–2024

PYD Impacts as Measured by the PYD-VSF				
Category	n	Scores		
		Entry	Exit	Change
Competence (3)	132	3.34	3.32	-.02
Confidence (3)	132	3.82	3.85	.03
Character (4)	133	3.73	3.71	-.02
Caring (3)	133	3.89	3.68	-.21
Connection (4)	133	3.63	3.51	-.12
Overall:		3.68	3.61	-.07

Questions?

References:

Burkhard, Brian M., Kathleen M. Robinson, Elise D. Murray, and Richard M. Lerner, "Positive Youth Development: Theory and Perspective" (2020), in Stephen Hupp and Jeremy D. Jewell (editors-in-chief) and Alana I. James and Patrick Leman (volume editors), Encyclopedia of Child and Adolescent Development, Wiley-Blackwell, London, pp 1–12, https://onlinelibrary.wiley.com/doi/epdf/10.1002/9781119171492.wecad310#citedby-section.

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Federal Register / Vol. 88, No. 55 / Wednesday, March 22, 2023 / Notices, https://www.govinfo.gov/content/pkg/FR-2023-03-22/pdf/2023-05824.pdf .

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Lerner, Richard M., Jason B. Almerigi, Christina Theokas, and Jacqueline V. Lerner, "Positive Youth Development: A View of the Issues" (2005), The Journal of Early Adolescence 25(1):10–16.

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Search Institute, "Developmental Assets Framework," retrieved 4/11/24 from https://searchinstitute.org/resources-hub/developmental-assets-framework.

———, "Sample Report Pages," retrieved 4/11/24 from https://www.search-institute.org/wp-content/uploads/2017/11/DAP-Sample-Report.pdf.

Shek, Daniel, Andrew MH Siu, and Ty Lee, "The Chinese Positive Youth Development Scale: A Validation Study" (May 2007), Research on Social Work Practice 17(3):380–391, https://www.researchgate.net/publication/249681469_The_Chinese_Positive_Youth_Development_Scale_A_Validation_Study.

Resources:

"Building on Strengths: The Role of Positive Youth Development in Adolescent Pregnancy Prevention Programming": https://teenpregnancy.acf.hhs.gov/resources/building-strengths-role-positive-youth-development-adolescent-pregnancy-prevention

"Positive Youth Development Approach - Webinar:" https://teenpregnancy.acf.hhs.gov/resources/positive-youth-development-approach-webinar

"Integrating Positive Youth Development into PREP Programming": https://www.acf.hhs.gov/opre/report/integrating-positive-youth-development-prep-programming

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Session Evaluation

Please complete a brief evaluation form for all workshop, forum and networking sessions by scanning the following QR code or visiting the following link:

https://bit.ly/2024Evaluations