



202:

Adolescent Issues: Risk, Resiliency, and Positive Youth Development

Training Outline

**Developed by:
Reed Reynolds, M.S.W.**

**For
The Pennsylvania Child Welfare Training Program**

**University of Pittsburgh,
School of Social Work
Mechanicsburg, PA**

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The Pennsylvania Child Welfare Training Program
University of Pittsburgh, School of Social Work
403 East Winding Hill Road
Mechanicsburg, PA 17055
Phone (717) 795-9048 Fax (717) 795-8013
www.pacwcbt.pitt.edu

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Agenda for Two-Day Workshop on Adolescent Issues: Risk, Resiliency, and Positive Youth Development

Estimated Time	Content	Page
40 minutes	Section I: Introduction	3
35 minutes	Section II: Stages of Adolescence	6
2 hours	Section III: Involvement in Child Welfare	8
2 hours	Section IV: Risk and Resiliency in Adolescence	12
3 hours, 20 minutes	Section V: Introduction to Positive Youth Development	20
1 hour, 30 minutes	Section VI: Culture	26
1 hour, 30 minutes	Section VII: Youth Panel	30
30 minutes	Section VIII: Transfer of Learning Plan and Closing	32

Section Name	Estimated Time	Key Concepts	Resources Used
Section I: Introduction	40 minutes	<p>Method of Presentation: Lecture, small and large group discussion, activity.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Trainer Note: For all group activities throughout the workshop, the groups should identify one person from each group who will capture group responses and report back to the large group. Appendix #8 (Trainer Resources) offers links to free resources that can help in facilitating this workshop.</p> </div> <ul style="list-style-type: none"> • Pre-workshop Preparation: <ol style="list-style-type: none"> 1. Display Appendix #7 (Posters). 2. Place table copies of Appendix #6 (A Reference for Professionals Developing Adolescents) on each table. 3. Prepare flip charts with the following titles: <ul style="list-style-type: none"> • Parking Lot • What are your expectations for this training? • What strengths do you bring to this training? • What information do you think that youth involved in child welfare would like you to learn during this training? 4. Have the Music CD “Travis Lloyd Music” playing. Ask participants to listen and provide any comments that they might have. (This song was written and performed by adolescents in foster care). • As participants enter the room, ask them to write their comments on the flip charts. Ensure that everyone has a chance to write on the expectations, strengths, and youth information flip charts. • Brief Introduction and Workshop Overview <ol style="list-style-type: none"> 1. Review the 3 prepared flip charts and emphasize the strengths listed by the participants; let them know that their strengths are what will make their work with youth successful. Youth in care consistently refer to the importance professionals have in making a difference in their lives. 	<p>CD Player Flip Chart Paper Flip Chart Stands Markers Masking Tape Overhead Projector Name Tents Prepared Flip Charts Appendix #6 (A Reference for Professionals Developing Adolescents) (20 Table Copies) Appendix #7 (Posters) (Includes Two Posters with Inspirational Sayings by: Native American Legend & Benjamin Disraeli) Appendix #8 (Trainer Resources) Handout #1 (Agenda / Learning Objectives) Music CD “Travis Lloyd Music” Overhead #1 (Agenda) Overhead #2 (Learning Objectives) Overhead #3 (Statistics Toolkits) (1 Toolkit Per</p>

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		<ol style="list-style-type: none"> 2. Introduce self and ask participants to complete their name tents. 3. Have participants introduce themselves along with a strength that they wrote about themselves on the flip charts. 4. Review the Training Program Guidelines and cover the purpose of the parking lot. 5. Show participants Appendix #6 (A Reference for Professionals Developing Adolescents) that are on each table, ensuring to note that they contain useful information pertaining to adolescents – development and associated milestones and signs that might indicate cause for concern. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Trainer Note: Please ensure that participants know that the resource book cannot leave the room, as it is copyrighted material for which the Training Program has permission only to print, distribute, and re-collect. The bibliography that participants receive at the end of the training offers the location from which participants can download the manuals for personal use.</p> </div> <ol style="list-style-type: none"> 6. Distribute and review Handout #1 (Agenda / Learning Objectives) while displaying Overhead #1 (Agenda). Display and review Overhead #2 (Learning Objectives). 7. Display and review Overhead #3 (Statistics). State that: <ul style="list-style-type: none"> • There are 40.7 Million Adolescents, projected to grow to 50.3 million by 2050 • Adolescents are more diverse than the general population – 62.9% Euro-American, 15.6% Latino/a, 14.5% African American, 4.6% Indigenous • Most adolescents live in the suburbs – 53.8%, 27.2% are urban, 19% are rural • 2/3 live with two parents – 2/3 of Euro-Americans live with two parents, 63% of Latino/a, and 2/5 of African American 	Table)

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		<p>youth (46%) live with mother only, 10% with neither parent)</p> <ul style="list-style-type: none"> • 1 out of 6 youth live in poverty – 32.3% African American, 28.6% Latino/a, 13.6% Indigenous, and 11% Euro-American (NAHIC, 2006) • Toolkit Activity <ul style="list-style-type: none"> 1. Have small groups brainstorm what the objects in the Toolkit mean as metaphors, write responses on flip chart and present to large group. If the group has a hard time coming up with examples – use the ones below. Tell the group that these are the needs of youth in the system. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Trainer Note: The toolkits on each table (and possible metaphors) include:</p> <ul style="list-style-type: none"> • Kaleidoscope = seeing multiple perspectives • Clappers = encouragement and motivation • Anchor = supportive relationships and caring adults • Pen = educational competence • Eraser = learning from mistakes • Rainbow lifesavers = valuing diversity and different styles of learning and living • Stress ball = ability to bounce back from difficult situations • Thermometer = ongoing evaluation and monitoring </div> <ul style="list-style-type: none"> • Reveal to participants Appendix #7, Posters and discuss what they might mean for adolescents in the system. <p>Notes:</p>	
Section II: Stages of Adolescence	35 minutes	<p>Method of Presentation: Lecture, small and large group discussion.</p> <ul style="list-style-type: none"> • State that, in discussing adolescence and related development, 	Flip Chart Paper Flip Chart Stands Markers

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		<p>this training focuses on an eclectic, psychosocial, cultural, and ecological approach, which follows the line of thought that:</p> <ol style="list-style-type: none"> 1. Personal characteristics are products of past environments AND producers of future ones; 2. Adolescence is not an exclusive stage, but a segment in continuing human development; and, 3. Everything in life is a preparation for what follows. <ul style="list-style-type: none"> • Tell participants that three stages of adolescent development are thought to exist. Ask participants to reveal them and roughly what ages are associated with those stages. • Display Overhead #4 (Stages of Adolescent Development). State that “In contemporary American society, the transition from childhood to adult status is delayed until well after individuals have attained biological maturity. This transition period commonly called the adolescent or youth era, is currently perceived as extending from approximately 11-21.” • Ask participants to use Appendix #6 (A Reference for Professionals Developing Adolescents) and work at their tables to capture on flip chart paper some of the “normative” – the characteristics that society defines as normal for the stages of adolescence – defining characteristics attributed to the three stages of adolescent development. • List each of the three stages on flip chart paper. As a large group, process out the groups’ defining characteristics associated with normative developmental stages of adolescents. If a group has trouble, suggest the following: <ol style="list-style-type: none"> 1. Early Adolescence <ul style="list-style-type: none"> • Push and pull (independence vs. dependence) • Biological changes • Excruciating self-consciousness • Who am I? Identity formation • Increase dependence on peers, conformity to peers in 	<p>Masking Tape</p> <p>Appendix #6 (A Reference for Professionals Developing Adolescents) (20 Table Copies)</p> <p>Overhead #4 (Stages of Adolescent Development)</p> <p>Handout #2 (Adolescent Development Quick Reference Chart)</p>

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		<p>fashion, music preference, other aspects of youth culture</p> <ul style="list-style-type: none"> • Conscious of sexuality (begin masturbation) • Concrete thinking • Mood swings, boredom, depression <p>2. Middle Adolescence</p> <ul style="list-style-type: none"> • Independence and Identity become extremely important • Rejection of adult values and ideas • Ability to think abstractly and plan ahead • Peer group influence/allegiance increases • Experiment with adult roles • Testing new values and ideas • Risk taking – “it can’t happen to me” • Importance of relationships • Concerns about sexual attractiveness • Movement towards heterosexuality with fear of homosexuality • Confusion about life in general • More responsibility (part-time jobs etc.) <p>3. Late Adolescence</p> <ul style="list-style-type: none"> • Ability to delay gratification • More developed sense of humor • Greater concern of others • Separation from parent/caregiver • What do I do with my life? • More comfortable seeking adult advice • Financial independence • Cultural and ethnic background becomes more important • Peers are important, but youth can evaluate their influence and opinions 	

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		<ul style="list-style-type: none"> • Intimate relationships are important (picking life partner, autonomy, monogamy) • Acceptance of adult responsibilities • Finally, distribute Handout #2 (Adolescent Development Quick Reference Chart) and review with participants. Answer any questions that participants might have. Encourage them to post the chart near their desks when they return to work to assist them in recognizing normative behaviors associated with the listed developmental stages and behaviors that might reveal concern. <p>Notes:</p>	
Section III: Involvement in Child Welfare	2 hours	<p>Methods of Presentation: Video, lecture, small and large group discussion.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Trainer Note: In the video participants are about to see, the youth, Rahfeese, at the time that the video was made, was turning 18, going to college, and readying himself to age out of foster care. He was in foster care since 3-years-old, moved from home-to-home due to behavioral and relationship concerns, and entered the CYS system due to neglect stemming from his mother having schizophrenia and a related inability to care for him.</p> </div> <ul style="list-style-type: none"> • Video of young man in foster care – Show DVD, “In the Life.” Tell participants that they are about to view a video that depicts an individual interviewing a youth on his perceptions of his life in general as well as his involvement in children and youth and foster care. • After the video finishes, process out the video, asking participants questions such as: <ol style="list-style-type: none"> 1. What strengths did the young man possess that promoted his resiliency? (i.e. good relationship with current foster home; 	Flip Chart Paper Flip Chart Stands Markers Masking Tape Overhead Projector Prepared Flipcharts TV/DVD Player DVD, “In the Life” (25 min,45 sec: minus credits) Overhead #5 (Outcomes Associated with Adolescents in Child Welfare) Overhead #6 (Developmental Outcomes of Maltreated

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		<p>coping skills: ex. musical outlet, involved with extracurricular activities (band); involvement in community and “the right things.”)</p> <ol style="list-style-type: none"> 2. In what ways could the young man in the video serve as a role model for other adolescents in foster care? 3. In what ways do the young man in the video compare to other adolescents in foster care? In what ways does he differ? 4. What feelings do you believe this young man has about personal relationships? 5. What resilient behaviors do you see this young man exhibiting? What factors do you believe were likely in place that assisted in this young man being more resilient? (i.e. placed in home of educator, remained in school, etc) 6. Do you see similar resilient factors in youth on your caseloads? If so, what are they? If not, what can you do to promote resilient factors? (i.e. get youth involved in extracurricular activities) <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Trainer Note: As an afterward, reveal to participants that, despite Rahfeese’s efforts to contact his father, Rahfeese still has not seen his father.</p> </div> <ul style="list-style-type: none"> • Display Overhead #5 (Outcomes Associated with Adolescents in Child Welfare). Review and discuss the developmental outcomes associated with adolescents involved in child welfare. • Divide the class into five groups; give each group flip chart paper with one of the titles below written at the top of each of the flip chart papers <ol style="list-style-type: none"> 1. Physical 2. Cognitive 3. Social 4. Moral 5. Emotional 	<p>Adolescents Depend on)</p>

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		<p data-bbox="611 224 1598 337">Trainer Note: The five areas (domains) that participants discussed are the five domains at which researchers look when determining how well children are developing.</p> <ul data-bbox="611 347 1587 1468" style="list-style-type: none"> <li data-bbox="611 347 1587 451">• Have the participants discuss in small groups the effects that involvement in the child welfare system might have on adolescent development in their assigned areas. <ol data-bbox="667 461 1587 1468" style="list-style-type: none"> <li data-bbox="667 461 1587 500">1. Elaborate on the following, if the groups do not: <ul data-bbox="716 509 1587 1468" style="list-style-type: none"> <li data-bbox="716 509 1587 792">• Poverty may have contributed to a poor diet, medical care, and dental care. Physical abuse might leave scars or cause physical damage. Problems resulting from CA/N might affect physical ability; sexual abuse might contribute to a pervasive negative effect on body image. Onset of puberty could be delayed. Ask participants to elaborate on the behavioral indicators commonly associated with the emotional issues stemming from this. <li data-bbox="716 802 1587 1084">• Family chaos can affect the ability to think clearly. Thought process affected by emotional instability results in diminished capacity to think and learn. Perspective is affected by CA/N, both in viewing others, but also a collective vision of school, neighborhood, community, and world at large. Ask participants to elaborate on the behavioral indicators commonly associated with the emotional issues stemming from this. <li data-bbox="716 1094 1587 1312">• Problems with peers, lower peer popularity, fewer pro-social interactions, avoidance, withdrawal, negative self image, affects relationships negatively, poor attachment to caregivers, lack of trust. Ask participants to elaborate on the behavioral indicators commonly associated with the emotional issues stemming from this. <li data-bbox="716 1321 1587 1468">• Abusive background teaches that life is cruel and unfair, can affect ability to trust, diminished capacity to plan for future, disbelief of “golden rule”, affects formulation of positive values, lack of self control, unwillingness to ask 	

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		<p>for help. Ask participants to elaborate on the behavioral indicators commonly associated with the emotional issues stemming from this.</p> <ul style="list-style-type: none"> • CA/N affects formulation of self image, identity, skills to develop these may be delayed, poor self concept, affect willingness and ability to form new relationships, lack of trust, unable to take positive risks. Ask participants to elaborate on the behavioral indicators commonly associated with the emotional issues stemming from this. <div data-bbox="604 565 1602 751" style="border: 1px solid black; padding: 5px;"> <p>Trainer Note: The point of the previous and next discussion (identifying the more negative factors vs. strengths-based concepts) is to assist workers in recognizing the negatives they are used to seeing to help them identify the less-considered resilient factors.</p> </div> <ul style="list-style-type: none"> • Ask participants to consider the laws/regulations/policies (federal, state, and county) in place that deal with youth in foster care and how they affect youth and their ability to lead a life similar to children not involved in children and youth (i.e. children not being allowed to be left in home alone, or not being able to go to or stay over night in the homes of others without individuals in the home submitting to criminal and other background checks). • Display and review Overhead #6 (Developmental Outcomes of Maltreated Adolescents Depend on), including: <ol style="list-style-type: none"> 1. <u>The Age of Onset of the Maltreatment</u> – Maltreatment is cumulative, the earlier it is, the more pervasive are the developmental challenges. Emotional, sexual, and physical abuse is more often associated with mental health concerns, while neglect is more often associated with cognitive development. 2. <u>The Frequency of Maltreatment</u> – The more frequently the child has been maltreated, the more pervasive will be the detrimental effects. 3. <u>The Severity of Maltreatment</u> – The more severe, painful, and 	

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		<p>debilitating, the more severe the developmental problems.</p> <p>4. <u>The Nature of the Child’s Relationship to the Maltreating Adult</u> – Maltreatment by a parent is more likely to result in long term challenges. On the other hand, supportive parents/caregivers can lessen the effects of maltreatment by a stranger. Adolescents with a strong social support (friends, extended family, school, peers) show fewer issues than children without support.</p> <p>5. <u>Constitutional Factors of the Child</u> – Some children are more resilient than others, while some are more sensitive and vulnerable.</p> <p>Notes:</p>	
<p>Section IV: Risk and Resiliency in Adolescence</p>	<p>2 hours</p>	<p>Methods of Presentation: Lecture, small and large group discussion, activity.</p> <ul style="list-style-type: none"> • Ask participants to identify the risk-taking behaviors that they see in adolescents with whom they work, or in general. Capture feedback on flip chart paper. In addition to/conjunction with the behaviors offered, review the following: <ol style="list-style-type: none"> 1. Rather than being arbitrary or reflecting some kind of youthful perversity, risk behavior – like all learned behaviors – are purposeful, goal directed, and capable of fulfilling multiple goals that are central to an adolescent’s life. The goals could include: <ul style="list-style-type: none"> • Gaining autonomy from parents; • Expressing opposition to authority and convention; • Coping with anxiety and anger; • Gaining admission to a status or peer group; and, • Confirming personally desired identity characteristics. 2. Proneness to transitions such as the onset of drinking, marijuana use, and sexual intercourse can often be predicted at earlier ages. Individuals prone to later transition toward 	<p>Flip Chart Paper Flip Chart Stands Markers Masking Tape</p> <p>Appendix #1 (National Adolescent Health Information Center: 2006 Fact Sheet on Mortality: Adolescents & Young Adults)</p> <p>Appendix #2 (National Adolescent Health Information Center: 2007 Fact Sheet on Substance Use: Adolescents & Young Adults)</p> <p>Appendix #3 (National</p>

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		<p>risky behaviors include those who:</p> <ul style="list-style-type: none"> • Place a high value on independence and low value on educational attainment; • Are more tolerant of deviance; • Are critical of society • Are less religious/spiritual; and, • Have role models that approve of the problem. <p>Youth involved in child welfare and foster care tend to engage in risky behavior at an earlier age, at a greater frequency and with more intensity than the general population of adolescents.</p> <p>3. The concept of “negative chain reactions” assumes that children from harmful environments are predisposed to continue making bad or risky decisions, which in turn makes them susceptible to negative physical and psychological outcomes long after their initial risk exposure.</p> <ul style="list-style-type: none"> • Children who are maltreated early in life are not necessarily out of danger when they are removed from the home environment; victims are typically at increased risk for other negative events over the life course. • Children and adolescents who face high adversity and life stress with low available resources are more likely than others to display negative emotional characteristics. The personal characteristics in turn cultivate hostile interpersonal interactions, putting the youth at risk for further adversity through their alienating and reactive behaviors. <ul style="list-style-type: none"> • Adolescent risk-taking behaviors are heavily researched. Below are the most widely accepted theories at this time. Display and review Overhead #7 (Theories of Risk-Taking), noting that these theories take into account the domains (physical, social, cognitive, and emotional) that researchers use to study 	<p>Adolescent Health Information Center: 2007 Fact Sheet on Reproductive Health: Adolescents & Young Adults)</p> <p>Appendix #4 (National Adolescent Health Information Center: 2007 Fact Sheet on Violence: Adolescents & Young Adults)</p> <p>Appendix #5 (National Adolescent Health Information Center: 2006 Fact Sheet on Suicide: Adolescents & Young)</p> <p>Handout #3 (Christine / Jeanne)</p> <p>Handout #4 (Protective Factors Associated with Resiliency)</p> <p>Overhead #7 (Theories of Risk-Taking)</p> <p>Overhead #8 (Christine / Jeanne)</p> <p>Overhead #9 (Resiliency)</p> <p>Overhead #10</p>

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		<p>development and its affects on the likelihood of exhibiting risk-taking behaviors.</p> <ol style="list-style-type: none"> 1. <u>Biological</u> – Risk-taking behaviors result from genetic predispositions, pubertal timing, and/or hormones. 2. <u>Psychological/Cognitive</u> – Low self-esteem, cognitive immaturity, and/or a sensation seeking personality leads to risky behavior. 3. <u>Social/Environmental</u> – Family and peer interactions and social and cultural norms dictate risky behavior. 4. <u>Biopsychosocial</u> – Maturational timing directly affects one’s cognitive abilities, perceptions of the self and others, and internalized personal beliefs and value systems. These factors contribute to adolescent risk-taking behavior through the mediating effects of perception of risk and characteristics of the young person’s peer group. <ul style="list-style-type: none"> • After discussing the theories, ask participants whether one domain might influence an adolescent undertaking risk-taking behaviors over another and why (e.g. physical vs. emotional) <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Trainer Note: <u>Before this session</u>, read the information on the fact sheets to be prepared to enhance feedback that participants offer. The point of reading the information and reporting out is to facilitate the shift from focusing on the “negative” aspects of youth on which we usually focus to the mindset where “things are not as bad as we might think.”</p> </div> <ul style="list-style-type: none"> • Distribute one each of the respective copies of Appendices #1 through #5 – the National Adolescent Health Information Center (NAHIC) 2006 fact sheets – to each table. Have each group read their fact sheet, capture key concepts/interesting facts from their fact sheet, and report to the class the information contained in their fact sheet. Give participants 5 minutes to review fact sheets and 3-5 minutes to report to the large group on: 	<p>(Protective Factors Associated with Resiliency)</p>

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		<ol style="list-style-type: none"> 1. Substance Abuse 2. Reproductive Health 3. Violence 4. Suicide 5. Mortality <ul style="list-style-type: none"> • <u>Resiliency Exercise</u> – Note that many participants work with young people who face adverse circumstances, such as those mentioned in the previous discussion – drug abuse, violence, and neglect in their families and neighborhoods. They work with young people who have been referred to them for various concerns. The following exercise will help them in. <ol style="list-style-type: none"> 1. Tell participants that they are going to work as a group at their tables to consider how to approach working with adolescents. To accomplish this, they will have 5 minutes look at descriptions of two 14-year-old adolescent women typical of adolescents with whom they work. 2. Distribute Handout #3 (Christine/Jeanne). Assign some groups to read Christine’s description and some groups to read Jeanne’s description. 3. Ask participants to read the descriptions and talk about their impressions. What is this girl like? Where do they see her going in life? 4. After groups finish discussing, display Overhead #8 (Christine/Jeanne) showing only the side listing Christine while keeping the side listing Jeanne covered and have those groups report about their conversations. <ul style="list-style-type: none"> • Comments should highlight problems, negative perspective, negative assumptions based on background information. Summarize concerns and issues raised. 5. Now display Jeanne’s side of Overhead #8 (Christine/Jeanne) description while keeping Christine’s side covered. Invite volunteers to share their impressions. 	

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		<ul style="list-style-type: none"> • Since there is purposefully little background information, comments should highlight positive attributes and behavior. 6. Inform the class they are talking about the same person. 7. State that the exercise is a reminder that young people are referred to them with a list of concerns. Although the concerns are valid in most cases, those concerns do not describe the whole person. Participants need to keep their eyes open to identify young people’s strengths and empower them to use those strengths to overcome adverse behaviors and concerns. 8. Display Overhead #9 (Resiliency) – the definition of resiliency as well as what resiliency can represent. • Display Overhead #10 (Protective Factors Associated with Resiliency) and note that there are two kinds of <i>protective factors</i> associated with resiliency, which include <u>Individual</u> and <u>Environmental</u> factors. • Ask participants as a large group to reveal what factors they associate with resiliency based on the individual (adolescent) and the environment (i.e. what factors/characteristics have they seen in the more resilient children with whom they worked). Ensure that participants cover the following characteristics. <ul style="list-style-type: none"> 1. Individual – cognitively well-developed, good social skills, positive self-perception, and willingness to seek support. 2. Environmental – support from friends and family, stability, positive interactions with others, and connection to the community • Tell participants that the characteristics/situations (protective factors) just discussed do assist children in being more resilient. • Distribute and review Handout #4 (Protective Factors Associated with Resiliency). <ul style="list-style-type: none"> 1. In a small group or large group discussion, ask participants 	

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		<p>how they can influence both individual and environmental characteristics (via services, behaviors, etc). If large group, capture on flip chart paper. If small group, ask participants to capture on flip chart paper and report out. Examples include:</p> <ul style="list-style-type: none"> • Individual: <ul style="list-style-type: none"> ○ Connect children with needed services in school to promote cognitive performance ○ Obtain appropriate mental health services to promote better self-perception ○ Ensure that adolescents are engaged in activities that allow them to experience success – thus promoting self-confidence ○ Ensure that children are connected to activities outside the home to promote opportunities for social interaction ○ Identify a passion or area of interest for children so that they can engage in enjoyable activities that serve as an outlet ○ Help children connect with mentors, other supportive individuals, or help them seek out their own supports ○ Link adolescents with groups that will help them stay connected to their culture • Environmental: <ul style="list-style-type: none"> ○ Ensure that children get as much contact as possible with family and friends ○ Make sure the setting where children are is appropriate (LRE) ○ Limit the number of changes in placement, find a placement within the same school district and/or neighborhood ○ Help children get involved in the community and cultural activities so that they feel a sense of 	

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		<p>connection with the community. (Adapted from American Humane League)</p> <ul style="list-style-type: none"> • To nurture resilience, you have to believe that youth have strengths, you look beyond problems to see strengths, you teach them that they have strengths, and you give this effort your time, patience, and persistence. Use a strength-based vocabulary, honor the adolescent's struggle, and give the adolescent respect and dignity. • As seen in the Christine / Jeanne scenario, all youth have strengths. However, not all youth are aware that they possess strengths; and, it is crucial that they understand that they do have strengths in order to promote their self-worth create yet another resilient factor in their lives. In order to help the youth see his/her strengths, workers must consider the strengths that the youth has and then work with the youth to help him/her see the strengths that he/she has. Participants will now perform an exercise to help them consider the strengths that a youth has. <ol style="list-style-type: none"> 1. Separate the participants into 5 groups. Ask groups to think about the most challenging youth on their caseload and the strengths that this youth has – ensuring that participants realize that all youth – even the most challenging – possess strengths. Ask groups to draw the outline of the youth and list the strengths (internal/external) that the youth possesses. These strengths can be: <ul style="list-style-type: none"> • What people have learned about themselves , others, and the world around them • Personal qualities, traits and virtues that people possess • What people know about the world around them • The talents and skills that people have • Cultural and personal stories and lore • Pride • Community. (Saleeby, 2006) 	

Section Name	Estimated Time	Key Concepts	Resources Used
		<p>2. Process the findings with the group, including:</p> <ul style="list-style-type: none"> • Facing problems and seeking help, rather than denying or otherwise avoiding confronting them • Taking risks by sharing problems with the worker, who is essentially a stranger • Expressing feelings openly with the worker rather than maintaining a guarded stance. • Exercising resourcefulness and creativity in making the most out of limited resources or managing and surviving on a limited income • Persevering in attempting to maintain family relationships under difficult circumstances • Making sacrifices on behalf of siblings, parents, and others • Expressing loving and caring feelings to family members • Seeking to further knowledge, education, and skills • Asserting one’s rights rather than to submitting to injustice • Seeking to be independent, in spite of difficulties • Seeking to understand the needs and feelings of others • Demonstrating capacity to be introspective and to shift thinking or realign perceptions when presented with new information or alternative views of situations • Owning responsibility for one’s own action and showing interest in making changes in oneself rather than focusing extensively on the changes one thinks others should make • Demonstrating capacity for self control • Demonstrating ability to make individual value judgments • Manifesting emotional capacity to function effectively in stressful situations. • Demonstrating ability to abstract and make connections between cause and effect 	

Section Name	Estimated Time	Key Concepts	Resources Used
		<ul style="list-style-type: none"> • Demonstrate ability to form close personal relationships • Demonstrate ability to consider alternative courses of action and the needs of others when solving problems <p>Notes:</p>	
<p>Section V: Introduction to Positive Youth Development</p>	<p>3 hours, 20 minutes</p>	<p>Methods of Presentation: Lecture, small and large group discussion.</p> <ul style="list-style-type: none"> • Resiliency and strength-based interventions led to a new paradigm, called “Positive Youth Development,” with which to view adolescent development. Now that participants know what risk and resilient factors are the next step is to understand what positive youth development entails. The following exercise will help participants tune into their beliefs about youth development and involvement in child welfare efforts. <ol style="list-style-type: none"> 1. Tell participants that one side of the room will be “agree” and the other side will be “disagree”. 2. Read the following statements and ask the participants to go to the side of the room that most represents whether they agree, disagree, or fall in between the two areas. Ask participants to explain their choices – without reproach. Remind them that everyone is entitled to their own opinion. Process out responses, and ask how participants can encourage change in the agency for more youth involvement/feedback, if the agency does not currently use youth at all or uses them little. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Trainer Note: When reading the statements, be careful not to influence participant opinions. Participants can change their positions after listening to other points of view.</p> </div> <ul style="list-style-type: none"> • Youth should be able to assist in evaluating the programs, staff, and agencies that serve them. • Young people do not have enough life experiences to 	<p>Markers CD Player Flip Chart Paper Flip Chart Stands TV/DVD Player</p> <p>DVD, Family-to-Family: “Voices of Youth: Supporting Adolescents in Foster Care” (16 min, 32 sec: minus credits)</p> <p>Music CD “Travis Lloyd Music”</p> <p>Overhead #1 (Agenda) (revisited)</p> <p>Overhead #11 (Spectrum of Adult Attitudes toward Youth)</p> <p>Overhead #12 (Key Characteristics of Positive Youth Development)</p> <p>Overhead #13 (Critical Areas to Positive Adolescent</p>

Section Name	Estimated Time	Key Concepts	Resources Used
		<p>know what is best for them.</p> <ul style="list-style-type: none"> • Before asking for youth input, adults must carefully set up and manage casework and related processes/policies so that youth can later offer input and participate in agency/organization efforts. • Most young people don't care about helping their agency/organization plan or evaluate its services. • The main reason to involve youth in program planning, operation, and evaluation is to get their investment in the process. • Youth participation is important, but ultimately, adults need to have the final say about how an agency/organization is run. • Youth should have an equal voice in agency/organization hiring and evaluation practices. • Adults in my agency/organization do not always listen carefully to the opinions of youth when doing their jobs. • It is hard to give up control and let youth take the lead on tasks (case and related service planning, etcetera). • It is difficult in terms of time and energy for an adult to jointly work with youth. • Young people often have great ideas about agency/organization initiatives and plans for helping clients and their families. • Young people know how to get things done in creative ways. <ul style="list-style-type: none"> • Display and review Overhead #11 (Spectrum of Adult Attitudes toward Youth). Explain that there is a spectrum of adult attitudes toward youth, which include young people being viewed as: <ol style="list-style-type: none"> 1. OBJECTS – Involve youth in adult-controlled situations at the discretion of youth. Youth's contributions are insignificant and 	<p>Development)</p> <p>Handout #5 (Reframing)</p> <p>Handout #6 (Positive Youth Development)</p> <p>Handout #7 (Key Characteristics of Positive Youth Development)</p> <p>Handout #8 (Success Bingo)</p> <p>Handout #9 (40 Developmental Assets® for Adolescents (ages 12-18))</p> <p>Handout #10 (Areas Critical to Positive Adolescent Development)</p>

Section Name	Estimated Time	Key Concepts	Resources Used
		<p>underutilized. Young people maintain a powerless position.</p> <ol style="list-style-type: none"> 2. RECIPIENTS – The adult still believes they know what is best for the youth, but she or he provides the youth an opportunity to participate. Adult view youth participation as a good experience for them that will help them become contributors later in life. 3. RESOURCES – The adult respects what the youth can contribute and encourages youth to become involved in all areas of the organization. Youth and adults share power in decision making, both bring strengths, abilities, and expertise to the table. The system of care is youth-guided. <ul style="list-style-type: none"> • Ask participants to tell you how they view young people and why – remind them about the questions that they just answered in order to align themselves on the spectrum. This can be a large group exercise or small group discussion. You can build on this by asking about times when participants felt that they were objects, recipients, or resources (on the job, at the doctor, with their family, etc...) and how they felt during those times. <ol style="list-style-type: none"> 1. Ask participants how they believe those in their agency, overall, perceive youth – as objects, recipients, or resources. <ul style="list-style-type: none"> • For those that say the agency views youth as resources, ask them what they are doing that involves youth more in the decision-making processes. • For those that say the agency views youth more as objects and/or recipients, ask participants how they can try to advocate for changing the agency’s perspective to involve youth as either a recipient (the next step from an object) or, even better, as a resource. • Distribute Handout #5 (Reframing). Ask participants to work at their tables to complete the handout. <ol style="list-style-type: none"> 1. After participants appear to finish the handout, process out as a large group. Ask them how this language could play a role in the plans that they just discussed to use youth as a 	

Section Name	Estimated Time	Key Concepts	Resources Used
		<p>resource in their agency.</p> <ul style="list-style-type: none"> • Distribute and briefly review Handout #6 (Positive Youth Development) and what that is. <div data-bbox="604 342 1602 862" style="border: 1px solid black; padding: 5px;"> <p>Trainer Note: This might be a good place to end Day One. If it is, note that participants – on the drive home, to work, etc. – should think about the information offered so far and ways that they can view and use adolescents as resources and/or advocate that others do the same. During Day Two, participants will discuss how to do this. Review the concepts covered in Day One and ask them whether they have any questions. Let them know that tomorrow, in addition to the planning discussion, they will talk about positive youth development and how they can translate this knowledge, along with risk and resilience, into their daily casework practice. Thank participants for coming.</p> </div> <div data-bbox="604 883 1602 1468" style="border: 1px solid black; padding: 5px;"> <p>Trainer Note: If Day Two begins here, as participants arrive have Music CD “Travis Lloyd Music” playing. When participants are seated, using Overhead #1 (Agenda), review what was covered in Day One as well as plans for Day Two. Ask participants whether they have any questions from the Day One and address those that you can. Those that are not addressed in this content, place on the Parking Lot.</p> <p>During Day Two, there will be a youth panel with 3-6 young adults involved in the child welfare system. Ensure that participants are aware of the purpose of the youth panel and expectations (as presented in the youth panel section of the curriculum). The youth will likely arrive at 12:30 to allow you time to meet them, get introductory information, offer</p> </div>	

Section Name	Estimated Time	Key Concepts	Resources Used
		<p>expectations, and answer questions they might have. It is likely that content will be interrupted due to the panel. Adjust the curriculum as is necessary to allow as much time as is possible for discussion surrounding the youth panel and feedback.</p> <ul style="list-style-type: none"> • Display Overhead #12 (Key Characteristics of Positive Youth Development) and distribute and review Handout #7 (Key Characteristics of Positive Youth Development). <ol style="list-style-type: none"> 1. Ask participants how they can incorporate this information into the plans they created to see/continue to see youth as a resource vs. an object or recipient. • Distribute Handout #8 (Success Bingo) to complete a bingo activity. Tell participants to “Imagine someone on your caseload celebrating her/his 21st birthday.” Ask the participants “Which attributes would you like to see in the young people when they turn into young adults?” Tell them to “Go around the room and ask 9 different people what attributes or outcomes they would like to see.” (You can give a prize to the first one completed). <ol style="list-style-type: none"> 1. Process out characteristics and how they can use adolescents as resources to achieve those characteristics • Show the DVD, Family-to-Family: “Voices of Youth: Supporting Adolescents in Foster Care.” Afterward, discuss any impression, opinions, questions, etc. <ol style="list-style-type: none"> 1. Process out the characteristics of the youth in the video (whether participants believe that the youth will be successful or not and what will help or hinder them in achieving success. Ensure to focus on the resilient factors. • Distribute and review Handout #9 (40 Developmental Assets® for Adolescents (ages 12-18)) by the Search Institute. Note that the Search Institute’s research demonstrated that youth who report a greater number of assets in their lives are protected from risk and more likely to be successful across a number of dimensions of adolescent success. Ask participants to offer some 	

Section Name	Estimated Time	Key Concepts	Resources Used
		<p>of the assets on the list that they think are important.</p> <ul style="list-style-type: none"> • Refer back to the video and Handout #9 (40 Developmental Assets® for Adolescents (ages 12-18)) noting that the children in the video had in place many of the developmental assets that helped them be more resilient. <ol style="list-style-type: none"> 1. Display Overhead #13 (Areas Critical to Positive Adolescent Development) and explain that there are 4 critical areas to positive adolescent development. 2. Divide participants into 4 groups. Assign each group an area and ask them to write their responses to the following items on flip chart paper and report out to large group. <ul style="list-style-type: none"> • Ask participants what it might look like (in behavioral and/or characteristic terms) when a youth achieves (for example) a sense of industry. Then, ask participants to develop helpful strategies to help youth have successful outcomes in their assigned area. <ul style="list-style-type: none"> • After groups report out, distribute and review Handout #10 (Critical Areas to Positive Adolescent Development). <p>Notes:</p>	
Section VI: Culture	1 hour, 30 minutes	<p>Methods of Presentation: Lecture, small and large group discussions.</p> <ul style="list-style-type: none"> • Display Overhead #14 (Culture is...) and discuss what Culture is: “How it affects adolescents and their development.” <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Trainer Note: Many definitions of culture exist. The definition on the <i>Culture is...</i> overhead is the standard definition that the Training Program uses in all its workshops.</p> </div> <ul style="list-style-type: none"> • Show the DVD, (Knowing Who You Are). <div style="border: 1px solid black; padding: 5px;"> <p>Trainer Note: In the “Knowing Who You Are” DVD, twenty-three people share their perspectives about why it is important to help youth in care develop their racial</p> </div>	<p>Markers Masking Tape Flip Chart Paper Flip Chart Stands Prepared Flip Charts Appendix #9 (Knowing Who You Are: Facilitator Guide) DVD, “Knowing Who You Are” (24 min)</p>

Section Name	Estimated Time	Key Concepts	Resources Used
		<p style="text-align: center;">and ethnic identity.</p> <ul style="list-style-type: none"> • After the DVD finishes, facilitate group discussion. Possible discussion points, which come from the Casey Foundation – Appendix #9 (Knowing Who You Are: Facilitator Guide), include: <ul style="list-style-type: none"> • What are your overall impressions of the concepts brought up in the video regarding racial and ethnic identity? • What are the top two or three points highlighted by the film that you would want to address in your day-to-day practice or within your organization? • Does the film raise any concerns for you about working with youth around these issues? If so, please describe them. • How can you further integrate racial and ethnic identity work with youth into your day-to-day practice or within your organization? • Ask participants to reveal knowledge, characteristics, and behaviors that they believe a culturally skilled practitioner would have/show when working with youth. <ol style="list-style-type: none"> 1. Display and review Overhead #15 (Characteristics of Culturally Skilled Practitioners). • Cultural perspective talking points: <ol style="list-style-type: none"> 1. The cultural perspective defines culture as the shared values, norms, traditions, customs, arts, folklore, and institutions of a group of people. 2. It recognizes that a person’s identity and behavior is guided by simultaneous membership in a variety of groups. A person’s culture is the result of the effects of all these simultaneous memberships. Consideration of race or ethnicity without consideration of gender, sexual orientation, nationality, or social class is therefore limiting. 3. It views culture in a broad term to include the values and 	<p>Overhead #14 (Culture is...)</p> <p>Overhead #15 (Characteristics of Culturally-Skilled Practitioners)</p>

Section Name	Estimated Time	Key Concepts	Resources Used
		<p>beliefs that result from such group identities as “youth culture” or professional culture, “e.g., teaching, medicine, or working in a child welfare organization.”</p> <ol style="list-style-type: none"> 4. It requires an understanding of the dual perspective, which views every person as a part of both the larger system of the dominant society and an individual system of racial, ethnic, religious and other community group membership. This dual perspective helps to evaluate disparate systems and determine both sources of strength and sources of stress. 5. It requires an understanding of institutional racism, ageism, sexism, homophobia, class barriers, and barriers to the physically challenged. 6. It recognizes that there are many sources for cultural socialization. <ul style="list-style-type: none"> • Prepare three flip charts with the following titles: <ol style="list-style-type: none"> 1. Personal Level 2. Interpersonal Level 3. Community Level • State that one of the primary defining characteristics of a culture is that the norm, behaviors, etc are associated with a group. Belonging to cultural groups is important to most people. It is especially important to adolescents who are trying to discover who they are, where they come from, and where they might go in life. As a large group, ask participants to brainstorm how cultural group membership can influence the lives of adolescents with whom they work. Answers might include: <ol style="list-style-type: none"> 1. <u>Personal Level</u> <ul style="list-style-type: none"> • Identity formation • Personal values and goals • Personal sense of effectiveness, empowerment, and hopefulness • Attitudes and feelings about independence 	

Section Name	Estimated Time	Key Concepts	Resources Used
		<p>2. <u>Interpersonal Level</u></p> <ul style="list-style-type: none"> • Beliefs about the roles responsibilities of parents • The types of relationships we have between parents • How we communicate with others • The manner in which feelings are expressed with others • Gender relationships and gender expectations • The type of help we identify as “acceptable” • Involvement with both extended kin and non-biological family <p>3. <u>Community Level</u></p> <ul style="list-style-type: none"> • Sense of connection to a “larger community” • Experiences of empowerment or disempowerment with larger systems • Experiences with such systems as education, health care, criminal, child welfare, or civil justice • Level of acculturation <ul style="list-style-type: none"> • As with most cultures, similarities and differences exist. Ask participants to identify some of the differences among the youth on their caseloads (i.e. gender, race, economic status, sexual orientation, physical limitations, and mental challenges). Then, ask them to start thinking what external supports would be needed for this adolescent to be successful in life. <p>1. Assign each group a youth with a special need from one of the following. A youth who is:</p> <ul style="list-style-type: none"> • Bi-racial, • Gay, • HIV infected, • Black or Latino/a, • Developmentally-delayed, • Using a wheelchair. 	

Section Name	Estimated Time	Key Concepts	Resources Used
		<p>2. After asking the small groups to pick a recorder as well as a reporter who reports to the large group, ask participants to discuss and write on their flip chart the external supports that their youth would need. (Ensure that you prompt participants to remember that youth should be a partner and resource in finding supports).</p> <p>Notes:</p>	
Section VII: Youth Panel	1 hour, 30 minutes	<p>Method of Presentation: Large group discussion, panel discussion.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Trainer Note: Youth are expected to arrive 30 minutes (12:30 p.m.) prior to scheduled appearance in order to review any expectations with the trainer.</p> <p>The purpose of the panel (likely composed of 3-6 youth) is to hear the youth voice and encourage their participation in system change. You should meet with the panel before and discuss what you will be talking about. Allow the panel to introduce themselves, how long they have been involved in the system, and anything they feel is important for the participants to know. Give an overview to the audience, explaining that you will ask some questions, and then the discussion will be open to them to ask individual questions</p> </div> <ul style="list-style-type: none"> • Allow the panel to introduce themselves: <ol style="list-style-type: none"> 1. How long they have been involved in the system 2. Anything they feel is important for the participants to know. • Give an overview to the audience, explaining that you will ask some questions, and then the discussion will be open to them to ask individual questions. Some questions that you can ask the 	None

Section Name	Estimated Time	Key Concepts	Resources Used
		<p>panel, include:</p> <ol style="list-style-type: none"> 1. How much input do you have in your case planning? Do you think that it's important to be involved? Why or why not? 2. Are you involved in your court hearings? If so, to what extent? If not, would you like to be? Do you think that it's important to be involved? Why or why not? Would you like to talk with Masters/Judges about how to improve involvement in the courtroom? 3. If you disagree with something that is happening, how often do you speak up and challenge your caseworker and other adults? 4. Do you have a voice in the way your agency operates? 5. What kind of decision making and/or leadership roles do you have in your agency? 6. What kind of things have you been able to teach the adults in your agency? 7. When have you felt ownership in your case planning or that programming at the agency belonged to you? 8. How do you feel about the services that you received in foster care? Were they helpful or not? If they were, what made them helpful? If not, what could have been done to make them helpful? 9. If given the opportunity, what advice would you give foster parents? 10. Listen to this statement: The youth in my agency feel trusted, respected and empowered by adults. Do you agree or disagree and why? 11. Describe an adult who makes it easy for you to speak up and play a meaningful leadership role. What is this person like and how do they make it easy for you to take charge? 12. Are there any questions that you think a caseworker should ask youth that they don't ask? 	

Section Name	Estimated Time	Key Concepts	Resources Used
		<p>13. If you had to describe the ideal caseworker, in your opinion, what would that person be like? (e.g. behavior, characteristics, actions, etc.)</p> <p>14. What advice would you give to agency personnel who want to do a better job of sharing power and leadership with the youth in their programs?</p> <ul style="list-style-type: none"> • Thank the panel for their insights and advice and turn questions over to the participants. <p>Notes:</p>	
<p>Section VIII: Transfer of Learning Plan and Closing</p>	<p>30 minutes</p>	<p>Method of Presentation: Lecture, large group discussion.</p> <ul style="list-style-type: none"> • Display and review Overhead #16 (Youth Development Outcomes) while distributing Handout#11 (Youth Development Outcomes) <ol style="list-style-type: none"> 1. Review with large group discussion about how they would know that each indicator in youth development was successful. What would a youth on their caseload need to look like? What casework tasks would they need to do? 2. Distribute Handout #12 (My Action Plan) and ask participants to complete it. 3. While participants complete the action plan, read the poem below to the participants that show how important supports are to our adolescents. <i>I used to sit on the banks with a raft and watch the water roll lazily by. One day I pushed my raft into the shallows of the water and found the water moved swifter than I thought. My raft was actually a boat. Then, after some time, I rowed my little boat into deeper water. There were great storms, mighty winds, tremendous waves, and sometimes I felt so alone. But I have noticed my little rowboat is now a</i> 	<p>CD Player Music CD “Travis Lloyd Music” Overhead #16 (Youth Development Outcomes) Handout #11 (Youth Development Outcomes) Handout #12 (My Action Plan) Handout #13 (Bibliography)</p>

Section Name	Estimated Time	Key Concepts	Resources Used
		<p><i>mighty ship manned by my friends and loved ones; and beautiful calm seas, warm sunny days, and nights filled with comfortable dreams always double after a storm. Now, I could never go back and sit on the bank. In fact, I search for deeper water. Such is life when lived.</i></p> <p style="text-align: right;">- B.D. Gulledge</p> <ol style="list-style-type: none"> 4. Distribute Handout #13 (Bibliography) for participants to review for additional resources. 5. Evaluations – Ask the participants to complete the PA Child Welfare Training Program evaluation form. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Trainer Note: Play the Music CD “Travis Lloyd Music” while the participants complete their evaluation forms. <u>Also be sure to collect all table copies of the Appendix #6 (A Reference for Professionals Developing Adolescents) at the end of the day.</u></p> </div> <p>Notes:</p>	