

# Positive Youth Development Practices and Teen Pregnancy Prevention Programs



April 7, 2015



*This webinar was developed by Child Trends under contract #GS-10F-0030R/HHSP23320130043G for the Office of Adolescent Health; US Department of Health and Human Services as a technical assistance product for use with OAH grant programs.*

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# Presenters



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The Forum for Youth  
Investment



- After this webinar, attendees will be able to:
  - Define positive youth development.
  - Explain key positive youth development practices and how they can enhance a high-quality TPP program.
  - Begin to integrate the eight key PYD practices into their TPP program while maintaining fidelity to the pregnancy prevention curriculum.



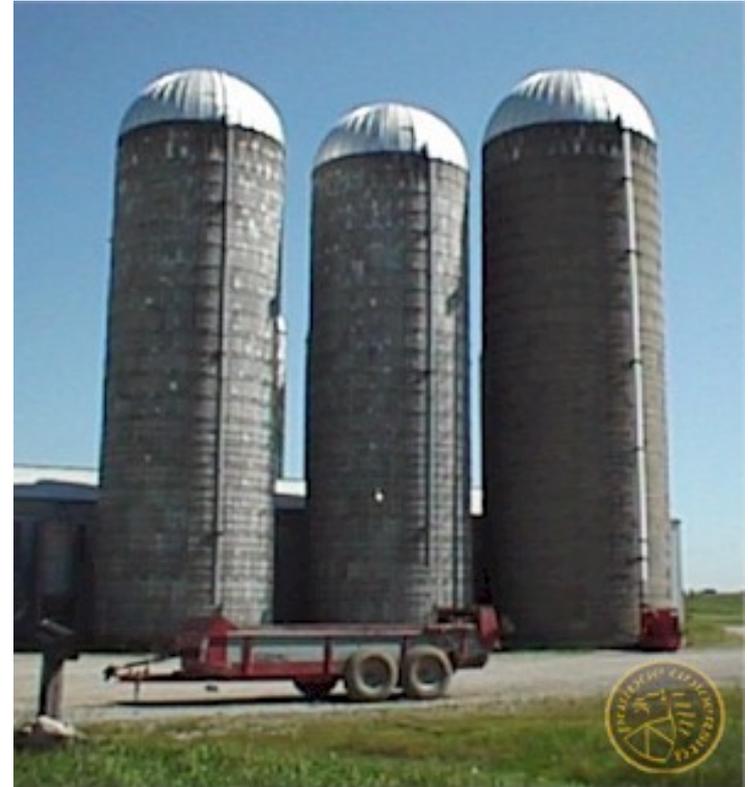
- Poll: What area best describes the sector in which you operate your teen pregnancy prevention program?

- After-school or CBO
- School-based
- Clinic-based
- Specialized setting
- Other

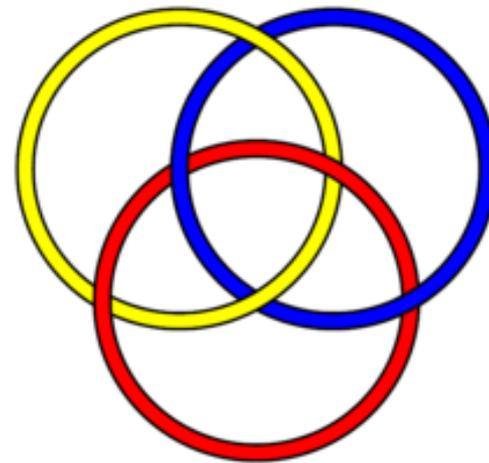


How did we get here?

- *Siloed* prevention efforts focused on single problems:
  - Teen pregnancy
  - Substance abuse
  - Juvenile delinquency



Researchers found that each silo has similar risk and protective factors



*Positive youth development is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.*

- Source: Interagency Working Group on Youth Programs



*PYD is an **intentional**, pro-social approach*

- Purposeful, deliberate
- Planful
- Thoughtful
- Involves training and monitoring



*PYD is an intentional, **pro-social** approach*

- Benefits other people or society as a whole



## *PYD is an intentional, pro-social* **approach**

- Practices, activities, strategies
- Not a specific curriculum or program
- Can take on different forms and co-exist with varied programs (after-school program, clinic-based program, etc.)



*PYD is an intentional, pro-social approach that **engages** youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive*

- Get youth actively involved in meaningful ways
- Emotionally involved
- Cognitively involved



## **Recognizes, utilizes, and enhances youths' strengths**

- Assumes that all youth have strengths and can contribute positively and uniquely
- Puts youth's strengths to good use
- Organizes meaningful projects or work in the program or community
- Improves or amplifies the quality, value, or extent of youth strengths
- Helps youth develop



## *Recognizes, utilizes, and enhances youths' strengths*

- Identifies stand-out areas (artistic, musical, mathematical, interpersonal, etc.)
- Encourages positive behaviors
- Isn't focused just on suppressing problems



*Promotes positive outcomes for young people by providing **opportunities**, fostering positive relationships, and furnishing the **support** needed to build on their leadership strengths*

- Jobs, job-training
- Volunteering, service-learning
- Youth advisory boards
- Referrals for assistance
- Activities: sports, mentoring



*Promotes positive outcomes for young people by providing opportunities, fostering **positive relationships**, and furnishing the support needed to build on their leadership strengths*

- Affirming, warm, trustworthy
- Consistent/predictable



# Risk and protective factors

THE DEVELOPMENTAL  
ASSETS

SAFE

SEL

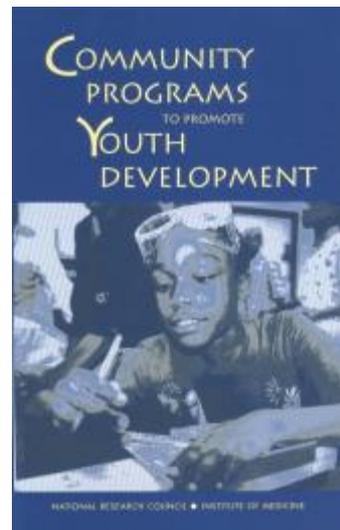
The 5Cs

Practices to foster in  
out-of-school programs

The five promises



- The National Research Council published *Community Programs to Promote Youth Development*
  - Identified common practices that can be used by programs to implement the principles of PYD



1. Physical and psychological safety;
2. Appropriate structure;
3. Supportive relationships;
4. Opportunities to belong;
5. Positive social norms;
6. Opportunities to make a difference;
7. Opportunities for skill development; and
8. Integration of family, school, and community efforts



# 1. Physical and psychological safety

- Safe facilities & health-promoting practices to:
  - Increase safe peer group interaction and
  - Decrease unsafe or confrontational/bullying interactions.



- What does this look like in practice?
  - Explicit policies and staff training indicate that physical and sexual harassment, violence, and bullying are not tolerated
  - Provide a space that is physically and emotionally safe
  - Assure confidentiality (except where law requires reporting)

## 2. Appropriate structure

- A TPP program provides clear and consistent rules and expectations and age-appropriate monitoring.



## 2. Appropriate structure

- What does this look like in practice?
  - Clear age-appropriate expectations
  - Provide a reason for all requests
  - Fidelity to the EBP is maintained



### 3. Supportive relationships

- A PYD program fosters caring relationships, social support, positive communication, and provides supportive guidance.



- What does this look like in practice?
  - Staff are comfortable and not judgmental when discussing sex and answering questions
  - Youth report that staff are trustworthy, reliable
  - Staff are supportive, affirming, and engaging with quiet and withdrawn youth as well as positively engaged youth and acting-out youth
  - Youth are encouraged to proactively communicate with partners
  - Youth are encouraged to respect peers' decisions



## 4. Opportunities to belong

- Provide opportunities for:
  - Meaningful inclusion of all youth,
  - Positive identity formation, and
  - Support for cultural and bicultural competence.



## 4. Opportunities to belong

- What does this look like in practice?
  - Inclusive
  - Opportunities for involvement
  - Culturally competent staff
  - Activities and materials are representative of the population(s) served



- What are some techniques you have used to incorporate the following PYD practices into your program?

- 1) Physical and psychological safety
- 2) Appropriate structure
- 3) Supportive relationships
- 4) Opportunities to belong



- **Ideas from webinar attendees:**
- **1) Physical and psychological safety**
  - Lead staff training (s) on providing trauma-informed care; infusing trauma informed concepts into evidence-based program trainings.
  - Establish and adhere to "Group Guidelines" (developed by the group)
  - Allow clients to choose the setting in which they are most comfortable to meet
  - Conduct an annual teen-friendly clinic assessment
- **2) Appropriate structure**
  - Let students know what to expect each day
  - Break expectations into easy to accomplish steps.
  - Allow youth to develop their own rules and consequences they will face for breaking those rules
  - Post and review session ground rules



- **Ideas from webinar attendees:**
- **3) Supportive relationships**
  - Provide "care coordination" for students - support in making reproductive health appointments, appointment reminders, and transportation to appointments
  - Employ approachable and friendly educators
- **4) Opportunities to belong**
  - Allow youth to self-identify their gender pronouns
  - Involve young people in program development
  - Create opportunities to build a group identity
  - Establish a Teen Advisory Board to obtain program input



## 5. Positive social norms

- Behaviors and values that promote respect
- Communicate clear expectations



- What does this look like in practice?
  - Relationship violence is not acceptable
  - Positive norms, behaviors, and decision-making are promoted
  - The respectful environment in our program should flow into the community



## 6. Opportunities to make a difference

- Support for age-appropriate youth initiative
- Opportunities for youth to take on leadership roles, and
- Encouragement for achieving meaningful contributions in the community.



- What does this look like in practice?
  - Volunteering
  - Opportunities for initiative and leadership
  - Help youth see connections between sexual decisions and achieving goals

Provide opportunities to develop:

- Skills that prepare them to make positive decisions about their sexual and reproductive health, and
- Educational and career opportunities.



- What does this look like in practice?
  - An interactive curriculum
  - Youth identify goals and milestones to goals
  - Opportunities to learn and build skills
  - Application of skills to life outside the program

- Coordination and collaboration with family, school, and community partners.



- What does this integration look like in practice?
  - Refer adolescents to the services they need
  - Engage parents or other kin
  - Link teens with positive opportunities
  - Staff are trained in community mobilization



- What are some techniques you have used to incorporate the following PYD practices into your program?
  - 5) Positive social norms
  - 6) Opportunities to make a difference
  - 7) Opportunities for skill development
  - 8) Integration of family, school, and community efforts



- **Ideas from webinar attendees:**
- **5) Positive social norms**
  - Allow teens to write their own social norms using a 'please and thank you' technique. This way the rules are less “rule-like”.
  - Have the group establish a "full value commitment" together
- **6) Support for efficacy and mattering**
  - Give young people an opportunity to shape curriculum or program development
  - Have youth or a youth leadership team contribute to the development of a for-youth, by-youth publication on adolescent sexual health
  - Use a Social Change Model of leadership development to structure time with teens



- **Ideas from webinar attendees:**
- **7) Opportunities for skill-building**
  - Provide leadership opportunities by having youth serve as mentors/peer educators to younger students
  - Have youth teach parents skills they have learned
  - Professionally train and employ youth as peer educators
- **8) Integration of family, school, and community efforts**
  - Hold monthly meetings for the parents/guardians of the youth participants
  - Ask youth to create media around TPP
  - Have TPP staff members sit on various committees throughout the counties in which they serve to give voice to youth needs
  - Have a parent advisory team that guides TPP program implementation



- **Fidelity:** The degree to which a program is implemented with adherence to its core components.
- **Quality:** Focuses on the development of effective and supportive settings for learning and engagement.

- PYD practices can be implemented while maintaining **fidelity** to a TPP EBP
  - Make sure you are maintaining the core components of your EBP
  - Use facilitator and observer fidelity monitoring logs, observer quality rating and fidelity process form
    - OAH guidance
    - [http://www.hhs.gov/ash/oah/oah-initiatives/teen\\_pregnancy/training/implementation.html](http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/training/implementation.html)
    - [http://www.hhs.gov/ash/oah/news/assets/fidelity\\_monitoring\\_guidance.pdf](http://www.hhs.gov/ash/oah/news/assets/fidelity_monitoring_guidance.pdf)



- Characteristics of PYD can help enhance program **quality**
  - Program quality assessment tools
  - Self-report, questionnaires, observation, or a combination of approaches
    - Provided by staff, youth, parents, and community members

Karen has recently visited a clinic-based pregnancy prevention program.

PYD highlights:

- Warm greeting
- Peer educators
- Staff are culturally competent and mindful of confidentiality
- Representative flyers and items on the wall



Karen has recently visited a clinic-based teen pregnancy prevention program.

- Q&A: What positive youth development practices are displayed in this program? What are some areas in which they could incorporate more elements of positive youth development?



Karen has recently visited an after-school teen pregnancy prevention program.

Notable elements:

- Lecture
- Bored students
- Students couldn't relate to the examples



Karen has recently visited an after-school teen pregnancy prevention program.

- Q&A: Where do you think that facilitator could make some changes to incorporate more PYD practices to make her program more engaging and relevant for her students?



- OAH is developing a checklist to help organizations to assess how well they are integrating PYD practices into their programs



# Questions?



- Make the Connection: How Positive Youth Development Offers Promise for Teen Health & Teen Pregnancy Prevention (OAH Webcast):  
<http://www.hhs.gov/ash/oah/news/events.html#May2014-MaketheConnectionWebcast>
  - (webcast resource list):  
<http://www.hhs.gov/ash/oah/news/assets/May%202014%20TPP%20Event/pyd-resource-list.pdf>
- Positive Youth Development (OAH publications by topic):  
[http://www.hhs.gov/ash/oah/resources-and-publications/publications/positive\\_youth\\_development.html](http://www.hhs.gov/ash/oah/resources-and-publications/publications/positive_youth_development.html)
- Free Training in Positive Youth Development (Family and Youth Services Bureau):  
<http://ncfy.acf.hhs.gov/news/2015/02/free-training-positive-youth-development>
- Positive Youth Development (FindYouthInfo.Gov):  
<http://www.findyouthinfo.gov/youth-topics/positive-youth-development>



- Download the TPP staffing tip sheet
  - [http://www.hhs.gov/ash/oah/oah-initiatives/teen\\_pregnancy/training/Assests/staffretention-tipsheet.pdf](http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/training/Assests/staffretention-tipsheet.pdf)
- Upcoming webinar: Using a trauma-informed approach
  - Date: April 30<sup>th</sup>, 2015
  - Time: 2-3:15pm



FEEDBACK

