# the handbook of

# positive

## outcomes

## youth

*Second Edition*

## Table of Contents

*Networks for Youth Development* is a peer network of youth organizations promoting youth development as a field of practice and mastery and committed to accountability and authentic assessment.

Also available from the Youth Development Institute are:

★ **A Guided Tour of Youth Development:** features best practices of youth development programs.

★ **What It Takes – Core Competencies of Youth Workers:** lists the skills, knowledge and attributes that youth workers need.

★ **Assessment Tools:** a complete set of assessment instruments based on the best practices of <u>A Guided Tour.</u> Tools for self-assessment as well as peer-assessment are available.

★ **Measuring Youth Outcomes:** a research report on the state of the field.

For price listings & to order any of the above items, contact:

Youth Development Institute
Fund for the City of New York
✉ 121 Sixth Avenue • New York, NY 10013
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# THE HANDBOOK OF
# Positive Youth Outcomes

## Dear Friend:

When young people participate in our programs, we strive to provide the best supports and opportunities possible. We learn best practices, train ourselves and our staff and continually aim for effective, quality youth programs. We all have expectations for our youth and youth have expectations for themselves. But what are the positive outcomes for young people who participate in youth development programs?

**Second Edition – 1998**

**5** Youth development programs assist young people in developing competencies that will enable them to grow, develop their skills and become healthy, responsible and caring youth and adults. As youth agencies, we know that we cannot do it alone. Youth development is a shared responsibility. Many factors affect young people's lives. Youth agencies must work in partnership with families, schools and communities as they contribute to the positive growth of youth. In addition, youth agencies need to work with each other – to share insights and to tap into each other's expertise.

**Networks for Youth Development** has combined research, discussion and practical experience in articulating the best practices of youth development. We have done similar work in delineating those outcomes that we believe young people involved in effective youth development programs achieve. We have divided these outcomes into areas of competence.

The competency areas identified are ones in which we, through our programs, are making a difference. We hold ourselves accountable for joining with others so that all youth attain demonstrable outcomes in these areas:

**O**riginality *(Creative Competency)*
**U**nderstanding ourselves and others *(Personal Competency)*
**T**hinking and reasoning *(Cognitive Competency)*
**C**ivic competency
**O**ur bodies *(Physical Health Competency)*
**M**ental health competency
**E**mployability competency
**S**ocial competency

We have also regrouped these outcomes into skill areas and tracked their development in young people within our programs. If you reverse this booklet, and read from back to front, you will see these same

development outcomes clustered across competency areas and reflecting skills we all need in our work, educational, social, and personal lives.

The lists in this handbook are interactive. An indication of just how interconnected they are is the fact that similar words can be found in more than one area (i.e., relationships, reflection, communication, etc.) The lists in this handbook are not exhaustive. They are not meant as checklists — if a young person does not meet an element, this in no way means he or she is a failure. In addition, all young people will not demonstrate these competencies in the same way. These are progressive competencies: youth will develop them at different rates.

We also want to stress that standard measures will not suffice to demonstrate all of these outcomes. No one will be able to look at a single activity and see all of these competencies developing. These are the

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overall results of programs operating within a youth development framework. Most important, this handbook is meant to illustrate the impact of positive youth development.

We hope you enjoy this handbook and find it useful in helping to define, structure and evaluate your work with young people.

*Alianza Dominicana*

*Children's Aid Society*

*Chinatown YMCA*

*The Door*

*Fund for the City of New York*

*Good Shepherd Services*

*Phipps Community Development Center*

*Project Reach Youth*

*Stanley M. Isaacs Neighborhood Center*

# Originality . . . . . . . . . . . . .
*(creative competency)*

**Creative Competency** applies to the exploration and development of self-expression.

➤ *ARTISTIC EXPRESSION*

- Ability to express oneself through acting, music, dance, writing, verbal communication and/or art

➤ *EXPRESS INDIVIDUALITY*

- Demonstrate unique creative characteristics or skills

➤ *PERSONAL LEISURE TIME*

- Ability to utilize free time to engage in creative activities

# Understanding ourselves and others...
*(personal competency)*

**Personal competency** applies to actions that reflect the understanding of one's own opinions and thoughts and those of others in order to handle situations appropriately and non-violently.

> *ABILITY TO ARTICULATE AND LISTEN TO OPINIONS AND THOUGHTS*

- Understanding how opinions and thoughts impact on others
- Possessing active listening skills

> *ABILITY TO RECOGNIZE AND ASSESS HOW ONE RELATES TO AND IDENTIFIES WITH ELEMENTS OF ONE'S OWN ETHNIC, RACIAL,*

### RELIGIOUS, AGE, SEXUAL ORIENTATION, GENDER, CLASS AND DISABILITY GROUPINGS

- Being open to new ideas (culture, food, experiences)
- Appreciation of the range of differences (ethnicity, races, religions) without necessarily agreeing with all beliefs

### ➤ ACCOUNTABILITY

- Taking responsibility for one's actions
- Keeping one's word
- Knowing consequences
- Recognizing need for and demonstrating willingness to work with support systems
- Understanding one's actions and how they impact on others

### ➤ DECISION-MAKING

- Defining issue
- Analyzing issue
- Ability to investigate options

- Listing alternative options
- Choosing best alternative
- Implementing solution/best alternative
- Willingness to learn

## ➤ *GOAL SETTING*

- Ability to set short-term goals
- Ability to set long-term goals
- Ability to designate benchmarks
- Evaluating and assessing progress toward reaching a goal
- Following-up
- Believing that one can accomplish a goal
- Redefining winning – approaching a goal another way
- Analyzing resources needed to achieve goals
- Develop area of ability, interests, skills

## > VALUES CLARIFICATION

   • Ability to develop a code to live by
(e.g., spirituality, moral and ethical standards)

- Understanding one's values and the implications for action
- Understanding that all people don't have to feel the same way
- Respecting differences
- Using judgement in how one responds to different situations and makes choices in different situations in dealing with different people
- Being consistent in one's choices
- Understanding one's premises, principles and practices
- Understanding various values as others define them; defining and demonstrating values for ourselves
- Understanding need for positive reinforcement

## > INITIATIVE

- Ability to engage in self-motivated activities for personal growth and development

- Taking on tasks others shy away from
- Conceptualizing an idea and putting it into practice independently
- Not accepting life the way it is given to you: seeking out opportunities; going after change for better; not waiting for things to happen to you

➤ *SELF-RELIANCE*

➤ *ACHIEVEMENT OUTCOMES*

➡ **Independent Living Skills**

- Ability to secure adequate living arrangement
- Creation of a safe environment
- Ability to manage money, including budgeting
- Management of daily living routines, including shopping, time management, etc.

# thinking and Reasoning...
### (cognitive competency)

**Cognitive competency** applies to intellectual development and the integration of information into operational functions.

> *EDUCATIONAL/ACADEMIC SKILLS*

➡ **Awareness of Learning Process**

- Ability to reflect upon one's own learning – identifying strengths and areas needing improvement
- Ability to figure out one's learning style
- Ability to articulate what one needs academically
- Ability to know what is needed to complete an academic exercise:

✓ *Planning*
✓ *Developing of strategies*
✓ *Follow-up*

## ➡ <u>Analytical Thinking</u>

- Openness to thinking differently
- Attempting alternative approaches
- Problem solving
- Critical thinking
- Higher order thinking
  (thinking about how you think)
- Making inferences
- Cognitive behavior modification: internal dialogue

## ➡ <u>Organizational</u>

- Time management
- Balancing responsibilities
- Code switching: dress, talk, body language –
  knowing formal and informal rules

- Ability to negotiate family, environment
- Development of good study skills:
  - ✓ *Setting up a schedule*
  - ✓ *Knowing how to preview a test*
  - ✓ *Setting a purpose for a study session*
  - ✓ *Formulating questions*
  - ✓ *Prioritizing*
  - ✓ *Learning vocabularies*
  - ✓ *Ability to recognize that there are different academic terminologies (depending on subject/content area involved: jargon, symbols, coding)*
- Accessing resources:
  - ✓ *Self*
  - ✓ *Tools such as a calculator*
  - ✓ *Librarian*
  - ✓ *Other adults*
  - ✓ *Computer*
- Test taking:
  - ✓ *How to read different kinds of directions*
  - ✓ *Monitoring time*

- ✓ Knowing how to handle different kinds of questions: multiple choice and essay
- ✓ Knowing how to deal with anxiety – feeling comfort/at ease
- ✓ Knowing strategies that make a difference: "dry runs"
- ✓ Ability to demonstrate comprehension through logical reasoning and problem solving
- ✓ Pre-test preparation (adequate sleep, materials required)

### ➡ <u>Reasoning</u>

- Ability to evaluate information and make choices based on that and recognized consequences
- Recognizing one's values
- Recognizing values of others
- Understanding value of education (formal and informal)

### ➡ <u>Goal Setting</u>

- Establish positive expectations for oneself

- Set objectives with benchmarks
- Set realistic goals
- Develop a plan
- Follow-through – perseverance – being able to stay with something
- Substitute goals, adapt goals
- Recognize success with short-term goals

➡ **<u>Basic Skills Development</u>**

- Ability to use language skills
- Ability to understand numbers
- Ability to use basic arithmetic and scientific operations
- Ability to reason mathematically
- Ability to communicate effectively in oral and written form
- Ability to converse comfortably
- Ability to read different forms of texts, fiction and non-fiction

- Read for enjoyment
- Ability to use different forms of writing (pleasure, journals, poetry)

## ➡ **Functional Abilities**

- Understand basic road signs: stop signs, etc.
- Ability to handle money: make change, manage personal finances, maintain and understand bank account
- Follow verbal directions
- Read and fill out forms
- Write resumes
- Read a daily newspaper
- Obtain information — using resource materials, yellow pages
- Using reading to accomplish other things — cooking, etc.
- Ability to use public transportation
- Ability to articulate identified needs

### ➡ Negotiating Systems/Advocacy Skills

- Knowledge of how to gain access to the school and other systems and decision-making structures
- Identify issues and advocate within systems
- Increased understanding/insight regarding teachers
- Ability to assess need for additional resources and finding them

## ➤ *ACHIEVEMENT OUTCOMES*

- Obtaining High School Diploma or GED
- Mastery of English language

# Civic competency . . . .

**Civic competency** applies to a core of respect and value for the civil and human rights of oneself and others and the recognition that one can further these rights for oneself and one's community by participating in the governmental process and in community service and organization.

## ➤ *GOVERNMENT PARTICIPATION*

- Voter registration
- Knowledge of voting laws and processes
- Having the ability and desire to actively participate in the political process

## ➤ **LEGAL AWARENESS**

- Knowledge of rights: vis-a-vis police, etc.
- Knowledge of civil and human rights embodied in the "Bill of Rights" and elsewhere
- Awareness of having rights

## ➤ **AWARENESS OF GOVERNMENT**

- Knowledge of how to interface with and access government systems:
  - ✓ *Fire Department*
  - ✓ *Local Police Precinct*
  - ✓ *Emergency Medical Services*
  - ✓ *911*
- Knowledge of civic responsibilities: i.e., reporting a crime

## ➤ **PARTICIPATION IN COMMUNITY SERVICE PROJECTS AND/OR ORGANIZATIONS**

- Contributing to community and believing you can make a difference
- Understanding steps of participation:

✓ *Defining an issue and setting a goal*
✓ *Prioritizing issues*
✓ *Taking steps toward "making a difference"*
✓ *Understanding when a process is working*

- Ability to understand values of the community
- Ability to engage in consensus building
- Engagement in activities to develop your own self-interest or that of your community's, i.e., participating in community school board meetings, youth councils, youth advisory boards

## ➤ ADVOCACY

- Being able to advocate for interests of oneself, someone else, or community
- Using resources and working to create linkages
- Displaying team work and cooperative involvement
- Bringing a group of people together
- Understanding how advocacy and organizing activities can have an impact
- Understanding that you have the power to change things
- Knowing how to bring support to your effort

- Setting "realistic" goals
- Appreciating gains: if you don't accomplish all, appreciating small steps and building on these
- Understanding power and how to use it
- Recognizing benchmarks toward goal attainment
- Redefining winning
- Understanding points of access

## ➤ CIVIC DUTY AND RESPONSIBILITIES

- Understanding the law and consequences for failure to abide by laws
- Understanding specific codes of conduct within organizations and consequences for failure to abide by them
- Voting

# Our bodies......
*(physical health competency)*

**Physical health competency** applies to the ability to maintain one's well-being and to identify, understand and practice healthy behaviors.

## ➤ FREE OF SUBSTANCE ABUSE: DRUGS, ALCOHOL, TOBACCO

- Understanding concept of a "drug free" body
- Modifying behaviors
- Ability to resist targeted marketing strategies
- Learning to assess or identify risk factors and environmental influences
- Identifying enabling behaviors, attitudes or people and staying away from them

## ⟩ HEALTH MAINTENANCE

- Knowledge of medical resources
- Knowing how to communicate with health practitioners
- Knowing rights regarding health care
- Being able to advocate for oneself in terms of medical establishments
- Being able to recognize when something is wrong and take appropriate steps
- Being responsible for taking appropriate medical action
- Being able to follow through with process
- Understanding what it is to be healthy and how to maintain one's health, for example: exercise, checkups, dental/eye exams, personal hygiene, prenatal care
- Engaging in behaviors that will help maintain good health including behaviors that will not lead to contracting or transmitting sexually transmitted diseases, including HIV
- Understanding that engaging in different activities (i.e., sports, dance, etc.) requires changes in nutrition, sleep, etc.

- Knowledge of self-examination techniques including breast and testicular exams
- Knowledge of family history, if possible
- Being able to negotiate with parents; informing them of physical health concerns
- Avoid unintended pregnancy

## ➤ GOOD NUTRITION

- Managing choice of food in situations in which one has control over his/her diet
- Recognizing and being able to resist targeted approaches in advertising
- Recognizing relationship between nutrition and health and well-being
- Knowing what constitutes a balanced diet and good eating habits (recognizing that some foods may be unacceptable based upon beliefs and practices)

## ➤ *PROPER SLEEP*

- Understanding relationship between sleep and having an environment conducive to proper sleep and one's health and ability to function and to perform tasks

## ➤ *HEALTHY SEXUAL DEVELOPMENT*

- Develop a knowledge about and appreciation of one's body
- Ability to seek further information about sexual health including reproduction
- Age appropriate knowledge of sexuality
- Affirm one's own sexual orientation and respect the sexual orientation of others
- Express love and intimacy in age appropriate ways
- Knowing that one can enjoy sexual feelings without necessarily acting on them and that human development includes sexual development, that may or may not include reproduction or genital sexual experience

- Make informed decisions about family options and lifestyles
- Delay causing pregnancy until one can assume responsible parenthood
- Avoid unintended pregnancy
- Having knowledge of how to avoid contracting or transmitting sexually transmitted diseases, including HIV, and acting accordingly
- Ability to assess the impact of family, cultural, religious, media, and societal messages on one's thoughts, feelings, values, and behaviors related to sexuality
- Develop personal skills and take responsibility for one's sexual behavior

**Note:** *The "healthy sexual development" listing has borrowed heavily from SIECUS.*

## ➤ ACHIEVEMENT OUTCOME

- Regular physical examinations for health maintenance

# mental health competency ......

**Mental health competency** applies to the ability to identify, understand and deal with one's emotions and feelings.

> ## SENSE OF WELL BEING

- Ability to reduce stress
- Ability to articulate emotions in a positive, constructive manner
- Positive outlook
- Being able to enjoy one's life
- Positive comfort with sexuality
- Development of positive self-image
- Sense of humor

- Maintaining physically healthy life style

## ➤ DEVELOP COPING SKILLS

- Ability to think and analyze
- Introspection
- Building repertoire to deal with emotions, extending coping skills for a variety of emotions
- Develop action plan/commitment to work towards positive change
- Ability to identify a range of emotions:
  - ✓ *Identify and handle internal conflict*
  - ✓ *Validate one's emotions*
  - ✓ *Address conflicts or inconsistencies*
  - ✓ *Channel one's emotions*
  - ✓ *Ability to express positive feelings*
- Understanding behavior and consequences
- Ability to accept constructive criticism
- Ability to deal with grief and loss (death, divorce, etc.)

## ➤ MAINTENANCE OF RELATIONSHIPS

- Ability to identify one's needs and how they can be met through relationships with other people: peers, family, intimate relationships, adults

- Ability to form friendships and intimate relationships that do not result in physical or mental abuse to oneself or others

- Awareness of others and their needs

- Ability to form a range or relationships that are characterized by honesty, equity and responsibility

- Ability to negotiate family systems, relationships with parents

- Possessing comfort in interacting with adults

# employability competency . . . . . . . .

**Employability competency** applies to vocational awareness based upon analysis of current labor market and work-place conditions; they are not prescriptive judgements.

## ➤ OPENNESS TO LEARNING

- Ability to identify resources and appropriate models to perform tasks and develop skills

## ➤ RESPONDING TO AUTHORITY

- Being able to take orders

- Being able to understand the structure, rules, regulations and protocols and work within this framework
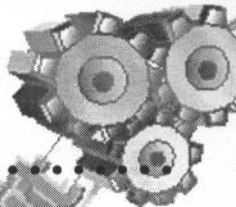
- Being able to manipulate without challenging
- Understanding what is negotiable in a system and what isn't ("If this were a real job, I would have been fired")

> ## PRE-EMPLOYMENT SKILLS

- Resume writing, including cover letter
- Filling out applications

### ➡ <u>Interviewing Skills</u>

  - Dressing, grooming
  - Non-verbal cues: eye contact and body language
  - Presentation: handshake and introduction
  - Asking and answering questions
  - Active listening
  - Rehearsing
  - Preparation for interview – learning about potential employer
  - Identification of one's strengths and weaknesses

- Attitude which conveys self-confidence, openness to learn
- Knowledge of legal boundaries of interview questions and appropriate responses
- Follow-up to an interview

## ➡ Job Search Skills

- Research: newspapers, want ads and bulletin boards, both manual and electronic
- Networking
- Identifying resources
- Telephone skills
- Letter writing
- Identifying career interests
- Obtaining and maintaining appropriate documentation: Green card, I-9; Social security, Working papers, Immunization card and birth certificate

> ## LANGUAGE SKILLS

- Speaking clear, standard English
- Understanding within which contexts to "code switch" with respect to behavior, verbal communication and language in which to communicate
- Telephone etiquette

> ## DECISION MAKING

- Ability to identify a situation that requires a decision, look at alternatives, options, identify pros and cons of each and decide how parts of situation fit together:
    1. Identify a situation
    2. Recognize alternatives
    3. Take action
    4. Learn from one's own mistakes and mistakes of others

> ## DEMONSTRATING INITIATIVE

- Assuming a proactive mode
- Taking first step: "ask before you are asked"

- Seeking out opportunities for advancement
- Challenging one's self
- Taking on more responsibility

## ➤ WORKING WELL IN GROUPS

- Identify one's tasks
- Understand one's responsibilities in team assignment
- Understand group's assignment
- Pick up slack
- Active listening skills
- Provide constructive feedback and criticism as well as accepting it from others
- Take away ownership: "your idea now becomes property of group"; "your idea now on table to be worked with"
- Active participation
- Understand role in group
- Understand group dynamics, group process:
  - ✓ *Power/control*
  - ✓ *Changes within group*

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✓ *Changes in dealing with responsibilities*
✓ *Move group to cohesion*

## ➤ ADAPTING TO CHANGE

- Ability to be flexible
- Ability to change with the management structure or funding streams
- Ability to learn new duties and responsibilities

## ➤ RESPONSIBILITY

- Ability to understand job functions and tasks
- Carrying out and following up on assignments
- Knowing what is expected
- Maintaining punctuality
- Maintaining regular attendance

## ➤ SELF MANAGEMENT

- How to effectively use time when assigned tasks are completed
- Ability to set priorities

## ➤ UNDERSTANDING CULTURE OF WORKPLACE

- Understanding formal and informal rules of the environment

## ➤ ACHIEVEMENT OUTCOMES

- Job retention
- Remaining in the first placement for the age appropriate period of time:
  - ✓ *14–17 year olds: 2-3 months, or throughout the summer*
  - ✓ *18+: Minimum of six months*
- Obtaining employment
- G.E.D.
- Acceptance into a vocational training program
- High School Diploma
- Completion of a vocational program
- Being promoted

# Social competency ......
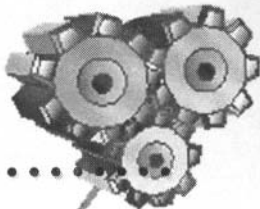
**Social competency** applies to the manner in which one consistently responds to other individuals, expects other individuals to respond to oneself and interaction with members of groups sharing one's "social address" as well as with members of groups different than one's own.

> *TRUST*

**Positive Outcomes**

- Ability to take risks
- Sharing of personal information
- Expecting and maintaining confidentiality
- Sharing power
- Ability to assess trustworthiness

## ➤ **RESPECT**

- Courtesy
- Sensitivity towards others' feelings
- Concern for others' property
- Recognition of "authority"

## ➤ **CARING**

- Willingness to give of oneself unselfishly without expectation of getting something in return; resulting in safe outcomes
- Provision of support
- Empathy: taking other people's feelings into consideration in your own decision-making

## ➤ **INVOLVEMENT**

- Engagement in a variety of activities which result in enhancement of the individual, group or community at large

## ➤ COMMUNICATION SKILLS

- Ability to relay or receive a message that can be understood by receiver, as intended, and translated into different forms as written, oral, artistic expression or non-verbal behaviors
- Active listening – play-back – understanding as received

## ➤ CONFLICT RESOLUTION SKILLS

- Ability to manage conflict non-violently
- Ability to avoid external pressures towards violence
- Ability to leave potentially violent situations

## ➤ ACHIEVEMENT OUTCOMES

- Ability to form and maintain consistent relationships

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**Children's Aid Society** .....................
*105 East 22nd Street • New York, NY 10010*

**Chinatown YMCA** .........................
*100 Hester Street • New York, NY 10002*

**The Door** ................................
*121 Sixth Avenue • New York, NY 10013*

**The Fund for the City of New York** ...........
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**Good Shepherd Services** ...................
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**Phipps Community Development Corp** .....
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**Project Reach Youth** .......................
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**Stanley M. Isaacs Neighborhood Ctr** ........
*415 East 93rd Street • New York, NY 10128*

# Group/Team/Civic Responsibility:
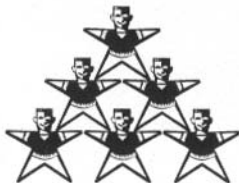


- ► Ability to understand values of community

- ► Understanding in which context to "code switch" with respect to behavior, verbal communication and language in which to communicate

- ► Understanding one's responsibility in team assignment

- ► Taking on more responsibility

- ► Understand role in group

- ► Knowing what's expected

- ► Understanding of group dynamics, group process

- ► Bringing a group together

- ► Conflict resolution skills

- ► Providing constructive feedback and criticism

as well as accepting it from others

- ▶ Understanding formal and informal rules of the environment
- ▶ Understanding steps of participation
- ▶ Understanding when a process is working
- ▶ Understanding behavior and consequences
- ▶ Modifying behavior
- ▶ Understanding specific codes of conduct within organizations and consequences for failure to abide by them
- ▶ Ability to identify resources and appropriate models to perform tasks and develop skills

# Independent Living Skills

► Ability to utilize free time to engage in creative activities

► Management of daily living routines, including shopping, time management, etc.

► Balancing responsibilities

► Ability to manage money, including budgeting

► Ability to handle money: make change, manage personal finances, maintain and understand bank account

► Ability to use public transportation

► Ability to use language skills

► Ability to use different forms of writing (pleasure, journals, poetry)

► Obtain information – using resource materials, yellow pages

- ► Ability to assess need for additional resources and finding them

- ► Read a daily newspaper

- ► Understanding value of education (formal and informal)

- ► Knowledge of voting laws and processes

- ► Knowledge of rights: vis-a-vis police, etc.

- ► Knowledge of civil and human rights embodied in the "Bill of Rights" and elsewhere

- ► Knowledge of civic responsibilities, i.e., reporting a crime

- ► Knowledge of legal boundaries of interview questions and appropriate responses

- ► Knowledge of self-examination techniques including breast and testicular exams

- ► Knowledge of medical resources

- ► Understanding relationship between sleep and having an environment conducive to proper

sleep and one's health and ability to function and
to perform tasks

► Understanding the law and consequences for
failure to abide by laws

► Development of good study skills

► Understanding what it is to be healthy and how to
maintain one's health, for example: exercise, check-
ups, dental/eye exams, personal hygiene, prenatal
care

► Understanding that engaging in different activities
(i.e., sports, dance, etc.) requires changes in
nutrition, sleep, etc.

► Self-management: how to effectively use time when
assigned tasks are completed

## Advocacy/Negotiation:



► Identify issues and advocate within systems

► Being able to advocate for interest of oneself or community

► Knowing how to bring support to your effort

► Being able to advocate for oneself in terms of medical establishments

► Knowledge of how to gain access to the school and other systems and decision-making structures

► Using resources and working to create linkages

► Knowledge of how to interface with and access government systems

► Being able to negotiate with parents; informing them of physical health concerns

► Ability to negotiate family systems, relationships with parents

► Ability to manage conflict non-violently

# Decision-Making/ Problem Solving:

▶ Ability to investigate options

▶ Listing alternative options

▶ Choosing best alternative

▶ Ability to identify a situation which requires a decision, look at alternative options, identifying pros and cons of each and deciding how parts of situation fit together

▶ Recognizing and attempting alternative approaches

▶ Using judgment in how one responds to different situations and makes choices in different situations in dealing with different people

▶ Knowing how to handle different kinds of questions: multiple choice, essay

▶ Ability to evaluate information and make choices

based on that and recognized consequences

- ► Analyzing resources needed to achieve goals
- ► Understanding behavior and consequences
- ► Learn from one's own mistakes and mistakes of others
- ► Make informed decisions about family options and lifestyles

## Self-Actualization, Efficacy, Resiliency:

- ► Learning to assess or identify risk factors and environmental influences

- ► Attitude which conveys self-confidence

- ► Being open to new ideas (culture, food, experiences)

- ► Develop area of ability, interests, skills

- ► Ability to express positive feelings

- ► Ability to develop a code to live by (e.g., spirituality, moral and ethical standards)

- ► Being able to enjoy one's life

- ► Ability to engage in self-motivated activities for personal growth and development of self-reliance

- ► Establish positive expectations for oneself

- ▶ Believing that one can accomplish a goal

- ▶ Affirm one's own sexual orientation and respect the sexual orientation of others

- ▶ Knowing that one can enjoy sexual feelings without necessarily acting on them and that human development includes sexual development that may not include reproduction or genital sexual experience

- ▶ Develop personal skills and take responsibility for one's behavior and actions including sexual behavior

- ▶ Ability to articulate emotions in a positive, constructive manner

- ▶ Development of positive self-image

- ▶ Ability to learn new duties and responsibilities

- ▶ Ability to articulate identified needs

- ▶ Willingness to give of oneself unselfishly without expectation of getting something in return and which results in safe outcomes

- Engaging in behaviors that will help maintain good health including behaviors that will not lead to contracting or transmitting sexually transmitted diseases including HIV

- Identifying enabling behaviors, attitudes, or people and staying away from them

- Understanding that you have the power to change things

- Recognizing need for and demonstrating willingness to work with support systems

# Communication:

▶ Ability to express oneself through acting, music, dance, writing, verbal communication and/or art

▶ Express love and intimacy in age appropriate ways

▶ Ability to express positive feelings

▶ Ability to relay or receive a message that can be understood by receiver, as intended, and translated in different forms as written, oral, artistic expression or non-verbal behaviors

▶ Ability to communicate effectively in oral and written form

▶ Knowing how to communicate with health practitioners

▶ Understanding within which contexts to "code switch" with respect to behavior, verbal
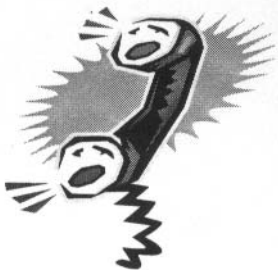
communication and language in which to communicate

- ▶ Possessing active listening skills
- ▶ Ability to articulate and listen to opinions and thoughts

## Self-Assessment:

- ► Understanding of one's values and the plications for action

- ► Understanding various values as others define them; defining and demonstrating values for ourselves

- ► Ability to assess the impact of family, cultural, religious, media, and societal messages on one's thoughts, feelings, values, and behavior related to sexuality

- ► Recognizing one's value

- ► Recognizing values of others

- ► Awareness of learning process (learner actively engaged in own learning)

- ► Ability to reflect upon one's own learning – identifying strengths and areas needing improvement

- ► Ability to figure out one's learning style

- ▶ Understanding of one's values and the implications for action

- ▶ Understanding one's premises, principles and practices

- ▶ Knowing how to deal with anxiety – feeling comfort/at ease
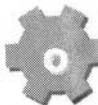
## Social Engagement:

- ▶ Understanding how opinions and thoughts impact on others

- ▶ Understanding one's actions and how they impact on others

- ▶ Recognizing values of others

- ▶ Respecting differences

- ▶ Ability to form friendships and intimate relationships that do not result in physical or mental abuse to oneself or others

- ▶ Awareness of others and their needs

- ▶ Sensitivity toward others' feelings

- ▶ Increased understanding/insight regarding teachers

- ▶ Ability to understand values of community
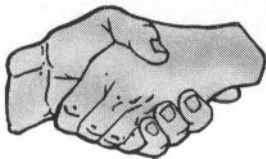
- Ability to recognize and assess how one relates to and identifies with elements of one's own ethnic, racial, age, sexual orientation, gender, class and disability groupings
- Maintenance of relationships
- Expecting and maintaining confidentiality
- Ability to identify one's needs and how they can be met through relationships with other people: peers, family, intimate relationships, adults
- Ability to form a range of relationships that are characterized by honesty, equity and responsibility
- Ability to form and maintain consistent relationships
- Code switching: dress, talk, body language – knowing formal and informal rules

# Goal-Setting:
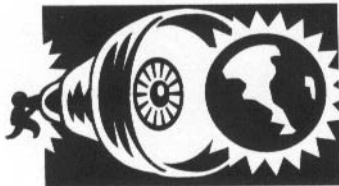


- ▶ Ability to set short-term goals

- ▶ Ability to set long-term goals

- ▶ Analyzing resources needed to achieve goals

- ▶ Evaluating and assessing progress toward reaching a goal

- ▶ Redefining winning – approaching a goal another way

- ▶ Set realistic goals

- ▶ Substitute goals, adapting goals

- ▶ Recognize success with short-term goals

- ▶ Defining an issue and setting a goal

- ▶ Recognizing benchmarks toward goal attainment