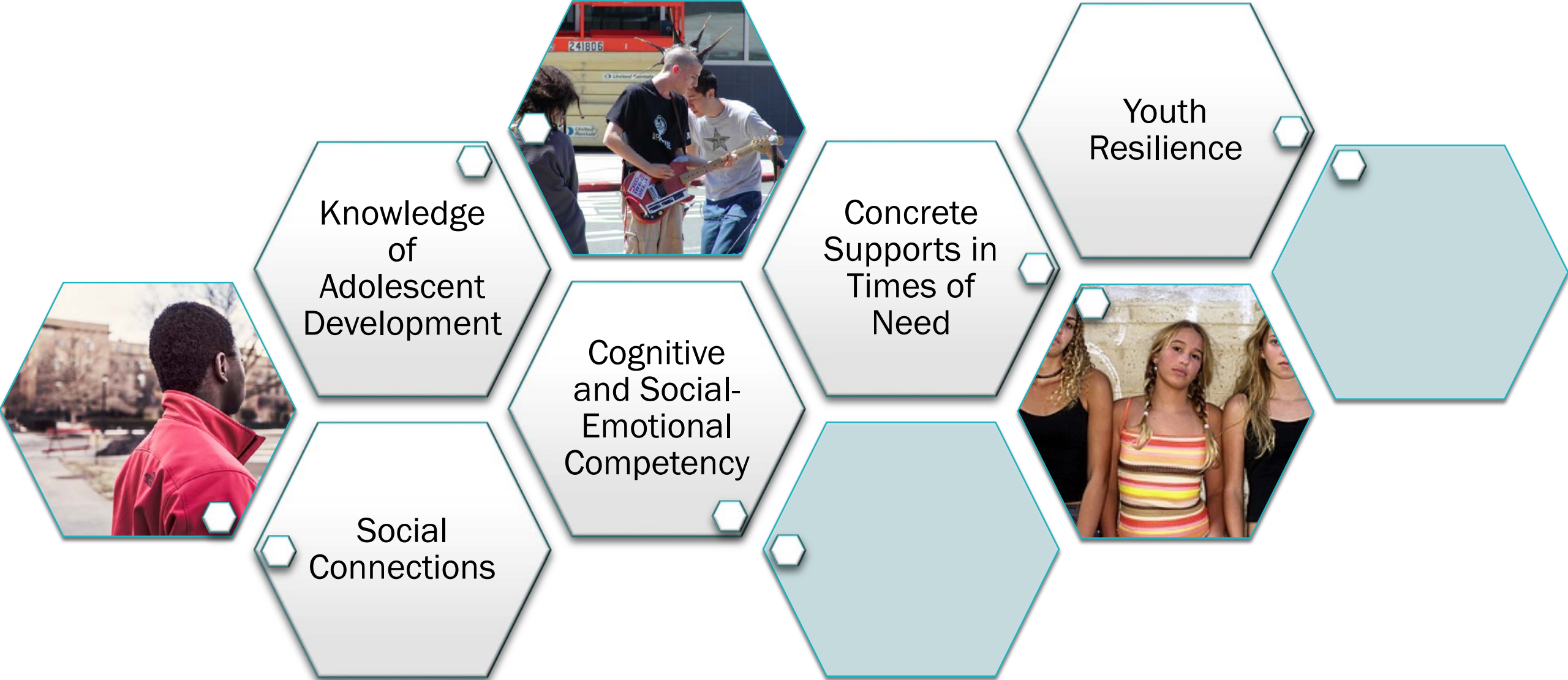

CREATING YOUTH THRIVE
“MINI-CYCLES OF LEARNING”
FOR YOUTH IN DETENTION



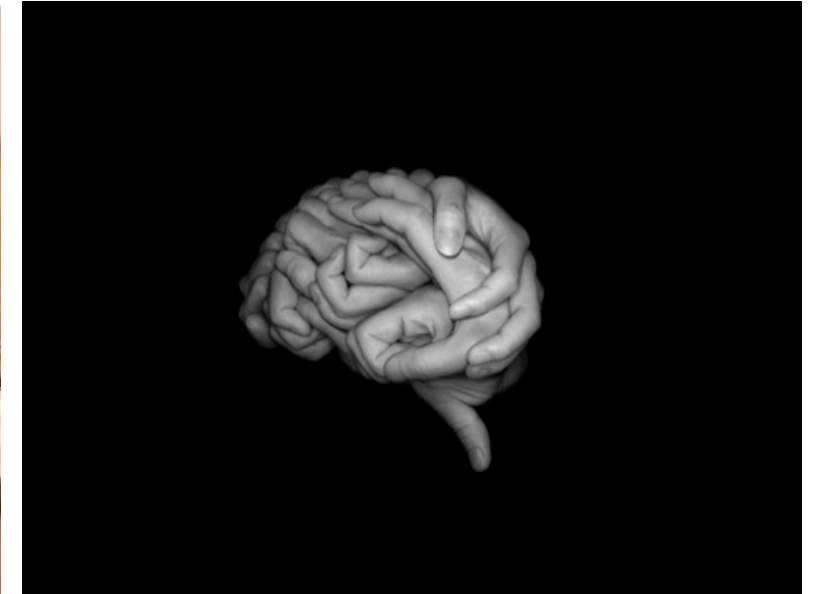
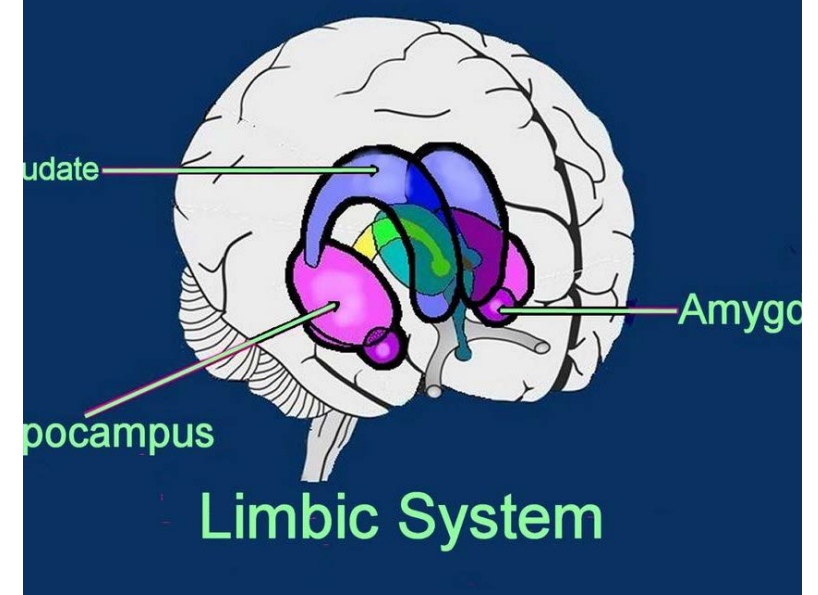


COLORING IN YOUR PERCEPTION OF YOUTH IN DETENTION . . .

YOUTH THRIVE CURRICULUM



- Knowledge of Adolescent Development



SOCIAL CONNECTIONS

- Providing opportunities for youth to create sustainable, positive social connections is necessary but alone is not sufficient. The youth can feel lonely and isolated if relationships lack emotional depth and genuine acceptance.



COGNITIVE AND SOCIAL-EMOTIONAL COMPETENCE

The results are somewhat predictable . . .

- When youth have the opportunity to develop within a nurturing and responsive family, school and community context
- Compared to when youth have a history of early trauma or are in families, communities or schools that are unstable, dangerous, or persistently under-resourced





**CONCRETE
SUPPORTS IN
TIMES OF NEED**



YOUTH RESILIENCE

- The process of managing stress and functioning well even when faced with adversity and trauma



CREATING “MINI-CYCLES” OF LEARNING

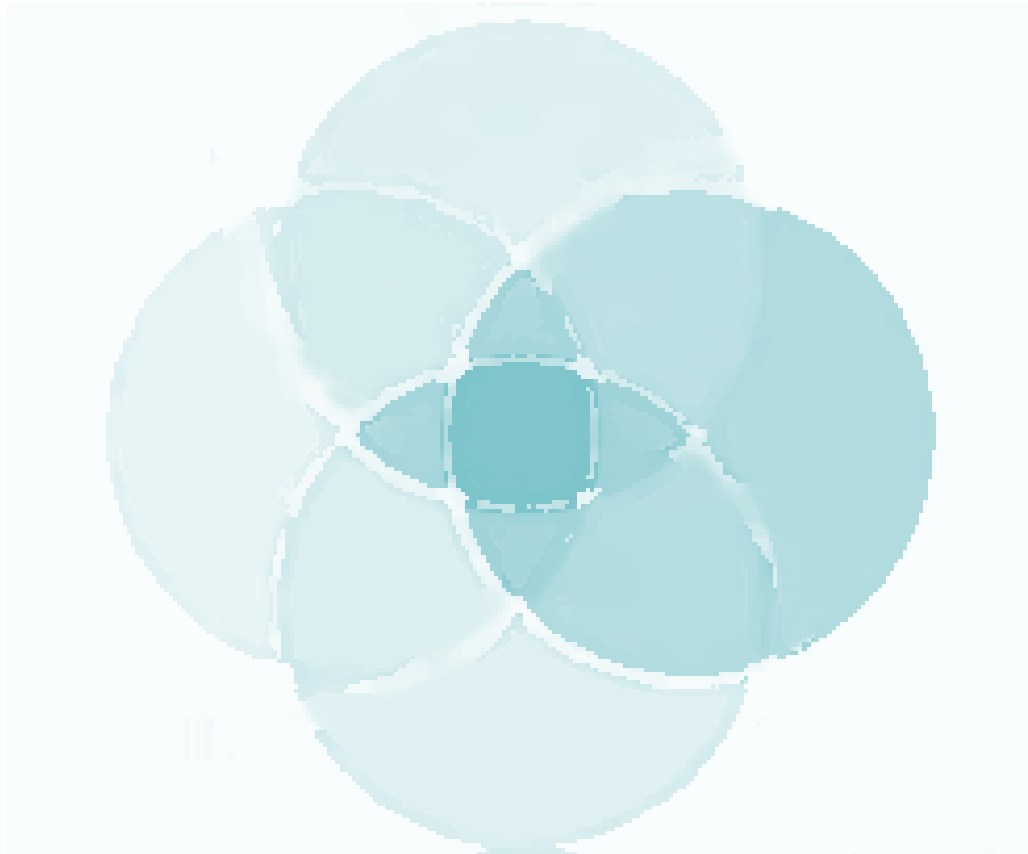




KNOWLEDGE OF ADOLESCENT DEVELOPMENT

- Conduct an Ansell-Casey Life Skills Assessment with the youth
- Help youth practice relaxation techniques
- Help youth sign up for activities that encourage positive risk taking
- Connect youth with necessary health, mental health, reproductive health information and services
- Provide youth with opportunities for taking on more responsibility, greater independence and develop new skills

SOCIAL CONNECTIONS



- What to look for
 - At least one caring, competent, consistent adult in their life
 - People and places they can turn to for help in times of need and the ability to accept help
 - Communication and other skills to establish and maintain relationships
- Activities to do with youth
 - Work with youth to make an EcoMap showing the people and institutions that are sources of support and/or stress
 - Role play with youth to practice skills in approaching a peer to develop a friendship
 - Brainstorm with youth on how to manage relationships with people who are negative influences



COGNITIVE AND SOCIAL-EMOTIONAL COMPETENCE

- Identify at least one strength or personal asset and positive activity that youth is excited about and participating in' connect youth to an organization and an adult mentor who will support pursuit of this activity into adulthood
- Help youth identify a goal they care about and set priorities, action steps, motivation
- Provide youth with access to classes, tests and other activities required for college or other post-secondary options
- Encourage youth to identify and participate in leadership opportunities



CONCRETE SUPPORTS IN TIMES OF NEED

- Ask youth to identify one concrete need that they want to address
- Come up with a list of at least three possible ways to get that need
- Prepare the youth for job and other future goals
- Identify and take immediate action on one concrete need



*When the whole world is silent,
even one voice becomes powerful.*

~ Malala Yousafzai

NEVER, NEVER

give up

YOUTH RESILIENCE

- Identify a stressful situation and make a plan
- Provide opportunities to practice decision-making and develop coping skills for when they are confronted with challenges
- Write down their self-care strategies and ensure that they take time for self-care
- Celebrate successes and accomplishments

SCENARIO

- Listen to the reading of Michael's story
- If you were responsible for designing a Youth Thrive Mini Cycle to address some of Michael's needs, what Protective and Promotive Factors would you focus on? What activities would you ask Michael to complete?





SCENARIO

- Listen to the reading of Melee on Pod A
- If you were responsible for designing a Youth Thrive Mini Cycle to address the needs of the group, what Protective and Promotive Factors would you focus on? What activities would you ask the group to complete?





LET'S EXPLORE YOUR QUESTIONS?

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