



Indicators of Youth Developmental Outcomes for Parent Centers

BASED ON THE ADVANCING YOUTH DEVELOPMENT CURRICULUM

The youth development perspective begins with an emphasis on clearly defining youth outcomes, which are the attitudes, knowledge, and behaviors that we want young people to achieve. All parents desire successful developmental outcomes for their children. However, without knowing what developmental outcomes are and how they are displayed and expressed by children and youth, it is impossible for parents to apply intentional effective approaches to these outcomes.

Described below are the 12 developmental outcomes (6 outcomes reflect aspects of identity and 6 outcomes reflect aspects of ability), the knowledge areas, skills, and attributes, and behaviors, young people need to be healthy, caring, and responsible youth and adults. Additionally, we have listed indicators of developmental outcomes, which are the behaviors and actions of children and youth that demonstrate that developmental outcomes have been met.

As you prepare your work plan, pick (1-2) from the 12 developmental outcomes listed below and use the examples of indicators (what youth do...) as a frame of reference when determining the expected indicator(s) that will be displayed as a result of attaining the developmental outcome.

Developmental Outcomes

ASPECTS OF IDENTITY: Young people demonstrate a positive identity when they have a sense of personal well-being and a sense of connection and commitment to others.

- 1. SAFETY & STRUCTURE** >> a perception that one is safe in the world and that daily events are somewhat predictable.
 - a. Adults know a young person is developing a sense of safety and structure when, for example, the young person:
 - i. arrives home at a specified time
 - ii. perceives predictability of key aspects of life
 - iii. feels safe enough at home to invite friends over
- 2. SELF-WORTH** >> a perception that one is a “good person” who contributes to self and others.
 - a. Adults know a young person is developing a sense of self-worth when, for example, the young person:
 - i. openly shares thoughts and ideas with family
 - ii. contributes to solutions for family matters
 - iii. willingly helps around the house
- 3. MASTERY & FUTURE** >> a perception that one is “making it” and will succeed in the future.
 - a. Adults know a young person is developing a sense of mastery and future when, for example, the young person:
 - i. is able to map out goals and dreams with others in writing and orally
 - ii. freely shares progress reports and report cards with parents
 - iii. takes steps to obtain skills and know-how to achieve his or her dreams
- 4. BELONGING & MEMBERSHIP** >> a perception that one values, and is valued by, others in the family and in the community.
 - a. Adults know a young person is developing belonging and membership when, for example, the young person:
 - i. forms mutually supportive relationships with family members
 - ii. joins or volunteers in one or more organizations or clubs
 - iii. has one or more close friends
- 5. RESPONSIBILITY & AUTONOMY** >> a perception that one has some control over the daily events and is accountable for one's own actions and for the consequences of others.
 - a. Adults know a young person is developing a sense of responsibility and autonomy when, for example, the young person:
 - i. consistently accepts accountability for his or her actions and consequences thereof
 - ii. demonstrates leadership by taking responsibility for roles and tasks as assigned by parents
 - iii. makes decisions in line with family values

- 6. SELF-AWARENESS AND SPIRITUALITY >>** a perception that one is unique and is intimately attached to extended families, cultural groups, higher deities, and/or principles.
- a. Adults know a young person is developing a sense of self-awareness and spirituality when, for example, the young person:
 - i. is able to describe or identify 3 personal strengths and/or unique characteristics
 - ii. identifies with cultural group, higher deity, and/or philosophy
 - iii. treats others with respect

AREAS OF ABILITY: Young people demonstrate ability when they gain knowledge, skills and attitudes that prepare them for adulthood.

- 7. PHYSICAL HEALTH >>** the ability and motivation to act in ways that best ensure current and future physical health for self and for others.
- a. Adults know a young person is developing physically when, for example, the young person:
 - i. chooses to abstain from alcohol, tobacco, and other drugs
 - ii. participates in physical activities
 - iii. eats a healthy balanced diet
- 8. MENTAL HEALTH >>** the ability and motivation to respond affirmatively to and cope with positive and adverse situations, to reflect on one's emotions and surroundings, and to engage in leisure and fun.
- a. Adults know a young person is developing mentally when, for example, the young person:
 - i. identifies and expresses stressful situations to parents
 - ii. has multiple hobbies and interests
 - iii. demonstrates good sense of humor and works well with others
- 9. INTELLECTUAL ABILITY >>** the ability and motivation to learn in school and in other settings, to gain the basic knowledge needed to graduate from high school, to use critical thinking, to be creative, to use problem-solving and expressive skills, and to conduct independent study.
- a. Adults know a young person is developing intellectually when, for example, the young person:
 - i. demonstrates creativity
 - ii. applies critical thinking and problem-solving skills, which are demonstrated by creating plans, making decisions, and finding solutions to everyday problems
 - iii. asks questions and pursues new areas of knowledge beyond school curriculum
- 10. EMPLOYABILITY >>** the ability and motivation to gain the functional and organizational skills necessary for employment, including an understanding of careers and options, and the steps necessary to reach goals.
- a. Adults know a young person is developing employment ability when, for example, the young person:
 - i. calls home when plans change or an arrival time is delayed
 - ii. dresses appropriately for different occasions
 - iii. follows through with assigned tasks/chores with a polite, cheerful, and helpful attitude
- 11. CIVIC & SOCIAL ABILITY >>** the ability and motivation to work collaboratively with others for the greater good and to sustain caring friendships and relationships with others.
- a. Adults know a young person is developing civic and social ability when, for example, the young person:
 - i. manages interpersonal conflict
 - ii. is able to discuss two or more current community issues
 - iii. listens to, respects, and responds to the ideas of others
- 12. CULTURAL ABILITY >>** the ability and motivation to respect and affirmatively respond to differences among groups and individuals of diverse backgrounds and interests and traditions.
- a. Adults know a young person is developing cultural ability when, for example, the young person:
 - i. appreciates and respects the differences among individuals and groups
 - ii. identifies with a cultural group
 - iii. explores different cultural experiences