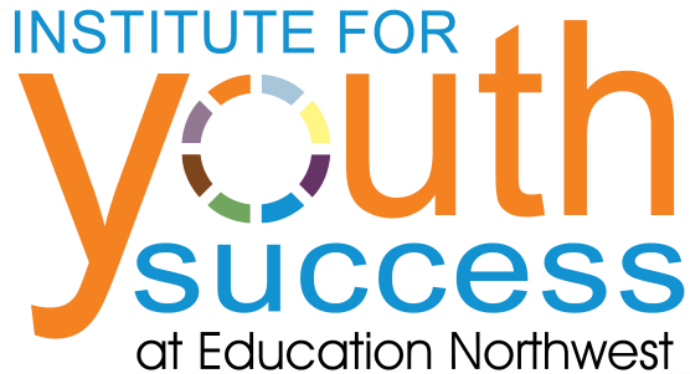


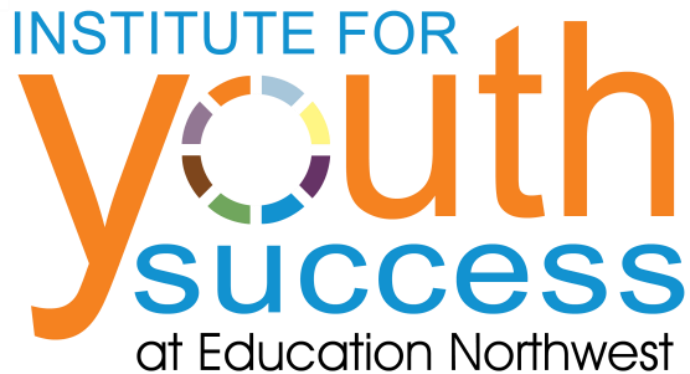
# DEVELOPMENTAL RELATIONSHIPS

Presented by Celeste Janssen  
Institute for Youth Success at Education Northwest

# New Center for Youth Services



# And also known as



**Formerly Oregon Mentors**

# About the speaker

**Celeste Janssen**

Director

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# Types of Projects



# 20 Questions



# Dependable

#1: Someone who was *ALWAYS* dependable for you – someone you could really trust



# Listen

# 2: Someone that really paid attention to you





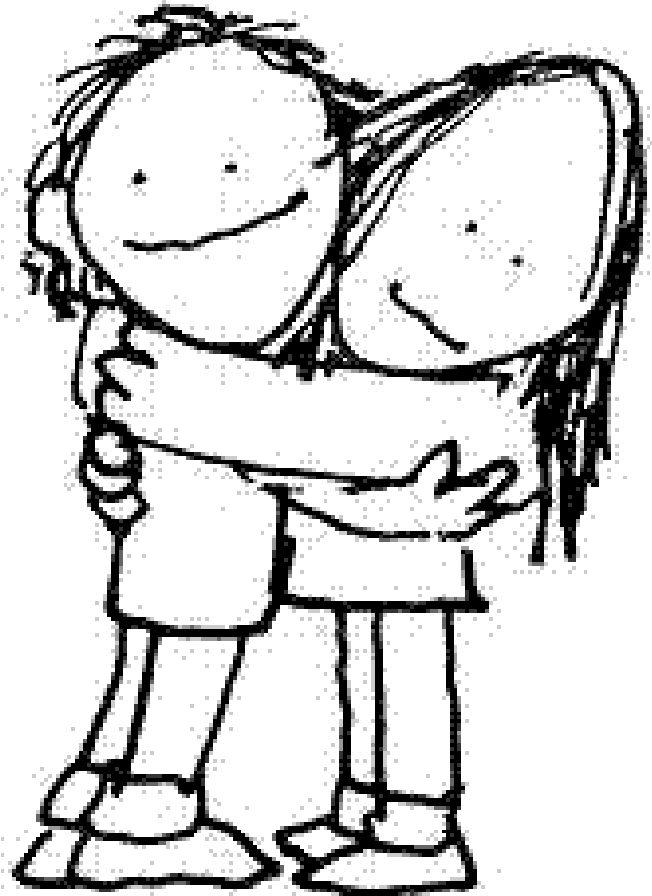
# Believe in me

# 3: Made me feel known and valued



# Be warm

# 4: Someone that  
really showed that  
they ENJOYED  
being with you



# Encourage

# 5: Someone that praised me for my effort and achievements



# Express Care



# Expected my best

# 6: Someone that expected me to live up to my potential



# Stretch

# 7: Someone that pushed me to go further



# Hold me accountable

# 8: Someone that insisted I take responsibility for my actions





# Reflect on failures

# 9: Someone that helped me learn from mistakes and setbacks





# Challenge Growth



# Navigate

# 10: Someone that guided me through hard situations and systems



# Empower

Person # 11: Someone that built my confidence to take charge of my life



# Advocate

Person # 12: Someone that defended me



# Empower

Person # 13: Someone that put limits around me,  
which helped keep me on track



# Provide Support



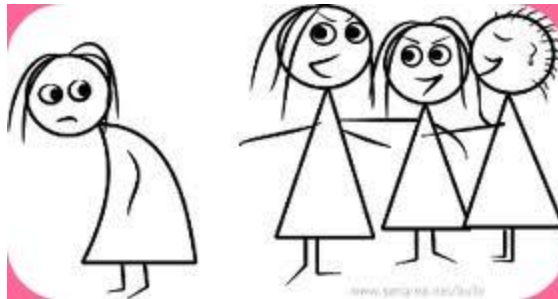
# Respect

Person # 14: Someone that took me seriously and treated me fairly



# Included Me

Person # 15: Someone that involved me in decisions that affected me





# Collaborate

Person # 16: Someone that worked with me to solve problems and reach goals



# Let me lead

Person # 17: Someone that created opportunities for me to take action and lead



# Share Power



# Inspire

Person # 18: Someone that inspired me to see possibilities about my future



# Broaden Horizons

Person # 19: Someone that exposed me to new ideas, experiences, and places



# Connect

Person # 20: Someone that introduced to people and opportunities to help me grow



# Expand Possibilities



**How was that experience for  
you?**





# The Search Institute's Developmental Relationships Framework

## Express CARE

Show me that I matter to you

- Be Dependable – Be someone I can trust.
- Listen – Really pay attention when we are together
- Believe in me – Make me feel known and valued.
- Be Warm – Show me you enjoy being with me.
- Encourage– Praise me for my efforts and achievements.

## CHALLENGE Growth

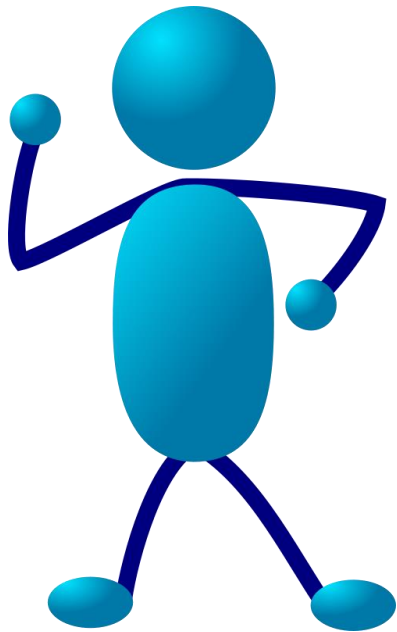
Push me to keep getting better

- Expect my best– Expect me to live up to my potential.
- Stretch– Push me to go further.
- Hold me accountable– Insist I take responsibility for my actions
- Reflect on failures– Help me learn from mistakes and setbacks

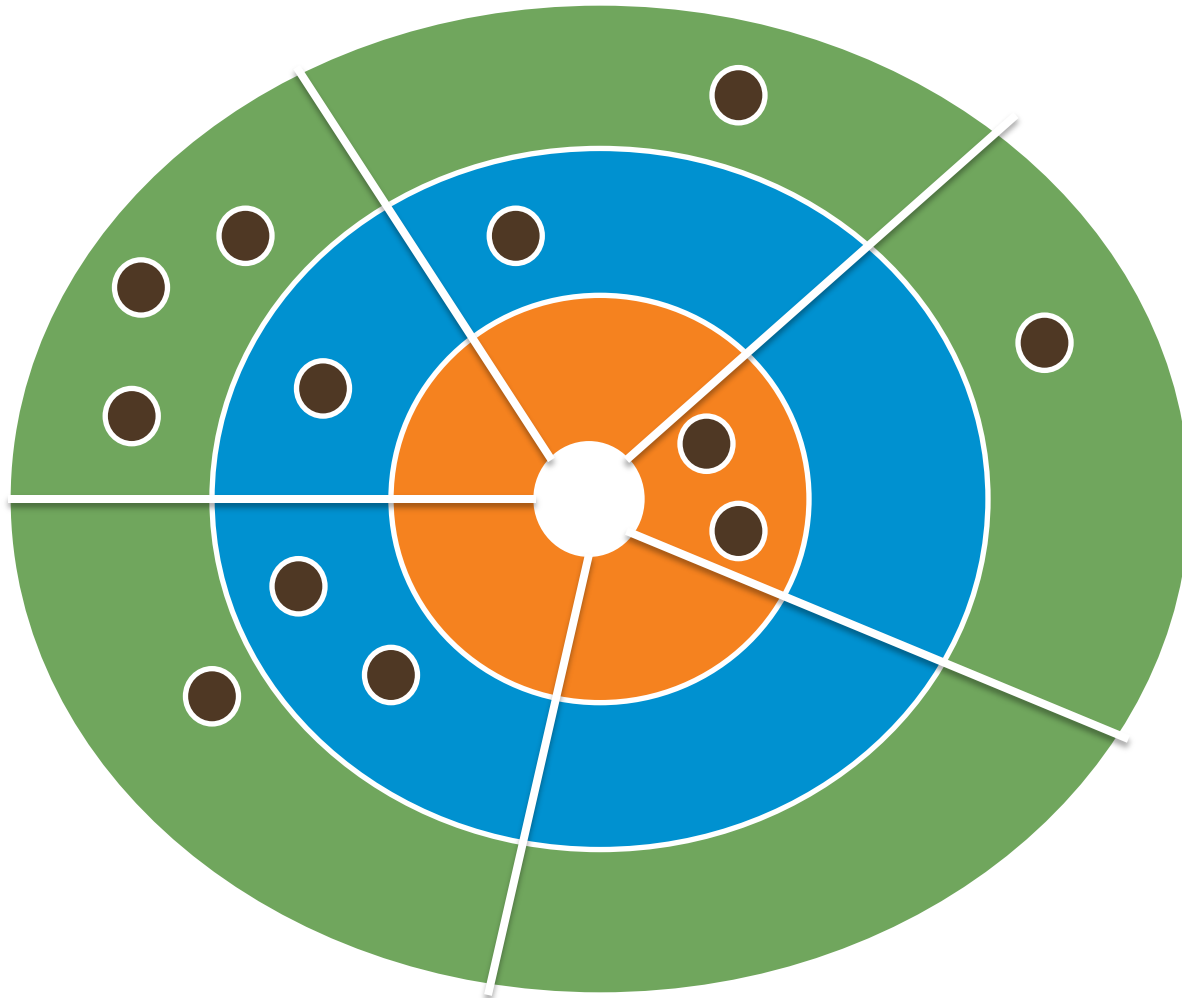
# The Search Institute's Developmental Relationships Framework

<b>Provide SUPPORT</b>  Help me complete tasks and achieve goals.	<ul style="list-style-type: none"><li>• Navigate– Guide me through hard situation and systems.</li><li>• Empower– Build my confidence to take charge of my life.</li><li>• Advocate– Defend me when I need it.</li><li>• Set boundaries– Put in place limits that keep me on track.</li></ul>
<b>Share POWER</b>  Hear my voice and let me share in making decisions.	<ul style="list-style-type: none"><li>• Respect me – Take me seriously and treat me fairly.</li><li>• Include me – Involve me in decisions that affect me</li><li>• Collaborate– Work with me to solve problems and reach goals</li><li>• Let me lead– Create opportunities for me to take action and lead.</li></ul>
<b>Expand POSSIBILITIES</b>  Connect me with people and places that broaden my world.	<ul style="list-style-type: none"><li>• Inspire– Inspire me to see possibilities for my future.</li><li>• Broaden horizons– Expose me to new ideas, experiences, and places.</li><li>• Connect– Introduce me to people and opportunities to help me grow.</li></ul>

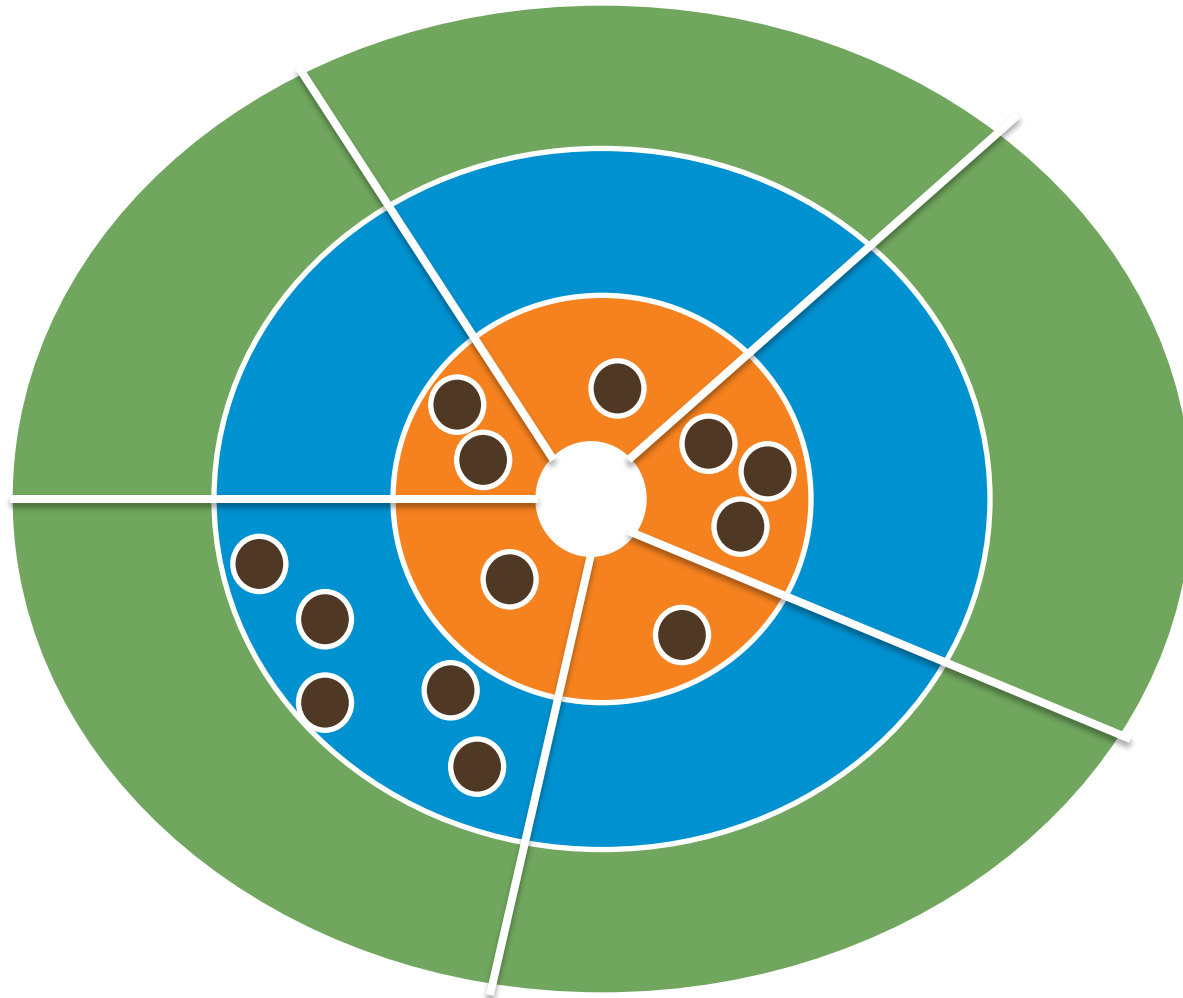
# Developmental Relationships



# My relationship map



# Developmental Relationships



**And why does this matter?**




“The bottom line from my research is that the mentoring provided by staff is the most important strength of afterschool programs.”


--Dr. Bart Hirsch, Northwestern University

A decorative white curved line, resembling a stylized 'C' or a partial arc, is located in the bottom right corner of the slide.

“Whether the burdens come from the hardships of poverty, the challenges of parental substance abuse or serious mental illness, the stresses of war, the threats of recurrent violence or chronic neglect, **the single most common finding** is that children who end up doing well have had at least one stable and committed relationship with a supportive parent, caregiving or other adult...

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A decorative white curved shape, resembling a stylized 'C' or a partial circle, is located in the bottom-left corner of the slide.

“These relationships provide the personalized responsiveness, scaffolding, and protection that buffer children from developmental disruption. They also build key capacities—such as the ability to plan, monitor and regulate behavior, and adapt to changing circumstances- that enable children to respond to adversity and to **thrive**.”

-- National Scientific Council on the  
Developing Child

“Across the past two decades, Search Institute and others have shown that the number and intensity of high quality relationships in young people’s lives is linked to a broad range of positive outcomes, including increased student engagement, improved academic motivation, better grades, higher aspirations for the future, civic engagement, more frequent participation in college-preparatory classes and activities, and a variety of other individual outcomes.”

-- Search Institute



“It is not an overstatement to suggest that most children and adolescents **live for their social relationships**... yet, the qualities of teacher-student relationships are frequently afterthoughts.”

-- Handbook on Student Engagement



# Youth & Adult Relationships

*“Stated simply, relationships are the active ingredients of the environment’s influence on healthy human development. They incorporate the qualities that best promote competence and well-being....*

*Relationships engage children in the human community in ways that help them define who they are, what they can become, and how and why they are important to other people.”*

National Scientific Council on the Developing Child, 2004



# Youth & Adult Relationships



**1. What makes a relationship  
“developmental?”**

**and**

**2. How can I improve my  
relationship with my  
students?**



# What makes a relationship “developmental?”



# What makes a relationship “developmental?”

1. Attachment
2. Reciprocity
3. Progressive Complexity
4. Balance of Power





# Attachment

## *Infant Behavior*

## *Adult Narrative*

Secure



Secure

Avoidant



Dismissing

Ambivalent



Preoccupied

Disorganized/  
Disoriented



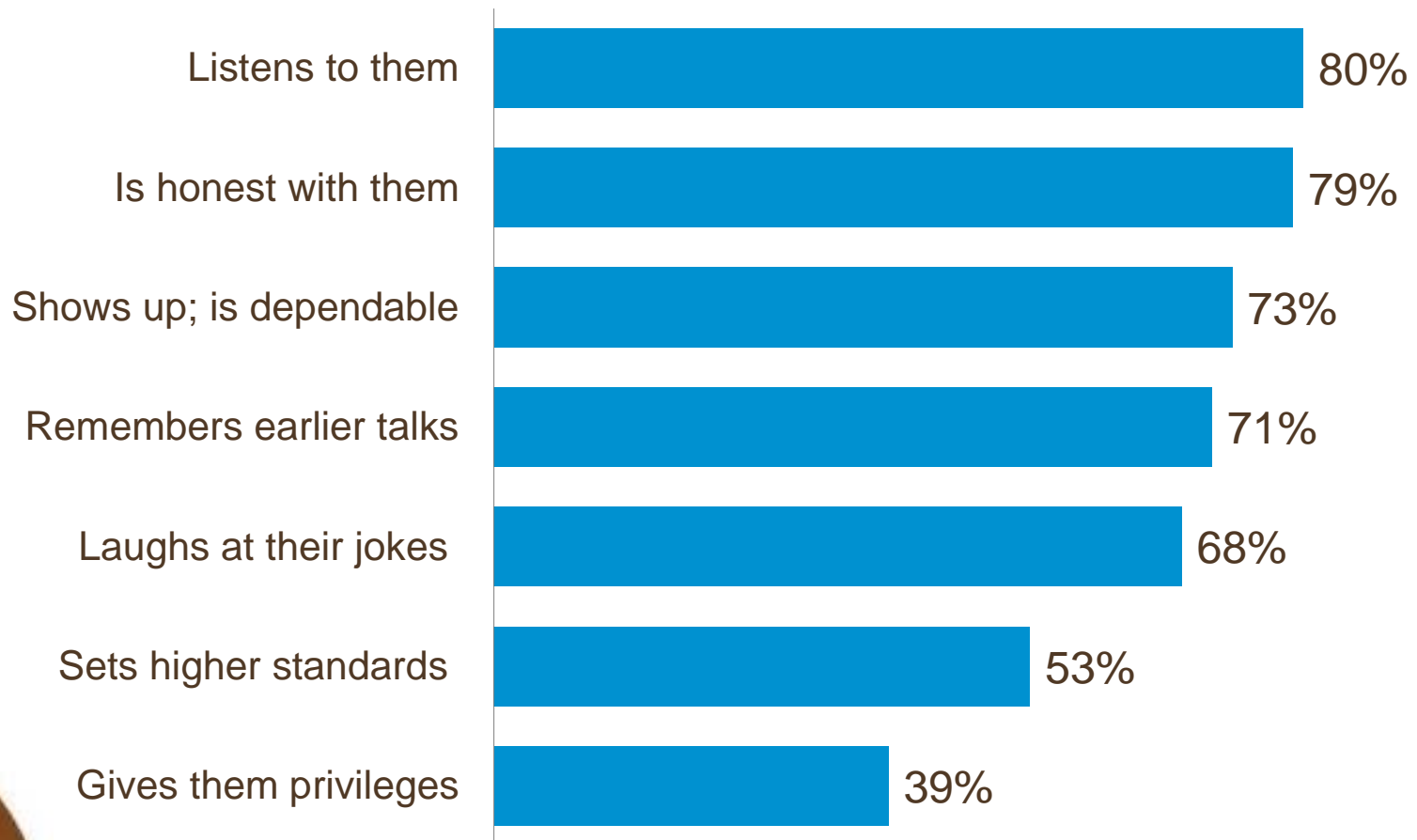
Unresolved/  
Disorganized

Daniel Siegel, M.D. (2010)

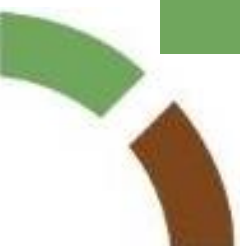


# Teens Say...

Teens say “they feel felt” or connected to adults who do the following



# Promote Attachment



# Promote Attachment

Youth are greeted by name with a warm tone and smiles; you understand their interests; you look for similarities between yourself and your students

Positive climate; free of bias; activities to enhance sense of belonging



# Reciprocity

- Physical and emotional interactions are joint, reciprocal, and meet established expectations.
- Youth and adults challenge one another.
- Interactions are characterized by sensitivity, and RESPECT (not intrusiveness).



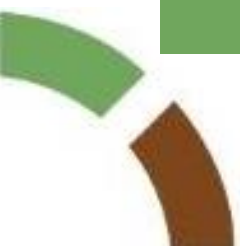
# Reciprocity



# Reciprocity

Model and participate in activities; watch for exclusion; remember trust builds two ways; share your own passions;

Opportunities to work collaboratively, participate with interdependent roles, all youth can act as mentors



# Progressive Complexity

- Work to provide intuitive support that matches a youth's confidence and competence.
- Practice scaffolding
- Provide feedback that relates to learning not correctness.
- Facilitate “optimal challenges” -- learning opportunities that are neither too easy or too hard.






# Scaffold Learning & Trust



# Scaffold Learning & Trust

Start with structured ways to get to know each other; let the youth

Break difficult tasks into smaller steps; greet failure with support and encouragement; maintain appropriate level of challenge

A decorative graphic in the bottom-left corner consisting of two curved, overlapping shapes. The top shape is green and the bottom shape is brown, resembling a stylized leaf or a corner bracket.

# Balance of Power

- Work on establishing a power neutral relationship.
- As the 'provider' you maintain a certain level of power in your interactions, work towards supporting youth to guide interactions



# Balance of Power



# Balance of Power



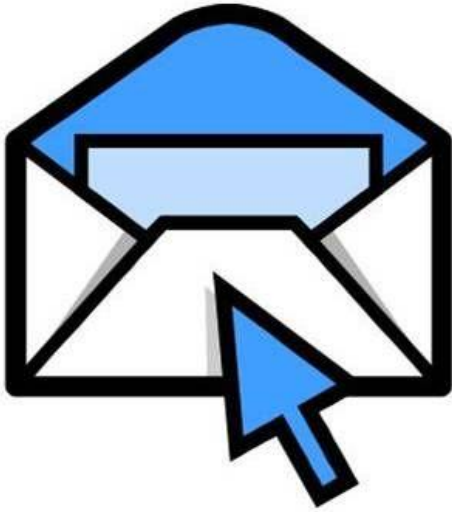
# Balance of Power

Know when to step up and step out;  
practice active listening; understanding  
adultism; giving youth opportunities to  
lead

Multiple opportunities for youth to make  
plans and projects and activities; use  
interactive planning strategies;



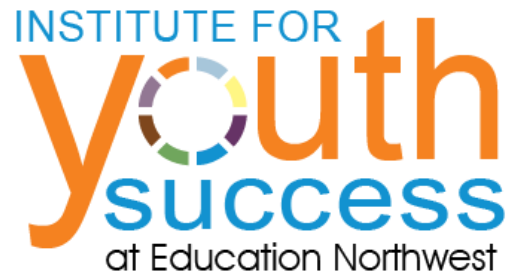
# We'd love to hear from you!



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**For more information visit:**  
[educationnorthwest.org/  
institute-for-youth-success](http://educationnorthwest.org/institute-for-youth-success)