



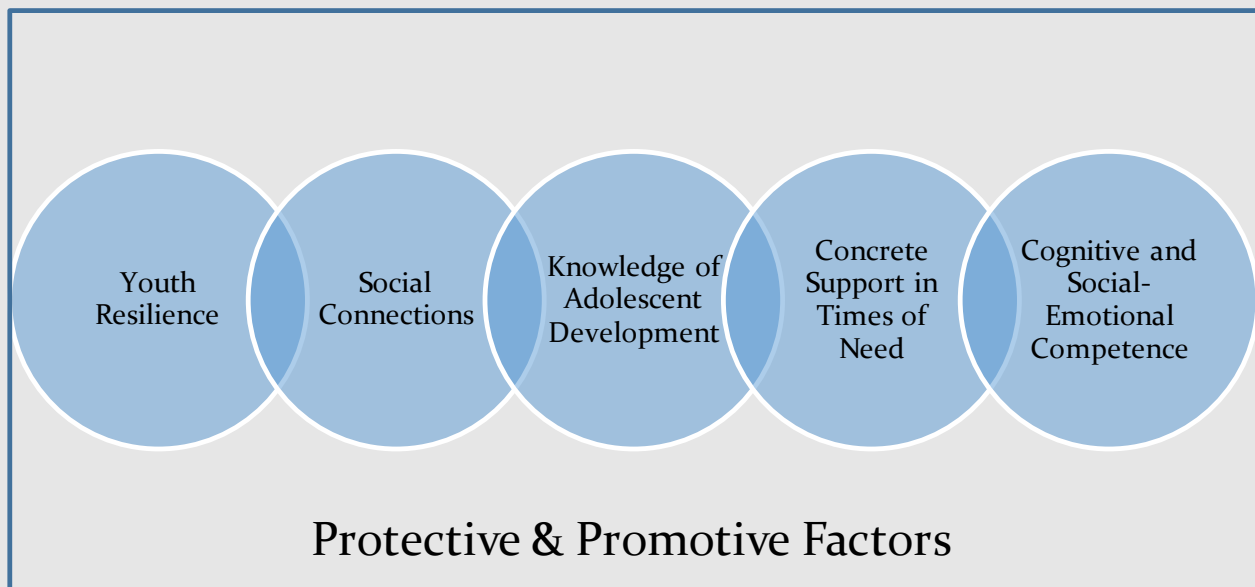
NEW JERSEY DEPARTMENT OF CHILDREN AND FAMILIES

# 2020-2024 Chafee Plan Philosophy





*The Youth Thrive framework is based on what the research on resilience, positive youth development, neuroscience, and trauma indicates contributes to healthy development and well-being and reduces the impact of traumatic and negative life experiences for all youth.*


*The research led to the identification of five protective and promotive factors that mitigate risk and promote well-being, as well as the concomitant critical outcomes that constitute healthy adolescent development.*





*The Youth Thrive Framework provides a roadmap for workers, foster parents, managers, and administrators to operationalize the somewhat amorphous concept of “well-being” for youth in foster care or who have experienced abuse, neglect, or other adverse experiences. By being deliberate and intentional about building these protective and promotive factors in their everyday encounters with the youth they support, youth workers can increase the likelihood of making significant, positive differences in the lives of youth resulting in improved outcomes.*

 **Youth Resilience:** Managing stress and functioning well when faced with stressors, challenges, or adversity; building on individual characteristics, strengths, and interests.

 **Social Connections:** Having healthy, sustained relationships with people, institutions, the community, and a force greater than oneself that promote a sense of trust, belonging, and that one matters.

 **Knowledge of Adolescent Development:** Understanding the unique aspects of adolescent development including information on adolescent brain development and the impact of trauma; implementing developmentally and contextually appropriate best practices.

 **Concrete Support in Times of Need:** Understanding the importance of asking for help and advocating for oneself; receiving quality services (e.g., health care, housing, education) designed to preserve youths' dignity, provide opportunities for skill development, and promote healthy development.

 **Cognitive and Social-Emotional Competence:** Acquiring skills and attitudes (e.g., executive functioning, character strength, future orientation, persistence, and positive emotions) that are essential for forming an independent identity and having a productive, responsible, and satisfying adulthood.

# YOUTH THRIVE™

PROTECTIVE & PROMOTIVE FACTORS FOR HEALTHY DEVELOPMENT AND WELL-BEING

## INCREASE PROTECTIVE & PROMOTIVE FACTORS

- Youth resilience
- Social connections
- Knowledge of adolescent development
- Concrete support in times of need
- Cognitive and social-emotional competence

## REDUCE RISK FACTORS

- Psychological stressors
- Inadequate or negative relationships with family members, adults outside youth's family and peers
- Insufficient or inadequate opportunities for positive growth and development
- Unsafe, unstable, inequitable environments

## DYNAMIC OUTCOMES HEALTHY DEVELOPMENT & WELL-BEING FOR YOUTH

- Physically and emotionally healthy
- Hopeful, optimistic, compassionate, curious, resilient identity
- Supportive family and social networks
- Ability to form and sustain caring, committed relationships
- Success in school and workplace
- Service to community or society





# The Five Core Principles of Thriving

- 1** Thriving is an essentially **developmental construct**, which entails a general orientation toward and, over time, the realization of relatively stable movement along an upward (though perhaps nonlinear) life trajectory.
- 2** Thriving **focuses on aspects of development beyond merely the absence of the negative**, and beyond mere competence or simple achievement of developmental tasks—in this way, we might think of thriving as a theory of optimal development (not just adequate development).
- 3** Thriving refers to the functioning of the integrated, **whole person across all life domains**; thus, the term implies personal balance, such that one is not considered to be thriving if he or she is functioning and developing positively in one aspect or area of his or her life.
- 4** Thriving recognizes the **multidirectional nature of relations between person and context**, through which both the individual and his or her contexts are mutually enhanced. This notion of mutual enhancement implies a moral component of thriving—when thriving, individuals act on (and thus help create) their environments, they seek to in some way contribute to others and/or the multiple ecologies in which they are embedded.
- 5** Thriving entails the **engagement of one’s unique talents, interests, and/ or aspirations**. In this lies the assumption of one’s self-awareness of his or her uniqueness, and the opportunities to purposefully manifest them. Through such engagement, one might be thought of as actively working toward fulfilling his or her full potential.

Bundick, M.J., Yeager, D. S., King, P.E. & Damon, W. (2010). Thriving across the Life Span. In R. M. Lerner, M.E. Lamb & A.M. Freund (Eds.), *The handbook of life-span development* (pp. 882–923). Hoboken, NJ

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## RESOURCES

-  Introduction to Youth Thrive from CSSP (<https://cssp.org/our-work/project/youth-thrive/>)
-  Assorted Resources from CSSP (<https://cssp.org/publications-resources/?foc=youth>)
-  Youth Thrive: Advancing Healthy Adolescent Development and Well-Being (article) (<https://cssp.org/wp-content/uploads/2018/09/Youth-Thrive-Advancing-Healthy-Adolescent-Development-and-Well-Being.pdf>)
-  Thriving across the Life Span by Matthew J. Bundick et al. (article) ([https://www.researchgate.net/profile/Pamela\\_King5/publication/228053883\\_Thriving\\_across\\_the\\_Life\\_Span/links/5a6100b40f7e9b6b8fd3e80c/Thriving-across-the-Life-Span.pdf?origin=publication\\_detail](https://www.researchgate.net/profile/Pamela_King5/publication/228053883_Thriving_across_the_Life_Span/links/5a6100b40f7e9b6b8fd3e80c/Thriving-across-the-Life-Span.pdf?origin=publication_detail))



# KEY QUESTIONS

- How can we operationalize the concepts of Youth Thrive into our policy and practice with adolescents? In what ways can we intentionally and concretely build the five protective and promotive factors?
- What are some of the barriers to further incorporating Youth Thrive into our policy, practice and service provision? What strengths do we have as an organization that will be helpful? What opportunities already exist for us to move this work forward? What are our ultimate aspirations for our youth and our system? (SOAR/SWOT analysis)
- What will success look like for youth? What will it look like for the professionals and systems that serve them? How will we measure success?
- How will Youth Thrive be incorporated into the role of DCP&P? How will it be incorporated into the role of contracted service providers?
- What supports/resources will we need to develop, implement and sustain these changes?