Portrait of a Thriving Youth

Self Reflection Tool

University of Virginia
SCHOOL *of* EDUCATION *and* HUMAN DEVELOPMENT
YOUTH-NEX

Portrait Of A Thriving Youth Self-Assessment

This self-assessment can help you reflect on how well your program, setting, or system is supporting thriving with regard to the six domains of adolescent learning and development described in a Portrait of a Thriving Youth.

Instructions: (1) For each of the domains of thriving listed in the chart, consider whether it is a priority for your work and if so, how well you are supporting it on a scale of 1 to 5. (2) Then, consider the reflection questions at the end of this worksheet.

1 = This domain of development is not a priority for my work
2 = This domain of development is a low priority for my work
3 = This domain of development is a priority, but we are not supporting it adequately
4 = This domain of development is a priority, and we have many supports in place
5 = This domain of development is a priority, and we have a robust set of supports in place

Domains of Adolescent Development

Health: Mental

Establishing healthy physical behaviors

- Exercising and developing healthy eating habits
- Getting adequate sleep and rest
- Understanding and establishing self-care and personal hygiene practices

1: Not a priority **2:** Low priority **3:** Priority but we are not doing it well **4:** Priority with many of the supports in place **5:** Priority with a robust set of support in place

Health: Physical

Developing psychological & social well-being

- Developing the ability to recognize and manage stress and anxiety
- Cultivating strategies for coping with stress, challenges, and setbacks
- Having a positive sense of self-worth

1: Not a priority **2:** Low priority **3:** Priority but we are not doing it well **4:** Priority with many of the supports in place **5:** Priority with a robust set of support in place

Cognition

Acquiring the skills, knowledge, & abilities to achieve goals & objectives

- Fostering curiosity and critical thinking
- Building capacity for self-reflection
- Applying learning to new settings

1: Not a priority **2:** Low priority **3:** Priority but we are not doing it well **4:** Priority with many of the supports in place **5:** Priority with a robust set of support in place

Identity

Exploring identities and figuring out who they are now & who they want to be

- Exploring and reflecting on one's self as an individual
- Exploring and reflecting on how collective identities fit into one's sense of self
- Establishing a sense of self-worth and positive self-image

1: Not a priority **2:** Low priority **3:** Priority but we are not doing it well **4:** Priority with many of the supports in place **5:** Priority with a robust set of support in place

Meaning & Purpose

Exploring how to meaningfully connect & contribute to the world around them

- Seeking diversity of perspectives
- Exploring personal interests
- Developing character and tapping into a moral compass

1: Not a priority **2:** Low priority **3:** Priority but we are not doing it well **4:** Priority with many of the supports in place **5:** Priority with a robust set of support in place

Identifying emotions & how to manage them in positive ways

- Being able to self-regulate
- Expressing emotions that are relevant to a setting or experience
- Understanding and practicing empathy

1: Not a priority **2:** Low priority **3:** Priority but we are not doing it well **4:** Priority with many of the supports in place **5:** Priority with a robust set of support in place

Developing trusting & reliable relationships & navigating diverse social contexts

- Knowing social norms and having the skills to address them
- Knowing how to engage with and manage the safe navigation of social media
- Demonstrating respect and appreciation for self and others

1: Not a priority **2:** Low priority **3:** Priority but we are not doing it well **4:** Priority with many of the supports in place **5:** Priority with a robust set of support in place

Reflection Questions

1. For the domains that you indicated are a priority with a robust set of supports in place (rating = 5), what are those key supports that you could potentially tap into to improve in other domains? Consider: resources, professional development/training, staffing, organizational policies, partnerships, advocacy, political will.

2. For the domains that you indicated are a priority but without a robust set of supports (rating = 3 or 4), what are the barriers you are facing to improving support in those areas? Consider: resources, professional development/training, staffing, organizational policies, partnerships, advocacy, political will.

3. For the domains that you indicated were not a priority or a low priority, do you think you should make them a priority for your work? What would it take to do that? Consider: resources, professional development/training, staffing, organizational policies, partnerships, advocacy, political will.

4. For those areas that you indicated are not a priority, are there other programs in your community that address those areas? If so, could you build partnerships with such organizations to refer youth who might benefit from such a focus?