Portrait of a Thriving Youth

Self Reflection Tool

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

| 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 |

| 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?