



# The State of Developmental Relationships

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# Presenters



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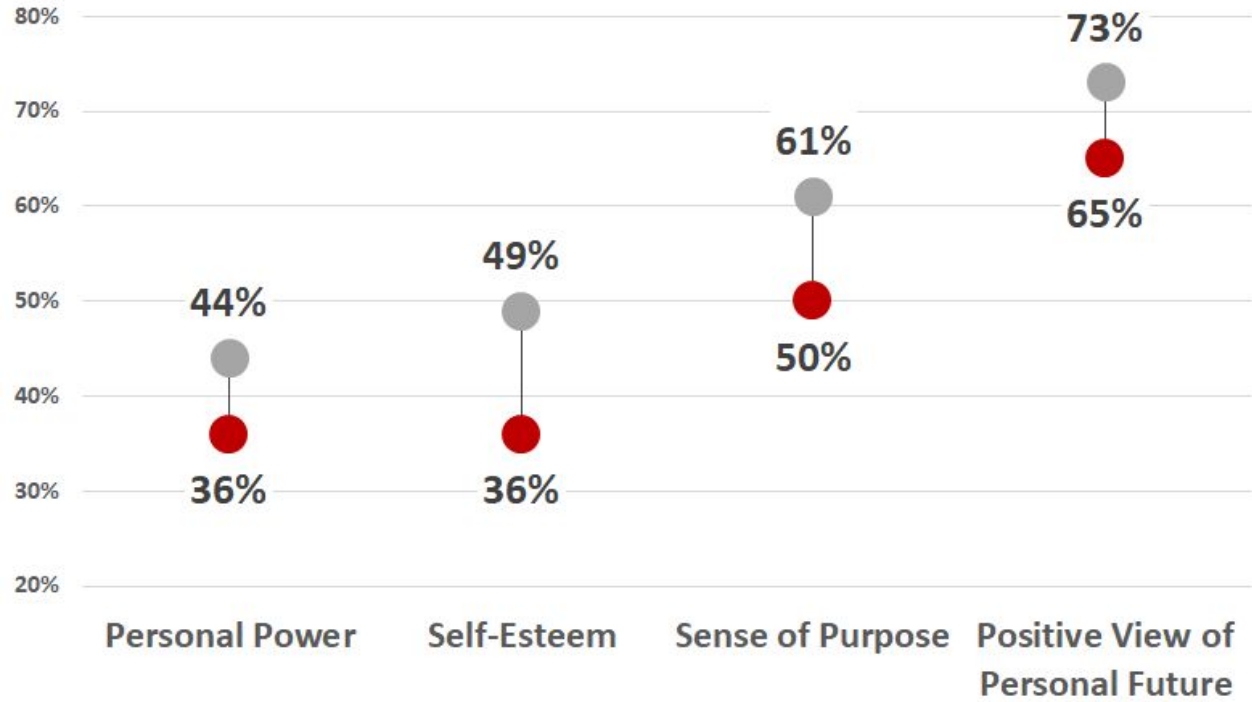
We believe that **actionable knowledge** arises at the intersection of rigorous research, practitioner and community insights, and the voices of youth.

**“A tree is not a forest”**



# Downward Trends

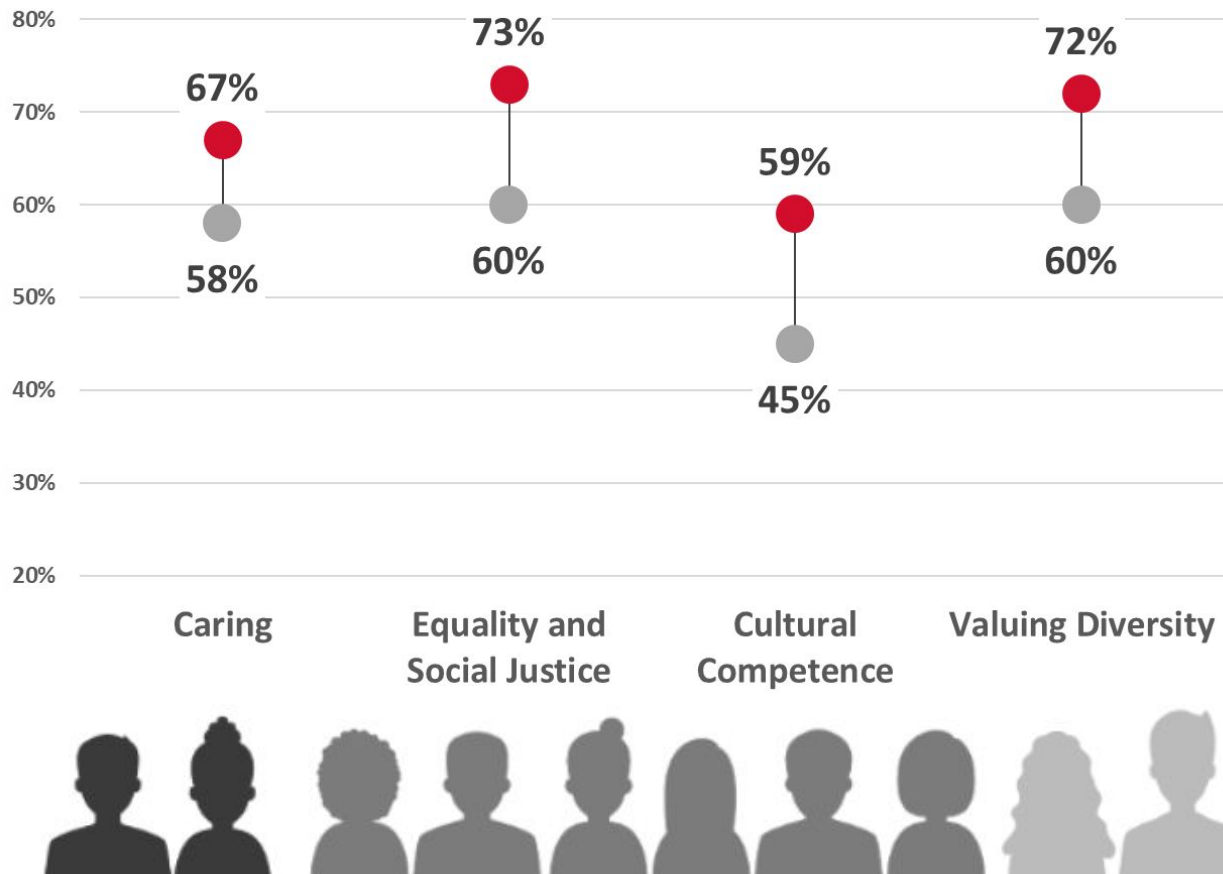
2016–2022



SOURCE: Internal comparison of trends between 2020 and 2022 Attitudes & Behaviors Survey aggregate data

# Upward Trends

2016—2022

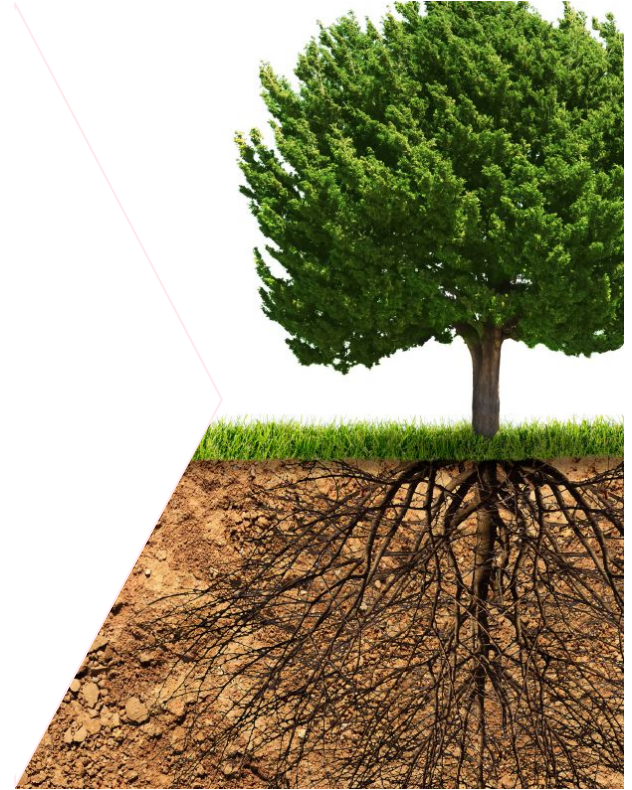


SOURCE: Internal comparison of trends between 2020 and 2022 Attitudes & Behaviors Survey aggregate data

# What are Developmental Relationships?

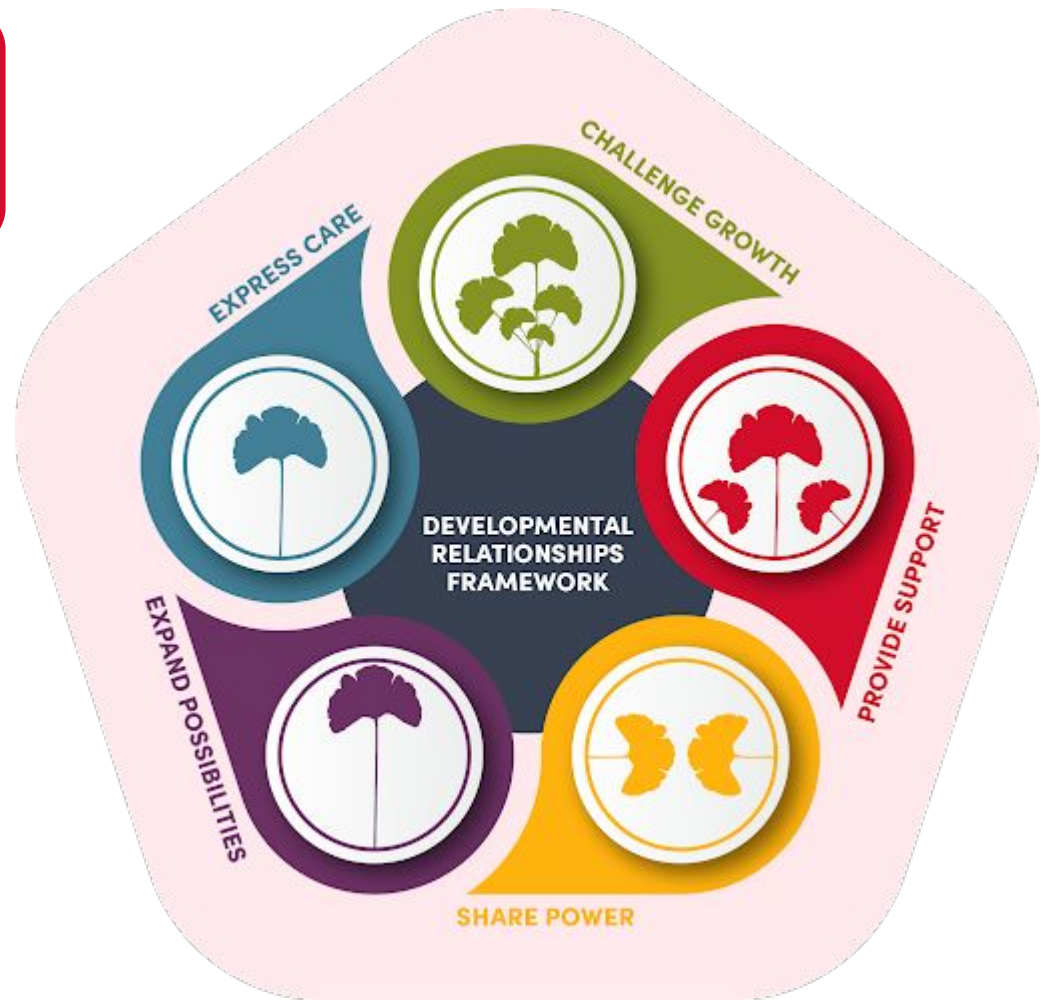
Close connections through which young people discover who they are, gain abilities to shape their own lives, and learn how to interact with and contribute to the world around them.

**“Roots of Positive Youth Development.”**



# Developmental Relationships Framework

**Five Elements**  
expressed in **Twenty**  
**Actions** that make  
relationships  
powerful in young  
people's lives.



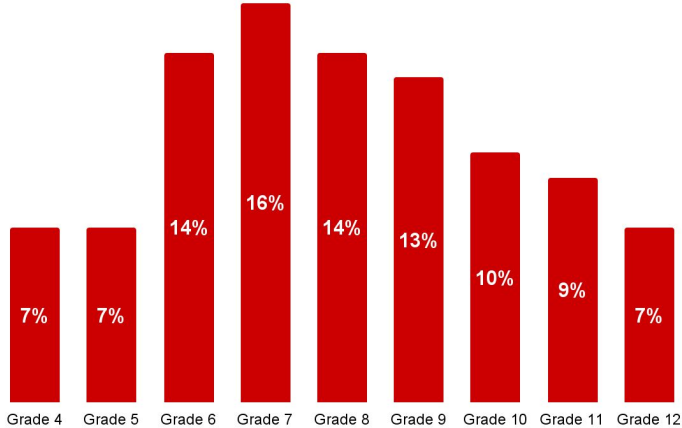


# Demographics Overview

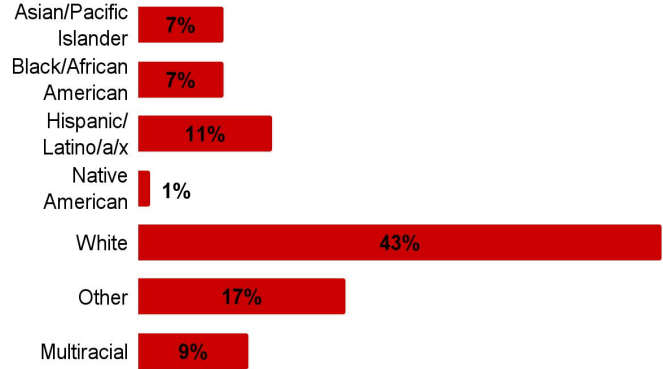
Total Sample

# 11,546

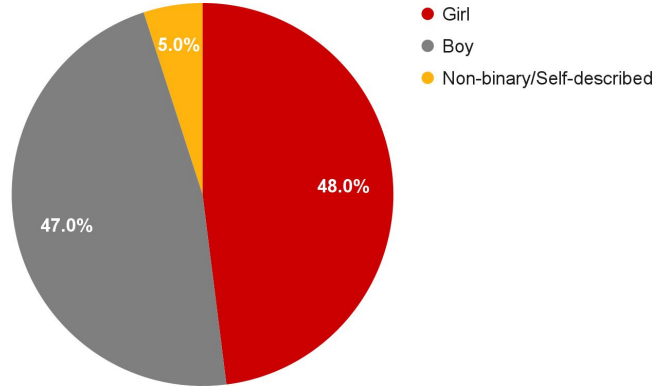
Percentage by grade



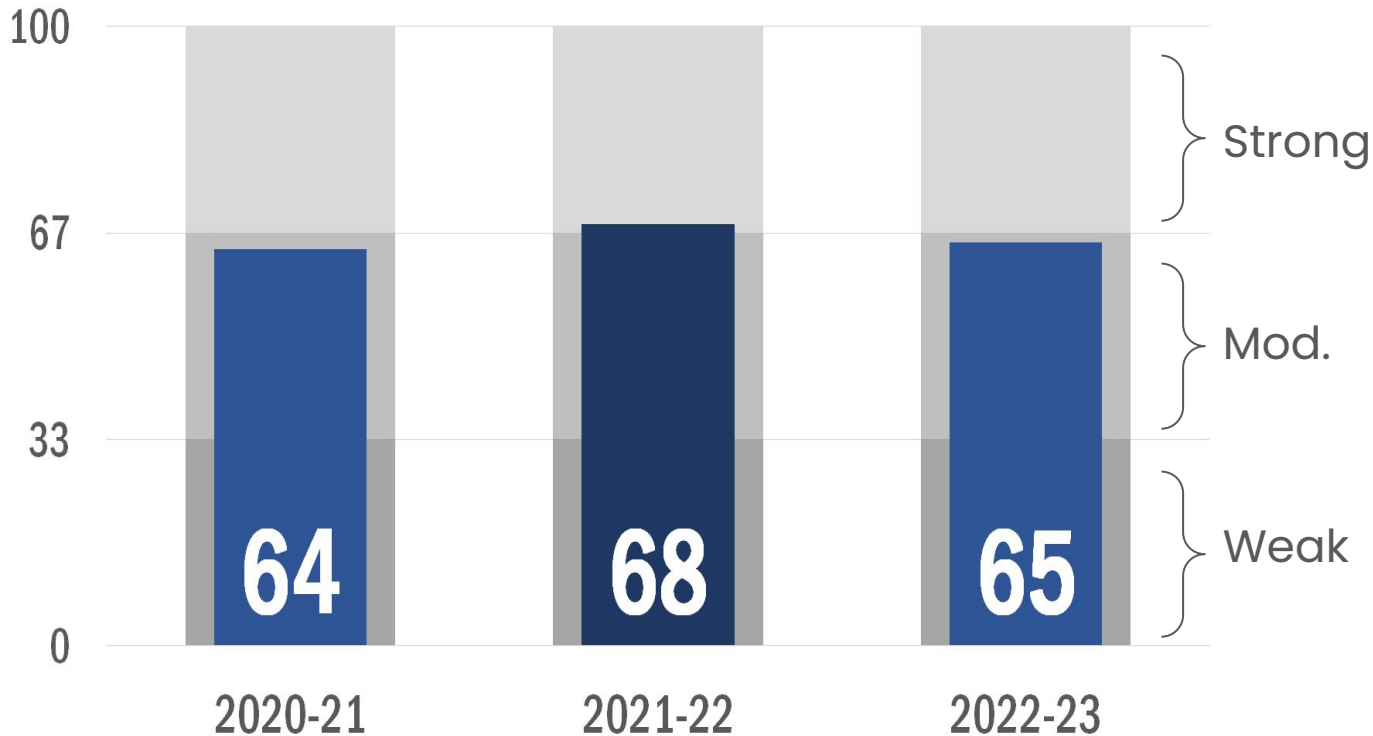
Race & Ethnicity



Gender



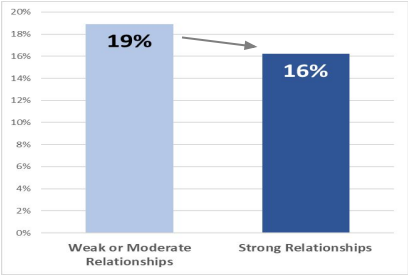
# We have been monitoring relationships since the pandemic:



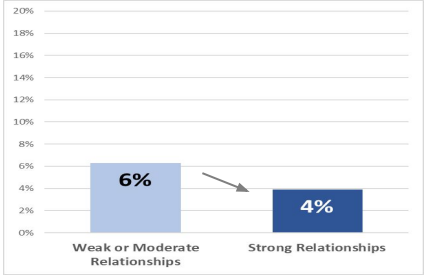
These same annual trends held true across all 5 elements of the Developmental Relationships Framework.

# Young people participated in **less substance use** when they experience **stronger Developmental Relationships**

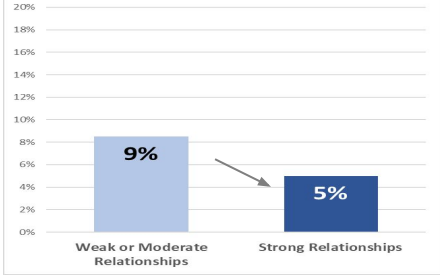
## ALCOHOL



## MARIJUANA



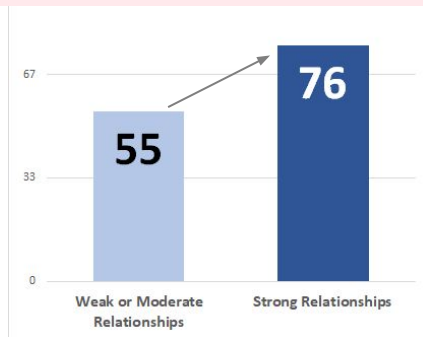
## VAPING



Note. Scores are placed on a 0-100 continuum with 100 being the strongest.

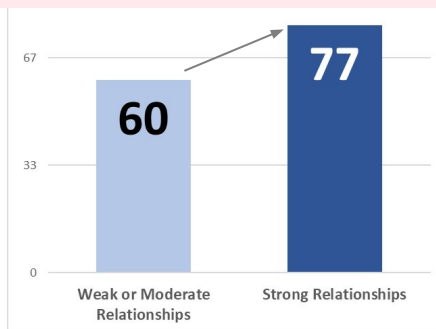
# Young people experienced **higher outcomes** when they experience **stronger Developmental Relationships**

## CHARACTER STRENGTHS



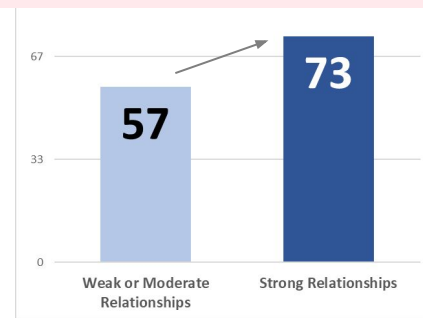
- Responsibility
- Future Mindedness
- Perseverance
- Teamwork
- Leadership

## SOCIAL EMOTIONAL COMPETENCIES



- Relationship Skills
- Social Awareness
- Responsible Decision-Making
- Self-Management
- Self-Awareness

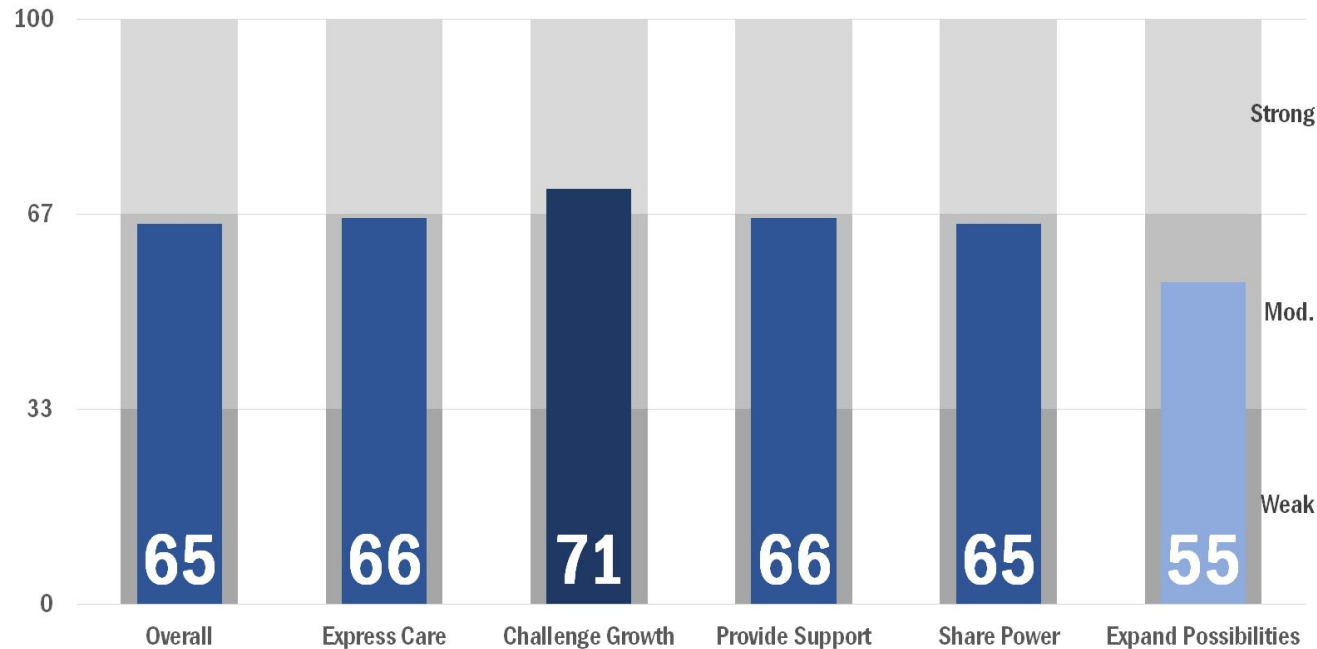
## INTERNAL DEVELOPMENTAL ASSETS



- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity

Note. Scores are placed on a 0-100 continuum with 100 being the strongest.

# State of The Elements of Developmental Relationships

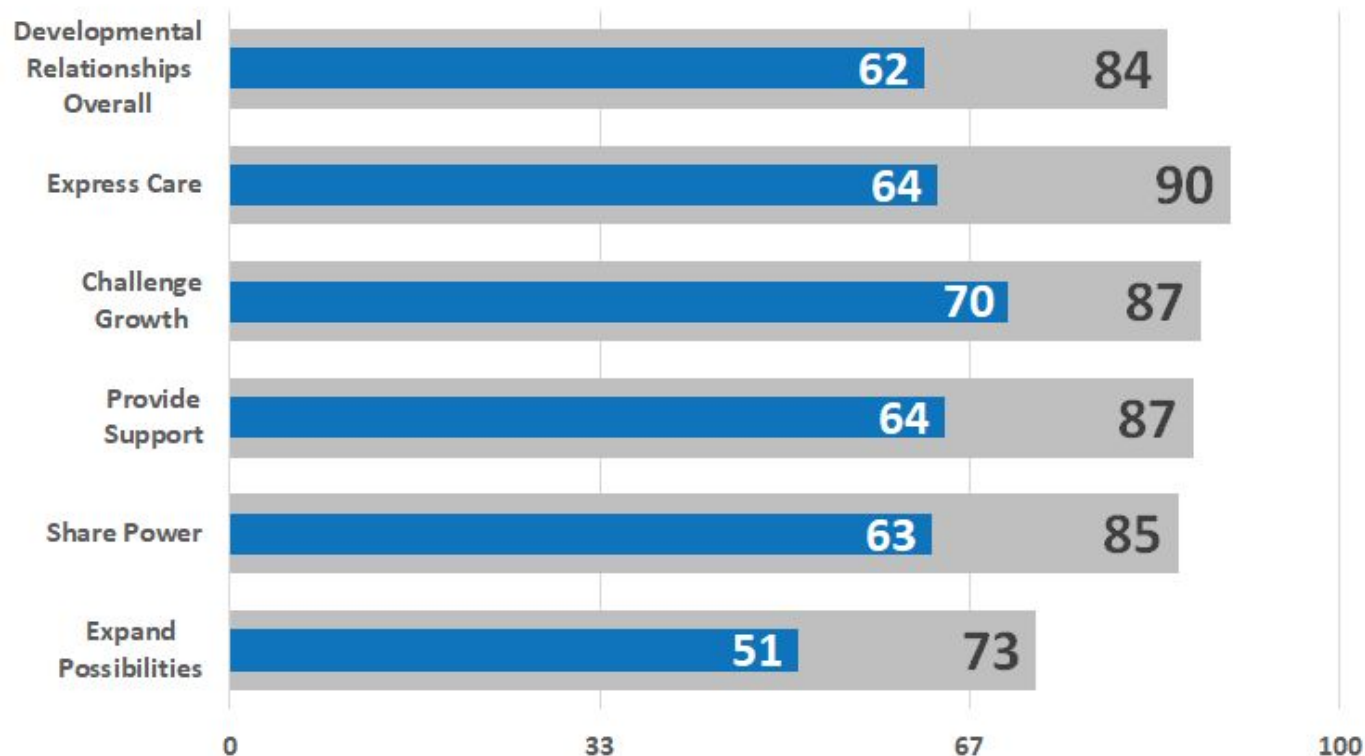


Young people expressed that **Challenge Growth** was the strongest developmental relationship element and **Expand Possibilities** was the weakest.



**Developmental Relationships measured across multiple perspectives and contexts.**

# A relational perception gap exists



\*This chart only includes data from organizations that included **both** young people and adults. As a result, some scores are slightly different than our general aggregate.

A perception gap existed between **Young People** and **Adults** across all relational elements, but was most pronounced in Express Care.

# A Relational-Centered Approach

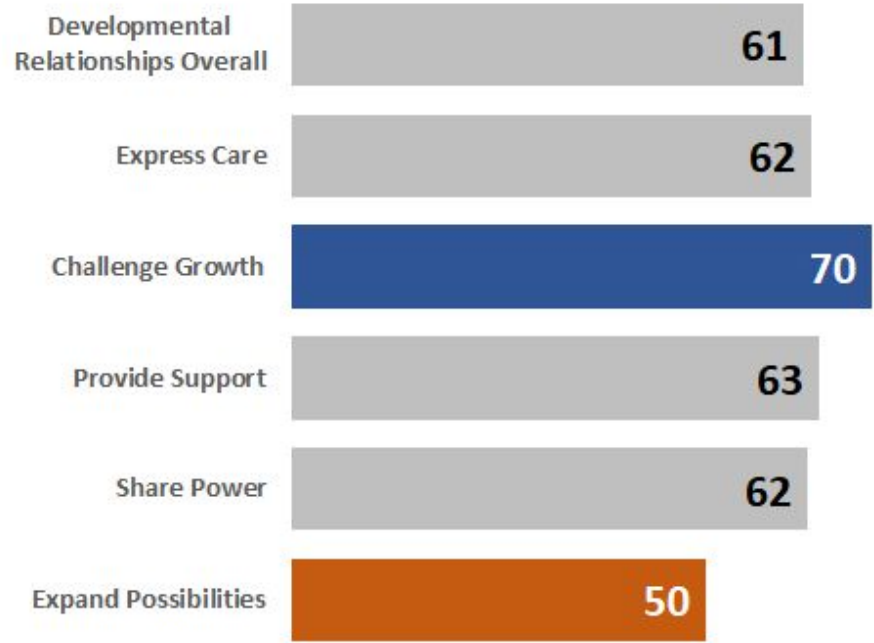


**Stronger** relationships typically indicated **greater experiences of equitable practices** compared to **moderate** or **weak** relationships.

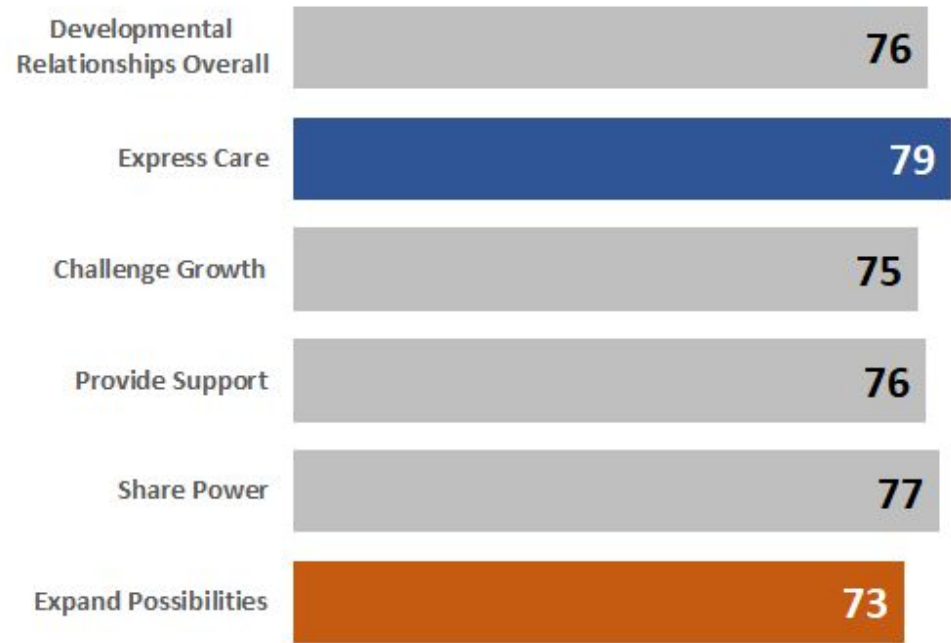


# Young people experienced different relational strengths across contexts.

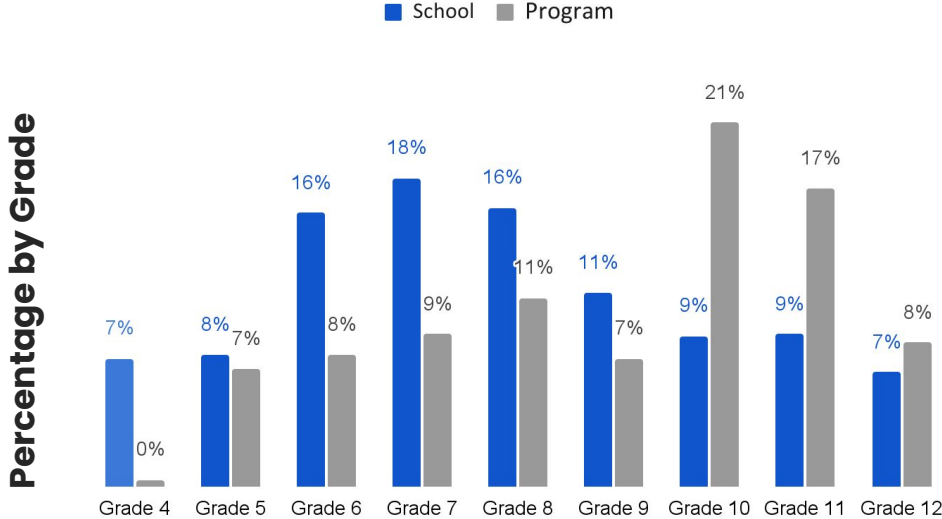
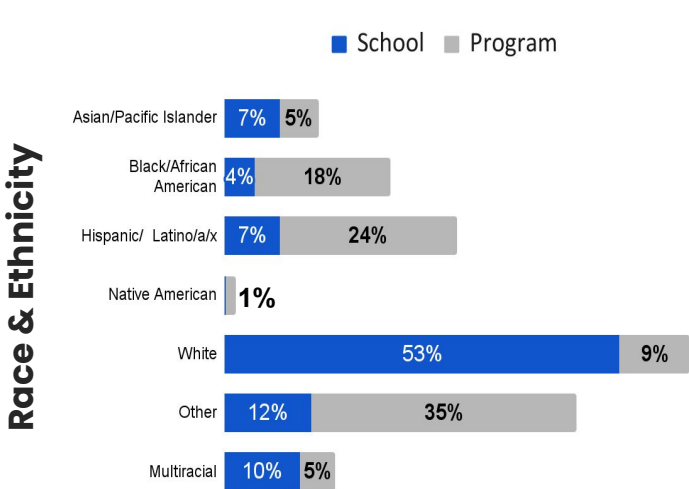
## School



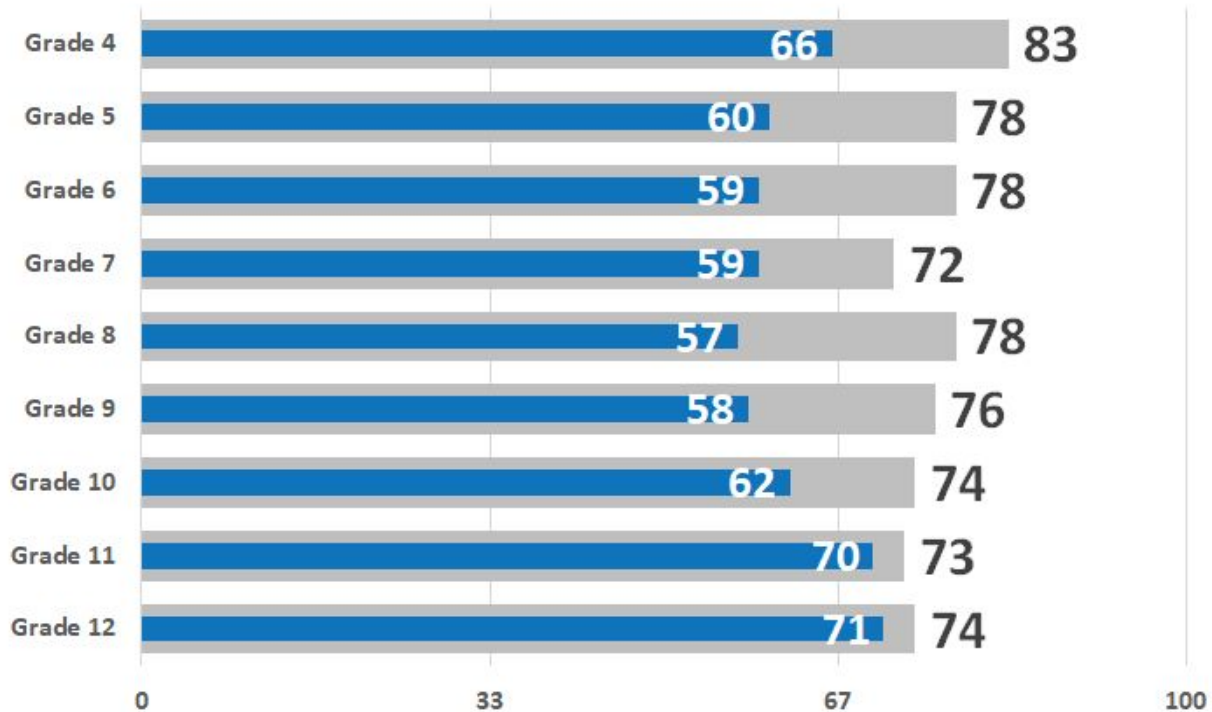
## Program



# Looking at the distribution of young people who participated – School vs Program



# Experiences of Developmental Relationships by Grade:

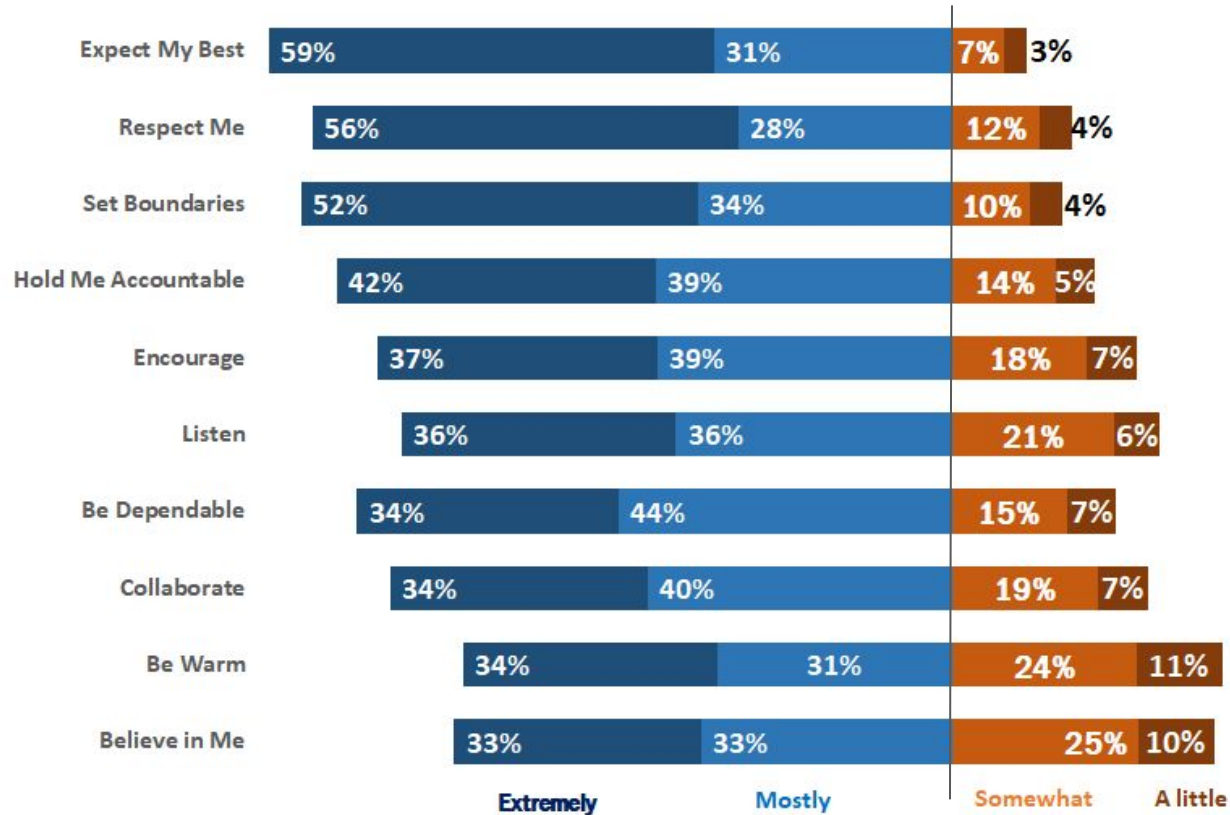


Developmental relationships not only differed by grade level, but also across the contexts of **schools** and **programs**.

A photograph of two young men in a library. The man on the right has curly hair, wears glasses, and a checkered shirt, and is gesturing with his hands while speaking. The man on the left is seen from the back, wearing a light blue shirt. Bookshelves filled with books are in the background.

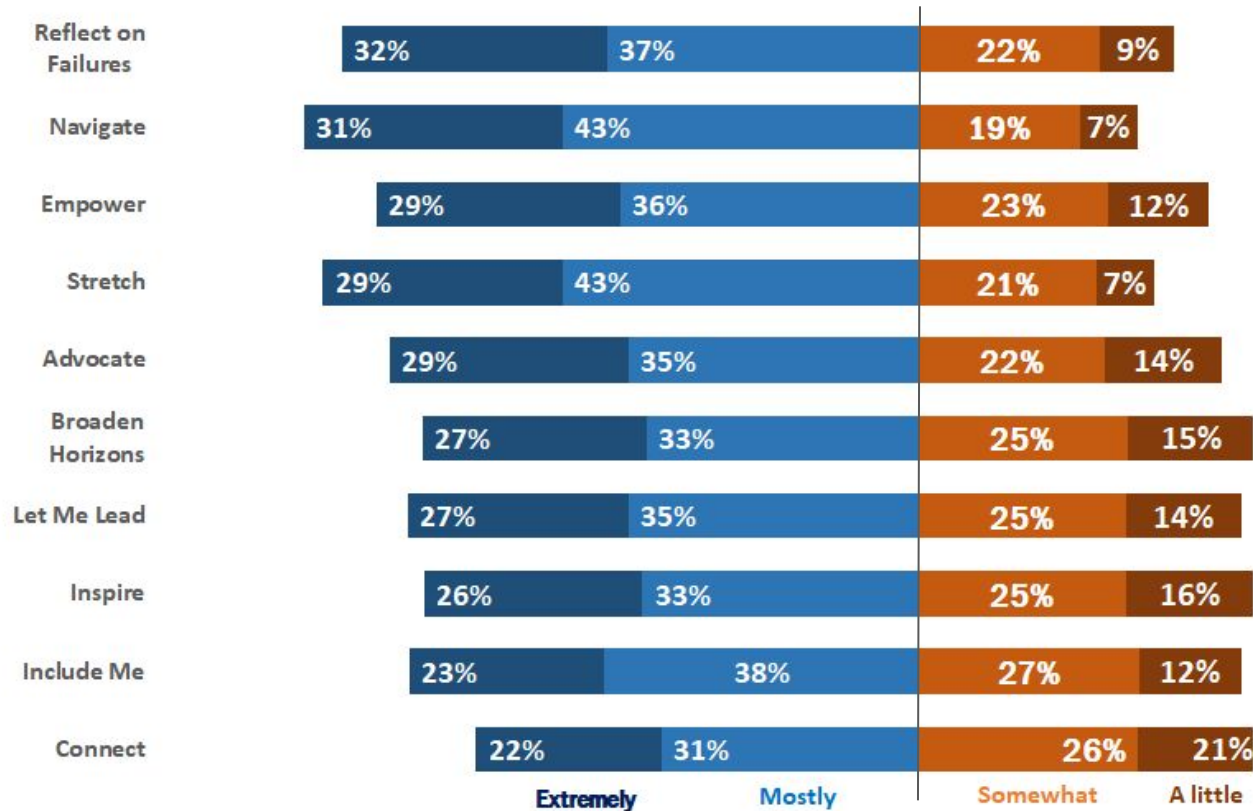
**Moving from dialogue to action.**

# Experiences of Developmental Relationship Actions:



We asked young people how 'likely' the relational actions are demonstrated by teachers and program staff. Here are the **most** experienced relational actions.

# Experiences of Developmental Relationship Actions:

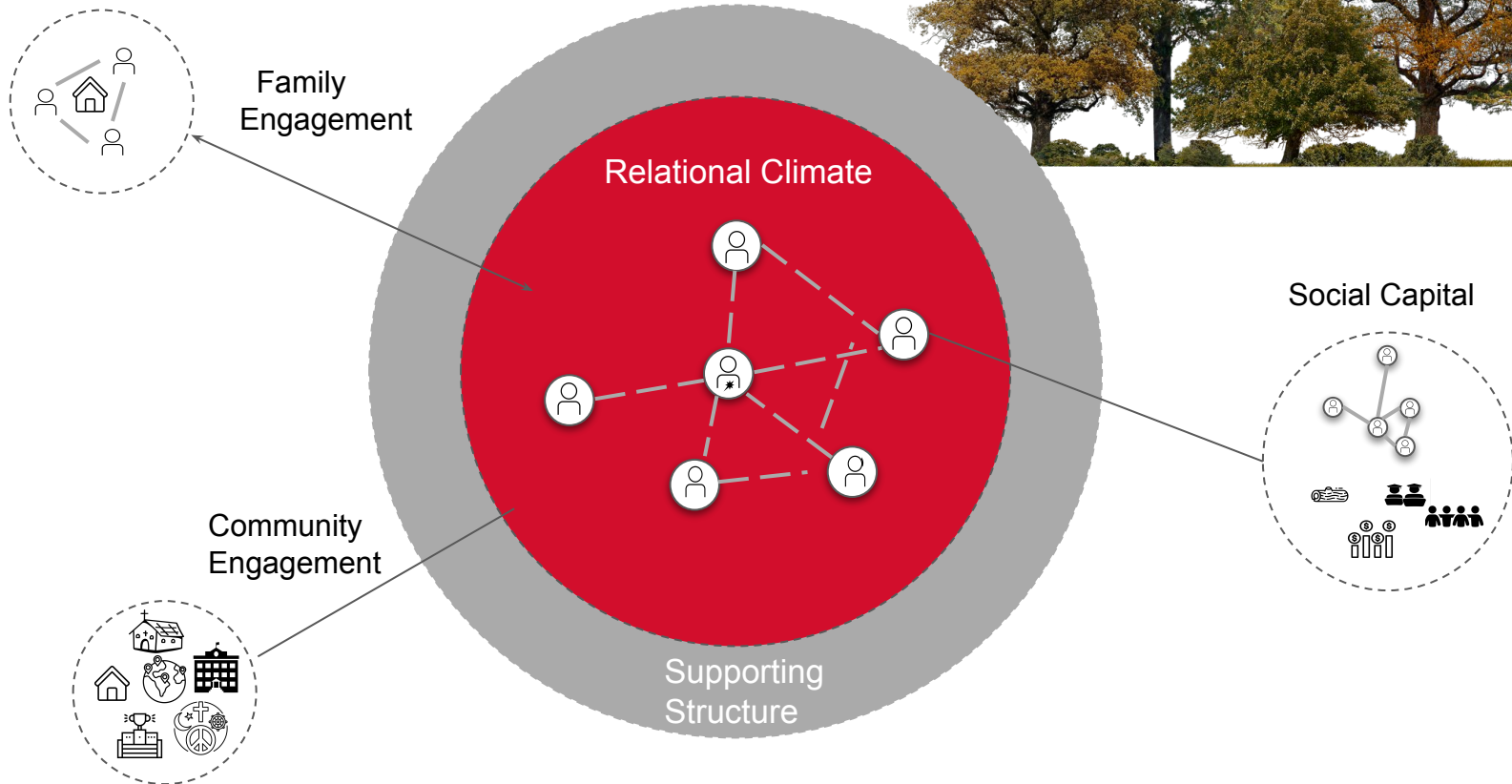


We asked young people how 'likely' the relational actions are demonstrated by teachers and program staff. Here are the **least** experienced relational actions.



**Relationships support young people's growth across settings and different points of development.**

# Thriving Communities





# What now?



Assess your relationships with young people **to see where they can grow.** Time for a **Relationships Check**



Identify what your **team and organization are doing to foster a relational environment.** Take the **Relational Culture Checkup**



Understand the state of relationships at your organization. **Amplify Youth Voice** through **Measurements** and **Continuous Improvement**

A photograph of a crowd of people at an outdoor event, possibly a concert or festival. The scene is brightly lit, suggesting a sunny day. In the foreground, the back of a person with long, straight blonde hair is visible. To the right, a person with curly hair is seen in profile, with their right arm raised high in the air. The background is filled with other people, some also with their arms raised, and a blurred cityscape or urban setting. A semi-transparent white horizontal band is overlaid across the middle of the image, containing the text "Questions?".

**Questions?**



**THANK YOU!**

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