

## **Learning Circle: Relate to youth as resources rather than just recipients of services in the child welfare system.**

### ***Supervisory Competencies:***

- Appreciates the differences between relating to young people as objects or recipients of service versus as resources.
- Knows and understands that a strength-based approach to working with youth is a key strategy for ensuring their successful preparation for adulthood.
- Knows and understands that training for both youth and adults is critical to the development of effective youth and adult partnerships.
- Knows how to support young people in creating their personal goal and transition plans.
- Knows how to plan for youth involvement in their program and agency
- Can and is able to create meaningful opportunities for young people and adults to build relationships and work together.
- Can and is able to work with diverse groups of youth and adults.

### ***Guiding Principles:***

- Program and policy are grounded in the philosophy of youth development
- Meaningful opportunities for shared decision-making, planning and program implementation are provided for youth.
- Youth are taught to drive discussions and weigh options in creating personal goal plans as well as transition plans with support from agency staff and families.
- Promotion of intentional youth/adult partnerships.

### ***Practices:***

- Involve youth fully in the service planning and transition planning process.
- Plan for how youth will be involved in your program. Don't just add a representative youth or two to the adult planning group.
- Encourage diversity of membership without regard to race, ethnicity, age, disability, or sexual orientation.
- Provide training to youth and adults around working in partnership.
- Facilitate meaningful opportunities for youth and adults to work in partnership.