

Supplement 2: ADAPTED POSITIVE YOUTH DEVELOPMENT (PYD) DEFINITIONS FOR ADELANTE

Competence: Skills and capabilities applicable to achieving positive goals (well-being) in multiple domains of life, including academic, family, social, vocational, and with respect to the community. In addition, the PYD literature refers to positive feeling about one's actions and performance in these life-domains, which may come when a person thinks his/her actions are “well-done” in relation to specific situations (e.g., at school, between people, etc.). This could also be the result of positive feedback the person receives for his/her actions.

- *For individuals:* Skills and capabilities (e.g., communication skills, academic skills, skills related to community engagement, coping and problem solving skills, skills and capabilities related to avoiding risk behavior), in some cases bi-cultural skills, and a belief that one's skills/capabilities are recognized.
- *For families:* Skills and capabilities related to family communication, problem-solving, help-seeking, conflict resolution, parental knowledge and monitoring, bi-cultural skills related to interacting with services, schools.
- *For community:* The skills and capabilities of groups within the community -- including parents, schools, community organizations – to address issues related to youth at risk.

Confidence: An overall sense of positivity about one's self-worth (who you are) and one's capabilities (what you can do). Similar to, but broader than, self-efficacy.

- *For individuals:* Positive sense of identity (including cultural identity), confidence in using the kinds of skills and capabilities mentioned under *competence*, general confidence in being able to achieve goals and overcome barriers.
- *For families:* Confidence in being able to discuss/resolve problems and to access help services (bicultural), confidence (among parents) in being able to monitor youth.
- *For communities:* A perception by community members that there are individuals, organizations, or other resources that have the skills/capabilities to address issues of need related to youth in the community, and that will do so if needed. Similar to the construct of *collective efficacy* (Sampson, 2003).

Connection: “Positive bonds with people and institutions that are reflected in bidirectional (two-way) exchanges between the individual and peers, family, school, and community, in which both parties contribute to the relationship” (Lerner, 2005, p. 23). In other words, connection refers to relationships.

- *For individuals:* Positive relationships and bonds with peers, with family members, with adults in the community, with adults at school, with groups and institutions in the community (e.g., community organizations, schools). In addition, a “positive relationship with the community” in the sense that an individual believes there is a place for him/her in the community and society.
- *For families:* Positive relationships and bonds among family members, between families/family members and groups and institutions in the community (e.g., community organizations, schools).

- *For communities*: Connection as a community variable (apart from connection of individuals, families to the community) was not directly addressed in *Adelante*.

Contribution: Actions that demonstrate a willingness to help support and improve the social groups and institutions that surround a person, including family, peers, community, workplace, society. Such actions mean that a person values the well-being of these groups and institutions. Some definitions have also included “contribution to self,” which refers to the things an individual does to build his/her own assets.

- *For individuals*: Participation in activities that benefit peers, family, school, community (including community groups and organizations). May also include activities by individuals that build their own assets (e.g., involvement in a training program, an education program, a leadership program, etc.) of skills and capabilities mentioned under confidence.
- *For families*: Participation by families in activities that build family assets; in addition, participation by families in activities that benefit youth in the community, schools, and the community at large (including community groups and organizations).
- *For communities*: Contribution as a community variable (apart from contribution by individuals, families to the community) was not directly addressed in *Adelante*. However, it could be defined in terms of the degree to which community groups and organizations are contributing to the advancement of youth, or to the improvement of community conditions.

REFERENCES

Lerner, R.M. (2005). *Promoting positive youth development: Theoretical and empirical bases*. White paper prepared for a Workshop on the Science of Adolescent Health and Development, National Research Council, Washington, DC.

Sampson, R.J. (2003). The neighborhood context of well-being. *Perspectives in Biology and Medicine* 46(3 Supplement): S53-S64.