



Building Relationships

“...an opportunity for behavior change”

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Welcome to Building Relationships

- **Name**
- **Population of youth and ages**
- **Asset and/or strength that helps to build relationships with youth**

What Do We Mean By Relationships?

Nurturing

Supporting

Communicating

Meeting Needs



Difference Between Personal and Professional Relationships

Power is more equal.

Meeting Needs is reciprocal.

Begun, continued or ended by the choices of those involved.

**Power is unequal.
Professional has more power.**

Meeting needs is not reciprocal.

Parties involved may not have a choice about when the relationships begins, continues, and ends.

Maslow's Hierarchy of Human Needs

SELF ACTUALIZATION

reaching one's potential,
developing full identity

SELF ESTEEM/WORTH

maintaining high opinion of
self and having others
hold high opinions of self

LOVE AND BELONGING

relationships of mutual affection and love;
belonging to accepting social groups

SAFETY

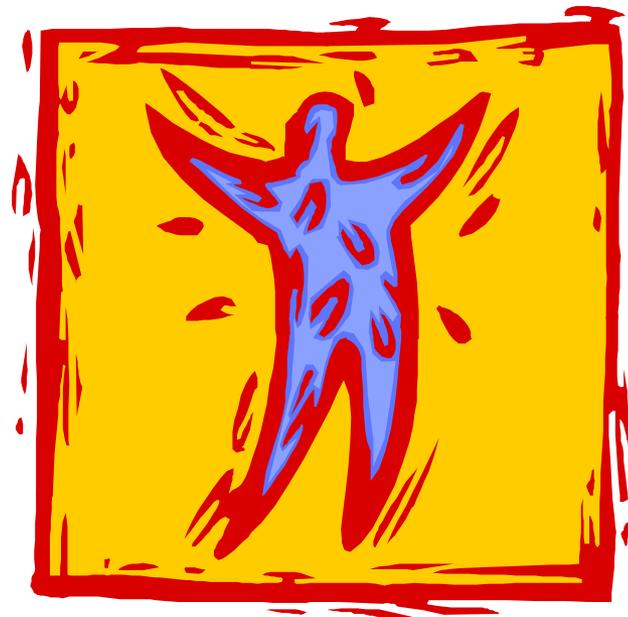
safe, predictable, orderly environment

PHYSICAL

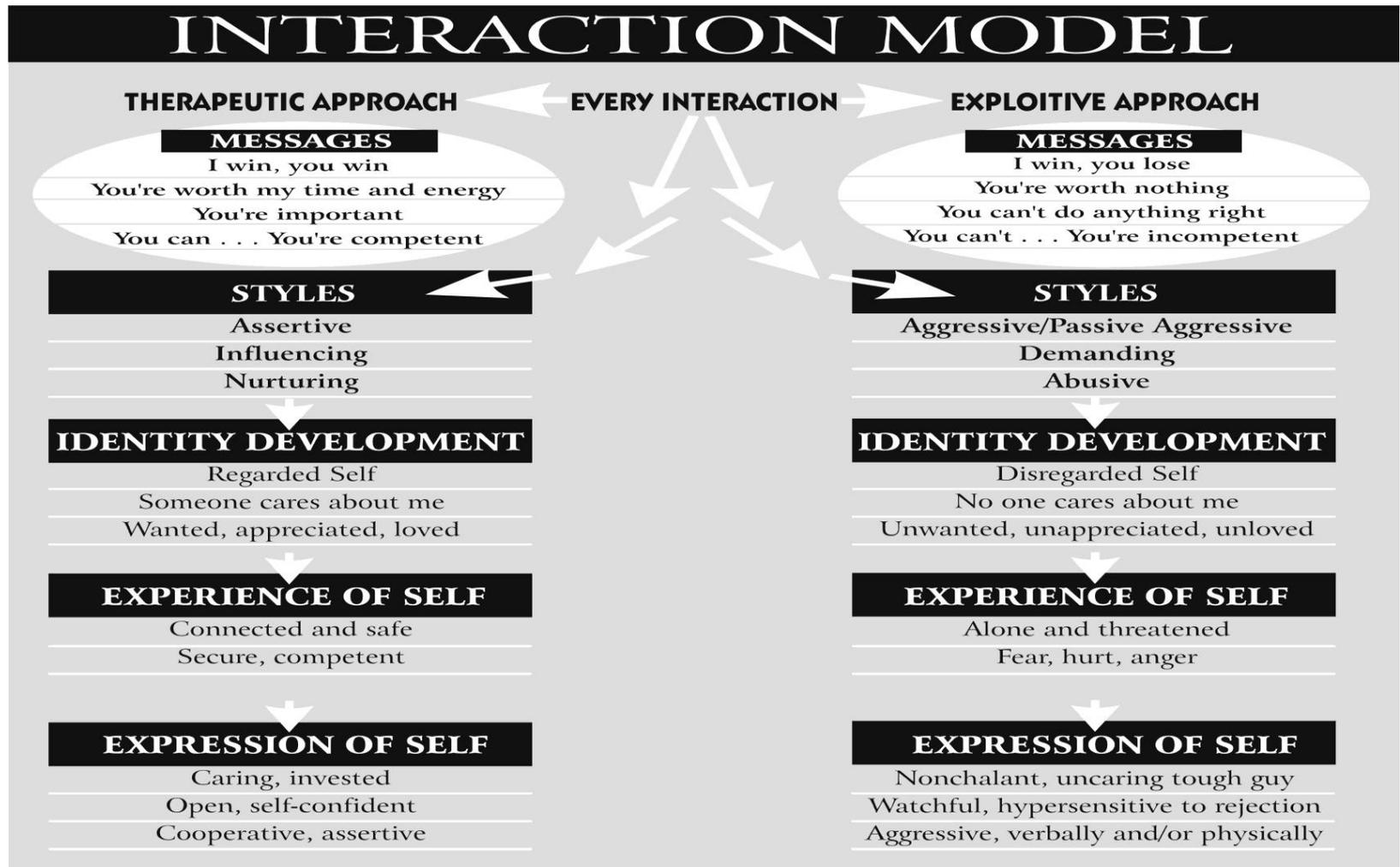
food, water, shelter

Body of Information

1. Draw an outline of a body on the paper.
2. Brainstorm things your young person needs to succeed. (Write inside the outline.)
3. Brainstorm how the youth can contribute to his/her family, school, community, etc. (Write outside the outline.)



Interaction Model



Culture

Culture is a constantly changing, learned pattern of customs, beliefs, values, and behaviors, which are socially acquired and transmitted through symbols, rituals, and events, and convey widely shared meanings among its members. Culture includes everything about people including food, traditions, celebrations, relationships, ideas and lifestyle choices.

Culture

Through culture, people of a given group adapt to one another and to their physical, social, and historical circumstances. Culture also enables a group to establish guidelines to determine who is "in" the group and who is "out" of the group.

Culture and Communication



- Values
- Assumptions
- Perceptions
- Communication styles

Youth As Culture

Foods

Ideas

Traditions

Lifestyle Choices

Celebrations

Relationships

The Spectrum of Attitudes

<p>Young People Viewed as OBJECTS</p> <p>The adult is in control with no intention of youth involvement</p>	<p>Young People Viewed as RECEIPIENTS</p> <p>The adult is in control and allows youth involvement</p>	<p>Young People Viewed as RESOURCES</p> <p>There is a youth/adult partnership (shared control)</p>
<p><i>The Objective:</i> Personal Growth of Young People</p>	<p><i>The Objective:</i> Personal Growth of Young People</p>	<p><i>The Objective:</i> Increased Organizational Effectiveness</p>
<p><i>The Byproduct:</i> Conformity of young people and acceptance of the program as it is</p>	<p><i>The Byproduct</i> Increased Organizational Effectiveness</p>	<p><i>The Byproduct</i> Personal growth of young people and adults</p>

Teaching Life Skills

1. How would you motivate the youth to learn the skill?
2. When will the skill be taught?
3. How would you go about it?
4. How would you allow the youth to practice?
5. How would you give feedback?
6. What soft skills will they learn in the process?



Working From A Competency-Based Approach

Solution-focused, not problem focused.

Respond, resist the urge to react.

Focus on the youth's success.

Empower youth by affording them the opportunity to take responsibility for their actions.

Provide practice time.

Less is more.

Highlight the exceptions.

Build on the attributes and strengths that youth are already exhibiting.

Work hard on working less.

Success will be evident in youth developing a new view of themselves and the future.