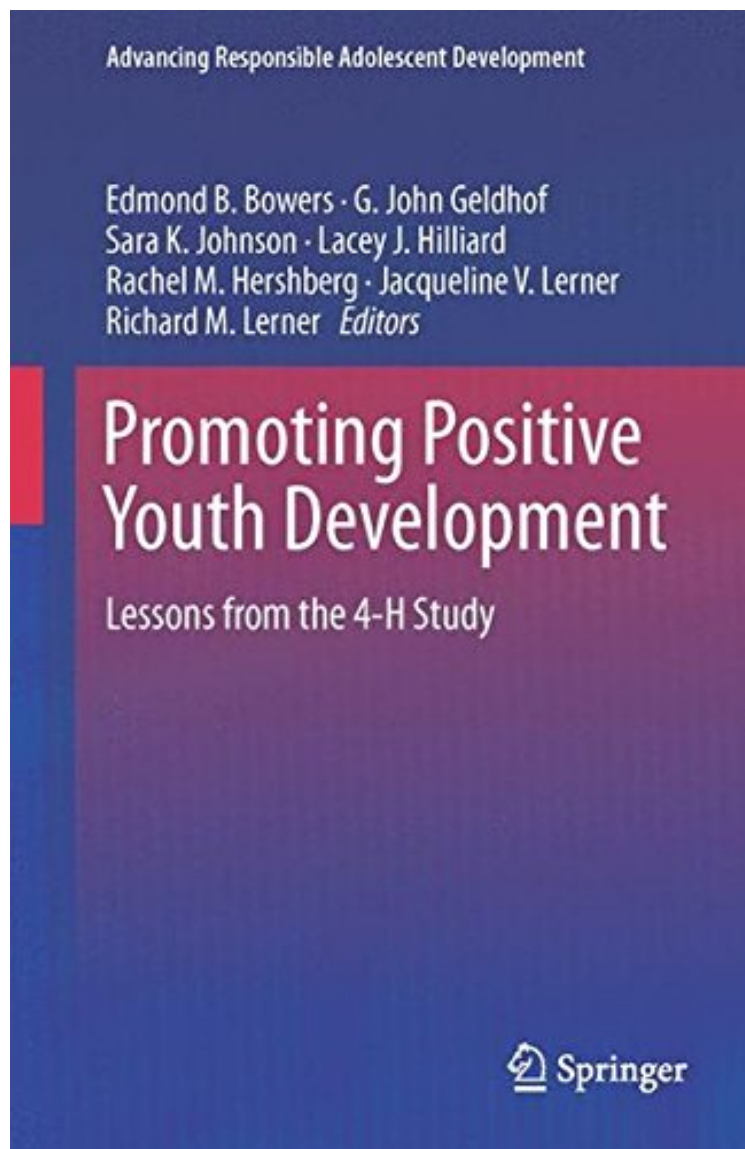


[Ebook pdf] Promoting Positive Youth Development: Lessons from the 4-H Study (Advancing Responsible Adolescent Development)

Promoting Positive Youth Development: Lessons from the 4-H Study (Advancing Responsible Adolescent Development)

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Development):

This book presents the results of the longitudinal 4-H Study of Positive Youth Development. The volume discusses how self-regulation and contextual resources (e.g., strong relationships with parents, peers, and the community) can be fostered in young people to contribute to the enhancement of functioning throughout life. Each chapter examines a particular aspect of youth thriving, and offers findings on either the bases or the role of positive development in a variety of outcomes, from reduced risk of emotional problems and harmful behaviors to increased participation in the community. Contributors introduce a contemporary model of positive development for diverse youth, provide examples of effective youth development programs, and suggest applications for informing the next generation of policies and practices. Among the featured topics: The regulation of emotion in adolescence. School engagement, academic achievement, and positive youth development. Peer relationships and positive youth development. Identity development in adolescence and the implications for youth policy and practice. Promoting adolescent sexual health in youth programming. A positive youth development approach to bullying. Researchers in developmental psychology as well as practitioners in educational or youth development programs or policies will gain from *Promoting Positive Youth Development* a new appreciation of the central role of young people's strengths, and initiatives to build effective youth programs. This volume is destined to become the handbook for anyone interested in the burgeoning field of positive youth development. Based on ground breaking, longitudinal research from top researchers in the field, *Promoting Healthy Development for America's Youth* presents a rich, theoretically grounded understanding of the landscape today's youth and programs. The contributors provide clear, data-driven guidance regarding the types of programs and settings that are most beneficial to young people. Jean E. Rhodes, Ph.D. Frank L. Boyden Professor Department of Psychology University of Massachusetts, Boston

This book is both timely and relevant, as policy makers and individuals entrusted with the task of developing youth programs struggle with ways in which to promote positive youth development. Researchers in behavioral sciences and practitioners in guidance and youth developmental programs will find this book to be an extremely valuable reference guide. I highly recommend it as a necessary tool in the continuing effort to ensure that future youth development programs are grounded in evidence-based research. (Michael S. Goldsby, *Doody's Books*, March, 2016) This is a chock-full, scholarly volume that might best be lodged in a research library. Among its greatest assets in addition to some valuable findings is that it includes extensive and valuable reference lists and many useful suggestions for future research, following on the 4-H Study. (Sherry Lynn Hatcher, *PsycCRITIQUES*, Vol. 61 (3), January, 2016) From the Back Cover This book presents the results of a longitudinal 4-H study of youth development. The volume discusses how self-regulation and contextual resources (e.g., strong relationships with parents, peers, and the community) can be fostered in young people to contribute to optimal functioning throughout life. Each chapter examines a particular aspect of youth thriving, and offers findings on the role of positive development in a variety of outcomes. Contributors introduce a contemporary model of positive development for diverse youth, provide examples of effective youth development programs, and suggest applications for informing the next generation of policy and practice. Among the featured topics: The regulation of emotion in adolescence. School engagement, academic achievement, and positive youth development. Peer relationships and positive youth development. Identity development in adolescence and the implications for youth policy and practice. Promoting adolescent sexual health in youth programming. A positive youth development approach to bullying. Researchers in developmental psychology as well as educational policy and politics will gain from *Promoting Positive Youth Development* a new appreciation of young people's strengths and their centrality in creating effective youth programs and initiatives. This volume is destined to become the handbook for anyone interested in the burgeoning field of positive youth development. *Promoting Positive Youth Development* presents a rich, theoretically grounded understanding of the landscape today's youth, families and programs. The contributors provide clear, data-driven guidance regarding the types of programs and settings that are most beneficial to young people. Jean E. Rhodes, Ph.D. Department of Psychology University of Massachusetts, Boston About the Author Edmond P. Bowers is a Research Assistant Professor at Tufts University. He received his doctorate in Applied Developmental and Educational Psychology from Boston College. His research interests include a focus on important non-parental adults and the various ways that these adults can promote positive development in young people. G. John Geldhof is an Assistant Professor at Oregon State University. He received his doctorate in Quantitative and Developmental Psychology from the University of Kansas. His research interests include quantitative methods, positive youth development and models of self-regulation. Sara K. Johnson is a research assistant professor at the Institute for Applied Research in Youth Development at Tufts University. Her work integrates the study of positive youth development, civic engagement and identity development using mixed-methods approaches.