SPARK

Stronger futures for all

GOOD FRIENDS...ONLINE & IN PERSON

How Itasca area youth think
about friends and social media

The SPARK Youth Voices Survey is a partnership between Itasca area schools, SPARK: Stronger Futures for All, and Search Institute, with support from the Blandin Foundation.

The survey is designed to:

- Amplify youth voice by telling the story of youth in the Itasca area aligned with the themes in SPARK's Pathway for Student Success.
- Identify opportunities for enhancing student success by strengthening relationships and opportunities for young people in their schools and communities.
- Focus attention on a shared commitment to young people's growth and thriving across the Itasca area.
- Motivate individual and collective actions among youth and adults to create stronger schools and communities where all young people learn and thrive.

SPARK: Stronger Futures for All (www.sparkfutures.org) drives community engagement to ensure success for all Itasca Area youth.

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About This Report

This report was prepared for SPARK by **Search Institute** (www.searchinstitute.org), a non-profit organization that bridges research and practice to help young people be and become their best selves. Our current work seeks to surround young people—particularly those from marginalized communities—with developmental relationships that put them on the path to become thriving and contributing adults.

Special thanks to the students, administrators, staff, and families in the schools that participated in the survey. Thanks to the students, school leaders, and community leaders who guided the design of the study.

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FRIENDSHIPS THAT MATTER

Today's teen friendships are different from a generation ago. In addition to in-person connections, many friendships today extend online through social media, gaming, texting, and other platforms.[1] How do young people experience these relationships? How do they shape their growth and well-being?

In fall 2018, more than 3,000 6th- to 12th-grade students from 11 Itasca-area public schools completed the SPARK Youth Voice Survey. Among many other things, the survey asked about young people's relationships with their friends, including their online relationships.

Highlights from this report

This report summarizes key findings about how Itasca area youth experience friendships in person and online. Among the key findings:

- Most Itasca area youth experience caring in their relationships with friends, but only about half experience other elements of developmental relationships* in those relationships.

- Many youth want more from their relationships with their friends. Females and youth from families facing financial strain particularly wish their friends would do more of the actions that are part of developmental relationships such as providing support and sharing power.

- About half of Itasca area youth have built online-only relationships. These are more common among high school youth than middle school youth.

- Many youth see advantages to online friendships, such as not feeling judged. Others see disadvantages, such as being misunderstood.

- Some youth see online friendships helping them strengthen "real-life" friendships by helping them get to know each other better, stay connected, and plan time together. Others see ways social media hurts their real-life relationships, such as spreading hurtful information, acting differently online, straining friendships, and becoming all-consuming.

Peer relationships are an important part of the teen years.[2] Adults can plan important roles in helping young people develop skills and experience to form positive, healthy relationships. When young people experience a strong web of relationships with families, friends, and others in their communities, they are more likely to thrive.

*The five key elements of "developmental relationships" are shown on the back cover.

[1]Although a digital divide remains, nationally 95 percent of teens now have access to a smartphone, and roughly nine out of ten go online at least multiple times every day. See: Anderson, M., & Jiang, J. (2018). *Teens, social media, and technology 2018.* Washington, DC: Pew Research Center. Accessed from: www.pewinternet.org/2018/05/31/teens-social-media-technology-2018/

[2]Pepler, D. J., Bierman, K. L. (2018). *With a little help from my friends: The importance of peer relationships for social-emotional development.* State College, PA: Edna Bennett Pierce Prevention Research Center, Pennsylvania State University.

THE POWER OF POSITIVE PEER RELATIONSHIPS

When Itasca area youth report having stronger relationships with their friends (reflecting five keys to developmental relationships*), they are more likely to do well in many areas of life. For example, they are:

2.6 TIMES MORE LIKELY to have a **positive view of themselves.**

2.5 TIMES MORE LIKELY to feel like they **belong in the school.**

2.5 TIMES MORE LIKELY to feel like they **belong in the community.**

2.1 TIMES MORE LIKELY to have a **positive view of their own future.**

1.9 TIMES MORE LIKELY to set and work toward **achievable goals.**

When youth have strong relationships with their friends, they are more likely to do well in many areas of life

RELATIONSHIPS WITH FRIENDS

ROOM FOR GROWTH

Sometimes it's easy for a adults to dismiss teen friendships as little more than fun or, worse, a source of negative influence. Yet relationships with friends are really important sources of support, guidance, care, and challenge, particularly during the teen years.

The SPARK Youth Voice Survey asked Itasca area youth about their relationships with their friends. Search Institute national research has shown that young people benefit from relationships that feature five key elements and 20 actions that are part of the Developmental Relationship Framework shown on the back cover of this booklet.

MOST YOUNG PEOPLE SEE STRENGTH—AND ROOM FOR GROWTH—IN THEIR RELATIONSHIPS WITH THEIR FRIENDS.

Young people are most likely to experience "express care" in their friendships. Only half experience strength in the other four elements.

Percentages of Itasca area youth who said their friends did each action often or very often:

Action	Element	Percent
Show that you matter to them.	Express Care	67%
Push you to be your best.	Challenge Growth	52%
Help you get things done.	Provide Support	52%
Listen to your ideas & take them seriously.	Share Power	55%
Connect you with new people & places.	Expand Possibilities	46%

DIFFERENCES IN EXPERIENCES

GAPS FOR YOUTH FACING FINANCIAL STRAIN

When comparing different groups of Itasca area youth, youth in families facing financial strain are less likely than other youth to experience each of the five elements of developmental relationships in their interactions with their friends.

NO OTHER MEANINGFUL DIFFERENCES

Otherwise, there were no meaningful differences in average experiences of developmental relationships with friends between middle school and high school youth, between females and males, or among racial-ethnic groups.

Percent of youth who say their friends do each action often or very often			Not Financially Strained	Financially Strained*
	Express Care	Show that you matter to them.	71%	63%
	Challenge Growth	Push you to be your best.	54%	50%
	Provide Support	Help you get things done.	56%	48%
	Share Power	Listen to your ideas & take them seriously.	64%	52%
	Expand Possibilities	Connect you with new people & places.	50%	43%

*A young person's family was considered to be experiencing financial strain if the young person indicated that their family sometimes can't buy the things they need or just has enough money for the things they need.
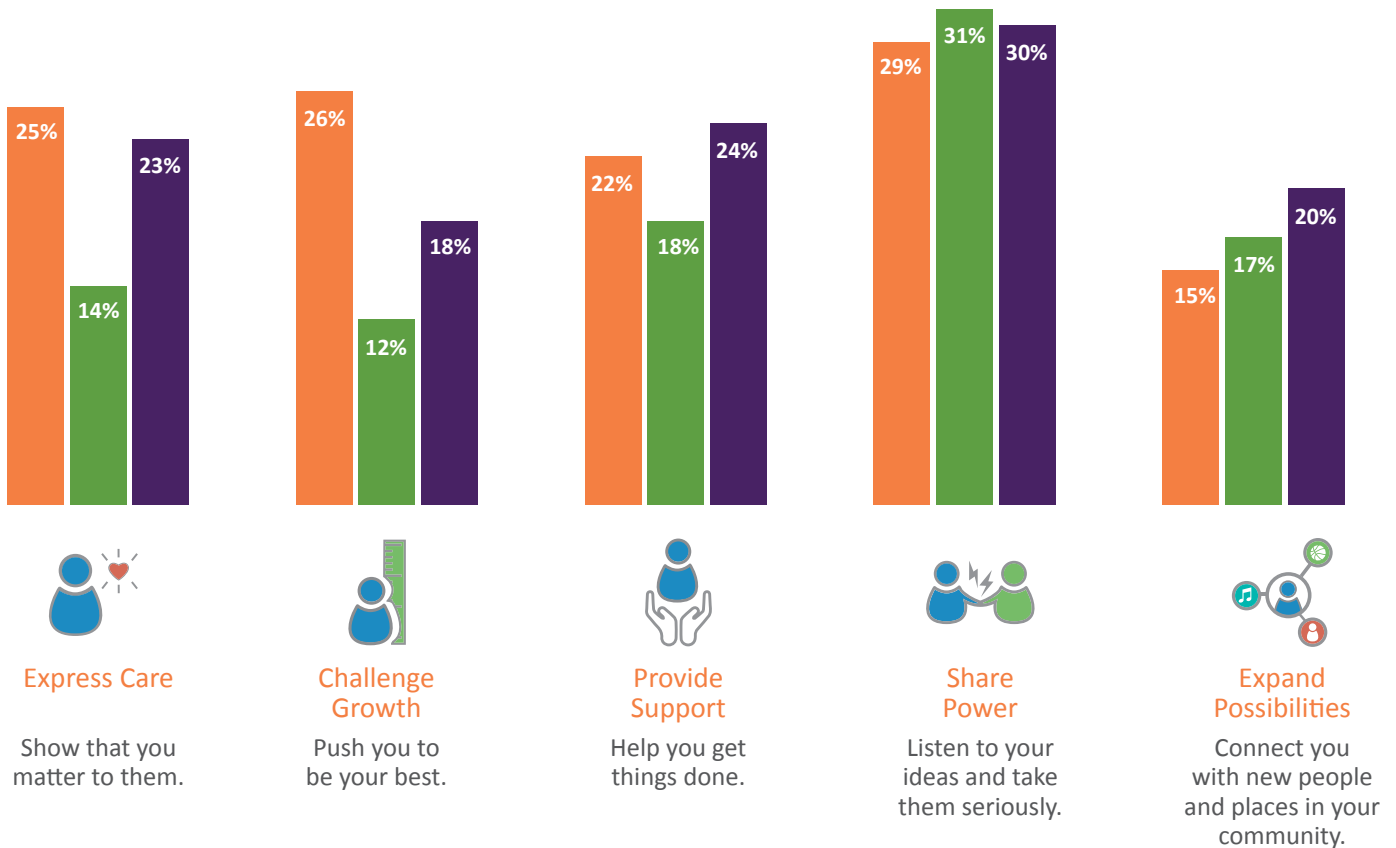
YOUTH WANT MORE FROM THEIR FRIENDSHIPS

THEY VALUE MANY ACTIONS AS MUCH—OR MORE—FROM FRIENDS AS FROM ADULTS

Young people were asked whether they wanted their friends to do each action in the developmental relationship framework more, less, or keep it the same. Although many youth said their friends already do these things often or very often (see page 4), up to one out of three youth want their friends to do some of these actions more.

Percent of students who want to see more of each action from:

■ Friends   ■ Parenting Adults   ■ Teachers/School Staff

	Express Care	Challenge Growth	Provide Support	Share Power	Expand Possibilities
Friends	25%	26%	22%	29%	15%
Parenting Adults	14%	12%	18%	31%	17%
Teachers/School Staff	23%	18%	24%	30%	20%

Express Care
Show that you matter to them.

Challenge Growth
Push you to be your best.

Provide Support
Help you get things done.

Share Power
Listen to your ideas and take them seriously.

Expand Possibilities
Connect you with new people and places in your community.

FEMALES AND YOUTH FACING FINANCIAL STRAIN WANT STRONGER FRIENDSHIPS

Females are more likely than males to want their friends to do each of the five actions in a developmental relationship. Youth whose families face financials strain are more likely to wish their friends did three of the five actions: express care, provide support, and share power.

		GENDER		FINANCIAL STRAIN	
Percent of youth who say their friends do each action often or very often		Female	Male	Not Financially Strained	Financially Strained*
Express Care		32%	17%	20%	27%
Challenge Growth		29%	22%	22%	24%
Provide Support		25%	16%	17%	26%
Share Power		32%	25%	26%	34%
Expand Possibilities		18%	11%	13%	12%

HIGH SCHOOLERS WISH THEIR FRIENDS <u>EXPRESSED CARE</u> MORE

28% of high schoolers would like their friends to express care more, compared to only 20% of middle schoolers. This was the only meaningful difference between middle schoolers and high schoolers on the five actions in the developmental relationships framework.

FEW OTHER MEANINGFUL DIFFERENCES

The survey did not show meaningful differences across racial-ethnic groups in interest in experiencing more of these actions from friends.

Females are more likely than males to want their friends to do each of the five actions in a developmental relationship.

SOCIAL MEDIA

ABOUT HALF OF YOUTH HAVE BUILT ONLINE-ONLY FRIENDSHIPS

Cell phones and social media play a major role in how young people build friendships and communicate with their friends. Although there are many aspects of young people's technology and social media use, the SPARK Youth Voice Survey explored how Itasca area youth think about their online relationships—and how they affect their real-life relationships.

Forty-six percent of Itasca area youth indicated that they have used social media to build relationships with people they have not met in real life. This is just as likely to be true among females and males, youth from different racial-ethnic backgrounds, and for youth regardless of whether their family faces financial strain.

As shown below, high school youth are more likely to build online relationships than middle school youth.

46% — All
36% — Middle School
53% — High School
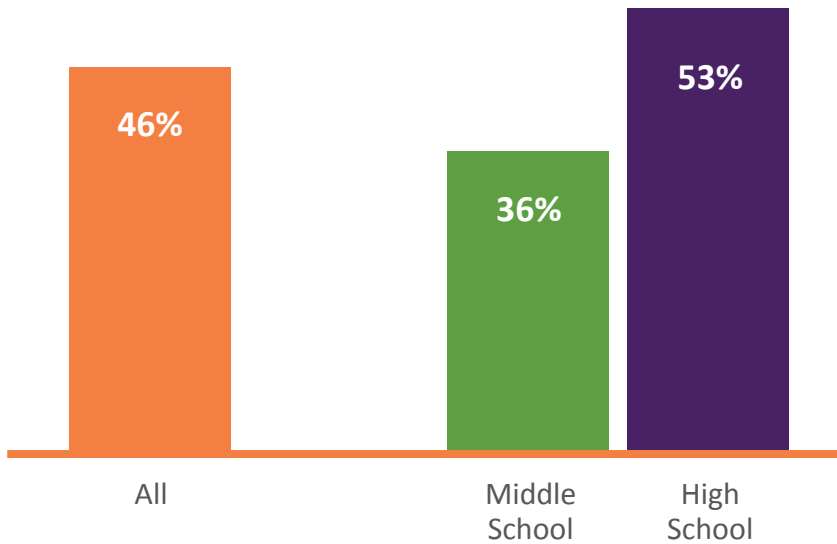
HOW DOES THE ONLINE WORLD AFFECT THE "REAL WORLD"?

Although we cannot draw clear conclusions from this study, it is important to begin conversations about widespread online relationships, which are an increasing part of our society. Young people in this study who have built relationships online are somewhat <u>less likely</u> to:

- **Believe their community values them;**
- **Feel like they belong in school;**
- **Feel accepted by parents or teachers; and**
- **Have strong relationships with parents or teachers.**[*]

We cannot know from this survey if they are forming the online relationships as a result of these other dynamics in their "real world," or if their online relationships are interfering with their "real world" relationships. Either way, it's important to begin talking about how these two parts young people's lives affect each other.

*Based on zero-order correlations (Pearson correlation coefficients of -.097 or less).

PROS AND CONS OF ONLINE FRIENDSHIPS

Itasca area youth who have online relationships see both advantages and challenges to these connections. The SPARK Youth Voice Survey explored these issues through open-ended questions, asking young people to share their experiences in their own words. Here are some highlights of what they wrote on the survey:

PROS:

• **Easier**

"It's easier to talk to them on the phone rather than in real life."

"On social media some people can be really confident. But when they meet in person, they're very shy."

• **Be myself**

"I feel like I can talk to [online friends] more openly."

"You are getting to know the person for who they are and not based on looks."

• **Don't feel judged**

"I'm more open with [my online friend] - he's so disconnected from the rest of my life that I don't worry about him judging me or gossiping about me."

Online friends *"don't know about every little mistake I've made, and they seem to care about you more because of that."*

Online friends are *"more accepting of traits in your personality"* than friends in real life.

• **Expand my world**

"My online friendships are born more out of curiosity and less out of convenience."

"My friends live in different places over the world, and they tell me all time how to cook. … That's way different then my irl [in real life] friends, because my friends here just want to drink and have fun."

CONS:

• **Not as "close"**

"You can't beat real friendships."

Online friendships were missing elements they received in their in-person relationships.

• **Less trust**

Youth expressed being less trusting of people they had not met in person, so they reveal less about themselves.

• **Easier to be misunderstood**

"It's easy for you to misunderstand them for who they are."

"I don't see them in real life and can't have an active conversation."

HOW SOCIAL MEDIA HELPS THEIR REAL-LIFE RELATIONSHIPS

The SPARK Youth Voice Survey asked youth to write about ways they thought social media helps make their in-person relationships better. Here's what they said.

CONNECT ANY TIME, ANY PLACE

Since many Itasca area youth typically only see friends at school, social media allows them to stay in touch to stay connected outside of school hours. They can also stay in touch with long-distance friends and family.

"You can't always see them when you want to, so social media helps with that because you can call them or FaceTime them whenever you want."

BETTER COMMUNICATION

Some youth wrote that it felt easier to communicate with their friends over social media, particularly if they felt shy in person or if wanted to discuss a more sensitive topic.

"[My friends] listen more if it's in text, so when it's not in person they can't just cut you off from your sentence."

GET TO KNOW EACH OTHER BETTER

Some youth wrote that they could share and learn more about their friends through social media. Some friends share more or are more willing to tell the truth. Some also value being able to store memories of their friendship, such as pictures and text.

"I'm not dependent on my social apps, but it's helped me get to know the people I'm around much more. Instead of taking 100 days and 20-min conversations each day. It's a continuous thing, which in the end is a great help."

HELPS STAY CONNECTED

Youth shared examples of how they are able to maintain contact with their friends outside of in-person interactions. Some felt that social media communication is simpler, and therefore easier to connect with a friend at any time.

"I don't have to be rebuilding relationships after long breaks of not seeing people."

PLAN TIME TOGETHER

Youth use social media to plan events and get together.

"If you text or call them, you can … make a time to hang out … and stay very close when they are away somewhere."

According to the Pew Research Center, U.S. teens are most likely to say the effect of social media on their lives is neither positive nor negative (45%). A third (31%) say its effect is mostly positive, and 24% say it is mostly negative.[1]

[1] Anderson, M., & Jiang, J. (2018). Teens, social media, and technology 2018. Washington, DC: Pew Research Center. Accessed from: www.pewinternet.org/2018/05/31/teens-social-media-technology-2018/

HOW SOCIAL MEDIA HURTS THEIR REAL-LIFE RELATIONSHIPS

The SPARK Youth Voice Survey asked youth to write about ways they thought social media makes their in-person relationships worse. Here's what they said.

SPREADING HURTFUL OR UNTRUE INFORMATION

Itasca area youth described how social media can lead to "drama," bullying, or spreading rumors. Others said it can spread judgmental, hurtful, or untrue comments, sometimes ruining friendships.

"There can be times where there is lot of unwanted drama [on social media], causing feuds between a lot of my friends."

"Social media is a place that many people use to create and start rumors."

ACTING DIFFERENTLY ON SOCIAL MEDIA

Youth said they have seen friends seem very different on social media, which can hurt their relationships. For instance, if a person started a rumor online, "it could change the way you look at them," now that you see their "true colors."

As a result, some youth said they now hesitate to believe what others say on social media.

"People will do anything behind a screen."

"People you know in real life tend to be meaner to you online."

"They are a different person on social media."

By using social media, *"...you couldn't know whether someone is telling the truth or not."*

STRAINING FRIENDSHIPS

Youth said while constant access can sometimes be good, it can also add pressure to continually respond to friends' texts or queries.

Others noted that there is pressure to craft responses to friends in ways that don't cause misunderstandings or confusion.

"People take it personally when sometimes I don't want to respond—even though it doesn't have anything to do with them, and I just need my space."

"Most of the time people don't know the tone in what they are saying. Some people might think they are being mean when they are really not or the other way around."

BECOMING ALL-CONSUMING

Some youth feel anxious about the role of social media in their lives. Some worried about how many "likes" or "comments" they receive.

Others described how they or their friends have become consumed with their devices.

"I think it takes away from relationships because we are so concerned about what is going on, on social media."

"People are on their phones too much, even at lunch time!"

ON THE OTHER HAND . . . SOME YOUTH DON'T SEE A DOWN SIDE

Many survey participants responded to the question about the negative effects of social media on their relationships by writing: *"It does not make relationships worse."*

ACTION IDEAS

Sometimes adults interpret the importance of friendships during adolescence as meaning that adults don't matter and that adults just need to get out of the way and "give kids space." Certainly young people do need to work through relationships without being "managed" or "rescued" by adults. However, parents and other adults continue to play important roles regarding peer relationships. Adults can:

• **Model and practice healthy, positive relationships with young people.** Relational skills and practices youth learn in their relationships at home, in programs, at school, and in other settings help them get used to these kinds of positive interactions.

• **Be a sounding board to think or talk through how to handle situations.** This can include asking questions and thinking out loud about what's happening in relationships, including those that are online.

• **Create spaces and structures where young people can practice positive interactions.** Positive peer groups, teamwork, and cooperative learning groups in classrooms are all examples.

On the pages that follow are action ideas for young people, parenting adults, youth program leaders, and teachers. These ideas focus on ways each of these groups can enhance peer relationships and help to make social media a positive place for young people.

Special thanks to Courtney Johnson, Itasca County Community Engagement Coordinator, 4-H Extension, for contributing many of these ideas.

FRIENDS WHO SHAPE US—AND OUR LIVES

Peers are a big part of life in teen years. When friendships go well, they create positive memories and bonds that can last for years and even decades. When peer relationships don't go well, they can have harmful, even devastating, consequences.

That's the big picture. In the day-to-day world of most teenagers, friendships have ups and downs as young people learn to navigate new relationships, new situations, and new challenges. As they seek the deeper, and more meaningful connections with peers that are essential for becoming adults, they don't always have the skills and experience to do that well. (That's one reason the middle school years can be so awkward.)

Like all relationships, peer relationships—even those online—don't happen in isolation. They affect, and are affected by, other relationships in young people's lives. When these positive connections work, young people experience a strong web of supportive relationships that connect them to their families and communities, helping them thrive.

	YOUTH	PARENTING ADULTS
Express Care	• When taking with friends, ask follow-up questions that help you get to know them better. • Send encouraging messages to friends both online and in person.	• Be interested in your children's friends. Welcome them into your home. Learn about their lives and their interests. • Model being device-free around friends and family. Pay attention to people when you are with them.
Challenge Growth	• Be firm and clear on expectations you have for yourself online. (For example, don't feed into "drama," or always save important conversations for face to face.) • Encourage being real with friends and peers both online and in person.	• If you have concerns about some friends, use the opportunities to teach how to think about positive, healthy relationships. Ask questions. Listen. And set limits, if needed. • Set clear expectations for media and technology use for everyone in the family (including yourself).
Provide Support	• When a friend can't figure out how to solve a problem, offer to talk it out together. • Be allies for other youth who are struggling with friends in person or online. Reach out.	• Coach your child in how to strike up a conversation with someone new, support a friend going through a hard time, listen and ask questions, and other skills that lead to positive, meaningful friendships. • Notice if your child is isolated or lonely at school or in other settings. Sensitively examine whether there are issues to address, and work to build some meaningful connections.
Share Power	• When you're on a team or in a group, practice listening to others, negotiating, and making decisions that work well for everyone. • Encourage teachers and youth program leaders on ways to build in relationship-building time.	• Set expectations for social media and technology use together with your kids. They're more likely to follow the rules if they see the rules as fair, shared, and doable. • If your kids want to get their friends to do something, brainstorm how they might be persuasive in getting their friends on board.
Expand Possibilities	• Take turns with friends trying new food, music, or outings, based on each other's interests. • Introduce friends to people who can help them learn things that interest them.	• Take advantage of programs, events, sports, or other opportunities that allow your kids to interact with young people from different backgrounds, or cultures. • Recognize that your kids are the experts in the social media world. Let them expand your possibilities by introducing you to new apps, new games, and new ways of interacting with the world around you.

	TEACHERS	YOUTH PROGRAM LEADERS
Express Care	• Be warm. When teachers are caring in their relationships with students, students are more likely to be caring in their relationships with each other. • Create opportunities for students to check in with each other, highlighting everyday things they are doing and experiencing. This opens up opportunities to connect at deeper levels.	• Greet youth with a high five, fist bump, or other culturally relevant ways that say "I see you, and I'm glad you're here." • Model healthy, positive relationships with youth. (They'll learn a lot about how to treat each other from how adults treat them and each other.)
Challenge Growth	• Hold youth and yourself accountable for device-free time. • Be clear about classroom norms around listening to each other and treating each other with respect. Students are more likely to share their own stories, thoughts, and opinions if they know they won't be ridiculed or put down for what they say.	• Set shared goals among the young people in your programs for how they want to deepen their relationships together. If they want deeper relationships, what will they do to establish deeper trust and openness? • Hold youth and yourself accountable for device-free time, particularly when you're spending time with other people.
Provide Support	• Coach students on how to learn together. Once students internalize these strategies, they'll use them again on their own. • Give students time to practice group skills before tackling challenging academic problems.	• Provide opportunities for youth to learn healthy and safe boundaries and expectations for in-person relationships. • Help connect young people to each other who you think might have shared interests but might not quickly find each other.
Share Power	• Provide opportunities for youth to build relationship in classes and activities. • Recognize students' as experts in social media use, and tap that expertise to enrich classroom learning.	• Regularly allow young people to lead activities together so that they deepen their connections with each other. • Negotiate with young people for when and how social media is included in programming. Many times, they'll ask for spaces when they can get away from it.
Expand Possibilities	• Encourage structured activities that allow youth to connect to youth they may not know in school. • Show your own curiosity. Students learn to be open and curious from role models who themselves are open and curious.	• Invite young people to introduce their peers to their own interests and areas of expertise as a way of expanding knowledge and skills of other youth. • Introduce youth to community members who can expand possibilities for youth through both face-to-face experiences and via technology.

BACKGROUND

The SPARK Youth Voices Survey

Survey development: The survey used in 2018 was updated from a survey conducted in 2014 based on extensive input from students, teachers, and leaders in Itasca area schools and the SPARK Council to ensure that the findings are relevant and valuable.

Data collection: Between August 31 and October 15, 2018, a total of 3,253 Itasca area students were surveyed via computers or tablets during a class period. A total of 242 surveys were dropped from the sample during data cleaning (due to missing data or suspicious responses), resulting in a final sample of 3,011 students.

Sample Characteristics:

Participating Schools	Students in the final sample
Bigfork High School	114
Deer River High School	352
Floodwood School	98
Grand Rapids Area Learning Center	66
Grand Rapids High School	865
Greenway High School	480
Hill City School	133
Nashwauk-Keewatin High School	170
Northern Lights Community School	86
Northland High School	125
Robert J. Elkington Middle School	522
TOTAL	**3,011**

NOTE: Percentages do not add up to 100% due to rounding.

Grade Level

Middle school (Grades 7-8)[*] **42%**

High school (Grades 9-12) **59%**

[*]Includes 183 sixth graders in four schools: Deer River, Northern Lights, Hill City, and Greenway.

Gender

Female **47%**

Male **51%**

Other[*] **3%**

*The 'Other' category includes youth who identify as transgender or gender non-conforming. This sample was too small to include in the broad gender analyses for this report, but will be used for focused analyses.

Race-Ethnicity (self-reported)

Native **5%**

White **66%**

Other[*] **6%**

Multi-racial **24%**

*Students who selected Asian American, Black or African American, Hispanic, Pacific Islander, or Other have been combined due to insufficient sample sizes.

Financial Strain (self-reported)

63% (n = 1,584)
Not financially strained—Family has little or no problems buying what they need or can buy special things if they want to.

37% (n = 928)
Financially strained—Family sometimes can't buy the things they need or has just enough money for the things they need.

REFLECTION & DISCUSSION

Use this page to reflect on your own—or with others—about the findings in this summary report.

What?

What 2-3 things stood out for you the most as you read the findings?

1.

2.

3.

Gut?

How did you react to the findings? Where you surprised? Upset? Pleased? Puzzled?

_____

_____

What do you think made you react the way you did? What experiences did it stir up for you?

_____

_____

So What?

What possibilities do you see that need to be considered? What actions need to be taken? What's most important to you?

_____

_____

How do you think young people might want others in the community to respond to these survey findings?

_____

_____

Now What?

What questions do you want to ask someone to help you understand the "why" behind the findings?

_____

_____

Who can you share the findings with who could really use them?

_____

What's one thing you'll be willing to try to respond to the findings?

_____

SEARCH INSTITUTE'S FRAMEWORK OF
DEVELOPMENTAL RELATIONSHIPS

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people's lives.

ELEMENTS	ACTIONS	DEFINITIONS
Express Care *Show me that I matter to you.*	**Be dependable**	Be someone I can trust.
	Listen	Really pay attention when we are together.
	Believe in me	Make me feel known and valued.
	Be warm	Show me you enjoy being with me.
	Encourage	Praise me for my efforts and achievements.
Challenge Growth *Push me to keep getting better.*	**Expect my best**	Expect me to live up to my potential.
	Stretch	Push me to go further.
	Hold me accountable	Insist I take responsibility for my actions.
	Reflect on failures	Help me learn from mistakes and setbacks.
Provide Support *Help me complete tasks and achieve goals.*	**Navigate**	Guide me through hard situations and systems.
	Empower	Build my confidence to take charge of my life.
	Advocate	Stand up for me when I need it.
	Set boundaries	Put in place limits that keep me on track.
Share Power *Treat me with respect and give me a say.*	**Respect me**	Take me seriously and treat me fairly.
	Include me	Involve me in decisions that affect me.
	Collaborate	Work with me to solve problems and reach goals.
	Let me lead	Create opportunities for me to take action and lead.
Expand Possibilities *Connect me with people and places that broaden my world.*	**Inspire**	Inspire me to see possibilities for my future.
	Broaden horizons	Expose me to new ideas, experiences, and places.
	Connect	Introduce me to more people who can help me develop and thrive.

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

More information on developmental relationships:www.searchinstitute.org/developmental-relationships/