

# Engaging Youth, Not Managing Youth!

*PYD Network Webinar*

*April 8, 2020*

Jutta Dotterweich

ACT for Youth

BCTR, Cornell University

# PYD Network: History & Background



NYS Partnership:  
1998 - 2012

New PYD  
Curriculum 2015

New PYD Online  
Courses 2016-17



[http://www.actforyouth.net/youth\\_development/professionals/](http://www.actforyouth.net/youth_development/professionals/)

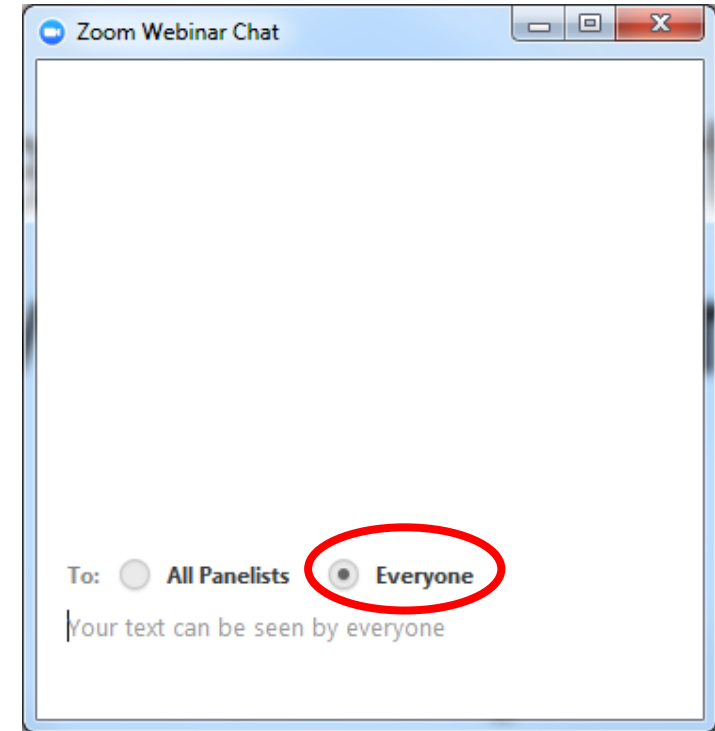
# Objectives

- Being Proactive – Strategies to engage young people
  - Youth centered strategies
  - Lessons learned from neuroscience
  - Inclusive program environments
- Being Reactive – Handling behavior challenges
- Resources

# Housekeeping



**Experiencing delays?**  
Try closing out the other programs running on your computer



**Questions?**  
Use chat function. Post to Everyone.

# Programming Challenges



Distracted – on the phone

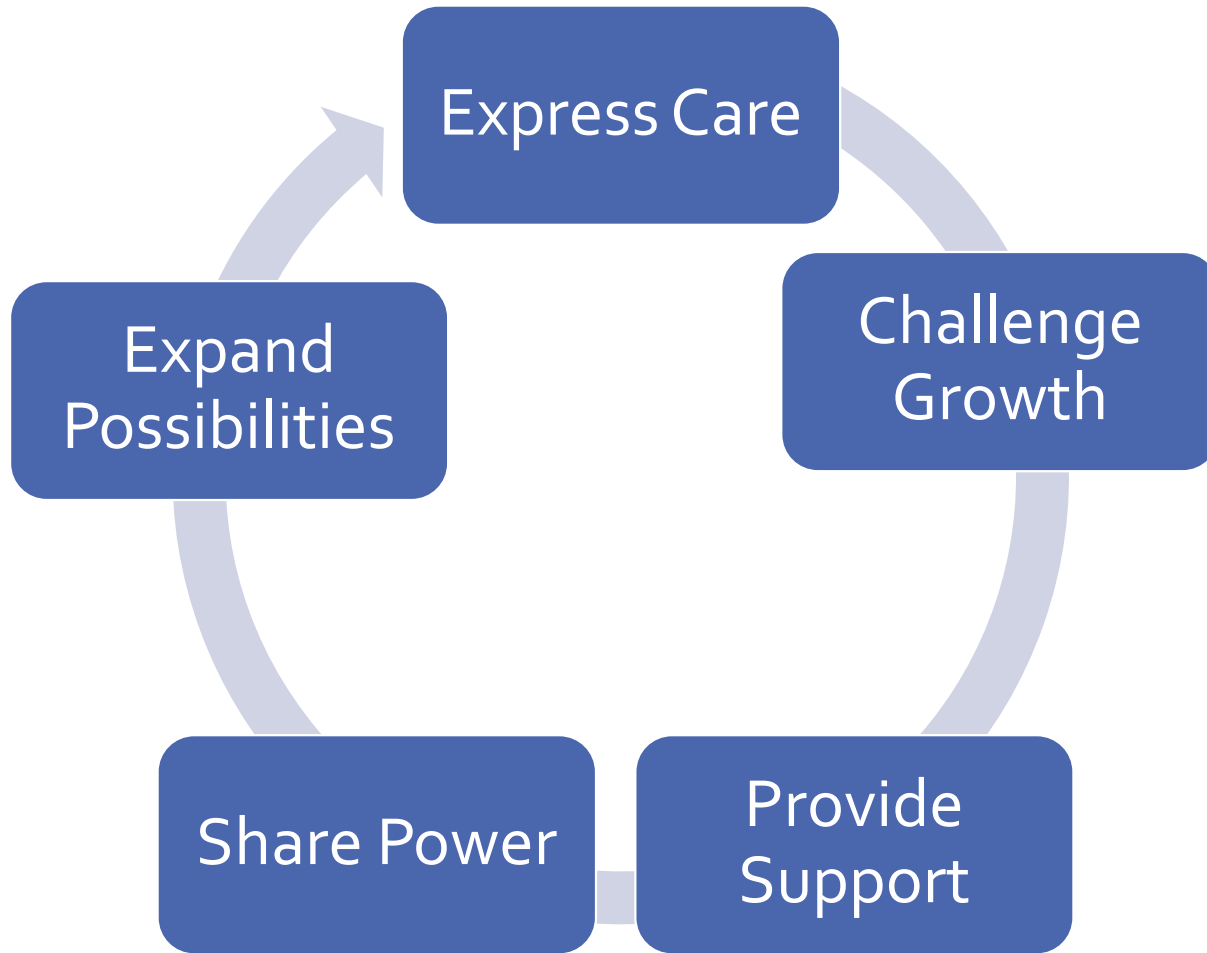
Hanging out with friends is more important

Not engaged, there are so many other things to do...

Other...





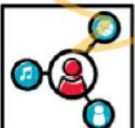
## Be Proactive – A Winning Strategy

- Build developmental relationships
- Youth-centered learning strategies
- Create inclusive program environments
- Be prepared



## Search Institute's Developmental Relationship Framework

<https://www.search-institute.org/developmental-relationships/developmental-relationships-framework/>

Elements	Actions	Definitions
<p><b>Express Care</b></p>  <p>Show me that I matter to you.</p>	<p>Be dependable Listen Believe in me Be warm Encourage</p>	<ul style="list-style-type: none"> <li>• Be someone I can trust.</li> <li>• Really pay attention when we are together.</li> <li>• Make me feel known and valued.</li> <li>• Show me you enjoy being with me.</li> <li>• Praise me for my efforts and achievements.</li> </ul>
<p><b>Challenge Growth</b></p>  <p>Push me to keep getting better.</p>	<p>Expect my best Stretch Hold me accountable Reflect on failures</p>	<ul style="list-style-type: none"> <li>• Expect me to live up to my potential.</li> <li>• Push me to go further.</li> <li>• Insist I take responsibility for my actions.</li> <li>• Help me learn from mistakes and setbacks.</li> </ul>
<p><b>Provide Support</b></p>  <p>Help me complete tasks and achieve goals.</p>	<p>Navigate Empower Advocate Set boundaries</p>	<ul style="list-style-type: none"> <li>• Guide me through hard situations and systems.</li> <li>• Build my confidence to take charge of my life.</li> <li>• Defend me when I need it.</li> <li>• Put in place limits to keep me on track.</li> </ul>
<p><b>Share Power</b></p>  <p>Treat me with respect and give me a say.</p>	<p>Respect me Include me Collaborate Let me lead</p>	<ul style="list-style-type: none"> <li>• Take me seriously and treat me fairly.</li> <li>• Involve me in decisions that affect me.</li> <li>• Work with me to solve problems and reach goals.</li> <li>• Create opportunities for me to take action and lead.</li> </ul>
<p><b>Expand Possibilities</b></p>  <p>Connect me with people and places that broaden my horizon.</p>	<p>Inspire Broaden Horizons Connect</p>	<ul style="list-style-type: none"> <li>• Inspire me to see possibilities for my future.</li> <li>• Expose me to new ideas, experiences, and places</li> <li>• Introduce me to more people who can help me grow.</li> </ul>



# Building Developmental Relationships

## 4 Ss Interview



4Ss interview: <https://www.search-institute.org/wp-content/uploads/2019/08/4-Ss-Interview-download.pdf>

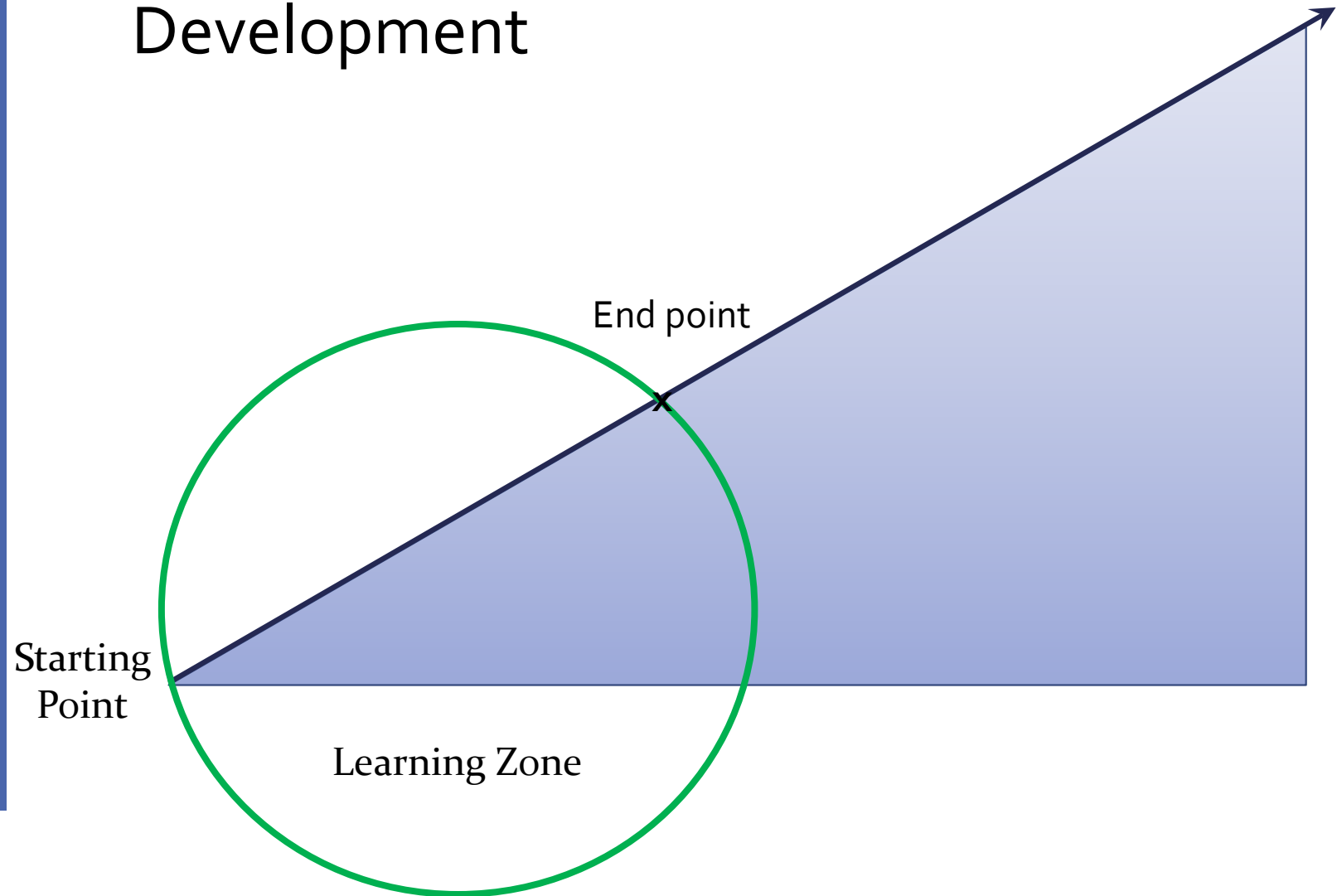
Kent Pekel's Ted Talk: [https://www.ted.com/talks/kent\\_pekel\\_getting\\_relationships\\_right](https://www.ted.com/talks/kent_pekel_getting_relationships_right)

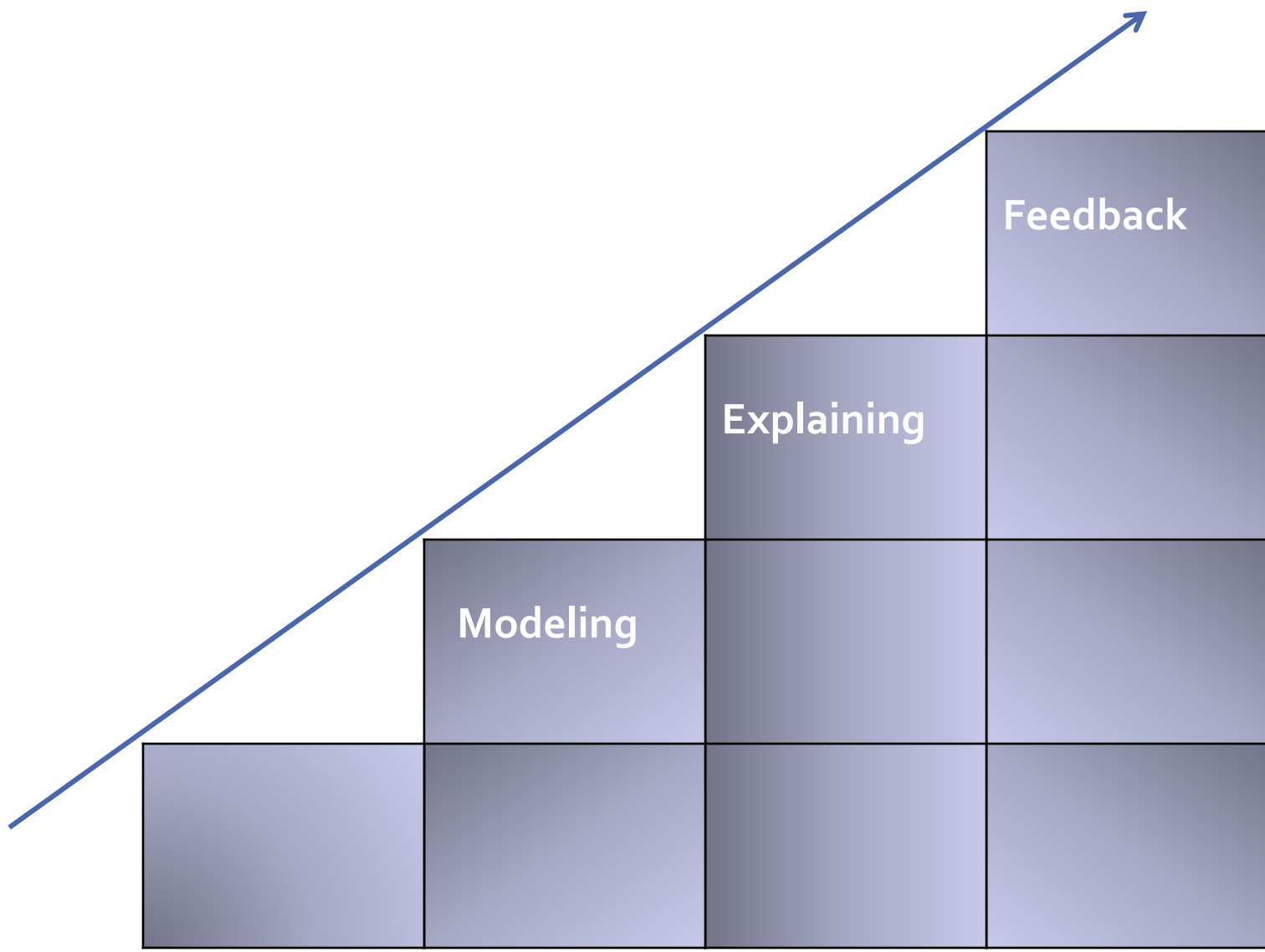
# Youth - Centered Learning

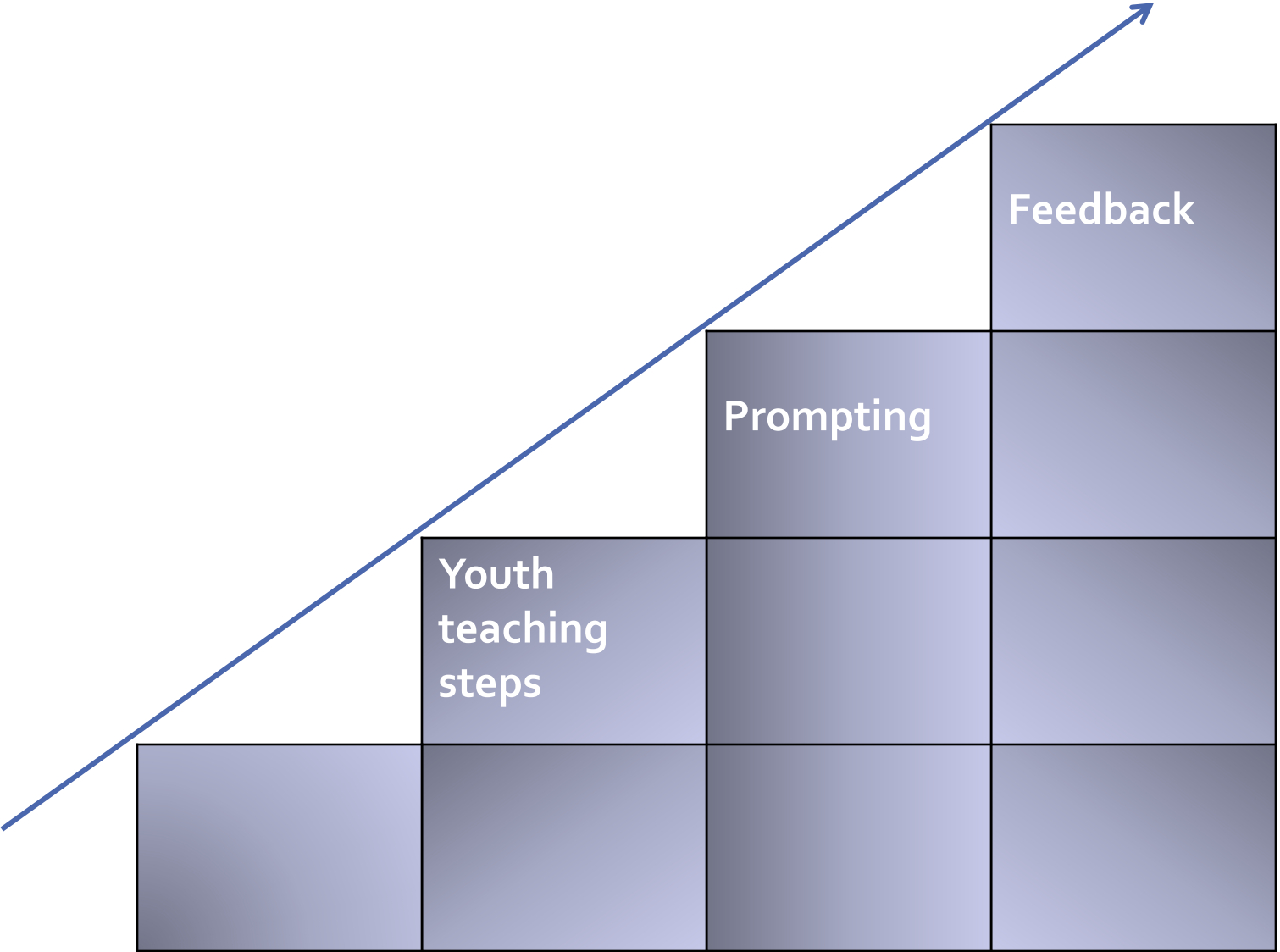
- Young people are partners in learning
- Build on strengths
- Scaffolding
- Hands-on or active learning
- Voice and choice

# Vygotsky's Zone of Proximal Development

Scaffolding







# Effective Feedback

Feedback is specific and descriptive, not interpretive or judgmental

## Corrective Feedback

Describe the behavior and offer an alternative action or elicit an alternative from the child, asking what he could have done differently?

## Positive Feedback

Describe the behavior emphasizing the child's strengths, skills and outcome.

Encouragement

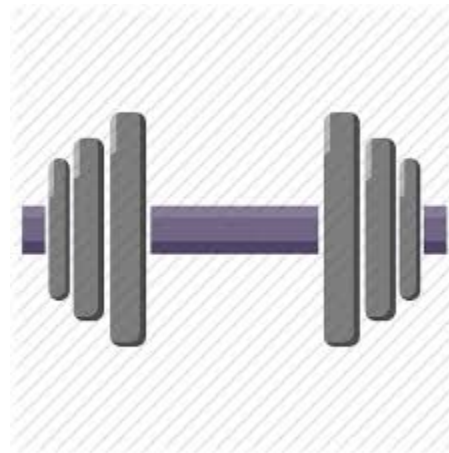
Praise



## **Intelligence?**

Chooses easier tasks

Gives up faster with challenging tasks



## **Effort?**

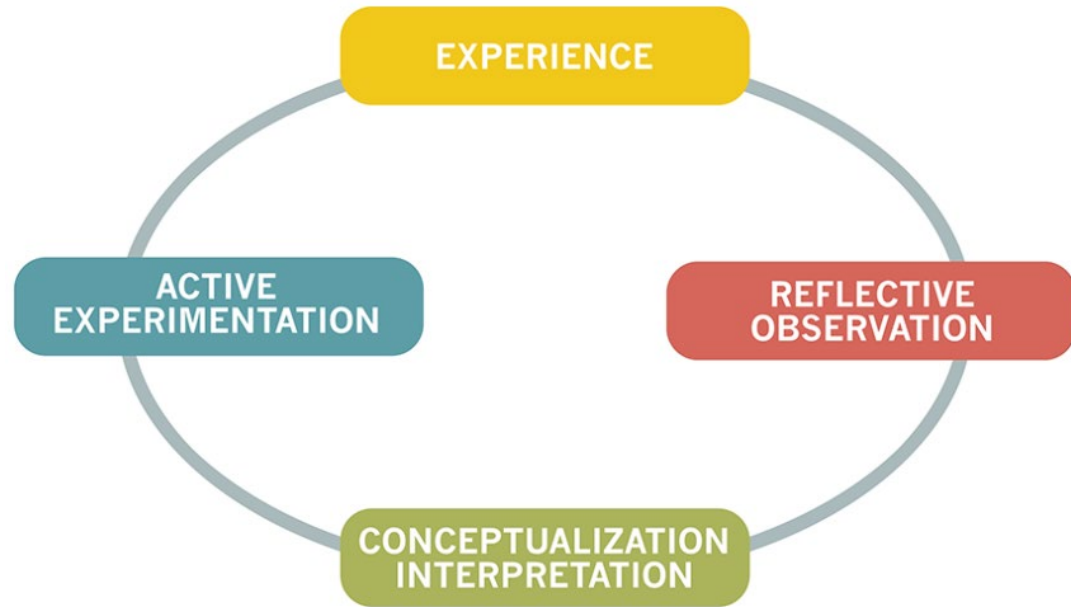
Chooses difficult tasks

Handles failure

Video: Carol Dweck – A Study on Praise and Mindsets

<https://www.youtube.com/watch?v=NWv1VdDeoRY>

# Active Learning - Helpful Strategies



Involve youth in planning activities and programming  
Hands-on learning/experiential learning  
Focus on the process: reflection and critical thinking  
Collaborative learning

[http://www.actforyouth.net/youth\\_development/professionals/manual.cfm](http://www.actforyouth.net/youth_development/professionals/manual.cfm)



## Lessons from Neuroscience

- Use UDL Guidelines
- Be aware of short attention span  
6 to 12 min (max)
- Build in physical activity  
↑ Endorphins
- Build in fun and laughter  
Laughter & Learning (↑ retention by 40%)

### Recognition Networks

The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways

**More ways to provide  
Multiple Means of  
Representation**

### Strategic Networks

The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know

**More ways to provide  
Multiple Means of  
Action and  
Expression**

### Affective Networks

The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

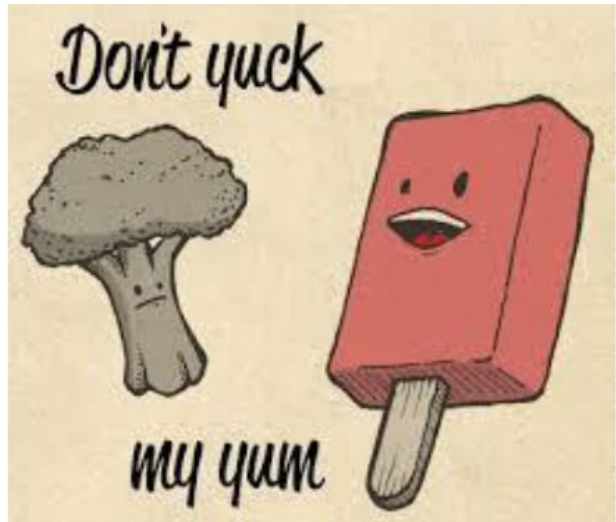
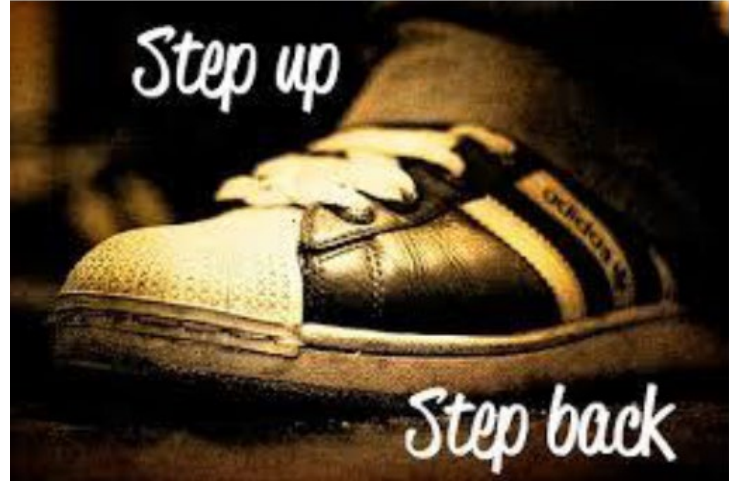
**More ways to provide  
Multiple Means of  
Engagement**

# Create Inclusive Environments

- Create a sense of belonging – Strategies?
- Structure and transparency
- Group agreements
- Microaffirmations

[http://www.actforyouth.net/youth\\_development/professionals/inclusive-environments.cfm](http://www.actforyouth.net/youth_development/professionals/inclusive-environments.cfm)

Group  
Agreements



# Micro- affirmations

## Kindness

- Nodding and making eye contact with youth while they're talking
- Making sure to call on all youth equally
- Referring to every young person by their name
- Using inclusive language — for instance, talk about “families” instead of “parents”
- Openly giving praise for a wide-range of actions, from answering a question right to sitting still during a lesson
- Staying enthusiastic when interacting with youth

<https://www.gse.harvard.edu/news/uk/16/12/accentuate-positive>

# Be Prepared

- Be prepared for the program session
- Be there – be enthusiastic
- Be transparent – What is going to happen?
- Keep short icebreakers and team building activities handy (ready to use when young people seem to disengage)



## Self- Check: What is your mindset?

How do you  
feel? Stressed?  
Take a few  
minutes to  
breathe...

Are you  
anticipating  
trouble? Have a  
plan B.

Do you feel  
good about the  
program? If  
yes, it will show  
- enthusiasm

Remember:  
You are a  
positive role  
model

- Always assume the best
- Show enthusiasm
- Model positive behavior
- Body language
- Consistency is key
- Stay calm





Any questions  
or takeaways?





# Handling Behavior Challenges

Reactive strategies

What's your  
take?



Do you take it personal?  
Do you feel that you are responsible for it?

## RRR Technique

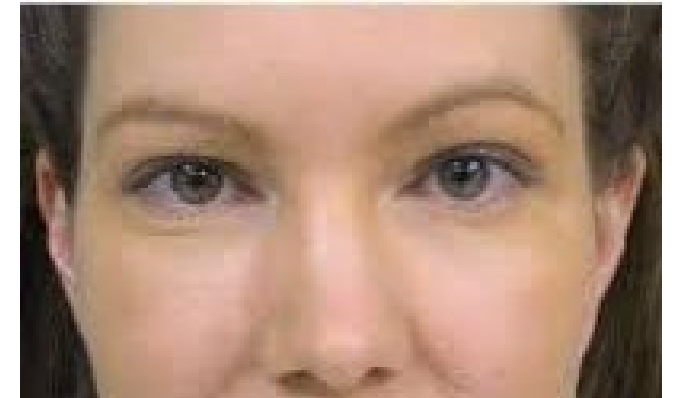
**R**ecognize that you are angry

**R**e-orient before acting or making a decision

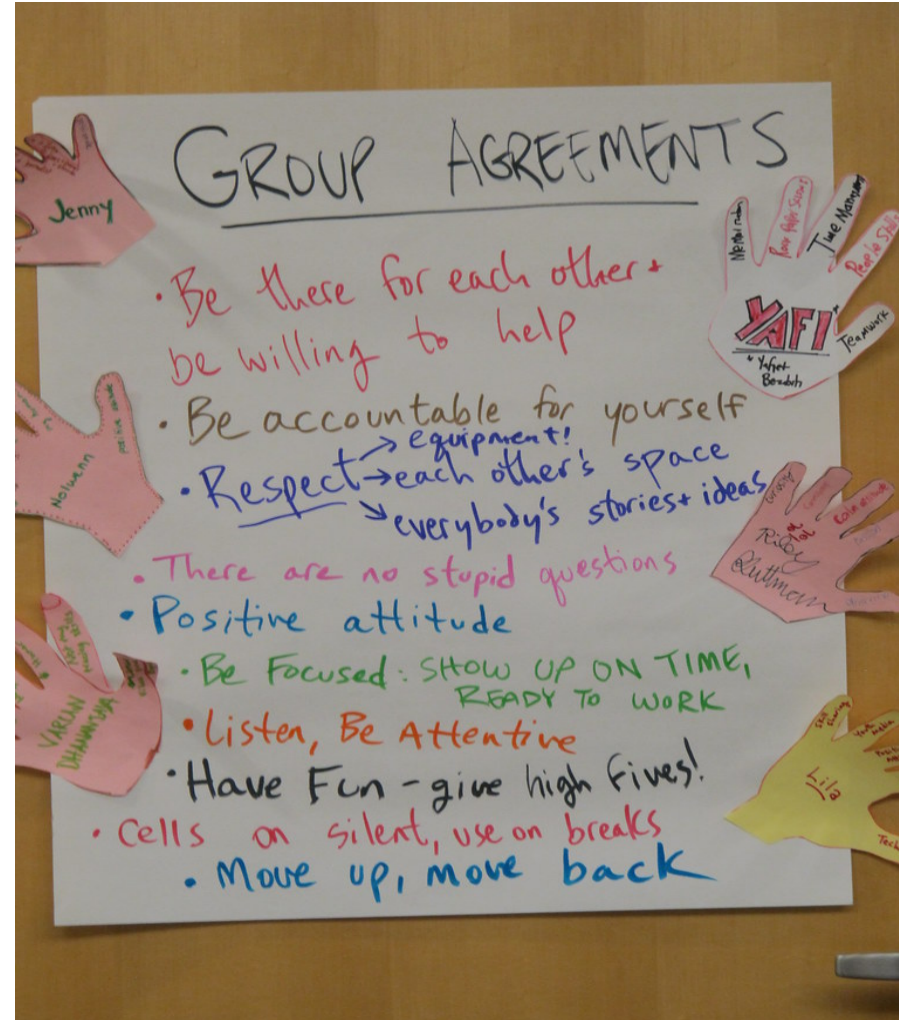
**R**espond to the situation, not react to it

## 'Soft Eyes'

Soften the muscles between eyebrows  
→ takes frustration and anger out of our voice



# Use Group Agreements



# Behavior Analysis

Hot Spots:  
If/Then  
(Mischel, 2014)

Look for behavior patterns

Antecedents – Behavior – Consequences

Identify behavior goals

Attention, escape, etc.

· Identify  
stress:  
How do I  
feel?

· Situational  
factor:  
What do I  
respond  
to?

· Reaction:  
Aggression  
Alternative  
behavior:  
Walk away

# Behavior Management Techniques

- Proximity
- Prompts
- Hurdle help
- Time away
- Redirection
- Directive statements
- Caring gesture



# Talking too much

- Oversharing personal information
- Monopolizing the conversation

And you respond...?



# Distracting Behavior

- Clowning, silly , side jokes
- Drawing attention to themselves
- Disengaging, not wanting to participate



And you  
respond...?

# Questioning

- Challenging you
- Arguing with you because they are confident that they are correct
- Complaining about the activity



And you  
respond...?

Any  
Questions?



# Resources

ACT for Youth -

Positive Youth Development 101 (manual)

[http://www.actforyouth.net/youth\\_development/professionals/manual.cfm](http://www.actforyouth.net/youth_development/professionals/manual.cfm)

Positive Youth Development Online Courses, in particular: Youth Development Programming

[http://www.actforyouth.net/youth\\_development/professionals/online\\_courses.cfm](http://www.actforyouth.net/youth_development/professionals/online_courses.cfm)

Creating Inclusive Program Environments for Youth with Different Abilities

[http://www.actforyouth.net/youth\\_development/professionals/inclusive-environments.cfm](http://www.actforyouth.net/youth_development/professionals/inclusive-environments.cfm)

Smith & Dearborn. 2016. Conscious Classroom Management.

[www.consciousteaching.com](http://www.consciousteaching.com)



Jutta Dotterweich  
Director of Training  
ACT for Youth Center for Community  
Action

[jd81@cornell.edu](mailto:jd81@cornell.edu)

[www.actforyouth.net](http://www.actforyouth.net)