PYD Network: History & Background

New PYD Curriculum 2015

New PYD Online Courses 2016-17

http://www.actforyouth.net/youth_development/professionals/

NYS Partnership: 1998 - 2012
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

Express Care
Challenge Growth
Provide Support
Share Power

Expand Possibilities

https://www.search-institute.org/developmental-relationships/developmental-relationships-framework/
<table>
<thead>
<tr>
<th>Elements</th>
<th>Actions</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express Care</td>
<td>* Show me that I matter to you.</td>
<td>• Be someone I can trust.</td>
</tr>
<tr>
<td></td>
<td>* Listen</td>
<td>• Really pay attention when we are together.</td>
</tr>
<tr>
<td></td>
<td>* Believe in me</td>
<td>• Make me feel known and valued.</td>
</tr>
<tr>
<td></td>
<td>* Be warm</td>
<td>• Show me you enjoy being with me.</td>
</tr>
<tr>
<td></td>
<td>* Encourage</td>
<td>• Praise me for my efforts and achievements.</td>
</tr>
<tr>
<td>Challenge Growth</td>
<td>* Push me to keep getting better.</td>
<td>• Expect me to live up to my potential.</td>
</tr>
<tr>
<td></td>
<td>* Expect my best</td>
<td>• Push me to go further.</td>
</tr>
<tr>
<td></td>
<td>* Stretch</td>
<td>• Insist I take responsibility for my actions.</td>
</tr>
<tr>
<td></td>
<td>* Hold me accountable</td>
<td>• Help me learn from mistakes and setbacks.</td>
</tr>
<tr>
<td></td>
<td>* Reflect on failures</td>
<td></td>
</tr>
<tr>
<td>Provide Support</td>
<td>* Help me complete tasks and achieve goals.</td>
<td>• Guide me through hard situations and systems.</td>
</tr>
<tr>
<td></td>
<td>* Navigate</td>
<td>• Build my confidence to take charge of my life.</td>
</tr>
<tr>
<td></td>
<td>* Empower</td>
<td>• Defend me when I need it.</td>
</tr>
<tr>
<td></td>
<td>* Advocate</td>
<td>• Put in place limits to keep me on track.</td>
</tr>
<tr>
<td></td>
<td>* Set boundaries</td>
<td></td>
</tr>
<tr>
<td>Share Power</td>
<td>* Treat me with respect and give me a say.</td>
<td>• Take me seriously and treat me fairly.</td>
</tr>
<tr>
<td></td>
<td>* Respect me</td>
<td>• Involve me in decisions that affect me.</td>
</tr>
<tr>
<td></td>
<td>* Include me</td>
<td>• Work with me to solve problems and reach goals.</td>
</tr>
<tr>
<td></td>
<td>* Collaborate</td>
<td>• Create opportunities for me to take action and lead.</td>
</tr>
<tr>
<td></td>
<td>* Let me lead</td>
<td></td>
</tr>
<tr>
<td>Expand Possibilities</td>
<td>* Connect me with people and places that broaden my horizon.</td>
<td>• Inspire me to see possibilities for my future.</td>
</tr>
<tr>
<td></td>
<td>* Inspire</td>
<td>• Expose me to new ideas, experiences, and places</td>
</tr>
<tr>
<td></td>
<td>* Broden Horizons</td>
<td>• Introduce me to more people who can help me grow.</td>
</tr>
<tr>
<td></td>
<td>* Connect</td>
<td></td>
</tr>
</tbody>
</table>
Building Developmental Relationships

4 Ss Interview

Sparks: What are your talents and passions?

Strengths: What are your abilities and values?

Struggles: What keeps you up at night?

Supports: People and places where you can be yourself?


Kent Pekel's Ted Talk: 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 Process

Feedback

Prompting

Youth teaching steps
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
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%)
Universal Design for Learning

**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.

**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.

**Affective Networks**
The "why" of learning

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

- **Present information and content in different ways**
  - More ways to provide **Multiple Means of Representation**

- **Differentiate the ways that students can express what they know**
  - More ways to provide **Multiple Means of Action and Expression**

- **Stimulate interest and motivation for learning**
  - More ways to provide **Multiple Means of Engagement**

http://udlguidelines.cast.org/
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
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

Recognize that you are angry
Re-orient before acting or making a decision
Respond to the situation, not react to it
Soften the muscles between eyebrows
→ takes frustration and anger out of our voice
Use Group Agreements

- Be there for each other
- Be willing to help
- Be accountable for yourself
- Respect each other’s space
- Everybody’s stories, ideas
- There are no stupid questions
- Positive attitude
- Be focused: show up on time, ready to work
- Listen, be attentive
- Have fun - give high fives!
- Cells on silent, use on breaks
- Move up, move back
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?
ACT for Youth -
Positive Youth Development 101 (manual)
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

Creating Inclusive Program Environments for Youth with Different Abilities
http://www.actforyouth.net/youth_development/professionals/inclusive-environments.cfm

www.consciousteaching.com
Jutta Dotterweich
Director of Training
ACT for Youth Center for Community Action
jd81@cornell.edu
www.actforyouth.net