Positive Youth Development IV: Youth Development Programming

Jutta Dotterweich
ACT for Youth
jd81@cornell.edu

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Agenda

- Recap – What is Positive Youth Development?
- Effective youth development program settings
- Creating safe and inclusive program environments
- Promoting youth-centered, active learning
- Questions and resources
Recap: Positive Youth Development

A philosophy or approach that guides communities in the way they organize programs, supports and opportunities so that young people can develop to their full potential.

- Focus on building positive outcomes
- Youth voice and engagement
- Long-term involvement/Developmentally appropriate
- Universal/Inclusive
- Community-based/Collaborative
Features of Positive Youth Development Settings

- Physical and Psychological Safety
- Appropriate Structures
- **Supportive Relationships**
- Opportunities to Belong
- Positive Social Norms
- **Support for Efficacy and Mattering**
- Opportunities for Skill Building
- Integration of Family, School and Community Efforts

National Research Council (2002)
Adolescents Increasingly Diverse

Many youth experience trauma, discrimination and inequities
Using a Trauma-Informed Approach

Guiding Principles

- Safety
- Trustworthiness
- Choice
- Consider Culture, History, Gender
- Collaboration
- Empowerment

SAMHSA 2014
Creating a safe & inclusive program environment - What strategies have you used?
Key Strategies

- Group agreements
- UDL Guidelines
- Transparency and predictability
- Promoting belonging
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://www.udlcenter.org/aboutudl/whatisudl
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%)
Transparency & Predictability
What strategies have you used?
Transparent & Predictable

- Schedules & Routines
- Ease transitions
- Room set up
- Calm Zone
Promoting Belonging

Promote belonging by changing the environment
- Emphasize similarities
- Build empathy (expand circles of belonging)
- Practice inclusivity, participation, and mutual respect
- Create formal and informal ways for youth and adults to learn about each other’s interests, aspirations and culture
- Create a welcoming environment (incl. physical environment)
Micro-affirmations

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
Beware of Microaggressions

Physical Space
Promoting Growth - Scaffolding

https://www.simpleinteractions.org/opportunity-to-grow.html
Vygotsky’s Zone of Proximal Development

Starting Point

End Point

Learning Zone
Key Elements of Scaffolding

- Break down complex skills into smaller units/steps
- Assess the young person’s skill level
- Provide guided support, gradually fade it out
- Ensure a positive ending
FEEDBACK IS SPECIFIC AND DESCRIPTIVE, NOT INTERPRETIVE OR JUDGMENTAL

Feedback

Positive Feedback
Describe the behavior emphasizing the young person’s strengths, skills, and the outcome.

Corrective Feedback
Describe the behavior and offer an alternative action or elicit an alternative from the young person, asking what they could do differently.
Promoting Growth - Mindset

**Intelligence?**
Chooses easier tasks
Gives up faster with challenging tasks

**Effort?**
Chooses difficult tasks
Handles failure

Video: Carol Dweck at Google: [https://youtu.be/-71zdXCMU6A](https://youtu.be/-71zdXCMU6A)
Findings

Simply telling young people to have a growth mindset can backfire.

In the same vein, reiterating the message “just try harder” can also be problematic.

Active Learning 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
Promoting Critical Thinking

Beverly Daniel Tatum: **Raising Resisters**

**Critical Thinking as Defined by the National Council for Excellence in Critical Thinking, 1987**

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. (The Foundation for Critical Thinking)

Teaching Tolerance- [https://www.tolerance.org/](https://www.tolerance.org/)

Any questions, comments or takeaways?
Professional Development for Youth Workers

ACT for Youth is committed to promoting the language of positive youth development (PYD) and integrating core PYD principles into the field of youth work. We aim to enhance the capacity, knowledge, and competencies of adults who work with and for young people, as well as their organizations.

Positive Youth Development 101 Training

The 10-hour training curriculum Positive Youth Development 101 offers an orientation to positive youth development for new youth work professionals. The curriculum includes five sections:

- Positive Youth Development 101
- PYD 101 Online Courses
- Inclusive Program Environments
- Competencies
- Facilitation Tips

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

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

ACT for Youth: Social and Emotional Learning Toolkit
http://www.actforyouth.net/youth_development/professionals/sel/

Mindset Kit - https://www.mindsetkit.org/
  ◦ Belonging for Educators - https://www.mindsetkit.org/belonging

Character Lab: Growth Mindset Playbook https://characterlab.org/playbooks/growth-mindset/

What Kids Can Do: How Young People Learn-
http://www.whatkidsmando.org/featurestories/2013/01_how_youth_learn/
http://www.nap.edu/catalog.php?record_id=10022

Substance Abuse and Mental Health Services Administration (2014). SAMHSA’s concept of trauma and guidance for a trauma-informed approach.


Beverly Daniel Tatum Book Talk: Why Are All the Black Kids Sitting Together in the Cafeteria? https://www.youtube.com/watch?v=RXGIYh0ejlA&feature=youtu.be