Positive Youth Development IV: Youth development programming
Zoom keeping

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

Questions?
Use chat function. Post to Everyone.

Audio.
You control the volume. Please mute yourself during the presentation.
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
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)
Beware of Microaggressions

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
Physical Space
Vygotsky’s Zone of Proximal Development

Starting Point

End Point

Learning Zone
Scaffolding Process

- Modeling
- Explaining
- Feedback
Scaffolding Process

Feedback

Prompting

Youth teaching steps
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

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 young person, asking what they could do differently.

Positive Feedback
Describe the behavior emphasizing the young person’s strengths, skills, and the outcome.
Praise: 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)
Active Learning

WKCD: How Young People Learn

http://www.whatkidscando.org/featurestories/2013/01_how_youth_learn/
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?
Resources

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:

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/

ACT for Youth: Supervisor’s PYD Toolkit
http://www.actforyouth.net/youth_development/professionals/supervisors/

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.whatkidscando.org/featurestories/2013/01_how_youth_learn/
References


Beverly Daniel Tatum Book Talk: Why Are All the Black Kids Sitting Together in the Cafeteria? https://www.youtube.com/watch?v=RXGlYh0ejIA&feature=youtu.be