

Positive Youth Development IV: Youth Development Programming

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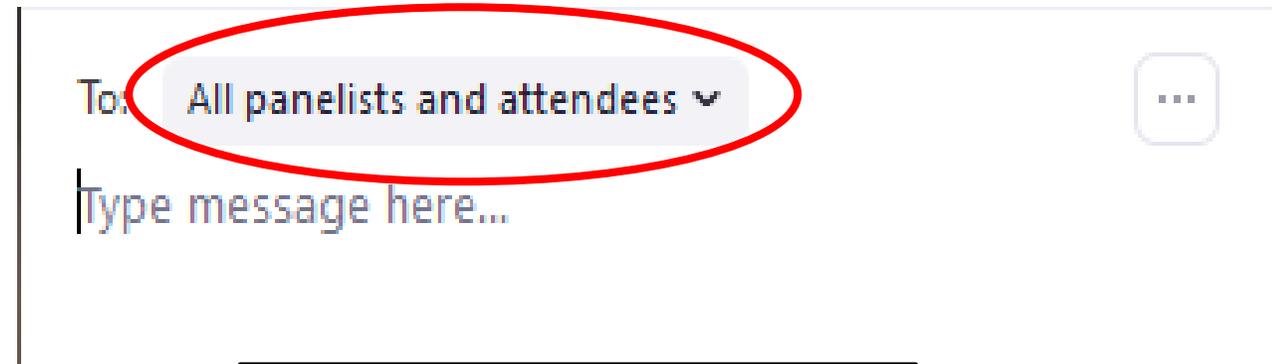
July 21, 2020



Housekeeping



You are
automatically muted



Please use the chat
function for comments
and questions

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

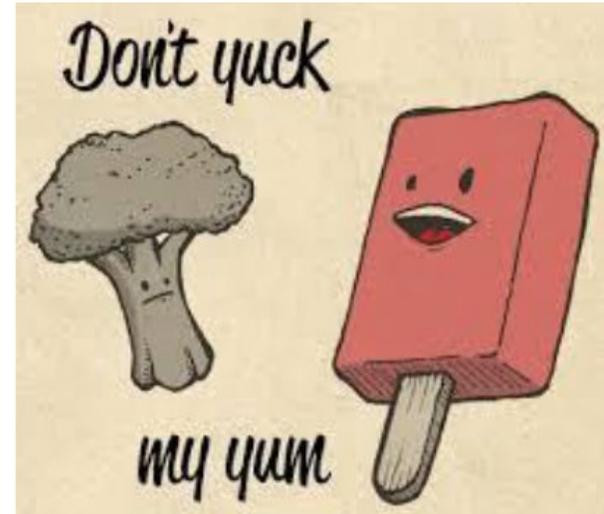




Creating a safe & inclusive program environment -
What strategies have you used?

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.

- Present information and content in different ways

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

Strategic Networks

The "how" of learning



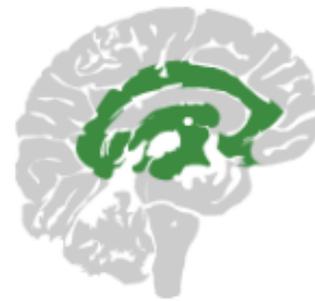
Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

- 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**

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

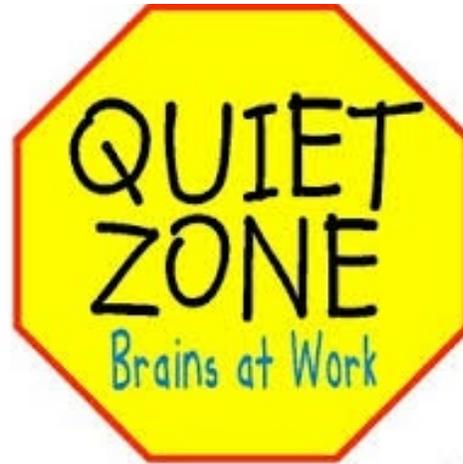
(↑ retention by 40%)



Transparency & Predictability
What strategies have you used?

Transparent & Predictable

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





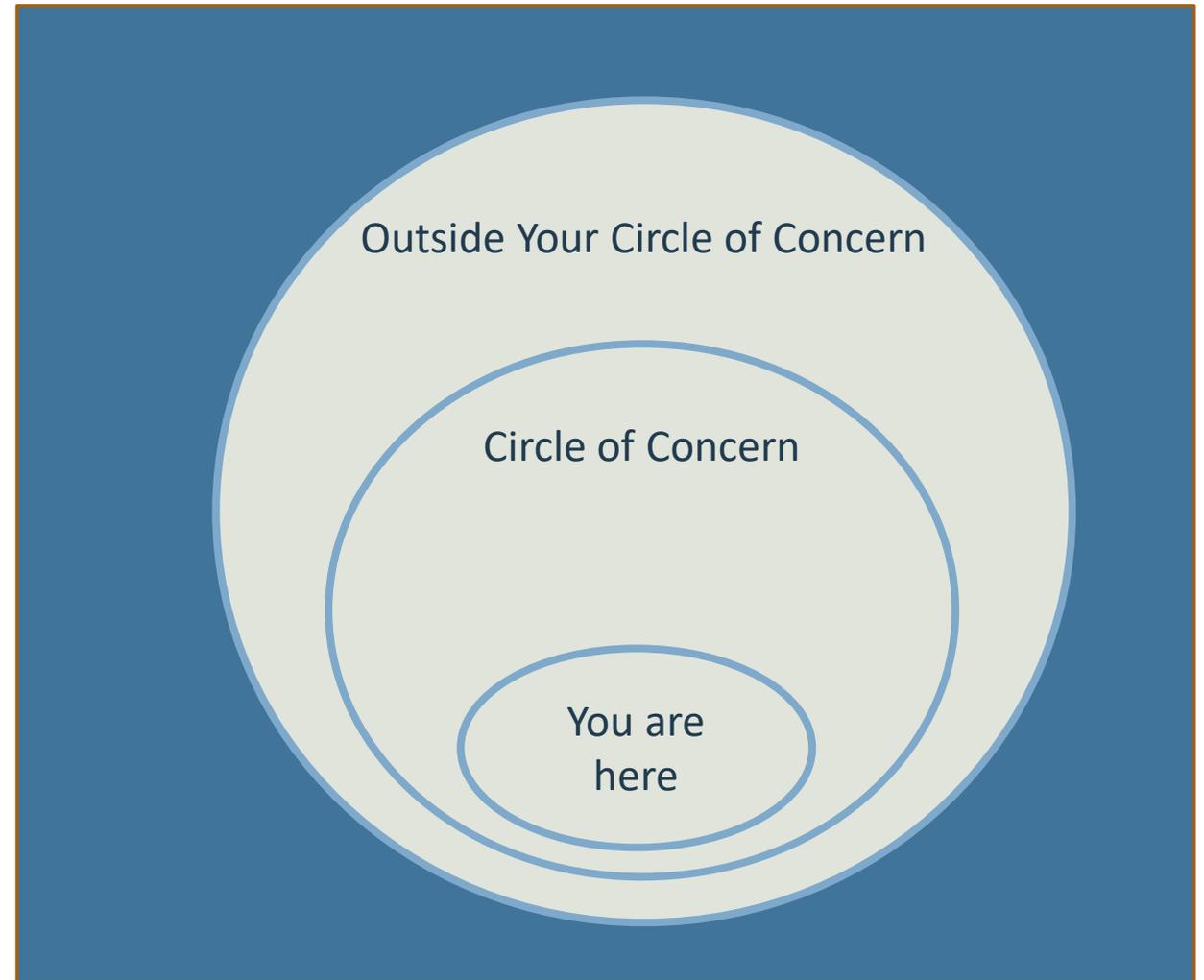
Promoting Belonging

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)

Expand Circles of Belonging

Making Caring
Common *Project*
(Harvard)



<https://mcc.gse.harvard.edu/resources-for-educators>

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

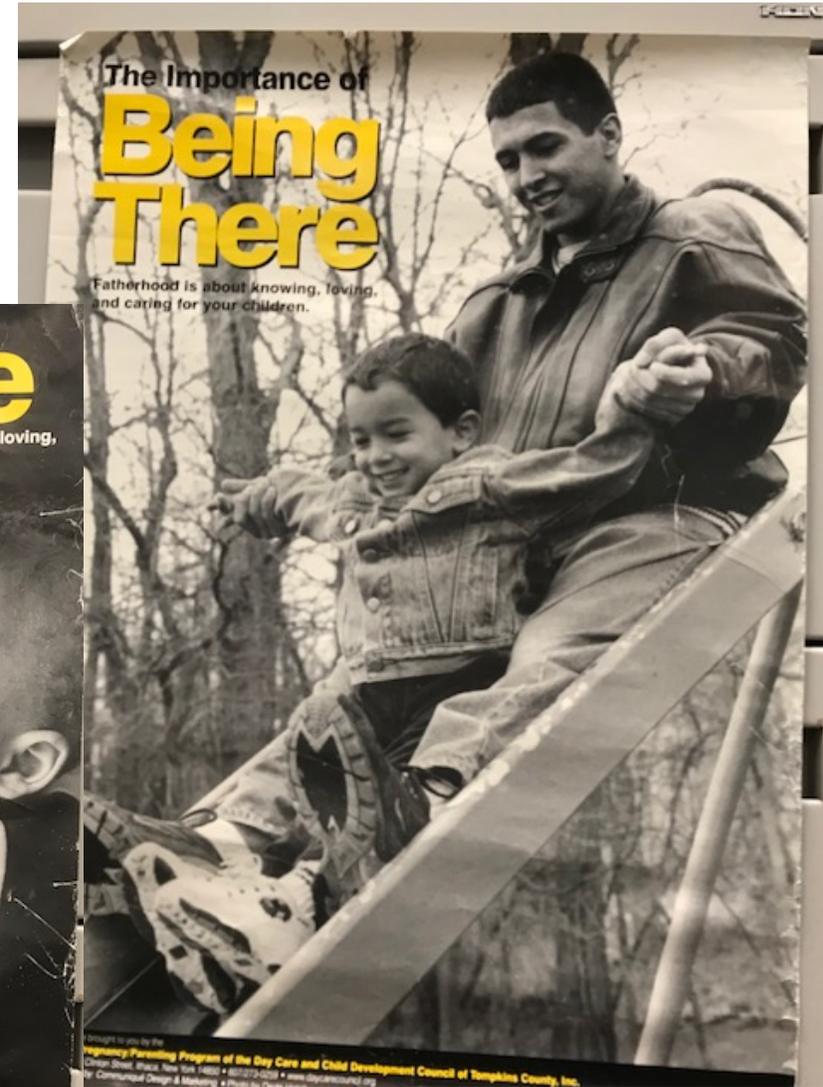
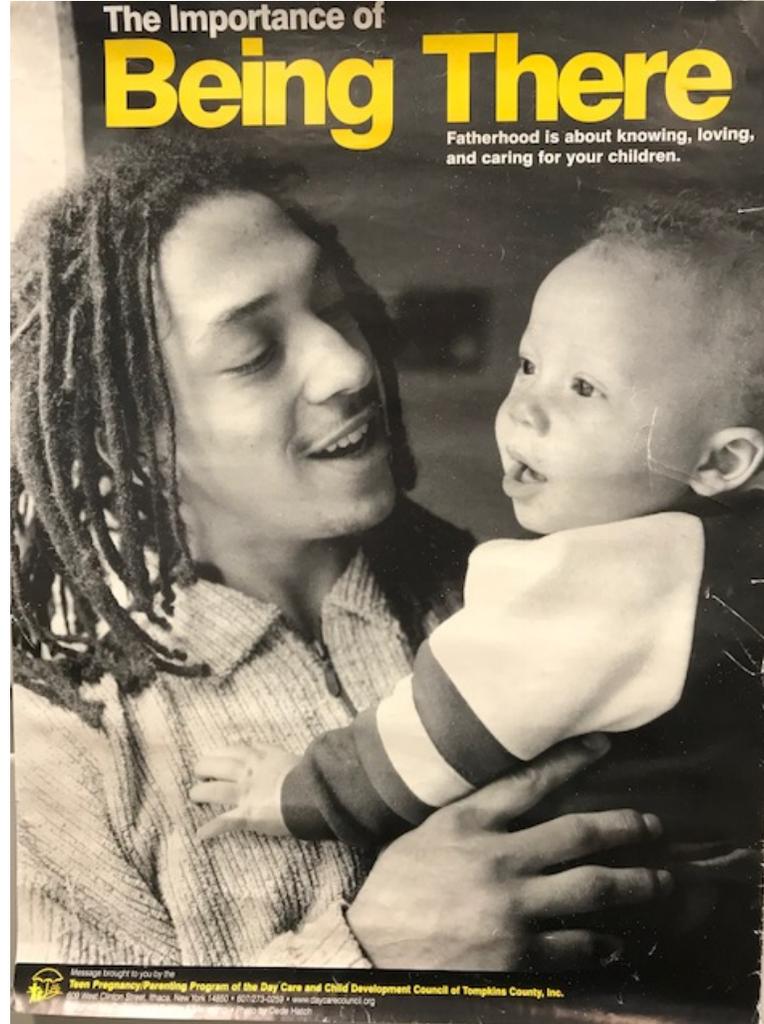
<https://www.gse.harvard.edu/news/uk/16/12/accentuate-positive>

Beware of Microaggressions

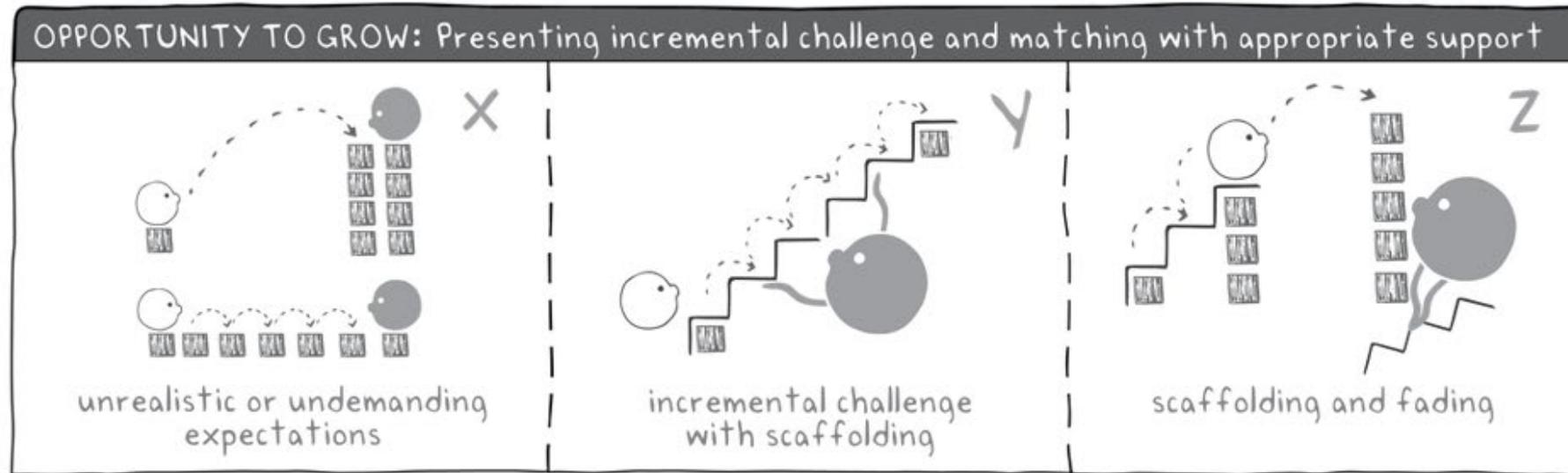


<https://www.edweek.org/ew/section/multimedia/illustration-microaggressions-in-the-classroom.html>

Physical Space

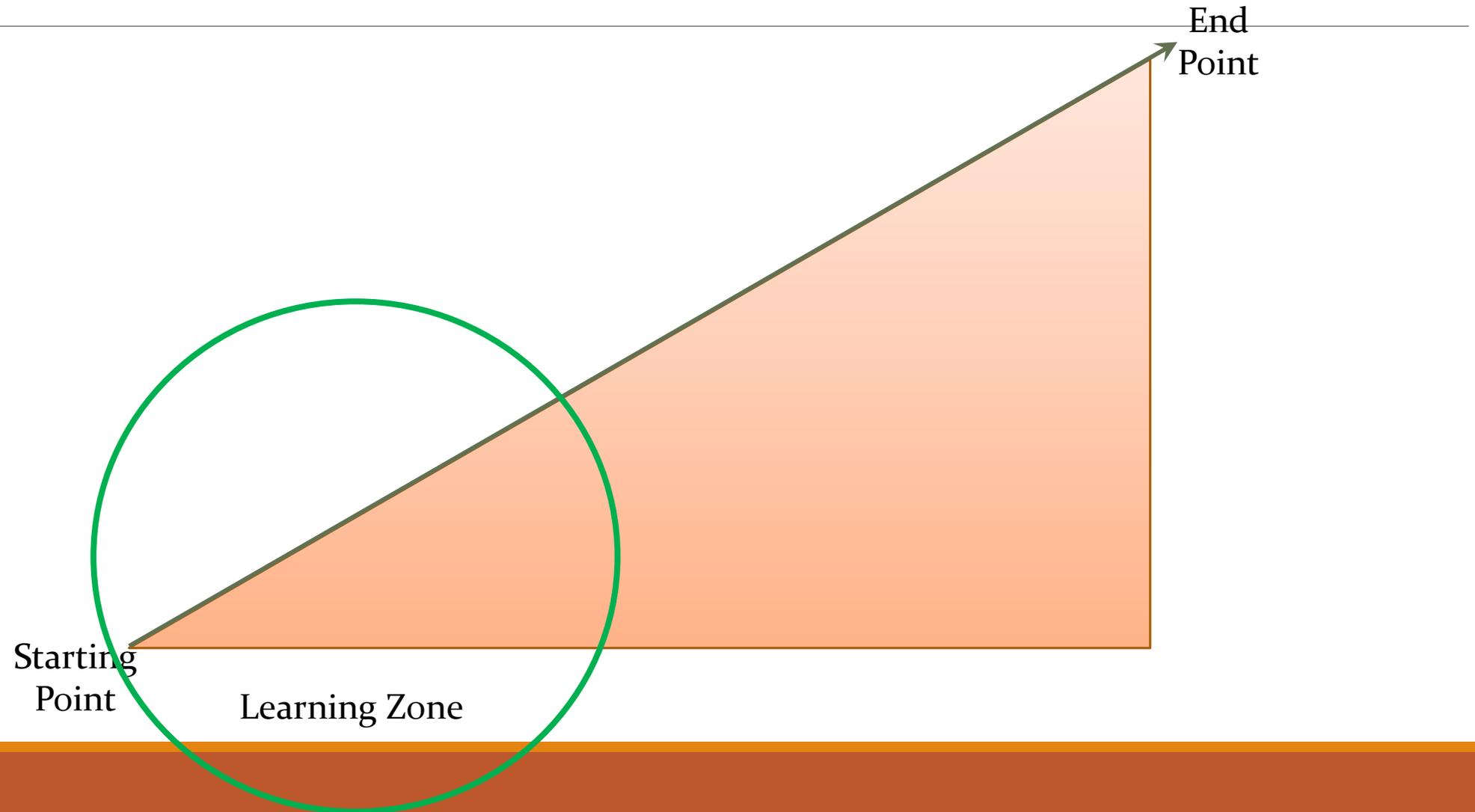


Promoting Growth - Scaffolding



<https://www.simpleinteractions.org/opportunity-to-grow.html>

Vygotsky's Zone of Proximal Development





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

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>

Findings

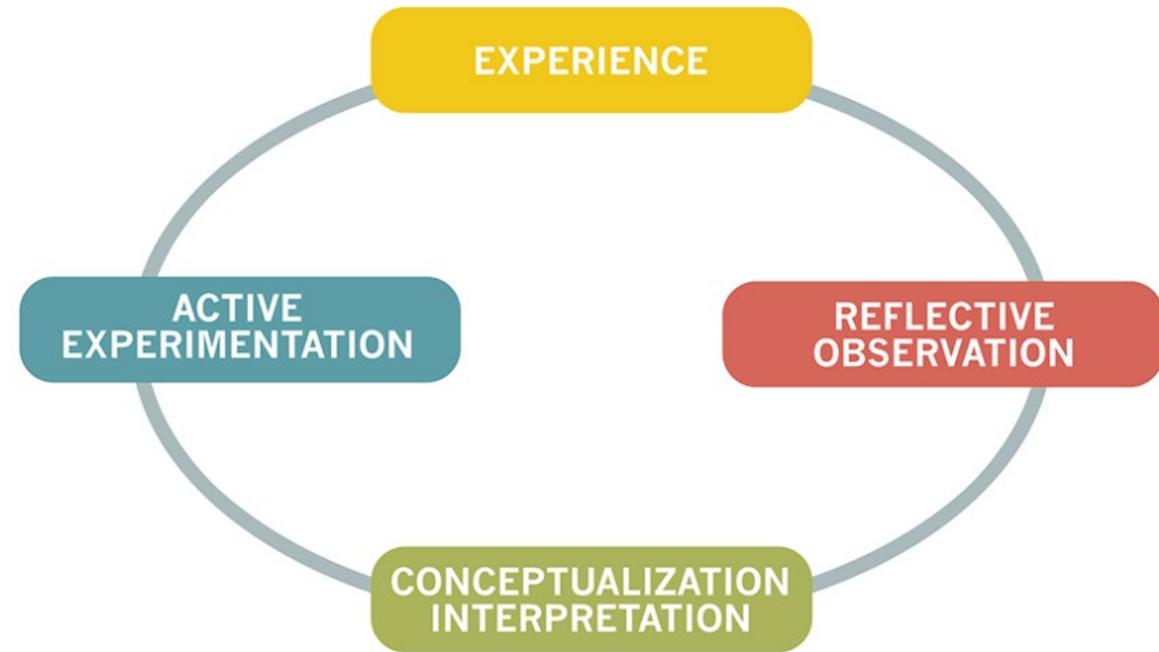
Simply telling young people to have a growth mindset can backfire.

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



https://www.mindsetkit.org/static/files/YCLA_LessonPlan_v10.pdf

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/>

Common Sense Media: Digital Citizenship <https://www.commonsense.org/education/digital-citizenship>

Any questions,
comments or
takeaways?



Resources



Your Online Source for Positive Youth Development

[Youth Development](#) [Adolescence](#) [Sexual Health](#) [Publications and Events](#) [About Us](#)

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Feature Section

Youth Work Professionals

Professional Development

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

Professional Development for Youth Workers

printer-friendly

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:

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

References

Eccles, J., & Gootman, J. (Eds.). (2002). Community programs to promote youth development. National Research Council Institute of Medicine. Washington, DC: National Academy Press.

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.

<https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4884.pdf>

Hogan, K., & Pressley, M. (1997). Scaffolding student learning: Instructional approaches & issues. Cambridge, MA: Brookline Books.

Dweck, C. S. (2008). Mindset. New York: Ballantine Books.

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>

The Foundation for Critical Thinking - <https://www.criticalthinking.org/pages/defining-critical-thinking/766>