



# Positive Youth Development IV: Youth development programming

ACT for Youth

June 17, 2021

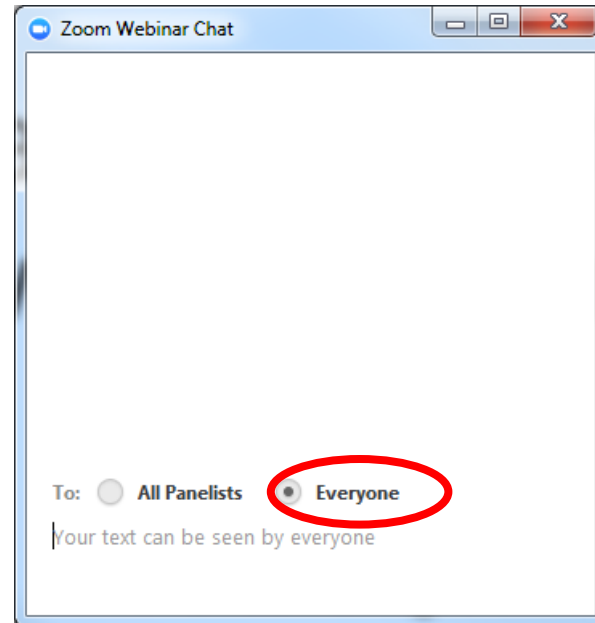
# Zoom keeping

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## 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

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- 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

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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

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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

National Academies of Sciences,  
Engineering, and Medicine.  
(2019). The Promise of  
Adolescence



Diversity Wheel as used at Johns  
Hopkins University



# Using a Trauma-Informed Approach





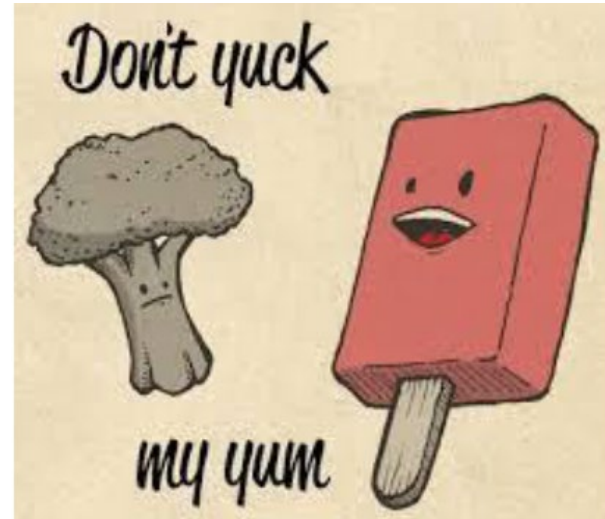
Creating a safe & inclusive program environment -  
What strategies have you used?



# Key Strategies

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- Group agreements
- UDL Guidelines
- Transparency and predictability
- Promoting belonging





## Universal Design for Learning

### Recognition Networks

The "what" of learning



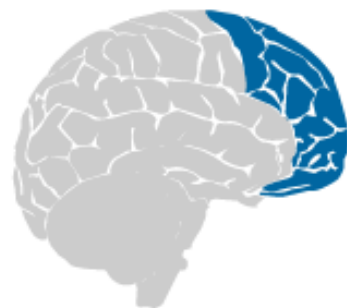
How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

- ✓ 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**





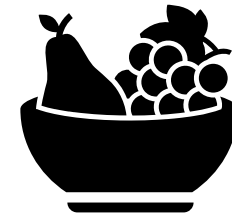
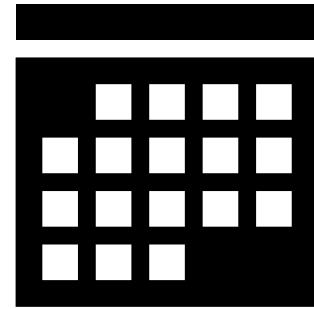
Transparency & Predictability  
What strategies have you used?



# Transparent & Predictable

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





# Promoting Belonging

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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



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





# 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

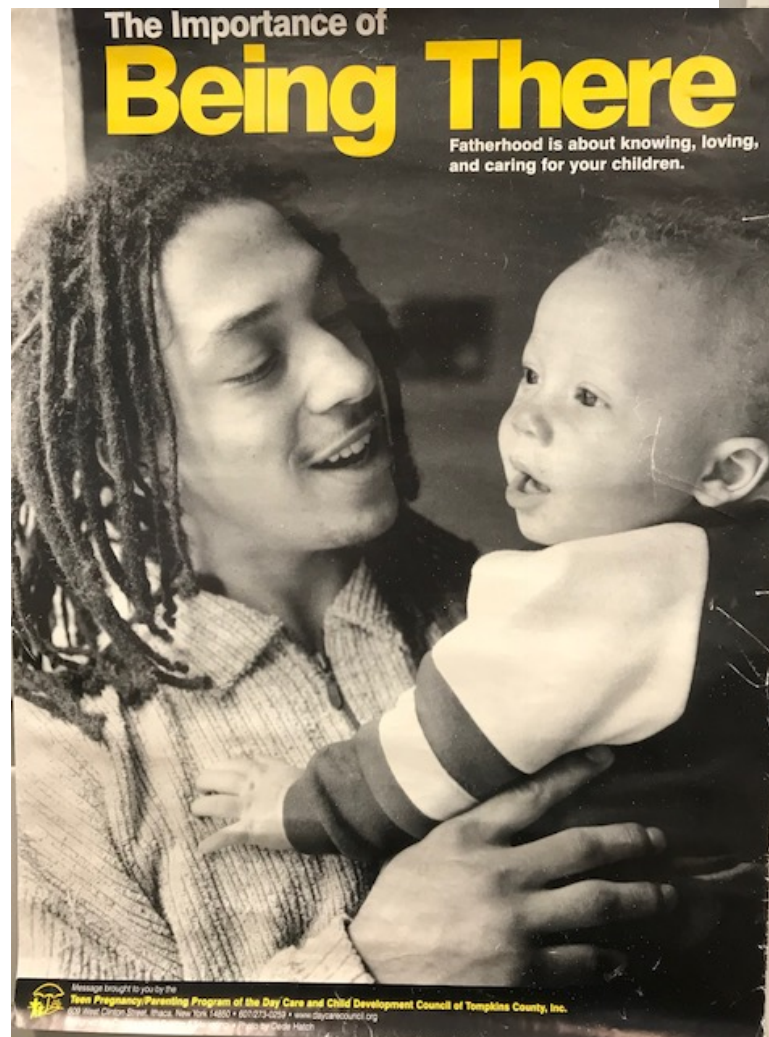
Using inclusive language — for instance, talk about “families” instead of “parents”

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

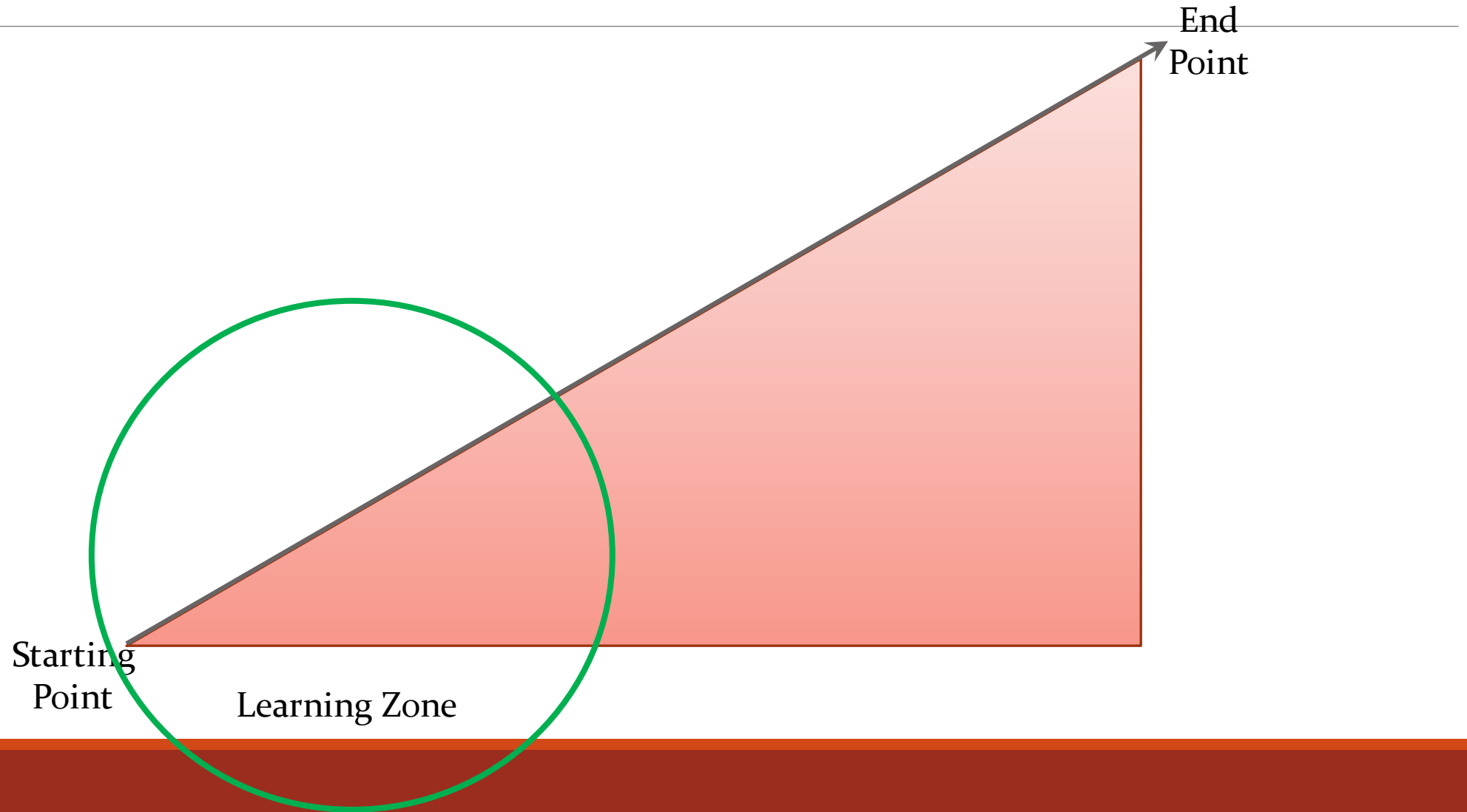
<https://www.gse.harvard.edu/news/uk/16/12/accentuate-positive>

# Physical Space



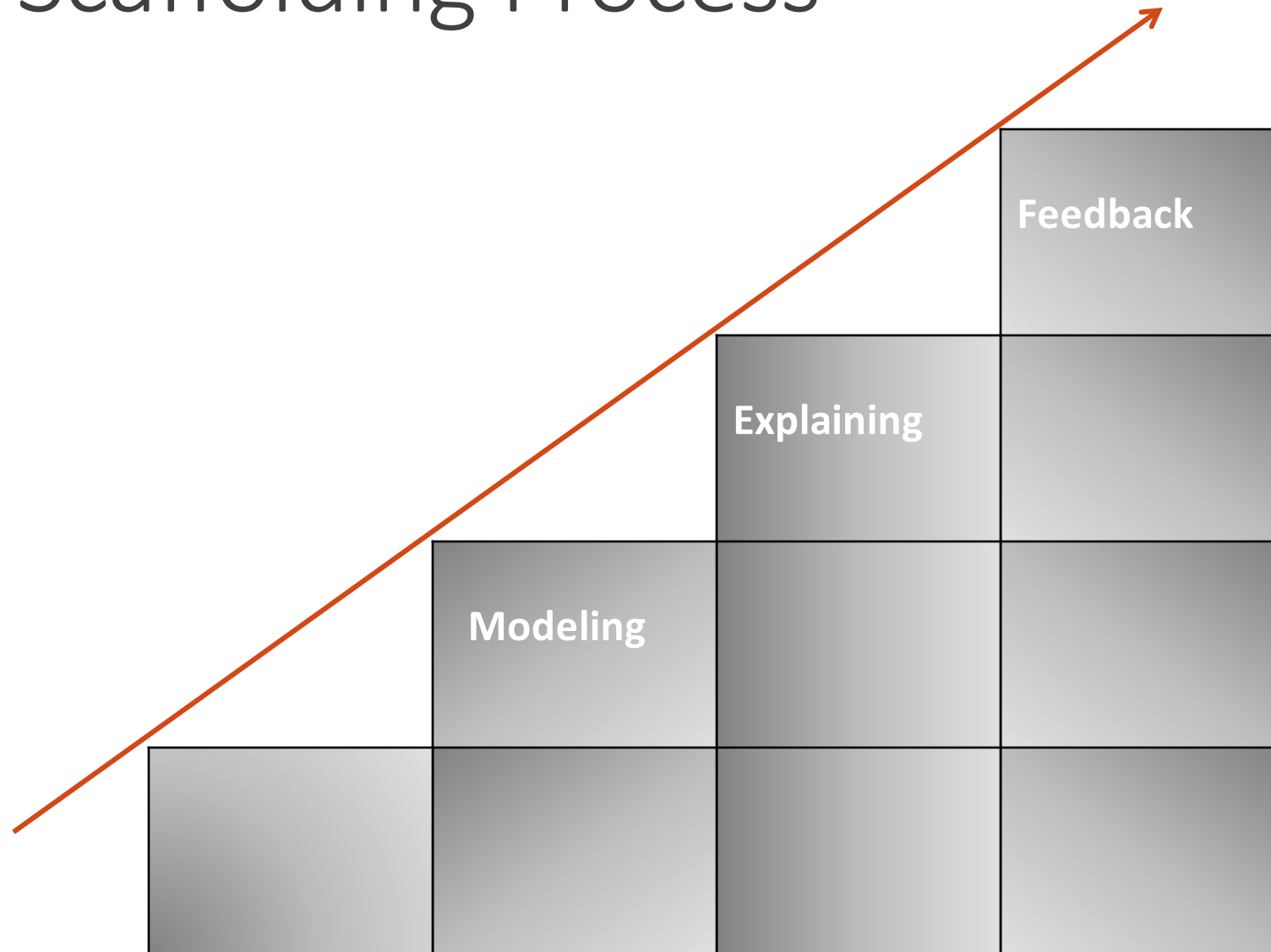


# Vygotsky's Zone of Proximal Development



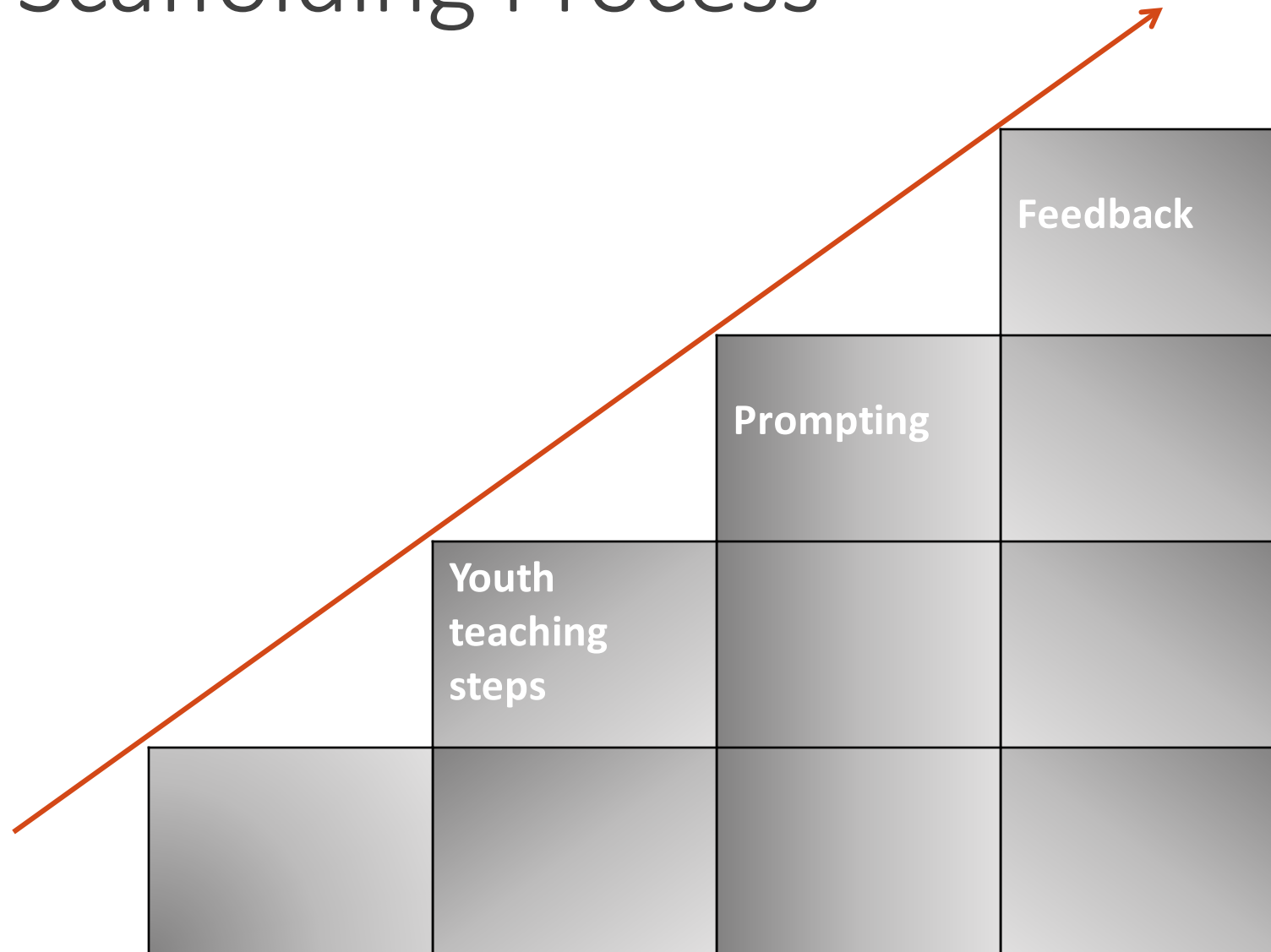


# Scaffolding Process





# Scaffolding Process





# Key Elements of Scaffolding

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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

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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

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## **Intelligence?**

Chooses easier tasks

Gives up faster with challenging tasks



## **Effort?**

Chooses difficult tasks

Handles failure

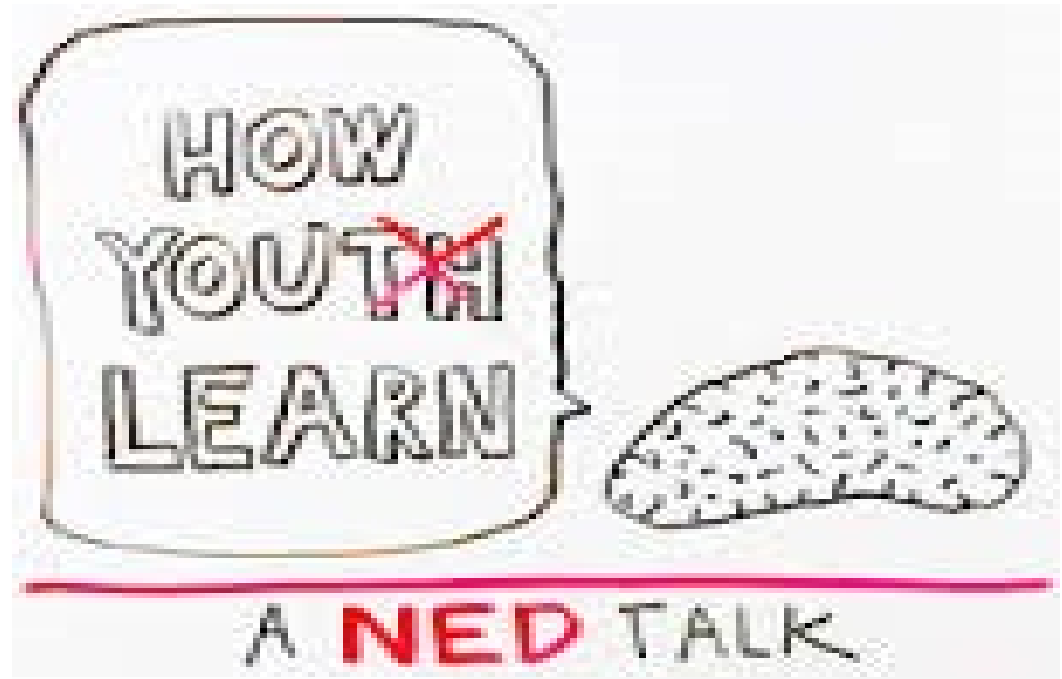
Video: Carol Dweck at Google: <https://youtu.be/-71zdXCMU6A>



# Active Learning

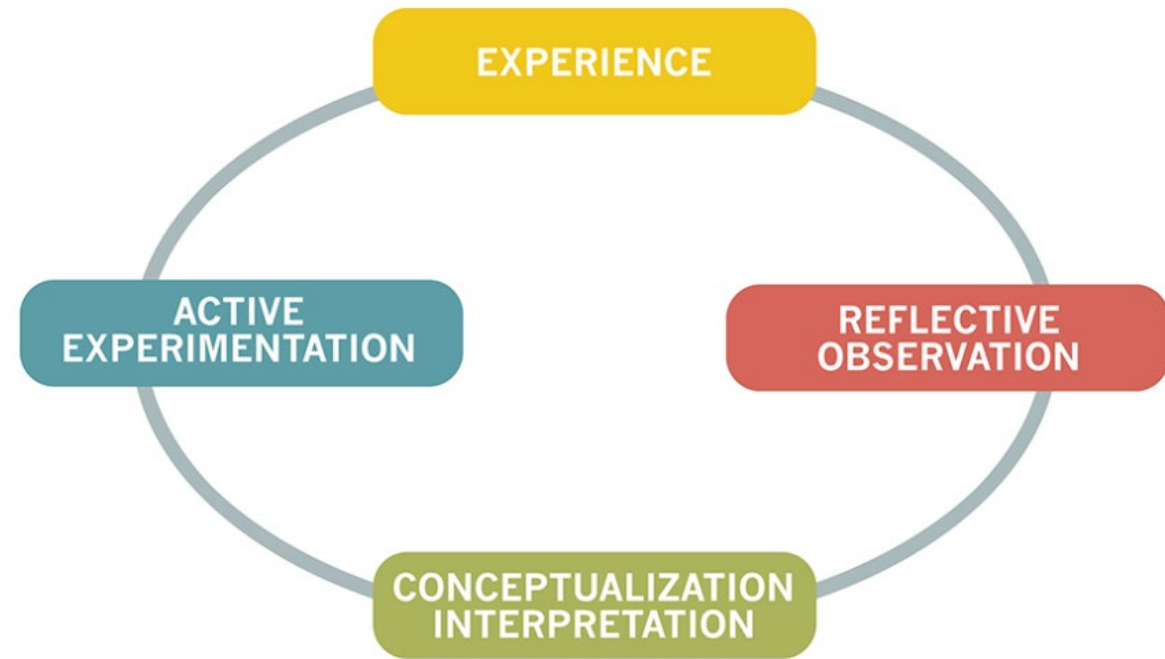
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WKCD: How Young  
People Learn



<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](http://www.actforyouth.net/youth_development/professionals/manual.cfm)



# Promoting Critical Thinking

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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



The screenshot shows the ACT for Youth website. The header is blue with the ACT for Youth logo on the left and the tagline "Your Online Source for Positive Youth Development" on the right. Below the header is a yellow navigation bar with links for "Youth Development", "Adolescence", "Sexual Health", "Publications and Events", and "About Us". A search bar is located in the top right corner. The main content area has a breadcrumb trail: "Home > Youth Development > Youth Work Professionals > Professional Development". On the left is a sidebar with a "Feature Section" containing "Youth Work Professionals" (highlighted in yellow), "Professional Development" (highlighted in blue), "Positive Youth Development 101", "PYD 101 Online Courses", "Inclusive Program Environments", "Competencies", and "Facilitation Tips". The main content area features the title "Professional Development for Youth Workers" in blue, with a "printer-friendly" link below it. The text states: "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." Below this is the section "Positive Youth Development 101 Training" with a brief description: "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

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ACT for Youth: 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)

ACT for Youth: Social and Emotional Learning Toolkit  
[http://www.actforyouth.net/youth\\_development/professionals/sel/](http://www.actforyouth.net/youth_development/professionals/sel/)

ACT for Youth: Supervisor's PYD Toolkit  
[http://www.actforyouth.net/youth\\_development/professionals/supervisors/](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/](http://www.whatkidscando.org/featurestories/2013/01_how_youth_learn/)

# References

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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](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>

National Academies of Sciences, Engineering, and Medicine. (2019). The Promise of Adolescence: Realizing Opportunity for All Youth. Washington, DC: The National Academies Press. [nap.edu/catalog/25388/the-promise-of-adolescence-realizing-opportunity-for-all-youth](http://www.nap.edu/catalog/25388/the-promise-of-adolescence-realizing-opportunity-for-all-youth)

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>