



Positive Peer Culture (PPC) Course Review



Chapter 1 – Pathway to Purpose

1. Vocabulary: What is the “Circle of Courage”?
 - a. Positive Behavior Intervention and Support (PBIS).
 - b. Universal needs and values for rearing responsible children in a climate of respect.
2. How is the Circle of Courage used in Positive Peer Culture?
 - a. These are the key youth development goals for all effective PPC programs.
 - b. The Circle of Courage is mainly used in PPC programs serving Indigenous youth.
3. Youth develop skills to solve challenging problems; this meets the need for
 - a. Belonging
 - b. Mastery
 - c. Independence
 - d. Generosity
4. By showing concern for others, youth develop purpose in life; this meets the need for
 - a. Belonging
 - b. Mastery
 - c. Independence
 - d. Generosity
5. Youth feel safe when connected to family, friends, and nature; this meets the need for
 - a. Belonging
 - b. Mastery
 - c. Independence
 - d. Generosity
6. Developing self-control and self-confidence builds responsibility. This meets the need for
 - a. Belonging
 - b. Mastery
 - c. Independence
 - d. Generosity

Chapter 2 – Group Dynamics

1. Peer pressure, conflict between teens and adults, and defying authority of elders are
 - a. universal throughout history across all cultures.
 - b. widespread in authoritarian cultures but rare in Indigenous cultures of respect.
2. Research shows programs which bring together groups of youth with behavior problems
 - a. usually result in negative peer influence through “peer deviancy training.”
 - b. result in negative peer influence if youth are not supervised or connected to elders.
3. Lewin’s classic research comparing groups with autocratic and democratic leaders found
 - a. some autocratic practices were needed to keep groups productive.
 - b. conflict and bullying were widespread in autocratic groups but not in democratic groups.
4. Early self-governance used youth-run democracies called villages, towns, republics, commonwealths.
 - a. Youth courts and elected rulers administered discipline which was generally quite successful.
 - b. Youth rule generally led to chaos and abuse but did not create authentic democratic cultures.
5. Positive Peer Culture grew from two practice-based models for work with very challenging youth:
 - a. Cognitive Behavior Therapy and Relational Group Care.
 - b. The Reclaiming Youth Movement and Guided Group Interaction.
6. PPC now has refined the traditional problem list long used in peer helping groups.
 - a. Problems are unmet Circle of Courage needs, and solving problems builds strengths.
 - b. Trauma-related problems and childhood behavior disorders have been added to the list.
7. This part of the 1995 *EQUIP* version of Positive Peer Culture is included in the current PPC model:
 - a. *Moral Development Scenarios* designed to develop empathy and prosocial behavior.
 - b. *BAMMS Thinking Errors* used to justify problem behavior and support self-centered values.
8. Based on research, PPC is now designed to meet needs of students with these behavior patterns:
 - a. *buoyant youth* with socialized delinquent values and *beset youth* with trauma-based behavior.
 - b. *acting-out youth* with little empathy and *withdrawn youth* with anxiety problems.

Chapter 3 – Peer Helping Groups

1. Which is true of Positive Peer Culture group meetings?
 - a. Youth are encouraged to freely select the topics for group discussion.
 - b. A structured agenda is followed to engage all youth in problem-solving.
2. What is the proper role for the adult leader in PPC group meetings?
 - a. Don't dominate the meeting but use questions to exert influence.
 - b. Be an inspired, charismatic leader who can keep the meeting under control.
3. The best way to deal with a Negative Influence Leader (NIL) in PPC groups is
 - a. avoid public confrontation but try to shift NIL into being a positive leader.
 - b. temporarily remove the NIL to time out if behaviors are disruptive.
4. If a group cannot decide who to help and keeps bickering, the adult group leader
 - a. makes the decision who needs help most to get the group back on track.
 - b. makes this the group's problem and seeks to promote a caring culture.
5. What are the four stages in developing a strong Positive Peer Culture group?
 - a. Distrust, Curiosity, Engagement, Positive Peer Culture.
 - b. Casing, Limit-testing, Polarization, Positive Peer Culture.
6. Service-learning activities within PPC settings are used to
 - a. transfer helping skills learned in PPC to the broader community.
 - b. help students discover that helping others brings personal rewards.

Chapter 4 – Total Teamwork

1. The Michigan Peer Influence Project found the quality of a peer group was most influenced by
 - a. the morale of the staff team.
 - b. the antisocial or prosocial values of the group members.
2. Resilience researcher Emmy Werner concluded that the most effective programs with youth at risk
 - a. had trauma-informed staff who created a sanctuary of safety.
 - b. provided support which was like an extended family.
3. Michigan PPC researchers identified these key characteristics of a strong staff team:
 - a. absence of conflict, shared values, strong leadership.
 - b. cohesion, participation, belief in program, belief in youth.
4. Because youth at risk are more responsive to peers rather than adults,
 - a. PPC can be effective even without the support of dysfunctional families.
 - b. programs should redouble efforts to restore the influence of adults in the lives of youth.
5. The CLEAR Teamwork model developed by Vikki Hennard in Michigan schools is used to
 - a. provide a brief format for growth planning based on RAP Circle of Courage principles.
 - b. provide a format for resolving staff conflicts that interfere with team effectiveness.
6. A survey to measure the climate of PPC programs (Cultures of Respect) assesses these factors:
 - a. student-staff relationships, youth intimidation, valuing families, communication.
 - b. authoritarian, permissive, authoritative, and chaotic climates.
7. The leadership style used by administrators and supervisors
 - a. can reflect a range of styles so long as these are consistent.
 - b. should match the PPC model since only empowered staff can empower youth.
8. The philosophy of leadership that most closely matches Positive Peer Culture is
 - a. demanding responsibility with staff held to the same high standards as youth.
 - b. servant leadership since the focus is on meeting the needs of others.

Chapter 5 – Ensuring Fidelity

1. The principle *primum non nocere* applies to PPC programs since it means
 - a. concentrate on what matters most.
 - b. first do no harm.
2. The original Guided Group Interaction (GGI) program at Highfields in New Jersey
 - a. was based on caring relationships unlike later GGI programs that used intense confrontation.
 - b. was described by Howard Polsky as a coercive “thought police system.”
3. Research showed the popular “encounter group” movement created “casualties” of members since
 - a. dominating, charismatic leaders forced disclosure but did not respond to individual needs.
 - b. sharing problems in individual therapy is generally safer than disclosing oneself to a group.
4. The failure of the evidence-based EQUIP version of PPC adopted by Netherlands juvenile justice was
 - a. due to widespread cultural resistance to group pressure based on a history of Nazi domination.
 - b. a result of fidelity errors and chaotic implementation with low staff and youth commitment.
5. Education and treatment programs that become overly complex are likely to fail because
 - a. the costs of providing quality training programs become excessive.
 - b. there is a failure to focus like a laser on what is most essential, the needs of youth.
6. The research on misuse of peer group programs identified ten critical errors, the most common being
 - a. staff failure to prevent abuse through hostile confrontation by peers.
 - b. distant staff-student relationships.

Chapter 6 – Action Research

1. Action research was developed by Kurt Lewin to apply science to solve important social problems.
 - a. The process is a circular sequence of reflect, plan, act, observe.
 - b. Action research has now become the basis for identifying evidence-based interventions.
2. Abraham Maslow saw the key to prevention and treatment of emotional and behavioral problems as
 - a. self-actualization and self-transcendence.
 - b. meeting core developmental needs.
3. What research supports using Circle of Courage values as the foundation of PPC?
 - a. A confluence of findings from child and youth development, neuroscience, and resilience.
 - b. Positive Behavior Support (PBS) and Social and Emotional Learning (SEL).
4. The University of Michigan Peer Influence study of 45 PPC groups and staff teams found that
 - a. the most effective PPC programs operated in less-restrictive community-based settings.
 - b. PPC created safety and met basic needs for attachment, achievement, autonomy, and altruism.
5. Research at the University of Zurich concluded that the key factor in resilience and self-efficacy is
 - a. Belonging
 - b. Generosity
6. The California Evidence Based Clearinghouse has rated Positive Peer Culture at this level:
 - a. a promising program
 - b. supported by research evidence.