

Welcome to Session 1



The Power of Resilience-based, Trauma-sensitive, Strength Focused Communication in Working with Youth

Session Guide:

- You are muted and your video is turned off.
- Please enter your questions to the host or presenters in the Q&A window only.
- Use the Chat to talk with other people in the session and share resources.



Zoom Guide

The image shows a Zoom Webinar interface with several annotated components:

- Zoom Webinar Header:** Includes "Zoom Webinar", "You are viewing David Terry's screen", and "View Options".
- Session View Controls:** "Click here to maximize your session view" and "Enter Full Screen".
- Main Content:** TTC Technology Transfer Centers logo, "Thank you for joining us today!", and "You will not be on video during today's session".
- Audio Settings:** "Select a Speaker" menu with options: "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", and "Audio Settings...". A callout says "Click Here to adjust your audio settings".
- Q&A Window:** Titled "Question and Answer", it shows "All questions (1)" and "My questions (1)" tabs. A callout explains: "You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above." Another callout points to the tabs: "You can switch between questions you've asked and those asked by others using these buttons." The input field contains "Type your question here...".
- Zoom Webinar Chat:** A side panel titled "Zoom Webinar Chat" with a callout: "The chat feature will allow you to talk with other people in today's webinar." It shows a message: "To: All panelists" and a note: "Your text can only be seen by panelists".
- Bottom Toolbar:** Includes "Audio Settings", "Chat", "Raise Hand", "Q&A", "Click here to leave the session", and "Leave".

The Power of Resilience-based, Trauma-sensitive, Strength Focused Communication in Working with Youth

Mental Health Technology Transfer Center Network

Ken Ginsburg, MD, MS Ed
The Center for Parent and Teen Communication
The Children's Hospital of Philadelphia
Covenant House Pennsylvania





2020

An Inflection Point In Human History

Is the time we are living through an awakening?

Uncertain Times

- This unsettling time will leave a generational mark on young people.
- How can we adults shape the impact it leaves?

Childhood Trauma Affects:

The Body

The Brain

Behavior

Genetics

A needed course correction . . .

An Integrated Model that includes all we've learned from

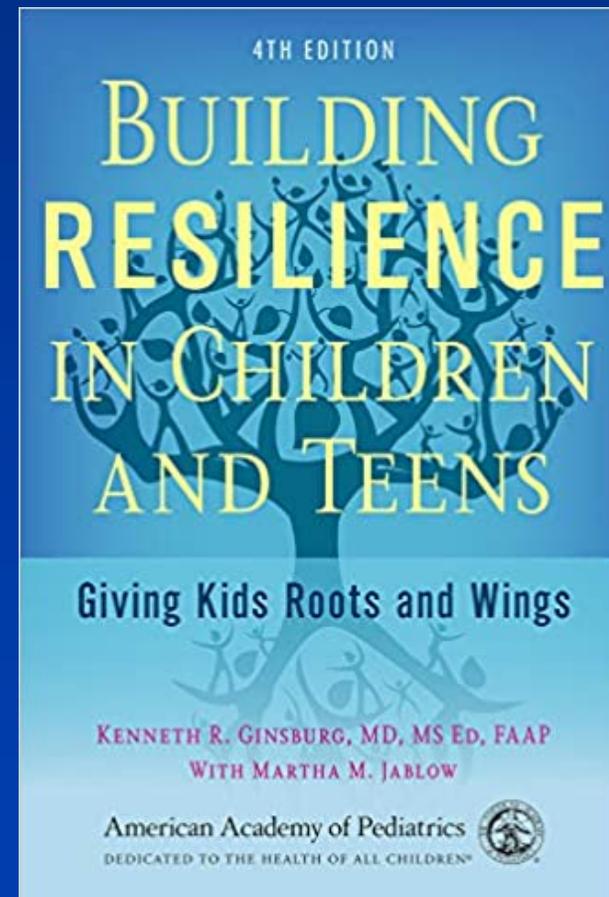
- ✓ Positive Youth Development
- ✓ Resilience Building Strategies
- ✓ Trauma-sensitive Practices

A model that acknowledges pain, but sees the best in people.

A model that recognizes structural racism and the undermining forces of low expectations, but that prevents a new label from being applied to already marginalized communities. In sharp contrast, it must recognize the inherent strengths of individuals, communities, and cultures.

An Integrated Model that includes all we've learned from:

Positive Youth Development
Resilience Building Strategies
Trauma-Sensitive Practices



At the root of all models is the primacy and power of human relationships both to build strong, successful youth and to heal those who have endured hardships

Restorative Practices

Seeking the “Sweet Spot”

We know young people need **safe, secure, sustained relationships** to thrive. We even know that such relationships can allow them to heal from hard pasts. We must guide them so they are accountable to being their best selves. When we do so, they must know that our high expectations are rooted in our caring. Ideally **our efforts at accountability must enhance, rather than disrupt, our protective relationships.**

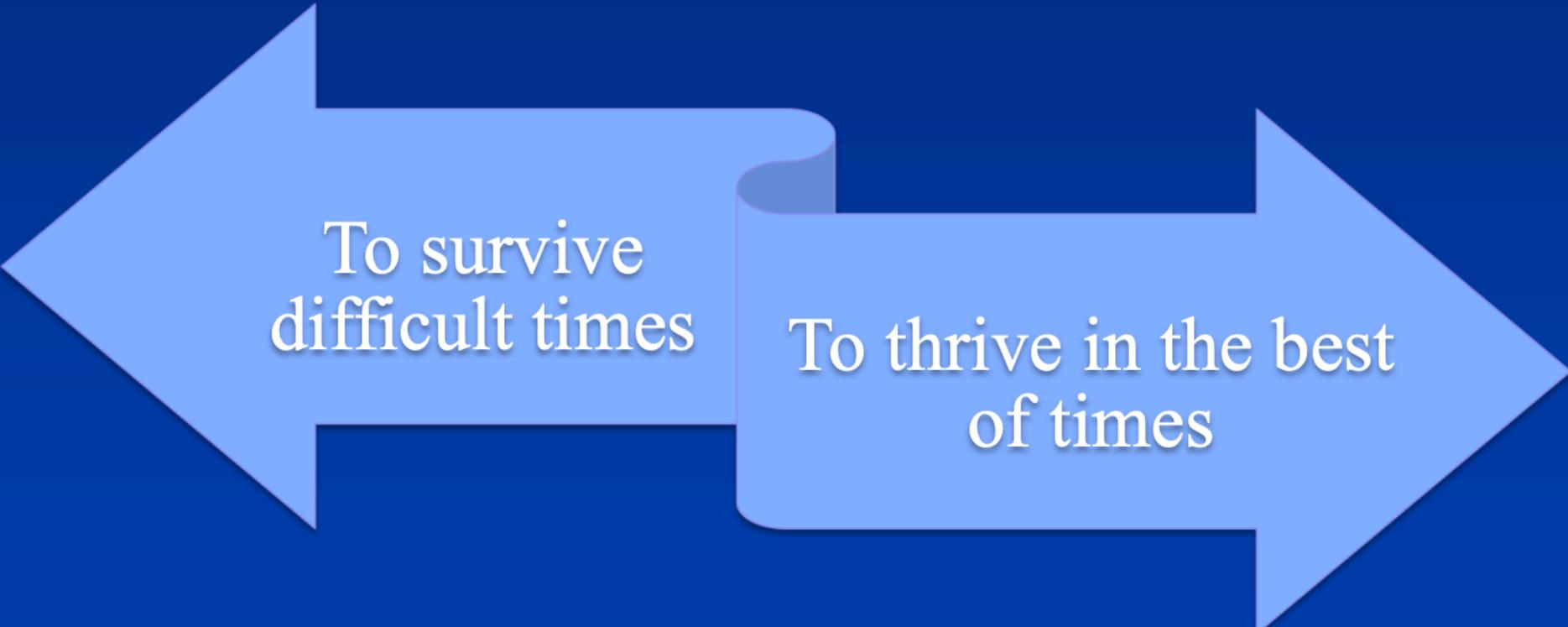
Resilience



The ability to
overcome
adversity

The capacity to
bounce back

Resilience



To survive
difficult times

To thrive in the best
of times

Resilience is a Mindset

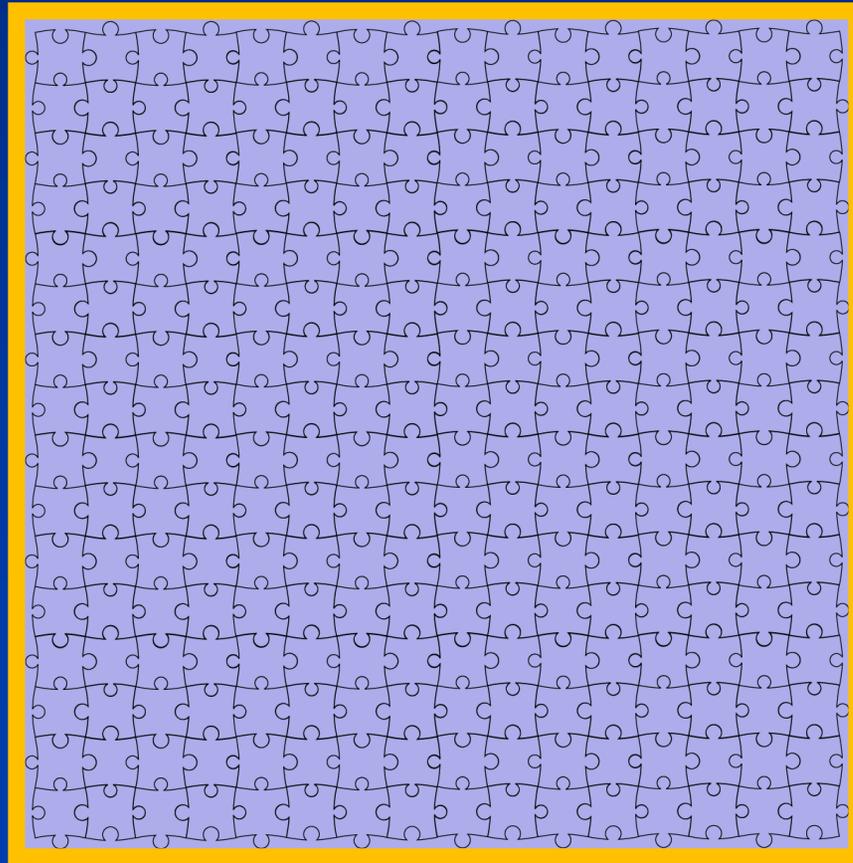




Where's the tiger now?

Uncertainty may be the greatest challenge to our
sense of security

Where can the greatest progress be made for those with the hardest lives?



Content Areas



1. Positive Youth Development 101; Resilience Building Strategies 101

2. Understanding the Developing Adolescent Brain

3. Trauma Sensitive Care 101

4. . Integrating development, resilience, and trauma-sensitive practice into **APPLIED** youth-building practice

5 Giving control back to people who have lost control over their lives

6. Consider Stress Management Strategies

7. Parenting ; Changing the Cultural Narrative



Youth Development 101

**How do we define success for
ALL Young People?**

Problem Free . . .

. . . is NOT Fully Prepared!

Karen Pittman

The Fundamental Questions of Adolescence

- **Who Am I?**
- **Am I Normal?**
- **How Do I Fit In?**

We Matter...

more than the buildings or the programs.



Kids come for the **content**, but the **context** is what heals youth.

Brain Development 101

Vocabulary and NeuroScience 101

- **Gray Matter** – Nerve Cells (aka neurons)
- **White Matter** – Connections between nerve cells that are insulated with **myelin** for speed and efficiency
- **Neural Pathways** – Connections between parts of the brain

Development is . . .

- Gravelly Roads
- Super Highways
- Towns

Vocabulary and NeuroScience 101

- **Dopamine** – a feel good brain “chemical” that offers us rewards
- **Reward Centers** – Areas of the brain full of dopamine, that “encourage” a behavior

Vocabulary and NeuroScience 101

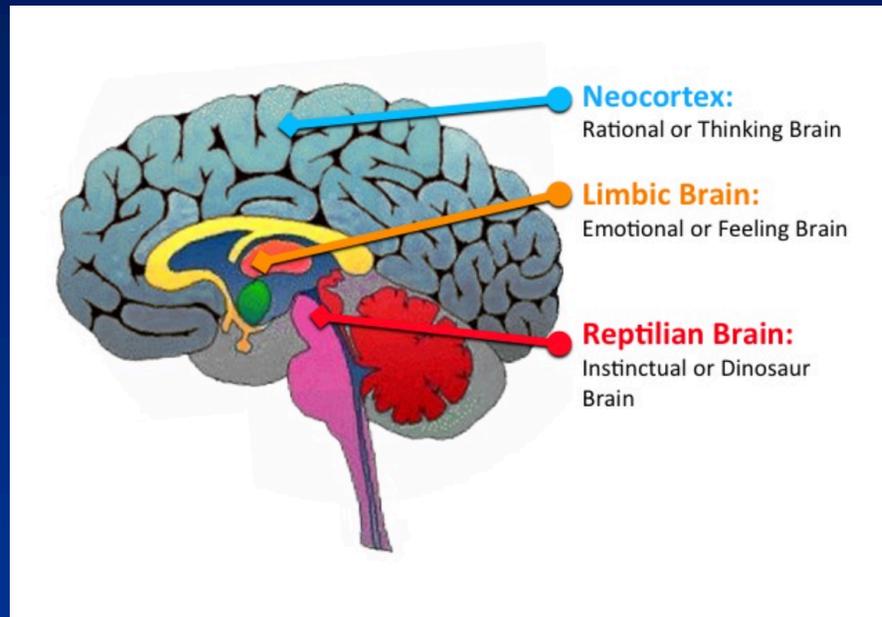
- Superhighways get built between the towns
- Reward Centers encourage the towns to get built in certain places
- Experiences – for better or worse – also lay down towns

Vocabulary and NeuroScience 101

- **Prefrontal Cortex** – The part of the brain most involved with cognition (thinking, reasoning, planning, decision making, evaluating and modulating emotions)
- **Amygdala** – A part of the brain critical to emotional responses

Vocabulary and NeuroScience 101

- **Pruning** – A process of shaping neural pathways to increase efficiency
- **Neuroplasticity** – The brain can change and reshape itself – for better or worse – to adapt to its environment. This is key to development.
- **Adolescence is a time of astoundingly rapid brain growth where brains remain plastic**

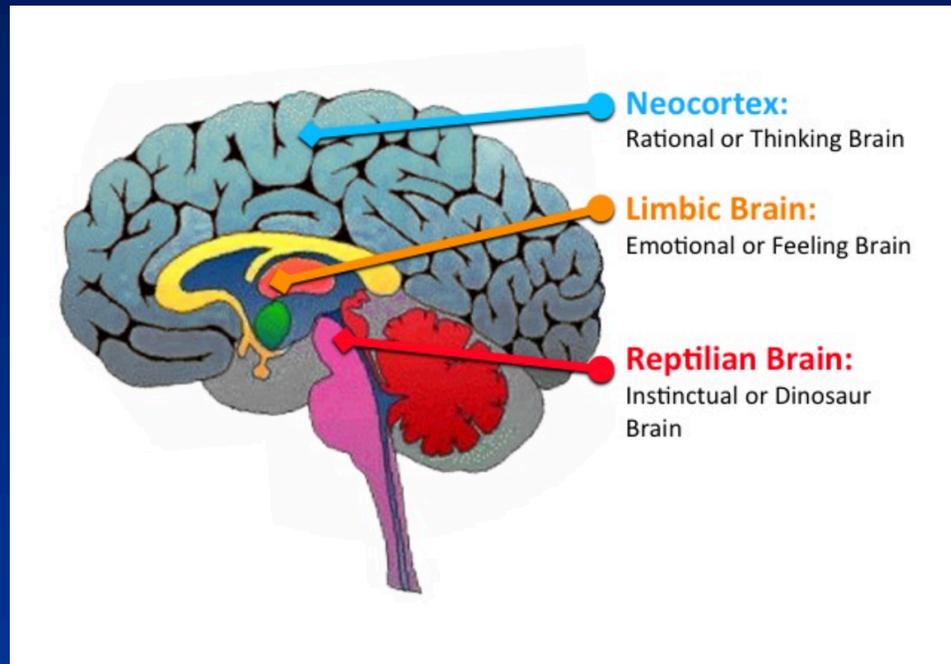


Emotional centers develop first

Reward systems are very powerful, and determine where brain pathways will develop

Pruning is occurring

Efficiency is developing



Development is a process not an event

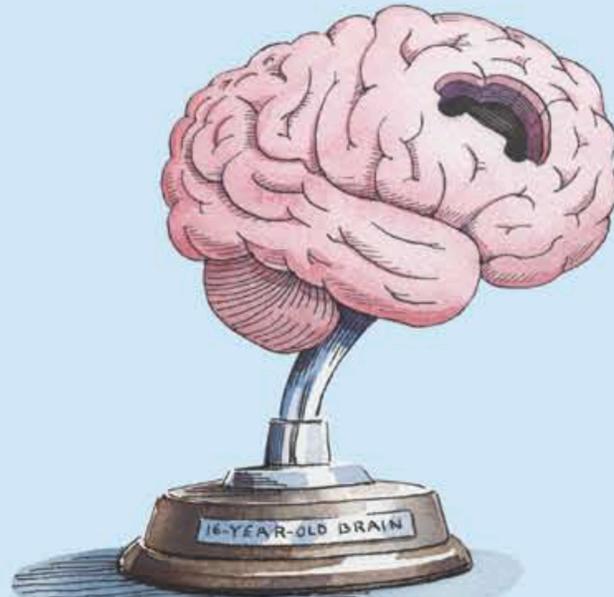
Reasoning ability ALWAYS exists, but is solidifying

The **WRONG** Way to See It

Why do most 16-year-olds drive like they're
missing a part of their brain?



BECAUSE THEY ARE.



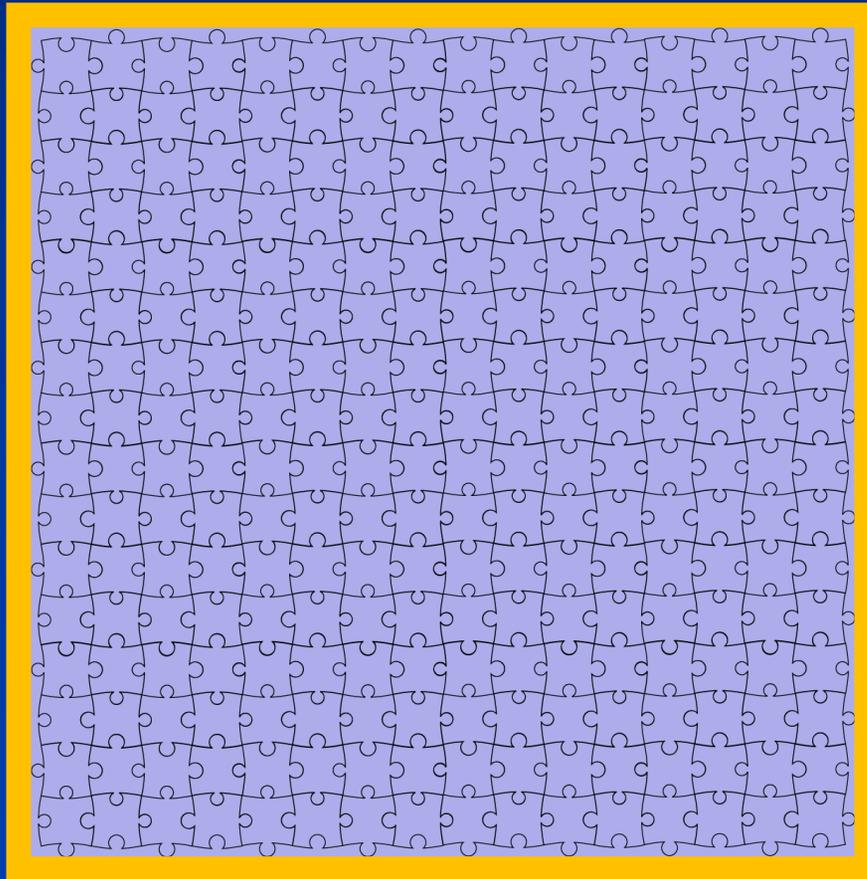
The **Right** Way to See It:
A Critically Important Opportunity to Shape the Future



Enrichment and Protection

- Adolescents are super-learners
- Adolescents are developing their social selves
- Experimentation is a necessity, it is our job to create enriching, exciting, **safe** opportunities for growth.
- It is also our job to protect from harm

Why super - learners must push the edges. And, our role.



Communication for the Developing Brain

(Which incidentally is inside of a person)



Resilience

The Bottom Line

- Young People will be more resilient if the important adults in their lives believe in them unconditionally and hold them to high expectations
- Young People live up or down to the expectations we set for them

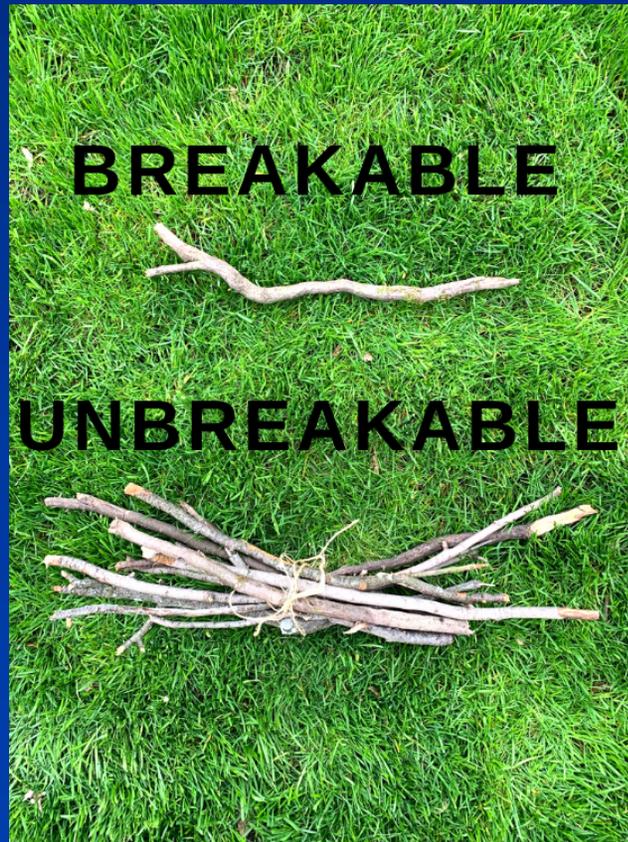
Resilience

is

NOT

Invulnerability

Above all . . . human connection



When Resilience Reaches Its Limits

Physical symptoms

Fatigue

Disinterest

Dropping grades

Sad mood

Irritability/anger

Substance use

Trauma Sensitive Practices

Trauma Does Not Break Us . . .

- Predictive is Not an Absolute Determinant
 - What is relative risk?
- Results do not go in both directions
- Its all about being deserving of focused attention and extra protective forces
- A Different Kind of Credential

Felitti VJ, Anda RF, Nordenberg DF, Williamson DF, Spitz AM, Edwards VJ, Marks JS.
Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: **The Adverse Childhood Experiences (ACE) study**. *American Journal of Preventive Medicine* 1998;14(4):245-258.

The Household Adverse Childhood Experiences

- Emotional Abuse
- Physical Abuse
- Sexual Abuse
- Neglected
- Exposure to Substance Abuse in Household
- Exposure to Mental Illness in Household
- Exposure to Domestic Violence in Household
- Parent(s) Sent to Prison
- Were Parents Divorced or Did You Experience Parental Abandonment?

The Environmental ACEs

Adverse Childhood Experiences of Low-Income Urban Youth

AUTHORS: Roy Wade, Jr, MD, PhD, MPH,^a Judy A. Shea, PhD,^b David Rubin, MD, MSCE,^{c,d} and Joanne Wood, MD, MSHP^{c,d}

^a*Department of General Pediatrics, and* ^d*PolicyLab, Children's Hospital of Philadelphia, Philadelphia, Pennsylvania; and*
^b*Division of General Internal Medicine, Department of Medicine, and* ^c*Department of Pediatrics, Perelman School of Medicine, University of Pennsylvania, Philadelphia, Pennsylvania*

KEY WORDS

child abuse, children of impaired parents, domestic violence, nominal group technique, poverty, sexual abuse, spouse abuse, substance abuse, urban

ABBREVIATIONS

ACE—adverse childhood experience
FPL—federal poverty level

Dr Wade conceptualized and designed the study, coordinated



WHAT'S KNOWN ON THIS SUBJECT: Adverse childhood experiences have been shown to have long-term impacts on health and well-being. However, little work has been done to incorporate the voices of youth in understanding the range of adverse experiences that low-income urban children face.



WHAT THIS STUDY ADDS: Study participants cited a broad range of adverse experiences beyond those listed in the initial adverse childhood experience studies. Domains of adverse experiences included family relationships, community stressors, personal victimization, economic hardship, peer relationships, discrimination, school, health, and child welfare/juvenile justice systems.

Childhood Trauma Affects:

The Body

The Brain

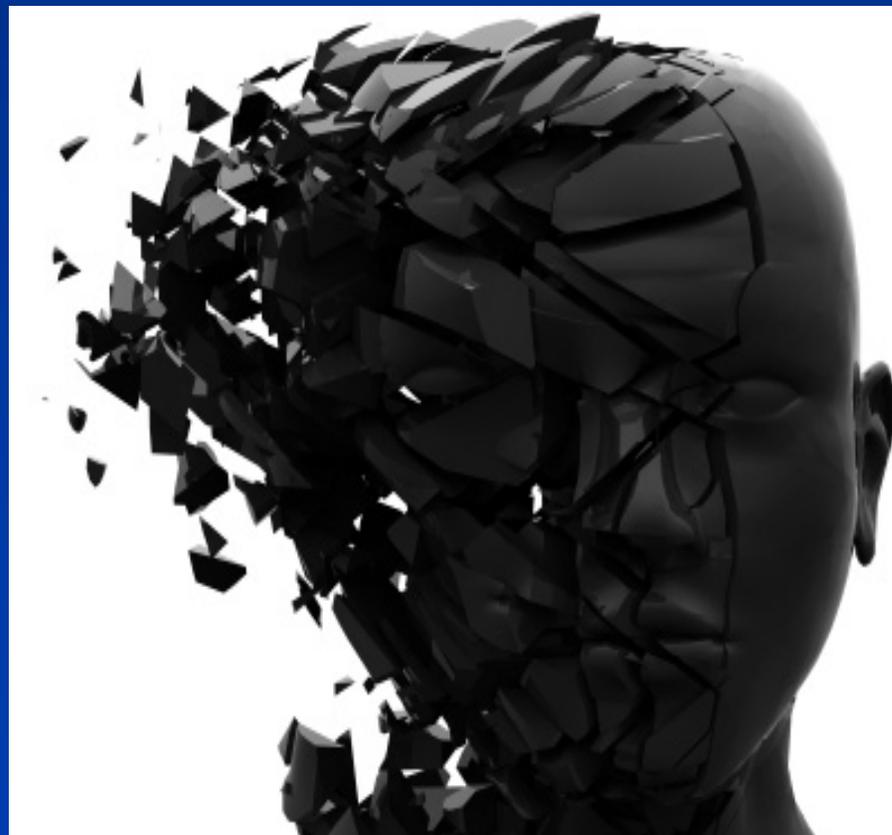
Behavior

Genetics

UNLESS



The Effect of ACEs on the Brain and Behavior



How Do We React to Behavior?



Trauma Does Not Break Kids Nor Does it Cause Brain Damage

- A Different Kind of Credential
- Having a “Protector’s Brain”

Offer Radical Calmness Amidst a Chaotic Reality

- Co-regulation
 - Amygdala to amygdala communication
 - Key to de-escalation
 - Critical to anticipation
 - Key to allowing “Mother Teresa” to surface
- Self-regulation is a skill to be developed





How Do Hard Lives Make People Experience Transitions Differently?

Every new opportunity is a chance to be rejected entirely

- Where's the tiger?
- Am I safe?
- What if I am judged? Will I be rejected?
- Should I pretend I don't care?
- Should I fail fast to maintain my control?
- Should I choose to fail, so at least I'll control my destiny?

Key Principles of Trauma Sensitive Practices

1. Knowing what is about you and what is not about you
2. Changing your lens from “What’s wrong with you!” to “What happened to you?”
3. Seeing people as they deserve to be seen, not based on labels they’ve received or behaviors they’ve displayed
4. Giving control back to people from whom control has been taken away

To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

- Youth who need us the most are often those who push us away
- Youth who need us the most are often those who push our buttons
- Youth who need us the most may raise uncomfortable feelings in us
- Youth who need us the most often don't give us the feedback we crave

Nobody dared go near the tower. A fearsome dragon sat on its top.

Until one day, a knight rode up. "Do you need help to get down?"

"Please."

O. Westin. Micro SF/F Stories

**Tying it Together:
Developing Strengths, Addressing Risk, and
Acknowledging Trauma**



Behavioral Change 101

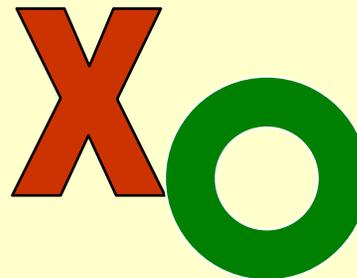
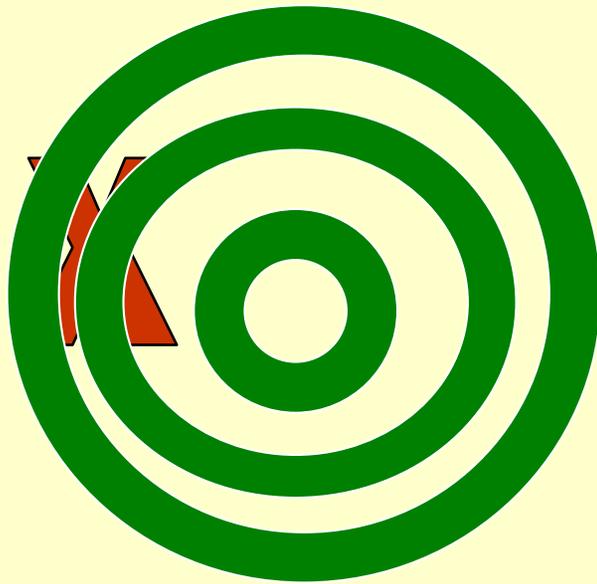
(Forward and Backward Movement)

What Does it Mean to Have Somebody's Back?

Confidence gets progress started . . .

**. . . and shame and demoralization
prevent action**

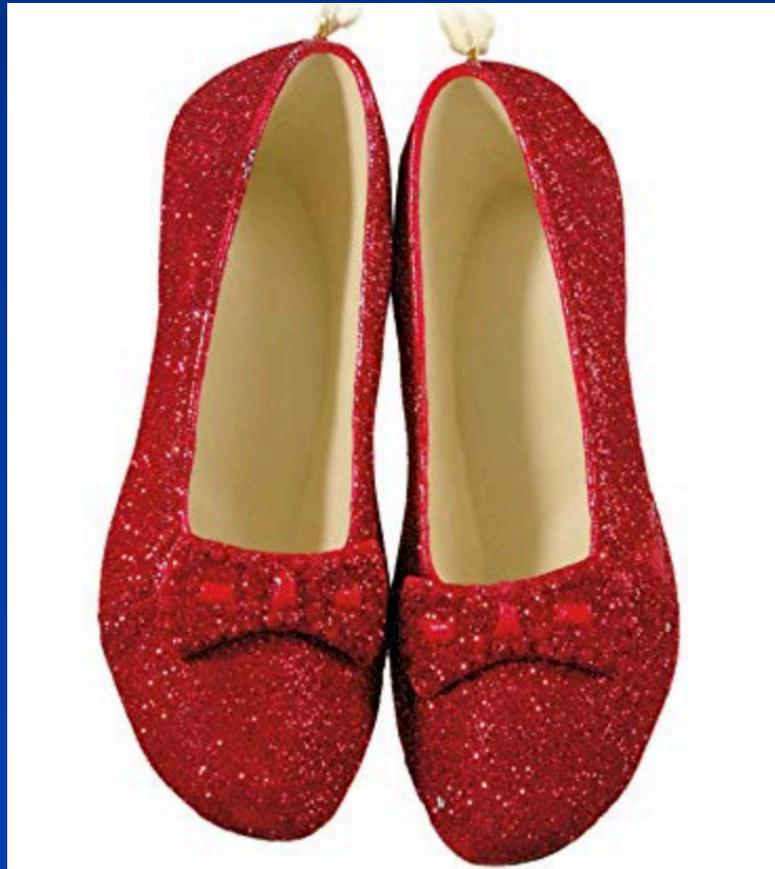
Finding Competence Building Confidence



“Love is seeing someone as they deserve to be seen, *as they really are* , not through the lens of the behaviors they have sometimes needed to display nor the labels they may have received.”

- Heart
- Belly
- Head
- Hands

Secure and Sustained





Giving Youth Control Over Their Decisions

Learning Not to Undermine Competence

- Talking in a way young people understand
- Recognizing the cognitive development of adolescence
- No more lectures!!!!!!
- No **hot** Communication

$$x = \sqrt[3]{2 + \frac{10}{3\sqrt{3}}} + \sqrt[3]{2 - \frac{10}{3\sqrt{3}}}$$

The World Happens to Me

or

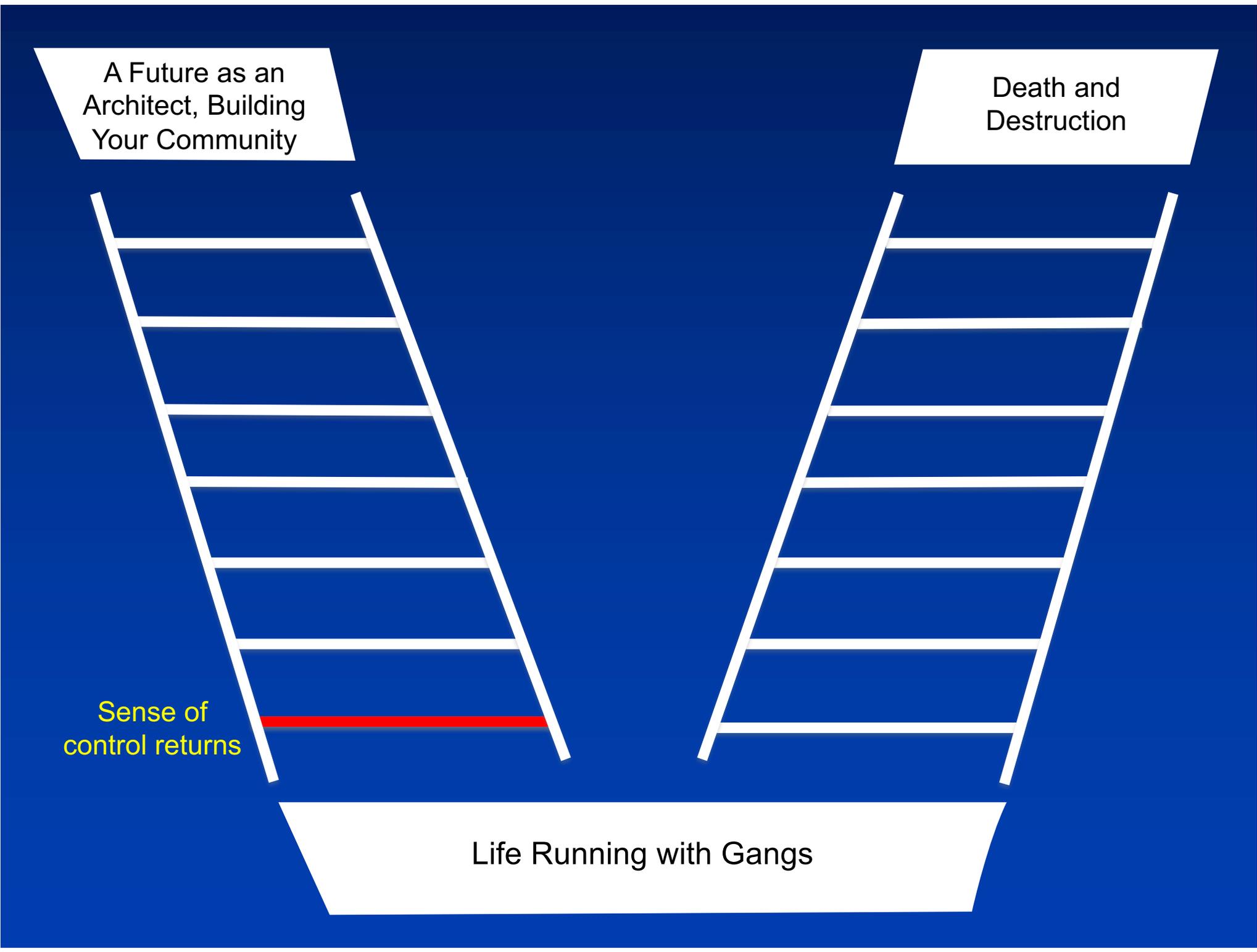
I control my Destiny

A Future as an
Architect, Building
Your Community

Death and
Destruction

Sense of
control returns

Life Running with Gangs



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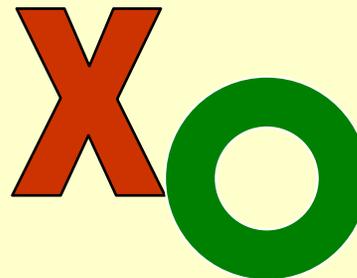
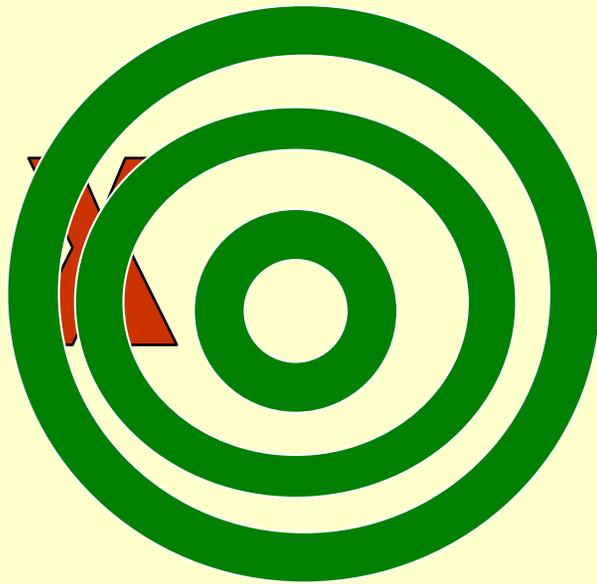
Behavioral Change

Behavioral Change 101

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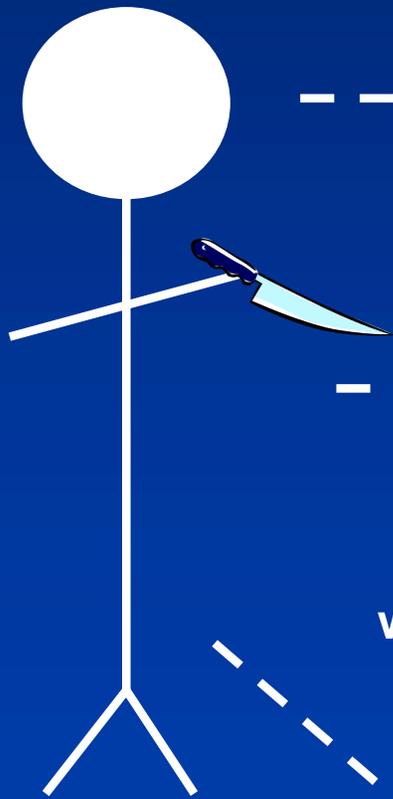
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The Choreographed Conversation



You fight, but she uses her knife first

Stabbed in back

Maimed and left in a wheelchair

You fight, but she uses her knife first

Stabbed in the heart

You are killed

You fight and kill her

How long are you Happy?

Jail 20 years

Die poor, with no family

No job

No education

Your mom is ashamed

You don't fight

How long are you angry?

You finish school

Your mom is proud

You have kids

The World Happens to Me

or

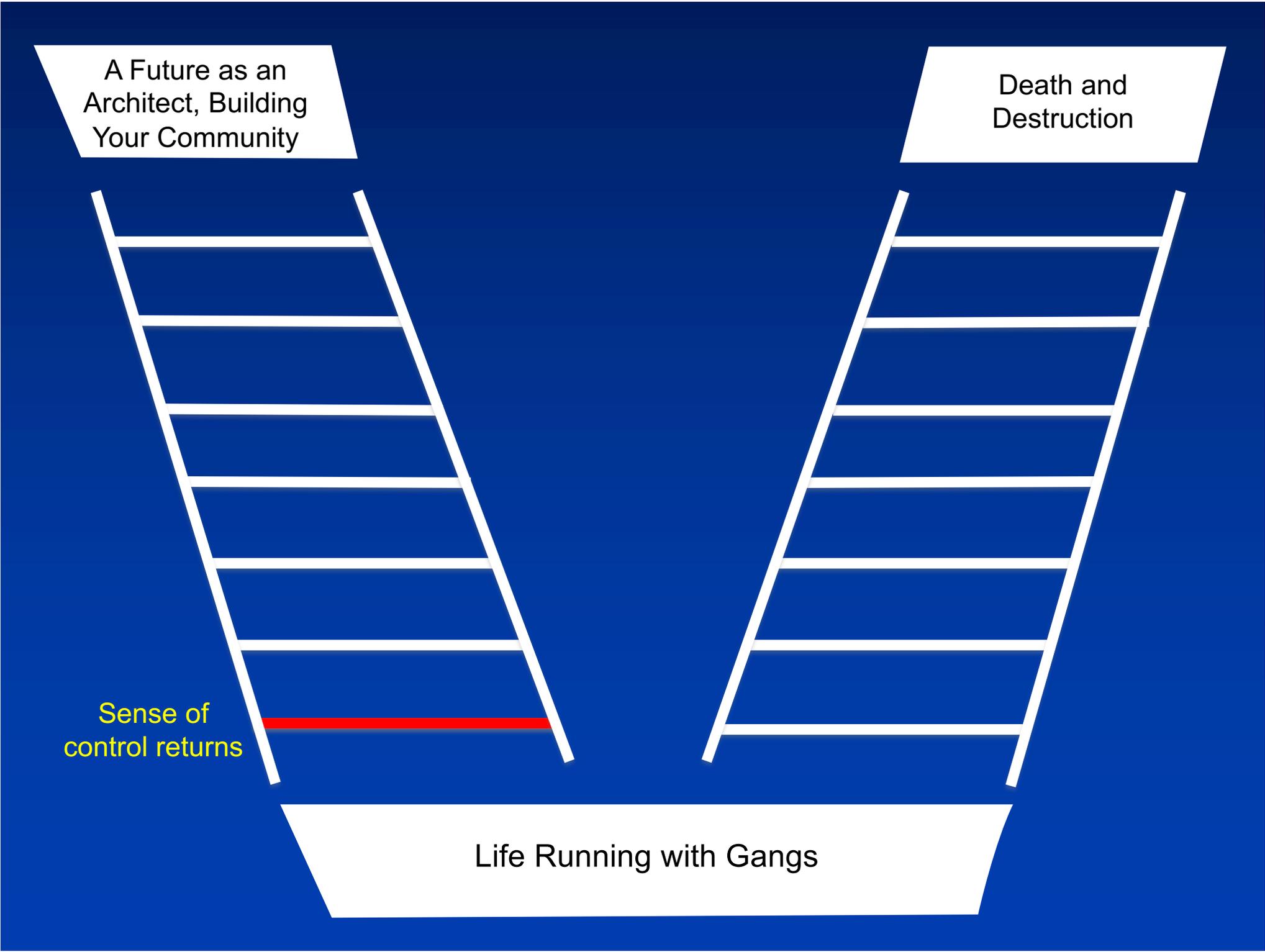
I control my Destiny

A Future as an
Architect, Building
Your Community

Death and
Destruction

Sense of
control returns

Life Running with Gangs



What we know about promoting self discipline from the parenting research

Balancing Love, Warmth, and Monitoring

Parenting Style

Love, **warmth** and
responsiveness

Monitoring, **rules** and
boundaries

Rules

Warmth

↑ Warmth
↓ Rules
Permissive

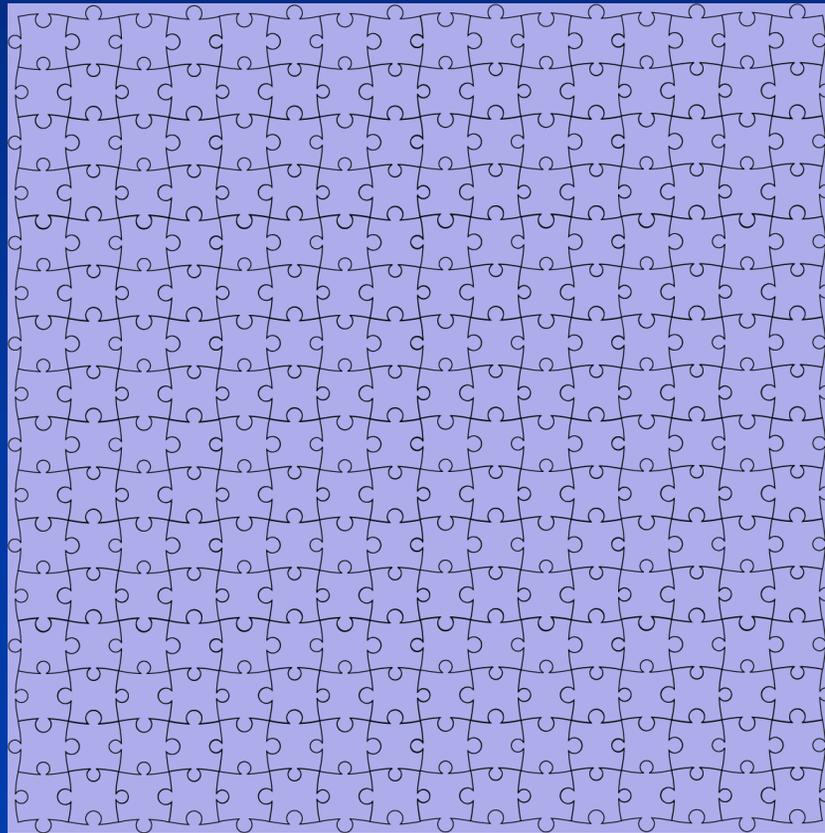
↑ Rules
↑ Warmth
Balanced

↓ Rules
↓ Warmth
Disengaged

↑ Rules
↓ Warmth
Authoritarian

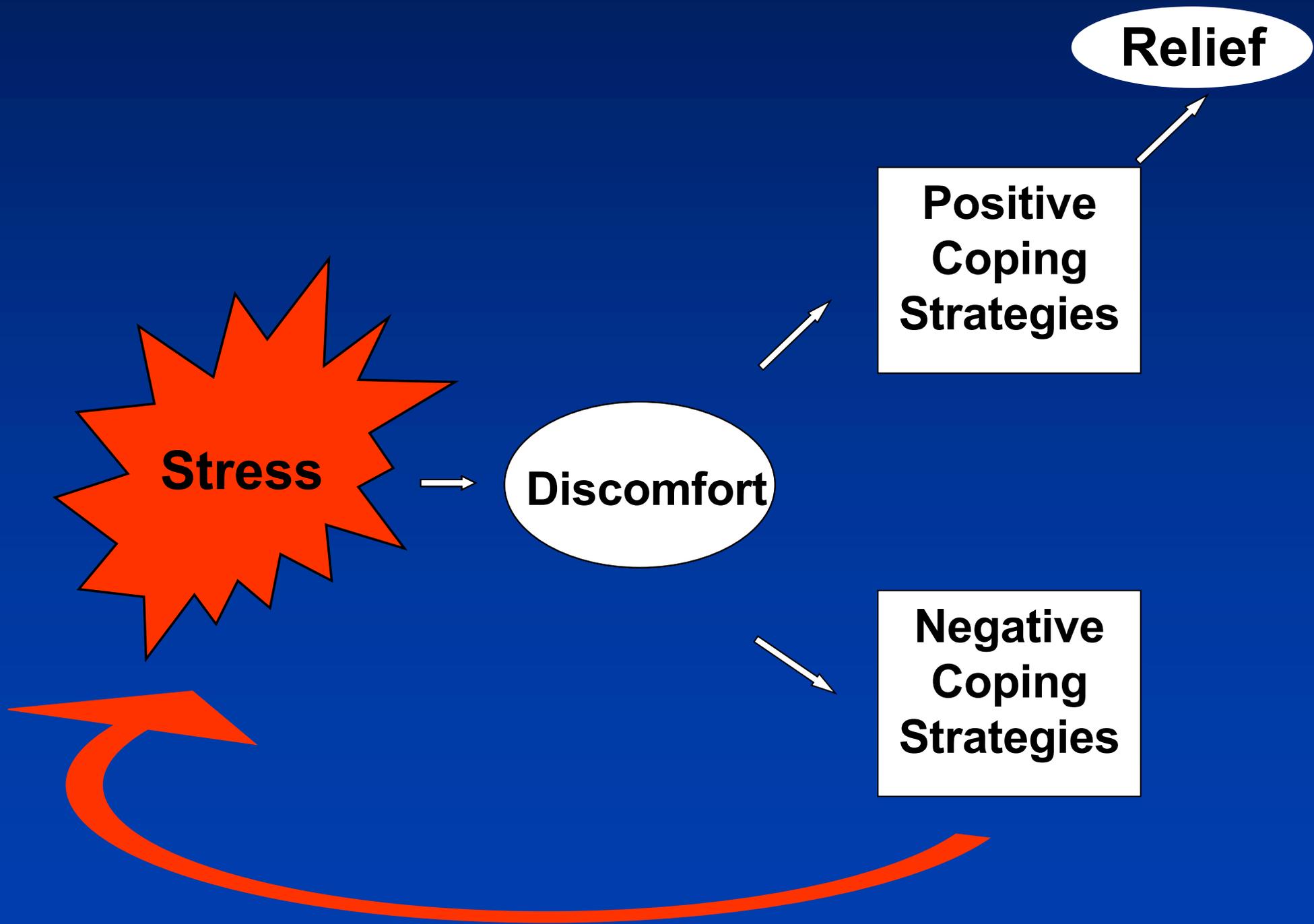
Effective Monitoring

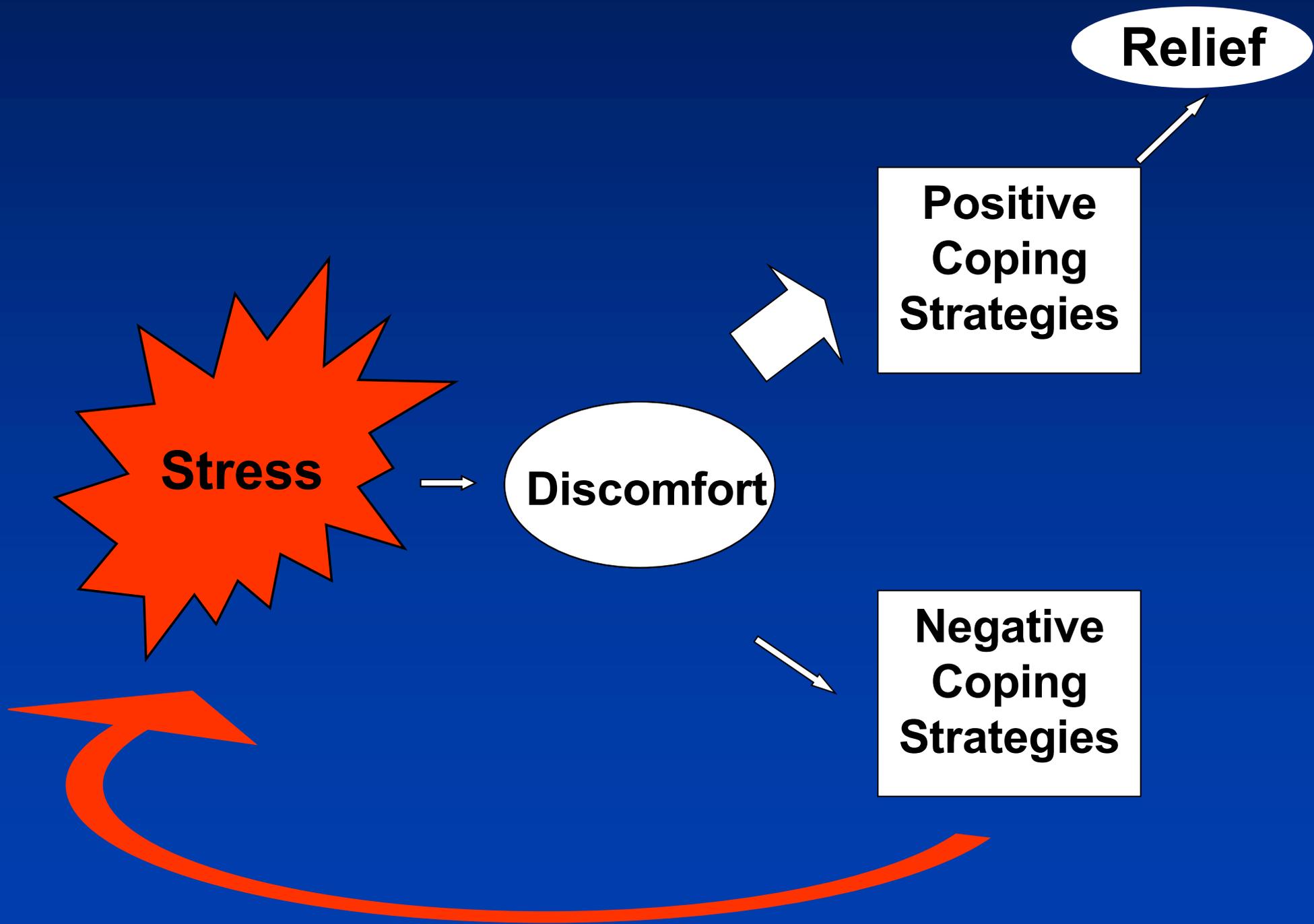
Knowing when to “jump in” and when to allow mistakes and recovery



Stress Management and Resilience

- Is about learning to cope, in a positive way with life's inevitable stressors
- We do our greatest good by equipping youth with a wide range of coping strategies
- People who can choose positive coping strategies gain control





Stress

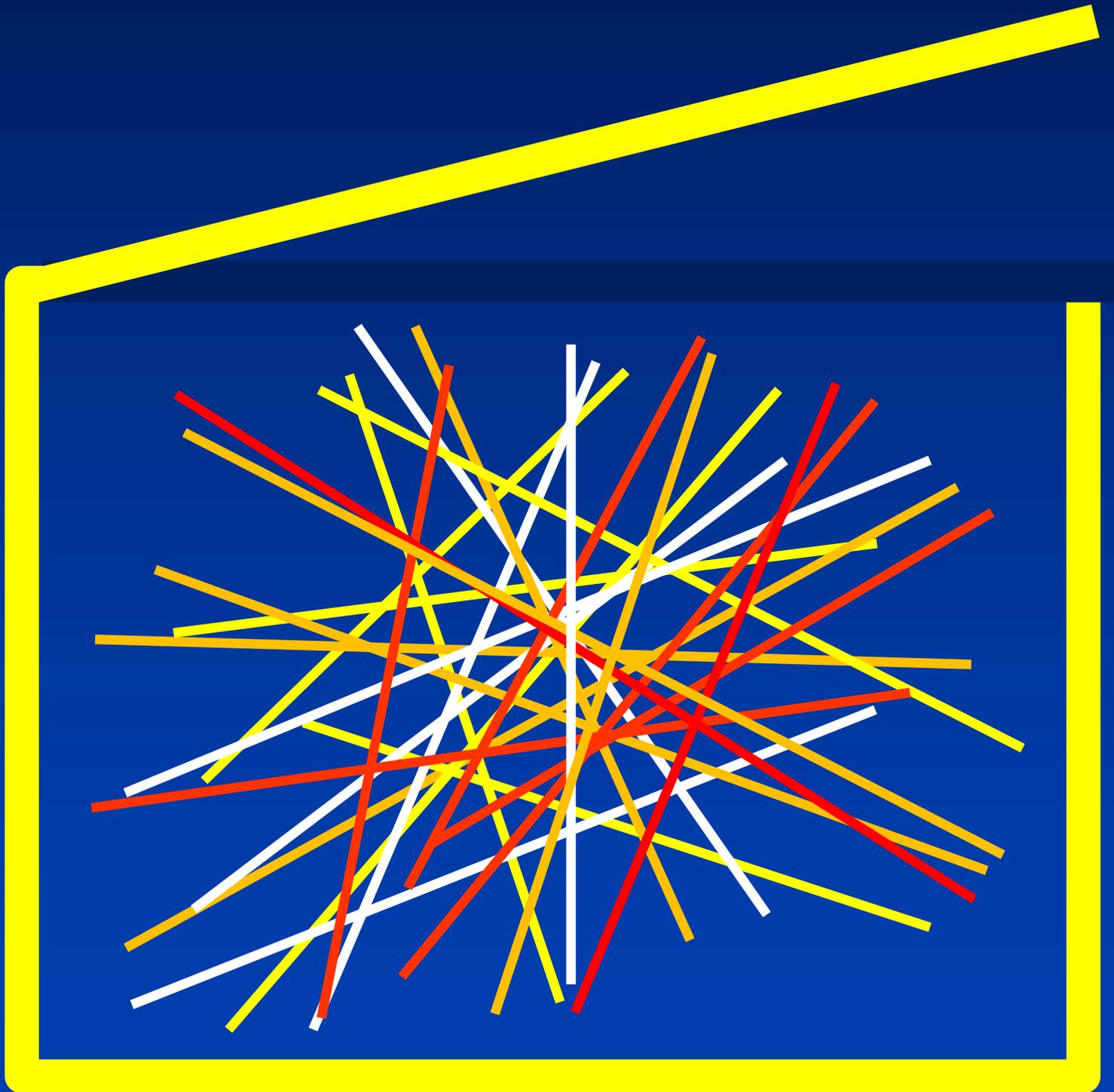
Discomfort

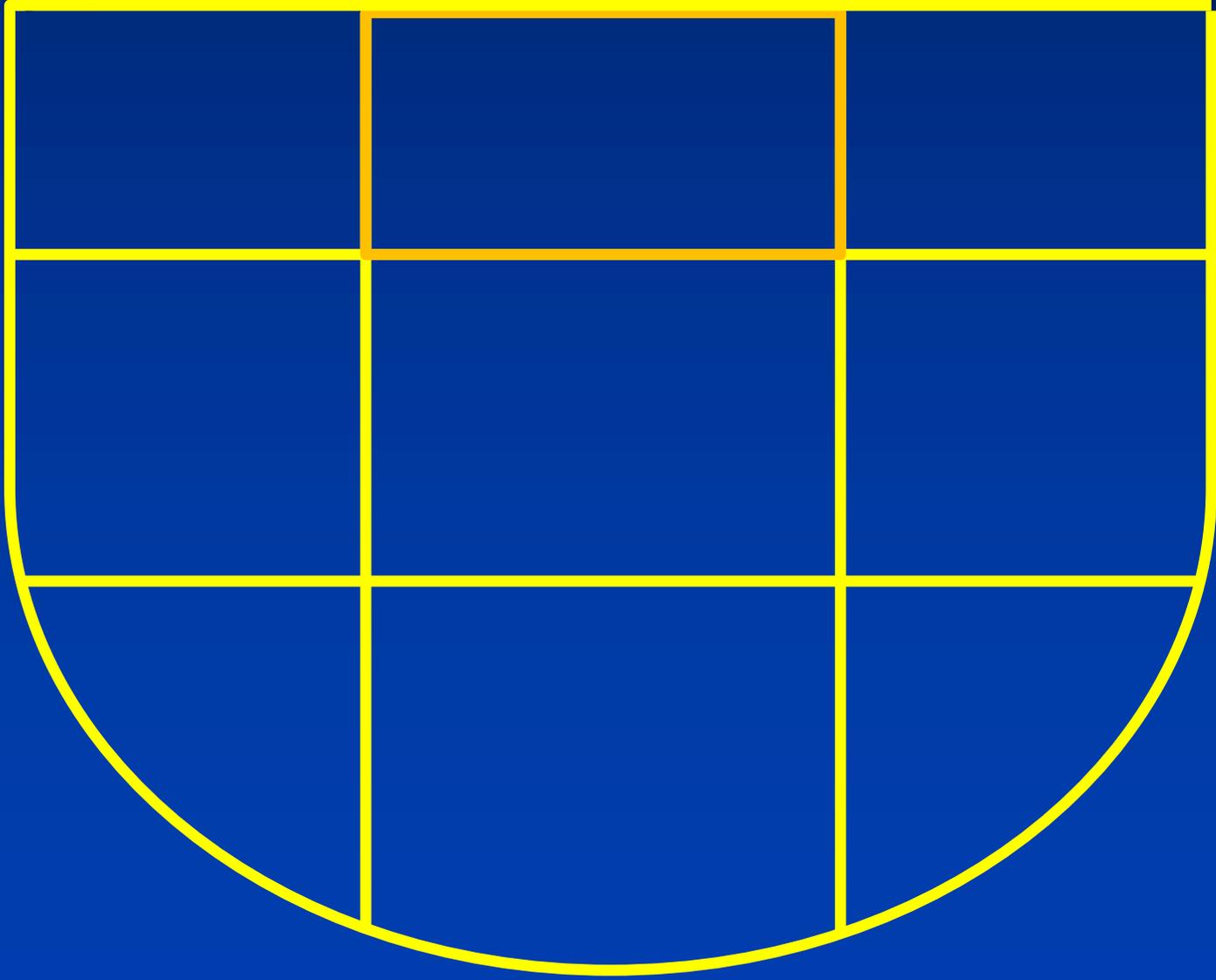
**Positive
Coping
Strategies**

**Negative
Coping
Strategies**

Relief

The Worst thing is not to be
stressed . . . it is to be **NUMB**







CENTER FOR PARENT & TEEN
COMMUNICATION
strengthening family connections

www.parentandteen.com

Caring for the Caregiver

Protecting the Grandmas and Grandpas



Boundaries

Not the easy stuff. How do you love and still remain whole?

- Knowing our buttons
- Being trauma-sensitive
- Knowing who is the expert
- Avoiding the rescue fantasy
- Giving control back
- How much do we share?
- How much do we give to each youth?
- I or We?

Flipping the Script

Shifting adolescence from a time to be survived to a
time to be celebrated

Myths and Misunderstandings that Disempower Parents and Professionals

- Infants aren't paying attention
- Adolescents:
 - Think they are invincible
 - Are wired for risk
 - Don't care what parents think
 - Can't be reasoned with
 - Don't like adults
 - Are self-centered

One last breath . . .

“The little man’s almost done!”

How will we judge our success?

(not in ways easy to measure!!!)

- Through easy measurements: grades, jobs, graduations, suspension rates.
- By proving adolescents are capable of healing from trauma
- By helping our young people experience that people are worthy of trust
- By helping our young people know they are worthy of being loved
- By making it more likely youth will be able to “pass along” our love to their children, and thereby break the cycle of trauma and oppression.

How will we judge our success?

- By making it so our young people can feel again
- By creating the kind of environment where staff never forgets how to feel
- By creating schools and communities that are *really* safer



