



MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

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**Culturally Responsive Evidence-Based & Community-Defined Practices for Mental Health
Session 6: Preventing Long-Term Anger and Aggression in Youth (PLAAY)**

Maria Restrepo-Toro: Good afternoon, everybody, and please welcome to our last conversation.

Maria Restrepo-Toro: My name is Maria Restrepo-Toro and I am the co-director of the New England mental health TTC, welcome to our network, and this is our last conversation.

Maria Restrepo-Toro: for the listening series that has been developed and put together by the cultural responsiveness working group. Today we have a 90 minute session and conversation about preventing long term anger and aggression in youth.

Maria Restrepo-Toro: Well known as play, and we have a fabulous presenter. Before we start let's go over some housekeeping items.

Maria Restrepo-Toro: Next.

Maria Restrepo-Toro: As you noted today we're recording this presentation in will be posted on our website.

Maria Restrepo-Toro: We are all attendees are muted and cannot be sharing the video So if you do please have questions we have.

Maria Restrepo-Toro: The co chair the Chair of the cultural responsiveness group Christina clayton looking at the Q amp a pod and managing all your questions and we're going to be addressing every single one of them.

Maria Restrepo-Toro: If you have any audio tech issue, please use the chat box, you will be receiving an email following this presentation to access a certificate of presentation, everything is going to be closed caption today, and please follow up.

Maria Restrepo-Toro: As in social media, we will send the recording out within a week of today.

Maria Restrepo-Toro: In addition to this housekeeping next we're going to be using poll everywhere, if you haven't done so, please take a moment and go to.

Maria Restrepo-Toro: polleverywhere.com and type in what you see on the screen, or please text the number 22333 and you will immediately be connected to poll everywhere, and that is the way how we're going to be interactive with our presenter today.

Maria Restrepo-Toro: about our network next slide if this is your first time that mental health team network accelerate the adoption and implementation of mental health related evidence based practice across the nation.

Maria Restrepo-Toro: We are here, funded by sensor to develop and disseminate resources to provide free local and regional training and technical assistance.

Maria Restrepo-Toro: And to really hide the awareness, knowledge and skills of the mental health work there are 10 regional centers.

Maria Restrepo-Toro: and national American Indian and Alaska native and a national Hispanic and Latino Center and there is national coordinated office last week referred the NCO next slide, you will see them up.

Maria Restrepo-Toro: So you will see the 10 regions of the country and the two national mental health, etc, so please visit, if you are new or it's the first time, joining us this is our network and download any of the resources that you can find.

Maria Restrepo-Toro: There is an important disclaimer that we would like to go over.

Maria Restrepo-Toro: At the time of this conversation, as I said, this was prepared by them network, under the current agreement of sansa, which is the substance abuse and mental health services administration, all the materials that are appearing in this presentation.

Maria Restrepo-Toro: except those that have been directly taken by the copyright resources are reproduced can be there in the public domain and can be reproduce.

Maria Restrepo-Toro: The presentation would be recorded and posted on our website and, at the time of this presentation we have Dr median Dale favorite month service sansa assistant or Secretary.

Maria Restrepo-Toro: Therefore, any opinions that are expressed here are the views of the moderator and nobody wants that official sense of person.

Maria Restrepo-Toro: Regarding our network.

Maria Restrepo-Toro: We would like to invite you all we address to affirm and respectful and recovery oriented language you know our activities.

Maria Restrepo-Toro: We really value strength whole face language that is inclusive and it's accepting of other cultures genders and perspectives and experience.

Maria Restrepo-Toro: That is really healing and Center and trauma responsive there's no judgmental we avoid first person and free of labels and we invite all of you to join us in this practice for today's presentation.

Maria Restrepo-Toro: And we finally would do an evaluation at the end of our presentation, because we're funded through sansa.

Maria Restrepo-Toro: is so important for us that you to resubmit the data collected through this conversation so at the end of today, please take a moment and I promise it's only a very brief is only one or two minutes to respond to the survey.

Maria Restrepo-Toro: So without further ado, let me just going to what we're here to do today, so I think that this is the last session, the last listening session.

Maria Restrepo-Toro: That we have been doing for the last six weeks about culturally responsive evidence based and Community defined practices for mental health.

Maria Restrepo-Toro: Today we're going to be talking about preventing long term and aggression in us next this serious and Just to give you a little bit of background and our conversation.

Maria Restrepo-Toro: through other network we have this office, which is the mental health etc cultural responsiveness working group.

Maria Restrepo-Toro: Which The goal is comprised for multiple members throughout the country, and what we have here to do is to disseminate culturally appropriate information.

Maria Restrepo-Toro: and provide technical assistance to the network we recognize the importance of evidence based practices in the network.

Maria Restrepo-Toro: Therefore, we want to be extended to explore how to adapt this principles.

Maria Restrepo-Toro: of evidence based practice and adopted to the verse and underserved communities and throughout this work, our group have discovered importance of also including and promoting code culturally to cement the health practices that exist in the mental health system.

Maria Restrepo-Toro: So today.

Maria Restrepo-Toro: Next.

Maria Restrepo-Toro: When we first started a few weeks ago, we had the goal, and it has been a very fantastic like today.

Maria Restrepo-Toro: We want you to this conversation really engage you in a very interesting conversation with this fabulous speaker that we are going to be presenting today.

Maria Restrepo-Toro: We really want to invite you to explore the strength and various for Community i'm practices and elevate them as culturally.

Maria Restrepo-Toro: As well as elevating the cultural, linguistic appropriately standards that we spoke on the first session of this listening sessions, and we want to really promote and identify ways of increasing the promotion of aliens practices and Community find practices to our entire network.

Maria Restrepo-Toro: As I said earlier, next we are going to be using.

Maria Restrepo-Toro: Our agenda for today will be presenting but we're going to be the presenter will be introducing you are how play is an important.

Maria Restrepo-Toro: Practice how play is a cultural responsiveness practice and to cook to do the conversation we're going to use the polls everywhere.

Maria Restrepo-Toro: dipper Center is going to talk about examples of lessons learned during this time, and how to implement those is going to talk about fidelity considerations and our conversation is started so we're here for a treat so I invite you again once again next slide to useful everywhere.

Maria Restrepo-Toro: And I want to now welcome brandon Turner he is certified master level plates trainer at the CFR program coordinator at the Center for resilience.

Maria Restrepo-Toro: In Arizona.

Maria Restrepo-Toro: Brendan is a racial literacy training with the line story on organization that supports nonprofit a small and large businesses government and entities and Community organizations across the nation.

Maria Restrepo-Toro: to learn, develop a new skills to have a productive conversations about race he began his work in play.

Maria Restrepo-Toro: At the original empower collaborative 2017 workshop with Dr Howard students at the University of Pennsylvania.

Maria Restrepo-Toro: Brendan went out to facilitate playgroups for children and train CFR stuff for the best for years as a senior counselor at see it bar Brenda recognize the children's positive emotional and behavioral responses to play.

Maria Restrepo-Toro: and has been dedicated to spread had the effort to create played in in CFR and 2019, that is, the sister organization of Dr Stephenson are you see on the line story, so he is in your land i'm sorry I said Arizona, so he thing the oriented he's going to join us, so please welcome Brendan.

Brendan Turner: Thank you so much, Maria I really appreciate the introduction.

Brendan Turner: and welcome everyone to our session today, I am very grateful and honored to be able to present.

Brendan Turner: play and just share some of our experiences with all of you.

Brendan Turner: I think we've got a fairly large village with us today.

Brendan Turner: And that also makes me feel really good because we've got all of these people together taking time out of the day, because of the way we care and feel about the children that we serve, so this is a really wonderful opportunity so play.

Brendan Turner: play is a.

Brendan Turner: Culturally responsive group therapy that uses basketball to engage children and teach them the skills to reduce their stress during moments of intense face to face conflict.

Brendan Turner: Often racialized conflict.

Brendan Turner: At play at CFR We saw how the intervention of play worked with our kids and the impact and the response that we had from them and we made the decision to try to spread that to.

Brendan Turner: Other other youth in the in the New Orleans region and that's how players tfr came about.

Brendan Turner: A really exciting thing about play is how he uses basketball to engage children and for now I just want to say that basketball is.

Brendan Turner: basketball just and the Court is where it happens, it creates these organic moments of stress that we can then target.

Brendan Turner: And we can draw out the strengths and the challenges of the children within those moments, we can also target those moments of stress on the basketball court.

Brendan Turner: And we can work on the skill building the reduction of stress the mindfulness skills, the emotional awareness skills, the advocacy skills, the emotional expressive skills.

Brendan Turner: it's really an incredible office to conduct group therapy children respond much better on a court or in another setting where they're comfortable and feel some confidence.

Brendan Turner: As opposed to a closed in Room with four walls which, which is uncomfortable for me and and surely for many of the children that we work with so play is a relationship based healing centered intervention.

Brendan Turner: The development of the relationship between the facilitators and the children is crucial.

Brendan Turner: And one of the advantages of play and how it can be implemented in different areas of the country in different areas of the world throughout different cultures, different groups of children is that it.

Brendan Turner: Well, for one, the the facilitators aren't are not required to have a clinic license you can have a clinical license and that will give you an additional set of skills or a different set of skills, I should say.

Brendan Turner: But we find that many of our Community Members are very skilled at working with our youth and able to connect with our youth and i'm from California and I work in New Orleans.

Brendan Turner: So, so I did not grow up around the population that that I serve, and so, when you connect the Community Members who are.

Brendan Turner: Have the pulse on the populations that they're working on play is much, much, much, much more effective being that it's relationship based.

Brendan Turner: So you can see how it might be implemented all over the country with different groups of kids and the facilitators are really the key to the program play has a framework.

Brendan Turner: we'll get into that racial literacy and the skills and the tools that go along with that, but the relationship is really key and that can that can transition transfer across settings across different areas.

Brendan Turner: and make it make it very practical and and pretty simple to to roll out in different areas of the country.

Brendan Turner: So it's possible that this just a session could could get emotional for people, so I urge everyone to protect themselves with the self care skills that they have, I think we've got a lot of practitioners on here, and probably a lot of strength in the world of self care I hope.

Brendan Turner: If we were going through like an actual play workshop I would be saying this is going to get emotional and emotions are your superpowers.

Brendan Turner: And when you feel those strong emotions stay in it, even if there is stress being that stress and do not run for this we're not going to get that deep don't worry we're not going to ask that much of you.

Brendan Turner: As this will be mainly informational and a little bit less interactive.

Brendan Turner: So.

Brendan Turner: learning about the intervention is important and learning about the framework is important but, but the most important thing is preparing facilitators to facilitate play and that involves emotional work heavy work.

Brendan Turner: emotional Labor and.

Brendan Turner: it's hard work it's also healing fulfilling it is a journey and it's it's utterly beautiful the the togetherness, and the support that we're able to create within the workshops when we're facilitating play workshops and teaching people training people in the intervention.

Brendan Turner: So I want to introduce the.

Brendan Turner: I want to introduce the innovator of play, Dr Howard Stevens, and if we could go to the next slide please.

Brendan Turner: So, Dr Howard Stephenson is a constant clayton professor of urban education at the University of Pennsylvania.

Brendan Turner: i'll let you all read the rest of his accomplishments he's also a clinical psychologist and he created play back in the late 90s, and first studied in the early 2000s, with a population of young black males and.

Brendan Turner: Since then we've expanded that to two children of different races to children of different genders and broaden the age range on that as well and and found that when you meet children, where they're at it's an effective an effective intervention across all of those different variables.

Brendan Turner: Dr Stephenson and play at CFR have been working together for about four years and we've been training together and it's a wonderful relationship and and I urge you all to look up the racial empowerment collaborative if you would like to learn a little bit more about.

Brendan Turner: about his work.

Brendan Turner: Can we go to the next slide please.

Brendan Turner: Okay, the dehumanization of the children that we serve.

Brendan Turner: I'm going to read through some of these statistics black boys are viewed as older and less innocent and white boys five year old black boys trigger thoughts of guns and violence.

Brendan Turner: We can predict black adult sleep patterns from adolescent experiences of discrimination, the rate of suspension for black students is three times the rate of students of other races.

Brendan Turner: So this is what the children in our communities are dealing with, and this is what they're facing on a daily basis.

Brendan Turner: That that.

Brendan Turner: That that data is national data collected by the racial empowerment collaborative for some local data from New Orleans.

Brendan Turner: In fights involving white and black students longer suspensions were given to black students.

Brendan Turner: The same fight to students, the longer suspension was given to the black students.

Brendan Turner: In 2017 937 children between the ages of 10 and 16 were arrested in New Orleans 303 were detained in the youth study Center, which is our juvenile detention Center and others detained 96% were African American children.

Brendan Turner: So again, that speaks to the harsher sentencing of African American children when compared to other races so.

Brendan Turner: Not only does it reflect you know what our kids are dealing with on a daily daily basis, it also reflects the work that needs to be done by the adults within youth facing organizations, whether that's the juvenile justice system schools mental health systems.

Brendan Turner: Let me give everybody just an opportunity to take a few deep breaths.

Brendan Turner: Okay, can we get the next slide please.

Brendan Turner: teacher student relationships, make a huge difference in child outcomes, this is a relationship based program play.

Brendan Turner: Not only is the relationships key within facilitators and participants.

Brendan Turner: But when we go into a school and we do a play training with the school, we encourage people to come, who might not be facilitating playgroups.

Brendan Turner: so that they can work on these relationship skills so that they can work on these racial literacy skills and i'll explain more about racial literacy within our play workshops.

Brendan Turner: students who had negative or poor quality experiences with adults in the past have more difficulty trusting school personnel so play also helps children to navigate stressful situations with figures of authority, whether their teachers police officers members of their community.

Brendan Turner: And again within those workshops were teaching the skills to the adults in those workshops as well, whether they're administration faculty staff.

Brendan Turner: I also am really.

Brendan Turner: I just love to point out this last one, there is no evidence of suspension exploration and other punitive measures deterred juvenile delinquency, but there is evidence that these practices and policies, lead to an increased risk of juvenile justice involvement.

Brendan Turner: So rejecting the kids and sending them out is not helping them that that is not.

Brendan Turner: A preventative measure for their involvement.

Brendan Turner: Within law enforcement within the juvenile justice system or their lack of academic engagement.

Brendan Turner: So play we are pitching play right now and we'll talk to this a little bit later.

Brendan Turner: We have several models for how to rule out playing communities and one of them involves a diversion model where we offer play as.

Brendan Turner: A diversion from.

Brendan Turner: juvenile detention.

Brendan Turner: We also would like to offer play and we're working with schools, right now, where they can target the at risk, children and we can run play programs with them and, hopefully, keep them from getting suspended keep them from getting expelled keep them in their home schools next slide please.

Brendan Turner: So now, I just want to get into the skill building within play, and please if anyone has any questions, please feel free to put them in the chat.

Brendan Turner: One of my my colleagues here will stop me because I get going and get excited about this stuff and and i'm happy to answer questions as we go.

Brendan Turner: So.

Brendan Turner: And let me get and we'll get to the structure of play in a minute, but just so that everybody's on the same page so within a playgroup you'll spend 20 minutes working on group content.

Brendan Turner: that'll be the group therapy portion and then you'll spend about 40 minutes or so outside playing basketball playing another sport playing another game, whatever it is that we're using for for the game portion of it.

Brendan Turner: So, within the group content we work on these skills and one of the skills is calculate locate communicate breathe and exhale, and this is a stress reduction skill in mindfulness skill that improve self regulation with the kids.

Brendan Turner: Many time when kids are faced with a racially stressful event.

Brendan Turner: Many adults have the same reaction.

Brendan Turner: We go into fight or flight children go into fight or flight.

Brendan Turner: We overreact are we under react for the kids you know the kids that we work with a Center for resilience and under reaction looks like quitting it looks like walking away.

Brendan Turner: So if a child is faced with a racially stressful event in the Community, and they walk away from that event, they.

Brendan Turner: divert their eyes their gaze they are physically differential.

Brendan Turner: They are internalizing the stress and the trauma of that event by walking away, they don't have a choice of how to handle that they have gone into flight that looks like avoidance.

Brendan Turner: they're going to walk away from that event they're going to internalize that stress and trauma very possibly internalized racism, and that is going to have a long term negative effect on their physical and emotional health.

Brendan Turner: The overreaction which would be the fight looks a lot like physical and verbal aggression and there are a whole set of consequences that go along with that what can happen to a child in 60 to 90 seconds.

Brendan Turner: In one of these highly charged racially stressful events their life can change.

Brendan Turner: Their family's life can change other families lives can change color children's lives can change dramatically within 60 to 90 seconds, because they did not have another choice other than that physical aggression, they went into fight that was their choice.

Brendan Turner: Not a choice that's what that was what that was what they were faced with they did not have a choice at that point, so the point of cic D is to reduce your stress.

Brendan Turner: get your mind get your body out of that fight or flight response initiate your Executive functioning and give these children choices.

Brendan Turner: And the choice might be to say something back to defend themselves, the choice might be to walk away the choice might be to go and tell someone who is close to them.

Brendan Turner: What happened and process the event with them, the point is that ci TV offers children, the chances to have the choice.

Brendan Turner: If a child decides that they're in racially stressful event, it is not a safe event and that they're going to walk away from that event, what they internalize after making that choice is much different than if they were forced to make that choice.

Brendan Turner: They have the options to walk away from that event, they have the options in the process that event with someone in their village someone who they trust someone who can they can work through that stress and trauma with.

Brendan Turner: The work we do in the Community and families, as well as trying to prepare everybody around this child.

Brendan Turner: Who is this child's village, let us connect this child with their village, so that they have people who are speaking the same language, who are working on the same skills to support them.

Christina Clayton: Brendan we have a question.

Brendan Turner: Yes, wonderful.

Christina Clayton: Now good time to ask that.

Christina Clayton: Sure okay great samantha asked, can you can you speak to how play is complimentary to trauma informed approaches and policies that seem to be pervasive in orland school right now.

Brendan Turner: yeah that's a wonderful question so let's see here trauma informed policies so.

Brendan Turner: plays a strength based healing centered intervention, we are going to target the strengths celebrate the strengths celebrate the individual styles that these children are bringing.

Brendan Turner: Through that celebration we're going to build up a lot of skills and through those skills they're going to internalize different things like confidence resilience self advocacy positive sense of racial identity.

Brendan Turner: Self esteem self worth.

Brendan Turner: So that when they're able to.

Brendan Turner: start to work on their narrative start to work on their story, and we know in trauma informed care, a lot of it is about going back in and telling stories right, we want to go back and.

Brendan Turner: Talk about certain events and processes events, whether that's verbally through art through music, however, it is wherever that child works best.

Brendan Turner: play builds a lot of those skills to get to that point where they can start to process through that stress and trauma that's one piece, the other piece is that the ability to reduce your stress in a highly charged stressful event can be preventative.

Brendan Turner: When it comes to the internalization or the experience of traumatic events right a lot of traumatic events can be avoided.

Brendan Turner: If this child builds these skills and can start to make choices to protect themselves and shield themselves from from particular traumatic events.

Brendan Turner: It also we really promote storytelling and we'll get into that skill as well, but there's a lot of practice practice practice when it comes to storytelling and storytelling access as a really.

Brendan Turner: impactful tool when it comes to processing trauma.

Brendan Turner: Okay, I hope that answered your question well, can we move on to the next slide also, if I have not answered a question well and there's questions on top of the questions feel free to put that into chat in the chat and.

Brendan Turner: i'm going to share our website with with you all, at the end of this and my email address is on that and I would love to hear from anybody and have further conversations about play so our racial literacy skills.

Brendan Turner: Read recast resolve, so we want to teach kids the skills to read the situation that they're in Is this a racially stressful event, am I, being disrespected right now, because of my race or my gender or my sexual orientation, religion, ability immigration status, all of these different identities.

Brendan Turner: Let me read myself where Am I at emotionally where, whereas the other person out emotionally if Am I safe right now is this person about to pop.

Brendan Turner: Let me read this situation when I ucl CB I can reduce my stress, I can read this situation recast, let me reframe this situation, let me recast it you're coming at me with some sort of the micro aggression you don't know me.

Brendan Turner: Your problem with you is actually or your Freudian slip your problem with me is actually your problem with you, I know, who I am.

Brendan Turner: i'm good with who I am so this problem that you're coming at me with this distorted narrative that you're coming at me with this is your problem, sir.

Brendan Turner: So that that's like just an example of how to like reframe recast the situation, this is not about me this is about you.

Brendan Turner: i'm not gonna i'm not going to take in this negativity i'm gonna i'm gonna bounce it back to you, and then to resolve it.

Brendan Turner: How do I resolve this racially stressful event to what healthy and safe outcome for myself, not just physically safe but emotionally safe as well emotionally healthy for myself as well.

Brendan Turner: And so the tools that we use to to help kids to learn this is storytelling journaling debate and role play as well as cic D or mindfulness tool so storytelling processing.

Brendan Turner: helps us to process events builds confidence helps us to read the events we find we find a witness we find who are villages that is part of the things that we work on we play, who is our village, who can I go to to tell my story.

Brendan Turner: We tell stories in our groups over and over and over again, every single week you know who has a story to tell about a stressful event that happened at school, during the last week we're going to just practice it over and over again self advocacy skills.

Brendan Turner: journaling.

Brendan Turner: When journaling oftentimes that helps us to read situations right and a lot of times we're reflecting on a situation that.

Brendan Turner: has already happened, and all of a sudden we're reading that situation in a different light.

Brendan Turner: different things are popping out to us through journaling and that can lead to different solutions that we might then be able to practice.

Brendan Turner: So that we're ready for the next racially stressful event that we might encounter right, this is the preparation that.

Brendan Turner: we're working on with the children, we know that that we're not going to solve systemic racism anytime soon.

Brendan Turner: So we do need to prepare the children to be able to deal with the inevitable event.

Brendan Turner: that they will have to deal with some day, and there is data about racial socialization and that how that has better prepared children to deal with these events leading to.

Brendan Turner: healthier and safer outcomes and some of that data can be found if you Google racial empowerment collaborative and some of the articles that Dr Stephenson has written.

Brendan Turner: And I can provide you more information on that as well if you email me.

Brendan Turner: Okay, so debate debate is teaching self control organization comeback lines, how do I defeat your argument with my argument, how do I back it up how am I convincing, how can I control my emotions in this charged situation.

Brendan Turner: so that I can say what I want to say I don't want to walk away from this situation thinking man, I should have said this, I should have said that.

Brendan Turner: I want to say it, I want to count on my intuition to say when i'm in the moment and then role playing which really helps us to recast and resolve.

Brendan Turner: Because we'll role play event the way it happened, then we might role play an event, with no rules, you can do and say whatever you want, and then we might role play that event.

Brendan Turner: With with some sort of a healthy comeback line that leads to a healthy and safe outcome so again, this is all practice practice practice we are practicing for these events next slide please.

Brendan Turner: So we're going to cut into Dr stevenson's research, this was from a study in the early 2000s from a discipline school with about 102 boys and the group that was randomly assigned to the play program exhibit increased attendance increased homework completion increased school engagement.

Brendan Turner: Reduced in school assault rate and reduce referrals to the office.

Brendan Turner: I just got this message from gabrielle you know what let's go to that video because i've got a quick story let's go to that video but.

Brendan Turner: i'm gonna let you know when to press play Okay, is that okay.

Brendan Turner: All right, I think it's Okay, so, while she's getting the video ready, I want to talk about a child who, when they first started in play this child started in play.

Brendan Turner: And he came out to the basketball court and he sat on the ball and he just sat on the ball for three weeks, he sat on the ball, he was afraid to shoot he was afraid to fail, he.

Brendan Turner: Could not advocate for himself when he tried, if you were to go out there and shoot the ball and Miss he was going to be triggered he was going to escalate close to outbursts sometimes to outbursts walk off the Court.

Brendan Turner: Sometimes threatening other children, sometimes it did not lead to any any physical aggression, but, but there was opportunities for it to he was ready to he was ready to if somebody had said something so this child was he was just petrified to fail in front of his peers.

Brendan Turner: A few months after play after he didn't play he was able to get out on the basketball court, he was able to advocate for himself, he was able to help it help pick teams, he was able to help call fouls.

Brendan Turner: He was able to argue the fouls, he was able to be involved in the game, without the help of an adult he was able to shoot miss have a terrible game and still give the other team, a little jab at the end of the game.

Brendan Turner: He was engaged in the game, he realized man, this is really fun to play a 30 minute basketball game without quitting without fighting.

Brendan Turner: let's play the video real quick.

Brendan Turner: Did you all see what happened at the very end with a little kid who came in at the bottom of the screen.

Brendan Turner: You shot a little runner from about 20 feet on a tiny, tiny basketball rim, and just nailed it that that was a child who sat on the ball, maybe six months earlier sat on the ball and refused to play.

Brendan Turner: he's playing he's running around he's having fun he's engaged he's using social skills, with his peers, it was really beautiful to watch his transformation.

Brendan Turner: There is another little boy who, every time anything went wrong, whether he bumped into another player and he loved to play football so most of this was on a football field.

Brendan Turner: He quit.

Brendan Turner: or he tried to fight.

Brendan Turner: And everybody kind of knew or stay stay away from him he's triggered right now.

Brendan Turner: I would go through csv with them, and let me give you a quick example a cl cpu while I talk about this child.

Brendan Turner: I would go through csv with him and I would start out with calculate.

Brendan Turner: I can see you're upset, can I ask you, some questions, yes okay on a scale of one to 10 how high how big is that feeling 10s a mountain one's a molehill he'd say it's a 10 Okay, what is the feeling i'm mad okay.

Brendan Turner: I locate we're on your body, do you have that feeling I feel in my fists.

Brendan Turner: Okay.

Brendan Turner: What are the thoughts that are going through your head, right now, I want to hit somebody sometimes you tell what hit you, Mr Turner okay let's take a big deep breath in through your nose slowly an exhale slowly through a mouth.

Brendan Turner: All right, ready to get back in there, so it's just a simple little ask, and you can see, you know what it's about it's about emotional awareness it's about.

Brendan Turner: Awareness of self it's about recognition of like what are the thoughts going through my head when i'm mad at a 10.

Brendan Turner: I want to hit somebody and my doorbell is my fists right so he's learning all these things he's internalizing things and we're practicing this to three times a day we go through this because this child was triggered all throughout the group.

Brendan Turner: About three months into the group we would go through cic D and everything was just saying what what what what is the level of the feeling it's a 10 a mad it's in my fists, what are the thoughts I don't want to hit somebody.

Brendan Turner: Something had changed in their throat those few months, where he was starting to be able to play the tape forward.

Brendan Turner: I don't want to hit somebody I still feel it, I know how big the feeling is the feeling is just as big, but now of a sudden.

Brendan Turner: I have a different set of thoughts that go with it, I feel angry, I know i'm angry, I can feel it in my fist I really don't want to hit somebody me, I want to play some football.

Brendan Turner: All right, let's breathe and exhale and get back in there Okay, we can go back to the slides Thank you so much gabrielle.

Brendan Turner: we'll take another look at that little kid in a minute to and we'll see where his focus turned how his focus turned from you know whether he failed whether somebody else had done it wrong let's go to the next slide please.

Brendan Turner: Whether or not there was some sort of conflict or argument, whether or not someone in passing the ball enough.

Brendan Turner: That was a big thing from him he didn't nobody's passing me the ball get very upset about that, which I get it, that is upsetting.

Brendan Turner: But how does he deal with it and we'll we'll see some a quick little video of in a minute okay so play again I said this a few times strength based human centered.

Brendan Turner: This is really important, let us meet you where you're comfortable, that is one of the keys to play when it comes to fidelity.

Brendan Turner: Let us meet the children, where they're comfortable can we create a setting where that comfortable is where that child is comfortable where they can thrive.

Brendan Turner: Where they were there so engaged in the activity that they can't control this dress they can't control the joy is their joy is huge their anger is huge.

Brendan Turner: Their buy in is huge, you know, in a room with four walls and you're trying to do some sort of group therapy or psychotherapy with a child.

Brendan Turner: You know a lot of times they're not going to tell you the truth, they're not gonna i'm not going to open up to you, and be vulnerable in this weird room.

Brendan Turner: But on a basketball court on a football field, yes they're ready to go they're not going to control that stress it just comes out, and you know their minds are going their bodies are going it's just a wonderful setting.

Brendan Turner: To be able to conduct therapy and and the most important things meeting that child where they're comfortable.

Brendan Turner: We can talk a little bit more about like the different ways that we've implemented play, because we have expanded it to girls because we've talked a lot about boys what we've expanded it to girls and we've expanded it to other activities.

Brendan Turner: It just needs to be a competitive activity that has winning losing success failure competition conflict rules, all these different things.

Brendan Turner: That create organic moments of stress we've been doing video games, because of the virtual world that we've had to live in.

Brendan Turner: With the pandemic we've created a whole play curriculum that's virtual and we use video games to create these moments of stress and video games are a place where children are very comfortable and very confident and they want to be there.

they're engaged in that.

Brendan Turner: The focus of the content is on strengths within family self.

Brendan Turner: And community.

Brendan Turner: We really want to build that child's positive sense of racial identity, we want to celebrate their style, we want to celebrate where they've come from what is it is it music is it rap is it poetry, is it dance, is it movement, what is your style let's celebrate that.

Brendan Turner: Is it your ability to talk trash on the basketball court.

Brendan Turner: And and and a lot of people are Why would you want them to talk trash on the basketball court two things one trash talking means they're engaged, they are bought in and they're using their mental powers coming from who they are their own style.

Brendan Turner: To overcome their opponent now trash talking can go too far and can get personal that's another skill that we build.

Brendan Turner: You can talk trash about what's going on on the basketball court, you can talk trash about your skills, but as soon as you start talking about somebody's mom hmm.

Brendan Turner: that's personal now we got to fight and guess what the game is over and that person who you've been respecting your opponent who's a part of this game you guys are both part of this game together enjoying it.

Brendan Turner: That that is now over the game is over there's a fight and so kids learn.

Brendan Turner: Where that line is, which is very nuanced you know I can tap talk trash within this setting but I don't want to make it personal and that's a wonderful skill for kids to have.

Brendan Turner: What What is it all of this translate into into into what these children carry away from this confidence resilience self advocacy emotional awareness of self and others self regulation.

Brendan Turner: Problem Solving skills commitment to what they're doing, I want to do this, I want to do this and being a part of a part of something and also joy Okay, we have some more questions.

Christina Clayton: yeah so Dana asks i'm going to try and summarize, many of these.

Christina Clayton: Aspects remind her of a similar program and that while folks were enrolled in the program they had a lower rate of interaction with juvenile justice.

Christina Clayton: However, three years later, not a big difference because they are hypothesizing it was due to the fact that they were no longer getting those weekly reminders So the question is.

Christina Clayton: You know she's curious how play is considering sustainability for the stress reduction relationship.

Christina Clayton: Skills after participants age out of the Program.

Brendan Turner: that's a very good question, I think that one of the things that we're working on is.

Brendan Turner: To create a set of measures and to track data of kids as a transition out as a transition to other places, again, I think the relationship piece is big.

Brendan Turner: So if a child can build a relationship with the coach for child can build a relationship with the teacher and stay connected with that person.

Brendan Turner: Whether or not they're still going to school, whether or not they're still playing on that person's team if they can, if they can develop those relationships, I think that the research shows us that those relationships lead to engaged academic.

Brendan Turner: Well, and academic engagement and academic engagement often leads to lower.

Brendan Turner: interactions with law enforcement.

Brendan Turner: it's a really good question and it's a tough question.

Brendan Turner: I would say that the other advantage to play is again that you do not need a clinical license to become a facilitator.

Brendan Turner: And so you can create a sustainable play program within your community that can be at the.

Brendan Turner: I mean it depends on the size of your Community it depends on a lot of different things, but you know you can have there are opportunities to create a comprehensive play program within your Community that is in the.

Brendan Turner: elementary school level in the middle school level in the high school level The other thing that that's a really interesting thing, and this is a wonderful program and you all can Google this as well in binghamton New York.

Brendan Turner: They the the football coach in binghamton New York was having a lot of problems with his team, and there was a lot of fights and a lot of it was racialized and.

Brendan Turner: So he went and he got trained with Dr Stephenson to become a play facilitator brought that back went through the play program with his high schoolers and.

Brendan Turner: had really good results, then they turned around and the high schoolers became like play facilitator mentors and they started facilitating groups with the middle school kids.

Brendan Turner: And then, and then the the superintendent of the district they took some took some data and the data came back fairly well and they decided to make that program district wide.

Brendan Turner: So it's basically like it's play, but it's play with a mentorship program so it makes me think of how do we continue to keep kids engaged.

Brendan Turner: And that is one opportunity to keep them engaged is having them work towards some sort of a mentorship program where they can then.

Brendan Turner: pass on the lessons that they learned to to younger kids and the other beautiful thing to me about that is that.

Brendan Turner: Those younger kids I mean they're going to pay attention to those high schoolers way more than pay attention to myself or other adults they're going to be much more engaged and enthralled with the with the high school mentors so.

Brendan Turner: that's it that's a really good question and that's a tough question and, and I wish I had.

Brendan Turner: More answers for that question.

Christina Clayton: No it's true it's it's a it's always a dilemma with programs like this is.

Christina Clayton: When that when that and what can be sustained, so that sounds like some good ideas, we have a couple other questions this relates to.

Christina Clayton: What you mentioned about who can do play so the question is, do recreation therapists do a lot of the facilitation or the geared more towards social workers to facilitate.

Brendan Turner: It depends on what works best for your Program.

Brendan Turner: And for the organization that you work for.

Brendan Turner: You know if you were to the beautiful thing about play is it's it's it's pretty low cost, once you trained.

Brendan Turner: Right and so let's say you want to go into a school and run playgroups in a school, so you can do this school my you know send people to a workshop, and we would suggest like yeah sure, since in your social workers and your school counselors that would definitely be helpful.

Brendan Turner: How will they be able to facilitate play would be up to the program and can you like free them up to, to be able to be in different places at different times to facilitate play.

Brendan Turner: I mean honestly that and easier and easier solution is like let's train our PE coaches let's train our after school programming staff.

Brendan Turner: Because you've already got P scheduled as a block you've already got a facilitator you've got the coach the PE teacher you've got the pair of professional they're ready to go you get those people trained.

Brendan Turner: In sports teams coaches as well football baseball volleyball whatever it is softball.

Brendan Turner: You get them trained and they can go and they can do a 20 minute group therapy session, based on the content within the play intervention.

Brendan Turner: And then they can transition out to their regular activities, whatever it is, in PE whatever it is, in that, after school program if it's you know sports based or even just Competition Days.

Brendan Turner: Whatever it is you know if you're if you got softball practice or football practice, you can transition into that next activity and then you work on all those skills that you talked about in that room.

Brendan Turner: You go out and you work on them in vivo in real life situations and you target those stressful situations when two kids are ready to go at each other.

Brendan Turner: Over over some sort of perceived conflict or child's about ready to quit because they feel like they failed.

Brendan Turner: So that's like just for schools for like an organization like ourselves, we we.

Brendan Turner: Work with kids who have not been able to be supported in their home schools and so they're referred to us and so we're therapeutic day treatment Center so we have something like.

Brendan Turner: Therapeutic activities block right and so within the therapeutic activities block we have what we call millie specialists.

Brendan Turner: And they're like the on the ground boots on the ground people for us, they spend most of the day, with the children.

Brendan Turner: They do most of the work with the children and they're responsible for a lot of the successes of our children here.

Brendan Turner: And so they have a therapeutic activities block where they might go see an art therapist or a music therapist or they have the option to be a part of the play Program.

Brendan Turner: Our millie specialists have been trained to facilitate play and so during that block or millie specialist would do you know.

Brendan Turner: 20 minutes of group therapy and then take them outside and play basketball or football, or if the weather's bad maybe they'll get everybody on a video game playing a video game together.

Brendan Turner: Like among us or draw a source or or madden or whatever it is, and then may be able to practices skills within that comfortable setting for that child.

Brendan Turner: And for myself when I was running playgroups here, I did it during during group therapy, so if you're a social worker at school, and you have a group therapy period.

Brendan Turner: You do the group therapy for 20 minutes and then maybe you can have access to the gym and take your group to the gym and put a basketball game to work on those skills.

Brendan Turner: we're working with we're partnering up with a boxing gym a local boxing gym and owner of the gym is offering the gym and memberships and in boxing training free to anybody who we bring two of them, and so.

Brendan Turner: he's also going to come over and get trained and play and so.

Brendan Turner: we're going to partner with him and facilitating the 20 minute therapy session, and then the kids are going to transition to him and just train train doing their boxing skills and he's going to be able to.

Brendan Turner: use his knowledge of play in the skill building to target those same moments of stress so across a lot of different settings you do whatever works best for your organization no clinical license required.

Christina Clayton: Great alright couple more questions, how do you make sure that you are developing social interaction skills during a game and is not just a game, without any issues happening during the game But what if there are behavioral issues happening outside the game environment so.

Brendan Turner: Sure sure, so the game is where we practice our skills right we practice our stress reduction we practice our self advocacy problem solving social skills.

Brendan Turner: So when we have a group of kids start with us and we bring them out to play.

Brendan Turner: The adults, try to step back as much as possible, we support only when necessary when it comes to the games.

Brendan Turner: We might go through some of those the cic D within during the game, but but in terms of the organization of the game, who is who are the captains who.

Brendan Turner: gets who gets to pick the teams which team gets the ball First, what are the rules, you know how many how many steps is traveling when you're talking about seven and eight year olds four or five steps is not a travel.

Brendan Turner: Five or six steps that's a traveling they've got figure those things out amongst themselves.

Brendan Turner: How do you dispute a file called right, what happens if there's to reform of fell.

Brendan Turner: What happens when one team wins and one team loses so when when kids first start with us with play.

Brendan Turner: I mean we can't get the game going sometimes I mean it just evolves kids are quitting kids are kids are becoming verbally aggressive, which you know we have to intervene to make sure it doesn't become physically aggressive or sometimes there is a fight on the Court.

Brendan Turner: that's in the beginning.

Brendan Turner: By the end of the program we toss the ball to them and they're picking teams, we got to shoot for it for captain, we got to shoot for you can't just call yourself first capital, we got to shoot for you guys shoot for ball.

Brendan Turner: that's a traveling a lot I don't think that's a traveling okay well how are we going to decide is we're going to roll shambled to see if he has a traveling or not.

Brendan Turner: They come up with these different problem solving skills and and and and they build those skills they build a self advocacy skills they build those those.

Brendan Turner: socialization does the social skills, through the storytelling is a big piece of the skill building.

Brendan Turner: cl CB gives him the opportunity to work on the skill building because they're staying in that stressful event they're staying in the stress with cl cbe to get to the point of being able to do storytelling.

Brendan Turner: Debating is a big skill builder role playing is a big big skill builder so all of these different tools that we use.

Brendan Turner: lead to those development of social skills and when you see the same group of kids you know, three months later, play a whole game by themselves.

Brendan Turner: succeed fail argue conflict, all of these things that happened, and then they give each other, a little gap at the end of the game good game it's it's a.

Brendan Turner: it's a really wonderful thing, and we it's hard work and much on the hardest work is done by the kids but it's a beautiful thing to watch.

Christina Clayton: Great we have one more question waiting in the queue, but please feel free to to put in more.

Christina Clayton: So question is I love that this has been adapted to cover other genders ages and activities other than basketball.

Christina Clayton: But since you mentioned activity has to be competitive, do you find any exception to the positive outcomes for kids whose personalities are lower in.

Christina Clayton: Competitiveness, or maybe less social or outgoing by nature, I think the question is, you know can these kinds of skills, be applied, maybe do something that's less competitive, or what about kids aren't really into group group activities.

Brendan Turner: And again i'd say the answer would be to the key is a relationship that you're building with that child right and trying to discover Where does this child thrive, where is this child's comfort zone.

Brendan Turner: We have.

Brendan Turner: We haven't really we've had some children opt out of the group, and I mean play is not going to be for every single child, there are some children who are like hey i'd like to just sit in the roof, and to a more traditional type of group therapy.

Brendan Turner: And then you know going through those social skills, the skill building the social skills, the problem solving skills within a more traditional group therapy format and we do offer.

Brendan Turner: options for the kids you know, do you want to do play or would you like to do a more traditional group therapy intervention.

Brendan Turner: And so I mean it's not going to be for everybody, I would say, for the kids that are like let's say, less social I mean we've had kids that are are.

Brendan Turner: Not that are afraid of social interactions but they, but they do like to play video games and they have kind of blossom within that setting I had a child who.

Brendan Turner: Just was just he was crawling with discomfort when it came to social interactions.

Brendan Turner: When the pandemic hit and we close down and we started doing virtual programming, we started doing zoom calls with video games and we're playing roadblocks I don't know if everyone's familiar with roadblocks but we're playing roadblocks on our phone together.

Brendan Turner: And we would get in the same game, together, be in this child and we would play, and this was actually in individual therapy, but we played roblox within group therapy as well.

Brendan Turner: And this child just started talking because I didn't know how to play, and they were teaching me how to play so we're in a setting that was comfortable for them a setting that was engaging for them.

Brendan Turner: And all of a sudden, there was this confidence this appreciation of let me teach this guy.

Brendan Turner: Is a lot of self regulation practice as well, because this child was very impatient with my inability to learn how to play road.

Brendan Turner: You know cuz I struggled and and this kid was great at it.

Brendan Turner: And they're teaching me and they're they're having a slow down, you know their own progress in the game, to come back and get me and bring me along some certain little obstacle course that I had to get through.

Brendan Turner: But the child started talking and the child was comfortable in that setting and thrived in that setting and we really developed a relationship.

Brendan Turner: Within that virtual setting that was much stronger than the relationship we had developed in person, so.

Brendan Turner: it's not going to be for everybody, but if you can find a place where that child is really comfortable that that's that's the setting that we want to target and we want to try to create for that child that thrive.

Brendan Turner: Okay let's do next slide if we don't have any more questions.

Brendan Turner: and feel free to let me know how i'm doing on time if.

Brendan Turner: If I need to speed things up.

Brendan Turner: So there's a little black box I can't quite see what the top okay there we go internalized skills across setting, so this is some of the stuff that we've been talking about.

Brendan Turner: So this is this is some of the data that Dr Stephenson has collected and this data is based on I mean he's been working on this, since the early 90s, so this data on play and on racial literacy.

Brendan Turner: Dr Stephenson has been working on and collecting for 31 years so.

Brendan Turner: internalized settings skills across settings reduce stress and increase capacity to challenge racial and gender stereotypes.

Brendan Turner: That could be anywhere that couldn't be in school that could be in Community that could be in the home and the family home develop interpersonal and school achievement skills.

Brendan Turner: that's a really powerful one that same child who was sitting on the ball did not have the ability to go into a math class and deal with a difficult problem.

Brendan Turner: That problem if you put that problem in front of that child they're going to rip up that piece of paper they're going to throw the shredded paper across the room.

Brendan Turner: And they might have started turning over chairs in the room, because they were overwhelmed with the stress of dealing with that mass math problem.

Brendan Turner: After three months of play that same child could go into the classroom and, at the very least that child had the the confidence.

Brendan Turner: And the self advocacy skills to say to the teacher, I can't do this right now, this is too much, I need to do something different, take this math problem away from me.

Brendan Turner: So they might have not gotten, to the point where they could do the math problem, but they got to the point where they could resolve that event.

Brendan Turner: In a healthy and appropriate way and and then over time again that same child develops the skills to say hey can Can you help me with this problem, I want to do this problem.

Brendan Turner: So that's that's that's that's how we have seen and see how far some of the skills transition across settings strengthen individual and family stress management and racial assertiveness i'm not going to be disrespected this way.

Brendan Turner: I know my own story I know my narrative i'm not accepting this false distorted narrative that you're trying to put on me no, thank you.

Brendan Turner: build positive self identity and reduce interpersonal conflict and stress that's that's a huge one.

Brendan Turner: build ratio coping efficacy and racial assertiveness and then this is something the moat and all of that really came from the racial empowerment collaborative.

Brendan Turner: This one piece came from CFR as well process and resolve long term ratio stress and trauma increasing positive physical and emotional health outcomes.

Brendan Turner: The children that we serve here at Center for result for resilience, the vast majority of them have extensive trauma histories.

Brendan Turner: And so, a lot of these children are dealing with a lot, a lot of these children come to us very hyper vigilant and it's difficult to recognize their triggers through play you start recognizing they start recognizing what is triggering for them and they start putting a voice to it.

Brendan Turner: And they start being able to put a voice to it and they start telling us what they need.

Brendan Turner: Because they are their own best expert we don't have the answers for this child this child has the answers they are their own best expert we're just there to support their process of discovering the strengths, that they have inherent next next slide please.

Brendan Turner: Alright we've got a poor question.

Brendan Turner: we've got three nines a couple of 10s a couple of sixes are one.

Brendan Turner: and eight.

Brendan Turner: So folks are feeling good about their ability to.

Brendan Turner: engage in a difficult conversation about race.

Brendan Turner: and see the reason why we put this question is because this is what we're asking the children.

Brendan Turner: To build on these are the skills we're asking the children to develop, so if we as practitioners if we as teachers if we as youth facing.

Brendan Turner: staff members and professionals we've got to have these skills ourselves right, because if a child comes to us with a difficult conversation about race and we're frozen we go into fight or flight.

Brendan Turner: we're not validating that child's lived experience.

Brendan Turner: And we're sending a message to them that their lived experience is not valuable it's not worth the conversation.

Brendan Turner: And that can obviously be very damaging to a child and it's a missed opportunity to engage in relationship building.

Brendan Turner: i've worked with some people in my other job.

Brendan Turner: There were really concerned about you know, a child coming to them and being called a racist.

Brendan Turner: and

Brendan Turner: You know people wanted to know you know how can I respond to that and we were really you know, going from the angle of well let's reduce your stress and read the situation this child is reaching out to you for help.

Brendan Turner: This child is bringing something to you, based on their lived experience.

Brendan Turner: And how can you validate that, how can you engage in a conversation, or we you i've done something that is racist you think that i'm racist let's have a conversation about that.

Brendan Turner: I care about you and I want to, I want to have a conversation about that I want to hear more about that that's a beautiful opportunity to build a relationship between a teacher or you facing.

Brendan Turner: Professional and that child, but if that person goes into fight or flight and all they can think of, is well how can I get this child to believe i'm not a racist.

Brendan Turner: Well that's not validating this child's experience and you're missing the opportunity.

Brendan Turner: And you're missing, you know if this child comes to you and says this they're probably going to tell you what you did.

Brendan Turner: That they felt was racist that's a beautiful opportunity for personal growth.

Brendan Turner: And if we're looking out for what's best for the children.

Brendan Turner: We really want to build those skills.

Brendan Turner: So that we can validate the children, so that we can protect the children, so that we can show affection for the children, and we can connect with them.

Brendan Turner: So a part of the relationship framework i'm just going to talk a little bit while this pool goes on a part of the relationship framework that goes along with play is protection affection connection correction.

Brendan Turner: And these are some of the things that we want to build and this is a culturally responsive piece to the relationship framework.

Brendan Turner: How does this child operate, how do I show affection for this child in a way that it's appropriate, and whether they're going to respond.

Brendan Turner: positively to how do I show affection for this child in a way that does not make them uncomfortable, how can I meet them where they're at I need to figure that out, I need to know that to be competent as a professional, how can I protect this child.

Brendan Turner: What kind of things do I need to do to protect this child emotionally physically mentally.

Brendan Turner: And then, how do I connect with this child, how can I meet this this child where they're at.

Brendan Turner: How can I, create a setting where they're comfortable so that I can meet with them where they're at and connect with them.

Brendan Turner: And if I don't establish those three things protection affection connection or i'm sorry protection affection connection it's going to be very hard for me to provide correction.

Brendan Turner: Because at some point as we're working with kids we're going to need to provide some correction, but if we don't have that relationship built through protection affection connection.

Brendan Turner: Any kind of correction that we try to provide is likely going to fall on deaf ears.

Brendan Turner: and could even be insulting offensive inappropriate.

Brendan Turner: If we don't have that relationship built with that child already damaging.

Brendan Turner: Dr Stephenson and the regional empowerment collaborative have developed a coding for protection affection correction connection so when we go through workshops, we can actually watch videos and have people.

Brendan Turner: analyze the videos and talk about when they see protection affection correction connection in within the videos and basically we can score facilitators we can score trainers on their competency in in that relationship framework.

Brendan Turner: Okay.

Brendan Turner: So it looks like we've got a lot of 789 10s and some twos and threes and fours and sixes and another thing that we really stress within the workshops when we're working with professionals is, this is about competence not character.

Brendan Turner: You know if you if you're within these rooms and we're we're telling these these stories about racial stress and racially stressful events that we've been involved in which is, which is some of the work right.

Brendan Turner: You know, sometimes people are going to make a mistake, sometimes people are going to say something that's going to be hurtful to somebody else.

Brendan Turner: that's an opportunity to build on that's an opportunity for correction that's an opportunity for protection as well you know, we need to protect other people in the room, sometimes.

Brendan Turner: But the point is, it is about competence, and it is about skill building, we are trying to teach children the skills to engage in difficult conversations and in order to do that we've got to teach the adults of same skills.

Brendan Turner: And when you have those skills, you can make a mistake, and then you can have a conversation about that mistake.

Brendan Turner: and see how you can further you know develop your your competency in that field of racial literacy.

Brendan Turner: In that field of social justice.

Brendan Turner: But if we're unwilling to engage in the conversation because we we avoid and a lot of times avoidance as adults looks like self Defense right i've got this i've got this.

Brendan Turner: This.

Brendan Turner: Self righteous Defense mechanism that just pops up and i'm just going to put it out there on the block whatever is coming at me that is shutting down a conversation that could have been very productive and healing.

Brendan Turner: And that's that's very problematic.

Brendan Turner: and adults get get aggressive as well.

Brendan Turner: Trying to intimidate people out of a conversation.

Brendan Turner: Okay let's uh if we're ready let's move on.

Brendan Turner: Okay, so we've talked a bit about narratives Dr Stephenson said, I want to steal this from dawn give him his credit where credit is due, Dr Stephenson said that he really feels like his job.

Brendan Turner: is to help children to learn to discover to fall in love with their own narrative not the distorted damaging negative inaccurate narrative that others have put on children, particularly black children, particularly children in marginalized communities.

Brendan Turner: we're going to reject that narrative and i'm building my own narratives and i'm falling in love with my own narrative and, as I fall in love with my own narrative as I build.

Brendan Turner: My ratio coping self efficacy my positive sense of identity.

Brendan Turner: My confidence.

Brendan Turner: I can really start to blossom.

Brendan Turner: I can build those skills of perseverance.

Brendan Turner: I can build those skills that we talked about.

Brendan Turner: In the earlier slide.

Brendan Turner: When it comes to just buying commitment joy.

Brendan Turner: Problem Solving social skills, when a child is in love with who they are, where they have come from what they love their narrative their style, their way of movement, their way of speaking.

Brendan Turner: Their their music their dance.

Brendan Turner: it's really wonderful to watch them just come out of their Shell and then you realize Lou this this incredible child and all that they have to offer.

Brendan Turner: So sitting on a ball to the touchdown dance, we talked about this kiddo already let's go to the video, and I think it's going to take a SEC to get to this video, so I can continue to talk, though I problem y'all are probably tired of listening to me at this point.

Brendan Turner: Okay, so.

Brendan Turner: This is a right after a touchdown and we got a little kid Oh, who sat on the ball and we got another little kiddo in here, who was triggered all the time and.

Brendan Turner: feels his anger and his fists and he wants to hit somebody and then got to a point where he doesn't want to hit somebody and these kids have got some skills and then we have a third child in here who's who's not an answer.

Brendan Turner: So let's let's hit play touchdown dance just score.

Brendan Turner: it's a wonderful little sneak peek at a child who's no longer afraid to try it's a wonderful little sneak peek at a child who has enjoyed being engaged in a game of football.

Brendan Turner: With opponents and has used all of his skills to stay engaged in that game for 30 to 45 minutes.

Brendan Turner: Whereas previously, that the neither one of these children was making it through a game for more than five or 10 minutes to get an experienced the joy of childhood and the joy of growing into who they are okay let's get back to this slide please.

Brendan Turner: Okay we're going to Scott, I think the next slide is about the structure of a playgroup.

Brendan Turner: the nuts and bolts so i'm just going to go through it real quick and if we have questions that come up about this let's put put them in the chat please.

Brendan Turner: 20 sessions over 10 weeks two additional weeks for pre and post data collection and I actually left out mid pre MED and post data collection, we do want to evaluate this and see how it's working for different people and across different settings two to four sessions include parents.

Brendan Turner: that's a key we really want to have some continuity in the home as well, so if this child is learning this in school for the parent to just be aware and be in touch with what their child is is doing.

Brendan Turner: Is super important and for the parent to learn about the skills that we're teaching them so they can support that skill building at home is very important.

Brendan Turner: And and parents oftentimes have their own narrative to tell as well and oftentimes are not given the settings or the platform for them to be able to do that.

Brendan Turner: A lot of times within schools and and other systems, so if we can give them a platform to share them their experience and their story man that can be so powerful.

Brendan Turner: 60 to 90 minutes sessions 20 minutes of a culturally responsive group therapy 40 minutes of basketball.

Brendan Turner: 12 to 15 children it really depends we've never had probably 15 children on our side at Center for resilience we've had about maybe eight to 10 children at at most in a playgroup but.

Brendan Turner: The kids that we work with have fairly significant behavioral and emotional challenges so kids that are still out there homeschool whether they're.

Brendan Turner: You know, working working in this bed department or if they're in the general education population.

Brendan Turner: Can can oftentimes you know you have enough kids to be able to to form a group of 10 to 15.

Brendan Turner: Children to facilitators we always suggest having to train facilitators for every group because there's a lot going on there is a lot going on, when you get a group of kids together this size.

Brendan Turner: And the facilitators job is really to notice what's going on, so that they can provide protection affection connection correction and support with tlc even necessary.

Brendan Turner: Okay, so the requirements of what you need you need a group room, you need some journals and pins for the kids you need a basketball court.

Brendan Turner: Or you need access to video games, or you need a football field, or you need connect, for you know, we had a child who loved connect for.

Brendan Turner: And so that's what we played we played connect for with her and she got very stressed out and we're able to work on the skills we added a timer to the CONNECT for so each of your turns was on a timer that increased the stress level.

Brendan Turner: Which which was good.

Brendan Turner: The manual the play manual The pre and post measures and then for parents, you know I mean our parents are dealing with so much and they're so busy.

Brendan Turner: And they're always just trying to to do whatever they can to support their families and and oftentimes have a tremendous amount of stress on them.

Brendan Turner: And are really just struggling to get by and provide.

Brendan Turner: You know their children with what their kids need so, the more we can do for our parents to make it easy for them, because that's a big inconvenience to come down, I will come on down on the Tuesday night and spend two hours with us.

Brendan Turner: nevermind you know your other your other kids and nevermind bedtimes nevermind homework school prep you know all this different things that a parent has to take care of I got three kids I know how it is.

Brendan Turner: You know so so the more that we can provide things with them so so for like us, you know we're writing this stuff into the grants that were that were writing for.

Brendan Turner: We want to be able to pay for parents, they need transportation, we want to pay for transportation.

Brendan Turner: We want to pay for someone to be several people to be down here to care for other children that the parents might need to bring with them.

Brendan Turner: And in the parent sessions they're going to watch their children playing that basketball game we're playing that video game.

Brendan Turner: Watch us work with their kids on the stress reducing skills and then the parents are going to have a separate session, apart from the kids where we'll just talk about the skills.

Brendan Turner: And if parents want to engage in some of the practice and then they're welcome to engage in the practice as well you know storytelling is generally the one.

Brendan Turner: And we find that you know when possible, if you can have a meal, if you can actually you know cater a meal or you know cook a meal yourself and serve it to 20 parents or 10 parents or five parents, however many.

Brendan Turner: You are able to engage that's a beautiful Community building exercise sharing a meal together a coven complicates everything so i'm not suggesting anybody do anything de stress during during these times, but under under normal conditions, a Community meal is really beautiful.

Christina Clayton: brandon i'm sorry just one last question, I know we have about 10 minutes left, we need a few minutes to.

Christina Clayton: exit the webinar with a few slides with us, but a good question and again to the attendees we will be doing an faq and resource document after the session so we'll.

Christina Clayton: know all the questions you've asked and different key pieces of information, how to get in touch and learn more.

Christina Clayton: But one question is, can you talk more specifically about the cost time or other requirements for people who want to get this training, what does that look like and what does it cost to learn the play model.

Brendan Turner: Sure, so we kind of have a sliding scale on the workshop depending on like the number of people who an organization since to us.

Brendan Turner: But it can be anywhere pretty much from a 750 a workshop to 550 a workshop depending on that that sliding scale and who you send to us, we can provide virtual workshops, we have a workshop coming up in the fall and that's going to be a virtual workshop for sure so.

Brendan Turner: We we have found that that it's still very effective being able to do this over zoom but this like that that's pretty much the sliding scale, but there's always exceptions as well.

Brendan Turner: Especially when you know if different grants and different funding comes in that can always give us some some abilities to to to make exceptions, you know, depending on on the financial capacities of the organizations that were working with so.

Brendan Turner: We try to make it as as a cost inclusive as possible.

Christina Clayton: And how long is the training is it one day two days Friday.

Brendan Turner: So the way we structuring the virtual workshops is generally it's going to be for our workshop over four days.

Brendan Turner: And we don't like to do more than four hours a day in the virtual space, because we just find over zoom that people just they're checked out after four hours.

Brendan Turner: In person workshops, we can do like you know six hour sessions or eight hour sessions, but over zoom we prefer for our sessions over four days and again depending on you know what the need is, we can always try to schedule those or at times that are.

Brendan Turner: That worked for the organizations that were working.

Christina Clayton: Great Thank you.

Christina Clayton: So seemingly rapid speed hours of training, though.

Brendan Turner: We can also provide support.

Brendan Turner: Afterwards, and if people want you know if they want to build a the most sustainable program we do offer a train the trainer track as well.

Brendan Turner: And if you want to just dip your toes in before you go for something like that, if you go through our play workshop, and then you decide I do want to go through train the trainer i'd like to have a trainer at our facility.

Brendan Turner: That can train other facilitators and that that way, we are our program is just sustainable we don't have to worry about.

Brendan Turner: Losing staff or anything like that you can always apply those hours from the workshop to the train the trainer.

Brendan Turner: hours.

Christina Clayton: Alright, well, I think we can wrap up with any of your slides, and then we will.

Brendan Turner: Take I think we just have one more or a couple more slides I'll go over this really quick, because I know we're short on time, this is just one of our Community models and it involves a triage which could be.

Brendan Turner: That could be the schools, they know what kids are at risk, it could be the juvenile courts, the judges and the DEA.

Brendan Turner: It could be the juvenile detention centers running a program let's say for kids that are either in there or kids who are going to be released soon.

Brendan Turner: That would serve as a triage you want to build a group of Community based organizations like for a pilot model, you probably just get three or four maybe.

Brendan Turner: And then play would come play a CFR would come in and train them and provide ongoing supervision and consultation for those Community based organizations.

Brendan Turner: So whoever is triage in the children that can then decide, you know, is it a good fit to send this child to one of these Community based organizations, maybe one organization does basketball.

Brendan Turner: One organization does video games one organization does boxing and they all do the the play intervention content, and then we can also provide program evaluation, so you can see what what's going on with the kids you know how is this impacting the children next slide please.

Brendan Turner: For the sake of time we don't really need to go through this is just some examples of different Community based organizations, you know it can be Community centers.

Brendan Turner: The pals model with with police departments police activity leagues is another point, you know, depending on your community, this was up in Philadelphia this hockey nonprofit was.

Brendan Turner: involved with play and they're actually starting to roll out that model I just showed you up in Philadelphia they got some grant funding.

Brendan Turner: And they're using the da as the triage and then they're sending them to several different CEOs one of them being the this Philly hockey nonprofit and.

Brendan Turner: Dr Stephenson and the racial empowerment collaborative is providing the training and the consultation and supervision for that that program it's just getting just getting started, though, so I don't think that there's probably any information out about it, yet next slide.

Brendan Turner: Do we have time for this.

Brendan Turner: Should we move on.

Christina Clayton: yeah i'm sorry.

Maria Restrepo-Toro: Fortunately, lead on halftime.

Brendan Turner: let's put this, we can put this in the Q amp a documentation.

Christina Clayton: yeah sounds great.

Maria Restrepo-Toro: Perfect sounds perfect yeah.

Brendan Turner: All right, thank you, everybody.

Maria Restrepo-Toro: Oh Thank you so much brand that this is fantastic what a great an interactive session and with the questions back and forth Christina and gabrielle and Ricardo Thank you so much for being here for us this now conclude our last for listening sessions.

Maria Restrepo-Toro: So Christina just mentioned we're going to be generating a document with all the questions and we're going to be including this question as well.

Maria Restrepo-Toro: So please feel free to access all of our resources, we did six listening sessions, and all of them have different documents on different evidence based practices.

Maria Restrepo-Toro: So if you are new to the mental health etc network, please make sure you connect with your mental health, etc, and your region and to find your Center.

Maria Restrepo-Toro: Please go into the mental health etc network.org and find your region we are here to serve you and to support you in all your work.

Maria Restrepo-Toro: And Leslie remember, is so important for us to complete.

Maria Restrepo-Toro: Our information, this is only a two minute survey and we really invite you to please complete this brief survey, you can eat it as can decode or just linking to complete it is very important for us.

Maria Restrepo-Toro: In behalf of the cultural responsiveness working group, we thank you for joining us the last few months in this and Brendan this was fantastic Thank you so much for joining us today, and we wish everybody a safe and enjoyable rest of the summer being taught Thank you so much.

Brendan Turner: Thank you, everybody.