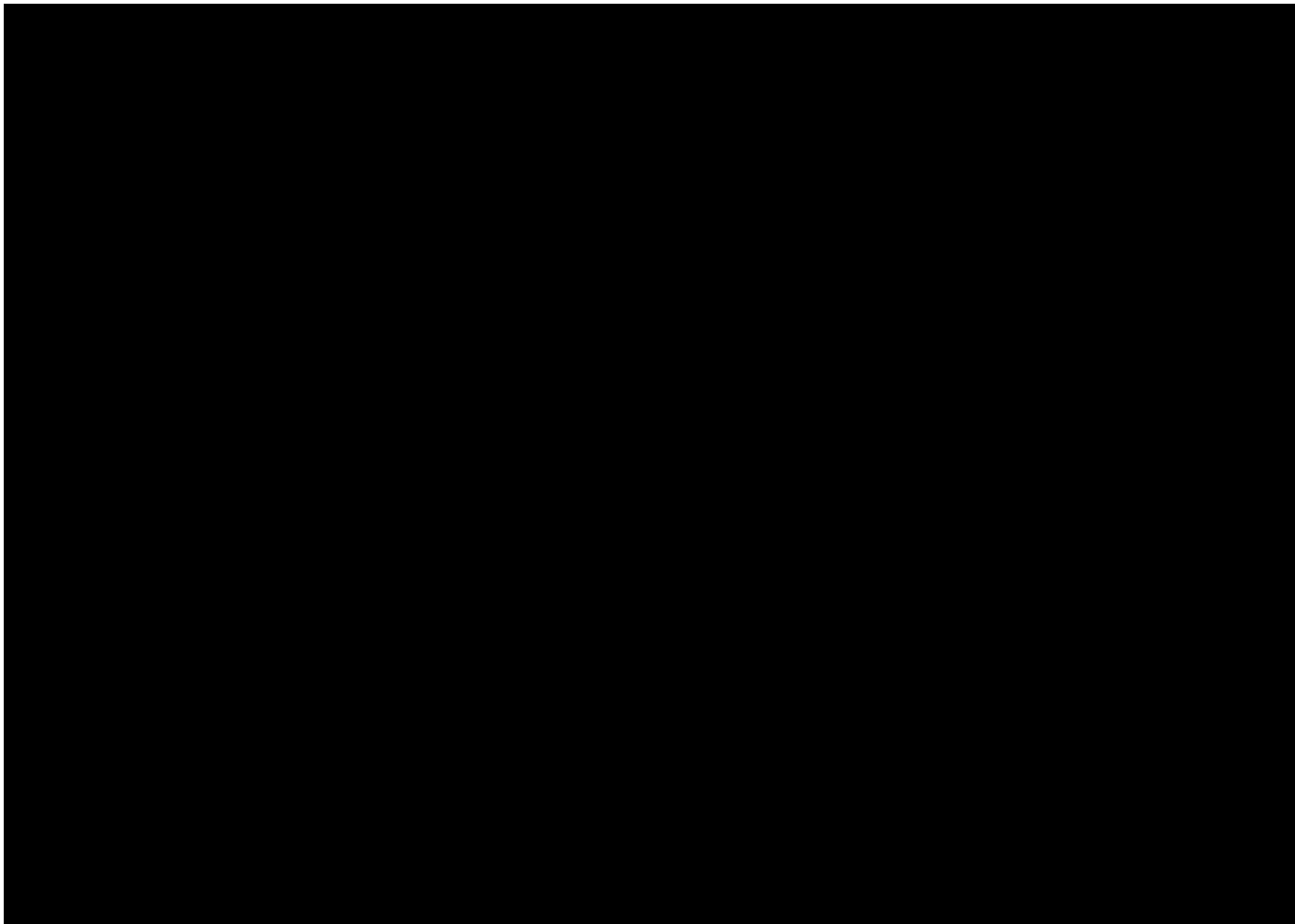


# What is your job?





# Understanding the Inside Kid

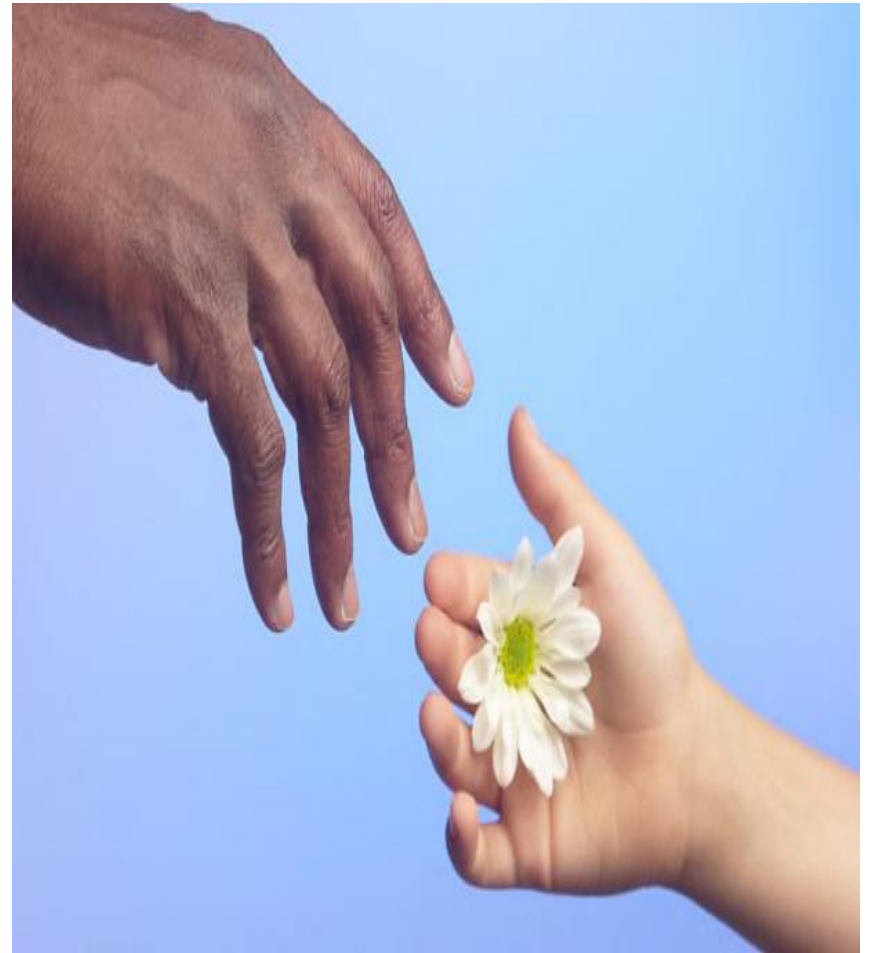


Youth Art: Courtesy of Regional Adolescent Forensics Service  
Manchester, UK

# Understanding the “Inside” Kid

“We never touch  
people so lightly  
that we do not  
leave a trace”

Peggy Millan



# Understanding the “Inside Kid

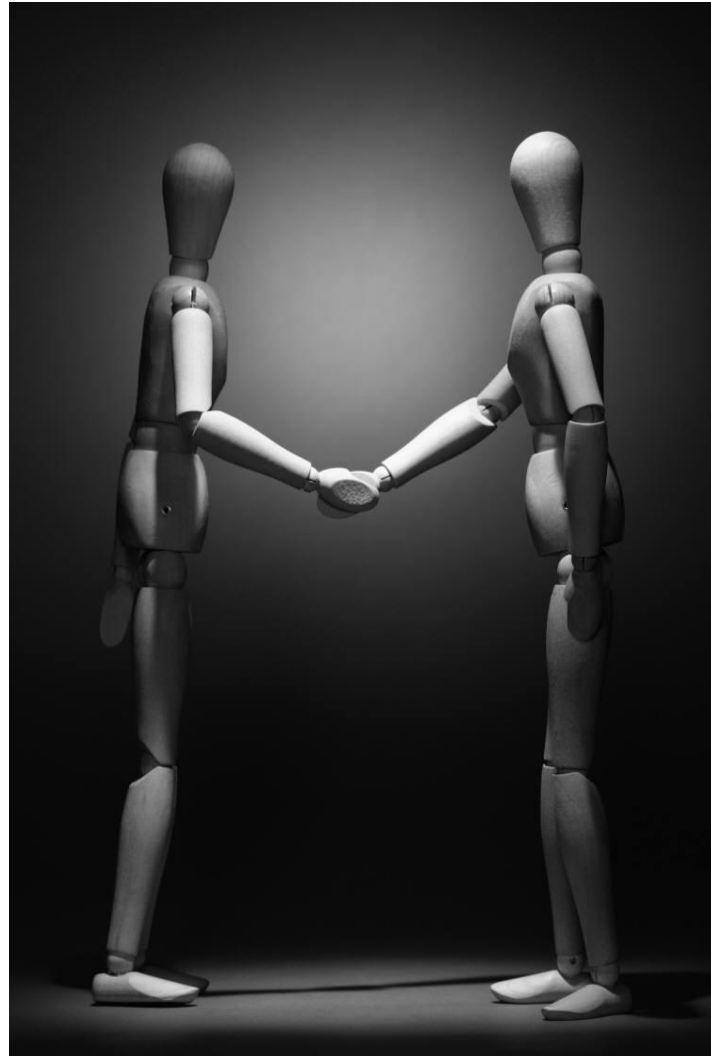
- Achieve Join Up (connecting with gentleness)
  - Trademark coined by Monty Roberts – “Horse Sense for People”

“It is also my knowledge that keeps me calm and free of a desire to dominate through fear. I am a willing partner to this child, waiting for him to be a willing partner as well.”



# Mirror Neurons

We also learn by  
mimicking or  
“apeing”.





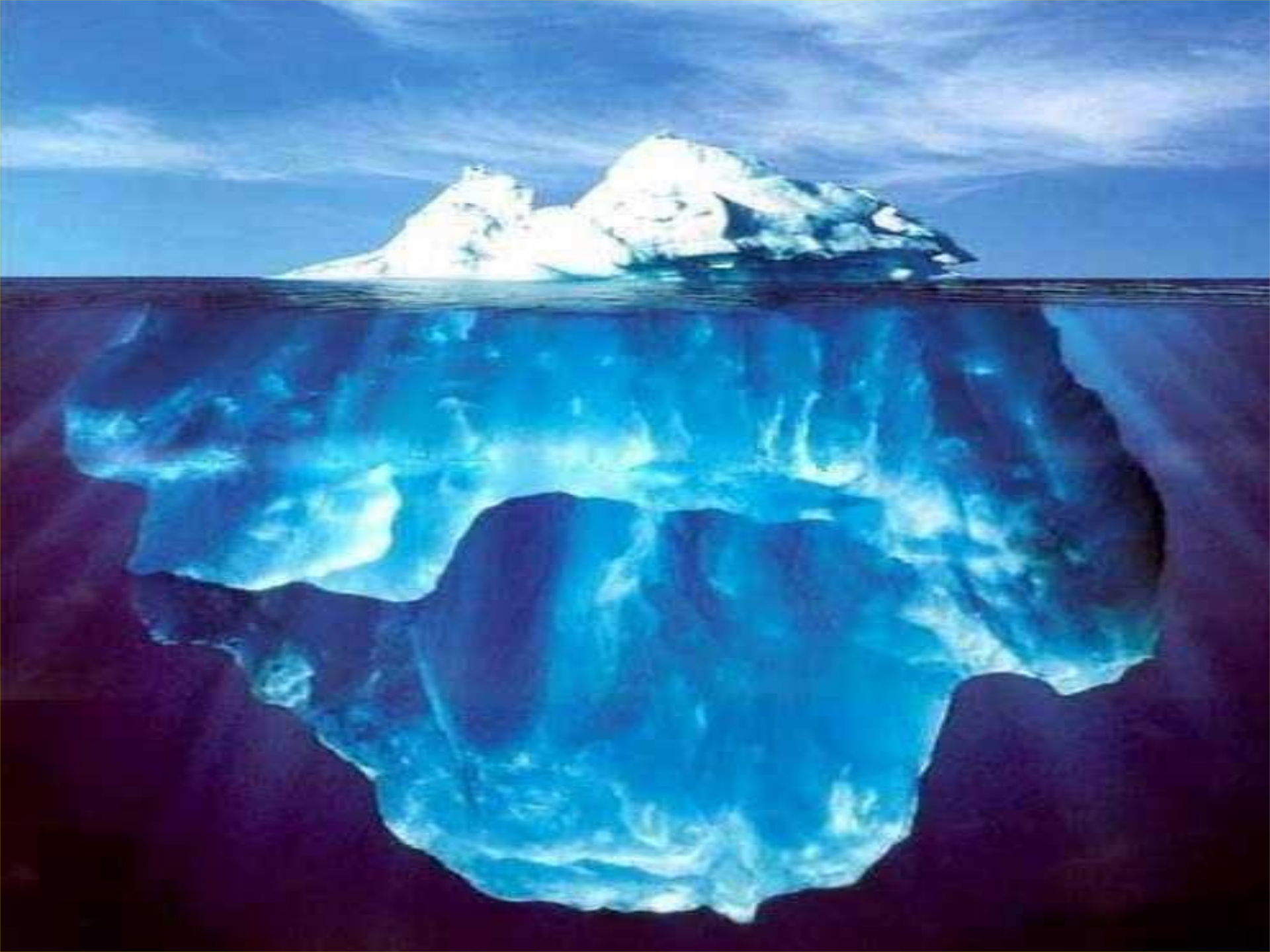
# The “inside kid”



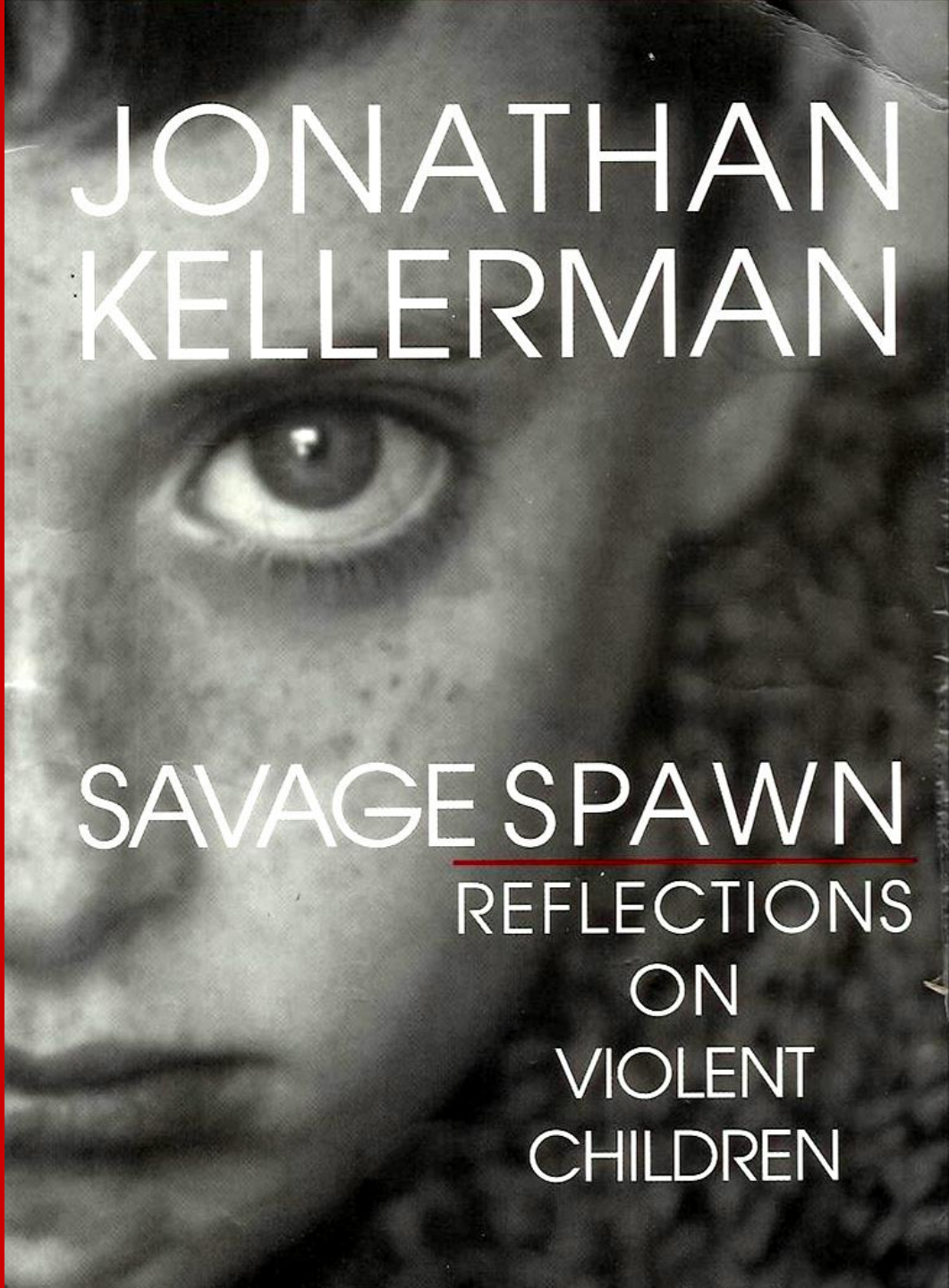
“A youth professional’s job is to decode the distressed behavior in youth – that is, connect outside behavioral responses with inside needs.”

JC Chambers & Mark Freado





**Deficit  
Based  
Mindsets**



JONATHAN  
KELLERMAN

SAVAGE SPAWN  

---

REFLECTIONS  
ON  
VIOLENT  
CHILDREN

# 10 D's of Deviance

## Theory

Parenting

Education

Special Education

Social Work

Juvenile Justice

Medicine

Behaviorism

Psychodynamics

Sociology

Folk Religion

## Label

Disobedient

Disruptive

Disabled

Dysfunctional

Delinquent

Diseased

Disruptive

Disturbed

Deprived

Demonic



**P**ESSIMISM  
**A**NTAGONISM  
**D**ETACHMENT  
**D**ISORDER



## Profiles of Kid-Wary Adults

### PESSIMISM

- ☐ **Blaming.** "Today's kids are trouble makers."
- ☐ **Demeaning.** "They come from rotten families"
- ☐ **Assuming the Worst.** "They're a bunch of losers."

### ANTAGONISM

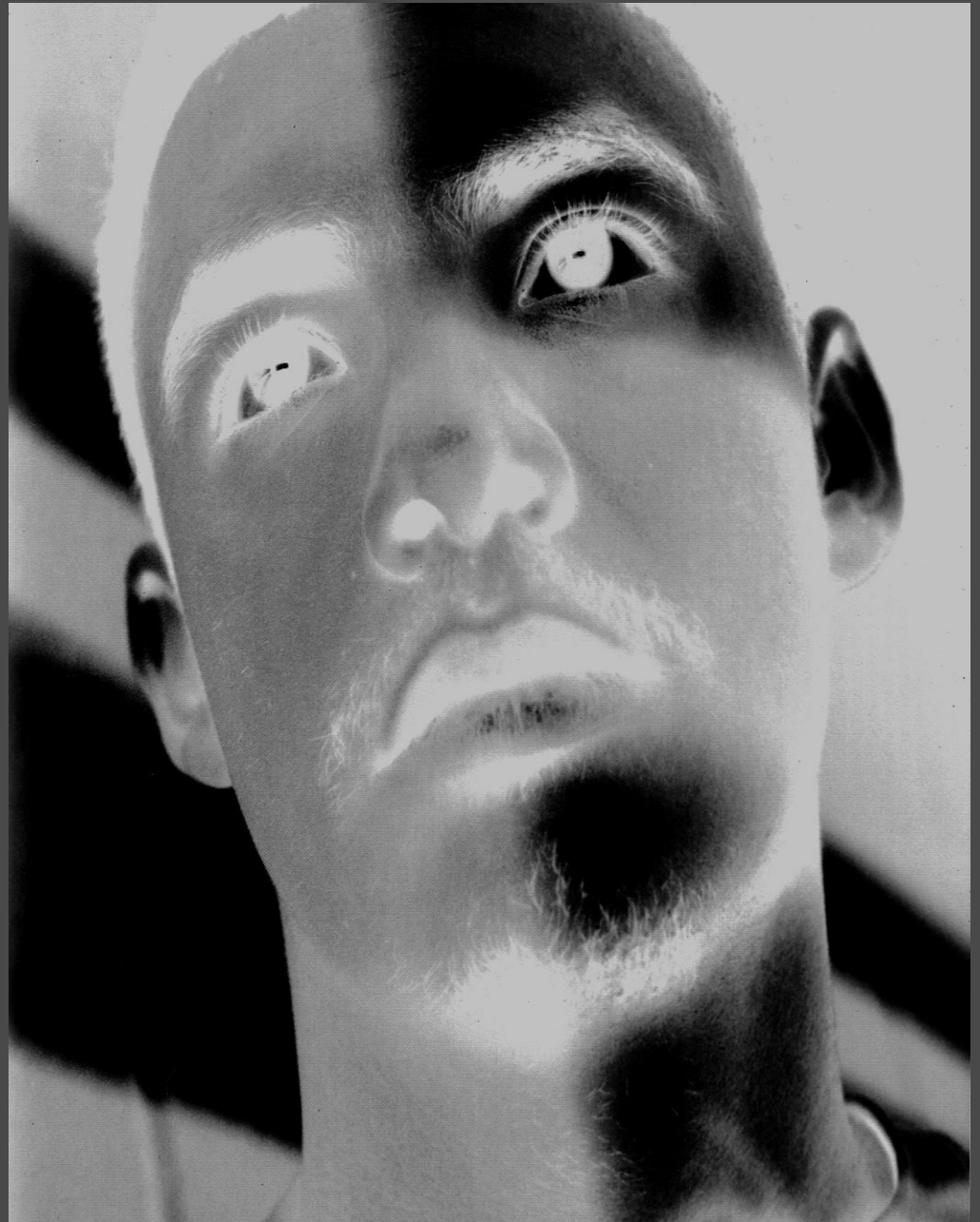
- ☐ **Hostility.** "Nobody can stand those kids."
- ☐ **Intimidation.** "Better show them who is boss."
- ☐ **Punitiveness.** "They will pay for this."

### DETACHMENT

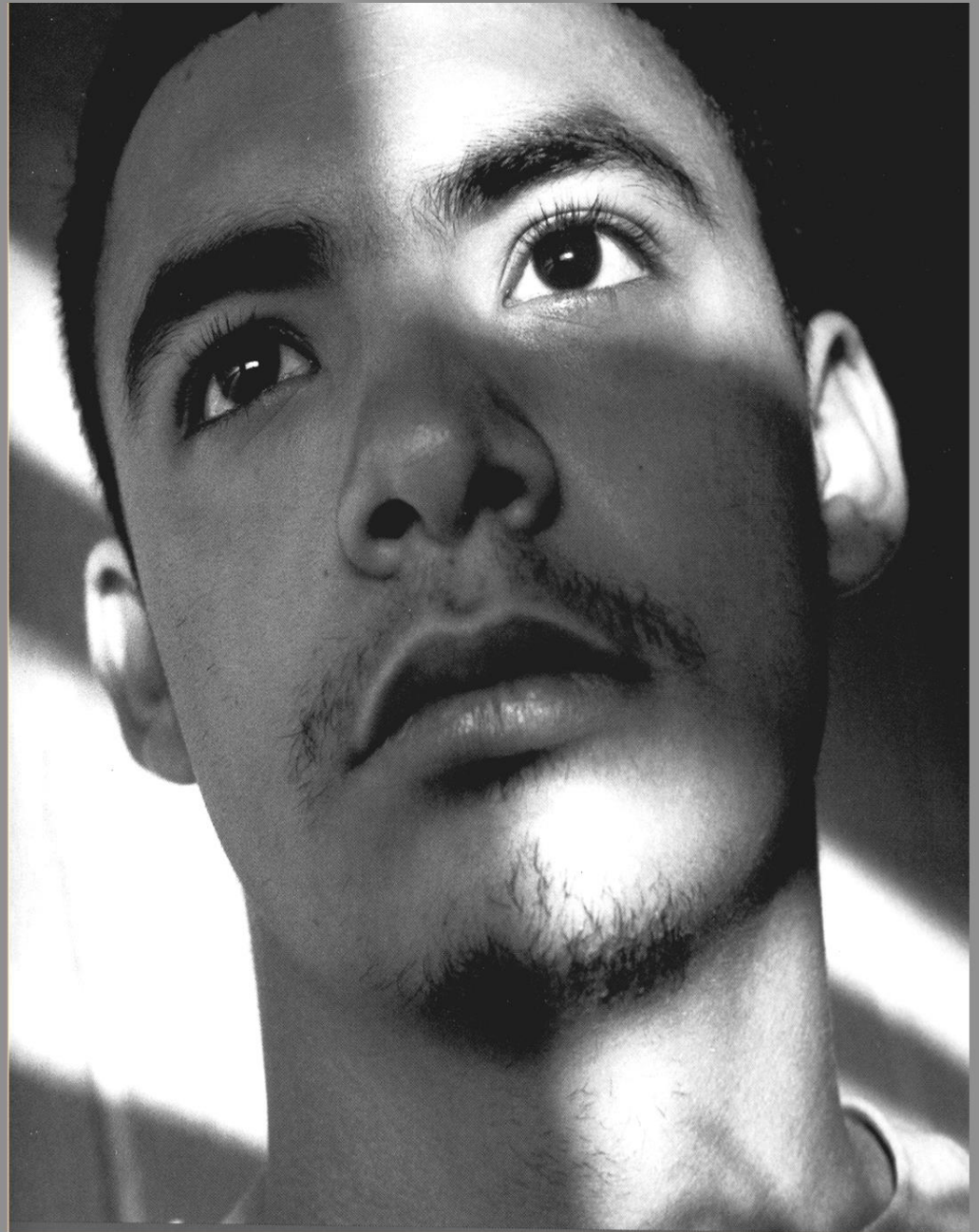
- ☐ **Depersonalization.** "Don't get involved."
- ☐ **Disengagement.** "They're a waste of my time."
- ☐ **Zero Tolerance.** "Mess up and they're gone."



# Flaw Finding



# Talent Hunts



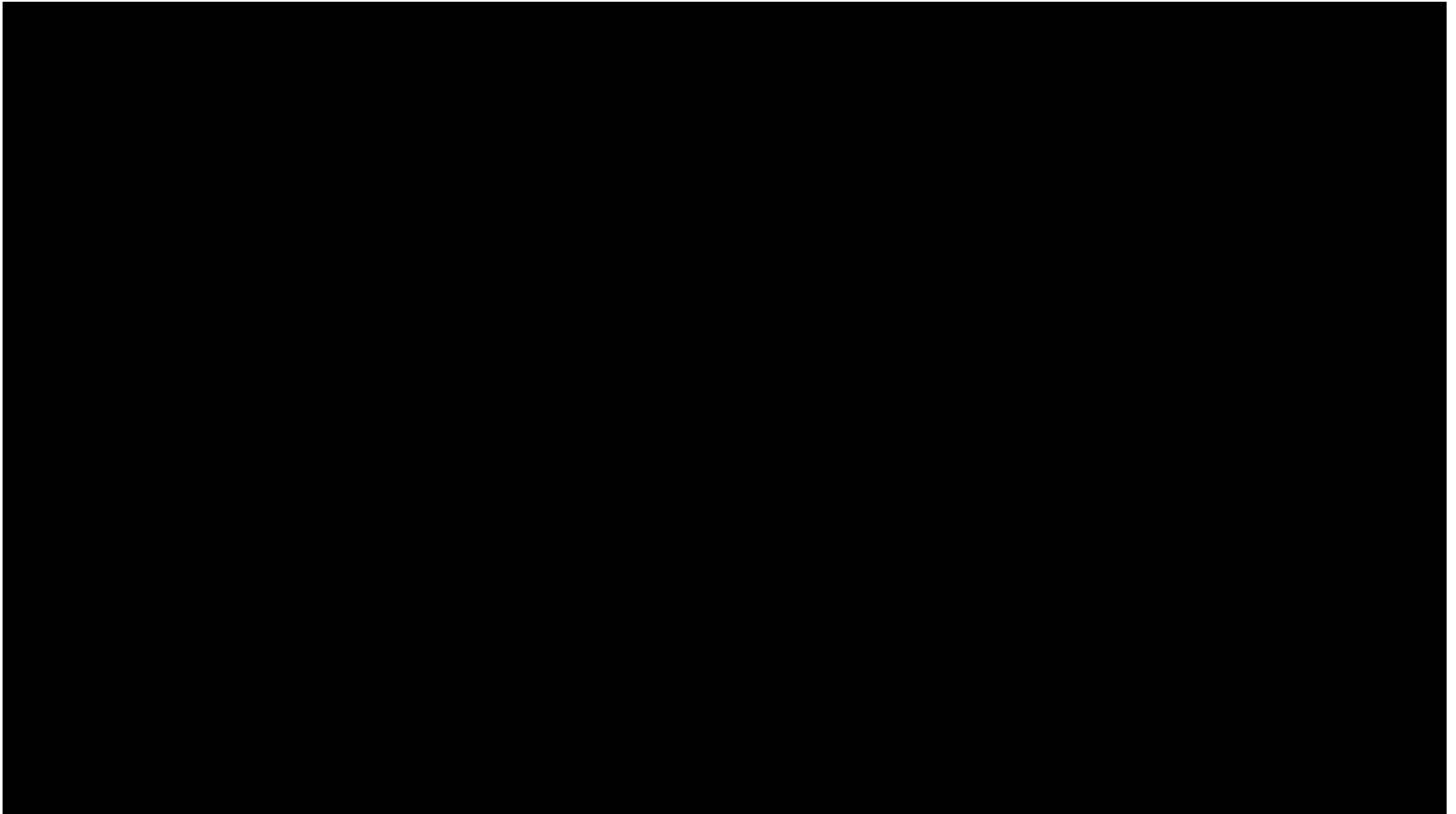
# Our “Kids”?



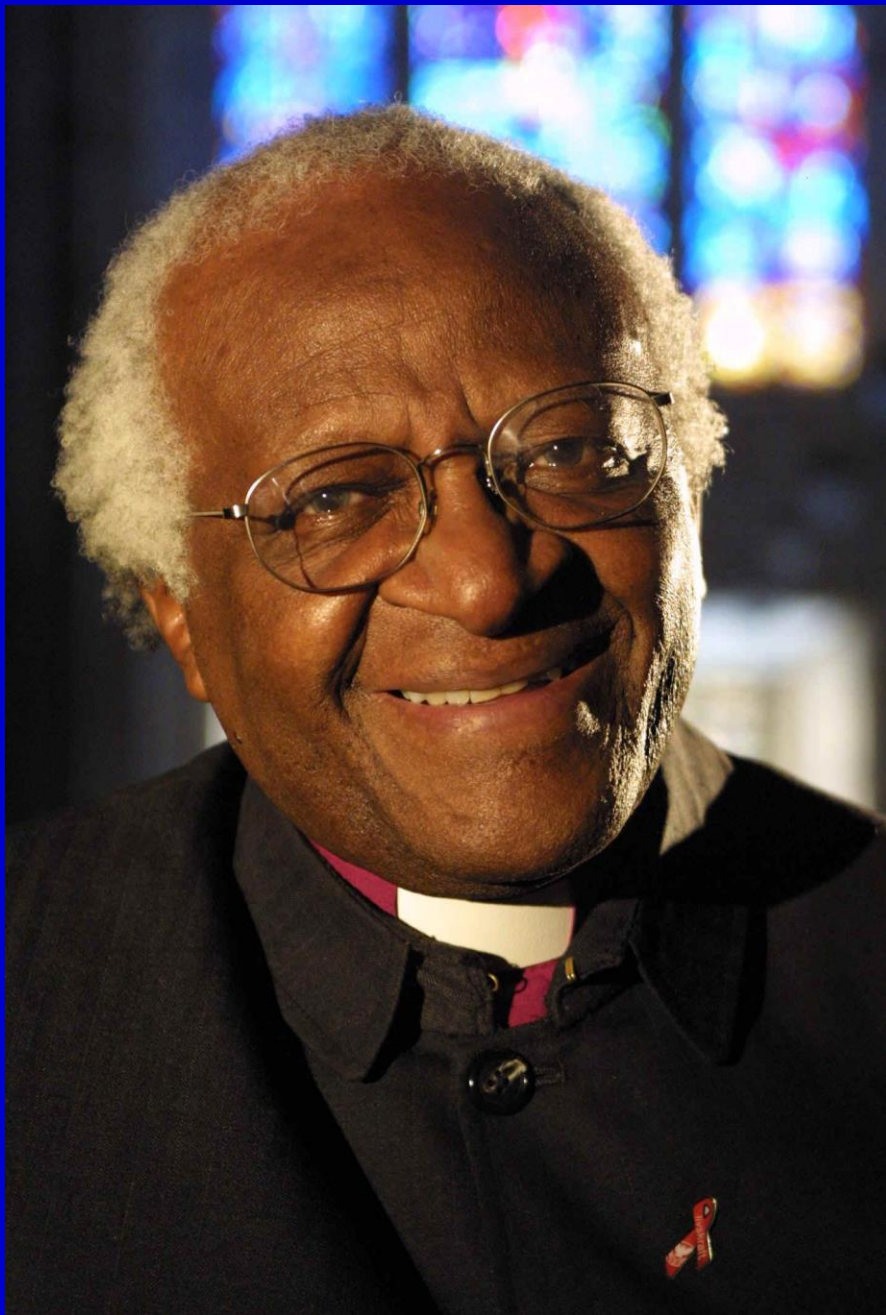
- Gift of gods!
- Sacred Beings!
- Possessions!



From the movie “Short Term 12”







If we don't do all we can to salvage these children, it is almost like spitting in the face of God.

Desmond Tutu  
*Reclaiming Youth at Risk*

# So What is More Important?

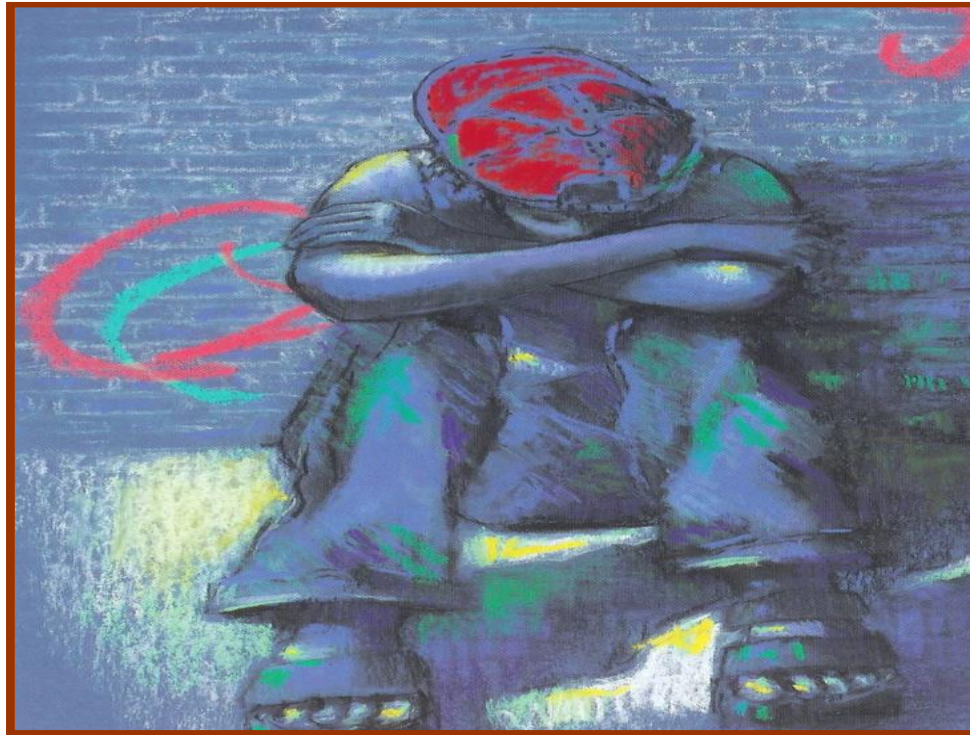
Nature

or

Nurture?

*... both are important.*





©NES from *Reclaiming Or Prodigal Sons and Daughters*

## Chapter 1

# A Portrait of Pain

***One of my doctors one day asked me to write out all the good things that happened to me as a child and all the bad things that happened...I started crying because I could not think of one good thing.***

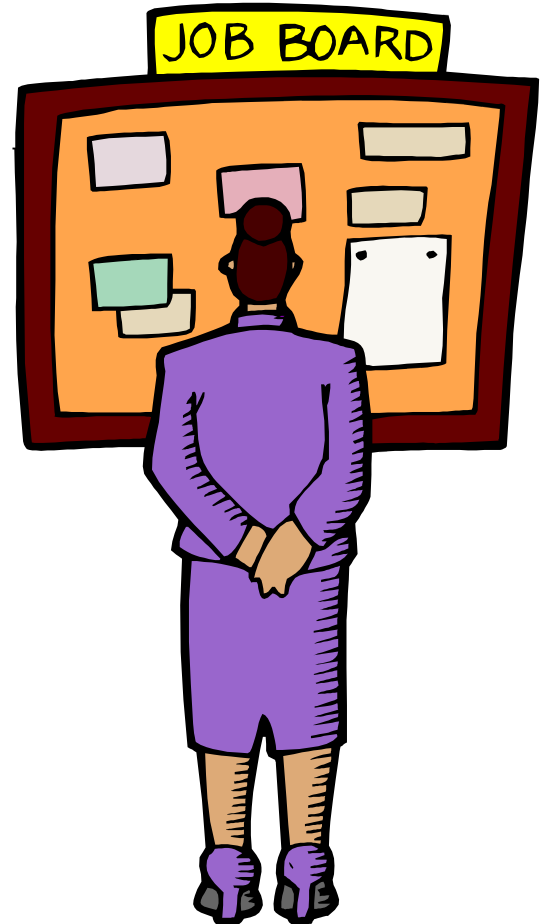
Jasmine, high school student, Perth, Australia

# The PersonBrain Model

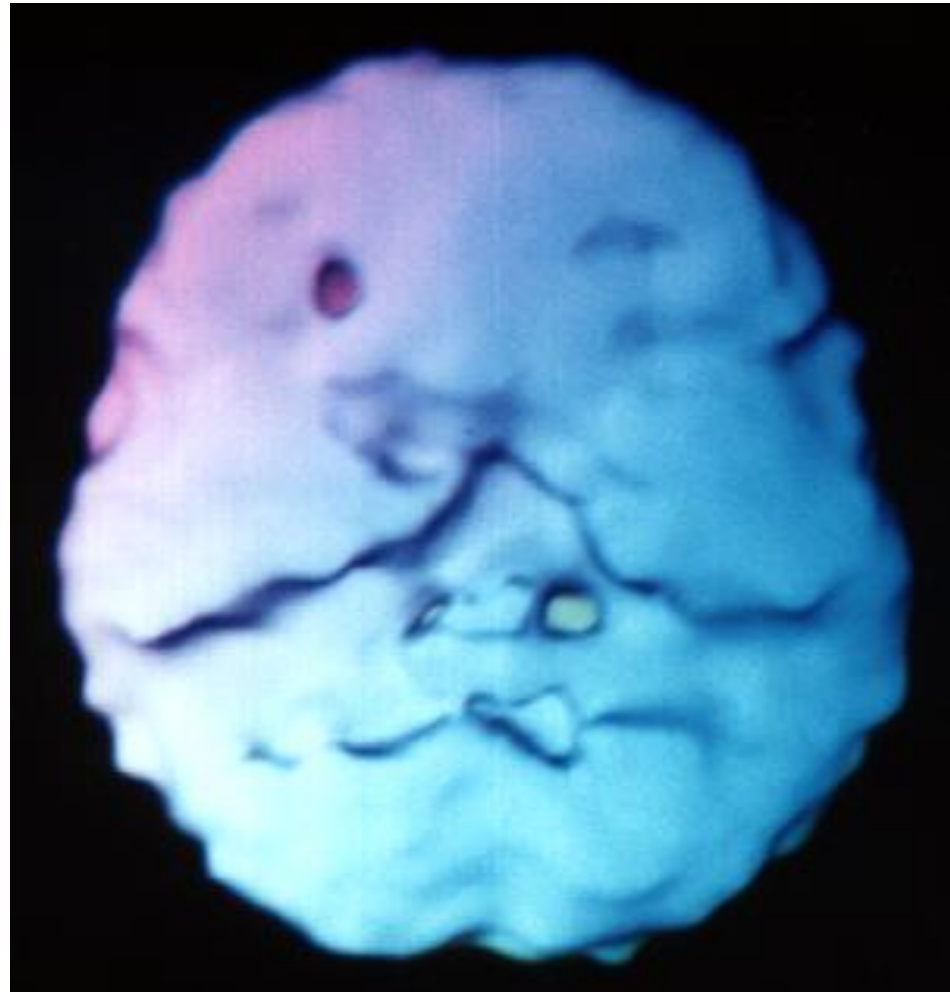
Dr Paul Baker



versus

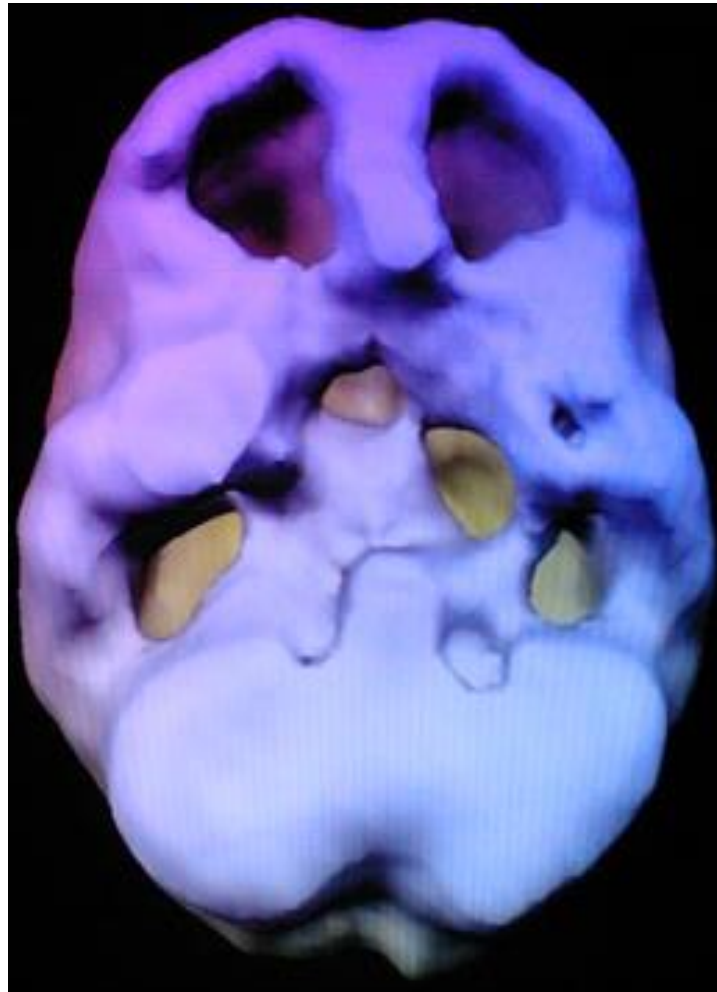


# Normal Brain





# Depressed brain – 17 year old – depressed & suicidal



# PersonBrain Model

- Supportive, compassionate people are primary to relational change.
- The brain can and will change for the better when trained individuals understand its basic function and needs.



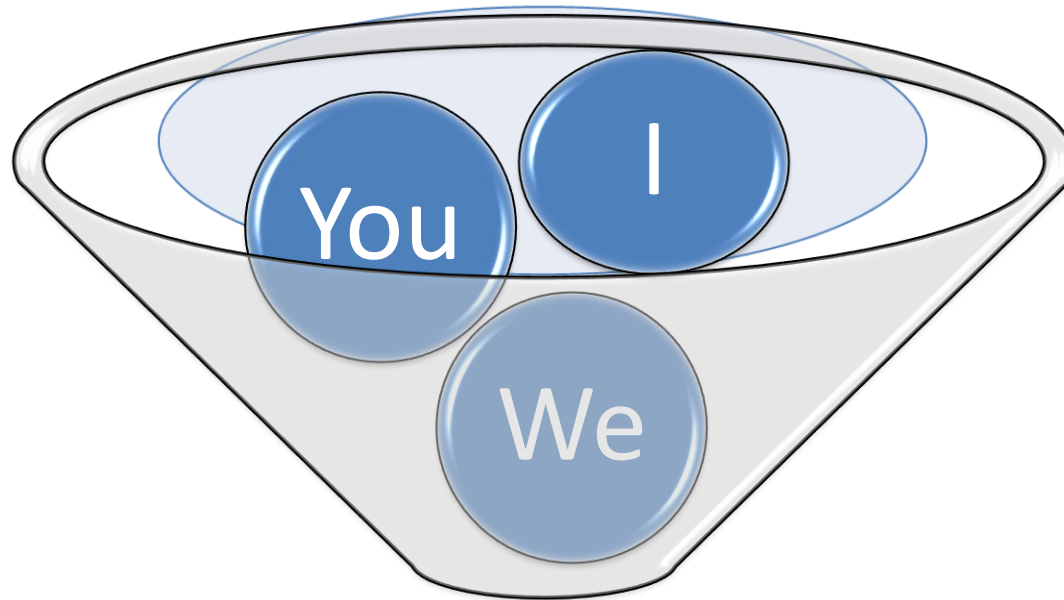
# What makes an action therapeutic?

- Referring someone to therapy does not insure success.
- People change people, and experiences change the brain.
- Therapy is an interactive experience and for this to be effective, the brain has to see it as a good experience.
- If the brain recognizes a good experience it changes for the better.





# The Eco-Relational Funnel



The Share Experience

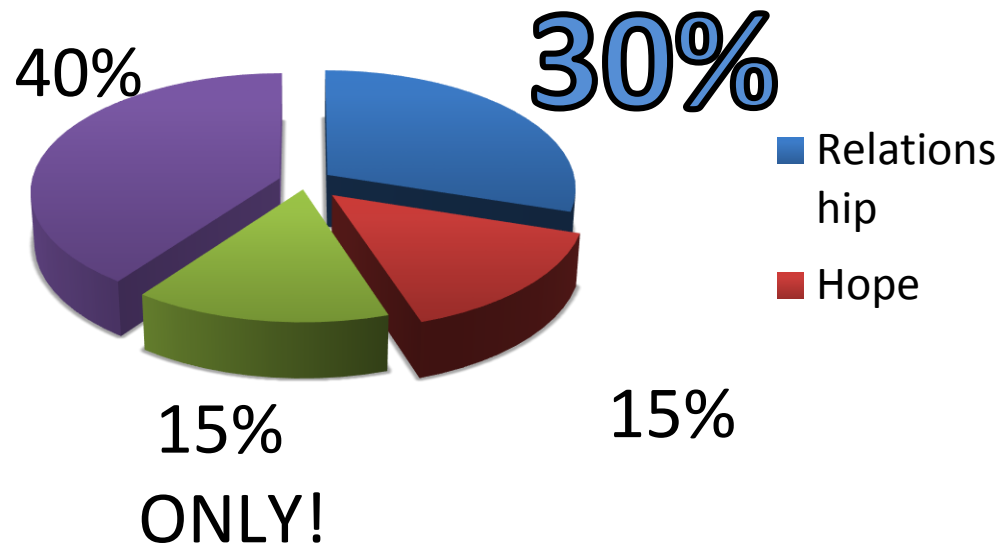


In order to develop normally, a child requires progressively more complex joint activity with one or more adults who have an irrational emotional relationship with the child. Somebody's got to be crazy about that kid. That's number one. First, last and always.

— *Urie Bronfenbrenner* —

**AZ QUOTES**

# JUST...DID YOU KNOW ????



\*Mark Hubble, Ph.D., Barry Duncan, Ph.D., Scott Miller, Ph.D. **Brief Therapy Clinic**  
Counseling and Testing Center at the University of Missouri, Kansas City

<https://youtu.be/VxyxywShewI>



A photograph of a young boy in a public restroom. The boy is standing on a tiled floor, looking at a white urinal mounted on a tiled wall. He is wearing a white t-shirt with a graphic, dark shorts, and black sandals. To his left is a wooden partition and a sink. To his right is another urinal. The word "FAIL" is written in large red letters over the right urinal. The restroom has light-colored tiled walls and a tiled floor. A black handrail is visible on the left wall, and a small mirror is mounted above the partition.

**FAIL**

# Neuro-Relational Retraining

“BE WITH, FEEL WITH, GO WITH”

This is the foundation to transformation. “That which is not transformed, is transferred.”

This approach deals specifically with what children and youth need, not a diagnosis

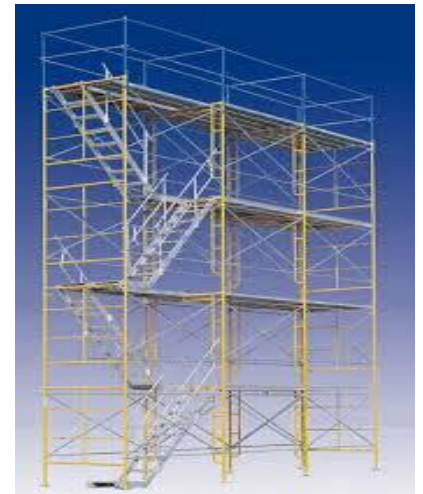
“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not. Dr. Suess





# Things to remember in neuro-relational retraining

- Scaffolding for Support: co-constructing a secure relational foundation
- Trust Trials – opportunities provided to prove we are worthy of each others trust
- Relational Mosaic – each piece may seem insignificant alone but together form the picture



# Relational Reimbursement

- Brain is social brain redesigning itself to survive.
- At times we need to rescue youth from themselves.
- Some strategies
  - Re-craft their experiences
  - Being genuine and compassionate
  - Use multiple ports of entry, never giving up
  - Micro-interactions are important





# Value of Children

- Each person working with children and adolescents should have a passion for them.
- “You’ve been handed a piece of history in advance – a gracious gift you send to a time you will not see - and you play the biggest role in how that history will ultimately be recorded.”

Dr. Time Kimmel, Grace based Parenting



# Understanding the “Inside Kid

Understand that each  
person has their own  
“private logic”  
(Alfred Adler)

“Truth can be told a hundred  
different ways”  
(Dave Huebsch)



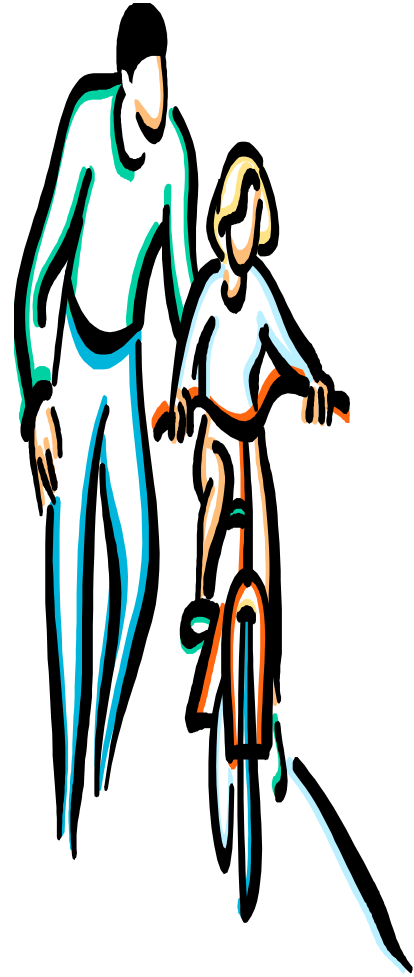
# Understanding the “Inside Kid

Recast all problems (situations) as learning opportunities.

“Please coach me, don’t scold me”

“Mourning has broken, learning from the wisdom of adversity.” Camella B’Hahn

“Your mess can become your message” —  
Max Lucado



# Understanding the “Inside Kid

- Practice this general philosophy on all interactions with youth
- Always look to improve the relationship, if you cannot do this at least leave it unchanged, but never cause it to be damaged.

Nicholas Long. LSCI

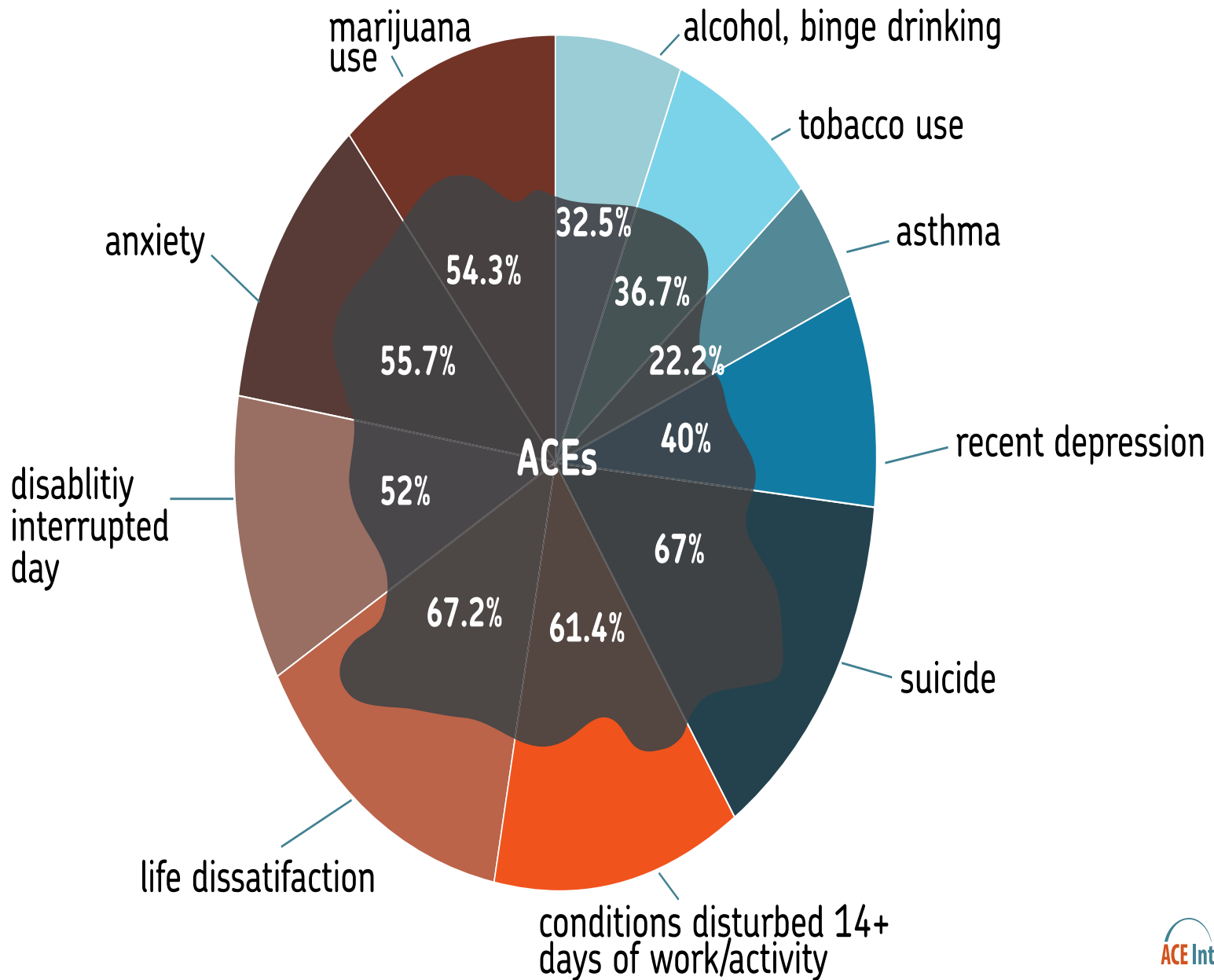


# Tips From Resilient Principals



- Don't ignore the problem.
- Take mental health issues seriously because it is the school's responsibility to make sure all students learn
- Provide professional development on mental health problems in children;
- Create a comfortable environment for teachers to ask for support if they need it;
- Have a good relationship with parents.
- Create treatment teams including reflective practice and consultation

# Population Attributable Risk



# How Schools Can Help Nurture Students' Mental Health

- **SCHOOL-BASED MENTAL HEALTH CARE**
- **OFFER MENTAL HEALTH SCREENING**
- **INCLUDE EXERCISE IN THE SCHOOL DAY**
- **ALLOW KIDS TO SLEEP IN**
- **BUILD MINDFULNESS INTO THE SCHOOL DAY**
- **LIMIT TECHNOLOGY AND ENCOURAGE FUN**
- **TAKE HAPPINESS SERIOUSLY**
- **REDUCE ADOLESCENT STRESS**



# Chinese symbol for “listening”



I give you my ears, my eyes, my  
undivided attention and my heart”



# Scene from “Freedom Writers”



**May the sun bring you  
new energy by day,**

**May the moon softly restore  
you by night,**

**May the rain wash away  
your worries,**

**May the breeze blow new  
strength into your being,**

**May you walk gently through  
the world and know it's  
beauty all the days  
of your life.**

**— Apache Blessing**





# How Schools Can Help Nurture Students' Mental Health

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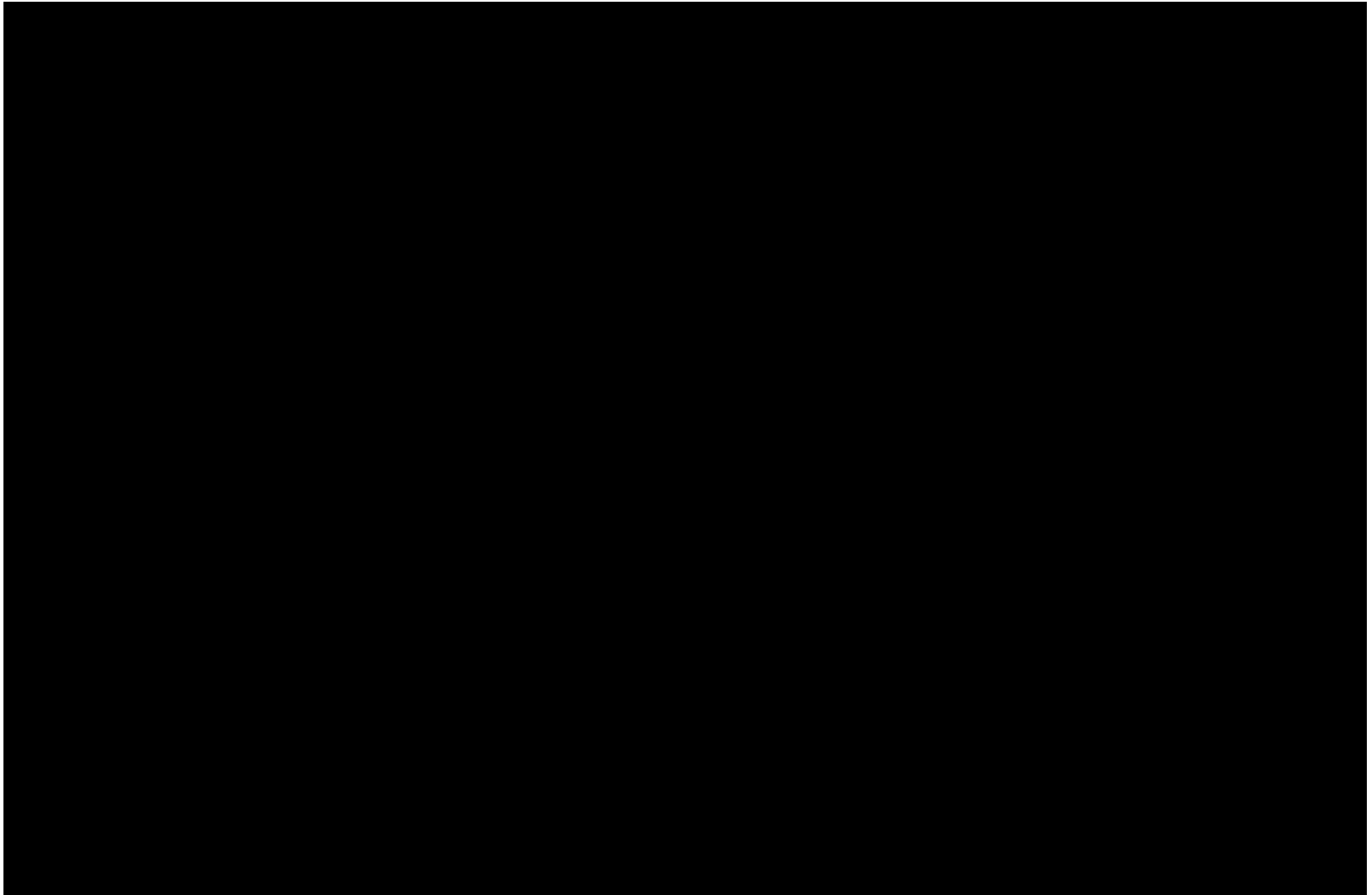


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# Cider House Rules





Adverse Childhood Experience* Categories	Impact of Trauma and Health Risk Behaviors to Ease the Pain	Long-Term Consequences of Unaddressed Trauma (ACEs)
<p><b><i>Abuse of Child</i></b></p> <ul style="list-style-type: none"> <li>■ Recurrent Severe Emotional abuse</li> <li>■ Recurrent Physical abuse</li> <li>■ Contact Sexual abuse</li> </ul> <p><b><i>Trauma in Child’s Household Environment</i></b></p> <ul style="list-style-type: none"> <li>■ Substance abuse</li> <li>■ Parental separation or divorce -</li> <li>■ Chronically depressed, emotionally disturbed or suicidal household member</li> <li>■ Mother treated violently</li> <li>■ Imprisoned household member</li> <li>■ Loss of parent – (by death, by suicide, - or by abandonment)</li> </ul> <p><b><i>Neglect of Child</i></b></p> <ul style="list-style-type: none"> <li>■ Abandonment</li> <li>■ Child’s basic physical and/or emotional needs unmet</li> </ul> <p>* Above types of ACEs are the “heavy end” of abuse.</p>	<p><b><i>Neurobiologic Effects of Trauma</i></b></p> <ul style="list-style-type: none"> <li>■ Disrupted neuro-development</li> <li>■ Difficulty controlling anger-rage</li> <li>■ Hallucinations</li> <li>■ Depression</li> <li>■ Panic reactions</li> <li>■ Anxiety</li> <li>■ Multiple (6+) somatic problems</li> <li>■ Sleep problems</li> <li>■ Impaired memory</li> <li>■ Flashbacks</li> <li>■ Dissociation</li> </ul> <p><b><i>Health Risk Behaviors</i></b></p> <ul style="list-style-type: none"> <li>■ Smoking</li> <li>■ Severe obesity</li> <li>■ Physical inactivity</li> <li>■ Suicide attempts</li> <li>■ Alcoholism</li> <li>■ Drug abuse</li> <li>■ 50+ sex partners</li> <li>■ Repetition of original trauma</li> <li>■ Self Injury</li> <li>■ Eating disorders</li> <li>■ Perpetrate interpersonal violence</li> </ul>	<p><b><i>Disease and Disability</i></b></p> <ul style="list-style-type: none"> <li>■ Ischemic heart disease</li> <li>■ Cancer</li> <li>■ Chronic lung disease</li> <li>■ Chronic emphysema</li> <li>■ Asthma</li> <li>■ Liver disease</li> <li>■ Skeletal fractures</li> <li>■ Poor self rated health</li> <li>■ Sexually transmitted disease</li> <li>■ HIV/AIDS</li> </ul> <p><b><i>Serious Social Problems</i></b></p> <ul style="list-style-type: none"> <li>■ Homelessness</li> <li>■ Prostitution</li> <li>■ Delinquency, violence, criminal behavior</li> <li>■ Inability to sustain employment</li> <li>■ Re-victimization: rape, DV</li> <li>■ compromised ability to parent</li> <li>■ Intergenerational transmission of abuse</li> <li>■ Long-term use of health, behavioral health, correctional, and social services</li> </ul>

# In Summary

- Childhood abuse and trauma:
  - Impacts brain and nervous system, perception of self and others
  - Causes serious and chronic health, behavioral health and social problems
  - Epidemic proportions. Major public health issue
  - Often unrecognized , ignored or denied.

# There are Many Faces of Trauma



# Investing in Our Children

- *The issue is not are we going to pay - - - it's are we going to pay now, up front, or are we going to pay a whole lot more later on.*

Marian Wright Edelman

# What Can We Do as Individuals?

- Break societal silence and end the isolation of the child.
- Ask “what happened” vs whats wrong with you.
- Listen. Pay attention. Believe. Respond with compassion. Be a safe place for the child.



# **A Public Health Approach**

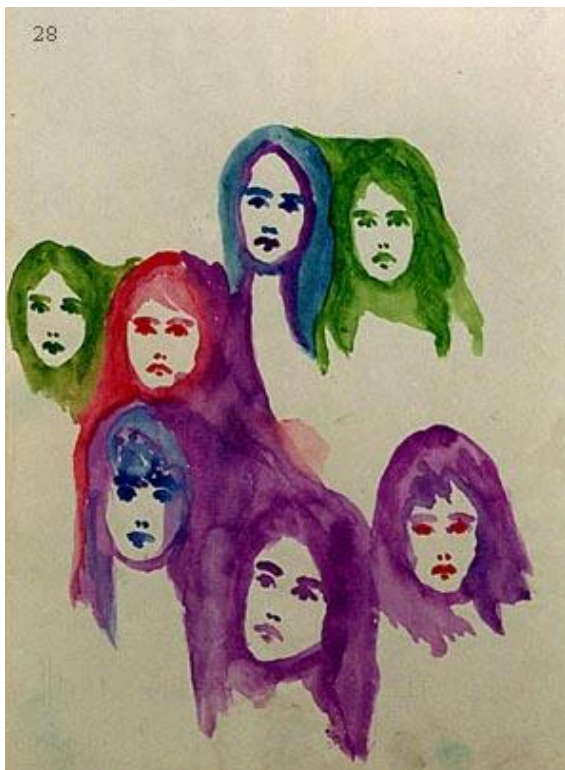
- **I. Prevention**
- **II. Detection and Early Intervention**
- **III. Safe, Strengthening and Healing Environments and Responses**



***“If you think you’re too small  
to make a difference, try  
sleeping in a room with a  
mosquito.”***

**African Proverb**





***“The solution of adult problems tomorrow depends in large measure upon the way our children grow up today”.***

***Margaret Mead***

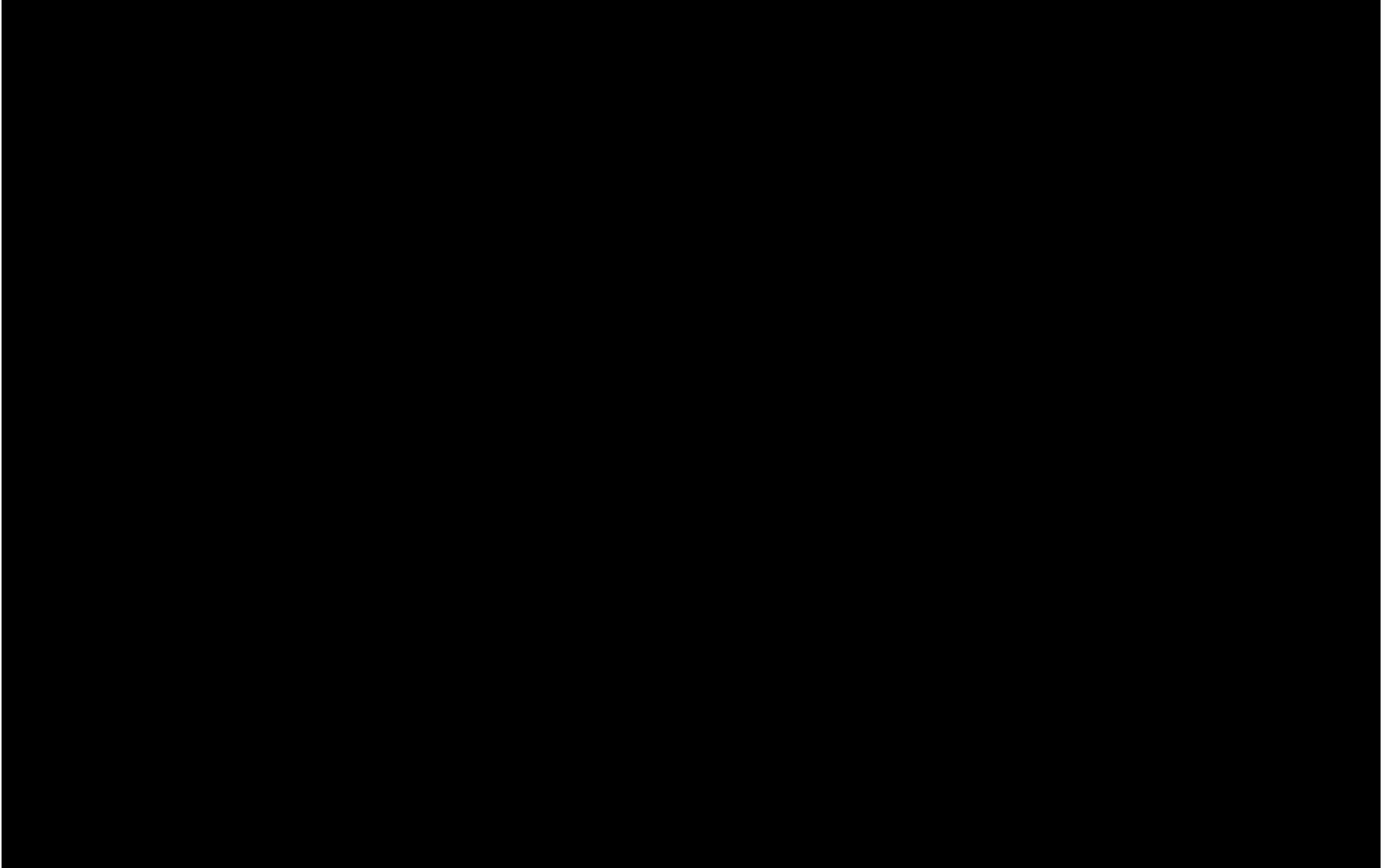
# Stages of Change

- The stages of change are:
- **Pre-contemplation** (Not yet acknowledging that there is a problem behavior that needs to be changed).
- **Contemplation** (Acknowledging that there is a problem but not yet ready or sure of wanting to make a change).
- **Preparation/Determination** (Getting ready to change).
- **Action/Willpower** (Changing behavior).
- **Maintenance** (Maintaining the behavior change).
- **Relapse** (Returning to older behaviors and abandoning the new changes).
- **Transcendence** -Eventually, if you "maintain maintenance" long enough, you will reach a point where you will be able to work with your emotions and understand your own behavior and view it in a new light. This is the stage of "transcendence". In this stage, not only is your bad habit no longer an integral part of your life but to return to it would seem atypical, abnormal, even weird to you.

# Guiding Values in Trauma-Informed Care

- ▶ Communicate with Compassion
- ▶ Understand the prevalence & impact of trauma
- ▶ Promote safety
- ▶ Earn trust
- ▶ Embrace Diversity
- ▶ Provide Holistic care
- ▶ Respect Human Rights
- ▶ Pursue the person's strengths, choice & autonomy
- ▶ Share Power

# Dead Poet's Society - YAWP



**IT IS EASIER TO  
BUILD UP A CHILD  
THAN IT IS TO  
REPAIR AN ADULT...**

**CHOOSE YOUR  
WORD'S WISELY.**



- It's not our job to toughen our children up to face a cruel and heartless world. It's our job to raise children who will make the world a little less cruel and heartless.
- By L.R Knost