

Larry Brendtro

Lesley du Toit



**RAP**

# **Response Ability Pathways**

**Restoring Bonds of Respect**



# Response Ability Pathways

*Restoring Bonds of Respect*

Larry Brendtro and Lesley du Toit

Certification Course Guidebook

©2022 Resilience Resources

Published by Resilience Resources

PO Box 255, Lennox, SD

# Response Ability Pathways

## Table of Contents

Chapter 1	Enduring Truths	1
Chapter 2	Trauma Wise	8
Chapter 3	Resilience Focused	15
Chapter 4	From Conflict to Caring	19
Chapter 5	Connecting for Support	27
Chapter 6	Clarifying Challenges	31
Chapter 7	Restoring Respect	36
Chapter 8	Reclaiming Resources	40



# Chapter 1

## Enduring Truths

Seeking Solutions   Indigenous Wisdom   Voices of Pioneers

### Seeking Solutions

Everything should be as simple as possible but not simpler.

If you can't explain your theory to a six-year-old,  
you probably don't understand it yourself.

Albert Einstein

We are drowning in data while starving for wisdom.

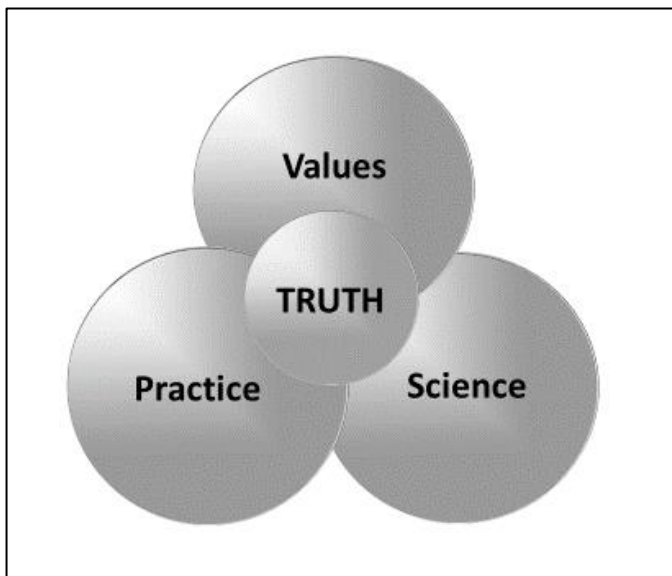
E. O. Wilson, Harvard University

#### **The Solution is *Consilience***

Discover powerful simple truths by tapping different  
sources of knowledge.

William Whewell, 1847

#### **Consilience: The Test for Truth**



**Values:** Cultural Values, Universal Values

**Practice:** Practice Wisdom, Life Experience

**Science:** Modern Science, Indigenous Science

## Indigenous Wisdom

Much knowledge about human nature predates Western science.

Herbert Vilakazi, Zululand University

Indigenous science studies the world in terms of relationships.

Indigenous people were able to thrive for millennia in harmony with nature.

Gregory Cajete, *Native Science*

First Psychologists

African men and women, particularly the old women, were consummate child psychologists.

Herbert Vilakazi

Throughout history, people lived in Indigenous societies based on bonds of sharing. The Zulu language calls this world-view *Ubuntu*.

For a million years, humans have evolved to thrive in egalitarian groups.

For 10,000 years, cultures of coercion have disrupted human harmony.

Christopher Boehm

**Origins of Democracy: The Iroquois Great Law of Peace (1142)**

◇ Children are sacred

◇ Leaders are servants

◇ Women share power

◇ Decision by consensus

**Relationships of Respect**

The old are dedicated to the service of the young as their teachers and advisors, and the young in turn regard them with love and reverence.

Ohiyesa [Charles Eastman] *The Soul of the Indian*, 1911



### **Learning Responsibility**

Blackfoot children were given many responsibilities. However, modern society excludes young people from responsibility and then blames them for their lack of responsibility.

Ruth Benedict, 1938

### **Maslow and the Blackfoot People in Alberta, Canada**

Maslow's summer of 1938 with the Blackfoot First Nation transformed his perspective on human behavior. While he had assumed power was the primary human motivation, this culture was built on generosity and the people lived in harmony.

Abraham Maslow

*Be related somehow to everyone you know.*

Treating others as relatives builds bonds of respect.

Ella Deloria, 1943, *Speaking of Indians*

They had what the world has lost. They have it now. What the world has lost, it must have again.... Be it now or a hundred years from now, or a thousand — so long as the race of humanity shall survive — the Indian keeps his gift for us all.

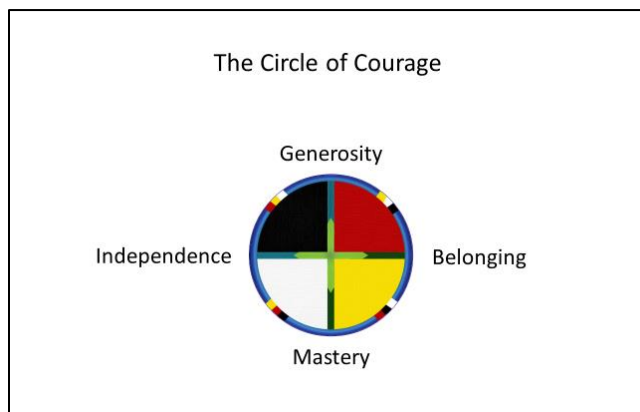
John Collier, 1947, *Indians of the Americas*

Across cultures and the lifespan, people have the same needs.

Martin Brokenleg

Larry K. Brendtro, Martin Brokenleg, & Steve Van Bockern, 2019

*Reclaiming Youth at Risk*



[video]

**The Circle of Courage** is a birthright for Indigenous cultures and the foundation for positive development of all children and youth.

The Circle of Courage contributed to transforming services for young people at risk in democratic South Africa.

*Let us build a country in which our children and youth can learn to care for and respect others.*

Nelson Mandela

### **Cultures of Respect: Indigenous Peru and the Circle of Courage**

From the moment I entered their community, I was captivated by their respectful behavior, self-confident demeanor, and astonishing creativity.

Inge Bolin, Vancouver Island University

Despite great poverty, children are polite, responsible, compassionate, curious, adventurous, and courageous even at a very young age.

Inge Bolin

### **Belonging**

Young people are taught that loneliness is the saddest experience so all must be included in circles of respect.

### **Mastery**

Children are eager to learn from elders by observing and pitching in to help. In school they are highly motivated but never flaunt their superiority.

### **Independence**

Youth take responsibility for tending animals and caring for small children who idolize them. They are never harshly punished.

### **Generosity**

Teens are given the role of protecting the alpacas from rustlers. All young people contribute as full members of the community.

Traditional cultures place great value on meeting the needs of children.

Barbara Rogoff

Youth now have half the Developmental Assets needed to reach full potential.

Search Institute

### **Decolonizing Discipline**

Indigenous people have always had the knowledge and skills necessary to survive in good times and bad. All societies need this ancient knowledge now more than ever.

Martin Brokenleg

### **Dominator Cultures: *The Maury Povich Show***

[Video]

### **Cultures of Respect: *The Boys of Baraka* [Video]**

## Voices of Pioneers

The values of cultures of respect were also embraced by educational and youth work reformers working to replace colonial domination with communities where all can thrive.

Stephan Lhotzky

The essential principle of education is not teaching but love.

Johann Pestalozzi, 1809

Through the ages there have been two systems used in the education of the young: *preventive* and *repressive*.

John Bosco, 1877

### ***The Century of The Child***

Science and democratic values will end the soul murder of children.

Ellen Key, 1900

Delinquent youth have a greater spirit of adventure.

Jane Addams, 1909, *The Spirit of Youth and the City Streets*

### ***The Child's Right to Respect***

I chose the idea of serving the child and his rights.

Janusz Korczak and Polish Street Children, 1911

There is no such thing as a bad boy.

Floyd Starr, *Starr Commonwealth Creed*, 1913

Every child comes with the message that God is not yet discouraged of man.

Rabindranath Tagore, 1913

### **Absorbent Minds**

Someday a museum of school slavery will feature prizes and punishments to enforce obedience, and desks to prevent children from moving.

Maria Montessori, 1914

### **Democracy and Education**

Education is not preparation for life; education is life itself.

John Dewey, 1916

### **Discovering Strengths**

What we want to achieve in our work with young people is to find and strengthen the positive and healthy elements no matter how deeply they are hidden. We enthusiastically believe in the existence of those elements even in the seemingly worst of our adolescents.

Karl Wilker, 1921

*Wilker transformed Berlin's worst youth prison and took his ideas to South Africa.*

### **Diepkloof Reformatory in South Africa**

*Respect* — The inmates will now be called pupils.

*Responsibility* – At the right time, we will pull down the outer fence around Diepkloof.

Alan Paton, 1935

A child should know some joy each day and look forward to some joyous event for the morrow.

*Anton Makarenko, 1935, The Road to Life*

### **Generosity**

Children are born with a generous disposition. The need to give is just as vital as the need to receive.

A child who senses his or her gifts are being rejected feels bad and unlovable.

Ian Suttie, 1935, *Origins of Love and Hate*

Love is the primary unmet need of wayward youth.

August Aichhorn, 1935, *Wayward Youth*

August Aichhorn worked with Anna Freud to train leaders in youth work and education, including Fritz Redl. As Hitler came to power, Anna Freud moved to England while Fritz Redl emigrated to America.

Fritz Redl established the University of Michigan Fresh Air Camp in 1941.

This therapeutic milieu replaced punishments with relationships.

### **The Children of Terezin**

Rescued from a concentration camp, they fought all adults, but were totally loyal and generous with one another. After learning to trust, they accepted adults into their group and tried to help in any way they could.

Anna Freud, 1945

**Gisela Konopka** was active in the democratic Wandervogel Youth Movement which challenged autocratic European attitudes. Imprisoned by the Nazis, she escaped to America where she became a pioneer in therapeutic group work and youth development.

Gisela Konopka, 1949

**The Wild Boy of Aveyron** [video]

Dr. Itard and Madame Guérin developed warm relationships with Victor. He had been abandoned with a slit throat but survived by foraging in the forests of France.

Jean Marc Itard, 1802

## Chapter 2

# Trauma Wise

### Pain-Based Behavior Coping with Pain

#### Pain-Based Behavior

Young people who have experienced trauma are in deep pain which shows in their behavior. Adults often react in ways that produce more pain.

James Anglin

#### **Trauma Informed**

Using *evidence-based information* for the treatment of trauma.

#### **Trauma Wise**

Using *natural helping relationships* to prevent and heal trauma.

Police Officer consoling teen [video]

CNN

#### **Voices of Youth: A Portrait of Pain**

One of my doctors asked me to write out all the good things that happened to me as a child and all the bad things...and I started crying because I could not think of one good thing. Jasmine, living homeless on the streets.

Simone Glasson

Trauma reactions are *pain-based behavior*.

James Anglin

#### **Pain-Based Discipline**

Seldom did adults respond to a young person's inner world.

Instead they would react with controlling demands like "Get a grip on yourself" or "Watch your language" and warn of possible consequences.

James Anglin

#### **Pain-Based Behavior**

Social and physical pain use the same brain pathways.

*Punishment* comes from the Latin *poena* meaning *pain*.

Punishment inflicts pain to control behavior.

## Adverse Childhood Experiences

### *Household Stress*

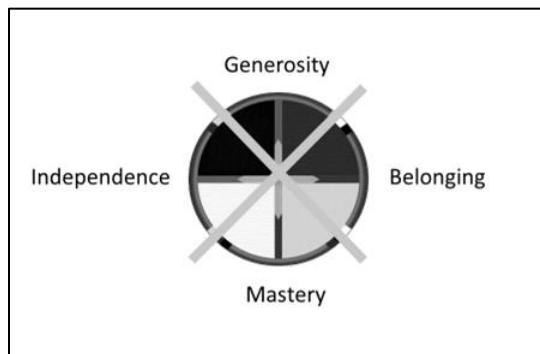
1. Divorce or separation
2. Substance abuse
3. Domestic violence
4. Criminal behavior
5. Mental illness

### *Abuse and Neglect*

6. Psychological abuse
7. Physical Abuse
8. Sexual Abuse
9. Physical Neglect
10. Emotional Neglect

Kaiser Permanente & Centers for Disease Control

Adversity becomes toxic when it disrupts developmental needs.



## Trauma and Loss

Threatened and helpless

Bessel van der Kolk

Too much stress with too little support

Alan Sroufe

## Developmental Trauma (AKA Relational Trauma)

Multiple, prolonged, adverse events, often beginning in early childhood relationships. Includes physical, emotional, and educational neglect and maltreatment.

Bessel van der Kolk

## What is the primary effect of relational trauma?

- a. Impaired Trust
- b. Impaired Learning
- c. Emotional Numbing
- d. Emotional Dysregulation

Difficulty in regulating internal states like fear, anger, and behavioral impulses.  
Bessel van der Kolk

### **Reacting to Problems or Responding to Needs?**

#### ***Reacting***

Controlling the person  
Harsh aggressive tone  
Retaliating to hostility  
Punishing problems

#### ***Responding***

Calming the person  
Concerned assured tone  
Defusing hostility  
Solving problems

### **Racial Trauma — Growing up as a Black Boy**

*Hate, that stood out against the red dawn;*

*Despair, that darkened noonday; and*

*Doubt, that ever steals along with twilight.*

W. E. B. Du Bois, Harvard College, Class of 1890

### **Historic Distrust**

Youth from dominated groups initially may not trust helpers of a different race.  
Martin Brokenleg

### **Historical Trauma**

Cultural oppression results in cumulative emotional wounds across generations.  
Maria Yellow Horse Brave Heart

### **Surface Symptoms**

Acting Out  
Withdrawal  
Helplessness  
Hopelessness  
Substance Abuse  
Kenneth Hardy

### **Hidden Wounds**

Disrespect  
Voicelessness  
Wounds of Rage  
Wounded Self-Worth

### **Refugees from Violence**

When I woke up, I was completely naked and had an awful headache. They tell me I have a fracture in my head. I spent nearly a year crying about what happened to me.

Abril, Teen from Honduras



### **Microaggressions in Everyday Life**

Rude or insulting verbal or nonverbal acts that demean a person can cause traumatic stress.

Derald Wing Sue

### **Peers as Protectors**

In Indigenous communities, older children teach and protect their younger relatives in daily activities and in play. Adults teach the skills necessary for survival to youth who then teach those skills to younger children.

Martin Brokenleg

### **Peers as Traumatizers**

Bullying Conference at Starr Commonwealth [video]

## **Coping with Pain**

Without someone to trust, persons in distress may turn to drugs, alcohol, sex, delinquency, or other risk-taking behavior to cope with emotional pain.

Sandra Bloom & Brian Farragher

### **Numbing the Pain**

I didn't want no one to love any more. I had been hurt too many times. So I began to learn the art of blocking out all emotions and shut out the rest of the world. The door would open to no one.

Richard Cardinal, *Cry from the Diary of a Métis Child*

### **Defensive Coping Strategies**

**Emotions:** *Amygdala Alert*

Vigilant against attack or rejection.

**Thinking:** *Distrustful private logic*

Expect hostility from others.

**Behavior:** *Adaptive distancing*

Keep people at bay for protection.

John Seita, *Reaching Disconnected Kids*

**Human touch** provides support and healing but is prohibited in many therapeutic settings.

**Medications** blunt sensations instead of teaching the person how to deal with distress.

Bessel van der Kolk

### **Worrying about School**

### **Conflict with Parents**

While delinquency has declined for fifty years, stress has not.

For the last half century, **psychological distress** among youth has been increasing primarily due to two factors which apply across all social classes.

#### **Voices of Youth: Stressed in School**

Sitting there in class trying to concentrate but too many things running through my head.

Ryan, Homeless Australian Student

Simone Glasson

#### **Voices of Youth: Conflict with Parents**

- I hurt the relationship with my family a lot and it's really important to learn to build up that relationship that you demolished.
- Parents might think the child is being disrespectful to them. Here they show you how to be respectful even though you might disagree.

Much problem behavior reflects desperate attempts to establish relationships or sheer frustration and purposelessness when the need to belong goes unmet.  
Roy Baumeister

Disconnected youth desperately pursue "substitute belongings."

Karl Menninger

Connected to Gangs, Connected to Chemicals, Abusive Relationships

### **Shame and Self Worth**

"I've always known I was nuts. I've been raped, beaten, and humiliated since I was a little boy. Even my priest did it to me. This doesn't happen to everyone – it's got to be something wrong with me."

Cited by Sandra Bloom

#### **Showing Shame**

Exclusion > Shame

Feeling at risk of rejection.

#### **Showing Pride**

Belonging > Pride

Feeling accepted by others.

### **Reactions to being Traumatized**

**Helplessness:** "Nothing I do will make a difference." Youth are at risk for abuse, depression, substance abuse, and self-harm.

**Defiance:** "Nobody is going to tell me what to do." Youth show oppositional behavior and gravitate to a countercultural group.

### Violent Subcultures

Described as *cultures of honor*, any sign of disrespect can ignite aggression or a threat display.

Persons who expect violence learn to defend their reputation by reacting to any insult or threat.

Richard Nisbett, University of Michigan

### Becoming “Violentized”

Lonnie Athens

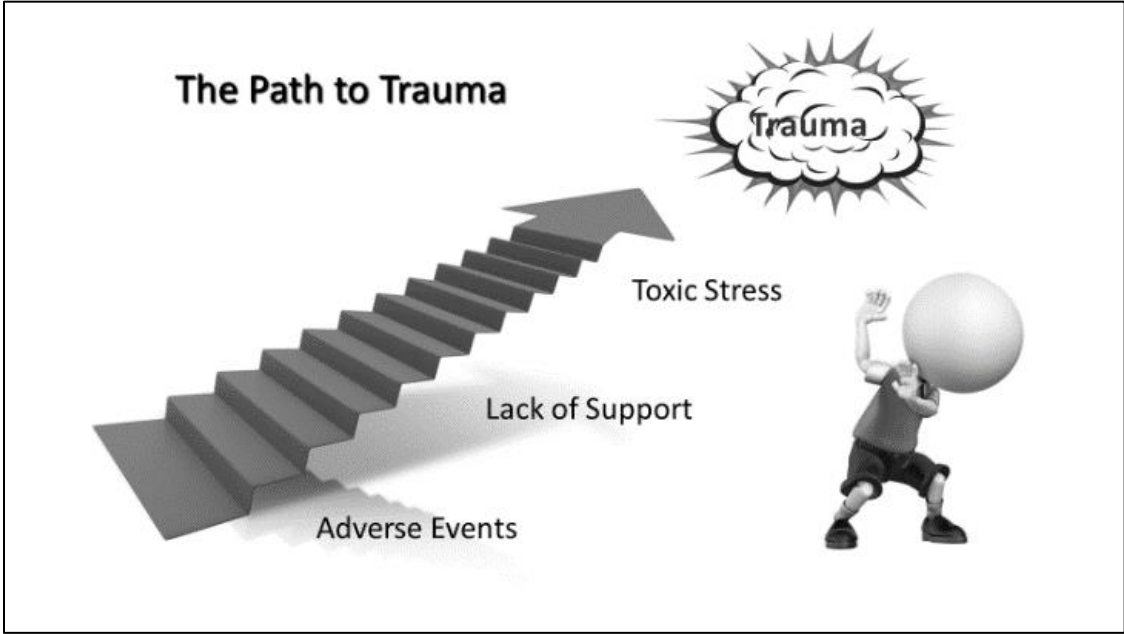
Trauma	Contemplation	Coping	Violent
Abuse	Rumination	Defiance	Antisocial peers
Rejection	Violent models	Covert aggression	Hostile thinking
Emotional pain	Rejects victim role	Overt aggression	Violent pride

### Becoming “Beset”

Martin Gold

Trauma	Contemplation	Coping	Beset
Abuse	Rumination	Avoidance	Anxious
Rejection	Self-blame	Numbing pain	Depressed
Emotional Pain	Takes victim role	Self-abuse	Dysregulated

Tsotsi [video]



# Chapter 3

## Resilience Focused

Risk and Resilience

Healing Relationships

### Risk and Resilience

Every trauma survivor I've met is resilient in his or her way, and every one of their stories inspires awe at how people cope.

Bessel van der Kolk

#### **Voices of Pioneers**

**Problem behaviors** are misdirected adaptive efforts.

Ian Suttie, 1935

**Maladjustments** in children are stages in becoming mature.

John Morgan 1936

#### **Becoming "Weller than Well"**

Three stages in the history of our work.

- Treating mental illness
- Promoting mental health
- Becoming "weller than well"

Karl Menninger, 1963

#### **The Three Pillars of Transforming Care**

**Trauma:** Danger, Disconnection, Dysregulation

**Resilience:** Safety, Connecting, Coping

Howard Bath & John Seita

**The Deficit Model:** *Problems are symptoms of deviance or mental disorder.*

Interventions focus on behavior control and medication.

**The Resilience Model:** *Problems are attempts to cope with difficult challenges.*

Interventions focus on building relationships and meeting needs.

#### **Discipline for Resilience**

Power Assertion, Problem Solving

Martin Hoffman

### **Resilience Science**

Instead of focusing on deficits, the best way to prevent and remedy problems may be to promote competence and success.

Ann Masten, University of Minnesota

### **The Kauai Resilience Study**

**Roots of Resiliency:** Resilient children were loved despite their behavior, intelligence, or attractiveness.

Youth who received positive responses were stress resistant.

Youth who received negative responses were vulnerable.

Emmy Werner & Ruth Smith, *Vulnerable but Invincible*

Trauma and resilience are human universals.

The world breaks everyone and afterward many are strong at the broken places.

Ernest Hemingway *A Farewell to Arms*

With positive connections, a majority can surmount almost any risk.

Emmy Werner

### **Grit: Passion and Perseverance**

IQ and “natural talent” do not drive success. Rather, persons who develop interest in some area engage in serious practice and reach high levels of excellence.

Angela Duckworth, 2016

**The Stealing Effect:** Surmounting challenge builds coping strengths.

Michael Rutter, 2012

**To build resilience,** we focus our efforts on what matters most.

Emmy Werner

## **Healing Relationships**

Relationships are the agent of change, and the most powerful therapy is love.

Bruce Perry & Maia Szalavitz

### **All Relationships Matter**

Parents, counselors, teachers, coaches, direct-care workers, case managers, and others are all in a position to help a child heal.

Ricky Greenwald, *Healing Trauma by Helping Others*

Resilience rests fundamentally on relationships.

Suniya Luthar

Resilience is not a personality trait, but persons with attractive personal qualities are better able to recruit relational support.  
Michael Rutter

### **Youth Grade Adults**

#### *Desired Behaviors*

Calm pleasant voice, Offer to help, Joking and humor, Positive feedback, Fairness, Explains things, Politeness, Gets to the point, Smiling

#### *Disliked Behaviors*

Throwing objects, Accusing and blaming, Shouting,  
No chance to speak, Mean insulting remarks, Unwanted physical touch,  
Bossy and demanding, Unfriendly, Lack of understanding, Profanity

### **Humor and Resilience**

Trust— We build positive bonds

Respect—We feel we are valued.

Understanding—We know each other.

Empowerment—We are social equals.

John Digney, Reclaiming Youth UK/Ireland

### **Healing Trauma by Helping Others**

Our lives no longer belong to us alone, they belong to all those who need us so desperately.

Elie Wiesel, Nobel Prize Speech

### **Generosity: *Enhancing Resilience in Youth***

Orphans help other children who have lost their families.

Johann Pestalozzi, Zurich, Switzerland, 1799

Generosity is a touchstone for positive development.

Christoph Steinebach, Zurich, Switzerland, 2019

### **The Loss of Purpose**

Only 20 percent of today's youth can identify a purpose in their life.

William Damon

### **The Search for Purpose**

Kids in crisis are those most likely to ponder spiritual questions.

Scott Larson

Modern youth are suffering from the misery of unimportance.

Each young person has a *Grande Passion* which is often hidden.

Kurt Hahn

### **The Idealism of Youth**

There are three ways to try and capture the young: one is to preach at them, the second is to coerce them, and the third is the appeal which never fails:

“You are needed.”

Kurt Hahn

### **Successful Service Activities**

Challenging: *This will be difficult.*

Benefit others: *They need our help.*

Relationship-based: *The joy of service.*

### **The Power of Gratitude**

Grateful persons find much to be thankful about, even in the face of adversity.

Mario Mulkiner & Phillip Shaver

### **The Power of Forgiveness**

The highest form of giving is forgiving. Without forgiving there is no future.

Desmund Tutu

### **The Joy of Giving**

When persons being helped return kindness, the circle of reciprocity is complete. This unleashes the shared feeling of joy.

Nel Noddings

### **Greatness Instead of Obedience**

Great persons are able to do great kindnesses.

Miguel de Cervantes

Whoever wants to be great must become a servant.

Book of Mark

### ***The Legacy of Childhood Trauma* [video]**

A teen and his foster mother each share their perspectives on the struggle with trauma. What are the most important themes in video?



# Chapter 4

## From Conflict to Caring

Climates of Conflict      A Curriculum of Caring

### Climates of Conflict

The challenge is to replace *cultures of domination* with *partnership cultures* based on relationships of respect.

Riane Eisler

#### **Two Types of Relationships**

Domination > Force > Obedience

Partnership > Values > Respect

#### ***Rankism***

Misuse of power by treating others like they are nobodies.

Examples are racism, sexism, and bullying behavior.

Robert Fuller

#### **~~Social Equality~~: Adults as “Superiors”**

Youngsters looking for guidance and help find few adults who treat them as equals – they are pushed around, punished, discriminated against, and made to feel worthless.

Rudolf Dreikurs, *Social Equality: The Challenge of Today*

#### **Why Kids are Defiant**

Defiance as Development: *The terrible twos and teens*

Defiance as Defense: *Protecting from being hurt*

Defiance as Distraction: *Masking the hidden pain*

Defiance as Dysfunction: *A hurt person hurting others*

Fritz Redl

***Defiance: The Road to Wellville*** [video]

#### **Power Affects the Brain**

Hypes pleasure seeking

Sparks impulsivity

Blocks empathy

Dacher Keltner

### **Overcoming the Pitfalls of Power**

- Meet needs of others
- Practice humility
- Empower others
- Show respect

Dacher Keltner

### **Performing for Peers**

Youth are by nature prosocial but may join in anti-social behavior for peer approval.

### **Getting “Respect”**

Many youth think they have to act *tough* to gain *respect*. They even take pride in their antisocial or defiant behavior.

### **A Global Youth Culture**

Art by a boy in a Russian orphanage celebrates his hero, rapper Eminem.

### **Problems Sound Cool: *Teen Slang Dictionary for Parents***

Teen talk expresses values influencing modern youth.

*Smash*: casual sex

*Turnt Up*: high or drunk

*Crunk*: both high and drunk

*Drama*: conflict and bullying

### **Mislabeling Chemicals as Cool**

*Cocaine*: Angel Powder, Gold Dust, Heaven Dust, Joy Flakes

*Heroin*: Black Pearl, Bubble Gum, Chocolate, Dynamite

*Marijuana*: Acapulco Gold, All-Star, Christmas Tree, Jolly Green

DEA: Slang Terms and Code Words

### **Insults Sound Cool: *Teen Slang Dictionary for Parents***

*Cancel*: *Reject a person*

*Crashy*: *Crazy and trashy person*

*Creeper*: *Outcast “creepy” person*

*Ghost*: *Ignore a person on purpose*

*Throw Shade*: *Give a dirty look*

### **What is the purpose of insults?**

To attack another’s self-worth.

To make yourself feel superior.

### **Bullying**

Physical or verbal abuse in relationships with an imbalance of power.

## **Two Types of Bullies**

*Bull-Vics* were abused and now hurt others.

*Bull-Recs* bully to gain status and popularity.

## **Rearing Bullies**

*Insecure early attachment*

Lack of warmth from caring adults

*Neglect or permissiveness*

Failure to set limits on hurting others

*Modeling aggression*

Physical discipline and violent outbursts

Dan Olweus, University of Oslo

## **Why Bullying Prevention Often Fails**

Norwegian schools prevent bullying by building democratic groups.

North American schools often use sanctions for bullying behavior. Most bullying prevention programs don't change group climate or student values.

Jaana Juvonen & Sandra Graham

## **Students Rate What Works**

- T  F 1. Use humor.
- T  F 2. Tell them to stop.
- T  F 3. Use I messages.
- T  F 4. Conflict mediation.
- T  F 5. Tell a teacher.
- T  F 6. Tell parent.
- T  F 7. Tell a friend.
- T  F 8. Tell the person how I felt.
- T  F 9. Stand up to bullies.
- T  F 10. Have friends confront bullies.

*Youth Voice* Project: 13,000 students in 31 schools

## **Countering Peer Mistreatment**

*Connections*

Provide support. Even if mistreatment persists, this will not be as traumatizing.

*Coping*

Help youth learn new ways to respond.

Overcoming problems builds resilience.

*Growth Mindset*

Discourage labels like victim and bully. These imply people have fixed traits.

Stan Davis & Charisse Nixon

### **Voices of Youth**

Bullying and intimidating people, I thought it was funny to see people actually hurt. I came with my street values and was doing the same thing. I was taught to look at people's feelings. If I make a wise crack about you, how does that make you feel? You may be laughing on the outside but inside it's eating you up. It all boils down to would I want this to happen to me or anybody in my family?

## **A Curriculum of Caring**

For some years I have been advocating the introduction in our schools, from the earliest grades onward, of what I have called a *curriculum of caring*—not to learn *about* caring but to engage in it.

Urie Bronfenbrenner

### **Growing up in Self-Centered World**

It is now possible for a person to be eighteen years of age without ever having cared for or even held a baby; without ever having looked after someone who is old, ill, or lonely; or without ever having comforted or assisted another human being who really needed help.

Urie Bronfenbrenner

**Caring Behavior:** Showing concern and helping a person in need.

**Caring Values:** Concern for others, even if they are not easy to like.

Nel Noddings

### **Concern or Disregard for Others**

T F Disregard for others is not genetic but the result of caregiving experiences.

T F Concern or disregard for others is related to a person's intelligence.

T F Language skills are key to empathy and understanding the cause of behavior.

### **Labels and Scripts**

Values are rooted in language.

Bert Peeters, Australian National University

### **SCRIPTS Shape Values**

Scripts are brief labels or phrases that influence thinking and action.

Scripts reflect values of a group so whoever controls the scripts shapes the culture—for better or worse. A good script is simple, direct, and does not need discussion. The brain stores easily understood ideas so these sound bites can be more potent than long discussions.

### **BELONGING Scripts**

*We make all feel welcome.*

*We support one another.*

*We include all in the group.*

*We have a great group.*

### **Trust-Building Scripts**

- *Can you help me understand?*
- *What challenges do you face now?*
- *What are ideas about your future?*
- *What are you good at doing?*
- *What is some way you help others?*

### **Trust-Busting Scripts**

- *Calm Down!*
- *What's your problem?*
- *Because those are the rules.*
- *I'm not going to say this again.*
- *We are doing this for your own good.*
- *You need to show some responsibility.*

### **MASTERY Scripts**

*That's a great job!*

*Failure is feedback.*

*Work hard to get smart.*

*Solving difficult problems.*

### **Sandwich Scripts: Positive Correction**

Support > Correction > Support

### **Sandwich Scripts**

*Carla, other students look up to you and enjoy your humor.*

*If you make fun of our new student's accent, she won't feel like she belongs.*

*But when you help her feel welcome, others will follow your leadership.*

### **Helpful correction shows genuine concern.**

The most powerful method of guidance is being shown your mistakes by a person who deeply cares about you.

### **INDEPENDENCE Scripts**

*Making mature decisions*

*Taking responsibility*

*Keeping calm under pressure*

*Thinking for yourself*

### **Scripts to Build Responsibility**

Persons who deny responsibility for their problems are unlikely to change.  
Thus, mentors can use brief scripts to “reverse responsibility.”

**Student:** *Why should I care? Nobody gives a damn about me.*

**Reversal:** *Then you will need to take very good care of yourself.*

**Student:** *Why finish school? When I’m 18, nobody can make me stay.*

**Reversal:** *Then it seems your future will be in your own hands.*

**Student:** *Nobody likes Chris because he treats others like crap.*

**Reversal:** *Guess that shows that Chris really needs your help.*

**Student:** *All the other kids do drugs. So, what’s the big deal?*

**Reversal:** *Actually, you are the big deal.*

### **Scripts that create visual images have more effect.**

*Be a pilot, not a puppet.*

Pilot: Self-Control      Puppet: Control by Others

### **Insist or Enlist?**

Adult Confronts Youth

*If you bully this new student, there will be consequences.*

Adult Enlists Group

*How can the group make sure that every student feels welcome?*

### **Praise versus Encouragement**

*I am pleased. You must be proud.*

### **GENEROSITY Scripts**

*We care for one another.*

*We help people in need.*

*We respect one another.*

*That showed real concern.*

### **Scripts to Make Caring Fashionable**

Caring is Devalued: *I take care of number one.*

Caring is Valued: *It takes strength to help others.*

### **Truth in Labeling**



Labels that make bad behavior cool

*Nobody messes with me!*

Relabeling behavior as acting immature

*Having temper tantrums*

**Relabeling**

Harmful Behavior	Helpful Behavior
 <p>Immature</p> <p>Thoughtless</p> <p>Easily Misled</p> <p>Helpless</p> <p>Inconsiderate</p>	<p>Mature</p> <p>Thoughtful</p> <p>Thinks for Self</p> <p>Helpful</p> <p>Considerate</p> 

Labels should only apply to BEHAVIOR, not the person—  
*That was very immature behavior for someone as clever as you.*

**Scripts to Make Delinquent Pride Uncool**

*I gave that little twerp a muscle sandwich.*

*Why does Tony like to hurt smaller kids?*

**The Language of Respect**

*We believe that no one has the right to hurt another person either physically or verbally, and everyone has the responsibility to help.*

**Scripts to Build Empathy**

A person in need is the expert.

*Can you help me understand?*

*You must have reasons to be upset.*

Reflecting Feelings

*I bet you are really angry.*

*It must seem like no one cares.*

Restating in your own words

*You're saying nobody understands.*

*It can be hard to trust anyone.*

**Voices of Youth: Showing Empathy**

If you can put up with and learn to help or show empathy toward the lowest member in your group, the worst to get along with, you can show empathy to anybody.

### **Learning by Observing and Pitching In**

- Learning based on social interaction
- Watching and listening with interest
- Students participate and contribute

### **Assembly Line Instruction**

- Learning detached from social interaction
- Motivation based on extrinsic rewards
- Passive student role without contributions

Barbara Rogoff

### ***Learning by Helping*** [video]

#### **A Care Recipient**

*People care for me, but I still feel worthless.*

#### **Caring for Others**

*But when helping others, I know that I am of value.*

### **Response Ability Pathways — RAP**

*Our Brain's Natural Helping Process*

CONNECT for support

CLARIFY challenges

RESTORE respect

**Lesley du Toit**, manager of transformation of services for young people at risk in South Africa, piloted RAP training to put Circle of Courage principles into practice.



# Chapter 5

## Connecting for Support

Creating Safety      Showing Empathy

### Creating Safety

Being able to feel safe with other people is probably the single most important aspect of mental health.

Bessel van der Kolk

#### **Goals for Connecting**

##### ***Giving Help***

Create Safety by building trust.

Show Empathy by responding to needs.

##### ***Receiving Help***

Find someone safe I can trust.

Be willing to share my concerns.

“You have to watch your back.”

**Felt safety** is in the eye of the beholder.

Karen Purvis

#### **Distrust = Unsafe**

A child refusing offers of emotional connection is feeling unsafe.

Francine Cournos

#### **Voices of Youth**

I have to put up a front when I meet people because I am afraid if I open up then they're going to hurt me.

Canadian Youth in Care

#### **Climates of Safety**

Respectful relationships build physical, emotional, social, and cultural safety.

#### **Building Trust**

Trust is the glue that holds teaching and learning together.

Nicholas Hobbs

#### **Rapid Trust**

The brain makes instant decisions about whom to trust—even with those we have just met. This is the first step to a social bond.

Steven Porges, *The Polyvagal Theory*

## The Biology of Safety and Danger

The 10<sup>th</sup> cranial nerve decodes **voice tone** and **facial expressions** to give us a gut level feeling of whether a person is friend or foe:

- **Signs of danger** → fight, flight, or freeze
- **Signs of safety** → calm, social connection

Trust helps regulate emotions and stress.

Bessel van der Kolk, *The Body Keeps Score*

## Identifying Friend or Foe

Humans need the safety of social bonds, but also need to protect themselves from those who are dangerous. Our brains have evolved a simple brain-based rule for cooperation and conflict—Tit for Tat:

*When encountering a person, always begin by cooperating, but then mirror back either conflict or cooperation, depending on the person's prior move.*

Tit for Tat is a simple way to identify friend or foe; it backfires when our goal is to connect with a distrustful person.

**Tit for Tat** [video]

## Youth Evaluate their Staff in the Justice System

### **Retribution: Tit for Tat Rule**

*Follow rules, staff are good—if you are disrespectful, some treat you like shit.*

### **Respect: The Golden Rule**

*Even when you're angry or upset, they try and help you through it as a friend.*

**Bids to Connect** include engaging behavior, smiles, conversation, and even what we wear. What bids do you get from young people?

## The Science of Trust

**Bids to Connect:** *I am having a really hard day.*

+ **Turn Towards:** *Oh! What happened?*

o **Turn Away:** . . . . .

– **Turn Against:** *Quit complaining and suck it up!*

John Gottman

**Bid** *Breakfast is ready Fred.*

+ *Great, I'm really hungry.*

O *[No response]*

– *I suppose it's the same crap as usual.*

All humans make bids to connect.

How do we respond if someone we try to help rejects our bids?

### **Voices of Youth: Creating Calm**

If you can help persons before they get mad, they are more apt to listen to you. When they are mad, they have these other things going through their head and they start disrespecting and doing all that other stuff. Basically, you set the pace and calm them down.

## Showing Empathy

I do not ask the wounded person how he feels.

I myself become the wounded person.

Walt Whitman

### **Survival of the Fittest Most Compassionate**, Charles Darwin

The loss of his ten-year-old daughter Annie to tuberculosis caused Charles Darwin to conclude that compassion for those we love is the strongest motivation among most humans. He reasoned that groups of people with more sympathy for one another would strengthen this quality by natural selection.

**Empathy** enables persons to feel safe enough to talk about what is going on in their lives without the fear of being judged, criticized, or rejected.

David Levine

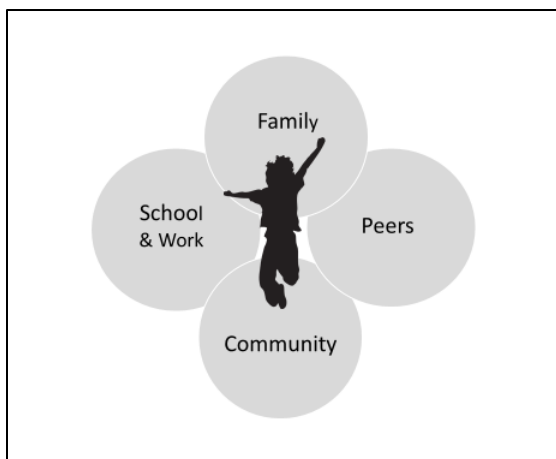
### **The Social Brain's Two Big Questions**

*Do I trust you? Do you like me?*

### **The Ecology of Relationships**

Children thrive when their needs are met and are at risk when their needs go unmet.

Urie Bronfenbrenner



[Connections form can be found in appendix]

**The Physical Ecology: Connecting with Nature**

Beauty is a silent teacher –  
beauty that can counter the ugliness of past memories,  
beauty that can challenge a negative self image,  
beauty that says to a person,  
*This is for you – you are of value*

**Voices of Youth**

What matters most is our diagnosis of the adult.  
Sibylle Artz, University of Victoria, Canada

**Support in Times of Stress**

When facing a difficult problem, people seek help from a trusted person.  
Samuel Gladding

**Calming and connecting in moments of crisis.****Coach Carter: Connecting in Crisis [video]****Voices of Youth: Powerful Connections**

*What has helped has been youth workers who have always been there for the crucial times... you walk this dark tunnel with me. That's what I want to do, study and become a youth worker and help other kids like me.*

Becky, Australian teen on the streets  
Simone Glasson

# Chapter 6

## Clarifying Challenges

Exploring Timelines      Gaining Insight

### Goals for Clarifying

#### **Giving Help**

Explore Timelines of key life events.

Gain Insight into strengths and needs.

#### **Receiving Help:**

Share challenging life events.

Understand oneself and others.

### Exploring Timelines

**Life Space Interview:** Using discussions of life events to promote growth, development, and learning.

Mark Smith, University of Edinburgh

### Learning with Mentors

Problem-solving with wise mentors is superior to learning alone.

By communicating with others, we learn to think more clearly.

Lev Vygotsky

### Active Listening

Pay attention. Avoid preaching. Listen to feelings.

### Focus on Here and Now Challenges

Most persons find it easiest to talk about immediate issues.

Thus, we begin with any event a person is willing to discuss.

**Window Words** are verbal bids for further discussion.

*"I was smart until second grade."*

**Nonverbal Windows** signal that discussion has touched deep feelings.

In conversation with a teen immigrant on his experiences coming to the UK, tears fill his eyes.

### Voices of Pioneers

I will ask you various questions and I'll make you a proposition...

The questions you don't like you need not answer or you can tell me that it is none of my business.

August Aichhorn, *Wayward Youth*, 1935

**Exploring behavioral events** is the most effective way to understand the thinking and motivation beneath behavior.  
 Fritz Redl & David Wineman, *Controls from Within*

**The Problem-Solving Brain**

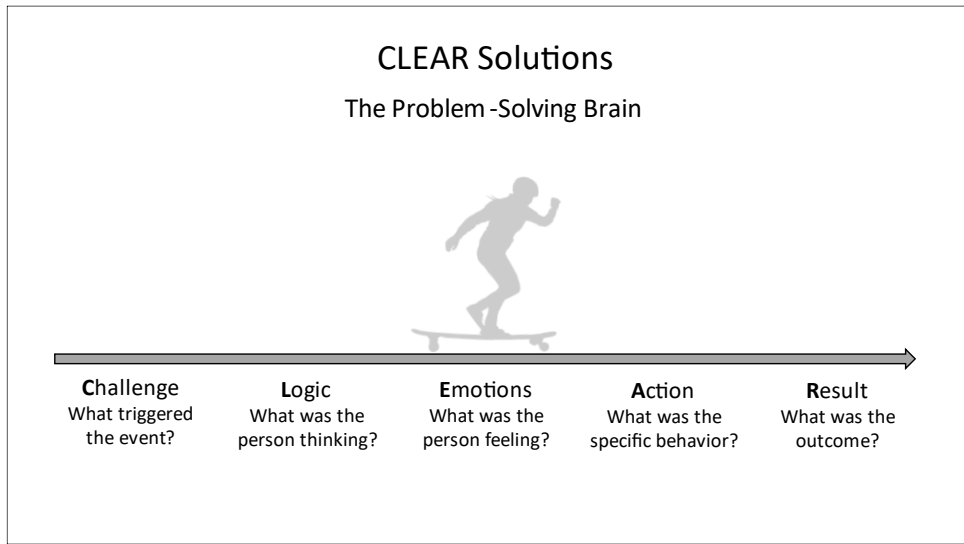
**Challenge:** A stressful event (Amygdala Alert)

**Logic:** Thoughts evaluate (Reasoning Brain)

**Emotions:** Feelings motivate (Emotional Brain)

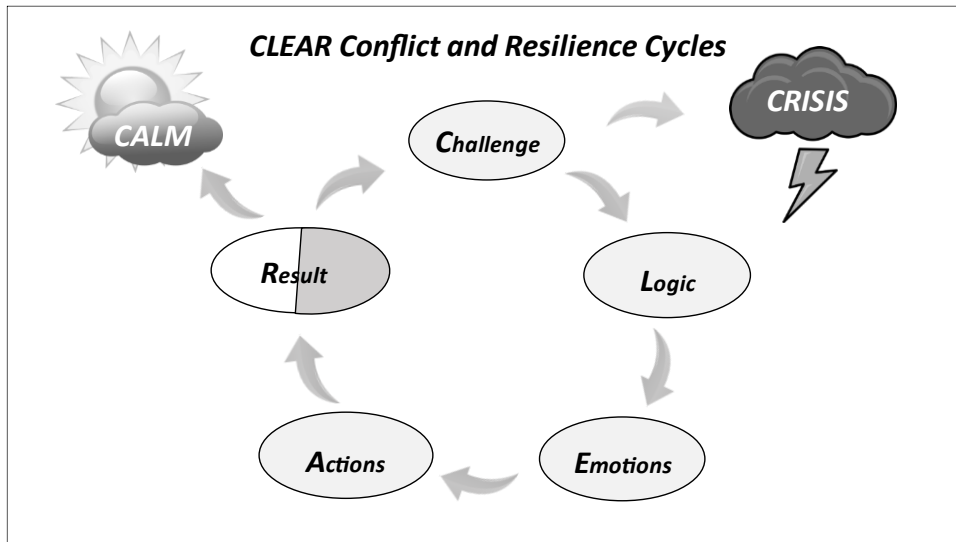
**Actions:** Coping behaviors (Motor-Speech)

**Result:** Consequences of action



**CLEAR Thinking: Voices of Youth**

Challenge ➡	Logic ➡	Emotions ➡	Action ➡	Result
What hassles do you face right now?	What do you say to yourself about this?	What are the feelings that you have?	How do you deal with this situation?	Then what happens after you do this?
I get suspended	I hate teachers	I'm mad	Swear at them	I get kicked out of class
My grades are bad	I want to quit school	I'm afraid I'll fail	I worry a lot	I can't sleep at night



**Reacting** as a Thermometer or **Responding** as a Thermostat

**Breakfast Club:** A Conflict Cycle [video]

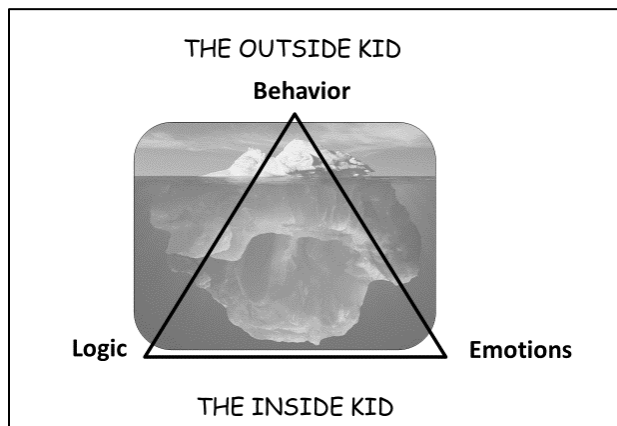
## Gain Insight

All behavior makes sense if we could understand the meaning to the person performing it.

William C. Morse

**When support systems falter**, a youth gets framed with a deviance or disorder label. A parent, a teacher, a juvenile judge declares publicly: "I cannot put up with this child any longer." Blame targets the child but ignores failed systems.

Nicholas Hobbs



Mark Freado & JC Chambers, *Kid Whispering*

### **Private Logic**

I am ... bad, worthless, stupid, helpless.

**Others are** ... mean, don't care, don't understand.

### **Coping Strategies of Adult-Wary Youth**

FIGHT – *Hurt or be hurt.*

FLIGHT – *Hide or be hurt.*

FOOL – *Outsmart the enemy.*

John Seita, *Kids Who Outwit Adults*

#### **FIGHT: Hurt or be hurt**

Threaten – *I am dangerous*

Power Play – *I am the boss*

Payback – *You will suffer*

#### **FLIGHT: Hide or be hurt**

Isolate – *Shut people out*

Retreat – *Shut out the pain*

Escape – *I can't take any more*

#### **FOOL: Outsmart the enemy**

Deception – *Charm and disarm*

Diversion – *Act dumb or crazy*

Mind Game – *Insult or provoke*

### **The Zeigarnik Effect: Research in a Restaurant**

We keep remembering interrupted tasks or unsolved problems.

Bluma Zeigarnik, 1927

### **Problem Solving**

When we have a problem, our brains are in a state of tension and keep searching for solutions.

Kurt Lewin

### **Positive and Negative Zeigarnik Effects**

*Searching for Solutions:* Pondering problems can produce positive emotions. An answer may even pop into mind when not working on the problem.

Christine Syrek

*Ruminating on Problems:* With many unsolved problems, intrusive thoughts spark stress. Ruminating on a personal conflict can deepen distrust.

John Gottman

### **Voices of Youth**

I check out people very carefully. I am good at reading people.

Sometimes I use reverse psychology. Like if a counselor is getting too close, then I ask him about his life, his problems, and it scares him away.

Jonathan Lay, Alberta, Canada



***Good Will Hunting*** [video]

**Voices of Youth:** Looking at My Thinking

I was a negative influence all the time. I just thought people were meant to be used to my advantage. But my peers and staff started teaching me that it makes you feel better to help others. I began looking at my thinking and looking at my heart and tried to find the real love for people cause it's still there; you're just hiding it.

# Chapter 7

## Restoring Respect

Providing Supports      Building Strengths

### Goals for Restoring

#### ***Giving Help***

Provide Supports to meet growth needs

Build Strengths and develop responsibility

#### ***Receiving Help***

Accept supports to meet growth needs

Build strengths and develop responsibility

### Providing Supports

Most emotional and behavior problems come from facing stressful life events without adequate support.

Alan Sroufe

### Positive Relational Supports

#### **BELONGING**

*My Goal: Develop trusting relationships.*

*Family: I am close to my parent or caregiver.*

*School: I feel like I belong in my school.*

*Peers: I have a friend who understands me.*

*Community: My community supports youth.*

#### **MASTERY**

*My Goal: Develop my strengths and talents.*

*Family: My family encourages me to do my best.*

*School: I am expected to work hard and succeed.*

*Peers: Friends support me in school and work.*

*Community: My community has opportunities for learning.*

#### **INDEPENDENCE**

*My Goal: Develop responsible self-confidence.*

*Family: We share responsibilities in our home.*

*School: Students learn to think for themselves.*

*Peers: I am not easily misled by peer pressure.*

*Community: My community listens to views of youth.*

## GENEROSITY

My Goal: *Develop care and concern for others.*

Family: *My family gives support in difficult times.*

School: *My teachers really care about students.*

Peers: *My peers treat one another with respect.*

Community: *Youth are valued by my community.*

## Building Strengths

The Pathology Question: *What is wrong with you?*

The Trauma Question: *What has happened to you?*

The Resilience Question: *What is strong with you?*

## Discovering Strengths

Someone should write a book about the virtues of delinquents.

It might be hard to find a publisher.

Fritz Redl

## From Surviving to Thriving

The strengths perspective encourages us to search for positive potential, even in challenging youth.

Erik Laursen

## Values in Action: Character Strengths ([viacharacter.org](http://viacharacter.org))



## Meeting Needs Builds Resilience

A need is a brain-based drive that organizes thinking, emotions, and behavior to reach a goal.

Henry Murray

## Universal Needs are Values

Basic needs are probably common to all and are therefore shared values.  
Abraham Maslow

When schools meet developmental needs instead of focusing narrowly on test scores, students grow in social, emotional, and academic learning.  
Steve Van Bockern, *Schools that Matter*

Most problems come from unmet needs.  
Abraham Maslow

## PROBLEMS AS UNMET NEEDS

### BELONGING

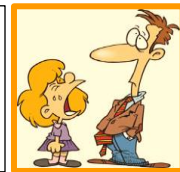


#### 1. Mistrust

- Few close bonds with adults or peers
- Is mistreated, bullied, or excluded
- Feels unsafe and relationship wary

#### 2. Conflict

- Hassles with authority, adults, or peers
- Hostility to persons seen as different
- Belongs to a negative gang or group



### MASTERY

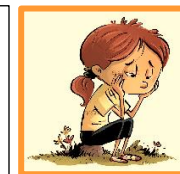


#### 3. School Difficulty

- Fears failure in school or work
- Gives up when facing difficult challenges
- Not motivated to engage in learning

#### 4. Social Difficulty

- Needs skills for building relationships
- Seeks attention in inappropriate ways
- Behavior irritates or aggravates others



### INDEPENDENCE

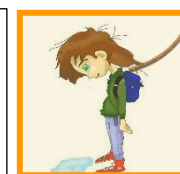


#### 5. Lacks Self-Control

- Easily angered, upset, or discouraged
- Feels anxious, fearful, or helpless
- Acts impulsively without thinking

#### 6. Lacks Self-Confidence

- Is easily misled or manipulated
- Feels powerless to control life events
- Lacks maturity and responsibility



### GENEROSITY



#### 7. Self-Centered

- Selfish and lacks empathy for others
- Little concern for persons in need
- Acts superior and uses put-downs

#### 8. Disrespect

- Actions that disrespect others or self
- Mistreats, bullies, or excludes others
- Uses power to hurt instead of help



**Solving problems builds strengths.**



## Problems

### **~~BELONGING~~**

1. Mistrust
2. Conflict

### **~~MASTERY~~**

3. School Difficulty
4. Social Difficulty

### **~~INDEPENDENCE~~**

5. Lacks Self-Control
6. Lacks Self-Confidence

### **~~GENEROSITY~~**

7. Self-Centered
8. Disrespect

## Strengths

### **BELONGING**

- Trust
- Cooperation

### **MASTERY**

- Talent
- Social Skills

### **INDEPENDENCE**

- Self-Control
- Self-Confidence

### **GENEROSITY**

- Caring
- Respect

**Which is Best?** Focus on behavior? Focus on needs?  
Focus on both behavior and needs!

***Cider House Rules*** [video] Healing Curly's Pain with a 30-Second RAP

# Chapter 8

## Reclaiming Resources

### **Developing greatness in all the children of the world**

#### **Circle of Courage World-wide**

Selected articles from the journal *Reclaiming Children and Youth* are available free with open access.

[reclaimingyouth.org/articles](http://reclaimingyouth.org/articles)

#### **Thriving: Practice-based Resources**

This free online journal edited by Mark Freado of Growing Edge Training invites contributions from colleagues worldwide promoting strength-based practices.

**Starr Commonwealth** in Albion, Michigan, piloted research and publications on the Positive Peer Culture model. Currently, Starr operates an international online network of resources that links trauma-informed approaches and the resilience-focused Circle of Courage model.

Caelan Soma & Derek Allen

[www.starr.org](http://www.starr.org)

#### **CYC-Online**

The International Child and Youth Care Network headquartered in South Africa hosts thousands of daily visits from all countries to its website **[cyc-net.org](http://cyc-net.org)**. This open-access site links to hundreds of articles, books, online journals and discussion groups.

#### **Youth Worker Certification**

The international child and youth care profession has established certification standards for all who work in this field. Reclaiming Youth training aligns with these youth development competencies.

[cyccb.org](http://cyccb.org)

#### **Reclaiming Youth**

The Annual Reclaiming Youth Seminars has drawn participants world-wide to South Dakota for three decades, held each July at Augustana University where the Circle of Courage originated.  
[reclaimingyouth.org](http://reclaimingyouth.org)

*Our Vision – Actively engage with communities world-wide to develop the greatness in every child.*

***Playing for Change*** [video]



*My Connections*

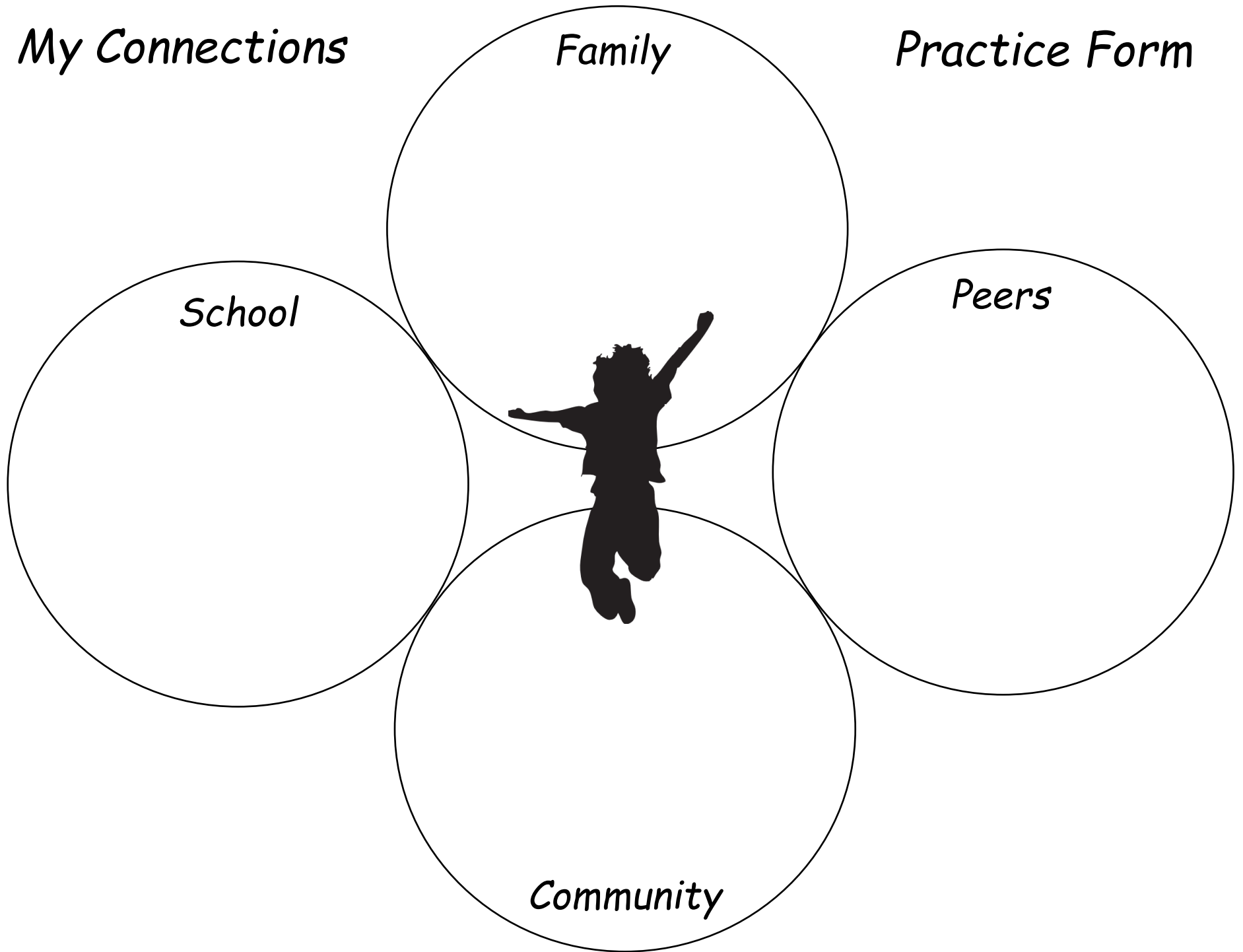
*Family*

*Practice Form*

*School*

*Peers*

*Community*







*My Connections*

*Family*

*School*

*Peers*

*Community*





# *Practice Timeline*





# *Timeline*





# CLEAR Thinking

<p><b>Challenge</b> What hassles do you face right now?</p>	<p><b>Logic</b> What do you say to yourself about this?</p>	<p><b>Emotions</b> What are the feelings that you have?</p>	<p><b>Action</b> How do you deal with this situation?</p>	<p><b>Result</b> Then what happens after you do this?</p>
---	---	---	---	---



