





Three semester hours credit are available for this training.

Syllabus is online – reclaimingyouth.org/syllabi

A central graphic for the Response Ability Pathways (RAP) program. At the top, it lists the names 'Larry Brendtro' and 'Lesley du Toit'. Below their names is a circular logo featuring three people holding a shield with a cross, set against a background of a globe. Underneath the logo, the text reads 'RAP', 'Response Ability Pathways', and 'Restoring Bonds of Respect'. Surrounding this central graphic are eight blue rounded rectangular boxes, each containing a topic: 'Enduring Truths', 'Trauma Wise', 'Resilience Focused', 'From Conflict to Caring', 'Connecting for Support', 'Clarifying Challenges', 'Restoring Respect', and 'Reclaiming Resources'.

Chapter 1
Enduring Truths



Seeking Solutions

Indigenous Wisdom

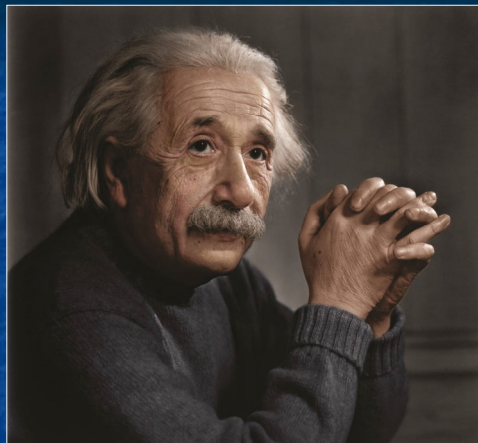
Voices of Pioneers



Seeking Solutions

Everything should be as simple
as possible but not simpler.

ALBERT EINSTEIN



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

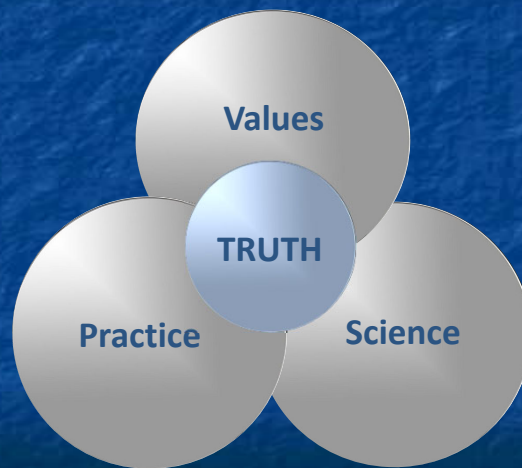
The Solution is *Consilience*



Discover powerful simple truths by tapping different sources of knowledge.

WILLIAM WHEWELL
1794-1866

Consilience: The Test for Truth





Values

Cultural Values
Universal Values



Practice

Practice Wisdom
Life Experience



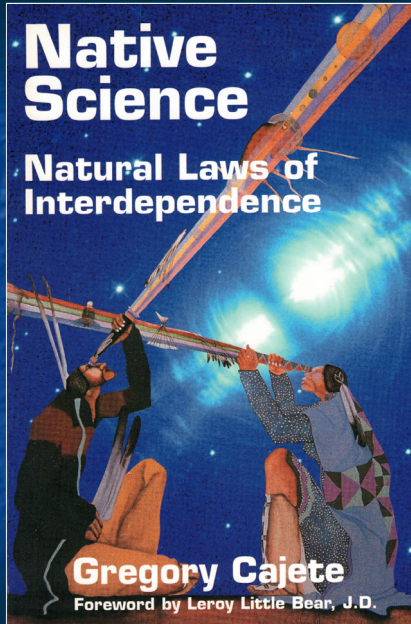
Modern Science
Indigenous Science

Indigenous Wisdom



Much knowledge about human
nature predates Western science.

HERBERT VILAKAZI
Zululand University



Indigenous science studies the world in terms of relationships.

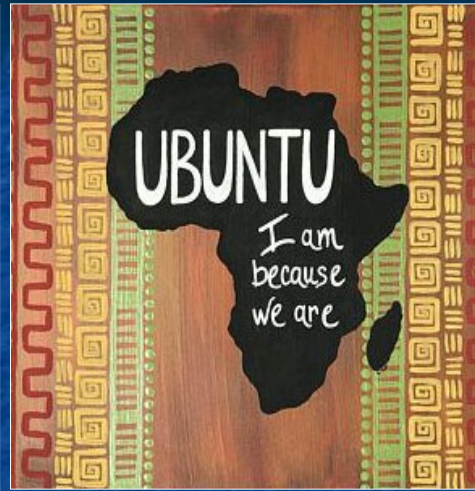
Indigenous people were able to thrive for millennia in harmony with nature.



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



Formed at the solar eclipse of 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]

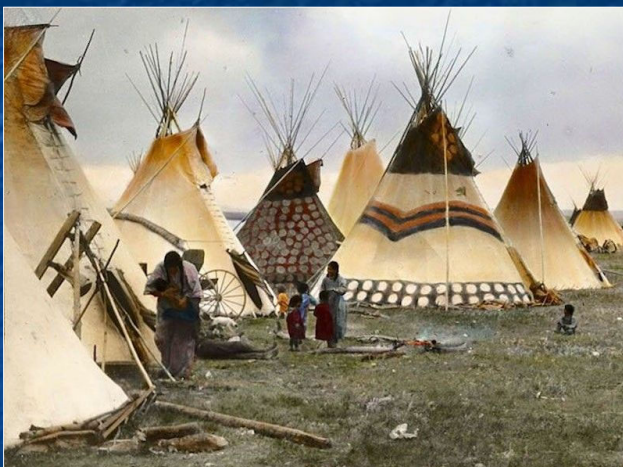
The Soul of the Indian, 1911



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

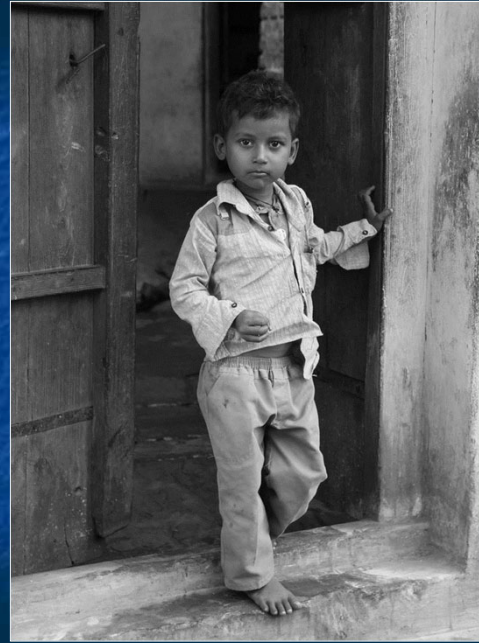
Maslow's summer of 1938 with the Blackfoot First Nation transformed his perspective on human behavior.

While he had assumed power was the primary human motivation, this culture was built on generosity and the people lived in harmony.

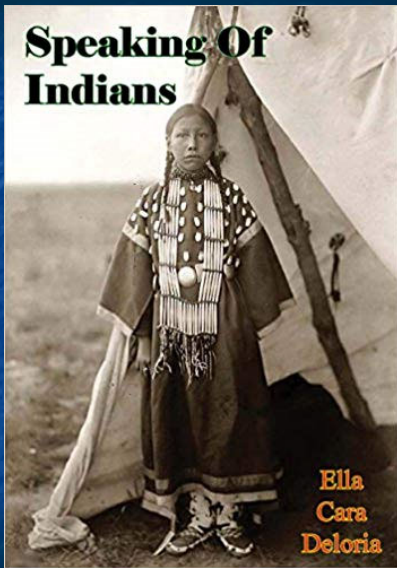
ABRAHAM MASLOW



Maslow and the Blackfoot Nation



Speaking Of Indians

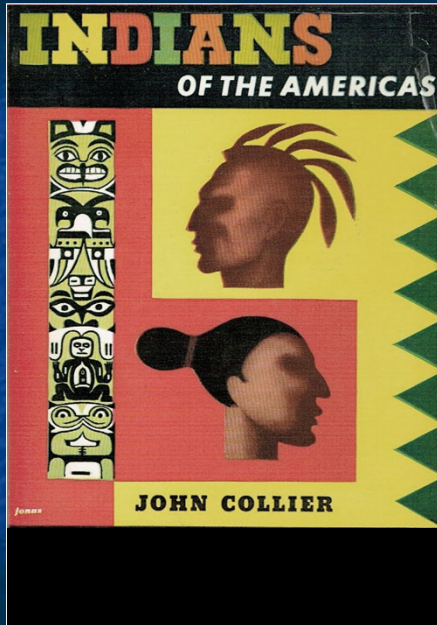


*Be related somehow
to everyone you know.*

Treating others as relatives
builds bonds of respect.

ELLA DELORIA
1943





They had what the world has lost.
They have it now. What the world
has lost, it must have again

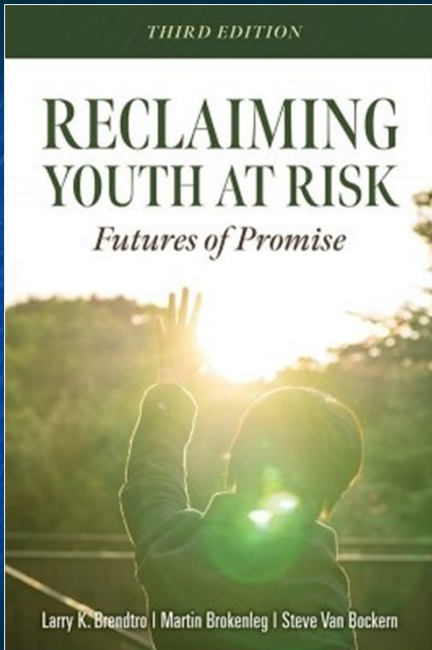
Be it now or a hundred years from
now, or a thousand — so long as the
race of humanity shall survive — the
Indian keeps his gift for us all.

JOHN COLLIER
1947



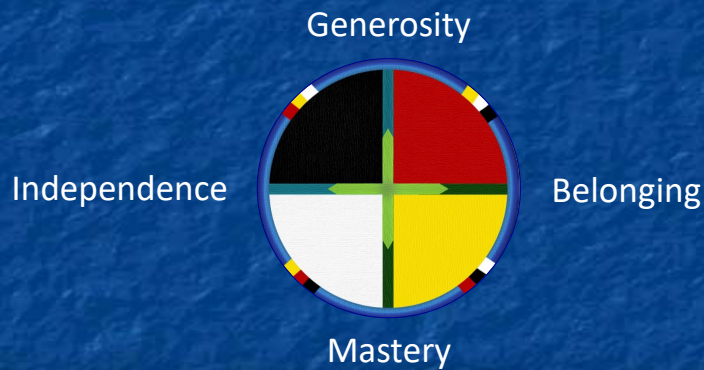
Across cultures and the lifespan, people have the same needs.

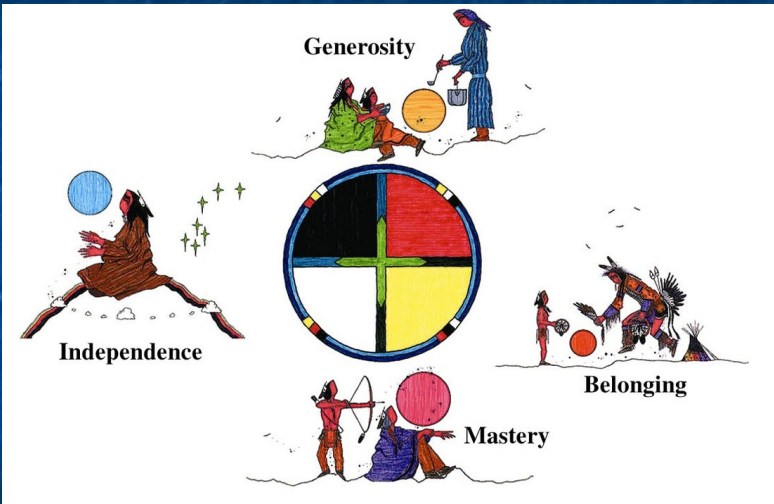
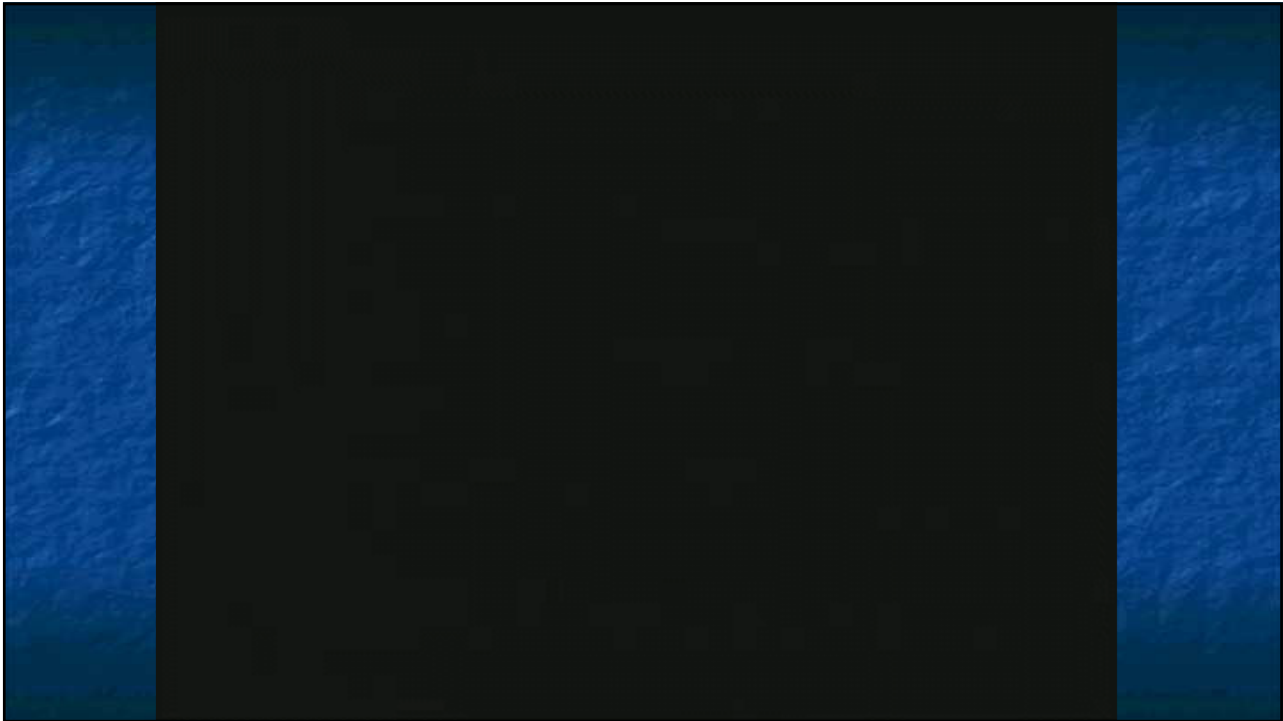
MARTIN BROKENLEG



Larry K. Brendtro, Martin Brokenleg, Steve Van Bockern

The Circle of Courage





GEORGE BLUE BIRD
Lakota Artist

Belonging



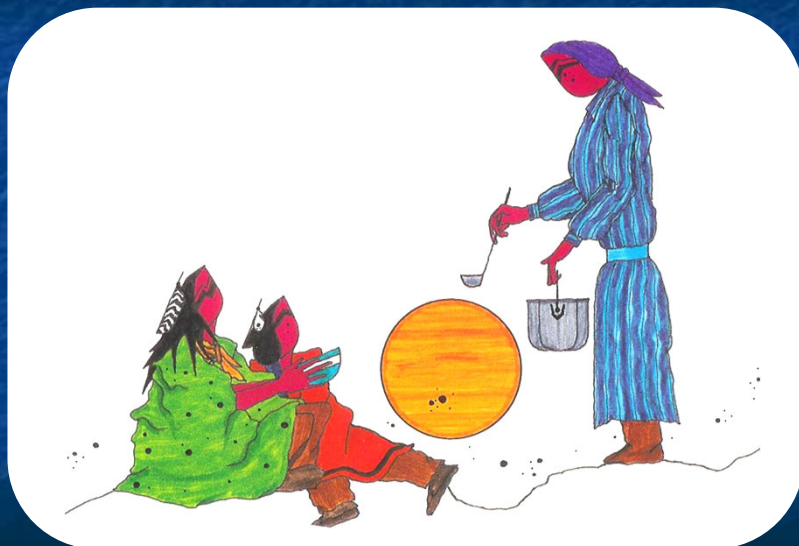
Mastery



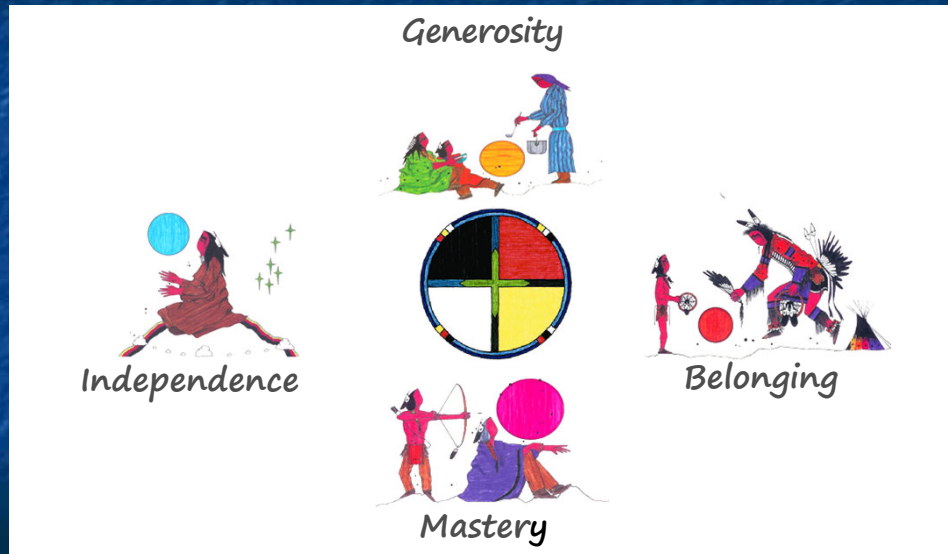
Independence



Generosity



The Circle of Courage is a birthright for children in Indigenous cultures, and the foundation for positive development, a gift to all children and youth.

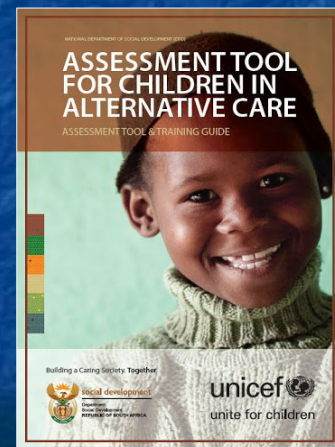


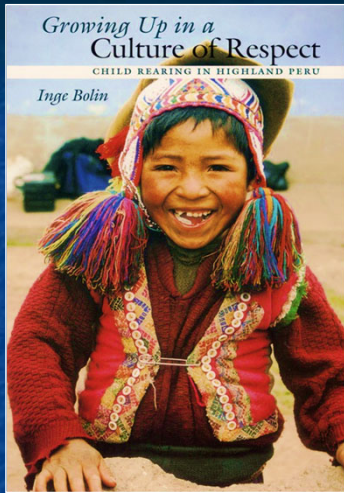
The Circle of Courage contributed to transforming services for young people at risk in democratic South Africa.



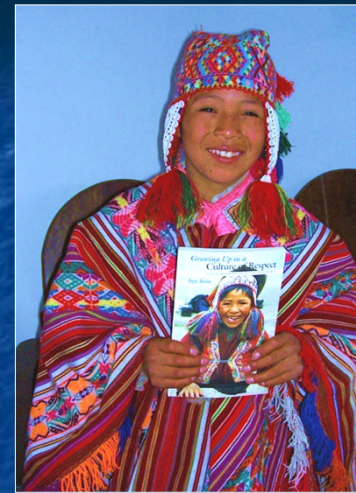
Let us build a country in which our children and youth can learn to care for and respect others.

NELSON MANDELA





Cultures of Respect:
Indigenous Peru and
the Circle of Courage



From the moment I entered their community, I was captivated by the 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.

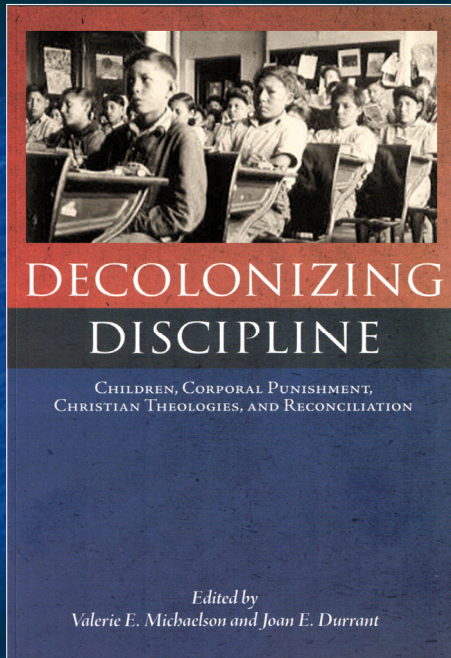


Traditional cultures place great value
on meeting the needs of children.

BARBARA ROGOFF

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

SEARCH INSTITUTE



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.

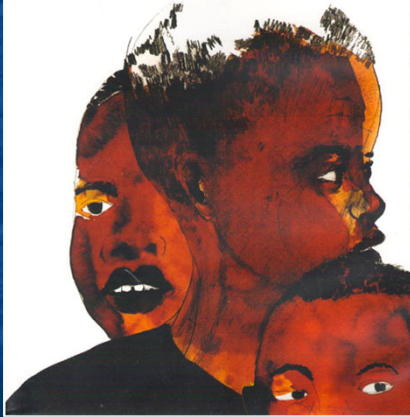
MARTIN BROKENLEG



Dominator Cultures
The Maury Povich Show



THE BOYS OF BARAKA



Boys from Baltimore go to school in Kenya and live in a traditional village. They send video messages to tell their families how their lives are being transformed.

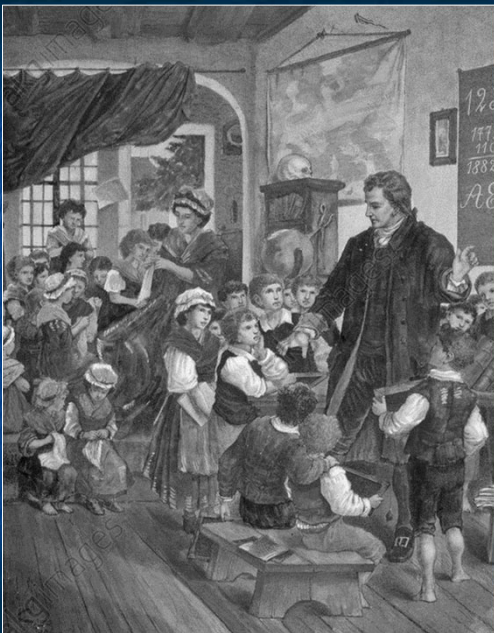


Voices of Pioneers



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





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

JOHN BOSCO



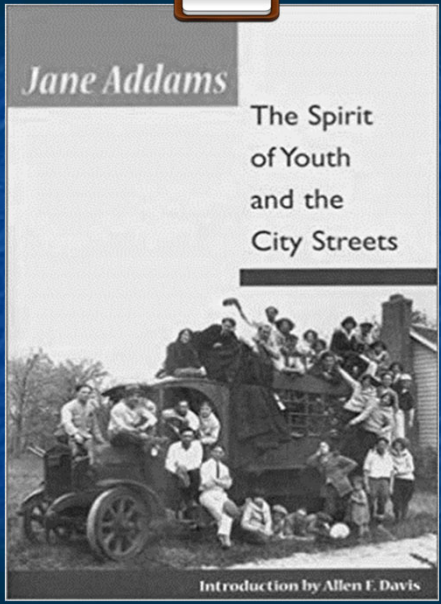
The Century of The Child

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

ELLEN KEY



1909



Delinquent youth have a
greater spirit of adventure.

JANE ADDAMS



The Child's Right to Respect

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

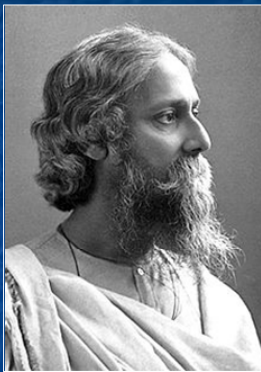
JANUSZ KORCZAK AND POLISH STREET CHILDREN

1911



There is no such thing as a bad boy.
Badness is not a normal condition but
is the result of misdirected energy.

FLOYD STARR
Starr Commonwealth Creed



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

RABINDRANATH TAGORE





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



Democracy and Education

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

JOHN DEWEY





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



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

Diepkloof Reformatory in South Africa

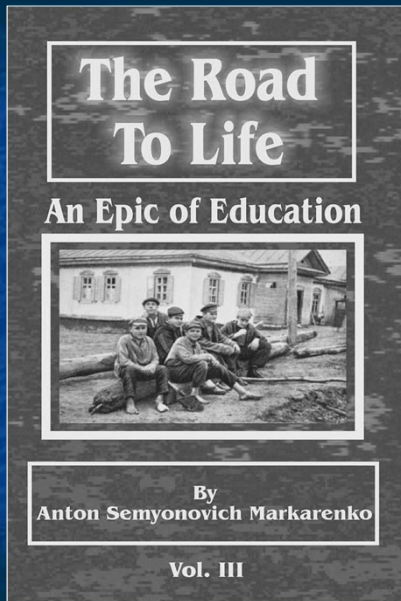


Respect — The inmates will now be called pupils.

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

ALAN PATON





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

ANTON MAKARENKO



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
Origins of Love and Hate



WAYWARD YOUTH



August Aichhorn

Foreword by Sigmund Freud

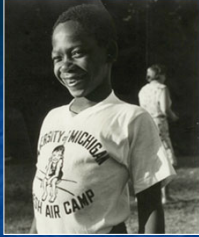


Love is the primary unmet need of wayward youth.

AUGUST AICHHORN



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. This therapeutic milieu replaced punishments with relationships.

1941



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



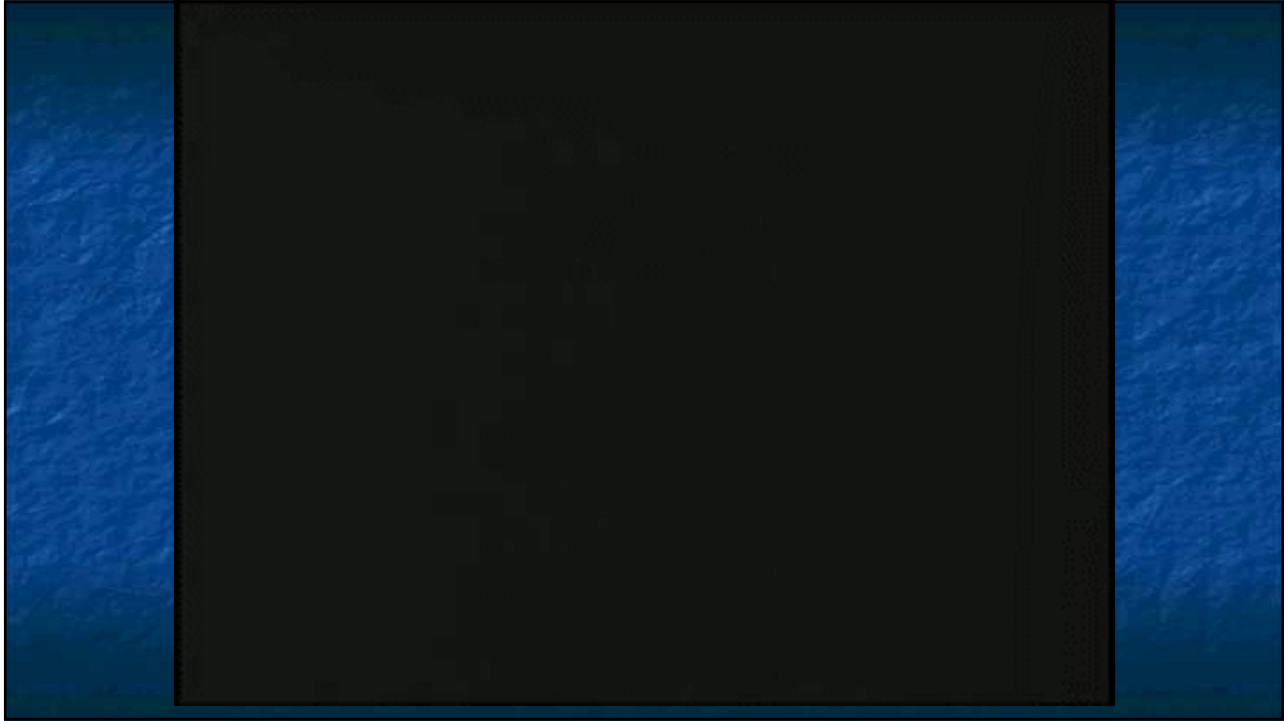
The Wild Boy of Aveyron

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



Photo from documentary film, *The Wild Child*



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.

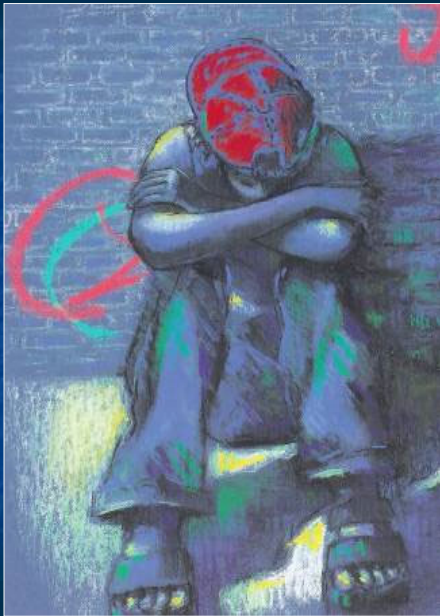
JAMES ANGLIN



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



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

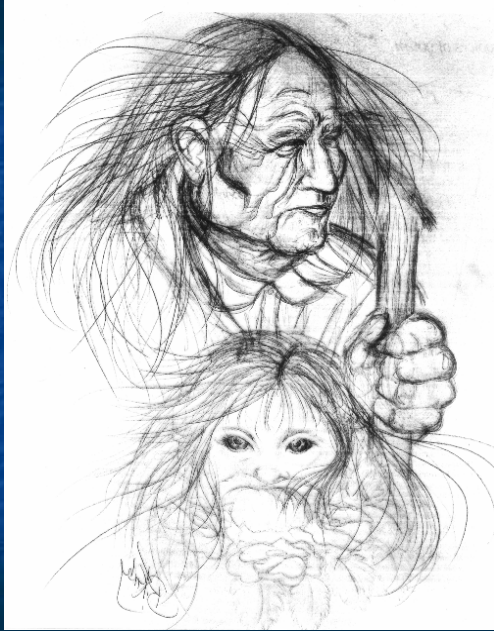


VOICES OF YOUTH A Portrait of Pain

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

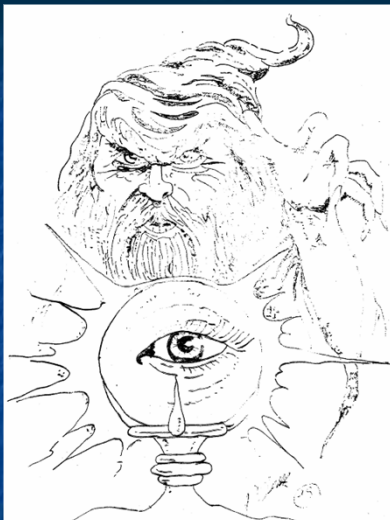
Simone Glasson



Trauma reactions are
pain-based behavior.

JAMES ANGLIN

*What is this girl trying to
tell us about her pain?*



Art is by Paul, an Aboriginal
teen in an Australian prison.

Pain-Based Discipline

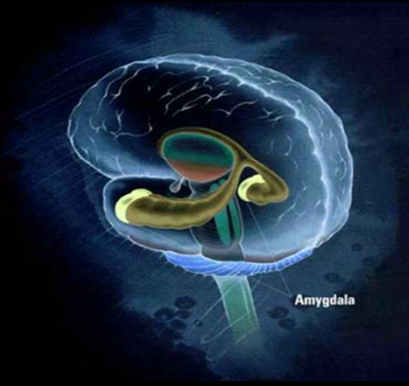
Seldom did adults respond to
a young person's inner world.

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

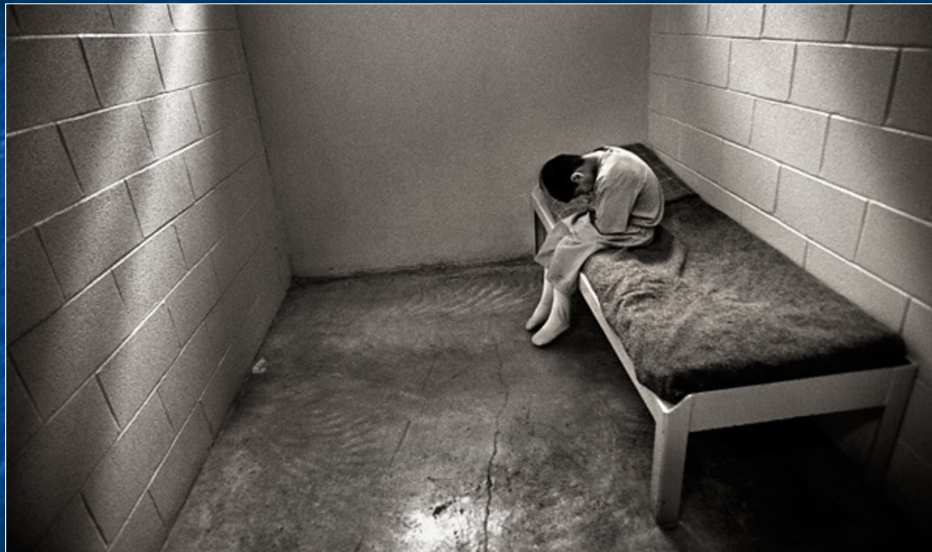
JAMES ANGLIN

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

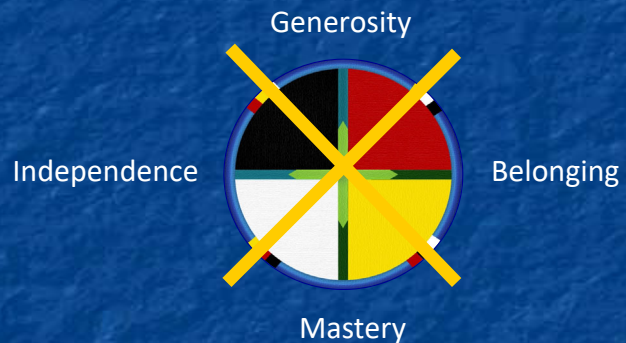
Abuse and Neglect

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

What are some other adverse events?

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?



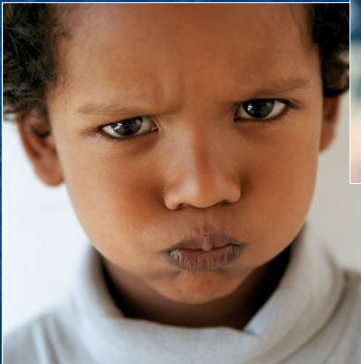
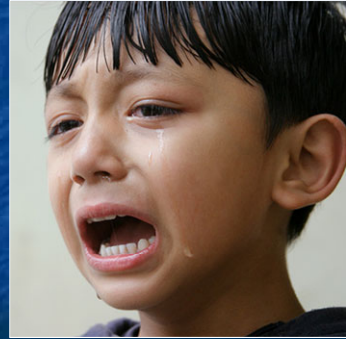
- a. Impaired Trust
- b. Impaired Learning
- c. Emotional Numbing
- d. Emotional Dysregulation



Difficulty in regulating internal states
like fear, anger, and behavioral impulses.

BESSEL VAN DER KOLK

What is our natural response to this pain-based behavior?



Or to this type of
Pain-Based Behavior?

Reacting to Problems or Responding to Needs?

Reacting

- Controlling the person
- Harsh aggressive tone
- Retaliating to hostility
- Punishing problems



Responding

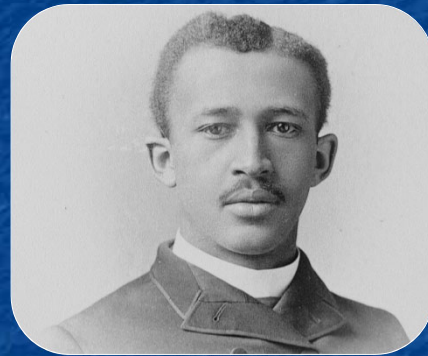
- Calming the person
- Concerned assured tone
- Defusing hostility
- Solving problems

Racial Trauma — Growing up as a Black Boy

W. E. B. DU BOIS



*Hate, that stood out against the red dawn;
Despair, that darkened noonday; and
Doubt, that ever steals along with twilight.*



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

Racial Trauma

KENNETH HARDY

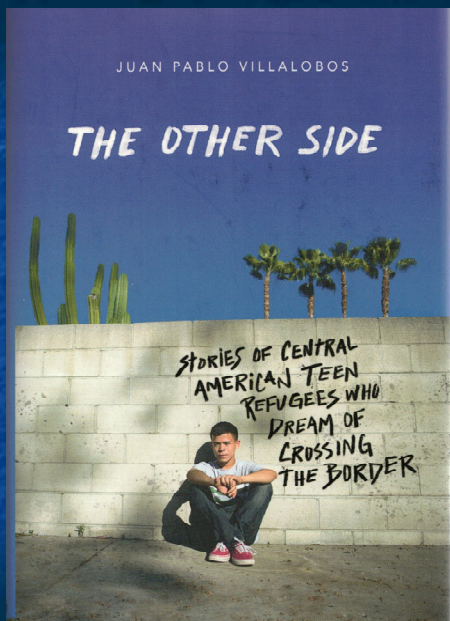
Surface Symptoms

Acting Out
Withdrawal
Helplessness
Hopelessness
Substance Abuse



Hidden Wounds

Disrespect
Voicelessness
Wounds of Rage
Wounded Self-Worth

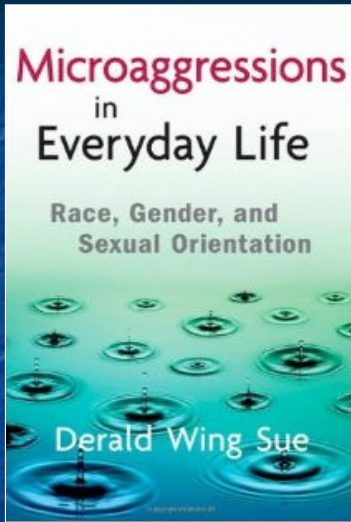


Refugees from Violence

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



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



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



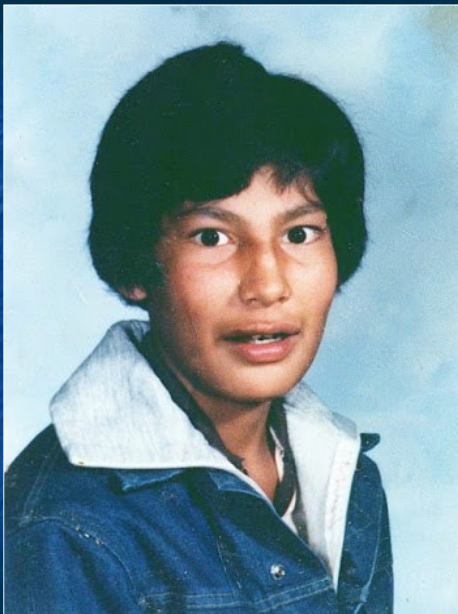
Peers as Traumatizers
Bullying Conference at
Starr Commonwealth

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



JOHN SEITA
Reaching Disconnected Kids

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.



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

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

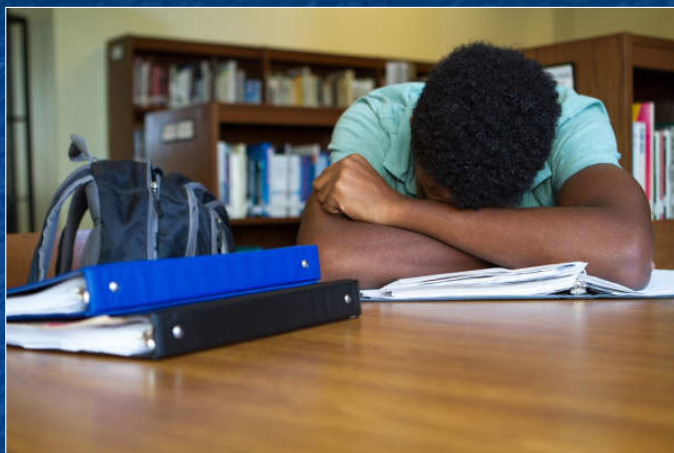
For the last half century, **psychological distress** among youth has been increasing primarily due to two factors which apply across all social classes.



Worrying about School



Conflict with Parents



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.

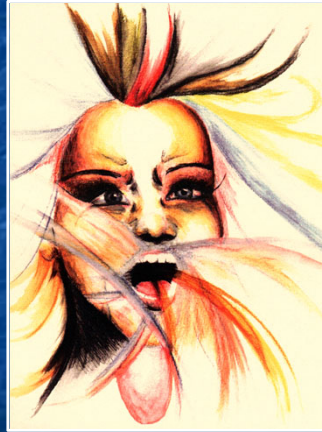
ROY BAUMEISTER

Disconnected youth desperately pursue “substitute belongings.”

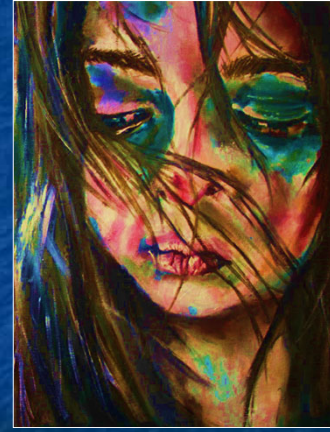
KARL MENNINGER



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.



Teen on trial for a road-rage killing.

Violent Subcultures

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

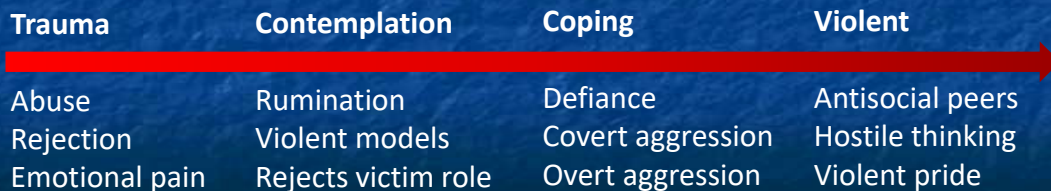
Persons who expect violence learn to defend their reputation by reacting to any insult or threat.

RICHARD NISBETT
 University of Michigan



Becoming “Violentized”

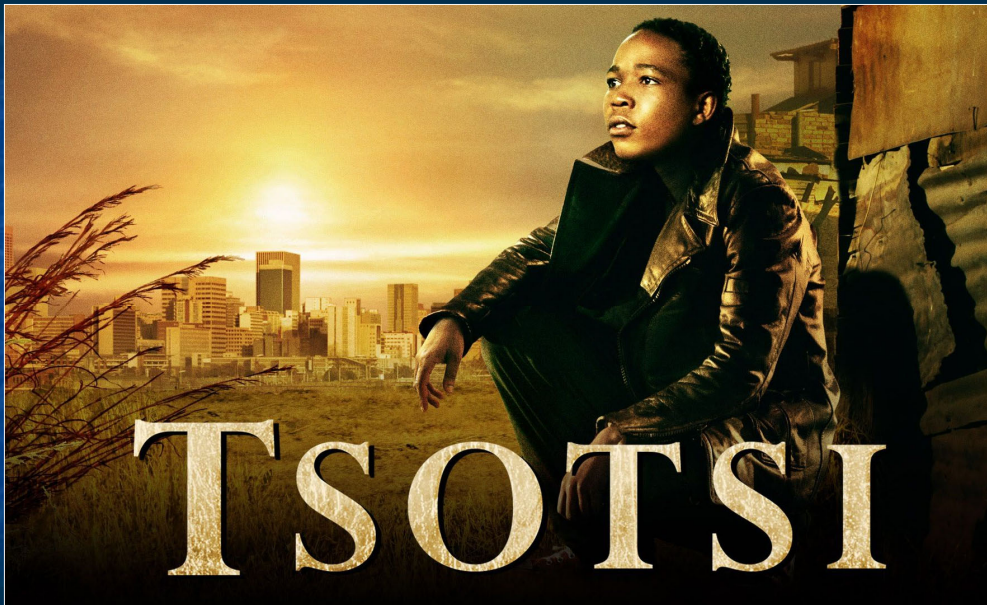
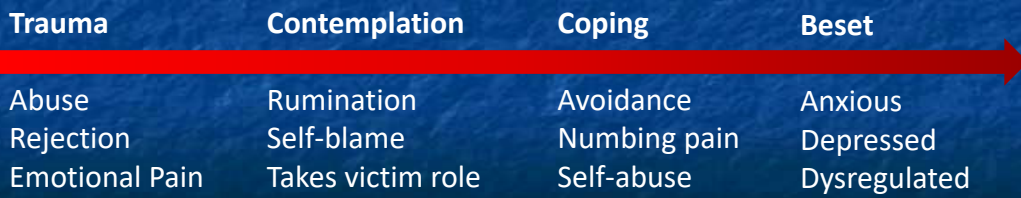
LONNIE ATHENS





Becoming “Beset”

MARTIN GOLD







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



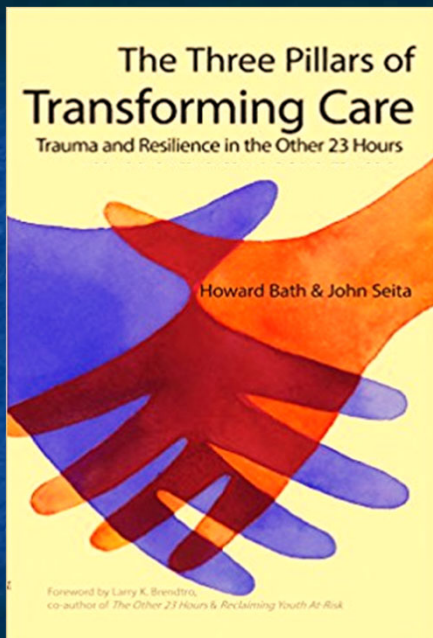
Becoming “Weller than Well”



Three stages in the history of our work.

- Treating mental illness
- Promoting mental health
- Becoming “weller than well”

KARL MENNINGER, 1963



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

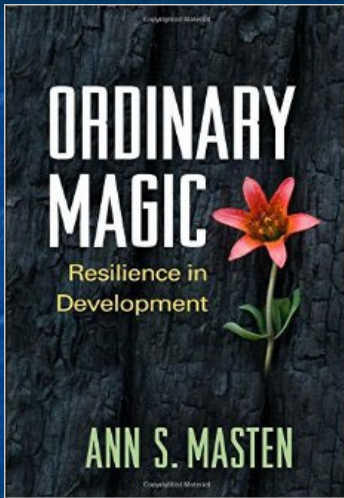
MARTIN HOFFMAN



Power Assertion



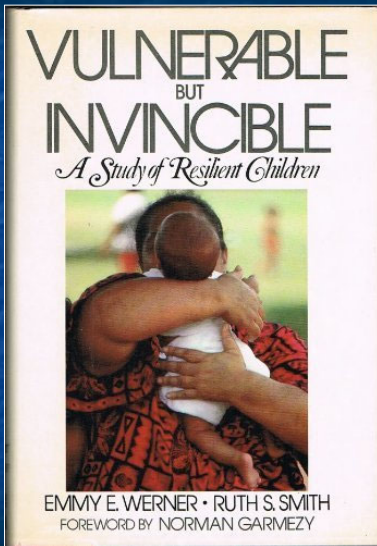
Problem Solving



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.

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



The Stealing Effect: Surmounting challenge builds coping strengths.

MICHAEL RUTTER



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

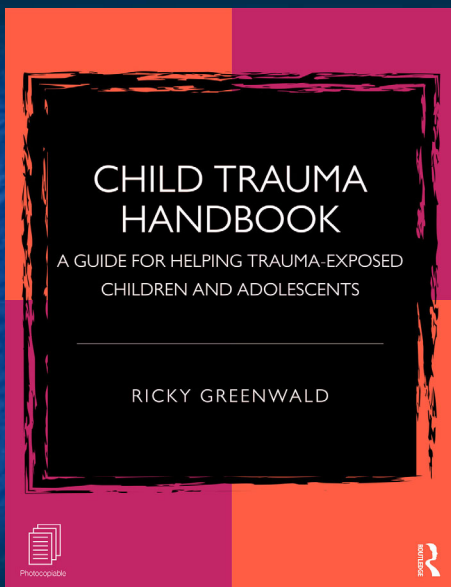
EMMY WERNER



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

Resilience rests fundamentally on relationships.

SUNIYA LUTHAR



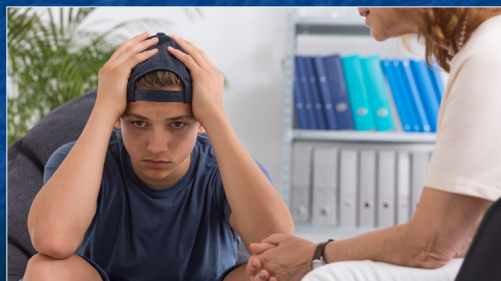
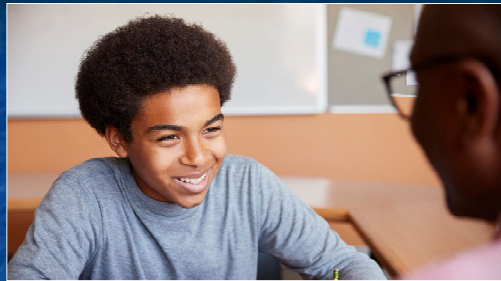
Resilience is not a personality trait, but persons with attractive personal qualities are better able to recruit relational support.

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.

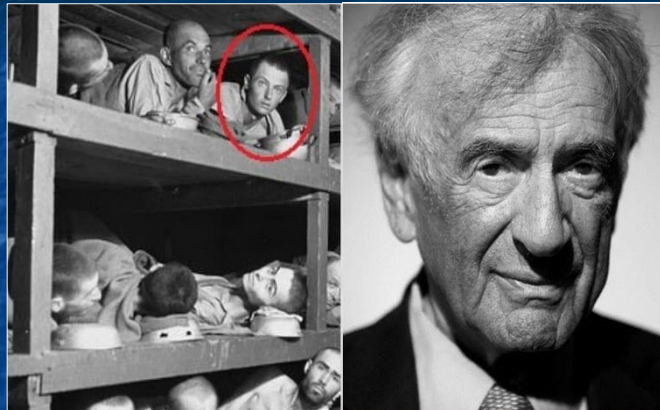
Understanding—We know each other.

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.

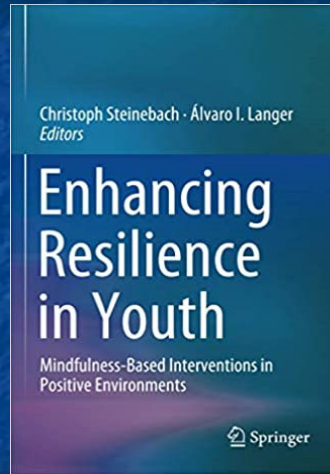
ELIE WIESEL, Nobel Prize Speech

Generosity: *Enhancing Resilience in Youth*

Orphans help other children who have lost their families.



JOHANN PESTALOZZI
Zurich, Switzerland



CHRISTOPH STEINEBACH
Zurich, Switzerland

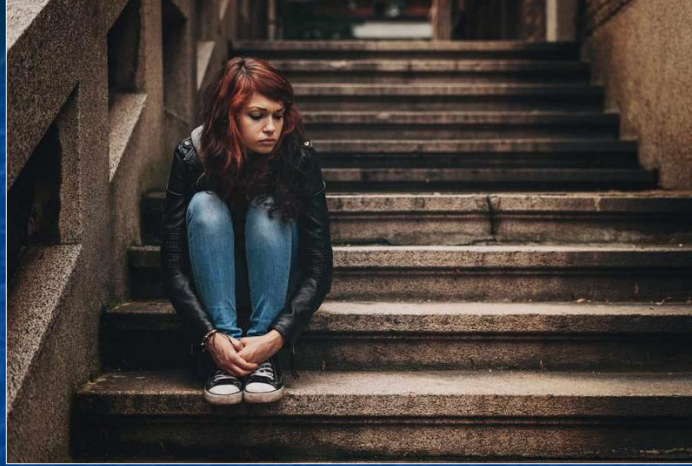
Generosity is a touchstone for positive development.



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



Outward Bound Teens in Costa Rica

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 when they are facing adversity.

MARIO MULKINER & PHILLIP SHAVER

The Power of Forgiveness

This is the highest form of giving. 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

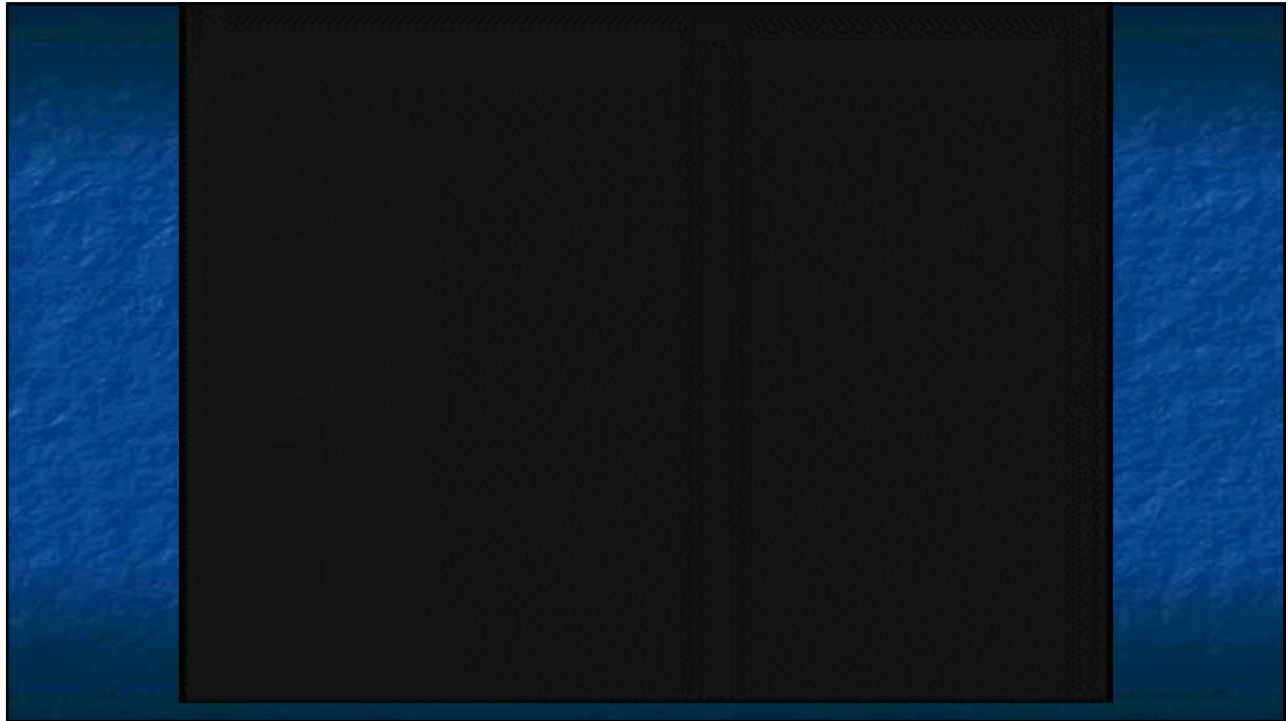
The Legacy of Childhood Trauma



not always who they seem


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

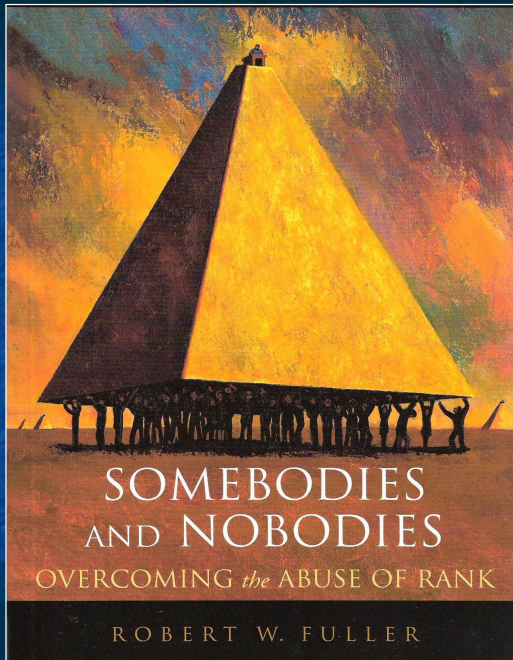
The challenge is to replace *cultures of domination* with *partnership cultures* based on relationships of respect.

RIANE EISLER



Two Types of Relationships

Domination		Obedience
Partnership		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

FRITZ REDL



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

Defiance: The Road to Wellville





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.



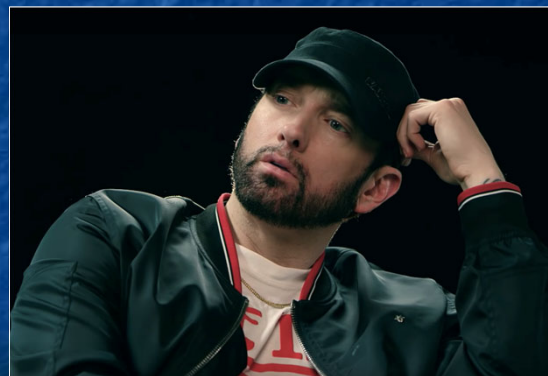
Getting “Respect”

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.



EMINEM



The Teen Slang Dictionary for Parents

Problems Sound Cool

Teen slang 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



Teen Slang Dictionary for Parents

Slang insults sound cool.

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 which have an imbalance of power.
Preventing bullying requires changing peer relationships.

Two Types of Bullies

Bull-Vics were abused and now hurt others.
Bull-Recs bully to gain status and popularity.



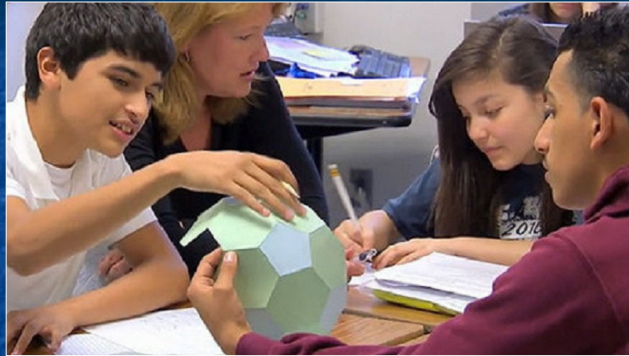
Rearing Bullies

- 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 more often use sanctions for bullying behavior.
Most bullying prevention programs don't change group climate or student values.

JAANA JUVONEN & SANDRA GRAHAM



Youth Voice Project

13,000 students in 31 schools

STAN DAVIS & SHARISSA NIXON

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.

Countering Peer Mistreatment



STAN DAVIS & CHARISSE NIXON

Connections

With peer 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.

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



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



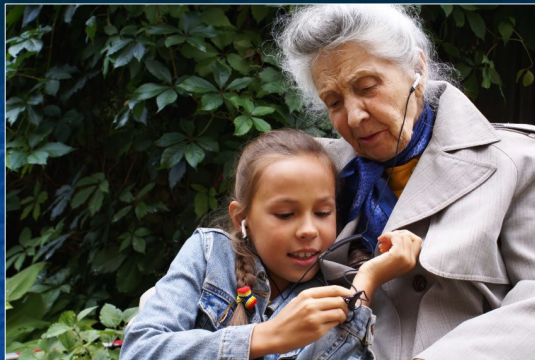
Caring Behavior

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

- Ⓣⓕ Disregard for others is not genetic but the result of caregiving experiences.
- Ⓣⓕ Concern or disregard for others is related to a person's intelligence.
- Ⓣⓕ 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

What does this graffiti script say about relationships of youth to authority?



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

It's not my fault.



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.

Words that create visual images have more effect.

Be a pilot, not a puppet.

Pilot
Self-Control



Puppet
Control by Others



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

INSIST or ENLIST

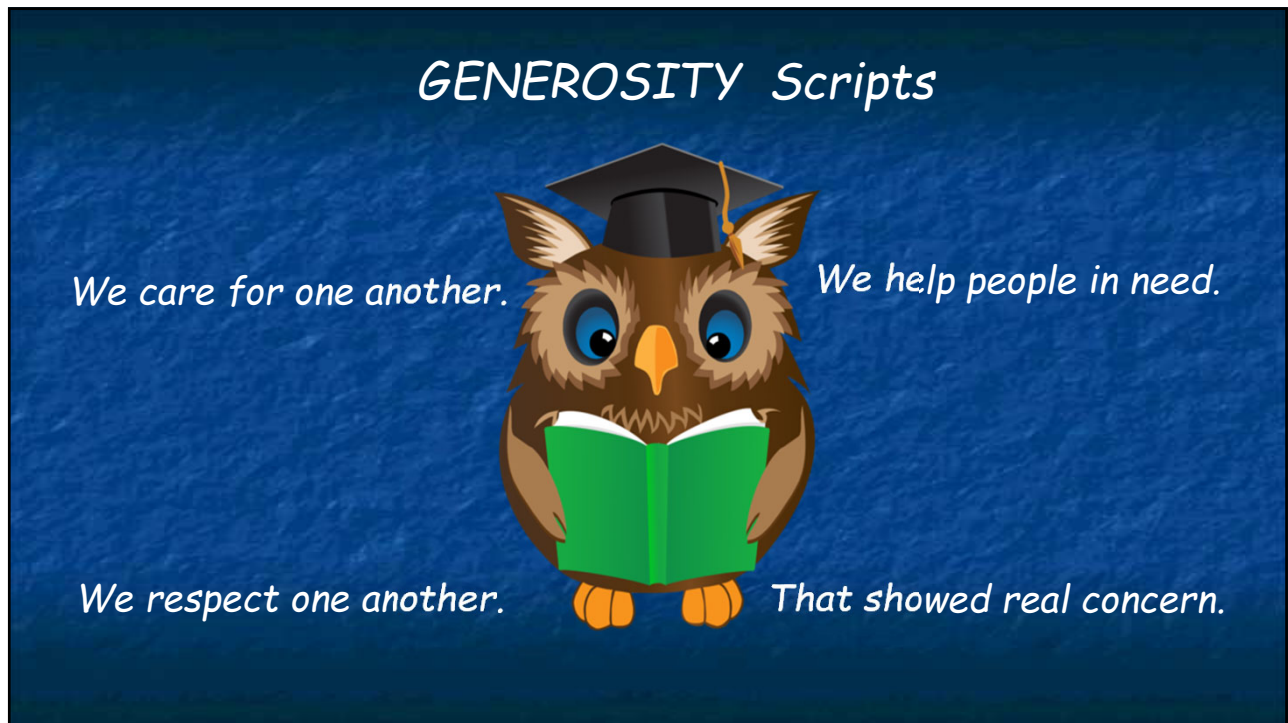
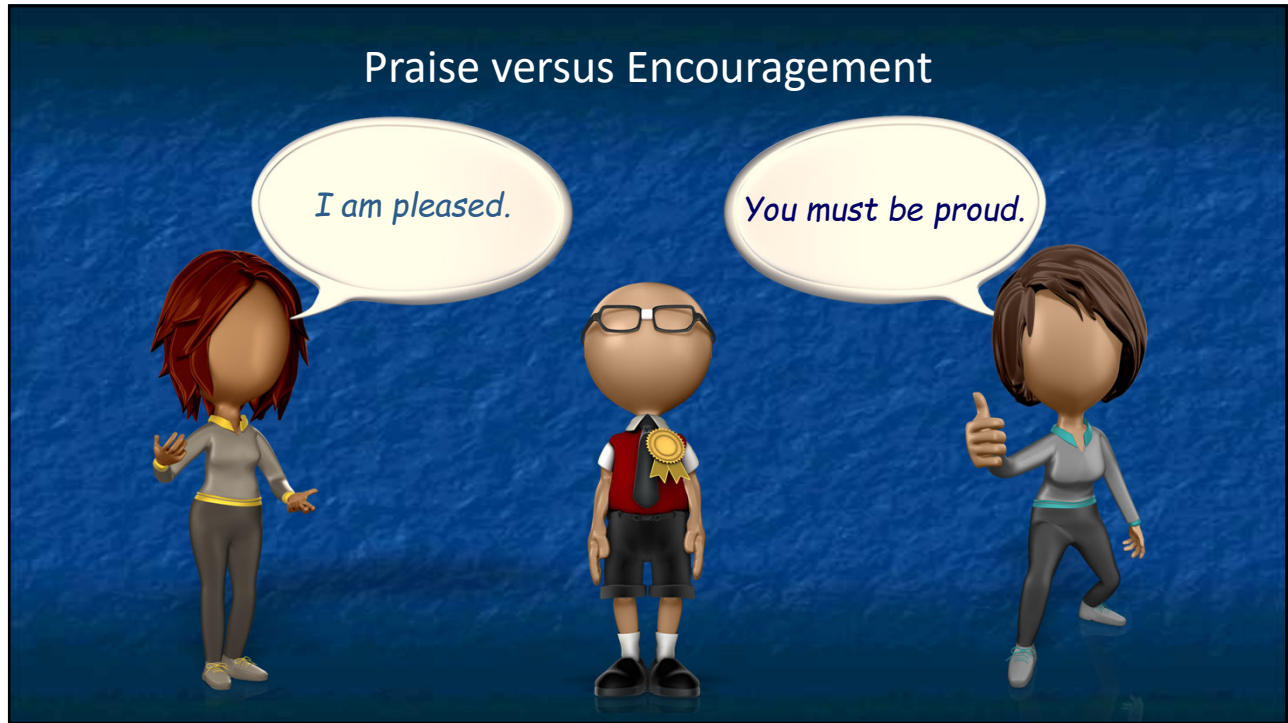
~~Adult
Confronts
Youth~~

Adult
Enlists
Group

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



TOM TATE & RANDY COPAS



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!



Problem behavior
is acting immature.

Has temper tantrums.

Relabeling

Harmful Behavior

Immature
Thoughtless
Easily Misled
Helpless
Inconsiderate



Helpful Behavior

Mature
Thoughtful
Thinks for Self
Helpful
Considerate

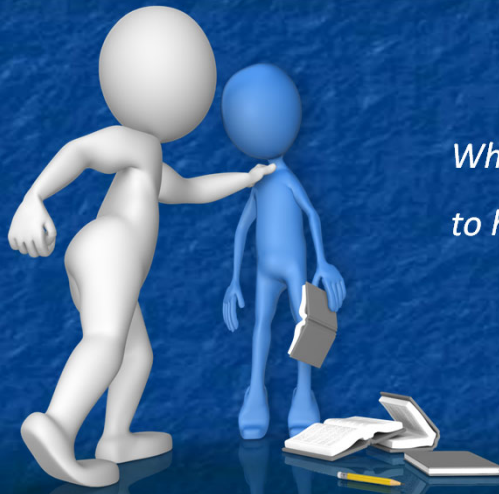


Labels should only apply to BEHAVIOR, not the person—

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



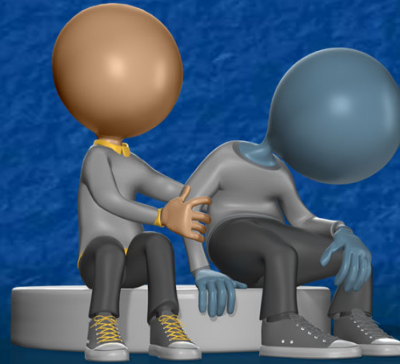
A Care Recipient

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



Caring for Others

*When helping others,
I know that I am of value.*



Response Ability Pathways — RAP

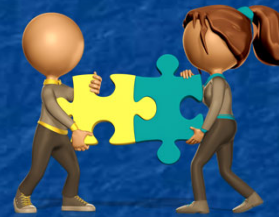
Our Brain's Natural Helping Process



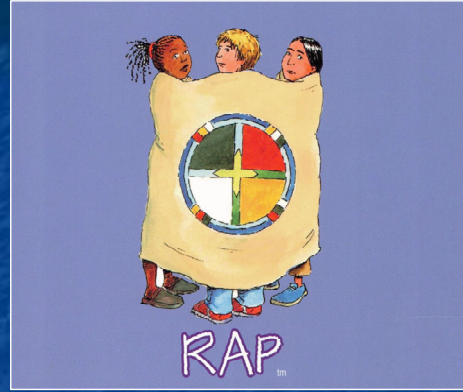
CONNECT
for support



CLARIFY
challenges



RESTORE
harmony



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.



LESLEY DU TOIT

Chapter 5

Connecting for Support



Creating Safety

Showing Empathy



CONNECT



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



<h3>Giving Help</h3> <p>Create Safety by building trust.</p> <p>Show Empathy by responding to needs.</p>	<h3>Receiving Help</h3> <p>Find someone safe I can trust.</p> <p>Be willing to share my concerns.</p>
------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------



“You have to watch your back.”



Felt safety is in the eye of the beholder.

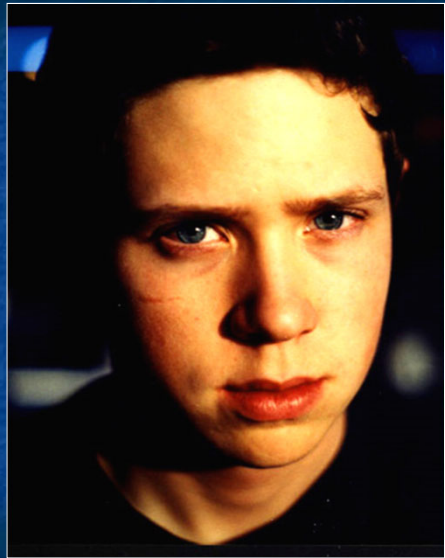
KAREN PURVIS



Distrust = Unsafe

A child refusing offers of emotional connection is feeling unsafe.

FRANCINE COURNOIS



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



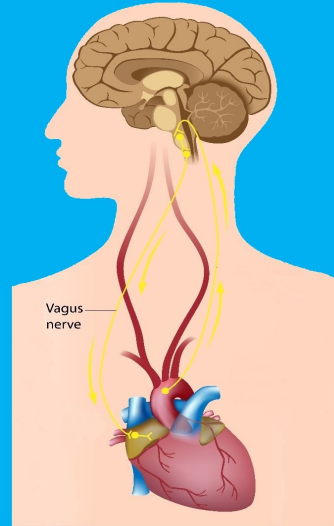
Rapid Trust

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 Vagal System Connects Brain & Heart



The Biology of Safety and Danger

The 10th 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





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?



CONNECT

The Science of Trust

JOHN GOTTMAN



Bid to Connect
I am having a really hard day.

- + Turn Towards**
Oh! What happened?
- o Turn Away**
[no response]
- Turn Against**
Quit complaining and suck it up!



CONNECT



Bid *Breakfast is ready Fred.*

- + Great, I'm really hungry.**
- o [No response]**
- I suppose it's the same crap as usual.**

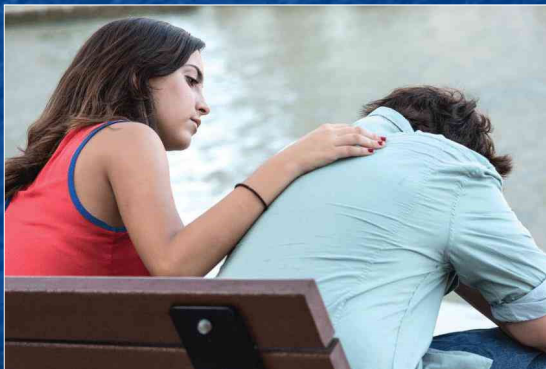


All humans make bids to connect.

How do we respond if someone rejects our bid to help?



VOICES OF YOUTH Creating Calm



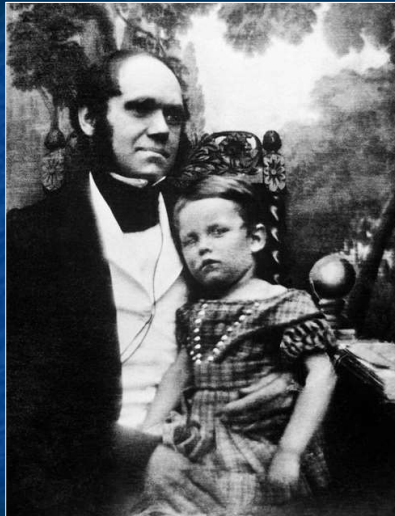
If you can help persons before they get mad, they are more apt to listen to you. When they are mad, they have these other things going through their head and they start disrespecting and doing all that other stuff. Basically, you set the pace and calm them down.



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

When his ten-year-old daughter died of TB, Darwin concluded that compassion for those we love is the strongest instinct in most humans.

He reasoned that groups of people with more sympathy would strengthen this trait through 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



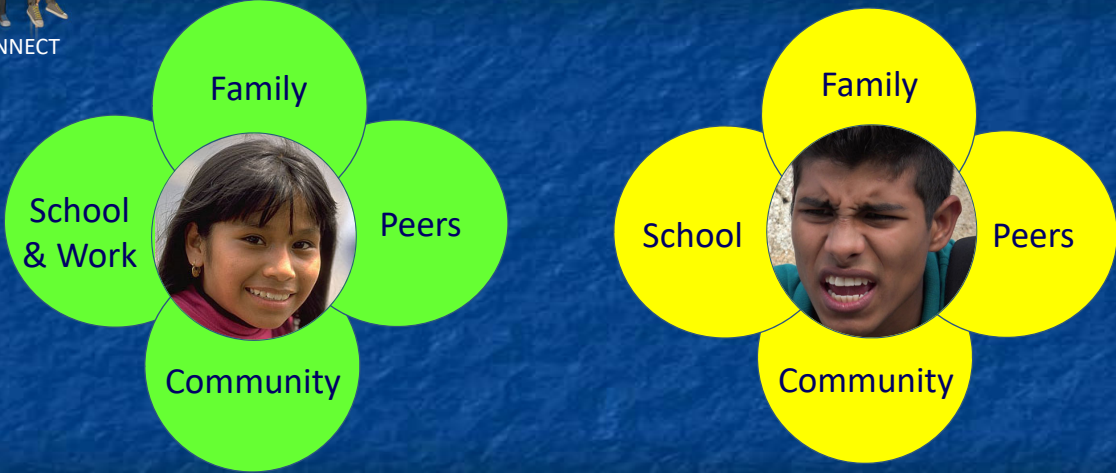
The Social Brain's Two Big Questions





CONNECT

The Ecology of Relationships

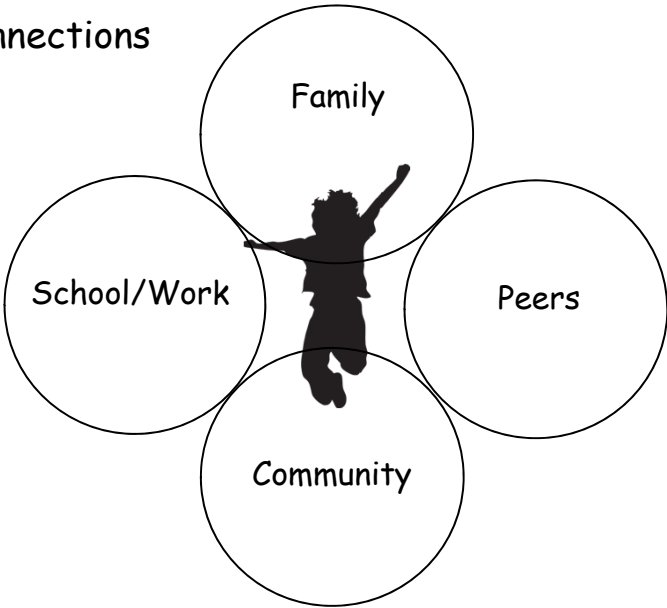
URIE BRONFENBRENNER



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


CONNECT

My Connections





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





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.



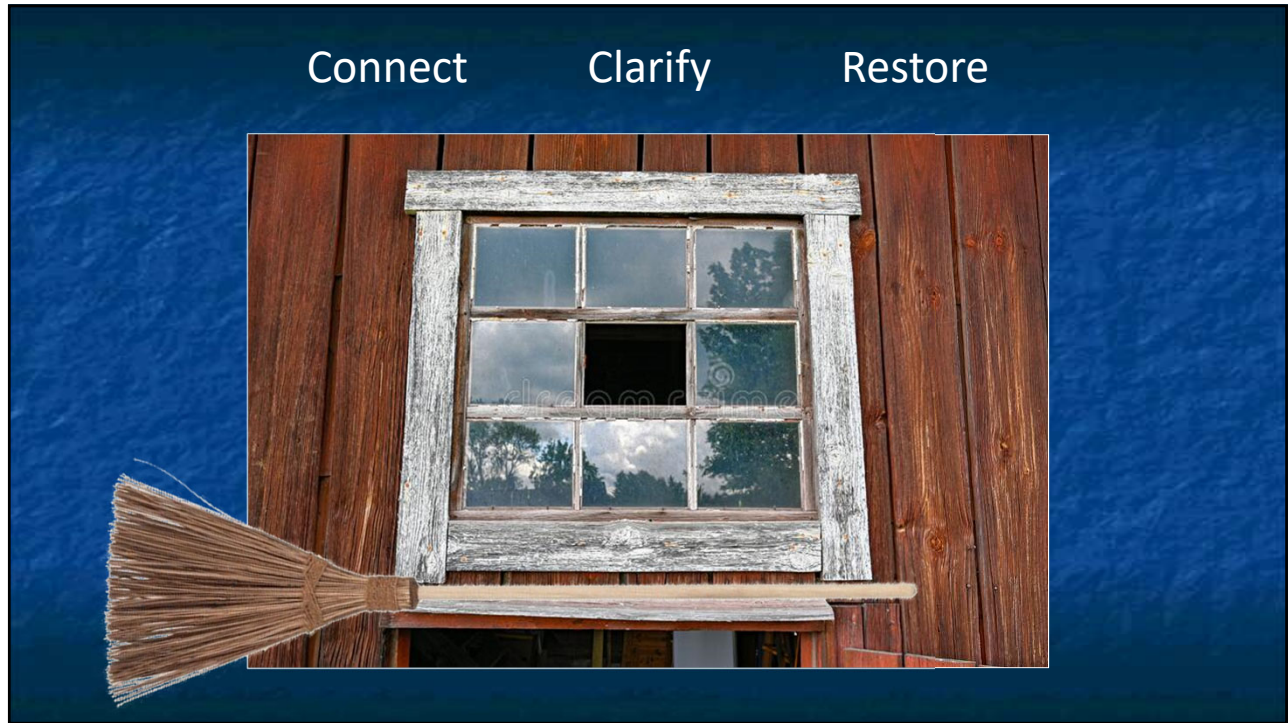
CLARIFY



Exploring Timelines

Using discussions of life events to promote growth, development, and learning.

MARK SMITH
University of Edinburgh



Learning with Mentors

CLARIFY

Learning Alone

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

The diagram features a black ramp on a blue background. The ramp is divided into two sections by a red line. The left section is labeled 'Learning Alone' and has a red flag on top. The right section is labeled 'Learning with Mentors' and has a green flag on top. On the left side of the ramp, a cartoon pencil character is reading a red book. On the right side, two cartoon pencil characters are shown; one is holding a green book and the other is gesturing. In the top left corner, there is a small icon of two figures with a magnifying glass and the word 'CLARIFY' below it.



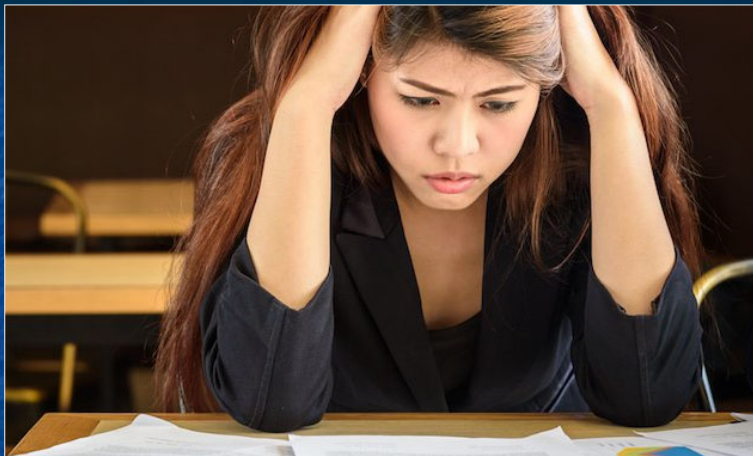
Active Listening



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.



CLARIFY



VOICES OF PIONEERS

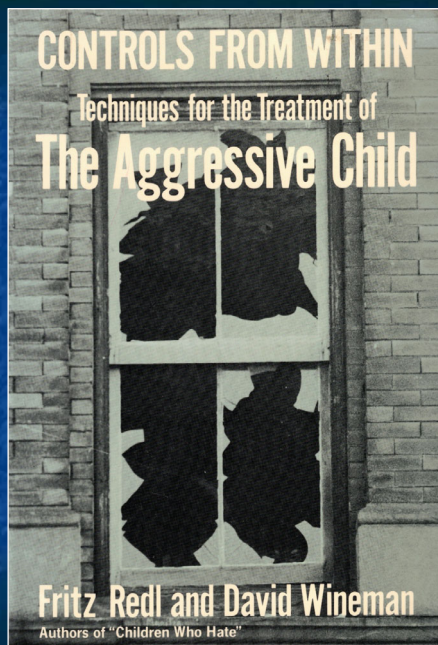
I will ask you various questions
and I'll make you a proposition...

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




CLARIFY




Exploring behavioral events
is the most effective way to
understand the thinking and
motivation beneath behavior.

FRITZ REDL DAVID WINEMAN



CLARIFY

The Problem-Solving Brain




Challenge
A stressful event Amygdala Alert

Logic
Thoughts evaluate Reasoning Brain

Emotions
Feelings motivate Limbic Brain

Actions
Coping behaviors Motor-Speech


Result
Consequences of action




CLARIFY

CLEAR Solutions

The Problem-Solving Brain





Challenge
What triggered the event?

Logic
What was the person thinking?

Emotions
What was the person feeling?

Action
What was the specific behavior?

Result
What was the outcome?

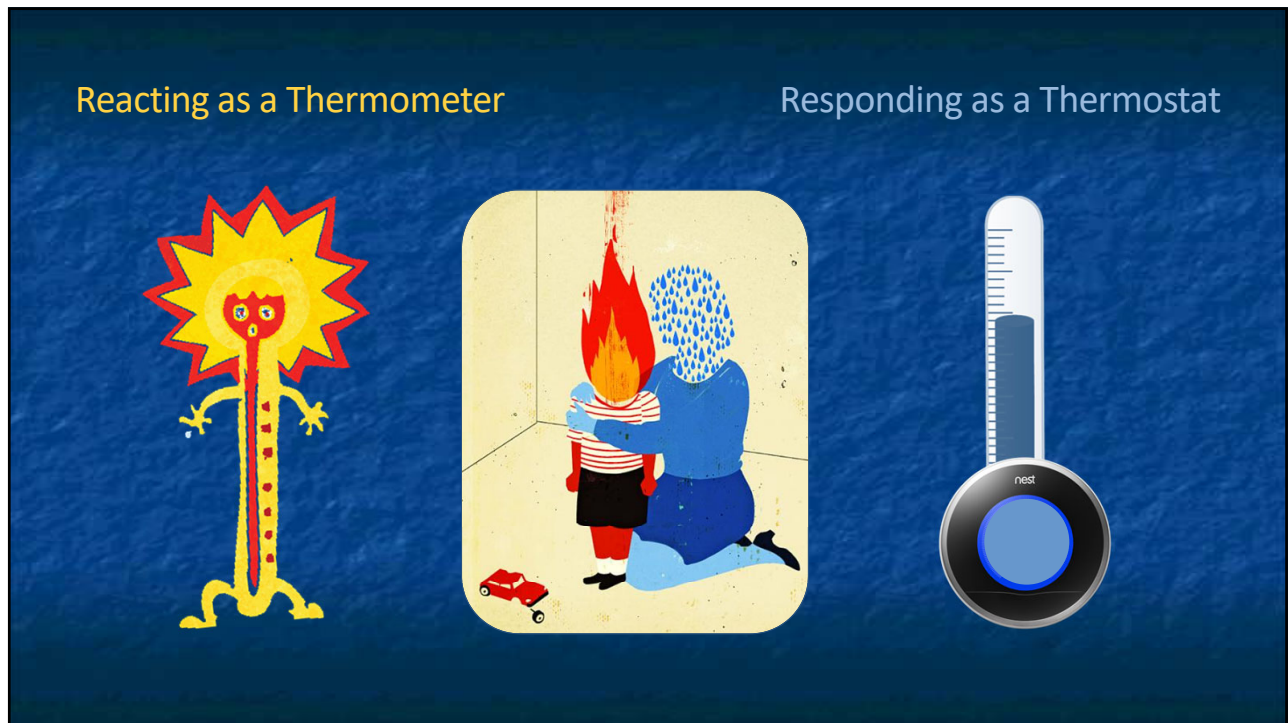
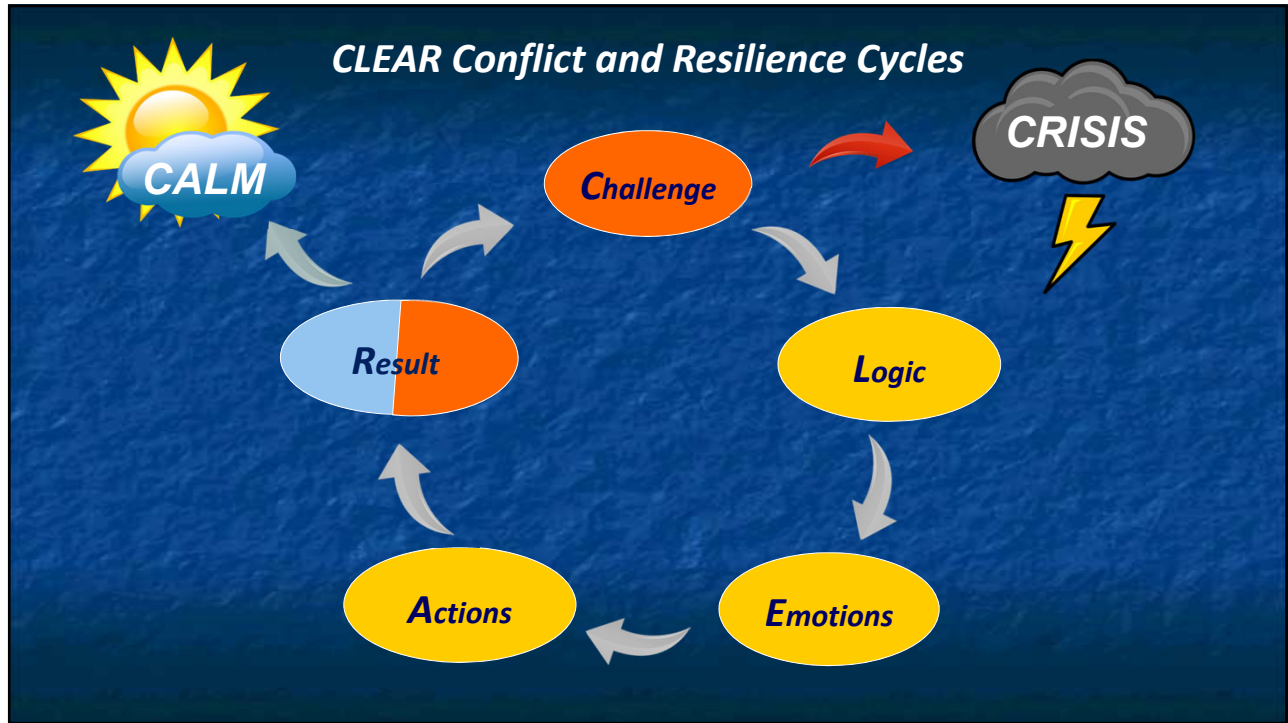
Timeline

Explore the sequence of how a specific event unfolded.
 Be a good listener and ask questions to clarify exactly what happened.



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





CLARIFY

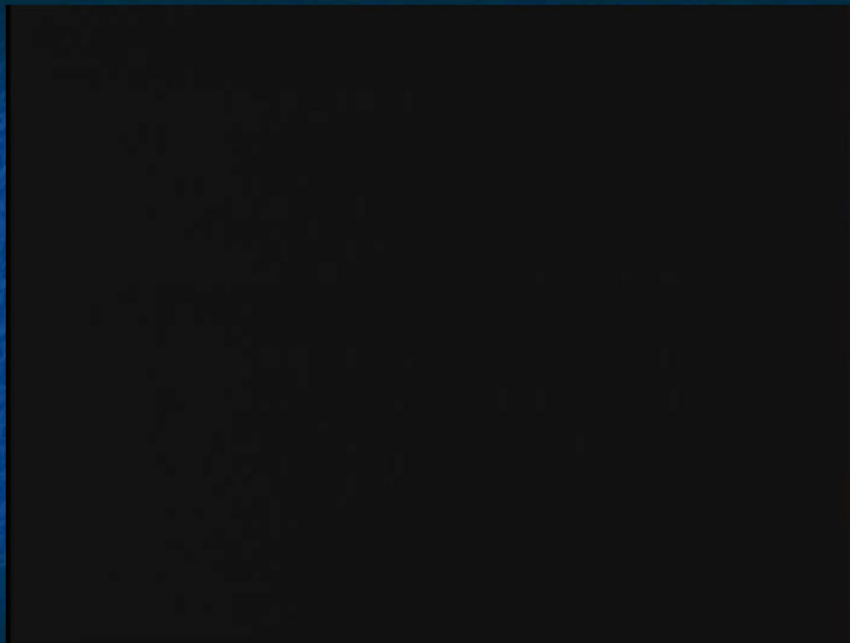


Breakfast Club

A Conflict Cycle



CLARIFY





Gain Insight



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

WILLIAM C. MORSE

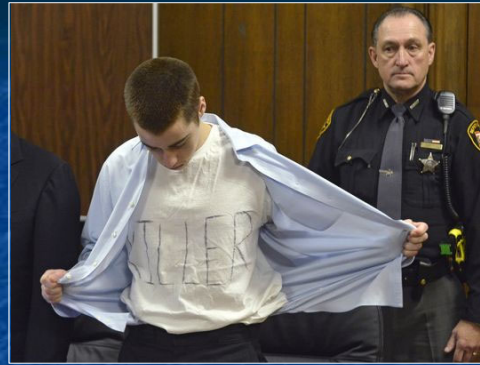


When support systems falter a youth gets framed with a deviance or disorder label.

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



Decode the behavior of this teen on trial for murder.

Our intent is not to *excuse* behavior but *understand* it.

How would most people “diagnose” this defiance?

What has happened to this boy in his relationships?

What is the private logic and goals of this behavior?



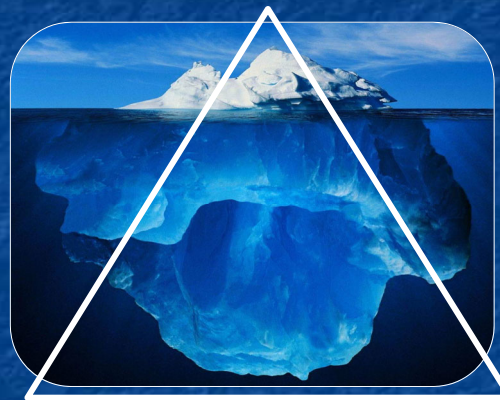
CLARIFY

Kid Whispering

MARK FREADO
JC CHAMBERS

THE OUTSIDE KID

Behavior



Logic

Emotions

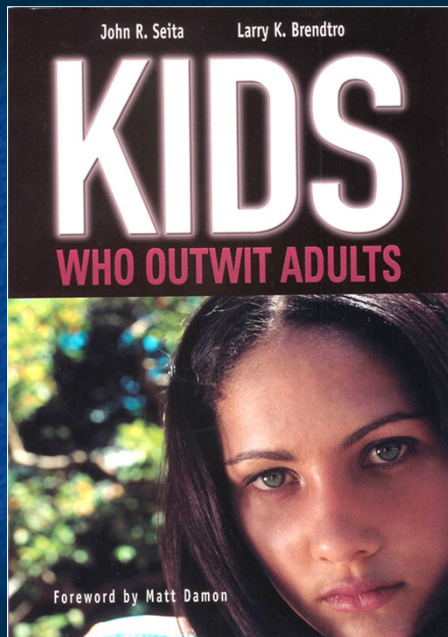
THE INSIDE KID



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

<p>FIGHT <i>Hurt or be hurt</i></p> 	<p>FLIGHT <i>Hide or be hurt</i></p> 	<p>FOOL <i>Outsmart the enemy</i></p> 
<p>Threaten – <i>I am dangerous</i> Power Play – <i>I am the boss</i> Payback – <i>You will suffer</i></p>	<p>Isolate – <i>Shut people out</i> Retreat – <i>Shut out the pain</i> Escape – <i>I can't take any more</i></p>	<p>Deceive – <i>Charm and disarm</i> Diversion – <i>Act dumb or crazy</i> Mind Game – <i>Insult or provoke</i></p>

<p>FIGHT <i>Hurt or be hurt</i></p> 	<p>FLIGHT <i>Hide or be hurt</i></p> 	<p>FOOL <i>Outsmart the enemy</i></p> 
<p>From your experience, give an example of a youth using one of these tactics. Then discuss what methods do and do not work with these youth.</p>		

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

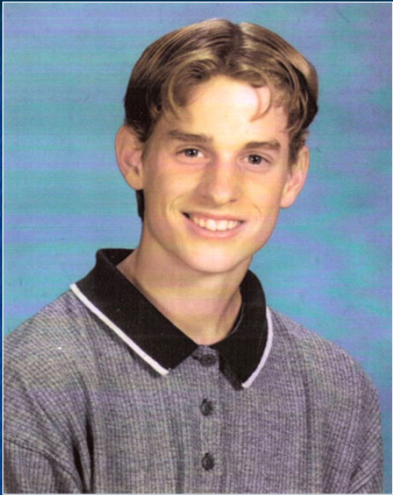
Positive and Negative Zeigarnik Effects



Searching for Solutions
Pondering problems and seeking creative solutions can produce positive emotions. An answer may even pop into mind when we are not working on the problem.
CHRISTINE SYREK



Ruminating on Problems
Intrusive, negative thoughts spark stress, particularly when facing many unsolved problems. Ruminating on a conflict with another person can deepen distrust.
JOHN GOTTMAN



JONATHAN LAY
Alberta, Canada

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.



Good Will Hunting





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

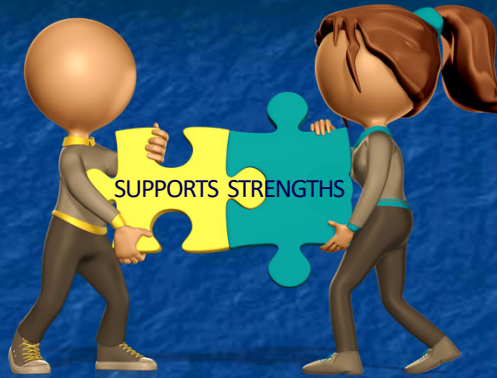
Restoring Respect



Providing Supports

Building Strengths

Goals for Restoring



Giving Help

Provide Supports and build responsibility.

Develop Strengths that build resilience.

Receiving Help

Accept supports and take responsibility.

Build strengths by meeting growth needs.



Providing Supports


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

ALAN SROUFE

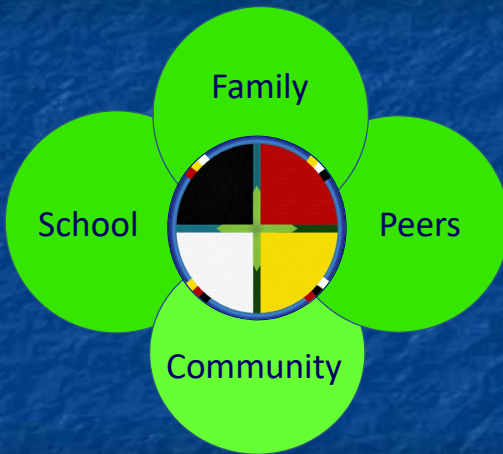


RESTORE

Positive Relational Supports



RESTORE



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.



RESTORE



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.



RESTORE



INDEPENDENCE


My Goal
Develop responsible self confidence.

Family
We share responsibilities in our home.

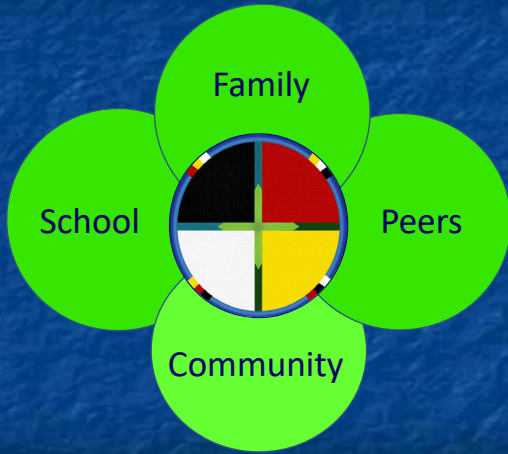
School
Students learn to think for themselves.

Peers
I am not easily misled by peer pressure.

Community
My community listens to the views of youth.



RESTORE



GENEROSITY


My Goal
Develop care and concern for others.

Family
My family gives support in difficult times.

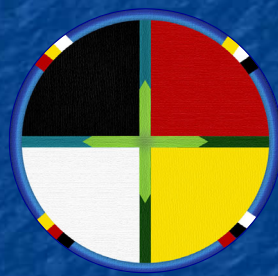
School
My teachers really care about students.

Peers
My peers treat one another with respect.

Community
Young people contribute to my community.



RESTORE



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 very challenging youth.

ERIK LAURSEN

 RESTORE

Values in Action: Character Strengths

viacharacter.org

 Creativity	 Curiosity	 Judgment	 Perspective	 Bravery	 Perseverance
 Zest	 Honesty	 Social Intelligence	 Kindness	 Love	 Leadership
 Fairness	 Teamwork	 Forgiveness	 Love of Learning	 Gratitude	 Spirituality
 Self-Regulation	 Humility	 Appreciation of Beauty	 Prudence	 Hope	 Humor

 RESTORE

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

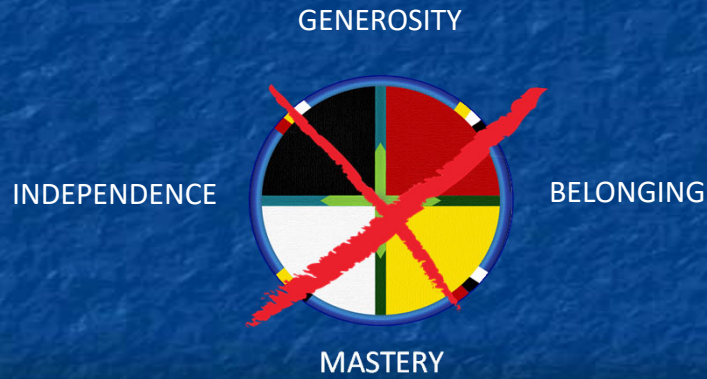


When schools meet developmental needs instead of focusing narrowly on test scores, students grow in social, emotional, and academic learning.

STEVE VAN BOCKERN
Schools that Matter

Most problems come from unmet needs.

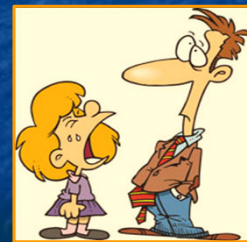
ABRAHAM MASLOW




BELONGING




Mistrust




Conflict



MASTERY



School Difficulty



Social Difficulty




INDEPENDENCE



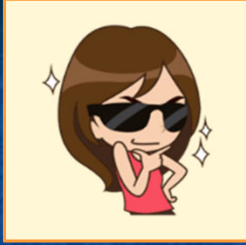
Lacks Self-Control




Lacks Self-Confidence



Generosity



Self-Centered



Disrespect

Solving problems builds strengths.





Problems	Strengths
BELONGING	BELONGING
1. Mistrust	Trust
2. Conflict	Cooperation
MASTERY	MASTERY
3. School Difficulty	Talent
4. Social Difficulty	Social Skills
INDEPENDENCE	INDEPENDENCE
5. Lacks Self-Control	Self-Control
6. Lacks Self-Confidence	Self-Confidence
GENEROSITY	GENEROSITY
7. Self-Centered	Caring
8. Disrespect	Respect

Problem List
These are common challenges faced by children and youth.

Growth Goals
Solving problems develops strength and resilience.





Cider House Rules
Healing Curly's Pain with a 30-Second RAP

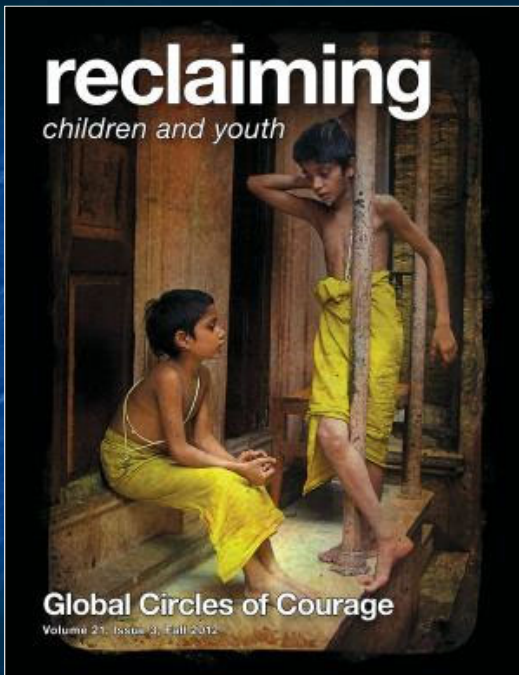


Chapter 8

Reclaiming Resources

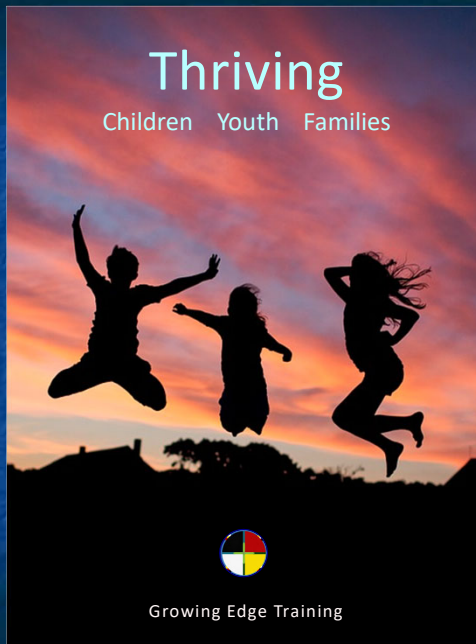


Developing greatness in all the children of the world



Circle of Courage World-wide

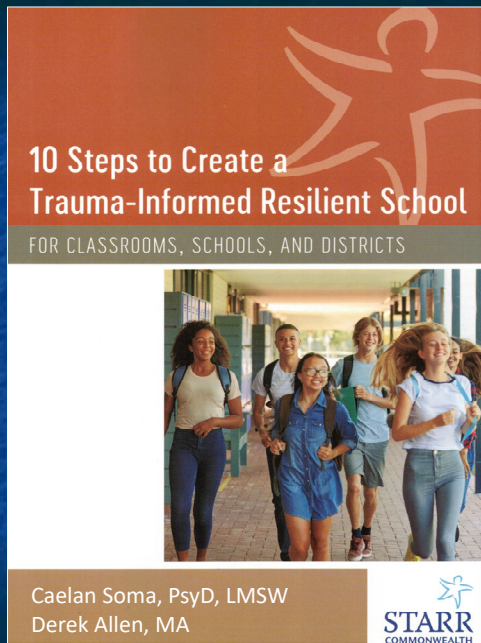
Selected articles from the journal *Reclaiming Children and Youth* are available with open access.
reclaimingyouth.org/articles



Practice-based Resources

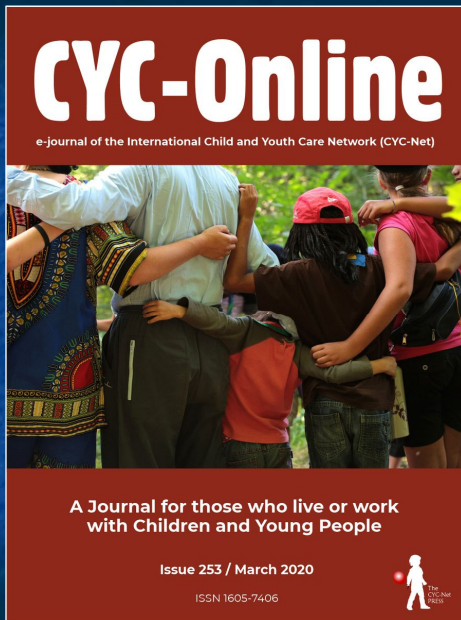
This free online journal edited by Mark Freado of Growing Edge Training invites contributions from colleagues worldwide promoting strength-based practices.

reclaimingyouth.org

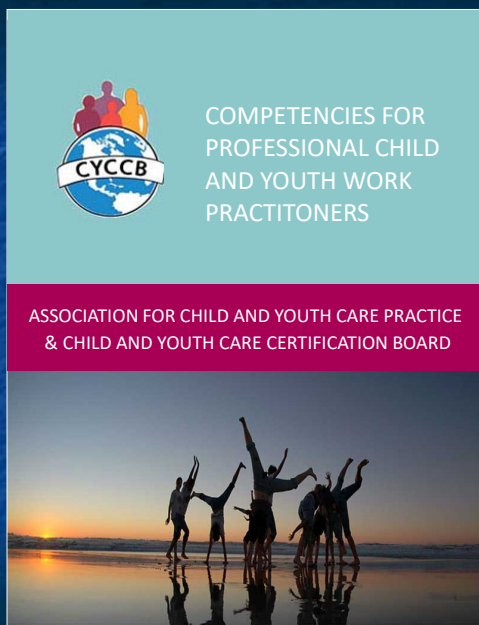


Starr Commonwealth in Albion, Michigan, piloted research and publications on the Positive Peer Culture model. Starr operates an international online network of resources linking trauma-informed approaches and the resilience-focused Circle of Courage model.

www.starr.org



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. This open-access site links to thousands of articles, publishes books and online journals, and hosts discussion groups.



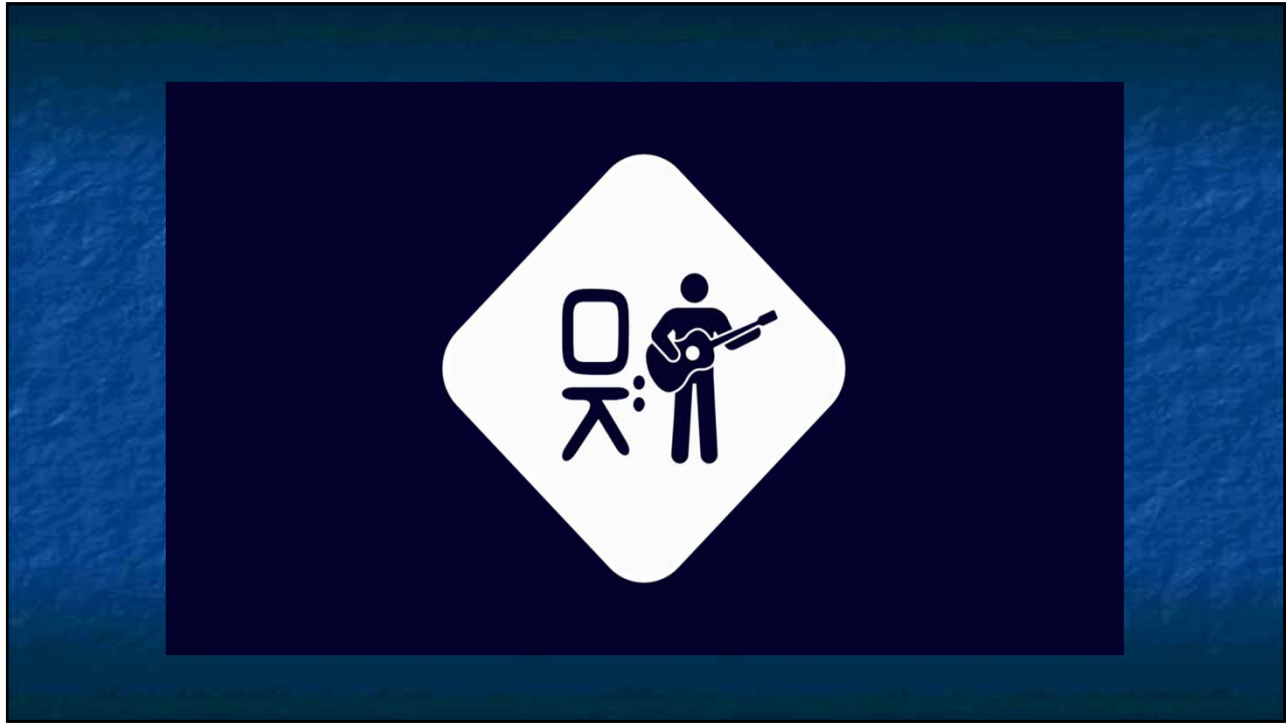
Youth Worker Certification

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



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.





Respectful Alliances

Response Ability Pathways
RAP

RECLAIMING Youth at Risk
reclaimingyouth.org

RESILIENCE RESOURCES
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