

TRAUMA INFORMED YOUTH DEVELOPMENT

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What is trauma? What does it mean to be trauma informed? How can we be trauma informed in our relationships with young people?

Relationships with young people are your program's currency, and being trauma informed ensures more security and emotional safety for your young people.

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COPING WITH TRAUMATIC EVENTS TIPS FOR ADULTS



Trauma and grief are multifaceted concepts with complex origins and manifestations. The varying types and degrees of trauma-related effects require individualized strengths-based and adaptive processes and interventions on the part of service providers and professionals. Community and peer supports are pivotal in improving well-being and reducing isolation and other risk factors.

ADULTS

Common Feelings:

The sudden and violent nature of loss resulting from a mass tragedy is unique and can be a defining characteristic of grief and cause traumatic reactions for some. The emotional and physical wounds can take longer and be more complicated to heal.

- Loss of safety/fear
- Financial uncertainty
- Physiological impact
- Fear of being forgotten
- Stress/Anxiety
- Social isolation
- Disrupted family dynamics
- Psychological impact
- Profound grief

Increasing Preparedness:

Feeling unprepared can lead to a sense of helplessness, and internalizing stories of victims and survivors can lead to profound sadness or vicarious trauma/loss. A series of steps can be taken to help ease the shock if and when mass tragedies strike.

- Build a strong community and maintain social supports
- Connect to a nurturing community of support and build common bonds with others who can relate to the experience
- For parents, facilitate discussions about mass tragedies with children (see next page)

Indications for Need of Professional Help:

Anyone witnessing a traumatic event, even those not directly impacted and those absorbing media coverage of mass tragedies, can suffer from the emotional impact.

- Extreme fear or loss of safety
- Withdrawal or isolation from peers and usual social supports
- Severe reactions to trauma triggers or reminders
- Excessive or prolonged longing or yearning post-loss
- Indications of depression or anxiety

Coping in the Aftermath:

To counter fears, anxieties and isolation associated with trauma and grief, even vicarious trauma and sadness, it is important to establish personal safety both on an individual level and in group settings and to form community and peer connections.

- Identify and address triggers, reminders and feelings of loss or abandonment
- Self-care and attending to personal needs: maintain a healthy routine of exercise, sleep and relaxation
- Connection to a nurturing community, and if possible, connection with peers or others who have been through similar experiences

COPING WITH TRAUMATIC EVENTS TIPS FOR CHILDREN



Trauma and grief are multifaceted concepts with complex origins and manifestations. The varying types and degrees of trauma-related effects require individualized strengths-based and adaptive processes and interventions on the part of service providers and professionals. Community and peer supports are pivotal in improving well-being and reducing isolation and other risk factors.

Children

Helping Children Understand:

In helping children understand mass tragedies, adults should be mindful of the developmental stage of the child/children and their ability to process the finality of death and loss, as well as the complexities of traumatic experiences.

- Directly communicate what happened in a clear and concise way; it is best to avoid the use of metaphors or stories that might encourage fantasies, both positive or negative
- Give them the opportunity to ask questions and state how they are feeling
- Reinforce creative license to express their feelings through play, drawing, stories or other activities

Maintaining a Sense of Safety:

Children often internalize parental emotional reactions. It is important to establish that they are in a safe environment and that the child or their family members and friends are not in any immediate danger now or in the near future.

- Provide reassuring answers to any questions and concerns children have about the news or the traumatic event
- Inform children that mass-scale tragedies and traumatic events are rare and that people are working hard to determine why the event happened and to put protections in place to safeguard against this happening in the future
- Facilitate age appropriate discussions about parental emotional experiences to build comfort, safety and security; convey hope and show them how to build resilience in overcoming and learning from negative experiences

When a Child is Affected by Tragedy:

For children who have experienced a traumatic event first-hand, it is even more important to establish safety, build their resilience, and alleviate any fears that they may find themselves in a similar situation again.

- Be mindful of cues from children directly impacted by tragedies, such as acting out; these are indicators of how they need to express what happened
- Help prepare for what they should do if the event does happen again; give specific instructions that they can practice in order to gain confidence and reduce anxiety
- Establish connections to peer communities and individuals who understand their experience and can reduce stigma, build resilience and foster post-traumatic growth

Indications for Need of Professional Help:

Common reactions include extreme fear or loss of safety, withdrawal or isolation from peers and usual social supports, severe reactions to trauma reminders, excessive or prolonged longing or yearning post-loss, or indications of depression or anxiety.

- If traumatic reminders and trauma triggers are overwhelmingly present or linger in a disruptive way after the experience
- The presense of hypervigilance, reactivity and passivity
- Regression to earlier behaviors, such as bedwetting, temper tantrums or clingy behavior is normal, but may indicate need for additional support if they persist for more than a month

TRAUMA AND GRIEF EFFECTS AND REACTIONS

Trauma and grief are multifaceted concepts with complex origins and manifestations. The varying types and degrees of trauma-related effects require individualized strengths-based and adaptive processes and interventions on the part of service providers and professionals. Community and peer supports are pivotal in improving well-being and reducing isolation and other risk factors.



Developmental Perspectives on Grief

3 - 5 Years Old – Early Childhood

Ways in which grief can manifest	Tips to help children cope
<ul style="list-style-type: none"> • They generally struggle to understand the concept that the parent's body no longer functions and that their parent will not return • Children may have intense separation anxiety when apart from primary caregiver • They tend to become overwhelmed when exposed to others' reactions of sadness and grief • Children may ask repetitious questions about their parent's whereabouts in the first few weeks-months after their parent's death 	<ul style="list-style-type: none"> • Children will express their thoughts and feelings most clearly through play, fantasy and drawing • Continue to be a consistent and predictable presence in the child's life • Encourage reminiscing about the parent who has died

6 - 8 Years Old – Middle Childhood

Ways in which grief can manifest	Tips to help children cope
<ul style="list-style-type: none"> • Children can immediately understand the finality of parent's death and are appropriately sad and upset when informed • They tend to bring up joyous memories of their deceased parent and talk openly about speaking with the parent who died • Moments of grief (sadness, anger, dejection) are generally brief • Tend to exhibit more physical symptoms than other age groups • May exhibit fearfulness, sleeping problems, and separation anxiety • Children in this age group may speak openly and explicitly about wanting to die so they can be with or visit their parent after death <p><i>Note: These thoughts are generally transient and are not accompanied by suicidal intent. If these thoughts persist or become rigid or inflexible, a professional evaluation is recommended.</i></p>	<ul style="list-style-type: none"> • Children remain exclusively dependent on parental support - continue to be a consistent and predictable presence in the child's life • Forewarning the child about separation (going to school, time with babysitter) can lessen intensity of separation anxiety • Accept the openness of discussions around difficult topics • School can take on a different level of importance in the lives of children; teachers or select students may become very important to them

9 - 11 Years Old – Pre-Adolescent

Ways in which grief can manifest	Tips to help children cope
<ul style="list-style-type: none"> • Children may desire factual information about parent's death to gain some sense of control by comprehending the event • Children may avoid their own and other's strong emotions associated with grief and loss • Some will talk openly about their feelings – but only briefly 	<ul style="list-style-type: none"> • Children may treasure clothing or items belonging to the parent for comfort or opportunities to reminisce • They enjoy looking at pictures during healthy and happy moments of their parent's life • They may respond well to more formal opportunities to express their grief

12 - 14 Years Old – Early Adolescents

Ways in which grief can manifest	Tips to help children cope
<ul style="list-style-type: none"> • Usually characterized by avoidance of emotional expression (except anger and disdain); may also avoid information about illness • May speak easily about dreams of parent or strong sense of parent's presence • May have a strong desire to wear clothes and have possessions of parent who died 	<ul style="list-style-type: none"> • Allow appropriate emotional and physical withdrawal, however monitor the emerging expressions of independence • Encourage interactions with other adults for some help and supports previously provided by deceased parent

15 - 17 Years Old – Adolescents and Young Adults

Ways in which grief can manifest	Tips to help children cope
<ul style="list-style-type: none"> • Mourning is similar to adults, but not as long in duration • Usually experience intense sadness, longing, despair, hopelessness and helplessness which often times interferes with activities like school, sports, and after school activities • Some may exhibit behaviors such as bouts of anger, arguments with parents or caregivers, testing limits, and demanding time away from home to be with friends/boyfriends/girlfriends 	<ul style="list-style-type: none"> • Do not underestimate the intensity of their experience and impact on their functioning • Communicate with teachers and other adults to mitigate overly critical responses • Encourage them to turn to trusted friends, bereavement groups, or individual counseling

TRAUMA AND GRIEF EFFECTS AND REACTIONS

Trauma and grief are multifaceted concepts with complex origins and manifestations. The varying types and degrees of trauma-related effects require individualized strengths-based and adaptive processes and interventions on the part of service providers and professionals. Community and peer supports are pivotal in improving well-being and reducing isolation and other risk factors.



Types of Trauma

Post-Traumatic Stress Disorder (PTSD)	Intergenerational Trauma	Vicarious Trauma	Trauma Triggers
<ul style="list-style-type: none">• May result from direct exposure to a traumatic event	<ul style="list-style-type: none">• Personal and collective trauma experiences can be transmitted generationally	<ul style="list-style-type: none">• Second-hand exposure; common among caregivers/responders working with those directly exposed	<ul style="list-style-type: none">• Reminders that may result in hyperarousal, avoidance, etc.

Interventions for Effects of Trauma

Fear/Loss of Safety	Dissociation	Hyperarousal	Isolation
<ul style="list-style-type: none">• Establish safe environment; individual and group agreements, inclusion, non-judgment	<ul style="list-style-type: none">• Mindfulness/Body awareness	<ul style="list-style-type: none">• Identifying triggers; individual and group regulation	<ul style="list-style-type: none">• Connecting with others with similar experiences; normalizing and foundation for healing

Types of Grief






Traumatic Loss	Complicated Grief	Ambiguous Loss	Varied Timelines & Developmental Perspectives
<ul style="list-style-type: none">• Sudden loss often of violent or graphic nature	<ul style="list-style-type: none">• Prolonged or complex grieving process associated with traumatic and sudden loss	<ul style="list-style-type: none">• Often the result of lack of closure that delays the grieving process	<ul style="list-style-type: none">• Everyone metabolizes grief differently; children's responses change with development

Interventions for Grief Reactions

Longing/Yearning	Withdrawal	Depression	Anxiety
<ul style="list-style-type: none">• Find positive ways to incorporate memories of loved ones into one's life	<ul style="list-style-type: none">• Establishing trusted social supports; connecting with common bonds	<ul style="list-style-type: none">• Address whether this is specific to grief and if further intervention is needed	<ul style="list-style-type: none">• Identify/address fears of loss/abandonment, establish safe environment

The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people’s lives.

Elements	Actions	Definitions
 <p>Express Care Show me that I matter to you.</p>	<ul style="list-style-type: none"> • Be dependable.....Be someone I can trust. • Listen.....Really pay attention when we are together. • Believe in me.....Make me feel known and valued. • Be warm.....Show me you enjoy being with me. • Encourage.....Praise me for my efforts and achievements. 	
 <p>Challenge Growth Push me to keep getting better.</p>	<ul style="list-style-type: none"> • Expect my best.....Expect me to live up to my potential. • Stretch.....Push me to go further. • Hold me accountable...Insist I take responsibility for my actions. • Reflect on failures.....Help me learn from mistakes and setbacks. 	
 <p>Provide Support Help me complete tasks and achieve goals.</p>	<ul style="list-style-type: none"> • Navigate.....Guide me through hard situations and systems. • Empower.....Build my confidence to take charge of my life. • Advocate.....Stand up for me when I need it. • Set boundaries.....Put limits in place that keep me on track. 	
 <p>Share Power Treat me with respect and give me a say.</p>	<ul style="list-style-type: none"> • Respect me.....Take me seriously and treat me fairly. • Include me.....Involve me in decisions that affect me. • Collaborate.....Work with me to solve problems and reach goals. • Let me lead.....Create opportunities for me to take action and lead. 	
 <p>Expand Possibilities Connect me with people and places that broaden my world.</p>	<ul style="list-style-type: none"> • Inspire.....Inspire me to see possibilities for my future. • Broaden horizons.....Expose me to new ideas, experiences, and places. • Connect.....Introduce me to people who can help me grow. 	

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

People Who Have Been an Important Part of Your Life

Places and institutions that may have been important to you

	Family (including extended family, caregivers)	School, College, Military, or Work	Neighborhood or Community	Religious or Civic Institutions	Arts, Sports, or Recreation	Other
Think about people who have been important in different parts of your life. Write their names in the columns that best represent where you know/new them, and write them at about the time (vertically) they entered your life. Then draw a downward arrow to show how long they were—or are—an active part of your life. (See samples.) Just pick 1 or 2 in each column. (Leave some columns blank or change the labels if you need or want to.)						
Birth	Mom ↓				Basketball coach ↓	
Now						

Reflection

- What have these people done to make them an important part of your life?
- Who might put you in one of these columns as an important person to them? What might they say you do?

Why “Developmental” Relationships?

1. Developmental relationships are **multi-dimensional, intentional** relationships.

Developmental relationships require more than “caring.” In addition to expressing care, they involve challenging growth, providing support, sharing power, and expanding possibilities. (See page 5.)

2. Developmental relationships are the **roots of success**.

Developmental relationships are roots that provide stability as young people explore their world and discover their place within it. Relationships connect young people to resources in their environment. When young people experience developmental relationships, they are more likely to be resilient and grow up successfully as leaders in and contributors to their communities and society.

3. **Every young person** needs to be rooted in relationships that nourish their growth.

Each young person is unique and each culture has unique strengths and resources. At the same time, across all people, developmental relationships are part of being human. There are different emphases and strategies for nurturing relationship in different cultures and contexts (many of which we have not yet explored or articulated yet). Yet developmental relationships matter in each culture and context.

4. Developmental relationships are **two-way, reciprocal** relationships.

Each person in the relationship contributes to and benefits from the relationship. The reciprocity does not have to be the same or equal (consider, for example, an infant), but relationships have greater developmental power when they are mutually enriching.

5. Developmental relationships are essential for all young people across **different parts of their lives**.

All young people benefit from experiencing developmental relationships that provide nourishment in each part of their lives—from home to school to work to out-of-school-time programs to sports to a faith community. All young people should have a network of developmental relationships across different aspects of their lives, including family members, teachers and school staff, program leaders, coaches, and others.

6. Different young people need to be rooted in relationships that provide **the specific nutrients** they need.

Developmental relationships are responsive to who young people are and what they need at particular times in their lives. They will be expressed and experienced differently based on young people’s background, identities, unique strengths, needs, and circumstances. In times of high stress, for example, young people may need adults and friends to emphasize expressing care and providing support. Other times, they may need there to be more emphasis on challenging growth or expanding possibilities. In a developmental relationship, people are attuned to each other.





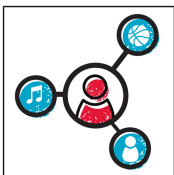
7. **Bias, discrimination, trauma, and inequities contaminate many of the environments** that could be nourishing development.

The toxins of individual and systemic bias, discrimination, trauma, and multiple forms of inequity contaminate many of the environments that should be nourishing young people’s development. Too many young people have historically been marginalized because of their race or ethnicity, gender or gender identity, sexual orientation, religion, disability, or other differences. The challenge and opportunity is to first examine and work to address our own biases and blind spots. Then we can work together honestly to discover ways we can address the systemic biases and inequities that must be dismantled if we are ever change the odds that all young people will, in fact, have the relationships and other resources they need to be successful, contributing members of our communities and society.

Search Institute’s Developmental Relationships Framework

Developmental relationships are the roots of success and resilience that give young people the nourishment, support, and stability they need to grow, learn, contribute, and thrive. Search Institute research has identified five elements of relationships—expressed in 20 specific actions—that give relationships their power.

It is important to remember that the nourishment flows both ways in strong relationships. Each person gives and receives. However, for the purpose of clarity, the actions in the Developmental Relationships Framework are expressed from the perspective of one person in the relationship. Imagine each person saying it.

	Elements	Actions	Definitions
	<p>Express Care</p> <p><i>“Show me that I matter to you.”</i></p>	<p>Be dependable</p> <p>Listen</p> <p>Believe in me</p> <p>Be warm</p> <p>Encourage</p>	<p>Be someone I can trust.</p> <p>Really pay attention when we are together.</p> <p>Make me feel known and valued.</p> <p>Show me you enjoy being with me.</p> <p>Praise me for my efforts and achievements.</p>
	<p>Challenge Growth</p> <p><i>“Push me to keep getting better.”</i></p>	<p>Expect my best</p> <p>Stretch</p> <p>Hold me accountable</p> <p>Reflect on failures</p>	<p>Expect me to live up to my potential.</p> <p>Push me to go further.</p> <p>Insist I take responsibility for my actions.</p> <p>Help me learn from mistakes and setbacks.</p>
	<p>Provide Support</p> <p><i>“Help me complete tasks and achieve goals.”</i></p>	<p>Navigate</p> <p>Empower</p> <p>Advocate</p> <p>Set boundaries</p>	<p>Guide me through hard situations and systems.</p> <p>Build my confidence to take charge of my life.</p> <p>Stand up for me when I need it.</p> <p>Put in place limits that keep me on track.</p>
	<p>Share Power</p> <p><i>“Treat me with respect and give me a say.”</i></p>	<p>Respect me</p> <p>Include me</p> <p>Collaborate</p> <p>Let me lead</p>	<p>Take me seriously and treat me fairly.</p> <p>Involve me in decisions that affect me.</p> <p>Work with me to solve problems and reach goals.</p> <p>Create opportunities for me to take action and lead.</p>
	<p>Expand Possibilities</p> <p><i>“Connect me with people and places that broaden my world.”</i></p>	<p>Inspire</p> <p>Broaden horizons</p> <p>Connect</p>	<p>Inspire me to see possibilities for my future.</p> <p>Expose me to new ideas, experiences, and places.</p> <p>Introduce me to more people who can help me develop and thrive.</p>

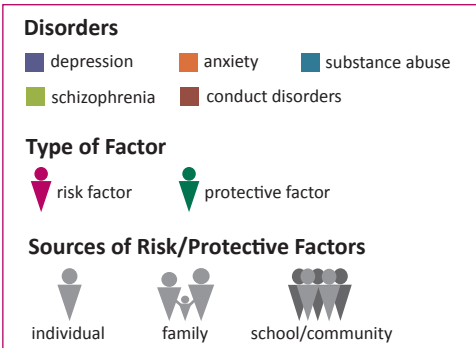
More information on developmental relationships and their power in young people’s lives:
www.searchinstitute.org/developmental-relationships/

Timing Considerations for Relationship Development

		Beginning and Building	Testing and Challenging	“Real” Mentoring	Transition/Closure/Going Deeper
Express Care	Be dependable				
	Listen				
	Believe in me				
	Be warm				
	Encourage				
Share Power	Respect me				
	Include me				
	Collaborate				
	Let me lead				
Provide Support	Navigate				
	Empower				
	Advocate				
	Set boundaries				
Expand Possibilities	Inspire				
	Broaden Horizons				
	Connect				
Challenge Growth	Expect my best				
	Stretch				
	Hold me accountable				
	Reflect on failures				



Risk and Protective Factors for Mental, Emotional, and Behavioral Disorders Across the Life Cycle



- Difficult temperament
- Insecure attachment
- Hostile to peers, socially inhibited
- Irritability
- Fearfulness
- Difficult temperament
- Head injury
- Motor, language, and cognitive impairments
- Early aggressive behavior
- Sexual abuse

- Parental drug/alcohol use
- Cold and unresponsive mother behavior
- Marital conflict
- Negative events
- Cold and unresponsive mother behavior
- Parental drug/alcohol use
- Family dysfunction
- Disturbed family environment
- Parental loss

- Poor academic performance in early grades
- Specific traumatic experiences
- Negative events
- Lack of control or mastery experiences
- Urban setting
- Poverty

- Self-regulation
- Secure attachment
- Mastery of communication and language skills
- Ability to make friends and get along with others
- Reliable support and discipline from caregivers
- Responsiveness
- Protection from harm and fear
- Opportunities to resolve conflict
- Adequate socioeconomic resources for the family
- Support for early learning
- Access to supplemental services such as feeding, and screening for vision and hearing
- Stable, secure attachment to childcare provider
- Low ratio of caregivers to children
- Regulatory systems that support high quality of care

- Negative self-image
- Apathy
- Anxiety
- Dysthymia
- Insecure attachment
- Poor social skills: impulsive, aggressive, passive, and withdrawn
- Poor social problem-solving skills
- Shyness
- Poor impulse control
- Sensation-seeking
- Lack of behavioral self-control
- Impulsivity
- Early persistent behavior problems
- Attention deficit/hyperactivity disorder
- Anxiety
- Depression
- Antisocial behavior
- Head injury
- Self-reported psychotic symptoms

- Parental depression
- Poor parenting, rejection, lack of parental warmth
- Child abuse/maltreatment
- Loss
- Marital conflict or divorce
- Family dysfunction
- Parents with anxiety disorder or anxious childrearing practices
- Parental overcontrol and intrusiveness

- (family risk factors continued)
- Parents model, prompt, and reinforce threat appraisals and avoidant behaviors
 - Marital conflict; poor marital adjustments
 - Negative life events
 - Permissive parenting
 - Parent-child conflict
 - Low parental warmth
 - Parental hostility
 - Harsh discipline
 - Child abuse/maltreatment
 - Substance use among parents or siblings
 - Parental favorable attitudes toward alcohol and/or drug use
 - Inadequate supervision and monitoring
 - Low parental aspirations for child
 - Lack of or inconsistent discipline
 - Family dysfunction

- Peer rejection
- Stressful life events
- Poor grades/achievements
- Poverty
- Stressful community events such as violence
- Witnessing community violence
- Social trauma
- Negative events
- Lack of control or mastery experiences

- (school/community risk factors continued)
- School failure
 - Low commitment to school
 - Peer rejection
 - Deviant peer group
 - Peer attitudes toward drugs
 - Alienation from peers
 - Law and norms favorable toward alcohol and drug use
 - Availability and access to alcohol
 - Urban setting
 - Poverty
 - Mastery of academic skills (math, reading, writing)
 - Following rules for behavior at home, school, and public places
 - Ability to make friends
 - Good peer relationships
 - Consistent discipline
 - Language-based rather than physically-based discipline
 - Extended family support
 - Healthy peer groups
 - School engagement
 - Positive teacher expectations
 - Effective classroom management
 - Positive partnering between school and family
 - School policies and practices to reduce bullying
 - High academic standards

Risk and Protective Factors for Mental, Emotional, and Behavioral Disorders Across the Life Cycle *(continued)*

ADOLESCENCE

- Female gender
- Early puberty
- Difficult temperament: inflexibility, low positive mood, withdrawal, poor concentration
- Low self-esteem, perceived incompetence, negative explanatory and inferential style
- Anxiety
- Low-level depressive symptoms and dysthymia
- Insecure attachment
- Poor social skills: communication and problem-solving skills
- Extreme need for approval and social support
- Low self-esteem
- Shyness
- Emotional problems in childhood
- Conduct disorder
- Favorable attitudes toward drugs
- Rebelliousness
- Early substance use
- Antisocial behavior
- Head injury
- Marijuana use
- Childhood exposure to lead or mercury (neurotoxins)

- Parental depression
- Parent-child conflict
- Poor parenting
- Negative family environment (may include substance abuse in parents)
- Child abuse/maltreatment
- Single-parent family (for girls only)
- Divorce

(family risk factors continued)

- Marital conflict
- Family conflict
- Parent with anxiety
- Parental/marital conflict
- Family conflict (interactions between parents and children and among children)
- Parental drug/alcohol use
- Parental unemployment
- Substance use among parents
- Lack of adult supervision
- Poor attachment with parents
- Family dysfunction
- Family member with schizophrenia
- Poor parental supervision
- Parental depression
- Sexual abuse

- Peer rejection
- Stressful events
- Poor academic achievement
- Poverty
- Community-level stressful or traumatic events
- School-level stressful or traumatic events
- Community violence
- School violence
- Poverty
- Traumatic event
- School failure
- Low commitment to school
- Not college bound
- Aggression toward peers
- Associating with drug-using peers
- Societal/community norms about alcohol and drug use

(school/community risk factors continued)

- Urban setting
- Poverty
- Associating with deviant peers
- Loss of close relationship or friends
- Positive physical development
- Academic achievement/intellectual development
- High self-esteem
- Emotional self-regulation
- Good coping skills and problem-solving skills
- Engagement and connections in two or more of the following contexts: school, with peers, in athletics, employment, religion, culture

- Family provides structure, limits, rules, monitoring, and predictability
- Supportive relationships with family members
- Clear expectations for behavior and values

- Presence of mentors and support for development of skills and interests
- Opportunities for engagement within school and community
- Positive norms
- Clear expectations for behavior
- Physical and psychological safety

EARLY ADULTHOOD

- Early-onset depression and anxiety
- Need for extensive social support
- Childhood history of untreated anxiety disorders
- Childhood history of poor physical health
- Childhood history of sleep and eating problems
- Poor physical health
- Lack of commitment to conventional adult roles
- Antisocial behavior
- Head Injury

- Parental depression
- Spousal conflict
- Single parenthood
- Leaving home
- Family dysfunction

- Decrease in social support accompanying entry into a new social context
- Negative life events
- Attending college
- Substance-using peers
- Social adversity

- Identity exploration in love, work, and world view
- Subjective sense of adult status
- Subjective sense of self-sufficiency, making independent decisions, becoming financially independent
- Future orientation
- Achievement motivation

- Balance of autonomy and relatedness to family
- Behavioral and emotional autonomy

- Opportunities for exploration in work and school
- Connectedness to adults outside of family

Disorders

- depression
- schizophrenia
- anxiety
- conduct disorders
- substance abuse

Type of Factor

- risk factor
- protective factor

Sources of Risk/Protective Factors

- individual
- family
- school/community

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young children grow up healthy, caring, and responsible.

External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality. 2. Positive family communication—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input. 3. Other adult relationships—With the family's support, the child experiences consistent, caring relationships with adults outside the family. 4. Caring neighbors—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging. 5. Caring climate in child-care and educational settings—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure. 6. Parent involvement in child care and education—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.
	Empowerment	<ol style="list-style-type: none"> 7. Community cherishes and values young children—Children are welcomed and included throughout community life. 8. Children seen as resources—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs. 9. Service to others—The child has opportunities to perform simple but meaningful and caring actions for others. 10. Safety—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve. 12. Boundaries in child-care and educational settings—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors. 13. Neighborhood boundaries—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way. 14. Adult role models—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles. 15. Positive peer relationships—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children. 16. Positive expectations—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Play and creative activities—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others. 18. Out-of-home and community programs—The child experiences well-designed programs led by competent, caring adults in well-maintained settings. 19. Religious community—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development. 20. Time at home—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Motivation to mastery—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills. 22. Engagement in learning experiences—The child fully participates in a variety of activities that offer opportunities for learning. 23. Home-program connection—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities. 24. Bonding to programs—The child forms meaningful connections with out-of-home care and educational programs. 25. Early literacy—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—The child begins to show empathy, understanding, and awareness of others' feelings. 27. Equality and social justice—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different. 28. Integrity—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right. 29. Honesty—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding. 30. Responsibility—The child begins to follow through on simple tasks to take care of her- or himself and to help others. 31. Self-regulation—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems. 33. Interpersonal skills—The child cooperates, shares, plays harmoniously, and comforts others in distress. 34. Cultural awareness and sensitivity—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him. 35. Resistance skills—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior. 36. Peaceful conflict resolution—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—The child can make choices that give a sense of having some influence over things that happen in her or his life. 38. Self-esteem—The child likes her- or himself and has a growing sense of being valued by others. 39. Sense of purpose—The child anticipates new opportunities, experiences, and milestones in growing up. 40. Positive view of personal future—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.

External Assets	Support	<ol style="list-style-type: none"> Family Support—Family continues to be a consistent provider of love and support for the child’s unique physical and emotional needs. Positive Family Communication—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments. Other Adult Relationships—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult. Caring Neighborhood—Parent(s) and child experience friendly neighbors who affirm and support the child’s growth and sense of belonging. Caring School Climate—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school. Parent Involvement in Schooling—Parent(s) talk about the importance of education and are actively involved in the child’s school success.
	Empowerment	<ol style="list-style-type: none"> Community Values Children—Children are welcomed and included throughout community life. Children as Resources—Child contributes to family decisions and has opportunities to participate in positive community events. Service to Others—Child has opportunities to serve in the community with adult support and approval. Safety—Parents and community adults ensure the child’s safety while keeping in mind her or his increasing independence.
	Boundaries & Expectations	<ol style="list-style-type: none"> Family Boundaries—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is. School Boundaries—Schools have clear, consistent rules and consequences and use a positive approach to discipline. Neighborhood Boundaries—Neighbors and friends’ parents help monitor the child’s behavior and provide feedback to the parent(s). Adult Role Models—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples. Positive Peer Influence—Parent(s) monitor the child’s friends and encourage spending time with those who set good examples. High Expectations—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.
	Constructive Use of Time	<ol style="list-style-type: none"> Creative Activities—Child participates weekly in music, dance, or other form of artistic expression outside of school. Child Programs—Child participates weekly in at least one sport, club, or organization within the school or community. Religious Community—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development. Time at Home—Child spends time at home playing and doing positive activities with the family.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> Achievement Motivation—Child is encouraged to remain curious and demonstrates an interest in doing well at school. Learning Engagement—Child is enthused about learning and enjoys going to school. Homework—With appropriate parental support, child completes assigned homework. Bonding to School—Child is encouraged to have and feels a sense of belonging at school. Reading for Pleasure—Child listens to and/or reads books outside of school daily.
	Positive Values	<ol style="list-style-type: none"> Caring—Parent(s) help child grow in empathy, understanding, and helping others. Equality and Social Justice—Parent(s) encourage child to be concerned about rules and being fair to everyone. Integrity—Parent(s) help child develop her or his own sense of right and wrong behavior. Honesty—Parent(s) encourage child’s development in recognizing and telling the truth. Responsibility—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home. Self-Regulation—Parents encourage child’s growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.
	Social Competencies	<ol style="list-style-type: none"> Planning and Decision Making—Parent(s) help child think through and plan school and play activities. Interpersonal Competence—Child seeks to build friendships and is learning about self-control. Cultural Competence—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds. Resistance Skills—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults. Peaceful Conflict Resolution—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.
	Positive Identity	<ol style="list-style-type: none"> Personal Power—Child has a growing sense of having influence over some of the things that happen in her or his life. Self-Esteem—Child likes herself or himself and feels valued by others. Sense of Purpose—Child welcomes new experiences and imagines what he or she might do or be in the future. Positive View of Personal Future—Child has a growing curiosity about the world and finding her or his place in it.

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.

External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s). 3. Other adult relationships—Child receives support from adults other than her or his parent(s). 4. Caring neighborhood—Child experiences caring neighbors. 5. Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping the child succeed in school.
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth—Child feels valued and appreciated by adults in the community. 8. Children as resources—Child is included in decisions at home and in the community. 9. Service to others—Child has opportunities to help others in the community. 10. Safety—Child feels safe at home, at school, and in his or her neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—Family has clear and consistent rules and consequences and monitors the child’s whereabouts. 12. School Boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring the child’s behavior. 14. Adult role models—Parent(s) and other adults in the child’s family, as well as nonfamily adults, model positive, responsible behavior. 15. Positive peer influence—Child’s closest friends model positive, responsible behavior. 16. High expectations—Parent(s) and teachers expect the child to do her or his best at school and in other activities.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Child participates in music, art, drama, or creative writing two or more times per week. 18. Child programs—Child participates two or more times per week in cocurricular school activities or structured community programs for children.. 19. Religious community—Child attends religious programs or services one or more times per week. 20. Time at home—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation—Child is motivated and strives to do well in school. 22. Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school. 23. Homework—Child usually hands in homework on time. 24. Bonding to school—Child cares about teachers and other adults at school. 25. Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—Parent(s) tell the child it is important to help other people. 27. Equality and social justice—Parent(s) tell the child it is important to speak up for equal rights for all people. 28. Integrity—Parent(s) tell the child it is important to stand up for one’s beliefs. 29. Honesty—Parent(s) tell the child it is important to tell the truth. 30. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior. 31. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions. 33. Interpersonal Competence—Child cares about and is affected by other people’s feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself. 34. Cultural Competence—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity. 35. Resistance skills—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things. 36. Peaceful conflict resolution—Child seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—Child feels he or she has some influence over things that happen in her or his life. 38. Self-esteem—Child likes and is proud to be the person that he or she is. 39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life. 40. Positive view of personal future—Child is optimistic about her or his personal future.

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.

External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other adult relationships—Young person receives support from three or more nonparent adults. 4. Caring neighborhood—Young person experiences caring neighbors. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth—Young person perceives that adults in the community value youth. 8. Youth as resources—Young people are given useful roles in the community. 9. Service to others—Young person serves in the community one hour or more per week. 10. Safety—Young person feels safe at home, school, and in the neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—Family has clear rules and consequences and monitors the young person’s whereabouts. 12. School Boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people’s behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence—Young person’s best friends model responsible behavior. 16. High expectations—Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 20. Time at home—Young person is out with friends “with nothing special to do” two or fewer nights per week.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation—Young person is motivated to do well in school. 22. School Engagement—Young person is actively engaged in learning. 23. Homework—Young person reports doing at least one hour of homework every school day. 24. Bonding to school—Young person cares about her or his school. 25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—Young person places high value on helping other people. 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 29. Honesty—Young person “tells the truth even when it is not easy.” 30. Responsibility—Young person accepts and takes personal responsibility. 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—Young person knows how to plan ahead and make choices. 33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—Young person feels he or she has control over “things that happen to me.” 38. Self-esteem—Young person reports having a high self-esteem. 39. Sense of purpose—Young person reports that “my life has a purpose.” 40. Positive view of personal future—Young person is optimistic about her or his personal future.



SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➔ IDENTIFYING EMOTIONS
- ➔ ACCURATE SELF-PERCEPTION
- ➔ RECOGNIZING STRENGTHS
- ➔ SELF-CONFIDENCE
- ➔ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➔ IMPULSE CONTROL
- ➔ STRESS MANAGEMENT
- ➔ SELF-DISCIPLINE
- ➔ SELF-MOTIVATION
- ➔ GOAL SETTING
- ➔ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➔ PERSPECTIVE-TAKING
- ➔ EMPATHY
- ➔ APPRECIATING DIVERSITY
- ➔ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➔ COMMUNICATION
- ➔ SOCIAL ENGAGEMENT
- ➔ RELATIONSHIP BUILDING
- ➔ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➔ IDENTIFYING PROBLEMS
- ➔ ANALYZING SITUATIONS
- ➔ SOLVING PROBLEMS
- ➔ EVALUATING
- ➔ REFLECTING
- ➔ ETHICAL RESPONSIBILITY



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Tips for Trauma Informed, Culturally Sensitive Mentoring

- ▶ Don't be afraid to admit ignorance or confusion
- ▶ Do not discourage alternative views/perspectives and do not use scare tactics/coercion in response to their behavior regardless of the level of risk involved. Instead seek to understand them by asking clarifying questions. Never project your beliefs upon them
- ▶ Beware of unaddressed historical trauma you may have that is influencing how you are approaching and responding to the youth.
- ▶ Do not make assumptions about their perspectives, experiences, and knowledge. Be prepared for a variety of responses and viewpoints they may have regarding a parent/caregiver who uses.
- ▶ Help them learn to identify and communicate their feelings and emotions so that they are empowered to communicate more often and more effectively. Use a feeling sheet to facilitate. As they expand their ability to identify feelings, incorporate this into your conversations with them.
- ▶ For those who struggle to directly share their feelings or concerns, get creative. Have them use a song, color, drawing, etc. to express themselves.
- ▶ When serious topics are expected, try to avoid direct eye contact to minimize their discomfort. Talk while driving, doing art, shooting basketball, or other activity.
- ▶ Introduce activities that support mindfulness and self-regulation such as crafts, coloring, drawing, painting, sculpture, pottery, ceramics, writing, dance/movement, drumming (art is also something that can teach them self-regulation and healthy coping skills).

EXPRESS CARE	Trauma-Informed Considerations (trauma is directly connected to race/culture)	Cultural Considerations (race, culture, gender, age, socioeconomic, geographic, religion, etc.)
Be dependable – Be someone I can trust	Abandonment is often a huge challenge for trauma survivors. They may be expecting you to abandon them. Prove them wrong. Be trustworthy.	Make sure that your efforts toward dependability don't come off as or become "savior" in nature.
Listen – Really pay attention when we are together	When dealing with a youth who is highly dysregulated, this may mean listening when they "vent" in a manner and with language you don't approve of. Listen anyway.	When listening check for biases that may show up in which you begin to judge them and ensure that your body language is not communicating out judgement.
Believe in me – Make me feel known and valued	This may be difficult if you are mentoring a youth whose traumatic experiences have begun to define them. Remember that their behavior is a symptom of trauma, not who they are. Accept them "as-is."	Check in for internal biases which may impact your ability to believe in them and value them without limitations.
Be warm – Show me you enjoy being with me	Be thoughtful about how you show "warmness." Being exposed to overly expressive/caring behavior and language can actually be triggering for a trauma survivor.	Be aware of cultural differences that may impact what being "warm" looks like and how it is received.
Encourage – Praise me for my efforts and achievements <small>From Search Institute's Developmental Relationship Framework</small>	See efforts to survive and cope with trauma as positive even when they are "acting out" behaviors and help them see the same. As you develop rapport you can propose healthier alternatives to coping. Be careful not to only praise achievements and successes.	Beware of cultural differences which may lead to differences in what is considered a strength or success.

SHARE POWER	Trauma-Informed Considerations (trauma is directly connected to race/culture)	Cultural Considerations (race, culture, gender, age, socioeconomic, geographic, religion, etc.)
Respect me – Take me seriously and treat me fairly	Avoid labeling (bad, at-risk, unfortunate, victim, Etc.) Remember that acting out behavior is a youth’s way of communicating feeling. Don’t make your respect contingent on them “acting right.”	Check in on bias that may impact your ability to respect youth. Respecting them also means considering their cultural preferences in your approach. Get to know their preferences and incorporate them in your interactions.
Include me – Involve me in decisions that affect me	Remember that they were/are powerless in situations of neglect, abuse, etc. Including them in decisions helps to empower them. Having control is often comforting. Always facilitate choice and control.	Consider how culture, race, age bias may impact your ability to include youth in decision making
Collaborate – Work with me to solve problems and reach goals	Ensure you are working on what the youth identifies as their goals, not your goals for them. Otherwise, you are being controlling which can retraumatize	Be mindful of how your position of authority both as their mentor and due to any privilege you have may impact how you invite them to collaborate or lead and how it may impact how they respond to your invitation.
Let me lead – Create opportunities for me to take action and lead From Search Institute’s Developmental Relationship Framework	Let them define their success. This gives them the power to choose as well as practice using their voice.	

PROVIDE SUPPORT	Trauma-Informed Considerations (trauma is directly connected to race/culture)	Cultural Considerations (race, culture, gender, age, socioeconomic, geographic, religion, etc.)
Navigate – Guide me through hard situations and systems	Don't judge or label them because of their challenges or experiences. Consider where you are on the relationship journey and always ask for permission to guide. Do things with them, not for them.	Consider whether there is systemic oppression factors in place which are creating difficulties for the youth and their family
Empower – Build my confidence to take charge of my life	Remember to ask questions rather than give answers. Remind them of their power to choose and acknowledge that they have not had power in the traumatic experiences they encountered. Balance focus on academic success and drug use prevention encouraging physical, emotional, and spiritual health.	Consider how “taking care of my life” may look different depending on culture. Explore ways you can help them explore their culture to build identity and confidence. This will require you to be willing to learn more about their culture as well.
Advocate – defend me when I need it	In cases of significant acting out behavior, remember that the behavior is a symptom of the trauma. When advocating for them, help others understand this as well. Being an advocate may include referring for services, collaborating with others involved with them and their family, and helping them understand services and systems the family is involved with.	When possible, speak up regarding racism, sexism, and other related challenges that may be present.
Set boundaries – Put in place limits to keep me on track From Search Institute's Developmental Relationship Framework	Communicate boundaries with sensitivity as they can be perceived as harsh and hurtful.	Consider how cultural differences may impact how boundaries are defined.

EXPAND POSSIBILITIES	Trauma-Informed Considerations (trauma is directly connected to race/culture)	Cultural Considerations (race, culture, gender, age, socioeconomic, geographic, religion, etc.)
Inspire- Inspire me to see possibilities for my future	Make sure that in introducing new ideas and possibilities that you are not judging or belittling the visions and perspectives they currently have. Watch your language. Identify and build on their strengths. Be thoughtful about your timing for these actions. Rapport and trust must be in place first.	Consider that the optimism you have for the youth and their may be subject to racist, sexist, and other limitations. Help them navigate those potential challenges.
Broaden horizons – Expose me to new ideas, experiences, and places		Be thoughtful about unstated discomfort youth may feel about the opportunities/experiences you are introducing them to especially if there are differences in race, culture, gender, or socioeconomic background. Also be thoughtful about any bias or unspoken rules about who is accepted into those spaces and situations.
<p>Connect – Introduce me to more people who can help me grow</p> <p>From Search Institute’s Developmental Relationship Framework</p>	Be thoughtful about possible triggers that may arise when introducing them to others. Also consider how you can facilitate the introduction in a helpful manner.	Be thoughtful about unstated discomfort youth may feel about the people you are introducing them to especially if there are differences in race, culture, gender, or socioeconomic background. Also be thoughtful about any bias the person you are connecting them with may have. When possible, connect them with people who look like them.

CHALLENGE GROWTH	Trauma-Informed Considerations (trauma is directly connected to race/culture)	Cultural Considerations (race, culture, gender, age, socioeconomic, geographic, religion, etc.)
Expect my best – Expect me to live up to my potential	Don't lower your expectations just because they have been through a lot. They are not what happened to them. They need empathy, not pity.	Ensure that your thoughts about their potential aren't limited by personal/implicit bias.
Stretch – Push me to go further	Vacillate between gentle and stern. Gauge where they are in the moment and where you are in the relationship to gain insight as to what stretching them looks like. Help them understand that you are challenging them because you believe in them and see their abilities and potential and help them identify and build on their resilience. Remember there is often challenges with esteem because of the trauma.	Consider potential challenges with internalized racism/sexism which may impact how they see themselves and limit what they believe is possible
Hold me accountable – Insist I take responsibility for my actions	Be very thoughtful about the approach and language you use in holding them accountable. Ensure you are including complimentary language about strengths when giving constructive criticism.	When engaging in challenging conversations consider how culture may influence how your message is received. Adjust your language and approach as needed.
Reflect on failures – Help me learn from mistakes and setbacks From Search Institute's Developmental Relationship Framework		

Avoiding Re-traumatization

- ▶ Be consistent – Many trauma survivors have experienced some form of abandonment. Your consistency ensures they won't be retraumatized by being abandoned again
- ▶ Facilitate predictability – During the experience of trauma, the survivor did/does not have control. This can result in struggles with sudden changes in environments and activities as well as unpredictable experiences. Set clear boundaries and expectations with them. Whenever possible, avoid significant changes. When changes are necessary, provide notice so they can make internal adjustments.
- ▶ Offer choices – Loss of control and lack of choice about what happened, what environment they are in, who is around, and many other issues create a sense of powerlessness. You can help them identify and implement the power they do have by providing opportunities for voice and for choice.
- ▶ Be non-judgmental – The experience of trauma often includes judgment and criticism from both others and self. There can be stigmas attached to the traumatic experience as well as the symptoms and coping mechanisms that follow. Do not judge their experience or their response to it. Be mindful of responses including facial expressions which may convey shock and other emotions about them, what happened to them, and who did it, which can appear judgmental. Do not project your thoughts and emotions about their experience onto them.
- ▶ Identify and avoid triggers – Learn their triggers and help them do the same. Do this by looking for patterns in times they become dysregulated and engage in conversations with them to identify what happened which led to the dysregulated behaviors. Once these are identified, brainstorm on ideas for ways these triggers can either be avoided or be anticipated.
- ▶ Never force or demand an action - If they don't want to talk about something, don't try to make them. If they are struggling to focus, pay attention, or are fidgeting do not be too restrictive or harsh in addressing this. These behaviors are often coping mechanisms and/or strategies to help them regulate. Forcing them to stop and abandon something that is helpful can mirror the powerlessness they experienced in their trauma. Explore this with them – try to understand why they do it and how it helps them and help them to know when certain behaviors may not be acceptable and support them in learning alternative, more subtle coping strategies when needed.
- ▶ Always be calm and controlled in your behavior and responses to their behavior.

Keisha – age 11



Keisha is in foster care due to her mother's challenges with drug use. Her mother is in and out of jail and has attempted treatment several times but keeps relapsing. Keisha acts out in school often getting into fights and verbal altercations with teachers.

Even though her mother has been unable to take care of her and has a habit of being extremely hurtful and mean when interacting with Keisha, she believes her mother will get better and expresses unwavering love for her. Keisha also struggles with issues related to being sexually abused by her uncle when she was 7 years old.

Brian – age 14



Brian engages in heavy use of alcohol and marijuana. He used to enjoy school and achieve good grades but now he often skips class and his grades are suffering. He lives in a neighborhood where violence and drug use are a norm.

Brian lives with his grandmother, has never met his father, and sees his mother on occasion since being kicked out due to ongoing conflicts with his stepdad. His mom lives with her husband and Brian's siblings. She expresses her love for Brian, but he feels extreme anger and resentment toward her and never wants to see her again.

Kim – age 15



Kim lives at home with her father who struggles to keep a job due to clinical depression he has experienced since Kim's mother died when she was 9 years old. She works part-time at a fast food restaurant to earn money to help pay bills and has two younger siblings whom she takes care of by getting them ready for school and ensuring they do their homework.

Kim smokes marijuana on occasion during lunch with her friends and enjoys the opportunity "to forget about everything." Kim doesn't think much about her future beyond high school and focuses on taking care of herself and her family.