The Circle of Courage
In Action

Larry K. Brendtro, PhD

RECLAIMING Youth at Risk

ReclaimingYouthAtRisk.org
The Circle of Courage in Action

For a digital copy of this presentation:
ReclaimingYouthAtRisk.org/handouts
Thriving
Children  Youth  Families

Sign up for a free online subscription
GrowingEdgeTraining.com

online journal
Searching for Evidence
Information Overload Disorder
We are drowning in information while starving for wisdom.

E. O. Wilson
Harvard University
The Solution is CONSILIENCE

By tapping diverse disciplines, we can discover powerful simple truths.

William Whewell

1847
Consilience
The Highest Standard for Evidence

VALUES

Experience

TRUTH

Social Science

Natural Science
Brain and Biosystem
Universal Needs
RECLAIMING YOUTH AT RISK
Our Hope for the Future

Larry K. Brendtro | Martin Brokenleg | Steve Van Bockern

Foreword by Archbishop Desmond Tutu
Circle of Courage

generosity

independence

belonging

mastery
<table>
<thead>
<tr>
<th>Four Biosocial Growth Needs</th>
<th>Attachment</th>
<th>Achievement</th>
<th>Autonomy</th>
<th>Altruism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hierarchy of Human Needs</td>
<td>Belongingness</td>
<td>Esteem</td>
<td>Self-Actualization</td>
<td>Self-Transcendence</td>
</tr>
<tr>
<td>(Maslow, 1943)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations of Self Worth</td>
<td>Significance</td>
<td>Competence</td>
<td>Power</td>
<td>Virtue</td>
</tr>
<tr>
<td>(Coopersmith, 1967)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circle of Courage Cultural Values</td>
<td>Belonging</td>
<td>Mastery</td>
<td>Independence</td>
<td>Generosity</td>
</tr>
<tr>
<td>(Augustana, 1990)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys Town Teaching Family</td>
<td>Relationships</td>
<td>Skills</td>
<td>Empowerment</td>
<td>Spirituality</td>
</tr>
<tr>
<td>(Peter, 2000)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resilience Research</td>
<td>Social Competence</td>
<td>Problem Solving</td>
<td>Autonomy</td>
<td>Purpose</td>
</tr>
<tr>
<td>(Benard, 2004)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brain Systems for Resilience</td>
<td>Attachment</td>
<td>Mastery Motivation</td>
<td>Self-Efficacy</td>
<td>Spirituality &amp; Purpose</td>
</tr>
<tr>
<td>(Masten, 2014)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Humans also have two primitive survival brain drives.

**APPROACH**
- seek pleasure

**AVOIDANCE**
- prevent pain
Universal Developmental Needs

- Adventure
- Power
- Mastery
- Generosity
- Belonging
- Safety
Brain-Based DRIVES ✤ Developmental NEEDS

Social Brain

Attachment  Belonging
Achievement  Mastery
Autonomy     Power
Altruism     Generosity

Survival Brain

Avoidance     Safety
Approach      Adventure
Focus on Needs
Abraham Maslow

Prevention: Children thrive when essential developmental needs are met.

Maladjustment: Most emotional and behavioral problems come from unmet developmental needs.

Healing: Positive growth comes as we nurture unmet growth needs.
Human Brains Link Pain and Pleasure to Biosocial Needs

Deep Pain when biosocial needs are frustrated
Deep Pleasure when biosocial needs are fulfilled
Safety
Safety is in the Eye of the Beholder
Felt safety which has to be determined by each individual, includes emotional, physical, and relational security.

Karyn Purvis
Trauma
Terror and Helplessness
Loss
Grief and Despair
PAIN BASED BEHAVIOR

James Anglin
Cultural Trauma

Kill the Indian to save the man.
Belonging
BELONGING
Trust and Bonding

Oxytocin Moments

EROS

PHILIA

AGAPE
Relationships and School Success

Gambone, Klem, & Connell, 2002

School Success

Number of Close Adult Relationships

- None
- One
- Two
- Three
- Four
Bids to Connect
Trust?  Liking?
Resilience rests fundamentally on relationships.

Suniya Luthar
Mastery
The brain grows when challenged. Mastering difficulty builds intelligence.

Carol Dweck
School Failure damages self-esteem and predicts poor life outcomes.

Gold & Osgood
Defiant Behavior that rejects teachers and school is an attempt to rescue self respect.

Gold & Osgood
SCHOOL SUCCESS has a lasting effect on life adjustment in spite of other problems.

Gold & Osgood
Task Motivation
I want to learn.

Egoistic Motivation
I want to look good.
Growth or Fixed Mindsets

Carol Dweck

I can make myself smart.

I just wasn’t born smart.
Myelin insulates Neurons and makes them 100 times faster.

Adding 40 layers of myelin builds expertise.

Learning builds neuron connections
The Challenge and Rewards of Learning
Finland is a world leader in the Programme for International Student Assessment (PISA) given to 15-year-olds.

Schools of joy both meet growth needs and achieve academic excellence.

Finnish students learn most in 45-minute classes with 15-minute breaks.
Talent Hunts
Finding strengths in all young people
Self-regulation

Photo, Mischel’s Marshmallow study.
Self-Efficacy
The belief in one’s power to cope with challenges.

(Albert Bandura, 1997)
Persistence and Grit enabled youth with serious behavior problems to have positive life outcomes.

Emmy Werner & Ruth Smith
*Kauai’s Children Come of Age*
Most bully prevention programs do not work because they target bullying behaviors but do not change the values of the students and the culture of the school.

Norwegian research focuses on the climate of schools.

The Power of Bullies and the Plight of Victims

Jaana Juvonen and Sandra Graham

Dan Olweus
Generosity
Helping gives proof of one’s worth – being of value to others.
Searching for Purpose in our materialistic world of confusing values

Only 20 percent of teens have a sense of purpose
Altruism and Empathy are Inborn

(Warneken & Tomasello, 2006)
True or False?

Aggression in young children ... predicts antisocial outcomes in adolescence.

(Rhee et al., 2013; Caprara et al., 2000)
Being Mean is Not in Genes

Both identical twins and fraternal twins are similar in showing compassion or disregard to a person showing distress.

(Rhee et al., 2013)
True or False?

Helping, sharing, and consoling in third grade ... 

Predicts achieving in eighth grade

(Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000)
A Tale of Two Cities

It was the best of times, it was the worst of times; it was the age of wisdom, it was the age of foolishness.

Charles Dickens, 1859
Foolishness
The emotional brain of teens surges in seeking pleasure and peer relationships.

Wisdom
The executive brain’s capacity for self-control and thinking ahead will mature years later.
In growing up, a child should know some joy in each day and look forward to some joyous event for the morrow.
Building Strengths
Glance at Problems, Gaze at Strengths

JC Chambers
Those who received positive responses are stress resistant.

Children who received negative responses are most vulnerable.

With positive **connections**, a majority were able to surmount almost any risk.

**Emmy Werner**
Adult Wary Youth
Deviant Peer Influence?
Or Elder Deficit Disorder?
We shall have great difficulty in treating those children who have been brought up in an atmosphere devoid of love. They will look on us as they look upon all others who hurt them.

Alfred Adler
1870-1937
I don't think I need counseling.
John Seita ~

Angry and Adult Wary
Dr. John Seita and Family
Strategies used by youth who don’t trust adults:

- Fight
- Flight
- Fool
FIGHT

Private Logic:
“Hurt or be Hurt”
FLIGHT
Private Logic:

“Hide or be Hurt.”
FOOL
Private Logic:
“Outsmart the enemy.”
Connect

Clarify

Challenge Logic Emotions Actions Response

Restore

Strengths Supports
CLEAR TIMELINES

Using the Brain’s Problem Solving Process

Challenge
What triggered the event?

Logic
What was the person thinking?

Emotions
What was the person feeling?

Action
What was the specific behavior?

Response
What was the final outcome?
Private Logic

I am ... unlovable, stupid, helpless, bad.

Others are ... mean, don’t care, don’t understand.
I deserve to be locked in prison.
Connecting with Adult-Wary Kids

1. Make problems learning opportunities.
   “Coach me, don’t scold me.”
2. Provide fail-safe relationships.
   “Please don’t give up on me.”
3. Increase dosages of nurturance.
   “I need to believe that you really care.”
4. Don’t crowd.
   “If you get too close, I back away.”
5. Use the back door.
   “Start with what I am interested in.”
6. Decode the meaning of behavior.
   “I try to hide what I really think.”
Connecting with Adult-Wary Kids

7. Be authoritative, not authoritarian. “Help me to control me.”

8. Model respect to the disrespectful. “Your respect helps build mine.”

9. Enlist youth as colleagues. “I am the only real expert on me.”


11. Give seeds time to grow. “Be patient — I am still learning.”
