



**PLANNING
RESTORATIVE
OUTCOMES**

ASSESSMENT
of strengths and needs

Larry Brendtro, PhD
Robert Foltz, PsyD



**RECLAIMING
Youth at Risk**

ReclaimingYouth.org



Digital handouts are available at
reclaimingyouth.org/handouts



Roots of PRO Assessment





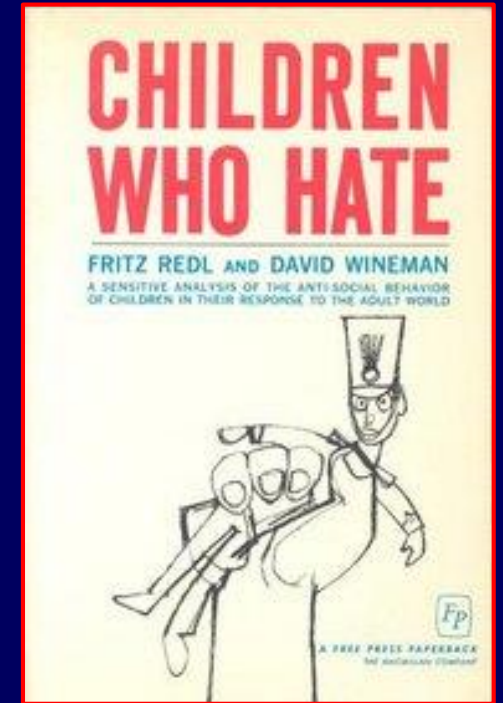
The primary unmet need of
“wayward youth” is love.

AUGUST AICHHORN
Wayward Youth

1941



1951



FRITZ REDL founded the University of Michigan Fresh Air Camp and conducted classic qualitative research on childhood trauma.

Ecological Assessment: Person in the Environment

Environment

Family

School

Friends

Culture

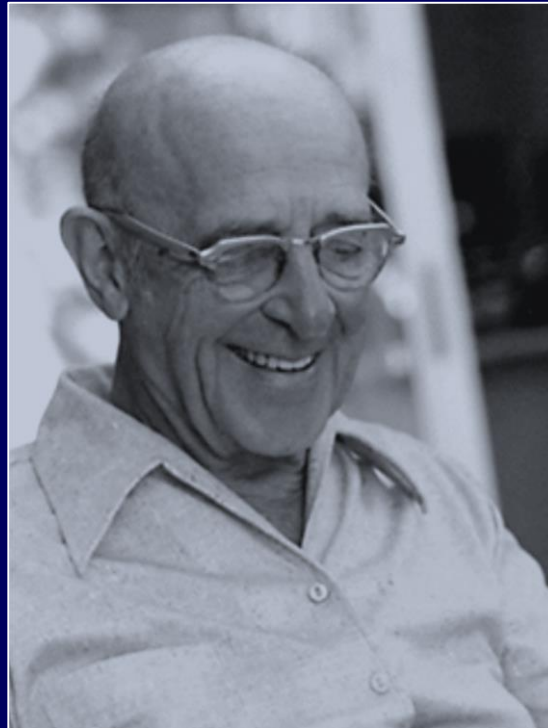
Person

Genetic

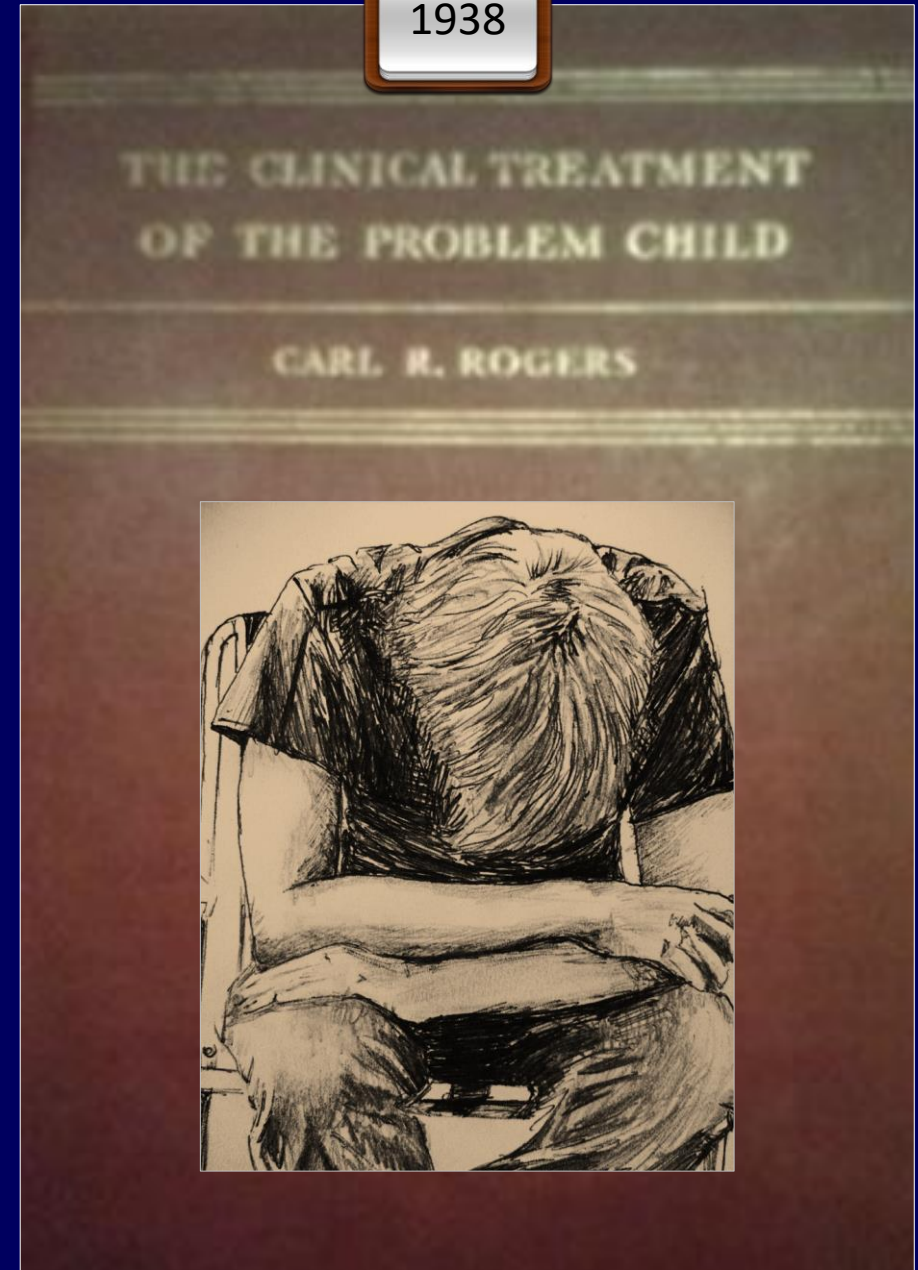
Physical

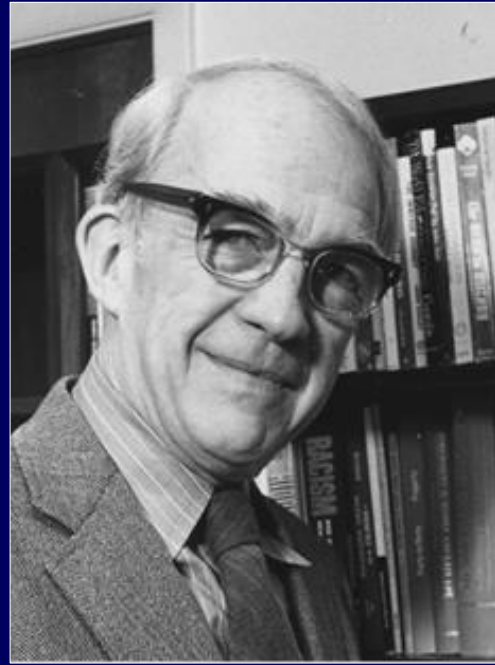
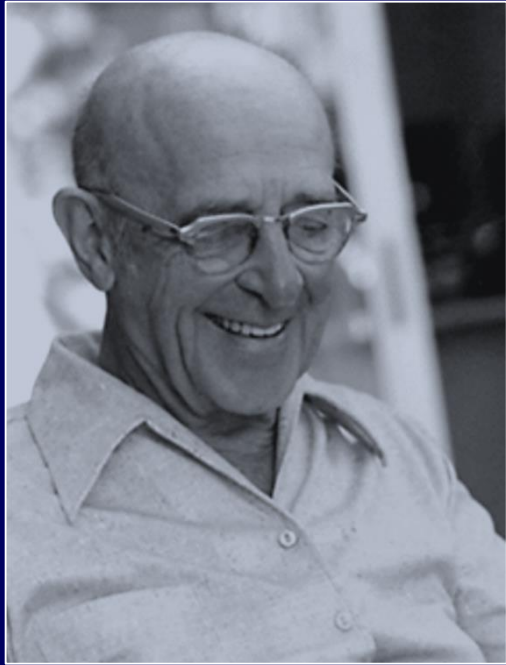
Mental

Insight



CARL ROGERS





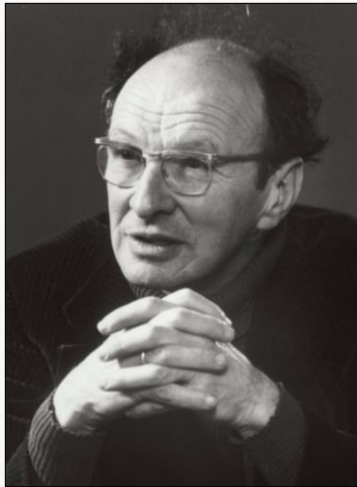
Carl Rogers trained doctoral student Nicholas Hobbs who founded Re-ED, the pioneering ecological model for turning problems into strengths.



the Ecology of Human Development

EXPERIMENTS BY NATURE AND DESIGN

Urie Bronfenbrenner



THE TROUBLED AND TROUBLING CHILD

Nicholas Hobbs



*For Urie Bronfenbrenner,
longtime colleague and
cherished friend, with
admiration and affection.

Nicholas Hobbs —
September 1982 —*

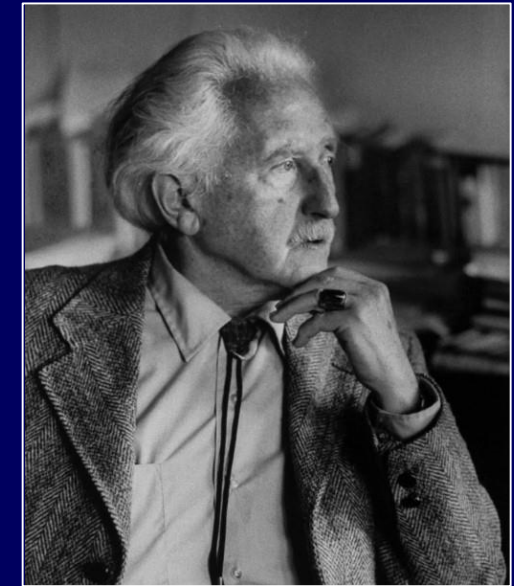
Indigenous Cultures Shaped Key Theories of Human Development



Blackfoot Child Rearing

ABRAHAM MASLOW

1938



Sioux Child Rearing

ERIK ERIKSON

1938

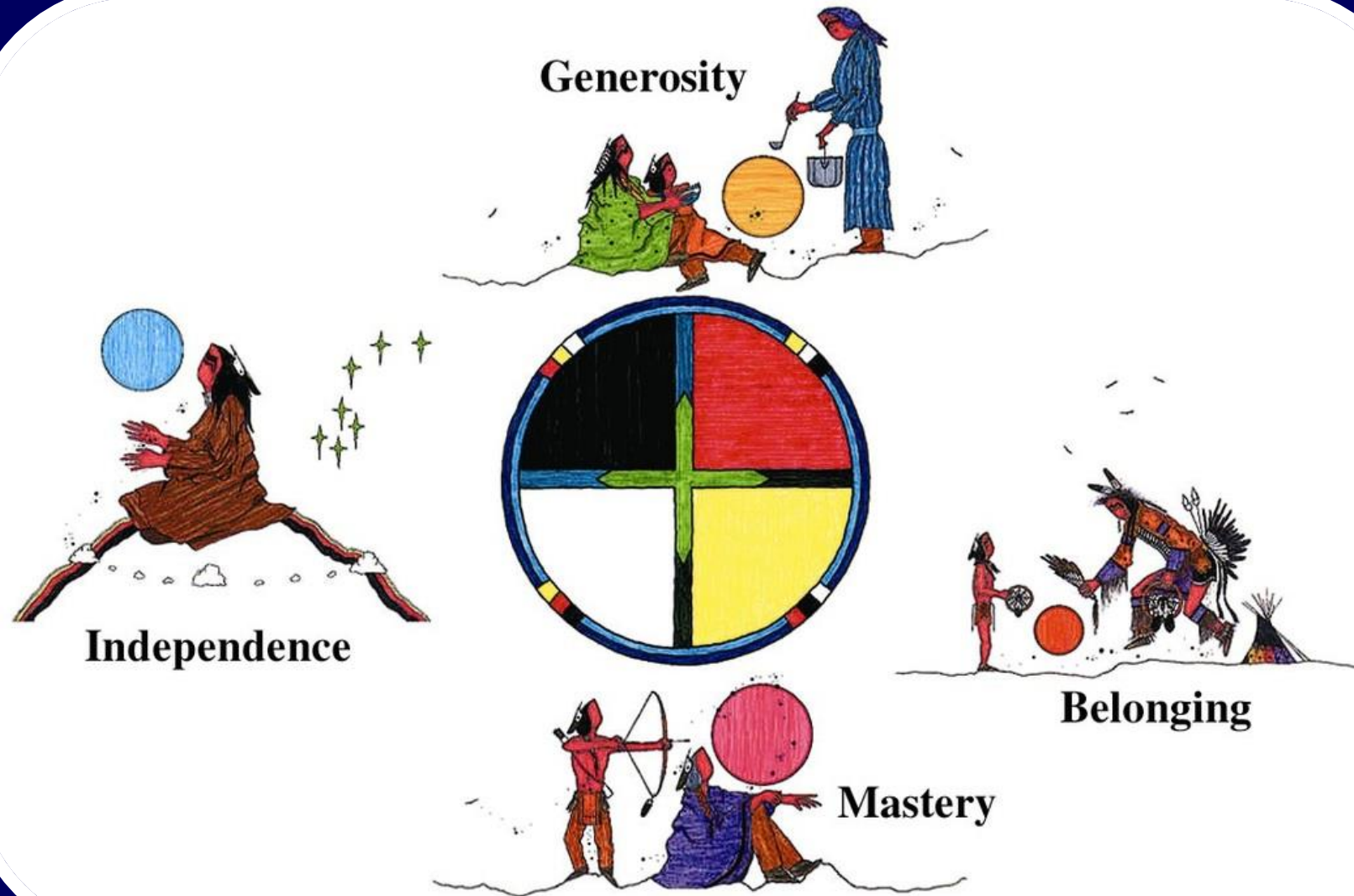


ABRAHAM MASLOW

Humans have universal psychological needs. Most psychopathology is a result of unmet needs.

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

Circle of Courage Values





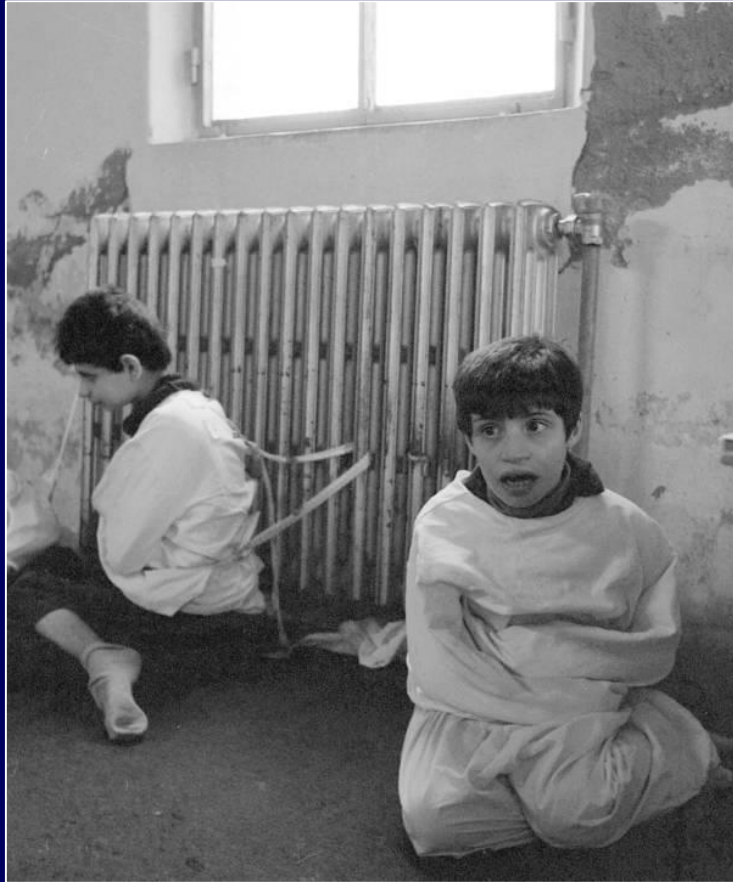
Transformation versus Trivial Change

Thousands of variables may have minute effects.

What principles and practices produce deep, lasting change?

Childhood Problems: Past, Present, and Future

KARL MENNINGER
The Vital Balance



Mental Disease



Mental Health



Weller than Well



Rethinking Assessment

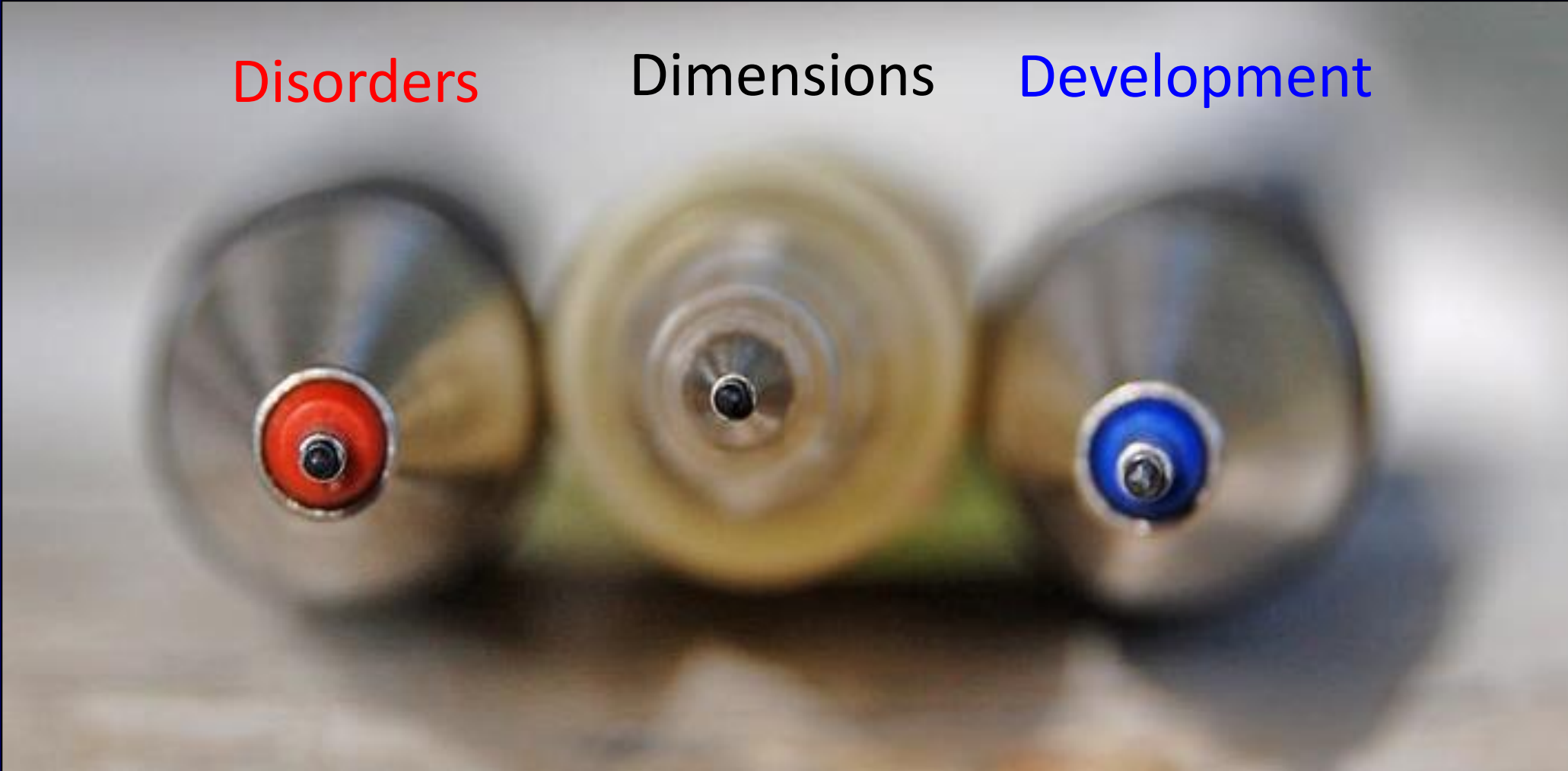


Three Targets of Assessment

Disorders

Dimensions

Development

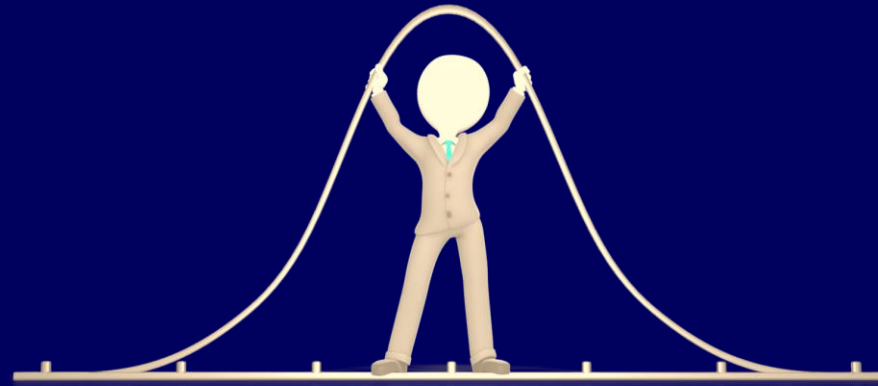


19th Century Assessment Pioneers



Disorders

The disease model
of mental illness
EMIL KRAEPELIN
1883



Dimensions

Inventing statistics
to measure traits
FRANCIS GALTON
1883



Development

First scientific study of
the growth of the child
WILHELM PREYER
1888

DIAGNOSTIC AND STATISTICAL
MANUAL OF
MENTAL DISORDERS

FIFTH EDITION

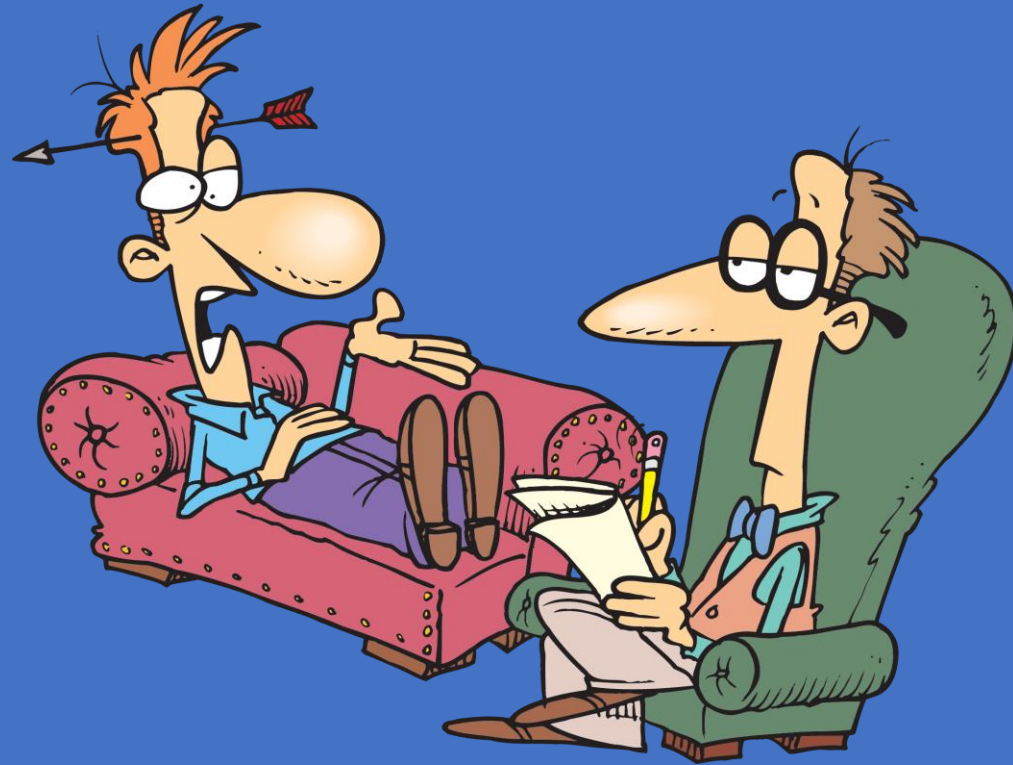
DSM-5

AMERICAN PSYCHIATRIC ASSOCIATION

Disorders

Pathology in the Person



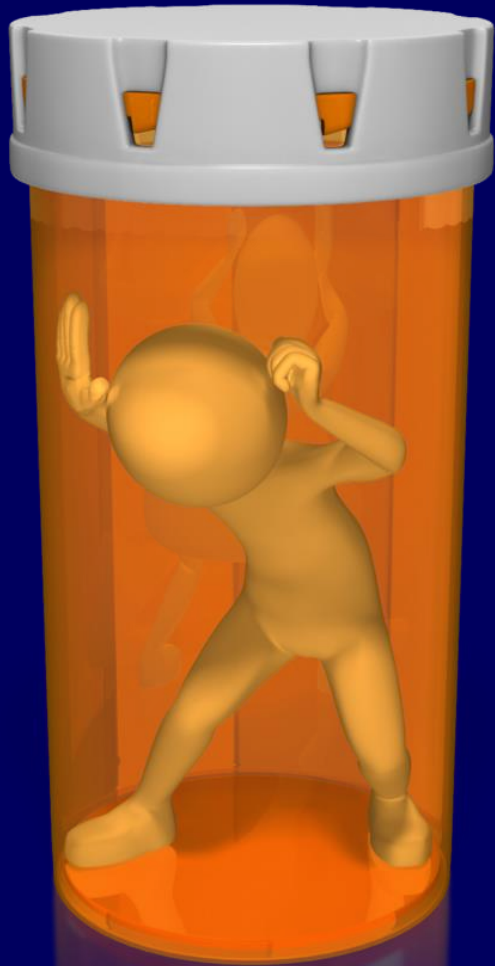


Maybe it's an Arrow Intrusion Disorder.

Surge of “Disorders”

From 24 disorders in 1978, DSM-5 now has 265 plus modifiers.

DSM mixes biological disorders like autism with diagnostic labels for problems in living.



Limits of the Medical Model

Emotional and behavior problems are viewed as diseases but seldom are caused by brain deficits.

Most childhood difficulties are developmental or adjustment problems.

JON MCCLELLAN, MD
University of Washington

JOHN WERRY, MD
University of Auckland

“Co-Morbidity” as a Fatal Flaw in DSM

ADHD

Phobic Disorder

Bipolar Disorder

Conduct Disorder

Separation Anxiety

Oppositional Defiant Disorder

Reactive Attachment Disorder

Disruptive Mood Dysregulation Disorder





DSM-5 Diagnosis

*Conduct Disorder with
Limited Prosocial Emotions*

- 1. Lack of remorse or guilt**
- 2. Callous—lack of empathy**
- 3. Unconcern about behavior**
- 4. Shallow or deficient emotion**

Research Challenges the Concept of Child Psychopaths

University of New South Wales



Callous?

Lack of parental warmth leads to lower levels of empathy.

Unemotional?

They actually express *more* fear and sadness to parents.

DSM-5 Medicalizes Temper Tantrums: *Disruptive Mood Dysregulation Disorder*



Severe recurrent temper outbursts and a persistent irritable mood

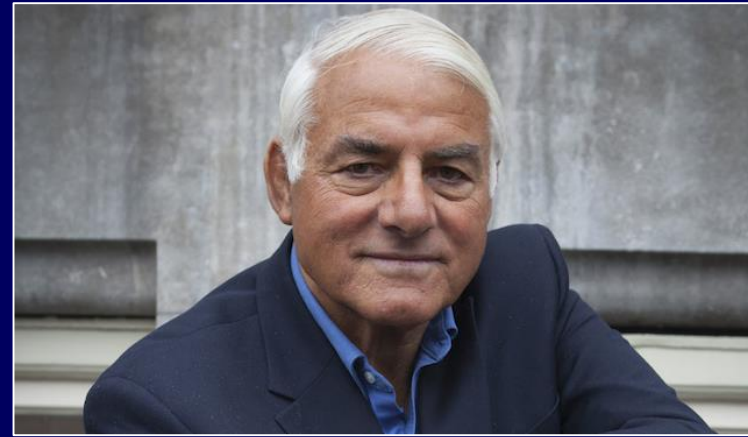
"An extraordinarily important book. Allen Frances has written a fascinating account of the apparent explosion in psychiatric disorders in the United States." — MARCIA ANGELL, M.D., Harvard Medical School

saving

nor•mal (nôr'n)
1. an insider's revolt against out-of-control psychiatric diagnosis, *DSM-5*, big pharma, and the medicalization of ordinary life

Allen Frances, M.D.¹

¹Chair of DSM-IV Task Force



The idea of turning temper tantrums into a mental disorder is terrible.... and is likely to increase inappropriate use of antipsychotic drugs.

ALLEN FRANCES, MD

Diagnostic Labels Mask Trauma



DSM defines problems but fails to point to solutions.

ROBERT FOLTZ

Different Diagnosis but the Same Trauma

ROBERT FOLTZ

**Disruptive
Mood
Dysregulation
Disorder**

More likely to
be medicated



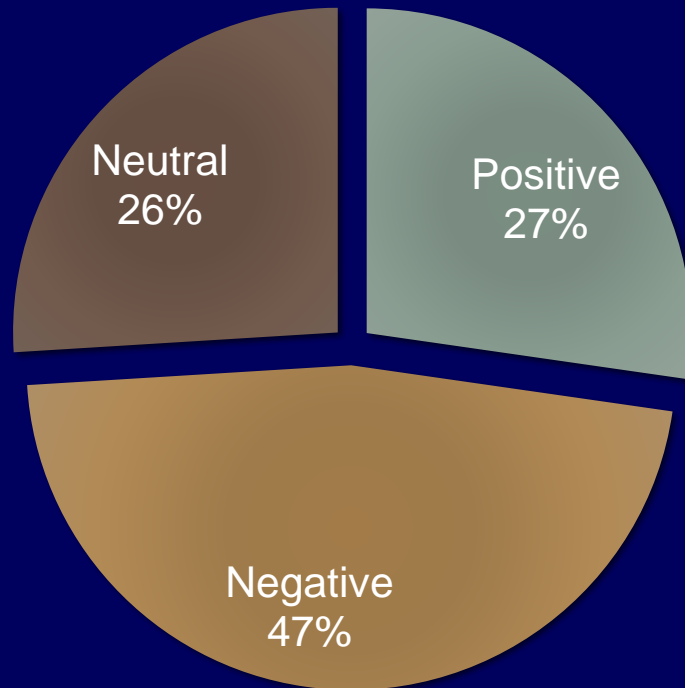
**Post
Traumatic
Stress
Disorder**

More likely to
get therapy

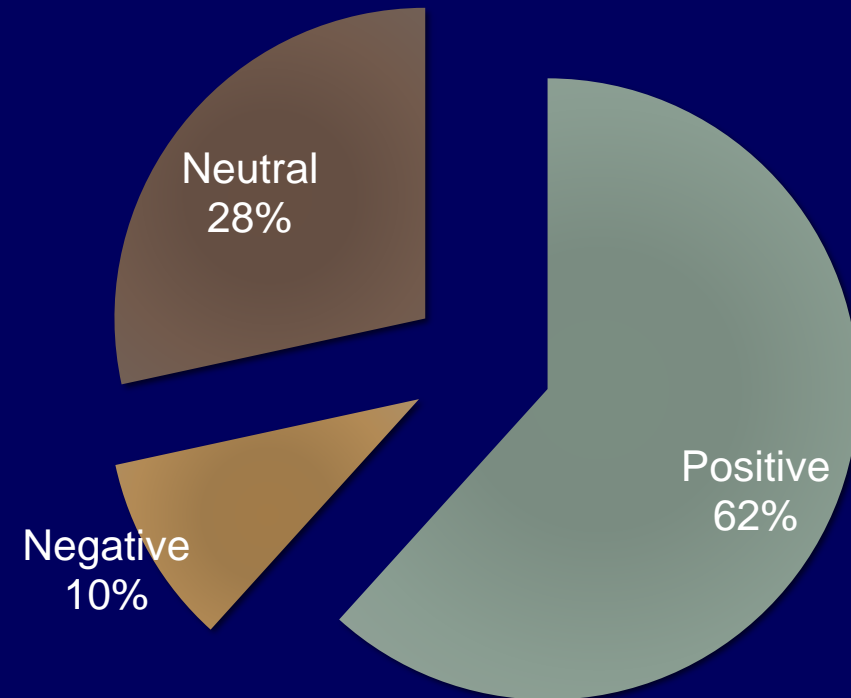
Reports of Teens on Treatment

“Overall, how do you feel about...”

Medications



Psychotherapy



ROBERT FOLTZ

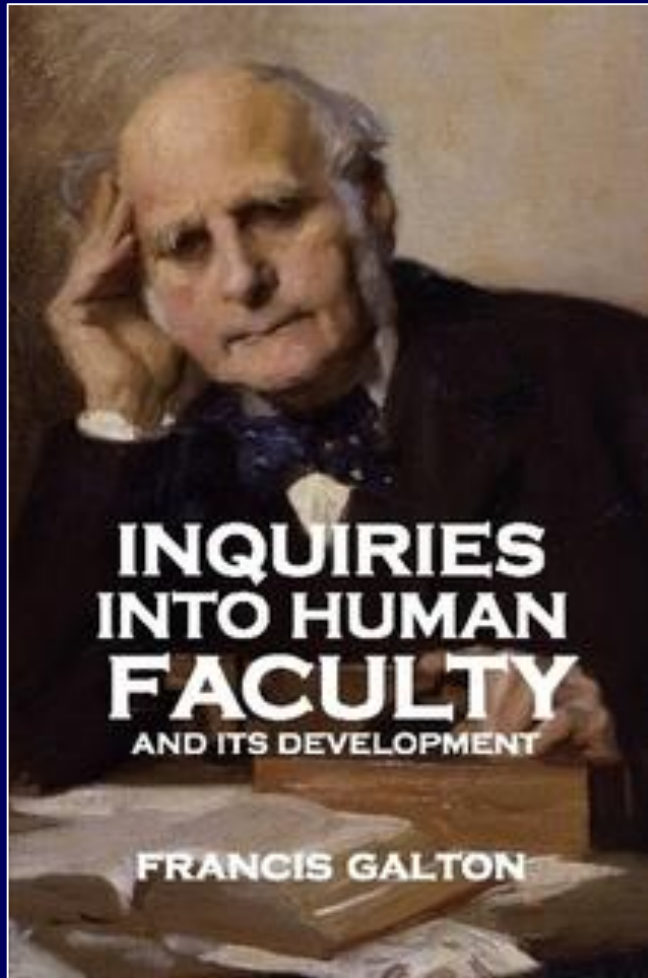


Unit of Analysis

| DOMAINS/CONSTRUCTS | Genes | Molecules | Cells | Circuits | Behavior | Self-Reports |
|-------------------------------------|-------|-----------|-------|----------|----------|--------------|
| Negative Affect | | | | | | |
| Fear/extinction | | | | | | |
| Stress/Distress | | | | | | |
| Aggression | | | | | | |
| Positive Affect | | | | | | |
| Reward Seeking | | | | | | |
| Reward/Habit Learning | | | | | | |
| Cognition | | | | | | |
| Attention | | | | | | |
| Perception | | | | | | |
| Working Memory | | | | | | |
| Declarative memory | | | | | | |
| Language behavior | | | | | | |
| Cognitive (effortful) control | | | | | | |
| Social Processes | | | | | | |
| Imitation, theory of mind | | | | | | |
| Social dominance | | | | | | |
| Facial expression identification | | | | | | |
| Attachment/separation fear | | | | | | |
| Self-representation areas | | | | | | |
| Arousal/Regulatory Processes | | | | | | |
| Arousal & regulation (multiple) | | | | | | |
| Resting state activity | | | | | | |

NIMH
Abandons
DSM

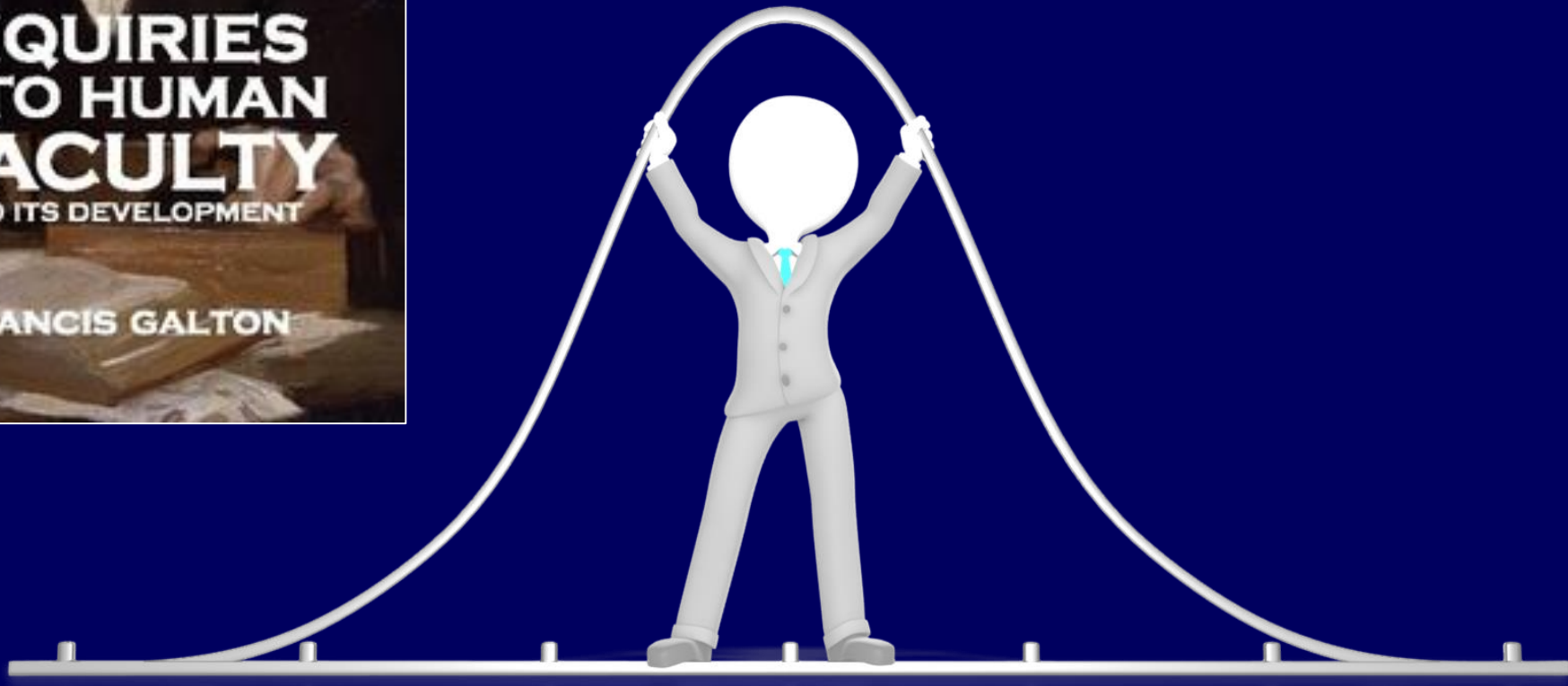
Insel, 2013



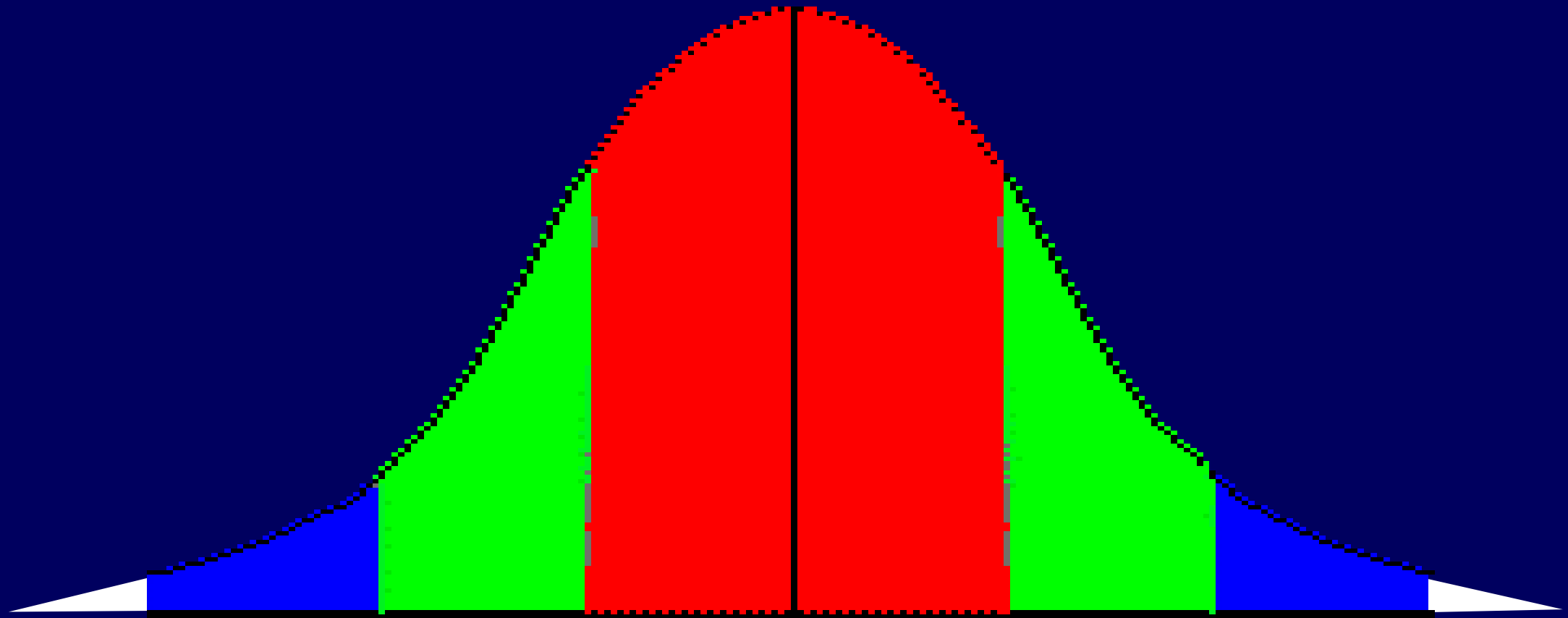
Dimensions

Human "gifts" vary to form a bell-shaped curve.

SIR FRANCIS GALTON



Historic Medical Labels for Low IQ



Idiot
0-25

Imbecile
26-50

Moron
51-70

“BIG 5” Dimensions of Personality

Extraverted



Open to Experience



Conscientious



Agreeable



Reactive

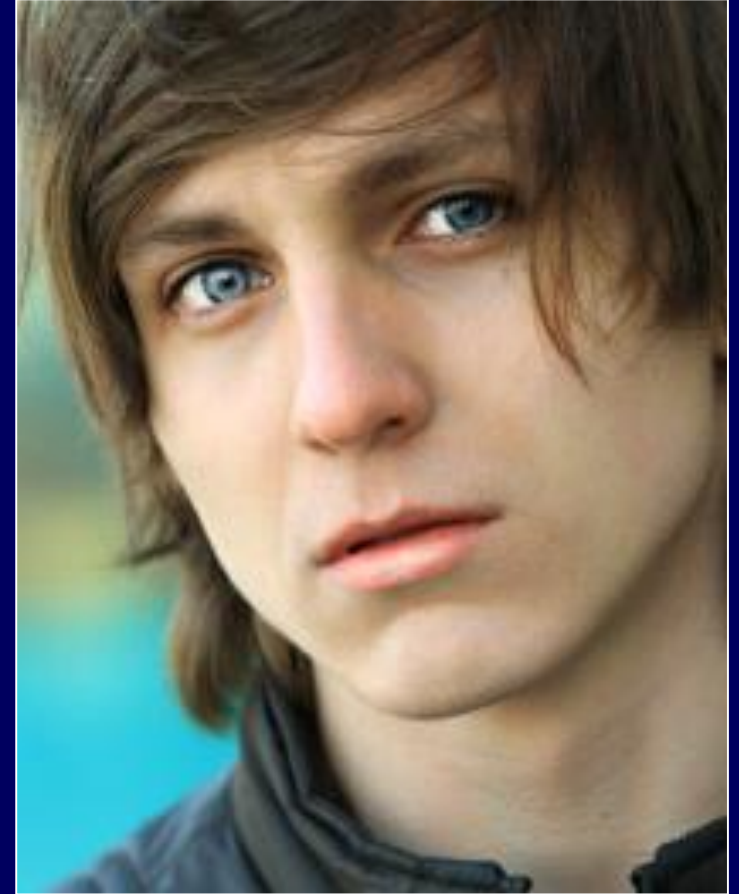


Most Behavior Checklists have a Negative Bias

(Jenkins & Hewitt, Quay)



1. Unsocialized
2. Delinquent
3. Immature
4. Anxious



Balancing Problems with Positives

Unsocialized

Prosocial



Delinquent

Responsible

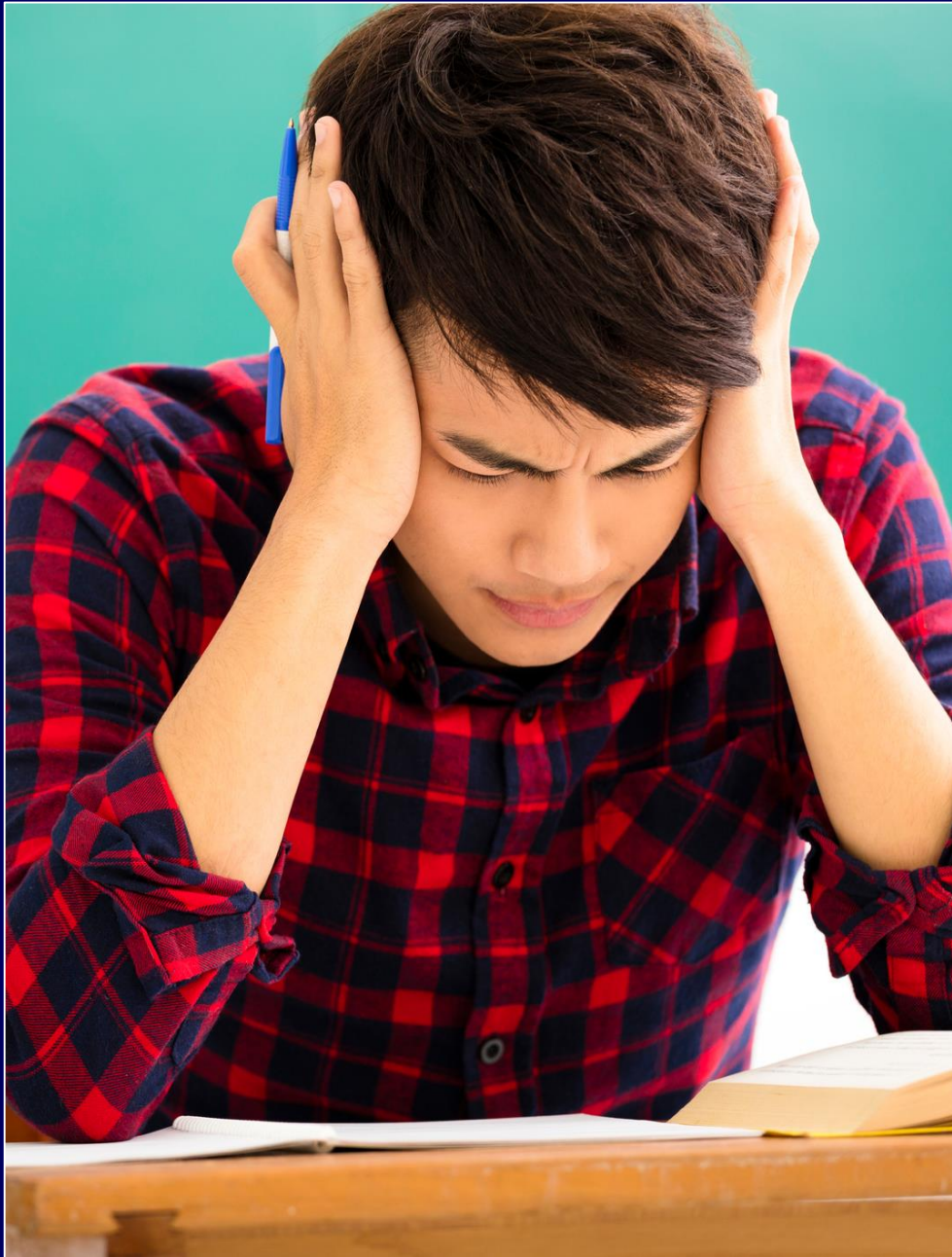
Immature

Competent



Anxious

Secure



Limits of Formal Tests

Measuring a person by a depersonalized standard

Failing to measure what matters most

Eliminating interpersonal communication



Problem Behaviors Signal Unmet Needs

Most “needs assessments”
do not assess needs but
echo organization policies.

SIBYLLE ARTZ
University of Victoria



VOICES OF PIONEERS

Maladjustments in children should be considered merely as stages in the process of becoming mature.

JOHN MORGAN

*The Psychology of the
Unadjusted School Child*

1924



Focus on Strengths and Needs—not impairment, disability, or pathology.

WILLIAM C. MORSE



What is a Need? A brain-based force that organizes thinking, emotions, and behavior to reach a goal.

HENRY MURRAY, 1938



Artificial Assessment

The **strange** behavior of children in **strange** situations with **strange** adults.

Authentic Assessment

The **natural** behavior of children in **natural** settings with significant adults.

URIE BRONFENBRENNER



The traditional question: *What's wrong with you?*

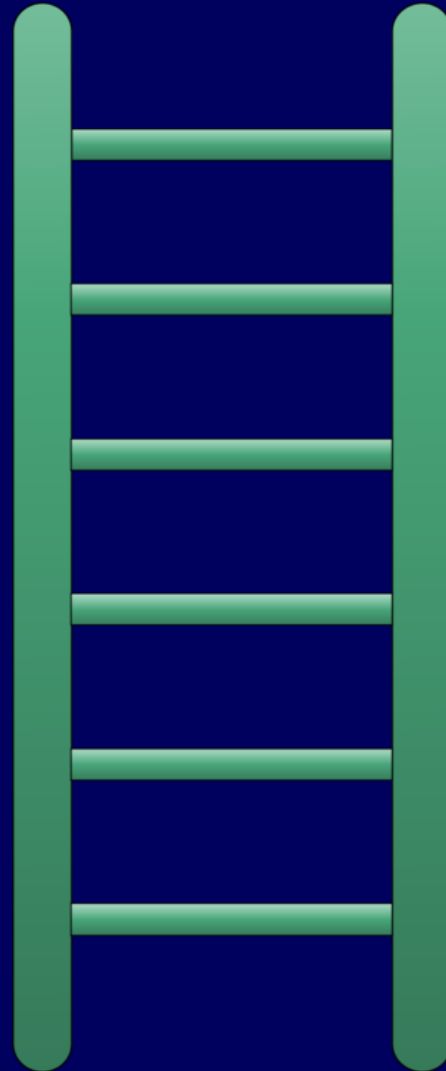
The trauma-wise question: *What happened to you?*

The resilience question: *What's strong with you?*

MARIE YELLOW HORSE BRAVE HEART

Youth Participation in Assessment

Adapted from Roger Hart's Ladder of Participation



Full Participation

Giving youth a voice

Consulting with youth

Informing young people

Token youth involvement

Adult designs and imposes plan



Voices of Youth

- What matters most is our diagnosis of the adult.
- We resist disrespectful or intrusive assessments.
- Diagnostic labels persist but we constantly change.
- Understand our problems but help us have hope.

SIBYLLE ARTZ
University of Victoria, Canada



Youth are Deceptive

Deviant individuals are often the most unreliable informants.

ROLF LOEBER

Youth are Experts

Self-reports are tools to measure social and emotional development.

SEARCH INSTITUTE



Youth and families are “life span experts.”



PRO Assessment





Traditional Assessment

Youth as object of assessment
Focus on deficit and disorder
Goal of changing behavior
Key data from formal tests
Formulate a diagnostic label

Ecological Assessment

Youth as expert collaborator
Focus on strength and resilience
Goal of relational support
Key data from real life events
Formulate a growth plan

Planning Restorative Outcomes

Assessment of Strengths and Needs

Sources of Information

Records Reviewed, Prior Assessments, persons interviewed

Reason for Assessment

Questions to be Addressed

Connecting

Relational Ecology

Safety and Belonging Scans

Coping

Private Logic and Coping Strategies

Mastery and Power Scans

Thriving

Current interests and Future Goals

Generosity and Adventure Scans

Developmental Milestones

Lifespan Pathways

Asset Inventory

External Supports and Strains

Internal Strengths and Needs

Growth Plan

Building External Supports

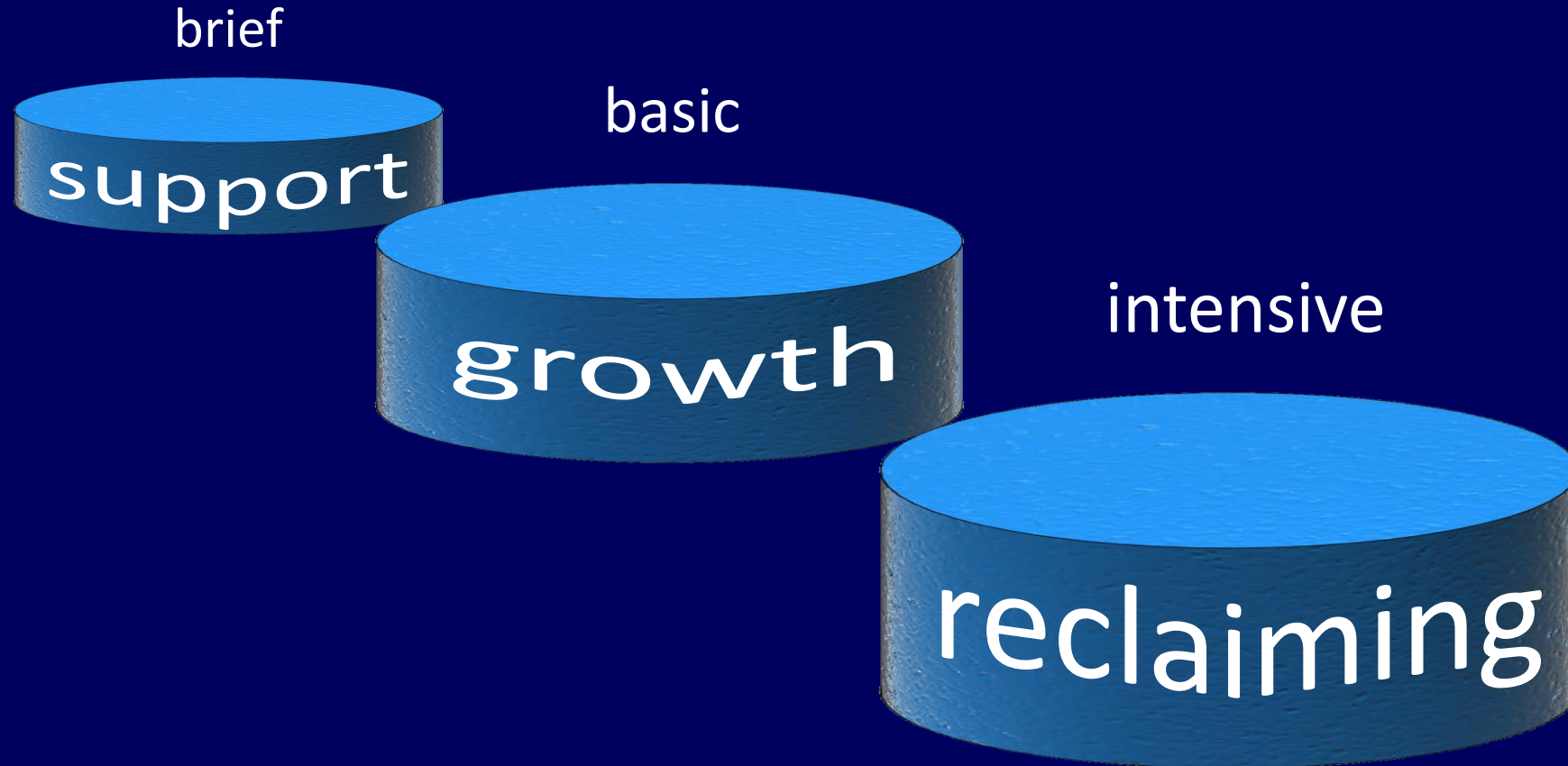
Building Internal Strengths

PRO Assessment Protocol



Depth and Spread of Assessment

Expanding to Meet the Need



WILLIAM C. MORSE

Prosecutors want to try boy as adult

15-year-old
murder suspect
fired randomly,
witness says

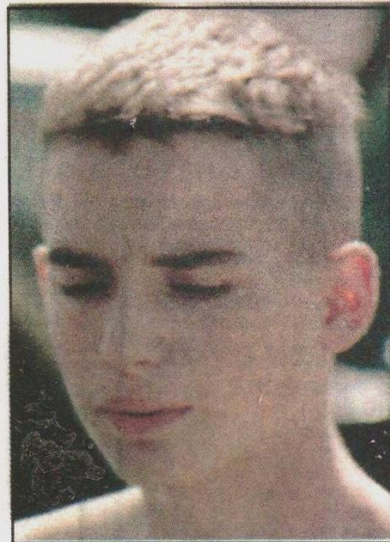
By MIKE TRAUTMANN

Argus Leader Staff

Prosecutors filed a motion Thursday to try as an adult the 15-year-old Sioux Falls boy charged in the shooting death of a high school classmate.

Also, a teen-ager who witnessed the Wednesday afternoon shooting said Thursday that he saw 15-year-old Mike Christopherson of 2300 Pepper Ridge Ave. pull a .38-caliber revolver from his shorts and fire twice through a patio door, mortally wounding one teen and injuring two others.

"He pulled out the gun," said James Strum of Sioux Falls. "He said, 'You want a piece of this? I'll kill all you mother-----'"



Michael Christopherson

On page 3A:

■ BEHIND THE DISPUTE:

Washington students say that the on-going differences between those

Psychoeducational Assessment:

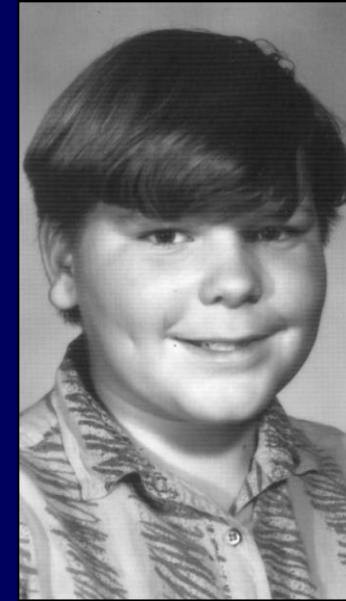
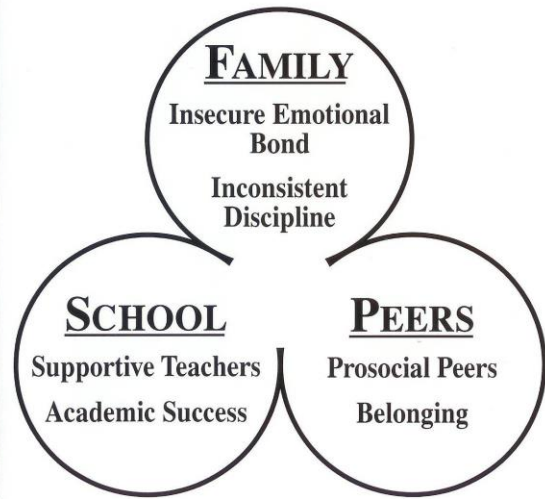
Using Life Space Interviews to learn how bullying ended in homicide.

Michael was reclaimed and is now a professional with a family.

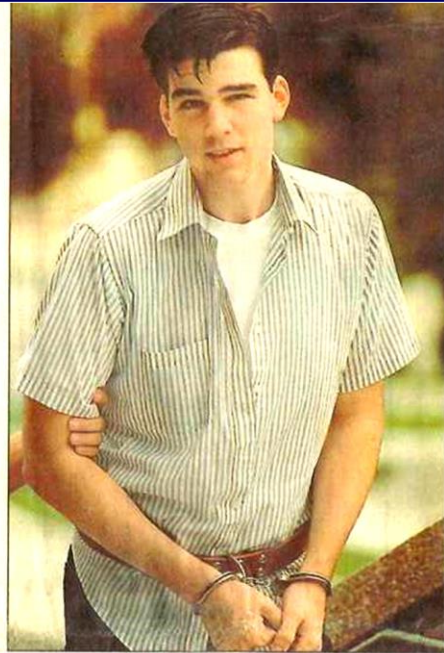
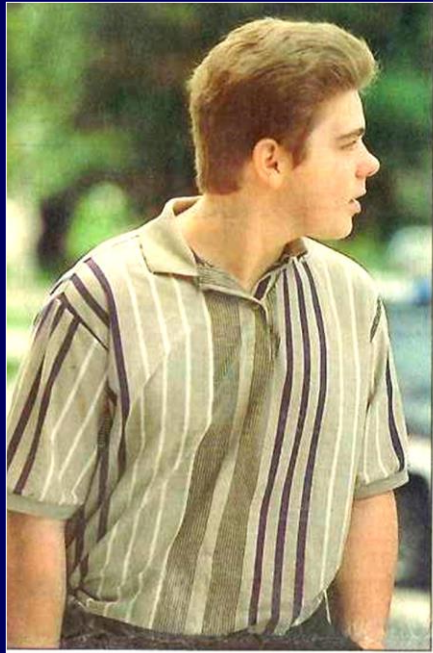
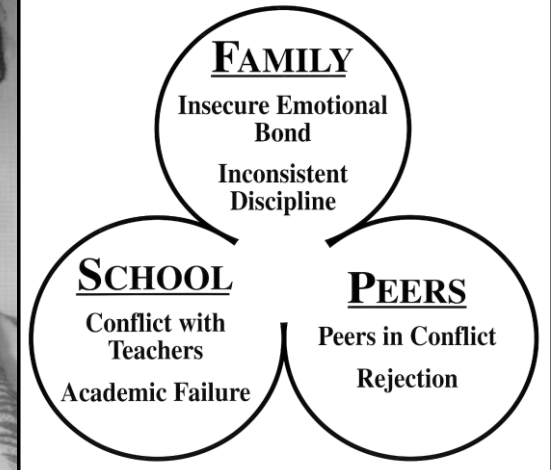
NICHOLAS LONG
LARRY BRENDTRO



Elementary School



Middle School



Tried as an adult, Paul Dean Jensen, Jr., was sentenced to life without parole for a crime committed at age 14.



U.S. Attorney General Janet Reno opposed the “adultification” of juvenile justice under President Clinton. She used the assessment of Paul to launch a study of sentencing juveniles to life without parole.

Paul after 17 years in Prison



Paul built positive relationships with the prison chaplain, the warden, and friend Angie Roth pictured here with her family.

A Supreme Court decision gave Paul a new sentence and he now will be eligible for parole.

Planning Restorative Outcomes

Assessment of Strengths and Needs



Goals of PRO Assessment



Connecting

Clarifying

Restoring

Connect



Clarify



Restore





Rapid Trust

The human brain makes instant decisions about whether it is safe to trust.

Social engagement is the precursor to a social bond.

STEVEN FORGES

Behavior of Adults who Young People Trust

LESLEY DU TOIT



Safe

Open

Relaxed

Attuned

Listener

Accepting

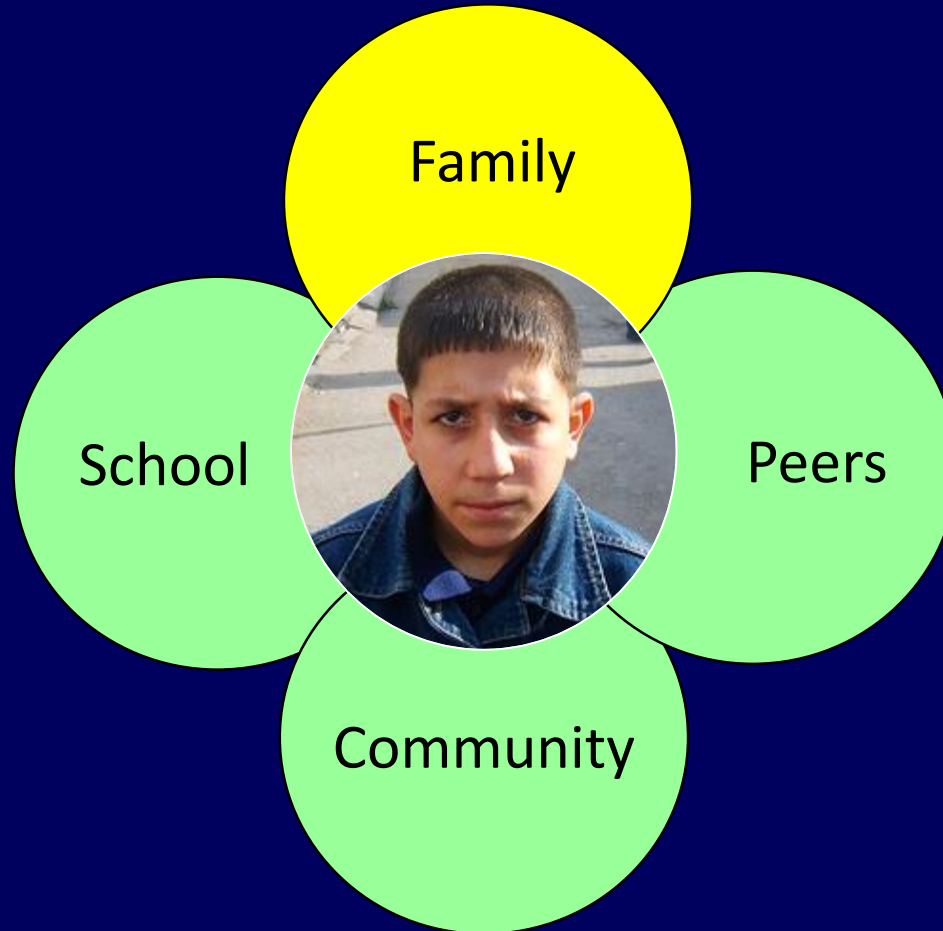
Thoughtful

Enthusiasm

Social Skills

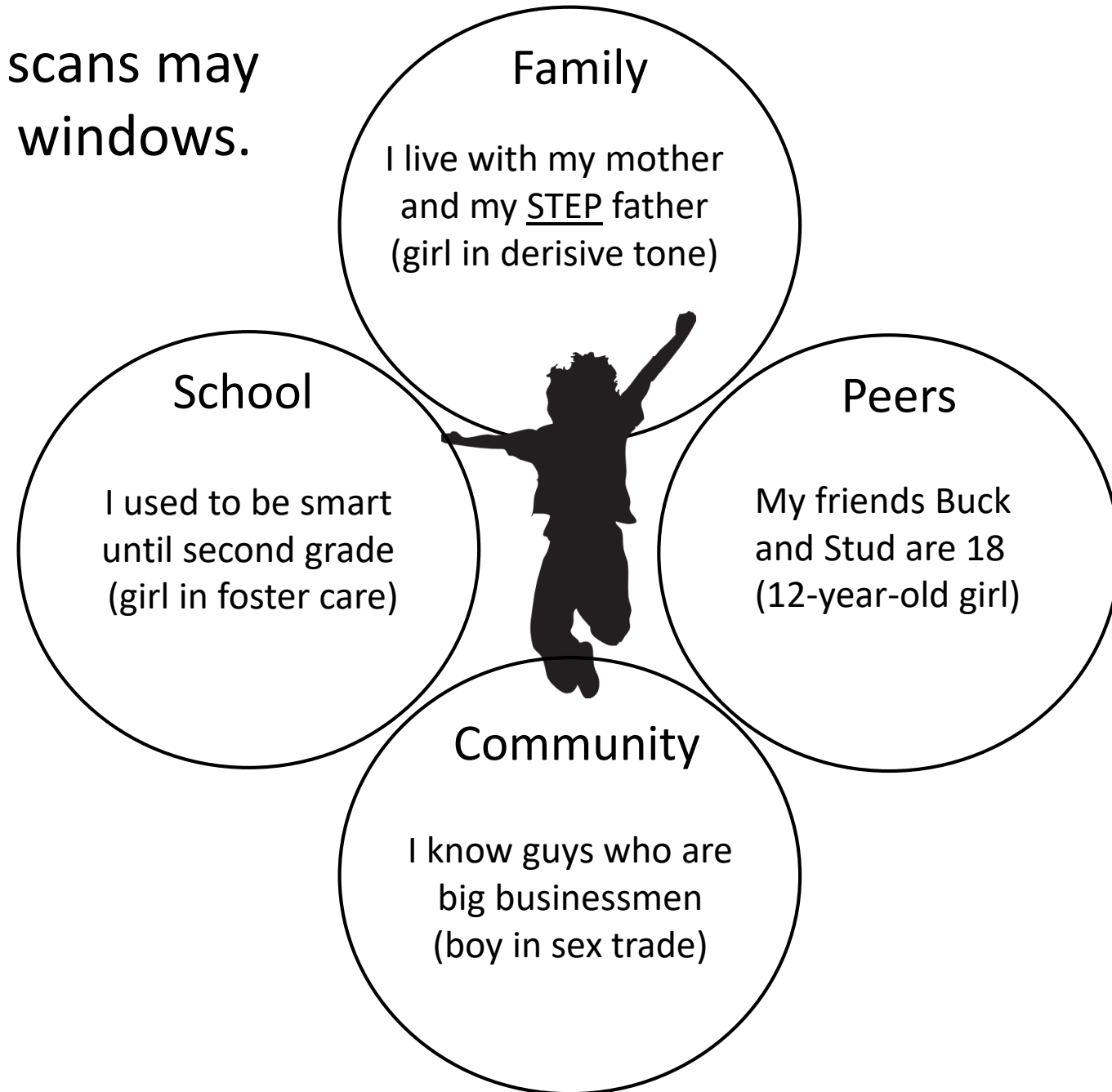
Nonverbal Tone

Identify Supports and Strains in the Ecology

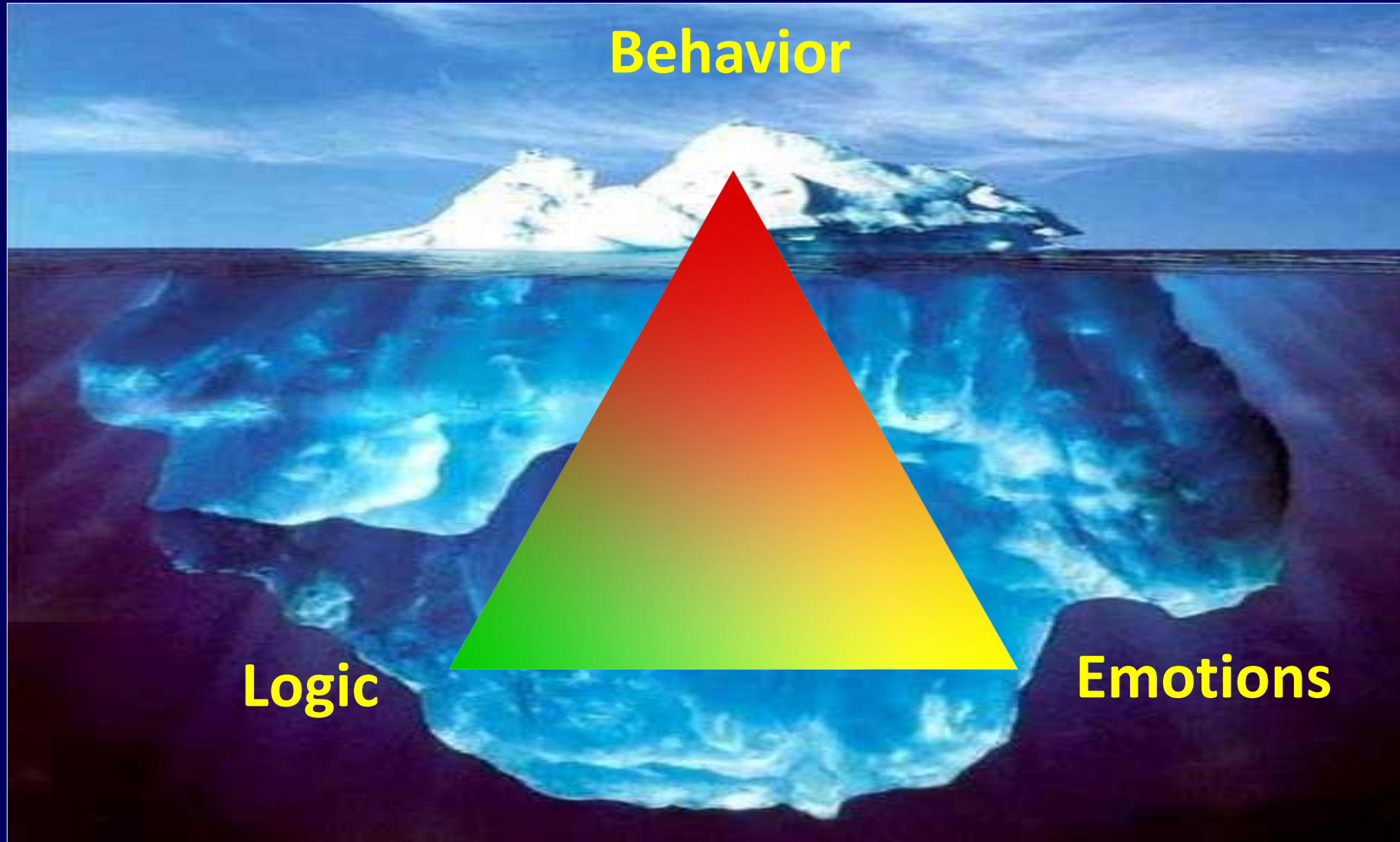


Children thrive when their needs are met and are at risk when their needs go unmet.

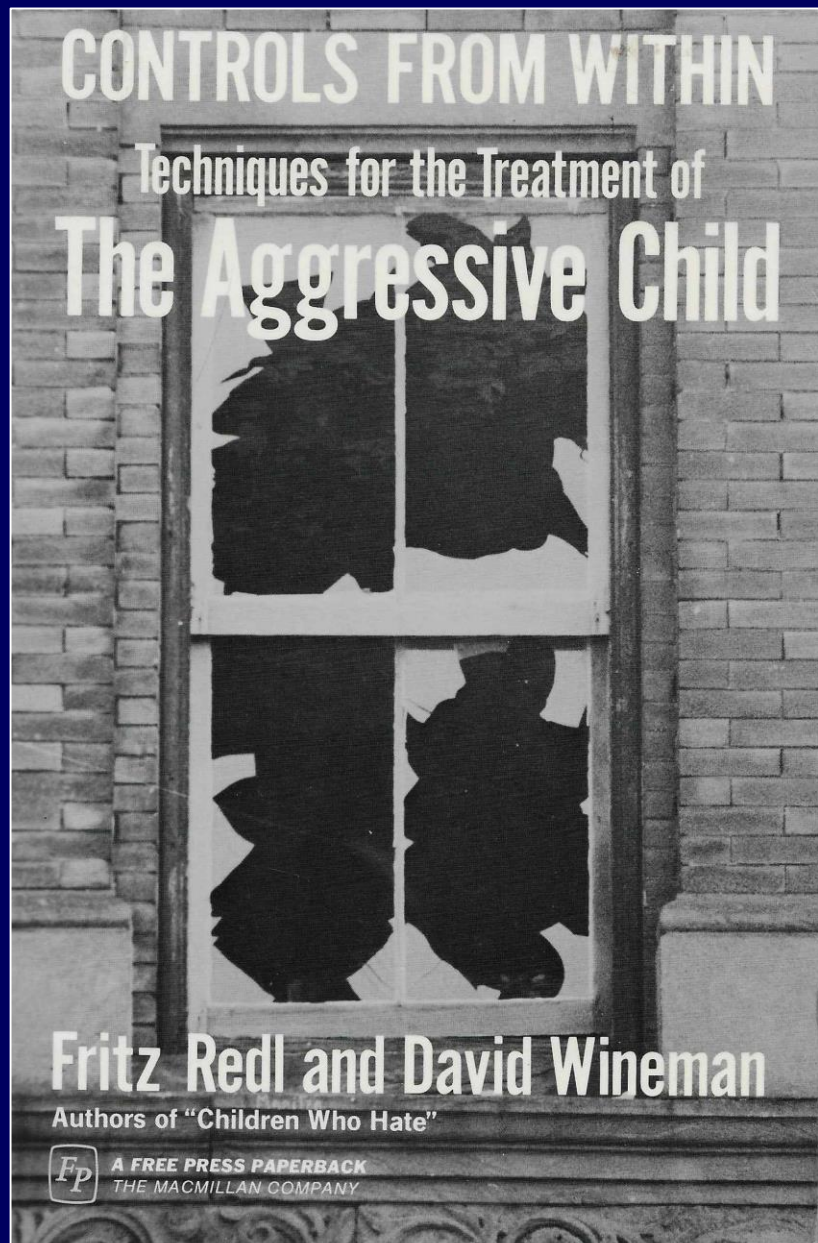
Brief scans may
open windows.



Outside Kid



Inside Kid



Exploring behavioral events is the best way to understand the thinking and motivation beneath problem behavior.

FRITZ REDL & DAVID WINEMAN

"I hit him, it feels good. It feels like you have more power over them."

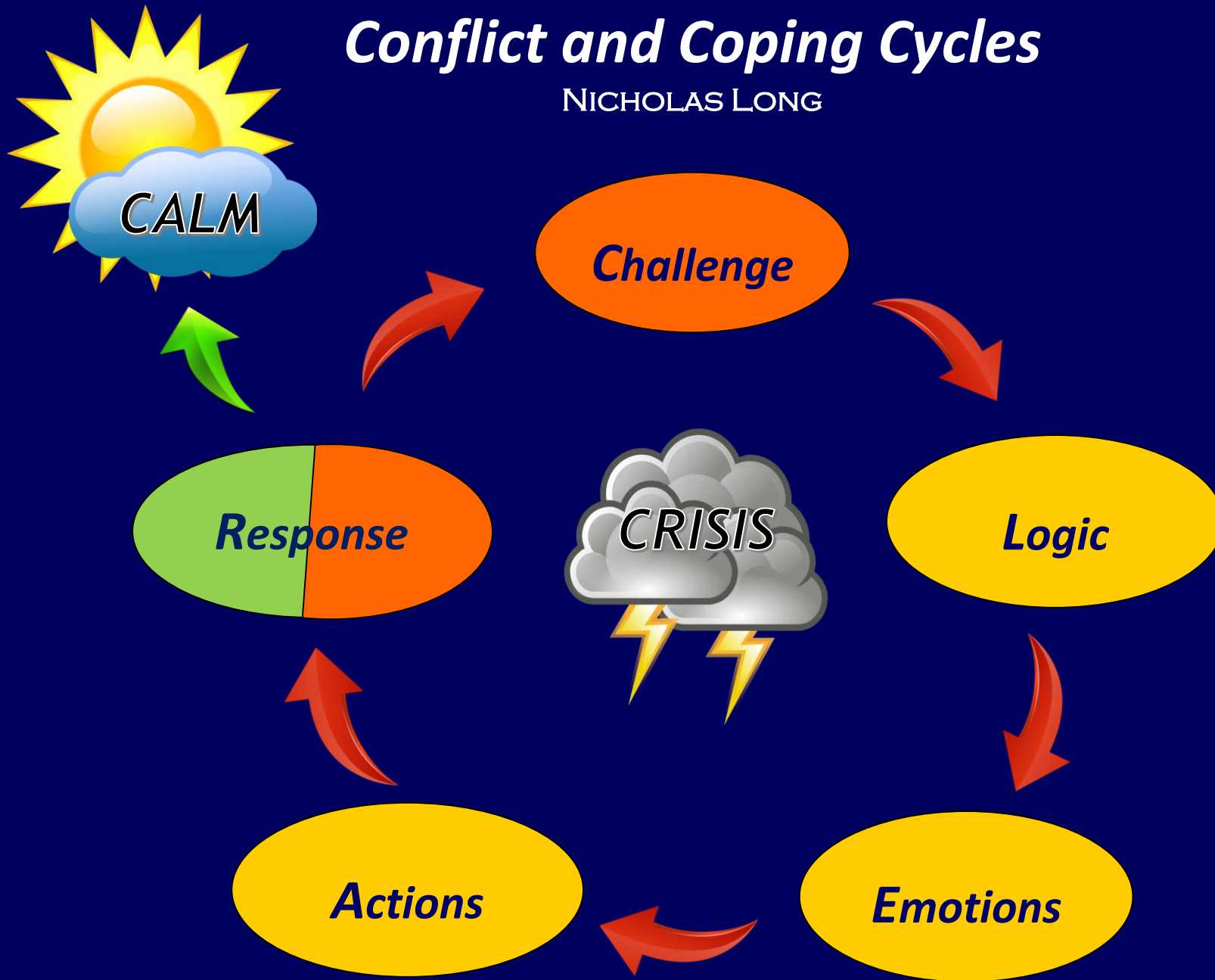
VOICES OF YOUTH

Timeline



Conflict and Coping Cycles

NICHOLAS LONG





Transformation



Narratives





VOICES OF PIONEERS

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

WILLIAM C. MORSE

1915 - 2008

WHAT is Your Story?

Stories are the brain's primary way to make meaning.

Stories enable us to understand the point of view of others.

Stories explore past events, present challenges, possible futures.

DENIS DUTTON



PRO Assessment provides a narrative of how a person got to this place in life, current challenges, and potential for growth.



The brain stores emotionally charged events in memory and shape our life story.

Developmental Milestones

WILLIAM MORSE



Top of timeline tracks key life story events by age.



Bottom of timeline maps changes in behavior.



Jason's Developmental Timeline

Jason becomes very close to Bill, Mother's partner.

Bill is sent to prison for a parole violation

Mother develops life-threatening health problems

Jason becomes a caregiver for his 3-yr-old sister.

AGE 5

AGE 6

AGE 8

AGE 9



Jason's Developmental Timeline

Jason becomes very close to Bill, Mother's partner.

Bill is sent to prison for a parole violation

Mother develops life-threatening health problems

Jason becomes a caregiver for his 3-yr-old sister.

AGE 5

AGE 6

AGE 8

AGE 9

Jason idolizes Bill and calls him "Dad". Likes kindergarten.

Jason blames self for loss of Dad. Is in a bad mood at school.

Jason worries mother will die. Is afraid to leave her, even for school.

Jason is highly stressed, fights peers. Is punished by ISS and OSS.

There are Many Reasons Why Kids Don't Disclose Abuse



Sorsoli et al., 2008

I didn't feel safe.

I wanted to forget it.

I thought it was normal.

I thought it was my fault.

I was told to keep it secret.

Telling would just hurt more.

I did not know where to start.

It was wrong and I was ashamed.

I would be seen as crazy, a pervert.

If I told, others would get in trouble.

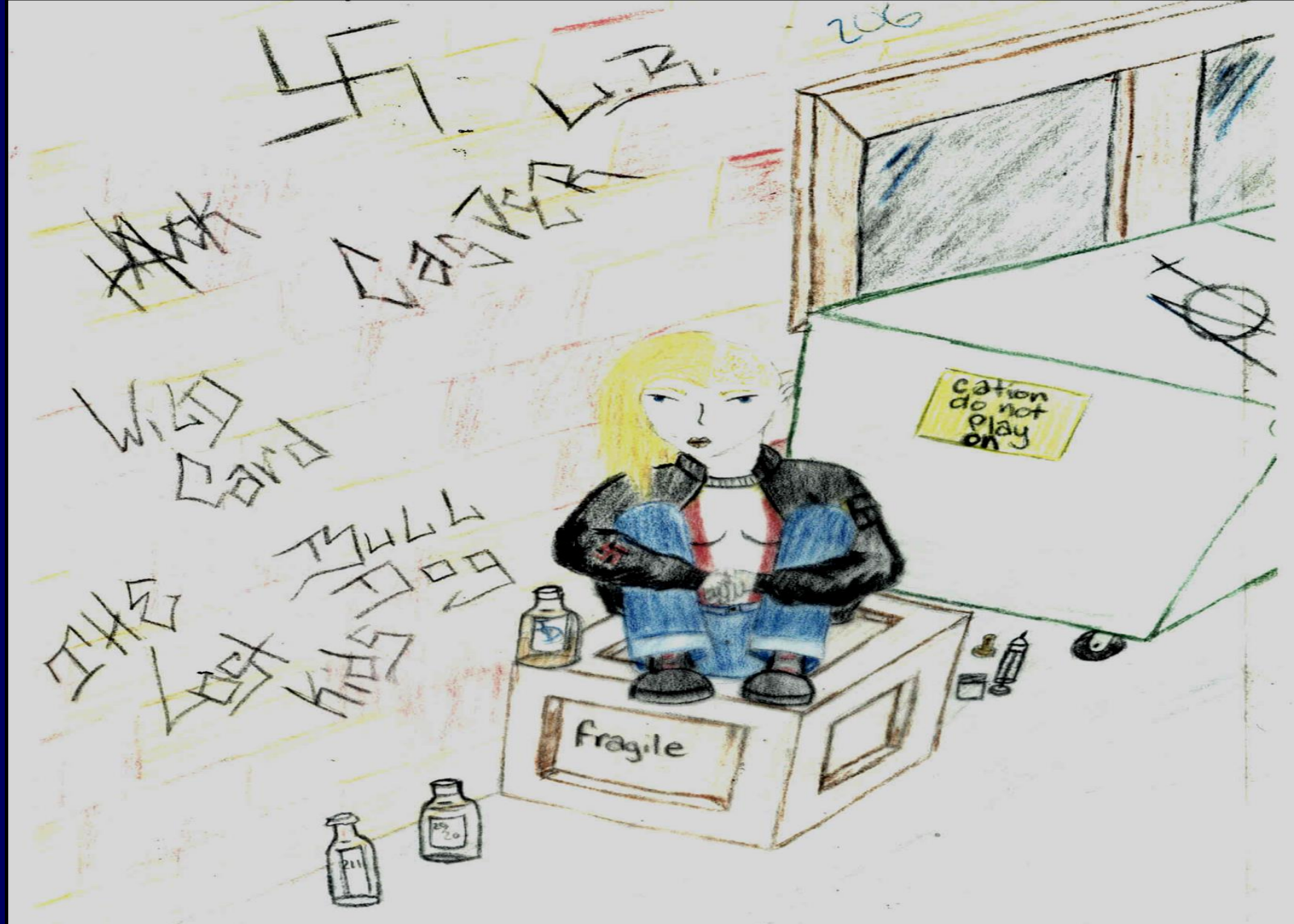


Creating Safety for Sharing

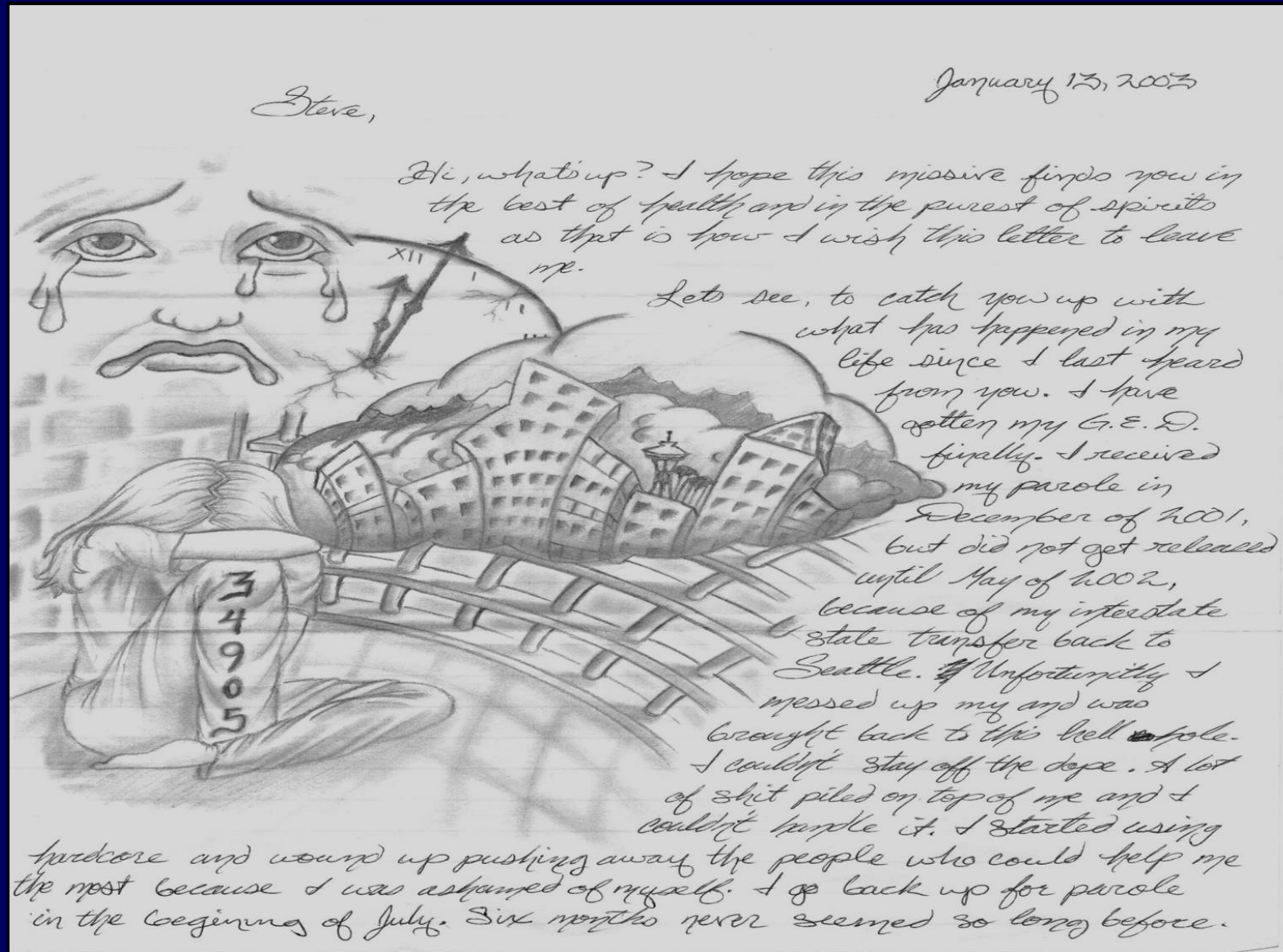
“If I ask about something you would rather not discuss, let me know.”

“I have (or have not) read what others have written about you—I want to know what you think.”

Nicole used art to tell her life story.



Information from Correspondence and Social Media

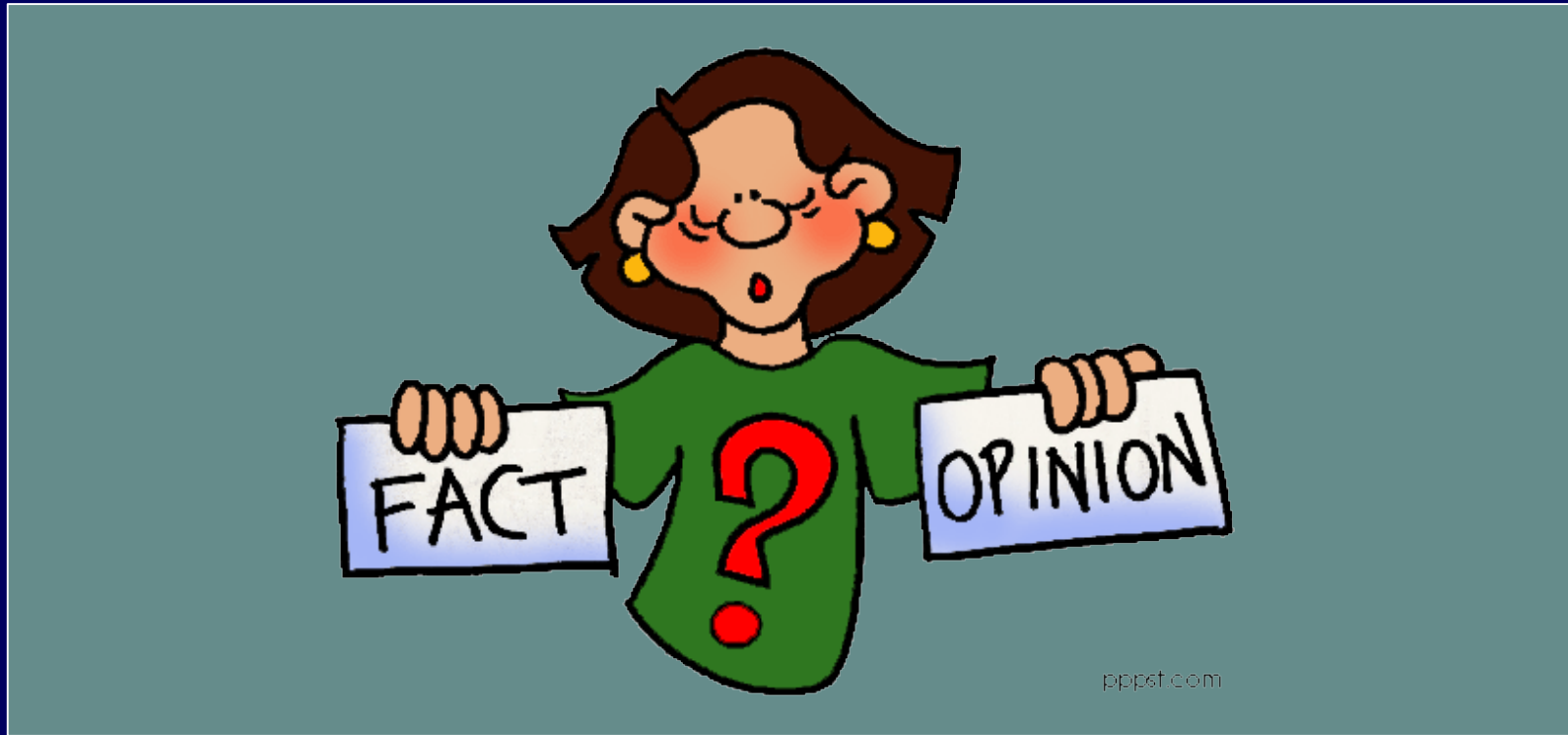


Beware of Your Own Bias



The brain tends to search for information that confirms our beliefs and tune out information that refutes our biases.

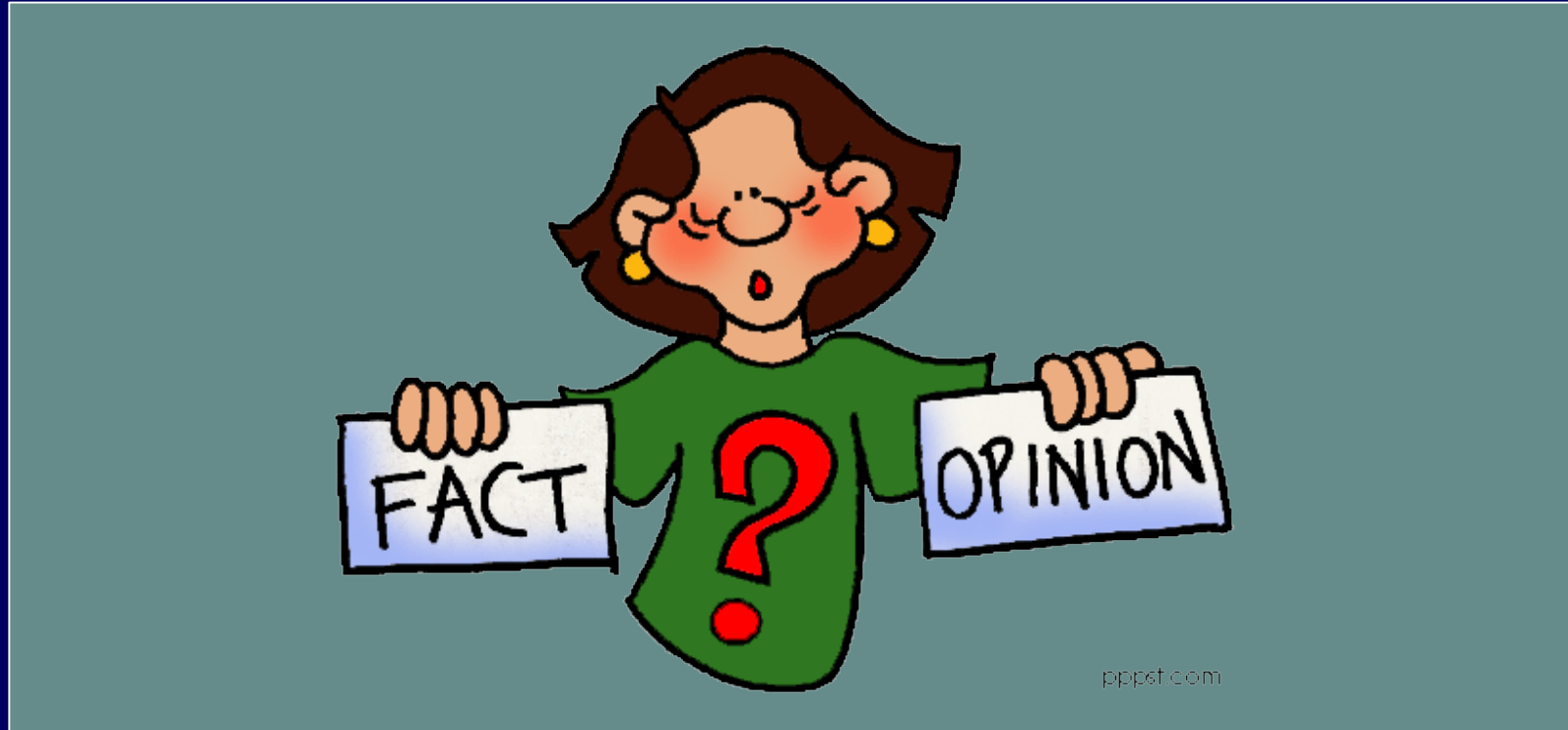
Restorative Assessment May Fall on Biased Ears



When ideas challenge our core beliefs, we experience cognitive dissonance and deny, rationalize, or ignore contrary information.

LEON FESTINGER

Highlight Bias in the Case Narrative

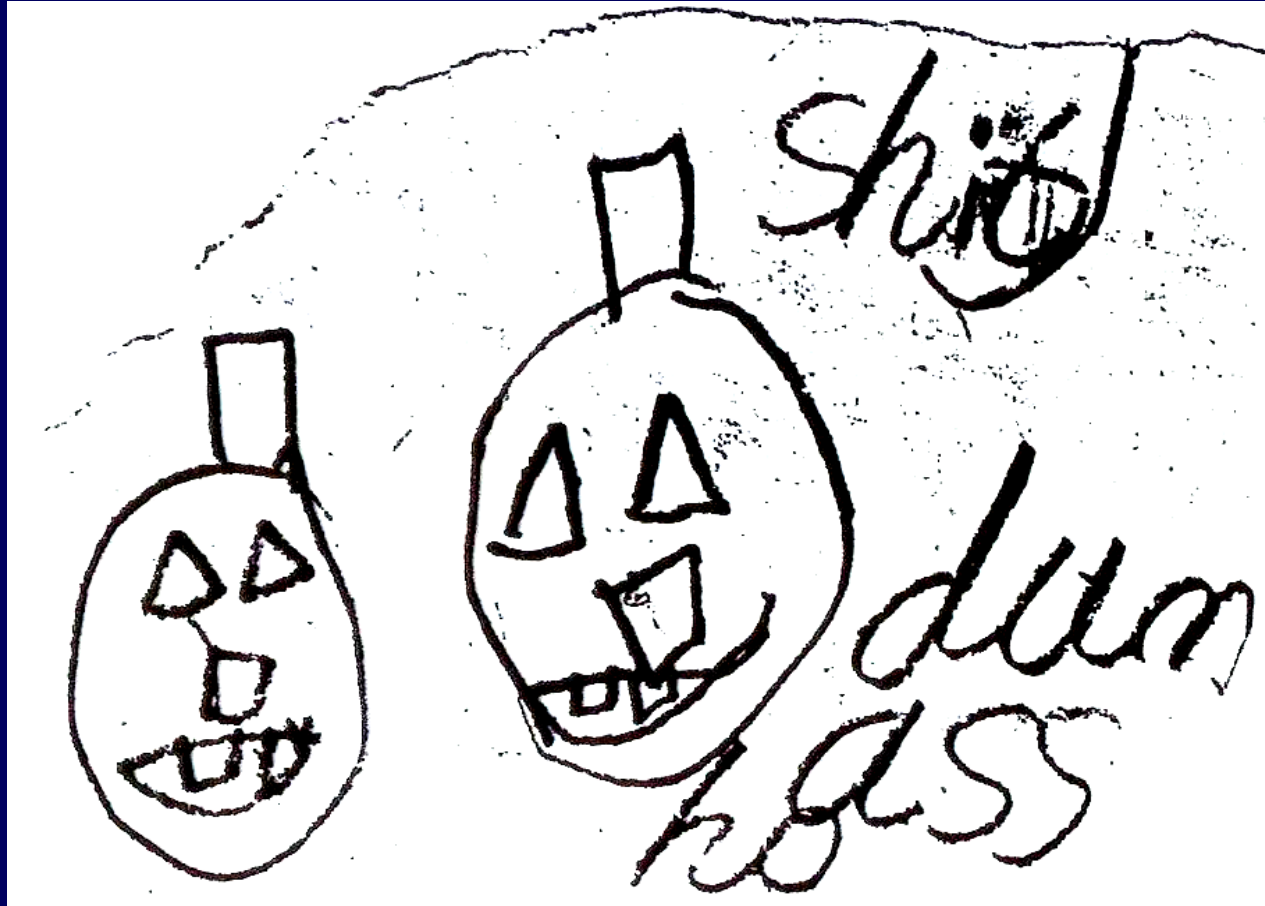


The accounts of challenging youth are often filled with misinformation and blame and not based on fact.

Using Facts to Challenge Bias

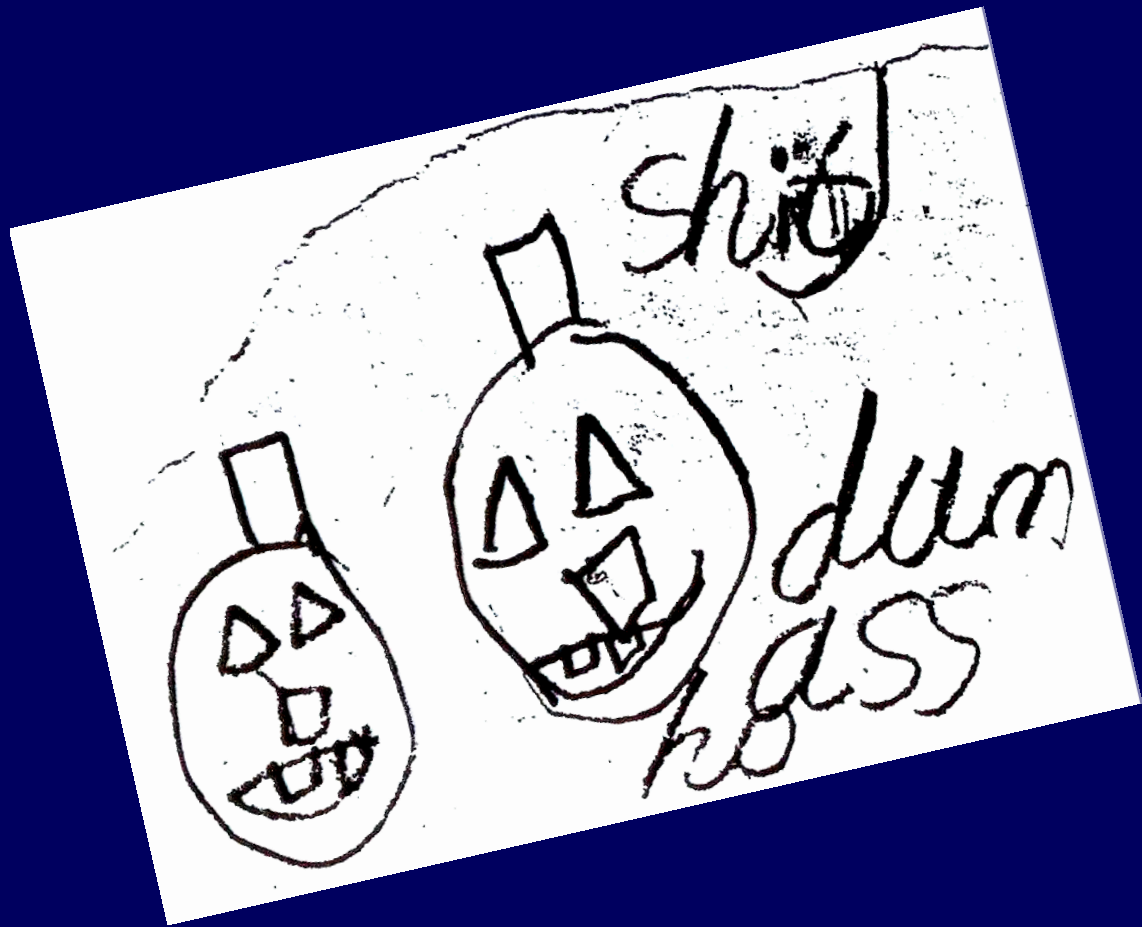


From the File of Joey, Age 8



Follow the Paper Trail

How do you suppose the school responded to Joey's art?



Bay View School

CHARACTER · KINDNESS · COURTESY



Dear Mrs. [REDACTED]

Enclosed find a drawing by your son, Joey. This is the second time his teacher has shown me drawings of this type. In the first instance I spoke to him and suspended his recess privilege for one day.

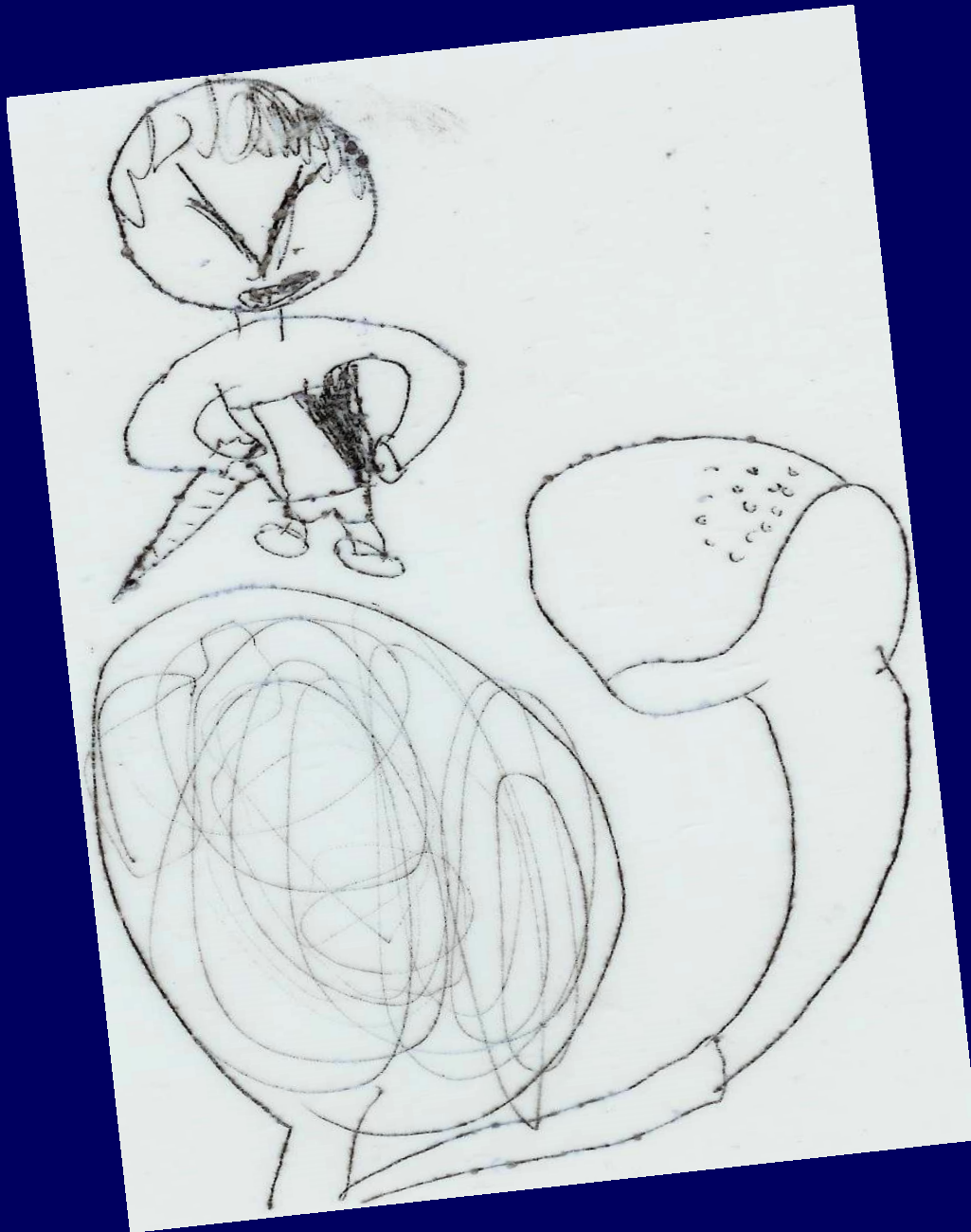
We feel it is very important that you talk with Joey and help reinforce the fact that using this type of language is not acceptable at school under any circumstances.

In addition, Joey will lose his recess privileges for four days this week.

If you have any questions or concerns, please do not hesitate to contact the school.

Sincerely,

[REDACTED]
Principal



And the art goes on.

What does this later drawing suggest to you?

The Behavior Evaluation Scale
(Joey, Age 9)

Teacher ratings: Joey fell in the below average range on interpersonal difficulties and inappropriate behavior or feelings. On two occasions, he had problems with peers and was physically removed to In-School Suspension.

Parent ratings: Joey scored at the 4th percentile. Concerns included lying to avoid punishment, being unconcerned about personal hygiene, being overly sensitive to teasing, demanding immediate gratification, requiring excessive parental attention, violating curfew, tattling on others, taking orders from parents unwillingly, having friends of which parents do not approve, complaining about doing assigned chores, not following the rules set by parents and being verbally aggressive to parents.

Identify Deficit Bias in this Rating Scale



Failed Interventions

Joey, Age 10

I feel fine. I also ok fine
what ever you want to say
so there that is all I have
to say so there
and if I had it my
way I would not go to
schooler so there and
if I do ~~not~~ want to
write I do not have to
lissen to you if I
do not want to so
there and I do not
car what I call anyone
so there and I do
not car about anything
I do to some body
so there and that
is not all I have to
write so I am not
saying anything more.

In-School Suspension Self-Report

Joey was sent to ISS and told to write about why what he did was wrong.

I feel fine. I also fine ok fine what ever you want to say so there

that is all I have to say so there.

and if I had it my way I would not go to schoole so there

and if I do not want to write I do not have to lissen to you if do not want to so there

and I do not car [care] about anything I do to somebody so there.

and that is not all I have to write so I am not saying anything more.

Excerpts from Children's Psychiatric Hospital Report
(Joey, Age 12)

Currently Joey still shows severe levels of opposition, aggression, and impulsivity as reported by his teachers, mother and counselor. Social skills are poor and he is provocative to peers and staff. He showed the least dysfunctional behavior in the hospital's diagnostic classroom. Joey responded well to structure and positive feedback. He was highly motivated by a science unit. (Please give Joey his booklet on embryonic development.)

Hospitalization was brief since Joey unfortunately does not suffer from a treatable psychiatric illness. (His outbursts and impulsivity are not due to depression, psychosis or bipolar disorder). Joey has a long history of hurting others and showing no remorse. He has poor interpersonal relationships and ability to form close attachments.

Joey shows problems for which there is no known pharmacological intervention. He was discharged on the medications trazodone and Depakote which are used to dampen aggression in volatile persons.



Prosecutors want to try boy as adult

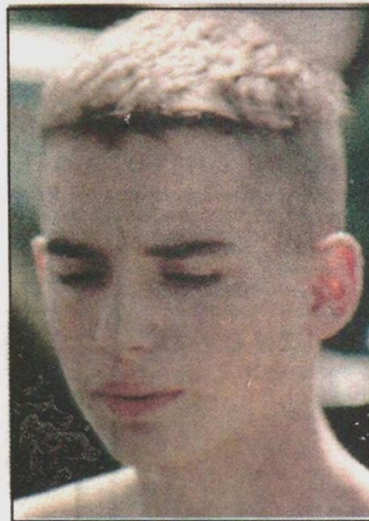
15-year-old
murder suspect
fired randomly,
witness says

By MIKE TRAUTMANN
Argus Leader Staff

Prosecutors filed a motion Thursday to try as an adult the 15-year-old Sioux Falls boy charged in the shooting death of a high school classmate.

Also, a teen-ager who witnessed the Wednesday afternoon shooting said Thursday that he saw 15-year-old Mike Christopherson of 2300 Pepper Ridge Ave. pull a .38-caliber revolver from his shorts and fire twice through a patio door, mortally wounding one teen and injuring two others.

"He pulled out the gun," said James Strum of Sioux Falls. "He said, 'You want a piece of this? I'll kill all you mother-----.'"



Michael Christopherson

On page 3A:

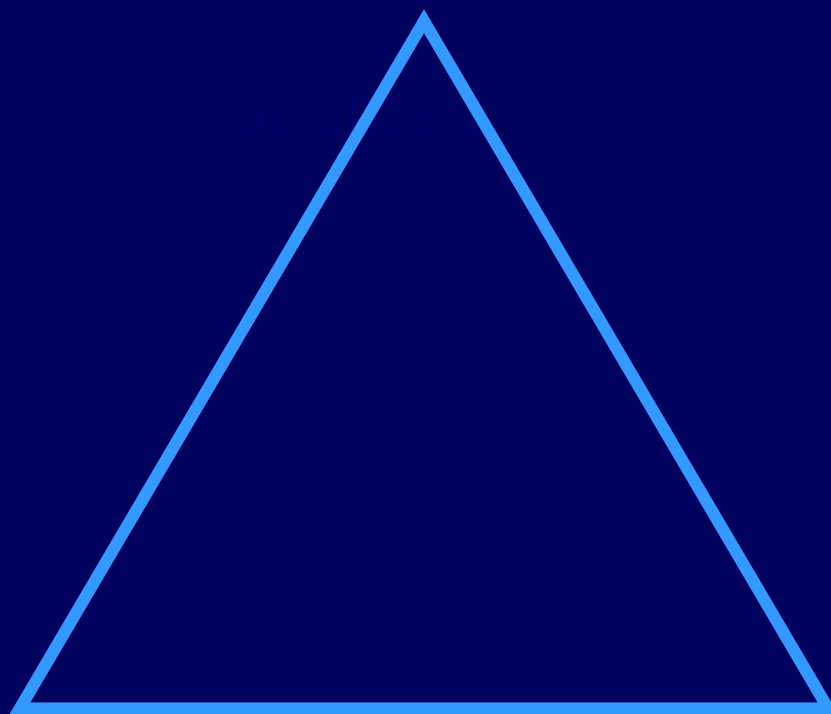
■ BEHIND THE DISPUTE:
Washington students say that the
on-going differences between those

“You’re just taking the kid’s word.”

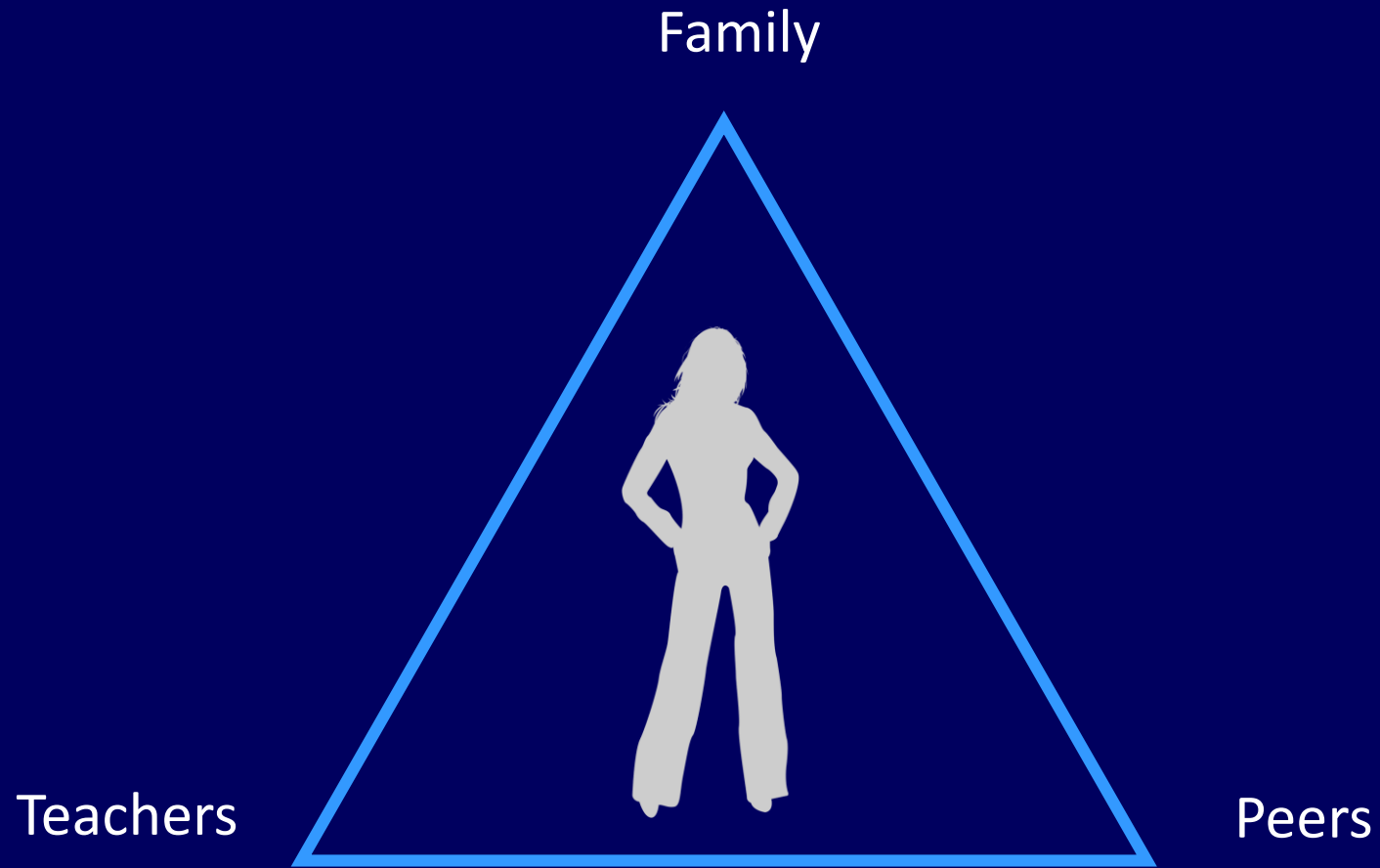
- We are taking the kid’s word—and the words of others as well.
- And, it is important to cross-check information from all sources for validity.

Validity of Evidence

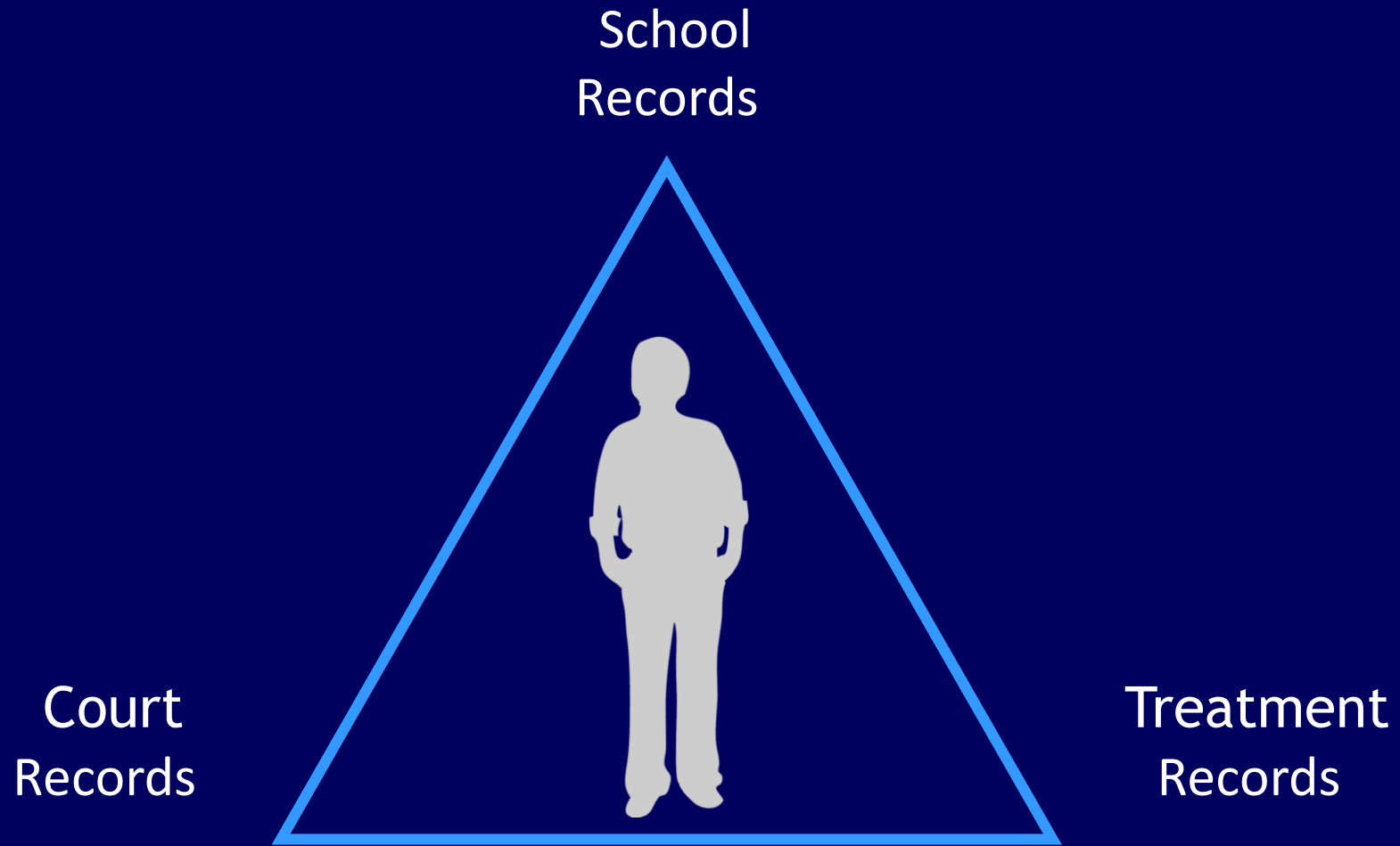
Triangulating Information



Triangulating Multiple Reporters

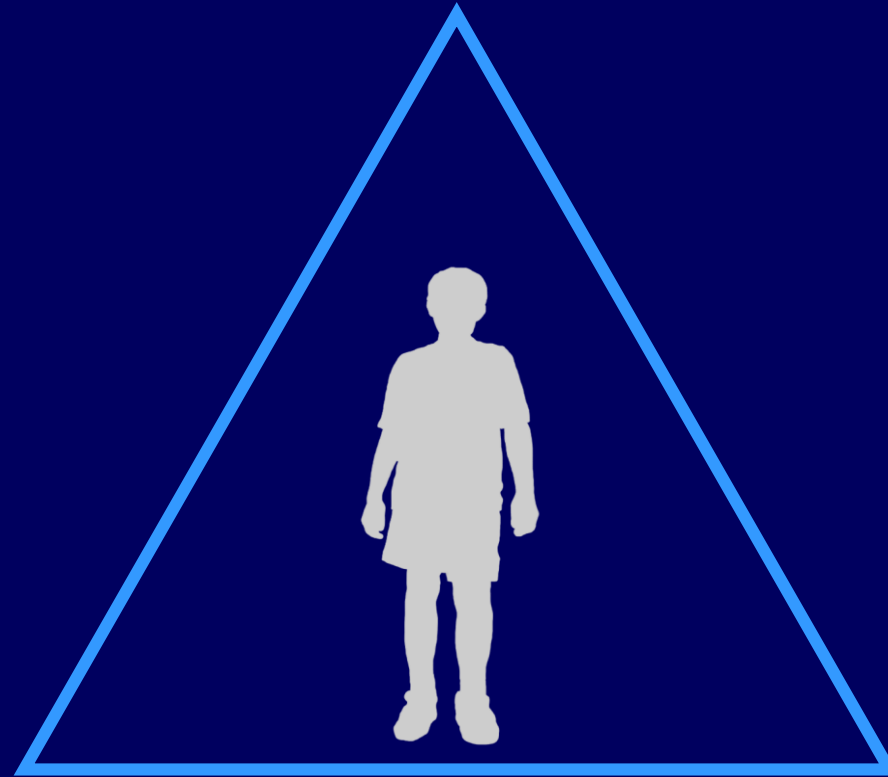


Triangulating Available Records



Triangulating Multiple Events

Uses highly
sexualized
language



Does not
want to be
touched

Family is
suspected of
child abuse

Changing Life Narratives

Reframing

Gaining a new view on life events



I thought it was my fault when my grandmother died.

Reflecting

Writing about one's life story



I want to help others, so they won't get in trouble like I did.

Doing Good

Positive acts form positive life stories



I try to make friends with kids who seem lonely.

From Surviving to Thriving



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

ERIK LAURSEN

External Assets

Support



1. Family support
2. Positive family communication
3. Other adult relationships
4. Caring neighbourhood
5. Caring school climate
6. Parent involvement in schooling

Empowerment



7. Community values youth
8. Youth as resources
9. Service to others
10. Safety

Boundaries & Expectations



11. Family boundaries
12. School boundaries
13. Neighbourhood boundaries
14. Adult role models
15. Positive peer influence
16. High expectations

Constructive Use of Time



17. Creative activities
18. Youth programs
19. Religious community
20. Time at home

Internal Assets

Commitment to Learning



21. Achievement motivations
22. School engagement
23. Homework
24. Bonding to school
25. Reading for pleasure

Positive Values



26. Caring
27. Equality and social justice
28. Integrity
29. Honesty
30. Responsibility
31. Restraint

Social Competencies



32. Planning and decision making
33. Interpersonal competence
34. Cultural competence
35. Resistance skills
36. Peaceful conflict resolutions

Positive Identity



37. Personal power
38. Self-Esteem
39. Sense of purpose
40. Positive view of personal future



New Pathways

If you aren't happy with where you have been, and you are not so sure about where you are going, the only thing to do is to set off in a new direction.

MAYA ANGELOU
Starr Commonwealth



**PLANNING
RESTORATIVE
OUTCOMES**

ASSESSMENT
of strengths and needs

Larry Brendtro, PhD
Robert Foltz, PsyD



**RECLAIMING
Youth at Risk**

ReclaimingYouth.org