

The Art of Kid Whispering

Mark Freado, MA Problem behaviors are often the focus of intervention instead of being recognized as expressions of inner pain and distress. This presentation by the co-author of Kid Whispering provides pathways to discovering the private logic and goals of the inside kid. Understanding the private logic of a young person helps caregivers decode troubling behaviors and begin to replace hostile, resistant encounters with respectful bonds.



The Art of Kid Whispering:
Reaching the Inside Kid
Mark Freado
freado@growingedgetraining.com



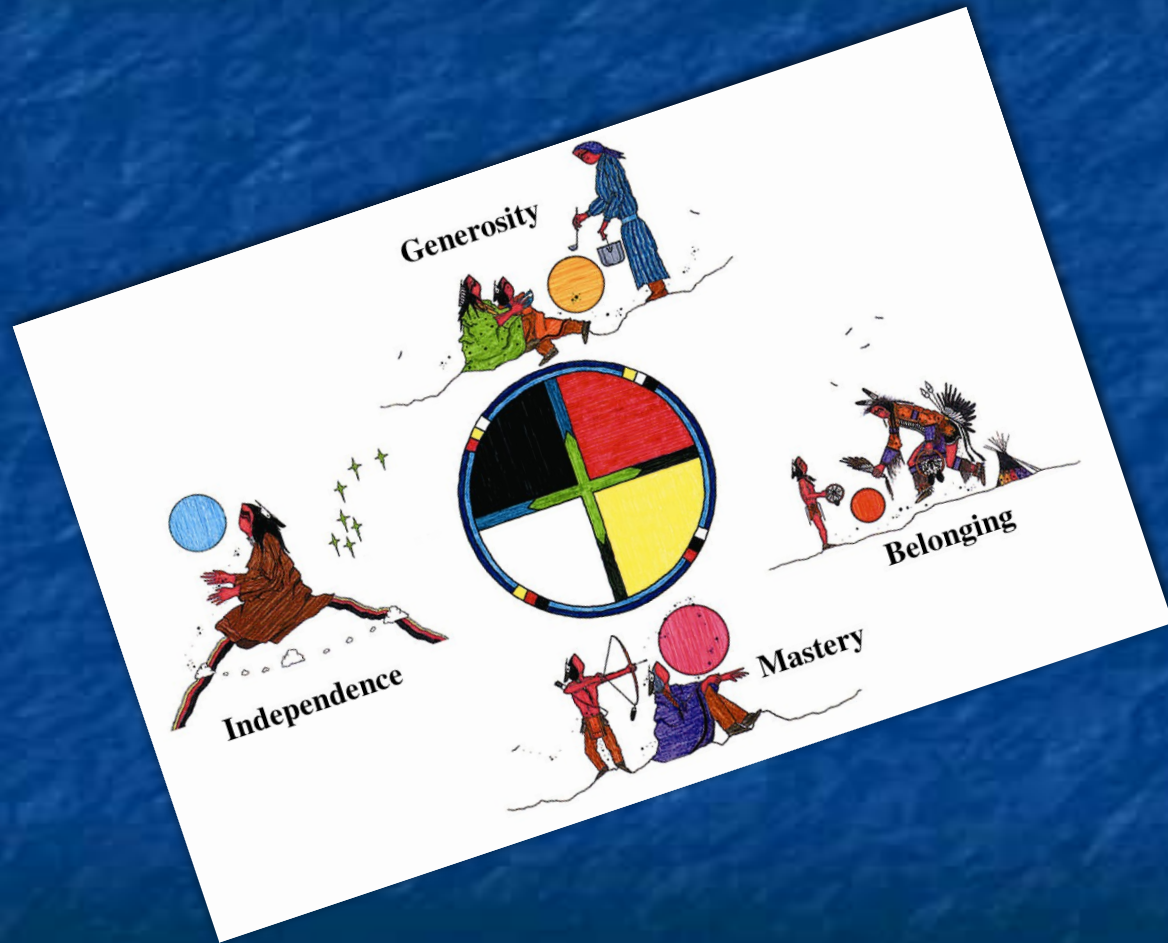


A Kid Whisperer

- A '**Kid Whisperer**' is a teacher-counselor who adopts a compassionate view of the motives, needs, and desires of youth, based on modern strength-based, trauma-informed psychology.
- A '**Kid Whisperer**' is one who attempts to connect with youth that have become adult-wary and untrusting due to neglect abuse, or trauma.

The Art of Kid Whispering: Reaching the Inside Kid

Needs and Principle Based



Trust between a child and adult...

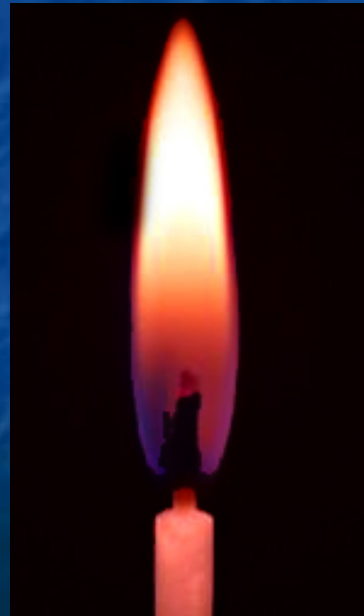
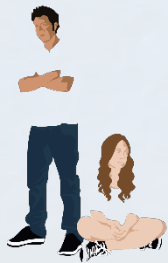
Life is to be lived now...

Time is an ally...

Intelligence can be taught...



“We must learn the gentle Art of
Connecting to kids and building
on their Strengths”



Developmental Assets

Support

Empowerment

Boundaries & Expectations

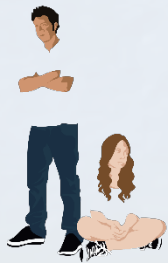
Constructive Use of Time

Commitment to Learning

Positive Values

Social Competencies

Positive Identity





The State of Assets Among U.S. Youth

THE BOTTOM LINE: On average, youth, grades 6 to 12, surveyed in the United States in 2010 experienced 19 of the 40 Developmental Assets.*

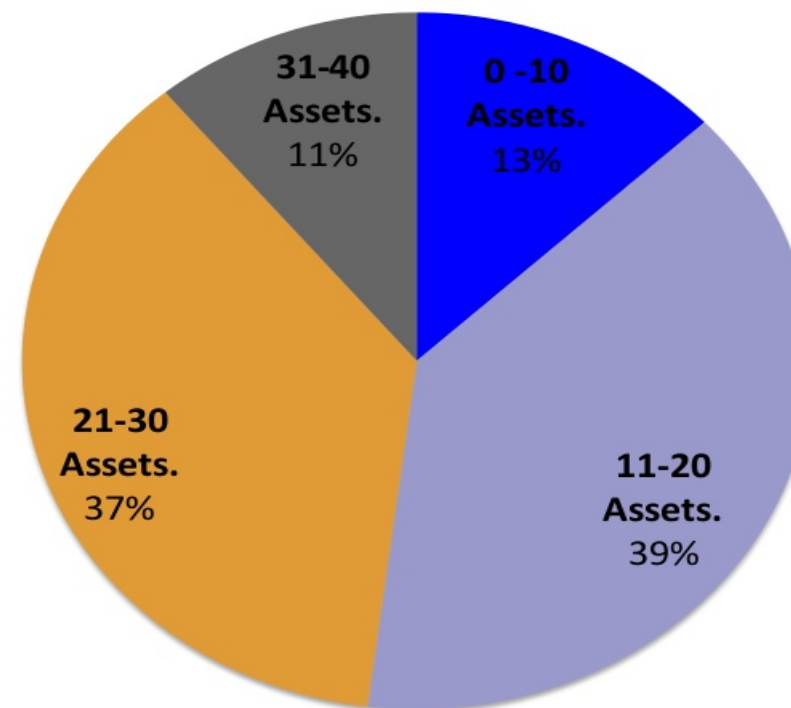
Only 11% of youth experience at least 31 of the 40 assets—a level that suggests they are thriving.

SOURCE: Surveys of 89,000 U. S. youth, grades 6 to 12, in 2010. See [A Fragile Foundation: The State of Developmental Assets Among American Youth](#)

SURVEY: [Profiles of Student Life: Attitudes and Behaviors](#)



Youth Experiencing Each Level of Development Assets



* Developmental Assets are supports, strengths, and non-cognitive skills they experience in themselves, their families, their schools, and their communities.

Copyright © 2013 Search Institute®, Minneapolis , MN ; www.search-institute.org. All rights reserved.



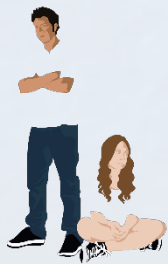
Assets and Youth Persistence

THE BOTTOM LINE: The more Developmental Assets youth report, the more likely they are to be persistent in the face of challenges and adversity.

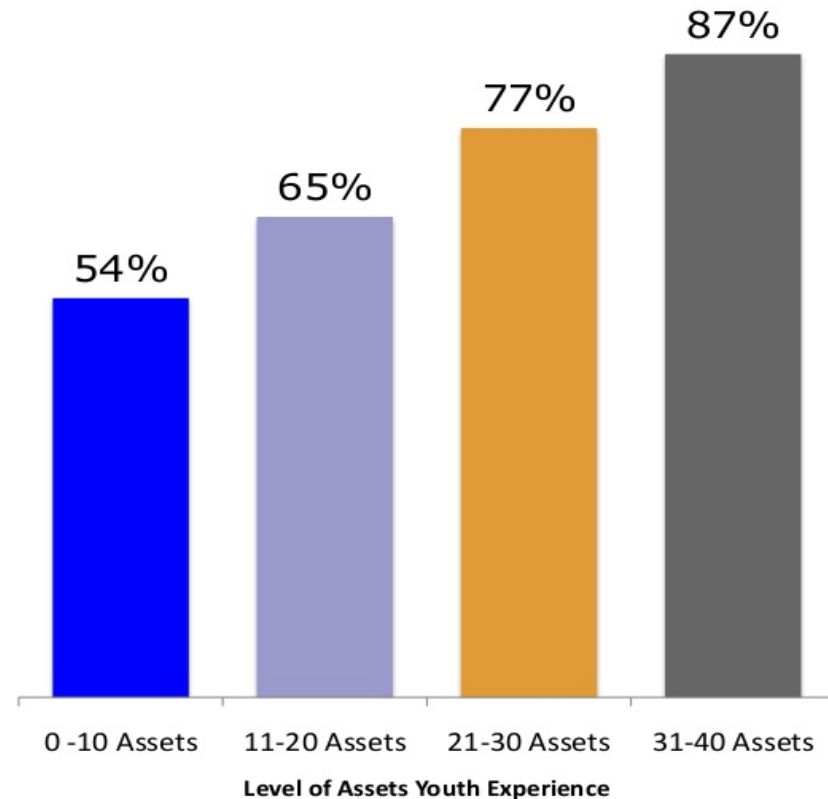
DEFINITION: Youth who report that they do not give up when things get difficult.

SOURCE: Surveys of 89,000 U. S. youth, grades 6 to 12, in 2010. See [A Fragile Foundation: The State of Developmental Assets Among American Youth](#)

SURVEY: [Profiles of Student Life: Attitudes and Behaviors](#)



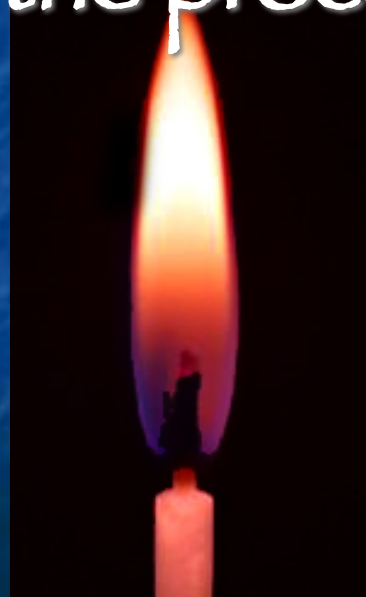
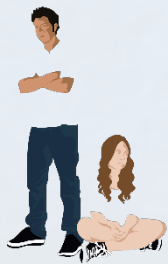
Percent of Youth Who Report that They Don't Give Up



* Developmental Assets are supports, strengths, and non-cognitive skills they experience in themselves, their families, their schools, and their communities.

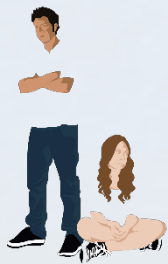
Copyright © 2013 Search Institute®, Minneapolis , MN ; www.search-institute.org. All rights reserved.

“Our challenge is to engage
kids productively and do so
without re-injuring them
in the process!!”

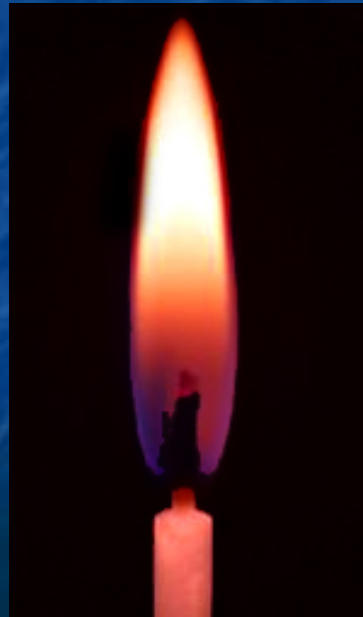
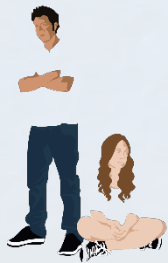


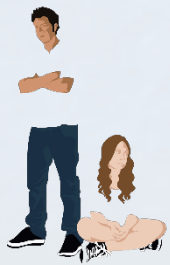
Healing Trauma

1. Create a Context of Safety
2. Express the Trauma Without Being Re-Traumatized
3. Healthy Experiences Repeated Frequently Over Time



“Not only must we challenge
kid’s pain-based responses, we
must manage ours!!”



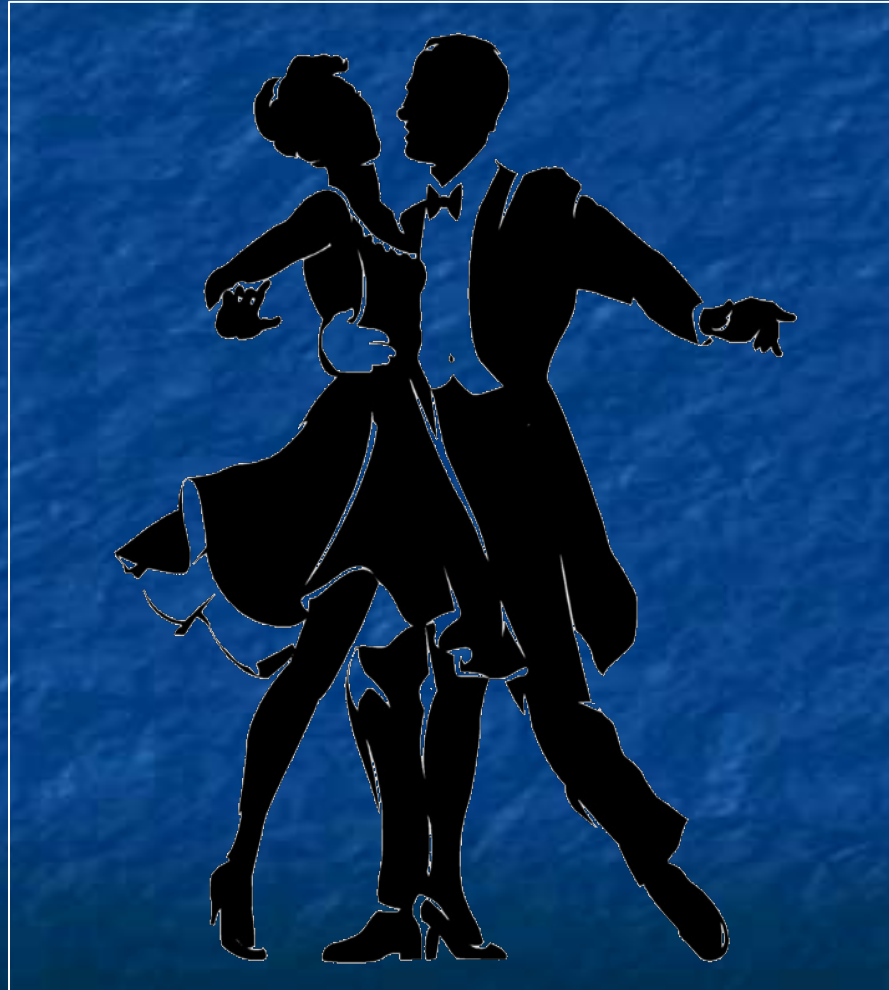


INTRODUCTION

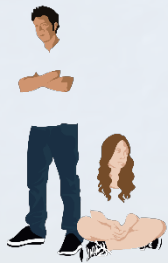


1
—
10
—
1

MASTER THE DANCE:



“see,
hear, &
feel the
beat”

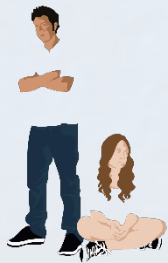


MASTER THE DANCE



“The reality of the other person is not in what he reveals to you but in what he cannot reveal to you. Therefore, if you would understand him, listen not to what he says but rather to what he does not say.”

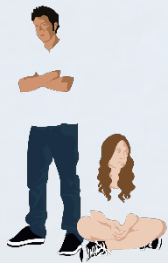
Kahlil Gibran



MASTER THE DANCE:

The Reachable Moment

- Recognize
- Respond



Problem Solving

“The way one defines a problem determines in large measure the strategies that can be used to solve it.”

Nicholas Hobbs

A girl named Lisa

- Her story, as told by others...
- Lisa's story included much more.

Hitting the Right Chord



Bids

- Small bits of outreach toward a connection. Invitational.
- Can be natural or strategic.
- They can be accepted, unacknowledged, or rejected.

Creating Pathways to Connecting

- Reachable Moments
- “Wait, who are you?”

Internal Signals

- Cues for when to practice self-regulation strategies and skills.
- No one can do it alone.

CATCHING THE REACHABLE MOMENT

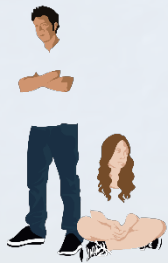
“Letting Silence Happen”



CATCHING THE REACHABLE MOMENT



“Teachable Moment”



WHERE TRAUMA ENDS, SHAME BEGINS

SHAME BINDING



COSTUMES



“Traumatized children often act as though there is no past and no future, just the present. And, the present becomes a repetition of what children could not change, often the script traumatized children came to believe about themselves” p.267.

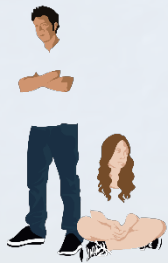
Richard Kagan,
*Rebuilding attachments with traumatized
children: Healing from losses, violence,
abuse, and neglect*



COSTUMES



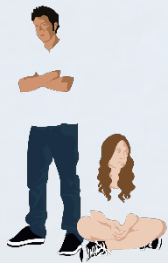
Designing
for a
Purpose



COSTUMES



- 2 Basic Categories:
- Externalizin
 - Internalizing



We are not the survival of the fittest:
we are the survival of the nurtured
and 'those who are nurtured best survive best.'

Louis Cozolino

Lisa's Self-Image

- Doesn't like:
 - Feeling out of control
 - The things she does
 - Others to see her like that
- Thinks she's mentally ill

“I don’t want to be like my mother.”

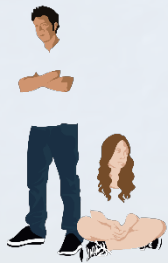
“You know, crazy.”



COSTUMES

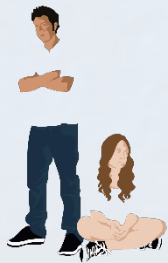


“Iyeska”



Three A's of Social Reinforcement

- Attention
- Acknowledgement
- Affirmation



Strengths

- Music: creativity and rhythmicity are assets
- Patterned, rhythmic, repetitive actions...
Henry Maier, Bruce Perry

Using Music to Help Regulate

- Tying in the interest and rhythmic strength of music
- Creating a strategy
- Getting staff support
- Practice

That Very Night

- Disruptions outside the group home.
- Stress among the residents.
- Recognizing the signals.
- Using her new regulation strategy.

An Unhappy Ending

A request to use the
self-regulation strategy denied.

Reaction, damage, threats.

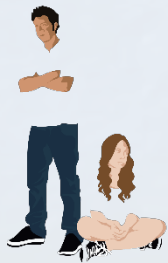
Ejection from the program.

THE INSIDE KID HAS INSIDE NEEDS

“Tipping Points
for
Change”



COMPASSION



THE INSIDE KID HAS INSIDE NEEDS

“Tipping Points
for
Change”



COMPASSION

INFLUENCE



THE INSIDE KID HAS INSIDE NEEDS

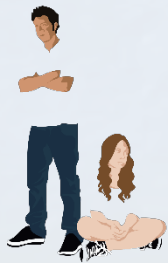
“Tipping Points
for
Change”



COMPASSION

INFLUENCE

PLAYFULNESS



THE INSIDE KID HAS INSIDE NEEDS

“Tipping Points
for
Change”

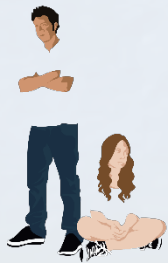


COMPASSION

INFLUENCE

PLAYFULNESS

CONTEXT



THE INSIDE KID HAS INSIDE NEEDS

“Tipping Points
for
Change”

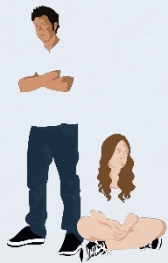


COMPASSION

INFLUENCE

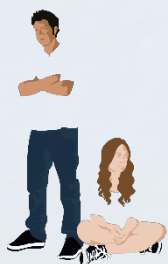
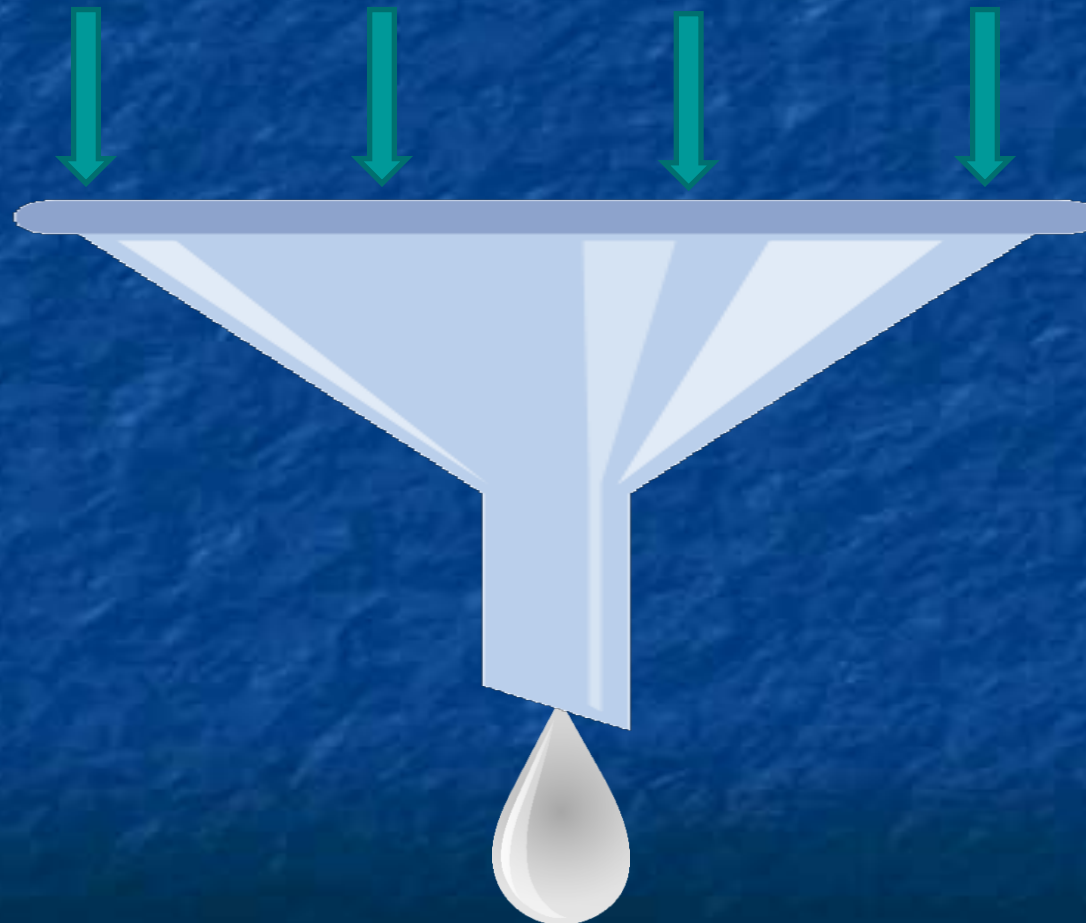
PLAYFULNESS

CONTEXT



KID WHISPERING SKILLS: CHAPTER

9 Engaging Clarifying Deciphering Responding



Website: GrowingEdgeTraining.com
Sign up for Thriving Journal, a free resource.

The Thriving Journal tab provides access to all
of the articles published to-date.

Please check out our Facebook page:
Growing Edge Training, LLC

Email: freado@growingedgetraining.com
Mobile: 614-783-6314

Twitter: [@markfreado](https://twitter.com/markfreado)

