

Reclaiming Youth at Risk: Futures of Promise by Brendtro, Brokenleg and Van Bockern
Answer Response page – **PLEASE SUBMIT THIS PAGE TO YOUR INSTRUCTOR**

Name _____ Date _____

Directions: Determine what statements are false or contrary to the author’s perspective shared in the Introduction and each chapter of the book Reclaiming Youth at Risk: Futures of Promises

Introduction

Indicate the one false or contrary statement here _____

Chapter 1: Enduring Truths

Indicate the five false or contrary statements here _____

Chapter 2: Circle of Courage

Indicate the five false or contrary statements here _____

Chapter 3 Seeds of Discouragement

Indicate the five false or contrary statements here _____

Chapter 4 Bonds of Trust: Strengthening Attachment

Indicate the five false or contrary statements here _____

Chapter 5 Brain-Friendly Learning: Strengthening Achievement

Indicate the five false or contrary statements here _____

Chapter 6 Pathways to Responsibility: Strengthening Autonomy

Indicate the five false or contrary statements here _____

Chapter 7 Lives with Purpose: Strengthening Autonomy

Indicate the five false or contrary statements here _____

Chapter 8 From Surviving to Thriving

Indicate the five false or contrary statements here _____

STATEMENTS FOR EACH CHAPTER ARE LISTED ON THE FOLLOWING PAGES.

Reclaiming Youth at Risk: Future Promises by Brendtro, Brokenleg and Van Bockern

Directions: Determine what statements are false or contrary to the author's perspective shared in the Introduction and each chapter of the book Reclaiming Youth at Risk: Future Promises

Introduction

There is only one false or contrary statement among the five. Indicate the number here _____.

1. The reclaiming model is a synergy of Indigenous wisdom, perspectives of youth work pioneers, and leading-edge research on resilience, neuroscience, and positive youth development.
2. Slavson believed a child's most basic needs were to trust and be trusted.
3. The common use of at-risk youth implies it is a problem with the child's environment; this book focuses the problem on the child.
4. All humans are at risk.
5. When the Circle of Courage is complete, humans live in harmony and balance. When the circle is broken, discouragement ensues, with youth being particularly at risk of becoming lost.

Chapter 1: Enduring Truths

Indicate the five false or contrary statements here _____

1. Evidence-based interventions often have statistical significance yet are insignificant in the real world of practice; consequently, the authors argue that it is more important to identify evidence-based principles.
2. Simple "truths" are based on gut feelings and personal bias.
3. Consilience links findings from different fields to discover simpler universal principles.
4. There are three essential sources of truth—(1) textbooks,(2) teachers and (3) science—which form the evidence base for this book.
5. Cultural values determine how society rears and educates children.
6. Biosocial values are the brain-based motivations.
7. Developmental needs of children are not universal since these needs aren't tied to the human genome.
8. Those cultures which attend to all basic needs produce healthier and happier children.
9. A source of knowledge comes from life experience and practice.
10. Client expertise recognizes that those we serve are the ultimate, experts on their lives; parents are lifespan experts on their children.
11. Western parenting and education are often tied to obedience models of discipline.
12. A more informed understanding of science is that humans have always been applied scientists, searching to make sense of their world.
13. The original research on the Circle of Courage principles largely drew from accounts of childrearing and education in western culture.
14. Enduring truth statements that express our shared human needs include: I am loved, I can succeed, I control my life, I have a purpose for my life.
15. Li and Julian describe developmental relationships as the active ingredient in the success of all interventions with youth at risk.
16. Most efforts to improve schools and youth programs target inactive ingredients such as incentives and high-stakes testing.
17. Reinforcement, competition, and behavior control create, positive lasting results in children.
18. The values of the Circle of Courage are connected to the findings of other researchers and educational theorists.
19. Approach is tied to surviving and seeking safety; avoidance is tied to thriving and seeking adventure.
20. Attachment, Achievement, Autonomy, and Altruism are inherently rewarding.

Chapter 2: Circle of Courage.

Contrary statements here _____

1. Traditional Native American approaches to childrearing challenge both European assumptions of childrearing and the narrow perspectives of many psychological theories.
2. Noted persons (i.e., psychologists) were strongly influenced by their studies of the indigenous cultures. For example, Erik Erikson studied Sioux (Lakota) childrearing on the Pine Ridge Indian Reservation in South Dakota, and later with the Yurok tribe on the Pacific Coast of northern California.
3. Native philosophies represent what is perhaps the most effective holistic system of positive youth development ever envisioned. These approaches emerged from cultures where children were viewed as property.
4. The number four has sacred meaning to Native people who see the person as standing in a circle surrounded by the four directions.
5. Menninger contends that many children pursue artificial belongings.
6. The ultimate test was blood, not behavior.
7. Tribes invented relationships for persons who were left out so that everyone would feel included in a circle of relatives.
8. Belonging to a cross-generational extended family is the normal kinship pattern of Indigenous peoples.
9. The nuclear family of Western society is an oddity in the long history of human civilization.
10. The family, school, faith organization, and community all have the potential to help fill the emptiness of not belonging.
11. Robert White refers to this need to master as competence motivation.
12. Mastery is the drive to strengthen one's knowledge, skill, or talent.
13. Intelligence is fixed and has little to do with a person's ability to respond successfully to challenges and learn from experience.
14. Although Native education encourages play, it balances this with an emphasis on work as well.
15. Traditional Native culture placed a high value on respecting individual autonomy and decision making.
16. The dominant cultural lens of individualism leads to the misperception that the goal of independence is self-sufficiency.
17. Independence is best understood as self-sufficiency; exercising our personal power to focus on self.
18. Self-control is the first step to independence.
19. Self-confidence is a sense of personal power—belief in the ability to influence others and shape one's destiny.
20. Shared responsibility involves limits on one's power—respecting the rights and autonomy of others.
21. For classroom teachers, independence comes with the gradual release of responsibility to students.
22. Native childrearing follows the principle of guidance without interference.
23. The goal of external discipline is to build internal discipline. This view is grounded in a respect for the right of all persons to control their own destiny.
24. Native elders believed that if children are to be taught responsibility, they must approach children with maturity and dignity.
25. In place of rewards and punishments were modeling, group influence, discussion, and positive expectations.
26. Autonomy means self-governing in contrast to being controlled by others in research on self-determination (Richard Ryan and Edward Deci).
27. True independence depends on self-control, self-confidence, and shared responsibility.
28. Discipline never really succeeds if it does not recognize the universal need of all persons to be free, to be in control of themselves, and to be able to influence others.
29. Power assertion causes children to perceive moral standards as externally imposed.
30. Generosity is a cultural principle only; it is not mapped in our genes.
31. Only by being of value to others can humans derive the full satisfaction of a meaningful and purposeful life.
32. A recurrent message shared in indigenous cultures was that the highest virtue was to be generous and unselfish.
33. Native culture and authentic democracy share the fundamental tenet of concern for the welfare of all others in the community.
34. Children show problems when needs are unmet, or they may compensate by meeting needs in distorted ways.
35. It is important to read beneath the "outside kid" behaviors to understand the private logic and goals of the person.
36. A central tenet of research on resilience and positive youth development is that problem behavior results from unmet needs.

Chapter 3 Seeds of Discouragement

Indicate the five false or contrary statements here _____

1. When children disturb or disrupt us, we label them as disturbed or disruptive.
2. The better question to ask when we see a child who is misbehaving is "What has happened to you?"
3. Modern culture is matched to how humans are biologically designed to live.
4. Children and adolescents who experience repeated stress without relational support display a host of emotional, behavioral, and learning problems.
5. When children show serious behavior problems, this is usually a symptom of dis-ease in their environments.
6. A strength-based philosophy shifts the focus from labeling liabilities to building assets.
7. If you feel safe and loved, your brain becomes specialized in exploration, play, and cooperation.
8. If you are frightened and unwanted, the brain specializes in managing feelings of fear and abandonment.
9. The decline of extended families and intimate neighborhoods leaves an isolated nuclear family.
10. While the family is crucial in socializing children, Indigenous cultures are not limited to biological parents
11. While trained therapists make important contributions, everyday supportive relationships are the most potent way to heal trauma.
12. Students at greatest risk of dropping out are those not connected with any teacher.
13. Even when families lack stability, the most formidable influence on the development of children continues to be parents.
14. Research shows that parents lodge responsibility first with the school, second with the child, and third with themselves. In contrast, school personnel blame problems first on the home, then on the child, and last on the school.
15. Most of our everyday responses to others are not a result of formal training but rather folk psychology also known as commonsense psychology
16. If someone causes us distress, we are primed to label the person in negative terms and to see problems as intentional.
17. The fundamental attribution error is that we use a double standard in judging others and ourselves.
18. Most react to the behavior of the inside child rather than responding to the needs of the outside child.
19. When we feel angry or threatened, our brains unconsciously switch into fight-or-flight mode.
20. Abraham Maslow describes how we interpret the problem behavior based on our own generalized optimism or pessimism, and assuming the best is a dominant tendency.
21. Many behavioral instruments and checklists list problems but ignore potentials.
22. Obedience training makes children machines in the hands of others.
23. While we should richly nourish needs, to cater to every whim is a blueprint for creating a young tyrant.
24. The failure to set limits erodes self-worth because children are unsure of what behaviors will gain approval.
25. Sometimes what looks like permissiveness is best described as parental neglect which fuels feelings of worthlessness.
26. Programs to prevent school bullying have only been marginally successful because they often fail to instill values of respect.
27. Whether in family, school, or community, children need adults who provide both love and limits—setting behavior standards and meeting developmental needs
28. Young people cannot develop a sense of their own value unless they are told they have value.
29. Social capital is built on relationships
30. It is in our brain-based nature to value companionship, concern for others, and acting in groups.
31. Our education and youth development should focus on strengthening these most essential human abilities—empathy, creativity, social sensitivity, storytelling, humor, and relationships.
32. A nation's gap between the richest and poorest is the most powerful measure of health in a society.
33. When the privileged hoard resources, empathy for those in need erodes and the anger of those less fortunate erupts.
34. Trust in the community is directly related to hard statistics on health, life expectancy, education, mental health, and crime.
35. Those who feel the most powerless develop distorted ways of thinking, which psychologists label as internal locus of control.
36. A growing body of research shows that a climate of trust is a crucial factor in how well schools meet the needs of students.

Chapter 4 Bonds of Trust: Strengthening Attachment

Indicate the five false or contrary statements here _____

1. According to Urie Bronfenbrenner, every child needs at least one adult who is irrationally crazy about him or her.
2. Unsatisfied wants may cause temporary distress, but frustrated needs inflict destructive consequences.
3. Practice-based research shows that effective teachers are those who can develop both trust and talent in previously disengaged students.
4. Relational trust separated failing from flourishing schools.
5. Attachment theory, pioneered by John Bowlby and Mary Ainsworth provides a conceptual framework for human development.
6. Attraction is innate.
7. Children of neglectful or abusive parents learn they cannot rely on adults to meet their needs for attachment. They have secure attachments and are torn between the desire for close contact with the adult and contrary feelings of anger or anxiety.
8. What people once called "attention-seeking behavior" is better understood as attachment behavior.
9. Research confirms that in order to be loved, we must first behave.
10. It is easy to build positive bonds with children and youth who distrust adults; often students who need us the most search us out.
11. A challenge for the helper is to avoid being drawn into tit-for-tat hostility and spot the unmet need beneath the behavior.
12. Relationship science shows that humans make frequent bids for connection.
13. Even when an adult makes a good-faith, positive bid to connect, a distrustful youth is likely to ignore or misinterpret the gesture.
14. Many factors affect the ability to bid, including extroverted or shy temperament. But like any other skill, children can learn to connect.
15. Human relationships heal troubled and traumatized lives.
16. Teachers with divergent instructional styles can be successful if they develop a positive classroom climate.
17. Behavior management systems backfire if authority figures cannot build respectful relationships.
18. Crisis events provide unique opportunities for teaching and relationship building.
19. Building relationships can be a long and slow process but connections happen in the moment.
20. Throughout human evolution, survival demanded the ability to make rapid gut-level decisions about whether a person is friend or foe.
21. The brain is designed to spot danger or safety using the amygdala, named for the Greek word for almond which it resembles.
22. The amygdala reads facial expression, tone of voice, and eye contact to make instant judgments of safety or threat.
23. Success in counseling and therapy is based more on technique rather than on the existence of a helping alliance.
24. Youth who become resilient and surmount unbelievable hardships are usually those who have had little to no positive adult models.
25. Children wary of adults are in an approach-avoidance conflict; they both crave and fear attachment.
26. Trust develops in stages of casing, limit testing, and predictability.
27. We trust when cumulative experiences prove that this adult is worth the risk.
28. Persons who have experienced rejection and social exclusion are hyperalert to any communication that conveys disrespect.
29. alienated from adults and peers.

Chapter 5 Brain-Friendly Learning: Strengthening Achievement

Indicate the five false or contrary statements here _____

1. The developing human brain is designed to mature slowly, downloading a culture over a period of two decades.
2. The desire to master can be seen in all cultures from childhood onward.
3. The child who succeeds gains a strong feeling of pleasure, which fuels future motivation; repeated failure curtails the natural desire to achieve.
4. Failure can provide feedback about what does not work and motivation for future success.
5. Neuroplasticity can be for better or for worse
6. Adolescence is a remarkable period of neuroplasticity as brains are much more reactive to external forces.
7. There is nothing deficient about teen brains.
8. Over the 20th century, courts became more punitive, and large numbers of youth were incarcerated with some sentenced to life without parole.
9. The science of epigenetics shows that nature changes genes.
10. Beginning in the fetal stage, signals from the environment can turn genes on or off.
11. Manageable levels of stress can have a steeling effect, preparing us to cope with future difficulties.
12. Adverse childhood experiences, which are traumatic events, such as abuse or neglect, show causative connections with physical and mental health problems throughout a person's life.
13. Epigenetic changes abound during the fetal stage, when an average of 250,000 new neurons are created each minute throughout pregnancy.
14. Although environment can trigger negative epigenetic changes, new experiences can not reverse them.
15. Some epigenetic effects persist for up to three or four generations and explains the cross-generational effects of cultural trauma.
16. Some children are genetically more vulnerable to epigenetic influences. Those with timid temperaments are highly reactive to maltreatment, while those with bold temperaments are less reactive.
17. In order to thrive, children must balance safety with adventure.
18. Safety is in the eye of the beholder as only individuals can determine felt safety.
19. The need for safety motivates much of human behavior.
20. Many "safe-school" practices, such as zero tolerance and heavy police presence, do nothing to foster feelings of safety.
21. The proliferation of children labeled with attention deficit disorders might better be conceptualized as interest deficit disorders in the curriculum.
22. \Two of the top three sources of stress for children are school related, including grades and homework, family stress, and peer relationships.
23. The goal of attachment-based teaching is for each child to move from feeling vulnerable, frightened, and unimportant to feeling protected, cared for, and valued.
24. When anxious and insecure, children cannot self-regulate and need help calming the fight-or-flight survival brain.
25. John Dewey's premise is that the most powerful learning is experiential.
26. Experiential activities are essential to engage disinterested students and provide learning that transfers to real-life settings.
27. The Zeiganik Effect explains how we keep wrestling with unresolved situations even during sleep and dreams.
28. Testing that provides feedback (not just grading performance) is a powerful memory builder.
29. Egoistic motivation: I want to be better than others.
30. Although competition may be a motivator, it can also undermine creativity and problem-solving ability.
31. Task motivation: I want to do my best. The focus is on learning rather than being preoccupied with the need to impress others.
32. Being engaged in a challenging task is called flow as the brain is on a roll
33. Persons who gain high levels of expertise in any area have developed brain circuits that are hundreds of times more efficient than those of a novice.
34. Growth mindset: This mindset considers intelligence an inherited trait that a person either has or doesn't have.
35. One can build a growth mindset by teaching students that talent is developed, not controlled by genes.
36. It is not gadgets and games that rewire the brain for learning but life experiences.
37. The brain has made use of conversation and oral stories as primary formats for learning.
38. In contrast to lecture and recitation, conversation and dialogue are the primary currency of exchange in Western schools.
39. With no close adult relationship, less than half of students succeed in school, but just one close bond raises the success rate to 60 percent.

Chapter 6 Pathways to Responsibility: Strengthening Autonomy

Indicate the five false or contrary statements here _____

1. Autonomy is defined as the need to assert personal power and resist coercion.
2. Genuine autonomy means acting with self-control while still being interdependent with others.
3. When their autonomy is blocked some children are compliant, others feel unfairly treated and strongly resist control.
4. Infants are totally dependent and must learn to cope by increasingly managing internal emotions and impulses as well as external challenges and threats.
5. Self-control is learned as a caregiver meets an infant's needs and calms distress.
6. Mirror neurons enable the child to match the adult's emotional state.
7. After thousands of stress reducing interactions, the child loses the capacity to self-calm.
8. Children or teens, in a process called co-manipulation, use others to help them calm themselves.
9. Albert Bandura coined the term self-efficacy as the power within, the sense of being in charge of one's destiny.
10. The opposite of self-efficacy is learned helplessness, which leads to feelings of defeat and depression.
11. Powerlessness also profoundly affects levels of stress chemicals in the brain and body.
12. Youth stripped of power may react with opposition (oppositional behavior, helplessness) or rebellion (rule breaking, joining an antisocial group).
13. Stanley Coopersmith is known for his classic study, *The Antecedents of Self Esteem*.
14. Daily life experiences are teachable moments to develop responsibility and self-discipline.
15. Effective education and youth work require a balance of freedom and responsibility.
16. Baumrind identifies three main parenting styles: permissive, authoritarian, authoritative.
17. Even in the same family, children with different temperaments may need more controlling or nurturing styles.
18. Chinese parents tend to be more strict than other North American parents, and their authoritative parenting produces better social and school performance in their children.
19. The desire for greater autonomy is a core characteristic of child and adolescent development.
20. Research shows that students who perceive their classrooms as encouraging autonomy become more engaged in learning.
21. Authoritarian control becomes self-perpetuating: the more one controls, the more one needs to control.
22. A common misunderstanding in discussions about autonomy is the notion one is advocating complete freedom. Young people need clear and consistent expectations in order to successfully navigate life's challenges.
23. Natural consequences are powerful when available. But if not, then as Rudolf Dreikurs suggests, consequences should at least be logical.
24. Restorative justice requires administering punishment without repairing harm.
25. Children can never be effectively socialized if the balance of interventions are more punitive than positive.
26. Punishment should come from caring adults who use it occasionally and judiciously.
27. Punishment has a destructive effect if a child perceives it as rejection from adults who should provide love and security.
28. A person who puts off responsibility can be countered by an adult or peer who reverses responsibility with the goal to communicate a belief in the young person's ability to take charge of his or her life.
29. Dealing with an angry person makes us depressed, and dealing with someone who is depressed makes us feel angry.
30. Coercive interventions heighten physical, emotional, and social stress.
31. Avoiding an escalating conflict involves controlling inner emotions and external challenges.
32. The brain's natural helping process follows three steps of connect, clarify, and restore.
33. The only way to solve problems is to go solo.
34. The brain is designed to make sense of life events.
35. Beyond fear and rage, mammals have emotional brain circuits for social bonding, exploring, play, and caring.
36. In CLEAR problem solving, we get the timeline of an event in a natural conversation, and we can use that timeline to assess how a person copes with challenge.
37. The ABC timeline, stands for Antecedents, Behavior, and Consequence.

Chapter 7 Lives with Purpose: Strengthening Autonomy

Indicate the five false or contrary statements here _____

1. For 99 percent of human evolution, people lived in hunter-gatherer groups. Thus, our genetic code equips us to thrive in cultures of cooperation.
2. The phrase survival of the fittest was coined by philosopher Herbert Spencer not Charles Darwin.
3. Charles Darwin believed that compassion was the strongest instinct in humans.
4. In the first book on adolescence published in 1904, G. Stanley Hall describes adolescence as a second birth, marked by a rise of moral idealism.
5. To the socio-biologist, helping behavior may result from an instinctual drive to protect related members of one's species.
6. Many psychological theorists suggest that selfishness lurks beneath seemingly selfless acts of generosity.
7. Empathy involves both the emotional and logical brain.
8. From age 10, children have the capacity for emotional empathy.
9. By school age, children gain the ability to understand what others may be thinking. This mindreading ability is called theory of mind.
10. At the bottom of the moral ladder is respect; the highest level of moral development is power.
11. The purpose for a curriculum for caring is not to learn about caring; instead, it asks youth to spend time caring for others.
12. Kurt Hahn noted that there were three ways to motivate service, namely, persuasion, compulsion, and attraction.
13. Research documents many positive results of volunteer service including increased responsibility, moral development, and commitment to democratic values.
14. Young people can only develop a sense of self-worth by contributing to others.
15. A central goal of peer-helping programs is to teach caring values and behavior to young people who have otherwise distinguished themselves by self-centered, antisocial lifestyles.
16. Many of the difficulties of youth are related to the fact that they are highly spirited and adventurous.
17. Most evidence-based interventions ignore the power of relational child and youth care.
18. Control of behavior is still the dominant mindset in education and youth work.
19. Three current approaches to manage behavior have vied for superiority: zero tolerance, positive behavior support (PBS), and social-emotional learning (SEL).
20. Positive behavior support, which some refer to as positive behavioral interventions and support (PBIS), has roots in behaviorism.
21. PBS emphasizes punishment over positive rewards.
22. Where PBS is largely adult-directed, SEL seeks to build self-discipline as students engage in prosocial behavior under their own volition.
23. Both PBS and SEL promote positive behavior and avoid exclusionary punishment, but they differ in philosophy and strategies.
24. Reclaiming strategies are designed to address both relational and behavioral management goals.
25. PBS and SEL as part of formal instruction has met resistance since adding emotional and behavioral lessons to the crowded curriculum can compete with academic goals.
26. From a reclaiming perspective the most promising approaches are not pedagogical but build a positive climate.
27. Neuroscience shows that the brain itself has evolved to operate best in caring communities.
28. The first tier in RTI is preventative in nature and involves ensuring all students meet essential standards based on biosocial needs and Circle of Courage values.
29. Tier 3 (intervention and extension) focuses on those students who require additional time and relational support to address behavioral issues or reach Tier 1 academic standards.
30. Successful interventions with youth should be viewed through the lens of positive relational support as opposed to positive behavior support.
31. Iatrogenic means the treatment makes the problem better.
32. A central thesis of peer helping is the belief that even troubled individuals have strengths and potentials.
33. There is a growing body of evidence that programs of peer involvement not only neutralize anti-authority behavior, but also create positive learning climates that foster social and academic development.

Chapter 8 From Surviving to Thriving

Indicate the five false or contrary statements here _____

Interview with Werner

1. Emmy Werner chronicled the lives of children at risk born in 1955 on the Hawaiian Island of Kauai.
2. Werner's studies spanned one decade and formed the foundations of the field of resilience science.
3. Resilience is a process that takes time.
4. The term *risk* began with the maritime insurance in nineteenth century England when ships were being insured. Risk was a characteristic of the environment, or the ship, or the captain, that might lead to the loss of the ship or the success of the transaction.
5. A risk factor, whether inside of you or outside, is a probability, not a certainty.
6. While risk factors can be attached to kids (alcoholism, poverty, not being able to graduate from high school, premature birth, and early turbulence in the family) Werner found these kids in school who have no behavior problems, no learning problems, they have friends, they seem cheerful, they seem to attract peers.
7. The term resilience has been grossly misused; we cannot label a person as resilient; it is a process.
8. Over time, young folks raised in adversity can adapt successfully to whatever demands are made of them.
9. Adversity by itself does not need to destroy you; in fact, it can strengthen you and especially help you give back to others.
10. There is a difference between responses that you learn to survive (duck when you hear a sudden noise) and your capability of managing your life over time.
11. Werner agreed that belonging is key in developing a resilience perspective.
12. Mastery was narrowly defined as academic.
13. Competence, broadly based rather than just academic, was an important motivator.
14. Independence was not "I am free to be my own person" but a sense of responsibility in partnership with others.
15. Generosity can be seen in some sort of shared sense of faith; that somehow what they were doing had some meaning.

Martin Brokenleg

16. Dante Cicchetti and Kristin Valentino define resilience as "the capacity for adapting successfully and functioning competently, despite experiencing chronic stress or adversity following exposure to prolonged or severe trauma."
17. Colonization is when the dominant culture sought to promote aboriginal ways.
18. Native people are overrepresented in juvenile justice and corrections.
19. The United States has been described as a melting pot—presumably we should all become more alike.
20. The United States has a philosophy rooted in multiculturalism—trying to maintain and respect differences in language, values, and traditions.
21. If one generation does not heal, then later generations inherit those problems; both a transmission of cultural information as well as an epigenetic process.
22. Colonized groups, Holocaust survivors, and peoples who historically endured totalitarian societies may show these intergenerational effects of trauma.
23. The truth is there is nothing wrong with Natives— we are normal people responding to an abnormal history.
24. Current approaches to trauma too often merely treat the symptom.
25. Children removed from their parents to be reared in boarding schools is a significant contributor to trauma.
26. In North America, the doctrine of manifest destiny held that the United States was destined by God to occupy Native lands.
27. Poverty hits Native people perhaps more than any other population, and poverty perpetuates trauma.
28. Lacking income to buy enough protein—peanut butter, meats, cheese, eggs—can impair a child's intelligence if the mother is malnourished during pregnancy.
29. Sometimes oppression is deliberate, but most is imbedded in the institution.
30. The Brazilian activist Paulo Freire declares that it is impossible for the oppressed to liberate the oppressor.
31. One will never understand Native people by ignoring the spiritual dimension.
32. Quite often, the youth gang becomes an artificial source of spirituality.
33. In Lakota culture, children are called Wakan, which literally means sacred.
34. One of the biggest threats among all youth is the absence of significant interpersonal relationships.