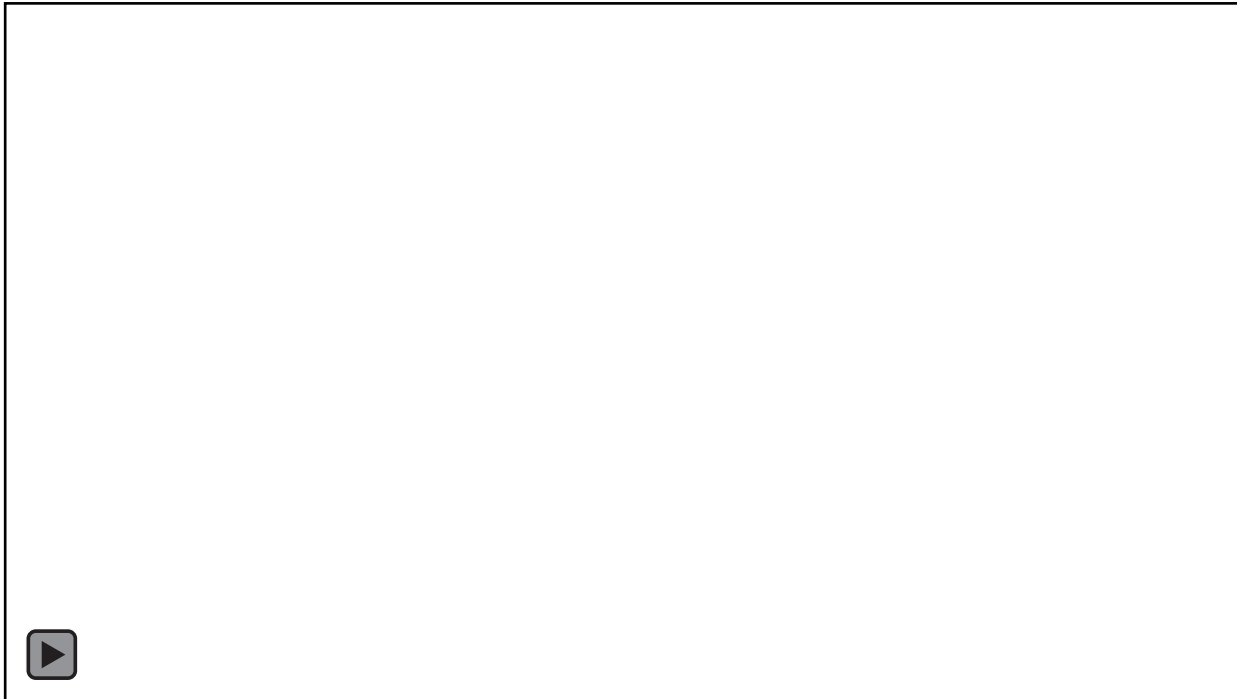


TRANSFORMING MINDS

**EMPOWERING STUDENTS &
FAMILIES:**

**NURTURING HEALTHIER
HUMANS FOR ENHANCED
LIFE OUTCOMES**



OUTCOMES

- Adults will:

- Analyze & Reflect on how their lived experiences have impacted how they show up in their lives for themselves and others, personally & professionally.
- Think & Identify one action step that you will commit to that will lead to continuing the reclaiming movement to improve life outcomes.

So those we serve:

- Can be empowered & nurtured resulting in improved life outcomes

INCLUSION ACTIVITY

MIX & MINGLE

Considerations:

- Think back over the last 24 hours. Think of 1-3 things that happened that you are grateful for. Jot them down or hold them close to your heart.
- When I say: “Mix & Mingle” Stand up and find someone not at your table.
- Pair up & introduce yourself if you haven’t met, then each person share at least one thing that they are grateful for. When each person has shared, thank each other and return to your seats. 4 mins



What's your

WHY?

When you know why you do
what you do, even the toughest
days become easier.

 Zane Baker

Jot down or hold it close to your heart .

Then, in table pairs, share with each other.
Partners, actively listen. Ask questions, make
connections.

I'll be asking two people, from each side of the
room to share out loud for our larger group.



Why am I here?



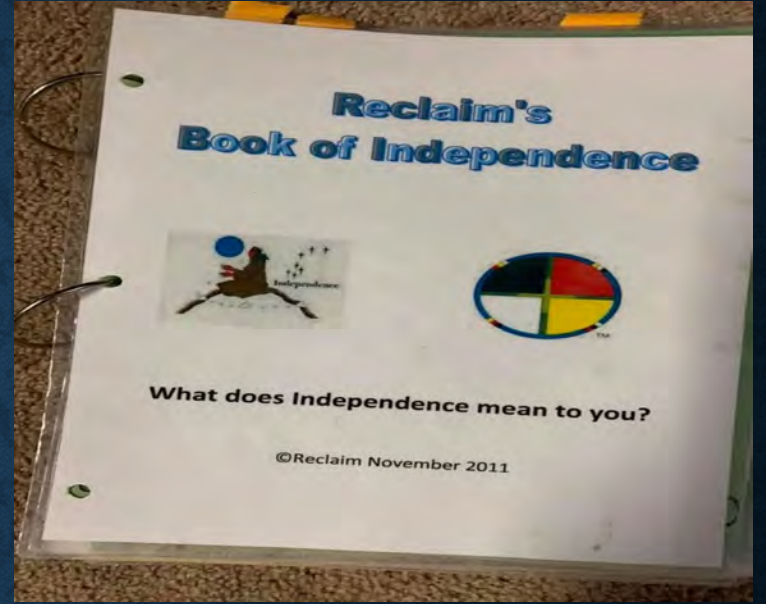
FIRST CLASS



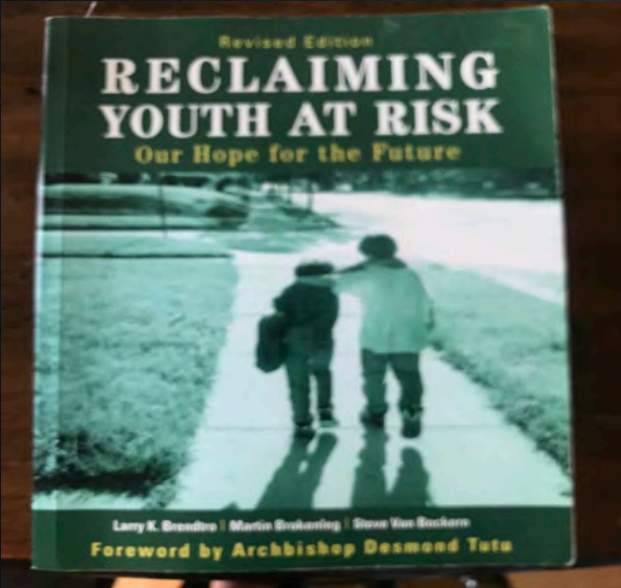
RECLAIM CIRCLE OF COURAGE 2013



Reclaimingyouthatrisk



RECLAIMING YOUTH AT RISK



“ Standing Bear observed that each child belonged both to a certain family and to the band; wherever it strayed, it was at home, FOR ALL CLAIMED RELATIONSHIP. “

(Brendtro, Brokenleg, Van Bockern, 1990, pg.46)

1st lesson: Self-Control and self-restraint in the presence of parents and other adults.

(Brendtro, Brokenleg, Van Bockern, 1990, pg.51)

“Instead, unacceptable behavior was met with explanations of how others would be hurt or disappointed by such actions...”

(Brendtro, Brokenleg, Van Bockern, 1990, pg. 54)

“...troubled young people increase their sense of self-worth as they become committed to the positive value of caring for others.”

(Brendtro, Brokenleg, Van Bockern, 1990, pg.59)

RECLAIM



Love you, love
UCK YOU BITCH
UCK MY DICK.
Love mis ~~is~~ Jones
Love my Dad
Dear Javon,



One Student





One Family

AN INVESTMENT



STRATEGIC PLANNING

01

Addressing
students' social
emotional mental
health well being

02

On going
professional
development for
all staff.

03

Positive
classroom
management
strategies.

AS RECLAIMERS, TRAUMA COACHES & LSCI TRAINERS



50% of coaching tickets:

Supporting the SEL needs of Adults & Students



PEOPLE DO BASED ON WHAT THEY KNOW.

When they know better, they do better.



“All professionals working with traumatized children can learn approaches and strategies to protect themselves from being emotionally overwhelmed by this work. In the end, the ability to help traumatized children depends upon ***our ability to stay emotionally healthy and motivated in difficult and often very frustrating situations.***”



https://ovc.ojp.gov/sites/g/files/xyckuh226/files/media/document/sts_impact_on_child_advocates-508.pdf

“... kids in pain, take their problems forward into **adulthood**. To survive, they need to develop resilience now.

(Brendtro, Larson, 2006 pg. 33)



We have a lot of hurting adults in a system whose purpose is to

“support **all students** with educational achievement, thereby preparing young people to be successful adults.”

We have adults with unmet needs.



“We’re living in the middle of some sort of vast, emotional, relational, and spiritual crisis. It is as if people across society have lost the ability to see and understand one another, thus producing a culture that can be brutalizing and isolating.”

Brooks, 2023 pg. 97



Childhood Abuse, Household Dysfunction, and Indicators of Impaired Adult Worker Performance

By Robert F Anda, MD, MS; Vladimir I Fleisher, MD, PhD; Vincent J Felitti, MD, FACP
Valerie J Edwards, PhD; Charles L Whitfield, MD
Shanta R Dube, MPH; David F Williamson, MS, PhD

Abstract

Objective: We examined the relation between eight types of adverse childhood experience (ACE) and three indicators of impaired worker performance (serious job problems, financial problems, and absenteeism).

Methods: We analyzed data collected for the Adverse Childhood Experiences Study from 9633 currently employed adult members of the Kaiser Foundation Health Plan in San Diego.

Results: Strong graded relations were found between the ACE Score (total number of ACE categories experienced) and each measure of impaired worker performance ($p < .001$). We found strong evidence that the relation between ACE Score and worker performance was me-

The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition.

—*Constitution of the World Health Organization*¹

Job performance can be affected by personal factors other than knowledge and skills. Indeed, the complexity and team interaction inherent in many current jobs have increased the importance of personal and interpersonal factors in the workplace. For this reason, modern employee assistance programs offer help for emotional, family, and marital problems as well as for substance abuse and financial

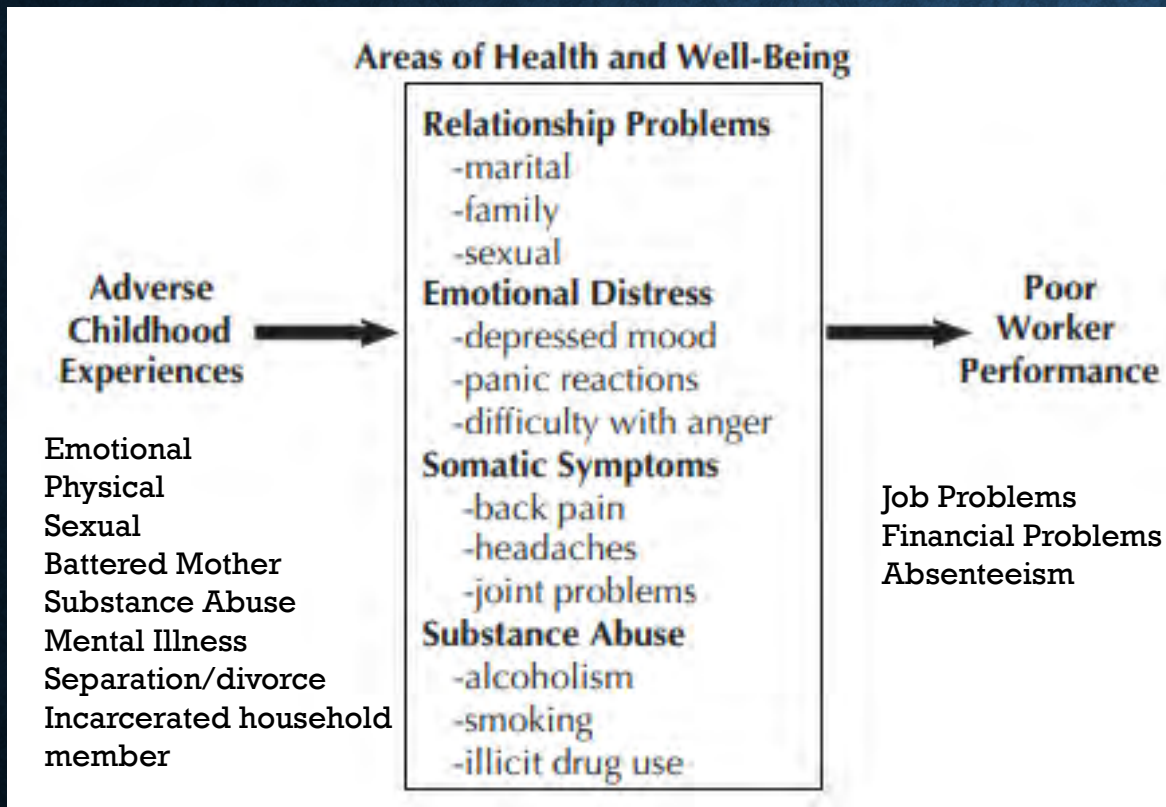
duced productivity, and medical expenses—are estimated to cost as much as \$44 billion per year;⁶ and chemical dependency is estimated to cost \$246 billion per year.⁷ These massive losses occur despite existence of workplace safety programs and the most expensive system of medical care in the world.⁸

In this article, we analyze the ways in which adverse childhood experiences affect several indicators of job performance during adult life. Specifically, we tested the hypothesis that childhood abuse and household dysfunction exert negative long-term effects on three broad-based indicators of worker performance: serious job problems, serious financial problems, and absenteeism. We then assessed how interpersonal relationship problems,

LEFT UNHEALED: INDICATORS OF IMPAIRED WORKER PERFORMANCE

Table 1. Questions and criteria used to identify Health Plan members with problems in any of four areas of health and well-being		
Problem type	Question	Criterion
Relationship problems		
Marital problems	"How many times have you been married?"	≥3 times
Family problems	"Are you currently having serious problems with your family?"	Yes
Sexual relationships	"Are you currently satisfied with your sex life?"	No
Emotional distress		
Depressed affect	"Are you currently having problems with depression or feeling 'down in the dumps?'"	Yes
Panic reaction	"In the past year, have you had special circumstances in which you found yourself panicked?"	Yes
Anger	"Have you had reason to fear your anger getting out of control?"	Yes
Somatic symptoms		
Back pain	"Have you had frequent back pain?"	Yes
Headaches	"Have you had frequent headaches?"	Yes
Joint pain	"Have you had pain or swelling in your joints?"	Yes
Substance abuse		
Alcoholism	"Have you ever considered yourself to be an alcoholic?"	Yes
Current Smoker	"Do you currently smoke cigarettes?"	Yes
Drug use	"Have you ever used street drugs?"	Yes

Anda, R. F., Fleisher, V. I., Felitti, V. J., Edwards, V. J., Whitfield, C. L., Dube, S. R., & Williamson, D. F. (2004). Childhood abuse, household dysfunction, and indicators of impaired adult worker performance. *The permanente journal*, 8(1), 30.



Back Pain: \$28 billion per year
 Depression & work-related outcomes: \$44 billion
 Chemical Dependency: \$246 billion

- ACE score of 4 or more = twice as likely to report each of the 3 indicators.

“Workers suffer when their health problems & health related social problems remain unresolved.”

Turn & talk at your tables, what connections are you making? This makes sense because...

Anda, R. F., Fleisher, V. I., Felitti, V. J., Edwards, V. J., Whitfield, C. L., Dube, S. R., & Williamson, D. F. (2004). Childhood abuse, household dysfunction, and indicators of impaired adult worker performance. *The permanent journal*, 8(1), 30.

“Because childhood abuse & household dysfunction are common and have long term effects that are highly disruptive to workers’ health and well-being, these ACEs merit serious attention from the business community, labor leaders, the everyday practitioners of medicine and government agencies.”

Anda, R. F., Fleisher, V. I., Felitti, V. J., Edwards, V. J., Whitfield, C. L., Dube, S. R., & Williamson, D. F. (2004). Childhood abuse, household dysfunction, and indicators of impaired adult worker performance. *The permanente journal*, 8(1), 30.

“WE ALL HAVE A RESPONSIBILITY...

To consider how we can improve the cultures in which we live, and how our behavior reflects and contributes to those cultures.”

(Brummer, 2021, pg. 11)

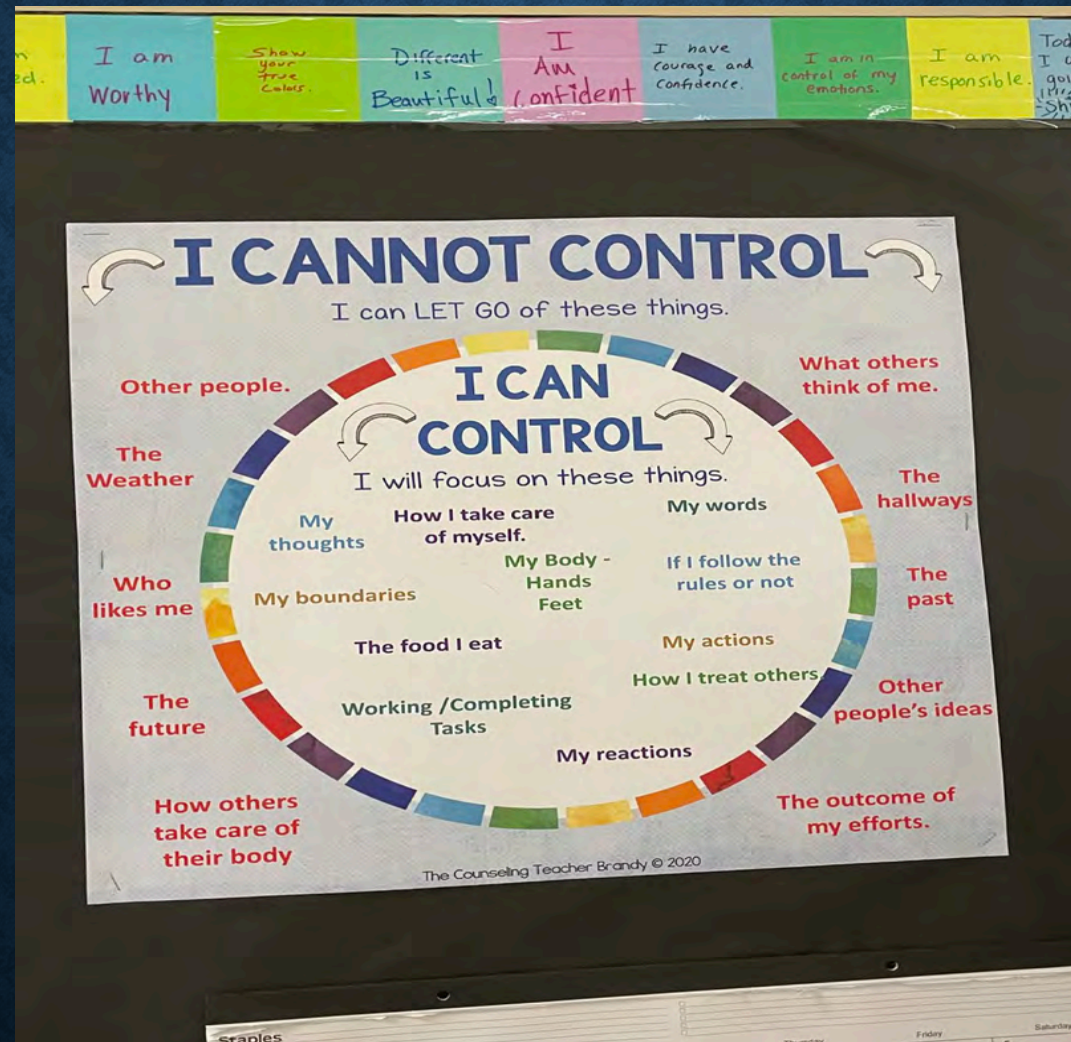
It's more than self care – exploring our inner landscape

“These professional struggles were amplified by personal loss, and as I insist [in this book], the personal can never be divorced from the professional. “We teach who we are” in times of darkness as well as light.”

Palmer, 2017 pg. xix



WHAT DO I/WE HAVE CONTROL OVER?



“Constrained by organizational assumptions, people with visions for change expend their energies trying to persuade the authorities to see things another way. If it works, it is a fine strategy.

But it often backfires: the authorities withhold their blessing, the visionaries feel betrayed, and an energy sink of resentment is all that remains. When organizations prove to be less interested in change than in preserving the prevailing order – which is, after all, their job – reformers are likely to jump ship and sink in a sea of despond if the organizational approach is the only way they know.”

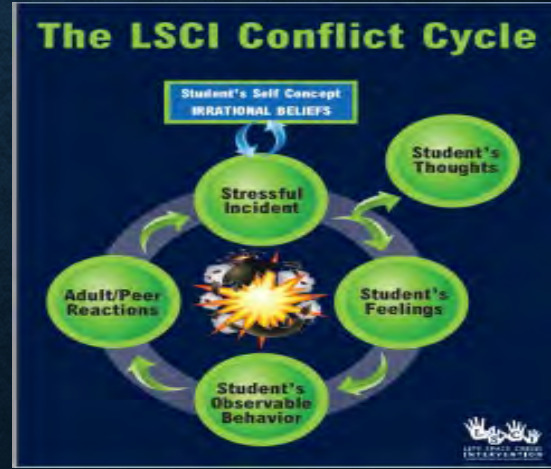
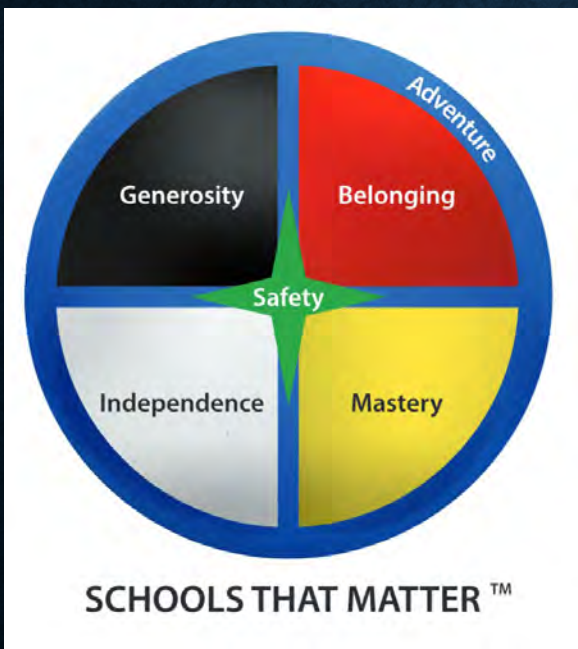
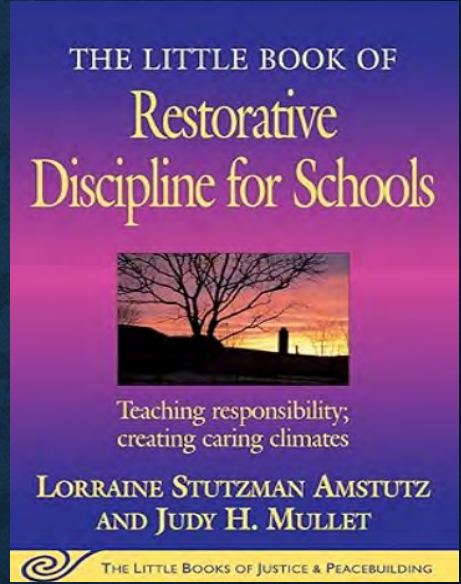
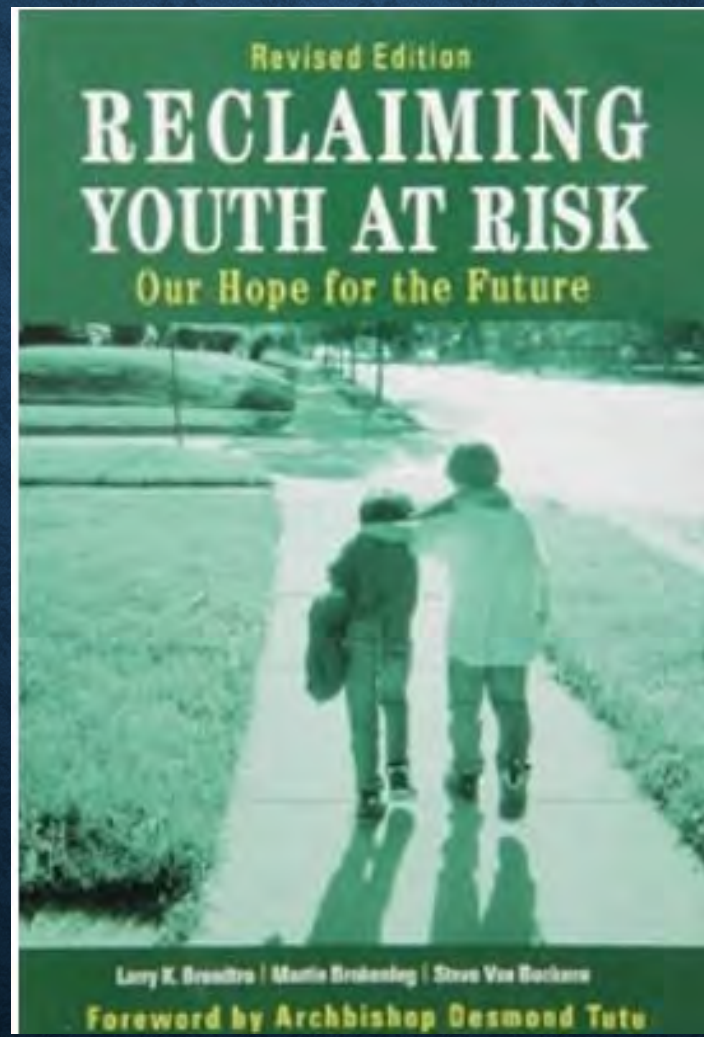
Palmer, 1998, pg 171

BUT THERE IS ANOTHER WAY...



“I begin to see that there is a “movement mentality,” in which resistance is received as the place where everything begins, not ends. In this mentality, not only does change happen in spite of institutional resistance, but resistance helps change happen.”

THE RECLAIMING MOVEMENT GETTING BACK TO OUR ROOTS



“The power of an authentic movement lies in the fact that it originates in naming and claiming one's identity and integrity – rather than accusing one's enemies of lacking the same.”

Palmer, 2007, pg. 174

“She decided that she must act instead on her heart’s
knowledge of her own humanity.”

Palmer, 2007, pg 174

We were no longer willing to sacrifice peace at any cost.





GETTING BACK TO WHAT IT MEANS TO BE A HUMAN

- The True Self in everyone is Good, Wise & Powerful.
- The World is Profoundly Interconnected.
- All Human Beings have a Deep Desire to be in a good Relationship.
- All Humans have Gifts & Everyone is Needed for what They Bring.
- Everything We Need to make Positive Changes is Already Here.
- Human Beings Are Holistic.
- We Need Practices to Build Habits of Living from the Core Self.

Boyes-Watson, C., & Pranis, Kay. (2015). *Circle Forward: Building a Restorative School Community*. St. Paul, MN: Living Justice Press

One's sense of separation
—that I'm separate from you
and the rest of the world, so
my well-being is separate
from yours—is the
fundamental delusion that
needs to be overcome.

• - David Loy



Paula Jones - <http://paulajonesart.com/>

Resilience Building

Cultures of Respect



“... that all human behavior is grounded in trying to meet basic universal human needs and is part of the foundation of how we interact and connect with others when trying to get those needs met.”

(Brummer, 2021, pg. 30)



Norms of Collaboration

Annotated

1. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

2. Paraphrasing

Using a paraphrase starter that is comfortable for you – “So...” or “As you are...” or “You’re thinking...” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3. Posing Questions

Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, “What might be some conjectures you are exploring?” Use focusing questions such as, “Which students, specifically?” or “What might be an example of that?” to increase the clarity and precision of group members’ thinking. Inquire into others’ ideas before advocating one’s own.

4. Putting Ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...” or “Another consideration might be...”.

5. Providing Data

Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

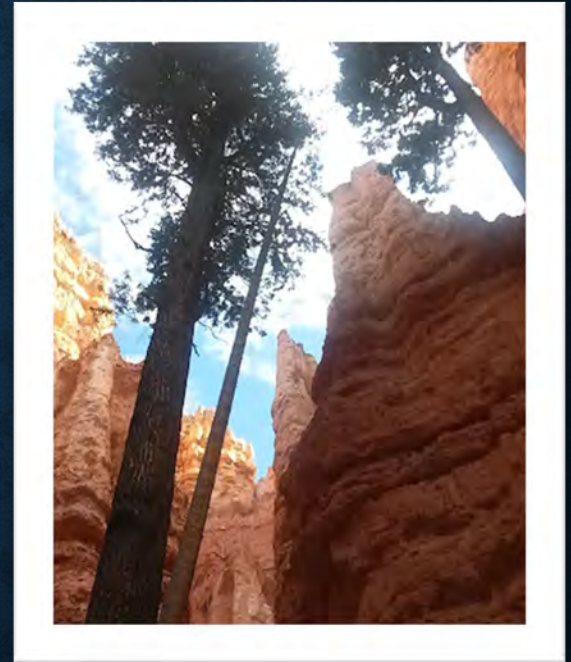
6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions

Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

- Encouraged multidisciplinary Team Meetings
- Supported LSCI Circle Ups/Reflections
- Advocated for AUP training within 1 month of hire on BOCES Circle of 6
- Advocated and lead Postventions after Crisis Situation (LSCI/restorative)
- Started/ended trainings in circle
- Requested meetings be done in circle
- Began offering LSCI regionally (soon Reclaiming Youth at Risk)



RESTORATIVE PRACTICES FOR EVERY DAY LIFE

The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. The nature of the process, not the outcome, makes a response restorative or not.

AIM OF RESTORATIVE PRACTICES



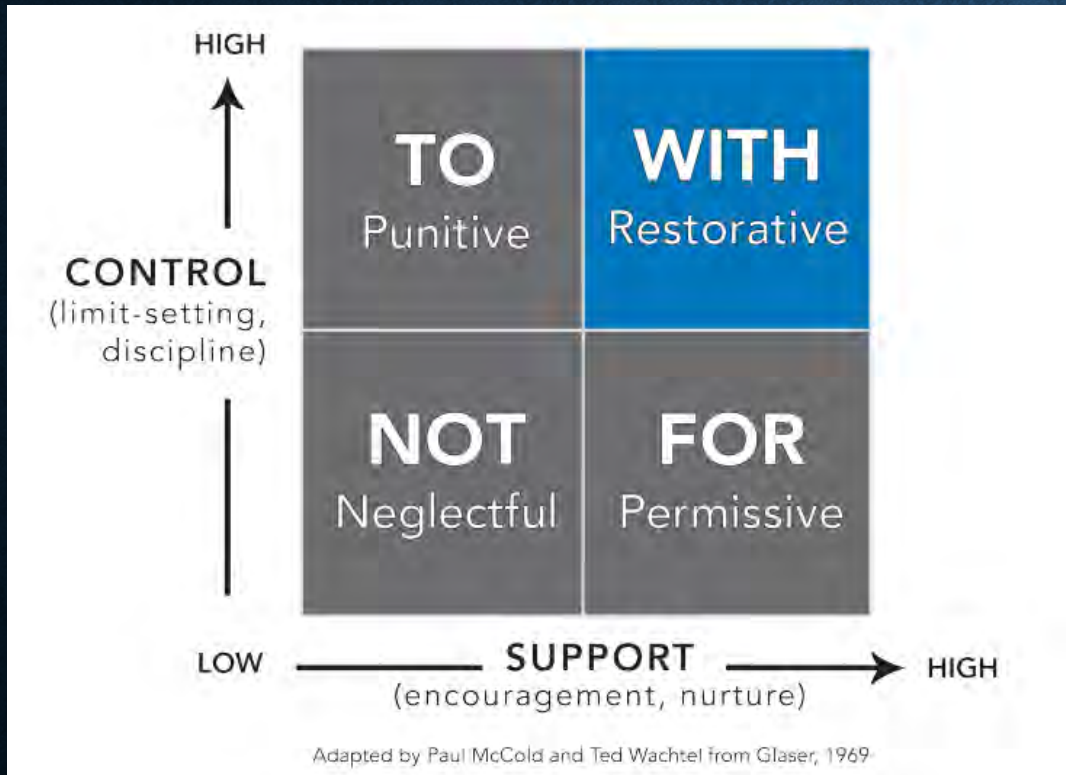
To develop community and to manage conflict and tensions by repairing harm and restoring relationships.

80% Proactive - developing community

20% Responsive - repairing harm & restoring relationships

100 % Restorative Practices

SOCIAL DISCIPLINE WINDOW



TO: Feeling ignored or not listened to, pressure to perform.

FOR: Feeling sympathy for people and wanting to make the pain go away, being under time constraints.

NOT: Feeling overwhelmed, uncertain, scared, tired, intimidated.

RESTORATIVE PRACTICES CONTINUUM

80% Proactive



20% Responsive



informal

formal

affective
statements

affective
questions

small impromptu
conversations

circle

formal
conference

AFFECTIVE STATEMENT

AFFECTIVE STATEMENTS: ACTIVITY 1

Complete the following statements:

- I feel glad when...
- I feel mad when...
- I feel sad when...
- I feel scared when...
- I feel...when...

THINK

Spend time thinking by yourself first.



PAIR

Talk with a partner or your table group and take turns sharing your ideas.



SHARE

Share your collaborative thoughts with the whole class.



AFFECTIVE QUESTIONS

- **Open-ended questions to help elicit emotion.**
- **Allow individuals space to explore issues in a non-threatening way.**
- **Address past, present, and future.**
- **Proactively used to explore positive changes in behavior.**
- **Responsively used to explore harm and how that harm impacts others.**

Small Impromptu Conversations

- Encourage people to communicate with each other empathetically while actively listening to one another.
- Facilitate opportunities to build relationships and increase social awareness.
- Proactively used in small group settings – academic or social.
- Responsively used to resolve lower-level incidents through modeling a healthy approach to conflict resolution.

CIRCLES



Postventions
Team Meetings
Trainings
Lessons
Suspension Reentry

COMMUNITY OF PRACTICE LSCI/RESTORATIVE PRACTICES

“The practice of a community is dynamic and involves learning on the part of everyone.”



<https://www.wenger-trayner.com/introduction-to-communities-of-practice/>

PEACEMAKING

TRUE PEACEMAKING DISRUPTS FALSE PEACE

“We want to move people from defensiveness, reactivity & fear to openness, empathy and vulnerability”

Scazzero, 2017 pg. 71



THE RECLAIMING YOUTH MOVEMENT

It goes on one at a time
It starts when you care
To act, it starts when you do
It again after they said no,
It starts when you say We
And know who you mean, and each
Day you mean one more.



Marge Piercy, "The Low Road"

Palmer, 2007, pg. 169.

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