



ATTENDEE WORKBOOK

Creating Relationships in the Workplace

John Hancock MLK Scholars
Supervisor Training



Participant Agenda

- Welcome and Introductions
- Thinking About Adolescence
- Understanding Stress and Trauma
- Trauma-Informed Practices
- Relationships Matter!

Participant Objectives

- Participants will understand how stress leads to trauma
- Participants will be able to identify what trauma responses look like
- Participants will be able to understand why relationships matter
- Participants will learn and practice trauma-informed conversations

About Mass Mentoring

Vision

MMP's vision is for young people to engage in the empowering youth-adult relationships that create more vibrant and resilient communities.

Relationships in Action: The Mass Mentoring Partnership Approach

Assess

We study and document the many ways in which mentors and adult role models can improve the lives of young people and we partner with organizations and communities at large to assess the needs of young people and our states' ability to meet those needs, when, and where, it matters the most.

Build

We offer training and technical assistance and knowledge sharing to develop and build the capacity of the youth serving organizations that foster positive relationships with adults. We also direct state and private resources toward individuals and organizations that are helping to meet unmet needs in the community.

Connect

We help organizations, schools, state agencies and business collaborate to foster adult role models and mentoring relationships throughout the State. Together, we are creating a powerful network that will bring more engaged adults into the lives of young people and create a prosperous future for everyone.

Advocate

Through our ever-growing network, we are making the case for the importance of positive relationships with adults in the lives of young people in Massachusetts, as well as the future of our community as a whole.

Program Services Team



Beth Fraster

VP & Chief Program Officer
bfraster@massmentors.org
 Twitter: @FrasterMMP



Janeen Smith

Senior Manager of
 Program Services
jsmith@massmentors.org
 Twitter: Njsmithie



Melany Mendoza

Manager of Targeted
 Communities
 Western MA
mmendoza@massmentors.org



Tom McGee

Manager, Highland Street
 AmeriCorps Ambassadors of
 Mentoring,
tmcgee@massmentors.org



Cameron Fear

Manager of Training and
 Technical Assistance
cfear@massmentors.org



Danielle Drummond

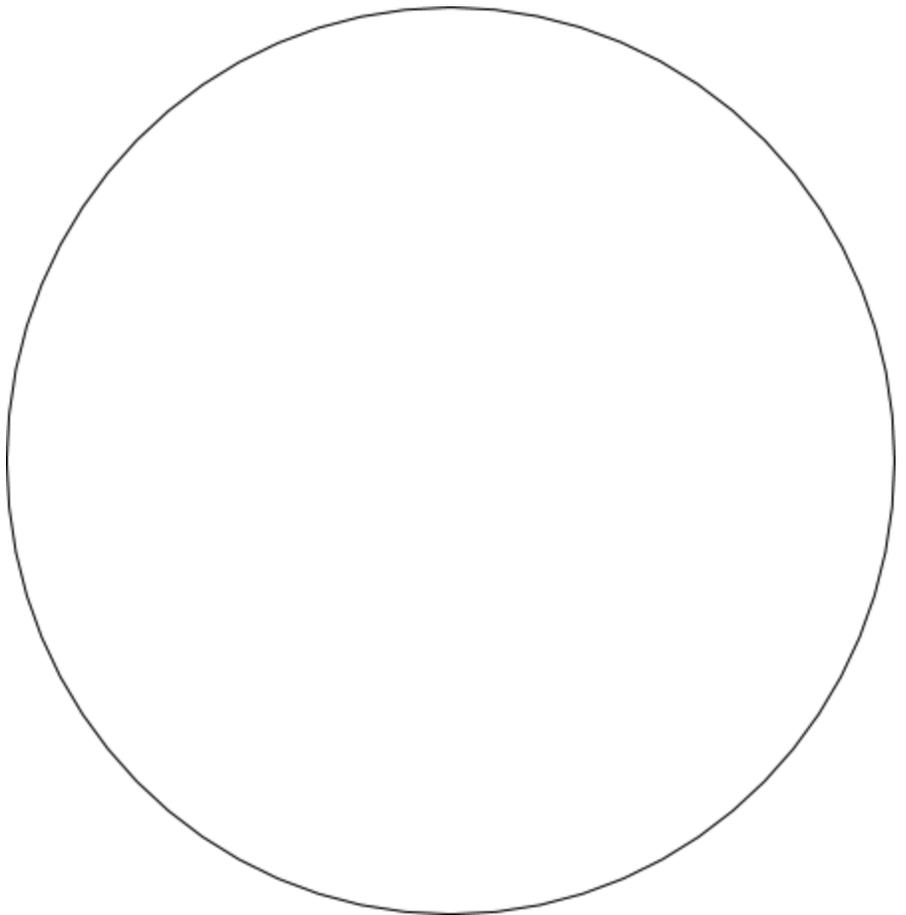
Manager of Community
 Engagement
ddrummond@massmentors.org

Getting to Know You

List all the groups you feel you belong to:

Top 5

- 1.
- 2.
- 3.
- 4.
- 5.



Warm Up Activity: Thinking Back

Where did you work?



What did you do?

How did you get the job?

What were some of the challenges and opportunities?

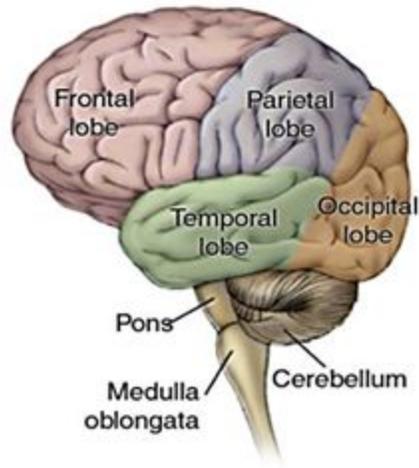
Adolescence: What's Going on with Youth?

Physical

Mental /Cognitive

Social

Adolescent Brain Development



“.....hard science demonstrates that teenagers and young adults are not fully mature in their judgment, problem-solving and decision-making capacities...”

According to the JJDPFA Fact Book/Adolescent Brain Development and Juvenile Justice Fact Sheet

Samuel's Decision

Samuel has a summer job he got through the city's youth employment program. His guidance counselor at school helped him to get the job. He is eager to make some money this summer. It will help him to buy the stuff he wants and also save some for college. It will be a big help to his family.

Samuel is a very social person and has a large group of friends that all live in his neighborhood.

Last night he was out with friends and they all were planning to hang out today – it was going to be a very good time. His friends were asking why he couldn't just take one day off to be with them. On his way to work his friend, Nelson, texted him to see when they could meet up. Nelson was already hanging with Krystal and they both wanted him to come. Soon thereafter he got another text from Krystal that said “so when are you going to be here?”

What does Samuel do???

Samuel

Getting to know the young man in your class

Samuel is 15 years old, and has been in foster care for a little under a year. He has gotten into trouble for not paying attention and joking around in class. This summer he received a position with the City Youth Works program and has a summer job at one of the parks in the city. Some days he has a difficult time getting to work and he often meets friends in the park to drink or smoke.

Nights are busy for Samuel. He loves being with friends even on the days he does make it to work he usually goes straight to a friend's house to hang out. At a party one night, Samuel saw a friend verbally abusing a girl. When his friend pushed the girl, Samuel beat up his friend. When his youth worker asked what had happened, Samuel said "I don't know, I just went into fight mode".

Additional Background – More about Samuel's Life

Samuel grew up watching his parent battle. One night, when Samuel was six, he awoke to his mother's screams and the sound of his father throwing furniture. Every time his mother screamed, he imagined her lying on the floor but was too afraid to get up from his bed. He lay trembling, feeling too weak and small to do anything.

During one fight, the neighbors called the police, but the officers, "didn't do anything to help her – they just left". Unable to convince his mother to leave his father, Samuel tries to divert his mother's attention by making jokes, and takes great joy when he can make her laugh.

A year ago, Samuel witnessed a drive-by shooting. He was standing right next to a friend who was shot. He still has nightmares about the shooting and wakes up with his heart pounding. Shortly after the shooting, Samuel tried to intervene in one of his parent's arguments and was severely beaten by his father. His father was arrested and Samuel was taken into care.

Samuel will not be allowed to return home until his father completes anger management and parenting classes but his father refuses to go. "It's my right to put my boy in his place", he said. Samuel's mother comes for supervised visits with Samuel since he was taken into care.

The Cell Phone

Ever since seeing his friend got shot, Samuel gets nervous around crowds. He doesn't like loud noises and startles easily.

One day at work, the door opened suddenly and another summer youth employee came into the office where Samuel was working. As he passed Samuel's desk, he abruptly reached into his pocket. Samuel instinctively ducked under his desk, knocking his work to the floor.

The other boy looked at him in confusion, holding the cell phone he had just pulled from his pocket. Everyone in the office laughed Samuel, including a girl who sits in front of him whom he really likes. Furious, Samuel jumped back up, grabbed the kid's phone, and threw it across the room.

Adated from NCTSN Child Welfare Trauma Toolkit: Facilitators Guide.



“Even when people score high on ACEs, it doesn’t mean this is determinate of their life course. What doesn’t get accounted for in the ACE score is the concept of resilience; building resilience is a solution to adverse childhood experiences.”

Jane Isaacs Lowe - Robert Wood Johnson Foundation

Backpack - RePack



TRAUMA INFORMED PRINCIPLES

Adapted from the American Psychological Association (2008); National Child Traumatic Stress Network (2012); National Center on Family Homelessness (2012); Hollywood Homeless Youth Partnership (2009) and the Substance Abuse and Mental Health Services Administration (N.D.)

PRINCIPLE	WHY?	WHAT COULD IT LOOK LIKE?
<p>Positive Relationships</p>	<ul style="list-style-type: none"> ● Children who have experienced trauma may have difficulty with forming healthy relationships ● Consistent, supportive adults can support healing and growth 	<ul style="list-style-type: none"> ● Staff are consistent, reliable, empathetic ● Opportunities to recognize children’s strengths ● Building trusting relationships with family
<p>Understanding Trauma & Its Impact</p>	<ul style="list-style-type: none"> ● Trauma is widespread and can influence our thoughts, feelings, and behaviors ● Understanding trauma and how it affects individuals and communities is the first step to putting knowledge into action 	<ul style="list-style-type: none"> ● Staff and management attend on-line or in-person trainings ● Trained staff and management share information on trauma with other staff, management and parents ● Considering role of trauma in individual interactions
<p>Culture of Self Care</p>	<ul style="list-style-type: none"> ● Working with traumatized children can cause secondary or vicarious trauma in providers ● Working with traumatized children can remind us of our own trauma ● Vicarious trauma harms staff and can limit effectiveness of programming ● Culture of self care in the work place helps to minimize secondary trauma 	<ul style="list-style-type: none"> ● Seeking out supervision when possible ● Practice mindfulness (checking in with own feelings, deep breathing, taking a break) ● Staff have self-care plans
<p>Promoting Safety</p>	<ul style="list-style-type: none"> ● Traumatized children often have experienced chaos and unpredictability. ● They may expect bad things will happen to them and that others cannot be trusted ● Trauma causes the brain to be overly sensitive to signals of danger. Reminders of trauma trigger automatic “survival brain” reactions. ● Creating safety—routines, rituals, consistency, predictability, minimizing trauma reminders--allows children to relax and shift their energy from survival to healthy learning/development 	<ul style="list-style-type: none"> ● Having predictable, structured activities ● Having secure entries, exits and restrooms ● Staff interactions are consistent, have clear expectations and boundaries

PRINCIPLE	WHY?	WHAT COULD IT LOOK LIKE?
<p>Voice & Choice</p>	<ul style="list-style-type: none"> ● Trauma often involves a loss of control and feelings of helplessness. ● Children may believe they are powerless or may constantly challenge limits and authority ● Creating a space for children to be heard and have a choice helps them regain a sense of control and feel empowered. 	<ul style="list-style-type: none"> ● Create opportunities for feedback and leadership ● For young children or with safety issues, giving limited choice may be more appropriate (choice between 2 set options)
<p>Access to Resources</p>	<ul style="list-style-type: none"> ● Children and families may have multiple, interrelated needs (physical, emotional, spiritual) that are beyond the resources of one organization ● Staff can work together with families and service providers to suggest options and support ongoing, “wrap-around” services 	<ul style="list-style-type: none"> ● Offering caregivers a “menu” of options so they can determine what works best for them ● Building relationships with service providers and making “warm referrals”
<p>Cultural Competence & Promotion of Equity</p>	<ul style="list-style-type: none"> ● Healing and healthy development is rooted in cultural identity, it is important to recognize resilience and foster cultural pride and community connectedness ● Programs are more effective when providers are knowledgeable of participants cultural background (beliefs, history, language, social customs) and their own assumptions/biases 	<ul style="list-style-type: none"> ● Activities that affirm positive cultural identity ● Staff education on participant cultural background and culturally-appropriate resources ● Materials in multiple languages
<p>Social-Emotional Learning & Positive Youth Development</p>	<ul style="list-style-type: none"> ● Traumatized children may have a hard time identifying how they feel and coping with their feelings in a positive way ● They may have difficulty forming healthy relationships (not trusting or too trusting) Adults can help children learn to identify their feelings and find healthier ways to manage them ● They can also help them understand social cues, set healthy boundaries, and communicate more effectively ● Recognizes young people’s strengths and assets with the understanding that trauma can prevent young people from recognizing their own strengths 	<ul style="list-style-type: none"> ● Help children learn to name how they’re feeling ● Help children use healthy coping skills for managing strong emotions ● Help children learn healthy ways to resolve conflict ● Model appropriate boundaries ● Providing opportunities for leadership ● Celebrating strengths and accomplishments



Trauma Informed Conversations

Why TIC?

When young people are re-engaged through positive and intensive conversations they can gain competencies in life skills and education that move them toward living out of harm's way toward independence.

Self-changing people follow a powerful, controllable and predictable change process.

Use of Self in TIC

The practice of RIC is “a way of being with, not dodoing for or doing to”. It is a partnership in growth and change, occurring most often in positive youth adult relationships, over a sustained period of time, through a series of ongoing **intentional conversations**, questions, and discussion about life and change for the better.

CONSIDER THAT THIS APPROACH MAY REQUIRE A SHIFT IN BELIEF SYSTEMS . . . a different way of thinking, feeling and doing.

The TIC approach is not nagging, threatening, guilt tripping, bribing, manipulating or begging, There might be times and situation when these work, or might be appropriate, these are not TIC.

ELEMENTS of TIC

- Use of open ended questions. Do not open with “Why” because it implies judgement
- Reflective listening and reflective responsive responses are core skills, creating experiences of deeper connection, understanding and empathy
- Self awareness and non-judgemental
- Autonomy and freedom of choice
- Collaboratively and friendly
- Reminders of consequences and outcomes

The most powerful change influences is young people's hope and belief that they can successfully change. We are helpers, partners and witnesses in this process.

Victor Jose Santanan & Lois Levinsky

Research Tell Us That

Relationships Matter!

Relationships matter much more than the amount of attention they receive in most schools, programs, families and communities.

“Whether the burdens come from the hardships of poverty, the challenges of parental substance abuse or serious mental illness, the stresses of war, the threats of recurrent violence or chronic neglect, or a combination of factors, the single most common finding is that children who end up doing well have had at least one stable and committed relationship with a supportive parent, caregiver, or other adult.”

National Scientific Council on the Developing Child

“In addition to the elements of traditional career development and workforce readiness – job skills, career management skills, and social and life skills . . . all four program place relationship –building at the forefront of their model.”

Jones, Flanagan, Zaff, McClay, Hynes and Cole 2017

Developmental relationships are close connections that powerfully and positively shape young people’s identities and help them develop thriving mindsets.”

Search Institute

The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people’s lives.

Elements	Actions	Definitions
<p>1. Express Care Show me that I matter to you.</p>	<ul style="list-style-type: none"> • Be dependable..... Be someone I can trust. • Listen..... Really pay attention when we are together. • Believe in me Make me feel known and valued. • Be warm..... Show me you enjoy being with me. • Encourage Praise me for my efforts and achievements. 	
<p>2. Challenge Growth Push me to keep getting better.</p>	<ul style="list-style-type: none"> • Expect my best Expect me to live up to my potential. • Stretch Push me to go further. • Hold me accountable ... Insist I take responsibility for my actions. • Reflect on failures Help me learn from mistakes and setbacks. 	
<p>3. Provide Support Help me complete tasks and achieve goals.</p>	<ul style="list-style-type: none"> • Navigate..... Guide me through hard situations and systems. • Empower Build my confidence to take charge of my life. • Advocate..... Stand up for me when I need it. • Set boundaries Put in place limits that keep me on track. 	
<p>4. Share Power Treat me with respect and give me a say.</p>	<ul style="list-style-type: none"> • Respect me Take me seriously and treat me fairly. • Include me Involve me in decisions that affect me. • Collaborate Work with me to solve problems and reach goals. • Let me lead Create opportunities for me to take action and lead. 	
<p>5. Expand Possibilities Connect me with people and places that broaden my world.</p>	<ul style="list-style-type: none"> • Inspire Inspire me to see possibilities for my future. • Broaden horizons Expose me to new ideas, experiences, and places. • Connect..... Introduce me to people who can help me grow. 	

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

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Express Care



Challenge Growth



Provide Support

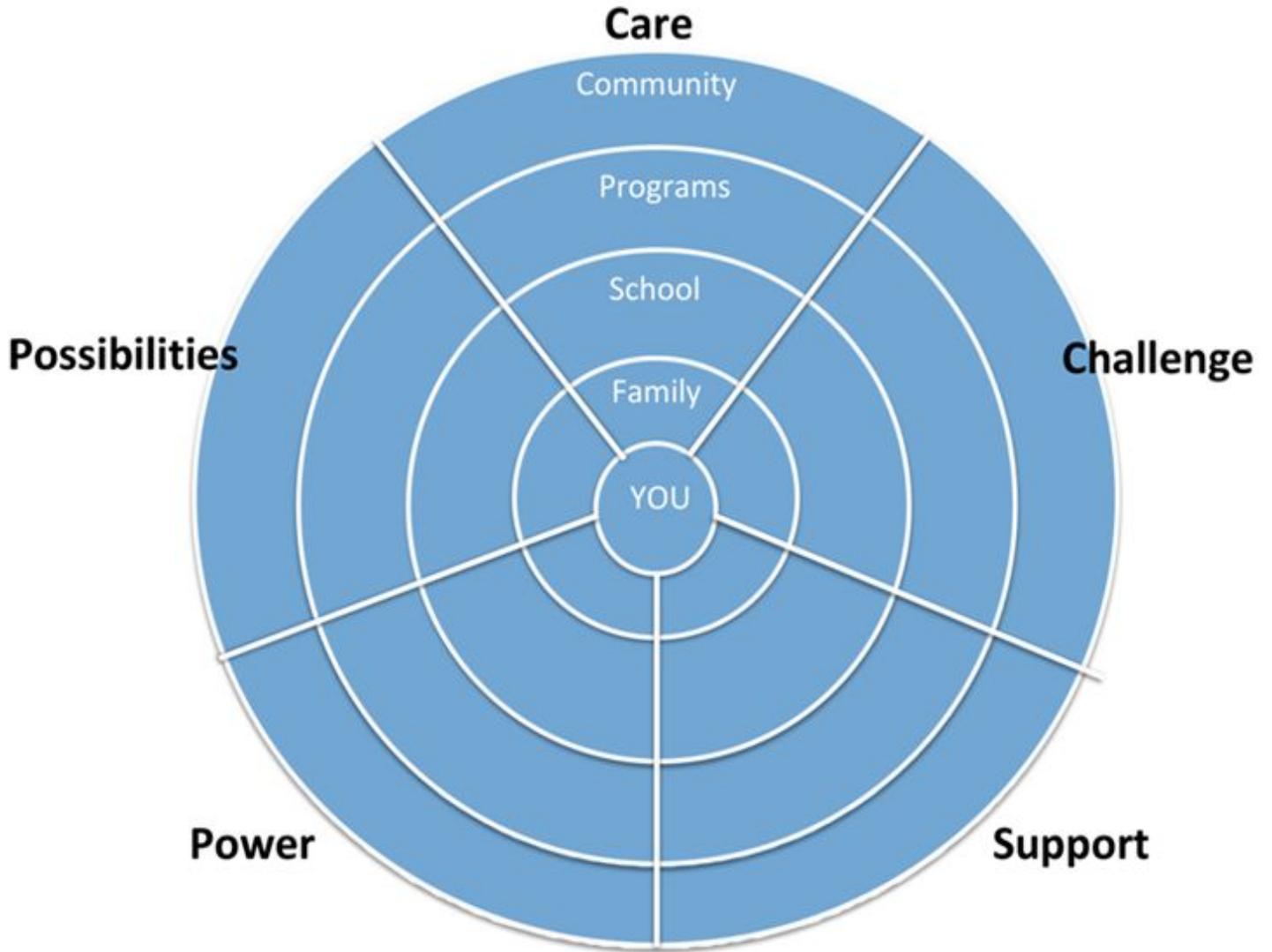


Share Power



Expand Possibilities

Developmental Relationship Framework



Action Steps

3 ways I will implement something I have learned into my practice

2 people who can support my efforts

1 way I will learn more

TIPPS - Trauma-Informed Self-Assessment Tool

This assessment tool is designed to help identify ways to make your program more trauma-informed.

Please rate the following items on a scale of 1 to 5 that reflects how much you agree or disagree with each statement about yourself or your program.

Strongly Disagree

1

Disagree

2

Unsure

3

Agree

4

Strongly Agree

5

Training and Supervision (training and supervision of staff)

- My program offers trainings on the impact of trauma on children, youth and families
- My program offers trainings on recognizing the impact of trauma exposure on staff (i.e. "secondary trauma")
- My program offers trainings on topics related to cultural competence (e.g. building knowledge of the backgrounds and identities of communities we serve, how to communicate and interact in affirming and respectful ways with families of diverse cultures, including identifying and addressing potential staff biases)
- We discuss issues related to trauma as a staff
- I go to my supervisor if I need help working with a participant who has experienced trauma
- I feel comfortable talking with my supervisor about secondary trauma
- Staff make referrals when a participant needs resources in addition to what we can provide
- My program partners with other agencies in order to support children, youth and families

Interactions (interactions between staff and youth in the program)

- Staff and youth do not use derogatory or violent language (e.g. "that's so gay")
- Staff and youth intervene when others use derogatory or violent language
- Instead of punishment, staff use accountability strategies designed to teach, change, or shape behavior
- Youth seek out positive interactions with staff
- Youth cooperate with each other
- Staff work to engage families and build relationships with them as equal partners where appropriate
- Staff are mindful of how their personal experiences and identities impact their interactions
- Staff work with children and families in ways that affirms their culture, language and identities
- Staff and youth use gender inclusive language
- Youth are encouraged to use critical thinking skills
- Children and youth are supported in identifying and managing strong emotions

Program activities (activities done with staff and youth)

- My program offers a range of activities for youth to choose from based on interest, ability, and comfort
- My program offers activities that foster social and emotional learning
- Activities in my program are consistent and predictable
- When possible, children, youth and families are provided notice when changes will be made
- Activities in my program are appropriate, responsive and affirming of cultural and linguistic diversity
- Activities in my program seek ways to include parents and caregivers when appropriate
- Activities in my program are respectful of personal space
- Youth can choose to sit out of an activity that could be triggering or make them feel uncomfortable

_____ My program aims to identify youth and family strengths and provide opportunities for leadership

Policies (general rules and guidelines)

_____ Staff are informed of our program's mandated reporting policy

_____ Staff are given clear expectations about when to involve parents/caregivers

_____ Youth and families are informed of the limits to their confidentiality

_____ My program has a consistent policy around responding to crisis

_____ Staff and youth are given clear expectations about how to handle conflict at the program

_____ Staff and youth are given clear expectations about appropriate behaviors and boundaries.

_____ Policies and/or protocols are clearly communicated to all participants and families in my program

_____ Youth and families are given opportunities to participate in the development of policies and guidelines

_____ Youth and families in my program are given opportunities to provide feedback on programming and policies

Safety (location, physical layout and visible materials)

_____ Staff are trained and able to support children and youth experiencing intense emotions

_____ Staff are trained and able to support parents/caregivers who may be experiencing intense emotions

_____ Staff are mindful of things that might remind children, youth and families of traumatic events or situations

_____ There are visible materials and resources for children, youth and families about

_____ mental health resources

_____ domestic violence and sexual violence services

_____ suicide prevention

_____ substance use and abuse programs

_____ LGBTQ/T programs

_____ homicide bereavement

_____ other supportive resources (housing, healthcare, legal resources, employment, etc.)

_____ opportunities for family and community connection (conversation groups, sports, arts/music, etc.)

_____ Visible materials and resources are culturally and linguistically relevant

_____ The program has a welcoming atmosphere to children, youth and families of all backgrounds (e.g. culture, religion, sexual orientation, gender identity, disabilities, etc.)

_____ Staff work to identify and address safety concerns as children, youth and families define it, recognizing that "safety" may be defined differently by each family

_____ There are first aid kits readily available for youth

_____ The program has secure doors on all bathroom stalls

_____ There are no private spaces where youth can go in secret

_____ The program has gender-inclusive bathrooms

****This form was developed by the Boston Area Rape Crisis Center and adapted by the Boston Public Health Commission's Division of Violence Prevention.**



