



HEALTHY NATIVE YOUTH

**WE WILL START AT 10:00 AM PST.
TALK SOON!**

Supporting Youth Experiencing Trauma in the
Classroom & Beyond



HEALTHY² NATIVE YOUTH

**SUPPORTING YOUTH EXPERIENCING TRAUMA IN THE
CLASSROOM & BEYOND**

GUEST SPEAKERS: LAURA GUAY, DR. ALICIA MOUSSEAU,
VERONICA WILLETO-DECRANE

March 11, 2020 from 10-11 am PST



Today's Agenda

- **Welcome & Welcome Back!** (3 minutes)
- **What is Trauma?** (10 minutes)
- **Prevention Strategies** (15 minutes)
- **Respond to Problem Behaviors** (30 minutes)
- **Closing** (2 minutes)

Welcome & Welcome Back!

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Use the Chat Box to tell us:

- Your Name & Role
- **Email Address**
- Have you received any Trauma-Informed training?

What is Trauma?

...with Laura Guay, MSW

National Native Children's Trauma Center

Email: laura.guay@mso.umt.edu

Phone: (406)-243-5195

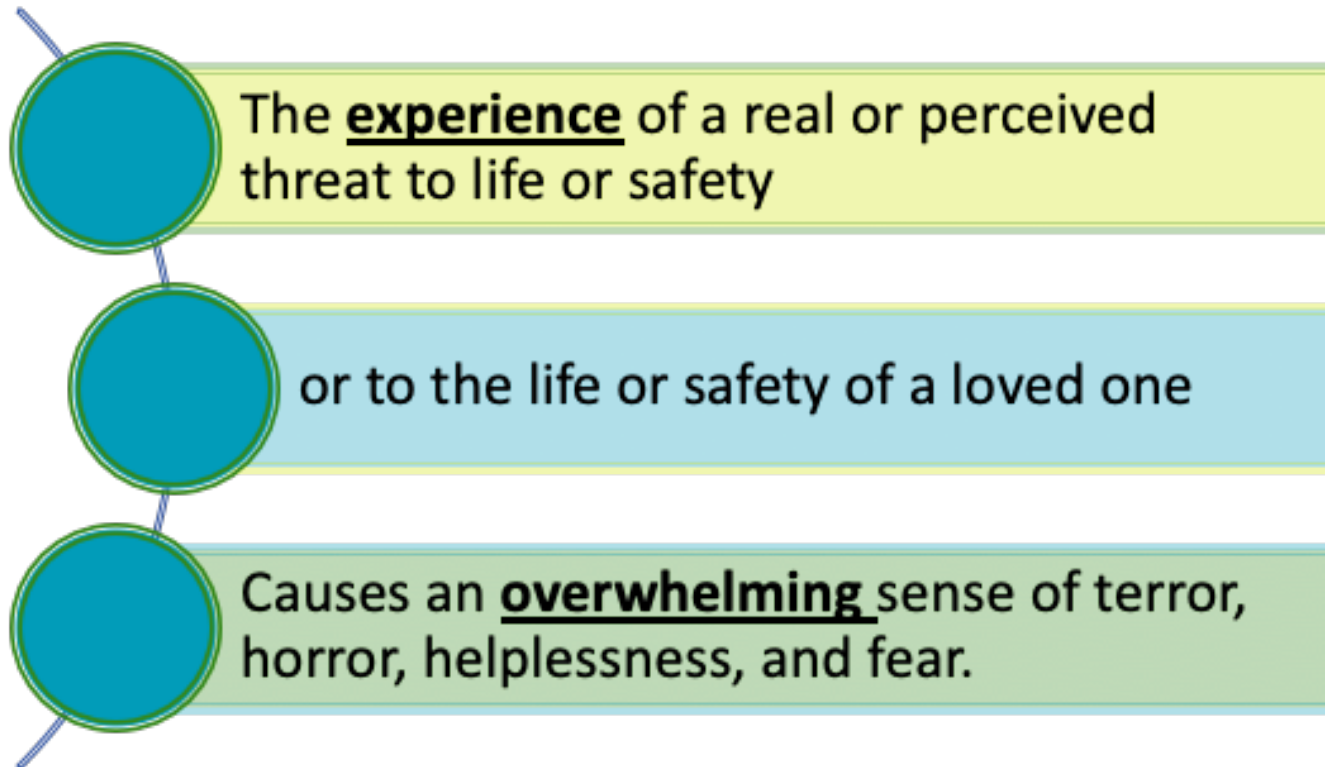
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Building a Trauma Lens

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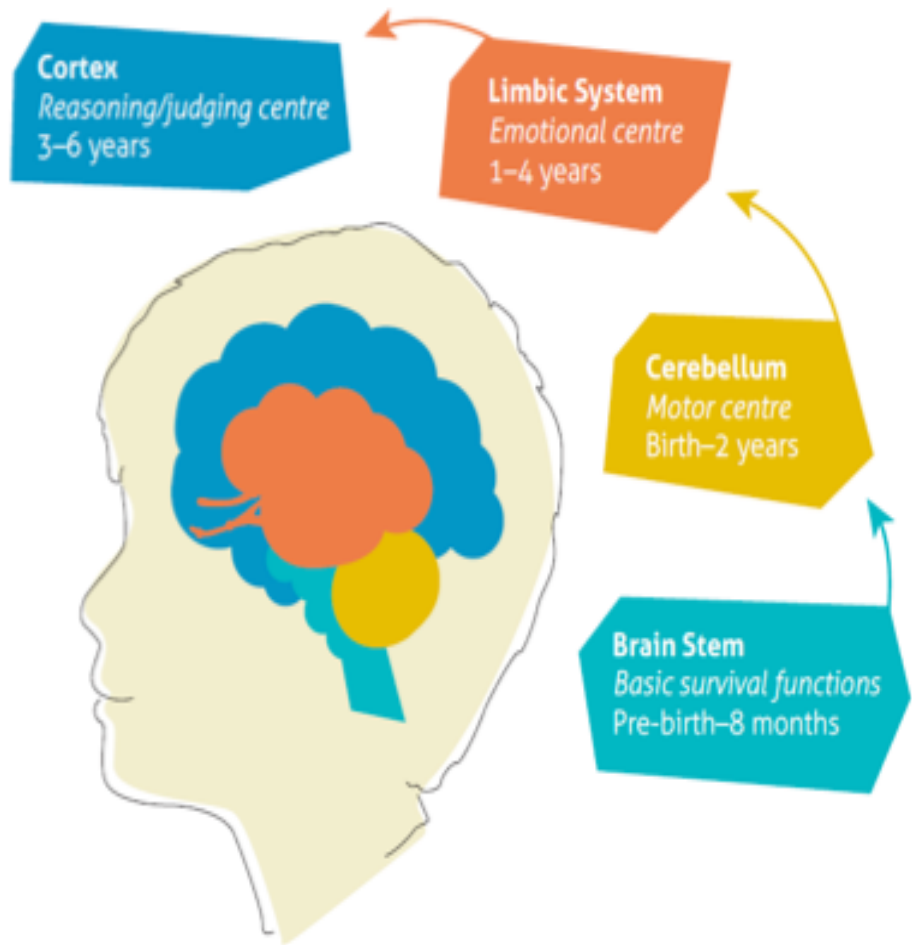


Overview of the Developing Brain



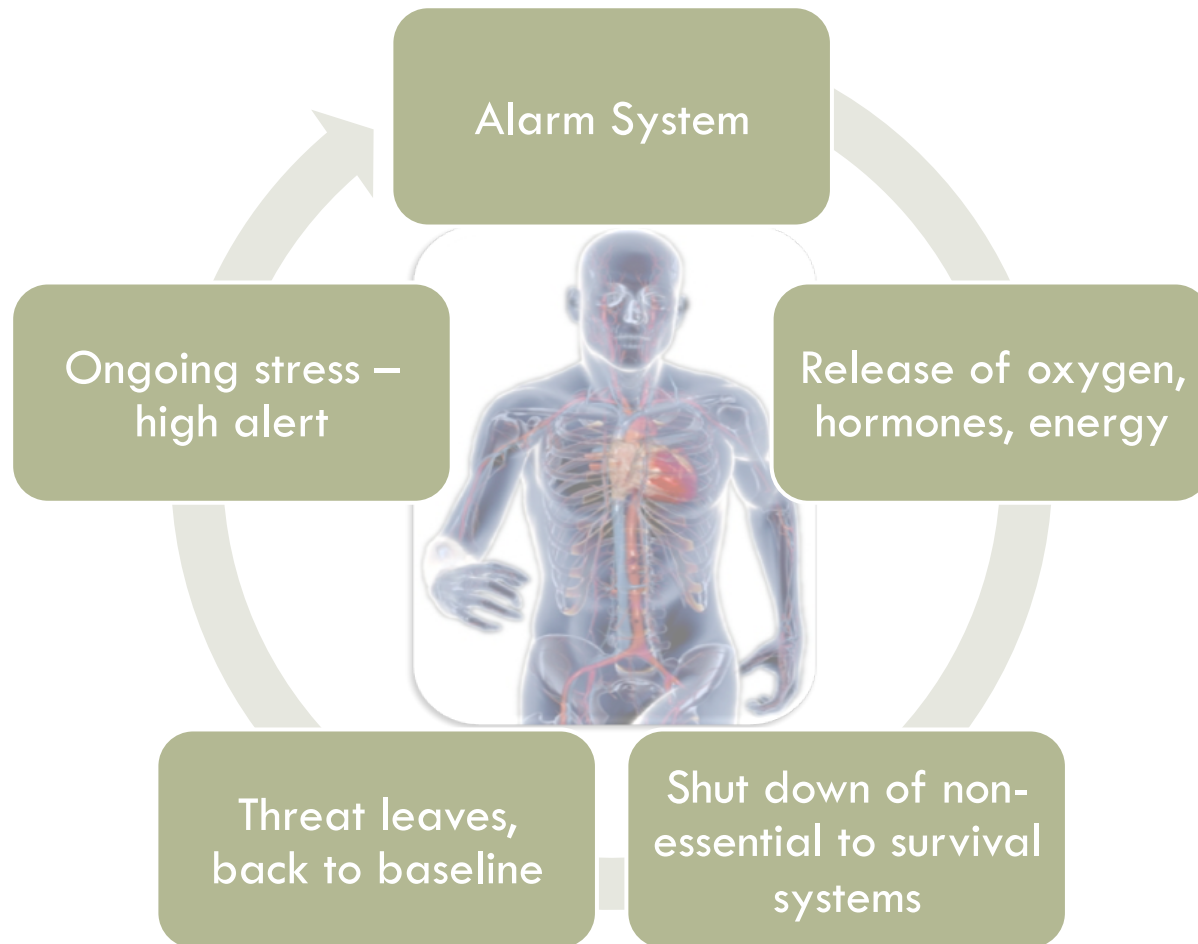
7

- Builds from the bottom up
 - ▣ Basic functions to complex
- Experiences create pathways
- Repeated experiences establish patterns





Stress Response System





Trauma Responses



Hyperarousal



**Re-
experiencing**



**Avoidance/
Numbing**





Adaptive Responses to Trauma

Hyper-arousal Continuum	Rest	Vigilance	Resistance	Defiance	Aggression
Dissociative Continuum	Rest	Avoidance	Compliance	Dissociation	Fainting
Mental State	Calm	Alert	Alarm	Fear	Terror



FELT SAFETY



Image Source: Dr. Bruce Perry, Director of the Child Trauma Academy

Prevention Strategies

...with Dr. Alicia Mousseau, (*Oglala Sioux Tribe*)

National Native Children's Trauma Center

Email: alicia.mousseau@umontana.edu

Phone: (605)484-3625

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What does prevention look like?



Setting the Tone

- The Adult
- The Environment

Tier 1 Practices

- Tribal Adaptations
 - ▣ Expectations
 - Setting Expectations
 - Teaching Expectations
 - Positively Acknowledging
 - Consequences



Managing Our Own Affect

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Be an Emotional Container

This can be Your Greatest Gift

Respond Calmly & Appropriately

Demonstrate Control

Be Willing to Tolerate Strong Emotions



Image Source: Google Images

Use the Chat Box to...



Image Source: We R Native, NPAIHB

SHARE: When
you're afraid...
what actions/
words from
another person
do you find
comforting?

Managing Our Own Affect cont.



- Psychoeducation
 - ▣ Understanding trauma and its impacts
 - ▣ Depersonalizing behaviors (e.g. behaviors may be with us, but not about us)
 - ▣ Validate Your Own Feelings



Image Source: Google Images



Tuning Into Ourselves

Notice Reactions	Coping Strategies
<ul style="list-style-type: none">• Body Cues• Automatic Thoughts<ul style="list-style-type: none">• in difficult situations• Emotions<ul style="list-style-type: none">• what do we feel with these thoughts in mind?• Behavior<ul style="list-style-type: none">• What do we do with these thoughts in mind?• Easy to not Notice	<ul style="list-style-type: none">• Deep Breathing• Muscle Relaxation• Distraction• Self-soothing• Time-outs• Positive Self-talk• Reframing• What works for you to "Keep the Calm"?

Reframing

Upsetting Thoughts

“That child is a monster.
This is getting ridiculous.
He’ll never change.”

“I’m sick of putting out fires!”

Calming Thoughts

“This child is testing to see
where the limits are.
My job is to stay calm and help
him learn better ways to behave.”

“I can handle this. I am in control.
They have just learned some powerful
ways to get control. I will
teach them more appropriate
ways to behave.”





Environmental Prevention Strategies

- Provide Structure
 - ▣ Consistent & Predictable Routines
 - ▣ Forewarning when there's changes in schedules, people and activities
- Active Supervision
- Clear Behavioral Expectations
 - ▣ Pre-corrects
- Expectations & Social Skills
 - ▣ Teach & Re-teach
- Choice
- Positive Feedback
 - ▣ Be Specific
 - ▣ High-rates 4:1





Relationship is the Evidence-Based Practice

- Engage in Positive, Trusting Relationships
- Provide New Experiences, with adults that are:
 - ▣ Consistent
 - ▣ Validates Feelings
 - ▣ Protective
 - ▣ Unconditional



Image Source: We R Native, NPAIHB

When you were young, who was that person for you?

Relationships



Challenges

- Youth Respect
 - especially if they don't believe you care
- Trust
 - the worst can be assumed about you

Tips

- Give reasons to believe you care
- Build rapport
- Set the tone (adult to adult)



Image Source: We R Native, NPAIHB

Use the Chat Box to...



Image Source: We R Native, NPAIHB

SHARE: What behaviors push your buttons & how do this make you feel?

How do you think this impacts your relationship with youth & their family?

Response to Problem Behaviors

...with Veronica Willetto-DeCrane, (*Navajo Nation*)

National Native Children's Trauma Center

Email: veronica.willetto@mso.umt.edu

Phone: (406) 998-8953

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Responding to Problem Behaviors



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Seek to Understand

- ☐ Determine Function of Behavior
- ☐ Identify Triggers
- ☐ De-escalation
- ☐ Reflective Listening

Deliver Appropriate Consequences

- ☐ Calming/ Refocus Corner
- ☐ Punishment vs. Discipline



Tuning Into Youth

- Behavior communicates needs and feelings
- Youth impacted by trauma often have difficulty identifying and communicating needs and feelings
- Try to identify the **function of the behavior**
- Become keen observers



Image Source: We R Native, NPAIHB

Understanding Youth's Behaviors



What does youth look like before explosion or shutting down?

What clues are there?

How does youth respond when their buttons are pushed?

Reflect on...

What might they have been feeling?

Have you noticed the timing of events?

What happened right before event?



Identifying Triggers

Fight

Hyperactive,
verbally
aggressive,
oppositional,
physically
aggressive,
testing limits

Flight

Withdrawn,
escaping,
running away,
self-isolating,
avoiding

Freeze

Dazed, still,
shut down,
daydreaming

Perceived Triggers of Danger



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Sudden Fear

Fight, Flight, Freeze



Paper Tiger



Adults can Unintentionally
Trigger Youth



Triggers

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Triggered by Praise

- Positive attention may be a reminder of traumas experienced previously
- They may not trust you now, but don't give up trying
- Believe in them
- Keep at it and be consistent

Triggered by Limits

- Limits can trigger emotions (e.g. shame) and be associated with harsh punishment
- Even so, limits are important
- Comfort in knowing concisely what is appropriate and what is not in a consistent and non-threatening manner
- Consistent limit setting increases felt safety
- Hesitating to set limits may prevent outbursts but can send negative message

Let's Each Think of....

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...of a youth we have worked with, that we:

- ▣ may have struggled with
- ▣ was defiant or aggressive
- ▣ was checked out or disconnected



Image Source: THRIVE, NPAIHB

Behavior

Don't, won't follow instructions.
Aggressive, throws items.

Why

Triggered by direct instruction. Feels out of control.

E

Typical Response

Prompt
Reach
Remove

Alternative Response

Provide choices with instruction. Provide wait time.





Respond to Escalated Youth

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- Remember: you can't reason with a brain in fear (Sporleder)
- Keep yourself centered
- Reflect what you are seeing (briefly)
- Cue student in use of modulation skills (pre-teach)
 - ▣ Incorporate choice
 - ▣ May be moving to a safe space or taking a break to calm down
- Engage student in self-monitoring
- Reinforce the use of modulation skills
- Invite expression when calm



Image Source: Google Images

Use the Chat Box to...



Image Source: We R Native, NPAIHB

SHARE: What do
you do in the
moment?
What works for
you?
What doesn't?



Attunement: Reflective Listening

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- Accept and respect all of a child's feelings
- Show child that you are listening
 - ▣ Active listening skills – be present, hear what's being said, allow for silence
- Tell child what you hear him/her saying
 - ▣ Reflect Back
- Name the feelings
 - ▣ You seem angry, is that right?
 - ▣ Name the cues
 - ▣ Allow the child to correct you
- Only offer solutions/problem solve after helping child to express how he/she feels

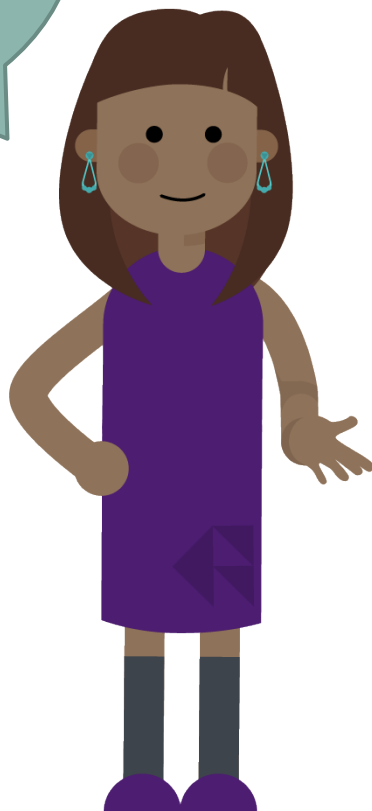


Image Source: Google Images



Listening Exercise

Let me tell you
about my plans
for this
weekend...

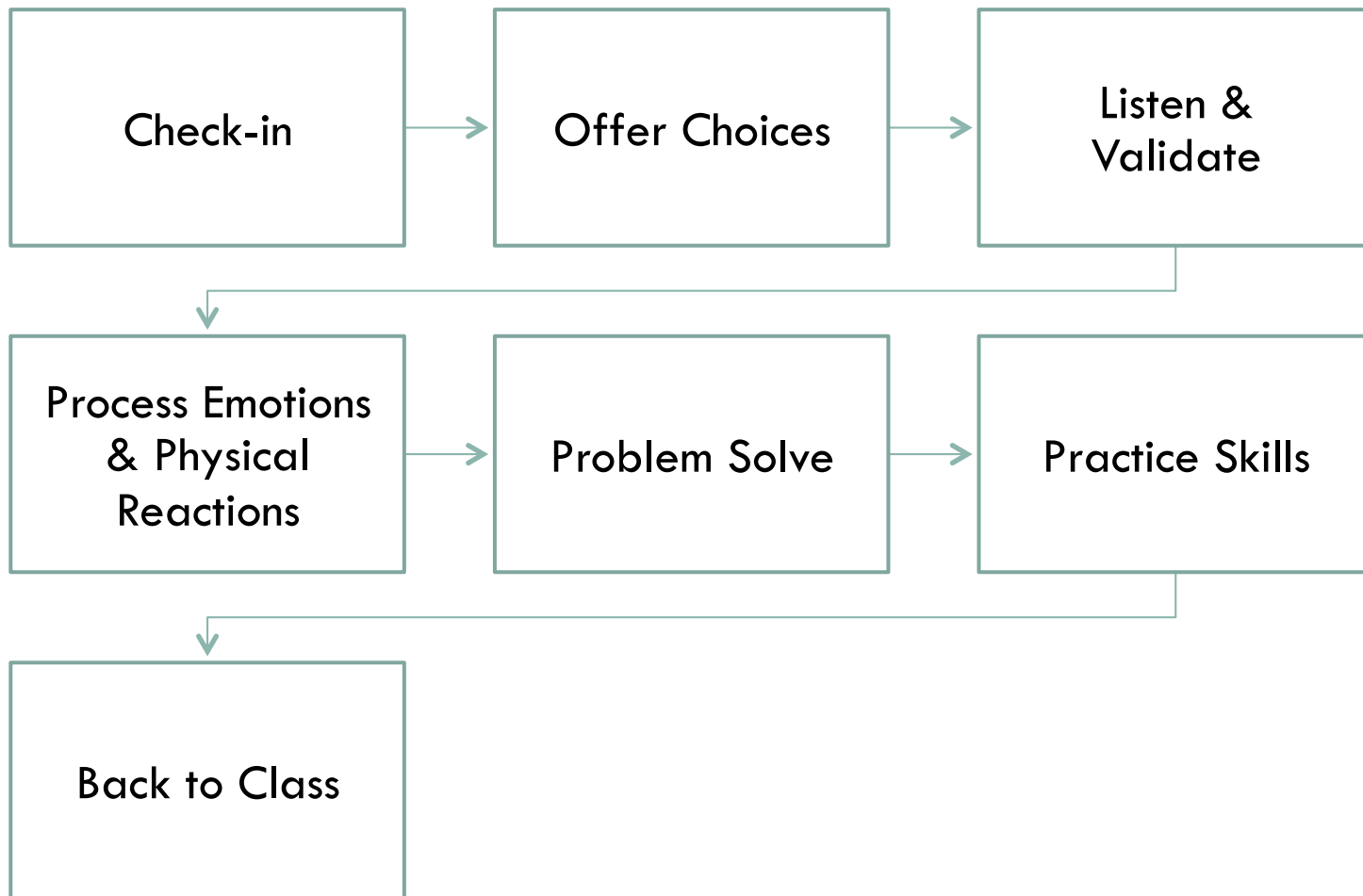


I'm going to try and
listen and not think
about other things
or what I'm going to
say next.





Calming/Processing/Refocusing



Balancing Empathy With Accountability



Punishment	Discipline
Scolding, berating, threats, taking away privileges, suspension, expulsion	Setting limits, modeling, direct instruction, feedback, follow through with consequences
Goal is to stop a behavior	Goal is to teach what to do instead
Impacts of punishment: Higher rates of vandalism, truancy, physical aggression, increased feelings of resentment, fear, shame, isolation, lowered self esteem	Impacts of discipline: Increases in appropriate behaviors, reductions in ODRs, ISS, OSS
Motivated by: <ul style="list-style-type: none">• Adult's anger• Me against you	Motivated by: <ul style="list-style-type: none">• Youth's best interests• Me with you



Mindset Shift

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- If a child does not know how to read...
 - ▣ we TEACH
- If a child does not know how to swim...
 - ▣ we TEACH
- If a child does not know how to multiply...
 - ▣ we TEACH
- If a child does not know how to drive...
 - ▣ we TEACH
- If a child does not know how to behave...
 - ▣ we... TEACH or PUNISH?

Looking through the Trauma-Sensitive Lens...



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“Not realizing that children exposed to inescapable, overwhelming stress may act out their pain, that they may misbehave, not listen to us, or seek our attention in all the wrong ways, can lead us to punish these children for their misbehavior...”

If only we knew what happened last night, or this morning before she got to school, we would be shielding the same child we’re now reprimanding.”

On Playing A Poor Hand Well by Mark Katz

Resources



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Best Practices Inventory

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- Can be used as a
 - ▣ Self-Assessment
 - ▣ Peer Observation

**Culturally Relevant, Trauma-Informed, Positive Behavioral Supports
Classroom Best Practices Inventory**

#	Practices	
1	Classroom rules	<input type="checkbox"/> align with school-wide expectations and cultural values (integrate with themes of safety and respect) <input type="checkbox"/> are observable, measurable, and positively stated <input type="checkbox"/> are prominently displayed <input type="checkbox"/> are 5 or fewer for each school-wide expectation <input type="checkbox"/> are communicated with other school staff and caregivers
2	Teaching classroom rules	<input type="checkbox"/> classroom rules and responsibility lessons have been developed with input from community/culture/students/caregivers <input type="checkbox"/> a schedule of teaching classroom rules and responsibilities is developed
3	Classroom schedules	<input type="checkbox"/> are posted and current <input type="checkbox"/> are consistently followed by staff <input type="checkbox"/> class begins promptly
4	Classroom procedures and routines (e.g. hallway pass systems)	<input type="checkbox"/> are defined with input from students, caregivers, community (culturally aligned) <input type="checkbox"/> are actively taught <input type="checkbox"/> are consistently followed by staff
5	Changes in schedules, people, and activities	<input type="checkbox"/> are forewarned to students ahead of time <input type="checkbox"/> are communicated with caregivers as necessary <input type="checkbox"/> are communicated with other staff as necessary
6	Classroom design and organization	<input type="checkbox"/> physical spaces are free of clutter <input type="checkbox"/> physical spaces facilitate ease of movement and flow <input type="checkbox"/> materials are organized and accessible <input type="checkbox"/> physical space has culturally and contextually relevant pictures and materials displayed
7	Student engagement	<input type="checkbox"/> students are actively engaged in activities throughout class periods (minimal downtime)
8	Pre-corrects (reminders)	<input type="checkbox"/> of rules, procedures, & routines are provided
9	Active supervision	Staff: <ul style="list-style-type: none"> <input type="checkbox"/> move throughout room <input type="checkbox"/> visually scan environment <input type="checkbox"/> frequently interact with students

Adapted from the MBI Great 8 Classroom Walkthrough Observation Tool and The New Orleans Trauma Informed Schools Learning Collaborative (2016). The New Orleans Trauma Informed Schools Learning Collaborative: Walk Through Checklist. New Orleans, LA.

My Self-Care Plan



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Self-care Plan

This activity was created as an Enhancement Activity for [Healthy Native Youth](#).

Activity Overview: Self-care Plan (~30 minutes)

Age Groups: Middle School, High School, Young Adults

Activity Purpose:

The primary purpose of this activity is for youth to create a self-care plan that includes selecting positive self-talk statements.

Folks will:

- select “self-care” activities and “positive self-talk statements, to
- create a “self-care plan”

Activity Outline	Core Content Components	Instructional Method	Timing
Welcome and Icebreaker	• Welcome youth	Minilecture	5 minutes
	• Icebreaker		Time varies
Self-Care Strategies	• Creating My Self-care Plan	Minilecture	15 minutes
	• Use Handouts: <ul style="list-style-type: none">• <i>My Self-Care Plan</i>	Individual & Small Group Work Large Group Activity	
Closing	• Reflection on learning • Cultural Teaching (if time allows)	Large Group Reflection	5 minutes

Materials:

- *My Self-Care Plan* Handout – enough for each person
- Avery 5162 Easy Peel Address Labels – enough for each youth to have one sheet (can do activity without address labels, if needed)
- Avery 5195 Easy Peel Return Address Labels – enough for each youth to have one sheet (can do activity without address labels, if needed)

Preparation:

- Print enough handouts for each youth of:
 - *My Self-Care Plan*, p. 4
 - *Self-Care Activity Examples* (on Avery 5195 Easy Peel Return Address Labels – if you don't have labels, just print on regular paper), p. 5
 - *Positive Self-Talk Statements Examples* (on Avery 5162 Easy Peel Address Labels – if you don't have labels, just print on regular paper), p. 6
- Consider inviting local mental health professionals to introduce themselves to folks and let them know of their services, fees (if applicable), hours, and location.

Create a Self-care Plan...

How you take care of yourself affects how you think, feel, your sense of who you are, and your place in this world.

Select three activities from the example box below (or create your own!), that will help to nourish your mental, spiritual, physical, and social self. Then select a positive self-talk statement that you can say to yourself when you need a little encouragement.

1: Select three Self-Care Activities

My 1st Self-care Activity is...

My 2nd Self-care Activity is...

My 3rd Self-care Activity is...

Examples of Self-care Activities:

Start a Journal, Unplug, Take a Walk, Pray, Talk to a friend, Garden, Make Art, Sit by a body of water, Make a full moon, Volunteer, Play with my pet, Dance, Write a letter, Be grateful for, Talk to a Friend, Take a Shower, Breathe, Listen to Music, Read a Book, Daydream, Play Basketball, Watch a movie, Spend time with my family, Look at the Stars, Connect with my Culture, Hug someone, Laugh, Sweat, Learn my Language. Nap

2: Select a Positive Self-talk Statement

My Positive Self-talk Statement is...

Examples of Positive Self-talk Statements:

I am Strong, I am Loving, I am Special, I am a good person. All is well - right here - right now, I control my choices, I am working towards my goals, I can treat myself gently and with kindness, I have gifts, I am taking things one step at a time, I have a purpose, I have all that I need. Today I will look for the good, I am learning to take care of myself, I am freaking awesome!...Create your Own.

3: Live it!

Make these activities and positive self-talk statements part of your daily life. This can help you to be the best version of yourself. Go you!



Practice in Action



HEALTHY
NATIVE
YOUTH

Find Curriculum on Healthy Native Youth



Search for lessons, subjects and videos



HOME

CURRICULA & LESSONS

RESOURCES & SUPPORT

ABOUT

find curricula

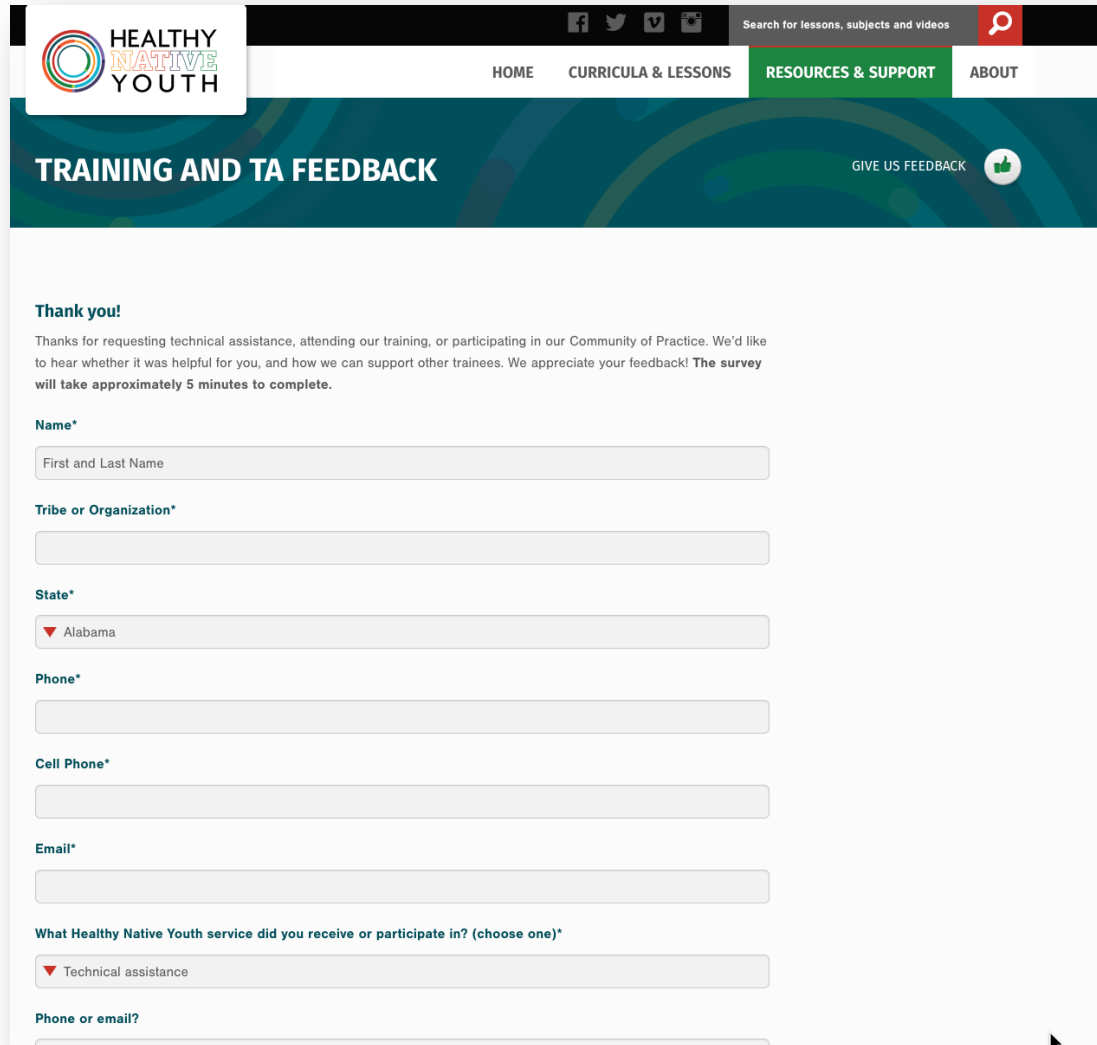
RAISING HEALTHY NATIVE YOUTH THROUGH CULTURALLY RELEVANT HEALTH EDUCATION

ENGAGING. RELEVANT. EFFECTIVE.

HealthyNativeYouth.org contains health promotion curricula and resources for American Indian and Alaska Native

How are we doing?

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The screenshot shows the 'TRAINING AND TA FEEDBACK' form on the Healthy Native Youth website. The header includes the HNY logo, navigation links (HOME, CURRICULA & LESSONS, RESOURCES & SUPPORT, ABOUT), a search bar, and social media icons. The form itself has a dark teal header with the title 'TRAINING AND TA FEEDBACK' and a 'GIVE US FEEDBACK' button with a thumbs-up icon. The main content area is white and contains a 'Thank you!' message, a survey description, and several input fields: 'Name*' (First and Last Name), 'Tribe or Organization*', 'State*' (a dropdown menu currently showing 'Alabama'), 'Phone*', 'Cell Phone*', 'Email*', 'What Healthy Native Youth service did you receive or participate in? (choose one)*' (a dropdown menu currently showing 'Technical assistance'), and 'Phone or email*'. A mouse cursor is visible at the bottom right of the form area.

HEALTHY NATIVE YOUTH

HOME CURRICULA & LESSONS **RESOURCES & SUPPORT** ABOUT

Search for lessons, subjects and videos

TRAINING AND TA FEEDBACK GIVE US FEEDBACK

Thank you!

Thanks for requesting technical assistance, attending our training, or participating in our Community of Practice. We'd like to hear whether it was helpful for you, and how we can support other trainees. We appreciate your feedback! **The survey will take approximately 5 minutes to complete.**

Name*

First and Last Name

Tribe or Organization*

State*

▼ Alabama

Phone*

Cell Phone*

Email*

What Healthy Native Youth service did you receive or participate in? (choose one)*

▼ Technical assistance

Phone or email*

Fill out a Training
& TA Feedback
form and...

Receive some HNY
swag!

Coming Soon...

Talking is Power One pager

Ya'at eeh!
My name's Michelle!
My pronouns are she and her.
Give yourself a high five from me. I'm glad you're here!

TALKING IS POWER

A Text Messaging Service for Parents and Caring Adults

Talking with youth about sensitive topics is never easy, but it's important. You are your teen's biggest influencer when it comes to making decisions about sex and healthy relationships.

Text EMPOWER to 97779

You'll receive up to 3 text messages per week with conversation starters, tips, video demonstrations, and words of encouragement.

We'll cover sexual health, pregnancy, STDs, and consent. You don't need to have all the answers, you just need to start talking - be open and honest - and keep at it. Talking with your teen will help them make healthy decisions.

#TalkingIsPower #HealthyNativeYouth #weRNative

What's a rule you have for your relationships? How can you respect other people's rules and boundaries?

www.healthynativeyouth.org
[fb.com/HealthyNativeYouth](https://www.facebook.com/HealthyNativeYouth)
Listserve: Text "YouthNews" to 22828
<https://www.instagram.com/healthynativeyouth/>
[@HealthyNativeYouth](https://www.instagram.com/HealthyNativeYouth)
native@npaihb.org

CURRICULA **LESSON PLANS** **HANDOUTS** **RESOURCES**

HEALTHY NATIVE YOUTH

Talking is Power Postcard

TALKING IS POWER

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#TalkingIsPower #HealthyNativeYouth #weRNative

CURRICULA **LESSON PLANS** **HANDOUTS** **RESOURCES**

www.healthynativeyouth.org
[fb.com/HealthyNativeYouth](https://www.facebook.com/HealthyNativeYouth)
Listserve: Text "YouthNews" to 22828
<https://www.instagram.com/healthynativeyouth/>
[@HealthyNativeYouth](https://www.instagram.com/HealthyNativeYouth)
native@npaihb.org

SIGN UP TO RECEIVE UPDATES VIA TEXT MESSAGE
TEXT "HEALTHY" TO 97779

HEALTHY NATIVE YOUTH

Promotional Materials



**HEALTHY
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 www.healthynativeyouth.org
 [@healthyN8Vyouth](https://twitter.com/healthyN8Vyouth)
 Listserve: Text "YouthNews" to 22828
 Text Message: Text "Healthy" to 97779
 fb.com/HealthyNativeYouth
 native@npaihb.org



ENGAGING. RELEVANT. EFFECTIVE.

HealthyNativeYouth.org is a one-stop-shop to expand learning opportunities for Native youth. The site includes curricula, trainings, and tools to help you deliver age-appropriate health programs.





Thinking Ahead...

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□ Who Can I invite to the next call?

Title: *Social Media Protective Factors Against Human Trafficking & MMIR*

Guest Speakers: Trish Martinez, Jeri Moomaw, Betsy Tulee

Date: April 8th (Wed.), 10am -11pm PST (2 hour special)

□ Ahead of the Game:

- What's the difference between smuggling and trafficking?
- Do I know the 'red flags' and indicators?

COMMUNITY OF PRACTICE

2020 Schedule

- **1/8/20** Who's the Best Health Educator Around?
Brush up on your Programming & Youth Skills
- **2/12/20** 2SLGBTQ Inclusion in the Community & Classroom
- **3/11/20** Supporting Youth Experiencing Trauma in the Classroom & Beyond
- **4/8/20** Social Media Protective Factors Against Human Trafficking & MMIR (2 hour session)
- **5/13/20** Youth Identity & Healthy Relationships
- **6/10/20** Prevention: Emerging Topics & Challenges
Youth Face
- **7/8/20** Raising Healthy Native Youth: Creating Positive Pathways

**Second
Wednesday of
Every Month**

10:00-11:00 AM PST



**HEALTHY
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Thank you! Other questions?

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Contact:

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This project is funded by the Indian Health Service HIV and behavioral health programs. This work is also supported with funds from the Secretary's Minority AIDS Initiative Fund.



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HEALTHY NATIVE YOUTH

**SUPPORTING YOUTH EXPERIENCING TRAUMA IN THE
CLASSROOM & BEYOND**

GUEST SPEAKERS: LAURA GUAY, DR. ALICIA MOUSSEAU,
VERONICA WILLETO-DECRANE

March 11, 2020 from 10-11 am PST