Building Better ACE Relationships

ACE MENTOR PROGRAM OF AMERICA FALL 2023 TRAINING SERIES

Training Objectives

- WHY RELATIONSHIPS MATTER IN ACE
- TRAUMA INFORMED MENTORING
- SUPPORTING STUDENTS AFTER TRAUMATIC EVENTS
- BUILDING DEVELOPMENTAL RELATIONSHIPS IN ACE

Netiquette

- STAY ON MUTE PLEASE
- NO ZOOM AI DURING THIS MEETING
- QUESTIONS ARE WELCOME
- CREATE A SAFE AND SUPPORTIVE ENVIRONMENT

Relationships matter

Importance of ACE Relationships

In STEM research, we know it's important for mentors to both be knowledgeable about their profession AND want to build a relationship with youth.

STEM SUPPLEMENT: HTTPS://WWW.MENTORING.ORG/RESOURCE/STEM-MENTORING-SUPPLEMENT-TO-THE-ELEMENTS-OF-EFFECTIVE-PRACTICE-FOR-MENTORING/

Trauma and Youth

Allison Iles
Regional Director, West/Midwest

TRAUMA IN YOUNG PEOPLE

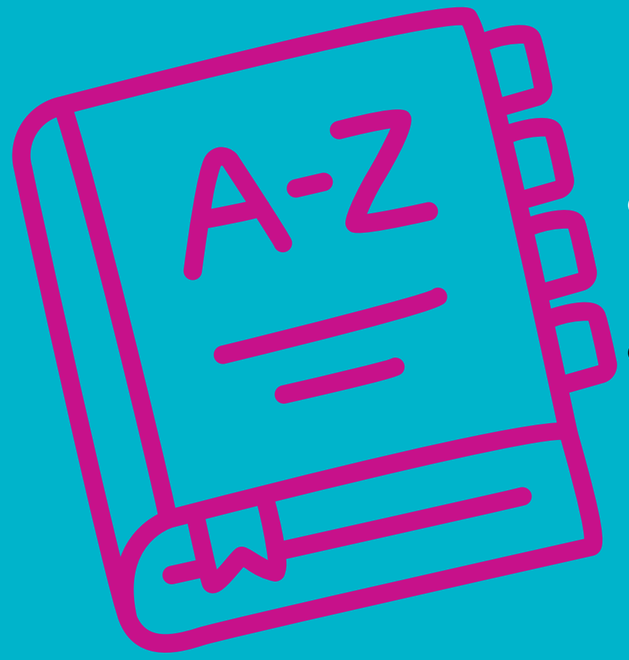
MORE THAN TWO THIRDS OF CHILDREN REPORTED AT LEAST 1 TRAUMATIC EVENT BY AGE 16.

AT LEAST 1 IN 7 CHILDREN HAVE EXPERIENCED CHILD ABUSE AND/OR NEGLECT IN THE PAST YEAR.

https://mentormddc.org/wp-content/uploads/2021/08/Program-Orientation-and-Mentoring-101-Skeletal-Template.pdf

TRAUMA DEFINED

- The personal experience of interpersonal violence including sexual abuse, physical abuse, severe neglect, loss, witnessing of violence, terrorism, urban violence, war/combat, motor vehicle accidents and disasters
- Events that are shocking, terrifying and/or overwhelming to the individual
- Results in feels of horror, fear, and helplessness
- Trauma occurs when an external threat overwhelms a person's internal and external positive coping resources.



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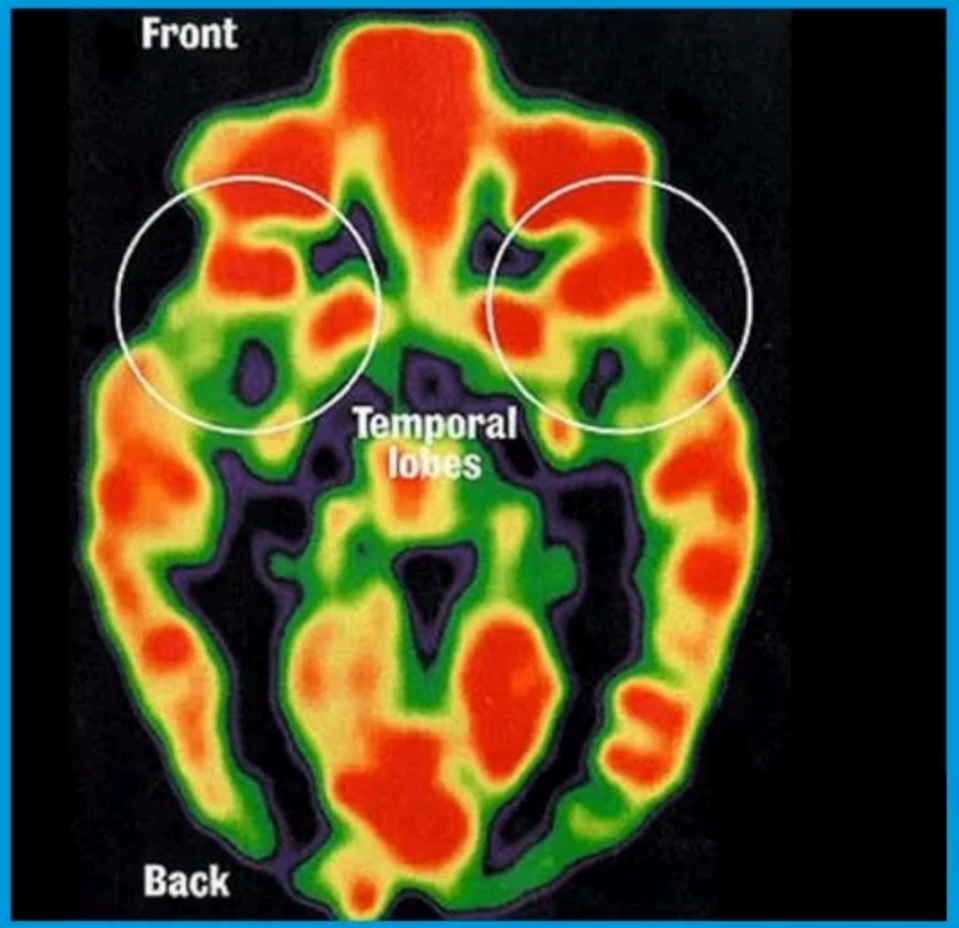
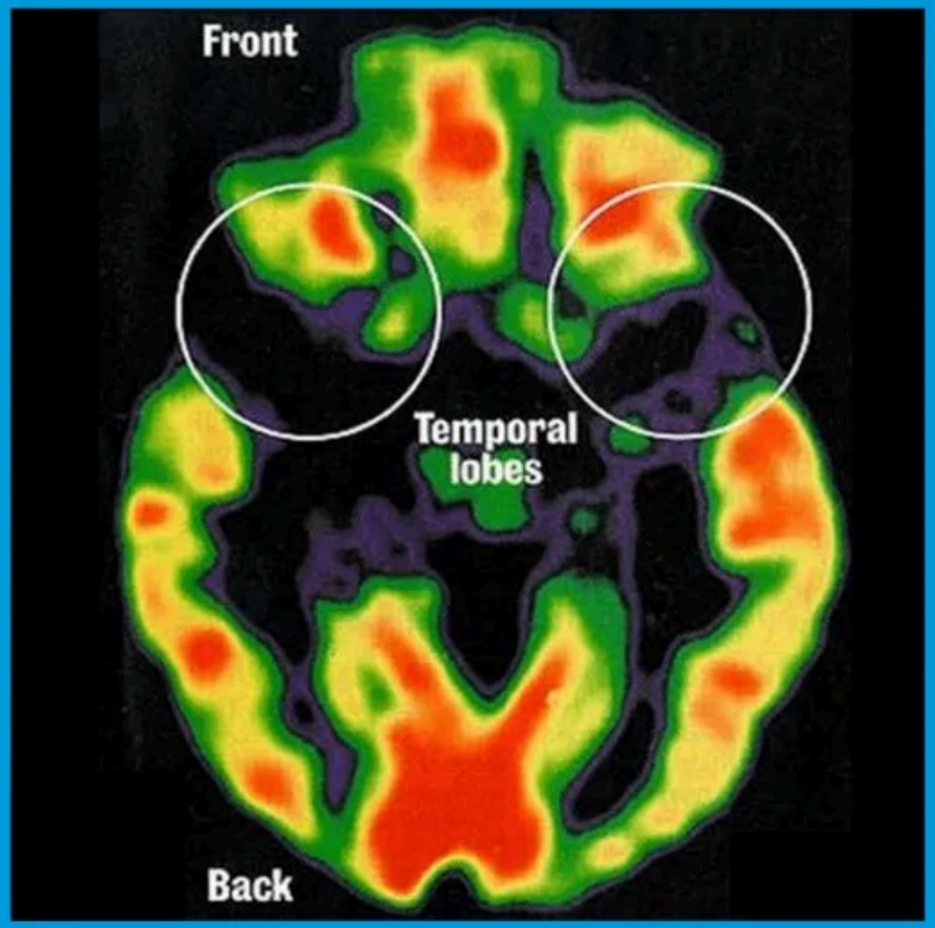


Typically Developing Brain



Brain of Child Exposed to Neglect, Trauma and Abuse

THE THREE E'S IN TRAUMA

EVENTS

Events or circumstances cause trauma

EXPERIENCES

Effects of trauma include adverse, physical, social, emotional, or spiritual consequences

EFFECTS

An individual's experience of the event determines whether it is traumatic

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Childhood Trauma and the Brain | UK Trauma Council
Share
Watch on YouTube

TRAUMA MAY EFFECT...

- BRAIN DEVELOPMENT
- SENSE OF PERSONAL SAFETY
- ABILITY TO TRUST OTHERS
- SENSE OF THE FUTURE
- BEHAVIOR AND SOCIAL RELATIONSHIPS
- EFFECTIVENESS IN NAVIGATING LIFE CHANGES
- EDUCATIONAL PERFORMANCE

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TRAUMA IS OFTEN OVERLOOKED BECAUSE...

- BEHAVIORAL RESPONSES RESEMBLE COMMON DELINQUENT BEHAVIORS AND ARE UNDER-IDENTIFIED AS TRAUMA SYMPTOMS
- STRESS MANIFESTATION IS DIFFERENT BY AGES AND STAGES
- MANY JUST DON'T CONNECT THE SYMPTOMS OR BEHAVIORS DISPLAYED TO TRAUMA... THUS LEADING TO PUNISHMENT RATHER THAN HELP

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The Four Rs of Trauma-Informed Care

Realize the widespread impact of trauma and understand potential paths for recovery

Recognize the signs and symptoms of trauma in clients, families, staff, and others involved with the system

Respond by fully integrating knowledge about trauma into policies, procedures, and practices

Resist re-traumatization of children, as well as the adults who care for them

This figure is adapted from: Substance Abuse and Mental Health Services Administration. (2014). SAMHSA's concept of trauma and Guidance for a trauma-informed approach. HHS publication no. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration.

PROVIDING SUPPORT IN THE WAKE OF A TRAUMATIC EVENT

- BE AWARE OF WHAT IS GOING ON IN YOUR COMMUNITY/SCHOOLS
- ENSURE STUDENTS ARE SAFE
- ALLOW THEM TO TALK
- AVOID OVEREXPOSURE TO NEWS OR SOCIAL MEDIA
- VALIDATE FEELINGS
- KEEP EXPLANATIONS DEVELOPMENTALLY APPROPRIATE
- TALK WITH YOUTH ABOUT HOW THEY CAN MAKE A DIFFERENCE

The Power of a Caring, Consistent Adult

- HELP PROTECT AND BUFFER CHILDREN FROM TOXIC STRESS
- HELP CHILDREN HEAL AND BUILD RESILIENCY
- REDUCE LEVELS OF HORMONES PRESENT IN CHILDREN AND AS A RESULT, REDUCE THE IMPACT OF TRAUMA
- SUPPORTIVE ADULTS SHOULD CELEBRATE, COMFORT, LISTEN TO, COLLABORATE WITH, AND INSPIRE YOUNG PEOPLE IN ORDER TO BUILD STRONG RELATIONSHIPS.

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Remember your Role

A MENTOR IS NOT

- A SOCIAL WORKER
- PSYCHIATRIST
- THERAPIST
- COUNSELOR

A MENTOR IS

- A TRUSTED GUIDE AND FRIEND

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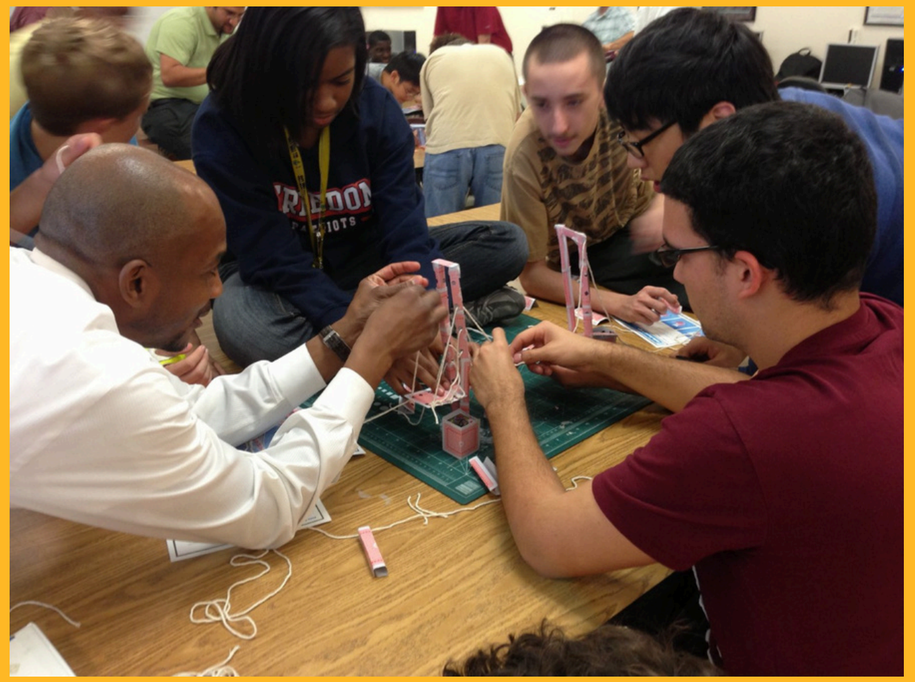
How can we be a Caring Adult



- REMEMBER APPROACHES TO ACE MENTORING
- DEVELOPMENTAL FRAMEWORK
- THE 5 C'S IN POSITIVE YOUTH DEVELOPMENT
- CONSIDER WHERE YOU ARE IN THE MENTORING RELATIONSHIP

DEVELOPMENTAL MENTORING VS. PRESCRIPTIVE MENTOIRNG

ALLOW STUDENTS TO HAVE INPUT ON ACE PROGRAMMING	DICTATE ALL ACE PROGRAMMING
PLAY GAMES AND HAVE FUN	OVERLY FOCUSED ON TASKS AND OUTCOMES
LISTEN MORE THAN TALK	GIVE ADVICE MORE THAN THAN LISTEN
ALLOW THE MENTEE TO BRING UP TOPICS OF INTEREST	DICTATE TOPICS OF CONVERSATION
HELP BUILD MENTEE'S OWN CONFIDENCE TO SOLVE PROBMES	TRY TO "FIX" THE MENTEE OR SOLVE THEIR PROBLEMS
ALLOW THE MENTEE TO BE THEIR OWN LIFE EXPERT	PROVIDE ADVICE AND SOLUTIONS BASED ON THE MENTOR'S LIFE EXPERTISE

MENTOR MD/DC TRAINING: HTTPS://WWW.SEARCH-INSTITUTE.ORG/WP-CONTENT/UPLOADS/2017/12/2017-RELATIONSHIPS-FIRST-FINAL.PDF

Where are you as an ACE Mentor?

STAGE ONE
BEGINNING AND BUILDING

STAGE TWO
TESTING AND CHALLENGING

STAGE THREE
GROWTH AND MAINTENANCE

STAGE FOUR
CLOSURE OR TRANSITION

MENTOR MD/DC TRAINING: HTTPS://WWW.SEARCH-INSTITUTE.ORG/WP-CONTENT/UPLOADS/2017/12/2017-RELATIONSHIPS-FIRST-FINAL.PDF

Search Institute's Developmental Relationships Framework

IMAGE SOPURCE: HTTPS://UCANR.EDU/BLOGS/BLOGCORE/POSTDETAIL.CFM?POSTNUM=56668&SHARING=YES

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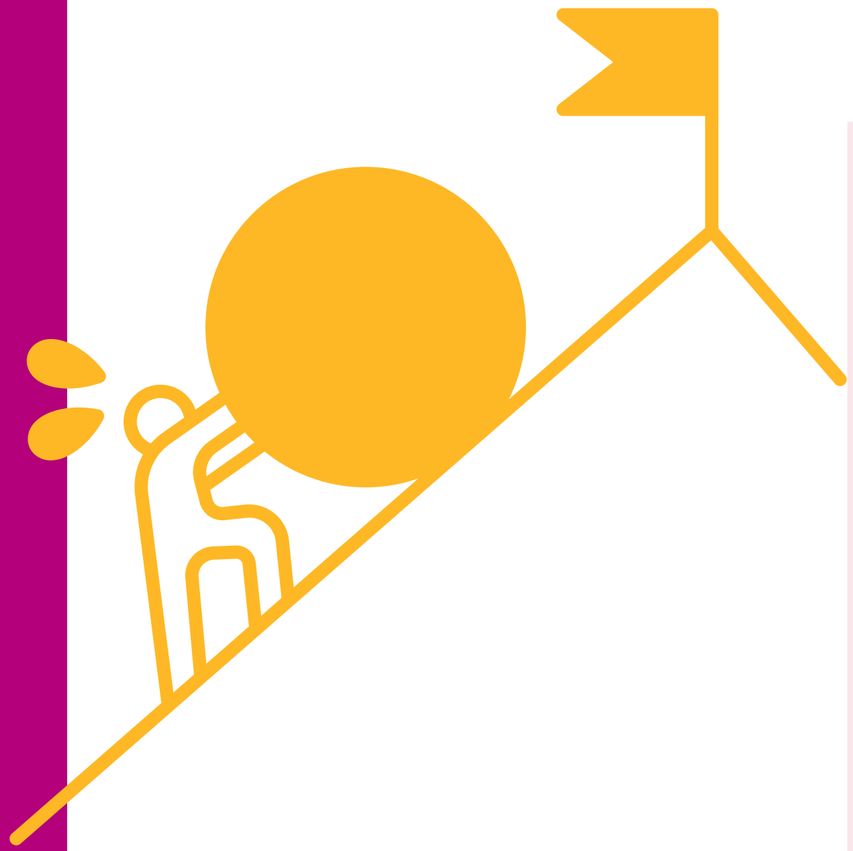
Express Care

- Show me that I matter to you.
- 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.

Express Care

SOURCE: HTTPS://INFO.SEARCHINSTITUTE.ORG/DEVELOPMENTAL-RELATIONSHIPS-HELP-YOUNG-PEOPLE-THRIVE

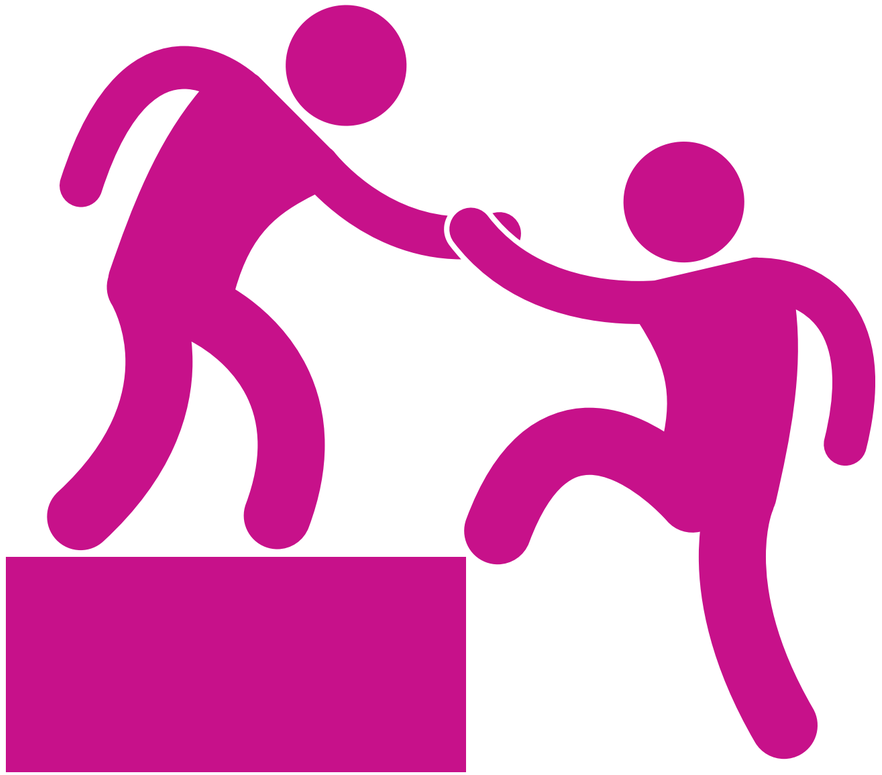
Challenge Growth



Challenge Growth

- Push me to keep getting better.
- Expect my best—Expect me to live up to my potential.
- Stretch—Push me to go farther.
- Hold me accountable—Insist I take responsibility for my actions.
- Reflect on failures—Help me learn from mistakes and setbacks.

SOURCE: HTTPS://INFO.SEARCHINSTITUTE.ORG/DEVELOPMENTAL-RELATIONSHIPS-HELP-YOUNG-PEOPLE-THRIVE



Provide Support

- Help me complete tasks and achieve goals.
- 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.

Provide Support

SOURCE: HTTPS://INFO.SEARCHINSTITUTE.ORG/DEVELOPMENTAL-RELATIONSHIPS-HELP-YOUNG-PEOPLE-THRIVE

Share Power

Share Power

- Treat me with respect and give me a say.
- 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.

SOURCE: HTTPS://INFO.SEARCHINSTITUTE.ORG/DEVELOPMENTAL-RELATIONSHIPS-HELP-YOUNG-PEOPLE-THRIVE

Expand Possibilities

- Connect me with people and places that broaden my world.
- 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.

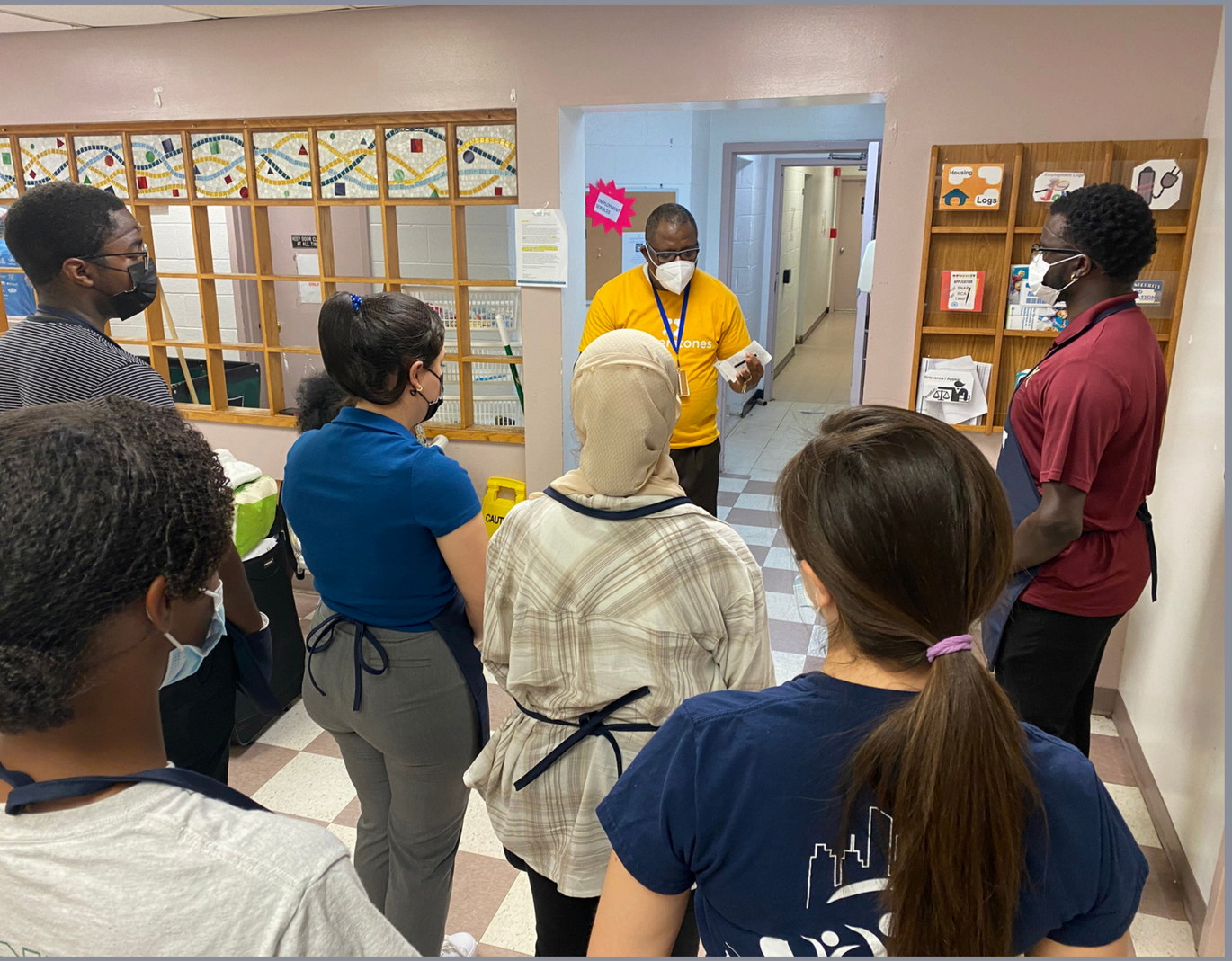
Expand Possibilities

SOURCE: HTTPS://INFO.SEARCHINSTITUTE.ORG/DEVELOPMENTAL-RELATIONSHIPS-HELP-YOUNG-PEOPLE-THRIVE

5 C's of Youth Development

* In his 2007 book "The Good Teen," Richard M. Lerner included this additional outcome

SOURCE: HTTPS://WWW.ICANAZ.ORG/THE-5CS-OF-POSITIVE-YOUTH-DEVELOPMENT/



Questions?

Thank you...