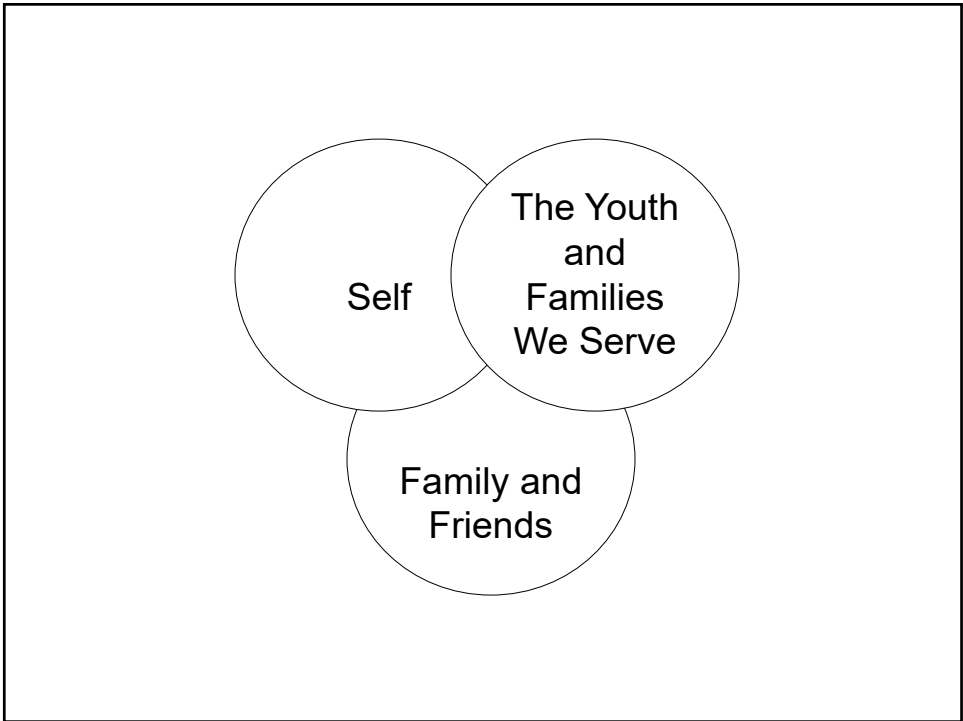




1



2

I'm a pediatrician who is an adolescent specialist, but . . .

3



4

An Inflection Point in Human History

5

Human Adversity May Affect:

The Body

The Brain

Behavior

Genetics

6

UNLESS



7

Becoming a “Protector” or “Sensor” Takes a Personal Toll

You do this work because you care . . . Right?

We cannot ask for such sacrifice from you unless we commit to your well-being with the same fidelity as you commit to caring for others

8

Reframing the Meaning of Self-Care

9

Most self-care strategies separate us from the
sources of professional stress

10

Self-soothing strategies are nice . . . but,



11



Yoga Class at 5!



12

Yoga is good, but . . .

Deep relaxation strategies strengthen us but don't get to the core of the problem

13

Turn your phone off/ forward your messages/ don't respond to email after hours

14

Helpful, but is asking you to remove yourself from the source of stress rather than helping you navigate the pain that is part of your professional life

15

Self-care strategies that are integrated with our real lives

- Making our real lives (outside of work) meaningful and well-balanced.
- Exploring what brings you real joy.

16

But . . . these strategies are beyond the scope of
today's discussion

17

Our discussion today . . .

Not the easy stuff. How do you love and
remain whole?

How do you bear witness without shutting
down?

18

Critical Elements of Self Care for Sensors and Protectors:

When we know how to do our job more effectively, it
fuels us.

Loving boundaries that allow us to safely draw closer
to those we serve

Reflective self-care

Working with supportive, reflective colleagues

19

**Burnout Prevention as a Starting Point,
Not the Goal**

20

Stress is usually something people are acutely aware of, whereas burnout can present insidiously.

When you are stressed, you care too much, but when you are burned out, you don't see any hope of improvement. You are numb.

21

The Worst thing is not to be stressed . . . it is to be **NUMB**

22

Burnout

Characterized by disengagement

Emotions are blunted

Produces helplessness and
hopelessness

Loss of motivation, ideals, and hope

23

Burnout

Leads to detachment and Depression

Primary damage is emotional

May make life seem not worth living

Depleted

24

Burnout is a deeply destructive force to people who are caretakers by nature

25

Workplace Factors that lead to burnout:

- **Cultures that normalize extending oneself beyond physical, cognitive, or emotional capacities.**
- **Cultures that confuse over-functioning with ambitiousness and blur the boundary between professional and personal lives.**

26

Individual Factors that lead to burnout:

- **Individuals who have unmet personal needs or have conflicting needs**
- **Individuals whose self definition is too tightly tied to work**
- **Setting unrealistic goals for yourself or having them imposed on you**
- **Being expected to be too many things to too many people**

27

The Universal Factor that may lead to burnout:

Those who spend their work lives attending to the needs of others, especially if their work puts them in frequent contact with the dark or tragic side of human experience.

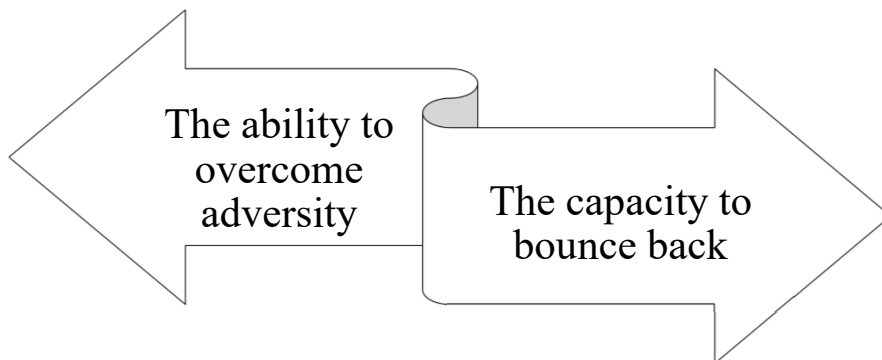
28

Building Resilience in Ourselves and The Families, Children, and Youth We Serve

(What is true for young people is also true for us. A lesson we must always remind each other)

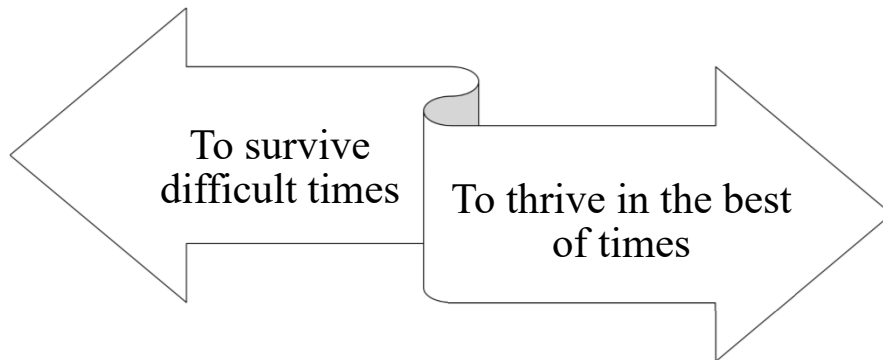
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Resilience



30

Resilience



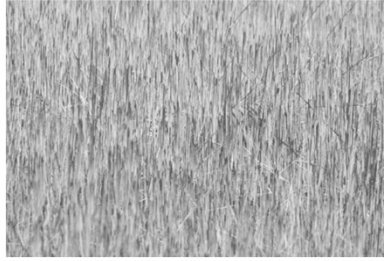
31

Resilience is (partly) a Mindset

(Adrenaline)



32



(Cortisol)

Where's the tiger now?

Uncertainty may be the greatest challenge to our
sense of security

33

Our work is filled with uncertainties, the more we can
anticipate problems the less "on guard" we will be during the
work day.

As humans, the more we manage both acute stresses
(adrenaline inducing) and chronic stresses (cortisol
generating), the healthier we will be.

34

Resilience

is

NOT

Invulnerability

35

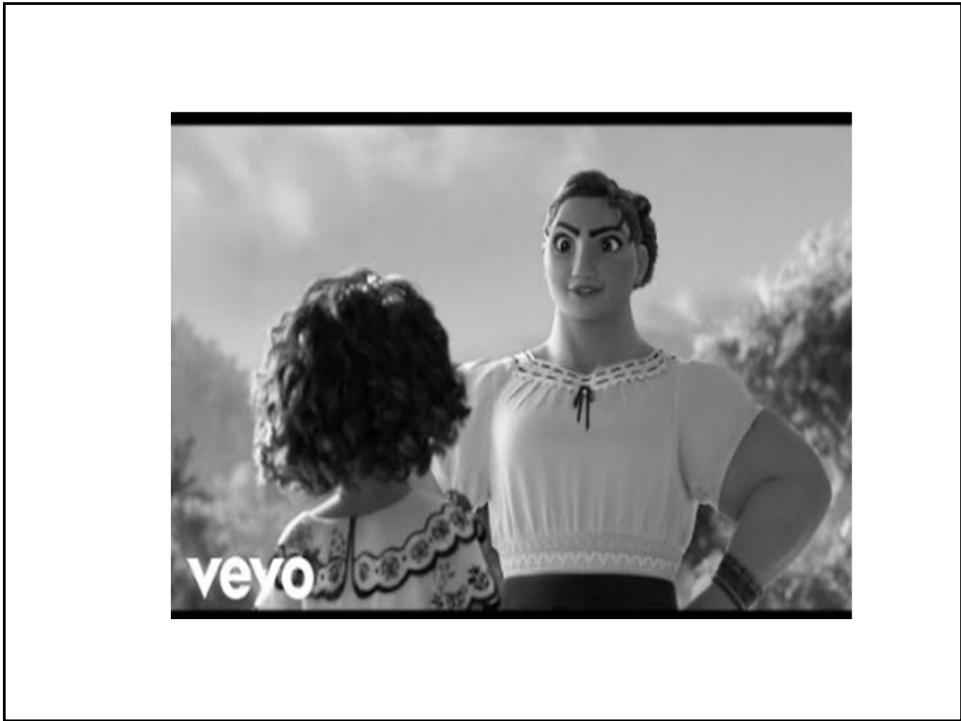
Resilience

can

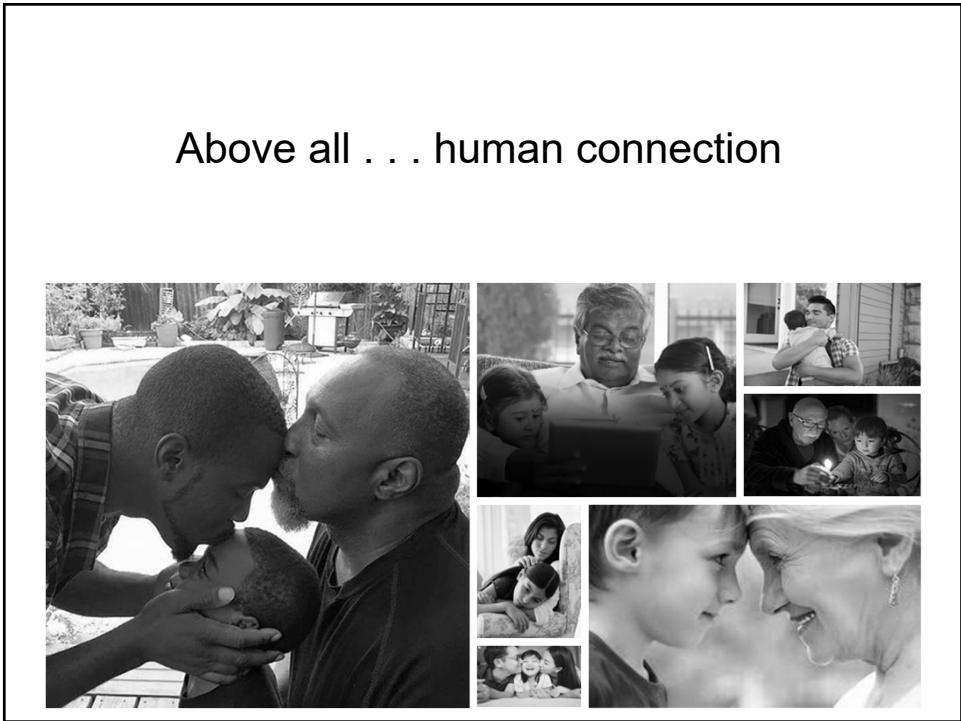
be

Exhausting

36



37



38

Building Our Strength-based Communication Skills

39



40

Why the greatest progress with adolescents, but especially for those with the hardest lives, depend on our relationships



Bruce Perry, MD, PH D
Neuro Sequential Model of Therapeutics

41

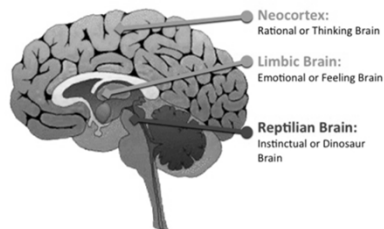
Brain Development for Communicators

42

NeuroScience 101

- Neuroplasticity – The brain can change and reshape itself – for better or worse – to adapt to its environment.
- Adolescence is a time of astoundingly rapid brain growth where brains remain plastic

43



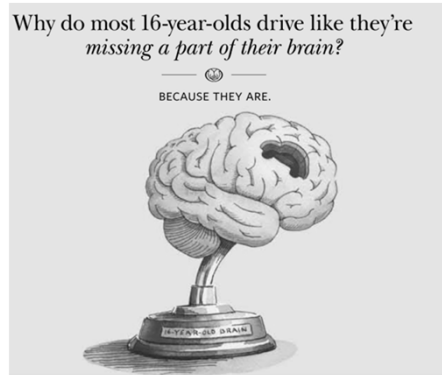
Emotional centers develop first. (Why?)

Development is a process not an event

Reasoning ability ALWAYS exists, but is solidifying

44

The WRONG Way to See It



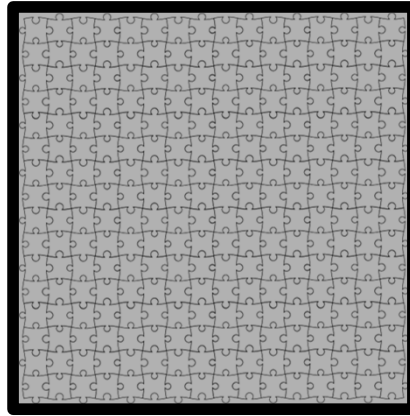
45

The Right Way to See It: A Critically Important Opportunity to Enrich and Protect Youth

- Adolescents are super-learners
- Adolescents are emotionally brilliant, but may not yet have reached the ability to always regulate their emotions.
- Experimentation is a necessity, it is our job to create enriching, exciting, safe opportunities for our “natural explorers” to grow.
- It is also our job to protect youth from harm

46

Why super - learners must push the edges. And, our role.



47

Communication for the Developing Brain
(calming emotional reactions – activating reasoning abilities)



48

Trauma-Sensitive Practice

49

Core to our serving youth (and families) effectively and respectfully - and the starting point to building on their strengths - is being sensitive to the traumas they have endured

50

Trauma Does Not Break Us . . .

- Predictive is Not a Determinant
- People who have endured hardships are deserving of focused attention and extra protective forces

51

The Effect of Adverse Experiences on Behavior



52

Key Principles of Trauma Sensitive Practices

1. Knowing what is about you and what is not about you (Meaning anger or acting out directed towards may not be based on anything you've done)
2. Changing your lens from "What's wrong with you!" to "What happened to you?"
3. Seeing people as they deserve to be seen, not based on labels they've received or behaviors they've displayed
4. Giving control back to people from whom control has been taken away

53

How Do Hard Lives Make People Experience Transitions Differently?

Every new opportunity is a chance to be rejected entirely

- Where's the tiger?
- Am I safe?
- What if I am judged? Will I be rejected?
- Should I pretend I don't care?
- Should I fail fast to maintain my control?
- Should I choose to fail, so at least I'll control my destiny?

54

Trauma Does Not Break Young People . . .
. . . Nor Does it Cause Brain Damage

- Having a “Protector’s Brain”

55

Working with Youth Who Have Suffered is Not Always Affirming

- **Youth who need us the most are often those who push us away**
- **Youth who need us the most are often those who push our buttons**
- **Youth who need us the most, raise uncomfortable feelings in us**
- **Youth who need us the most withhold rewards from us.**

56

Nobody dared go near the tower. A fearsome dragon sat on its top.

Until one day, a knight rode up. "Do you need help to get down?"

"Please."

O. Westin. Micro SF/F Stories

57

**A Commitment to Strength-Based
Communication Reminds Us That Our
Goal is to Build (Not Repair) Youth**

58

Helping youth know we'll be there when they most need us

"I need someone who has my back."

When praise looks like cheerleading it backfires

Behavior involves forward and backward movement

Make praise about relationship

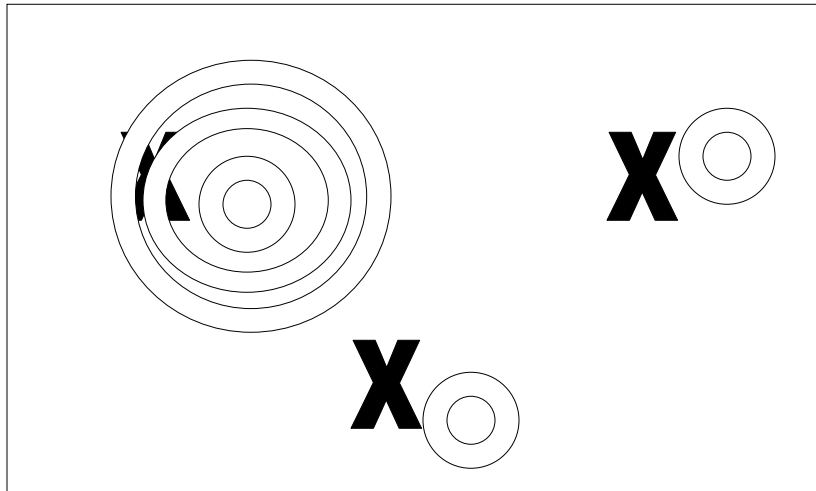
59

Strength-based Communication is about battling shame, stigma, and demoralization

- It is about listening until genuine strengths are revealed
- It is about highlighting and elevating their strengths
- It is about facilitating the recognition and celebration of their strengths

60

Seeing strengths . . .
. . . Leveraging strengths to address challenges



61

“Love is seeing someone as they deserve to be seen, *as they really are* , not through the lens of the behaviors they have sometimes needed to display.”

62

“Respect is about listening . . . and seeing someone as the expert on their life. It is about supporting them to see all that is good and right within them. It is rejecting undermining labels. It is about knowing they own the seeds of progress within them.”

63



I've learned that people will forget
what you said, people will forget
what you did, but people will never
forget how you made them feel.

Maya Angelou

64

I know you can _____ because you have _____.

65

We choose the lens through which we see youth and communicate about them. This changes our settings

- Signing out strengths and progress, or failures and disappointment?
- Celebrating the milestones, or ignoring growth?

66

Giving Youth Control Over Their Decisions

67

Stress, and coregulation

68

Toxic Stress

Toxic stress is more than we can handle in a healthy way and is disruptive to our well-being. We must protect people of all ages from toxic stress.

Dr. Bruce McEwen

69

Tolerable Stress

Tolerable stress is uncomfortable but within our window of tolerance because we can cope with it. What is tolerable is subjective and fluid.

It is in the window of tolerable stress that we can make the difference. It's about how much someone can handle depending on what else is on their plate and what stress management strategies they possess. The power of coregulation is that caring adult presence changes the equation by making challenges tolerable.

Dr. Bruce McEwen

70

Calmness, even amidst a chaotic reality, helps youth access their thinking powers and compassionate natures

- **Co-regulation**
 - Amygdala to amygdala communication
 - Key to de- escalation
 - Critical to anticipation
 - Key to allowing “Mother Teresa” to surface
- **Self-regulation is a skill to be developed**

71



72



73

The Language of Resilience . . .

. . . offers support while increasing the
window of tolerable stress

74

Although we'd like to protect young people from what might hurt them, the best we can do is prepare them to handle life even when it gets tough.

That means setting aside our instinctual needs to protect them from a momentary challenge, and to instead choose a strategy that prepares them for the future. We do our best when we help them understand they can take control over their own lives.

75

Words Express How We Think

With our words, we express whether we see youth as vulnerable. Fragile. Incapable. Our language can also state clearly that we think they are safe. Strong. Capable.

- When we say to young people, "Let me help you with that," we communicate "I don't think you can do it on your own."
- When we say to someone, "It's not that bad. Let me give you a hug," we imply comfort relies on us. Rather, we want young people to know the problem is real and that they'll be able to handle it . . . with our support.

76

Words Express How We Think

- When we jump in with solutions, we deny adolescents the space to arrive at their own. On the other hand, when we listen to them and act as a sounding board, we give them the opportunity to be thoughtful.

77

Say this . . . When Engaging a Young Person's Thoughtfulness	Not that . . .
What do you think. I'm here to listen.	I think . . .
Tell me what you understand	You're too young to understand.

78

Say this . . . about a bad experience	Not that . . .
This must feel awful. In time, it will hurt less. And you'll be stronger for the experience.	It's not that bad.
You'll get through this . . .	I'll protect you.

79

Say this . . . about emotional distress	Not that . . .
The best thing about you is how much you care. Your challenge in life will be to learn how to care without hurting too much inside.	You're too sensitive.
It is great to think as much as you do. Your challenge is to remind yourself you'll be able to handle this; you just have to think through a solution.	You worry too much.

80

Say this . . . about seeking help	Not that . . .
A strong person learns how to reach out to others.	A strong person handles tough times
It'll take time. But your own strength and the support you'll get from those who care about you, will help you heal.	Just get past it.
You deserve to feel better.	You need help

81

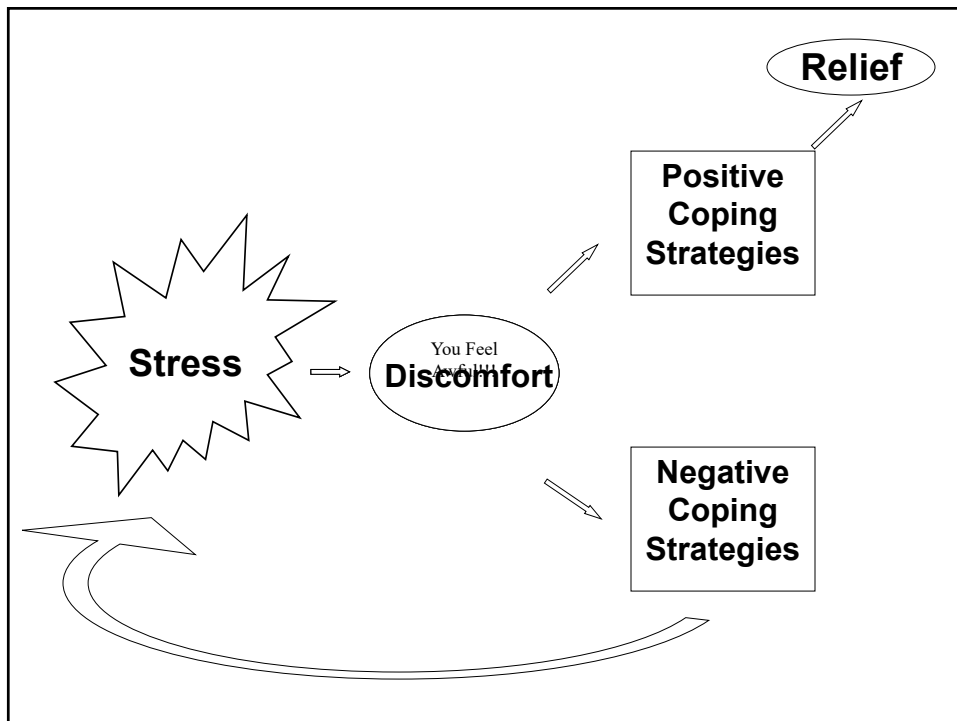
We give control every time we enable positive choices to manage painful or stressful realities

82

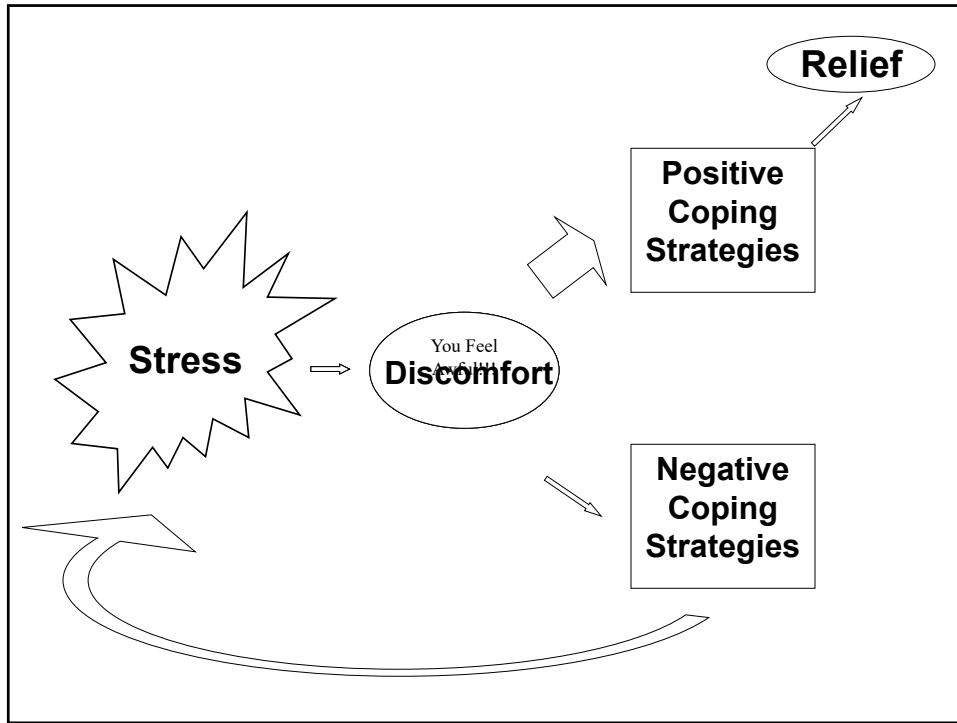
Stress Management and Resilience

- Is about learning to cope, in a positive way with life's inevitable stressors
- People who can choose positive coping strategies gain control

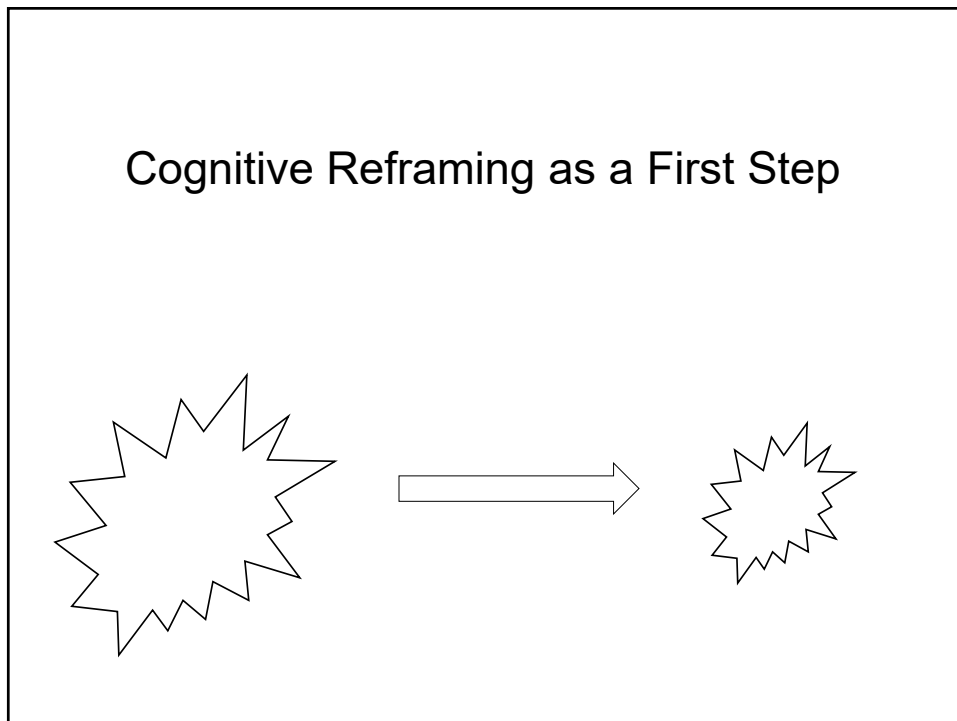
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84



85



86

Dialing Down Catastrophic Thought

1. Recognize negative thoughts. They often begin with phrases like “I better,” “If I don’t”, or “I should.” This is called *thought catching*.
2. Stop. Pause. Evaluate thoughts for accuracy.
3. Develop more accurate explanations when difficult things happen. Take away self-blame.
4. De-catastrophize. Let go of harmful thoughts that suggest a mistake or failure will lead to inevitable disaster.

87

Dialing Down Catastrophic Thought

Learn how to change our thinking patterns.

We focus on the A (“What happened?”) and C (“How do I feel now?” or “What am I going to do?”). We can pay better attention to the B connectors - the silent *self-talk* that drives our beliefs, determines how we interpret situations, and can lead to a calm versus reactive response.

88

Dialing Down Self-Defeating Thoughts

Self-defeating thoughts often begin with words like “I never” or “I can’t.” This undermines hope. Add the transformative word “yet” to your thoughts.

“I can’t solve this problem” becomes, “I can’t solve this problem *yet*.” Hope. This can free our minds to make an action plan.

89

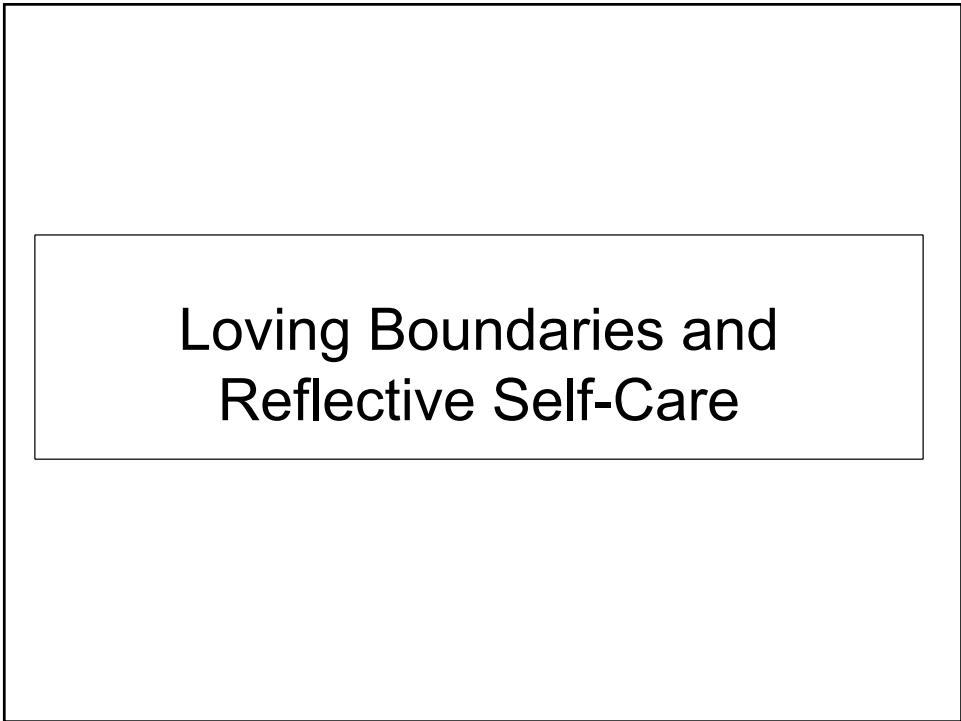
A Comprehensive Stress Management Plan Includes:

- Problem-Focused Strategies
- Emotion-Focused Strategies
- Strategies that Integrate the Mind and Body
- Strategies that Build a Sense of Meaning and Purpose

90



91



92

Love?

Loving practice reminds us – on a daily basis – why we do what we do

93

Boundaries

Not the easy stuff. How do you love and still remain whole?

- Knowing our buttons
- Being trauma-sensitive
- Knowing who is the expert
- Avoiding the rescue fantasy
- Giving control back
- How much do we share?
- How much do we give to each youth?
- I or We?
- How do we treat those at work versus home

94

Knowing your buttons



95

Having more control over your buttons

You don't have to be "healed." That is our life curriculum, not an event.

Bring your journey to consciousness, so there is less below-the-surface emotional labor

96

Foundational Principle of Trauma Sensitive Practices

Knowing what is about you and what is not about you

(Meaning anger or acting out directed towards may not be based on anything you've done)

97

Knowing Who is the Expert



98

Avoiding the Rescue Fantasy

99

Why Do We Have a Rescue Fantasy?

Overalignment; relating too closely

Seeing our own stories, or of someone we love

When work is our sole purpose, failure doesn't feel like a safe option

100

Why Will a Rescue Fantasy Lead to Our Own
Sense of Failure and Therefore Burnout?

101

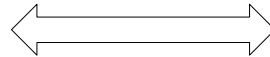
Secure and sustained relationships?
Giving control back to youth?

- Knowing that the person is not going anywhere
- Knowing that you are not reliant on their presence



102

How much do we share?



103

How Much Today?

Who's Need?

104

Preventing Our Work From Damaging Our Home Relationships



105

Why Displays of Self-Compassion and Self-Forgiveness are Good for You and Essential for Your Relationships with Youth.

(Especially your own teens!!)

106

Knowing you are forgiving of yourself, makes teens more likely to come to you when you are most needed

Self Compassion also allows you to maintain your cool

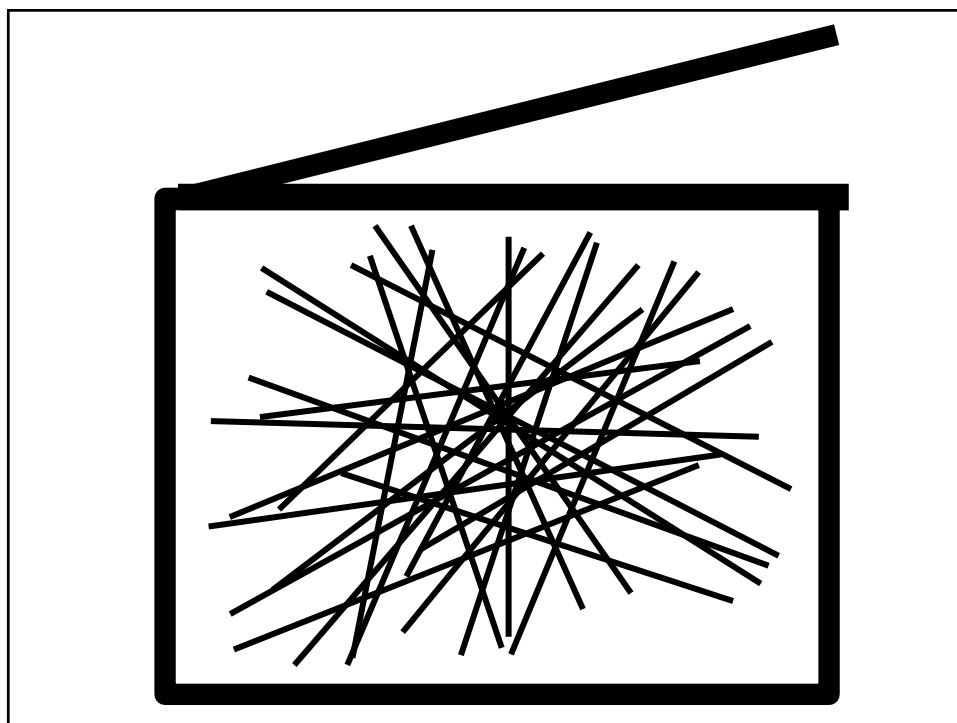
107

Emotional Expression as a Key to Preventing
Emotional Shutdown or Burnout

108

The Worst thing is not to be stressed . . . it is to be **NUMB**

109



110

Do the work in real time, there is no choice

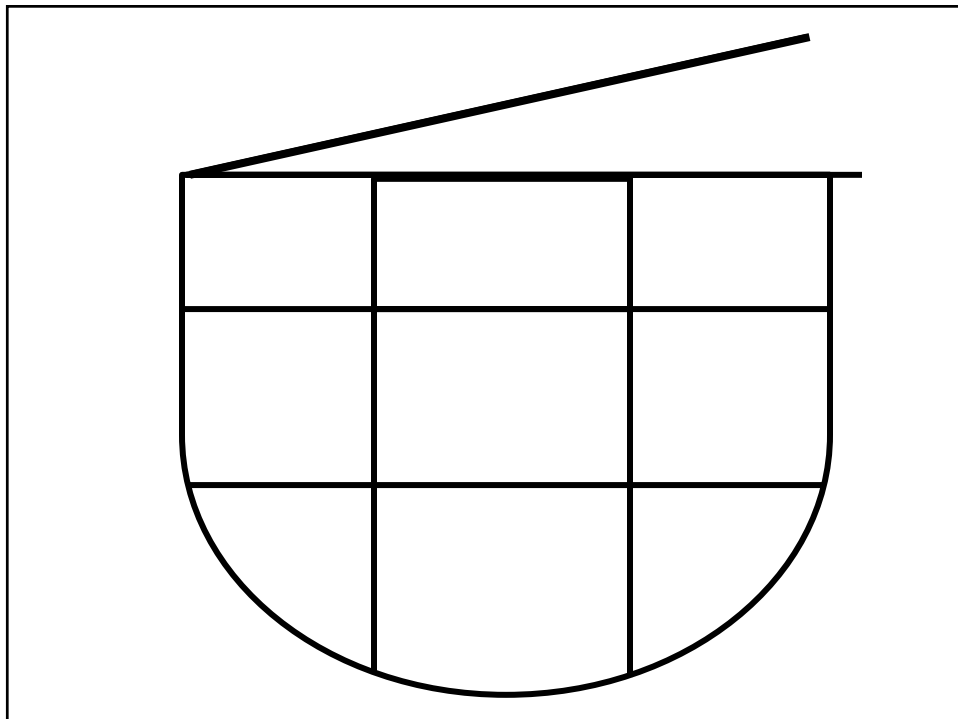
Get to calm . . .

Remember the mission . . .

Remember today is just a moment. If nothing else,
maintain the relationship to try again another day.

Commit to *really* doing the reflective and freeing work at
home, or at work with colleagues or during debriefing
with your supervisor.

111



112

I _____ it out!

113



114

Join with those who understand



115

We . . .

- Show trust in each other when we feel safe tapping Out
- Show trust in each other when we sign out trusting our work will continue
- Show trust in each other when we absorb feedback knowing our colleagues' intention is both to protect us and nurture our growth

116

What Does Success Look Like?

117

How will we judge our success?

Through easy measurements: housing, jobs, graduations, recidivism rates

But mostly in vital ways not easily measured . . .

- By making it so young people can safely experience their feelings
- By helping young people experience people are worthy of trust
- By helping young people know they are worthy of being loved

118

How will we judge our success?

- By creating the kind of environment where WE never forget how to feel

119



120



121