The Protective Power of Relationships

Society for Adolescent Health and Medicine

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A needed course correction . . .

An Integrated Model that includes all we’ve learned from
✓ Positive Youth Development
✓ Resilience Building Strategies
✓ Trauma-sensitive Practices

A model that acknowledges pain, but sees the best in people.

A model that recognizes structural racism and the undermining forces of low expectations, but that prevents a new label from being applied to already marginalized communities. In sharp contrast, it must recognize the inherent strengths of individuals, communities, and cultures.
At the root of all models is the primacy and power of human relationships both to build strong, successful youth and to heal those who have endured hardships.
Human Connection

Protecting Adolescents From Harm
Findings From the National Longitudinal Study on Adolescent Health

Michael D. Resnick, PhD; Peter S. Bearman, PhD; Robert Wm. Blum, MD, PhD; Kari E. Bauman, PhD; Kathleen M. Harris, PhD; Jo Jones, PhD; Joyce Tabor; Trish Beuhring, PhD; Renee E. Sieving, PhD; Marcia Shew, MD, MPH; Marjorie Ireland, PhD; Linda H. Bearinger, PhD, MS; J. Richard Udry, PhD

The impact of caring and connectedness on adolescent health and well-being

M. D. RESNICK, L. J. HARRIS2 and R. W. BLUM3
Youth Development 101
The Impact of Positive Youth Development

What Is Positive Youth Development?

By WILLIAM DAMON

Positive Youth Development, Participation in Community Youth Development Programs, and Community Contributions of Fifth-Grade Adolescents: Findings from the First Wave of the 4-H Study of Positive Youth Development

Richard M. Lerner
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Empowering Marginalized Youth: A Self-Transformative Intervention for Promoting Positive Youth Development

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Alan Meca
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Marilyn J. Montgomery
Northwest Christian University
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Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects

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Collaborative for Academic, Social, and Emotional Learning (CASEL)
Joseph A. Durlak
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Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs

By RICHARD F. CATALANO, M. LISA BERGLUND, JEAN A. M. RYAN, HEATHER S. LONCZAK, and J. DAVID HAWKINS

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How do we define success for ALL young people?
Problem Free . . .

. . . is NOT Fully Prepared!

(Karen Pittman)
We Matter...

more than the buildings or programs.

Young people come for the content, but the context is what heals them.
Adults’ Role in Supporting the Fundamental Questions of Adolescence

Who am I?

Am I normal?

How do I fit in?
“Children have never been very good at listening to their elders, but they have never failed to imitate them.”

– James Baldwin
Resilience 101
Resilience

• The ability to overcome adversity

• The capacity to bounce back
Resilience is a Mindset
The Bottom Line

• Young people will be more resilient if the important adults in their lives believe in them unconditionally and hold them to high expectations

• Young people live up or down to the expectations we set for them
The Power of Human Connection

Childhood adversity and adult depression: The protective role of psychological resilience
Julia C. Poole¹,*, Keith S. Dobson¹, Dennis Pusch²

Ordinary Magic
Resilience Processes in Development
Ann S. Masten
University of Minnesota, Twin Cities Campus

PSYCHOSOCIAL RESILIENCE AND PROTECTIVE MECHANISMS
Michael Rutter, M.D.

Modifiable Resilience Factors to Childhood Adversity for Clinical Pediatric Practice
Flora Traub, PA-C, MPP¹, Renée Boynton-Jarrett, MD, ScD²,³

Best friends and better coping: Facilitating psychological resilience through boys’ and girls’ closest friendships
Rebecca Graber¹,*, Rhiannon Turner² and Anna Madill²
Trauma Sensitive Practices
The Adverse Childhood Experiences (ACE) Study

American Journal of Preventive Medicine
Volume 14, Issue 4, May 1998, Pages 245-258

Original Articles

Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study

Vincent J Felitti MD, FACP, Robert F Anda MD, MS B, Dale Nordenberg MD C, David F Williamson MS, PhD B, Alison M Spitz MS, MPH B, Valerie Edwards BA B, Mary P Koss PhD D, James S Marks MD, MPH B
ACFs

- Emotional abuse
- Physical abuse
- Sexual abuse
- Neglect
- Exposure to substance abuse
- Exposure to mental illness
- Exposure to domestic violence
- Parental incarceration
- Divorce
- Abandonment
Adverse Childhood Experiences of Low-Income Urban Youth

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KEY WORDS
cchild abuse, children of impaired parents, domestic violence,
nominal group technique, poverty, sexual abuse, spouse abuse,
substance abuse, urban

ABBREVIATIONS
ACE—adverse childhood experience
FPL—federal poverty level
Dr Wade conceptualized and designed the study, coordinated

WHAT'S KNOWN ON THIS SUBJECT: Adverse childhood experiences have been shown to have long-term impacts on health and well-being. However, little work has been done to incorporate the voices of youth in understanding the range of adverse experiences that low-income urban children face.

WHAT THIS STUDY ADDS: Study participants cited a broad range of adverse experiences beyond those listed in the initial adverse childhood experience studies. Domains of adverse experiences included family relationships, community stressors, personal victimization, economic hardship, peer relationships, discrimination, school, health, and child welfare/juvenille justice systems.
Childhood Trauma Affects

- The Body
- The Brain
- Behavior
- Genetics
UNLESS Loving Adults Protect Them
Key Principles of Trauma Sensitive Practices

1. Knowing what is about you and what is not about you

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
To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

Youth who need us the most

- are often those who push us away
- are often those who push our buttons
- may raise uncomfortable feelings in us
- often don’t give us the feedback we crave
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.”
Seeking the “Sweet Spot” that Integrates Models

We know young people need safe, secure, sustained relationships to thrive. We even know that such relationships can allow them to heal from hard pasts. We must guide them so they are accountable to being their best selves. When we do so, they must know that our high expectations are rooted in our caring. Ideally our efforts at accountability must enhance, rather than disrupt, our protective relationships.
The Power of Relationships in Protecting from Adversity and in Healing
Influence on Brain Development

Beyond the ACE score: Examining relationships between timing of developmental adversity, relational health and developmental outcomes in children

Erin P. Hambrick*, Thomas W. Brawner*, Bruce D. Perry*, Kristie Brandt*, Christine Hofmeister*, Jen O. Collins*

From Neurons to Neighborhoods

The Lifelong Effects of Early Childhood Adversity and Toxic Stress

abstract

Advances in fields of inquiry as diverse as neuroscience, molecular biology, genomics, developmental psychology, epidemiology, sociology

Childhood Trauma, the Neurobiology of Adaptation, and “Use-dependent” Development of the Brain: How “States” Become “Traits”

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From Innovation to Impact at Scale: Lessons Learned from a Cluster of Research-Community Partnerships

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Impact on Outcomes for Youth with Special Needs

Learning through interaction in children with autism: Preliminary data from a social-communication-based intervention

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The Efficacy of Problem-Solving Communication Training Alone, Behavior Management Training Alone, and Their Combination for Parent–Adolescent Conflict in Teenagers With ADHD and ODD

Russell A. Barkley, Gwennth Edwards, Margaret Laneri, Kenneth Fletcher, and Lori Metevia
University of Massachusetts Medical School

HYPERACTIVE AND NORMAL GIRLS AND BOYS: MOTHER–CHILD INTERACTION, PARENT PSYCHIATRIC STATUS AND CHILD PSYCHOPATHOLOGY*

Marilyn Schulte Beferra† and Russell A. Barkley‡
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Measuring and Supporting Language Function for Children with Autism: Evidence from a Randomized Control Trial of a Social-Interaction-Based Therapy

Devin M. Casenbisher · Amanda Binas · Fay McGill · Olga Mordczer · Stuart G. Shanker

Recent Longitudinal Studies of Childhood Attention-Deficit/Hyperactivity Disorder: Important Themes and Questions for Further Research

Russell A. Barkley
Medical University of South Carolina
What do supportive and healing professional relationships look like?
Respect
Whose Definition of Relationship?
Safe…

Honoring their expertise through empowered listening that asks for nothing in return
Safe?

How do we make young people feel “safe” in the context of lives where they must navigate low expectations, structural barriers, and the isms?
Secure?

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

(Having a Young Person’s Back)
Confidence gets it started . . .

. . . and shame and demoralization prevent action
Finding Competence . . .

. . . Building Confidence
“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, or the labels they may have received.”
Secure and Sustained

Giving them their “ruby slippers” so they always know they are reliant only on their own skills and wisdom
The Power of Loving Relationships

Brain-to-Brain Synchrony and Learning Outcomes Vary by Student–Teacher Dynamics: Evidence from a Real-world Classroom Electroencephalography Study

Dana Bevilacqua, Ido Davidescu, Lu Wan, Matthias Oostrik, Kim Chaloner, Jess Rowland, Mingzhou Ding, David Poeppel, and Suzanne Dikker

We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education

Mary Helen Immordino-Yang and Antonio Damasio
Sustained?

Who can offer the greatest dosage of relationships?
Giving Youth Control Over Their Decisions
Learning Not to Undermine Competence

- Talking in a way young people understand
- Recognizing adolescent cognitive development
- No more lectures!!!
- Turn off HOT cognition
Communication for the Developing Brain

(Which incidentally is inside of a person)

Hot versus Cold Cognition
\[ x = \sqrt[3]{2 + \frac{10}{3\sqrt{3}}} + \sqrt[3]{2 - \frac{10}{3\sqrt{3}}} \]
Emotional Co-Regulation

Child and Adolescent Emotion Regulation: The Role of Parental Emotion Regulation and Expression
Emily Barcia, Eleonora Gullone, Elizabeth K. Hughes

The Role of the Family Context in the Development of Emotion Regulation
Amanda Sheffield Morris, Oklahoma State University, Jennifer S. Silk, University of Pittsburgh, Laurence Steinberg, Temple University, Sonya S. Myers and Lara Rachel Robinson, University of New Orleans

Review: Is Parent–Child Attachment a Correlate of Children’s Emotion Regulation and Coping?

Emotion Regulation, Coping, and Decision Making: Three Linked Skills for Preventing Externalizing Problems in Adolescence
Kathryn L. Modecki and Melanie J. Zimmer-Gembeck, Griffith University and Menzies Health Institute of Queensland

The Impact of Parenting on Emotion Regulation During Childhood and Adolescence
Amanda S. Morris, Michael M. Criss, Jennifer S. Silk, and Benjamin J. Houldberg
The Developmental Model... for Relationships
How We Approach Our Relationships with Youth:

Reframing Adolescence
Flipping the Script

Shifting adolescence from a time to be survived to a time to be celebrated
Myths that Disempower Parental and Professional Engagement

Adolescents:

- Think they are invincible
- Are wired for risk
- Don’t care what parents think
- Can’t be reasoned with
- Don’t like adults
Flipping the Script from Brokenness to Empowerment

A different kind of credential:

• “Protector’s brain”
• Brilliant amygdala
How will we judge our success?

- Through easy measurements: safe spaces, attendance, grades, retention
- By proving adolescents are capable of healing
- By helping youth experience people can be worthy of trust
- By helping young people know they are worthy of being loved
- By making it more likely that youth will be able to “pass along” our love to their children, and then break the cycle of trauma and oppression
How will we judge our success?

✓ By making it so young people can feel fully.

✓ By creating the kind of practice settings where we never forgets how to feel.

✓ By creating communities that are really safer, because we build our youth.
How will we judge our success?

- By launching **ALL** young people into adulthood knowing they are ok . . . Just the way they really **are**
We have added nothing to your plate, we have been speaking of the plate. The scaffolding of protective human relationships upon which young people rise.