



Empowering Restorative Engagement Program (ERE)

Speaker Information

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Nexus Family Healing Practice Model

- Relationship Based
- Skills & Competency Based
- Individualized and Strengths Focused
- Trauma Informed
- Youth Guided





Learning Objectives:

- 1. Understand the philosophy of the Empowering Restorative Engagement (ERE).
- 2. Learn about core trauma concepts in working with youth that are in a residential environment
- 3. Learn about tools that can be used as part of the ERE programming.



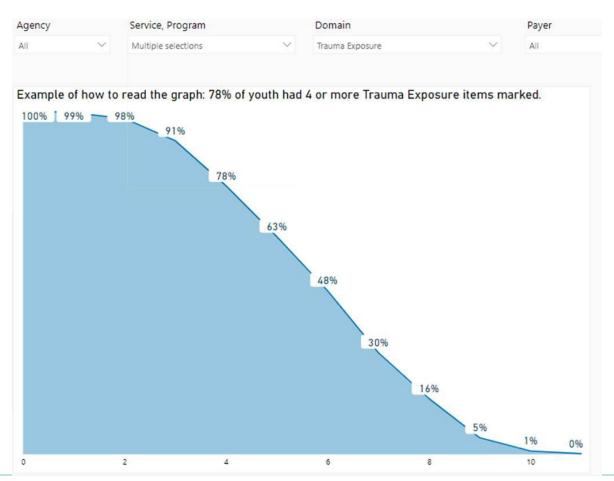


Trauma is...

The unique individual experience of an event or enduring conditions in which the individual's ability to integrate his or her emotional experience is overwhelmed; and the individual experiences a threat to life, bodily integrity, or sanity.

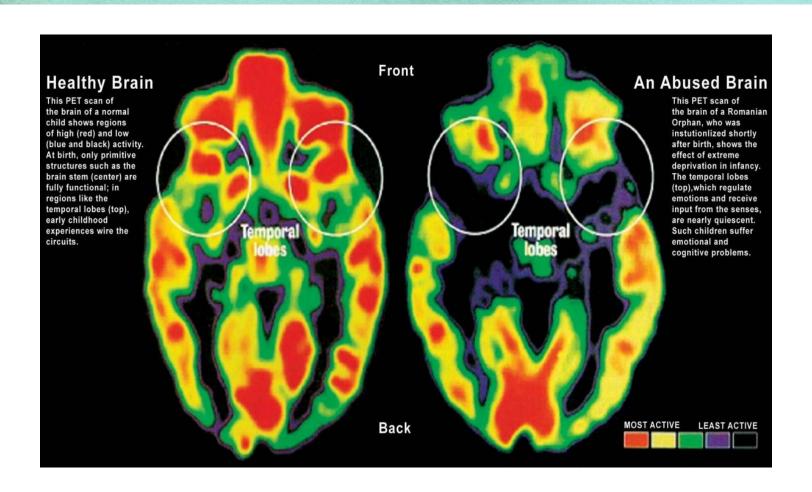


Prevalence of Trauma - Nexus



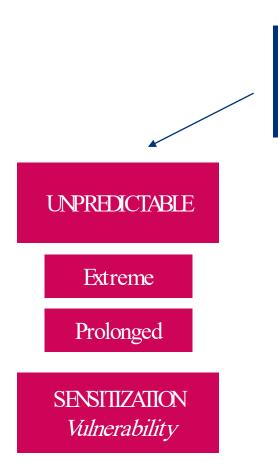


Brain Impact





Pattern of Stress



PATTERNOF STRESS

PREDICTABLE

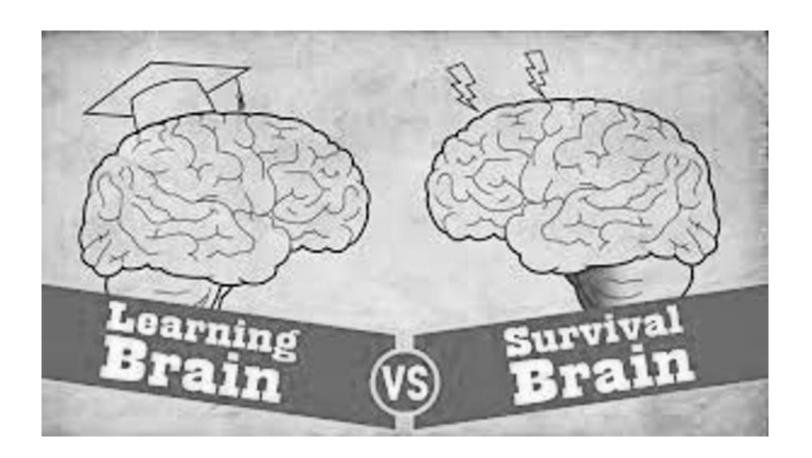
Moderate

Controllable

TOLFRANCE Resilience



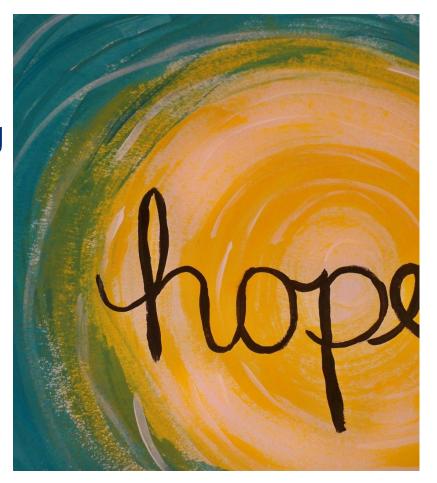
Learning vs. Survival Brain





Where Do We Come In?

 We need a growth mindset for youth and staffthere is something we can do about it!





Trauma-Informed Milieu

- Relationship-Based
 - Why it is so important
 - Relational impacts of trauma
 - How do we create a relationsbipsed connected environment?
- Skill Development
 - "UnconventionaWisdom"-skills deficits
 - Re-looking at Challenging behaviors
 - What can we do?



Trauma-Informed Milieu

Youth Empowerment and Choices

- Behavior has meaning
- Five Basic Needs
- Quality World
- Internal Vs. External control

Restorative Approach and Practices

- What is the Restorative Approach?
- Six Values of Restorative Practice
- Restorative Approach: Staff to Youth and Staff to Staff



Changing our Workforce

Non-Trauma Informed

- Power Over
- You Can't Change
- Judging
- People Need Fixing First
- Right/Wrong
- Helping
- "You're Crazy"
- Compliance/Obedience
- Need TeKnow Basis For Info
- Presenting Issue
- Us and Them

- Labels and Pathology
- FearBased
- I'm Here To Fix You
 - Didactic
- People Make Bad Choices
- Behavior Viewed As Problem
- What's Wrong With You
 - Blame/Shame
 - Goal Is To Do Things The Right Way

Trauma-Informed Care

- Power With
- Your Brain Is "Plastic"
- Observing
- People Need Safety First
- Multiple Viewpoints
- Learning
- It Makes Sense
- Empowerment/Collaborat ion
- Transparency and Predictability
- Whole Person and History
- We're All In This Together

- Behavior As Communication
- **Empathy Based**
- Support Healing
- **Participatory**
- People who feel unsafe do unsafe things
- Behavior Viewed as Solution
- What Happened To You
- Respect
- Goal Is To Connect





Why is Relationship at the Core of ERE?

- 1. Trauma itself (specifically developmental trauma) results from the failure of relational connection. And healing itself is built on the restoration of relational connection.
- 2. Healthy relationships are necessary to manage stress, span anxiety, and build resilience.
- 3. Self-regulation is more a product of the support we can offer our youth.
- 4. Healthy therapeutic relationships is the most robust predictor of positive outcomes long-term, and one of thestrongest predictors of treatment success.



Relational Damage

Youth Struggle to Trust Adults

- Soothing yourself
- Staying vigilant
- Quickly befriending strangers
- Deceptive and manipulative
- Selfpreserving; take care of yourself
- Hiding your inner life from others
- Avoiding closeness
- Competing with peers, or siblings

Adults Can End Up Mirroring Youth

- Caregiver is in survival mode
- Defensive, not open and engaged
- Social and emotional apathy
- Focus only on behavior, not meaning
- Reactive, not proactive or responsive
- Repeat doing what is not working
- Only see need to correct, not connect
- Sensitive to rejection
- SelfEntitlement



Relational Contagion

- A <u>dysregulate</u> <u>adult cannever</u> regulate a dysregulated youth.
- A dysregulated adward ad
- A regulated dult can regulated dysregulated anxious youth.



Skills Required to Provide Treatment through Relationship

- Liking the clients
 - "how can they possibly change and grow in that way no one who is delighted by them..." Patricia Wilcox
- Active listening
 - Listen, rephrase or paraphrase, validate, stop.
- Learning and seeking out the why behind behavior
- Stopping negative speech about clients when they are n around
- Speaking from the heart
- Calming techniques during a crisis
- "Resets"





Conventional Wisdom and CPS

CHALLENGING BEHAVIOR



CONVENTIONAL WISDOM:

"Kids do well if they want to"
Passive permissive inconsistent parenting
Youth trying to get or avoid things



INIERVENIION:

Trauma-Uniformed

Rewards, punishment, ignoring, punitive punishment

COLLABORATIVE PROBLEM SOLVING:

"Kids do well if they can"

Lagging thinking skills
Youth has a kind of learning disability



INIERVENIION:

Trauma-Reformed

Changing behavior and building skills through relational process



Unconventional Wisdom: It's a learning disability

- Research in neuroscience has shown:
 - Challenging youth are delayed in the development of crucial skills in areas like

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self-regulation,
flexibility/adaptability,
frustration tolerance, and
problem-solving
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 Or they have significant difficulty applying these skills when they are most needed.



Definition of Challenging Behavior

Challenging behavior (explosions, implosions, and everything in between) occurs when an expectation is placed on someone, or someone is presented with a situation, that they lack the skill to handle. It is the gap between demands and skill.



Punitive Punishment and Trauma Response Cycle

Consequence Increased focused and arousal, stress, harsh and trauma discipline response Challenging Skills and/or deficits/unmet explosive needs behavior



Ending the cycle of chronic stress/ trauma involves the removal of punitive punishment

Let's explore how to do that...

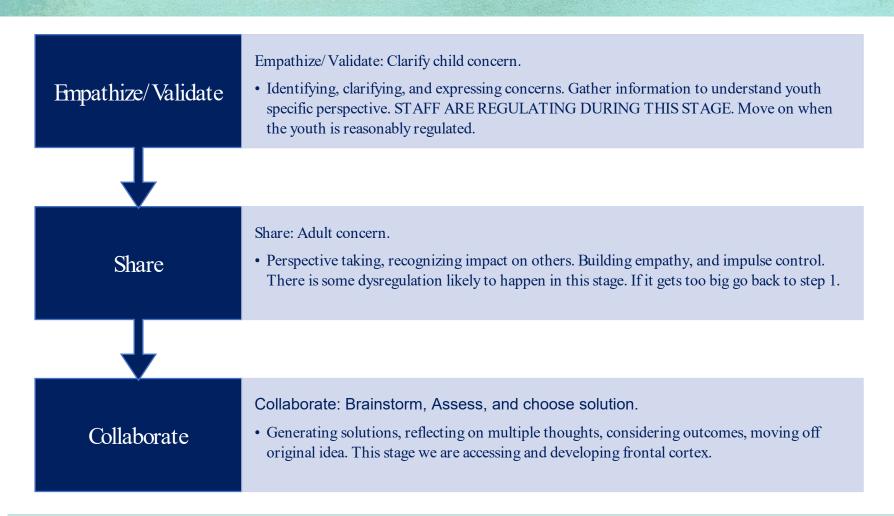


Three Ways to Respond to Challenging Behavior

Regulator (Plan A)	Collaborator (Plan B)	Harmonizer (Plan C)
Impose adult will	Solve the problem together	Drop the issuefor now
Focused on adult concern	Both adult and youth concerns a heard and considered	Focused on youth concerns
Most popular in RTC settings AND is useful for neurotypical kids.	Resolution is representing both youth and adult. This is the ideal RTC intervention.	Not 'bailing" but treatment planning.
Can overactivated stress respon fight, flight, freezeBut usually FIGHT!	Balances stress response and regulation.	Does not trigger or activate stres response growth.
Increases power differential which can upset youth further	Shared power	Decreases power differential
Most appropriate when uses of immediate safety are at hand	Represents the ideal approach t adults use with the youth.	Most appropriate if the issue will cause a crisis over a problem that the youth is not working on. It is thoughtout strategy.



Collaboration Ingredients





Pattern of Collaboration

- MODERATE: Choice of problem and how you approach itremember: is the problem currently part of this youth's treatment plan)
- PREDICTABLE: Same three ingredients in same order- empathize (regulate), share (relate), collaborate (reason)
- CONTROLLED: Returning to regulating ingredients (empathize/validate) whenever needed (remember it's a dance!)



Two Courses of Action









All Behavior has Meaning

- ▶ It is a youth's best attempt to deal with a situation in that moment with the skills they have.
 - ► Problems develop because of a breakdown in relationships and not getting our needs met.
 - ▶ If we understand why others do what they do, we know better how to help with problems.
 - ▶ We lead youth to make different choices to help them meet their needs more effectively.
 - ► Not a technique a lens to view the world and human behavior.





What is Behavior?

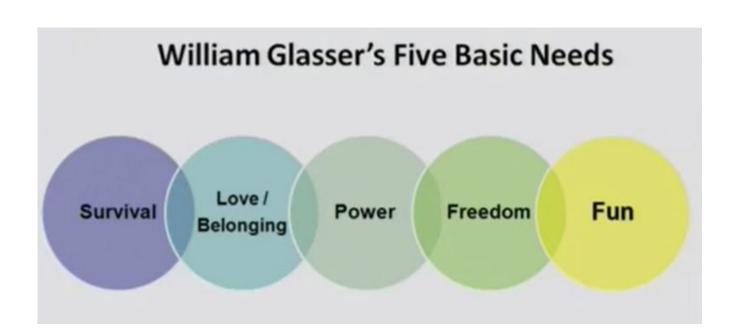
- The result of getting or not getting our needs met.
- The behavioaligns with ougoals, values, and beliefs about the world and what is important to us (both maladaptive and adaptive).
- Our Quality World is made up of the mental pictures of our most desired experiences, objectives, concepts, beliefs, and most of all our relationships.



Internal vs External Control

- We are not in control of the youther are only in control of ourselves.
- External control such as rewards and punishment wi not be effective longerm.
- Developing internal motivation will be most effective long term with the youth.
- Healing and developing healthy internalitate are going to take practice, support, and repetition.





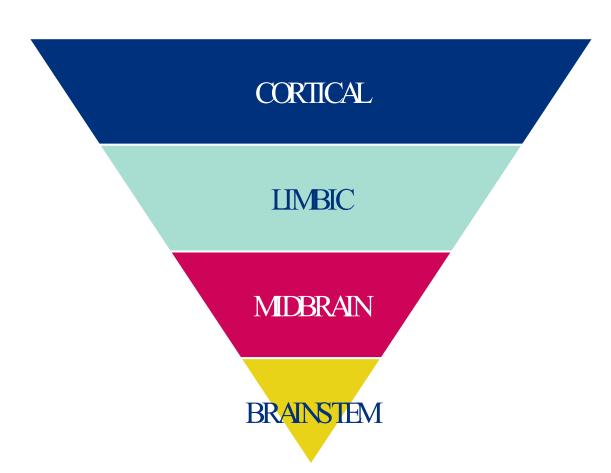


Breakdown of Our Basic Needs

- Survival: Physiological, includes the Freedom: Psychological, the need to need for food, shelter and safety. be frees the need for independence, autonomyţo have choices and to be
- Love and Belonging: Psychological able totake controbf the direction needs, love and belonging includes one's life. the need for relationships, social connections, to give and receive. Fun: Psychological, the need to find affection and to feel part of a grouppleasure, to play and laugh, the need for play!
- Power: Psychological, to be powerful is to achieve, to be mpetent, to be skilled, to be cognized for achievements and skill, to be listened to and have a sense of self worth.



Bruce Perry's Hierarchy of Brain Function



Abstract thought Concrete thought Affiliation "Attachment" Sexual Behavior **Emotional Reactivity** Motor Regulation "Arousal" Appetite/Satiety Sleep **Blood Pressure** Heart Rate Body Temperature





Patricia Wilcox's Restorative Approach Says:

- ▶ Positive relationships provide the strongest motivation to change. They provide the child with new models of interaction with people and demonstrate that others can be trusted.
- Symptoms are adaptations, that the children are doing the best they can to meet their needs to solve their problems, provides a road map for responding to them;
- ► And the most important task is to understand the behavior.





Restorative Approach in the Milieu Staff to Youth

- When a youth is upset, we work to help the youth calm down ratherthantrying to reason with the child or provide consequences.
- We try to avoid restraint and seclusion. Neither are used to achievecompliance or cut off discussion with a youth.
- We value flexibility in managing behavior rather than strictlyfollowing rules.
- We must explore the problem rather than immediately talking aboutconsequences.
- We must actively listen to youth.
- We must avoid power struggles with the youth.
- We must display an attitude of "the youth is doing the best theycan" rather than believing the child is acting out on purpose.



Restorative Questions

- 1. What happened?
- 2. What were you thinking of at the time?
- 3. What have you thought about it since?
- 4. Who has been affected and in what way?
- 5. How could things have been done differently?
- 6. What do you think needs to happen next?



Restorative Approach in the Milieu Staff to Staff

- We talk with one another about strong positive and negative eactions to youth in doing this kind of work.
- We refer to youth in descriptive ways rather than using negative labels.
- We value selfeflection, and feedback to create more self awareness. This is called a learning environment.
 Personal growth will make us better at this work.
- We ask for help or allow others to help when we get stuck tryingto manage a youth's behavior.
- We work together as a team (manage conflict, care for one another).





Elements of a Therapeutic Milieu

What it is

- Welcoming
- Supportive
- Collaborative
- Honest
- Staff role modeling
- Individualized
- Work before play
- Scheduled
- Checkin groups
- Individual and group goals
- Staff and youth handbooks

What it is not

- Punitive
- Focused only on the youth changing
- One size fits all
- Unstructured
- Level systems
- Rewards and consequence based



Programming Elements

- Youth daily and weekly goal
 Regular Programming Vs.
- Checkin Groups
- FreeTime
- Building Accountability throughRestorative Tasks
- Three Behavior Buckets
- Serious Safety Violations
- Natural and LogicalConsequences

- RegularProgramming Vs.
 Out of Program
- Plan of Action
- Restorative Action Plan
- Therapeutic off grounds
- Guidance Plans
- SafetyPlans
- Debriefing



Natural and Logical Consequences

- A natural consequence naturally follows a behaviotouch a hot stove you get burned; you are late to the bus stop; you miss the bus and are late to school.
- Logical consequences are chosen and should fit the behavior. Example: you steal something; you return it to the store and serve community service (which brings in the restorative task as well).
- The best logical consequences are designed to help the yout make amends and to give back to their community (the community being the unit s/he lives in).



Natural and Logical Consequences

- Some behavior has a natural consequence.
 natural consequence is enough, you may not need to give a logical consequence in addition.
- Almost all Plan of Actions or other programsed behaviors plans should include some type of restorative task.
- A good standard plan includes a restorative task, a skill to build, and if necessary, a logical consequence.
 - Remember: If a youth does not complete their plan, they should not be earning free time at the next time given and should not earn future free times until their plan is completed.



Regular Programming vs Out of Program

- If a youth is in regular programming, they are doing everything as regularly scheduled and they are working on their goals and earning free time/privileges.
- If youth is "out of program", they are basically taken out of regular programming. They are not earning extra privileges, not earning free time, and not going off unds (except for doctor or legal appointments). In more serious safety incident's, the youth may also not be going off the unit unless it is school, therapy, meals, and daily recretation is handled on an individual basis and should be a team decision.



Therapeutic Off-grounds, Recreation, Family Time and Contact

 Youth who are removed from attending therapeutic activities are based on safety violations ONLY.

Removal from these activities is individualized for every youth.

- Recreation is not a privilege; it is a necessity.
- Recreational activities that are "extra" program of offerings are earned events and privileged;
- Family time and home time are based on safety, never earned as a privilege or removed as a consequence.



Guidance Plans

- Guidance plans are an individual treatment agenda for every youth. It is a acknowledgement that every youth is unique, that every youth is special.
- Developing a guidance plan starts with a review of referral materials, the results of a trauma assessment and our experiences with each youth.
- The first element of the guidance plan is we develop a set of guidelines of what we as staff should do and two when working with each youth, the behaviors to avoid escalation behaviors to practice to help the youth to stay at baseline, meet their needs, and grow their skill.
- The second element of guidance is the process of selectimoptodaet developmental processes we will help them imputoiteethey are with us. This could be anything from emotional regulation skill building, to improving social and interpersonal skills
- The third element of guidance plans is offering specific recommendations on how every staff should approach working with the youth to teach these processes.



Safety Plans

- Safety plans are created to address an unsafe pattern of behavior proactively and specifically, and/or as a reaction to acute unsafe situation that arises.
- A safety plan is time limited and concentrated on targeted interventions that reduce the acute behavioral emergency.
- Safety Plans and Guidance plans are not mutually exclusive.
- Safety plans and Guidance Plans differ in that Guidance Plans are about the day-day interaction between staff and youth, helping youth maintain baseline and ongoing relational trust and support with adults.
- Safety plans often satisfy a state statute on how to handle behavioral emergencition is primarily on reducing liability.



Debriefing

- Debriefing is fundamental to helping staff process a potentially traumatic situation and receive support.
- It is also fundamental in creating a culture of learning and feedback for staff regarding what went well and what could have been done differently imisis event.
- Debriefing is time sensitive.
- Debriefing is not a "one and done" event.



Impact of Implementing ERE

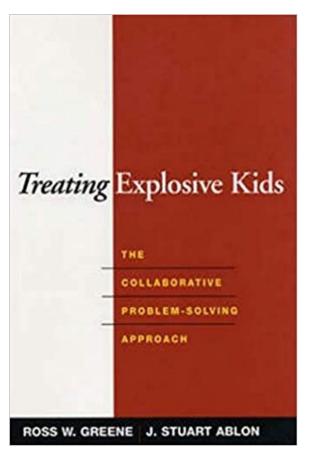
- Staff skill and effectiveness when engaging with youth will increase.
- Reduction in restraints, and critical incidents.
 - Each Nexus agency that has implemented ERE has seen reduction in restraint and seclusion.
- Staff retention will increase.
- Increase of youth successful discharges, and a decrease in premature placement disruptions.

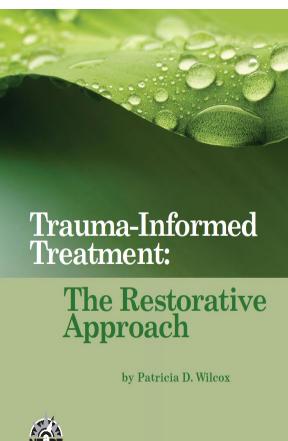


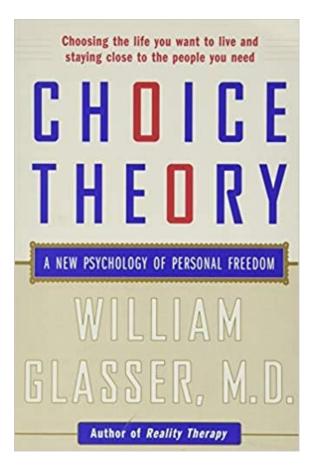
FAQs

Does this mean that we no longer have rules? Does staff have flexibility and power to be creative? Should staff ignore maladaptive behaviors? Is this program getting youth ready for the real world? How can we have consistency with all this individualization?











Resources

- Trauma-Informed Treatment: The Restorative Approach Patricia D. Wilcox (2012)
- SAMHSA—Substance Abuse and Mental Health Services Administration 2015
- Choice Theory: A New Psychology of Person Freedom, William Glasser (1999)
- Treating Explosive Kids: The Collaborative Problem Solving Approach, Ross Greene and J. Stolont (2006)

