“Each of us must come to care about everyone else’s children.
We must recognize that the welfare of our children and
grandchildren is intimately linked to the welfare of all other
people’s children.

After all, when one of our children needs lifesaving surgery,
someone else’s child will perform it.

If one of our children is threatened or harmed by violence,
someone else’s child will be responsible for the violent act.

The good life for your own children can be secured only if a
good life is also secured for all other people’s children.”

Lillian Katz
INTRODUCTION

Horse Whisperer

• **A horse whisperer** is a horse trainer who adopts a sympathetic view of the motives, needs, and desires of the horse, based on modern equine psychology.

• The term goes back to the early nineteenth century when an Irish horseman, Daniel Sullivan, made a name for himself in England by rehabilitating horses that had become vicious and intractable due to abuse or accidental trauma.

INTRODUCTION

Kid Whisperer

• "**A 'Kid Whisperer'** is a teacher-counselor who adopts a compassionate view of the motives, needs, and desires of youth, based on modern strength-based psychology.

• A 'Kid Whisperer' is one who attempts to connect with youth that had become vicious and intractable due to abuse or accidental trauma."
“We must learn the gentle Art of Connecting to kids and building on their Strengths”

Search Institute
20 Internal
20 External

www.search-institute.org

Support
Empowerment
Boundaries & Expectations
Constructive Use of Time

Commitment to Learning
Positive Values
Social Competencies
Positive Identity
"Our challenge is to engage kids productively and do so without re-injuring them in the process!!"
Healing Trauma
1. Create a Context of Safety
2. Express the Trauma Without Being Re-Traumatized
3. Healthy Experiences Repeated Frequently Over Time

"Not only must we challenge kid's pain-based responses, we must manage ours!!"
INTRODUCTION

“Ordinary folk can be great at this, but if you don’t have no try in you, you won’t even be ordinary...”

Dan M. “Buck” Brannaman
is a horse trainer and a leading practitioner

INTRODUCTION: “beyond language”
Look, then
Listen Again
INTRODUCTION: “assumptions”

• Behavior may be an attempt to do the best they can with what they have to work with.
• At all stages of childhood and adolescent development the presence of a safe, significant adult is essential
• It is the professional’s responsibility to recognize that behavior is only part of a young person’s communication

INTRODUCTION: “assumptions”

• It is critical to understand pain-based responses
• Some children learn to hide in plain sight
• When you accept and meet the challenge of addressing a youth’s unique needs, progress toward healing is likely to result

INTRODUCTION: “assumptions”

• Family relationships are critical for our youth and cannot be replaced or erased
• Attachment and challenge, in a therapeutic context are critical needs for youth today
• Healing happens developmentally and incrementally
• The chronological age and developmental age of a young person may not be the same
Developmental Stages

- Abandonment
- Inadequacy
- Guilt
- Conflict
- Identity

Mary Margaret Wood

INTRODUCTION

Needs at Each Developmental Level

SAFETY
PHYSIOLOGICAL
BELONGING/LOVE
ESTEEM
IDENTITY

NEEDS

Identity – fidelity
Industry – competence
Initiative – Purpose
Autonomy – Willpower
Trust - Hope
"Children seem to negotiate their emotional injuries by utilizing two basic drives that can guide their behaviors. The first drive is to master what is painful or confusing, restoring a sense of control and mastery; the second drive is to avoid painful emotions, thereby eluding attempts to engage in therapeutic work."

Eliana Gil, *Helping abused and traumatized children: Integrating directive and nondirective approaches*

"The reality of the other person is not in what he reveals to you but in what he cannot reveal to you. Therefore, if you would understand him, listen not to what he says but rather to what he does not say."

Kahlil Gibran
MASTER THE DANCE: “common dances”

**FIGHT: HURT OR BE HURT**
- Threat Display  I am dangerous.
- Power Display  I am the boss.
- Pay Back  I’ll make them suffer.

**FLIGHT: HIDE OR BE HURT**
- Isolate  Shut out people.
- Retreat  Shut out the pain.
- Escape  I can’t take any more.

**FREEZE: SHUT DOWN OR BE HURT**
- Dissociate  Put distance between you
- Submit  Give in hoping it stops
- Numbing  Turn your feelings

**FOOL: OUTSMART THEM**
- Deceiving  Charm and disarm.
- Diversion  Act dumb or crazy.
- Mind Games  Insult and provoke.

**FOLLOW: BAND TOGETHER**
- Peer Power  Follow friends.
- Alpha Power  Follow a leader.
- Contagion  Follow the crowd.

**SAFETY THREAT**
**INTERPERSONAL THREAT**
**EASY MARK**
**IRRELEVANT**
According to Goldstein (2001) there are four typical strategies of resistance youth will employ:

1. Withholding communication or being silent.
2. Controlling conversation content.
3. Manipulating or out-witting the youth worker.
4. Violating boundary rules.
The Reachable Moment

- Recognize
- Respond

Jordan: On the Cusp of Confronting Pain
“Change never comes all at once or easily; it is sometimes an exceedingly slow process in which we ought to expect to backslide periodically. This is a time to be especially tender with ourselves, to have faith in ourselves.”

Gershen Kaufman & Lev Raphael, Dynamics of Power: Fighting Shame & Building Self-Esteem

Jordan: Gentle Encouragement

Jordan: Seeking Solutions
"We knew that the most important thing we could do, the absolutely essential ingredient for recovery, was our insistence on safety. Violence to others was forbidden; violence to self was given an explanatory meaning. Self-destructive impulses were explained as the desperate attempt to signal distress, a nonverbal way of sharing an unspeakable story." (p. 141)

Sandra Bloom
Creating sanctuary: toward the evolution of sane societies
WHERE TRAUMA ENDS, SHAME BEGINS

Adverse Childhood Experiences (ACEs)

If the U.S. eradicated child abuse and neglect, half of all incidents of depression and domestic violence, and two thirds of all incidents of alcoholism, drug abuse, and sexual assault, and suicide attempts would be cured. Adapted from Felitti et al, 1998

WHERE TRAUMA ENDS, SHAME BEGINS

Household Dysfunction

- Substance Abuse
- Parental Discord
- Mental Illness
- Domestic Violence
- Criminal Behavior

WHERE TRAUMA ENDS, SHAME BEGINS

Adverse Childhood Experiences (ACEs)

Abuse
- Physical Abuse
- Sexual Abuse
- Psychological Abuse
WHERE TRAUMA ENDS, SHAME BEGINS

Adverse Childhood Experiences (ACEs)

Neglect
  • Emotional Neglect
  • Physical Neglect

SHAME BINDING

Internalization Of Shame
WHERE TRAUMA ENDS, SHAME BEGINS

Adaptation
Imprinting
Sensitization

Do you see
A musician
or a girl?

Over-activation
Deprivation
Traumatized children often act as though there is no past and no future, just the present. And, the present becomes a repetition of what children could not change, often the script traumatized children came to believe about themselves.” p.267.


Designing for a Purpose

2 Basic Categories:
• Externalizing
• Internalizing
COSTUMES

“Iyeska”

Everyday is Halloween!!
COSTUMES

• DISRUPTIVE & PASSIVE

Qualities of a disruptive costume:
- resents authority
- impulsive, quick to anger
- non-insightful
- prone to blaming and accusing others

Qualities of a passive costume:
- excessively self-conscious
- appearing negative but mostly confused
- prone to inappropriate behavior
- withdraws following a mistake

COSTUMES

• LEADER & FOLLOWER

Qualities of a leading costume:
- charming
- not anxious
- understands how to assess power structure
- cool demeanor often incites adults

Qualities of the following costume:
- joining new groups of peers
- engaging in questionable behavior
- isolation from parents
- seeks acceptance at any price
- tender-hearted loyalist

COSTUMES

• IMPULSIVE ACTING OUT & ACTING IN

Qualities of the acting out costume:
- alienating
- self-shaped toughness
- simplistic problem solving
- often history of abuse and/or abuse
- offers self as a target for punishment

Qualities of the acting in costume:
- low mood
- refuses to talk
- shyness
- full of self-contempt
- unable to see the positive
- sets impossibly high standards for himself
Qualities of the explosive costume:
- Escalating
- Over-reacting to normal requests
- Seeking a power struggle
- Black & white, win-lose thinking
- Easy to reject or punish

Qualities of the argumentative costume:
- Intensely distorted
- Easily triggered leading to misperception
- Subjective logic & conclusions
- Attempts to test limits & boundaries

“Children seem to negotiate their emotional injuries by utilizing two basic drives that can guide their behaviors. The first drive is to master what is painful or confusing, restoring a sense of control and mastery; the second drive is to avoid painful emotions, thereby eluding attempts to engage in therapeutic work”

Eliana Gil
Helping abused and traumatized children: Integrating directive and non-directive approaches
“Trauma happens in relationships, so it can only be healed in relationships. Art can’t provide healing. It can be cathartic and therapeutic but a relationship is a three part journey.”

Alanis Moissette
Conversation Tracking

Body Language

Three A's of Social Reinforcement

- Attention
- Acknowledgement
- Affirmation
Kids in Crisis:

- Inquiry
- Admission
- Acknowledgement

"The Power of Listening"
KID WHISPERING SKILLS: CHAPTER 6

Kids in Routine:

Curious

Respectful Approach

Requires Access

KID WHISPERING SKILLS: CHAPTER 6

“Meaningful Presence”

✓ Passion
✓ Power
✓ Patience

KID WHISPERING SKILLS: CHAPTER 7

• ENGAGING
• CLARIFYING
• DECIPHERING
• RESPONDING
Asking “good questions”

“You ask questions about what I’m talking about.”

Let the healing begin

Recommendations:
• Counseling Interventions
  • Individual in the detention center
  • Family in the detention center
  • Release for counseling in the office
  • Reunification
The Power of Questions: What is the difference between Open & Closed Questions?

Story Boarding

• ENGAGING
• CLARIFYING
• DECRYPTING
• RESPONDING
We will help our kids locate the following:

- commonalities and differences
- feelings and emotions
- internal and interpersonal conflicts
- personal and interpersonal nonverbal behavior
- needs and values both positive and negative
- personal and community goals

HELPFUL LINKING IS DECODING

1. PERCEPTIONS, FEELINGS AND BEHAVIORS
2. PAST, PRESENT AND FUTURE
3. IMPACT AND RELATIONSHIPS
4. EXPECTATIONS AND OUTCOMES
The process of detachment is second wellspring of living consciously. The essence of detachment is learning to step back from a particular feeling or situation in order to observe it consciously and then let go of it. p. 72.

Gershen Kaufman & Lev Raphael
Dynamics of power: fighting shame & building self-esteem.

"Interactive Conflict Cycle"

Now we get to talk.
KID WHISPERING SKILLS: CHAPTER

REFLECTING:
- CONTENT
- FEELING
- MEANING
- PROCESS

KID WHISPERING SKILLS: CHAPTER

METHODS:
- CONFRONTING
- AFFIRMING
- ENCOURAGING
- INTERPRETING
- CHALLENGING

KID WHISPERING SKILLS: CHAPTER

REFRAMING:
- PURPOSE
- IMPACT OF KIDS BEHAVIOR
REFRAMING:
SHOWING THE:
+ SIDE OF SHABBY &
- SIDE OF POSITIVE
BEHAVIOR

Engaging Clarity Deciphering Responding

COSTUMES
KID WHISPERING CONTACT:

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