Reaching Teens: Strategies to Build Youth Rather than (continue to) Pick Up the Pieces

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The Children’s Hospital of Philadelphia
Covenant House Pennsylvania
The American Academy of Pediatrics
Moving Forward

• Seeing with fresh eyes

• Reaching Teens
REACHING TEENS
STRENGTH-BASED COMMUNICATION STRATEGIES TO BUILD RESILIENCE AND SUPPORT HEALTHY ADOLESCENT DEVELOPMENT

Editors
Kenneth R. Ginsburg, MD, MS Ed, FAAP (Editor-in-Chief)
Jodi E. Kiemer, MD, PhD

- 400+ cloud-based videos.
- Expert guidance from adolescent health professionals, youth program staff, and teens.
- Earn up to 65 CME/CEU credit hours.

American Academy of Pediatrics
What it is

Comprehensive

Introduction to a variety of brief intervention strategies

Interdisciplinary

Theoretically grounded, evidence informed

Resilience-based, trauma-informed, rooted in positive youth development
What it is not

A manualized approach to therapy

Fully evidence based

A deep dive into every concept

A diagnostic manual

Enough. We do not know your practice environment, your practice style, your client population. Just as teens are the experts in their lives, you are the expert in your practices.
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CH 69  Have I Really Made a Difference? Trusting That Our Presence Matters ***
Navigating Reaching Teens

Why this Matters

Written Content

Group Film Viewing (optional) (After a Champion Review)

Group Learning and Discussion  (Revise!!!!)

Individual Film Viewing
The Problem With Reaching Teens

• It’s too Big!!!!!!
• Where do you start?
• How do we make time for this in my practice?
• How does this fit into our existing professional development curricula?
• Who should lead the sessions?
Its’ too Big!!!!!!

- It does not make sense to do all 69 chapters as a group.
- Most chapters do not benefit from the group process.
- Most chapters should be navigating on an as-needed basis.
- Each organization should decide on the core chapters, based on its goals.
Where do you start?

What is your goal?

• A more teen-friendly environment
• Shifting to a Strength-based Model
• Working with traumatized populations
• Burnout prevention
Where do you start?

Do you want to have orientation chapters?

- Boundaries
- Trauma-informed care
- Resilience
- Strengths-based Communication  (A leader synthesizing the introduction chapters and then the group/individual working through “Addressing Demoralization: Eliciting and Reflecting Strengths.”)
- ???? De-escalation
- ???? Shame and Stigma
Core Philosophical Chapters

CH 5   The 7 C’s Model of Resilience
CH 6   The Impact of Trauma on Development and Well-Being
CH 15  Body Language
CH 20  Boundaries
CH 22  Trauma Informed Practice: Working with Youth Who Have Suffered Adverse
CH 25  Addressing Demoralization: Eliciting and Reflecting Strengths
CH 67  Healer, Heal Thyself: Self-care for the Caregiver
Trauma Informed Pathway

Introduction/ Orientation

CH 5  The 7 C’s Model of Resilience
CH 6  The Impact of Trauma on Development and Well-Being
CH 22 Trauma Informed Practice: Working with Youth Who Have Suffered Adverse
Trauma Informed Pathway

Setting the Tone/Not Triggering Reactions
CH 14 Setting the Stage for a Trustworthy Relationship
CH 15 Body Language
CH 20 Boundaries
CH 21 Examining Our Own Unconscious Biases
CH 23 De-escalation and Crisis Management When a Youth Is “Acting Out”
CH 24 Delivering Bad News to Adolescents
CH 25 Addressing Demoralization: Eliciting and Reflecting Strengths
Trauma Informed Pathway

Giving Control Back to Youth

CH 26 Motivational Interviewing
CH 28 Helping Adolescents Own Their Solutions
CH 29 Gaining a Sense of Control – One Step at a Time
CH 31 Stress Management and Coping
Trauma Informed Pathway

Healing

CH 25 Addressing Demoralization: Eliciting and Reflecting Strengths
CH 42 Depression
CH 45 Grief
CH 31 Stress Management and Coping
CH 32 Mindfulness Practice for Resilience and Managing Stress and Pain
CH 33 Helping Youth Overcome Shame and Stigma (and Doing Our Best to Not Be a Part of the Problem)
Trauma Informed Pathway

Self Care

CH 67 Healer, Heal Thyself: Self-care for the Caregiver
CH 69 Have I Really Made a Difference? Trusting That Our Presence Matters
Burnout Prevention Pathway

Setting the Tone for Strength-based Cate

CH 5 The 7 C’s Model of Resilience
CH 25 Addressing Demoralization: Eliciting and Reflecting Strengths
Burnout Prevention Pathway

Seeing that We Can Make a Change

CH 26 Motivational Interviewing
CH 28 Helping Adolescents Own Their Solutions
CH 29 Gaining a Sense of Control – One Step at a Time
CH 31 Stress Management and Coping
Burnout Prevention Pathway

Knowing What is About You and What is Not

CH 6  The Impact of Trauma on Development and Well-Being
CH 22  Trauma Informed Practice: Working with Youth Who Have Suffered Adverse
CH 20  Boundaries
Burnout Prevention Pathway

Self Care

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All Agencies Should Add

CH 61 Sexual and Gender Minority Youth
Navigating Amongst All the Videos
Watch Videos and Download Handouts

The goal of Reaching Teens: Strength-Based Communications Strategies to Build Resilience and Support Healthy Adolescent Development is to enhance your comfort with and skill in communicating with teenagers so that you are better positioned to guide them.

Reaching Teens knows you are the expert on your practice and does not suggest replacing your style with any of the approaches offered here; rather, it offers a repertoire of strategies that you may use to supplement your own.

Click on the sections below to access the videos and patient education handouts for each chapter.

Click on the Continuing Medical Education link above or here to access the chapter quizzes to earn continuing education credit.

Click here to find video clips by number, name, or contributor.

Section 1: Orientation to a Strength-Based Approach
(Chapters 1-7)

Section 2: Understanding Adolescents and Their World
(Chapters 8-11)

Section 3: Connecting With Adolescents and Their Families
(Chapters 12-15)

Section 4: Communicating With the Adolescent
(Chapters 16-24)
Chapter 2: The Journey From Risk-Focused Attention to Strength-Based Care

2.0 The Journey From Risk-Focused Attention to Strength-Based Care
   Ginsburg.

Chapter 3: How a Strength-Based Approach Affects Behavioral Change

3.0 How a Strength-Based Approach Supports Behavioral Change
   Ginsburg.

1.0.2 The Second Decade of Life Impacts Health and Well-being Over the Life Span
   Ford, Auerswald, Diaz, Jenkins.

Chapter 4: Who’s the Expert? Terms of Engagement in Adolescent Care

4.0.1 The Keys to Working With Teens: Respect, Listening, and Recognizing Their Expertise
   Kreipe.

4.0.2 Recognizing Youth as the Experts in Their Own Lives Is More Than Humble or Respectful, It Is a
   Good Strategy for Engagement and Promoting Positive Behavioral Change
   Bell, Catallozzi, Auerswald, Ginsburg.

4.1 Listen to Us: We Understand Our Lives Best
   Youth.
Leadership

A site-wide champion
• Sets tone
• Sets pathway
• Creates culture
• Encourages independent navigation

Chapter by chapter champions
• Chooses among videos
• Leads discussion
• Creates relevant group learning and discussion
Create a community!!

- Common language
- Cross fertilization
- Breaks isolation
- Creates consistency for youth and their parents
How do we make time for this in my practice?
How does this fit into our existing professional development curricula?