

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

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Moving Forward

- Seeing with fresh eyes
- Reaching Teens

REACHING TEENS

STRENGTH-BASED COMMUNICATION STRATEGIES
TO BUILD RESILIENCE AND SUPPORT HEALTHY
ADOLESCENT DEVELOPMENT

Editors

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- 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
DEDICATED TO THE WELL-BEING OF ALL CHILDREN



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 2 The Journey From Risk-Focused Attention to Strength-Based Care

CH 3 How a Strength-Based Approach Affects Behavioral Change

CH 4 Who's the Expert? Terms of Engagement in Adolescent Care

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Section II - Understanding Adolescents and Their World

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- CH 66 Serving Homeless and Unstably Housed Youth

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- CH 68 Getting Out of the “Fast Lane” –More “Miles to the Gallon”
- 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

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Trauma Informed Pathway

Giving Control Back to Youth

CH 26 Motivational Interviewing

CH 28 Helping Adolescents Own Their Solutions

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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

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Our Presence Matters

Burnout Prevention Pathway

Setting the Tone for Strength-based Care

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

CH 31 Stress Management and Coping

CH 67 Healer, Heal Thyself: Self-care for the Caregiver

CH 69 Have I Really Made a Difference? Trusting That
Our Presence Matters

All Agencies Should Add

CH 61

Sexual and Gender Minority Youth

Navigating Amongst All the Videos

REACHING TEENS



Continuing Education Credit

View Accreditation and Designation Statements and access quizzes for education credit here.



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

[Video Clips](#) | [Ch. 2 CME Quiz](#)

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

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

[Video Clips](#) | [Ch. 3 CME Quiz](#)

- 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

[Video Clips](#) | [Ch. 4 CME Quiz](#)

- 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, Catalozzi, 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?