

# LI'O O LE LOTO TELE

CIRCLE OF COURAGE

AGAALOFA

GENEROSITY

TUTO'ATASI

INDEPENDENCE

O LO'U AIGA

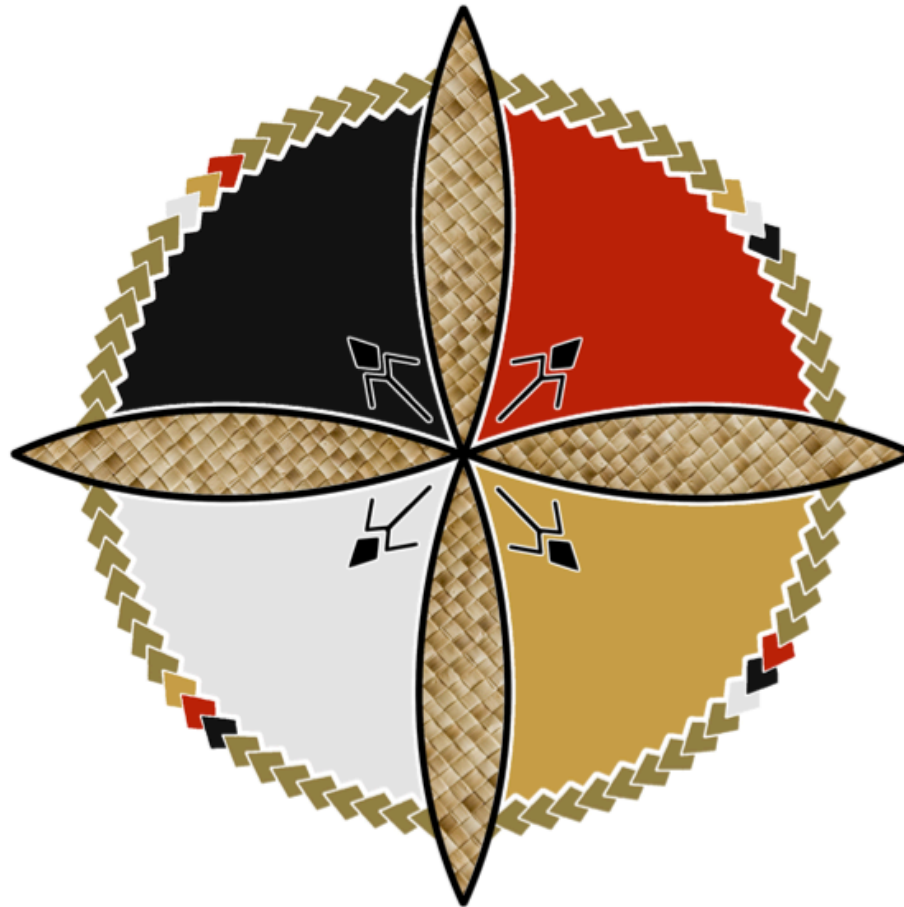
LENEI

BELONGING

FAASOA ATU LE

POTO

MASTERY





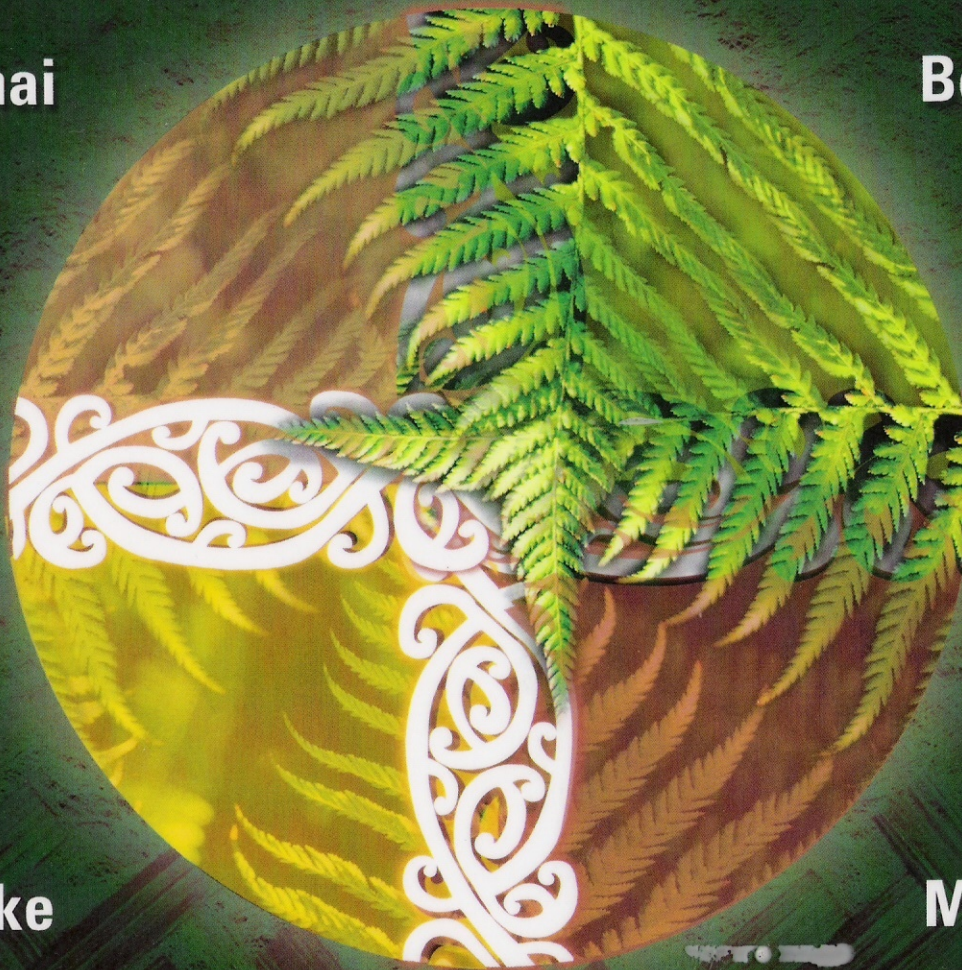
# CIRCLE OF COURAGE

**Atawhai**  
**Generosity**

**Belonging**  
**Whanaungatanga**

**Independence**  
**Mana Motuhake**

**Tohungatanga**  
**Mastery**





An iceberg floating in a dark blue ocean under a cloudy sky. The tip of the iceberg is above the water line, while the much larger base is submerged. The word 'Behaviours' is written in dark blue on the tip. The word 'Needs' is written in yellow in the center of the submerged part. The words 'Logic' and 'Emotions' are written in yellow at the bottom left and right of the submerged part, respectively.

# Behaviours

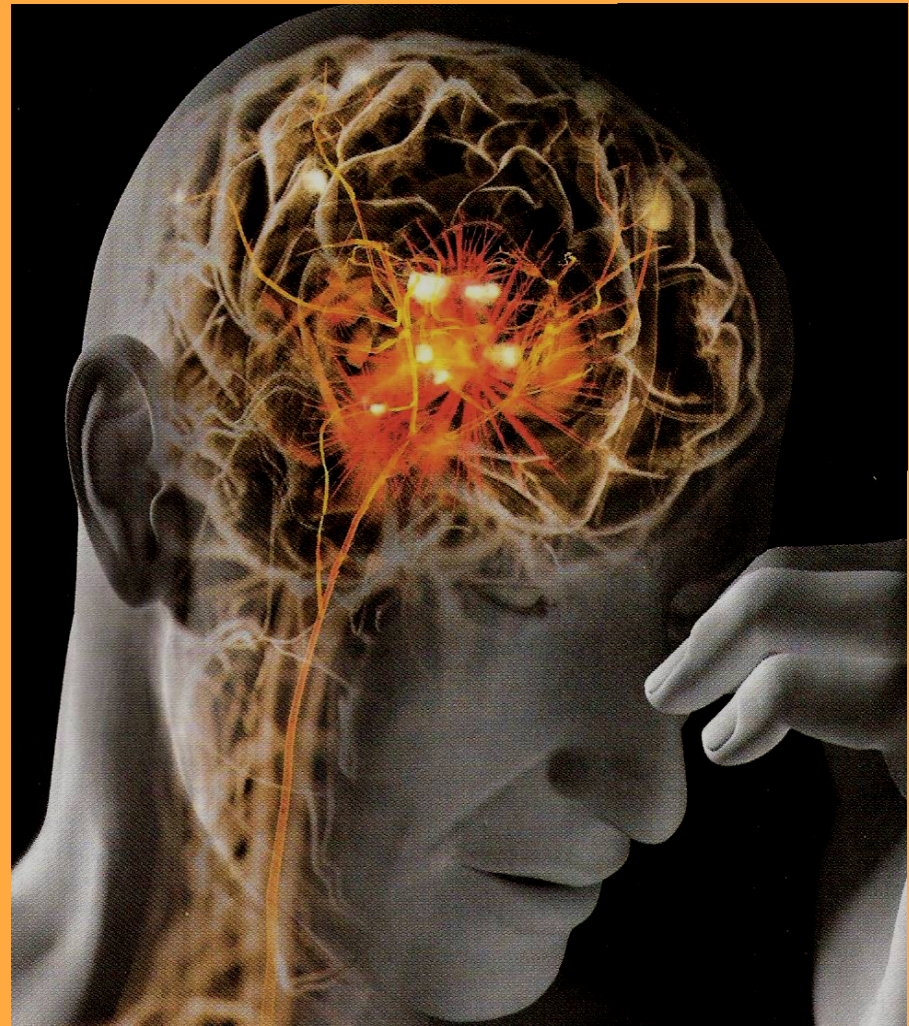
## Needs

## Logic

## Emotions

# **Pain, Lots of Pain**

**James Anglin  
coined the term  
PAIN BASED  
BEHAVIOR to  
describe a young  
person's reactions  
to emotional  
distress.**



**Title by Raychaba, 1993; Photo from Newsweek, June 4, 2007**



# THE TRIUNE BRAIN



Logical Brain  
Emotional Brain  
Survival Brain



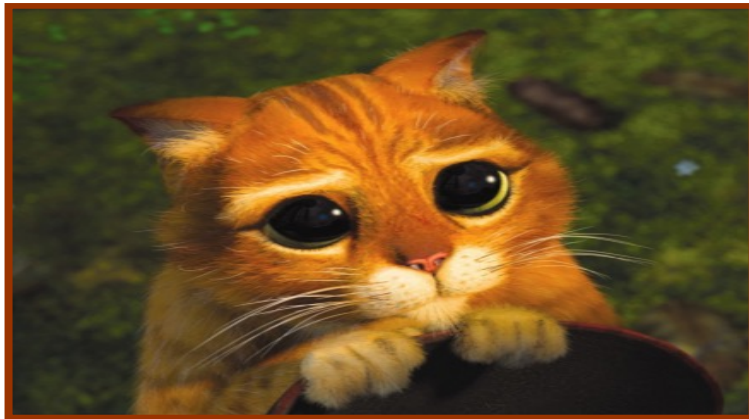
# EMOTIONAL REACTIONS TO THREAT



**Fight**



**Flight**

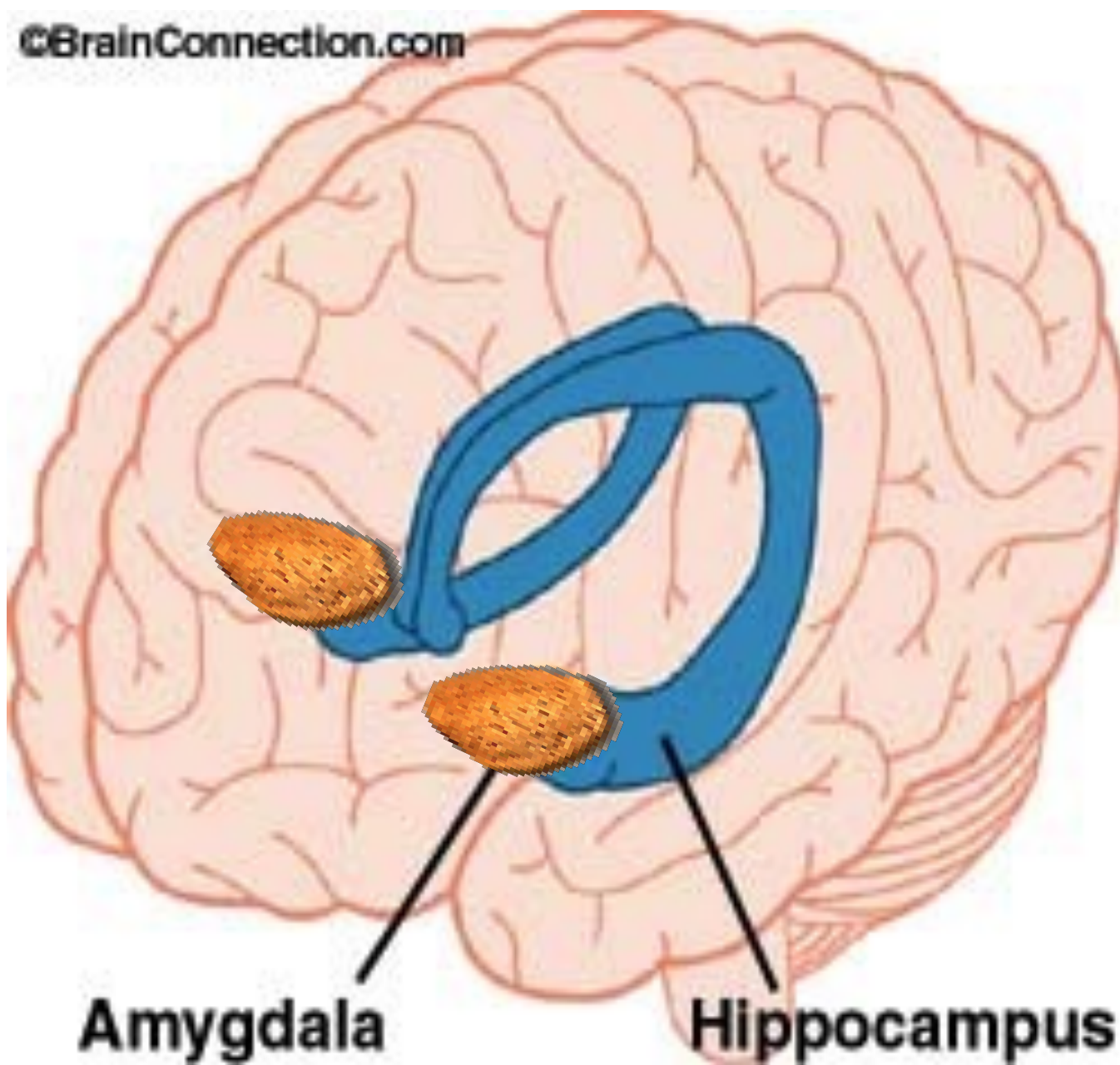


**Appease**



**Attach**







# Tit for Tat Cycle

Young person reacts with pain based behaviour

emotion



reaction



Adult reacts with pain based discipline (seeks power)

Ref: Response Abilities Pathways (Brendtro & Du Toit)

# Emotional Intelligence Operates from Birth





NO. 1 INTERNATIONAL BESTSELLER

'Compelling' EVENING STANDARD

'Astonishing' DAILY MAIL

'Brilliant' OBSERVER

# blink

The Power of Thinking without Thinking

Author of *The Tipping Point*

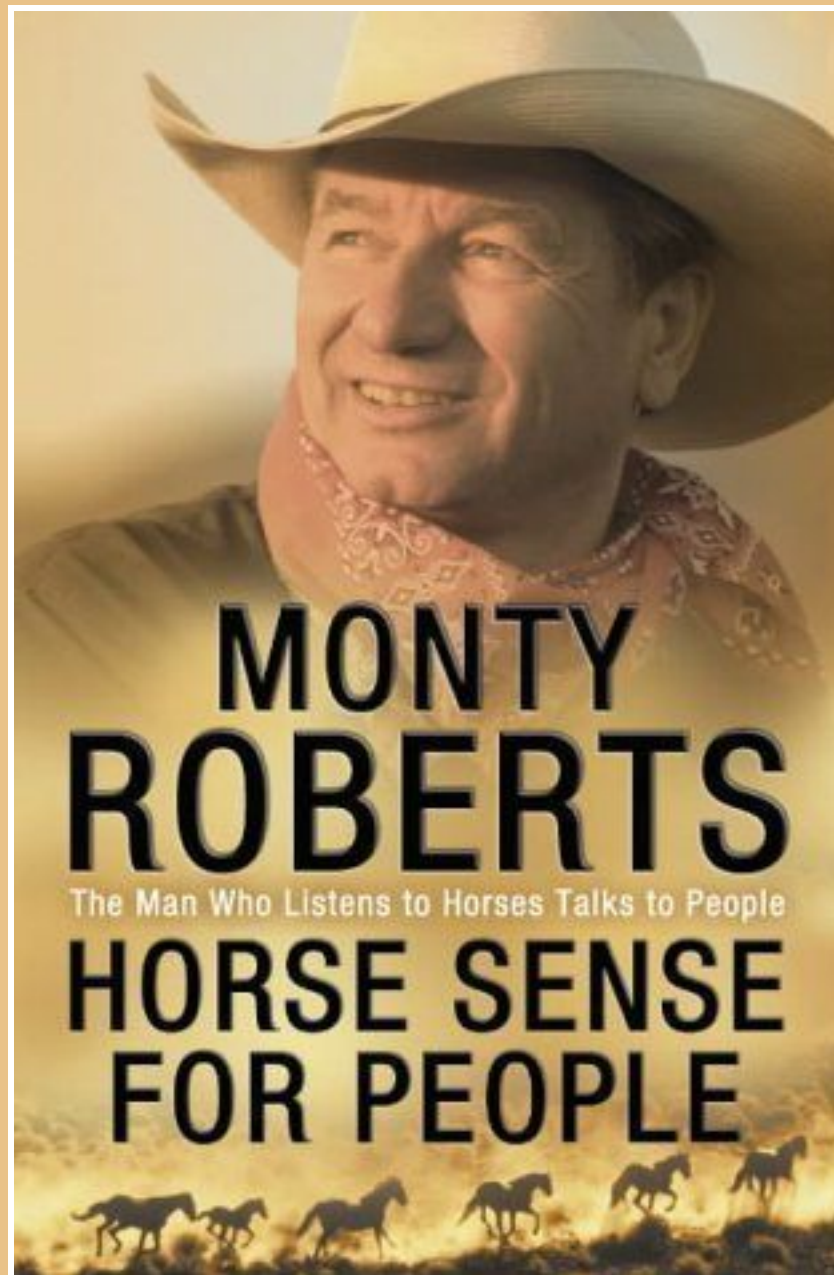
**MALCOLM  
GLADWELL**



Accept

Ignore

Reject





# Qualities of a youth worker



**They were close  
to our own age**

**They didn't act  
like a teacher**

**They were Maori/  
Samoan**

**They understood  
where we are  
coming from**

**They were  
encouraging**

**They were reliable  
to do what they  
said**

**They were on the  
same level as us**

**They listened to  
us**

# Understanding





# Empowerment





JEAN PETERSON  
Purdue University

# Listening Tips for Mentors: Resisting the Urge to Fix Them

1. **Give full attention.** Show genuine interest and respect. Give affirmation and validation. Never act bored or distracted:  
*Excuse me, I was thinking of something else. (More important than you)*
2. **Match their tempo.** Don't rush or be afraid of silences. Kids don't like to be bombarded with irrelevant or probing interrogation:  
*Let's get to work, I have lot's of questions for you." (Beware)*
3. **Reflect back feelings.** Showing empathy conveys support and concern.  
*That must have been really difficult for you.*
4. **Paraphrase what is said.** They will know you are trying to understand.  
*Sounds like you thought nobody cared about what you wanted.*
5. **Ask to learn more.** Window words open an opportunity to explore for more information by following up on what a person has already said.
7. **Avoid blaming.** Don't preach about what they "should" or "shouldn't" do. *Don't you think it would be better if ...? (Shame, correction, advice.)*
8. **Avoid detracting comments.** Don't dismiss or minimize their problems.  
*I know exactly what you are feeling. (Impossible!)*
9. **Respect personal space.** Respectful mentors blend empathy and objectivity which is difficult for involved parents. Don't force intimacy:  
*You can trust me, I'll never let you down. (Words don't create trust.)*
10. **Celebrate Survivor's Pride.** Validate acts of strength and resilience.  
*You showed real courage in facing and conquering that problem.*





# Connecting with Adult-Wary Kids

- 1. Recast all problems as learning opportunities.**  
“Please coach me, don’t scold me.”
- 2. Provide fail-safe relationships.**  
“A person like me really needs a fan club.”
- 3. Increase dosages of nurturance.**  
“I need to believe that you really care.”
- 4. Don’t crowd.**  
“When you get too close, I will back away for awhile.”
- 5. Use the back door.**  
“If you can help me do well, you are important.”
- 6. Decode the meaning of behavior.**  
“I try to hide what I really think.”
- 7. Be authoritative, not authoritarian.**  
“Help me to control me.”
- 8. Model respect to the disrespectful.**  
“Your respect helps build mine.”
- 9. Enlist youth as colleagues.**  
“We are the only real experts on ourselves.”
- 10. Touch in small ways.**  
“I watch little things you do to discover who you are.”
- 11. Give seeds time to grow.**  
“Please be patient with me — I am still learning.”
- 12. Connect youth to cultural and spiritual roots.**  
“I need to know there is a purpose for my life.”

# The Resilient Brain



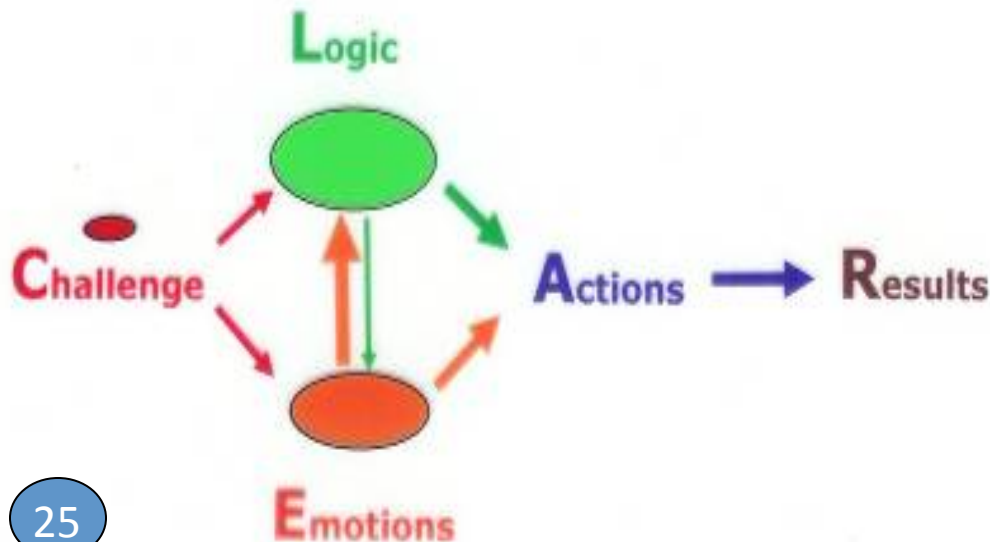
**Challenge** is an event that produces stress

**Logic** is an individual's unique way of thinking

**Emotions** motivate and prepare for action

**Actions** are coping behaviors directed to a goal

**Results** are consequences or outcomes of behavior



# Zeigarnik Effect

Our brains keep searching for solutions to unsolved problems.



"It's named after me!"

*Bluma Zeigarnik*



# CLEAR THINKING

From Risk to Resilience



**Challenge** **Logic** **Emotions** **Actions** **Results**



# BAMMS Thinking Errors

## Blaming

**Others always try to start fights with me.  
I'm worthless and don't deserve to live.**

## Assuming the worst

**You can't trust anybody, they lie to you.  
No matter how hard I try, I always fail.**

## Minimizing & Mislabeled

**Everybody does it, what's the big deal?  
So I slapped her around, she's just a ho.**

## Self-centered

**If I see something I like, then it's mine.  
Why should I care? I take care of myself.**



Adapted from Gibbs, J., Potter, G., & Goldstein, A. (1995).  
*The EQUIP Program*. Champaign, IL: Research Press.  
Youth Art © Reclaiming Children and Youth

# Ladder of Conscience Development

## **RESPECT**

"Just and caring."

Concerned for others, sticks to inner values even if challenged, feels appropriate guilt, and tries to redress wrongs.

## **COOPERATION**

"Let's get along."

Generally treats others fairly and wants to please others. Is uncomfortable when violating rules, but can be misled by others.

## **DEALS**

"What's in it for me?"

Superficial warmth but is self-centered, often needs external controls, and conforms to rules to keep from being caught.

## **POWER**

"Might makes right."

Shows little empathy or concern about hurting others, lacks self-control, and shows little guilt even if hurting others.



# RESTORE



## Goals for Mentors

7. Encourage young persons to take responsibility.
8. Identify specific ways to build strength and support.
9. Mend broken bonds through relationships of respect.
10. Restore belonging, mastery, independence, generosity.



## Goals for Youth

7. Take responsibility for setting the course of your life.
8. Identify specific ways to build strength and support.
9. Mend broken bonds through relationships of respect.
10. Restore belonging, mastery, independence, generosity.