

Telling the Story of Trauma and Resilience: A Thought Leader Conversation with Keith Hefner

February 22, 2018 - 2:00 PM to 3:00 PM EST

There is a lot of good work these days to support adults who work with teens who have experienced trauma. But there is a dearth of trauma-informed stories and tools. Join Karen Pittman and Keith Hefner, Executive Director, Youth Communication, to hear about how Youth Communication is helping teens who have experienced trauma write their stories through participation in a rigorous writing program, who is using these new resources and how teens are responding.



For more information visit: www.readyby21.org/upcoming-webinars





Logistics for today's conversation

- Please feel free to submit questions and comments via this webinar application, using the chat feature.
- There are only a handful of slides for today's session. The focus will be on the unscripted conversation. You can minimize the application if you wish.
- Today's session is being recorded and will be made available to you later this week.

Teen voices at the center

Youth Communication uses a **story-based approach** to help educators and youth workers *connect* with the teens they serve and build their *social, emotional* and *literacy* skills.



The CASEL Framework of Social and Emotional Learning Competencies



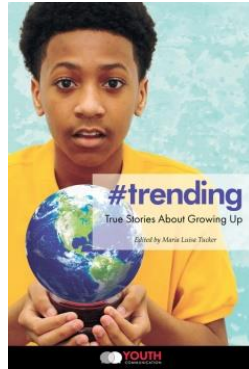
Youth Communication aligns its programs to:

- **SEL competencies developed by the Collaborative for Academic, Social and Emotional Learning; &**
- **Common Core literacy standards**

The programs are also informed by the University of Chicago's *Foundations for Young Adult Success*, with a particular focus on nurturing young people's sense of agency.

Story-Based Programs

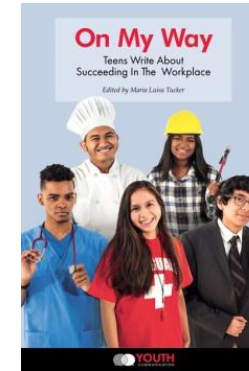
Social-emotional learning (SEL) and literacy for struggling teens



Middle School



High School



Career Readiness

Includes PD and lesson guides for adults; anthologies for teens



Girls' Empowerment



Positive Masculinity



For more information:

Please Contact

Keith Hefner

Executive Director







khefner@youthcomm.org

212-279-0708 x. 102

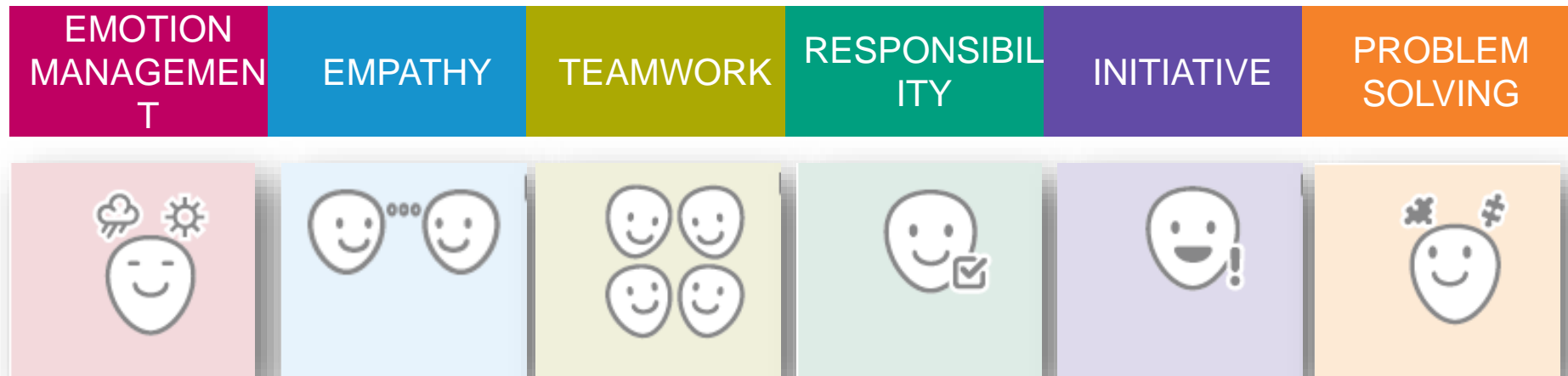


Six SEL Domains

Table 2. Standards for SEL Practice in Six Domains

<p>EMOTION MANAGEMENT</p> 	<p>Abilities to be aware of and constructively handle both positive and challenging emotions.</p> <p>Key youth experiences</p> <ul style="list-style-type: none"> Youth experience a range of positive and negative emotions in a safe context. Youth have opportunities to practice and develop healthy and functional emotion skills. <p>Staff practices</p> <ul style="list-style-type: none"> Staff create and adjust the structure of daily activities to accommodate youth's processing of emotion. Staff model healthy emotion strategies within the context of caring, mutually-respectful relationships with youth. Staff provide coaching to youth about handling and learning from their ongoing emotional experiences. 	<p>"I used to think of this program as more of an outlet too. Whenever I used to have a bad day, I needed to come here. You know you're cutting wood. That's a great outlet for bringing out some of the anger or depression you have. And it really helps you control yourself." —PNBF Youth Focus Group participant</p>
<p>EMPATHY</p> 	<p>Relating to others with acceptance, understanding, and sensitivity to their diverse perspectives and experiences.</p> <p>Key youth experiences</p> <ul style="list-style-type: none"> Youth explore social structure and power in relation to themselves and others. Youth share their stories and listen to the stories of others. Youth practice relating to others with acceptance and understanding. <p>Staff practices</p> <ul style="list-style-type: none"> Staff provide programs with appropriate structure for sharing experience and promoting equity. Staff model empathy skills with youth. 	<p>"When you start teaching about concepts of empathy, you have to be secure in who you are and what your feelings are to be relate empathetically for something that somebody else is dealing with." —Natalie Cooper, Boys & Girls Clubs of Greater Milwaukee</p>
<p>TEAMWORK</p> 	<p>Abilities to collaborate and coordinate action with others.</p> <p>Key youth experiences</p> <ul style="list-style-type: none"> Youth develop group cohesion and trust. Youth participate in successful collaboration. Youth manage challenges to creating and maintaining effective working relationships. <p>Staff practices</p> <ul style="list-style-type: none"> Staff provide programs with norms and structure. Staff model teamwork skills with youth. Staff facilitate or intervene as needed to foster or sustain youth-led group dynamics and successful collaboration. 	<p>"When it comes to teamwork it's about doing exercises that allow youth to work together as a team and then process out their experience as a team, so that they're not only understanding the techniques like the craft of being a good team member and how teams work, but also beginning to believe in that as an idea." —Paul Griffin, The Possibility Project</p>
<p>RESPONSIBILITY</p> 	<p>Dispositions and abilities to reliably meet commitments and fulfill obligations of challenging roles.</p> <p>Key youth experiences</p> <ul style="list-style-type: none"> Youth take on roles and obligations within program activities. Youth encounter difficult demands. Youth draw on resources to fulfill challenging roles and internalize accomplishment. <p>Staff practices</p> <ul style="list-style-type: none"> Staff provide structured but open-ended roles for youth. Staff model and fulfill their own roles. Staff promote high expectations, respect youth's ownership of their roles, and provide help only as needed. 	<p>"While on course, students have an opportunity to use their leadership styles as a leader of the day. In the wrap up for the day, there is an opportunity to give the leader of the day feedback - what the group thought that they did well and what they thought they could improve on. This is an empowering experience for everyone involved. It is an opportunity for the group to begin to take ownership for who they want to be and the culture they want to create." —Laura Greenlee Karp, Voyageur Outward Bound School</p>
<p>INITIATIVE</p> 	<p>Capacities to take action, sustain motivation, and persevere through challenge toward an identified goal.</p> <p>Key youth experiences</p> <ul style="list-style-type: none"> Youth set ambitious and realistic goals. Youth develop and sustain motivation by doing work that matters to them. Youth have experiences persevering through the ups and downs of difficult work. <p>Staff practices</p> <ul style="list-style-type: none"> Staff provide ongoing assistance to help youth develop motivation within the work. Staff encourage youth to persist through challenging work, making sure that the effort behind youth's achievement is recognized. 	<p>"The facilitator can really build the service learning as it makes sense for that club. 'Okay, so we did that, and now what are you guys interested in doing, and how do we build upon our success?' So you're trying to engage the youth voice as much as possible in the planning, and you're trying to do it in a way that is manageable within the resources that you have available." —Allison Williams, Wyman</p>
<p>PROBLEM SOLVING</p> 	<p>Abilities to plan, strategize, and implement complex tasks.</p> <p>Key youth experiences</p> <ul style="list-style-type: none"> Youth engage in projects that involve organizing actions over time. Youth learn through cycles of strategic planning, execution, responding to emergent problems, trial and error, and reflection on outcomes. Youth reflect on how outcomes of their work provide information that helps build and verify youth skills. <p>Staff practices</p> <ul style="list-style-type: none"> Staff provide sufficient structure to youth-driven projects. Staff create opportunities for youth to observe models of successful work. Staff provide assistance, as needed, to help youth learn and solve problems on their own. Staff offer youth opportunities for reflection on project outcomes. 	<p>"They kept having to go back to the administration to talk about what it is that they wanted to do and then they kept getting delayed, and so every time they'd set a date, there was another delay. So they kept having to move the date forward which was frustrating, but they continued to go back to the administration to find out what were the specific concerns, how could they address them so that the administration would feel comfortable in letting the activity go forward." —Beth Chandler, YWCA Boston</p>

Six SEL Domains



Ready by 21 National Meeting

April 18-20,
2018

Palm Beach
County, Florida

Learn more at
[http://www.ready
by21.org/nationa
lmeeting](http://www.readyby21.org/nationalmeeting)



Ready by 21

2018 NATIONAL MEETING

PALM BEACH COUNTY