


Trauma Informed Community Engagement: Watering Youth's Roots
By Seth El-Jamal and Jocelyn Vega



Illinois
Collaboration
on Youth


Partnering to build brighter futures



Meet Your Trainers

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Training Objectives

1. Learn how to identify Hidden Rules and their importance to code our programming
2. Highlight the potential success when we honor youth's Hidden Rules
3. Recognize the fluidity between helping and risking harm when dismissing Hidden Rules
4. As a concluding activity, participants will discuss their challenges with community engagement and how Hidden Rules can be beneficial

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Poll: What are your learning Objectives for today?






Trauma Informed Care Principles

6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

The CDC's Office of Public Health Preparedness and Response (OPHPR), in collaboration with SAMHSA's National Center for Trauma-Informed Care (NCTIC), developed and led a new training for OPHPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work. Participants learned SAMHSA'S six principles that guide a trauma-informed approach, including:



1. SAFETY


2. TRUSTWORTHINESS
& TRANSPARENCY


3. PEER SUPPORT

4. COLLABORATION
& MUTUALITY


5. EMPOWERMENT
VOICE & CHOICE


6. CULTURAL, HISTORICAL,
& GENDER ISSUES

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Group Question: What is a tradition or a rule that you followed when you were younger?







Ice Breaker


What is a tradition or a rule that you followed when you were younger?

- Think about your household
- Think about your community of friends
- Games, Heirarchy, Relationships...etc
- Share Out

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Poll: I know the origin of most of the rules that govern my personal behavior.



Identifying and Using Hidden Rules



What Are "Hidden Rules"?



Hidden Rules- "the unspoken cues and habits of a group" (Ruby K. Payne, Framework for Understanding Poverty, 2016)



Why do Hidden Rules matter?

We want to maximize our impact. We want our kids to receive and retain as much as possible. Understanding the hidden rule systems of our youth can help us deliver programming in a manner...

- A. That is easily recognized by the population being served.
- B. That is respected
- C. That shows your program/organization, value the structures and systems they have created

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How do I recognize hidden rules?

1

Sit

Spend time *in the midst* of your youth, not just watching over them. This allows them to accept you.

Play

Activities and games are a major place to observe hidden rules in action. If you're not playing, you're can't truly experience them.

2

3

Take Note


Keep a journal. Document different "rules" that you observed. Make sure to document when youth are not present.

Don't Judge

You will be tempted to interfere with rules you believe to be negative. Let youth self-govern within reason. Remember that this learned behavior would not exist if it did not work.

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Example "Baldylox"

I was given a nickname in 2009 by a group of high school students after 4 games of ping-pong.


Hidden Rules lens


- What was behind that nickname?
- Who gave it to me?
- What does a nickname mean within the hidden rules of my youth?
- How do I respond? (Accept it? Reject and punish?)

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Hidden Rules Poll: Nicknames are examples of either Ridicule or Acceptance







Continued ...

Could you share your reaction or experiences from the previous question:

Have you ever viewed nick-names as a sign of being "accepted" or being "ridiculed" ?






Hidden Rules Observation to Application

- Using your new "hidden rules" lens, you now recognize that nicknames are often used by your youth as a sign of social acceptance.
- How can you incorporate this rule into your daily activities?







Observation and Application

- During group read aloud time give a positive nickname to youth who read one sentence out loud.
- What are some positive nickname options you can think of?

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Activity

- Take 5 minutes to think about how you would use the hidden rules of "nicknames=acceptance" in an activity, event or procedure with youth.
- Share out

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HIDDEN RULES AMONG CLASSES / FROM RUBY PAYNE'S "UNDERSTANDING POVERTY"

	POVERTY	MIDDLE CLASS	WEALTH
POSSESSIONS	People	Things	One-of-a-kind objects, legacies, pedigrees.
MONEY	To be used, spent.	To be managed.	To be conserved, invested.
PERSONALITY	Is for entertainment. Sense of humor is highly valued.	If for acquisition and stability. Achievement is highly valued.	Is for connections. Financial, political, social connections are highly valued.
SOCIAL EMPHASIS	Social inclusion of people he/she likes.	Emphasis is on self-governance and self-sufficiency.	Emphasis is on social exclusion.
FOOD	Key question: Did you have enough? Quantity important.	Key question: Did you like it? Quality important.	Key question: Was it presented well? Presentation important.
CLOTHING	Clothing valued for individual style and expression of personality.	Clothing valued for its quality and acceptance into norm of middle class. Label important.	Clothing valued for its artistic sense and expression. Designer important.
TIME	Present most important. Decisions made for moment based on feelings or survival.	Future most important. Decisions made against future ramifications.	Traditions and history most important. Decisions made partially on basis of tradition and decorum.
EDUCATION	Valued and revered as abstract but not as reality	Crucial for climbing success ladder and making money.	Necessary tradition for making and maintaining connections.
DESTINY	Believes in fate. Cannot do much to mitigate chance.	Believes in choice. Can change future with good choices now.	Noblesse oblige. ('Nobility Obliges')
LANGUAGE	Casual register. Language is about survival.	Formal register. Language is about negotiation.	Formal register. Language is about networking.
FAMILY STRUCTURE	Tends to be matriarchal.	Tends to be patriarchal.	Depends on who has money.
WORLD VIEW	Sees world in terms of local setting.	Sees world in terms of national setting.	See world in terms of international view.
LOVE	Love and acceptance conditional, based upon whether individual is liked.	Love and acceptance conditional and based largely upon achievement.	Love and acceptance conditional and related to social standing and connections.
DRIVING FORCES	Survival, relationships, entertainment.	Work, achievement.	Financial, political, social connections.
HUMOR	About people and sex.	About situations.	About social faux pas.

Honoring Youth's Hidden Rules



Honoring Hidden Rules

How have you felt when you learned how Hidden Rules were used against you?

Or you were not included in Hidden Rules?

Did not know about them?

When did this **event** take place?

What would have helped you in **experience**?

Any lasting **effects**?

Consider 6 Trauma Informed Care Principles

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Hidden Rules and Trauma

- Events and Experiences of trauma
- Belonging
- Self-identification
- Trust and attachment
- Regulation and Coping
- Survival and defenses
- Community, historical, and intergenerational trauma



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Watering Roots with Trauma-Informed Care

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Applying Hidden Rules with Trauma-Informed Care

<div data-bbox="383 1318 542 1465"> <p>1</p> </div> <p>REALIZE</p> <p>All people at all levels have a basic realization about trauma and how it can affect individuals, families and communities</p>	<p>RECOGNIZE</p> <p>The individual or individuals within an organization are able to recognize the signs and symptoms of trauma.</p> <div data-bbox="626 1587 768 1717"> <p>2</p> </div>	<div data-bbox="852 1318 995 1449"> <p>3</p> </div> <p>RESPOND</p> <p>Individuals, programs, and organizations respond by practicing a trauma-informed approach</p>	<p>RESIST RE-TRAUMATIZATION</p> <p>Individual and organizational practices may unintentionally compound trauma. Trauma informed individuals and organizations work to avoid this re-traumatization</p> <div data-bbox="1092 1612 1219 1728"> <p>4</p> </div>
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Resist Traumatization: Honoring Hidden Rules

Challenging Our Mindset with Hidden Rules

- In and with Community,
 - Hidden rules often seen as deficient
 - Time versus timing
 - Possibility of re-traumatizing
 - Expanding existing toolboxes
- As Professionals,
 - Bias, privilege, and discrimination
 - Need to recognize our own hidden rules
 - Prioritization of specific cultural behaviors and values


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Break Out – Watering Hidden Rules

1. Identify a Hidden Rule in the culture that exists with young people in your programming
2. Share an example with your group
3. Brainstorm a hypothetical situation to incorporate a Hidden Rule into an activity for kids, youth, or community members

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Share Out – When we water Hidden Rule



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Recognize the fluidity




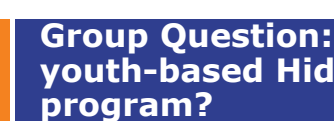


Validate young people's creativity and success in developing "Hidden Rules" during their journey


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Group Question: Can you list examples of youth-based Hidden Rules in your program?






What is Your Point B?

- What is your program's goal/mission?
 - How does it align with larger community and their hidden rules?
- Facilitate programming that addresses the "root cause" of an issue
- Facilitate programming that empowers clients to be their best selves
- Facilitate programming that achieves results that are replicable and sustainable
- Staff are flourishing and able to sustain their workload in a healthy manner.

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Traditional View of Reaching Point B





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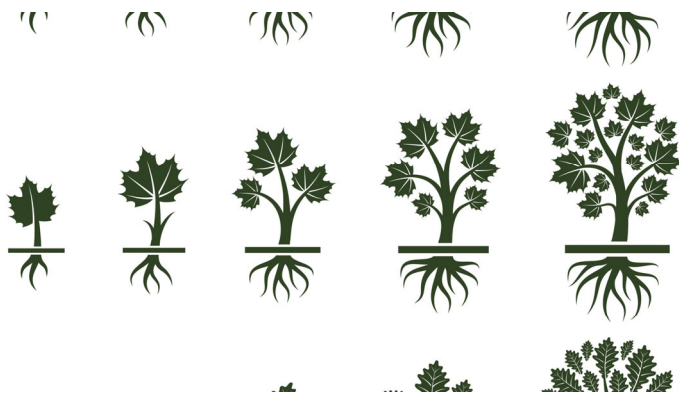


Group Chat: How do you allow youth to determine what is Point A and reach point B?







Applying Hidden Rules and Trauma Informed Care for Reaching point B





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Group Chat: How will you honor Youth's Hidden Rules moving forward?




Take Away Messages


Hidden rules must be recognized as functional tools in the world of clients

Hidden rules must be valued by service provider and held in high regard for clients to accept new information


Hidden rules, once recognized, should be adopted into service provider's teaching strategy. Clients need to be viewed as co-facilitators.

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Questions?



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Resources

- "A Framework For Understanding Poverty", Ruby K. Payne
Additional Links
- Trauma Informed Community Engagement
 - https://www.urban.org/sites/default/files/publication/98296/trauma-informed-community-building-and-engagement_0.pdf
- Trauma Informed Classrooms (Applicable for programming settings)
 - <https://www.elc-pa.org/wp-content/uploads/2015/06/Trauma-Informed-in-Schools-Classrooms-FINAL-December2014-2.pdf>
- Trauma Lens Activity
 - <https://traumainformedoregon.org/resource/trauma-lens-exercise/>
- Beyond Trauma: Building Resilience to Adverse Childhood Experiences
 - <https://www.acesconnection.com/g/becoming-a-trauma-informed-and-beyond/fileSendAction/fcType/5/fcOid/469827259633326813/fodoid/469827259633326812/Beyond%20Trauma%20-%20Building%20Resilience%20to%20ACEs.pdf>

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