


PUNITIVE vs. RESTORATIVE

<p>Punitive: Adult tells youth:</p> <ul style="list-style-type: none"> • What did you do? • Why did it happen? • How are you going to deal with it? • Don't do that! • Do what I told you! • Apologize to... • I was expecting ALL your work done. • You should know that already. • I appreciate....but you forgot • Teenagers always think.... • You know better than that! • You are too young to understand..... 	<p>Most Restorative: Adult asks youth</p> <ul style="list-style-type: none"> • What happened? • How do you feel about it? • Who is affected? • Why is that important to you? • How would you solve this problem? • Can you help me understand? • What support do you need? • I appreciate the effort you did • What did you learn? • What is your perception of this? • How do you see this issue?
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NCTSN The National Child Traumatic Stress Network


**ITCT-A and
Chronically Traumatized
Urban Youth**

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Learning Objectives

1. The participants will be provided with an overview of how restorative practices bridge into complex trauma treatment.
2. The participants will learn how ITCT-A interventions are adapted for chronically traumatized urban youth.
3. The participants will deepen their understanding of the relational response to trauma.


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Our Journey to RTIPS

HOMICIDE RESPONSE- Grounded from clinical case management with young adults and families impacted by trauma from homicides in Oakland.

MENTAL HEALTH & RESTORATIVE- Bridges Restorative Practices and Trauma-informed mental health services as a public health response inclusive of community.

RESPONSE TO YOUTH- RTIPS for Teens pioneered in Oakland (OUSD) and West Contra Costa Unified School Districts (WCCUSD) and adaptable for other urban areas.



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RTIPS for what?

School Systems
Addresses disproportionality in school suspension rates. Targets African-American and Latino youth. Outcomes for 2014-2015 school year at WCCUSD include a 39% drop in suspension rates and 64% decrease amongst African American students.

Crisis Responders
Developing teams that integrate restorative and trauma-informed capacity to address direct trauma exposure for community and individual safety.



Organizational Systems
Supporting leadership to transform organizational culture, including policy and practices to sustain service provision of trauma-informed practices.

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RTIPS for Teens

Restorative and Trauma Informed Practices
provides trauma treatment and micro/macro systems change.

- **Interrupts the school-to-prison pipeline** by supporting and challenging school systems to be safer communities so that students at great risk stay in school.
- **Addresses conditions** that lead to systemic disproportionality among African Americans and Latin@s in public school systems for receiving punitive discipline.
- **Prioritizes Safety** to help youth survive/thrive their situations and/or engage in safety planning together as an alternative to isolative problem-solving.

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Why Restorative Practices for Mental Health Services?

Community healing to manage conflict by repairing harm and building relationships.

Interrupts isolation in community, families, teams, therapy.

Relational safety through authentic client/therapist relationship to process trauma and expanding youth's support systems

Socio-emotional language

- Shared understanding around respect, trauma awareness and adaptive behaviors
- Foster expression of emotion that create attachments and provide a safe environment for trauma processing: empathy, self-regulation
- Develops compassion, accountability and shared responsibility



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RTIPS and ITCT-A Compatibility

- Relational safety – through authentic client/therapist relationship and expanding youth's support systems
- Support Self Validity- client centered and client led
- Development and reinforcement of more secure attachment(s)
- Supports self-exploration
- Restorative practices both repairs harms of socially based devaluation as well as proactively engage self actualization and exploration
- Promote pro-social behavior: empathy, self-regulation, personal responsibility- accountability. Restorative inquiry



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RTIPS & ITCT-A with Urban Youth:

- Restorative practices for engagement and psychoeducation to trauma treatment
- Ability to assess multiple traumas within the context of community violence
- Acknowledgement of safety and the need for on-going safety planning
- Strengthen supportive relationships and systemic advocacy
- Support for mindfulness in response to trauma triggers.
- Additional focus on substance abuse for internalizing behavior.
- Flexible approach to trauma treatment with ability to go "in and out" of trauma treatment.




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RTIPS Clinical Case Management
Adaptations for Urban Youth

- **Approach**
 - Restorative Community Healing
 - Whole System approach
 - Partnership
- **Assessment**
 - Environmental Stressors
 - Community Violence Pressure
 - Historical Trauma
 - Generational Trauma
 - DV/Teen Dating Violence
- **Interventions**
 - Comprehensive Safety Mapping
 - Traumatic Grief
 - Youth leadership
 - Future planning

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RTIPS Clinical Case Management

CASE EXAMPLE

Two adolescent, Latino clients were involved in shootings:

October 2, 2014 first shooting after school
 Nov. 5, 2014 second shooting at their homes
 Fall 2014 – 2015 continued threats for safety

Clients were rapidly engaged in RTIPS treatment, including ITCT-A, group therapy and referrals for further case management.

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RTIPS Clinical Case Management
Case Example

RESTORATIVE ENGAGEMENT

- Restorative relationship building with clients and family
- Clinical case-management begins with family support & advocacy in the hospitals and with systems
- Cultural engagement- food, outdoors, in home, etc.
- Grief and trauma processing circles in the home & informal

ASSESSMENT

- Client
- Family members as individuals
- Family as a whole

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RTIPS Clinical Case Management Case Example

LUIS is a senior at a continuation High School from North Richmond, attempting to finish credits to graduate in the summer. He has been part of an alternative day class that provides group twice weekly, where he has taken a leadership role when discussing community violence. Luis completes school work regularly and hopes to return to comprehensive schooling and his boxing activities.

Although gang involved, these are his first shootings. A bullet entered his body and broke his clavicle. Luis has complied at the hospital, meeting with CCM and a partnering CM. When re-visiting Luis, his parents report that Rigo has not left his room in days and rarely talks anymore. He does not want to eat nor have visitors, except for one friend. "His room smells odd after his friend leaves. We talk to him, but it's as if he's seeing through us. When he has come out of his room, he checks the windows regularly". Parents report feeling unsafe with an unknown car parked out-front and worried about the medical bills.



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RTIPS Clinical Case Management Case Example

LUIS

- On Probation
- Gang affiliated
- Low School Attendance & Performance
- Undocumented parents
- Emotionally shut-down
- Substance Abuse
- Depression
- Hyper-vigilance
- Grief (re-emerging)

RIGO

- On probation
- Gang Affiliated
- Low School Attendance & Performance
- Undocumented parents
- Hx of witnessing DV
- Teen dating violence
- Substance Abuse
- Anxiety
- Hyper-vigilance, hyper-active
- Grief (re-emerging)



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RTIPS Clinical Case Management Case Example

TREATMENT

- Affect Regulation through Restorative processes & mindfulness
- Relational processing: schemas, family tx, reality testing
- Psycho-education: normalization of trauma responses, trauma trigger identification
- Cognitive processing re: decision making, trauma triggers, responses
- Substance Abuse: "urge surfing"
- Advocacy
- Systems change leadership involvement



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**RTIPS Clinical Case Management
Case Example**

OUTCOMES

Luis- Returned to his initial comprehensive school, works at a restaurant as a server, has returned and finances his boxing activity and is preparing for college.

Rigo- Returned to school, began a group and brought in his crew to group therapy, returned to his old neighborhood & relapsed, returned to school.

School System- Raised capacity for youth development leadership, resulting in 100 MEN RISING event.



**100 MEN RISING
YOUTH SUMMIT**



RTIPS: a whole-school restorative and trauma-informed approach to address conditions for learning, climate improvement and discipline reform.



- Treatment that includes:
- Response to needs for safety
 - Community building
 - Repairing Harm
 - Restoring Relationships
 - Youth Leadership



**100 MEN RISING
YOUTH SUMMIT**



Kings & Queens

Compassion workshop to address safety & coping, identity, accountability

Life Matters

Restorative Approach to community violence, presenting a quest for safety, transformation and freedom.

Future Options

Exploration of trades, college, career and independent business.

Turf Inc. Dance

Demonstration and invitation for trauma release, self-expression and affirmation through dance.



**TRUST
THE
PROCESS**



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