



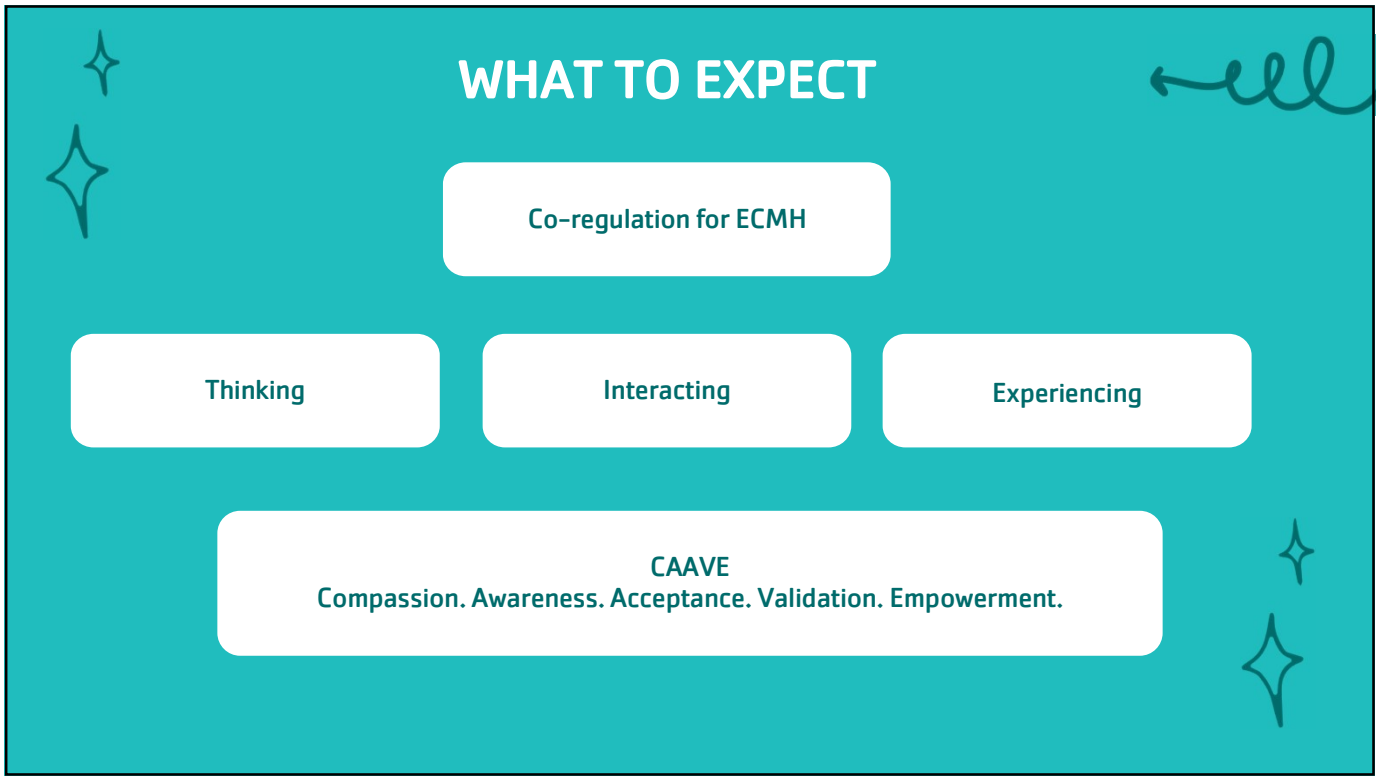
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Welcome!

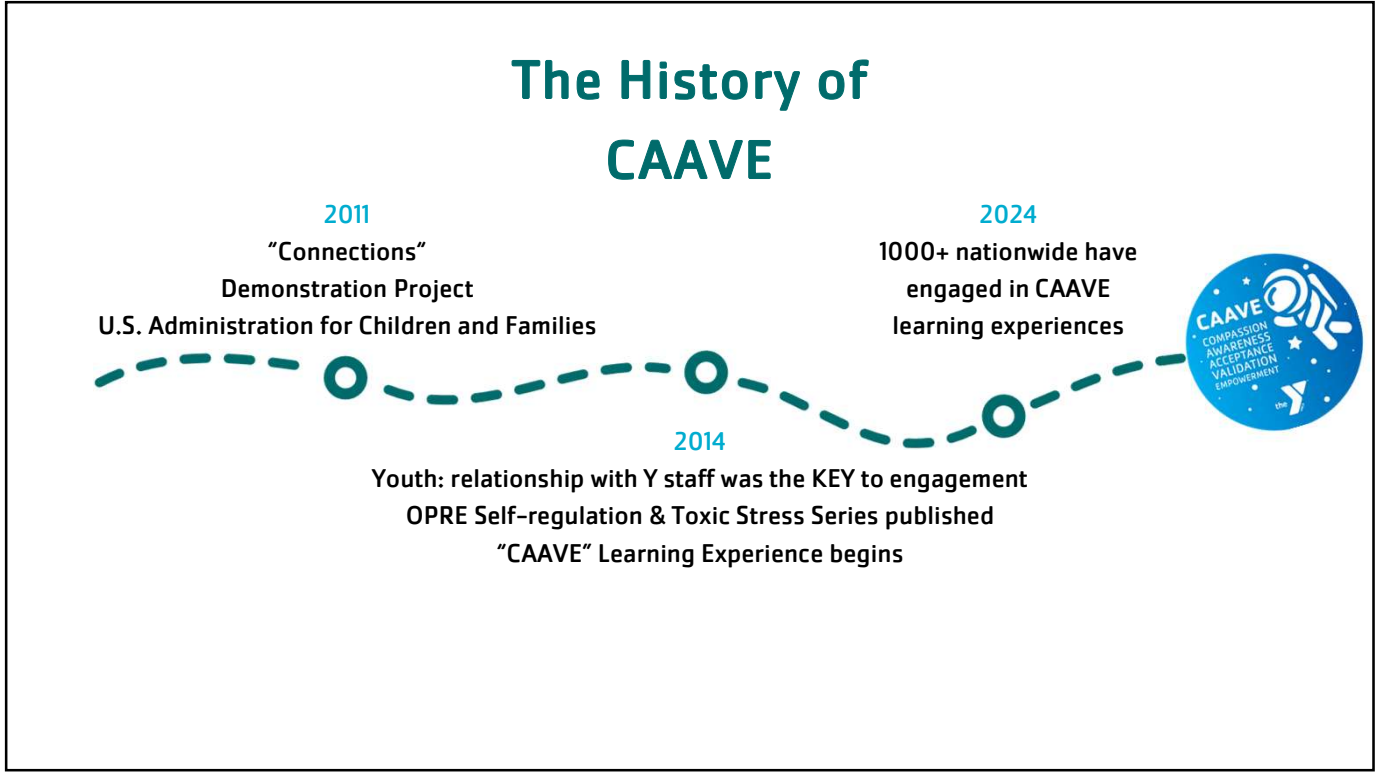
Krysta Esquivel, MSW
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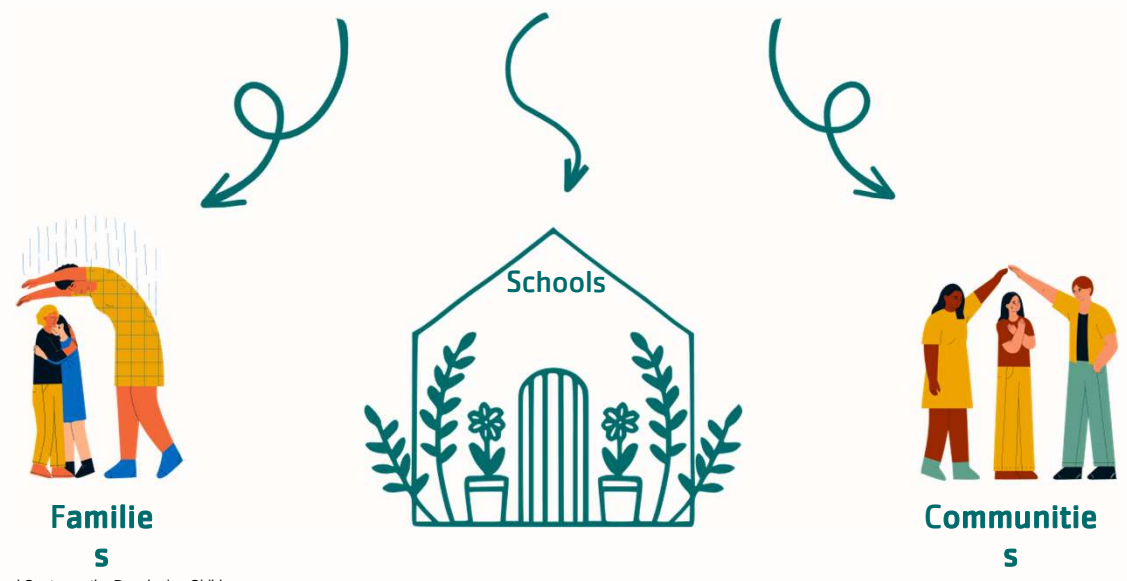


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Youth develop and learn within the context of their

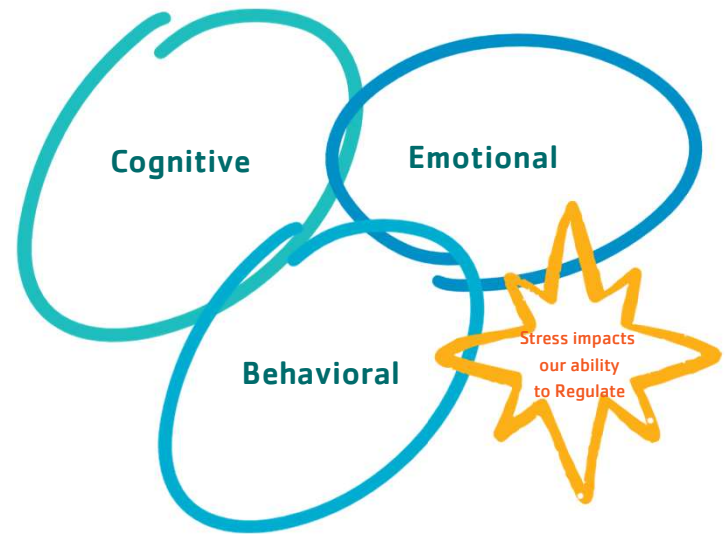


Sources: Harvard Center on the Developing Child

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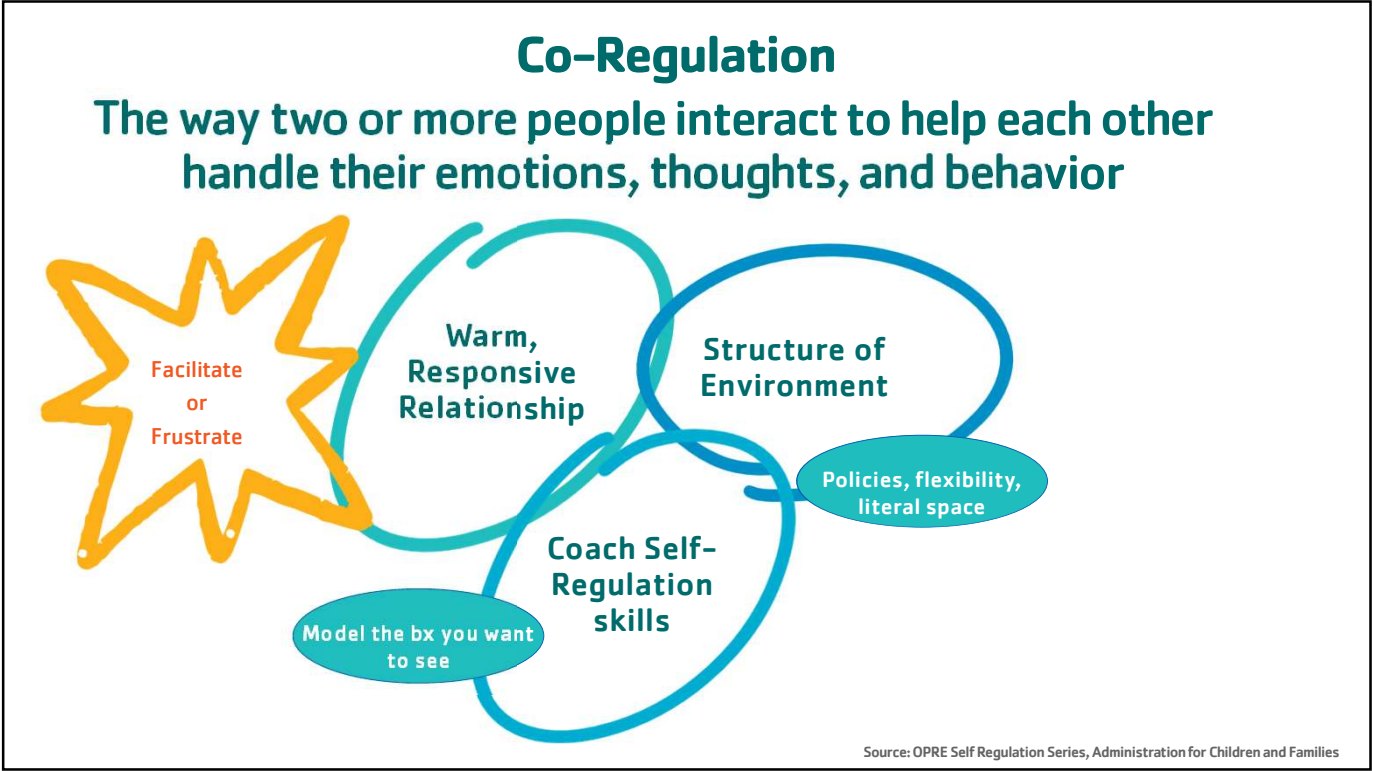
Self-Regulation

The act of managing thoughts and feelings to enable goal-directed actions.

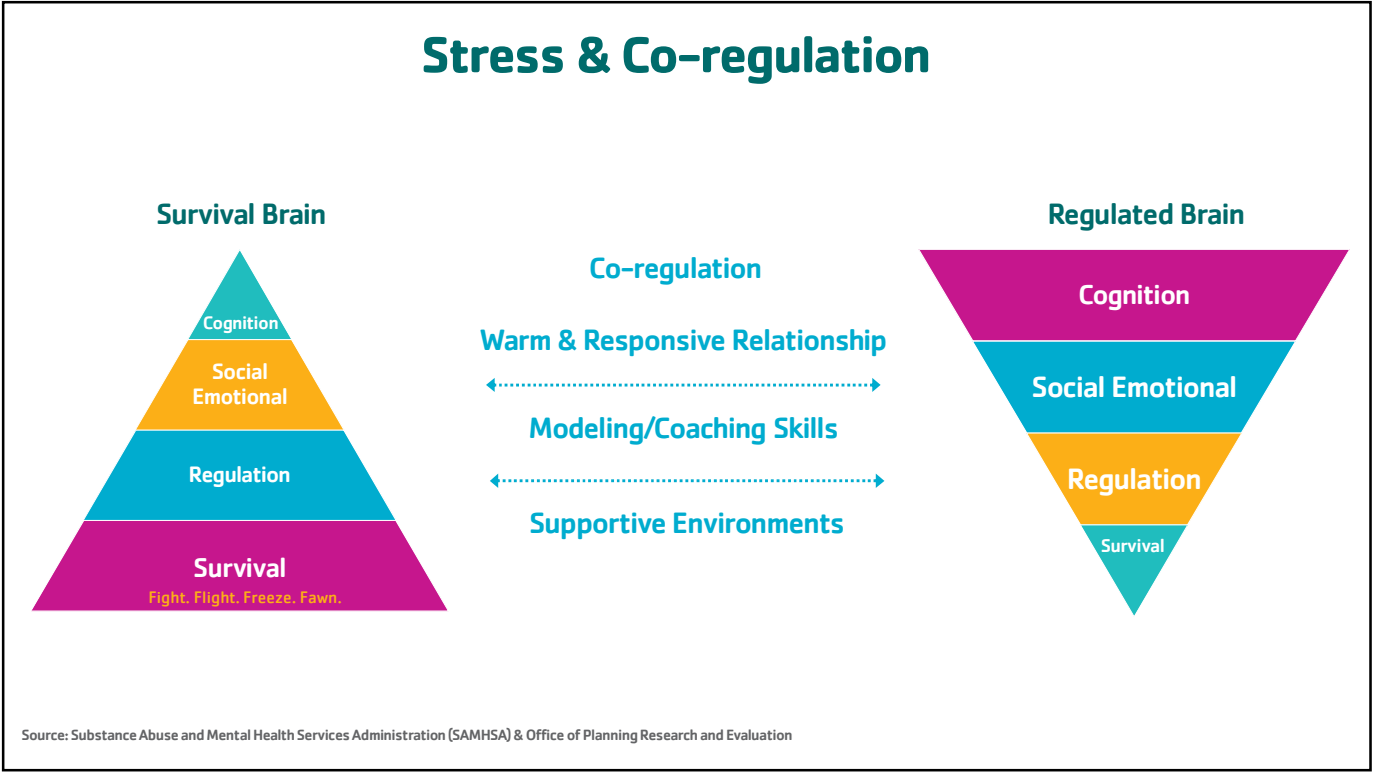


Source: OPRE Self Regulation Series

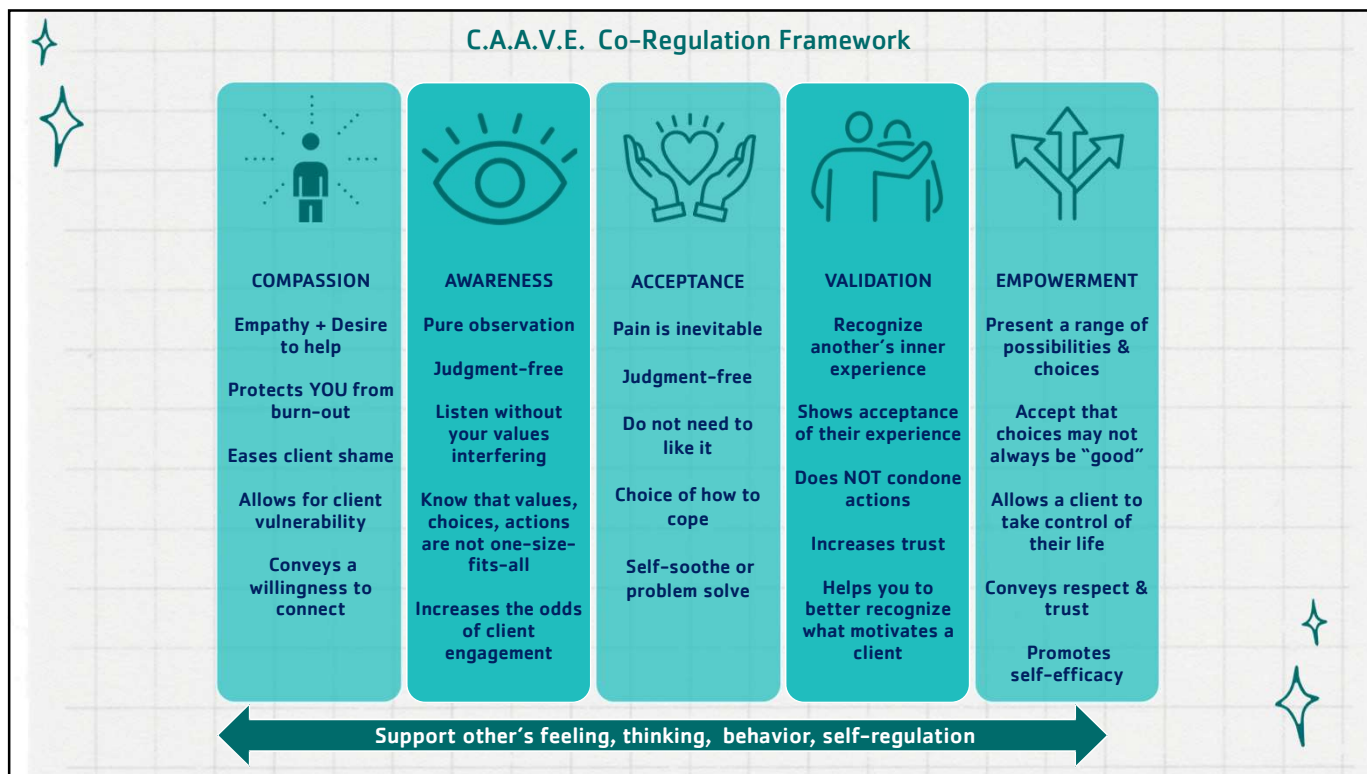
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REFLECTION BREAKOUT

Take a moment...who was a co-regulator when you were a young person?

- How did that person make you feel?
- What were their behaviors specifically?

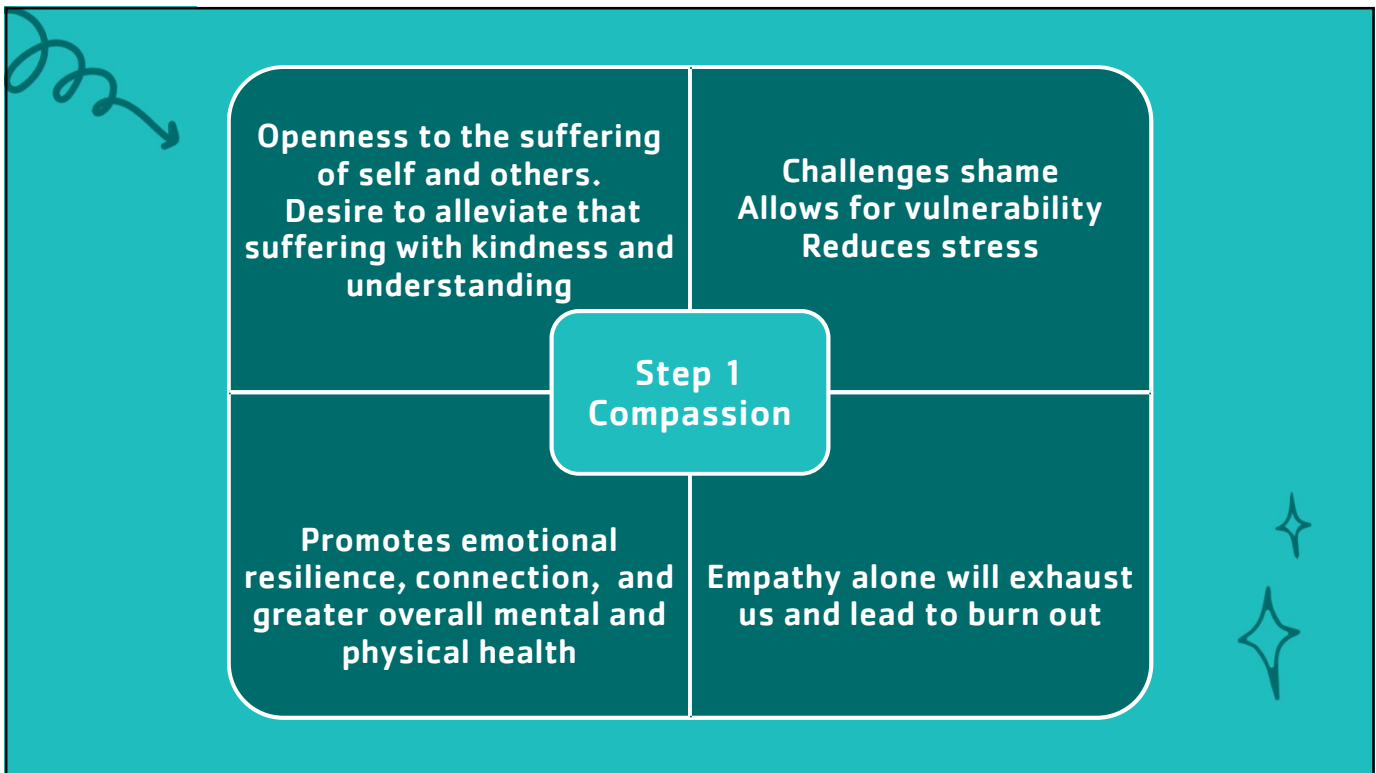
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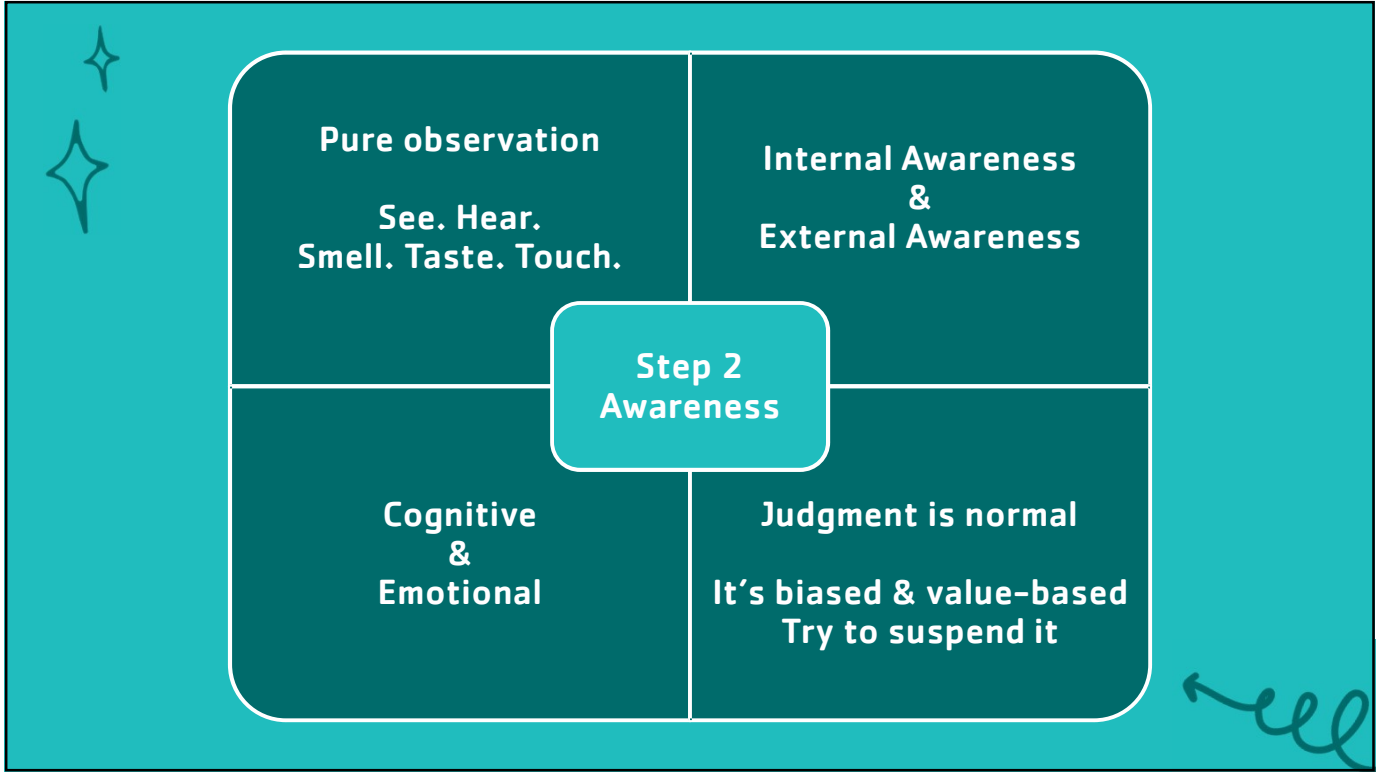
COMPASSION




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ACCEPTANCE






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| | |
|---|--|
| <p>Practice of fully acknowledging and embracing reality as it is, without resistance or judgment, EVEN when it is painful or difficult.</p> | <p>Does NOT mean you agree or approve of a situation</p> |
| <div style="border: 1px solid white; border-radius: 15px; padding: 5px; display: inline-block;"> <p>Step 3 Acceptance</p> </div> | |
| <p>We have choices about how to cope and model our behavior. Supports problem-solving</p> | <p>Key to being a good leader, team member, and person!</p> |



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REFLECTION SCENARIO

part 1

The “Disruptive” Kid:

- **7-year-old boy, second grade**
- **He is high-energy and loud**
- **He is difficult to engage**
- **He cannot sit through a full appointment**
- **School calls home multiple times a week, might be expelled**
- **His mother is stressed**
- **She is a native Spanish speaker, she speaks some English**
- **She loves her son and is desperate for help**

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REFLECTION SCENARIO

part 2

- **What’s your internal reaction?**
- **What are your thoughts?**
- **How are these externalized?**
- **How do you respond?**
- **What’s the first thing you do?**

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AWARENESS & ACCEPTANCE

What is your "BiaShere"

Your biases and values are yours

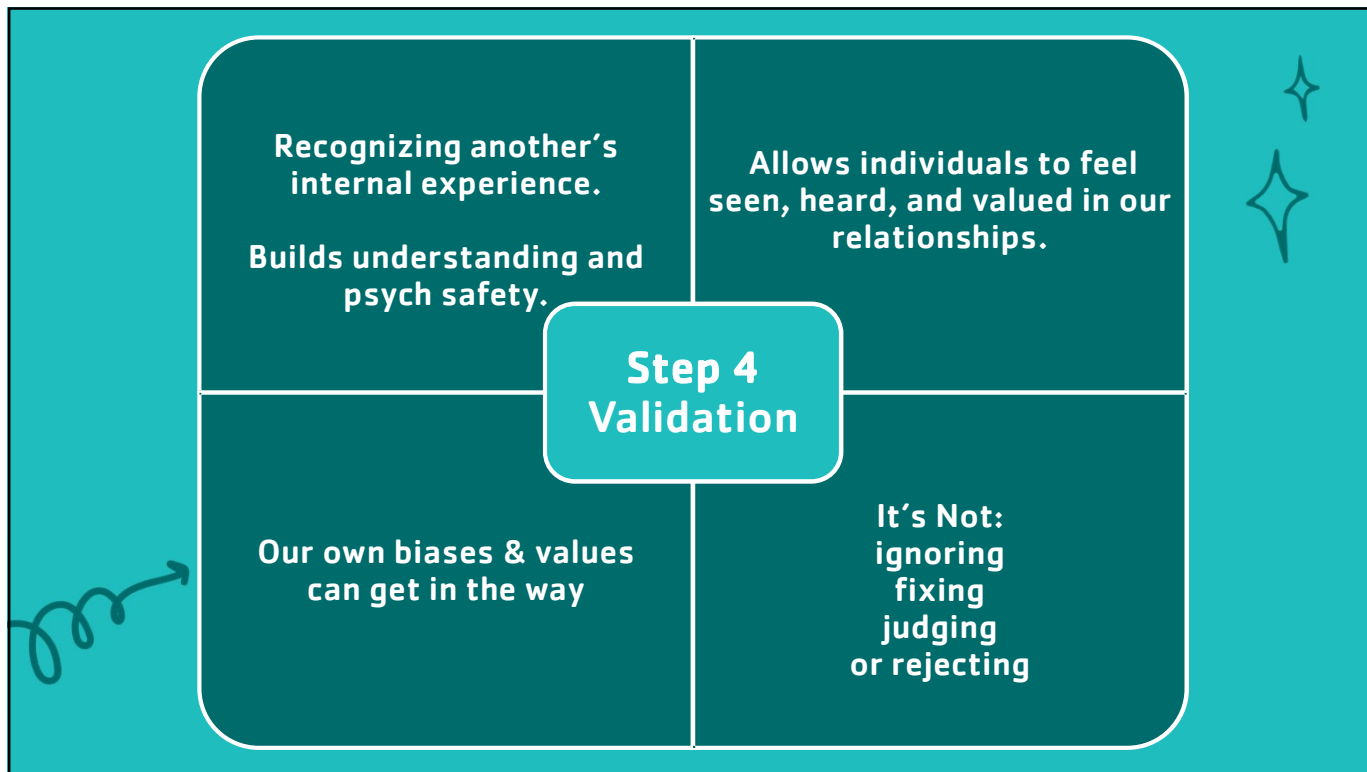
How do you hold your power & privilege

Source: Risha Grant


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VALIDATION

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 **Watch This!**

IT'S **NOT** ABOUT THE NAIL

It's **NOT** about the nail

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REFLECTION SCENARIO

part 1

Mom Cares

- **Mother needs concrete support to meet basic needs**
- **She shares that she occasionally engages in sex work**
- **She is caring for her 4 yo and 3 yo children**
- **Her children are meeting developmental milestones and smiley**
- **She has not had contact with her kids' father in over a year**

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REFLECTION SCENARIO part 2

- **What's your internal reaction?**
- **What biases do you hold?**
- **How do your values come into play?**
- **What judgments do you hold?**
- **How do these impact your ability to work with this family?**

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EMPOWERMENT





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Ability to make choices and take actions that align with one's values and goals.

Personal power!
Agency, access, choices, a range of options

**Step 5
Empowerment
(Sharing Power)**

**Reflects a sense of control over one's life and decisions.
Self-efficacy.**

Individualized and should consider developmentally appropriate expectations.

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SELF-CAAVE FOR YOU!



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WHAT CAAVE IS & ISN'T *ell*

| WHAT IT ISN'T: | | WHAT IT IS: |
|------------------|---|------------------------------|
| Sugar Coating | ➔ | Co-regulatory Approach |
| Enabling | ➔ | Trauma Responsive |
| Not "being nice" | ➔ | Inclusive Way of Interacting |

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the YMC

Connect with Us!

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COMPASSION

AWARENESS

ACCEPTANCE

VALIDATION

EMPOWERMENT

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