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Strengthening Hope and Resilience in Children,
Youth and Mothers in Domestic Violence Programs:
Lessons from Friendship Home

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>> We're really happy to have you with us.

We are going to be starting in about 7 minutes with today's webinar.

So please just sit tight and if you're so inclined, we'd love for you to introduce yourself and the -- in the text chat.

>> Welcome, everyone!

We are ready to get started.

I am going to tell you a little bit about using our webinar system if it's new to you.

You should be able to see the full PowerPoint screen and not have to scroll to see all the information.

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information here in the public.
We are going to begin recording.

>> Good afternoon!

My name is Casey Keene, I am the
Director of Programs and
Prevention at the NRCDV.

Thank you for joining us today
and welcome to this webinar
session entitled, "Strengthening
Hope and Resilience in Children,
Youth and Mothers in Domestic
Violence Programs: Lessons from
Friendship Home."

>> Casey: I want to welcome our

>> I I had the privilege and joy of facilitating the
adult children exposed to domestic violence leadership
forum.

This project is led by a steering committee of 12
amazing activists and advocates representing various
sectors impacting the end gender-based violence.

All of them identify as having experienced domestic
violence childhood.

We come together around a common goal with this
project, to make space in our movement for the voices
and experiences of ACEDV.

Our project provides technical assistance, training, and guidance to support the development of approaches, that are trauma-informed, culturally-responsive and asset-based.

And while our stories are diverse and unique, our work centers around fixed core beliefs, upon which members of the leadership forum agree.

I'm going to read those beliefs to you, because they are so central to our work.

One, that children exposed to domestic violence can heal and thrive.

Two, that each of us should be allowed and encouraged to name our own experience.

Three, that there's a difference between loving an abusive person and condoning their behavior.

Four, that violence is learned and reinforced by societal norms, yet accountability and commitment to change can create a new path.

Five, that our non-abusive parent was faced with limited and complex choices.

And six, our unique experiences bring added value to the movement.

Ultimately, the ACE-DV project wants to shift our practice paradigm to one that recognizes trauma as a common human experience, understands resilience as innate to each of us.

And that reframes adverse childhood experiences from a post-traumatic growth model to one that honors and promotes the assets that these experiences have given us.

And that's why I am thrilled to welcome today's presenter.

Who's practice model is built entirely on exploring and fostering survivor strength.

Julie serves as a counselor and coordinator of Strengths-Centered Advocacy

Services at Friendship Home in

Lincoln, Nebraska.

Friendship Home provides

emergency and transitional

shelter and an array of

strengths-based support and

services to survivors of

intimate partner violence and

sexual assault and their

children.

Julie has over 16 years of experience as an advocate working directly with survivors and has a genuine passion for helping individuals discover and apply their personal strengths. Currently, as a Licensed Mental Health Practitioner, she provides strengths-centered counseling to survivors at Friendship Home.

As the creator of Friendship Home's Strengths-Centered Advocacy curriculum, she also conducts training for programs who are interested in implementing Strengths-Centered

Advocacy. Julie presented at the 2nd World Conference of Women's Shelters in Washington, D.C. in 2012, and the 3rd World Conference of Women's shelters in The Hague, Netherlands in 2015.

On today's webinar, Julie will explore how the Strengths-Centered Advocacy approach can help to mitigate or repair some of the potential negative impacts of domestic violence on children and youth, while also strengthening protective factors that can lead to resilience across the lifespan.

Julie, you now have the floor.

>> Julie: Okay, thank you, Casey, and thank you, everybody, who is in attendance today.

I am really excited to have the opportunity to -- and to share some time with each of you to talk about something that I feel very passionate about, and that is what we call strength-centered advocacy.

This is an approach we developed over time, around 17 or 18 years of time at Friendship Home and that I truly believe has the power to help transform lives.

One thing I want to say is because survivors, including child survivors, are at the heart of what all of us do, I invite you, as I'm speaking today, about this approach, and you're thinking about your

own experiences, I invite you to think about the women and children and other survivors, or possibly even yourself and how this information applies to you. And honor the resilience of yourself, and of all those individuals.

So thank you, again, for being here.

And here's yet another thank you.

I always want to start out when I'm speaking with advocates, to really appreciate the powerful work that each of you do.

I love this quote because it reminds me of some really critical pieces of advocacy work.

And the power of what we do.

So this work that we do is part of a global movement to make the world a more safe and peaceful place and it's an honor to connect with each of you today.

I also want to acknowledge, that each of us as advocates and all of our programs are inherently working why a strength-based framework.

So I'm talking specifically about what Friendship Home is doing right now, in our ability to try to help survivors tap into their unique talents and strengths.

I know many of you are doing similar and different and creative work to do that very same thing.

I do want to give you a little bit of context about

Friendship Home because I know programs are very different in size, resources, but I also know there's similarities.

And so Friendship Home is the program that I work for, we're located in Lincoln, Nebraska.

So I'm giving you just a few pieces of information about the context of our program.

So we currently have one communal living shelter and that has 8 bedrooms.

Back in 2015, we started really moving to have private bedrooms for either families or individuals -- individual survivors coming into shelter in efforts to be more trauma-informed.

So each of those 8 bedrooms would have one individual or a family in it.

We've also moved, as part of that trauma-informed unit to have single-family shelters, and that has been pretty recent in the last few years.

We started out with six, and now we have a total of 12 single-family shelters.

And both of those consist of our emergency shelters.

The communal and 12 single-family shelters.

So our emergency shelter program is typically a 6 to 8-week stay for people.

I know, as all of you know, that time goes really,

really fast, and so there's a lot we're trying to do to help people during that 6 to 8 weeks.

We also have 7 transitional shelter units for people, and that stay is typically around months.

Shorter or longer, depending on the needs, but we focus on economic empowerment and helping people to make that move into being completely on their own.

And then in addition to those things, we have a preshelter program.

And that, for us, that is -- those are people that we may not have space for immediately, but we are constantly working to serve them, to find temporary options for shelter until we can get them into our program.

And then we also have a continued contact program, and that just means that we really keep an open door for survivors.

We want to make sure that when people exit our program, that they know they can always call back,

they can come back for groups.

They can all any time, and we've just tried to continue to help them again, because knowing -- that length of time that we're able to serve them is not long enough to typically have everything that we can offer to them.

And then as far as services, I know a lot of you offer the same type of support and services as we do.

So we do have womens and childrens advocacy both.

We have case management that is based on each survivor's needs that they present to us.

We offer short-term mental health counseling.

That's something we added.

And that's, of course, part of my role.

I do want to emphasize, that is completely voluntary, and I don't do any type of diagnosing.

So it's really focused on empowerment and strengths, and, again, just the type of support that people are needing.

As they're in our program.

We also offer as many of you do, women's and children's group.

Or survivor groups.

During their stay.

And we have quite a few different ones that we have.

And the last one you see, obviously strengths-centered advocacy and that's what I'm talking to you about today.

That approach is woven into all of the services we have.

So it's really something we have built into different

ways that we use it in each -- each of these areas that I've just shared with you.

So just general goals for today's webinar, obviously, as Casey mentioned earlier, we really want to highlight the power of resilience.

And focusing on strengths.

And that's what I'm going to try to do throughout this

webinar.

Because it's such a critical piece in the healing process for survivors.

Clearly I'm going to give you an overview of strengths-centered advocacy and some of the tools we have adopted for part of that approach to help people discover their natural talent at any age.

But really what I want to do, I just, maybe my main goal is to encourage you to have different thoughts, ideas, and really some inspiration as your roles as advocates.

And I really want you to apply some of this to your personal life, because it is -- it's really relevant in those, with our personal life.

I hope you leave feeling inspired with some new ideas and maybe some things want to talk about with each other.

So I want to start us today with some thinking about

the power of having someone who believes in us.

Especially at times when we may struggle to believe in ourselves.

So here's -- here's a quote that I think really highlights that.

"At times our own light goes out and is rekindled by a spark from another person.

Each of us has cause to think with deep..." So thinking back to your own childhood, or your adolescence, I want you to identify an adult who sparked that sense of hope and belief in you.

So I'm going to give you a few moments to kind of come up with somebody you have in your mind.

Once you have that person, I want you to think about little bit more about the following questions in regards to that person.

So who was the person?

What did they do?

And what impact or how did it affect you?

So think about that for a few moments.

You can jot it down if you want, or you can just kind of have it in your mind.

I am going to ask you to maybe text a few responses here in the next new slides.

Okay.

So what I'm going to ask you if you're willing to do, when thinking about the person that you identified from your childhood or adolescence, if you would be willing to share some of the characteristics or qualities of that person, and -- in the text chat.

And then Casey will help me by reading those out and sharing some of your responses as you're doing those.

>> Casey: Okay, great.

So I'm seeing some responses coming in that they were kind, loving, honest.

Supportive.

He made me feel special and convinced I could do anything.

More honesty, humor, loving, kindness, caring, emotionally available.

Demonstrate compassion.

Encouraging.

I know for me, what I appreciated in that person was that they really listened, and seemed to really be present with me.

In the moment.

And seeing acceptance.

Intuitive.

Good listener.

Transparent.

Trustworthy and honest.

Believed in me, and believed me as well.

>> Those are great.

Thanks so much for everybody who responded.

There's a lot of power in those words if we think about and have that reflection on somebody who had that impact on us.

So thank you so much for some of those things.

There were some common themes and then some that were, probably, individualized for you.

So I'm going to ask you one more question here, if you don't mind responding to.

I want to ask you what kinds of qualities that person's influence helped to produce in you?

>> Casey: So I'm seeing persistence.

I know this is more of a challenging question.

>> It is.

>> Casey: Helped me see myself through different eyes.

Kind.

Strong.

Confident.

Ambition and drive.

Strengths, courage, and commitment.

Perseverance.

Integrity.

Helpful and empathetic.

Hope.

Ability to access coping skills.

Grit.

Another good one.

>> Okay.

So again, thank you so much for responding to those.

And again, I feel as you're reading those responses,

Casey, and knowing those are coming from individuals who have gained some of those things, it's so powerful to think about.

What I want you to remember today as we're talking about working with survivors, is that you most likely are that person for someone else.

And probably more than -- more than one person.

And that even while our experiences with survivors are sometimes brief, that we can be a person who helps to rekindle that flame of hope and in another strength.

And in some cases that may be for the first time.

So that's just a really powerful statement about the type of work that we do.

And the importance of taking the time to really believe in each person that we're working with.

So thank you, again, for your sharing and for your responses.

So I want to start to you have the give you just a very general definition of strengths-advocacy and what

we mean by that.

I'll point out.

You'll see two parts to it here.

So at Friendship Home when we started with this approach, we really started with the intention of improving our services to survivors and children. What we weren't as prepared for was the powerful impact this had on us as advocates.

Part of our approach, we would learn about our own unique talents and those of our coworkers, and from doing that, we were able to experience the benefits first hand.

And that was a much more natural ability to share with the survivors, the relevance and importance of focusing on strength.

So today even though focusing on how this information applies to survivors and their children, I do want to just let you know, the effect it has on advocates is really, really powerful.

We found that it helps in enhancing the way each of us provide advocacy.

Being more aware of that.

Keeping us connected to, you know, the personal

passion that we have for doing the work.

Recognizing the strengths of our coworkers, and just creating a more positive work environment.

All of us know advocates is --

This helps to protect against trauma and burnout for us.

Of course that means, we're able to, you know, really stay engaged and provide the best services that we can, to supports.

So just a brief history out of strength-centered advocate began.

Our executive director actually attended a conference, and that's where this all began.

So I think it was about 1999 that she attended a conference.

And there are two different workshops that she attended there.

One was talking about the power of people being able to recover from trauma, more effectively, if they had knowledge and were able to apply their strengths.

And the other part of that was a Gallup conference,

where they were making available to the public a StrengthFinder.

She was thinking about, with advocacy work, we're all working inherently, they thought this would really

have power in the language that we could maybe use to help people talk about their strengths or be able to identify them.

So in about 2000, Friendship Home received a 3-year grant, and during that time, we really partnered pretty heavily with the Gallup organization.

And what they had shared with us at that point, the strengths center had been used mostly in businesses and school settings, but we were the first domestic violence shelter to use it with victims of intimate partner violence.

We wanted to make it more relevant for the people that we were serving.

And I have to tell you, and I know many of you will appreciate this that the efforts were very grassroots.

So as all of you know, and I'm sure can understand, we were -- we wore lots of different hats.

And in those early years, it was squeezing in time to create material and ideas, but we really began looking for ways to kind of underwrite time to create materials and an actual curriculum, more effectively. Eventually we were able to receive funding through a grant so that time could be spent really focusing on creating a curriculum.

So the process for creating that, again, I want to

tell you, I was able to it be the -- I was honored to be the person to put that together.

But it was not at all my voice.

It was everybody's voice.

So I talked to advocates, I talked to survivors, talked to children, and really just used some surveys I did with them, some interviews, and really kind of, from all of those voices, put together what we -- what we call our strengths-centered advocacy curriculum.

In addition to that, we designed some tool kits, because we really wanted people to be able to apply the information about their strengths, in ways that were really relevant.

So for example, for survivors, being able to know how to apply the information about their strengths to, you know, building their self-concept, to their style of decision making, to parenting, to how to safety plan.

You know, just lots of different things.

Even dealing with communal living challenges.

So we really try to design some resources that would help with that.

And then we also designed tool kits for the advocates.

Because, again, what we found early on, we had to keep a co-focus on the strengths on the front burner.

We're all so busy as advocates doing so many different

things, so we really needed to find a way to keep -- keep doing some things, so we could keep this approach alive.

In the midst of everything else that we were doing.

The second world conference was really the first opportunity that we had to share this approach with others, and other domestic violence programs.

At that point, we didn't really have anything really solidified about how we would share the information, if there was interest.

But there was interest, which was really great, and so shortly after that, we designed a two-day training, which was how we have been sharing the information with programs who are interested.

And the topics here kind of just give you an overview, but what I want to tell you is it's really the process of dialoguing with your coworkers, and finding some really specific ways to kind of transform your program from the inside out.

So that's what we really try to do, we try to have as many staff from an agency there together.

It's really about organizational culture, and shifting that and enhancing that, really than having a set of strategies that we use.

So, again, kind of back to at its core, it's really

about three things, empowerment-based services which all of you were doing.

The positive psychology and the tool we use is the Clifton strengths finder to help people find their strengths.

You could use this approach with a different tool. That's the one we have found to be most effective. And that we -- that we use.

I'm sure that many of you are probably familiar with the term "positive psychology."

It fits very well with empowerment philosophy and also with trauma-informed care.

And it's really something I would say, as advocates, we've been doing all along from the beginning.

Probably in the last 15 to 20 years, there's been a much larger shift to looking at not only helping people, you know, repair what's been broken, but really looking at, you know, what is right within them, and how they can tap into that.

To actually heal, maybe, those things that may not be doing well.

And so I always stress -- it seems -- sometimes I

don't know that any of you would be in this group, but sometimes there are people who are really skeptical about positive psychology, and so what I like to

emphasize, is it's not at all about ignoring or denying problems or challenges.

It's about learning what's right with us.

So that we can use that information to help us address those problems or challenges more effectively.

So it's a really great way to look at that.

I'm not going to go into great detail, because there's a ton of research, if that's something you would like to look at.

So for today's purposes, I just want to highlight a few things.

One of them I already talked about, and that is trauma and resiliency research, that has been done.

It's found that people recover more easily from trauma, when they know what their strengths are and are able to use them.

And then also, Martin Seligman had a quote, he found using personal strengths was more effective for treating depression as some -- as either traditional interventions of cognitive behavioral therapy and medication, or combination of both.

But there is a -- in the in the middle there, there's an interesting case study.

I want to highlight that, this is what led with the creation of the strengths finder, this is what led

Donald Clifton, who was the developer, to really shift and focus and start to focus on studying what was right with people, instead of what was wrong.

And so just a summary of that study, which you can find in the book helpful, I guess to summarize it for you, it was shortly after the Korean war, there was a William Mayor who conducted a study on 1,000 people. The death rate at the camp was 38%, which at that point was the highest here in history.

The reports of physical abuse were extremely low.

And in fact for many of the deaths, no cause to be found.

Doctors came up with a name for this -- they called it Morasmus (phonetic).

It's the extreme loss of hope that accompanied those dieing from the condition.

What has striking and haunting similarities to the survivors that we serve, is the four -- the four different tactics that were used by the captors.

The first was the captor was informing.

So captors would reward, but no fishment followed for either soldier.

The intent was to destroy the relationship between soldiers and turn them against each other.

The second was self-criticism.

Each was forced to stand and confess all the bad things they done and all the good things they could have done but failed to.

The third tactic was breaking loyalty to leadership

and country.

And the captors would undermine the allegiance to superiors and to each other.

And the fourth tactic was withholding all positive emotional support.

Letters would come, but the captors would withhold all the supportive mail and immediately release the letters with negative news.

So with those four tactics, I think you can easily make the leap between the similarities, between those tactics, which lead to death, and to those tactics that are used often in intimate partner violence.

So the main thing to remember about that, and, again, this shift to hope, if we know that people entering our program have frequently been living in an environment that is powerfully destructive, in response, we must provide an environment that is powerfully supportive and empowering and nurturing and one that encourages healing and hope.

And that's what we're trying to do.

So, again, all the research is really, really

critical, but I guess over the years that I've been an advocate, the things that stands out most to me is really the most important outcome that we have is trying to restore that sense of hope.

In others.

There has been some research done on hope.

And again, I'm not going to focus on this, there's a book out, just a couple years old, called "making hope happen" and it really kind of -- I guess it challenges that myth, a lot of people think hope is too soft.

The concept to be studied.

But they really found some links to well being, success, purpose-driven action.

Even longevity.

The hopeful thing for us is we know that hope can be learned.

So even if people don't have it in the right environment, and with the right information, it can be learned.

And then finally there's four core beliefs that separate -- or that set apart hopeful people from others.

The first one is really something that, according to a

Gallup poll comes naturally to most people.

And that's the belief that the future will be better

than the present.

The second is I have the power to make it so.

That's typically learned, usually in early childhood.

And then the other two come more from experiences.

So believing there are many past goals and none of them is free of obstacles.

So from our experience, we have to -- in order to be hopefully, we have to have a mindset that allows us to anticipate and navigate obstacles and find a new path if one does not work.

So somebody I know, had mentioned in their comments, persistence is something that developed.

And that is something that is really a powerful -- a powerful connection with hope.

Is being able to persist.

Okay.

So I've been talking quite a bit here.

I do want to have you try something.

This just kind of tells -- our three core beliefs in strengths-centered advocacy.

Seems like common sense, but what I want you to do is flip a piece of scratch paper over and I'm going to ask you to go ahead with your dominant hand.

The hand you write with.

Go ahead and write your name.

Your signature.

Three times.

Just go ahead and write it three times on your paper. Once you're finished with that, I want you to switch hands, and do the same thing with the hand that you don't normally write with.

And I know you may still be working on that, but when you're finished, I would love for you to, in the text chat, I would love for you to kind of just respond with what was -- what was different about doing -- doing those two different, with your dominant, versus

your non-dominant.

And I'm going to ask Casey, to see if she can capture some of those responses of what difference you noticed.

>> Casey: Yeah, so people are saying frustrating.

[Laughter]

Motor control was weak.

I had to put more effort.

It was messy.

It was very hard.

I had to think about how to spell my name.

I had to think a lot.

Loss of control.

Just very messy.

So those are the common themes we're seeing.

>> Julie: Great.

So, yes, the first time I did this, I had some of those same responses.

And so it really, really highlights, I think, the

power of focusing on strengths.

So when we focus on strengths, it's kind of writing with our dominant hand.

For most of you, when you did that activity, you didn't really have to think about it.

Some of you did it.

Some of us have a special flare with our signatures that we do.

I know I have a special J.

It doesn't take much time and you're able to, you know, finish.

When you switch to your non-dominant hand, it's kind of like working with things that are non-strengths.

You can do it for most people, but it's going to take you a lot longer, you're going to work a lot harder, you're going to have to think a lot more about it.

Definitely not as natural.

And in most cases, although there are some who are ambidextrous, your results are not going to come out as well.

So that's what I like to use, when we talk about focusing on strengths.

It's really making a decision to focus more time and energy on what's right with us.

And maybe taking something good and making it excellent, than, you know, focusing all our time and energy on trying to fix what is -- what is not natural for us.

It's not at all that we don't have to do some of those things, but it's just the amount of energy and focus that we put in.

So that really forms the basis for our focusing on strengths.

It's really an intentional commitment to focus more on what's right about each person, than what needs to be changed or fixed.

And of course, we celebrate individuality.

With strengths-centered advocacy, we not only acknowledge that we're different, but we celebrate it.

What's really neat, when we all have different strengths we can join together and create more powerful and diverse teams.

And finally, with our strengths-centered advocacy approach, it really does begin with self-discovery in

this case, it means you.

So we really found to really share this, in a way that was most effective, that it was the best for us for us to know what our own strengths are, and know that we're not the same as everybody else.

And that it sort of has this contagious effect to experience it, and, you know, experience that relevance and know that really can be transformational for people.

Which is, kind of this quote, I think that's kind of what this is saying we let our own light shine, we junction consciously give other people permission to do the same.

It has a contagious effect when we're able to focus on strengths.

We're able to share that with others.

The basic steps then, for the approach, are these three here.

So discovery is finding -- it's a starting point but

certainly doesn't stop there.

So if you -- if you help somebody discover what their strengths are, or talents are, and you stop there, they may go on their own, and really do a lot more exploration on their own.

But it really tends to be more superficial if you just stop there.

What really has the power, is helping someone to discover those strengths or talents and helping deepen that impact by connecting it to relevant and meaningful areas of that person's life.

So this is a huge part of what we try to do, is find the information.

And then lastly the growth and evolution.

Planting seeds for further and ongoing application.

But also as an agency, who practices strengths centered advice cat sees, we have to make that commitment to continue learning and growing in our understanding.

Of strengths.

As an agency, one thing I tell people, you don't have to do everything at once.

It can be overwhelming.

Start simple and do something.

And you can build it over time.

The tools that we use for strengths-centered advocacy, there's three.

And these are the ones, again, there are other -- definitely other tools for developing or discovering strengths, but what we use are the strengths finders for ages 15 through adults.

And awesome strengths explorer for 10 to 14.

And kids under the age of 10, Gallup uses strengths spotting.

Which we'll talk more about in a future slide.

So I want to give you just enough information to sort of understand these tools.

The strengths finder obviously was developed by

Gallup.

Became available to the public in about 2001, through a book.

There's about 50 years of research behind it.

Again it's ages 15 to adults.

It is an online assessment, and you purchase either a book, or you can purchase an online code.

They cost about \$15 a person.

And it -- and it's available in at least 22 languages.

I believe that may be a few more now.

In recent years, I think they may have added a few more languages.

So if you have taken the strengths finder, you may recall this.

If you have not, it's kind of -- it's just a sample question to show you.

They're actually more -- they're not either or statements.

They give you two options.

On this option it says "I want to be a CEO of a large organization."

"I am a bridge builder for people."

So this is just one out of about 118 paired statements.

And so then you would click on which was most like you.

There are some statements who, you know, you might fit both, but there might be one that feels a little bit more than the other.

There is a neutral, but I will tell you, clicking too many neutrals, and it does take quite a few before it will register.

It will tell you that your results may not be quite as...

A big point for the strengths finder, it measures talent, often I use the languages strengths, but really, what the strengths finder measures, is natural talent, that can be developed into strengths.

So this investment piece is really, really important.

And by "investment" we mean, once you find the StrengthFinder, learn what the natural talents are, and finding ways to develop those and manage the areas that may or may not be considered a strengths yet.

So just really quickly, I want to give you an example.

Two of my strengths are empathy and developer.

And so that means that I can take up and sense emotions of other people, as I'm sure many of you can.

The developer means just, in a nutshell, it means I see potential in other people.

So those are definitely strengths, but they weren't always that way for me.

So if I had no -- if you can think about how those could possibly turn against me at some point, I -- you know, often with each strength, you need to find ways to manage areas of it, that you may not necessarily see as a strength, initially.

Another example is, there's a strength that's called "command" that commands -- it's a real strong powerful leadership strength.

It can be really amazing.

But without managing it or knowing how to maybe soften some areas of it, you might be considered bossy, instead of seeing that as a strength.

So, again, there's this concept of developing talent into strength.

When you take the strengths finder, you get your top 5 themes out of 34 that have been identified.

You get individualized descriptions of your top 5 that are really for a lot of people, pretty dead on.

I never -- I'm not a cookie cutter approach person at all, so you never want to make assumptions, even if you're reading someone else's with them.

You want to ask, what fits, what doesn't.

But often people say the individualized descriptions are pretty powerfully accurate.

And then you also get ideas for developing each talent into a strength.

Which they -- Gallup calls those "action items."

So the strengths explorer is -- became available in about 2007.

So the ages are 10 to 14.

It's based on the same research, the 50 years of

research.

But for children and youth, obviously what you're seeing is emerging talent.

There's 10 different themes that kids can come up with.

It's also an online assessment.

Takes 15 to 20 minutes.

And costs about \$9.99.

Here's some sample strengths explorer questions.

So they're a little bit different.

These are some things that kids might respond to, and they would respond with these remarks at the bottom.

Almost always, often, sometimes, or almost never.

For the strengths explorer, the results -- the each child or youth ends up with a report with their top three.

And again, it has their description for each of those.

It gives action items for the child.

And also for the important adults in their lives.

And also comes with a youth work book and a parent guide to really explore different ways to kind of nurture those things.

And then, again, the strengths finding is basically looking at children that are younger than 10.

It's really, really a powerful way that you can use strengths with anybody.

But it's -- the strengths is based on the same 10 themes.

It's repeatedly for children in the variety of settings.

It could be friends or playground, soccer field.

You really want to look at different settings that a child is in, and there's certain things that you notice and pick up on.

An interesting study found that even while personalities of course evolve and people change, it has been discovered that core personality traits are

relatively stable.

And there was a 23 longitudinal study in New Zealand, found personality at 3, was remarkable to their personality traits at age 26.

So I can very quickly -- I had my daughter, because I was so excited about strengths, I had her take the strengths finder, it wasn't until she was about 13. Because the strengths explorer wasn't out at that point.

She's 25 now.

But I remember that when she was 3 years old, she -- I used to talk -- I'd be so proud about her about different things and talk about different people about what she was doing, and she would step on my foot and push my foot down.

So I quickly learned that she did not like it when I did that.

So I stopped doing it.

I kind of tried to recognize her in different ways. But interestingly enough, when she was old enough to find the strengths finder, one of her strengths, and now she's taking it again as an adult.

One of her strengths is deliberative.

It's a strength that, for a lot of people, very much not about liking the spot light.

Not -- not liking, you know, a lot of attention drawn to you.

And liking to be appreciated, maybe, in different ways.

So that was really an interesting situation for me to show the similarity of some of those traits.

Very different ages.

So here's a book for you, if you are interested at all in this.

It would be a really nice starting point.

It has a lot of information about all three of those strengths finder, strengths explorer, and strengths spotting.

It gives you a code for strengths finder and explorer.

It's a really great resource if you're interested in kind of applying some of this information.

So I do want to talk to you some, and I am going to -- some of the slides I have here, we're going to go really, really quickly through, because I know you already know much of this.

But I just want to highlight very, very briefly, and you'll have this PowerPoint.

But again, these are things I know you're already aware of, and that we're not focusing too much attention on today.

But some things that we know about children and youth when it comes to domestic violence, is that all of them are impacted, but not necessarily all are traumatized.

So we know they experience domestic violence, rather than witness it.

But that they are effective in different ways and not at all the same.

And as far as looking at mothers, it's really important to frame our discussions with the knowledge that mothers are often doing so many things to protect their children from the domestic violence.

So we have a few things here, but really, we often find that once mothers are safe, that the parenting,

and all the things they're able to do increase.

But we also know even when they're not safe, that mothers are doing many, many things to protect their children.

So these are just some of the effects, again, that you already are aware of, as far as potential -- and I really highlight the word "potential" because again, they're not the same for everybody.

These are some things, as you know, that can occur, as effects for children and youth.

Who have lived in a home with a battering parent.

And here's some more.

So we know that trauma effects, you know, healthy brain development.

Can often lead to PTSD.

There's lots different behaviors.

And I don't want to overcover these, because I know that you're aware.

We do know that effects of domestic violence can be

either externalized or internalized.

And we know gender can influence.

So often we do see girls, because probably as the role of socialization, who maybe would have more of the internalized symptoms and boys have externalized.

We also know that can be absolutely opposite and gender does not -- it influences but it does not predict.

And we also know that the effects can be immediate, ongoing, and long-term.

So there's different types.

So this poster, you know, it does paint kind of an ugly picture.

It is a reality for children, obviously domestic violence can have these long-lasting and long-term effects.

We also know there are effects on mothers.

We know that there's lots of different things that happen because of the domestic violence.

Not because of who they are.

But the most important thing is that mothers are often not allowed to parent the way they would like to.

And so their natural style of parenting often becomes non-existent or only able to be present when the batterer is not, there and it's safe for them to do so.

So, again, it's not because the mother herself, but the effects of the domestic violence can lead to these different effects.

So all of that information, even though we went through it very fast, is pretty heavy.

But luckily, we do know there is another side.

And that's kind of where we're shifting our focus to.

And I love this quote from Helen Keller, because it highlights the power of resilience and hope without denying the presence of pain and struggle.

So what we know about resilience, it is that ability to bounce back and cope effectively.

Even in the face of grave adversity.

It sometimes can transform emotional pain into something positive.

And, again, it's very helpful that it can be something

that can be learned.

And nurtured and developed.

We also know about post-traumatic growth.

And we know that some individuals who've experienced trauma, actually come through it with -- with some changes that they can identify, that they would say are positive.

And so some of those changes, are listed here.

So some people emerge from trauma, saying they have a renewed appreciation of life.

They have more of a commitment to live life to the fullest.

They have improved relationships with those that they loved, and they feel more open to new possibilities.

They have enhanced knowledge of their strengths.

And even though spiritual changes for some people take place.

I think that's really powerful, because I remember working with somebody who had been diagnosed with PTSD.

And so she had come a long way, in her healing, and

when I shared this information with her, she just felt it was so empowering.

She said at one point she believed, that diagnosis, from what she had gone through, you know, was

something that really felt like just a stamp.

So we talked about this post-traumatic growth and she talked about how empowering that was for her for her to identify some ways she truly had changed and grown. We also know that there's some characteristics of resilient children in youth.

And so here are a few of those.

And, again, these are the things, if we can help encourage, we're actually helping to strengthen that resilience.

So these are things we definitely want to try to build into our programs and encourage.

We know about some of the critical elements for healing, and these are from Bancroft and some of his work.

And when you think about the environment we're creating.

These are things to be found to be helpful for children, in the process of healing.

And, again, these are things they want to build into some of what we're doing.

And I'm reviewing these because I do want to get to the information that you can -- that you can really take today and apply.

So I have this slide here because a lot of times

mothers are judged for the actions that are listed here.

But often if we look deeper, we know these are frequently things that are done to help keep children safe.

So, again, we want to look at finding ways to help mothers, be able to really strengthen that bond with their child again, once they are safe.

But we also want to shift thinking about, when these

things are taking place.

To help people understand that it's -- it's often to help keep children safe.

And if you have questions on any of those, you can certainly ask at the end.

I know I'm going through these slides pretty quickly.

So most -- this is a graphic that really highlights the most important things that we want to do, is to weaken the batterer's opportunity to have the -- to abuse and have that impact on the mother and children.

And then to strengthen the positive aspects of the mothers and the child's lives, to enable them to resist the abuse and effect.

And that's strengthening that relationship with each other.

And that's really our goal when we use

strengths-centered advocacy with children.

And with youth and mother and shelter.

We're trying to really rebuild that strength and bond.

Which, again, is absolutely critical in the healing process.

So I want to just ask you one more time to kind of reflect about your own personality traits, talents, strengths, and I want to ask you, what strengths or talents that you use most in your parenting?

And if you are -- I recognize that not everybody may be a parent who is listening in, but I know all of us interact with children.

So what are some of the strengths that you use in your interactions with the children and youth in your life?

And Casey if you see responses come in

>> Casey: I see the ability to allow them to feel their own emotion, empathy.

Being a good non-judging listener.

Empowering my children to support them and listen to them.

Flexibility.

Adaptability.

Patience.

Pacing.

Being present.

Humor, non-judgment.

Respect.

Non-violence for their experiences.

Staying calm.

Setting limits and assisting and understanding
boundaries.

Allowing for silence.

Self-regulation.

>> Julie: Wow.

>> Casey: It goes on and on.

I could keep going.

You let me know, Julie.

>> Julie: These are wonderful.

And they really point to something powerful.

And that is that, you know, each of us are unique, and
those are some wonderful wonderful ways that you each
use in the interactions you have with either your
children, or kids that you love.

What I want to point out, is that our values and our
strengths strongly impact the way that we think, act,
and believe, when it comes to parenting.

Whether or not we are parents ourselves.

So as many of you know, or all of you know, beliefs about parenting are some of the most personal, and people become very defensive and protective, if they

believe those beliefs are being challenged.

We must -- so when we're working with individuals, it's really, really good to understand what we bring to our work with children.

And also, that there are different things.

So, yes, all the things that you mentioned are really, really powerful ways that people uniquely, you know, may thrive in their interactions with children.

So I want to just talk about, with strengths-centered advocacy, what we mean, when we say strengths-based parenting and don't.

We want to help mothers to talk about -- as you all just identified some great characteristics, we want to help mothers do that as well.

We also want to encourage them to look for their children's unique talents and strengths, which may be

very different from, you know, often our children's strengths are very, very different from our own.

And that can be challenging at times.

We want to help shift from judgment.

So sometimes when a child is misbehaving, we have that, you know, kind of judgment.

Why are they doing that?

We want to shift from judgment to understanding more.

Based on a child's strengths and unique talents, how

to use that information to empower and really work with that child.

And then when we, as advocates are approaching women for strengths.

We want to approach them from their strengths.

We want to know what's important to them and what they value before we try to step in.

Because all of us know how difficult and challenging parenting in shelter can be --

>> The conference is now being recorded.

>> Julie: We also want to be very aware of the language that we use with each other. And often unintentional, but in staff meetings and office shifts. Sometimes we have -- that's an honest statement. Sometimes we may have judgments. And we want to be really careful about how we're talking about those issues when we're trying to approach parenting from a strengths base. That does not mean that we don't ignore situations. Or that we're not honest about our concerns. But we really want to do that in a way that is compassionate and honest both. And in a way that honors strengths of each person that we're serving.

So these are just some tips.

And, again, these are probably things you're already doing.

If you are addressing those challenges, these are just

some things that we talk about, is really looking at ways, that we can recognize what someone's doing right, before we kind of jump in with our concerns, and, again, acknowledging how difficult parenting can be in shelter.

Then we express our concern, and then we ask, and we invite her to kind of tell us how we can help.

I'm going to skip this one, but I -- if you have taken the strengths -- if somebody has taken the StrengthFinder, it does give you some really, really powerful information that you can actually approach. And helps if you've had a conversation about those strengths.

It really can deepen the way that you're able to approach that person.

So this is a quote that was on our shelter wall one year and I found it really, really powerful.

The way that we talk to our children becomes their inner voice.

And so object -- so obviously our approach, is something we want to replace with something more

powerful.

This is a summary of things we've already covered.

So I'm not going too much into that.

These are things we want to do.

When we're using strengths-centered advocacy.

This is a quote from a resident who was just talking about how powerful it was for her -- for her daughter to have taken the StrengthFinder.

And this child was very quiet and withdrawn at first when she entered shelter.

But she was able to take the strengths explorer, and mother here was talking about how that was powerful for her and changing the way she was able to talk with her.

I think it's really powerful to see the quotes from the -- adults in it, as well as some children.

One thing I just want to mention here, is that in the -- in the busyness of everything that we're doing, I know for myself, this is an honest disclaimer.

It's so easy to lose sight of children at times, for some of us, in the flurry of things that we're needing to do.

And it's so critical that we -- for example, I

primarily am working with women on counseling and different things.

But it's so so critical for me to help children to feel visible and valued in what I do.

And I'm going to share a quick situation with that at the end.

But really what we're trying to do, is make sure that children feel visible and valued, so that leads them to feel more hopefully.

And empowered.

We've already talked about most of this.

About how its built -- it's built on partnership.

Creating a welcoming environment.

Individualized.

Again, we don't use -- we want to really meet each child where they're at.

And not make assumptions about them.

And then finally, I'm going to have you do one more.

I want you to have a familiarity of the ten strengths

explorer themes, because I think this is a good way to look at the difference and the strengths and talents that each of us has.

So I'm going to go through -- I want you to think about the way you were at 10 years old.

And I realize that we're running out of time here, so I'm going to try to do this as quickly as I can.

But I want you to think about, what you were like at

10 years old, as I go through these ten strengths -- strength explorer themes.

And as we're going through them.

There's going to be a poll.

And I want you to, I, think, Casey, will they see that in the feedback section?

>> Casey: Yeah, I'm going to share that now.

>> Julie: As I'm going through these different themes, I want you to respond with whether or not this particular theme feels like it fit you at that age.

And it could be a lot, it could be a little.

You'll see the responses here that you can choose.

Okay.

So we have strongly agree, agree, disagree, strongly agree, or no answer.

And so we'll kind of see how many of you feel that this fits you.

So, achieving is a talent that children have, where, again, you see it up here, they have more energy, more goals, a lot accomplishing.

Words to describe them would be self-starter, driven, productive, ambitious.

And it looks like by responses, quite a few of you indicated agree.

So one thing -- that's a pretty big number.

So a lot of you were achieving.

One thing that you can ask or do for a child who has achieving, would be to ask them, you know, what did you achieve that you're most proud of today?

You could also help them to set their own goals to

align with their particular interests.

And find ways to show case their accomplishments.

Okay.

So the next strengths is called caring.

So kids that have caring as a strength, would also be words to describe them would be big hearted.

Includer, friendly.

Thoughtful, helper.

So if you want to respond to that one.

And as you're responding, for a child that has caring.

It's really good helpful to catch them being helpful.

Giving them opportunities to help.

And really recognizing when you see a child, including somebody who may feel left out.

And that may happen quite a bit at shelter.

A big percentage of hearing it looks like.

That doesn't surprise me.

In this field.

Then there are children that have talent for competing.

These are kids that really love to win.

And oftentimes, you know, we may not understand this completely, but for kids that have this strength, it's really, really important.

They do not like losing.

So words that might describe them would be winner, top performer, score keeper.

What we really want to do with kids that have competing, is to have -- you know, you could make studying or chores a game or a friendly competition.

Really competing is about challenging yourself.

So you can help a child to challenge themselves to reach a goal they want to reach.

You also need to let -- you know, with a child with competing, that they may really struggle with loss.

And so it's not taking that away from them.

But it's helping them understand their feelings around that.

And then helping them, you know, not to give up, but to keep on competing.

So another talent would be confidence.

That's measured by the strengths explorer.

So these are leaders, risk takers, believing in yourself.

For children that have, and I'm watching the chart

here, okay, great.

So for kids that have confidence as a talent.

Asking them what they're most proud of.

Asking them if they've ever spoken up for what's right.

I know that could be something that's difficult if they've experienced domestic violence.

But there's probably a lot of ways you can help them tap into that in speaking out about what they know what's right.

Helping to try something new to try.

Helping them find leadership opportunities.

We have about 63% of you who agreed.

11% strongly agreed, they would have that confidence talent.

That's good.

Okay.

Dependability is another one.

These kids are -- could be described as loyal, driven, reliable, committed.

Independent.

Kids that really, really enjoy -- or doing things, and trust is important to them.

So we have about -- kind of growing.

I'll let you keep responding.

For kids that have have this talent, you want to acknowledge ability to finish and do things without asking.

Just commenting on that would mean a lot.

Teaching them to be a good example.

They tend to have a good morale compass I guess.

And taking opportunities that have responsibilities that match their interests.

So we have about 52% for that one.

38%.

Strongly agree.

A lot of you -- dependability.

Discover would be the next one.

These are kids that would have a talent for learning,
curious.

Inquisitive.

These kids, you might give them opportunities to learn
whatever it is they're interested about and really
supporting that.

Asking them what they're studying or learning.

Either in or out of school.

And also recognizing the child interest -- the child's
interest may be intense, but could also be
short-lived.

For some of them, that process of learning and may

move on to something else.

So we have a lot of discoverers it looks like in the
audience.

Somewhere around 68 to 71%.

And 32% is strongly agree.

So that's pretty powerful.

And then we have the future thinkers.

These would be the dreamers and imaginative, hopeful, creative.

Kind of visionary kids.

So this is really powerful when we talked about the hope earlier.

And the power of kind of, you know, being able to see a future vision.

So these kids, you know, really helping them create a vision for the future, and depending on their age or preferences, it could be really short-term, you know, that you're looking at.

But it could also be longer term.

So really helping them tap into what they're hopeful for, in the future.

And that's -- yep, we got about 50% who agreed.

32 more percent who strongly agree.

And smaller percent.

Just a few more here.

We have organizer.

These are kids who love to -- they're structured.

Love to plan.

Detailed oriented.

Tend to be rule followers.

So some ways you could help a child that has this talent, would just be, maybe help them create a calendar.

These are simple ways.

There's many, many more.

If you think about the chaos that, you know, sometimes happening in that home or even in shelter.

Helping them create a calendar.

Knowing what to expect.

To plan ahead.

And maybe giving them opportunities to organize or plan an event.

And that one, let's see.

We had 44%, and 33%.

So, again, a lot of you are relating to these.

This is great.

Presence.

They were born to kind of -- to have an audience.

Tend to be performers.

Tend to be outgoing.

Very fluential.

So one child I know we had in shelter who had presence as one of their talents, I remember them actually wanting to create a play and get some other kids in the shelter to be actors in the play.

Some of them agreed and some of them didn't.

They'd perform the play for all of us adults.

And it was amazing.

So that would be one example of really supporting that child's desire to kind of, you know, be in front of the crowd, and, I guess, just encouraging that performance that they did.

So with a child of presence, you really just want to encourage them to practice whatever it is they enjoy so they keep improving, and really help them find ways to use those presence talents to make a difference in family, school, and shelter.

All those different things.

And finally, we have relating.

And so the relating kids that have relating as a talent, are typically really -- Friendship is important to them.

They tend to be good friends.

They're inclusive.

Team players and connectors.

Again, with these children, encouraging them to welcome newcomers, is great.

Acknowledging when they're doing that.

Listening to a child talk about their friends.

You know, not necessarily offering advice unless they ask for it.

And maybe asking them about their Friendship.

And if they have not been able to have the kind of friendships they would like to.

Maybe because of what they've been through.

Asking them what kind of friends they would like.

You know, pointing out, maybe, what -- what kind of qualities they have, that would be a great Friendship

quality.

So you're still responding to the poll.

And I know I am going through these real quick because

I realize we're running out of time.

So thank you so much.

I hope that helps you to think about your own, maybe,

emerging talents as a child and a youth.

And sort of how those are still present in you today.

This is just -- this is one of the children at

Friendship home talking about their strengths of

confidence.

So I love this, because it really just gives language

for what -- what is right about this child, and it

kind of gives them maybe this awareness of how they

can talk about something that's right with them.

But I love this.

I believe my thoughts and myself.

I choose to be a leader not a follower.

Some people take the wrong path and I find my own way.

Isn't that powerful?

Okay.

Casey, do you want me to wrap it up?

I know we're a little over here?

>> Casey: No, we're not, we're in great shape.

We're set to end at 3:30.

So you take the time you need.

>> Julie: Okay, super.

We got a little more time here then.

So those are the ten strengths explorer themes.

If you don't have access to that, there are certain questions that point to talent.

And these are things that you could either kind of talk to parents, you know, to look for.

Or depending on the age of the child, you could just ask them directly, often.

Maybe use a little bit or different language when you're asking them.

But there's kind of four things that tend to point to

talent.

So yearnings is the first one.

Being able to ask that to a child.

Being able to ask a parent.

What do you notice about the things your child loves to do.

Rapid learning is another indicator of talent.

And so trying to look at what skills or knowledge, you know, are picked up really quickly, without having to try so hard.

Remember how you wrote your signature with your dominant hand.

When we're -- when we're working in an area of strengths.

We tend to learn it pretty quickly and not have to work so quite hard.

The satisfaction.

So what challenges have you met that left you feeling energized and fulfilled?

That's another indicator of talent.

And finally, the sense of timelessness.

But, that would be, when you're -- when you're enjoying something so much, that you just honestly lose track of time.

So, again, even if you don't use the strengths explorer, these are questions that you can kind of use to sort of point you in the direction where talents lie.

The message that I talked to you about today, are what we use here at Friendship home.

But they are certainly not the only way to measure strengths.

And I do realize, some of you probably are already using -- you might be using some of these tools that we talked about or you may be using others.

And honestly, I really think a lot about grassroots and sometimes it's just the question.

Trying to point out, or ask people, which can be really difficult to ask people, you know, what do you see as your strengths?

It's not easy to do that often when people are coming in from a domestic violence situation.

Some people are still able to do that.

But often we can work with them to identify.

Here are a few other ways, though, as far as children and youth.

There's some websites here.

And I know Casey has some -- probably a lot more knowledge on some of these, than I do.

But I know that VIA strengths version, those are free. If you wanted to look at that and see, that would be one.

>> Casey: And Julie, I can add that -- the child and youth resilience measure from the resilience research center is also available for free.

And they have several versions for both youth through adults, that are available and they're primarily a research tool.

But I think they can be really useful in a practice setting.

>> Julie: Right.

Thank you so much for sharing that.

Yeah.

I think anything that we can do to just sort of help people look at -- again, what some of those -- those areas of strengths or resilience are, are really incredible.

Let me see here.

I want to -- I want to always leave you with a few application, I guess, or places to start.

And so I know that I've kind of shared a whole bunch of information with you, but what I really want to focus in on now, is just a few things that you could do.

And so if this is something that is kind of peeked your interest, or learn more about or talk more about. First things I have here are things that you could do yourself.

So I would highly suggest that if you haven't done so already, you go ahead and find, you know, whether it's the strengths finder, the VIA survey.

But find some way to kind of discover your own

strengths and have some language for that.

And also, you know s look at some of the research that they found, if that's -- if that's interesting to you.

Some people aren't really much about the research.

And others really need to know.

But there's tons of research out there that focuses on the benefit.

Hold on here.

Once you know your own strengths, it's really great to learn about other people.

One of the fascinating things is, often our strengths our tal he wants are so natural to us, we assume other people think in that same way.

And so it's really fascinating to find out that often they don't.

It's interesting to see what other strengths are, even in our inner circle, but also at your workplace.

I know with me, it was really contagious.

I needed my daughter to take it right at 13.

I just had to know)

So as far as what your agency can do.

If you haven't already, I would just suggest a dialogue with your coworkers, to talk more about this. Maybe look at what you're doing now.

I'm sure a lot of you are doing many things to focus on strengths.

Maybe taking that further.

I have think it's important to include all staff.

So at Friendship Home we have a strengths committee, where we have people that are really kind of natural champions and really want to carry that torch to come together from different areas and really talk about some ideas that we can bring to all the staff.

And of course consider the use of some kind of strengths discovery tool.

Groups are a great way.

A lot of you have existing groups.

Even without formally using some of those tools, but a great way to help survivors, both adults and kids to focus on what their strengths are.

One of the things we do in strengths group.

Ask them to do art project.

Maybe trace their hand.

And on each finger they'll write something they're really good at or something they like about themselves.

Same thing with a flower.

Lots and lots of different ways.

For adults.

Even again if you're not using the strengths finder.

Different ways you can ask them, maybe as a check in.

Asking them, what's one thing you did right this week?

To help them sort of shift that focus into where they have strengths and talents.

And then finally we want to remember the three steps.

Discovery of strengths is really critical.

That's the starting point.

We want to find ways to help people focus how to apply that information in ways that will be meaningful and relevant to them.

And we want to plant that seed for continuous growth and learning and as an agency, we want to make that commitment to keep on growing.

So I want to end with a story about a child.
We have the most important things that kids need.
And one of the most important things for kids, is
being able to be kids.

Like I said earlier, I am sometimes guilty of being so
busy, I'm kind of running from task to task.
And I remember this particular day, that I was doing
that.
And all of a sudden, I saw this child, who was kind of
near the playroom and I just stopped.
And I thought, I really want to take this time and
really -- maybe spend ten minutes with this child.
So we did.
I went into the toy room.
Played together and read.
I ended up having a blast.
I hope the child did, too.
Later that day, on my door, on my office door, I found
this.

So this is an adorable drop that is one of my most treasured things I have now.

Part of what we dorks we use these drops, which is basically individualized appreciation.

Notes we use between coworkers and residents in our program and with the kids.

So I had this wonderful note on my door that just said "Julie" with a backwards "J" is nice.

It's with that child that I spent a little bit of time to play with.

So that just helps me remember, and sort of close with this idea, one of the most important things about our work, is just, you know, remembering why we're here. Why we do this work.

For me, that child was that reminder.

It was a waffle reminder -- it was a powerful reminder.

And I'm grateful for those experiences when I do slow down and able to connect with that, with some -- with

a beautiful child who made a huge difference for me as well.

So there's a website for more information if you're interested.

And then here is my information, if you are more interested as well.

If there's anything that you're wondering about, I know we're going to have a question and answer period here, but if there's anything that you are wondering about, if you're more interested, want to talk to me a little bit more, you could definitely use -- oh, good, I didn't see my e-mail at first.

It just jumped down to another line.

You could do either e-mail or phone.

And I would love to talk further with you.

So with that --

[Simultaneous talking]

>> Casey: I was just jumping in to really thank you enthusiastically for all of the amazing tools and tips

and resources that you shared today.

It seems like people are really excited about the approach that you're taking.

And really thinking about how they can integrate it into their own -- their own programming.

So I also want to apologize for, it seems many people did lose audio at a time.

It sounds like we're now back with audio.

But we're hoping to be able to piece those things together --

[Loud noise]

And make the recording available, so it would have everything together.

I do want to encourage people to chat any questions that you have for Julie in the public chat.

Because like she said, she is here, and available to respond to your questions.

I am seeing that it looks like we've lost the public chat.

I'm not sure what might have happened.

But if you chat in your questions, let's see.

Okay.

Well, we have Melanie back.

So it looks like we are now receiving chat messages.

So, yeah, we'll pause for just a moment.

And allow you a minute to compose any questions that you may have.

>> Great, thank you.

>> Casey: So Colleen wants us to go back one slide.

There we are.

Looks like she wanted to get these website resources.

I also want to share, a lot of people were during your presentation, Julie, if they'll be able to get these slides afterwards.

The answer is absolutely yes.

We'll be sending out a follow-up e-mail, with the slides, with a recording, and with any additional resources that you'd like to offer to everyone, Julie, that you think might be helpful.

>> Julie: Sure!

>> Casey: Great.

So I'm not seeing any questions come in.

You did give us a lot to think about, a lot to digest.

And just a really helpful positive asset-based model

for doing this work.

So we're very excited to have it.

To think about today.

Yes.

People are saying a ton of helpful info.

Thank you.

So I am going to, since no questions are coming in, I'm going to ask you, Julie, if you have any additional or concluding thoughts that you'd like to share before we close today?

>> Julie: I think just the final thing, again, is recognizing all the powerful work that all of you are doing.

And thanking you for that.

And realizing that this -- what I've shared today is just -- it's a one-way.

I believe, a very powerful way to enhance, you know, those things that you're already doing.

And so again, the biggest thing that I talk about with

this approach.

I really shared a lot of information, in a short amount of time with you.

But, yeah, as you said, sort of letting it digest and sink in, and then if there are questions or thoughts, you know, please feel free to share those.

But really, it is about just starting with something. So even if it's that dialogue that you have with your coworkers, even if it's you deciding you're going to

go ahead and take this StrengthFinder, if you haven't done so.

Kind of see what you think about it.

Maybe have your child take it, if you have children, or a child in your life that you really would like to.

But really, that's -- that's where I say is the starting point.

Because from there, is where, you know, you'll be able to experience that benefit.

And then you'll be able to probably, you know, just

really see some of those -- those powerful benefits that can come from using it with survivors.

So I am so excited, and grateful to have the -- and grateful to have the opportunity again to spend your very valuable time today with you.

And I just -- and I thank you, Casey, and everybody there, at the National Resource Center for allowing me the chance to do this as well.

And thank you all for the amazing work you're doing.

>> Casey: Thank you, Julie.

Well I just want to express some appreciation for all of my colleagues and supporters here at the NRCDV, who are all here today.

And thank you, Merilee, for your diligent and amazing captioning skills.

We appreciate your efforts to help make this webinar accessible.

And thanks, Julie.

We so appreciate you and the model that you're

sharing.

Let's keep this conversation going.

Throughout the month of April, which we know is child abuse awareness and prevention month.

In addition, to sexual assault awareness month.

And the third week in April has been recognized as child exposure to violence awareness week.

So let's spread the word about these important topics.

And please feel free to reach out to the national resource center on domestic violence if you'd like more information about the ACE-DV project and how we can support your work.

So thanks, everybody.

Have a wonderful rest of your day

That concludes today's webinar.

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