


**"FACING YOUR GIANTS": THE
VALUE OF WORKING IN
HARMONY TO IMPROVE CRIME
VICTIM SERVICES**



Brian Kauffman
Dave Rogers

Welcome Participant Updates

- Thinking about personal, family, work issues
- *"It All About Me"*
- Not Interested
- Boring, Don't Care
- Not Ready


How Important are our first introductions and impressions?



- It takes just a quick glance, maybe three seconds, for someone to evaluate you when you meet for the first time. In this short time, the other person forms an opinion about you based on your appearance, your body language, your demeanor, your mannerisms, and how you are dressed.
- With every new encounter, you are evaluated and yet another person's impression of you is formed. These first impression can be nearly impossible to reverse or undo, making those first encounters extremely important, for they set the tone for all the relationships that follows.

<http://www.mindtools.com/CommSkill/FirstImpressions.htm#sthash.vh1ksgqs.dpuf>

What About Your emotions?




Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills:

DO EMOTIONS PLAY A PART IN HOW YOU CREATE FIRST IMPRESSIONS? IS BEING ABLE TO MANAGE YOUR EMOTIONS IMPORTANT? BEING EMOTIONALLY INTELLIGENT.

- Emotional awareness, including the ability to identify your own emotions and those of others.
- The ability to harness emotions and apply them to tasks like thinking and problem solving.
- The ability to manage emotions, including the ability to regulate your own emotions, and the ability to cheer up or calm down another person.

Psychology Today



EMOTIONAL INTELLIGENCE CORE COMPETENCIES

Self Awareness	Self Management	Social Awareness	Relationship Management
<ul style="list-style-type: none"> • Emotional awareness • Accurate self awareness • Self Confidence 	<ul style="list-style-type: none"> • Optimism • Transparency • Adaptability • Initiative 	<ul style="list-style-type: none"> • Empathy • Organizational awareness • Service 	<ul style="list-style-type: none"> • Talent developer • Catalyst of change • Collaborator



TRUST

“Emotional intelligence is about being sensitive to the person across the table, and so a consequence is often being able to find common ground, even at times where there is significant disagreement.”

Russell Rezaque, M.D.

EMOTIONAL INTELLIGENCE “CHECK-IN”



HOW ARE YOU FEELING?



Relationships are....

- Influencing
- Motivating
- Inspiring
- Being Credible
- Caring
- Compassionate

“Don’t Forget what is most important to you and the people you serve”

Family
Activities
Finance
Friends

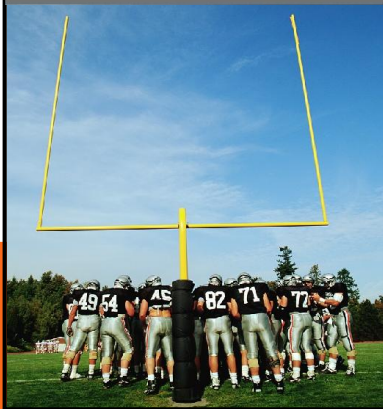
HOPE: “DOING YOUR BEST”

- Your Best ,Your Best
- Don't Stop
- Don't Quit until there's nothing left
- Keep Driving
- Your Very Best
- Everything You Got
- Keep Going
- It Hurts
- Don't Quit, Don't Quit ...

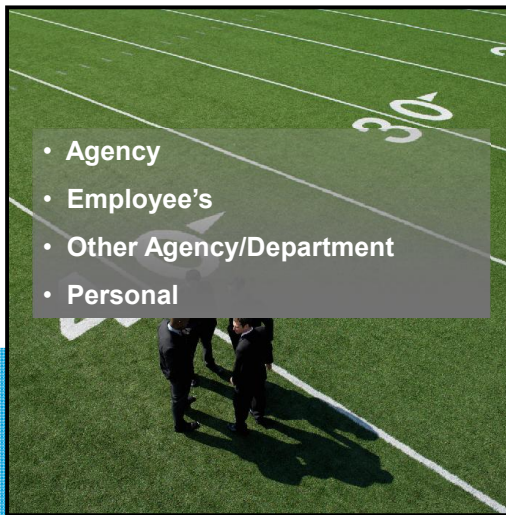
“You are the most influential person on this team”

PARTNERSHIPS: WHAT GIANTS ARE YOU FACING ?

How will you face your challenges?



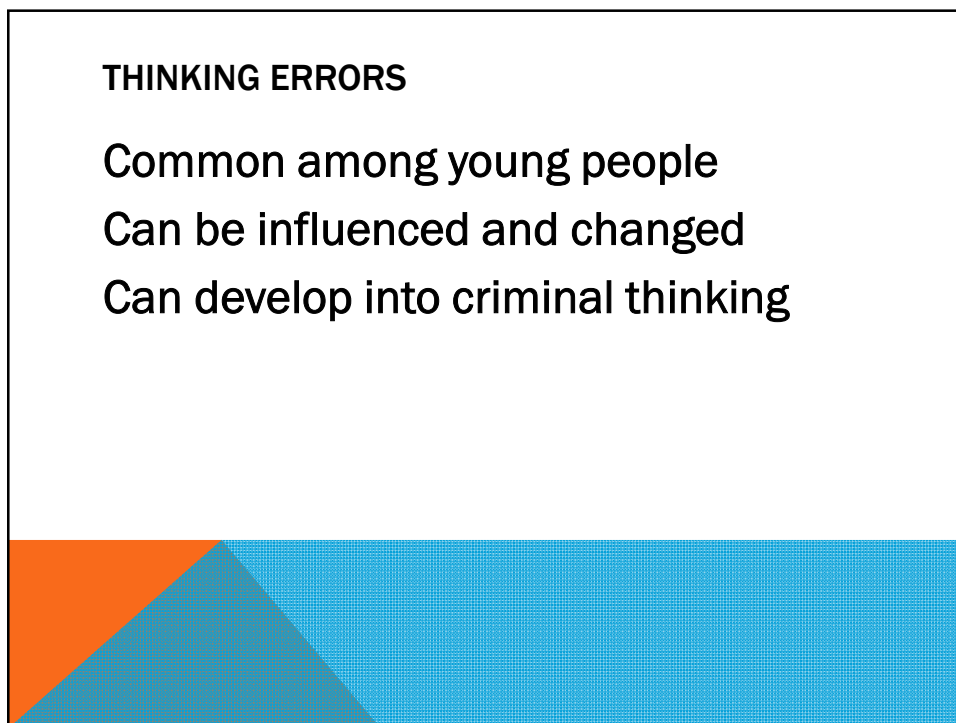
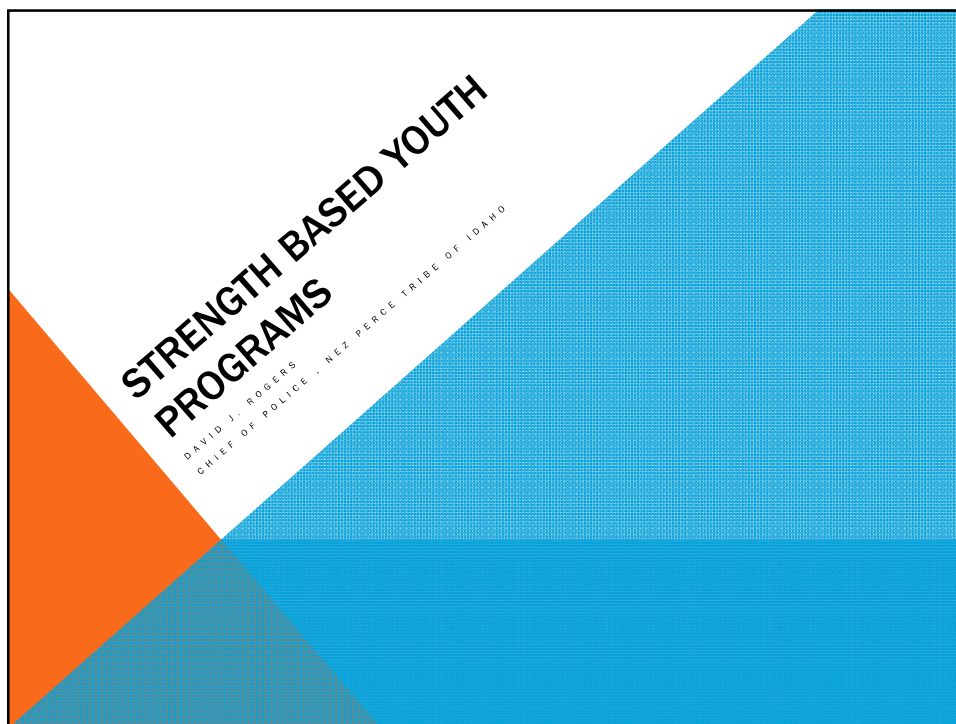
- Agency
- Employee's
- Other Agency/Department
- Personal



The Harvey Story

Harvey, a 15 year-old boy, has been on probation one year for being caught breaking into a house. It was his first referral to the court, although he had been “talked to” by the police both on and off the reservation on several occasions for kicking dogs and breaking car windows in the past three months. His father abandoned his mother and two younger children when Harvey was eight years old. His mother has not been effective at disciplining Harvey, and he has run wild for several years, skipping school, doing drugs, and stealing. He has again been caught breaking into another house. At the hearing, it is learned that Harvey has seen his probation officer only once in 11 months. The Judge, having little confidence in the probation department, commits Harvey to a detention facility. Harvey does not like the facility. One facility guard in particular treats him badly, pushing him around and humiliating him in front of the other young people. Bill, another boy at Harvey’s facility, is planning an escape. Harvey does not want to run away, but Bill coerces Harvey into doing it. They escape one night, and Bill steals a truck. They speed through a red light, hit another car, and Harvey is killed.

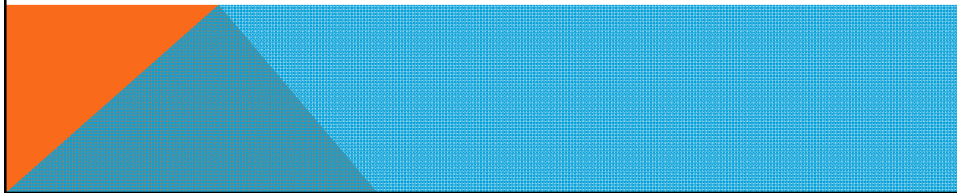
- Harvey
- Police
- Courts
- Father
- Mother
- Probation Officer
- Judge
- Detention Facility
- Bill



YOUTH NEEDS

Dependant Needs

- Housing
- Clothing
- Food
- Supervision
- Recreation
- Education
- Health
- Sense of belonging
- Protection

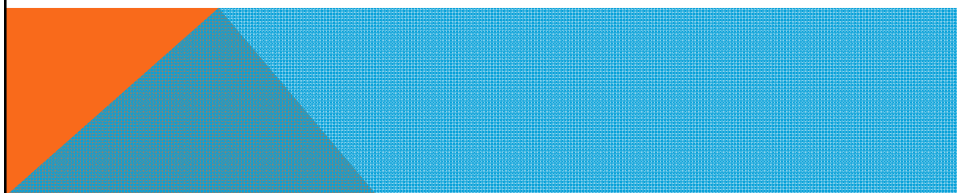


WHO WILL PROVIDE THEM

Family?

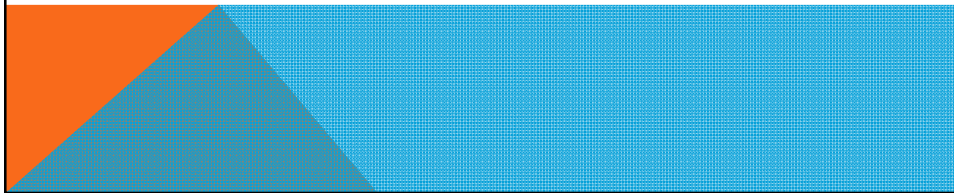
Community?

Who else?



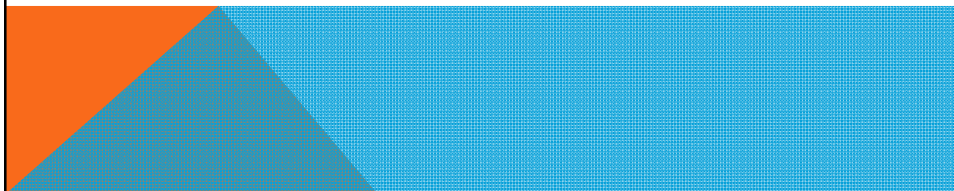
LOSS OF CEREMONY

Rights of Passage



RESEARCH CONFIRMS

That how we view and treat children and their families affects our ability to work with them.



STIGMAS AND INSTITUTIONS

The labeling process and institutional self-preservation still sustain deficit oriented approaches and programs.



VICTIM BLAMING

Change the child - not the school
Victim blaming is disabling
Translates needs into deficiencies
Isolates child and the problem
Serves as a segregating function

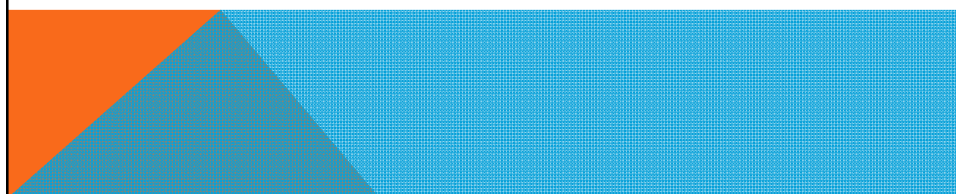
VICTIM BLAMING

Low expectations

Reinforce and contribute to negative self identities

Legitimize child's resistance

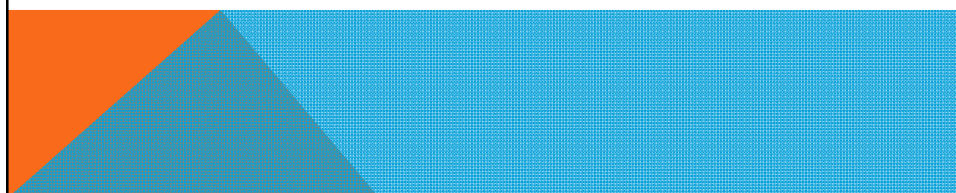
Contributes to poor educational and social outcomes



STRENGTH-BASED APPROACHES

1960's adopted for medical tax

- Alternative to hospitalization
- Developing competence and self-fulfillment
- Not treating illness or pathology

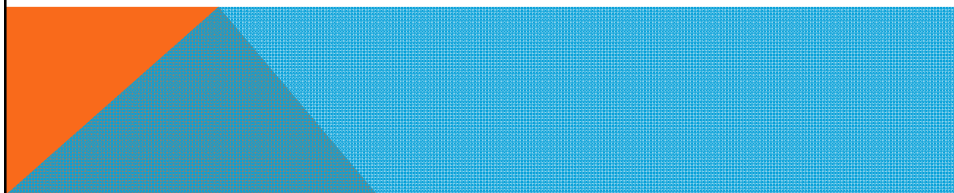


FOCUS ON

What a child has rather than on what they don't have.

What a child can do rather than what they cannot do.

What a child has achieved rather than what they have failed.



ELEMENTS OF STRENGTH-BASED PROGRAMS

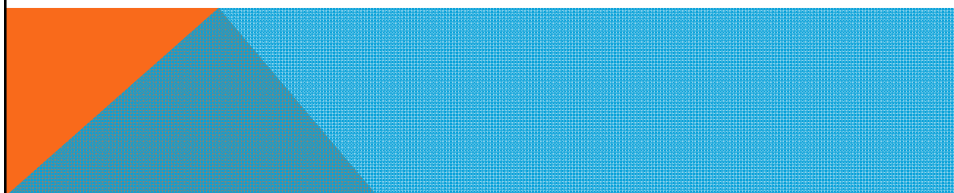
Identified strengths

Focuses on building trust

Targets the development of competence

Addresses ecological factors

Reaches out to youth and families



REJECTS “D” WORDS

Disordered behavior
Disturbed emotions
Deviant thinking
Dysfunctional families
Deprived environments



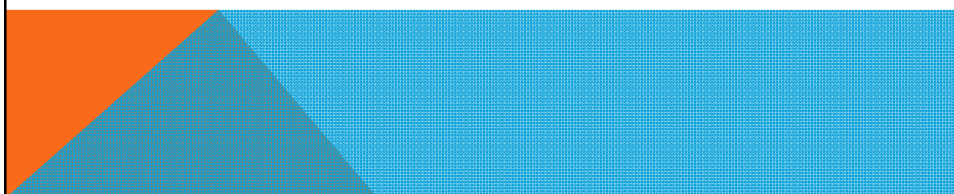
OBJECTIVES

Provide positive learning opportunities and results
Improve school and community capacity
Value and address diversity
Collaborate with families
Promote appropriate assessment

OBJECTIVES

Provide ongoing skill development and support

Create comprehensive and collaborative systems



INDIVIDUAL STRENGTHS

Talents

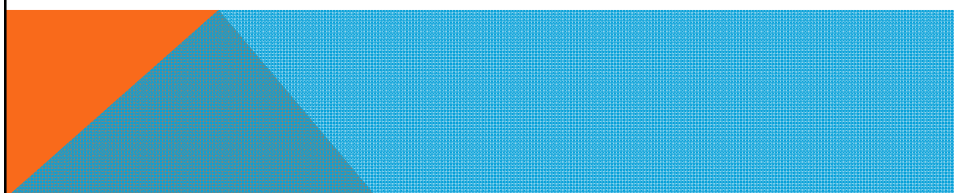
Abilities

Beliefs

Dreams

Interests

Experiences

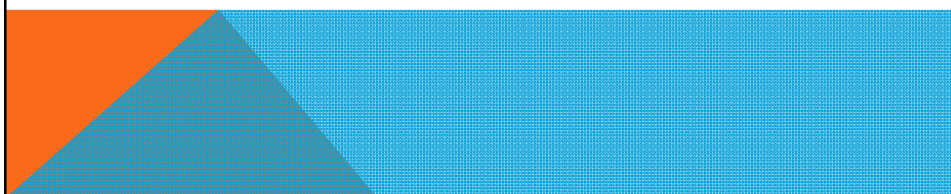


FAMILY STRENGTHS

The combined talents,
abilities, beliefs, dreams,
interests and experiences
of the members

Cultural beliefs

History



COMMUNITY STRENGTHS

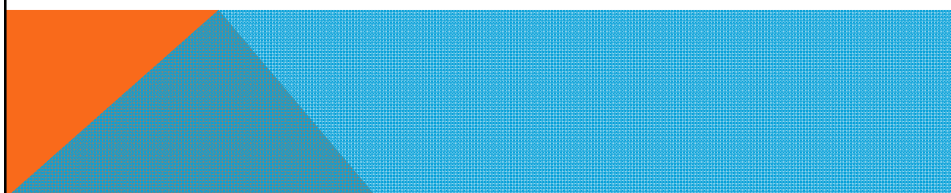
Culture

Values

Diversity

Community norms

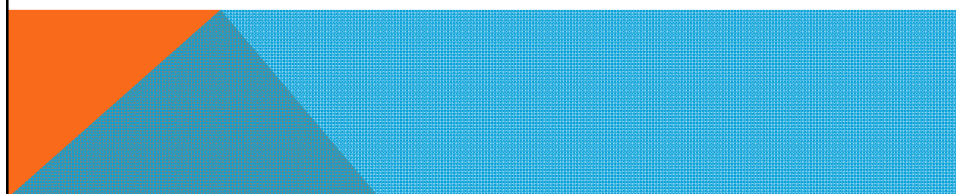
History



STRENGTH-BASED

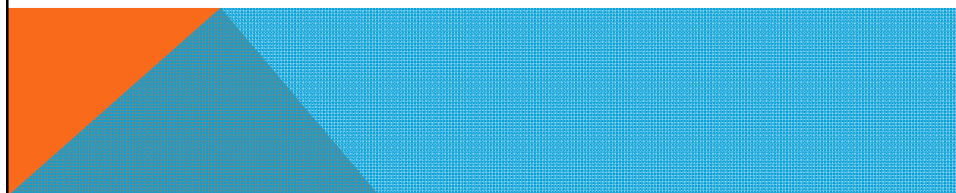
Uses a practical set of skills and approaches that focus on...

- Service delivery
- Solutions
- Assets



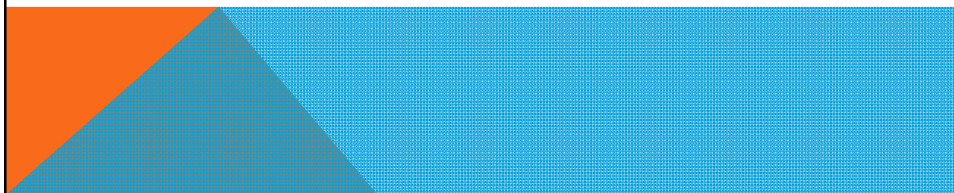
STRENGTH-BASED

Gives the youth a real leadership role in creating their program plan and also in shaping the service system



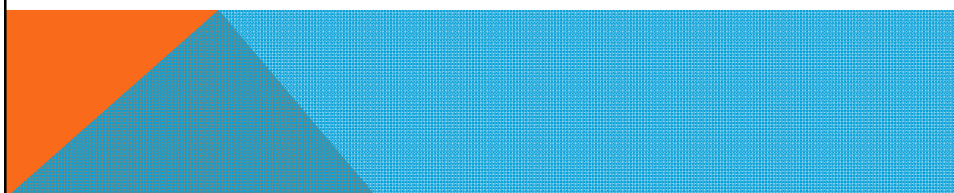
THOSE WORKING WITH YOUTH (*COPS INCLUDED!*) SHOULD HAVE KNOWLEDGE OF:

- Youth culture
- Tribal culture
- The impact of FAS
- The Impact of domestic violence
- Assessment of youth one youth at a time



MORE NEEDED KNOWLEDGE

- Stages of adolescence in human development
- Impact of physical and sexual abuse
- Effects of drugs and alcohol
- Impact on family values
(spiritually, physically, emotionally)



TREATMENT ISSUES

<u>Issues</u>	<u>Provider</u>
Alcohol	?
FAS	?
Truancy	?
Anger/violent	?
Drug dependent	?
Homeless	?
Sex abuse victim	?
Suicide ideation	?
Others	?

BLESSINGS OF TRADITION



Community involvement
in tradition
Return to the circle

NEZ PERCE TRIBAL POLICE EXPLORERS



NEZ PERCE TRIBAL POLICE EXPLORERS

Nez Perce Tribal Police
Boys and Girls Club
Nez Perce Social Services
Lapwai School District
Clearwater River Casino

NORTHWEST INDIAN COLLEGE SUMMER YOUTH PROGRAM



NORTHWEST INDIAN COLLEGE SUMMER YOUTH PROGRAM

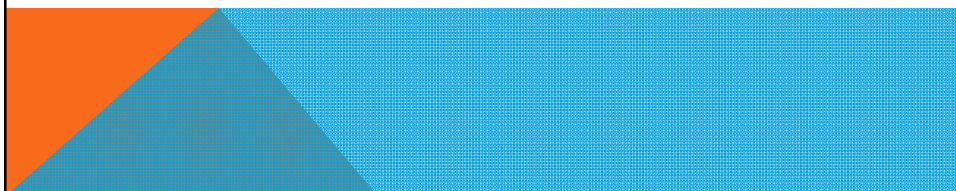
Department of Labor
Bonneville Power Administration
Nez Perce Tribal Executive Committee
TANF
Department of Fisheries
University of Washington

KID'S FISHING DAY

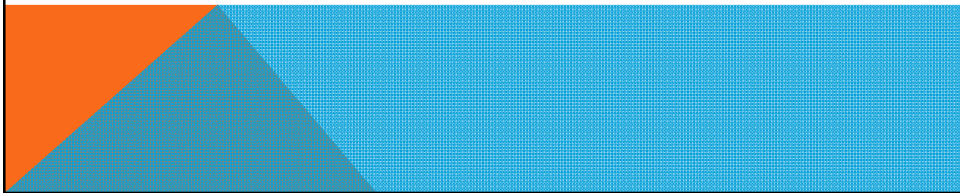


KID'S FISHING DAY

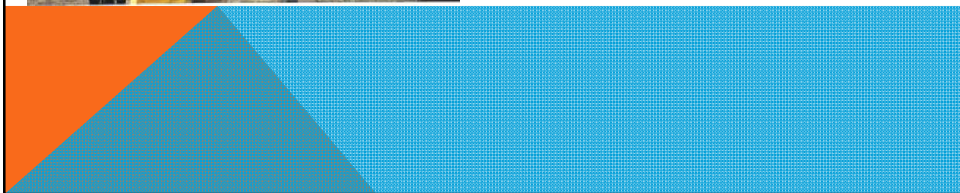
Nez Perce Fisheries
U.S. Fish and Wildlife
Idaho Fish and Game
Corp of Engineers
Clearwater County Sheriff
Dworshak State Park
National Park Service



NEZ PERCE APPALOOSA HORSE CLUB



NEZ PERCE YOUTH SCHOLARSHIP PROGRAM



UNIVERSITY OF IDAHO – NEZ PERCE RESERVATION PROGRAM



HORSE PROGRAMS

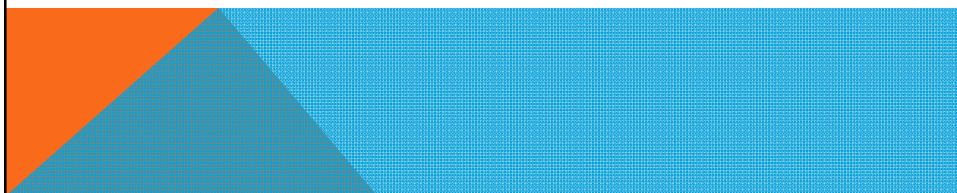
Empowering youth through horsemanship

Problem Solving

Therapy

Cultural Reconnection

Healing



QUESTIONS

