

THE 5 PROTECTIVE FACTORS

HELLO!



DEONDRA BROWN: dbrown@pcautah.org



EMILY SPARKS: esparks@pcautah.org



WYATT WELCH: wwelch@pcautah.org



THINKING UPSTREAM



RISK & PROTECTIVE FACTORS

PREVENTION EFFORTS ARE BASED ON A SIMPLE PREMISE:



**Identify & Reduce
Risk Factors**



**Identify & Strengthen
Protective Factors**

DEFINITIONS

Research has demonstrated that protective / promotive factors increase the probability of positive outcomes, even in the face of risk and adversity.



Risk Factors:

Conditions or attributes that increase the probability of poor outcomes.



Protective Factors:

Conditions or attributes that reduce or eliminate the effect of risk factors



Promotive Factors:

Conditions or attributes that actively enhance well-being



**INCREASE
PROTECTIVE
FACTORS**

SUCCESS!

**DECREASE
RISK
FACTORS**



WHERE DID THE FRAMEWORK COME FROM?

- **Center for the Study of Social Policy (CSSP)**
- **CSSP conducted research to determine what protective factors help strengthen families and enable children to thrive**
- **First operationalized it into the Strengthening Families Program (ages 0-5). Youth Thrive was later developed as an approach for working with youth ages 9-26**
- **It is a framework that focuses on change at all levels: system, policy, and practice**
- **More than 30 states are currently using it**

UNDERSTANDING THE FRAMEWORK

01

**Focus on
Protective Factors,
NOT Risk Factors**

02

**This is an approach,
not a model**

04

**Advocates for a changed
relationship with
parents/children/youth**

05

**In alignment with
developmental science**

When children are young, the family environment is very important. That's why Strengthening Families emphasizes parents' protective factors as a pathway to children's well-being.



STRENGTHENING FAMILIES PROTECTIVE FACTORS

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children

PROTECTIVE FACTORS strengthening families
A PROTECTIVE FACTORS FRAMEWORK

YOUTH THRIVE PROTECTIVE & PROMOTIVE FACTORS

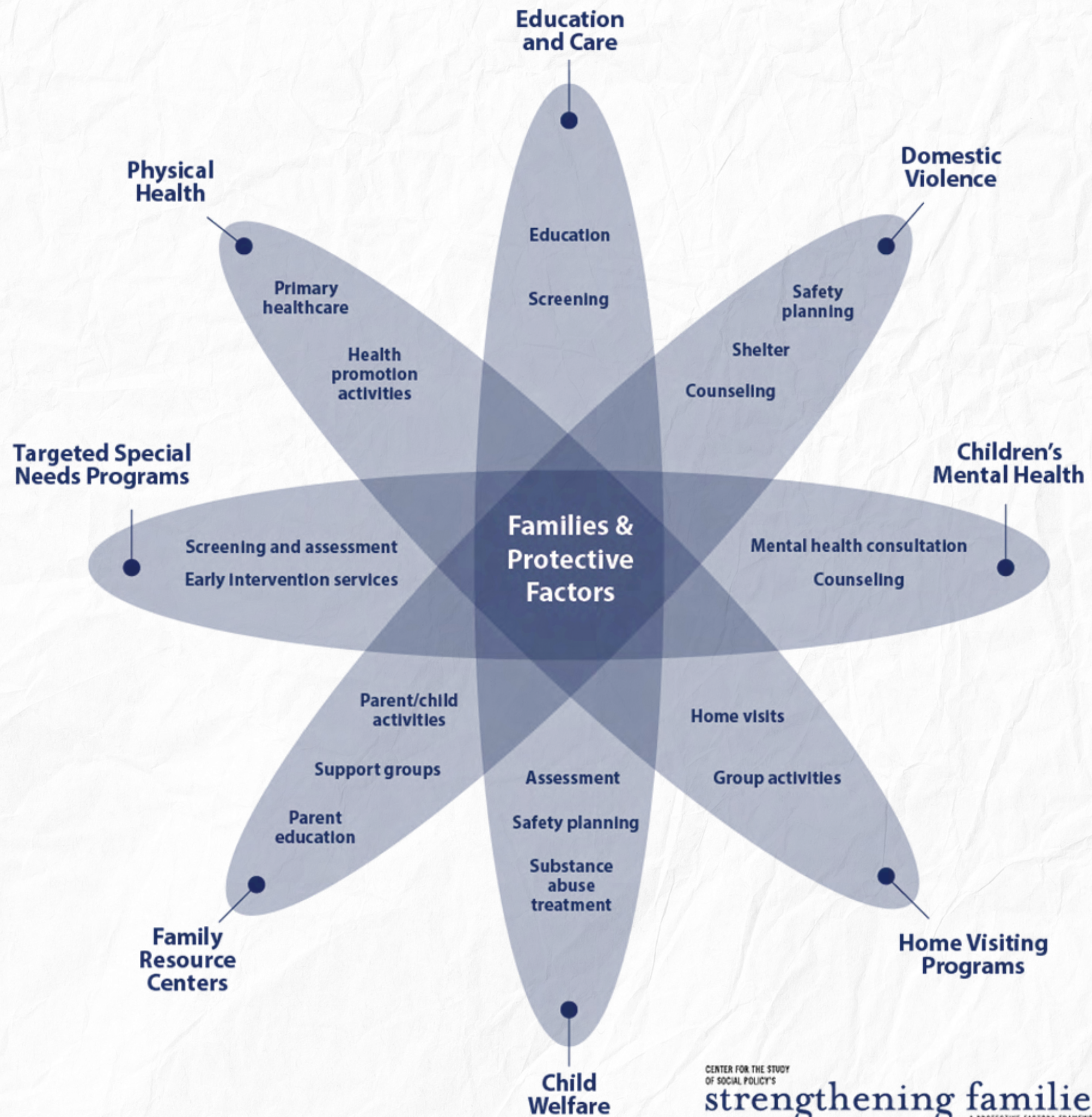
- Youth Resilience
- Social Connections
- Knowledge of Adolescent Development
- Concrete Support in Times of Need
- Cognitive and Social-Emotional Competence in Youth



YOUTH THRIVE
PROTECTIVE & PROMOTIVE FACTORS FOR HEALTHY DEVELOPMENT AND WELL-BEING

As children grow, their own sense of self and experiences in family, peer, school and community contexts are very important. Youth Thrive emphasizes protective and promotive factors as a pathway to well-being during adolescence and in the transition to adulthood.

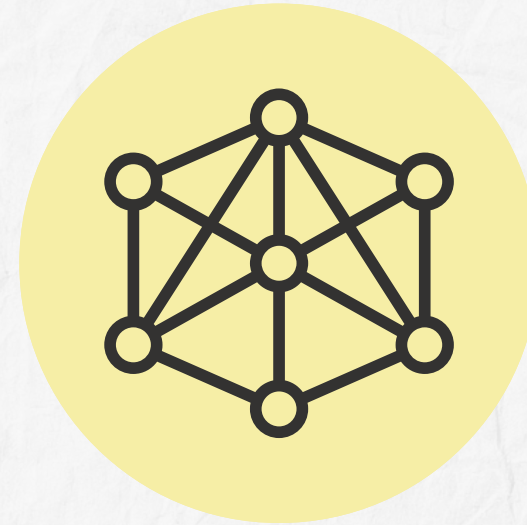
**THE PROTECTIVE FACTOR
APPROACH IS MOST EFFECTIVE
WHEN INTEGRATED INTO
EXISTING PRACTICE.**



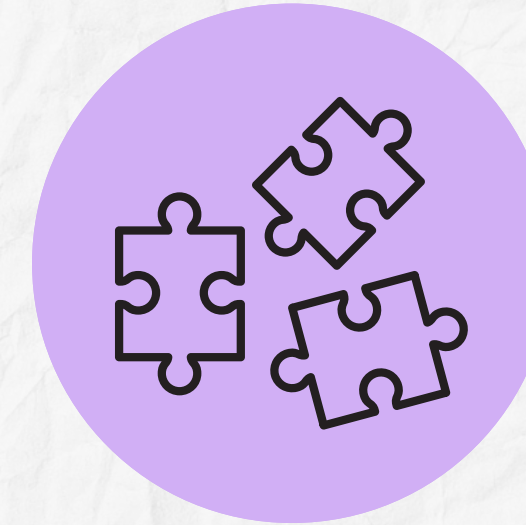
THE 5 PROTECTIVE FACTORS



**CONCRETE SUPPORTS
IN TIMES OF NEED**



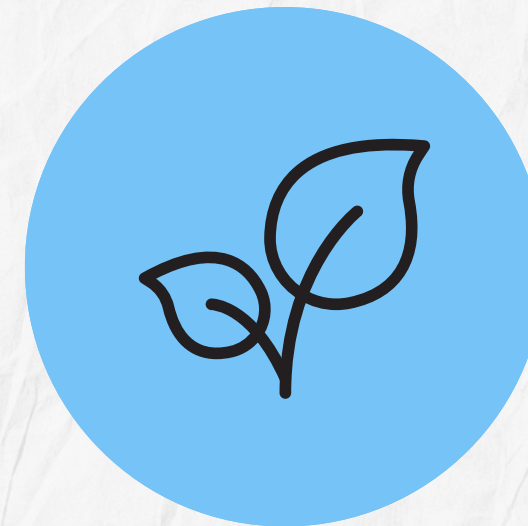
SOCIAL CONNECTIONS



**COGNITIVE & SOCIAL
EMOTIONAL COMPETENCE**



**KNOWLEDGE OF
DEVELOPMENT**



RESILIENCE

WHAT ARE THE GUIDING PREMISES?

**CONDITIONS MUST BE
PRESENT FOR EFFECTIVE
IMPLEMENTATION OF 5 PFS**

**THE “PRACTICE” THAT
SUPPORTS THE 5 PFS**

**DISCUSS HOW THESE
PREMISES ARE,
OR ARE NOT,
ALREADY IN PRACTICE
IN YOUR WORK**

**ASSESS KNOWLEDGE &
ATTITUDE REGARDING
THE PREMISES**

GUIDING PREMISES



**TRAUMA
INFORMED**



**RELATIONSHIP
BASED**



**SELF CARE &
SELF-AWARENESS**



**STRENGTH-BASED
APPROACH**



**CULTURALLY
RESPONSIVE**



**EQUITABLE
SERVICES**



GUIDING PREMISE #1

THE IMPORTANCE OF
BEING TRAUMA-INFORMED

WHY LEARN ABOUT TRAUMA?

Over two-thirds of all children will experience a traumatic event by the time they reach adulthood.

Children exposed to trauma often exhibit learning or behavioral issues related to the way trauma influences brain development.

Treat everyone with compassion and consider possible trauma as the root cause of their actions.

“
“The problem is
when that bear
comes home from
the bar every night.”

-Dr. Nadine Burke Harris

”

Ted Talk: “How Childhood Trauma Affects Health Across a Lifetime”



WHY LEARN ABOUT TRAUMA?

FIGHT

- Arguing
- Fighting
- Shouting
- Clenched fists
- Fast heart beat
- Saying "NO"
- Grinding teeth
- Clenched jaw
- Physical Aggression

FLIGHT

- Running Away
- Hiding or wanting to hide
- Restless legs
- Shallow -Breathing
- Feeling tense
- Feeling trapped
- Eyes widen
- Mentally checking out

FREEZE

- Want to hide
- Feel stuck
- Heart pounds or slows
- Trembling or shaky
- Unable to speak
- Refuse Instructions
- Want to be alone
- Stares or dissociates
- Physically stops moving

FAWN

- People pleasing
- Pays compliments / flattery
- Always says "yes"
- Asks many questions
- Over-apologizes
- Never wants to be alone
- Scared to share thoughts
- Unable to self-advocate

PARADIGM SHIFT

THE APPROACH
SHOULD **NOT** BE

**“WHAT IS WRONG
WITH YOU?”**

BUT INSTEAD

**“WHAT HAPPENED
TO YOU?”**

AND/OR

**“WHAT DIDN'T
HAPPEN FOR YOU?”**

ADVERSE CHILDHOOD EXPERIENCES

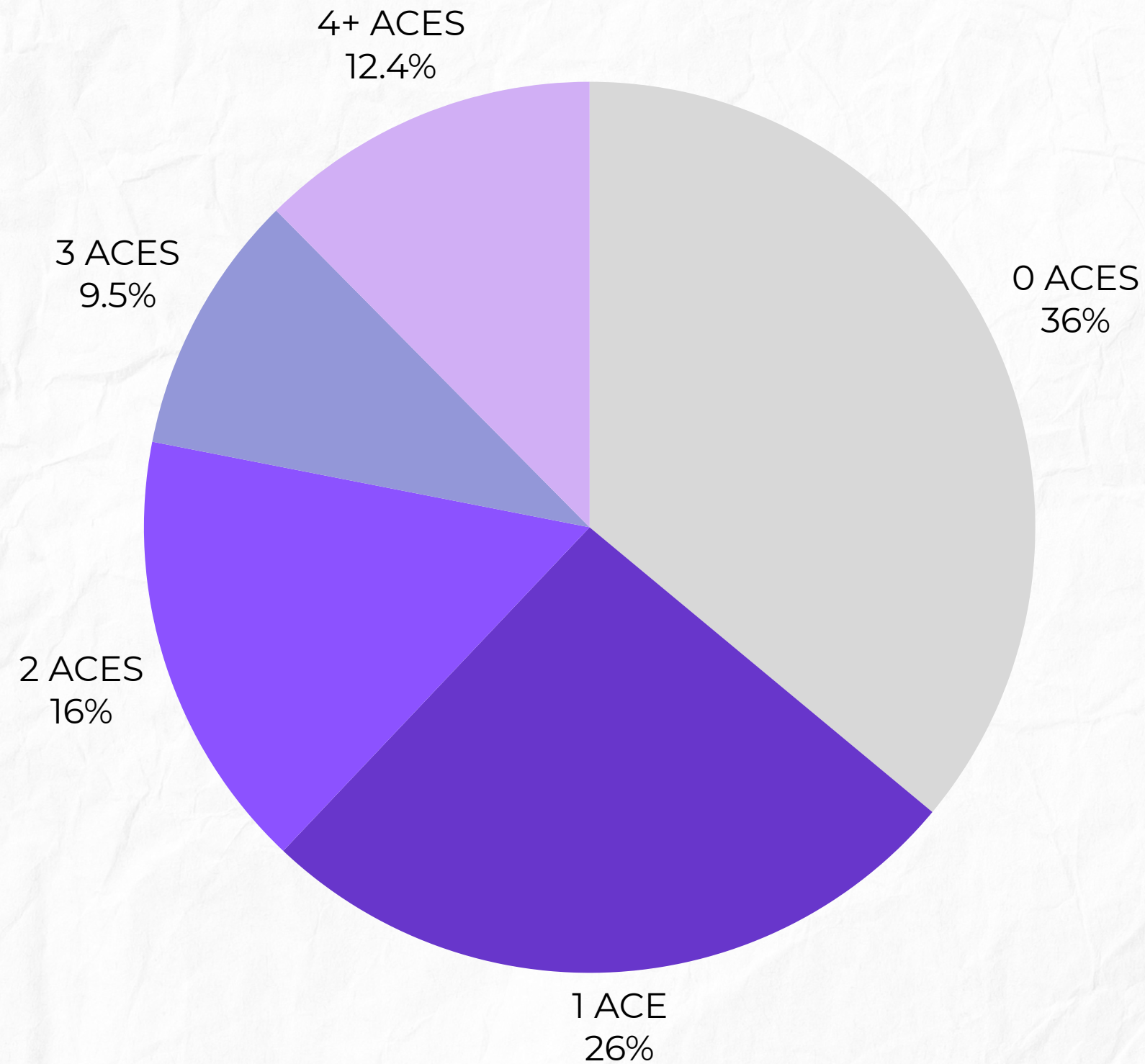


ABUSE / NEGLECT



HOUSEHOLD DYSFUNCTION

FINDING #1 - ACES ARE COMMON

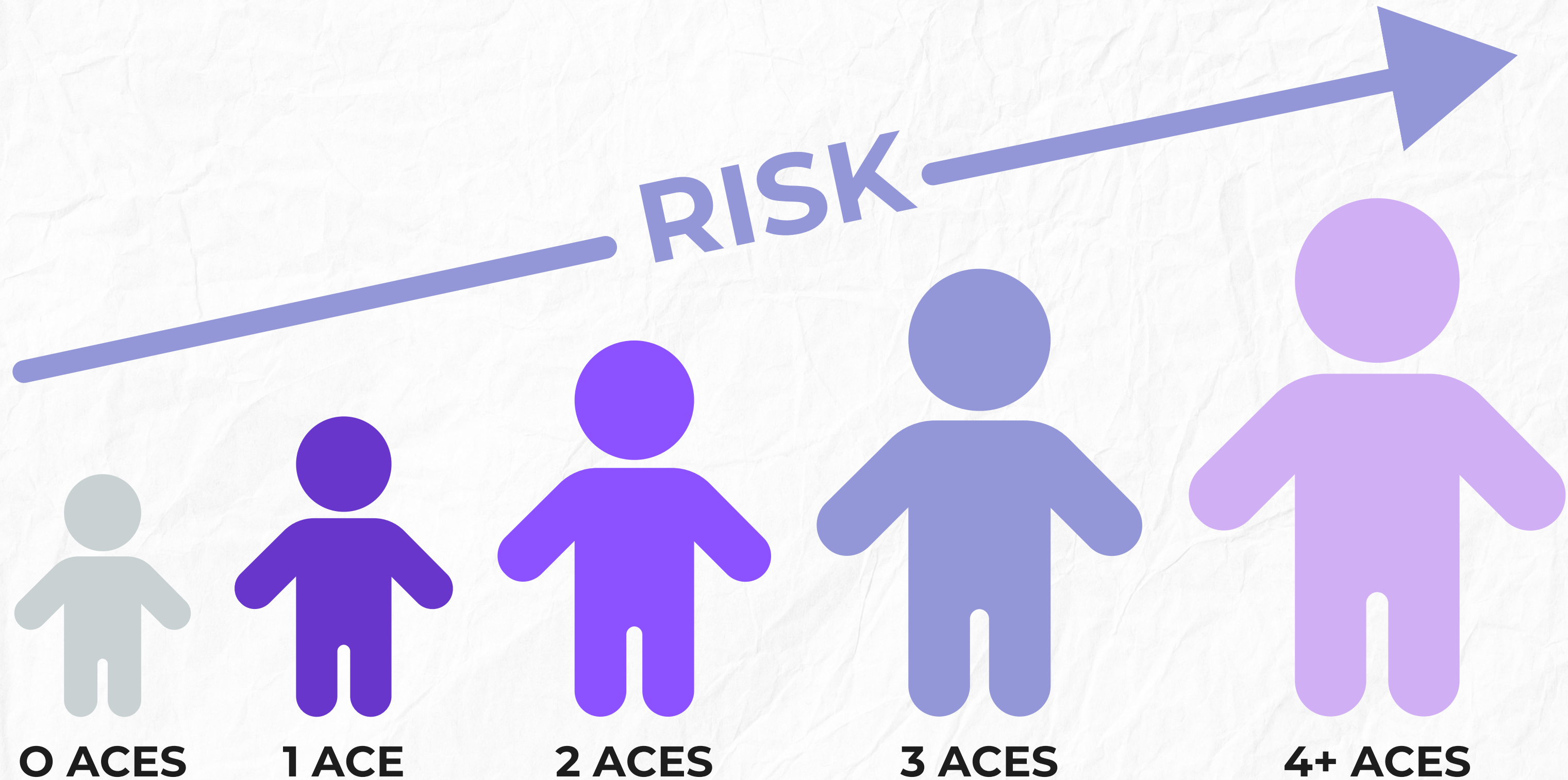


64%

HAVE AT LEAST 1 ACE

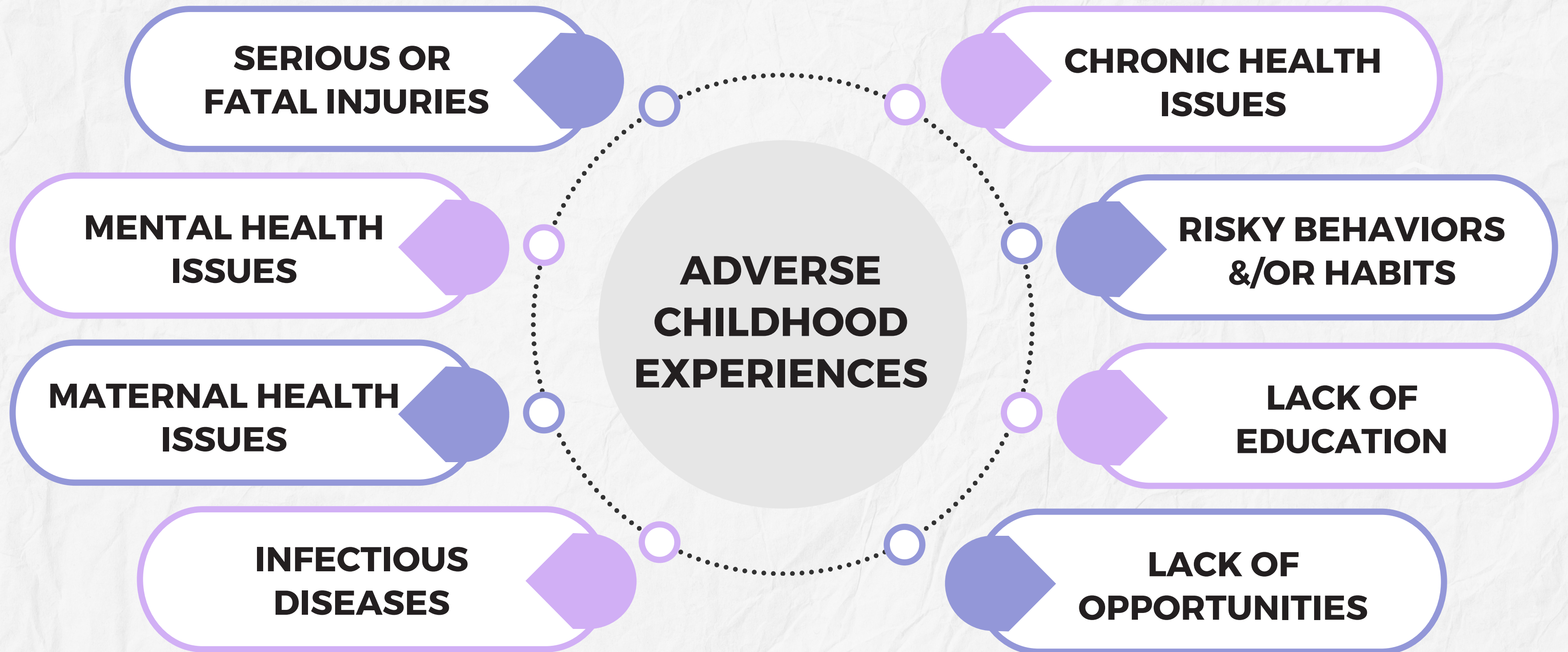
FINDING #2

ACES ARE HIGHLY INTERRELATED



FINDING #3

ACES LINKED TO NEGATIVE IMPACTS



EARLY TRAUMA & LATER BEHAVIOR

LATER IMPACTS:

- Hypersensitivity to stressors
- Problems with trust, autonomy, and taking initiative
- Difficulty interpreting emotional responses
- Impulsivity and continual dysregulation
- Patterns of intense, unstable relationships
- Learning & executive functioning deficits



“

“Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today.”

-Dr. Robert Block

”



POSITIVE CHILDHOOD EXPERIENCES

Several studies published in 2019 and 2020 have shown that Positive Childhood Experiences (PCEs) make a difference.

Adults who reported more PCEs tended to have lower likelihood of poor mental health outcomes & a higher probability of healthy relationships.

Findings suggest that PCEs may have lifelong consequences for mental & relational health, despite co-occurring adversities, such as ACEs.



GUIDING PREMISE #2

THE IMPORTANCE OF BEING
RELATIONSHIP BASED

“The relationship very often is the intervention because the relationship is the context within which the young person learns and practices new ways of relating to people.”

- Carol Stuart



BUILDING PARTNERSHIPS WITH FAMILIES



The family is the center of a child's life; working with parents / caregivers gives us a more holistic view of how to support and strengthen that family.

Highly involved families almost double the positive odds for their children in education, health promotion and social-emotional development.



GUIDING PREMISE #3

THE IMPORTANCE OF SELF-CARE
& SELF AWARENESS



**Self care need to be a priority and it needs to be a necessity
in the success we have with youth and their families**

“
**“Choosing to
prioritize your self-
care is not a luxury;
it’s a necessity.”**

-Michelle Obama





GUIDING PREMISE #4

THE IMPORTANCE OF USING A
STRENGTH-BASED APPROACH





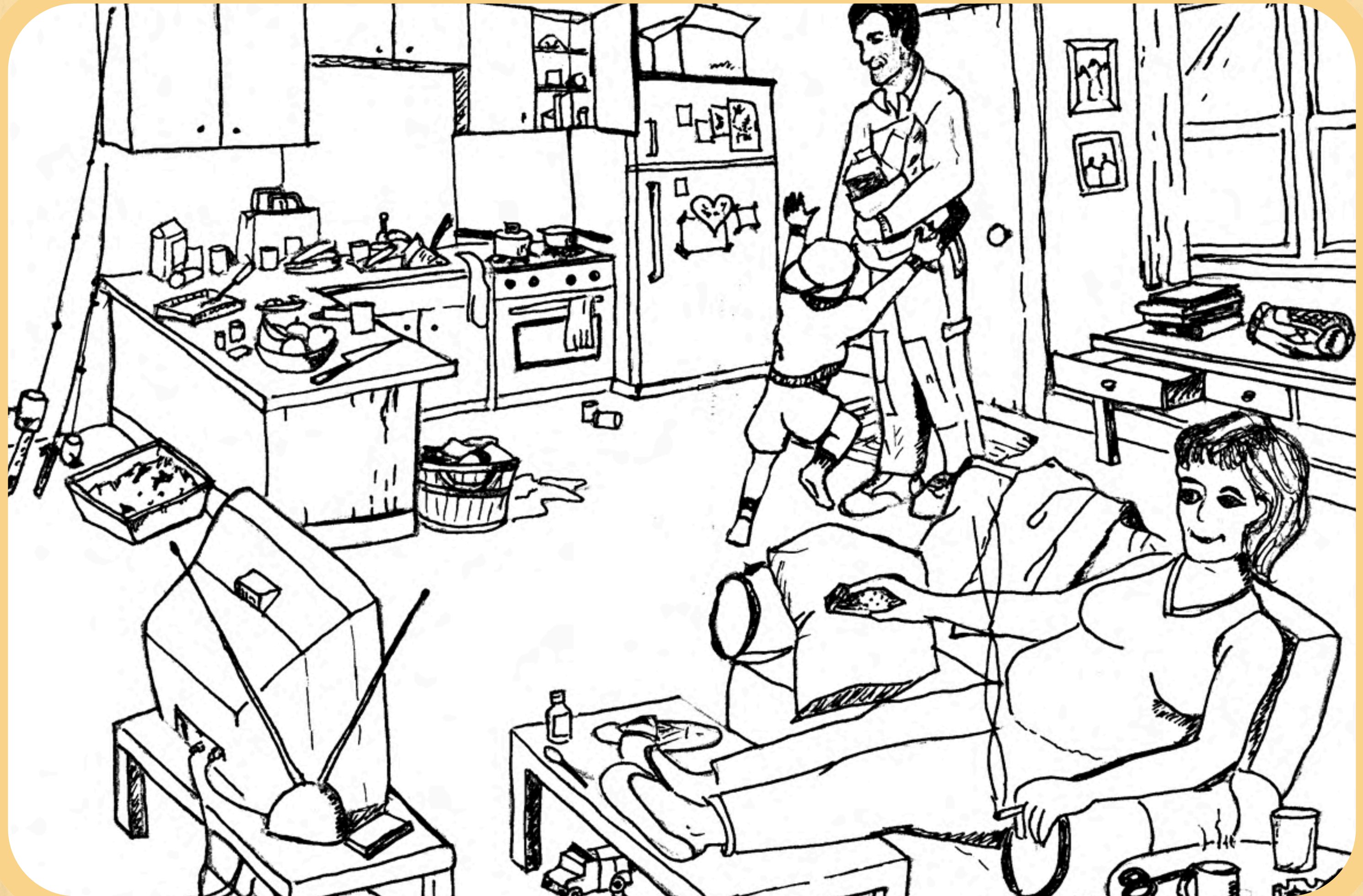
When I think about negatives, the less positives I see... OR



I can change my mindset & choose to think about more positives around me!



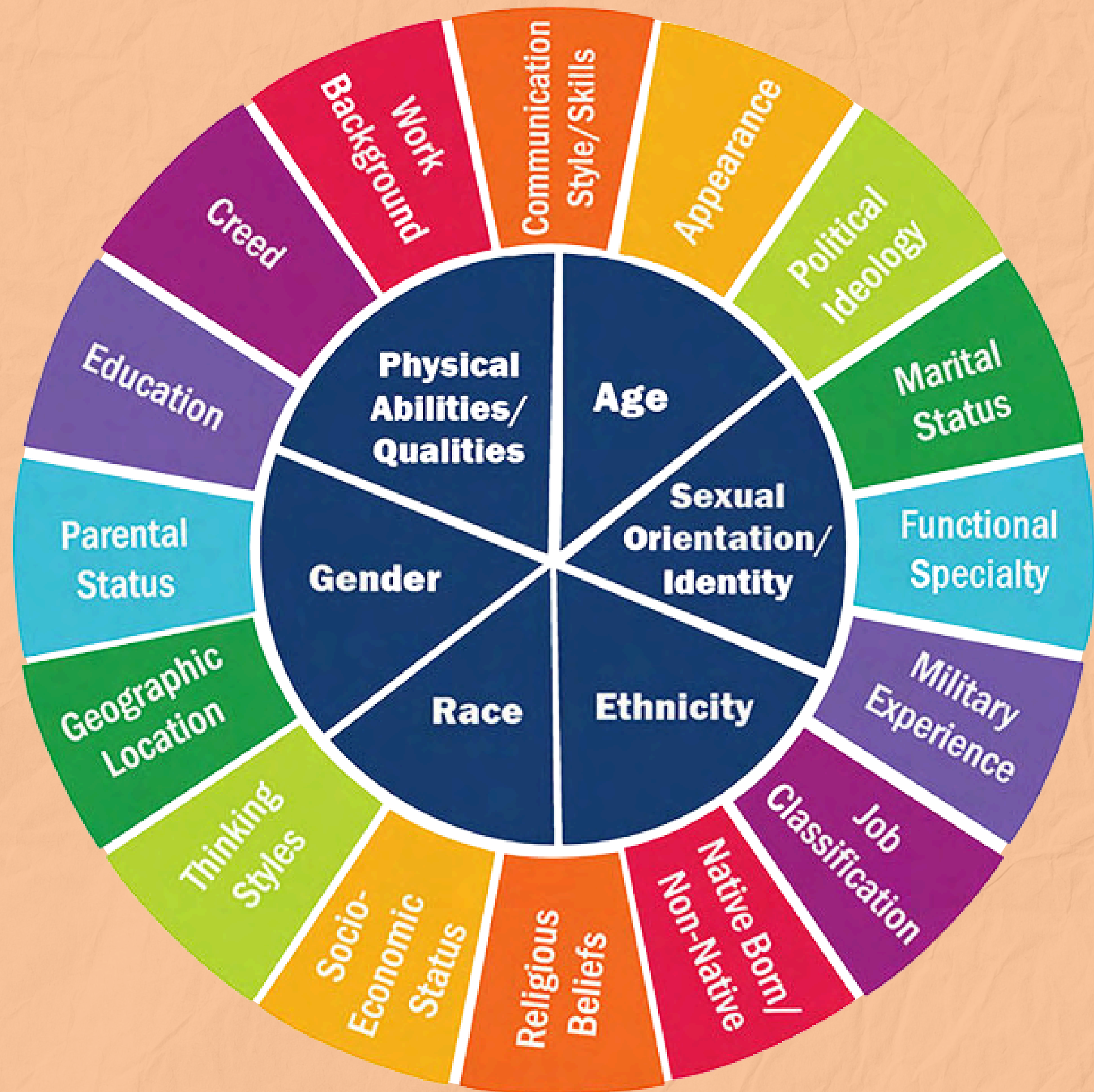
**FOCUS ON WHAT IS STRONG,
NOT ON WHAT IS WRONG!**



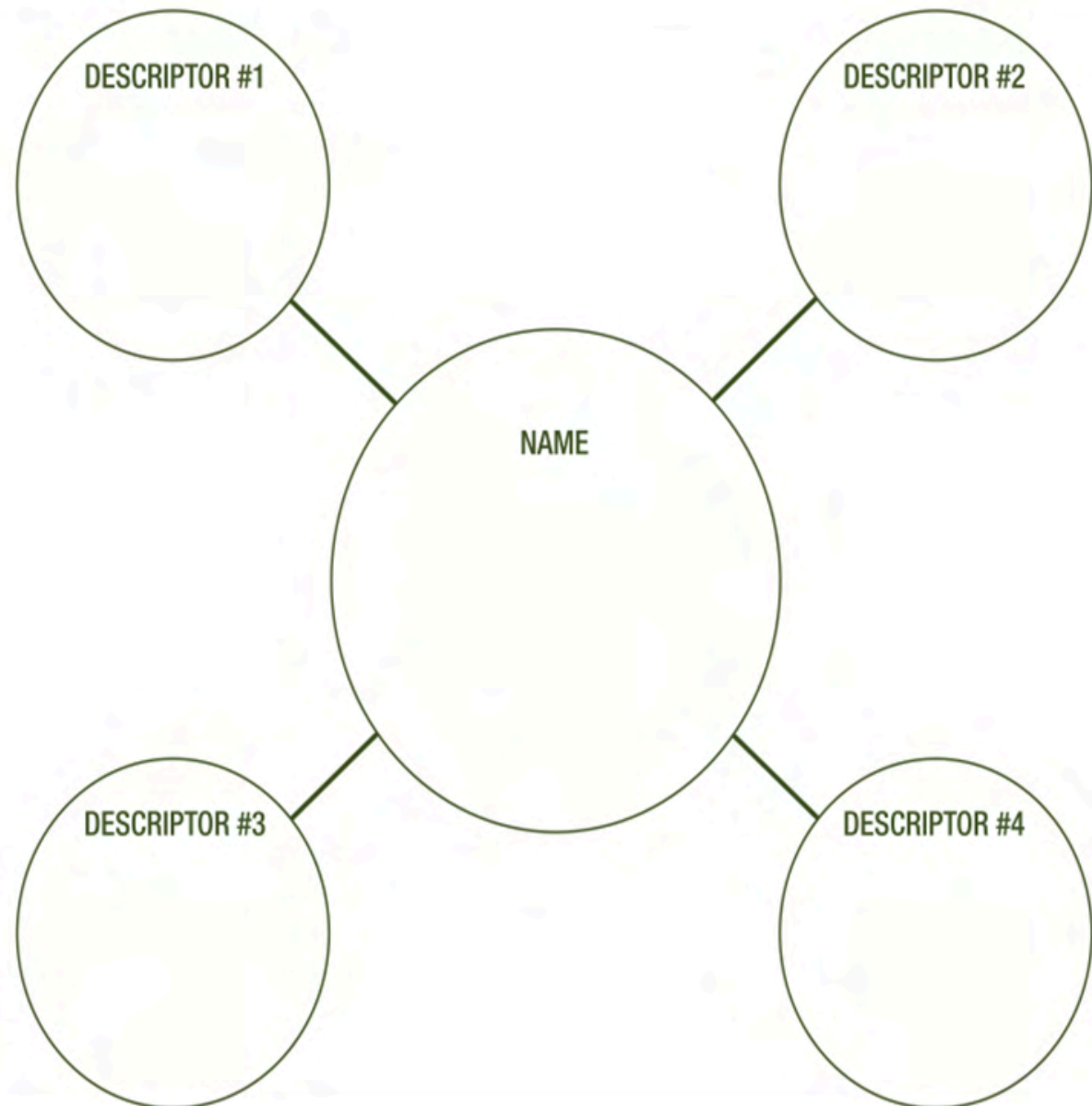


GUIDING PREMISE #5

THE IMPORTANCE OF BEING
CULTURALLY RESPONSIVE



ACTIVITY: FACES OF IDENTITY



Start with your name enclosed in a circle drawn in the middle of the paper.

Add 4 circles around the main circle, connecting each one with a line to the center. In each of the 4 surrounding circles, write a descriptor that represents your role or identity in the context of: Family, Workplace, Friends, & Community.

What are some of the positives of this label?
What are some of the negatives of this label?
Would it be feel limiting to only be identified as this one label of yourself?

THE IMPACT OF HISTORICAL TRAUMA



3 Required Elements

Traumatic event
(one or more)

Multi-generational
impact of the trauma

Shared experience of the
trauma by the group

CONSIDERATIONS

Traumatic events that affected prior generations have long lasting & wide ranging effects.

Continued oppression & racism also have a traumatic effect.

Be mindful of issues that come up related to families & children that live with oppression & systemic racism.



GUIDING PREMISE #6

THE IMPORTANCE OF
EQUITABLE SERVICES

**EQUALITY IS GIVING
EVERYONE A SHOE.**

**EQUITY IS GIVING EVERYONE
A SHOE THAT FITS.**

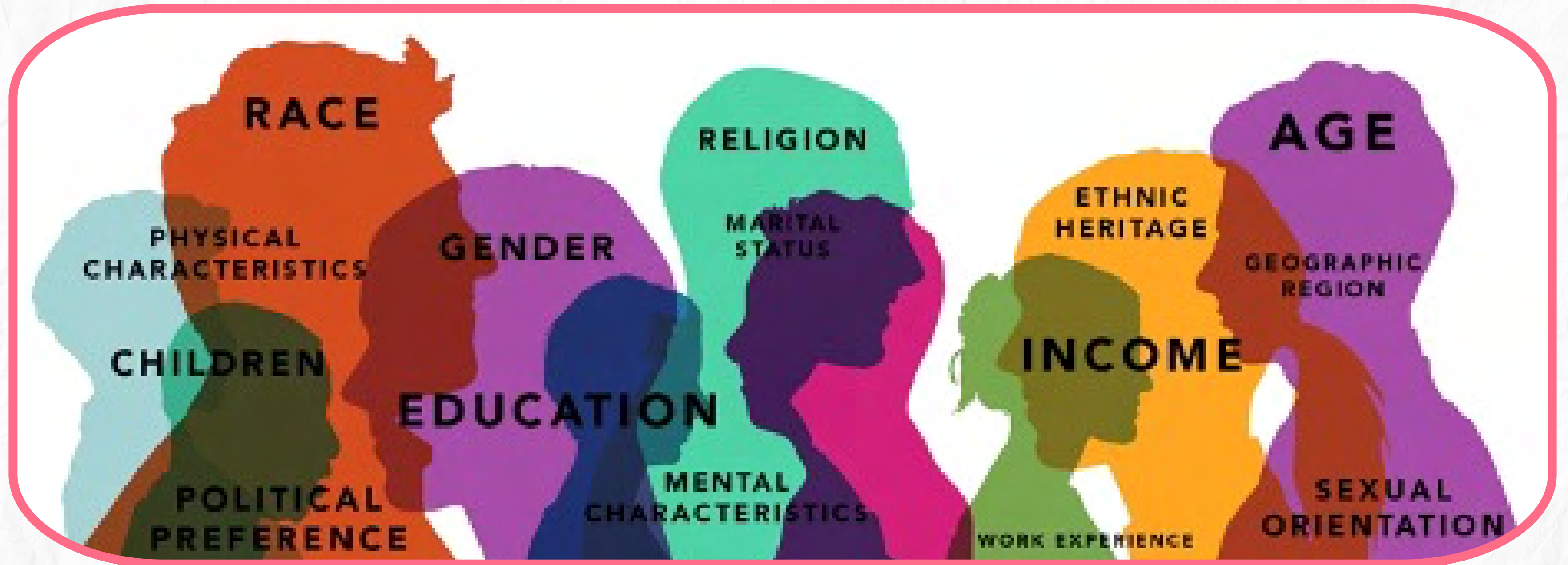


EQUALITY



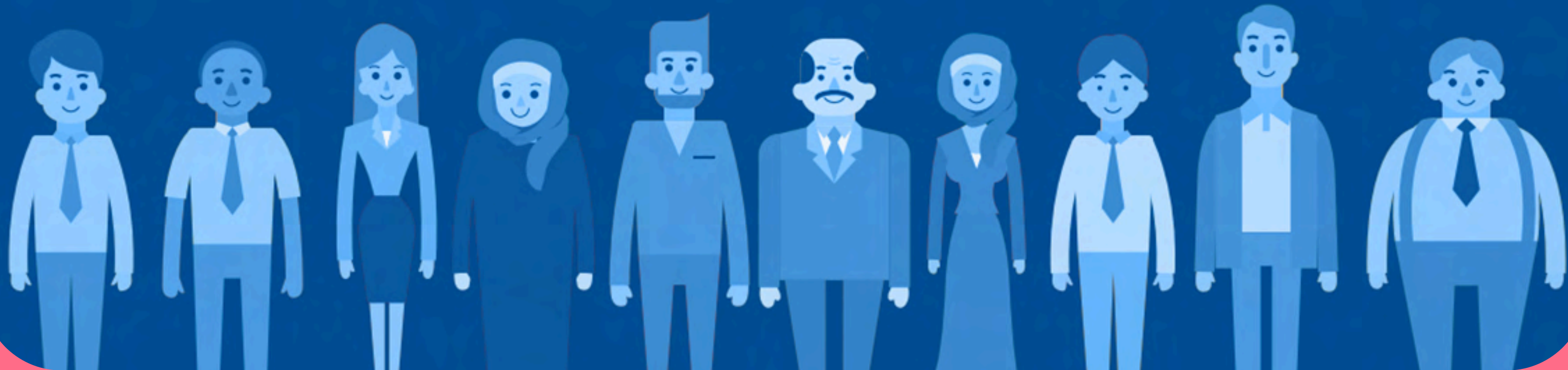
EQUITY

UNDERSTANDING & PUTTING ASIDE OUR BIASES



IMPLICIT BIAS

I KNOW IT EXISTS. NOW WHAT?



SEEK TO UNDERSTAND. WHEN IN DOUBT, ASK!

CONSIDERATIONS

How does culture impact each protective factor in the children & families that you work with?

How does your own culture shape how you feel, how you react, & what you say or think?

How do cultural factors impact what & how you are teaching?

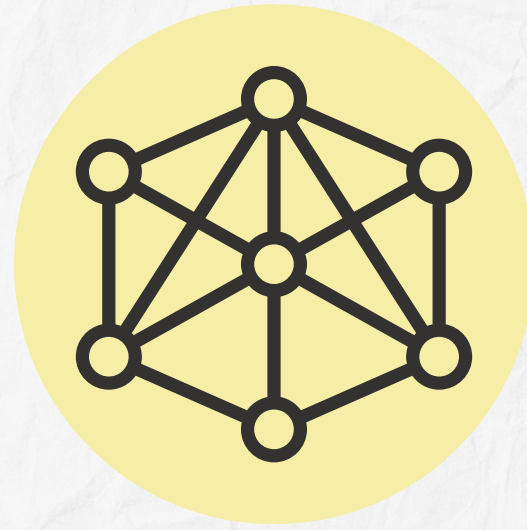


BREAK!

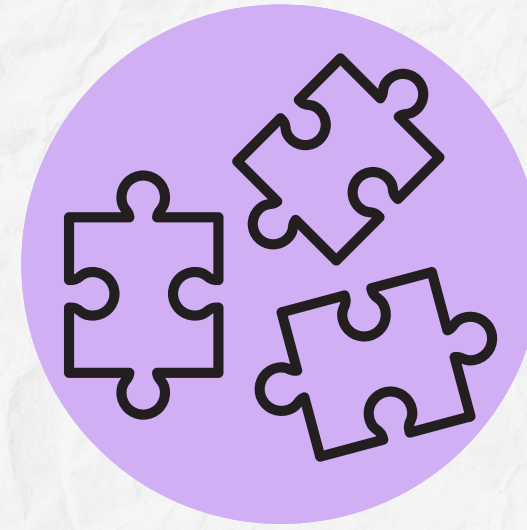
THE 5 PROTECTIVE FACTORS



**CONCRETE SUPPORTS
IN TIMES OF NEED**



SOCIAL CONNECTIONS



**COGNITIVE & SOCIAL
EMOTIONAL COMPETENCE**



**KNOWLEDGE OF
CHILD DEVELOPMENT**



**PARENTAL
RESILIENCE**



PROTECTIVE FACTOR #1

**CONCRETE SUPPORTS
IN TIMES OF NEED**

MASLOW'S HIERARCHY OF NEEDS

SELF-ACTUALIZATION

creation, beauty, unity, aesthetics, exploration

ESTEEM

dignity, respect, achievement, purpose, recognition

SOCIAL

friendship, intimacy, community, sense of belonging

SAFETY

personal security, resources, source of income, structure, order

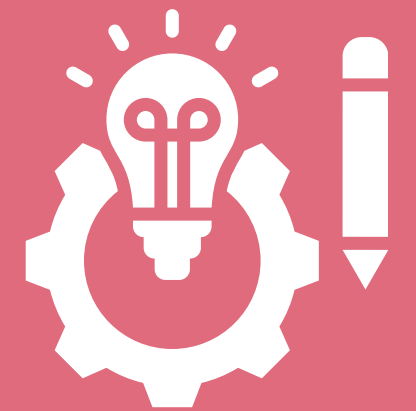
PHYSIOLOGICAL

water, food, shelter, bare necessities for human survival

KEY CONCEPTS & PRACTICE!



Seeking help is a strength, not a weakness.



- **Basic needs being met**
- **Feeling safe & connected**
- **Ability to advocate for oneself**
- **Ability to seek and receive support when needed**
- **Knowing what services are available and how to access them**

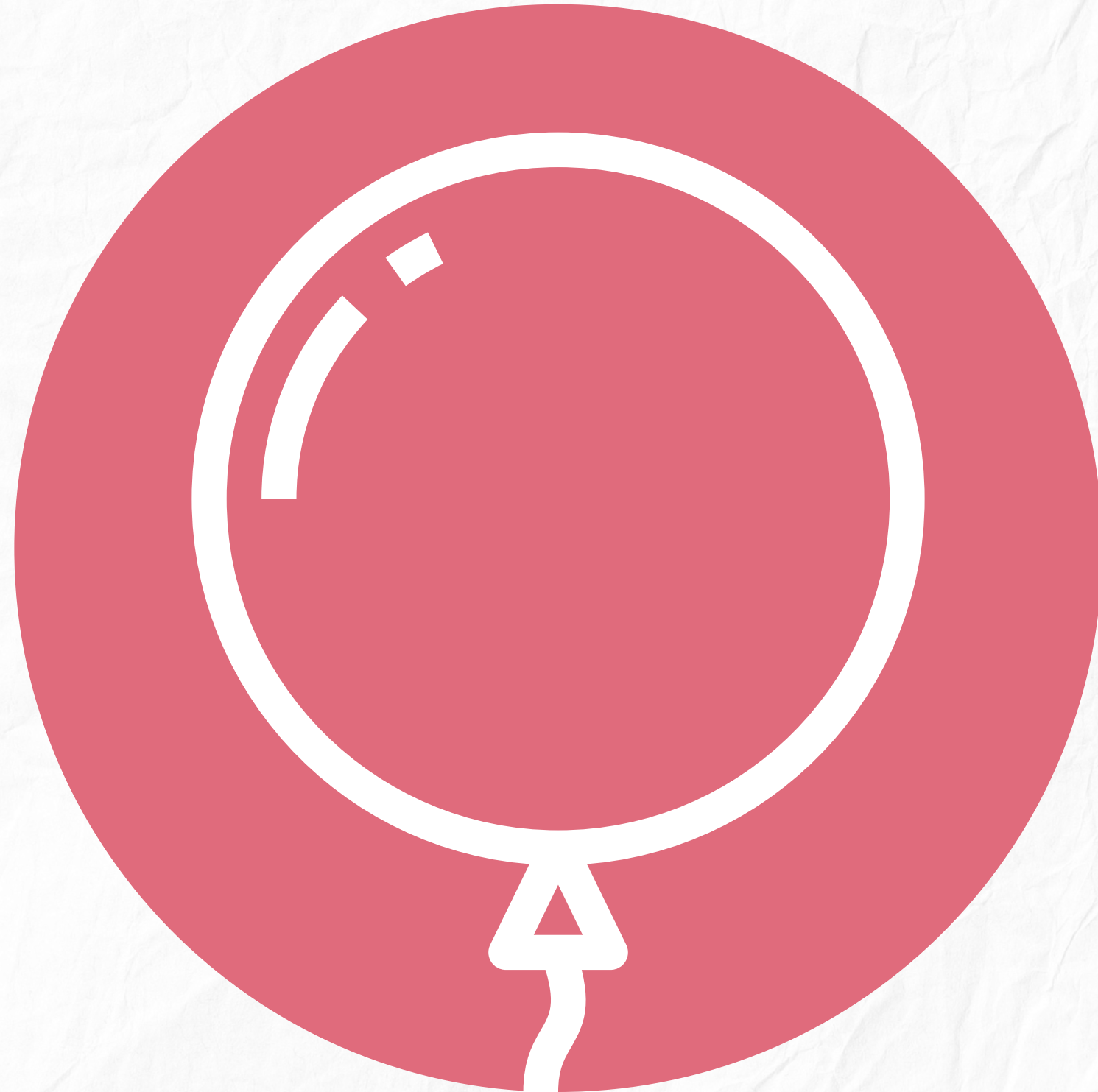
CONNECTING TO RESOURCES



WHY IS IT SO HARD TO ASK FOR HELP?

- “I’m afraid they will say no because they don’t like me.”
- “I should be able to do it myself.”
- “Asking for help means I’m weak, OR other people will see me as weak.”
- “If I’m excited about something, others should want to help me or else I’m not important to them.”
- “People should see me and know that I need help.”
- “If they are a good person, they help others without having to be asked.”
- “Other people are too busy, I don’t want to be a burden.”

ACTIVITY: WHEN BURDENS ARE HEAVY





SIMPLIFY TERMS & TAKE ACTION





PROTECTIVE FACTOR #2

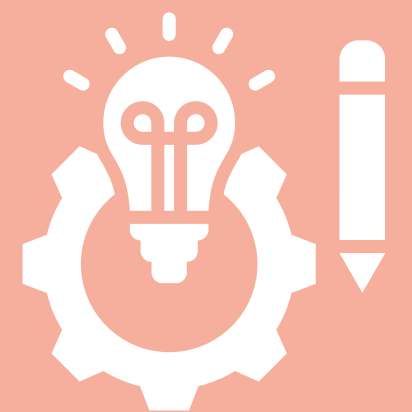
**KNOWLEDGE OF
CHILD DEVELOPMENT**

KEY CONCEPTS & PRACTICE!

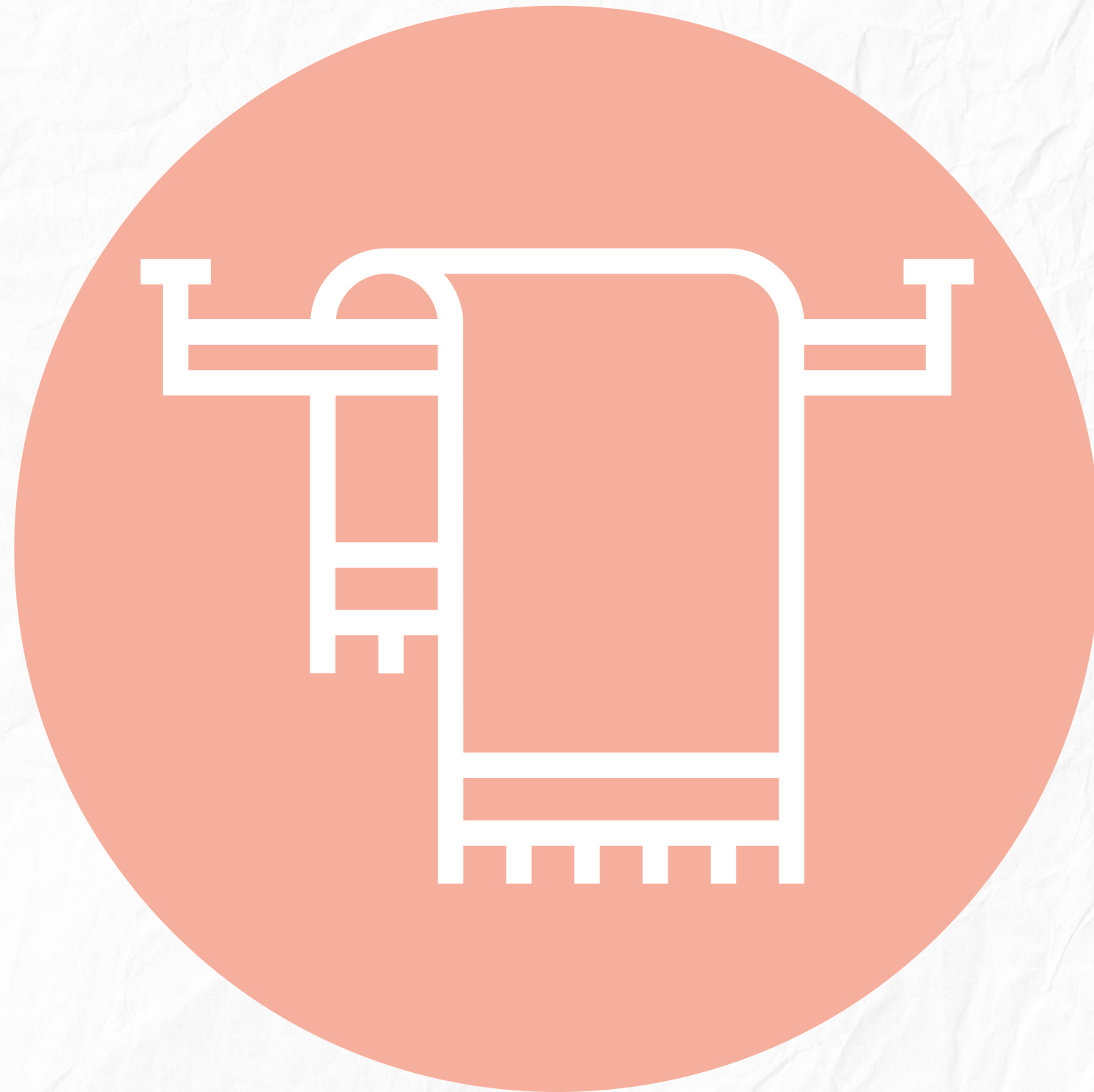


Kids aren't "bad"; they use coping strategies. An Adult's job is to understand child development, build supportive policies, and recognize their strengths.

- Adults with nurturing behaviors
- Appropriate developmental expectations
- Ability to create a supportive environment for each child
- Positive, trauma-informed discipline techniques; ability to effectively manage behavior
- Recognizing and responding to child-specific needs
- Policies and professional learning that reflect a deep understanding of child/ adolescent development
- Helping children understand their development



ACTIVITY: WHAT'S THE BEST WAY?



BRAIN DEVELOPMENT

From the bottom upwards

From the inside outward

Basic survival functions
(breathing, heart-rate) to more
complex (abstract thought)





Survival State

BRAIN STEM

The Survival State represents the primal brain and asks the question, *"Am I safe?"* The only way to soothe the Survival State is through the creation of



Emotional State

LIMBIC SYSTEM

This Brain State represents mid-level functionality and asks the question, *"Am I loved?"* The only way to soothe an upset emotional state is through

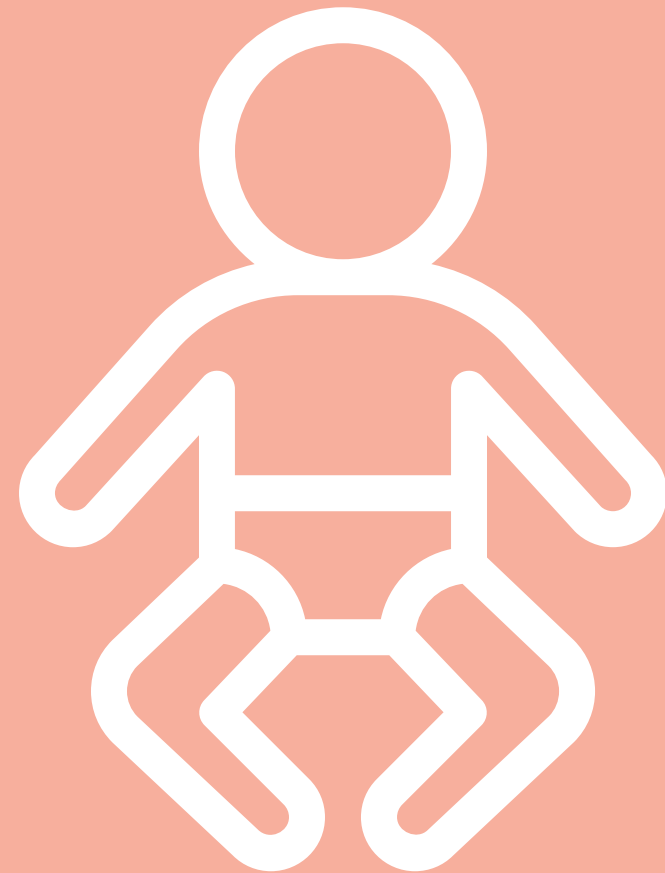


Executive State

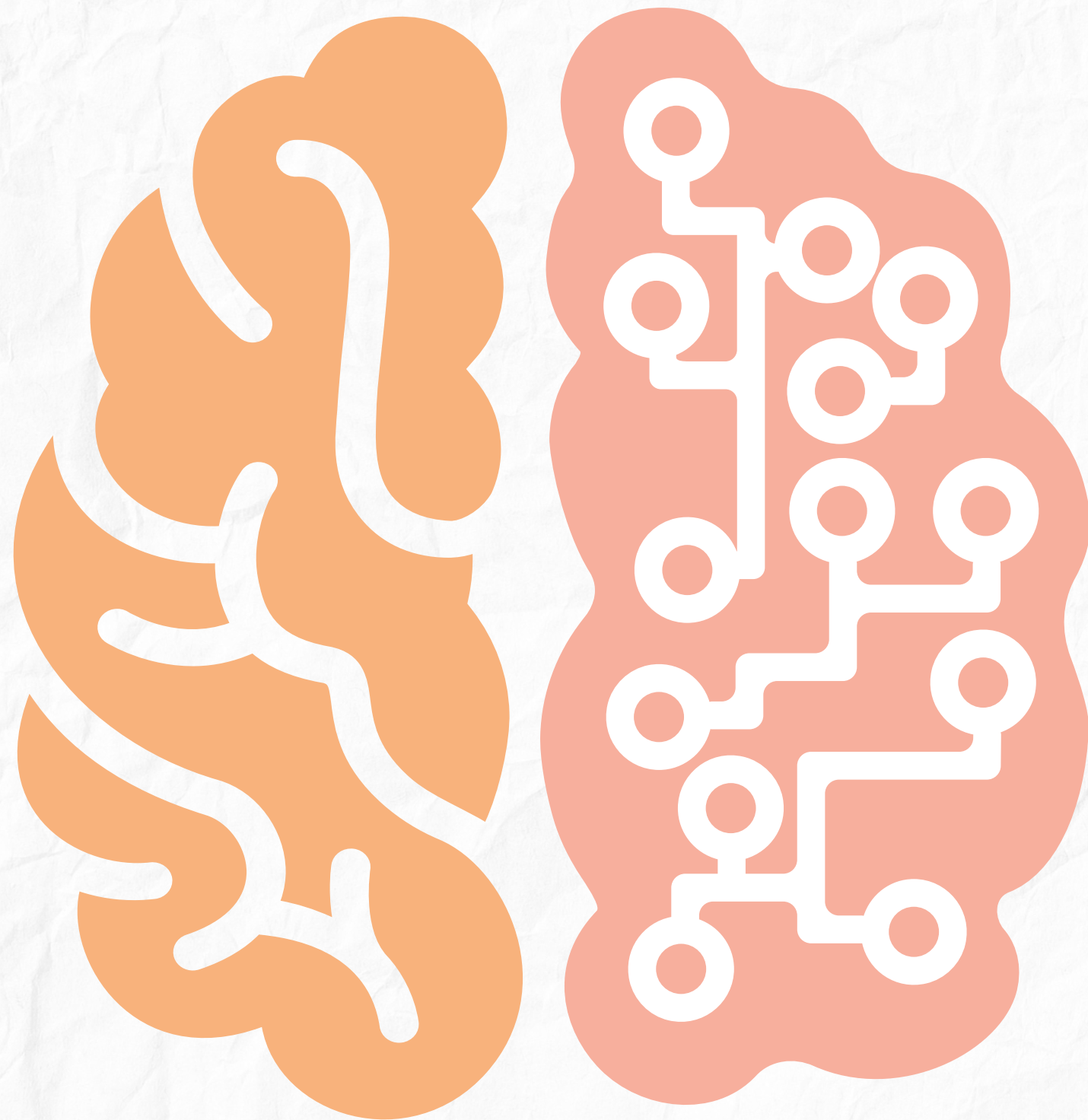
PREFRONTAL LOBES

The Executive State represents the optimal state for problem-solving and learning. This Brain State asks the question, *"What can I learn from this?"*

INFANT BRAIN DEVELOPMENT



EXPERIENCE SHAPES DEVELOPMENT

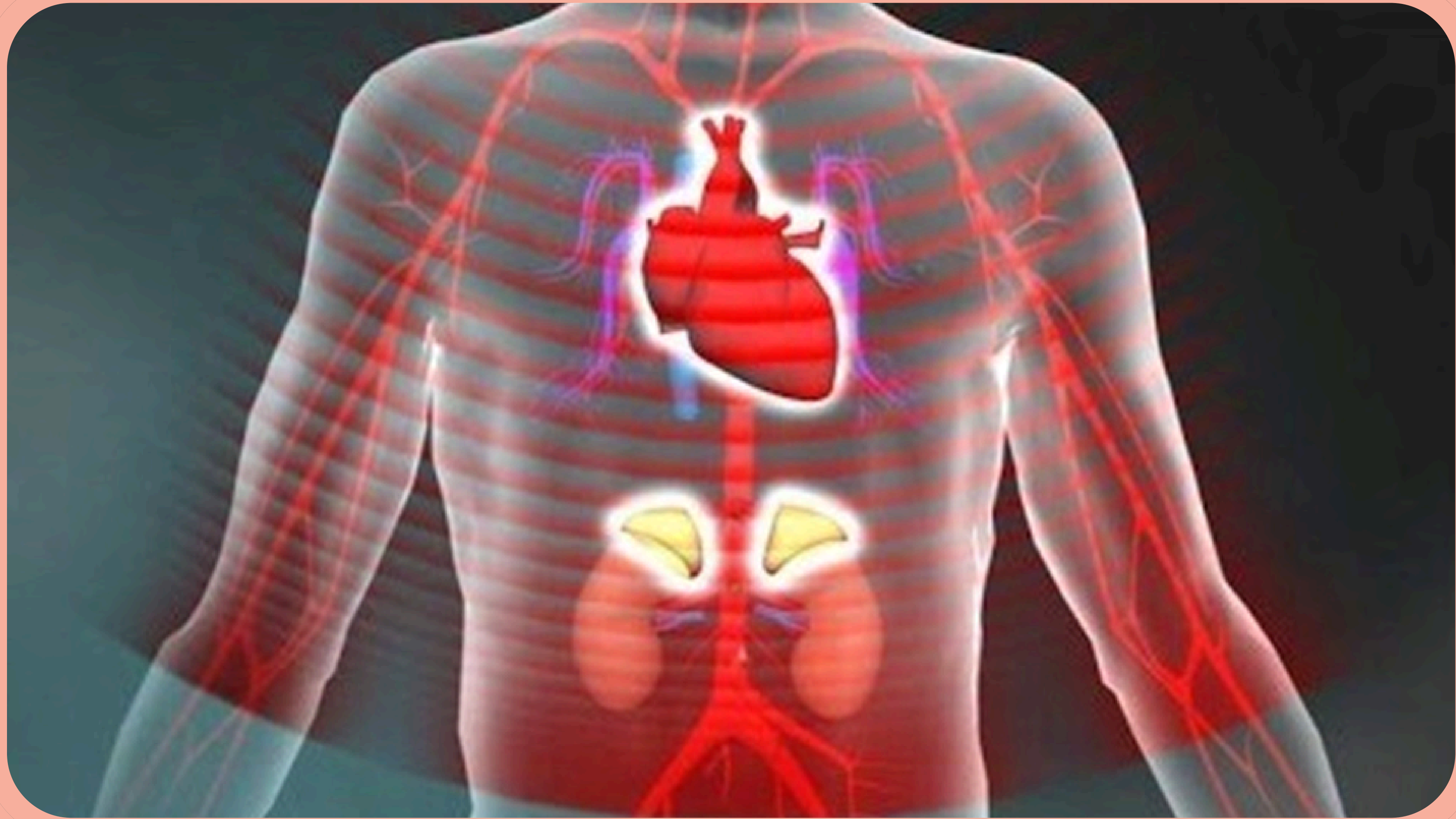


The brain wires itself based on its experience of the environment

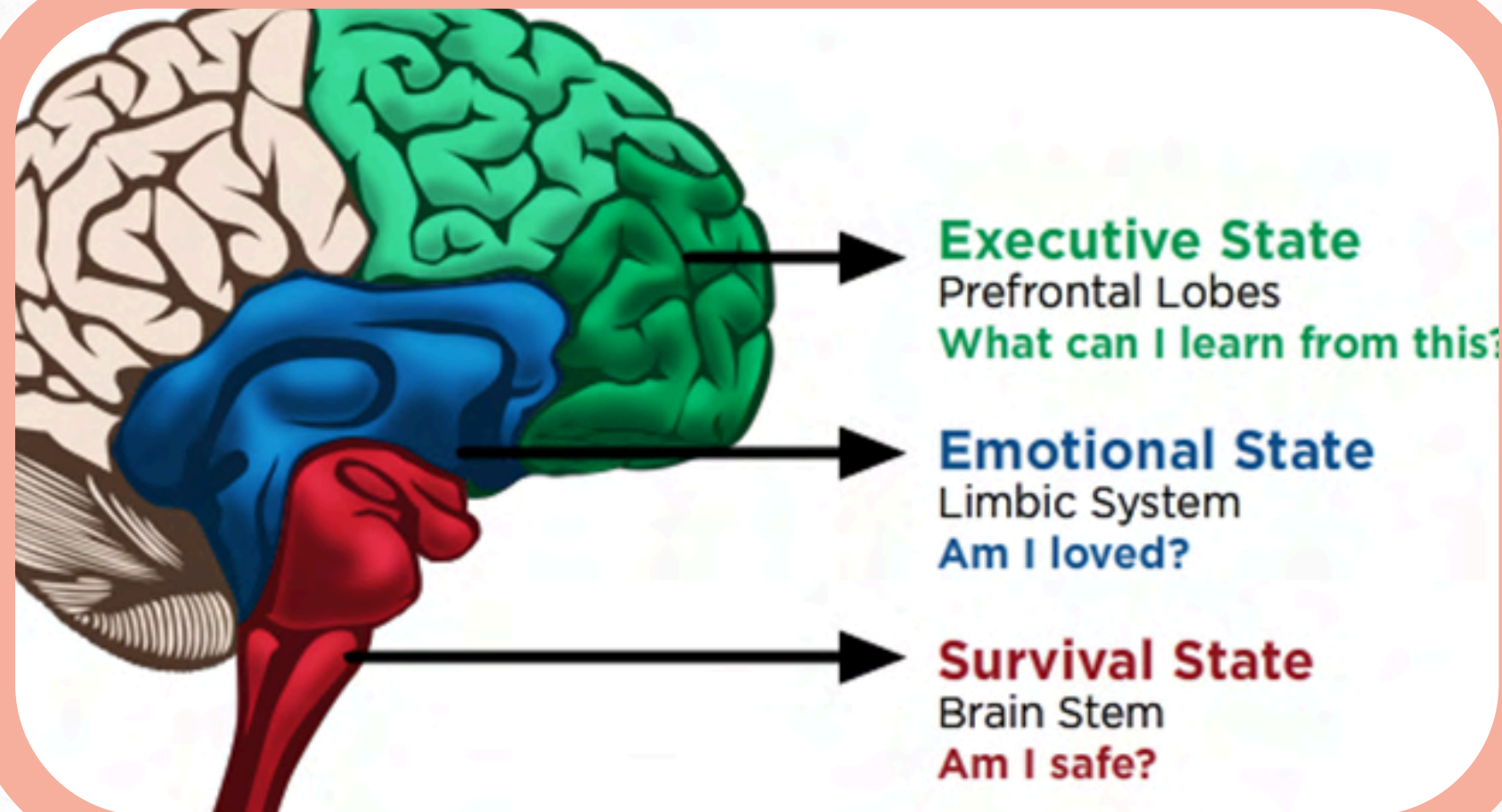
Causes a unique brain to develop, created specifically in response to the environment

Form templates to interpret experiences





CONNECTION BETWEEN STRESS & LEARNING/REASONING

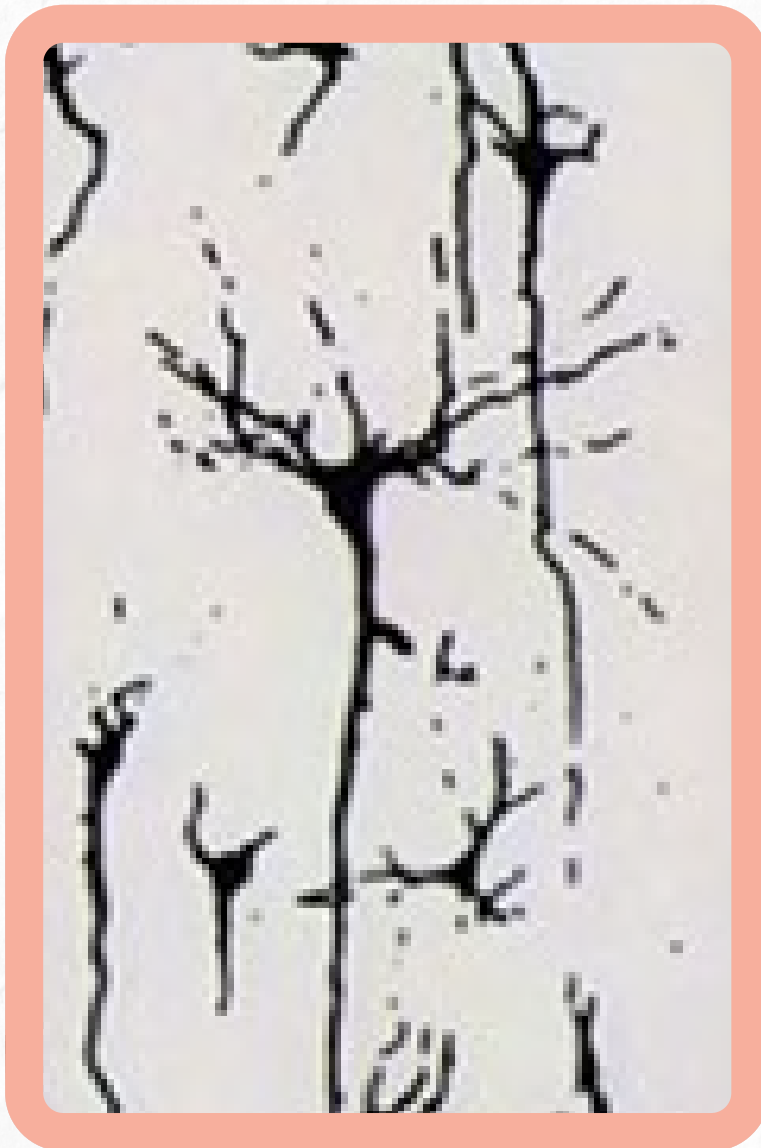


Survival brain always trumps learning/reasoning brain

The more stress they feel, the faster they go back into survival brain

Children best learn when they feel safe & supported

ADOLESCENCE: PRUNING CONNECTIONS



BIRTH



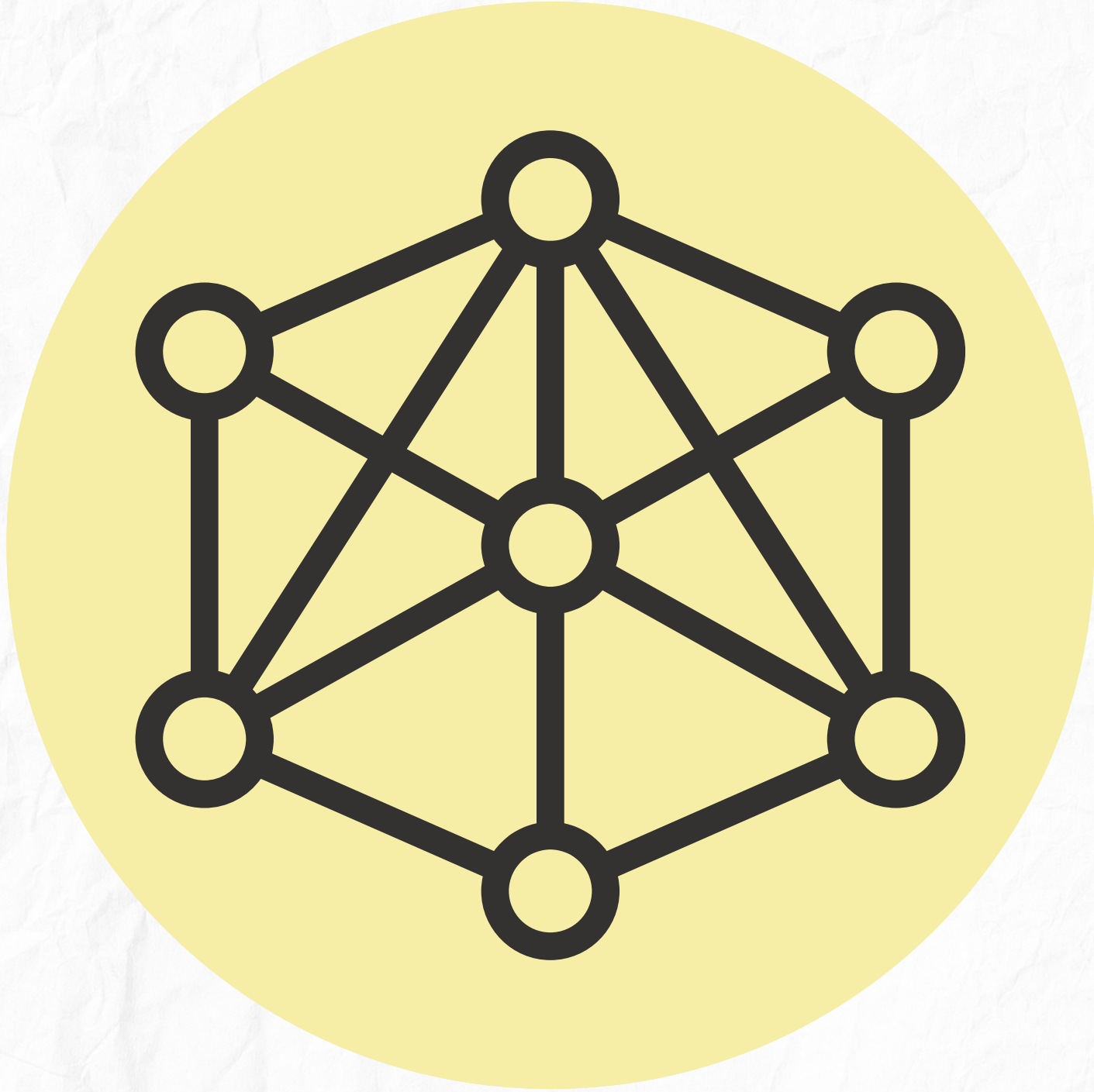
6 YEARS OLD



14 YEARS OLD

SIMPLIFY TERMS & TAKE ACTION





PROTECTIVE FACTOR #3

**SOCIAL & EMOTIONAL
CONNECTIONS**

KEY CONCEPTS & PRACTICE!



It's the quality that counts, not the quantity. The biggest thing that helps kids recover is a supportive adult who believes, supports, and teaches them.

- **Multiple friendships and supportive relationships with others, especially adults**
- **Feeling respected and appreciated**
- **Asking for help, accepting help from others, and giving help to others**
- **Skills for establishing and maintaining connections**



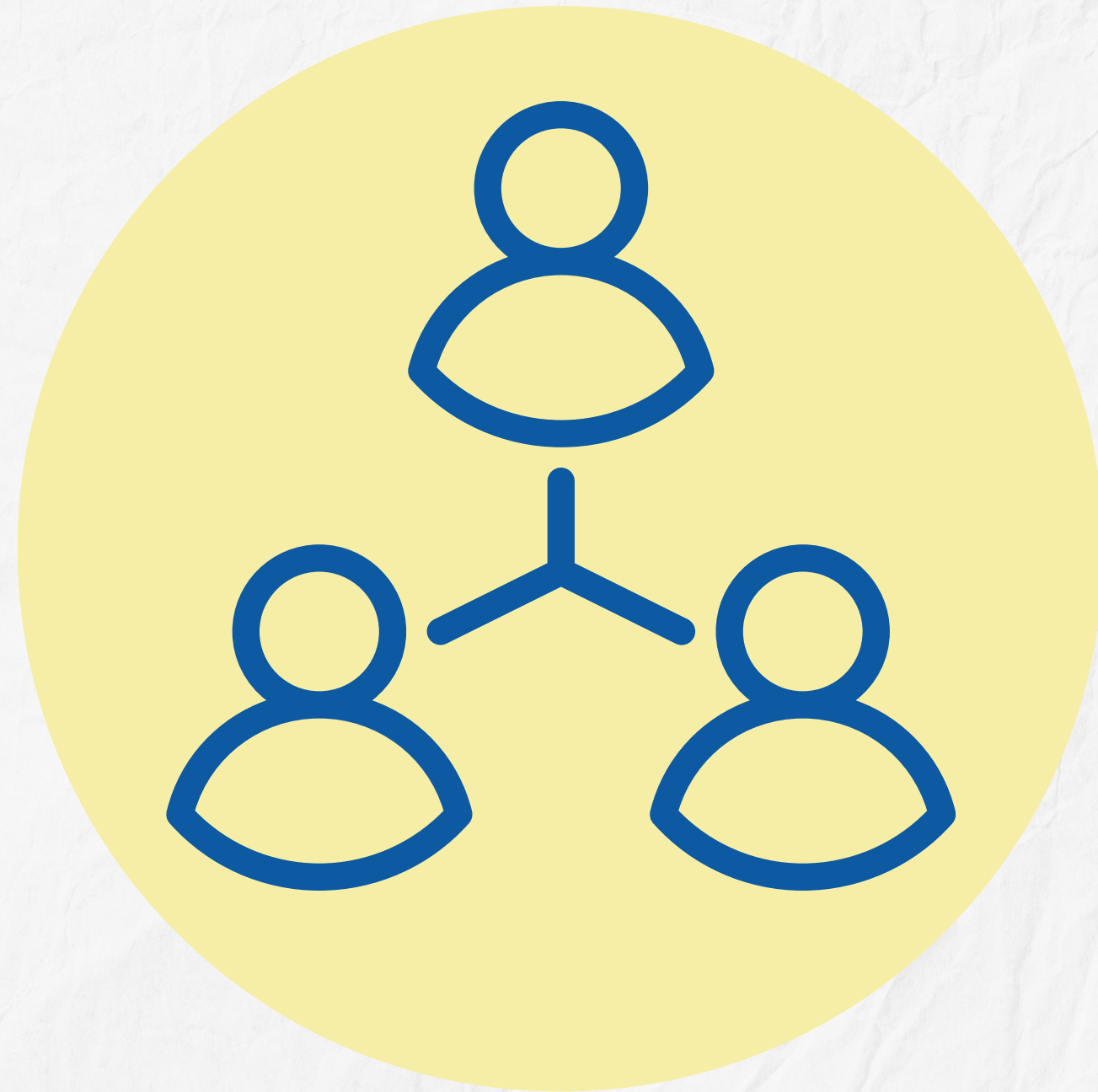
“The relationship very often is the intervention because the relationship is the context within which the young person learns and practices new ways of relating to people.”

- Carol Stuart, 2013





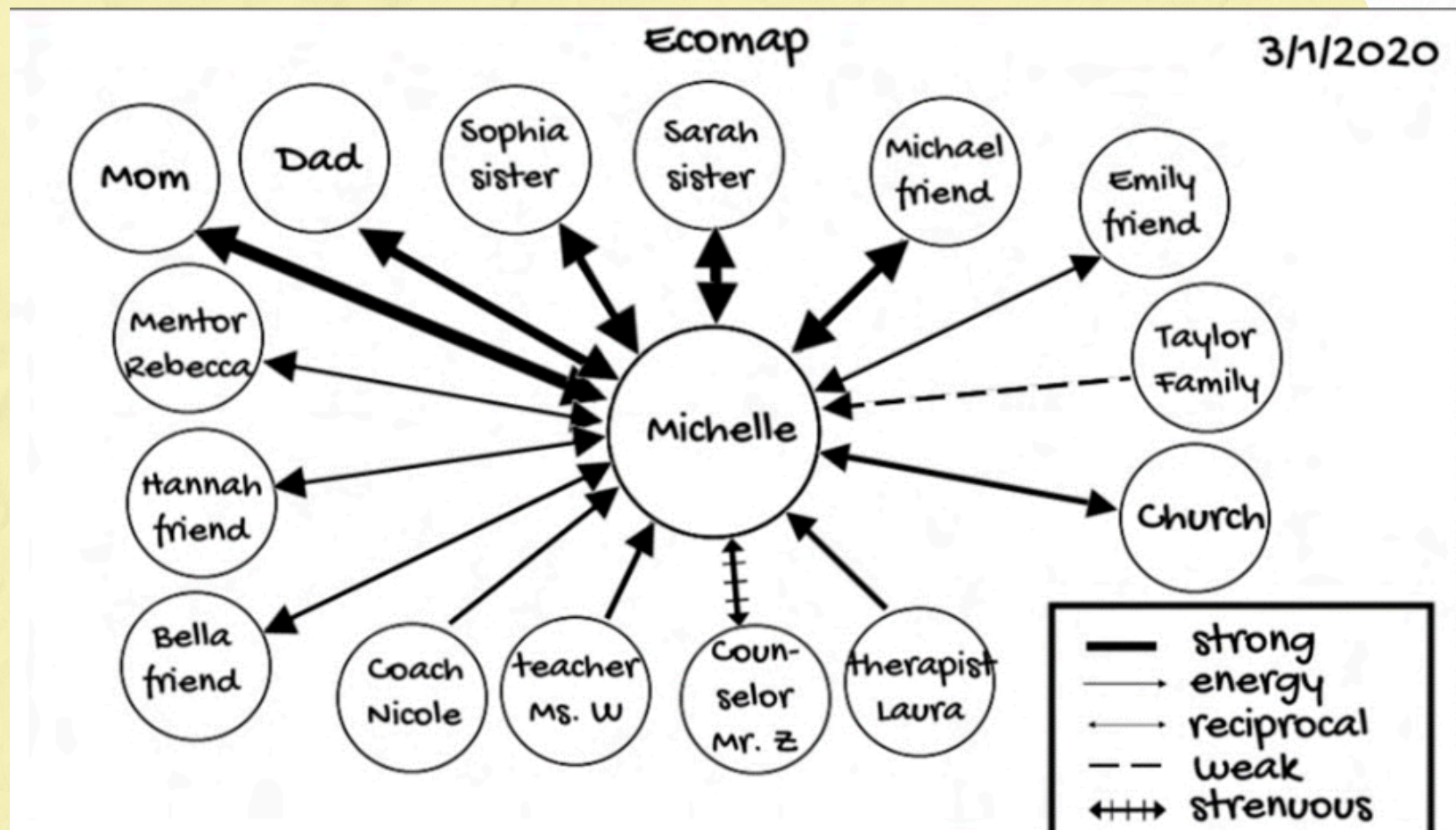
HOW ARE RELATIONSHIP SKILLS LEARNED?



TRANSFORMATIONAL VS TRANSACTIONAL



ACTIVITY: ECOMAP



Start off with your name in the middle of the paper & enclose it in a circle

Write down names of those that have a relationship with you in your life. Family, Friends, Co-Workers, Coaches, etc.

Determine the strength or energy of the relationships using the key.

SIMPLIFY TERMS & TAKE ACTION





PROTECTIVE FACTOR #4

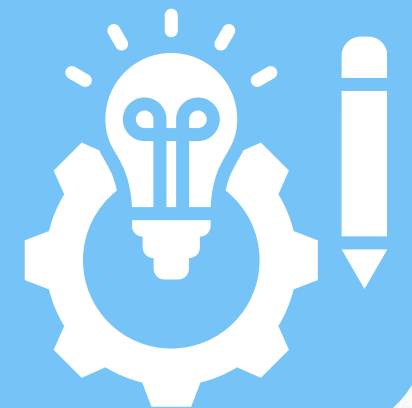
RESILIENCE

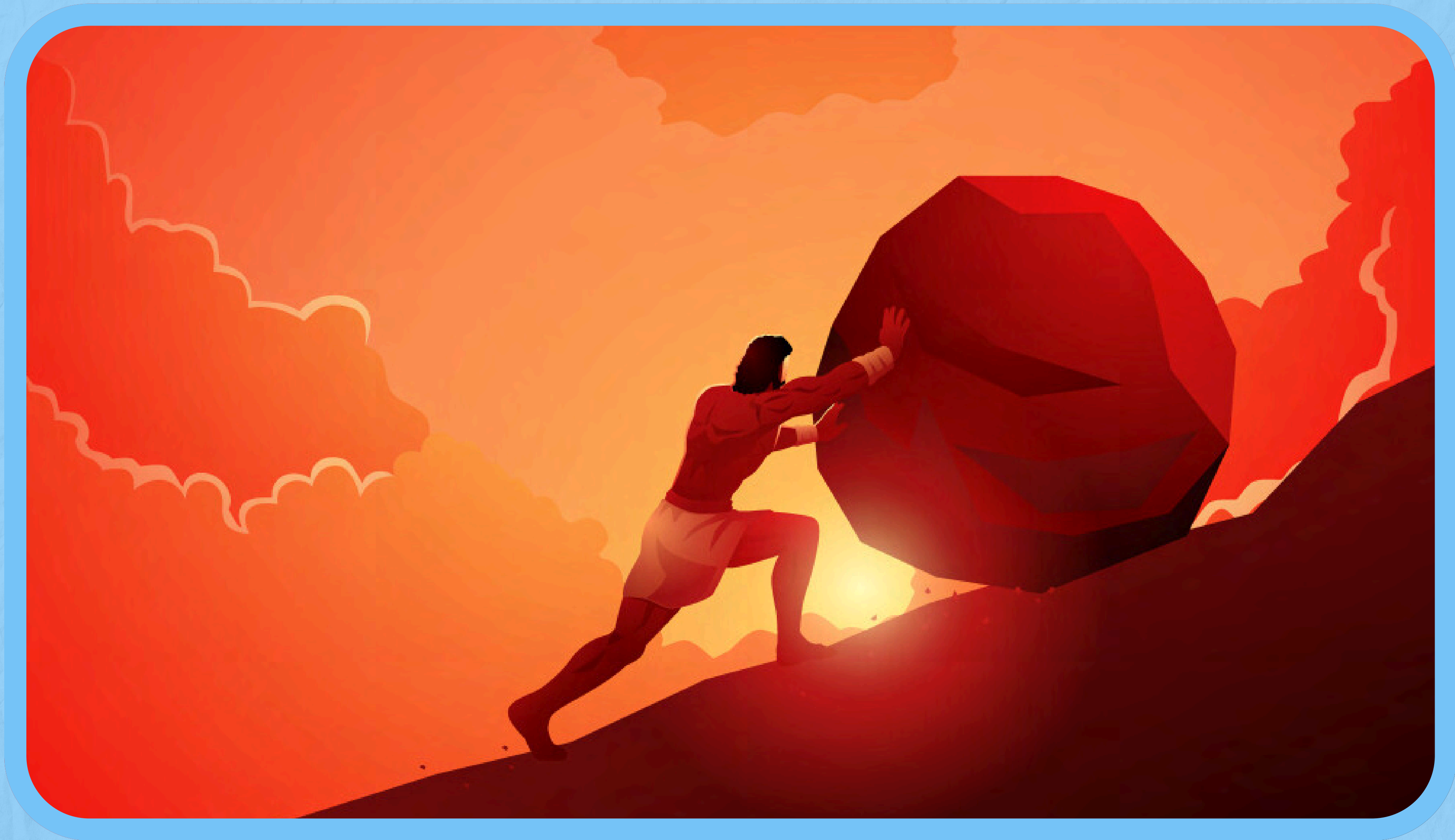
KEY CONCEPTS & PRACTICE!



To build resilience, tell them what they are doing right. Help them see their mistakes as “learning experiences.”

- Hope, Optimism, Self Confidence
- Problem Solving Skills
- Self-Care
- Not allowing stress to interfere with life functioning
- Hope & a positive attitude about the future





CHARACTERISTICS OF RESILIENCE



**SUPPORTIVE
CONNECTIONS**



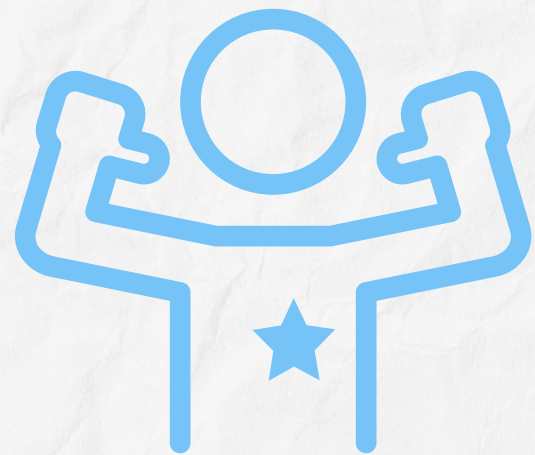
**VIEW SELF
POSITIVELY**



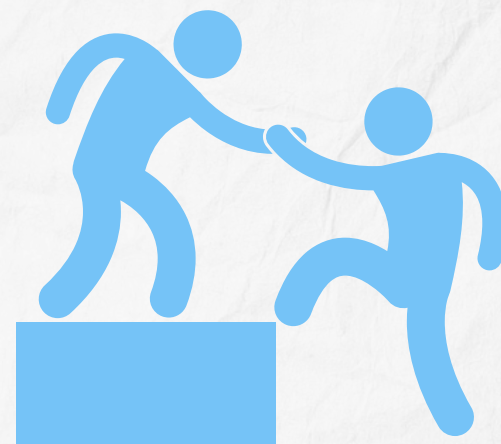
**AWARE OF
EMOTIONS**



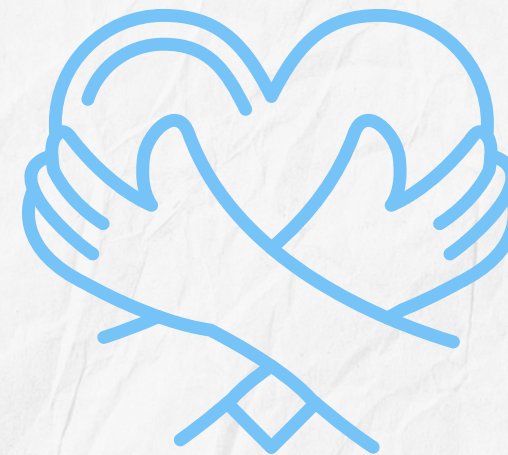
**STRONG
COMMUNICATION**



**CONFIDENT TO
SOLVE PROBLEMS**



**CAN ASK &
OFFER FOR HELP**



**GOOD SELF-CARE
& POSITIVE OUTLOOK**



**RESILIENT &
NOT A VICTIM**



“New research in psychology and neuroscience shows that it works the other way around: We become more successful when we are happier and more positive.”

- Shawn Achor

A CHANGE IN THINKING



WHEN A BRAIN IS POSITIVE:

- It performs better than negative, neutral, or stressed
- It is 31% more productive
- Chemicals release which makes you happy & turns on all learning center in the brain, allowing you to adapt to the world & see different perspectives.

RAISING POSITIVITY

ACTS OF KINDNESS — Doing good leads to feeling good!

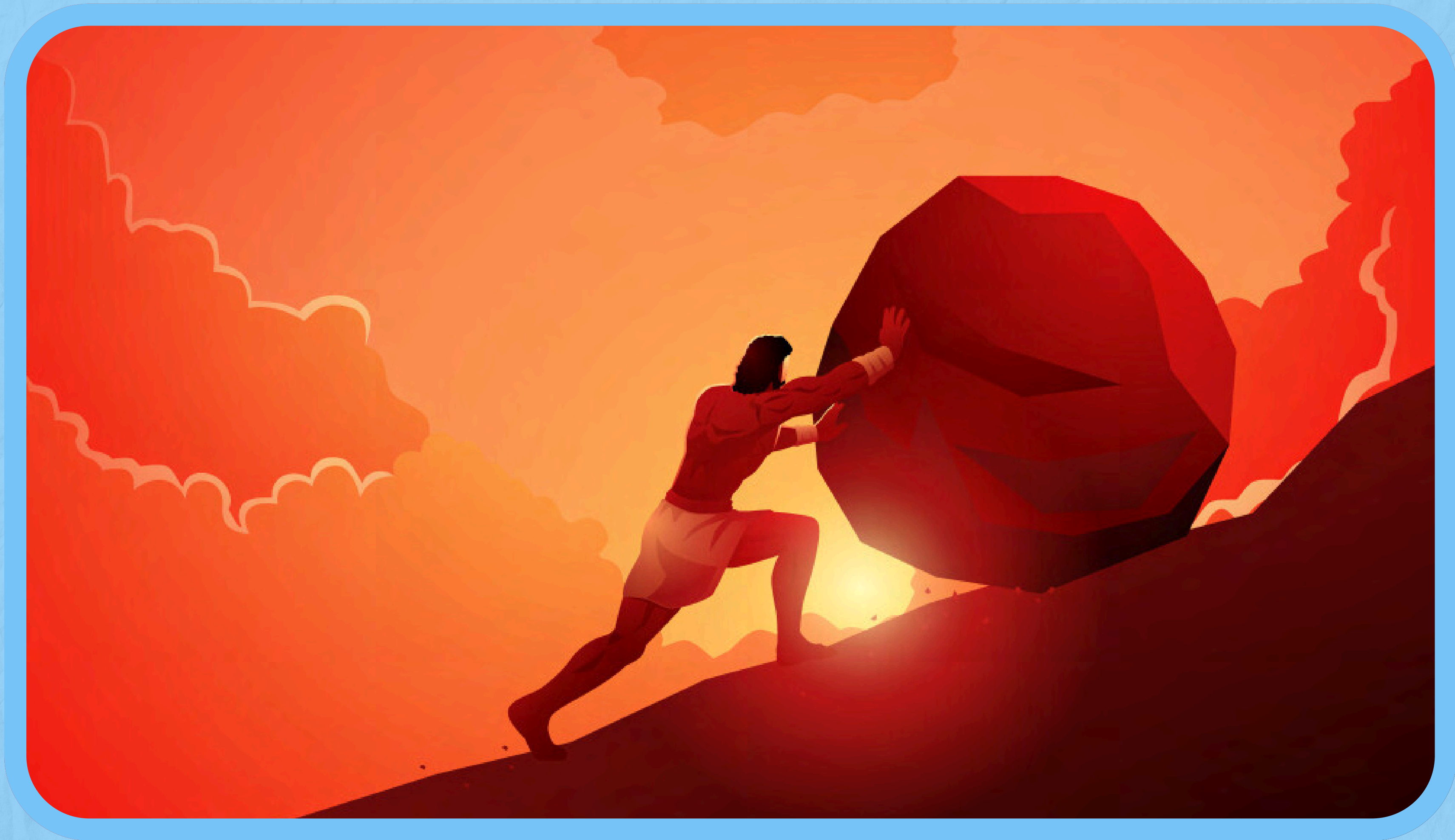
3 GOOD THINGS — Trains the brain to scan for positives

MEDITATION — Allows the brain to slow down, focus, & be present

EXTRA SMILES — 10:5 Rule, releases dopamine & improves mood

EXERCISE — Behavior matters, decreases anxiety by 20%

JOURNALING — Lowers levels of pessimism, deeper thinking



**“The oak fought the
wind & was broken,
the willow bent when
it must and survived.”**

- Robert Jordan

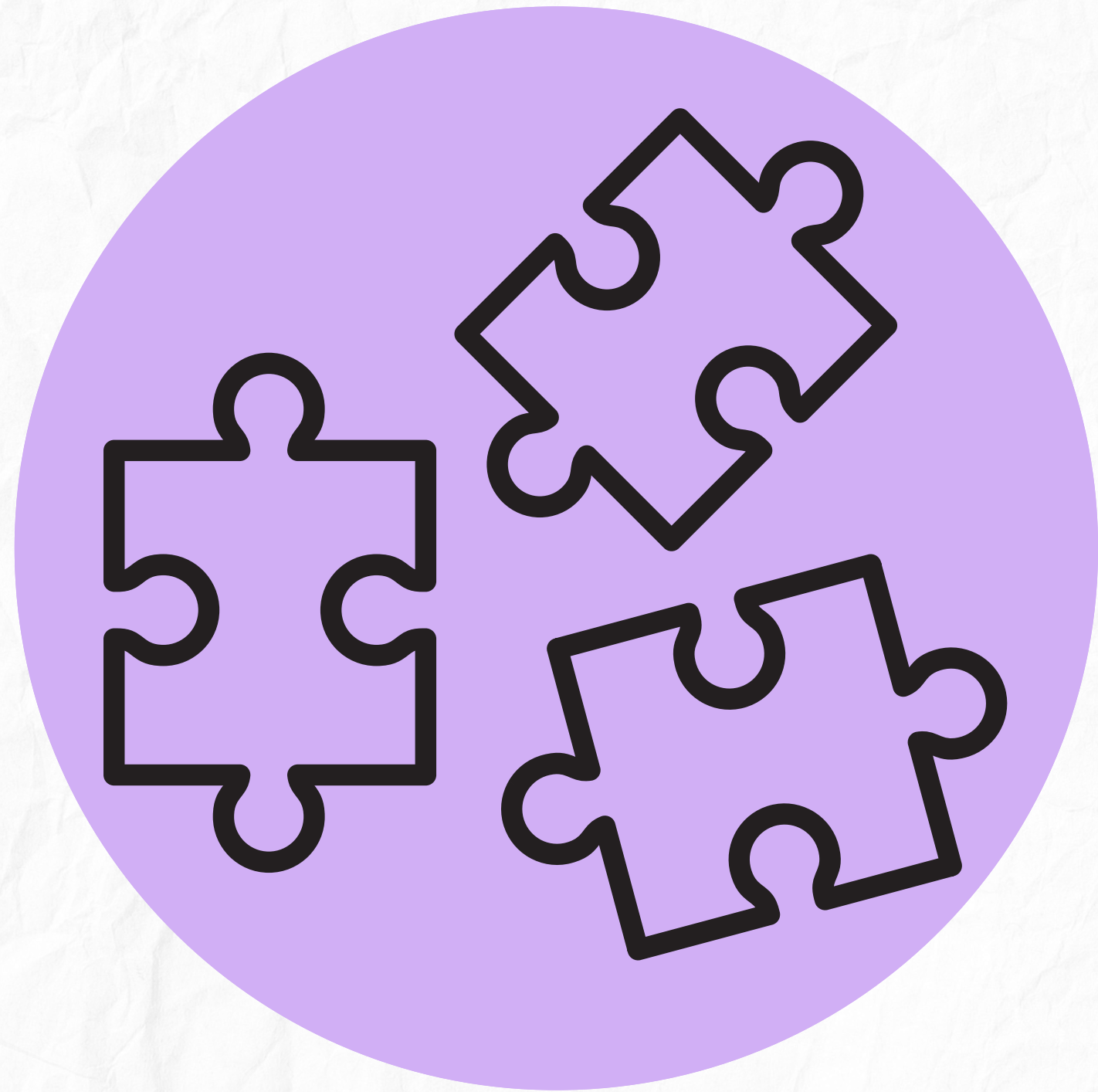


ACTIVITY: THE CRACKED POT



SIMPLIFY TERMS & TAKE ACTION





PROTECTIVE FACTOR #5

**COGNITIVE & SOCIAL
EMOTIONAL COMPETENCE**

KEY CONCEPTS & PRACTICE!



Children cannot learn when they are dysregulated. Coping, communication, & emotion-regulation skills are critical for success.

FOR THE CHILD:

- Age appropriate regulation
- ability to form & maintain relationships
- positive interactions with others
- Effective communication

FOR THOSE INTERACTING WITH CHILDREN:

- Warm & consistent responses
- Helping children feel safe, secure & strongly attached
- Encouraging & reinforcing children to practice social interactions
- Consistent & fair structure & limits



COGNITIVE COMPETENCY



Executive Functions

Skills and traits related to intellectual abilities such as logical thinking, problem solving, reasoning, future orientation, planning, working memory, etc.

Skills regulated by the cortex & the prefrontal cortex

SOCIAL-EMOTIONAL COMPETENCY

“Soft Skills”

Skills and traits related to being able to interact with others, regulate one’s own emotions & behaviors, feel and show empathy; establish & maintain positive relationships; & effectively communicate.

Skills regulated by the limbic system



SOCIAL-EMOTIONAL LEARNING

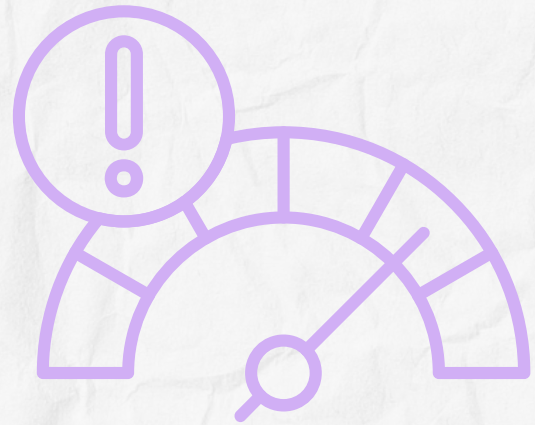


There are lots of SEL frameworks, and SEL means different things to different people.

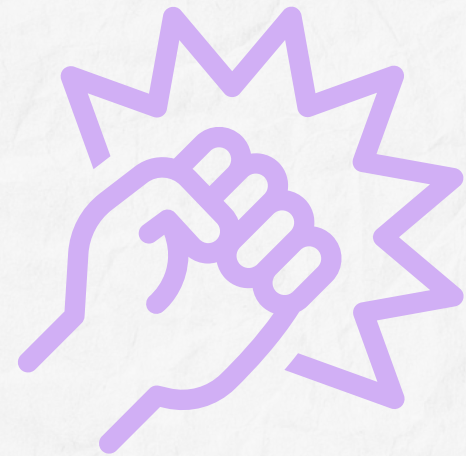
Newer models in education mix social-emotional competence, resilience, and social connections.

There's some confusion about SEL's purpose in schools. These models often miss out on concrete supports, knowledge of development, and cognitive competence.

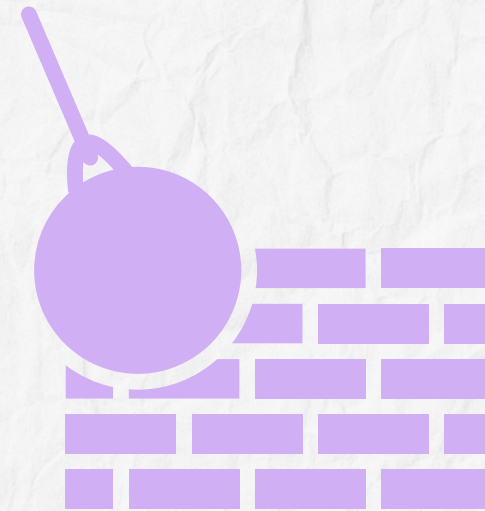
CHILDREN WITH A STRONG EMOTIONAL VOCABULARY



**TOLERATE
FRUSTRATION**



**ENGAGE IN
LESS FIGHTS**



**ENGAGE IN LESS
DESTRUCTIVE BEHAVIOR**



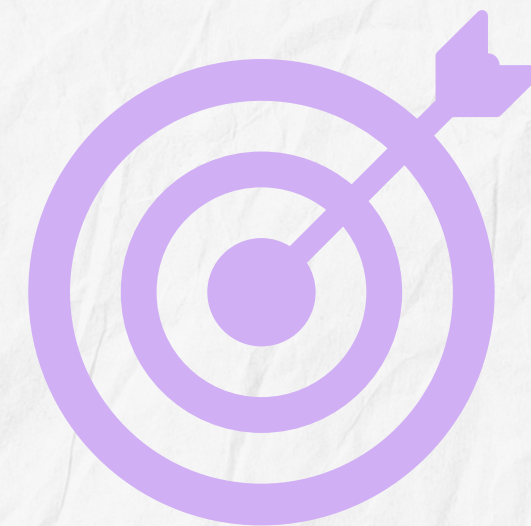
**HEALTHIER
LIFESTYLE**



**LESS LIKELY TO
ISOLATE**



**ACT LESS
IMPUSIVELY**



**GREATER SENSE
OF FOCUS**

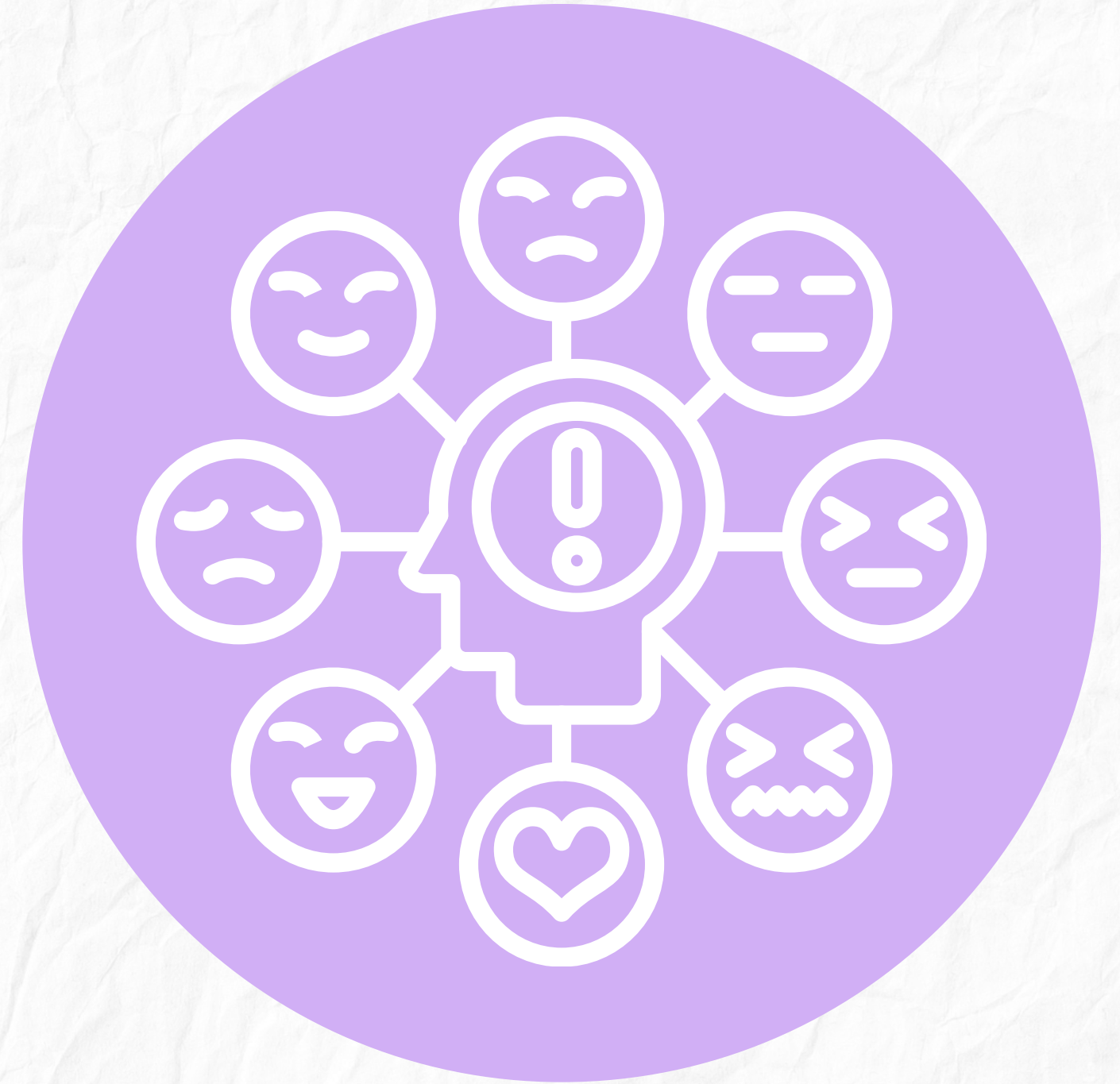


**GREATER ACADEMIC
ACHIEVEMENT**

EMOTIONAL MIRROR

Children need adults to respond appropriately to their emotions, especially their strong emotions.

They need an environment where they feel safe expressing their emotions.



HYPERAROUSAL

Use mindfulness,
grounding, Breath work

Overreactive, unclear thought,
Emotionally distressed

Can't calm down

WINDOW OF TOLERANCE

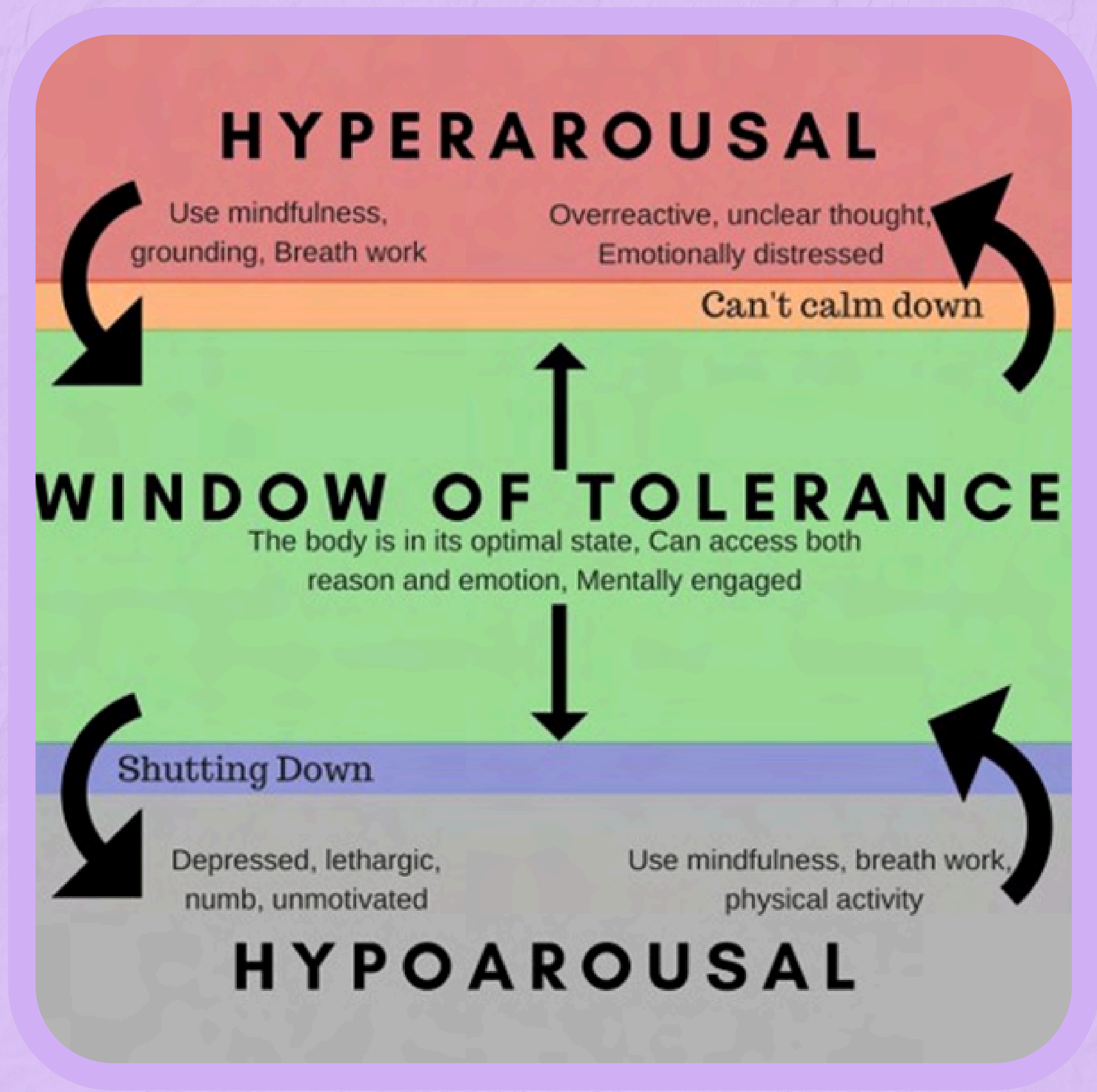
The body is in its optimal state, Can access both
reason and emotion, Mentally engaged

Shutting Down

Depressed, lethargic,
numb, unmotivated

Use mindfulness, breath work,
physical activity

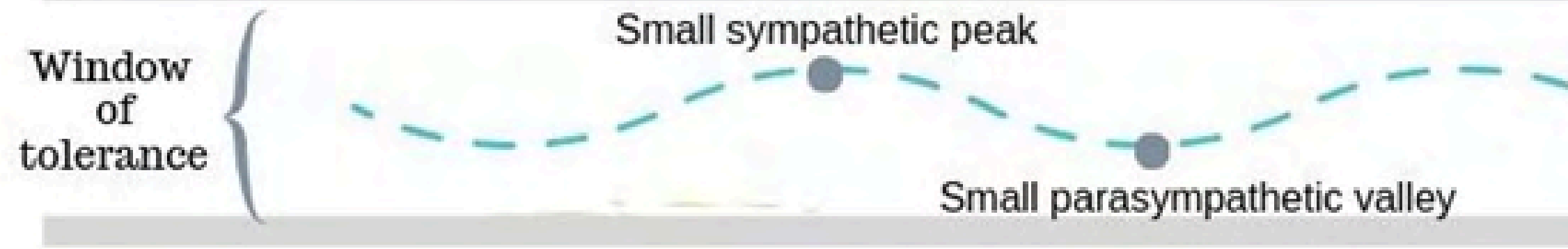
HYPOAROUSAL



**A HEALTHY
NERVOUS
SYSTEM**

**LOWER
STRESS
DAY**

Zone of Hyperarousal

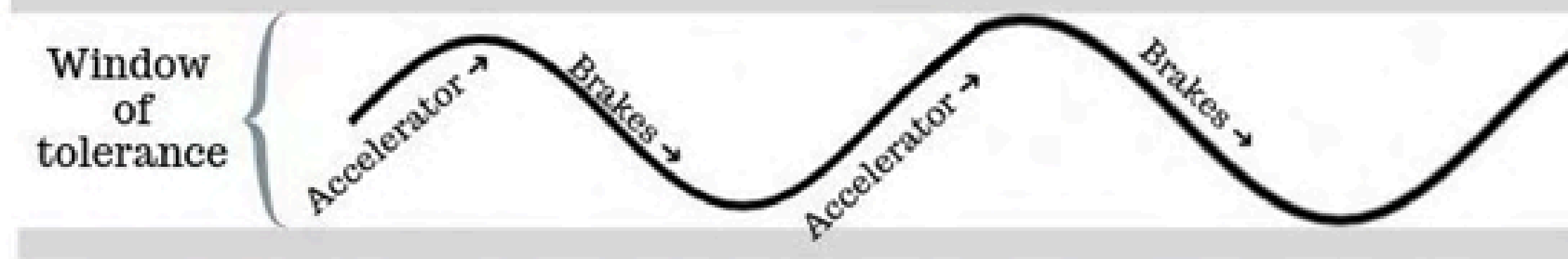


Zone of Hypoarousal

**A HEALTHY
NERVOUS
SYSTEM**

**HIGHER
STRESS
DAY**

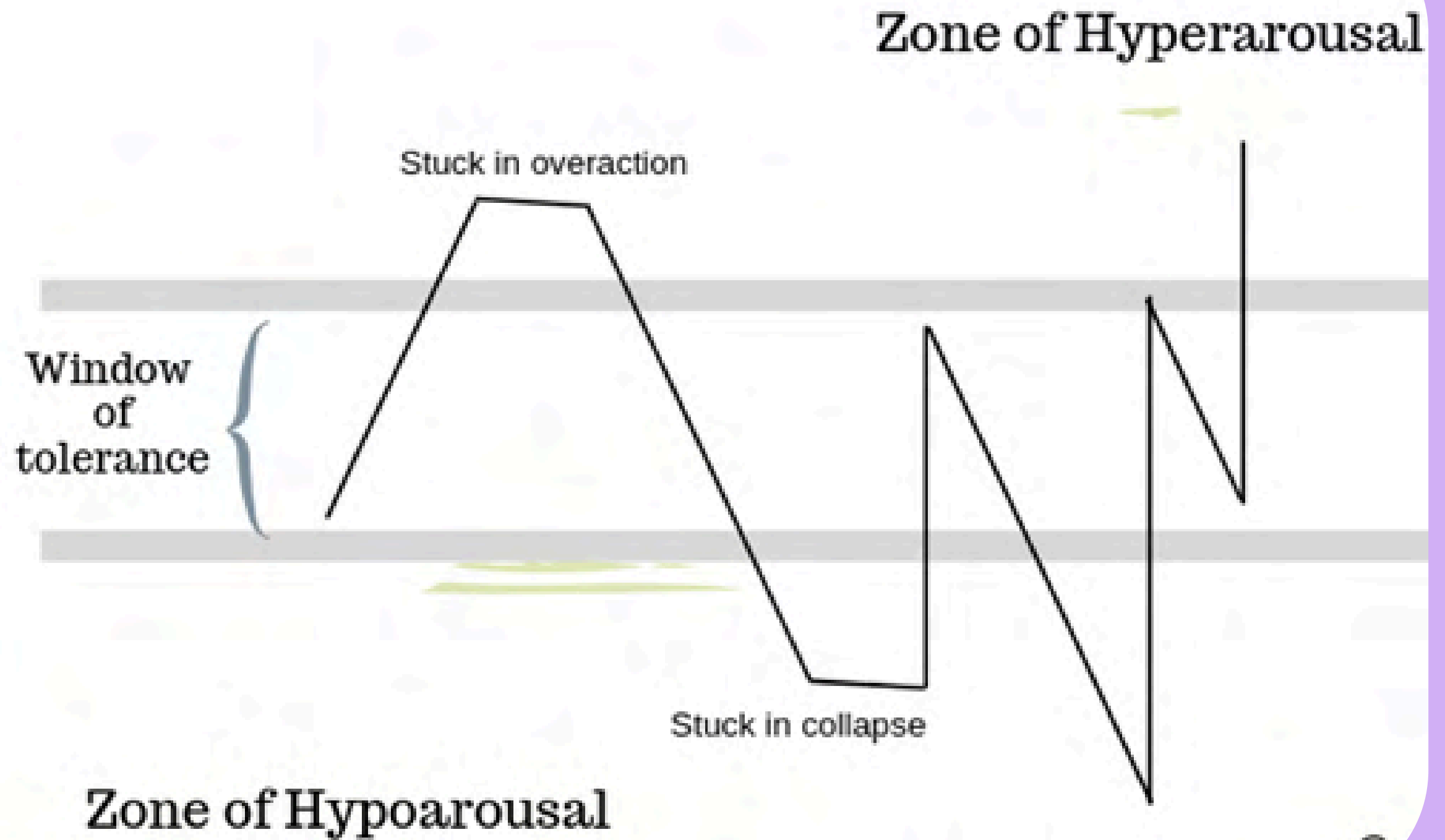
Zone of Hyperarousal



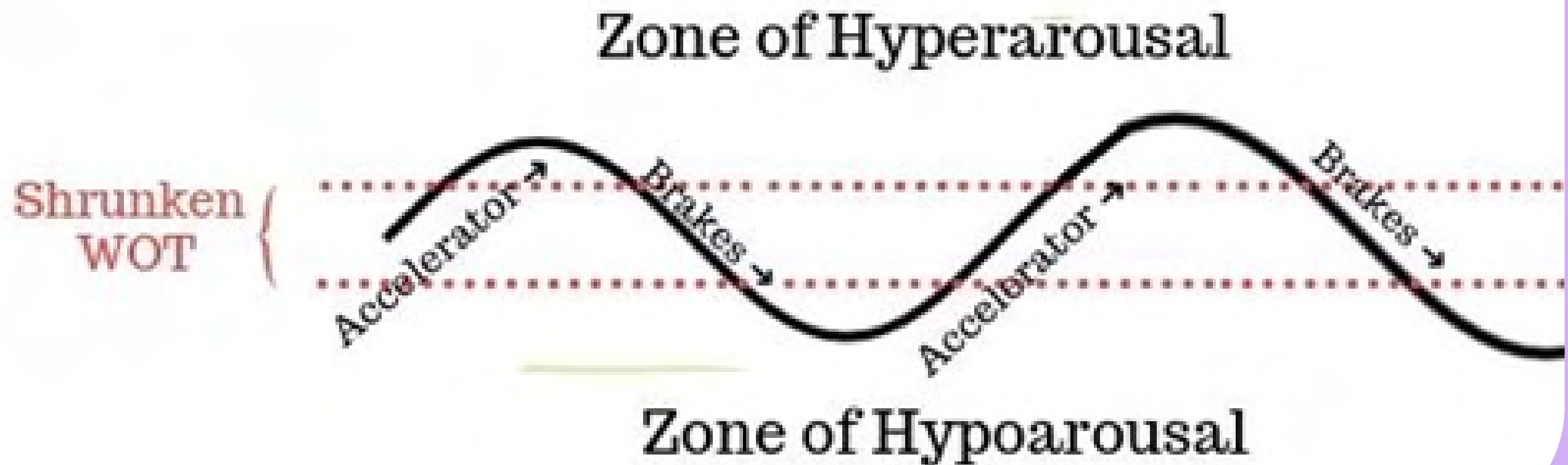
Zone of Hypoarousal

**DYSREGULATED
NERVOUS
SYSTEM**

**(DISORGANIZED
ACCELERATING
AND
BRAKING)**



**THE SAME
AROUSAL
LEVEL +
A
SHRUNKEN
WOT
= NOW
OUTSIDE THE
WOT**



MINDFULNESS APPS



**MEDITATION &
RELATION PRO**



10% HAPPIER



THE MINDFULNESS APP



INSIGHT TIMER



STOP, BREATHE, & THINK



HEADSPACE*
HEADSPACE



CALM



SIMPLE HABIT

JUST BREATHE

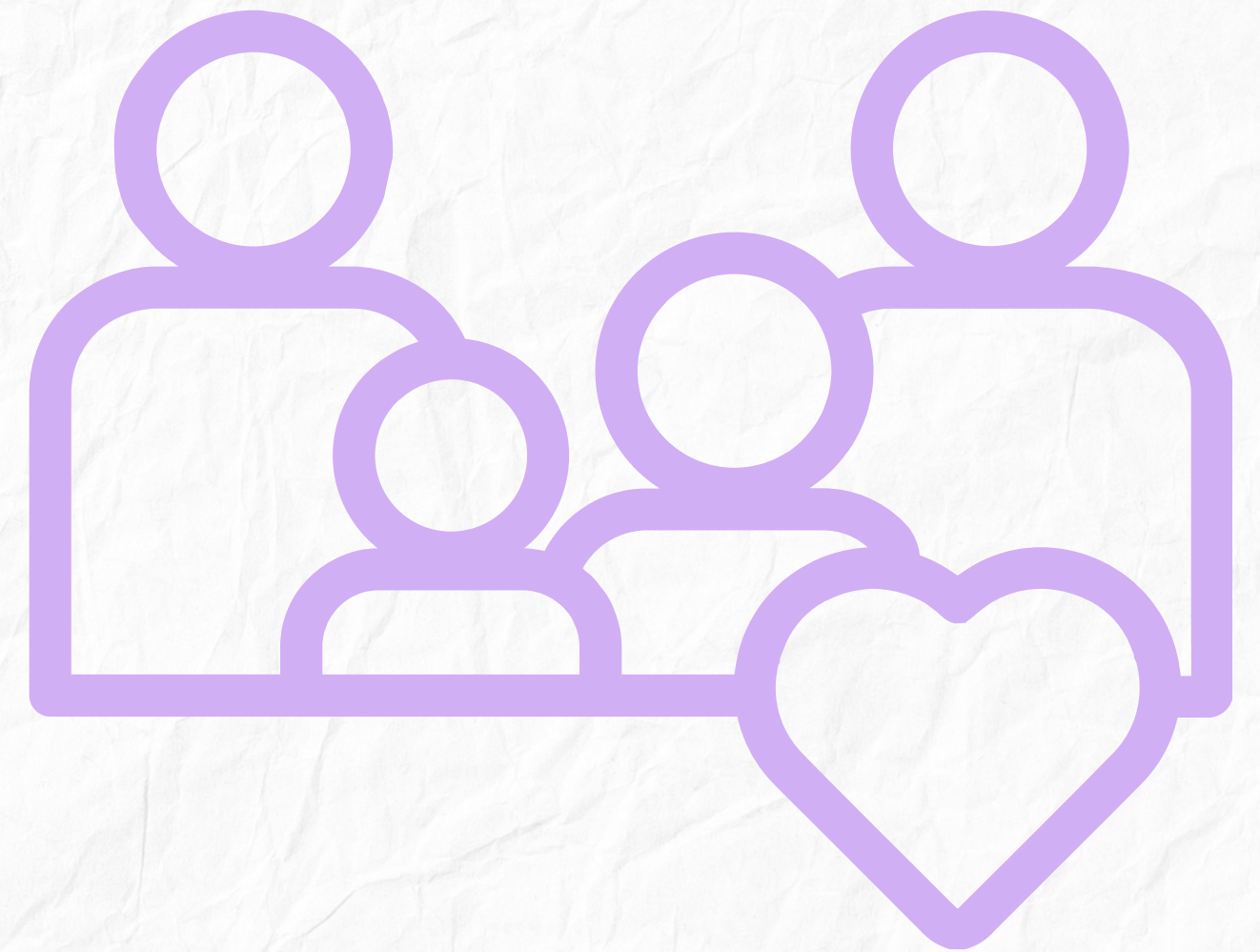


MESSAGES OF LOVE

There are at least 3 languages of love:
Show Me, Tell Me, Touch Me

Adults can “Send a message of love” by:

- Noticing what the child asks for
- Learning about the child’s interests
- Noticing how the child sends messages of love to others



BIDS FOR CONNECTION



**3 Ways to respond to bids for connection:
Turn Away, Turn Against, Turn Toward**

- **Why Do Children Make so many bids?**
- **Can you think of examples?**
- **Why should we turn towards bids?**
- **What might turning towards bids for connection teach them in their relationships.**

“Regulate. Then relate.
Then reason.”

- Dr. Bruce Perry



SIMPLIFY TERMS & TAKE ACTION



LEARN MORE ABOUT PROTECTIVE FACTORS

[CSSP Research briefs, action sheets, core meanings](#)

[Strengthening Families](#)

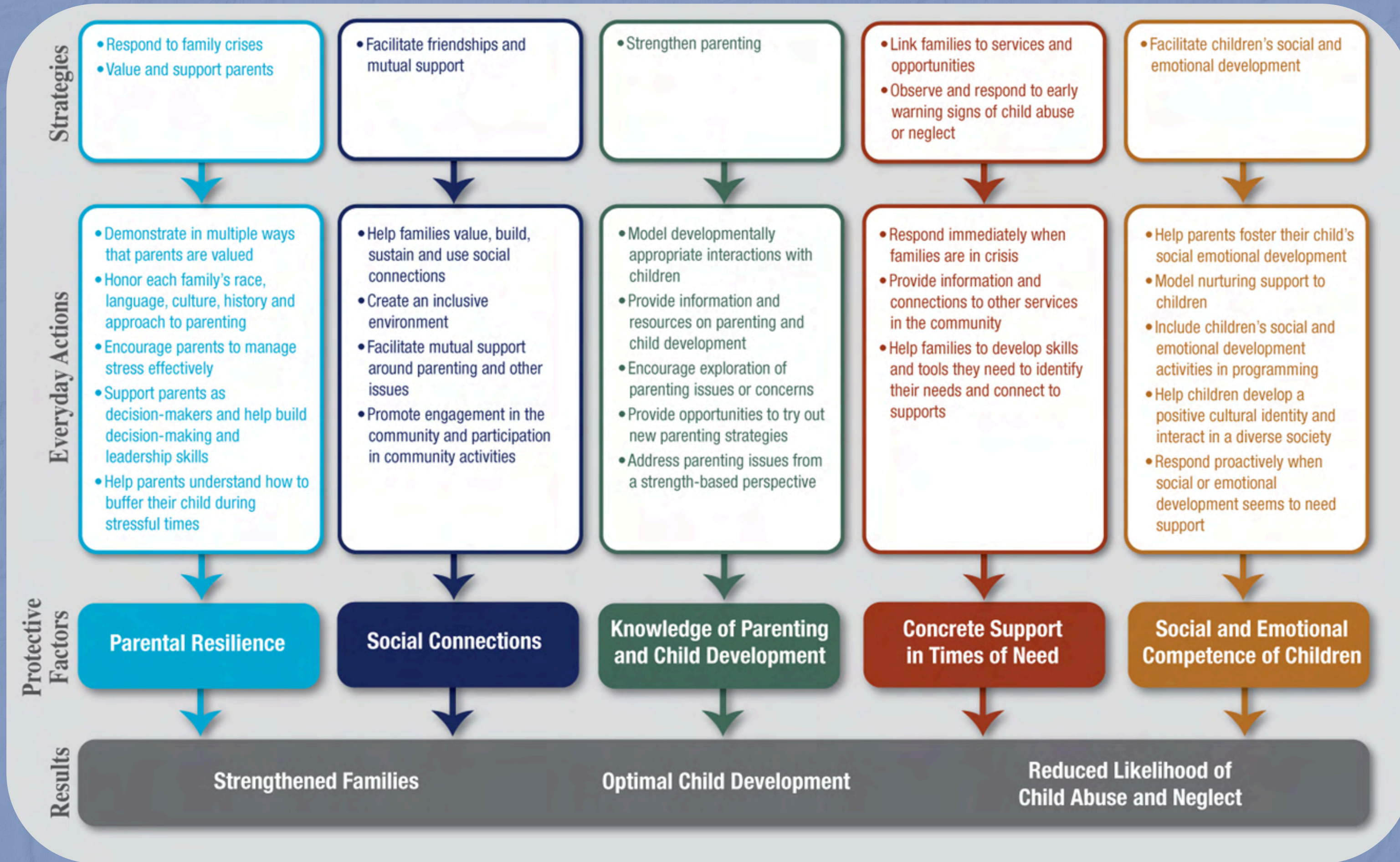
[Youth Thrive](#)

[Children's Trust Fund Alliance](#)

[USU Strong Parents, Stable Children Training](#)

LET'S HEAR YOUR THOUGHTS!





THANK YOU!



DEONDRA BROWN: dbrown@pcautah.org



EMILY SPARKS: esparks@pcautah.org



WYATT WELCH: wwelch@pcautah.org



**PLEASE FILL OUT THE TRAINING EVALUATION.
LET US KNOW HOW WE ARE DOING!**