

The Youth Are Speaking...

THE RYSE
CENTER'S
LISTENING
CAMPAIGN



VISIONARY



A VISIONARY HAS PASSION.
PASSION SPARKS THE URGE TO
ORGANIZE AND MAKE CHANGES
IN YOUR COMMUNITY.



GAME CHANGER



TO BE A GAME CHANGER IT
TAKES PERSEVERANCE AND
A GREAT SENSE OF
CREATIVITY.

LEADER



TO BE A LEADER IN THE FUTURE-
YOU MUST TAKE CHANCES, EXPECT
SET BACKS, ORGANIZE, PLAN, & GAIN ALLIES.
LEADERSHIP IS WHAT YOU MAKE IT.

Listening to Heal
California School-Based Health Alliance

October 27, 2016

Intentions

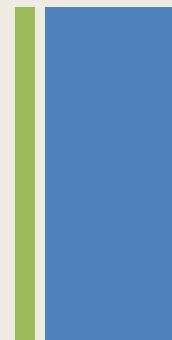
- Share RYSE's Listening Campaign
- Highlight key considerations and learnings
- Consider implications and opportunities for our work





RYSE Youth Center

RYSE creates safe spaces grounded in social justice that build youth power for young people to love, learn, educate, heal and transform the lives and communities.



Background

- Opened Fall 2008
- Born from youth organizing
- Built on youth-adult and cross-sector partnership
- Created to address acute and structural violence



Integrative Model:

- All right doors
- Systems change focused; values driven
- Critical responder to acute incidents of violence
- Convener of trauma and healing learning community



Context



- Relentless focus on behavioral violence and glaring avoidance of structural violence
- Dominant narratives of young people of color pose: burdened and blamed
- Conventional research does not adequately reflect dynamic subjectivities
- Resistance and fear by local stakeholders to change status quo for young people of color
- Emerging research on trauma and adolescent development inform opportunities for better-informed policies, practices, and investments

"Our work is to listen better because we have never been the voiceless, we have been the unheard."

—Deray Mckesson, 2015

Listening Campaign

Framing and Findings

Listening Campaign Goals

- (1) Understand the lived experience of Richmond youth burdened with multiple forms of violence and trauma
- (2) Inform effective community interventions & empowerment strategies
- (3) Create more empathetic & accurate assessment & response processes for youth healing from trauma



Guiding Questions

1. What types of violence and trauma exposure do young people identify, highlight, and prioritize?
2. What are the expressions of distress amongst youth exposed to violence?
3. What strategies of coping and support do young people utilize to increase their resilience or post-traumatic growth in the face of chronic trauma exposure?
4. Where do youth need more support from adults and systems providers? What type of support helps most?

Defining Trauma

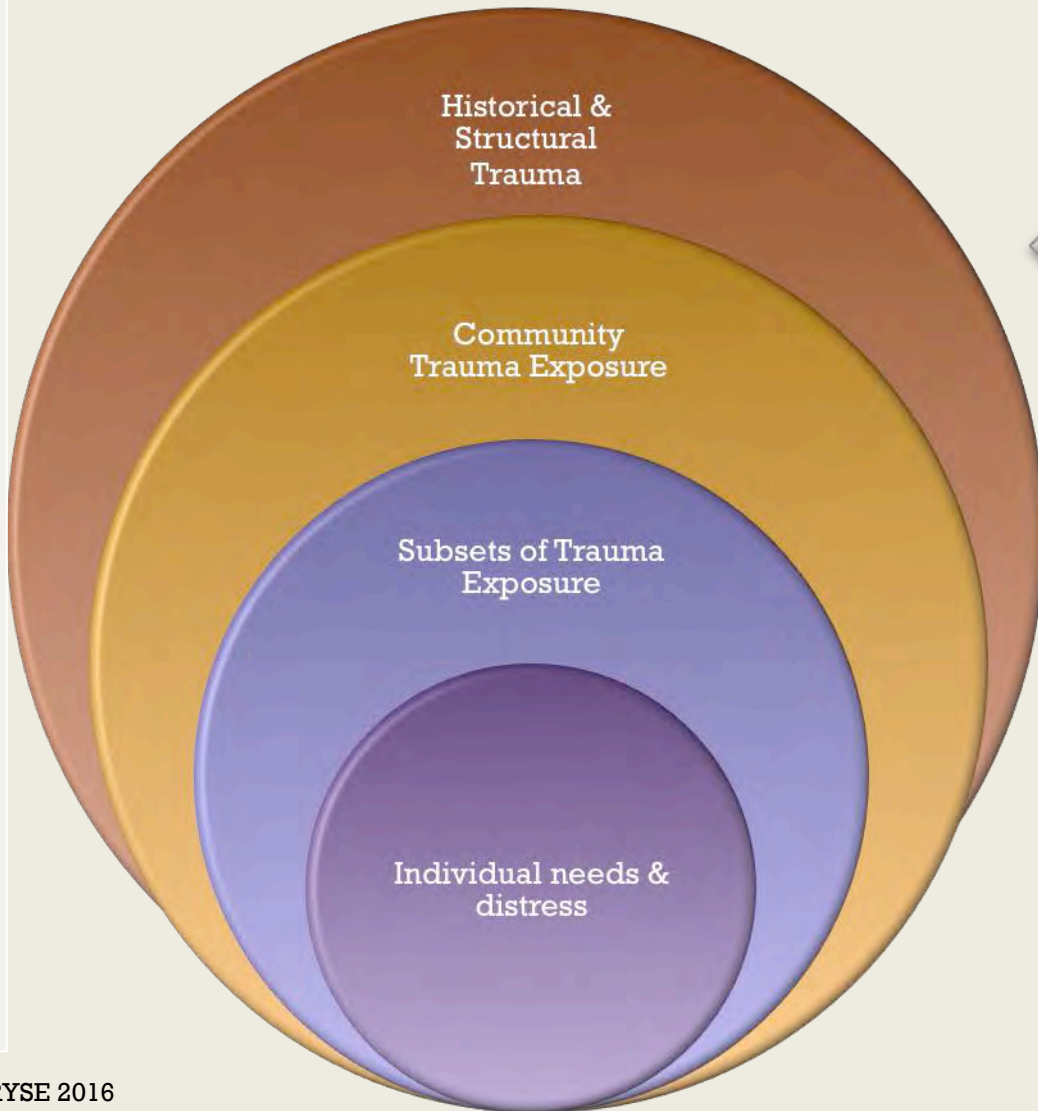
- What is trauma?
- What does it look, feel, sound like?



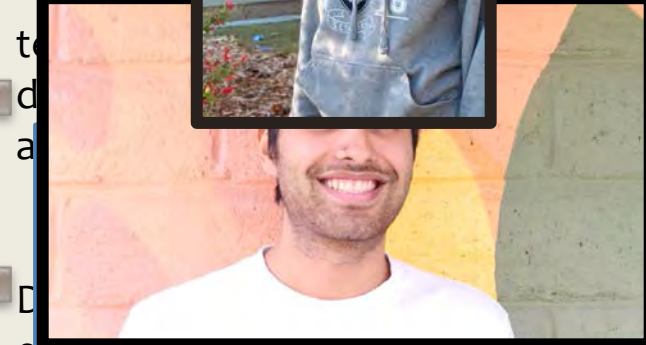
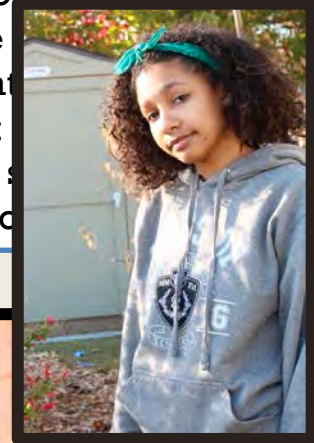
Interacting Layers of Trauma Exposure



Microaggressions, implicit bias, racial trauma



"Being Brown is already something that White people are trying to exterminate. It's on top of that, it's side is s deal with c



Because of my sexuality, I've experienced sexual violence because people are afraid about what they don't understand." – P.S.G.

bullying, family systems stressors, shame,

+ How does violence impact young people?



Young people deal with a lot of stress, responsibility, isolation, and lost love ones. Makes young people feel cautious, guilty, alone, angry, and sad.

It makes them want to hurt whoever hurt/killed the person they knew/loved. It makes them angry and sad about everything.

Hatred. Young people just want to let out everything by giving it to others, thinking that everyone is against them, wanting revenge.

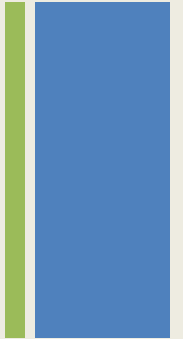
They get depressed. When they get depressed they feel like they are alone also when they are depressed **they want to give up on themselves.**

Traumatize, scared, scared for life, paranoid, seek revenge.

...fear, insecurity, hopeless, hatred - towards everyone. Invisible, depressed. It impacts them because they feel left out.



Results: collective violence exposure



■ **Widespread exposure to multiple forms of violence**

- ✓ Gun/ gang violence by far most voiced
- ✓ Peer-based forms of violence
- ✓ Drug-related violence
- ✓ Family-based forms of violence
- ✓ Sexual violence highly reported, especially amongst females

■ **Youth-described 'silent' forms of trauma exposure:**

- ✓ Gang violence, family-based violence, & sexual violence most common
- ✓ Reasons for silence included: fear of further harm, shame and embarrassment, and belief nothing would change

■ **'Atmospheres of Trauma'**

- ✓ Multi-tiered, chronic & complex violence exposure
- ✓ Limited agency and self-determination
- ✓ Marginalized, invisible, unwitnessed

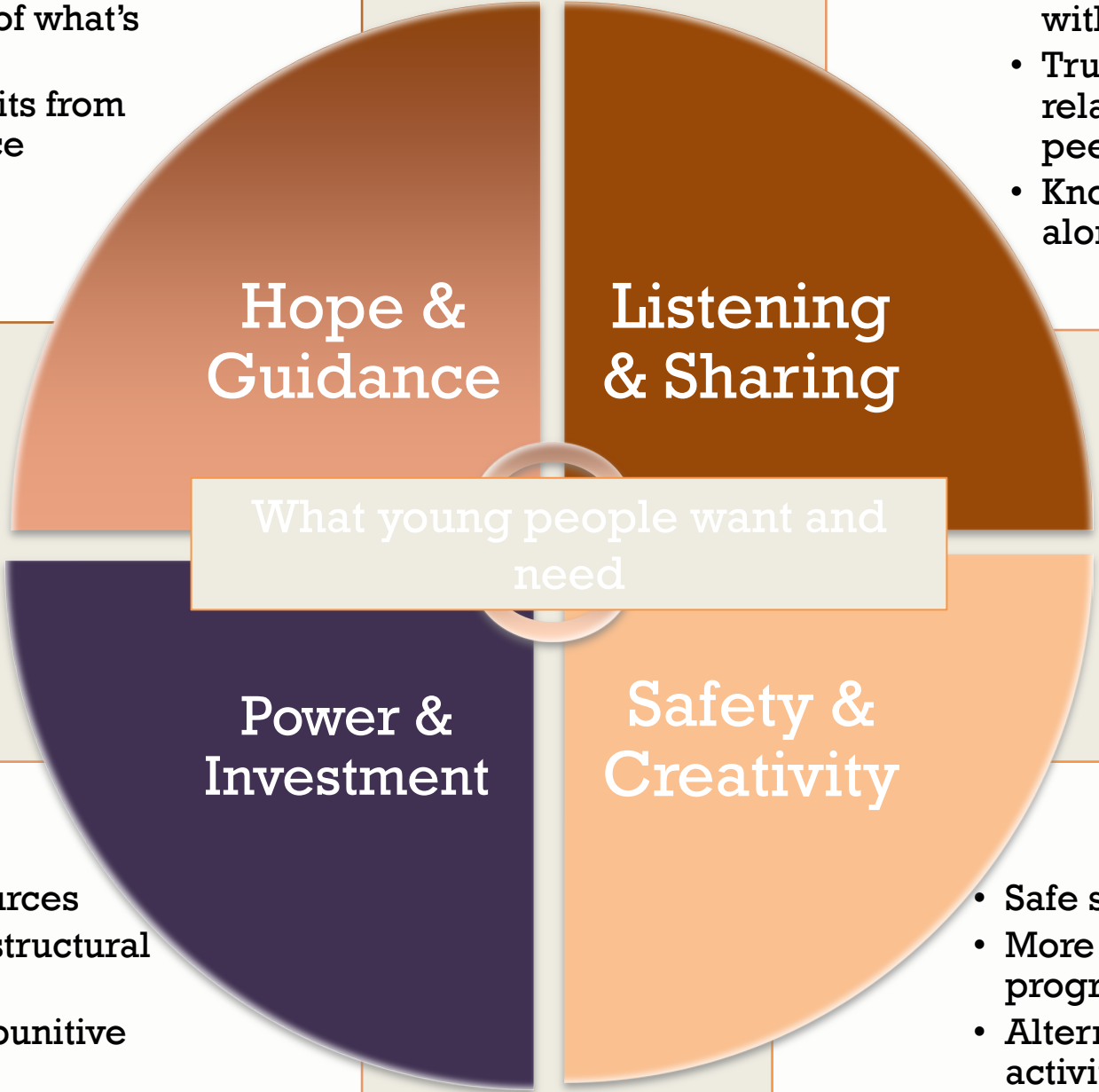


THE AMERICAN TEENAGER PROJECT

**“My experience
with violence is very
brutal...”**

**I grew up with
violence as if it were
my sibling.”**

***-Angela Vargas, 14
(photo by Karen Tobar)***

- 
- Mentors & guides
 - Examples of what's possible
 - Setting limits from loving place

Hope & Guidance

Listening & Sharing

- Someone to listen without judgment
- Trusted relationships w/ peers & adults
- Knowing I'm not alone

What young people want and need

Power & Investment

Safety & Creativity

- More resources
- Reducing structural violence
- Reducing punitive policies

- Safe spaces
- More youth programs
- Alternative activities to become engaged in



Leading with Love

■ **Acknowledge and appreciate**

- Greet members when we see them
- Thank them for being at RYSE
- Appreciate that they got to RYSE however they came in
- Every interaction in an moment to heal, restore, and celebrate

■ **Listen with love and openness**

- Say yes more than no
- Ask how more than why or why not
- Ask questions
- Be honest when you don't know, commit to finding out, and follow up

■ **Provide space AND structure**

- Guidance and expectations that cultivate connection and validation
- Allow/encourage risks, mistakes, and innovation with young people



RYSE is Public Health

RYSE is grounded in...

1. Ecological Model of Health
2. Addressing Health Disparities/Inequities
3. Social Determinants of Health
4. **Social Science models of program design and evaluation**

RYSE grows towards...

1. Systems change and culture shift
2. Health Justice
3. Structural conditions of (dis)ease and liberation
4. **Radical inquiry and primacy of youth generated narratives**

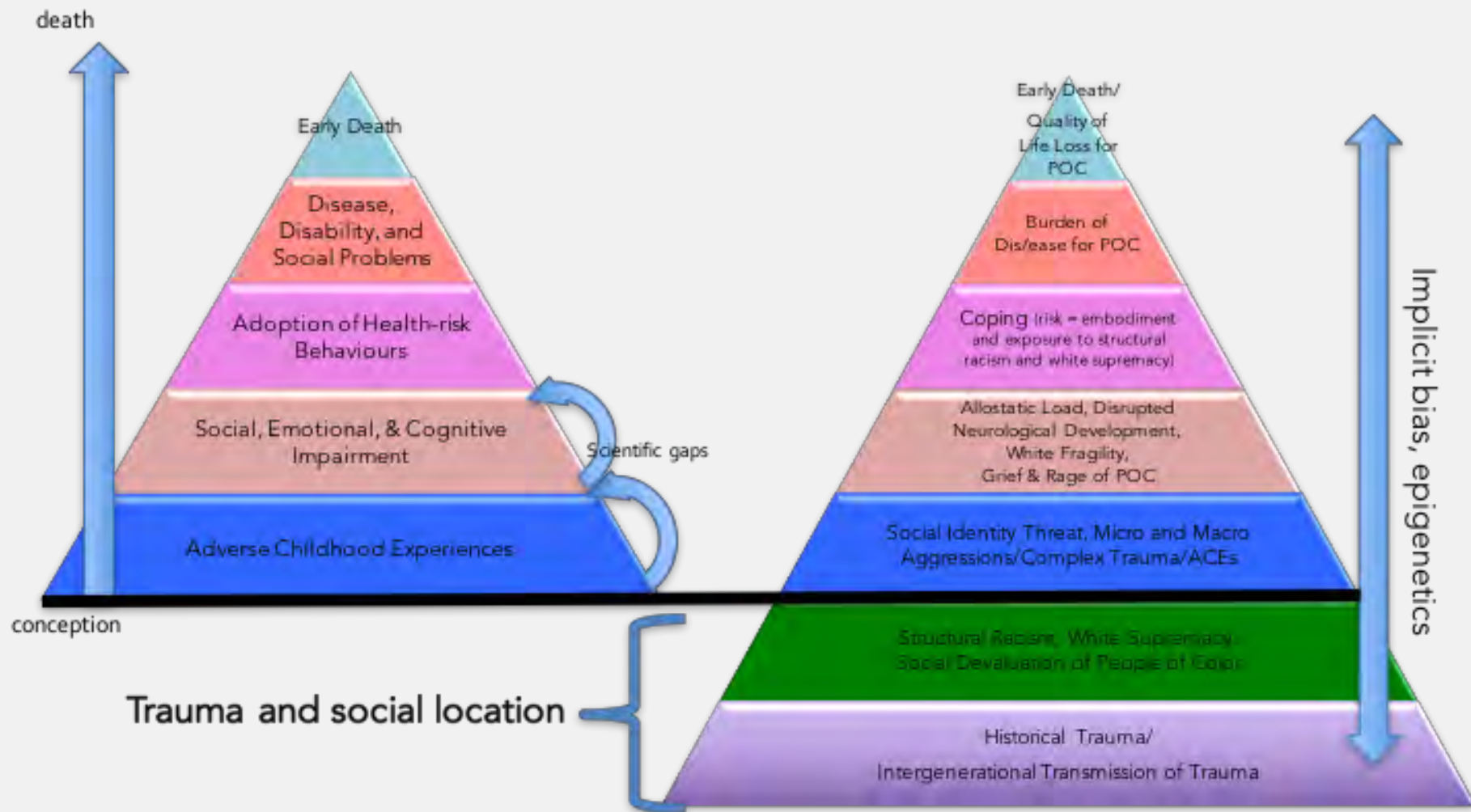


Racing ACEs

If it's not racially just, it's not trauma-informed

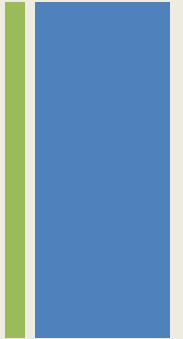
Adverse Childhood Experiences*

Historical Trauma/Embodiment of Oppression





How do we create atmospheres of healing?



➤ **Work across roles and systems**

- Remembering we are accountable first and foremost to young people
- Engage in partnerships and healthy struggle

➤ **Acknowledge and address the social ecologies of violence**

- Naming and validating young people's experiences
- Fostering Social Emotional Learning AND socio-political development

➤ **Avoid simplistic moral frames:**

- Victim vs. perpetrator modalities
- Good vs. bad behaviors or symptoms
- Zero tolerance policies
- Enable dynamic subjectivities

➤ **Heal ourselves, together**

- Includes self-care AND collective healing
- Building a beloved community.
- Discuss our wounds, make repairs
- Listening and witnessing each other

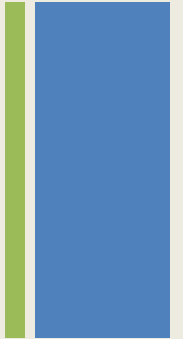


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How do we move forward?



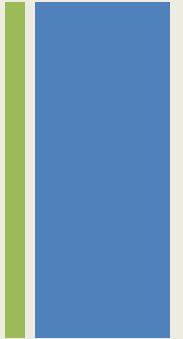
+ Community Members



- **Listen** to young people - individually and collectively.
- **Validate** their experiences and feelings, including anger.
- **Partner** with young people in the creation of safe spaces.
- **Ask** them how they are doing, what they need and want, and be patient with their answers.
- **Research** shows that having even just one supportive adult can mitigate and alleviate social and emotional distress.
- **Be the adult** that a young person can trust and talk to without judgment.

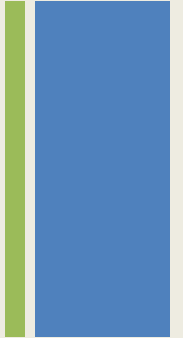
+ Schools/ Educators

- **Foster** a classroom and school culture that allows young people to share, empathize, create, and inspire.
- **Cultivate** young people's ideas and energy into lesson plans, school climate plans, and in the aesthetics and art of the school.
- **Ground** district and school-site policies and practices for students, faculty, and administrators in trauma-informed, restorative principles.
- **Introduce** or enhance trauma-informed response training for district personnel.





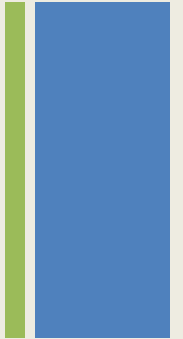
Service Providers/ Organizations



- **Ask** young people what they need and want, consistently and with meaningful responses.
- **Incite** love and inspiration in all programs and services.
- **Provide** space for young people to name, grieve, and heal the harms they face.
- **Speak up** against the harms and injustice young people face, especially with other providers and adults. This is central, not tangential or options, in our roles.
- **Assess** state of and capacity for trauma-informed services, programs, and investments.
- **Let it be** our collective commitment to hold one another's humanity in the midst of supporting the healing of our young people.



Policy & Decision Makers



- **Invest** in programs and approaches that commit to listening to and validating young people's experiences and feelings, and that are responsive and adaptive to their dynamic needs, interests, and priorities.
- **Support** spaces that elevate youth voice, expression, and action promoting justice and naming injustice.
- **Involve** young people in determining the measures of success that matter to them.
- **Support** the creation of safe spaces for young people.
- **Develop** coordinated, integrated systems of services, supports, and investments that respond to and address acute incidents of trauma and violence and also create and sustain spaces for healing, restoration, and community-building.
- **Consider** innovative, long-term approaches to investing in children and youth services.

Thank You!



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RYSE 2016

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