

# Trauma Informed Method of Engagement (TIME) Model for Youth Advocacy

TIME for Youth Advocacy:

Best Practices in Recruitment and Training of  
Youth and Young Adult Advocates

Breakout C: Session 5

“See youth not only for where they are,  
but for what they can be;  
and then help them to see what they can be”

- Aaron Laxton

# PRESENTERS

- **Debra Cady, MSW, LCSW**
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  - <https://www.pathwaysrtc.pdx.edu/pdf/fpS1508.pdf>
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# AGENDA


Getting to Know You and Background



Youth Participation: Risk and Benefits



TIME Model – 4 Components



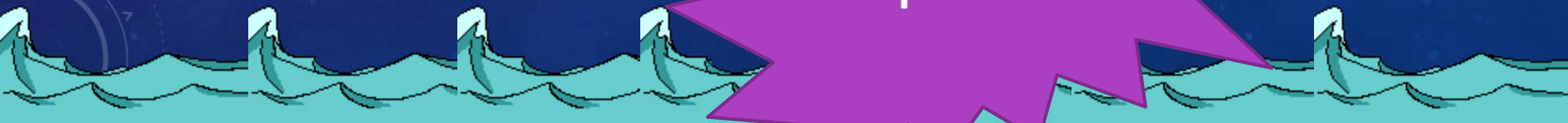
Unintended Consequences

LEARNING TO SWIM...IT TAKES TIME

YEEEEEEEE!!!



Splash!!



# YOUTH ADVOCACY

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A youth or young adult advocate is a person who has lived experience in one or more child serving systems who use their personal stories as a mechanism to create messages for system change.

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Youth Advocacy places youth and young adults in a position of vulnerability as they face the thoughts, feelings, emotions, places, people and activities that are potential triggers to their trauma backgrounds.

# SIX KEY PRINCIPLES OF A TRAUMA-INFORMED APPROACH

## Safety

- Ensure physical and emotional safety and paying attention to discomfort or unease.

## Trustworthiness and Transparency

- Maximize trust and establish clear and appropriate tasks and boundaries.

## Peer Support

- Mutual self help and making connections to other advocates.

## Collaboration and Mutuality

- Youth voices are elicited and validated, recognizing their strengths, respect for their lived experience and sharing power and decision-making.

## Empowerment, Voice and Choice

- Maximize choices and control over the event. Provide opportunities to enhance skills and confidence to further personal and professional development.

## Cultural, Historical and Gender Issues

- Valuing the uniqueness of each individual without stereotypes and biases and making cultural connections.

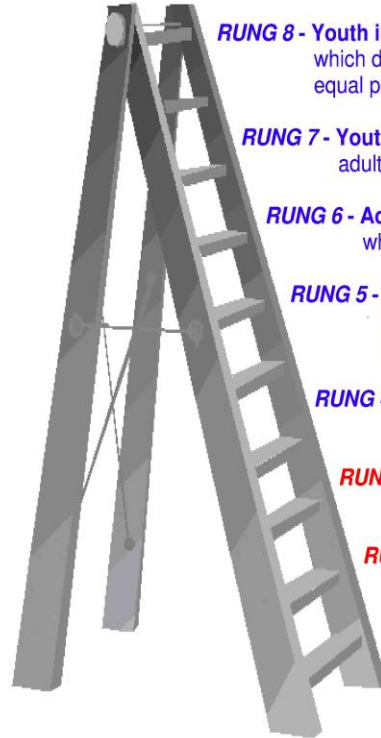
# SOCIAL MEDIA AND DEVELOPMENTAL NEEDS



# LADDER OF YOUTH PARTICIPATION

Goal is to stay above Rung 3

## ROGER HART'S LADDER OF PARTICIPATION



**RUNG 8 - Youth initiated shared decisions with adults:** Youth-led activities, in which decision making is shared between youth and adults working as equal partners.

**RUNG 7 - Youth initiated and directed:** Youth-led activities with little input from adults.

**RUNG 6 - Adult initiated shared decisions with youth:** Adult-led activities, in which **decision** making is shared with youth.

**RUNG 5 - Consulted and informed:** Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.

**RUNG 4 - Assigned, but informed:** Adult-led activities, in which youth understand purpose, decision-making process, and have a role.

**RUNG 3 - Tokenism:** Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.

**RUNG 2 - Decoration:** Adult-led activities, in which youth understand purpose, but have no input in how they are planned.

**RUNG 1 - Manipulation:** Adult-led activities, in which youth do as directed without understanding of the purpose for the activities.

Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocenti Research Centre, as cited in [www.freechild.org/ladder.htm](http://www.freechild.org/ladder.htm)



## DEFINITIONS

- **Manipulation** - Youth are not involved in design or decisions; youth involvement used by adults to communicate adults' messages.
- **Decoration** - Adults use youth to promote or support a cause without informing youth.
- **Tokenism** - Symbolic representation by few. May not have genuine voice. May be asked to speak for the group they represent.

# CASE SCENARIOS

- *Scenario 1: At the last minute a Youth MOVE group is asked to attend an event for Children's Mental Health Awareness Day that is being covered by the media. They are asked to come onstage behind the featured artist (Justin Beiber) and dance to get the crowd excited during the last 5 minutes of the performance.*
- What level of the ladder is this?
- What is the benefit for youth?
- What is the risk for youth? How could this lead to potentially reliving negative past experiences?
- What are the risk/benefits to event coordinators/adults who created this event?

## CASE SCENARIOS

- *Scenario 2: A county coordinating committee would like youth voice at their meetings to help make decisions about programming. They reach out to a youth who is currently receiving support from the County and has been doing quite well. They request the youth's participation at the next committee meeting and provide an incentive of a \$100 stipend. The youth attends the meeting, however receives no information about the meeting or any preparation for it.*
- What level of the ladder is this?
- What is the benefit for youth?
- What is the risk for youth? How could this lead to potentially reliving negative past experiences?
- What is the risk/benefits to the community organization?

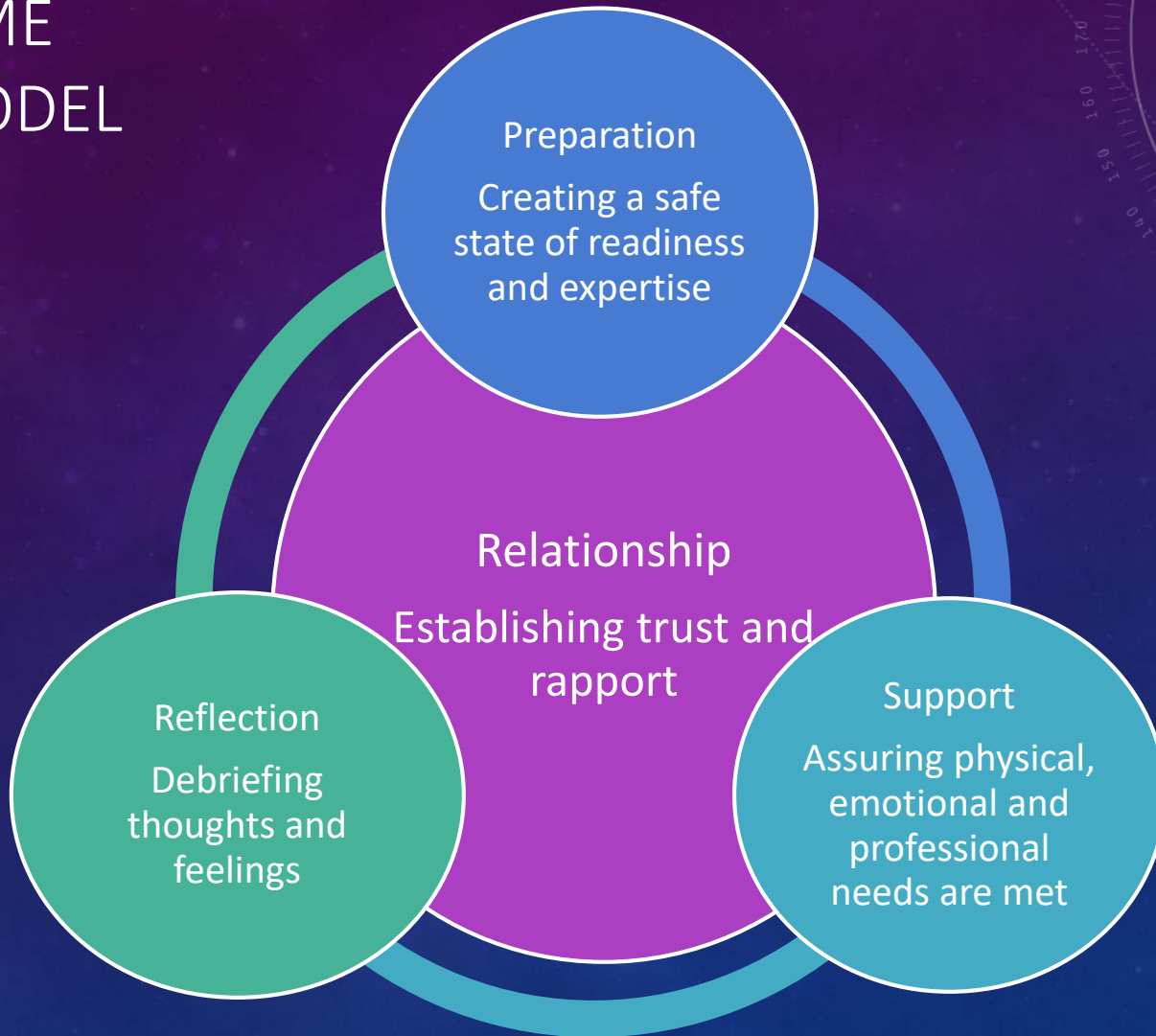
## CASE SCENARIOS

- *Scenario 3: Youth are recruited to sit on a governance board and asked to make a one year commitment. The person tasked with recruiting these members is frustrated because every past youth representative has only attended one meeting and never shown up again. Youth representation is a requirement of their grant. They are trying to make major decisions about the initiative and need their voice. The organizer goes to the local youth organization and finds that no one is “available” to sit on their board.*
- What might have been the level of the ladder for past youth?
- What do you think could have been the benefits to the youth?
- Were there risks for youth? What might be occurring that led to youth not coming? What may have been risks to the youth that could have led to potentially reliving negative past experiences?
- What would be the risks and benefits for the council for not having youth represented at their meetings?

# TRAUMA-INFORMED METHOD OF ENGAGEMENT FOR YOUTH ADVOCACY (TIME)

The model is relationally-based and trauma-informed where supportive adults and/or peer mentors are offered effective engagement, preparation and support strategies to help minimize the negative impact of re-experiencing trauma to youth and young adult advocates sharing their stories to promote system reform.

# TIME MODEL



# RELATIONSHIP: Establishing trust and rapport

## Safe Environment

- Meet in a safe environment
- Assess if immediate needs are met
- Find out what they are worried about now

## Learn about their culture and values

- Find out who they consider family
- Learn about their social network

## Find shared experiences, common ground

- Learn about their interests and goals
- Create new activities of interest to both

## Learn about trauma triggers and coping Skills

- Set boundaries together
- Find out what you can do to help in a crisis
- Develop a safety/wellness plan

# PREPARATION: Creating a safe state of readiness and expertise before the event

## Describe the event

- Review the agenda and audience
- Match the topic to the advocate
- Help develop messages and methods of delivery
- Review dress code and time to be there

## Provide trainings

- Study the topic and identify hot issues
- Strategic Sharing
- PowerPoint
- Other optional trainings: Public Speaking, Leadership training

## Practice the message

- Practice with a variety of people
- Practice at the venue with technology
- Practice Q/A and plan for tough questions
- Develop visual cues
- Create a wellness plan

for getting triggered during an event

## Review logistics

- Travel to the meeting/event area, if possible
- Hotel, air, cabs, per diem
- Plan for logistical emergencies



# SUPPORT: Assuring physical, emotional and professional needs are met during the event

## Logistical Support

- Designate an adult support partner/peer mentor to be on site who has been prepping the young advocate
- Check in and arrive at the room early to get a feel for the room/event

## Contingency Plan

- Implement plan for logistical emergencies at any point during or after the event
- Provide immediate support for unforeseen situations

## Visible support

- Provide ongoing encouragement and reassurance through non-verbal cues
- If triggered, implement the wellness plan during the event

## Debrief

- Serve as a buffer between advocate and audience members
- Provide acknowledgment
- List strengths and areas to improve to review later

# REFLECTION: Debriefing thoughts and feelings to build personal and professional skills

## Debrief the event thoroughly

- Provide kudos
- Discuss strengths and areas for growth
- Discuss personal insights gained and what that means
- Implement coping strategies and the Wellness Plan, if needed

## Peer networking and support

- Join an organized youth advocacy group
- Stay connected to informal peer support groups
- Shadow other advocates in a variety of events
- Learn new coping strategies

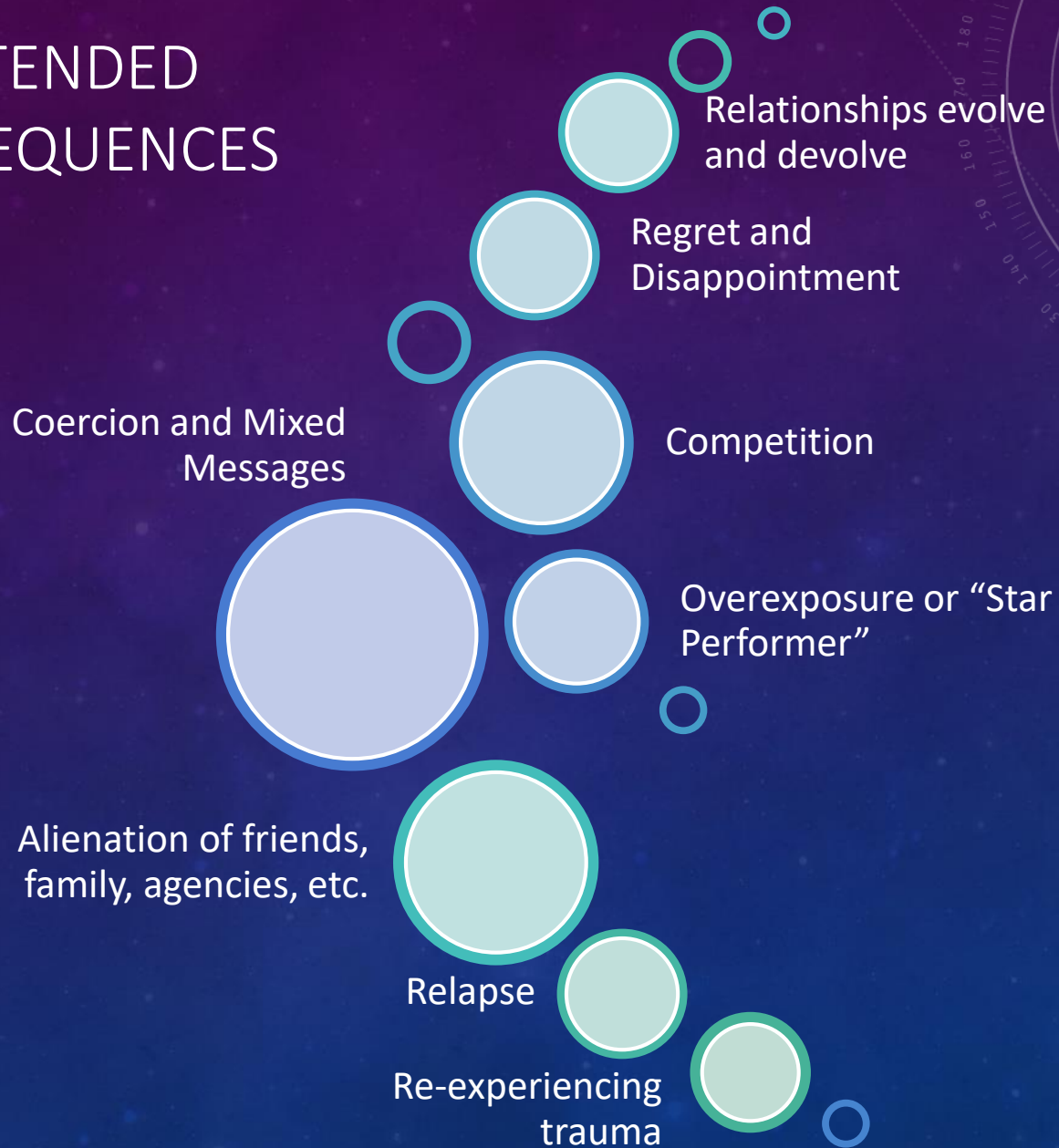
## Personal development

- Talk to a therapist, mentor and/or adults support partner about new insights
- Engage in activities that help with growth and healing
- Refine the Wellness Plan

## Professional development

- Find other advocacy events
- Take on a leadership roles
- Recruit and mentor new advocates
- Develop future goals
- Build the resume

# UNINTENDED CONSEQUENCES



# MAKE TIME FOR TIME

As a result of learning about the TIME model.....

*What types of training would you recommend your agency use for advocates?*

*What policies or procedures would you recommend your agency make?*

*What can you commit to personally and professionally to better support youth and young adults in advocacy work?*

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