

WELCOME – “Let’s Get Started”



Missouri Juvenile Justice Association

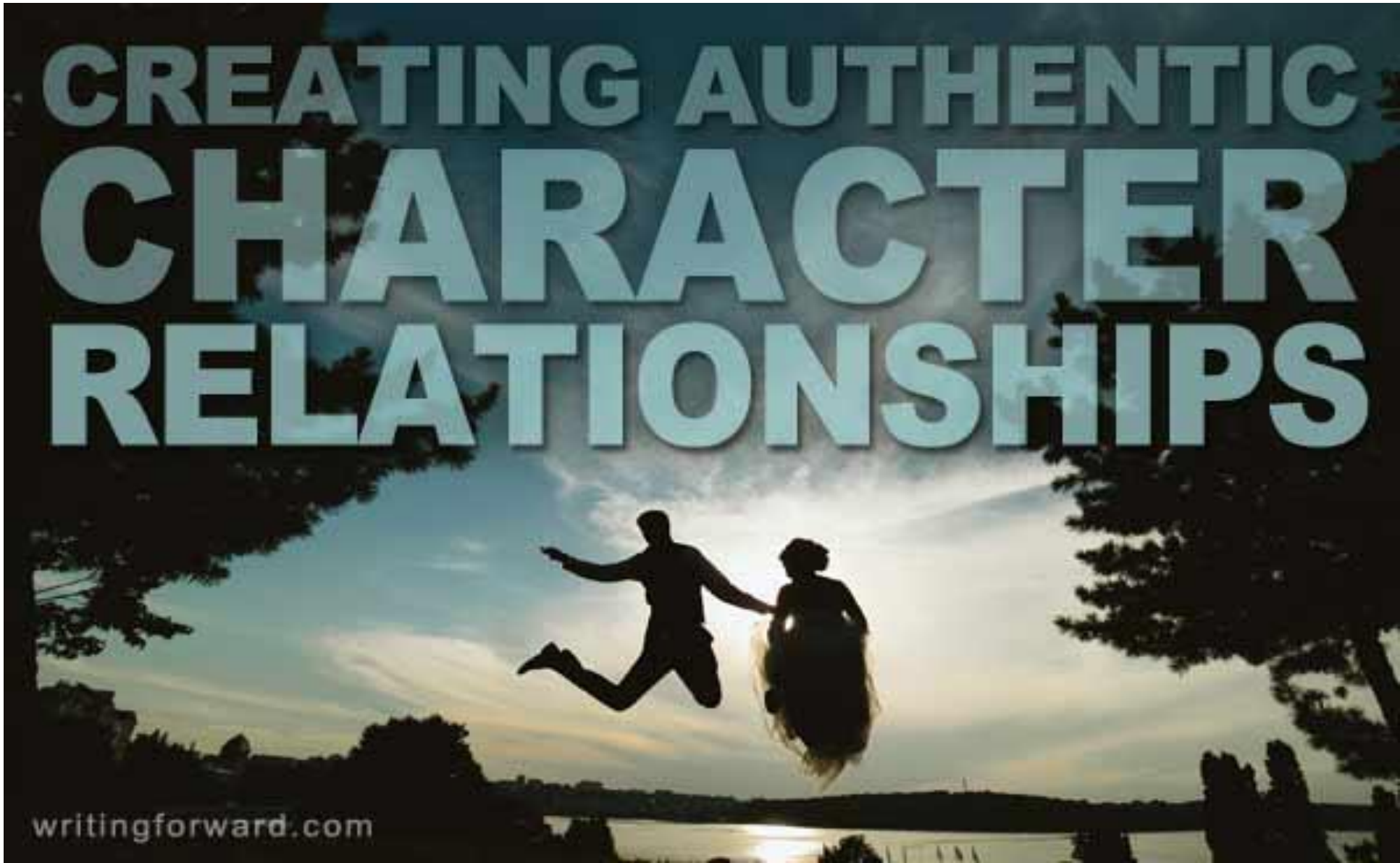
stop**RED**.org

KIRK WHALUM  
DO YOU FEEL ME



# CREATING AUTHENTIC CHARACTER RELATIONSHIPS

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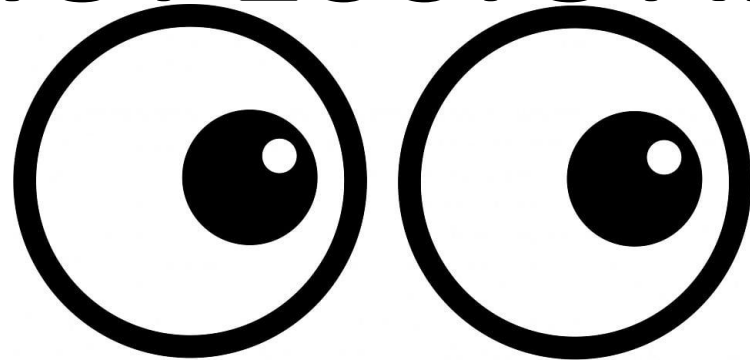
**BUILDING AUTHENTIC RELATIONSHIPS WITH YOUTH & FAMILIES:  
10-POINT INGREDIENTS TO TIES THAT BIND**

Practice-based and researched-based studies show that supportive, authentic relationships with adults are crucial to improving young people's well-being. This workshop provides 10 major ingredients that adults (public servants/youth advocates/advisors/mentors/guardians, etc.) might employ in developing influential relationships with youth. Open dialogues with participants will be solicited in order to expand the list of proven ingredients.

**WHY?**

Relationships can help to prevent greater legal encounters for youth;  
Relationship building involves creating and nurturing connections with others. It focuses on developing trust, empathy, and mutual respect.

WHAT PROFESSIONALS SAY.....



A LOOK AT THE OFFICE OF  
JUVENILE JUSTICE AND  
DELINQUENCY PREVENTION

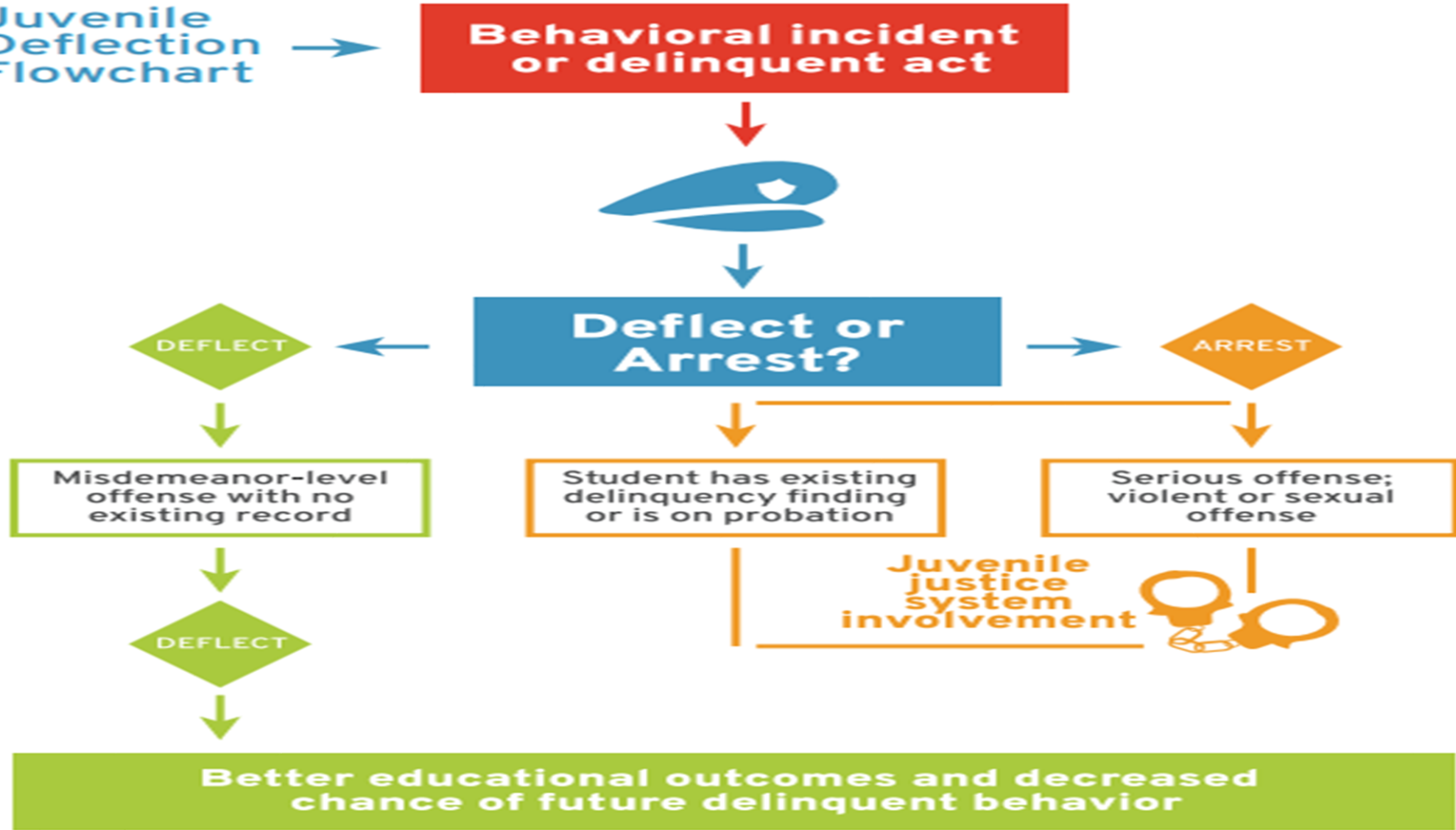
## WHY BUILD RELATIONSHIPS

- Relationship building between youth and adults is one of the most critical factors in the healthy development of young people.
- Youth care workers report that their job satisfaction increases when they develop and foster meaningful relationships within their programs.



[Strategies for Building Meaningful Relationships with Youth \(youtube.com\)](https://www.youtube.com/watch?v=q3k1cFvXa94)

### Juvenile Deflection Flowchart



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# INGREDIENT #1 – CHECK HOW YOU SHOW UP: KNOW YOURSELF & YOUR OWN LIMITATIONS



# KNOW HOW YOU SHOW UP- Know FED/Title Policies, too.

**Implicit Bias IB**

Also known as *implicit social cognition* - **the attitudes or stereotypes that affect our understanding, actions, and decisions** in an unconscious manner.

**Racism (EVERYDAY)**

Discriminate against people of color. Everyday racism is so routine that it is often unnoticed or unidentified as racism to non-members of that race.

**Racism (INSTITUTIONALIZED)**

The combination of practices where people of color receive differential treatment within social institutions via institutions' rules and customs.

**Stereotypes**

A positive or negative trait or traits ascribed to a certain group and to most members of that group.

**Prejudice**

Negative attitude toward a group or members of a group; being predisposed to behave negatively toward members of a group.

**Discrimination**

Actions or practices carried out by a member(s) of dominant groups that have a differential and negative impact on a member(s) of subordinate groups.

**Microaggressions**

The everyday verbal, nonverbal, and environmental slights, snubs, or insults that communicate hostile, derogatory, or negative messages to target persons based solely upon their identity.

**Adultification**

Adults perceive Black youth as being older than they actually are. *Black girls as young as five years old were perceived as being less needing of protection.*



# INGREDIENT #2 – TRY TO KNOW AND UNDERSTAND THE YOUTH & FAMILY



**KNOW THE BASIC CHARACTERISTICS OF YOUTH**

**REMEMBER WHO YOU'RE DEALING WITH.....  
CHILDREN AND TEENS!!!**

**Sensation-seeking**

**Importance  
of Peers**



**Not  
Adults**

**Drive for independence**

**Intense  
self-involvement**

**Emotionally-driven**

**Limited Perspectives**



**RESPECTFULLY SEEK HELPFUL INFORMATION ON  
THE YOUTH:**

**DOES THE YOUTH HAVE A DISABILITY?  
ARE THERE AREAS OF SENSITIVITY THAT YOU  
SHOULD KNOW ABOUT?**

**ARE THERE SENSITIVE FAMILY ISSUES?**

**(See, also Handle with Care -MJJA)**

**WHAT IS THEIR CULTURAL BACKGROUND?**

**WHAT IS THEIR HOME LANGUAGE?**

# INGREDIENT #3 – PRACTICE EFFECTIVE COMMUNICATION



**Communication:** Effective communication is crucial.

This includes:

Creating healthy boundaries

Active listening

Clear expression of thoughts

Cultural awareness and appreciation

Understanding verbal and non-verbal cues

**WATCH YOUR BODY & VOICE TONE!**

## **SOME TRADITIONAL PRACTICES BETWEEN ADULTS AND JUVENILES**

- **COMMAND AND CONTROL, GENERALLY EXPRESSED AS “SIT DOWN - SHUT UP - DO WHAT I TELL YOU TO DO”---**
  - **MAY BE EFFECTIVE IN SHORT TERM FOR MAINTAINING OBEDIENCE THROUGH INTIMIDATION;**
  - **INEFFECTIVE IN LONG TERM;**
  - **DOES NOT CREATE A SAFER ENVIRONMENT;**
  - **DOES NOT BUILD RESPECT FOR AUTHORITY;**
  - **LIMITS THE POSSIBILITY OF BUILDING THE KIND OF RELATIONSHIP THAT MIGHT ALLOW YOUTH TO SHIFT THEIR THINKING AND BEHAVIOR.**



Research indicates that during *face-to-face interaction*, at least 80% of impact is determined by *tone of voice* and *body language*; only about 20% of impact is determined by *what is said*. Also, talking *with* someone is always more effective than talking *at* them or *to* them.



# WHEN THE BODY TALKS

**Posture.** Keep a relaxed posture. Whether sitting or standing, keep your back straight (but not stiff) and shoulders relaxed. It shows that you feel comfortable with surroundings.



**Lean.** Leaning in slightly when someone is speaking shows that you are actively listening; leaning away signals that you are disinterested or hostile. Lean with back only.





## BODY TALK . . .

**Arms.** Crossing your arms is a clue that you are turned-off. Hang your arms comfortably at your side or together in your lap shows openness.



**Hands.** Talking with your hands is an easy way to incorporate gestures; be careful not to over do it. It also can lend credibility.



# BODY TALK . . .

**Handshake.** The handshake is an important nonverbal communication. It can set the mood for the entire conversation. A ***firm*** handshake can give you instant credibility while a ***weak*** handshake will make you appear fragile.

*Take care not to crush the other person's hand though. Giving someone a death grip will signal to them that you are a bully or overcompensating for something.*

**Eye contact.** Keep your head up and look the other person in the eyes when they are and when you are talking. Don't stare them down - remember to blink and look away occasionally.

**Affirmative movements.** You can show empathy with simple actions of agreement like nodding your head or smiling. These actions let people know that you are on their side and that you can identify with their plight. You can even use laughter when appropriate.

# Body TALK . . .

- **Taking notes.** Taking notes lets others know that you value what they are saying and that you are engaged. **Taking notes is not appropriate in every situation, ESPECIALLY IN INTIAL STAGE OF RELATIONSHIP BUILDING.**
- **Slower.** Take a deep breath, and focus on slowing down your speech and body movements. This will make you appear more confident and contemplative. It will also help calm you and the other persons down if you are nervous.

## Body Language No-Nos

- **Checking the time.** *(Not important)*
- **Looking at the ground.** *(Shy or disinterested)*
- **Touching your face.** *(You're lying)*
- **Picking at Something.** *(Bored or disapproving)*
- **Sitting on Edge of Chair.** *(On edge)*
- **Tapping.** *(Indicates stress or impatience)*
- **Objects.** *(Placing an object in front of you shows resistance)*
- **Too close.** *(Invading personal space)*

# INGREDIENT #4 – BE AUTHENTIC



## **Authenticity**

Begin each relationship with authentic connections. Exercise *safe* vulnerability

- **WHY ARE WE HERE?: “TELL ME YOUR STORY; I’LL TELL YOU MINE” ...  
WHAT IS YOUR STORY?**
- **LISTEN INTENTLY WITH NO JUDGMENT OR AFFIRMATION**
- **WATCH YOUR BODY LANGUAGE**
- **SAFELY CROSS BORDERS (cultural, social, political, religious, etc.).**
- **ADMIT YOUR CULTURAL DEFICIENCIES, SEEK GENUINE INQUIRY  
NO FAKING - ursatz**
- **DON’T SHAME OR COMPARE...JUST ACKNOWLEDGE DIFFERENCES.**
- **REMEMBER THE COMMUNICATION CUES**

# INGREDIENT #5– SHOW EMPATHY



**Empathy:**  
Understanding  
and sharing the  
feelings of others  
helps in building  
strong bonds.

## Empathy Quotes

Empathy is seeing with the  
eyes of another, listening with  
the ears of another, and  
feeling with the heart of another

Alfred Adler



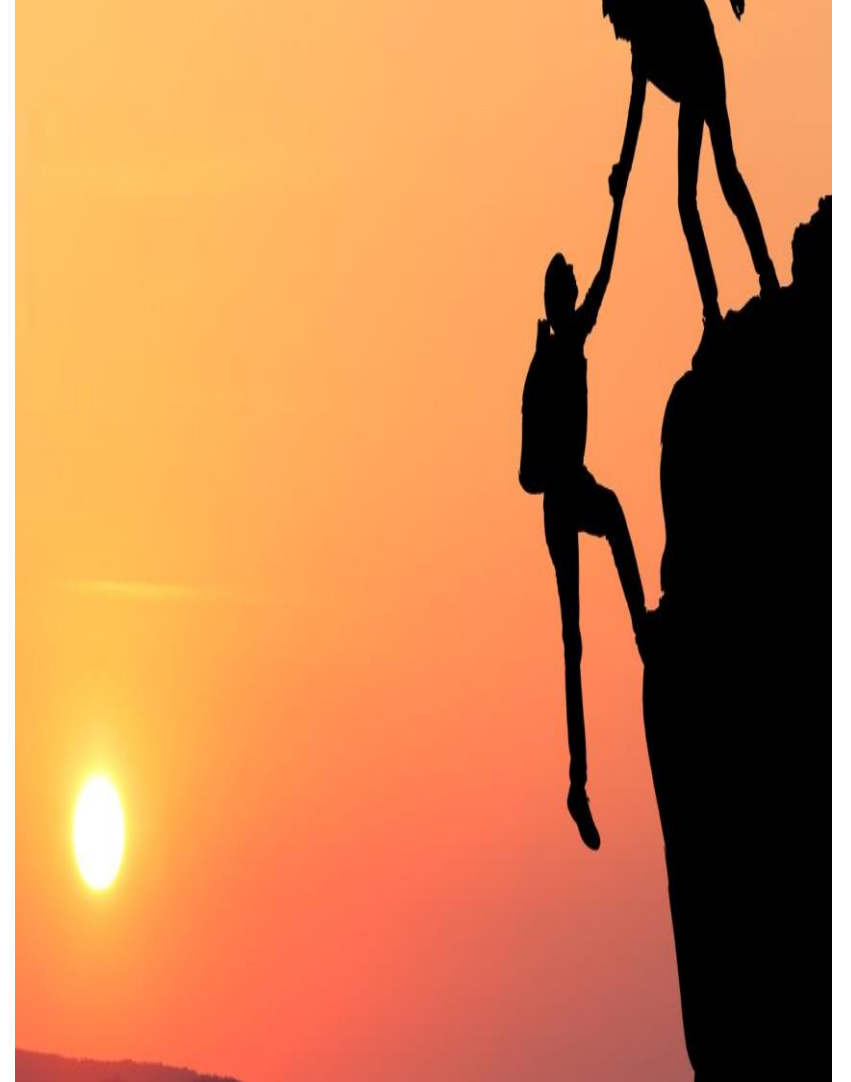
# INGREDIENT #6– BUILD TRUST





**Trust:** Building trust through reliability and honesty is fundamental.

*ALWAYS REMEMBER  
YOUR PROFESSIONAL  
LIMITATIONS!*



# INGREDIENT #7– MUTUAL RESPECT



**MEANINGFUL RELATIONSHIPS ARE BUILT ON –**  
**TRUST**  
**INTEGRITY**  
**COMMUNICATION**  
**OPENNESS**  
**FUN**  
**UNDERSTANDING**  
**RELIABILITY**  
**RESPECT**



# INGREDIENT #8 Support and Encourage Healthy Interest (Hones inquiry)



# INGREDIENT #9 MENTOR AND/OR SUGGEST MENTOR



SHARE THESE TWO LINKS WITH YOUTH AND DISCUSS THEIR DREAMS



[Meet 15 of America's richest self-made teenagers in 2024 \(msn.com\)](https://www.msn.com)

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) is the largest federal funder of mentoring programs and awarded nearly \$1 billion in grants to mentoring organizations from fiscal year (FY) 2008 to FY 2019. Between FY 2017 and the first half of FY 2019, OJJDP-funded programs recruited 95,000 new mentors and served more than 600,000 youth nationwide.

SEE, ALSO...

NAACP ACT-SO

NATIONAL NIGHT OUT (Local Police Dept.)

DIVINE NINE ORGANIZATIONS

[Meet 15 of America's richest self-made teenagers in 2024 \(msn.com\)](#)



# INGREDIENT #10 PLAN FUN ACTIVITY\ JOINT INVOLVEMENT & FOLLOW-UP





# SHOW THEM (ALTERNATIVES) WAY TO FUN

**PLANT SEEDS ON POSITIVE  
WAYS TO ENJOY SELF AND  
OTHERS.**

**FOLLOW-UP – CHECK-IN –  
STAY CONNECTED**



1. **Authenticity** - Begin each relationship with authentic connections. Exercise safe vulnerability
2. **Communication**: Effective communication is crucial. This includes:
  1. Creating healthy boundaries
  2. active listening,
  3. clear expression of thoughts,
  4. Cultural awareness and appreciation
  5. understanding verbal and non-verbal cues.
3. **Empathy**: Understanding and sharing the feelings of others helps in building strong bonds.
4. **Trust**: Building trust through reliability and honesty is fundamental.
5. **Respect**: Mutual respect for each other's opinions and boundaries is essential.
6. **Support and Encourage Healthy Interest** (Honest inquiry)
7. **Mentor and/or Suggest Mentor** (The Office of Juvenile Justice and Delinquency Prevention (OJJDP) is the largest federal funder of mentoring programs and awarded nearly \$1 billion in grants to mentoring organizations from fiscal year (FY) 2008 to FY 2019. Between FY 2017 and the first half of FY 2019, OJJDP-funded programs recruited 95,000 new mentors and served more than 600,000 youth nationwide.
8. **Boost the Morale without creating False Hope**
9. **Conflict Resolution**: Handling disagreements constructively strengthens relationships.
10. **Followup – Stay in Touch**

# OPEN FLOOR OBSERVATIONS - SHARE

Your  
thoughts



Prior  
Experiences

# RELATIONSHIPS NEEDED *'NO KIDS IN CUFFS'*



[Let's Talk About No Kids In Cuffs – Minaret Foundation](#)

Know that crazy school policies end up in your lap.



## Section 3: Law Violation Referrals

Section 3 describes law violation referrals disposed by Missouri's juvenile and family division. Law violation referrals made up 31% of all referrals disposed in calendar 2020. A law violation referral is counted as a single delinquent act represented by the most serious allegation charged (misdemeanor or higher). However, multiple delinquent acts may be associated with a single referral. **Note:** Infractions and municipal ordinances are included under law violations. Juvenile municipal ordinances are listed under status offenses.

**Table 3-1 Source of Law Violation Referrals**

The source of 85% of law violation referrals was some form of law enforcement agency (Municipal Police, County Sheriff, Highway Patrol, and Other Law Enforcement), primarily municipal police [69.5%] and county sheriff departments [13.7%]. Schools were the second highest referring agency [11%] (School Personnel and Resource Officer combined).

Missing Data [71]

Source of Referral	Frequency	Percentage
Municipal Police	7,450	69.5 %
County Sheriff	1,473	13.7 %
School Resource Officer	923	8.6 %
School Personnel	216	2.0 %
Other Law Enforcement	164	1.5 %
CD	132	1.2 %
Other Juv Court	116	1.1 %
Highway Patrol	98	0.9 %
Juv Court Personnel	88	0.8 %
Parent	25	0.2 %
Other	15	0.1 %
Victim or Self	6	0.1 %
Other Relative	3	0.0 %
Private Social Agency	2	0.0 %
Public Social Agency	2	0.0 %
DMH	1	0.0 %
<b>Grand Total</b>	<b>10,714</b>	<b>100.00 %</b>

## Section 4: Status Offense Referrals

Section 4 describes status offense referrals disposed by the juvenile and family division. Status offense referrals made up 29% of all referrals in calendar 2020. A status violation referral is counted as a single behavioral act represented by the most serious allegation charged. However, multiple status offense acts may be associated with a single referral. **Note:** Juvenile Municipal Ordinances are included in Status Offenses.

Source of Referral	Frequency	Percentage
Municipal Police	4,279	42.7 %
School Personnel	2,642	26.3 %
County Sheriff	1,025	10.2 %
Parent	684	6.8 %
School Resource Officer	446	4.4 %
CD	441	4.4 %
Juv Court Personnel	197	2.0 %
Other Law Enforcement	77	0.8 %
Other Juv Court	71	0.7 %
Other Relative	52	0.5 %
Other	50	0.5 %
Private Social Agency	30	0.3 %
Highway Patrol	23	0.2 %
DMH	5	0.0 %
Victim or Self	5	0.0 %
Public Social Agency	4	0.0 %
<b>Grand Total</b>	<b>10,031</b>	<b>100.0 %</b>

**Table 4-1 Source of Status Offense Referrals**

Fifty four percent of status violation referrals originated from some form of law enforcement agency (Municipal Police, County Sheriff, Highway Patrol, and Other Law Enforcement), primarily municipal police [43%] and county sheriff departments [10%]. Schools [31%] were the second highest referring agency (School Personnel and Resource Officer combined), followed by parents [7%] and Children's Division [4%]. Missing Data [13]



<https://www.cbsnews.com/texas/news/questions-surround-the-handcuffing-of-a-10-year-old-with-learning-disabilities-i-was-scared/>





## No Kids in Cuffs:

- Symbolizes the closing of a public policy loophole that strips officers of their agency and forces young children into dangerous situations.
- The idea was born out of a conversation with Sheriff Eric Fagan during our Candidate Q&A series.
  - A question asked each candidate is *what they would do to mitigate the entrance and effects of the school-to-prison pipeline.*
  - Sheriff Fagan stated that, if elected, *he would end the handcuffing of children in his region.* [Let's Talk About No Kids In Cuffs – Minaret Foundation](#)

- After our interview, we began researching why children were handcuffed, where, and who was doing the handcuffing.
  - We soon learned that **children as young as 5 years old were placed in handcuffs** for behaviors such as stimming, refusing to join the class for story time, throwing pieces of tissue paper, and, violating the dress code. After our research, we knew that something had to be done!

**Stimming:** a [self-stimulatory](#) behavior that is marked by a repetitive action or movement of the body (such as repeatedly tapping on objects or the ears, snapping the fingers, blinking the eyes, rocking from side to side, or grunting) and is typically associated with certain conditions (such as **autism spectrum disorder**)

Congresswoman Sylvia Garcia (TX-29)  
introduced the  
No Kids in Cuffs Resolution  
to

**‘encourage local and State governments  
to prohibit the physical restraining of  
elementary school-age children.’**

Sadly, students are being restrained by using  
handcuffs, zip ties, or other restraints as a  
form of disciplinary measure. November 17, 2022



- [Let's Talk About No Kids In Cuffs – Minaret Foundation](#)

"Many children have been put in adult-sized handcuffs as a form of discipline," said **Congresswoman Garcia**. "As a result, there have been at least 20 student fatalities since 2009 because of poor restraint techniques and children simply being too small. This is heartbreaking. We must acknowledge the trauma young children experience when they are physically restrained to create a safer learning environment for all children. This can be corrected by proper training and policies that ultimately eliminate this practice."

**RESOLUTION** Recognizing the harm associated with restraints in schools. Whereas there were 70,833 American public school students subjected to physical restraint throughout the 2017 to 2018 school year; Whereas the Government Accountability Office's report on seclusions and restraints revealed at least 20 student fatalities linked to incorrect restraint techniques since 2009; Whereas trauma resulting from physical restraint can interrupt and impede a child's brain development throughout early childhood; Whereas elementary school-age children are sometimes too small to be restrained using standard handcuffs and are forced into unnatural, uncomfortable, and potentially dangerous positions, such as being restrained by their biceps; Whereas physical restraints may trigger short-term problems in sleep, learning, relationship building, and trust; Whereas physical force can create a lasting distrust of adults and authority figures and has the potential to breed aggressive tendencies into adulthood; Whereas some children who experienced physical restraints at an early age in a school setting were hospitalized after experiencing suicidal thoughts, while others were hospitalized for their bruises and physical injuries; Whereas the Department of Education noted that restraints have not been shown to alter behavior; Whereas secondary traumatic stress is defined as trauma developed by individuals who are exposed to the trauma of others through their professional roles; Whereas law enforcement officers witness trauma daily, which increases the likelihood of developing post-traumatic stress disorder and other traumatic symptomatology; and Whereas educators, administrators, educator support professionals, school resource officers, and law enforcement officers may experience secondary trauma as a result of witnessing or administering restraints on a child: Now, therefore, be it

# SELF-REGULATION (STIMMING)



# VERSUS RESTRAINT

ALLOWING SELF-REGULATION IS NOW  
CONSIDERED AN 'ACT OF CIVILITY'

The Policy: No Kids in Cuffs was introduced by Representative Lacey Hull in the 87th legislative session as H.B. 2975. It was jointly authored by Representatives Oliverson, Cain, Moody, and Bernal and co-authored by Representatives Allen, Dominguez, Harless, Jetton, Lopez, Meza, Morales Shaw, Reynolds, and Rosenthal. While the bill was filed in March of 2021, we had till May to see it pass both the House and the Senate. On April 6th the House Public Education Committee heard testimony from Minaret Foundation and No Kids in Cuff's coalition members supporting the measure, and then on May 11th, the bill was passed through the House with little opposition.

[Let's Talk About No Kids In Cuffs – Minaret Foundation](#)



Bills that pass from the House must repeat the *same* steps in the Senate. This includes getting scheduled for a Senate Public Education Committee hearing, but by the time H.B. 2975 was sent over to the Senate, there was no time. No Kids in Cuffs died in the Senate, but not without putting up a fight. Representatives and Senators tried their best to resuscitate the bill. Originally by tacking it on as an amendment that was ultimately stripped, and then by reintroducing it as H.B. 111 in a special session, but regardless the bill did not move. Although No Kids in Cuffs was ultimately not passed in the 87th or the special session, we are confident that the future is bright.

# Tiny wrists in cuffs: How police use force against children

By Helen Wieffering, Colleen Long and Camille Fasset, Associated Press/Report for America | October 21, 2021

[Tiny wrists in cuffs: How police use force against children](https://www.jjie.org)  
[Juvenile Justice Information Exchange](https://www.jjie.org)  
[\(jjie.org\)](https://www.jjie.org)



*Royal Smart poses for a portrait in a Chicago park. Smart still has nightmares about being handcuffed for nearly 30 minutes when he was 8 years old, alongside his mother and other adults. Neither he nor anyone else was arrested at his family's home on Chicago's South Side when police wielding a warrant came looking for illegal weapons and found none.*

## TRAUMA

From our time studying the policy, we learned that children undergo ***physical, emotional, and mental repercussions after the use of restraints in schools.*** They develop ***trauma, anxiety, depression, and PTSD, and can have short or long-term effects on sleep, socializing, and academics.*** Through our research we also learned that ***these effects are not only felt by the children who are victims of restraint, rather they are felt by the children who witness the restraint happen, the educators, staff, and officers as well.***



## **Strategies (cont'd)**

- Find a way to remember the details
- Be consistent
- Monitor your own feelings and thoughts
- Get support from your team
- Commit to your own relationships
- Remember you are being watched