Exemplary Practices for Building Authentic Partnerships

Presenters

Bill Stewart - stewartw@bctonline.com
ACE/Trauma-Informed Schools consultant; Coordinator ACE Learning Collaborative; Coordinator CESD Trauma/Chronic Absenteeism Collaborative; ACEssentials co-presenter

Lennie Bjornsen - bjornsenl@gladstone.k12.or.us
Director of Student and Family Supports, Gladstone School District; middle school improvement planning; member of ACE Learning Collaborative; early learning system liaison; ACEssentials co-presenter
The plan for today....

• Welcome and presenter self introductions
• Quick audience self introductions
  Name, Organization, Why you are here/What you NEED today. Share ONE thing that is most important to you
• WHAT - Partnership Dynamics activity
• WHY afterschool programs are important and HOW we use partnerships to support them
  • Mitigating Toxic Stress and Building Resilience
• Open Discussion, questions and sharing
• Wrap-up
We hope to cover these topics...and yours

• What are they and how do we utilize them
• When & how you should make formal partnership agreements
• Why should you identify joint objectives that all partners are working towards
• How to use local exemplary practices and strategies for incorporating partnerships into any program
• How afterschool partnerships influence school climate in addressing student and staff levels of toxic stress
• Why focus on programs serving elementary and middle school youth
• Which is better - prevention or mitigation
Successful Partnerships and the factors that make them work

• Form & Function
• Advocate
• Explore!
• Big Goals
• Who Best?
• Mutual Work
• Organizational Cultures
• Believe it or not!
The Partnership Continuum

quid pro quo

pro bono

A  B  C
Buffering Toxic Stress
why afterschool programs matter...

SEL skills
Resilience
Relationships
Routine/Rituals
Calm/Safe spaces
Protective Factors

ACEs
Trauma
Toxic Stress
Neglect
Tolerable/Toxic Stress and ACEs – what are they?

- **Tolerable Stress** – stress that has been mitigated by resilience factors and/or external supports to such a degree that it is not likely to alter development.

- **Toxic stress** – inescapable stress of such intensity, frequency or duration that the child’s emotional, cognitive and physiological development is altered.

- **Adverse Childhood Experiences** – events or ongoing series of circumstances that create stress beyond the level a child has the ability to effectively cope with, potentially resulting in long term physiological, social, emotional, behavioral and intellectual impacts.
The ACE Study and its categories

Did the child or family ever experience?

1. Emotional abuse?
2. Physical abuse?
3. Sexual abuse?
4. Emotional neglect?
5. Physical, nutritional or medical neglect?
6. Absent parent - divorce, separation or death?
7. Domestic violence?
8. Substance abuse?
9. Mental health issues?
10. Legal issues or incarceration?
Why should we care about ACE/Toxic Stress Impacts?

• Increased risk for serious health issues
  • Cardiovascular disease
  • Cancer
  • Diabetes
  • Asthma
  • Substance abuse

Adverse Childhood Experience (ACE) Scores & Lifetime Health Outcomes
Why should we care about ACE/Toxic Stress Impacts?

Increased risk of social/emotional/cognitive issues
  • Academic failure
  • Dropping out / Chronic absenteeism
  • Mental health issues
  • Behavior incidents (frequency and severity)
  • Being / becoming an abuser or bully
  • Future incarceration

Toxic Stress - Harvard
Rethinking the ACE Score:
Some of the factors that influence potential ACE/Trauma outcomes

Age-Number-Source-Frequency-Duration-Intensity are BUFFERED by

Relationships-Resilience Skills-Protective Factors

Actual Trauma ‘Index’
Buffering Toxic Stress
why afterschool programs matter...

- SEL skills
- Resilience
- Relationships
- Routine/Rituals
- Calm/Safe spaces
- Protective Factors

- ACEs
- Trauma
- Toxic Stress
- Neglect
Resilience: **knowledge, skills & attitudes** that educate hearts, inspire minds, enable quick recovery from difficulties and help people of ALL ages **navigate** the world more effectively.

**Social-Emotional Learning:** the process thru which children & adults **acquire and learn to effectively apply** the **knowledge, attitudes and skills** needed to understand and manage emotions, set & achieve positive goals, feel & show empathy for others, establish & maintain positive relationships and make responsible decisions.
Developmental Assets - maturity and resilience

External Support Factors
- Service to Others
- Youth Programs

Internal Attributes
- Honesty & Integrity
- Empathy & Relationship skills
- Personal Power

Caring School Climate
- Adult Role Models

Bonding to School

Honesty & Integrity

External Support Factors
- Service to Others
- Youth Programs

Internal Attributes
- Honesty & Integrity
- Empathy & Relationship skills
- Personal Power
• **IMPLEMENTATION**—All children and youth acquire SEL competencies inside and outside of school

• **PROFESSIONAL LEARNING**—All adults in schools and youth-serving organizations participate in pre-service and ongoing professional learning for continuous improvement in adult social and emotional competence and SEL teaching practice

• **CONTINUOUS IMPROVEMENT**—Schools and youth-serving organizations measure and analyze SEL practice, social and emotional competence and organizational climate for continuous improvement in teaching and learning

• **FUNDING**—States and communities make appropriate funding available in order to achieve the above goals
CASEL Social Emotional Competencies
CASEL competencies summation

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS
The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SOCIAL AWARENESS
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING
The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

SELF-MANAGEMENT
The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

HOMES AND COMMUNITIES
SCHOOLS
CLASSROOMS
SELF-AWARENESS
SELF-MANAGEMENT
SELF-DISCIPLINE
SELF-MOTIVATION
GOAL SETTING
ORGANIZATIONAL SKILLS
COMMUNICATION
SOCIAL ENGAGEMENT
RELATIONSHIP BUILDING
TEAMWORK

SEL CURRICULUM AND INSTRUCTION
SCHOOLWIDE PRACTICES AND POLICIES
FAMILY AND COMMUNITY PARTNERSHIPS

© CASEL 2017
<table>
<thead>
<tr>
<th></th>
<th>Grade 6 District %</th>
<th>Grade 6 State %</th>
<th>Grade 8 District %</th>
<th>Grade 8 State %</th>
<th>Grade 11 District %</th>
<th>Grade 11 State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were your parents ever separated or</td>
<td>35.5</td>
<td>34.1</td>
<td>41.3</td>
<td>38.6</td>
<td>41.4</td>
<td>41.2</td>
</tr>
<tr>
<td>divorced after you were born?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever lived with someone</td>
<td>24.1</td>
<td>22.6</td>
<td>31.0</td>
<td>30.3</td>
<td>35.9</td>
<td>34.3</td>
</tr>
<tr>
<td>who is/was a problem drinker or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>alcoholic?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever lived with someone</td>
<td>12.8</td>
<td>10.9</td>
<td>19.5</td>
<td>19.2</td>
<td>23.4</td>
<td>21.1</td>
</tr>
<tr>
<td>who uses/used street drugs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever lived with a</td>
<td>26.4</td>
<td>21.6</td>
<td>35.9</td>
<td>32.9</td>
<td>48.0</td>
<td>40.2</td>
</tr>
<tr>
<td>household member who is/was</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>depressed or mentally ill?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever felt that you did not</td>
<td>24.0</td>
<td>19.8</td>
<td>17.9</td>
<td>18.1</td>
<td>16.5</td>
<td>17.2</td>
</tr>
<tr>
<td>have enough to eat?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever felt that you had to</td>
<td>14.9</td>
<td>10.9</td>
<td>13.0</td>
<td>12.3</td>
<td>11.1</td>
<td>11.2</td>
</tr>
<tr>
<td>wear dirty clothes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you ever felt that you had no</td>
<td>18.6</td>
<td>15.8</td>
<td>17.6</td>
<td>17.3</td>
<td>14.8</td>
<td>14.7</td>
</tr>
<tr>
<td>one to protect you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Percentages exclude missing answers.

* Neglect, Abuse, Violence, and/or distressed family environments.
<table>
<thead>
<tr>
<th></th>
<th>Grade 6</th>
<th></th>
<th>Grade 8</th>
<th></th>
<th>Grade 11</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>District%</td>
<td>State%</td>
<td>District %</td>
<td>State%</td>
<td>District %</td>
<td>State%</td>
</tr>
<tr>
<td>I can work out my problems.</td>
<td>78.8</td>
<td>77.0</td>
<td>77.4</td>
<td>74.6</td>
<td>83.2</td>
<td>82.1</td>
</tr>
<tr>
<td>I can do most things if I try.</td>
<td>77.1</td>
<td>73.3</td>
<td>78.4</td>
<td>75.5</td>
<td>88.5</td>
<td>85.4</td>
</tr>
<tr>
<td>There is at least one teacher or other adult in my school that</td>
<td>68.2</td>
<td>70.9</td>
<td>66.4</td>
<td>63.2</td>
<td>76.3</td>
<td>68.8</td>
</tr>
<tr>
<td>really cares about me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I volunteer to help others in my community.</td>
<td>53.0</td>
<td>54.5</td>
<td>39.2</td>
<td>44.7</td>
<td>47.6</td>
<td>53.4</td>
</tr>
</tbody>
</table>

- Percentages exclude missing answers.
- Percentages include Very much true and Pretty much true.
Developmental Relationships

Helping Young People Become Their Best Selves

These are trustworthy, purposeful relationships that help young people . . .*

- Learn how to engage with and contribute to the world around them
- Develop awareness and practice skills that are culturally, intellectually, emotionally and physically respectful of others
- Cultivate the abilities needed to shape their own lives
- Discover their personal narrative – who they are and what they may become

* - The Search Institute

Reversing the effect of violence on brain development
Saint A - **Seven Essential Ingredients** of Effective Trauma Informed Practice

*Understand, Appreciate and Include in your plans* –

1. Prevalence
2. Impact
3. **Perspective Shift**
4. Regulation
5. Relationships
6. Reason to Be / Sense of Purpose
7. Caregiver Capacity
The ACE Impact Pyramid – CDC

Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan
The first step - Green Zone Fundamentals
Ensure a Safe-Positive-Engaging Afterschool Program

• Trust, safety, attachment, belonging
• Culturally Respectful/Responsive practices
• Predictable Routines & Rituals
• Adult Attachment
• Staff Attunement
• Smooth Transitions
• Calming classrooms
• Caregiver Affect
Do you ever have to ‘de-Ping’ a student? 
If so, do you have a ritual or routine for that?

Consider Bruce Perry’s “3 Rs”, frequently used successfully by schools working with well-known consultants like Rick Robinson

1. **Relate** – utilize the strength of your attunement and relationship to ‘come along side’ the student
2. **Regulate** – help the student work thru the ‘regulation sequence’ that you have previously taught and practice regularly with all students
3. **Reason** – once the student is back in control and settled – work thru your school’s process that should:
   a) allow the student to understand what happened, why and who it hurt
   b) constructively re-establish expectations
   c) provide ‘restitution’ and/or ‘reconnection’ to those harmed
   d) include both constructive consequences **and** skill building
9 Things You Won’t Remember if You Had a Toxic Childhood

1. Getting Compliments
2. Feeling Taken Care Of
3. Feeling Comfortable at Home
4. Having a Lot of Friends Around
5. Having Clear Boundaries
6. Being Celebrated for Who You Are
7. Being Listened To
8. Hearing an Apology
9. Clear Memories of Your Childhood - "Memory loss is how the mind naturally defends itself from psychological damage caused by trauma" - Dr. Caroline Fenkel
9 Things Kids WILL Remember if They Had an Safe-Positive-Engaging Afterschool Experience

1. Getting Compliments and Constructive Feedback
2. Being Taken Care of
3. Feeling Safe and Comfortable
4. Having Friends Around / Feeling Connected
5. Having Clear Boundaries & Equitable Consequences
6. Being Celebrated for Who They Are and Want to Be
7. Being Listened to and Having Their Ideas Respected
8. Hearing an Apology and Being Able to Give One
9. Clear Memories of Their Experiences

"Memory loss is how the mind naturally defends itself from psychological damage caused by trauma" - Dr. Caroline Fenkel
Thanks for attending!
Feel free to contact us if you have questions

Bill Stewart - stewartw@bctonline.com
ACE/Trauma-Informed Schools consultant; Coordinator ACE Learning Collaborative; Coordinator CESD Trauma/Chronic Absenteeism Collaborative; member COSA SEL workgroup...

Lennie Bjornsen - bjornsenl@gladstone.k12.or.us
Director of Student and Family Supports, Gladstone School District; middle school improvement planning; member of ACE Learning Collaborative; early learning system liaison; member COSA SEL workgroup...
Additional Slides – resource & more information
Respecting ‘Clients and Colleagues’

Learn and utilize practices that help avoid/reduce triggering of trauma-based behavior in those we serve and work with.

Adapted from Trauma Informed Oregon
Harvard: brain growth is most dramatic early in life, but there is time and capacity for change, even in High School.
Exploring school climate, risk factors & SEL

• Multi-function School Climate / Risk Factor / SEL Tools summative, progress monitoring, formative – cohort and/or individual – student, staff and/or family
  • Oregon Student Wellness Survey *
  • Oregon Healthy Teen Survey *
  • Panorama
  • CASEL
  • YouthTruth
  • DESSA
  • SEARCH
*FALL 2020 - Student Health Survey – will replace OSW/OHT
“Challenging Behavior occurs when the cognitive demand being placed upon a person outstrip the person’s capacity to respond adaptively.”

“Unsolved Problems: Specific conditions in which the demands being placed upon a person exceed the person’s capacity to respond adaptively.”

“Behind every challenging behavior is a lagging skill and a demand for that skill.”

Robinson, 2016
SEL & Asset Building – Everyone has a Role

- Home and PreK help children build skills for K-5
- In K-5, kids practice existing skills and acquire additional skills for 6-8
- In 6-8, adolescents practice existing skills and acquire additional skills & assets for 9-12
- In 9-12, young adults practice existing skills and acquire additional skills & assets for adult success and nurturing the next generation
- High school is the last / best chance to build the social-emotional skills and personal assets needed to break the cycle of ACEs and Trauma...
Examples of leading SEL curriculum

- 4Rs
- Before the Bullying A.F.T.E.R. School Program
- Caring School Community
- Conscious Discipline
- Character First
- Competent Kids, Caring Community
- Good Behavior Game
- Girls on the Run
- I Can Problem Solve
- Lions Quest
- MindUP
- Mutt-i-grees
- Open Circle
- PATHS
- Playworks
- Positive Action
- Responsive Classroom
- RULER
- Social Decision-Making /Problem-Solving Program
- Second Step
- SECURE
- Too Good for Violence
- We have Skills
- Wise Skills

Harvard School of Education
## Navigating SEL – Harvard School of Education

<table>
<thead>
<tr>
<th>Program</th>
<th>Cognitive Regulation</th>
<th>Attention Control</th>
<th>Working Memory/Planning</th>
<th>Inhibitory Control</th>
<th>Cognitive Flexibility</th>
<th>Emotional Processes</th>
<th>Emotion Knowledge/Expression</th>
<th>Emotion Regulation</th>
<th>Empathy/Perspective-taking</th>
<th>Interpersonal Skills</th>
<th>Understands Social Cases</th>
<th>Conflict Resolution</th>
<th>Prosocial Behavior</th>
<th>Character</th>
<th>Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>4Rs</td>
<td>12%</td>
<td>9%</td>
<td>4%</td>
<td>1%</td>
<td>2%</td>
<td>27%</td>
<td>16%</td>
<td>10%</td>
<td>11%</td>
<td>43%</td>
<td>4%</td>
<td>19%</td>
<td>25%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>Before the Bullying</td>
<td>4% ▼</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>39%</td>
<td>16%</td>
<td>2%</td>
<td>27%▲</td>
<td>55%</td>
<td>1%</td>
<td>6%</td>
<td>52%▲</td>
<td>37%▲</td>
<td>17%▲</td>
</tr>
<tr>
<td>A.F.T.E.R. School Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring School Community</td>
<td>8% ▼</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
<td>3%</td>
<td>33%</td>
<td>15%</td>
<td>0% ▼</td>
<td>28%▲</td>
<td>78%▲</td>
<td>1%</td>
<td>18%</td>
<td>71%▲</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>Conscious Discipline</td>
<td>14%</td>
<td>4%</td>
<td>7%</td>
<td>2%</td>
<td>2%</td>
<td>75%▲</td>
<td>47%▲</td>
<td>49%▲</td>
<td>6%</td>
<td>54%</td>
<td>15%</td>
<td>11%</td>
<td>37%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Character First</td>
<td>29%</td>
<td>8%</td>
<td>15%</td>
<td>9%</td>
<td>1%</td>
<td>11%▼</td>
<td>3%▼</td>
<td>3%</td>
<td>6%</td>
<td>38%</td>
<td>0%</td>
<td>6%</td>
<td>37%</td>
<td>71%▲</td>
<td>39%▲</td>
</tr>
<tr>
<td>Competent Kids, Caring</td>
<td>30%</td>
<td>8%</td>
<td>19%</td>
<td>5%</td>
<td>8%</td>
<td>28%</td>
<td>22%</td>
<td>17%</td>
<td>6%</td>
<td>23%▼</td>
<td>2%</td>
<td>11%</td>
<td>18%▼</td>
<td>10%</td>
<td>23%▲</td>
</tr>
<tr>
<td>Communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good Behavior Game</td>
<td>33%</td>
<td>0%</td>
<td>33%▲</td>
<td>0%</td>
<td>0%</td>
<td>0%▼</td>
<td>0%▼</td>
<td>0%▼</td>
<td>0%▼</td>
<td>100%▲</td>
<td>0%</td>
<td>0%▼</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Girls on the Run</td>
<td>7%▼</td>
<td>0%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
<td>11%▼</td>
<td>7%▼</td>
<td>4%</td>
<td>3%</td>
<td>35%▼</td>
<td>0%</td>
<td>11%</td>
<td>31%</td>
<td>20%</td>
<td>49%▲</td>
</tr>
<tr>
<td>I Can Problem Solve</td>
<td>65%▲</td>
<td>11%</td>
<td>10%</td>
<td>7%</td>
<td>47%▲</td>
<td>65%▲</td>
<td>57%▲</td>
<td>2%</td>
<td>46%▲</td>
<td>55%</td>
<td>19%</td>
<td>37%▲</td>
<td>20%▼</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Lions Quest</td>
<td>18%</td>
<td>1%</td>
<td>14%</td>
<td>1%</td>
<td>3%</td>
<td>23%</td>
<td>19%</td>
<td>4%</td>
<td>5%</td>
<td>60%</td>
<td>6%</td>
<td>12%</td>
<td>51%</td>
<td>19%</td>
<td>7%</td>
</tr>
<tr>
<td>MindUP</td>
<td>44%▲</td>
<td>41%▲</td>
<td>3%</td>
<td>4%</td>
<td>2%</td>
<td>28%</td>
<td>20%</td>
<td>7%</td>
<td>11%</td>
<td>18%▼</td>
<td>4%</td>
<td>0%▼</td>
<td>15%▼</td>
<td>4%</td>
<td>19%▲</td>
</tr>
</tbody>
</table>
A few Green zone programs to explore

- Conscious Discipline
- Mental Health First Aid
- MindUP
- CHAMPS
CASEL - **MS/HS** SEL Programs

- **Consistency Management & Cooperative Discipline®**
- **Facing History and Ourselves**
- **Project Based Learning by Buck Institute for Education**
- **Reading Apprenticeship**
- **Student Success Skills**
- **Wyman's Teen Outreach Program (TOP)**
  
  --------Not Included in CASEL--------

- **Discovery Program**
- **ALIVE (‘Miss Kendra Curriculum’ from Resilience)**
- **CLEAR**
A few **Yellow** zone programs to explore

- Discovery
- Good Behavior Game
- Restorative Circles & Practices
- Zones of Regulation
Additional ‘first’ steps

• **Train all staff, in depth, about the What, Why and Who of ACE/Trauma**
  • Establish a plan for ongoing training and refresher
  • Include ACE/Trauma in all new staff induction

• **Identify greatest needs**
  • Data, empathy interviews, surveys, etc.

• **Build Resilience Skills**
  • SEL for staff and students

• **Work to enhance Staff Wellbeing**
  • Active and robust staff wellness plan
The Path to Significant / Sustainable Change

Remember - It’s a PROCESS with PRINCIPLES - **not** just a PROGRAM