

Strategies for Building Trust and Increased Tribal TANF Participant Motivation

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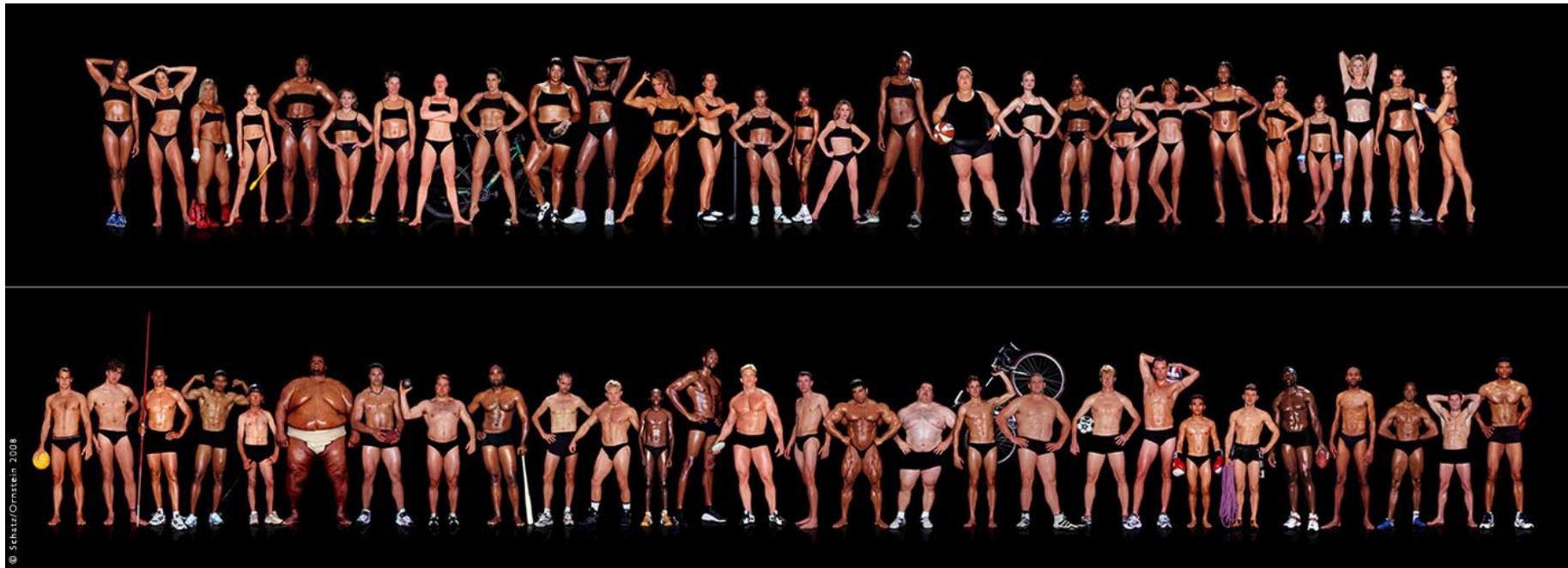


EMPath
Economic Mobility Pathways



Human Beings Are Amazingly Adaptive

How we grow, think, behave, and interact with the world, is a result of our genes and our environment too.

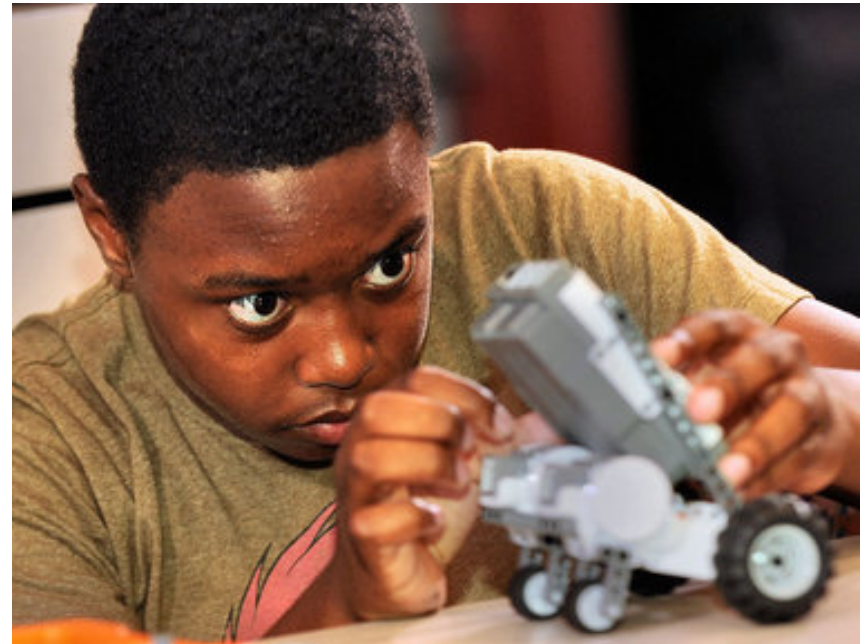


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Environment plays a huge role in who we become

If we grow up experiencing life as predictable and filled with many opportunities, we become experienced at:

- making plans
- looking for the best choices.....
- weighing our options....
- investing in ourselves for the future.....



Environment plays a huge role in who become

If we grow up experiencing life as a series of crises, where new problems wait for us around every corner, we become experienced at:

- reacting....
- focusing on battling our immediate problems....
- trying to follow what people say we have to do to get what we need....
- never planning too far ahead.....



Current life experiences also strongly affect how we think and behave

- Science shows that current life stresses also affect brain functioning for all of us—regardless of childhood experience;
- Brain wiring gets swamped by stress and the quality of memory, impulse control, and decision-making are all compromised.

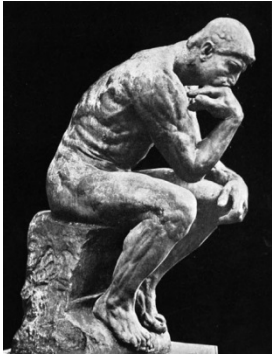
Where did I put that computer password?



Why did I just eat that whole container of ice cream?

How am I going to pay all these bills?

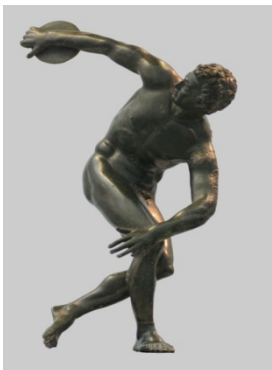
Common Stress-Related Challenges



- **Challenges Managing Thoughts, Memory, Organization, and Learning**



- **Challenges Managing Behavior, Emotions, and Interpersonal Relationships**



- **Challenges Managing Health and Well-being**

Stress-based challenges are unfortunately very common



- 43% of American families express concern about ability to pay for basics of living;
- 45% of children have experienced at least one adverse childhood experience (ACES- a measure of trauma)
- 10% of American children have experienced 3+ ACES and rates are 27% for AI/AN children;

What does this mean for how to work better with participants?



We need to design programs and services to work for all- even though not everyone has extreme stress and trauma.

Environments should feel safe, respectful and welcoming



- Use symbols that are culturally appropriate and signify respect and safety;
- Try to minimize program settings with loud noises and distractions;
- Avoid having personal conversations or phone calls with participants in areas that are not private;
- Include pictures on the walls that are culturally appropriate and positive-showing participants and staff who are successful and engaged;
- Avoid signage that is authoritarian or intimidating.

Shift from case management to a coaching approach



- Assist participants to assess where they are and where they want to go;
- Help them set their own goals- make goals participant directed;
- Reinforce participant control of all aspects of their pathway;
- Ask- don't tell;
- Be transparent and thoroughly honest;
- Be reliable- follow through consistently on all commitments ;
- Use prompts and reminders.

Use the coaching superpower- high expectations!

- Express belief in participants (unconditional positive regard);
- Show warmth, smile, and give positive reinforcement;
- Help participants set challenging goals that push them to test themselves;
- Consistently recognize achievements.



Studies have shown that these techniques can improve outcomes by 30%

Babcock, EMPATH, Harnessing the Power of High Expectations, 2018

Remember that coaching is a “parallel process”



- We can only teach others what we have been taught ourselves;
- We can only consistently support participants if we are supported;
- We can only be open and honest with our participants if we are treated with openness and honesty;
- We can only help participants set their own goals if we are encouraged to set our own.

Additional Helpful Resources

- Helpful tool for creating an ACEs informed environment:
<https://www.acesconnection.com/blog/trauma-informed-physical-environments-assessment-tools>
- Helpful video on trauma-informed coaching (done for the World Bank online campus) <https://olc.worldbank.org/content/restoring-livelihoods-psychosocial-support-4> (Brain science video #4, Babcock)
- E.D. Babcock, “Harnessing the Power High Expectations: Using Brains Science to Coach for Breakthrough Outcomes”, EMPATH 2018.
http://s3.amazonaws.com/empath-website/pdf/Final_-_Harnessing_the_Power_of_High_Expectations_-_EMPATH_Babcock.pdf
- Center on the Developing Child at Harvard University- research brief #11, *Building the Brain’s “Air Traffic Control” System* and *Building Adult Capabilities* video at <http://developingchild.harvard.edu/>
- *Self-Regulation and Toxic Stress: Foundations for Understanding Self-Regulation from an Applied Developmental Perspective. OPRE Report # 2015-21, January 2015*