Social Emotional Skill Development

Welcome to the National Criminal Justice Training Center webinar, Social and Emotional Skills Development, presented by Dr. Anjali Nandi. My name is Greg Brown and I will be moderating for you today. Today's presentation is part of the webinar series for the Bureau of Justice Assistance Comprehensive Opioid, Stimulant, and Substance Abuse Program, an Indian Alcohol and Substance Abuse program for Coordinated Tribal Assistance Solicitation purpose area three grantees and non grantees, focused on responses to alcohol and substance abuse related crime.

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So with that, let's try our first poll question. The question is, which of the following best describes your role, victim services/victim advocate, probation/community corrections, law enforcement, Child Advocacy Center worker, social worker, mental health worker, and then the final choice is other.

So for today's audience, we have about 15% of the audience is victim services/victim advocates. About 22% of the audience is probation community corrections. 10% of the audience is law enforcement. And social workers, mental health workers and child advocacy workers are 33% of the audience, and about 19% are from other professions.

So the learning objectives for today's webinar are the following, understand social emotional development and social emotional skills, examine the connection between social emotional development and substance use. And finally, explore how to develop social emotional skills in different arenas.

I'm pleased to introduce to you our presenter for today Dr. Anjali Nandi. Dr. Nandi is an associate with the National Criminal Justice Training Center of Fox Valley Technical College. She is also the Chief Probation Officer for the 20th Judicial District for the state of Colorado. Additionally, Dr. Nandi is a published author having co-authored nine books.

Kevin Mariano will also be providing his expertise on today's webinar. Kevin has over 20 years of law enforcement experience and served as the Chief of Police with the Pueblo of Isleta police department for over seven years. Kevin is currently a project coordinator with National Criminal Justice Training Center.

My name is Greg Brown, and I will be moderating today's webinar. I'm a Program Manager with the National Criminal Justice Training Center, and I've spent most of my career working in probation and developing programs in probation, and supervising case loads. Again, thank you everyone for joining us today. Anjali, the time is now yours.

Thank you, Greg, and welcome everyone. I'm excited to present on this topic, because it's such an important one. And these skills that we're going to talk about, they span so many different areas. So let's just start by defining social emotional development and social emotional learning. So social and emotional development is a process through which we learn several skills, and social and emotional development happens throughout our life course.

Initially, there was a lot of emphasis on social and emotional learning with kids. You've probably heard of social and emotional learning programs that are in schools, kindergarten, and preschools. And the thought was, that we really need to attend to these skills when the children are young. What we're learning though, is that these skills are developed not just when we're young, but can be developed throughout our life course. And they actually predict certain outcomes.

Of course, if we learn these when we're young, we have a better likelihood of certain positive outcomes. But the cool thing is that we can support our adults with some of these skills. And throughout today, I'll give you examples of what these skills look like, and how we can develop them no matter what our job title is. I know that a third of our audience today are clinicians or caseworkers, and so in a lot of ways, you bear the burden of skill development. But skill development actually happens no matter what our title is. So whether we're up supervising a particular client, or we're victim advocates, or law enforcement, there are many different ways of kind of thinking about these skills and supporting them.

So the skills are about increasing self-awareness. They're also about relationship. And ultimately, it's about responsible decision making and achievement of our goals. So that's sort of the long run, right. In the long run, that's why it's important, that we're trying to make responsible decisions, responsible choices, and then achieve our goals.

And it's important for us to be talking about this particular topic, because it's related to success in a variety of different arenas. What we're finding is that it's actually related to success in reducing family struggles, or arguments during mealtime for example, or higher social emotional skills are related to greater satisfaction with being at home, greater satisfaction with the relationship that you

have with family members. It's also related to academic achievement, so, schoolwork.

And then related interestingly enough, to satisfaction at work, so job satisfaction, but also income potential. So this part is really fascinating. But what seems to be related to income potential is less about IQ, and more about these particular skills, these social emotional skills. And there's a lot of overlap that you'll see today between social and emotional skills and what we often term "emotional intelligence." So we'll talk a little bit about that as well.

These skills are also related to fewer conduct problems, lower reports of emotional distress, like anxiety or depression, highly related with a positive well-being, and improved overall academic outcomes as well, and health outcomes too. So, social emotional skills not only support these positive outcomes, they also buffer us from certain things. They buffer us from criminal engagement. They buffer us, and by buffer I mean they serve as a protective factor. So they serve as a protective factor against addiction, being involved in public assistance. They also reduce the impact of certain negative things, the things that produce really severe negative outcomes like adverse childhood experiences or trauma.

So, I would love for you to think about social and emotional skills not only as something that's helpful, but also something that helps prevent negative outcomes. So it sort of supports us in these two different arenas. So let's start with sort of what the ultimate goal is. I'll then ask you where you think people struggle the most. And then we'll kind of break each of these down.

So in order for us to develop this muscle for responsible decision-making, we need four things in place. We need some level of self-awareness. And I'll define all of these as we go along. We need the ability to manage ourselves. We need awareness of other, other people, relationships, so we call that relational-awareness. And then we need the ability to manage relationships, so conflict engagement, providing feedback, those kinds of things. So those four skills together support our movement towards goals or responsible decision-making.

So looking at these four, I'm curious, where do you find that your clients struggle the most? Is it self-awareness or self management? Is it relational awareness or relational-management? Or is it that the whole thing resulting in a lack of responsible decision making?

So where do you find your clients struggle the most? Self-awareness about 32% of the audience, about 33% for self-management, 16% on relational-awareness, relational-management was 18%. And the big category out of this poll question is responsible decision-making, which is 62% of the audience.

I so appreciate these responses. And what really you all are pointing at, is the resultant effect, right, the effect that results from struggling with all of these four skills results in a lack of responsible decision-making. And there are a lot of factors that contribute to making irresponsible decisions, and it's not just our clients who make irresponsible decisions, you and I do as well.

In fact, I made a couple of irresponsible choices just this morning, as I was driving a little faster than I probably should have to the gym. So there was an irresponsible choice. So we make these decisions on a pretty regular basis, and unfortunately, if we're not careful, this kind of decision making becomes a habit. I don't know if you've noticed for yourself, but there are some habitual patterns that we all have developed, each one of us have developed, about responding to certain things. Some of these habitual patterns are positive, and some of them are not so helpful.

And maybe some of these negative sort of habitual negative patterns involve how we deal with stress, or what we do when we get angry, or how we respond, sort of patterned ways of responding to certain things. And so what these skills are about is examining these patterns, taking a look at them, and starting to pull them apart, so we know where our struggles coming from. Is it that we need a little more self-awareness or self-management? Is it that we have those skills, but we just don't know how then to interact with other, right, with people around us. Where exactly are the gaps in our sort of responsible decision-making, and how do we develop skills to attend to those?

So before we kind of delve into these, I just want to focus on the relevance, and why we're talking about this. Why are we talking about this particularly with our tribal population? One is because our tribal population struggles with several historical traumas that have impacted the way that their brains get to develop and the sensitivity that brains have to future trauma. So we know based on the research on historical trauma, is that we don't have to have experienced the trauma ourselves to have some of the resultant impact, the neurological impact from these traumas.

And if you want to delve into this topic, we have a webinar that's dedicated to trauma. In really sort of a two second sort of conversation, I would just say that what this does is it increases the likelihood. It doesn't force us, but it increases the likelihood that we will have more impulsive decision making, versus sort of this slowed down kind of responsible decision-making. It just it makes it a little harder for a brain. Not that we cannot, it just makes it a little bit harder.

Social and economic disparities do the same. They kind of keep us in this part of our brain that is in fight flight, that worries about safety. Psychological distress tends to be higher. And so it becomes even more difficult to harness our brains in that way. Again, not that we cannot, but it becomes more

of a challenge. And so these skills are even more important to be talking about.

Anjali, can I break in for a second? I'd like to bring Kevin in on this with his law enforcement experience. And Kevin, I'm wondering if you could comment about in your 20 plus years in law enforcement, where do you see individuals that law enforcement typically contact struggle the most? We did that survey with the audience. Which area do you think that law enforcement encounters people struggling the most?

Thank you for that, Greg. I would say as far as you know, the responsible decision-making, obviously, that was a big choice there at 60%. But you know, if you look at all the areas there from the law enforcement side, is you can say depending you know, on the situation itself there. It could be anywhere from management to awareness, you know. I know in dealing with some of the issues that we had within the community, obviously, substance abuse happened to be kind of like the top area there, along with you know, addiction with the drugs and other issues that were happening within the community.

But you know, I would say obviously you know, the decision-making, you know, obviously, if you're not in right mindset, your decision-making isn't going to be to the fullest at 100% making that right choice and all that. So obviously, I would just say you know, the decision-making would be obviously the top area as far as law enforcement goes. Thank you, Greg.

Thanks, Kevin. That's a great segue for one of the questions that popped up. The question is, how do you recognize and honor cultural differences in teaching social and emotional development?

Oh, that's such a great question. This is what I mean, this is so important. So as we're talking about skills, it's really important to understand that what matters the most is respecting the wisdom of the person sitting in front of us. So even as I say things like, responsible decision-making, the word responsible is problematic. Because responsible is differently defined culturally. So it's really important that as providers, as practitioners, that we have the utmost respect for the person sitting in front of us.

That rather than sort of term it as something negative or something positive, maybe the frame, is it helping them? Is it helping them achieve their goal? Or is it taking them away from whatever their goal is? So that's one of the ways to think about it. It's also really important that we not present with a deficit model. Meaning, that we don't convey there's something wrong with you, because indeed, there isn't.

It's really, what is it you are trying to achieve, right, you, person sitting in front of me, who has the wisdom and who has a lot of understanding and skill and knowledge about you. So you, person sitting in front of me, how are you working towards whatever the goal is? How are these behaviors helping or detracting? And then how can we enter into a place of talking about skill. So it's a very respectful way of having these conversations. And ideally, it comes from a place of really trying to understand the other person's world view, and the other person's cultural perspective.

So let's start to explore some of these skills. But let's start with the first set, which is skill development regarding ourselves. And that's in sort of two categories, right, self-awareness and then self-management. So those are the two sets of skills regarding self. And we talk about that in terms of how do we increase our self-awareness. Part of that is increasing awareness of a few different things, increasing our awareness of our thoughts, increasing awareness of our feelings, and then increasing awareness of our sensations. What information is my body providing me?

So, an example might be, let's say stress. When I experience stress, I tend to do certain things. Let's say I tend to be irritable towards other people. So the irritability is the action. The stress that I'm feeling, maybe the feeling is anxiety. The feeling is overwhelm. Maybe my thoughts are, "I'm just never going to be able to manage."

But maybe I don't catch my thoughts and feelings first. Maybe my first clue that I'm stressed is my stomach tightening, or maybe it's my neck hurting or my shoulders crunching. So that is what's involved in self-awareness, right, awareness of our body, awareness of our thoughts, awareness of our feelings. And then we have to start to develop the skills to manage that.

We don't judge the emotions. We don't judge the thoughts. We don't say, oh my gosh, I'm feeling anxious. I'm going to put it in a bucket and put it away. We're not judging it. We're just using it as information. That informs our next step. So we develop skills to manage ourselves, and then we develop what we call a growth mindset. And a growth mindset, I'm sure many of you on this call are really familiar with.

But fundamentally, what a growth mindset believes, is that these skills, any skills, they're not inherent, meaning it's not that I come into the world either with them or without them. The growth mindset believes that I can develop whatever skills I'm interested in developing. And that when I struggle, it's information. It's not failure. Failure is information. It tells me what's working and what's not working. So a growth mindset, has sort of this view of constantly learning. Sometimes we call it a learning mindset.

So let's delve just a little bit into sort of focusing on our thinking. Here are some of the steps that are involved in increasing our awareness of our thoughts and our awareness of our emotion. The first step is just to identify our thoughts and increase our awareness of whatever the thoughts that we're having. I cannot tell you how many times I have thoughts, these thoughts lead to action. And I didn't even catch my thought. Meaning, I wasn't even aware of what the initial thought was that triggered my action.

So I can give you some examples, and Greg, I can hear you. Did you want to jump in?

Actually, there was a question I thought that was really timely, a couple of them actually. One person made the statement. so we need to find a balance between what our client needs and how we can help them in a manner that does not offend the client and make them resistant to our help. I thought that was very timely and a really nice synopsis.

Oh, that was really beautiful. Yes, thank you for whoever said that. That's so true, in such a respectful way, right. That I am there to help to offer guided assistance. And that's it. I mean, I'm not the expert about the client. They are the expert about themselves. So I really liked that emphasis, and the emphasis on not making things worse. Sometimes I know as a practitioner, I have absolutely made things worse by making assumptions or having expectations that just were in line with my worldview, but were absolutely not in line with the client's world view. So really important to kind of check ourselves.

And as I'm talking about these skills, I hope you're recognizing that these skills are not just skills for our clients, these skills are skills for all of us as human beings. So believe me when I say sometimes I struggle with self-awareness or self-management, it is entirely true. Right? I use this analogy sometimes, but I'll have a negative thought that comes into my brain and then it brings a friend. And then they start to have a party and more people show up, and then they're building houses and villages before I recognize, oh my gosh, I'm so deep in this negative thought pattern.

And maybe some of you on this call are thinking, wow, she needs medication, and maybe I do. But what I'm trying to convey is how easy it is to get lost in our thinking and get quite far into a negative thinking before we recognize, oh my gosh, you know, look where I am. And now it's impacted my mood. Maybe it's impacted what I've been doing. So increasing our awareness of just our thoughts is kind of the first step.

And then we sort out between our thoughts and our feelings. And this is important, because our

thoughts are much easier to change than our feelings. We can stop our thoughts, but our feelings take a little bit longer, because their chemical. Right? They involve chemicals. And so our feelings sometimes, even though we can manage our emotions and change our emotion, it takes a little bit longer, a little bit more effort.

And unfortunately, for many of us, we conflate our thoughts and our feelings. Sometimes I'll ask people, what are you feeling, and they'll say, well, I feel like you're an idiot. Right, that's a thought. That's not a feeling. So it's really helpful to kind of piece apart, what are these different emotions. And so I'll come back to emotions in a few minutes, but let's just stick with thoughts. The way we manage our thoughts is kind of one of the first places, is thought stopping. And I'll cover a few skills under thought stopping. And then we kind of get to challenge our thinking. What's the evidence for this? What's the evidence against this? And then we try and replace the thoughts.

I want to go back to that question about cultural awareness here for a second. And I'll try and use an example, and I hope this example makes sense. Let's say you have a client who says, "The cops are out to get me," or, "The cops are racist." Be very careful about challenging that thought. Because that thought may actually be true for that particular individual. It might be their experience. So I'm not challenging that thought.

What I try and challenge is, if that thought then leads to other more problematic thinking, and by that I mean, "The cops are out to get me. The cops are racist. Therefore, it's OK for me to do a particular thing." Right? The next thought is what we work on, or challenge, or explore a little bit more. So I just sort of want to strongly suggest that we're very culturally sensitive, and that we don't challenge people's experience of the world. But what we challenge is what comes after, right. The thoughts that actually lead to the action. So I hope that made sense. And if it didn't I'm sure Greg will jump in.

And then the last piece is emotional tolerance, meaning, supporting people being comfortable with whatever the uncomfortable emotions might be that they're experiencing. So let's talk a little bit more about thought stopping. And here are some techniques that are helpful. Many of these techniques clients have taught me, or they've come up with these suggestions. One of my clients said that he visualizes a stop sign, which I thought was brilliant. I tend to say "stop" out loud. If you ever watch me driving my car, you'll see me talking to myself quite a lot.

Again, those of you who think I need medication, maybe I'm giving you more and more evidence for that. But frequently, I'll say "stop" to myself, and I'll say it out loud. Some clients use a rubber band on their wrist, maybe you're familiar with this. And what they do is when they're having negative

thinking, they kind of snap themselves. I suggested this to my daughter, because she sometimes struggles with some negative thoughts. And she said, "Mom, that sounds like self-harm behavior." So maybe that doesn't work for you.

But what she decided to do was she made herself a bracelet with beads, and when she had some negative thinking, she starts to sort of move that around on her wrist and make a noise with the beads that tends to distract her. Distraction is another technique, either move around. I think the saying is, "Move a muscle. Change of thought." So move around, change your position, distract yourself, maybe music. Sometimes just blowing air out is really helpful. So exhaling loudly is extremely helpful.

And interestingly enough, when we exhale, we actually lower the levels of cortisol in our bodies. And you probably know that cortisol is a stress hormone. So when we exhale really forcefully, sometimes I use the terms, "blowing out a candle," or "blowing into a balloon," that really helps us change our thoughts.

Anjali, I was just going to say, I had another question that looks like it fits in here. Do we ask for their experiences before we address the issue? And I think it relates to trying to identify where it's coming from, and not necessarily challenging the thought, but challenging the subsequent reaction.

Yeah, so if I understand the question correctly, yes, we get very curious, right. We get interested in where these experiences are coming from. And sometimes, the saving question for me is, "Tell me more about that." So sometimes when I'm a little confused or just not sure where the client is coming from, I'll just ask that question. And it does a couple of things. It gives me a second to get my brain straight. It allows the client to really explain what they're talking about. And it helps me enter their world view. So it is very helpful.

When the client says something that rubs against something of yours, rather than immediately sort of say wait, that's not OK, or that's not true, gather more information. Because it might be true. And I imagine that you'll find a place where you can come together if you just listen a little bit more. And I didn't mean just listen, because that's really hard to do. But if we all can listen a little bit more to what the client is telling us, there's wisdom in their story somewhere. Even for all of us, all our negative behavior, we have wisdom in there. It's just that negative behavior is not working for us anymore. It's not getting me to my goal anymore, which is why I need to change.

And I think I have a related question to that which is, how about when we recognize we are feeling, what we are feeling, and thoughts triggered by honest and true events, what then? I think you

touched on that a little bit, if you'd like to expand.

Is the question, what happens if I recognize that some of my thoughts are based on actual events?

Yeah, feelings and thoughts are actually triggered by honest and true events, what then?

Yeah, so that that's very true, right. Many times our feelings and thoughts are driven by honest and true events. Sometimes though, whatever those events are, they pass through a filter. They pass through our filter. So you and I could experience the same event and we'd walk away with different reactions. We'd walk away with something different. And this is important, because what it does is it highlights some of our biases, maybe some of our expectations, our filters. And so we get curious about that. But then we take responsibility for what happens next.

So I'm not saying that-- let's say you and I went out, and I'm a person of color and Greg is white. So both of us are walking on the street, and a police officer comes and questions me and not Greg. OK. Let's just use that as an example. And Kevin, if you're ready to kill me, just let me know. I'm only using these as examples.

So let's say I get questioned. And let's say I then say to Greg, gosh, that didn't feel good. Fair enough. That is my honest and true reaction. That did not feel good. But what happens next I am responsible for. So what do I do next? Do I say to Greg, gosh, that didn't feel good. I wonder what I could do about it. And then maybe Greg talks with me, and we process it a little bit, and then I move on. Or maybe it means that I bring it up in a community event, for example, or whatever. I mean, I can come up with a lot of examples of what I could do.

But I could also make a choice to do something that's not going to be helpful, right. I could chase after the police officer and threaten the police officer, for example. And that's just not going to work in my favor. So what happens after is what's really important. My thoughts and my feelings are true. What comes after that is where I have to take responsibility. So I hope that answered that question.

And folks, these are complex issues, right. When I explain them, I worry a lot that I give the impression that it's so simple. It's really not. It's not just one thought that I have, "That didn't feel good." There's probably a bazillion thoughts that we have in that moment. So it takes a tremendous amount of slowing down the process, noticing my thoughts, noticing my reactions, and then managing whatever I do next.

There's a famous psychologist named Victor Frankl. And he's the author of *Logo Therapy.* And he

spent a significant amount of time in a concentration camp. And what he said and I'm going to butcher the actual quote, but what he said was something like, "Between the event that happens to me and my reaction to it, there is a gap. And it's in that gap that I have my power no matter what." So it's that gap and capitalizing on that power that social emotional skills really help us with.

We had an interesting comment related to the rubber band on the wrist as a strategy. One person was a little bit concerned that this might be the equivalent to cutting, or could escalate the behavior. Can you comment on that a little bit?

Oh, that's so funny. That's what my daughter said. I'm not sure if folks caught that comment. So I have a lot of clients who wear these wide rubber bands. Maybe rubber band is a wrong word. You know, the rubber bands that are slightly thicker and they have sayings on them.

They're rubber bracelets, I think.

Bracelets, that's a good word. Thank you. So yeah, rubber bracelets. And what they'll do is they'll kind of pull it and snap it on themselves. But when I shared this with my daughter, she said, "Mom, that sounds like self-harm behavior." So it sounds like what the member of the audience is saying as well. And so an alternative to that, if you're not willing to share that idea with your clients, an alternative to that that my daughter came up with, the idea she came up with, was to come up with a bracelet with beads on it. And she rustles the beads and kind of shifts it around on her wrist, kind of moves it around on her wrist, and that's her way of kind of distracting herself, which I thought was a great alternative, so yes.

And it's really important that you all need to be comfortable with whatever these skills are that we're talking about. I mean, if you're thinking, gosh, rubber band, no way. I'm not going to use, don't. Offer other suggestions, or have the clients come up with different suggestions. I mean, truly, clients have come up with the most fantastic suggestions. I'll give you another one that a client came up with. We were talking about breathing, and I was talking about blowing out the candle. And the client said, you know, that doesn't really work for me. What works for me is to imagine that I'm a train and I'm chugging away from the station. And I'm just kind of blowing away from that particular station. So that was pretty cool, right. So yeah, clients have a lot of ideas. And absolutely, if the rubber band thing doesn't work for you, pitch it. Try something else. So I hope that answered that question.

And let's move on to managing emotion. So we've talked a little bit about thought management and thought stopping. Let's talk a little bit about emotional management. And again, I don't mean to make these sound as simple as they seem on this PowerPoint. These are complex skills and they're

tough, and they take a lifetime to develop. But sometimes, just talking about them and naming them, makes it a little bit easier.

In fact, one of the techniques for emotional management is naming the emotion, or maybe some of you have heard the saying, name it to tame it, right. We use that expression quite a lot when working with big emotion. So naming the emotion is really helpful. Naming the emotion also helps the other person develop an emotional vocabulary. So by that I mean, that sometimes people have a pretty limited emotional vocabulary. For some of the people I work with I asked them what they're feeling, and they'll say either fine or pissed off. And those are sort of the two most frequent words that they use. And yet, these are incredible complex human beings with a lot of ranges of emotion.

And so we name emotions. We really work on naming them. We work on sort of understanding the ladder of emotion. That when something happens, I don't need to jump to angry. I can be annoyed. I can be irritated. I can be pissed off, or I can be totally irate, right. There's a ladder of emotion. And so it allows us different capacity within our emotional selves to be able to tolerate whatever the emotion is that we're experiencing.

So awareness of emotion, naming them, understanding the ladder, the ability to tolerate the emotion, and then to get curious about our emotion. How does this emotion inform me? Because sometimes, I'll think I'm angry. I'll be feeling angry. And then I sit with it for a minute, and I recognize, wow, I actually hurt. Underneath the anger is this feeling of being hurt, and that informs what's going on for me.

And then with emotional management, we also talk about self-regulation. So when we're having big emotion, what are helpful things to do. When I get really stressed, I know some of you have heard me say that I immediately reach for food, which is very true. The healthy part of me will make a list, right. Anytime I get stressed, I make a list and it helps me a tremendous amount. If I'm at home, which I'm very lucky to be working at home for a little bit. If I'm at home and my husband's around, I go get a hug, because that helps me a lot. I know this sounds terrible. I just feel better, right. So there are healthy things that I do, and then there are not so healthy things that I do.

And it's helpful just to hear from our clients how do they regulate, how do they self-regulate. Because it's our self-regulation skills that will help prevent us from getting ourselves further into trouble. So Greg, you've probably noticed people's self-regulating in both positive and negative ways. And I'm curious, can you give us examples of negative ways that sometimes people try and self regulate?

Well, I think when you talk about particularly, corrections populations, so law enforcement,

corrections people, I think that we see a lot of self-regulation with substance use. And it often starts young to cope with something, maybe trauma, maybe chaotic household. And it escalates from there, and ends up being kind of the go to strategy when they don't want to feel the pain, or don't want to feel the anxiety around the behaviors. So, I see a lot of that.

I think the other thing, and I think the corrections people can identify with me on this, is that we tend to have people take off on us or abscond from supervision as a pretty negative way of managing emotions and stress, and things like that.

Yes, so to disappear, right, to just run away. And sometimes, maybe you and I do that, that when we're in a really tough situation, maybe in a relational situation, we just withdraw. We pull back. It's sort of our way of running away, or maybe some of us actually run away. So yeah, these are great examples. Substance use as a self-regulatory mechanism, and then sort of kind of pulling back, pulling away.

Sometimes people act out. Meaning, they get aggressive or violent as a way of self-regulating. They get louder. And then obviously, there's acting in, which is substance use. But also other behaviors, like cutting, or over eating, or those kinds of things. So acting in or acting out, kinds of behaviors to self-regulate.

Let's talk about other skills. So we've talked so far about kind of the self stuff. Let's talk about the other stuff. Sometimes we call these relational skills. Sometimes we call them social skills. And so in the social skills is being aware of the other person, or persons, and then managing the relationship. And I don't mean managing in a negative term. I mean responding, being responsive to that relationship. And I'm not just limiting this to intimate partner relationships. These are anybody, right. This is us as social human beings.

So relational-awareness starts with the ability to understand what the other person is feeling, or experiencing, or talking about. So it starts with the ability to understand the other. And the term for that is empathy. And there's two ways of talking about empathy. There's cognitive empathy and affective empathy. Cognitive empathy is about understanding the logic or the words behind what somebody is saying. Somebody says they're angry. I get they're angry, right. That's cognitive empathy, just purely getting it.

Affective empathy is being able to convey what I understand, but with emotion. Meaning, I'm conveying emotion back to the other person. That affective empathy is incredibly powerful. Because when we express affective empathy to somebody else, it immediately strengthens the relationship,

helps them feel heard, and helps them feel safer in the relationship. It helps reconnect that fight, flight part of themselves with their thinking brain. So it helps them kind of calm down and know that you're sort of on their side. So empathy, really, really important.

And sometimes it's a struggle. And sometimes maybe empathy starts with empathy for ourselves, before we can talk about empathy with others. But this relational-awareness is starting with empathy. For us as practitioners, I'd love to go a little bit further with empathy. That there are times where I can fake empathy, right, I can pretend that I understand. But unfortunately, that's not good enough. It doesn't create quite the impact on the other person's brain.

And so what I mean by empathy, that we as practitioners are showing to the other person, is the willingness to suspend our judgment long enough to hear the other person. So the willingness to suspend our judgment long enough to allow the other person to share their true story. Meaning, I'm suspending whatever is coming up in my head. I'm quieting my mind enough to be able to do that. But in order to do that, I need to be able to have the ability to quiet my mind, which is self-management. And I need to know that I have to quiet my mind in the first place, which is self-awareness.

So in a lot of ways, in order for me to have empathy, I need self-awareness and self-management. And there's some research that indicates that when we have strong self-awareness and self-management skills, empathy comes pretty naturally. So there's something about empathy that's kind of based in our own ability to regulate ourselves to really be there for somebody else. So that's a really key portion of relational-awareness.

Another portion of relational-awareness is appreciating difference, being OK with difference, being OK that you see something differently from the way I do, and that we can still coexist right, that we can still have a conversation, even though we see things differently. So that's relational-awareness.

And then relational management has to do with a whole bunch of other skills. It's around being able to have a conversation, being able to start a conversation, continue a conversation, being able to manage conflict, being comfortable with giving and receiving feedback, being able to get clear and convey our need, versus just conveying our position. I want this versus I need this, right.

So I'll give you a really silly example. I want a ham and cheese sandwich is a position. The need is, I'm hungry. Right? So when I say I'm hungry, I can satisfy that hunger in so many different ways. There are so many solutions and possible next steps to my need. But when I take a position, I want a ham and cheese sandwich, now I've severely limited our choices. So I know that's a silly example. And yet,

there is a big difference between conveying our need and conveying position.

So being able to kind of conceptualize that is really important in this relation management piece. Having clear boundaries, being able to really clearly say what's OK and what's not OK, and then managing social pressure, having refusal skills, being able to say no, actually, I don't want to do that. I'd rather do this other thing. So again, many, many social skills. Yes, Greg.

I was just going to say a person has asked that you provide other examples of affective empathy, if you could.

Yes, other examples of empathy. So Greg says something like, let's say Greg says, you know, I'm really stressed because I have this big project coming up, and I'm really not sure what to do. Cognitive empathy is me saying, "Greg, I totally get that you're feeling stressed. You're not sure you know what your next step is." Right? That's cognitive empathy. I basically understood what he said. I communicated it back to him.

Affective empathy is, "Wow, Greg, I hear how what a big deal this is for you. And you're quite worried about how you're going to manage these big projects, and you're worried about what this means for you." So affective empathy contains emotion words, and it conveys my feeling. It conveys me mirroring the same feeling that Greg is experiencing.

So I'm so glad the person asked this question, because it brings up where empathy comes from. And it comes from our neurons. We have these things called mirror neurons. In order to convey affective empathy, we convey it using our neurology. Meaning, I pick up on the emotion that Greg is experiencing, and I say it back to him, while expressing that. I don't have to feel that extent, but I have to have some level of compassion and concern in order for affective empathy to come through.

If I'm really not compassionate and concerned, we could do cognitive empathy. I could say the words back. But I won't be expressing the emotion. I won't be conveying the emotion. I would be like a computer repeating back the words, but not a real human being connected to the other person.

All right. So we've talked about social skills. We've talked about them as sort of our self-awareness self-management skills. Let's talk a little bit about decision-making. Before we kind of move on to talking about how do we sort of put it all together. So skills regarding decision-making, it's helpful to understand what the social norms are, and this is where sort of that cultural piece comes in, right. Social norms are very culturally driven. And so being able to understand what are the norms, maybe even within my little community, my group, this small group of people, what are the social norms

right here. It doesn't even have to be as big as my entire culture.

Skills regarding decision making also involve the ability to identify problems, and then work together to resolve them. But now, you'll see all these skills coming together. If I'm not self-aware, I won't know that there is a problem. And I'll manage the problem in a really unhelpful way, if I don't have relational skills. So the ability to identify and resolve problems, being able to think through the consequences of our actions.

The ability to think through the consequences resides in what we call our frontal cortex, or our wizard brain. And we don't have access to our wizard brain if we're in flight or fight mode, right. If we're in survival mode, it's very difficult to think through the consequences of our actions. And so these social emotional skills help us regulate, so that we can put our wizard back in place to be able to think through the consequences.

And then we can kind of think about impact and intention. Was it the person's intention, and what was the impact? Or what was my intention, and what was my impact? I'm not saying that just because my intention was not to harm that the impact wasn't harm. I still have to take responsibility for the impact. But being able to separate those two is really helpful.

So let's ask a polling question. And the polling question is, what skills do you find easiest to help people develop? Is it self-awareness skills, self-management, relational-awareness, relational-management, or the putting of it all together? Which are the easiest for you to help people develop?

OK, so what skills do you find easiest to help people develop? Self-awareness was 50% of the audience, self-management, 24% of our participants today, relational awareness was 20%, relational management, 8%, and responsible decision making was 25%.

Fantastic. Great. Thank you for that. Yeah, in some ways self-awareness is one of the more fun skills to kind of pay attention to. I find that that's why I start with most folks most often. And it's such a beautiful experience working with folks, just to help them kind of have these aha moments about themselves. It's pretty cool. So it sounds like lots of people really enjoy that portion of it and find that easier. And then the rest was pretty evenly spread. Yes, Greg.

Just a couple of those two questions that I thought were pretty relevant right here. The first is, the things you've been talking about, how is this different than DBT, or is it the same? And could you talk a little bit about what DBT is for those that may not be familiar with it, and then answer the question?

Oh, excellent question. So DBT is dialectical behavioral therapy. And the way I explain DBT is it's sort

of a combination of mindfulness and CBT. And CBT is cognitive behavioral training. So DBT is this beautiful way of helping people develop certain skills. And fantastic that you caught on, these are the very skills that are reflected in DBT. They're the very skills that are reflected in CBT. They're the very skills that are affected in emotional intelligence. So all of these pieces are kind of overlapping.

But when we talk about DBT, the focus is to develop these skills. And It came from supporting people with certain personality disorders. DBT originated as a way of supporting people and developing skills for people who were struggling with borderline personality disorder. Of course, now DBT is used across a variety of different populations.

Social emotional learning came from a slightly different place. Even though the skills are so very similar, it came from noticing how children develop these skills, and how strongly they were related to certain outcomes. They're actually developmental skills. And then the research shifted to noticing, wow, we don't just develop them in childhood. We actually can continue to develop these skills throughout our life course. So social emotional skills and social emotional development is sort of the foundation. And DBT is one way of developing these very skills. And CBT is another way of developing these very skills.

And then we'll talk about a few other curricula that are out there. In fact, since we brought up DBT, here some additional ways of developing these skills. So these are just programs to help you develop some of these skills we're talking about. Whether it's Quick Skills, or Carey Guides, or actual cog programs, like Strategies for Self-improvement and Change, Thinking for a Change, MRT, these are all cog programs. Minds over Mood is another type of program that focuses on using some CBT skills to manage anxiety and stress and symptoms of depression, et cetera.

So great question. Thank you for bringing that up. Greg, you said there was one more question.

Yeah, and I had just something for you to comment on. So we're talking about cognitive behavioral therapy, therapy based programs, ones that clinicians typically do. And we also are talking about skill development, or helping people develop skills. Can you talk a little bit about the differences, and how those two may intersect or build on each other?

Yes, for sure. So you're asking the difference between sort of cognitive behavioral skill building and social emotional skill building?

Yes. And the relationship between maybe one of these manualized curriculum that is helping people build skills, versus cognitive behavioral therapy, where someone's actually a therapist, actually

working with someone in a cognitive behavioral curriculum or form.

Got it. OK. So these pieces that we listed on this slide, these are actual curricula. Meaning, that they start in a certain place and they end in a certain place. They start with skill number one, and then there are ways of sort of teaching skill number one. We do some practice around skill number one, and then we move to the next thing.

What I'm talking about with social emotional learning, is these very skills. But using the skills based on where the client is. So you can absolutely do it using a curriculum like CBT, or any one of the CBT curricula that we've listed, right, the named programs, so to speak. But CBT is actually a practice. It's not a program.

Social emotional skills, they're practices. Meaning, they're ways of working in the moment with people, no matter what our title is. So, I don't have to be a therapist or a clinician in order to be able to help people with skills in the moment. I don't need a curriculum to be able to help somebody with a skill in that moment. So by that, I mean that these skills that you see, or these ways of supporting skills that you see on the slide right now, are things that any one of us can do.

Naming, meaning naming the skill. Wow, great job problem solving. Or I really like the way you were just aware of what happened, or you paused yourself right now. I know you were about to get quite upset, and yet, you held back for a second. Naming is something that all of us can do. I appreciate how polite you're being right now in your interaction with me. Those kinds of statements we all can do no matter what our title. And that's not a curriculum, right. That's just a practice. It's a way of being with folks that prioritizes skill development, it prioritizes these social emotional skills. So naming is one of them.

Modeling is another. Meaning, we model behavior that we hope to see in others, meaning, respectful behavior. You know, I hate to admit this, but at one point in my life, I was pulled over. Of course, it was for speeding. And the police officer was so incredibly polite, so ridiculously polite with me, that I had no option but to be incredibly polite back, and took so much responsibility. I even shed a couple of tears, because I was so embarrassed about being pulled over.

His modeling of the behavior was incredibly helpful to sort of allow me to pull out sort of the equally positive behavior in this really tough situation. So modeling, no matter where we are or who we are, modeling the behavior that we're hoping to see, respect, positive decision making, empathy, those kinds of things, those basic things that we're asking for is another way. And again, it's not a curriculum. It's a practice. Exploring, just getting curious, where does that come from, or in what ways

does that particular skill help you. Or when you said that, in what way does it help you in what way does it harm you, so just getting curious with the other person.

And then, practicing skills, having the person practice with you. So very frequently we think, oh my gosh, practicing as role plays, and that's this big scary thing, and it really isn't. It's something that we can do in an ongoing conversation with people. And just the other day, I was talking with someone who said, yeah, I don't think it's going to be a problem to ask my boss about that. And I said, OK, tell me how you're going to ask your boss. And the person came up with well, I'm going to say, blabbity blah, right. And there we were doing it. We were practicing it in the moment. And it was such a part of the conversation.

So I hope I answered that question, while also covering this wonderful slide here, which really talks about some of the skills that are involved in supporting people's social emotional skill development.

I think you did. And one of the things I was wondering is, Kevin, do you think you could weigh in a little bit on maybe the relevance of this for law enforcement, and how social emotional skill development might be helpful to law enforcement? I think Anjali touched on her experiences with the ticket, how do you think these skills and understanding social emotional development would be helpful in law enforcement?

Yeah, Greg, I just wanted to kind of feed back on, kind of going off on what Dr. Nandi had mentioned with her being stopped by law enforcement, about how the officer was very polite. Obviously, that's something that you need when you are going to approach situation. But sometimes you know, depending on the situation, how you're going to approach that. But I think knowing that side of what, you know, social emotional skill development and all of that, you know, and how you're going to deal with the situation, really helps out quite a bit for law enforcement. Because you know, the situation may intensify, depending on what the approach is.

And again, going back to dealing with you know, an individual who may be, you know going through some stressful situation, but you may not know that, but I think just understanding the side of you know, why they're in that particular moment, that situation, all that, and what your approach is going to be, but really understanding that side really helps out law enforcement quite a bit and all. Thank you, Greg.

Thanks, Kevin. Back to you Anjali. Yeah, I appreciate you saying that, Kevin. Because in my experience, law enforcement officers are often taught de-escalation techniques, which are so similar

to what we're talking about here, right. It's modeling the right behavior. When somebody is escalating in front of you, that you don't escalate as well, that you sort of maintain a certain calm, that you name some of the things that you're seeing. I can tell that this is really upsetting you, or those kinds of statements. So, I so appreciate your perspective on that.

Greg, I would love for you to kind of lead us through some of the questions that are coming up.

Sure. One person said, just making an observation and checking in, I may have missed something, but it seems like skills build on each other. Is that correct? In other words, you work on self-awareness and self-management before you work on relational-awareness?

Yes, that's absolutely accurate. It's just that some people have better self-awareness skills. And so as I'm kind of sitting with them or listening to them, or noticing their behavior, I notice, wow, the self-awareness skills are there, but the self-management isn't. Or maybe the self-management and self-awareness are both there, but it doesn't translate to how they relate to people, and how they engage in conversations.

So you are right but they do build on each other. That's absolutely true. And yet, we all have holes in different places right. We all kind of are missing certain things. I mean, I still struggle with conflict resolution, for example. So I had a little bit of a hole there. And I'm still working on that piece. So we all have holes in different areas, and yet you can improve all of them. But yes, for the most part, they kind of build on each other.

Does this apply to juveniles in the same way as it would apply to an adult?

Yes, in fact, this social emotional development research started with kids. And the age ranges from quite young all the way up to kind of our transitional aged youth, right, at between that 18 to 24 age group. So yes, applies in very, very similar fashions. It's just we talk about them a little bit differently. I wish I had a poll to see how many people work with juveniles on this call. So I'll just address this really quickly.

With juveniles, you talk about the skills in a slightly different manner. Thought stopping, when I worked with really young ones, we talk about red light green light, right? Red light stop, green light, go. Sometimes we even talk about kind of a yellow light piece, right. Am I getting like this yellow light sign from somebody?

And the red light, green light applies not only to developing self-awareness skills and self-management, but also others. We teach people to learn, is somebody else giving me a red light or a

green light? How do I know that? What social cues do I need to be aware of? So yes, absolutely applies to juveniles as well.

In a related question, can more information be discussed about how this can be developed in children, and not just in the forms of therapy down the road. And perhaps, this also expands on where does this happen in the kid's life, and what are some opportunities short of in being in formal therapy that they can develop these skills?

Yeah, so actually, one of the strongest places that these skills are developed is in the household. So parents have the most impact on social emotional development in kids. And then schools have the second most impact. So I'll give you some examples. I had to learn to do this with my child. When I would work at the computer, and when she was really little, she'd come to me and start sort of tugging at me, right, trying to get my attention. And I would ignore her and just keep trying to work thinking, as soon as I get done with this email, I'll pay attention to her.

So what would she do? She would escalate, right. She would go from not just tugging at me, to getting really loud. And then when she would get loud, I would turn to look at her and say, what? And essentially, I was teaching her the wrong thing. I was teaching her, in order to get your need meet, get loud. That's a bad relational skill. So I learned that as soon as she came up and started to tug me, I would say, "I see you, kiddo, right. Why don't you keep your hand on my thigh right now, and I'll get to you as soon as I can." And so what I was doing then, was acknowledging her. And she now had to develop some self-management skills, right. So that's an example of us doing it as parents.

She's older right now. We're working hard on all kinds of self-awareness and self-management. I mean, she's in her teens, and so there's a lot of high emotion in the house. And I am a low emotion kind of person. She is high, high emotion. And so we talk a ton about naming the emotion, sort of this name it to tame it piece. We talk a lot about how do we regulate it. How do we manage and be OK with certain emotions? But then manage it, so that it's not taking her over.

So there are a lot of different ways in which we communicate with our kids. And as parents, we have such a big responsibility. But the biggest, probably, is modeling these skills for them. And sometimes we don't do it very well, but then just acknowledging that we didn't do a really good job. If I end up yelling, that's OK. It doesn't make me a bad person. But I acknowledge, gosh, you know, how I handled that situation, I wasn't terribly thrilled with. Give me a redo. Let me try that one again. And just modeling that is extremely helpful.

So I mean we could spend a whole webinar talking about some of these sort of ways of teaching social emotional skills as parents, but it shows up both as parents, as in schools, whether we're working with kids as coaches on athletic teams. It shows up in so many different spaces. So I really appreciate that you are making that link.

Thank you. So we have a law enforcement question. And it's going back to the example I think that you talked about earlier, instead of not challenging a person why they believe cops are out to get them or are racist, instead, you can ask them how they come up with this conclusion. Not to challenge them is a slippery slope that society is against the police. Being a cop is difficult enough, but allowing or not challenging is validating that police are racist or targeting certain people.

And I would add to that for the corrections people, and usually one of the things I've struggled with in training people and helping them interact, is this fear of if we're agreeing or being a good listener, that we're somehow endorsing pretty criminal thinking or criminal behavior. And that balance, about how to do that in the ways that you're talking about, as well as holding people accountable and not letting it get too far. So I know that's a lot for a question, and I can repeat it if you like.

No, it's actually a really incredibly important question. And I want to just make sure that we have a very clear distinction between listening to somebody, hearing them, validating their experience. There's a big difference between that and agreeing with them. So I can understand a person's world view and still not agree, right. So I think it's really important that we distinguish between these two. The other piece is, it's a losing battle to try and have a conversation with somebody and convince them that their experience is not valid. It's not just a losing battle, it's an unnecessary waste of time conversation. Their experience was their experience.

What happens next is really important. So, if I have a client who believes that the police are racist, what happens next. Meaning, so how does that belief inform what you do. How does that belief then direct or result in certain behavior that is unhelpful. I'm not addressing the belief. I'm addressing what happens after. I'm helping the person increase their awareness that that belief then leads to certain behavior that gets them deeper into the system. That's the part that I want to shift.

Because I think it's potentially re-traumatizing to have a conversation with a client that denies their experience. And from a trauma informed lens, I want to encourage you to be careful about that. I'm not saying that I then say, yes, clients, you are right. At no point am I saying that. I'm not judging their experience. I'm hearing their experience, and then getting curious about what that means in terms of their behavior. Greg, since you're the only one I can talk to, does that make sense?

That was very helpful, I think. So another question, Anjali, was, would you include self-esteem with self-awareness?

Oh, great question. No, slight difference. Self-esteem, really, really important, but I can have low self-esteem and high self-awareness. So they are two slightly different things. Building self-esteem is important for sure. But self-esteem is about sort of this generalized level of confidence, or sort of belief in one's self. Self-awareness is being aware, being cognizant of what's going on internally for me.

So I mean, for me, I have a decent level of self-awareness. Well, I'm sorry. I have a decent self-esteem. And then I'm sometimes aware that I am feeling self-conscious, or I'm just noticing. Like even right now, I notice how many times I use the word "like," or I say, "mm," or you know, those kinds of things. I have this sort of high level of self-awareness or self critiquing that's happening. And then for me, I have to manage some of that, and really be gentle with myself, which is the self-management part of it. So two kind of different constructs that we're talking about.

Thanks. Another question is, are there assessment tools to help us identify strengths and areas for growth in social emotional skills?

Yes. Most of the tools focus on kids, but there are some newer assessments that focus more on adults. And when we put out the resource guide, and maybe Greg, you can talk about when that will come out and where it might be, we'll add a link to a website that really helps kind of direct us to some of these assessments that will help us look at what our social emotional skills are.

Another way of getting at it could be looking at doing an emotional intelligence kind of assessment as well. So you could do a social emotional skills. You could do emotional intelligence. They're similar. Executive functioning, that's another one that's really similar. I'm sorry, I did mention that already. But executive functioning skills, there's a big overlap with those in some of the social emotional pieces that we're talking about. So that's important as well.

Thank you. So another question, could you talk a bit more about what we know about brain development, and how we should consider that emerging science as we explore social emotional development of our clients or the people we interact with?

Oh, yes. There's so much that we're learning about the brain. It's such an exciting topic. So many of these social emotional skills, they reside in our frontal cortex. And the frontal cortex is the executive functioning part of our brain. It helps us with decision making, thinking about the future, pros and

cons, consequential thinking, all of that. We can weigh things in the frontal cortex.

Unfortunately, because of how the brain works, using the frontal cortex requires literally more calories, actual calories, than making decisions from the lizard part of our brain, making sort of these patterned choices, coming from kind of a place of quick reactions. So a lot of what we process from the world, we actually process through this limbic system. Because for our bodies, it's cheaper, right. It requires less calories to be able to do that.

And so we make tons of decisions, driving is such a great example. There are so many little decisions that we make while we're driving that don't pass through our frontal cortex. You make them pretty easily. They're patterned. And so we've learned that paying attention to the brain is really important, because this link between the limbic system, or the lizard brain, and the frontal cortex, the wizard brain, gets impaired in certain circumstances.

It gets impaired in addiction. It gets impaired in trauma. It gets impaired during stress or when we feel like we're not safe. When we're really angry or we're experiencing high emotion, we lose the connection between the limbic system and the frontal cortex, and essentially, kind of flip our lids, right. We lose that connection. And so knowing this helps us understand that it's even more important that we develop these social emotional skills, so that we can put our lids back down as quickly as possible, and make decisions that are in our best interest, or in the best interest of not just me, but those around me. So the brain development piece is so incredibly important and impacts us in so many different ways.

Thanks. I think that you answered the question, but I want to honor the person who asked it. What would be the root cause of poor development would be, or a variety of root causes that have led to poor skills in this area?

I just want to make sure I understood it correctly. So what are some of the reasons why we don't develop good social emotional skills?

I believe that that's the nature of the question, yeah.

OK. Cool. A variety of different reasons. It could be because I'm growing up in a chaotic household with a lot of stress, a lot of adverse childhood experiences. And by adverse childhood experiences, I mean trauma, sexual trauma, emotional trauma, chaos in the household, unstructured environment, those kinds of things, right, really, ways in which kids then result in them feeling unsafe. So if that's going on in the household, what's happening in my brain, because I'm not feeling safe on a regular

basis, is our brain then sends more effort at developing the limbic system, which is a safety mechanism, versus our frontal cortex.

So folks who grow up in chaotic households with a lot of adverse childhood experiences, they tend to have a larger limbic system, an overdeveloped limbic system, than they do their frontal cortex. And so they struggle with some of these skills, because perhaps, it wasn't talk to them. It wasn't modeled for them. Maybe even it wasn't safe for them to learn these skills. Because the way to get your needs met or the way to stay safe, is to do other behaviors that now society is looking at me and saying, hey, why are you doing that? That's going to get you into trouble. So I could have experienced a lot of these things growing up that then leads to me not having these skills as an adult. And then it becomes incumbent upon us to support this person in the development of these skills.

Thanks, Anjali. There's a couple of questions related to smudging used as a Native American practice in social emotional development. Are you familiar with that? And can you comment on it?

Yes, so there are different self-regulation techniques that are very culturally based. So whether it's chanting or singing together, or even other self-regulation techniques that involve maybe a prayer or meditation, or those kinds of mindfulness activities, all of those are incredibly helpful as well as self-regulation techniques. So thank you, yes.

Well and I think it really touched on a couple of other comments about really natural social networks and where people can get information and techniques that are culturally relevant to them that they can practice for the rest of their lives, and be involved with people who do similar things. So great question, thank you. So the last question is, if a person has deficits in their social emotional development, how quickly can they quote unquote catch up to where they should be with respect to chronological age and social emotional age?

Oh, that's such a great question, and it's a complicated question. So the person asking the question obviously recognizes that there is a big difference between chronological age, right, maybe I have a 45-year-old person sitting in front of me, that's chronological age, versus developmental age, where their brain is at. And maybe you know, I have a 45-year-old sitting in front of me, but developmentally, perhaps skill-wise, they're still kind of in that 15, 16 years of age. And that's for a variety of different reasons that I think we've touched on already.

So the question is, how quickly can they catch up, and that is terribly complex. And it's complex because it depends on what they're doing right now and what kinds of supports they have. So let's say they're currently continuing to use, it'll take longer for them. Let's say they're currently continuing

to live in a place where there's chaos and trauma, and sort of a lot of emotional disregulation. It's going to take longer for them.

But let's say on the other hand, that particular person has a ton of social support around them. They are maintaining sobriety, for example. They have a tight group of people who support them and support their relational awareness as well, and model these skills for them, then, these skills can develop rather quickly. So it really depends on what the context is here.

Thank you. So thank you, everyone. This is going to conclude our question and answer portion for this webinar. In closing, we'd like to share a brief information on the additional training and technical assistance opportunities. NCJTC is a training and technical assistance provider for the coordinator Tribal Assistance Solicitation purpose area three grantees and non grantees tribal agencies, focused on implementing system wide strategies to address crime issues related to alcohol and substance abuse in tribal communities.

We are also a TTA provider assigned to assist tribal Comprehensive Opioid Stimulant and Substance Abuse Program grantees, focused on developing, implementing, or expanding comprehensive efforts to identify, respond to, treat, and support those impacted by illicit opiate stimulates and other drugs of abuse. TTA services for both programs include customized on site and virtual training, regional training, conferences, webinars, peer to peer support, on site or virtual meeting facilitation, written resources, community planning, justice system collaboration, and sharing grantee best practices.

For additional information on general TTA services, links to featured offerings, and to request TTA, please visit our program website as shown on the screen, for more information. Please follow the on demand link to view upcoming webinars and our robust library of webinar recordings, and self-paced online training opportunities.

We also have several relevant upcoming webinar opportunities in this series that can also be found on our website. Please watch your inbox for information on registration and additional details on these upcoming webinars. Another valuable resource is the COSSAP Resource Center, a snapshot of the COSSAP Resource Center is shown here, along with the web link. Featured resources available include, funding opportunities, COSSAP grantees site profiles with a data visualization tool, information about demonstration projects, peer to peer learning, and recordings of all previous COSSAP webinars covering a range of substance use disorder related topics and strategies.

Of particular significance, is the ability to request training and technical assistance or TTAs, whether you are a COSSAP grantee or not. The COSSAP TTA program offers a variety of learning opportunities

and assistance to support local tribal and state organizations, stakeholders, and projects in building and sustaining multidisciplinary responses to the nation's substance abuse crisis. For more information, you can contact the COSSAP program at COSSAP@iir.com.

I want to conclude today by thanking you, Dr. Nandi, for the excellent presentation, and Kevin, for your valuable feedback today, and sharing your time and expertise. Please remember to complete the evaluation, and thank you, and have a wonderful day.