



# StreetWorks Toolkit

## Resources: *The Brain*

In Classroom 101, we discussed survival mode, adolescent brain development, and how trauma changes the way a person experiences and response to their environment. Use this activity to think about how these concepts might change how you work with youth.

### How to use this activity:

The activities in the StreetWorks Toolkit are meant to support you to apply what you have learned in the Classroom 101 in context at your agency. There are many ways that this activity may be helpful. Choose the option that makes the most sense for you in your context.

#### Option 1 Individual Reflection:

How many of these questions can you answer on your own?

#### Option 2 Paired Reflection:

Bring these questions to a peer or your supervisor. Reflect together and see how many answers you can provide.

#### Option 3 Team Discussion:

Use these questions as a part of a team or community meeting to discuss as a group.

#### Option 4 Client Discussion:

Use these questions to spark conversation in a meeting with a client. *If you are going to use this tool with clients, make sure their participation is an option and not an expectation. Make sure that any notes you take respect the client's confidentiality and do not mention the client's name or identifying information.*

To the extent you feel comfortable, we invite you to share feedback or questions on these activities so that we can better fit these tools to your role and your community.

Feel free to reach out to [streetworkstraining@lssmn.org](mailto:streetworkstraining@lssmn.org) or [james.scott@lssmn.org](mailto:james.scott@lssmn.org) for questions or to reflect on this activity, and we encourage you to share any or all of your results with StreetWorks.

## Survival Mode

Name five ways that a young person experiencing homelessness can find a place to sleep using \$10.

## Adolescent Brain Development

Considering the strengths of the adolescent brain (emotional, social, novel, creative), give an example of how a case plan or strategy with a youth would incorporate those strengths.

Considering the limitations of the adolescent brain (cause and effect, time, long term strategy), give an example of a case plan or strategy that may pose a barrier to a youth.

## Trauma-Informed Care

Identify five questions from your intake paperwork that could be a possible trigger for a youth and possible reasons why those questions could be a trigger.

Are any of these questions optional? If the question is mandatory, is there a different way to ask the question?

Identify five actions a person could take (either proactively or while interacting with the youth) that might help a young client feel safer or more comfortable.

## Now what?

- The information you gather in this activity will form the basis of your discussion in Classroom 201, so be prepared to have your notes available during that phase of the training.
- Utilize the strengths and limitations you identified above to inform the next case plan that you write with a youth.
- Practice one or more of the trauma-informed strategies you came up with in a role play with a peer or group.