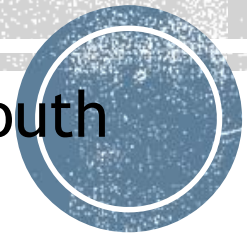


Identity and Resilience in Preventing and Healing from Youth Substance Use

A Culturally-Grounded Approach to Lifting up New Mexico's Youth

Anna Nelson, LCSW, Assistant College Professor

New Mexico State University School of Social Work



Welcome!

- Anna Nelson, LCSW, is an Assistant College Professor at New Mexico State University School of Social Work in Albuquerque, New Mexico. From 2010-2016, she served as Executive Director of the New Mexico Forum for Youth in Community. Ms. Nelson received her master's degree in Social Work in 2003 from New Mexico Highlands University. In 2010, Ms. Nelson was a Robert Wood Johnson Ladder to Leadership Fellow. She is dedicated to serving youth, families and communities with experience in both direct practice and policy transformation. For her work in successfully reducing the rate of dating violence in New Mexico, Ms. Nelson received the 2011 Patty Jennings and Polly Arango Citizen Advocacy Award. For her work in promoting social justice/equity in education, Ms. Nelson received the New Mexico Education Equity Alliance (NMEEA) 2013 Annual Fueling Increasingly Relevant Education (F.I.R.E) Award and the YWCA-NM Women on the Move Award in 2015.



Acknowledgements and Disclaimer

Acknowledgements

We would like to express our gratitude to the high school students and staff as well as the members of the greater Albuquerque community for their contribution to the development of the SUPER PEER curriculum. SUPER PEER was created at the University of New Mexico through the NM Screening, Brief Intervention and Referral to Treatment (SBIRT) Program.



Support

Conrad N. Hilton Foundation Grant

University of New Mexico, Department of Pediatrics,
Division of Adolescent Medicine

University of New Mexico, Center for Alcoholism,
Substance Abuse and Addiction (CASAA)

Author: Anna Nelson, LCSW

Project Director: Daisy Rosero

Supporting Program Developers:, Mary Ramos, MD,
Lindsay Worth, Vern Westerberg, Tim Condon, MD, Erika
Partridge, Rachel Sebastian

Editors: Mary Ramos, MD, Daisy Rosero

Graphic Design: Daisy Rosero



What to Expect from Today's Dialogue

1. Learn the key components of identity-centered, culturally relevant youth engagement and positive youth development as sources for resilience against youth substance use
2. Articulate the core guiding principles and theoretical foundations of cultural humility, peer education and harm reduction as sources for resilience against youth substance use.
3. Use the Substance Use Prevention, Early Intervention and Referral Peer Engagement and Education Resource (SUPER PEER) curriculum as a promising model to develop an actionable plan for immediately implementing positive youth development an engagement in your work and community environments



“See One:” Community Agreements

- This dialogue is guided by the didactic methodology widely applied in the medical and public health professions, called See One, Do One, Teach One
- To feel safe in building new knowledge and skills, enhancing their innate leadership and peer engagement strategies, and to explore their sense of identity, young people need to feel emotionally safe and grounded.
- Community Agreements activity lays a foundation for embracing diversity, respectful engagement with peers, and ways to handle conflicts if they arise.
- This consensus-driven activity differs from the traditional “ground rules” approach often found in group settings and establishes a safe learning environment.
- By giving young people opportunities to voice what they need from one another, their Adult Ally and facilitator, a climate for emotional safety is created which allows young people to fully engage in the 9-dialogue SUPER PEER pilot.
- Community agreements are then prominently displayed and referred to throughout the 9 dialogues.
- The prompter used during the first SUPER PEER dialogue is, “What do you need from your peers, Adult Ally, and facilitator to feel safe and comfortable to ask questions, share about your experiences and practice new skills during the next 9 dialogues?”



***“See One:”* Community Agreements**

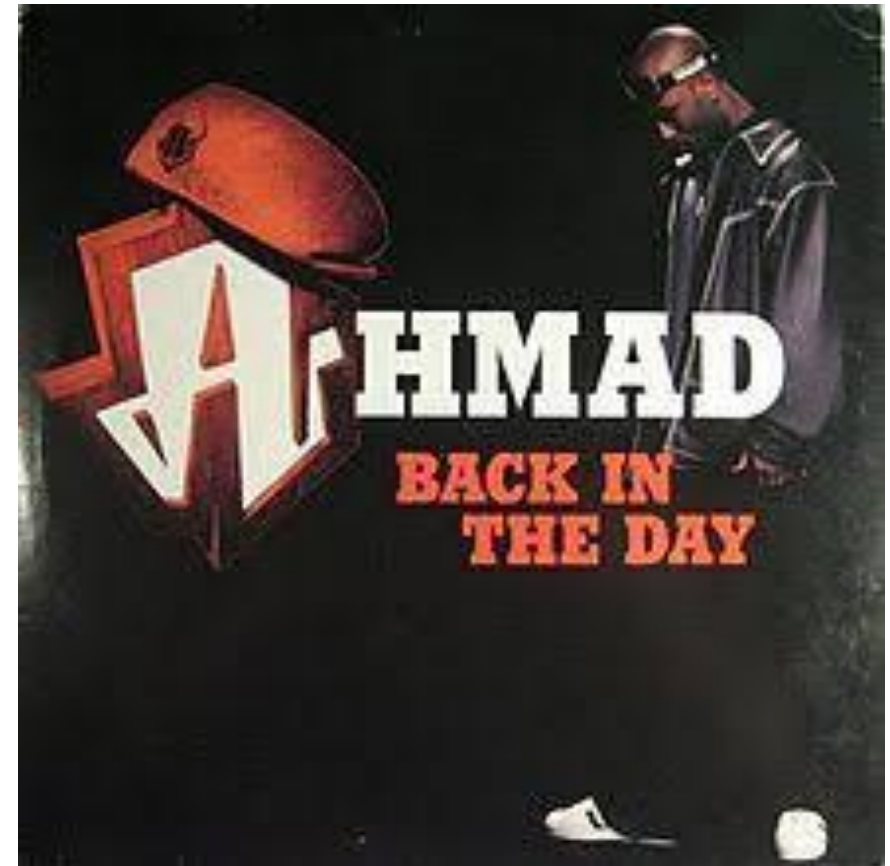
- What do you need from your colleagues today to feel comfortable in asking questions, learn and practice new skills?”
- Step-by-Step
 - Give each participant an opportunity to respond
 - Ask clarifying questions to avoid miscommunication
 - Record each participant’s response on poster paper and check in to make sure it was captured correctly
 - Ask the group to raise their hand if they agree to honor the community agreements during the 3-hour orientation.



Back in the Day (Ahmad, 1994)

Going back in time to when you were a youth, respond to the following:

- Back in the day, I was...
- Back in the day, I did...
- Back in the day, I had...
- Back in the day, I wore...
- Back in the day, I knew...
- Back in the day, my parents/grandparents/caregivers said...
- Back in the day, my friends were...
- Back in the day, I loved...
- Back in the day, I trusted...
- Back in the day, I wished...
- Back in the day, I dreamed....





SUPER PEER

Substance Use Prevention, Early Intervention and Referral Peer Engagement and Education Resource (SUPER PEER) Curriculum

SUPER PEER: What it is and isn't.

- The Substance Use Prevention, Early Intervention, and Referral Peer Engagement and Education Resources (SUPER PEER) curriculum is a unique culturally-relevant positive youth development curriculum designed to address youth substance use through peer to peer education.
- Engages high school students ages 14-19 in a 9-dialogue curriculum
- Offers information on substance use
- Engages youth in peer leadership and education
- Promotes completion of community impact projects that may be used for service learning credits
- Trusted adults who support young people will have opportunities to build skills in best practices for culturally-humble positive youth engagement.
- **SUPER PEER is not a therapeutic intervention.** It is a youth leadership program focused on developing peer educators to prevent and identify youth substance use early.



SUPER PEER Guiding Principles

- **Confidentiality is key.** In order to feel emotionally safe to engage in SUPER PEER, young people must be empowered to know that their fellow peer educators, their facilitator and adult ally will maintain confidentiality/privacy. They must also clearly understand the limits to confidentiality/privacy, including mandatory reporting and any school or community organization-specific policies requiring parental notification.
- **Honoring and respecting diversity of identity and thought is non-negotiable.** A strong sense of cultural and other forms of identity, such as gender and sexual orientation, is protective against risk for substance use during adolescence. SUPER PEER aims to be fully inclusive and to reflect the lived experiences of New Mexico's youth.
- **Culturally-relevant, social-justice informed positive youth development is critical to authentically engaging young people.**
- **Young people listen best to their peers.**
- **Young people are natural innovators.** Young people should be involved in the implementation of SUPER PEER at every level.
- **ALL young people are eligible to participate in SUPER PEER.** During participation, there is an expectation that peer educators will refrain from using substances, and youth should be supported, not penalized, for disclosure of use.



SUPER PEER Web of Influence (Adult Facilitator Guide, Pg. 8)

- An additional framework which advises SUPER PEER is the Substance Abuse and Mental Health Services Administration Center for Substance Abuse Prevention (SAMHSA CSAP) Web of Influence.
- The Web of Influence analyzes the exchange between individual risk and protective factors and context in which that individual lives, works and goes to school.
- The Web of Influence identifies six major life domains which include, individual, family, peer, school, community and society.
- Though the Web of Influence emphasizes that both risk and protective factors exist in each of the six domains, current literature and approaches often lead with risk at the forefront.
- SUPER PEER is intentionally designed to elevate the resilience, promotive and protective factors which exist for young people through opportunities to educate their peers and make a difference in their communities, as seen here in the SUPER PEER Web of Influence.



What's Special About SUPER PEER

1. SUPER PEER strives to effectively apply positive youth development (PYD) framework grounded in social justice throughout the entire curriculum.
2. SUPER PEER develops peer educators who will both promote resilience and protective factors among other young people and act as early responders to young people at risk for substance use SUPER PEER develops peer educators who will both promote resilience and protective factors among other young people and act as early responders to young people at risk for substance use.
3. SUPER PEER is culturally relevant, effectively integrating cultural and other forms of identity as protective factors and identity-grounded activities throughout the entire curriculum.

What do these terms mean to you?

How do you see these approaches demonstrated in your school/community?



Special Note: Harm Reduction (Dialogue 4)

- Harm Reduction is an evidenced approach to engaging people in taking less risks to prevent or reduce their harmful consequences.
- The harm reduction approach meets people where they are, sees people as experts in their lived experiences and having the capacity to create their own solutions to their struggles.
- Harm reduction doesn't just focus on people's behavior. It also examines environmental or social factors that lead to these behaviors, like racism, homophobia, transphobia and other forms of oppression.
- While this approach does not ignore behaviors or choices that may lead to negative outcomes, it embraces nonjudgement and focuses on developing strategies to reduce behaviors over time.
- Peer education is a powerful technique to promote harm reduction because young people feel more comfortable being open with one another and can provide each other with nonjudgmental, non-coercive support.

Harm Reduction Coalition. (n.d.) Principles of Harm Reduction. Retrieved August 23, 2017, from <http://harmreduction.org/about-us/principles-of-harmreduction/>.



SUPER PEER Outline of Dialogues

Adult Ally/ Facilitator Orientation (3 hrs)

- Engaging training to support Adult Allies and Facilitators in understanding roles and responsibilities of youth engagement, positive youth development and strategies for promoting values-based, identity-grounded peer education and youth leadership.

Peer Educator Dialogue 1

- **We Got This Together! Peer Educator Relationship Building**
- Establish relationships and deepen connections with fellow Peer Educators. Orient Peer Educators to 9-Dialogue framework, purpose and unique characteristics of the SUPER PEER curriculum.

Peer Educator Dialogue 2

- **Know Your Roles! Understanding Roles and Boundaries for Peer Educators**
- Define roles and boundaries of peer educators.

Peer Educator Dialogue 3

- **Peer Power! Early Identification of Youth Substance Use**
- Learn prevalence of youth substance use in NM and specific communities. Understand impact of youth substance use on the adolescent brain, its connections with other adolescent health issues.

Peer Educator Dialogue 4

- **Lighting the Sparks of Change! Communication Strategies for Peer Educators to Increase Young People's Motivation to Change**
- Introduce Harm Reduction and Motivational Interviewing philosophies, learn motivational communication skills, and practice peer educator boundaries.



SUPER PEER Outline of Dialogues

Peer Educator Dialogue 5

- **Resilience From Our Roots! Understanding What Makes Us Strong and What We Need to Withstand the Winds of Change.**
- Know the differences between age-appropriate stressors and traumatic stress, learn signs and symptoms of personal vicarious trauma, and develop emotional safety plan.

Peer Educator Dialogue 6

- **Resilience from Our Roots! Peer Educator Values Exploration and Leadership.**
- Understand values-based leadership and its relationship with peer education and gain insight into their own core personal values.

Peer Educator Dialogue 7

- **What We Know About Where to Go! School and Community Asset Mapping**
- Introduction to the concept of community asset mapping and learn methods for identifying youth-centered resources for support.

Peer Educator Dialogue 8

- **Making an Impact! Steps for Planning and Implementing a School/Community Project**
- Provide step-by-step process for designing and implementing a data-driven community impact project to address a root cause for youth substance use.

Peer Educator Dialogue 9

- **Let's Celebrate!**
- Provide peer educators an opportunity to share their learnings and celebrate their successes.



SUPER PEER Implementation Team

- To achieve a positive impact on young people, their schools and communities, SUPER PEER is youth-centered and designed to authentically engage young people as peer educators and the trusted adults who support them.
- Important in this process is understanding the roles and responsibilities of each key stakeholder.
- The SUPER PEER Facilitator Guide clearly defines roles and responsibilities for SUPER PEER participants.
- Adult allies and facilitators are strongly encouraged to identify the people who are your SUPER PEER Implementation team, share what you've learned during the orientation and review these roles and responsibilities with them.
- **Your SUPER PEER Implementation Team can also act as advisory while you are implementing the curriculum.**



SUPER PEER Implementation Team

- School Administrator
- Community Youth-Serving Organization Leadership
- Adult Ally: A community volunteer or school/organization staff member
- SUPER PEER Facilitator: Does not require licensure. Must possess skills in positive youth engagement and development, communicating and presenting. May also be the Adult Ally.
- SUPER PEER Youth Peer Educators: Young people ages 14-18 who self-nominate or are nominated by peers and trusted adults/



Special Note: Boundaries and Ethics for Adult Allies and Facilitators

- Assuring the confidentiality of peer educators
- Actively informing peer educators of the limitations to confidentiality, including any person's duty to report suspected abuse or neglect of a minor to New Mexico Children, Youth and Families Department (Section 32A-4-3 of the New Mexico Statutory Authority). An additional limitation is the duty to report if a young person discloses they are suicidal.
- Being clear that adult allies and facilitators are trusted adult mentors, not licensed clinicians and may not provide behavioral health interventions to any young person.
- Being consistent in engagement with youth and following through with their commitments to youth.
- Identifying early the signs of substance use, risk for suicide and other adolescent risk factors and intervening when appropriate by providing supported referrals.



SUPER PEER Implementation Plan (Adult Facilitator Guide, pg. 10)

- SUPER PEER is designed to be implemented in both school and community-based settings.
- To maximize its feasibility and usefulness in schools, SUPER PEER is comprised of nine, 45-minute dialogues.
- If your school or organization has the ability to extend the dialogue length, the SUPER PEER curriculum can be consolidated into four two-hour dialogues.
- Also, each dialogue can be extended by 30 minutes utilizing the additional information provided in this facilitator guide.
- Finally, this curriculum is designed to provide culturally-relevant activities. Facilitators can select from a menu of activities that are provided to ensure that the content resonates with young people from all communities within New Mexico.



Adult Facilitator Guide

Dialogue Content Framework

- All dialogues in the curriculum provide an overview, learning objectives, agenda, and additional or alternative activities and resources so the content is adaptable to the site and participant needs.
- Each dialogue also provides dialogue and activity guidance and strategies for debriefing the dialogue.
- Peer educators are given youth workbooks to follow throughout the 9 dialogues with activities that reinforce learning and a sections to journal about their insights and growth.



Measures for Successful Implementation

- It is recommended that a minimum of 5 and up to 10 youth consistently attend the 9-dialogue curriculum.
- Key stakeholders involved in implementing SUPER PEER are strongly encouraged to further define their collective metrics for successful implementation.
- Facilitators are provided pre- and post-surveys for youth participants to complete which will measure changes in knowledge, attitudes, behaviors and beliefs.
- Facilitators may also develop short surveys to administer after each dialogue to measure immediate changes in knowledge.



UNDER CONSTRUCTION!

- Modules for Dating Violence, Youth Suicide, Relational Aggression/Bullying, Early Unplanned Pregnancy
- Dialogue for Youth Advocacy and Action Planning
- Dialogue for Youth Community Organizing





**SUPER PEER 1st Unique Aspect:
Positive Youth Development and
Social Justice**

The Basics

Youth Development

- Youth Development is a process of human growth from childhood, through adolescence, towards adulthood. Young people seek to gain the skills and knowledge necessary to move from being taken care of by adults to being responsible for meeting their own basic and social needs.

Positive Youth Development

- Positive Youth Development is an intentional approach that provides opportunities, relationships and supports for young people to build their capacities for a successful transition to adulthood.



PYD Principles

- Asset-Based
- Place-Based
- Holistic
- Developmentally Appropriate
- Informed by Youth for Youth
- For ALL Children and Youth
- Broad Stakeholder Investment



Shifting Our Paradigms



Treating Youth Problems

Preventing Youth Risks

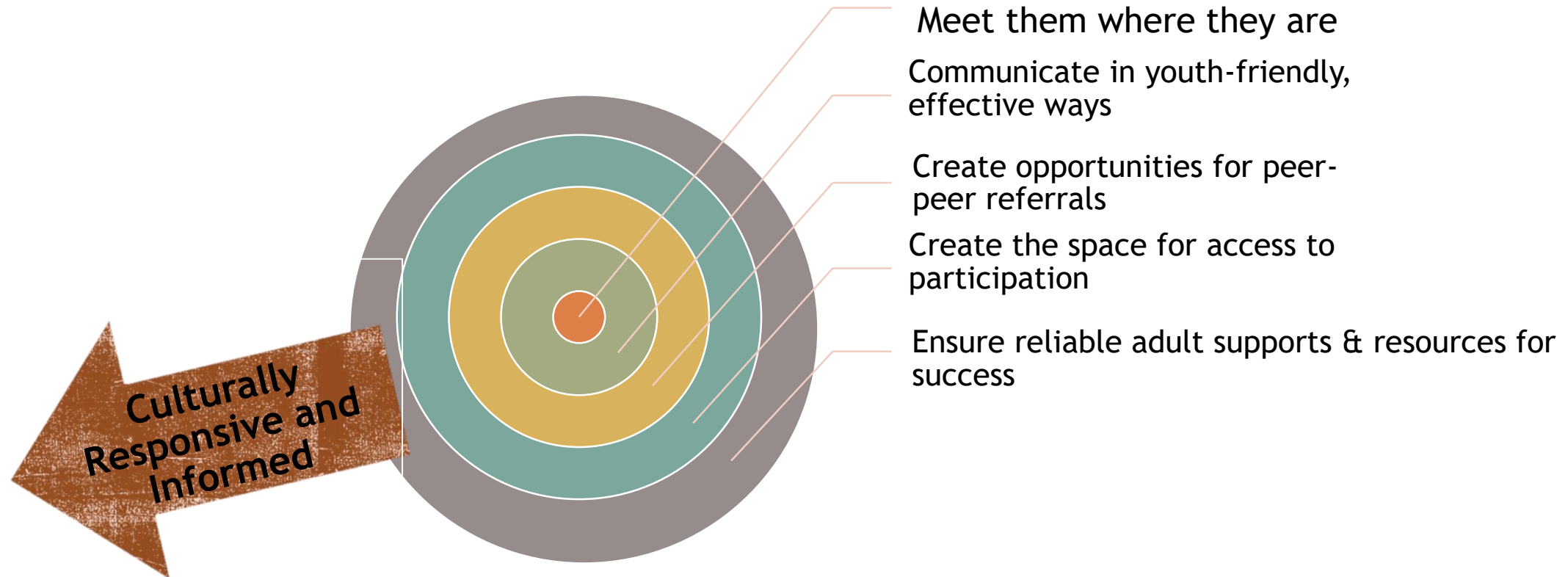
Preparing Youth

Promoting Youth Participation

Engaging Youth as Community Members



5 Key Strategies to Hit the Mark with Youth Engagement



Ladder of Youth Voice



Adapted by Adam Fletcher (2011) from work by Roger Hart, et al. (1994)

Let's Get Interactive!

-Join with a Partner

-Identify where your standards of practice rests on the Ladder of Youth Voice

-Spend 5 minutes brainstorming ways you can promote the environmental factors necessary to bring your youth engagement to the next level

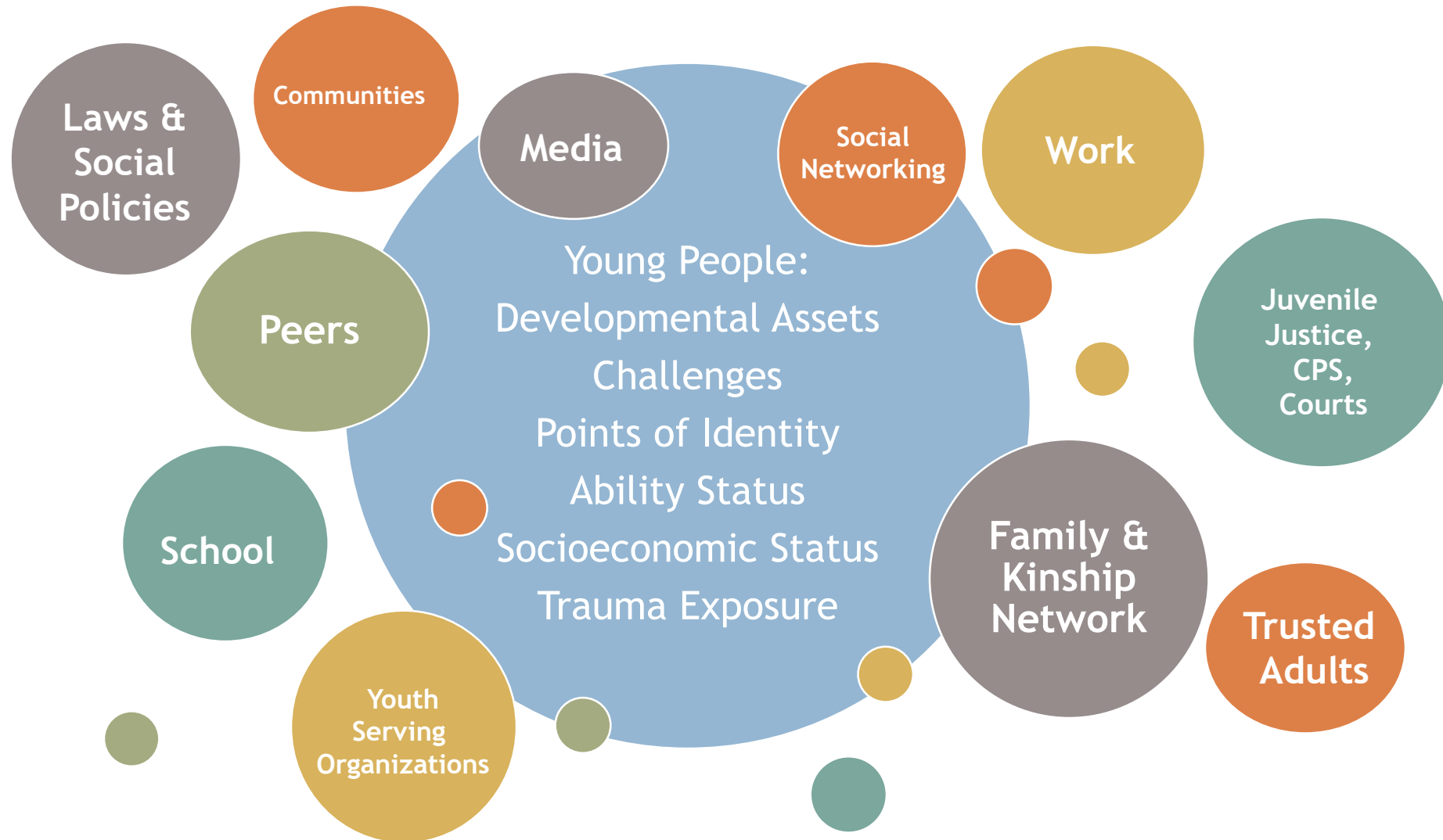
-Report at least 1 innovation to the larger group

PYD Outcomes

- Safe and Supported: Young people are provided safe and supported environments
- Healthy: Young people are physically, emotionally, and spiritually healthy
- Learning all the Time: Young people have the skills, motivation and opportunities to become lifelong learners.
- Ready for Adulthood: Young people are prepared to assume adult roles in their families, communities and workplaces.
- Valued Participants: Young people are fully engaged as valuable members of their communities.
- For more on making an empirical case for the value of PYD, see <http://aspe.hhs.gov/hsp/positiveyouthdev99/chapter3.htm>.



Youth At The Center



Adolescent Developmental Perspective

Renegotiate Relationships with People in Positions of Authority (Individuation)

Physical Maturation (Sexual Development)

Abstract Thinking (Cognitive Development)

Peer Relationships (Social Development)

Navigate Complex Emotions (Emotional Development)

Enhance Problem Solving and Conflict Resolution Skills (Skill Development)

Develop Beliefs, Values, Standards (Moral Development)

Answer "Who Am I?" (Identity Development)

Positive Youth Development & Social Justice (PYJ)

- Social justice is the view that everyone deserves equal economic, political and social rights and opportunities.
- PYJ is a specialized PYD model that integrates social justice by “encouraging the youth justice systems to focus on protective factors as well as risk factors, strengths as well as problems, and broader efforts to facilitate successful transitions to adulthood for justice-involved youth.”
- PYJ model views youth as agents of social change, fostering "the praxis of critical consciousness and social action" by building assets in six key life domains.

PYJ In a Nutshell: 2 Core Assets in 6 Domains

Knowing/Doing

Attaching/Belonging

Education

Work

Health

Relationships

Community

Creativity



SUPER PEER 2nd Unique Aspect: Developing Peer Educators

Youth-Led Peer-to-Peer Education

- Peer education is an umbrella term that covers a range of different approaches including:
 - Peer programming
 - Peer education
 - Peer helping
 - Peer facilitating
- Affects a target population by harnessing the potential power of its peers.
- Designed to encourage attitudes, knowledge, behaviors and outcomes that the community considers desirable, and discourage attitudes, behaviors and outcomes that a community considers undesirable, or to accomplish some of each.
- Youth-designed methods for administering new knowledge.



Youth-Led Peer-to-Peer Education

Improved reproductive and sexual health outcomes (pregnancy, births and STIs)

Reduced sexual risk behaviors (delayed initiation of sex, increased contraceptive use and condom use, reduced number of new sexual partners, unprotected sex, frequency of sex, and increased partner communication)

Reduced substance use (alcohol, cigarettes, marijuana and other drugs)

Reductions in arrest rates, sports injuries, and refusing to ride with a driver who had been using substances

Improved employment, school attendance, school grades and graduation rates

Improved healthy behaviors, including seeking appropriate health care, healthy diet, exercise and breastfeeding



Youth Community Impact Projects

- Youth Community Impact Projects are opportunities for young people to employ knowledge they gathered through participatory action research to identify relevant issues which impact their health and academic success
- Youth-led teams design, implement and define methods for evaluating impact
- Examples include community gardens, health fairs, parent education opportunities



Youth-Led Peer-to-Peer Education & Community Impact Projects

1. Build on results and products from Asset Mapping and Youth-Led Research
2. Identify adult partners to offer youth support
3. Identify opportunities to provide education and develop SMART Goals/Action Steps
4. Implement education activities
5. Use youth-friendly tools to evaluate impact





**SUPER PEER 3rd Unique Aspect:
Promoting the Exploration of
Cultural and Other Forms of
Identity as Resilience**

SUPER PEER Cultural and Other Identity Relevance

- A final unique aspect of SUPER PEER is its culturally relevant approach to strengthening young people's sense of identity and belonging to community.
- Cultural relevance (Billings, 1994) describes a teaching method that empowers people intellectually, socially, emotionally and politically by integrating cultural referents in tools for sharing knowledge and imparting skills.
- Implemented in a State comprised of a majority of people of color, this curriculum is designed to draw from Latino, Native American/First Nations, and African American cultural reference points to more intentionally engage youth participants from New Mexico.
- This is important because a key developmental milestone during adolescence is self-identity strengthening and exploration, a process significantly influenced by young peoples' families, social networks, and communities in which they reside.
- Bronfenbrenner (2005) helps us understand that identity strengthening and exploration is a dynamic process influenced by biological, psychological, social, cultural, and historical components.
- Culturally relevant youth engagement approaches aid in identity development and are effective in supporting a high sense of cultural identity and self-esteem.
- Corneille and Belgrave (2007) demonstrated that ethnic identity has an effect on drug use, where high ethnic identity is linked to attitudes that disapprove of drug use and greater intentions to refrain from drug use and acts as a protective factor against drug use for youth who lived in high-risk neighborhoods.
- Ethnic identity may increase feelings of self-worth and prosocial behaviors, all protective factors against substance use.
- Culturally relevant approaches designed to promote strong ethnic identity are shown to contribute to lower levels of alcohol and drug use among Native American/First Nations youth and improve resilience and coping among African American youth.



A Crosswalk of PYD, 21st Century Competencies, Cultural Resilience & Capital

PYD

- Data-Driven Social Analysis
- Positive Cultural Identity based on "bicultural fluency"
- Socioemotional Competency
- Bonding
- Self-Efficacy

21st Century Skills

- Critical Analysis
- Adaptability and Agility
- Teamwork/Social Capital
- Cross-Cultural Skills
- Innovation/Imagination

Cultural Resiliency (Arauz, 2007)

- *Ser Americano*: Critical Analysis from multiple cultural lenses
- *Jaula de Oro*: Navigation of Border Spaces (Adaptability & Agility)
- Sociocultural Capital: Funds of Knowledge & Culturally-Grounded Teamwork
- Inter/Intracultural Communication
- Self-Expression: Innovation & Imagination

Cultural Capital (Yosso, 2005)

- Linguistic Capital
- Navigational Capital
- Social Capital
- Filial Capital
- Resistance Capital



Adolescent Developmental Assets

External Assets

- Family support, positive family communication and family boundaries
- Connections with trusted adults
- Caring community and school environments which value youth
- Positive peer influences
- Creative activities
- Youth Programs
- Opportunities to serve
- High expectations

Internal Assets

- Commitment to learning
- Positive values
- Social/cultural competencies
- Resistance skills
- Positive identity, self-esteem
- Sense of purpose
- Positive view of personal future



Grit Indicators

- Courage
- Long-Term Goal Orientation
- Perseverance, Tenacity, and Ability to Stick to Goals
- Ability to Delay Gratification
- Passion-Driven Focus
- Self-Control, Personal Discipline, and Consistency
- Excellence versus Perfection

Thriving Indicators

- “Spark” identification and motivation.
- Positive emotionality.
- Openness to challenge and discovery.
- Intrinsic desire to explore new things, and enjoys challenges.
- Hopeful purpose.
- Sense of purpose and sees self as on the way to a happy and successful future.
- Moral and prosocial orientation.
- Sees helping others as a personal responsibility, and lives up to values of respect, responsibility, honesty, and caring.
- Spiritual and cultural development.
- Opportunities to grow and develop their “sparks” and encouragement and support to pursue “sparks”



Search Institute's 15 Thriving Indicators: Theoretical Measurement Markers of Thriving in Adolescence. Table developed from factor analysis reported in Benson, P.L., & Scales, P.C. (2009). The definition and preliminary measurement of thriving in adolescence. *Journal of Positive Psychology*, 4, 85-104. Retrieved from <http://www.apcyf.org/files/2013/04/thriving-indicators.pdf>.

Spotlight on Adult Ally and Facilitator Roles and Responsibilities

SUPER PEER Adult Allies:

- Ensuring that youth involvement will have an impact
- View young people as valued and respected assets to society
- See young people as partners in the development of policies and programs that impact them
- Authentically involve youth in activities that enhance their competence, connections, character, confidence and contribution to society
- Provide youth with opportunities to safely explore and develop cultural and personal identities and positive social values and norms while building skills
- Engage youth in meaningful activities that promote self-understanding, self-worth, and a sense of community/sociocultural belonging and resilience



How do We as Adult Sponsors Provide Space for Youth to be...

- Ensured their involvement will make an impact
- Viewed as a valued and respected assets to society
- Seen as partners in the development of policies and programs that impact them
- Involved in activities that enhance their competence, connections, character, confidence and contribution to society
- Provided opportunities to safely explore and develop cultural and personal identities and positive social values and norms while building skills
- Engaged in activities that promote self-understanding, self-worth, and a sense of community/sociocultural belonging and resilience
- Engaged with Family, School, and Community



How do We Help Youth Go Beyond Core to 21st Century Skills?

Core Curricula Toward a Prepared Workforce

- English
- Reading/Language Arts
- Mathematics
- Economics
- Geography
- Government
- History
- Civics

21st Century Curricula

- Global Awareness
- Financial, Economic, Business & Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Media Literacy
- Information, Communications & Technology Literacy



How do We Promote Cultural Capital? (Yosso, 2005)

- Aspirational Capital
- Familial Capital
- Social Capital
- Navigational Capital
- Resistant Capital
- Linguistic Capital



How do We Practice Cultural Humility?

- To practice cultural humility is to maintain a willingness to suspend what you know, or what you think you know, about a person based on generalizations about their culture.
- What we learn about young people's culture stems from being open to what they themselves have determined is their personal expression of their heritage and culture. The three dimensions of Cultural Humility include:
 - Lifelong learning & critical self-reflection (Awareness of Implicit Biases).
 - Recognizing and challenging power imbalances for respectful partnerships, including Adulthood.
 - Institutional accountability and active modeling of principles.

How do We Bridge Worlds through Culturally-Relevant Practices?

Western

- Individual Focus
- Self-Reliance
- Open & Direct
- Personal Achievement
- Importance of Doing
- Materialism
- Competition
- Cause & Effect Thinking
- Time is Future/Past

Youth & Communities of Color

- Group Focus
- Interdependence
- Indirectness
- Interpersonal Relations
- Importance of Being
- Non-materialism
- Cooperation
- Relationship-Oriented Thinking
- Time is Past...ancestral



Questions? Barriers to Implementation?

See One, Do One, Teach One

Brainstorm Challenges During Implementation

- Though this list is not comprehensive, issues that may be addressed include time commitment, lack of administrative support or resources, lack of youth participation, parental resistance.
- Questions around rural/frontier community implementation?
- What are some challenges you may anticipate?
- What are some solutions to those challenges?



Mil Gracias



Please contact Anna Nelson,
annanelsonabq@gmail.com or
505.319.8822 to request a SUPER
PEER Toolkit complete with:

- Adult Facilitator Guide
- SUPER PEER Peer Educator Workbook

