

CYFAR Guiding Principles Crosswalk- [Mind Matters](#)

Guiding Principles and Descriptors	Mind Matters
<p>Physical and Psychological Safety</p> <ol style="list-style-type: none"> 1. Program emphasizes safe and health-promoting facilities and practices that increase safe peer group interaction and decrease unsafe or confrontational peer interactions. <ul style="list-style-type: none"> • Programs that teach skills related to conflict resolution, coping, managing feelings, healthy habits, health risk management, etc. 	<p><i>Mind Matters</i> teaches individuals proven ways to deal with stressful, perhaps adverse life experiences using innovative methods based on <u>current research</u> and <u>neuroscience</u>. The lessons build skills that help them cope with life's stressors so they can begin to take charge of themselves and their responses to difficult situations. Participants learn to address their physical, relational and mental health needs.</p> <p>Lesson 1: Self-Soothing</p> <ul style="list-style-type: none"> • Four Self-Soothing Skills <p>Lesson 2: Discover Emotions</p> <ul style="list-style-type: none"> • Body Scan • Practice Identifying Emotions <p>Lesson 4: Building Empathy</p> <p>Lesson 5: I Get By with a Little Help from My Friends / Wheel of Awareness</p> <ul style="list-style-type: none"> • Mapping Your Support System • Wheel of Awareness <p>Lesson 7: Trauma Containment and Rhythm</p> <p>Lesson 8: Tapping / Efficient Sleep</p> <p>Lesson 9: Let's Get Moving</p> <p>Lesson 10: Life of Intention</p> <ul style="list-style-type: none"> • SMARTER Goals <p>Lesson 11: Code of Honor / Asking for Help</p> <p>Lesson 12 The Ongoing Journey</p> <ul style="list-style-type: none"> • Four New Skills

	<ul style="list-style-type: none"> • Safe Place, Picture, and Anchor Object
<p>Appropriate Structure</p> <p>2. Program encourages limit setting, clear and consistent rules and expectations, firm enough control, continuity and predictability, clear boundaries, and age- appropriate monitoring.</p> <ul style="list-style-type: none"> • Programs that provide clear and consistent program structure and appropriate adult supervision. • Programs that provide consistent monitoring and enforcement of rules and expectations. 	<p>Lesson 1: Self-Soothing</p> <ul style="list-style-type: none"> • Four Self-Soothing Skills <p>Lesson 2: Discover Emotions</p> <ul style="list-style-type: none"> • Body Scan • Practice Identifying Emotions • Emotions: When They Work and When They Don't <p>Lesson 12 The Ongoing Journey</p> <ul style="list-style-type: none"> • Four New Skills • Safe Place, Picture, and Anchor Object

<ul style="list-style-type: none"> • Programs that structure staffing patterns according to age appropriateness. • Programs that screen staff and volunteers according to state guidelines. • Programs where input from teens is sought on program development. 	
<p>Supportive Relationships</p> <p>3. Program encourages and models warmth, closeness, connectedness, good communication, caring, support, guidance, secure attachment, and responsiveness.</p> <ul style="list-style-type: none"> • Programs where staff and volunteers have appropriate backgrounds and experiences related to the children with whom they will work. • Programs that utilize strategies to assure staff stability (low turnover). 	<p>Participants of <i>Mind Matters</i> are frequently encouraged to practice relying on another person— someone they can trust. Activities foster healthy relationship skills like active listening, identifying different supporters in participants’ lives, and asking others for help.</p> <p>Lesson 5: I Get By with a Little Help from My Friends /Wheel of Awareness</p> <ul style="list-style-type: none"> • Mapping Your Support System <p>Lesson 10: Life of Intention</p> <ul style="list-style-type: none"> • Tell Someone <p>Lesson 11: Code of Honor / Asking for Help</p> <ul style="list-style-type: none"> • Asking for Help
<p>Opportunities to Belong</p> <p>4. Program integrates opportunities for meaningful inclusion regardless of one's gender, ethnicity, sexual orientation, or disabilities; social inclusion; social engagement and integration; opportunities for socio-cultural identity formation; and support for cultural and bicultural competence.</p> <ul style="list-style-type: none"> • Programs that are designed to allow all teens to participate. • Programs that are easily adapted to special needs or diverse audiences. • Programs that fit the needs/interests of the target audience. 	<p>Belonging and membership. Foster activities where youth feel included regardless of gender, ethnicity, sexual orientation, disabilities, or other factors. Identify activities that provide positive sense of belonging (schools, sports, community service, faith-based youth group, etc.)</p> <p><i>Mind Matters</i> is designed to be facilitated in groups both large and small, workshops, or one-on-one in a variety of settings. It is being used in middle, high, and alternative schools, in residential treatment facilities, and in correctional settings to name a few locations. It is written for anyone ages 12 through adulthood who have experienced trauma or stress. Most</p>

<ul style="list-style-type: none"> ● Programs that provide opportunities to recognize teens for accomplishments. ● Programs that contain culturally appropriate activities and involve parents and community groups in programming. 	<p>people can benefit from the self-soothing skills, practices to support growth, and creating a plan to move forward.</p>
<p>Positive Social Norms</p> <p>5. Program provides rules of behavior, expectations, injunctions, ways of doing things, values and morals, and obligations for service.</p> <ul style="list-style-type: none"> ● Programs designed to allow for appropriate interaction between staff and teens and between teens and group. ● Programs in which activities are not stand-alone but fused with program outcomes. ● Programs that offer service learning/civic engagement activities. ● Programs that offer intergenerational activities 	<p>Each lesson in <i>Mind Matters</i> includes specific safety tips as well as goals and participant objectives that help guide the facilitator in providing a safe space for participants. This program recognizes that participants may be very willing to share, and at other times, not so much. Facilitators are prompted to support their group's participation very carefully a one-person sharing may trigger another's memories.</p> <p>In the first five lessons participants learn self-soothing skills before the concept of trauma is introduced. In <i>Mind Matters</i> there is no discussion of specific personal traumatic events. Mind Matters is not therapy.</p> <p>Self-soothing exercises are included throughout <i>Mind Matters</i> that can be practiced anytime during or outside of the class.</p>
<p>Support for Efficacy and Mattering</p> <p>6. Program emphasizes support for efficacy and mattering: youth-based empowerment practices that support autonomy, making a real difference in one's community, and being taken seriously. Program practices empower, enhance responsibility, and promote meaningful challenge.</p> <ul style="list-style-type: none"> ● Programs that provide opportunities for teens to be self-directing, autonomous, empowered, or demonstrate self-worth. 	<p>Positive Norms, expectations, and perceptions. Have clear and consistent norms and expectations about health, relationships, and forms of engagement that provide youth an increasing amount of responsibility and independence and allow youth to grow and take on new roles.</p> <p>People experiencing ongoing stress or prior trauma often have difficulty regulating their emotional responses when facing challenges in school and work, life and relationships.</p> <p>As participants learn the skills and strategies in <i>Mind Matters</i>, they can begin to take charge of</p>

<ul style="list-style-type: none"> • Programs that include opportunities for self- selecting activities and events in which to participate. • Programs that provide opportunities for leadership in planning and conducting an event. • Programs that encourage youth- adult partnerships. • Programs that offer service learning/civic engagement activities. 	<p>themselves and their responses to what life throws at them.</p> <p>Participants learn to identify, address, and normalize their physical, relational, and mental health needs.</p> <p>Participants are encouraged to use their practice journal and self-soothing skills to grow their brains and set their own goals and plans for the future.</p>
<p>Opportunities for Skill Building</p> <p>7. Program provides opportunities to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences; opportunities to learn cultural and media literacy; communication skills; preparation for employment; and opportunities to be active citizens in the community.</p> <ul style="list-style-type: none"> • Programs that focus on developing life skills in teens and infusing diversity across the program. • Programs that provide opportunities for service learning and civic engagement that are teen directed. 	<p>Lesson 1: Self-Soothing</p> <ul style="list-style-type: none"> • Four Self-Soothing Skills <p>Lesson 2: Discover Emotions</p> <ul style="list-style-type: none"> • Body Scan • Practice Identifying Emotions • Emotions: When They Work and When They Don't <p>Lesson 10: Life of Intention</p> <ul style="list-style-type: none"> • Tell Someone <p>Lesson 11: Code of Honor/ Asking for Help</p> <ul style="list-style-type: none"> • Asking for Help <p>Lesson 12: The Ongoing Journey</p> <ul style="list-style-type: none"> • Four New Skills • SafePlace, Picture, and Anchor Object
<p>Targeted Audiences</p> <p>8. Program customizes efforts to target audiences based on community demographics, needs, and assets.</p> <ul style="list-style-type: none"> • Programs that target high- priority community needs and audiences. • Programs that are initiated and developed on specific, identified community needs and assets. 	<p>People experiencing ongoing stress or prior trauma often have difficulty regulating their emotional responses when facing challenges in school and work, life and relationships. As participants learn the skills and strategies in Mind Matters, they can begin to take charge of themselves and their responses to what life throws at them. Participants learn to address their physical, relational, and mental health needs.</p>