

# Helping individuals create self-worth

Amber Jewell



# Objectives



1. Define and outline self-worth development
2. Discuss barriers of self-worth with trauma exposure
3. Identify tools to support traumatized youth in self-worth development \*\*
4. Have fun together asking questions and sharing ideas!



# 1. SELF WORTH

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- UNDERSTANDING AND DEVELOPMENT



## WHAT IS SELF-WORTH THEORY?

- The self-worth theory of achievement motivation (Covington & Beery, 1976; Covington, 1984)—assumes that the highest human priority is the search for self-acceptance and that “one’s worth often comes depend on the ability to achieve competitively” (Covington, 1998, p. 78).
- **Self-worth theory**—argues that fundamentally individuals are motivated to establish and maintain sense of personal growth, approval by others, a acceptance of oneself, a goal that in turn depends being perceived as competent.

## The Pyramid of Self-Worth



[www.DrChristinaHibbert.com](http://www.DrChristinaHibbert.com)



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# What is self-worth?

- If our goal is to heal and gain positive self-worth,  

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we should start by defining what it is!
- What do you believe self-worth is?

## [A Clever Lesson In Self Worth - YouTube](#)

**Self-worth is so vital  
to our happiness.  
If you don't feel good  
about you, it's hard to  
feel good about  
anything else.**

Mandy Hale

[startingwitha.com](http://startingwitha.com)



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# Self Worth is...

- Knowing VS Being VS Doing (Activity)
- Built through unconditional love, respect, positive regard
- Opportunities of success (early and frequent)
- Healthy risks & independence
- Love Language



**True self-worth comes from within, and unlike self-esteem, it does not need to be found, built, or rebuilt. While self-esteem is largely developed in response to things that happen in your life, how people respond to you, or how well you do at a task, self-worth is found inside.**

The main differences that distinguish self-worth from self-esteem are:

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- Self-worth is inherent, not something you need to earn
- Self-worth does not rely on comparisons to remain high
- Self-worth does not have conditions or contingencies you have to meet
- Self-worth does not change according to your successes and failures
- Self-worth comes from a deep, healthy, trusting relationship with yourself
- Self-worth is strengthened by knowing and showing your true self
- Self-worth can be cultivated through mindfulness and self-compassion



# Mind Shift:

- It is not our responsibility to FIX a child.

- 
- Give them dignity and worth in allowing them to *learn* to do the same
  - ROLE model

[Instant Family \(2018\) - Official Trailer - Paramount Pictures - Bing video](#)





# Researchers have studied self-worth

and found that those with a solid foundation of worth share the following characteristics:

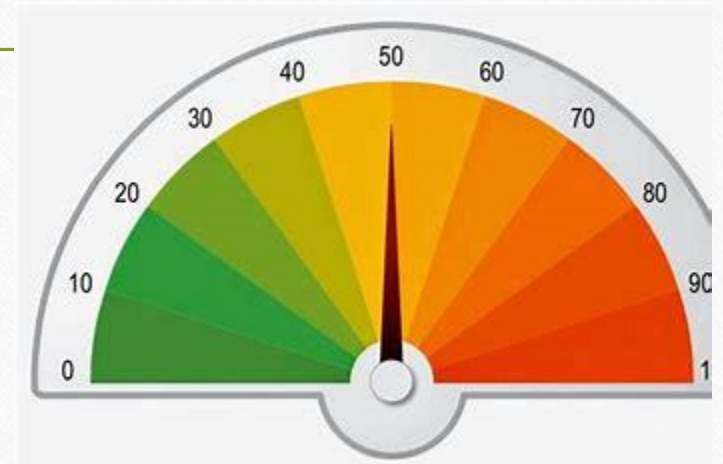


- • High degree of competence
- • Asks for help when needed
  - • Well-liked
  - • Persistent
- Creative, well-developed expression of creativity
  - • Trusts other people
- • Values relationships and people rather than things
  - • Socially competent

# Gauging Your Self Worth:

If you're trying to gauge your self-worth, Dr. Romanoff says it may be helpful to ask yourself the following questions:

- How much do you like, respect, and value yourself?
- Which words would you use to describe yourself to a stranger?
- When you self-reflect and think about yourself, are your thoughts generally positive, negative, or somewhere in between?
- Do you believe you are worthy of others' love, respect, and consideration?



## Self-Esteem

Self-evaluation  
Comparisons needed  
Contingent on circumstances  
Fragile  
Mixed effects on well-being

## Self-Acceptance

Relating to the self  
No comparisons needed  
Contingent on circumstances  
Secure  
Positive effects on well-being

PositivePsychology.com



## SELF-ESTEEM

A realistic respect for or favorable impression of oneself; self-respect.

An inordinately or exaggeratedly favorable impression of oneself. Self-Conceit.

*And In the case of low self-esteem, - it is where one does NOT have a favorable impression of oneself - and lacks self-respect.*

## SELF-COMPASSION

Extending compassion to one's self in instances of perceived inadequacy, failure, or general suffering.

Kristin Neff has defined self-compassion as being composed of three main components:

- self-kindness
- common humanity
- and mindfulness.

- \*Perfectionism
- \*Overworking
- \*Busyness
- \*Comparison
- \*People-Pleasing

- \*Unable to Identify
- \*Fit in/Stand out
- \*Changing identity
- \*Accommodate
- \*All/Nothing of people



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# Self-love vs Narcissism

**Self love:** Being content with the work-in-progress that you are. Not seeking the approval of others. Being yourself. Comparing yourself only to who you were in the past and not to others. Not thinking you are any better than anyone else.

**Narcissism:** None of the above.

Excerpt from: Self-love vs Narcissism

ZERODEAN.COM

# CONFIDENT vs. ARROGANT ENTREPRENEUR ENTREPRENEUR

## TALKS TO POWERFUL PEOPLE

because he doesn't doubt the value of his ideas



## TALKS TO POWERFUL PEOPLE

because he wants to be seen as one

## ADMITS IGNORANCE

because he doesn't doubt his intellect



## SHOWS HE IS RIGHT

because being wrong hurts his credibility

## APPROACHES STRANGERS

because he doesn't doubt the value of his company and conversation



## WORKS THROUGH HIS NETWORKS

because he already knows they accept him

## ACTS LIKE A FOOL WHEN FEELS LIKE IT

because he doesn't doubt his worth



## ACTS LIKE HE IS CONFIDENT ALL THE TIME

because otherwise people might stop taking him seriously

FF Funders and Founders



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# Self Worth is developed throughout life

- Co-Regulation
- Self-Regulation

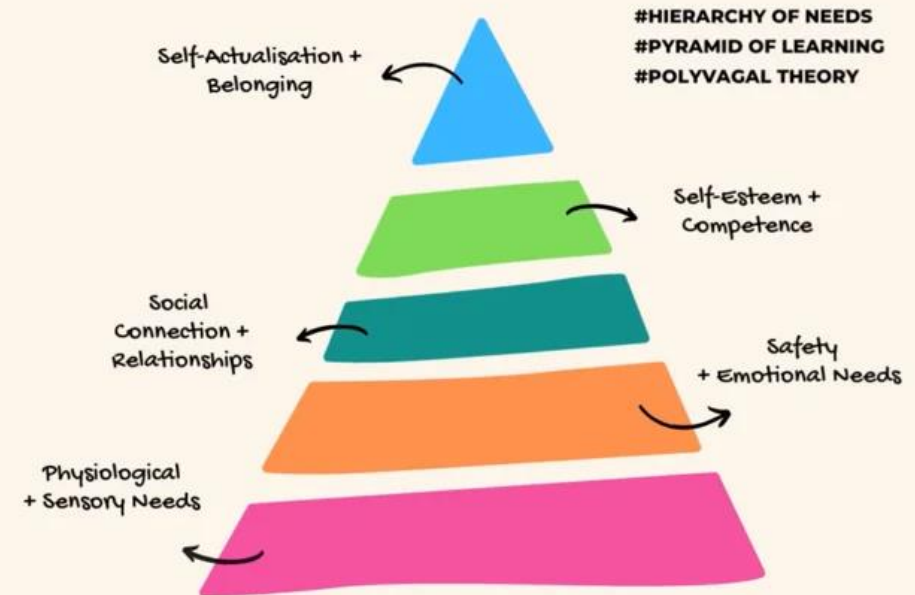
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- SNAP: Stop, Name, Ask, Provide (Somatic)
  
- Developed through self trust with higher self
  
- \*Forethought
- \*Performance
- \*Self-Reflection
- \*Consequence

[\\$/!+ People Say To Foster Parents on Vimeo](#)

## WHOLE CHILD FRAMEWORK

Maslow, Williams, + Porges



@childtherapyservice



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## 2. SELF WORTH

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- BARRIERS AND CHALLENGES



# PEOPLE WHO HAVE EXPERIENCED TRAUMA ARE:



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<https://www.youtube.com/watch?v=XHgLYI9KZ-A>

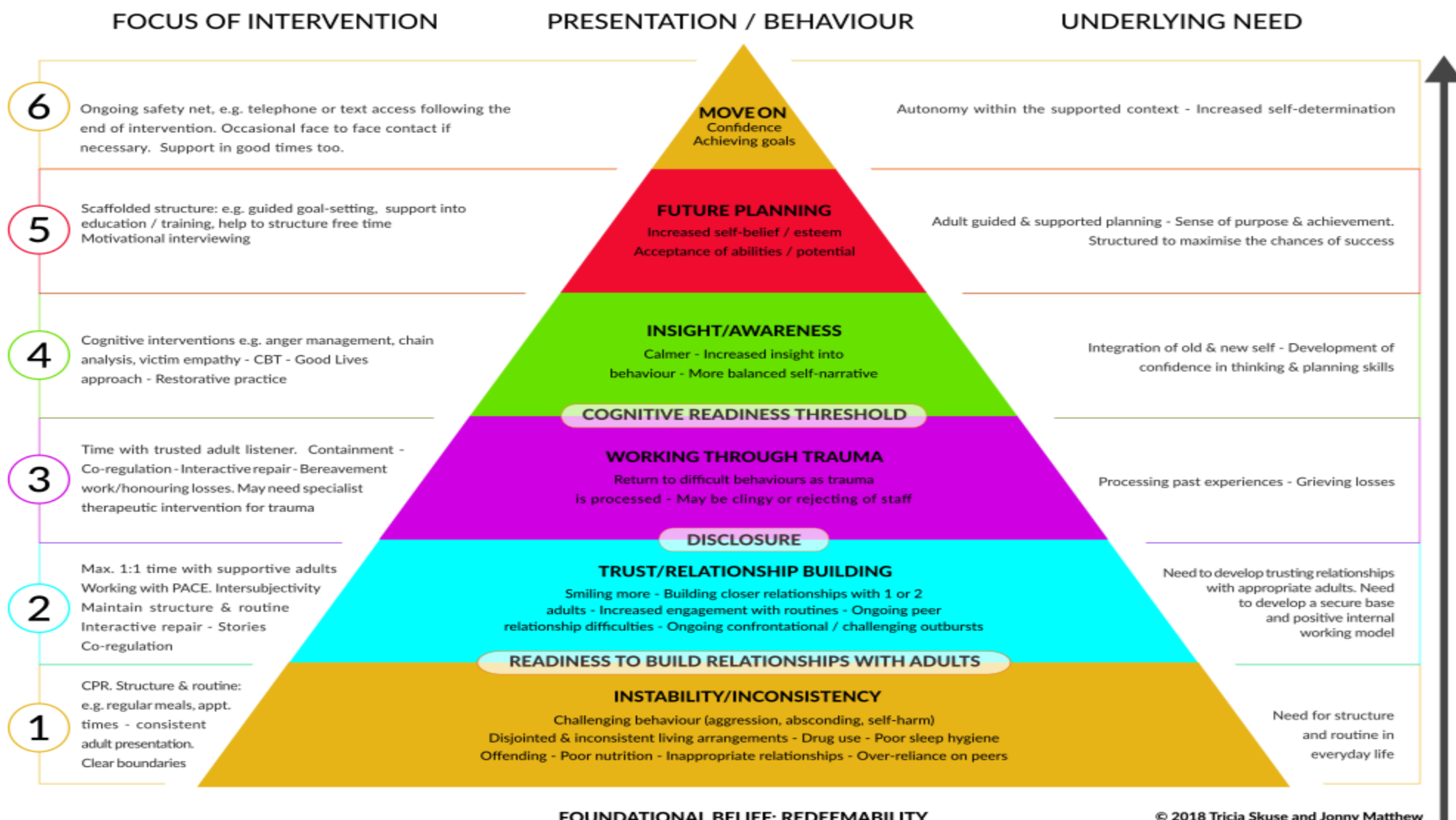
ACE video

- Early Trauma becomes wired in the central nervous system 18 min >9





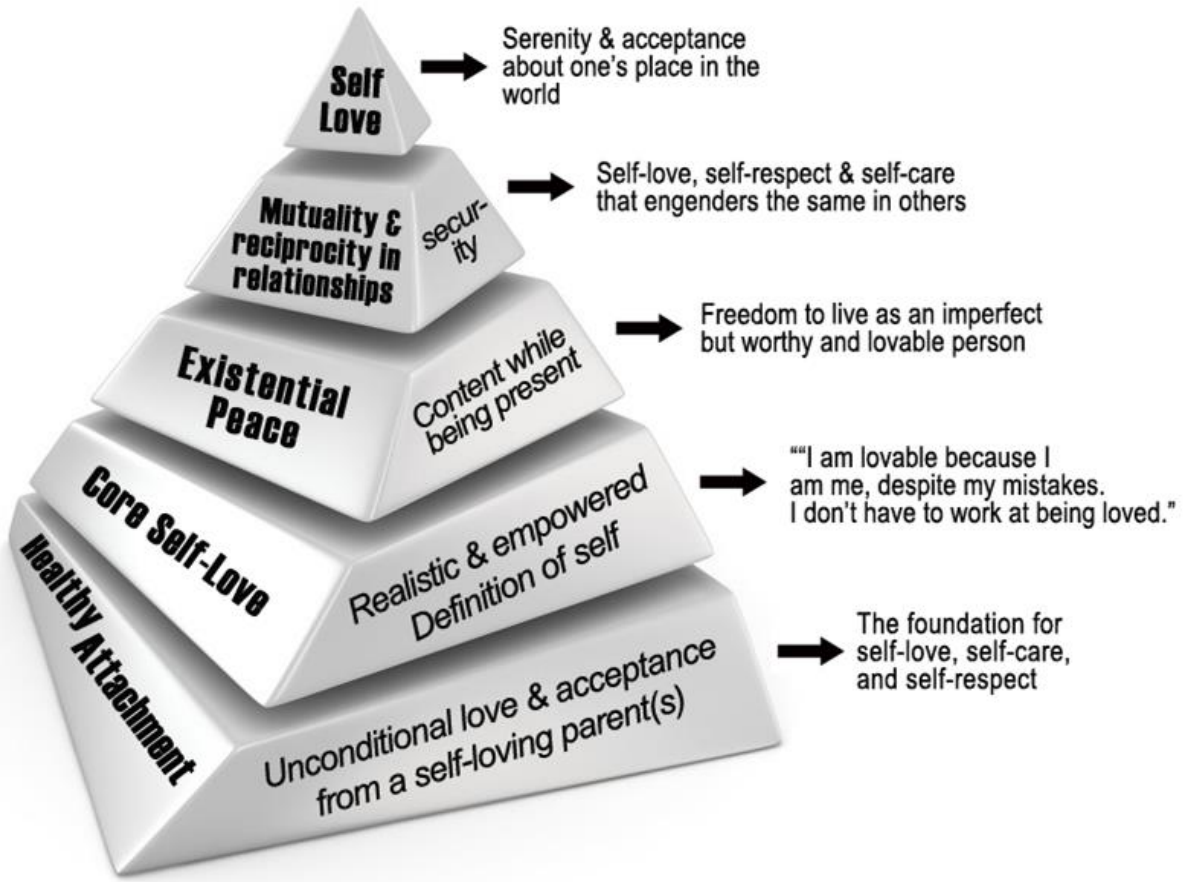
# THE TRAUMA RECOVERY MODEL™



FOUNDATIONAL BELIEF: REDEEMABILITY

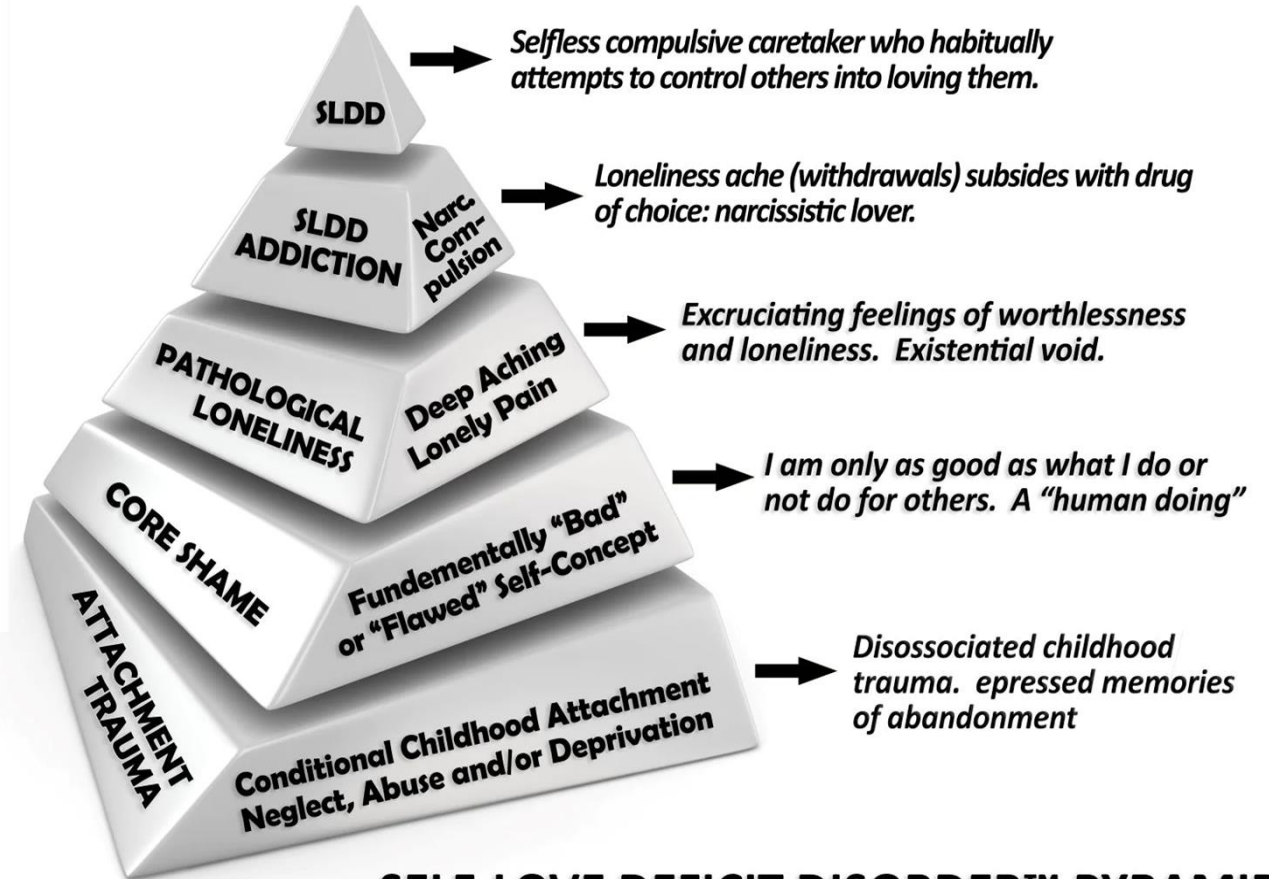
© 2018 Tricia Skuse and Jonny Matthew





## THE SELF-LOVE PYRAMID

Ross Rosenberg, 2016



## SELF-LOVE DEFICIT DISORDER™ PYRAMID

[www.SelfLoveRecovery.com](http://www.SelfLoveRecovery.com)

# Self-Worth and Trauma Exposure

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- Emotional
- Psychological
- Physiological
- Sexual
- Exploitation
- Spiritual





# Addressing Trauma in Youth Attention

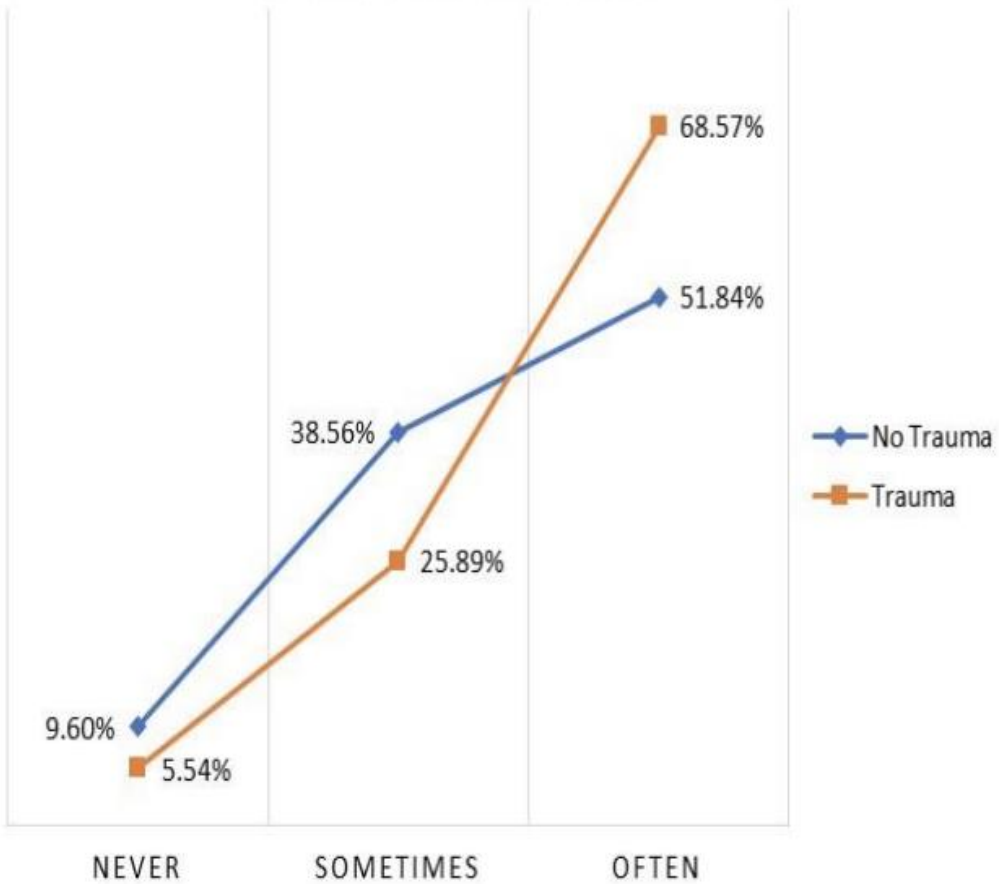
- Trauma impacts a child's ability to pay attention (ADD/ADHD)
- Hypervigilant or hypersensitive to changes in environment (Sensory)
- Aware of adult's behavioral changes in environment (Awareness)
- Overly concerned about threats (Crisis Planner)



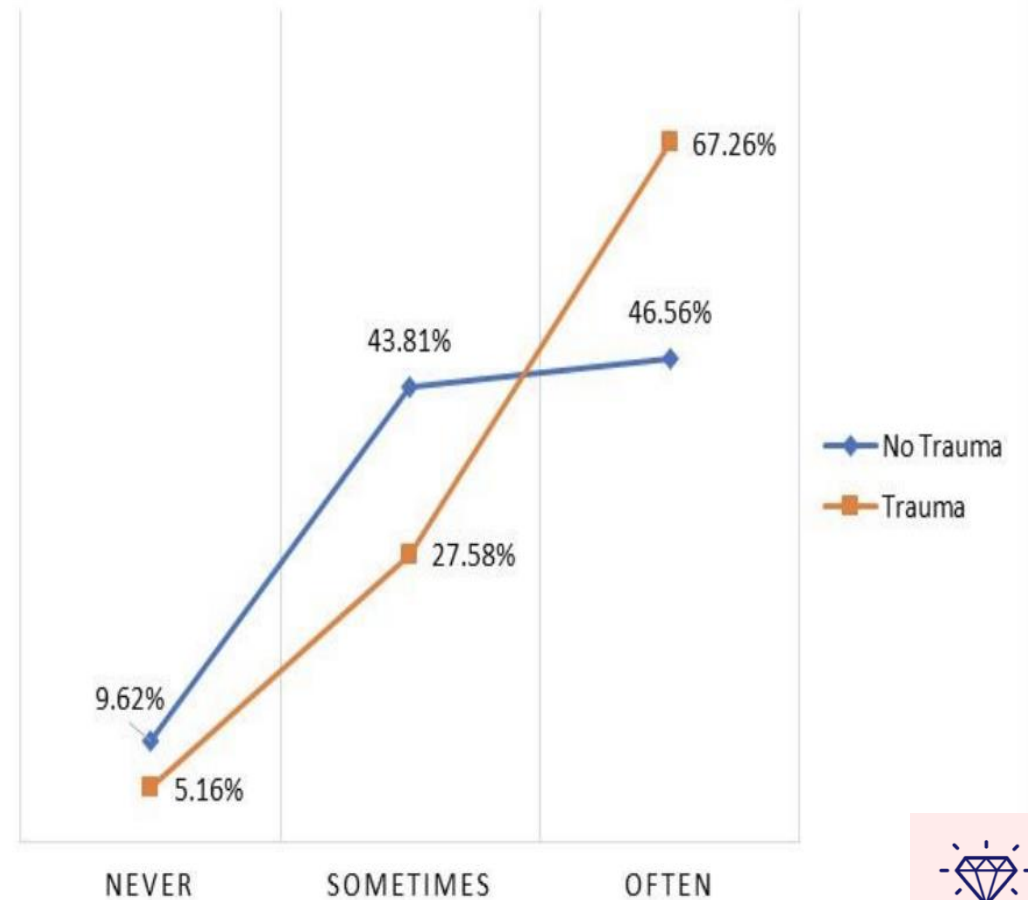
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# Addressing Trauma in Youth

## EASILY DISTRACTED



## HAVE TROUBLE CONCENTRATING

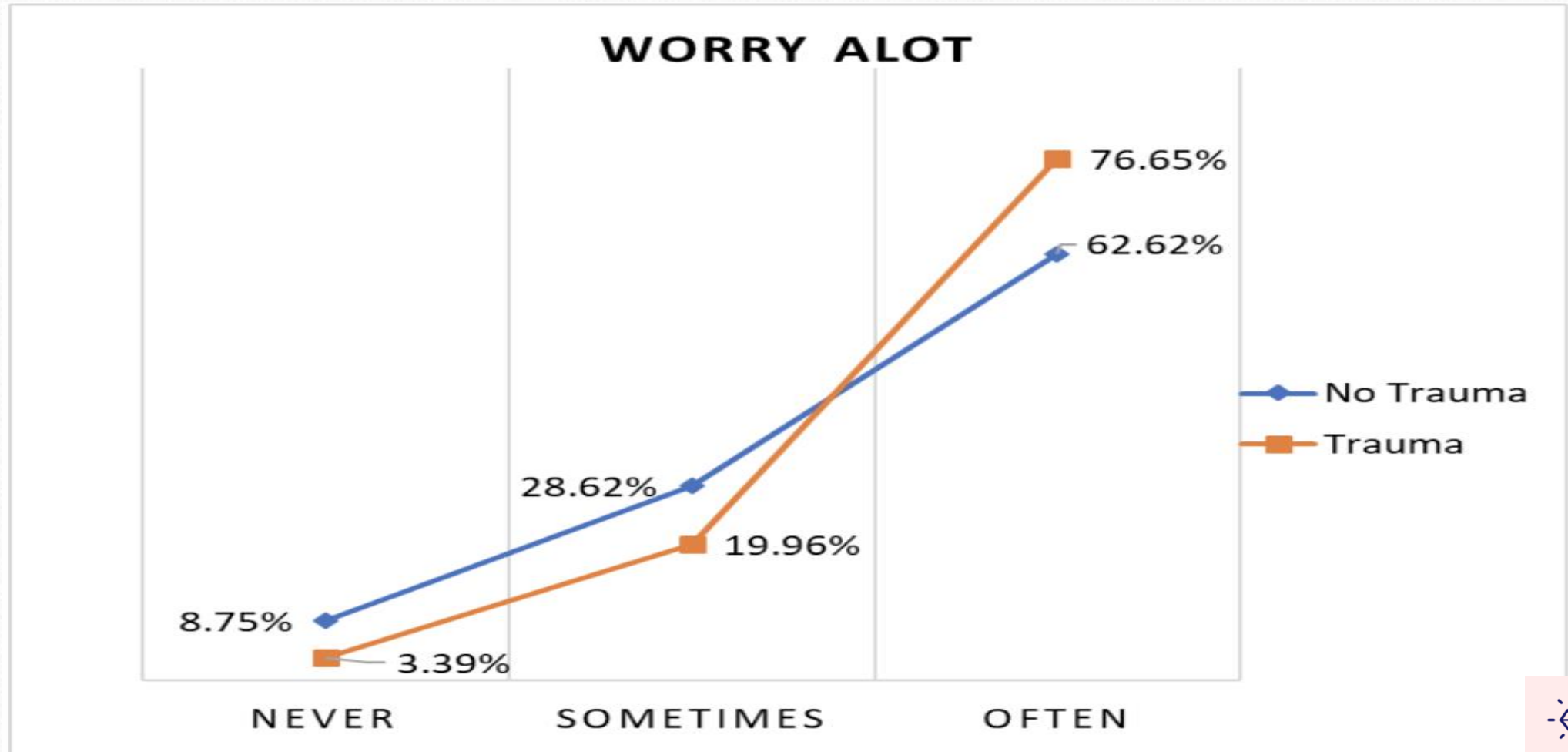


# Addressing Trauma in Youth Mood

- Children exposed to trauma experience intense emotions (Hormones/Adrenal Gland/Endocrine System)
- Don't have the skills to identify their emotions (extremes)
- Intense emotions become their new normal (Not sure of calm)



# Addressing Trauma in Youth



# Addressing Trauma in Youth Conduct

- Often in flight/fight/freeze (fighting the bear); high alert
- World can feel unpredictable or unsafe
- Negative emotions can lead to internal/external behavior problems



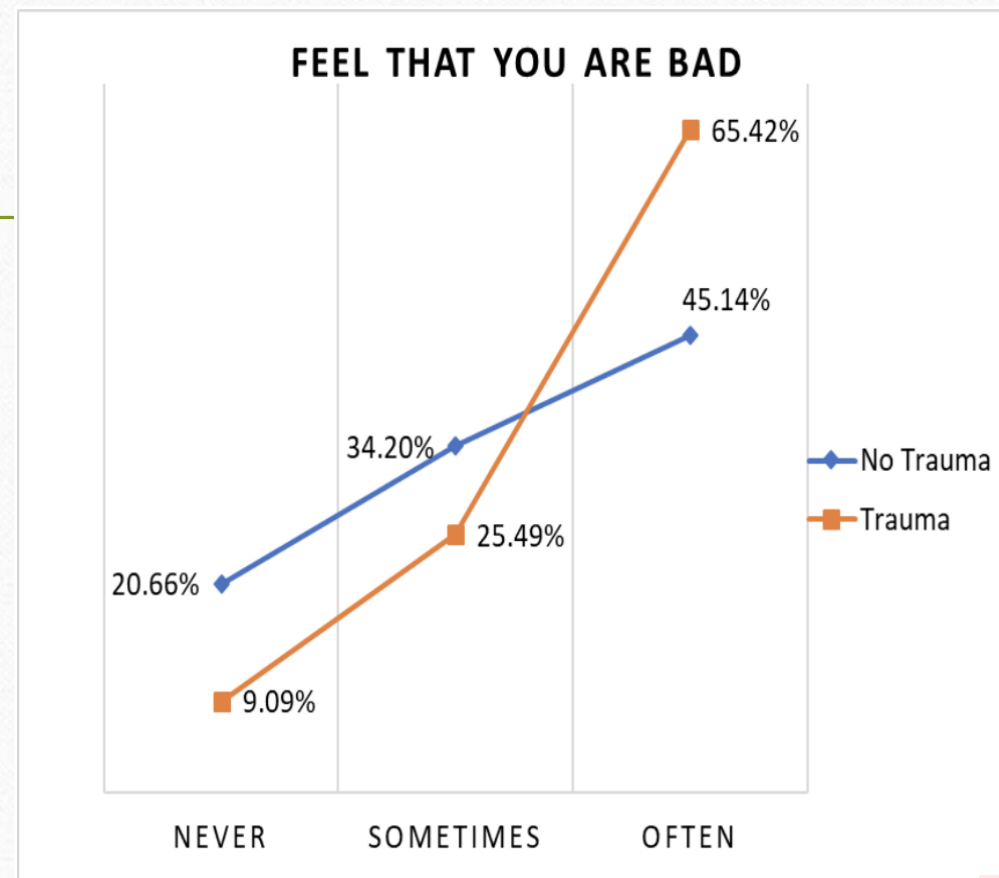
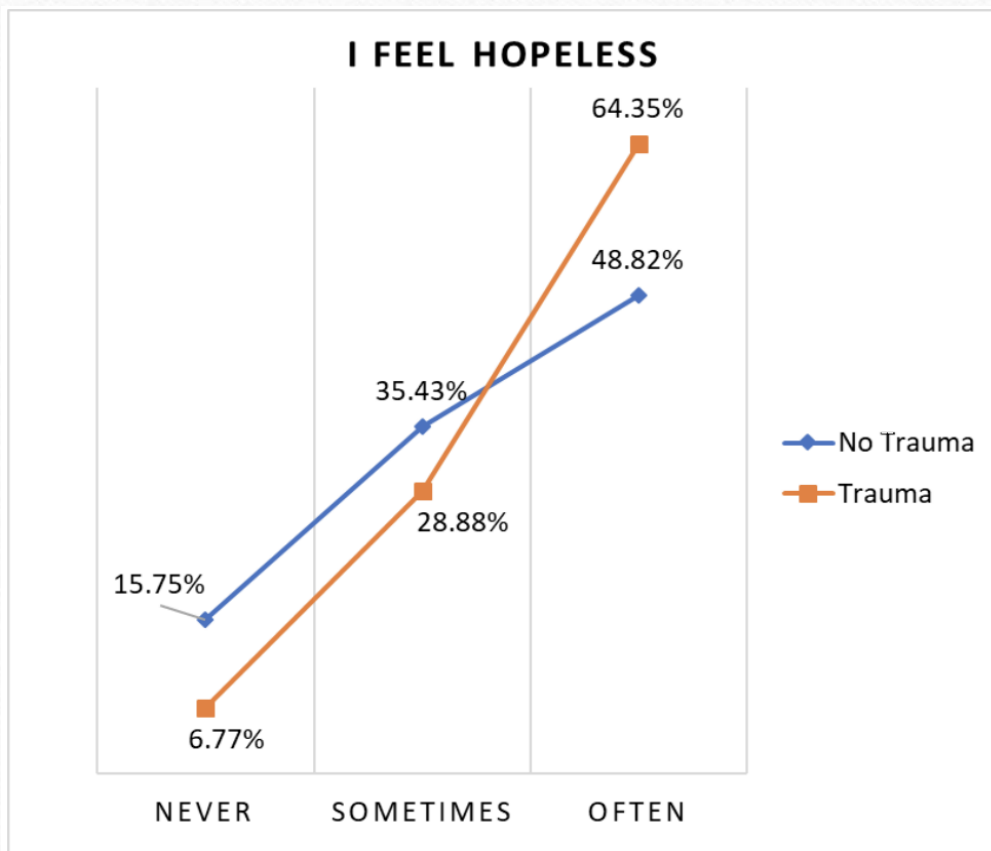
(Mental Health America Report 2019)



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# Addressing Trauma in Youth



# The Trauma of Moving



- Moving is a loss to a child
- 
- Similar response to the loss of a loved one
  - Disrupt important friendships/relationships
  - Cause anxiety, especially for those with introvert personalities

Psychology Today  
New York Times  
American Psychological Association



# 3. SELF WORTH

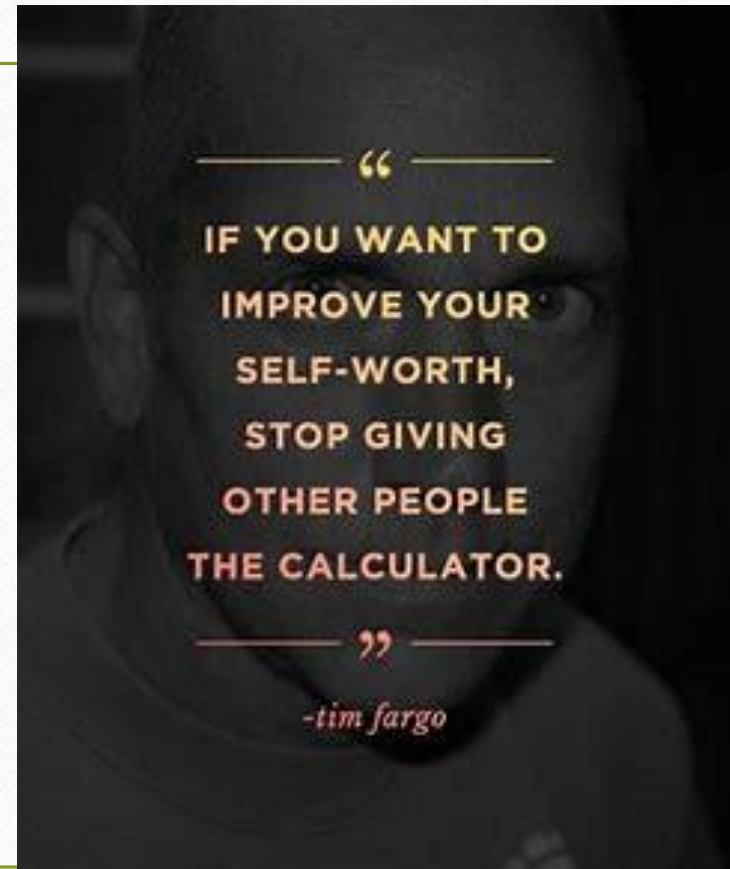
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- Tools and Interventions to ENHANCE Self-Worth



# Tools to Enhance Self-Worth

- Recognize what self is good at
- Be kind to self
- Learn to be assertive
- Be able to set boundaries
- Be challenged/motivated
- Believe in resilience





• SUPPORT SYSTEM  
ACTIVITY 1



There are lots of other tools to use in general.  
The discretion of the age and development of  
the child to use with them...up to you

## UNIVERSAL TOPICS:

- *Healthy Humor*
- *Money Management and Career Exploration*
  - *Education Services*
  - *Social skills and relationships*
  - *Conflict/stress management*  
*-Re-parenting*

*In all of these...teaching Basic Living skills*



## 5 WAYS to GROW YOUR SELF-WORTH

# 1. Understand Yourself

- Imagine that everything you have is suddenly taken away from you (i.e., possessions, relationships, friendships, status, job/career, accomplishments and achievements, etc.);

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- Ask yourself the following questions:
  - a. What if everything I have was suddenly taken away from me?
  - b. What if all I had left was just myself?
  - c. How would that make me feel?
  - d. What would I actually have that would be of value?
- Think about your answers to these questions and see if you can come to this conclusion: “No matter what happens externally and no matter what’s taken away from me, I’m not affected internally”;
- Next, get to know yourself on a deeper level with these questions:
  - a. Who I am? I am . . . I am not . . .
  - b. How am I?
  - c. How am I in the world?
  - d. How do others see me?
  - e. How do others speak about me?
  - f. What key life moments define who I am today?
  - g. What brings me the most passion, fulfillment, and joy?
- Once you have a good understanding of who you are and what fulfills and satisfies you, it’s time to look at what isn’t so great or easy about being you. Ask yourself these questions:
  - a. Where do I struggle most?
  - b. Where do I need to improve?
  - c. What fears often hold me back?
  - d. What habitual emotions hurt me?
  - e. What mistakes do I tend to make?
  - f. Where do I tend to consistently let myself down?
- Finally, take a moment to look at the flipside; ask yourself:
  - a. What abilities do I have?
  - b. What am I really good at?



## 2. Self-Acceptance

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- Think about everything you learned about yourself in the first exercise and repeat these statements:
- I accept the good, the bad and the ugly;
- I fully accept every part of myself including my flaws, fears, behaviors, and qualities I might not be too proud of;
- This is how I am, and I am at peace with that





## 3. Self-Love

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- To boost self-love, start paying attention to the tone you use with yourself. Commit to being more positive and uplifting when talking to yourself.
- If you're not sure how to get started, think (or say aloud) these simple statements:
  - I feel valued and special;
  - I love myself wholeheartedly;
  - I am a worthy and capable person (Sicinski, n.d.).



## 4. Recognize your worth

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- To recognize your self-worth, remind yourself that:
- You no longer need to please other people;
- No matter what people do or say, and regardless of what happens outside of you, you alone control how you feel about yourself;
- You have the power to respond to events and circumstances based on your internal sources, resources, and resourcefulness, which are the reflection of your true value;
- Your value comes from inside, from an internal measure that you've set for yourself.



# 5. Take Responsibility for yourself

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- Take full responsibility for everything that happens to you without giving your personal power and your agency away;
- Acknowledge that you have the personal power to change and influence the events and circumstances of your life.



# ASSESSMENT TOOLS

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- [Self-Esteem-Sentence-Stems.pdf \(b-cdn.net\)](#)
- [6c7d6a0f09add03419cf3811fe992701.png \(816×1056\) \(pinimg.com\)](#)

Self-Esteem Check-UP

- [www.5lovelanguages.com](#)
- [https://cls.unc.edu/wp-content/uploads/sites/3019/2016/08/From-ACESTOOHIGH-ACES-and-Resilience-questions.pdf](#)



# Contingencies of Self-Worth Scale

Developed by researchers Crocker, Luhtanen, Cooper, and Bouvrette in 2003. It consists of 35 items that measure self-worth in seven different domains.

These seven domains, with an example item from each domain, are: [Contingencies of Self-Worth Scale \(CSWS\) – EMERGE \(ucsd.edu\)](https://www.ucsd.edu/~psych/contingencies/)

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- Approval from others (i.e., I don't care if other people have a negative opinion of me);
- Physical appearance (i.e., my self-esteem is influenced by how attractive I think my face or facial features are);
- Outdoing others in competition (i.e., my self-worth is affected by how well I do when I am competing with others);
- Academic competence (i.e., I feel bad about myself whenever my academic performance is lacking);
- Family love and support (i.e., my self-worth is not influenced by the quality of my relationships with my family members);
- Being a virtuous or moral person (i.e., my self-esteem depends on whether or not I follow my moral/ethical principles);
- God's love (i.e., my self-esteem would suffer if I didn't have God's love).
- Each item is rated on a scale from 1 (strongly disagree) to 7 (strongly agree). Once you have rated each item, sum the answers to the five items for each domain and divide the total by 5 for the sub-scale score.

To learn more about this scale or use it to determine your own self-worth visit site.



# Inner Critic Activities

- Inner critic: Voice of the “ego”

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The one that fears disapproval of others

Grows from explicit and implicit messages

- Educate, Explore, Enhance
- Challenge it/Sit with it
- Identify Need
- Re-Parent
- SNAP Method



# Resiliency is Greater than ACEs

Resilience is not inherently in children.



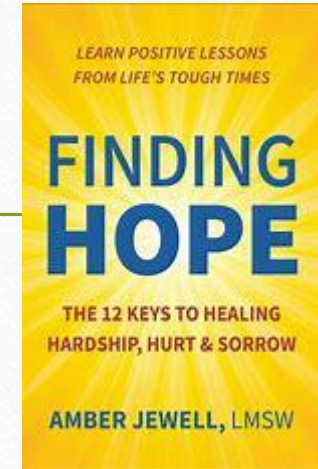
- Parents, teachers, and caregivers can help children by...
  - Gaining understanding of ACEs and knowing you don't have to be defined by your ACEs score
  - Creating environments where children feel safe emotionally and physically
  - Helping children identify feelings and manage emotions
  - Support them through challenges to identify success



# Fostering Hope & Resilience

*Resilience is bouncing back from negative events in life.*

*Hope is wanting (believing in) more out of life.*



- Higher hope people do better in life than lower hope people.
- Believing in oneself and others
- Believing in future
- Hope scores more a predictor of college success than SAT
- Students who are low hope are usually the first students who are kicked out of school
- Higher hope kids have a greater influence on lower hope kids
- Peer mentoring groups work in increasing hope





# Protective and Compensatory Experiences

(PACEs)

## Relationships

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- Have someone who loved you unconditionally.
- Have at least one best friend.
- Do things regularly to help others or do special projects in the community to help others.
- Have an adult (other than a parent) you trusted and can count on for advice.
- A member of at least one social group and/or non-sport group



Allow the Client  
(and yourself)  
to de-escalate and regulate

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*before problem solving.*



# Validation and Response

- All children respond to a traumatic event in a different manner

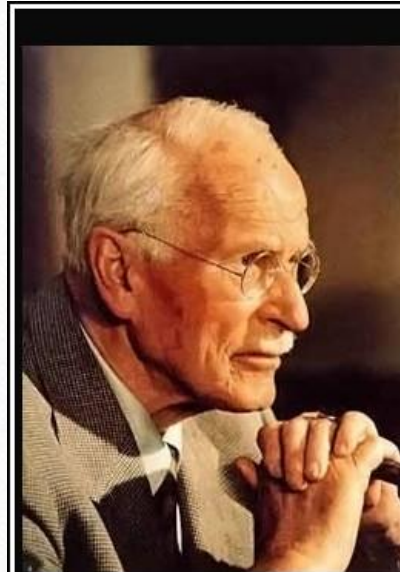
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- Listen with empathy
- Understand their unique perspective
- Validate - they are allowed feelings
- Help child identify their emotions
- Respond with understanding and empathy

# Self-Worth built through:

\*90% of our lives are lived in the “unconscious”

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- Identity Acceptance and Understanding
- Relationship Building
- Communication Skills
- Failure and success *after-effects*



The unconscious mind of man sees correctly even when conscious reason is blind and impotent.

(Carl Jung)

izquotes.com



# DEVELOPING A **GROWTH MINDSET**

<b>INSTEAD OF</b>	<b>TRY SAYING</b>	<b>BUT THEN....</b>
I'm not good at this	What am I missing?	I don't know what I'm missing!
I give up	I'll use a different strategy	If I had a different strategy I wouldn't have given up
It's good enough	Is this really my best work?	Yep! Turns out it is my best work
I can't make this any better	I can always improve	I don't know how to improve on this!
This is too hard	This may take some time	I spent the time and still don't know how.
I made a mistake	Mistakes help me learn	That mistake proves I haven't learnt!
I just can't do that	I'm going to train my brain	How do I change my brain?
I'll never be that smart	I will learn how to do this	How do I learn this?
Plan A didn't work	There's always a Plan B	How do I create Plan B?
My friend can do that	I will learn from them	I can't work out how my friend does that.



# Your intervention is to EXPAND the mindset

## Developing a GROWTH MINDSET: Teacher Talk

### WHEN STUDENTS SAY

### THE TEACHER SAYS...

I'm NOT GOOD at this	No one is good at it in the beginning. Let me ask you some questions so we can work out what you're missing.
I GIVE UP	I'll teach you a new strategy so you'll have a way forward.
IT'S GOOD enough	That might be your best by today's standards. AS you get better it will become your second best.
I CAN'T MAKE this any better	This is something you can do to make it better...
This is TOO HARD	It's meant to be hard. We grow by challenging ourselves.
I made A MISTAKE	Let's work out why you made that mistake and what we have to do to correct it.
I just CAN'T DO that	I'll show you how to train your brain so you're able to do that.
I'll NEVER BE that smart	Being smart is something you learn. Let me teach you how to be smarter!
Plan A DIDN'T WORK	I'll help you with some new strategies so you can create a different plan.
My friend can do that	How has your friend gone about learning this?



# Positive Affirmation

- Work at ratio of 3:1 positive to correct negative feedback  
(Martin Saulaman-Positive counseling)
- 10:1 when trauma influenced

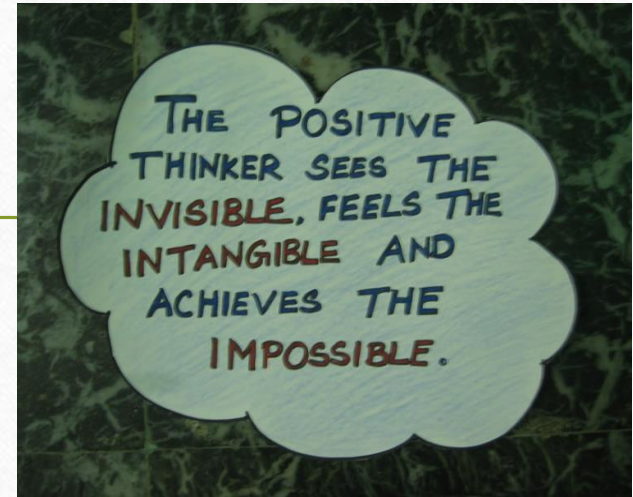
- 
- Specific, clear, immediate, value of person
  - Immediate award of behaviors
  - Weekly reward chart
  - Activate arousal by interest/novelty
  - Identify their need(s)

Familiar with chaos??

- “Holding worries” activities

[https://www.youtube.com/watch?v=Ud\\_eeFkzH4w](https://www.youtube.com/watch?v=Ud_eeFkzH4w) (positive affirmation)

- \*Dr. Carol Dweck- positive mindsets

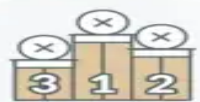


## 6 Ways To Overcome Low Self-Esteem:

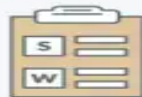
- Say “No”
- What Like/Not Like
- Relationships



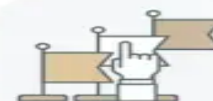
**REJECT  
PERFECTIONISM**



**DON'T COMPARE  
YOURSELF  
TO OTHERS**



**TAKE AN  
INVENTORY OF  
STRENGTHS AND  
WEAKNESSES**



**SET REALISTIC  
EXPECTATIONS**



**ADAPT YOUR  
SELF-IMAGE  
APPROPRIATELY**







Set realistic goals.



Focus on the positive

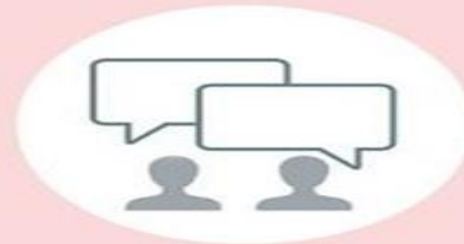


Only give constructive criticism

## 5 TIPS TO TO BUILD A CHILD'S SELF-ESTEEM



Encourage kids to find things they like about themselves.



Teach kids to learn from their mistakes.

@SYDNEYPAGEINC



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# HUMOR

Relatable Post #1544

Not finishing a sentence  
just to piss people off  
because you

[so-relatable.tumblr.com](http://so-relatable.tumblr.com)

Relatable Post #1740

Simba was walking too slow,  
so I told him to Mufasa.

[so-relatable.tumblr.com](http://so-relatable.tumblr.com)

## 10 FUN FACTS

1. You can't wash your eyes with soap.
2. You can't count your hair.
3. You can't breathe through your nose, with your tongue out.
4. You just tried no. 3
6. When you did no. 3 you realized it's possible, only you look like a dog.
7. You're smiling right now, because you were fooled.
8. You skipped no. 5
9. You just checked to see if there is a no. 5
10. Share this with your friends to have some fun too! :-)

My boss told me to  
have a good day...



So I went home.

**WTF**  
Where's The Food?

OHHHHH, WHO'S THAT **SEXY**  
BEAST?



OOOPS, I CLICKED ON MY  
OWN PROFILE AGAIN!



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# Mirror Me

What do you see when you look in the mirror?



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For more resources, visit [www.mylemarks.com](http://www.mylemarks.com) Image licensed by Dancing Crayon Designs. © [www.DancingCrayon.com](http://www.DancingCrayon.com)

## How To Help Children Develop Self-Esteem

Help them to:



Identify their own strengths



Distinguish between their inner and outer beauty



Focus on the good rather than the bad



Understand more about what makes good friendships



Create a habit of positive realism



Parent Psychology

What do *you* model?



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# Strategies for Learners with Attention Issues



www.thepathway2success.com

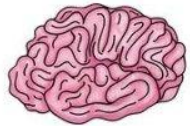
Give clear, one-step directions



Teach students to check-in with themselves



Incorporate movement during lessons



Give brain breaks between lessons



Set a timer for work sessions



Provide fidgets (and teach how to use them)

Use visuals as reminders and supports



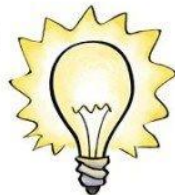
Provide flexible seating options



Play attention-boosting games



Incorporate hands-on learning activities



Use student interests in lessons



Use a chime before giving important information

Clipart by Kate Hadfield & Sarah Pecorino

## 10 GAMES TO IMPROVE EXECUTIVE FUNCTIONING SKILLS

1	<b>BLURT</b> (self-control, metacognition)
2	<b>SCRABBLE</b> (planning, organization)
3	<b>PICTIONARY</b> (flexibility, time management)
4	<b>DISTRACTION</b> (working memory, attention)
5	<b>5 SECOND RULE</b> (time management, task initiation)
6	<b>FREEZE</b> (self-control, attention)
7	<b>JENGA</b> (self-control, flexibility, planning)
8	<b>BRAINTEASERS</b> (perseverance, flexibility)
9	<b>CHESS</b> (planning, flexibility, working memory)
10	<b>SODUKU</b> (perseverance, working memory)



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# Activities

- Self-worth vs Shame Painting
- “My People” Activity
- Frog in Boiling Water
- Lies Activity (Identify)
- Baby Activity
- 0-7 years of age—Conditioning
- DBT
- Gratitude Journal
- Failure Celebrations
- Play-Box

- Change Your Story
- Mindfulness
- Gratitude Journal
- Catch the Compliment
- Open-When Letters



- Baby Face Activity
- BOAT Art Activity
- Be aware of social media
- Exercise
- Group-Therapy
- “I Am” Affirmations
- The Worth Jar (notes to self)
- Gratitude Walk
- Self-Compassion
- Letter to other(s)



# THANK YOU!!

The purest form of loving others comes from *first* loving yourself.” (Jewell)

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*“Life is tough but SO ARE YOU!”*

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