<u>Working Effectively in Tribal Communities in understanding Multi-Cultural Trauma</u>
<u>From a cultural perspective</u>

Aug 26th   2019

Alton "Sonny" Smart
"Ozaawaanaquad"

HOPE Conference AODA prevention conference

All Anishinabe or people want to be

Understood
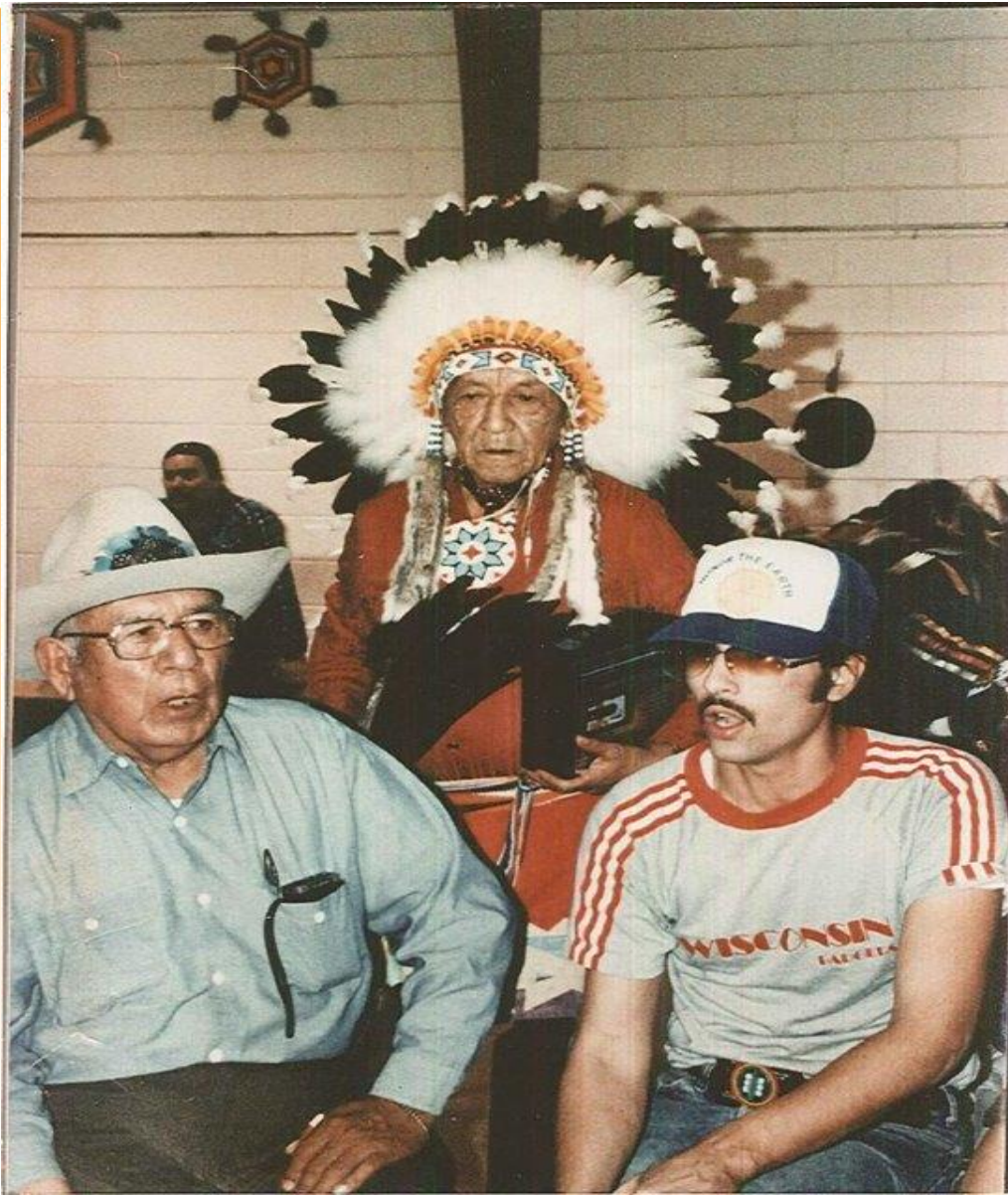## And
Appreciated

Agenda

- Training Expectations

- Overview of Multi-Generational Trauma

- Overview of Trauma Informed Care

- Adverse Childhood Experiences

- Understanding Vicarious Trauma

- Assessing for Trauma Informed Care

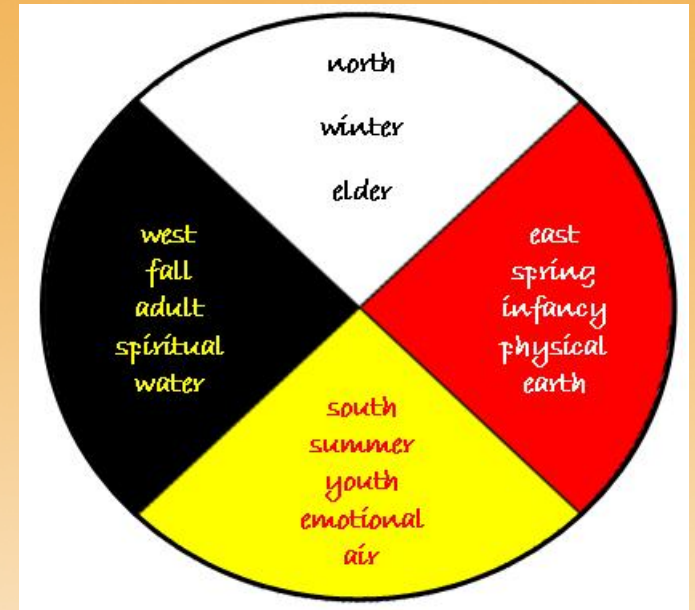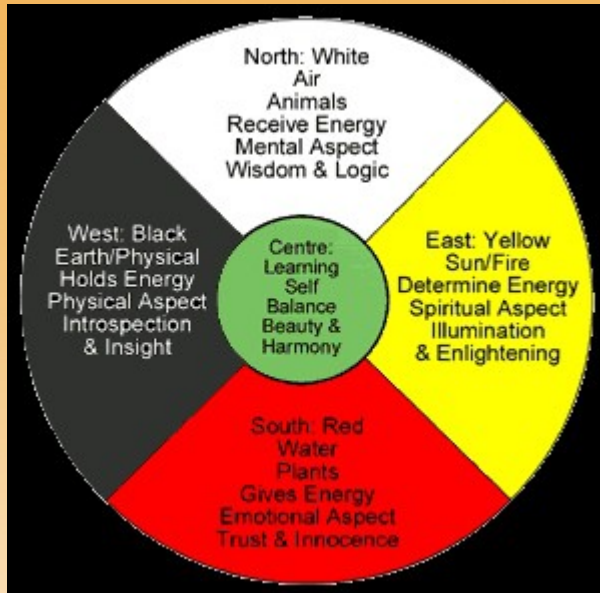- Using cultural resilient core healing teachings

- https://www.pbs.org/video/not-enough-apologies-8bdjrb/

A historical overview of the Historical Trauma

Colonialization

Land loss

1st relocation Era

Marginalization

1871 Ward status

Boarding schools

Lateral oppression

Indian Child Welfare Remova[l]

Self Hate
Cultural Shame

2nd Relocation Era
1950's & 60's

Great White
Father syndrome

2017-19

Family Circles Revitalized

1986
Family Circles Developed in
Lac Du Flambeau

1980's
Maria Brave Hart's work
On historical trauma

Indian Child Welfare Act

1970's Self determination Act

1960's - AIM

At the
Cultural Core:
Is Cultural
Resilience of our
Elder people

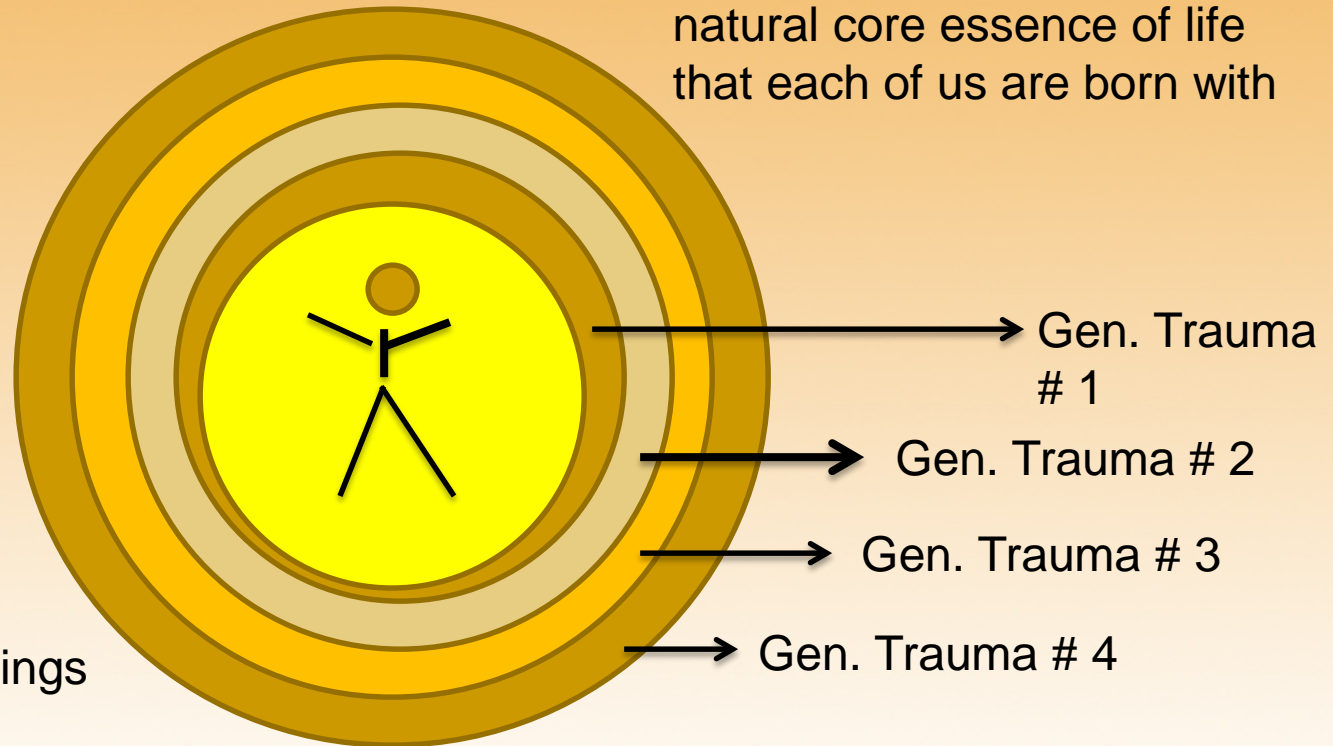Cultural awaking

Frank G. Smart

Layers of Historical Trauma

Another key part of Epigenetics
Is **historical cultural
Resiliency**

Trauma becomes layered
and covers up the
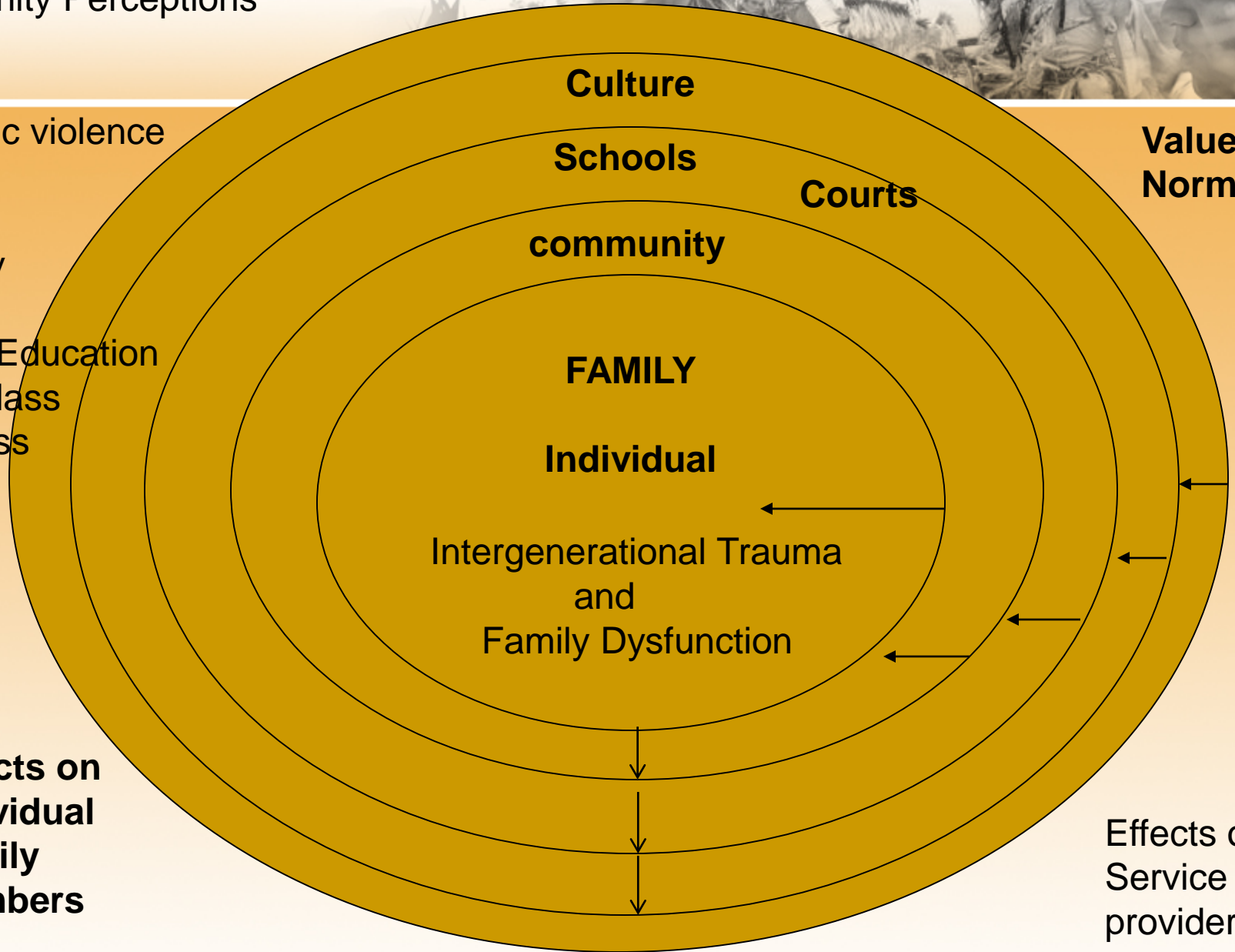natural core essence of life
that each of us are born with

Gen. Trauma
1

Gen. Trauma # 2

Gen. Trauma # 3

Trauma can be be healed
by using cultural resilient
teachings or similar teachings

Gen. Trauma # 4

Each generation adds to the Trauma

Environmental stressors

- Community Perceptions
- Schools
- AODA
- Domestic violence
- Poverty
- Gangs
- Ethnicity
- Race
- Lack of Education
- Social class
- Homeless

Culture

Schools

Courts

community

FAMILY

Individual

Intergenerational Trauma
and
Family Dysfunction

Values
Norms

Effects on
Individual
Family
Members

Effects on
Service
providers

Trauma can be perpetuated by any of the systems
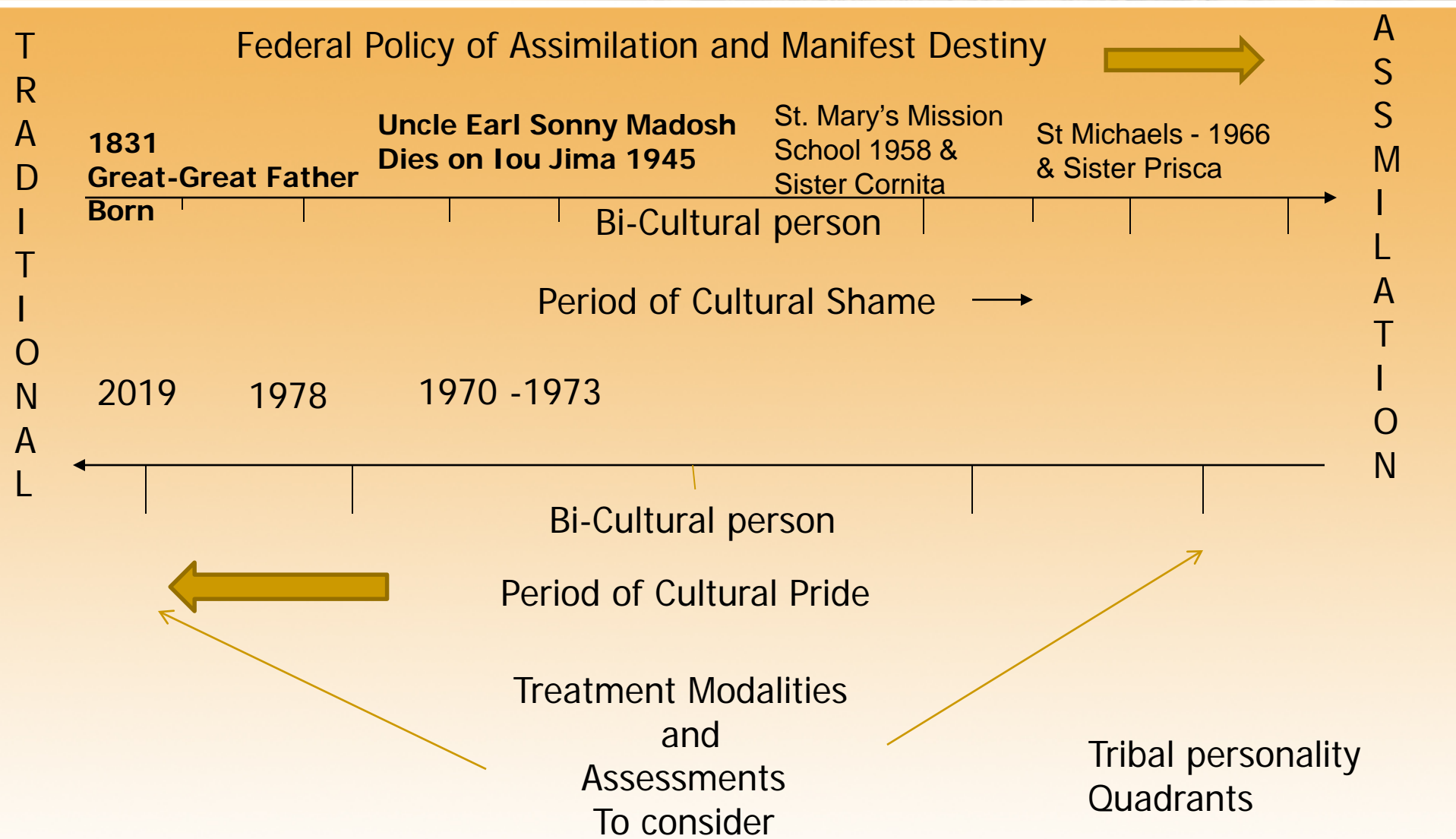
Epigenetics

The science of epigenetics, literally "above the gene," proposes that we pass along more than DNA in our genes; it suggests that our genes can carry memories of trauma experienced by our ancestors and can influence how we react to trauma and stress. The academy of Pediatrics reports that the way genes work in Our bodies determines neuroendocrine structure and is strongly Influenced by experience…Trauma experienced by earlier Generations can influence the structure of our genes. Making Them more likely to "switch on" negative responses to stress And trauma.
Mary Annette Pember – Story from Indian Country media network

Sotero (2006) provided a conceptual framework of historical trauma that includes three successive phases. The first phase entail the dominant culture perpetrating Mass traumas on a population, resulting in cultural, familial, societal and economic devastation for the population. The second phase occurs when the original generation of the population responds to the trauma showing biological, societal and psychological symptoms. The final phase is when the initial responses to Trauma are conveyed to successive generations through environmental and psychological factors and prejudice and discrimination. Based on the theory, Native Americans were subjected to traumas that are defined in specific Historical losses of Population, land, family, and culture. These traumas resulted in Historical loss symptom's related to social-environmental and psychological functioning that continue today. (Whitbeck, Adams, Hoyt & Chen)

Assimilation and Trauma Continuum

T R A D I T I O N A L

A S S I M I L A T I O N

Federal Policy of Assimilation and Manifest Destiny →

1831 Great-Great Father Born

Uncle Earl Sonny Madosh Dies on Iou Jima 1945

St. Mary's Mission School 1958 & Sister Cornita

St Michaels - 1966 & Sister Prisca

Bi-Cultural person

Period of Cultural Shame →

2019   1978   1970 -1973

Bi-Cultural person

Period of Cultural Pride

Treatment Modalities and Assessments To consider

Tribal personality Quadrants

The science of Suffering

Kids are inheriting their parents Trauma. Can Science stop it?
Judith Shulevitz – NEW REPUBLIC

Purpose of the Training

To train organizational leaders to prepare, support, and partner with staff members at multiple levels of an organization in a cohesive effort to implement a Trauma Informed Care model of prevention and intervention services.

Understanding the need for the training

- People who care may not have the skills to do so as effectively as they think or would like.

- The way we demonstrate care for others can prevent progress and can unintentionally cause increased anxiety and fear in survivors.

- One voice within an organization is not sufficient to promote and maintain an environment of respect and care.

Trauma and Homelessness

- Two Way Street – homelessness may be traumatic AND can put someone at risk for be (re)traumatized.
  - Sexual assault
  - Robbery
  - Neglect
  - Lack of medical care

- Homelessness can include the key components of a traumatic event.
  - Experiencing life threatening event
  - Witnessing life threatening events
  - Feelings of shock, horror, lack of control, fear
  - Chronic stress

Effects of Trauma

- Estrangement; a sense of isolation or disconnection
- Feelings of powerlessness or helplessness
- Changes in one's view of Self/Change in world view
- Devastating fear; loss of safety or trust
- Feelings of shame, blame, guilt and stigma

Beyer, L. L., & Blake, M. (2010). *Trauma-informed care: Building partnerships and peer supports in supportive housing settings.* [PowerPoint slides].

Challenges to Supportive Housing Services

- Clients may
  - Be engaged in high risk activity
  - Be highly transient
  - Be resistant to change or treatment adherence

- Staff may
  - Feel burned out
  - Experience vicarious trauma
  - Not know the best way to help
  - Risk re-traumtization or build resistance, even with the best of intentions

Trauma Informed vs. Trauma Specific

Trauma Informed Services

- Creates an environment that acknowledges trauma.
- Understand the effects of trauma on clients and staff.
- Implemented on all levels of care.

Trauma Specific Services

- Formalized assessments
- Specialized skills
- Not intended for clients seen sporadically

System of Synergy: a system that is life energizing

Culture

Schools

community

FAMILY

Individual

Intergenerational Trauma
and
Family Dysfunction

Values norms

Change starts at any point in the system
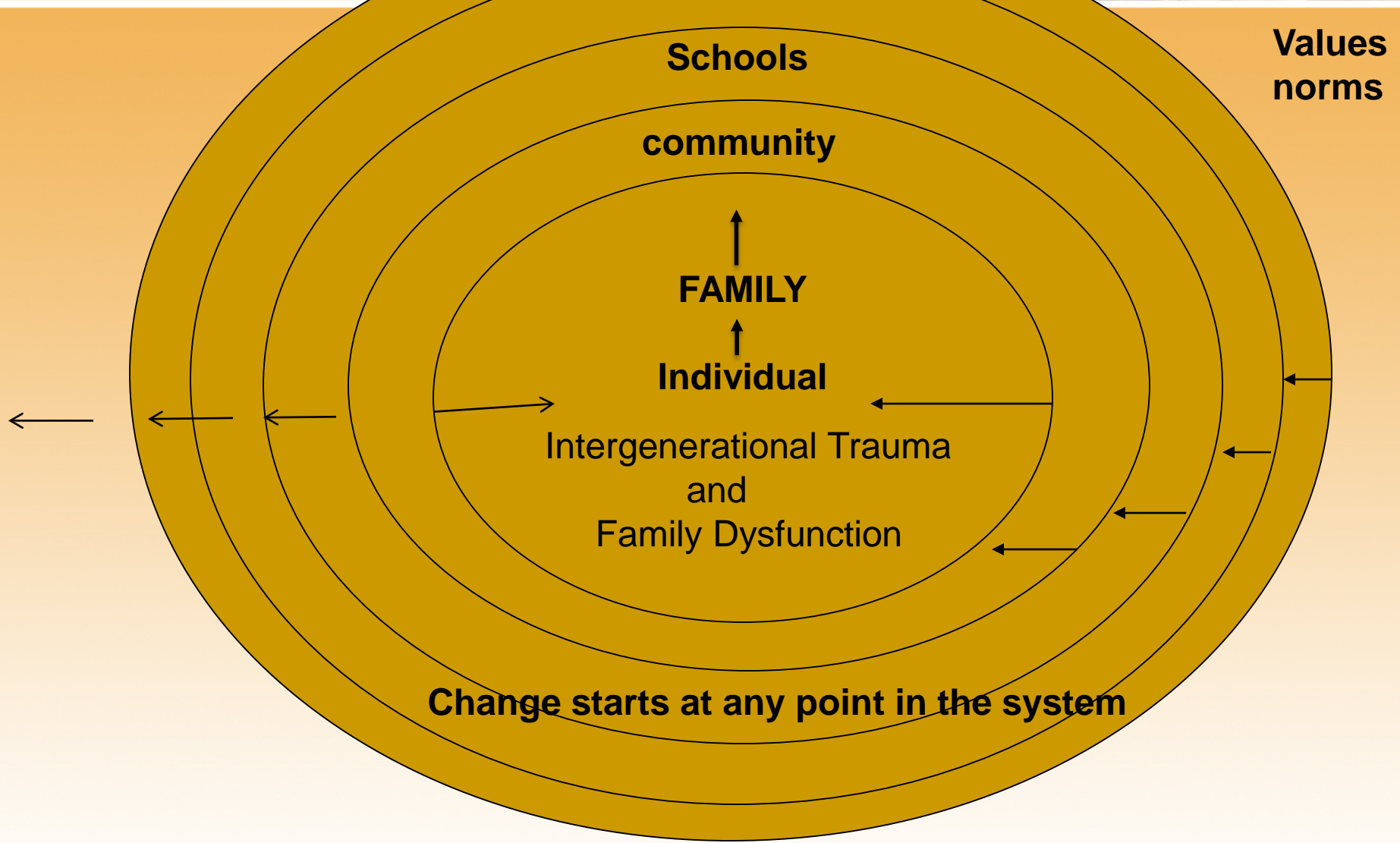
A System of Entropy – systems that are life draining

APPLYING SYSTEMS CONCEPTS TO THE FOLOWING DIAGRAM

Political

Economics

Community

Groups

Family

Culture
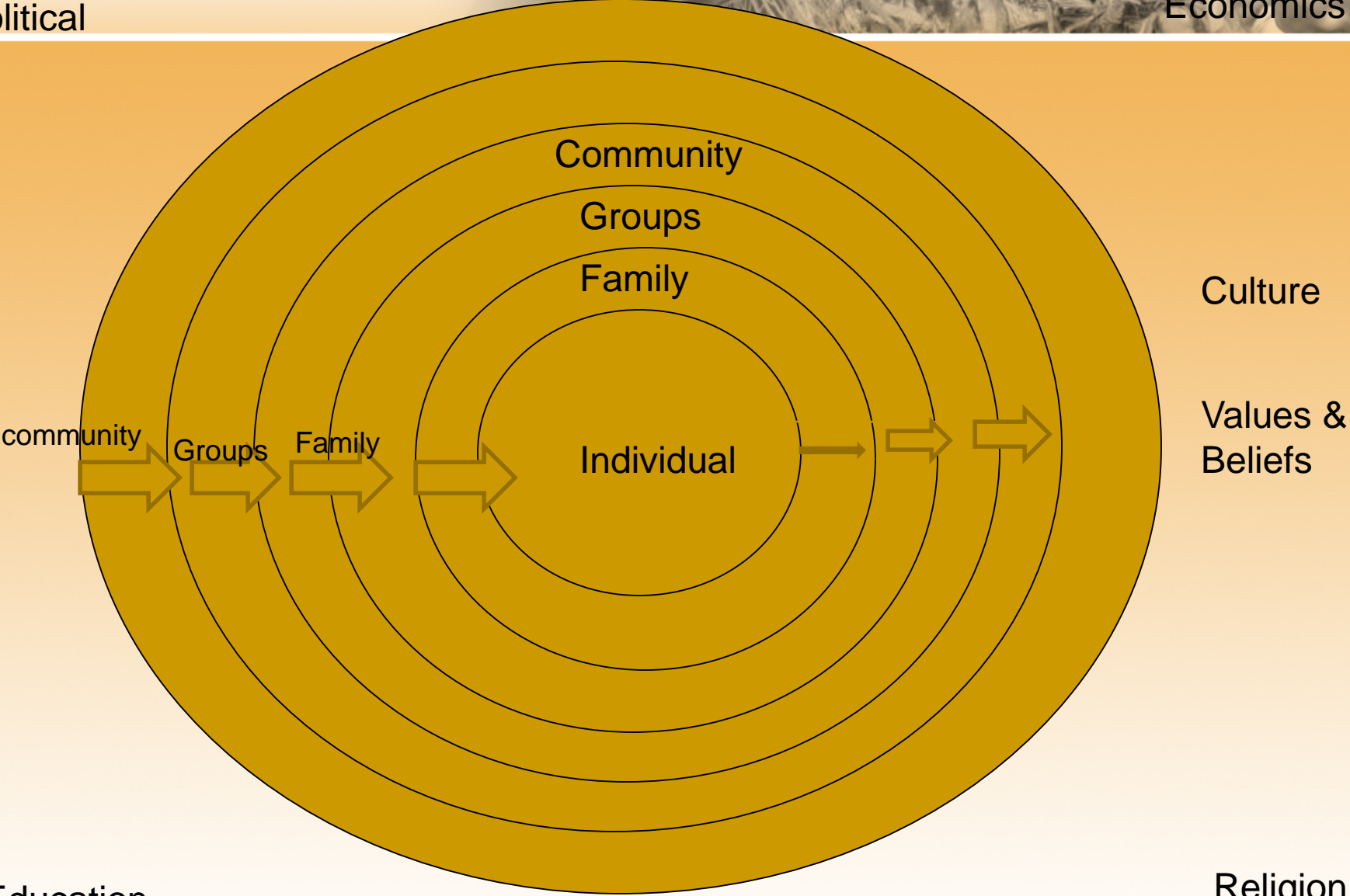
community   Groups   Family   Individual   Values & Beliefs

Education

Religion

Adverse Childhood Experiences

- Kaiser Study Sample: Middle Class, Predominately White, Educated with good health insurance

- Adverse experiences were very common, only 33% had none.

- Usually more than one ACE (87% median)

- It **should** be obvious that the long term human costs of ACEs are enormous and that the problems associated with these problems also translate into costs of health care, disability, and social services…..

ADVERSE CHILDHOOD EVENTS PREVALENCE

Abuse:

Emotional   11%

Physical   28%

Sexual   21%

Neglect:

Physical   10%

Emotional   15%

Household Dysfunction:

Substance abuser   27%

Mentally ill or Suicidal   17%

Violence against mother   13%

Jail   6%

Not raised by both biological parents   23%

Clients must be supported if they choose NOT to share their story

- Not everyone can or wants to tell their story
- There may be cultural constraints on self- disclosure
- It may be too painful
- It may be currently unsafe

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Legend:
- 0 ACEs
- 1 ACEs
- 2 ACEs
- 3 ACEs
- 4+ ACEs

Injected Drug Use
- 0 ACEs: .3%
- 1 ACEs: .5%
- 2 ACEs: 1.4%
- 3 ACEs: 2.3%
- 4+ ACEs: 3.4%

Chronic Bronchitis/Emphysema
- 0 ACEs: 3%
- 1 ACEs: 4%
- 2 ACEs: 4%
- 3 ACEs: 5.7%
- 4+ ACEs: 8.7%

Adult Alchoholism
- 0 ACEs: 2.9%
- 1 ACEs: 5.7%
- 2 ACEs: 10%
- 3 ACEs: 11.3%
- 4+ ACEs: 16%

Attempted Suicide
- 0 ACEs: 1%
- 1 ACEs: 2%
- 2 ACEs: 4%
- 3 ACEs: 10%
- 4+ ACEs: 18%

	Injected Drug Use	Chronic Bronchitis/Emphysema	Adult Alchoholism	Attempted Suicide
0 ACEs	.3%	3%	2.9%	1%
1 ACEs	.5%	4%	5.7%	2%
2 ACEs	1.4%	4%	10%	4%
3 ACEs	2.3%	5.7%	11.3%	10%
4+ ACEs	3.4%	8.7%	16%	18%

Things to Know to be Culturally Competent

- Extended Families

- Biases due to history (theirs and yours)

- Variances between tribes

- Understanding of their history

- Listen, do not talk

- Nonverbal communication

- Strengths of many Native Americans

Cultural Values & Beliefs

- Spirituality is integrated into every aspect of the sociocultural traditional Native American Life.

- Time Orientation-Things happen when they are ready to happen.

- Quietness-Serves many purposes in Indian life. They prefer to listen rather than speak.

- Mutualism-promotes a sense of belonging and solidarity with group members cooperating to gain group security and consensus.

- Patience- Patience is a virtue

- Storytelling-important tools used to pass down traditions and to keep their tribal languages alive.

- Mythology- Plays an important part in Native American Religion.

- Song & Dance- are used to perform stories through song, music and dance, and the historical facts thus propagated are an integral part of Native American beliefs. They are also used for sacred and ceremonial purposes.

Spirituality

- Do not regard spirituality or religion in the way most Christians do

- Instead it is a central and integral part of their being

- Different native beliefs evolved to match the needs and lifestyles of each individual tribe

-

System of **<u>Entropy</u>** or Synergy in a Organization

- Entropy occurs when an individual, family or program loses more energy. It becomes life or program draining. It drains out the life of the individual or program energy

- Very little energy to use; what little used, is used for survival or maintenance mode; just enough to get by and little else. Very little, if any, creativity

- Creates a "stuck" feeling

- Leadership can be involved in "Micro-managing"

- Becomes susceptible to physical, emotional, intellectual and spiritual imbalance (Ahcozi)

Family Systems Theory
Clans – Families – Individuals

Seeing what is not seen

- High mood environment – what we send out to our environment our environment sends back. The ole adage "What goes around comes around"

- Synergistic environment

- Seeing the world in a three dimension perspective rather then a two dimension ("The Magic Eye")

- Lateral thinking – the ability to see further out and see out of boundary solutions

- More sense of control because you can see or have access to more solutions rather then feeling stuck with only one or two solutions

Community

Family

Individual

Cultural Strengths

Social and Cultural Problems

Cultural Competency Foundation

Understanding Social Cultural Historical Change
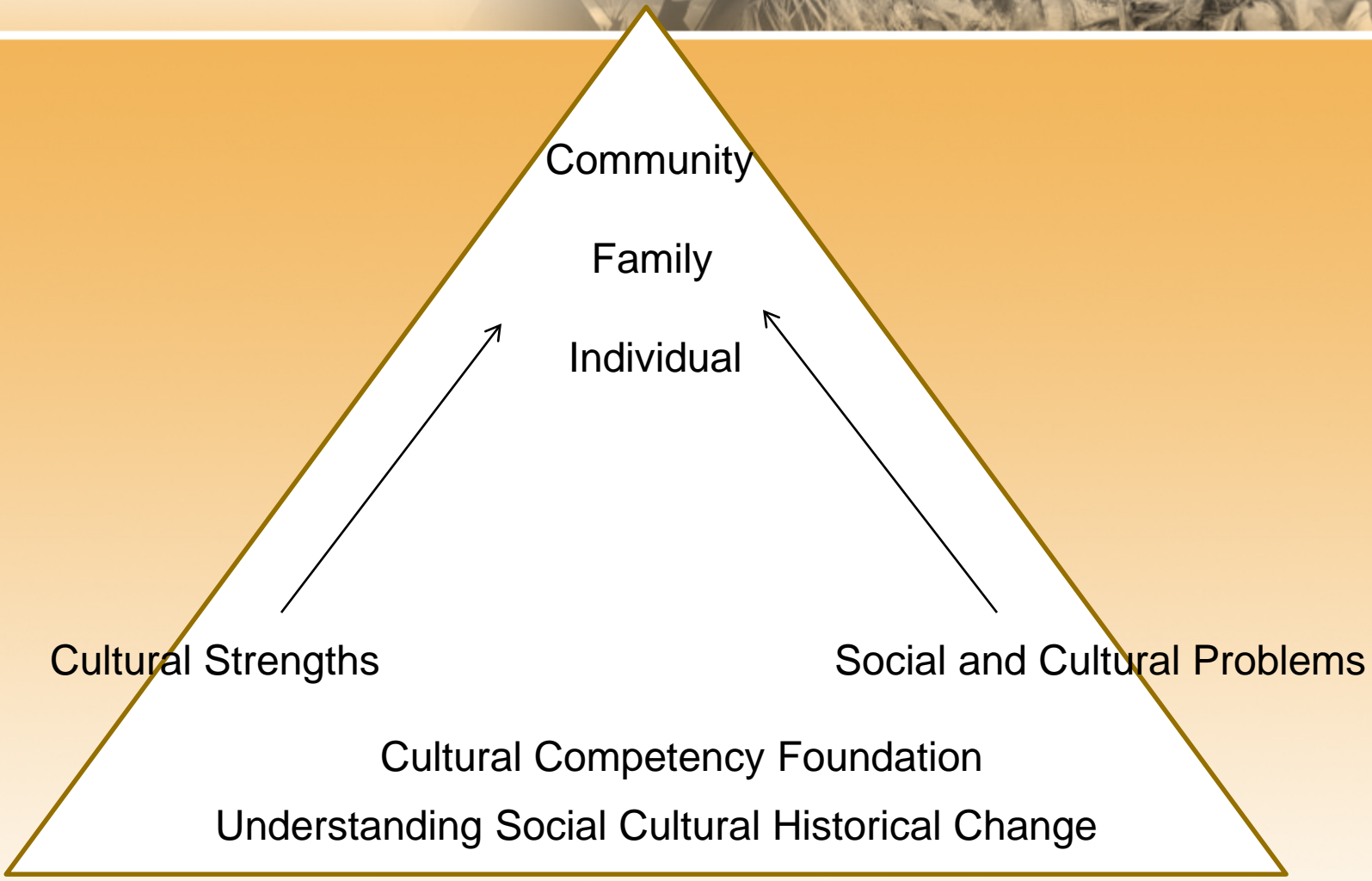
Traditional

Assimilated

Values, beliefs, spiritual
Life and worldview are
Predominate

Traditional
Acculturated

Acculturated
Assimilated

Traditional

Assimilated

Values, beliefs, spiritual life,
And world view are the
Predominant way of life

Acculturated
Traditional

Acculturated
Assimilated

Individual growth is natural process
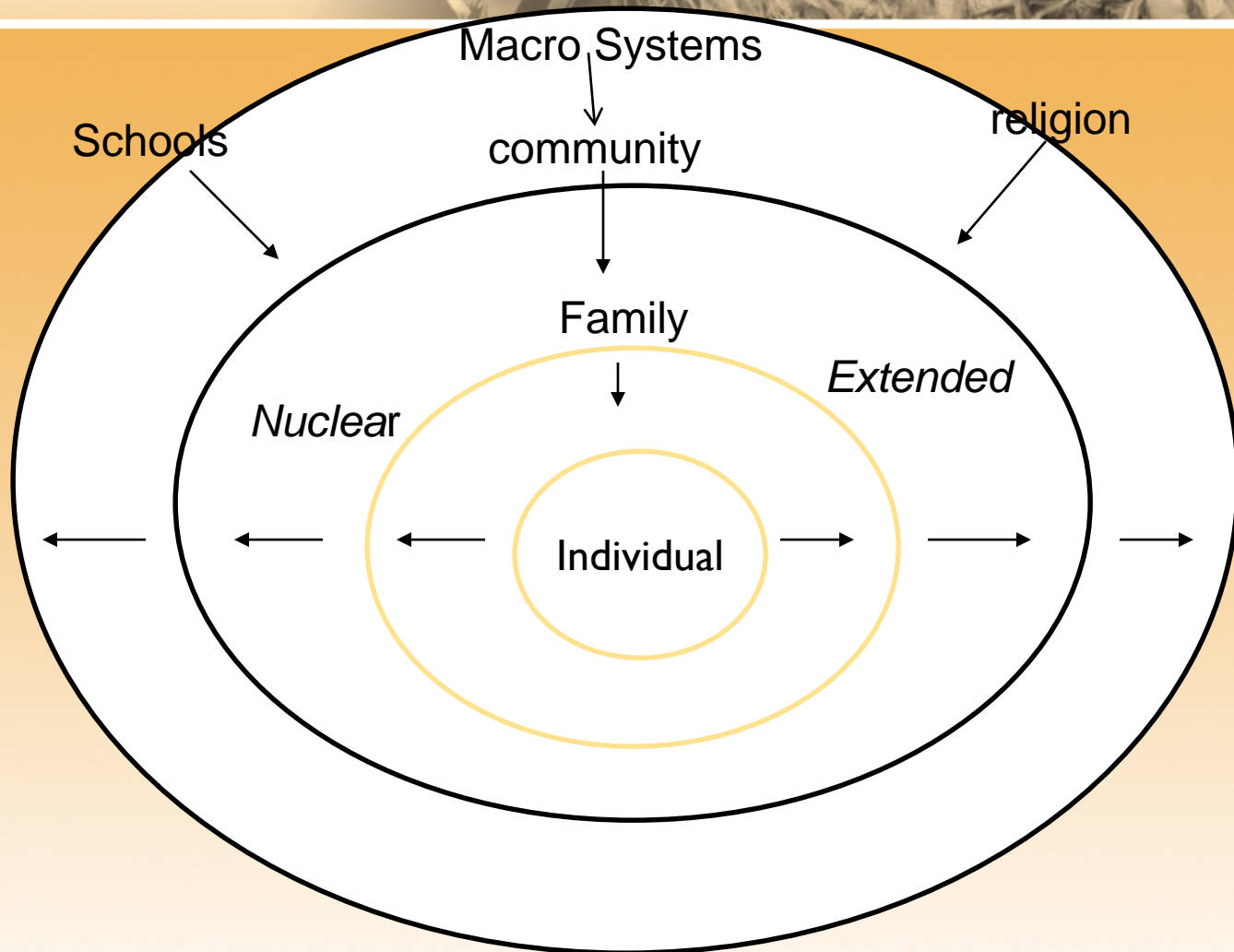
Systems surrounding the individual can inhibit the growth process

Experiential aphorisms

- "being is becoming"
- Always in the "process of becoming" forgetting the "process of Being"
- Therapy is a mixture is art and science; experiential therapy is 90% art 10% science
- Growth **not** stability is the goal
- **Growth** equals pain/sacrifice/to endure
- Pain/sacrifice/to endure equals **Growth**
- When an individual tries to avoid the pain they then are slowing or don't gain the growth which they seek

Experiential

- The emphasis is on expanding experience an increased awareness will almost automatically, stimulate increased communication and sharing of feelings among family members…to unlock deeper levels of experiencing

- Dysfunctional families are made up of people incapable of autonomy or real intimacy. They don't know themselves and they don't know one another. The root cause is alienation from experience

- Enhanced sensitivity and expanded awareness are the essential aims of treatment

Experiential

- Share the humanistic faith that people are naturally healthy and if left to their own devices they will be creative, zestful, loving, and productive

- Dysfunctional families have strong conservative or homeostatic predilections; they opt for safety rather than satisfaction

Feelings and experiences blocked or constricted by social - family environment

Life forces and experiences

Awareness and Growth can be limited

This constriction can manifest themselves into Physical or family problems

Life forces and experiences

Awareness and Growth allowed To develop

Assessment of:

Cultural Social
Network

High Mood Solutions
To deal with Problems

Ceremonies, Family Rituals
Extended Family Resource
Spiritual advisors, tribal language

Individual's
Social Problem
Or
Perceived Crisis

When it is Strong

Resolution

Or

When it is Weak

Becomes a Major Problem
and Low Mood solutions
Being sought out:
AODA use
Depression
Suicidal thoughts
Suicide

Social Network

Family, friends, Priests,
Counselors, teachers,
Churches

Fish Clan

Family of Origin

Water clan
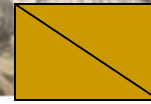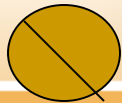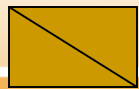
Geno-Gram

1975

2002

Extended Family System

D 2007
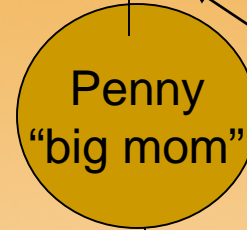
Cultural Adoption Extends The Family

Sonny

Nuclear Family

Penny "big mom"

"Little moms"

M -1984

M - 2014

B R I A n
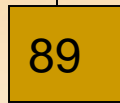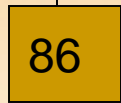
Melissa

86 "Mino" Gary

89 "Waub David

94 "Bimoset Forrest

Diversity of Family Systems

I I Ozaawaanaquad

07

Miskwanakuad

Family of Procreation

Historical Continuum – 40,000 to Present

Population Estimate: 5 to 30 million

1492: Start of Colonialism and Colonial Paradigm of thinking

40,000 years of Tribal people living on North and South America

1871

1900

1781

1831

1700's

1825

1836-42-54

1887

Black Robe Era

Removal Era

Voight treaties

Dawes Allotment Act
Boarding School Era

Marshall Trilogy:
U.S. Supreme court
"Domestic Sovereign Nations"

U.S. Census:
Tribal Pop.
250,000

Federal government now deals with tribes as Nation to Nation

Fed. Ends treaty Making;
Wards of Federal Gov.;
Comedy Agreement among church groups

HIGH MOOD ENVIRONMENT -- Synergy – Positive – Secure – not fear based
Strength based Paradigm of social workers

A 5%

B 5%

C 80%

D 5%

F 5%

What we send out to our Environment…

E

What goes around comes around

Our environment Sends back to us

Problem or Pathological focus

**Can get stuck within these two lower moods
Become a habit or way of life**

LOW MOOD ENVIRONMENT – Entropy –Negative – insecure – Fear based

Sol # 3

Sol # 4

More solutions or alternatives in High Mood

Sol # 5

Sol # 8

Sol # 1

High Mood

One maybe two solutions

Low mood

Sol # 2

Sol # 6

Sol # 7

Sol # 9

When one has more solutions or alternatives, they tend to have a feeling of more control of their lives, as well as being more Creative and Productive

Walking On

Born into a Clan

Shinabe Zhi nicuz

Learning of
Tribal Language

Ceremonies
Big Drum
Midewiwin
NAC
Sweat Lodge
Christian

Family/Extended
family

Circle of life

To become a spiritual
Being – different bridges
That one uses to become a
Spiritual person

Tribal and family
values

Education

Self Esteem
Cultural Esteem
Inner and outer
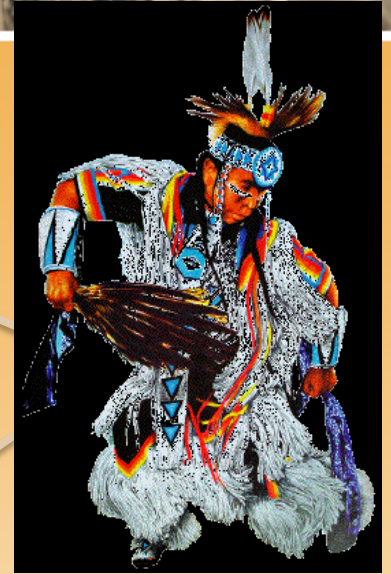
Powwow dancing

Knowing family and
Community history

Walking On

Born into a Clan

Shinabe Zhi nicuz

Mindfulness

Goal to become a spiritual being – there are different Bridges that one uses to become a Spiritual person

Circle of life

Learning of Tribal Language

Ceremonies
Big Drum
Midewiwin
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Sweat Lodge
Christian

Family/Extended family

Tribal and family values

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Self Esteem
Cultural Esteem
Inner and outer

Powwow dancing

Knowing family and Community history

7.10 - STUDENTS IN FORMATION ON THE PARADE GROUND AT THE CARLISLE INDIAN SCHOOL IN CARLISLE, PENNSYLVANIA.
(COURTESY BEINECKE RARE BOOK AND MANUSCRIPT LIBRARY, YALE UNIVERSITY.)

➢ **Pratt's Philosophy**

"Kill the Indian, save the man."

➢ **His Goal**

"Elevate" American Indians to white standards using; forced acculturation robbing them of there language, culture and customs

- **Children were removed from their homes by church officials, missionaries and local authorities**

- **Parents caught hiding children had food rations cut**

- **Most children were not returned home for summer**

- **Attendance was mandatory**
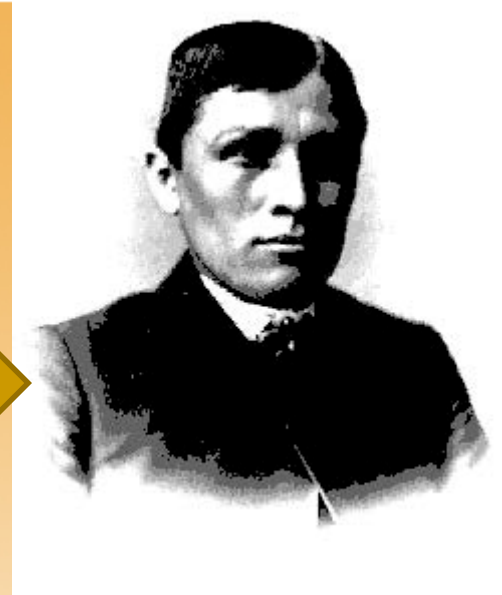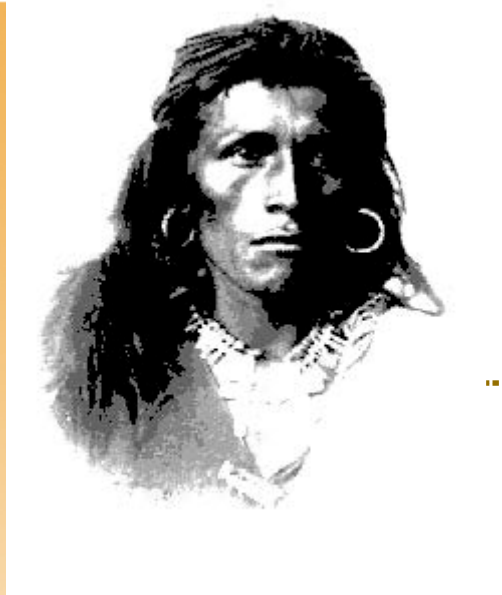
Tom Torlino, Navajo, just prior to,
and just after, entering Carlisle Indian School.

National Archives and Records Administration Collection
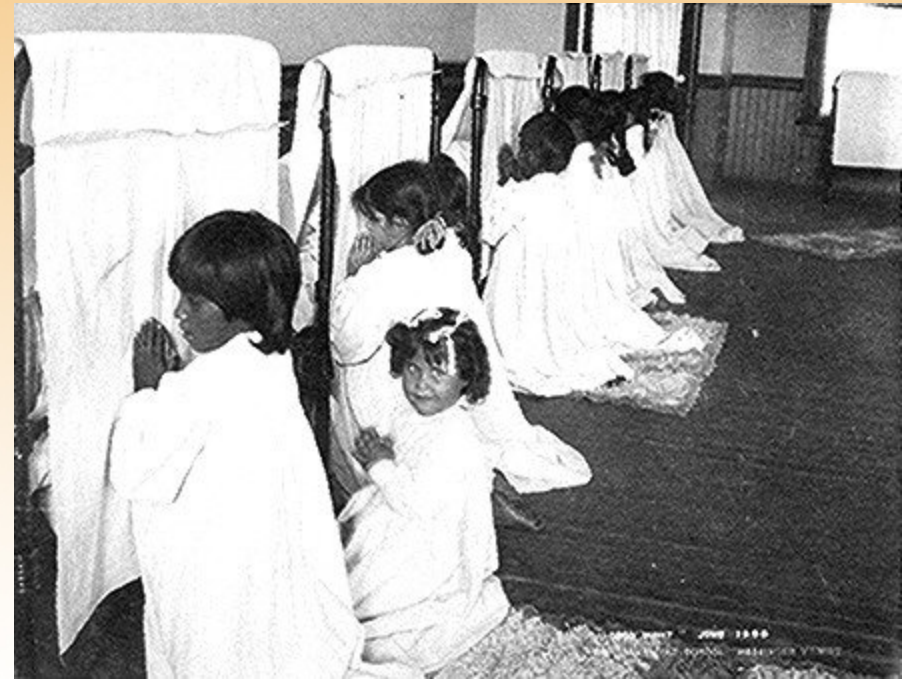
History of Boarding Schools

➢ **President Ulysses Grant**

www.britannica.com

➢ **Began in 1869 – "Peace Policy"**

Schools ran on very little money

- **Children were forced to work to pay the staff salary**
- **Many students died:**
  - ➤ **starvation and disease, due to lack of food and medical care**

- **Forced to worship as Christians**
- **No speaking native language**

The **River of life** has both easy/hard times
Change is always occurring at every bend
Sometimes life is slow; sometimes fast
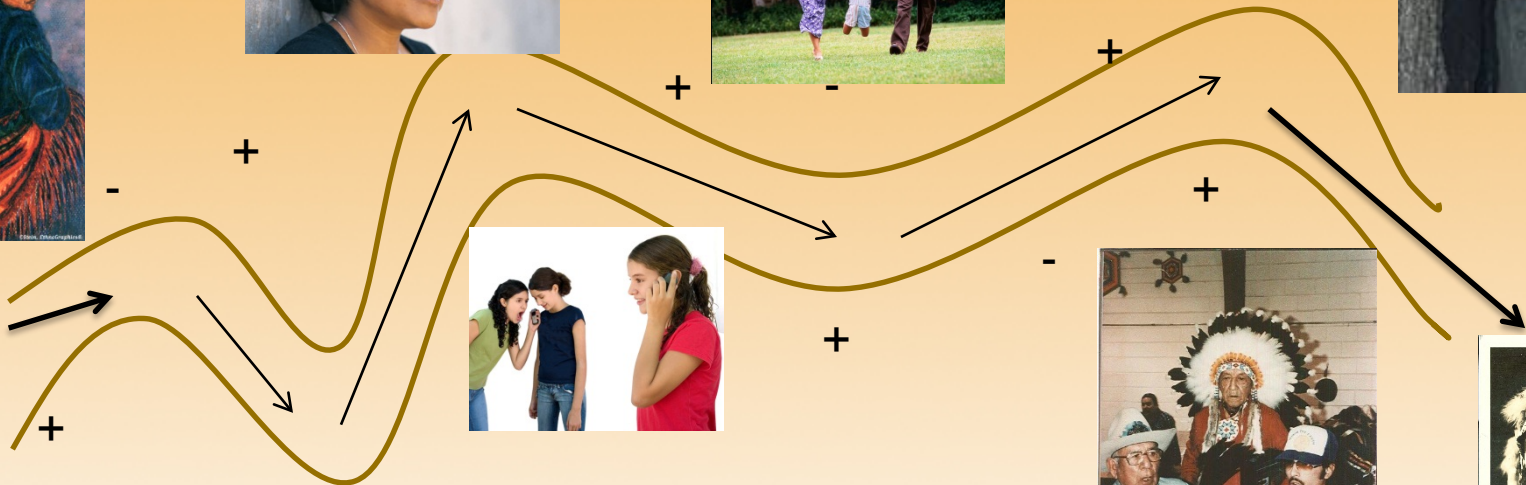
Born
Or
Entering
The physical
 world

Sometimes when things get hard, we go
Against the current of life Or
We jump out and watch; to avoid hardship
We then get stuck and feel life is passing us by
We then can separated from our spirit; which
continues in the river of life
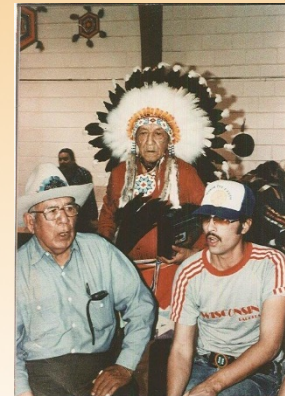
Walking on
Or leaving the
Physical world