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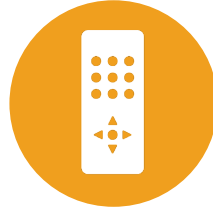
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Housekeeping



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A brief survey will be available after the training.



A follow-up email will be sent to all participants within 2 days.

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01/04 | Strengthening Families' Protective Factors: Focus on Parental Resilience



01/12 | Creating a Community-wide, Poverty-informed Approach to Breaking Barriers



01/09 | Stronger Together: Building Resilient Teams



01/06 | The Colorado Family Support Service Model and Implementation Tool



01/18 | Strengthening Families' Protective Factors: Focus on Social Connection



01/20 | Historical & Racial Trauma



Cultural Humility: Working in and With Tribal Communities

Presenter: Veronica Willetto DeCrane
National Native Children's Trauma Center (NNCTC)

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Speaker SPOTLIGHT

Veronica Willeto DeCrane
National Native Children's Trauma Center (NNCTC)

- Veronica is Diné (Navajo), of the Many Hogans Clan and born for the Mexican Clan.
- She has extensive experience providing training and technical assistance to reservation schools and other agencies, supporting school turnaround, parent and community engagement, youth leadership and development, after-school programs, culturally responsive education, systems change, and the Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Support (MTSS) frameworks.
- In her current role she manages a project focused on trauma-informed care within tribal juvenile justice systems and supports the NNCTC's school-based efforts.

Cultural Humility

"Having a sense that one's own knowledge is limited as to what truly is another's culture." (Hook et al. 2013)

- Other-oriented rather than self-focused
- Respect for others
- Lack of superiority
- Entertaining hypotheses rather than drawing conclusions
- Life-long commitment to **self-evaluation & critique**
- Staying open to new information
- Wrestling with the tendency to view one's own beliefs, values, and worldview as superior
- Willingness to hear "you don't get it"

Disclaimers

- Power, privilege and race will be our companions:
 - This may mean feeling uncomfortable
 - This may challenge our paradigms
 - This may mean helping one another create safety to engage in the process
- Everyone is on a spectrum of knowledge about American Indians
- Being American Indian/Alaskan Native:
 - IS NOT being an expert on everything about American Indians and Alaskan Natives, everything about your tribe, or everything about your culture.
 - IS a life-long journey in pursuit of cultural knowledge and experience.

Group Agreements



Learning Objectives

“No problem can be solved from the same consciousness that created it. We must learn to see the world anew” –Albert Einstein

1. Understand the impact of racial and historical trauma on AI/AN
2. Realize the importance of identity development for AI/AN
3. Recognize why cultural humility is critical
4. Assess own practice of cultural humility
5. Increase own cultural awareness to work in and with AI/AN communities

Our Journey

- I. Opening
- II. Identity Development:
Understanding Ourselves
- III. Power and Privilege: How We
See Others
- IV. Break
- V. Principles and Strategies for
Practicing Cultural Humility
- VI. Closing



Understanding the Journey

- Identity development is:
 - the process by which each person becomes the individual that they are
 - the conditions and explanations of self as determined by biological & psychological factors



Essentials for the Journey

- Our sense of self develops within the context of group membership as well as external influences
- Our racial and ethnic identity influences how we see ourselves, how we see others, and how we relate to one another and how we experience our social environment



ACTIVITY:

Think

and

Share

1. If someone asked you to describe your racial and ethnic identity what would you tell them?
2. What influences have affected your racial and ethnic identity? What has the impact been for you?
3. How does your race and ethnicity influence your sense of identity?
4. What do you wish others knew about your racial and ethnic identity?

Who am I?



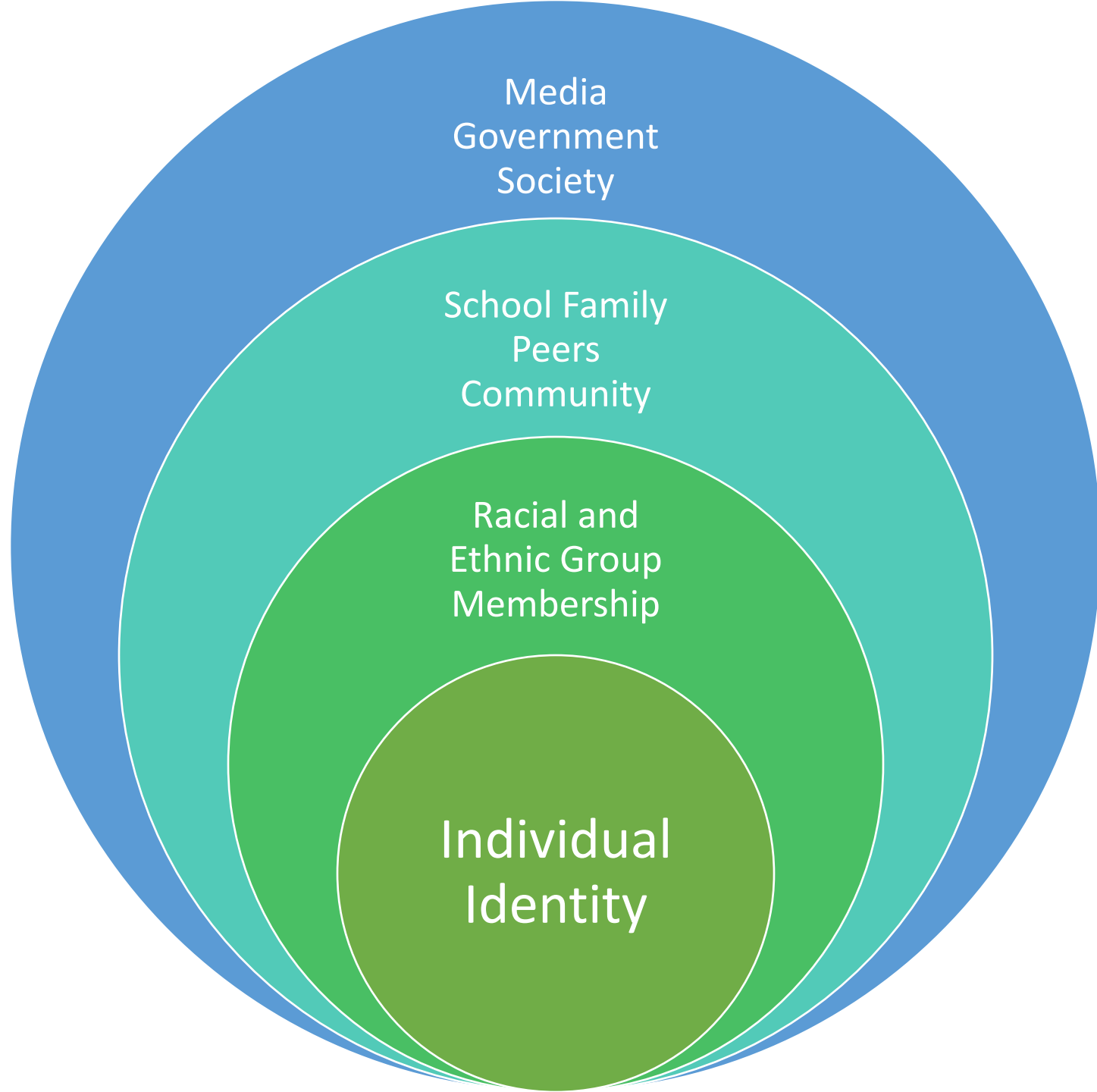
Stages of Ethnic and Racial Identity Development

Commitment

Exploration/Identification

Emerging Awareness

Relative Unawareness



Proactive Messages

Proactive Messages highlight cultural history and individual talents; encourage success based on individual abilities and traditional cultural strengths.

Example 1: While reading a book about Latinos, mom turns and tells her child that the hero of the book “this character is smart just like you”.

Example 2: The parents of a Native American girl take her to a Pow Wow and talk about the purpose of the Pow Wow - to preserve the traditions of the tribe, to renew friendships, and to celebrate in song and dance.

Protective Messages

Protective Messages remind and prepare youth to face hostility and racism in the mainstream.

Example 1: A Native father sits with his 13 year-old and tells him that he wants him to work hard in high school and make good grades because “Latinos have to work harder to make it”.

Example 2: After his son is stopped by the police for hanging out with his friends, the father talks to his son about how to deal with police, because with African Americans, “cops will shoot first and ask questions later”.

Messages

Examples:

- “We’re all human...I don’t see color, I treat everyone the same”
- “Not this subject again...I’m tired of talking about race”
- “Its okay to be friends with someone who is different but you can’t marry them”

Impacts:

- Race and ethnicity are something to be ashamed of
- Hopelessness
- Pride about race and/or ethnicity

ACTIVITY #2:

Think
and
Share

1. How have government, media and society influenced your racial and ethnic identity?
2. How did the communities or neighborhoods where you grew up influenced the development of your racial and ethnic identity?
3. How has your family influenced the development of your racial and ethnic identity?
4. Do you feel connected to your racial and ethnic group(s)? If so, how? If not, why?
5. How do you feel about your racial and ethnic identity today? Is this different from when you were younger?

Who are others?

Stereotypes,
prejudice,
discrimination,
and racism

Generalizations
and assumptions

Responding to
society

Stereotype: Generalization of a particular group (cognition only)

Prejudice: Generalization of a particular group (cognition) AND an emotional attachment, such as anger, contempt, disdain, or even compassion (affect).

Discrimination: Discrimination is the restrictive treatment of a person or group based on prejudiced assumptions of group characteristics, rather than on individual judgment (behavior).

Racism: Any attitude, action, or institutional practice backed up by institutional power that subordinates people because of their color. This includes the imposition of one ethnic group's culture in such a way as to withhold respect for, to demean, or to destroy the cultures of other races.

The Trauma of Racism

"The cumulative effects of stress, both physical and emotional, due to racism." (NCTSN Culture Consortium, 2020)

Generations

- Intergenerational trauma
- Historical trauma

Collective

- Economic and educational disadvantages
- Lack of access to and trust in health systems
- Lack of equity in legal and health systems
- Poorer physical and mental health outcomes

Individual

- PTSD
- Depression
- Substance use

**“The cumulative psychological wounding across generations,
including the lifespan, which emanates from massive group
trauma.”**



- Maria Yellow Horse Brave Heart

Removal

“A great general has said that the only good Indian is a dead one. In a sense, I agree with the sentiment, but only in this: that all the Indian there is in the race should be dead. Kill the Indian in him, and save the man.”

General Richard Henry Pratt
Carlisle Indian Industrial School
Carlisle, Pennsylvania



Consequences of Adverse Boarding School Experiences



- Ineffective or destructive parenting
- Authoritarian and inconsistent or rejecting of child
- Insensitivity to child's needs
- Lack of parental involvement or bonding
- Poor school relations
- Weak spiritual foundations
- Unhealthy family norms
- Weak ethnic identity

(Yellow Horse Brave Heart, 2003)

The Legacy of History

“The reminders of historical loss remain ever present, represented by economic disadvantage on rural reservations, national disrespect, discrimination, and a sense of continual erosion of traditional cultures.”

- Whitbeck, L., Adams, G., Hoyt, D., & Chen, X. (2004).

Historical Loss and Affective Outcomes

- There is evidence that recurrent thoughts of historical cultural losses creates stress for Indigenous adults and adolescents.
- These current conditions may be the result of historical causes, but the origins of the symptoms may be attributable to contemporary experiences.

Whitbeck, L., Adams, G., Hoyt, D., & Chen, X. (2004).

Epigenetics

- The study of heritable changes in gene expression that are not due to changes in the underlying DNA sequence.
- Such heritable changes in gene expression often occur as a result of environmental stress or major emotional trauma and would then leave certain marks on the chemical coating, or *methylation*, of the chromosomes.
- The coating becomes a sort of ‘memory’ of the cell and since all cells in our body carry this kind of memory, it becomes a constant physical reminder of past events; our own and those of our parents, grandparents and beyond.

Examples of Historical Trauma Service Impacts



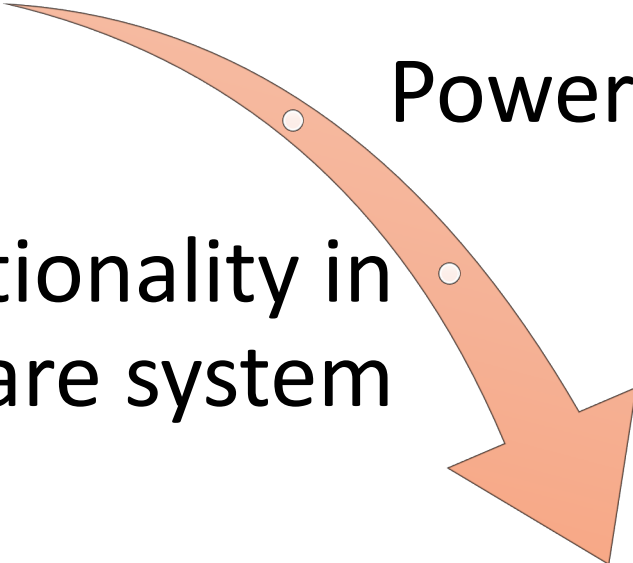
- There is mistrust and cumulative trauma
- Services come from a Western perspective
- Cultural knowledge and competency is lacking

Institutional Racism

Power and Privilege

Disproportionality in
Healthcare system

Societal
Realities

- 
- Lower life expectancy
 - Increased involvement criminal justice system and harsher punishments/sentencing
 - Lower socioeconomic status/Unemployment
 - Lower education attainment

Race Privilege	Mark 1 or 0
I can look at the mainstream media and find people of my race represented fairly and in a wide range of roles.	
Schools in my community teach about my race and heritage and present it in positive ways throughout the year.	
I can go shopping alone most of the time, pretty well assured that I will not be followed or closely watched by store employees because of my race.	
I can take a job with an employer who believes in Affirmative Action without people thinking I got my job only because of my race.	
When I use credit cards or checks for a face-to-face transaction, I don't have to wonder whether someone will challenge my financial reliability because of my race.	
I can do well in a challenging situation without being called a credit to my race.	
I am never asked to speak for all the people of my racial group.	
I can consider many options—social, political, or professional—without asking whether a person of my race would be accepted or allowed to do what I want to do.	
Total Score	

What is bias?

- Bias is a prejudice in favor of or against one thing, person, or group compared with another.
- May be held by an individual, group, or institution
- Two types: Conscious (explicit) and Unconscious (implicit)

What is unconscious bias?

- Social stereotypes about certain groups of people that individuals form outside their own conscious awareness
- The tendency everyone has to organize social worlds by categorizing.



Microaggressions Towards American Indians



- *“I don’t think of you as a Native, I just think of you as a successful person.”*
- *“It must be hard for you to thrive in that community.”*
- *“You don’t sound/look/seem Native”*
- *“You always play the race card.”*
- *“I am so sick of hearing about Native American’s, you know there are other minorities we could be talking about.”*

Microaggressions cont.

- **Danger:** *We can “gaslight” AI/AN out of our own unresolved racial and cultural anxieties*
- *“Maybe there’s another explanation”*
- *We may try to to help patients/clients “adjust” to oppressive conditions*
- *We may try to teach them to “cope” rather than to explore advocacy for themselves*



*We may not see how **difference** impacts relationships, interactions, or service. But AI/AN people do.*



Take Home Activity: Self- Reflection

1. Looking at your own life, what are some of the costs of racism you have experienced?
2. What are some of the costs of racism that you think AI/AN experience?
3. Are there things in your life you could do to decrease the costs of racism for AI/AN?



What Happens Next?

- Survey and certificate will be provided at the end of the training
- Recording and resources available within two days
- Watch your inbox for the next issue of *CalTrin Connect*

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