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Please enter your answer in the Chat.



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Sent to your registration email within the next 2 days.



Survey & Certificate of Completion:

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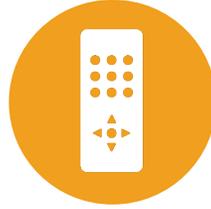
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Housekeeping



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Locate the controls on the toolbar at the bottom of your screen.



Access the presentation slides now! The link can be found in the chat.



When using the chat, please reply to all panelists and attendees (when appropriate and within comfort level).



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.

Group Agreements



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**

Develop Indigenous Literacy

Devote time and resources to build basic knowledge

Learn a tribal community's history, culture and experiences

Identify whether a community has one or more tribes represented

Rely on primary sources of information

Essential Understandings of AI/AN #1

- There is great diversity among tribes in their languages, cultures, histories, and governments.
- Each tribe has a distinct and unique cultural heritage that contributes to modern society.



Montana Office of Public Instruction; California Indian Museum and Cultural Center

Essential Understandings of AI/AN #2

- There is great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people.
- There is a continuum of Indian identity ranging from assimilated to traditional and is unique to each individual.
- There is no generic American Indian.



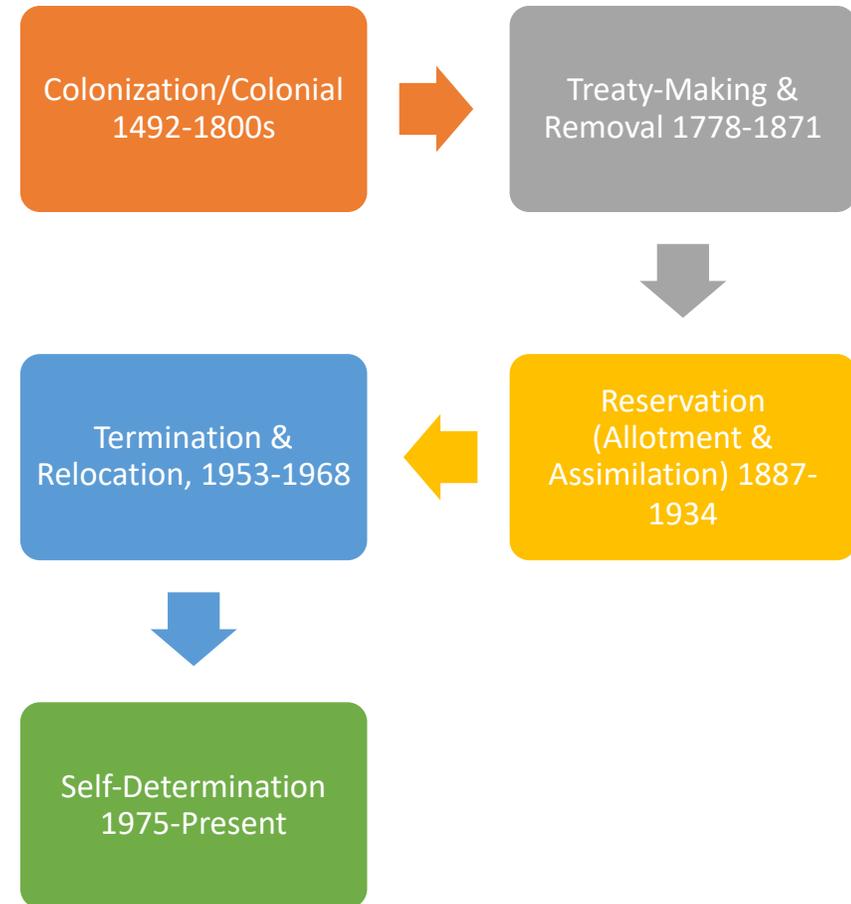


Essential Understandings of AI/AN #3

- The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.
- Additionally, each tribe has their own oral history beginning with their genesis, which are as valid as written histories. These histories predate the “discovery” of North America.

Essential Understandings of AI/AN #4

- There were many foreign, state and federal policies put into place throughout American history that have affected Indian people and continue to shape who they are today.
- Many of these policies conflicted with one another.
- Most of Indian history can be related through several major federal policy periods.



Essential Understandings of AI/AN #5

- There have been tribal peoples living successfully on the North American lands for millenia.
- Reservations are lands that have been reserved by or for tribes for their exclusive use as permanent homelands. Some were reserved through treaties, while others were created by statues and executive orders.



Both parties to treaties were sovereign powers



Indian tribes has some form of transferable title to the land



Acquisition of Indian lands was solely a government matter not to be left to individual colonists or states

Essential Understandings of AI/AN #6



- History is a story most often related through the subjective experience of the teller.
- With the inclusion of more and varied voices, histories are being rediscovered and revised.
- History told from American Indian perspectives frequently conflicts with the stories mainstream historians tell.

World View Differences

“A particular philosophy of life or conception of the world.”

- Cyclical vs. linear
- The universe: interdependent; relying on the maintenance of harmony, balance, and respect for all animate and inanimate things
- The concept of family: includes those beyond the nuclear, blended, extended, adopted, clan, band, and society; a commitment, support; a source of identity connection, direction, purpose; a sign of prosperity, wealth and security
- Elders and children: the most sacred; to be revered and respect
- Relationship with time: things happen when they happen.

Helpful Resources



- Tribal colleges
- Native American studies departments
- Tribal museums or cultural centers
- Tribal websites
- Tribal elders
- Tribal government departments and officials
- Schools with large AI/AN populations
- Libraries
- Urban Indian centers

Relationships

- Tribes and tribal people value connection
- Tribes and tribal people are looking for an ally who is willing to have long term commitment to their wellbeing
- **Relations need to be:**
 - **Sustainable**
 - **Mutually beneficial**
 - **Reciprocal**



Engage Tribal Governments



- The rule is to include tribes BEFORE the pencil hits the paper, not when it's time to sign in ink.
- Include them early, invite them always, follow up very time, meet with them regularly, and ask them how to best work together.
- Make sure that your meeting or event offers a value that is worthy of every person's time, effort, and expense.

Be Present in the Community You Serve

- Pow wows
- Parades
- Rodeos
- Sports tournaments
- Conferences
- Museums
- School events
- Other community events



One on One Relationship Building

Remember names and the tribe they belong to

Inquire about their wellbeing

Share something about yourself, so they get to know you

If you promise to do something, get it done

Don't be afraid to be your authentic self

Tips for Asking Questions

- Ask for instruction on how things might work best
- Ask open ended questions in a respectful tone
- Nothing can replace sincerity and kindness
- Listen closely
- Slow down, relax and be calm
- Be open minded and understanding

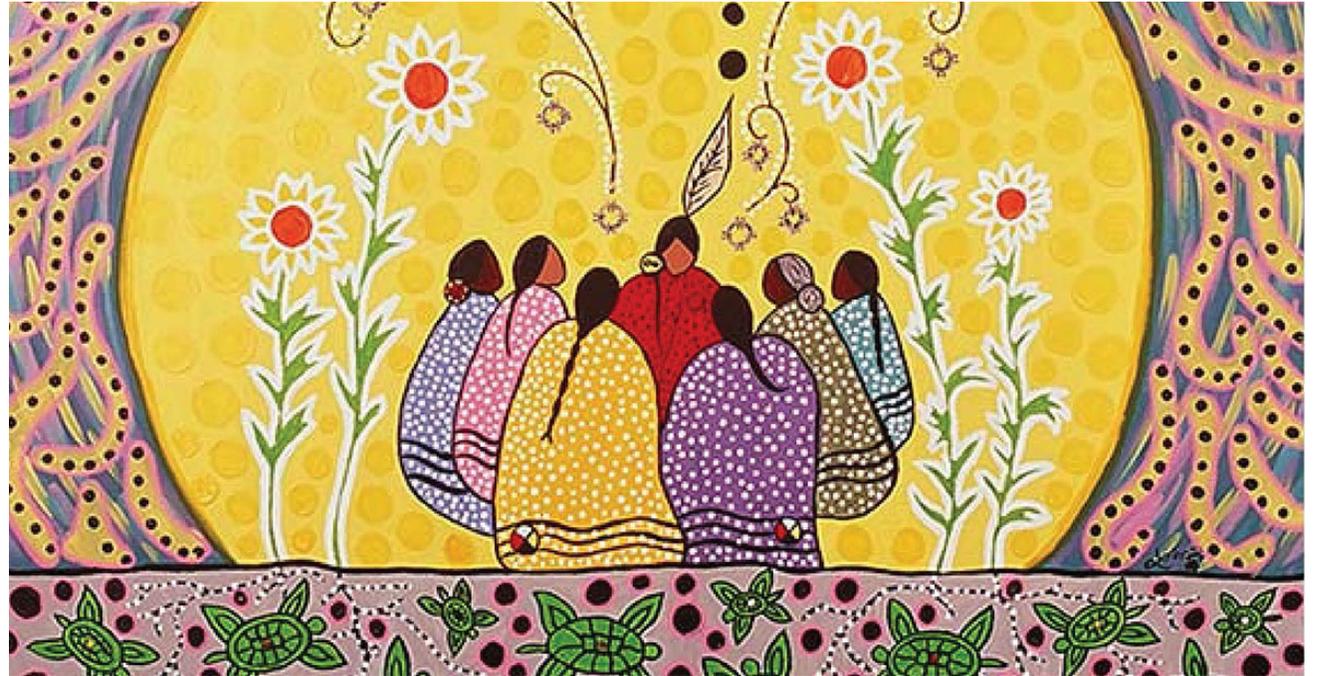


Activity #4: Think and Share

1. How are you and your organization doing with developing Indigenous literacy?
2. How are you and your organization doing with building relationships with AI/AN?
3. Are your relationships sustainable, mutually beneficial, reciprocal?

Move Toward Healing Approaches

- Depathologize historical trauma
- Shift the narrative to acknowledge strengths that have been passed down
- Remember that healing supports future generations



Take a Generational Perspective



Historical Trauma Lens

- How we view the societal realities (poverty) that AI/AN experience
- How we view behaviors (hostility) of AI/AN
- How we view cause (etiology) of illnesses, addiction, etc. that AI/AN suffer from

Build Resilience

The “ability of American Indians to maintain optimism during adversity is related to spirituality, compassion, empathy, humor, friendships and familial and community strengths.”

(Goodluck, 2002)



Enculturation



- Enculturation: *the process by which an individual learns the traditional content of a culture and assimilates its practices and values*
- Evidence is accumulating that enculturation is a powerful protective factor for American Indian adolescents and adults

Cultural Protective Factors

Connection to cultural community

Sense of cultural identity

Values

Cultural Skills

Cultural Talents

Beliefs

Community or Cultural Resilience

“capacity of a distinct community or cultural system to absorb disturbance and reorganize while undergoing change so as to retain key elements of structure that preserve its distinctness” (Healy, 2006)



Healthy Identity Development

Characterized by an individual who:

- Identifies as a member of a particular racial/ethnic group or groups
- Has generally positive attitudes about being a member of that group
- Also has a balanced view of the positive and negatives associated with it
- Affiliates with members or his/her group
- Also accepting of people from other groups
- Is able to cope successfully with perceived or real racism and discrimination and has possibly shown some effective strategies for dealing with it?

Building Blocks

Exploration

Commitment

Promoting
racial & ethnic
pride

Developing
multicultural
competence

Preparation
for racism &
discrimination

Stages of Ethnic and Racial Identity Development

Commitment

• Ages 14+

Exploration/Identification

• Ages 10-25

Emerging Awareness

• Ages 5-21

Relative Unawareness

• Ages 2-16

Transform Our Practice

Bring up the issue

Demonstrate openness

Be prepared to respond to questions

Be open to not talking about it

Have frequent conversations

Challenge Our Beliefs



Activity #5: Self- Reflection

1. What assumptions and biases do I have about particular racial or ethnic groups?
2. How have my thoughts, feelings and behaviors been impacted because of these assumptions and biases?
3. Do they cause me to be uneasy or fearful of particular people or situations?
4. Do I expect more or less from certain people or have different standards for them based on my assumptions and biases about their race or ethnicity? How so? Where have my assumptions and biases come from?
5. What are the positive or negative consequences of holding on to my assumptions and biases? To letting them go?

Take Responsibility

Speak out against injustice

Recognize your own privilege; use it to create opportunities for others

Continually assess your biases, stereotypes, and prejudices

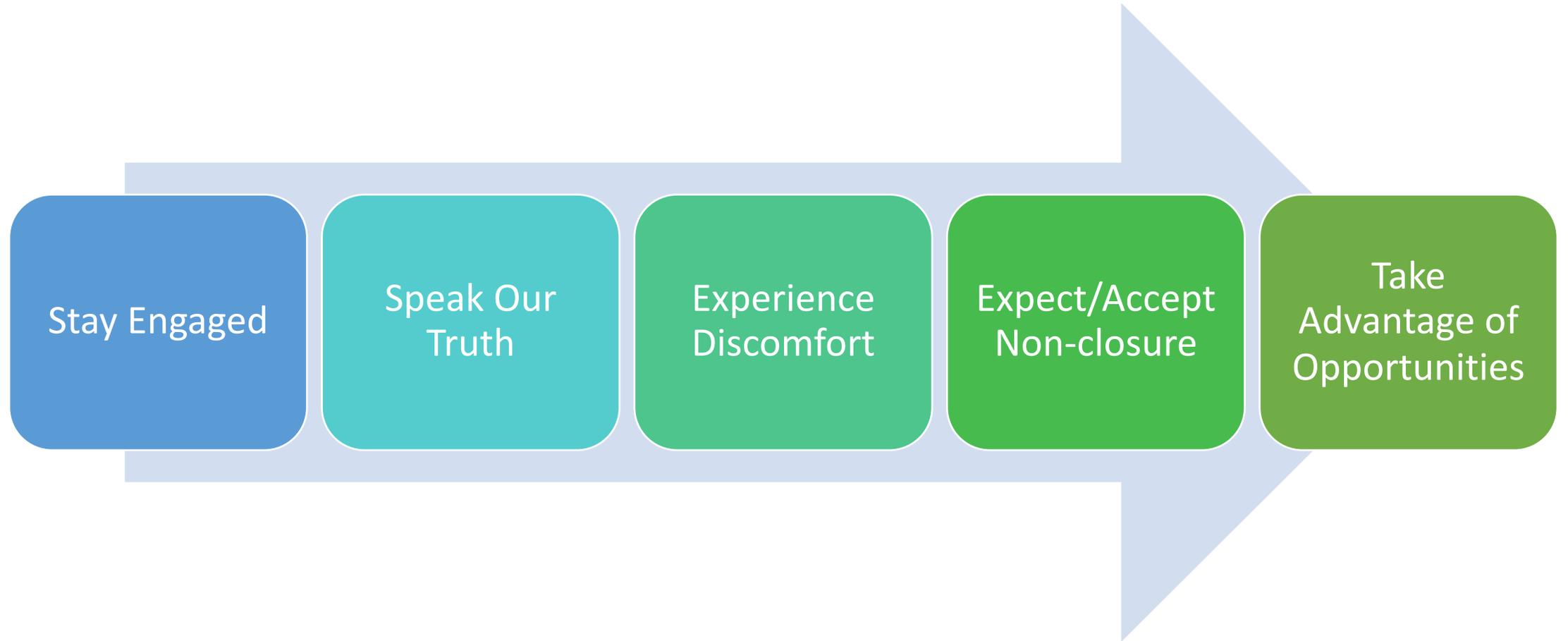
Be aware of your negative messages to others; replace with new messages

Be willing to question and address racism and discrimination

Be an ally



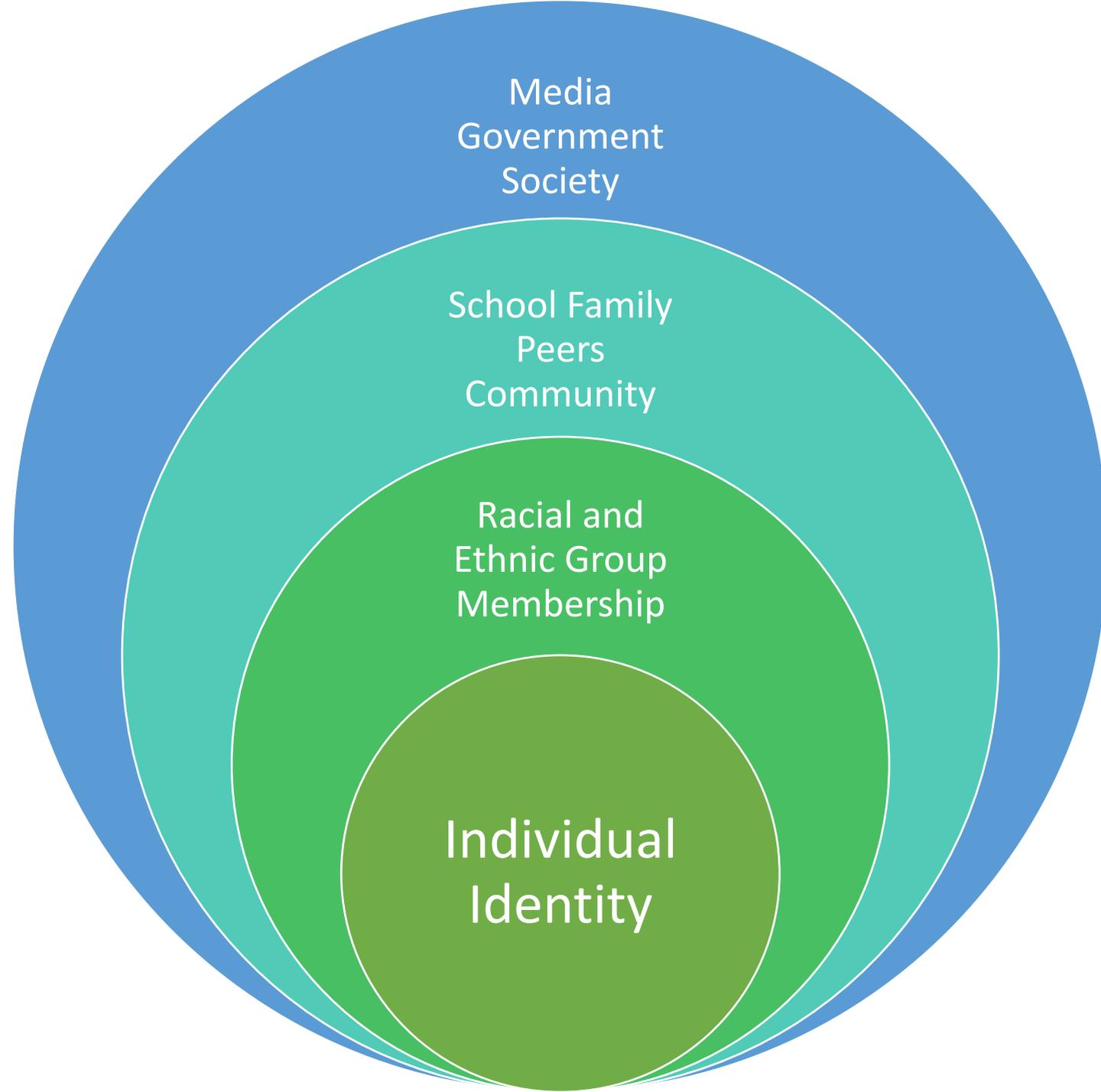
Have Courageous Conversations



Why we don't talk about it?

- I don't want to say the wrong thing
- It might cause anger or conflict
- My experience isn't valid
- I might offend you or hurt your feelings
- They'll just think I'm rude or emotional
- You might think less of me after I speak
- It might damage my relationships
- It won't change anything
- I'm tired of having to explain or defend my self
- I don't know where to start

Ask Questions



Activity #6: Think and Share

1. How are you and your organization doing with promoting healing and resilience for AI/AN?
2. How are you and your organization doing with supporting healthy identity development of AI/AN?
3. How are you and your organization doing with addressing the racism perpetrated on AI/AN?

David's Story

ACTIVITY #7

Read the handout. Share how you would support David.

<https://padlet.com/willetvh/c93ktjwq96uxbrzj>

Theory of Practice

- Cultural humility is genuine
- Cultural humility is ongoing
- Cultural humility is challenging ourselves
- Cultural humility is accepting and embracing our limitations



Get comfortable not knowing.



Activity #8: Self- Reflection

1. What ideas will you take away from this training?
2. What will you commit to do to continue growing in your knowledge and understanding?
3. How will you commit to change or improve in your practice and relationships?
4. Who might you be able to talk to in order to keep the conversation going?
5. Who else needs to hear this message?

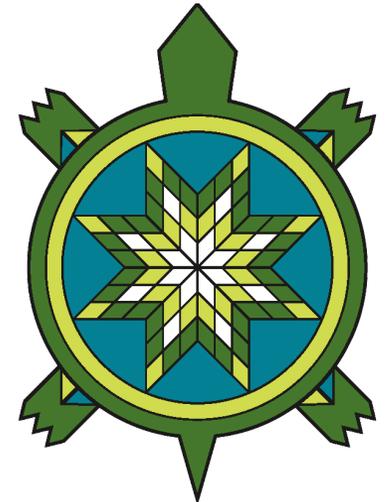
Thank you!

Veronica Willeto DeCrane

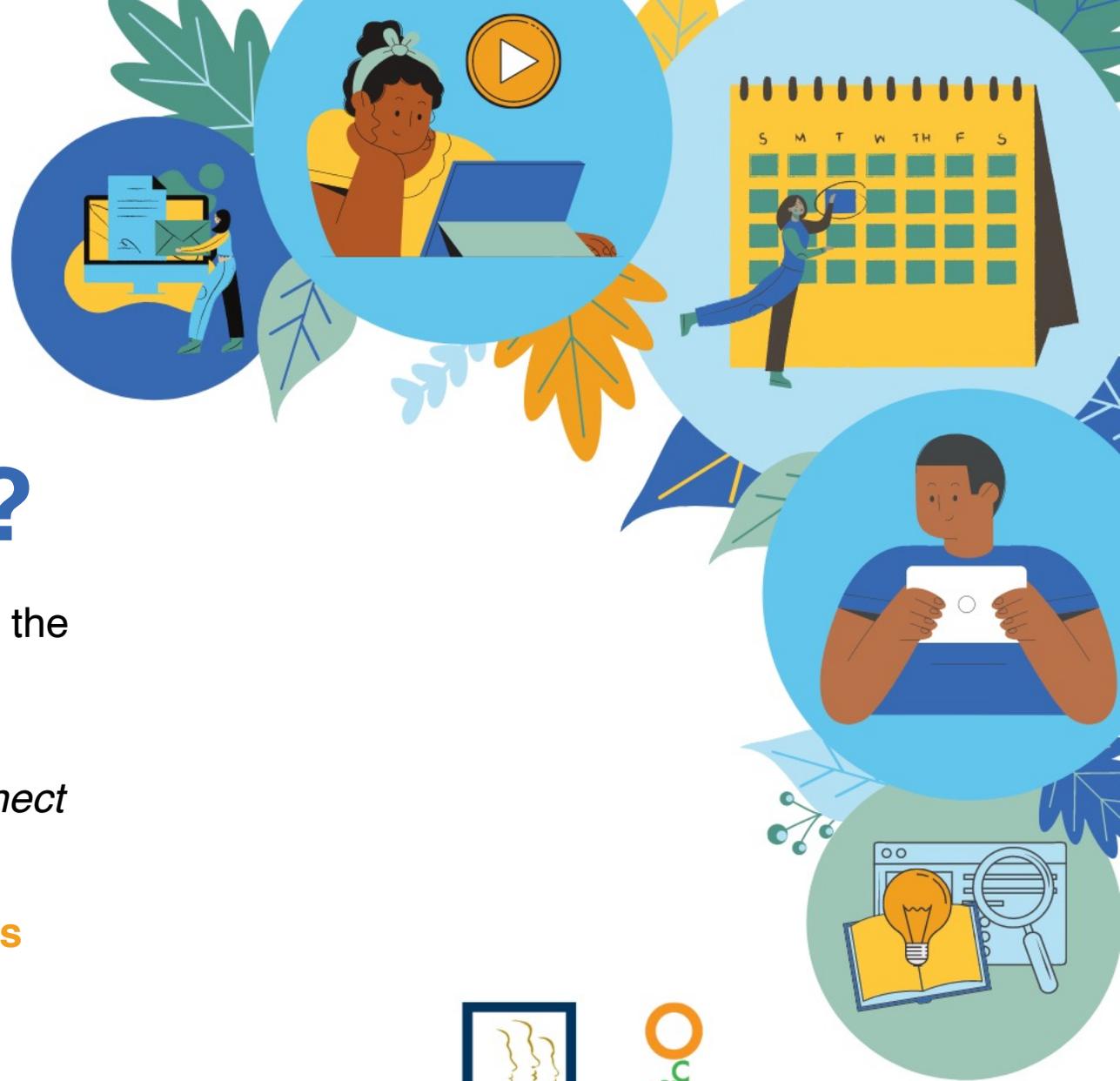
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What Happens Next?

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- Recording and resources available within two days
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