

Before We Begin...

DURING



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DURING



Review interactive features for today's session. Locate the controls on the toolbar at the bottom of your screen.

AFTER



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TRAUMA & RESILIENCE IN TRIBAL COMMUNITIES

Presenters:
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Learning Objectives

- Define key trauma terms and concepts
- Understand the concept of historical trauma in tribal communities
- Understand the link between trauma and
- Identify connections between trauma and child development
- Understand the concept of resilience
- Describe protective factors that build resilience



Your wellbeing is important



It is okay to ask for help

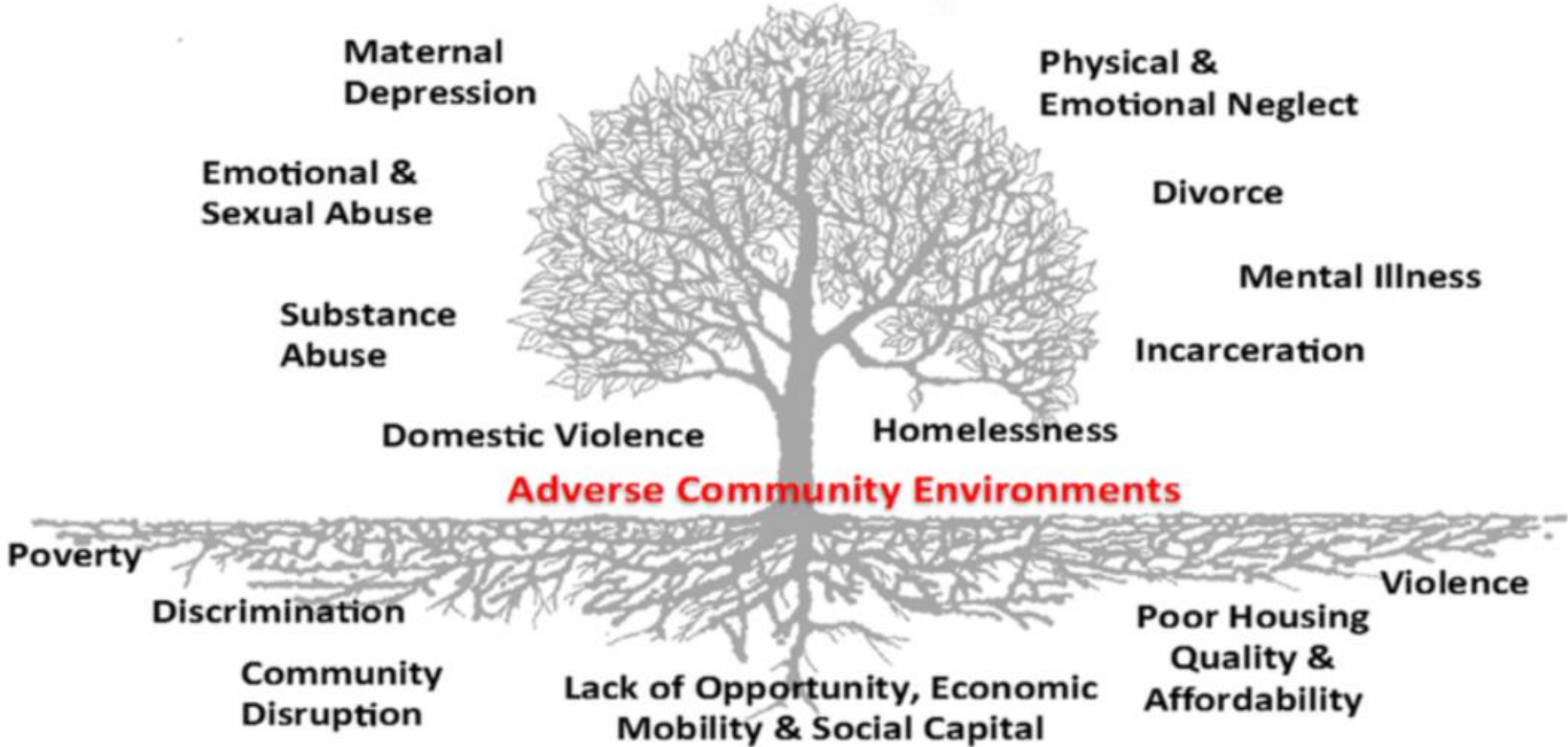


Link: <https://youtu.be/sWzwP-f36iA>

Adverse Childhood Experiences (ACEs)



Adverse Childhood Experiences



The Pair of ACEs Tree (Ellis & Dietz, 2017)



Let's think about **this**

Historical Trauma has caused...

- Loss of cultural ways of achieving wellness and balance
- Loss of people in communities who are able to provide ceremony or practice traditional healing and cope with difficulties

Add current day trauma and stressors...

- Poverty
- Institutional racism

How do we cope with little resources...

- Substance abuse
- Substance dependency
- Self-harm
- Domestic Violence
- Suicide
- Poor interpersonal relationships
- Unresolved Grief
- Anxiety

Which
increases
risk for
more
trauma...

Fatalities from car wrecks

Suicides

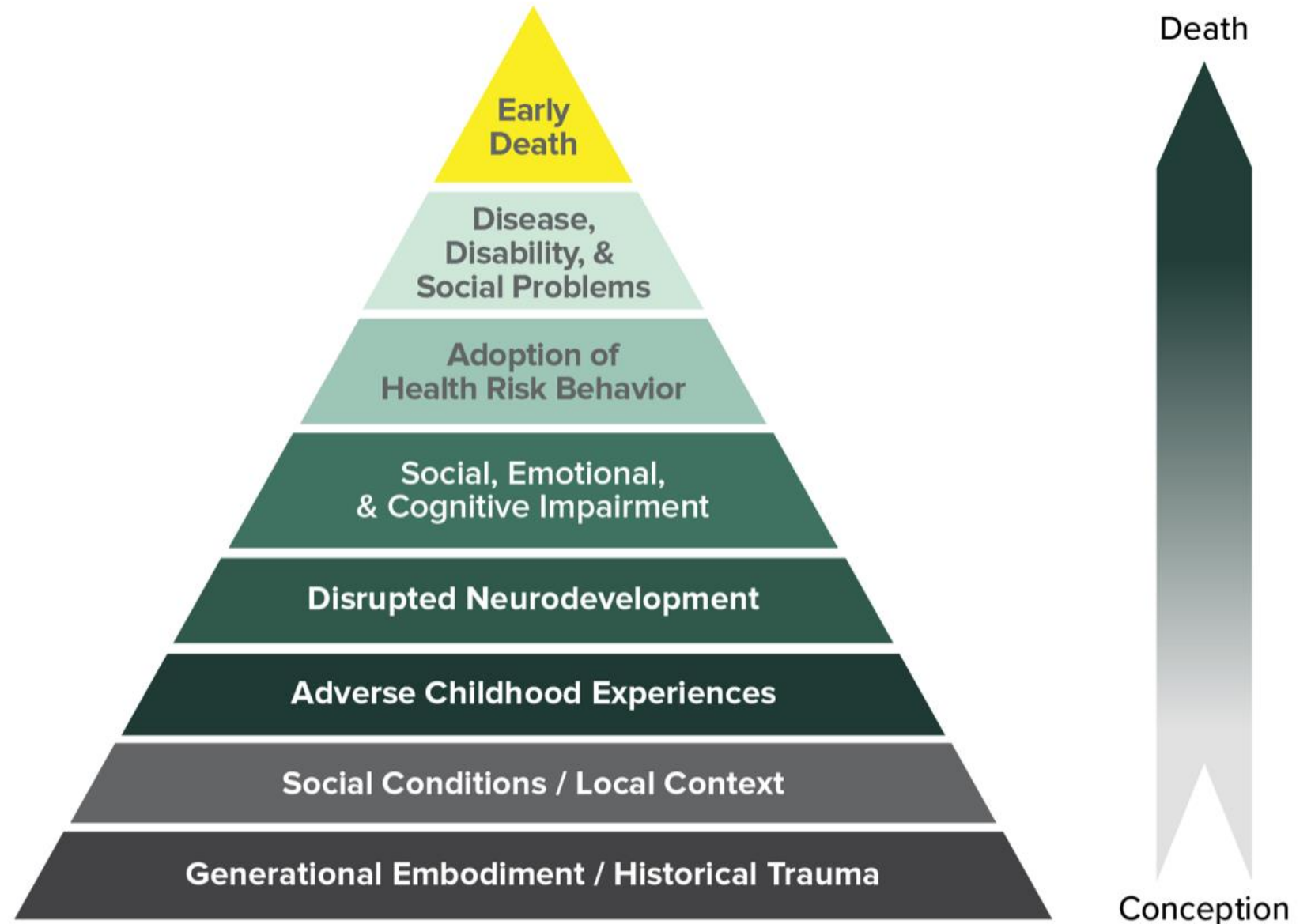
Physical/Sexual/Verbal Abuse and Neglect

Intimate Partner Violence

Jail incarceration leaves children without parents

Witnessing a trauma

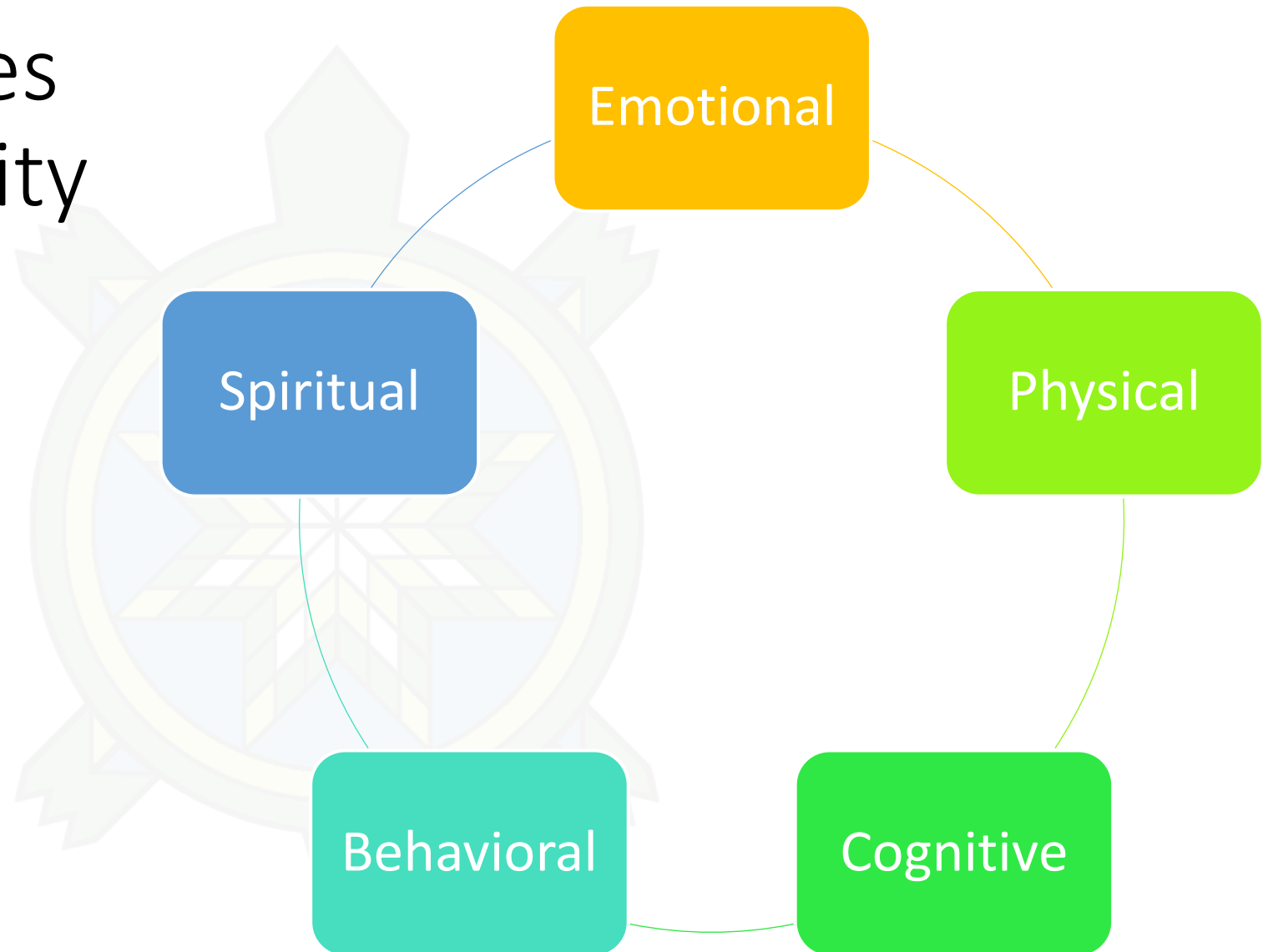
Historical
trauma,
systems-
level
traumas,
and ACEs
across the
lifespan



Mechanism by which Adverse Childhood Experiences
Influence Health and Well-being Throughout the Lifespan

Trauma responses in your community

What do you
see?



Changing the Conversation

Ask what function the behaviors serve to keep that child, that adult, that community safe?

- Reducing fear, anxiety
- Staying physically safe
- Avoiding heartache through relationships

Movement towards recognizing children, adults and communities as struggling to cope with what they have experienced.

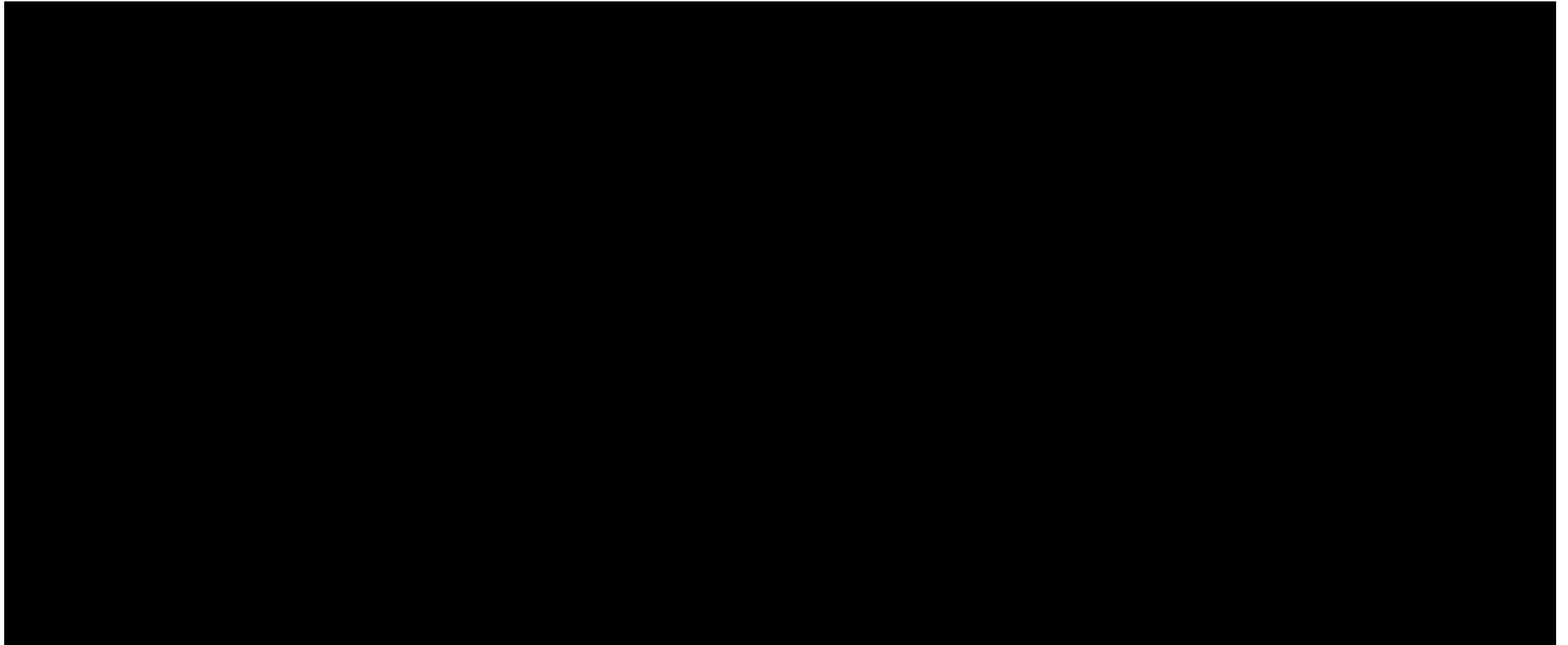




Resilience

- “A positive, adaptive response in the face of significant adversity.” -Center for the Developing Child
- Resilience can:
 - Exist naturally
 - Be built and;
 - Erode.

The Science of Resilience



Positive Childhood Experiences (PCEs)

How much or how often during your childhood did you:

1. feel able to talk to your family about feelings;
2. feel your family stood by you during difficult times;
3. enjoy participating in community traditions;
4. feel a sense of belonging in high school;
5. feel supported by friends;
6. have at least two non-parent adults who took genuine interest in you; and
7. feel safe and protected by an adult in your home.



Fostering Resilience

- Avoid toxic clichés that suggest a person could “pull themselves up by their bootstraps,” or toughen up. It evokes shame if a person is unable to.
- Positive responses to adversity happen in the context of supportive relationships and community resources.



Protective Factor: Relationships

- Research continuously finds that having at least one solid and trusting relationship with a supportive adult is the single most important protective factor for children.
- There are three conditions:
 - The support is unconditional
 - The person shows stability
 - The child trusts the person



Be an Emotional Container

Respond Calmly & Appropriately

Demonstrate Control

Be Willing to Tolerate Strong Emotions



This can be Your Greatest Gift



Protective Factor: Building Mastery

- A sense of control over their life
- A belief that they can overcome difficulties and be in charge of their destiny
- A sense that they can accomplish something if they put their mind to it



Positive Feedback

Youth impacted by trauma:

- may have experienced minimal amounts of positive attention
- may expect negative attention
- may engage in inappropriate behavior to obtain negative attention

Positive Feedback should be:

- Specific
- At high rates
- Sincere



Voice and Choice

Youth impacted by trauma:

- experience loss of power and control
- may be triggered by direct instruction

Empower youth by:

- Creating opportunities for input
- Creating opportunities for leadership
- Providing choices with instruction
- Providing wait time to allow for youth to make their choice



Protective Factor: Executive Functioning and Self-Regulation

Mental skills learned through adult modeling and predictable routines.

Plan

Stay focused

Follow instruction

Prioritize tasks

Set goals

Control impulses



Problem Solving Steps

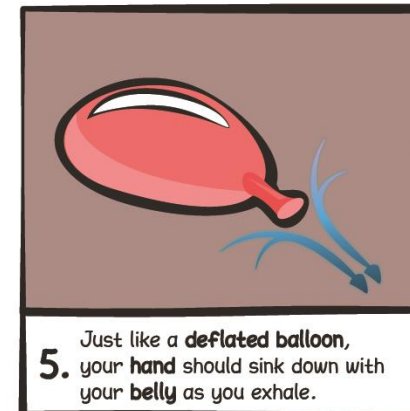
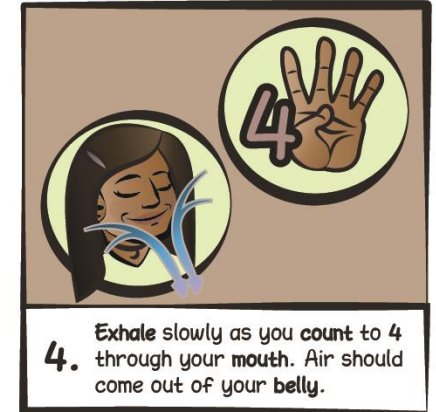
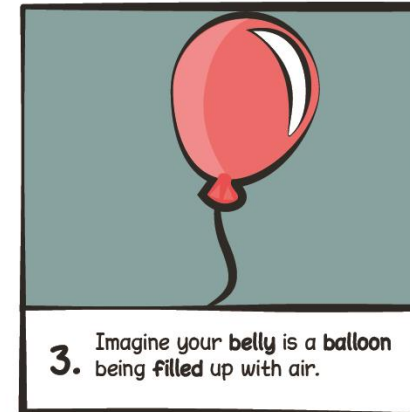
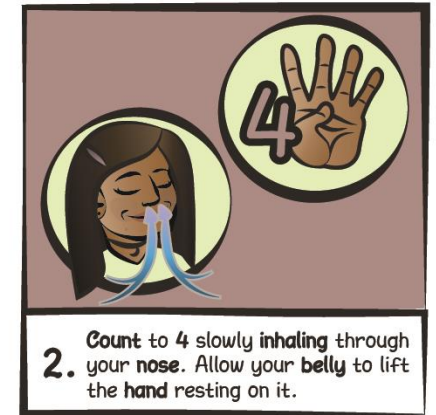
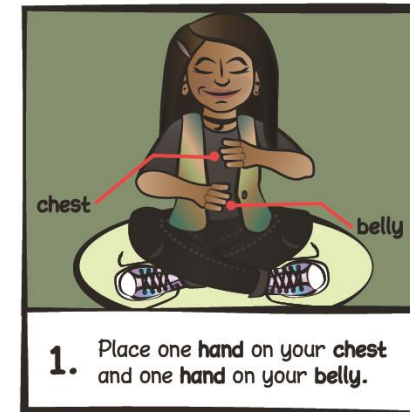
	Youth Action	Adult Action
Step 1.	Stop	“First, let’s stop.”
Step 2.	Breathe	“Now, take a deep breath. Smell the flowers and blow out the candles 3 times.”
Step 3.	Say the problem	“Say what the problem is.”
Step 4.	Say how you feel	“Say how you feel about it.”
Step 5.	Choose a solution	“What are some solutions? Pick one.”
Step 6.	Check in	“How did it go? Did it work?”



Social and Emotional Skills

- Learn to identify feelings in self and others
- Learn strategies for regulating feelings
- Learn ways to express thoughts, emotions, needs
 - Activity: Progressive Muscle Relaxation
 - Resources
 - Bounce Back for Classrooms
 - Students, Trauma and Resiliency
 - Cognitive Behavioral Interventions for Trauma in Schools for American Indian Youth

LESSON 8 Belly Breathing Process



Protective Factor: Cultural and/or Spiritual Connections



Connection to people, place, and community create a sense of belonging that builds a resilient child.



Link to video: www.youtube.com/watch?v=Om4D0I2E4JY



Peer Youth Mentoring Programs

- Indigenous youth are paired with each other in a school or community organization
- Participants increase feelings of cultural connectedness (Crooks, Exner-Cortens, Burm, Lapointe, & Chiodo, 2017)
- A strategy for youth who
 - Cannot access their cultural community due to distance
 - Are not interested in participating in cultural events or practices



What Can We Do?

What's Next:

What ideas will you take away from our training?

What will you do with what you have learned?

What are you able to do in your role or sphere of influence to help promote resilience and healing?

Who might you be able to talk to about trauma in order to keep the conversation going?

Who else needs to hear this message?



Being by Tanaya Winder

Wake up, greet the sun, and pray.

Burn cedar, sweet grass, sage—

sacred herbs to honor the lives we've been given,

for we have been gifted these ways since the beginning of time.

Remember, when you step into the arena of your life, think about those who stand beside you, next to, and with you.

Your ancestors are always in your corner, along with your people.

When we enter this world we are born hungry,
our spirits long for us to live out our traditions
that have been passed down for generations.

Prayer, ceremony, dance, language—our ways of being.

Never forget you were put on this earth for a reason—
honor your ancestors.

Be a good relative.

Thank you!

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