### THE TRAINING WILL BEGIN SHORTLY While Yoy're waiting...

TRIBAL ORGANIZATION OUTREACH AND COLLABORATION

### ? Icebreaker Question (answer in the chat)

What is the best thing that happened to you in the past week?



#### Survey & Certificate of Completion

Available following Part 2 of this training.





# Hi. We're Caltrin!

- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to support child abuse prevention through professional development and extended learning opportunities.
- Designed for staff of family strengthening and child abuse prevention organizations in California, including Family Resource Centers, Child Abuse Prevention Councils, community-based organizations, and other child and family serving systems.

What we offer

- Live webinars & small group training
- Virtual, self-paced courses
- Job aids & other resources

This training was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions, and/or recommendations expressed are those of the CEBC /CalTrin and do not necessarily reflect the views of the California Department of Social Services.

### UPCOMING TRAININGS mark your calendars!

Visit caltrin.org to view and register for upcoming webinars or workshops





**02/01 I** Life Raft for Kids: CalAIM's Potential to Address Unmet Needs for Children & Youth



**02/07 I** Becoming a Trauma-Informed Leader: Preparing for Change



02/09 I Historical Trauma in California



**2/15 I** Identifying Drug-Endangered Children: A Collaborative Approach



2/15 | Protective Factor: Parental Resilience



**2/22 I** Drug-Endangered Children: Moving from Awareness to Action



#### DURING



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



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



#### AFTER



Complete the survey at the end of Part 2 of this training to receive your Certificate of Attendance.



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



## Tribal Organization Outreach and Collaboration

**Presenters:** 

**Shannon Crossbear** 

Veronica Willeto DeCrane, MEd









#### **Shannon Crossbear**

Owner and Sr. Consultant, Trainer, & Facilitator Strongheart Resource Development



#### Veronica Willeto DeCrane

Training & Technical Assistance Manager National Native Children's Trauma Center

RCHSD is not responsible for the creation of content and any views expressed in its materials and programming.

### Introductions

Please introduce yourself in the chat and share the ancestrial lands on which you reside.



### Shannon Crossbear



### Veronica Willeto DeCrane

### Our Time Together

Describe examples of Indigenous cultural contexts and how they are distinct. Define organizational outreach and collaboration within different cultural worldviews. Describe and understand the importance of tribal sovereignty and the 4 R's in working with tribal organizations.

Identify strategies for outreach to and collaboration with tribal organizations and how this differs from tribal governments.

Assess current practice for outreach to and collaboration with tribal organizations.

Explore tools and resources to improve current outreach and collaboration practice.

### Considerations



What is the reason for the outreach and collaboration effort?



Who specifically do you hope to engage with?



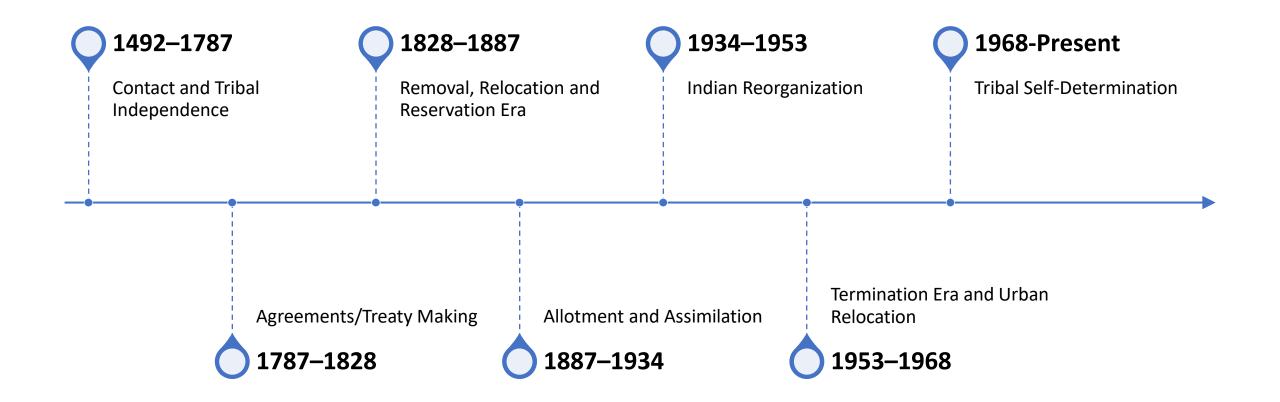
What do you hope the outcome will be?



### "The cumulative psychological wounding across generations, including the lifespan, which emanates from massive group trauma."

### - Maria Yellow Horse Brave Heart

### Federal Indian Policy



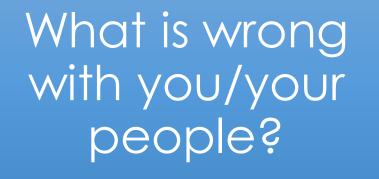


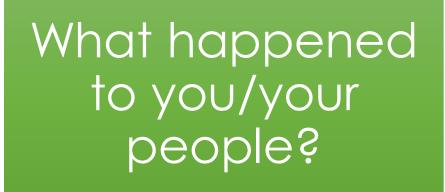
### Removal

"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

### (Historical) Trauma-Informed Care





### SAMHSA's Principles of Trauma-Informed Care

### Trustworthiness & Transparency

### Cultural, Historical & Gender Issues

Collaboration & Mutuality

#### Empowerment & Choice

Peer Support

Safety

### SAMHSA's Four R's

**Realizes** the widespread impact of (historical) trauma and understands potential paths for recovery;

**Recognizes** the signs and symptoms of (historical) trauma in clients, families, staff, and others involved with the system;

**Responds** by fully integrating knowledge about (historical) trauma into policies, procedures, and practices;

Seeks to actively resist re-traumatization

### Indigenous 4 R's

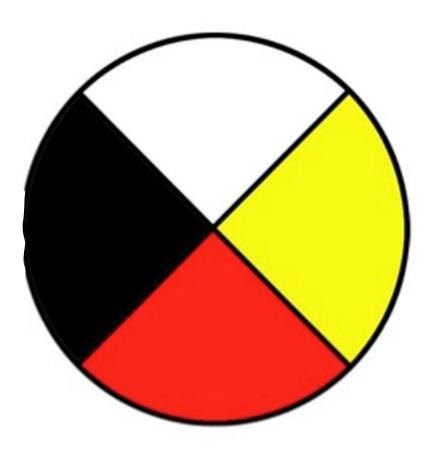
Respect

### Responsibility

Reciprocity

### Relevance/Reverence

### Indigenous World Views



- How the universe was created
- How humans, creatures and other living beings were created
- The ability of humans and other beings of this world and beyond to communicate
- Source of personal power-strength-and motivation
- Balance of power energy blessings
- Gender and Age
- Life and Death

### Spirituality

- A belief in an interdependent universe that relies on maintenance of harmony, balance, and respect for all things
- Medicine as protection vs. medicine as cure
- Ceremonies for wellbeing and renewal of the universe
- Natural healers and remedies

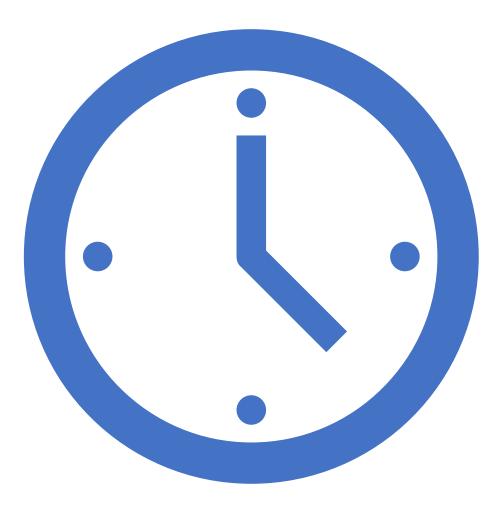
#### What you might see or hear

- Smudging
- Medicine pouches
- Eagle feathers
- Use of herbal medicines
- Songs & prayers
- A steady stream of visitors
- Tattoos



### Socio-economic Context

- Frontier, rural, and isolated communities
- Urban communities
- Economically depressed communities with a lack of choice in amenities
- Economically thriving communities
- A culturally distinct majority
- Diverse languages and accents
- Gestures, and perhaps dress styles



### Professional Norms

- The meeting begins when the key personnel have arrived – the clock doesn't rule, people do.
- Elders are revered and respected.
- Business is conducted through a mix of languages – English and the Native language.
- Kids and family members might be present or come and go throughout the meeting.

### Types of Relationship

#### Inform

• Share information

#### Involve

 Allow participation in the planning & implementation of programs & activities

#### Little "c" consult

• Seek informal input to inform practice

#### Collaborate

 Work together to design, plan, organize, & implement programs & activities

#### Big "C" Consult

 Formal governmentto-government meetings to build relationship and inform policy & practice

#### Tribal

Sovereignty, Selfdetermination

 Tribes have decision-making power to drive the purpose, direction, & implementation

### Government-to-Government Relations

- Under the American legal system, Tribal Nations have sovereign powers separate and independent from the federal and state governments.
- The extent and breadth of tribal sovereignty is not the same for each tribe.
- The Big "C"



## Thanks for joining ys! WHAT'S NEXT?

• Join us for PART 2 of this training!

Wednesday, January 31, 2:00 – 3:30 P.M. PST

You have already registered for both sessions. Check your calendar now and contact CalTrin if you need help with the link.



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