

Behavioral Health is Essential To Health



Prevention Works



Treatment is Effective



People Recover

Tribal Training and Technical Assistance Center

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SAMHSA

Tribal Training and Technical Assistance Center

Building Self Healing Communities

Caroline Cruz, Consultant
SAMHSA Tribal TTA Center

Presenter

Caroline Cruz, a tribal member with the Confederated Tribes of Warm Springs, OR, has over 35 years of experience working in the total continuum of care with alcohol, tobacco, and other drugs, and related fields. She has experience in community prevention, mobilization, treatment, training, curriculum development, grant writing, and administration.

Ms. Cruz is a national trainer with Tribal Tech, LLC, the SAMHSA Center for the Application of Prevention Technology (CAPT), and various other tribal, government, and state agencies.

Welcome

Please pair up or create a triad, introduce yourself, and discuss what makes you feel welcome and safe when entering unfamiliar places, organizations, or virtual meetings.



Workshop Objectives

As a result of this workshop, participants will:

- Have an understanding of risk and protective factors in Indian Country.
- Understand how protective factors can create buffers through cultural and community-driven interventions.
- Learn how to connect protective factors to the children and families.
- Determine what is missing and how to make needed connections.

Why Is This Topic Important to American Indian and Alaska Native Communities?

- American Indian and Alaska Native (AI/AN) communities and individuals continue to experience trauma at higher rates than other populations.
- Compared to their non-Indian peers, AI/AN children are 2.5 times more likely to experience trauma and be exposed to violence.
- As a resilient people, we have many traditional practices focused on healing and restoring balance.

What Is Trauma?

Trauma is an emotional or physical reaction to any event that is witnessed or experienced by a child or adolescent and is disturbing to them.

*Indian Country Child Trauma Center
University of Oklahoma Health Sciences Center*

www.icctc.org

Historical and Generational Trauma

Historical trauma is cumulative emotional and psychological wounding over the lifespan and across generations, emanating from massive group trauma.

Dr. Maria Yellow Horse Braveheart, Ph.D.

How Prevalent Is Trauma in Indian Country?

Exposure to an act of war or terrorism

Loss of a relative or friend due to suicide

Loss due to traffic accidents – injury, death, disability

Loss or displacement due to a natural disaster – fire, tornado, earthquake, hurricane



Being a victim of physical or sexual abuse

Witnessing violence within the family or community – murder, gangs, bullying

Witnessing violence on television, movies, video games

Loss of a loved one – due to accident, illness, disease, or violence

How Trauma Is Experienced in Indian Country

As a cumulative effect of all the factors

As an historical event with prolonged impact – relocation, massacres

As a prolonged experience – removal from homelands, placement in boarding schools



As a single event – car accident, shooting, stabbing

As a personal event that continues to have impact over several generations – boarding school, loss of children/grandchildren through the child welfare system

Factors That Increase Vulnerability in AI/AN

Alcoholism

Multiple traumatic events

Family history
of incarceration

Loss of cultural values
and belief systems

Family history of
suicide

Poverty

Disabilities – physical,
emotional, and cognitive

Chronic health problems

Lack of, or limited,
parental or adult supervision

Chronic exposure to violent acts –
family, community, gangs, bullying



What Can Professionals Do?

- Understand the various reactions to trauma.
- Understand the impact of one or multiple traumas on a family's ability to cope and respond to children.
- Understand the impact of historical trauma.

www.icctc.org

The Door of Healing



Six Key Principles of a Trauma-Informed Approach

1. Safety
2. Trustworthiness and transparency
3. Peer support
4. Collaboration and mutuality
5. Empowerment, voice, and choice
6. Cultural, historical, and gender issues

Safety

Staff and the people they serve, whether children or adults, feel physically and psychologically safe throughout the organization's physical setting and their interpersonal interactions.

Trustworthiness and Transparency

- Organizational operations and decisions are conducted with transparency.
- The goal is to build and maintain trust with clients and family members, among staff, and with others involved in the organization.

Peer Support

Peer support and mutual self-help are key vehicles for establishing safety and hope, building trust, and enhancing collaboration, while utilizing individuals' stories and lived experience to promote recovery and healing.


Collaboration and Mutuality

Importance is placed on partnering and leveling power differences among staff to demonstrate that healing happens in relationships by meaningfully sharing power and decision-making responsibilities.



Empowerment, Voice, and Choice

The organization fosters beliefs in:

- The importance of the people served and in the ability of individuals, organizations, and communities to heal and promote recovery from trauma.
 - The individual strengths and resilience of the people served.
- 

Cultural, Historical, and Gender Issues

The organization:

- Actively moves past cultural stereotypes and biases, offering access to gender-responsive services.
- Leverages the healing value of traditional cultural connections.
- Incorporates responsive policies and processes for the racial, ethnic, and cultural needs of the individuals served, while recognizing and addressing historical trauma.

Cultural and Community Interventions as Trauma-Informed Approaches

1. Safety
2. Trustworthiness and transparency
3. Peer support
4. Collaboration and mutuality
5. Empowerment, voice, and choice
6. Cultural, historical, and gender issues



- Gathering of Native Americans (GONA) Curriculum
- White Bison
- Native Hope
- Talking Circles
- Opening Prayer
- Ceremonies

Energy Level	1 to 10
Focus Level	1 to 10
Emotional State	1 to 10

How do you feel?



Angry



Scared



Sad



Happy



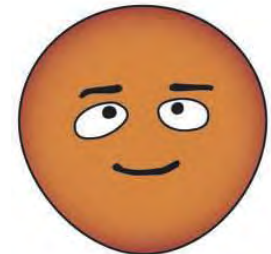
Frustrated



Anxious



Disappointed



Calm



The brain is
pattern seeking
and survival
oriented.

www.consciousdiscipline.com

Stress from Trauma

- Attention – read same paragraph
- Time management – usually late
- Organization – can't find anything
- Prioritization – every task is overwhelming
- Working memory – can't find anything
- Impulse Control – Oops



Stress from Trauma

- Flexibility – my way or highway
- Empathy – everything is about you
- Metacognition – judge and blame
- Goal achievement – none
- Task initiation – start tomorrow



Stress and Self-Regulation

STRESS

Yelling
Screaming
Shutting down
Strong feelings
Day dreaming
Spacey
Hiding
Unhealthy outcomes



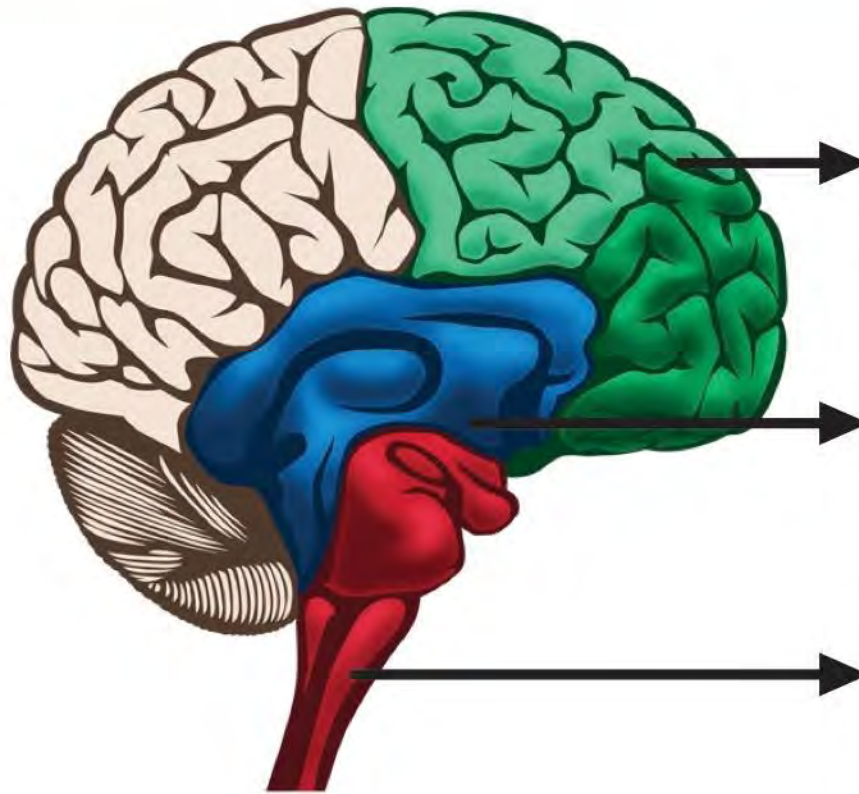
Self-Regulation



EXECUTIVE SKILLS

Memory
Emotional control
Empathy
Flexibility
Task initiation
Healthier outcomes

Conscious Discipline® Brain State Model



Executive State (Prefrontal Lobes):

- Create options
- Goal achievement
- Choice
- *What can I learn from this?*



Emotional State (Limbic System):

- Preprogrammed CD-rom
- Memory
- Directs attention
- *Am I loved?*



Survival State (Brain Stem):

- Defend/attack
- Arousal
- Fight, flight, freeze
- *Am I safe?*



The brain always functions as a whole.

Survival State

(represented by the Brain Stem)



Developmental Need
Safety



Looks like:

Fight

- Hit, kick, push
- Physical aggression

Flight

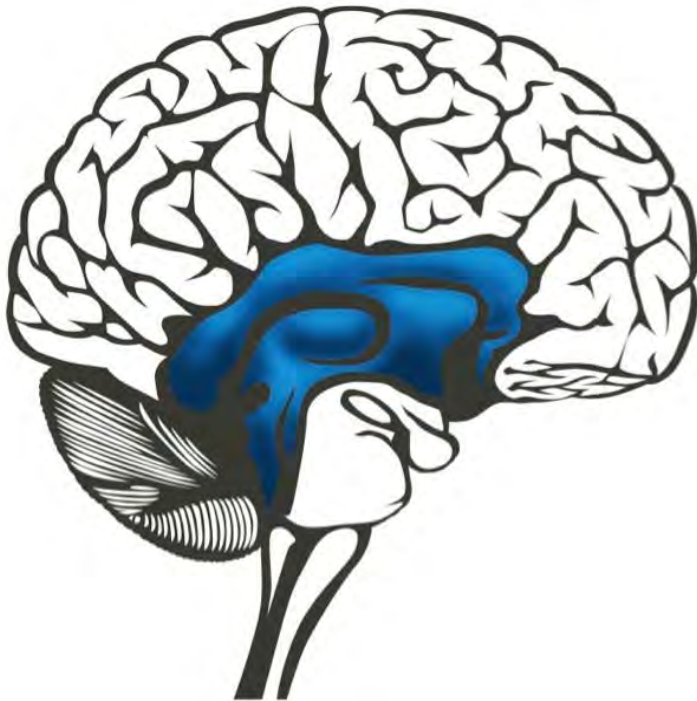
- Withdraw, hide, run, scream

Fool

- Deceive, lie

Emotional State

(represented by the Limbic System)



Developmental Need
Connection

Emotional thinking:

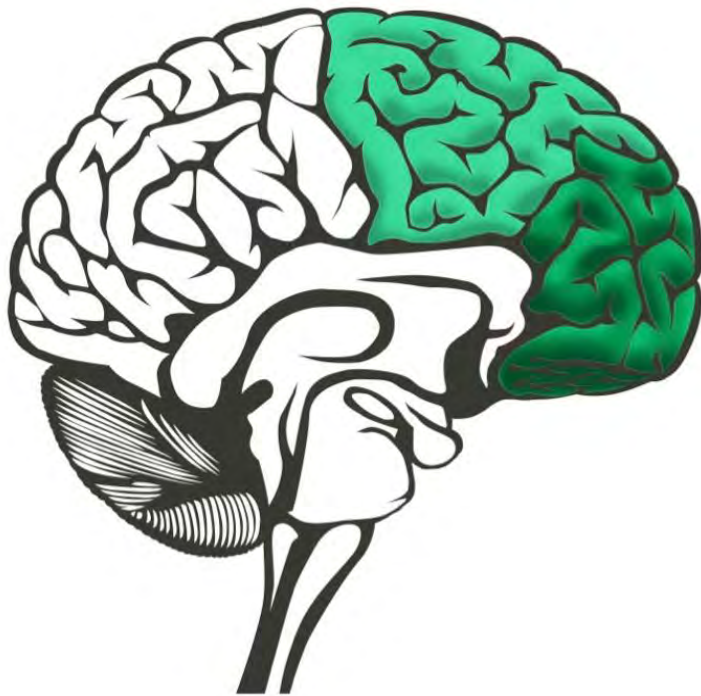
- * Always/never
- * Focus on negative
- * Believe you know what others are thinking
- * Negative labeling for self or others
- * It's all about you
- * Blaming
- * Predicting the worst possible outcome to a situation

Emotional Behaviors

- Change the subject
- Explode
- Pretend everything's OK
- Be controlling
- Act moody
- Act mean
- Not follow directions
- Be aggressive
- Say "I don't know"
- Act silly
- Hurting yourself
- Argue
- Take my feelings out on other people
- Say "I don't care"
- Act sneaky
- Say "I don't remember"
- Act nervous
- Act frustrated, mad at self
- Act sick
- Act like a turtle
- Steal things
- Tell lies
- Hurt people with words or actions
- Get "stuck" on an idea or a person
- Stuff feelings inside
- Run away from problems
- Tell a joke

Executive State

(represented by the Prefrontal Lobes)



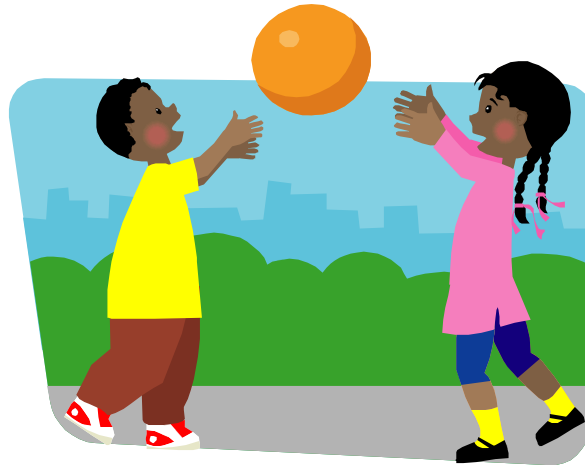
Developmental Need
Social Problem Solving

Executive skills:

- * Attention
- * Time management
- * Organization
- * Prioritization
- * Working memory
- * Impulse control
- * Flexibility
- * Empathy
- * Metacognition
- * Goal achievement
- * Task initiation

Four Brain Smart Principles

#1 - The best exercise for the brain is exercise

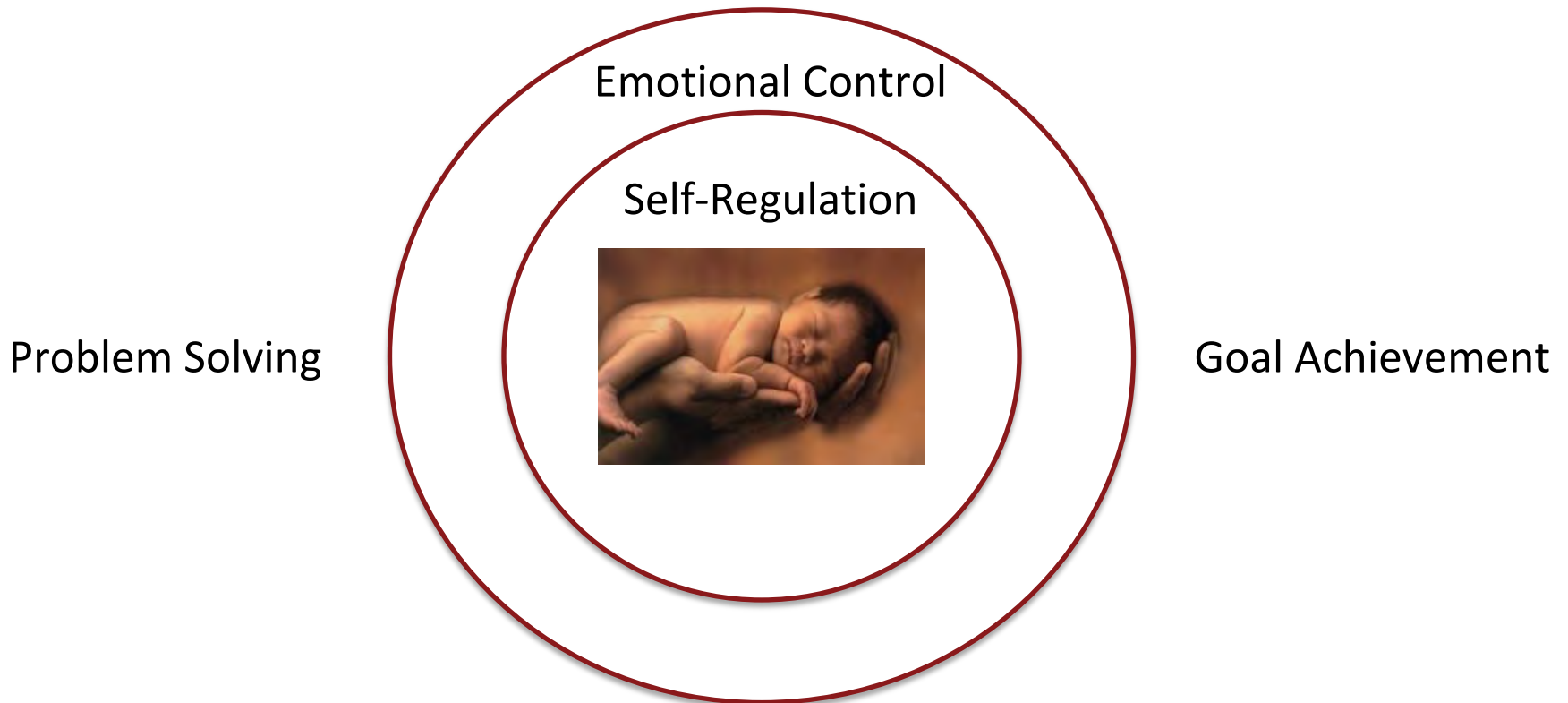


#4 - The brain functions optimally when the individual feels safe

#2 - The brain is pattern seeking and survival oriented

#3 - Connections on the outside with other people build neural connections on the inside

Self-Regulation Is the Foundation of All the Other Executive Skills



Structure before Nurture



**Thank You and
Create a
Good Day**

EagleCruz Consultants

Resources

1. GONA Substance Abuse Prevention Curriculum
2. *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*. SAMHSA's Trauma and Justice Strategic Initiative, July 2014.
3. Takini Network: www.historicaltrauma.com
4. Conscious Discipline: www.consciousdiscipline.com



Facilitator:

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Tribal Training and Technical Assistance Center

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We will distribute a participant feedback questionnaire shortly after the session. We greatly appreciate any input you are willing to provide. Thank you for attending today!

