2021 TRIBAL YOUTH VIRTUAL NATIONAL CONFERENCE

Strengthening Resilience, Promoting Healing, Restoring Culture

SHAPING BRIGHTER FUTURES WITH AMERICAN INDIAN, ALASKA NATIVE YOUTH AND TRIBAL COMMUNITIES

MARCH 29 - APRIL 2
Building an Indigenous Resilience-Focused Lens, Part Two

Tuesday, March 30, 2021
10:15am AKT/ 11:15am PT/ 12:15pm MT/ 1:15pm CT/ 2:15pm ET

Session Facilitators:
Marilyn Zimmerman, National Native Children’s Trauma Center
Debra Klemann, National Native Children’s Trauma Center
Opening in a Good Way

To pray you open your whole self
To sky, to earth, to sun, to moon
To one whole voice that is you

Eagle Poem
By Joy Harjo
Today’s Facilitators

Marilyn Zimmerman
Senior Director of Policy & Programs

Debra Klemann
Clinical Consultant
Think Trauma : A Training for Working with Justice-Involved Youth

Developed by The National Child Trauma Stress Network Juvenile Justice Consortium
Overview

Module One: Trauma and Justice Involvement
Module Two: Trauma’s Impact on Development

*Module Three: Trauma in Context & Coping*

*Module Four: Trauma & Staff Wellness*
Coping in Context
Learning Objectives

• Describe the impact of traumatic events and adverse childhood experiences (ACEs) on youth's expectations

• Describe challenges trauma-impacted youth face related to the social contract, biases, and systems they navigate

• Identify maladaptive, survival coping strategies that traumatized youth may use and provide positive alternatives

• Identify and practice components of a trauma-informed safety plan and use knowledge to support youth’s safe behavior
Invisible Suitcase Unpacked: Linking Trauma to Expectations

• Previous life experiences create expectations that guide behavior.

• Expectations based on traumatic life events are shaped by:
  • Experiences of danger before and following traumatic event
  • Messages from others and society
  • Perceptions of best strategies to remain safe
Context of Danger, Safety, & Protection

• Traumatic experiences shift expectations about threats to personal and family safety.

• Intergenerational trauma reflects the impact of trauma across generations.

• When parents experience trauma it can impact their parenting and their decisions to keep their children safe.
How did institutions or providers make it easier or more difficult for Manny to deal with these trauma reminders?
Trauma & ACES: Public Safety & Health Challenges

The Pair of ACEs

Adverse Childhood Experiences

Maternal Depression

Physical & Emotional Neglect

Emotional & Sexual Abuse

Divorce

Substance Abuse

Mental Illness

Domestic Violence

Incarceration

Homelessness

Poverty

Adverse Community Environments

Discrimination

Lack of Opportunity, Economic Mobility & Social Capital

Community Disruption

Poor Housing Quality & Affordability

Violence

Historical Trauma

- **Historical trauma** refers to cumulative emotional and psychological wounding as a result of group traumatic experiences.

- A history of violence/prejudice toward a community can lead to distrust of institutions intending to help youth.

- Impact of trauma across generations can influence parents and children expectations about safety and determine important behaviors for protection such as distrusting institutions.
ACE’s in Indian Country

- A study focusing on ACE exposure exclusively among AI/AN populations surveyed 1,660 enrolled tribal members in seven tribes.

<table>
<thead>
<tr>
<th></th>
<th>ACE Study Sample</th>
<th>AI Study Sample</th>
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<tbody>
<tr>
<td>Reported at least 1 ACE</td>
<td>63.9%</td>
<td>86%</td>
</tr>
<tr>
<td>Reported 4 or more ACE’s</td>
<td>12.5%</td>
<td>33%</td>
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</tbody>
</table>
ACE’s in Indian Country

<table>
<thead>
<tr>
<th>Population Sample</th>
<th>Trauma Category</th>
<th>Trauma Exposures</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 incarcerated AI/AN in NM (De Ravello et al., 2008)</td>
<td>Childhood ACEs</td>
<td>97.2% (35 of 36)</td>
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<tr>
<td></td>
<td></td>
<td>81%</td>
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<tr>
<td></td>
<td></td>
<td>53% reported childhood SA</td>
</tr>
<tr>
<td>288 youth ages 14-24 from one NP reservation (Brockie et al., 2015)</td>
<td>Childhood ACEs</td>
<td>78%</td>
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<tr>
<td></td>
<td></td>
<td>40%</td>
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<tr>
<td></td>
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<td>37% reported 3-6 exposures</td>
</tr>
<tr>
<td>233 adults aged 50 and older living in rural off-reservation locations in MN and SD (Roh et al., 2015)</td>
<td>Childhood ACEs</td>
<td>75.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean ACE score = 2.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31.8% reported 4+ exposures</td>
</tr>
<tr>
<td>516 adults from 7 tribes in SD (Warne et al., 2017)</td>
<td>Childhood ACEs</td>
<td>83.15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>61.57%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50.04% reported household substance abuse</td>
</tr>
</tbody>
</table>
System-Induced Trauma

When systems responsible for protecting children and the public do not understand the impact of trauma...

they may unintentionally cause further harm.
ACES & Recidivism
Understanding Coping

How coping works:

- **Appraisal**: how a person reads situations and whether the situation seems threatening.

- **Review options**: thinking about which coping strategies to use and evaluating whether they will work.

- **Response**: behaviors or thoughts to deal with threats, challenges, and harmful situations.
Understanding the Lens for Coping

Important social identities provide a lens for appraising stress and deciding coping strategies.
Lens for Coping in Action

How might these different social identities impact coping strategies?

• Race
• Gender
• Immigration/Nationality
• Sexual orientation
• Socio-economic status
• Religion
Coping in Action: Connections to Others

Understanding how youth define relationships, family, and support can guide staff to promote healthy coping strategies.
Trauma-Informed Safety Plan Integrating Historical, Intergenerational, & System-Induced Trauma

Safety plans should include:

- Brief trauma history
- Trauma reminders
- Early warning signs of losing control
- Calming behaviors
Identify Trauma History Related to Intergenerational, System-Induced, Racial, and Historical Trauma

Trauma-Informed Individualized Safety Plan

<table>
<thead>
<tr>
<th>Facility</th>
<th>Name of youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Name of staff</td>
</tr>
</tbody>
</table>

We would like to make you as safe as possible while you are here with us. Please complete the following safety plan with your social worker, psychologist, or trusted staff member. Read the following questions and answer all that apply to you.

Have you ever been in a detention facility before? □ Yes □ No

Have you ever experienced or witnessed? (Please check all that apply)

- Physical abuse
- Sexual abuse
- Emotional abuse
- Death of a friend due to violence
- Death of a friend due to accident/illness
- Abandonment
- Seduction
- Restraint
- Injuring your self
- Historical Trauma
- Other: (Please describe)
Second: Discover Trauma Reminders

- Bedtime
- Room checks
- Violent shows
- Yelling or fighting
- People too close
- Loneliness
Third: Determine Early Warning Signs In the Context of Intergenerational, System-Induced, Racial, and Historical Trauma

Please describe your warning signs, for example, what your body feels when you are losing control and what other people can see changing? (Please check all that apply)

- Sweating
- Red faced
- Rocking
- Crying
- Sleeping Less
- Other:

- Breathing hard
- Wringing hands
- Pacing
- Isolating
- Eating Less

- Racing heart
- Loud voice
- Squatting
- Hyper
- Eating more

- Clenching teeth
- Sleeping a lot
- Can’t sit still
- Nauseous
- Being rude or agitated

- Clenching fists
- Bouncing legs
- Swearing
- Shortness of breath
- Singing inappropriate songs
Fourth: Create Calming & Regulating Behaviors

- Taking time away from a stressful situation
- Writing in journal
- Talking to someone who will listen
- Working out
- Lying down
- Listening to music
- Asking to go to the calm room.
Calming Behaviors: Use the Senses
Fourth: Create Calming & Regulating Behaviors

What helps you feel or stay safe? (Please check all that apply)
- Yelling
- Writing
- Watching TV/Movie
- Listening to music
- Other:

- Having male staff support
- Having female staff support
- Having support from peers
- Having walking

- Reading
- Ice
- Playing Video Games
- Talking

- Getting exercise/sports
- Drawing/coloring
- Taking a shower
- Weighted blankets/veils

What helps you stay in control?

What has helped you stay in control in the past?

What kind of space is most comfortable when you need it?
- Quiet Area
- Your room
- Safety room
- In bed

- Other:

Is there a safe place here you can use?  
- Yes  
- No  

Describe:

What positive alternative behaviors can you use when you begin feel unsafe?

What incentives work for you?

Is there anything else you can tell us that you think would be helpful?

Thank you for completing this form. We will update it with you in three months. Please sign below

Youth: ____________________  Staff: ____________________
The process of trauma-informed collaboration with youth through cultural humility can lead to safer facilities.
Staff Wellness & Management of Trauma
Learning Objectives

• Identify *potentially traumatizing events* encountered by staff within *juvenile justice settings*

• Identify *personal experiences* with direct and indirect forms of trauma and organizational stress within juvenile justice settings

• Describe and practice steps toward *reducing stress reactions* for staff

• Define *staff wellness* and identify *strategies* to promoting ongoing wellness
What is your Professional Quality of Life?

1. Complete the *Professional Quality of Life Scale*.

2. Calculate your scores for the Compassion Satisfaction, Burnout, and Secondary Traumatic Stress subscales.

3. Consider how your ProQOL and ACEs responses impact your health.
Compassion Satisfaction

The pleasure you derive from being able to do your work well.
Barriers to Staff Wellness in the Workplace

- Direct Exposure
- Systems Failure
- Compromised Compassion Satisfaction
- Secondary Traumatic Stress
- Vicarious Traumatization
- Moral Distress
- Burnout
Direct Exposure to Traumatic Events at Work & Beyond

- Suicide/Attempted Suicide
- Restraining Youth
- Intervening in an Assault
- Homicides
- Observing a Violent Assault/Fight
- Being Assaulted
- Staff Deaths
- Sexual Attacks
- Youth Self-Injurious Behavior
Secondary Traumatic Stress

A trauma condition, caused by indirect exposure that parallels the symptoms of PTSD.
STS Risks Factors

- Dose of exposure
- History of previous trauma exposure
- Level of support
- Sense of competence
- Individuals who are new to their job
- Tendency towards negative coping styles
Noticing Signs of Burnout

Burnout is a state of emotional, physical, and mental exhaustion often with feelings of hopelessness or difficulties dealing with work.
Vicarious Traumatization: Impact On How We Feel about Ourselves, Others & the World

• Vicarious traumatization is changes in the inner experience of a staff member, such as expectations for trust, safety, control, esteem, intimacy that result from cumulative exposure.

• Difficulty gaining satisfaction from work.
Beyond Burnout: Traumatic Stress Responses in Staff

- Cumulative impact of STS & additional stressful experience can lead to traumatic stress reactions.
- Unaddressed STS, Burnout, and Vicarious Traumatization can cause impairment in:
  - Relationships
  - Physical health
  - Emotional/psychological health
  - Work performance

Which signs of STS impact and risk factors do you believe occur most among your co-workers?
Organizational Stress

• Organizations can create workplaces that increase the likelihood staff are exposed to stress, are directly exposed to trauma, and experience STS.

• When organizations fail to create psychologically and physically safe spaces that address organizational stress, direct exposure to trauma, and STS, staff suffer.
Who is Responsible for Wellness at Your Work?

- You
- Co-Workers
- Supervisors
- Organization
Engaging Ongoing Individual Wellness

**Awareness**
- Reflection and acceptance
- Appraisals and meaning making
- Self-efficacy

**Balance**
- Emotion regulation and active coping
- Resilience and skill building

**Connection**
- Prevention & Intervention
Building Awareness

**Reflection**
- Identify personal emotional experiences that occur when feeling overwhelmed.
- Notice what led to positive emotional experiences.

**Acceptance**
- Acknowledge and understand the impact of stress and trauma.
- Practice self-compassion during and after stressful situations.
Focusing Awareness

Body

Personal Life

Professional Life
Repacking the Invisible Suitcase

**Appraisals**
How we explain the reason for stress and the best way to handle it.

**Self-Efficacy**
How we think about our ability to do the job well.
Balance
Using Balance to Foster Resilience & Compassion Satisfaction

**Regulation**

- Understand reminders that challenge regulating emotions.
- Tailor coping strategies to stress triggers and trauma reminders.
- Integrate vicarious resilience as a tool.
WTF Protocol: Walk, Talk, and Flush It Out

What is the one thing getting in the way of your ongoing wellness?

What is one thing you will work on related to your ongoing wellness this week?
Focusing on Days that Make You Want to Return

• Think about a rewarding moment at your job.
• What are 3 things that you love/enjoy about your job?
• Think about 5 people whose lives you’ve touched.
• Why did you take your current job?
• What are 3 compliments you have received from your co-workers, or 3 things you think you do well?

Connection

As we become more stressed, we tend to avoid social connection especially when our minds tell us “everyone wants something from me.” We have to hear that thought, learn to set good boundaries, and reach out in new ways for connection.

The benefits of connection are numerous and include:

- Providing a different perspective on old problems.
- Giving a break from dwelling on problems.
- Understanding the biological changes that contribute to stress reduction, such as production of the stress-reducing hormone oxytocin.
- Giving yourself the opportunity to recharge important parts of your identity.
Reflective Practice

Guiding Questions for Reflection:

- How did you feel? What did you notice in yourself?
- Did you have any strong reactions during this interaction?
- How do you think [youth] was feeling? What was their perspective?
- What did you think was going to happen? Why do you think it did or didn’t go as planned?

If co-worker gets triggered/reactive:

- What do you think was driving your stress reaction?
- Are there aspects of the interaction (with youth or staff) that remind you of your own experiences or history?

Tips for Reflective Practice:

- Check in with co-workers when you feel stuck or contemplative
- Ask permission first
- Remember venting is not helpful!
- Have conversations in private (e.g., not in front of youth or where youth can overhear)
- Refrain from one-upmanship when describing trauma or workplace stressor stories
Foundations for Trauma-Informed Organizations

• Organizational self-assessments provide insight into organizational strengths and areas for improvement. What are the strengths and areas of improvement for your organization related to staff wellness?

• Engaging multiple stakeholders to gather data and support strategic planning.

• Provide opportunities for leadership to understand and respond to the impact STS on staff and organizations.
Supervision & Support

**Core Competencies**

- Knowledge of how to identify secondary traumatic stress and engage those impacted in a safe manner.
- Use education to model and coach about ways to manage secondary traumatic stress that foster healing, resilience, and re-establishing personal and professional balance.

**Practices**

- Low impact processing about stressful and traumatic events with individuals at work who feel safe.
- Reflective supervision that provides psychologically safe opportunities to share experiences with stress and trauma.
Creating a Culture of Wellness

- Infuse trauma-informed principles for staff
- Provide wellness activities
- Offer mindfulness exercises
- Support staff celebrations
- Encourage use of mental wellness breaks including vacation/leave time/flex schedules
- Consistently use NCTSN and other resources from other organizations
## Finding the Time for Workplace Wellness

### If you have:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 2 minutes | • Smile  
• Breathe deeply  
• Make coffee or tea  
• Stretch  
• Sign up for a training opportunity  
• Thank someone  
• Tell a joke to a co-worker  
• Have a “2min dance party” |
| 5 minutes | • Respond to an email that has been nagging you  
• Have a conversation with someone who you don’t usually work with  
• Schedule a team meeting  
• Straighten up one of the common areas |
| 10 minutes | • Clean up your workspace (or at least a part of it!)  
• Plan a party to celebrate an accomplishment or milestone  
• Discuss training opportunities with your supervisor  
• Do a wellness activity with your colleagues at a staff meeting |
| 30 minutes | • Eat lunch with your colleagues  
• Sit or walk outside  
• Assess your wellness plan  
• Discuss self-care, burnout and compassion fatigue at a staff meeting  
• Have a “walking meeting” with a colleague |

*Developed by the NCTSN Secondary Traumatic Stress Collaborative Group*
Questions or Comments?
THE TRIBAL YOUTH RESOURCE CENTER

www.TribalYouth.org

Envisioning a future where Indigenous youth thrive through traditional lifeways.

The Tribal Youth Resource Center is a part of the Tribal Law and Policy Institute and is supported by Grant #2018-MU-MU-K001 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Dept. of Justice.
Session Evaluation

Please remember to fill out the workshop evaluation.

**Workshop Information:**
Tuesday, March 30, 2021
10:15am AKT/ 11:15am PT/ 12:15pm MT/ 1:15pm CT/ 2:15pm ET

Session B2: Building an Indigenous Resilience-Focused Lens, Part Two
We pray that it will be done
In beauty.
In beauty.

Eagle Poem
By Joy Harjo
This project was supported by Grant #2018-MU-MU-K001 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect those of the Department of Justice.