

OFFICE OF JUVENILE JUSTICE
AND DELINQUENCY PREVENTION

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



2021 OJJDP Tribal Youth National Conference

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

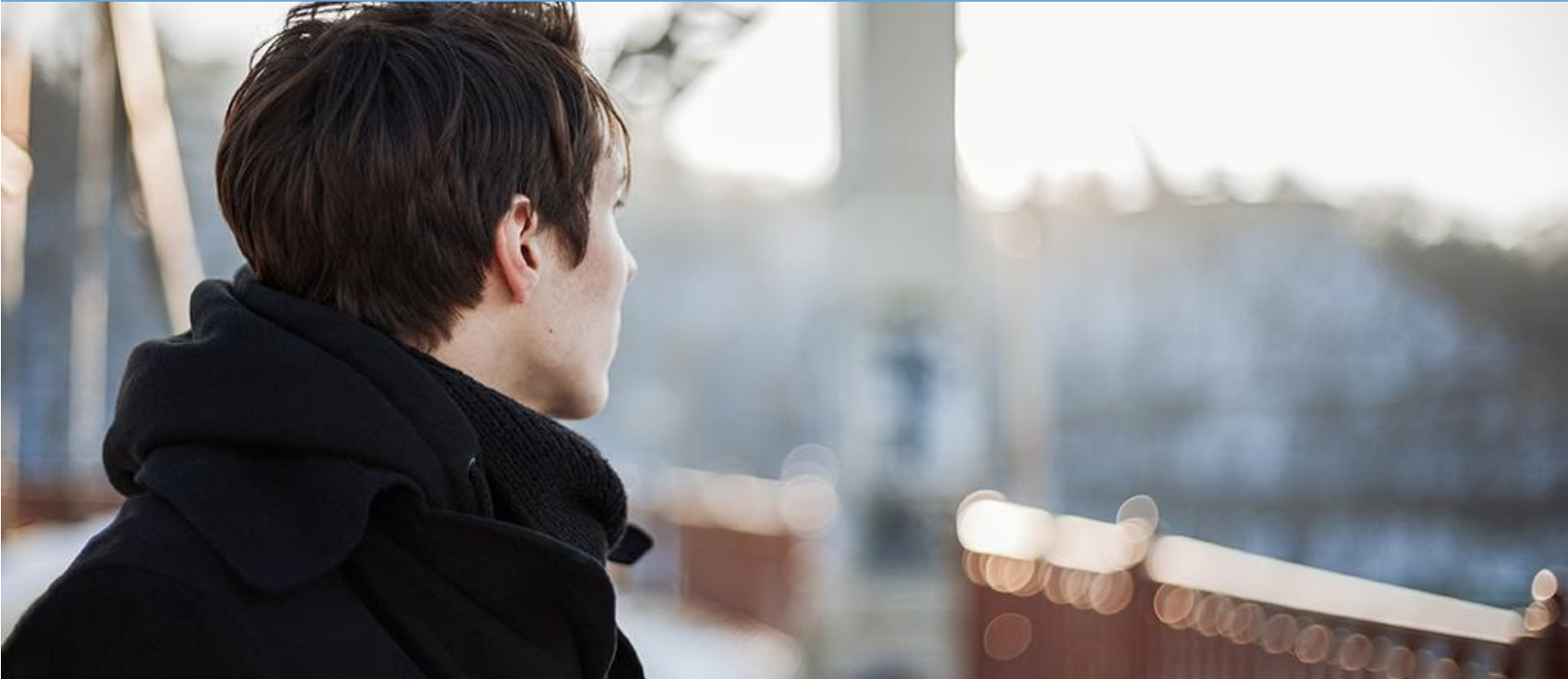
Module One: Trauma and Justice Involvement

Module Two: Trauma's Impact on Development

Module Three: Trauma in Context & Coping

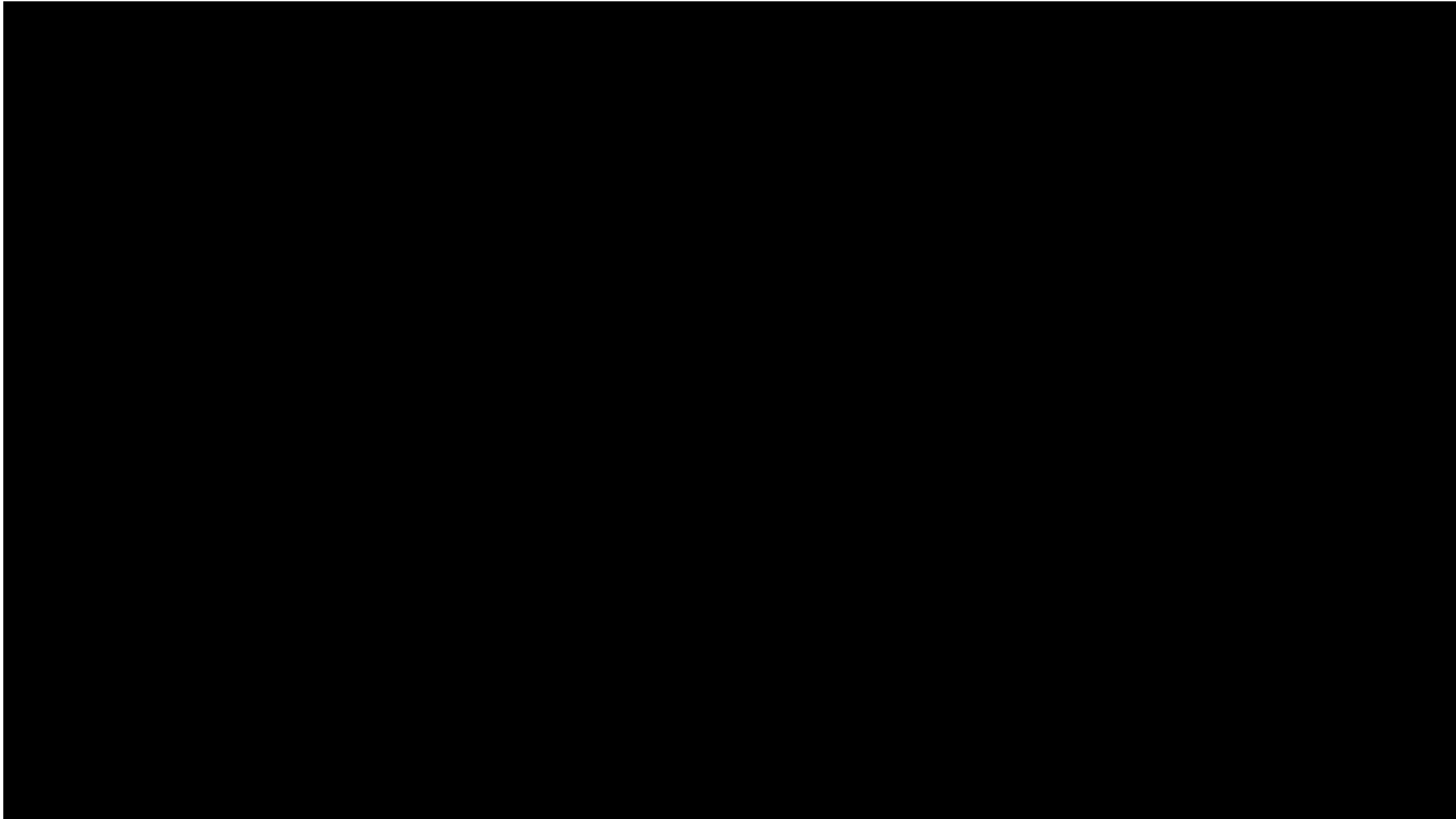
Module Four: Trauma & Staff Wellness

Coping in Context



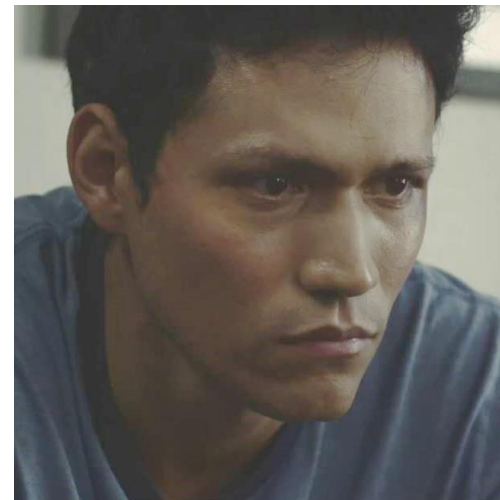
Learning Objectives

- 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



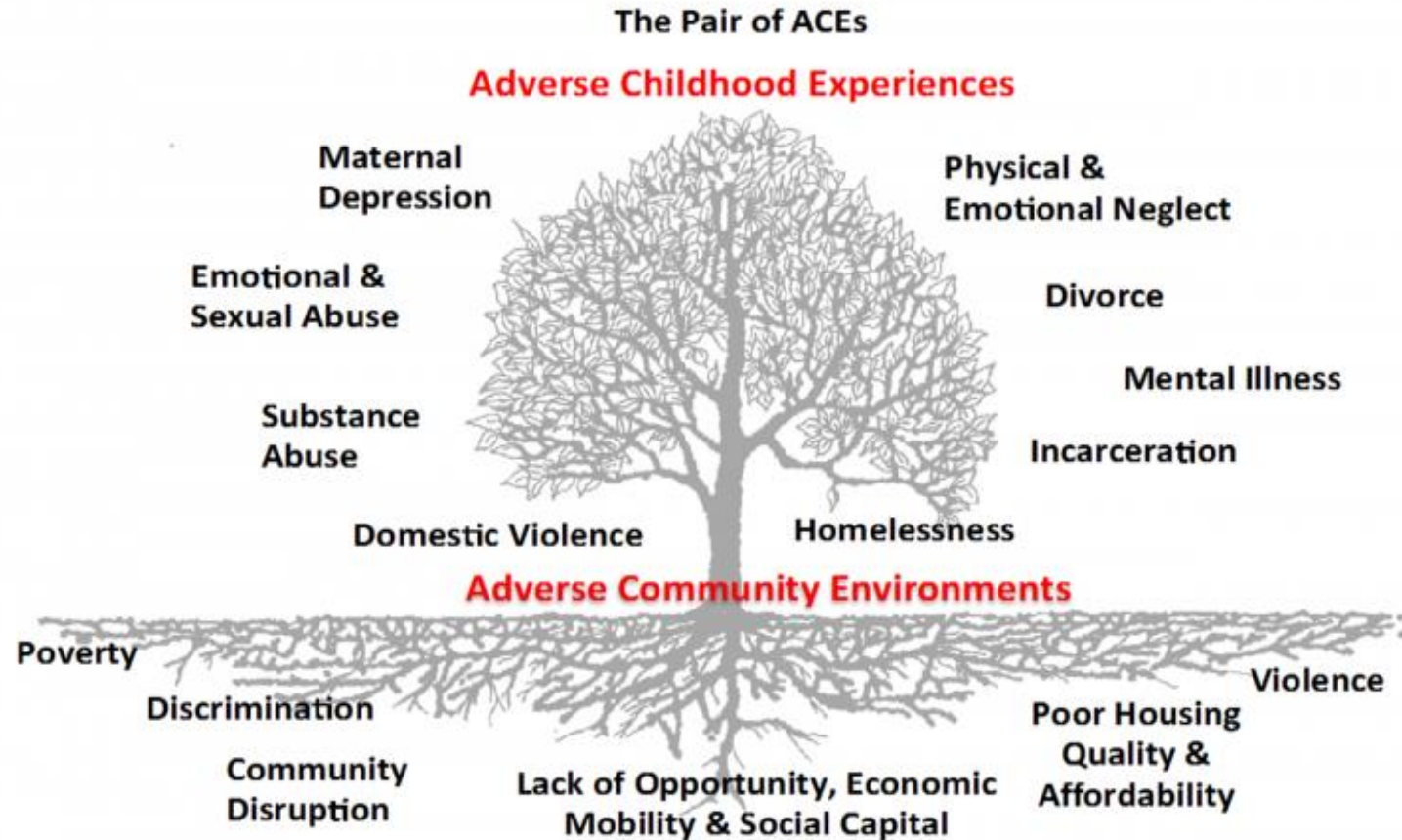
- Traumatic experiences shift expectations about threats to personal and family safety.
- **Intergenerational trauma** reflects the impact of trauma across generations.
- When parents experience trauma it can impact their parenting and their decisions to keep their children safe.

Breaking the Social Contract



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



Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.acap.2016.12.011

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.
 - Koss, M.P., Yuan, N.P., Dightman, D., Prince, R.J., Polacca, M., Sanderson, B., & Goldman, D. (2003).

	ACE Study Sample	AI Study Sample
Reported at least 1 ACE	63.9%	86%
Reported 4 or more ACE's	12.5%	33%

ACE's in Indian Country

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

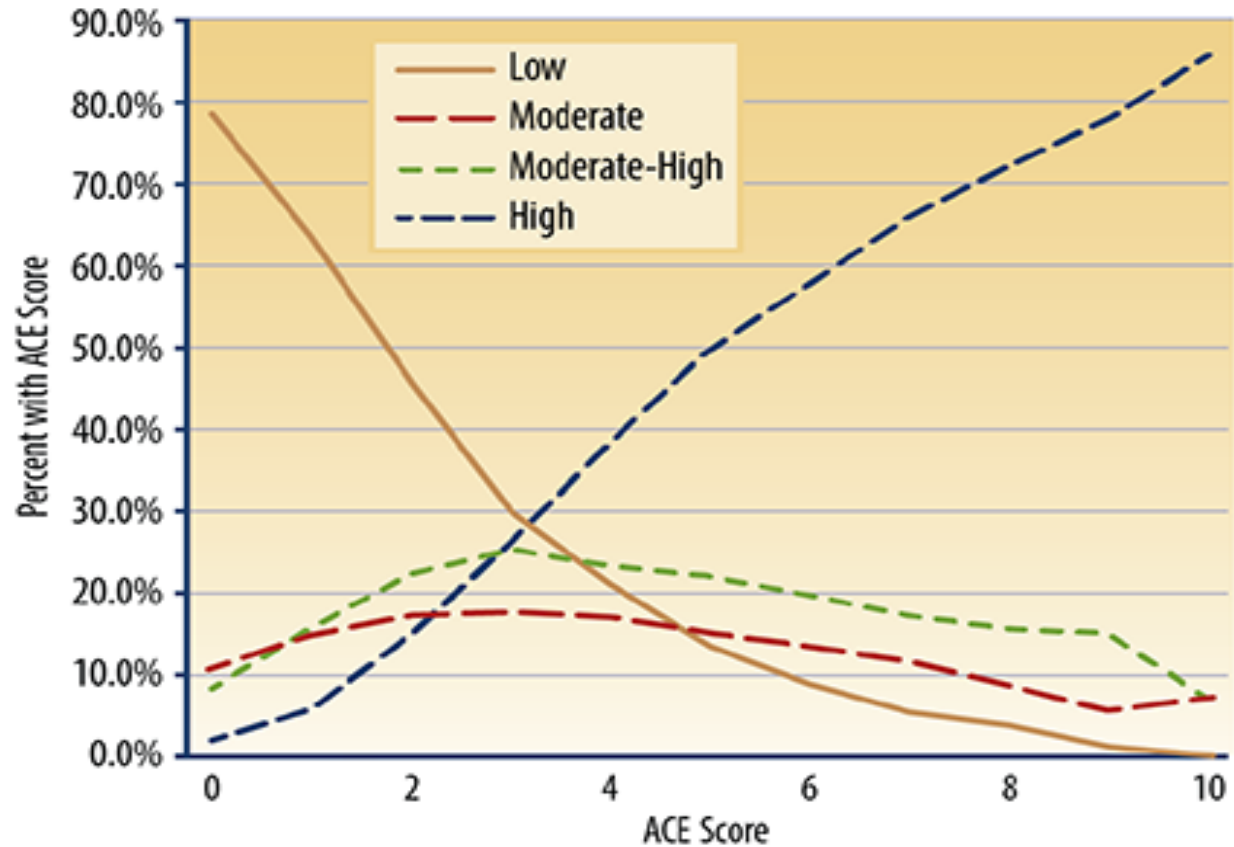


System-Induced Trauma

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

First: Identify Trauma History



Before Detention



While in Detention



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Identify Trauma History Related to Intergenerational, System-Induced, Racial, and Historical Trauma

Trauma-Informed Individualized Safety Plan NCTSN The National Child Traumatic Stress Network

Facility:	<input type="text"/>	Name of youth:	<input type="text"/>
Date:	<input type="text"/>	Name of staff:	<input type="text"/>

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)

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Physical abuse | <input type="checkbox"/> Neglect | <input type="checkbox"/> Prostitution | <input type="checkbox"/> Natural disaster |
| <input type="checkbox"/> Sexual abuse | <input type="checkbox"/> Domestic violence | <input type="checkbox"/> Forced labor | <input type="checkbox"/> Serious injury |
| <input type="checkbox"/> Emotional abuse | <input type="checkbox"/> Death of a loved one due to violence | <input type="checkbox"/> Death of a loved one due to accident/illness | <input type="checkbox"/> Been stabbed |
| <input type="checkbox"/> Death of a friend due to violence | <input type="checkbox"/> Parent | <input type="checkbox"/> Parent | <input type="checkbox"/> Been shot or shot at |
| <input type="checkbox"/> Death of a friend due to accident/illness | <input type="checkbox"/> Sibling | <input type="checkbox"/> Sibling | <input type="checkbox"/> Serious illness |
| <input type="checkbox"/> Abandonment | <input type="checkbox"/> Family member | <input type="checkbox"/> Family member | <input type="checkbox"/> Serious accident |
| <input type="checkbox"/> Seclusion | <input type="checkbox"/> Observed a fight | <input type="checkbox"/> Been in a fight | <input type="checkbox"/> Bullying |
| <input type="checkbox"/> Restraint | <input type="checkbox"/> Room confinement | <input type="checkbox"/> Strip searched | <input type="checkbox"/> Suicidal thoughts |
| <input type="checkbox"/> Injuring your self | <input type="checkbox"/> Homelessness | <input type="checkbox"/> Fear of being attacked | <input type="checkbox"/> Suicide attempts |
| <input type="checkbox"/> Historical Trauma | <input type="checkbox"/> Racial Trauma | | <input type="checkbox"/> Running away |
| <input type="checkbox"/> Other: (Please describe) _____ | | | |



Second: Discover Trauma Reminders

- Bedtime
- Room checks
- Violent shows
- Yelling or fighting
- People too close
- Loneliness



©Katie Rentzke Photography

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)

- | | | | | |
|--|---|---------------------------------------|---|--|
| <input type="checkbox"/> Sweating | <input type="checkbox"/> Breathing hard | <input type="checkbox"/> Racing heart | <input type="checkbox"/> Clenching teeth | <input type="checkbox"/> Clenching fists |
| <input type="checkbox"/> Red faced | <input type="checkbox"/> Wringing hands | <input type="checkbox"/> Loud voice | <input type="checkbox"/> Sleeping a lot | <input type="checkbox"/> Bouncing legs |
| <input type="checkbox"/> Rocking | <input type="checkbox"/> Pacing | <input type="checkbox"/> Squatting | <input type="checkbox"/> Can't sit still | <input type="checkbox"/> Swearing |
| <input type="checkbox"/> Crying | <input type="checkbox"/> Isolating | <input type="checkbox"/> Hyper | <input type="checkbox"/> Nauseous | <input type="checkbox"/> Shortness of breath |
| <input type="checkbox"/> Sleeping Less | <input type="checkbox"/> Eating less | <input type="checkbox"/> Eating more | <input type="checkbox"/> Being rude or agitated | <input type="checkbox"/> Singing inappropriate songs |
| <input type="checkbox"/> Other: | | | | |

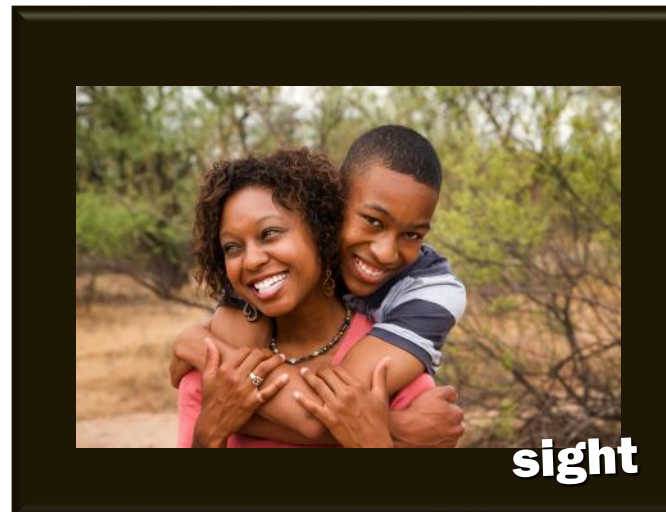
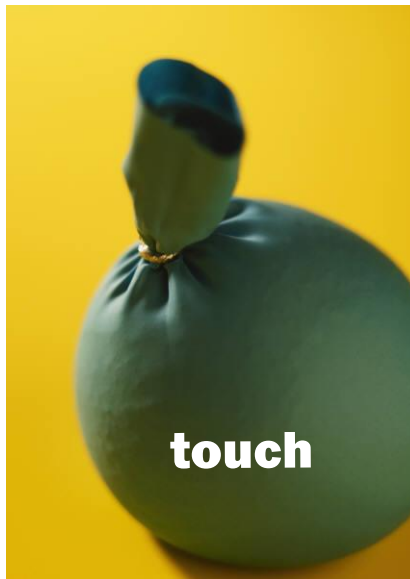
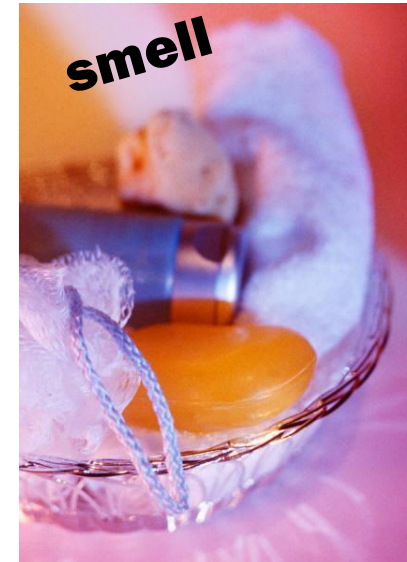


Fourth: Create Calming & Regulating Behaviors



- 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)

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Yelling | <input type="checkbox"/> Having male staff support | <input type="checkbox"/> Reading | <input type="checkbox"/> Getting exercise/sports |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Having female staff support | <input type="checkbox"/> Ice | <input type="checkbox"/> Drawing/coloring |
| <input type="checkbox"/> Watching TV/Movie | <input type="checkbox"/> Having support from peers | <input type="checkbox"/> Playing Video Games | <input type="checkbox"/> Taking a shower |
| <input type="checkbox"/> Listening to music | <input type="checkbox"/> Walking | <input type="checkbox"/> Talking | <input type="checkbox"/> Weighted blankets/vests |
| <input type="checkbox"/> Other: _____ | | | |

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?



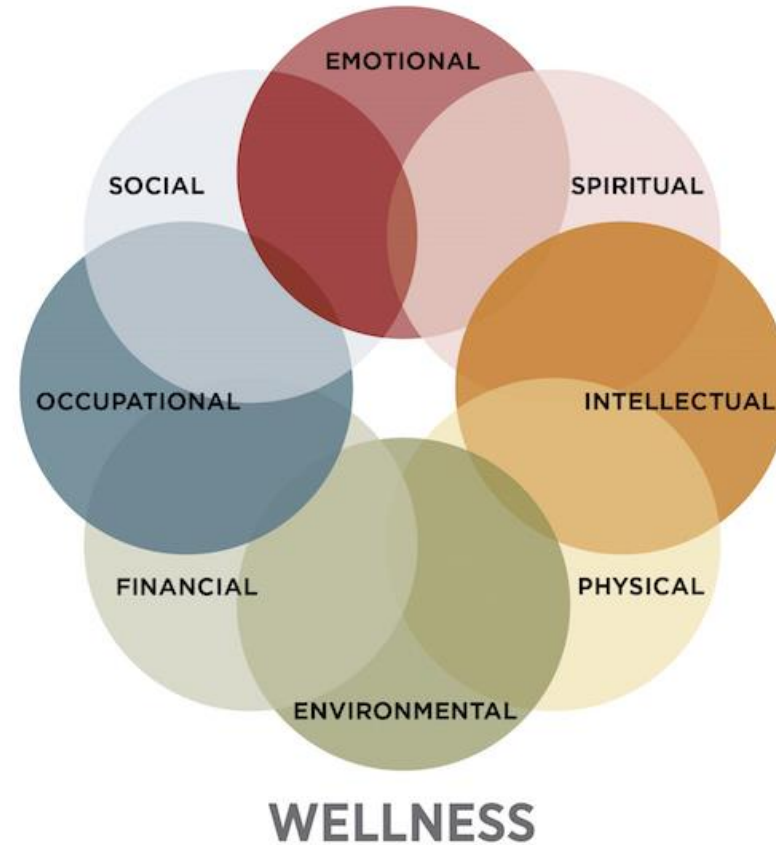
1. Complete the *Professional Quality of Life Scale*.
2. Calculate your scores for the Compassion Satisfaction, Burnout, and Secondary Traumatic Stress subscales.
3. Consider how your ProQOL and ACEs responses impact your health.



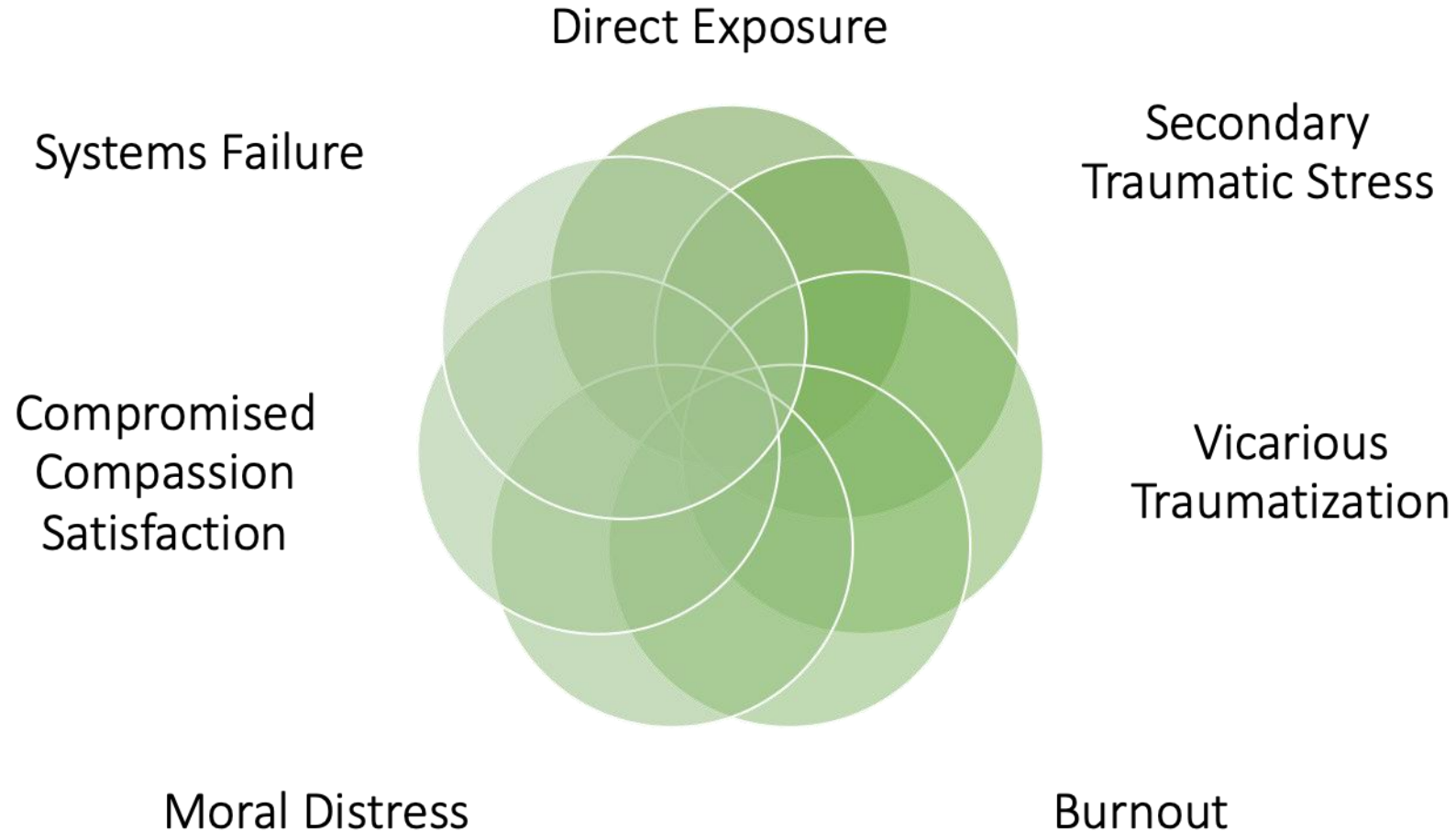
How Complete Wellness Impacts Work

Compassion Satisfaction

The pleasure you derive from being able to do your work well.



Barriers to Staff Wellness in the Workplace



Direct Exposure to Traumatic Events at Work & Beyond

Suicide/
Attempted
Suicide

Homicides

Staff
Deaths

Restraining
Youth

Observing a
Violent
Assault/Fight

Sexual
Attacks

Intervening
in an Assault

Being
Assaulted

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
- Which signs of STS impact and what factors of STS do you believe, and vicarious traumatization can cause impairment in:
 - Relationships
 - Physical health
 - Emotional/psychological health
 - Work performance



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?

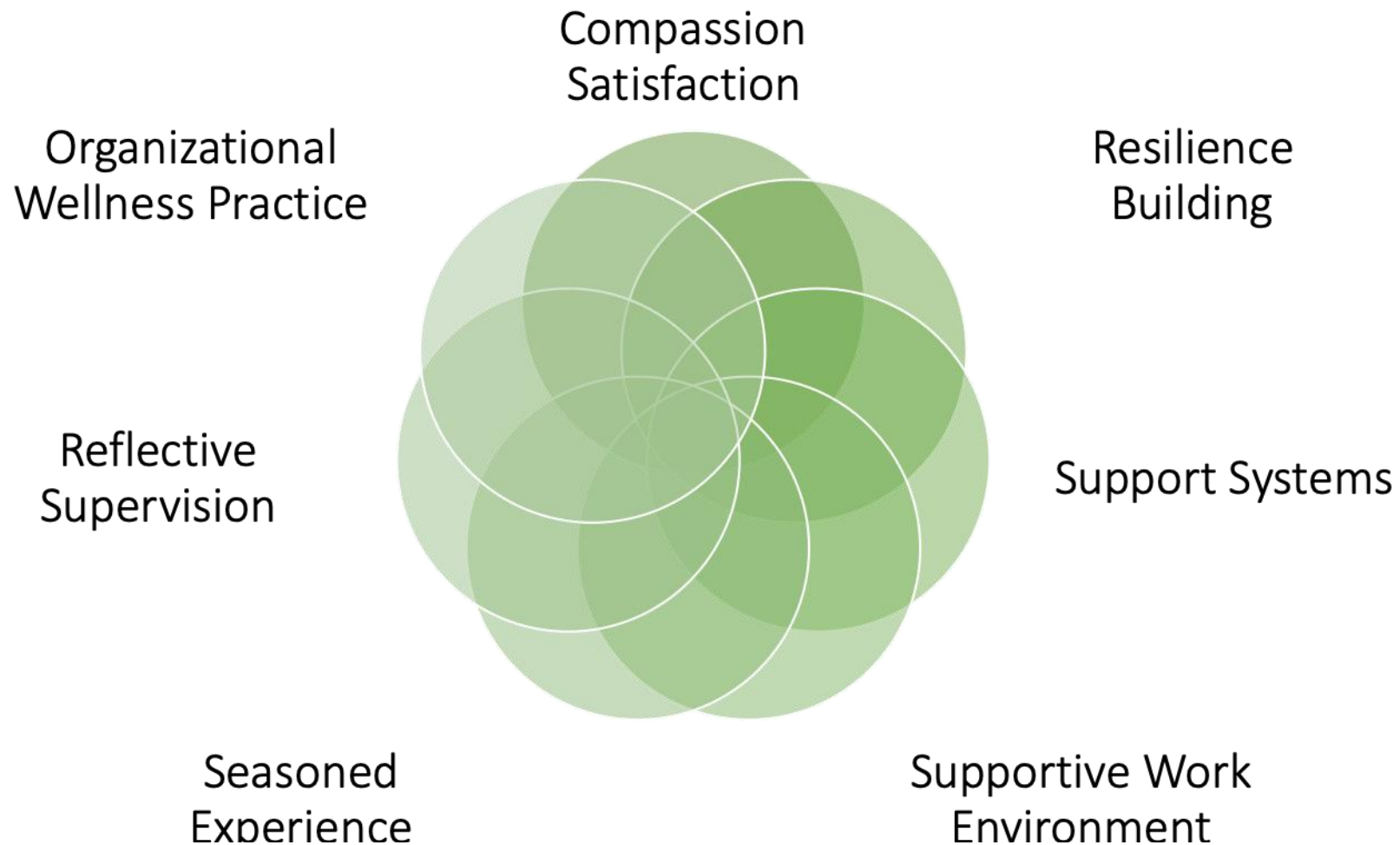
You

Co-Workers

Supervisors

Organization

Restoring Wellness



Engaging Ongoing Individual Wellness

Awareness

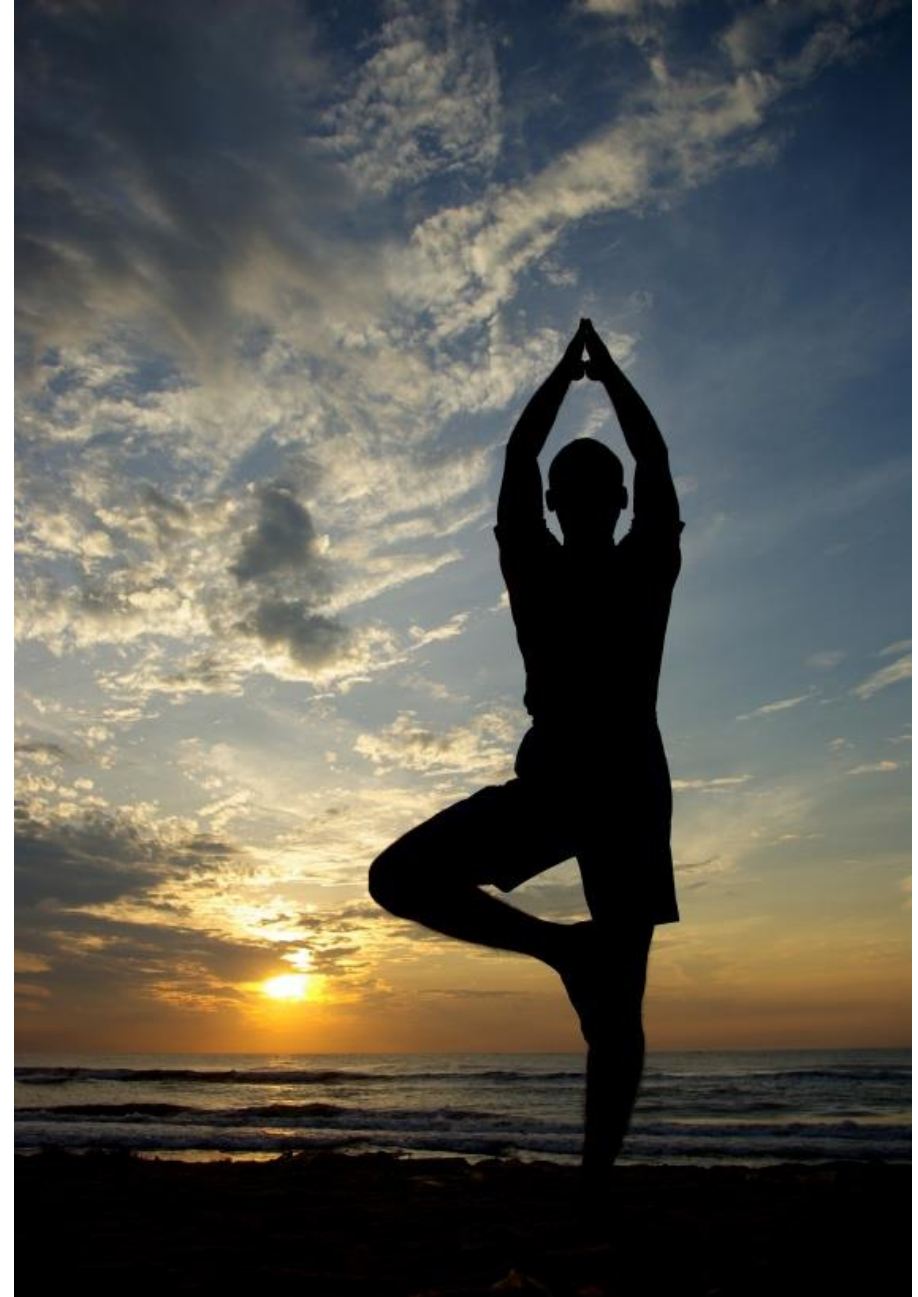
- Reflection and acceptance
- Appraisals and meaning making
- Self-efficacy

Balance

- Emotion regulation and active coping
- Resilience and skill building

Connection

- Prevention & Intervention



Building Awareness

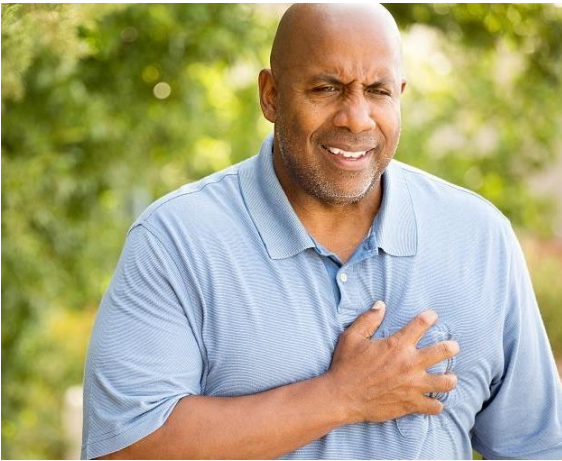
Reflection

- 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

Walk



Talk



Flush



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?

Adapted from "What about you? A workbook for those who work with others" by Volk, Guarino, Grandin & Clervil (2008). The National Center on Family Homelessness.



Connection

The benefits of connection are numerous and include:

- As we become more stressed, we tend to avoid social connection especially when our old problems are something from me.”
- Giving a break from everything you are something from me.”
- Understanding the biological changes that contribute to stress reduction, such as production of the stress-reducing hormone oxytocin connection.
- Giving yourself the opportunity to recharge important parts of your identity.



Reflective Practice

Guiding Questions for Reflection:

- **Tips for Reflective Practice:**
 - How did you feel? What did you notice in yourself?
 - Check in with co-workers when you feel stuck or contemplative
 - Did you have any strong reactions during this interaction?
 - Ask permission first
 - How do you think [youth] was feeling? What was their perspective?
 - Remember venting is not helpful!
 - What did you think was going to happen? Why do you think it did or didn't go as planned?
 - Have conversations in private (e.g., not in front of youth or where youth can overhear)
- *If co-worker gets triggered/reactive:*
 - Refrain from one-upmanship when describing trauma or workplace stressor stories
 - 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?



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:

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”

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

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

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.

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OJJDP

*Enhancing safety.
Ensuring accountability.
Empowering youth.*

www.OJJDP.gov

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



Closing in a Good Way

We pray that it will be done
In beauty.
In beauty.

Eagle Poem
By Joy Harjo





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