

NATIONAL NATIVE CHILDREN'S TRAUMA CENTER



UNIVERSITY OF MONTANA

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Our Mission: To co-facilitate trauma-focused healing for Native children, families, and communities

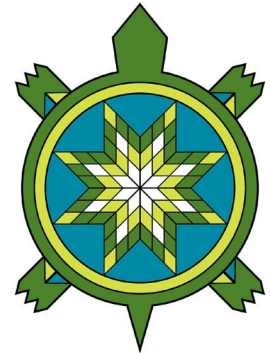
National Native Children's Trauma Center | www.nnctc.org

Native Child Advocacy Resource Center | www.nativecac.org

National Tribal Child Welfare Center | www.ntcwcia.org

Tribal Youth Resource Center | www.tribalyouth.org

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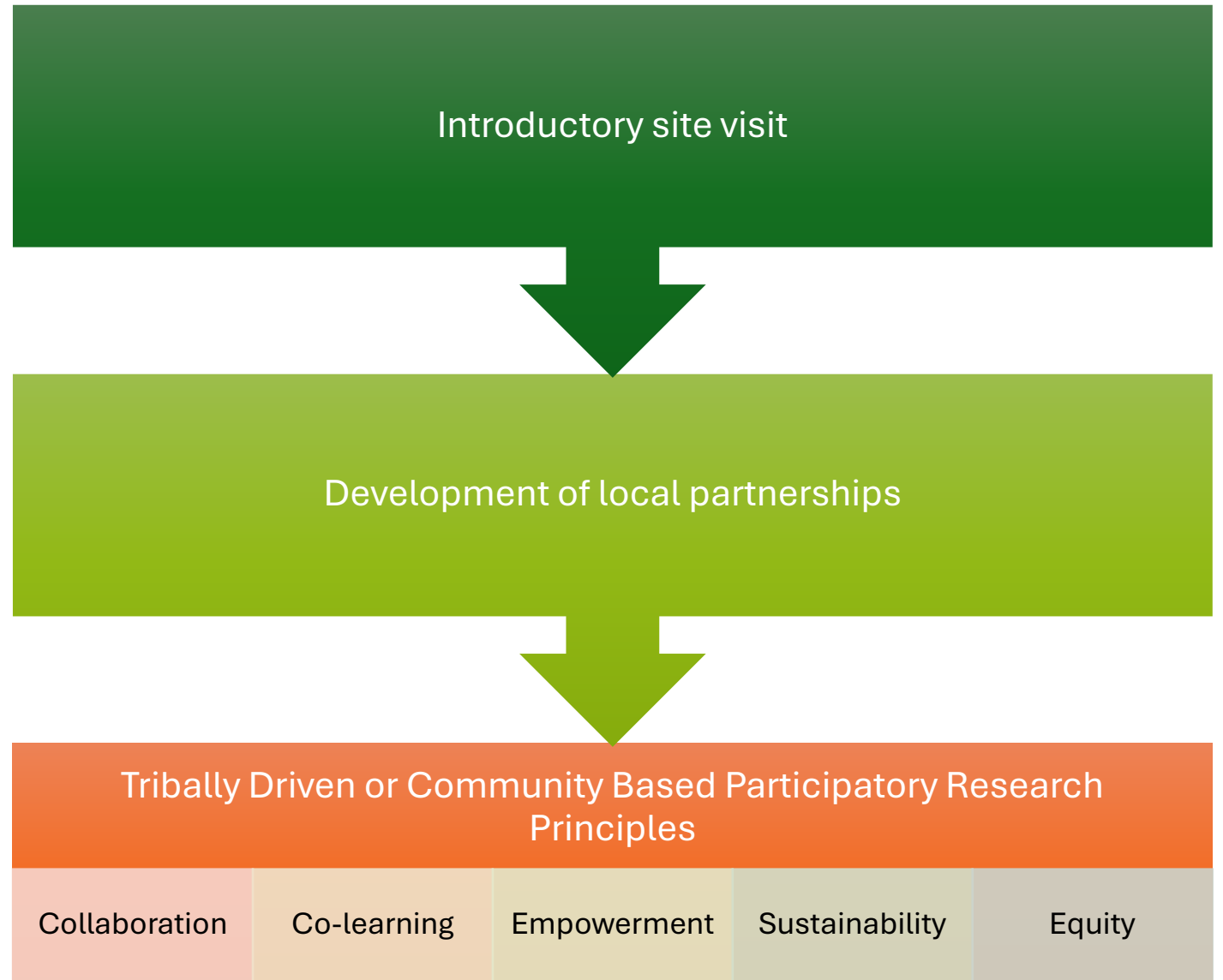
We Believe

- Native Nations know the consequences of trauma in their own communities and are intensifying their commitments to community, family, and individual wellness in response.
- Many mental health service providers and treatment models minimize the value of traditional holistic practices.
- In the past, Native Nations have been exploited by universities and other institutional researchers.
- Tribes exist as sovereign Native Nations and therefore must be the arbiters when questions arise about the types of activities that will best serve its peoples.
- Any products or outcomes of research, such as data sets and other forms of intellectual property, are owned by the Native Nation.
- Trauma intervention is necessary for and effective with American Indian and Alaska Native children.

OUR COMMITMENT

- We will respond to identified community needs for trauma interventions.
- We will follow the guidance of the Native Nation in establishing a collaborative process for implementing, adapting, and evaluating trauma interventions.
- We will safeguard Native Nation ownership of data collected during the course of institutional and government-sponsored programs and research.

What Works Here



Consultation is healing in and of itself

Restores Voice, Power, and Uplifts Sovereignty

Restores relationship and repairs mistrust

Validate Indigenous knowledge and lifeways

Contributes to cultural pride and ensures continuity of practices

Creates foundations for future consultation



Utilizing the
NCTSN website:
Let's take a look!





One Time Trainings and Consultation

NCTSN curricula, T4Ts, and others



Long Term Partnerships

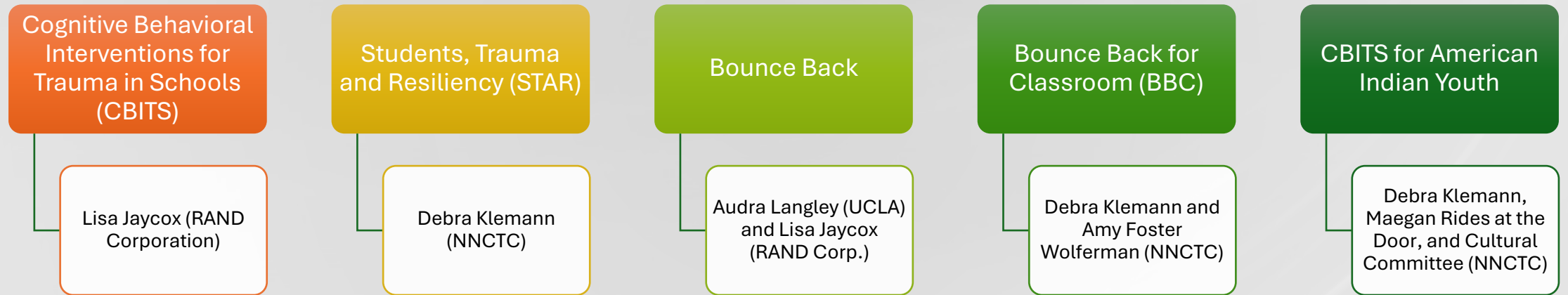
Trauma Informed Organizational Assessment

Focus Groups

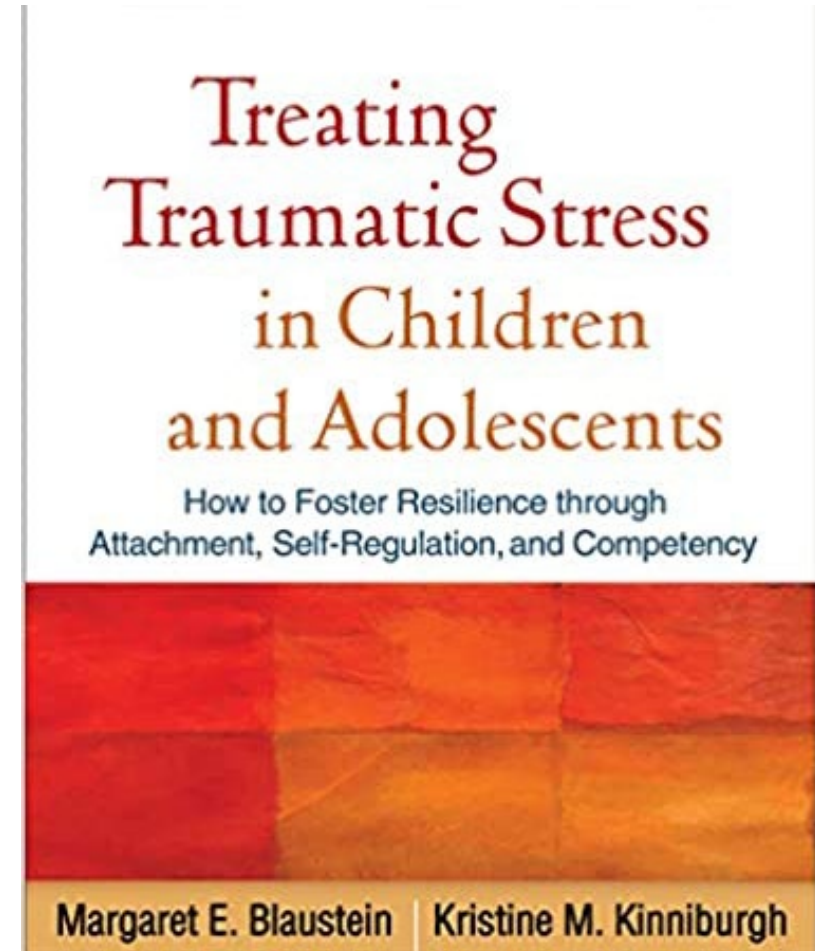
Recommendations

Action Plans

Curricula and Interventions



- New Project and Current Resource
 - Attachment, self-Regulation and Competency (ARC) Trauma Treatment Model
 - Margaret Blaustein
 - Kristine Kinniburgh
 - Adapt for use as a classroom curriculum
 - Develop lessons grounded in Indigenous teachings



arcframework.org

	Elementary	Secondary
Tier 1 Universal All Students	Bounce Back for Classrooms (BBC)	Students, Trauma and Resiliency (STAR)
Tier 2 Targeted Some Students	Bounce Back	Cognitive Behavioral Interventions for Trauma in Schools (CBITS)

Discussion

- Have you ever encountered a practice or intervention that was supposed to be trauma informed or healing not be implemented in a trauma-informed/healing way?



Historical Trauma Lens



What's wrong with you?	What's happened to you?
What's wrong with this parent/caregiver?	What's happened to this parent/caregiver?
What's wrong with this family?	What's happened to this family?
What's wrong with this community?	What's happened to this community?

What is right with you/caregiver/family/community?
What is continuing to happen?

We haven't lost our cultural values; trauma has prevented us from adhering to our cultural values



Discussion

- **How does trauma impact your work today?**




Concepts of Trauma Informed Systems

RRRRR

The Four “R’s”

- **Realizes** the widespread impact of trauma
- **Recognizes** trauma signs and symptoms
- **Responds** by integrating knowledge about trauma into all facets of the system
- **Resists re-traumatization** of trauma-impacted individuals

A large orange circle on the left side of the slide, partially cut off by the edge.

What's been
your biggest
challenge in
implementing
trauma-
informed
care?

Lack of training

Comprehensive training

Limited resources

Limited capacity

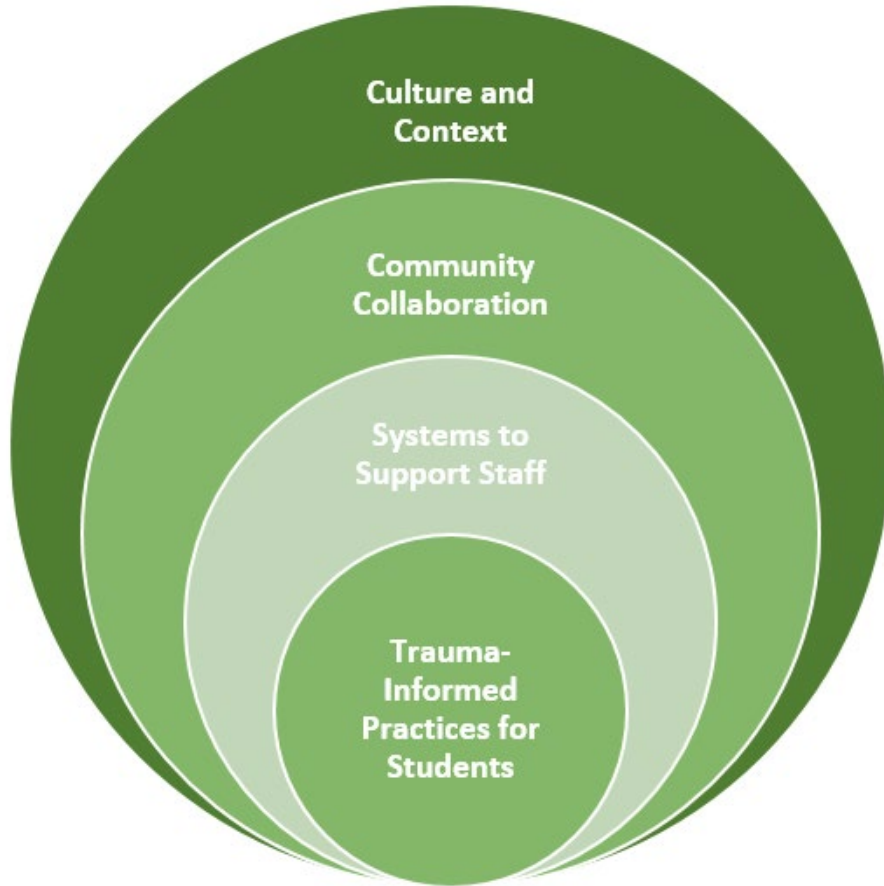
Unclear direction

Leadership buy-in

Something else

4 Core Features of Trauma Resilient Schools

- Culture and Context
- Community Collaboration
- Systems to Support Staff
- Trauma-Informed Practices to Support Students



The Other Side of the ACEs Pyramid

Meaningful
life longevity

Wellness and
Balance

Cultural Values and
Coping Skills

Social Emotional and Cultural
Identity Development

Consistent Corrective Experiences

Positive Childhood, Family, and Community
Experiences

Thriving and Safe Communities

Intergenerational Healing Tribal Sovereignty and Cultural
Revitalization, Traditional Healing



Contact

www.NNCTC.org

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