Historical Trauma Curriculum at SCC
May 2016

“Fire that is beginning to stand”

Biskanewin Ishkode

Iskowtew Kahmahch Opikik
Community Survey

- 288 households were surveyed using a modified Behavioral health survey. Four major issues were identified:
  - Mental Health
  - Alcohol/Substance Abuse
  - Diabetes
  - Cancer
Community Strategic Plan Completed

• Elders requested that Chippewa-Cree traditional healing practices be used along with Western Medicine.

• Interventions developed be ongoing
Student Researchers Selected
Developed a Rural Public Health Degree

- 3 Biskanewin Ishkode courses
- Research
- Introduction to Public Health
- Statistics
- Behavioral Health Facilitator Training
Selection of Participants

• 18 and older
• Score at least 4 and above on the ACE Survey
• Sign an Informed Consent
• Enroll in Course 1 of Biskanewin Iskode
Preperation prior to implementing Research Study

- IRB Approval
- Students took the CITI IRB online
- Class on what is Research
- SPSS Training
- Behavioral Health Facilitator Training
Methodology

• Recruit at least 25 participants
• Use the ACE study
• Use the ASI-NA as the Pre and Post Test
Goals of Study

• Test the Curriculum
• Educate students about historical and intergenerational trauma and its symptoms
• Promote resilience
Being Trauma Informed

It’s not what’s WRONG with you…

It’s what HAPPENED to you…

…a different life story
An Accurate the Story of Your Life

The ACE Score provides a chance to see the story of your life...

And to create a different path for the future...
An Accurate the Story of Your Life

From shame, confusion, and adaptations with a downside….

To create a different path for the future… with hope, meaning, and purpose
Students with 3 or more ACEs:

- Are 2 ½ times more likely to fail a grade
- Score lower on standardized tests
- Have language difficulties
- Are suspended or expelled more
- Are designated to special education more frequently
- Have poorer health

Courtesy of Chris Blodgett, PhD
Washington State University
**Power of the ACE Study?**

- A Common Language
- And Conceptual Framework

- ACEs are common
- ACEs are highly interrelated
- ACEs “pile up” and have a cumulative impact
- ACEs account for a large percentage of health and social problems
- Biologic Plausibility
How Do ACEs “Get Underneath Our Skin and affect us later in life?”

- Historical Trauma
- Adverse Childhood Experiences
- Social, Emotional, & Cognitive Impairment
- Adoption of Health-risk Behaviors
- Disease, Disability, and Social Problems
- Early Death
The Progressive Nature of Adversity in the Life-Course

EARLY TRAUMA & STRESS
Predictable patterns of brain development, traits & behaviors

- Slowed language & reading
- Lateralization
- Diminished IQ
- Poor decision making skills
- Memory Problems
- Attention problems
- ADD
- ADHD
- Aggressive behavior
- Social isolation among peers
- Poor understanding of social cues = conflict

Intergenerational Risk

ADULT Adversity
- Low-wage jobs
- Unemployment
- Public Assistance
- Incarceration
- Chronic health problems
- Mental health and substance abuse problems

© 2013
Building Self-Healing Communities

Population Affected by ACEs

Justice System

Medical & Public Health

Education System

Child & Family Services

ACE Interface © 2013
Summary of ACE Findings

- Household Dysfunction
  - Substance Abuse 92%
  - Parental Sep/Div 72%
  - Mental Illness 82%
  - Battered Mother 56%
  - Incarceration 60%
Summary of ACE Findings Cont.

• Abuse
  • Emotional  84%
  • Physical   76%
  • Sexual     48%
Summary of ACE Findings

- Neglect
  - Emotional  52%
  - Physical  60%
3 COURSES

Biskanewin Ishkode (Course One)
• Unit 1: Nowhere Left to Go
• Unit 2: Rewriting our Story: A Hero’s Journey
• Unit 3: Tribal Paths to Recovery and Wellness

Biskanewin Ishkode (Course Two)
• Unit 1: The Cycle of Trauma and Addiction
• Unit 2: Ethnic Identity: Who am I as a Native Person?
• Unit 3: Bimadziwin: The Good Life Path

Biskanewin Ishkode (Course Three)
• Unit 1: Phenomenology: Researching Our Stories
• Unit 2: Collecting our Stories
• Unit 3: Creating New Stories
SPIRAL Model...

COURSE THREE
- HT: What does it look like in my world?
- HT: How do we deal with it in community?

COURSE TWO
- HT: What does it look like?
- Effects of HT on Self-Identify Healing Practices

COURSE ONE
- Theory of HT Requires Hero’s Journey
- Healing is Possible
Spiral Model

1. start with people's experience
2. look for patterns
3. add new information and theory
4. practice skills, strategize & plan for action
5. apply in action
WE BELIEVE...

• Education is an effective way to heal from our historical trauma of loss of land, loss of people, and loss of family and culture. *Course One*

• Each person must take responsibility for self-healing. *Course Two*

• Healing takes place within the context of community because we are a communal culture. *Course Three*
TEACHING …

• **Experiential**: Bridging theory with the “real world” practice.

• **High Context**: Multi-media with variety of visuals so students can observe and listen.

• **Interactive**: Processing in small and large group formats.
HEALING...

1. COMING WITH GRATITUDE

Become more present to the wonder of being alive in this amazing world.

2. HONORING OUR PAIN

Dedicating time and attention to honoring our pain ensures space for grief, outrage, and sorrow. This caring derives from our interconnectedness with all of life (a core Native belief).
HEALING...

3. SEEING WITH NATIVE EYES
It opens us to a new view of what is possible and a new understanding of our power to make a difference.

4. GOING FORTH
Involves clarifying our vision of how we can act for healing of our world, identifying practical steps that move our vision forward.
Three Stages of Understanding by Design

1. **Identify desired results**: Outcomes that challenge students to think.

2. **Determine acceptable evidence**: Authentic Assessments integrating real world experiences.

3. **Plan learning experiences & instruction**: Multimedia Lessons
Course 1: Unit 2: Rewriting Our Story, a Hero’s Journey

https://www.youtube.com/watch?v=Hhk4N9A0oCA

UBD Course 1 Unit 2.docx
Assessment Examples for Course 1:
Unit 2: The Hero’s Journey

- Arnold and His Hero Journey.docx
- PPT on Illustrations with Comics.pptx
- DIARY PROJECT.docx
Loss of Land

Loss of Culture

Loss of People

- Genocide: 15-75 million N.A. killed
- 1492-1770: the N.A. population increased by 95%
- Disease: N.A. population significantly declined due to introduction of European diseases (smallpox, influenza, measles, etc.)
- 1847-1848: 500,000 N.A. died

• Kill the Indian, Save the Land - opposition to the U.S. Indian Removal Act of 1830
- Restrictive Indian Acts: 1862-1871
- Prohibitions: 1902
- 1924 Indian Citizenship Act: granted citizenship to indigenous people
- 1934 Indian Reorganization Act: restored tribal sovereignty
- 1958 Indian Education Act: increased funding for education of N.A. children

• Conquer N.A. - led by military
- 1861-1865: American Civil War
- 1881: Bannock War, Nez Perce, Oglala, Comanche, and other tribes went to war

• Control N.A. - economic exploitation
- 1914: Dawes Act - sale of N.A. land
- 1933: Indian Reorganization Act - a return to tribal homelands
- 1924: Indian Citizenship Act
- 1968: Indian Civil Rights Act

• Manipulate N.A. - assimilation
- 1905: Indian Industrial Board retroactively abolished
- 1934: Indian Reorganization Act
- 1958: Indian Civil Rights Act
- 1968: American Indian Movement
- 1970: American Indian College Fund

• Manage N.A. - ignore their existence
- 1970: American Indian Movement
- 1970: American Indian College Fund
- 1970: American Indian Movement
1. Kathleen Rice-Brown: Examining the Theory of Historical Trauma Among Native Americans
2. Sherman Alexie: Absolutely True Diary of a Part-Time Indian