

Science to Service

Adaptations and Implementation for American Indians

Oklahoma Department of Mental Health and
Substance Abuse Administration

Indian Country Child Trauma Center
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Indian Country Child Trauma Center



Presenter

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Indian Country Child Trauma Center (ICCTC)

- The mission of the ICCTC is to improve and adapt evidence-based treatments for Native children and adolescents in Indian Country who have experienced traumatic events
- A member of the National Child Traumatic Stress Network since 2003
- The ICCTC is a Category II Intervention, Development and Evaluation Center funded by SAMHSA



NCTSN

The National Child
Traumatic Stress Network

Mission

To raise the standard of care and improve access to services for traumatized children, their families and communities throughout the United States.

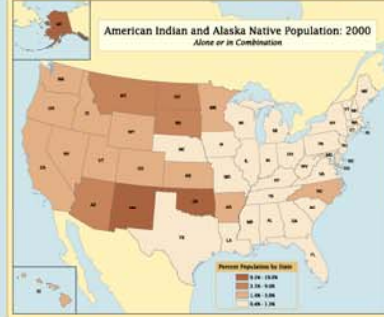
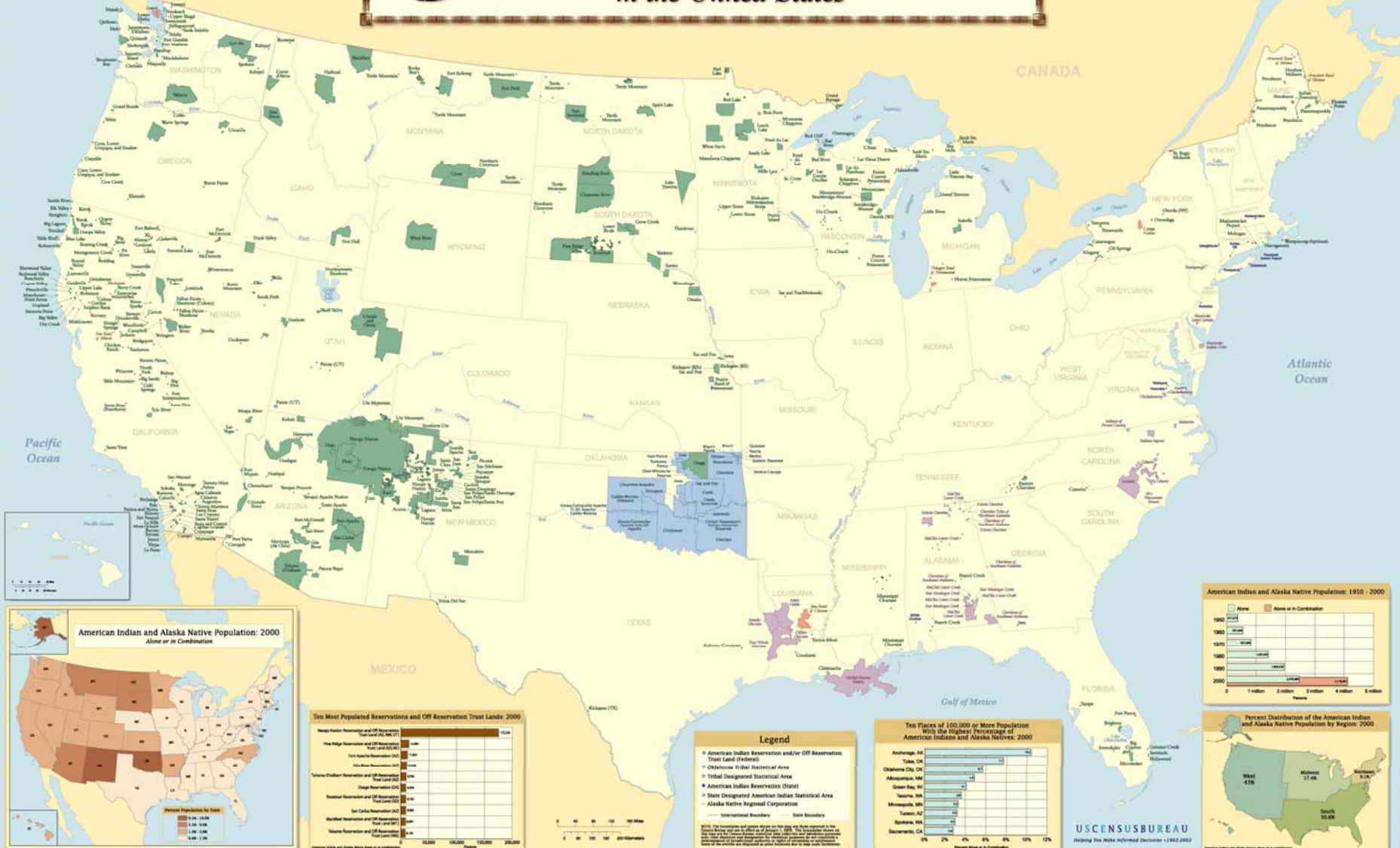
www.nctsn.org



NCTSN The National Child
Traumatic Stress Network



American Indians and Alaska Natives in the United States



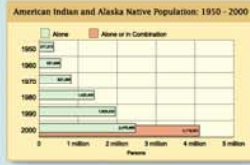
Ten Most Populated Reservations and Off-Reservation Trust Lands: 2000

Reservation Name	Population
Navajo Nation (AZ, NM, UT)	274,000
Fort Belknap Reservation (MT)	100,000
Fort Apache Reservation (AZ)	100,000
Fort Mojave Reservation (CA, NV)	100,000
Fort McDowell Reservation (AZ)	100,000
Fort Yuma Reservation (CA)	100,000
Fort Huachuca Reservation (AZ)	100,000
Fort McDowell Indian Community (AZ)	100,000
Fort Mojave Indian Community (NV)	100,000
Fort Yuma Indian Community (CA)	100,000
Fort Huachuca Indian Community (AZ)	100,000

Legend

- American Indian Reservation and/or Off-Reservation Trust Land (Federal)
- California Tribal Statistical Area
- Total Designated Statistical Area
- American Indian Reservation (State)
- State Designated American Indian Statistical Area
- Alaska Native Regional Corporation

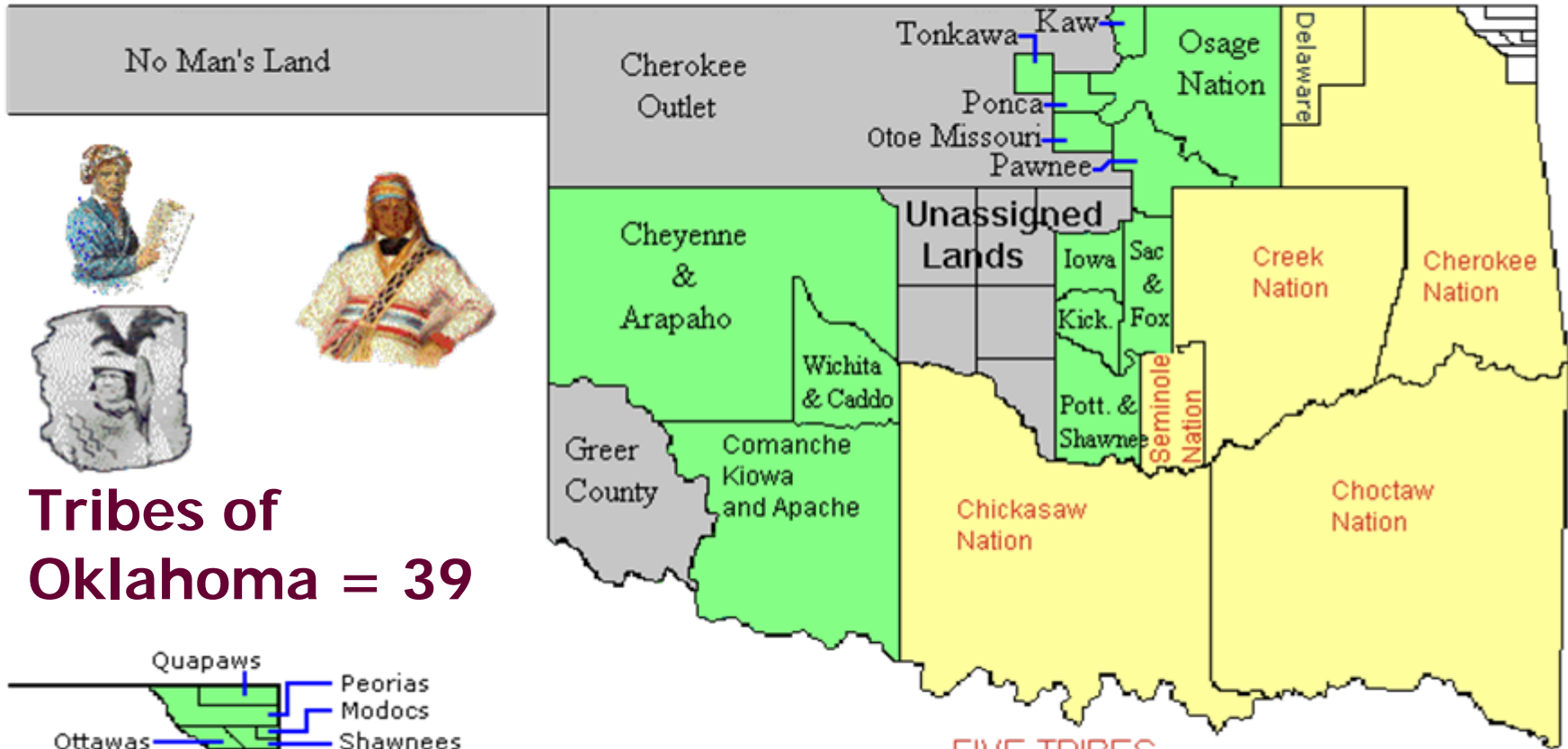
International Boundary State Boundary





Tribes and Nations of Oklahoma & Indian Territories

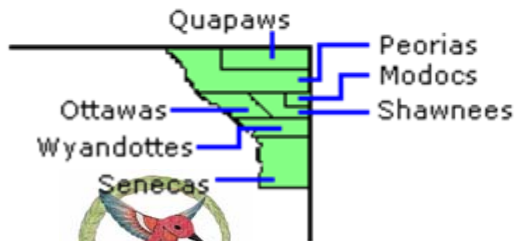
See Cutout



**Tribes of
Oklahoma = 39**

FIVE TRIBES

Click on the name of the desired tribe or nation



Model for Cultural Adaptation and Implementation of EBPs

(M. deArellano, 2007)

- **S**tudy target population
- **K**ey stakeholder and other community involvement
- **I**ntegrate while maintaining fidelity
- **L**earn through implementation
- **L**earn through evaluation



TF-CBT Cultural Adaptation Processes

Honoring Children - Mending the Circle

- Consensus meeting of AI/AN Cultural Consultants
- AI/AN Cultural Consultants feedback
- Adaptation of TF-CBT model with creation of new manual
- Providers trained in HC-MC model
- On-going provider consultation
- On-going adaptation based on clinician/client/community feedback



Culturally-Modified Trauma Focused Treatment

- Client feedback
- Cultural adaptations within existing TF-CBT model components
- Providers trained in TF-CBT model with cultural adaptations
- On-going provider consultation
- On-going adaptation based on clinician/client/community feedback

Process of EBT Adaptation and Implementation for Indian Country



Issues to Consider

- Evidence Based Practice
- Practice Based Evidence
- Population
- What is cultural relevance
- What are similarities
- What are differences



Concern about Research

- Degree of harm
- Exploitation
- Limitations of subject population
- Not culturally appropriate
- Not based on Indigenous world view of wellness and wellbeing



Comparison of Evidence-Based Practices and Practice-Based Evidence

EBP's

- Clinical Trials
- Peer Reviewed
- Robust Outcomes
- Efficacious
- Safe
- Replicable
- Science-to-Practice

PBE's

- Community Understanding
- Believed Effectiveness
- No Apparent Negative Effects
- Integrated into Culture of Community
- May be Traditionally Based
- Informal Instruction
- Practice-to-Science



Identification of Evidence-Based Interventions

- Parent-Child Interactive Therapy
- Trauma-Focused Cognitive Behavioral Therapy
- Children with Sexual Behavior Problems Therapy
- American Indian Skills Development Curriculum (revised for younger age)



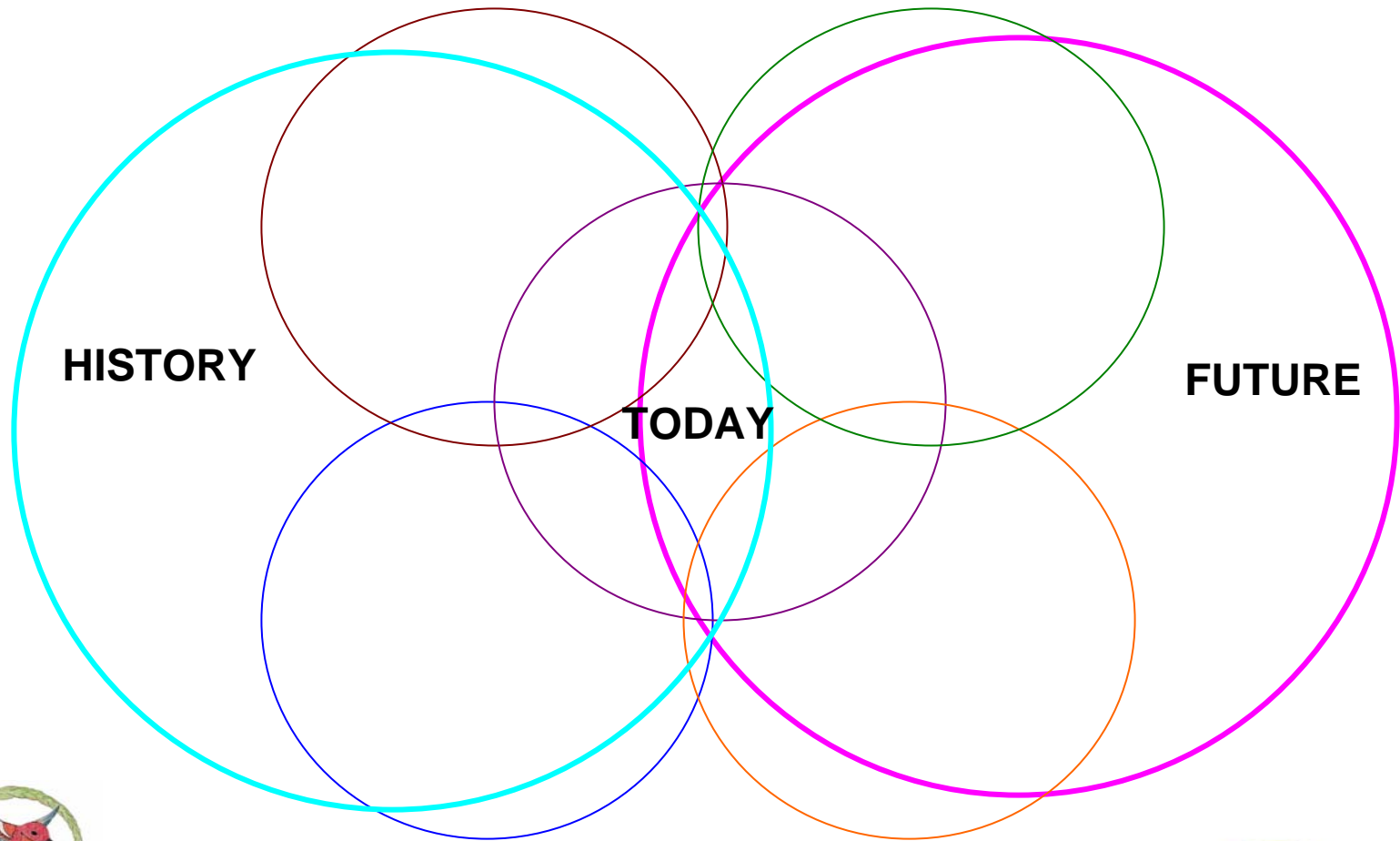
ICCTC Cultural Adaptation Process

Identification of Native therapeutic teachings and concepts

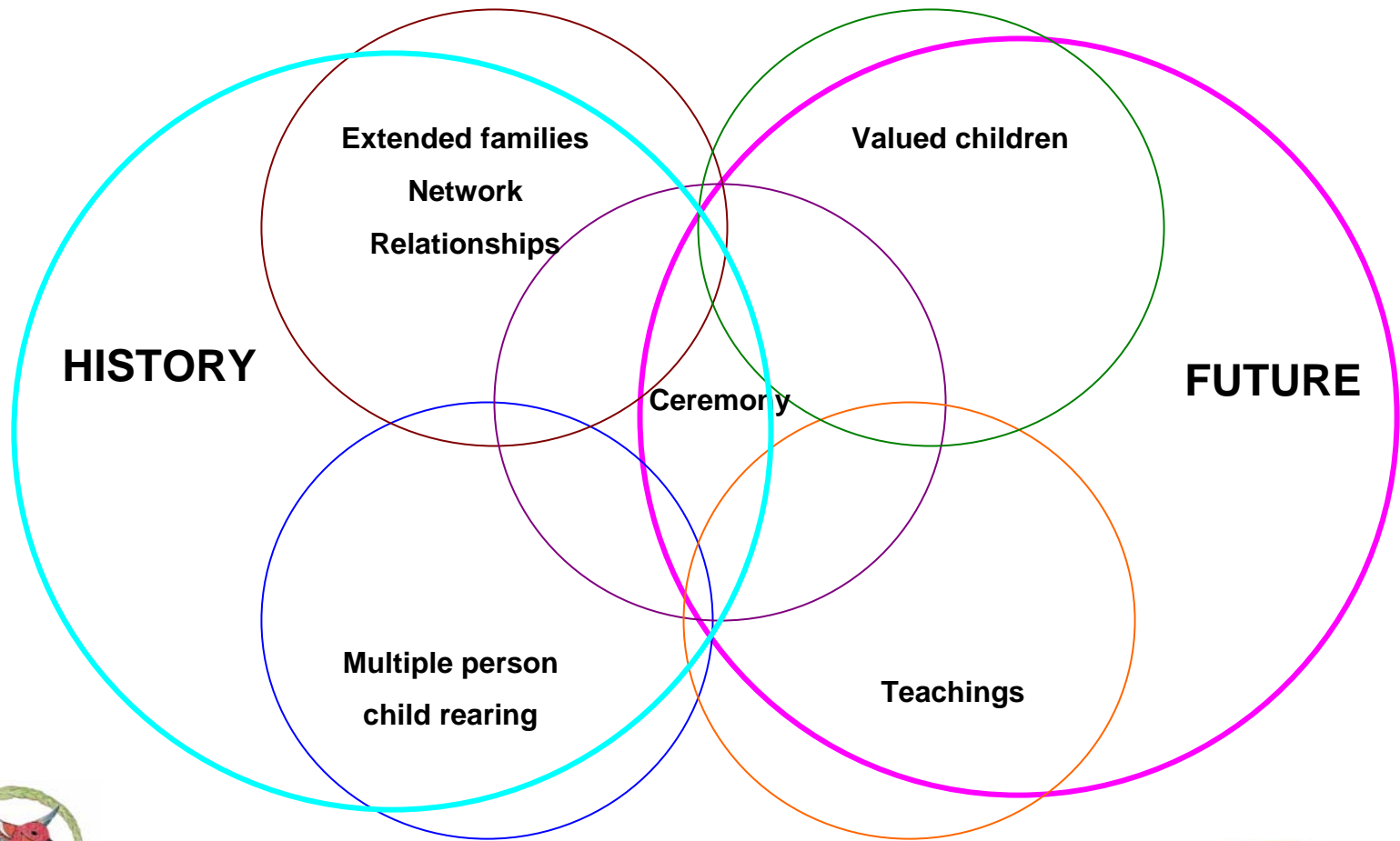
- Identification of traditional parenting/nurturing/
community practices
- Identification of ways of teaching, learning &
instruction
- Identification of Native cultural worldviews to
explain behavior

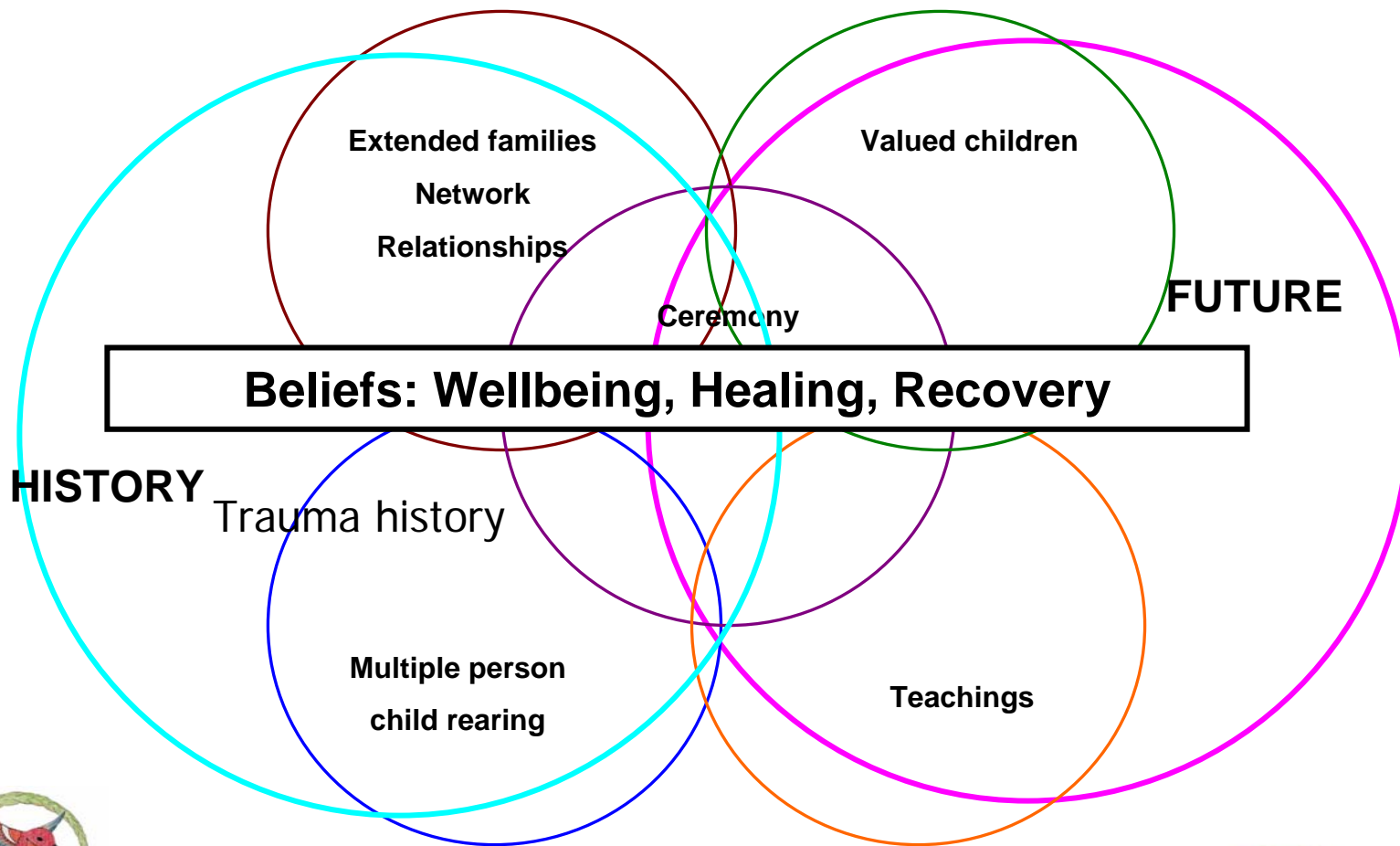


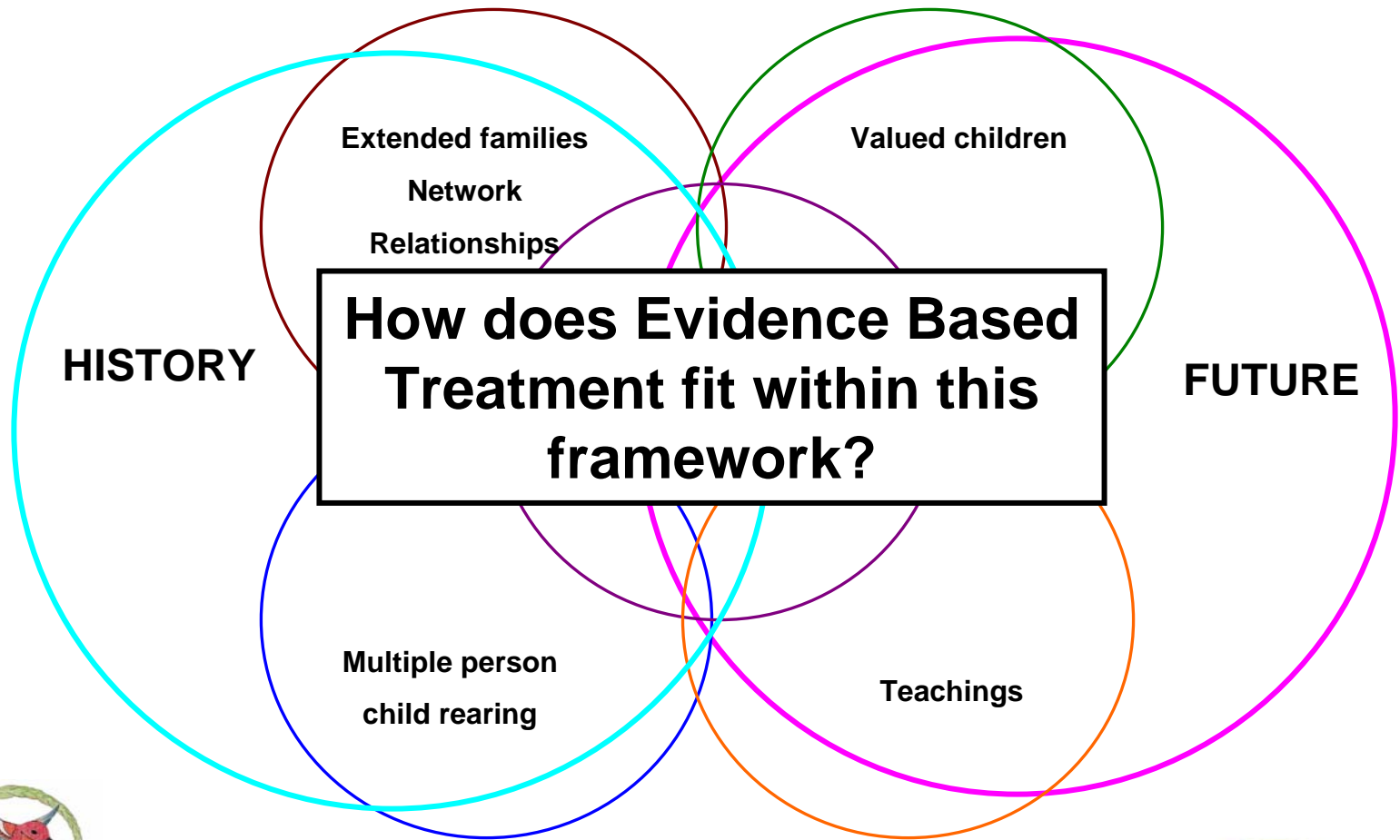
Circle Theories

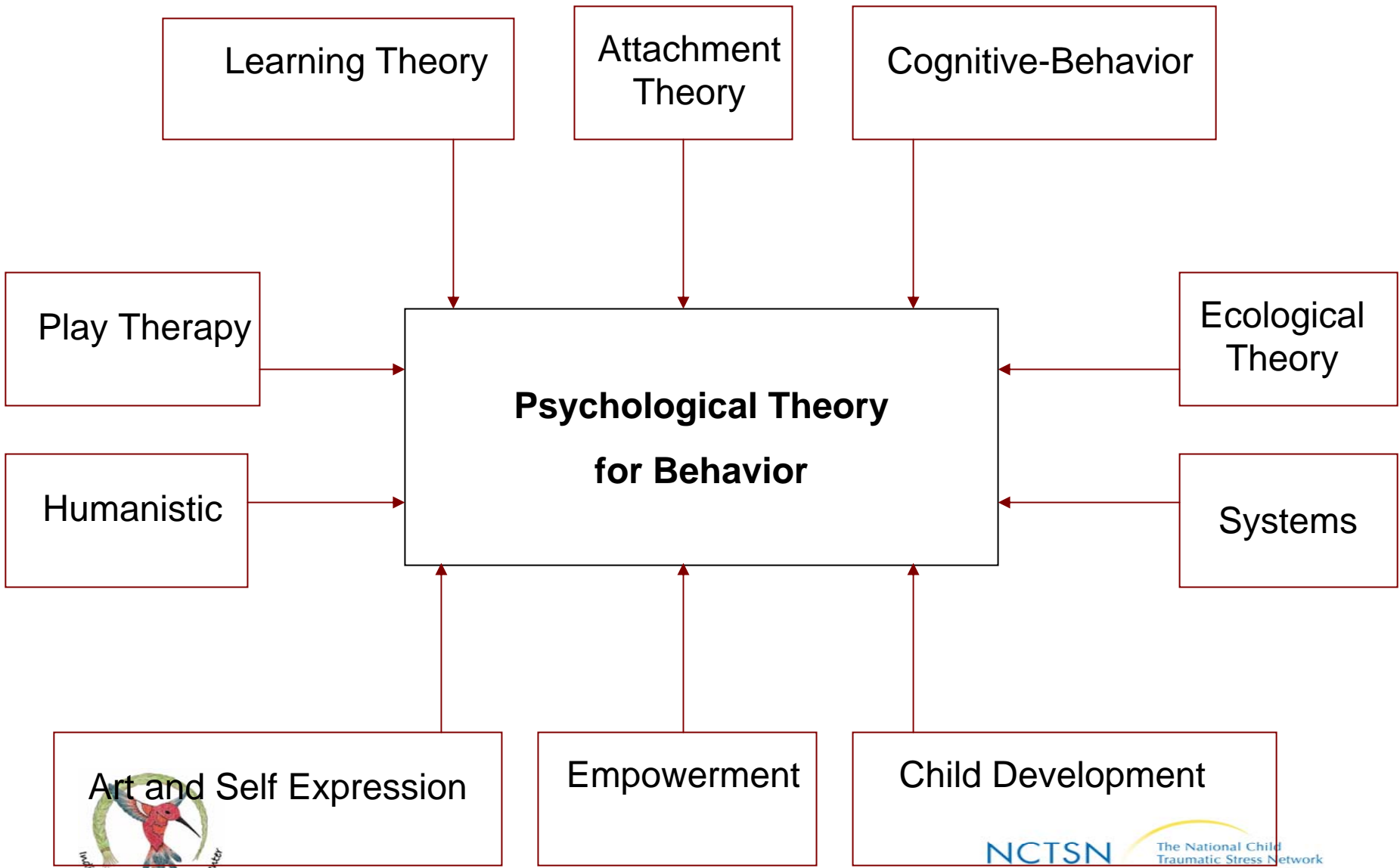


Circle Theories









Theoretical Basis of EBTreatment

Based on principles of learning

Assumptions:

- Behavior is learned.
- Same principles apply to acquiring and extinguishing adaptive/maladaptive behavior.
- If behavior is learned, it can be changed with new learning.



Therapeutic Native Practices



Evidence Based Treatments

- Time limited
- Structured
- Focused
- Skill enhancement
- Concepts of health, wellness, and recovery
- Principles of rearing children



Process of EBT Adaptation for Indian Country

- Identification of core concepts of EBT
- Collaboration with developers on adaptation process
 - Discussion with experts/developers on adaptation process
 - Ongoing and open dialogue on modifications



Evidence-Based Treatment Core Components

	PCIT	TF- CBT	CSBP	AILSDC
Psychoeducation	X	X	X	X
Affective Processing	X	X	X	X
Coping Skills	X	X	X	X
Anxiety Management		X	X	X
Gradual Exposure		X		



Utilization of Native Ways as the foundation for teachings

- Willingness to explore Native spiritual connection to therapeutic activities
 - Belief system
 - Traditional symbols



Utilization of Native Ways as the foundation for teachings

- Use of concepts that are more meaningful
 - Circle
 - Respect
 - Honoring
 - Wisdom
 - Harmony
- Use of language
 - Native words that families recognize as powerful or respectful



Honoring Children



Making Relatives *Parent-Child Interaction Therapy*



	Native	PCIT
Theoretical Orientation	<ul style="list-style-type: none"> Circle • How the world works • Spiritual teachings 	<ul style="list-style-type: none"> • Behavior • Social learning • Cognitive
Assumptions/ Goals	<ul style="list-style-type: none"> • Build on relationships • Everyone is a relative • Respect • Acknowledgement • Learning • Consistency • Repetition • Non- interference • Honoring 	<ul style="list-style-type: none"> • Enhance relationship between child and parent • Reduce frustration and anger • Improve social skills • Improve self-esteem • Improve organization/ attention • Improve consistent use of PCIT parenting skills
Assessments	<ul style="list-style-type: none"> • Scouts • Council • How view Relationship • Showing 	<ul style="list-style-type: none"> • Child Behavior checklists (ECBI) • Direct Parent-Child Observation (DPICS)
Cultural Incentives	<ul style="list-style-type: none"> • Food basket • Toys 	<ul style="list-style-type: none"> • Toys

	Native	PCIT
Practices/ Techniques	<ul style="list-style-type: none"> • Honoring children • Repetition • Acknowledgement • Shunning/Ignoring • Teachings/directions- “Do it this way” • Mentoring • Storytelling • Chanting • Modeling • Humor • Respect 	<ul style="list-style-type: none"> • PRIDE Skills <ul style="list-style-type: none"> Praise Reflection Imitation Description Enthusiasm • Timeout • Giving good directions • Coaching • Modeling • Discipline • Consistency
Relationship/ Interaction	<ul style="list-style-type: none"> • Name giving • Structure • Ceremony • Ritual 	<ul style="list-style-type: none"> • Guided Play • Structure time • Present with child
Outcomes/ Expectations/ Measures of Success	<ul style="list-style-type: none"> • Giveaway • Ceremony • Practice • Competition/ outcome • Home visit 	<ul style="list-style-type: none"> • Parent reports • Teacher reports • Child Reports • Direct observation measures • Homework



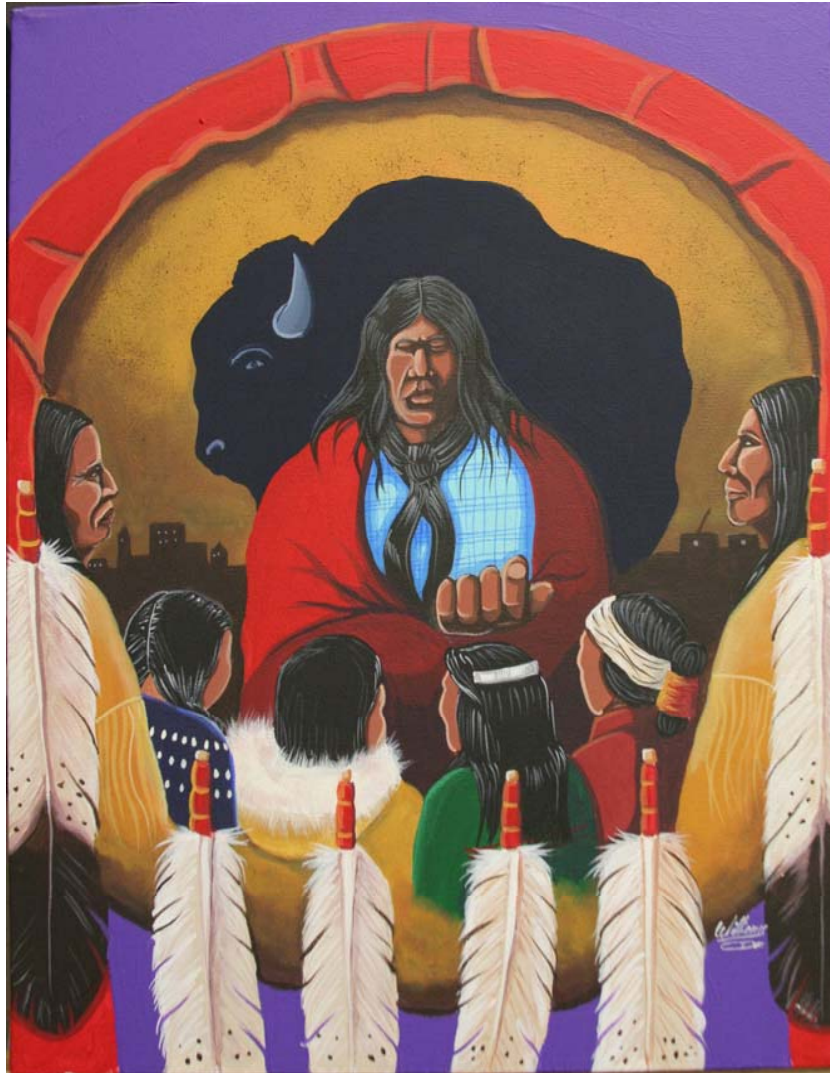
Honoring Children



Respectful Ways

Treatment of Children with Sexual Behavior Problems Training





Honoring Children, Respectful Ways

Treatment for Native Children with Sexual Behavior Problems



Overarching Themes

Original Strategies

- **Parenting**
- Introductions
- Sexual Behavior Rules
- Feelings and Coping
 - Self-Esteem
- Impulse Control
- Sex Education
- Abuse Prevention
- Social Skills
- Empathy and Apology
- Graduation

Adapted Strategies

- **Honoring Children**
- Respect for the Universe
- Respect for Body and Privacy
- Respect for Others
- Respect for Self
- Respect for Traditions
- Respect for Elders
- Respect for Well Being
- Respect for Community
- Respect for All Beings
- Respect for All



Honoring Children



Mending the Circle



Honoring Children - Mending the Circle: Adapting Trauma-Focused Cognitive Behavioral Therapy for Treatment of Native American Child Trauma Victims

Indian Country Child Trauma Center (ICCTC)

Established in 2003, ICCTC is a member of the National Child Traumatic Stress Network, which is funded by the Substance Abuse and Mental Health Services Administration. ICCTC is a Category II Intervention, Development and Evaluation Center whose main focus is to improve treatment services for American Indian and Alaska Native children and adolescents exposed to trauma. ICCTC has three objectives:

- Develop trauma-related treatment protocols based on current evidence-based trauma treatment models that have been adapted for use with Native populations,
- Provide training in the protocols and disseminate the developed materials throughout Indian Country, and
- Provide treatment providers with resources to intervene with Native children and their families exposed to various types of trauma.

The materials developed by ICCTC incorporate Native cultural perspectives and traditions while being sufficiently flexible to accommodate the substantial variability in cultural practices among Native people.



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 Center on Child Abuse and Neglect
 University of Oklahoma Health Sciences Center

Adaptation of Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT)

TF-CBT is a model of psychotherapy which combines trauma-sensitive interventions with elements of cognitive behavioral therapy into a treatment designed to address the needs of children with Posttraumatic Stress Disorder (PTSD) and other problems related to traumatic life experiences. TF-CBT is the most rigorously tested treatment for traumatized children, with several randomized trials. Studies have found improved PTSD symptoms, depression, anxiety, shame and behavior problems compared to supportive treatments. TF-CBT also resulted in greater improvements in parental distress, parental support, and parental depression compared to supportive treatment.

Honoring Children - Mending the Circle (HC-MC)

- HC-MC is based on an Indigenous orientation of well-being.
- The Circle of Life – The circle symbolizes equality that applies to all forms of life – no form of life is greater or lesser than any other form.

We all share a common journey or "life on Earth."
 HC-MC (Marshall III, "The Circle Way, Stories and Lessons") is a comprehensive, developmentally appropriate, and culturally sensitive model of the Circle: the spiritual, emotional, mental, physical, and relational dimensions of a person.

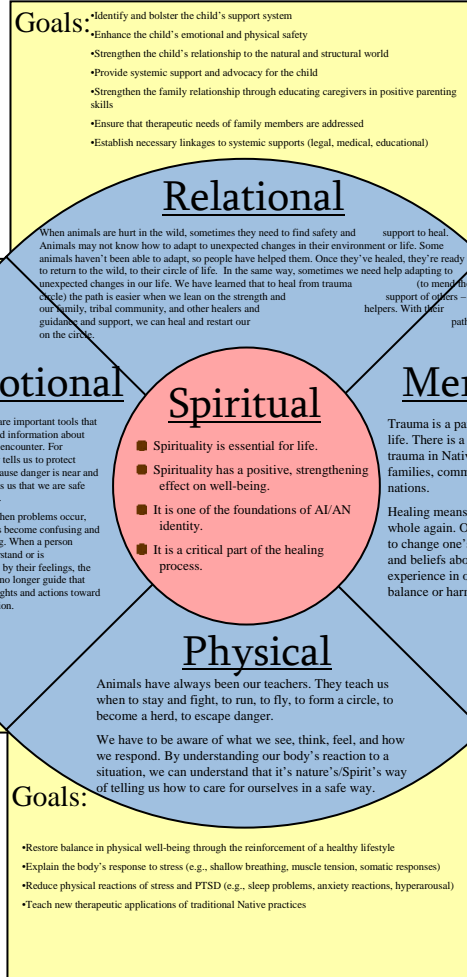
We all share a common journey or "life on Earth."	
Spiritual	HC-MC (Marshall III, "The Circle Way, Stories and Lessons") is a comprehensive, developmentally appropriate, and culturally sensitive model of the Circle: the spiritual, emotional, mental, physical, and relational dimensions of a person.
Mental	Psychoeducation
Physical	Relaxation
Emotional	Affect Regulation
Relational	Psychoeducation Parenting Skills Safety Skills Social Skills
Mending the Circle	Trauma Narrative, Cognitive Processing Conjoint Parent-Child Sessions

- Unwellness results from disharmony within the Circle.
- When trauma occurs, a person's pathway may be hindered. If the trauma is not sufficiently addressed, an inadequate pathway and disharmony and imbalance may result.
- Healing occurs through re-integration of balance, harmony, respect, connectedness, and wellness.

Contact Information

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Your life is built on the life of your ancestors and the gift you give to them is in doing for future generations. There is always someone in back of you and someone ahead. Everyone wants a record of what happened. Because we learn through the experiences of others, your story will benefit future generations. This is your own story... Your yesterday, today and tomorrow.

American Indian/Alaska Native Population



- 4.1 million AI/AN in US; 1% of the population
- 562 federally recognized tribes, 225 Alaska Native entities
- Approximately 1.4 million AI/AN children under the age of 18

in the United States, 9% of the population is under the age of 5

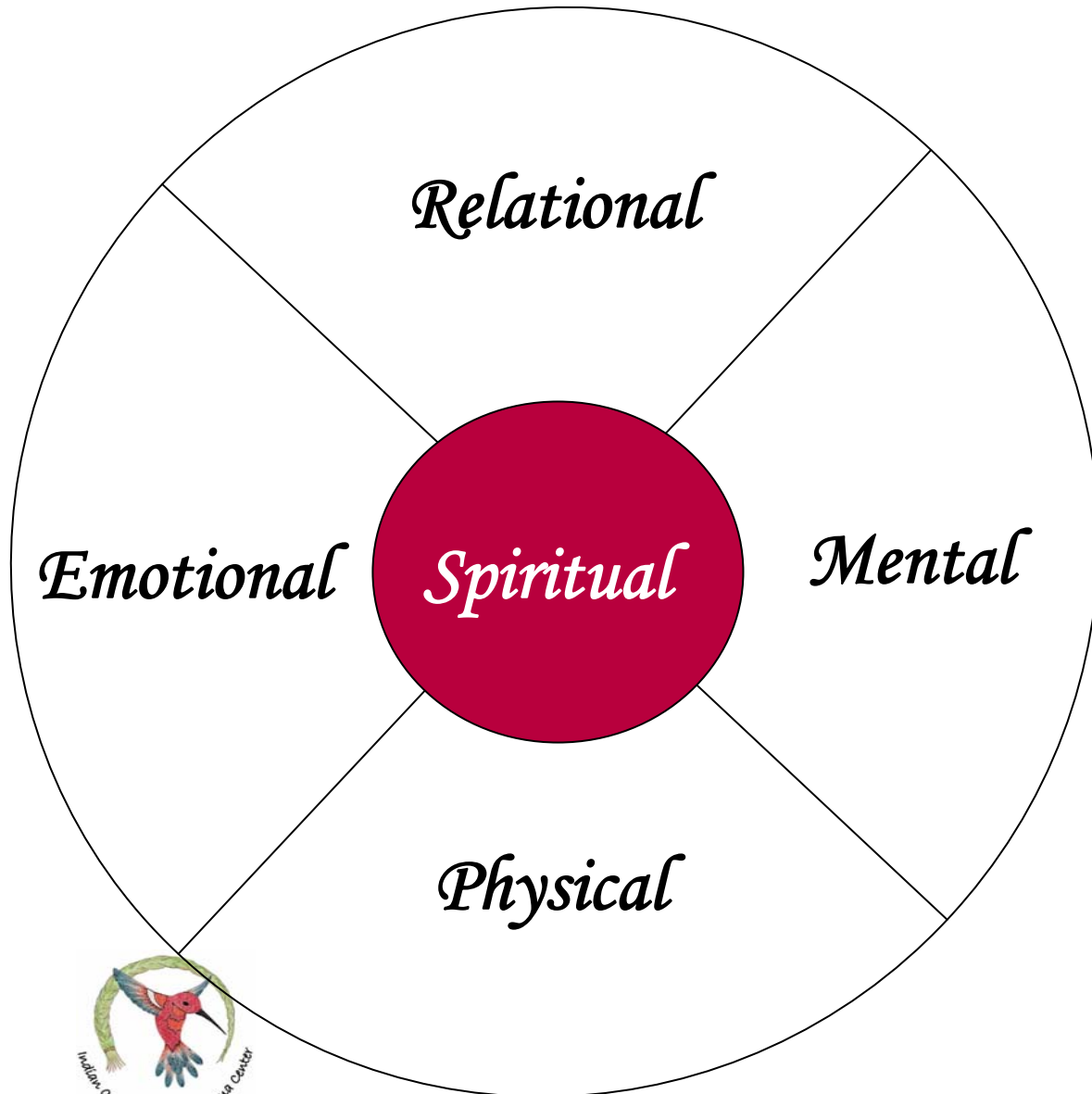
- Trauma in Indian Country is experienced as:
 - A single event (e.g., a car accident)
 - A prolonged experience (e.g., home or community removal)
 - A cumulative effect (e.g., societal or family violence)
 - A historical event with prolonged impact (e.g., relocation)
 - A personal event that continues its impact over several generations (e.g., boarding school)

Evidence-Based Treatment Adaptation for Indian Country

- Identification of core concepts of evidence-based treatments
- Collaboration with developers on the adaptation process
- Identification of Native traditional teachings and concepts
- Consultation with Native cultural consultants
- Team training



Model of Well-Being



- *Balance*
- *Harmony*
- *Respect*
- *Connectedness*
- *Wellness*



Emotional Aspects of Healing

TF-CBT Methods

- Role play
- Playing games
- Drawing
- Making collages
- Journaling
- Reading
- Music

HC-MC Methods

- Carving
- Storytelling
- Oral teachings
- Drawing
- Creating cultural representations of emotional expression
- Dance & Motion
- Music

Evidence-Based Interventions Adaptations

- Parent-Child Interactive Therapy
- Trauma-Focused Cognitive Behavioral Therapy
- Children with Sexual Behavior Problems Therapy
- American Indian Skills Development Curriculum (revised for younger age)
- Honoring Children, Making Relatives
- Honoring Children, Mending the Circle
- Honoring Children, Respectful Ways
- Honoring Children, Honoring the Future (American Indian Skills Development Curriculum – Revised)



Process of EBT

Cultural Adaptation and Implementation

- Treatment Manuals
- Training: materials, sessions, activities
- Technology
- Consultation Activities: treatment and prevention
- Administration Support and Understanding
- Community Readiness
- Formal Agreements
- Evaluations: training, treatment, consultation activities



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