TRAUMA SPECIFIC SERVICES, AND TRAUMA RELATED TO HISTORIC EVENTS AND CIRCUMSTANCES

Ray Daw
Administrator
Behavioral Health Services
Yukon-Kuskokwim Healthcare Corp.
KINYAANI (TOWERING HOUSE)
TLIZI LANI (MANY GOATS)
TSINAJINNI (BLACK STREAK)
TOH’DICHINI (BITTER WATER)

MAI TOH’I (HOUCK, AZ)
58 FEDERALLY RECOGNIZED TRIBES
TRIBAL POLICY ACADEMY

• The Red Lake Band of Chippewa, MN
• Ute Mountain Ute Tribe, CO
• Shoshone-Paiute Tribes of Duck Valley, NV
• Menominee, WI
• Tohono O’odham, AZ
• Oglala Sioux, SD
• Northern Cheyenne, MT
• Navajo, Window Rock, AZ
• Standing Rock Sioux, ND
DESCRIPTION

• Participants will learn about the causes and effects of intergenerational grief and trauma, and how this affects individuals and families within American Indian communities. The training will cover the collective emotional and psychological injury, both over the lifespan and across generations, which are a result of genocidal assaults upon American Indian Tribes.

• The training will address the behavioral symptoms and interventions for working with American Indian families.
LEARNING OBJECTIVES

• To provide introductory overview of the keys definitions of the historical trauma model.

• To provide knowledge about the historical trauma four major community intervention components.
  a. confronting the historical trauma.
  b. understanding the trauma.
  c. releasing the pain of historical trauma.
  d. transcending the trauma

• To understand the emotional & psychological impact, over the lifespan and across generations, of the traumatic intergenerational history of American Indian people.

• To discuss approaches to identify and utilize appropriate intervention strategies in working with Indigenous families.
• **Cultural Trauma** – is an attack on the fabric of a society, affecting the essence of the community and its members

• **Historical Trauma** – cumulative exposure of traumatic events that affect an individual and continues to affect subsequent generations

• **Intergenerational Trauma** – occurs when trauma is not resolved, subsequently internalized, and passed from one generation to the next

• **Present Trauma** – What vulnerability, Native peoples are experiencing on a daily basis
  • (Bigfoot, 2007)
INTRODUCTION & OVERVIEW

• The development of historical trauma theory, interventions & the Takini Network

• Historical trauma and the historical trauma response definitions & need for the theory

• Historical trauma intervention research
WHAT IS HISTORICAL TRAUMA?

• **Historical trauma** is cumulative emotional and psychological wounding over the lifespan and across generations, emanating from massive group trauma.

• **Historical unresolved grief** is the grief that accompanies the trauma.

WHAT IS HISTORICAL TRAUMA (CON’T)?

• The historical trauma response is a constellation of features in reaction to massive group trauma.

• This response is observed among Lakota and other Native populations, Jewish Holocaust survivors and descendants, Japanese American internment camp survivors and descendants.

THE DEVELOPMENT OF HISTORICAL TRAUMA THEORY AND INTERVENTIONS

- 1985-1988 – Developed terms *historical trauma*, *historical unresolved grief*, and *historical trauma response*; began preliminary historical trauma intervention development; continued national presentations; overwhelmingly positive response to HT concept from Native communities across the country

- 1992 – Implemented & evaluated first Native historical trauma intervention (dissertation research); founded TN; joined faculty at University of Denver GSSW; worked on completing dissertation

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HT: BUILDING A CASE FOR BEST PRACTICE

• HTUG training has been delivered now to several tribes across the country
• Over 150 HT presentations & workshops
• Over 20 journal articles & book chapters in print
• HT theory & TN now nationally known
• Research & evaluation, publication, grant reviews, grant writing, marketing, & knowledge dissemination through the video & conferences
• Simultaneously working at local and national levels
NEED FOR HT THEORY & INTERVENTIONS

- American Indians may have a higher trauma threshold, due to severe and chronic trauma exposure, and may not meet PTSD criteria.

- 2/3 of American Indian youth affirm multiple traumas yet do not meet PTSD criteria; AI incidence is 22%.

- Need to incorporate cumulative trauma including genocide, racism, and oppression as communal trauma adding to complex individual trauma.

(Brave Heart & DeBruyn, 1998; Manson et al., 1996, Robin et al., 1996)
HISTORICAL TRAUMA RESPONSE FEATURES

• Identification with the dead

• Depression

• Attempts to numb the pain through substance abuse

• Suicidal ideation and gestures

(HTR similar to Survivor’s Child Complex – see Kestenberg, Fogelman, & Others)
HISTORICAL TRAUMA RESPONSE FEATURES

- Hypervigilance
- Fixation to trauma
- Somatic symptoms
- Survivor guilt
- Anger
- Psychic numbing
HISTORICAL TRAUMA RESPONSE FEATURES (CON’T)

• Loyalty to ancestral suffering & the deceased

• Death wishes – to join deceased ancestors

• Difficulty modulating/ regulating affect

• Low self-esteem

• Victim Identity
HISTORICAL TRAUMA RESPONSE FEATURES

- Vitality in own life seen as a betrayal to ancestors who suffered so much
- Compensatory fantasies
- Parental boarding school trauma passed to offspring – impaired parenting
HISTORICAL TRAUMA INTERVENTION: FOUR MAJOR INTERVENTION COMPONENTS

• Confronting historical trauma

  • Understanding the trauma
  
  • Releasing our pain
  
  • Transcending the trauma

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THE NATIVE AMERICAN EXPERIENCE

Colonization and forced migration of tribes

Internment of tribes after conquest

Repression of indigenous practices, beliefs, language, and identity

Paternalism by governmental institutions, religious organizations, and reorganization of established governance.
Indigenous Lands
"DAWES ACT"

"CHOMP CHOMP CHOMP"

INDIAN LANDS
INDIAN LAND FOR SALE
GET A HOME
OF
YOUR OWN

EASY PAYMENTS

PERFECT TITLE

POSSESSION WITHIN
THIRTY DAYS

FINE LANDS IN THE WEST
IRRIGATED
IRRIGABLE
GRAZING
AGRICULTURAL
DRY FARMING

In 1910 the Department of the Interior sold under sealed bids allotted Indian land as follows:

<table>
<thead>
<tr>
<th>Location</th>
<th>Acres</th>
<th>Average Price per Acre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado</td>
<td>5,211.21</td>
<td>$7.27</td>
</tr>
<tr>
<td>Idaho</td>
<td>17,013.00</td>
<td>24.85</td>
</tr>
<tr>
<td>Kansas</td>
<td>1,684.50</td>
<td>33.45</td>
</tr>
<tr>
<td>Montana</td>
<td>11,034.00</td>
<td>9.86</td>
</tr>
<tr>
<td>Nebraska</td>
<td>5,641.00</td>
<td>36.65</td>
</tr>
<tr>
<td>North Dakota</td>
<td>22,610.70</td>
<td>9.93</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>34,664.00</td>
<td>$19.14</td>
</tr>
<tr>
<td>Oregon</td>
<td>1,020.00</td>
<td>15.43</td>
</tr>
<tr>
<td>South Dakota</td>
<td>120,445.00</td>
<td>16.53</td>
</tr>
<tr>
<td>Washington</td>
<td>4,879.00</td>
<td>41.37</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>1,069.00</td>
<td>17.00</td>
</tr>
<tr>
<td>Wyoming</td>
<td>865.00</td>
<td>20.64</td>
</tr>
</tbody>
</table>

For the year 1916 it is estimated that 250,000 acres will be offered for sale.
American Indian and Alaska Native Lands Showing U.S. Geological Survey Projects Active During Fiscal Year 2000

Lands With USGS Projects
Lands Without USGS Projects

Indian Land Boundaries from U.S. Department of Interior, Bureau of Indian Affairs
Historical trauma is entirely different than consciously holding onto the past when it resides in your ancestral memory and DNA. It results in numerous defense mechanisms, developmental malfunctions, and behavioral issues. This is scientific and is supported in studies.

~Tony Ten Fingers/Wanbli Nata’u, Oglala Lakota
Thomas Moore before and after his entrance into the Regina Indian Residential School in Saskatchewan in 1874.
Library and Archives Canada / NL-022474
PLATE 133—Navaho boys regimented at Shiprock School
American Cultural Terrorism
Sexual Trauma: One Legacy of the Boarding School Era
Terrorists: Federal Government, Priests and Nuns

Before

After
American Indian, Eskimo, and Aleut Persons

PERCENT OF TOTAL
- 60 or more
- 30 to 60
- 15 to 30
- 5 to 30
- 1 to 5
- Less than 1

U.S. average 1 percent
HISTORICAL TRAUMA INTERVENTION: FOUR MAJOR INTERVENTION COMPONENTS

- Confronting historical trauma
- Understanding the trauma
- Releasing our pain
- Transcending the trauma
SIX PHASES OF HISTORICAL UNRESOLVED GRIEF

1. 1st Contact: life shock, genocide, no time for grief. Colonization Period: introduction of disease and alcohol, traumatic events such as Wounded Knee Massacre.

2. Economic competition: sustenance loss (physical/spiritual).

3. Invasion/War Period: extermination, refugee symptoms.


6. Forced Relocation and Termination Period: transfer to urban areas, prohibition of religious freedom, racism and being viewed as second class; loss of governmental system and community.
“Tradition is Enemy of Progress”
CULTURAL DISSONANCE

• Children in education systems experience cultural dissonance, they become vulnerable to educational disadvantage, thus cultural dissonance can have a profound and negative effect on academic achievement and the personal development of students.

• Cultural dissonance may provoke the tendency either to resort to ethnocentrism, or to abandon inherent cultural values and adopt those of the school culture, in order to achieve success.

• Cultural dissonance may also lead to erroneous interpretations of parent behaviors, creating misunderstandings between home and school

• Source: Teacher Training Resource Bank, Glossary, Cultural Dissonance
Before the Identity Crises Began - 1905

Yo, yo, yo SUP Gramps! Whens pension day, me and my holmie isabit hungry!! en dont wanna wait all day either!!!

I remember a time Back then we use to repsect our elders, and our kids always worked for a living- where did we go wrong?

You are now a man and a leader of the community. Protect and care for your family. May the great Spirit Guide you in all the work you do.

After the Residential School Era 2007

The Federal Government’s Experiment Gone Wrong.

it had something to do with the residential schools? and I think the government really wanted us to be dependent on them in exchange for all our land and resources.

then why do they complain about us so much?
Most destructive of all, schools took children out of the qasgiq and homes. The harm was not in what they were taught, but what they failed to learn. *Frank Andrew*

It was in 1944 that I first heard a radio. It was truly an amazing thing. That was the beginning of the end of silence as we knew it. *Frank Andrew*
Hey wait a minute, we're disappearing!
EDUCATION is the ladder to success.
Dine’ Genogram
UNDERSTANDING THE
TRAUMA

Symptoms of Historical Trauma

- Depression
- Anxiety
- Isolation
- Loss of Sleep
- Anger
- Discomfort around white people
- Shame
- Fear and Distrust
- Loss of Concentration
- Substance Abuse
- Violence and Suicide
FOUR MOST COMMON DIAGNOSES TREATED

• Depression
• Anxiety
• Post Traumatic Stress Disorder
• Suicide Management
Figure 1. Abnormal brain development following sensory neglect in early childhood. These images illustrate the negative impact of neglect on the developing brain. In the CT scan on the left is an image from a healthy three year old with an average head size (50th percentile). The image on the right is from a three year old child suffering from severe sensory-deprivation neglect. This child’s brain is significantly smaller than average (3rd percentile) and has enlarged ventricles and cortical atrophy.
LONG-TERM EFFECTS OF TRAUMA

• Negative Impact on Brain Development
• Academic and Social Problems
• Chronic Illness, Morbidity and Mortality
• Intergenerational Impact
FORCED ACCULTURATION

Eurocentric

Indigenous
Acculturation Continuum
Assimilation Continuum

Eurocentric

Indigenous

Spiritual
This is America

Diné bizaad bíhooł'aah!
(Learn Navajo)
• The People use renewable Covenants, the French use verbal Agreements and the English use written Contracts.
"...but if we're convicted with the same crime, how do you get a year and I only get three months?"
2005 Percent of State Prisoners (Rank)
In Private Facilities

Rank
1 to 10
11 to 20
21 to 33
2 to 5
0 to 0

Average private facility incarceration rate among the states is 6%
Source: Bureau of Justice Statistics "Prisoners in 2005", Table 7
HISTORICAL TRAUMA INTERVENTION: FOUR MAJOR INTERVENTION COMPONENTS

• Confronting historical trauma

• Understanding the trauma

• Releasing our pain

• Transcending the trauma
What Matters

- Increasing American Indian identity
- Decreasing structural poverty

Addressing what matters will decrease the probability of alcohol symptoms and drug use.
INFANCY

ADOLESCENCE

ADULTHOOD

ELDERHOOD

TRAUMA

HEALING
HOW TO BE CULTURALLY RESONATE

• Find an elder/spiritual leader in the Native culture and find a mentor/instructor in the eurocentric culture, spend time with and learn from both of them.
• Step into history: participate in tribal ceremonies, beliefs, & practices
• Learn as much as possible about both of the languages (Tribal and non-tribal).
• Learn as much as you can about great thinking and thoughts - read source material if possible - look for great themes and myths embedded in literature EVERYTHING works by these principles
• Be as good as you can be at what you do in the larger society
HEALER TYPES

- Hatalthi
- Blessing Healers
- **Azee’ naageedi** (Herbalists)
- Diagnosticians
- Teachers
EUROCENTRIC PRACTICES
TREATMENT PROFESSIONS

- Psychiatrists
- Psychologists
- Therapists
- Counselors
- Licensed
- Certified
- Para-professional
TYPES OF THERAPY

- adventure therapy
- agoratherapy
- animal-assisted therapy
- aromatherapy
- art therapy
- chemotherapy
- cognitive analytic therapy
- cognitive therapy
- coherence therapy
- colour therapy
- craniosacral therapy
- dialectical behavioral therapy
- diversional therapy
- Dyadic Developmental Psychotherapy
- electroconvulsive therapy
- equine-assisted therapy
- family therapy
- grief therapy
- hippo therapy
- hypnotherapy
- information therapy
- interpersonal therapy
- life enrichment therapy
- light therapy
- logotherapy
- manual therapy
- martial arts therapy
- massage therapy
- drug therapy
- music therapy
- neurosis therapy
- occupational therapy
- pharmacotherapy
- play therapy
- psychotherapy
- psychosis therapy
- Gestalt therapy
- group therapy
- recreational therapy
- sand tray therapy
- self help therapy
- sex therapy
- shock therapy
- electroconvulsive therapy
- sociotherapy
• **treatment** (providing substance abuse services such as counseling, psychoeducation, trauma-informed therapies, medication treatment (pharmacotherapies) as well as alternative treatments such as equine therapy and acupuncture)

• **recovery** (providing services that are consistent with 12-step programs and philosophies such as AA, Wellbrietry, and the Minnesota Model as well as recovery support services such as housing and transportation).

• **healing** (providing services that are based on indigenous beliefs such as Inipi (sweats), tobacco ceremonies, smudging, and cultural activities as well as non-indigenous religious practices such as referral to pastoral counseling)
Multiple Community Prevention Strategies towards a common Goal.
SOCIAL HEALING

Qasiq
Whiteclay lies on disputed land, merely 200 feet from the official reservation border, and less than 2 miles from the center of Pine Ridge, South Dakota, the largest town on the reservation.

Boycott Bud

Whiteclay has four off-sale beer stores licensed by the State of Nebraska which sell the equivalent of 4.5 million 12-ounce cans of beer annually (12,500 cans per day), mostly to the Oglalas living on the Pine Ridge.
HISTORICAL TRAUMA INTERVENTION: FOUR MAJOR INTERVENTION COMPONENTS

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WHAT WE MEAN BY TRAUMA-INFORMED

• Trauma-informed strategies ultimately seek to (Harris & Fallot, 2001):
  • do no further harm;
  • create and sustain zones of safety for children, youth and families who may have experienced trauma;
  • promote understanding, coping, resilience, strengths-based programming, growth, and healing
SECONDARY/VICARIOUS TRAUMA AMONG PROVIDERS

- Impacts their ability as caregivers (Bober et al., 2005)
- Leads to higher rates of turnover (Van Hook, 2008)
- Provider with self care strategies included these in tx, led to lower levels secondary trauma & reduced turnover (Gordon, 2005)
CURRENT POLICY AND SERVICE RESPONSES CHARACTERIZED BY:

• Failure to routinely screen and treat for trauma

• Lack of traction to use proven effective treatment strategies

• Use treatment practices and environments that re-traumatize
  • Seclusion & Restraint
  • Boot Camp
  • Peer or Staff Abuse

• Insufficient Attention to Vicarious/Secondary Trauma
STRATEGIES TO REDUCE VICARIOUS TRAUMA
(OSOFSKY, PUTNAM & LEDERMAN, 2008)

• Smaller Caseloads
• Self-care
• Improve supervision of front-line workers
• Access to mh services
• Impart information on secondary trauma
Key Elements of Success

• Leadership Support
• Funding
  • State
    • Child Trauma Counseling
  • Federal
    • Co-occurring Initiative
    • Cross Training Initiative
    • Transformation Initiative
    • National Child Traumatic Stress Initiative
• Full time coordinator
• Collaboration

Lessons Learned

• Standards for Trauma Informed Care
• Standards/Core Competencies for Trauma Informed Care
• Communication is essential
• Develop a common language for trauma.
• Transformation takes time.

Courtesy: Julie Young, OK
ALL FEDERAL, TRIBAL, STATE AND LOCAL POLICIES SHOULD REFLECT A TRAUMA-INFORMED PERSPECTIVE

• Important factors:
  • Developmentally appropriate
  • Culturally & Linguistically Competent
  • Encompass public health framework
  • Engage children, youth and their families in healing.
  • Fiscally-responsive
  • Collaborative
  • Accountable
  • Support infrastructural development
  • Competency-based training
  • Address vicarious trauma
POLICIES SHOULD SUPPORT/REINFORCE:

• Delivery systems that identify and implement strategies to prevent trauma, increase capacity for early intervention and intervention and provide comprehensive treatment

• Strategies designed to prevent and eliminate practices that cause trauma or re-traumatize

• Core components of best practices in trauma-informed care: prevention, developmentally appropriate, empirically supported strategies, cultural and linguistic competence and family and youth engagement
DINE’ MEDICINE WHEEL
Kinship
Many tribes, particularly in the southwest, have strong clan or family systems that enhance community resiliency and personal worth.
Each individual has a relationship with;  
-Self  
-Family  
-Others  
-Community  
-Place  
-world  
-Higher Power
BELONGING

Premise: all persons belong and have purpose.

Cognitive-behavioral therapies provide good framework for motivated clients.
Listen, before talking.
Think, before, talking.

- respect
- contemplation
- mindfulness
- care
- empathy
SPIRITUALITY

Indigenous Understanding of Balance

- ach'q̓h sodizin: protective blessing
- Hozho ji: celebratory blessing
SERENITY PRAYER

God grant me the serenity to accept the things I cannot change; courage to change the things I can; and wisdom to know the difference.
CONTACT INFO

• Ray Daw, MA
• cell: 907-545-1487
• Email: rayadaw@aol.com
• Historicaltrauma.com
• Facebook/historical trauma