



National American Indian and Alaska Native School Supplement K-12 Program

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



IOWA

SAMHSA
Substance Abuse and Mental Health
Services Administration

National American Indian & Alaska Native MHTTC K-12 Initiative & Traumatic Stress Initiative— Category II

An American Indian
in the Classroom:
Overcoming Trauma in Education
for Native Youth

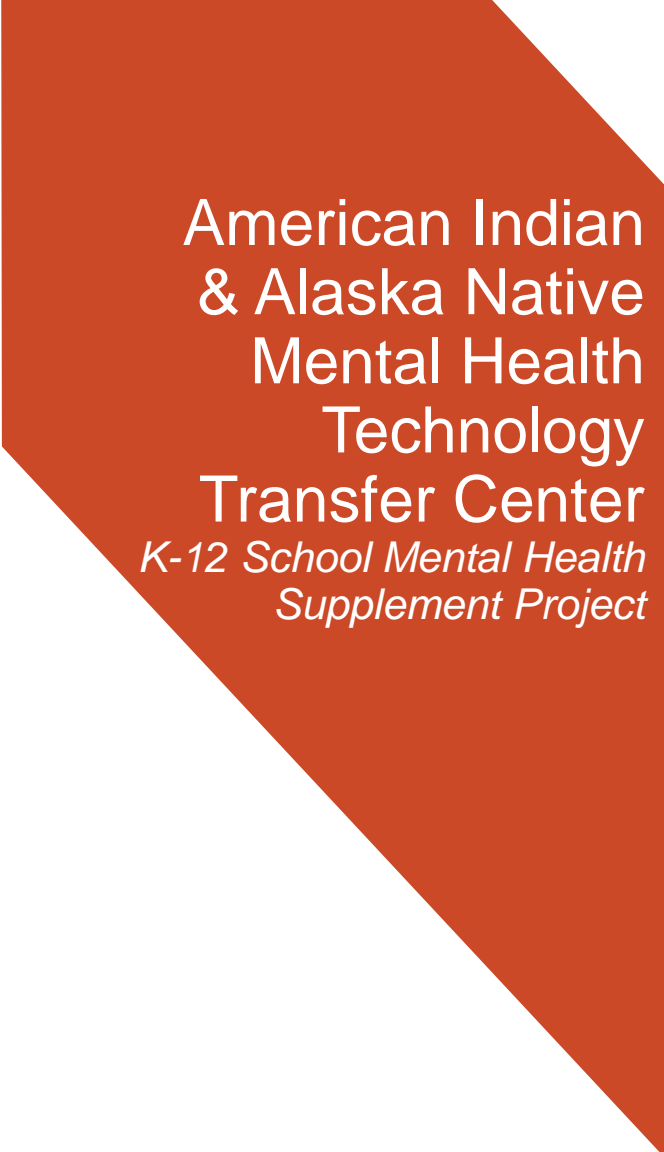


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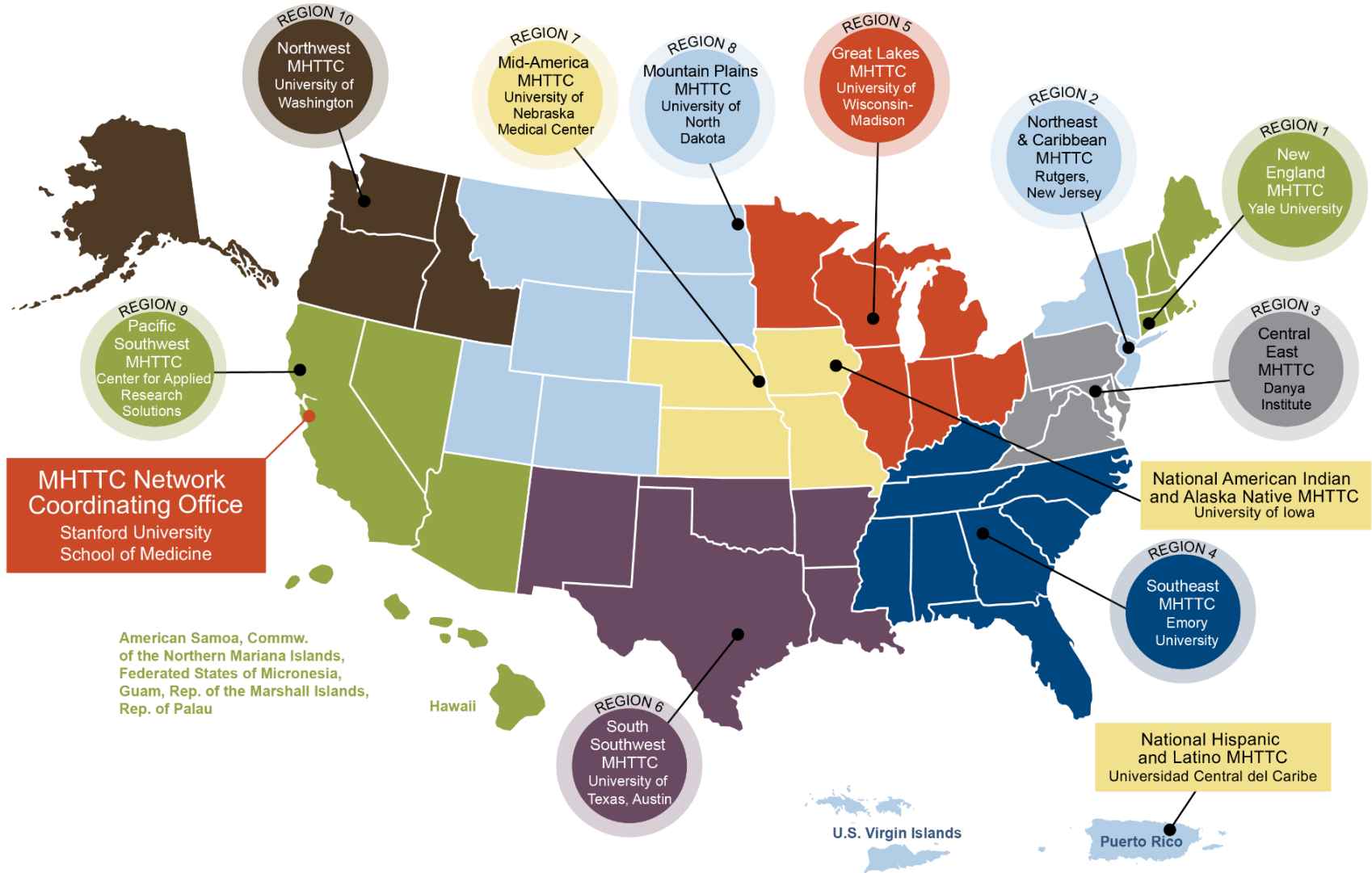
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MHTTC Network



American Indian & Alaska Native
Mental Health
Technology
Transfer Center
K-12 School Mental Health
Supplement Project



SAMHSA

Substance Abuse and Mental Health
Services Administration

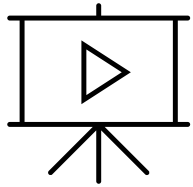
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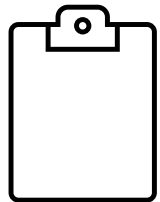


Follow-up

Following today's event, you will receive a follow up email, which will include:



Links to the presentation slides and recording, if applicable



Link to our evaluation survey (GPRA)

Land Acknowledgement

We would like to take this time to acknowledge the land and pay respect to the Indigenous Nations whose homelands were forcibly taken over and inhabited.

Past and present, we want to honor the land itself and the people who have stewarded it throughout the generations.

This calls us to commit to forever learn how to be better stewards of these lands through action, advocacy, support, and education.

We acknowledge the painful history of genocide and forced occupation of Native American territories, and we respect the many diverse indigenous people connected to this land on which we gather from time immemorial.

While injustices are still being committed against Indigenous people on Turtle Island, today we say thank you to those that stand with Indigenous peoples and acknowledge that land reparations must be made to allow healing for our Indigenous peoples and to mother earth, herself.

Dekibaota, Elleh Driscoll, Meskwaki and Winnebago Nations
Ttakimaweakwe, Keely Driscoll, Meskwaki and Winnebago Nations
Keokuk, Sean A. Bear, 1st. Meskwaki Nation





MHTTC K-12 Program & Traumatic Stress Initiative- Cat. II Co-Director

Teresa Brewington works for the Native Center for Behavioral Health at The University of Iowa. She is the Co-Director for the National American Indian and Alaska Native Mental Health TTC – K- 12 School Supplement and the Co-Director for the National American Indian and Alaska Native Child Traumatic Stress Initiative – Category II. She is an enrolled member of the Coharie Tribe and a descendent of the Lumbee Tribe. She holds a Master’s in Educational Leadership, a Master’s in Business Administration, and has 36 credit hours towards a Master’s in Counseling. She has held positions as a director at several mental health agencies and worked as a school guidance counselor serving primarily Hispanic/Latino students. She has also served as a foster care agency supervisor, where she worked directly with the Salt River Pima Indian Community placing Native American children in foster homes. Her last position was as the Elementary School Principal for Native children at the Meskwaki Settlement, located in Iowa, where she currently resides.



MHTTC K-12 Program Manager

Dr. Allison Baez is the Mental Health Technology Transfer Center K-12 Supplemental Program Manager for the American Indian and Alaska Native MHTTC. She is a member of the Tap Pilam Coahuiltecan Nation. Her research projects and creation of programs have focused on students' and their families' academic success for over 25 years. Dr. Baez has shared her expertise in education with K-12 and Higher Educational environments. Much of her research is among Native populations that implement the best practices from a Native cultural lens. Her services to tribes across Indian country are intended to strengthen and empower individuals, families, and communities. She continues to serve Indigenous populations and share, collaborate, and educate on culturally responsive approaches and methodologies. She received her Ph.D. from the University of the Incarnate Word in San Antonio, TX.



Makenna Clark



Kate Pruess



Emily Sones



Bethany Walczak



Today's Speaker



Dr. John Gonzalez is Ojibwe from the White Earth Anishinaabe Nation and a Professor of Psychology at Bemidji State University, where he also received his undergraduate degree in psychology. He earned his doctorate in Clinical Psychology from the University of North Dakota. Dr. Gonzalez's professional interests are in cultural psychology, multicultural psychology, and community psychology. All of these areas come together to provide a holistic view of people and their environments. Dr. Gonzalez's research interests are in the areas of mental/behavioral health for indigenous people and ethnic minorities. Dr Gonzalez has investigated the racial experiences of American Indian students as well as Native people's racial experiences accessing healthcare. He also expertise in multicultural and Indian education serving on the Indian Education Parent and as a School Board member for Independent School District #31 - Bemidji Area Schools.

My Story - Who I am....



Outline

- Definitions
- Microaggression samples
- Historical Context
- Contemporary Context
- American Indian students'
Microaggression experiences
- Mental Health Models and Indigenous
Students
- Student Example

What are we talking about?

- Race: socio-political construction
- Culture: set of values, beliefs, behaviors
- Ethnicity: racial-cultural groups
- Prejudice: negative attitudes
- Discrimination: negative treatment/denying access
- Oppression: unjust use of power and/or authority to create advantage; Racism, Sexism, Classism, etc.,
- Microaggressions: subtle forms of discrimination directed towards marginalized group members



Obama's Rise

- 2008 and 2012 Campaign:
 - Political commentators used the phrases: “Barack Obama has transcended race” and “he has transcended his blackness.”
 - What does this really mean?



Microaggressions?

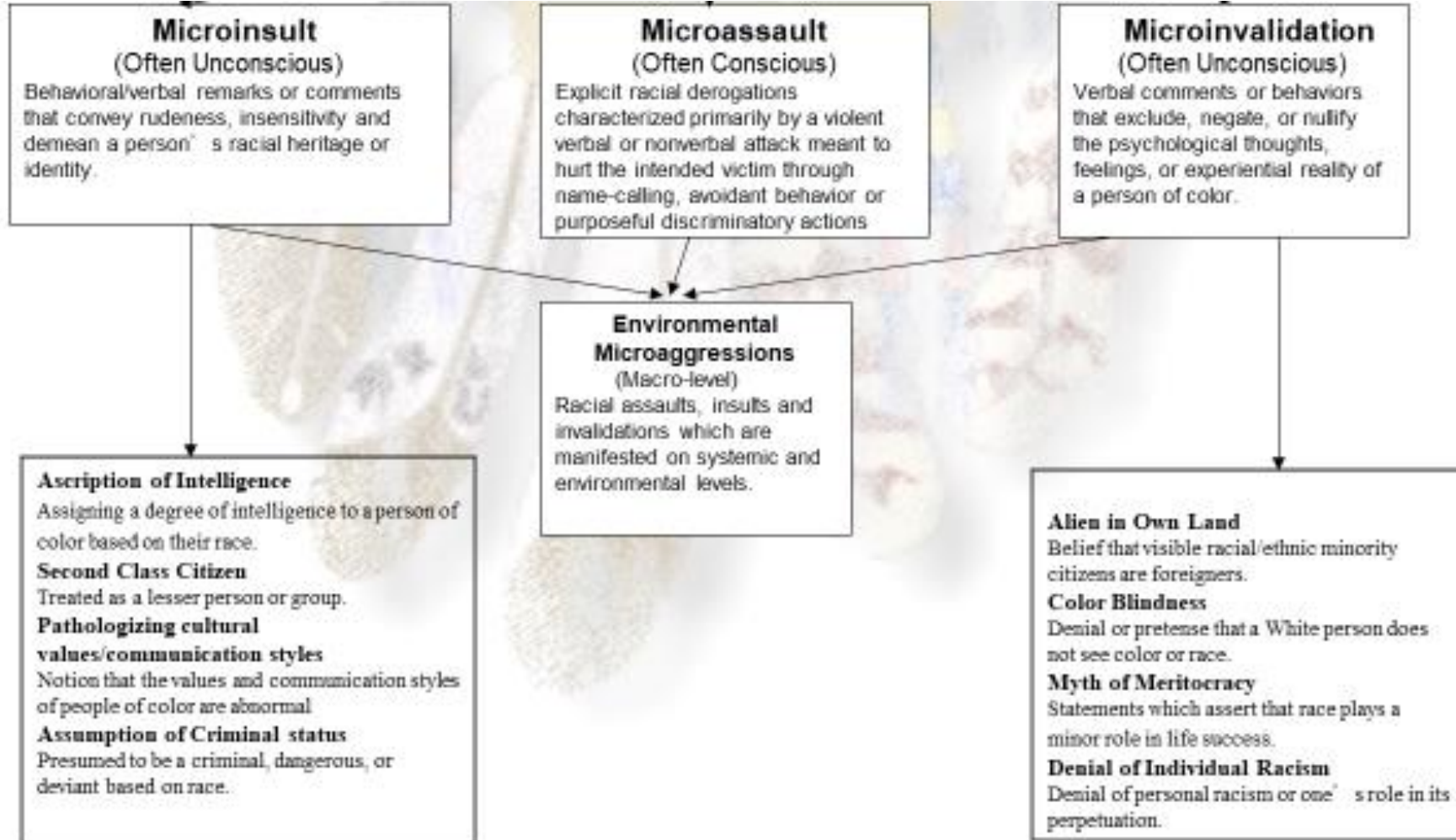
- “Geronimo E-KIA”
- "A Democratic strategist said, 'They recognize the importance of speaking with one voice, and they don't tolerate anyone going off the reservation.'" (*New York Times*, June 1, 2005)
- "In fact, since 1948, nine electors have wandered off the reservation, including a Ford elector who voted for Ronald Reagan in 1976." (*Washington Times*, August 29, 2012)



Categories and Relationship of Racial Microaggressions

Racial Microaggressions

Commonplace verbal or behavioral indignities, whether intentional or unintentional, which communicate hostile, derogatory, or negative racial slights and insults.



Basic Examples of Microaggressions

- “When I talk about **those Indians**, I really wasn't talking about you.”
- “You're not like the rest of **them**. You're different.”
- “If only there were more of **them** like you.”
- “I don't think of you as a **Mexican**.”
- “Your English is really **good**.”
- “You grew up on Red Lake, but you don't have a **Rez accent**.”
- “How do Black people **feel** about...?”



Microaggression Stories



- Your so lucky to be Indian...
- Hey Chief, Squaw, Redskin..
- Are you a real Indian?

Psychological Dynamics of Microaggressions

- Clash of realities
 - Experience shapes our realities
- Invisibility of unintentional bias and discrimination
 - Perpetrator is sincere in belief of non-bias
- Perceived minimal harm of microaggressions
 - Overreacting, minor incident, let it go
- The catch-22 of responding
 - Did I think what happen really happen? Was it intentional? Confront or sit & stew? What are the consequences? How do I prove it? Is it worth it? Should I just drop it?



Negative Effects

- Create hostile and invalidating educational and work climate
- Devalue social group identities
- Lower work productivity and educational learning
- Perpetuate stereotype threat
- Create physical health problems
- Harm mental health--emotional turmoil, low self-esteem, psychological energy depletion



Oppression: Historical Context

■ Can't deny our past:

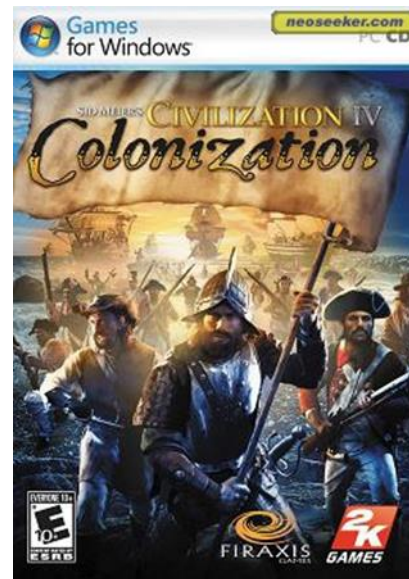
- Colonization
- Slavery
- Stolen Lands
- Manifest Destiny
- Gov't Policies & Practices
 - (Extermination, Forced Relocations, Assimilation)
 - Westward Expansion, White by law, Jim Crow, Segregation, Suffrage, Internment Camps, Redlining, etc.



Colonization



Slavery



Manifest Destiny



Governments Policy and Practices

Westward Expansion



Government Policy and Practices

Relocation



Governments Policy and Practices

Suffrage

DANGER!

Woman's Suffrage Would Double the Irresponsible Vote

It is a **MENACE** to the Home, Men's Employment and to All Business

Official Referendum Ballot

It asks those to vote for our quality with a cross (X) or other mark to the square after the word "Yes" and beneath each question; if you desire to vote against and possibly make a vote or other mark to the square after the word "No" and beneath each question.

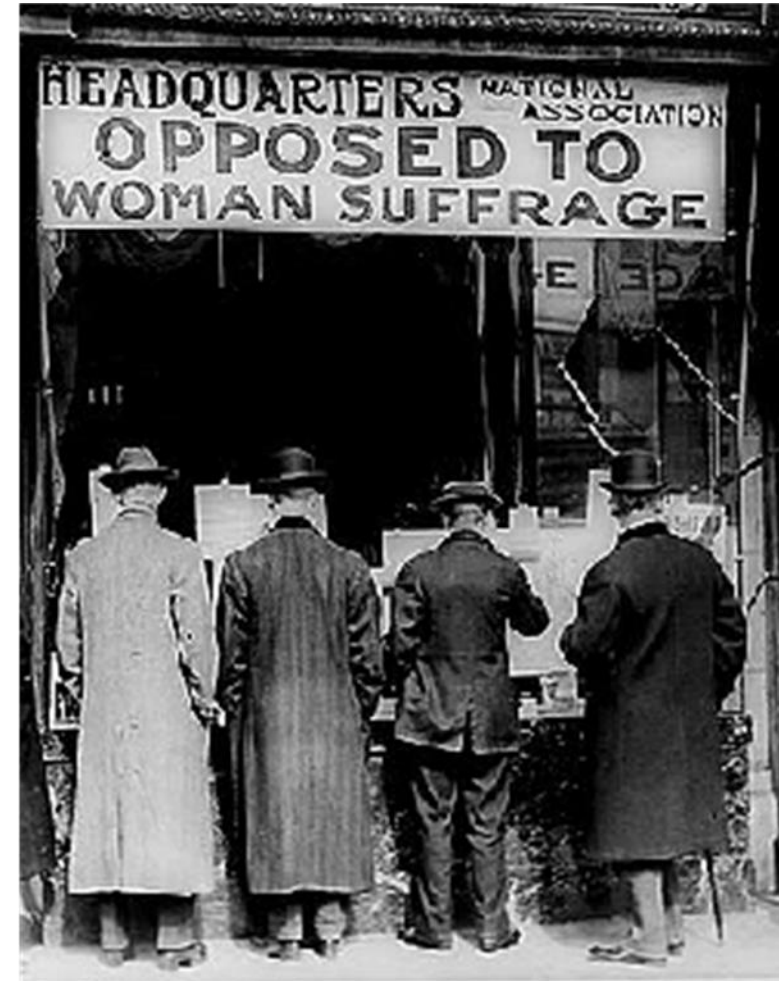
Ball (Chapter 227 of the laws of 1913 entitled an act concerning the right of suffrage to women be amended)

Yes No



The above is an exact reproduction of the separate ballot printed on pink paper which will be handed to you in your voting place on November 5. Be sure and put your cross (X) in the square after the word "Yes" as shown here, and be sure and vote the pink ballot.

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Government Policy and Practices

White by Law (American = White)



1790 Citizen and Naturalization Act: “free, white person” may become a citizen

Government Policy and Practices

Jim Crow, Segregation and Internment Camps



Government Policies and Practices

Assimilation

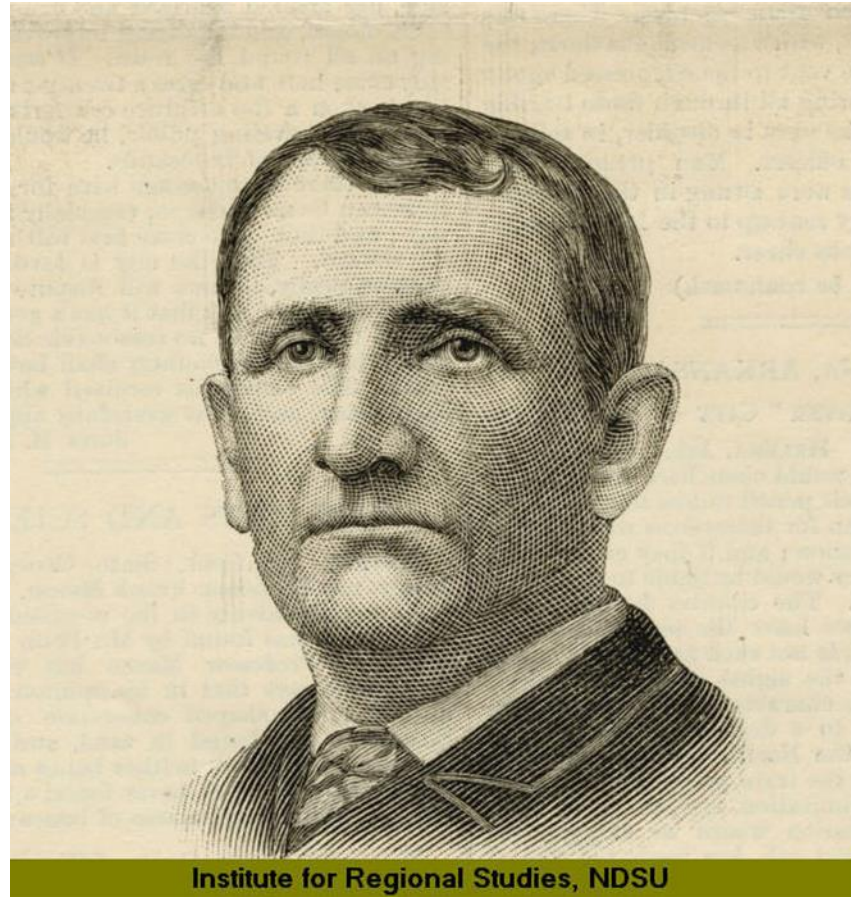


Indian Education History

Boarding Schools Era

- 1879 – 1950's
- Carlisle Indian Industrial School
- Was about assimilation – not education.

“kill the Indian in order to save the man.” —
Richard H. Pratt



Carlisle



BIA and Mission Schools 1879-1950s

BIA (Government) Schools

- Carlisle PA, Phoenix AZ,
- Haskell NE, Tulalip WA.
- Nearly 100 BIA Schools



Mission (Church Run) Schools



- Pipestone MN,
- Mt. Pleasant MI,
- St Agnes, OK.

Traumatizing Conditions



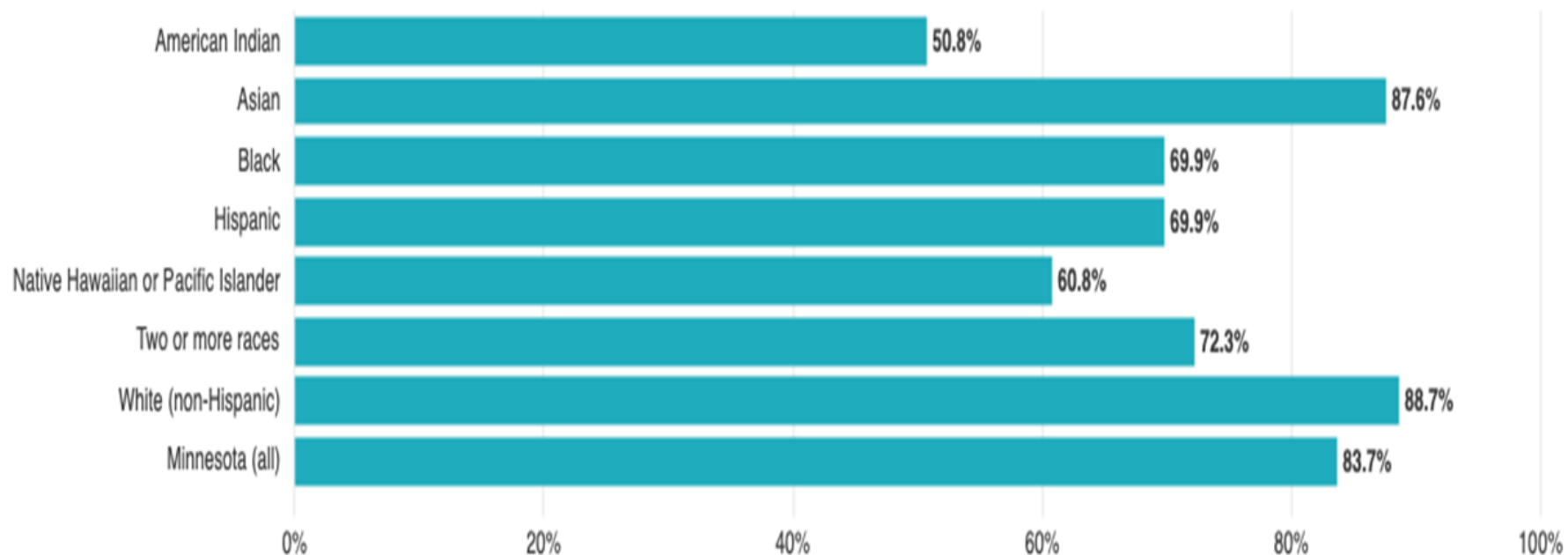
- Poor nutrition, health care, improper clothing, harsh punishments, physical and sexual abuse
- Disease was rampant (influenza, tuberculosis, trachoma)
- 1000's died – many buried at schools



Oppression Now: Education Disparities

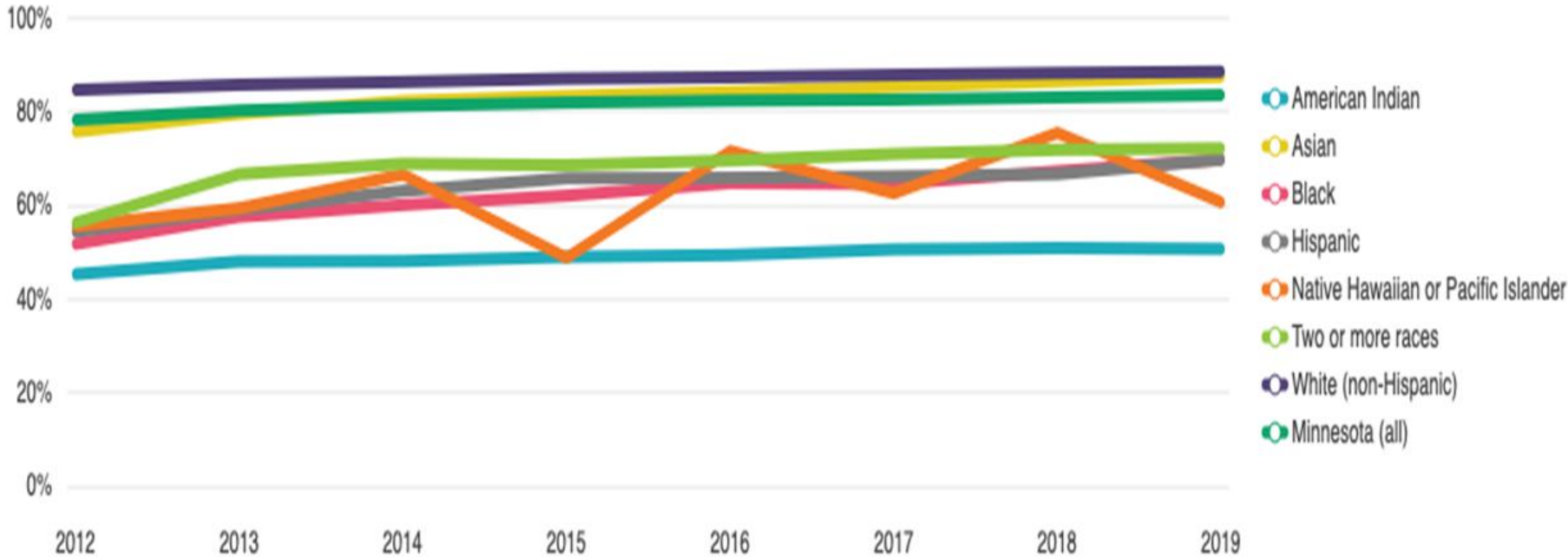
High school students graduating on time by racial and ethnic group

Minnesota, 2019



Oppression Now: Education Disparities

High school students graduating on time
by racial and ethnic group
Minnesota, 2012-2019



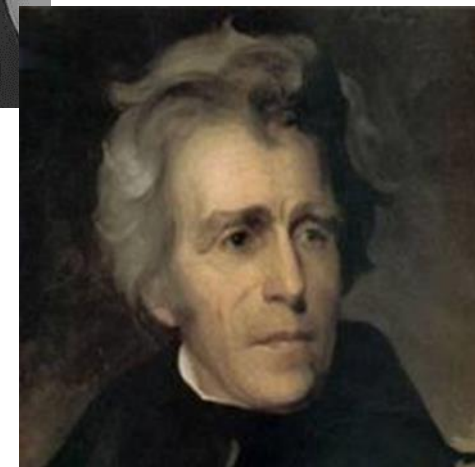
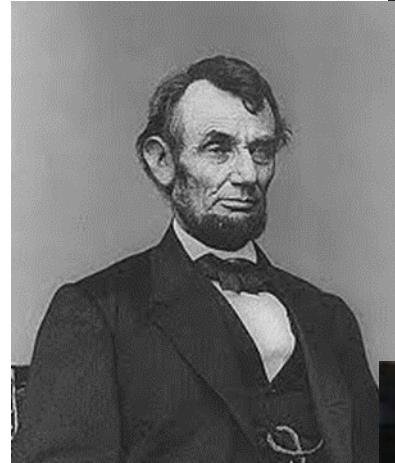
Oppression Now: Education Disparities

- Cultural Models of Education
- Curriculum Issues
 - Columbus
 - Thanksgiving
 - U.S History
 - Christianity
 - Representation



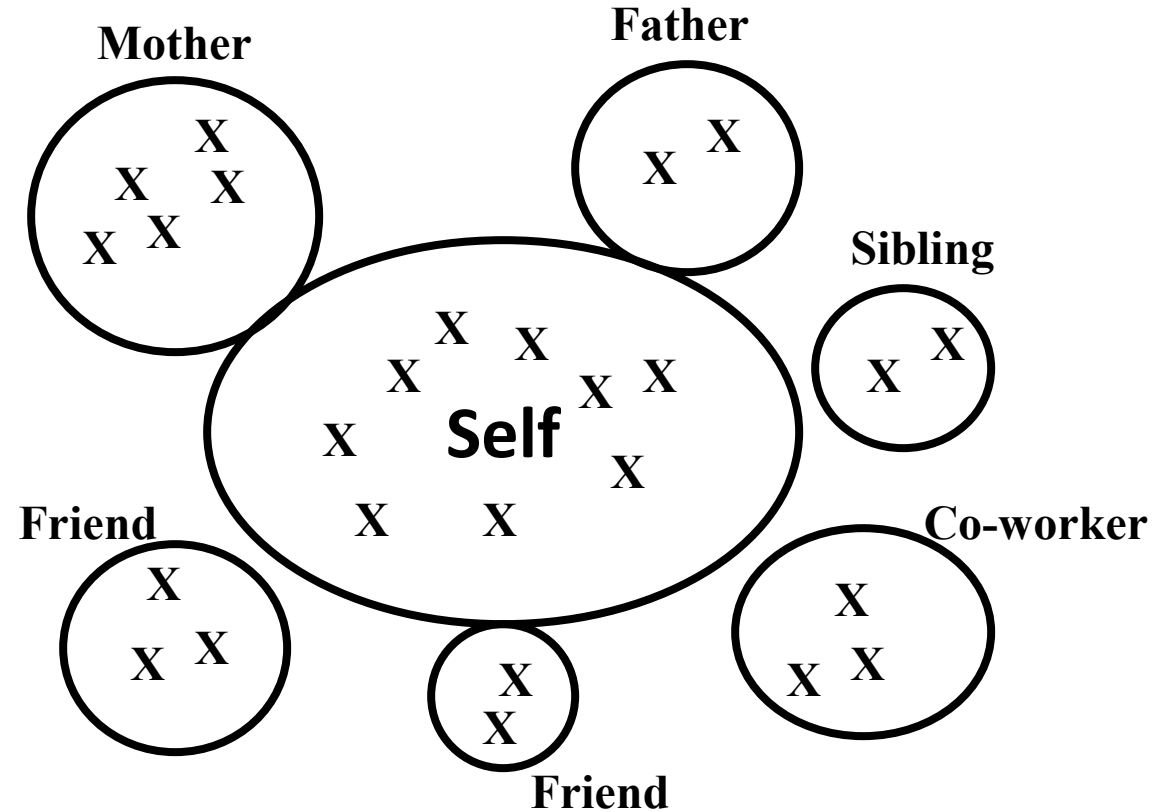
Whose History, Heroes and Values?

- Presidents:
 - These 3 are not necessarily heroes to Native people
- American Democracy, Constitution, Law, Wars etc.
 - Removal, extermination, assimilation policies. Genocide & broken treaties
- Individualism, Independent-Selves
 - vs
- Collectivism, Interdependent-Selves



WHAT IS A PERSON?

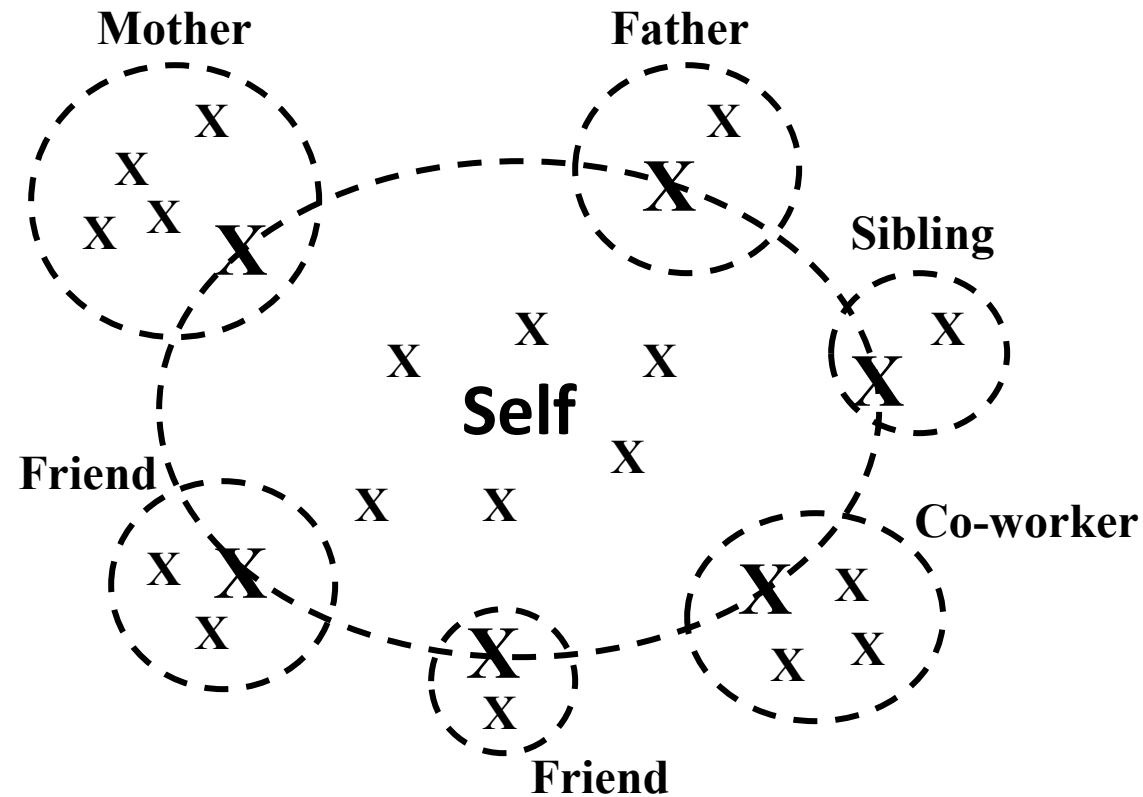
(Independent view of self)



(Adapted from Fiske, Kitayama, Markus & Nisbett, 1998)

WHAT IS A PERSON?

(Interdependent view of self)



(Adapted from Fiske, Kitayama, Markus & Nisbett, 1998)

Oppression Now: Education Disparities

■ Curriculum Issues

- Columbus
- Thanksgiving
- U.S History
- Christianity
- Microaggressions
- (Mis)Representation



Student Example- Breakout

■ Kevin Big Bear

- How do you feel about Dr. Newsome's assessment?
- What would you do differently, if anything?
- What are some alternate steps/approaches Dr. Newsome could take?
- What other information would be helpful for you?



**How can we make the schools a
safer place for American Indian
Students and Students of Color?**

Identify Safe Campus / Classrooms

- Identity-safe campus/classrooms communicate to *ALL* students that they belong and can succeed.
 - Classrooms that promote culture-congruent models of education
 - Classrooms free from social identity threat (i.e., stereotyping and prejudice)
 - Classrooms that include positive and inclusive student representations



A large, solid red triangle is positioned in the top right corner of the slide, pointing towards the bottom left.

**How do we support our
American Indian Students and
Students of Color?**

Psychology and Culture

“Never look for a psychological explanation unless every effort to find a cultural one has been exhausted.” -- Margaret Mead (1959, p. 16)

- Mental Health exists within a cultural context
 - Deviance, Maladaptive, Distress
- Mutual embeddedness
 - “Crazy” doesn’t exist without a culture
 - How we “treat” crazy – is define by the culture



Mutual Embeddedness



Native Cultural Context

- What is this cultural context?
 - What is Native culture today?
- Cultural context influenced by socio-historical factors
- *“Indian life is tough – it is hard to be Indian. But, I am glad I was born an Indian”*

– Jim “Ironlegs” Weaver
- Oppression & Int./Gen. Trauma
- Strength/Pride, Resilience, etc.



Intergenerational/ Historical Trauma & Oppression

- Trauma
 - Historical Importance
 - Experiencing IGT \neq mental/behavioral health problems
- Core factor influencing Native Health/Wellness
 - Soul Wounds/Wounded Spirits
 - Internalized Oppression
- Contemporary Impact
 - Oppression still exists



Oppression: Then and Now

- Can't deny the past: Colonization, Gov't Policies/Practices etc.
 - Forced relocation, Assimilation, Termination, etc.
- What about today?
 - Institutions, Structures, Systems
- Mental Health Profession
 - Western model of mental health and psychology
 - We hold a privileged position
 - Blinds our awareness



Mental Health Models

- Western models & methods
 - Psychological vs. spiritual/cultural
 - Foreign system/mythology/worldview
- Perpetuates the cultural and psychological oppression of Native peoples
 - *“The most potent weapon in the hands of the oppressor is the mind of the oppressed”*
 - *Stephen Bilko, 1998*



Would you prefer s.o. to IHS Clinic for mental health services?

- “That’s kind of like taboo. You know, we don’t do that. We never did that. I guess it’s like war...but they are not using bullets anymore. They’re using sophisticated modern technology... If you look at the big picture – you look at your past, your history, where you come from – and you look at your future where the Whiteman’s leading you, I guess you could make a choice: Where do I want to end up? And I guess a lot of people...want to end up looking like the Whiteman. Then, it’d be a good thing to do: Go [to the] white psychiatrist in the Indian Health Service and say ‘Rid me of my history, my past, and brainwash me forever so I can be like a Whiteman’”

➤ “Traveling Thunder” (in *Gone*, 2007 p. 205)



Liberation Process

- Working effectively w/Native students and Students of Color
 - Requires some liberation – free ourselves
- Why Liberation?
 - b/c of Oppression
 - Freire – “Pedagogy of the Oppressed”
 - Martin-Baro – “Writings for a Liberation Psychology”
- Intricate “dance” exists
 - Paradox



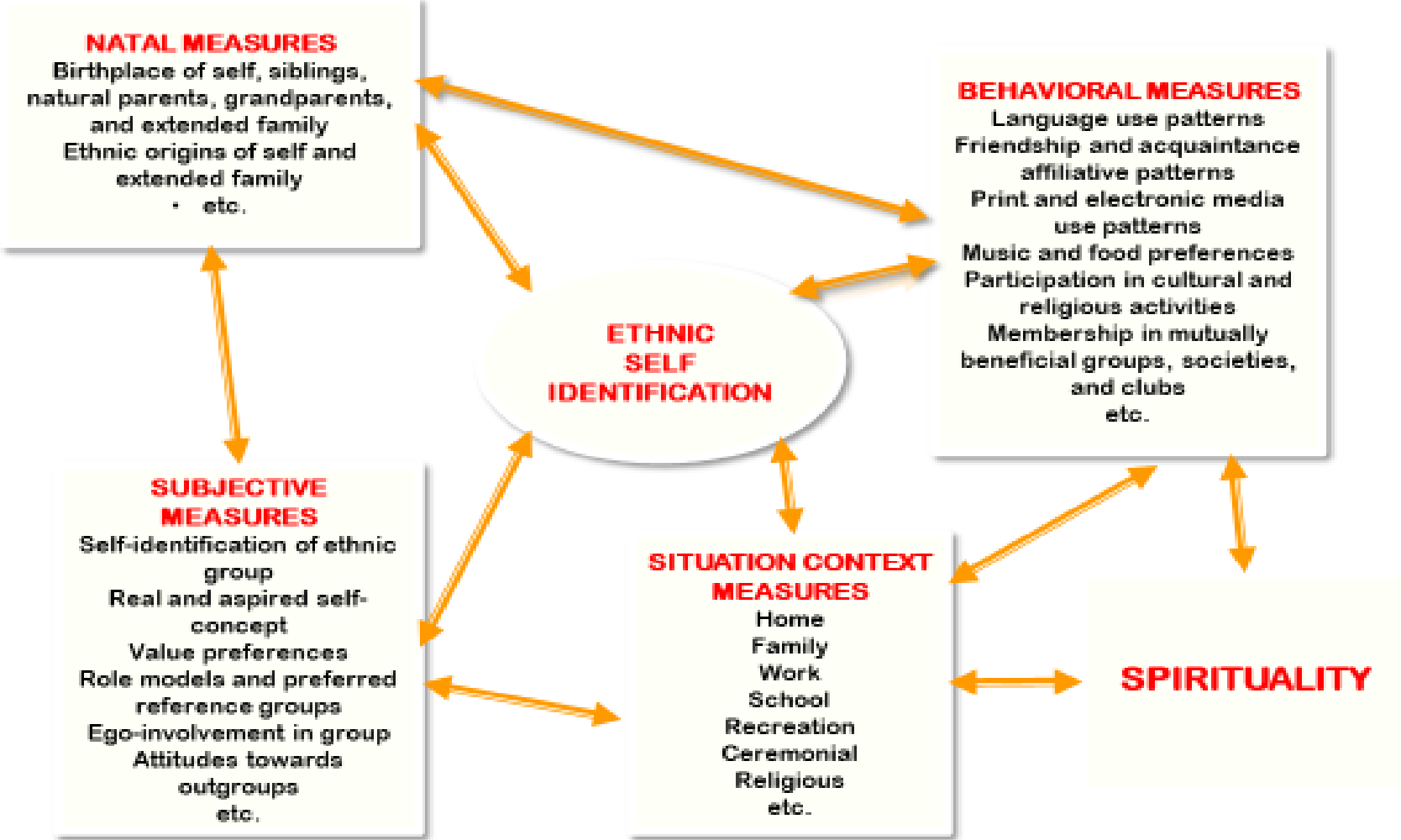
Liberation Process

- How? – two interrelated ways
- Critical analysis
 - Self
 - Becoming enmeshed in community
 - Profession
 - Paternalistic nature
 - Training programs – is one 3-credit course enough?
- Empowerment
 - Deconstructing/Reconstruct cultural histories
 - Exploring meaningful etiologies – diagnostic metaphors



Ethnic Self-Identification Measurement

--Trimble, 1997, 2000;; Trimble, Helms, & Root, 2002



Assessing Cultural/ Ethnic Identity

- Speaks Native language
- Understands tribal customs/traditions
- Participates in tribal religious/ceremonial/social activities
- Acts in appropriate ways at religious/ceremonial/social activities
- Practices traditional spirituality
- Feels emotionally connected to tribe(s)
- Socializes with other Native American people
- Chooses to live in Indian communities (not just reservation)
- Immediate and extended family very important to individual



Implications for Practice

Ethnic identity may be very important for a particular client, but how ethnic identity relates to well-being is highly variable.

Ethnic identity may be more likely to impact the well-being of younger clients.

Acculturation level may affect the ethnic identity/well-being relationship.

Level of ethnic identity not necessarily related to client's psychopathology.



Guidelines for Clinical Practice

- Before working with American Indians, explore ethnic/cultural differences and values
- Determine the cultural identity of the client and family members and their association with a tribe or a reservation
- Understand the history of oppression, and be aware of or inquire about local issues associated with the tribe or reservation for traditionally oriented American Indians
- Evaluate using a client-centered listening style initially and determine when to use more structure and questions
- Assess the problem from the perspective of the individual, family, extended family, and, if appropriate, the tribal community



Student Example: Breakout

■ Kevin

- What do you think about Kevin's ambivalence about school, life, and following his grandfather?
- How do you approach these issues/concerns with Kevin?
- What can you do to support Kevin?
What can the school do to support Kevin?



Chi-Miigwech





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Questions or Comments?

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K thru 12 Program Information

- [K-12 Program guide.pdf](#)

