




## Healing Through Spirit: Integrating Indigenous Healing Practices in Education and Mental Health

Insights and strategies for fostering healing and empowerment in communities.

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## Ancestral Honoring Land Acknowledgement

► *We acknowledge that we are gathered on ancestral lands, on Treaty One Territory. These lands are the heartland of the Métis people. We acknowledge that our water is sourced from Shoal Lake 40 First Nation.*

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**Speaking the Language of the Haliwa-Saponi Tribe**

**Short Phrases**

mahq:pi:pi: 'Good day.'  
 kanahq:pi: 'Good morning.'  
 tokhé: ya?i:wo 'How are you doing?'  
 wipi:wa 'I am good.'  
 kakq yiklái:keu 'What is your name?'  
 John, mjkilái:keu 'My name is John.'  
 yipi:wo 'Are you good?'  
 ohsishitepi: 'Good evening.'  
 tó:kha: yatí:wo 'Where do you live?'  
 pi:lá:huk 'Thank You.'

**Numbers**

One	ng:sa:	Six	aká:spe:
Two	ng:pa:	Seven	sa:kó:mj
Three	lái:ni	Eight	pa:lá:ni
Four	tó:pa	Nine	kaq:hka
Five	kiq:ha	Ten	pú:ka

**Colors**

asé:pi	a:ú:ti	asó:ti	sí:	oto:
Black	Red	Blue	Yellow	Green

SOURCE: Dr. Marvin Richardson

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## My Story: Rooted in Legacy, Rising with Purpose

- In the quiet fields of the South lived Nanny Gunn, a Native American woman with hair to her feet, and her dark-skinned husband.
- My great-great-grandmother was a sharecropper.
- My mother, a single parent supported by strong grandparents. My grandfather sent me to private school, despite having only a high school diploma.
- My paternal grandmother Lucy was from the Haliwa-Saponi Tribe; her husband, a Vietnam vet, was denied his benefits.
- I grew up straddling cultural lines—teased for being both too light and too dark.
- Today, I hold two doctorates, still learning about my roots—African, Indigenous, and Caribbean.
- Legacy isn't just what we inherit. It's what we *\*choose\** to honor, grow, and pass on.

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## Learning Objectives

- ▶ 1. Understand intergenerational trauma
- ▶ 2. Explore Indigenous spirituality
- ▶ 3. Apply cultural intelligence
- ▶ 4. Create trauma-responsive, culturally responsive environments

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## Grounding Exercise

6



## Cultural Appropriation

7

## Indigenous Cultures Defined



8



## Indigenous Cultures of the United States

An inclusive exploration of Native American and Afro-Indigenous communities.



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## Defining Indigenous Cultures

- ▶ Diverse!
- ▶ Peoples and lifeways rooted in the land before European colonization.



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## Federally Recognized Tribes

- Over 574 tribes acknowledged by the U.S. government.

USA.GOV

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## Unrecognized and State-Recognized Tribes

- Maintaining identity without federal recognition.



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## Afro-Indigenous Peoples

- ▶ Shared lineage and erasure through racial classification laws.



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## Examples of U.S. Indigenous Groups

- ▶ • Navajo, Hopi, Pueblo
- ▶ • Cherokee, Choctaw, Creek
- ▶ • Wampanoag, Mohawk, Lenape
- ▶ • Yamasee, Washitaw Muurs, Black Seminoles

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## Indigenous Cultures of Canada

- ▶ Exploring First Nations, Inuit, Métis, and Afro-Indigenous communities.



<https://www.canada.ca/>

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## Defining Indigenous Peoples in Canada

- ▶ 634 First Nations, Inuit, Métis: Three legally recognized groups.

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## Historical Legacy

- ▶ Colonization, residential schools, systemic discrimination.

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## Contemporary Communities

Land-based education,  
cultural resurgence,  
self-governance.

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## Afro-Indigenous Identity in Canada

- Intersections of African descent and Indigenous heritage.

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## Examples of Indigenous Nations

- ▶ • Cree, Mohawk, Haida
  - ▶ • Inuit communities
  - ▶ • Métis Nation
  - ▶ • Afro-Indigenous families in Atlantic Canada
- ▶ <https://www.proclaimingourroots.com/>

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## Opening Circle

- ▶ Circle practice principles
- ▶ Cultural significance
- ▶ Participant introductions



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The slide features a dark blue background with a green geometric pattern on the right. On the left, there are three stacked images: a black stone on sand with ripples, a blue water ripple, and a cross-section of a tree trunk. The title "Opening Circle (Discussion)" is in green text. Below it, a list of three items is shown with green arrowheads.

## Opening Circle (Discussion)

- ▶ Facilitated questions
- ▶ Small group breakout
- ▶ Sharing insights

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The slide has a dark blue background with a green geometric pattern on the right. The title "Ground Rules" is in green text. Below it, a list of four items is shown with green arrowheads.

## Ground Rules

- ▶ Respect
- ▶ Confidentiality
- ▶ Cultural humility
- ▶ Active listening

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## Ground Rules (Discussion)

- ▶ Facilitated questions
- ▶ Small group breakout
- ▶ Sharing insights

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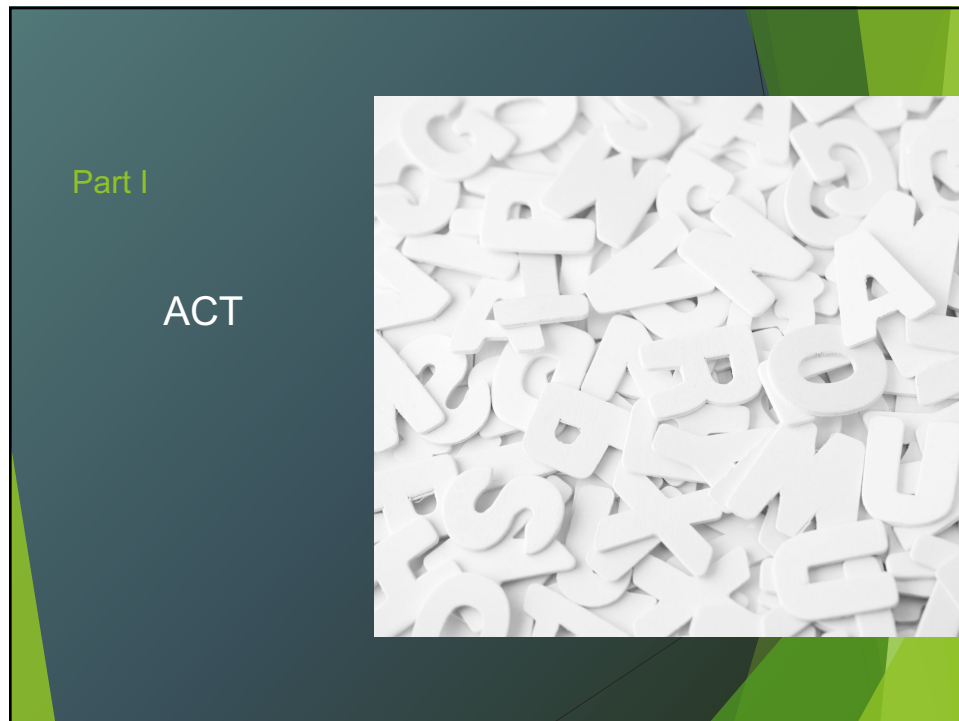
## Understanding Intergenerational Trauma

- ▶ Definition
- ▶ Historical context
- ▶ Colonization impacts

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While you were growing up, during your first 18 years of life:

Did you live with anyone who was depressed, mentally ill, or suicidal?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

Did you live with anyone who was a problem drinker or alcoholic?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

Did you live with anyone who used illegal street drugs or who abused prescription medications?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

Did you live with anyone who served time or was sentenced to serve time in a prison, jail, or other correctional facility?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

Were your parents separated or divorced?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

Did your parents or other adults in your home often or very often slap, hit, kick, punch or beat each other up?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

Did a parent or other adults in your home often or very often hit, beat, kick, or physically hurt you in any way? Ever hit you so hard that you had marks or were injured? (Do not include spanking.)  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

Did a parent or adult in your home often or very often swear at you, insult you, or put you down?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

Did an adult or person at least five years older than you ever touch you sexually?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

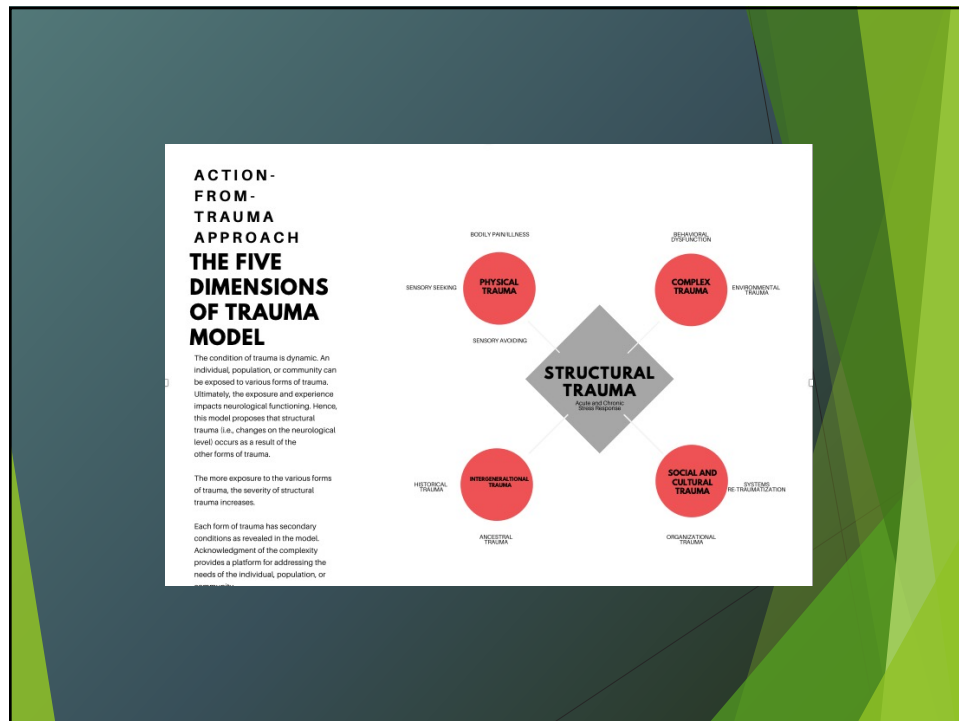
Did an adult or person at least five years older than you ever try to make you touch their body sexually?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

Did an adult or person at least five years older than you ever force you to have sex?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

Now add up your "yes" answers. This is your ACE score

## ACE Questionnaire

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### Practitioner Readiness for Trauma Care Checklist

As a provider, I am able to:

- ☐ Tailor trauma assessments and interventions in a way that considers diversity in socioeconomic, organizational, community, population, and intersecting cultural identities
- ☐ Employ a biopsychosocial approach to care that considers the complex interactions of cognitive, biological, psychological, and social factors
- ☐ Understand the impact of traumatic experiences across the lifespan and between family members (e.g., pediatric providers have knowledge of the impact of trauma on the adult caregiver)
- ☐ Acknowledge short-term and long-term effects of trauma (e.g., comorbidities, housing-related issues) and person-environment interactions related to trauma (e.g., running away from home and being assaulted)
- ☐ Perform shared decision making with clients and focus on strength, resilience, and areas for growth
- ☐ Provide a sense of autonomy, safety, and security with an awareness of how trauma impacts an individual's and organization's sense of trust
- ☐ Understand trauma reactions and their implications for assessment and treatment (e.g., able to alter plans in the presence of avoidance behaviors or triggers)
- ☐ Acknowledge how society, organizations, and systems can result in the possibility of re-traumatization

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Respect and Empathy Language	Gratitude and Growth Statements
<b>Children</b>	
<ul style="list-style-type: none"> <li>◦ "What do you need?"</li> <li>◦ "Do you need a break?"</li> <li>◦ "How can I help?"</li> <li>◦ "All done? Or do you need more?"</li> <li>◦ "I want to help you."</li> <li>◦ "What you experienced is not okay. What support do you need?"</li> </ul>	<ul style="list-style-type: none"> <li>◦ "Thank you!"</li> <li>◦ "I like your hard work!"</li> <li>◦ "Wow! Look at how you grew today by finishing your work!"</li> <li>◦ "You have grown so much!"</li> </ul>
<b>Adolescents, Adults, and Older Adults</b>	
<ul style="list-style-type: none"> <li>◦ "That is really challenging, and I see you are upset. Can I suggest some strategies to assist with your anxiety?"</li> <li>◦ "Would it be okay for us to discuss how that made you feel?"</li> <li>◦ "While it may not have been the best choice, your response matches how you felt."</li> <li>◦ "How can I help you grow from here?"</li> <li>◦ "Did that make you feel uncomfortable? That was not my intent."</li> <li>◦ "I see that may not have been the best way to phrase that. What I meant was..."</li> </ul>	<ul style="list-style-type: none"> <li>◦ "That was brave of you."</li> <li>◦ "Your sharing shows your strength."</li> <li>◦ "Look at all you have done since and despite of..."</li> <li>◦ "That is tough to talk about. I appreciate your openness and trust."</li> </ul>

Table 4. ACTION Language

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## Categories of Trauma

Expected	Unexpected	Isolated	Pervasive
Intentional	Unintentional	Direct	Indirect

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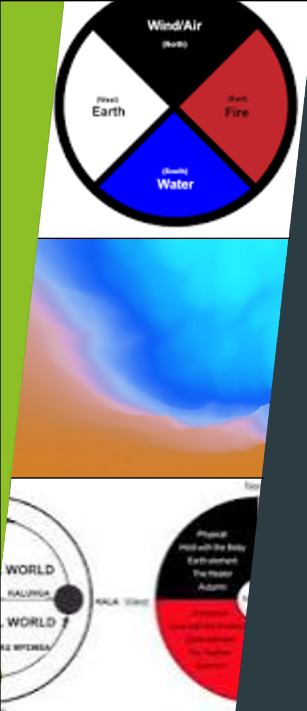
C: Create  
Growth

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## Setting the Stage

- ☐ Creating a Growth Contract and Needs Plan
- ☐ Grounding Activities and Practitioner Check-Ins
- ☐ The Sensory Connection
- ☐ Contextual Sensory Investigation
- ☐ ACTION Creating Growth Tools
- ☐ Case Scenario

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### Mind-Body Connection to Spirit and the Elements

- ▶ Earth
- ▶ Wind
- ▶ Fire
- ▶ Water

"I am Offering This Poem" by Jimmy Santiago Baca

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A presentation slide with a green geometric border. The title "MINDFUL FINGER COUNTDOWN" is centered in bold black text, preceded by "IN-SESSION ACTIVITY" in smaller text. Below the title are three paragraphs of text: "Age Range: Children", "Objective: To reorient to the present moment with touch and mindful counting", and "Directions: Have the child hold up their hand with their fingers separated. As you demonstrate the movements, ask them to imitate you. Take your thumb and second finger, and touch the pads together. With each breath, you will have the child touch the pads of the remaining fingers as described in the script below." followed by a "Provider Script" paragraph detailing the steps for counting down from four to one using finger touches and breaths.

IN-SESSION ACTIVITY

## MINDFUL FINGER COUNTDOWN

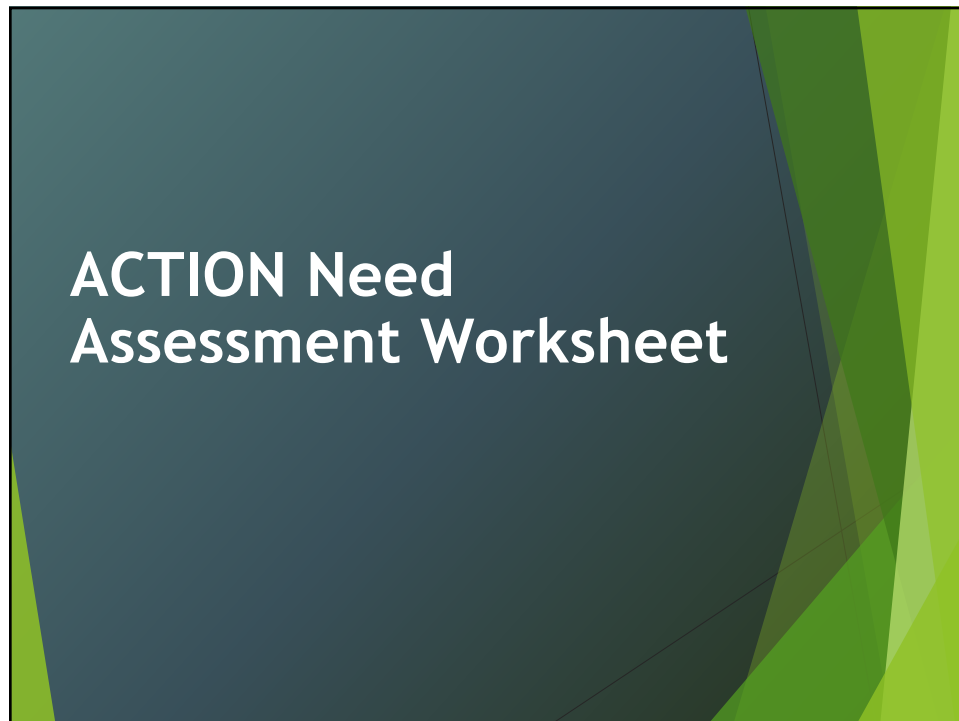
**Age Range:** Children

**Objective:** To reorient to the present moment with touch and mindful counting

**Directions:** Have the child hold up their hand with their fingers separated. As you demonstrate the movements, ask them to imitate you. Take your thumb and second finger, and touch the pads together. With each breath, you will have the child touch the pads of the remaining fingers as described in the script below.

**Provider Script:** State out loud "four." Take a deep, purposeful breath and have the child do the same. Move to your next finger, touching the pads of your thumb and third finger. State out loud "three." Again, take a deep, purposeful breath and have the child do the same. Continue with the remaining fingers, breathing in between and having the child imitate. Count down to one, repeating the process if needed.

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A presentation slide with a dark blue and green geometric background. The title "ACTION Need Assessment Worksheet" is written in large, white, bold, sans-serif font on the left side of the slide.

# ACTION Need Assessment Worksheet

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PROVIDER WORKSHEET

## ACTION CREATING GROWTH: WHAT I NEED PLAN

**Age Range:** Children





**Objective:** To develop a method to communicate needs that supports the client's progress toward growth

**Directions:** Following a screening or assessment, it is crucial to have a plan to provide safety, set boundaries, and develop autonomy. Use this checklist to identify sensorimotor activities, mindfulness practices, or other methods that best support the child's arousal and that facilitate their participation in required tasks, treatment sessions, and engagement with others. Work with caregivers, and the child as appropriate, to develop these activities. Highlight a way to communicate needs through specified statements or nonverbal options. (Gestures are especially useful for young children.) This should be a starting point for continued strategizing to expand methods of communication.

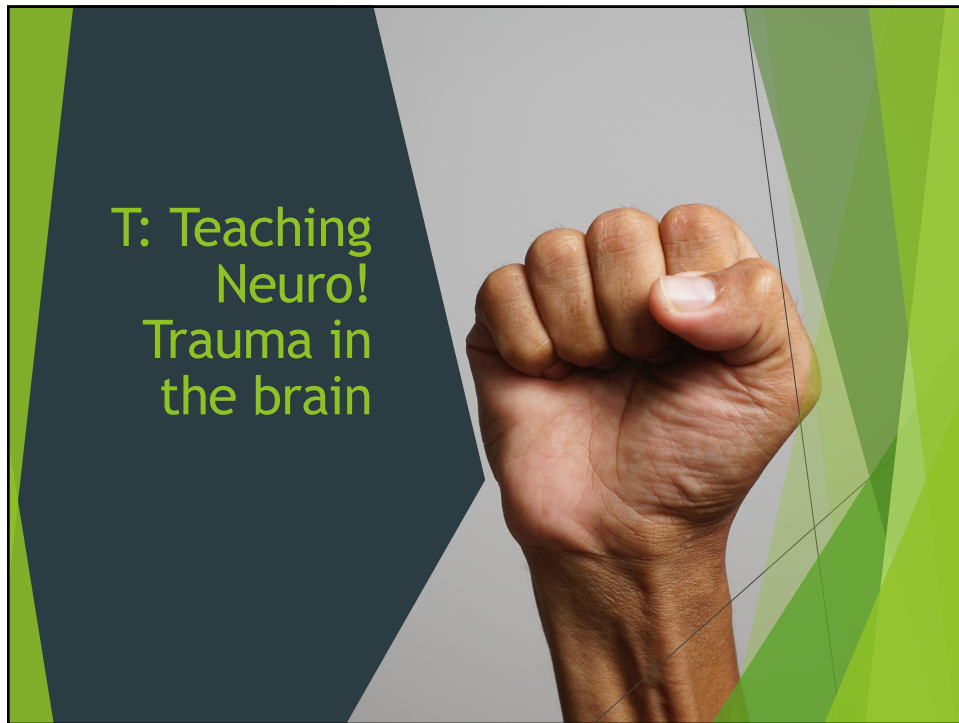
Desired Action	Key Words, Phrases, or Strategies
End a task	<input type="checkbox"/> Say "Stop please" <input type="checkbox"/> Use pictures with a stop sign <input type="checkbox"/> Signal with gestures
Share needs	<input type="checkbox"/> Say "I need..." or "I want..." <input type="checkbox"/> Say "Give me" <input type="checkbox"/> Use pictures of desired items to select <input type="checkbox"/> Signal with gestures
Express feelings	<input type="checkbox"/> Use "I feel" statements <input type="checkbox"/> Use pictures of emotions <input type="checkbox"/> Signal with gestures

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## Breathwork

-  Disclaimer
-  Connection to the nervous system
-  Diaphragmatic Breathing
-  Rhythmic Breathing and the Insula Cortex

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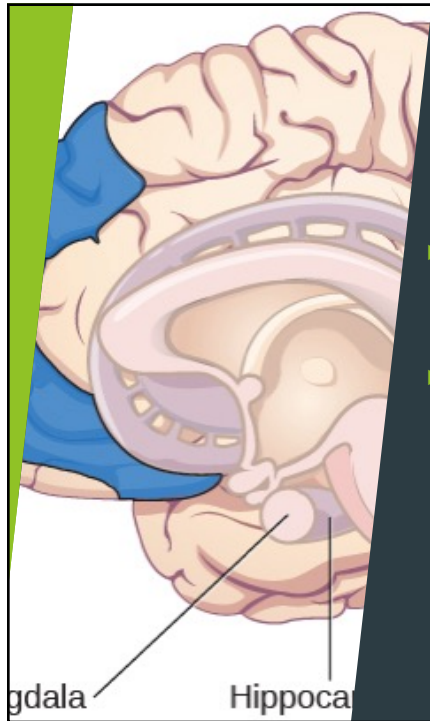


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### Teaching Younger Children About Their Brain

- ▶ There is a part of our brain that is really smart and playful, kind of like a small dog.
- ▶ Sometimes, things happen that make that part of our brain angry, mad, sad, or afraid. It has trouble listening, playing, or learning. We do not feel like ourselves. That little dog starts to get really loud and active.
- ▶ That part of your brain tries to get happy and will run around, bark, or jump—whatever it takes to get happy! It loves feeling good!
- ▶ Like having a small dog as a pet, you have control. Not only can you train that part of your brain to feel good, but you can feel good too! You have a leash and other training tools we will share.

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**Intellectual Reactions**

- ▶ Front Part of the Brain versus Reptilian brain
- ▶ Challenges with:
  - ▶ Concentration
  - ▶ Problem Solving
  - ▶ Remembering

gdala      Hippoca

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**Addressing the Impact on Memory**

IN-SESSION WORKSHEET

**ACTIVITIES OF DAILY LIVING:  
MEMORY ACTIVITIES**

**Age Range:** All

**Objective:** To improve working memory, assist in planning to prepare for necessary tasks, and decrease daily stress

**Directions:** Identify an activity of importance that may be causing the client challenges. For example, perhaps they are struggling to arrive to work on time or to maintain appointments, which is leading to additional dysfunction and stress. Discuss the needed steps to complete that particular activity, and write down each step in sequential order. As a follow-up activity, write the steps out of order and have your client place them in the correct sequence. Here is a sample memory activity for getting to their therapy appointments on time, followed by blank spaces for you to use with your client.

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PROVIDER WORKSHEET

## ACTION BIO SIGNS CHART

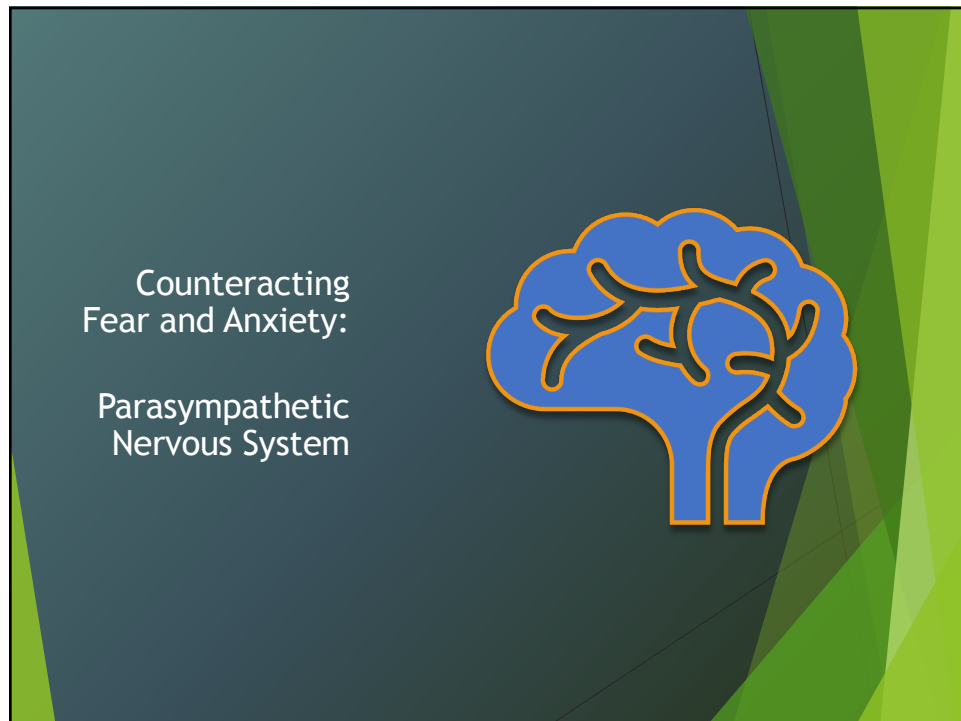
Client Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

**Directions:** Use this chart to detect physiological responses to stimulation to the body. Monitor pre- and post-differences in the client's heart rate, respiration, and skin temperature following an activity or sensory stimulation.

Date	Pre-Breathing Rate (per 60 seconds)	Post-Breathing Rate (per 60 seconds)	Pre-Heart Rate (per 60 seconds)	Post-Heart Rate (per 60 seconds)	Pre-Skin Appearance and Feel	Post-Skin Appearance and Feel

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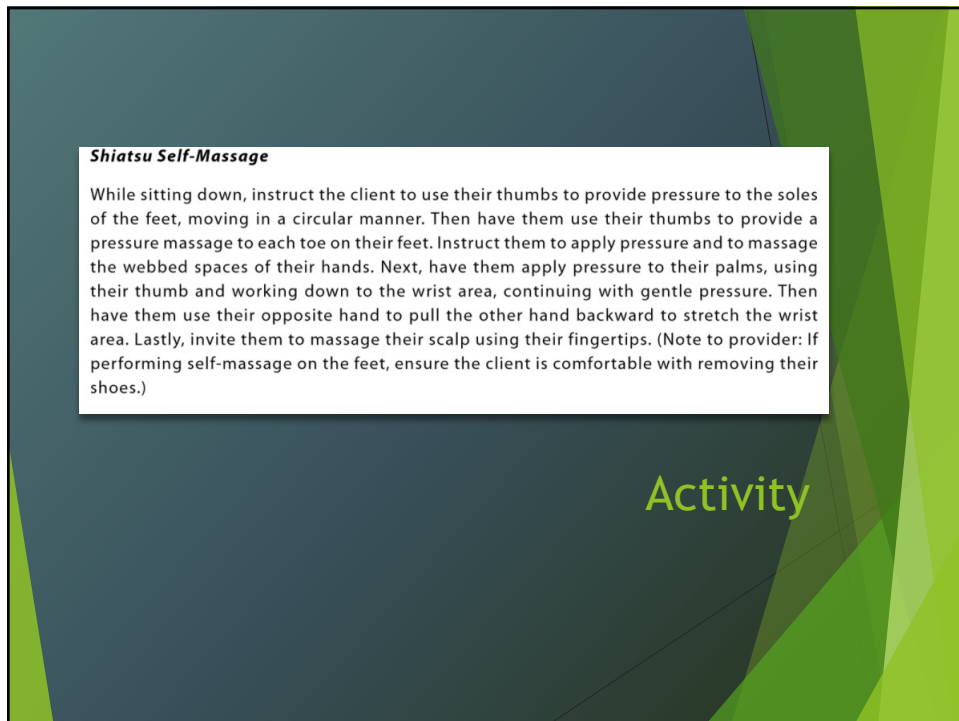


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## Mediation and Mindfulness: Journeys

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### ***Shiatsu Self-Massage***

While sitting down, instruct the client to use their thumbs to provide pressure to the soles of the feet, moving in a circular manner. Then have them use their thumbs to provide a pressure massage to each toe on their feet. Instruct them to apply pressure and to massage the webbed spaces of their hands. Next, have them apply pressure to their palms, using their thumb and working down to the wrist area, continuing with gentle pressure. Then have them use their opposite hand to pull the other hand backward to stretch the wrist area. Lastly, invite them to massage their scalp using their fingertips. (Note to provider: If performing self-massage on the feet, ensure the client is comfortable with removing their shoes.)

## Activity

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## Aromatherapy

Essential Oil	Potential Uses
Sweet orange	Improves mood, increases alertness, and assists with digestion
Lemon	Improves mood and digestive issues
Sandalwood	Has a calming effect and increases focus
Bergamot	Reduces stress and improves dermatological conditions
Rose	Decreases anxiety and enhances mood
Lavender	Decreases stress and has a calming effect
Chamomile	Improves mood and enhances positive emotions
Peppermint	Increases energy levels and improves nausea
Ginger root	Improves appetite and boosts immunity
Mandarin	Decreases anxiety and improves dermatological conditions
Ylang-ylang	Decreases nausea and improves dermatological conditions
Tea tree	Boosts immunity and improves dermatological conditions
Jasmine	Improves mood

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## 4 Corners

- ▶ 4 directions
- ▶ 4 seasons
- ▶ 4 times of day
- ▶ 4 elements
- ▶ 4 medicines

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## Our Community Rules!

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## Part 2: ION

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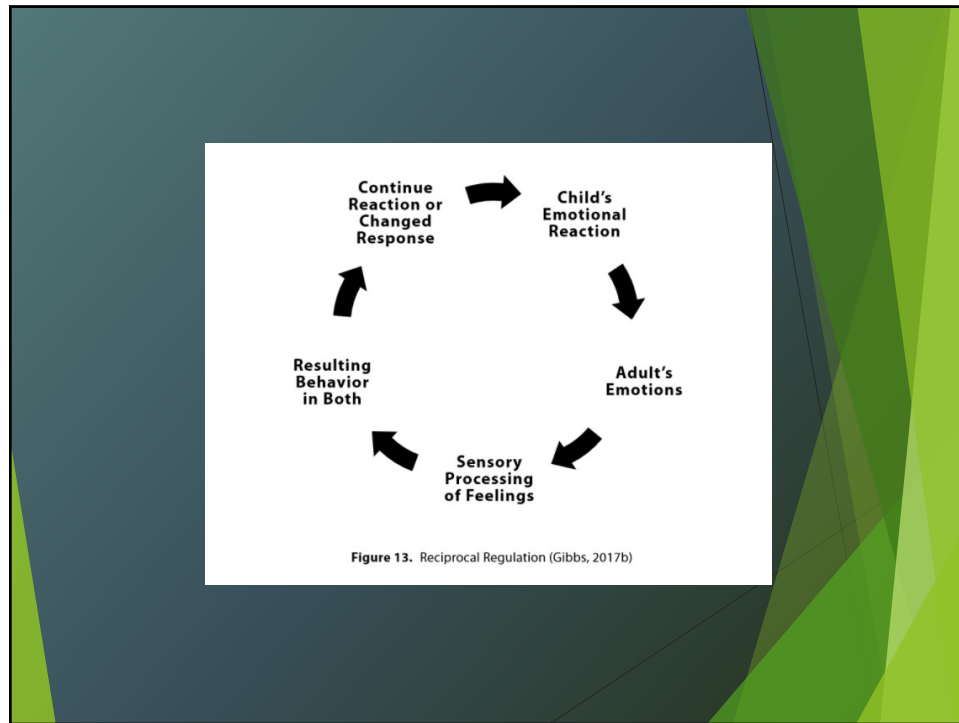




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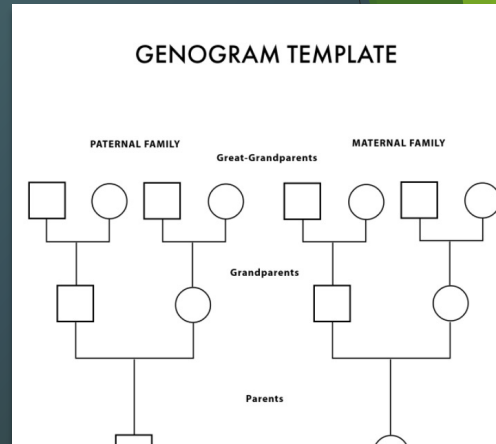
- ☐ Provide skin-to-skin contact during the first days and months of life.
- ☐ Perform a caregiver-provided massage, which has been shown to not only calm the infant but to decrease parental stress and anxiety. Addressing reciprocal regulation prior to such techniques is vital.
- ☐ Participate in shared experiences, such as reading to the child.
- ☐ Ensure consistent play with the child at least once daily.
- ☐ Feed the child based on their needs rather than doing so at scheduled mealtimes.

## Early Intervention

Recognize Risk factors!

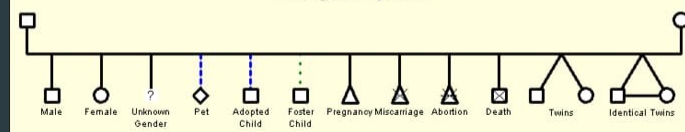
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## Review Family History: Genogram



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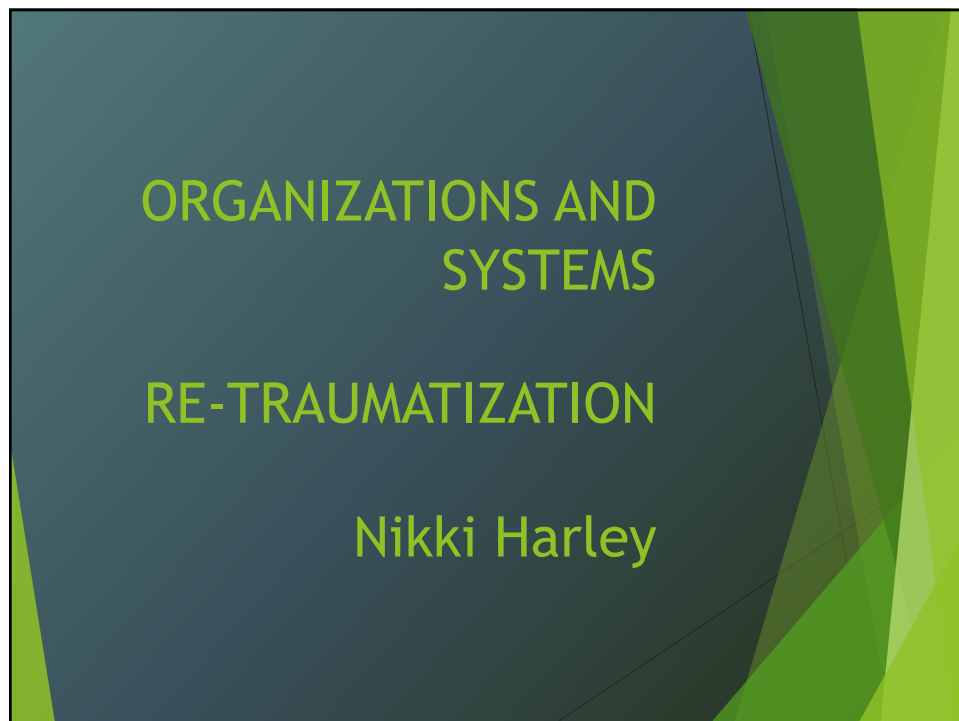
### Genogram Symbols



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<b>Emotional Reactions</b>	Temporary feelings of shock, fear, grief, anger, resentment, guilt, shame, helplessness, hopelessness, emotional numbness
<b>Cognitive Reactions</b>	Confusion, disorientation, indecisiveness, worry, shortened attention span, difficulty concentrating, memory loss, unwanted memories, self-blame
<b>Physical Reactions</b>	Tension, fatigue, edginess, difficulty sleeping, bodily aches or pain, startling easily, racing heartbeat, nausea, change in appetite, change in sex drive
<b>Interpersonal Reactions</b>	Feelings of distrust or irritability toward others; conflict, withdrawal, or isolation; feeling rejected or abandoned; being distant, judgmental, or overcontrolling of others

**Table 9.** Symptoms of Organizational Trauma During a Crisis (Young, Ford, Ruzek, Friedman, & Gusman, 1998)

## Collective Trauma

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## Creating Safe Spaces

1. Routinely screen for trauma exposure and related symptoms
2. Use culturally appropriate evidence-based assessment and treatment
3. Make resources available to children, families, and providers on trauma exposure, impact, and treatment
4. Engage in efforts to strengthen the resilience and protective factors of children and families impacted by and vulnerable to trauma
5. Address parent and caregiver trauma and its impacts on the family system
6. Emphasize continuity of care and collaboration across systems
7. Maintain an environment of care for staff that addresses, minimizes, and treats secondary traumatic stress and that increases staff resilience (National Child Traumatic Stress Network, 2016)

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## Sanctuary Space

<b>Breathwork</b>	Breathwork is a general term used to describe any type of therapy that utilizes breathing exercises to improve mental, physical, and spiritual health.
<b>Yoga or mindful movement</b>	The gentle movement associated with yoga helps develop body awareness and reduces over-reactivity to internal sensations. These practices recalibrate the threat detection system from the top down and bottom up, giving individuals with trauma control of their healing.
<b>Mindfulness</b>	Mindfulness activities can mitigate symptoms of PTSD by increasing activity in the prefrontal cortex and hippocampus and toning the amygdala. At its core, mindfulness is simply the basic human ability to be present. A simple mindfulness exercise involves the use of a stethoscope to center on the beauty of our heartbeat. For those who struggle with formal meditation or mindfulness practices, you can simply incorporate mindful awareness into your daily routines.
<b>Gentle music</b>	While music cannot cure PTSD, it has demonstrated positive results in helping to alleviate secondary symptoms of trauma, such as depression and insomnia (Blananu et al., 2012).
<b>Diet and exercise</b>	Good nutrition and physical activity are important parts of leading a healthy and balanced lifestyle, which can dramatically assist in maintaining overall health and well-being.
<b>Regular sleep</b>	Lack of sleep can lead to insulin resistance, cardiovascular disease, mood swings, poor immune function, hormonal imbalances, and lowered life expectancy. Therefore, get on a regular sleep-wake schedule, and keep a journal by your bedside to capture any last-minute thoughts for the day. You can also perform light stretching or yoga before bed to prepare the body for sleep.

Table 13. Practical Ways for Practitioners to Re-Center

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**Person first:** We must focus on the person first—not the trauma that happened to them. Individuals are resilient and have strengths that supersede trauma. Therefore, include strengths-based and evidence-based strategies in your work. While we have presented a multitude of activities in this book, make sure that your treatment plans are person- and family-centered as well.

- ❑ **Advocacy:** Attending expensive workshops and trainings is a beginning, not an ending. Reading this book is a start. The real work is in advocacy at every level. Advocate for your clients by acknowledging their unique needs and by aligning resources that fit those needs. Educate those who work with individuals with trauma. Advocate for resources to decrease the financial and social impacts of trauma. Establish mentorship programs and training for primary care, childcare, and eldercare providers.
- ❑ **Avoid re-traumatization:** Employ the use of de-escalation techniques versus the use of physical restraints. Many of the challenges individuals present with occur when they do not feel validated. Start by acknowledging their perspective and by recognizing the trauma lens of protection through which they view the world. Listen to what they have to say! Avoid making assumptions and judgments. Ask for and provide clarification by repeating and rephrasing statements. Apologize for any misunderstandings or misinterpretations. Provide choices rather than dictating rules.
- ❑ **Assess your knowledge of trauma:** Be aware of your personal experiences. As you work with clients, look in the mirror more often. Examine your own biases and assumptions.

## NOW is the time to take ACTION

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buy-in, and provide mentorship for team members (Fette, Lambdin-Pattavina, & Weaver, 2019).

- ❑ **Promote physical activity:** Performing gross motor activities, such as sports, can improve positive outcomes and behaviors. Support the development of structured activities and access to such programs (Cahill, Egan, & Seber, 2020).
- ❑ **Address organizational trauma:** Complete organizational assessments for trauma-informed care. Develop a mission statement that includes inclusivity; cultural sensitivity and values around safety; trustworthiness and transparency; peer support and mutual self-help; collaboration and mutuality; empowerment, voice, and choice; and cultural, historical, and gender issues.
- ❑ **Incorporate a reflective practice:** With any clinical practice, it is necessary to incorporate a reflective practice on the services you provide. Be sure to revisit the events of therapy sessions by maintaining proper notes. Revisit your own thoughts and feelings during the session. Analyze what seemed to work and what did not. Consider other activities and approaches you could have taken to assist in revising treatment plans. In addition, revisit the Practitioner Readiness for Trauma Care Checklist from chapter 1 to make sure you are best supporting your clients' needs.

**Now is the time for you to call others to ACTION!**

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## Group activity

- ▶ Circle
- ▶ Pass items clockwise
- ▶ Keep with the rhythm

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## Juggling Thoughts

- ▶ Represents mental chatter
- ▶ Mindfulness can help focus
- ▶ How did the “chatter” feel when it moved quickly vs. slowly?

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## Understanding Intergenerational Trauma (Discussion)

- ▶ Facilitated questions
- ▶ Small group breakout
- ▶ Sharing insights

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## Mechanisms of Trauma Transmission

- ▶ Psychological
- ▶ Cultural
- ▶ Social pathways

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## Mechanisms of Trauma Transmission (Discussion)

- ▶ Facilitated questions
- ▶ Small group breakout
- ▶ Sharing insights

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## Impacts on Identity

- ▶ Loss of language
- ▶ Disconnection from traditions
- ▶ Stigma and internalized oppression

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## Impacts on Identity (Discussion)

- ▶ Facilitated questions
- ▶ Small group breakout
- ▶ Sharing insights

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## Mental Health Implications

- ▶ High rates of PTSD, depression
- ▶ Suicide and substance use trends

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## Mental Health Implications (Discussion)

- ▶ Facilitated questions
- ▶ Small group breakout
- ▶ Sharing insights

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## Spirituality in Indigenous Healing


- ▶ Role of ceremony and ritual
- ▶ Belief systems
- ▶ Holistic worldviews

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## Spirituality in Indigenous Healing (Discussion)

- ▶ Facilitated questions
- ▶ Small group breakout
- ▶ Sharing insights

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## Examples of Spiritual Ceremonies

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## Examples of Spiritual Ceremonies (Discussion)

- ▶ Facilitated questions
- ▶ Small group breakout
- ▶ Sharing insights

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## Storytelling Traditions

- ▶ Transmission of knowledge
- ▶ Oral history
- ▶ Cultural resilience

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## Storytelling Traditions (Discussion)

- ▶ Facilitated questions
- ▶ Small group breakout
- ▶ Sharing insights

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## Techniques for Storytelling

- ▶ Story circles
- ▶ Digital storytelling
- ▶ Student-led narratives

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## Techniques for Storytelling (Discussion)

- ▶ Facilitated questions
- ▶ Small group breakout
- ▶ Sharing insights

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## Trauma-Responsive Care

- ▶ Core principles
- ▶ Safety and empowerment
- ▶ Trust and collaboration

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## Trauma-Responsive Care (Discussion)

- ▶ Facilitated questions:
  - ▶ What Happened to You?
  - ▶ What do You Need?
- ▶ Small group breakout
- ▶ Sharing insights

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## Aligning TRC with Culture

- ▶ Adaptation of models
- ▶ Use of traditional concepts

91

## Opening Reflection

- ▶ Review of Day 1
- ▶ Circle sharing

92

## Opening Reflection (Activity)

- ▶ Interactive exercises
- ▶ Role plays
- ▶ Peer feedback

93

## Education & Healing Practices

- ▶ Classroom integration
- ▶ Mental health support
- ▶ Role of school counselors

94

## Education & Healing Practices (Activity)

- ▶ Interactive exercises
- ▶ Role plays
- ▶ Peer feedback

95

## Working with Elders

- ▶ Protocols
- ▶ Building trust
- ▶ Inviting collaboration

96

## Working with Elders (Activity)

- ▶ Interactive exercises
- ▶ Role plays
- ▶ Peer feedback

97

## Tools for Culturally Intelligent Plans

- ▶ Lesson plans
- ▶ Community events
- ▶ Curriculum redesign

98

## Tools for Cultural Intelligent Plans (Activity)

- ▶ Interactive exercises
- ▶ Role plays
- ▶ Peer feedback

99

## Cultural Intelligence vs. Competency

- ▶ Self-awareness
- ▶ Contextual knowledge
- ▶ Dynamic learning

100

## Cultural Intelligence vs. Competency (Activity)

- ▶ Interactive exercises
- ▶ Role plays
- ▶ Peer feedback

101

## Blending Traditions and Therapy

- ▶ CBT and mindfulness with ceremonies
- ▶ Examples of integrative models

102

## Blending Traditions and Therapy (Activity)

- ▶ Interactive exercises
- ▶ Role plays
- ▶ Peer feedback

103

## Community-Based Healing

- ▶ Feasts
- ▶ Wellness circles
- ▶ Land-based education

104



## Community-Based Healing (Activity)

- ▶ Interactive exercises
- ▶ Role plays
- ▶ Peer feedback

105

## Youth Empowerment

- ▶ Mentorship programs
- ▶ Language recovery
- ▶ Cultural arts

106

## Youth Empowerment (Activity)

- ▶ Interactive exercises
- ▶ Role plays
- ▶ Peer feedback

107

## Designing Youth Programs

- ▶ Co-creation with youth
- ▶ Funding models
- ▶ Cultural sustainability

108

## Designing Youth Programs (Activity)

- ▶ Interactive exercises
- ▶ Role plays
- ▶ Peer feedback

109

## Sustainable Healing Models

- ▶ Train-the-trainer
- ▶ Capacity building
- ▶ Evaluation methods

110

## Sustainable Healing Models (Activity)

- ▶ Interactive exercises
- ▶ Role plays
- ▶ Peer feedback

111



## Closing: Storytelling

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## Closing Circle

- ▶ Final reflections
- ▶ Commitments to action

113

## Closing Circle (Activity)

- ▶ Interactive exercises
- ▶ Role plays
- ▶ Peer feedback

114

## Next Steps

- ▶ Personal planning
- ▶ Program development
- ▶ Ongoing education

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## Next Steps (Activity)

- ▶ Interactive exercises
- ▶ Role plays
- ▶ Peer feedback

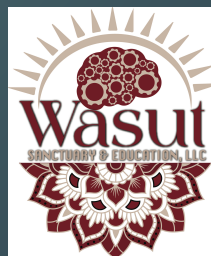
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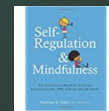
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