**Foundational Element:**

**Case Practice with American Indian Tribes**

Welcome to “Case Practice with American Indian Tribes” foundational element. In this element we explore the impact of historical trauma and loss on Native American families, review ICWA and WICWA requirements, and discuss ways to strengthen our practice with Indian children, families, and tribes.

These workbook pages will support your learning through this element and aid your supervisor and/or coach in understanding the purpose of the element (see the Element Learning Objectives below), its sections (see Element Sections below), and how they can support you in your learning.

Beginning on page 2, you will find space to capture your responses to activities within the online modules – some of your responses will be brought to Community Huddles, while others will be shared with your supervisor, coach, or colleague for on-the-job application activities.

**Element Learning Objectives**

Upon completion of this element, child welfare professionals will be able to:

* Review the concept of historical trauma as it specifically relates to American Indian people.
* Recognize the Tiers of Trauma and how they impact American Indian families today.
* Examine how to work with American Indian families in a culturally responsible manner.
* Identify methods to engage tribal partners in building trusting relationships to offer culturally specific services to American Indian families.

**Element Sections**

This element contains the following sections:

* Prework for Community Huddle 1 – online content (10 minutes)
* Packet 1: History and Historical Trauma – online content (90 minutes)
* Community Huddle 1 – virtual session via Zoom (80 minutes)
* Grounding Activity – online content (30 minutes)
* Packet 2: Cultural Responsibility with American Indian Families – online content (30 minutes)
* Community Huddle 2 – virtual session via Zoom (120 minutes)

**Prework for Community Huddle 1**

In your Prework for Community Huddle 1, your existing knowledge about American Indian Tribes is tested through a series of 12 questions that are responded to within the online packet.

While there are no activities within this packet that ask you to record anything within the workbook, space has been made available on this page should you wish to capture any notes or reflections for discussion with your supervisor or coach.

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**Packet 1: History and Historical Trauma**

In the History and Historical Trauma packet, you are introduced to the Indian Child Welfare Act (ICWA), the Wisconsin Indian Child Welfare Act (WICWA), and the 11 federally recognized tribes in the state of Wisconsin.

You are asked to (1) watch an 18-minute movie entitled “American Experience, In the White Man’s Image” and (2) make note of any talking points that stand out to you or catch your attention. Use the sections starting below to record your activities as you complete the online packet.

**ICWA and WICWA**

The online packet refers you to your workbook to find a handout entitled “A Child Welfare Practitioner’s Guide for Meeting the WICWA Active Efforts Requirement”. You will find this Guide as a separate handout posted on the WCWPDS website in the same area that you downloaded these workbook pages. The Guide is entitled “Foundational Element Workbook - Case Practice with American Indian Tribes - Appendix A”.

You can also access the Guide at: <https://dcf.wisconsin.gov/files/publications/pdf/464.pdf>.

**American Indian Tribes in Wisconsin**

As you learned from the online packet, there are 11 federally recognized tribes in Wisconsin. You had the opportunity to explore each of the tribes within the online packet. Use the space below to capture any notes about the tribes that you wish to. Remember, you can always return to this section of Packet 1 on your transcript in PDS Online to review information about each tribe and to access the information links for each tribe.

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**“American Experience: In the White Man’s Image” Video Notes**

As you watch the 18-minute movie entitled “American Experience, In the White Man’s Image”, make note in the space below of any talking points that stand out to you or catch your attention.

Specifically, capture any notes about the losses the children experienced while at the boarding schools and the losses American Indian families experienced as a result of the removal of their children to the boarding schools.

**Please bring these notes with you to your Community Huddle where you will use them in an activity.**

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**Community Huddle 1**

In the workbook introduction, you learned that the Foundational Elements include Community Huddles as a way to discuss learning and build connections and community with your cohort colleagues.

Community Huddles are held virtually via Zoom. You will find the date, time, and Zoom link for this Community Huddle within the *Welcome to the WiLearn Program* enrollment email that you received from WCWPDS.

Please see that email for details about logging in to the Community Huddle and contact information should you have any questions about the Community Huddle.

During this Community Huddle, we will:

* Explore how historical trauma has impacted American Indian families and tribes
* Discuss the implications of historical trauma to child welfare practice with American Indian families and tribes
* Preview element content

In this Community Huddle, we spend time:

* developing an understanding of the importance of names in the connection to our families, our personal identities, our history, our culture, etc.
* exploring further the losses to American Indian children and families as a result of boarding schools that you were introduced to in your online packet content.
* discussing the implications of historical trauma to child welfare practice with American Indian families and tribes.

**Element Content Preview: What’s Next**

* Grounding Activity: in this packet we begin to learn about culturally responsible practice when working with American Indian families and tribes. You will explore American Indian cultural values and note your insights in your workbook for further discussion at our second Community Huddle.
* Packet 2: Cultural Responsibility with American Indian Families – in this packet you will continue your exploration on how to ensure cultural responsibility and cultural humility when working with American Indian families and tribes. You will reflect on your own beliefs and rituals in your workbook and bring that information with you for further discussion at our second Community Huddle.
* Community Huddle 2: you will reconnect with this group to consider and apply what you’ve learned.

Use the space below to jot down any personal take-aways from Community Huddle 1.

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**Grounding Activity**

In the Grounding Activity, you learn about culturally responsible practice when working with American Indian children, families, and tribes. You learn about American Indian cultural values in the areas of child development and learning, discipline, cooperation, generosity, time, courtesy, aging, spiritualism, and the definition of family.

You are asked to (1) review each value as you consider how you might phrase a question to begin to understand each and (2) record at least three new insights in working with American Indian children, families, and tribes.

**Personal Reflection**

Use the space below to record at least three new insights that you learned about how to work with American Indian children, families, and tribes.

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Space for any additional notes or questions that you’d like to capture for discussion with your agency supervisor or coach.

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**Packet 2: Cultural Responsibility with American Indian Families**

In the Cultural Responsibility with American Indian Families packet, you continue to consider the importance of family traditions and explore tactics for success in working with American Indian families.

You are asked to (1) record answers to a series of questions within your workbook, (2) complete Prework for Community Huddle 2, and (3) reflect on your own traditions in several areas. Use the sections starting below to record your activities as you complete the online packet.

**Answers to Knowledge Check Questions**

Record your answers below to the series of questions posted in the online packet.

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|  | What do children represent in Native American communities?     What learning style do Native American Indian children prefer?     How are Native American children disciplined?     True or False? Native American tend to be less generous than non-Native Americans.     True or False? Native Americans view time as static.     How do Native Americans typically react when uncomfortable?     What are some principles of cultural competence when working with American Indians? |
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**Prework for Community Huddle 2**

Record your answers below to the two questions from the online packet.

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|  | How do you define cultural norms?     What are some traditions that you have developed or kept sacred throughout your life? |
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**Reflections on Your Own Traditions Exercise**

Take some time to reflect on your own traditions in each of the following areas noted. Record your answers below. **Be prepared to discuss your reﬂections during our next Community Huddle.**

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|  | How children are educated.      |
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|  | Rites of passage to adulthood.      |
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|  | Marriage practices.      |
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|  | Death practices.      |
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Space for any additional notes or questions that you’d like to capture for discussion with your agency supervisor or coach.

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**Community Huddle 2**

In the workbook introduction, you learned that the Foundational Elements include Community Huddles as a way to discuss learning and build connections and community with your cohort colleagues.

Community Huddles are held virtually via Zoom. You will find the date, time, and Zoom link for this Community Huddle within the *Welcome to the WiLearn Program* enrollment email that you received from WCWPDS.

Please see that email for details about logging in to the Community Huddle and contact information should you have any questions about the Community Huddle.

During this Community Huddle, we will:

* Explore the importance of family traditions and how they are practiced differently across families and cultural groups
* Discuss ways to collaborate more effectively with American Indian families and tribes
* Create final reflections and commitments

In this Community Huddle, we spend time:

* exploring, through a small group activity, the differences in traditions around the four topics that you capture notes on in the prework for this Community Huddle.
* hearing from the facilitators about their tribe’s cultural values and traditions.
* considering how to use the strengths of American Indian people in the approach to and work with American Indian families.
* discussing ways to overcome obstacles to working with American Indian tribes.
* developing an Action Plan to apply what you have learned in this element.

**Additional ICWA & WICWA Resources and Learning**

* You have completed the pre-service modules and can always access them on your transcript in PDS Online to review them. Engaging Families with WICWA, Initial Assessment, Ongoing Services, and the WICWA section in the Placement module most specifically reference ICWA and WICWA.
* There is the **WICWA Online Resource for Caseworkers** available at: <https://media.wcwpds.wisc.edu/foundation/WICWA_Online_Resource/>
* Finally, there is the **Case Practice with American Indian Tribes: Understanding WICWA** course where you will learn the process to follow in complying with ICWA and how to facilitate ICWA’s implementation in Wisconsin. You have two years from your date of hire as a primary CPS professional to complete this course and must have completed WiLearn before you can register for the course. Available sessions for you to register for once you complete WiLearn are posted in PDS Online.

**Action Plan**

**Case Practice with American Indian Tribes**

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| Please list three important concepts, ideas, or skills which you plan to take from the training and implement in your work. |
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| Identify a plan to implement these concepts upon return to your agency. |
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| Identify resources that will help you to implement this plan. |
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| Identify any barriers to the implementation of this plan. |
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***Please share and discuss your Action Plan with your supervisor and/or coach.***