

Supporting Tribal Youth at Risk for Suicide: **Honoring Children, Mending the Circle**

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Dolores Subia BigFoot, PhD
Senior Advisor, SPRC
Director, Indian Country Child Trauma Center

Funding and Disclaimer



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About SPRC

The Suicide Prevention Resource Center (SPRC) is the only federally funded resource center devoted to advancing the implementation of the National Strategy for Suicide Prevention. SPRC is supported through a grant from the U.S. Department of Health and Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA).

SPRC builds capacity and infrastructure for effective suicide prevention through consultation, training, and resources for state, tribal, health/behavioral health, and community systems; professionals and professional education programs; and national public and private partners and stakeholders.

Indian Country Child Trauma Center (ICCTC)

The Indian County Child Trauma Center (ICCTC) was established to develop trauma-related treatment protocols, outreach materials, and service delivery guidelines specifically designed for American Indian and Alaska Native (AI/AN) children and their families.

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This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education. The APA is accredited by the ACCME to provide continuing medical education for physicians.

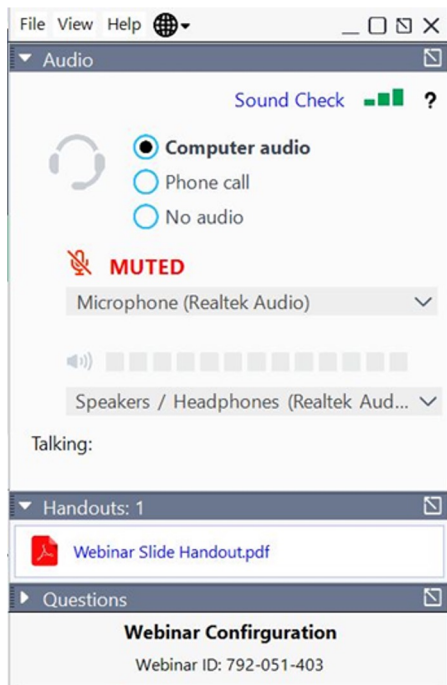
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The Suicide Prevention Resource Center is the sole owner of the activity content, including views expressed in written materials and by the speakers.

How to Download Handouts

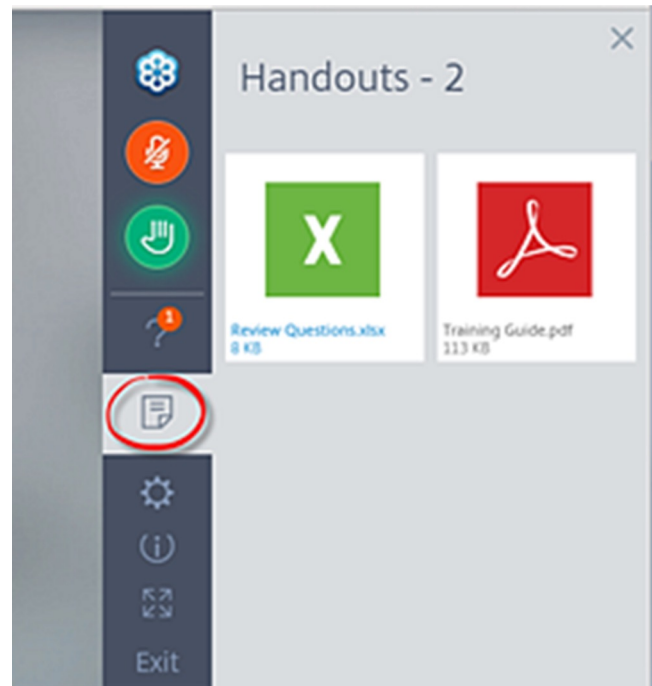
Desktop

Use the “Handouts” area of the attendee control panel.



Instant Join Viewer

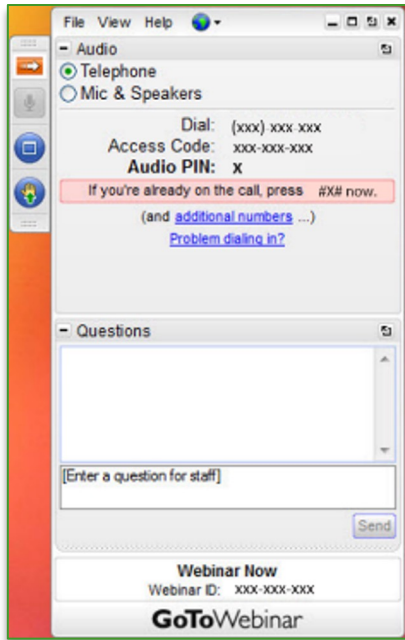
Click the “Page” symbol to display the “Handouts” area.



How to Participate in Q&A

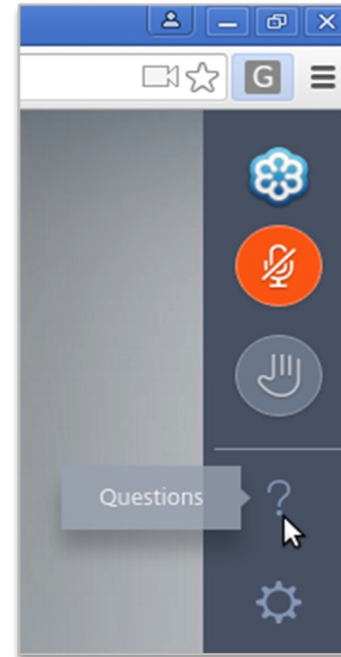
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Use the “Questions” area of the attendee control panel.



Instant Join Viewer

Click the “?” symbol to display the “Questions” area.





Supporting Tribal Youth at Risk for Suicide: Honoring Children, Mending the Circle

Dolores S. BigFoot, PhD

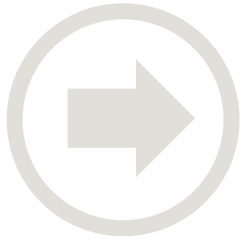
Land Acknowledgement

We acknowledge that the land that now makes up the United States of America was the traditional home, hunting ground, trade exchange point, and migration route of more than 574 American Indian and Alaska Native federally recognized tribes and many more tribal nations that are not federally recognized or no longer exist.

We recognize the cruel legacy of slavery and colonialism in our nation and acknowledge the people whose labor was exploited for generations to help establish the economy of the United States.

We honor indigenous, enslaved, and immigrant peoples' resilience, labor, and stewardship of the land and commit to creating a future founded on respect, justice, and inclusion for all people as we work to heal the deepest generational wounds.

Overview



- My Background
- Treating Child Trauma
- Questions



My Background



Caddo Nation of Oklahoma

My Background

I was raised by a great grandmother who helped me establish my cultural, spiritual, and professional identity. My professional identity seeks balance (mental health).

Increased suicide protective factors are a sense of identity, connectiveness, and belonging. Being in a culturally based family provides a sense of identity, connectiveness, and belonging.

Northern Cheyenne Tribe of Montana



Treating Child Trauma



Project Making Medicine

- Honoring Children Series is the cultural adaptation of evidenced-based (EB) treatments including:
 - **Trauma-Focused Cognitive Behavior Therapy**
Culturally enhanced for Honoring Children, Mending the Circle
 - **Parent-Child Interaction Therapy**
Culturally enhanced for Honoring Children, Making Relatives
 - **Problematic Sexual Behaviors Cognitive Behavioral Therapy**
Culturally enhanced for Honoring Children, Respectful Ways

Cultural Enhancement Considerations for EB Models

- EB Models with principles that are compatible with American Indian and Alaska Native world views are less biased
- Comparable concepts that illustrate cultural application (practice-based evidence)
 - Expression of feelings can be recognized by ceremony such as Wiping of the Tears
 - Child-centered attentiveness can be recognized by the concept of children being the Center of the Circle
- Identify cultural practices that are therapeutic which can replace or be used in collaboration with EB practices
- Maintain fidelity to EB model structure and implementation for effectiveness
- Collaborate with family to determine what level of cultural integration is desired
- Therapists are encouraged work with cultural liaisons to better understand customs, traditions, stories and symbols relevant to Indigenous cultures within their geographic area

Evidence-Based Practices and Indigenous Knowledge

Evidence-Based Practices

- Cognitive and behavioral principles
- Attachment
- Humanist
- Developmental
- Neurobiology
- Empowerment

Indigenous Knowledge

- Thinking, feeling, doing
- Relational and circle theory
- We are all related
- Naming, Medicine Wheel
- Mind-body-heart-spirit. We knew the earth was round, racial memories
- Non-interference, non-judgment, equity, voice, and empowerment

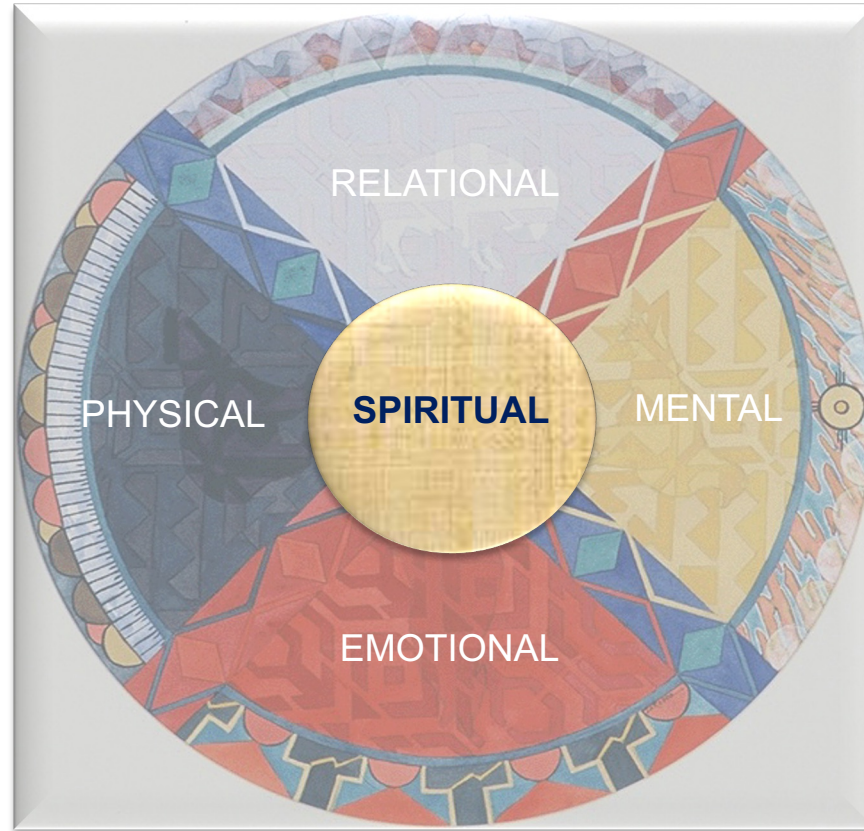
Trauma Focused Cognitive Behavior Therapy

- P**sychoeducation and parenting skills
- R**elaxation
- A**ffective modulation
- C**ognitive coping
- T**rauma narrative/cognitive processing
- I**n vivo desensitization
- C**onjoint parent-child session
- E**nhancing future safety and development

For more information go to: [TFCBT.org](https://www.tfcbt.org)

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Honoring Children, Mending the Circle



Indigenous Pathway: Practice Based Evidence

- Identification of Indigenous practices that are healing: Ceremony
- Identification of Indigenous ways of explaining the world: Tribal creation stories
- Identification of Indigenous ways of explaining how things happen: How, why, when stories
- Identification of Indigenous ways of explaining when things do not go well: Trickster, Iktoma, Spider, Coyote
- Identification of Indigenous ways of moving from one status to another status: Transition

Indigenous Ways of Knowing




Great
Mystery

How do you define Alaska Native child well-being?



American Indian/Alaska Native Healing Practices

Activity/Object/Item	Use/Purpose	Meaningfulness/Value/Belief
<p>Singing a goodbye song after a family member passes away</p> 	<p>To help family members say goodbye to the deceased family member</p> <p>To recognize the family member's spirit is on a new journey</p>	<p>Gives permission for the spirit to journey onward</p> <p>To acknowledge that this is a transition period for everyone</p> <p>To give permission to mourn</p> <p>To provide a supportive structure for mourning</p> <p>Serves as a reminder for the loved one when sung again in the future</p>

Storytelling

Creation stories are the history and tradition of the tribes; they tell how the world began in what manner. They explain how the world, people, animals, and plants are related. Through creation stories, people can understand the natural order of life and in what direction they came and in what direction they are going. They give reason to the overall scheme of things. It is therefore important to understand the creation of things because it provides the framework within which wise decisions can be made.

Storytelling was the form of transmittal for how things were and why things happened. There were winter stories and summer stories, stories for days that the rains fell, and stories for early mornings. Creation stories were retold and retold many times in the growing years.

Storytelling

- Reassessing and decision-making
- Consequences and outcomes
- Explanations about behavior
- Character and attributes
- Values and beliefs
- Suffering and sorrow
- Maintaining and self-sufficiency
- Grounding and resiliency

The image shows two large, white, conical teepees standing in a grassy field. The teepees are made of light-colored fabric stretched over a wooden frame of poles. The background features a dense line of green trees under a clear blue sky. A blue semi-transparent overlay covers the bottom half of the image, with the word "Questions?" written in white text on the left side. A small yellow horizontal bar is visible on the left edge of the blue overlay.

Questions?

How To Claim Credit

Simply follow the instructions below. Email LearningCenter@psych.org with any questions.

1. Attend the virtual event.
2. Submit the evaluation.
3. Select the CLAIM CREDITS tab.
4. Choose the number of credits from the dropdown menu.
5. Click the CLAIM button.



COURSE CONTENT

CLAIM CREDITS

Next >

Home 

Claimed certificates are accessible in My Courses > My Completed Activities

Resources

Suicide Prevention Resource Center:

www.sprc.org

Substance Abuse and Mental Health Services
Administration:

www.samhsa.gov

National Action Alliance for Suicide
Prevention:

www.actionallianceforsuicideprevention.org

Education Development Center:

www.edc.org

www.sprc.org

American Foundation for Suicide Prevention
State Policy Priorities:

<https://afsp.org/our-work/advocacy/public-policy-priorities/>

American Indian/Alaska Native Suicide
Prevention:

<http://www.sprc.org/populations/aian>

Trauma-Focused Cognitive Behavioral
Therapy, National Therapist Certification
Program:

<https://tfcbt.org/>



References

- Bigfoot, D.S., & Schmidt, S.R. (2010). Honoring children, mending the circle: cultural adaptation of trauma-focused cognitive-behavioral therapy for American Indian and Alaska native children. *Journal of clinical psychology*, 66 8, 847-56 .
- Bigfoot, D. S., & Schmidt, S. R. (2012). American Indian and Alaska Native Children: Honoring children, mending the circle. In Cohen et al (Eds.), *Trauma-Focused CBT for Children and Adolescents* (pp. 287-98). New York, NY: Guilford Press.
- Cohen, J., Mannarino, A., & Deblinger, E. (2006). *Treating Trauma and Traumatic Grief in Children and Adolescents*. New York, NY: Guilford Press.

Thank you!

Dolores Subia BigFoot, PhD
Dee-Bigfoot@ouhsc.edu

Suicide Prevention Resource Center

1000 N.E. 13th Street
Nicholson Tower, Suite 4900
Oklahoma City, OK 73104

sprc.org