



Trauma Informed Care

A Collaborative Action Plan for Youth Wellness 2018/2019



Trauma. What is it?

A deeply distressing or disturbing experience.

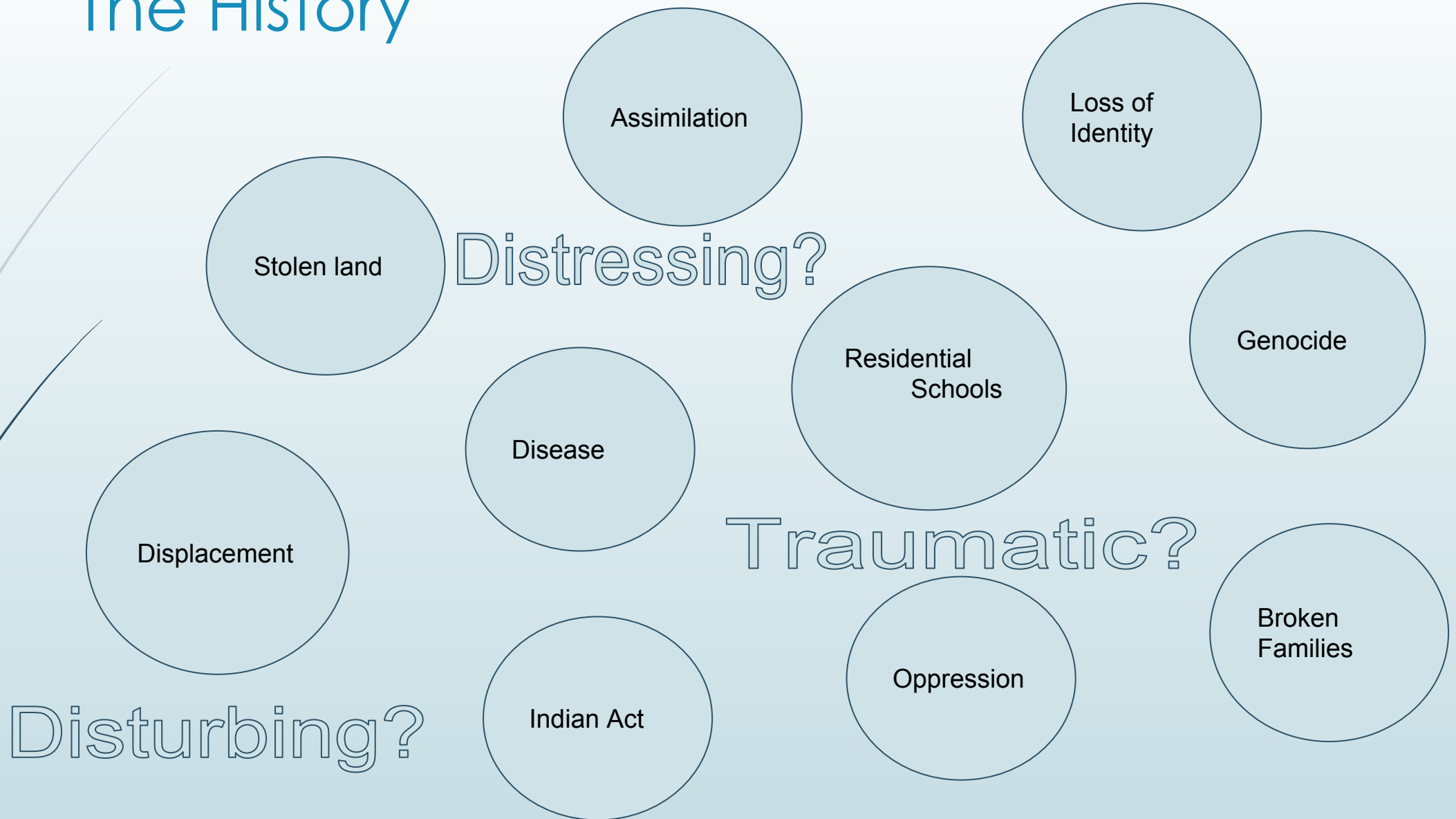
Intergenerational trauma is trauma that affects cultural groups, communities, and/or generations. This type of trauma can be both emotional and psychological and affects large groups of people. Racism, colonization, loss of culture, residential schools, etc. are all examples of intergenerational trauma that is being passed down amongst our First Nations communities.

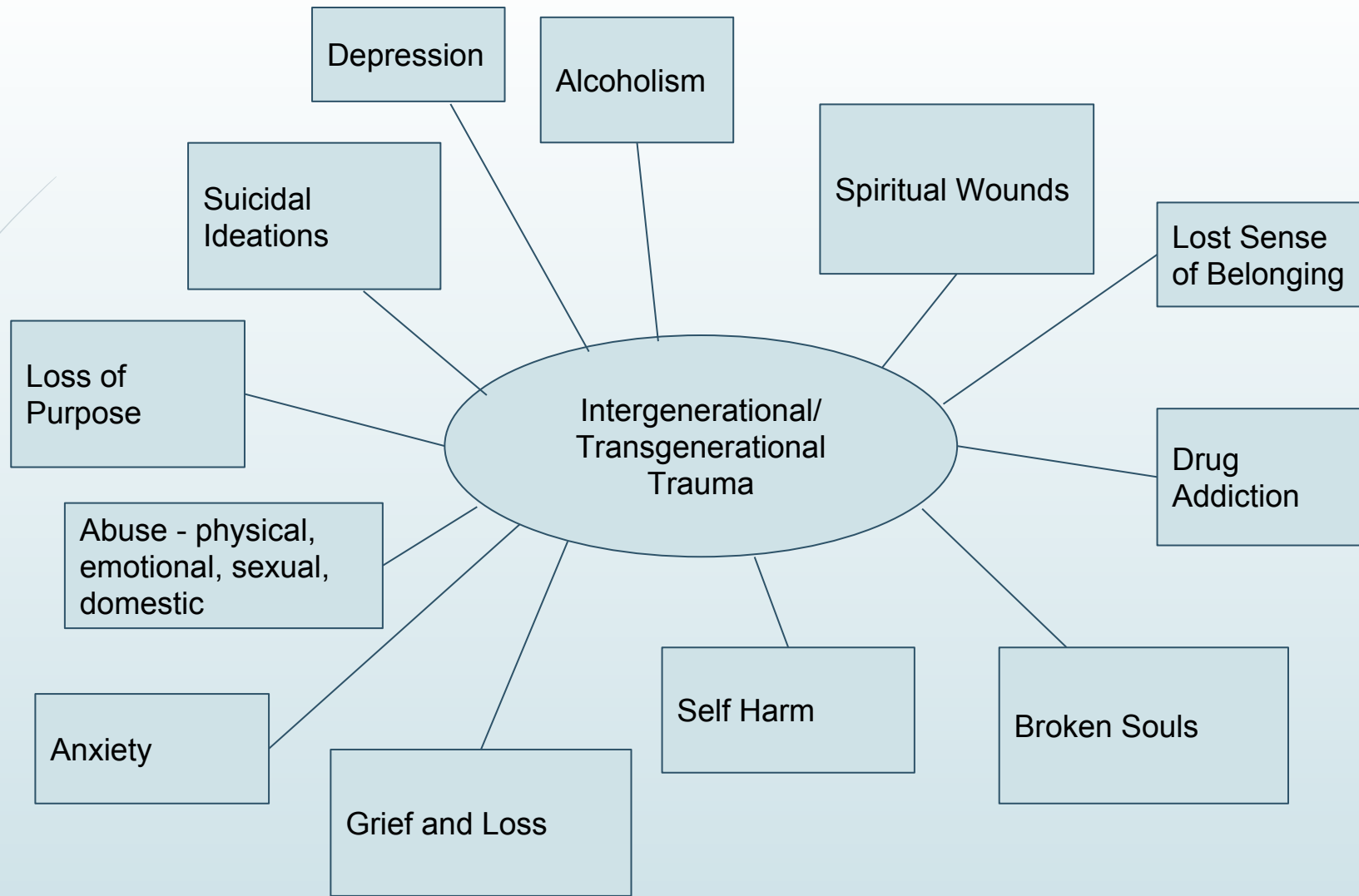
Passed along through cultures and communities.

Transgenerational trauma is trauma that is passed down from one generation to the next. Trauma survivors (ex. residential school survivors) transfer their PTSD mechanisms down to the next generation and so on. This creates a cycle and affects our youth today.

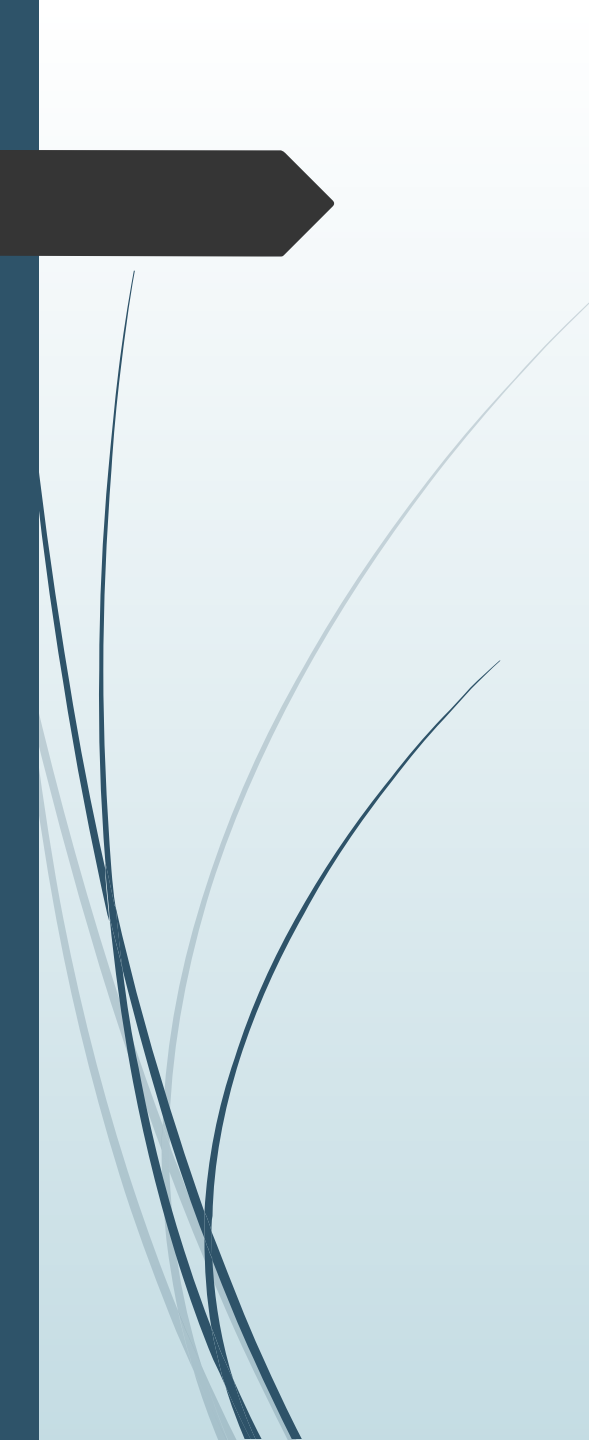
Passed along through families.

The History





Coping Strategies



“Not all addictions are rooted in abuse or trauma, but I do believe they can all be traced to painful experience. A hurt is at the centre of all addictive behaviours. It is present in the gambler, the Internet addict, the compulsive shopper and the workaholic. The wound may not be as deep and the ache not as excruciating, and it may even be entirely hidden—but it’s there.”

~Dr. Gabor Mate

Change the Focus

PAA Programs

Land-Based Learning

Youth Conferences

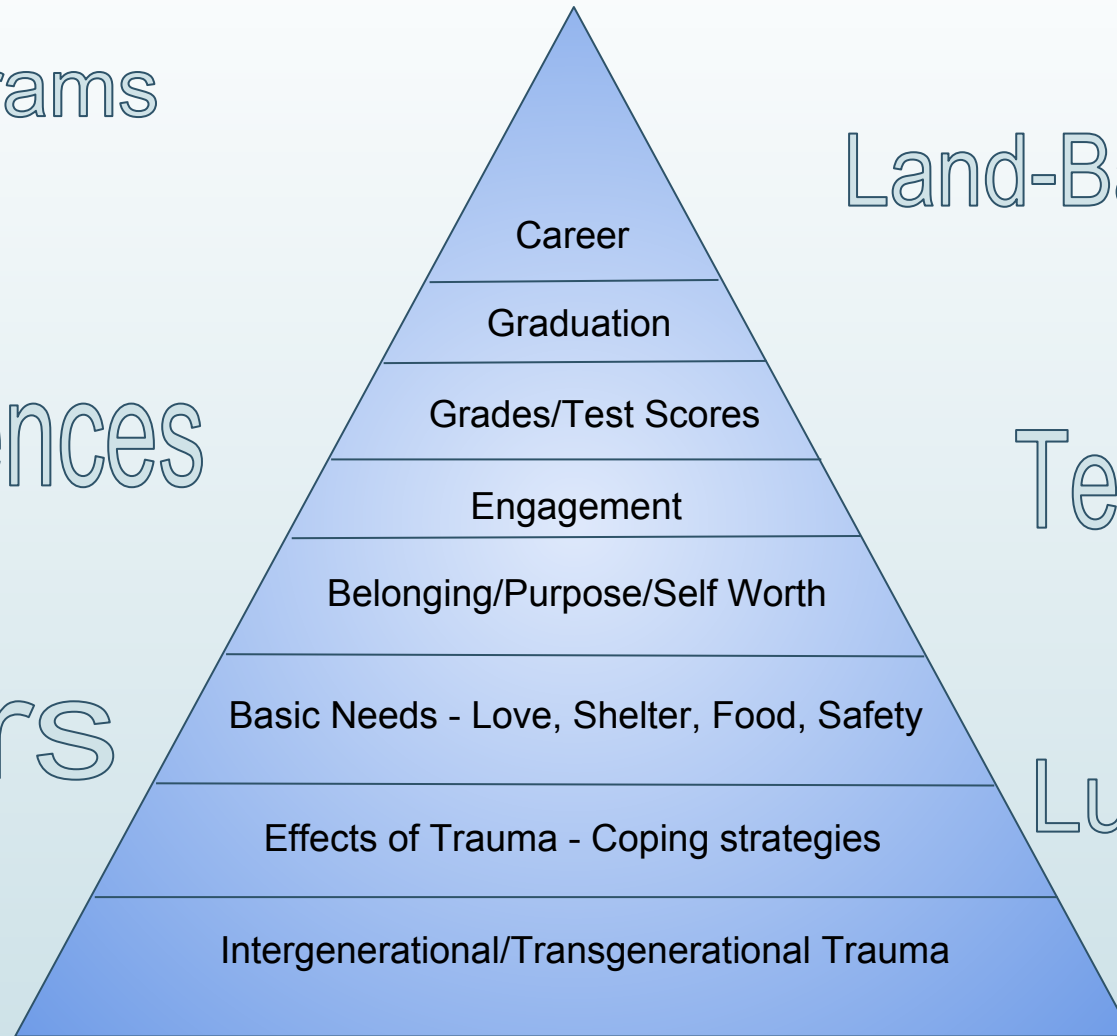
Teach the History

Elders

Lunch Programs

Social Emotional Learning

Peer Mentorship Programs





Truth & Reconciliation Commission of Canada Calls to Action

- 1. iii. Ensuring that social workers and others who conduct child-welfare investigations are properly **educated and trained about the history and impacts of residential schools.**
- v. Requiring that all child-welfare decision makers **consider the impact of the residential school experience on children and their caregivers**
- 3. We call upon all levels of government to **fully implement Jordan's Principle.**
- 4. ii. Require all child-welfare agencies and courts to **take the residential school legacy into account in their decision making**
- 18. We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the **current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools**, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.
- 19. We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, **suicide, mental health, addictions**, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the **availability of appropriate health services.**
- 21. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to **address the physical, mental, emotional, and spiritual harms caused by residential schools**, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.
- 24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with **Aboriginal health issues, including the history and legacy of residential schools**, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and **Indigenous teachings and practices.** This will require **skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.**
- We call upon the federal government to establish multi year funding for community-based youth organizations to deliver programs on reconciliation, and establish a national network to share information and best practices.



Bottom Line?

- Teach the treaties.
- Teach the history.
- Participate in the blanket exercise. Have students participate.
- Create awareness amongst First Nations AND non First Nations students and staff.
- Are treaties being taught in public schools?



How are PAA and Career Programs beneficial to mental health?

- Engagement = Retention
 - When students have opportunities available to them that interest them, they become engaged which leads to retention in school.
- Grad Rates
 - Our province as a whole aims to increase grad rates by 2020. With more engagement and retention, along with increased support in transition phases, would our students be better equipped and more likely to strive toward graduation?
 - Fear of success
 - Difficulty in transitions
- Purpose
 - Something to enjoy
 - Something that makes them happy
- Belonging
 - Being a part of something
 - Working with others
 - Feeling worth in who they are and what they are doing
- Skills
 - Learning new things
 - Life skills
 - Confidence



Peer Mentorship

P² (2018-2019 Pilot Year)

- Research, experience, and programs such as Big Brothers Big Sisters tell us that mentoring initiatives are commonly beneficial to both mentees and mentors. Mentoring relationships enhance the healthy development of youth, foster optimistic attitudes toward school and life, and increase self-esteem and sense of purpose. By implementing a peer mentorship program in our 9 MLFN Schools, we are integrating a pathway to reduce anxiety, depression, victimization, self-harm, suicidal ideations, and drug and alcohol consumption. The aim of this initiative is to replace these trauma resulted coping strategies with positive coping strategies that encourage social connectedness, positive behavior, and a sense of community, belonging, and self-worth.

Youth Collaboration - Shh...Listen.

➤ Calls to Action

- Stop bullying!
 - Educate adults, parents, youth and communities on bullying.
 - Take action when bullying is witnessed or reported.
- Increase positive emotional support in the community.
 - Create forums to increase meaningful peer, family and school support.
 - Pay attention and reach out to youth.
 - See us, hear us - before it's too late.
 - Listen!
 - Understand!
 - Take us seriously!
 - Ask us what we need!
- Address drugs and alcohol in our communities.
 - Increased supports for adults and communities.
 - Supports for youth.
- Keep us safe!
 - More security in the community.
- Provide meaningful and diverse activities for youth.
 - More activities needed.
- Help us!
 - Need for coping skills.
 - Increased mental health resources in the community that meet youth needs.
 - More and/or different options to enhance youth well-being.
 - Suicide awareness education.
 - Increased awareness of available supports.



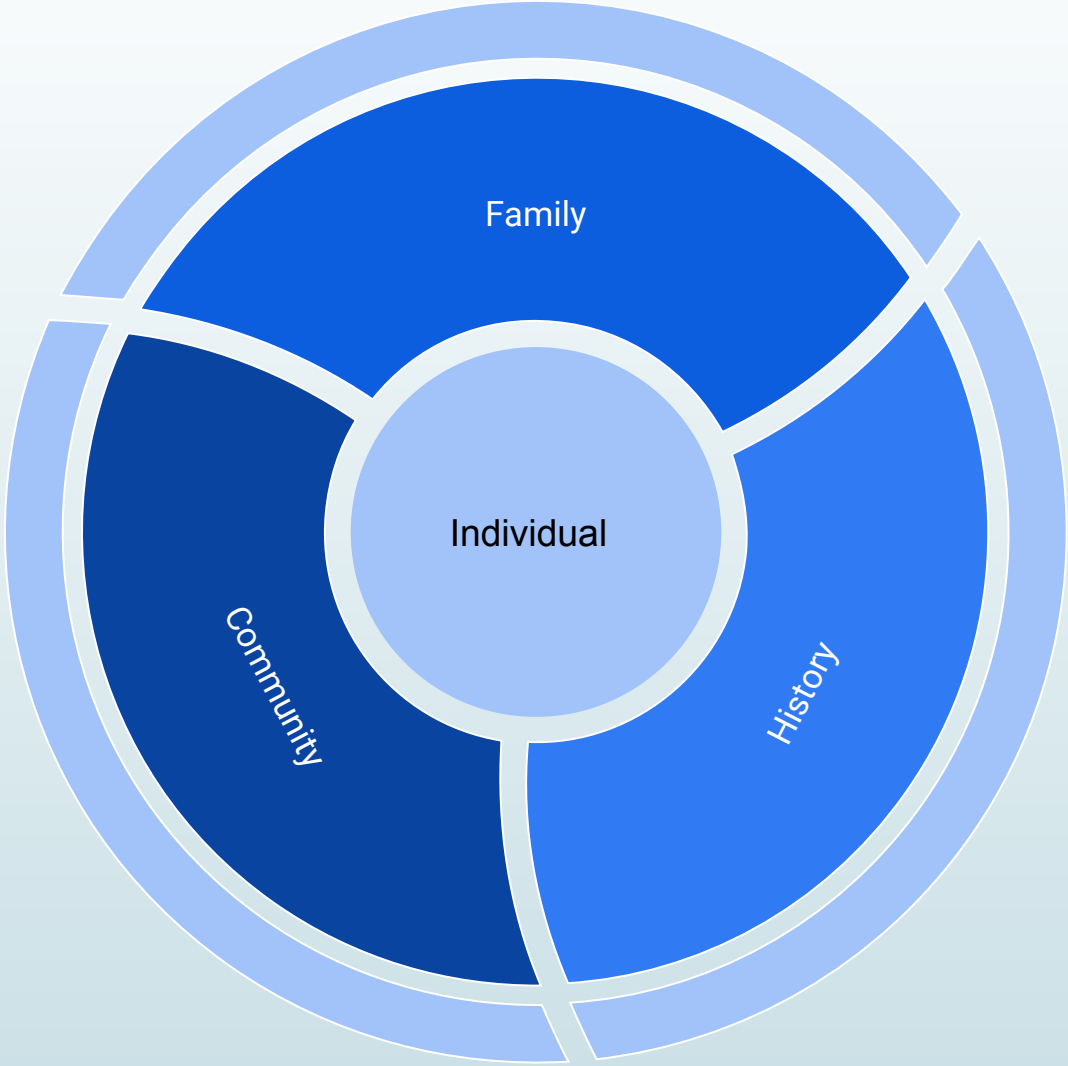
Voice of the Youth Survey Results

Voice of the Youth Survey Results

- Are the results similar?
- What does this mean?
- What needs to change?

Strength of Our Families

Treaties



Cycles

Collaboration



Social Emotional Learning

- Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions
- For a growing number of schools and districts, SEL has become a coordinating framework for how educators, families, and communities partner to promote students' social, emotional, and academic learning.
- It shapes their partnerships with families and community members, highlighting engagement, trust, and collaboration.

[MLTC Social Emotional Learning](#)

- How can you incorporate this into your schools?
- How can this be beneficial to students who have faced or are facing trauma?
- How can we better support our difficult students?

Self-management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations.

Self-awareness

The ability to accurately recognize one's own emotions and thoughts and how these influence behavior.

Social awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.

Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

Responsible decision-making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.





Let's work together. Let's make tomorrow better.

Contact information:

Jody Bender
Career & Guidance Consultant
Meadow Lake Tribal Council - Education Department
Office: (306)236-1354
Cell: (639)237-7500
jody.bender@mltc.ca