

**Linking
Systems of Care**
for Children and Youth Project



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Linking Systems of Care Montana

Trauma-Informed Approaches

Participant Workbook

Module 7



Module 7

Equity for High-Risk Populations

Learning Objectives



- Explain the way historical trauma and historical resiliency shows up in high-risk populations including indigenous communities.
- Engage people with lived experiences from high-risk populations, including those who are indigenous, LGBTQ+, and who have disabilities.
- Support an environment where all staff encourage inclusivity, identify issues as they arise, and devise ways to solve the issues.
- Develop a plan to increase inclusivity in the way material is communicated and the environment itself.

Key Definitions

- High-risk populations that have an increased risk for victimization and trauma:
 - Black, indigenous, and people of color (BIPOC)
 - Lesbian, gay, bisexual, transgender, queer, and questioning individuals (LGBTQ+)
 - Persons with intellectual and developmental disorders
 - People experiencing homelessness
 - Socio-economically stressed individuals
 - Veterans and military families
 - Justice-involved youth

Case Study – Taylor and Carla

The following scenario is fictional and is not meant to be commentary on tribal culture, generally or specifically. Instead, it is meant to illustrate the difficult family dynamics that any family may experience for a variety of reasons. Before we present this scenario, please take a moment to reflect on how accepting you and your family unit are to individuals who are LGBTQ+. This is a scenario that could happen with any family and we are using a tribal family to bring attention to multiple considerations.

As a juvenile justice case manager, you are working with a 14-year-old adolescent named Taylor and Taylor's mother, Carla. Taylor has a diagnosed learning disability and recently got in a fight at school, related to a bullying incident. During a juvenile justice case planning meeting, you determine that Taylor and Carla are both tribal members of a Montana tribe, but do not reside on the reservation. Taylor tells you that their grandmother is very religious and does not accept Carla because she is in a relationship with a woman. Taylor said they haven't been to the reservation in years and misses the family. Carla tells you that she doesn't like to visit because she has a bad relationship with Taylor's father and the father's family. Carla does not mention her partner; however, she does agree that keeping Taylor from family members on the reservation could be causing harm.

Case Study Questions

What are some cultural issues that may come up while working with this family?

Why do you think that Carla does not mention her partner?

What are some services and supports you can provide to Taylor and Carla?

Historical Trauma and Resiliency

I am confident in my ability to define historical trauma.

- Agree
- Somewhat agree
- Somewhat disagree
- Disagree

I can identify and name ways historical resilience shows up in communities.

- Agree
 - Somewhat agree
 - Somewhat disagree
 - Disagree
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Helpful Resources

- The National Center for Juvenile Justice has a helpful tool for calculating disproportionality children of color in the foster care system at the national and state levels:
http://ncjj.org/AFCARS/Disproportionality_Dashboard.aspx
- The Montana Judicial Branch publishes annually information on Youth Court Services operations, including data on the number of justice-involved youth broken down by race:
<https://courts.mt.gov/Courts/ycourt/eval-reports>
- Montana has several resources available to learn more about the tribes and the their histories, including
<https://tribalnations.mt.gov/tribalnations>

Trauma in the LGBTQ+ Community

I am confident in my ability to use the term gender identify correctly.

- Agree
 - Somewhat agree
 - Somewhat disagree
 - Disagree
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Helpful Resources

- Here's a link to the Human Rights Campaign Glossary of Terms: <https://www.hrc.org/resources/glossary-of-terms>
- This is a good resource for professionals working with LGBTQ+ youth and their families from the National Child Traumatic Stress Network:
https://www.nctsn.org/sites/default/files/resources//lgbtq_issues_child_trauma.pdf
- SAMHSA, too, offers guidance on behavioral health equity here: <https://www.samhsa.gov/behavioral-health-equity/lgbt>

Key Definitions

- Sexual orientation - An inherent or immutable enduring emotional, romantic or sexual attraction to other people.
- Gender identity - One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.
- Gender expression- External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.
- Transgender - An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

Trauma Experienced by People with Disabilities

I understand the rates of victimization for people with disabilities

- Agree
 - Somewhat agree
 - Somewhat disagree
 - Disagree
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Helpful Resources

- “Crimes against People with Disabilities,” Office for Victims of Crime:
https://ovc.ojp.gov/sites/g/files/xyckuh226/files/ncvrw2018/info_flyers/fact_sheets/2018NCVRW_VictimsWithDisabilities_508_QC.pdf.
- Information about legal requirements governing accessibility in the Americans with Disabilities Act:
<https://www.ada.gov/https://www.cdc.gov/ncbddd/disabilityandhealth/people.html>.
- Office for Victims of Crime “Crimes Against People With Disabilities”
https://ovc.ojp.gov/sites/g/files/xyckuh226/files/ncvrw2018/info_flyers/fact_sheets/2018NCVRW_VictimsWithDisabilities_508_QC.pdf.
- A printed tip sheet on strategies for working with individuals with cognitive and developmental disabilities:
<https://vkc.mc.vanderbilt.edu/assets/files/tipsheets/traumatips.pdf>.

Cultural Humility

Voice and Choice

My workplace incorporates a variety of voices when making practice and policy decisions.

- Agree
- Somewhat agree
- Somewhat disagree
- Disagree

LGBTQ+ Supports

Helpful Resources

- PFLAG – national support organization for LGBTQ+ people and their families. Montana has two chapters, in Dillon and Bozeman.
- The IYG National Hotline for Gay, Bisexual and Lesbian Youth provides information about local and national resources for those who call 800-347-TEEN. The hotline is available Fridays and Saturday evenings between 5 and 8.
- The Lesbian, Gay, Bisexual and Transgender National Hotline provides peer support and local resource referrals. The hotline may be reached by calling 800-850-8078 Monday through Friday between 2 p.m. and 10 p.m. and on Saturday from 10 a.m. until 3 p.m.

- Trans Youth Family Allies (Imatyfa.org/) offers resources and support for youth who are trans, gender variant, and gender questioning, and their families.
- The TREVOR Project ([The trevorproject.org](http://The.trevorproject.org)) provides resources for LGBTQ+ youth, including one-on-one conversations with counselors via phone, text, or chat.

Messaging

LSOC Montana Organizational Trauma-Readiness Self-Assessment

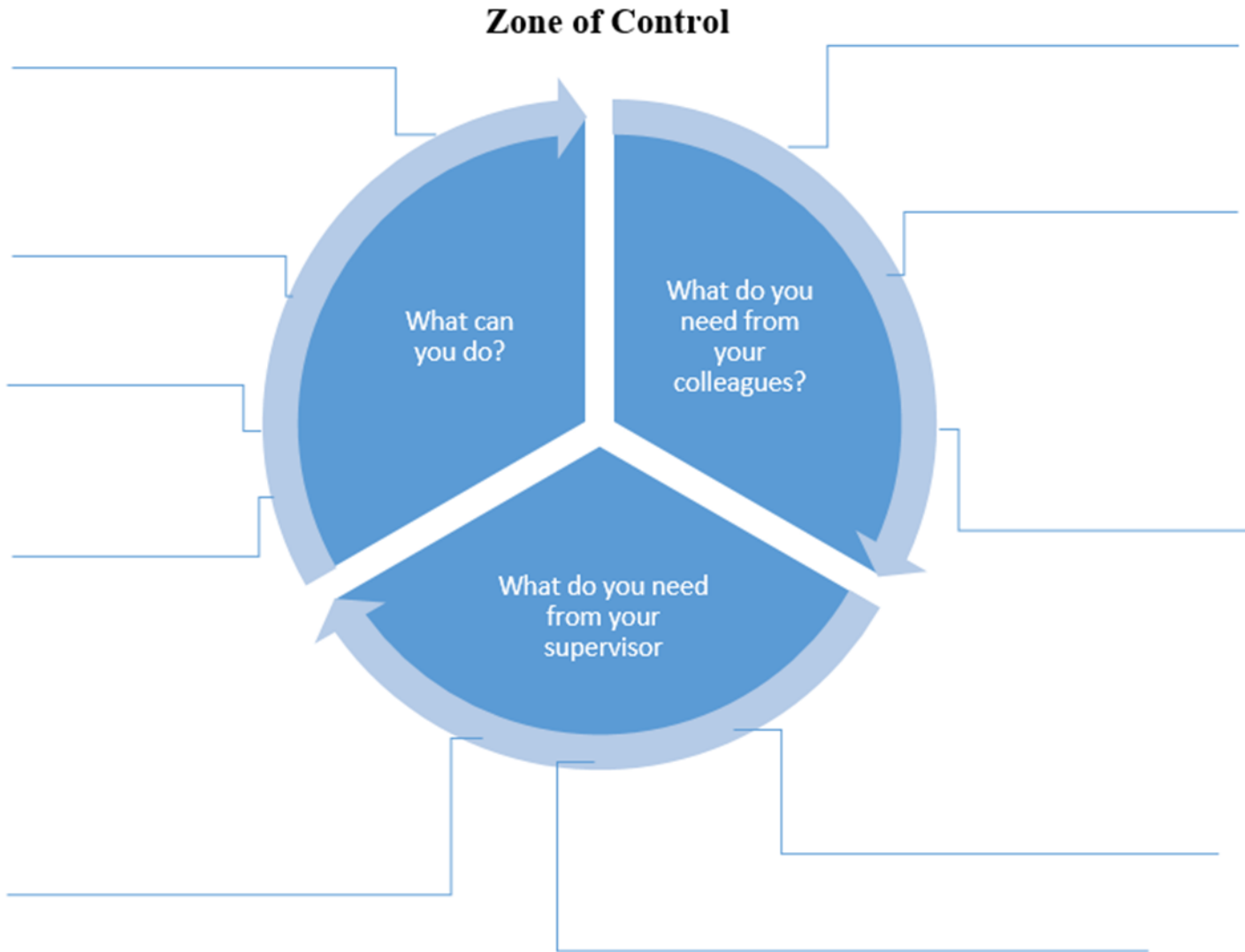
If your organization does a good job in this category, please provide an example of the mechanism used to accomplish this principle.

What could be different in your organization for a ranking one number higher?

What is the next step to increase rankings in this category?

Document the next steps your organization will take.

Individual Action Planning



**Test your
knowledge**



Question 1

High-risk populations can include:

- A. People experience homelessness
- B. Socio-economically stressed individuals
- C. Veterans and military families
- D. People who are involved with the justice systems
- E. All of the above

Question 2

Language preservation is one way to build historical resilience

- True
- False

Question 3

Cultural humility indicates something you can achieve

- True
- False