Center of Excellence for Infant and Early Childhood Mental Health Consultation

Key IECMHC Resources for Tribal Communities

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Contents

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Overview

This document serves as a compendium of resources that inform tribal-, state-, and community-level leaders of aspects they might consider when working within tribal communities to support Infant and Early Childhood Mental Health Consultation (IECMHC). Included in these resources are evidence-based and best practices promoting equity through IECMHC and appropriately and effectively partnering with tribal leaders and communities.

The cited works have been considered across several important criteria: (1) evidence-based, (2) well-known, vetted work in the field, (3) peer-reviewed, (4) current (within the last 10 years) or seminal work, (5) materials that are important for the field to access, (6) specific to IECMHC, and (7) specific to home visiting, early care and education, and tribal communities.

Integrated into our evaluation guidance are the values identified in ACF's *A Roadmap for Collaborative and Effective Evaluation in Tribal Communities:*[1]

♦ Value 1: Indigenous ways of knowing

♦ Value 2: Respect for tribal sovereignty

♦ Value 3: Strengths focus

♦ Value 4: Cultural and scientific vigor

♦ Value 5: Community engagement

♦ Value 6: Ethical practices

♦ Value 7: Knowledge sharing

Definitions

Peer-reviewed article: Articles published in a peer-reviewed journal (or similar) within the last 10 years on the topics of IECMHC and/or IECMH when applicable to the content area. Peer-reviewed articles are included to ensure that those in the field with a high level of expertise on the topic have approved the content, tone, and message set forth in each piece.

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[1] Tribal Evaluation Workgroup. (2013, September). *A Roadmap for Collaborative and Effective Evaluation in Tribal Communities.* Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from https://www.acf.hhs.gov/sites/default/files/cb/tribal_roadmap.pdf

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Book or book chapter: Seminal work, as well as books (and chapters within books) published in the last 10 years on the topics of IECMH and/or IECMHC.

Report: Typically, a document published and released by a reputable organization or coalition on topics pertinent to IECMHC and/or IECMH. Reports are included to provide those in the field with the current knowledge and experiences of strong, well-established IECMHC institutes and programs.

Web-based tools and toolkits: A collection of resources aimed to facilitate understanding, adoption, implementation, and capacity-building efforts within communities and states. Tools and toolkits related to IECMHC and/or IECMH are included when they are applicable to the content area and were released within the last five years.

Videos: Videos (DVDs), online video clips, and webcasts created within the last five years that are focused on IECMHC and/or IECMH when applicable to the content area.

Organizations and consultants: Reputable professional companies, firms, or individuals specializing in equity and other topics related to IECMHC and/or IECMH.

Peer-Reviewed Articles

Barbarin, O., & Jean-Baptiste, E. (2013). The Relation of Dialogic, Control, and Racial Socialization Practices to Early Academic and Social Competence: Effects of Gender, Ethnicity, and Family SES. *American Journal of Orthopsychiatry*, *83*, 207–217.

Brave Heart Yellow Horse, M., & DeBruyn, L. M. (1998). The American Indian Holocaust: Healing Historical Unresolved Grief. *American Indian and Alaska Native Mental Health Research, 8*(2), 60–82.

Centers for American Indian and Alaska Native Health. (n.d.). *American Indian and Alaska Native Mental Health Research.* Aurora, CO: Colorado School of Public Health. Retrieved from http://www.ucdenver.edu/academics/colleges/PublicHealth/research/centers/CAIANH/journal/Pages/journal.aspx

> Note: This professionally refereed scientific journal contains empirical research, program evaluations, case studies, unpublished dissertations, and other articles in the behavioral, social, and health sciences that clearly relate to the mental health status of American Indians and Alaska Natives. Back issues dating to 1987 are available online.

Ghosh Ippen, C., Norona, C. R., & Thomas, K. (2012). From tenet to practices: Putting diversity-informed services into action. *Zero to Three Journal, 33,* 23–28.

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McIntosh, P. (1990, Winter). White Privilege: Unpacking the Invisible Knapsack. *Independent School, 49*(2), 31–35. Retrieved from http://www.wvu.edu/~lawfac/jscully/Race/documents/whiteprivilege.pdf

Note: This essay is excerpted from Working Paper 189, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies," from the Wellesley College Center for Research on Women. A longer version of this essay is available on the University of Washington's Arts & Sciences Administrative Gateway website (https://admin.artsci.washington.edu/sites/adming/files/unpacking-invisible-knapsack.pdf).

Roundtree, J., & Smith, A. (2016). Strength-Based Well-Being Indicators for Indigenous Children and Families: A Literature Review of Indigenous Communities' Identified Well-Being Indicators. *American Indian and Alaska Native Mental Health Research, 23*(3), 206–220. Retrieved from http://www.ucdenver.edu/academics/colleges/PublicHealth/research/centers/CAIANH/journal/Documents/Volume%2023/Rountree_23%283%29_Strength-based_well-being_indicators_206.pdf

Note: Mainstream child and family well-being indicators frequently do not reflect Indigenous holistic and strength-based definitions of health and well-being. This literature review features Indigenous communities' self-identified strength-based indicators of child and family well-being.

Shivers, E. M., Sanders, K., Wishard, A., & Howes, C. (2007). Ways with children: Examining the role of cultural continuity in early educators' practices and beliefs about working with low-income children of color. Special Issue on "Why Race Matters," *Journal of Health and Social Policy, 23,* 110–132.

St. John, M. S., Thomas, K., & Norona, C. R. (2012). Infant mental health professional development: Together in the struggle for social justice. *Zero to Three Journal, 33,* 13–22.

Books and Book Chapters

Brunson Day, C. (2006). Leveraging diversity to benefit children's social-emotional development and school readiness. In B. Bowman & E. K. Moore (Eds*.), School readiness and social-emotional development: Perspectives on cultural diversity (pp. 22–32)*. Washington, DC: National Black Child Development Institute.

Center for Substance Abuse Treatment. (2014). Chapter 2: Trauma Awareness. In *Trauma-Informed Care in Behavioral Health Services.* Treatment Improvement Protocol (TIP) Series, No. 57. Rockville, MD: Substance Abuse and Mental Health Services Administration. Retrieved from http://www.ncbi.nlm.nih.gov/books/NBK207203/

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Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom.* New York, NY: The New Press.

Shivers, E. M., Sanders, K. E., & Westbrook, T'P. (2010). Measuring culturally responsive care and education. In M. Zaslow & K. Tout (Eds.), *Quality measurement in early childhood settings.* Baltimore, MD: Paul H. Brookes Publishing Co.

Reports

Child Welfare Services. (2010, October). *Historical Trauma and Microaggressions: A Framework for Culturally-Based Practice.* St. Paul, MN: University of Minnesota Extension Children, Youth & Family Consortium. Retrieved from http://www.extension.umn.edu/family/cyfc/our-programs/ereview/docs/cmhereviewOct10.pdf

Note: This report defines historical trauma and the different forms of microaggressions and summarizes its impact on communities. It also addresses key considerations and successful methods of addressing concerns within these communities.

Grant, J. (2014. February). *Emptying the White Knapsack.* Kalamazoo, MI: Praxis Center, Kalamazoo College. Retrieved from http://www.kzoo.edu/praxis/emptying-the-white-knapsack/

Note: This report from the Praxis Center, an online resource center for scholars, activists, and artists hosted by the Arcus Center for Social Justice Leadership at Kalamazoo College, outlines concrete, practical, and pro-active steps to effectively use one's privilege to advance equity.

UC Davis Center for Reducing Health Disparities. (2009). *Building Partnerships: Conversations with Native Americans About Mental Health Needs and Community Strengths.* Retrieved from http://www.dhcs.ca.gov/services/MH/Documents/BP_Native_American.pdf

Note: This report presents the results of focus groups and meetings on the mental health needs of Native Americans in California from the perspectives and lived experiences of its community leaders and members.

Weinstein, E., Wolin, J., & Rose, S. (2014, May). *Trauma Informed Community Building: A Model for Strengthening Community in Trauma Affected Neighborhoods.* San Francisco, CA: Health Equity Institute and BRIDGE HOUSING. Retrieved from http://bridgehousing.com/PDFs/TICB.Paper5.14.pdf

Note: This resource explores the effect of trauma in a community setting and how to build and strengthen a community in light of the trauma it has faced.

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Tribal Tools, Web Resources, and Toolkits

Culture and Trauma Resources

The National Child Traumatic Stress Network, http://www.nctsn.org/resources/topics/culture-and-trauma

These tools and resources aim to increase the knowledge and comprehension of cultural considerations and the impacts of trauma within communities.

Indigenous Wellness Framework Poster

University of Saskatchewan, http://www.addictionresearchchair.ca/wp-content/uploads/2012/04/FullSizeRender-6.jpg

This visual poster excerpt illustrates the Indigenous Wellness Framework©.

Partnering with Tribal Governments to Meet the Mental Health Needs of American Indian/Alaska Native Consumers

National Association of State Health Programs Directors (2015), http://www.nasmhpd.org/sites/default/files/Assessment%20%234_Partnering%20with%20Tribal%20Governments%20to%20Meet%20the%20Mental%20Health%20Needs%20of%20American%20Indian_Alaska%20Native%20Consumers.pdf

This resource outlines the means and benefits of cross-government collaboration and partnership to effectively address the mental health needs of American Indian/Alaska Native consumers.

Racial Equity Tools

http://www.racialequitytools.org/

These tools are designed to support individuals and groups working to achieve racial equity. This website offers tools, research, tips, curricula, and ideas for people who want to increase their own understanding and to help those working toward justice at every level—in systems, organizations, communities, and the culture at large.

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Relational Worldview

National Indian Child Welfare Association (NICWA), http://www.nicwa.org/Relational_Worldview/

The relational worldview model was developed by NICWA in the 1980s and continues to be refined in practice by NICWA staff. It is a reflection of the Native thought process and concept of balance as the basis for health, whether for an individual, a family, or an organization.

Reviewing Resources

Center for Assessment and Policy Development and MP Associates. (2013), http://www.racialequitytools.org/resourcefiles/What_Are_Some_Tips_For_Reviewing_Resources_With_A_Racial_Equity_Lens.pdf

This tip sheet serves as an assessment tool to ensure that legislation, organizational regulations, and systemic mandates are inclusive and racially equitable.

Conversations About Historical Trauma: Part One

The National Child Traumatic Stress Network, http://www.nctsn.org/sites/default/files/assets/pdfs/conversations_about_historical_trauma_part_one.pdf

This two-page document describes the experiences of historical trauma of Tribal Nations in America, focusing on genocide and historical disenfranchisement. It also examines the multigenerational impact of historical trauma on individuals and families, its present relevance within these communities, and considerations for working with this population.

Racial Equity Resource Guide

W.K. Kellogg Foundation, http://www.racialequityresourceguide.org/

This comprehensive, interactive guide aims to assist organizations and individuals in achieving equity in their communities

Tribal Home Visiting Dissemination Toolkit

Tribal Evaluation Institute, http://www.tribaleval.org/dissemination/dissemination-toolkit/

This Toolkit supports Tribal Home Visiting Programs, providing dissemination resources including, program evaluation, success stories, style guides, and talking points.

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Videos

Creating a New Narrative: Collaborative and Effective Evaluation in Tribal Communities

This webinar highlights important factors for developing a culturally and scientifically rigorous evaluation in tribal communities.

http://www.acf.hhs.gov/programs/cb/capacity/program-evaluation/virtual-summit/tribal-communities

IECMHC Congressional Briefing Videos 2015

♦ What's Behind Preschool Expulsion" Briefing Highlights

    https://www.youtube.com/watch?v=DiL8pxbuhkg

♦ Lauren Hogan: National Black Child Development Institute

    https://www.youtube.com/watch?v=LPyS65C33W0

"We Shall Remain"

Coeur d'Alene youth created a video that weaves together historical trauma and its impact with a powerful message of resiliency and hope.

https://www.youtube.com/watch?v=Gs0iwY6YjSk

World Trust: Social Impact Through Film and Dialogue

This resource consists of several video modules and facilitator guides. The most well-known video is "Cracking the Codes: The System of Racial Inequity."

http://world-trust.org/films/

Organizations that Facilitate Dialogue About Tribal Considerations

Risking Connection®

Among its services, this organization provides trainings, consulting, and community-building for working with survivors of traumatic experiences. It has extensive experience working with providers, educations, and families.

http://www.riskingconnection.com/

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World Trust: Social Impact Through Film and Dialogue

This nonprofit social justice organization provides tools and resources, such as films, curricula, and workshops, that inform the effective detection and addressing of systemic racial inequity and insentient bias.

http://world-trust.org/

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