

Effective Implementation of the Teaching Family Model with Indigenous Persons and Families

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TEACHING FAMILY MODEL

Evidence Based
Trauma Informed
Research Driven
Strength Based
Person Centered
Quality Assurance
Implementation Fidelity

Teaching Family Model

A philosophy and practice of care and treatment that prioritizes therapeutic relationships with caregivers as the primary conduit of effective treatment.

Strength-based, comprehensive, and trauma-informed model of care that builds positive change while remaining focused on the holistic development of the person served.

Rooted in cognitive behavioral theory and can be used with children, youth, and adults with a wide range of diagnoses and indications for treatment.

Focused collaborative work with persons and families served and significant others.

Evidence Based Model

- Research since 1970's
- Cognitive Behavioral Therapy
- Foundation rooted in Behavioral Principles and Social Learning Theory
- Best practice that creates positive change and promotes healing
- Strong outcomes for Youth, Adults, and Families
 - Immediate and Long-term

TFM Full Continuum of Services

Group Homes: Group home programs offer campus-based and community-based residential programs for children, adolescents, or dependent adults in a family-like setting.

Treatment Foster Care: Foster care programs serve children and adolescents in need of supportive, treatment-oriented family environments that promote healing and skill learning.

Home-Based: Family support programs offer intensive, short-term intervention for children, teens, and families within the context of their home, school, and community. Home-based treatment is family-centered and builds on existing family strengths.

TFM: Full Continuum of Services cont'd

School-Based Programs:
Programs offered in an educational setting specialize in providing interventions and behavioral support for children and adolescents who have been unsuccessful in traditional classroom environments.

Mental Health Programs:
Including, but are limited to, psychiatric in-patient settings, short-term crisis/emergency placements, assessment centers and other clinical environments.

Adults with Developmental Disabilities: Programs for adults with severe intellectual and physical impairment are based in the community, person-centered, and support the individual to function to their full potential.

15 STANDARDS

5 GOALS

4 SYSTEMS

6 ELEMENTS

GOALS

HUMANE

EFFECTIVE

INDIVIDUALIZED

CONSUMER
SATISFACTION

TRAUMA-
INFORMED

SYSTEMS



ELEMENTS

TEACHING

SELF-DETERMINATION

RELATIONSHIPS

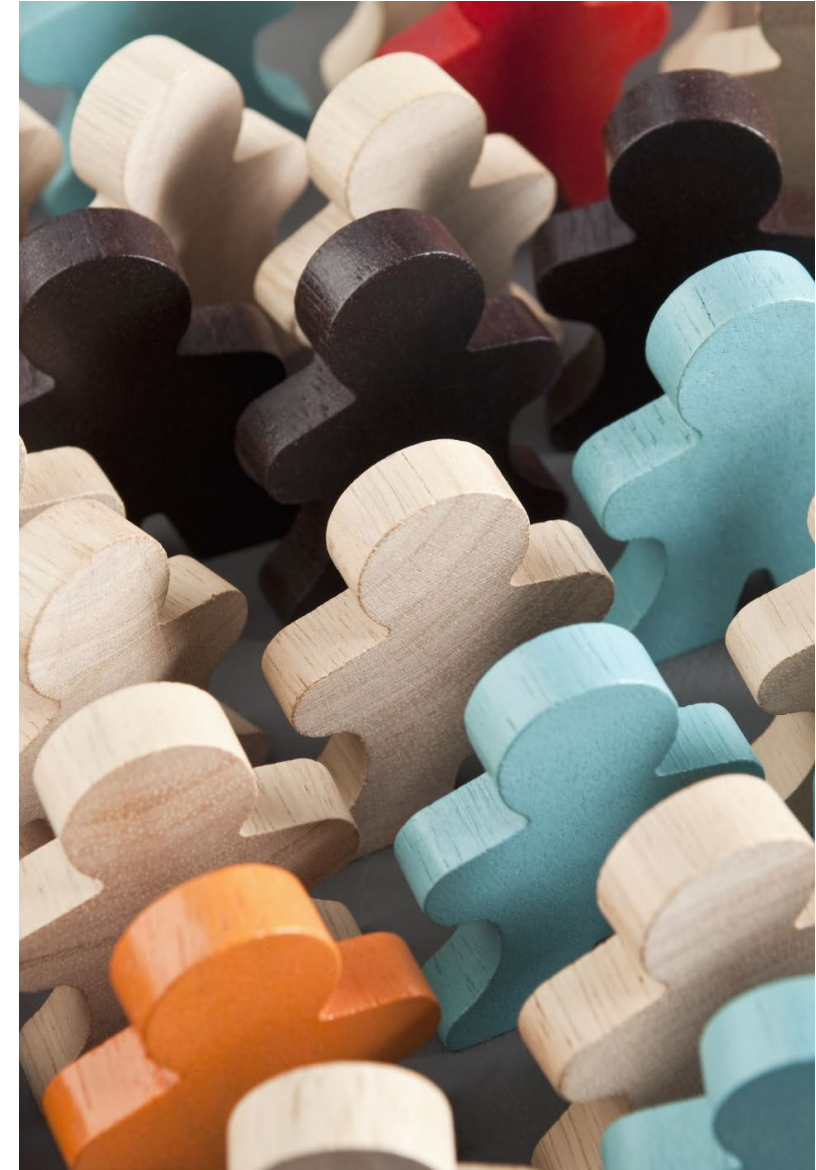
FAMILY-SENSITIVE APPROACH

DIVERSITY

PROFESSIONALISM

Replicable and Non-Prescriptive

- Meets individuals and families where they are
- Applicable to any environment and situation
- Structured flexibility
- Head and heart; Art and science
- Consumer and feedback driven
- Voice and choice
- Highly individualized
- Focuses on caregiver relationships
- Outcome driven





Two Worldviews: Working as One to Develop an Indigenous Program Model for Trauma-Based Healing

Kerrie Moore

Karen Olivier

Arlene Oostenbrink

Adaptation for Indigenous Community

Higher predisposition for poor outcomes:

- Child Intervention
- Justice
- Health
- Education

Intergenerational Trauma

“A collective complex trauma inflicted on a group of people who share a specific group identity or affiliation – ethnicity, nationality, and religious affiliation. It is the legacy of numerous traumatic events a community experiences over generations and encompasses the psychological and social responses to such events.” (2011: Evans, p.320 cited in FCSS Calgary et al)

Redefinition of Programming

- Address the 'Root Issue' vs symptoms
- Healing Lens
- Cultural context

The Beginning...

- Create an effective, Indigenous healing program.
- Combine western program development concepts with Indigenous content, within an authentic Indigenous worldview. (Create Inter-dependency)
- Develop a sustainable healing program to achieve bigger impact. (Legacy)

Strengths for Model Development

Kerrie Moore – Quest Endeavors Inc.

- Expertise in trauma- informed practice
- Extensive work in addressing impacts of Intergenerational trauma
- Work increasing Cultural identity and pride
- Cree/Metis Elder
- Clinical practice

Closer to Home Community Services

- Evidence-based model implementation
- Significant experience in model fidelity and replication
- Experience in program development
- Seeking Agency-wide strategies for ethical space

Working in Spirit

- Getting to Authentic Understanding
- Bringing Mind and Spirit into the relationship
- Confidence in shared perspective
- Recognition of each others' credibility
- Share 'who you are'
- Mutual assessment

Creating the Ethical Space: First Steps of the process

- Casting the vision – bigger than both of us
- Apply for grant together
- Incorporate concepts from both
- Learn from each other
- Acknowledge different worldviews/framework
- Identified parallels of program delivery and therefore of program development
- Create a defined model of practice
- Develop and replicate

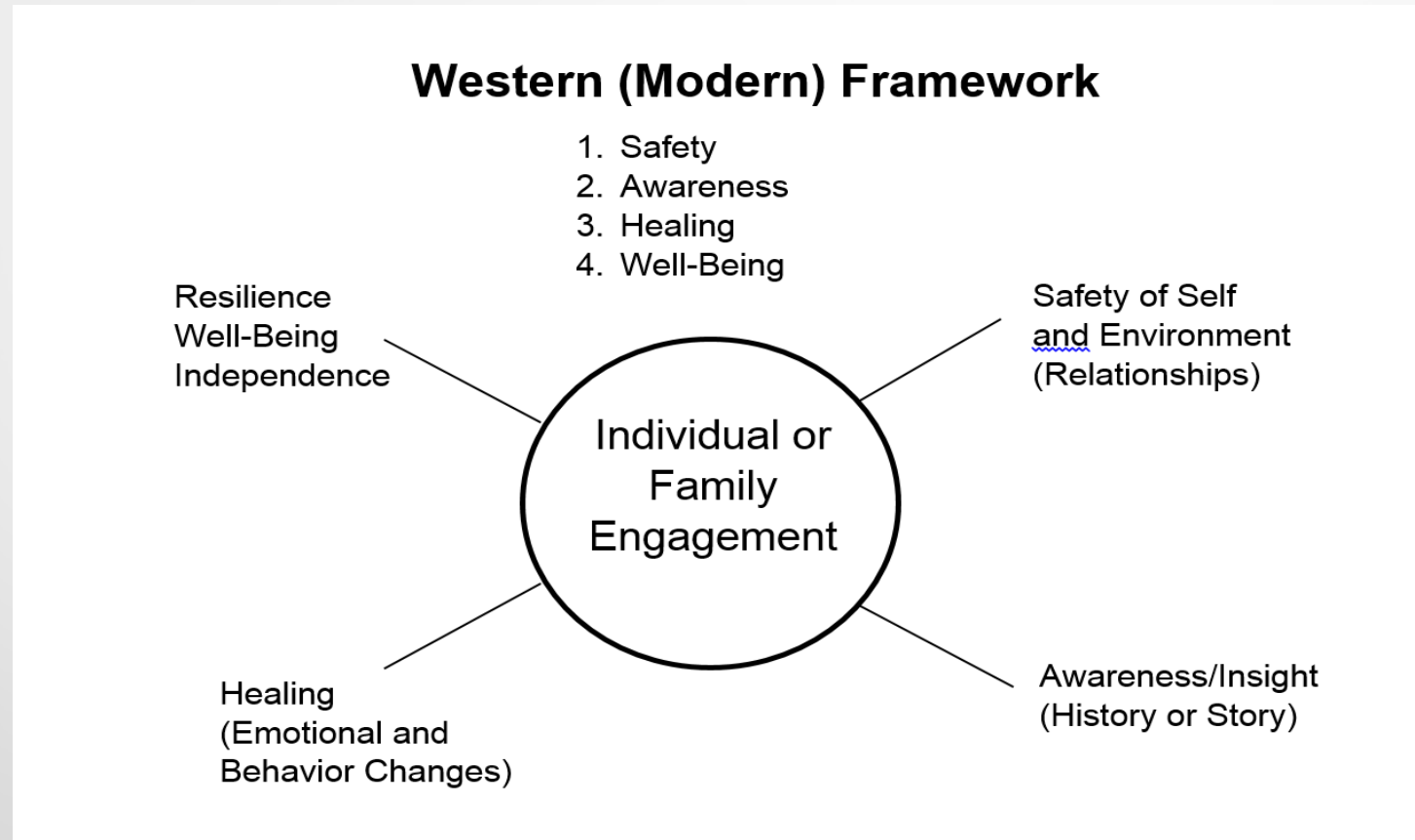
Identifying Parallels

- Moving from a colonized perspective to a holistic perspective
- Hold Indigenous worldview while developing specifics – in a linear and written manner
- Tension between Indigenous 'way' and the need to clarify the details
- Maintain the integrity of both
- Both were involved from inception (authentic inclusion)

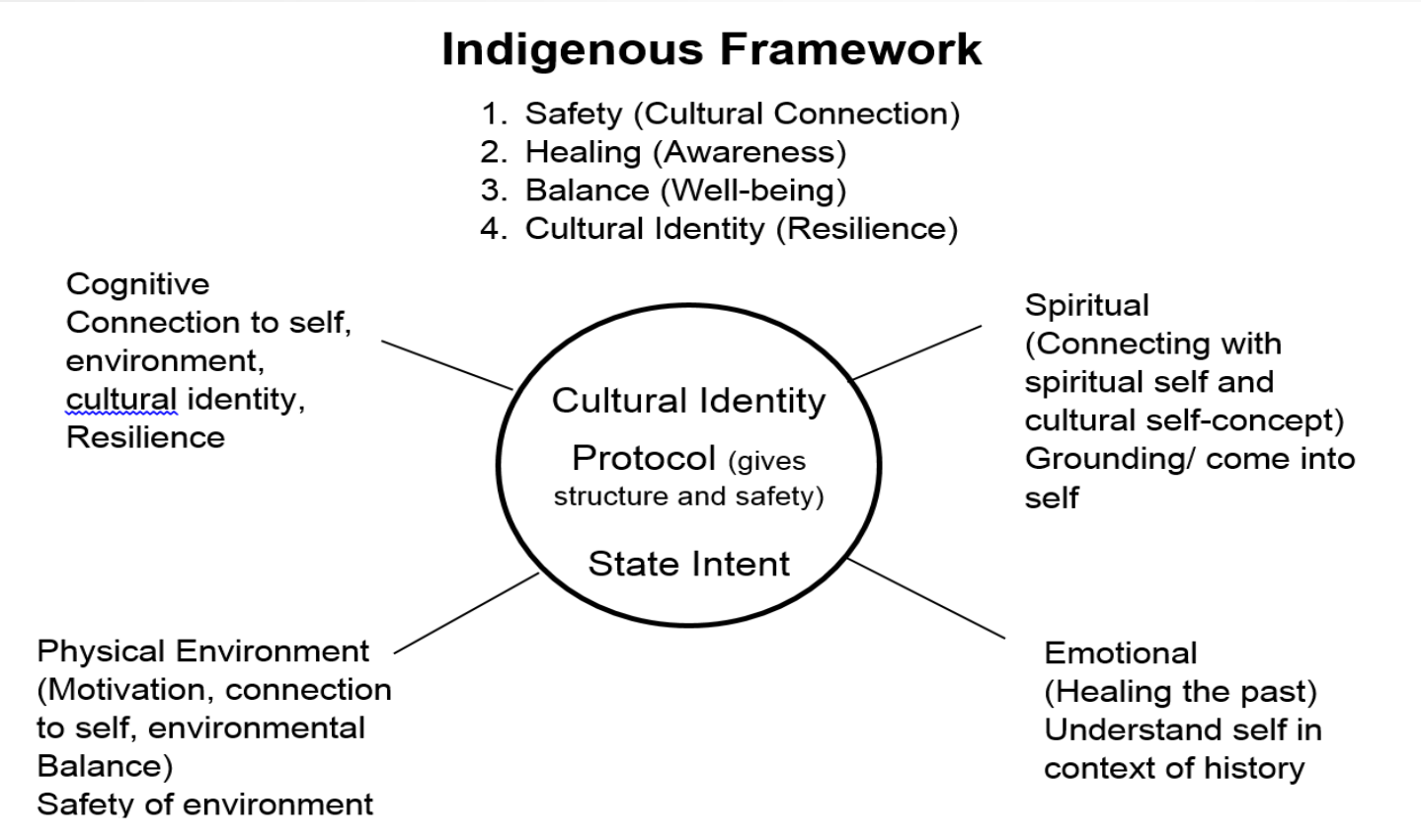
Foundational Principles and Values

- Indigenous understanding of Trauma
- Resiliency
- Interdependence
- Strength Based
- Holistic
- Collective and Individual understandings

Western Conceptual Frameworks



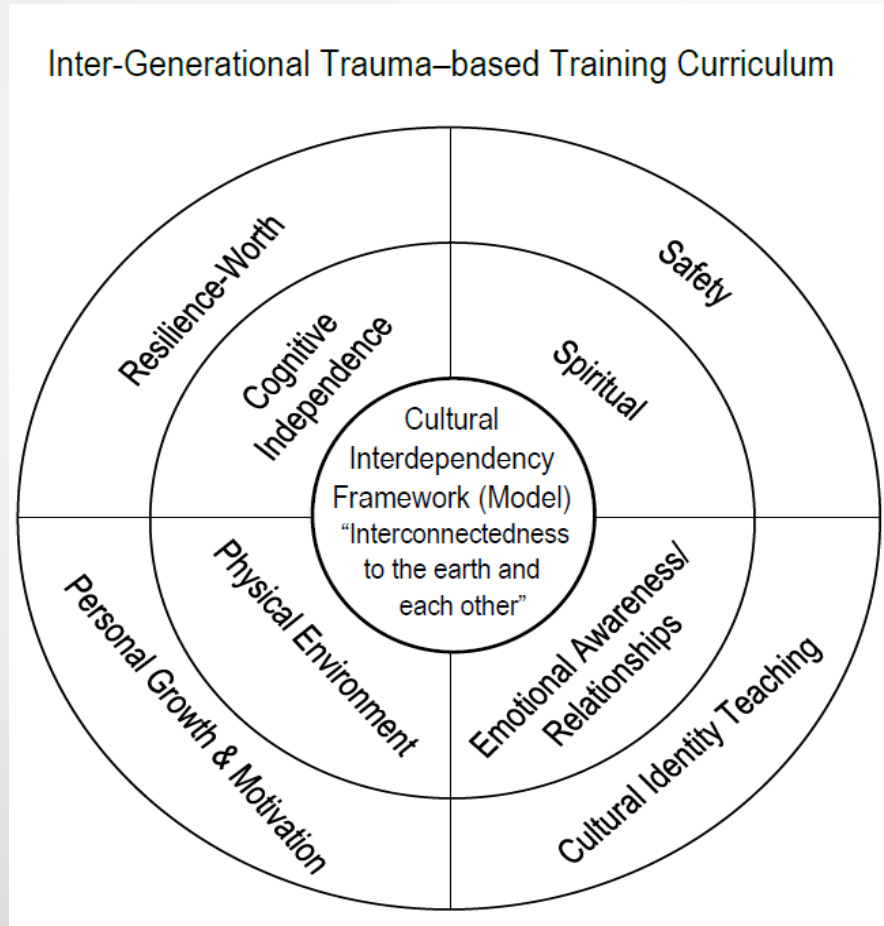
Indigenous Conceptual Frameworks



Understanding the Program Components

- Conceptual Framework
- Program Curriculum
- Protocols and Service Delivery
- Staff Training
- Staff Supervision/Mentoring
- Program Outcomes
- Program Evaluation
- Define Roles - who can/should deliver various components and content of program

Defining the Program Curriculum



Service Delivery

- Set the protocol
- Established Curriculum
- Weekly Teaching Circle for 8 weeks
- Closed group
- Elder led
- Ceremony
- Role clarity
- 1:1 times with Facilitator
- Debrief

Staff Training

- Cultural Awareness
- Training in the Interdependency Model – Kerrie Moore
- Necessary content areas
- Necessary skills/qualities;
 - Compassion
 - Creating safety and familiarity
 - Respect and integrity
 - Humility
- Ongoing mentoring in program delivery

Staff Knowledge and Skills

- The Interdependency Model
- Trauma, personal and intergenerational
- Attachment
- Addictions
- Parenting and Early Child Brain Development
- Grief and Loss
- Criminality
- Intrapersonal safety/relationships
- Interpersonal skills
- Holistic approach
- Non-judgmental

Protocol of Roles

- Elder
- Trainer
- Clinician
- Facilitator

Program Outcomes

Outcome 1 - Clients report an increased sense of belonging with the Indigenous community and its resources

Outcome 2 - Clients report increased engagement with the traditional knowledge, practice and ceremony needed for their healing journey

Outcome 3 - Clients report an increased sense of empowerment and ability to address issues as they arise in their lives

Outcome 4 - Clients report an increase understanding of the key concepts of historical knowledge pertaining to resources and supports to process the impact of Intergeneration Trauma

Program Evaluation

Oral Evaluation

- Participant pre-post
- Elder/Facilitator assessment

Written Evaluation

- Participant post survey

Program Outcomes

Using Cultural Belonging Survey	
Outcome 1 - Clients reported an increased sense of belonging with the Indigenous community and its resources	86%
Outcome 2 - Clients reported increased engagement with the traditional knowledge, practice and ceremony needed for their healing journey	90%
Outcome 3 - Clients reported an increased sense of empowerment and ability to address issues as they arise in their lives	86%
Outcome 4 - Clients reported an increase understanding of the key concepts of historical knowledge pertaining to resources and supports to process the impact of intergeneration trauma	90%

Important Learnings

- Continually evolving, spiraling up
- Integration of Worldview
- Impact on organization
 - Effectiveness
 - Create Inter-dependency
 - Live with integrity
 - Integrated organizationally

Where to from Here?

- Preserve Elder knowledge through video
- Increase Organizational effectiveness by embedding learning throughout the organization
- Replication for greater impact