



NATIONAL COUNCIL of
URBAN INDIAN HEALTH

BOARDING SCHOOLS

HEALING LESSONS
for **TOMORROW**

April 6, 2023
2-3 p.m. EST

ncuih.org/events



This event was made possible by award number

ncuih.org



Healing Prayer





NCUIH

NATIONAL COUNCIL of URBAN INDIAN HEALTH

The National Council of Urban Indian Health (NCUIH) is the national non-profit organization devoted to the support and development of quality, accessible, and culturally-competent health and public health services for American Indians and Alaska Natives (AI/ANs) living in urban areas.

NCUIH is the only national representative of the 41 Title V Urban Indian Organizations (UIOs) under the Indian Health Service (IHS) in the Indian Health Care Improvement Act (IHCIA). NCUIH strives to improve the health of the over 70% of the AI/AN population that lives in urban areas, supported by quality health care centers.



Disclaimer

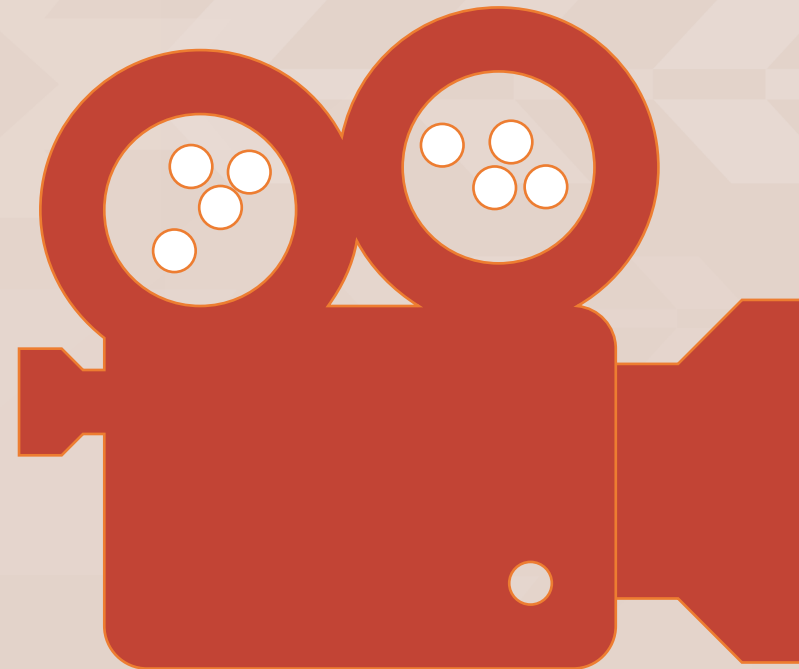
This event is made possible by the Indian
Health Service Cooperative Agreement Funds
Award #HHS-2022-IHS-UIHP3-0001
FAIN # H723IHS0007
Federal Award Date: 05/24/2022

This event is solely the responsibility of the National Council of Urban
Indian Health and does not necessarily represent the views of Indian Health
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Audio and Visual Recording

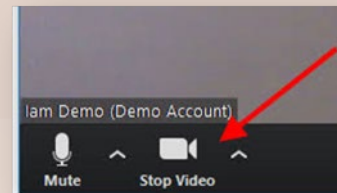
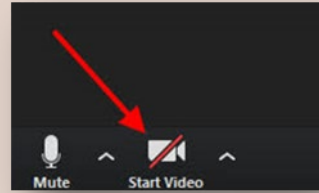
Please note that this session will be recorded for educational and quality improvement purposes.



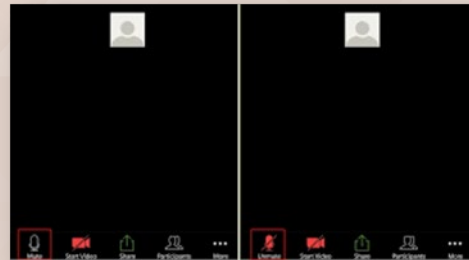


Housekeeping

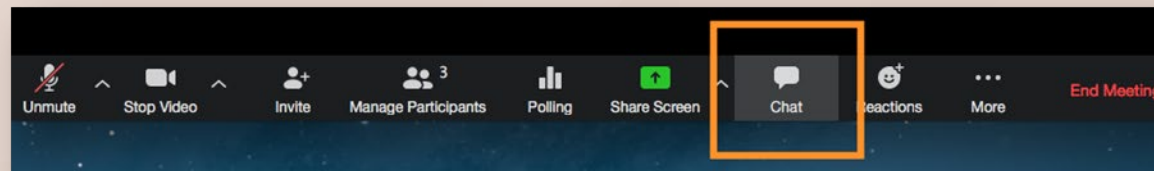
- Turn on Video



- Please Mute Your Microphone When Not Speaking



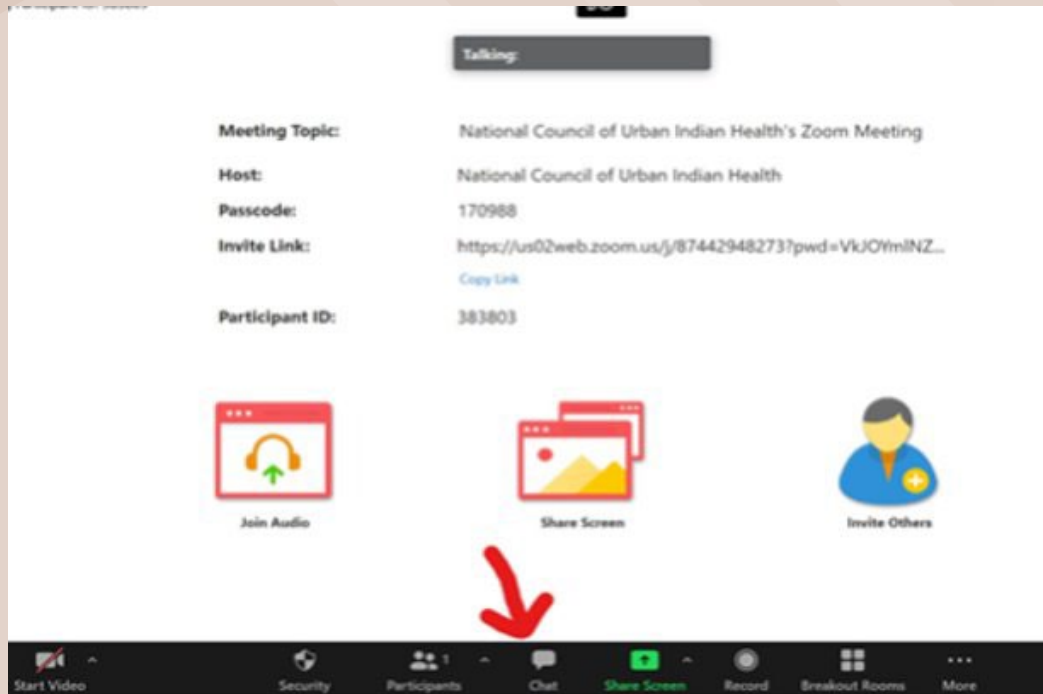
- Please Enter Your Name and Organization in the Chat Box



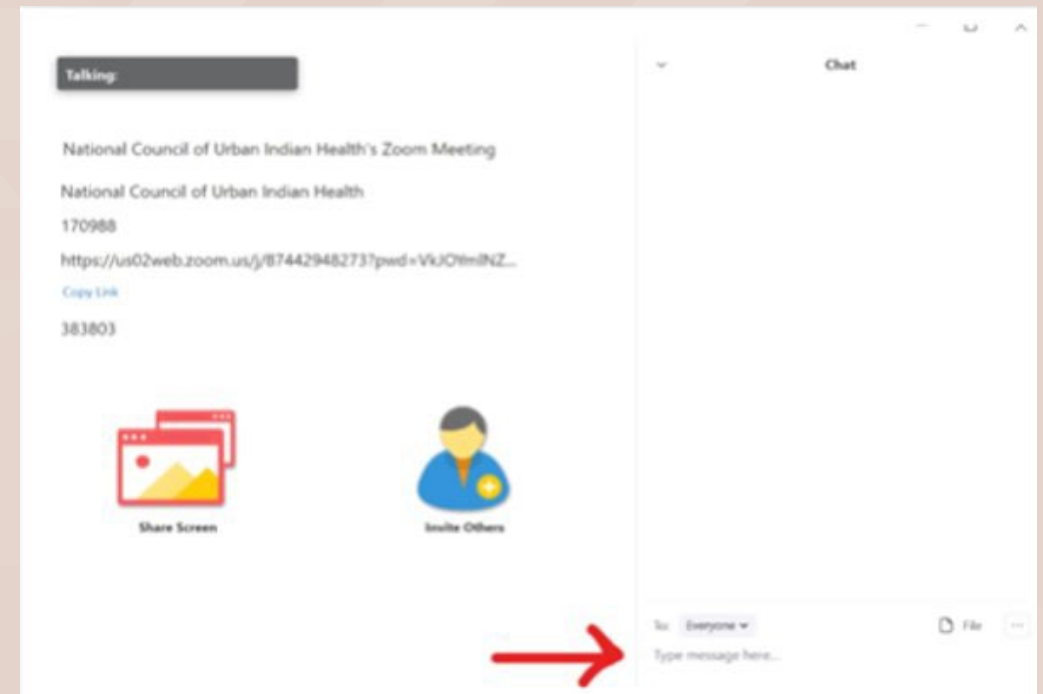


ASK A QUESTION OR COMMENT

First, select “Chat” at the bottom of your ZOOM screen



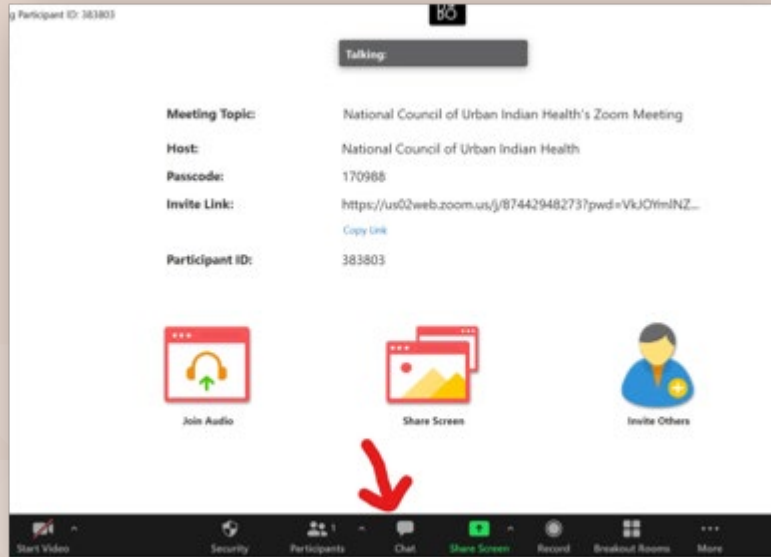
Then type your question or comment into the chat box that will appear on the right



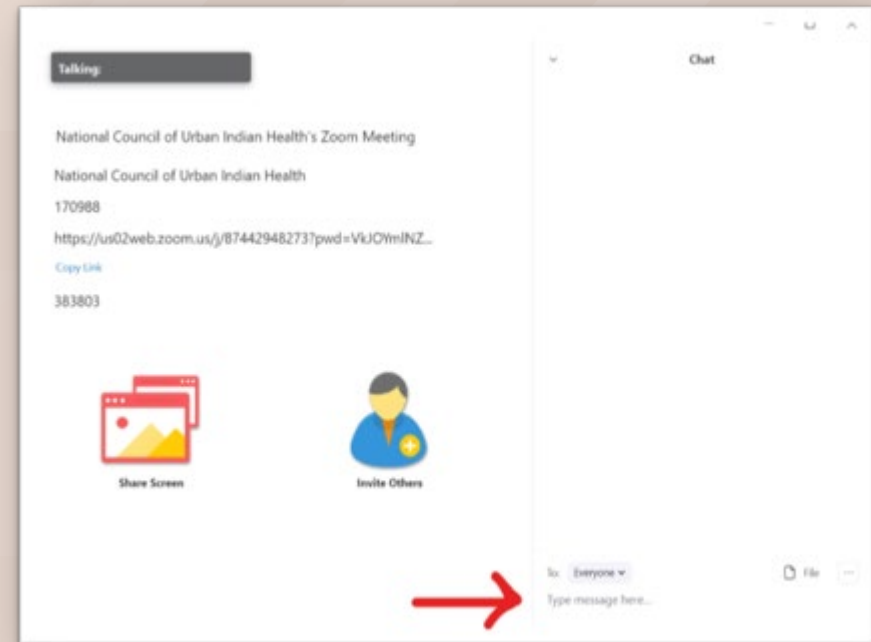


How to Ask for Social/Emotional Support

First, select “chat at the bottom of your ZOOM screen



Then, press on the downward arrow and pick on NCUIH’s social/emotional staff Antoinette Ascencio and let her know you would like to go in a wellness breakout room





Guest Presenters

Alexandra Payan, NCUIH



Jeremy Grabiner, NCUIH



**J. Carlos Rivera
Generation Red Road**





Federal Boarding School Policies: Background

Timeline of Federal Boarding School Policies

- Civilization Fund Act of 1819
- Peace Policy of 1869
- Carlisle Indian School founded in 1879
- 1891, Congress authorized Commissioner of Indian Affairs to make rules to ensure attendance, and provided funding for the transportation of children from reservations to boarding schools
- By 1926, nearly 83 percent of AI/AN school-age children were enrolled in Indian boarding schools
- 1968, President Johnson ends federal Indian boarding school practice
- 1972, Congress passed the Indian Education Act

Consequences of Federal Boarding Schools

- Discouragement or forbiddance of Native language, cultural practices, and religion
- Harsh punishment for failure to follow strict rules
- Physical, sexual, and emotional abuse
- Malnourishment
- Over crowding
- Lack of adequate healthcare



Present Day

Truth and Healing Commission on Indian Boarding School Policies Act (H.R. 5444/S.2907)

- Bipartisan Introduction on 9/30/2021
 - Representative Sharice Davids
 - Senator Elizabeth Warren
- **Created a commission tasked with:**
 - Investigating and documenting Indian boarding school policies
 - Understanding the resulting historical and ongoing trauma

Federal Boarding School Initiative

- Announced: June 2021

“I know that this process will be long and difficult. I know that this process will be painful. It won’t undo the heartbreak and loss we feel. But only by acknowledging the past can we work toward a future that we’re all proud to embrace”

– **Secretary Deb Haaland**



Subpoena Issue

- Subcommittee Hearing (5/12/2022)
 - On H.R. 5444
 - Rep. Obernolte said there would be a lack of support if the commission is granted subpoena power to obtain witness testimony, and produce evidence which he called **“adversarial to the goal of healing”**
 - Out of 160 congressional commissions since 1989, only 12 possess subpoena authority



Next Steps

Re-Introduce Truth and Healing Commission on Indian Boarding School Policies Act

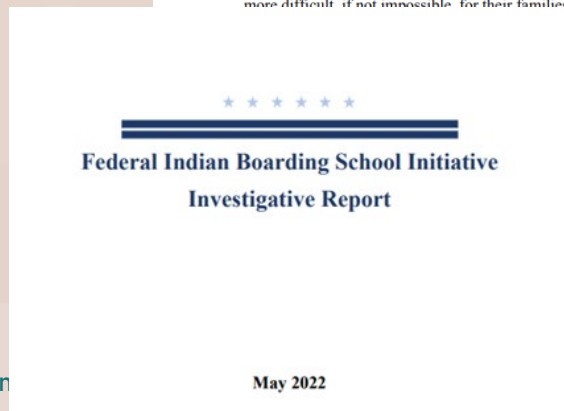
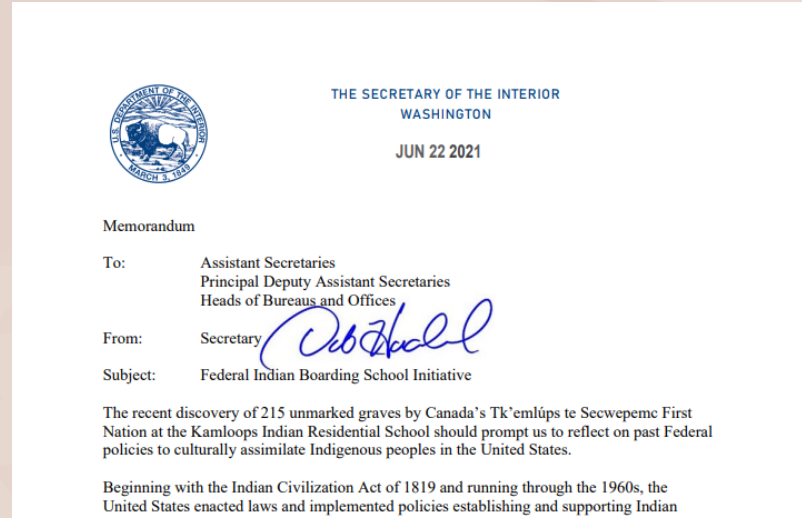
- ***NCUIH Action***
 - Work with members of Congress to re-introduce bill
- ***What You Can Do***
 - Contact your Representative to ask them to support this legislation
 - Find you Representative at [House.Gov](https://www.house.gov)





Federal Action: DOI Federal Indian Boarding School Initiative

- On June 22, 2021, DOI Secretary Haaland issued a memorandum directing DOI to prepare a report addressing the “intergenerational trauma, cycles of violence and abuse, disappearance, premature deaths, and other undocumented bodily and mental impacts.”
- In her announcement of the memo Secretary Haaland stated that “[t]o promote spiritual and emotional healing in [AI/AN] communities, we [DOI] must shed light on the unspoken traumas of the past...no matter how hard it will be.”
- In May 2022, Volume 1 of the Federal Indian Boarding School Initiative Investigative Report was published.





Federal Action: NCUIH's Role

- Government-run boarding schools have been identified as having long lasting and intergenerational effects on the physical and mental well-being of AI/AN populations living in urban settings.
- UIOs are uniquely situated to partner with the DOI in addressing the effect of boarding school policies on urban AI/AN populations as they work to provide culturally competent health care, including mental health care, to the over seventy percent (70%) of AI/ANs living in urban areas.
- NCUIH has urged the DOI and the Administration to address the ongoing effects of Indian boarding schools on AI/AN health and to partner with AI/AN organizations, including UIOs.



Federal Action: NCUIH's Role Continued



National Council of
Urban Indian Health



EXCELLENCE · EQUITY · EFFECTIVENESS

December 23, 2021

Secretary Deb Haaland
U.S. Department of the Interior
1849 C Street, N.W.
Washington, DC 20240

Submitted electronically via: consultation@bia.gov; Heidi_Todacheene@ios.doi.gov

RE: DOI Indian Boarding School Initiative Comments

Dear Secretary Haaland:

On behalf of the National Council of Urban Indian Health (NCUIH) and the 41 urban Indian organizations (UIOs)¹ we represent, we hereby submit our written comments and recommendations in response to the U.S. Department of the Interior's (DOI) letter dated October 19, 2021, requesting input on the implementation of the Indian Boarding School Initiative (Initiative).

Background

NCUIH is the national representative of urban Indian organizations receiving grants under Title V of the Indian Health Care Improvement Act (IHCA) and the American Indians and Alaska Natives (AI/ANs) they serve. Founded in 1998, NCUIH is a 501(c)(3) organization created to support the development of quality, accessible, and culturally sensitive health care programs for AI/ANs living in urban communities. NCUIH fulfills its mission by serving as a resource center providing advocacy, education, training, and leadership for UIOs. NCUIH strives to improve the health of the more than 70 percent² of the AI/AN population living in urban settings, supported by quality, accessible health care centers and governed by leaders in the Indian community.

Comments

NCUIH applauds Secretary Haaland and the Administration for taking the initiative to address the cultural genocide, historical traumas, and unresolved grief that many AI/AN peoples face because of federal boarding schools. As Secretary Haaland wrote in her June 22, 2021, memorandum regarding the Initiative, "the legacy of Indian boarding schools remains, manifesting itself in Indigenous communities through intergenerational trauma, cycles of

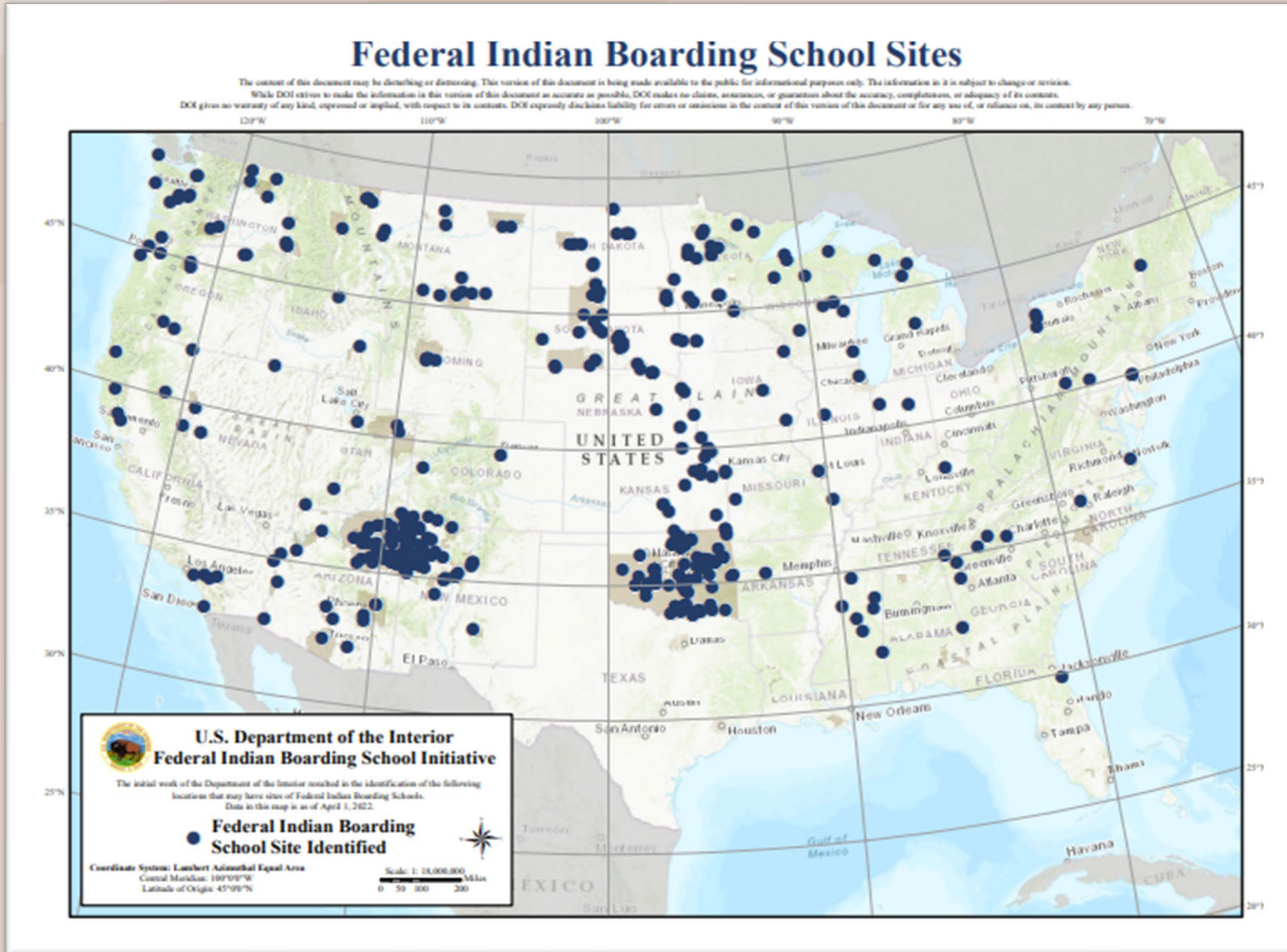
¹ NCUIH represents 41 Urban Indian Organizations providing health care services pursuant to a grant or contract with the Indian Health Service under Title V of the Indian Health Care Improvement Act (25 U.S.C. §1651 et seq.).

² The American Indian and Alaska Native Population. U.S. Census Bureau. Available at: <http://www.census.gov/prod/cen2010/briefs/c2010br-10.pdf>.

- NCUIH made the following recommendations in the comments to DOI:
 - Partner with AI/AN organizations, including UIOs, to fully study and understand the impact of boarding school trauma and assist survivors in healing from this trauma.
 - Study the lasting impact of boarding school policies, including intergenerational trauma, on the social determinants of health of contemporary AI/AN communities, including those in urban areas
 - Include the UIOs in DOI's process through urban confer
 - Ensure a comprehensive assimilation of data by making all AI/AN communities true partners in the Initiative.



Urban Areas with Indian Boarding Schools



A few examples of Indian Boarding Schools locations where there are now UIOS:

- AZ - Phoenix Indian School, 1891-1990
 - UIO: NATIVE HEALTH, est. 1978; Native Connections, est. 1972
- KS - Shawnee Indian Mission, 1839-1862
 - UIO: Kansas City Indian Center, est. 1971
- NM- Albuquerque Indian School, 1881-1981
 - UIO: First Nations Community Health Source, est. 1976
- CO - Good Shepherd Industrial School, 1886-1914
 - UIO: Denver Indian Health and Family Services, est. 1978
- CA - St. Anthony's Industrial School for Indians, 1886-1907
 - UIO: San Diego American Indian Health Center, est. 1979



Services UIOs Provide to Address Intergenerational Trauma

Behavioral Health Services:

- Mental health counseling
- Psychiatry
- Substance abuse counseling
- Education and prevention services
- Anger management
- Domestic violence counseling

Social & Community Services:

- Youth camps and programs
- Elder services
- Domestic violence services and classes
- Prevention and education services
- Job placement
- Traditional diet and nutrition services and classes
- Arts and crafts
- Pot luck/soup kitchens

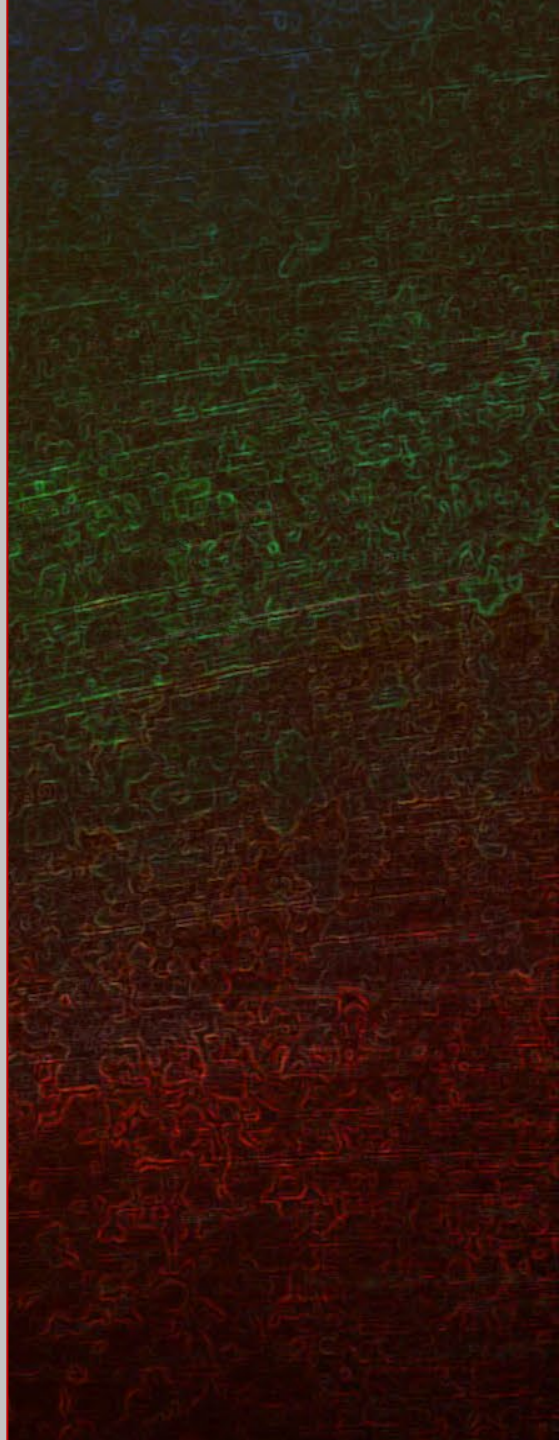
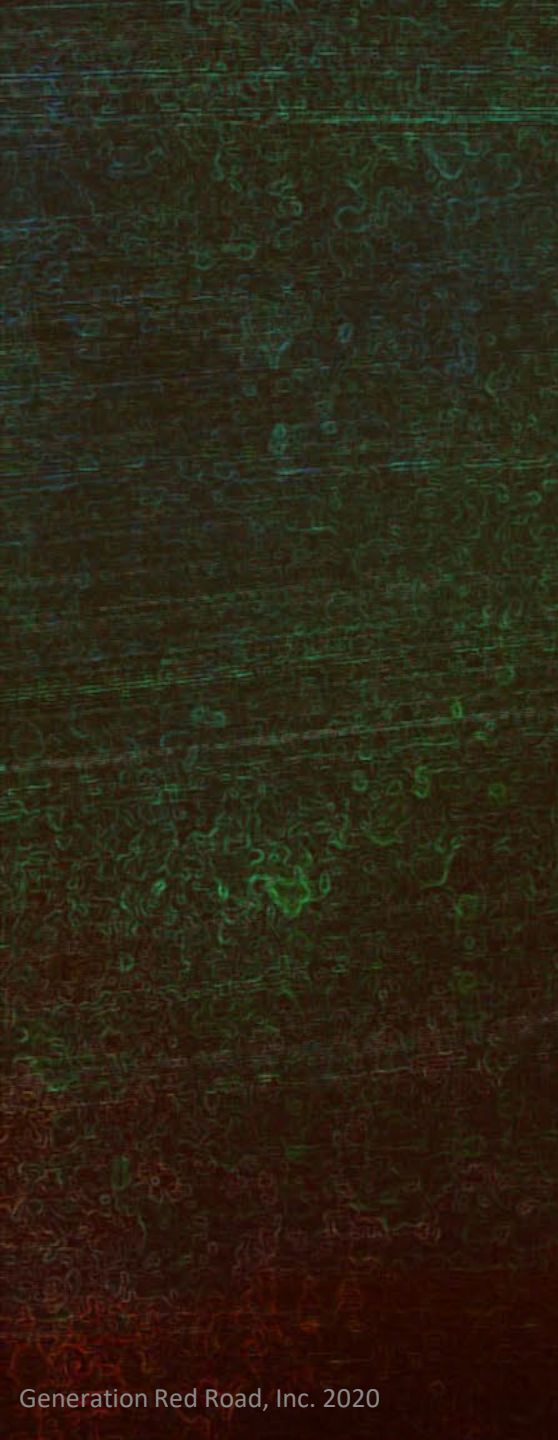
Traditional Medicine:

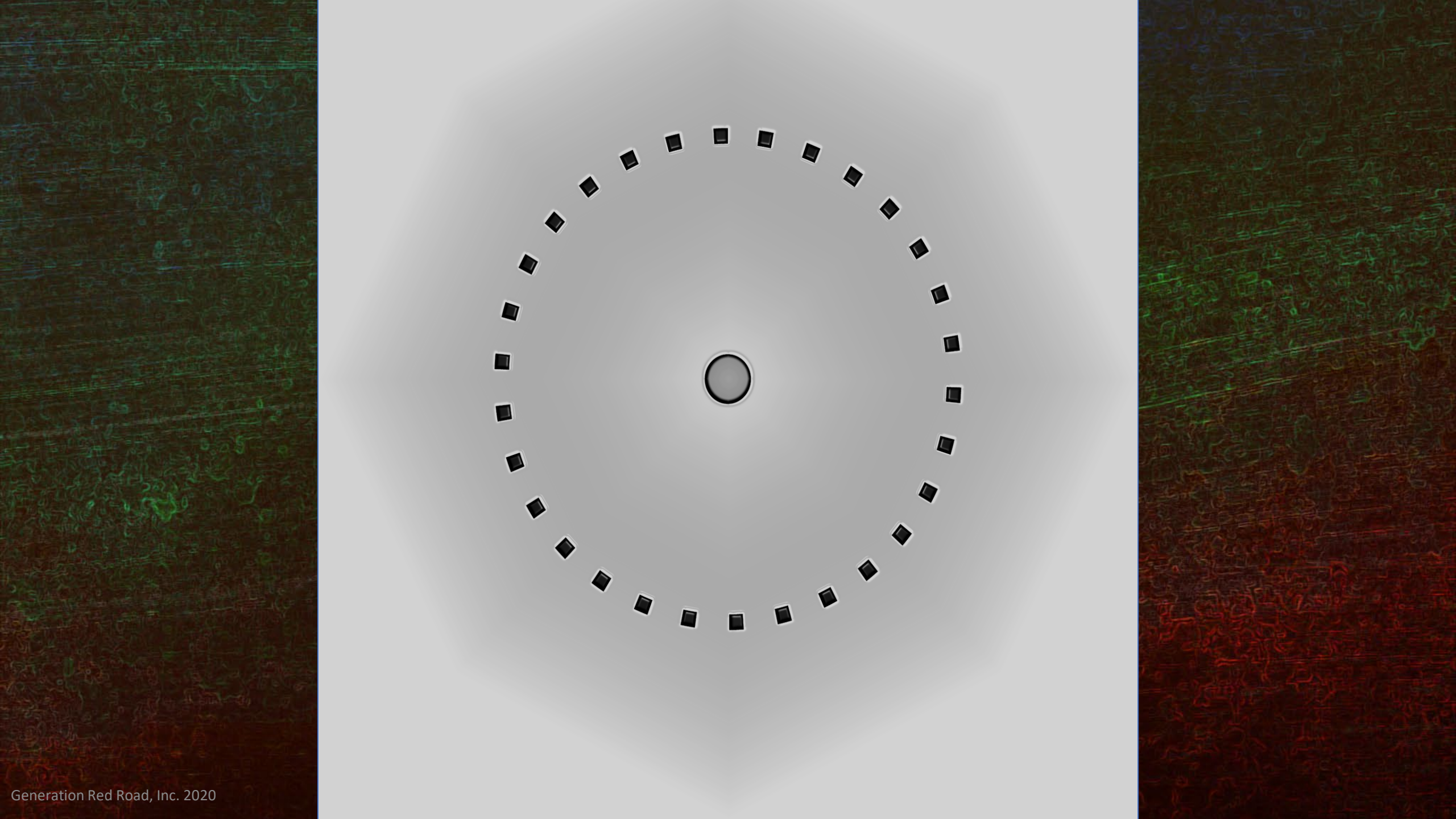
- Sweat lodge and smudging ceremonies
- Men's, women's, and elder's talking circles
- Prayer ceremonies
- Relationship gatherings

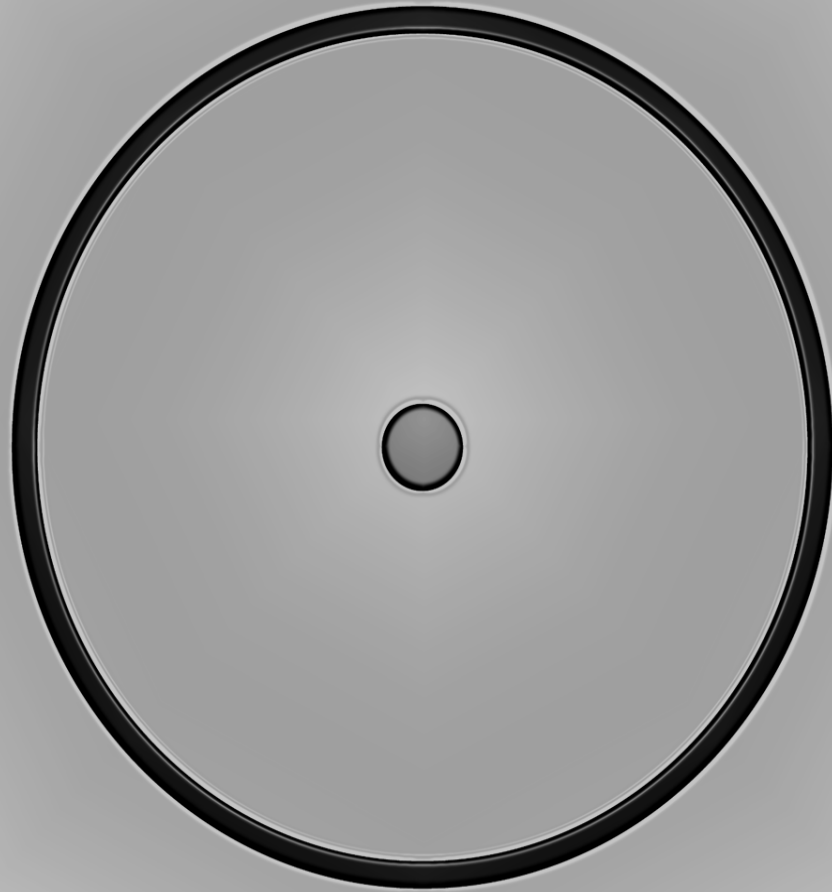


Culture Is Healing

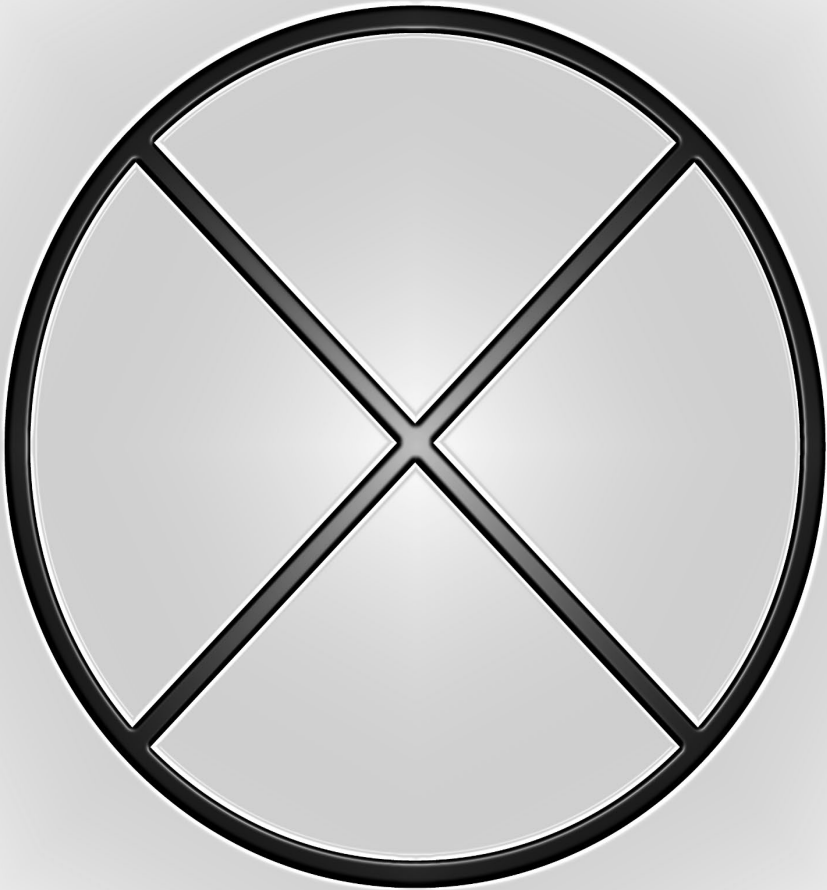
Presented by, J. Carlos Rivera, Chief Cultural Officer at
AIHS/Founder at Generation Red Road, Inc.







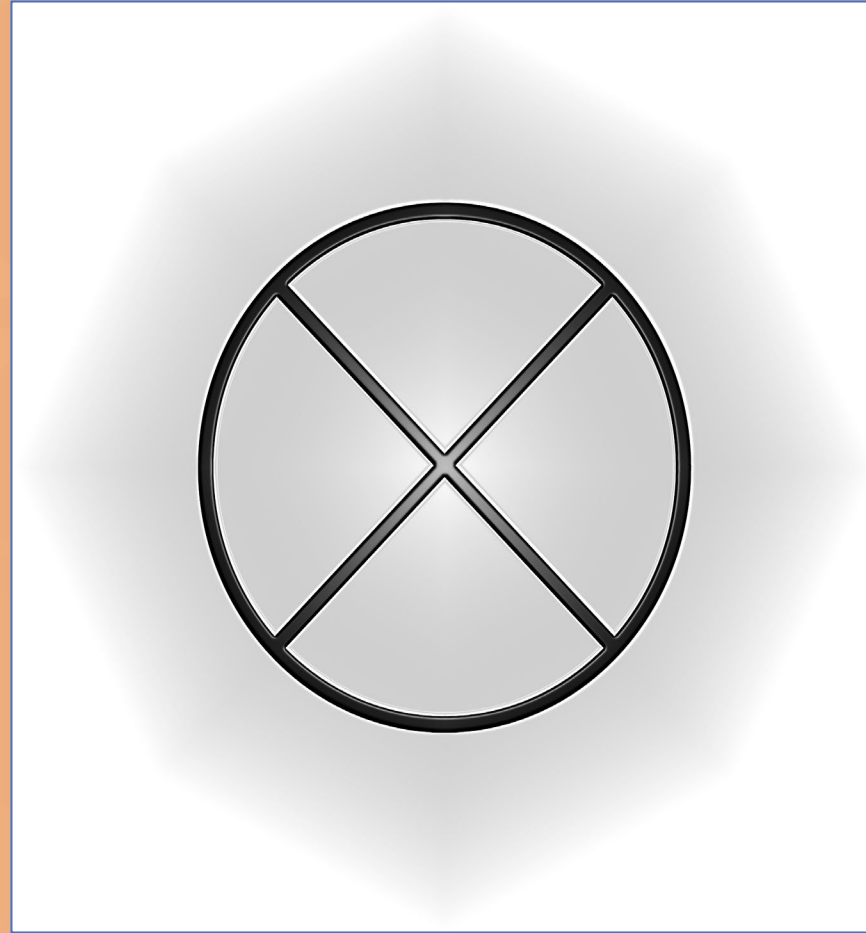




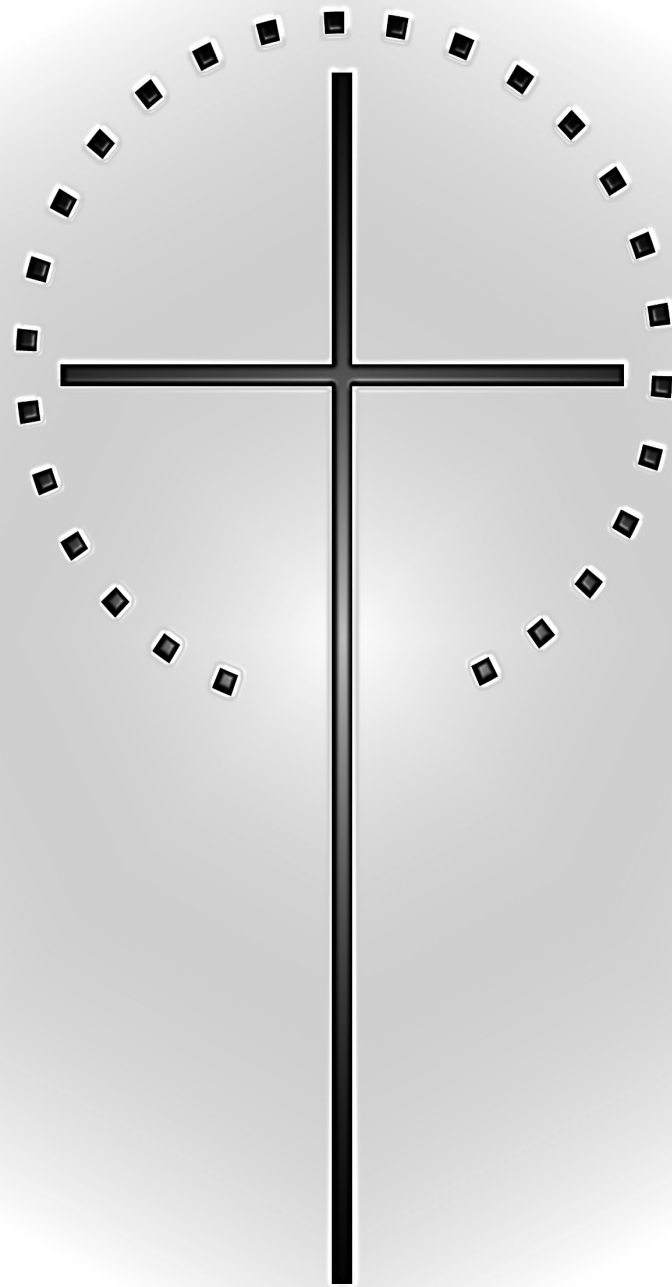


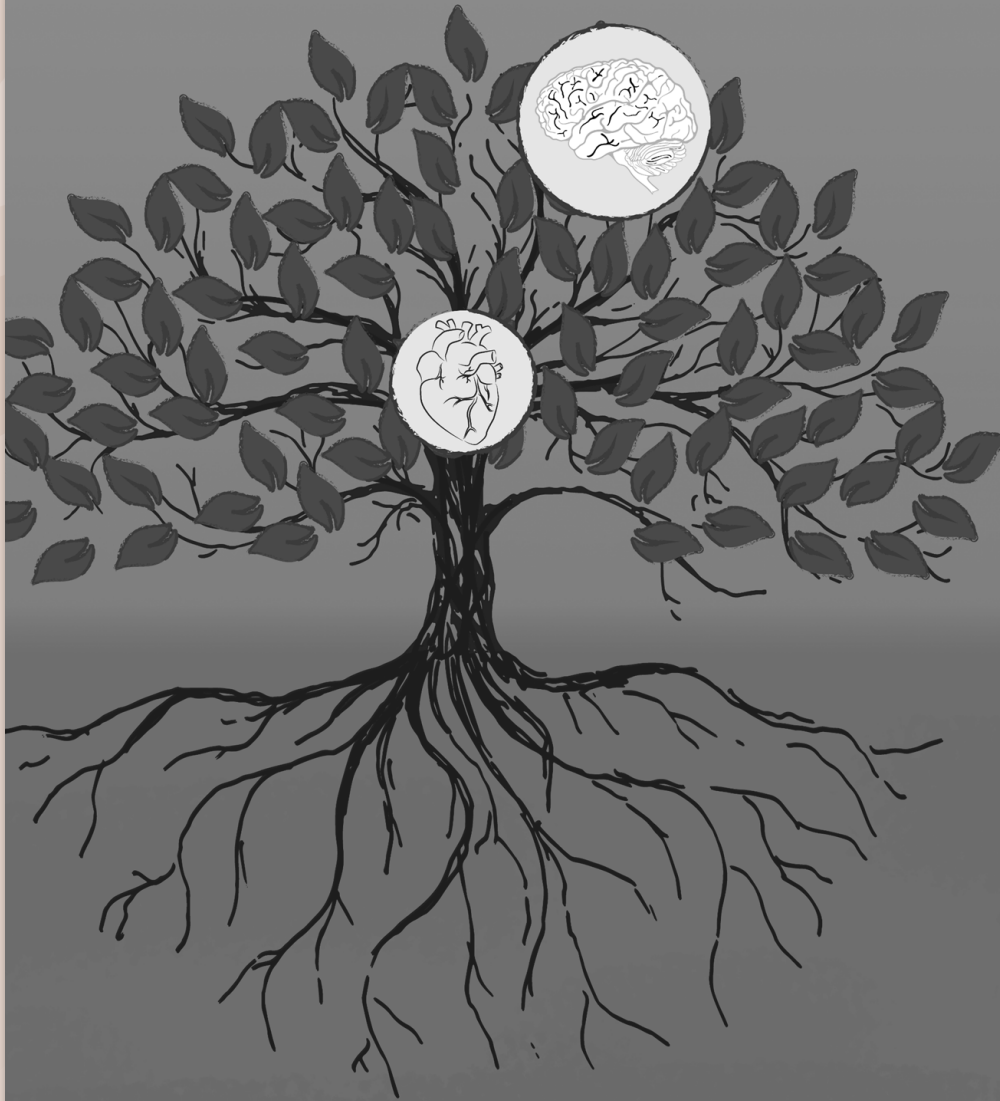
Then something happened to us that changed our lives forever,
We have never been the same again.

We went from this.....









- ❖ Alcohol & Drug Abuse
- ❖ Domestic Violence
- ❖ Suicide among adults and youth
- ❖ Incarceration
- ❖ “Old People”
- ❖ Lateral Violence
- ❖ Drug Overdose
- ❖ Family Separation
- ❖ Depression & Anxiety
- ❖ Mental Illness
- ❖ Survivors of Homicide
- ❖ Child Protective Services
- ❖ Physical Health Disparities
- ❖ Bullying
- ❖ Separation Thinking
- ❖ Drug & Sex Trafficking
- ❖ Prison Camps for our kids





Healed People

Heal People

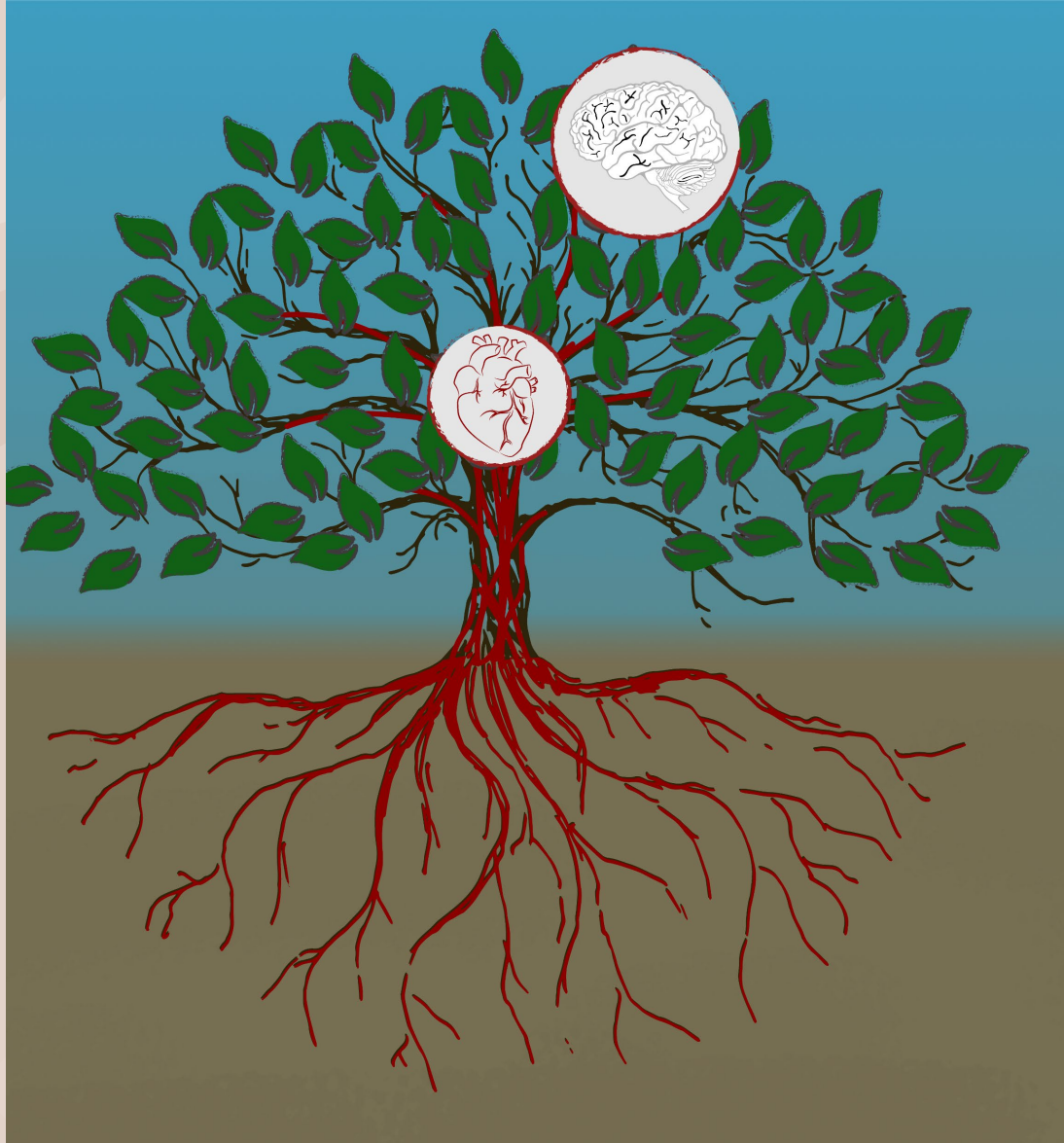


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GENERATION RED ROAD

Circle Peacemaking
Intergenerational Healing
Natural vs. Un-Natural
Worlds
Values, Beliefs & Lifestyles
Sacred 8 Directions
4 Directions of Wellness
Your Story
Conflict Resolution
Self-Care in a Medicine
Whell



- ❖ Sense of Safety
- ❖ Everyone has a Purpose
- ❖ Helpers helping helpers
- ❖ Understanding
- ❖ Compassion
- ❖ Love
- ❖ Uniqueness
- ❖ Sense of Belonging
- ❖ Accepting
- ❖ Hope
- ❖ Openness
- ❖ Solution Thinking
- ❖ Healthy Relationship
- ❖ Red Road Recovery
- ❖ Mental Health
- ❖ Women Leading
- ❖ Men Supportive
- ❖ Freedom
- ❖ Identity



INTERACTIONS OF INDIGENOUS AND WESTERN PSYCHOLOGY

Abraham Maslow also remarked on the social “security” among Northern Blackfoot children during his fieldwork at the Alberta Blood Nations reserve (1938).

Like Erikson, Maslow found that the foundation of security established by Indigenous parenting practices in early years provided a basis for healthy human development.

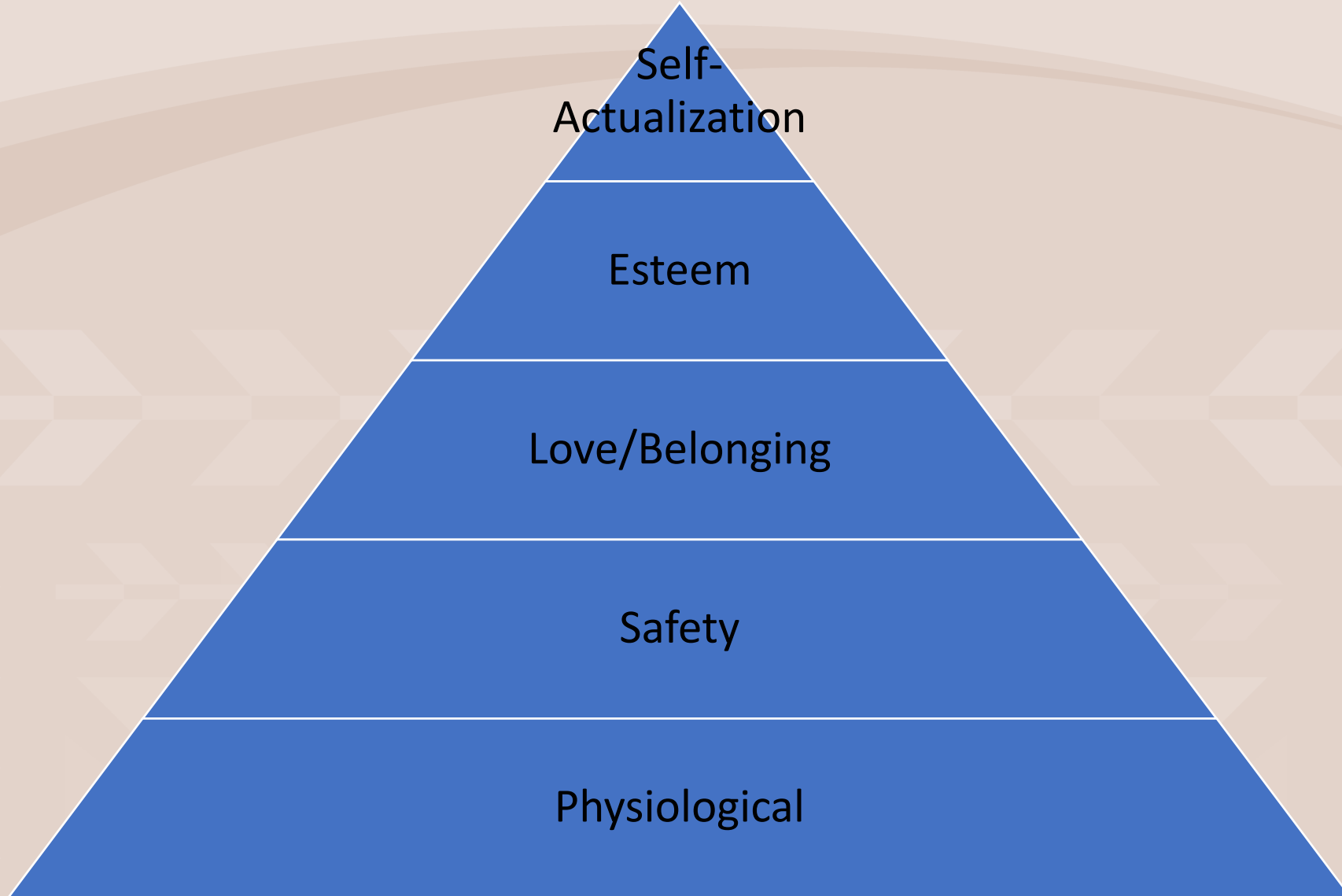
In his studies, Maslow documented First Nations teachings of the Lodge or “tipi”, which outlines an Indigenous system for growth of a human being within a collective society.

From Discussions with First Nations Elders around their model of social development, Maslow interpreted this model from a Western perspective in his Hierarchy of Needs.

A key difference in Maslow’s model focuses on the actualization of an individual, while the Indigenous model focuses on multi-generational actualization of the community.



Western Concept



Maslow's Hierarchy of Needs



Indigenous Concept

Physiological

Safety

Love/Belonging

Esteem

Spirituality



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Congruency:
is an agreement or
harmony; compatibility.



Trauma:

Trauma is an event. It can be any event that causes psychological, physical, emotional or mental harm; such as a death or abuse. A traumatic event can also be called a loss. If someone dies, that's a loss. If someone was abused, that is a loss. A loss of trust. Whether you want to call the event a trauma or a loss is okay, BUT THE RESULT OF THE TRAUMATIC EVENT IS GRIEF.



Grief:

Grief is the normal and natural response to loss. It's the conflicting emotions that result in the end of, or change in, a familiar pattern or behavior. Grief is the feeling of wishing things would have ended different, better, or more. Grief is the normal and natural feeling after trauma.



Past

Present

Future

Eternity

The Present is the Eternity

Interconnectedness





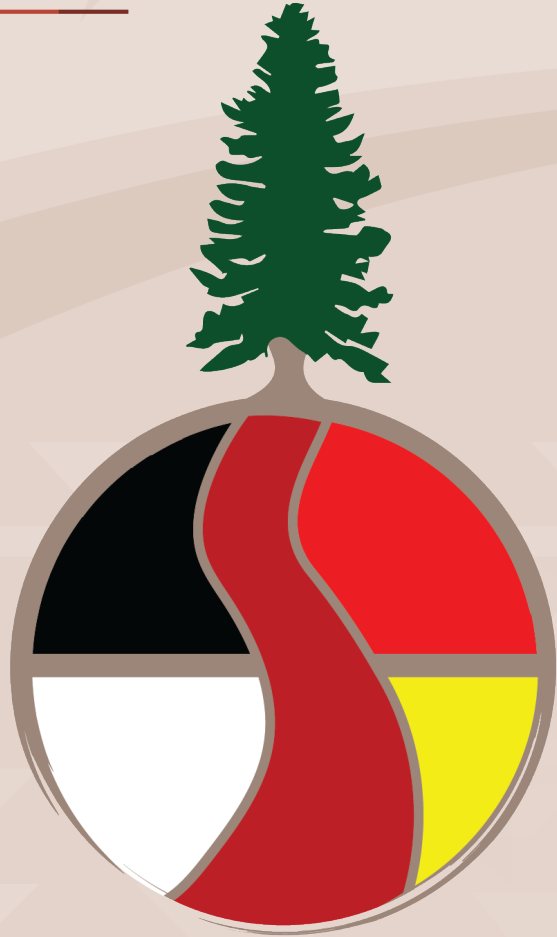








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**GENERATION
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Q&A



Evaluation

THANK YOU!



https://ncuih.qualtrics.com/jfe/form/SV_eIFv6M2IsEictJI



Upcoming NCUIH Events

- 4/12/2023: Growing Strong Together: Creating 2SLGBTQIA+ Inclusive Health Care Services
- 4/13/2023: Indigenous Wellness: Helping Our Veterans Heal
- 4/18/2023: P2PSC: HIT Technical Assistance
- 4/19/2023: Growing our Workforce: Opportunities and Challenges
- 4/20/2023: P2PSC: HIT Technical Assistance
- 4/26/2023: STI Community of Learning
- 04/27/2023: The Journey of Healing: Domestic Violence 101 Training (MMIP)
- **SAVE THE DATE: NCUIH 2023 ANNUAL CONFERENCE**
 - Monday, May 15, 2023 - May 18, 2023



NCUIH

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