



**Family Centered Services for Indian Children Impacted by Family Substance Use Disorders
Webinar
Jun 10, 2008,
11:00-1:00pm**

Questions and Answers Summary

The following list of questions was compiled from participants who entered questions through the interactive question function during the live webinar. Questions that were addressed by presenters during the webinar are not included in the summary.

- ***What is FAE? Is that the same as FAS?***

FAE is Fetal Alcohol Effects versus FAS, which is Fetal Alcohol Syndrome. For more general information on Fetal Alcohol Spectrum Disorders, please visit the Substance Abuse and Mental Health Services Administration's Fetal Alcohol Spectrum Disorders Center at <http://www.fascenter.samhsa.gov> or the National Organization on Fetal Alcohol Syndrome (NOFAS) at <http://www.nofas.org>. For information specific to Fetal Alcohol Spectrum Disorders and Native American families, visit the National Indian Child Welfare Association website at www.nicwa.org. You may also request a copy of the Beyond the Gloom Curriculum from the National Indian Child Welfare Association by contacting fannie@nicwa.org.

- ***Could you provide additional info or link to info on responsive versus reactive skills for families?***

Responsive—This is a term, often times, used in the context of working with a family who is both capable and willing to use good judgment to respond to safety concerns for children. It is an intangible in deciding if a family is ready to receive help.

Reactive—This is also a term, often times, used in describing behavior that is anger and fear driven. Judgment is altered to the point of a parent always being angry during visits, blaming others, using denial as a weapon of how help is not needed.

- ***Can you talk a little about programs or strategies in working with infants and young children with families impacted by substance abuse?***

The Minnesota Indian Woman's Resource Center in Minneapolis provides services for both aforementioned client pools, and has a great library of resources. Their website is <http://www.miwrc.org>.

- ***Do you know of any "community lesson learned" or successful "community project models" that may be helpful to grandparents challenged with grandchildren that have substance abuse concerns?***

This is an important issue to be addressed, that was not covered in the webinar because of time constraints. The National Indian Child Welfare Association has a curriculum that includes information pertaining to grandparents with substance abusing grandchildren. Visit the National Indian Child Welfare Association website at <http://www.nicwa.org> for more information. Contact Nadja@nicwa.org if you have any problems ordering the Module IV Curriculum.

Note: Not all questions from the webinar are addressed in this document. Questions pertaining to specific client issues/concerns were not included due to the difficulties in understanding all facets of cases in question. It is recommended that those cases be discussed with a supervisor.



- ***It is difficult to find the right programs available. This is because I am working with a community with a significant per capita income for tribal members that seem to lend itself to frequent substance abuse. How can I find more resources?***

The One Sky Center has a large directory of resources. Visit their website at <http://www.oneskycenter.org>.

- ***Is there currently a specific culturally appropriate instrument to assess child safety and or needs?***

Two examples currently being practiced in many jurisdictions are Structured Decision Making and Alternative Response, which both involve the family, a community person, and the investigator in the assessment process. For more information, visit the Child Welfare Information Gateway website for Structured Decision Making resources at <http://www.childwelfare.gov/systemwide/assessment/approaches/decision.cfm>.

- ***How can I help bridge the gap for Native Americans in need of mental health services to mental health in situations where they do not feel they can trust those services or system?***

One resource that may be helpful is the Substance Abuse and Mental Health Services Administration's Circles of Care Initiative, which is designed to support Federally recognized tribal governments and urban Indian programs in their efforts to design and assess culturally appropriate mental health service models for American Indian/Alaska Native (AI/AN) children with serious emotional/behavioral disturbances and their families. Through this initiative, multiple tribes are providing services to families and children with dual diagnosis. To find out more information, visit the Systems of Care website at <http://www.systemsofcare.samhsa.gov/ResourceDir/circleshome.aspx>.

- ***How do we get the families to participate, when they shy away because they want to hide their addictions?***

It may be helpful to seek out and adopt strategies that enhance parent engagement in treatment services. One resource is the NCSACW online tutorial *Understanding Substance Use Disorders, Treatment and Family Recovery: A Guide for Child Welfare Professionals*, available at <http://www.ncsacw.samhsa.gov/tutorials/index.asp>. This course includes: (1) key steps child welfare professionals should take when substance abuse is identified as a factor in a child abuse or neglect case; (2) strategies that motivate families to engage in treatment for substance use disorders; and (3) substance abuse treatment approaches and ways to help parents secure appropriate treatment for the benefit of children and families.

Family Centered Services will be a topic during the National Indian Child Welfare Association's Training Institute in October 2008. Contact Isla@nicwa.org for information and dates or visit the website at <http://www.nicwa.org/training/institutes/classes>.

- ***How does a Child Welfare Worker reconnect an urban tribal family that may subtly show interdependence behaviors but not be connected to a tribe?***

In some cases, it may be helpful to identify the families' strengths through noting behavior and communication patterns and finally to reward behavior with positive regard.

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- ***Due to historic and systematic oppression within our multiple cultures, often times it is difficult to recognize disempowerment embedded within these systems. Given many of my clients' experiences of being marginalized by various systems, what skills/tips do you have for Child Welfare Workers who operate within one of these systems?***

Improvement and focus on cross cultural communication are important because in many cases, more is said through non verbal than the verbal communication. There are two curricula currently available through the National Indian Child Welfare Association that encourage assessments of cultural competence and identify communication barriers. For more information, contact fannie@nicwa.org to request the [Around Here Exercise](#).

- ***Pre-contemplation and contemplation are minimized when legal intervention thrusts a parent (or child) into mandatory treatment (or the action stage). Resistance is the result. How do you work with a resistant parent?***

In some cases, individual contracting for behavior and participation as a framework for resistance has been found to be useful. The NCSACW online tutorial *Understanding Substance Use Disorders, Treatment and Family Recovery: A Guide for Child Welfare Professionals*, could also provide some strategies for working with parents. The tutorial is available at <http://www.ncsacw.samhsa.gov/tutorials/index.asp>.

- ***My concern is collaborative efforts in serving family. We have more resources outside of the community to assist our reservation than we do within. There is a sense of territorialism. Meanwhile, our families fall through the cracks. I understand patience is required... but my question is... "How can I facilitate growth without stepping on toes?"***

Check out the materials and playback for the Substance Abuse and Child Welfare in Tribal Communities: Substance Abuse Treatment, Child Welfare and Court Collaboration Webinar available at <http://www.cffutures.com/webinars>.

- ***Any suggestions specifically in Indian Country for sustaining community action and volunteer Coalition members' attendance?***

A few recommended strategies are to seek out the tribal leadership and to identify key areas that are vulnerable. The National Indian Child Welfare Association has a curriculum on grassroots prevention of child abuse and neglect. The curriculum describes how to launch grassroots efforts, form committees, and sustain leadership. Contact fannie@nicwa.org at NICWA for more information.

- ***Do I have permission to copy this for educational purposes for clients?***

The material from the webinar is permitted to copy for education purposes. Please cite: Terry Cross, National Indian Child Welfare Association.

- ***How do I obtain a hard copy of the Native Fatherhood Curriculum?***

The Native Fatherhood Curriculum is available from the National Indian Child Welfare Association. Contact fannie@nicwa.org for more information.

- ***How do obtain a hard copy of the Family Roles in Chemically Dependent Families?***

This is part of a curriculum. If you just want that page specifically, contact nadja@nicwa.org at National Indian Child Welfare Association for more information.

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- ***How can I obtain a hard copy of the timeline?***

Contact nadja@nciwa.org at the National Indian Child Welfare Association for more information. If you use the timeline from the PowerPoint presentation slides, please cite Gary Peterson, National Indian Child Welfare Association.

- ***How can I obtain a copy of the audio playback for the webinar?***

The playback and materials for this webinar are available for free download at www.cffutures.org/webinars. For further information on the webinar, contact the National Center on Substance Abuse and Child Welfare via email at ncsacw@cffutures.org or call toll-free at 1 (866) 493-2758.

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